First-year Residential Experience Supporting Health

The Quality Enhancement Plan

SACSCOC On-Site Reaffirmation Committee Visit

November 10-12, 2015

Dr. Lyle D. Roelofs
President

Dr. Chad Berry
Accreditation Liaison
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MESSAGE FROM THE PRESIDENT

It is a distinct pleasure to submit *FRESH Start* as the Quality Enhancement Plan (QEP) of Berea College. The campus process revealed strong support for this direction and a compelling sense of the crucial value of this endeavor for Berea students.

Berea College provides a transformative college education to students who would otherwise not have been able to earn a post-secondary degree. Such a transformation is at best incomplete, and more often severely limited, if the graduate does not come to understand how to attend to his or her own wellness. That many Berea students have grown up in circumstances that left little room for refinements beyond the day-to-day requirements of living makes it clear that this need is more pressing for Berea graduates than for students coming from backgrounds of more privilege, where such knowledge is much more likely to be ingrained.

We have made a broad and deep institutional commitment to *FRESH Start*, beginning already with first-year students who arrived in August. Immediately upon arriving at their assigned residence hall, students were invited into the programs described in this document. Anyone who has worked in the college or university setting understands that to get a student’s attention, it is so valuable to begin at the very start of the experience. Writing this after those students of the Class of 2019 have been on campus now for just three days, nearly all of them turned out for a run or walk with me this morning at 8:00 am, with smaller numbers choosing Yoga or Zumba. I am eager to see how these students respond to the encouragement they will receive from us to continue to integrate fitness into their busy college lives, and everything else they will learn through the associated course work and Residential Life competitions.

The strategic plan of Berea College is encapsulated in the Great Commitments, referenced frequently through this document and in the Compliance Report. *FRESH Start* is well aligned with this plan because it completes the intent to provide a transformative educational experience (the second Commitment); it responds to our target audience (as defined by the first and eighth Commitments); and it aligns itself perfectly with the seventh Commitment, the one that answers the question, *How Should We Then Live?* “To maintain a residential campus and to encourage in all members of the community a way of life characterized by plain living, pride in labor well done, zest for learning, high personal standards, and concern for the welfare of others.”

It is exciting to be embarked on an initiative that will make such a significant difference in the lives of our graduates.

Warm regards,

[Signature]
I. EXECUTIVE SUMMARY

Berea College has developed a Quality Enhancement Plan (QEP) that aligns with the institutional mission of the Great Commitments, which guide the College across time, and its current strategic plan, *Being and Becoming: Berea College in the 21st Century*. Broad campus participation and involvement led to the identification of a topic, the development of a plan, and the implementation of work to enhance student learning. The official purpose of Berea’s QEP is to deepen and enhance students’ overall understanding of health and wellness and to help them develop behaviors and attitudes supportive of their own lifetime health and wellness. Named *FRESH Start*, “FRESH” is an acronym for “First-year Residential Experience Supporting Health.”

*FRESH Start* is an intentional integration and partnership between Student Life and the Academic Division. It has been guided by an extensive review of literature and best practices as well as attendance at conferences. Data suggest that while Berea students are well below public health recommendations, they do express interest in learning about health-promoting behaviors at levels higher than national averages. Faculty and staff development opportunities also seek to ensure efficacy.

By allowing students to explore the dimensions of wellness in the classroom and their living environments and by applying both life management skills and coping strategies learned in and out of the classroom, the Berea College QEP is designed for all first-year students to learn and practice strategies supportive of wellness and to understand the nature of stress in all its forms.

*FRESH Start’s* curricular dimension occurs in 2015-2016 through HLT 100 (a required term-length course). In 2016 and beyond, it will involve a year-long sequence of two courses—WEL 101 and 102—required of all first-year students in which students are introduced to eight dimensions of wellness. The co-curricular dimension involves a variety of new programming led by a number of co-curricular staff and students to reinforce classroom learning and allow students to practice and apply that learning.

An assessment plan addresses student learning outcomes and includes direct and indirect measures, utilizing a mix of both locally developed rubrics, surveys, and other instruments as well as nationally-normed survey instruments to assess the degree to which students have achieved each of the learning outcomes described in this document. The College has earmarked an appropriate and generous amount of College resources to ensure the QEP’s success.

There is a great deal of support for and excitement about this opportunity to deepen student learning in order to make the Berea experience even more transformative for years to come.
II. PROCESS USED TO SOLICIT AND REFINE QEP TOPICS

SACSCOC Leadership Team
Berea College began the reaffirmation and QEP development process in the summer of 2013 by constituting a SACSCOC Leadership Team. The College comprised the team to ensure broad-based membership across a variety of institutional areas.

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<tr>
<th>SACSCOC Leadership Team</th>
<th>Name</th>
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<tbody>
<tr>
<td></td>
<td>Dr. Lyle Roelofs</td>
<td>President</td>
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<td></td>
<td>Dr. Chad Berry</td>
<td>Academic Vice President and Dean of the Faculty; Accreditation Liaison</td>
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<td></td>
<td>Dr. Dawn Anderson</td>
<td>Professor of Biology</td>
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<td></td>
<td>Mr. Virgil Burnside (2014-present)/Ms. Gail Wolford (2013-2014)</td>
<td>Vice President for Labor and Student Life</td>
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<tr>
<td></td>
<td>Ms. Beverly Penkalski</td>
<td>Executive Assistant to the Vice President for Labor and Student Life</td>
</tr>
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<td></td>
<td>Dr. Robert Smith</td>
<td>Director of Academic Assessment</td>
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<td></td>
<td>Dr. Linda Strong-Leek</td>
<td>Vice President for Diversity and Inclusion; Associate Vice President for Academic Affairs</td>
</tr>
<tr>
<td></td>
<td>Ms. Teri Thompson</td>
<td>Grant Administrator</td>
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<td>Ms. Judith Weckman</td>
<td>Director of the Office of Institutional Research and Assessment</td>
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QEP Groundwork
In an August 2013 meeting, Judith Weckman, Director of the Office of Institutional Research and Assessment, reviewed the on-campus QEP process and QEP deadlines with the SACSCOC Leadership Team (minutes, SACSCOC Leadership Team, 19 August 2013). After considerable discussion, and in order to begin engaging the campus community in exploring appropriate topics to serve as Berea College’s Quality Enhancement Plan, the SACSCOC Leadership Team set goals of engaging the campus community, soliciting ideas, and presenting to faculty and staff at meetings in the fall of 2013. The planned timeline was as follows:

1. Send an informational email to campus: September 2013
2. Topic submission deadline (Qualtrics survey link): 1 October 2013
3. Presentation of submitted QEP topics and explanation of the electronic voting procedure at the October 2013 General and College Faculty Assembly meeting
4. Determination of QEP topics for further consideration by 1 November 2013

Engaging the Campus through Campus Governance
Berea College’s governance, outlined in the *Faculty Manual*, includes the College Faculty Assembly and the General Faculty Assembly. The College Faculty Assembly includes most continuing members of the faculty. The General Faculty Assembly includes all members of the College Faculty Assembly, the President and the officers of the College, divisional delegates appointed by Vice Presidents, elected at-large delegates from the staff, as well as 12 Student Government officers and any persons (including students) serving on councils or committees in the shared governance system. Joint meetings of the General Faculty Assembly and the College Faculty Assembly are held each month between September and April. The meetings are open to all employees and they are an important way to engage students, staff, and faculty.
At the September 2013 Berea College General and College Faculty Assembly meeting, President Lyle Roelofs announced that the College, as part of its SACSCOC reaffirmation, would be developing a QEP designed to enhance student learning, and that QEP topic ideas would be solicited from the campus community—including students, staff, and faculty (12 September 2013 faculty meeting minutes). The SACSCOC Leadership team e-mailed the campus community the next morning to solicit QEP topics suggestions (13 September 2013 email from Judith Weckman), explaining the nature of the QEP, providing a link to the previous QEP (2005) and to QEP executive summaries (2011) on the SACSCOC website, and soliciting QEP topic ideas via a Qualtrics survey link. Roughly three weeks later, the results of the QEP topic survey were sent to all members of the SACSCOC Leadership Team (7 October 2013 email from Judith and QEP topic survey attachment).

**Generating Ideas**

Thirty-seven ideas from 19 faculty members, 5 staff members, and 2 students were submitted. Topics submitted included:

- Interracial/Multicultural Education
- Health and Wellness*
- Technology and Informatics*
- Enhancing the Student Labor Experience*
- “Bridge out” Experience for Seniors*
- Quantitative Reasoning Enhancement*
- Writing Enhancement*
- Critical Thinking*
- Sophomore/Junior Experience Program
- Development of Nature Center/Program at Indian Fort Theater
- Single-parent Support Program
- Non-traditional Student Support Program
- Reading Enhancement
- Student Life Skills Enhancement (e.g., cooking, nutrition, local foods, food preservation, etc.)
- Enhanced Convocation Program
- “Creation of Better Students/Better Learners” (learning enhancement)
- Enhancement/Increased Co-curricular Programming
- Enhancement of High-impact Practices/Programming
- Integration of online technology and social media into entire campus community
- Enhanced focus on Aims of General Education and unique Berea learning experience

*Indicates topic was suggested by more than one individual.

**Developing and Refining Topics**

The SACSCOC Leadership Team was mindful of using institutional assessment to discern the topics that were suggested by the community, so members of the SACSCOC Leadership Team proposed incorporating many of the suggested topic ideas into a single QEP topic entitled...
“Bridge out: Preparing for a Life of Work, Service, and Continuous Learning.” Combined topic areas included:

- Curricular and co-curricular student learning,
- Health and wellness,
- Residential Life Collegium guided learning,
- Robust academic advising,
- Intentional engagement with the Center for Transformative Learning,
- Mindful Labor Program participation, and
- Integrative learning across the four-year Berea College experience.

The “bridge-out” metaphor had increasingly become an area of institutional focus. While seniors and alumni in particular were highly complimentary of their Berea experience, their feedback has suggested a keen interest in negotiating life more intentionally after Berea, including professional and career decision-making and support. Such ongoing feedback, in part, compelled the College to organize in 2011 the Center for Transformative Learning (CTL), which enhanced previously independent offices of internships and career development, each staffed by only a half-time person, into the Center. Today, 3.5 full-time employees staff career development and internships in the CTL. Moreover, in November 2013, the Office of Institutional Research and Assessment asked questions about career development and internships in an exit survey of graduating seniors (OIRA, Career Development and Internship Report, 2014). They repeated this survey in 2014-2015. Other institutional data points compiled feedback over several decades about graduate school and career planning (OIRA, Graduate School, Career Planning, and Employment after Graduation, 2015). And in 2014, the College also received data from a large survey of Berea alumni by Eduventures, Inc. Among its recommendations was a call to “Build a strong student-alumni ‘bridge’...through opportunities to connect and interact with each other, help students gain insight into the alumni experience and allow alumni an opportunity to give-back through supporting students” (Eduventures, 7) and in particular that “Young alumni are looking to their alma mater for career services and networking opportunities and feel these can be strengthened as part of the student experience” (p. 43).

After extensive conversation on the very broad nature of the “bridge-out” QEP topic, and heeding SACSCOC language that the QEP be “focused, succinct, and limited in length,” the SACSCOC Leadership Team later decided that it would break apart the large components of the “bridge-out” topic into three more focused topics, each based on knowledge informed by institutional assessment and on suggestions from the community.

These three potential topics all reflected areas where the SACSCOC Leadership Team believed student learning could be enhanced based on data analysis and the mission of Berea College. The revised and edited drafts of the three QEP topic proposals (personal communication, January 7, 2014) were sent to the Executive Council, a group charged to oversee campus governance, for inclusion on the January 2014 General and College Faculty Assembly meeting agenda. The forwarded QEP topic proposals included:
• **Topic One**: “Learning to be an Intentional Integrative Thinker” (focus on integrative thinking and learning)

• **Topic Two**: “Constructing the Bridge out from Berea” (focus on vocational and professional discernment and thinking/learning)

• **Topic Three**: “Learning How to Live a Life Characterized by Wellness” (deepening student learning regarding wellness).

