

AN EVALUATION OF THE MASTER'S PROGRAM IN INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY:

RESULTS OF THE 2015 SURVEY OF ALUMNI

FROM THE

I/O TRACK OF THE M.S. IN PSYCHOLOGY PROGRAM

AT

MISSOURI STATE UNIVERSITY

A technical report prepared for the Psychology Department

by

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Executive Summary

Graduates of the Master's track of the Industrial/Organizational (I/O) Psychology program at Missouri State University were surveyed during the summer of 2015 using a questionnaire designed to collect information about alumni post-graduate work experiences and how they view various aspects of their educational experiences in the program. The survey was administered using Qualtrics, an online survey tool. Like the 2006 and 2009 surveys this effort attempted to include *all* alumni who had been out of the program for at least one year. The results indicate that:

- Ninety of a possible 179 alumni responded to all or part of the questionnaire.
- Ninety-eight percent of respondents were either employed or pursuing a doctoral degree.
- Most of those employed were working as HR specialists in corporate settings.
- Graduates were geographically dispersed across the United States.
- Mean income (includes base and variable income) of those employed fulltime for a 12 month year was \$87,419 (median \$74,000), with 78 respondents reporting a full time salary. The mean number of years since graduation was 7.5.
- Starting mean salary was lower for the 2014 graduation year (\$40,000) compared to \$50,000 in 2012, and \$62,000 in 2009.
- Alumni employed in corporate settings as HR specialists tend to involve training, management/organizational development, and survey research activities, whereas most of the work of those employed in governmental settings as HR specialists tended to involve selection and performance management activities.
- For alumni employed in HR generalist positions in both corporate and other settings, the work tended to involve more of a variety of activities (recruitment, EEO/AA compliance, compensation administration, employee relations/discipline, selection, etc.)
- Employed respondents were relatively satisfied with the various aspects of their jobs. Different cohort groups expressed similar satisfaction profiles and the current survey's satisfaction profile differed little from those of previous surveys.

Respondents expressed greatest satisfaction with their:

- Relations with others at work (coworkers/supervisors)
- Working conditions.

Respondents expressed least satisfaction with their:

- Opportunities for promotion
- Opportunity for recognition

Alumni portray a positive picture of the program. Mean ratings of all aspects of the program were generally well above the "satisfied" value on the four-point scale that was used. Overall, graduates describe relationships with faculty and rigors of the program as the most satisfying aspects. Dissatisfaction, while still slightly above satisfied focus on a desire for more practical/field experience, quality of printed information about the program and lack of library resources.

RESULTS OF THE 2015 SURVEY OF I/O ALUMNI FROM THE MS IN PSYCHOLOGY PROGRAM

During the summer of 2015, an attempt was made to contact and survey the entire group of 192 alumni from the Industrial/Organizational (I/O) track of the Psychology Master of Science program at Missouri State University. Descriptions of this program and the demographics of students enrolled can be found in other documents (Beatty & Fischer 1997; Fischer, 1999; Fischer 2001).

The purpose of this survey was to assess the post-graduation work experiences of alumni in terms of the types of jobs they obtain, the relevance of their employment to their program of study, their salary levels, and their satisfaction with various aspects of their jobs (relationships with coworkers and supervisors, opportunities for promotion and professional development, current salary, etc.). This information is useful to prospective students, who often ask, “where do your graduates work?”, “How much do they make?” and “how do they like their jobs?” In addition to assessing graduates’ post-degree work experiences, a second purpose of the survey was to evaluate the program from the post-graduate perspective of its alumni. The administration and program faculty want to know how graduates view their course work and related program experiences. The focus of this concern is upon program development, i.e., identifying areas of perceived strength and weakness. Descriptions of the questionnaire that was developed for this survey can be found in other documents (Beatty & Fischer 1997; Fischer, 1999). For the present survey the questionnaire was administered using web-based technology and software marketed by Qualtrics. Collected response data were imported to another program (SPSS) and further analyzed.

Sample Demographics

The program graduated its first student in 1994. Since that date 172 individuals have completed the program. We attempted to contact those alumni through our web-based electronic discussion group and the Missouri State Alumni Group Facebook page. While it is difficult to know how many individuals are still monitoring the alumni discussion group, the Facebook group has 156 alumni members. Additionally, current email addresses were obtained from faculty, and

alumni were asked to forward the questionnaire to other alumni with whom they remained in contact. Three reminder notices were sent out through each of the contact sources. Six weeks after the last appeal 90 alumni had responded (46.8% of program graduates and 57.6% of Facebook members); the responses of these graduates are the data reported in this report. While these rates are well above a typical survey response rate of 22%, it is lower than our previous 68% or higher response rate. It likely reflects the difficulty of tracking graduates over time rather than assessing recent graduates (past 2 or 3 years).

Mean years since graduation of the respondents was 7.5 and the median was 6.

There was greater responding from recent graduates; 64% of respondents had graduated in the last 10 years (see Table 1).

Table 1. Graduation Year of Questionnaire Respondents

Graduation Date	Frequency	Percent
1996 - 2000	12	13.3%
2001 – 2005	16	17.8%
2006 - 2010	27	30%
2011 - 2014	31	34.4%
No year reported	4	4.4%
Sample Total	90	

Results for the Alumni Employment

Of the 90 alumni who responded to the questionnaire, 82 reported they were employed (five were seeking other employment); six reported they were pursuing advanced degrees in doctoral programs (4 of these respondents were also currently employed) and two reported they were not currently employed and seeking employment. Approximately 87% of those who were employed reported that their positions were related to their degree. Just over 62% of those employed reported that their positions were commensurate with their experience; less than 7% felt their positions were not commensurate with their training while slightly over 24% stated they would prefer a more challenging job. These numbers continue to underscore a tendency among alumni toward ambition and confidence, more than a limitation in their opportunities to obtain meaningful employment (see the satisfaction data below).

Table 2 displays the numbers of alumni in various employment settings according to year of graduation. As can be seen from the last column in Table 2, most alumni were employed in corporate settings (35 of 84).

Table 2. Employment setting by graduation year

Employment Setting	Graduation Year				Total
	1996-2000	2001-05	2006-10	2011-14	
2yr/4yr university	1	4	2	3	10
Corporation	5	7	9	14	35
Small business	1	1	3	4	9
State/local Gov agency	1	0	1	4	6
Federal Gov agency	1	3	10	1	15
Self Employed	1	0	0	4	5
Other	1	1	1	1	4
Total	11	16	26	31	84

Descriptions of the duties of those employed in this setting indicate most are HR specialists involved in training and employee development (needs assessment, instructional design/evaluation), management/performance assessment/organizational development (executive coaching, 360 feedback, change management), or organizational research (survey design/analysis, organizational assessment). Specific job titles include: HR manger/director, HR Business partner, Talent Development Specialist, Consultant and Instructional Designer; Senior Compensation Analyst; Senior Project Manager; Vice President, Management Effectiveness; Director of Training and Employee Development; Director, Global Leadership and Development; Director of Community Services and Evaluation(Fewer alumni in corporate settings reported being employed in HR generalist positions where the duties involved providing various types of technical support in the areas of EEO compliance and affirmative action, benefits and compensation administration, employee relations, performance management, recruitment/selection, etc. Those employed in state and federal government settings tended to have HR consultant and specialist positions where the focus was upon selection and performance management activities, (Human Resources Consultant, Human Resources Specialist, Assessment, HR consultant), organizational research (Personnel

Research Psychologist, Survey Research Manager). Those employed in university settings included faculty, institutional research positions, and library science. Those employed in small business settings tended to be employed as HR specialists involved with selection, training or OD types of activities. A complete listing of all titles and job descriptions that alumni reported can be found in Appendix A.

Alumni are geographically dispersed. Three graduates are working internationally (Australia, India and Spain). Those located in the continental United States are employed as far north as Minnesota and Wisconsin, as far south as Texas and Louisiana, as far east as Washington, D.C., and as far west as California; however, approximately 56% were employed by organizations located in the Midwest. Employing organizations represented a gamut of products/services, ranging from manufacturing (Boeing, Hewlett-Packard, Spectrum Brands), construction (Manitowoc, Killian Group), medical (Cox Health, DaVita), food (Kellogg, Bunn Distribution), consulting (AON Hewitt, Hogan Associates), finance (Citi, Capital First, Commerce Bank), and federal/municipal/governmental services and consulting (Office of Personnel Management, Personnel Board of Jefferson County, State of South Dakota, City of Springfield, Missouri Department of Transportation), see Appendix B for a complete list of employers and geographical location.

Table 3 displays mean and median income of alumni according to the various employment settings, and Table 4 displays mean and median income according to alumni graduation year (as depicted in 5 year increments).

Table 3. Income by Employment Setting (full time)

Employment Setting	N	Mean Income	Median Income	Income Range
2yr/4yr univ	9	61,892	51,000	39,000 - 120,000
Corporation	35	108,509	75,000	28,000 – 500,000
Small business	8	62,563	53,000	32,000 – 92,000
State/local gov agency	6	52,216	52,149	35,000 – 75,000
Federal gov agency	13	88,161	88,000	57,000 – 116,887
Other	4	77,250	65,500	48,000 – 130,000
Total	75	63,645	54,000	28,000 – 500,000

Mean income across the sample was \$87,419, with a median income of \$74,000. The \$8,500 difference between the overall mean and median income values indicates a negative skew in the distribution of annual salaries. The mean number of years of post-degree employment for the sample is 8.5 years. The range in income for the entire group was fairly large, with a minimum salary of approximately \$28,000 and a maximum of approximately \$500,000.

