

UNIVERSITY of **HOUSTON**

UH WELLNESS

Responses to

**SFAC Program
Questionnaire**

Fiscal Year 2015-2016

1. Please provide a one-page executive summary of your questionnaire responses. This summary should include, in brief terms: your unit’s mission, how you accomplish your unit’s mission, and a justification of your unit’s student fee allocation in terms of benefits for students.

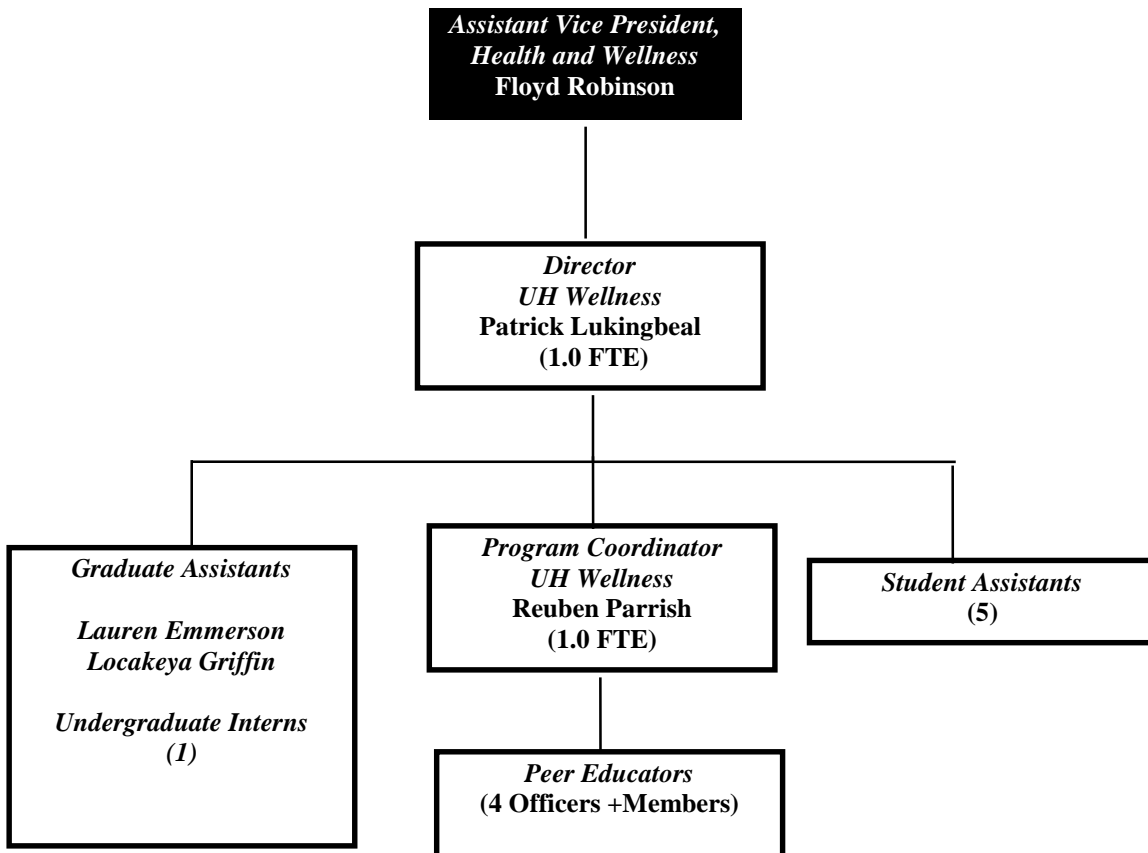
UH Wellness, a campus-wide education and prevention program, supports student success by promoting healthy choices and creating a healthier, safer learning environment across all dimensions of wellness. We do so through:

- Educational workshops—Wellness offers workshops on topics ranging from alcohol education to stress management, all focused on maintaining healthy behaviors and positive coping skills.
- Promoting campus wide events—Wellness coordinates or participates in a variety of national wellness campaigns or alternative activities including Relaxation programs, Alcohol Awareness Week, Breast Cancer Awareness, Great American Smoke Out, Healthy Halloween, World AIDS Day, Safe Spring Break, and Occupational Wellness. We collaborate with other departments to minimize overlap and maximize cooperation.
- Peer education— UHW advises the Cougar Peer Educators, a group dedicated to health and wellness issues on-campus. This group is formally trained with a national curriculum through NASPA (National Association of Student Personnel Administrators) and the Bacchus Network. Members of CPE assist UH Wellness with resource tabling, serving projects and facilitating workshops.
- Consultation—Wellness provides information and materials related to any number of wellness topics, and consultation related to those issues.
- Referrals – UHW can assist with referral of students, faculty and staff with health and wellness questions or concerns.
- Special Programming—Wellness has a Relaxation Lab, Alcohol 101+, Marijuana 101, and IMAGE (Intent and Motivation: Alcohol Group Exercise).
- Assessment—including a review of health behaviors across time

