

***Learn it.... Live it!***

Southwest Mississippi Community College

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**Learn it... Live it!**

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## Section I

### Executive Summary

The Quality Enhancement Plan (QEP) for Southwest Mississippi Community College pairs traditional classroom instruction with practical experience in order to enhance the mastery by specific students of specific learning outcomes. The students are those enrolled in the Licensed Practical Nursing (LPN) program, and the outcomes concern their understanding of the roles of nutrition and exercise in maintaining good health. This QEP will help the college fulfill its mission of providing “academic, career, and continuing education, meeting the diverse needs of the population.”

The title of Southwest’s QEP is *Learn it. . . . Live it!* Students will learn about the benefits of proper nutrition and regular exercise through traditional classroom instruction; they will then “live” what they have learned through their use of a Wellness Center staffed with qualified personnel, including trainers and nutritionists, and furnished with a variety of exercise equipment. To this end, Southwest is committed to providing the resources necessary for the establishment of such a center. The idea is that students’ appreciation of the benefits of proper nutrition and regular exercise will be made more profound through the practical application of concepts that would otherwise be purely academic.

The positive relationship of good health to academic achievement is so abundantly documented as to be a truism, and although the scope of Southwest’s QEP is quite narrow (specific students, specific learning outcomes), one of its long-term benefits is that the proposed Wellness Center will be available to all students, encouraging anyone who enrolls at Southwest to learn and to live the philosophy of “*Mens sana in corpore sano.*”

## **Section II**

### **Process Used to Develop the QEP**

The administration of SMCC has facilitated broad-based involvement in the QEP throughout the planning and development phases, including faculty, staff, Board of Trustees, and students. During the 2006-2007 school year, the administration introduced the concepts and applications of a QEP during a general convocation and asked for suggestions and discussions on possible topics. Faculty were asked to submit potential topics; those submitted include evaluating Internet sources, improving morality, and providing early exposure to college-level classes for rising seniors. At a subsequent faculty assembly, a survey was given and a project related to wellness and academic performance was chosen overwhelmingly. Attendees at this meeting included eighty-four faculty (eight of whom were part-time), thirty-three professional support employees, eighteen food service employees, twelve administrators, seven coaches, six maintenance employees, six housekeeping employees, and four members of the Board of Trustees (see Appendix C). A possible explanation for the popularity of the wellness topic is that Mississippi ranks as one of the unhealthiest states in the United States.

The QEP committee, chosen by the administration, consists of faculty members representing a diverse set of backgrounds and areas of expertise (see Appendix D). Once the QEP Committee members were established, they solicited student involvement and opinions, developing a student opinion survey with questions related to the areas of nutrition, exercise, and general wellness and their relation to academic performance.

QEP committee members provided suggested questions. A total of forty-six questions were submitted for consideration. The committee eliminated duplications and agreed that the survey needed to be concise. A set of twenty survey questions

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pertaining to health, fitness, and nutrition was compiled. Two questions were eliminated from the survey after discovery that questions four and nine did not have the Likert options available on the online survey. The Director of Technology at Southwest Mississippi Community College with assistance from the Vice President of Academic Affairs created a link for students to take the survey online in conjunction with faculty evaluations. The survey link on the Campus Information Center, the online student access program to academic, financial, and biographical information, provided students with a quick and accessible way to participate in the QEP survey. The results from the survey allowed the QEP committee to assess the QEP initiative and to determine projected student interest. Five hundred and seventy-two students completed the survey. The results of the survey are:

Question	Focus	Results
1	Buy healthy and nutritional snacks if available	90% would buy healthy and nutritional snacks.
2	Healthy menu in grill	81% would purchase healthy items
3	Current state of health	64% were satisfied with current state of health
4	How many days do you get 20+ minutes of exercise	Question eliminated because Likert scale not available
5	Exercise and positive attitude	91% stated that when they do exercise they have a positive attitude
6	Good nutrition and physical activity contribute to better productivity in the classroom	95% agree that good nutrition and physical exercise could promote better productivity in the classroom
7	Consult a nutritionist	82% stated that a nutritionist would assist them in making better food choices.
8	Would talk with a nutritionist if available on campus	82% stated they would participate in nutrition counseling.
9	Would talk to nutritionist about individual meal plan	Question eliminated because Likert scale not available
10	Would talk to nutritionist about healthy food purchases	81% stated they would seek this type of counseling from the nutritionist.
11	How many days a week do you eat breakfast?	Responses ranged from 0 to everyday, with an overwhelming majority saying three or fewer.

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12	Breakfast correlates to being able to focus	85% agree that eating breakfast creates the ability to be able to focus in class
13	Feeling sleepy	47% feel sleepy during the day; 51 % do not
14	Use fitness center during the hours of 8 a.m. – 3:30 p.m.	85% agreed they would use the facility during these hours
15	Feel comfortable using the facility	91% agreed they would feel comfortable using the facility
16	Exercise machines	93% would use exercise machines if available
17	Would you take an exercise classes for college credit?	89% agreed they would participate in an exercise class for credit
18	Type of exercise classes for college credit preferred	Step Aerobics 56.13% Body Sculpting 51.80% Pilates 46.02 % Weight Training 52.52%
19	Would consult with personal trainer if available	89% would consult with personal trainer
20	Communication by digital announcement boards, campus email announcements, campus newspapers, etc...	93% agreed that they would pay attention to messages sent via announcement boards, campus email and newspapers.

Southwest should utilize multiple modes to communicate with the campus about the QEP. With this in mind, the QEP committee created a public relations committee to design a public relations plan for the QEP. The plan integrates visual, verbal, and tactile strategies to ensure that all faculty, staff, and students are aware of the QEP, have knowledge of the plan, and are able to articulate this information.

The committee sought first to identify its target audiences: students, faculty, staff, alumni, and Board of Trustees. The committee found that several communication strategies transcend several groups, which is an advantage to creating more awareness.

The committee identified venues through which the target audiences can be reached.

- SMCC's website
- E-mail
- Face-to-face interaction
- Brochures
- *Pine Burr* (student newspaper)
- Alumni Newsletter
- Bookstore
- Tent cards
- The grill and cafeteria

- Department meetings
- Faculty lounges
- Faculty weekly newsletter (digital newsletter posted on the SMCC website)
- Digital message boards
- Banners
- Professional training sessions for faculty and staff
- Incentives – t-shirts, pencils, sports bottles
- Special Events

The campaign provides a unified message resulting in more effective, college-wide communications. The campaign maintains consistent and frequent flow of information to the college about the QEP. The committee devised a chart detailing the campaign.

<b>Communication Strategy</b>	<b>Responsible Parties</b>	<b>Target Audience</b>	<b>Completion date</b>	<b>Comments</b>
<b>Letter from President</b>	PR committee	Faculty and staff	August 2009	President Young will issue a letter to members of the faculty and staff on college letterhead updating employees of ongoing SACS process, timelines, updates, and SACS visit.
<b>SMCC QEP website</b>	Mike Tullis Colter Cotten	Faculty, staff, student, alumni, Board of Trustees	July 2009 and ongoing	The website will be accessed via the SMCC college website. The site will include SACS information and process, timelines, updates, and QEP narrative, and SACS documents. All documents will be viewable .pdf files.
<b>Face-to-face interaction</b>	All SMCC employees	Students	Ongoing	Faculty will be provided a quick fact sheet to make announcements to their classes about the QEP initiative.

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<b>Brochures</b>	PR committee	Faculty, staff, students	May 2009, June 2009, July 2009, August 2009	The brochure is a quick fact guide to SACS and SMCC's QEP. The booklet will be used during professional development training, summer student orientations, and student general assemblies.
<b>Pine Burr (student newspaper)</b>	PR Committee	Faculty, staff, students, and alumni	April 2009 and September 2009	The student newspaper is printed monthly. Articles will include QEP information.
<b>Alumni Newsletter</b>	Belinda Jones	SMCC alumni	September 2009	The alumni newsletter goes out to all members of the SMCC Alumni Association.
<b>Bookstore</b>	PR Committee	Faculty, staff, students	August 2009, ongoing	Place tent cards and posters in and around the bookstore. Give away QEP pencils to customers.
<b>Tent cards</b> <ul style="list-style-type: none"> <li>• grill and cafeteria</li> <li>• faculty lounges</li> <li>• Ford Library</li> </ul>	PR Committee	Faculty, staff, students	August 2009, ongoing	The tent cards will be placed in the grill, faculty lounges, and cafeteria. The tent cards will provide updated SACS and QEP information. The tent cards will be used throughout campaign.
<b>Department meetings</b>	Department Chairs	Faculty	August 2009, ongoing	Department chairs will be provided with a QEP quick fact sheet, which they will use during department meetings. The information will provide SACS, QEP updates, and SACS visitation dates.



