

RESULTS OF THE 2021 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

Prepared by

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Executive Summary

Graduates of the M.S. in Industrial-Organizational (I-O) Psychology program at Missouri State University were surveyed during the summer of 2021 using a questionnaire designed to collect information about their post-graduate work experiences and an evaluation of their educational experiences in the program. This effort attempted to include *all* alumni since the inception of the program in 1992. The results indicate:

- Recruiting efforts resulted in a participation rate of over 30% of the entire graduate population ($N = 252$).
- Participants were widely distributed across the three decades of program operation.
- Nearly all respondents (over 92%) were either employed in a job related to their field of study or pursuing a doctoral degree.
- Most of those employed (65%) were working in I-O/HR roles in private/corporate settings.
- Although graduates were geographically dispersed, most (65%) reside in the Midwest.
- Median income of those employed was \$110,000, which is somewhat greater than that reported in national surveys (APA, 2010; SIOP, 2020).
- Satisfaction with both their jobs and the education/training they received in the program was very high. Relationships with faculty/student cohorts and program rigor were commonly cited as the more satisfying experiences. Relevant internship/practicum experiences and personal conflicts were commonly cited as the more dissatisfying experiences.
- Suggestions for change emphasize increasing support for the program (increasing resources from both student and faculty perspectives) and increasing targeted knowledge/skills related to the use of data analytic and imaging platforms in common use by employers.

RESULTS OF THE 2021 SURVEY OF I-O ALUMNI FROM THE MS IN PSYCHOLOGY PROGRAM

During the summer of 2021, 30 years after the inception of the Industrial-Organizational (I-O) track of the M.S. in Psychology program at Missouri State University in 1992, an attempt was made to contact and survey the entire group of approximately 250 alumni. This was the seventh in a series of alumni surveys, beginning with Beatty & Fischer (1997), followed by Fischer (1999), Fischer (2002a), Shoptaugh (2004), Shoptaugh (2010), and Shoptaugh (2015).

Following a scientist-practitioner model, the program is designed according to guidelines provided by the Society for Industrial-Organizational Psychology (SIOP, 1994/2016). The program provides a thesis option and an internship option, which students choose according to their academic and career goals. Approximately 10 students per academic year are enrolled in the fall and they pursue the curriculum as a cohort, typically graduating in the spring of their second year. A detailed description of the curriculum and the competencies it fosters can be found in previous reports and related documents (e.g., Fischer, 2002b)

Multiple methods were used to recruit alumni for this survey. First, invitations were issued to the alumni registered on a Yahoo discussion list, a private Facebook group, and a LinkedIn group. The personal email “contacts” lists of faculty members were also employed. Finally, a *snowballing* procedure invited any who participated in the survey to share the link with any alumni for whom they had contact information. This effort resulted in obtaining usable data from 80 alumni, over 30% of the total group (an unusually large participation rate for surveys like this).

Regarding the demographics of students who had graduated from the program at the time the survey was conducted ($N = 252$), 60% identified as female and 78% identified as non-Hispanic White, 11% as Black/African-American, 6% as Asian, 3% as Hispanic, and 2% as American Indian. There is a considerable amount of geographic diversity represented in this group – 46% were non-Missouri residents and only 33% completed their undergraduate degrees at Missouri State University.

Regarding the demographics of those who participated in the survey, no gender or racial/ethnic data is available. However, there is considerable geographic diversity among those who responded, with a majority living in the Midwest (65%), and fewer residing in the South (20%), the West (7%), the Northeast (4%), and in other countries (4%). The table below displays the number of respondents according to which decade they graduated from the program.

Graduation Year	Frequency	Percent
1992-2001	9	11.3
2002-2011	26	32.5
2012-2021	38	47.5
Total	73	91.3
Missing	7	8.8
Total	80	100.0

Employment

Most of the participants (86%) reported they were employed in jobs related to I-O or HR. Five respondents (6%) reported they were in doctoral graduate programs related to I-O or HR, four respondents (5%) reported being employed in an unrelated field and two respondents (3%) reported being unemployed but seeking employment outside of the I-O/HR field. Of those employed, nearly two-thirds (65%) were employed in the private/corporate sector, while the remaining were employed in the public/governmental sector (19%), the college/university sector (8%), or other settings (5%). Appendix A contains a list of the various job titles of participants and Appendix B contains more detailed descriptions of their jobs.

Median annual income of respondents was \$110,000. The table below displays a graduated distribution of reported annual income:

Income (in thousands)	Frequency	Percent
under \$50	2	2.8
\$51-100	28	39.4
\$101-150	26	36.6
\$151-200	8	11.3
\$201-250	3	4.2
over \$250	4	5.6
Total	71	100.0

Not surprisingly, the median income of those employed in college/university settings was lowest (\$90,000). Perhaps of more surprise, the median income of those employed in the public/governmental sector was highest (\$120,000), followed by those employed in the private/corporate sector (\$90,000). However, the income of those in the private/corporate sector was much more variable than the income of those in the public/governmental sector and the private/corporate sector distribution was skewed toward the high end of the scale. The table below displays a graduated distribution of income according to employment sector:

Income (in thousands)	Employment Sector			
	Col/Univ	Priv/Corp	Pub/Gov	Other
under \$50	0	2	0	0
\$51-100	3	22	2	1
\$101-150	2	12	11	1
\$151-200	0	6	1	1
\$201-250	0	3	0	0
over \$250	0	4	0	0
Total	5	49	14	3

Not surprisingly, median income was a function of the length of time since graduation. For those who graduated in the first decade (1992 – 2001) of the program, median income was \$200,000. For those who graduated in the second decade (2002 – 2011), median income was \$130,000. For those who graduated in the last decade (2012 – 2021), median income was \$85,000.

These results compare favorably with those from national surveys conducted by professional associations. For example, the Society for Industrial-Organizational Psychology's *Income and Employment Report: 2020* (SIOP, 2021) reports the median income for masters-level psychologists is \$89,000. An older survey conducted by the American Psychological Association (APA, 2010) reported the median income of masters-level psychologists employed in practitioner/provider roles to be \$91,000.

Overall, alumni were very satisfied with their jobs. The mean rating was 3.44 on a four-point Likert scale (1=very dissatisfied, 2=dissatisfied, 3=satisfied, 4=very satisfied) across eight aspects of their jobs. The table below displays mean satisfaction ratings on the separate aspects of their jobs:

Job Facet	Mean	Std. Deviation
Salary	3.29	.670
Benefits	3.51	.554
Opportunities for promotion	3.17	.661
Opportunities for personal development	3.38	.632
Opportunities for recognition	3.49	.529
Supervisor	3.59	.636
Co-workers	3.58	.523
Working conditions	3.54	.528

With the exception of satisfaction with salary, the mean satisfaction ratings did not meaningfully differ according to the decade in which the alumni graduated. However, as might be expected, the more recent graduates were less satisfied with their salaries than those graduating in earlier decades.

