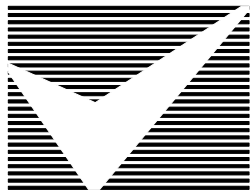


**CACREP  
VITAL  
STATISTICS**

**2012**

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Results from a National Survey of Accredited Programs



**CACREP**

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# **CACREP VITAL STATISTICS 2012:**

## **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.

The Vital Statistics Survey underwent a number of changes in 2012, including the transition from a paper-pencil format to an online survey. CACREP program liaisons are charged with reporting data on the Vital Statistics Survey for the academic year, including the summer, fall, and spring academic terms. Thus, the 2012 CACREP Vital Statistics Survey collected program data reflective of Summer 2011 through Spring 2012; the results of which are included in this report. CACREP intends to use the results from the 2012 Vital Statistics Survey as a baseline for programmatic information. This data will be used each year to monitor changes and emerging trends as future Vital Statistics Surveys are collected.

The purpose of this report is to make the results of the 2012 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, program areas, and students are presented along with brief narratives as appropriate. The information in this Vital Statistics 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 2012.

## INSTITUTIONAL INFORMATION

All graduate counseling programs accredited by CACREP before July 2012 completed the 2012 Vital Statistics Survey. As a result, **262 institutions** offering a total of **600 CACREP-accredited counseling programs** contributed to the data included in this report. Of these:

- 220 institutions' counseling programs are accredited under the 2001 CACREP Standards;
- 36 institutions' counseling programs are accredited under the 2009 Standards; and
- 6 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.

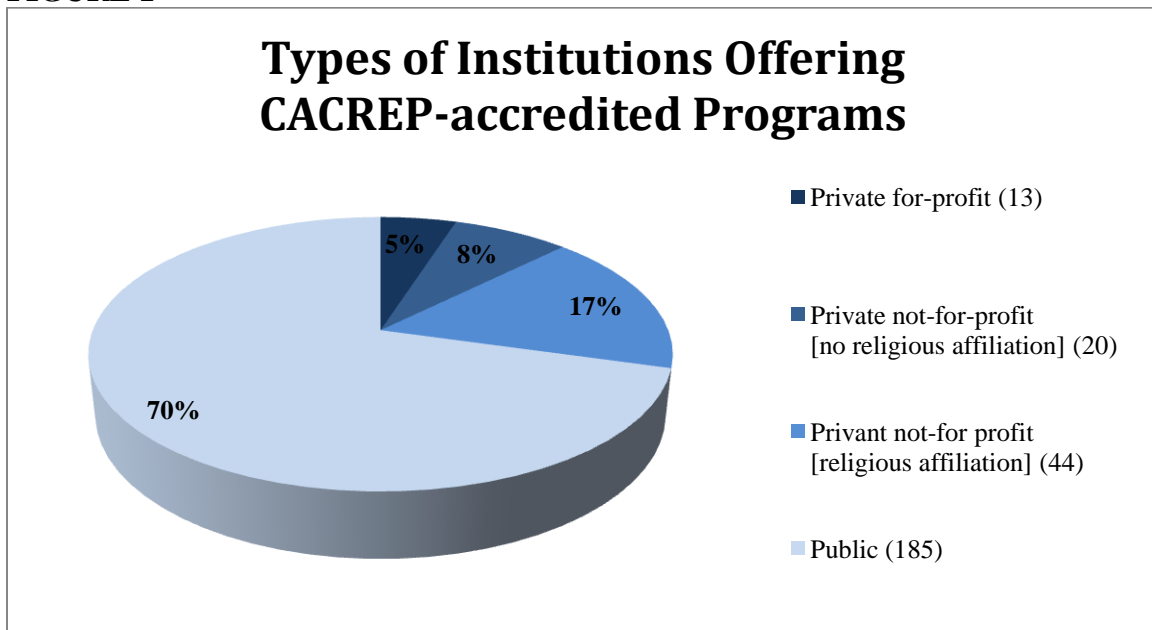
Information reported on the 2012 Vital Statistics Survey regarding institution type and geographic location is provided in the next two subsections.

## 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 programs at all types of post-secondary institutions (see **FIGURE 1**). Using categories set forth by federal guidelines, institutions offering CACREP-accredited counseling programs are broken down as follows: Public (n=185), Private not-for-profit [religious affiliation] (n=44), Private not-for-profit [independent: no religious affiliation] (n=20), and Private for-profit (n=13).

