

STRATEGIC IMPACT REPORT

DIVISION OF STUDENT AFFAIRS

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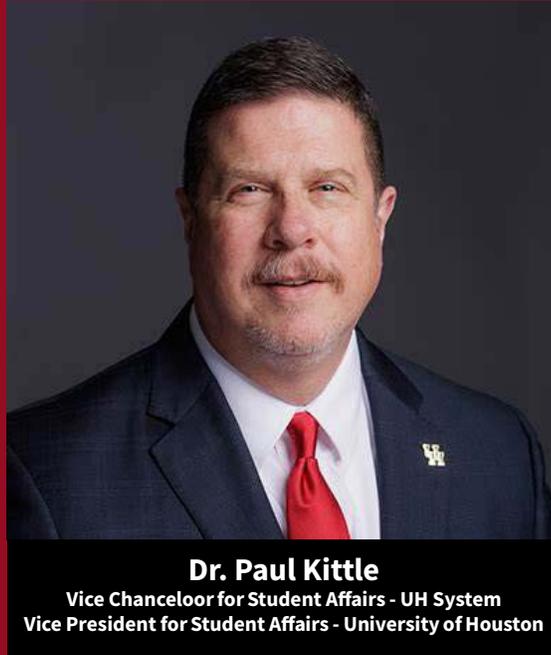
Division of Student Affairs
UNIVERSITY OF HOUSTON



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Dr. Paul Kittle

Vice Chancellor for Student Affairs - UH System
Vice President for Student Affairs - University of Houston

EXECUTIVE SUMMARY

The University of Houston aims to become a Top 50 public university, with the Division of Student Affairs playing a key role in shaping the student experience.

This report highlights progress in student success, well-being, and engagement through innovative programs, strategic partnerships, and data-driven initiatives.

The report outlines key accomplishments, challenges, and strategic priorities for the upcoming year.

With the support of university leadership, alumni, and community partners, the Division of Student Affairs is dedicated to student success.

Together, we are building a transformative Student Experience that prepares students for lifelong success.



BUILDING BRIDGES

MISSION

The Division of Student Affairs cultivates an environment that facilitates belonging, wellbeing, and student success through engagement, discovery, and learning.





VISION

The Division of Student Affairs builds a transformative Cougar Experience of a Top 50 Public University.

VALUES

Care, Collaboration, Innovation, Empowerment, Integrity, and Community.



**ALIGNING STRATEGIC
PRIORITIES WITH
UNIVERSITY OF
HOUSTON**

ENGAGEMENT

Enhancing Retention and Graduation Rates

This initiative focuses on increasing the success of First Time in College (FTIC) students by improving retention and graduation outcomes. Through targeted strategies and data-driven interventions, the Division supports academic persistence and aligns progress with national benchmarks such as U.S. News & World

EMPOWERMENT

Promoting Social Mobility

Programs in this category aim to reduce barriers to higher education, increase access to resources, and promote long-term social advancement through academic achievement and career readiness

SUPPORT

Increasing Alumni Support

This area emphasizes engaging alumni through giving campaigns, mentorship opportunities, and involvement in student affairs initiatives. Their contributions enhance programs and create meaningful pathways for alumni to support current students' success.

ADVANCEMENT

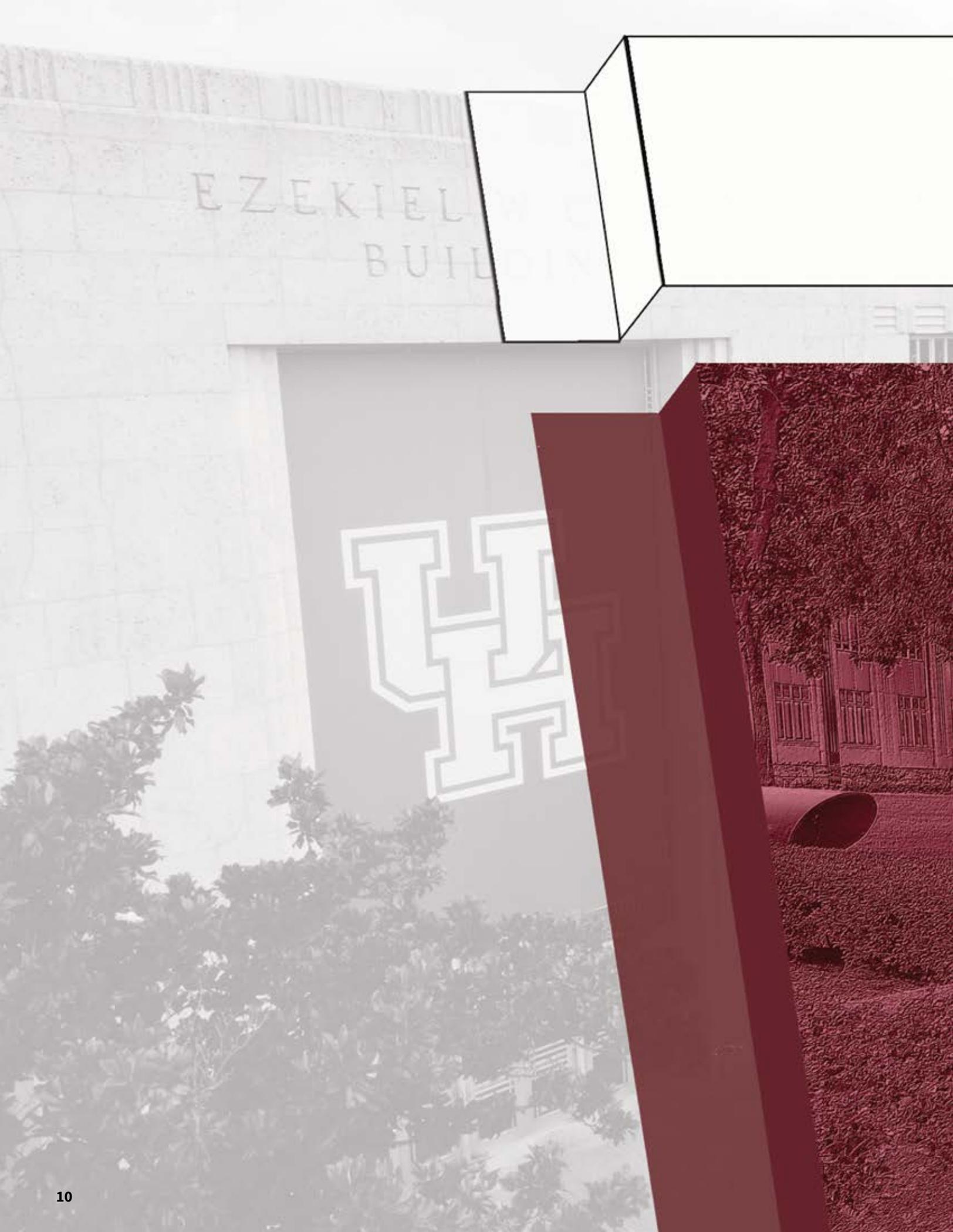
Building Competitive Funding

To ensure the sustainability and expansion of student-focused initiatives, this effort targets the acquisition of grants, donations, and financial resources. The goal is to secure the necessary funding to innovate and strengthen DSA programs across all campuses.

VOLUNTEERISM

Engagement and Belonging Initiatives

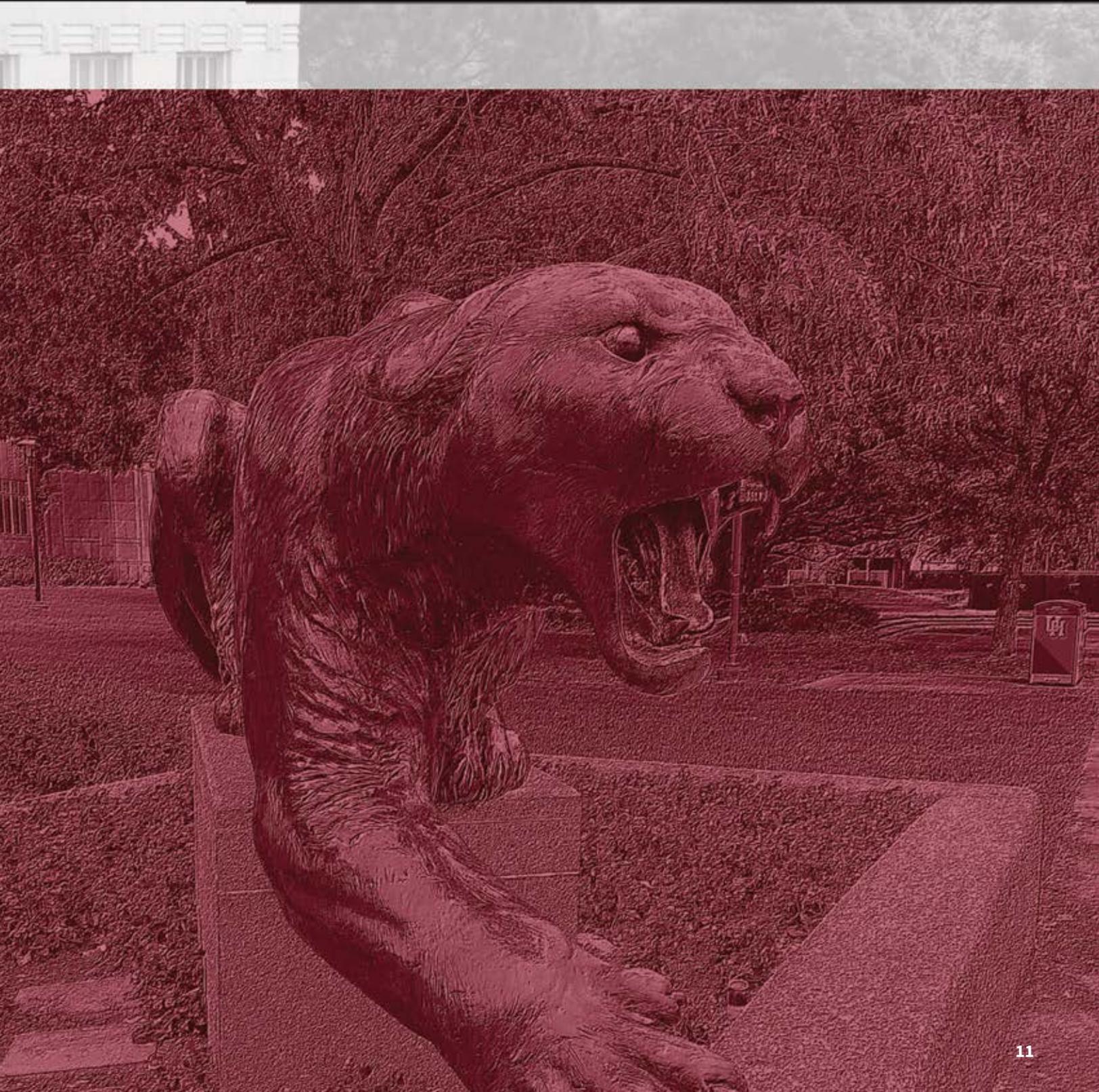
These programs are designed to foster a welcoming and engaging environment for all students. Through events, activities, and connection-driven initiatives, the Division enhances student sense of belonging and strengthens community engagement on campus.



