

**Student Fee Advisory Committee (SFAC)
FY2021 Program Questionnaire**

UH Wellness Responses

UNIVERSITY of
HOUSTON

YOU ARE THE PRIDE

UH WELLNESS

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 seeks 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. SFAC funding supports the health promotion initiatives and health education efforts to achieve this mission through:

- Health Promotion Initiatives: Participating and implementing events and activities relating to national campaigns and the top health and well-being concerns for college students through our signature programs Sexual Assault Awareness Month, Fresh Check Day, World AIDS Day, Unwind with Wellness.
- Educational outreach: Offer unique offering workshops and trainings on topics ranging from alcohol education, stress management, to sexual violence prevention - all focused on learning and maintaining healthy behaviors and positive coping skills.
- Evidence-Based Trainings and Programs: Provide Student Leadership Empowerment Training for students to become trained Peer Educators. The training is 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. Offer Mental Health First Aid to prepare participants to interact with a person in crisis and connect them with help. Implement three staff-facilitated programs for students who are in violation of UH's alcohol and drug policy: BASICS (Brief Alcohol Screening and Intervention for College Students), Marijuana 101, and Minors in Possession (MIP). Mental Health First Aid
- Consultation: An informal and non-threatening way for students to seek help or information related to any number of well-being topics. As part of this, we also assist with referral of students, faculty and staff with health and wellness questions or concerns.
- Assessment: Coordinates large campus-wide survey each spring that examines a wide variety of health and well-being behaviors. Each even year we conduct the National College Health Assessment (NCHA) which will allow us to benchmark our sample against national trends. In each even year we conduct our own standardized version of a Campus-Wide Survey. Both surveys allow us to develop new or improve programs or initiatives to address new or existing trends.

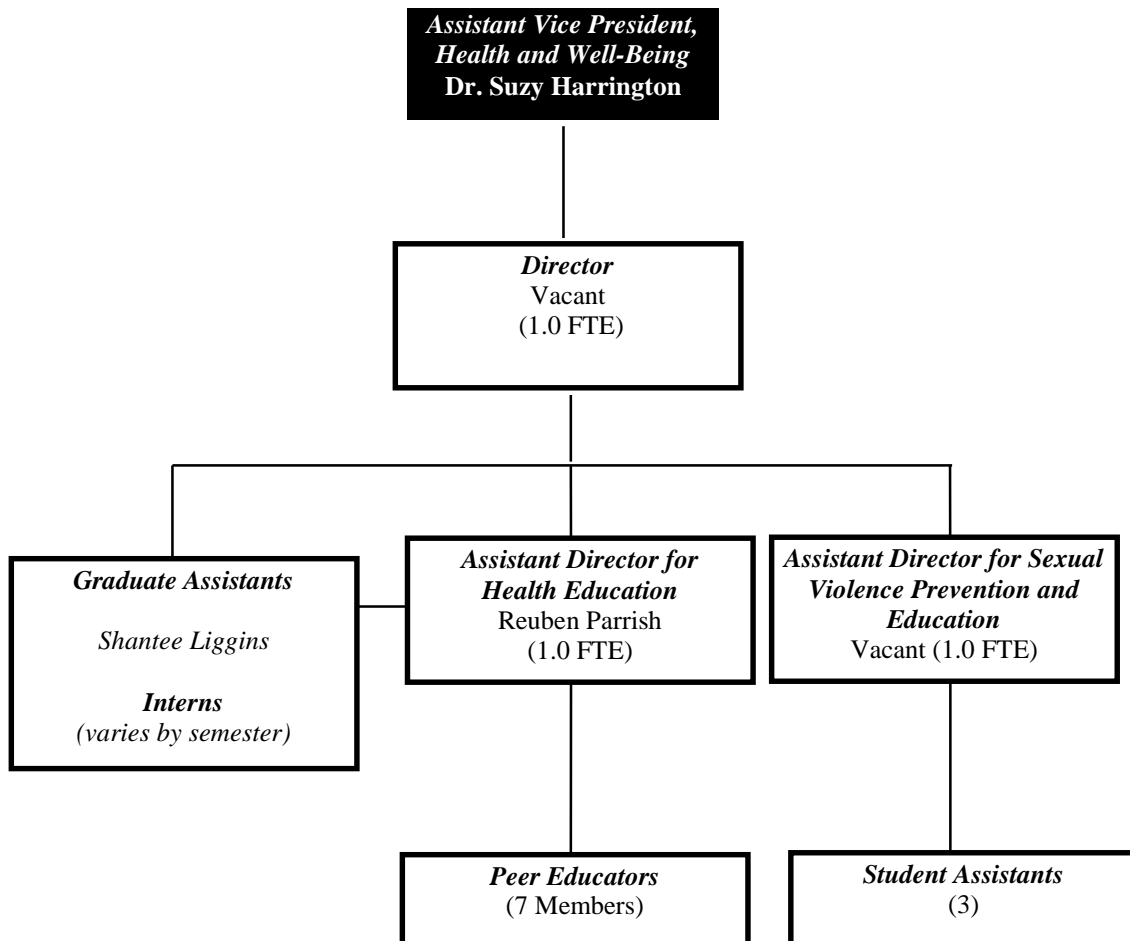
Our FY19 contacts totaled 26,665– a 5.25%% increase from FY18. Unique from other departments, we promote well-being in a holistic approach using the Dimensions of Wellness or Well-Being model. all dimensions (physical, social, intellectual, emotional, cultural, spiritual, occupational, financial, and environmental) and actively involve students in their own well-being through peer education, internships, and student employment and training. Our department is essential to the university in that we support retention, student engagement, and student success through the lens of health and wellness.

