

**CACREP
VITAL
STATISTICS**

2013

Results from a National Survey of Accredited Programs



CACREP

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CACREP VITAL STATISTICS 2013:

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 each academic year, including the summer, fall, and spring academic terms. Thus, the 2013 CACREP Vital Statistics Survey collected program data reflective of Summer 2012 through Spring 2013; 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 2013 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, faculty members 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 2013.

INSTITUTIONAL INFORMATION

All graduate counseling programs accredited by CACREP before July 2013 completed the 2013 Vital Statistics Survey. As a result, **272 institutions** offering a total of **622 CACREP-accredited counseling programs** contributed to the data included in this report. Of these:

- 185 institutions' counseling programs are accredited under the 2001 CACREP Standards;
- 77 institutions' counseling programs are accredited under the 2009 Standards; and
- 10 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.

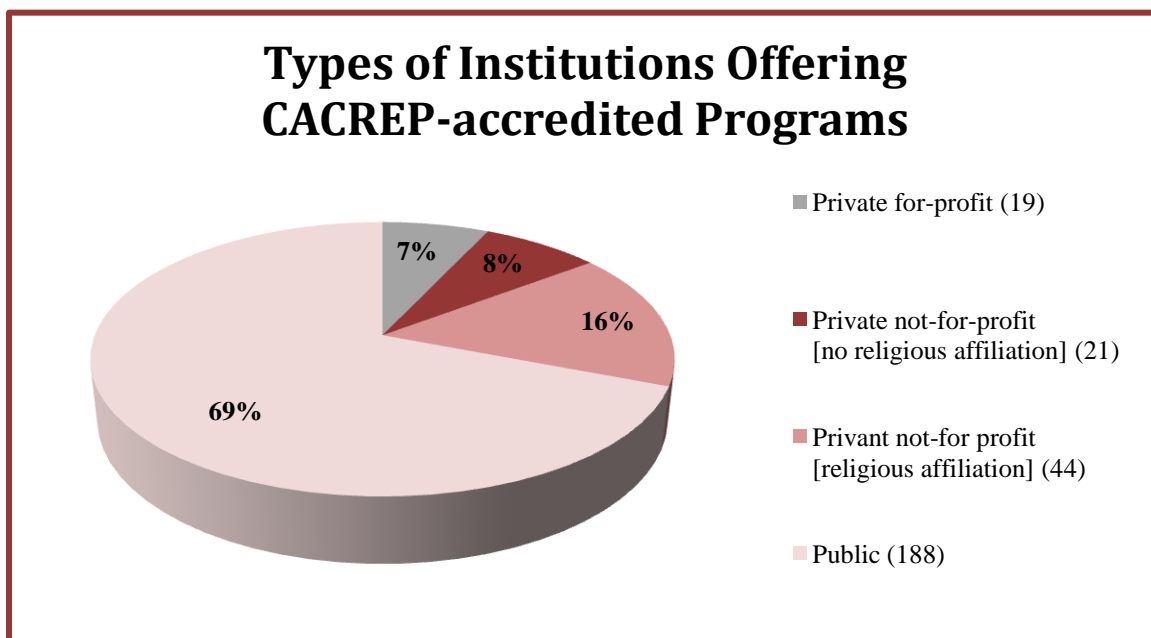
Information reported on the 2013 Vital Statistics Survey regarding institution type and geographic location is provided in the next two subsections.

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=188), Private not-for-profit [religious affiliation] (n=44), Private not-for-profit [independent: no religious affiliation] (n=21), and Private for-profit (n=19).

FIGURE 1



INSTITUTIONS BY ACES REGIONS

According to the 2013 Vital Statistics Survey results, CACREP-accredited programs employ **2,041 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=109); followed by NCACES (n=70), NARACES (n=48), WACES (n=26), 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 (17.65%)	70 (25.74%)	17 (6.25%)	109 (40.07%)	26 (9.56%)
<i>States in Region</i>	<i>Connecticut Delaware District of Columbia Maine Massachusetts New Hampshire New Jersey New York Pennsylvania Rhode Island Vermont</i>	<i>Illinois Indiana Iowa Kansas Michigan Minnesota Missouri Nebraska North Dakota Ohio Oklahoma South Dakota Wisconsin</i>	<i>Colorado Idaho Montana New Mexico Utah Wyoming</i>	<i>Alabama Arkansas Florida Georgia Kentucky Louisiana Maryland Mississippi North Carolina South Carolina Tennessee Texas Virginia West Virginia</i>	<i>Alaska Arizona California Hawaii Nevada Oregon Washington</i>