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BUILDING

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ENGAGEMENT IMPROVES RETENTION RATES





ENGAGEMENT DATA

Being Engaged Pays Off: How Student Engagement Boosts Success

In Fall 2023, the Division of Student Affairs launched a new effort to find out how student engagement impacts student success. Led by Dr. Scott Radimer, the team began tracking student participation in non-confidential services and programs—everything from leadership workshops to campus events.

The results are in—and they’re impressive. During the 2024 academic year, over 19,500 undergraduate students engaged with Student Affairs at least once. The key takeaway? Students who engaged more often were much more likely to stay in school—especially first-year and Pell-eligible students. The trend is clear: the more students participated, the more likely they were to continue their education.

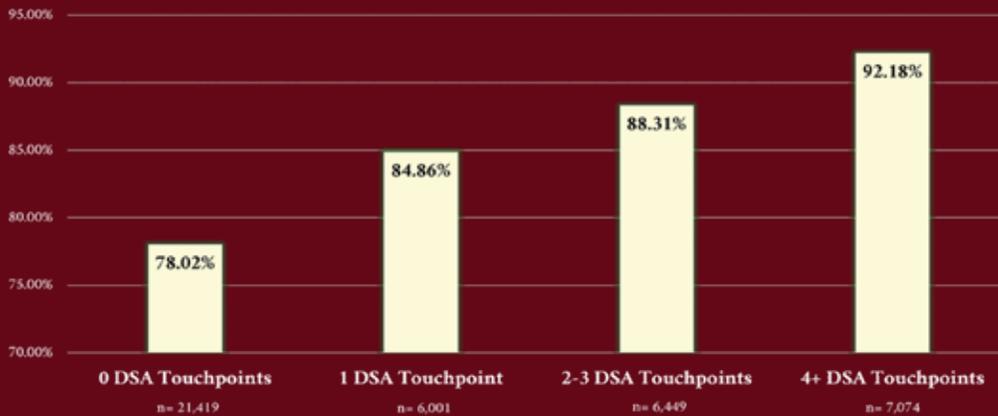
Campus jobs lead to even greater gains students who worked for Student Affairs saw even stronger results. Among the 974 student employees during the year, the average GPA was 3.26, and 95% returned the following fall. Paid, meaningful campus roles offer powerful academic and personal benefits.

Looking ahead, student involvement matters. It not only supports academic success and retention, but also helps shape well-rounded, connected individuals. As Student Affairs continues this work, the data will guide future programs designed to support every student’s journey.

Written by Germaine Washington, Director of Marketing and Communications –
Student Affairs

Data and insights provided by Dr. Scott Radimer, Director of Assessment and Planning –
Student Affairs

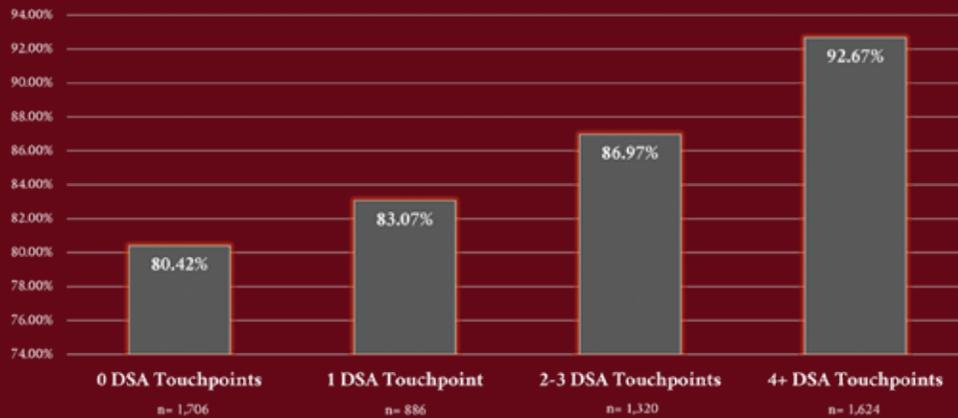
UNDERGRADUATE RETENTION RATES BY STUDENT AFFAIRS TOUCHPOINTS



This chart highlights the positive correlation between student engagement with Division of Student Affairs (DSA) programs and undergraduate retention rates. Students with no DSA touchpoints show a retention rate of 78.02%, while those with increasing levels of engagement demonstrate progressively higher retention: 84.86% for 1 touchpoint, 88.31% for 2–3 touchpoints, and a notable 92.18% for students with 4 or more touchpoints. These findings emphasize the impact of co-curricular involvement on students persistence and underscore the value of holistic support services in fostering academic success.



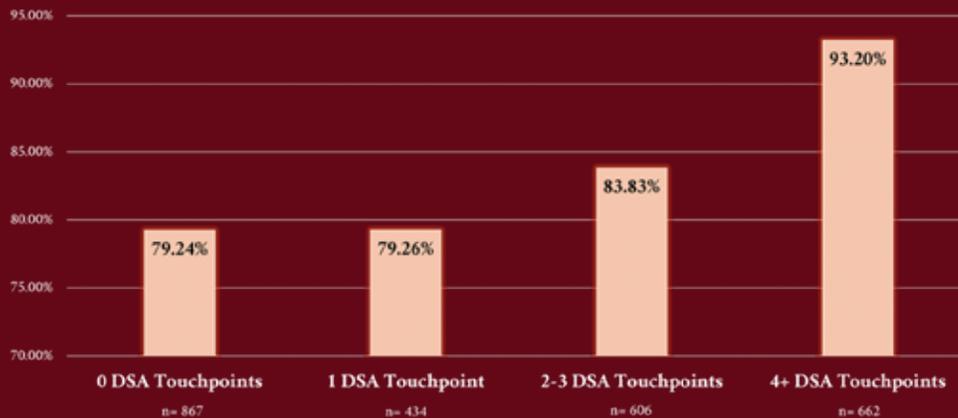
FTIC RETENTION RATES BY STUDENT AFFAIRS TOUCHPOINTS



This chart illustrates a clear upward trend in retention rates among First-Time-In-College (FTIC) students based on their level of engagement with Division of Student Affairs (DSA) programs. Students with no DSA touchpoints had a retention rate of 80.42%, while those with 4 or more touchpoints were retained at a significantly higher rate of 92.67%. The data suggests that deeper involvement with student affairs contributes to stronger student persistence.



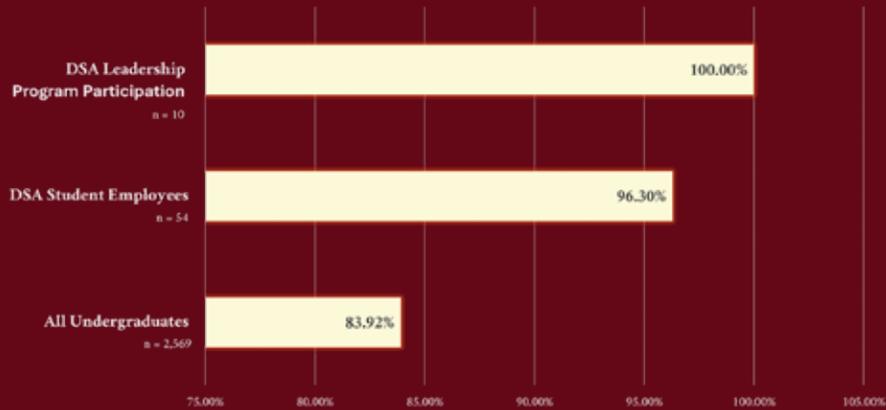
FTIC PELL-ELIGIBLE RETENTION RATES BY STUDENT AFFAIRS TOUCHPOINTS



For Pell-eligible FTIC students, increased DSA engagement also corresponded with improved retention. While students with no touchpoints had a 79.24% retention rate, that rate jumped to 93.20% for those with 4 or more DSA touchpoints. These results highlight the role of student affairs in supporting the persistence of financially vulnerable students.



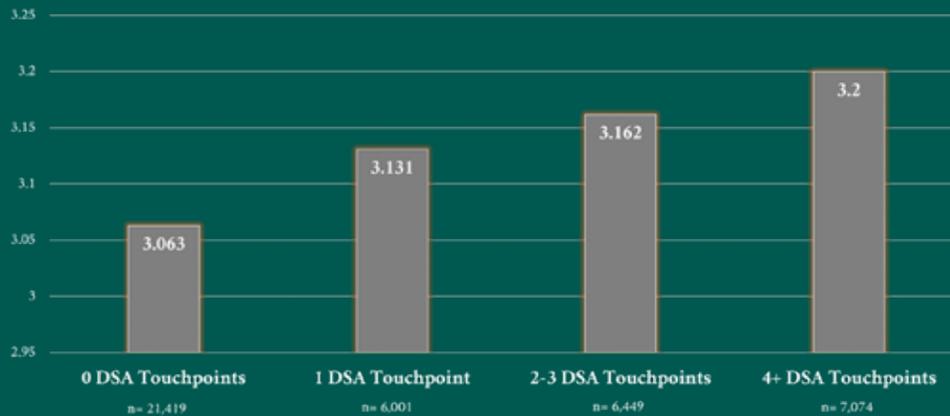
RETENTION RATES – PELL ELIGIBLE FTIC STUDENTS