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<b>QEP Survey</b>	QEP Committee	Faculty	May 2009, August 2009	The QEP survey will be administered to faculty and staff during professional training. The faculty and staff will be told the results and given the correct answers with explanation. The survey will be administered again in Aug. 2009 as a post-test.
<b>Faculty Weekly Newsletter</b>	Amy Gazzo	Faculty	Ongoing	Updated SACS and QEP information will be provided in bullet form. Faculty can access the newsletter via SMCC website.
<b>Digital message boards</b>	Dan Lewman, SMCC Maintenance Department	Faculty, Staff, Students	August 2009	The digital message boards will be located in the college's cafeteria. The message board will contain updated QEP information. More boards will be placed around campus.
<b>Banners</b>	Yolanda Young, SMCC Maintenance Department	Faculty, staff, students, campus visitors	August 2009, ongoing	Yolanda Young to seek estimate prices on banners and hanging equipment. The banners will be placed on the power poles on campus. The QEP banners will be used in conjunction with SMCC banners.

<p><b>Professional training sessions for faculty and staff</b></p>	<p>QEP Committee</p>	<p>Faculty and staff</p>	<p>May 2009, ongoing</p>	<p>Faculty and staff will be provided a training session in May and August. The training session will include survey; explication of results. An informational booklet will be given to them in May and the faculty and staff will receive a QEP t-shirt. The t-shirt is to be worn by faculty and staff on Fridays.</p>
<p><b>Incentives</b></p> <ul style="list-style-type: none"> <li>• <b>QEP t-shirt</b></li> <li>• <b>pencils</b></li> <li>• <b>sports bottles</b></li> </ul>	<p>PR Committee, Jennifer McLaughlin and Yolanda Young</p>	<p>Faculty, staff, and students</p>	<p>May 2009 (t-shirt), August 2009 (pencils and sports bottle)</p>	<p>The QEP t-shirts will be distributed at freshman orientation (with explanation) and again at the first student assembly in August. Pencils will be given to each customer in the bookstore and put in the goody bags for the QEP Awareness Day; the sports bottle will be given to participants at the QEP Awareness Day.</p>
<p><b>Special Events</b></p> <ul style="list-style-type: none"> <li>• <b>Student Assembly</b></li> <li>• <b>QEP Awareness Day</b></li> <li>• <b>Fitness Kick-off Day</b></li> </ul>	<p>PR Committee Jennifer McLaughlin and Yolanda Young; &amp; QEP Committee</p>	<p>Faculty, staff, students</p>	<p>August 2009, September 2009</p>	<p>August 2009 – first student assembly -- will provide the target audiences with further QEP information. September 2009 – QEP Awareness Day – will take place in the P.E. building; goody bags, building plans, and informational booklets, and refreshments will be given to participants. September - Fitness Kick-off day will be implemented.</p>

<b>Email</b>	PR Committee	Faculty, staff, and students	August 2009, September 2009	Weekly emails will be sent to provide the target audiences pertinent SACS and SMCC QEP information.
<b>Posters</b>	Jennifer McLaughlin	Faculty, staff, and students	August 2009, ongoing	Informational posters will be placed around campus announcing QEP updates, special events, and SACS information.
<b>SMCC Committee Meetings</b>	Jennifer McLaughlin	Faculty	August 2009, ongoing	Informational quick fact sheets will be given to SMCC committee chairs and asked to make the announcements during their committee meetings. Each of the committees is required to meet twice a year.

### **QEP Leadership**

Traditionally, the administration at SMCC attends the yearly SACS meeting in December. After attending several sessions where the importance of selecting good, hard-working members for the QEP committee was stressed, the administrative team began making a list of potential members. The list was discussed at several administrative committee meetings.

### **Administrative Leadership**

The responsibility for implementation and integration of the QEP into the workings of SMCC lies with its administration working as the SACS leadership team. The SACS leadership team ultimately oversees the entire reaffirmation of accreditation process and ensures that all entities involved with QEP implementation have appropriate administrative and instructional support.

### **QEP Committee**

The QEP committee comprises faculty and staff from diverse departments within the college. The committee's initial responsibilities included gathering information related to the QEP topic, providing its findings to the Administrative Team, planning and implementing the promotional campaign, and composing the QEP Narrative. The QEP Committee will also develop actions to be taken within the project. After completion of the on-site review, the QEP Committee will oversee implementation of the project. These responsibilities involve documenting the project's activities and findings, developing and maintaining the QEP budget, and reporting results to appropriate administrators.

### **Section III**

#### **Identification of the Topic**

During the 2006-2007 school year, the administration introduced the concepts and applications of a QEP during a general convocation and asked for suggestions and discussions on possible topics. Faculty were asked to submit potential topics; those submitted include evaluating Internet sources, improving morality, and providing early exposure to college-level classes for rising seniors. At a subsequent faculty assembly, a survey was given and a project related to wellness and academic performance was chosen overwhelmingly. Attendees at this meeting included eighty-four faculty (eight of whom were part-time), thirty-three professional support employees, eighteen food service employees, twelve administrators, seven coaches, six maintenance employees, six housekeeping employees, and four members of the Board of Trustees (see Appendix C). A possible explanation for the popularity of the wellness topic is that Mississippi ranks as one of the unhealthiest states in the United States.

Data compiled during the annual review process indicated that achievement of student learning outcomes in the practical nursing program was declining. Examination of learning outcomes revealed that fitness and nutrition are a common thread throughout the LPN program, suggesting the LPN students would be the ideal population for implementation of the selected QEP.

The proposed QEP of SMCC is a project that enhances both learning and wellness by providing a practical component to the academic environment of the LPN program. The QEP would be centered on students enrolled in the LPN program, but would also involve faculty and staff from other departments.

The title of SMCC's QEP is *Learn it... Live it!* SMCC has chosen this title to reflect the mission of the college to meet the diverse needs of the population while

accomplishing the goals of providing curricula, instruction, guidance, and other support services enhancing student development.

## Section IV

### Desired Student Learning Outcomes

Southwest's QEP features two major learning objectives and nine learning outcomes:

1. LPN students will articulate the precautions and benefits associated with regular exercise.
  - 1.1. LPN students will identify the risks and consequences of not replacing water lost during exercise through perspiration.
  - 1.2. LPN students will identify the kind of exercise that stimulates bones to increase in mass and will identify five examples of that kind of exercise.
  - 1.3. LPN students will identify the amount of daily walking necessary to help the body maintain health and prevent illness and disease.
  - 1.4. LPN students will identify the relationship of daily walking to the risk of death from heart disease.
  - 1.5. LPN students will identify the relationship of regular exercise and proper diet to Type II Diabetes.
2. LPN students will articulate the benefits of proper nutrition.
  - 2.1. LPN students will identify six benefits of Omega-3 fatty acids.
  - 2.2. LPN students will identify the organs that are most stressed by overweight and will identify the consequences of that stress.
  - 2.3. LPN students will identify the three nutrients that are necessary to maintain a healthy nervous system.
  - 2.4. LPN students will identify the nutritional recommendations for females of childbearing age to help prevent congenital neural tube defects.

## **Section V**

### **Literature Review and Best Practices**

The basic principle behind “Learn it.... Live it!” is to enhance the mastery of practical nursing outcomes and to create an environment that enhances both learning and wellness. Will this focus on wellness improve academic achievement? According to current literature, the answer to this question is yes. John Raty, a clinical professor of psychiatry at Harvard Medical School, calls exercise a “Miracle-Gro for the brain.” Also, according to a 2002 California Department of Education study there is “a distinct relationship between academic achievement and physical fitness.”

Currently, in the United States there is a health crisis. According to the former Health and Human Services Secretary, Tommy G. Thompson, “Obesity and diabetes are among our top health problems in the United States today. The good news is that diabetes and other chronic illnesses can be prevented with modest lifestyle changes.”