Table 4. Income by Graduation Year.

Income				
Graduation Year	N	Mean	Median	Range
1994-2000	11	181,863	100,000	62,000-500,000
2001-2005	15	93,460	95,000	46,000 – 140,000
2006-2010	24	84,029	85,000	48,000 – 220,000
2011-2015	25	49,9983	50,000	28,000 – 92,000
Total	78*	87,419	74,000	28,000 – 500,000
*Total includes all reports of income including those who did not indicate a graduation year.				

Table 5 displays how alumni rated their satisfaction with various aspects of their jobs. Respondents were most satisfied with their relationships with their supervisors and co-workers, as well as with their working conditions. Respondents were least satisfied with their opportunities for promotion and with recognition. This pattern of results is very similar to earlier surveys of program alumni. Although more recent graduates expressed less satisfaction with benefits and supervision than older alumni, the satisfaction profile does not differ substantially across cohort groups.

Table 5. Satisfaction with Various Aspects of the Job.

GRAD Year		Salary	Benefits	Promotion Opp.	Personal Dev.	Recognition	Supervision	Co-workers	Work conditions
1995-2000	Mean	3.09	3.55	3.09	3.45	3.18	3.73	3.55	3.55
	N	11	11	11	11	11	11	11	11
	SD	.539	.522	.944	.688	.751	.467	.522	.522
2001-2005	Mean	3.19	3.31	2.81	3.06	2.75	3.00	3.31	3.31
	N	16	16	16	16	16	16	16	16
	SD	.750	.479	.750	.722	1.00	1.033	.479	.602
2006-2010	Mean	3.19	3.58	3.08	3.04	2.85	3.31	3.31	3.46
	N	26	26	26	26	26	26	26	26
	SD	.801	.578	.845	.622	.732	.838	.618	.647
2011-2014	Mean	2.79	3.03	2.93	3.10	3.17	3.41	3.45	3.55
	N	29	29	29	29	29	29	29	29
	SD	.620	.865	.884	.976	.805	.682	.632	.632
Total	Mean	3.04	3.33	2.98	3.12	2.99	3.34	3.39	3.48
	N	82	82	82	82	82	82	82	82
	SD	.711	.704	.846	.807	.824	.805	.583	.613

Results for the Educational Experiences Section

Table 6 displays some of the results for the section of the questionnaire that addresses how graduates view the program and their program-related experiences. On balance, these data portray a very positive depiction of the program; mean ratings are generally well above the “satisfied” value on the four-point scale that was used. Graduates expressed greatest satisfaction with their opportunities for institutional support and financial aid, faculty support/concern for their well-being, their opportunities to interact with faculty, and with the overall quality of the program. Areas of least satisfaction included the library holdings/services, their opportunities to participate in field experience, and the quality of computer support for research/course work. This pattern of satisfaction is similar to that which was expressed in previous surveys.

Table 6. Alumni Mean Ratings for Aspect of the Graduate Program Experience

Items ¹	Mean	SD
1. Quality of instruction in my classes	3.60	.49
2. Faculty support and concern for my well-being	3.68	.52
3. Student support and concern for my well-being	3.58	.54
4. Opportunities to interact with faculty	3.81	.52
5. Opportunities to participate in research	3.35	.70
6. Opportunities to participate in field experience	3.13	.75
7. Opportunities for institutional support (GA's)	3.67	.62
8. Opportunities for financial aid (loans)	3.58	.52
9. Rigor of academic standards set by faculty	3.73	.47
10. Rigor of academic standards set by students	3.36	.61
11. Quality of initial contacts with program	3.55	.59
12. Quality of printed information about program	3.24	.62
13. Quality of library holdings & services	3.27	.58
14. Quality of computer support for research & courses	3.30	.60
15. Quality of academic advisement received	3.67	.50
16. Satisfaction with course schedules	3.55	.57
17. Satisfaction with comprehensive exams	3.49	.59
18. Relevance of core courses to my job (survey, stat, social, etc.)	3.40	.64
19. Relevance of specialty area courses to my job (I/O courses)	3.38	.60
20. Relevance of internship/thesis to my job	3.41	.70
21. Opportunities to develop research & stat skills	3.41	.64
22. Developmental Context	3.49	.57
23. Opportunities to develop ethical/legal understanding	3.62	.54
24. Opportunities to develop communication & interpersonal skills	3.60	.56
25. Overall quality of the program	3.77	.43
N for item responses was ranged from 83 - 86		
<i>Note</i> ¹ : Items were rated on a 4 pt. scale: 1= <i>very dissatisfied</i> to 4= <i>very satisfied</i>		

Table 7 displays satisfaction ratings by graduation year groups. The pattern of results for the most recent group of graduates is similar to the aggregated data displayed in Table 6. However, recent graduates were significantly *less* satisfaction with opportunities for institutional support ($F_{(3, 82)} = 3.57, p < .05$). This is due to the available number of graduate assistantships across campus and greater competition with other masters programs on campus. No other differences between the

most recent graduate group and those from other groups were statistically significant. Appendix C presents the responses of the 2014 graduates. It will be interesting to see if these views change over time, as is suggested by many of the comments made by older alumni (see responses to open-ended items).

Table 7. Mean Ratings for Aspect of the Graduate Program Experience by Graduation Year

Items ¹	Graduation Year							
	1994 – 2000 N = 12		2001 – 2005 N = 16		2006 – 2010 N = 27		2011 – 2014 N = 31	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
1. Quality of instruction in my classes	3.58	.52	3.63	.50	3.63	.49	3.58	.50
2. Faculty support and concern for my well-being	3.75	.45	3.63	.62	3.67	.56	3.68	.48
163. Student support and concern for my well-being	3.58	.52	3.69	.48	3.74	.45	3.39	.62
4. Opportunities to interact with faculty	3.83	.39	3.75	.45	3.85	.36	3.81	.40
5. Opportunities to participate in research	3.42	.52	3.38	.89	3.44	.64	3.23	.72
6. Opportunities to participate in field experience	3.08	.67	3.25	.38	3.30	.72	2.94	.71
7. Opportunities for institutional support (GA's)	3.75	.62	3.69	.48	3.93	.27	3.42	.81
8. Opportunities for financial aid (loans)	3.58	.67	3.71	.47	3.36	.49	3.45	.51
9. Rigor of academic standards set by faculty	3.83	.39	3.56	.63	3.89	.32	3.65	.49
10. Rigor of academic standards set by students	3.42	.52	3.19	.70	3.56	.51	3.26	.63
11. Quality of initial contacts with program	3.58	.52	3.44	.63	3.67	.56	3.48	.63
12. Quality of printed information about program	3.33	.492	3.29	.61	3.31	.55	3.13	.72
Continued on Next Page								

Items continued	Graduation Year							
	1994 – 2000 N = 12		2001 – 2005 N =16		2006 – 2010 N =27		2011 – 2014 N =31	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
13. Quality of library holdings & services	3.50	.52	3.27	.59	3.26	.45	3.20	.66
14. Quality of computer support for research & courses	3.45	.69	3.33	.49	3.19	.62	3.32	.60
15. Quality of academic advisement received	3.67	.49	3.50	.63	3.78	.42	3.68	.48
16. Satisfaction with course schedules	3.58	.52	3.50	.52	3.56	.64	3.55	.57
17. Satisfaction with comprehensive exams	3.58	.52	3.50	.52	3.52	.58	3.42	.62
18. Relevance of core courses to my job (survey, stat, social, survey)	3.58	.52	3.31	.71	3.52	.58	3.26	.68
19. Relevance of specialty area courses to my job (I/O courses)	3.75	.45	3.56	.51	3.37	.57	3.16	.64
20. Relevance of internship/thesis to my job	3.50	.67	3.44	.73	3.44	.64	3.32	.70
21. Opportunities to develop research & stat skills	3.58	.67	3.38	.72	3.48	.51	3.29	.69
22. Developmental Context	3.50	.67	3.44	.63	3.56	.51	3.45	.57
23. Opportunities to develop ethical/legal understanding	3.67	.49	3.56	.63	3.78	.42	3.48	.57
24. Opportunities to develop communication & int-per skills	3.67	.49	3.75	.45	3.63	.49	3.48	.68
25. Overall quality of the program	3.75	.45	3.69	.48	3.85	.36	3.74	.46

*Note*¹: Items were rated on a 4 pt scale: 1=very dissatisfied to 4=very satisfied

Open-ended items asked alumni to describe the more satisfying and frustrating aspects of their graduate experiences. These data reveal a pattern that is similar to previous surveys and consistent with the satisfaction ratings in Table 5. Graduates describe relationships with faculty, cohort group and opportunities to develop valuable knowledge/skills as some of the more

satisfying aspects of their graduate experience. A complete list of alumni verbatim comments can be found in Appendix D (note: responses were corrected for spelling). Frustrations focused on a desire for more applied/practical/field experience, more internship opportunities, and less reported more job search assistance, comprehensive exams and opportunities for graduate assistantships (see Appendices E for a verbatim list of alumni comments (note: responses were corrected for spelling and names associated with negative comments were removed).

