

Student Fee Advisory Committee (SFAC) FY2024 Program Questionnaire



UH Wellness

Division of Student Affairs

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 continually providing a holistic approach to help students in nine areas of well-being. Improving the lives of the UH community through various programs and services especially for students is the main mission for this unit which is **to promote health, well-being, and resiliency through education, outreach, and prevention**. As one of six units in the Health and Well-being Portfolio of the Division of Student Affairs we serve as **THE** clearinghouse of health and well-being education, resources, and information.

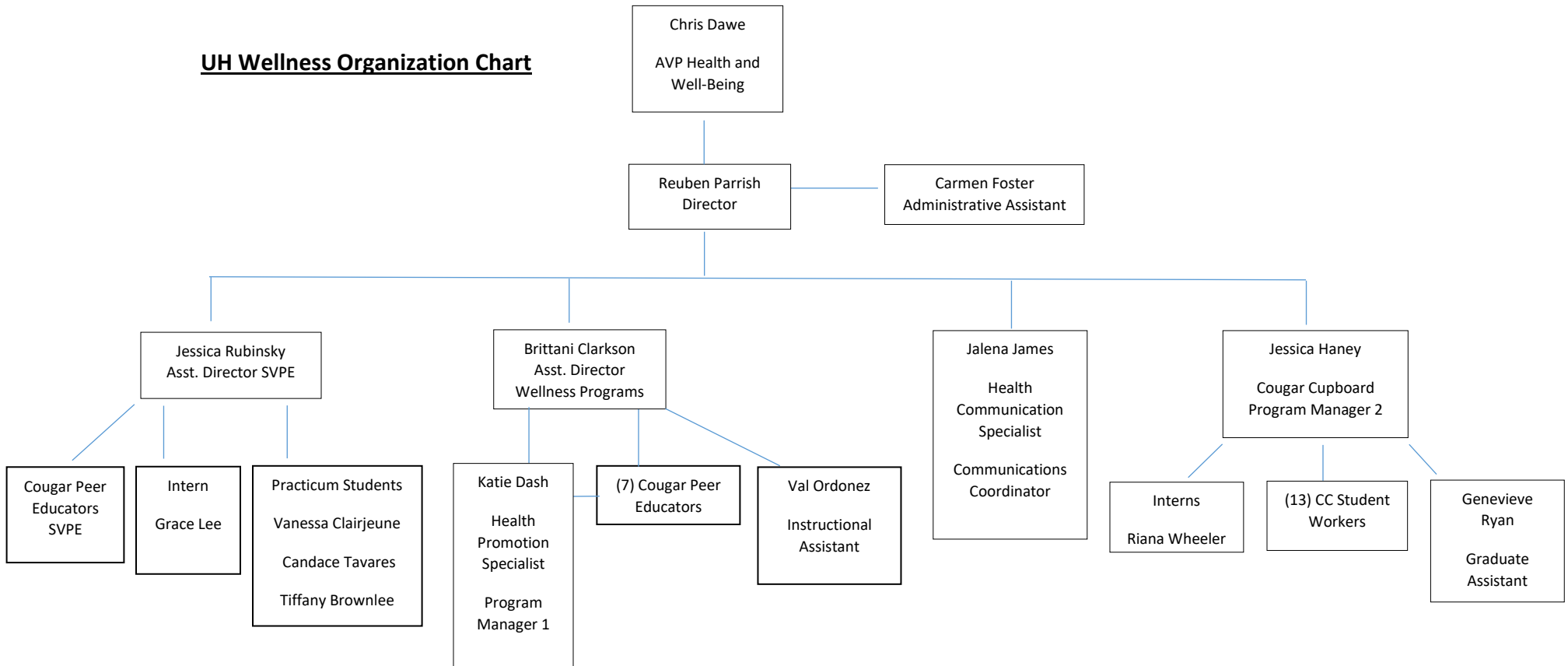
Our programming opportunities increased from previous years as we started the school year fully staffed (one director and two assistant directors). However, by the end of the fall semester a vacancy opened which was not filled until March. The transitions did interrupt programming slightly, but we persevered implementing our slightly modified strategic plan to 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 (DSA Defining Statement)*.

