2013-2014 Assessment Report  
Department/Unit: Industrial/Organizational Psychology, PHD

Auburn University  
Provost & VP Academic Affairs  
College of Liberal Arts  
Psychology  
Industrial/Organizational Psychology, PHD

Expected Outcome 1: Understanding of the Field

Graduates of the Ph.D. program in Industrial/Organizational Psychology will have a general understanding of the fundamental areas of industrial psychology, organizational psychology and quantitative psychology. In addition, graduates of the program will be able to perform research in the field and to communicate these results to others in the field.

Assessment Method 1: General Doctoral Examination

Assessment Method Description
Performance on the General Doctoral Examination (GDE) will be rated by at least three faculty members who comprise the student's GDE committee. The GDE examination performance will judge the student's (a) understanding of fundamental principles of empirical research; (b) capability to integrate relevant empirical and theoretical literature into a coherent analysis of an applied or theoretical question; and (c) capability for communicating to others this analysis in a concise and readable summary. 80% of students should satisfactorily perform on the GDE. Students currently answer questions related to 1) industrial psychology; 2) organizational psychology; 3) quantitative psychology; and 4) an individualized career relevant specialty for the student. This GDE has traditionally been graded Pass/Fail on each question by the committee and the students are required to pass all four questions.

Findings
100% of I/O Psychology students ($n = 3$) taking the GDE during 2013-2014 satisfactorily performed and passed their GDEs. Two of them did have to do a re-test on a one question each within their GDEs. Based on our 2012-13 assessment report, the faculty members knew that the Pass/Fail format did
not provide students with enough feedback to provide the maximum benefit from the GDE experience.

**How did you use findings for improvement?**

We are in the process of revamping our GDE procedure so that in addition to the Pass/Fail format, we will use another rating form to provide more detailed feedback on students’ performance on each GDE question. Student performance will be evaluated on a 1-5 scale with 3 being satisfactory (meets expectations for a doctoral student in I/O Psychology) (see below for format). This scale was developed during the 2013-14 Academic Year and will be used beginning in the 2014-15 Academic Year for grading of the GDE.
Qualifying Exam Rating Scale for Developmental Purposes

In order to provide the student with developmental feedback, the reader must rate the paper along each of the following dimensions. Provide whole number ratings only. Written feedback that summarizes the manuscript’s strengths and weaknesses must accompany the ratings feedback.

A. The paper effectively defines or clarifies a problem.

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B. The literature review is a logical and coherent summary of relevant, current research.

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C. The paper identifies conceptual relations, gaps, and inconsistencies in the literature.

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D. The paper identifies methodological and statistical problems with existing research.

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E. The paper suggests the next step(s) in solving a problem, outlining appropriate future directions.

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F. The writing and organization of the paper are clear, grammatically correct, and follow APA format.

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Additional Comments
None.

Assessment Method 2: Student Research Competency

Assessment Method Description
Student research competency is required for both academic and applied careers in I/O Psychology. The ability to communicate research findings in written form is essential for students wishing careers in either the academic or applied fields and is a hallmark of the successful I/O Psychologist. The I/O faculty members will evaluate each I/O Ph.D. student's performance related to research. This rating will be on a three-point scale where 3 = Excellent; 2 = Adequate; and 1 = Marginal. This rating will be based both on (a) meeting
standards for performance on required research (i.e., thesis and dissertation) and (b) the student’s work on additional research programs. This includes the evaluation of this outcome by including additional research activities (e.g., presentations at national conference and publications). 70% of students should be rated Excellent or Adequate.

Findings

Student performance is largely in the Excellent and Adequate category (90%). The 10% in the Marginal category are behind in their required research. The majority of students (80%) presented at national conference and published in academic journals during the 2013-2014 academic year. Six students have received research funding from the I/O program. In addition we looked at the results of the university-wide survey given to those graduating from our program. Two questions of the survey are related to research productivity:

How many peer reviewed conference papers or posters (single or co-authored) did you present during the period of your graduate studies at Auburn University?