Education

Overall, alumni were very satisfied with their educational and training experiences. The mean rating for the “overall quality” item on the questionnaire was 3.81, based on a four-point Likert scale ranging from very dissatisfied to very satisfied. The table below displays mean satisfaction ratings for various education/training experiences.

Aspects of Education/Training Experience	N	Mean	St. Dev.
Quality of instruction in my classes.	76	3.74	.443
Faculty support and concern for my well-being.	75	3.76	.489
Student support and concern for my well-being.	75	3.60	.545
Opportunities to interact with faculty.	75	3.83	.415
Opportunities to participate in research.	75	3.57	.574
Opportunities to participate in field experience.	75	3.44	.683
Opportunities for institutional support (graduate assistantships).	75	3.81	.425
Opportunities for financial aid (loans).	75	3.59	.617
Rigor of academic standards fostered by faculty.	75	3.83	.446
Rigor of academic standards fostered by students.	74	3.55	.553
Quality of initial contacts with the program.	75	3.67	.528
Quality of printed information about the program.	71	3.44	.579
Quality of library holdings and services for the program.	71	3.62	.517
Quality of computer support for my research and course work.	74	3.59	.571
Quality of academic advisement I received.	75	3.72	.508
Satisfaction with course schedule (course offerings/times).	75	3.69	.492
Satisfaction with comprehensive exams.	74	3.69	.495
Relevance of core courses to my current job.	74	3.62	.590
Relevance of I/O topics courses to my current job.	72	3.60	.597
Relevance of internship/thesis experiences to my current job.	71	3.63	.591
Opportunities to develop research and statistical skills for job analysis, performance appraisal, selection, program evaluation.	73	3.71	.513
Opportunities to develop a knowledge of contextual influences on behavior, such as social influence, job design, training/development	73	3.70	.462
Opportunities to develop an understanding of the philosophical, ethical, and legal issues related to the practice of I-O psychology.	73	3.71	.485
Opportunities to develop the communication skills and interpersonal competence necessary for success in organizations.	73	3.68	.598
Overall quality of the program	73	3.81	.396

Levels of satisfaction did not vary appreciably across alumni cohorts and there was little variance among the ratings on the individual questionnaire items within each cohort – the respondents formed a fairly homogeneous group regarding the evaluation of their program experiences, regardless of which decade they attended the program.

A somewhat surprising number of alumni (61%) reported that they did NOT incur any debt directly related to their graduate education. Of those who did report incurring debt directly related to their graduate education, the magnitude of debt ranged from less than \$2,500 to more than \$30,000. The table below displays the amount of education-related debt that graduates incurred.

Amount of Debt	Frequency	Percent
\$2,500 or less	4	13.8
\$2,501 to \$5,000	2	6.9
\$5,001 to \$10,000	11	37.9
\$10,001 to \$20,000	7	24.1
\$20,001 to \$30,000	2	6.9
\$30,001 or more	3	10.3
Total	29	100.0

Finally, alumni were invited to respond to open-ended questions asking them to elaborate upon their most and least satisfying program experiences, and then to offer suggestions about how they would like to see the program changed. The responses to these items are reported verbatim in Appendices C, D, and E. Among the frequently cited most satisfying experiences were relationships with faculty and cohort members, and the rigor/learning opportunities that the curriculum provided. Alumni dissatisfaction is more difficult to summarize, but financial hardship/insufficient institutional support, more relevant applied experience in courses and practicum/internships, and personal conflicts with individual faculty/students were cited. Suggestions for change included more applied experience in organizational settings and expanded opportunities to acquire data analytic/imaging skills that are more congruent with those commonly used by employers. However, the most common suggestion for change involved increasing support (resources) for the program.

Conclusions

The results of this survey reinforce those of previous alumni surveys in that there is widespread and deeply felt appreciation for what the program provides its students. In this regard, the faculty and administration deserve a “pat on the back.” On the other hand, the survey results point to several areas in which the faculty and the university administration might build upon the foundation that has been established.

Survey results point to several areas where the program has opportunities to improve. Two of the themes in responses to the open-ended items were (1) increasing opportunities to engage in applied field experiences in organizational settings, and (2) strengthening/refocusing the statistical/quantitative/analytics curriculum. Appendix F contains cherry-picked comments from the open-ended items that address these issues. While faculty are clearly the focus of the curriculum-

oriented concerns, a third theme in the alumni responses to open-end items clearly focuses upon university administrators: program resources and support. One comment, in particular, seems to capture the sentiments of many alumni:

“Continue/improve institutional funding for the I-O program. Maintain/expand faculty positions. This is a growing field and it behooves Missouri State to continue its tradition of excellence in this area, from a competition standpoint. Also, there really are very few parallel Master’s programs in the U.S., so I view the maintenance of Missouri State’s quality training in I-O psychology as an important part of the pipeline for credible practice in organizations.”

This comment pays homage to the facts that the I-O program at MSU has gained national recognition as a “Top 10” program (Roman et al., 2018) and the Bureau of Labor Statistics ranked I-O psychology the fastest-growing occupation in 2014 (BLS, 2014). The sad fact is that three faculty have retired since 2019 and only one has been replaced. In addition, the I-O program has only three Graduate Assistantship positions exclusively allocated to the 20 students that are typically enrolled at any point in time. The results of this survey underscore the need to make increased funding a priority.

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Appendix A

Job Titles of Survey Participants

Job Title	Frequency
Account Manager	1
Advisor (equivalent to Sr. Director) - Global Assessments, Global Surveys, and Workforce Research	1
Analyst – Surveys and Measurement	1
Analytics Consultant	1
Assistant Professor	2
Associate professor	1
Associate Professor	1
AVP, HR Operations Officer	1
Best Practice Manager	1
Brigade S1/ HR Manager	1
Chief Learning Officer	1
Clinical Assistant Professor	1
Consultant	1
Customer Experience Manager	1
Director	1
Director for Policy	1
Director of Talent and Org Development	1
Director, HRBP	1
Division CHRO	1
Employee Relations	1
EVP and Chief People Officer	1
Executive Director	1
HR Analyst	1
HR Business Partner	1
HR Consultant	3
HR Generalist	1
HR Manager	2
HR Specialist	1
Human Resources Assistant	1

