

Southern Adventist University

QEP - FAQ

*Frequently asked questions in regard to Southern's Quality Enhancement Plan (QEP),
Living in Balance: Physical Activity*

For complete details of the Living in Balance: Physical Activity plan please see www.southern.edu/qep where the full QEP document is available for download in PDF format.

- **Why a QEP?**

Southern Adventist University is accredited by the Southern Association of Colleges and Schools (SACS) which requires us to submit a QEP as part of our 2012 accreditation reaffirmation. SACS expects the QEP to "enhance overall institutional quality and effectiveness by focusing on an issue or issues the institution considers important to improving student learning." They also define student learning as values, skills, behaviors, or knowledge.

After a process of exploration and elimination, Southern Adventist University faculty selected "Living in Balance: Physical Activity" as the QEP topic for the 2012 accreditation cycle.

- **How long must Southern conduct this QEP?**

Southern is required to submit an interim report of the QEP at 5 years (2017) to SACS. This report will include data and describe how well Southern is meeting the outcomes it chose as part of its QEP. At this time Southern will just be completing its first cohort of students due to the 4 year sequence indicated in the plan. SACS may require that we submit a follow up report in another 2 years (2019) to see how the QEP is progressing once several cohorts can be considered.

SACS intention with any QEP is that it become embedded in the university culture and continue on indefinitely.

- **What are the desired outcomes of the QEP?**

The 2 student learning outcomes as they have been submitted to SACS are:

- Students will achieve and maintain a level-3 cardiorespiratory fitness rank while at Southern Adventist University. (Baseline 26.7% in 2007 – 2011)
- Students will achieve and maintain the American College of Sports Medicine recommendation for cardiorespiratory physical activity. (Baseline 16% in 2007 – 2011)

While these are the outcomes on which Southern must report to SACS, the working committee has identified several other goals to strive toward. These include:

- Students will demonstrate an understanding of biblical principles and Seventh-day Adventist health teachings on physical activity.
- Students will value engagement in lifelong cardiorespiratory activity.
- Students will know the benefits, evaluation methods, and how to appropriately plan for cardiorespiratory health.
- Southern will demonstrate leadership in health and wellness (consistent with the University Mission and Vision 20/20).

- **What will it take to meet these goals?**

A foundational premise of cardiorespiratory fitness is similar to many other things in life. If you don't use it, you lose it. In order to achieve a cardiorespiratory fitness level of 3 (average) or above, individuals must engage in cardiorespiratory activity at a moderate intensity on a consistent

basis. The American College of Sports Medicine, American Heart Association, National Institutes of Health, CDC, and Health and Human Services all recommend at least 150 minutes of moderate cardiorespiratory activity per week on 5 or more days of the week. While the QEP is only planning on 4 hours of activity courses total over a 4 year degree, ideally, 8 hours would engage students in consistent activity in all semesters.

- **What about students that transfer in?**

Transfer students must take PEAC 125–Fitness for Collegiate Life and PEAC 425-Fit for Hire. Activity courses may transfer to fulfill the second- and third-year requirements. Nutrition courses do not transfer to meet the activity requirement.

- Students who transfer in as sophomores (second year) must take one additional activity course.
- Students who transfer in as juniors (third year) or seniors (fourth year) are not required to take additional activity courses.
- Students who transfer in as seniors must take PEAC 125–Fitness for Collegiate Life in the first semester and PEAC 425-Fit for Hire in the second semester.

- **What about Southern students that are overseas for a year?**

Southern students that are off Southern’s campus for a year for a taskforce or student missions position will continue on with the 4-year activity course sequence where they left off upon their return.

Students that are pursuing their studies in the ACA program will have the option of completing an activity course for their second or third year via an online course or in a summer course before or after their year abroad.

- **What about students that don’t follow the 4-year sequence?**

Students that do not follow the 4-year sequence (perhaps due to failing an activity course, failing to enroll one year) will still have to meet Southern’s degree requirements, including 4 hours of activity courses, in order to graduate. They will simply be withdrawn from the cohort and their data will not be included when preparing the report for SACS.

- **How we Southern make sure that there are enough activity classes for the students to take (enrollment availability)?**

Increasing class sizes in the initial course will provide plenty of space for students. (PEAC 225 from 50 enrollment cap to PEAC 125 to 70 enrollment cap) In addition, increasing the number of fitness-based activity courses, versus skill-based activity courses, will provide a higher enrollment possibility to fulfill second and third year requirements. Currently, 4 new fitness-based activity courses have been approved by Gen. Ed. and Undergraduate Council for the 2013-14 catalog. Additional fitness-based activity courses or sections will be added in coming years as developed and needed.

- **How will Southern’s and PEHW’s facilities be able to handle a greater number of students?**

Between the track, Hulsey Wellness Center, gymnastics gym, Iles Gymnasium, outdoor fields, pools, tennis courts, and other outdoor recreation areas on campus, the School of PEHW has adequate facilities to enroll a greater number of students as necessitated by the QEP.

- **How will PEHW be able to teach more students in activity courses?**

PEHW will offer a higher ratio of fitness-based activity courses that can accommodate a greater number of students than can the skill-based activity courses. As PEAC 225 transitions to PEAC

125 the enrollment cap per section will be increased from 50-70 students. One FTE professor will be hired for the School of PEHW, as specified in the QEP budget and document.

- **What options were considered?**

- **Voluntary program**

A voluntary program was considered for the better part of a year by the working committee. Upon closer inspection and a discussion with our SACS vice president it was discarded. The mechanics of it would be much too complicated. The students most likely to self-select and be involved would be those that were already active in cardiorespiratory activity, not those that would most benefit. Data collection would be difficult/inconsistent. A voluntary program would not allow for academic engagement regarding cardiorespiratory activity and fitness to be distributed in a systematic and thorough manner by qualified professors.

- **Embedded in courses across campus**

Cardiorespiratory activity embedded in courses throughout campus would not allow for academic engagement regarding cardiorespiratory activity and fitness to be distributed in a systematic and thorough manner by qualified professors. Data collection would also prove to be challenging with a greater number of professors involved.

- **Co-curricular**

Adequate academic engagement regarding cardiorespiratory activity and fitness distributed in a systematic and thorough manner by qualified professors to students would again be missing. In addition, some members of the working committee are philosophically opposed to mandatory graduation requirements that do not receive academic credit.

- **Hybrid program**

A mix of a Gen. Ed. and co-curricular or voluntary program was found by the working committee to be unnecessarily complex and would also lend to challenges with data collection. A hybrid program would also not allow for adequate academic engagement on a consistent basis regarding cardiorespiratory activity and fitness to be distributed in a systematic and thorough manner by qualified professors. And again, some members of the working committee are philosophically opposed to mandatory graduation requirements that do not receive academic credit.

- **Remedial program**

What means would be used to identify students that were deficient in the area of cardiorespiratory fitness? Those students that have already achieved cardiorespiratory fitness will in most cases not mind taking an activity course every year (In fact, among 2009 and 2010 graduates, 22.7% of students took 3 activity courses and 15.5% took 4). Baseline data shows that 73.3% of students would be considered remedial.

- **General Education**

In order to meet the official and informal goals of the Living in Balance: Physical Activity QEP, assure adequate and accurate data collection, make the program manageable, provide qualified professors to teach the content, demonstrate leadership in health and wellness, and best impact the cardiorespiratory fitness of Southern's students, the QEP working committee came to the conclusion that increasing the Gen. Ed. requirement from 2 activity hours to 4 (1 per year) was the best option.