

Student Fee Advisory Committee (SFAC) FY2023 Program Questionnaire



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 is the health promotion and prevention unit at UH. It is one of six units in the Health and Well-being Portfolio of the Division of Student Affairs and Enrollment Services. It serves as **THE** clearinghouse of health and well-being education, resources, and information. When not in transition in leadership experienced the first part of last year, implementation of these offerings reach an average of 23,622 students.

Once the vacancies were filled mid-year, the unit developed a new strategic plan and new mission focusing on an upstream approach meaning providing the community with information, knowledge and skills to build resilience skills or making policy changes to face challenges head on and not having to bounce back from the experience. This approach is in align with the portfolio's goal of focusing on system change embedding health and well-being in all aspects of the university contributing to *cultivating a community of care to promote and enrich students health and well-being to become successful scholars and engaged global citizens (DSAES Defining Statement)*.

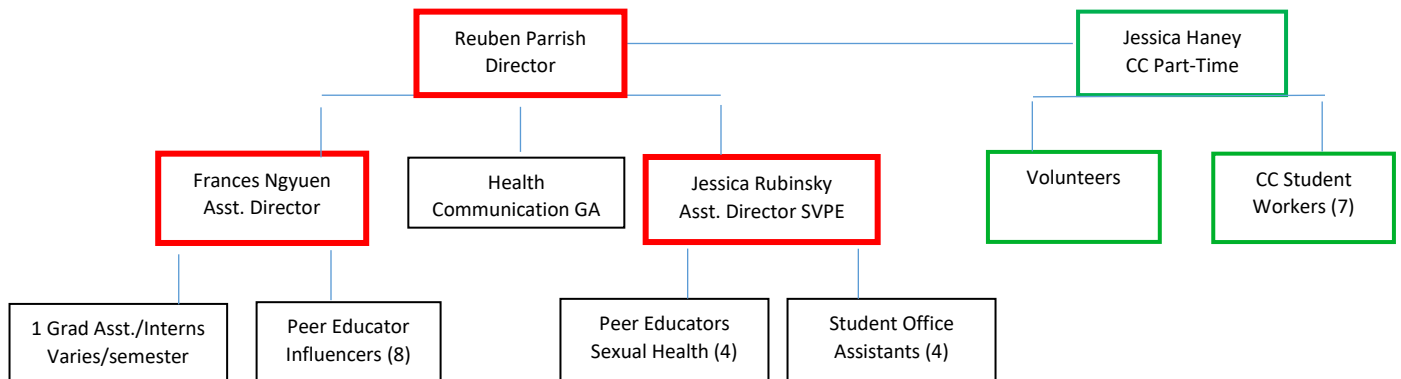
In addition to a new strategic plan, the unit's new mission change from **contributing to student success by empowering the campus community to make healthy choices across the nine dimensions of wellness (physical, occupational, spiritual, social, intellectual, emotional, environmental, financial, cultural)** to a more actionable one that states **To promote health, well-being and resiliency through education, outreach and prevention**. It is simple but effective guiding the scope of work improving the lives of the students, staff and faculty helping them *live their best selves individually within our communities by being, doing, connecting, caring and learning (DSAES Well-Being Definition)*.

At times students may face challenges due to unforeseen situations like COVID, natural disasters or express those feelings or needs through well-being surveys. The unit in addition to accomplishing its new mission through

- *Life enhancing skills workshops*
- *leading campus wide committees/collectives*
- *signature campus wide outreach events*
- *well-being programs*
- *Peer Education, Bystander Intervention and Mental First Aid trainings*
- *health and well-being consultations*

if and when possible develops and implements new initiatives, programs or piloting innovative programs to address those challenges or needs like mental health/emotional wellness, feeling connected to campus, or food insecurity. Innovation and creativity of programming could be more consistent if the unit's staff ratio is that of the national median among colleges and universities.

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.



UH Wellness

CC- Cougar Cupboard

3. List your unit's strategic initiatives and action steps identified for the 2020-2021 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/dsaes/about/strategic_plan.html) UH Goals: (<http://www.uh.edu/mission/>)

Strategic Initiative 1: Create collaboration/networking within the university community to develop a comprehensive college health and well-being system to increase holistic programming that appeal to a wider audience. (UH 2, 6 DSAES SS 3, 5; DC 4; R1-3; P1)

- Action step 1 – Establish the Healthy Campus network (HCN)
- Action step 2– Create topic based collectives (nutrition, mental health, etc.)
- Action step 3– Implement the first phase of JED

Action step 1- The HCN was put on hold while the AVP is formulating a plan for a Health Performing University through refocusing an existing committee to take more of a proactive approach in improving campus well-being.