Human Resources Operations Analyst	1
Interior designer	1
International DEI Manager- Segment Lead	1
Lead HR Specialist	1
Lead Personnel Research Psychologist	1
Manager, OD	1
Manager, Workforce Planning and Reshaping	1
Organizational Development Analyst	1
Organizational Development Manager	1
Organizational Development Specialist	1
Organizational Listening Analyst	1
Partner	1
Personnel Psychologist	1
Personnel Research Psychologist	1
Professor	1
Program Analyst	1
Program Analyst (Data Analytics)	1
Psychometrician	2
Research Assistant	1
Research Manager	1
Research Scientist	1
Research Specialist	1
Senior Advisory Business Process Consultant	1
Senior Director Operating Effectiveness	1
Senior Leadership Specialist	1
Senior Manager	1
Senior Manager, Employee Survey & Research	1
Senior Research Scientist	1
Senior Scientist, Assessment Design	1
SR HRIS ANALYST	1
Sr. Assessment Specialist	1
Sr. Data Scientist	1
Supervisory HR Specialist	1
Talent Acquisition Specialist	2
Talent Acquisition Specialist (Recruiter)	1

Transition specialist representative (implementation consultant)	1
Vice President, HR	1
Vice President, Human Resources	1
VP Global Inclusion Talent & Learning	1
VP Human Resources	1
Total	80

Appendix B

Job Descriptions (Duties/Major Activities) of Survey Participants

1	Leadership and volunteer development.
3	Full employee life cycle Employee relations Benefits Performance Management Compensation
4	Main line of work is the Voice of the Employee survey (Annual census), outside of that we assist the organization with ad-hoc surveying, consultation, and unobtrusive listening. We act as a COE (Center of Excellence) in HR and service the organization in all things listening.
5	Consult on special projects such as: employee engagement, quisation and integration, employee relations and HRIS implementation.
6	People Analytics Consultant
8	Teach research service
9	Interior design residential homes
10	See linkedIn for Warren Lindley
11	Manage healthcare program integrity portfolio
12	HR Executive / Generalist
13	Lead central support HR function for organization of 400 employees across 37 states. Manage recruiting, training, payroll, and benefits programs. Responsibilities include setting strategy for HR that align w short and long term goals of the organization, ensuring plans are implemented and supporting my team (guide, remove obstacles) as they complete their work.
14	Learning and development, change management, organizational design, performance management, org effectiveness, surveys, talent assessment, talent acquisition,.
15	Designing & Delivering talent development programs, Leadership Coaching, Facilitation, Assessment administration & debrief, business development/sales
16	Supervisory, data analytics, reporting, system management, compliance, client relationship management, due diligence, implementation and integrating acquired entities.
17	50% teaching 50% research 50% service
18	Research, teaching, service
19	Business partner for merchandising

20	Lead Workforce Research team, housed in HR Talent Management Center of Excellence. Workforce Research is responsible for overseeing all global assessments and global surveys, pairing resulting data with other HR information, and performing advanced analytics to yield critical talent insights. Collaborate and advise business partners on strategic talent management initiatives as well as consult on talent decisions. Heavily involved in DEI initiatives, as well as other employee experience-related measurement.
21	Conduct job analyses, create specifications for standardized exams, train subject matter experts on item writing and standard setting activities and facilitate meetings. Conduct analyses using CTT and IRT statistical models.
22	Leads design and configuration of employee-facing surveys to assess employee experience related to onboarding, training, exits, and overall employment. Responsible for supporting the design, development and delivery of HR information requests in a number of contexts.
23	Payroll, HRIS management, Oversight of Benefit programs, compliance/federal filing, employee relations, compensation analysis, performance management.
24	Human Resources, Marketing/Communications Also responsible for most support functions including information technology, real estate, purchasing
25	Deliver research and metrics with limited guidance. Analyze and design research to inform solutions to complex problem areas. Support medium-to-large scale goals and research projects. Influence business strategy through scientific knowledge or research. Identify and understand ambiguous business problems and corresponding research opportunities. Use quantitative methods to derive justification, and build consensus on a roadmap on the required level of analyses to meet goals. Set project plans and identify key milestones. Define and prioritize science specifications for new approaches. Mitigate technical and integration risks. Evaluate trade-offs between short-term research needs and long-term operations or technology needs. Share deep expertise in at least one research science discipline. Drive best practices and set scientific standards. Apply advanced science methods and principles, mathematical theory and/or statistical analysis to improve upon existing approaches. Resolve the root cause of endemic problems including areas where your team limits the innovation of other teams (bottlenecks). Build consensus across multiple teams. Write technical documentation and business reports. Mentor junior research scientists.

26	<p>Change Mgmt</p> <p>Comms</p> <p>Engagement</p> <p>Operational effectiveness</p> <p>Process improvement</p>
27	<p>I work internally and with clients to solve problems the organizations care about. Practically, I consult on processes and analytics around hiring.</p>
28	<p>I am the Executive Director of Ozarks New Hope and a 12.5 year employee at Ozarks Community Hospital (OCH), with significant experience in executive level management and human resources. Ozarks New Hope is a 501(c)3 nonprofit organization serving healthcare facilities, their work forces and patients in and around the Ozark region. I began my career with OCH about one month immediately following graduation from the I/O masters program, starting as the Hiring Coordinator and have had progressively increased responsibility, moving within one year to HR Manager, then HR Director, and then Chief Administrative Officer. I currently serve as the Executive Director of Ozarks New Hope, employed by and still continuing to also perform job duties for Ozarks Community Hospital. I credit my ability to flourish in my career and accelerate so quickly to the I/O psychology master's program. Examples of my job duties have included:</p> <ul style="list-style-type: none"> • Leadership & Management of Organization • Team Facilitator for the Governing Board • Grant Writing and Administration • Advocacy/Governmental Relations • Program Development and Implementation • Budget Development and Oversight • Accounting Functions • Compliance • Public Image & Relations • Fundraising • Policy & Procedure Development • Oversight of certain Administrative functions and approvals • OCH Executive team member, communication facilitator and meeting coordinator • Project management • Analysis of data and feedback • Leadership development and support. Coordinate and serve as a leader in companywide manager meetings, which include 50+ managers in 3 states • Compliance with federal and state employment law, as well as all other applicable regulatory agencies • Oversight and Leadership of the Human Resources (HR) department at the Administrative level. HR functions include employee relations, recruiting, staffing, training, performance management, compensation, employee morale/retention, employee safety

