Director’s Introduction

Supporting the Greater University Community

After spending the first seventy-seven years of its organizational life in Eddy Hall, the Minneapolis office of University Counseling & Consulting Services (UCCS) moved to Appleby Hall in the fall of 2009. Like any move, this one involved letting go emotionally of the old and familiar as well as coping with both the logistics of moving and the challenges of creating a new, inviting space for students and staff. The move was done to support the University’s efforts to create a Student Services Corridor and is one example of many ways that UCCS reaches out to support the greater University community.

While counseling by its very nature is a private activity largely invisible to those outside, other UCCS programs support the greater University community in more visible ways. For example, the UCCS Outreach program provided more than 30 presentations to classes and student groups, serving more than 2,000 people, and 3674 online mental health screenings were taken through the UCCS web site (www.uccs.umn.edu). Many of those taking the screenings indicated plans to seek further evaluation. More than 400 students were served through classes offered by Student Academic Success Services, another highly visible UCCS program.

Despite very busy professional schedules, UCCS staff take considerable time to support greater University efforts through such activities as participation on the Provost’s Committee on Student Mental Health, serving as staff advisors to student organizations such as Active Minds and the Asian Student Union, and creating the Stamp Out Stigma campaign to eliminate the stigma associated with seeking mental health treatment. UCCS staff also provided consultation to the University’s Behavioral Consultation Team and responds to many individual faculty and staff requests for consultations about students of concern.

All these examples illustrate why as a staff we take the “Consultation” part of our title just as seriously as we do the “Counseling”. We welcome requests to assist faculty and staff in the critical role they play supporting students to get the services they need. We also know that many students who are experiencing emotional and academic problems will not come to our offices seeking services, so it is important to reach out to these students through other means such as workshops and website-based information. At UCCS we will continue to view our overall mission as one of supporting the greater University missions of academic excellence and student success.

Glenn Hirsch, Ph.D., L.P.
Director, University Counseling & Consulting Services
The Mission of University Counseling & Consulting Services

University Counseling & Consulting Services (UCCS), a unit of the Office for Student Affairs, supports the teaching, research, and outreach/service missions of the University of Minnesota by offering comprehensive, accessible, flexibly-delivered counseling, consultation, instruction, and testing services within the University and to the Minnesota educational community.

As a unit of the Office for Student Affairs, UCCS contributes to the comprehensive education of students, the protection of human rights, and the enhancement of University programs, services, and organizational units. UCCS furthers the disciplines it represents through leadership in appropriate professional organizations and scholarly contributions.

UCCS is committed to meeting the diverse and changing needs of multiple populations while nurturing and supporting the professional growth and ethical conduct of staff; engaging in innovative program development and management; and participating in the University governance system.

UCCS Programs and Services

Individual Counseling
*Career *Academic Skills*Personal Concerns*Crisis*

Group Counseling

Student Academic Success Services

Outreach & Consultation

Professional Psychology Training Program

Testing Center

Photos Courtesy of Patrick O'Leary, University of Minnesota
The goal of the UCCS counseling program is to facilitate academic effectiveness and personal development by helping students address academic, relationship, personal and career concerns. Individual counseling uses a brief, focused model to help students identify areas for improvement, set goals for change, and achieve these goals within a specific time period.

“UCCS is an excellent resource, and I’m really, really glad it was available to me.” Client

Service Provided

Number of students served 1435
(1% decrease over 08-09 academic year)

Number of individual counseling sessions given 6323
(5% increase over 08-09 academic year)

Most Frequent presenting concerns

- Anxiety
- Poor concentration
- Depression / Feeling sad or blue
- Feeling overwhelmed
- Lack of self-confidence

“My counselor helped me develop the confidence to address my issues in my own way. She did not judge me or pressure me to take action. I felt comfortable talking with her.” Client

Number of students seen for immediate crisis counseling 356
(8% increase over the previous year)

