

# 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

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%



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%







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%

