

RESULTS OF THE 2001 BI-ANNUAL SURVEY OF ALUMNI
FROM THE
I/O TRACK OF THE M.S. IN PSYCHOLOGY PROGRAM
AT
SOUTHWEST MISSOURI STATE UNIVERSITY

A technical report prepared for the Psychology Department

by

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Executive Summary

Graduates of the Master's program in Industrial/Organizational (I/O) Psychology were surveyed during the summer of 2001 using a questionnaire designed to collect information about the post-graduate work experiences of alumni and how they view various aspects of their educational experiences in the program. This effort differed from earlier surveys of alumni in that it was conducted using web-based technologies. In addition, unlike previous surveys this effort attempted to include *all* alumni and not just recent graduates. The results indicate that:

- All 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 from coast to coast, north and south.
- Mean income of those employed was over \$50,000; the mean number of years since graduation was 2.9.

When compared with earlier surveys of graduates, the income of recent graduates was substantially higher (\$40,000 in 2001 vs. \$30,000 in 1999). For those employed in corporate settings as HR specialists the work tended 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 (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)
- Opportunities for professional development.

Respondents expressed least satisfaction with their:

- Opportunities for promotion
- Current salary.

The responses of graduates to the items pertaining to their educational experiences portray a rosy picture of the program. Mean ratings were generally well above the *Asatisfied* value on the four-point scale that was used. Overall, graduates describe relationships with faculty and opportunities to develop valuable knowledge/skills as some of the more satisfying aspects of their graduate experience. Dissatisfactions focus on a desire for more practical/field experience, the lack of library and other resources, and conflicts with specific faculty/students. Compared to older graduates, recent graduates expressed *more* satisfaction with their opportunities to participate in field experience, and *less* satisfaction with the rigor of the academic standards set by faculty, their initial contacts with the program, and the relevance of specialty area courses to their jobs.

RESULTS OF THE 2001 SURVEY OF I/O ALUMNI FROM THE MS IN PSYCHOLOGY PROGRAM

During the summer of 2001 an attempt was made to contact and survey the entire group of 52 alumni from the Industrial/Organizational (I/O) track of the M.S. in Psychology program at Southwest Missouri State University. Descriptions of this program and the demographics of students enrolled can be found in other documents (Beatty & Fischer 1997; Fischer, 1999).

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?" and "How much do they make?" and "How do they like their jobs?" In addition to assessing graduates' post-degree work experiences, another 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 the 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 (Fischer, 1999; Beatty & Fischer 1997). For the present survey the questionnaire was administered using web-based technology and software marketed by Survey Solutions, Inc. (the Perseus program). Collected response data were imported to another program (SPSS) and further analyzed.

Contact information was available for 50 of the 52 program graduates. Since many alumni (approximately 35) were enrolled in a web-based electronic discussion group, two appeals to participate were posted to this list. Appeals were posted via email and regular mail to the remaining graduates for whom any contact information could be obtained. Four weeks after the last appeal 34 alumni had responded (68% of those we attempted to contact); the responses of these graduates are the data that are reported here. It might be noted that the 68% response rate is somewhat lower than that of previous surveys and it may reflect the difficulty of tracking graduates over time. In previous surveys attempted to contact only those who had graduated within the preceding two years.

Results for the Employment Section

Of the 34 alumni who responded to the questionnaire, 30 reported they were employed, three reported they were pursuing advanced degrees in doctoral programs and one reported he/she was completing an internship. Over 90% of those who were employed reported that their positions were related to their degree and commensurate with their experience; less than 15% felt their positions were not commensurate with their training while slightly over 25% stated they would prefer a more challenging job. These numbers may underscore the ambition and confidence that alumni tend to have, more than a limitation in their opportunities to obtain meaningful employment (see the satisfaction data below).

Table 1 displays the numbers of alumni in various employment settings according to cohort groups (year graduated). As can be seen from the last column in Table 1, most alumni were employed in corporate settings (17 of 30). Descriptions of the duties of those employed in this setting indicate most are HR specialists involved in training (needs assessment, instructional design/evaluation), management/organizational development (executive coaching, 360 feedback, change management), or organizational research (survey design/analysis, organizational assessment). Specific job titles include: Sr.

Manager, People Development; Consultant, Organizational Research; Sr. Consultant, HR; Staff Specialist; Training Associate; Employee Development & Training Manager; Development Director; HR Division Director. 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 government settings tended to have HR specialist positions where the focus was upon selection and performance management activities (Assessment Center Administrator; Performance Analyst/Facilitator; Personnel Analyst; Test Development). Those employed in university settings included faculty and institutional research positions. Those employed in small business settings tended to be employed as HR specialists involved with selection or OD types of activities. A complete listing of all titles and job descriptions that alumni reported can be found in Appendix F.

Table 1. Employment Setting by Graduation Year.