More than forty-four million Americans are considered obese. This number has increased by seventy-four percent since 1991. In addition, the incidence of diabetes has increased by sixty-one percent over the same time. Mississippi has the highest rate of obesity and one of the highest rates of diabetes in the United States. The Center for Disease Control states that there is a strong correlation between obesity and other illnesses such as cardiovascular disease.

Much recent research has tested links between fitness and nutrition and academic performance. Evidence from these studies shows a definitive link between wellness and a student’s ability to achieve academically. In a study conducted by Gomez-Pinilla, Vaynman and Ying, direct evidence was found linking exercise training to learning enhancement as well as to recall ability. Other research demonstrates that mental reaction time and fitness level positively correlate.



No matter what the field of study, academic performance is, obviously, very important to college students. It has a profound impact on their future and it has been recognized that the health of an individual influences more than just their physical well being; it influences academic performance. In 2001 Field, Diego and Sanders tested the relationship between health in lifestyles and academic performance. Their findings showed that students “with a high level of exercise had better relationships with their parents, suffered less depression, were more involved in sports, were less likely to use drugs, and earned higher grade-point averages than students with low levels of exercise.” Their conclusion was that healthy lifestyles affected academic performance along with other factors.

Using the foundation of research, SMCC’s *Learn it... Live it!* campaign seeks to provide its students practical nutrition and fitness applications relative to the LPN studies. There is a positive relationship between wellness and academic performance. SMCC will assess and describe the relationship between improved health behaviors (increased physical fitness and proper nutrition) and academic performance. Also, in addition to helping students make healthy changes in order to improve their academic success, the *Learn it... Live it!* campaign has the potential for enabling a positive change in the overall quality of life of students.

In addition to a literature review and consultations with directors of wellness centers, selected members of the faculty and staff interviewed a variety of practitioners in fitness- and nutrition-related fields. The current practitioners included fitness trainers, physical therapists, medical doctors, nutritionists, and dieticians. Each interview consisted of a standardized set of twenty questions (see Appendix B). Each individual answered the questions as stated and had opportunity to elaborate (and most of them did). The interviews are an ongoing process and will be used to refine and update the implementation of the QEP as needed.

Although beyond the scope of the QEP, the timeliness of *Learn it... Live it!* is underscored by the urgencies facing the healthcare industry, specifically in the field of nursing. In the January/February 2007 issue of *Health Affairs*, researchers estimated that the shortage of nurses in the United States will increase to 340,000 by the year 2020 (Buerhaus, Staiger and Auerbach, 2007). While this is much more optimistic than previous estimates of nearly one million nurses within the same timeframe, any shortage at all is coming at a time when the healthcare industry will be stressed by the aging of the “baby boomer” generation. According to a recent report by the U.S. Census Bureau, by the year 2030, 57.8 million of this generation will be between the ages of sixty-six and eighty-four. The students graduating from the LPN Program at SMCC over the scope of this project will be entering a field directly impacted by a multitude of stressors seldom seen in a particular workforce sector.

In an article published in the January 8, 2001, edition of *Nurse Week*, Frauenheim states that nurses in general tend to be more obese than the general population. A collaborative study between Harvard University and Brigham and Women’s Hospital tracked the health of 121,700 female nurses beginning in 1976 and expanded data collection in 1989 to include 238,000 surveyed participants. One of the findings in this study is that fifty-six percent of nurses can be considered overweight. The study also found that twenty-five percent report no leisure time activity.

In addition, the prevalence of substance abuse among nurses continues to rise. The American Nurses’ Association estimates that six to eight percent of nurses use alcohol or other drugs to the extent that they impair their professional performance. Indeed, the graduates of the LPN program at SMCC are entering a field plagued with chronic and pervasive health and nutritional insufficiencies which will no doubt perpetuate the low retention rate of practicing nurses unless intervention is provided in an immediate, intensive, and meaningful manner such as the *Learn it... Live it!* campaign at SMCC.

This is particularly true in a rural state like Mississippi in which poverty, per capita income, accessibility to healthcare, general health, and well-being lag behind national rates.

**Prevalence of Each BMI Category among Adults in the South by Population Group**

	Underweight	Normal	Overweight	Obese
Body Mass Index (BMI)	<18.5	18.5-24.9	25.0-29.9	≥30.0
Age:				
19-44	3.1%	46.4%	32.4%	18.1%
45-64	1.4%	36.9%	39.9%	21.8%
≥65	2.4%	42.3%	37.8%	17.4%
Gender:				
Male	0.8%	36.9%	44.2%	18.2%
Female	4.0%	48.2%	27.9%	20.0%
Race/Ethnicity:				
White	2.7%	44.8%	35.2%	17.3%
Black	1.8%	34.7%	37.8%	25.7%
Hispanic	0.9%	36.8%	39.5%	22.8%

Kolbo, J., A. J. Khoury, W. Bounds, J. Lee. 2007. Overweight and Obesity in the South. Southern Rural Development Center.

In an effort to understand current practices in nutrition and fitness issues, committee members consulted practitioners in these areas. Members of the QEP Committee visited the Payne Center on the campus of the University of Southern Mississippi. The Payne Center is a state-of-the-art recreational and fitness facility offering an extensive

array of fitness assessment and training. Nutritionists are also available for members who desire counseling and advice related to a proper diet.

The afternoon provided a short course on wellness centers and consisted of a thorough tour of the facility, including behind-the-scenes areas, such as storage and locker rooms, fitness training areas, and classrooms. The director of the Payne Center, Mike Giles, also informed committee members about wellness center planning and operations--including scheduled activities, required personnel, certifications, and equipment--and suggested ways to get students involved in the process. The committee noted that the entire Recreational Sports staff had been trained in CPR and first aid. As a result of the visit, the QEP Committee had a wealth of useful ideas related to the development and implementation of a small-scale version appropriate for the implementation phase of SMCC's *Learn it... Live it!* program.

In December of 2008 and January of 2009, beneficial discussions were held with Tara Rouse, director of the Wellness Center at Pearl River Community College. Director Rouse stated that all persons working in their center must have first aid and CPR training, the latter of which also includes defibrillator training. She stated that each person who uses the center must complete a personal health history and consent form as a prerequisite for center use.

Brenda Smith, Dean of Students at Copiah-Lincoln Community College, provided valuable information regarding the operation of and personnel involved in the campus wellness center she oversees. She voiced a strong belief that adult supervision (coach or physical education instructor) is not only necessary for the general condition and maintenance of the building but also for compliance with numerous safety issues. The committee noted that Dean Smith fills the supervisory capacity by scheduling the use of the building, coordinating the hours for faculty usage, and determining if center users are leaving the building as found.

In order to extend the research beyond the boundaries of Mississippi, the committee examined fitness centers at numerous community colleges across the United States by examining the websites of these community colleges. The search centered on the types of facilities, the numbers and types of personnel, the classes and programs offered, and the equipment provided.

Clearly, the *Learn it... Live it!* QEP for SMCC acknowledges and reinforces the will of the citizens of this state on the matter of gaining control regarding the negative health issues associated with Mississippi. It most appropriately addresses the realities of the nutritional well-being of the population to be served by this project, specifically the incoming students of the LPN program. And it is indeed timely in terms of off-setting one of the greatest contributors to nurses' leaving the profession and in improving the quality of future nurses' nutrition and fitness.

#### References

**Action for Healthy Kids.** <http://www.actionforhealthykids.org/>.

Web site of "the only nonprofit organization formed specifically to address the epidemic of overweight, undernourished, and sedentary youth by focusing on changes at school, [working] in all 50 states and the District of Columbia to improve children's nutrition and increase physical activity, which will in turn improve their readiness to learn."

**American College Health Association. American College Health Association -**

**National College Health Assessment (ACHA-NCHA) Web Summary.**

[http://www.achancha.org/data\\_highlights.html](http://www.achancha.org/data_highlights.html).

An extensive selection of data results obtained via the ACHA-NCHA covering the time periods Spring 2000 through Fall 2006 and concerning health, health education and safety; alcohol, tobacco, and other drugs; sexual health; weight, nutrition, and exercise; mental and physical health; and impediments to academic performance.

**Ari, Zeki, et al. "Serum Testosterone, Growth Hormone, and Insulin-like Growth Factor-1 Levels, Mental Reaction Time and Maximal Aerobic Exercise in Sedentary and Long-Term Physically Trained Elderly Males." *International Journal of Neuroscience* 114 (2004): 623-637.**

The differences between regularly exercising males and a control group of sedentary males were found to be statistically significant relevant to oxygen uptake, reaction time, testosterone, growth hormone, and insulin-like growth factor.

