

**CACREP  
VITAL  
STATISTICS**

**2015**

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Results from a National Survey of Accredited Programs



**CACREP**

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# **CACREP VITAL STATISTICS 2015:**

## **Results from a National Survey of Accredited Programs**

### **INTRODUCTION AND OVERVIEW**

CACREP has collected essential information from its accredited counseling programs on an annual basis since the early 1990s. Before the invention of the Internet, CACREP mailed a paper form to accredited programs each year asking them to provide basic programmatic information as well as updates regarding changes in leadership or contact information. This yearly form has evolved over time and today it is known as the CACREP Vital Statistics Survey.

In recent years, the CACREP Vital Statistics Survey has been used for collecting more detailed program information and soliciting feedback from accredited programs on current issues. The results of this survey are used in reporting to government agencies, professional organizations, and even individual researchers who contact the CACREP office. The survey results are also used by the CACREP Board of Directors and staff to help improve the services provided to accredited programs.

CACREP's Vital Statistics Survey underwent a number of changes in 2012, including the transition from a paper-pencil format to an online survey platform. CACREP program liaisons are charged with reporting data on the Vital Statistics Survey each academic year, including the summer, fall, and spring academic terms. The 2015 CACREP Vital Statistics Survey collected program data reflective of Summer 2014 through Spring 2015; the results of which are included in this report. These data are used to monitor changes and emerging trends within counselor education programs.

The purpose of this report is to make the results of the 2015 CACREP Vital Statistics Survey available to CACREP-accredited programs, state and federal government agencies, counseling licensure/certification entities, counseling researchers, and other stakeholders within the counseling profession as well as the general public. Data concerning CACREP programs, specialty areas, faculty members, and students are presented along with brief narratives as appropriate. The information in this Vital Statistics Survey results report offers a unique description of currently accredited counselor education programs—as well as the students they serve— which assists in providing an environmental context that is helpful for understanding counselor preparation in 2015.

## INSTITUTIONAL INFORMATION

All graduate counseling programs accredited by CACREP before July 2015 completed the 2015 Vital Statistics Survey. As a result, **312 institutions** offering a total of **684 CACREP-accredited counseling programs** contributed to the data included in this report. Of these:

- 105 institutions' counseling programs are accredited under the 2001 CACREP Standards;
- 196 institutions' counseling programs are accredited under the 2009 Standards; and
- 11 institutions have at least one counseling program area accredited under the 2001 Standards and at least one program area accredited under the 2009 CACREP Standards (this occasionally happens when a new program is added mid-accreditation cycle).

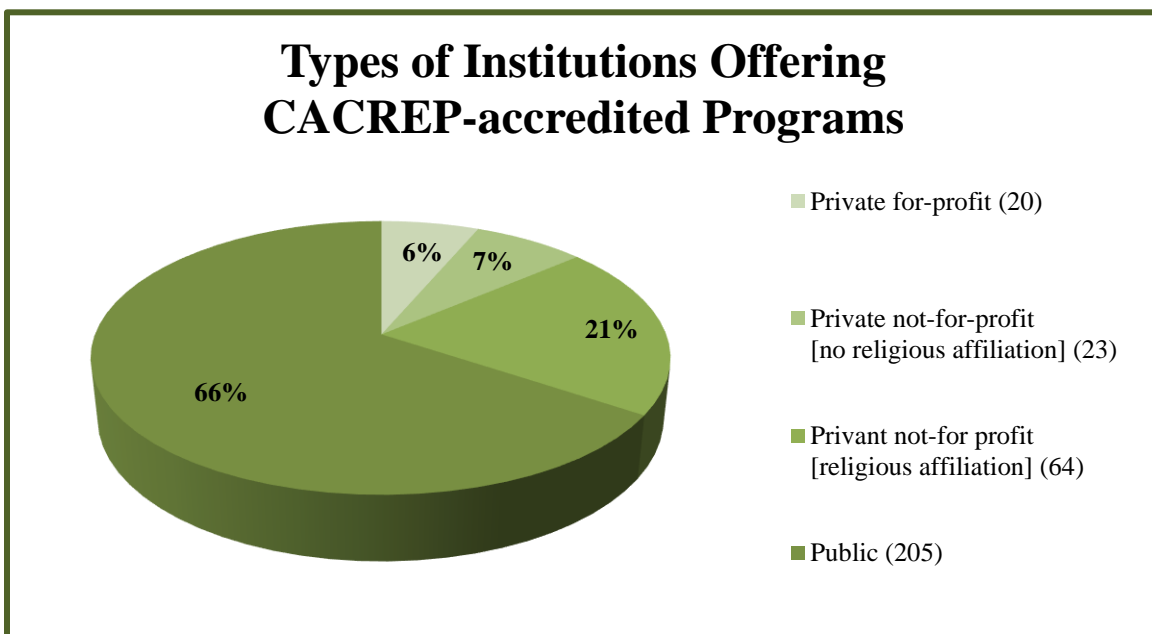
Information reported on the 2015 Vital Statistics Survey regarding institution type and geographic location is provided in the next two subsections.

