DEAN OF STUDENTS

Your Student Success Advocates!

SFAC PROGRAM QUESTIONNAIRE RESPONSES
FISCAL YEAR 2017

Submitted by:

Dr. William F. Munson
Associate Vice President for Student Affairs and Dean of Students

Kamran Riaz
Associate Dean of Students

October 2015

Question # 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.

Response:

MISSION
The University of Houston Dean of Students Office creates an environment conducive to student success by providing essential services and innovative programs that empower students to make responsible choices, engage parent and family members and support the campus community through advocacy and strategic partnerships.

VISION
The Dean of Students Office will establish itself as the premier campus leader in creating opportunities to engage and support students and their families in a meaningful Cougar experience that positively impacts student success.

SERVICE OVERVIEW

The Dean of Students Office provides programs and services which are designed to: create and maintain an intellectual environment which supports the rights of University community members to pursue their educational goals in a safe and orderly atmosphere: monitor and respond to students who exhibit threatening and/or concerning behaviors: reduce barriers to student success and persistence by providing information regarding UH policies, procedures, programs, services; support academic success and encourage persistence by advocating for students solving student problems; reduce barriers to academic and personal success by providing, information, and referrals; provide an opportunity for parents and family members of UH students to become connected to the University by keeping them informed of campus issues and activities and offering programs in which they can be involved; and represent fairness, objectivity and, the interests' of students engaged in University grievance processes.

- *Student Conduct* - Staff in the Dean of Students Office are responsible campus wide supervision, maintenance, and enforcement of the UH Student Code of Conduct.

- *Maxient Student Conduct Database*-The Dean of Students Office manages the UH conduct management software, Maxient. This software provides a centralized student conduct database and is shared with, Student Housing and Residential Life, University Department of Public Safety, members of the Conduct Assessment and Response Team (CART) and Counseling and Psychological Services.

- *Conduct Assessment Response Team (C.A.R.T.)*-The DOS serves as the nexus for the Conduct Assessment and Response Team (C.A.R.T.), a multidisciplinary group of University officers charged with the responsibility of responding to student behavior that may be perceived as a threat to the campus community.

- *Freedom of Expression*- Staff in the Dean of Students Office administer the UH Manual of Administrative Policies and Procedures Freedom of Expression Policy (MAPP13.01.01) which governs the use of campus grounds for outdoor organized expressive activities

- *Academic Honesty Hearings*- Dean of Students Office representatives attend all college level Academic Honesty Hearings and serve as a University resource person.

- *Parent and Family Programs* –The office creates and oversees the Cougar Parent Connection Newsletter, the Parent Network, the parent website, and the UH Family Weekend. This office also serves as a clearinghouse for parent questions during the year, assists with Parent Orientation and is continuing to explore new initiatives designed to connect parents to the University and support the success of their students.

- *Commuter Student Initiatives* – develop programmatic initiatives designed to enhance commuter student success and engagement though the Commuter Assistant Program, MAP-Works, and other programmatic initiatives.

- *UH Student Handbook* - The UH Student Handbook is published electronically on an annual basis and contains descriptions of important academic policies, financial policies, student life policies, University services, and information on campus life outside of the classroom. The UH Student Handbook is available on line at http://publications.uh.edu/index.php?catoid=17 .

- *Student Advocacy Services and Referral*- Staff in the Dean of Students Office offer a student advocacy and problem solving service designed to support students as they endeavor to address issues with the University or access the resources they need to be successful at UH.

