



create / innovate / educate / GO STATE

Oklahoma State University

University Assessment and Testing

2011 OSU Survey of Alumni of Graduate Programs

Survey Report – Educational Psychology

This survey targeted alumni of graduate programs who received their graduate degree in 2005 and 2009. The survey was administered online and by telephone by the OSU office of University Assessment and Testing (UAT) in January 2011 through April 2011. UAT prepared this report; departments may request additional analysis by contacting UAT.

Survey Questions

Respondents were asked 15 Common Questions. These were given to all OSU alumni and focused on current employment, continued education, overall satisfaction with OSU educational experiences, and zip code (used to determine area of current residence).

Respondents were asked 4 questions developed by Educational Psychology.

Target Population / Response Rate – Educational Psychology

	OSU Degree Received:		
	<u>Master's</u>	<u>Doctorate</u>	<u>Total</u>
Number of graduates	42	40	82
Number of survey respondents	25	24	49
Response rate	59.5	60.0	59.8

Employment Status

	Degree Earned			
	Master's		Doctorate	
CQ1. Are you currently employed?	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
yes	20	80.0	24	100.0
no	4	16.0	0	0.0
don't know	0	0.0	0	0.0
prefer not to answer	1	4.0	0	0.0

	Degree Earned			
	Master's		Doctorate	
CQ2. Are you currently seeking employment?*	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
yes	2	50.0	--	--
no	2	50.0	--	--
don't know	0	0.0	--	--
prefer not to answer	0	0.0	--	--

*Question only asked to those alumni who were not currently employed.

Current Employment

	Degree Earned			
	Master's		Doctorate	
CQ3. Which of the following best describes your employer?	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
large corporation	0	0.0	2	8.3
small business or corporation	0	0.0	0	0.0
federal government	0	0.0	2	8.3
state government	0	0.0	3	12.5
local government	0	0.0	0	0.0
nonprofit organization	1	5.3	0	0.0
educational institution or organization	18	94.7	16	66.7
self-employed	0	0.0	1	4.2
don't know	0	0.0	0	0.0
prefer not to answer	0	0.0	0	0.0

	Degree Earned			
	Master's		Doctorate	
CQ4. Are you employed full-time or part-time?	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
full-time	11	55.0	23	95.8
part-time	9	45.0	1	4.2
don't know	0	0.0	0	0.0
prefer not to answer	0	0.0	0	0.0



CQ5. How closely is your current position related to your graduate studies at OSU?	Master's		Doctorate	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
not at all related	0	0.0	0	0.0
slightly related	3	15.0	1	4.2
moderately related	6	30.0	4	16.7
highly related	11	55.0	19	79.2
don't know	0	0.0	0	0.0
prefer not to answer	0	0.0	0	0.0

CQ6. In general, how well did your OSU graduate program prepare you for your current position?*	Master's		Doctorate	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
not at all	0	0.0	1	4.2
not very well	0	0.0	2	8.3
adequately	12	60.0	7	29.2
very well	8	40.0	14	58.3
don't know	0	0.0	0	0.0
prefer not to answer	0	0.0	0	0.0

*Does not include alumni who said their current position was "not at all" related to their major.

CQ7. What is your approximate total annual salary, including bonuses?*	Master's		Doctorate	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
<\$15k	0	0.0	0	0.0
\$15,000 - <\$25k	1	9.1	0	0.0
\$25,000 - <\$35k	3	27.3	2	8.7
\$35,000 - <\$45k	4	36.4	2	8.7
\$45,000 - <\$55k	0	0.0	4	17.4
\$55,000 - <\$65k	2	18.2	5	21.7
\$65,000 - <\$75k	0	0.0	1	4.3
\$75,000 - <\$100k	0	0.0	6	26.1
>\$100k	0	0.0	1	4.3
don't know	0	0.0	0	0.0
prefer not to answer	1	9.1	2	8.7

*Includes only alumni employed full-time, including those who were employed and in graduate school.



