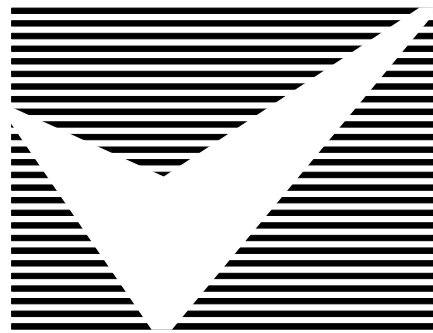


2012 ANNUAL REPORT



Council for Accreditation of Counseling
and Related Educational Programs

2012 ANNUAL REPORT



CACREP

Council for Accreditation of Counseling
and Related Educational Programs

This is the first annual report of the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The information in this publication reflects events and activities from January 1, 2012 through December 31, 2012, unless otherwise specified.

Published in April 2013

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LETTER FROM THE BOARD CHAIR

Dear Friends and Colleagues,

It is exciting to be greeting you in CACREP's inaugural Annual Report. In the interest of transparency to CACREP stakeholders and in an effort to share information, CACREP is proud to institute the development and dissemination of an annual report. Our hope is to provide a better understanding of CACREP and its activities throughout the past year, which helps demonstrate the increasing quality of counselor preparation through accreditation as well as other advocacy endeavors.



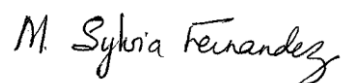
In this report, we will introduce you to the CACREP Board of Directors and staff and familiarize you with our organizational structure and responsibilities. CACREP board and staff activities and accomplishments from 2012 such as accreditation decisions, outreach programs, and new policies will be highlighted. Through the program accreditation process and maintenance of accredited program reports, CACREP has gathered, analyzed, and is now offering data that provide valuable insights about our accredited institutions, their current students and alumni, and the status of counselor preparation in general.

As a quality assurance guarantor of counseling programs, CACREP is committed to strengthening and promoting the stature of counselor preparation and contributing to the unification of the counseling profession. CACREP's quality assurance is made possible by the many committed professionals who serve on site review teams and ensure that CACREP Standards for counselor preparation are met. CACREP is grateful to these individuals.

It is my honor and privilege to serve on the CACREP Board and as chair this past year. I want to thank the CACREP Board, a group of dedicated professionals, who generously volunteer their time and share their talents for the benefit of CACREP and the counseling profession. I also want to thank the staff members who do a tremendous job not just with the accreditation process but also with continuous advocacy efforts on behalf of the profession. The productivity of both of these groups is truly made possible under the guidance and leadership of CACREP's President and CEO, Dr. Carol Bobby.

I hope that you find this report both informative and reassuring of the status of counselor preparation.

With warmest regards,

A handwritten signature in black ink that reads "M. Sylvia Fernandez". The signature is written in a cursive, flowing style.

M. Sylvia Fernandez, PhD.
CACREP Chair

CACREP BOARD OF DIRECTORS



CACREP Board of Directors, January 2013.
Top, l-r: Parsons, Nishimura, Hill-Smith, Paul, Tazza,
Mascari, Davis, Heller Levitt, Fernandez
Bottom, l-r: Gressard, Jones, King, Nix, Feit

The Board of Directors is composed of a minimum of 13 and a maximum of 15 members. The Board includes at least eight counselor educators, at least two counseling practitioners, and at least two public members appointed from the public at large who are not current or former members of the counseling profession. The remaining members of the Board may be selected and appointed at large based on their qualifications, interests, abilities, and the current and anticipated needs of the Board. All directors serve for one term of five years and are not eligible for reappointment.

BOARD ROSTER

Chair, **M. Sylvia Fernandez**, Counselor Educator
Executive Committee

Vice Chair, **Charles F. (Rick) Gressard**, Counselor Educator
Executive Committee

Treasurer, **Dana Heller Levitt**, Counselor Educator
Executive Committee

Thomas E. Davis, Counselor Educator
Internal Process Committee

Stephen S. Feit, Counselor Educator
Training Committee

Tiffany Hill-Smith, Public Member
Internal Process Committee

Anita Engstrom Jones, Practitioner Member
Internal Process Committee

Clarrice A. Rapisarda King, Counselor Educator
Training Committee

J. Barry Mascari*, Counselor Educator
External Relations Committee

Nancy Nishimura, Counselor Educator
Training Committee

Judith A. Nix, Public Member
External Relations Committee

Jeffrey Parsons*, Counselor Educator
Training Committee

Rhonda Paul, Counselor Educator
External Relations Committee

Chanel Tazza*, Practitioner Member
Internal Process Committee

Carol L. Bobby, President and CEO
CACREP Secretary (ex officio)

STANDING COMMITTEE RESPONSIBILITIES

EXECUTIVE COMMITTEE:
finances, personnel, and
business/strategic planning

TRAINING COMMITTEE:
training sessions, team issues,
and board development

**EXTERNAL RELATIONS
COMMITTEE:**
research, board membership,
and grievances/complaints

**INTERNAL PROCESS
COMMITTEE:**
accreditation process issues
and policy development

*Began serving on the CACREP Board in July 2012

The following CACREP board members ended their terms in June 2012:

Past Chair, **Martin Ritchie**, Counselor Educator
Executive Committee

Estela Martinez Pledge, Practitioner Member
Training Committee

Brent M. Snow, Counselor Educator
Training Committee

CACREP's VISION, MISSION, AND CORE VALUES

VISION

The vision of CACREP is to provide leadership and to promote excellence in professional preparation through the accreditation of counseling and related educational programs. As an accrediting body, CACREP is committed to the development of standards and procedures that reflect the needs of a dynamic, diverse, and complex society. CACREP is dedicated to

- encouraging and promoting the continuing development and improvement of preparation programs; and
- preparing counseling and related professionals to provide services consistent with the ideal of optimal human development.