Additionally, alumni were asked to offer recommendations for the improvement of the program (see Appendix F for a complete list of verbatim comments). The desire for more networking with students from other programs, professionals in the field, and greater opportunity to take business courses were all mentioned as potential program improvements.

References

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Appendix A. Job Titles and Duties of Alumni.

Job Title	Job Description Descriptions are as typed by Respondents
Account Manager	Adaptive Solutions Group (ASG) is a premiere resource provider of information technology personnel for local and regional clients. We provide a myriad of technical professionals available for contract, contract-to-hire and permanent placement positions. Or people-centric, quality of life employment approach provides our clients with IT professionals who have the knowledge, experience and personal satisfaction to contribute immediately in any work environment. Our desire is to create long-term partnerships with both our clients and consultants. -Responsible for developing and increasing Adaptive Solutions Group's business to business sales through the development of both new and existing accounts. -Provide supplemental staffing, long-term consulting engagements, and direct placements in the field of Information Technology. -Act as business partner to advise clients on the appropriate staffing model (staff augmentation, SOW, VMS) based on IT goals. -Evaluate and analyze key client business needs to ensure all requirements and performance metrics are met. -Collaborate with internal recruiting and professional services teams to fill client requisitions and complete professional services engagements. -Maintain vendor relations by providing ongoing communication and problem resolution. -Strategically identify and target key accounts and verticals to increase sales opportunities. -Leverage business networking contacts to identify, screen, place and manage technology resources.
Assessment & Learning Outcomes Consultant	1. Assists the Director of Assessment in establishing, managing, and coordinating comprehensive data gathering and sharing systems to improve the quality of instruction and student learning. 2. Analyzes a variety of internal data sources in conjunction with faculty and staff, such as, but not limited to, departmental assessments, exams, portfolios, surveys, employment information, and external data sources. . . and disseminates the information among the instructional community, staff, administrators, an other University constituents with a goal of improving student learning. 3. Communicates the purpose and importance of student outcomes assessment and academic program evaluation as supporting the continual and systematic improvement of instruction ad student outcomes. 4. Supports departments and colleges in the development of assessment plans to streamline and support quality improvement. 5. Works with faculty and various University departments, such as, but not limited to, Residence Life, Housing and Dining Services, Citizenship and Service Learning (CASL), Student Success, First Year Programs, and public affairs staff to develop assessment projects and programs in order to provide data and analysis that can subsequently be used to improve courses, learning environments, student success, and public affairs programs.
Assessment and Development Specialist	Job analysis to include on-site visits and focus group meetings with SMEs Developing job minimum qualifications Developing selection and promotion batteries Content validation of selection batteries AI analysis Proctoring selection tests
Assessment and Selection Intern	
Assistant Professor	Research, Teaching, Service

	Job Title	Job Description
	Assistant Professor	Typical assistant prof duties - teaching, research, service
	Associate Consultant	<p>- Data Analysis. Performing complex data analyses managing large databases and using SPSS and Excel, including descriptive statistics, correlation, item analysis, adverse impact analyses, regression and, potentially, structural equation modeling and item response theory techniques. - Assessment Development. Developing work simulation, situational judgment, personality, biodata, cognitive, and computer adaptive assessments. - Assessment Validation. Designing, implementing, and analyzing the results of construct, criterion-related, content, and synthetic validity studies. - Research. Conducting literature reviews on cutting-edge assessment practices and research findings, writing technical documentation mapping to legal and professional guidelines. Project Management. Manage selection and assessment projects. - Client Management. Work directly with clients in a service friendly manner, delivering error free work that meets or exceeds client expectations. - Client communications. Creating a delivering client presentation materials. Presenting materials in person in front of large or small groups, presenting materials and discussing client needs in conferences and webinars. - Other Potential Duties: Competency modeling, job analysis, and performance management project work.</p>
	Associate Professor	Teaching, Research, Service, I-O Master's Program Coordinator
	Compensation Manager	
	Corporate Human Resources Manager	<p>Lead HR operations and project management across multiple business verticals in a rapid growth, highly entrepreneurial environment Employee Relations Performance Management Organizational Development Career Development Compensation HR Copliance</p>
	Director and Assistant Professor	<p>Oversee the administration of the Leadership & Organizational Development (LOD) Master's Program, including the oversight of all courses in the program, development and growth of the program, and program assessment. Teach four courses each year and supervise graduate student projects. Produce scholarship consistent with the rank and tenure guidelines of SLU.</p> <p>CORE RESPONSIBILITIES</p> <ul style="list-style-type: none"> •
	Director of Human Resources	Overseeing payroll and benefits function, responsible for talent management and employee development.
	Director, Organizational Consulting	<p>Surveys: Manage Surveys & Feedback department, including the design, implementation, and delivery of 360-degree; individual and team surveys & organizational surveys measuring climate, employee satisfaction, engagement, psychologically healthy workplaces, and board evaluation surveys. Manage P&L responsibilities with an eye toward market expansion, cost reduction, and increased efficiency. Consulting: Engage in executive consulting work including but not limited to board evaluations, C-suite level services, executive coaching, succession planning, and competency modeling. Respond to RFPs and develop consulting contracts. Assessments: Administer and interpret candidate assessments for selection and development, write 300-400 assessments per year. Stay current on best practices and employment law considerations when investigating assessment tools to incorporate into assessment batteries. Client Management: Maintain a robust load of clients as a lead psychologist, as well providing secondary and tertiary support as necessary with other clients. Build, grow, and develop relationships with client contacts resulting in steady growth and investment in services. Internship Advisor: Actively manage a dynamic group of student interns, ranging from Bachelor's degree candidates to doctoral-level candidates. Hold regular meetings, advise on projects, coordinate schedules and task-related efforts, and report back to on-campus level contacts. Manage relationships with multiple Universities to maintain field study status.</p>

	Job Title	Job Description
	Employment Specialist	I recently started so it's still in flux. Right now I am posting all openings and collecting applications. However, we are moving toward data collection for applicant tracking and process improvements. My role will expand as I learn my responsibilities and we improve the current, very manual, processes.
	Equal Opportunity Specialist	Oversight of professional job searches from an EEO perspective. Coordinate and handle all employee ADA Accommodation requests. Handle investigations involving alleged discrimination based on federally protected areas. Conduct/oversee Affirmative Action Planning and other federal reporting functions. Provide trainings in the area of EO/Diversity issues. Partner with other universities units on committees/taskforces/policy review/programming/consultations on EO/Diversity issues/risk assessment and specific federal regulations (such as Title IX, VEVRAA, ADA, EEO, etc.)
	Firefighter	
	General Manager	Hiring, Training, Customer Service, Accounting, Sales.
	Head of HR M&A and Transition	Merger and acquisition due diligence and integration
	hour business partner	Represent 500 employees in union environment. Act as the facilitator between manager, employee, and company.
	HR Administrator	Assist in the development and implementation of a company-wide training program. Assist in processing new employees (maintain copies of W-4's, I-9's, etc.) Prepare employee jacket, benefits file and confidential file for each new hire. Conduct benefit enrollments for new employees. Assist with new employee background checks. Maintain employee lists on Excel. Performs payroll/benefit-related reconciliations to General Ledger and processes payments. Assist with preparation of performance review forms. Assist with interview process. Schedules meetings and interviews as requested by the HR Manager. Makes copies, faxes documents and performs other clerical functions. Files papers and documents into the appropriate employee files. Additional duties or special projects as assigned. Skills and Experience: Excellent Organization and Prioritization Skills, Excellent Verbal and Written Communication Skills, Proficient at Multi-tasking, Positive and Professional Interpersonal Skills, Proficient in MS Office, Knowledge of applicable laws and regulations related to Human Resources, Ability to handle confidential information in a professional manner. Previous HR and/or HR Support Experience
	HR Business Partner	I support Global Procurement, Global Supply Chain Shared Services, and Global Co. Manufacturing for primary HR initiatives including workforce planning, performance management/development, career development, executive coaching, diversity & inclusion, etc. Am also the Change Management lead for major projects in Global Supply Chain including network optimization and our transition to global business services. Primary responsibilities include integration of change management methodology, communications/training planning, project planning, organizational design, etc.
	HR Business Partner and lead for learning and development	1. Develop the learning strategy for the business and organization based on needs analysis. 2. Implement learning and development interventions 3. Partner with business on all people related issues. 4. Handle the annual performance appraisal cycle. 5. Deal with employee issues and counsel when needed