How many peer reviewed journal articles (single or co-authored) did you have accepted during the period of your graduate studies at Auburn University?

There were four responses for the PhD program—one student applied for graduation in summer of 2013 and 3 students applied for graduation in fall of 2013. PhD students average 3 conference publications per student and 1.75 journal articles per student.

How did you use findings for improvement?

First, the individual in the Marginal category has been counseled on this inadequacy. Remedial plans have been created between this individual and her adviser to bring her performance into acceptable ranges. The student has been advised on potential negatives (e.g., non-renewal of graduate assistantship) if remediation is not successful.

Second, based on discussion with the students and the results of the university-wide survey, we realized that we needed more timely data on the research being conducted by I/O graduate students.

We have developed a short rubric for evaluating individual performance on research projects. This rubric allows us to provide feedback to students on their individual performance on each research project conducted during this
year and to provide an impetus for improved research among our graduate students. This rubric was developed during the 2013-14 Academic Year and will be implemented in Academic Year 2014-15. (Note: for thesis and dissertation work, this scale is used by the student’s committee. For additional research, this scale will be used by the advisor and appropriate reviewers at Auburn.) The ratings of student research will be on a three-point scale where 3 = Excellent; 2 = Adequate; and 1 = Marginal. Students will receive this rating for all research provided. This rubric is provided below:

Please write the title of your research project below. In addition, note whether or not, this is you’re a) Thesis; b) Dissertation; or c) additional research in the space provided. Do this for all research activities you have conducted this year.

**Title ______________________________________________**

**Type of Work _________________________________________**

**What is your Authorship? (For Additional Research) __________**

3, 2, or 1 Please evaluate the degree to which this work is focused with a clear research idea.

3, 2, or 1 Please evaluate the creativity of the student’s research.

3, 2, or 1 Please evaluate the independence of the student’s research.

3, 2, or 1 Please evaluate the significance of the problem addressed in the student’s research.

3, 2, or 1 Please evaluate the completeness of this research project.

3, 2, or 1 Please evaluate the student’s contribution to this work (for additional research only).

Third, students will also present a summary of their additional research efforts beginning in the 2014-15 academic year using the following survey:

During the academic year 20XX-XX, on how many submitted conference papers were you an author or co-author? __________

During the academic year 20XX-XX, on how many of these papers were you the first author? __________

During the academic year 20XX-XX, how many of these conference papers were accepted? __________

During the academic year 20XX-XX, on how many submitted refereed
journal papers were you an author or co-author? ____________ 
During the academic year 20XX-XX, on how many of these papers were you the first author? ____________ 
During the academic year 20XX-XX, how many of these refereed journal papers were accepted? ____________

Finally, in the future, students who do not work on research in an academic year will be counseled on this inadequacy. Plans will be created between these students and their advisers to bring performance into desirable ranges.

**Additional Comments**
None.

**Expected Outcome 3: Career Development**

Graduates of the Ph.D. program in Industrial/Organizational Psychology will make timely progress towards their degrees. In addition, graduates will understand the nature of the academic and applied careers open to them.

**Assessment Method 1: Student Progress**

**Assessment Method Description**
The following is a new method to be used in the 2013-14 annual evaluations of student progress towards their graduate degree. The evaluation uses a scale developed by the Psychology Department to assess graduate student progress. The scale is based on the general finding that the average time to completion for most Psychology Ph.D.’s is five years. The scale has been developed so that all students may be evaluated (NOTE: For this scale, 1 is best and 4 is worst). The goal is for 100% of students to be 1 or 2. This scale is:

**Progress Level 1 (Highest)**

- Students in their first and second years.
- Students in their third, fourth and fifth years meeting performance expectations—
  - Students entering their third year should have completed their MS thesis
  - Students, who entered Auburn University with a MA or MS degree and an acceptable Master’s thesis, entering their third year, should have completed their Ph.D. qualifying examinations
o Students entering their fourth year should have completed their Ph.D. qualifying examinations
o Students, who entered Auburn University with a MA or MS degree and an acceptable Master’s thesis, entering their fourth year, should have completed their dissertation proposal
o Students entering their fifth year should have completed their dissertation proposal

