Student Counseling Services
A Health and Wellbeing Program, Office for Student Affairs

Annual Report
2016-2017 Academic Year

Prepared by: Glenn Hirsch, Ph.D., Director

All photographs in this annual report are taken from the University of Minnesota Photo Library and contain general images of U of Minnesota students
From the Director

Glenn Hirsch, Ph.D., L.P.

**Student Counseling Services (SCS)** promotes student success by offering individual and group counseling, workshops and classes addressing mental health and life concerns, learning and academic skills challenges and career/major uncertainty. The 2016-2017 academic year was another year of strong accomplishment for SCS.

For the 2016-2017 Academic Year, SCS:

- Provided 6675 individual counseling sessions serving to 1667 students. 59% of students reported symptom improvement, 34% of those students reporting full recovery. Of students who presented with suicidal thinking, 67% reported decrease or elimination of suicidal thinking. 75% reported counseling having a positive impact on life as a student.

- Offered 48 counseling groups serving 266 students. Participants averaged a response of 4.6 on a five-point scale (where 1 = Strongly Disagree and 5 = Strongly Agree) on whether group participation supporting student success.

- Offered learning skill support to 689 students through the Student Academic Support Services program. Student Mean Ratings of Teaching Across 6 instructor behaviors averaged 5.64 (0.0 = Strongly Disagree to 6.0 = Strongly Agree). Pre-post measures show academic skills gains at class completion.
• Provided support through the Community Response Team to 187 community members impacted by student deaths

• Trained 12 psychology graduate students who performed over 3,000 hours of direct service to students.

These service statistics make me very proud of our organization and how our staff supports the academic mission of the University. But I believe it is the statements students make to us that truly demonstrates the human impact of our work.

“When I feel hopeless now I can manage it instead of feeling paralyzed and lost. I have strategies to help me cope instead of winging it.” Counseling Client

“Her teaching style nurtured my growth… she actually would contribute to my learning through thoughtful responses, detailed course prep, good/fair grading, emails, good coaching.” LASk Class Student

“When I finished a meeting I always felt like I had something that I could do to help myself during the week. I liked that we considered my progress towards my overall goal.” Counseling Client

“{My LASk instructor} reached out to me when she thought I was struggling and offered help.” LASk Class Student

“Thank you SCS for providing this essential device for people like me that are in need of support.”

The 2017-2018 academic year promises new service innovations including expansion of short-term skill-building groups, continued development of interactive online study skill tutorials, and staffing of a new Diversity Liaison Counselor position whose focus will be in reaching out to historically underserved/ underrepresented student communities. These new initiatives reflect our commitment to continual organizational improvement and responsiveness to student needs and the greater University of Minnesota community.
The goal of the SCS 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.

“My counselor was very empathetic and understanding of my situation, and was able to offer realistic solutions and tips.” Client

**Service Provided**

*Number of students served* 1667

*Number of individual counseling sessions given* 6675

**Most Frequent presenting concerns**

- Depression
- Anxiety
- Concerns about relationships
- Feeling overwhelmed
- Lack of self-confidence

“My counselor helped me transition to college and set goals every week for things to work on. She helped me to understand that self-care is healthy rather than selfish. She helped me to process the wide range of emotions I was feeling and to organize my thoughts.” Client

*Number of students seen for immediate crisis counseling* 396

**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
**Students Served**

Percent of counseling clients reporting an ethnic or cultural heritage other than European-American 35%

Percent of counseling clients identifying themselves as international students (47 countries represented) 11%

Number of different University colleges and academic program affiliations across counseling clients 20

“My counselor validated my feelings, asked probing questions, and provided a safe space where I could go outside my comfort zone.”

*Client*

“My counselor listened to me, supported me, reminded me to take care of myself, and was the voice reason telling me that I needed to relax my grip on some things in my life and lighten my load.”