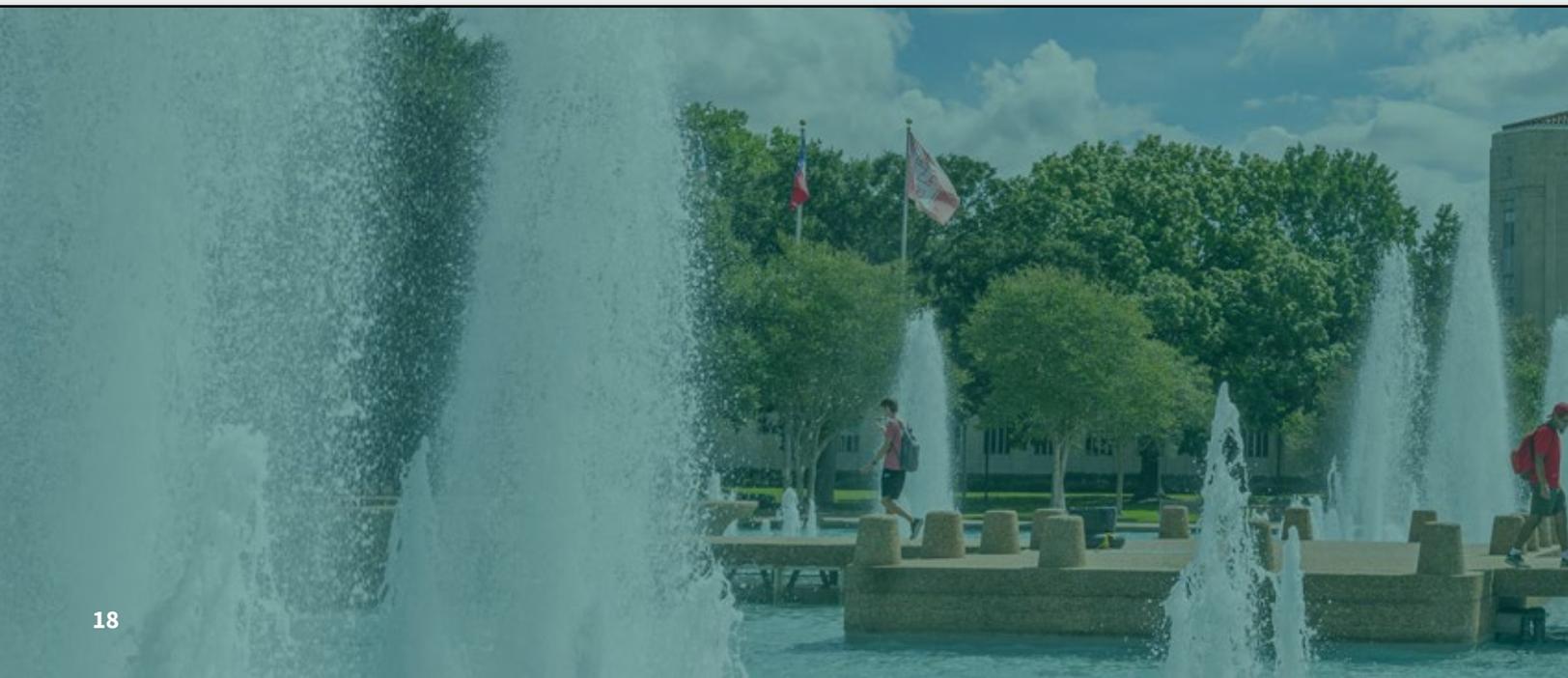
Among Pell-eligible FTIC students, those in DSA leadership programs achieved a perfect 100% retention rate, with student employees close behind at 96.30%. In contrast, the overall retention rate for this population was 83.92%. These outcomes demonstrate that structured student involvement has a powerful effect on supporting at-risk students through their college journey.



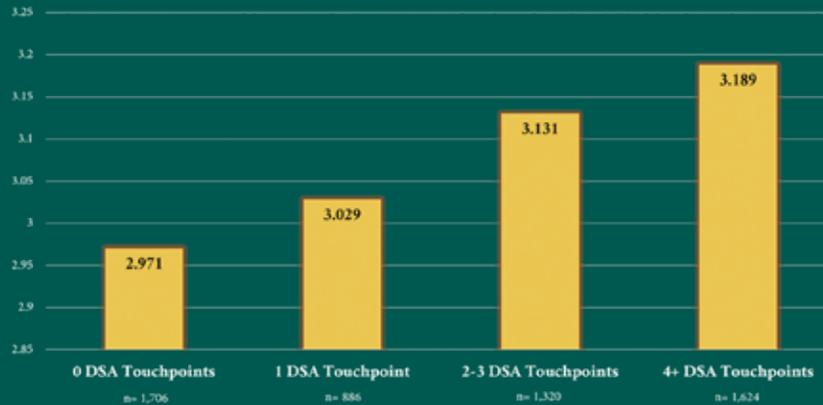
ALL UNDERGRADUATES - AVERAGE GPA BY STUDENT AFFAIRS TOUCHPOINTS



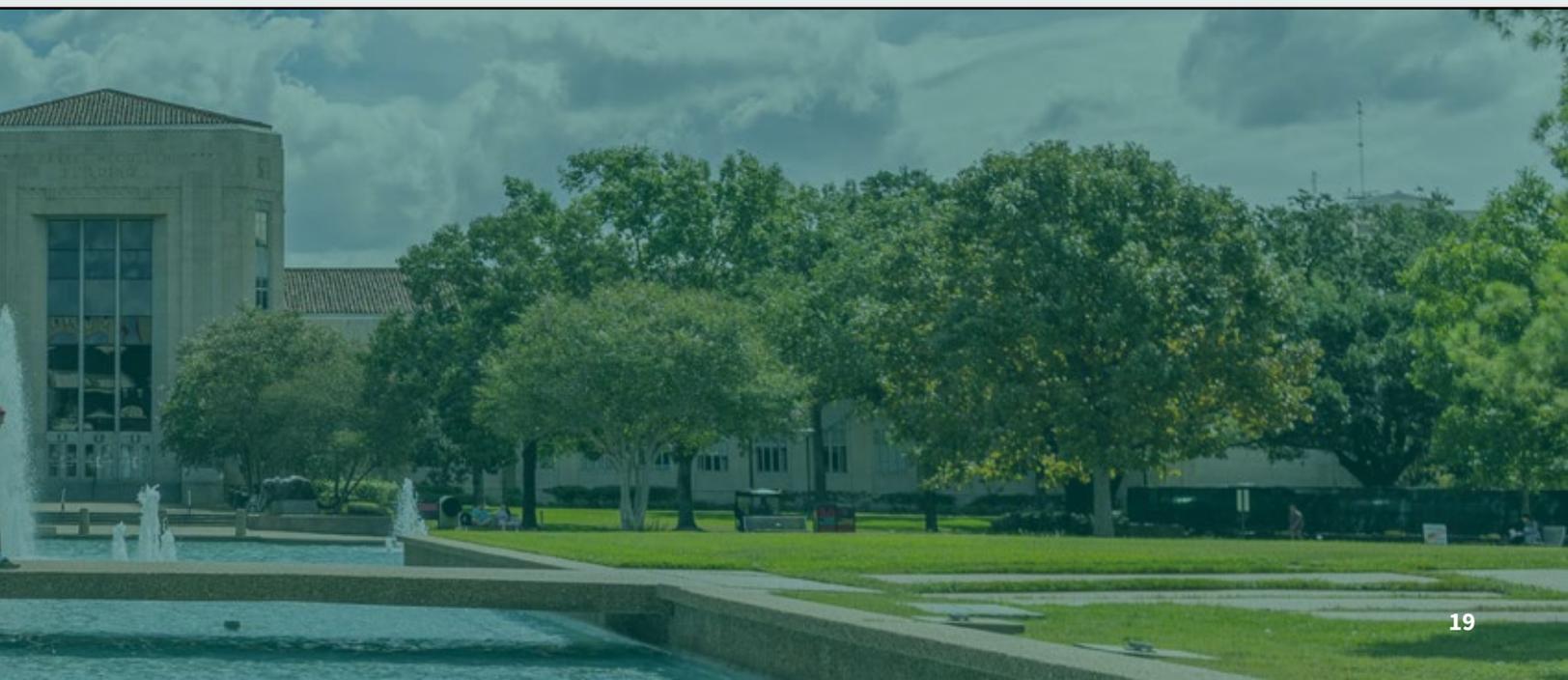
This chart highlights a positive trend between student engagement and academic performance. Undergraduate students who engaged with more Division of Student Affairs (DSA) touchpoints demonstrated higher average GPAs. Students with no DSA interaction averaged a 3.063 GPA, while those with 4 or more touchpoints achieved a 3.2 GPA, indicating that involvement with student services may contribute to academic success.



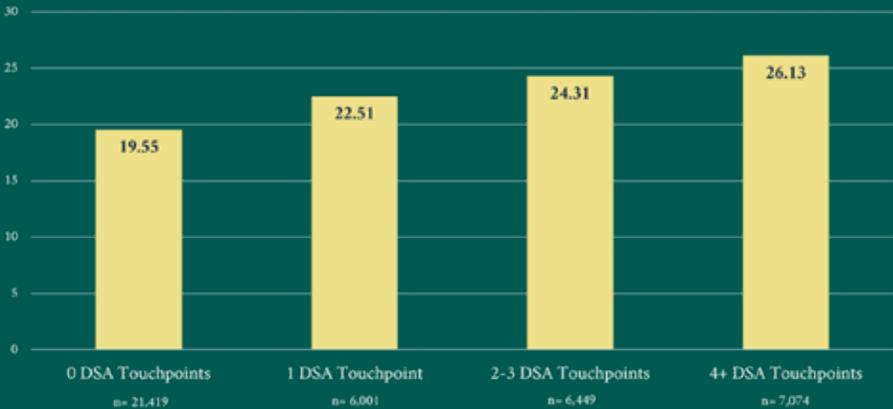
FTIC - AVERAGE GPA BY STUDENT AFFAIRS TOUCHPOINTS



For First-Time-In-College (FTIC) students, the data shows a strong link between DSA engagement and GPA. FTIC students with no DSA touchpoints had an average GPA of 2.971, which steadily increased with more touchpoints, reaching 3.189 for those with 4 or more. This suggests that early and frequent student affairs interactions support stronger academic outcomes for new college students.