CACREP maintains collaborative relationships with other groups that focus on accreditation, licensing, certification, and the professional development of counselors and related practitioners.

MISSION

The mission of CACREP is to promote the professional competence of counseling and related practitioners through

- the development of preparation standards;
 - the encouragement of excellence in program development; and
 - the accreditation of professional preparation programs.
-

CORE VALUES

The CACREP Board of Directors developed this *Statement of Core Values* to provide additional clarification and support for the existing Mission and Vision statements.

The CACREP Board of Directors believes in

- advancing the counseling profession through quality and excellence in counselor education;
- ensuring a fair, consistent, and ethical decision-making process;
- serving as a responsible leader in protecting the public;
- promoting practices that reflect openness to growth, change, and collaboration; and
- creating and strengthening standards that reflect the needs of society, respect the diversity of instructional approaches and strategies, and encourage program improvement and best practices.

CACREP STAFF

Carol L. Bobby
President & CEO

Jenny Gunderman
Managing Director

Robert I. Urofsky
*Director of
Accreditation*

Tyler M. Kimbel
*Director of Research
& Information
Services*

Sarah M. Betz
*Assistant Director of
Accreditation/IRCEP
Coordinator*

David Moran
*Assistant Director of
Accreditation*

Yvette Peña
Executive Assistant

STAFF CHANGES IN 2012

The CACREP staff experienced enormous growth this past year with the development of three new positions. The first new position, Director of Research and Information Services, was filled by Tyler Kimbel in January 2012. Next, two Assistant Director of Accreditation positions were created. The first was filled in August by Sarah Betz, who also became the part-time International Registry of Counsellor Education Programs (IRCEP) Coordinator. The candidate search to fill the second Assistant Director position concluded in November with the hiring of David Moran to begin working at CACREP in January 2013. In addition to the new positions, CACREP welcomed Yvette Peña to the office as an Executive Assistant.



ACCREDITATION ACTIVITIES SUMMARY —◆

This section of the annual report contains summaries of the full program reviews and accreditation decisions made by the CACREP Board in 2012, as well as information related to interim reviews and mid-cycle reports.

FULL REVIEWS

The CACREP Board completed full program reviews on 44 institutions in 2012. The full program reviews consisted of a combined total of 97 individual counseling programs. Of the individual programs, 47 programs (48.5%) were granted CACREP accreditation for a full eight-year cycle; 48 programs (49.5%) were granted CACREP accreditation for a two-year period and are required to show evidence of meeting cited standards to obtain accreditation for the remainder of a full eight-year cycle; and one program (1%) was denied accreditation. Furthermore, one institution added a new doctoral program, which was granted accreditation for the remainder of the accreditation cycle of the other counseling programs at that institution.

One highlight of 2012 is that CACREP accredited counseling programs at 12 new institutions. CACREP also accredited three programs under the new Addiction Counseling program area.

NEWLY ACCREDITED CACREP PROGRAMS

- Caldwell College·
- Malone University·
- Antioch University-Seattle·
- Argosy University-Denver·
- Fort Valley State University·
- George Fox University·
- Johns Hopkins University·
- Messiah College·
- Old Dominion University at
New College Institute·
- Purdue University Calumet·
- Southeastern Oklahoma State
University·
- Waynesburg University·

INTERIM REVIEWS

Interim reports are submitted by programs to address any conditions attached to a two-year accreditation status. The CACREP Board conducted 29 interim reviews in 2012, which represent about 10% of the institutions with CACREP-accredited programs. Of the programs that submitted an interim report, five programs (17.2%) received an additional two years of their accreditation cycle and 23 programs (79.3%) were granted accreditation for the remainder of their accreditation cycle. One program was asked to resubmit its interim report.

MID-CYCLE REPORTS

Each program submits a mid-cycle report approximately four years into its accreditation cycle. The CACREP Board reviewed a total of 38 mid-cycle reports in 2012, which represent approximately 14% of the institutions with CACREP-accredited programs. A majority of mid-cycle reports from 2012 were accepted by the Board; six mid-cycle reports were tabled.

FEDERAL RECOGNITION

Three federal agencies have made graduation from a CACREP-accredited program a requirement for independent practice in counseling.

VETERAN'S ADMINISTRATION

The Department of Veterans Affairs (VA) released qualification standards that formally recognize licensed professional mental health counselors who have graduated from CACREP accredited programs as mental health specialists within the Veterans Health Administration. Prior to passage of the legislation and creation of qualification standards, mental health counselors were not eligible for employment within the Department of Veterans Affairs. The full text of the standards is available on the VA's website.