**A Straw Poll**

In his January 2014 President’s Comments at the General and College Faculty Assembly Meeting, President Lyle Roelofs explained again to the assembled faculties that the QEP would be an opportunity for the campus community to focus work and intentionality on deepening student learning and that the three QEP topics under consideration and presented for discussion at the February meeting would be the revised Topic Proposal Statements noted above (Cohen, J., 16 January 2014).

At the 13 February 2014 General and College Assembly Meeting, Judith Weckman and Robert Smith, Director of Academic Assessment, on behalf of the SACSCOC Leadership Team, described for the assembled faculties the nature of the QEP and its relation to on-going reaffirmation efforts. They presented the three QEP topic proposals developed by the SACSCOC Leadership Team, based on solicited topic ideas from students, faculty, and staff, along with general points about the institutional assessment surrounding each topic as a rationale and the connection to Berea’s mission from each (Cohen, J., 13 February 2014). After much discussion, a straw poll of those present indicated a preference for Topic Three: “Learning How to Live a Life Characterized by Wellness.” Although roll is not taken at meetings, the quorum was 133, so at least that many people were present and voting.
III. DATA THAT INFORMED THE SACSCOC LEADERSHIP TEAM TO SELECT THE QEP TOPIC

Why Wellness is a Reflection of Berea’s Mission
There are a number of convergences that contributed to the campus-wide appeal of wellness as a topic for Berea College’s next QEP. Some of these reasons are more than a century old, while some are more recent. Ultimately, the community’s preference for wellness as a QEP topic is a culmination of Berea’s enduring legacy to transform the students it serves. The SACSCOC Leadership Team was mindful of this legacy and discussed data surrounding the topic and how it was a reflection of Berea’s mission.

The Great Commitments
The mission of Berea College is exemplified by its Great Commitments, first codified in 1969 but informally guiding the institution throughout its history:

Berea College, founded by ardent abolitionists and radical reformers, continues today as an educational institution still firmly rooted in its historic purpose “to promote the cause of Christ.” Adherence to the College’s scriptural foundation, “God has made of one blood all peoples of the earth,” shapes the College’s culture and programs so that students and staff alike can work toward both personal goals and a vision of a world shaped by Christian values, such as the power of love over hate, human dignity and equality, and peace with justice. This environment frees persons to be active learners, workers, and servers as members of the academic community and as citizens of the world. The Berea experience nurtures intellectual, physical, aesthetic, emotional, and spiritual potentials and with those the power to make meaningful commitments and translate them into action.

To achieve this purpose, Berea College commits itself

- To provide an educational opportunity primarily for students from Appalachia, black and white, who have great promise and limited economic resources.
- To provide an education of high quality with a liberal arts foundation and outlook.
- To stimulate understanding of the Christian faith and its many expressions and to emphasize the Christian ethic and the motive of service to others.
- To provide for all students through the labor program experiences for learning and serving in community, and to demonstrate that labor, mental and manual, has dignity as well as utility.
- To assert the kinship of all people and to provide interracial education with a particular emphasis on understanding and equality among blacks and whites.
- To create a democratic community dedicated to education and equality for women and men.
• To maintain a residential campus and to encourage in all members of the community a way of life characterized by plain living, pride in labor well done, zest for learning, high personal standards, and concern for the welfare of others.

• To serve the Appalachian region primarily through education but also by other appropriate services.

*Originally adopted by the Board of Trustees in 1969; this revised statement adopted by the Board of Trustees of Berea College, Berea, Kentucky, April 24, 1993*

The students that Berea College identifies, recruits, and admits, embody this mission. The College admits only students whose families are unable to contribute to tuition and awards each student a Tuition Promise Scholarship, meaning that no admitted student pays any tuition. Each year, over half (the five-year average is 56 percent) of Berea’s first-year students have an Expected Family Contribution (EFC) of $0, and the typical Berea student comes from a family of four with an average family income of only $30,000; the ten-year median is $29,043 (OIRA, *Student Financial Compendium Report*, 2014). For the 2014 entering class, 50 percent were first-generation (neither parent has received a college degree). For 2014 graduating seniors, 58 percent were first-generation (OIRA, *Berea College Fact Book 2014-2015*, 2015).

As a reflection of its eighth Great Commitment to serve primarily the region of Appalachia, Berea reserves 70-80 percent of admissions offers for students from Kentucky and Appalachia, this comprising Berea’s “Admissions Territory”; on average, about 72 percent of each incoming class originates from this Territory. The remaining students come from all other states and a variety of international countries: over the past five years, nearly 1,600 students from 48 U.S. states and territories and 62 countries enroll each year. Twenty percent come from other states, and 8 percent are F-1 internationals (*Berea College Fact Book 2014-2015*). For that same interval, 79 percent of students were 18-21 years old, 16 percent 22-29, 3 percent 30 years old and above, and 2 percent less than 18 years old (*OIRA, Berea College Fact Book 2014-2015*, 2015). Admitted students at Berea meet both academic requirements and financial requirements.

Berea College was the South’s first coeducational and interracial college, and it continues to have a lasting commitment to interracial education. In fact, Berea is one of the most racially diverse private liberal arts colleges in the United States, compelled by its fifth Great Commitment (“To assert the kinship of all people and to provide interracial education with a particular emphasis on understanding and equality among blacks and whites”). In academic year 2014-2015, the student body identified as 66 percent Caucasian, 20 percent Black/African American, 6 percent Hispanic/Latino, 4 percent other, and 10 percent unknown or international. The College’s gender composition averages roughly 56 percent female and 44 percent male (2014-2015 Fact Book).

Just as Berea College students come from many regions, they also come from many spiritual traditions, including no tradition. The College’s mission is rooted in inclusive Christian values based on the third Great Commitment (“To stimulate understanding of the Christian faith and its many expressions and to emphasize the Christian ethic and the motive of service to others”).
In keeping with Berea’s institutional mission of service, Berea College seeks to prepare students to become “service-oriented leaders for Appalachia and beyond,” also connecting to its eighth Great Commitment to Appalachia.

Reflecting its fourth Great Commitment (“To provide for all students through the labor program experiences for learning and serving in community, and to demonstrate that labor, mental and manual, has dignity as well as utility”), Berea College is one of seven federally recognized Work Colleges. Consequently, all students work in one of the at least 120 different labor positions for at least ten hours per week. The College also provides each graduate with a Labor Transcript to complement the student’s Academic Transcript.

While Learning, Labor, and Service have historically formed the foundation of the Berea College educational experience, today, a Berea education combines formal academic instruction in the classroom, laboratory, studio, and the field; learning opportunities in the Labor Program; robust mentoring; and opportunities for service and outreach. Four Common Learning Goals guide this interconnected educational program:

Described in Being and Becoming: Berea College in the 21st Century (2011), the College’s strategic plan, these goals are:

1. To develop mature and critical thinkers, who also have the capacity of moral reflection, personal growth and thoughtful action;
2. To understand the interconnectedness of our natural, fabricated and human worlds;
3. To develop an understanding of and appreciation for “all peoples of the Earth” to promote peace and non-violence in the world;
4. To create an educational environment that develops the capacities of individuals while forging a caring campus community of mutual respect and collaboration.

Why Wellness Has Mattered Historically

Compelled by the historic mission of the College to serve students, black and white, male and female, predominantly from Appalachia, Berea seeks to educate the head, heart, and hand, a calling long rooted in the nineteenth century. Extension work, for example, began in 1897, when Berea faculty traversed the mountains, lecturing on, among other things, health and sanitation. On many horseback trips into Appalachia at the turn of the century, Eleanor Frost, the spouse of Berea’s third president who served between 1893 and 1920, observed and bemoaned the unsanitary conditions and poor nutrition that many Appalachian residents suffered (Wilson, 2006, 93). Such travels compelled her to advocate for home economics at the College and perhaps resulted in Berea founding the oldest nursing program west of the Alleghenies. These traditions continued well into the twentieth century; Dr. Louis Gilman Hutchins, wife of President Francis S. Hutchins, president from 1939-1967, received her medical degree from Yale and devoted her career to women’s and children’s health in the area.

Throughout the nineteenth century, and well into the twentieth century, the College found that its students were not always in the best of health. Given the poverty from which many came, poor nutrition, hunger, and even parasites were matters that the College devoted itself to tackling. Such efforts were manifest in a number of ways. For example:
• Begun in 1875, Mountain Day is an annual College holiday where students, staff, and faculty take a break from classes and labor to trek out to the Pinnacles, centered in the College Forest several miles from campus, and hike up the mountain. It reflects the eighth Great Commitment (Berea College Hutchins Library Staff, 2015).
• The College created an Academic Program in Health and Human Performance (previously Physical Education and prior to that Physical Education and Athletics) in the early twentieth century, and students were required to pass a range of ability measures and remain physically active during their Berea years.
• Shortly after the completion of Seabury Gymnasium and swimming pool, the faculty approved a swimming requirement in 1928. (Bradley, 2015).
• The College has offered psychological counseling, medical services, interfaith programming (chaplains), financial counseling and more, largely anticipating the holistic nature of wellness thinking.

**Why Wellness Matters Today**

Derived from the Great Commitments are the Aims of General Education (approved by the teaching faculty in 2002), which describe what knowledge, skills, and habits of mind all Berea students should have (Berea College Teaching Faculty, 2014). One of the habits of mind specifically states that the General Education Program will help students develop *habits leading to lifetime health and fitness.*

Berea College expresses in its educational learning-goal language a commitment to health and it has a long history of helping its students toward this goal.

• In 1995, the College completed a renovation and addition to the Seabury Center that provided the College community with a state-of-the-art athletic and academic space designed to enhance physical activity and education.
• More recently, the College has become a member of the NCAA to better align its academic and athletic opportunities and has been working to ramp up resources and budgets in the athletic area, from coaching salaries to athletic fields.
• Its General Education program, approved in December 2005, includes a half-credit Wellness course, HLT 100 Lifetime Health and Fitness, and also two quarter-credit activity courses.
• In 2007, the College’s leadership charged a Wellness Committee comprised of faculty, staff, and a student representative with developing a proposal for a comprehensive employee wellness program. The proposal included numerous recommendations including the hiring of a Wellness Coordinator, Health Risk Appraisals (HRAs) for employees, preventative technologies, and intervention modalities. However, the College’s operating budget could not support the initiatives brought forward by the Committee.
• In 2012, President Lyle D. Roelofs became the ninth president of Berea College and has highlighted the importance of wellness opportunities to complement the classroom nature of the Berea student experience. He and Laurie Roelofs from the start began the President’s Run-Walk initiative in which students especially are invited to run or walk...
with the couple on Tuesday and Thursday mornings. The couple even facilitates purchasing running shoes for students who do not have them.

- In January 2013, the College successfully applied for almost $400,000 in external funding to establish a Comprehensive Wellness Program to assess and improve the health and wellness of the College’s students, staff, and faculty. (A second two-year grant was awarded again in January 2015.) A new position, the Director of Health and Wellness, coordinates all aspects of the Wellness Program. The Director works closely with faculty and staff across campus to infuse health and wellness initiatives into employee lives. The Director also supervises student labor positions and a team of peer-mentors for targeted and intentional outreach to the student population. The new program is named *Thrive! Being and Becoming the Best Possible You* (Berea College, n.d.). It has so far created a wellness incentive for employees; provided access to an interactive wellness portal through Humana; completed biometric screenings of 540 of 740 eligible employees to learn baseline data; completed an online health self-assessment; offered a Fitbit subsidy, smoking cessation courses, and reduced tuition to Weight Watchers; and identified eight dimensions of wellness to educate students, staff, and faculty:

![Thrive! Diagram](image)

**The Regional Context from which Many Berea Students Arrive**

Appalachia, an area from which many students come to Berea, has a grim health outlook and exemplifies the connection between poverty and illness. The region has some of the nation’s highest rates of cancer, heart disease, diabetes, and premature mortality. Economic and political realities and environmental degradation in mountain economies may contribute to lower health standards. According to contributors in the recent book *Appalachian Health and Well-Being* (Halverson, Fiedell, Cantrell, and Behringer, 2012, 90), “The Appalachian region experiences excess mortality from major causes of death and illness when compared with the rest of the U.S., making the residents of the Appalachian region a health disparity population.
Most disquieting is the high premature mortality in the 35-64 age group. Central Appalachia, for example, has the highest rate of premature mortality from heart disease and cancers in the nation” (see also Behringer and Friedell, 2006). A sampling of other popular articles over the last ten years describe Appalachia as a place of poor health:

- **Low mortality based on how income affects health.** For example, residents of Fairfax County, Virginia, have life expectancies 18 years longer than people in McDowell County, West Virginia, a mere 350 miles away. The median household income in the former is $111,079; the median household income for the latter is $22,252 (Kincaid, 2015).
- **Of the nation’s 25 counties with the highest mortality rates, 14 are in Appalachian Kentucky and West Virginia** (Wilson, 2015).
- **Kentucky ranked 49th and West Virginia 50th in the 2014 State Well-Being Rankings** (Gallup Healthways, 2014).
- **The Cancer Epidemic in Central Appalachia: “Poverty is a carcinogen”** (Wapner, 2015).
- **The significance of Depression in Appalachia** (Crabtree, 2011).
- **The high prevalence of diabetes across the South and Appalachia** (Seppa, 2011).
- **Highest rates of physical inactivity in Appalachia and the South** (Healio, 2011).
- **Prevalence of obesity in the South and Appalachia** (see, for example, Haygood, 2010).
- **The lack of quality health care in the Appalachian Mountains** (see, for example, Berkes, 2009).
- **West Virginia ranks No. 2 in kids with chronic illness** (Eyre, 2008, Sept 1).