**American Nurses Association (2002). ANA code of ethics for nurses. Washington DC.**

Fully-approved code of ethics for those in the nursing profession.

**Auerbach, David I., Peter I. Buerhaus, and Douglas O. Staiger. "Better Late Than Never: Workforce Supply Implications of Later Entry into Nursing." *Health Affairs* 26.1 (2007): 178-185.**

During the 1970s and 1980s, most people entering the nursing profession were in their early to mid-twenties. The percentage of entering nurses today in that age category is at its lowest in forty years. The authors analyze current trends.

**Ayers, Lauren. "Guest Post: Recipe for Student Health and Success." *Triple Pundit*. 7 Feb. 2007. <http://www.triplepundit.com/2007/02/guest-post-recipe-for-student-health-and-success/>.**

Advocates practices the author asserts will increase students' academic performance: ban trans fats; cut out corn syrup and reduce sugar of all other types; include omega-3s, especially EPA and DHA; no longer count corn and potatoes as "vegetables"; reduce the omega-6 oils (corn, safflower, etc.) so that the ratio of 3s to 6s is healthier; ban cottonseed oil, which is loaded in pesticide residues because cotton is considered a fiber crop not a food crop; cut out artificial colors and flavors.

**Bachman, Jerald G., Patrick M. O'Malley, John E. Schulenberg, Lloyd D. Johnston, Peter Freedman-Doan, Emily E. Messersmith. *How Successes and Failures in School Relate to Adolescent Smoking, Drinking, Drug Use, and Delinquency*. Lawrence Erlbaum Associates, 2007.**

“Does success in school protect teenagers from drug use? Does drug use impair scholastic success? This book tackles a key issue in adolescent development and health - the education-drug use connection. The authors examine the links and likely causal connections between educational experiences, delinquent behavior, and adolescent use of tobacco, alcohol, marijuana, and cocaine.”

**Field, Tiffany, Miguel Diego, and Christopher E. Sanders. “Exercise Is Positively Related to Adolescents’ Relationships and Academics.” *Adolescence* 36 (2001):105-10.**

Field, Diego and Sanders tested the relationship between health in lifestyles and academic performance. Their conclusion was that healthy lifestyles affected academic performance along with other factors.

**Frauenheim, Ed. “Food for Thought: Nurses Dish up Advice for Healthy Eating” *NurseWeek* (2001, January 8).**

“Nurses keen on improving their diet are finding encouraging trends. New nutrition research provides a clearer picture of what foods are healthy, and hospital cafeterias are wising up to the importance of nutritional meals.”

**Gabbard, Carl. “The Need for Quality Physical Education.” *The Journal of School Nursing* 17.2 (2001): 73-75.**

<http://jsn.sagepub.com/cgi/content/abstract/17/2/73>.

Gabbard dares to define “quality” physical education and recommends its immediate implementation in schools.

**Gomez-Pinnilla, F., S. Vaynman, and Z. Ying. "Hippocampal BDNF Mediates the Efficacy of Exercise on Synaptic Plasticity and Exercise." *European Journal of Neuroscience* 20 (2004): 2580-90.**

Experiments on laboratory animals indicate a short exercise period enhances memory. Medications were used to control the effects of exercise on memory.

**Hanson, T. L., and G. A. Austin. "Health Risks, Resilience, and the Academic Performance Index." *California Healthy Kids Survey Factsheet 1*. Los Alamitos, CA: WestEd. <http://www.wested.org/chks/pdf/factsheet.pdf>.**

"An analysis of data from the *California Healthy Kids Survey* (CHKS) indicates a significant relationship across secondary schools between *Academic Performance Index* (API) scores and three-quarters of the health-related indicators examined": breakfast, alcohol, tobacco, and marijuana use at school, school safety, and resilience/assets.

**Jackson, Margot I. *Understanding Links between Children's Health and Education*. California Center for Population Research On-Line Working Paper Series. University of California--Los Angeles. [http://www.ccpr.ucla.edu/ccprwpseries/ccpr\\_014\\_06.pdf](http://www.ccpr.ucla.edu/ccprwpseries/ccpr_014_06.pdf).**

Discusses the relationship of childhood and adolescent health to later educational attainment.

**Kessler, David. *The End of Overeating: Taking Control of the Insatiable American Appetite*. Emmaus, PA: Rodale, 2009.**

"In this groundbreaking investigation of the insatiable American appetite, Dr. David Kessler explains why we eat more than we need to and what we can do to stop the vicious and unhealthy cycle of overeating."

**Mansour, Mona E., et al. "Health-Related Quality of Life in Urban Elementary Schoolchildren." *Pediatrics* 111.6 (June 2003): 1372-81.**



Examines urban schoolchildren's perceptions of their health-related quality of life (HRQOL) and the degree to which "school-connectedness" contributes to those perceptions. Suggests that health and educational programs that improve a child's attachment to school could result in improved perceptions of health by urban children.

**Michigan State University. "Research Finds Vigorous Exercise Equals Better Academics." ScienceDaily (3 August 2006).**

<http://www.sciencedaily.com/releases/2006/08/060803181914.htm>.

A study tracking sixth-graders during one academic year revealed that students who took part in vigorous physical activity did approximately 10 percent better in core classes such as math, science, English and social studies.

**Moag-Stahlberg, Alicia. "The Learning Connection: Better Health, Better Performance." *Our Children Magazine*.**

[http://www.healthetips.com/upload/forms/form\\_12089685892.tml](http://www.healthetips.com/upload/forms/form_12089685892.tml).

Data shows that eating breakfast and exercising are two good ways to improve academic performance. Schools and parents now have the challenge to improve nutrition and physical activity.

**National Governors Association Center for Best Practices. "Improving Academic Performance by Meeting Student Health Needs." 13 Oct. 2000.**

<http://www.nga.org/cda/files/001013PERFORMANCE.pdf>.

Identifies "model state school health programs" in California, Florida, Mississippi, and Vermont. Lists "the strategies and philosophies evident in the model school health programs highlighted in this Issue Brief": 1. Raise awareness of the connections between student health and student achievement. 2. Ensure success by having data-driven programs. 3. Provide technical assistance to programs. 4. Increase interagency partnerships between health and education communities.

**Preidt, Robert. "Obesity Rates Up in 37 States." *Bio-Medicine* 19 Aug. 2008.**

**<http://www.bio-medicine.org/medicine-news-1/Obesity-Rates-Up-in-37-States-3A-Report-25577-1/>.**

Mississippi's obesity rate of 31.7 percent, the highest in the nation, has increased greatly since 1991.

**Rosenhall, Laurel. "In Good Taste: Sardines and Beans Help Students Learn More, Says a Teacher Who Serves Them as Class Treats." *Sacramento Bee* 16 Apr. 2005: B1.**

Reports on Lauren Ayers (see above), an elementary schoolteacher who serves her students snacks rich in omega-3 fatty acids—including sardines, pinto beans, and flax meal—and believes that her students behave better and learn more as a result.

**Smith, Jenny. *Education and Public Health: Natural Partners in Learning for Life*. Association for Supervision and Curriculum Development.**

"Discover how to engage students in meaningful learning and advance the goals of your curriculum through a community-based public health partnership project. This book takes you to innovative projects in diverse communities around the United States to explore how schools and public health agencies work together to improve student achievement, behavior, and health. Learn the keys to successful projects and the best ways to integrate health education into the curriculum."

**United States Department of Agriculture Food and Nutrition Service. Team Nutrition. <http://www.fns.usda.gov/tn/team.html>.**

"Team Nutrition has three behavior-focused strategies: provide training and technical assistance to Child Nutrition foodservice professionals to enable them to prepare and serve nutritious meals that appeal to students; promote nutrition curriculum and education in schools through multiple communication channels to reinforce positive nutrition messages and encourage students to make healthy food and physical activity

choices as part of a healthy lifestyle; build school and community support for creating healthy school environments that are conducive to healthy eating and physical activity.”

## **Section VI**

### **Actions to Be Implemented**

SMCC is a learning-centered institution, dedicated to promoting student success. In order to achieve success and meet the goals of the QEP, SMCC is committed to providing the necessary personnel, equipment, instructional resources, and financial resources. Although some equipment will be purchased in order to facilitate the plan, an existing structure will house the equipment and personnel needed for implementation. As much as possible, personnel involved in implementation will be drawn from current faculty and staff members, providing a broad-based participation in the QEP.