Most frequent presenting concerns for crisis counseling

- Suicidal thoughts
- Severe anxiety
- Health crisis
- Crime victim, e.g., assault, robbery
- Family or relationship crisis
- Serious academic difficulty
INDIVIDUAL COUNSELING

Students Served

Percent of counseling clients reporting an ethnic or cultural heritage other than European-American 26%

Percent of counseling clients identifying themselves as international students (28 countries represented) 11%

Number of different University colleges and academic program affiliations across counseling clients. 21

“My counselor has always treated me with respect, listened to me, taken me seriously, been empathetic, and helped me figure out what I need to do to make changes in my life. Every time I’ve seen her, I leave feeling like I’ve taken away a golden nugget of information that is so helpful.” Client
INDIVIDUAL COUNSELING

UCCS personal counseling clients fill out the Behavioral Health Monitor (BHM) prior to each counseling session. The BHM questionnaire asks clients to assess their behavior and feelings since the previous counseling session and allows counselors and clients to assess the effectiveness of counseling. The BHM also allows for an overall assessment of counseling effectiveness offered through UCCS. As noted below across problem areas nearly 70% of clients reported some improvement in presenting symptoms and nearly 50% reported complete recovery. These data compare favorably to national college counseling center benchmark data.

Counseling Outcome
UCCS Personal Counseling Clients, 2009-2010 Academic Year

<table>
<thead>
<tr>
<th>Problem Area</th>
<th>Percent Reporting</th>
<th>Percent of Improved</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Reporting Improvement</td>
<td>Complete Recovery</td>
</tr>
<tr>
<td>Global Mental Health</td>
<td>70</td>
<td>47</td>
</tr>
<tr>
<td>Suicidal Feelings</td>
<td>82</td>
<td>68</td>
</tr>
<tr>
<td>Depression</td>
<td>65</td>
<td>39</td>
</tr>
<tr>
<td>Anxiety</td>
<td>59</td>
<td>39</td>
</tr>
<tr>
<td>Alcohol/Drug Use</td>
<td>79</td>
<td>61</td>
</tr>
<tr>
<td>Life Functioning</td>
<td>61</td>
<td>36</td>
</tr>
<tr>
<td>Mean Improvement</td>
<td>69.33</td>
<td>48.33</td>
</tr>
<tr>
<td>Across Problem Area</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Student Evaluation of Service—Individual Counseling

Students responding to questions on a Client Opinion Survey expressed a high degree of client satisfaction with UCCS services and positive effects of counseling on student life:

- 89% reported achieving some or all of their counseling goals
- 78% reported relations with others improved a lot or some
- 33% reported grades improved a lot or some
- 77% reported a positive impact on confidence or self-esteem
- 73% reported a positive impact on life as a student
- 55% reported a positive impact on academic work
- 35% reported a positive impact on plans to continue enrollment at the U
- 90% reported having a very favorable or favorable appraisal of UCCS
- 80% reported working exceptionally well or very well with their counselors
INDIVIDUAL COUNSELING

“I think UCCS is a great resource that students should use more. It is amazing that this is free for students, which was a large part of my decision to use the services.” Client

Students reported that their experience in counseling supported many of the Office for Student Affairs Student Learning and Development Outcomes:

Percent of surveyed students responding with Helpful or Very Helpful to the question “Please tell us how much your counseling experience has helped you to...”

- Learn to be more intentional in the choices you make 66%
- More inclined to seek help from others 73%
- Set and strive to achieve personal goals 66%
- Have self-confidence and assess personal strengths 72%
- Recover from disappointment and continue working towards goals 75%
- Appreciate different cultures, backgrounds and perspectives 29%
- Help you cope with complications and uncertainties of life 76%

Photo Courtesy of Patrick O’Leary, University of Minnesota
GROUP COUNSELING

Counseling groups offer unique opportunities to increase self-awareness, try out new behaviors, and receive support from peers. Group counseling can be particularly beneficial for students who feel isolated, depressed or anxious, or who are concerned about how they relate to other people.