UH Wellness is the only campus program whose sole mission is to empower the campus community to make healthy choices across all dimensions of wellness through evidence-based programs and services that contribute to student success. As a result, we are able to provide a great breadth of programming and to reach large numbers of students. Our FY14 contacts totaled 14,257. Unique from other departments, we promote wellness in all dimensions (physical, social, intellectual, emotional, spiritual, occupational, financial, and environmental) and actively involve students in their own well-being through peer education, internships, and student employment and training. Our peer educators have initiated several wellness programs, including service learning projects. UHW is essential to the university in that we support retention, student engagement, and student success.

Question #2

**UH WELLNESS
ORGANIZATIONAL CHART
(2.0 FTE)**



3. List your unit's strategic initiatives and action steps identified for the 2013-20134 academic year and cite the specific Division of Student Affairs Strategic Initiatives and University of Houston Strategic initiatives to which they relate. Please comment on your success in achieving these strategic initiatives/action steps. If a strategic initiative/action step changed during the year, please note this and explain. Also, list any new strategic initiatives/actions steps, the rationale for the addition, and comment on your success in achieving these items.

UH Wellness strategic initiative is to empower the campus community with knowledge to choose well when making choices about their health and well-being. Its mission is unique in three ways. Prevention and education is all that we do; all dimensions of wellness are emphasized; and UH Wellness involves students in their own well-being. Our specific strategic initiatives and action steps are as follows:

Strategic Initiative 1: Implement a pre and post assessment for student workers to determine the level of engagement, learning opportunities and transferable competencies to improve student development. (UH 2, 3; DSAES 1.f, 2.c)

With the primary initiative of UHW is to educate the campus community through workshops and outreach events, this could not have been done without the assistance of student workers. Especially in FY14, the professional staff was reduced from three staff to one leaving two vacancies. The decrease resulted in increasing responsibilities of the student workers to assist in the daily operation and outreach efforts of the department. To make sure they were learning, staying engaged in not only work but school and improving on competencies that they can use later in life, a pre and post assessment was reformatted to target three distinct areas of competencies. Each area has five competencies students ranked themselves from needing improvement to excelling in the area. The first one addressed advising and helping or also known as customer service. Students assessed themselves on their active listening skills, their ability in building rapport with customers (students, faculty, staff and visitors), knowing the resources on campus, if they are seeking the opportunities to expand knowledge and skills in helping students, and pursuing multiple objectives in conversations with students. The second focused on their leadership abilities. We wanted students to identify their strengths and weaknesses as leaders, identify basic fundamentals of teamwork, the use of technology to support leadership, understanding collaborative relationships, and articulate vision and mission of the primary work. The final area of assessment is looking at the students personal foundations. Each student assessed themselves on if they identified their primary work responsibilities, recognize and articulate healthy habits, articulate meaningful goals, identify positive and negative effects on psychological wellness. At the end of the school year, the students were given a post survey to see where they may have improved. Overall, the student staff improved in two or more competencies and all are returning for FY 15. In two particular areas, staff identified the most change in knowing ones weakness and strength in leadership and recognizing healthy habits.

Strategic Initiative 2: Develop a university wide collaborative and networking coalition promoting wellness education and promotion. (UH 2, 3; DSAES 3.a, 6.a and b)

To reach beyond the Campus Recreation and Wellness center building strong alliances within the university are very important to the mission of UHW. Many of the programs that the department provide are collaborative in effort with other departments.

In an effort to build a university wide coalition to address the health and wellness issues and needs campus wide, UHW staff decided to build a coalition called Healthy Coogs 2020. In conjunction with Healthy People 2020 the American College Health Association developed Healthy Campus 2020 to address the health issues of the college campus. It is a comprehensive set of resources and tools to help institutions of higher education. The objectives selected are relevant to college health for students, staff and faculty that were derived from Healthy People 2020. For institutions wanting to build a coalition, AHCA suggested using the MAP-It framework. MAP-IT consists of several steps, **Mobilize, Asses, Plan, Implement and Track**. UHW staff used this framework to bring together key stakeholders on campus from departments, programs, and colleges related to health and wellness. The group met four times over the year to discuss student objectives and assess different data sources. As a result, the coalition proposed to focus on five topic areas 1. Sexual Education and Reproduction, 2. Substance Abuse, 3. Mental Health and Disorders, 4. Fitness and Nutrition and 5. Injury and Violence Prevention. These five topics are the sub-committees created within the coalition. Each sub-committee is charged with identifying data resources for analysis to begin the planning phase.