29	<p>1) psychometric test development (job analysis, item writing, item review, standard setting, test equating)</p> <p>2) survey creation and analysis</p> <p>3) test security (statistical evidence of anomalous test results)</p> <p>4) SME recruitment and event planning(the least I/O job task)</p>
30	<p>As the head of the human resources function for a private equity backed technology company, I oversee all human resources functions such as compensation and benefits, culture, training, recruitment, DEI, policy development and integration of acquired companies. This is not an exhaustive list but highlights some of my main areas of responsibility. I report directly to the CEO and sit on the Executive Team.</p>
31	<p>Strategic business partner for company executives in Technology at a large Healthcare company. Provide strategic direction on all HR-related functions, projects, and programs from the HR COEs. Manage a full talent strategy for the Technology function. Provide coaching and guidance to senior leaders in Technology. Chief of Staff for Technology HR Officer.</p>
32	<p>Assist various organizations on the full spectrum of human capital initiatives from basic legal compliance to culture initiatives and Executive coaching</p>
33	<p>Responsible for employee and leadership development, learning technology, assessments, OD, workforce and succession planning, and HR data analytics</p>
35	<p>Conduct job analyses; develop and validate the use of employment tests for prediction of work performance, measurement of individual differences, or both; facilitate focus groups; conduct leadership-focus assessment centers; conduct large-scale data analyses using modern versions of multivariate statistics (e.g., "machine learning"); supervise and advise other staff; advise program staff and senior leaders in external agencies on HR and I-O topics.</p>

- 36 Responsible for staffing, and classification for assigned organizations as well as participating in policy development and guidance for one or more functional specializations and special projects as assigned. The incumbent provides advice to senior level management within client organizations which may include Senior Executive Service (SES) members and others. This requires a high degree of technical competence and knowledge of the personnel management field as well as knowledge of related fields and programs to foster trust and gain management support for proposed actions.

Staffing:

Provides expert advice and guidance to managers in the use of the Code of Federal Regulations (CFR) and Office of Personnel Management (OPM) regulations as well as Departmental and Bureau guidance and procedures relating to recruitment, selection, and utilization of employees. Incumbent develops vacancy announcements, identifies quality ranking factors, assists managers with writing crediting plans, and determines the most effective recruitment strategy that will provide a highly qualified, diverse applicant pool.

Classification:

Provides expert guidance and assistance to supervisors and managers on position management, reorganizations, job restructuring, and development of position descriptions. Incumbent performs desk audits of positions, writes classification evaluation statements, handles classification appeals, and has classification authority to make determinations on the appropriate series and grade level of positions in all occupational series.

Special Projects:

An important function of the position is the incumbent's participation in special projects. The Division characteristically deals with frequent and varied programs and projects, usually of a unique and/or infrequent nature. Examples of such projects include the establishment and set-up of Personnel Liaison Offices for new clients, the set-up and coordination of Human Resources Conferences, participation in Reduct

- 38 Supervisor of HR Consultants in federal performance management. We assist employees and senior executives define their performance goals and organizations draft their strategic plans.

- 39 Consult with Federal agencies on assessment strategies and best practices.

Conduct job analysis - through holding SME panel meetings, conducting job observations, administering survey.

Develop assessments - structured interviews, writing assessments, biodata inventories, situational judgment tests, work samples.

Deliver training - mostly for structured interviews.

40	supervision for a team of consultants, customer management, serving as a technical expert in workforce planning and organization design
41	Performance management plan development, review, and consultation for executives, supervisors, and employees. Performance management system/program development and evaluation. ELR policy development, consultation, and investigation. Telework policy development/review, training, and consultation. Strategic planning facilitation, training, and consultation.
42	<p>Leads SRCD's strategic efforts in strengthening bridges between developmental science and policy to improve the well-being of children and families:</p> <ul style="list-style-type: none"> • Develops and implements new capacity-building efforts to support knowledge exchange across research, policy, and practice • Directs SRCD's federal and state fellowship programs that place scientists in congressional and executive branch offices for year-long immersive learning experiences • Oversees activities that communicate policy developments to SRCD members • Oversees activities that support the translation of research into actionable, evidence-informed policies, programs, and practices for policymakers and other stakeholders • Provides strategic guidance to SRCD leadership, committees, caucuses, and partner organizations on the translation of research into evidence-informed policymaking at national, state, and local levels • Supports the development, implementation, and evaluation of anti-racism, diversity, equity, and inclusion initiatives • Develops evaluation procedures to track program success <p>Develops organizational policies for successful functioning</p> <p>Hires and supervises employees</p>
47	A teaching professor (no research requirements, although I conduct research) teaching in a College of Education's Human Resources & Org. Development Master's program. I teach courses focused on HR content.
48	<p>Teaching, Research, and Service</p> <p>Advising PhD students research</p>
49	Research, customer satisfaction measurement, survey design and distribution, program management
50	<p>Executive Assessment and Development: Competency based interviewing, psychometric analysis, referencing. Culture Analysis.</p> <p>Executive Team workshops.</p>
51	Evaluate psychometric properties of all assessments to ensure they are sound, evaluate equivalency between language translations, gender, race/ethnicity, etc. via Measurement invariance and DIF. Write empirical articles for publication. Write white papers for clients and internal consultants. Mentor an intern.

52 Job Details

General Summary

Supports distribution center operations through proper staffing, legal compliance, and creating a positive and safe employee work environment. Acts as advisor to DC Director and Assistant Director for all employee-related issues

Employee Relations:

Partner with DC Director in leading effective employee communication and recognition while delivering new initiatives and proactively addressing employee relations issues.

Partners with Corporate Benefits group to communicate employee benefit programs.

Communicates and monitors the progressive counseling process for hourly and exempt employees; assists management team with terminations by providing coaching and counseling.

Conducts investigations, prepares investigative reports and makes recommendations to resolve employee issues based on policy, past practice and legal justifications.

Responsible for maintaining open door policy and an environment free of organized labor through effective positive employee relations.

Responsible for developing programs, processes and procedures to increase employee retention and engagement.

Responsible to develop and maintain a strategic partnership with DC Director and Assistant Directors within all areas of DC operations.

Partner with DC Management and employees to ensure steps are taken to maintain involvement with the local community to enhance Dollar General's position as an employer of choice.

Staffing:

Manages hourly and exempt recruiting and hiring processes. Manages contracted agencies for temporary staffing needs. Audits departments work product, ensuring compliance of all federal, state and local employment laws and regulations.

Process Management:

Partners with local Training Manager and Risk Management to enhance productivity of Company safety programs. Responsible to develop and maintain positive relations with health care providers at local and state levels.

