The Counseling and Testing Center strategic plan will be guided by the strategic goals of the Division of Student Affairs and the Counseling and Testing Center mission, core purpose, and values.

**UCTC Mission Statement**

The UCTC contributes to the UO’s mission through the development of the whole person. Our department seeks to integrate psychological and intellectual growth to facilitate student success in the classroom and beyond.

**UCTC Multicultural Mission Statement**

The Counseling & Testing Center affirms, honors, respects, and celebrates diversity in the broadest sense including age, body size/shape, differing abilities, gender, ethnicity, nationality, outward appearance, political ideology, race, religious/spiritual beliefs, sexual/affectual orientation, and socioeconomic class. We are devoted to confronting discrimination, oppression and prejudice in all of their many forms. As we work toward a more inclusive university community, we strive for the preservation and protection of fundamental human rights.

We recognize the need to continually examine ourselves and influence others to understand and promote multiculturalism. Therefore, the UCTC seeks to maintain an atmosphere of respect and trust which encourages both students and staff members the freedom, respect and safety to explore, challenge, and discuss their own beliefs, biases, values and behaviors. Together, we support our individual and collective growth as a multicultural department with the knowledge that this ongoing process will allow us to embrace our differences and strengthen our community.

**UCTC Core Purpose**

Learning from the inside out
**UCTC Core Values**

- **Growth:** Recognizing, nurturing, and expanding our individual and collective potential
- **Balance:** Prioritizing, integrating, and actualizing the competing dimensions of life
- **Compassion:** An empathic awareness through which we notice, understand and respond to others, transforming the agency and larger communities
- **Community:** Creating an environment where people from all walks of life can converge around a common intention and contribute with acceptance and a sense of belonging
- **Social Justice:** Manifested through our empowerment of the individual, our attention to the cultural and contextual needs of our students, and our advocacy for justice and equity across campus

**Student Affairs Key Strategic Goals:**

The Division of Student Affairs will:

1. Create an exceptional experience for every student.
2. Serve as a model of equity, inclusion and collaboration.
3. Prioritize decisions using evidence-based analysis, working to maximize effectiveness and efficiencies.

**Goal #1: Student Affairs will create an exceptional experience for every student.**

A. **Facilitate and promote experiences that develop students’ ability to think and reason effectively, engage with others and the community, and thrive personally and professionally.**

   1. Provide exceptional clinical intervention, educational/prevention programs, and testing services to students that promote self-awareness, effective thinking and reasoning, emotional intelligence, interpersonal effectiveness, multicultural competence, and psychological well-being.
      
      a. Provide exceptional initial assessment, individual and group therapy to students.
      
      b. Deliver exceptional and intentional educational and prevention programs to students.
      
      c. Provide a high-quality case management program that assists students in identifying and successfully getting connected to campus and community resources that promote self-awareness, critical thinking, emotional intelligence, interpersonal effectiveness, and psychological well-being.
2. Create and provide innovative and educational employment and training experiences for students that promote self-awareness, effective thinking and reasoning, emotional intelligence, interpersonal effectiveness, multicultural competence, and the ability to maintain a healthy work/study/life balance.
   a. Create formal employment and training experiences for undergraduate and graduate students, including psychology practicum and externship positions, undergraduate and graduate student employment, undergraduate internship positions.
   b. Create experiences for students to provide input into UCTC policy and decision-making and to be involved in peer education (e.g., Student Advisory Board).

3. Utilize technology and other media forms to increase students’ self-directed access to psychological and other educational resources.
   a. Add new resources to website, including updated self-help resources, YouTube and other educational videos, and webinars.
   b. Develop more effective ways to communicate information to the UO campus about UCTC programs and services and educational/prevention messages.
   c. Explore the possibility of developing a psychological self-care smartphone app.

B. Create and implement a system that enables students to document and communicate their co-curricular activities and applied learning.

1. Provide non-confidential learning and leadership programs and activities that align with the Student Affairs co-curriculum and actively facilitate students’ understanding of what they are learning while participating in those programs and activities.
   a. Identify how existing programs and activities align with the co-curriculum and develop new programs and activities, as appropriate.
   b. Develop learning goals and ways to measure learning outcomes for activities relevant to the co-curriculum.
   c. Provide students with opportunities to document their learning via the Student Affairs co-curriculum.
   d. Explore ways students can document participating in UCTC clinical experiences without sacrificing confidentiality.
C. **Improve retention & graduation rates, especially for underrepresented students, through identifying and promoting experiences that have been proven to increase retention.**

1. Develop and provide programs and services to help students experience a greater sense of belonging and identification with UO community and to address the unique needs of underrepresented communities.
   a. Provide culturally competent clinical, educational/prevention programs, and testing services, including those specifically oriented toward underrepresented students.
   b. Provide website resources focused on the needs of underrepresented students.
   c. Provide culturally specific educational programming and support groups for underrepresented students.
   d. Balance accessibility of programs and services for underrepresented students with policies and practices that ensure UCTC financial stability.