Student contact hours were 17% lower this year than last. Although UCCS ran five more groups than last year, fall groups started later in the semester than had been hoped (i.e., met for fewer sessions), and attendance in some groups was poorer than is typical of our groups. However, participant satisfaction ratings of groups remained high.

Table 1
Comparative Summary of Support and Counseling Group Services 2006-2010

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of groups</td>
<td>32</td>
<td>38</td>
<td>34</td>
<td>39</td>
</tr>
<tr>
<td>and workshops held</td>
<td>163</td>
<td>176</td>
<td>179</td>
<td>155</td>
</tr>
<tr>
<td>Number of group</td>
<td>2217</td>
<td>2227</td>
<td>2174</td>
<td>1796</td>
</tr>
<tr>
<td>participants</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of student</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>contact hours</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
GROUP COUNSELING

Service Provided

Number of counseling and support groups and workshops conducted 39

Student contact hours in groups/workshops 1796

Number of students who participated in UCCS groups/workshops 155

Number of Dissertation and Thesis Support (DST) Groups offered 23
  - Six sections in each of three semesters (F 09, Sp & Su 2010) and
    five groups which met during summer session 2009.
  - Number of DST students who completed their graduate degrees in the
    2007-2008 academic year 10

Number of Personal Counseling and Support Groups and Workshops offered 16

Student Evaluation of Service--Groups

Participants evaluated UCCS groups very positively again this year. The most frequent rating
(mode) given to each of the items below was a ‘5’, Strongly Agree. Table 2 represents the mean
ratings for these items. A rating of ‘4’ signified agreement with an item.

TABLE 2

Sample Participant Evaluation Ratings Across All 2009-2010 UCCS Groups

Five-point scale ranging from 1, ‘Strongly Disagree” to 5 “Strongly Agree”

<table>
<thead>
<tr>
<th>Item</th>
<th>Mean (Arithmetical Average)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participating in this group...</td>
<td></td>
</tr>
<tr>
<td>Has been a worthwhile experience</td>
<td>4.67</td>
</tr>
<tr>
<td>Contributed to my greater comfort at the University</td>
<td>4.28</td>
</tr>
<tr>
<td>Directly or indirectly helped me to be more successful as a student</td>
<td>4.15</td>
</tr>
<tr>
<td>Enabled me to cope better with stressful situations</td>
<td>4.23</td>
</tr>
</tbody>
</table>
GROUP COUNSELING

2009-2010 Dissertation and Thesis Support Group participant... *There was just enough structure to make goals clear, yet never feel rushed. I got new ideas and perspectives on tackling the challenges of dissertation work.*

2009-2010 Personal counseling group participant... *I was given a personal space to say how I feel, with people I could relate to and grow with. This is the best decision I’ve made in college.*

2009-2010 Assertive Communication workshop participant... *Being able to share our own personal experiences and struggles and get feedback was very useful. But the handouts and role-playing were also really helpful. This was a great workshop, I learned a lot, and I am very glad I got be a part of it!*  

**Participant Evaluation Ratings By Group Type**

**Personal Counseling Groups**
- Participants in personal counseling and support groups gave very high ratings to their overall experience.
- They also agreed with variables that, while not the focus of our personal counseling groups, are likely contributors to retention at the university (e.g., greater comfort, contributed to academic success).
<table>
<thead>
<tr>
<th>Item</th>
<th>Mode</th>
<th>Median</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participating in this group...</td>
<td>(Most frequent rating)</td>
<td>(Midpoint of range of ratings)</td>
<td>(Arithmetical Average)</td>
</tr>
<tr>
<td>...Has been a worthwhile experience.</td>
<td>5</td>
<td>5</td>
<td>4.62</td>
</tr>
<tr>
<td>...Contributed to my greater comfort at the University</td>
<td>5</td>
<td>4</td>
<td>4.20</td>
</tr>
<tr>
<td>...Directly or indirectly helped me to be more successful as a student</td>
<td>5</td>
<td>4</td>
<td>4.01</td>
</tr>
<tr>
<td>...Made me more inclined to seek help from others</td>
<td>5</td>
<td>5</td>
<td>4.32</td>
</tr>
<tr>
<td>Enabled me to cope better with stressful situations</td>
<td>4</td>
<td>4</td>
<td>4.15</td>
</tr>
</tbody>
</table>
GROUP COUNSELING