Manages leave of absence and ADA compliance in pa

53	<p>Position is responsible for the management and manipulation of mostly structured data, conducting analysis, and assuring data quality. Responsibilities include creating specifications to bring data into a common structure, applying statistical techniques, developing data solutions to support analyses, performing analysis, interpreting results, developing actionable insights and presenting recommendations for use across the company.</p> <p>Primary Responsibilities:</p> <p>Develop and support employee feedback, measurement and listening solutions.</p> <p>Design and develop surveys, feedback measures, behavioral assessments, focus group strategies and interview techniques.</p> <p>Design reports out of survey systems to visually and graphically communicate information and results.</p> <p>Online Dashboards</p> <p>Decisions aids</p> <p>Business case analyses</p> <p>Train and support internal users in effective usage of survey platforms and processes.</p> <p>Advise internal clients on best practices in surveys and assessments.</p> <p>Create processes and plans for talent analytics projects, ensuring business requirements related to development, testing, implementation and support are documented and communicated with project teams.</p> <p>Stay abreast of human capital processes advancements in assessment. Identify opportunities for system and process enhancements that improve learning efficiencies and talent insights.</p>
54	<p>-HR data analysis and reporting</p> <p>-Development of affirmative action plans</p> <p>-Pay equity and compensation analysis</p> <p>-Consulting</p>

- 57 - Administers organization-wide mentorship program and performance management system for 5000+ non-union employees
- Coordinates monthly lunch & learn session
 - Collaborates with the Organizational Development team to build coaching programs for managers to coach employees on performance and career development
 - Creates a career development program encompassing day in the life, job shadowing, career pathing, and job rotation (planning stage)
 - Assists with analyzing quarterly employee engagement survey and compiles results for leadership debrief
 - Assists with the annual talent review and succession planning
 - Establishes an employee resources group for emerging professionals with a group of employees
 - Creates a skill inventory spreadsheet to capture Learning & Organizational Development Team's knowledge, skills, certification, and membership
 - Facilitates Development Dimensions International (DDI) Interaction Management Leadership Development Workshops for leaders (certified in DDI's Facilitator Certification Process)
 - My 2022 projects will focus more on retention (e.g., improving new hire experience, virtual team-building opportunities, analyzing exit/onboarding surveys) and employee well-being (e.g., supervisory support, remote work resources)
-
- 59 Serve as strategic, consultative partner to provide best-in-class employee relations expertise and services. Consult and provide advice, counsel and resolution to employees and managers on a broad range of employee relations matters, including policy interpretation and application, conflict resolution, performance management, progressive discipline and termination processes and practices
- Partner with HR Business Partners, HR Centers of Expertise (COEs), internal and external legal counsel, and other internal investigative bodies, as necessary to reach an effective resolution for employee matters
- Utilize case management system to track and manage employee matters to resolution
- Interpret and apply understanding of company policies and practices, employment laws and other regulations to provide advice, guidance or clarification for employee relations inquiries.
-
- 60 - Source candidates using search methods
- Screen candidates by reviewing resumes and applications
 - Conduct in-person and/or phone interviews
 - Facilitate and track job offers
 - Perform reference checks as needed
 - Manage overall interview, selection, and offer process
 - Manage onboarding and new hire paperwork
 - Recreate onboarding process
 - Design and distribute employee surveys (i.e., employee engagement, culture, satisfaction, exit surveys, 30-60-90 day surveys, etc.)

61	<p>Develop the strategy for and manage the implementation of Takeda's enterprise-wide survey initiatives (e.g., employee experience) and continuous listening programs</p> <ul style="list-style-type: none"> ▪ Build and execute the roadmap for Takeda's employee lifecycle measurement framework that captures and connects feedback across the various stages in an employee's journey with Takeda ▪ Lead survey design and cultural measurement initiatives grounded in evidence-based research ▪ Provide internal consulting across business units and functions on survey best practices and research methodology
62	Oversee a team that works with our biggest clients to ensure they are using our system and software to its fullest, improving efficiencies and getting the biggest return on their investment.
63	<p>Oversee assessment science for client related projects. Main tasks include:</p> <ul style="list-style-type: none"> - job analysis data collection and analysis - assessment content development - assessment system validation data collection and analysis - assessment system scoring and algorithm development
65	Head of recruitment and year-one onboarding experience. Oversee a team of 6 HR professionals - recruiters and HR Generalists.
66	<p>Answer business questions with data</p> <p>Build predictive models</p> <p>Build dashboards to display data</p> <p>Main tools/languages: SQL, R/Python, and Power BI</p>
67	Research, advanced analytics and monitoring from survey research in support of People Analytics.
68	<p>Oversee the following:</p> <p>Succession planning, talent calibrations (9 box evaluation), performance management, four levels of leadership development programs, employee engagement survey, 180 and 360 feedback surveys, leadership development training, talent analysis, personality assessment tools, leadership coaching, change management, hiring assessments, company culture, new hire experience, employee wellbeing, exit and onboarding surveys.</p>
69	Attachment below
70	<p>Employee engagement measurement and analysis</p> <p>Creation and validation of selection assessments</p> <p>Examining ROI of various OD and training initiatives</p> <p>Performance management and succession plan analysis</p>
71	<p>Strategic HR Planning</p> <p>Payroll Admin</p> <p>Benefits Admin</p> <p>HRIS System Admin & SME</p>

72	<p>I work directly with the sole HR Manager of an acute mental health facility that employs approximately 160 employees. The facility is part of Acadia Healthcare, which is relatively large and has a corporate HR team. I would describe my role as a sort of entry-level field HR generalist.</p> <p>The job description is pretty accurate. The HR Manager recently had to be out of town, so I handled all aspects of new hire orientation, some components of payroll, and acted as temporary HR point person for all inquiries.</p>
73	<p>Oversee Organizational Development function and one direct report. Major areas of responsibility include overseeing performance management process and tools, lead competency modeling efforts and competency based talent management framework, oversee Qualtrics program and various employee survey projects, lead talent assessment efforts related to 9-Box exercises, HiPo selection and assessment, and succession planning, lead organizational design and job analysis efforts, oversee management of company recognition program and tool (Snappy), and lead the design and development of internal career pathing framework. Assist other HR leaders and teams in variety of special projects including training and engagement initiatives, providing HR services and consultation to company franchise partners, and lead communication/training efforts for HRIS implementation.</p>
74	<p>Reviewing job requisites. Sourcing for candidates. Interviewing candidates. Onboarding new employees. Administrative work (reviewing and updating old documents; writing offer letters; creating structured interviews). Communicate with higher level executives, vendors, clients, and candidates.</p>
75	<p>HR actions, evaluations, performance awards, pay actions, HR operations, coaching and mentoring, leadership, team of 10 supervisor.</p>
77	<p>Data model and report development for an automated talent acquisition system. Develop report requirements based on customer needs. Perform analysis of Federal HR data across government customers.</p>
78	<p>Provide consulting on a variety of human capital topics including employee engagement, workforce planning, succession planning and organization development.</p>
79	<p>Develop and oversee assessment tests</p>
80	<p>Conducting validation procedures on scales used for predicting job performance.</p> <p>Research current literature to understand theory and practice.</p> <p>Developmental of new scales as needed.</p> <p>Facilitate weekly Science Team meetings.</p> <p>Conducting statistical analyses (SPSS, R-Studio)</p> <p>Providing manuscripts (or technical reports) as needed.</p>