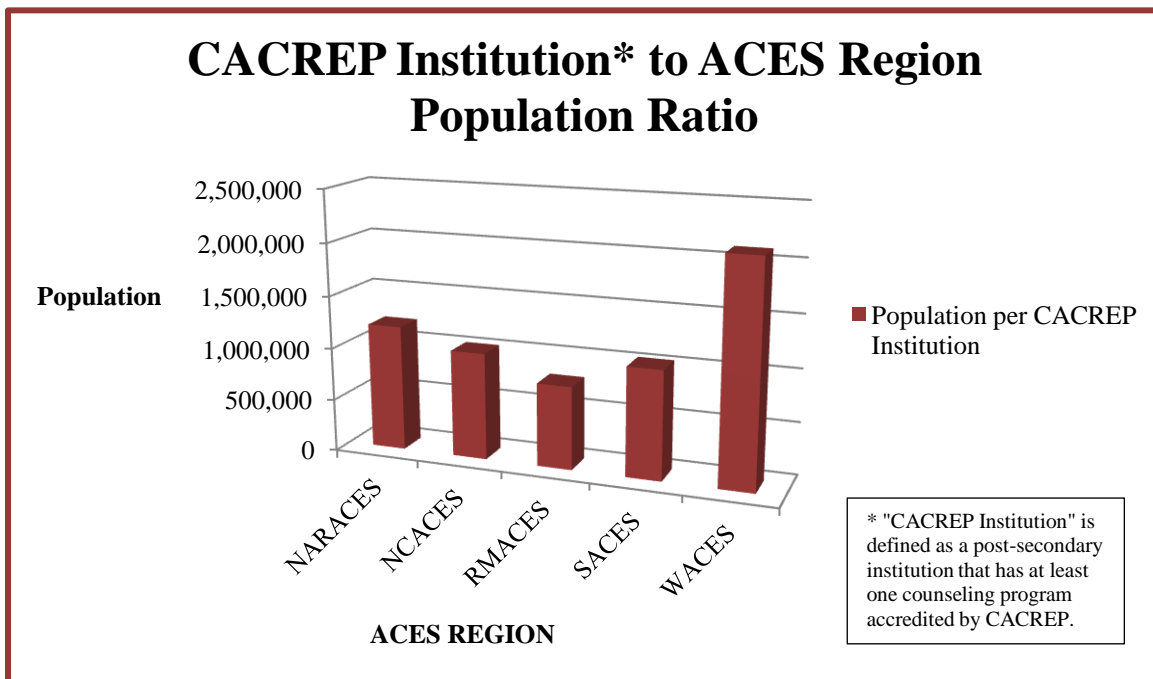
NOTE. Two institutions are located outside of the U.S. and do not fall within the boundaries of the ACES regions.

While a variety of criticisms exist related to CACREP-accreditation, one in particular has been referenced quite frequently as a retort to the increasing recognition of CACREP and adoption of CACREP-language in educational requirements for counselors both at the state and federal level. This criticism essentially claims, “CACREP is a regional phenomenon.” By only considering the information provided in the table above, it might be easy to agree with that statement. After all, one region (SACES) has 109 post-secondary institutions with CACREP programs, while another (RMACES) only has 17; even NCACES, a region made up of only one less state than SACES, has just 70 CACREP institutions. However, there are a number of other factors that need to be considered to understand what the data mean.

One of the most important factors to consider is population. A basic understanding of supply and demand suggests that states with higher populations would require [demand] more post-secondary institutions and services [supply] than states with lower populations. As the number of post-secondary institutions increases in a particular state, the chances that additional graduate counseling programs will be developed also increases. This same concept can be applied when examining the geographic locations of CACREP programs across ACES regions.

In an effort to provide a more balanced perspective for examining the alleged “regional phenomenon” of CACREP, ratios were developed comparing the number of CACREP institutions to the population within ACES regions (**FIGURE 2**). Estimated populations for ACES regions were created by summing the 2013 population estimate for all states located within each region. The estimated population of each ACES region was then divided by the total number of post-secondary institutions with CACREP programs located in the region, respectively.

FIGURE 2



NOTE. Exact ratios for each ACES region are as follows: NARACES (1 to 1,198,235); NCACES (1 to 1,019,978); RMACES (1 to 792,029); SACES (1 to 1,036,337); and WACES (1 to 2,108,690).