Dissertation and Thesis Support Groups

- Dissertation and Thesis Support Groups are directly related to the academic enterprise.
- Graduate students typically join these groups because they feel stuck or are otherwise dissatisfied with their progress on their dissertations or theses.
- 2009-2010 group participants expressed strong agreement that their groups had contributed to their academic success.
- Ten group members completed their graduate degrees in 2009-2010.

### TABLE 4


<table>
<thead>
<tr>
<th>Item</th>
<th>Mode</th>
<th>Median</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participating in this group...</td>
<td>(Most frequent rating)</td>
<td>(Midpoint of ratings)</td>
<td>(Arithmetical Average)</td>
</tr>
<tr>
<td>Directly or indirectly helped me to be more successful as a student.</td>
<td>5</td>
<td>5</td>
<td>4.53</td>
</tr>
<tr>
<td>Contributed to my greater comfort at the University</td>
<td>5</td>
<td>5</td>
<td>4.53</td>
</tr>
<tr>
<td>Has been a worthwhile experience</td>
<td>5</td>
<td>5</td>
<td>4.84</td>
</tr>
</tbody>
</table>

Additional Notable Accomplishments, 2009-2010

The Group Program continued outreach efforts to students with disabilities by collaborating with Disability Services to launch a pilot group for students with social skills deficits. A UCCS staff member continued to co-facilitate a group for students with other psychological disabilities with a counselor from Disabilities Services.
**STUDENT ACADEMIC SUCCESS SERVICES**

Student Academic Success Services (SASS) supports the academic mission of the University of Minnesota through services to students for academic performance improvement as well as consultation to the broader U of M community. SASS maintains a 3-part focus: supporting the academic success of students; supporting faculty, staff (e.g., OSA) & parents who work with students; and supporting the professional development of SASS graduate assistant instructors. SASS programmatic efforts include classes [1001 Mastering Skills for College Success; 1102 Academic Success for students on probation (or experiencing significant academic difficulty); and 1101 Academic Refresher as a mid-semester support option for students with academic concerns], individual learning improvement assistance, workshops and presentations, and outreach and consultation. SASS services were provided this year by 8 graduate instructors and the Program Director.

Information below is provided to reflect outcomes of services provided by SASS and its instructors:

**Number of students taking the 1001, 1102 and 1101 courses**

456 (433 in 2008-09)  
375 in 2007-08

**Number of students receiving individualized Learning Assistance**

61 (68 in 2008-09)  
35 in 2007-08

**[LA contact hours]**

77 (128 in 2008-09)  
69 in 2007-08

**Number of students attending 26 SASS workshops/presentations**

751 (27/1399 in 2008-09)  
26/ 631 in 2007-08

SASS consulted to or collaborated with the following University Departments / Units during the 2009-2010 academic year:

- University of Minnesota Welcome Week
- The Graduate School
- Community of Scholars Program
- Orientation & First Year Programs
- CLA Advising – workshops in support of CLA classes
- UM Rochester – consultation on academic probation course
- College of Design (Advising staff)
- GLBTA Office
- UM Libraries – re: resource development
- MCAE
- Wallin Scholars Program
STUDENT ACADEMIC SUCCESS SERVICES

SASS consulted to or collaborated with the following University Departments / Units during the 2009-2010 academic year (continued):

- MEP Program
- SEAM Program
- Carlson School of Mgmt. (CSOM)
- Student Engagement Office
- McNamara Academic Center (MAC)
- Geography Department faculty
- Global Studies program
- CAPE Program
- TRIO program
- Honors Advising
- HHH Advising
- CCE student dev office
- Student-Parent HELP Center
- International Student & Scholar Services (ISSS)
- U. of Minnesota Parent Program
- Student Conflict Resolution Center
- Disability Services office