**FIGURE 1**



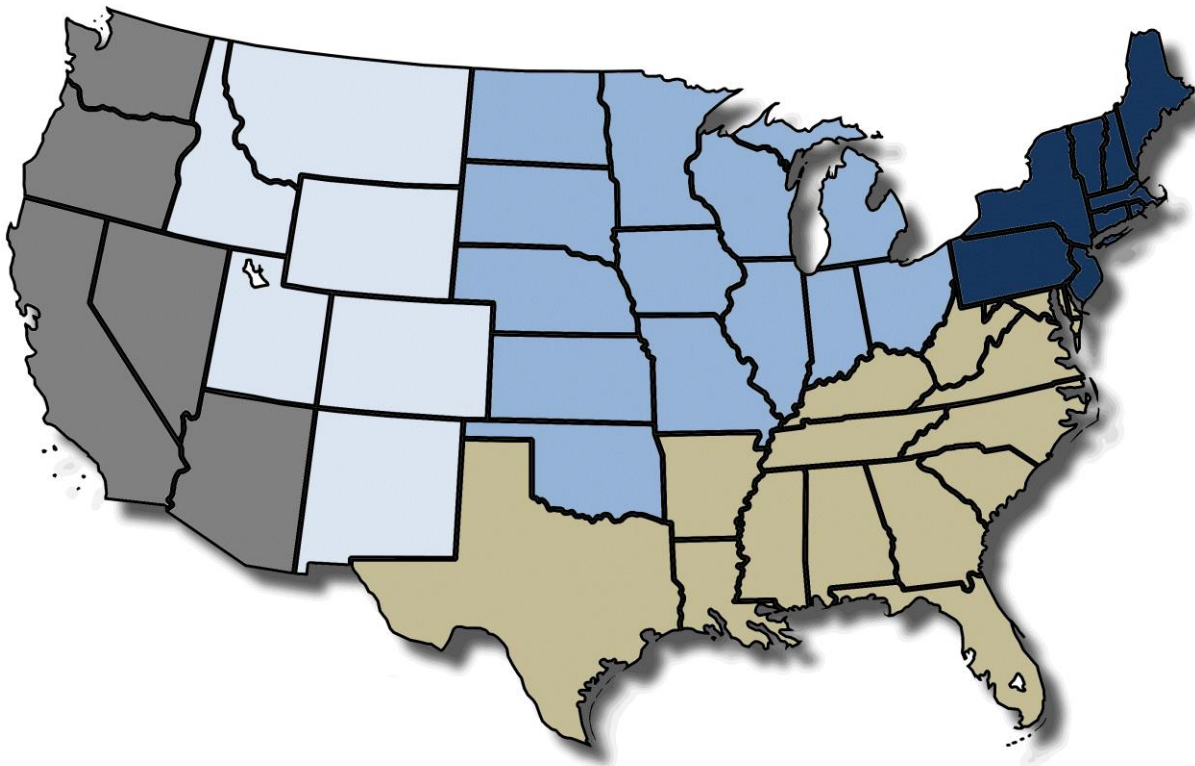
## INSTITUTIONS BY ACES REGIONS

According to the 2012 Vital Statistics Survey results, CACREP-accredited programs employ **1,934 full-time faculty members** and are offered by post-secondary institutions located throughout the U.S. as well as Canada and Mexico. To present a clearer picture, these institutions are categorized by their geographic location within the regions designated by the Association for Counselor Education and Supervision (ACES) (see **TABLE 1**). The highest concentration of institutions with CACREP-accredited programs is found in the SACES region (n=104); followed by NCACES (n=68), NARACES (n=48), WACES (n=23), and RMACES (n=17). Two institutions are located outside of the U.S. and do 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	48	68	17	104	23

*NOTE.* Two institutions are located outside of the U.S. and do not fall within the boundaries of the ACES regions.



## CACREP PROGRAM AREAS

The data collected by the Vital Statistics Surveys provide insight into many facets of CACREP-accredited programs. Regarding CACREP program areas, as of the 2012 survey, School Counseling is the program area with the highest number of CACREP-accredited programs (n=218). However, this will likely change in the future as Community Counseling and Mental Health Counseling programs accredited under the 2001 CACREP Standards are combined during their transition into Clinical Mental Health Counseling programs under the 2009 CACREP Standards. Gerontological Counseling has the fewest, with only one accredited program remaining in this program area.