## INSTITUTION TYPE

One approach to classifying types of post-secondary institutions is based on institutional control. The Common Educational Data Standards (CEDs) developed by the U.S. Department of Education outline two major types of post-secondary institutional control: those that are operated by publically elected or appointed officials (public control) and those that are operated by privately elected or appointed officials and derive their major source of funds from private sources (private control). Institutions are often classified further based on other criteria; for example, for-profit status or religious affiliation.

CACREP accredits graduate counseling programs at all types of post-secondary institutions (see **FIGURE 1**). Using categories set forth by federal guidelines, institutions offering CACREP-accredited counseling programs in 2015 are broken down as follows: Public (n=205), Private not-for-profit [religious affiliation] (n=64), Private not-for-profit [independent: no religious affiliation] (n=23), and Private for-profit (n=20).

**FIGURE 1**



## INSTITUTIONS BY ACES REGIONS

According to the 2015 Vital Statistics Survey results, CACREP-accredited programs employ **2,286 full-time faculty members** and are offered by post-secondary institutions located throughout the United States, as well as Mexico. To present a clearer geographical picture, these institutions are categorized by their location within the regions designated by the Association for Counselor Education and Supervision (ACES) (see **TABLE 1**). In 2015, the highest concentration of institutions with CACREP-accredited programs was located in the SACES region (n=131); followed by NCACES (n=79), NARACES (n=57), WACES (n=25), and RMACES (n=19). One institution is located outside of the United States and does not fall within the boundaries of the ACES regions.

**TABLE 1**

<b>Institutions with CACREP Programs by ACES Regions</b>					
<b>ACES Region</b>	North Atlantic (NARACES)	North Central (NCACES)	Rocky Mountain (RMACES)	Southern (SACES)	Western (WACES)
<b>Number of Institutions</b>	<b>57</b> (18.27%)	<b>79</b> (25.32%)	<b>19</b> (6.09%)	<b>131</b> (41.99%)	<b>25</b> (8.01%)
<b>States in Region</b>	Connecticut Delaware District of Columbia Maine Massachusetts New Hampshire New Jersey New York Pennsylvania Rhode Island Vermont	Illinois Indiana Iowa Kansas Michigan Minnesota Missouri Nebraska North Dakota Ohio Oklahoma South Dakota Wisconsin	Colorado Idaho Montana New Mexico Utah Wyoming	Alabama Arkansas Florida Georgia Kentucky Louisiana Maryland Mississippi North Carolina South Carolina Tennessee Texas Virginia West Virginia	Alaska Arizona California Hawaii Nevada Oregon Washington

*NOTE.* One institution (0.32%) is located outside of the U.S. and does not fall within the boundaries of the ACES regions.

## CACREP PROGRAM AREAS

Regarding counseling program area (i.e., specialty area) data from 2015, School Counseling was the program area with the highest number of CACREP-accredited programs (n=247). However, this is quickly changing as Community Counseling and Mental Health Counseling programs under the 2001 Standards transition into Clinical Mental Health Counseling programs under the 2009 Standards. This is demonstrated by the significant growth in Clinical Mental Health Counseling programs last year. Gerontological Counseling had the fewest, with only one accredited program remaining due to the discontinuation of standards in this specialty area.