A few interesting facts should be noted. First, the region with the fewest CACREP institutions (RMACES) also has the lowest (i.e., most preferable) institution to population ratio. Next, the SACES region is often negatively cited for having the highest concentration of CACREP programs. While it is true that this region has the highest number of institutions with CACREP programs, the region is not overly concentrated with CACREP institutions when compared to other regions. SACES actually falls right in the middle, with two regions having higher ratios and two regions having lower ratios. Lastly, the populations represented per CACREP institution are fairly similar among the regions, with the exception of the WACES region. The ratio for WACES is about double that of the other regions. However, this can be understood and explained by the fact that 3 of the 7 states in that region (42.9%) have only had counselor licensure laws passed within the last 10 years; most notably is California, which not only has the highest population of any state, but was also the very last state to secure licensure for counselors.

CACREP PROGRAM AREAS

The data collected by the Vital Statistics Surveys provide insight into many facets of CACREP-accredited programs. Regarding counseling program areas in 2013, School Counseling was the program area with the highest number of CACREP-accredited programs (n=224). However, this will likely change in the future 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. Gerontological Counseling had the fewest, with only one accredited program due to the discontinuation of standards in this specialization.

In terms of graduates in the past year, School Counseling was the top program area with 3,680 graduates. School Counseling programs also claimed the largest number of currently enrolled students (n=10,221). However, a combined total of 14,123 students are currently enrolled in Mental Health Counseling and Clinical Mental Health Counseling programs. Six program areas reported significantly lower student enrollments than the other program areas: Student Affairs (n=428), Career Counseling (n=168), College Counseling (n=147), Student Affairs and College Counseling (n=95), Addiction Counseling (n=19), and Gerontological Counseling (n=2). **TABLE 2** offers further details on the number of accredited programs, current student enrollment, and graduates reported for each program area.

TABLE 2

Program Area Data (2012-2013)						
CACREP Program Area	Number of Programs		Enrollment		Graduates	
	2013	2012	2013	2012	2013	2012
Addiction*	2	N/A	19	N/A	9	N/A
Career***	8	8	168	167	51	59
Clinical Mental Health*	74	34	8,109	5,003	2,066	1,022
College**	9	11	147	179	43	54
Community**	136	155	9,582	10,903	2,737	3,015
Counselor Ed. & Supervision***	62	60	2,122	2,028	326	323
Gerontological**	1	1	2	9	0	3
Marriage, Couple, & Family***	39	36	2,595	2,446	828	576
Mental Health**	43	54	6,014	6,742	1,167	1,201
School***	224	218	10,221	11,042	3,680	3,843
Student Affairs**	17	19	428	423	150	146
Student Affairs & College*	7	4	95	63	42	18

*Program area in the 2009 CACREP Standards.

**Program area in the 2001 CACREP Standards.

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

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. Information about total program applicants, graduates, and current student enrollments are broken down by program level (i.e., masters vs. doctoral).

TABLE 3

Student Highlights by Program Level (2012-2013)						
Program Level	Applicants		Enrollment		Graduates	
	2013	<i>2012</i>	2013	<i>2012</i>	2013	<i>2012</i>
Masters Programs	34,480	<i>34,885</i>	37,380	<i>36,977</i>	10,773	<i>9,937</i>
Doctoral Programs	1,513	<i>1,416</i>	2,122	<i>2,028</i>	326	<i>323</i>
All CACREP Programs	35,993	<i>36,301</i>	39,502	<i>39,005</i>	11,099	<i>10,260</i>

NOTE. The aggregate applicant and graduate data for 2013 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” (Summer 2012-Spring 2013). 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 3** illustrates the gender differences among students and full-time faculty members in CACREP-accredited programs followed by **FIGURE 4** which highlights information about students with disabilities as reported by programs on the 2013 CACREP Vital Statistics Survey.