Action step 2- The Nutrition Collective is one of many planned collectives that was created to increase resources related to nutrition and well-being as these are the main objectives of distinct organizations such as the Cougar Cupboard (UH Wellness), Chartwells Catering, UH Hilton College, Food Security Network, amongst others who are *already* enacting change locally. Initial step was to synthesize efforts, broadening endeavors from *individual* change to *systems* change. This broader level of awareness would lead into identifying and forming meaningful partnerships with campus departments with expertise, resources and reach amongst discrete clusters of at-risk students with support, accessibility, and nutrition based initiatives to support a viable path to nutrition education and food. For the first initiative regarding resources, the collective created a simple to follow cookbook with various food that could be obtained from the Cougar Cupboard or easily accessible at a local grocery store.

Action step 3- UH Wellness collaborated on writing a NIH grant to create a comprehensive suicide prevention program but was unsuccessful in obtaining funding. As part of the grant, the JED program would have been one component of the program.

Strategic Initiative 2: Streamline messaging among the six departments of health and well-being portfolio regarding one health and well-being topic affecting the university population. (UH 2; DSAES DC1)

- Action step 1- Implement a social marketing campaign
- Action step 2- Expand influencers to target student groups on campus

Action step 1- UH Wellness staff facilitated a working group with other members from the Health and Well-Being portfolio to collaborate on messaging, marketing resources and strategies to improve social media posts. In addition, hired a health communication graduate assistant from a one-time fund request through SFAC for FY 21 and 22. This position created helped improve the visibility of all areas of the department and assist in aligning monthly messaging for the Health and Well-Being portfolio. In addition, streamline marketing for programs by implementing the usage of a planning software called Trello. The GA redesigned and reformatted the UH Wellness newsletter for ease of reading and locating information. In addition, coordinated messages with Cougar Cupboard to include in their newsletter as well as the departments, designed a series of messages and helped with continued training of the Cougar Peer Educators /Influencers (formally known as Well-Being influencers) for peer-to-peer communication. The GA also reworked the popular “Potty Talks” now named “Healthy Campus News”, an in bathroom information poster to include a challenge of the month in addition to campus data, tips, strategies and a “Did you know” (fun fact) section. The name change aligns with the strategy of the department and portfolio for shifting to a campus culture of care.

Action step 2- This strategic initiative was challenging as recruiting students to become influencers prove to be complicated without an environment to help them thrive in creativity and connections to their peers. However, 12 students went through a virtual training that focused on peer and professional relationships, skills for effective communication, education on health and well-being topics and trends, how to engage the UH community and key elements from standards of practice in health promotion. The influencers helped in created social media messaging with the health communication graduate assistant and information for the wellness newsletter. They expanded the reach of the department through social media outlets increasing our following.

Strategic Initiative 3: To facilitate student development and the student learning process through developing an essential skills curriculum. (UH 2, DSAES SS ;R1)

- Action Step 1- Increase participation in the SCoRE program
- Action Step 2- Develop a workshop series

Action step 1- In a collaboration with the school of Pharmacy, College of Medicine and a select group of undergraduate students, the department was able to complete a pilot program for the self-paced option of a resilience program called **SCoRE- Student Curriculum on Resilience Education**. In total **308** students completed the five modules with three sections each totaling 5

hours of time. The program focused on students learning stress and time management, building healthy social relationships, self-care, and goal setting improving their mental health. The program is still available this year as we were approved for a one-time request. Overall, students liked the program but stated that it is a bit out of date in terms of some of the examples. The graduate students thought it focused more on undergraduate students but feel it was a good refresher of concepts in how to deal with stress. They also thought the many assessments were helpful to use without the program. The

Action step 2- UH Wellness started development of a workshop series to help students learn necessary skills to help them with life in college as well as after college. The workshop topics range from healthy relationships to changing a tire. The workshops are designed to introduce the skills to students in a fun and interactive way where they not only learn the importance but the application of the skill.