Strategic Initiative 3: Increase the number of programs from 1 to 2 developed utilizing research-based, theory-driven prevention models to change students' behaviors. (UH 1; DSAES 1, 3.b)

UH Wellness staff several years ago developed a program called IMAGE. IMAGE an alcohol prevention program targets cohorts in high risk groups as well as the campus at large. This prevention program is a model that comes from sound theory and research in the field. It is based on National Institute of Alcoholism and Alcohol Abuse (NIAAA) strategy recommendations for comprehensive programs. The IMAGE program has also been recognized by NASADAD (National Association of Substance Abuse and other Drug Abuse Directors) as an Exemplary Program. Its success has also resulted in presentations at the Texas Alcoholic Beverage Commission Symposium, the U. S. Department of Education National Conference on Alcohol and Other Drug and Violence Prevention, and the NASPA Substance Abuse and Mental Health Conference.

In 2011, the government sent out the Dear Colleague Letter regarding sexual violence on college campuses. In response to this letter UHW is participating in a university wide to develop strategies, programs and policies to adhere to the new guidelines for colleges responding to sexual violence. UHW is researching education programs regarding sexual violence that are face-to-face and computer based. Graduate assistants compiled those

programs as well as a list of programs currently at other universities. In FY15, UHW staff will initiate the next phase in developing a Sexual Violence Prevention program.

Strategic Initiative 4: Increase the percentage of students by 10% participating in UH Wellness multi-tiered programming. (UH 2; DSAES 1.d, 3.)

UH Wellness implements a myriad of education and preventative programs that address an array of health topics. As the result of decrease staff, the programming effort were decreased reaching less students than the previous year.

Outreach events were decreased by two per semester and the workshops by five. The staff streamlined the efforts of programming by focusing on two large events both semesters. The workshops were reconfigured as series to garner more interest from students.

Strategic Initiative 5: Increase staff participation in professional development opportunities from 2 -4 to increase progression towards advanced professional competencies. (UH 1, 2; DSAES 1, 4.a, 5.d)

Staff at UH Wellness are not only evaluated in part for their overall performance of their essential jobs but also NASPA/ACHA competencies. The competencies are linked to their individual objectives as well professional development activities and programs conducted through the division. Divisional staff are not required to attend but are encouraged. Last year, the CHW staff due to limitations was unable to increase the on campus participation in professional development. However, staff participated in continuing education for certification and attend professional conferences to bring back relevant information to improve the department.

4. Please discuss the means that you are utilizing to evaluate both your success in achieving the aforementioned strategic initiatives and/ or action steps and their importance as compared to others that you might pursue. Where data exist, discuss the number of persons served by each of your programs, and any assessment measures and/or learning outcomes used to evaluate program success. Please provide the method for collecting these data.

Overall Evaluation of UH Wellness Programs

The success of UH Wellness is evaluated through:

- Campus contacts (the number of students, faculty and staff making use of our services)
- Evaluation of programs and services
- Student evaluations and feedback on information, programs, and resources
- Documentation of cognitive and behavioral change strategies

Campus Contacts:

Accountability —Wellness implemented an internal system of collecting contact data.

Note that these numbers do not include use of wellness facilities for peer education projects, meetings, or service learning projects such as the blood drives, the clothing drive, or the fundraising for charity. (Numbers below do not reflect unique participation).

	FY 14
<i>Outreach</i>	
Workshops/Trainings	1,474
Informational & Events	3,143
<i>Special Programs</i>	
(Alcohol 101, MIP, nutrition counseling, Stress mgt, computer based, well coaching)	80
<i>Walk-In/Consultation</i>	
Walk Ins	8,733
Consults	827
Total	14,257

Walk-In/Consultations

Clearly, the overall consultation and walk in traffic is high. This is in part due to the high visibility of the office at CRWC, as well as UH Wellness increasing its outreach to events on-campus. Students are able to utilize special services such as computer programs and on line services as well as video and other multi-media resources more easily. The CRWC space has also impacted our peer education programming. Higher participation is in large part a result of their having a space to meet and congregate that encourages them to become more of a unit. Also, the student workshop and training contacts are high. More importantly, we are seeing programs that are predominantly peer initiated and peer run. Since students in CPE have a place to meet and plan, they initiate a number of programs that would not otherwise have occurred (several blood drives, fund raisers, etc.). They have

a chance to meet and interact with the leadership of that group on a regular basis as a result of the location. Our overall numbers in the higher quality contacts has increased as we are now able to meet more evening requests for programs. UHW has formalized many collaborations which increases the quality of these contacts and the number of outreach program opportunities. Collaborations exist with CAPS, the University Center, and Center for Student Involvement, etc.

