



# Program-Level Assessment Annual Assessment REPORT

## Instructions for using this document

This document is a template that programs can use to submit their Annual Assessment Reports to the [University Assessment Committee](#). Programs may submit this template or any other forms they wish, provided that they include the items on the numbered list below. Please fill out this template or create your own document, then email your documents to Liza Dister at [edister17@webster.edu](mailto:edister17@webster.edu).

## Components of the Annual Assessment Report

This annual assessment report should reflect only the assessment that took place during the year and it should serve as a continuation of the annual plan document. Components of this annual report should include:

1. Learning outcomes
2. Opportunities for student learning for each LO
3. Assessment method(s) for each LO
4. Results of assessment for each LO
5. Intentions for how to use this information as it relates to the LOs, curriculum, assessment methods, and/or other program aspects (e.g., admissions, auditions, faculty)
6. Information regarding the success of changes implemented as a result of the previous year's assessment report
7. The process for sharing the report with all faculty who teach in the program

For more information about program-level assessment at Webster, please visit Webster's [Program-level Assessment webpage](#). Want to know how the University Assessment Committee evaluates these reports? You can look at the feedback form on the assessment webpage.

*Please fill out the following  
information for this report*

**Degree Program: MA COUNSELING**



**Department: PROFESSIONAL COUNSELING**


**Contact Person: DR. REBECCA GEORGE**




**Date of Report: JUNE 30, 2022 RE: 20/21 Academic year**



1. Please complete the following chart for your assessment activities that took place this academic year.

| Learning Outcome(s)  | Opportunities for Student Learning   | Assessment Method(s)  | Results  | Intentions   |
|--|--|---|--|--|
| <p>Which learning outcomes did you assess this year? <i>Add or remove rows if necessary depending on how many LOs you have.</i></p>  | <p>What opportunities did the learners have to achieve the intended outcome?<br/><i>You might include information about the courses taught this year that relate to each LO.</i></p>   | <p>What student work was used to assess learning for this LO? What tools were used to evaluate learning?<br/><i>You should specify what student work was used to assess each outcome and what tools were used—a rubric, a checklist, set of criteria for success, performance thresholds, etc.</i></p>  | <p>What were the results from your assessment of student learning for this LO?<br/><i>You should include details about the findings of your assessment activities, such as summaries of quantitative or qualitative data. You might attach further details to this report, such as tables or charts that illustrate your data, make comparisons to other assessment data from previous years, point out findings of interest, or discuss any limitations of your data.</i></p> | <p>How will you use the results to inform teaching and learning practices in your program?<br/><i>You might include proposed changes in terms of pedagogy, curricula, or to the assessment process itself, or you might decide that no changes are needed at the time related to this LO.</i></p>        |
| <p>***The Council for Accreditation of Counseling &amp; Related Educational Programs (CACREP) is the overarching governing body for the counseling program. CACREP is a US-based accreditor of counseling programs recognized by CHEA. As part of its mission to set standards for counselor training, the Council was founded in 1981. CACREP is one of four major entities that make up the counseling profession in the United States, the other three being the American Counseling Association, the National Board of Certified Counselors, and the American Mental Health Counselors Association. For more information on the vision, mission and core values of CACREP <a href="https://www.cacrep.org/about-cacrep/">https://www.cacrep.org/about-cacrep/</a> . CACREP is the accrediting body for the counseling program and the overarching standards are used to develop the counseling programs. The assessment committee may find it useful to view the 2016 CACREP standards with focus on Section 1: The learning environment and Section 4: Evaluation of the program <a href="#">CACREP standards</a> .</p> |  |   |  |  |
| <p>1. Synthesize theories of human growth and development to develop culturally responsive counseling practices.</p>   | <p><b>Coun 5050 Human Growth &amp; Development</b> is taught twice a year in the fall and spring. The course is offered online across programs. Over each term, learners had an opportunity to successfully demonstrate outcomes by completing exams, reflective papers and developing projects/portfolios. Syllabi utilizes CACREP standards to support learning outcomes as required by accreditation.</p> | <p>Student learners are assessed and evaluated regarding performance on mid-term and end of term papers. For example, a final paper entitled, “Grow Your Own Human Weekly Developmental Stage Reflection Paper” offers an opportunity to demonstrate their understanding of development across the lifespan by thoughtful application of theory and research on a case study of their creation. This assignment requires them to create a detailed description of a fictional human being based on solid and accepted theoretical basis</p> | <p>Scores for the Coun 5050 Grow Your Own Human Evaluation for 2021 classes are below. According to the rubric analysis, the mean for all criteria is 2.42, indicating that on average 62% of students exceeded the program-level criteria. The display above shows that more than half of students who took the course in 2021 met the criteria, but a significant portion of students did not. These key performance indicators were</p>                                     | <p>To increase student connection between course content and the final paper project, faculty will increase discussion of objectives and make explicit the connections regarding final project expectations and learning outcomes. Faculty will consider a flipped learning model to foster a deeper</p> |