Not all Berea students come to the College unhealthy, of course, but many do. The SACSCOC Leadership Team connected regional contexts of health disparity in Appalachia as well as those among F-1 international students, some of whom come from refugee and civil-war-torn countries in Africa and Asia.

**Adverse Childhood Experiences (ACEs)**

One of the most significant and troubling facts are Adverse Childhood Experiences (ACEs) and their impact on long-term health and social consequences. ACEs can be divided into

- Household dysfunction (including substance abuse, parental separation and/or divorce, mental illness, battered mothers, and criminal behavior),
- Abuse (such as psychological, physical, and sexual), and
- Neglect (either emotional or physical).

ACEs are common regardless of socioeconomic status or educational attainment within a family (Health Presentations, n.d.), but the literature suggests that the chronic stresses of poverty increase the potential for ACEs and hence illness or premature death as an adult (Harris, 2014; Tough, 2011). Ask any Berea College Labor Supervisor, Academic Advisor, Residential Life staff, Center Director, coach, or teaching faculty member about ACEs, and memories about Berea students and their stories will surface.
In National College Health Assessment Surveys from 2006, 2008, and 2010, Berea students report higher rates than students nationally in

- Physical assaults (not sexual assaults)
- Verbal threats
- Sexual touches without consent
- Attempted sexual penetration
- Stalking.

And they report much higher incidents than national students of relationships that were emotionally, physically, and sexually abusive (OIRA, 2012). Berea students are resilient, but ACEs potentially pose concern for their health, particularly as adults.

**Berea College Student Data**

Berea College has had a robust Office of Institutional Research and Assessment (OIRA) for over two decades that has tracked the health issues and needs of the student body. OIRA has administered regularly a multitude of surveys that include health, fitness, and wellness constructs. Surveys focus on entering students (Cooperative Institutional Research Project, or CIRP), all enrolled students (American College Health Association National College Health Assessment, or ACHA-NCHA), graduating seniors, alumni, Labor Supervisors, and others. The OIRA maintains a public website (OIRA, Office of Institutional Research and Assessment homepage, 2015) that segments most survey results by topical area, including health and wellness. These data are shared with administrators and faculty and staff on a regular basis and have helped the College determine the need for health interventions over the years. These data have been crucial and compelling to the SACSCOC Leadership Team as it pursued its thinking and planning.

Challenges Berea’s students face are reflected in responses to the ACHA-NCHA II (American College Health Association, 2010) question: Within the last 12 months, has any of the following been traumatic or very difficult for you to handle? There was a 35.2 percent response rate in 2008 and a 43 percent response rate in 2010:

“Within the last 12 months, has any of the following been traumatic or very difficult for you to handle?

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<th>Item</th>
<th>Fall 2008 Berea</th>
<th>Fall 2008 National</th>
<th>Fall 2008 Difference</th>
<th>Spring 2010 Berea</th>
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<tbody>
<tr>
<td>Academics</td>
<td>58.0%</td>
<td>45.2%</td>
<td>12.8%</td>
<td>56.6%</td>
<td>43.9%</td>
<td>12.7%</td>
</tr>
<tr>
<td>Family problems</td>
<td>43.0%</td>
<td>28.4%</td>
<td>14.6%</td>
<td>44.8%</td>
<td>27.7%</td>
<td>17.1%</td>
</tr>
<tr>
<td>Finances</td>
<td>47.6%</td>
<td>35.5%</td>
<td>12.1%</td>
<td>46.9%</td>
<td>35.2%</td>
<td>11.7%</td>
</tr>
<tr>
<td>Health of a family member/partner</td>
<td>28.7%</td>
<td>18.6%</td>
<td>10.1%</td>
<td>31.7%</td>
<td>18.4%</td>
<td>13.3%</td>
</tr>
<tr>
<td>Sleep difficulties</td>
<td>32.0%</td>
<td>23.8%</td>
<td>8.2%</td>
<td>35.0%</td>
<td>25.4%</td>
<td>9.6%</td>
</tr>
<tr>
<td>Personal health issues</td>
<td>23.4%</td>
<td>17.9%</td>
<td>5.5%</td>
<td>27.1%</td>
<td>17.5%</td>
<td>9.6%</td>
</tr>
<tr>
<td>Death of a family member or friend</td>
<td>19.9%</td>
<td>16.1%</td>
<td>3.8%</td>
<td>21.1%</td>
<td>15.8%</td>
<td>5.3%</td>
</tr>
<tr>
<td>Personal appearance</td>
<td>26.2%</td>
<td>22.9%</td>
<td>3.3%</td>
<td>25.3%</td>
<td>21.6%</td>
<td>3.7%</td>
</tr>
<tr>
<td>Relationships</td>
<td>34.9%</td>
<td>26.7%</td>
<td>8.2%</td>
<td>35.7%</td>
<td>24.4%</td>
<td>11.3%</td>
</tr>
</tbody>
</table>
Consequently, the stress levels Berea College students report are higher than their national peers, again as reported in the ACHA-NCHA II survey from 2010: 66 percent of Berea males and 49 percent of Berea females reported “more than average” and “tremendous stress,” compared nationally to 56 percent of males and 42 percent of females. In a 2013 survey of Labor Supervisors (Berea is one of seven federally designated Work Colleges; all students work in a labor position at least ten hours per week supervised by a faculty or staff member) at Berea College, 41.7 percent cited sleeping issues a wellness challenge for students they supervise, and 38.5 percent cited stress management as a wellness issue for students they supervise (OIRA, 2013, 9). One source of stress is the pressure to succeed at Berea given students’ limited options for high-quality education that is affordable. Because Berea College charges no tuition, students are expected to graduate in four years to enable as many students as possible to receive a college degree at Berea College who may not otherwise have the opportunity to earn one. Students cannot drop out of a term or attend part-time without explicit permission from the institution (or without going through a formal approval process).

Berea students report substantially higher rates of allergies, back pain, depression, and obesity compared to national college cohorts. They are also much less likely to have had regular dental examinations and cleanings, and only 8 percent of Berea’s incoming first-years rate their overall health as excellent compared to 40 percent of college students nationally. Forty-four percent of Berea’s graduating seniors report that their overall health declined while in college. Data were also examined from the ACHA-NCHA II survey, administered in Spring 2010, that indicate only 5 percent of Berea students report eating five or more fruits or vegetables per day; and 50 percent of Berea students do not meet the requirements for aerobic physical activity set forth by the American College of Sports Medicine and the American Heart Association. Comparison data between Berea students and national trends of 2010 obesity rates shows higher percentages of overweight and obese students on campus.

Comparisons between Berea students and national trends of 2010 obesity rates

Berea students in the Cooperative Institutional Research Program (CIRP) report lower levels of emotional health and physical health over the last decade:

*Data taken from Cooperative Institutional Research Program (CIRP), First-Year Student Trends from 2002 through 2014.*
They also report higher rates than national students about suicide:

**Percent of Berea students (compared to their peers, nationwide) peers who self-reported the following:**

<table>
<thead>
<tr>
<th>Have you ever attempted suicide?</th>
<th>Fall 2008</th>
<th>Spring 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Berea</td>
<td>National</td>
</tr>
<tr>
<td>Never</td>
<td>88.8%</td>
<td>92.3%</td>
</tr>
<tr>
<td>Not in the last 12 months</td>
<td>9.7%</td>
<td>6.5%</td>
</tr>
<tr>
<td>In the last 2 weeks</td>
<td>0.4%</td>
<td>0.3%</td>
</tr>
<tr>
<td>In the last 30 days</td>
<td>0.0%</td>
<td>0.1%</td>
</tr>
<tr>
<td>In the last 12 months</td>
<td>1.2%</td>
<td>0.9%</td>
</tr>
</tbody>
</table>

Response rates: 2008 = 35.2%; 2010 = 43.0%. Compiled by the Office of Institutional Research and Assessment, May 2012 from the National College Health Assessment Surveys

Many Berea students have overcome significant obstacles prior to arriving at Berea College, and many arrive with unmet psychosocial needs. Families with limited financial resources often lack access to services that help to address psychosocial and health crises due to limited transportation, limited funds, and communities that lack sufficient resources. To address the mental health needs of Berea College students, the College’s Counseling Services offers three full-time counselors for students. The annual survey administered by the Association of University and College Counseling Center Directors (AUCCCD, 2014) reports that the counseling usage rates for private colleges the size of Berea College (1501-2500 students) are 9-14 percent of the student population; Berea College’s usage rates are 22-25 percent. Statistics from the past three years appear to indicate that Counseling Services is at capacity: In 2012-2013, 335 students sought services. In 2013-2014, this number grew to 365. It then dropped to 342 in 2014-2015, due partly to the fact that the Director committed to a growing number of administrative and strategic planning duties. Part of this planning includes the introduction of a series of psychosocial education groups to serve a greater number of students with existing staff. An increasing number of students are self-reporting as being “in crisis” – meaning, they report to Counseling Services with an urgent need to be seen without a scheduled appointment, often suicidal – up from 16 in 2012-2013 to 55 in 2014-2015. Additionally, the 2014 AUCCCD Survey reported that counseling centers at colleges the size of Berea College averaged five student hospitalizations for psychiatric reasons compared to the 13 hospitalizations at Berea in the same academic year.

In the fall 2014 administration of the CIRP (Cooperative Institutional Research Program) to Berea’s first-year students, they rated themselves lower on both emotional and physical health (the question was, “Rate yourself on each of the following traits as compared with the average person your age”) at statistically significant levels compared to students at private/nonsectarian four-year colleges with high selectivity (Berea’s response rate was 84 percent) (OIRA, Cooperative Institutional Research Program (CIRP), 2014). In response to the question, “During your last year in high school, how much time did you spend during a typical week doing the following activities?” Berea first-year responses were significantly lower on “Exercise or sports.” Interestingly, Berea first-year students also rated themselves lower on “partying”; the percent of students who indicated “frequently” or “occasionally” drank beer was 15 percent for Berea
first-year students in 2014 compared to 33 percent at non-sectarian (high selectivity) institutions, 34 percent at four-year private institutions, 29 percent at four-year publics, and 34 percent from all participating institutions.

Data from Berea students also have indicated a desire to learn how they can be healthier. The following graph demonstrates how Berea College graduates rate the importance of a variety of educational outcomes and also shows how graduates rate the contribution made by the College to their personal growth for each outcome. Although graduates place high importance on developing a healthy lifestyle, there is a substantial gap between the importance rating and the contribution rating.

*How important are each of the following to you personally?*

Rate the contribution made by Berea College toward your personal growth for each of the following:

<table>
<thead>
<tr>
<th>Importance</th>
<th>Contribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very important</td>
<td>Great contribution</td>
</tr>
<tr>
<td>Not at all important</td>
<td>No contribution</td>
</tr>
</tbody>
</table>

**GRADUATES (N=1,068)**

![Graph showing ratings of importance and contribution for various personal growth outcomes.]