Assessment of Programs and Services

Alcohol 101 Plus—This is an interactive computer program. The computer program is currently offered online by Century Council. Additionally, our IMAGE session is our more widely used protocol.

Minor In Possession—This alcohol education course is taught once per month, depending in part on staffing. Students are given a pre- and post-test to assess improvement in knowledge regarding alcohol. They are also given evaluations for the course and instructor. For FY13, the average percent of increase in knowledge from pre-test to post-test was 63%. The overall evaluation for FY11 for the instructor and the course were again high, with a 9.8 (on a 10 point scale) instructor rating and a 9.4 course rating. Each year we are required to submit a report to the Texas Department of State Health Services as this is a program requiring State certification and renewal.

Marijuana 101—UH Wellness provides the exit interviews for disciplinary referrals to Marijuana 101. We have received follow up assessment data from 3rd Millennium Classroom regarding the impact on UH students. Among UH students who completed a one month follow up, there was not a significant change in hours spent under the influence or dollars spent but negative behavior did not change. Significance was also found regarding impact on classwork, motivation, and injuries.

Outcome data—UHW tracks its effectiveness by focusing on student learning and behavior change that results from participating in workshops, IMAGE, campus wide events, and other UHW activities. We are, as a result, to determine if our programs are having an impact and/or what adjustments we need to make in terms of programming. This data comes from in session assessments and one and/or six month follow up assessments collected utilizing Campus Labs. Much of this data is outlined below, associated with the trend data we also collect.

Trend data—The past several years, UH Wellness collected data on alcohol and other drug (AOD) use, sexual health, as well as on other wellness related items. Alcohol and drug use indicators suggest the majority of UH students are not, for the most part, engaging regularly in high risk drinking or drug use. However, such data does let us know areas to target programming.

This coming year, UH Wellness will be coordinated the administration of the National College Health Assessment, a national benchmarking and needs assessment survey through the American College Health Association. This survey will sample students habits, behaviors and perceptions of a wide variety of health and wellness issues including: alcohol, tobacco and other drugs, sexual health, mental health, nutrition and exercise. This survey will be administered in early spring 2015. Data will be used to identify areas of concern, allocate resources, and design evidence-based programs. Data will also be shared with partner health and wellness offices.

- 5. Please discuss any budget or organizational changes experienced since your last (FY2015) SFAC request, their impact on your programs, and your reason for implementing them. SFAC recognizes that some programs did not receive the funds that they requested, that some programs were impacted by additional expenses after the conclusion of the budget cycle, and that some programs may be ahead of or behind their self-generated income projections. In addition, if your unit concluded FY2014 with a Fund 3 addition to Fund Equity, please describe the conditions which caused the addition.**

Upon two staff departing in mid-June 2013 and fall 2014, UH Wellness was left with one FTE staff member as interim director for the majority of FY 14. Due to this, programming and services were reduced to maintain the day to day operations of UH Wellness. Two Graduate Assistants were hired to UH Wellness for FY14 to assist; two new Graduate Assistants were hired for FY15. A new Director was hired and brought on in June 2014. These additions will continue to help UH Wellness reach maximum capacity in regards to its programs, services and outreach. Additionally, the position of Program Coordinator that is currently held by Reuben Parrish is in the process of being reclassified with Human Resources to Assistant Director of Health Education.

Due to the two FTE positions that departed in fall 2013, UH Wellness was left with a significant Fund Equity Balance at the end of FY14. This balance is unlikely to occur in subsequent years as UH Wellness brings on additional staff.

- 6. Please list your 2015-2016 strategic initiatives and action steps in priority order and cite the specific Division of Student Affairs Strategic Initiatives and University of Houston Strategic initiatives to which they relate. Larger units may wish to group responses by subprogram. Under each strategic initiative, please state the specific action steps (programs, activities, services, policies/procedures, etc.) that you intend to implement to accomplish your stated initiative.**

Strategic Initiative 1: to facilitate student development and the student learning process through IMAGE, our workshop series, and other outreach efforts; (UH 1,2; DSAES 1.d)

Action Step 1: Continue to deliver high performance presentations with IMAGE across campus, while reaching out to new audiences for the program.

Action Step 2: Collaborate with campus partners to deliver workshops across the dimensions of wellness (mental health, nutrition, body image, time management), and host workshops in a variety of new spaces across campus (classrooms, residence halls, etc)

Action Step 3: Utilize the results of the Spring 2015 National College Health Assessment to identify areas of expansion for program and services.