Alumni Employer Names and Position Titles

Employer	Job Title
----------	-----------

Master's

Jenks Public Schools	Classroom teacher
Oklahoma State University	Graduate Assistant
Tulsa Community College	Adjunct Professor
Oklahoma state university	graduate assistant
Community Action Project	Disabilities Coordinator
Oklahoma State University	Graduate Teaching Assistant
Oklahoma State University	Teaching Assistant
Ponca City Public Schools	School Psychologist
Claremore Public Schools	School Psychologist
Wichita Public Schools	School Psychologist

Employer	Job Title
----------	-----------

Tulsa Public Schools	Gifted Site Coordinator
Jenks public school	teacher
Behavior Solutions	RTI specialist
Union Public Schools	8th grade math teacher
Minneapolis Heart Institute Foundation	Professional Ed. Program Specialist
Oklahoma State University	Graduate Assistant
Oklahoma State University counseling services	intake counselor
Oklahoma State University	GA
Oklahoma State University	Graduate Student
Bartlesville Mid High School	Science Teacher

Doctorate

United States Federal Government	Counseling Psychologist
Georgia Southern University	Clinic Director
Oklahoma Baptist University	associate professor of accounting
Shadow Mountain	Therapist
Millwood Public Schools	School Counselor
University of Texas at San Antonio	Assistant Professor
Oklahoma Baptist University	Faculty
Fort Worth Independent School District	Licensed Specialist in School Psychology
Cypress Fairbanks Independent School Dis	School Psychologist
Oklahoma department of corrections	Physiologist
Laurel Ridge Treatment Center	Postdoctoral Fellow
University of Central Arkansas	Assistant Professor

University of Oklahoma	Associate Professor and Clinic Director
University of Oklahoma Tulsa	Research specialist
Oklahoma State University	Senior Clinical Counselor
Oklahoma DDD	medical consultant/psychologist
VA Eastern Kansas	Staff Psy
Waukeaton Public Schools	School Psychologist
Oklahoma State Department of Health	Epidemiologist
Bowling Green State University	Assistant Professor
Tulsa Public Schools	Gifted Coordinator
self	licensed psychologist
new college of Florida	postdoctoral fellow



Continuing Education

CQ8. Since you completed your OSU graduate degree, have you completed another graduate or professional school program, or are you currently enrolled in such a program?	Master's		Doctorate	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
yes, currently enrolled	12	48.0	0	0.0
yes, completed a degree	1	4.0	0	0.0
no	12	48.0	24	100.0
prefer not to answer	0	0.0	0	0.0

CQ9. What graduate or professional degree are you pursuing or, if you have completed a degree, what degree did you complete?	Master's		Doctorate	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
master's	0	0.0	--	--
doctorate	10	76.9	--	--
medical	0	0.0	--	--
law	0	0.0	--	--
business	0	0.0	--	--
veterinary medicine	0	0.0	--	--
other	3	23.1	--	--
prefer not to answer	0	0.0	--	--

CQ10. In general, how well did your OSU graduate program prepare you for your graduate or professional school program?	Master's		Doctorate	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
not at all	0	0.0	--	--
not very well	0	0.0	--	--
adequately	2	15.4	--	--
very well	11	84.6	--	--
prefer not to answer	0	0.0	--	--

Alumni Graduate/Professional Schools

	<u>n</u>
Oklahoma State University	11
Baylor University	1
PhD in School Psychology	1



Overall Satisfaction

CQ11. How satisfied are you with the overall educational experience at OSU?	Master's		Doctorate	
	n	%	n	%
very dissatisfied	0	0.0	0	0.0
dissatisfied	0	0.0	1	4.2
neutral	1	4.0	3	12.5
satisfied	15	60.0	11	45.8
very satisfied	9	36.0	9	37.5
prefer not to answer	0	0.0	0	0.0

State of Residence

Current place of residence as determined by zip codes	
	n
Oklahoma	31
Texas	4
Florida	2
Arkansas	1
Georgia	1
Illinois	1
Kansas	1
Minnesota	1
Missouri	1
Ohio	1



Program-Specific Questions – Educational Psychology

EPSY1. How satisfied are you with the skills you gained in research and inquiry?

Adequately

Extremely satisfied. My current program offers varied research experience - and I'm currently collecting data for my dissertation.

Fairly

Good enough for dissertation, but good enough. not good enough to get me a research position.

Got a lot of experience with different research teams

I am satisfied with the skills gained in inquiry however its not a large part of my job.

I enjoyed my course work and believe they prepared me for the field of education and gifted issues inparticular. I received many opportunities to conduct research and to be involved on research teams.

I'm satisfied.

Moderately

Moderately

Overall, the program helped me to be equipped as a researcher and professor. OSU edu psych program adopted a qualifying portfolio system rather than comps. This system helped me to be a independent researcher and to seek opportunities to present my research in several conferences which was a strong advantage when I was looking for a job.