**Progress Level 2**

- Students entering their 3rd year without a completed MS thesis
- Students, who entered Auburn University with a MA or MS degree and an acceptable Master’s thesis, entering their third year that have not completed their Ph.D. qualifying examinations
- Students entering their fourth year without completing their Ph.D. qualifying examinations (but with a completed MS thesis)
- Students entering their fifth year without completing their Ph.D. dissertation proposal (but with a completed MS thesis and a completed Ph.D. qualifying examination)
- Students who completed their Masters degree or doctoral prelims within the previous year. However, this does not supersede students who fall under Priority Level 4.

**Progress Level 3**

- Students entering their 4th year without completing their MS thesis
- Students, who entered Auburn University with a MA or MS degree and an acceptable Master’s thesis, entering their fourth year without completed their Ph.D. qualifying examinations
- Students entering their 5th year without completing their Ph.D. qualifying examinations

**Progress Level 4**

- Students who have received five years of support from the department’s GTA budget
- Students, who entered Auburn University with a MA or MS degree and an acceptable Master’s thesis, and have received four years of support from the department’s GTA budget.

**Findings**
This scale was used in the 2013-14 evaluations of students. We primarily evaluated those students who are on campus. The decision to only evaluate these students was based on the finding that the other students were gainfully employed. This would have made their progress look less than adequate although this seeming lack of progress is based on full-time employment in the field of Industrial/ Organizational Psychology.

There are 10 current students on campus who were evaluated using the scale. Six (60%) received a rating of 1 and 2 (20%) received a rating of 2. Two received a rating of 3 (20%).

**How did you use findings for improvement?**
Individualized action plans for each student were developed. These action plans were developed by a collaborative effort between graduate students not meeting the 1 or 2 requirement; their advisors; and the I/O area faculty members. In addition, those students receiving ratings of 3 were warned of the possible ramifications of this rating for future support from the department.

This year the action plan process was between advisors and students. The I/O faculty will discuss this during the 2014-15 academic year. It may be that these action plans will be more effective if all I/O faculty members are involved in their creation. In addition, a more formal document may be required to note such actions plans. The I/O faculty members will discuss these issues during the 2014-15 academic year.

**Additional Comments**
None.

**Assessment Method 2: Student Developmental Experiences**

**Assessment Method Description**
Students completing a Ph.D. in I/O Psychology will have specific skills necessary for a wide range of employment settings for I/O psychologists, including teaching in both academic and employee training organizations; practical application of academic research findings; and designing and executing basic and applied research in the community, in industry, and in academic settings. 80% of students should participate in such a personalized experience by their fourth year.
**Findings**

Based on our discussions during the 2013-14 assessment year, a short survey was developed so that each student may track their progress on this assessment method. This survey (see below) was used as part of the annual evaluation of students done by the area faculty. The results will be used to make individualized plans for developmental experiences for each student during the upcoming academic year.

This survey was developed during the 2013-14 Academic Year and will be used beginning in the 2014-15 Academic Year for grading of the GDE. The survey asks:

1. What are your eventual career objectives? (Academic or Applied Position)
2. Did you participate in any relevant developmental experiences for this career objective this year? (e.g., if you have aspirations for an academic position, did you enhance your teaching skills (e.g., by experiences available at the Biggio Center) or did you perform duties in the role (e.g., where you a teaching assistant or Instructor of Record) **or** if you have aspirations for an applied position, did you enhance your skills in this area (e.g., participated in consulting projects or had an externship)? Yes/ No? _____ If Yes, how many? _____
3. Please briefly describe each of these experiences.
4. What are the necessary things that you need to do to continue to prepare yourself for your career objective?

We conducted a pilot study of this survey to determine the value of the responses for the program. The survey was sent to the 10 students currently on campus. Four surveys were returned. The results of this survey are summarized below:

1. What are your eventual career objectives? (Academic or Applied Position)

   Two students reported that their career interests were applied and two students reported that their career interests were for academic settings.