Job Title	Job Description
HR Consultant	Project management and external consulting related to strategic HR functions in Federal government agencies. Specifically, I manage projects (budget, timeline, people, scope) and provide consulting to agencies on workforce planning and succession planning Workforce and succession planning work can include strategic and environmental scanning (SWOT analysis, etc.); analyzing the workforce (competency modeling, skill gap analysis, training needs, analyzing personnel data, identifying high potential employees, analyzing leadership potential, determining succession/attrition risk); and synthesizing data and providing recommended strategies for retention, selection, training and leadership development. I also assist Federal agency clients in implementing strategic HR programs and tools, such as leadership development programs, career path plans, etc. with continuous evaluation cycles. Occasionally, I'm called on to provide workforce planning and/or succession planning training. As a senior consultant, I mentor teammates, provide resources and instruction, and review work for our team. I also engage in a number of process improvement and the development of new products or services for our clients.
Job Title	Job Description
HR Consultant	- Consult agencies regarding all issues related to performance management - Help agencies to telework successfully. - Design, create, and deliver large scale training programs. - Train in-person and virtual classes (e.g., performance management, telework having difficult conversations)
HR Consultant	Consultant for federal agencies on performance management, telework and strategic planning. Frequently design and facilitate training, evaluate and develop performance appraisal systems and programs, and consult with HR and executives on how to write measurable and results focused performance standards (goals).
HR Generalist	Payroll, Employee Relations, Training, FMLA Administration, Recruiting, Safety, HRIS Data Entry, Performance Management ,All things HR
HR Generalist and Consultant	Consulting several Springfield area businesses on HR issues, employment law, etc.
HR Manager	Hiring, coaching, training, recruiting, and terminations. Coordinate wellness activities and ensure safety procedures are being followed. Promoter of our culture and ensure employee satisfaction.
HR Manager	Manage a department of 7. Create, modify and manage the transactional HR processes. create and implement org development projects
HR Manager	Compensation and performance management
HR Manager	Talent Development, Organizational Planning, Compensation
HR Representative	<ul style="list-style-type: none"> • Recruitment - salary, non-exempt, and temporary employees to include interviewing, advertising, background checks, on-boarding, orientation, processing new hires, and attending Job Fairs and community events as required., • Compensation – Assist with annual salary planning and mid-year and on-going market adjustments. Assisting in the development of Job Descriptions, • Benefits - field employee questions and assist with audits as required. , • Labor Relations – Assist with administration of Company Policy, may conduct investigations to resolve employee conflicts and assist with employee discipline. . • Talent Management - Assist with the coordination of the performance review process; conduct training as needed, and assist employees and managers with employee development plans and development

		of talent profiles. • Terminations/Promotions - assist managers with the promotion process and process terminations/retirees as needed. • Compliance - working knowledge of state/federal employment laws and regulations. Maintaining compliance with I-9's, required postings, organizational charts, ISO, and SOX. Assist with annual AAP process and compiling of GFE. • Maintaining accurate HRIS files and organizational charts. • Communication - Assist with various employee meetings; assist in the creation of various memos and organizational announcements, etc. to keep employees informed. Coordinate various employee surveys. • Employee Relations - assist with special events to include United Way Campaign, Service Recognition awards, Employee Built Idea Program, actively participate in employee engagement events and community relations events, etc. • Safety - Maintain departmental housekeeping and 5S standards, perform job functions in a safe manner, wear all PPE required by Company Policy as required, know & follow established job specific and facility wide safety & health procedures and rules, participate in safety and health training & demonstrate
	HR Specialist	Maintain employee personnel files Benefit Administrator
	HR Specialist	Recruit for vacant positions; establish recruitment strategies; classify position descriptions to determine pay grade; perform employee and labor relations duties; serve as student employment coordinator.
	HR.Specialist	Recruitment, employee relations,
	Human Resources Assistant	Facilitate on-boarding paperwork and process for new employees Manage the posting of open positions on recruiting websites Ongoing documentation for terminations as well as employees incidents Assist with implementation of employee benefits Assist in maintaining personnel/employment law updates Provide administrative support for HR compliance programs
	Human Resources Consultant	Consult with federal agencies on a variety of workforce and succession planning services to include: Strategic alignment Competency modeling and gap analysis Workforce analysis Knowledge management Individual succession planning Succession planning training
	Human Resources Consultant	Project management - including monitoring deliverables, financials, and customer management Job analysis Development of questionnaires to rate applicants Job announcements Applicant review Consulting with other HR personnel and hiring managers Training Other projects as assigned, (i.e., rating applicant narratives, research projects and data analysis)
	Human Resources Consultant	Staffing
	Human Resources Director	
	Human Resources Specialist	General: Designs, develops, and promulgates merit-based systems, policies and programs to recruit, develop, pay, motivate, and retain members of the Federal Government's Senior Executive Service (SES), and other senior positions. Duties: Develops and interprets policies for the SES and Senior Professionals (SL/ST), including classification, pay, awards, performance management, staffing, and other areas of human resources management. Example Tasks: Providing legislative support (e.g., reviewing proposed Bills); Writing and interpreting regulations pertaining to performance management and incentive awards; Creating reports to inform Government-wide policy formulation (especially in the area of award programs); and Analyzing Government-wide data to identify trends and other useful statistics.

	Job Title	Job Description
	Inside Sales Account Manager	I sell servers, storage, networking, technology services, and cloud solutions to specific agencies within the federal government space. The position requires a high degree of team management, project management, and sales pipeline management. I also assist in on the job training of new hires in my segment. I am responsible for driving in a shared sales quota for each fiscal year and expected to expand on the existing customer base.
	Lead Personnel Research Psychologist	Conduct Survey research (climate surveys, customer satisfaction) and survey support (focus groups, action planning), administer 360 assessments and individual feedback, conduct program evaluation, project management.
	leadership and organization effectiveness consultant	Project lead and primary facilitator for leadership development program. Change management consultant. Involved in all stages of both. Administrative to content development).
	Manager	Manage operating HR branch. Develop assessments for hiring and promotion. Supervise staff. Develop and implement HR training. Marketing and sales in a reimbursable environment. Budgeting and finance operations
	Manager International Research	Oversee international validation studies. General support to international partners/distributors. Collect and analyze data to gather evidence of assessment validity in non-US locations. Facilitate translations. Develop local norms
	Manager, Organizational Development	I am part of the talent management team. I am responsible for managing the following programs: employee engagement survey, employee recognition program, leadership training, affinity groups, assessments and career development.
	Org development specialist	Performance reviews, succession planning, job analysis, 360 reviews, individual development plans.
	Organizational Psychologist	
	Partner and Region Practice Lead	Lead p and l for a region of a global human capital consulting practice
	Partner, Coach, Consultant, Trainer, Facilitator	As an owner of a small business I wear many hats. Along with my 4 other partners I am a member of our leadership team and oversee the strategic direction of our business. I also participate in the discovery/design stages of our business development process to ensure we are proposing a solution to fit their needs. On the operations side, I oversee the instructional design of courses/sessions and direct the work of our graphic designer. In my "service provider" role I support our clients in the areas of process improvement, facilitation of meetings, leadership coaching, team and leadership development sessions and performance improvement consulting.
	Personnel Research Psychologist	The incumbent of the subject position functions as a Personnel Research Psychologist to deliver high quality employment and organizational assessment services to client agencies, provide cutting-edge HR management services by conducting basic, applied, and innovative research encompassing the full gamut of human capital management, with a specific focus on individual, organizational, and outcome assessment. Conducts research and applies innovative assessment procedures and technologies to develop practical solutions to human resource management problems, and provide technical assistance to departments and agencies in their areas of expertise. Project Types: - Job Analysis - Competency Modeling - Selection Assessment Development - Selection Assessment Validation - Competency Gap Analysis - Assessment Strategy Design - Succession Planning

	Job Title	Job Description
	Personnel Research Psychologist	Major Duties consist of, but not limited to, Job Analysis, Assessment Development, Assessment Validation, Competency Modeling, Competency Gap Analysis, data analysis, Training Needs Assessment, Staffing/Classification, Workload Analysis, Leadership Assessment, Organizational Assessment, Action Planning, Program Evaluation, Project Management, etc.
	Personnel Research Psychologist	Design, develop, and validate personnel selection procedures. Conduct job analyses. Conduct training related to personnel selection. Collect, analyze, and report organizational attitude/opinion survey data. Design assessments used for employee development (e.g., leadership aspirations, training needs, skill proficiency gaps).
	Personnel Research Psychologist	I spend most of my time working with other Federal agencies to develop assessments for hiring,
	PhD Candidate and MBA Instructor	I am a full time PhD Student, research assistant, teaching assistant, MBA instructor, and executive coach. Outside of the normal student tasks, I normally teach a MBA class once a week during the academic year.
	Private/group swim coach	- coordinate groups of 5-8 swimmers from 6 to 22 years old - create training plans upon clients' swim performance goals. - Analyze swimming techniques and provide feedback for main technical deficiencies - build clients commitment for practicing swimming on a long-term basis. - develop and follow-up conditioning swim programs for clients whose goals are competitive swim/triathlons races
	Professor	Department Chair, teaching, research, service
	Professor	Teach MBA executives and master topics related to I/O Conduct research
	Program Analyst Senior	- Market analysis for IT in US, UK, Germany, France, and Spain - FLSA review - Compliance reporting - Managing our performance appraisal system - Reporting on everything compensation or HR-related
	Program Evaluator	
	Realtor	
	Reference & Instruction Librarian	
	Research Analyst	I run analysis on consumer feedback surveys and assist in developing presentation for restaurant and retail clients. For Example: Linear and logistic regression Relative weights analysis Time Series ANOVA CHAID Cluster Analysis I am also involved in training in new hires in certain related statistical analysis.
	Research Analyst	Survey Design, Data Analysis, data interpretation, presentation development, Training new employees, interviewing Research Analyst candidates.
	Research Associate	Oversee test development for a large-scale K-12 assessment, interpret large-scale test data, manage GRAs and three full-time staff members, conduct research, present at regional and national conferences
	Research Associate, Psychometrics	Facilitate job analyses, feasibility studies and other research projects requested by clients. Perform, interpret and report statistical analyses. Lead workshops to educate on proper item writing technique, item review and standard setting. Proofread and evaluate examinations for psychometric soundness. Monitor and conduct research on statistical detection of test exposure and fraud. Monitor websites for exam content to limit exposure of items and assure exam security.