The slight modification resulted in focusing more on that broader impact to the community continuing with an upstream approach addressing unforeseen challenges and situations students face in their everyday life. To help reach more of the community, we were approved one-time requests, for a resiliency program, hiring a health communication graduate assistant and training well-being influencers aka Cougar Peer Educators. The graduate assistant position was created to create communication pieces and design social media content promoting programs and services that helped students learn life enhancing skills and behaviors. These skills and behaviors ranged from learning how to cook, manage time, developing budgets, being an upstander by intervening, and leadership skills to educate others on well-being topics.

The unit strived throughout the year to provide ample opportunities for learning, discovering, and encouraging students to **Choose Well** (choose a behavior or skill learned from participating in our programs and events), **Do Well** (applying that behavior or skill), **Be Well** (make the behavior or skill habitual) improving their health and well-being and living the DSA definition of Well-Being "Pursuing our authentic selves by being, doing, connecting, caring and learning."

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 Organization Chart



Choose Well - Do Well - Be Well

3. List your unit's strategic initiatives and action steps identified for the 2021-2022 academic year and cite the specific Division of Student Affairs (DSA) 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://uh.edu/dsa/about/strategic-planning/>) Goals: (<http://uh.edu/about/mission>)

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 (HPU). (UH 1,3; DSAES SS2,3,5; DC4,5 R1,2,3 P1,2)

The strategic initiative changed slightly as the role of the unit was not to lead the development of the Health Promoting University task force but be an active partner. As a partner on the HPU task force, the unit assisted in helping to develop a strategic plan to be presented to president Khator on how UH can adopt the Okanagan Charter in the effort to become a health promoting university. The unit still led or collaborated with other units to implement programs and services that contributes to becoming a Health Promoting University. In addition, a professional staff from the unit joined the US health Promoting Campus Network with colleges and universities across the country striving to become an HPU. The network was created to provide comradery, resources and share best practices for the charter adoption process. The following action steps developed by the unit helped in achieving this strategic initiative.

Action Step 1: Coordinating the campus wide approach through the Well-Being Advisory Group

This action step was also modified to better align with the strategic initiative. In lieu of not coordinating, developing, or leading THE advisory group aka HPU task force, the unit continued to chair a different advisory committee and strategically assigned to or co-led well-being type working groups on campus. One such working group was led by CAPS to participate in their initial steps of the JED initiative. The initiative works directly with colleges, and universities students to put systems, programs, and policies in place to create a culture of caring that protects student mental health, builds life skills, and makes it more likely students will seek help and struggling students will be recognized and connected to mental health resources. As an active partner, the unit contributed expert opinion and guidance to complete the first phase which was the campus self-assessment and identifying units on campus to provide their input on the assessment.

The one advisory group the unit chairs is the Substance Use Disorder Advisory Committee. The committee assess and review prevention and education need on campus related to substance abuse as well as to render policy recommendations to the Vice Chancellor/Vice President of Student Affairs. This advisory board has three main charges:

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- To review current university substance abuse policies
- To review current education and prevention programs
- To make recommendations related to current policies and programs

This past year the recommendations were to submit the current substance use disorder policy to become a MAPP; research, develop and propose to adopt a student amnesty policy for alcohol and drugs like other Texas universities; and establish a student driven task force to collaborate with the committee. The committee achieved the first two by submitting the first draft of MAPP to the AVP for review. The student task force was put on hold as SGA administration at that time was in a transitioned period.

Action Step 2: Organize topic-based collectives to lead campus wide initiatives

The unit lead several collectives that implemented programs and services through the year. One collective now being led by the assistant director, SVPE started with a collaborated effort with WGRC submitting and successfully receiving a grant to be part of cohort 6 of the Culture of Respect collective (ending campus sexual violence) initiative through NASPA (Student Affairs Administrators in Higher education). This new initiative is important as it will reinforce the importance of having a solid foundation for a comprehensive sexual violence and education prevention initiative on campus. As well as helping in achieving the goals of JED and becoming an HPU.