Student Evaluation of Service – SASS courses (LASK 1001)

Student Evaluations of LASK 1001 (Mastering Skills for College Success)
[Ratings are based on a scale of 1.0 (Strongly Disagree) to 6.0 (Strongly Agree)]

<table>
<thead>
<tr>
<th></th>
<th>Instructor well prepared</th>
<th>Subject matter presented clearly</th>
<th>Feedback was offered for improved performance</th>
<th>Respect/Concern for students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall 2009 term</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(avg. ratings; 8 sections, 7 instructors)</td>
<td>5.7</td>
<td>5.8</td>
<td>5.8</td>
<td>5.8</td>
</tr>
<tr>
<td><strong>Spring 2010 term</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(avg. ratings; 7 sections, 7 instructors)</td>
<td>5.8</td>
<td>5.7</td>
<td>5.8</td>
<td>5.9</td>
</tr>
</tbody>
</table>
STUDENT ACADEMIC SUCCESS SERVICES

Participant Comments

**LASk1001 Students**

- [Instructor] made class interesting by adding humor & connecting major concepts together.
- [Instructor] made the classroom feel very comfortable.
- [Instructor] was simply very engaging and used unique lesson plans that made it easy to engage and relate to the material.
- [Instructor] was always very nice and included everyone in class. He encouraged us to do things that many may have never done.
- [Instructor was] extremely easy to understand, very organized and presented material with a lot of enthusiasm.
- I would definitely recommend this class and professor.
- [Instructor] worked hard to make a difference in every student in the class.
- Probably the most caring, positive teacher I’ve ever had.
- I thought [instructor] did an amazing job! This was my favorite class this semester.
- [Instructor] is by far my favorite professor I have ever had at this University.
- [Instructor] was very supportive, understanding and motivational.
- He really gets to know each one of his students.

**LASk1102 & 1101 Students**

- [LASk 1102] helped me see the whole probation process in a different light than I did before. It helped me recover from my weakness by showing me what they were and what I needed to focus on.
- I learned how to be a better student.
- I feel LASk was an insightful class - it offered many solutions to fighting off bad study habits. It had an impact on my outlook toward classes and how to communicate with professors.
- Regarding probation, [LASk 1102] encouraged me that every negative experience could have a positive.
- It opened my eyes and gave me a boost. It taught me to be organized.

**Additional Notable Accomplishments, 2009-2010**

- Collaboration with MCAE on offering and adapting a section of LASk 1001 for Wallin Scholars proved to be a clear success for students in the Fall.
- Enrollment for LASk 1102 continued to remain steady in the 2nd year offered.
- Efforts were initiated to expand instructor knowledge and application of the student development outcomes (SDOs) and engagement concepts; and to seek more active efforts to promote these in the LASk 1001 curriculum for 2010-11
A significant component of the mission of University Counseling & Consulting Services is to provide outreach and consultation to the greater University of Minnesota community. Outreach and consultation take many forms, including providing presentations to groups of students or staff, offering expertise and support to University and student-led organizations, providing individual consultations to concerned family members and University faculty/staff, and participation on University committees. The program is also an integral part of the training program, giving trainees valuable exposure to outreach as a means of increasing our visibility and connecting us to the greater campus community.

UCCS staff continues to serve as consultants on a wide range of issues including organizational functioning, program development, mental health awareness, promoting student academic success and assessing immediate, potentially life-threatening issues involving students and staff. Recent incidents at other universities have led to an increase in requests for information about identifying and dealing with students in distress.

During the 2009-2010 academic year UCCS staff provided more than 49 workshops attended by more than 2000 participants, staffed more than two dozen orientations and other resource-sharing events, and developed relationships with such programs as the Disability Services Autism Spectrum Group and Student Health Advocates. The table below offers examples of the different types of services offered.