Employment Setting	Graduation Year				Total
	94-96	97-98	99-00	01-01	
2yr/4yr univ	1	1	1	1	4
pub/priv research org	1	1		1	3
corporation	7	4	5	1	17
small business		1	1		2
state/local gov agency		2	1	1	4
Total	9	9	8	4	30

Alumni were geographically dispersed, with graduates employed as far north as Wisconsin, as far south as Texas and Louisiana, as far east as Washington, D.C. and Georgia, and as far west as California; however, many were employed by organizations located in the Midwest. Employing organizations represented a gamut of products/services, ranging from manufacturing (The Trane Co.), electric utilities (Aggreko, Inc.), communications (WorldCom), food and entertainment (Pizza Hut; Harrah's Casino), consulting (Price-Waterhouse; Hewitt Assoc., Caliber, Gallup), finance (First Tennessee National Bank; American General), building services (Z-Tech Companies), transportation (United Airlines; Renzenberger, Inc.) and municipal/governmental services (LA County; MO Dept of Transportation).

Table 2 displays mean and median income of alumni according to the various employment settings, and Table 3 displays mean and median income according to alumni cohort group (graduation year). As can be seen in Table 3, median income rises from \$40,000 per year for the most recent cohort (those who graduated during 2000-2001) to \$50,000 for the oldest cohort (those who graduated during 1994-1996). Median income for the most recent cohort (those who graduated in the last two years) is up dramatically from that reported in previous surveys B \$40,000 for this survey versus \$30,000 for the previous survey. This may be due in part to the small number of respondents in the most recent cohort (N=3).

Table 2. Income by Employment Setting.

Employment Setting	N	Income	
		Mean	Median
2yr/4yr univ	3	39555.67	40000.00
pub/priv research org	3	56667.00	55000.00
corporation	17	53305.88	49600.00
small business	2	42500.00	42500.00

state/local gov agency	4	49325.00	43600.00
Total	29	50936.79	47000.00

Overall median income is \$47,000, overall mean income is about \$51,000; the mean number of years of post-degree employment for the sample is three. The four-thousand dollar difference between the overall mean and median income values indicates a positive skew in the distribution of annual salaries. The range in income for the entire group was fairly large, with a minimum salary of approximately \$35,000 and a maximum of approximately \$100,000. The range of the number of years of post-degree employment for the entire group was fairly small: one month to seven years.

Table 3. Income by Graduation Year.

Income			
Graduation Year	N	Mean	Median
94-96	9	59222.22	50000.00
97-98	9	49885.22	48200.00
99-00	8	45387.50	41500.00
01-01	3	44033.33	40000.00
Total	29	50936.79	47000.00

Table 4 displays how alumni rated their satisfaction with various aspects of their jobs. Respondents were most satisfied with their opportunities for professional development and with their relationships with others at work (coworker and supervisory relations). Respondents were least satisfied with their opportunities for promotion and with their salaries/benefits. This pattern of results is very similar to earlier surveys of program alumni. A table that breaks down satisfaction by cohort group (graduation year) can be found in Appendix A. 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 4. Satisfaction with Various Aspects of the Job.

Job Aspect	N	Mean Rating
Salary	30	2.9
Benefits	30	2.9
Opportunity for Promotion	29	2.8
Professional Development	30	3.4
Recognition	29	3.0
Supervision	30	3.4
Coworkers	30	3.3
Working Conditions	30	3.4

Note: items were rated on a 4-point Likert-type scale with 1=very dissatisfied, 2=dissatisfied, 3=satisfied, 4=very satisfied.

Results for the Educational Experiences Section

Table 5 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 rosy picture of the program B mean ratings are generally well above the Asatisfied@ 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 5. Mean Ratings for Various Aspect of the Graduate Program.

Items	N	Mean ¹	SD
1. Quality of instruction in my classes	33	3.4	.5
2. Faculty support and concern for my well-being	34	3.6	.6
3. Student support and concern for my well-being	34	3.2	.7
4. Opportunities to interact with faculty	34	3.6	.5
5. Opportunities to participate in research	34	3.4	.7
6. Opportunities to participate in field experience	34	2.7	.8
7. Opportunities for institutional support (GA's)	33	3.6	.8
8. Opportunities for financial aid (loans)	33	3.6	.5
9. Rigor of academic standards set by faculty	34	3.2	.8
10. Rigor of academic standards set by students	34	2.9	.8
11. Quality of initial contacts with program	33	3.3	.7
12. Quality of printed information about program	32	2.8	.7
13. Quality of library holdings & services	33	2.4	.8
14. Quality of computer support for research & courses	34	2.7	.8
15. Quality of academic advisement received	34	3.4	.5
16. Satisfaction with course schedules	34	3.4	.6
17. Satisfaction with comprehensive exams	34	3.0	.8
18. Relevance of core courses to my job (survey, stat, soc'l, etc)	32	3.2	.8
19. Relevance of specialty area courses to my job (I/O courses)	33	3.3	.7
20. Relevance of internship/thesis to my job	32	3.4	.8
21. Opportunities to develop research & stat skills	34	2.9	.8
22. Opportunities to develop a knowledge base	34	3.1	.6
23. Opportunities to develop ethical/legal understanding	34	3.2	.5
24. Opportunities to develop communication & int-per skills	34	3.4	.5
25. Overall quality of the program	34	3.5	.6

