

UNIVERSITY of HOUSTON

DIVISION OF STUDENT AFFAIRS Urban Experience Program

SFAC Report FY 2016



STUDENT FEES ADVISORY COMMITTEE (SFAC) FY2016
PROGRAM QUESTIONNAIRE

Urban Experience Program

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.

The mission of the Urban Experience Program (UEP) is to provide exceptional support and services to students who are potentially encumbered by a multiplicity of factors, such as, but not limited to unmet financial need and ethnic minority status. The majority of the UEP students are the first in their families to attend college and approximately 82% received the federal Pell Grant. UEP is also open to students without FASFA support, but who seek the community created through the program. UEP represents a dynamic mix of abilities, academic preparation, social, ethnic, national origin, regional, age and gender diversity. Our UEP culture is to work hard, work smart and work together.

The existence of the Urban Experience Program depends on the funding provided by SFAC. UEP, independently and in collaboration with campus partners, provides the following programs and services for individuals and in group settings: limited academic tutorials, career development workshops, academic monitoring, individualized counseling, assistance navigating financial aid programs and processes, financial grants, cultural and academic programs, guidance with course selection, and enrichment activities which enhance persistence and promote retention.

UEP creates a critical link between students, resources, and activities to encourage students to pursue academic excellence and to graduate. UEP accomplishes its mission by offering students' program elements that research indicates enhance academic success. The unique elements of the UEP program are the non-traditional support and the intensity of the support provided.

The array of academic support, advising, individual attention, engagement and career planning results in great benefits to the students. UEP is grateful and appreciative for the support of SFAC.

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.

Interim UEP Directors performed a self-assessment on the program structure and components of UEP. Previously the UEP office had approximately 10-12 Student Leader staff members, 2 Graduate Assistants, and 1 Office Coordinator and a Director. Within the existing structure each student worker had a specific job title that aligned with their expected duties.

These titles included:

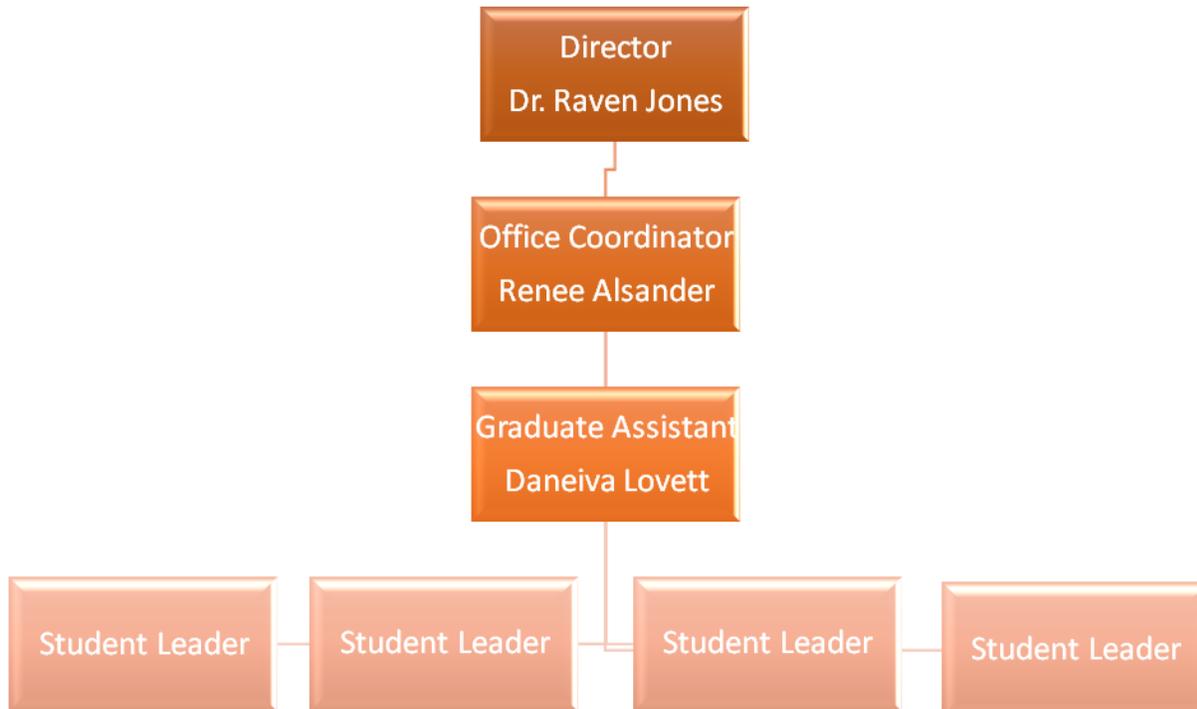
- a. Event Assistant
- b. Photography & Media Assistant
- c. Tech & Media Assistant
- d. New Student Recruitment Member
- e. Community Relations Assistant
- f. General Assistant
- g. Tutor