*Client*
INDIVIDUAL COUNSELING

![SCS Clients by Year in School](image1)

**SCS Clients by Year in School**

- **Freshman**
- **Sophomore**
- **Junior**
- **Senior**
- **Graduate**
- **Other**

<table>
<thead>
<tr>
<th>Year in School</th>
<th>Percent of Total Counseling Clients</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>19</td>
</tr>
<tr>
<td>Sophomore</td>
<td>18</td>
</tr>
<tr>
<td>Junior</td>
<td>22</td>
</tr>
<tr>
<td>Senior</td>
<td>17</td>
</tr>
<tr>
<td>Graduate</td>
<td>19</td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
</tr>
</tbody>
</table>

![Most Frequent College Affiliations of SCS Clients](image2)

**Most Frequent College Affiliations of SCS Clients**

- **CLA**
- **CSE**
- **CBS**
- **CEHD**
- **CFANS**
- **CSOM**

<table>
<thead>
<tr>
<th>College Affiliation</th>
<th>Percentage of Total Counseling Clients</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLA</td>
<td>42</td>
</tr>
<tr>
<td>CSE</td>
<td>15</td>
</tr>
<tr>
<td>CBS</td>
<td>5</td>
</tr>
<tr>
<td>CEHD</td>
<td>5</td>
</tr>
<tr>
<td>CFANS</td>
<td>3</td>
</tr>
<tr>
<td>CSOM</td>
<td>3</td>
</tr>
</tbody>
</table>
INDIVIDUAL COUNSELING

Student Evaluation of Service—Individual Counseling

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

- 87% reported achieving some or all of their counseling goals
- 85% reported relations with others improved a lot or some
- 55% reported grades improved a lot or some
- 84% reported a positive impact on confidence or self-esteem
- 75% reported a positive impact on life as a student
- 64% reported a positive impact on academic work
- 23% reported a positive impact on plans to continue enrollment at the U
- 96% reported having a very favorable or favorable appraisal of SCS
- 80% reported working exceptionally well or very well with their counselors

“My counselor cared about what I had to say and provided me with insights about my thought processes.” Client

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

Percent of surveyed students responding with Strongly Agree or Agree to the item “My counseling experience has helped me to …”

- Make appropriate decisions and accept the consequences of my actions 67%
- Know when to collaborate and seek help and when to act on my own 56%
- Manage my energy and attention to achieve specific outcomes 76%
- Know my personal strengths and challenges and acknowledge my shortcomings 77%
- Recover and learn from setbacks and disappointments 79%
- Recognize the value of interacting with individuals with backgrounds and perspectives different from my own 44%
- Perform in complicated environments where clear cut answers or standard operating procedures are absent 58%

“I really appreciate my counselor fully listening to me and trying to understand what’s going on in my head. It’s really nice to be able to talk to someone who listens.” Client
INDIVIDUAL COUNSELING

St. Paul Office Service Delivery Summary

Total Group and Individual Appointments:
- Students served- 145
- Appointment hours attended- 628

Walk-In/Crisis Appointments:
- Students served- 11 (mix of active clients in crisis and new clients seen for first time on WICC)
- Appointments provided- 12

Group Appointments:
- Student served- 17
- Sessions held- 34
  - Taking Charge group run successfully once each semester/ group filled to capacity Spring 2017

Appointment Type:
- Personal counseling- 62.3%
- Academic counseling- 2.4%
- Career counseling- 1.9%
- Initial consultations- 39.3% of clients seen
  - 57 clients seen in FY17 were new or returning to SCS after break from counseling

Outreach Provided:
- Completed requests- 16 (3 more than previous fiscal year)
- Examples:
  - Recurring (annual) classroom presentations on mental health and wellness, stress management, academic skills
  - Presence at CFANS student orientation events
  - Vet Med training/outreach wellness and stress resiliency workshop for students

- Majors:
  - Vet/Med = 15%
  - CFANS = 28%
  - CLA = 14%
  - CEHD = 10%
  - Design = 5%
  - Biological Sciences = 12%
  - Science/Engineering = 7%
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. The following information in this Annual Report includes a breakdown of groups services provision, as well as outcome and evaluation data provided by students involved in our groups.