To address food insecurity and disseminate nutrition education, the Nutrition Collective was formed to align all areas on campus related to nutrition. The collective held a few events over the year. One was a cooking demonstration in collaboration with College of Hilton professors and head chef. The chef used food from the cupboard to demonstrate the ease and efficiency of cooking nutritious meals. The other event conducted by the collective was hosting a large food distribution. UH Wellness/Cougar Cupboard staff partnered with UHCL Diplomacy Institute and Qatar Charity Foundation for the UH System Qatar Charity Food Distribution **distributing 540 boxes (87% to students, 12% to staff and 1% to faculty) of food (totaling 16,500 pounds)** to the UH community. The distribution established a new partnership as well as contributing to decreasing food insecurity and enhance nutritional education on campus.

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

In the attempt to reach a more diverse population of students, the unit wanted to enhance their current programming and create more inclusive events to attract a broader range of the student body. In review of the units' programs and events, a few of the signature events were chosen to revise to achieve this strategic initiative. The health communication GA played an intricate part developing messages to promote one of our signature events Unwind with Wellness which expanded from once a week to every Wednesday culminating in a final semester event.

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Action Step 1: Create Life Enhancing Skills Workshops (Mindfulness, Preventative Health, Being Active, Sleep, Nutrition)

The units' current workshops are created to be requested at any time during the year. They cover five specific topic areas (substance, emotional wellness, physical/nutrition, injury/violence prevention and sexual health). As groups request them, professional staff could modify them for that group if necessary. With a lack of attendance, the decision was made to make the workshops more interactive helping students learn a skill or behavior they can incorporate every day. To feature the workshops, it was decided to make it one of the feature events of the expanded Unwind with Wellness on Wednesdays (U4W). This way the marketing of U4W will help reach a wider audience to increase attendance help with behavior change in a skill or behavior the student hopefully learned during the workshop.

Action Step 2: Coordinate an annual campus mental health event.

Fresh Check Day is a two-hour, in-person event that includes interactive booths to raise awareness about mental health in general and suicide. Based on the American College Health Association survey, in the past year, more than 30 percent of college students felt so depressed that it was difficult to function. So, this year this event was back in person held at Butler Plaza. As in past years, 10 themed booths were present that covered information directly related to suicide prevention, mental health issues, emphasizing positive coping and life skills, and addressing high risk populations and stigma reduction. An additional booth about spiritual wellness called "Blessed Connections" was hosted by AD Bruce Religion Center.

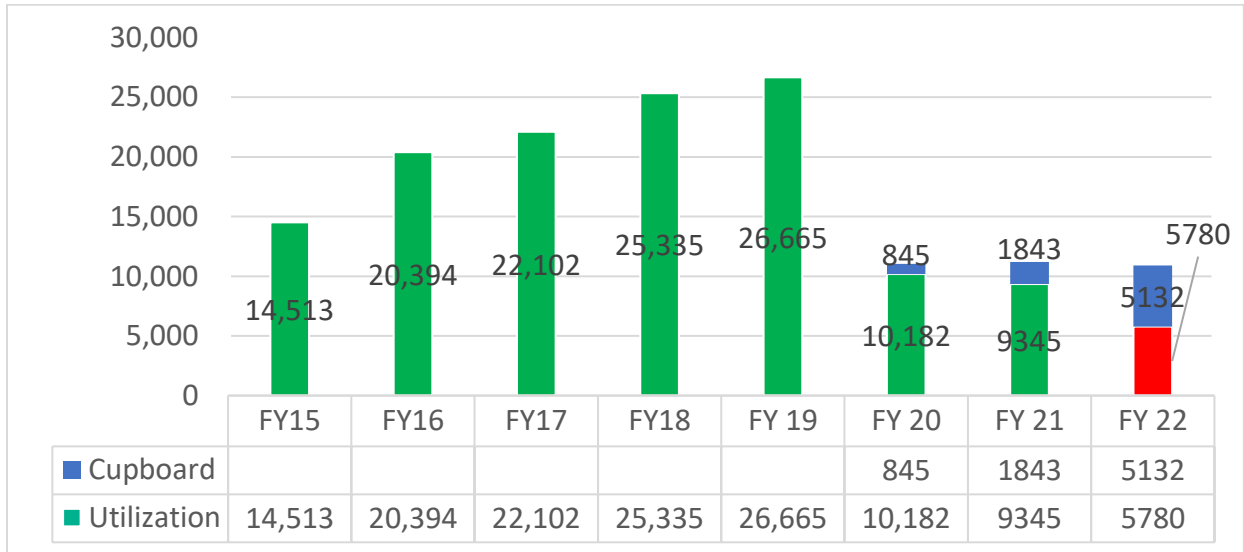
4. Please discuss the means that you are utilizing to evaluate both your success in achieving the aforementioned strategic initiatives and/or action steps and their importance as compared to others that you might pursue. Where data exist, discuss the number of persons served by each of your programs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

