

**CACREP
VITAL
STATISTICS**

2017

Results from a National Survey of Accredited Programs



CACREP

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TABLE OF CONTENTS

| | |
|---|----------|
| <u>INTRODUCTION AND OVERVIEW</u> | 1 |
| <u>INSTITUTIONAL INFORMATION</u> | 2 |
| FIGURE 1: Types of Institutions Offering CACREP-accredited Programs | |
| TABLE 1: Institutions with CACREP Programs by ACES Regions | |
| <u>CACREP PROGRAM AREAS</u> | 4 |
| TABLE 2: Program Area Data (programs, enrollment, and graduates) | |
| TABLE 3: Student Highlights by Program Level (masters and doctoral program applicants, enrollment, and graduates) | |
| <u>FACULTY AND STUDENTS</u> | 5 |
| TABLE 4: Full-time Faculty Demographics | |
| TABLE 5: Masters Student Demographics | |
| TABLE 6: Doctoral Student Demographics | |
| TABLE 7: All Student Demographics | |
| FIGURE 2: Students and Faculty by Gender | |
| FIGURE 3: Students with Disabilities | |

CACREP VITAL STATISTICS 2017:

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 2017 CACREP Vital Statistics Survey collected program data reflective of Summer 2016 through Spring 2017; 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 2017 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 2017.

INSTITUTIONAL INFORMATION

All graduate counseling programs accredited by CACREP before July 2017 completed the 2017 Vital Statistics Survey. As a result, **349 institutions** offering a total of **767 CACREP-accredited counseling programs** contributed to the data included in this report. Of these:

- 32 institutions' counseling programs are accredited under the 2001 CACREP Standards;
- 266 institutions' counseling programs are accredited under the 2009 Standards;
- 17 institutions' counseling programs are accredited under the 2016 Standards; and
- 34 institutions have counseling programs with accreditation under more than one set of Standards (this occasionally happens when a new program is added mid-accreditation cycle).

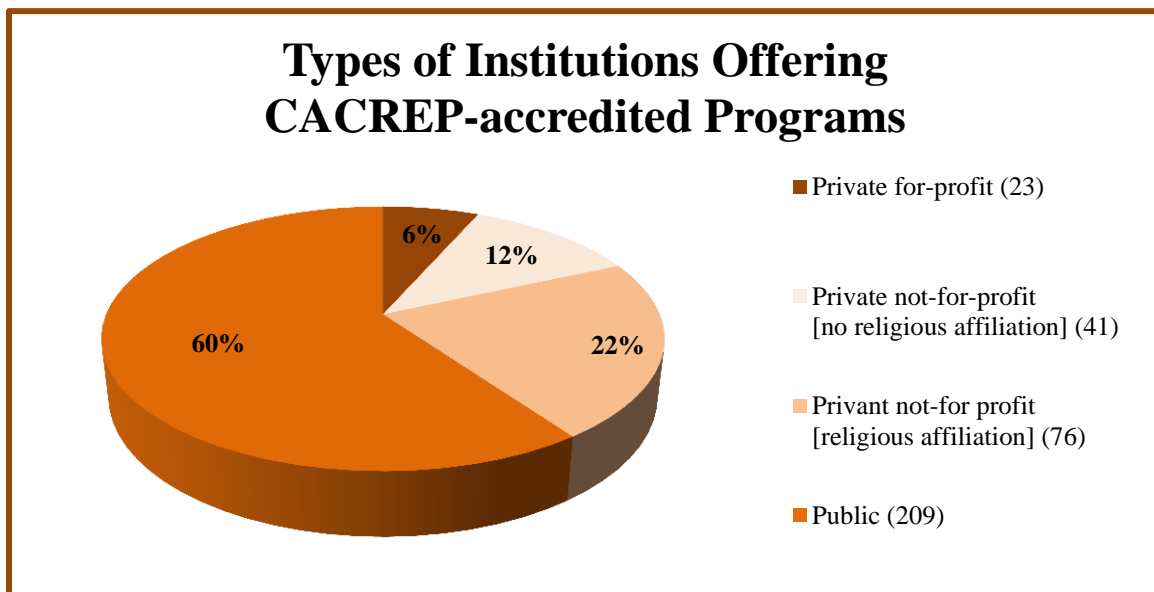
Information reported on the 2017 Vital Statistics Survey regarding institution type and geographic location is provided in the next two subsections.

