



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:

Antioch University Seattle

Institution Type:

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

Institution's Headquarters

Ohio 

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".

257

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

59

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

0 10 20 30 40 50 60 70 80 90 100

Percentage



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".

120

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".

103

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

How many credit hours beyond a CACREP-accredited master's degree do you require for your COUNSELOR EDUCATION AND SUPERVISION doctoral degree?

Semester

Quarter

How many applications were received for your CACREP-ACCREDITED COUNSELOR EDUCATION AND SUPERVISION doctoral degree program in the reporting period? If none, enter "0".

How many total students were offered admission to your CACREP-ACCREDITED COUNSELOR EDUCATION AND SUPERVISION doctoral degree program in the reporting period? If none, enter "0".

How many students were enrolled in your COUNSELOR EDUCATION AND SUPERVISION doctoral degree program in the reporting period? If none, enter "0".

How many students graduated from your COUNSELOR EDUCATION AND SUPERVISION doctoral program in the reporting period? If none, enter "0".

What percentage of students complete their degree in your COUNSELOR EDUCATION AND SUPERVISION program within the time to degree established by the institution?

0 10 20 30 40 50 60 70 80 90 100

Percentage



To the best of your knowledge, what is the job placement rate of graduates from your COUNSELOR EDUCATION AND SUPERVISION doctoral 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%**

Are you able to provide demographic information about students enrolled in your CACREP-accredited COUNSELOR EDUCATION AND SUPERVISION doctoral 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

Addiction Studies, Trauma Counseling, Latinx Mental Health Counseling

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

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 most significant challenges facing the CMHC and CES programs during the 2024 to 2025 academic year relate to enrollment stabilization, faculty capacity, increasing student support needs, and implementation of the 2024 CACREP standards. Enrollment continues to require focused attention due to national competition, shifting student demographics, and financial barriers affecting recruitment, yield, and retention. Faculty workload and capacity remain a challenge as programs balance curriculum revisions, advising, supervision, and accreditation requirements, while recruiting and retaining qualified core and specialty faculty in a competitive market. Student support needs have increased in complexity, including financial stress, mental health concerns, and practicum and internship placement pressures, particularly in underserved and rural areas. In addition, implementation of revised CACREP standards has increased demands related to assessment, data tracking, and documentation. Despite these challenges, the programs remain engaged in continuous improvement efforts to support students, faculty sustainability, and accreditation compliance.

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.

Several key successes and resources have supported the CMHC and CES programs' growth, effectiveness, and ability to support students during the 2024 to 2025 academic year. Engaged and collaborative faculty leadership has been central to program effectiveness. Faculty commitment to teaching, advising, supervision, and alignment with CACREP standards has supported consistent curriculum delivery and strong professional identity development. Intentional advising and responsive student support structures have also contributed to student persistence, timely remediation, and readiness for practicum and internship. External funding and institutional resources have strengthened student support and program infrastructure. Grant funded initiatives have expanded training opportunities and financial support, while institutional investments in assessment, instructional design, and accreditation processes have supported program quality and compliance. In addition, strong community partnerships with practicum and internship sites continue to provide high quality clinical training opportunities and support workforce development, particularly in underserved areas. A shared commitment to continuous improvement, ethical practice, and social justice further contributes to program stability and effectiveness.

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

CACREP provides a clear and consistent framework that supports program quality, accountability, and continuous improvement. The clarity of standards, guidance documents, and accreditation processes helps ensure alignment across curriculum, assessment, and faculty roles, while also supporting transparency and rigor in counselor education. The transition guidance related to the 2024 standards has been especially helpful, as has CACREP's responsiveness to questions and requests for clarification. The emphasis on outcomes based assessment, ethical practice, and professional identity development aligns well with the mission of the CMHC and CES programs and supports the preparation of competent, socially responsive counselors and counselor educators.

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

Greater flexibility and clearer implementation guidance would strengthen CACREP's current services, particularly during periods of standards transition. More concrete examples of acceptable practices, timelines, and documentation would support consistent interpretation across programs and reduce ambiguity. Additional support related to faculty workload expectations, data reporting infrastructure, and field placement challenges would also be beneficial, especially for programs serving rural or underserved communities. Continued opportunities for dialogue, feedback, and technical assistance would help programs maintain compliance while sustaining faculty capacity and student support.

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 further support programs, particularly during standards transitions. Practical toolkits such as sample assessment plans, data tracking templates, and examples of compliant documentation would help reduce administrative burden and promote consistency across programs. Expanded technical assistance related to faculty workload, supervision models, and practicum and internship placement in rural or underserved areas would also be valuable. Regular webinars, peer learning forums, and clearer centralized guidance could further strengthen communication and support programs in meeting accreditation expectations while maintaining program quality and sustainability.

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.

Misty Grant mgrant3@antioch.edu

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