**TABLE 1**

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of groups and workshops held</td>
<td>30</td>
<td>25</td>
<td>33</td>
<td>40</td>
<td>50</td>
<td>47</td>
<td>48</td>
</tr>
<tr>
<td>Number of group participants</td>
<td>151</td>
<td>127</td>
<td>110</td>
<td>199</td>
<td>260</td>
<td>284</td>
<td>266</td>
</tr>
<tr>
<td>Number of student contact hours</td>
<td>1915</td>
<td>1368</td>
<td>1246</td>
<td>1280</td>
<td>2012</td>
<td>1807</td>
<td>1678</td>
</tr>
</tbody>
</table>

*Service Provided*

- Number of groups and workshops conducted: 48
- Number of group/workshop sessions: 381
- Number of students who participated in groups/workshops: 266
- Student contact hours in groups/workshops: 1678
GROUP COUNSELING

Type of Group: 2-Year Comparison

<table>
<thead>
<tr>
<th></th>
<th># of clients</th>
<th>% of clients</th>
<th># of sessions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>15-16 16-17</td>
<td>15-16 16-17</td>
<td>15-16 16-17</td>
</tr>
<tr>
<td>Counseling</td>
<td>48 55</td>
<td>16.9% 20.7%</td>
<td>70 87</td>
</tr>
<tr>
<td>Support</td>
<td>66 59</td>
<td>23.2% 22.2%</td>
<td>138 116</td>
</tr>
<tr>
<td>Dissertation</td>
<td>27 25</td>
<td>9.5% 9.4%</td>
<td>64 64</td>
</tr>
<tr>
<td>Psycho-educational</td>
<td>159 137</td>
<td>56% 51.5%</td>
<td>129 114</td>
</tr>
</tbody>
</table>

Symptom Outcome

Taking Charge When Emotions Overwhelm

Measure used: Difficulties in Emotion Regulation Scale – Short Form (DERS-SF)\(^1\)

Number of students who completed measure (Pre and Post): 30

Score range: 38-74; higher scores reflect greater difficulty with emotion regulation
Average pre-score: 59.65

Average post-score: 45.29

Average change score: 14.35 in direction of improved emotion regulation

Student Evaluation of Service--Groups

Participants evaluated SCS 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 modal and mean ratings for these items. A rating of ‘4’ signified agreement with an item.
### TABLE 2

**Participant Evaluation Ratings Across All 2016-2017 SCS Groups**

<table>
<thead>
<tr>
<th>Item</th>
<th>Mode</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participating in this group...</td>
<td>(Most frequent rating)</td>
<td>(Arithmetical Average)</td>
</tr>
<tr>
<td>Has been a worthwhile experience</td>
<td>5</td>
<td>4.85</td>
</tr>
<tr>
<td>Contributed to my greater comfort at the University</td>
<td>5</td>
<td>4.57</td>
</tr>
<tr>
<td>Directly or indirectly helped me to be more successful as a student</td>
<td>5</td>
<td>4.45</td>
</tr>
<tr>
<td>Enabled me to cope better with stressful situations</td>
<td>5</td>
<td>4.37</td>
</tr>
</tbody>
</table>

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TABLE 3
Participant Evaluation Ratings for 2015-2016 SCS Counseling Groups

<table>
<thead>
<tr>
<th>Item</th>
<th>Mode</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participating in this group…</td>
<td>(Most frequent rating)</td>
<td>(Arithmetical Average)</td>
</tr>
<tr>
<td>Has been a worthwhile experience</td>
<td>5</td>
<td>4.86</td>
</tr>
<tr>
<td>Contributed to my greater comfort at the University</td>
<td>5</td>
<td>4.37</td>
</tr>
<tr>
<td>Directly or indirectly helped me to be more successful as a student</td>
<td>5</td>
<td>4.18</td>
</tr>
<tr>
<td>Enabled me to cope better with stressful situations</td>
<td>5</td>
<td>4.53</td>
</tr>
</tbody>
</table>

Counseling Groups

- Participants in counseling groups gave high ratings of their overall experience.

- They also agreed or strongly agreed with variables that, while not the focus of our counseling groups, are likely contributors to retention at the university (e.g., greater comfort, contributed to academic success).

