



We thank you for your time spent taking this survey.
Your response has been recorded.

This survey is to be completed by all CACREP-accredited programs and must be submitted by December 15, 2025.

NOTE: All data for this report should be from Academic Year 2024-2025. If you have any questions or need assistance in completing this survey, please contact the CACREP office at 703.535.5990 or cacrep@cacrep.org.

Institution Name:

Grand View University

Institution Type:

- Public
- Non-Profit Private**
- For-Profit

Institution's Headquarters

Iowa



Do you have a CACREP-accredited ADDICTION COUNSELING program?

- Yes
- No**

Do you have a CACREP-accredited CAREER COUNSELING program?

- Yes
- No**

Do you have a CACREP-accredited CLINICAL MENTAL HEALTH COUNSELING program?

Yes

No

What is the minimum number of credit hours required for your CLINICAL MENTAL HEALTH COUNSELING degree? Choose one

Semester

60

Quarter

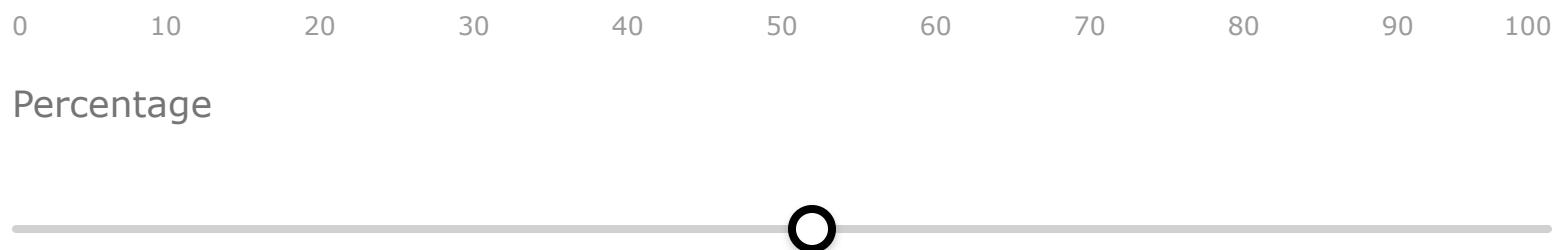
How many students were enrolled in your CLINICAL MENTAL HEALTH COUNSELING program in the reporting period? If none, enter "0".

168

How many students graduated from your CLINICAL MENTAL HEALTH COUNSELING program in the reporting period? If none, enter "0".

46

What percentage of students complete their degree in your CLINICAL MENTAL HEALTH COUNSELING program within the time to degree established by the institution?



To the best of your knowledge, what is the licensure [or certification] examination pass rate of students graduating from your CLINICAL MENTAL HEALTH COUNSELING program?

- No Exam
- 1-10%
- 11-20%
- 21-30%
- 31-40%
- 41-50%
- 51-60%
- 61-70%
- 71-80%
- 81-90%
- 91-100%**
- No graduates took the exam
- Unknown if graduates took the exam

To the best of your knowledge, what is the combined employment and doctoral admissions rates of graduates from your CLINICAL MENTAL HEALTH COUNSELING program who were actively seeking employment?

- No graduates
- 0-10%
- 11-20%
- 21-30%
- 31-40%
- 41-50%
- 51-60%
- 61-70%
- 71-80%
- 81-90%
- 91-100%**

Do you have a second CACREP-accredited CLINICAL MENTAL HEALTH COUNSELING program with a concentration/emphasis?

- Yes
- No**

Do you have a CACREP-accredited dually-titled CLINICAL REHABILITATION/CLINICAL MENTAL HEALTH COUNSELING program?

- Yes
- No

Do you have a CACREP-accredited CLINICAL REHABILITATION COUNSELING program?

- Yes
- No

Do you have a CACREP-accredited COLLEGE COUNSELING AND STUDENT AFFAIRS or STUDENT AFFAIRS AND COLLEGE COUNSELING program?

- Yes
- No

Do you have a CACREP-accredited MARRIAGE, COUPLE, AND FAMILY COUNSELING program?

- Yes
- No

Do you have a CACREP-accredited REHABILITATION COUNSELING program?

- Yes
- No

Do you have a CACREP-accredited SCHOOL COUNSELING program?

- Yes
- No

How many total applications were received for all of your MASTER'S LEVEL CACREP-ACCREDITED DEGREE PROGRAMS in the reporting period? If none, enter "0".

127

How many total students were offered admission to all of your MASTER'S LEVEL CACREP-ACCREDITED DEGREE PROGRAMS in the reporting period? If none, enter "0".

102

Are you able to provide demographic information about students enrolled in your CACREP-accredited MASTER'S level COUNSELING program(s)?

Yes
 No

Do you have a CACREP-accredited COUNSELOR EDUCATION AND SUPERVISION program?

Yes
 No

Please select all programs offered by your academic counseling unit that are NOT ACCREDITED by CACREP.

Degree Program Name

Certificate Program Name

Post-Master's Certificate in Clinical Mental Health Counseling, Graduate Certificate in Play Therapy

All degree programs are CACREP accredited

Are you able to provide demographic information about FULL-TIME faculty members in your academic counseling unit?

Yes

No

FULL-TIME Faculty Demographics: Please provide the number of full-time faculty members in your academic counseling unit for each category below. If you are unable to answer for a particular category or do not have any students that identify with a particular category, please enter "0".