*Source: Office of Institutional Research and Assessment, July 2010*

Berea students in the past have indicated higher interest than national peers on every question about receiving information about health topics.

Percent of Berea students (compared to their peers, nationwide) who indicated an interest in receiving information from their college or university on each of the following topics:

<table>
<thead>
<tr>
<th>Topics</th>
<th>Fall 2008</th>
<th>Spring 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Berea</td>
<td>National</td>
</tr>
<tr>
<td>Alcohol and other drug use</td>
<td>28.0%</td>
<td>27.8%</td>
</tr>
<tr>
<td>Depression/Anxiety</td>
<td>52.5%</td>
<td>46.9%</td>
</tr>
<tr>
<td>Eating Disorders</td>
<td>29.7%</td>
<td>28.7%</td>
</tr>
<tr>
<td>Grief and loss</td>
<td>45.0%</td>
<td>36.6%</td>
</tr>
<tr>
<td>How to help others in distress</td>
<td>62.1%</td>
<td>52.2%</td>
</tr>
<tr>
<td>Injury prevention</td>
<td>42.7%</td>
<td>34.7%</td>
</tr>
<tr>
<td>Nutrition</td>
<td>60.3%</td>
<td>59.9%</td>
</tr>
<tr>
<td>Physical activity</td>
<td>55.6%</td>
<td>55.5%</td>
</tr>
</tbody>
</table>
Finally, in the fall of 2014, the Director of Health and Wellness of Berea’s *Thrive!* Program piloted a “Wake Up with Wellness” biometric screening program with a subset of fall 2014 incoming first-year students to gather additional data. Although cholesterol and glucose levels were typically within the normal range for the majority of the 87 students screened, 29 percent fell within the overweight or obese categories. To supplement that data, all students were also asked to complete a *Student Health 101* online self-assessment survey. Of the approximately 150 students who completed the survey questions: over 50 percent reported getting less than seven hours of sleep per night; over 15 percent indicated they want to improve their eating habits; 33.8 percent classified themselves as overweight; and 90 percent indicated they would like to increase their physical activity.

**Student Health Summary**

The SACSCOC Leadership Team came to the following conclusions regarding data about Berea students and health:

- *Students want to improve their health.* While the health habits of Berea’s first-year students is generally below average, the desire of students to engage in health-promoting behavior while at Berea College is clear. For example, in one recent first-year student survey, over 90 percent of entering students rate as important:

  - Eating a good diet
  - Maintaining good sleep habits
  - Managing stress
  - Being physically active
  - Gaining knowledge and skills to maintain a healthy life style.

- Although Berea graduates place high importance on developing a healthy lifestyle, *data show that there is a substantial gap for how they rate Berea’s effect on this goal.*

- Although Berea College students are well below public health recommendations on health behaviors such as eating fruits and vegetables, *they do express interest in learning about health-promoting behaviors at levels higher than the national averages.* Providing Berea students with this knowledge and the environment to reinforce positive
lifestyle behaviors will serve them well while they are on campus and in their future lives.

A Reflection of the Mission of Berea College  
*Being and Becoming* (2011), Berea’s current strategic plan, explains:

- We seek to understand the interconnectedness of our natural, fabricated, and human worlds. We seek to prepare ourselves and our students to live thoughtfully within our natural and human-made environments and to take responsibility for the healthy development of both. We should seek to teach Berea students the obvious and subtle interdependencies between our human and natural, and our human and fabricated worlds.

Recent initiatives only serve as momentum toward the selection of the QEP topic, including faculty and staff research on student health and sleep habits, growing efforts to teach financial literacy, establishment of a comprehensive wellness program for the campus community with the assistance of external grant funding, and the priorities beginning in 2012 of Berea’s ninth president. Even before the identification of wellness as a possible QEP topic, President Lyle Roelofs has often articulated to the College community how the second Great Commitment (“To provide an education of high quality with a liberal arts foundation and outlook”) will not be realized if the College only focuses on the life of the mind and ignores the calls to improve the body and the spirit so that Berea graduates can go out into the world and truly prosper holistically. He has registered public concern about sending students out into the world not yet willing or equipped to cope with issues of personal wellness. He has also reminded the community of the seventh Great Commitment (“To maintain a residential campus and to encourage in all members of the community a way of life characterized by plain living, pride in labor well done, zest for learning, high personal standards, and concern for the welfare of others”), and how curricularly and co-curricularly Berea must teach students how to live healthy lives here in Berea now so that students are prepared for the world that awaits them. National data about citizens in Appalachia and the South further calls the College to wellness as the QEP topic, reflecting the College’s eighth Great Commitment (“To serve the Appalachian region primarily through education but also by other appropriate services”). Such data indicate in many ways the damage that Berea students have experienced prior to their arrival on campus by living in unjust, unhealthy, environmentally degraded, low-wealth and even marginalized communities. Finally, It is the collective discomfort with the health and wellness of Berea’s students, represented in data, which serves to crystallize community effort to address this foundational need to enhance student learning and impact lives.

*For these reasons, the SACSCOC Leadership Team accordingly selected Student Wellness (Topic Three) as the focus of Berea College’s QEP on February 24, 2014, at the SACSCOC Leadership Team meeting.*
IV. PROCESS USED TO DEVELOP THE QEP

In order to invite broad participation in the development of the QEP topic, the SACSCOC Leadership Team sent an e-mail (10 March 2014) to all students, staff, and faculty inviting members interested in serving on the QEP Development Team to submit a brief description of their interest and any special skills/experience that might benefit the team in its work. A description of the tasks to be undertaken by the QEP Development Team and a summary of the selected QEP topic was also included. A list of the 20 individuals who volunteered for the QEP Development Team membership, along with their statements of interest, was forwarded to the SACSCOC Leadership Team on 24 March 2014; the pool included ten faculty members, five staff members, and five students.

The SACSCOC Leadership Team finalized the QEP Development Team selection in early April 2014, including individuals who volunteered but also persons from the campus with special expertise or background pertinent to the selected topic. Membership in the QEP Development Team reflected the eight dimensions of wellness established at the College in 2013: physical, emotional, spiritual, financial, intellectual, occupational, social, and sustainable.

President Lyle Roelofs selected Jill Gurtatowski, Director of Health and Wellness, and Dawn Anderson, Professor of Biology, as co-directors of the QEP Development Team. Meetings began in May 2014, and all members were available to work throughout the summer 2014 term and were compensated for their efforts.

<table>
<thead>
<tr>
<th>QEP Development Team</th>
<th>Name</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ms. Tuvshinzaya Amaranzaya</td>
<td>Student, Senior Psychology Major</td>
<td></td>
</tr>
<tr>
<td>Dr. Dawn Anderson</td>
<td>Co-Chair; Professor of Biology</td>
<td></td>
</tr>
<tr>
<td>Dr. Martha Beagle</td>
<td>Professor of Health and Human Performance</td>
<td></td>
</tr>
<tr>
<td>Dr. Janice Blythe</td>
<td>Professor of Child and Family Studies</td>
<td></td>
</tr>
<tr>
<td>Dr. John Carlevalle</td>
<td>Associate Professor of Classical Languages and Literature</td>
<td></td>
</tr>
<tr>
<td>Ms. Jill Gurtatowski</td>
<td>Co-Chair; Director of Health and Wellness</td>
<td></td>
</tr>
<tr>
<td>Ms. Rebecca Hunter</td>
<td>Student, Health and Human Performance Major</td>
<td></td>
</tr>
<tr>
<td>Ms. Alicia Klopfer (after July 2014)</td>
<td>Residential Life Collegium</td>
<td></td>
</tr>
<tr>
<td>Dr. Ian Norris</td>
<td>Associate Professor of Business</td>
<td></td>
</tr>
<tr>
<td>Ms. Bev Penkalski</td>
<td>Executive Assistant to the Vice President for Labor and Student Life</td>
<td></td>
</tr>
<tr>
<td>Dr. Sue Reimondo</td>
<td>Director of Counseling Services</td>
<td></td>
</tr>
<tr>
<td>Dr. Loretta Reynolds</td>
<td>College Chaplain</td>
<td></td>
</tr>
<tr>
<td>Mr. Joe Saleem (through July 2014)</td>
<td>Residential Life Collegium; Campus Life Program Coordinator</td>
<td></td>
</tr>
</tbody>
</table>

A QEP Moodle site provided an accessible electronic repository of meeting minutes, shared documents, URL data links, sub-committee reports, and pertinent literature and resources. Early work involved educating all team members on the expectations of a high-quality QEP, especially that a QEP must address “a well-defined focus topic or issue related to enhancing student learning and/or the environment supporting student learning” (SACSCOC, 2011, 39). Over the course of their work, from May 2014 until June 2015, members attended meetings and conferences, including the Association of College and University-International (ACUHO-I)

Best Practices
As a way to focus on the selected QEP topic, “Learning How to Live a Life Characterized by Wellness,” QEP Development Team members reviewed best practices, particularly in terms of institutional responses to enhancing student health. These institutions included

- University of Chicago, https://wellness.uchicago.edu
- Emory University, http://studenthealth.emory.edu/hp/

QEP Development Team members also reviewed the national objectives for improving student health as outlined in the American College Health Association Healthy Campus 2020 initiative (2012). In addition, team members were cognizant that the QEP needed to be designed to integrate with the current Berea College Thrive! Comprehensive Wellness Program rather than duplicate efforts.

Narrowing the Topic
Based on review of available survey data, learning-outcome development potential, and student-learning impact (knowledge, skill development, behavior, and value changes), QEP Development Team members prioritized, shared, and discussed their top-three focus area choices. Following much discussion, final focus topic choices were narrowed in the summer of 2014 to Stress, Depression, Sleep, and Physical Activity.

Over the course of several meetings in the summer of 2014, QEP Development Team members identified that many of the topics the group had explored would fall under the umbrella topic of “Stress.” A working definition of “stress” was drafted based on definitions researched and submitted by QEP Development Team members: “Stress is the non-specific response to perceived demand (threat) to mental, physical, emotional and spiritual well-being.”

In later meetings with the SACSCOC Leadership Team, however, QEP Development Team members discussed whether a focus on stress was too narrow or too big. Ultimately, the consensus was that stress was an important criterion of the QEP, but that student learning about wellness concepts was equally important and should be reflected in student learning outcomes, perhaps alongside stress reduction.

After many deliberations throughout the fall 2014 term, the QEP Development Team articulated the QEP as “A FRESH Start: Learning to Thrive! at Berea College (the acronym FRESH stands for **First-year Residential Experience Supporting Health**). Initially, the group
concentrated on the potential value of a small living-learning component that would engage students in the nascent learning outcomes. The QEP Development Team had begun thinking of a new course around which learning outcomes could be pursued as well.

In December 2014, the Academic Vice President and Dean of the Faculty (AVP), though, offered some concerns about the limited size of such a living and learning community and the exploration of a new course given the current HLT 100 Lifetime Health and Fitness general education course required of all students. The SACSCOC Leadership Team affirmed these concerns. Discussions focused on some of the frustrations with HLT 100, especially its half-credit constraint given the content that faculty wished to pursue, and the co-directors and the AVP began thinking about a “more and better” approach of the FRESH Start QEP. Principles were developed:

- The QEP should significantly enhance student learning and/or the environment that supports student learning,
- It should seek to impact all first-year students,
- It should work through HLT 100, perhaps using the QEP as leverage to increase the course to a full academic credit (one credit at Berea is equivalent to four semester credit hours) and to substantially revise the course,
- It should seek to infuse as many of the benefits of a living-learning community as possible throughout the first-year Residence Halls without being constrained by logistical challenges of a widespread plan,
- It should be evidence based,
- It should be mindful of curricular and co-curricular collaborative potential, with the goal of integrating academic affairs and student life.

In a December 2014 meeting of the QEP Development Team and members of the SACSCOC Leadership Team, the combined group affirmed these principles.

