

ASCA State of the Profession – School Counselor Educators Summary of Findings

September 2021

Methodology: The survey was distributed via email using the Qualtrics platform to 877 school counselor educators. Two hundred school counseling faculty completed the questionnaire for a confidence level of 95% +/- 6.

Respondents’ job roles and tenure status: The largest portions of respondents are assistant professors (26%), program directors (21%), associate professors (18%) or adjunct instructors (12%). About one-third are tenured, 26% are on the tenure track, and 23% are nontenured.

Job role	Percentage
Assistant professor	26.0%
Program director	21.0%
Associate professor	18.0%
Adjunct instructor	12.0%
Professor	9.0%
Instructor (full time)	5.0%
Department chair	4.0%
Retired	1.0%
Other	4.0%

Tenure Status	Percentage
Nontenured	22.5%
Tenured	32.5%
Tenure track	25.5%
University does not offer tenure	15.5%
Other	4.0%

Respondents' universities: A majority of respondents work for public universities (58%), followed by private/independent (25%) and religious-affiliated (15%). Additionally, 58% of respondents' institutions provide a combination of in-person and virtual instruction, while one-third are in-person only and 8% are virtual only. In terms of enrollment, 48% have seen an increase in enrollment in master's students in the past two years, 26% say enrollment has decreased and 26% stayed the same. About 69% of universities are CACREP-accredited, 42% are CAEP-accredited and 36% hold a regional accreditation.

Type	Percentage
Public	58.2%
Private/Independent	25.4%
Religious-affiliated	15.3%
Other	1.1%

Type of instruction (unrelated to COVID-19)	Percentage
In-person instruction only	33.3%
Combination in-person and virtual instruction	57.6%
Virtual only	7.9%
Other	1.1%

Change in enrollment (master's) in past two years	Percentage
Increased	48.3%
Decreased	25.9%
Stayed the same	25.9%

Accreditations held	Percentage
CACREP	69.2%
CAEP	41.9%
Regional accrediting body	36.0%
CHEA	6.4%
Other	14.5%

Day-to-day challenges: Respondents indicate they are most challenged to find time for research/writing (63%), balancing their workload (62%), securing adequate funding for research focused on the school counseling field (56%) as well as funding/resources to support the number of students in the program (54%) and other challenges.

Extremely challenging/Challenging	Percentage
Finding time for research/writing	63.1%
Workload balance	61.8%
Lack of adequate funding for research focused on the school counseling field	56.1%
Lack of adequate funding/resources to support the number of students in the program (staffing, etc.)	53.8%
Hiring faculty to teach courses who have school counseling experience	51.5%
Hiring of appropriately trained faculty	48.0%
Hiring diverse faculty (including representation by gender, ethnicity, etc.)	47.2%
Hiring faculty with school counseling experience to supervise students	45.9%
Documenting, reporting or collecting data for program approval or accreditation	41.6%
Educating colleagues in other areas, such as a clinical mental health, about school counseling when they have school counseling graduate students in their classes	40.6%
Finding time to participate in professional development	40.6%
Finding time for planning	40.2%
Keeping up with new technologies for practicing school counselors	37.1%
Keeping up with state licensure and other guidelines for school counseling	25.9%
Keeping up with changes in the school counseling profession	24.5%
Training school counseling graduate students to incorporate anti-racist practices into their future school counseling program	14.3%
Experiencing racism and bias, including microaggressions and implicit bias	14.2%
Job security	13.2%
Delays and issues in achieving tenure	9.7%
Incorporating anti-racism practices/pedagogy/curriculum in my program	9.6%

Program and coursework: Overall, 83% of respondents primarily teach school counseling courses. Additionally, 81% find that their program requires the appropriate number of hours of coursework to train students in the skills needed for school counseling. Further, respondents largely agree that their school counseling education program is aligned with the components of the ASCA National Model. About two-thirds of respondents indicate their program has a completely separate track for school counseling.

Primarily teach school counseling courses:	Percentage
Yes	83.0%
No	17.0%

My program...	Percentage
requires the appropriate number of hours of coursework to train students in the skills needed for school counseling.	81.2%
requires too few hours of coursework to train students in the skills needed for school counseling.	13.2%
requires too many hours of coursework to train students in the skills needed for school counseling.	2.5%
Other	3.0%

The school counseling preparation program at my university... (Strongly agree/Agree)	Percentage
incorporates data-informed decision making	99.0%
instructs school counseling students in delivering the school counseling program to all students systematically	96.9%
uses the ASCA National Model as the basis for school counseling coursework	94.2%
instructs school counseling students on how to deliver developmentally appropriate instruction focused on the mindsets and behaviors all K–12 students need for postsecondary readiness and success	94.8%
provides instruction in collecting and analyzing student and school data	95.8%
instructs school counseling students in how to address closing achievement and opportunity gaps	94.2%
integrates training on the ASCA National Model throughout the program	89.4%
has a complete separate track for school counseling students	67.5%
solely teaches school counselors in training	39.7%