- We added to our identity-specific programming to better meet the need of marginalized students on campus by starting a process group for Queer-identified students: Understanding Self and Others for Queer and Questioning Students (QSO). This group started successfully in the Spring 2017 semester, with plans to continue at full capacity over the Summer semester.
TABLE 4

Participant Evaluation Ratings for 2015-2016 SCS Support Groups

4=Agree  5=Strongly Agree

<table>
<thead>
<tr>
<th>Item</th>
<th>Mode</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participating in this group…</td>
<td>(Most frequent rating)</td>
<td>(Arithmetical Average)</td>
</tr>
<tr>
<td>Has been a worthwhile experience</td>
<td>5</td>
<td>4.79</td>
</tr>
<tr>
<td>Contributed to my greater comfort at the University</td>
<td>5</td>
<td>4.75</td>
</tr>
<tr>
<td>Directly or indirectly helped me to be more successful as a student</td>
<td>5</td>
<td>4.68</td>
</tr>
<tr>
<td>Enabled me to cope better with stressful situations</td>
<td>5</td>
<td>4.62</td>
</tr>
</tbody>
</table>

Support Groups

- The Grief Support Group continues to be a necessary service for students, with growing demand. We continued with a second section of Grief Group for Fall and Spring semesters.
- Our Dissertation/Thesis Support groups continue to be active; all 3 Dissertation/Thesis support groups ran successfully for the duration of the academic year.
- We continue to collaborate with The Aurora Center to offer Sexual Assault Survivor groups and the Healing After Relationship Trauma (HART) group throughout the year.
- Chia-Chen Tu continues to collaborate with International Student Scholar Services and offered the Cross Cultural Discussion Group both Fall and Spring semesters.
### TABLE 5
Participant Evaluation Ratings for 2015-2016 SCS Psychoeducational Groups
4=Agree  5=Strongly Agree

<table>
<thead>
<tr>
<th>Item</th>
<th>Mode</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participating in this group…</td>
<td>(Most frequent rating)</td>
<td>(Arithmetical Average)</td>
</tr>
<tr>
<td>Has been a worthwhile experience</td>
<td>5</td>
<td>4.9</td>
</tr>
<tr>
<td>Contributed to my greater comfort at the University</td>
<td>5</td>
<td>4.61</td>
</tr>
<tr>
<td>Directly or indirectly helped me to be more successful as a student</td>
<td>5</td>
<td>4.52</td>
</tr>
<tr>
<td>Enabled me to cope better with stressful situations</td>
<td>5</td>
<td>4.59</td>
</tr>
</tbody>
</table>

### Psychoeducational Workshops
- We added a *Coping with Stress & Anxiety* group for students struggling with symptoms of anxiety. The group successfully filled and ran both Fall and Spring semesters.
- To increase mid-semester group options, we again offered 2 sections of *Taking Charge: When Emotions Overwhelm* each semester, and also added a “Round 2” option to two additional workshops during the Spring semester: *Coping with Sadness & Depression*, and *Coping with Stress & Anxiety*. These additions brought us from 1 to 3 mid-semester group offerings, allowing increased access to services during busier times in the semester for our most common presenting concerns.
We continued to offer our stress management workshop, *Feel Better Fast*, for students with a need for increased coping and stress management skills. This continues to serve as our most flexible “drop-in” group, allowing students to join at any point in the semester, further supplementing our mid-semester service options.

**Accomplishments in 2016-2017**

- Addition of *Coping with Stress & Anxiety* group to better meet specific mental health needs of student body.

- Addition of Understanding Self and Others for Queer & Questioning Students (QSO) to better meet needs of Queer-identified students on campus.

- Addition of mid-semester “Round 2” sections of two psycho-educational groups that focus on students’ most common presenting concerns: *Coping with Sadness & Depression*, and *Coping with Stress & Anxiety*, resulting in increased access to services during high-demand times of the academic year.

