

UNIVERSITY of **HOUSTON**

UH WELLNESS

Responses to

**SFAC Program  
Questionnaire**

**Fiscal Year 2017-2018**

**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, a campus-wide education and prevention program, supports student success by promoting healthy choices and creating a healthier, safer learning environment across all dimensions of wellness. We do so through:

- Educational outreach—Wellness offers workshops on topics ranging from alcohol education, stress management, to sexual violence prevention - all focused on maintaining healthy behaviors and positive coping skills. We also are consistently invited to attend and promote Wellness at orientation, tabling, and awareness events.
- Campus wide events—Wellness coordinates or participates in a variety of national wellness campaigns or alternative activities including weekly meditation sessions, Sexual Assault Awareness Week, Unwind with Wellness, Great American Smoke Out, World AIDS Day, and Safe Spring Break. We collaborate with other departments to minimize overlap and maximize cooperation.
- Peer education— Wellness advises the Cougar Peer Educators, a peer group dedicated to health and wellness issues on-campus. This group is formally trained with a 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.
- Consultation—Wellness provides information and materials related to any number of wellness topics, and consultation related to those issues.
- Referrals – Wellness can assist with referral of students, faculty and staff with health and wellness questions or concerns.
- Sanction Programming—Wellness is home to 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).
- Assessment—Wellness coordinates a large campus-wide survey each spring that examines a wide variety of health and wellness behaviors, everything from sexual health, to alcohol and other drugs, to mental health. Each odd year (2017, 2019, etc), we conduct the National College Health Assessment (NCHA) which will allow us to benchmark our sample against national trends. In each even year (2016, 2018, etc) we conduct our own standardized version of a Campus-Wide Survey, which is similar to the NCHA in many ways. Both the NCHA and Campus-Wide surveys allow us to longitudinally study our student populations over time and provide ways to improve our programs and services.

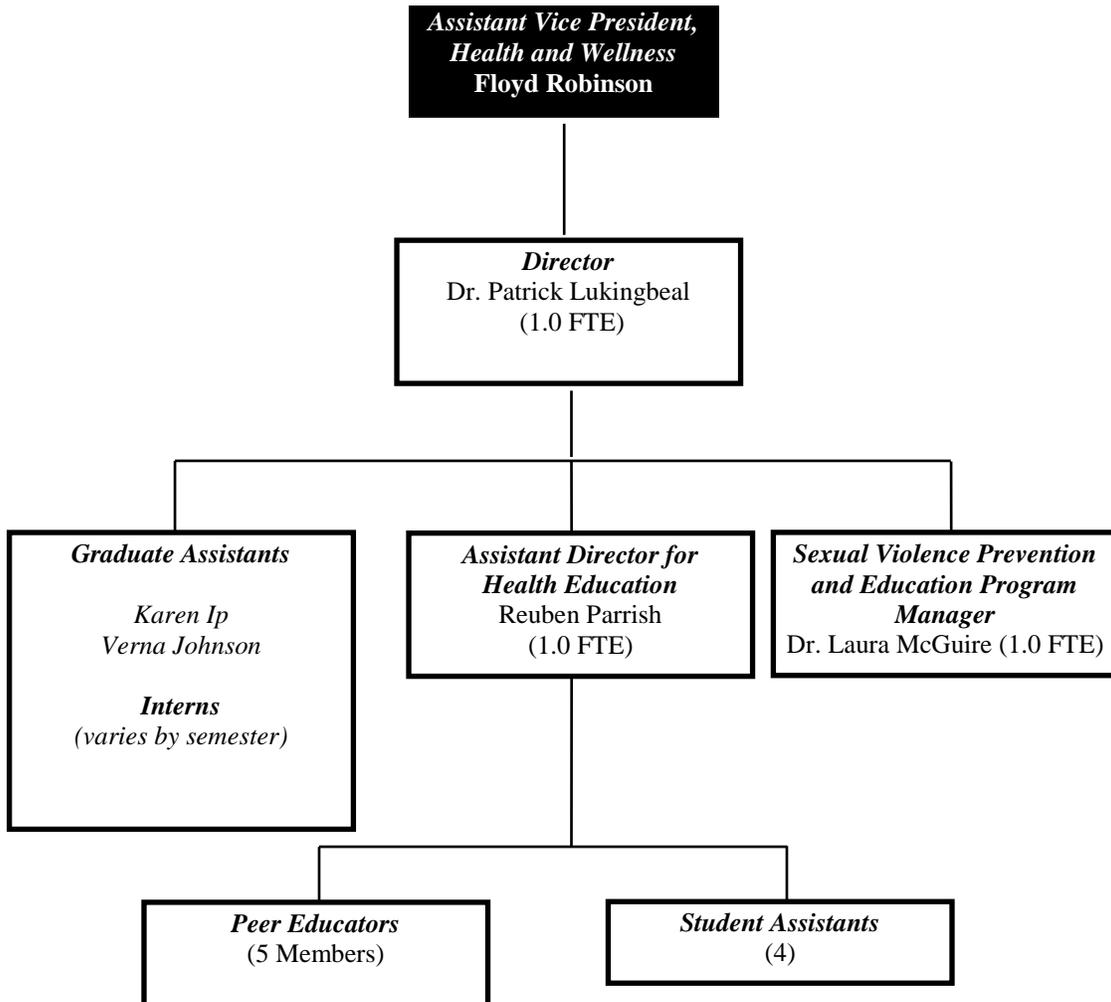
UH Wellness is the only campus program whose sole mission is to empower the campus community to make healthy choices across all dimensions of wellness through evidence-based programs and services that contribute to student success. As a result, we are able to provide a great breadth of programming and to reach large numbers of students. Our FY16 contacts totaled 20,394 – a 41% increase from FY15. Unique from other departments, we promote wellness in 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. UHW is essential to the university in that we support retention, student engagement, and student success.