TRICARE

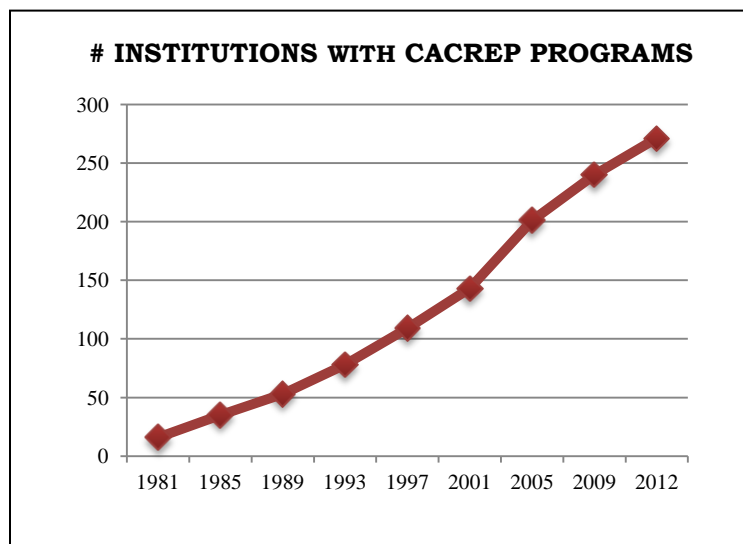
The Department of Defense will require a CACREP-accredited Clinical Mental Health Counseling or Mental Health Counseling degree to obtain the TRICARE Certified Mental Health Counselor credential, which grants the authority to provide independent care to TRICARE beneficiaries after December 31, 2014. There is a phase-in period through December 31, 2014 that allows a graduate without one of those two degrees to qualify by meeting an alternative series of requirements. Prior to this legislation, mental health counselors could not practice independently in the TRICARE system.

ARMY SUBSTANCE ABUSE PROGRAM

Beginning in July 2011, only LPCs with a degree from a CACREP-accredited program may be employed as Fully Functioning Army Substance Abuse Program Practitioner. This requirement is waived for those already employed by the Army Substance Abuse Program and those in the application process at the time the regulation was adopted.

CACREP GROWTH

Based on CACREP's growing recognition by state and federal government agencies, in addition to the number of new programs accredited and escalating number of applications being received, it is easy to see that 2012 was a busy year for CACREP. The increasing number of new programs each year is exciting not only for CACREP, but also for the counseling profession. Considering the exponential growth of CACREP-accredited programs over the last 30 years, CACREP anticipates another busy year in 2013.



CACREP ACTIVITY HIGHLIGHTS AND ACCOMPLISHMENTS

REVISED AND NEWLY ADOPTED POLICIES

CACREP works to better define, interpret, and update standards and policies each year; 2012 was no exception. Three policies were adopted to comply with Council for Higher Education Accreditation (CHEA) requirements as CACREP prepared its application for re-recognition. Additionally, the CACREP Board adopted a new annual fee structure and a new guiding statement. Further details are provided below.

NEW POLICIES

When CACREP Standards Conflict with Local and/or State Laws

If CACREP Standards, policies, or procedures conflict with any local or state laws governing an institution, it is the responsibility of the applicant program to notify CACREP of the conflict and suggest one or more alternative resolutions that demonstrate the program's willingness to meet the intent of the Standards, policies, or procedures in question. Upon receipt of the information, the CACREP Board will review the suggested resolutions and notify the institution's and program's leadership, in writing, if acceptable. If the suggested resolutions are not acceptable, the Board may suggest other possible resolutions to the program or inform the program that the proposed resolution is unacceptable.

Requirement for Accepting International Program Applications

Before CACREP will accept an application from an international program, the program must inform CACREP of its status with any governmental or nongovernmental quality assurance entities in their country or region and provide contact information that can be used to verify the status and the appropriateness and legality of seeking accreditation from a US-based accrediting organization.

Requirement for Use of CACREP Standards and Documentation of Substantially Equivalent Credentials When International Programs Apply for CACREP Accreditation

The CACREP Board will accredit non-US based programs using the same CACREP Standards and review processes required of programs offered by US based institutions. In those cases where the CACREP Standards refer to credentials or authorities relevant only in the United States, it is incumbent upon the applicant program to document how it meets the standards through the use of substantially equivalent credentials or authorities.

NEW ANNUAL FEE STRUCTURE

A new annual fee structure was adopted by the Board to attempt to establish fee equity among accredited programs. This new structure will enact increases over four years, beginning in fiscal year 2015. At the end of the four-year period, institutions will all pay the same annual fee, regardless of the number of programs, sites, or students involved. CACREP believes this gives maximum flexibility and value to programs.

NEW GUIDING STATEMENT

Last year, the CACREP Board adopted a new guiding statement on suggested best practices when CACREP-accredited programs offer certification or licensure options to master's degree students. This guiding statement covers information related to faculty-to-student ratios, accepting students into the program, supervised clinical experiences, and endorsements. Further information including the full text of the guiding statement can be found on the CACREP website under the "News" section.

COUNCIL FOR HIGHER EDUCATION ACCREDITATION (CHEA) RECOGNITION

Following notice of compliance with the CHEA Eligibility Requirements, CACREP submitted its formal application for continued recognition to the Council for Higher Education Accreditation (CHEA) in May 2012. The application process included (1) creating a self-study document addressing and documenting how CACREP met each element of CHEA's six recognition criteria, (2) hosting a CHEA-appointed observer during a CACREP board meeting who then generated a report verifying how the recognition criteria were being met, and (3) attending a public hearing at which the CACREP chair and executive staff met with the CHEA Committee on Recognition (COR) for final questions and answers.

Although CACREP's observation report indicated no concerns, the COR recommended deferral of a final recognition decision by the CHEA Board of Directors until CACREP submits evidence of providing more public information regarding the basis for its accreditation decisions on *each* program, including a description of any conditions attached to the accreditation decision. In addition, CHEA has asked for additional evidence showing that *all* CACREP programs provide public information on performance factors, including student achievement.

As part of the first group of accrediting agencies to be reviewed under the 2010 CHEA Recognition Criteria, the interpretations applied by the COR to the criteria for which CACREP was cited surprised CACREP and many other agencies that were under review. CACREP will be reviewing the CHEA request for additional information and discussing the impact of these new expectations with our programs.