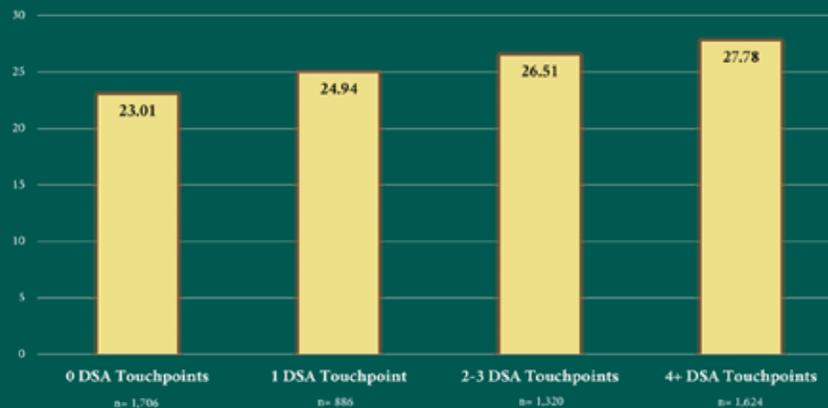
ALL UNDERGRADUATES - AVERAGE CREDITS COMPLETED BY STUDENT AFFAIRS TOUCHPOINTS



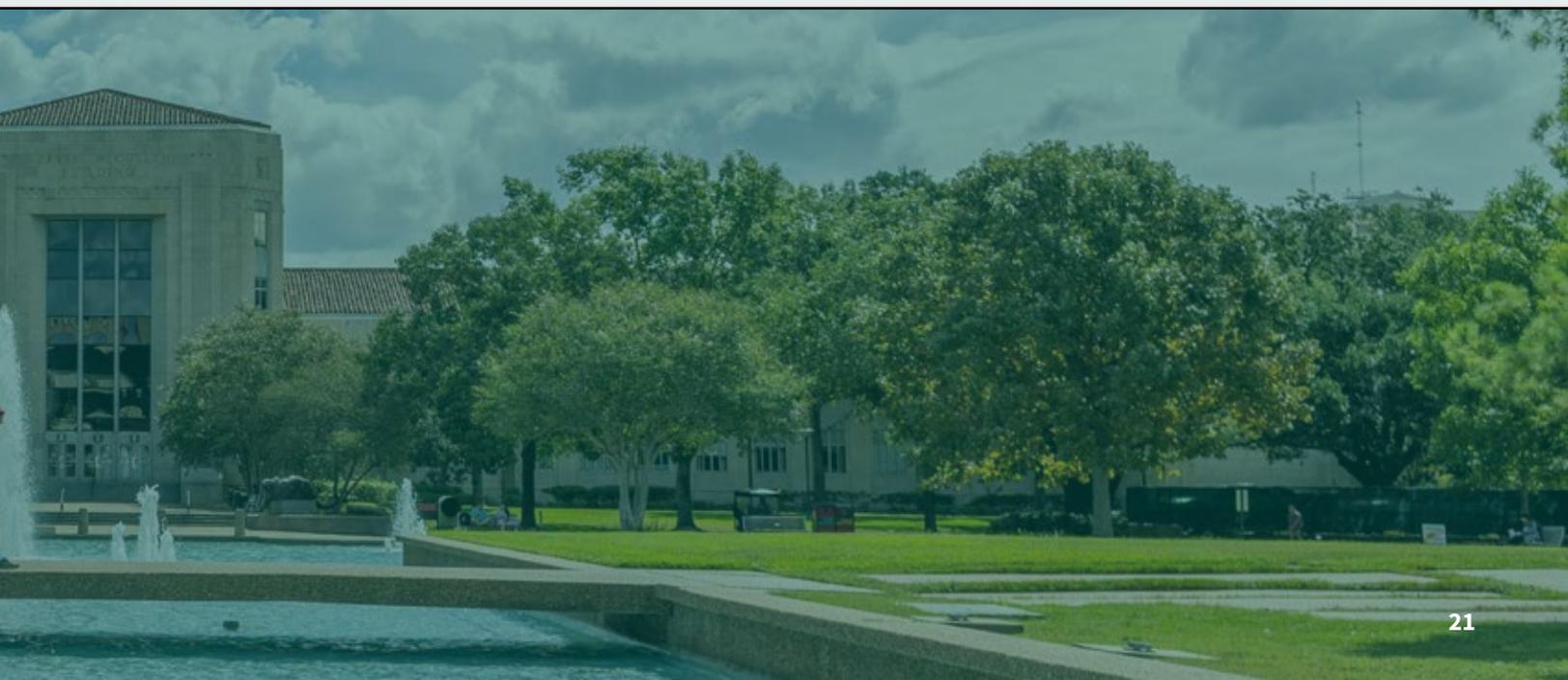
This chart illustrates that undergraduate students with more DSA touchpoints also completed more academic credits. Students with no touchpoints completed an average of 19.55 credits, while those with 4 or more completed 26.13 credits. This progression suggests that active involvement in student affairs is associated with greater credit accumulation.



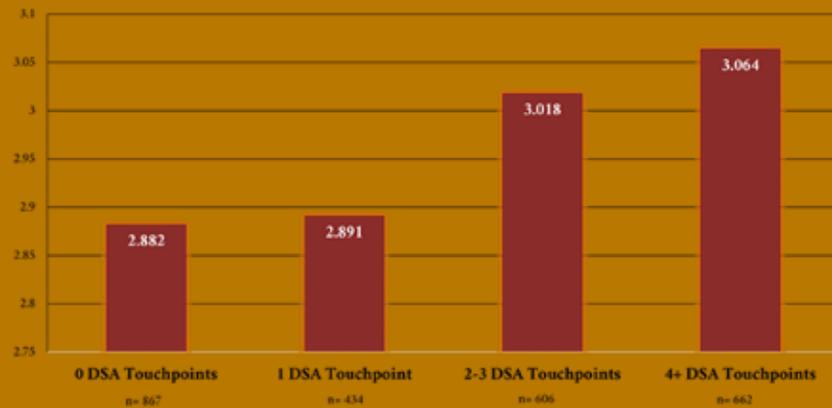
FTIC - AVERAGE CREDITS COMPLETED BY STUDENT AFFAIRS TOUCHPOINTS



FTIC students also demonstrated a strong connection between DSA touchpoints and credit completion. Students with no touchpoints completed 23.01 credits on average, while those with 4 or more completed 27.78 credits. These results indicate that student affairs involvement may help new students remain on track or ahead in their academic progress.



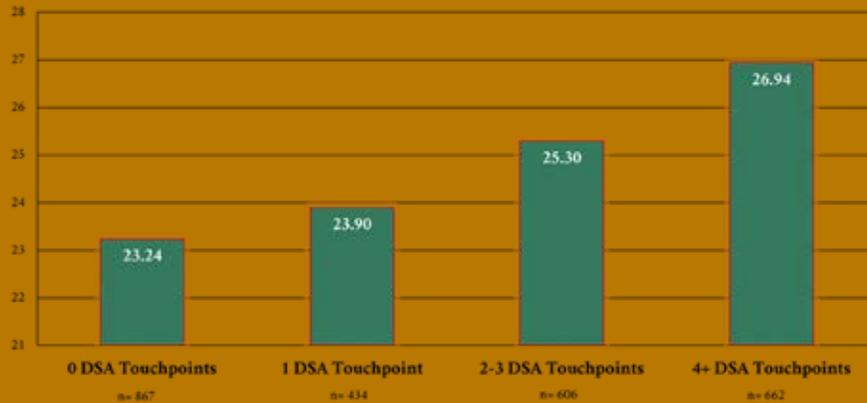
FTIC PELL - AVERAGE GPA BY STUDENT AFFAIRS TOUCHPOINTS



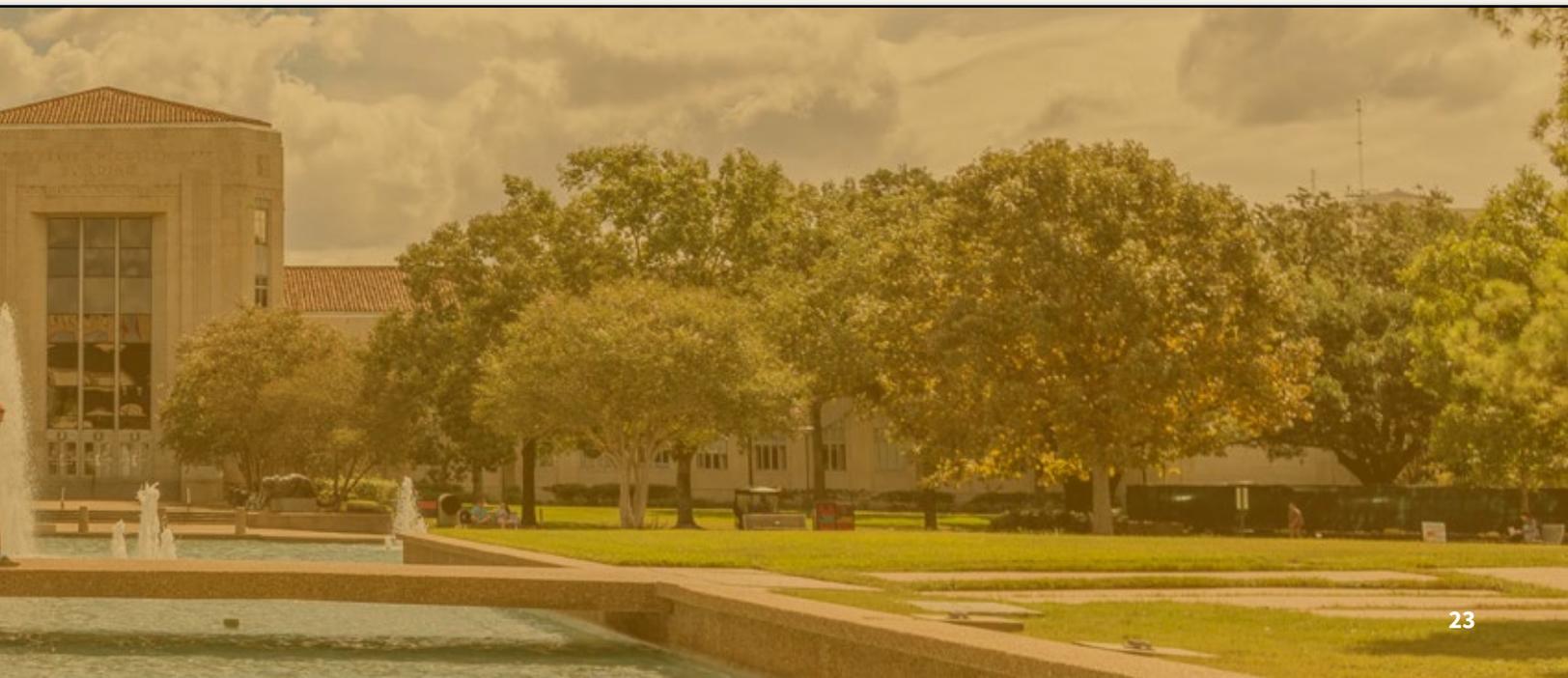
FTIC Pell-eligible students showed improved GPAs with increased DSA interaction. Students with no touchpoints averaged 2.882, while those with 4 or more reached 3.064. The data underscores the importance of student affairs engagement in supporting the academic success of low-income students.