2. Did you participate in any relevant developmental experiences for this career objective this year? (e.g., if you have aspirations for an academic position, did you enhance your teaching skills (e.g., by experiences available at the Biggio Center) or did you perform duties in the role (e.g., where you a teaching assistant or Instructor of
Record) or if you have aspirations for an applied position, did you enhance your skills in this area (e.g., participated in consulting projects or had an externship)? Yes/ No? If Yes, how many?

Two students reported that they had participated in developmental experiences designed to meet their career expectations. They reported that they had participated in 17 total experiences. Two students noted that they had not participated in developmental experiences designed to meet their career expectations.

3. Please briefly describe each of these experiences.

The two individuals noting that they were interested in academic careers noted that they had participated in developmental experiences related to their career expectations. These included 1) being teacher of record for their own courses; 2) working on several research grants; and 3) publishing book chapters (1) and journal articles (2).

4. What are the necessary things that you need to do to continue to prepare yourself for your career objective?

Two primary themes were identified. These were 1) create more course work and research experiences relevant for academic jobs and 2) create more applied experiences (e.g., development of internships).

How did you use findings for improvement?
First, the I/O faculty members have begun discussion on how to improve the survey. This discussion includes 1) the actual survey items and 2) the process by which the survey is conducted (i.e., do we want it to be mandatory or keep it voluntary?).

Second, we have used the information gathered in Item 4 already. The program is currently broadening its connections to industrial and governmental organizations in the region. Initial discussions have occurred with an employee testing firm (Affintus, Soft Solution, Mobis) about possible internship opportunities, and the Auburn University Montgomery (AUM) Center for Business for possible applied experience. In addition, we have strengthened our ties with the Army Research Institute in Columbus, GA and the USAF operations in Montgomery, AL. This discussion also is coupled with the findings of our career placement survey described below in regards to the development of more relevant coursework for our graduate students.

Additional Comments
Assessment Method 3: Career Placement

Assessment Method Description
The I/O Psychology career field has been rated as the number 1 growth field for careers between now and 2020. We have typically evaluated this using the following criterion—Students graduating from the I/O Psychology Ph.D. program will be employed in an I/O employment setting within 12 months of graduation or 12 months after beginning the process of active seeking of employment after graduation. The data has been gathered by advisors requesting this information from their students.

Findings
Three Ph.D. students completed his degree requirement in 2013-2014. He has been employed fulltime in an I/O setting within 3 months of completing his degree requirements. In addition, eleven students (of the current 21 total students) who are ABD (passed the GDE but not finished their dissertation) are employed fulltime in I/O setting as well.

It became clear that this assessment method is inadequate for formative discussion of the I/O program. We decided that the I/O Psychology program required input from graduates and those employed full-time to maintain and improve the educational experience for graduate students. We developed a survey instrument to better inform our discussions on improving the graduate experience of our students during the 2012-2013 assessment period.

The following survey was used for the first time in the 2013-14 assessment process. This is a new method to be used for both graduates of the program and for those who may have delayed graduation because of full-time employment beginning in 2014-15 to allow the program to better evaluate how to educate graduate students for the future. We have developed a survey for our graduates and for those with full-time employment. This survey is:

1. Did you apply for any academic positions for the first time year? (Yes/No) _____ If yes, how many? ______
   If yes, for how many academic positions did you receive an offer of employment? ______
2. Did you apply for any applied positions for the first time this year? (Yes/No) _____ If yes, how many? ______
   If yes, for how many academic positions did you receive an offer of employment? ______
   If you have been employed for more than one year—
3. Are you employed fulltime (35+ hours per week)? (Yes/No)
4. Are you employed part-time (34 hours or less per week)? (Yes/No)
5. What type of position do you have?
   a. Academic
   b. Research Institute
   c. Business/Industry
   d. Government
   e. Other (please specify) _________________________
6. Have you changed your position in the past year (Yes/No)
7. How long have you been employed in your current position? ________
8. What is your salary for 12 months? ______________
9. For the following questions, please use the following scale (1=Strongly Disagree; 2 = Disagree; 3 = Agree; 4= Strongly Agree)
   a. My graduate program was academically challenging
   b. Course requirements and sequences for my graduate program were effective.
   c. The courses I needed were available for my career objectives
   d. My graduate program kept pace with recent trends and developments in the field.
10. Are there additional courses that you would have liked to have taken during your time at Auburn? (Yes/No) If yes, please describe:
    __________________________________________________________________________
    __________________________________________________________________________
    __________________________________________________________________________
    __________________________________________________________________________
    __________________________________________________________________________
    __________________________________________________________________________
    __________________________________________________________________________
11. Are there additional experiences that you would have liked to have taken during your time at Auburn? (Yes/No) If yes, please describe:
    __________________________________________________________________________
    __________________________________________________________________________
    __________________________________________________________________________
    __________________________________________________________________________
    __________________________________________________________________________
    __________________________________________________________________________
    __________________________________________________________________________
12. What is the most important change that you would like to make in the program that is relevant for your career? Please describe:
    __________________________________________________________________________
    __________________________________________________________________________
    __________________________________________________________________________
    __________________________________________________________________________
    __________________________________________________________________________
    __________________________________________________________________________
How did you use findings for improvement?
The following survey was used for the first time in the 2013-14 assessment process. The survey was sent to the 19 students who have graduated since 2004 and/or are gainfully employed in positions requiring I/O Psychology credentials. Ten surveys were returned. The results of this survey are summarized below:

1. Did you apply for any academic positions for the first time year? (Yes/No) _____ If yes, how many? ______
   If yes, for how many academic positions did you receive an offer of employment? ______

   One individual had applied for an academic position for the first time during this year. Nine individuals had not applied for an academic position. The individual applying for academic positions applied for three academic positions but had not received an offer at this time.

2. Did you apply for any applied positions for the first time this year? (Yes/No) _____ If yes, how many? ______
   If yes, for how many academic positions did you receive an offer of employment? ______

   Three individuals applied for applied positions for the first time during this year. Seven individuals had not applied for an applied position during this year. The three people had applied for 15 such positions during this year and received five offers of employment.

   If you have been employed for more than one year—

3. Are you employed fulltime (35+ hours per week)? (Yes/No)

   All ten individuals were applied fulltime during this assessment year.

4. Are you employed part-time (34 hours or less per week)? (Yes/No)

   N/A— All ten individuals were applied fulltime during this assessment year.

5. What type of position do you have?
f. Academic  
g. Research Institute  
h. Business/Industry  
i. Government  
j. Other (please specify) _________________________

Five individuals were employed by for-profit organizations. Three individuals were employed by government agencies and two individuals were employed by research/academic organizations.

6. Have you changed your position in the past year (Yes/No)

Three individuals had changed their positions in the past year. Seven individuals were employed at the same organization for the full assessment year.

7. How long have you been employed in your current position?  

The overall mean time in the current position was 27 months. The overall median time in the current position was 25 months. The overall range was 55 to six months for time employed in the current position. The mean time in the current position for those employed in for-profit organizations was 27 months. The median time in the current position for those employed in for-profit organizations was 25 months. The overall range for those employed in for-profit organizations was 47 to 12 months for time employed in the current position. The mean time in the current position for those employed in government organizations was 24.6 months. The median time in the current position for those employed in government organizations was 13 months. The overall range for those employed in government organizations was 55 to six months for time employed in the current position. The mean time in the current position for those employed in research/academic organizations was 36 months. The median time in the current position for those employed in for-profit organizations was 36 months. The overall range for those employed in for-profit organizations was 36 months for time employed in the current position.