- In reflecting greater emphasis on groups services at SCS, we increased the groups training requirement for pre-doctoral interns to co-facilitating a minimum of *two* groups each semester.
Case Management

Case Management Statistics from academic year ‘16-‘17

- Case mgmt appointments: 246 scheduled appointments (174 attended) with 180 unique clients (9% increase in number of students served from prior year)
- Case mgmt personal follow-up with students: 230
- Case mgmt consults with staff (SCS, greater U of M, other universities): 130
- Qualitative feedback from student emails

*I really really appreciate what you do. All this stuff is really daunting. I can't express how nice it is meeting with someone who's very understanding about addressing specific needs, knows their stuff, and can translate it into clarity so that I feel like I'm still making a decision. Thank you again.*

*I was able to set up an appointment with Grace for tomorrow morning. She was very helpful and called me back that same day we left her a voicemail. Thank you for all of your help Molly!*  

*Thank you so much for all of your help and I will definitely contact you if anything comes up or if I feel like I need to meet with you again, because it really helped to talk with you.*

*Hi Molly, I appreciate the time you spent with me this morning. I'm sure some of these resources will be helpful so I am very grateful for them. I will keep in touch with you and let you know if I need any additional help. Thanks a ton!*

*Thank you so much – this was immensely helpful!*  

*Thanks so much for following up with me…and for your help with my insurance the other day and for the resources you've provided.*
The University Community Response Team is a multidisciplinary team of members comprised of multiple University departments, as well as members from the surrounding University of Minnesota community. This team provides brief crisis intervention support to students related to student death, missing students, or any tragedy impacting the wellbeing of a particular student group. The team only provides UCRT services that are requested and welcomed, and never imposes unwanted services.

**Summary Statistics for 2016 - 2017 Academic Year**
The Summary Statistic section of this annual report describes the number of UCRT interventions requested and provided, the date those interventions were provided, and the number of individuals served during those interventions.

**Total Interventions Provided in 2016 - 2017 Academic Year**
4 total

**Date of Interventions Provided and Number Served in 2016 - 2017 Academic Year**

<table>
<thead>
<tr>
<th>Date</th>
<th>Number of Individuals Served</th>
</tr>
</thead>
<tbody>
<tr>
<td>November 8, 2016</td>
<td>5</td>
</tr>
<tr>
<td>November 10, 2016</td>
<td>7</td>
</tr>
<tr>
<td>March 30, 2017</td>
<td>75</td>
</tr>
<tr>
<td>April 27, 2017</td>
<td>100</td>
</tr>
</tbody>
</table>
A. SASS Overview

The Student Academic Success Services office (SASS), offers assistance to students who want to achieve their academic goals in more efficient and effective ways. Students use SASS services to develop strategies for studying, reading, writing and test-taking, as well as to improve on issues that sabotage performance such as time management, academic anxiety and procrastination. Specific services include courses (LASk 1001 for general mastery approaches; and LASk 1102 for students on academic probation, and LASk 1101 for student seeking mid-semester support), individual assistance, and workshops. The SASS website also offers more than 100 self-help handouts & information on academic success Consultation with faculty and staff, and requests for workshops to classes, groups & organizations are also available.

B. LASk Courses

1001: Mastering Skills for College Success

This 2-credit class teaches students means to more effective study, how to think critically, ways to successfully manage time and stress, strategies to help comprehend textbook material, approaches to preparing for exams, and strategies for increasing academic and personal self-awareness.

LASk 1102: Academic Success

This 2-credit class helps students who are at risk academically build a plan for success. Students receive weekly instruction as well as the opportunity to meet with and discuss ideas with other students who are facing similar challenges.