Note¹: items were rated on a 4 pt scale: 1=very dissatisfied to 4=very satisfied

A table displaying the ratings for the most recent cohort of graduates (2000-2001) can be found in Appendix B. Although the pattern of results for this group is substantially similar to the aggregated data displayed in Table 5, recent graduates expressed *more* satisfaction with their opportunities to participate in field experience, and *less* satisfaction with the rigor of the academic standards set by faculty, initial contacts with the program, and the relevance of specialty area courses to their jobs. However, only two of these items (quality of initial contacts and I/O course relevance) approached statistical significance ($p < .05$). 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).

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 and opportunities to develop valuable knowledge/skills as some of the more satisfying aspects of their graduate experience. Frustrations focus on a desire for more practical/field experience, the lack of library and other resources, conflicts with specific faculty/students, and concerns about preferential/unfair treatment. Comments to the open-ended items can be found in their entirety in the appendices.

References

Beatty, K. & Fischer, D. *An Evaluation of the Master's Program in Industrial/Organizational Psychology: the Analysis of an Alumni Survey*. A technical report prepared for the Psychology Department at Southwest Missouri State University, June, 1997.

Fischer, D. *An Evaluation of the Master's Program in Industrial/Organizational Psychology: Analysis of the Second Biannual Alumni Survey (1997-1998 Graduates)*. A technical report prepared for the Psychology Department at Southwest Missouri State University, August, 1999.

Appendix A. Job satisfaction ratings by cohort group.

GRAD_GRP		SALARY	BENEFITS	OPP_PROM	PERF_DEV	RECOGN	SUPERVN	CO_WRKR	WRK_CND
94-96	Mean	2.89	2.78	2.89	3.67	3.11	3.56	3.33	3.56
	N	9	9	9	9	9	9	9	9
	SD	.333	.833	.333	.500	.333	.527	.500	.527
97-98	Mean	2.88	3.13	2.63	3.38	3.29	3.63	3.50	3.50
	N	8	8	8	8	7	8	8	8
	SD	.641	.835	.744	.744	.756	.744	.535	.756
99-00	Mean	3.00	3.50	2.63	3.38	2.63	2.88	3.25	3.25
	N	8	8	8	8	8	8	8	8
	SD	.926	.535	1.302	1.061	1.188	1.126	.707	.886
01-01	Mean	3.00	2.20	2.75	3.00	3.00	3.20	3.40	2.80
	N	5	5	4	5	5	5	5	5
	SD	.707	.837	.500	.000	.000	.447	.548	.837
Total	Mean	2.93	2.97	2.72	3.40	3.00	3.33	3.37	3.33
	N	30	30	29	30	29	30	30	30
	SD	.640	.850	.797	.724	.756	.802	.556	.758

Appendix B. 2001 graduates' ratings of their educational experiences.

Item	N	Mean	SD
Quality of instruction in my classes	6	3.2	.4
Faculty support and concern for my well-being	6	3.7	.5
Student support and concern for my well-being	6	3.5	.5
Opportunities to interact with faculty	6	3.7	.5
Opportunities to participate in research	6	3.5	.5
Opportunities to participate in field experience	6	3.0	.6
Opportunities for institutional support (GA's)	6	3.2	1.3
Opportunities for financial aid (loans)	6	3.3	.5
Rigor of academic standards set by faculty	6	2.7	1.0
Rigor of academic standards set by students	6	2.5	.8
Quality of initial contacts with program	5	2.6	.5
Quality of printed information about program	5	2.2	.4
Quality of library holdings & services	5	2.4	.5
Quality of computer support for research & courses	6	3.0	.6
Quality of academic advisement received	6	3.2	.4
Satisfaction with course schedules	6	3.3	.8
Satisfaction with comprehensive exams	6	3.2	.8
Relevance of core courses to my job (survey, stat, soc'l, etc)	5	2.6	.9
Relevance of specialty area courses to my job (I/O courses)	5	2.4	.9
Relevance of internship/thesis to my job	5	3.4	.5
Opportunities to develop research & stat skills	6	3.2	.8
Opportunities to develop a knowledge base	6	3.2	.4
Opportunities to develop ethical/legal understanding	6	3.0	0.0
Opportunities to develop communication & int-per skills	6	3.2	.4
Overall quality of the program	6	3.5	.8