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 2015-2016 academic year and cite the specific Division of Student Affairs and Enrollment Services (DSAES) Strategic Initiatives and University of Houston Strategic initiatives to which they relate. 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/actions steps, the rationale for the addition, and comment on your success in achieving these items.**

UH Wellness strategic initiative is to empower the campus community with knowledge to choose well – our slogan “choose well, do well, be well” is meant to inspire students to make changes in their daily life that will impact their overall well-being. We seek for students to understand that the decisions they choose to make have direct impact (positive or negative) on their performance in all aspects of their life. Our mission is unique in three ways: (1) prevention and education is all that we do; (2) nine dimensions of wellness are emphasized; (3) and UH Wellness seeks to involve students in their own well-being. Our specific strategic initiatives and action steps are as follows:

***Strategic Initiative 1:** Facilitate student development and the student learning process through IMAGE, our workshop series, and other outreach efforts. (UH 1,8; DSAES 1.d)*

Student development can occur in a myriad of ways. UH Wellness has facilitated student development by infusing various NASPA/ACPA professional competencies into programs, workshops and outreach events. This is true for our workshops that focus on topics ranging from alcohol and drug education, sexual violence prevention, and mental health education – we provide opportunities for students to reflect on their own behaviors, perceptions, or habits, and how those decisions may be impacting their academic and social success. We encourage this reflection so students can grow and develop into more mature individuals. One of the theories used in this vein is the Theory of Reasoned Action. Simply stated, it is more probable for a person to act on an intention to change behavior by simply writing or saying what action they are going to implement in their life. Our quantitative data and qualitative conversations with students show that they are identifying changes that they can make in their daily lives and anticipate challenges with implementing them – thus leading them to increase their well-being. Simply stated, it is more probable for a person to act on an intention to change behavior by simply writing or saying what action they are going to implement in their life. This helps students understand how they can change for the better and possibly how supporting others can lead.

***Strategic Initiative 2:** to increase 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, campus involvement and that appeal to a wider audience. (UH 1, 2; DSAES 6.b)*

To reach beyond the Campus Recreation and Wellness Center building, strong collaborations have been critical to the mission of UH Wellness. Several of the programs that the department provides are collaborative in nature with other departments (such as World AIDS Day, LeadWELL Project Semicolon or Sexual Assault Awareness Month), or involve other departments in some way (Unwind with Wellness and Cub Camp/New Student Orientation). This past year has continued to see a significant increase of not only the collaborative partners we have worked with, but also the number of events that were implemented with those partners.