	Job Title	Job Description
	Research Specialist	Outcomes analytics and survey research. I work with various business units and teams to develop research questions regarding the efficacy of their products and services. I also develop surveys and deploy them to various customer groups to assess their attitudes and opinions regarding our products and services. The results of my analyses helps guide our product strategy.
	Senior Product Manager/Product Management Team Lead	Supervisor and administrative manager for a team of five product managers, representing the full portfolio of established software and data products for Nielsen Segmentation and Local Market Solutions (SLMS). Responsibilities include: crisis management, strategic input and planning, performance management, resource allocation, employee development, and process improvement. Additionally: product manager for the industry-leading Nielsen consumer segmentation products (PRIZM, P\$YCLE, ConneXions, Nielsen Inome Producing Assets Indicators, Nielsen Net Worth Indicators, and Workplace PRIZM). Responsibilities include coordination of cross-functional teams (software, data, and statistical operations), product updates, strategy, and oversight of marketing materials, documentation, client and sales staff support, data provider negotiations, and working with internal and external users of segmentation data on concrete deliverables with tight timelines.
	Software Consultant	Implement, maintain, support, and do enhancement work for payroll HR software SAP for multinational corporations.
	Special Assistant to the Workforce Investment Board	
	Sr Director Human Resources	HR generalist / primary business partner to company division. Includes oversight for HR generalist team, HR project management, HR systems, and recruiting/staffing/talent acquisition.
	supervisor, human resources	Recruitment, review disciples/reviews, answer general payroll/benefit questions, new hire orientation, attend dept. meetings as HR rep, plan bi-annual parties, create and implement regional health initiatives, develop and deliver local management training topics, be awesome.
	Survey Manager	Oversees activities of the Compensation Survey team, ensuring timely and quality compensation survey publications produced year round. Assists clients in the design and implementation of staff and leadership total compensation surveys and is the programmatic lead for development and communication of custom total rewards surveys.
	Survey Research Manager	
	SVP	Senior Vice President of HR - OD, Recruiting/Selection, Training, Benefits, Employee relations, Labor Relations
	Talent Development Specialist	Design and facilitation of Leadership Development Training Programs (new manager and high potential), including the design and facilitation of simulations, assessments and role plays Design and facilitation of Leadership Bench Strength Initiative (Succession Planning and Talent Review) Deployment of Organizational Survey and analysis of data Manage, implement and market organization's LMS Design and development online training tools to support initiatives Serve on change management committee and support the training needs for the rollout of a new organization -wide ERP system

	Job Title	Job Description
	Talent Management Specialist	Work with HR team members to identify, develop, and implement enterprise-wide talent strategies, processes, and technologies utilized in the entire employee lifecycle.
	Target Setting & Cascading Analyst	Manage the organization's long-term goal setting program which is linked to the bonus system for all salaried employees in the company. Work with large data sets to determine current performance, strategies for future target initiatives, target alignment across functions, etc. Coordinate training for systems and processes.
	Test Manager	Manager a team of testers and assign resources to all projects for IT/Internet
	Tour/Production/Market Manager	Experiential Marketing/Events
	Vice President, learning and talent	I am the chief learning and talent officer for the enterprise. This includes, org design, Chang mgmt., learning, talent and other responsibilities
	Video Coding Specialist	
	Workforce Investment Board	Responsible for supporting Workforce Investment Board Members and Council of Locally Elected Officials. Provides administrative support and performs numerous duties, including scheduling, writing correspondence, emailing, providing marketing materials, and leading outreach projects/programs in the 7 county region.

Appendix B. Alumni Employers and Locations

Alumni Employers and Locations	
Education	
Company	City, State
Case Western Reserve University	Cleveland, OH
Claremont Graduate University	Claremont, CA
EADA	Barcelona, Spain
Kansas State University	Manhattan KS
Minnesota State University	Mankato, MN
Ozarks Technical Community College	Springfield, MO
Saint Louis University	St. Louis, MO
University of Kansas	Lawrence, KS
Eastern Kentucky University	Richmond, KY
Finance	
Citi	Jacksonville, FL
Commerce Bank	Springfield, MO
Defense Finance and Accounting Service	Indianapolis, IN
Capital first limited	India
TIAA-CREF	Charlotte, NC
Federal Government	
Office of Personnel Management	Kansas City, Washington, DC; San Antonio, TX
Department of the Interior	Herndon, Virginia

State and Local Government	
Company	City, State
City of Springfield	Springfield, MO
Denver fire department	Denver, CO
Missouri Department of Transportation	Jefferson City, MO
Personnel Board of Jefferson County	Birmingham, AL
State of South Dakota Bureau of Human Resources	Pierre, SD
Private Consulting, Marketing, Credentialing, Research and Training	
Ascend Learning	Kansas City, MO
Adaptive Solutions Group	St. Louis, MO
Aon/Aon Hewitt	Sydney Australia, Washington DC, Virtual
Applied Measurement Professionals, Inc.	Olathe, KS
Audigy Group LLC	Vancouver, WA
Capgemini Consulting	Kansas City, MO
Excelerant	Lafayette, LA
Hogan Assessments	Tulsa, OK
Nielsen	Arlington, VA
Psychological Associates	St. Louis, MO
Service Management Group	Kansas City, MO
SMG Service Management Group	Kansas City MO
Health Care/Medical	
CoxHealth	Springfield, MO
DaVita	Denver, CO
Integrated Healthcare Strategies	Kansas City, MO
The University of Arizona Health Network	Tucson, AZ

Manufacturing and Construction	
Company	City, State
Boeing	Seattle, WA
Killian Group	Springfield, MO
Manitowoc	Shady Grove, PA
United Technologies	Lincolnton, NC
Products, Sales, and Services	
Ace Pipe Cleaning	San Antonio, TX
Aegion Corporation	St. Louis, MO
Ameren	St. louis, MO
Anheuser-Busch InBev	St. Louis, MO
Bunzl Distribution	St. Louis, MO
Clean	Oklahoma City, OK
Drury Hotels	Joplin, MO
EagleRider	Los Angeles, CA
Enterprise Holdings, Inc.	St. Louis, MO
Goodwill of Western Missouri and Eastern Kansas	Kansas city, MO
Hewlett-Packard	Conway, AR
Kellogg Company	Battle Creek, MI
Mediacom	Springfield, MO
Ollis & Company	Springfield, MO
ReeceNichols	Overland Park, KS
Redneck Trailer Supplies	Springfield, MO
Retail	Bentonville, AR
ReeceNichols	Overland Park, KS
Rydell	Grand Forks, ND

Products, Sales, and Services	
Company	City, State
XTRA Lease	St. Louis, MO
Walgreens	Chicago, IL
Watco	Pittsburg, KS

Appendix C. 2014 Graduates' ratings of their educational experiences.

Item	N	Mean	SD
Quality of instruction in my classes	9	3.67	.492
Faculty support and concern for my well-being	9	3.67	.519
Student support and concern for my well-being	9	3.67	.500
Opportunities to interact with faculty	9	3.89	.333
Opportunities to participate in research	9	3.44	.882
Opportunities to participate in field experience	9	3.33	.707
Opportunities for institutional support (GA's)	9	3.33	1.00
Opportunities for financial aid (loans)	9	3.44	.527
Rigor of academic standards set by faculty	9	3.67	.500
Rigor of academic standards set by students	9	3.67	.500
Quality of initial contacts with program	9	3.67	.500
Quality of printed information about program	9	3.33	.707
Quality of library holdings & services	8	3.13	.835
Quality of computer support for research & courses	9	3.22	.833
Quality of academic advisement received	9	3.78	.441
Satisfaction with course schedules	9	3.78	.441
Satisfaction with comprehensive exams	9	3.67	.500
Relevance of core courses to my job (survey, stat, soc'l, etc)	9	3.44	1.014
Relevance of specialty area courses to my job (I/O courses)	9	3.11	.928
Relevance of internship/thesis to my job	9	3.22	.972
Opportunities to develop research & stat skills	9	3.67	.500
Opportunities to develop a knowledge base	9	3.56	.527
Opportunities to develop ethical/legal understanding	9	3.67	.500
Opportunities to develop communication & int-per skills	9	3.67	.500
Overall quality of the program	9	3.89	.333

Appendix D. Responses to the item, “Please describe the most satisfying, worthwhile aspects of your graduate experience in this program.”

Note: All responses are verbatim except for spelling corrections.