The primary goal of the *Learn it... Live it!* campaign is to enhance the learning environment at SMCC by implementing a QEP focused on providing nutrition counseling and fitness training instruction within the LPN program. An overview of QEP planning and implementation follows.

### **OVERVIEW**

Planning and Preparation Period: January 2007 – May 2009

- Determine QEP topic through faculty and staff input and research
- Choose members and chairperson of QEP Committee
- Develop and present surveys for students and current practitioners
- Develop QEP budget
- Select focus population for QEP implementation (students in LPN program)
- Develop evaluation and assessment methodologies
- Determine methodologies for promoting QEP to students and faculty

Implementation Years: 1-5: January 2010 – May 2015

- Collect student data relative to LPN outcomes (first-year students are the control group)

- Provide specific training or certification classes for *Learn it... Live it!* personnel (selected faculty and staff)
- Vice President of Academic Affairs, the Director of Institutional Research, and the QEP Committee assess and evaluate implementation processes
- Develop budget for implementation strategies
- Continue faculty and staff training or certification as needed
- Develop a resource library for students participating in the *Learn it... Live it!* project
- QEP Committee and Institutional Research staff develop annual reports
- Continue to promote QEP to faculty and students

Section VII

**Timeline**

QEP Preparation: September 2008 – May 2009

**Fall 2008**

- Search for QEP title options
- Attend meetings with current practitioners in wellness at Payne Center on the campus of the University of Southern Mississippi
- Identify areas of expertise of each QEP committee member and assign research
- Evaluate existing facility, with the assistance of Architecture South, as to its appropriateness for housing QEP activities
- Recruit faculty and staff for assistance in developing QEP campaign
- Submit QEP prospectus to SACS Liaison

**Spring 2009**

- QEP title chosen by committee members
- Assessment and evaluation of progress on QEP committee member research
- Evaluation of progress by SMCC administration
- Consult with expert in the area of experimental design and formulate aspects of the experimental and control groups.
- Design and distribute student surveys, in order to encourage student input on QEP development and collect data to help design implementation
- Finalize *Learn it.... Live it!* promotional campaign
- Confirm student learning outcomes and the specific measures of the outcomes
- Request involvement of SMCC library staff in further topic research
- Develop and implement interview process with current practitioners in nutrition and fitness

## **IMPLEMENTATION YEARS 1 - 5**

### **Summer and Fall 2009**

- QEP promotional activities presented at all orientation sessions
- Collect learning outcome results from LPN faculty on first-year control-group students
- Committee compiles student learning outcomes data and reports findings to Vice President of Academic Affairs, President, and Board of Trustees
- Target specific faculty and staff requiring certification training
- Develop the *Learn it... Live it!* implementation team of fitness trainers and nutritionists
- Review and update budget

### **Spring 2010**

- Provide training and certification as necessary for implementation team
- Continue to promote QEP and encourage active involvement of faculty and staff
- Continue to collect control group outcomes statistics, compiling fall and spring semester data into a concise report
- Submit report to appropriate parties
- Review and update budget as necessary

### **Summer 2010**

- Purchase fitness equipment and set up facility in the Health and Physical Education Building
- QEP promotional activities at all summer orientation sessions
- Review student learning outcomes with LPN faculty
- Review and update personnel budget

**Fall 2010 Each Year, Beginning 2010 – 2011 Instructional Year**

- QEP update during faculty and staff development meetings
- QEP promotional activities at student orientation sessions
- *Learn it... Live it!* implementation team begins activities and projects with participating LPN students
- QEP Committee conducts regular meetings with implementation team in order to collect information and monitor student participation
- Review nutritionist and fitness trainer certifications; update if necessary
- Collect and review learning outcome statistics
- Review and update project activities as necessary
- Incorporate student assessment tools, surveys, and program reviews into Institutional Planning process

**Spring Semester of Each Year**

- *Learn it... Live it!* team members submit a summary report of project to SMCC Administrative Committee
- Evaluate activities and projects within the *Learn it... Live it!* campaign for effectiveness
- Develop new implementation strategies as needed
- QEP Committee investigates appropriate training/enrichment programs for upcoming school year and includes budget request
- Develop QEP budget for upcoming year



Section VIII

**Organizational Structure**

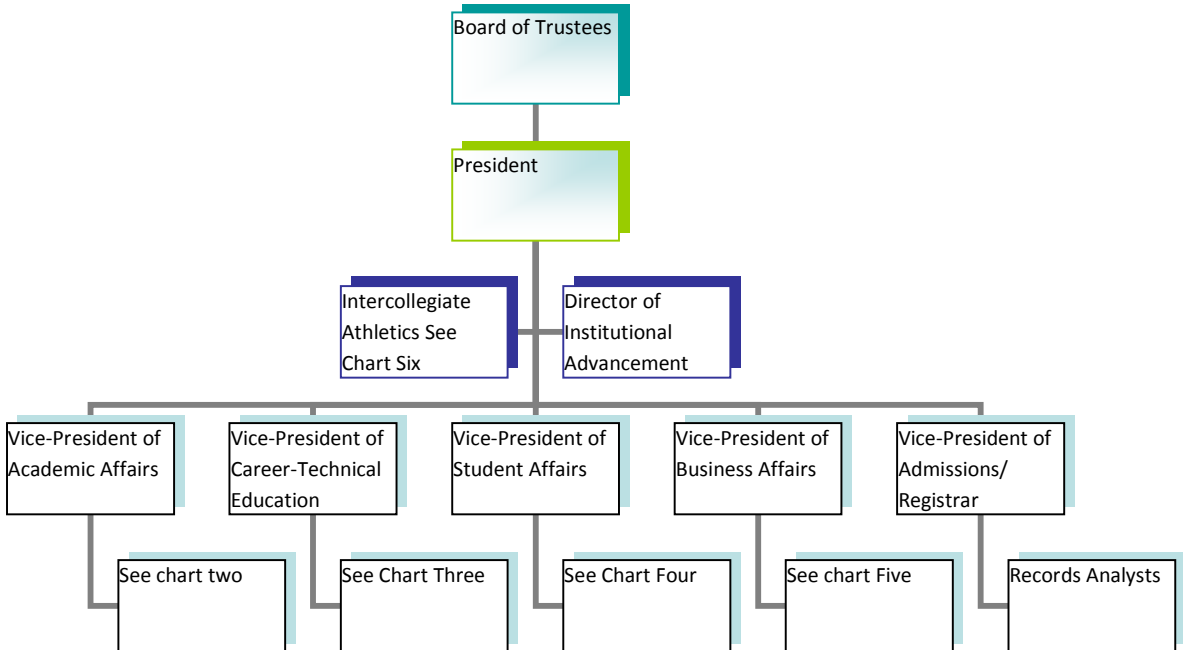
The responsibility for implementation and integration of the QEP into the workings of SMCC lies with its administration working as the SACS leadership team. The SACS leadership team ultimately oversees the entire reaffirmation of accreditation process and ensures that all entities involved with QEP implementation have appropriate administrative and instructional support.