In terms of graduates in the past year (Summer 2011-Spring 2012), School Counseling is the top program area with 3,843 graduates. Community Counseling programs are second, reporting 3,015 graduates over the same time period. School Counseling programs also claimed the largest number of currently enrolled students (n=11,042). Five program areas reported significantly lower student enrollments than the other program areas: Student Affairs (n=423), College Counseling (n=179), Career Counseling (n=167), Student Affairs and College Counseling (n=63), and Gerontological Counseling (n=9). **TABLE 2** offers further details on the number of accredited programs, total graduates, and total current student enrollment reported for each program area.

**TABLE 2**

Program Area Data (2012)					
CACREP Program Areas Number of Programs		CACREP Program Areas Graduates		CACREP Program Areas Student Enrollment	
School	218	School	3,843	School	11,042
Community	155	Community	3,015	Community	10,903
Counselor Ed & Supervision	60	Mental Health	1,201	Mental Health	6,742
Mental Health	54	Clinical Mental Health	1,022	Clinical Mental Health	5,003
Marriage, Couple, & Family	36	Marriage, Couple, & Family	576	Marriage, Couple, & Family	2,446
Clinical Mental Health	34	Counselor Ed & Supervision	323	Counselor Ed & Supervision	2,028
Student Affairs	19	Student Affairs	146	Student Affairs	423
College	11	Career	59	College	179
Career	8	College	54	Career	167
Student Affairs & College	4	Student Affairs & College	18	Student Affairs & College	63
Gerontological	1	Gerontological	3	Gerontological	9

*NOTE.* Program areas listed in TABLE 2 represent the following CACREP Standards Versions: School (2001 & 2009), Community (2001), Counselor Ed & Supervision (2001 & 2009), Mental Health (2001), Marriage, Couple, & Family (2001 & 2009), Clinical Mental Health (2009), College (2001), Career (2001 & 2009), Student Affairs & College (2009), Gerontological (2001).

## PROGRAM AREA AVERAGES

The Vital Statistics Survey asks programs to report the number of credit (semester) hours required for each accredited program area. In an effort to provide a general description of current credit hour requirements being used by programs across the country, the average number of credit hours required to earn a degree in each CACREP program area is listed in **TABLE 3**. The average number of students who graduated in the past year and average current student enrollment reported for program areas are also included in the table to help illustrate the size differences between “average” graduate counseling programs based on program area.

**TABLE 3**

<b>Program Area Averages (2012)</b>			
<b>CACREP Program Area</b>	<b>Avg. Credit Req.</b>	<b>Avg. Graduates</b>	<b>Avg. Enrollment</b>
Career	55	7	21
Clinical Mental Health	60	30	147
College	53	5	16
Community	55	20	71
Gerontological	60	3	9
Marriage, Couple, & Family	61	16	68
Mental Health	61	22	125
School	52	18	51
Student Affairs	50	8	22
Student Affairs & College	54	5	16
Counselor Ed & Supervision	73	5	34

*NOTE.* Program areas listed in TABLE 3 represent the following CACREP Standards Versions: School (2001 & 2009), Community (2001), Counselor Ed & Supervision (2001 & 2009), Mental Health (2001), Marriage, Couple, & Family (2001 & 2009), Clinical Mental Health (2009), College (2001), Career (2001 & 2009), Student Affairs & College (2009), Gerontological (2001).

## CACREP STUDENTS

Recognizing the importance of counseling students and the need to understand more about them as a stakeholder group, CACREP asks specific questions about students on the Vital Statistics Survey. **TABLE 4** contains data regarding 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. Information about total program applicants, graduates, and current student enrollment is broken down by program level (i.e., masters vs. doctoral).

**TABLE 4**

<b>Student Information by Level</b>			
<b>Program Level</b>	<b>Applicants</b>	<b>Student Enrollment</b>	<b>Graduates</b>
CACREP Masters Programs	34,885	36,977	9,937
CACREP Doctoral Programs	1,416	2,028	323
<b>All CACREP Programs</b>	<b>36,301</b>	<b>39,005</b>	<b>10,260</b>

*NOTE.* The aggregate applicant and graduate data in TABLE 4 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” (Summer 2011-Spring 2012). Conversely, 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.



## DEMOGRAPHICS OF CACREP 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; the Standards 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 perspective regarding the makeup of the CACREP student body. Racial/ethnic demographic breakdowns are reported for CACREP masters students (see **TABLE 5**), CACREP doctoral students (see **TABLE 6**), and all CACREP graduate students combined (see **TABLE 7**). Lastly, **FIGURE 2** illustrates the gender differences among students enrolled in CACREP-accredited programs followed by **FIGURE 3** which highlights information about students with disabilities as reported by programs on the 2012 CACREP Vital Statistics Survey.

