2018 Counselor Education Program Alumni Survey  
Two years out to the Present

<table>
<thead>
<tr>
<th>Gender</th>
<th>%</th>
<th>n</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>7.10</td>
<td>2</td>
</tr>
<tr>
<td>Female</td>
<td>85.70</td>
<td>24</td>
</tr>
<tr>
<td>Prefer not to say</td>
<td>7.10</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>%</th>
<th>n</th>
</tr>
</thead>
<tbody>
<tr>
<td>African-American</td>
<td>3.60</td>
<td>1</td>
</tr>
<tr>
<td>Caucasian</td>
<td>67.90</td>
<td>19</td>
</tr>
<tr>
<td>Hispanic</td>
<td>21.40</td>
<td>6</td>
</tr>
<tr>
<td>Other</td>
<td>7.10</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Major Area of Study</th>
<th>%</th>
<th>n</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mental Health Counseling</td>
<td>64.30</td>
<td>18</td>
</tr>
<tr>
<td>Career Counseling</td>
<td>35.70</td>
<td>10</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Current Employment Status</th>
<th>%</th>
<th>n</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, Full-time</td>
<td>75.00</td>
<td>21</td>
</tr>
<tr>
<td>Yes, Part-time</td>
<td>3.60</td>
<td>1</td>
</tr>
<tr>
<td>No, Looking for Employment</td>
<td>14.30</td>
<td>4</td>
</tr>
<tr>
<td>No, Enrolled in School full-time</td>
<td>7.10</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Primary Employment Setting</th>
<th>%</th>
<th>n</th>
</tr>
</thead>
<tbody>
<tr>
<td>4-year College or University</td>
<td>35.70</td>
<td>10</td>
</tr>
<tr>
<td>Community Agency</td>
<td>25.00</td>
<td>7</td>
</tr>
<tr>
<td>Self-Employed</td>
<td>7.10</td>
<td>2</td>
</tr>
<tr>
<td>Not Employed Outside the Home</td>
<td>10.70</td>
<td>3</td>
</tr>
<tr>
<td>Other</td>
<td>21.40</td>
<td>6</td>
</tr>
</tbody>
</table>

**Outcome Questionnaire (n=26)**

<table>
<thead>
<tr>
<th>Statement</th>
<th>M</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Courses in my program of study were relevant to my career goals</td>
<td>1.65</td>
<td>.56</td>
</tr>
<tr>
<td>I am satisfied with the services I received in the PCS program</td>
<td>1.96</td>
<td>.87</td>
</tr>
<tr>
<td>I received sufficient training to make the ethical decisions that</td>
<td>1.62</td>
<td>.64</td>
</tr>
<tr>
<td>I have encountered since graduation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I was well prepared for my first job after graduating from the PCS program</td>
<td>1.77</td>
<td>.82</td>
</tr>
<tr>
<td>Paperwork procedures were clearly documented and</td>
<td>2.69</td>
<td>1.44</td>
</tr>
</tbody>
</table>
Opportunities existed for mentor relationships with PCS faculty | 2.58 | 1.33

The PCS faculty were helpful during my transition to graduate study | 2.12 | 0.82

PCS Faculty members cooperated with each other to ensure student learning, student success, and student provision of consistent information | 2.77 | 1.24

PCS faculty were helpful in my career planning and decision making | 2.50 | 1.14

PCS faculty provided effective academic advising to ensure my timely completion of the program | 2.00 | 0.89

PCS faculty demonstrated genuine interest in helping students | 1.77 | 0.65

I was comfortable expressing different points of view to PCS faculty | 2.27 | 1.25

Success in the program depended on having positive, quality relationships with PCS faculty members | 2.42 | 1.17

PCS faculty were open to suggestions from students about program issues and possible improvements | 2.23 | 0.77

Communication between PCS faculty and students was efficient and clear | 3.04 | 1.28

I had an opportunity to attain an assistantship and/or work on PCS faculty grants, research, and related projects | 2.27 | 1.28

My peers in the PCS program were an effective support system | 1.69 | 1.12

I could count on PCS faculty for support with both academic and personal challenges | 2.50 | 1.03

PCS faculty members consistently treated students with respect | 2.04 | 1.04

Students consistently treated PCS faculty members with respect | 2.19 | 1.06

explained
<table>
<thead>
<tr>
<th>Statement</th>
<th>Rating</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>The program and PCS faculty respected my family life and personal commitments</td>
<td>2.31</td>
<td>1.01</td>
</tr>
<tr>
<td>The PCS faculty were helpful in my transition from graduate school to professional life</td>
<td>2.42</td>
<td>1.14</td>
</tr>
<tr>
<td>I can critically read the literature in my field due to research/statistics skills taught by the program</td>
<td>2.04</td>
<td>.72</td>
</tr>
<tr>
<td>The program prepared me to work with clients from different cultural backgrounds</td>
<td>1.77</td>
<td>.82</td>
</tr>
<tr>
<td>The PCS faculty demonstrated an amount of commitment and professionalism equal to that which was expected by students</td>
<td>2.15</td>
<td>.97</td>
</tr>
<tr>
<td>The licensure and/or certification process for my field was clearly explained by the PCS faculty</td>
<td>2.88</td>
<td>1.31</td>
</tr>
<tr>
<td>The PCS program and FSU Career Center provide adequate job seeking and employment services</td>
<td>2.50</td>
<td>1.21</td>
</tr>
<tr>
<td>The PCS faculty encouraged involvement in professional organizations and state/national conferences</td>
<td>2.12</td>
<td>1.03</td>
</tr>
<tr>
<td>Overall, I was satisfied with Florida State University’s Psychological and Counseling Services (PCS) program</td>
<td>1.88</td>
<td>.65</td>
</tr>
</tbody>
</table>

**Overall (Average)** | **2.21** | **1.01**

*Note: 1 = strongly agree, 2 = agree, 3 = neither agree or disagree, 4 = disagree, 5 = strongly disagree*