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|   |  | <p>and develop a narrative that follows the human throughout his or her life span. Associated rubrics are used to evaluate the final paper using Likert scale criteria for measuring key performance.</p>  <p>COUN 5050 Grow<br/>You Own Human Ev.</p>   | <p>below the 2.0 meets criteria for relevance &amp; implications. Based on these numbers, it appears that students had challenges connecting the dots between course content and the final paper content. See attached appendices for Coun 5050 Hum. Growth &amp; Dev. Rubric.</p>  | <p>understanding, or for enrichment activities.</p>  |
| <p>2. Identify the cultural context of relationships, issues and trends in a multicultural society that impact the counseling process.</p> <p><i>** Describe how living in a multicultural society impacts clients and apply effective advocacy strategies to enhance mental health services.</i></p> | <p><b>Coun 5100 Social and Cultural Foundations (SCF)</b> is taught twice a year in the fall and spring. The course is offered online across programs. Over each term, learners had an opportunity to successfully demonstrate outcomes by completing cultural immersion experiences, racial identity reflective papers and social justice projects. Syllabi utilizes CACREP standard to support learning outcomes as required by accreditation.</p> | <p>Student learners are assessed and evaluated regarding performance on cultural immersion experiences, racial identity reflective papers, and social justice end of term projects which offers an opportunity to demonstrate their understanding of racial identity development across cultures; structures and systems of oppression and their impact on people of color. These assignments require them to development and or increase their awareness of cultural issues that impact mental health and the community at large. Associated professional skills evaluations (PSE) are used to evaluate the overall learning outcomes for this course for measuring key performance.</p>  <p>COUN 5100 Social<br/>and Cultural Found:</p> | <p>Scores for the Coun 5100 SCF were consistently above 2.0 which indicated developing of awareness, knowledge and skill regarding key concepts and ideas of the course, such as cultural humility and the impact of racism at a strategic level. For example, scores of 2.44 on a Likert scale of 0-3 reflect an above average demonstration of the above content understanding. Specifically, these scores from the PSE documented basic counseling skills that demonstrated awareness of belief systems, values, biases, racial identity, and respect for cultural differences. The course is provided the content learning as intended.</p> <p>See appendices for Coun 5100 Social &amp; Cultural Foundations professional skills evaluation.</p> | <p>Faculty will continue to support student awareness by encouraging personal analysis/self-reflection of cultural bound biases in upbringing and environmental conditioning.</p> <p>No changes to curriculum presentation are warranted at this time.</p> |