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

1	The group of students was excellent. The debates and discussions we had facilitated a vast amount of learning. The faculty was good at sensing our needs and adapting.
2	The learning interaction between both instructors and class colleagues and myself. I am still learning from you people. The applied opportunities were good also (e.g. utility analysis, leaderless group discussion, etc).
3	faculty interaction
4	Family type atmosphere - faculty believed in me and cared about me as a person.
5	Faculty support
6	The opportunity to interact with faculty and to create learning experiences for myself based on my interests.
7	The people--both faculty and students the rigor, seemed too much at the time, but I am glad now the broadness of subject matter and opinions(seemed frustrating then, but glad now) exposure to SIOP.
8	Close interaction with faculty -- ability to get one-on-one advice. Ability to get involved in worthwhile projects if pursued -- Org. Survey Project extremely valuable experience.
9	Opportunity to develop presentation skills, small class sizes.
10	Learning how to write well is one of the most important skills I learned. This includes being able to assimilate a large amount of diverse information into a single, unified idea. Another important aspect is realizing that (for me) how well I did on any project was a direct result of how hard I worked on it. This has held remarkably true for me since graduation as well.
11	The faculty! They are clearly among the best in our field and I was very impressed with the level of support and guidance provided. I followed my education at SMSU with doctoral training at Kansas State University and found the quality of education and level of support even superior to an I/O program that was at one time in the top 20!
12	Professional relationships with faculty who are supportive of student-led research.
13	Applied projects, Stats, Survey development – Org.
14	Personal interaction with the faculty. Getting the feeling that they really cared about what they were doing (because it obviously wasn't for the money). The relationships I have developed and sustained with my classmates. I could have learned the course material in any program, but the experience was totally SMSU - and I mean that in a good way.
15	I think the most worthwhile aspects of my graduate experience would have to be the interaction between students and faculty. The small class size and open communication was extremely beneficial. I also found the SIOP conferences to be a great resource.
16	Faculty interaction was extensive. 2:1 is outstanding. Just don't see that in a lot of programs. Flexibility (eventually) to allow us to do the web class was great - I learned so much from that experience. GA at the CAIS was perfect - full funding for two years as well as valuable experience couldn't be beat. And applied internship and projects really helped out in job search/performance.
17	Personal interactions with students/faculty and the continued interaction past-graduation. Opportunities to improve my skills in personal interaction (business and social) and presentation.
18	Specialty area courses and the opportunity to interact with faculty.
19	Getting through! The breath of the curriculum and applied experiences - wish we had more. The students (for the most part), my graduate assistantship. Worthwhile - Tom Kane - he not only taught us information and research but he forced application and understanding - wish others would do the same versus memorization only.
20	Interaction with faculty members
21	Meeting two of my best friends and growing as an individual
22	Learning applicable problem solving skills
23	Interactions with Don, Bob, and Phelps.

24	The small size of our class was so beneficial to the students. We received so much individual attention and the instruction was so tailored to our interests. The mentor program was great, too.
25	The opportunity to get up in front of the class and present many topics (communication skills). The opportunity to gain an understanding of I/O Psychology.
26	The most worthwhile aspects of the grad program was having an advisor there who would literally make you realize that the future is yours, providing you with every opportunity to work in a myriad of projects and various learning opportunities. The friendship that I STILL have will a few of the professors is more valuable than the learning that the classes provided. That is not to belittle the classes, but the friendship opens so many more doors. Also, the general group cohesiveness, and the ethics, selection, training, and group processes classes were rewarding as well. Overall, I feel that Professor Tom Kane is very, very brilliant, and very kind. I feel that Professor Fischer and Jones both added a good deal of knowledge as well....
27	<p>As time moves on, I find myself remembering only those things that I truly enjoyed about the program. Obviously, my advisor \ student relationship was the key to my success during my stay at SMSU. The program allowed me to gain an exceptionally broad base of knowledge, of which most is quite applicable in my career today. Although I may not necessarily utilize some of the same practices that were taught or some of the same procedures that we learned so much about, it was the breadth of the knowledge that I enjoyed. During those two years, I probably didn't feel as though I was learning that much (do we ever); however, I can truly say that I am quit pleased with the knowledge that I achieved during the program. The class size was a benefit in numerous situations, but – as I'm sure you know – it also “can” have its down sides as well. I feel that it's crucial for the staff \ professors to maintain the focus on teaching, as well as learning. In other words, keep an open mind when teaching the students. It's at that level of education that minds should be given the freedom to gain and grow in sometimes un-explored areas. Although years of schooling and teaching definitely give the professors a leg up on the students, does that mean that they are then exempt from the possibility of learning?</p> <p>In conclusion of the most satisfying things and the least satisfying things about the program, continue to mentor \ guide \ and stand by your students – knowing that someone is there for you in guidance and friendship is a very comforting feeling in such a challenging time in one's life. “Don't judge” your students outside of the performance in class. Sure, nudge them \ teach them \ guide them – but do not judge based on your own personal feelings, towards personal choices or actions. In closing, the program is very good, it teaches us to focus and learn under seemingly tough pressures. Again, the breadth of the spectrum of each course is a definite plus as well. Simply continue to stay fresh and up-to-date on the programs focus and I feel that everything will turn out OK.</p>
28	The opportunity to make lasting professional relationships. The application projects during core and specialty area courses were invaluable – necessary for skill development and proved to be desirable by employers.
29	The small size of the program and close interaction with faculty created a satisfying experience. Also, (although I did not think so at the time)the thesis was a satisfying and worthwhile experience. I learned so much through that project and it prepared me for further study in a Ph.D. program. The level of rigor of the entire I/O program and the seminar format of many of the courses prepared me for study at the Ph.D. level. After realizing how well the I/O program prepared me for doctoral level study, I more fully recognize the importance of the program to my future education and career.