1	I feel like my cohort was wonderful and supportive.
2	Directly working with the amazing faculty
3	Faculty
4	Faculty and cohort were very supportive and encouraging. Courses and assignments were challenging and helped prepare me for future roles.
5	Academic, professional, and personal relationships gained. Statistics and data analytics skills gained. Job analytics skills gained. Understanding performance management models.
6	Good foundation for basics and professor's involvement and interaction with students was outstanding.
7	The professors
8	Enjoyed the small class size and personal interaction.
9	My interactions with top-quality faculty who completely supported my development.
10	Working one on one with multiple faculty on research. Mentorship of faculty especially Profs Kane and Shoptaugh. They had a direct impact on my ultimate career path.
11	Very supportive faculty. Made lifelong friends.
12	More application / hands on experience than most of my colleagues in my doctoral program; high quality of instruction
13	Interaction with faculty and other students.
14	I don't know where to begin, the program allowed me to be Well-prepared to enter a Ph.D. program, I attempt to model our Master's program after the MSU program. The curriculum, practical and research experiences, availability of the faculty and their desire for us to succeed helped me get to where I am in my career today.
15	The small group of peers that I went through the program with.
16	All-around quality program. Excellent faculty and great curriculum.
17	Excellent, quality education from a diverse group of faculty. Appreciated the ratio of faculty to students. Felt very well prepared and that our program should have a bigger name in the space of IO given the quality of education. I'm very thankful for the support and education that I received as a part of the program. Working as a GA and doing an internship were both excellent experiences.
18	Quality of education and cohesiveness of the I/O program.
19	The relationships I made with my peers was extremely satisfying. Additionally, the skills I developed around critical thinking, research and analysis have been very useful.

20	The knowledge and skills I gained in the I/O program have been applicable to so many work settings (e.g., academic, administrative, research). The I/O program provided a good foundation for my doctoral work and for my current management position within a not-for-profit testing company. Also, my advisor and mentor, Dr. Carol Shoptaugh, was always very supportive. Her confidence in my ability to succeed has been an enduring source of motivation--even years after I graduated from the program. She clearly cares a lot for her students.
21	Focus on practical experience and real world opportunities. I wish every class had a practicum associated with it.
22	The program is great and I'm satisfied with the education I received. My internship was a wonderful experience and led to my full-time position. Big thank you to Michelle for helping set that up!
23	Broad-based exposure to different areas of the field. Small classes with highly attentive faculty.
24	The interaction with the faculty and classmates. It was nice that it was such a small program and the faculty knew you and cared about your success in the program.
25	Going out in the field to survey employees in Visio's class and developing a report based on findings was probably the most satisfying project. Being able to apply what we learned in class to real world issues. It was more like going through training than just sitting in class listening to lectures like in undergrad. I'm not sure there was even a course that I didn't like in the program!
26	Candor and transparency of Dr. Fisher and Dr. Shoptaugh. Interaction with classmates.
27	Faculty interaction with students. Because cohorts are kept small, it was a great experience to receive more direct training from faculty.
28	Quality of education and cohesiveness of the I/O program.
29	The relationships I made with my peers was extremely satisfying. Additionally, the skills I developed around critical thinking, research and analysis have been very useful.
30	Critical thinking skill development
31	This is tough. I loved both my cohort and the instruction. If I had to pick one thing, I would have to say the level of interaction I had with my professors. I felt that you all were always available if needed; if there was something I needed assistance with, I always knew one of my professors would be there to help me out.
32	Mentorship model, small class sizes, applied projects to gain experience working with data and writing technical reports, quality and accessibility of program faculty was fantastic.
33	Working closely with Skip was life-changing for me. I enjoyed my cohort (with an obvious exception), and felt that the program was supportive, friendly, and open with students. My assistantship in the Office of the Provost/Academic Affairs was very influential. The faculty were outstanding.
34	Faculty and student interactions and mentorship.

35	The small cohort size. I gained so much from the small group and the increased attention from professors. It's hard to choose just one thing though!
36	I really loved the fact that the program had a very small number of students. It went a long way in ensuring the program was very focused, we each received individualized attention from advisors, and the context fostered close relationships with the other students that remains in place today. I also really liked the option to complete an internship (with seminar paper) or a thesis. The internship option provided a great opportunity to get hands on experience in applying the concepts learned in the classroom.
37	Developing strong relationships with those in my cohort, opportunity to closely interact with faculty, opportunity for full autonomy over my teaching assistantship
38	I thoroughly enjoyed the level of interaction between students and faculty at all levels, and throughout the course work offered. It not only made the program effective, but interesting and engaging to be a part of.
39	The professors and my cohort were great. I enjoyed being in the program, if for no other reason, because the other students were great and over the course of the program we were all pretty close and worked well together. Otherwise, the aspects of the program I have used the most are: statistics, survey development, and research design.
40	It's really difficult to pick one thing. The coursework, professors, and fellow students were all spectacular. The cohort and scientist-practitioner models were excellent. If I had to pick one thing, I would have to say that it's the focus on actual, practical, on the ground work. Talking to others, I get the impression that's really unique.
41	Job analysis, training class, learning how to structure questions for surveys, presentations.
42	The relationships that I developed with my fellow students are invaluable, as I work today with many MSU I/Oers. Also, going to MSU has proven to be an excellent practical choice. I look at friends who did graduate work at more "prestigious" institutions, and they have loads of debt and the same job opportunities. Looking back and looking at the economy, I feel very lucky to have attended MSU.
43	The small class size allowed for better interaction with peers and professors. Also, the program provides support and the motivation needed for success in graduate school. I must admit that the I-O program at Missouri State prepared me adequately to be successful in every environment that I have been.
44	The range of coursework is fantastic. The hands on experiences (survey, training, etc.) made me better prepared for real world experience than I ever imagined at the time.
45	Cohort format. Caring and attentive faculty. Rigorous programming.
46	The curriculum/courses provided me with a solid educational foundation that allows me to be successful in the workplace. More importantly, for me at least, was the personal development that came from working closely with faculty and my cohort. I believe that the I/O program forced me to grow professionally and approach problems analytically. I'm not sure I would have grown in that way in the workplace, and even if I did, it would have taken more than two years to do so.

47	The support of my graduate advisor is what successfully guided me through the program. The practical nature of the program is something I highly value even today and use to promote the program to future students.
48	The most satisfying aspects of Missouri State's I/O program were the level of faculty engagement and small cohort size. Our professors were able to provide individual attention and guidance to their graduate students. Their level of involvement directly impacted how I felt about the program and positively contributed to my success as a student, and later as a professional. I would strongly suggest that cohorts remain small so that future students continue to receive the high level of interaction with MSU's fantastic I/O faculty.
49	The relationship I developed with Dr. Visio and the insights she shared with me.
50	The quality instruction of the topics.
51	The course content was great; the faculty was great at providing great experiences and truly wanted to see the students succeed.
52	I really appreciated the open door policy that most professors had. They always felt accessible and willing to answer questions. I also enjoyed the group projects and seminar classes. Critical thinking and collaboration are skills that can be used any here. The statistical classes ended up being the most directly applicable to my line of work.
53	Learning a highly marketable skill set. I-O Psychologists are #1 in job growth in the US.
54	The program at MSU greatly prepared me for a PhD program. The course content, developed skills, and research experience have all prepared me to be successful in my new program, and I feel like I stand out among others in my new program because of the experiences I had at MSU. Additionally, the faculty are simply amazing! Very approachable, knowledgeable, and a great group to work with.
55	The people and the program. It helped me grow as a professional and appreciate what I/O psychology brings to the table in the business world
56	Great culture between students and professors. I really felt like I was in the right place while I was in graduate school. Even though I felt overwhelmed at times, I knew I had the support I needed; I never felt lost. I really appreciated all of the support I received from both the faculty and my fellow cohorts during my time in the program.
57	Dr. Visio's practicum class was great because we had a chance to meet with business owners, collect data, analyze data, and then present our findings to them. Dr. Fischer's Personnel Psych class was great in that it stretched across two semesters. Really all of the classes were really well designed and taught. All of the I/O professors are outstanding teachers.
58	Meeting such educated successful individuals, faculty and my cohort. Being opened up to new experiences.
59	I liked how well the faculty adjusted based on the cohort's career focuses (applied vs. academic). Being able to have conversations on how to make this happen, the realities of organizational contexts, etc. have really helped in understanding what theory says we should do and what sacrifices we might need to make to apply in practice.

Appendix E. Responses to the item “Please describe the least satisfying, most frustrating aspects of your graduate experience.”

Note: All responses are verbatim except for spelling corrections.

1	Hard to say
2	I was lonely
3	Opportunities for internships were limited at the time I attended. I was one of the fortunate few who were able to secure a full-time salaried internship during the summer between my first and second year, but many were not. I believe the situation has improved significantly as the program has matured.
4	Blew my 4.0 the first semester.
5	Not enough exposure to actual work experience. Instruction included theory, but not actual practice.
6	The fact that I had to live in a city that does not have good public transportation
7	none come to mind
8	some of the individuals in my cohort
9	Parking and that wasn't that bad.
10	More application of course material
11	I would have liked to have been involved with more research, particularly research that would lead to publications; I didn't feel very strong in terms of statistical acumen when I left
12	Making the connection between what we were learning and what most organizations actually do.
13	There was some conflict of personalities in my cohort which made working together more difficult at times than it needed to be.
14	Nothing.
15	10 years out from graduation, I'd recommend adding an option of a few more business courses to the program if possible (ex. finance) if students are not going on for a PhD. Wish students would be more active with alumni. I'd be glad to provide support, make connections, and help with donations. Would like to hear from the students for these needs...
16	It sometimes felt like the expectation was for us to go on and pursue a PhD in I/O rather than enter the workforce. I think most people interested in a PhD would not attend a program that only offered a masters. Having more of a focus on how our work relates to the corporate environment would have been beneficial.
17	Lack of opportunity to participate with research projects when in an assistantship or to write professional papers.
18	In retrospect I had little complain about. I'm grateful for the experience.
19	My graduate assistantship was not an ideal working environment. I also think there was too much emphasis placed on the comprehensive exam.