TEAM TRAINING

CACREP board and staff members conducted multiple trainings and workshops throughout 2012. CACREP carried out a total of five team member training sessions last year at the ACA and ACES regional conferences, in addition to team chair training. Furthermore, CACREP held three workshops for individuals who are engaged in the CACREP self-study process.

CACREP also developed and piloted a new online component to its traditional face-to-face team member training process. The online component includes modules on CACREP Facts, the CACREP Standards, the Accreditation Process, CACREP Policies, and Site Team Logistics. The introduction of the online component shortens the face-to-face component from six to three hours and prepares team members/prospective team members with an increased knowledge base as they enter training. Subsequently, this allows training facilitators to focus more on the specific roles and functions of CACREP site team visitors as well as specific scenarios that may be encountered during reviews. CACREP will be working over the next year to utilize the feedback obtained during the piloting period to modify and enhance the online component of the training.

FIRESIDE CHATS

“Fireside Chats” are a new outreach effort to facilitate enhanced communication with CACREP’s constituent groups. CACREP hosted its first Fireside Chat conference call in December 2012 for site team chairs: Forty-five team chairs participated. As the call’s host, Dr. Robert Urofsky reported on staffing changes at CACREP, progress on the development of a team chair manual and an on-line version of the site team report, and the role and function of initial review letters in the site visit review process. He then facilitated a feedback discussion on challenging standards and site team scheduling needs to help inform the development of future training sessions and resources. Although the chats currently utilize a conference call system, CACREP plans to experiment with webinar software for the future hosting of Fireside Chats and training sessions.

RESEARCH GRANTS

The CACREP Board has made a focused effort to strengthen and support research-related activities over the past few years. With the creation of new staff positions, CACREP was able to provide even more research opportunities last year for faculty and students in CACREP-accredited counseling programs.

The CACREP Board awarded four research grants totaling \$3,700, two for faculty proposals and two for student proposals. The names of the 2012 research grant recipients and the titles of their research projects are listed in the box at right.

2012 RESEARCH GRANT RECIPIENTS

Dr. Tracey Duncan, New Jersey City University

Exploring the Experiences of Implementing CACREP Standards into Counselor Education Programs: Identification of Facilitators and Barriers of the Accreditation Process

Dr. Saundra Tomlinson-Clarke, Rutgers University

Impact of CACREP Accreditation on Accredited and Nonaccredited Programs in New Jersey

Nicole Bradley, Kent State University

CACREP Accredited Clinical Mental Health Counseling Programs Conceptualization of Self-care and the Integration of Self-care in the Curriculum: A Multiple Case Study

Eleni Honderich & Jessica Lloyd-Hazzlet, The College of William and Mary

The Role of CACREP Accreditation on Counseling Students’ Decision to Seek Enrollment within a Graduate Program: A National Survey

CRIGS PROGRAM

In addition to the research grants that CACREP awards each year, a new program was established to encourage and promote research related to the CACREP research agenda. The CACREP Research Initiative for Graduate Students (CRIGS) is a research fellows program designed to offer opportunities to current CACREP graduate students to become a CRIGS Research Fellow for a one-year term. Research fellows will collaborate with one another as well as with the Director of Research and Information Services to engage in research that mirrors and supports CACREP’s vision, mission, and values. The CRIGS program was approved at the July 2012 CACREP board meeting, and a call for applicants was launched in September. Two students were chosen from a large applicant pool. CACREP is pleased to announce that the inaugural CRIGS Research Fellows for 2013 will be Jaime H. Castillo (doctoral student, Syracuse University) and Kara M. Hurt (doctoral student, University of North Texas).

PUBLICATIONS

CACREP continued its involvement in the creation and publication of literature on relevant professional topics last year. Two projects are highlighted in this section: *Counseling Today* and the *Journal of Counseling and Development*.

COUNSELING TODAY

The “CACREP Perspective” is a quarterly column published in ACA’s monthly magazine, *Counseling Today*. CACREP uses this publication as an opportunity to reach out to the 50,000-plus members of ACA and provide its stance on professional issues, as well as insight regarding challenges the counseling profession faces in the 21st century. As one of the many advocacy efforts that CACREP engages in each year, these articles are written by staff members, board members, and invited guest authors.

2012 CACREP PERSPECTIVE COLUMNS

- Milsom, A., Nassar-McMillan, S., Pope, V., Thompson, J., & Williams, D. (2012, February). Revision of the CACREP Standards under way. *Counseling Today*, 54, 54.
- Even, T. A. (2012, May). Making a case for CACREP curriculum standards. *Counseling Today*, 54, 64-65.
- Kimbel, T. M., Bobby, C. L., & Urofsky, R. I. (2012, August). CACREP: More diverse than you think. *Counseling Today*, 55, 49 & 55.
- Williams, D. J., Milsom, A., Nassar-McMillan, S., & Pope, V. T. (2012, November). 2016 CACREP Standards Revision Committee at turn one.... *Counseling Today*, 55, 56.

JOURNAL OF COUNSELING AND DEVELOPMENT

The approach of CACREP’s 30th anniversary coincided with a 2010 call for proposals on special section topics for the *Journal of Counseling and Development (JCD)*. CACREP’s proposal was to develop a series of articles that would chronicle the historical developments in counselor education since a 1992 JCD special edition was published to commemorate CACREP’s first 10 years. The final proof of the special section, titled “CACREP: 30 Years of Quality Assurance in Counselor Education,” was accepted in 2012 for publication in January 2013. Articles examined numerous issues including counselor identity, licensure portability, the impact of CACREP accreditation on ethical violations, the evolution of counseling specialties, doctoral level preparation, the CACREP site visit process, the globalization of the profession, and the legal foundations of counseling.