***Strategic Initiative 3:*** *To increase the use of programs that use research based, theory driven prevention models from one to three; (UH 2, 4; DSAES 4)*

UH Wellness currently has three programs that are research based and theory driven: IMAGE (Intent & Motivation: Alcohol Group Exercise), Mental Health First Aid, and BASICS (Brief Alcohol Screening and Intervention for College Students). IMAGE is an alcohol prevention program that targets cohorts in high risk groups as well as the campus at large. This prevention program is a model that comes from sound theory and research in the field. It is based on National Institute of Alcoholism and Alcohol Abuse (NIAAA) strategy recommendations for comprehensive programs.

Mental Health First Aid (implemented Fall 2016) is an internationally-recognized 8 hour training that teaches participants how to identify, understand and respond to signs of mental illnesses and substance use disorders. Research has shown that this training reduces the social distance created by negative attitudes and perceptions of people with mental illness, and is included in the Substance Abuse and Mental Health Services Administration's (SAMHSA) National Registry of Evidenced-based Programs and Practices.

Finally, BASICS (implemented Fall 2016) is a nationally recognized alcohol education program that allows sanctioned individuals to examine their personal values and goals regarding alcohol consumption and reflect on risk-reduction strategies in a one-on-one conversation with a trained facilitator. This program is seen as one of the most effective alcohol education intervention for college students, and has also been named by SAMHSA as an evidence-based model program.

***Strategic Initiative 4:*** *To promote comprehensive campus wellness by offering a variety of programs and services that seek to educate and develop the mind, body and soul; (UH 2; DSAES 5.c)*

UH Wellness implements a myriad of education and preventative programs, as well as in-person consultations that address an array of health topics. By expanding to a model of nine dimensions of wellness, it has been easier for us to educate about wellness holistically, but also be able to focus on individual topics or student concerns. FY17 will see a dramatic increase of new offerings including BASICS, Mental Health First Aid, weekly Mindfulness Meditation, and an array of trainings from our Sexual Violence Prevention and Education program area.

***Strategic Initiative 5:*** *To promote professional and student staff progression toward advanced professional competencies by maintaining a culture of assessment before, during and after employment; (UH 1, 6; DSAES 2.c)*

Professional staff at UH Wellness are not only evaluated in part for their overall performance of their essential jobs, but also the ten NASPA/ACPA competencies which have been developed as core to the function of student affairs professionals in higher education. These competencies are linked to each staff member's individual objectives as well professional development activities and programs conducted through the division. In addition, all incoming Graduate Assistants, student workers, and interns complete a self-assessment that helps them identify the areas they want to grow in. At the end of each school year, or upon their departure from UH Wellness, these students participate in an individual sit-down with professional staff to reflect back on their experience and what they've learned.

**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.**

**Overall Evaluation of UH Wellness**

The success of UH Wellness is evaluated through:

- Campus contacts (the number of students, faculty and staff making use of our services)
- Student evaluations and feedback on programs, trainings and workshops
- Annual campus trend data on health and wellness habits, behaviors, and perceptions

**Campus Contacts and Utilization**

In the summer of 2016, Wellness implemented an updated internal system of collecting contact data for those who enter our space and visit with us outside of our physical space. This process will better help track who is interacting with our office and why. In addition, our updated assessment feedback form documents what sort of learning and behavior change is occurring at our various programs, workshops, and trainings.

	FY 15	FY 16	Percent Change
<i>Outreach</i>			
Workshops/Trainings	6,690	15,508	+132%
Informational & Events	2,872	2,687	-6.4%
<i>Special Programs</i>			
(Minors in Possession, Marijuana 101, wellness coaching)	110	119	+8%
<i>Walk-In/Consultation</i>			
Walk Ins	4,290	1,611	-62.5%*
Consults	551	569	-19%
<b>Total</b>	<b>14,513</b>	<b>20,394</b>	<b>+41%**</b>

\*Due to a re-categorization of what we counted as a “walk-in”, those numbers have decreased. Starting in FY16, we only counted the physical number of students who entered our space with a question or appointment. Previously, these included any contact whatsoever – phone call, someone in the wrong place, etc. While the department has focused on efforts outside of our office, for FY17 we will have a renewed focus on bringing campus community members into our space with new services and programs like Wellness Consulting, Mindfulness Meditation, and BASICS.