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

The strategic plan developed a few years ago has driven what we do, how we do it, and what we expect from what we do. Workshop evaluations, campus wide surveys, to informal feedback helps the department to determine success and appropriate steps to take to improve programs and services related to the aforementioned strategic initiatives and those of our strategic plan. Evaluating our programs and services is key to determine what we do is successful or not. Despite attempts for outreach, due to COVID our numbers were not as high as previous years and dropped due to all virtual programming. This is also due having one staff for the first half of the year. This reduce the opportunities to conduct more workshops, trainings and outreach events.

Education (Workshops, Trainings, and Sanctions): Switching to virtual decreased the attendance to our ongoing and new workshops, trainings and the number of students being sanctioned for alcohol or marijuana.

- Workshops/Training- **730 students**
- Orientation- **715 students done virtual or in person resource fairs.**
 - Recorded video for virtual orientation **watch by estimated 4500 students**
- Sanctions- UH Wellness is responsible to educate students sanctioned for the usage of marijuana through **CASICS** (\$30-waived during COVID) (Cannabis Screening and Intervention for College Students) **and** usage of alcohol who are underage that may have put them in a high-risk situation or those legal to drink through **BASICS** (free at this time) (Brief Alcohol Screening and Intervention for College Students). Both programs are individual sessions with a facilitator. MIP (Minors in Possession) are for underage

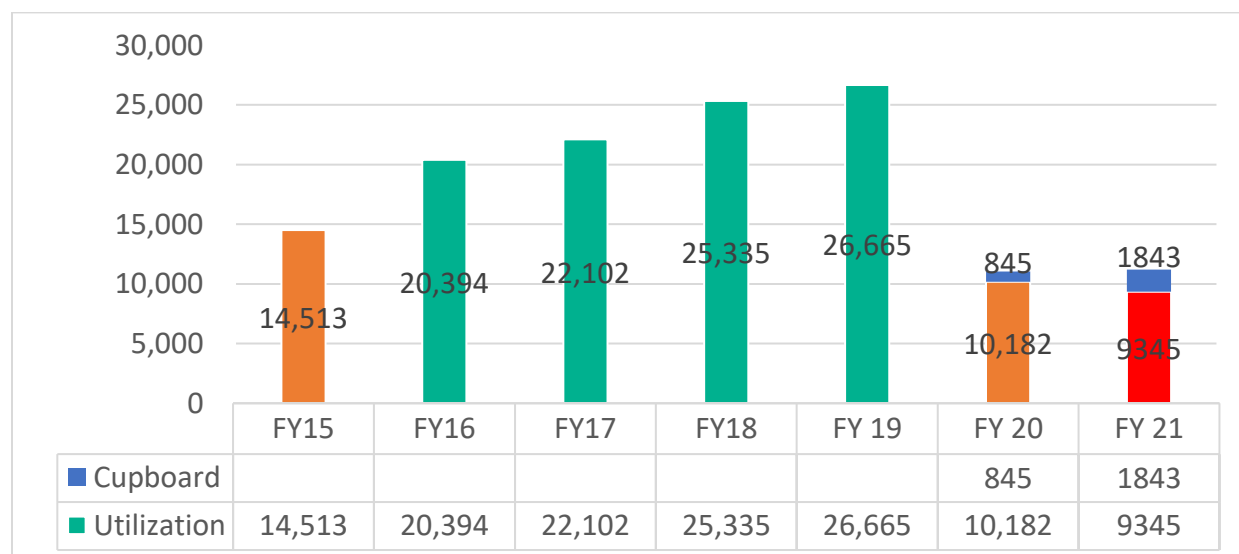
students that is done in a group format for a fee (\$40) to take the course. **MIP not delivered during the year.**

- **As the year was virtual, the staff transitioned the BASICS and CASICS to be all-online.**
 - TeleBASICS- **10 students**
 - TeleCASICS- **17 students**

Outreach (Signature Events): Outreach events were all virtual resulting in low attendance. One of the biggest events we host is Fresh Check Day a suicide prevention and mental health awareness event. The event presents an approachable and relaxing environment where students are comfortable to engage in discussion about mental health building a connection between students and departments with mental health resources and community resources. Most years a little over 320 students attend and 10 departments hosting themed tables providing information and interactive activities. As students were all virtual, planning and implementing the event was challenging and yet **65 students** attended different sessions throughout the day. This year 312 students registered (number registration cards) for FCD with 92% visited at least five of the 10 booths but close to, another 50 attended who did not receive a card.