The QEP Development Team met on December 12, 2014, to redirect the developing QEP (QEP Development Team, 2014). FRESH Start was thus refined as “an integrative curricular and co-curricular initiative aimed at and involving first-year students in the pursuit of a healthy, well-balanced, and intentional lifestyle.” Throughout the spring 2015 term, the QEP Development Team met regularly with faculty in the Health and Human Performance Academic Program—those who teach HLT 100 regularly—and with staff in Student Life and Residential Life.

**QEP Development Team Additions and Sub-committees**

In January 2015, additional members joined the QEP Development Team to facilitate the QEP development process. New QEP Development Team members included:

- Dr. Robert Smith (Director of Academic Assessment; SACSCOC Leadership Team)
- Dr. Linda Strong-Leek (Vice President for Diversity and Inclusion and Associate Vice President for Academic Affairs; SACSCOC Leadership Team)
- Judith Weckman (Director, Institutional Research and Assessment; SACSCOC Leadership Team)
In order to continue to solicit ideas and thinking from a broad swath of campus, four sub-committees with specific assignments were established, and a QEP Development Team member was assigned to each sub-committee. The QEP sub-committees and assignments were as follows:

**Marketing/Communications Sub-committee**

<table>
<thead>
<tr>
<th>Members (Affiliations):</th>
<th>Assignments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ian Norris (Organizer; QEP Team Member)</td>
<td>1. Plan and organize a student-designed QEP logo competition to be conducted in the spring 2015 term with a logo-selected by mid-April 2015.</td>
</tr>
<tr>
<td>Tuvshinzaya Amarzaya (QEP Team Member; Student)</td>
<td></td>
</tr>
<tr>
<td>Erica Berejnol (Student)</td>
<td></td>
</tr>
<tr>
<td>Charlie Campbell (Alumni &amp; College Relations)</td>
<td></td>
</tr>
<tr>
<td>Nate Daniels (College Store)</td>
<td></td>
</tr>
<tr>
<td>Linda Kuhlmann (Printing Services)</td>
<td></td>
</tr>
<tr>
<td>J. Morgan (Alumni &amp; College Relations)</td>
<td>2. Develop a logistics plan to advertise the QEP on-/off-campus.</td>
</tr>
</tbody>
</table>

**Development Sub-committee**

<table>
<thead>
<tr>
<th>Members (Affiliations):</th>
<th>Assignments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Janice Blythe (Organizer; QEP Team Member)</td>
<td>1. Develop “talking points”/“elevator pitch” for QEP goals/learning outcomes to be disseminated among students, staff, and faculty.</td>
</tr>
<tr>
<td>Martha Beagle (QEP Team Member)</td>
<td></td>
</tr>
<tr>
<td>Rebecca Hunter (Student; QEP Team Member)</td>
<td></td>
</tr>
<tr>
<td>Mark Nigro (Brushy Fork Institute)</td>
<td>2. Develop a QEP education workshop for students/employees (work with MCSC).</td>
</tr>
</tbody>
</table>

**Curricular/Co-Curricular Sub-committee**

<table>
<thead>
<tr>
<th>Members (Affiliations):</th>
<th>Assignments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Carlevale (Organizer; QEP Team Member)</td>
<td>1. Outline what aspects of QEP Goals/Student Learning Outcomes can be best addressed by curricular or co-curricular programming</td>
</tr>
<tr>
<td>Alicia Klopfer (Organizer; QEP Team Member)</td>
<td></td>
</tr>
<tr>
<td>Kelly Ambrose (QEP Team Member)</td>
<td></td>
</tr>
<tr>
<td>Loretta Reynolds (QEP Team Member)</td>
<td>2. Identify curricular and co-curricular QEP partners</td>
</tr>
<tr>
<td>Gus Gerassimides (Student Life)</td>
<td></td>
</tr>
<tr>
<td>Chris Lakes (Academic Services)</td>
<td>3. Outline curricular and co-curricular QEP programming components</td>
</tr>
</tbody>
</table>

**Assessment Sub-committee**

<table>
<thead>
<tr>
<th>Members (Affiliations):</th>
<th>Assignments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Robert Smith (Organizer; QEP Team Member)</td>
<td>1. Refocus QEP goals based on QEP modification schematic (as needed)</td>
</tr>
<tr>
<td>Sue Reimondo (QEP Team Member)</td>
<td></td>
</tr>
<tr>
<td>Linda Strong-Leek (QEP Team Member)</td>
<td>2. Refocus Student Learning Outcomes (as needed)</td>
</tr>
<tr>
<td>Judith Weckman (QEP Team Member)</td>
<td>3. Outline assessment plan</td>
</tr>
</tbody>
</table>

These sub-committees submitted their assignment reports on 13 February 2015, and they are included in Appendixes A-D.

Furthermore, in order to ensure broad participation from the campus, throughout the QEP development process students and colleagues were called upon to weigh in with their expertise and opinions. The table below lists individual contributors and academic classes that aided in the process.
QEP Development Partners

<table>
<thead>
<tr>
<th>Partner</th>
<th>Title/Program</th>
<th>Division</th>
</tr>
</thead>
<tbody>
<tr>
<td>Erica Berejnoi</td>
<td>Business Major</td>
<td>Student</td>
</tr>
<tr>
<td>Jay Buckner</td>
<td>Media Relations/Video Manager</td>
<td>Alumni &amp; College Relations</td>
</tr>
<tr>
<td>Charlie Campbell</td>
<td>Graphic Web/Mobile Designer</td>
<td>Alumni &amp; College Relations</td>
</tr>
<tr>
<td>Mike Dalessio</td>
<td>Lecturer, Health and Human Performance</td>
<td>Academic Programs</td>
</tr>
<tr>
<td>Nate Daniels</td>
<td>Berea College Store Manager</td>
<td>Operations &amp; Sustainability</td>
</tr>
<tr>
<td>Eric Davis</td>
<td>Public Safety Team Leader</td>
<td>Public Safety</td>
</tr>
<tr>
<td>Kate Egerton</td>
<td>Associate Professor, English</td>
<td>Academic Programs</td>
</tr>
<tr>
<td>Dara Evans</td>
<td>Campus Life Program Associate</td>
<td>Campus Life</td>
</tr>
<tr>
<td>Gus Gerassimides</td>
<td>Assistant Vice President for Student Life</td>
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<td>Marie Gibaldi</td>
<td>Residential Life Collegium</td>
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<tr>
<td>Willie Gosnell</td>
<td>Wellness Labor Student, Nursing Major</td>
<td>Student</td>
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<td>Savanah Hill</td>
<td>Hall Coordinator, Deep Green Residence Hall</td>
<td>Student/Student Life</td>
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<td>Mike Johnson</td>
<td>Associate Professor, Health and Human Performance</td>
<td>Academic Programs</td>
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<td>Miles Kinnamont</td>
<td>Hall Coordinator, Dana Hall</td>
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<td>Linda Kuhlmann</td>
<td>Senior Graphic Designer</td>
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<td>Emily LaDouceur</td>
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<td>Chris Lakes</td>
<td>Director, First-Year Programs; Assistant Director, Academic Services</td>
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<td>Julie Lasslo</td>
<td>Assistant Professor, Health and Human Performance</td>
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<td>Martin Moesgaard</td>
<td>Danish Exchange Instructor</td>
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<td>Jacob Mondine</td>
<td>Wellness/QEP labor student</td>
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<td>A. J. Mortara</td>
<td>Assistant Professor, Health and Human Performance</td>
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<td>Mark Nigro</td>
<td>Program Associate</td>
<td>Brushy Fork Institute</td>
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<td>Joan Pauly</td>
<td>Sustainability Coordinator</td>
<td>Operations &amp; Sustainability</td>
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<td>Jamie Poff</td>
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<td>Shalamar Sandifer</td>
<td>Academic Success Associate</td>
<td>Academic Services</td>
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<td>Johann St. John</td>
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<td>Melody Srsic</td>
<td>Assistant Professor, Health and Human Performance</td>
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<td>Michael Thomas</td>
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<td>Tanner Thompson</td>
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<td>Ginger Watkins</td>
<td>Campus Life Program Coordinator</td>
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<tr>
<td>Stephanie Woodie</td>
<td>Assistant Professor, Health and Human Performance</td>
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<tr>
<td>Amanda Wyrick</td>
<td>Assistant Professor, Psychology</td>
<td>Academic Programs</td>
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<td>Members of HLT 286</td>
<td>Peer Health Education Training and Certification</td>
<td>Students</td>
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<td>COM 286</td>
<td>Graphic Design Principles and Production</td>
<td>Students</td>
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<td>BUS 363</td>
<td>Marketing</td>
<td>Students</td>
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Sub-committees and the full QEP Development Team continued to meet throughout the spring 2015 term. The Curricular/Co-curricular Sub-committee divided into two working groups to focus on their specific goals and tasks. Several combined QEP Development Team and QEP Sub-committee workshops were held throughout the spring term to work on the QEP plan structure, logistics, programming, and training. A two-day retreat was held in May 12-13, 2015, bringing together Health and Human Performance Program (HHP) Wellness faculty and Student Life staff to discuss collaborative and integrative efforts and programming as part of the FRESH Start Program. Readings and discussions focused on:
• A FRESH Start summary,
• Integrative learning (Huber and Hutchings, 2004; Huber, Hutchings, Gale, Miller, and Breen, 2007; SACSCOC, 2012),
• The current HLT 100 course (e.g., course goals, structure, topics, strengths, challenges, and common syllabus),
• Programming possibilities in the Student Life area (e.g., Alcohol-wise, Green Dot, Residence Hall programming, learning stress management strategies as part of weekly labor meetings, Residence Hall wellness focus groups, wellness passport activity, linkage between the HLT 100 course “behavior change project” and a Residence Hall self-awareness development activity, syncing HLT 100 and Student Life topic and calendar activities, etc.),
• Types of assessments that could be used to measure the effectiveness of the collaborative/integrative efforts of the curricular and co-curricular areas.

Additional Data
In the summer of 2015, additional data were received from the College’s implementation of Mapworks retention software that confirmed the extent to which Berea’s students are affected by issues of health and wellness.

Select health-related results from the 2014 Fall Transition Survey of First-Year Students

<table>
<thead>
<tr>
<th>Sleep &amp; Physical Activity</th>
<th>Stress – Family/Social</th>
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<tbody>
<tr>
<td>58.3% are not getting adequate sleep at least half of the time or not at all.</td>
<td>25.9% report that family obligations are causing moderate to significant interference with their ability to complete coursework.</td>
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<tr>
<td>72.0% are not getting the recommended 7 to 9 hours of sleep on nights before classes.</td>
<td>11.6% experience moderate to serious problems with their roommate.</td>
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<td>60.6% are not getting adequate exercise (enough to remain physically healthy) at least half of the time or not at all.</td>
<td>24.9% feel extremely to moderately obligated to be back at home.</td>
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<td>62.4% are spending 5 or fewer hours per week engaged in physical activities.</td>
<td>22.7% feel to an extreme or moderate extent that attending college is pulling them away from their community.</td>
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<th>Stress - Academic</th>
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<tr>
<td>32.2% are experiencing moderate to extreme stress as a result of trying to allocate the correct amount of time to meet each of their obligations (e.g. social life, work life, family, student organizations, and coursework).</td>
<td>20.5% feel unsatisfied with the social activities in their residence hall/building.</td>
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<td>49.6% are experiencing moderate to extreme stress as a result of being unable to balance major commitments in your life (e.g. studying, social life, relationships, working, etc.).</td>
<td>40.7% are moderately to completely uncertain that they will be able to pay their tuition and fees for the next term.</td>
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<tr>
<td>59.8% are experiencing moderate to extreme stress as a result of not having enough time during the regular school week to do everything that is expected of them.</td>
<td>40.5% are moderately to completely uncertain that they will be able to pay their living expenses.</td>
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<td>54.0% are experiencing moderate to extreme stress as a result of now having to be completely responsible for themselves (e.g. getting to class, doing homework, etc.).</td>
<td>59.2% are moderately to completely uncertain that they will be able to pay for social activities with their friends.</td>
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<th>Stress – Work/Labor</th>
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<td>41.2% report that work/labor obligations are moderately to extremely interfering with their ability to complete coursework (e.g. attending class, studying, homework, practice).</td>
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Berea’s QEP: FRESH Start
The outcome of the 2015 work was a refined document identifying Berea’s QEP, **FRESH Start**, into a concise but guiding document, complete with learning goals and outcomes. This document is presented in Section VI.