LASk 1101: Academic Refresher

This 1-credit course is a term-B, mid-semester course that offers assistance over the 2nd half of the semester to students experiencing academic concerns. Similar to LASk 1102, students receive weekly instruction and the opportunity to consult with students facing similar challenges.
STUDENT ACADEMIC SUCCESS SERVICES

Course Enrollment

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Fall 2016</th>
<th>Spring 2017</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>LASk 1001 (2 credits)</td>
<td>177</td>
<td>104</td>
<td>281</td>
</tr>
<tr>
<td>LASk 1102 (2 credits)</td>
<td>41</td>
<td>30</td>
<td>71</td>
</tr>
<tr>
<td>LASk 1101 (1 credit)</td>
<td>14</td>
<td>14</td>
<td>28</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>232</strong></td>
<td><strong>148</strong></td>
<td><strong>380</strong></td>
</tr>
</tbody>
</table>

Student Mean Ratings of Teaching*

<table>
<thead>
<tr>
<th></th>
<th>Instruct or well prepared</th>
<th>Subject matter presented clearly</th>
<th>Feedback was offered for improved performance</th>
<th>Respect/Concern for students</th>
<th>Gained deeper understanding of subject</th>
<th>Increased interest in the subject</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall 2016</strong> (n=202)</td>
<td>5.81</td>
<td>5.86</td>
<td>5.75</td>
<td>5.94</td>
<td>5.42</td>
<td>5.07</td>
</tr>
<tr>
<td><strong>Spring 2017</strong> (n=103)</td>
<td>5.74</td>
<td>5.73</td>
<td>5.71</td>
<td>5.88</td>
<td>5.53</td>
<td>5.25</td>
</tr>
</tbody>
</table>

* Ratings are based on a scale of 0.0 (Strongly Disagree) to 6.0 (Strongly Agree)

Sample Qualitative Comments from Students

“What did the instructor do that most help your learning?”

- “She seems to really care about her students.”
- “Helpful to keep students on track with school while having a social life.”
- “Brought in a lot of examples and tools to help improve.”
- “She did a great job making her content understandable and fairly entertaining for learners. I would recommend the class to a friend and have taken much away from it as a result of her efforts.”
- “Lots of discussion time, which is not boring, and it motivated me to learn from each other.”
STUDENT ACADEMIC SUCCESS SERVICES

- “We took the VARK assessment which helped me understand my skillset better.”
- “Her teaching style nurtured my growth… she actually would contribute to my learning through thoughtful responses, detailed course prep, good/fair grading, emails, good coaching.”
- “I understood what was expected of me on the exams as well as which content I should focus on studying.”
- “She reached out to me when she thought I was struggling and offered help.”
- “Took time to meet with me outside of class regarding problems I was having.”
- “Helped me discover ways to improve academically.”

“What suggestions do you have for improving the course?”

- “The order in which some material was taught could be useful in a different way.” - Fall 2016
  - Instructor staff created new curriculum for Spring 2017 to address this
- “Bring more focus on the LASSI, we are paying for it and it would be nice to cover it more than twice or three times.”

C. Individualized Academic Skills Coaching appointments

Academic Skills Coaching appointments are provided by SASS instructors who specialize in academic and study skills improvement. Students can access these services at any point to assist them in developing skills, learning new study strategies, and improving performance.

<table>
<thead>
<tr>
<th>Term</th>
<th>Students</th>
<th>Sessions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall, 2016</td>
<td>137</td>
<td>262</td>
</tr>
<tr>
<td>Spring, 2017</td>
<td>166</td>
<td>318</td>
</tr>
<tr>
<td>Total</td>
<td>303</td>
<td>580</td>
</tr>
</tbody>
</table>
D. Academic Skills Assessment Package (ASAP)

In the spring semester, 2014, SASS staff developed the Academic Skills Assessment Package (ASAP). The package was created for students who would benefit from more formal assessment and individual attention on a range of skills, attitudes, and practices with demonstrated connection to academic success at the college level.

<table>
<thead>
<tr>
<th>Term</th>
<th>Students</th>
<th>Sessions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall, 2016</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Spring, 2017</td>
<td>5</td>
<td>11</td>
</tr>
<tr>
<td>Total</td>
<td>6</td>
<td>14</td>
</tr>
</tbody>
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E. Effective U Website

Student Academic Success Services (SASS) is partnering with the SMART Learning Commons and U Libraries staff to create an interactive web page called “Effective U”.