- *Emergency Student Loans* - The staff of the Dean of Students Office are responsible for administering the University's Emergency Student Loan Program in conjunction with the staff of the Office of Financial Aid.
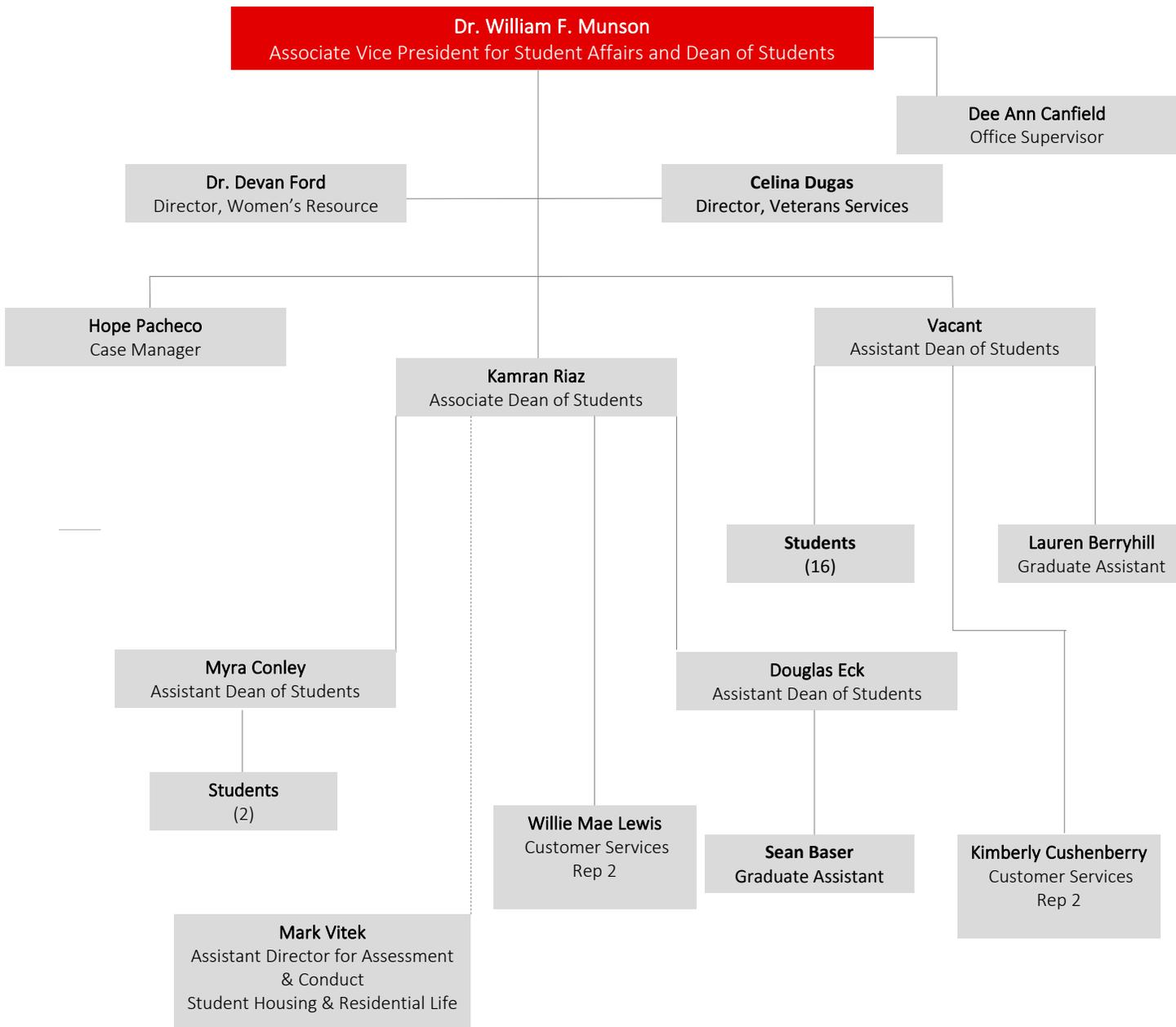
Question # 2:

Provide an organization chart of your unit. Large units may need to have an overview chart and then more specific charts for each program. Where you have multiple staff in the same position (e.g. counselor, advisor, etc.), note this on your chart. Student employees should be cited on the chart and identified as students.

Response:

UNIVERSITYof **HOUSTON**
DIVISION of STUDENT AFFAIRS and ENROLLMENT SERVICES

Dean of Students Office

Dr. William F. Munson
Associate Vice President for Student Affairs and Dean of Students

Dee Ann Canfield
Office Supervisor

Dr. Devan Ford
Director, Women's Resource

Celina Dugas
Director, Veterans Services

Hope Pacheco
Case Manager

Vacant
Assistant Dean of Students

Kamran Riaz
Associate Dean of Students

Students
(16)

Lauren Berryhill
Graduate Assistant

Myra Conley
Assistant Dean of Students

Douglas Eck
Assistant Dean of Students

Students
(2)

Willie Mae Lewis
Customer Services
Rep 2

Sean Baser
Graduate Assistant

Kimberly Cushenberry
Customer Services
Rep 2

Mark Vitek
Assistant Director for Assessment
& Conduct
Student Housing & Residential Life

Question #3:

List your unit's strategic initiatives and action steps identified for the 2014-2015 academic year and cite the specific Division of Student Affairs and Enrollment Services (DSAES) Strategic Initiatives and University of Houston Strategic Goals to which they relate (links below). 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/action steps, the rationale for the addition, and comment on your success in achieving these items.