2. Initiate, lead, and participate in staff and faculty efforts to improve and maintain an educational and social environment that is conducive to the needs of underrepresented students.
   a. Provide educational outreach to faculty and staff focused on improving the campus climate for underrepresented students.
   b. Participate on University and Student Affairs committees that aim to educate, advocate, and develop or modify policies and practice to better support underrepresented students.

3. Incorporate best practices and evidence based approaches to addressing needs of underrepresented students.
   a. Identify and incorporate evidence-based strategies for intervening and supporting underrepresented students.
   b. Initiate/participate in assessment and/or research activities to identify the unique needs of and effective approaches to address the needs of UO underrepresented students.
   c. Initiate research project examining relationship between retention and mental health/participation in counseling programs and services.

D. **Provide exceptional programs and services, allowing students to focus on academic and co-curricular successes.**

1. Provide exceptional clinical services, consultation, outreach, and testing programs and services focused on reducing barriers to student success.
   a. Utilize a revised client experience survey to assess satisfaction and outcomes of clinical services and to improve programs and services.
b. Develop and implement outreach program evaluations to assess satisfaction and outcomes of psychological and educational programs.

c. Clarify internally and externally, and more effectively communicate about, UCTC roles and expectations for providing consultation to faculty, staff, and parents/families of students to assist students with mental health concerns.

2. Provide exceptional crisis intervention and community support subsequent to campus emergencies and crises with the goal of reducing the negative impact of these events on student success.

   a. Work more closely with the Office of the Dean of Student to develop, clarify, and implement practices related to UCTC involvement subsequent to campus crises.

3. Prioritize services and programs for at-risk students whose needs, if unaddressed, could adversely affect their success.

   a. Enhance the alcohol and other drug (AOD) program, including integrating AOD recovery programs to reduce impact of alcohol and drug use/abuse on academic and co-curricular success.

   b. Continue to develop Interpersonal Violence program to most effectively address the needs of students who experience acts of interpersonal violence.

   c. Continue to improve the suicide report/suicide assessment process and other suicide intervention/programs to reduce the impact of suicidal ideation and behaviors on student success.

E. Be known as the Division that has expert, evidence-based knowledge of students, their needs, wants, and motivations.

1. Ensure that all staff members have expertise on aspects of student development, behaviors, needs, wants, and motivations.

   a. Identify and conduct one assessment/research project each year relevant to college and university student populations.

   b. Prioritize staff development to ensure that staff members have the most current, relevant and evidence-based knowledge to enhance work with students and to provide training and consultation to UO faculty and staff.

2. Share UCTC staff expertise with campus, regional, and national colleagues.

   a. Provide theoretical and empirical presentations to UO faculty and staff based upon UCTC staff expertise and research projects.
b. Identify, encourage, and support opportunities for staff to publish papers and present programs at regional and national conferences, meetings, and workshops.

Goal #2: Student Affairs will serve as a model of equity, inclusion and collaboration.

A. Systematically evaluate programs, projects and services to ensure that they meet the goals of the multicultural organizational development plan of the Division

- Integrate principles of equity and inclusion into program and service priorities;
- Integrate assessment of multicultural competence and collaboration into all employee training, supervision, and evaluations.

1. Ensure that clinical and educational programs and services are inclusive and accessible to a diverse student population.
   a. Provide therapy and support groups targeting underrepresented populations (e.g., international women’s, queer men’s, queer students of color, etc.).
   b. Provide psychological and educational outreach programs targeting underrepresented populations.
   c. Initiate and maintain interdepartmental collaborations to provide programs and services to underrepresented populations.
   d. Prioritize access to affordable programs and services for economically disadvantaged students.
   e. Use inclusive language in all aspects of student interactions.
   f. Provide clinical forms, educational, web, and marketing/promotional materials in multiple languages.