SPECIAL SECTION REFERENCES

- Urofsky, R. I., Bobby, C. L., & M. Ritchie. (2013). Introduction to the special section. *Journal of Counseling & Development*, 91, 3-5. doi: 10.1002/j.1556-06676.2013.00064
- Urofsky, R. I. (2013). The Council for Accreditation of Counseling and Related Educational Programs: Promoting quality in counselor education. *Journal of Counseling & Development*, 91, 6-14. doi: 10.1002/j.1556-6676.2013.00065
- Mascari, J. B., & Webber, J. (2013). CACREP accreditation: A solution to license portability and counselor identity problems. *Journal of Counseling & Development*, 91, 15-25. doi: 10.1002/j.1556-6676.2013.00066
- Even, T. A., & Robinson, C. R. (2013). The impact of CACREP accreditation: A multiway frequency analysis of ethics violations and sanctions. *Journal of Counseling & Development*, 91, 26-34. doi: 10.1002/j.1556-6676.2013.00067
- Bobby, C. L. (2013). The evolution of specialties in the CACREP standards: CACREP’s role in unifying the profession. *Journal of Counseling & Development*, 91, 35-43. doi: 10.1002/j.1556-6676.2013.00068
- Adkison-Bradley, C. (2013). Counselor education and supervision: The development of the CACREP doctoral standards. *Journal of Counseling & Development*, 91, 44-49. doi: 10.1002/j.1556-6676.2013.00069
- Lee, C. C. (2013). The CACREP site visit process. *Journal of Counseling & Development*, 91, 50-54. doi: 10.1002/j.1556-6676.2013.00070
- Stanard, R. P. (2013). International Registry of Counsellor Education Programs: CACREP’s contribution to the development of counseling as a global profession. *Journal of Counseling & Development*, 91, 55-60. doi: 10.1002/j.1556-6676.2013.00071
- Bergman, D. M. (2013). The role of government and lobbying in the creation of a health profession: The legal foundations of counseling. *Journal of Counseling & Development*, 91, 61-67. doi: 10.1002/j.1556-6676.2013.00072

IRCEP

The International Registry of Counsellor Education Programs (IRCEP) continues to gain recognition. With 33 U.S.-based CACREP-accredited programs approved for the registry, IRCEP celebrated a landmark year in 2012 by receiving its very first international application. IRCEP also welcomed Sarah Betz as a part-time coordinator to oversee the development and expansion of IRCEP. Betz is the first CACREP staff member to have a designated IRCEP title as well as assigned duties and time dedicated to IRCEP activities. Other “firsts” that took place last year include IRCEP’s first newsletter, first international student luncheon, and first keynote address at an international counseling conference.



IRCEP will continue developing its role as a key player in the globalization of the counseling profession. A new IRCEP website will be launched next year that will provide programs an opportunity to promote their international involvements. IRCEP encourages both domestic and international counseling programs to get involved with the registry to promote excellence within counselor education.

IRCEP STEERING COMMITTEE

Members were invited to the steering committee based on their expertise with regions of the world. IRCEP has chosen to use regional divisions set forth by the World Health Organization.

Rebecca Stanard, Chair
University of
West Georgia
Region of the Americas

Salleh Amat
National University
of Malaysia
Western Pacific Region

Amanda Hawkins
British Association
for Counselling
European Region

Sachin Jain
Oakland
University
South-east Asia Region

Fidan Korkut-Owen
Hacettepe
University
European Region

Uchenna Nwachuku
Southern Connecticut
State University
African Region

Brian F. Sullivan
University of
Queensland
Western Pacific Region

George Vera
University of
Zulia
Region of the Americas

Carol Bobby
President and CEO
CACREP
Region of the Americas

Thomas Clawson
President and CEO
NBCC International Liaison
Region of the Americas

Rick Gressard
CACREP Board Liaison
College of William and Mary
Region of the Americas

2016 STANDARDS REVISION

The 2016 CACREP Standards Revision Committee (SRC) had a busy year in 2012 that included planning, writing, and feedback gathering. In terms of planning, the SRC started the year with a working meeting in St. Louis, MO, in February to finalize plans for writing Draft 1 of the 2016 Standards. Next, the SRC wrote articles for *Counseling Today* and the *CACREP Connection* newsletter, summarizing its progress on the 2016 Standards. Finally, the SRC developed a survey that was disseminated to CACREP-accredited doctoral programs.

In late spring, the SRC started writing Draft 1 of the 2016 Standards. Writing continued throughout the summer, informed by feedback from the doctoral programs survey and from the CACREP Board during its July meeting. After lengthy working meetings held in Alexandria, VA, and Charlotte, NC, the SRC disseminated an electronic version of Draft 1 via the CACREP website in September.

From early September 2012 through mid-January 2013, the SRC gathered feedback on Draft 1 via an online format open to the public, as well as feedback sessions held at each of the regional ACES conferences. The SRC will be reviewing all feedback and working to create Draft 2 for dissemination in early fall 2013. The SRC's adopted motto "Clarify, Simplify, Unify" continues to guide revisions.

2016 STANDARDS REVISION COMMITTEE

Amy Milsom, Chair
Clemson University

Sylvia Nassar-McMillan
*North Carolina State
University*

Verl Pope
*Northern Kentucky
University*

Derick Williams
University of Virginia

THE EVOLUTION OF THE CACREP STANDARDS...



CACREP FACTS

CACREP accredited counseling programs at 271 institutions by the end of 2012. A majority of these institutions house more than one counseling program (i.e., specialization), bringing the total number of CACREP-accredited counseling programs to 614. There are approximately 1,000 graduate counseling programs in the United States; which means that as of last year, CACREP accredited just over 61% of them.