In terms of graduates in the past year, Clinical Mental Health Counseling was the top program area with 4,207 graduates— surpassing School Counseling graduates for the first time since Vital Statistics data collection went “online” in 2012. Clinical Mental Health Counseling also claimed the largest number of currently enrolled students (n=15,561) in 2015. Similar to previous years, six program areas reported significantly lower student enrollments than the other program areas: Student Affairs (n=289), Student Affairs and College Counseling (n=227), College Counseling (n=131), Career Counseling (n=130), Addiction Counseling (n=27), and Gerontological Counseling (n=1). Joining this group is a new category: Dually-accredited Clinical Rehabilitation/Clinical Mental Health Counseling Programs (n=2). This is an accreditation designation that resulted from the CACREP/CORE Affiliation Agreement signed in 2013 before the merger was signed between the two organizations in 2015. **TABLE 2** offers further details on the number of accredited programs, student enrollment, and graduates reported by program area.

**TABLE 2**

Program Area Data (2013-2015)									
CACREP Program Area	Number of Programs			Enrollment			Graduates		
	2015	2014	2013	2015	2014	2013	2015	2014	2013
Addiction*	3	3	2	27	27	19	6	10	9
Career***	10	10	8	130	140	168	45	49	51
Clinical Mental Health*	185	121	74	15,561	11,390	8,109	4,207	2,915	2,066
College**	7	6	9	131	111	147	38	24	43
Community**	73	102	136	5,333	7,457	9,582	1,870	2,435	2,737
Counselor Ed. & Supervision***	63	63	62	2,175	2,291	2,122	397	355	326
Gerontological**	1	1	1	1	1	2	0	1	0
Marriage, Couple, & Family***	42	41	39	2,951	2,819	2,595	658	690	828
Mental Health**	26	35	43	4,174	5,144	6,014	1,131	1,254	1,167
School***	247	232	224	10,246	10,027	10,221	3,668	3,435	3,680
Student Affairs**	13	15	17	289	338	428	129	144	150
Student Affairs & College*	12	10	7	227	194	95	88	67	42
Dually-accredited Clinical Rehabilitation/Clinical Mental Health*↓	2	N/A	N/A	88	N/A	N/A	20	N/A	N/A

\*Program area in the 2009 CACREP Standards.

\*\*Program area in the 2001 CACREP Standards.

\*\*\*Program area in both the 2001 and 2009 CACREP Standards.

↓ Permitted by the 2013 CACREP/CORE Affiliation Agreement.

**TABLE 3** sheds light on the number of individuals who applied to CACREP programs in the past year, the number of students who graduated from CACREP programs in the past year, and the total number of students currently enrolled in CACREP programs across the country, per the 2015 survey. Information about total program applicants, graduates, and current student enrollments are broken down by program level (i.e., masters vs. doctoral) and data are provided for the past three years.

**TABLE 3**

Student Highlights by Program Level (2013-2015)									
Program Level	Applicants			Enrollment			Graduates		
	2015	2014	2013	2015	2014	2013	2015	2014	2013
Masters Programs	38,544	36,959	34,480	39,158	37,648	37,380	11,860	11,024	10,773
Doctoral Programs	1,888	1,736	1,513	2,175	2,291	2,122	397	355	326
All CACREP Programs	40,432	38,695	35,993	41,333	39,939	39,502	12,257	11,379	11,099

*NOTE.* The aggregate applicant and graduate data for 2015 in TABLE 3 are based on program report and reflect the total number of applications received and total number of students who graduated from programs “in the past year” (e.g., Summer 2014-Spring 2015). Current student enrollment is based on data reported by programs as of the date each program submits the Vital Statistics Survey for a given year.

## FACULTY AND STUDENTS

Placing significant value on diversity, CACREP requires counseling programs to create and support an inclusive learning community. The CACREP Standards not only call for programs to recruit, employ, and retain a diverse faculty, they also require programs to make systematic efforts to attract, enroll, and retain a diverse student body. Part of examining diversity within the counseling profession involves taking a close look at the individuals who are becoming professional counselors. Going beyond numbers of applicants, graduates and student enrollments, this final section will provide a detailed demographic perspective regarding the makeup of full-time faculty members and students in CACREP programs.