It is important to point out that **FRESH Start** focuses on learning and practicing strategies of wellness and facilitating students’ understanding of the nature of stress in all its forms. Many factors suggest such a direction: the health disparities from which many of Berea’s students come, the health conditions in which many students arrive on campus, Berea’s historic mission to educate the whole person, and students’ expressed desires to learn more about health and wellness.

The official purpose of the QEP is to deepen and enhance students’ overall understanding of health and wellness and to help them develop behaviors and attitudes supportive of their own lifetime health and wellness. The SACSCOC Leadership Team and all members of the QEP Development and QEP Implementation Teams acknowledge that the QEP does not intend to enhance students’ broader learning in other academic areas or help them retain or graduate at greater rates. Berea’s latest first-to-second-year retention, at 86 percent, is at a 50-year high. Its six-year graduation rate of 65 percent is also illustrous given the poor socioeconomic conditions from which the majority of our students come (Berea beats educational demographers’ projections of graduation rate by 12 percentage points). Rather, Berea’s historical roots and mission to serve the people of Appalachia, coupled with the pervasive and insidious health-related problems that continue to plague the Appalachian region, makes this topic, as a learning objective unto itself, one of vital importance to Berea students. The intentionality behind this topic is reflected not just in the QEP, but also as an undercurrent that runs through each of the Great Commitments, as well as a specific component of the Aims of General Education (See “Habits of Mind”—develop habits leading to lifetime health and fitness). Without developing the knowledge and behaviors that promote good health and well-being, many Berea students would likely face significant health-related challenges that will complicate or diminish their ability to achieve their personal and educational goals. If, on the other hand, a focus on health and wellness education proves to enhance academic performance in other areas, such an improvement would be a welcome value-added feature of the QEP.
V. LITERATURE REVIEW

Berea’s QEP Development Team has engaged with previously published studies and identified best practices in order to better focus and ultimately implement the FRESH Start QEP at Berea College. The work focused on particular facets of Berea’s QEP. These included five areas to deepen the team’s knowledge and understanding:

- Student Health and Stress
- Health Promotion
- Integrative Learning
- The Variety of Learning Communities
- Student Affairs and Student Learning

This section was researched and written in 2014-2015 by the QEP Development Team co-directors, with input from faculty in the Health and Human Performance Program.

Student Health and Stress
Health Behaviors in College Students
Research suggests that health behaviors formed during young adulthood may have a sustaining impact on health and wellness across the lifespan. Entering college can be an exciting, yet stressful time, as young adults must adapt to changes in academic workloads, social networks, and a new physical environment. Coupled with these changes and new responsibilities, students have greater freedom and more autonomy over their lifestyle choices than ever before. Such a transitional period is an opportune time to establish healthy lifestyle behaviors. However, many students come to college already engaging in risky health behaviors, including those that contribute to unintentional injuries and violence, tobacco use, and alcohol and drug use. They may also engage in sexual behaviors that contribute to unintended pregnancy and sexually transmitted diseases, physical inactivity, and unhealthy dietary behaviors (CDC, 2014). Identifying factors that influence positive health behaviors and incorporating them into health promotion and education programs can potentially have lasting effects well past the college years.

Health Habits of Entering First-Year Students
The majority of incoming Berea College students (72 percent) come from the College’s highlighted “in-territory” counties in Kentucky and Appalachia, reflective of the College’s first and eighth Great Commitments:
When comparing high school students from the state of Kentucky to high school students from across the United States based on the Centers for Disease Control’s Youth Risk Behavior Surveillance report (CDC 2013), Kentucky students are more likely to have engaged in the following behaviors or possess the following attributes (43 percent of Berea students in 2014-2015 were from Kentucky):

Tobacco use
- Ever tried cigarettes
- Smoked a whole cigarette before age 13
- Ever smoked at least one cigarette every day for 30 days
- Currently use smokeless tobacco

Dietary behaviors
- Did not eat fruit or drink 100 percent fruit juices during last seven days
- Drank a can, bottle, or glass of soda or pop one or more times per day
- Drank a can, bottle, or glass of soda or pop three or more times per day

Physical Activity
- Did not participate in at least 60 minutes of physical activity on at least one day during last seven days
- Were not physically active 60 minutes per day on five or more days during last seven days
- Were not physically active 60 minutes per day on all seven days prior to survey
- Did not attend physical education classes on one or more days
- Did not attend physical education classes on all five days

Weight Control
- Were obese

On a slightly more positive note, high school students from Kentucky are less likely than high school students nationwide to:

Alcohol and other drugs
- Currently drink alcohol
- Obtain the alcohol they drank by someone giving it to them
- Ever have used or currently use marijuana
- Ever have used inhalants
- Ever have used ecstasy
- Ever have taken prescription drugs without a doctor’s prescription
Physical Activity

- Played video or computer games three or more hours per day
- Watched television three or more hours per day

Poverty and Health
Research shows an undeniable link between poverty and poor health. Appalachian Kentucky is among the most economically distressed areas in the U.S., where residents live in poverty at three times the national poverty rate, have the shortest life span in the nation, and face an epidemic of prescription drug abuse. According to the CDC publication, Health, United States, 2011, “Growing up in poverty raises children’s risks for school failure, poor health, and teen pregnancy and childbearing. In all racial and ethnic groups, children are more likely to be poor than adults.” Succinctly stated, “Income and education are factors that have a direct correlation with health status” (CDC, 2011). The 2013 Kentucky State Health Assessment report prepared by the Kentucky Department for Public Health, Cabinet for Health and Family Services, identified Seven Public Health Priorities that include, in large measure, educating at-risk populations about Healthy Eating, Active Living, and Mental and Emotional Health (Kentucky Dept. for Public Health, Cabinet for Health & Family Services, 2013). Education is the foundation of wellness—physical, spiritual, financial, social, as well as intellectual—and at the core of the mission of Berea College.

Health Habits of College Students
The challenges of Berea’s students are indicative of students nationally though more acute. Many college students exhibit health behaviors that are well below public health recommendations. In the United States, only 30-50 percent of college undergraduates are physically active and less than 25 percent eat at least five servings of fruits and vegetables each day (Wald et al., 2014). Sleep behaviors are often poor, and occasional sleep deprivation is a common problem (Lund et al., 2010, 9). The public health importance of addressing these and other health concerns on college campuses is highlighted in the American College Health Association (ACHA) Healthy Campus 2020 Report. Healthy Campus 2020, a companion document to Healthy People 2020, contains 11 topical areas and 54 health objectives, and sets targets that U.S. colleges and universities should strive to achieve by 2020 (American College Health Association, 2012).

Stress and First-Year College Students
The average family income of a Berea student is about $30,000 (calculated for a family of four). While Berea College first-year students do not have the traditional characteristics that define a typical “millennial generation” student (e.g., more ethnically diverse, higher household incomes, smaller family size, older and more educated parents), they do embody the traditional negative attributes of the millennial generation: overscheduled, heavily monitored, and pressured to excel academically. Millennials are the first generation since 1945 to face a more stringent set of academic standards than the generation before it (Bland, 2012). Nationally, first-year college students routinely report the following “Life Event Stressors” and daily “hassles”:

Life-Event Stressors:
- Pressure to do well in school
- More difficult classes
- High parental expectation
- Change in living conditions
- Beginning college
- Making new friends
- Losing friendships/relationships
- Identifying a major or career choice

Daily “hassles”:
- Busy academic lifestyle
- Procrastination
- Text messaging
- Lack of sleep
- Assignments/papers

Seventy-five percent of the Berea College entering first year class in 2012 reported the following significant concerns:

**Significant concerns of incoming Berea first-year students (2012)**

Click all of the following that are significant concerns for you:

![Bar chart showing various concerns and their percentages.](chart.png)
Stress after College

A recent American Psychological Association survey suggests a connection between age and stress (APA, 2015). Millennials, those born between 1981 and 2000, report a higher level of stress than any other generation and appear to have difficulty coping. Difficulty in coping impacts both physical and mental health, as evidenced in the reported insomnia and eating habits statistics below. In addition, many Millennials state they feel isolated and/or lonely due to stress, even though they report having a number of close personal relationships.

Generational stress levels

- Millennials and Gen Xers report the highest levels of stress per generation (5.5 on a 10-point scale for millennials vs. 5.4 for Gen Xers, 4.5 for Boomers, and 3.5 for Matures). (Note: Gen Xers were born 1966-1976; Baby Boomers 1945-1962; Matures before 1945.)
- Millennials are the most likely of all generations to say their stress has increased in the past year (36 percent vs. 30 percent of Gen Xers, 24 percent of Boomers, and 19 percent of Matures).
- Millennials are more likely than any other generation to say they have felt a sense of loneliness/isolation due to stress in the past month (34 percent vs. 24 percent of Gen Xers, 21 percent of boomers, and 12 percent of Matures).
- More than four-fifths of Millennials (82 percent) say they have experienced at least one symptom of stress in the past month (compared with 79 percent of Gen Xers, 70 percent of Boomers, and 62 percent of Matures).

• Millennials are more likely than any other generation to say that stress has a very strong or strong impact on their physical health (30 percent vs. 27 percent of Gen Xers, 25 percent of Boomers, and 12 percent of Matures) and mental health (37 percent vs. 33 percent of Gen Xers, 23 percent of Boomers, and 11 percent of Matures).

• Millennials appear to rely on more sedentary stress management techniques than other generations, such as listening to music (57 percent vs. 42 percent of Gen Xers, 39 percent of Boomers, and 29 percent of Matures), watching television for more than two hours per day (44 percent vs. 37 percent of Gen Xers, 42 percent of Boomers, and 35 percent of Matures) and surfing the Internet going online (46 percent vs. 33 percent of Gen Xers, 37 percent of Boomers, and 31 percent of Matures).

• More than half of millennials say they have lain awake at night in the past month due to stress (51 percent compared with 45 percent of Gen Xers, 37 percent of Boomers, and 27 percent of Matures).

More than one-third of millennials say their eating habits are affected by stress:

• Forty-one percent say they have eaten too much/eaten unhealthy foods because of stress in the past month versus 35 percent of Gen Xers, 29 percent of Boomers, and 21 percent of Matures.

• Thirty-four percent say they have skipped a meal because of stress in the past month versus 26 percent of Gen Xers, 22 percent of Boomers, and 11 percent of Matures.

Overall, a sizable number of Americans of all ages say that they engage in unhealthy behaviors because of stress. Promoting positive health behaviors in college may help lay the groundwork for a healthier adulthood (Muenning et al., 2010).

**Health Promotion**

Health education, as a primary means of health promotion, particularly around health and stress, is the integral part of Berea’s FRESH Start QEP, and in this area, the QEP Development Team investigated several areas that could strengthen the thinking behind and ultimately the implementation of the QEP.

**Socio-ecological Model of Health Promotion**

Health promotion, as a concept, places emphasis on the roles of persons, groups, and organizations as active agents in shaping health practices and policies to optimize both individual wellness and collective well-being. Social ecology is an overarching framework used in health promotion for understanding the dynamic interactions among persons, groups, and their socio-physical environments in relation to health behaviors (Stokols, 1996). The social-ecological approach integrates person-focused efforts to modify individual health behavior with environmental-focused interventions to enhance the physical surroundings (IOM). In the socio-ecological model, health status and behavior are determined by the following:

**Public Policy:** Local, state, national, and global laws and policies. Examples: campus tobacco policy, alcohol sales and consumption, increased tax on cigarettes and alcohol, social injustice, Campus SaVE Act, and global warming.

**Community Factors:** Relationships among organizations, institutions, and informational networks within defined boundaries. Examples: residence halls, off-campus housing, local businesses (e.g., restaurants, Farmers’ Market, and Farm Store), walkability, transportation, and parks.

**Institutional Factors:** Social institutions with organizational characteristics and formal (and informal) rules and regulations for operations. Examples: campus climate (tolerance/intolerance), class schedules, lighting, unclean environments, distance to classes and buildings, meal times, availability of study and common lounge spaces, air quality, and safety.