This was the penultimate year of our five-year strategic plan. Evaluating our programs and services is key to determine if we achieved what we set out to do for the year. Success of the unit is seen in many ways from workshop evaluations, campus wide surveys, to the informal feedback receive through-out the year for example from a student that attended our signature event Fresh Check Day. "I think it was amazing! The different stations were great, and I loved it", or from a student I asked what you think of the cupboard and the response was "Joining the program has provided me with a safety net and allows me to go home knowing I will have food to eat."

Our utilization this year decreased by 38% due to the staff transition and shift in priorities. Student workers were inconsistent in tracking visitors into the office. Possible conclusion was having so many students coming in for the cupboard, the student workers did not want to count a student twice. In addition, our participation with orientation changed reducing the

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number of students we interact with. Instead of presenting to the entire group and having a parent session, our participation was reduced to attending the resource fairs and having an optional parent session. During this year we also did not train all the athletic teams like in previous years. I can say that many of the students attending the cupboard utilize the office that ranged from Tea Tuesday, using the computers, coloring, and studying but did not sign in as using these services or space.



Outreach (Workshops, Tabling, Trainings, and Orientations): Total 4782

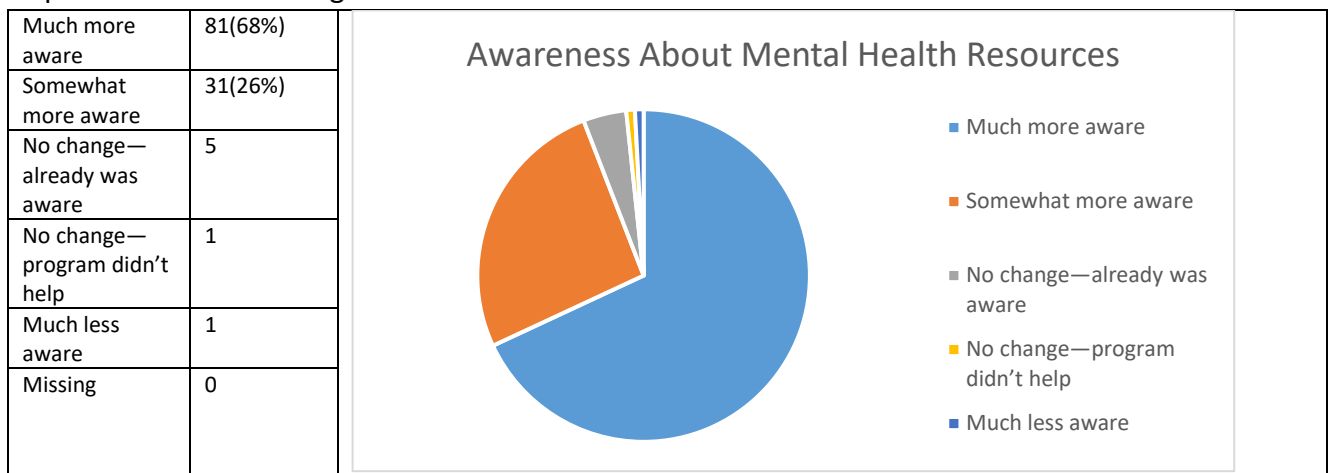
Unwind with Wellness on Wednesdays is one of our signature events that was expanded to every Wednesday that allows for more student participation to help in reducing stress in their lives. The first Wednesday is a workshop, second Wednesday is DIY (Do it Yourself) activity, third Wednesday is Chair Massages, and the fourth Wednesday are Therapy Dogs. – **261 students attended the weekly offerings and the end of the semester event in partnership with Campus Recreation called “Unwind with Wellness, Stress Less with Rec”. 95% of the participants strongly agreed that they enjoyed the event.**