DSAES Plan: (**http://www.uh.edu/dsa/about_student_affairs/strategic_plan.html**)
UH Goals: (**http://www.uh.edu/president/vision-priorities/**)

Response:

Initiative 1. Broaden the scope, reach and impact of Student Advocacy Services to insure timely resolution to student concerns and problems. (DSAES Strategic Initiative: 1b)

Status: partially accomplished. Initial advertisement campaign began fall semester 2014 and continued throughout the year. Strategic partnerships with campus offices began to be established, however needed a better system for tracking student data.

Initiative 2. Ensure that students interacting with the Dean of Students Office are made more aware of their rights, responsibilities, and resources as a member of the University of Houston Community. (DSAES Strategic Initiative: 1, 3)

Status: accomplished. Pre- and post- test were administered to all students referred to the conduct process; data showed an increase of 23.5% [strong/moderate] agreement in possessing an overall understanding of the disciplinary process and a 24.96% [strong/moderate] agreement of understanding individual rights through the conduct process as a result of having a disciplinary meeting with their hearing officer.

Initiative 3. To engage students in strategic partnerships and solutions to aid their development in pursuit of graduation. (DSAES Strategic Initiative: 1)

 Status: accomplished. Pre- and post- tests were administered to all students seeking Advocacy services through DOS. Data showed an increase of 13.77% [strong/moderate] agreement in a student's awareness of university policies and procedures as a result of utilizing student advocacy services. Similarly, confidence levels increased 22.55% among students when asked about their ability to resolve their problem/concern.)

Initiative 4. Implement the pilot semester of the Commuter Assistant (CA) Program helping first year commuters' transition successfully into the university culture via Map-Works, commuter-specific programming, and mentorship opportunities. (DSAES Strategic Initiative: 1)

Status: accomplished. The pilot year of the CA program was successfully implemented fall 2014.)

Initiative 5. Create a comprehensive marketing and brand(ing) plan for Dean of Students Office; including the assessment of all print publications and all presences online for uniformity and consistency. (DSAES Strategic Initiative: 5a. 5b. 5c.)

Status: accomplished. All 'stand-alone' publications were refreshed to comply with University standards. A comprehensive DOS brochure was developed and mailed to all on-campus faculty and staff members. The DOS website was also updated to new standards.

Initiative 6. Establish protocols and guidelines that provide the highest quality customer service experience, utilizing technology, training and resources to improve student and staff experiences. (DSAES Strategic Initiative: 2a, 2e)

Status: In progress. The DOS structure has been reorganized to facilitate enhanced customer service in the office, DOS staff meet with representatives of service units to learn more about campus resources as part of the "Lunch and Learn" series, and information regarding campus policies, processes, and programs is presented and discussed during DOS staff meetings.

Initiative 7. Identify strategic partnerships on-campus to enhance collaborations and comprehensive training programs as they relate to the Dean of Student mission and vision. (DSAES Strategic Initiative: 6; b)

Status: accomplished. Regular student conduct training for UH and UHS stakeholders held throughout the year. Dealing with disruptive/concerning student training and consultation provided to UH colleges and departments. A "Lunch and Learn" series was hosted with five campus departments to exchange knowledge and resources.)

Question # 4:

Please discuss the means that you are utilizing to evaluate both your success in achieving the aforementioned objectives and their importance as compared to other objectives that you might pursue. Where data exist, discuss the number of persons served by each of your programs and any assessment measures used to evaluate program success. Please provide the method for collecting these data.

Response:

Different assessment methods are used to evaluate different programs. After we look at the numbers, we compare them with the numbers from the year before and look at the trends. If needed programs are slightly modified to serve the needs of students better.

It should be noted that data for 2014 were collected over a 13 month period (August1, 2013- August 31, 2014) while 2015 data were collected over a 12 month period (September 1, 2014 –August 31, 2015).