**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	2.88%	18.09%	<b>20.97%</b>
American Indian/Native Alaskan	0.12%	0.54%	<b>0.65%</b>
Asian American	0.33%	1.56%	<b>1.89%</b>
Caucasian/White	10.63%	50.56%	<b>61.19%</b>
Hispanic/Latino	1.23%	6.06%	<b>7.30%</b>
Native Hawaiian/Pacific Islander	0.03%	0.10%	<b>0.13%</b>
Multiracial	0.14%	0.96%	<b>1.10%</b>
Non-resident Alien	0.20%	0.66%	<b>0.86%</b>
Other/Undisclosed	0.90%	5.01%	<b>5.91%</b>

*NOTE.* Some programs were unable to provide student racial/ethnic demographic information on the 2012 Vital Statistics Survey. The data in TABLE 5 is based on a sample size of 28,496 students currently enrolled in CACREP-accredited masters programs, which accounts for 77.06% of all students currently enrolled in CACREP-accredited masters programs.

**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	5.53%	14.98%	<b>20.51%</b>
American Indian/Native Alaskan	0.14%	0.54%	<b>0.67%</b>
Asian American	0.81%	2.43%	<b>3.24%</b>
Caucasian/White	16.26%	42.91%	<b>59.18%</b>
Hispanic/Latino	1.28%	4.66%	<b>5.94%</b>
Native Hawaiian/Pacific Islander	0.14%	0.34%	<b>0.47%</b>
Multiracial	0.40%	0.67%	<b>1.08%</b>
Non-resident Alien	0.94%	4.05%	<b>5%</b>
Other/Undisclosed	1.15%	2.77%	<b>3.91%</b>

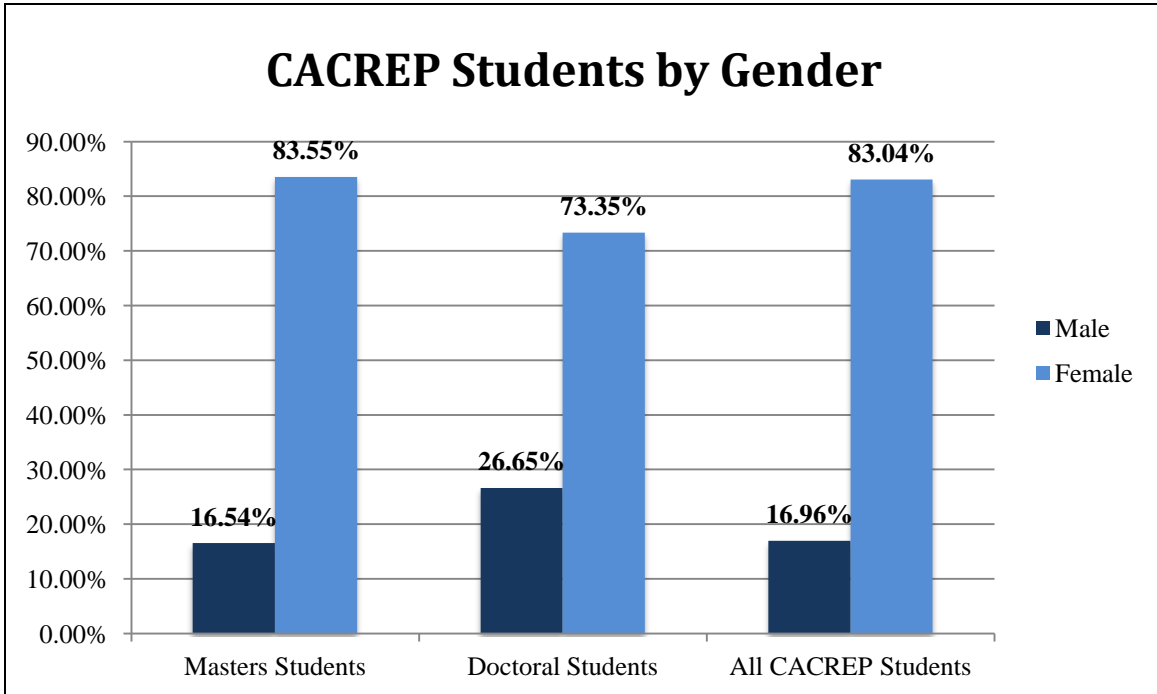
*NOTE.* Some programs were unable to provide student racial/ethnic demographic information on the 2012 Vital Statistics Survey. The data in TABLE 6 is based on a sample size of 1,482 students currently enrolled in CACREP-accredited doctoral programs, which accounts for 73.1% of all students currently enrolled in CACREP-accredited doctoral programs.