In order to increase our accessibility while being mindful of resources, UCCS continues to employ online tools. Use of the anonymous online screenings available on the UCCS website continues to increase. Students completed 1338 depression screenings, 348 eating disorder screenings, 649 bipolar disorder screenings, 996 generalized anxiety disorder screenings, 173 post-traumatic stress disorder screenings, and 170 alcohol screenings. Again, many of those students who were identified as possibly having a mental health issue stated that they would seek further evaluation based on those results. UCCS continues to offer podcasts, and has begun revamping the UCCS web site to provide round-the-clock outreach potential. UCCS is also exploring the use of Facebook and other social media as a tool for connecting with students and other university organizations.
## OUTREACH & CONSULTATION

### Examples of UCCS Outreach 2009-2010 Academic Year

| Participation on University Committees | • Provost Committee on Student Mental Health |
| Consultation to University Programs and Services | • Welcome Week Planning Committee  
• GLBT Mentoring Program  
• Learning Abroad Center |
| Mental Health Education | • Stamp Out Stigma  
• National Depression Screening Day |
| Support for Student Organizations | • Active Minds |
| Individual Consultations | • Consultation to parents concerned about their students  
• Consultation to faculty regarding concerning student and safety situations |
| Presentations/Workshops | • Academic Success  
• Guest lectures (graduate school psychology classes)  
• Time Management/Academic Skills  
• Stress Management  
• Addiction  
• Diversity  
• Students in Crisis |
| Participation in Large, Collaborative University Programs | • Exploring Interests & Majors  
• Convocation  
• Freshman, Graduate, and Transfer Orientations  
• Community Advisor Training  
• University Community Response Team |

Photo Courtesy of Nicole Holdorph, University of Minnesota
University Counseling & Consulting Services offers four levels of professional psychology training to University of Minnesota graduate students, as well as to students from national doctoral level psychology training programs. The 2009-2010 UCCS Training Program served 4 Practicum and 5 Advanced Practicum students plus 4 pre-doctoral interns. No post-degree training was offered this year. Academic home programs represented by trainees included University of Minnesota (both Counseling Psychology and Counseling & Student Personnel Psychology), Colorado State University, Indiana University, Iowa State University, University of Akron, and University of St. Thomas. Four trainees were international students.

Total direct service hours* provided by all interns, advanced prac. and prac. students (roughly equivalent, increase by .5%, 16 hours more than previous year)

Intern total direct service hours (4.2% decrease from previous year)

Advanced Practicum total direct service hours (37% increase from previous year, we had one more student than last year)

Practicum total direct service hours (32% decrease from previous year, during spring semester we had one less student than previous year)

* Direct service includes individual and group counseling, crisis counseling, outreach presentations and for interns, supervision of practicum students.
PROFESSIONAL PSYCHOLOGY TRAINING PROGRAM

Trainee Evaluation of Training

“I have had a fantastic internship year. I have enjoyed several aspects of it immensely. Most notably: the inclusiveness, collegiality and respect of the staff, opportunities to collaborate with multiple staff members, autonomy and flexibility, the amount and quality of supervision, the variety of groups, opportunities to provide supervision, wit and humor of staff, and the support and encouragement from the staff. I have felt accepted as a professional, not just as a trainee.” Intern

“I am enjoying every aspect of this internship experience. I receive tremendous support and empathy from all of my supervisors and I am also challenged to grow in almost every training activity that I participate in. In addition, I appreciate the collegial relationship between interns and staff. I also perceive supervisors and staff to be very open to feedback and very responsive to suggestions and requests.” Intern

Pre-Doctoral Interns were asked to use a 3-point scale (3=Strongly Agree 2=Agree and 1=Disagree) to rate 26 positive statements about their internship experience (Example: My personal counseling skills were enhanced.)