Pretty satisfied.

Satisfied (3)

Satisfied with the instructional skills but unsatisfied with the applied research skills. Few faculty had active programs of research.

Stats department was amazing.

The research classes for my masters program were extremely basic. I did not learn more beyond what I had learned in the research classes I took as an undergraduate.

The skills that I gained have helped me further my experience in the schools and will prepare me well when I graduate with my Specialist Degree

This is the area with which I'm least satisfied. I don't feel I was given opportunities to do real hands-on research. I was not invited to take part in faculty-run research studies, meetings, committees, etc. Most of my classes were online, and I felt isolated from what was going on.

Very -I am able to read research and critique design.

Very lots of experience and lots of supervision

Very satisfied (5)

Very satisfied with the classes, it was very hard to understand, it was thoroughly taught.

Very satisfied with the skills. I didn't always felt like I deeply understood the "significant" findings. Also, I did not understand how someone could make an A in every class and still not be able to pass the comprehensive exams the first time (see previous comment).

very satisfied, i had plenty of opportunities to participate in research while in grad school.

Very satisfied. I would probably seek a job, but have a daughter with autism.

Very satisfied. I felt very prepared to enter the my job position. I would venture to say that I felt over trained - but that made me very marketable and well prepared and has allowed me opportunities to be a leader in my school district.

Very satisfied. I was able to obtain an adjunct position with OSU based on my dissertation research. I have enjoyed every minute of my program and research while at OSU and now enjoy teaching others.

Very (2)

Wonderful opportunities to participate in quantitative, qualitative, and Q methodological research.



EPSY2. What skills gained from your program contributed most to your current success?

Already answered this in previous question: Educational theory and research skills.
Assessment skills research and intervention
Being pushed more, expanding knowledge
Clinical skills
Consultation and assessment skills
Consultation skills, therapy skills, academic testing and intervention skills and research design
Consultation; supervision; assessment
Course work in gifted education, human development, and curriculum development.
Ethical and moral decision making
General counseling skills, conceptualization, study habits, building repor with clients and other co-workers
I learned a great deal about teaching postsecondary students, and I also learned about human development and learning.
Instructional design, online technology, critical thinking in the classroom, teaching the adult student
Job consulatatoin assesment, therapy, counseling.
Knowledge base
Learning what not to do. There were two really great professors who anchor that program and prevent the jealous vengence of the female professor who will destroy careers and psyches to make her look good.
Management of a student training clinic
My clinical/practicum experience has helped me the most and has contributed greatly to my success because I have been hands on in dealing with real life experiences
My program (OSU edu psych) 1. Provided me experiences as teaching assistant 2. Fostered me to be a independent researcher 3. Provided Preparing Future Faculty program
N/A
Our assistantships and opportunities to be grad assistants, a lot of the program requirements have really helped me.
Practicum classes.
Professionalism, putting children first
Research and evaluation
Research and teaching.
Software, learning how to do PowerPoint, advanced statistics, ability to understand research papers.
Sound knowledge base and report writing
The educational theory classes have really helped expand my skills as a health education researcher. Before I was just trained to design quantitative studies, now I include the qualitative aspect of education.
The gifted core course work.
The hands on work during my 3rd year practicum.
The main skills were actually probably communication skills. I situate my interactions in a more open and positive framework now and have a learning orientation that I didn't have before. This definitely helps in my work because it shows my willingness to be of assistance and my desire to improve my skills.
The program prepares practitioners very well. I am extremely competent in every aspect of psychological service delivery and have received compliments on our extensive training in assessment, consultation, and counseling. Again, the research is where the program falls short.
Therapy and intervention skills
Therapy
Understanding the nature of statistics and how subjective they can seem to be. also understanding the process of research and it's universality. So when I hear of or read a study, I know the steps used and processes followed. So many decisions in public education are based on research, these aids in the understanding.



EPSY3. What aspects of your program prepared you the best for what you are doing now?