\*\*As you can see, our overall numbers increased 41% in FY16 compared to FY15. This total is due to a significant increase in our outreach numbers with the introduction of our new sexual violence prevention and education program, new student orientation sessions, and established fall/spring events.

### **Outreach**

This past year has seen a significant shift (+132%) to larger numbers in outreach done by UH Wellness compared to FY15. This shift has been intentional as a way for us to promote our programs and services to populations of students who may not visit the Campus Recreation and Wellness Center. Not only have we expanded the number of events we are holding each year, we have increased the number of partner events that we have a presence at. Examples include small group discussions in the residence halls, presenting at the inaugural Cub Camp this past summer, and successful new programming like Sexual Assault Awareness Week and Unwind with Wellness as part of Stress Free Finals.

### **Walk-In/Consultations**

Our walk-in numbers have decreased (-62.5%), mainly due the way we count those individuals. Those counting as walk-ins are campus community members who physically enter and stay in the space for some sort of program or service (ex: mindfulness meditation, Wellness Wednesday workshop, or educational sanction). Prior to this change, any phone call or lost person was counted in the overall tally – not representative of those who actually were impacted by our work.

On a daily basis, students are able to use our lobby and computer lab area to relax, study, and work on other school work. In addition, UH Wellness is a weekly site location for CAPS's "Let's Talk" program, where a professional counselor is available for drop-in hours as well as ours. Additionally, we work with the campus dietician to provide regular office hours for those who have dietary counseling or nutrition needs. . Finally, professional staff within UH Wellness are also available to offer additional consultation and referrals on a variety of issues – from time management, to sleep, to relationship management.

### **Assessment of Programs and Services**

**Minor In Possession**— UH Wellness is an official education site for the Minors in Possession (MIP) course. The course follows a standardized curriculum from the state of Texas and covers social values, advertising, alcohol and young people, accidents, laws, drinking patterns and decision-making. The UH Wellness Assistant Director is trained and certified by the Texas Department of State Health Services to administer the course. The main goals of MIP are to help individuals who have been sanctioned, whether by UH or local authorities, to learn why their involvement with alcohol underage is problematic and a risk. Additionally, through the educational pieces presented, another goal of MIP seeks to prevent such behavior from happening again. The course is offered twice a semester to both University of Houston students who are sanctioned for a conduct violation and local community members who may be sanctioned by the local courts. The course is six hours and includes a required exit exam, as well as an individual exit interview. Should UH Wellness staff feel that a student may be in need of additional resources or interventions, they may refer students to Counseling and Psychological Services or resources in the community.

Students are given a pre- and post-test to assess improvement in knowledge regarding alcohol. They are also given evaluations for the course and instructor. For FY16, the average percent of increase in knowledge from pre-test to post-test was 60%. The overall evaluation for FY16 for the instructor and the course were again high, with a 9.8 (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.

**Marijuana 101**— Marijuana 101 is an online intervention created by Third Millennium Classroom that primarily serves as a sanction for conduct violations. UH Wellness has an arrangement with hearing officers within the Dean of Students Office and Student Housing and Residential Life offices who often use this program as a sanction. Marijuana 101 is a timed course that covers health risks, effects on academic performance, laws, decision-making, and offers an individualized feedback report. UH Wellness staff provide the exit interview to students. UH Wellness provides the exit interviews for disciplinary referrals to Marijuana 101. Participants in Marijuana 101 report that being able to reflect on their own behavior and discuss it with a professional staff member has been helpful in preventing risky behaviors in the future.

**Outcome data**—UH Wellness tracks its effectiveness by focusing on student learning and behavior change that results from participating in workshops, IMAGE, campus wide events, and other UH Wellness activities. We are, as a result, to determine if our programs are having an impact and/or what adjustments we need to make in terms of programming.