Question #2

UNIVERSITY of
HOUSTON

STUDENT AFFAIRS & ENROLLMENT SERVICES
UH Wellness

ORGANIZATIONAL CHART
(3.0 FTE)



3. List your unit's strategic initiatives and action steps identified for the 2018-2019 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.

Strategic Initiative 1:

To facilitate student development and the student learning process through education on alcohol and other drugs, mental health, sexual violence and sexual health (UH 1,2; DSAES Empowerment)

There were 6 action steps we chose to do to achieve this strategic initiative (program planning using assessment data, increasing effective sanctioning programming, improve sexual prevention and education through university wide committee, increase programming and collaboration regarding mental health, increase campus collaborations and conduct data collection. By looking at the data results it was determined to focus our efforts in helping students learn how to cope with stressors, how to help others who may be in distress and increase events that are more interactive to get across the message in a innovative, unique and fun way. We started a new program called CASICS to help with consistent educational efforts for those sanctioned because of smoking marijuana. This program is based in motivational interviewing, normative feedback and theory of reasoned action that provides students a chance to reflect and determine a skill or behavior to incorporate into their lives.

Strategic Initiative 2:

Expand 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 and campus involvement and that appeal to a wider audience (UH 2, 5; DSAES Collaboration)

As the university population grows, UH Wellness has not kept up with that growth in terms of adding professional staff. Instead collaboration became a key strategy in helping with our large outreach events on campus. Two events in particular "Fresh Check Day" a mental health and suicide prevention awareness event and "Sexual Assault Awareness Month" relied on the contributions of other departments to successfully implement the event. We also increased programming in athletics providing every team workshops on how to deal and recognize mental health concerns in athletes, substance use and abuse in regards to alcohol and marijuana and sexual health and violence prevention education. The importance of these collaborations helped in reaching more students who rarely comes over to the Campus Recreation and Wellness Center.

Strategic Initiative 3:

Increase the use of programs that use research based, theory driven prevention model (UH 2, 4; Accountability)

Wellness uses the evidenced based Dimensions of Wellness model for a holistic approach to addressing the student as a whole person. Although, the question is what to address, whom to address it to, why address it, how we will know if it will make an impact in changing behavior, improving knowledge or just increase awareness of it and what theory or model we based the program on to address those different dimensions. Wellness begins by using the NCHA National College Health Assessment to understand the needs of our students. However, we were unable to disseminate the survey this past spring because a new version has been created that includes well-being questions. However, our SVPE Assistant Director worked closely with the Woman and Gender Resource Center and College of Education in developing a bystander intervention research and theory driven program to submit a grant to try to implement it on campus.