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| <p>3. Develop a professional orientation and identity as a counselor by applying sound ethical, legal, advocacy and supervisory practices which lead to success as a mental health counselor.</p> <p><i>** Apply ethical and legal standards as well as knowledge of public mental health policy, financing and regulatory processes to mental health counseling.</i></p> | <p><b>Coun 5800 Professional Orientation and Ethical Practice</b> is taught twice a year in the spring and summer. The course is offered online and on-ground across programs. Over each term, learners had an opportunity to successfully demonstrate outcomes by course content quizzes, Vignettes Debates, and Exams projects. Syllabi utilizes CACREP standard to support learning outcomes as required by accreditation.</p> | <p>Student learners are assessed and evaluated regarding performance on quizzes, Vignettes Debates, and Exams projects where they can demonstrate the application of ethical and legal considerations in counseling, and advocacy processes to address social and institutional barriers that impede access, equity, and success for clients. These assignments require the student to extrapolate and extend ethical guidelines to real word case scenarios. Associated rubrics are used to evaluate the final paper using Likert scale criteria for measuring key performance.</p> <p style="text-align: center;"></p> <p>COUN 5800 ETHICS-<br/>syllabi SUMMER 20:</p> | <p>Scores for the Coun 5800 Professional Orientation and Ethical Practice reflect mastery of the key concepts from the course as evidenced by scores of 3.0 for content knowledge and responsiveness on the final writing project. Student scored lower in the areas of presentation and writing skills.</p>                                       | <p>Faculty will continue to support student increase their ability to demonstrate the application of ethical and legal considerations in the ethics course. Faculty will review in detail expectations for presentation of the material as well as encourage usage of the writing center to support writing efforts.</p> <p>No changes to curriculum presentation are warranted at this time.</p> |
| <p>4. Apply theories and models of career development to related life factors in multicultural contexts appropriate to an individual's work, family and lifestyle.</p>  | <p><b>Coun 5700 Career Lifestyle and Development</b> is taught twice a year in the fall and spring. The course is offered online across programs. Over each term, learners had an opportunity to successfully demonstrate outcomes by completing a Career genogram, Final case project, Weekly readings &amp; Discussions. Syllabi utilizes CACREP standard to support learning outcomes as required by accreditation.</p>        | <p>Student learners are assessed and evaluated regarding performance on career development exploration techniques and assessments in an ethical context. The career Genogram and final projects are key performance indicators for the course and inform student outcomes. The goal of the career genogram assignment is to assist the student in career selection and personal development through the integration of information obtained from the genogram. These assignments require the student to apply</p>   | <p>During the transitional period from paper assessment to the TEVERA electronic format posed challenges for 2021; many of the assessment rubrics were not completed and there is no data that corresponded to this course. The course is primarily taught by adjunct faculty which may have impacted to the lower completion rate challenges.</p> | <p>Faculty will be encouraged to utilize the TEVERA data management system in an effort to obtain usable data sets.</p> <p>No changes to curriculum presentation are warranted at this time.</p>  |

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|   |   | <p>information gleaned from projects to extend personal awareness of career choice and its impact of self and community.</p>  <p>2.D Syllabus- COUN 5700 Career (Laskis) (</p>   |   |  |
| <p>5. Develop an empirically based approach to counseling that emphasizes wellness and prevention by integrating theory and best practices.</p>                 | <p><b>Coun 5200 Theory</b> is taught twice a year in the fall and spring. The course is offered online across programs. Over each term, learners had an opportunity to successfully demonstrate outcomes by completing midterm and final exams, weekly discussion posts, and reflective papers. Syllabi utilizes CACREP standard to support learning outcomes as required by accreditation.</p> | <p>Student learners are assessed and evaluated regarding performance on the exams, papers, and weekly discussion opportunities as evidenced by their ability to define and evaluate theories, principles, and related techniques of professional counseling to include: seminal sources, contemporary theories, systems theory, and theories of addictions.</p>  <p>COUN 5200 Theories of Counseling_F2 202'</p> | <p>Scores for the Coun 5200 Counseling Theories were consistently above 2.0 on a likert scale ranging from 0-3; these scores reflect mastery of the key concepts of theory principles and developing application of techniques in a counseling setting. Student scored lower in the areas of APA style utilization.</p>   | <p>Faculty will continue to support student awareness APA usage by encouraging increased review of APA manual and utilizing writing center support.</p> <p>No changes to curriculum presentation are warranted at this time.</p>                         |
| <p>6. Apply theoretical and experiential understandings of group approaches to counseling to develop targeted interventions within a multicultural society.</p> | <p><b>Coun 5600 Group Dynamics</b> is taught twice a year in the summer and fall. The course is offered on ground and online across programs. Over each term, learners had an opportunity to successfully demonstrate outcomes by completing exams and group leadership activities. Syllabi utilizes CACREP standard to support learning outcomes as required by accreditation.</p>             | <p>Student learners are assessed and evaluated regarding performance on exams and group leadership activities. The Professional Skills Evaluation (PSE) is used a key points in training to assess for “goodness of fit” in the counseling program.</p>  <p>2.D Syllabus- COUN 5600.W1 Group (LaCu</p>   | <p>Scores for the Coun 5600 Group Dynamics were consistently at or above 2.0 on s likert scale ranging from 0 to 3.0. N= 19 with a mean of 2.0166. The PSE reflected “meets to exceeds” criteria for program expectations. The scores were pulled from sections A. Aptitudes &amp; behaviors and section B. Learning attitudes &amp; behaviors. Other sections were n/a= no opportunity to observe.</p> | <p>Faculty will continue to support student awareness by group dynamics via the real-life application of various aspects of group dynamics including leadership, motivation, perception, power, and decision-making.</p> <p>No changes to curriculum</p> |