1. Workshops provide students the opportunity to learn about sexual health, substance use disorder, mindfulness, and nutrition/physical activity. **35 students attended across the four topics**
2. DIY- Do it Yourself activity allowed students to be artistic and relax. Painting picture frames and small canvases. **16 students participated**
3. Chair Massage- Hired therapist perform chair massages for students to help relax the body in March and April. **55 students received massages**
4. Pet Therapy Dogs- highly requested event from students getting to pet and be around trained therapy dogs. **69 students visited the dogs.**
5. Unwind with Wellness, Stress Less with Rec – **86 students attended**

Fresh Check Day- **312 students participated** if 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. 312 students registered for FCD. 220 students returned their stamp cards. Out of the 220, 32% visited all the booths, 92% visited at least five booths. Ninety percent of the participants who returned their stamp cards have visited the Nine out of Ten, the booth of which is required to enter the prize drawing. Consequently, Nine out of Ten was the most visited booth. Boost and It Takes a Village were the next most visited booths with 80% attendance.

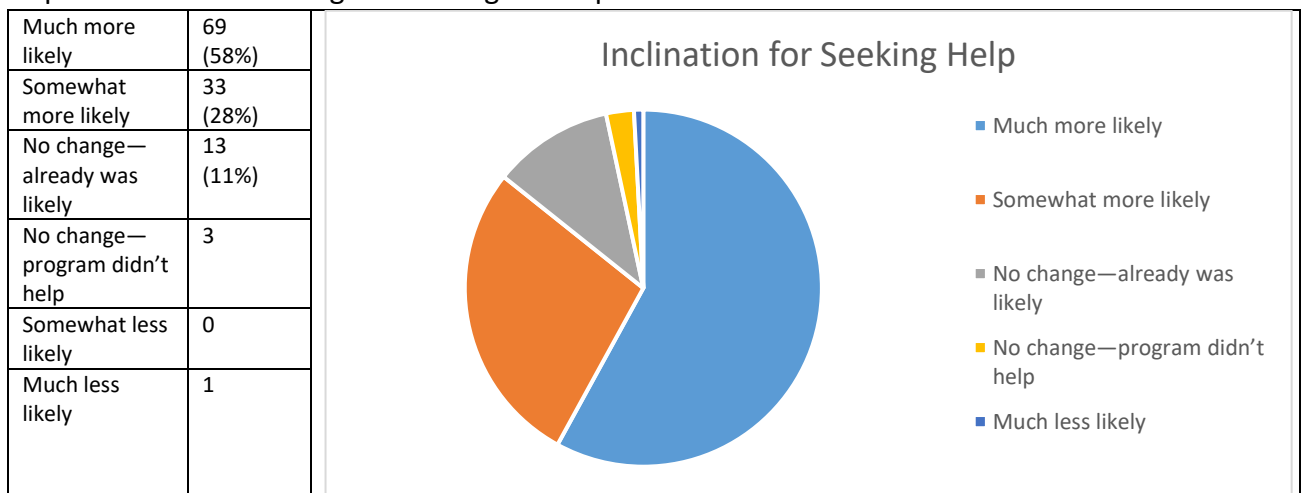
After FCD, how aware are you of the mental health resources available to you?

Frequencies and Percentages of Awareness About Resources



After FCD, how likely are you to ask for help if you are experiencing emotional distress?

Frequencies and Percentages of Asking for Help



Well-Being Influencers (Cougar Peer Educators)- 2027 students reached

Fourteen students were trained as WBI for the year. The training received helps peer educators develop leadership skills to successfully create and implement campus programs. The training

includes eight modules, covering the role of peer education, helping peers make a behavior change, listening skills, response, and referral skills, how to act and intervene, recognizing the role of diversity and inclusivity, programming and presentation skills, self-care, and group dynamics. These students held information table sessions related to reducing stress and the power of using Words of Affirmation. They also conducted their own outreach event distributing period products in approved on-campus bathrooms increasing access to these necessary products totaling 4320 products given out limiting 3 per student. Assuming the limit was followed, 1440 students was able to pickup period products.