These past job titles were designed to be heavily administrative, with minimal relationship building with student participants. With the assigned duties, students were hired to be “specialist”, but often lacked the training and initiative to complete assigned responsibilities or complete task outside of their title. To bring some consistency to the position, interim director realigned these expectations into one job title and description. UEP student workers are now “Student Leaders”. Student Leaders are provided a group of UEP participants who they are responsible for, building relationships with and providing support for throughout the year.

Strategic scheduling of staff will allow more office resources to be available for UEP participants to use throughout the day. This will also provide balance when it comes to productivity throughout the day. Student leaders should will be trained on the interaction model, how to utilize of MAP-Works, and the development of SMART goal action plans with UEP participants from the member’s MAP-Works results. All office staff have gone through a detailed training on how to perform in their new roles and will receive additional development throughout the year. Suggested topics for Fall, Spring, & Summer training.

- a. Staff development education (throughout semester)
- b. Customer service
- c. Leadership training
- d. Problem solving
- e. Conflict mediation
- f. Strengths Quest
- g. How to utilize resources on campus

- h. How to program effectively using Learning outcomes
- i. Practice marketing techniques when tabling or speaking with groups
- j. Establish criteria for social media and newsletter distribution



The new student leader position provides UEP participants with more academic and social support. This organizational model will move UEP forward in the student success area.

3. List your unit's strategic initiatives and action steps identified for the 2013-2014 academic year and cite the specific Division of Student Affairs Strategic Initiatives

(http://www.uh.edu/dsa/about_student_affairs/strategic_plan.html) and University of Houston Strategic Goals (<http://www.uh.edu/president/vision-priorities/>) 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/action steps, the rationale for the addition, and comment on your success in achieving these items.

UEP Strategic Initiatives and Action Steps

The current Director's review of the annual report, assessments has produced a listing of the following activities along with the subsequent status update. The following goals and objectives were identified under the Center for Leadership and Fraternity & Sorority Life. Goals directly relating to leadership and civic engagement have since transitioned to the Center for Student Involvement.

The current Director established a series of overarching short term 30-60-90 day plan as well as semester, one year, two-year goals, beginning during the Fall 2014 semester and all with a scheduled completion of the end of FY2016. Within each of these goals are housed smaller goals. These goals represented the overall advancement of the UEP pillars.

1. Create new opportunities for student success through learning, engagement and discovery.

Comment: Achieved

Action Steps:

- A. Complete assessment, revamp and enhance UEP programs that are uniquely positioned to align with DSA's comprehensive First and Second Year Experience Program.
Status: Completed and Continued. A membership survey was completed by Interim Directors to better understand UEP participants' outlooks and opinions on UEP service.
- B. Continue to implement mandatory skill and personality assessments, including STRONG
Status: Completed and Continued In the spring of 2014, implementation of mandatory skill and personality assessments, including STRONG were administered to UEP participants. Records of this happening before Spring 2014 do not exist.
- C. Continue to offer the award-winning Guaranteed 4.0 program for all first and second year students of UEP, and others free of charge.
Status: Completed and Being Updated According to the membership survey most participants truly appreciate this program and found it to be very beneficial to their academic success knowledge. However, many students also said it was a challenge to follow all of the guidelines and many did not apply the skills necessary to attain a 4.0 gpa. Additionally, there

was no follow up by the UEP office to help participants continue with the 4.0 guidelines or re-strategize when necessary.