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|  |  |  |  | presentation are warranted at this time.  |
| <p>7. Apply individual and group approaches to assessment and evaluation in a multicultural society.</p> <p><i>** Employ various assessment techniques associated with professional mental health counseling to appropriately intervene in meeting the needs of diverse clients.</i></p>                                       | <p><b>Coun 5220 Assessment</b> is taught twice a year in the fall and spring. The course is offered on ground across programs. Over each term, learners had an opportunity to successfully demonstrate outcomes by completing weekly discussions, exams, case studies, and the self assessment report. Syllabi utilizes CACREP standard to support learning outcomes as required by accreditation.</p>   | <p>Student learners are assessed and evaluated regarding performance on summative and formative performance on the weekly discussions, exams, case studies, and the self-assessment report.</p> <p><br/>2.D Syllabus- COUN 5220.OH Assessment</p>   | <p>Scores for the Coun 5220 Assessment were consistently above 2.82 on a likert scale of 0 to 3.0. The meets to exceeds mean ranged from 2.82 to 3.00. This course is performing well and as expected as evidenced by the scores noted. See rubrics.</p>   | <p>Faculty will continue to support student development by encouraging understanding of individual and group approaches to assessment and evaluation in a multicultural society.</p> <p>No changes to curriculum presentation are warranted at this time.</p> |
| <p>8. Utilize statistical concepts, research methods, needs assessment and program evaluation skills commonly used in the counseling profession.</p> <p><i>** Apply evidence-based research literature associated with professional mental health counseling to meet the needs of clients living in a diverse society.</i></p> | <p><b>Coun 5850 Research and Program Evaluation</b> is taught twice a year in the Summer and Spring. The course is offered online across programs. This course examines areas including statistics, research design, and development of research and demonstration proposals in a multicultural and ethical context. It includes understanding the importance of research in advancing the Counseling profession; program development and demonstration proposals; development and evaluation of program</p> | <p>Student learners are assessed and evaluated regarding performance over each term with an opportunity to successfully demonstrate outcomes by completing a research proposal, article critiques, exams, and program evaluation. Syllabi utilizes CACREP standard to support learning outcomes as required by accreditation.</p> <p><br/>2.D Syllabus- COUN 5850 Research (Musa)</p> | <p>During the transitional period from paper assessment to the TEVERA electronic format posed challenges for 2021; many of the assessment rubrics were not completed and there is no data that corresponded to this course. The course is primarily taught by adjunct faculty which may have impacted to the lower completion rate challenges.</p> | <p>Faculty will be encouraged to utilize the TEVERA data management system to obtain usable data sets.</p> <p>No changes to curriculum presentation are warranted at this time.</p>   |



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|   | <p>objectives; principles, models, and applications of needs assessment; and culturally and ethically relevant strategies for interpreting the results.</p>   |   |   |   |
| <p><b><i>**Clinical Mental Health Counseling Emphasis Additional Learning Outcomes are addressed above in italics and below with other courses listed.</i></b></p> <p><b><i>**Implement diagnostic tools appropriate for mental health counseling professionals to diagnose disorders in diverse clients.</i></b></p> | <p><b>Coun 5230 Psychodiagnosics</b> is taught twice a year in the fall and spring. The course is offered online and on-ground across programs. This course focuses on the identification and comprehension of the major psychological disorders as detailed in the current Diagnostic and Statistical Manual of Mental Disorders (APA). The behavioral manifestations and dynamics of mental disorders will be explored from a biopsychosocial model, focusing on therapeutic assessment and case conceptualization. Students will also learn about common pharmacological and counseling treatment strategies for the disorders covered in class. Multicultural, ethical, crisis and emergency components are integrated.</p> | <p>Student learners are assessed and evaluated regarding performance over each term with an opportunity to successfully demonstrate outcomes by completing a weekly case study analysis, exams, and a final case study report. Syllabi utilizes CACREP standard to support learning outcomes as required by accreditation.</p> <p></p> <p>2.D Syllabus- COUN 5230.W1 Psychodiagn</p> | <p>Scores for the Coun 5230 Psychodiagnosics Final case study report/paper ranged from 2.07 on the low end to 2.53 on the high end. Scores were consistently above the meets criteria rating of 2.0 on a likert scale of 0 to 3.0. these numbers would indicate proficiency in meeting program expectations for the course.</p> <p>See attached rubric.</p> | <p>Faculty will continue to support students development in diagnostic skills a related to psychological disorders and applicable treatment models for best support of future clients.</p> <p>No changes to curriculum presentation are warranted at this time.</p> |