Unwind with Wellness is another of our signature events that had less than normal attendance. However, instead of one-day event we were able to do it over several days with three different activities: Dance 4 Well-Being a follow the leader dance tutorial, Play 4 Well-Being an interactive online gaming platform and Mindfulness with faith based mindfulness sessions hosted by the A.D. Bruce Religion Center. The attendance varied throughout the three days with Play 4 Well-Being having one of the highest attendance at 26.

Overall, our total utilization decrease from last year. The following table displays the last six years that shows a trend of what happens when understaffed. Highlighted in **orange** are the years with one professional staff member the entire school year excluding FY21 where it was just a little over a half year highlighted in **red**.



Prevention: As a health promotion and prevention department, primary and secondary prevention is our responsibility to the campus community. The past year made this more evident as a slight increase in participation for specific programs like meditation and interaction on social media.

- **Three hundred and eight** students took part in the pilot for the SCoRE (Student Curriculum on Resilience Education) that focused on providing skills to improve mental health identifying the emotional struggles students may face during college especially their first year. The program implemented with College of Pharmacy and College of Medicine with undergraduate students yielded positive feedback about the program.
 - **83% felt the program may have an impact on their long-term pharmacy career**
 - **86.5% the program met their expectations**
 - **79.6% would recommend it**

However, they also mentioned that the content was tailored towards undergraduates, the material was outdated and the time to complete is excessive. Those same students also responded that the self-assessments, review of basic knowledge regarding time and stress management coping strategies, goal setting, and finding a mentor and the importance of the relationship between resilience and stress were very helpful. As this was geared more so to graduate students, we have been approved for a one-time request to implement SCoRE for FY22 to the entire campus.

In creating more opportunities for preventative messaging for students, we had to meet them where they are. The hiring of a health communication GA and recruitment of cougar peer educators/influencers (formally well-being influencers) were able to create messaging on emergency response posting with a tag line "You don't have to get ready, If you stay ready", that was posted on social media increasing our online presence.

- Online Social Media Presence
 - Instagram increased 75% of followers to **1339 followers**
 - Facebook **854 followers** and averaging around **55 people reached on each post**
- Virtual Meditation and Mindfulness Moments (**689 students** attended a combination of these)
 - To help students in need to find an opportunity to stop and reflect. Our meditation offering transitioned to Virtual platform during the same in-person time on Thursdays. Each meditation was a theme ranging from self-compassion, relieving anxiety to stopping obsessive thoughts about the past. Structuring the sessions in this way helped participants understand meditation helps in many areas of their life. In addition, the unit implemented daily Mindfulness moments on Monday, Tuesday, Wednesday and Fridays. These mindfulness moments only took five minutes of a person's time to take a quick break from the hustle and bustle of the day.

Assessment: Understanding if what you do is making a difference, assessing the programs and services of the department as well as determining the campus climate is important. Each workshop or outreach event we conduct has a quick evaluation students are asked to answer the following questions with a summary of responses or percentages:

- Identify a behavior you intend to improve or incorporate into your life
 - Improve sleep
 - Improve physical activity, exercise
 - Intellectual wellness
 - Improve communication
- To attain that goal, please write a strategy you learned from today's workshop that you are likely to adopt
 - Set boundaries and protecting my time
 - Familiarize myself of the resources on campus
 - Schedule time for myself throughout the day
- How helpful was this workshop
 - **87% of students stated it was very to extremely helpful**
- Please tell us how this workshop can be improved
 - More interaction
 - More representation of the university in examples
 - Defining particular terms more clearly

This past year we continued to disseminate the National College Health Assessment (NCHA), along with piloting new Well-being survey developed to measure the well-being of students in how they feel regarding receiving help and support, feeling connected, satisfaction with university experience, feeling respected, engagement in classes, employment and utilization of services and extracurricular activity. With both surveys, the return rate did not equate to the representation of the university. However, assumptions could be made in how to proceed in addressing specific topics that are affecting students.