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 2017 are broken down as follows: Public (n=209), Private not-for-profit [religious affiliation] (n=76), Private not-for-profit [independent: no religious affiliation] (n=41), and Private for-profit (n=23).

FIGURE 1



INSTITUTIONS BY ACES REGIONS

According to the 2017 Vital Statistics Survey results, CACREP-accredited programs employ **2,539 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 2017, the highest concentration of institutions with CACREP-accredited programs was located in the SACES region (n=138); followed by NCACES (n=90), NARACES (n=71), WACES (n=31), and RMACES (n=18). One institution is located outside of the United States and does not fall within the boundaries of the ACES regions.

TABLE 1

| Institutions with CACREP Programs by ACES Regions | | | | | |
|--|---|---|---|--|---|
| ACES Region | North Atlantic (NARACES) | North Central (NCACES) | Rocky Mountain (RMACES) | Southern (SACES) | Western (WACES) |
| Number of Institutions | 71 (20.34%) | 90 (25.79%) | 18 (5.16%) | 138 (39.54%) | 31 (8.88%) |
| States in Region | 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 (0.29%) is located outside of the U.S. and does not fall within the boundaries of the ACES regions.

CACREP PROGRAM AREAS

Clinical Mental Health Counseling was the specialty area with the highest number of CACREP-accredited programs (n=290) in 2017, with School Counseling programs having the second most (n=257). The CMHC specialty area will continue to grow as Community Counseling and Mental Health Counseling programs under the 2001 Standards are combined while they transition into Clinical Mental Health Counseling programs under the 2009 Standards. Career Counseling programs decreased by another two programs last year, bringing the total to seven. College Counseling (n=1) and Student Affairs (n=7) also reduced in number as these programs under the 2001 Standards have combined into one specialty area in the newer Standards, College Counseling and Student Affairs. Lastly, CACREP welcomed the first Clinical Rehabilitation Counseling program in 2017 (not including the dually-accredited Clinical Rehabilitation/Clinical Mental Health Counseling programs).

In terms of graduates in the past year, Clinical Mental Health Counseling programs claimed the most with 7,611 graduates. The Clinical Mental Health Counseling specialty area also claimed the largest number of currently enrolled students (n=26,180) in 2017. Six specialty areas reported fewer than 100 graduates in 2017: Addiction Counseling, Career Counseling, Clinical Rehabilitation Counseling, College Counseling, Gerontological Counseling, and Student Affairs. However, dually-accredited Clinical Rehabilitation/Clinical Mental Health Counseling programs reported 217 graduates last year. **TABLE 2** offers further details on the number of accredited programs, student enrollment, and graduates reported by program area.

TABLE 2

| Program Area Data (2015-2017) | | | | | | | | | |
|---|--------------------|------|------|------------|--------|--------|-----------|-------|-------|
| CACREP Program Area | Number of Programs | | | Enrollment | | | Graduates | | |
| | 2017 | 2016 | 2015 | 2017 | 2016 | 2015 | 2017 | 2016 | 2015 |
| Addiction ^{2,3} | 10 | 7 | 3 | 231 | 137 | 27 | 49 | 30 | 6 |
| Career ^{1,2,3} | 7 | 9 | 10 | 44 | 114 | 130 | 25 | 31 | 45 |
| Clinical Mental Health ^{2,3} | 290 | 241 | 185 | 26,180 | 20,577 | 15,561 | 7,611 | 5,703 | 4,207 |
| Clinical Rehabilitation ³ | 1 | - | - | 9 | - | - | 1 | - | - |
| College ¹ | 1 | 4 | 7 | 30 | 94 | 131 | 19 | 26 | 38 |
| Community ¹ | 20 | 45 | 73 | 977 | 3,047 | 5,333 | 360 | 957 | 1,870 |
| Counselor Ed. & Supervision ^{1,2,3} | 77 | 72 | 63 | 2,561 | 2,668 | 2,175 | 379 | 428 | 397 |
| Gerontological ¹ | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 0 |
| Marriage, Couple, & Family ^{1,2,3} | 48 | 47 | 42 | 3,288 | 3,287 | 2,951 | 746 | 781 | 658 |
| Mental Health ¹ | 11 | 18 | 26 | 709 | 3,823 | 4,174 | 178 | 888 | 1,131 |
| School ^{1,2,3} | 257 | 256 | 247 | 11,098 | 11,196 | 10,246 | 3,712 | 3,732 | 3,668 |
| Student Affairs ¹ | 7 | 11 | 13 | 188 | 294 | 289 | 81 | 128 | 129 |
| Student Affairs & College ^{2,3} | 18 | 16 | 12 | 280 | 257 | 227 | 120 | 107 | 88 |
| Dually-accredited Clinical Rehabilitation/Clinical Mental Health ^{2,†} | 19 | 11 | 2 | 793 | 326 | 88 | 217 | 112 | 20 |