Racial/ethnic demographic breakdowns are reported for full-time faculty members (**TABLE 4**), CACREP masters students (**TABLE 5**), CACREP doctoral students (**TABLE 6**), and all CACREP graduate students combined (**TABLE 7**). Lastly, **FIGURE 2** illustrates the gender differences among students and full-time faculty members in CACREP-accredited programs followed by **FIGURE 3** which highlights information about students with disabilities as reported by programs on the 2015 CACREP Vital Statistics Survey.

*Note: In addition to asking for student and faculty demographic data by race/ethnicity and gender, the 2015 Vital Statistics Survey also provided the opportunity for programs to report demographics related to students and faculty who have an alternative gender identity. This particular survey item was structured to be open-ended and, consequently, there was inconsistency in how individuals with an “alternative identity” were reported, yielding incomplete information. As a result, the demographic information provided in Tables 4, 5, 6, and 7 was calculated using only students and faculty for which both race/ethnicity and gender were provided. However, Figures 2 and 3 provide student and faculty information based on gender; these figures include alternative identity information. The data reported in each table/figure were calculated using only the specific information that was reported in full, as described in the notes below, ultimately accounting for any minor discrepancies between data that may exist.*



**TABLE 4**

<b>CACREP Full-time Faculty Demographics</b>			
<b>Race/Ethnicity</b>	<b>Gender</b>		<b>Total</b>
	<b>Male</b>	<b>Female</b>	
African American/Black	3.97%	8.76%	<b>12.72%</b>
American Indian/Native Alaskan	0.32%	0.36%	<b>0.68%</b>
Asian American	1.09%	2.55%	<b>3.65%</b>
Caucasian/White	30.41%	43.91%	<b>74.33%</b>
Hispanic/Latino/Spanish American	1.82%	2.92%	<b>4.74%</b>
Native Hawaiian/Pacific Islander	0.05%	0.05%	<b>0.09%</b>
Multiracial	0.59%	1.50%	<b>2.10%</b>
Non-resident Alien	0.32%	0.55%	<b>0.87%</b>
Other/Undisclosed	0.23%	0.59%	<b>0.82%</b>

*NOTE.* Some programs were unable to provide faculty racial/ethnic demographic information on the 2015 Vital Statistics Survey. The data in TABLE 4 are based on a sample of 2,193 full-time faculty members currently working in CACREP-accredited programs, which accounts for 95.93% of all full-time faculty members in CACREP-accredited programs. All percentages were calculated individually and rounded to the nearest hundredth; the sum of the “Total” percentages may not equal 100%.

**TABLE 5**

<b>CACREP Masters Student Demographics</b>			
<b>Race/Ethnicity</b>	<b>Gender</b>		<b>Total</b>
	<b>Male</b>	<b>Female</b>	
African American/Black	2.82%	15.53%	<b>18.34%</b>
American Indian/Native Alaskan	0.13%	0.46%	<b>0.59%</b>
Asian American	0.38%	1.66%	<b>2.04%</b>
Caucasian/White	10.80%	49.75%	<b>60.55%</b>
Hispanic/Latino	1.43%	7.10%	<b>8.53%</b>
Native Hawaiian/Pacific Islander	0.02%	0.11%	<b>0.14%</b>
Multiracial	0.33%	1.72%	<b>2.05%</b>
Non-resident Alien	0.13%	0.60%	<b>0.73%</b>
Other/Undisclosed	1.38%	5.65%	<b>7.03%</b>

*NOTE.* Some programs were unable to provide student racial/ethnic demographic information on the 2015 Vital Statistics Survey. The data in TABLE 5 are based on a sample of 32,589 students currently enrolled in CACREP-accredited masters programs, which accounts for 83.22% of all students currently enrolled in CACREP-accredited masters programs. All percentages were calculated individually and rounded to the nearest hundredth; the sum of the “Total” percentages may not equal 100%.