20	I think all of the least satisfying aspects I had during the program really had to do with myself. I didn't really grasp the idea of what a Master's program was (how it was different from undergrad) and I was too unsure of myself during the program to approach others (instructors or classmates) with issues I was having.
21	Dr. X made inappropriate comments that ostracized certain classmates.
22	Can't think of any.
23	Can't think of one.
24	I would have liked to have had more applied opportunities.
25	None
26	Being around others in the program (above, in, below my cohort) that weren't enjoying themselves. Graduate school is difficult, but it isn't soul-crushing, and venting those frustrations can bring down the energy in the cohort.
27	With the benefit of retrospection, I'd say I wish I understood more of it at the time. That's my own issue though.
28	I'm really pulling for straws here. It would be great if there were more opportunities for hands on, unstructured project work with organizations in the area.
29	We lost several students prior to graduation - one of which was not surprising when she did not return for the second year. It was frustrating because we could tell fairly early into the program that it was not a good fit for her and it would have been nice if someone else had been offered her spot instead (i.e., if she had not gotten into the program in the first place).
30	Job search assistance. It would be nice to have more career counseling. There are so many options for work within I/O and it's hard to know what to do, what path would be best. I always found I could talk to my adviser, but we didn't often get a chance to talk about future career aspirations.
31	I took an atypical route through the program, which sometimes made it necessary to pick up knowledge and skills on the fly. Not insurmountable, but definitely made me feel at a disadvantage during some projects.
32	Much of what we discussed and studied was theoretical. Since most of us graduated and entered the marketplace with a Masters degree I would have preferred that we spend more time developing workplace skills and real-life application. It might have been helpful to bring in actual professionals to walk through the day-to-day work, the skills necessary for success in the marketplace, etc.
33	Honestly, anything that I was frustrated by turned out to be preparation for things that I would deal with in a professional environment.
34	Considering the bulk of my work now concerns performance management I'm surprised how little that course has applied to my job.

35	As we know, "least satisfying" gives you ordinal data, which can be pretty misleading. The least satisfying part of my MSU experience was the job market in Springfield and the work opportunities there at graduation. But I graduated in the midst of the worst American post-depression economy. And it is because of MSU connections here in Kansas City that I got my current job, which I am very satisfied with currently.
36	There are times when there's too much happening, between course work, research, etc. that stress levels can get high. That was the hardest part for me.
37	Limited opportunity for field experience and networking for potential jobs for all students.
38	I found Comprehensive Exams to be the most frustrating aspect of my graduate experience. Maybe that's just because I had to retake one when I thought my first response was already good :)
39	The high variability in instructing formats/types. You are always going to have variability in faculty personalities and class formats, but the extent to which the subject matter and amount of content could remain consistent it would be appreciated.
40	Finding private industry clients to engage in practicums and/or internships was sometimes frustrating. To some degree, a project's success or failure was hinged upon how well suited that organization/client was to engage in the project. This is a good life lesson, but when the purpose is to get a solid project under your belt (or experience), pre-established practicums or internship opportunities may be preferable to the "hunt for it" approach.
41	Trying to get funding my first year
42	The I/O club and less theory more real-world application. Since leaving school and joining the "real-world" I have realized how little it functions as we discussed it in class.
43	Some course work seemed like busy work, i.e. the stress diary.
44	More my ability in relations to my peers. But that is more a reflection on myself than the program. I feel the program did a great job understanding my limitation and how to help me be successful in the program.
45	Not being able to secure a graduate assistantship. It worked out in the end for me, as I was able to work part time in an HR position my second year, but it would have been nice to have some help paying for school. The cost of the loans was still worth attending.
46	Classes on diversity and inclusion would be very helpful.
47	Juggling personal responsibilities and the program demands.
48	I would say I feel I got little value out of the course I was most interested in which was Selection. I felt I was also prevented from taking a Master's level course in HR as a result of schedule changes outside my control.

49	I would have liked to have been given more opportunities for field experience I could place in my resume.
50	N/A
51	The focus on research and academic papers did not offer much for practitioners in the real world
52	The most frustrating aspect of my graduate experience was probably the amount of contact I had to have with other students in the program. Many of the students were hard workers, and others were lazy and chose to ride on the coat-tails of more diligent/hardworking students. When my grade was reliant upon another individual's performance, I was extremely upset.
53	With strong experiences and knowledge of the faculty sometimes creative ideas can be stifled in classes.
54	I really felt as though there was a "laissez-faire" approach to student development by faculty (unless a student was a favorite among the faculty, then s/he got the gold star treatment). I often felt as though I was ignored and left to just "make it through" the program as opposed to really mentored. When I came to MSU, I felt quite lost. I knew I had several interests in the profession of I/O psychology, but was unaware of all the opportunities in the field. I wanted applied experiences and research opportunities in the graduate program to help me figure out what I really liked. I was shocked to hear that our faculty really didn't do much research at all and if they did, they were typically re-hashing the same old "stuff" that they had been doing for years and years. The only applied "connection" we seemed to have was with OPM. Yes, it has been great for many of our graduates, but when students weren't interested in that opportunity there was little else for them to do. I didn't see any innovation or an attempt for the faculty to become involved in the community at the professional level/program level. They may have been performing service, but not reaching out to create professional connections for their program. There are several large corporations in Springfield, yet we had zero connections with them. I know the College of Business Administration certainly has those contacts...at the undergraduate level even.
55	- Sometimes lack of social support between classmates/selfishness. Note: this was not the case with everyone
56	I realized post-graduation that a thesis (versus a summer internship) would have been more valuable to my future career. Also, I wished my assistantship would have had me run statistics as part of the job.
57	I was very disappointed that I was unable to get a GA and an individual who ended up leaving the program received the same GA that I pursued. Secondly, there were some individuals in the program who were disruptive to my progress in the program. Additionally, I liked the I/O club meeting with the speakers because they gave useful advice.

58	The lack of "real-world" applied experience. Although the 'consulting' projects that take place in many of the classes were extremely important/helpful/worthwhile experiences, those choosing the Thesis route (rather than the Internship) go into the workforce with very little actual organizational experience. Also, for those considering continuing their education and obtaining their PhD, additional opportunities for statistics courses would be great.
59	While I understand that the courses with all three Psychology Tracks are required, it was difficult to stay engaged with the content as it wasn't track specific.
60	None
61	I have very few negative things to say about the program. One thing that was frustrating was not getting an assistantship. With an assistantship, I believe I could've gotten more experience that could've been beneficial in my current job. I don't believe that is directly tied to the program.
62	Scrambling for funding in the second year-- not something the program has a whole lot of control over, I know.

Appendix F. Responses to the item, “From your perspective, what might be done to improve the nature of the program?”

1	It has been too long to reflect
2	Keep it going...doing great...love you all
3	I would enjoy the opportunity to enroll in online/virtual continuing education courses or workshops in core I/O disciplines such as leadership development, selection, assessment, etc. to refresh my skills and keep up to date with developments in the fields well as stay connected with the program.
4	More emphasis on employment law would be useful when first entering the professional HR field.
5	One or two sessions in each class should include someone who is working in the field to present real-life experiences.
6	More international students
7	I think more applied experience and interaction with the business community would have been beneficial (field trips or consulting projects with companies, guest speakers from company leadership, previous graduates as guest speakers to share tips and best practices of transitioning from graduate program to work, etc.)
8	Recognizing the I-O community is broader in St. Louis and there's more opportunity for networking/professional development, I would love to see the students of MSU's I-O program get the chance to participate in local professional development groups like the students of SLU, UMSL and SIUE get in our community. Local I-O group (GIOP) and OD group (STL ODN) specifically target and work with graduate programs to create opportunities for involvement (internships, poster sessions, volunteer committees).
9	Stronger alumni association at conferences.
10	Keep providing quality content and good faculty who understand practice needs, as well as theoretical underpinnings.
11	It's been too long since I graduated to be able to speak to the current program or what improve the program at this point.
12	More crossover and connection with real world problems and practical job experience in I/O
13	No additional comments outside of above.
14	I was extremely satisfied with the program. Nine years later it's hard to remember things I may have been frustrated with.
15	Looking back, I think I would have been better prepared for the corporate environment if I would have had more exposure to fundamental business basics. I took the opportunity to audit classes in the MBA program but I still wasn't prepared for that transition. I had no knowledge of the financial side of the business world, which would have made it easier to tie my ideas to business results.