**QEP Committee**

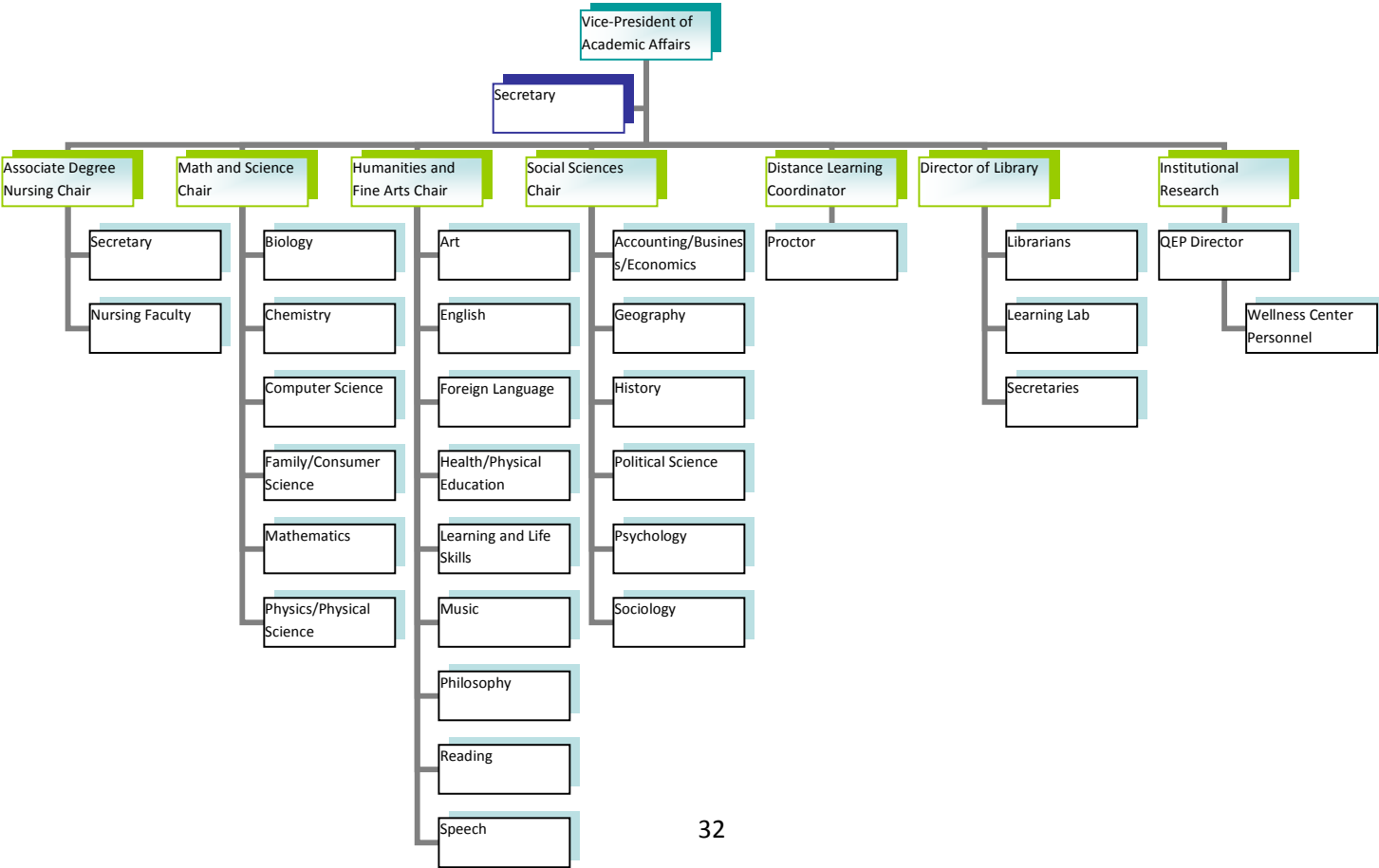
The QEP committee comprises faculty and staff from diverse departments within the college. The committee's initial responsibilities included gathering information related to the QEP topic, providing its findings to the Administrative Team, planning and implementing the promotional campaign, and composing the QEP Narrative. The QEP Committee will also develop actions to be taken within the project. After completion of the on-site review, the QEP Committee will oversee implementation of the project. These responsibilities involve documenting the project's activities and findings, developing and maintaining the QEP budget, and reporting results to appropriate administrators.

Initially the operation of the QEP will fall under the Vice-President of Academic Affairs and the Office of Institutional Research, as evidenced by the second organizational chart.

**SMCC Organizational Chart**



**Chart two**



## **Section IX**

### **Resources**

Southwest is committed to providing the resources necessary for the establishment of a Wellness Center in the already-existing Health and Physical Education Building. After consulting with wellness center directors at the University of Southern Mississippi, Copiah-Lincoln Community College, and Pearl River Community College, and conducting Internet research of wellness centers at community colleges across the United States, the QEP Committee has developed a budget proposal, including \$33,211.77 for three kinds of exercise equipment—circuit training, free weights, and cardiovascular—and \$93,388.36 for staff wages and certification fees for the initial year.

The *Learn it... Live it!* QEP will be permanently integrated into the infrastructure of SMCC, using existing facilities and personnel as much as possible and providing a project that is creative, substantive, and attainable. New procedures will be adopted and facility improvements will be provided to effect appropriate support for the project.

#### ***“Learn it... Live it!* Activity Center**

One of the QEP objectives is to establish programs and services for the *Learn it... Live it!* counseling and fitness components. The facility will include a variety of fitness training equipment as well as an area for group exercise classes and will be housed in the current Health and Physical Education Building. Private offices will also be provided to facilitate the counseling components. Literature resource material related to fitness and nutrition will also be housed in the facility.

#### **Maintaining Progress**

SMCC is committed to a successful QEP and will incorporate the progress and assessed effectiveness of *Learn it... Live it!* into the institutional planning process. Integrating QEP into the planning and evaluation cycle ensures that adequate physical and personnel resources are in place to sustain the project.

### **Identification of Necessary Equipment for the SMCC Wellness Center**

The information provided in this proposal is based on research from three different vendors and does not include shipping or installation fees. However, based on discussions from each of these vendors, the SMCC maintenance staff would be capable of installing the equipment themselves. With the incorporation of all three kinds of exercise equipment, a person should be able to realize a beneficial physical change.

Circuit training is a new concept in the physical science industry. It is based on the concept that each exercise helps work different muscles in different ways. Instead of concentrating on just a few muscles, circuit-training promotes all-around fitness. It usually entails a minimum of ten strength exercises that are completed one after the other. Each exercise requires a minimum of 30 seconds to maximize a full-body workout. The person then proceeds to the next station, to a new exercise, to work on a different set of muscles. A circuit-training fitness center is designed with the appropriate fitness machines aligned so that a person simply moves from one machine to the other. The wellness center will contain a circuit-training area made up of eight different machines that focus on core muscle groups including but not limited to the upper body, lower body, and abdominal regions. Circuit training offers students an exceptional method for increasing their physical health in a quick, safe, and simple environment.

The SMCC Wellness Center will also have an area provided for adequate free-weight exercises and cardiovascular training. The free-weight section will include an area for bench-press machines; flat-incline and -decline, bicep curls, squats, dead lifts, power-cleans, and dumbbell usage. It will also have adjustable benches that can be moved to different areas in case of overcrowding. The cardiovascular area will be made up of four treadmills, one exercise bike, one elliptical machine, and two recumbent bikes. Both of these exercise areas exemplify a more traditional approach to exercising and may be more familiar to the student body. However, before proceeding with any type of workout

or exercise, each student must individually participate in a one-hour course on proper training and weight-lifting techniques that will help to minimize injuries and liability.

The number of machines needed for this wellness center was calculated by comparing the capacity of the wellness center at other community colleges to the student population and then adjusting that capacity for the student population. The selected equipment should be adequate for at least forty students.

**QEP Equipment Budget for SMCC Wellness Center**

<u>Product</u>	<u>Quantity</u>	<u>Unit Price**</u>
<b>Hydraulic Circuit Training Machines</b>		
Leg Press	1	1,125.00
Squat Machine	1	1,125.00
Bicep-Tricep	1	1,125.00
Abdominal-Back Machine	1	1,125.00
Leg Extension-Leg Curl	1	1,125.00
Chest Press	1	1,125.00
Pectoral Fly	1	1,125.00
Inner-Outer Thigh	1	1,125.00
	<b>TOTAL</b>	<b>9,000.00</b>
<b>Free Weight Equipment</b>		
Preacher Weight Curl Bench	1	199.00
Flat Bench Press Weight Bench	1	259.00
Power Squat Rack	1	429.00
Incline Press Weight Bench	1	699.00
Decline Press Weight Bench	1	699.00
Flat-Incline-Decline Bench	2	269.00
Curl-Bar	2	69.99
Olympic Style Straight Bar	4	139.99
Dumbbell Rack (3 to 65 lbs)	1	335.00
<b>Free Weights</b>		
2.5 lb	10	9.99
5 lb	20	13.99
10 lb	20	25.99
25 lb	20	31.99
45 lb	20	56.99
<b>Kettlebells</b>		
10 lb	2	27.99
20 lb	2	49.99
30 lb	2	70.99

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40 lb	2	90.99
<b>Free Weight Accessories</b>		
Olympic Plate Tree	2	115.99
Exercise Ball (45cm)	2	19.99
Exercise Ball (55cm)	2	23.99
Yoga Mats	5	14.99
	<b>TOTAL</b>	<b>7,411.85</b>
<b>Cardio Equipment</b>		
Elliptical Machine	1	2,299.99
Recumbent Bike	2	1,899.99
Exercise Bike	1	1,499.99
Treadmill	4	2,299.99
	<b>TOTAL</b>	<b>16,799.92</b>

**OVERALL TOTAL \$ 33,211.77**

**Human and Financial Resources**

In order to facilitate the learning outcomes of *Learn it... Live it!*, the QEP committee determined that students should have the benefit of professional counseling in nutrition, as well as opportunities for instruction in healthy alternatives in diet and exercise. With that understanding, the committee collected information related to the personnel and budget requirements for implementing and operating a wellness center that can be used for those purposes related to the QEP.