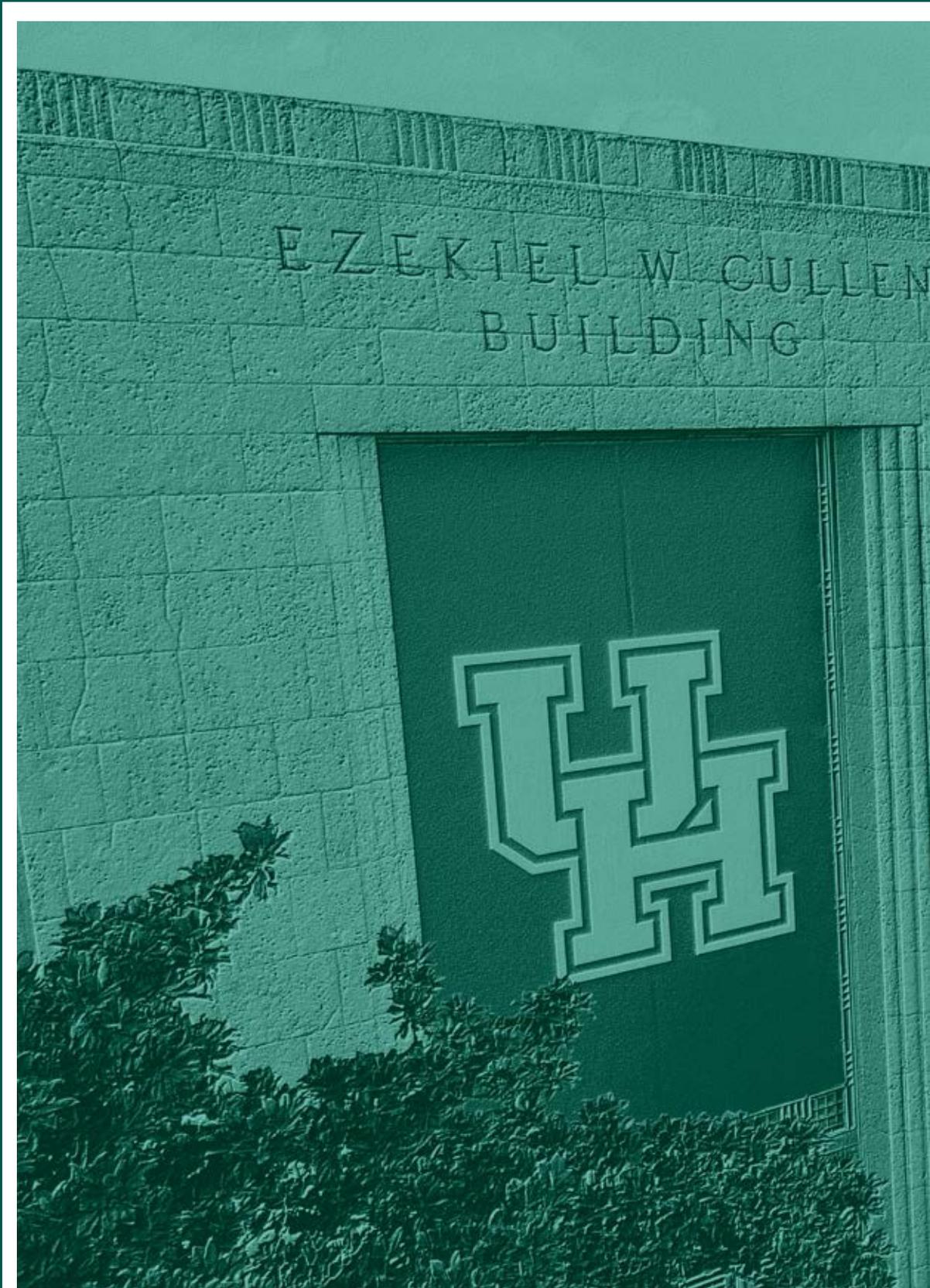


FTIC PELL - AVERAGE CREDITS COMPLETED BY STUDENT AFFAIRS TOUCHPOINTS



This chart shows that the more students connect with the Division of Student Affairs (DSA), the better their results. Students with no DSA touchpoints scored 23.24, while those with four or more scored 26.94. Scores steadily increased with more touchpoints, suggesting that staying engaged with DSA helps boost student success.





EMPOWERING STUDENTS THROUGH CAREER DEVELOPMENT



RETENTION DATA

Empowering Student Development

The University of Houston is committed to preparing students for life beyond the classroom by equipping them with the skills, experience, and support necessary for long-term career success. Through on-campus employment, leadership roles, and career-focused services, UH creates an environment where students can build professional competencies, explore career pathways, and grow with purpose.

On-campus employment serves as a key driver of student development. Positions across departments and divisions offer hands-on opportunities for students to strengthen communication, time management, teamwork, and problem-solving skills—essential qualities for today’s workforce. Student employees gain real-world experience in a supportive setting, often balancing academic responsibilities with leadership roles that enhance both confidence and capability.

Programs such as Frontier Fiesta, Orientation, and the Student Government Association provide students with additional opportunities to take ownership of projects, manage teams, and contribute to large-scale initiatives that mirror professional environments. These experiences help students develop leadership and organizational skills that translate directly to future career settings.

The university is also expanding its investment in career development infrastructure. The upcoming expansion of Student Center North, scheduled for completion in 2027, includes enhanced space for University Career Services. This expansion will increase access to career advising, employer engagement opportunities, and skill-building resources—ensuring that students have the tools they need to navigate an evolving job market with confidence.

In tandem, the integration of Counseling and Psychological Services within this centralized location reflects UH’s comprehensive approach to development, recognizing that well-being and career readiness are interdependent components of student success. By fostering practical experience, leadership growth, and professional preparation, the University of Houston empowers students to graduate not only with a degree, but with the confidence, skills, and resilience to succeed in their chosen fields.

Written by Jose Esquivel, Marketing and Communications Assistant, Student Affairs.



DSA STUDENT EMPLOYEE SUCCESS

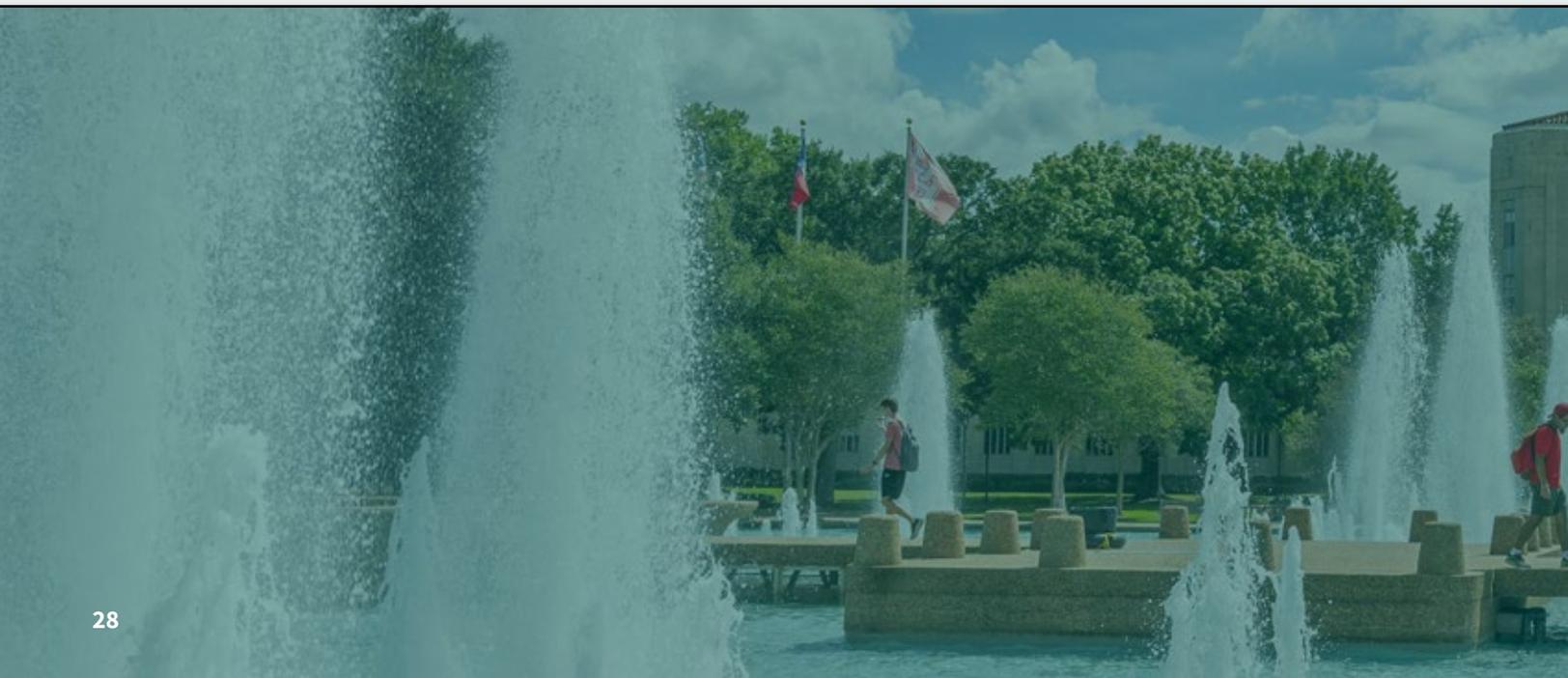
- 955 Undergraduate Student Employees
- 3.232 average GPA
- 26.65 average credits completed
- 94.69% overall retention rate
- 94% FTIC retention rate
- 96% FTIC Pell-Eligible retention rate