Mean response across all items for all interns at year end 2.93

Mean response for questions about the internship enhancing skill development 2.83

Mean response for questions about internship supporting professional development 3.00

Mean response for questions about intern satisfaction with UCCS Staff and systems 2.94

““I had an incredibly positive internship experience where I learned not only initial skills but also how I would like to continue to develop as a person” Intern
PROFESSIONAL PSYCHOLOGY TRAINING PROGRAM

Advanced Practicum and Practicum students were also asked to fill out an evaluation of their training experiences also using a 3-point scale (3=Strongly Agree 2=Agree and 1=Disagree).

Advanced practicum and practicum programs were both rated very highly. At year end, the mean score across all items for advanced practicum students was 2.85. The mean scores across all items rated by practicum students was 2.98.

“I found UCCS to be collegial, professional, and pleasant. The training model really helped me frame my professional development and work on some specific training goals. I also appreciated my clients. There is something exciting about serving students in such a large, diverse, university community.” Advanced Practicum Student

“My practicum experience at UCCS has enabled me to develop myself personally and professionally. I have learned a lot by having live supervision and getting feedback from supervision team. Everyone at UCCS is very friendly and treats me in a very professional ways.” Practicum Student

Additional Notable Accomplishments, 2009-2010

- Training Director served as Treasurer for the Association of Counseling Center Training Agencies (ACCTA) and on several of ACCTA’s committees.

- Intern Professional Development: Three interns completed dissertations and graduated by the end of internship. The remaining intern intends to finish by December, 2010. The three completed interns all have full time positions as psychologists. Two are employed in university counseling centers and one in a community clinic.

- The Training Program matched on the first round with 4 interns on the national match day.
**UCCS Testing Center**

**Testing Center Overview**

The UCCS Testing Center provides both computer-based testing (CBT) and paper/pencil (PnP) testing services to the Counseling Center, the University, and the Twin Cities community at large, drawing examinees from several states for some high stakes exam programs. The UCCS Testing Center administers exams to support:

- Admission to a variety of University undergraduate, graduate, and professional programs.
- Post degree-completion professional certification and licensure.
- Vocational planning, career exploration and a wide variety of psychological assessments in support of UCCS counseling efforts.
- Course placement and proficiency, employment screening, and distance learning for the community.

**Computer Based Testing**

The 19 station CBT center in the basement of Eddy Hall operates six days a week, delivering a wide variety of exams for several test vendors. Ten stations are devoted exclusively to Educational Testing Service to administer their academic exams, including GRE, TOEFL, MCAT, Praxis I (PPST) and Praxis II.

Four stations are devoted to the ACT Center and administered a variety of licensure exams including ASWB, ASE, FSOT, as well as distance learning exams for Boston University, Comira, Continental Testing Services and the COMPASS placement exam for schools across the nation.

Other test vendors - each occupying one station - include Castle World Wide, Kryterion, ISO Quality Testing, Miller Analogy and the College Board’s CLEP program.

The CBT center has two stations are handicapped accessible to administer exams with special accommodations such as a reader, scribe, sign language interpreter, in Braille and taped formats, or with extended time testing. The Testing Center is able to offer private testing in a low distraction environment for examinees with approved accommodations.

Proctored Distance Learning exams is a growing area of testing and the Test Center proctors exams in both paper/pencil and computer format through the National College Testing Association’s Consortium of College Test Centers. The UCCS Test Center has proctored exams for institutions such as UC-Berkley,
UCCS TESTING CENTER

Harvard, Open University, University of London, Western Governor’s University, Creighton University and many others in the past year.

The Testing Center is currently negotiating with Pearson/VUE to bring the new MN Teacher Licensure Exam to campus, as well as the Pharmacy College Admission Test, which will go to a computer delivery format in the Spring of 2011.

The CBT Center administered 7,390 exams - an 8% increase over 2008-2009, when 6831 exams were administered. This reflects the accelerating trend of paper based exam programs migrating to computer delivery format.