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

1	The amount of potential "real world" projects. During our time at school, there were not a lot of good contacts with the business community. The students were left on their own to find opportunities. Even a list of contact names would have been helpful.
2	Some "applied" opportunities were not available (e.g job analysis, training program development, etc.) The library facilities were lacking for purposes of research also.
3	Internship and job placement not being available
4	Career coaching / networking as graduation came nearer
5	Classrooms are outdated.
6	Since graduation, I have found that the more theoretical courses did not thoroughly prepare me to meet the needs of my employers. A more balanced approach to theory and application in those courses is strongly suggested.
7	competitiveness and pettiness of peer students
8	Library Resources
9	not enough good musical acts come through Springfield!!
10	At the time I attended SMSU, it was only the second year of the program, so there weren't any real applied opportunities (at least none that I knew of). My understanding is that has since changed, and continues to grow.
11	More political than corporate America
12	The lack of available research resources at the library. The lack of opportunities to take more classes that would help qualify for a more generalist position.
13	I found myself frustrated by what appeared to be "different standards for different students." Please note that I'm not saying there was favoritism. Only that there was at least the appearance that lower standards were set for some students.
14	Sometimes felt like the information was spoon fed to us. There were times I did not feel particularly challenged. I understand that was mainly my fault, but the instruction should keep pace with the quality of students. Also keep making info applied, applied, applied.
15	Lack of practice on certain core aspects relevant to my job. Specifically, training program design and evaluation and job analysis.
16	Student cliques and a high level of competition among class members. This created tension and was not conducive to students learning how to cooperate and work with those who "drive you crazy".
17	The lack of standards, preferential treatment, inconsistency in student evaluation, the lack of respect given to students by faculty, Dr. Fischer - his communication style.
18	Extreme frustration with other students in the program. Very little applied experience.
19	The graduate program had too low grading standards and lenient policies. The graduate program is allowing people who are not competent in the field of I/O to graduate with a Masters Degree. This reflects poorly on the program and those who are actually qualified. The program should give out a lot more C's to apply pressure on students and to let go of unqualified students. It seems that the policy of the program is to pass everyone who is accepted. That should not be the case, just because a student enters the program does not mean they should graduate through the program. Perhaps higher selection standards should be employed. Further, the procedure for comps should be changed and made more difficult. The questions are old and many answers exist for them. Also, the actual test-taking environment allows cheating to occur effortlessly.
20	1) One professor was/is extremely petty 2) Library sucked 3) Lack of challenge brought by most of the students in my class.
21	The program, at my time of enrollment, was geared toward single individuals directly out of undergraduate school. As this was not my status, it made things more difficult. Many of the other students did not take things seriously. They were there to earn a degree, not to really learn. This resulted in a less enriching and productive experience for the rest of us.
22	I think that more internship opportunities/requirements would have been helpful. I also think that

	assistance in finding the first job after graduation would be very helpful.
23	Faculty not providing enough negative/constructive feedback. I'm sure the faculty knew what all of our weakness were but this was not communicated in an effective manner. Once a semester review indicating areas you need to work on is not good. We should be provided with feedback on how we are doing more often and interventions to correct these deficiencies should be provided. Everyone was really willing to provide positive feedback but this does no good in improving yourself. You're not helping us unless you provide insight into what we are doing wrong and how we can improve.
24	Once you are out, you are out. As students we should have been more focused, but I feel the only thing the faculty dropped that ball on was providing the class with some contacts/help with finding employment. The library was terrible, both the service and the literature available ...
25	Didn't know this until after being employed for a period of time, but the lack of field/corporate knowledge; that is, I think most of us left the program with a sense of being "insight-superior" to the poor saps in HR and management. The program didn't address corporate communication, relationship building across departments, etc. I understand the I-O program is not an MBA program, but these business skills are necessary for the success of an I-O professional in a corporate setting.

