UCTC University Counseling & Testing Center

Learning from the inside out

Counseling and Testing Center
Division of Student Life
Strategic Plan
2013 – 2018

The Counseling and Testing Center strategic plan will be guided by the strategic goals of the Division of Student Life 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 change 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 agency 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 Life Key Strategic Goals:

The Division of Student Life 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 Life 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. Implement outcome measures to ensure that clinical, testing, and referral/case management programs and services are effective and of the highest quality.

   b. Redesign the prevention and educational outreach program to align with the Division's co-curriculum and to focus on psychological issues that most closely relate to academic persistence and success.

2. Provide innovative educational employment and involvement 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. Expand undergraduate internship and student employment positions.

   b. Develop and enhance experiences for students to provide input into UCTC policy and decision-making and to be involved in peer education.

3. Utilize technology and other media forms to increase students' self-directed access to psychological and other educational resources.

   a. Develop more current, timely, and effective ways to communicate information to the UO campus about UCTC programs and services and educational/prevention messages, including using social media.

   b. 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 aligned with the Student Life co-curriculum and actively facilitate students' understanding of what they are learning while participating in those programs and activities.

   a. Develop learning goals and ways to measure and document learning outcomes for activities relevant to the co-curriculum.

   b. 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. Modify position description of current staff psychologist/outreach coordinator to include responsibility for programs for underrepresented students.

   b. Balance accessibility of programs and services for underrepresented students with policies and practices that ensure UCTC financial stability.

2. Identify and incorporate evidence-based strategies for intervening and supporting underrepresented students.

   a. Participate in assessment and research activities to identify the unique needs of underrepresented students and effective approaches to address those needs.

   b. Participate in research project examining the 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 crisis intervention and community support subsequent to campus critical incidents and in response to concerns about specific students 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 Students to develop, clarify, and implement practices related to UCTC involvement subsequent to campus crises.

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

2. 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.

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 Life 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 clinical services, testing services, and psychological/educational outreach programs targeting underrepresented populations (e.g., international, economically disadvantaged, LGBT, students of color).

    b. Develop print and web 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.

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 recruitment, hiring, evaluation, recognition, and retention policies, practices, and materials emphasize the expectation that all staff demonstrate cultural competence and a commitment to developing and maintaining a multicultural organization.

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

1. Initiate and maintain regular collaborative partnerships with campus departments and staff members.

    a. Increase communication efforts so that UO community members are aware of current and collaborative partnerships and UCTC projects and initiatives.

    b. Identify new ways to solicit and integrate stakeholder feedback.

Goal # 3: Student Life 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 operational and fiscal inefficiencies that occur due internal system issues and to the overlap with programs and services provided by other campus departments or community agencies.

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 (utilization data, client experience survey, educational outreach program evaluations) and participate in benchmarking activities, (Center for Collegiate Mental Health, Interactive Screening Program, Association for University and College Counseling Center Directors).

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

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, and fundraising opportunities.

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

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.