2012 VITAL STATISTICS SURVEY DATA

The CACREP Vital Statistics Survey is completed by program liaisons at CACREP-accredited programs on an annual basis to collect useful information regarding trends in 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 August 2011 through May 2012 from 262 institutions that are home to a total of 600 CACREP programs. CACREP intends to use the 2012 Vital Statistics Survey results as a baseline for programmatic demographics. This data will be used each year to monitor changes and emerging trends in the future. Selected highlights from the 2012 survey results regarding programs and students are provided in the following subsections.

PROGRAMS

CACREP accredits a diverse constituency of institutions and programs. According to the 2012 Vital Statistics Survey, 185 public institutions and 77 private institutions have CACREP-accredited counseling programs. The private institutions are made up of 13 for-profit institutions and 64 not-for-profit institutions. Of the not-for-profit group, 44 institutions have a religious affiliation: Twenty self-identify their counseling program(s) as “faith-based.” These institutions are spread out across the U.S. as well as Canada and Mexico. To be more specific, these institutions have been categorized by geographic regions defined by the Association for Counselor Education and Supervision (ACES). The highest concentration of institutions with CACREP programs can be found in the SACES region (104 institutions); followed by NCACES (68 institutions), NARACES (48 institutions), WACES (23 institutions), and RMACES (17 institutions). (Note: Programmatic information is based on CACREP programs accredited prior to the July 2012 board meeting; hence, the numerical discrepancy between the number of institutions/programs listed at the top of this page and the institutional/programmatic data described in this section.)

INSTITUTIONS WITH CACREP PROGRAMS BY ACES REGIONS					
North Atlantic (NARACES)	North Central (NCACES)	Rocky Mountain (RMACES)	Southern (SACES)	Western (WACES)	Not Applicable (outside U.S.)
48	68	17	104	23	2

The data collected from the 2012 Vital Statistics Survey provides insight into many facets of CACREP-accredited programs. Regarding counseling program areas, as of 2012, School Counseling was 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 under the 2001 Standards are combined while they transition into Clinical Mental Health Counseling programs under the 2009 Standards. Gerontological Counseling programs had the fewest, with only one accredited program remaining in this area.

In terms of graduates in the past year, School Counseling was the top program area with 3,843 graduates. Community Counseling programs were not too far behind, claiming 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). Further details on each program area are provided in the chart below:

CACREP PROGRAM AREAS NUMBER OF PROGRAMS		CACREP PROGRAM AREAS GRADUATES		CACREP PROGRAM AREAS 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

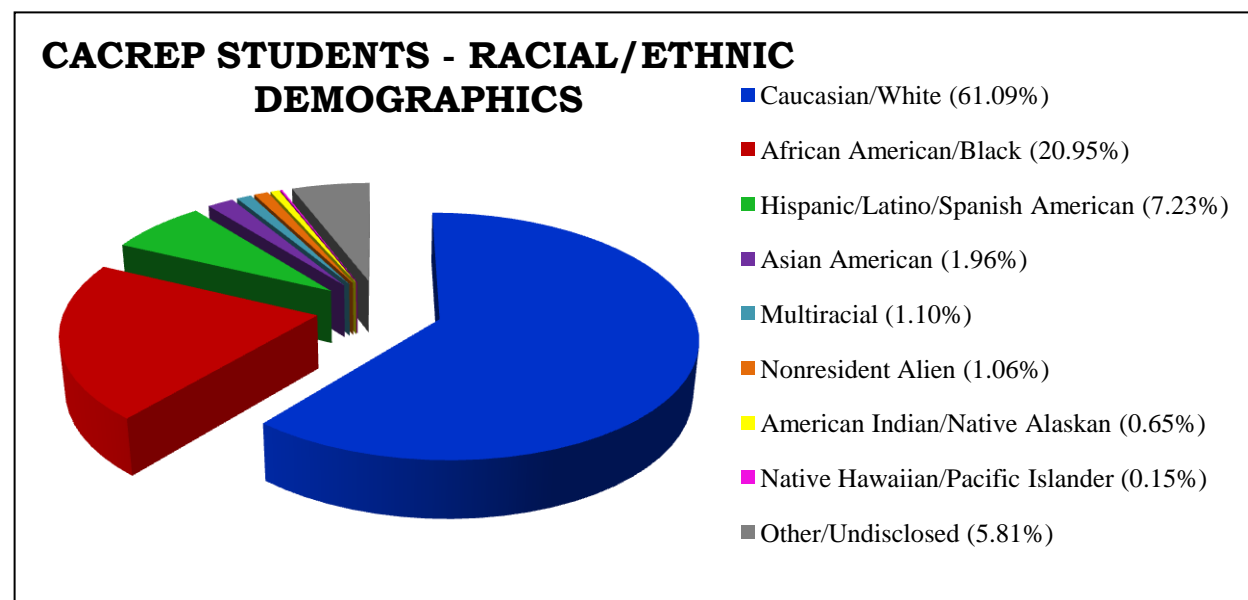
STUDENTS

CACREP's constituency is made up of diverse stakeholder groups: colleges and universities, counseling programs, faculty members, counselors, supervisors, students, clients, the general public, professional organizations, and even federal, state, and local government agencies. While each is important to CACREP, it could be argued that students are at the core of CACREP as we are constantly striving to assure quality training for students. Although CACREP accredits counseling programs as opposed to individual graduates, there would be no need for quality counselor education programs without counseling 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. The CACREP student data that are collected are useful to others as well, such as faculty and student researchers, government agencies, and various professional counseling organizations. Selected data points about students in CACREP counseling programs collected from the 2012 Vital Statistics Survey are outlined below. Information regarding program applicants, current enrollment, and graduates in the past year is provided, followed by a demographic breakdown of students.