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

1	Convince Dr. Phelps to return. I think the size of the class has to be capped. During the experience it is important to feel connected. With large class sizes, you may lose that.
2	Improved library (which is being done) Improved "applied" activities (which is being done) More face-to-face alumni interaction (apart from SIOP) Change Ebbet's back to a micro-brew house.
3	More internships and applied projects "Real Worlds" experience.
4	Keep moving forward. Leverage the network we've created to the programs advantage - it's special and it's powerful.
5	Better networking between faculty and outside organizations to connect students to internships and jobs.
6	As I stated in #30, create a more balanced theoretical/applied in EACH of the courses offered. Some courses offered an excellent mix of both. Some did not prepare me to develop appropriate programs.
7	More applied courses. I have thought a great deal about what most of us have done after graduation--work in the field of HR. While I think what we learned was very relevant, I think a Human Resources 101 or "For Dummies" might be helpful. For instance, after graduating, I really didn't have any idea what type of processes an HR department would have in place--the application of it. I knew about legal issues and EEO issues and selection, but I didn't understand the organizational business reasons why a lot of HR processes are in place. I also knew about utility analysis, but did not feel equipped with other techniques to quantify HR initiatives. While most of the ways organizations do it aren't the best way, I did not feel informed about what was currently happening. I would have also liked more emphasis on businesses in general. For instance, I graduated without being able to tell you who the largest consulting firms were. Maybe a Wall Street Journal subscription in the break room would be good.
8	Need more stats - it is not enough to walk away knowing where to plug things into SPSS. More Practical Experiences. We missed out on the most basic principle of I/O - the job analysis. How about providing more models of I/O being applied in the real-world. Show students a well developed selection system, a well design performance appraisal, etc that incorporates good I/O theory.
9	I don't feel qualified to recommend wide sweeping improvements; but I do have some suggestions that would have helped me and I believe may have helped others in both corporate and academic settings . . . For larger projects, demand updates. Have something "due" all the time. Then demonstrate to students how all these parts add up to the final project (this is more to foster a work ethic, process, or strategy for success regardless of the content). I would have liked to have more real-world experience. By this, I mean things like "field trips" to factories, offices, etc as a group. Then having discussions and papers and such related to this. Make us describe the real world more.
10	Offer a doctoral degree - I know this is not necessarily feasible given rules and regulations associated with Missouri higher education. SMSU is a top notch program that can academically compete with some of the more established programs in I/O!!
11	Don't get rid of the applied projects. They are very beneficial to the work students will do upon graduation
12	Try and figure out a way to balance our need for science with the business world's need for answers. We need to find a way to tell them what they want without compromising our ideals.
13	I would recommend that ethics be taught up front. I think it is a course that should serve as a foundation for all other I/O coursework. Also, despite the fact that my colleagues might hate me and it might be seen as a biased view due to the nature of my work, I would recommend another stats course. From watching the I/O alumni list messages, there seems to be a number of questions relating to stats. Perhaps an Applied stats course would be worth consideration.
14	Overall this is a solid program, and I really enjoyed my two years at SMS. The faculty care about their students, and they know what they are talking about. I feel fairly prepared to do what I am doing. But there is too much repetition in the coursework and in comps - 2nd years should not be able to tell first years EXACTLY what their classes/assignments/comp questions will be like. There will always be some of that, but it could be a bit more controlled by varying class assignments or those who teach the classes. Keep recruiting better students (write a grant for recruiting money or a recruiting GA as we talked about in org), the better students you get in, the better contacts we all have once we get out. And when you get

	those better students, take advantage of the low student-faculty to make sure and challenge those who need the challenging and take extra time with those who need the extra time. And keep the website up to date. Its a thankless job to do what you do, so from one graduate - thank you all.
15	Not sure what changes have been made since 98; I don't feel qualified to make recommendations.
16	Allow greater flexibility in allowing students to choose specialty classes--it seemed that certain specialty classes were "required" (or STRONGLY encouraged) implying that there was not really much choice in what was taken.
17	Set standards and stick with them, subjectivity is hard to over come - but try!!! You are brilliant people with a great program, cutting slack and letting students get away with unethical behavior weakens the program - it loses credibility and integrity. Focus on developing practitioners not students who memorize and spit back - true strength in the program comes from creating an environment where students learn the knowledge and can understand and apply the knowledge. Increase the statistical requirements. Create a Consulting arm!!! It would be great. Work more as a team - you all have different standards - set a frame of reference for standards and evaluate consistently!
19	see 30
20	1) Talk about \$ in relation to the programs we are trying to put in place (should give perspective and ability to related to mgt. 2) Communicating info. and importance of being able to address different audiences who will use the programs we are putting in place 3) Case study evaluation of tech reports and other applied projects. This would allow students to see the HOW behind the WHAT. 4) More stats please. Overall, thanks.
22	You might want to teach other types of statistical software packages to your graduate students (i.e., SAS). In my experience, these packages are used more frequently in both the public and private sectors than SPSS. Therefore, knowledge of these packages can lead to initial job opportunities.
24	I really loved the program, so I don't know that much needs to be done to improve it. I do think that the real world is a very different place than the academic setting, so more exposure to what that is going to be like would probably help better prepare students to go out there. I think that more internship opportunities would be a great start.
25	I would like there to be better communication between the students and the faculty. This has to be faculty driven, because incoming students are not going to go up to faculty they don't know and ask for help. Once a week mandatory 30 minute meeting sessions with advisors would help. Advisors should be totally honest and not worry about hurting their advisee's feelings or anything like that. As far as comprehensive exams go there was some concern that it was not a fair process. It would be very easy for someone to cut and paste answers from the internet since no one was supervising (in the room) while we were completing our exams. There was one person who nearly flipped out because he/she could not get internet access at one of their computers. Moved from computer to computer until he/she got internet access. This caused me to wonder why he/she wanted internet access so bad before we started our comps. Just need some supervision to ensure that everyone is playing by the rules, especially on something that people had been preparing for for months.
26	You assign a student with a professor, but you never know if this is the best fit. Spend a little more time with that student interacting one-on-one with each professor, and then pair them up. I feel that having one-on-one mentors AFTER this initial "sizing up" time is then essential to the students overall success.
27	SEE ABOVE.... Also, a possible focus on I/O psychology within corporate America (i.e., understanding corporate structures; the role of organization development in corporations – what's looked for and why). In other words, turn the focus (at times) to see how corporations handle things. The focus was always on - how things are supposed to be handled, but seldom on the reality behind the real-world "real" actions. I feel that taking the course material out of the classroom situation and into the real-world setting to a greater extent, would add a greater dimension to all aspects of the program.
28	See item 30; building basic business acumen and an awareness of corporate trends (players in the I-O, HR, management consulting fields).