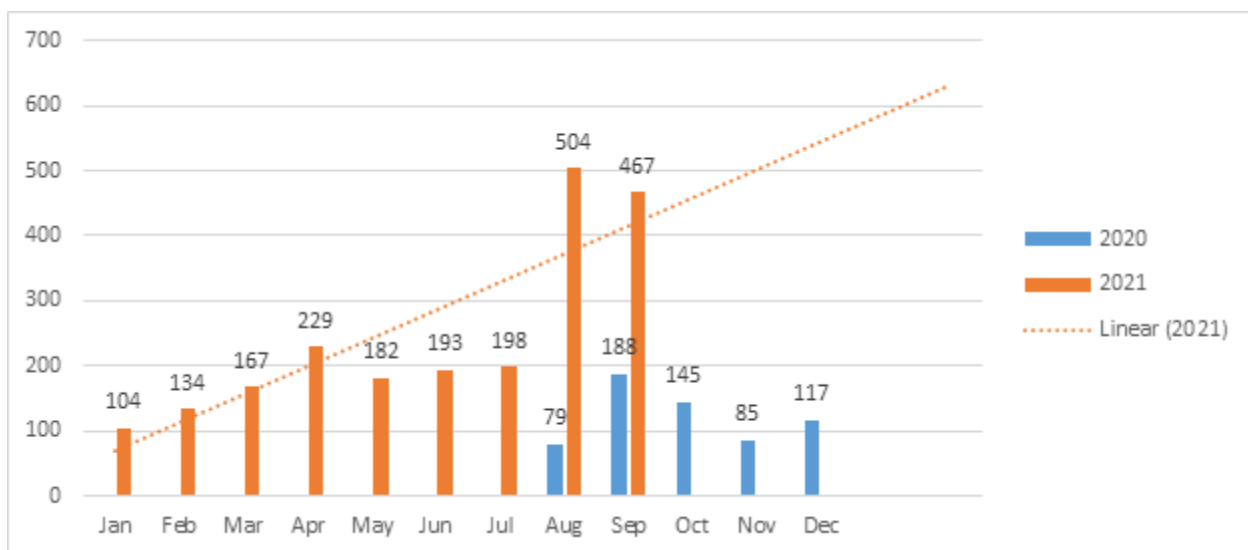
Cougar Cupboard

The Cougar Cupboard opened its doors January 2020 as a Food for Change (FFC) Market site in partnership with the Houston Food Bank (HFB). This partnership allowed students to apply for the food scholarship program through the HFB. To be eligible for the scholarship program, students must enroll as a part-time or full-time student during the semester they would like to receive food. Students completing the scholarship application and enrollment session are able to receive up to 30 pounds of perishable and non-perishable foods per week to total 120 pounds per month.

As the pandemic hit, the cupboard suspended services late spring and resumed modified services fall 2020 providing pre-bagged groceries consisting of perishable and non-perishable

foods. The need was there but getting to the campus was a barrier for many students. The Houston Food Bank teamed up with United Way to offer DoorDash for those unable to make it to any food pantry or Food for Change Market. Demand slowly grew over the year resulting in the cupboard outgrowing its space. A co-sponsorship with UH Wellness Cougar Cupboard and Student Housing and Residential Life (SHRL) secured a new location at the Cullen Lofts benefiting both departments and establishes a formal working relationship.

- Hired a part-time person to be the cupboard coordinator
- Attended and presented at the first College/University Food Pantry Summit hosted by LSU
- Handed out pre-bagged groceries and for those unable to come in person, delivered through Door Dash
 - **917 students received door dash**
 - **1821 students received pre-bagged groceries**
 - **89,640 pounds of food distributed**
 - Houston food bank - 64,492 pounds
 - McLane food solutions- 25,142 pounds



5. Please discuss any budget or organizational changes experienced since your last (FY2022) 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.

As the fiscal year started, the department was still in transition and adapting for a year of virtual programming due to COVID that limited the reach of our services and programs. By the end of the fall semester, two new assistant directors were hired. The Sexual Violence

Prevention Educator (SVPE) position was filled in October, and the wellness programs position filled in January. In addition to those positions, a health communication GA was hired in February to streamline the departments messaging and promotion of programs. With these positions filled, the virtual (due to COVID) reach of the department expanded and interactions through social media and digital education improved. Our programming focused on improving students in various dimensions of wellness specifically emotional, social, physical, and general overall health and well-being. The department was approved for two one-time requests to expand the membership of the Cougar Peer Educators Influencers (formerly known as Well-Being Influencers) and completing a pilot of students taking the SCoRE program to help students learn healthy coping strategies to improve their resiliency to the stress of college life. However, this year we will not asking for any one time for this program due to low participation.

6. If your unit concluded FY2021 with a Fund 3 addition to Fund Equity 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.).