All
All of them. same as above.
Application of teaching techniques.
Classes. Practicums.
Clinical experince and internship experience
Clinical skills
Completing my dissertation and working on research teams.
Courses that instruced about clinical
Coursework and experience
Hours required for Internship and field experiences.
How to write solid learning objectives, developing evaluation strategies, etc.
I am able to look at my work more globally - I think in terms of my instructional impact on the whole curriculum as oppose to just one class. I also find myself thinking about the overall disicipline I am in and how that is being shaped
increasingly difficult class work
intervention with kids and assessment
My courses on college teaching and psychological development
N/A
Practicum
Practicum classes.
Professionalism of the faculty
Refer to the above questions My advisor who devoted her time to her students and took care of us as a mentor.
Research methodology
Same as Above (2)
Same as above. Being able to more fully understand the research process is helpful. Also, understanding more about the assessment and testing processes.
Same thing as above
Sound knowledge base
Statistics classes and disertation
Supervision, practicum experiences

Teaching daughter now at home. Classes by [REDACTED] regarding learning process.
The aba course track
The flexibility of the program allowed me to design my course work to what I felt my needs where. In doing so, I was able to strengthen those areas that I was lacking formal training in. Being able to mix research theory, statistics, and educational psychology courses was the perfect mix for preparing me for what I do now.
The gifted core course work.
The hypnosis class was very helpful. Also, the wellness focus from the people I worked with at the Wellness Center.
The practicum courses and the ethics courses, mulitcultural courses



EPSY4. What learning opportunities would you add as a requirement to your program to make it better to prepare Educational Psychologists?

- A practicum experience in a research would help pull all of the program concepts together and offer an opportunity to gain experience.
- Add a few more teaching opportunities in the counseling field.
- Additional assessment courses
- Additional therapy training
- Although my graduate program extensively if not over-prepared me for actual work in the field, I was completely lost upon attending orientation at my first job and having no clue about signing up for insurance and benefit plans, deductibles, retirement contributions, etc etc. Not knowing basic level things like that when starting certainly undercuts the advanced knowledge of a graduate degree, and gives truth to the cliché "all book smarts and no common sense".
- An internship would be helpful if it could be used as credit
- better training in logistics, as far as paperwork, and learning better ways of communicating with graduate, better business practices such as if a counselor wanted to move into a legal field.
- Can't think of it.
- consultation and direct work with consultation
- Fewer courses and more on applied research. The faculty need to utilize the students to improve their programs of research and to advance OSU's name. Many doc programs are known and identified by what they produce in terms of scholarly research. The faculty would do well to continue to publish in well known journals and establish a line of research that the program can be identified with. At present, the program is known for producing excellent practitioners and for having a 100% match rate.
- I am a SCHOOL PSYCHOLOGIST not an EDUCATIONAL PSYCHOLOGIST. I wouldn't add anything to the curriculum. I believe I was very prepared, the training was rigorous enough and all of the requirements were sufficient.
- I think a hands-on research component is definitely needed. After I graduated, I realized I had done absolutely no independent, hands-on research, and I saw this as a huge hole in my preparation for a graduate degree.
- I think in my degree track, REMS, it would be hard to add an overarching opportunity but maybe a more practical hands-on study design opportunity would be good.
- I think it would be helpful, especially for those students working in public education, to hear from those "educational psychologists" who are actually working in that field. That is to say, let's hear from principals, administrators, and superintendents about how they are actually using this information.
- I wish that OSU hire more tenure track professors who are Educational Psychologists (When I was there, there were only three faculties, one of them was retiring, one of them did not teach Educ Psych courses).
- I would add greater opportunities to psycho assessment and opportunities to grant funded research
- I would include even more practical application; time in gifted classrooms and mentoring opportunities.
- I would really beef up the family therapy and add a substance abuse class, I thought that the intelligence assessment was weak.
- I wouldn't add anything. I feel adequately prepared in both on-site experience, classes and graduate assistantships
- information that has to do with the business aspect of making a living doing therapy, i.e. collecting fees, setting fees, dealing with managed care, business/management structure.
- Mentorship with teachers who have been recognized as outstanding. Also mentorship with people involved in the research process
- More assessment experience dealing with psychology.
- More behavioral problem solving.
- More clinical experience (hospital setting) for doctoral school psych students
- More exposure to therapy and AU assessment.
- More intense research experience/more challenging research coursework.
- More opportunities to practice and apply knowledge gained from course work. MORE SUPPORT from the university and the state FOR GIFTED EDUCATION!
- More professors with medical experience.
- More secondary experiences in school psychology.
- More time spent in classroom environments. More observation.
- None
- None. It prepares students very well for the real world
- Nothing
- Possibly include a practicum experience.
- They did a good job with many aspects. I hope they strengthened the counseling/therapy strand. It would also be nice to have brainstorming sessions about how to deal with parents, students returning from hospitalizations, and administration.
- Wouldn't add anything else.