**TABLE 6**

<b>CACREP Doctoral Student Demographics</b>			
<b>Race/Ethnicity</b>	<b>Gender</b>		<b>Total</b>
	<b>Male</b>	<b>Female</b>	
African American/Black	4.25%	19.82%	<b>24.07%</b>
American Indian/Native Alaskan	0.23%	0.63%	<b>0.86%</b>
Asian American	0.80%	2.30%	<b>3.10%</b>
Caucasian/White	14.30%	39.75%	<b>54.05%</b>
Hispanic/Latino	1.09%	4.65%	<b>5.74%</b>
Native Hawaiian/Pacific Islander	0%	0.11%	<b>0.11%</b>
Multiracial	0.46%	1.78%	<b>2.24%</b>
Non-resident Alien	0.98%	3.16%	<b>4.14%</b>
Other/Undisclosed	0.98%	4.71%	<b>5.69%</b>

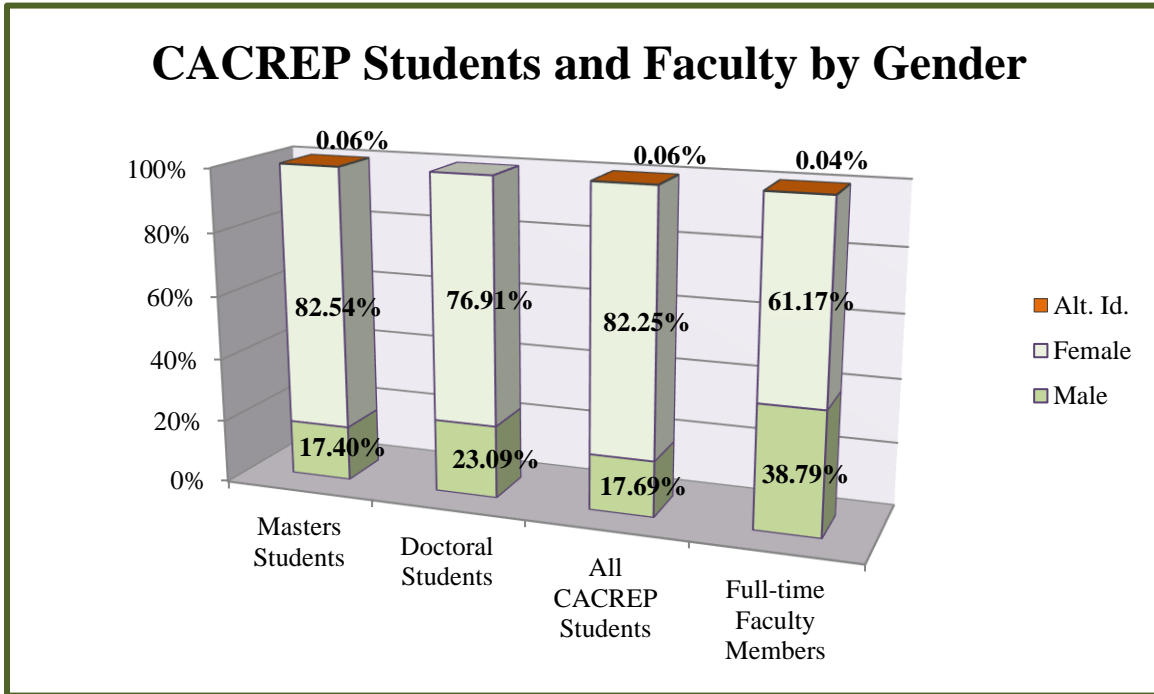
*NOTE.* Some programs were unable to provide student racial/ethnic demographic information on the 2015 Vital Statistics Survey. The data in TABLE 6 are based on a sample of 1,741 students currently enrolled in CACREP-accredited doctoral programs, which accounts for 80.05% of all students currently enrolled in CACREP-accredited doctoral programs. All percentages were calculated individually and rounded to the nearest hundredth; the sum of the “Total” percentages may not equal 100%.

**TABLE 7**

<b>All CACREP Student Demographics</b>			
<b>Race/Ethnicity</b>	<b>Gender</b>		<b>Total</b>
	<b>Male</b>	<b>Female</b>	
African American/Black	2.90%	15.74%	<b>18.63%</b>
American Indian/Native Alaskan	0.13%	0.47%	<b>0.61%</b>
Asian American	0.40%	1.70%	<b>2.09%</b>
Caucasian/White	10.98%	49.24%	<b>60.22%</b>
Hispanic/Latino	1.41%	6.97%	<b>8.39%</b>
Native Hawaiian/Pacific Islander	0.02%	0.11%	<b>0.14%</b>
Multiracial	0.34%	1.72%	<b>2.06%</b>
Non-resident Alien	0.17%	0.73%	<b>0.90%</b>
Other/Undisclosed	1.36%	5.60%	<b>6.96%</b>