Appendix C

Responses to “Most Satisfying/Worthwhile Aspects” of Program

8	The faculty members' contributions to my growth and development.
9	It is too challenging to limit it to 1. The quality of the faculty, curriculum and development opportunities was phenomenal. Even though I changed careers recently, I used aspects of what I learned daily.
11	Faculty took an interest in the students and graduated debt free
12	smallish, intimate peer group
14	Accessibility and overall interaction with faculty. Learned as much if not more from them outside the classroom.
15	small class sizes allowed for greater involvement, knowledgeable and supportive faculty
16	Intensity of professors and students
17	How can I do that? My thesis led directly to my graduate assistantship and working with C-suite Miami executives. If it weren't for MSU, I wouldn't be a professor now. My applied experience from this program gave me a huge leg up on the competition in my PhD program. The social support provided by the I-O program was unmatched. Brilliant faculty, engaging students, and student funding make this program a huge success. I-O graduates typically make good money, it'd be a shame to cut off that source of alumni financial support. The faculty have cultivated relationships with students over decades... and we all interact with each other regularly. I've never in my life seen such a healthy alum network.
18	Faculty-student advising. This is where I truly learned and understood the research process.
19	Excellent program
20	The relationships I built with the faculty and most of the students; I still keep in touch with most of the individuals who I have met through the program and students who are later graduates. The quality of the education was also top notch and is exceptionally related to what I do every day. I am so thankful I had a guaranteed assistantship and fees paid. I loved my assistantship and received a lot of value out of the program as a whole.
21	Opportunities for real world application of learned skills were great, and allowed for building out professional experience that directly contributed to my present work.
22	The discussions in performance management were the most interesting to me and still are relevant to my job.
24	The relationships developed with professors and fellow students as a small cohort program.
25	Professor to student ratio
26	The faculty, my colleagues, course content and the overall experience.
27	It's hard to pick only one thing to say was the most satisfying; this program had a profound and positive effect on me personally and professionally. If I had to pick just one thing though, it would be the sheer amount of information and new skills I gained.

28	As I mentioned earlier, I credit my ability to find success and accelerate so quickly in my career to my graduate program. The level of standards for this program top my list of most satisfying aspects. The standards were much higher than the standards that I am told were experienced in other programs. The professors were excellent, knowledgeable, and challenged us to achieve our very best. The small class size was a huge plus.
29	As I get older, I am so grateful that I was able to graduate with practically no debt. The only reason I had any debt was because my wife and I were trying to have a child, and healthcare/maternity care was expensive and we needed a loan to pay for insurance.
30	The faculty were very enthusiastic about the subject matter as well as being well-versed on all topics related to I/O. They cared about how we progressed professionally and truly wanted us to succeed beyond the classroom.
31	The professors, the cohort, the classes. Wonderful experience from start to finish.
32	Connection between and within faculty and students. Cohort model.
33	Field experience/practicum
34	The attention and support from the excellent faculty, the rigorous academic challenge (seriously, it was hard), and the small class sizes which created a highly engaging environment for learning and developing comradery.
35	Student:faculty ratio was incredible, allowing for excellent mentorship and opportunities for interaction.
36	Relevance or coursework to intended career path, faculty support and interaction as well as interaction with students.
37	The faculty provided an excellent program that was balanced on the I and O side. We did many projects that allowed us to apply the course material in real life settings. I showed two of these projects during my first interview out of the I/O program that helped me get the position. I also appreciated the positive environment the faculty created for the students. I also appreciated the amount of support (financially, emotional, career related) I received from faculty during the program.
38	Small cohort One on one support and guidance from faculty Courses that prepared me for my current position Networking opportunities Knowledge, skills, and abilities that apply to real world scenarios and organizations
40	The small cohort sizes that allowed for developing connections and facilitated group learning, as well as individualized attention from professors. The focus on practical skills and mastery.
41	It was a very high quality program that set the bar very high, which has been directly responsible for me obtaining and maintaining a highly successful career. On top of that I have the pleasure of getting to work with my classmates from across different cohorts.
42	The practicum experiences and my assistantship and the office of judicial programs provided critical opportunities to apply what we were learning in real world contexts
45	I loved the networking and job related learning opportunities afforded to me. I learned so much in such a relatively short amount of time.

47	Faculty competence, knowledge, and the collegial atmosphere created among the cohort of students.
48	Close working relationships with multiple professors; cohort-format of students experiencing program together; participation in thesis research and presentation at SIOP with support of advisors
49	Faculty and cohort made a great experience! It was a tight not group and I enjoyed the 2 years I was there.
51	All of the professors are very kind and caring. They are all willing to help you with whatever you need regardless of if you are their student or not. I also felt like the course work was rigorous and relevant.
52	I really enjoyed the internship experience and applying some of our classes to the real work environment.
53	The I-O program provided me with more than an education - the professors were mentors and genuinely cared about the well-being of the students. I know many students, including myself, confided in the faculty of the I-O program of personal struggles and they were always there to lend a listening ear and personal advice. We often had gatherings at the homes of the faculty where they would provide students with a free meal and quality social time. My fellow students became a family as we went through the program together, always studying together and spending down time together. And on top of that, I was provided a quality education from professors who are experts in their field, which has given me the opportunity to have a successful career at an early age.
54	Opportunities for applied/practical experience, efforts by faculty to help every student get an assistantship of some form, cohort structure of the program.
55	The professors really made this program exceptional. I can't say enough about them. Their knowledge is unmatched.
57	The I-O faculty at MSU is very supportive of our education, research interests, and professional development (i.e., job search, sharing opportunities, graduate application, etc.) throughout and beyond MSU. Without the support from the I-O faculty members, I would not be where I am at today. Thank you for all you do for the I-O program and students, and thank you for your passion for teaching and developing I-O professionals.
60	Interactions with cohorts, hands on training in coursework, opportunity to take elective courses, internship opportunity, group project experiences
61	The faculty and cohort experience made MSU an awesome experience.
62	I learned so much during my time at MSU. It was challenging and pushed me to be a better professional and person. The faculty were SO supportive and provided so many opportunities to learn and grow. I know that I am as successful as I am today because of my time at MSU
63	The faculty. All IO faculty was top tier.
65	Theory to practice! Loved deep diving and understanding the "why" behind decision making and applying to real world situations.
68	Opportunity to get hands-on practical experience rather than just exposure to theory.
69	I really enjoyed my time at MSU in the I-O program. I was able to learn so much specialized, applicable information from professors that are very knowledgable and respected in the field. It challenged me to go beyond my comfort zone and I developed a lot as a person and I-O practitioner.