¹ Specialty area in the 2001 CACREP Standards.

² Specialty area in the 2009 CACREP Standards.

³ Specialty area in the 2016 CACREP Standards.

† Permitted by the 2013 CACREP/CORE Affiliation Agreement (prior to the 2015 merger signing).

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 2017 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 (2015-2017) | | | | | | | | | |
|--|-------------------|--------|--------|-------------------|--------|--------|------------------|--------|--------|
| Program Level | Applicants | | | Enrollment | | | Graduates | | |
| | 2017 | 2016 | 2015 | 2017 | 2016 | 2015 | 2017 | 2016 | 2015 |
| Masters Programs | 44,342 | 42,484 | 38,544 | 43,828 | 43,152 | 39,158 | 13,119 | 12,496 | 11,860 |
| Doctoral Programs | 2,262 | 2,113 | 1,888 | 2,561 | 2,668 | 2,175 | 379 | 428 | 397 |
| All CACREP Programs | 46,604 | 44,597 | 40,432 | 46,389 | 45,820 | 41,333 | 13,498 | 12,924 | 12,257 |

NOTE. The aggregate applicant and graduate data for 2017 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 2016-Spring 2017). 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 2017 CACREP Vital Statistics Survey.

TABLE 4

| CACREP Full-time Faculty Demographics | | | | |
|--|---------------|---------------|-----------------------------|---------------|
| Race/Ethnicity | Gender | | | Total |
| | Male | Female | Alternative Identity | |
| African American/Black | 4.11% | 10.4% | 0% | 14.52% |
| American Indian/Native Alaskan | 0.45% | 0.25% | 0% | 0.7% |
| Asian American | 1.15% | 2.88% | 0% | 4.03% |
| Caucasian/White | 28.33% | 43.01% | 0.04% | 71.38% |
| Hispanic/Latino/Spanish American | 1.85% | 2.84% | 0.08% | 4.77% |
| Native Hawaiian/Pacific Islander | 0.04% | 0.04% | 0% | 0.08% |
| Multiracial | 0.5% | 1.07% | 0.04% | 1.6% |
| Non-resident Alien | 0.16% | 0.5% | 0% | 0.66% |
| Other/Undisclosed | 1.11% | 1.15% | 0% | 2.26% |

NOTE. Some programs were unable to provide faculty racial/ethnic demographic information on the 2017 Vital Statistics Survey. The data in TABLE 4 are based on a sample of 2,432 full-time faculty members currently working in CACREP-accredited programs, which accounts for 95.79% 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

| CACREP Masters Student Demographics | | | | |
|--|---------------|---------------|-----------------------------|---------------|
| Race/Ethnicity | Gender | | | Total |
| | Male | Female | Alternative Identity | |
| African American/Black | 2.97% | 15.42% | <0.01% | 18.39% |
| American Indian/Native Alaskan | 0.18% | 0.66% | <0.01% | 0.85% |
| Asian American | 0.39% | 1.72% | <0.01% | 2.11% |
| Caucasian/White | 10.56% | 49.12% | 0.07% | 59.75% |
| Hispanic/Latino | 1.28% | 6.61% | 0.01% | 7.89% |
| Native Hawaiian/Pacific Islander | 0.02% | 0.12% | 0% | 0.14% |
| Multiracial | 0.34% | 1.86% | 0.01% | 2.21% |
| Non-resident Alien | 0.18% | 1.11% | 0% | 1.29% |
| Other/Undisclosed | 1.47% | 5.9% | <0.01% | 7.38% |