For FY17, UH Wellness has updated our assessment of all programming and outreach events. Participants fill out a short paper survey on the spot asking them to identify one behavior they learned from the workshop (ex: safe alcohol practice, referral tips, etc) and their confidence and belief about the ability to incorporate that into their daily life. One month later, the same student receives an electronic follow-up survey asking if the student was able to remember and incorporate this behavior. The follow-up seeks to measure follow-through and knowledge retained. This assessment process is handled by our Graduate Assistants. This new tracking process has already been exceeding our expectations.

**Trend data**—The past several years, UH Wellness has collected data on alcohol and other drug (AOD) use, sexual health, mental health, as well as on other wellness related items.

This past spring semester, UH Wellness coordinated an updated version of our Campus-wide Health and Wellness survey. This survey sampled student's habits, behaviors and perceptions of a wide variety of health and wellness issues including: alcohol, tobacco and other drugs, sexual health, mental health, nutrition and exercise. In addition, demographic data is collected giving us the ability to examine these trends across gender, race/ethnicity, classification, sexual orientation and many other categories.

Moving forward, UH Wellness is committed to collecting trend data each spring semester. We will conduct the National College Health Assessment in spring 2017. This national benchmarking survey allows us to continue to explore our own UH population, but also compare ourselves to a national sample of colleges across the country. Both our Campus-wide survey and the NCHA will be able to give us more direct and consistent longitudinal data over time, as well as the opportunity to keep up with national trends in collegiate health and wellness.

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 FY2015 with a Fund 3 addition to Fund Equity, please describe the conditions which caused the addition.**

*Organizational Changes*

Fall 2016 saw the on-boarding our new full-time position, the Sexual Violence Prevention and Education (SVPE) Program Manager, filled by Dr. Laura McGuire. Due to the increased need of support and programming services around sexual violence prevention, UH Wellness was asked by Dr. Richard Walker to bring on an additional staff member in this area. Since Dr. McGuire's onboarding in December 2015, we have significantly increased the programming in this area to monthly and weekly events, the addition of a Sexual Assault Awareness Month, and various co-partnerships like the Women and Gender Resource Center, CAPS, Center for Diversity & Inclusion, the LGBTQ Resource Center and many others.

In addition to the three professional staff positions, UH Wellness hired two new Graduate Assistants for FY17 (Karen Ip and Verna Johnson), and two student assistants. Each semester, we have anywhere from 1-2 unpaid student interns join our staff as part of their academic program requirements.

*Budget Changes*

For FY17, UH Wellness asked and was granted a base augmentation of \$19,000 that is directly connected to our new SVPE role. Previously, UH Wellness had always dedicated part of its budget to three full-time positions - though only two full-time positions were filled for several years. A base augmentation from FY17 allowed us to compensate for our new staff member's salary, benefits and professional development (conference travel and association membership), as well as and provide extra programming money towards sexual violence prevention efforts, including programming, workshops, and trainings. Additionally, the base augmentation allows for expanded funds to cover the cost of yearly surveying – in FY17 we will conduct the NCHA for the second time. Additionally, increased funding has assisted with larger and enhanced programming, workshops, educational campaigns, and trainings on this topic.

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 initiatives 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: 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 1.c)*

**Action Step 1:** Utilize the results of our Spring 2016 Campus-wide health and wellness survey to identify areas of expansion for program and services.

**Action Step 2:** In regards to alcohol and other drugs, continue to deliver high performance presentations with IMAGE across campus, while reaching out to new audiences for the program. Continue to gather feedback and fine tune our MIP and BASICS delivery.

**Action Step 3:** In regards to sexual violence prevention, continue to strategize with campus partners and SVPE student advisory committee to build a campus-wide curriculum around issues of violence prevention and bystander intervention.

**Action Step 4:** In regards to mental health, continue to collaborate with campus partners (CAPS, etc) to deliver Mental Health First Aid and find opportunities to highlight existing resources (Project Semicolon, etc).

**Action Step 5:** Collaborate with campus partners to deliver workshops across the dimensions of wellness (mental health, nutrition, body image, time management), and host workshops in a variety of new spaces across campus (classrooms, residence halls, etc)

**Action Step 6:** Consistently track data from workshops, programs and activities to assess student learning and development.