2012 CACREP Vital Statistics: Student Highlights	
Masters Program Applicants	34,885
Doctoral Program Applicants	1,416
Total CACREP Program Applicants	36,301
Masters Program Student Enrollment	36,977
Doctoral Program Student Enrollment	2,028
Total CACREP Program Student Enrollment	39,005
Masters Program Graduates	9,937
Doctoral Program Graduates	323
Total CACREP Program Graduates	10,260

Regarding gender differences, 83.04% of students enrolled in CACREP programs are female, with males making up the remaining 16.96%. An analysis of student racial/ethnic background information reveals that a majority of students in CACREP programs are Caucasian/White (61.09%), with the second largest group being African American/Black students (20.95%). The remaining students are divided up among seven racial/ethnic background categories: Hispanic/Latino/Spanish American (7.23%), Asian American (1.96%), multiracial (1.10%), nonresident alien (1.06%), American Indian/Native Alaskan (0.65%), Native Hawaiian/Pacific Islander (0.15%), and other/undisclosed (5.81%). Additionally, 3.2% of students enrolled in CACREP-accredited programs are reported to have a known disability.

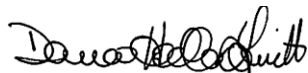


FINANCIAL SUMMARY

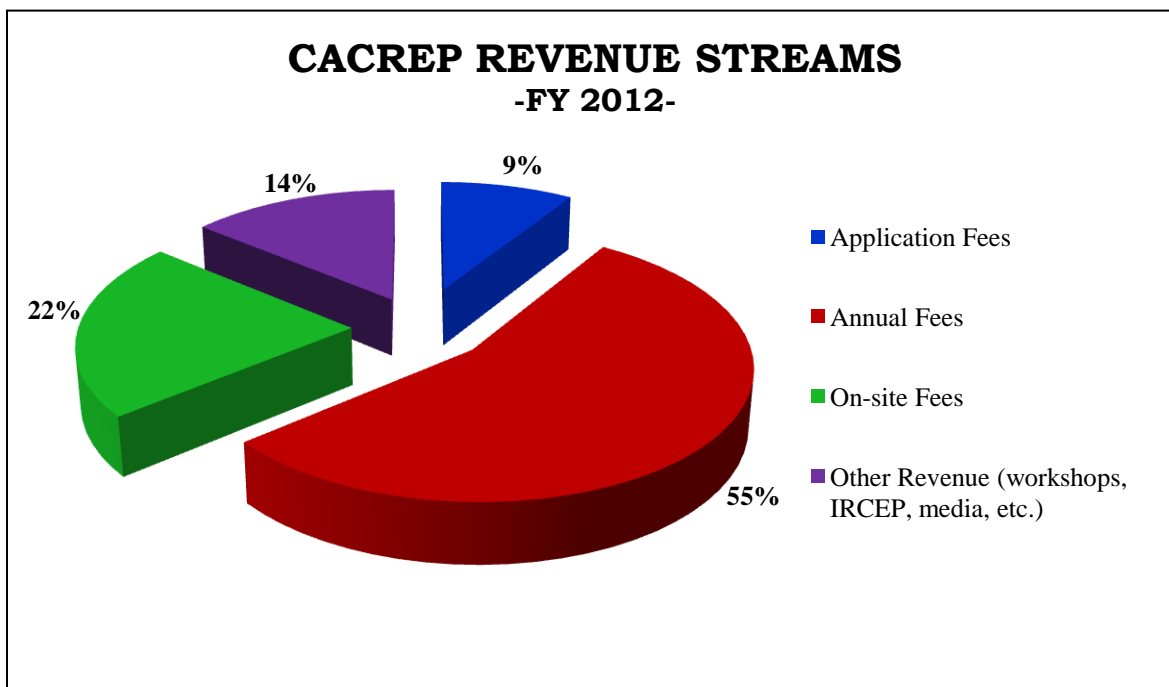
CACREP's fiscal year runs from July 1 through June 30 each year. At the end of each fiscal year, CACREP's financial records undergo an independent audit to determine if appropriate accounting practices are being used and if financial disclosures are clear, neutral, and free of material misstatement. CACREP received a clean audit report for FY 2012. This result was the same as all previous audits. CACREP's most recent audit was conducted by Halt, Buzas, & Powell, LTD, a firm located in the Washington, DC metropolitan area.