Sanctions- UH Wellness is responsible to educate students sanctioned for the usage of alcohol and marijuana through three evidence-based programs. **54 students**

- **CASICS** (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** (Brief Alcohol Screening and Intervention for College Students) is a nationally recognized and evidence-based program to reduce harmful alcohol use. The program addresses problem drinking, excessive drinking, and binge drinking by utilizing motivational interviewing techniques and enhancing motivation to change.
- **MIP (Minors in Possession) also known as** Alcohol Education Program for Minors (AEPM) is a six-hour course (two sessions of three hours). MIP (Minors in Possession) are for underage students that is done in a group format for a fee (\$40) to take the course.

In-Office Programming (Tea Tuesday, Meditation, materials, etc.): 923 students

Students are tracked as they enter the office to partake in one of the above mentioned within in-office programming. With the inconsistent of student office workers, students were not always captured when entering the office. A lot of students were coming in for the cupboard but also staying in the office for tea, use the computers, check out books and get educational materials.

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 can receive up to 30 pounds of perishable and non-perishable foods per week to total 120 pounds per month.

The cupboard disseminated two surveys one each semester. The fall survey was conducted among students who experienced the client choice model (in-person shopping service) and found an overwhelmingly positive response in wanting to return to that model.

“The pre-bagged groceries limited my ability to get the items I wanted”, said one student. The Cupboard decided to start the transition back to the client choice model late spring 2022 semester and onwards. The spring survey was conducted among students who use the Cupboard during the final two weeks of the Spring 2022. 372 responses were received gauging students’ reasons for usage or not using of various Cupboard services, their satisfaction with the Cupboard, the Cupboard’s effect on stress, academic performance and health, student success stories, and areas of improvement. One interesting data point from the survey regarding usage is that **distance and timing** were causes for students not using the Cupboard. The staff decided to extend the hours during the summer as a trial run to fully implement longer hours that started the beginning of the fall semester.

FY22- totals

- Total Duplicated visits- 9908
- Total Unique Visits- 3821
- Total poundage- 190699
- Total duplicated bagged groceries- 7975 (Sept 2021-April 2022)
- Total duplicated Door Dash- 1558
- Total unique DoorDash-339
- Total enrolled in program- 2657

Communication/Marketing

The implementation of a gap analysis of our communication efforts (website, digital media, social media) helped highlight our strengths and weakness of how we are promoting our programs. It allowed us to focus efforts in improving the content, where to post, and when to post for better visibility. Attendance for smaller programs and workshops has not been well. Two events had great turnouts. Digital posting and collaborative marketing with Student Center helped with one event.

- 4.2k 10.1% increase during the fall. Day and time fluctuated throughout the semester. Monday and Tuesday see users between 10 am-3 pm. Sunday evening shows moderate usage.
- Open rates for monthly newsletter- still determining how to get the open rates from the program used. As a result of our GA leaving us the monthly newsletter was discontinued until FY23.

There was an increase in participation in our events as the unit was more consistent in utilizing all media outlets (social media, digital screens, and direct link back to the website which increased users by 21.5%, New Users by 25. %, Sessions 19%, Pages per Session 3.72%, Bounce Back decrease which is good by -5.51%. Meaning that students stayed on pages within our website.

5. Please discuss any budget or organizational changes experienced since your last (FY2023) 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.

A few changes occurred this past year since the last (FY23) SFAC request. I had one position vacated late fall that was filled mid-March. The communication/marketing graduate assistant I received funding for resigned early spring resulting in the hiatus of a few communication projects and consistent posting on social media platforms. This also resulted in lapse salary. The other instance of lapse salaries was due to not filling vacant positions that was approved as one-time funding for FY22. I was able to fill two of the positions by mid-summer and the other two fall 2022. The drawback to the late hiring is some of our units and portfolio's cohesive marketing was delayed.

6. If your unit concluded FY2022 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 FY2022 with a Fund 3 equity in excess of \$5,000. Two reasons for the excess of equity left. 1. Due to unforeseen circumstances, the relocation of Cougar Cupboard was and is delayed. A total of \$50,000 was a carryforward from FY21 to FY22. This carryforward is to fund moving expenses, new equipment, and any miscellaneous costs to relocate the Cougar Cupboard to the space previously occupied by UH parking at University Lofts. UH Parking was not able to move from the potential space until late summer 2022 and a feasibility study had to be done to make sure the space was a viable location for the cupboard to operate efficiently. 2. The excess equity includes lapse salary of vacant positions which three were approved one-time requests that were not able to be filled in a timely manner due to various factors.