	Male	Female	Non-Binary/Gender Fluid
American Indian or Native Alaskan	0	0	0
Asian	0	0	0
Black	0	1	0
Native Hawaiian or Pacific Islander	0	0	0
Hispanic	0	1	0
Multiracial	0	0	0
Other/Not Listed	0	0	0
White	2	3	0
Veteran	0	0	0
With a Disability	0	0	0

What are the most significant barriers or challenges your program is currently facing (e.g., enrollment, faculty resources, student support, accreditation requirements)?

Responses will not be used to evaluate or penalize program.

The information collected is for the purpose of informing broader understanding, identifying trends, and guiding future policy.

The Clinical Mental Health Counseling program is experiencing continued growth, which brings both opportunities and expected learning curves as the program evolves. One of the primary areas of focus involves managing this growth while maintaining full alignment with the CACREP 2024 standards, particularly related to curriculum mapping, assessment alignment, and documentation processes. As with any period of expansion and transition, adjustments are part of the process; however, the program remains intentional in ensuring clarity, consistency, and compliance throughout this work. Additional considerations include sustaining adequate faculty and adjunct resources to support enrollment trends, maintaining appropriate student-to-faculty ratios, and coordinating clinical placement and supervision capacity. Despite these complexities, the program is currently operating within required ratios and continues to monitor enrollment and instructional capacity closely. The program is actively addressing these areas through strategic planning, collaborative faculty engagement, and ongoing refinement of curriculum mapping aligned with the CACREP 2024 standards. These efforts reflect a strong commitment to continuous improvement, responsible growth, and high-quality student preparation, positioning the program well as it continues to strengthen and mature.

What successes or available resources have contributed most to your program's growth, effectiveness, or ability to support students?

Responses will not be used to evaluate or penalize program. The information collected is for the purpose of informing broader understanding, identifying trends, and guiding future policy.

Key successes and resources contributing to the program's growth and effectiveness include a dedicated and collaborative core faculty, strong clinical leadership, and a curriculum intentionally aligned with CACREP standards and professional competencies. The program benefits from robust clinical partnerships that support practicum and internship placement, consistent use of assessment and data-informed decision making, and faculty engagement in ongoing professional development. Institutional support for program planning, scheduling, and student services has also strengthened advising, communication, and retention efforts, allowing the program to effectively support students across their academic and clinical training.

What is CACREP doing well for your program that you appreciate?

CACREP provides a structured framework that supports program quality and accountability. Updates and changes to standards and guidance are communicated with transparency, which assists programs in navigating curriculum alignment, assessment processes, and accreditation expectations. Overall, CACREP's framework offers a reference point for programs as they work to align with professional standards and support student preparation.

What would you like to see CACREP do differently in its current services?

It would be helpful to have additional practical guidance and implementation support related to new or revised standards, particularly during transition periods for new program liaisons. Providing multiple learning formats and options to support different learning styles would enhance accessibility and understanding for programs navigating these changes. More structured initial and ongoing support for new program liaisons would be beneficial. The liaison role carries significant responsibility for guiding faculty, leadership, and the institution through complex accreditation requirements and expectations. Clear direction, structured onboarding, and accessible consultation would strengthen a new liaison's ability to effectively support teams, promote consistency, and ensure alignment across program, faculty, and university systems. Expanded availability of sample templates, timelines, and best-practice models for curriculum mapping, assessment alignment, and documentation could further support this work. Continued opportunities for dialogue, clarification, and technical assistance would also assist programs as they align with evolving accreditation expectations.

What services or resources would you like to see CACREP add or develop that would better serve you and your program?

Additional implementation-focused resources would be valuable, particularly standardized templates, exemplars, and timelines related to curriculum mapping, assessment reporting, and documentation under revised standards. A centralized resource page with updated guidance, short recorded videos, and clearly organized reference materials would further support programs navigating these requirements. Expanded professional development opportunities, such as brief workshops, virtual office hours, or program-level consultations offered via Zoom or Teams, would be especially helpful for new program liaisons transitioning into the role. Direct access to real-time consultation during leadership transitions would support clarity, consistency, and effective decision-making. Resources that highlight effective practices across programs, including case examples, shared tools, and peer-informed models, would also be beneficial in promoting quality, efficiency, and student success while reducing administrative burden during periods of transition.

Please provide a name **and contact email address** of the person completing this survey. This address will be used if the CACREP office has any questions about the information provided in this survey.

Dr. Lourdes Araujo, Counselor Education Program Chair/Assistant Professor/New Liaison

Use this space to clarify or explain any answers provided? Or, any comments that you would like to share.

REMINDER: Student Outcomes (CACREP 2024 Standard 2.E.2) must be made publicly available on your program's website. The information to be posted includes the following four data points regarding each of your accredited specialized practice area: (a) number of graduates in the past year, (b) degree completion rate, (c) licensure or certification examination pass rate, and (d) combined employment and doctoral admissions rate of students/graduates.

Once your 2024-2025 data has been posted, send the website URL to cacrep@cacrep.org.

You will NOT receive a copy of your completed survey. Please click the arrow at the bottom of the page and download the PDF for your records.

You will be contacted if we have any questions about your submitted survey.

I understand I need to download a copy of the completed survey for my own records