Therefore, if this program is to persist we recommend implementing a structure that follows up with students to help them with the steps to attain a 4.0 and assess the impact of the program on attendee's GPAs.

1.2 Establish supportive and advocacy based programs and services for commuter, transfer, adult, non-traditional and graduate students.

- A. Design and implement support services for former foster care youth to assist them with their goals in higher education

Status: *Started and In Progress* This initiative was explored by the Interim Directors in Spring 2014 and is continued to be implemented by the current Director.

2. Actualize and leverage the fiscal, human, technological, and facility resources that enhance the student experience.

Comment: Achieved

Action Steps:

2.1 Establish protocols, guidelines and incentives in consultation with Human Resources to recruit, train and retain talented and skilled staff to best meet the needs of the students and to effectively implement Division programs and services.

- A. Work with Human Resources, directly with Melissa Abrams-Jackson, to implement training for all UEP employees.
- B. Work with CWS professionals in order to accomplish the same goal.

Status: *Not completed and Being Updated and In Progress.* As stated earlier, a revamp of the UEP student position in the office as taken place. Student workers have not become student leaders and are leaders of a cohort model that is in development. Ongoing training is taking place as the need arises in order for the student leaders to provide support, mentorship, and social interactions with UEP students.

2.2 Execute an effective operating plan of existing fiscal, human, technological and facility resources in support of student success.

- A. Assess processes and programs which can leverage technological resources to be more efficient and effective

Status: *Not Completed* This was not completed, but computers and phones were replaced last fall and spring.

2.3 Create and implement a division-wide advancement and fundraising program in partnership with the Division of Advancement.

- A. Participate in DSA fundraising program

Status: *Completed and In Progress* Working with the Director of Advancement in the Division of Student Affairs and Enrollment Services on identifying specific programs and services which could be possibly underwritten by a gift or corporate partner; UEP Interim Directors submitted case statements for eventual support with outside funding. Current Director is updating and making progress in fundraising efforts.

2.5 Provide the highest quality customer service experience utilizing technology, training and resources to improve user satisfaction.

- A. A software project is being discussed incorporating the Spirit and the Motto and role playing on the computer and on YouTube. Our students are developing this prototype. The goal is to eradicate negative actions, challenge assumptions and prejudices regarding diverse groups and individuals.

Status: *Not Completed*

3. Foster the creation of a global learning community that actualizes and embraces inclusion while preparing students to become active citizens.

Comment: Achieved

Action Steps:

3.1 Establish a division-wide standing committee focused on the assessment and creation of programs and services from a multicultural (intercultural) competency based lens.

- A. Participate in DSA standing committee focused on enhancing and integrating UEP programs
- B. Develop an Advisory Board consisting of current students, alumni, division employees, and community partners.

Status: *Not Completed*

3.3 Explore and enhance multicultural-based collaborative programs with departments outside of the Division and in partnership with agencies in our surrounding environments.

- A. Enhance the Recommended Reading Library with more diverse titles, which expands on the current multicultural-based list.

Status: *Not Completed* Though the reading library contains a range of books from across the disciplines, identifying what titles were added this past fiscal year was not done.

3.5 Explore the feasibility of creating and implementing a Multicultural Student Affairs department to assess and increase the Division's contribution to and support of a diverse student body and fostering a global learning community on campus.

- A. Participate in the assessment of creating a Multicultural Student Affairs program and determine proper alignment/integration with UEP

Status: *Not Completed* No UEP staff were on this Division committee.

4. Develop a culture of innovation and accountability in the redesign of Division policies, processes and procedures.

Comment: Achieved

Action Steps:

4.1 Develop a comprehensive assessment plan that identifies learning and program outcomes and demonstrates a process for improvement based on measurable results.