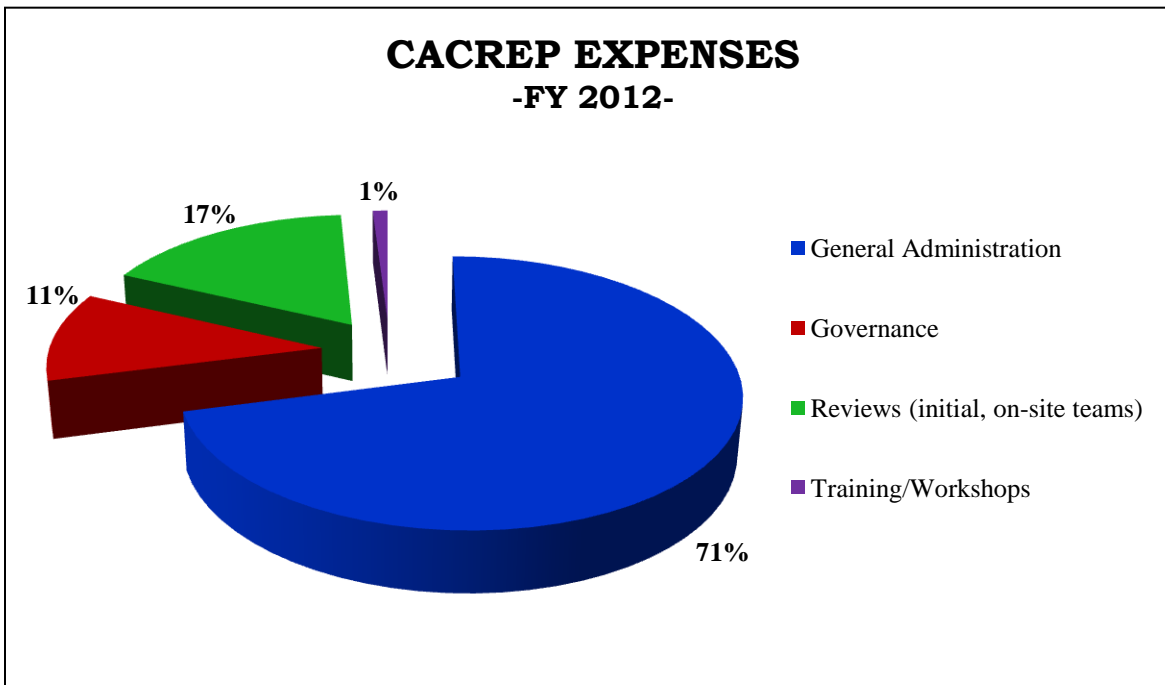
The audited financial statements from FY 2012 that ended on June 30, 2012, represent a growing CACREP. Revenue increased by 19% from the previous fiscal year, reflecting growth in the number of applicant programs, the number of onsite visits, and the number of workshops being offered. Likewise, expenses increased by 13% due to increased expenditures on site team visits and other review costs. Training costs also increased because more workshops were scheduled to meet growing demand. The CACREP staff is growing, too. Two new positions were created in FY 12 to assure that CACREP could meet the growing demands for program accreditation. Despite growing expenses, CACREP ended FY 2012 in the black with a planned net increase of assets to insure that CACREP could further build its staff and program offerings in FY 2013 and beyond.

The pie charts developed for FY 2012 provide an overview of where CACREP derives its financial support and how its money is expended.



Dana Heller Levitt
CACREP Treasurer





LOOKING AHEAD

STRATEGIC INITIATIVES

The CACREP Board of Directors developed and formally adopted a set of “strategic initiatives” as a result of a board retreat in 2011. These strategic initiatives act as a blueprint for guiding CACREP activities as we move forward in the 21st century. Over the past year, the CACREP Board and staff have spent a great deal of time and energy in beginning to address these initiatives as well as collaborating to structure an organized plan of action to meet future goals and objectives. Each specific goal or objective is directly tied to one of three overarching strategic initiatives adopted by the Board. Thus, CACREP programs, faculty, students, and other stakeholders can expect to see CACREP engaging in future endeavors related to (1) increasing CACREP’s role in professional advocacy, (2) refining a growth strategy both domestically and globally, and (3) achieving diversified and stable revenues to become self-sustaining. With the continued support of our programs, CACREP looks forward to tackling the challenges we face not only as an accreditor striving to promote quality in counselor education, but also as one of the many organizations dedicated to increasing professional identity and assuring the expansion of the counseling profession.

CLOSING REMARKS FROM THE PRESIDENT/CEO

The driving distance from the CACREP office to the U.S. Capitol building in Washington, DC, is a little less than seven miles, which translates into about 15 minutes of driving time on a good day. We are located in one of the greatest and most powerful metropolitan areas in the world. It is a place where the local news makes both national and international headlines. It is a place where people are busy lobbying, legislating, saving the world, and hailing taxis. There is a rush to accomplish anything and everything.



It is easy to get caught up in the rush and the self-important attitudes permeating this city. It is easy to want to move faster, to expect more, and to try to accomplish more. But sometimes people are better served when they take time to sit down, draw a deep breath, and look at where they have been before deciding how to move ahead with something new. Sometimes it is important to rest in the present long enough to reflect on where you have been before planning where to go next.

In many ways, the creation of this Annual Report embodies the notion that reflecting on the past can help set the stage for the future. As I look back on 2012 through the lens of this Annual Report, I am amazed at the amount of work accomplished by this small nonprofit organization. It is clear that CACREP has had a productive year, and the office staff deserves some recognition for this. But much work is also accomplished outside the walls of the CACREP office – work by CACREP’s cadre of committed volunteers. These volunteers include CACREP board members, on-site visiting team members, standards revision committee members, initial reviewers, and other organizational leaders who dedicate their time and expertise to make CACREP accreditation a meaningful and important activity to counselor education programs, students, the public, and the future of the counseling profession. CACREP is fortunate to have the support of these volunteers, for this organization would not exist without them and the accomplishments of 2012 could not have been chronicled without them.

As noted in this Annual Report, CACREP began many new initiatives in 2012. It doubled its staff size, created a research fellows program, offered its first Fireside Chat, developed an online team member training module, and published the first draft of the 2016 Standards. Despite all these new undertakings, CACREP continued to grow its numbers of accredited programs. So what about the future? Will the next year’s report be as chock-full of “new” accomplishments? Probably. With a blueprint of strategic initiatives to guide the work of the Board and with a larger staff to support its mission, CACREP will continue its efforts to advocate on behalf of the profession, encourage *all* counseling programs to seek CACREP accreditation, and create new revenue streams that foster improved services for constituents and greater financial stability for the organization.

A handwritten signature in black ink that reads "Carol L. Bobby". The signature is written in a cursive, flowing style.

Carol L. Bobby
CACREP President & CEO