Student Conduct:

Conduct Referral (by type)	FY 2014	FY 2015	Change
Alcohol related	218	209	-.04%
Misuse of identification	159	54	-66%
Disruption/obstruction	150	115	-23%
Complicity	130	178	44.44%
Drug use/possession/sale & paraphernalia	108	158	46.29%
Mental or bodily harm	90	84	-6.66%
SHRL Smoking policy	86	112	30.23%
Location of incident occurrence			
Cougar Village II	280	287	2.5%
Calhoun Lofts	166	98	-68%
Campus Recreation Center	165	56	-66.06%
Cougar Village I	130	164	26.15%
Moody Towers (north & south)	116	128	10.34
Bayou Oaks	86	197	129%
Cougar Place	72	50	-30.55%
Parking lots/roads/garages	69	63	-8.69%
Referral sources			
Student Housing & Residence Life	732	825	12.70%
UH Departments/offices	292	158	-45.89%
UHPD	237	285	20.25%

Student	14	15	7.14%
College/Faculty	13	18	38.46%
Parking	10	12	20%

Total cases created (individual students)	1293	1313	1.54%

Other DOS services, processes and programs:

DOS Services & Programs	FY 2014	FY 2015	Change
Event registration requests (Freedom of Expression)	589	470	-20.20%
Alcohol registration requests	107	121	13.08%
Emergency loans processed	152	69	-54.60%
Campus program for minors programs	107	110	2.80%
Family weekend attendees	930	830	-10.7%
Case management cases created	17	60	252.94%
FY students participating in Commuter Assistant Program	n/a	230	n/a

Trends and observations

The area where conduct referrals decreased most significantly was the "Misuse of identification" category. Over 95% of these incidents took place in the Campus Recreation and Wellness Center in both FY14 and FY15. This pattern is suggested by the data reported in the "Location of incident occurrence" section. This decrease suggests that Campus Recreation and Wellness Center staff did a better job of letting the students know of the are consequences of using another student's identification. In addition, it is speculated that general student awareness of conduct consequences for misuse of identification has contributed to the reduction in conduct referrals in this category.

A significant increase in Case Management can be partially explained because the Case Manager position was staffed for a portion of (8 months) the 2014 reporting period and the entire reporting period (12 months) for 2015. In addition, anecdotal evidence suggests that there was an increase in emergency hospitalization cases in 2015, however with the absence of 2014 data, this explanation cannot be substantiated.

Referrals from departments decreased while referrals from UHPD increased. It is speculated that this may be due to departments calling UHPD, who subsequently complete the referral, rather than completing the referral themselves.

More analysis is needed to explain other significant changes.

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Assessment Projects

Commuter Assistant Program

A pre-post survey was utilized to gather data from the CA participants. Due to an extremely low participation rate for the post-survey, the progression on the learning outcomes could not be determined. Results of the pre-post interviews with the CA leaders revealed that every CA's increased their competencies within all 8 of the measures that we utilized. The percentage increase were highest within "knowledge of university resources", "understanding role and procedures", "time-management" and "communication".

Student Conduct
A pre- and post-survey were used to assess student learning, understanding and ownership for student conduct cases adjudicated through the Dean of Students Office. Eleven (11) different questions were assessed to gauge student learning and growth as a result of meeting with a conduct officer. Each area measured indicated positive change:

- Awareness of UH Conduct policies: + 9.21%
- Awareness of how to access UH Conduct policies: + 16.05%
- Understanding of disciplinary process: + 23.50%
- Understanding role of self: + 17.99%

- Understanding of one's rights: + 24.96%
- Understanding of action as a reflection on UH community: + 11.42%
- Understanding of impact on own UH experience: + 4.73%
- Understanding of impact on other students' experience: + 14.94%
- Understanding of impact on UH's reputation: + 10.87%
- Understanding of impact on one's future experiences at UH: + 9.88%
- Understanding of impact on one's experiences after UH: + 9.42%

Moving forward, DOS conduct officers will seek to help students connect their actions better to their UH experience while they remain a student as well as to help draw connections to their post-grad experiences.

Student Advocacy
During its initial year of existence, Student Advocacy assessments focused on student's knowledge of University procedures and confidence levels for resolution pre- and post-visit. Positive change was measured in each of these categories:

- Knowledge of policies as they relate to student's concern/question: + 13.77%
- Confidence in being able to resolve concern/question: + 22.55%

As Student Advocacy services continue to grow, assessment efforts will shift toward utilization and identification of problems and frequent campus concerns. Students typically arrive with a strong level of knowledge in how to resolve their concern/issue, however students are seeking a person of "authority" to intervene and bring forth resolution. Assessments will now be measured through DOS staff assisting students.

Question # 5

Please discuss any budget or organizational changes experienced since your last (FY2016) 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 Ledger 3 Fund Equity balance, please describe the conditions which caused the fund balance.

Response:

Since our last SFAC request our Assistant Dean of Students in-charge of Commuter Student Services and Family and Guests Programs has accepted another job and has left. This caused her work to be distributed among other individuals in the office and has caused some slow down as people taking the responsibilities are learning as they are doing the job.