- A. Measure learning and program outcomes for UEP programs in alignment with DSA

Status: *Updated and Completed* There were four UEP program/services that were assessed this past year by the Interim Director and Current Director.

Program or Services Being Assessed: Social Services Opportunity

Results: The survey data revealed that some students utilized on campus social service sponsored by UEP. Action: Based on the data, this service will be continued for the Fall of 2014. After the fall the service will be reevaluated.

Program or Services Being Assessed: UEP Newsletter

Results: Survey was administered at the end of Spring Semester. The survey data revealed that the newsletter is one of the communication formats that UEP students are informed about UEP events. Action: Based on the data, UEP will continue to use the newsletter as a programming and marketing tool. In addition the newsletter will regularly be evaluated for effectiveness.

Program or Services Being Assessed: Student Interests Assessment, administered at Spring Refresher

Results: Survey data provided did not address this program objective/learning outcome.

Action: Based on lack of data from previous UEP administration, current UEP administration will create, administer, and evaluate this programming event in the future.

4.2 Determine how/when to optimize human interaction between Division staff, students and University partners while employing technology to enable the timely retrieval and use of accurate information to address routine inquiries.

- A. Continue to require students to partake in services offered by the DSA in direct correlation to their current goals, such as all student employees are required to engage in resume

reviews via University Career Services, and all UEP, especially those receiving grants, must consult with an academic advisor each semester.

Status: *Not Completed* Current director requires this of all students, but this collaboration with UCS was not well established this past year, and students were not required to do any of this.

- B. UEP will employ technology to “go paperless” which will be environmentally helpful and allow the timely retrieval and use of accurate information.

Status: *Not Completed* Based on the current Directors view of the office; is not paperless yet.

4.3 Establish and implement a recognition process to highlight innovative initiatives by individual staff members or departments that contribute to the ultimate utilization of human, financial, technological and physical resources.

- A. Host the first annual UEP Banquet. Collect measureable data that will assist in with enhancing the event.

Status: *Not Completed*

5. Cultivate a collective identity that demonstrates a united vision.

Comment: Achieved

Action Steps:

5.2 Collaborate with the Division of University Advancement and UH Marketing & Communication to develop and implement a division-wide integrated branding and marketing plan.

- A. Expand awareness of UEP through the UH student population by developing an integrated communications plan in consultation with the Student Affairs Division about who we are, what we do, and who we serve.
- B. UEP will revise all of its brochures and marketing materials to convey a consistent image and brand.
- C. UEP will intensify its outreach and collaboration with Admissions to expand the number of UEP participants.

Status: *Updated and In Progress* These actions were planned out by the Interim Directors, and carried out by the current Director.

5.3 Assess the current web presence and use of social media throughout the Division and implement Division expectations of website design and effective use of social media.

- A. Assess the effectiveness of the UEP website through collection of measureable data and identify areas of improvement. Research trends and innovative methods used for higher education websites and compare them to that of the Division's expectations, if possible, implement new methods.

Status: *Not Completed* An assessment of the site did not happen, but a review of the site with the DSAES marketing Manager occurred.

- B. Initiate the use of social media on top social networking sites.

Status: *Not Completed* Accounts were set up, but assessment did not occur, and usage was low.

5.4 Develop a comprehensive and integrated communications plan to increase awareness and understanding among the Division, the campus community and the surrounding environments about who we are, what we do and who we serve.

- A. Identify most effective marketing and communications plan to inform the students at UH and the Houston community about UEP and ultimately expand to nation-wide knowledge.

- B. Implement detailed plan of action to achieve said goal.

Status: *Completed and In Progress* Review of marketing and communications plan was done, but implementation and full scale plan was completed and carried out by current Director.

6. Create and engage in strategic partnerships.

Comment: Achieved

Action Steps:

6.1 Collaborate with the Division of Academic Affairs to develop proactive initiatives and research that positively impact student retention and graduation rates.

- A. UEP will partner with Career Services and Human Resources in expanding job and internship opportunities for students.