Table 4

CACREP Full-time Faculty Demographics			
Race/Ethnicity	Gender		Total
	Male	Female	
African American/Black	4.29%	9.17%	13.46%
American Indian/Native Alaskan	0.43%	0.59%	1.02%
Asian American	1.13%	2.25%	3.38%
Caucasian/White	31.15%	43.49%	74.64%
Hispanic/Latino/Spanish American	1.88%	2.84%	4.72%
Native Hawaiian/Pacific Islander	0.05%	0.05%	0.11%
Multiracial	0.59%	0.86%	1.45%
Non-resident Alien	0.27%	0.32%	0.59%
Other/Undisclosed	0.21%	0.43%	0.64%

NOTE. Some programs were unable to provide faculty racial/ethnic demographic information on the 2013 Vital Statistics Survey. The data in TABLE 4 are based on a sample of 1,865 full-time faculty members currently working in CACREP-accredited programs, which accounts for 91.38% 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	
African American/Black	3.23%	17.52%	20.75%
American Indian/Native Alaskan	0.11%	0.62%	0.73%
Asian American	0.34%	1.41%	1.75%
Caucasian/White	10.69%	49.75%	60.45%
Hispanic/Latino	1.40%	6.42%	7.82%
Native Hawaiian/Pacific Islander	0.05%	0.20%	0.25%
Multiracial	0.37%	1.43%	1.80%
Non-resident Alien	0.13%	0.54%	0.67%
Other/Undisclosed	0.99%	4.80%	5.79%

NOTE. Some programs were unable to provide student racial/ethnic demographic information on the 2013 Vital Statistics Survey. The data in TABLE 5 are based on a sample of 30,963 students currently enrolled in CACREP-accredited masters programs, which accounts for 82.83% 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	
African American/Black	4.65 %	15.89 %	20.54 %
American Indian/Native Alaskan	0.18%	0.73%	0.91 %
Asian American	0.60%	1.93 %	2.54 %
Caucasian/White	16.19%	43.93 %	60.12 %
Hispanic/Latino	1.51%	3.75 %	5.26%
Native Hawaiian/Pacific Islander	0.12%	0.18%	0.30%
Multiracial	0.36%	1.45 %	1.81 %
Non-resident Alien	0.91%	4.17 %	5.08%
Other/Undisclosed	0.79%	2.66 %	3.44 %

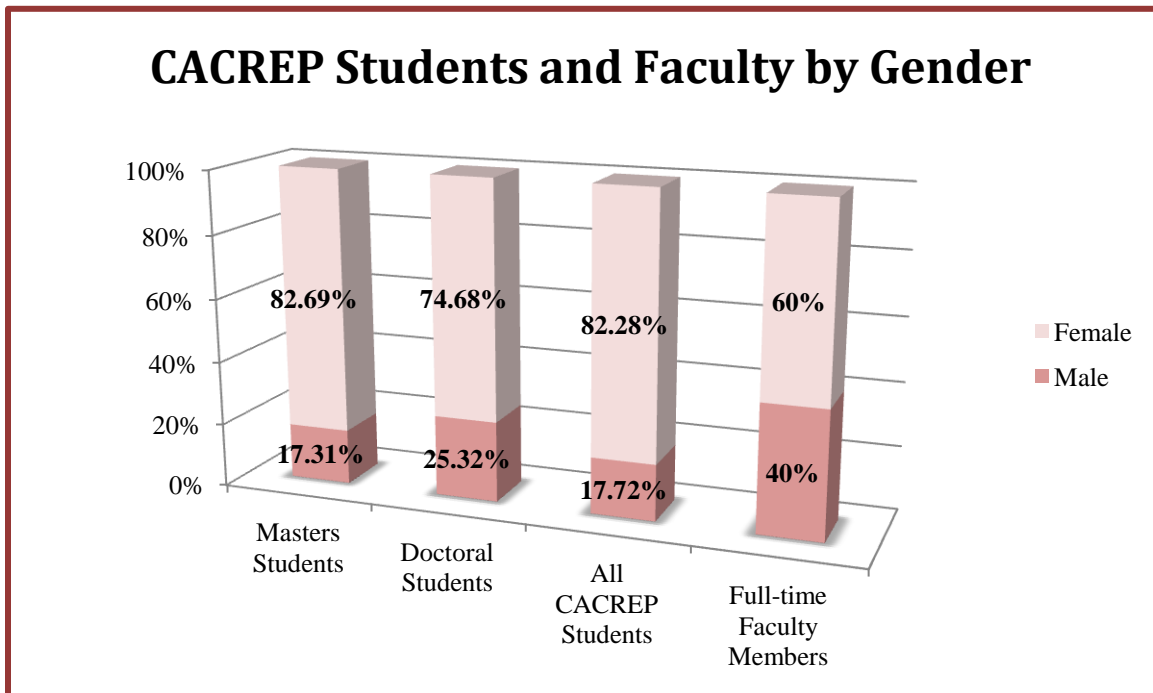
NOTE. Some programs were unable to provide student racial/ethnic demographic information on the 2013 Vital Statistics Survey. The data in TABLE 6 are based on a sample of 1,655 students currently enrolled in CACREP-accredited doctoral programs, which accounts for 77.99% of all students currently enrolled 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	
African American/Black	3.30%	17.44 %	20.74 %
American Indian/Native Alaskan	0.12%	0.62%	0.74%
Asian American	0.35%	1.43 %	1.79 %
Caucasian/White	10.97%	49.46 %	60.43 %
Hispanic/Latino	1.41%	6.28 %	7.69 %
Native Hawaiian/Pacific Islander	0.06%	0.20%	0.25%
Multiracial	0.37 %	1.43 %	1.80%
Non-resident Alien	0.17%	0.72%	0.89 %
Other/Undisclosed	0.98%	4.69 %	5.67 %