2. Assess demographic trends to identify populations that underutilize UCTC programs and services
   a. Establish a formal process of monitoring and evaluating demographics of students utilizing programs and services.
   b. Implement and utilize surveys and focus groups to assess students’ perceptions of the cultural competence, inclusivity and accessibility of programs and services.
   c. Identify and implement changes that could improve access to programs and services.
3. Ensure that the UCTC lives up to the standards of a multicultural organization and the highest level of cultural competence.
   a. Utilize the UCTC Inclusion Change Team to oversee multicultural organizational development efforts, including assessing current status and making recommendations regarding policies, procedures, practices, and multicultural staff development.
   b. Ensure that all hiring policies, practices, and materials emphasize the expectation that all staff demonstrate cultural competence and a commitment to developing and maintaining a multicultural organization.
   c. Intentionally recruit, hire, and retain a qualified and diverse staff.
   d. Maintain a consistent and high quality professional development program focused on cultural competence, multicultural organizational development, and serving underserved populations.
   e. Periodically review the inclusivity and accessibility of the UCTC physical environment.
   f. Maintain contemporary standards of culturally inclusive language.
   g. Lead and participate in UO and Student Affairs committees that prioritize inclusion, equity, and diversity initiatives.
   h. Integrate cultural competence standards into every staff and trainee evaluation and criteria for merit pay increases.
   i. Establish an internal review process for assuring that UCTC programs, services and staff demonstrate cultural competence and principles of equity and inclusion.

B. Systematically evaluate programs, projects and services to ensure that collaboration is embedded.

1. Identify, evaluate, and more effectively document collaborative partnerships
   a. Develop systems for identifying, documenting information about collaborative partnerships and projects.
   b. Increase communication efforts so that staff and the UO community are aware of current collaborative partnerships, projects, and initiatives.
   c. Identify new ways to solicit and integrate stakeholder feedback.

2. Initiate and maintain regular collaborative partnerships with campus departments and staff members.
   a. Initiate, lead and participate in/on interdepartmental programs, projects and committees.
   b. Provide excellent consultation services to faculty and staff regarding psychological, multicultural and other relevant issues.
c. Make once per quarter visits to other campus departments a consistent staff meeting activity to learn more about their programs, strengthen communication, and to become aware of collaborative opportunities.

d. Maintain collaboration with the Department of Counseling Psychology regarding practicum training, doctoral intern rotations, and developing externship opportunities.

Goal # 3: Student Affairs will prioritize decisions using evidence-based analysis, working to maximize effectiveness and efficiencies.

A. Complete a comprehensive evaluation of programming, services, operations and staffing across the Division to determine:

- where efficiencies can be developed by joining, combining, or sharing services.
- measurable effectiveness of programs in advancing student learning, enabling us to prioritize programming and funding decisions based on effectiveness.
- opportunities to advance financial value, affordability and accessibility for students.

1. Identify and address efficiencies and inefficiencies in all UCTC programs and services.

   a. Explore ways to maintain balance between clinical, training, educational outreach, testing, and administrative responsibilities so that efficiency and effectiveness are maximized.

   b. Identify and remedy inefficiencies that occur due to the overlap with programs and services provided by other campus departments or community agencies.

   c. Evaluate and reduce inefficiencies related to scheduling clinical appointments, including reducing and filling unused/missed appointment times.

   d. Identify ways to streamline intra- and inter-departmental communication.

   e. Explore and implement opportunities to share financial and personnel resources by collaborating with other departments.

   f. Explore the feasibility of expanded hours of operation.

2. Develop a UCTC assessment and research program that includes program review, outcome assessment, benchmarking assessment, and assessment/research related to psychological and educational issues relevant to the UO campus.
a. Develop and implement program review activities, including collecting utilization data, a client experience survey, and educational outreach program evaluations.

b. Identify and participate in benchmarking data collection and research activities, including with the Center for Collegiate Mental Health, Interactive Screening Program, and Association for University and College Counseling Center Directors.

c. Develop learning outcomes that align with the Student Affairs co-curriculum and develop and implement outcome measures to ensure that UCTC programs and services advance student learning.

d. Identify and conduct one assessment/research project each year relevant to college and university student populations.

e. Maintain accreditation status for doctoral internship with the American Psychological Association and participate in proximal and distal data collection required for accreditation.

B. Integrate entrepreneurial and other innovative revenue generating ideas into budget decisions in an effort to reduce the economic costs to students.

1. Identify and develop diversified revenue streams and funding sources
   a. Explore funding models that reduce reliance on health fee increases, including full or partial fee for service and third-party billing models, fees for faculty/staff programming or time-intensive consultation, fee-based workshops for students/staff/faculty.

b. Identify programs for which fundraising revenue could be generated.

c. Develop and expand service delivery options that add no additional financial cost or reduced cost (e.g., unpaid externship opportunities, relief counselors, postdoctoral counselors).

d. Further develop the UCTC professional development program that includes providing fee-based professional development activities to community and campus colleagues.

C. Approach all new facilities and renovations with an eye toward innovation, sustainability and inclusion.

1. Identify ways to expand UCTC physical space and/or increase better utilization of current space.
   a. Explore options for providing accessible and confidential off-site programs and services (e.g., “satellite offices, off-site support groups).

b. Explore opportunities to develop a new facility that better meets program and service delivery needs.