- B. On retention, UEP will collaborate with the Office of Community Relations & Institutional Access on initiatives designed to improve the retention and graduation rate of Black and Hispanic students, particularly the males.

Status: *Not Completed*

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.

Many of the programs and initiatives from UEP are based on a students' academic, civic, and professional skills, education, and success. Therefore, it is important that the focus of how UEP identifies success is through learning outcomes. Moving forward all UEP programs will be grounded in our learning outcomes and student success:

A. Utilizations Reports

- a. Frequency –Moving forward UEP will keep daily and ongoing tracking of student, staff, and faculty and visitors served in and through the office. We also plan to continue to keep track of how many people attend each program and tabling event.
- b. Numbers for FY13: (Numbers include all those served, walk-ins to our office, outreach, attendees at programs; includes repeat visitors each time they visit).
 - In FY13 the UEP had a total of 67 active student members
 - We delivered 15 programs in calendar year 2013 (this includes UEP generated programs, co-sponsored programs, tabling events, invited events for student or departments)
 - Of the students served 93% identified as African America.
 - We awarded \$ **9,598.00** in grant funding to 12 UEP participants.
 - We paid for the counseling fee for one male participant.
 - We have 200 people receiving our weekly listserv announcements.
 - We have 89 people who “liked” us on Facebook
- c. Trends – A major transition in leadership over the last year. The previous director retired in late October 2013 and then the Office Coordinator resigned in February 2014. Interim co-directors were appointed in January 2014 and a new Office Coordinator was hired by June 2014. Over this time, it was noticed that there was a significant drop in membership from fall 2013, in respect to participant involvement as reported by the previous office coordinator, to spring 2014. Spring numbers reflected a significant decline in participation of UEP programs and events. Of the 120 members listed on the roster only 20% or less would regularly attend programs and events. Less than 20% of UEP participants utilized the office services. The most active participants of UEP services and programs were existing student staff workers who were also student members of UEP. Of the 12 student awarded grant funding 50% were student staff workers. Besides staff changes, the dramatic decreases are most likely due to a lack of connection of staff with students in the program, which in the past has only been a phone call invitation to programs versus personal check in or follow ups.

d. Outreach efforts/programs including frequency and attendance numbers

- Multiple tabling events on educational and outreach topics-
- Attending Admission Recruitment Events primarily during spring -
- Attending student and campus programs to which we are invited -
- Volunteer with MLK Jr Day of Service events on campus
- Outreach to UH staff at Covenant House, Rock the Block, MLK Day of Service – Spring 2014

B. Assessment Projects

UEP is transitioning to utilizing Baseline/Campus Labs through the Vice President for Student Affairs office for all assessment activities. The UEP office conducted one overall satisfaction survey, and focus groups for two of our spring educational programs:

- Financial Empowerment – Financial Empowerment address the issues college student face today and address the potential financial topics that will impact them in the future. This series highlighted budgets, investments, and insurance.
 - 100% strongly agreed that the workshop and materials were relevant to their financial future.
 - 100% strongly agreed that they would recommend participation in this program to a friend.
- UEP Member Survey:
 - 100% of participants joined to get some form of assistance/support from the program whether financial, educational, and/or personal resources.
 - 68% members had been contacted by UEP staff less than 3 times a semester to have face to face interaction.
 - Program Participation: 68% participated in Guaranteed 4.0, 52% participated in the Mentor Series, and 52% participated in Financial Seminar.
 - 77% agreed that Guaranteed 4.0 was somewhat beneficial in their success as a student.
 - 57% agreed that Career Counseling was beneficial to their success as a student.
 - In a check all that apply: 83% agreed that Programming is the most important part of UEP, 44% agreed that relationships with staff is the most important part of UEP, 61% agreed that Financial is the most important part of UEP
 - Additional services requested by participants: advertisement of services, volunteer opportunities, financial assistance, and guidance after graduation.