Action Step 4: Consistently track data from workshops, programs and activities to assess student learning and development.

Strategic Initiative 2: to increase collaboration and networking within the university and surrounding community by expanding the message of who UH Wellness is and what we offer through increased programming, campus involvement and that appeal to a wider audience; (UH 2, 5; DSAES 6)

Action Step 1: Outreach and visit campus offices that UH Wellness has traditionally not worked with before (ex: Veterans Service Office, Office of International Students and Scholar Services) to spread the message of who we are. Look for collaboration areas or opportunities to do targeted programs.

Action Step 2: Explore existing partnerships to find ways to expand the presence of UH Wellness. For examples, Resident Assistant Training, New Student Orientation

Strategic Initiative 3: to increase the use of programs that use research based, theory driven prevention models from one to three; (UH 2, 4; DSAES 4)

Action Step 1: Utilize the results of the Spring 2015 NCHA survey and student feedback to identify areas of need.

Action Step 2: Additionally, work with campus partners to build new sexual violence prevention and response education curriculums based on research and theory.

Strategic Initiative 4: to promote comprehensive campus wellness by offering a variety of programs and services that seek to educate and develop the mind, body and soul; (UH 2, 3; DSAES 5.c)

Action Step 1: Evaluate current programming and its effectiveness.

Action Step 2: Collaborate with CAPS (Counseling and Psychological Services) and the Bruce A.D. Religion Center on opportunities to expand programming around mental health and spirituality.

Action Step 3: Utilize multi-tiered programming (including universal, selective, and indicated prevention)

Strategic Initiative 5: to promote professional and student staff progression toward advanced professional competencies by maintaining a culture of assessment before, during and after employment; (UH 6, DSAES 2.c)

Action Step 1: Encourage participation in professional networking and development opportunities, such as webinars or conferences.

Action Step 2: Continue with our newly designed assessment for all student workers, interns and Graduate Assistants throughout their time with UH Wellness. This assists in targeting professional competencies and measuring development.

Evaluation:

UH Wellness engages in strategic planning each summer with the Division of Student Affairs & Enrollment Services, and as a result, develops a comprehensive assessment plan. It includes needs assessment, program assessment, and an assessment of student learning and student development. The upcoming 2015 assessment plan includes targeted assessment for programming, services, and the development of student workers and Graduate Assistants.

- 7. What are the other possible sources of funding available to your unit and what efforts are being made to access them (e.g. grants, donations, etc.)? If you receive funds from other sources, please briefly describe the source, purpose, and duration of the funding and report the amounts received in the appropriate rows/columns on the SFAC Spreadsheet**

Following the transition that occurred in summer 2014 with a new Director, UH Wellness will continue to seek other appropriate external funding opportunities, including grant funding and alumni or other giving to support the wellness program. In addition, UHW receives some monies from self-generated income received as a result of offering the Alcohol Education Program for Minors In Possession.

8. Please describe any services that are similar to yours and/or any overlap between your unit and any other unit(s) providing services to students and the rationale for the overlap.

UH Wellness is currently one of five units within the Health and Wellness area of the Division of Student Affairs & Enrollment Services. These units include Counseling and Psychological Services (CAPS), University Health Services, the Department of Campus Recreation, Center for Students with Disabilities, and a new program as of last year – Cougars in Recovery, a collegiate recovery community for substance abuse.

Of all these units, UH Wellness is primarily focused on comprehensive prevention and education around a variety of health and wellness issues. We seek to be the clearing house for health information at the University of Houston by offering wellness programs, wellness materials, and other information across all six dimensions of wellness. UH Wellness is a comprehensive and collaborative force in promoting healthier choices and a safer, healthier environment to promote student learning.

UH Wellness does, however, collaborate with multiple units within the Division of Student Affairs & Enrollment Services and across the entire university. The message of health and wellness should be pervasive throughout campus, and we realize that our campus partners are critical to that. UHW collaborates with such units as Student Housing and Residential Life, Counseling and Psychological Services, UH Health Services, Campus Recreation, University Center, Center for Student Involvement, Center for Fraternity and Sorority Life, Learning Support Services, Athletics Department, UH Department of Public Safety, Women’s Resource Center, LGBT Center, and many academic departments and student organizations. UHW also looks forward to expanding partnerships with a variety of new offices, including the First Year Residential Experience (FYRE) as part of Residential Life, Office of International Student and Scholar Services, the new Office of Diversity & Inclusion, Bruce A.D. Religion Center, and UH Veterans Services.