*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 6.a, 6.b).*

**Action Step 1:** Continue our outreach to campus offices that UH Wellness has traditionally not worked with before) to spread the message of who we are. Look for collaboration areas or opportunities to do targeted programs.

**Action Step 2:** Explore existing partnerships to find ways to expand the presence of UH Wellness. For example, Resident Assistant Training, new student organization training, etc.

*Strategic Initiative 3: Increase the use of programs that use research based, theory driven prevention model (UH 2,4; DSAES 4.c).*

**Action Step 1:** Utilize the results of the Spring 2016 campus-wide health and wellness survey and student feedback to identify areas of need.

**Action Step 2:** Continue to work with campus partners (see SI #1) to build new sexual violence prevention and response education curriculums based on research and theory.

***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 5.c)

**Action Step 1:** Evaluate current programming and its effectiveness using our new assessment process and protocol. Emphasize our dedication to education within all nine dimensions of wellness.

**Action Step 2:** Continue to collaborate with CAPS, the Bruce A.D. Religion Center, and other offices on opportunities to expand programming around mental and emotional health and spirituality.

**Action Step 3:** Utilize multi-tiered programming (including universal, selective, and indicated prevention).

***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 2.c).

**Action Step 1:** Encourage participation in professional networking and development opportunities, such as webinars or conferences.

**Action Step 2:** Maintain open communication during staff meetings and one-on-one check-ins to increase development opportunities within our office.

**Action Step 2:** Continue with our assessment for all student workers, interns and Graduate Assistants throughout their time with UH Wellness. This assists in targeting professional competencies and measuring development.

#### **Evaluation:**

UH Wellness engages in strategic planning each year with consultants from the Division of Student Affairs & Enrollment Services, and as a result, develops a comprehensive assessment plan. This plan includes needs assessment, program assessment, and an assessment of student learning and student development. The upcoming 2017 assessment plan continues includes targeted assessment for programming, services, the spring NCHA survey, and the development of student workers and Graduate Assistants.

- 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**

UH Wellness continues to seek other appropriate external funding opportunities, including grant funding and alumni or other giving to support the wellness program. With the start of our Sexual Violence Prevention and Education Program Manager position, we expect to look at additional external funding options with renewed interest. In addition, UH Wellness receives some monies from self-generated income received as a result of offering the Alcohol Education Program for Minors (MIP).

**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.**

UH Wellness is currently one of six units within the Health and Wellness area of the Division of Student Affairs & Enrollment Services. These units include Counseling and Psychological Services (CAPS), University Health Services, the Department of Campus Recreation, Center for Students with Disabilities, and Cougars in Recovery.

Of all these units, UH Wellness is primarily focused on comprehensive prevention and education around a variety of health and wellness issues. We seek to be the clearinghouse for health information at the University of Houston by offering wellness programs, wellness materials, and other information across all nine dimensions of wellness. UH Wellness is a comprehensive and collaborative force in promoting healthier choices and a safer, healthier environment to promote student learning. When looking at departments that may slightly overlap, Counseling and Psychological Services (CAPS) is an office where some mental health education (workshops, QPR: Suicide Prevention, Mental Health First Aid) may occur. Seeing that they are the experts on-campus in many of these mental health topics, it makes sense for those educational pieces to have a home in CAPS. Historically, CAPS and UH Wellness had worked alongside each other to provide mental health screenings and other outreach events – it is the home of UH Wellness that those sorts of collaborations will become commonplace again.

Outside of our work with CAPS, UH Wellness does collaborate with multiple units within the Division of Student Affairs & Enrollment Services and across the entire university. The message of health and wellness should be pervasive throughout campus, and we realize that our campus partners are critical to that. UH Wellness has and will actively continue to collaborate with such units as 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's Resource Center, the LGBTQ Resource Center, and many academic departments and student organizations. This past year, UH Wellness has expanded partnerships with several new offices, including: several academic departments (English and Pharmacy) and the First Year Residential Experience (FYRE) as part of Residential Life.