7. Please list your 2023-2024 strategic initiatives and action steps in priority order and cite the specific Division of Student Affairs 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 unit 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 and providing access to the resources and information the community needs to make well informed decisions

regarding their health and well-being. However, this year the unit is having their external review that potentially will change or modify these strategic initiatives.

Strategic Initiative 1: Implement an operational and communication strategy to increase utilization and awareness of UH Wellness programs and services. (UH- 1, DSA- SS 1-5; DC 1; P 1, 2)

- Action Step 1: Develop a name change proposal
- Action Step 2: Conduct monthly student focus groups to identify gaps and needs
- Action Step 3: Establish partnership with academic departments and faculty senate

Strategic Initiative 2: Create an information clearinghouse infrastructure to increase access to health and well-being information. (UH-1,3; DSA- SS 3,5; DC 1,4,5; R 1-3; P 1-2)

- Action Step 1: Restructure CoogsCare website to increase effective utilization
- Action Step 2: Coordinate Health Communication Messaging among the Health and Well-Being portfolio.
- Action Step 3: Create a workgroup to coordinate and collaborate reducing duplicity.

8. Recognizing that the potential to generate additional Student Service Fee income for FY2024 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 3.5, 5.0 or 7.5% in your total FY2024 base Student Service Fee budget request and provide a line-item explanation of where budgetary cuts would be made. A spreadsheet has been created to assist in this process. Please include a copy of the spreadsheet with your questionnaire submission.

For UH Wellness to accommodate potential reduction of the budget at 3.5%, 5.0% or 7.5%, several line items will have funding reduced which also include student workers' wage. The line items selected will still leave enough of a budget to fulfill the mission of the department. Those items were reduced because of previous actuals spent. The reduction of the student worker wage will only affect student positions in the summer which can be filled by college work study students.

	FY 2024	FY 2024	FY 2024	FY 2024
Funding Sources	Base Budget	Amount of 3.5% Reduction	Amount of 5.0% Reduction	Amount of 7.5% Reduction
Student Service Fees- Base Budget	647,866	22,675	32,393	48,590
Expenses		Amount of 3.5% Reduction	Amount of 5.0% Reduction	Amount of 7.5% Reduction
Student Workers' Wages		1,500	3,000	5,600
Salaries/Fringes Total		1,500	3,000	5,600
Other Expenses				
General Supplies		8,000	10,000	12,000
Services		2,200	2,200	3,000
Uniforms		2,192	2,250	2,500
Computers/Repairs		1,500	2,000	2,250
Professional Development		5,000	7,000	10,000
Printing		1,000	1,500	2,000
Program Events			2,610	8,490
Admin Charge Enter %	6%	1,284	1,834	2,750
Other Expenses Total		21,176	29,394	42,990
TOTAL EXPENSE		22,676	32,394	48,590
Amount left to allocate		(0)	(0)	(0)

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 money from that include private donations, mini grants, and two revenue driven programs. The Cougar Cupboard has received several mini grants from Coog Moms. The money was used for supplemental items that were distributed at the cupboard. In addition, the one-time gift from Cullen Trust for Higher Education received a year ago was used like the mini grant to secure 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 revenue driven programs are MIP (Minors in Possession) and CASICS (Cannabis Screening and Intervention for College Students). These two programs are designed for not only for continuing education but sanctioning for using substances.

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 provides a holistic, primary prevention approach when implementing programming. This approach is based on the Well-Being Model that is comprised of nine different health and well-being areas (Physical, Occupational, Social, Spiritual, Intellectual, Financial, Emotional, Environmental, and Cultural). This holistic approach covers all these areas in a myriad of ways (workshops, information tabling, outreach events, monthly health observances) which other units may provide information on these topics in a similar fashion. To eliminate duplicity, efforts are made to collaborate on events or programs to maximize resources for a greater impact. In many cases other units are providing programs and services at the secondary and tertiary prevention level (when students have already experienced or is extremely affected) by some sort of crisis. That difference alone set our unit apart in program and services we offer. UH Wellness is the unit to continue the effort in health promotion and prevention.