To assist in the practical application of the learning outcomes identified in the *Learn it... Live it!* initiative, the QEP committee developed the following personnel and budget guidelines needed to operate an initial wellness center at SMCC:

1. Portions of the existing Health and Physical Education Building will be reserved as an initial wellness center for implementation of the QEP study.
2. SMCC will use existing health and physical education instructors, coaches, and qualified volunteers to operate the wellness center.

3. These personnel, in association with seven work-study students, will allow the center to be open fourteen hours per day if desired. This will allow students to use the center before and after regular class hours and during lunch.
4. According to the SMCC Financial Aid Director, Stacey Hodges, students on work-study generally work eight to ten hours per week, dependent upon eligibility.
5. The QEP Committee recommends that one individual, the Wellness Center Manager, be given supervisory authority for daily operations. The duties may include, but not be limited to the following:
  - a. Opening the center.
  - b. Scheduling physical education classes.
  - c. Scheduling varsity sports.
  - d. Scheduling the remainder of time for current students and faculty who present proper identification.
  - e. Properly maintaining the center and ensuring that equipment is in safe and reliable working order.
  - f. Developing health history and consent forms for all participants who use the center.
6. Work-study students will be used for checking identification badges of students and faculty.
7. A computer will be made available to the center with the proper software for maintaining records of student and faculty use.
8. For instructors or coaches not carrying a full load, the time spent instructing individual students will count as part of contracted responsibilities. If the instructors or coaches are already fully scheduled, the time spent in the center instructing individuals will qualify for overload pay.

9. The center will be open extended hours to allow maximum use by students.
10. Personnel operating the center will be certified in first aid and cardiopulmonary resuscitation (CPR)/automated external defibrillator (AED) training. This will include fifteen coaches, seven work-study students, one health instructor, and one cheerleader sponsor.
11. The college will provide certification for five LPN instructors and the director of Practical Nursing.
12. The college will pay for the certification of all personnel working in the center. Ellen Brannon, Director, Clinical Community Health Education, states that Southwest Mississippi Regional Medical Center will provide the trainers for this certification, or a project for this training will be submitted for approval by the Industrial Training Coordinator through the Workforce Development Center at SMCC. Ms. Brannon said that this certification is for two years; then, recertification is necessary for those areas. The training is limited to eight participants at one time. This certification will provide a staff with training to assist any participant in the center.
13. The staff which operates the center will instruct students and faculty in the proper use of equipment in the center.
14. The equipment for the class(es) will be ordered and the instructor(s) certified in Group Exercise and individual specialty areas if desired.
15. SMCC will provide for Nutrition and Wellness Consultation Certification for the instructor who teaches nutrition or employ the services of a nutritionist by the hour. This individual will provide nutrition counseling to students and faculty.
16. SMCC may hire a part-time exercise physiologist who will have the necessary certifications and who will be able to teach the fitness classes. A QEP survey completed by 572 students this spring indicates the fitness classes most desired



are step aerobics, weight training, body sculpting, and Pilates. If the individual has a Master's Degree plus eighteen hours, that person will be qualified to teach exercise/wellness/nutrition-related courses for academic credit.

17. Academic credit can be offered through courses that are listed in the Uniform Curriculum Guide for Community Colleges (See Appendix A).

18. The center will be cleaned by a custodian already assigned to the building.

The QEP Committee further recommends the college employ or assign an individual whose duties may include but are not limited to:

1. Monitoring QEP implementation activities.
2. Planning and maintaining the budget for the wellness center.
3. Gathering assessment data.
4. Writing necessary reports.
5. Disseminating information to faculty and students.
6. Planning professional development activities.

SMCC is committed to providing human, physical, and financial resources to support *Learn it... Live it!* implementation and continued success. This budget is being developed with a goal of implementing opportunities for exercise and nutrition counseling for LPN students in the spring of 2010 and for the student body soon thereafter. This budget will be reviewed and evaluated annually with adjustments made as needed.

Description	Implementation Year 1 2009-2010	Implementation Year 2 2010-2011	Implementation Year 3 2011-2012	Implementation Year 4 2012-2013	Implementation Year 5 2013-2014
Training: Includes Certification in: First Aid, CPR, and AED  25 participants @ \$90.00 each	\$2,250.00	\$2,250.00	Recertification/ Certification \$2,250.00	Recertification/ Certification \$2,250.00	Recertification/ Certification \$2,250.00

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<p>Training: Includes Certification in: First Aid; CPR; and Automated External Defibrillator (AED) Work-Study</p> <p>7 participants @ \$90.00 each</p>	\$360.00	\$360.00	\$360.00	\$360.00	\$360.00
<p>Work-Study Personnel: 7 participants @ \$458.50 per week for 36 weeks</p>	\$16,506.00	\$16,506.00	\$16,506.00	\$16,506.00	\$16,506.00
<p>Exercise Physiologist:</p>	\$20,000.00	\$20,000.00	\$20,000.00	\$20,000.00	\$20,000.00
<p>Group Exercise Certification Workshop: Aerobics and Fitness Association of America</p> <p>Fee, Materials, and Travel</p> <p>4 instructors @ \$427.70</p>	\$1,710.80	Recertification 2,016.40		Recertification \$2,016.40	
<p>Nutritionist (1-4 years experience)</p>	\$8,186.40	\$8,186.40	\$8,186.40	\$8,186.40	\$8,186.40
<p>Wellness Center Manager (Part-Time)</p>	\$20,000.00 Plus Benefits	\$20,000.00 Plus Benefits	\$20,000.00 Plus Benefits	\$20,000.00 Plus Benefits	\$20,000.00 Plus Benefits
<p>QEP Director (Part-Time)</p>	\$20,000.00 Plus Benefits	\$20,000.00 Plus Benefits	\$20,000.00 Plus Benefits	\$20,000.00 Plus Benefits	\$20,000.00 Plus Benefits
<p>Clerical Support</p> <p>10 hours per week @ \$7.00 per hour X 36 weeks</p>	\$2520.00 Plus Benefits	\$2520.00 Plus Benefits	\$2520.00 Plus Benefits	\$2520.00 Plus Benefits	\$2520.00 Plus Benefits
<p><b>Specialty Certification Programs:</b></p>					
<p>Pilates: American Fitness Professionals and Associates</p> <p>Fee and Travel</p> <p>1 instructor</p>	\$370.00	Recertification \$370.00		Recertification \$370.00	

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Step Certification: Aerobics and Fitness Association of America Fee, Materials, and Travel 1 instructor	\$355.16	Recertification \$550.13		Recertification \$550.13	
Body Sculpting: Body Sculpting, Inc. 1 instructor	\$750.00	Renewal Fee: \$150.00	Renewal Fee: \$150.00	Renewal Fee: \$150.00	Renewal Fee: \$150.00
Nutrition and Wellness Consultant Instructor: American Fitness Professionals and Associates Fee 1 instructor	\$380.00	Recertification \$380.00		Recertification \$380.00	
Resistance Training Instructor: Aerobics and Fitness Association of America Fees, Travel, Meals, and Lodging 1 instructor		\$524.70	Recertification \$1,639.10		Recertification \$1,639.10
Weight Training: American Fitness Professionals and Associates Instructor: Fee and Materials 1 instructor			\$616.00	Recertification \$1,913.00	
<b>TOTAL:</b>	<b>\$93,388.36</b>	<b>\$93,813.63</b>	<b>\$92,227.50</b>	<b>\$95,201.93</b>	<b>\$91,611.50</b>

Section X

**Assessment**

**Introduction**

SMCC recognizes that assessment is a necessary part of providing a learning-centered environment and currently uses an annual institutional effectiveness cycle providing a continuous quality-improvement loop. The college also recognizes that assessment is an integral part of the QEP. The *Learn it... Live it!* campaign goals, to enhance mastery of practical nursing outcomes and to create an environment to enhance both learning and wellness, will guide the assessment processes.