70	The opportunity to gain practical experience around many different areas within I/O has continued to help me in my role today.
73	Amazing level of support from the faculty. Very knowledgeable group that provided an excellent balance of theory and practice in their coursework and projects.
74	The people. I loved the education, but I really can't imagine succeeding without my classmates and professors. It was a great environment to push myself in because I felt so supported.
75	Mentorship from faculty, teamwork from fellow students, great faculty overall
76	I am extremely fond of the blending of conceptual/theoretical lessons with applied and hands on assignments. I find that this method helps to cement both the theory and the application in my brain in a more permanent way.
77	Faculty support and expertise. Collaboration and close relationships among the classes/cohort.
79	I valued the cohort style with my peers. Since we were all going through the same experience we were able to connect and help each other on a more personal level than programs who do not have that style. I enjoyed the opportunities to travel to SIOP as well as opportunities to meet and network with prior students. I also enjoyed the balance of topics taught, both on the I and O side to allow us students to identify what side (or a bit of both) we are interested in.
80	Supportive faculty Cohesive cohort Coursework job-relatedness Coursework job-preparedness Facilitation of financial support

Appendix D

Responses to “Least Satisfying/Most Frustrating” Aspects of Program

8	Comprehensive exams
9	Really nothing. It was challenging and encouraging to the right degree.
12	lack of applied opportunities to then make the theoretical more understandable
14	More field work would have been beneficial. Better networking for student internships
15	I can't remember, that was a long time ago! :)
16	Finances were a struggle
17	The program should have had more assistantships.
18	For me, there was only one issue of disappointment where a conflict situation was escalated rather than mitigated by a faculty member.
19	Wish there was a PhD option. I would have stayed to finish
20	Any frustrating elements were related to one student in particular who was mentally spiraling and was exceptionally toxic, but otherwise I had an amazing time.
21	Nothing I can think of was dissatisfactory or frustrating.
22	The training course and project seemed like a lot of busy work with little pay off.
24	Nothing worth noting
25	Location and local internship opportunities
26	N/A
27	The fact that the program apparently has to continue to fight for resources, despite being self-evidently one of the best programs in the nation.
28	I honestly do not have anything to report here.
29	The internship that I found in between years of school had very little to do with I/O. There are understandable reasons for the limited options. Springfield is not a huge market, and it was greatly affected by the real estate bubble bursting. I worked in a staffing agency, Spherion, which I was grateful for, but it was not I/O experience at all.
30	Grad school (as I remember it many years ago) was very challenging. But it should have been. Good things don't always come easy.
31	My thesis, but that was of my own doing!
32	Specifically in one professors class, the ratio of vowels to consonants was a bit low. :)
33	Personalities.
36	I really don't recall anything that I was not satisfied with during my time in the program.
37	I can't say there is anything frustrating. Dr. Fischer made me cry once, but we patched things up afterwards :).
38	Na

42	There was clear issues of favoritism and sexism by certain faculty. Some faculty did not adequately support the individual needs of first generation students.
45	The coursework was difficult, and sometimes it can be difficult to balance.
47	Deficiencies in critical applied knowledge bases, like financial competencies (i.e., addressing stakeholders according to metrics they care about) and greater strategy-type conversations (e.g., SWOT) and content that LEADERS converse in.
48	Lack of PhD program
49	I wished it had more robust statistics in the program.
51	Nothing? I think the stipend was too low.
52	Some aspects of the classes weren't applicable to the real work environment or were based in an ideal research setting.
53	N/A
55	While I mostly enjoyed being in a cohort, sometimes it was challenging.
57	I don't have any least satisfying/ most frustrating aspects to share as my graduate training was positive.
60	Miscommunication of transfer credits, lectures sometimes too long depending on the class,
61	Limited internship opportunities due to the location of MSU.
65	I would have loved to explore more about what careers were available post-graduation, different career paths and trajectories.
68	Some classes had more of a theoretical focus. It would have been beneficial to discuss more practical approaches in those classes. That would have better prepared me for my role.
69	I have no complaints! It was very challenging, which was difficult, but it allowed me to learn a lot.
70	None
73	The only area I felt "rusty" in upon graduation and entering the workforce was my proficiency in statistics. I understand the basics and can interpret data but do not feel confident in my abilities compared to other I-O professionals I have met. This applies to Selection as well which is another huge area in I-O that I did not feel very confident in upon graduation but luckily have not encountered that area of work in my career so far.
74	My only real semester I struggled with was first semester. It was too much for me. It helps you realize the new levels of dedication necessary to succeed, but it was the also filled with the only negative emotions I ever felt towards the program.
75	None
76	This is very personal and maybe not what you're looking for, but I had a hard time living so far from my family for 2 years, especially because I did not feel I had the time/money to be able to visit home more than twice per year. In my first year in the program, one of my guardians had a sudden, steep decline in health that resulted in them passing over the summer and it was hard on me to not be able to be there for them in their final year, but a round trip flight was \$400 and I just didn't have that with my GA

79	I wish we could have incorporated more projects with outside organizations/clients. I learned a lot from the ones we were able to participate in and that experience is very valuable.
80	Combine stats with the remainder of the Psychology areas rather than have a separate IO stats course.

Appendix E

Responses to “What Would You Like To See Changed to Improve the Program”

8	More recognition for this outstanding program
9	The program was excellent as is.
12	a greater mix of application/applied opportunities
14	Additional applied learning opportunities
16	Continue interactions with companies to work on real life problems.
17	Hire more faculty. Give the program more financial support. It's a different program than when I graduated though 😊
18	It's been too long, but I feel the program setup my career in significant ways.
19	PhD program
20	I think it would be great for MSU to offer more field-based practicums, especially for those who want to become practitioners. I'm 14+ years out from the program at this point so I'm less aware of the current dynamics, but it was perfection when I was there!
21	Perhaps allow for specialization or emphasis in certain areas with advanced coursework options for those options? Again, from my perspective the program did very well in preparing me in a variety of disciplines that remain useful, even if not directly applicable to my job title/description.
22	Field trips!!! I think its important for I-O/HR practitioners to see the operations side of organizations. I dont think it was communicated much that HR is a support function of organizations, not a driver of the business.
24	Nothing worth noting. I graduated in 2006, so as long as the program is keeping up with the needs of organizations, then I think this program is a great way to prepare for a successful and value creating career.
25	Hire more full-time faculty to reflect the "good ole days"
26	Invest more in the I-O Program
27	Working to advertise the value of the program outside of the public sector.
28	I cannot think of anything.
29	The internships
30	Our program at the time was a co-hort that made it very difficult for those with families or full time jobs to attend. I was not in that category but I think it could have appealed to more candidates if it was more flexible. It could be that way now as I graduated 18 years ago.
31	Nothing I can think of
33	If possible, give students a choice about their assistantship. Have them interview with various programs.