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| <p><i>Apply evidence-based research literature associated with professional mental health counseling to meet the needs of clients living in a diverse society.</i></p> <p><i>Employ various assessment techniques associated with professional mental health counseling to appropriately intervene in meeting the needs of diverse clients.</i></p> <p><i>Describe how living in a multicultural society impacts clients and apply effective advocacy strategies to enhance mental health services.</i></p> <p><i>Apply ethical and legal standards as well as knowledge of public mental health policy, financing and regulatory processes to mental health counseling</i></p> <p><i>Implement mental health counseling principles and practices associated with education, prevention, consultation and intervention.</i></p> | <p><b>-Coun 6100 &amp; 6200 Practicum-</b> courses are offered twice a year in fall and spring. The purpose of the counseling Practicum is to provide a supervised, field-based, work experience for students.</p> <p><b>-Coun 6500 Internship- field experience courses</b> are offered all year: fall, summer, and spring. Internship is an intensive counseling experience which provides students with the opportunity to perform a variety of counseling activities expected of a professional mental health counselor (e.g. intake, application of diagnostic and therapeutic skills, documentation, information and referral techniques, staff meetings, and weekly supervision).</p> <p><b>-Coun 5610 Tech of Counseling Skills Course</b> is taught twice a year in the summer and spring. This course emphasizes foundational skills development related to the helping relationship. Students learn counseling and interpersonal skills that provide the basis to a helping relationship; self-care; and develop self-awareness related to building relationships and self-care as a necessity of an effective counselor as well as a technique for client care. Students practice skills in role-played situations and out of class; use of videos and skills</p> | <p>Over each term, learners had an opportunity to successfully demonstrate outcomes by completing live supervision, videos for skills evaluation, professional skills evaluations (PSE), typescripts, basic counseling skills demonstration, and case conceptualization paper. Syllabi utilizes CACREP standard to support learning outcomes as required by accreditation.</p> <p> coun6100_clark_fa221.pdf</p> <p> 3.I COUN 6200 syllabus.pdf</p> <p> Syllabus- COUN 6500 Internship (semester I</p> <p> 2.D Syllabus- COUN 5610.W1 Techniques (</p> | <p>Scores for the field experience courses PSE results. Coun 6100-n=12; scores ranged from 1.38L to 2.39H (0-3 likert). These scores reflect typical beginner training ratings as many of the students have trepidations with the unknown regarding field experience sites. Historically the scores improves slightly by coun 6200. While the average score was at 2.0 to the high of 2.39; the scores less than 2.0 were for complex skills such as using therapeutic silence, inferring unstated meaning, case conceptualization, and understanding &amp; usage of the diagnostic manual. Each of the areas will be addresses and historically improves with each field experience course.</p> <p>Coun 6200- n=13; scores ranged from 1.75L to 2.42H (0-3 likert). While typical scores fell at 2.0 to the high of 2.42, as a beginner field experience course there is much room for improvement in application of skills as evidenced by the less than 2.0 were for complex skills such as case conceptualization, data assessment and diagnostics.</p> <p>Coun 6500 – n=38; scores ranged 2.92L to 3.12H (0-3 likert). The above average scores are expected at the internship level as students are more advanced and have</p> | <p>Faculty will continue to support student clinical development by encouraging practice and application of clinical skills learned throughout the year in their training.</p> <p>No changes to curriculum presentation are warranted at this time.</p> |
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|  | <p>practice are foundational to this course. Multicultural and ethical components are integrated. Course may be repeated for credit if content differs.</p> |  | <p>made strides in application of techniques and theories.</p> <p>See rubrics.</p> |  |
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***What changes did you implement this year as a result of last year’s assessment process and what was the impact of those changes in your program?***

As COVID continues to surge all over the country the counseling program has had to make adjustments to support student safety in the learning process. To that end, mitigating the ebb and flow of student enrollment due to the uncertainty of on ground class and their availability, faculty and staff have had to be creative in course presentation which has impacted the program and the assessment process. Namely, the students that had plans to attend class on ground were asked to attend online which created a learning curve that some were not amenable to but persisted none the less. Moreover, several classes presented in a combined format to meet student needs. For example, faculty taught students on ground and via zoom simultaneously on several occasions throughout the South Carolina campuses. In fact, the frequency and scheduling were modified, flipped classrooms were implemented to increase participation, and revision of course assignments were undertaking in support of the diverse learners. In addition, regarding field experience courses specifically processes or protocols were updated to support tele-mental health training for students and field experience sites that provide web-based services.