The webpage launched with four academic modules in Spring 2017. Students are able to select from the following modules to learn more about ways to be an effective learner while studying at the University of Minnesota:

- Manage Your Time
- Take Effective Notes
- Manage Your Stress
- Test Like an Ace

http://effectiveu.umn.edu/

F. Campus Outreach

SASS staff provided outreach and/or collaborative services with the following campus offices and organizations in 2016-2017:

- Welcome Week Interest Session (OFYP)
- President’s Emerging Scholars Conference
- Nature of Life Program (CBS)
- OSA Mini Conference
- International Student and Scholar Services (ISSS) Global Gopher week
- New International Student Seminar: Succeeding at the U
- CBS Dean Scholars Study Skills Presentation
- Second Wind Conference Presentation
G. Student Outcomes

All students enrolled in LASK 1001: Mastering Academic Skills and LASK 1102: Academic Skills are assigned to take the Learning and Study Strategies Inventory (LASSI). Students take the first inventory at the start of the semester and again following all course instruction. Reports of the raw test scores were run to measure average difference scores. Data were analyzed to determine whether significant change had occurred.

Main Findings

All students enrolled in LASK 1001 and LASK 1102 were required to complete the LASSI within the first two weeks of their respective course, and again within the final two weeks of their respective course.

264 students completed both the initial LASSI and the second inventory at the end of the semester (what percentage of all students). Departmental goal was for students to increase their scores by at least 25%.

Scores were compiled and added together to find the mean score:

- LASSI 1st Administration: 251.23
- LASSI 2nd Administration: 283.79
- Percentage Gain: 12.96%

Findings show that students gained knowledge around study skills in both LASK 1001 and 1102, but we did not meet the average increase of 25%. A number of factors could explain not meeting the goal: 1) The post-test is due during the final week of classes when students are rushed with coursework; 2) Students have a lot due the final week of the semester and could have spent less dedicated time to the follow-up assessment; or 3) Students completed the assessment at a time when they were not most alert. The SASS staff will work to encourage students to carve out time for post-tests and emphasize the assessment more strongly in the 2017-2018 academic year.
Student Counseling 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 2016-2017 SCS Training Program served 5 Practicum and 3 Advanced Practicum students plus 4 Psychology interns. Academic home programs represented by trainees included University of Minnesota (both Counseling Psychology and Counseling & Student Personnel Psychology), University of St. Thomas, The Chicago School of Professional Psychology, University of Nebraska, St. Mary’s University, and Argosy at Twin Cities.

*Total direct service hours* provided by all interns, advanced practicum and practicum students

**Intern total direct service hours**

**Advanced Practicum total direct service hours**

**Practicum total direct service hours**

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

** This year, there were 3 Advanced Prac students instead of 5, which affects total direct service hours.
PROFESSIONAL PSYCHOLOGY TRAINING PROGRAM

Trainee Evaluation of Training

“I thoroughly enjoyed my internship experience this year. All of my goals before starting at SCS have been met and I am grateful to have the opportunity to work with such supportive, collaborative, encouraging staff. I feel prepared to enter the field of psychology as an early career psychologist after interning at SCS and will miss working with college aged students and the awesome staff. Thank you very much for everything the staff has done to aid in my development. - Intern

“This year has been transformative beyond measure both personally and professionally. I was so impressed by the SCS Practicum training program, it is clear that it has been developed to support the trainees from the beginning to end. Thank you so very much- Practicum Student

Psychology 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.) *Note, only 3 of 4 evaluations were completed.

Mean response across all items for all interns at year end 3

Mean response for questions about the internship enhancing skill development 2.6

Mean response for questions about internship supporting professional development 3

Mean response for questions about intern satisfaction with SCS Staff and Systems 3

Mean response for questions about intern satisfaction with Training Opportunities 2.6

“More than anything, I want to communicate the honor and privilege of completing my internship at SCS this year. This was the perfect match and where I was meant to be.” - Intern
Advanced Practicum Students were asked to use a 3-point scale (3=Strongly Agree 2=Agree and 1=Disagree ) to rate 24 positive statements about their training experience (Example: My personal counseling skills were enhanced).