Strategic Initiative 4:

Promote comprehensive campus wellness by offering a variety of programs and services that seek to educate and develop the nine dimensions of wellness (UH 2, 3; DSAES Empowerment and Innovation)

Wellness first started doing this is an innovative way collaborating with several departments and academic areas to post Potty Talks. A poster that provides education and knowledge meeting students where they are known to visit at least once per day which is the bathroom. Each poster is designed to provide information, relevant data and a did you know fact around one of the dimensions of wellness per month. To complement the posters, we development the Wellness for the Health of it workshop series, an innovative way to not only promote the dimensions but also increase academic collaboration. The workshops are a way to utilize expertise on campus to deliver an out of the box message regarding specific dimensions. For example, one month was focused on physical wellness. So all programming and outreach events including potty talks were in regards to that dimension of wellness. So the workshop did not just talk about the recommendations of physical wellness but how to engage those who do not think about physical activity by way of sportification and gamification. This is when you make physical activity into a sport or game that the person participating really do not think about it as getting physical activity.

Strategic Initiative 5:

Promote professional and student staff progression toward advanced professional competencies by maintaining a culture of assessment before, during and after employment (UH 6, DSAES Empowerment)

Both professional staff and students were able to attend in-services and meetings throughout the year that contributed to improving competencies in various areas. The professional staff presented at national conferences (NASPA- National Association of Student Professional Administrators; NASPA Strategies focusing on 4 strategic areas Well-Being and Health Promotion, Sexual Violence Prevention and Response, Alcohol, Other drug and Violence Prevention, and mental health; ACHA – American College Health Association; and NSAC- National Sexual Assault Conference. By going to various conferences each staff member brought back essential information to not only share with Wellness but the rest of the health and well-being departments.

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 and/or unique students 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. If available, please provide program benchmarking data from comparable institutions.

UH Wellness using an ongoing evaluative process that captures both qualitative and quantitative data that helps us determine our short falls as well the successes in what we are doing. This is done by capturing data through every day contacts and utilization, signature programs, trainings and workshop evaluations and trend data by comparing our campus wide survey and national survey.

Campus Contacts and Utilization

The first of two figures below shows the breakdown for utilization areas over a five-year period. Some of the numbers may have decrease over the years but that is in part of how we were capturing the numbers. We changed in FY 18 in separating out some of the areas we collect data from. The second one below shows our utilization from FY18 to FY19, along with percentage changes.

Our utilization records are broken into three main areas: outreach (which includes all of our workshops, trainings, informational, and tabling events), educational sanctions and special programs, and our general walk-in and consultation traffic. Overall, we have seen a 14.6% increase of utilization from FY18 to FY19; this is following an increase of 14.6% from FY17 to FY18. The 10.6% decrease in the sanction area (BASICS, MIP and Marijuana 101[M101]) is the change in the education requirement for marijuana sanction from M101 to CASICS. . The change did not happen until the spring. The other area of decrease which was very minor is due to lack of marketing for the workshops and trainings.

Overall, our trend data shows that there continues to be an expanding need for wellness and health education on our campus.