**Interpersonal Processes and Primary Groups:** Formal and informal social networks and social support systems. Examples: Roommates, Labor Supervisors, Residence Advisors, rituals, customs, traditions, diversity, athletics, recreation, intramurals, clubs, and majors.

**Intrapersonal Factors:** Characteristics of the individual such as knowledge, attitudes, behavior, self-concept, skills, and developmental history. Examples: gender, spirituality, racial/ethnic identity, sexual orientation, economic status, financial resources, values, goals, genetics, resiliency, coping skills, time management skills, health literacy, and accessing health care skills.
Standards of Practice for Health Promotion in Higher Education

In 1996, the American College Health Association (ACHA) appointed a taskforce to study health promotion in the higher education setting and to develop professional standards of practice. ACHA first published the culmination of that research as the *Standards of Practice for Health Promotion in Higher Education* (SPHPHE) in 2001, and revised it twice (the third edition was released in 2012) (ACHA, 2012). SPHPHE serves as a guideline for the assessment and quality assurance of health promotion in higher education by defining the scope of practice and essential functions for the field.

**Standard 1. Alignment with the Missions of Higher Education**

Effective practice of health promotion in higher education requires professionals to align health promotion initiatives with the missions of institutions of higher education.

**Standard 2. Socio-ecological-Based Practice**

Effective practice of health promotion in higher education requires professionals to understand and apply a socio-ecological approach.

**Standard 3. Collaborative Practice**

Effective practice of health promotion in higher education requires professionals to engage and collaborate with interdisciplinary partners.

**Standard 4. Cultural Competency**

Effective practice of health promotion in higher education requires professionals to demonstrate cultural competency and inclusivity.

**Standard 5. Theory-Based Practice**

Effective practice of health promotion in higher education requires professionals to understand
and apply accepted theoretical frameworks and planning models that address individual and community health.

**Standard 6. Evidence-Informed Practice**
Effective practice of health promotion in higher education requires professionals to understand and use evidence to inform health promotion initiatives.

**Standard 7. Continuing Professional Development and Service**
Effective practice of health promotion in higher education requires professionals to engage in ongoing professional development and service to the field.

**Integrative Learning**
Berea College’s Strategic Plan, *Being and Becoming*, notes that “the overall vision for the contemporary Berea is simply stated: *The Berea College of the 21st Century can best be conceived as an integrated and continuous learning community that is inclusive of all its students, workers, offices, programs, and physical spaces*” (Berea College Faculty, Staff, and Board of Trustees, 2011, iv). Higher education professionals have also noted that “fostering students’ abilities to integrate learning—across courses, over time, and between campus and community life—is one of the most important goals and challenges for higher education” (Association of American Colleges & Universities, 2010; Kuh et al., 2005; Astin, 1993; Fink, 2003; Pascarella and Terenzini, 2005).

Berea’s Academic Program is embedded in the liberal arts and “offers a liberal education by helping students develop the skills, acquire the knowledge, and nurture the habits and attitudes that will enhance their ability to live reflectively and responsibly” (Berea College, n. d.). The core of Berea’s complex learning environment includes a wide variety of teaching and learning opportunities (e.g., classroom, laboratory, field, studio, gym, etc.). As one of seven federally recognized Work Colleges, Berea’s Labor Program also serves students with an important learning experience. The fact that Berea is a residential institution (79 percent of students in 2015-2016 live on campus) also allows the learning environment to extend beyond the walls of the classroom into student living spaces. The Residential Life Collegium, Campus Life, and the Willis D. Weatherford, Jr. Campus Christian Center all sponsor learning programs and activities within Residence Halls.

Integrative learning can be defined as “an understanding and a disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus” (Association of American Colleges & Universities, 2010). Integrative learning not only allows students to connect previous learning to new learning but also to make connections across the academic disciplines and beyond. Making connections is key to integrative learning: connections between course and disciplines, between the curricular and the co-curricular, between knowledge and practice (Huber and Hutchings, 2004). Integrative learning extends beyond the academic boundaries—into the larger campus, into the community, into the “real world” (Association of American Colleges & Universities, 2010; Huber and Hutchings, 2004).
Integrative learning is intentional. A recommendation from the “Greater Expectations” National Panel was that colleges and universities place increased emphasis on educating students to become “intentional learners” (Association of American Colleges & Universities Greater Expectations National Panel, 2002, 21). Participants noted that “intentional learners are integrative thinkers who can see connections in seemingly disparate information and draw on a wide range of knowledge to make decisions” (Ibid.). Knowledge and skills learned in one situation can be adapted to address problems encountered in another, whether that is in the classroom, the workplace, or in the community. The panel also noted that intentional learners are able to connect intellectual study to their personal lives (Ibid., 22) and that such student learners are empowered by mastering of a range of intellectual and practical skills (Ibid., 23). In “Integrative Learning: Mapping the Terrain,” Huber and Hutchings emphasize that a key to fostering integrative learning is to make students “more self-aware and purposeful—more intentional” (2007, 10).

Integrative learning fosters internal change in the learner. Internal changes include “the ability...to understand individual purpose, values and ethics” (Association of American Colleges & Universities, 2010). Developing the capacity for Integrative learning is “central to personal success, social responsibility and civic engagement in today’s global society” (Ibid.). George Kuh and others have noted that “learning and personal development during the undergraduate years occurs as a result of students engaging in both academic and non-academic activities, inside and outside the classroom” (Kuh et al., 2005; Astin 1993, 93; Pascarella and Terenzini, 2005, 91).

Integrative learning is reflective (Huber and Hutchings, 2004, Yancey, 1998). Reflection enables students to “look forward to goals (they) might attain (while) casting backward to see where (they) have been...to discover what (they) know, what (they) have learned and what (they) might understand” (Yancey, 1998).

High-Impact Practices
In his book Student Success in College (2005) and in his paper “High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter” (2008), George Kuh identified ten “high-impact” educational practices, many of which have implications for integrative learning. Aspects of four of the ten high-impact practices are incorporated into the FRESH Start QEP Program:

- First-Year Seminars/Experiences
- Common Intellectual Experiences
- Learning Communities, and
- Collaborative Assignments and Projects.

Many of Kuh’s high-impact practices overlap with the five clusters of effective educational practice used by the National Survey of Student Engagement (NSSE), which include:

- Level of Academic Challenge (challenging intellectual & creative work)
- Active and Collaborative Learning
Again, aspects of each the NSSE effective educational practices are included as part of the FRESH Start QEP Program. And Ashley Finley’s and Tia McNair’s 2013 AAC&U report, Assessing Underserved Students’ Engagement in High-Impact Practices documents how high-impact practices have even greater for underserved (first-generation, transfer, and underrepresented racial or ethnic minority) students, precisely those whom Berea serves (Finley and McNair, 2013).

The Variety of Learning Communities

Definitions
There is a great deal of literature on the efficacy of learning communities. A Learning Community (LC) represents a “purposeful restructuring of the curriculum to link together courses or coursework so that students find greater coherence in what they are learning as well as increased intellectual interaction with faculty and fellow students” (Smith et al., 2004, 5). They are facilitating structures to promote and practice collaborative learning (Smith and MacGregor, 1992). Typically, learning communities are interdisciplinary curricular and/or topic/theme-based structures are designed to promote academic success by encouraging and fostering student-to-student and faculty-to-student interactions.

There are a myriad of learning community structures. Lenning and Ebbers (1999) classify learning communities into one of four different structural formats:

1. Curricular LCs (curriculum links activities),
2. Classroom LCs (course-level LC activities),
3. Residential LCs (residential hall activities), and
4. Student-type LCs (students grouped by common characteristics).

The intent of all learning communities, whether residential or non-residential, is to build a community of actively engaged learners among students, faculty, and co-curricular staff. Learning community models that could logistically be implemented to reach all first-year students influenced the QEP Development Team’s thinking.

Research
Research into the effectiveness of such approaches has been conducted by many individuals, but most notably by Astin, Tinto, Pascarella and Terenzini, Lenning and Ebbers, and Zhao and Kuh. Astin’s work suggested that active quality student engagement, both academic and social, is critically important (1993). Pascarella and Terenzini found that students participating in residential learning communities demonstrated even larger gains in intellectual development than those involved in solely curricular learning community structures (1991). Lenning and Ebbers reported that learning community participation was correlated with increased academic performance, increased learning engagement, increased intellectual development, and increased learning quantity and quality (Lenning and Ebbers, 1999). The work of Zhao and Kuh
further supports the positive connection between learning community participation and student engagement, success, and satisfaction (2004).

While most research has been conducted on the more complex learning communities (and living-learning community) models, Stassen found that less formal and elaborate learning community structures also support positive student learning outcomes, including increased student performance (as measured by GPA), increased persistence, and increased and academic integration (e.g., peer-to-peer involvement, student-to-faculty involvement) (Stassen, 2003). She also found that less complex learning communities provided many opportunities for increased integration of students’ academic and social worlds. Peer interaction has been reported by Astin as the “single most potent source of influence on student growth and development during the undergraduate years” (Astin, 1993). Even though Berea’s QEP focuses on health and wellness education—and not health and wellness education as a gateway to improved student academic success—the research informs how Berea decided to develop its goals even though the primary goal is that students have a better knowledge of health and wellness supported by both learning and lifestyle in and out of the classroom.

A longitudinal study investigating the impact of learning communities on the success of academically under-prepared, low-income students was conducted by Engstrom and Tinto (Engstrom and Tinto, 2008). They followed at-risk, ethnically diverse students from 13 community colleges nationwide, comparing the success and persistence of students who participated in a learning community to those who did not. They found that students in learning communities were “significantly more engaged than students in the comparison groups along all measures of engagement” and that these students also were significantly more positive regarding their perceived intellectual gains.

Research projects conducted at the Washington Center (National Resource Center for Learning Communities) at the Evergreen State College in Olympia, Washington, provide further evidence integrative learning is one of the greatest assets of learning communities (Evergreen State College, n. d.; Lardner and Malnarich, 2009).

**Student Affairs and Student Learning**

Historically, Student Affairs offices on most college campuses existed to provide student services, and to organize and supervise social activities. The conception of their primary role as a “service provider” began to change in 1949 with acknowledgment that Student Affairs professionals are key participants in student learning (NASPA, 1989). A perspective paper published on the 50-year anniversary of the 1937 American Council on Education pamphlet, *Student Personnel Point of Views*, specifically noted that student learning should be regarded as the central purpose of Student Affairs (NASPA, 1987).

**Learning Partnership: Academics and Student Affairs**

In 1987, in “The Student Learning Imperative: Implications for Student Affairs,” members of the American College Personnel Association’s (ACPA) Student Learning Project Group stated that “… the key to enhancing learning and personal development is not simply for faculty to teach more and better, but also to create conditions that motivate and inspire students to devote time and
energy to educationally-purposeful activities both in and outside the classroom” (ACPA, 1996). The Student Learning Group supported the idea that experiences in- and out-of-class and on- and off-campus contribute to learning and personal development, and that active engagement and collaboration with others was most likely to produce “optimal benefits.” They also specifically stated that “Student Affairs professionals are educators who share responsibility with faculty, academic administrators, other staff and students themselves for creating the conditions under which students are likely to expend time and energy in educationally-purposeful activities.”

It has been noted that Student Affairs offices often operate as “functional silos,” separate and apart from academic and administrative units. The Student Learning Group suggested that Student Affairs professionals more fully collaborate with other institutional entities and groups to promote student learning and professional development.

This concept was expanded in a seminal joint report of the American Association for Higher Education, American College Personnel Association and the National Association of Student Personnel Administrators entitled Powerful Partnerships: A Shared Responsibility for Learning (1998). This work makes the case that Academic Affairs and Student Affairs staff share responsibility for student learning, and that collaboration will allow significant progress to be made toward improving and deepening the undergraduate learning experience. The authors note that “collaborations between Academic and Student Affairs personnel and organizations have been especially effective in achieving...better learning for students.”

In the 2004 NASPA publication, Leadership for a Healthy Campus: An Ecological Approach for Student Success, Student Affairs leaders were challenged to think about the ways in which student health is influenced by the social environment, and to restructure campus communities so that they are “optimally organized to support, strengthen and enhance health, enabling students to achieve, learn, and serve” (NASPA, 2004).