NOTE. Some programs were unable to provide student racial/ethnic demographic information on the 2017 Vital Statistics Survey. The data in TABLE 5 are based on a sample of 33,800 students currently enrolled in CACREP-accredited masters programs, which accounts for 77.12% 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

| CACREP Doctoral Student Demographics | | | | |
|---|---------------|---------------|-----------------------------|---------------|
| Race/Ethnicity | Gender | | | Total |
| | Male | Female | Alternative Identity | |
| African American/Black | 4.86% | 20.24% | 0% | 25.09% |
| American Indian/Native Alaskan | 0.05% | 0.71% | 0% | 0.75% |
| Asian American | 0.85% | 2.17% | 0% | 3.02% |
| Caucasian/White | 13.87% | 41.46% | 0% | 55.33% |
| Hispanic/Latino | 1.32% | 4.39% | 0% | 5.71% |
| Native Hawaiian/Pacific Islander | 0.09% | 0.09% | 0% | 0.19% |
| Multiracial | 0.28% | 1.46% | 0% | 1.75% |
| Non-resident Alien | 0.66% | 2.5% | 0% | 3.16% |
| Other/Undisclosed | 1.13% | 3.87% | 0% | 5% |

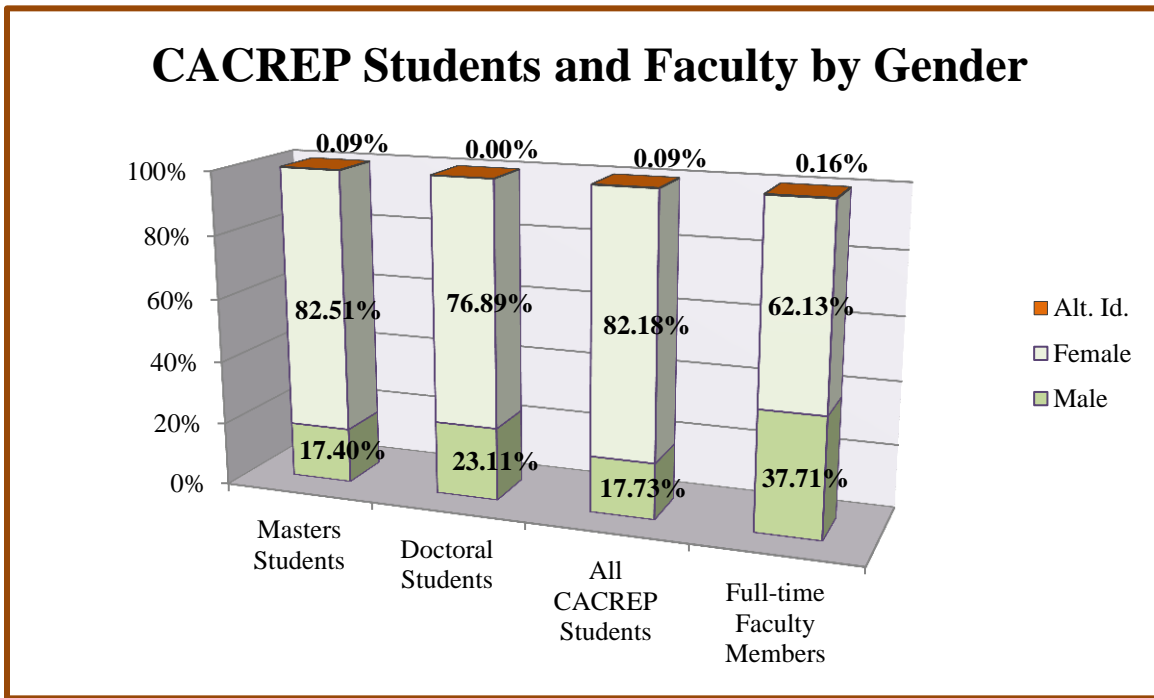
NOTE. Some programs were unable to provide student racial/ethnic demographic information on the 2017 Vital Statistics Survey. The data in TABLE 6 are based on a sample of 2,120 students currently enrolled in CACREP-accredited doctoral programs, which accounts for 82.78% of all students currently enrolled 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