Addressing racism and bias: Respondents indicate that faculty are teaching school counselors to address racism and bias in several ways, such as the following:

- Using assessment, assignment tools, case studies, discussions and exams

- Incorporating critical race theory, restorative practices and race theory in courses

- Hosting book clubs and integrated curriculum

- Incorporating social justice advocacy attitudes and behaviors into coursework re: required readings, classroom discussion, assignments, supervision case conceptualizations

- Integrating throughout content, speakers and assignments

- Integrating anti-racist resources and assignments in nearly all core and all school-counseling-specific courses. Including voices of diverse school counseling individuals in discussions. Challenging my own board and engaging in professional development along the way

- Having students read seminal documents, participate in discussion and complete several assignments pertaining to this area (e.g., closing-the-gap intervention, cultural roundtable). They also participate in delivering college and career guidance lessons to a diverse local secondary school.

- Talking extensively about advocacy, using data to identify concerns, intervening with issues, working within school systems to create systemic change and navigating the politics of school systems

- Offering a dedicated course for multicultural counseling, integration of diversity in internship and practicum projects

- Connecting to closing the achievement gap in college and career and SC program and evaluation, open discussions about personal values/bias/racism

- Embedding antiracism throughout curriculum, requiring assignments/projects that address this throughout program including during internship

Additionally, over the past two years, respondents indicate their institutions have adapted to better address diversity, equity and inclusion, such as incorporating DEI into the student curriculum (51%), creating positions for DEI specialists (45%) and requiring DEI training for all faculty (43%).

In the past two years, university has...	Percentage
Incorporated diversity, equity and inclusion in student curriculum	50.8%
Created positions for diversity, equity and inclusion specialists	45.0%
Required diversity, equity and inclusion training for all faculty	42.9%
Changed recruitment and retention practices for prospective students or faculty	29.1%
Changed policies and procedures for students	25.9%
Changed policies for faculty	21.2%
Other	23.3%
No actions taken	5.8%

Perception of school counseling: Asked how well they believe others understand the role of school counselors, respondents suggest the general public least understands the role (only 4% understand to a great extent or adequately), while school counseling faculty with school counseling experience best understand the role (98%).

Understand the role of school counselors to a great extent or adequately	Percentage
School counseling faculty with school counseling experience	98.4%
Faculty/staff in my program	64.5%
Students	46.5%
School counseling faculty without school counseling experience	36.8%
Teachers/school staff	28.5%
Faculty/staff in the College of Education	27.8%
School administrators	25.0%
District staff	20.5%
Parents/families	14.7%
School board members	12.7%
State-level legislators/policymakers/decision-makers	11.4%
General public	3.8%

Respondent demographics: Overall, 78% of respondents are female, while 18% are male and 5% prefer not to say. In terms of race/ethnicity, 72% are white and 13% are Black or African American, while smaller percentages represent other ethnicities. Additionally, 86% are heterosexual or straight and 6% are gay or lesbian. In terms of age, 20% are 40 or younger, 37% are 41-50, 20% are 51-60 and 20% are 60-plus.

Gender	Percentage
Female	77.5%
Male	17.9%
Nonbinary/third gender	0.0%
Prefer not to say	4.6%

Race/ethnicity	Percentage
White	71.7%
Black or African American	12.7%
Asian	4.6%
Two or more races	3.5%
Latinx	1.7%
American Indian or Alaska Native	0.6%
Native Hawaiian or other Pacific island	0.0%
Prefer not to say	5.2%

Sexuality	Percentage
Heterosexual or straight	86.0%
Gay or lesbian	5.8%
Bisexual	1.7%
Different identity	0.6%
Prefer not to say	5.8%

Age	Percentage
30 or younger	2.9%
31-40	16.8%
41-50	37.0%
51-60	20.2%
61-70	16.2%
71-plus	4.0%
Prefer not to say	2.9%

Education and certifications: The majority of respondents hold doctorate degrees (69% in counseling or counseling supervision and training and 20% in another discipline). About 86% have their state school counseling certification or licensure, 51% are NCCs, 43% are LPCs and 10% are NCSCs. Most respondents also have experience working as a K–12 school counselor.

Highest level of education	Percentage
Master’s degree in school counseling	9.7%
Master’s degree in other discipline	1.1%
Doctorate degree in counseling or counseling supervision and training	69.3%
Doctorate degree in other discipline	19.9%

Certifications/designations held	Percentage
State school counseling certification or licensure	86.0%
NCC	50.6%
LPC	42.7%
NCSC	9.8%
NBCT	1.2%

Years’ experience as K-12 school counselor	Percentage
0-2	12.1%
3-5	19.5%
6-10	24.1%
11-15	18.4%
16-20	7.5%
20+	14.9%
Have not worked as a K–12 school counselor	3.4%