8. What is your salary for 12 months?  

The overall mean salary for 12 months was $89,190. The overall median salary was $82,702. The overall range of salary was $60,000 to $150,000. The mean salary for 12 months for those in for-profit
organizations was $98,600. The overall median salary for those in for-profit organizations was $95,000. The overall range of salary for those in for-profit organizations was $60,000 to $150,000. The mean salary for 12 months for those in government organizations was $83,968. The overall median salary for those in government organizations was $90,405. The overall range of salary for those in government organizations was $64,000 to $97,500. The mean salary for 12 months for those in research/academic organizations was $73,500. The overall range of salary for those in for-profit organizations was $72,000 to $75,000.

9. For the following questions, please use the following scale (1=Strongly Disagree; 2=Disagree; 3=Agree; 4=Strongly Agree)
   a. My graduate program was academically challenging
   b. Course requirements and sequences for my graduate program were effective.
   c. The courses I needed were available for my career objectives
   d. My graduate program kept pace with recent trends and developments in the field.

   The following table shows the results of this survey for the ten respondents. The table lists the 1) Overall results and 2) shows the results for the three occupational areas (for-profit organizations; government agencies; and research/academic organizations). Means and standard deviations are reported in the following format (Mean/Standard Deviation).

<table>
<thead>
<tr>
<th>Question</th>
<th>Overall</th>
<th>For-Profit</th>
<th>Government</th>
<th>Research/Academic</th>
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<tbody>
<tr>
<td>My graduate program was academically challenging</td>
<td>3.2/.42</td>
<td>3.2/.44</td>
<td>3.0/0.0</td>
<td>3.5/.71</td>
</tr>
<tr>
<td>Course requirements and sequences for my graduate program were effective</td>
<td>3.4/.70</td>
<td>3.4/.55</td>
<td>3.0/1.10</td>
<td>4.0/0.0</td>
</tr>
<tr>
<td>The courses I needed were available for my career objectives</td>
<td>2.9/.73</td>
<td>2.8/.45</td>
<td>2.67/1.15</td>
<td>3.5/.71</td>
</tr>
<tr>
<td>My graduate program kept pace with recent trends and developments in the</td>
<td>3.2/.42</td>
<td>3.0/0.0</td>
<td>3.33/.58</td>
<td>3.5/.71</td>
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</table>
10. Are there additional courses that you would have liked to have taken during your time at Auburn? (Yes/No) If yes, please describe:

All students responded yes. Students described two primary types of course work they wish they could have taken. The first type of course involved job-relevant quantitative/statistical classes. The second type of course was job-relevant content courses.

Specific statistical classes mentioned included—

- Structural Equation Modeling
- Item Response Theory
- Factor Analysis
- Hierarchical Linear Modeling
- Growth Modeling
- Longitudinal Analysis Techniques
- Multilevel Modeling
- Survey Analysis
- Reliability and Validity Techniques

Specific content courses mentioned included—

- Competency Modeling
- Advanced Selection/Assessment
- Survey Analysis
- Compensation Management
- Executive Selection
- Team Processes
- Legal Issues
- Consulting Skills

11. Are there additional experiences that you would have liked to have taken during your time at Auburn? (Yes/No) If yes, please describe:

Six students responded Yes to this question. The primary theme of these responses was to improve the applied experiences that were possible through the program; provide more experience in use of applied techniques (e.g., action research); and more career guidance in the basics of applying for a job and negotiating a job offer.
12. What is the most important change that you would like to make in the program that is relevant for your career? Please describe:

Seven students responded to this question. The themes identified included 1) enhancing the applied experiences that students may receive while here at Auburn; 2) improve the regularity of course offerings; and 3) continue to build the alumni network.

The area faculty members have begun to use this information to develop action plans to improve the educational experiences of graduate students based on the responses received. The department, as a whole, has begun a process of addressing the need for a change in the emphasis in the quantitative/statistical courses offered. In addition, one of the departmental action planning components is to improve the alumni network. The I/O faculty has been conducting visits to local organizations seeking to improve the applied experiences open to students. Finally, a discussion of the current curriculum has begun 1) to improve the relevance of courses offered and 2) to better provide I/O students with effective career advice. These discussions will continue during the 2014-15 academic year.

Additional Comments
None.