| All CACREP Student Demographics | | | | |
|--|---------------|---------------|-----------------------------|---------------|
| Race/Ethnicity | Gender | | | Total |
| | Male | Female | Alternative Identity | |
| African American/Black | 3.08% | 15.7% | <0.01% | 18.78% |
| American Indian/Native Alaskan | 0.17% | 0.67% | <0.01% | 0.84% |
| Asian American | 0.42% | 1.74% | <0.01% | 2.17% |
| Caucasian/White | 10.76% | 48.67% | 0.06% | 59.49% |
| Hispanic/Latino | 1.28% | 6.48% | 0.01% | 7.76% |
| Native Hawaiian/Pacific Islander | 0.02% | 0.12% | 0% | 0.14% |
| Multiracial | 0.34% | 1.83% | 0.01% | 2.18% |
| Non-resident Alien | 0.21% | 1.19% | 0% | 1.4% |
| Other/Undisclosed | 1.45% | 5.78% | <0.01% | 7.24% |

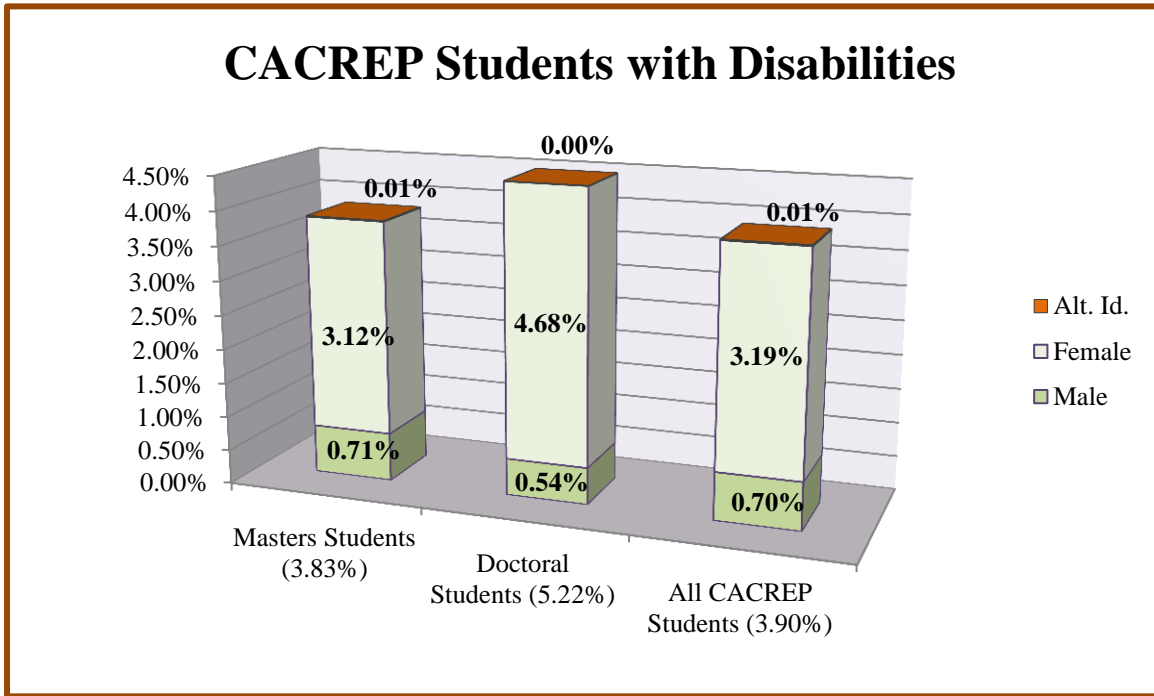
NOTE. Some programs were unable to provide student racial/ethnic demographic information on the 2017 Vital Statistics Survey. The data in TABLE 7 are based on a sample of 35,920 students currently enrolled in CACREP-accredited programs, which accounts for 77.43% of all students currently enrolled in 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 2017 Vital Statistics Survey. The data in FIGURE 2 are based on a sample of 35,920 students currently enrolled in CACREP-accredited programs, which accounts for 77.43% of all students currently enrolled in CACREP-accredited programs, and a sample of 2,432 full-time faculty members currently working in CACREP-accredited programs, which accounts for 95.79% 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 2017 Vital Statistics Survey. The data in FIGURE 3 are based on a sample of 18,255 students currently enrolled in CACREP-accredited programs, which accounts for 39.35% 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.