35	Continue/improve institutional funding for the I-O program. Maintain/expand faculty positions. This is a growing field and it behooves Missouri State to continue its tradition of excellence in this area, from a competition standpoint. Also, there really are very few parallel Master's programs in the U.S., so I view the maintenance of Missouri State's quality training in I-O psychology as an important part of the pipeline for credible practice in organizations.
36	I'm not sure what changes may have taken place since I graduated, but I can't think of anything I would change from my time in the program. I felt well prepared for my chosen career field and was hired for my first job out of grad school over other candidates because of my degree.
37	I can't think of any real improvements that need to be (based on my time in the program from 2007 - 2009)
38	Na
40	The program could be updated to incorporate more current methods of data analysis and visualization. Not all applied or HR settings will have SPSS or require more advanced statistics. While learning these tools provides a deeper understanding of research that is critical to consulting, we missed out on some practical and basic skills in compelling ways to interpret and present data to help guide organization decision-making.
42	Implement stronger policies, with clear communication to faculty and staff about expectations. Create supportive environments that will encourage students to bring such issues to attention.
45	More work with outside organizations, more presentations
47	More emphasis on the language/content LEADERS converse in, more opportunities to see the gaps between science & practice and to create personal, meaningful strategies for how to bridge those gaps.
48	Additional statistics course offerings/requirements; mentoring program with alumni
49	More variety in the stats programs taught and learned
51	I thought everything was great. I can't think of anything to improve.
53	N/A
54	The curriculum for some courses might benefit from more recent updates in I-O literature.
55	I think having more diversity in the students would make the experience better for incoming students.
57	This is not a big deal but since the program is seeking suggestions, I thought I can share them. I wish I have more opportunities to take statistics classes to expand on my statistical skills - especially R because my employer is using R for statistical analysis. In addition to R, programming languages such as Python/SQL/Tableau would be nice to have if the program is looking for expanding courses being offered and have the capacity to do so. These would be nice to have if we can offer it, but if not, I don't mind learning it by myself/taking e-courses to prepare for my job.
60	I would like for students to see more opportunities to engage in projects that more closely relate to their interests. There are many organizations, alumni, etc. that are willing provide opportunities for students, as well as the organizations to learn. For example, talent acquisition projects, workplace safety projects, benefits and EEO projects, leadership development programs, etc.

61	As some key faculty members have retired or will soon retire - pass on institutional knowledge, expectations, etc.
62	Looking back, I wish we would have been trained in more excel functions of statistics rather than R. The reality is that businesses today do not invest in that program so I had to re teach myself many of the skills I had, in excel since that is used more heavily in the field. I think it's important to train people in a method and program that will reflect what they will actually experience upon graduation
63	More opportunities for applied work / research.
65	Integrate more real world examples into curriculum, how I/O works in the business world. Difference between PhD and Masters paths.
68	More projects that would allow students to work with organizations to practice skillsets they are learning about.
69	The only improvement I can think of is to include some more recent information in the program. A lot of materials and practices learned are from many years ago. Fresh information and incorporating current information from the field would be insightful.
70	I can't think of any changes
73	Avoid full seminar approaches to classes. Discussion is great but more concrete work and projects in the area of selection and performance appraisal would be beneficial since these are two big areas I-O practitioners go into.
74	Ease up first semester maybe, but honestly I enjoyed the ride and wouldn't change much.
75	Nothing
76	Some of my courses used SPSS, while others used r. I found r to be more difficult to learn, but much more valuable overall. In my current position, I have been learning to code (our database is in SQL) and I think r provided a good foundation for that. If it was solely up to me, I would completely remove SPSS from the program.
77	More opportunities for graduate assistantships to support students and provide opportunities for experience
79	Try to incorporate more real-world projects and applications.
80	Smaller cohorts. 15 was too much despite our overall cohesiveness. 8-10 is likely ideal. Stats with the remainder of the department areas.

Appendix F

Comments Abstracted From Open-ended Questions Addressing Three Themes

Statistical/quantitative Concerns:

- I wished it had more robust statistics in the program.
- The only area I felt "rusty" in upon graduation and entering the workforce was my proficiency in statistics. I understand the basics and can interpret data but do not feel confident in my abilities compared to other I-O professionals I have met. This applies to Selection as well which is another huge area in I-O that I did not feel very confident in upon graduation but luckily have not encountered that area of work in my career so far.
- The program could be updated to incorporate more current methods of data analysis and visualization. Not all applied or HR settings will have SPSS or require more advanced statistics. While learning these tools provides a deeper understanding of research that is critical to consulting, we missed out on some practical and basic skills in compelling ways to interpret and present data to help guide organization decision-making.
- This is not a big deal but since the program is seeking suggestions, I thought I can share them. I wish I have had more opportunities to take statistics classes to expand on my statistical skills - especially R because my employer is using R for statistical analysis. In addition to R, programming languages such as Python/SQL/Tableau would be nice to have if the program is looking for expanding courses being offered and have the capacity to do so. These would be nice to have if we can offer it, but if not, I don't mind learning it by myself/taking e-courses to prepare for my job.
- Looking back, I wish we would have been trained in more excel functions of statistics rather than R. The reality is that businesses today do not invest in that program so I had to re teach myself many of the skills I had, in excel since that is used more heavily in the field. I think it's important to train people in a method and program that will reflect what they will actually experience upon graduation.
- Some of my courses used SPSS, while others used r. I found r to be more difficult to learn, but much more valuable overall. In my current position, I have been learning to

code (our database is in SQL) and I think r provided a good foundation for that. If it was solely up to me, I would completely remove SPSS from the program.

Application/practicum opportunities in field settings

- Try to incorporate more real-world projects and applications.
- I wish we could have incorporated more projects with outside organizations/clients. I learned a lot from the ones we were able to participate in and that experience is very valuable
- I think it would be great for MSU to offer more field-based practicums
- More work with outside organizations, more presentations
- Field trips!!! I think its important for I-O/HR practitioners to see the operations side of organizations. I dont think it was communicated much that HR is a support function of organizations, not a driver of the business.
- Additional applied learning opportunities.
- Continue interactions with companies to work on real life problems.

Funding/Support

- Continue/improve institutional funding for the I-O program. Maintain/expand faculty positions. This is a growing field and it behooves Missouri State to continue its tradition of excellence in this area, from a competition standpoint. Also, there really are very few parallel Master's programs in the U.S., so I view the maintenance of Missouri State's quality training in I-O psychology as an important part of the pipeline for credible practice in organizations.
- Hire more full-time faculty to reflect the "good ole days"
- Invest more in the I-O Program
- Hire more faculty.
- Give the program more financial support.
- It's a different program than when I graduated.
- More opportunities for graduate assistantships to support students.
- Give the program more financial support. It's a different program than when I graduated.