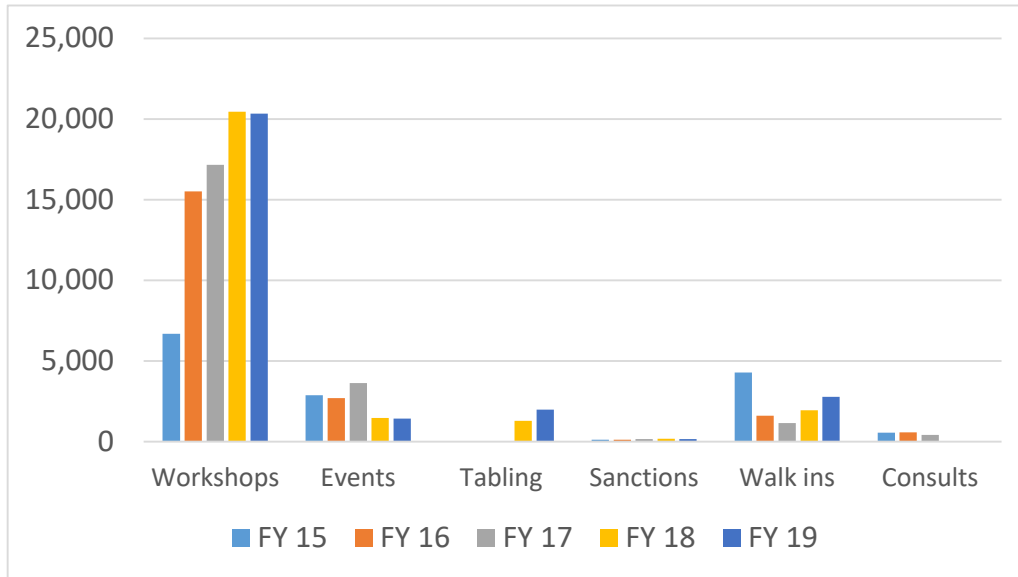


Figure 1

	FY18	FY 19	Percent Change
<i>Outreach</i>			
Workshops/Trainings	20,453	20,327	-.62
Office Informational Events	1,472	1,425	-3.2%
Tabling or Resource Fair	1,290	1,973	+53%
<i>Educational Sanctions & Special Programs</i>			
(BASICS, Minors in Possession, Marijuana 101)	178	161	-10.6%
<i>Walk-In/Consultation</i>	1,942	2,779	+43.0%
Total	25,335	26,665	+5.25%

Figure 2

Outreach

This past year was a time to strategically assess our existing outreach approach in promoting programs and determining the effectiveness in making a difference in helping students make better decisions around their health and well-being. We found out that we fell a bit short in getting students to attend our events. Additional collaborations have helped in making certain signature programs continue to be successful such as Fresh Check Day, Sexual Assault Awareness Month and Unwind with Wellness. However, the .62% decrease in attendance was from what we could determine was a lack of a comprehensive communication and marketing plan. From those who attended these events and workshops, a small percentage have stated they gained a useful skill or behavior to incorporate into their life. The other area we seen the decrease in attendance was the information events. This was due to staff unable to attend events that may have fallen on the weekends.

Walk-In/Consultations

The various outreach programs we do mentioned above and include being involved with orientation and Cub Camp and the cougar peer educators hosting relaxation stations across campus have contributed to the increase office utilization. In FY19 an increase of (43.0%) occurred compared to FY18. The counts are campus community members (mostly students, staff and faculty) who physically enter and stay in the space for some sort of program or service (ex: meditation, consultation, workshop, or educational sanction) and our continued relaxation Tea Tuesday that provides free tea the entire day. In addition, UH Wellness host one of their fellow health and well-being department CAPS to provide the “Let’s Talk” program, where a professional counselor is available for drop-in hours. In the past year we promoted more our consultation service for those students needing information, education or referrals in regards to a myriad of health and well-being topics. Our office has also seen an uptick in visitation because of hosting SMART Cougars. A program in collaboration with the Graduate College of Social Work and Avenue 360 providing free HIV testing and supplying contraception encouraging safe sex. These students participating in SMART cougars are not counted in our numbers even if they are entering our space.

Program, Training, and Workshop Evaluations

University Sanctions

UH Wellness is the sole provider to deliver three education (two alcohol and one marijuana) programs to mostly first time student offenders of alcohol and marijuana sanctions. One professional staff coordinates four facilitators to conduct two of the programs BASICS and CASICS. BASICS (Brief Alcohol Screening and Intervention for College Students) and CASICS (Cannabis Screening and Intervention for College Students) are nationally recognized and evidence-based programs to reduce alcohol and smoking use. Both programs are open to all students, but is primarily used as an educational sanction in the conduct process. BASICS addresses problem drinking, excessive drinking, and binge drinking by utilizing motivational interviewing techniques

and enhancing motivation to change. CASICS is similar in nature but in the regards to marijuana use.

As part of the sanction process for both programs, students are required to complete an online survey at UH Wellness before meeting with one of our faculty/staff facilitators. This survey asks them to self-report their use and frequency, negative experiences, family history, as well as their perceptions on peer use. After meeting with a facilitator, they are required to meet with the facilitator for a one month follow-up. This is to help us measure if and where facilitated conversations were helpful in producing a behavior change. In FY19, we had **39** students go through the BASICS process. In general, quantitative and qualitative results showed that the facilitated conversations had positive impacts on students. In the month since talking with a faculty/staff member they thought more proactively when it came to their safety, and incorporated more self-protected behaviors and strategies (counting drinks, traveling with friends, etc.) in doing so. Results also showed that students found themselves consciously reducing the number of alcohol drinks or not drinking at all. CASICS since its inception had **15** complete the program. The students in their one-month follow-up talked about similar results found with students completing BASICS in terms of reducing their smoking, engaging in alternative relaxing activities and being conscious in filling their time with positive and productive activities.