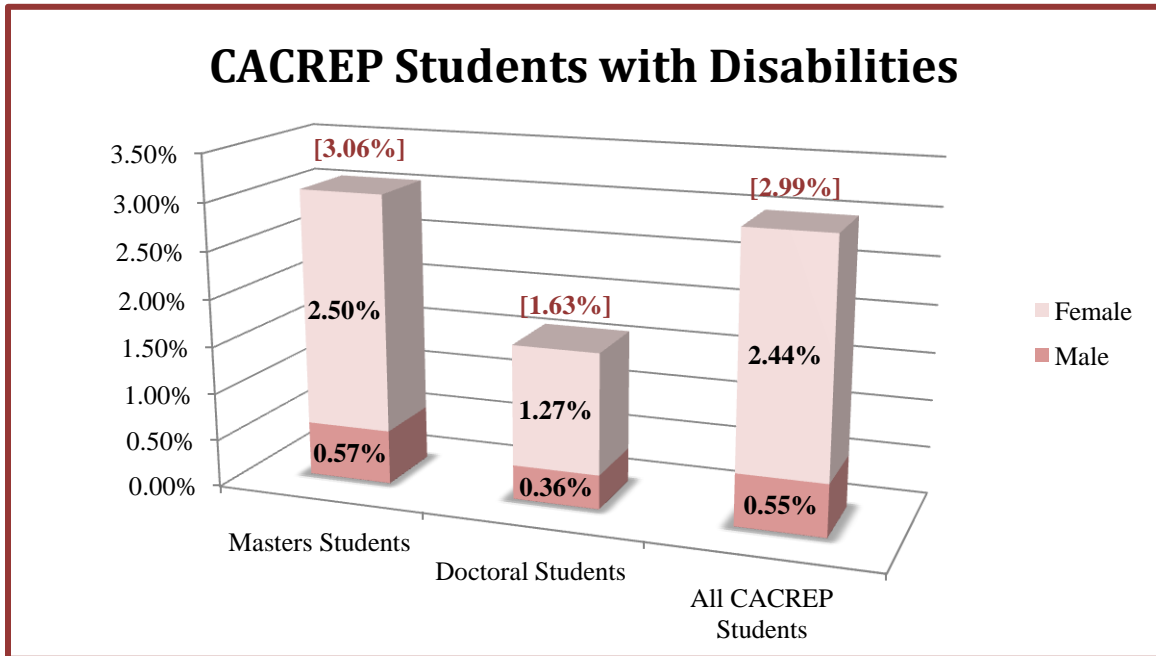
NOTE. Some programs were unable to provide student racial/ethnic demographic information on the 2013 Vital Statistics Survey. The data in TABLE 7 are based on a sample of 32,618 students currently enrolled in CACREP-accredited programs, which accounts for 82.57% of all students currently enrolled in 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 3



NOTE. Some programs were unable to provide student and faculty demographic information on the 2013 Vital Statistics Survey. The data in FIGURE 3 are based on a sample of 32,618 students currently enrolled in CACREP-accredited programs, which accounts for 82.57% of all students currently enrolled in CACREP-accredited programs, and a sample of 1,865 full-time faculty members currently working in CACREP-accredited programs, which accounts for 91.38% of all full-time faculty members in CACREP-accredited programs.

FIGURE 4



NOTE. Some programs were unable to provide information about students with disabilities on the 2013 Vital Statistics Survey. The data in FIGURE 4 are based on a sample of 19,884 students currently enrolled in CACREP-accredited programs, which accounts for 50.34% of all students currently enrolled in CACREP-accredited programs. All percentages were calculated individually and rounded to the nearest hundredth; the sum of the male/female percentages may not equal the total percent identified for each student-level category.