C. Assessment Highlights

The assessment results demonstrate with data that the UEP has a great opportunity to increase and improve marketing strategies for program services and provide more impactful educational programming. Students overall were satisfied with UEP services however the low response rate may suggest a lack of student engagement with the office and awareness of office initiatives.

5. Please discuss any budget or organizational changes experienced since your last (FY2015) 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 FY 2014 with a Fund 3 addition to Fund Equity, please describe the conditions which caused the addition.

UEP Director Robbie Evans retired in fall 2013 and office coordinator Rachel Adams left the University and UEP to pursue new opportunities in spring 2014. In December 2013, Colette McFalls and Terence Turner were appointed by Daniel Maxwell, Associate Vice President for Student Affairs, to serve as the co-Interim Directors of the Urban Experience Program (UEP) throughout the spring 2014 semester. The Co-Interim Directors were charged with maintaining daily operations, evaluating the effectiveness of programs and services, surveying student members of the program, evaluating the effectiveness of office staff structure, and making recommendations that will enhance the overall program and lead to increased retention and graduation rates of underrepresented populations.

A search committee was formed in spring 2014, chaired by Interim Directors Terence Turner and Colette McFalls, and nearly 60 people applied for the program coordinator position. After an extensive interview process, Renee Alsander was offered the job in late summer 2014 and hired in June 2014.

A search committee was formed in summer 2014, chaired by Dr. Pamelyn K. Shefman, and nearly 100 people applied for the Director position. After an extensive interview process, Dr. Raven Jones was offered the job in late summer 2014 and hired in August 2014. Dr. Raven Jones' education and career have provided her with a series of diverse and rich experiences that give her a strong foundation for success in her new role. Dr. Jones' career also includes experiences as a researcher, program developer and trainer. Her doctoral research focused on the cultural resources within urban communities that can be utilized to improve the resiliency and psychological development of underrepresented adolescents.

D. Budget Review

The Urban Experience Program (UEP) is requesting a base augmentation for FY 16. UEP has not seen a significant change in the operational (controllable) part of its base budget since FY 07 as seen in the budget history summary below. To ensure accurate reporting going forward UEP is requesting a reallocation of funds (see below).

85% of the annual UEP budget consists of non-controllable/dedicated expenses (personnel, administrative charges, etc.). This leaves only 15% to controllable/assignable operational expenses (departmental budgets, initiatives, travel, elections, etc.)

As the numbers above indicate, the urban experience program budget is very non-controllable and does not allow the organization to operationally serve a growing more diverse student body.

- **Student Workers**
Throughout FY 2014, the UEP staff went from 10 student worker staff to 5 UEP student staff. These positions remained vacant throughout the FY 2015 fiscal year and appropriate changes had to be made to sustain center operations and programs. In addition these positions were redefined based on the current Director strategically moving the program forward in a new direction. (DSA Strategy: 1.e, 1.f, 2.b, 2.c)
- **Redefining Line Items**
Based on the past SFAC recommendations the current Director and consultation with department DBA has changed a budget line item to reflect the current focus of marketing, communication, and promotion of UEP to the greater UH population. Historically, the total cost of the marketing and communication have been low. The addition of a marketing budget will permit UEP to increase its presence on campus. (DSA Strategy: 2.b, 4.c, 5.a, 5.c)

5. Please list your 2015-2016 strategic initiatives and action steps in priority order and cite the specific Division of Student Affairs 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.

The staff in the Urban Experience Program has identified the following strategic initiatives and action steps to carry into the FY2015 fiscal year. These are part of strategic map that focuses on long and short term goals.

Strategic Initiative 1: Program Enrollment/Membership - Identify, recruit, and retain students in UEP. (DSAES: 1.a, 1.b, 1.d, 1.e, 1.f)

Objective #1: Emphasize the importance of community by creating opportunities wherein UEP active members as well as general members have an opportunity to grow with each other and the greater UH community.