In addition to those two programs, students who are not of drinking age receives a sanction to attend a Minors in Possession (MIP) class. This is the only state mandated class a student can take to complete their sanction. The course is a six hour standardized curriculum that covers a myriad of topics from social values, laws, to decision-making and requires passing an exam and doing exit interview. Should UH Wellness staff feel that a student may be in need of additional resources or interventions, they may refer students to Cougars in Recovery, Counseling and Psychological Services or other resources in the community.

The program was provided to **61** students in FY 19 who were given a pre- and post-test to assess improvement in knowledge regarding alcohol. They were also given evaluations for the course and instructor. For FY19, the average percent of increase in knowledge from pre-test to post-test was **51.5%**. The overall evaluation for FY19 for the instructor and the course were higher than last year, with a **9.98** (on a 10 point scale) instructor rating and a 9.5 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.

Signature Events & Training/Workshop Assessment

UH Wellness in FY19 used Baseline surveys to track effectiveness of our shorter workshops/trainings by focusing on students selecting a skill or behavior that they can incorporate into their lives and how comfortable they are in talking with peers about the problem. In both the fall and spring, 78% of students said it would be Easy to Very Easy to incorporate a new skill or behavior into their lifestyle. The survey also yielded that close to 60% of students feel comfortable talking about the topic in the workshop or training they attended. These results help determine if our programs are having an impact and/or what adjustments we need to make in terms of programming.

In assessing our signature events (ex: Fresh Check Day, Unwind with Wellness participants complete a short paper survey on the spot asking them to identify one behavior they learned from the event and rate their confidence and belief about the ability to incorporate that into their daily life similar to the workshop survey. We also attempted to collect seeking to measure follow-through and knowledge retained a month after attending the event.

Annual Campus Trend Data

In continuing our bi-annual plan in disseminating a campus wide survey, UH Wellness decided to forgo conducting the National College Health Assessment during FY19 because of a new version was being piloted. In FY20, we plan on conducting the NCHA III if granted additional one-time funding. Not only data received from this survey helps benchmark to other universities but will also provide necessary well-being information to developing a resiliency program.

5. Please discuss any budget or organizational changes experienced since your last (FY2020) 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.

Organizational Changes

UH Wellness Director and Assistant Director of Sexual Violence Prevention and Education promoted to new positions within the University of Houston.

Budget Changes

The result of having two staff depart within a month of each, money allocated to those positions were not used.

6. If your unit concluded FY2018 with a Student Service Fee (SSF) Fund 3 addition to the SSF Reserve in excess of \$5,000, please describe the conditions which caused the addition and provide a line-item identification of the budgetary source(s) of the addition (i.e. lapsed salary, conference travel, etc.).

Wellness for FY2019 has indeed resulted in an excess of funds of \$29, 928. This is due with several staff being promoted within the university resulting in lapse salary.

7. Please list your 2020-2021 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.

Strategic Initiative 1- Create a university collaboration to implement a holistic approach to improve the health and well-being of students by addressing key healthy campus objectives. (UH 1,2,5; DSAES Student Success 2,3,4, Division Cohesion 4, Resources 2,3, Partnerships 1,2)

Action Step 1: Mobilize partners across campus with similar interest in health and well-being

Action Step 2: Identify the key student objectives to address

Action Step 3: Create sub committees to focus on key strategic objectives

Strategic Initiative 2- Develop a Certified Healthy program to encourage participation in activities that encourage and increase knowledge of healthy behaviors to become a certified group.(UH 2,6; DSAES Student Success 2,3,5; Division Cohesion 4,5; Resources 3, Partnerships 1,2)

Action Step 1: Build a tracking platform through UH Get Involved

Action Step 2: Create a marketing and communication plan

Action Step 3: Develop the guidelines for the Certified Healthy Program

Action Step 4: Collaborate with offices and departments to create an holistic calendar of events for students to attend

Strategic Initiative 3- Establish strategic partnerships with academic departments and health and well-being departments to build a comprehensive resiliency program. (UH 1,2,5; DSAES Student Success 3,4,5; Division Cohesion 4,5; Resources 1,2,3, Partnerships 1,2)

Action Step 1: Conduct a needs assessment by implementing the National College Health Assessment III

Action Step 2: Complete an in depth analysis to determine students

Strategic Initiative 4- Develop and implement a competency based program to enhance professional development for staff and students.