We concluded our year with a Ledger 3 Fund Equity balance of $ 34, 398. This is mainly due to a GA position not being filled for most of the year.

Question # 6:

Please list your 2016-2017 strategic initiatives and action steps in priority order and cite the specific Division of Student Affairs and Enrollment Services Strategic Initiatives and University of Houston Strategic Goals 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**.**

Response:

Student Conduct:

Strategic Initiative 1: Assess student learning through the conduct/disciplinary process. When possible, engage students with "higher-level" critical thinking and decision-making skills.

a. Continue to measure student learning that occurs in conduct hearing process through pre/post-test.

b. Employ rubric evaluation and other targeted assessment methods toward imposed and completed sanctions.

c. Measure uniformity of conduct processes that occur both within Dean of Students office and within Student Housing & Residence Life settings to insure standard of practice.

Strategic Initiative 2: Partner with Student Wellness (possibly academic entity as well) to implement "Brief Alcohol Screening In College Students" (B.A.S.I.C.S.) program on the UH campus to ensure an educational approach to students who are found "In Violation" for various prohibited alcohol-related violations.

a. Identify campus partners and resources that are instrumental to implementation effectiveness and success.

b. Develop assessment database for student alcohol consumption inventory (pre-B.A.S.I.C.S.)

c. Track progression and recidivism rates of students referred to B.A.S.I.C.S.

Student Advocacy:

Strategic Initiative 1: Continue to expand the scope, reach, and impact of Student Advocacy services across campus to ensure a timely resolution to student concerns and problems.

a. Ensure for campus-wide understanding of Student Advocacy services through marketing, publications and out-reach opportunities.

b. Continue to collect data related to student concerns, problems and staff solutions.

c. Assist students in exploring options for problem resolution, university services and appropriate referral resources.

Strategic Initiative 2: Implement the "Dean's Leadership Council" (DLC), a group of 25 students that will serve as student advocates for the DOS office and engage with the campus community to improve student life.

a. Market and advertise DLC to campus community, soliciting nominations and applications for a competitive candidate pool.

b. Create "work plan" with the DLC to address student concerns, campus climate and common issues related to the student experience.

Implement a comprehensive education and awareness plan to train DLC members to serve as DOS office ambassadors, problem-solvers and trained program/leadership facilitators to entities of the campus community

Parent and Family Programs:

Strategic Initiative 1: To continue to development Family Weekend as a recognized campus event and tradition in accordance with the DSA strategic initiative 1; Creating new opportunities for student success through learning, engagement, and discovery, and DSA strategic initiative 6; Create and engage in strategic partnerships. UH Strategic Goal: Student Success.

a. Increase the number of sessions on Saturday, including a large "premier" event if there is no Saturday football game.

b. Create events to showcase new construction on campus including the new University Center and the new TDECU Stadium.

c. Assess feasibility of a DSAES online payment system for Family Weekend registration

Strategic Initiative 2: To keep parents and family members abreast of campus activities and current issues within UH and higher education in accordance with the DSAES

strategic initiative 6; Create and engage in strategic partnerships. UH Strategic Goal: Student Success.

a. To continue distributing the Cougar Parent Connection (e-newsletters for parents).

b. To continue oversight and maintenance of the parent email account/list serve, website, and Parent Guidebook.

Strategic Initiative 3: To serve as a liaison between the Dean of Students Office and parents of University of Houston students in accordance with the DSA strategic initiative 6; Create and engage in strategic partnerships. UH Strategic Goal: Student Success.

a. To continue to assist with Parent and Family Orientation.

b. Partner with campus departments to help distribute parent resources, such as the Parent Guidebook, throughout their areas and to their students and families.

c. Continue collaborative efforts with other UH units to enhance UH parent/family programs

Commuter Student Services:

Strategic Initiative 1: Continue to build a foundation for a commuter student services at UH in accordance with the DSA strategic initiative 1;
a. Create new opportunities for student success through learning, engagement and discovery. UH Strategic Goal: Student Success.

b. Implement the pilot program for a Commuter Assistant Program to help FTIC commuter students successfully transition to the university.

c. Work with Commuter Assistants to facilitate programming, advising, and overall support for their students.

d. Utilize Map-Works, specifically with the Commuter Assistance Program, as a guideline for interventions with at-risk commuter students.

e. Continue collaborative efforts with other UH units to enhance commuter student services.

f. Maintain oversight and continue to correspond via the Commuter Services website, email account, and social media platforms.