Appendix F. Job Titles and Duties of Alumni.

	JOB_TITLE	JOB_DESCRIPTION
1	Human Resources Generalist	Provides technical support to field District Offices in various aspects of employment law including wage and hour, equal employment, affirmative action, and family leave. Provides consulting support and training in the areas of recruiting, interviewing,
2	Assessment Center Program Administrator	Internal consulting for assessment center activities and other assessments (job analysis, org assessments, etc.).
4	Sr. Manager, People Development	OD - Selection, Executive Coaching, 360s, Surveys, etc.
5	Research Associate	Analyze, report, and present data.
6	Development Director	Small business in the process of going public - main duty is to do org analysis, create culture and organization.
7	Consultant	HR consulting at large organizations to maximize technology and efficiency within HR organizations.
8	HR Specialist - Organization Development	Design, administer, analyze and feedback employee surveys. Design and Develop web-based training programs. Corporate Communications - editor of company newsletter. Design and deliver new employee orientation.
9	Employee Development & Training Special	Instructional Designer: meet with SME's, design/develop Sales and Management training programs (manuals, presentations). Review and evaluate existing training materials, training classes, etc.
10	Trainer	Design and deliver training to numerous audiences; most of the time the training is customized to the group. Training content is typically technology-based (computer applications). Training delivery is instructor-led. However, I do work with computer-based delivery methods and CBT.
11	Faculty Associate	Design and implement organizational research projects for the VA
12	Consortium Research Fellow	Conduct literature reviews, analyze data, report on results of training research conducted in the Army
13	Division Director of HR	HR Generalist
14	Organizational Research Consultant	Consult with different business lines in a national financial services company to determine their needs for I/O research, conduct desired research, and meet with them to deliver analyses and discuss further developmental options. Ongoing projects include Annual Leadership Survey (upward feedback developmental tool), Annual Employee Value Survey (satisfaction gauge), Annual 360-Degree Feedback Assessment for Senior Leaders, various quarterly surveys. Previous projects have included a competency modeling project that grew from Supervisor/Line Manager level to encompass the entire corporations, a selection system for finance company Branch Managers, and the beginnings of a project that would link employee research to customer research to bottom-line profitability.
15	Director of Research, Assessment, and Planning	It's easier just to copy my job description. However, it seems that more and more of my job falls under "other duties as assigned!" Also, just FYI, I will be teaching an Intro Psych course this fall and plan to begin pursuing a Ph.D. in Higher Ed Leaders. Responsibilities: The Director is responsible for the coordination and implementation of college planning, institutional research, and the assessment of institutional improvement and effectiveness. The Director directs the collection, organization, analysis, and dissemination of information concerning the characteristics and performance of the institution. The Director provides analysis and interpretation of survey and research data as well as assessment results to assist in planning, policy formation, and decisions making. Authority: Acts under the general supervision and authority of the Dean for Academic Affairs. Duties:

		<ol style="list-style-type: none"> 1. Designs and directs analytical studies to support the goals and functions of college programs and services. 2. Coordinates the assessment of institutional effectiveness and the assessment of student academic achievement. 3. Coordinates the collection and analysis of survey data and assessment information and communicates the findings in college reports and presentations in a timely manner. 4. Coordinates the timely completion of required federal and state reports as well as other institutional reporting requirements. 5. Assists college administrators and other personnel with data and analysis to support projects, planning activities, program reviews, and reports. 6. Coordinates with appropriate college personnel in carrying out institutional research and assessment activities. 7. Serves as the college repository for institutional statistical and program specific data. 8. Provides data on the college and its student population to support grant writing, curriculum development activities, and other projects as needed. 9. Leads college in-service activities to assist faculty and staff in use of statistical data and reports and provides information on the college's plan for the assessment of student academic achievement and related assessment results. 10. Provides administrative support for the Student Assessment Committee and serves on other college committees as assigned. 11. Coordinates the college's total planning efforts and the development of the strategic plan. Provides administrative oversight of the Strategic Planning Committee and coordinates strategic planning efforts. 12. Utilizes planning information and current data to forecast enrollment trends. 13. Performs other duties as assigned.
16	Consultant	Survey Research for various clients, both public and private. Involved in quantitative and qualitative statistical analysis, database management, report creation and generation, quality control, supervision of mail out procedures, dealing with clients an
17	Human Resource Manager	Generalist functions including employee relations, employment law compliance, compensation administration, consultation with all levels of management
18	Staff Specialist	Develop and establish systems to measure effectiveness of various front-line and leadership training/development programs. Work with division leadership on research projects including best practices in leadership development, current trends in training an
19	HR Representative	Original Duties: Interviewing, compliance reporting, benefits admin, wage surveys, develop perf appraisals, disciplinary actions, usual HR Generalist stuff. New duties: configuration of new Enterprise Resource Planning software (vendor: SAP) that integrates all aspects of an org's operations into a central system. Team leader responsible for development and programming of Human Resources aspect of the software, which encompasses all aspects of Human Resource admin.
20	Manager, Training and Development	Selection, instructional design, facilitation, process mapping, process improvement, change management, JA, write job descriptions, performance assessment, analysis/ measurement, reporting, managing direct reports
21	Asst Professor	(Not Answered)
22	Analyst	(Not Answered)
23	Web Editor	(Not Answered)
24	Research Analyst	(Not Answered)
25	HR Analyst IV - Test Research	Lead a group of technical staff in conducting selection research and other HR related program development and research (surveys, OD, training, etc.).
26	Dir. of Training & Development	Conduct needs assessment. Develop and evaluate training programs for hourly employees. Develop, deliver and evaluate training for all management staff. Establish policies and procedures for training department. Supervise trainers. Recruit, interview

		and hire hourly employees.
27	ASSOCIATE	QUALITATIVE AND QUANTITATIVE STATS, WRITE UPS, REPORTS, CLERICAL
28	Account Manager	Account Management and Recruiting for the IT industry. On the Account Management side, I handle 2 large accounts, Edward Jones and Monsanto, where my company has many consultants working. I deal with all employee issues, rate increases, etc. with our consultants. On the recruiting side, I recruit for open positions at my own and other accounts in St. Louis. I interview and screen potential candidates and lead them through the interview process with clients, negotiating job offers when necessary. Interaction with others is 100% of my job, so communication is key. I enjoy the selection process very much, and I can apply a lot of what I learned in the I/O program regarding this topic to my present job.
29	Performance Analyst/Facilitator	Implement projects that will improve performance.
30	Training Assistant	30% paperwork/EE tracking 10% Survey administration/evaluation/production 30% Training (classroom setting) 20% Org. Development; skills training; 10% Floor time observing on the casino floor; shadowing others
32	Senior Consultant	<p>*Consult with management to identify and develop strategies to support key business objectives. Identify and facilitate consideration of external best-practice information into organizational processes and systems. Assist in special projects at the direction of Senior Management to meet needs that arise as a result of company and corporate strategic objectives. Conduct research and analysis to support decisions making. Develop solutions that will produce positive results in a cost-effective manner.</p> <p>*Coordinate and/or lead cross-functional/company projects in support of company strategic initiatives and goals. Generally projects are larger and more complex than those managed by Consultants. Projects may entail analysis to implementation and project activities may include: Project initiation- definition of project scopes and design of project approaches. Project administration-development, monitoring, and maintenance of project plans and other key project documentation. Facilitation and/or participation on relevant project teams. Identification of key issues/problems and facilitation of their resolution.</p> <p>*Assume responsibility for relationship management with major customer groups. Establish and maintain credibility with key customer as a focal point and resource for improvement project opportunities. Provide excellent service and delivery. Market/promote the management consulting function to management and to the organization as a whole. Work with project owners to define projects roles. Provide project owners/sponsors with periodic status updates and recommendations as appropriate.</p> <p>*Informally direct the activities of other consultants on major projects as necessary. Foster a positive team environment in the Management Consulting group. Provide training to and mentor less-experienced consultants.</p> <p>*Assist in efforts to recruit and select new consultants. Help initiate and manage department-specific projects, such as marketing and team building. Continuously enhance job/industry knowledge and skills through professional development activities. Maintain desk manual in the approved format.</p>
33	Training Specialist	Conduct technical and non-technical training; assist manager in the development of appropriate coursework; assist manager in vendor selection for coursework; measure and report levels 1 & 2 training evaluations.