16	A choice to focus on I or O with core courses that cover both and then emphasis tracks.
17	More hands on experience to cover the various aspects of I/O. I recall developing a survey but I don't recall hands on experience for developing assessments for selection and promotion?
18	I was surprised how little I really knew about business when I joined the workforce. I felt like I was behind the curve in that sense. I recognize that the I/O program is not a business program; however, I believe I/O professionals would be able to gain greater influence in the workplace if they can offer a deeper understanding of how their role impacts the business.
19	Require students to take more business classes, like compensation. You never know what side of HR you'll be involved in. More Excel skill training.
20	It's definitely not a fluff program! You guys are tough! Struggling students were not babied by any means. When I was told there was a faculty meeting to find out if I belonged in the program and whether I would get to continue or not because I had gotten 2 B's, I was completely floored and shocked. I guess I hadn't realized that I was doing so poorly, but then I spent the rest of the program thinking I didn't belong and debated constantly whether I should drop out. I'm not saying struggling students should be babied but a talk about progress and what grades are required wouldn't hurt before telling students you had a talk about dropping them from the program.
21	Encourage student to receive more practical experience during their coursework (for example, the climate survey completed or internship).
22	None. Great program
23	More applied work.
24	The quality and implementation of the I/O program was great; no suggestions for improvement
25	I think earlier intervention in individuals who are becoming dissatisfied is necessary, probably from a full sit-down with the faculty, not just their mentor. One of the things I am glad about was that there was a student that started with our cohort (lager, dark hair, glasses?) that complained constantly - and if rumor/speculation has it right - she was asked to leave within two months. I think that should be done more often if necessary - many graduate programs just let people languish and then "punish" them during comps. Just rip the Band-Aid off. :) (Taking the necessary steps of documentation, of course...) ---- More external assistantships/internships. SIUE has an interesting model that could possibly be followed. Contact Joel Nadler (Program Director, jnadler@siue.edu) for more info. More effort at connecting alumni and current students besides the rarely-used listserv.

26	I've heard about a "consulting challenge" in other master's programs (Minnesota & 1 other program). Basically, for a long weekend the students pair up with a team of some of their colleagues and some students from another program and they get data and client problem sent to them. They have to work together to develop a solution and present it to a client. The graduates I heard this from were very excited to share the experience.
27	More contacts with the outside world to foster both job placement, and internship opportunities. Additionally, an added course on specific psychometric principles / topics would have been a boon to me prior to landing in my current job. I have found others who have come in with me at the same education level had at least one such course. Maybe make it a proposed elective (which I still would have passed by)?
28	I would like to see more research and applied opportunities involving local businesses. Courses need to be more than simply a review of theory; students need to see the theories "in action" (real-time problems and activities, not simulations). Students need RECENT examples (like within the last year or two versus within the last 15 years) of how businesses really operate and how I/O psychologists can help facilitate organizational success. I think many graduates of this program have to try to "sell" organizations on I/O because, unfortunately, many organizations located in this part of the country particularly have no idea what I/O psychology is or what these professionals can contribute. Faculty need to devote more time to helping students find internships when they're searching for them. I have a colleague who graduated from a different program whose experience with finding an internship was much better. Her mentor helped her get several interviews and wouldn't rest until she secured an internship. He used contacts he had in NY, NC, TX, and WI. I don't believe the MSU faculty have any contacts like this, which is doing a total disservice to graduates in the program. I recommend either the faculty each make an effort to create connections, or someone is hired to coordinate internships for the Department. The Career Center at MSU was the only resource given to me, which frankly SUCKED. They had no idea what I/O psychology was nor could they give me any contacts. I had to meet with the CHHS representative (who was a complete idiot) when I really should have been able to meet with the BUS representative. I would also recommend incorporating more business/business concepts into the curriculum. Since HR is usually where I/O's end up, it would have been nice to be educated in HR concepts as well as I/O.
29	There were always a lot of jokes at the expense of the MBA program at MSU. While I understand and enjoy these jokes the truth is that some of the business skills that MBAs bring to market would have been a valuable addition to my education. It might be worthwhile to consider various graduate level business classes that would help I/O's integrate themselves into corporations.

30	It's a great program, and the university should be proud of it. I really wish that it got more press. It's a top-tier program with amazing faculty, and it teaches real, practical skills straight out of the gate. The skills and connections I got out of the program have served me well (and directly) in the years since graduation--oftentimes in ways I wouldn't expect.
31	Tough question. I think extra marketing (and I have no idea if more of that has been done since I attended) would boost the profile of the program. I think in today's job market, what MSU offers is fantastic, and I think there are people who love psychology who want to get into I/O and are oblivious to great programs like MSU.
32	I think introducing a course in Strategic Planning and more Models in our various courses will help students to better understand the concepts and how they apply in the real world situation.
33	I would have loved to have seen the statistics portion of the program expanded.
34	Increase opportunity for field experience and networking for potential jobs, as possible.
35	I honestly can't think of any constructive feedback on this topic. I am extremely satisfied with the education that I received in this program and am incredibly happy that I chose to go to MSU.
36	Suggestion provided above.
37	I think practical application "toolkits" would be useful to incorporate with each class. For example, Fischer's validity study was a project that leaves breadcrumbs for a student to pick back up on if he/she needs to do something similar in their professional career. It's almost like a step-by-step crib sheet. I understand that the program is geared towards both science and practice, but for students who start working right after this program ends - we need a lot of tools in our belt. I think the program does a pretty good job of doing this already; however, having finished templates or projects we can re-purpose while in the workforce is invaluable.
38	More opportunities to apply to real world scenarios.
39	Real world application.... how to apply the theories to real world.
40	Incorporate how things really happen in an organization into lecture and projects.
41	My field is very stats heavy. I think either more exposure to different methods of data integration or SPSS functions would have been helpful. I took a test for when applying for my job, and I almost didn't get a call back because I had never had experience with things like creating aggregate files, merging files, bringing in csv or excel files into SPSS. We never covered these processes in class, but they are things that I do every day in the private sector. A greater emphasis writing and reading syntax would be helpful as well. Also, greater emphasis on communication and presentation skills would be good. We presented often in class, but the feedback was a little lacking in my opinion.

42	More emphasis of how I-O is practiced in the corporate environment, rather than just pure research methodologies... seemed a bit heavy on the academia side, rather than the practitioner side.
43	I think that in most courses, the content material was slightly out of date, and while I feel like I gained a good understanding of the basic and original theories, new research was not incorporated. I would like to see an effort to include newer journal articles and research into each course.
44	More internship connections with large corporations. OPM is good but was the only viable option provided.
45	I sometimes felt lost when I was interested in doing research and completing a thesis. I know students are encouraged to complete an internship to get real world experience, and that was completely invaluable to me, I never really understood the thesis process or how to get started, which daunted me. I think I may have made my decision differently had I felt less confusion around the thesis process.
46	Additional statistics and research methods courses.
47	More hands on assignments. I've found I learned a lot but took time learning to apply it.
48	I would like to see additional courses on statistics and their application in the work setting. The statistics class I had was good in introducing certain elements but lacked in other sophisticated models for data analysis and interpretation. I feel what should distinguish us from other master level professionals is the use of data to drive the decision making process; however, I question whether the self-efficacy of statistics was raised to the appropriate level such that this skill set would be utilized on the job for most of my peers.
49	More field experience that students can put in a resume.
50	N/A
51	I'd love to see a course or at least an intersession class that goes into more detail about the various career opportunities IO professionals have, as well as ways to research and apply for those jobs. Assisting in student job placement is something that most of the IO personnel are very helpful with, but putting a larger emphasis on this mentoring/coaching aspect would be very beneficial.
52	More encouragement near the beginning of the program would build more self-efficacy for some of the first year courses. I feel like I was unsure of myself early in the program so didn't retain some of the critical knowledge from those classes.
53	- as a current job seeker/applicant, I will definitely include some training on specific HR software. SPSS is a software that most firms do not consider (not sure if it is because they do not know much about it or because they prefer HR specific-software..) Instead they asked for experience with PeopleSoft/SAS (in my opinion, same thing with different design) but... in my case, that's one of the main reasons why I have been rejected in most HR related jobs.
54	Required thesis to be more competitive with other school's graduates for jobs.

55	I would like to see a class or two added to the curriculum from the business college, possibly the addition of a compensation class. Also, I believe a preliminary overview of research resources would benefit first year students (i.e. Google Scholar, library resources, etc.).
56	I know that it isn't the I/O program's fault that there is a lack of GAs in the university, but it would be great if there was something that could be done to secure more assistantships for the students in the program. Also, maybe there could be more done during the application process in order to select students who will be able to work well with others in the program. Additionally, I would like it if there could be a program that could help recent graduates find jobs- in Group Processes we talked about a hypothetical system we could create such as a social media site in which alumni could help current students and other alumni find internships and jobs.
57	Personally, I would like to see the program provide more opportunities (and support) for those people interested in completing both the Internship and Thesis requirements. Other Masters programs require both, so it can be done. I think this provides an edge for recruiting applicants and for newly graduated students in the workforce.
58	Find a way to tailor required Psychology Track classes to individual tracks.
59	Possibly room for more electives in other departments?
60	More connections with local businesses that could provide internships.
61	There's clearly an ongoing debate in I/O circles about what the MS should cover, between 'practitioner' and 'researcher.' The program strikes a good balance, but the *option* of another advanced stats class, would've been welcome. I know others would say the opposite. Perhaps there's a middle-ground-- learning to use stat functions in Excel (or other commonly encountered software) might appeal to both types of student while providing more of a grounding in quantitative methods.