Mean response across all items for all Advanced Practicum students at year end 2.7

Mean response for questions about the program enhancing skill development 2.4

Mean response for questions about the structure of the Advanced Practicum program 2.7

Mean response for questions about evaluation opportunities 2.7

Mean responses for questions regarding integration into SCS 2.8

“Live supervision was an amazing experience. I feel like it really enhanced my growth as a counselor. It was the perfect scaffold. Now, as I head off to new sites, I feel really ready because of this experience.” - Practicum Student

Practicum Students were also asked to use a 3-point scale (3=Strongly Agree 2=Agree and 1=Disagree ) to rate 17 positive statements about their training experience (Example: My personal counseling skills were enhanced).

Mean response across all items for all Practicum students at year end 2.8

Mean response for questions about the program enhancing skill development 2.7

Mean response for questions about the structure of the Practicum program 3

Mean response for questions about seminar (planning) 2.8

Mean response for questions about evaluation opportunities 3

Mean responses for questions regarding integration into SCS 2.8
PROFESSIONAL PSYCHOLOGY TRAINING PROGRAM

Additional Information

- Intern Professional Development: One intern completed their dissertation prior to attending internship, with the remaining three finishing before the end of internship. All four graduated by the end of internship and all four obtained positions that began after internship ended. All four interns continued in a postdoctoral position (3 locally, one out of state).
- We matched with 4 interns on match day, all within our top ten list of candidates. We received 68 applications for internship.
SCS Outreach 2016-2017

The SCS Outreach Program serves the UMN campus community by spreading information about SCS and other mental health services available at the U through resource fairs, classroom presentations, and partnership with other campus departments and student groups. The program highly involves SCS trainees in staffing such events, engaging them in professional development and consideration of non-traditional service delivery (e.g., prevention and educational programming, community involvement, etc.). Outreach services are provided through tabling services at resource fairs, workshops and presentations, panel discussions, liaison relationships with campus partners, committee work, and counselor presence at important campus and cultural events.

Summary of Services

<table>
<thead>
<tr>
<th>Service Type</th>
<th># of Appointments</th>
<th>Hours</th>
<th>People Served</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consultation</td>
<td>144</td>
<td>173.9</td>
<td>961</td>
</tr>
<tr>
<td>Presence</td>
<td>56</td>
<td>93.3</td>
<td>3,638</td>
</tr>
<tr>
<td>Presentation</td>
<td>67</td>
<td>99.7</td>
<td>2,577</td>
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University Offices/Groups Served

<table>
<thead>
<tr>
<th>Active Minds</th>
<th>Law School</th>
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<tbody>
<tr>
<td>Alcohol Policy and Abuse Prevention Committee</td>
<td>Medical School</td>
</tr>
<tr>
<td>The Aurora Center</td>
<td>Mental Health Awareness Day</td>
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<tr>
<td>Boynton Health Services</td>
<td>Multicultural Center for Academic Excellence</td>
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<tr>
<td>Center for Academic Planning &amp; Exploration</td>
<td>OED Equal Opportunity &amp; Affirmative Action</td>
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<tr>
<td>Center for Allied Health Programs</td>
<td>OED Women’s Center</td>
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<tr>
<td>College of Education and Human Development</td>
<td>Office for Fraternity/Sorority Life</td>
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<tr>
<td>College of Food, Agricultural and Natural Resource Sciences</td>
<td>OSA Career and Internship Services</td>
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<tr>
<td>College of Liberal Arts</td>
<td>OSA Parent Program</td>
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<tr>
<td>College of Pharmacy</td>
<td>OSA Student Conflict Resolution Center</td>
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<tr>
<td>College of Veterinary Medicine</td>
<td>OSA Vice Provost Central Office</td>
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<tr>
<td>Committee on Undergraduate Education</td>
<td>PES/TRIO</td>
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<tr>
<td>Disability Resource Center</td>
<td>Provost’s Committee on Mental Health</td>
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<tr>
<td>Gender and Sexuality Center</td>
<td>RecWell</td>
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<tr>
<td>GPS International Student &amp; Scholar Services</td>
<td>School of Nursing</td>
</tr>
<tr>
<td>Housing and Residential Life</td>
<td>Other Non-U of M organizations and colleges</td>
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