Plan of Action

1. Provide a retreat experience once a semester for UEP members allowing them to build a sense of community and leadership skills.
2. Provide group learning experiences for UEP members on a weekly basis.
3. Plan member social events so that they get to know each other more and volunteer at events on a regular basis together.
4. Pick two people each month for the Volunteer of the Month gift bags, and in doing so provide incentives for members to volunteer and assist with more events.

Objective #2: Increase student involvement in Urban Experience Program

Plan of Action

1. Increase awareness of the Urban Experience Program promoting the organization at other events on campus.
2. Hold general meetings every month throughout the year for all members of the Urban Experience Program and interested members of the University of Houston student community. During the meeting update members on upcoming events and volunteer opportunities.
3. Host committee meetings after General Membership Meetings so that general members interested in a certain committee get to know the UEP staff and student leaders which will lead to better event planning.

Strategic Initiative 2: Academic Support Programs - Create a greater/stronger variety of academic opportunities through enhanced services from UEP. (DSAES: 1.b, 1.c, 1.e, 4.a,4.c, 6.a)

Objective #1: Increase quality programming offerings

Plan of Action

1. Evaluate and execute effective events that offer students value academically, personally, and professionally. Communicate effectively with all areas (co-

sponsoring organizations, facilities, UHDPS, food service, etc) involved in the event.

2. Attend and collaborate with other organizations on campus to better understand the student body.
3. Speak with student leaders at other institutions by attending professional conferences, and try to implement successful program ideas they have done on our own campus.

Strategic Initiative 3: Policies and Procedures - Implement a variety of protocol and initiatives that support the development of a comprehensive academic and financial assistance program. (DSAES: 2.a., 2.b, 2.c, 4.a, 4.c, 6.a)

Objective #1: Establish effective policies and procedures for student financial assistance that align with UEP mission and foster academic achievement.

Plan of Action

Rewrite EELAA grant and Good Citizenship grant requirements for eligibility.

1. Establish hard and soft deadline for students to turn in applications and supporting materials.

Strategic Initiative 4: Communication and Marketing - Enhance marketing strategies and produce materials according to the UH branding standards to create a UEP brand image that aligns with mission of UEP. (DSAES: 5.a, 5.b, 5.c)

Objective #1: Execute effective marketing strategies for enrollment and membership.

Plan of Action

1. Increase the marketing of UEP services to target market and/or reestablish target student population of membership by 20%.
2. Enhance marketing strategies and produce materials according to the UEP Marketing Timeline.
3. Increase face-to-face marketing strategies: personally passing out handbills and flyers to keep the UH campus informed of UEP events.
4. Student Leaders Street Team (SLST)
5. Maintain a consistent brand image for the Urban Experience Program, and ensure that the UEP logo/statement is included in all marketing materials.
6. Design innovative and eye-catching promotional items with the Urban Experience Program logo/statement to give away at different events throughout the year.
7. Continue to maintain all social media--the UEP website, Facebook and Twitter accounts by promoting upcoming events. Regularly evaluate the website and social media to make sure it is offering useful information.

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.

UEP is currently working with the new Director of Advancement in the Division of Student Affairs and Enrollment Services, as well Corporate Relations department on identifying specific programs and services which could be possibly underwritten by a gift or corporate partner. While the division is developing its first set of priorities for the current fiscal year, UEP has submitted case statements for eventual support with outside funding.

Grant Applications

UEP has secured small contributions in the past. The Division of Student Affairs has implemented a centralized fundraising effort in conjunction with UH Advancement. UEP will begin working with the UH Advancement in identifying other grants and opportunities for fundraising.

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.

The Urban Experience Program, the Challenger Program, the Academic Achievers program, the PROMES program and the First Year Residential Experience Program are all student success programs that share common values of a commitment to higher education. The first four programs listed traditionally have also included students who may have limited financial resources. The programs have not had a strong historical relationship of working together or collaborating, but efforts are being made to bridge such efforts. Each program has slightly different criteria and a set of expectations for members, but share a common outcome of student success, persistence and graduation. The sharing of ideas and best practices will provide greater access to education, support services, programs and activities, and possible financial resources to benefit the students.

Possible Collaborations