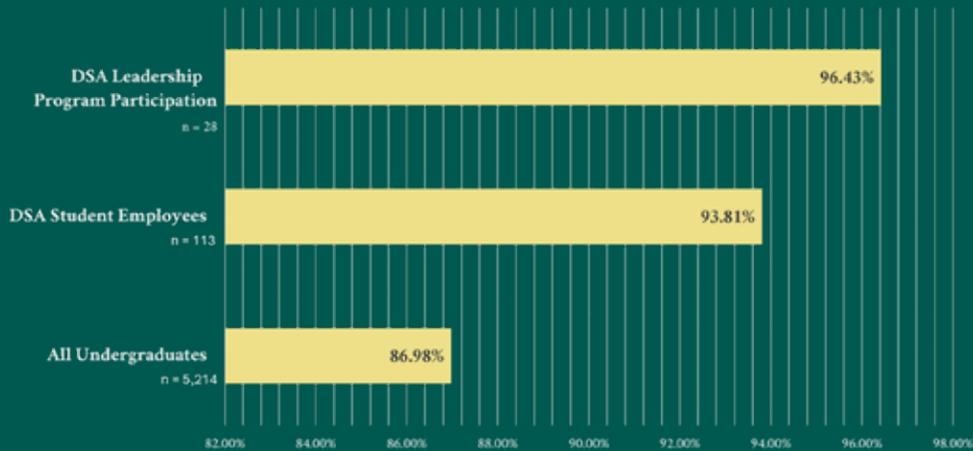
RETENTION RATES – ALL UNDERGRADUATES



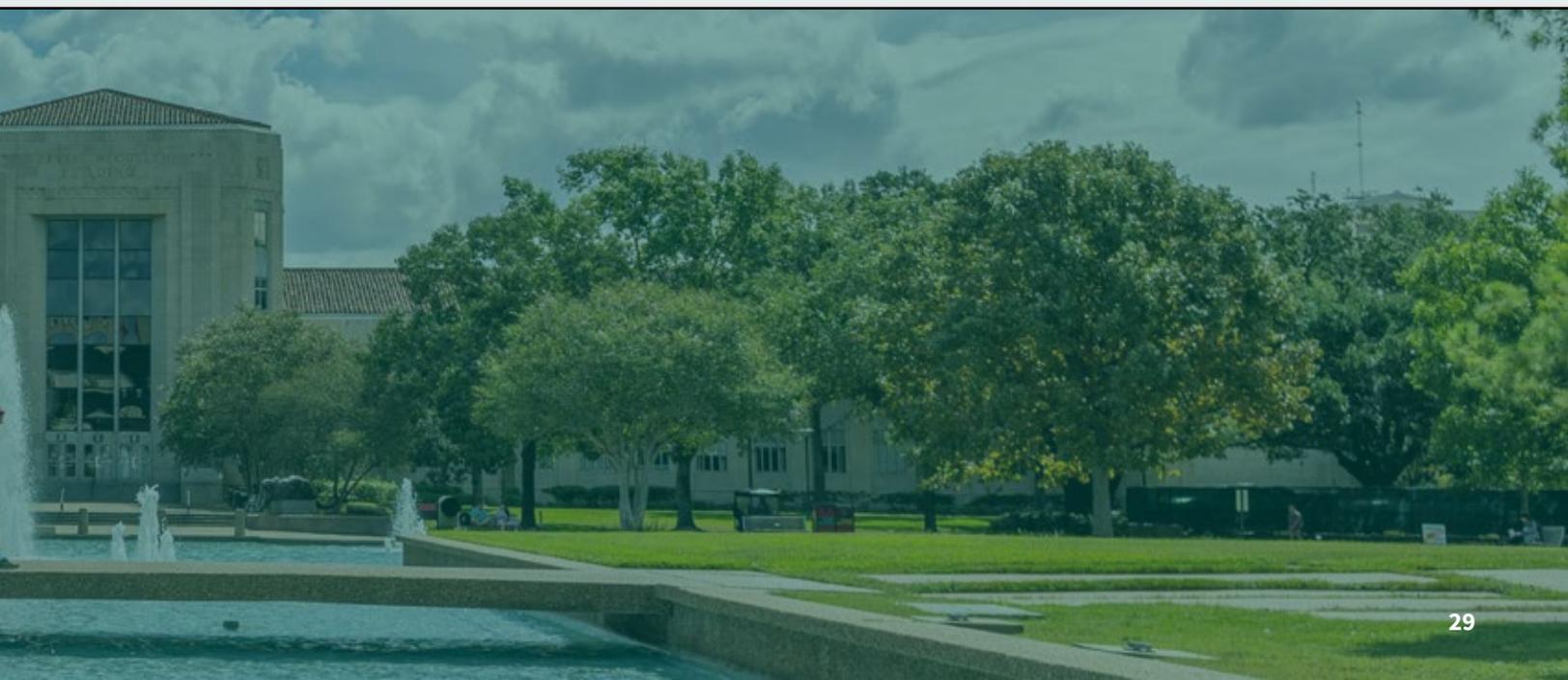
This chart illustrates the significant impact of student engagement through employment and leadership opportunities within the Division of Student Affairs (DSA). While the overall undergraduate retention rate stands at 83.27%, students who participated in DSA Leadership Programs achieved a notably higher retention rate of 93.18%. Even more striking, DSA student employees maintained a retention rate of 94.69%. These results underscore the value of campus involvement and leadership development in promoting student persistence and academic success.



RETENTION RATES – FTIC STUDENTS



This chart shows that FTIC (First Time in College) students involved with the Division of Student Affairs (DSA) have higher retention rates than the overall undergraduate average. All undergraduates had an 86.98% retention rate, while DSA student employees were at 93.81%. FTIC students in DSA leadership programs had the highest rate at 96.43%, showing that active participation in DSA programs is linked to stronger student retention.



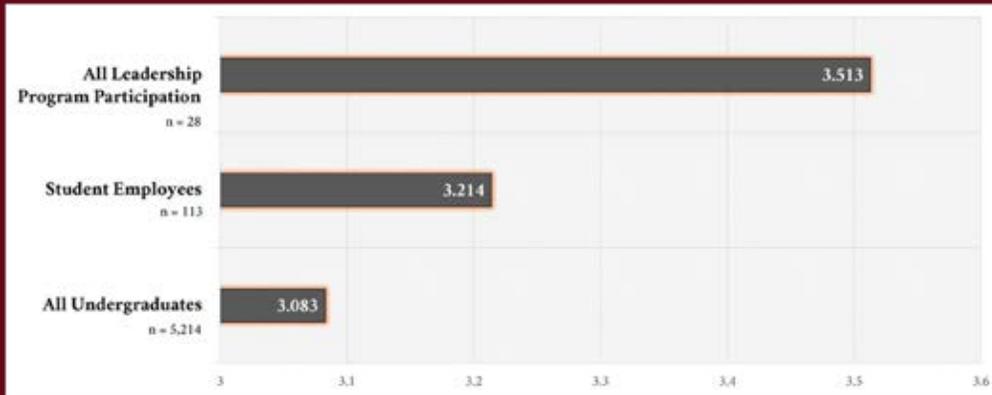
ALL UNDERGRADUATES - AVERAGE GPA



This graph compares the overall average GPA of all undergraduates to those involved in specific DSA roles. Students who participated in DSA leadership programs or worked as student employees had higher GPAs—3.262 and 3.232 respectively—compared to the overall average of 3.113. These findings suggest that students in leadership and employment roles benefit academically from their engagement.



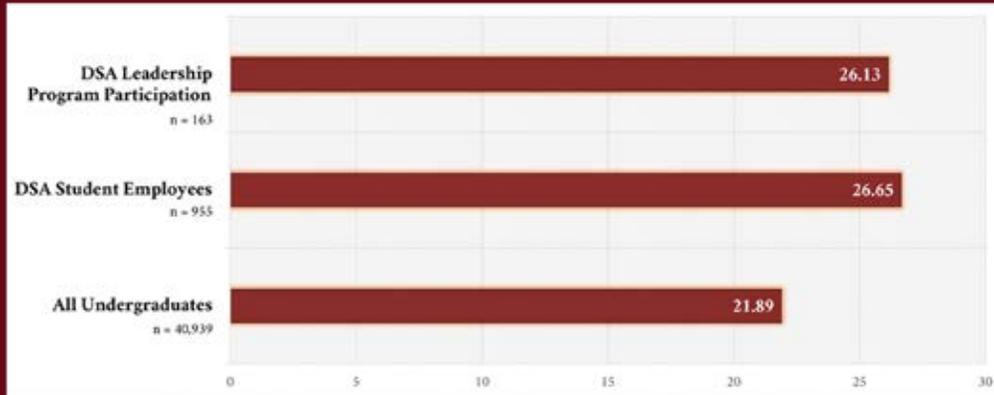
FTIC - AVERAGE GPA



FTIC students involved in DSA leadership programs and employment roles demonstrated notably higher GPAs than the overall FTIC population. Students in leadership programs had an average GPA of 3.513, while student employees averaged 3.214—both significantly above the FTIC average of 3.083. These figures emphasize the academic benefits of student engagement for new undergraduates.



ALL UNDERGRADUATES - AVERAGE CREDITS COMPLETED



Undergraduates engaged in DSA leadership and employment roles completed more credits on average than their peers. Leadership program participants averaged 26.13 credits, and student employees averaged 26.65, compared to the overall average of 21.89 credits. This reinforces the idea that student engagement supports academic momentum.



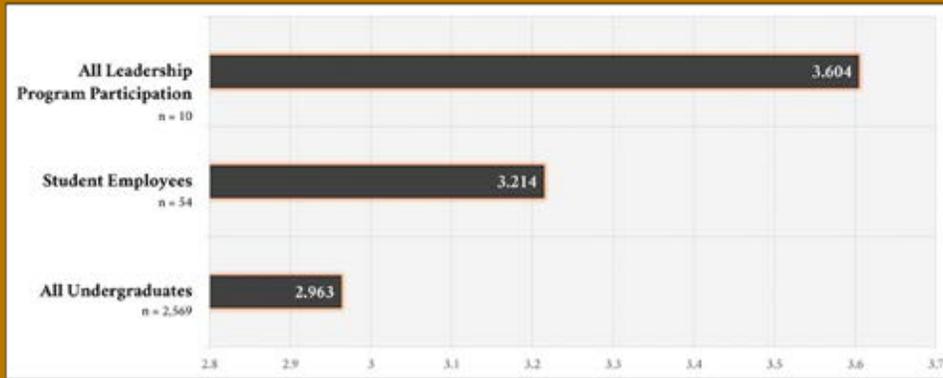
FTIC - AVERAGE CREDITS COMPLETED



Among FTIC students, those in leadership programs and student employment roles completed significantly more credits than the average FTIC student. Leadership participants averaged 30.32 credits, student employees averaged 28.68, compared to the overall FTIC average of 25.56. These outcomes further validate the value of early student engagement.



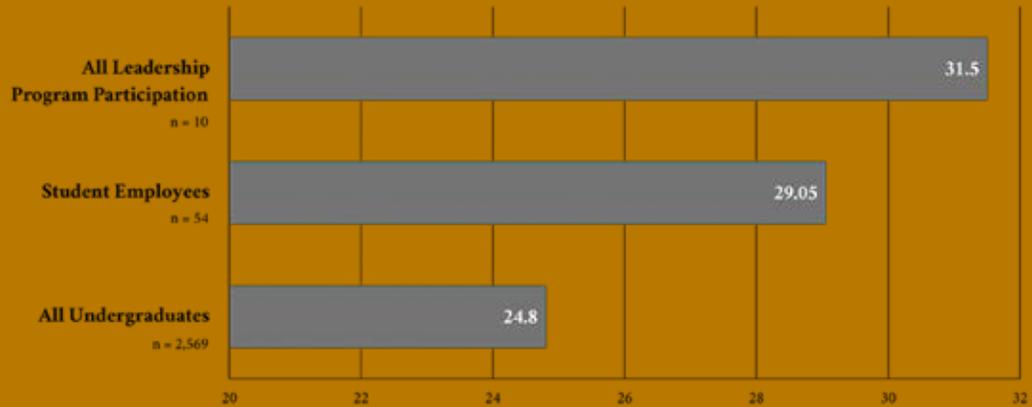
FTIC PELL- AVERAGE GPA



FTIC Pell recipients who participated in leadership programs achieved the highest average GPA (3.604), followed by student employees at 3.214—both well above the overall average of 2.963. These findings highlight how structured student engagement can significantly benefit student populations.