Conduct Assessment Response Team (C.A.R.T.):

Strategic Initiative 1: Facilitate the operation of the Conduct Assessment and Response Team (CART) in order to provide a proactive, multidisciplinary, and collaborative approach to assessing and responding to students who exhibit threatening, disruptive, and/or concerning behaviors. Linked to DSA Plan, Initiative 4; Develop a culture of innovation and accountability in the redesign of Division policies, processes, and procedures, and Initiative 6; Create and engage in strategic partnerships. UH Strategic Goal: Student Success.

a. Refine working definitions for concerning, disruptive, and threatening behavior and communicate to the University community in publications and student conduct training.

b. Formalize processes and procedures designed to facilitate the effective and efficient management of cases of threatening and/or concerning student behavior brought before the CART and adapt them to the Maxient student conduct software program.

c. Develop and implement training programs which inform University community members of strategies designed to help them identify students in distress and interact with students who exhibit threatening, concerning and disruptive behaviors.

d. Develop and disseminate materials designed to inform the University community of the existence of the CART and identify contact information for the CART in order to facilitate the reporting of potentially threatening and/or concerning student behaviors.

e. Develop and disseminate informational materials designed to assist University community members in the identification and prevention of potentially threatening and/or disruptive student behavior.

f. Seek out and continue CART member professional development and training opportunities as funding permits.

g. Integrate the Case Manager into the operation of the CART, the Dean of Students Office, and the DOS Student Advocacy and Support Services in order to support students identified by the CART, students who are involved in the student conduct process, and students who may be searching for community resources.

Student Handbook:

Strategic Initiative 1: To develop a culture of innovation and accountability in the re-design of Division policies, processes and procedures. The student handbook has been converted into the Acalog System. It will now be integrated with the information included in the undergraduate catalog. This includes DSA strategic initiative 6: Creating and engaging in strategic partnerships. UH Strategic Goal: Student Success.

a. To continue to provide a current, electronic version of the UH Student Handbook.
   Project starts April 4, 2016

b. To continue to maintain the quality of information in the Handbook through
   departmental review of solicited feedback and suggestions on new pertinent
   information from various constituencies on campus. Training of information
   stakeholders –May 2016

c. To encourage more departments/units to include electronic addresses (i.e. email,
   webpages) in their information. Active links are included to direct the community to
   additional details on a department or service. Request for updates - June 2015

d. To maintain up-to-date information on the Handbook web pages.
    Final Updates request - July 2016

e. To promote the UH Student Handbook to the UH community through various media
    The updated version of the handbook in Acalog will go live on August 1, 2016

<u>Case Management</u>:

Strategic initiative 1: To continue the relationships with community stakeholders such as
NPC-Neuropsychiatric Center, HCPC-Harris County Psychiatric Center and Ben Taub
Hospital through introductory outreach meetings to facilitate collaboration and
communication in serving students in accordance with the DSA strategic initiative 6;
Create and engage in strategic partnerships. UH Strategic Goal: Student Success.

a. Continue outreach meetings.

b. Develop outreach material.

c. Develop informal agreement for communication between agency and DOS.

Strategic initiative 2: Develop a Case Management process to identify, support and track
targeted at risk students in accordance with the DSA strategic initiative 4; Develop a
culture of innovation and accountability in the redesign of Division policies, processes
and procedures. UH Strategic Goal: Student Success.

a. Develop processes and expectations for referrals from CART and Assistant Deans,
Outreach and follow up with students, documentation and case updates to CART.

b. Develop forms to support the referral, outreach, follow up and case update process.

c. Develop Case Management 101 for stakeholder groups.

Question # 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.**

Response:

Additional sources of funding for DOS related programs include the following:

a) Family Weekend generates approximately $20,000 in registration fees each year.

Question # 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.

Response:

<u>Student Conduct:</u>

There are no other units which duplicate the Student Conduct Program.

<u>Conduct Assessment and Response Team:</u>

There are no other units which duplicate the Student Conduct Program.

<u>Parent and Family Programs</u>:

There are no other units which duplicate the Parent and Family Programs.

<u>Student Handbook</u>:

There is currently no other publication of this kind available to students, staff and faculty. The University of Houston Student Handbook is a comprehensive publication of student services, programs and policy information. Overlap exists with other university offices that create their own in-office publications describing their services and programs. This publication offers a comprehensive resource for campus information that is helpful to new as well as experienced students.

<u>Commuter Students:</u>

There are no other units which duplicate the Commuter Student Programs.