Action Step 1: Identify list of student affairs and health promotion competencies

Action Step 2: Both professional staff and students identify competencies they would like to work on during the year.

Action Step 3: Establish a 360^o evaluation

Strategic Initiative 5- Develop Well-Being Activator/Ambassador Program

These strategic initiatives may change due to the change in personnel.

8. Recognizing that the potential to generate additional Student Service Fee income for FY2020 base funding is extremely limited and recognizing that is likely that some units will not be allocated the FY2020 base budget augmentations and/or one-time funds requested. Please provide a narrative of how your unit would accommodate a reduction of 5% in your total approved FY2020 base Student Service Fee budget and provide a line-item explanation of where budgetary cuts would be made.

Our total FY20 SFAC request is \$333,080, with 5% of that being \$16,654. If such a reduction was to occur, we would most likely shift the majority of our expenses from our Maintenance and Operations area and some from our Student Worker Wages as outline below.

<i>Expense</i>	
Advertising	\$1,054.00
Business Meals	\$500.00
Computer/HW/SW Supplies/Repairs	\$500.00
Facilities Work Orders	\$500.00
Office/General Supplies	\$500.00
Printing/Postal/Freight	\$2,000.00
Professional Development	\$1,500.00
Program/Events	\$2,000.00
Rental/Lease	\$2,000.00
Security Services	\$700.00
Services	\$1,000.00
Student Worker Wages (NCWS)	\$2,000.00
Travel	\$2,000.00
Uniforms	\$400.00
Total	\$16,654.00

9. 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

UH Wellness continues to seek other appropriate external funding opportunities, including grant funding and alumni or other giving to support the wellness program. One such potential opportunity is a grant in partnership with athletics. The grant Choices is through the NCAA to grant those universities if selected to provide education and

resources on reducing alcohol and drug use. Another grant opportunity is in collaboration with the Women Gender Resource Center and college of Education to Reduce Sexual Assault, Domestic Violence, and Stalking on College Campuses.

In addition, UH Wellness receives registration fee from self-generated income received as a result of offering the Alcohol Education Program for Minors (MIP) and CASICS (Cannabis Screening and Brief Intervention for College Students) that launched this past spring semester. We are in discussion to start collecting fees for BASICS starting spring 2020.

10. 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 six interconnected departments within the Health & Well-Being portfolio of the Division of Student Affairs and Enrollment Services. These departments include Counseling and Psychological Services (CAPS), University Health Services, Campus Recreation, the Center for Students with DisABILITIES, and Cougars in Recovery. We provide a myriad of programming and services to the UH community with a holistic approach using the nine dimensions of wellness. There are three areas of concern we have intentionally focused our efforts this past year which is mental health, substance use and abuse and sexual violence prevention education. Some of the programming in regards to these three topics are similar or overlap with other well-being departments such as mental health. For example, we provide a training in Mental Health First Aid that helps participants recognize and respond to mental health crisis and Counseling and Psychological Services (CAPS) provides a training called Question, Persuade, Refer (QPR) helping in recognition of warning signs of suicide. Both are referring to mental health issues but complement one another well. UH Wellness seek to be the clearinghouse for health and well-being information at the University of Houston but knowing that CAPS are the experts on-campus in mental health topics, it makes sense for some workshops and/or trainings to have a home in CAPS.

UH Wellness is always determining the best way to promote health across campus but sometimes have to be intentional in targeting specific populations or promoting a specific dimension. The overlap of our programs into other areas on campus enhances our collaborative opportunities with those who are experts. We work closely with departments like Student Housing and Residential Life, UH Health Services, Campus Recreation, Center for Diversity & Inclusion, A.D. Bruce Religion Center, Student Center, the Center for Fraternity and Sorority Life, Learning Support Services, the Athletics Department, UH Department of Public Safety, Women and Gender Resource Center, the LGBTQ Resource Center, and outside of DSAES with many academic departments and student organizations. These collaborations allow a more holistic and organization/community level approach to improving the health and well-being of the UH community.