FTIC PELL - AVERAGE CREDITS COMPLETED



This chart shows that Pell-eligible students who are involved in leadership programs or work on campus tend to complete more credit hours than the overall undergraduate average. While all undergraduates averaged lower, student employees and especially leadership program participants achieved stronger academic performance, suggesting that campus engagement supports student success.





Student Employment and Success: How One Campus Job Can Shape Future Leaders

For Bailey Payne, a Public Relations student who graduated in May 2025, becoming a student worker at the University of Houston was more than just a job—it became a defining element of her college journey. Her experience exemplifies how student employment plays a critical role in driving engagement, academic success, and student retention.

Bailey’s journey began when she volunteered for Frontier Fiesta, UH’s long-standing student-led celebration of campus spirit and community. What started as a small role evolved quickly into a leadership opportunity. “It was my first campus job,” Bailey said. “I just wanted to be involved, but one opportunity led to another, and I eventually became Chair.” Over the next three years, Bailey made history as the only student to serve three consecutive terms as Chair of Frontier Fiesta.

In her first year, she implemented operational improvements such as prefabricated booth fronts for safer, more efficient event setup. She also helped boost board retention by 75%, reinforcing the long-term sustainability of the program.

While these accomplishments are impressive, it is the deeper impact of student employment that reflects UH’s broader commitment to student success. “The community I found through Frontier Fiesta was incredible. The friendships, the support, the sense of purpose—it made everything worthwhile,” Bailey shared. Her on-campus job also built critical life and career skills—communication, delegation, and problem-solving—that now support her part-time work and prepare her for her dream job in fan engagement with the Houston Texans. “I learned how to communicate with all types of people, how to ask for help when needed, and how to delegate responsibilities effectively. Those are not just work skills—they are life skills.”

Bailey’s experience directly mirrors what the Division of Student Affairs found in a recent engagement study: students who participate in on-campus programs and employment opportunities are far more likely to remain enrolled and thrive academically. In fact, students who worked for the Division during academic year 2024 had an average GPA of 3.259 and a 95% retention rate—significantly higher than their peers. These “touchpoints” of engagement—like Bailey’s role in Frontier Fiesta—are proving to be powerful predictors of persistence. Students who interacted with Student Affairs four or more times had a 92% overall retention rate. For First-Time-in-College (FTIC) and Pell-eligible students, that number climbed to 93%. “I felt invested in the university because I was a part of something,” Bailey said. “I learned about resources I would not have known otherwise. I went to games, met people across campus, and grew in ways I never expected.”

Looking back, Bailey realizes she has room to grow in budgeting and administrative logistics. Still, she emphasizes the immense value of her student employment experience. Her advice to others is simple: “Get involved early and be open to growth. Everything I gained started with that one volunteer opportunity. You never know where it will take you.” Bailey’s story is more than a personal success—it is one example that depicts how student employment supports the mission of the Division of Student Affairs: to foster meaningful engagement that enhances academic performance, increases retention, and prepares students for lifelong success.



Bailey Payne
(Student Worker)

By Germaine Washington – Director of Marketing and Communications and Jose Esquivel – Marketing Assistant – Student Affairs

Leading with Purpose: Diego Arriaga’s Journey as a UH Student Worker

For Diego Arriaga, former Student Body President, working on campus was not just a steppingstone—it was a source of purpose, community, and personal transformation. His experience as a student worker highlights the direct link between campus involvement and student success, and it reflects the growing body of data supporting UH’s commitment to engagement as a driver of retention.

Diego’s introduction to UH’s support systems began at orientation—his first true “touchpoint” with Student Affairs. It was here that he discovered the Student Government Association (SGA), the Orientation Team, and more importantly, where he found belonging.

“Orientation was where it all started for me,” Diego recalled. “I didn’t know many people when I arrived at UH, but that first experience gave me a reason to stay and get involved.”



Diego Arriaga
(Student Worker)

That involvement grew quickly. Diego joined SGA, eventually serving as Student Body President, and worked as an Orientation Leader—two positions that allowed him to help other students feel the same sense of welcome he experienced. Through his campus job, Diego gained more than leadership titles; he developed as a communicator, mentor, and advocate. “Being a student worker taught me that leadership isn’t just about being at the front—it’s about creating lasting impact,” he explained. “Sometimes the best leaders are the ones planting seeds, not the ones standing in the spotlight.”

The power of these formative roles is backed by recent findings from the Division of Student Affairs. In 2024 alone, over 19,500 undergraduate students engaged in Student Affairs programs. Among them, students with four or more “touchpoints” or interactions—like orientation, student employment, or involvement in leadership programs—achieved retention rates as high as 92%. First-Time-in-College and Pell-eligible students who reached that level of engagement were retained at an even higher rate of 93%.

Even more compelling: among the 974 students employed by the Division of Student Affairs, the average GPA was 3.259, and retention climbed to an impressive 95%. These are not just statistics—they are outcomes shaped by stories like Diego’s. From facilitating new student sessions to collaborating with university leadership, Diego used his student worker role to influence change, build bridges, and help others thrive. “My work at UH gave me a platform to make a difference,” he said. “I saw how support and involvement can change a student’s path—and I was honored to be a part of that.”

He encourages current and future students to embrace that same opportunity: “Find something that brings you joy and helps others. Whether it is orientation, a leadership role, or any student job—being part of something greater than yourself can shape your college journey and beyond.”

Diego Arriaga’s story is a powerful example of how on-campus employment fosters growth, not only for the individual student but for the broader UH community. Through meaningful involvement, students gain more than work experience—they gain purpose, confidence, and the tools to persist and succeed.

Written by Germaine Washington - Director of Marketing and Communication and Jose Esquivel - Communications & Marketing Assistant - Student Affairs

Finding Her Footing: How the Cougar Experience Scholarship

When Maryve Lidasan first opened the email about the Cougar Experience Scholarship, she did not expect it to change her college journey—but that is exactly what it did. A first-year biology major at the University of Houston, Maryve was initially unsure if living on campus was even a possibility. “Dorming was something I really wanted to do, but financially, it just wasn’t in the cards for me,” she shared. The scholarship not only made that dream attainable—it transformed her entire experience at UH.

The Cougar Experience Scholarship covers housing for eligible students and offers them the chance to be part of a close-knit community with built-in academic and social support. For Maryve, that meant the ability to live in Cougar Village I, attend late-night study groups, build strong friendships, and even begin a consistent gym routine that helped her stay grounded during a demanding semester.

“Living on campus made such a big difference,” she said. “Study sessions usually happen later in the day. If I were a commuter, I would have had to wait around for hours or miss out completely. But being on campus meant I could go to my dorm,

Maryve’s home in Rosenberg, TX, is an hour away from campus—longer with traffic. That daily commute could have meant two hours lost every day, but the scholarship gave her those hours back. “That’s the time I used to study,” she said. “As a biology major, the coursework is intense. I needed all the time I could get.” The benefits went far beyond convenience. Thanks to the scholarship, Maryve did not have to worry about taking on a job or loans in her first year. Financial aid and other scholarships covered the rest of her tuition and meals. The reduced stress gave her the freedom to take on a heavier course load—17 credit hours per semester—and seek academic support when needed. “I could go to office hours, peer tutoring, and study groups without worrying about the time or travel,” she explained. Outside the classroom, Maryve also found ways to engage with the campus community. She joined Alpha Epsilon Delta, a pre-med honor society, and the Filipino Student Association. “Their meetings were usually at night, and without the scholarship, I would not have stayed on campus until 7 p.m. just for a club. But being there made it easy—and fun.”

The Cougar Experience Scholarship also helped Maryve grow personally. “When I came in, I was not very disciplined. I used to procrastinate a lot,” she admitted. But the structure of living on campus—combined with support from her RA, Natalie, and her cohort of fellow scholars—helped her form better habits. “I started waking up early, going to the gym, and managing my time better. It helped me become more independent and take ownership of my education.” Though she did not know many of the other scholarship recipients initially, Maryve said the biweekly Cougar Experience meetings helped her step out of her comfort zone. “I am introverted, so it was a great way to meet people I would not have otherwise talked to. By the end, we were bonding over friendship bracelets at our last meeting. It was such a supportive group.”

Looking ahead, Maryve plans to attend medical school and become a doctor. She knows the foundation she built in her first year—thanks to the Cougar Experience Scholarship—has set her on the right path. “It helped me establish discipline and study habits early on. That is something I will carry with me throughout my time at UH and beyond.” To future applicants and donors, Maryve has this to say: “The opportunity this scholarship provides is life changing. It is not just financial support—it is a chance to grow, connect, and thrive. I would not be where I am without it.”



Maryve Lidasan
(Scholarship Recipient)

Written by Germaine Washington - Director of Marketing and Communication and Jose Esquivel - Communications & Marketing Assistant - Student Affairs



FUNDRAISING

DSA ADVANCEMENT: STRATEGIC FINANCIAL GROWTH

Raised **\$953,618.63**

Progress in securing grants and donations.

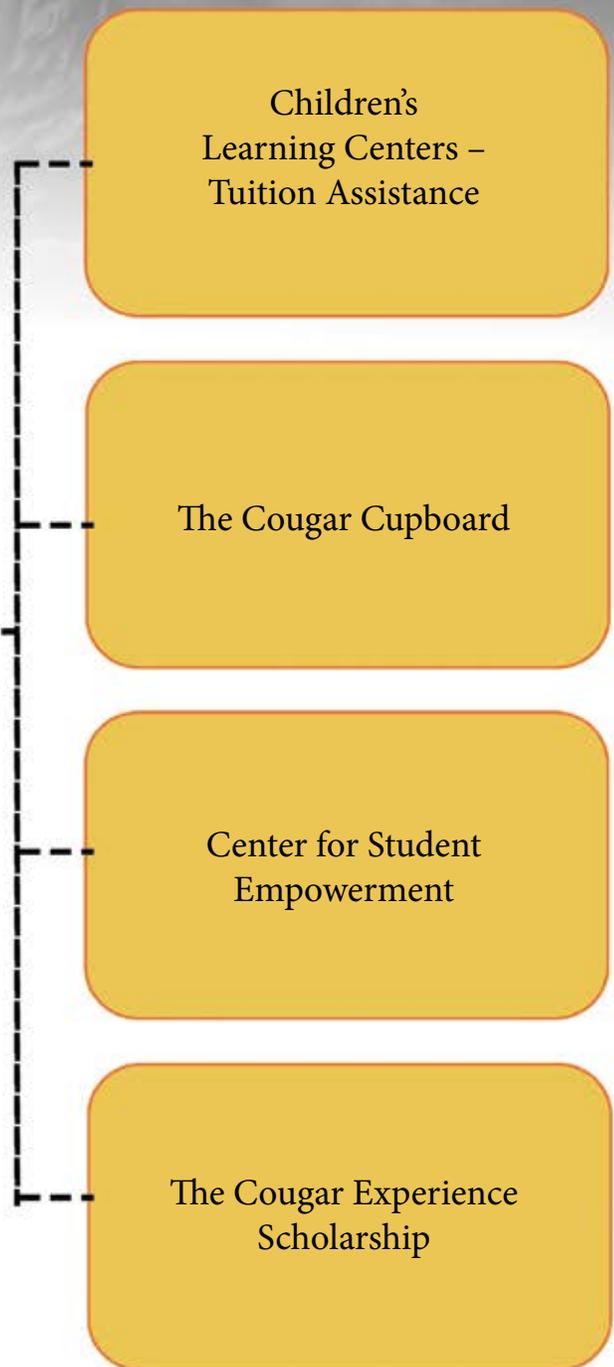
Financial strategies to sustain and expand DSA programs.