<table>
<thead>
<tr>
<th>ETS Exams</th>
<th>4,716</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRE</td>
<td>2,965</td>
</tr>
<tr>
<td>TOEFL</td>
<td>373</td>
</tr>
<tr>
<td>Praxis Combined</td>
<td>854</td>
</tr>
<tr>
<td>Praxis Individual</td>
<td>284</td>
</tr>
<tr>
<td>MCAT</td>
<td>240</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ACT Center</th>
<th>1118</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Distance Exams (both PnP &amp; Computer)</th>
<th>544</th>
</tr>
</thead>
<tbody>
<tr>
<td>Castle World Wide</td>
<td>331</td>
</tr>
<tr>
<td>ISO Quality Testing</td>
<td>140</td>
</tr>
<tr>
<td>CLEP</td>
<td>209</td>
</tr>
<tr>
<td>MAT</td>
<td>204</td>
</tr>
<tr>
<td>Kryterion</td>
<td>94</td>
</tr>
<tr>
<td>ACT Residual/Institutional</td>
<td>28</td>
</tr>
<tr>
<td>ACTFL Oral Proficiency Interviews</td>
<td>6</td>
</tr>
</tbody>
</table>

TOTAL CBT Center Exams Administered 2009-2010 7,390

Paper/Pencil Testing Programs

The Testing Center administers over 35 different high stakes national educational and certification programs in a paper and pencil format for testing companies and organizations such as ACT, ETS, LSAC, Pearson, Prometric, PES, & PTC. Despite the decrease in the number of exam programs administered, the actual number of examinees tested saw an increase in fiscal year 2009 – 2010. Capacities for several large exam programs were increased to meet demand requested by test companies.
UCCS TESTING CENTER

The PnP program administered 5001 exams – a 20% increase over the 4,154 exams administered in 2008 – 2009.

**Paper/Pencil Exams Administered** ............................................................ 5,001

**Psychological and Career Assessments**

The UCCS Testing Center offers over 20 different career and psychological assessments for the Counseling Department, as well as for Boynton Health Services, the University Employee Assistance Program and requests from several academic departments including Educational Psychology, Veterinary Medicine and the Carlson School of Management’s part-time MBA program.

- Counselor referred assessments (fee paid by client) .........................98
- Counselor referred assessments (fee waived by UCCS) .....................57
- Assessments for CAP Clients ...............................................................90
- Educational Psychology ......................................................................111
- Veterinary Medicine ..........................................................................104
- Carlson MBA .....................................................................................28
- HR/EAP referred assessments ............................................................2
- Boynton referred assessments .............................................................2
- Outside referrals ................................................................................3

**TOTAL Career & Psychological Assessments Administered** ..................495

**Total 2009-2010 test administrations** ...................................................12,886

(17.3% increase over 2008-2009)

**Revenue generated from test administration fees** .................................$205,413.00

**Additional Notable Accomplishments, 2009-2010**

- Collaborated with the Office of Institutional Research to administer the COLLEGIATE ASSESSMENT OF ACADEMIC PROGRESS for the Voluntary System of Accountability program.
- Partnered with the Bridge Program to administer the CAAP exam to their students for the VSA Program
• Hosted a presentation at NCTA Conference in September on using the CAAP exam for the VSA (Voluntary System of Accountability) project; other presenters are Sally Frazee from Temple University and Susan Morgan from Appalachian State University.

• Collaborated with Office of Measurement Services to drop off/pick up scored classroom exams.

• Worked with Educational Psychology Department to administer MMPI and MCMI for training to students & clients in EdPsy 8413 and EdPsy 8405.

• Partnered with the Carlson School Part Time MBA Program to offer career and leadership assessments.

• Partnered with Vet Med to administer the MBTI and Strong Interest Inventory assessments to their classes.

• Led a training program for Upward Bound staff on administering standardized practice exams so their students would be prepared to take the ACT Assessment.

• Conducted a special administration of the MELAB exam for the Admission Possible organization in February.

• Hosted the NCTA Board of Governors for the Fall 2009 board meeting. The NCTA conference will be held in Minneapolis in August 2012.

• Collaborated with Admissions, CEHD, and the TRIO program to provide vouchers for low income students to take the MELAB exam.

• Oriented new interns and practicum students to the assessment referral process.