**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	3.01%	17.93%	<b>20.95%</b>
American Indian/Native Alaskan	0.11%	0.54%	<b>0.65%</b>
Asian American	0.35%	1.61%	<b>1.96%</b>
Caucasian/White	10.91%	50.18%	<b>61.09%</b>
Hispanic/Latino	1.23%	6.%	<b>7.23%</b>
Native Hawaiian/Pacific Islander	0.04%	0.11%	<b>0.15%</b>
Multiracial	0.15%	0.95%	<b>1.10%</b>
Non-resident Alien	0.24%	0.83%	<b>1.06%</b>
Other/Undisclosed	0.91%	4.90%	<b>5.81%</b>

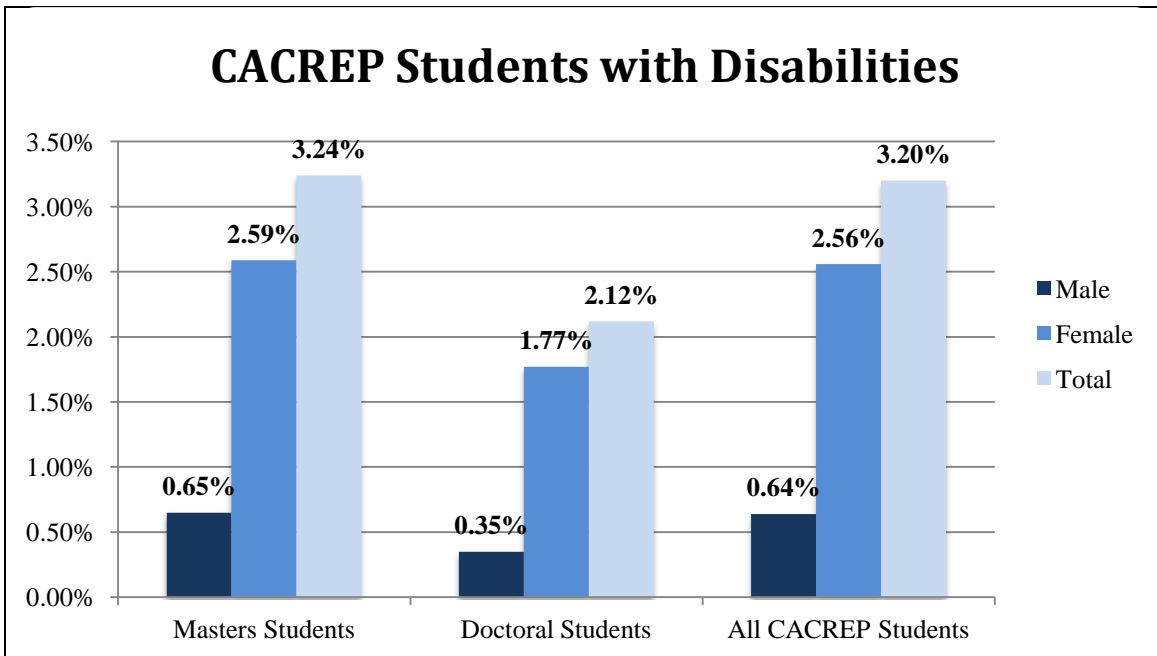
*NOTE.* Some programs were unable to provide student racial/ethnic demographic information on the 2012 Vital Statistics Survey. The data in TABLE 7 is based on a sample size of 29,978 students currently enrolled in CACREP-accredited programs, which accounts for 76.86% of all students currently enrolled in CACREP-accredited programs.

**FIGURE 2**



*NOTE.* Some programs were unable to provide student demographic information on the 2012 Vital Statistics Survey. The data in FIGURE 2 is based on a sample size of 29,978 students currently enrolled in CACREP-accredited programs, which accounts for 76.86% of all students currently enrolled in CACREP-accredited programs.

**FIGURE 3**



*NOTE.* Some programs were unable to provide information about students with disabilities on the 2012 Vital Statistics Survey. The data in FIGURE 3 is based on a sample size of 17,270 students currently enrolled in CACREP-accredited programs, which accounts for 44.28% of all students currently enrolled in CACREP-accredited programs.