UH Wellness concluded FY2021 with a Fund 3 equity in excess of \$5,000 and approved to have in FY22 the amount of \$50,000. This is due to a total 7 months of lapsed salary of one vacant position 2 months and the other vacant position for 5 months. Also no in-person programming for the entire academic year. The funds are to help with the relocation of the Cougar Cupboard, purchasing of new equipment and miscellaneous costs for the move.

7. Please list your 2022-2023 strategic initiatives and action steps in priority order and cite the specific Division of Student Affairs and Enrollment Services Values 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.

The following strategic initiatives encompasses the passion and drive of the department to help in shifting the culture of the university to a community of care. Focusing on not only the individuals but embedding health and well-being in all aspects of the university from marketing as a university that cares about the well-being of the community, recruiting (students, faculty, staff) to creating policies like the Tobacco/Smoke /Vape Free campus policy.

Strategic Initiative 1: Be the leader in building the Healthy Campus Initiative from the American College Health Association (ACHA) to help the University of Houston in becoming a health Promoting University. (UH 1,3; DSAES SS2,3,5; DC4,5 R1,2,3 P1,2)

- Action Step 1: Coordinating the campus wide approach through the Well-Being Advisory Group
- Action Step 2: Organize topic based collectives to lead campus wide initiatives

Strategic Initiative 2: Create interactive, engaging, and inclusive health and well-being programming for UH students. (UH 1; DSAES SS1-5, DC4 ,R1-3)

- Action Step 1: Create Life Enhancing Skills Workshops (Mindfulness, Preventative Health, Being Active, Sleep, Nutrition)
- Action Step 2: Coordinate an annual campus mental health event.

8. Recognizing that the potential to generate additional Student Service Fee income for FY2023 base funding is extremely limited and recognizing that it is likely that some units will not be allocated the new base budget and/or one-time funds requested. Please provide a narrative of how your unit would accommodate a reduction of 5% in your total FY2023 base Student Service Fee budget request and provide a line-item explanation of where budgetary cuts would be made.

<i>Expense</i>	
Advertising	\$411.25
Business Meals	\$500.00
Computer/HW/SW Supplies/Repairs	\$1,000.00
Facilities Work Orders	\$1,000.00
Office/General Supplies	\$2,000.00
Printing/Postal/Freight	\$2,000.00
Professional Development	\$2,000.00
Program/Events	\$1,800.00
Rental/Lease	\$2,000.00
Services	\$1,000.00
Travel	\$2,000.00
Uniforms	\$1,000.00
Total	\$16,711.25

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.

There are a few possible sources of funding that our unit has received or can apply for to receive. One such source is from the Cullen Trust for Higher Education. They gave a onetime gift of \$100,000 to decrease food insecurity on campus by making food and additional like toiletries available at all times. This gift helped to hire a graduate assistant that worked on marketing and nutrition education outreach. It helped with purchasing additional food items

requested by students when the Houston Food Bank was limited in supplies due to the pandemic. The remaining funds will continue to be used to buy food and non-food items students need.

The other possible source of funding are through grants. My team have submitted a few grants with one mini-grant being funded and the other two did not. It is a need of the department to have a dedicated person to research and write the proposals as it is a tedious and long task. These grants range in needs of cupboard support to campus initiatives regarding mental health. Improving the staff ratio of the unit will allow more effort in research and writing grants.

The last source of funds are through our delivery of programs to students sanctioned for using substances. Students who are sanctioned for using alcohol or marijuana must pay for MIP (Minors in Possession) and CASICS. BASICS is free at this time.

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.

Many of our services and/or programs may have some similarity but there is a difference. UH Wellness takes on a holistic approach to health and well-being and focus on primary prevention compared to secondary and tertiary prevention. Meaning we are providing information on a myriad of topics that helps students to make well informed decisions on campus and off campus in regards to how to react to situations before it really affects them emotionally, physically and spiritually. As mentioned previously the upstream approach is the unit's priority in implementing programs and services that is the foundation of primary prevention. Compared to other units helping at the secondary and tertiary prevention level (when students have already experiencing or is extremely effected) by some sort of crisis. UH Wellness is the unit to continue the effort in health promotion and prevention. Increase in services and programs could happen if the unit staff to student ration is that of the national median in similar units at other colleges and universities.

UH is 1:16,000 in red below in the table compared to other similar units at 1:5,000