Key Areas of Student Support and Empowerment among Many Others

\$3,924,911

Worth of goods or services provided to students to lower economic barriers.



ENGAGING WITH OUR COMMUNITY





Engaging with Our Community

The University of Houston is committed to cultivating a vibrant campus community that supports student success through engagement, connection, and shared purpose. Across campus, students are encouraged to become active participants in their college experience, contributing to a culture that values leadership, service, and collaboration.

Involvement opportunities—from student organizations to campus employment—play a critical role in shaping personal and professional development. Students who engage with the Division of Student Affairs through leadership roles or campus jobs gain valuable skills, deepen their sense of belonging, and contribute meaningfully to the campus environment. Their experiences illustrate the transformative power of community involvement and its lasting impact on student growth.

UH's ongoing investments in campus infrastructure reflect a deep commitment to enhancing student life. The planned expansion of Student Center North, scheduled for completion in 2027, will centralize vital services such as , Center for Student Empowerment, Counseling and Psychological Services and University Career Services. By creating a more integrated and accessible space, the university aims to support students holistically—academically, emotionally, and professionally.

The university is also expanding its residential experience through the addition of Centennial Hall, a 1,000-bed residence hall for first-year students opening in Fall 2027. This project is part of UH's broader effort to provide 10,000 on-campus beds, supporting a dynamic residential culture that fosters engagement, and student persistence. Living-learning communities and intentional programming help students build meaningful relationships and establish a strong foundation for success.

Through strategic planning, student-centered initiatives, and a focus on campus excellence, the University of Houston continues to strengthen its campus community. By fostering environments where students are empowered to engage, lead, and connect, UH affirms its commitment to holistic student development and long-term success.

Written by Germaine Washington - Director of Marketing and Communications - Student Affairs and Jose Esquivel - Marketing and Communications Assistant, Student Affairs

**STUDENT VOLUNTEERS
THIRD WARD**



801

Student Volunteers – Third Ward
801 students served

**STUDENT VOLUNTEER
HOURS THIRD WARD**



1,737

Student Volunteer Hours –
Third Ward
1,737 volunteer
hours contributed.

**FACULTY / STAFF
VOLUNTEERS**



1,277

Faculty/Staff Volunteers
1,277 faculty and staff
participated in service.

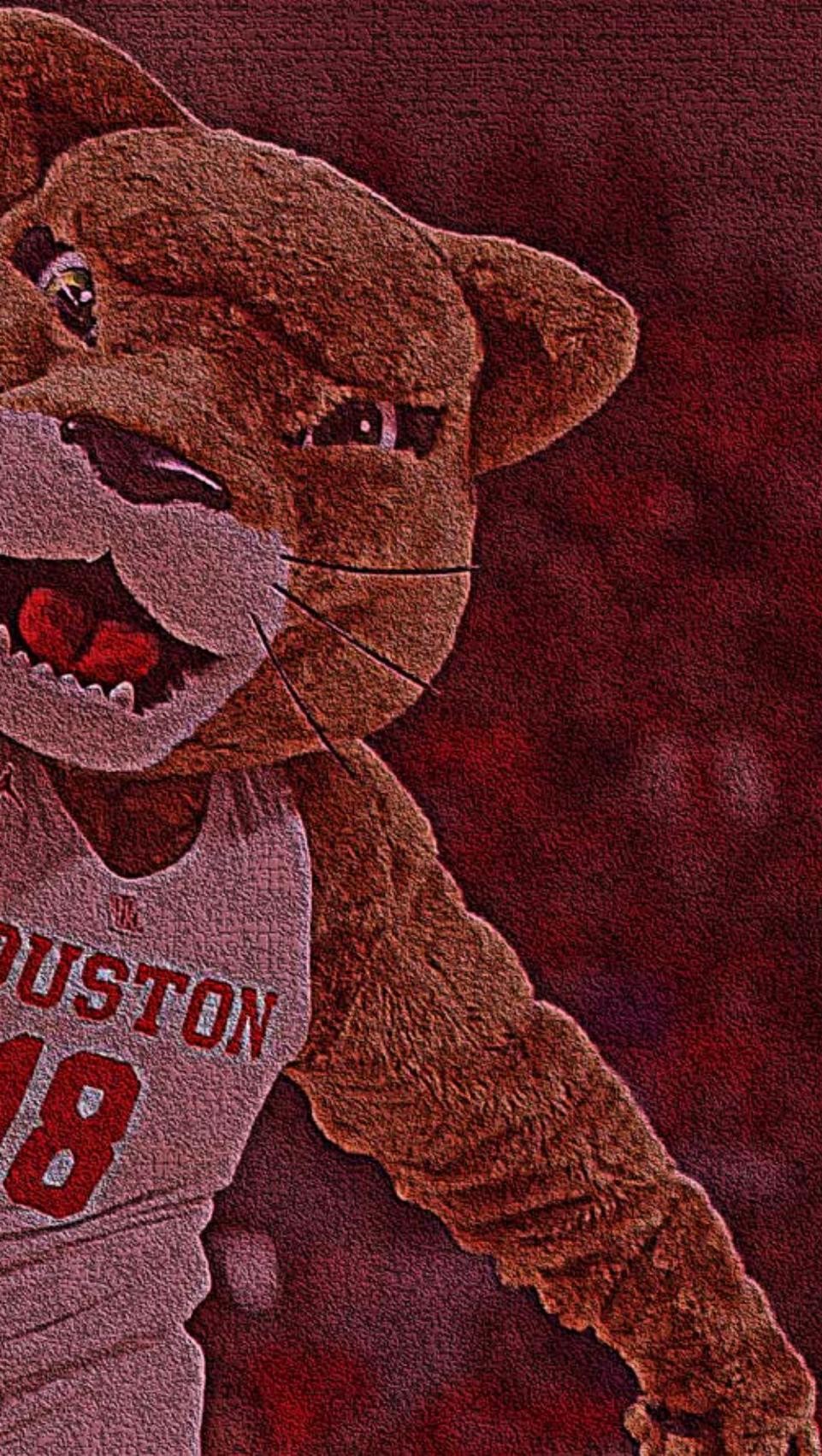
**FACULTY / STAFF
VOLUNTEER HOURS**



4,430

Faculty/Staff Volunteer Hours
4,430 volunteer hours were
contributed by faculty/staff.





The Residential Experience Transformation

The University of Houston is redefining what it means to live and learn on campus, advancing a strategic vision to create a truly integrated residential experience. This transformation is not simply about adding more beds—it is about designing a living environment that actively supports student success, well-being, and campus connection.

Centennial Hall, a 1,000-bed residence hall for first-year students opening in Fall 2027, will be the newest addition to UH's residential portfolio. Purpose-built for today's students, the facility will feature modern living spaces, collaborative study areas, and community-focused common rooms that encourage interaction and engagement. Its opening will also bring UH closer to its goal of providing 10,000 on-campus beds, reinforcing the university's identity as a primarily residential campus.

This expansion reflects a long-term commitment to student persistence and retention. Studies consistently show that students who live on campus are more likely to succeed academically, participate in campus life, and graduate on time. By offering living-learning communities, tailored programming, and peer support networks, UH ensures that residential life is more than just a place to stay—it is an active component of the educational experience.

The Residential Experience Transformation also prioritizes inclusivity and accessibility, creating spaces that welcome students from all backgrounds. Through intentional design and programmatic collaboration between housing staff and campus partners, the residential experience will continue to promote cultural understanding, leadership development, and lifelong friendships.

As UH moves forward, the residential expansion represents more than growth in capacity—it is an investment in the holistic development of every student who chooses to call campus home. Centennial Hall will stand as a testament to the university's belief that where students live can shape how they learn, connect, and thrive.

By Germaine Washington – Director of Marketing and Communications – Student Affairs



SHRL EXPANSION





Student Center Expansion Supports Student Engagement and Success

At the University of Houston, the student experience is shaped not only by what happens in the classroom, but also by the spaces that foster connection, reflection, and growth. Expanding the Student Center North—a dynamic and inclusive space where students access essential services, build relationships, and find their sense of place within the Cougar community—is another way we continue to support our students.

This exciting two-story expansion, scheduled to begin construction in the summer of 2026 and completed by the winter of 2027, will significantly enhance the student experience by centralizing and increasing capacity for critical services. Counseling and Psychological Services (CAPS) will be housed in a more visible and accessible location, and University Career Services will gain additional space to support students in preparing for their post-graduation goals. The Center for Student Empowerment (CSE) and Veteran Services will also be relocated and expanded within the facility, further supporting diverse student populations with tailored resources and inclusive support.

These changes are more than physical improvements—they are part of UH’s long-standing commitment to fostering a student-centered environment grounded in belonging, wellness, and engagement. By designing spaces that bring together wellness resources, career preparation, and student organizations, UH ensures students feel supported in all aspects of their journey. intentional approach to student retention. Research consistently shows that when students are more connected—through peer networks, support services, and community involvement—they are more likely to persist and succeed. The Student Center North project exemplifies how thoughtfully designed spaces can serve as touchpoints that encourage meaningful engagement and promote a deeper sense of purpose on campus.

Whether it is seeking mental health support, exploring career paths, or attending events and activities that foster campus pride, students will find the expanded Student Center North to be a central destination for connection, care, and opportunity.

As UH continues to enhance its residential and co-curricular environments, the expansion of Student Center North represents a bold step forward—strengthening the infrastructure that supports student well-being, engagement, and long-term success.

By Germaine Washington – Director of Marketing and Communications - Student Affairs



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