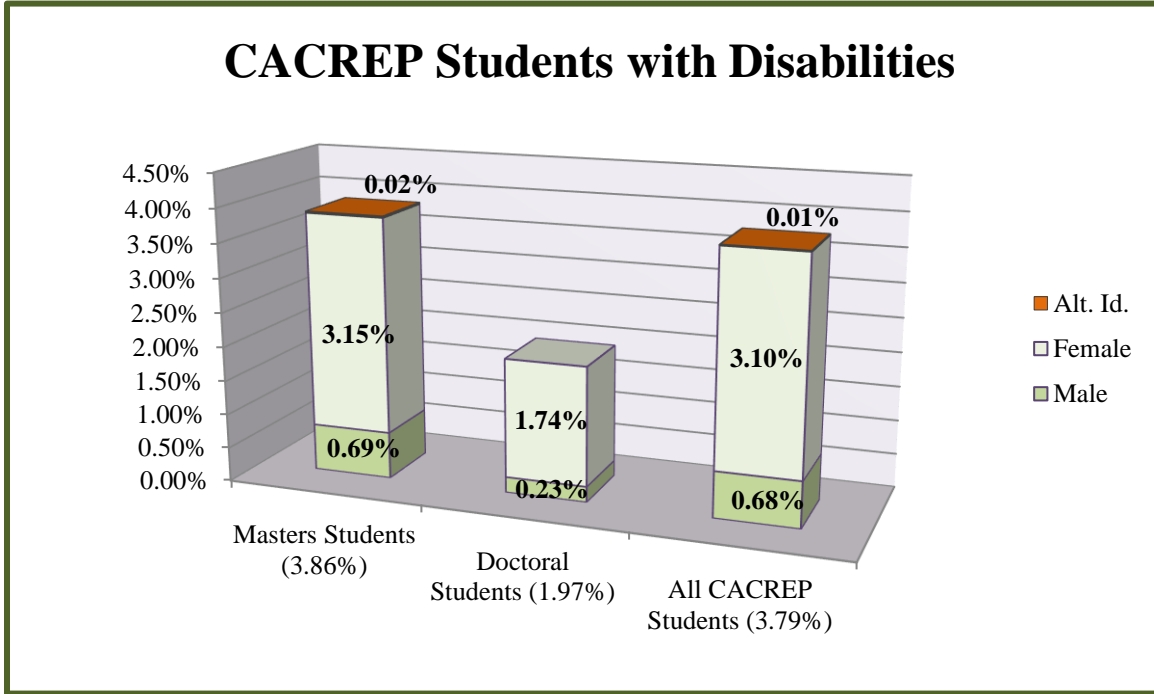
*NOTE.* Some programs were unable to provide student racial/ethnic demographic information on the 2015 Vital Statistics Survey. The data in TABLE 7 are based on a sample of 34,330 students currently enrolled in CACREP-accredited programs, which accounts for 83.06% of all students currently enrolled in CACREP-accredited programs. All percentages were calculated individually and rounded to the nearest hundredth; the sum of the “Total” percentages may not equal 100%.

**FIGURE 2**



*NOTE.* Some programs were unable to provide student and faculty demographic information on the 2015 Vital Statistics Survey. The data in FIGURE 2 are based on a sample of 34,351 students currently enrolled in CACREP-accredited programs, which accounts for 83.12% of all students currently enrolled in CACREP-accredited programs, and a sample of 2,194 full-time faculty members currently working in CACREP-accredited programs, which accounts for 95.98% of all full-time faculty members in CACREP-accredited programs. All percentages were calculated individually and rounded to the nearest hundredth; the sum of the percentages in each category may not equal 100%.

**FIGURE 3**



*NOTE.* Some programs were unable to provide information about students with disabilities on the 2015 Vital Statistics Survey. The data in FIGURE 3 are based on a sample of 20,122 students currently enrolled in CACREP-accredited programs, which accounts for 48.68% of all students currently enrolled in CACREP-accredited programs. All percentages were calculated individually and rounded to the nearest hundredth; the sum of the percentages may not equal the total percent identified for each student-level category.