**Evaluation and Assessment of the QEP**

The *Learn it... Live it!* campaign will be assessed by both formative and summative means:

- The Office of Institutional Research, with input from LPN faculty, will provide statistical data
- Survey questions about the QEP will be added to the college's existing survey of students, the ACT Student Opinion Survey
- Faculty and staff members, nutritionists, and fitness trainers participating in the implementation of QEP activities will assemble to collect and analyze data for most of the plan's goals and objectives.

Assessment will be an ongoing process and will involve students, faculty, and staff participating in the *Learn it... Live it!* campaign. A set of critical questions will guide assessment:

- What indicates that the learning that occurs in *Learn it... Live it!* participants is comparable to or better than the learning that occurs using traditional classroom instruction?

- Do students participating in the *Learn it... Live it!* campaign persist at a rate comparable to their non-project counterparts?
- Are participating students as successful as their non-project counterparts?
- Does the level of participation influence the level of success in mastering the designated student outcomes?

### **Outcomes to Be Assessed**

The ultimate goal of the QEP is to improve student learning in the LPN program. In order to achieve this goal, certain objectives must be met. Faculty or staff members will be designated as implementation facilitators, recruiters, and nutrition and fitness counselors. Southwest must provide an appropriate site for the center. LPN students must achieve the desired student learning outcomes. To determine whether these objectives have been met, the college will measure specific outcomes related to each objective. The specific assessments measuring each outcome will provide the college with the data required to determine if any modifications to the plan are necessary. Therefore, as strengths or weaknesses are identified throughout the assessment process, changes and updates can be addressed without delay.

The specific objectives and outcomes of the QEP will be assessed each July and December, at the end of the academic year for the LPN participants. The data on each objective and outcome will provide feedback for ongoing formative assessment and improvement. Cumulative reports will provide evidence of whether *Learn it...Live it!* is meeting its goals. Nine outcomes will be used to compare the performance of participants with non-participants. This will be accomplished by evaluating the accuracy of responses to the selected outcomes. Each outcome will be listed on a unit test in an LPN course. Data will first be collected from students enrolled in traditional classroom instruction only. Subsequent data will be collected from students enrolled in traditional classroom instruction with the added experience component. The overall QEP

assessment goal is to use the assessment findings to track and direct a positive and sustainable impact on student learning.

**QEP OBJECTIVES**

1. 70% of participating LPN students will be able to accurately answer outcomes #1 - #6 related to exercise.
2. 70% of participating LPN students will be able to accurately answer outcomes #7- #9 related to nutrition.

<b>OUTCOMES</b>		
Outcome	PNV Course	Unit Test
1. When a person does not replace water lost during exercise through perspiration, dehydration can reduce exercise performance.	1213	2
2. Any weight-bearing exercise, such as running, jogging, walking, dancing, or lifting weights will stimulate your bones to increase bone mass.	1213	3
3. Thirty minutes of walking each day or 3 ten minute walking sessions each day will help your body maintain health and prevent illness and disease.	1426	2
4. Walking each day for a total of thirty minutes will reduce the risk of death from heart disease by 35%.	1614	2
5. Regular exercise and diet can usually control Type II Diabetes.	1634	1
6. The pregnant client should never exercise to the point of exhaustion or breathlessness.	1715	
7. Omega-3 fatty acids lower the amount of cholesterol and triglycerides circulating in the blood, reduce the risk of becoming obese, improve the body's ability to respond to insulin by stimulating the secretion of leptin, help prevent cancer cell growth, reduce inflammation throughout the body, and maintain the fluidity of cell membranes.	1213	4
8. If a person is overweight, the heart and lungs have to work harder to provide oxygen to the body.	1614	3
9. The nervous system needs vitamin B 6, vitamin B 12, and folate to remain healthy.	1614	4

**QEP Assessment Cycle**

*Learn it...Live it!* Methodology

During the first year of the plan, collect student learning outcome data for students receiving traditional classroom instruction only.



For subsequent years of the plan, collect data on student learning outcomes for students receiving traditional classroom instruction and the experience component of the QEP.

Conduct student opinion surveys for participating students.



Compile and analyze student learning outcome data as well as information regarding student opinion surveys.



Reflection

Write a concise narrative on how the data or results will be used to improve learning and what adjustment might be needed to the current methodologies.

**Section XI**

**Appendices**

Appendix A

**These are courses listed in the Uniform Curriculum Guide for Community Colleges that would be available for academic credit.**

**HPR 1103 INTRODUCTION TO HEALTH (REMEDIAL COURSE)  
HPR 1111 GENERAL PHYSICAL EDUCATION ACTIVITIES I  
HPR 1121 GENERAL PHYSICAL EDUCATION ACTIVITIES II  
HPR 2111 GENERAL PHYSICAL EDUCATION ACTIVITIES III  
HPR 2121 GENERAL PHYSICAL EDUCATION ACTIVITIES IV  
HPR 1151 GENERAL PHYSICAL EDUCATION ACTIVITIES  
HPR 1161 GENERAL PHYSICAL EDUCATION ACTIVITIES  
HPR 1171 GENERAL PHYSICAL EDUCATION ACTIVITIES-  
HPR 1181 GENERAL PHYSICAL EDUCATION ACTIVITIES  
HPR 1213 PERSONAL AND COMMUNITY HEALTH I  
HPR 1223 PERSONAL AND COMMUNITY HEALTH II  
HPR 1551 FITNESS AND CONDITIONING TRAINING  
HPR 1561 FITNESS AND CONDITIONING TRAINING  
HPR 1591 HEALTH CONCEPTS OF PHYSICAL ACTIVITY  
HPR 1613 PHYSICAL EDUCATION IN THE ELEMENTARY SCHOOL I  
HPR 1751 NUTRITION AND WEIGHT CONTROL  
HPR 1761 WELLNESS & WEIGHT CONTROL  
HPR 2213 FIRST AID & CPR  
HPR 2443 ATHLETIC TRAINING & TREATMENT OF INJURIES  
HPR 2551 FITNESS AND CONDITIONING TRAINING  
HPR 2561 FITNESS AND CONDITIONING TRAINING**



Appendix B

Nutritionist Interview

Nutritionist:

Questions:

1. Is there a relationship between health awareness and better human achievement?
2. Is there a relationship between an increased physical activity and increased achievement?
3. What are the main reasons that clients seek your services?
4. What is the fee for your services?
5. What is the average length of time for an initial evaluation?
6. How many sessions with a client are necessary to develop a plan?
7. How many sessions or how long of a period should it take for an individual to notice positive results?
8. How long does a normal individual person work out last?
9. How long does a group workout or aerobic session last?
10. What would be the minimum equipment necessary to establish an exercise or fitness program for approximately 15 to 20 people at a time?
11. Is it better to work out in the morning, mid-day, afternoon, or evening, or does it not really matter?
12. Are there any types of work out programs that are available to the disabled?
13. Can a disabled person use standard equipment or do you have to purchase equipment that is adapted to their needs?
14. Is it necessary to require a health evaluation from a physician before starting an individual on a fitness program?
15. Should exercises be individually tailored or generalized for a group?
16. How often should a person meet with a nutritionist?
17. How much does it cost for the assistance of a nutritionist?

18. How much time per week should a person spend being active in order to maintain a healthy lifestyle?
19. Once a person becomes involved in a program, how long is the usual time frame that they stick with it?
20. How would a wellness center with nutrition and exercise training affect students?

Appendix D

QEP Committee

QEP Committee Member	Title	Division or Unit
Carla Griffin, Chair	Chair, Mathematics and Sciences Division, Biology Instructor	Mathematics and Sciences
Kim Bullock	Biology Instructor, Soccer and Fast-pitch Coach	Mathematics and Sciences, Athletics
Dan Lewman	Geography and Physics Instructor	Mathematics and Sciences, Social Science and Business
Jennifer McLaughlin	Speech Instructor	Humanities and Fine Arts
Jack Seale	Tech Prep Coordinator	Career and Technical Education
David Strother	Economics Instructor and Soccer Coach	Social Science and Business, Athletics
Karen Temple	Licensed Practical Nursing Instructor	Career and Technical Education
Melissa Temple	Associate Degree Nursing Instructor	Associate Degree Nursing
Yolanda Young	Work-Based Learning Coordinator, English Instructor	Career and Technical Education, Humanities and Fine Arts