***2. How will you ensure all faculty who teach in your program have received and are knowledgeable about the contents of this report?***

The assessment report is shared in one drive with all faculty and the key performance indicators are shared during an annual faculty meeting in the spring of each year. The counseling program faculty retreat was held on April 29, 2022 from 9:30-3:30pm. In addition, at the faculty retreat a curriculum review was conducted where syllabi were reviewed, and revisions suggested based on faculty input. Also, the CACREP all-campus self-study was reviewed in detail and notes were made collectively in a shared document.

**3. How would you describe where your program is in your assessment development: Beginning, Developing, Functioning, or Revising? Why?**

The program is currently in the *functioning* phase of the assessment process. There are smaller areas of improvement that will soon be in revision because of the upcoming CACREP self-study due in part to the combining of programs across campuses for a cohesive presentation on paper to mimic the current presence of faculty, staff, and student interactions in the counseling program.

**Demographic Data**

**Graduation Rate of New FA18 MA in Counseling w/ Emp in CMHC Graduate Students, by Campus**

| <b>Campus</b>                    | <b>FA18 Cohort Total</b> | <b># Graduating as of May 2021</b> | <b>Graduation Rate</b> |
|----------------------------------|--------------------------|------------------------------------|------------------------|
| Webster Groves                   | 10                       | 3                                  | 30%                    |
| Charleston/Columbia/Myrtle Beach | 25                       | 9                                  | 36%                    |

**Job Placement Rate of 2019-2020 MA in Counseling w/ Emp in CMHC Graduate Students, by Campus**

| <b>Campus</b>                    | <b>Graduation Rate</b> |
|----------------------------------|------------------------|
| Webster Groves                   | 88.9%                  |
| Charleston/Columbia/Myrtle Beach | 50.0%                  |

**Gender and Race/Ethnicity of AY20-21 MA Counseling w/ Emp in CMHC Applicants, Webster Groves Campus**

| <b>Race/Ethnicity</b>     | <b>Female</b> | <b>Male</b> | <b>Total</b> |
|---------------------------|---------------|-------------|--------------|
| Asian                     | 3             | 0           | 3            |
| Black or African American | 9             | 2           | 11           |
| Hispanic                  | 6             | 1           | 7            |
| Two or more races         | 4             | 0           | 4            |
| White                     | 46            | 10          | 56           |
| Unknown                   | 2             | 1           | 3            |
| <b>Total</b>              | <b>70</b>     | <b>14</b>   | <b>84</b>    |

**Gender and Race/Ethnicity of AY20-21 MA Counseling w/ Emp in CMHC Applicants, South Carolina Campuses**

| <b>Race/Ethnicity</b>                        | <b>Female</b> | <b>Male</b> | <b>Total</b> |
|--|---------------|-------------|--------------|
| Black or African American                    | 40            | 10          | <u>50</u>    |
| Hispanic                                     | 4             | 0           | 4            |
| Native Hawaiian or Other<br>Pacific Islander | 0             | 1           | 1            |
| White  | 28            | 2           | 30           |
| Unknown                                      | 1             | 1           | 2            |
| <b>Total</b>                                 | <b>73</b>     | <b>14</b>   | <b>87</b>    |

\*\*\*Women continue to lead in degree attainment in the counseling programs across campuses; with WEBG- women N=70; SC Campuses N= 73.

**Fall 2021 Headcount of International Students at Domestic Locations of MA Counseling w/ Emphasis in CMHC, by Campus**

| <b>Campus</b>                           | <b>Headcount</b> |
|---|------------------|
| Webster Groves                          | 1                |
| <u>Charleston/Columbia/Myrtle Beach</u> | <u>0</u>         |

**Fall 2021 Headcount of Military Students - MA Counseling w/ Emphasis in CMHC, by Campus**

| <b>Campus</b>                    | <b>Active Duty</b> | <b>Veterans</b> |
|----------------------------------|--------------------|-----------------|
| Webster Groves                   | 0                  | 3               |
| Charleston/Columbia/Myrtle Beach | 3                  | 2               |