**Partnership Learning Principles**

Several of the ten learning principles described in the Powerful Partnerships report directly relate to FRESH Start.

The first of the ten key principles described in the report states that “Learning is fundamentally about making and maintaining connections.” The authors note that rich learning experiences and environments allow students to make connections in many ways including:

- “through curricula integrating ideas and themes within and across fields of knowledge,“
- “through establishing coherence among learning experiences within and beyond the classroom,“
- “and through classroom experiences integrated with purposeful activities outside of class.”

Another key principle included in the FRESH Start program states that
• “Learning is developmental, a cumulative process involving the whole person, relating past and present, integrating the new with the old, starting from but transcending personal concerns and interests,”
• and that the “developmental nature of learning implies both a holistic and temporal perspective.”

A third key learning principle directly pertinent to FRESH Start is that

• “Learning is done by individuals who are intrinsically tied to others as social beings ... and are able to enhance learning through cooperation and sharing.”

The authors note that the individual and social nature of learning can create “powerful learning environments” that can:

• “cultivate a climate in which students see themselves as part of an inclusive community,” and
• “use the residential experience as a resource for collaborative learning and for integrating social and academic life.”

A final key learning principle directly connect to the FRESH Start Program states that “Much learning takes place informally and incidentally, beyond explicit teaching or in the classroom” and that such learning is enhanced by:

• “activities beyond the classroom that formalize learning experiences,”
• “an institutional climate that encourages student interaction related to educational issues,” and
• “campus life programs that relate directly to specific courses.”

Conclusion
The QEP Development Team drew several important principles from literature reviews. These included:

1. Identifying factors that influence positive health behaviors among college students and incorporating them into health promotion and education programs can potentially have lasting effects well past the college years.
2. College students in general tend to exhibit unhealthy behaviors, and the Healthy Campus 2020 initiative suggests a framework to improve the overall health status at higher educational institutions nationwide.
3. While stress is a widespread issue for Millennial students, they also seem to lack the necessary coping strategies to address the stresses and stressors they do encounter in a positive way.
4. The social-ecological approach integrates efforts geared to the individual to modify health behavior with environmental-focused interventions.
5. Integrative learning involves connections between curricular and co-curricular learning, between knowledge and practice, between the campus and the community, and between being a college student and an adult in the real world.

6. High-impact practices, especially in common intellectual experiences in the first year, common assignments, and learning communities are compelling evidence-based pedagogical practices.

7. The integrative nature of health and wellness education and behavioral change involves a number of campus constituencies, including professionals from Academic, Student Affairs, and administrative areas. Collaborations especially between Academic and Student Affairs can lead to deep learning opportunities.

Again, while evidence suggests a direct link between student health and academic performance, the focus of *FRESH Start* is on enhancing student learning of wellness and stress. If academic performance improves as a result of Berea’s QEP, it will be an important value-added contribution but not the primary goal of the plan.
VI. STUDENT LEARNING OUTCOMES

FRESH Start

Berea College’s “First-year Residential Experience Supporting Health,” FRESH Start, is an integrative curricular and co-curricular initiative to assist all first-year students in the pursuit of a healthy, well-balanced, and intentional lifestyle. The official purpose is to deepen and enhance students’ overall understanding of health and wellness and to help them develop behaviors and attitudes supportive of their own lifetime health and wellness. FRESH Start introduces students to a conception of holistic health, beyond just the physical, by offering an organized array of opportunities, both academic and co-curricular, to practice multiple dimensions of wellness. Data suggest that for Berea students, managing stress has been a persistent and widespread problem. FRESH Start helps all first-year students learn to mitigate the stresses associated with the transition from high school to college and throughout the rest of their lives.

Via its QEP, Berea College wants its first-year students to:

Learning Goal 1: Learn and practice strategies supportive of wellness.

   Learning Outcomes:

1. Using the “Dimensions of Wellness” paradigm, at least 80\(^1\) percent of students who participate in FRESH Start will be able to identify at least three personal strengths and three personal challenges in at least five dimensions of wellness;

2. At least 80 percent of students who participate in FRESH Start will, after one term, be able to report improving in at least one previously identified personal area for improvement;

3. At least 80 percent of students who participate in FRESH Start will demonstrate their ability to utilize at least three coping strategies and/or life management skills that promote life balance and wellness;

4. At least 55 percent of students who participate in FRESH Start will maintain a regular sleep schedule of between seven and nine hours per night;

5. At least 40 percent of students who participate in FRESH Start will demonstrate an attitude that values regular self-reflection on one’s emotional well-being;

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\(^1\) Target percentages that are less than 80 percent have been established based on institutional data and/or anecdotal observations of faculty and staff knowledgeable in those particular areas of wellness. In all other cases, initial target percentages of 80 percent have been established to reflect what the QEP Development Team members reasonably believe can be hoped to achieve through the various components of FRESH Start. Once data/evidence from the QEP becomes available, these target percentages may be adjusted up or down to better reflect the reality of Berea’s current campus culture while retaining an aspirational element that will help push the campus and the students to continually improve.
6. At least 40 percent of students who participate in *FRESH Start* will engage in at least 30 minutes of at least moderate physical activity on five or more days per week; and

7. At least 80 percent of students will complete pre- and post-wellness assessments and maintain or demonstrate improvement in at least one dimension of their wellness.

**Learning Goal 2**: Understand the nature of stress in all its forms. ("Stress" is defined in the QEP narrative as "the non-specific response to perceived demand [threat] to mental, physical, emotional, and spiritual well-being.")

**Learning Outcomes:**

1. At least 80 percent of students who participate in *FRESH Start* will be able to describe at least two positive and two negative characteristics of stress that impact their overall health;

2. At least 80 percent of students who participate in *FRESH Start* will be able to identify at least three resources available on campus that can assist them in addressing and managing issues of negative and chronic stress; and

3. At least 70 percent of students who participate in *FRESH Start* will report at least a 15 percent decrease in the number of negative consequences resulting from excessive/negative stress.
VII. ORGANIZATIONAL STRUCTURE

*FRESH Start* is housed within the Academic Division of the College, and it is intentionally placed there so as to ground the entire project in the enhancement of student learning. The co-directors of *FRESH Start* report directly to the Academic Vice President and Dean of the Faculty (AVP). They will work closely with the AVP so that the AVP can communicate regularly with both the Administrative Committee (composed of the President and Vice Presidents) and also with the Educational Policies Committee of the Board of Trustees. The AVP will be the first point of contact for co-directors when problems or unexpected needs arise. Co-directors will have release time to ensure adequate time to be effective.

**FRESH Start Implementation Team**

In the summer of 2015, the President and the AVP conferred on the selection of leadership for the QEP Implementation Team after a discussion with the SACSCOC Leadership Team in its April meeting. The President and the AVP settled on the idea of co-directors for the QEP Implementation Team. The following two people were asked to take the co-director positions:

Dr. Robert Smith, Director of Academic Assessment and Associate Professor of Psychology
Dr. Smith has been instrumental in ensuring that the academic assessment efforts of the College are robust. He has served as the first Director of Academic Assessment, having been appointed in 2011. He has also been a member of the SACSCOC Leadership Team as well as the QEP Development Team.

Dr. Lisa Turner, Assistant Professor of Nursing
Dr. Turner has a Ph.D. in Community Health Nursing and has many years of experience working in and throughout urban and rural communities and is passionate about deepening the learning of health education. She is widely published in the field of community health and wrote a dissertation at the University of Kentucky on obesity among long-haul truck drivers. Her current research is on the effectiveness of community gardens in improving health outcomes in Appalachia.

The co-directors are responsible for:

- Managing and executing the implementation phase of *FRESH Start*
- Managing and projecting the budget needed to implement successfully *FRESH Start*
- Communicating with and engaging the campus community (students, faculty, staff, administrators, and, with the AVP, the Board of Trustees) around meeting the expectations of *FRESH Start* with regular updates on progress
- Overseeing marketing efforts of *FRESH Start*
- Monitoring integrative work between Academic and Student Life professionals
- Overseeing assessment of student learning
- Chairing the QEP Implementation Team

The full slate of QEP Implementation Team members include:
An organizational chart visualizes those responsible for the success of FRESH Start:

*Denotes member of QEP Development Team; ** denotes co-director.
VIII. ACTIONS TO BE IMPLEMENTED

Implementation Plan

*FRESH Start* is an intentional integration and partnership between Student Life and the Academic Division to enhance student learning in health and wellness. By allowing students to explore the dimensions of wellness in the classroom and their living environments and by applying both life management skills and coping strategies learned in and outside of the classroom, the Berea College QEP is designed for first-year students to learn and practice strategies supportive of wellness and understand the nature of stress in all its forms.

Since the *FRESH Start* program is integrating and building upon established programming at the College, new areas developed specifically for the QEP are highlighted below as **New**.

**Background: HLT 100: Introduction to Wellness**

“HLT 100: Introduction to Lifetime Wellness,” is currently one of the core required Berea College General Education courses. The course description is as follows:

Consideration of the various conditions and factors affecting individual and community health and wellness. Special emphasis is on understanding and formulating personal health goals, attitudes and behaviors necessary to establish lifelong healthy living practices. Wellness is a concept that emphasizes self-responsibility for achieving an optimal state of health and well-being. Students will assess their own wellness and devise, implement and critically evaluate strategies to improve their wellness. Additionally, student physical fitness will be assessed at the beginning and end of the semester.

HLT 100 is a half-credit course that students must complete prior to enrolling in their two required physical education skills courses (0.25 credit each); it is graded, not pass/fail. (Note: Full academic courses meeting 210 or more minutes per week are classified as 1.0 credit courses; half-credit courses meet 100 minutes each week.)

In addition to the data that contributed to the SACSCOC Leadership Team selecting wellness as a QEP topic detailed in Section III, there have also been challenges with the current HLT 100 course. Since the beginning of the current General Education Program, incoming students are strongly encouraged by their academic advisors and other faculty with advising responsibilities (e.g., the Dean of Curriculum and Student Learning, the Director of Academic Services, the Director of First-Year Experience, etc.) to complete HLT 100 by their third full term of attendance, and preferably in their first year. Despite best advising efforts, a significant number of students (see Table below) postpone enrolling in the Wellness course until their junior or senior years, and such procrastination creates difficulties for them, their academic advisors, and faculty who teach HLT 100.
Continuing Students by Classification and HLT 100 Completion

<table>
<thead>
<tr>
<th>Classification</th>
<th>Number of students not having met HLT 100 requirement by Fall 2015</th>
<th>Number of students in each Classification Registered for Fall 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Years¹</td>
<td>34</td>
<td>15</td>
</tr>
<tr>
<td>Sophomores</td>
<td>111</td>
<td>66</td>
</tr>
<tr>
<td>Juniors</td>
<td>36</td>
<td>22</td>
</tr>
<tr>
<td>Seniors</td>
<td>7</td>
<td>5</td>
</tr>
</tbody>
</table>

¹ Continuing students who lack sufficient credits to achieve sophomore status. Based on data from July 2015.

Additionally, shortly after the inception of the HLT 100 course, instructors have maintained that the half-course-credit designation severely impinged on the depth of topic coverage possible. Because each faculty member taught from one’s own syllabus, students also complained about varying standards and workloads.

**New: HLT 100 to WEL 101 and WEL 102 – From Collaboration to Integration**
A major redesign/restructuring of the current HLT 100 course is included as part of *FRESH Start*.

**New: Common HLT 100 Syllabus**
HLT 100 instructors began meeting during 2014-2015 to develop a common prototype for an HLT 100 course syllabus implemented in the fall 2015 for all HLT 100 sections (Appendix E). Topics covered will include fitness, nutrition basics, stress, alcohol, tobacco, and sexual health, among others, and faculty in HHP agreed on new course objectives and student learning outcomes. Faculty will review the effectiveness of the common HLT 100 syllabus in helping students achieve specific *FRESH Start* Student Learning Outcomes for each described QEP Learning Goal. For example, in the Behavior Change Project assignment, HLT 100 students will each identify areas of personal challenge in one of the eight dimensions of wellness they would like to improve. Students will then set goals and design a plan to help them work towards achieving improvement in the selected areas. Students will be asked to write a reflective piece describing their experiences at the end of the ten-week project.

**New: HLT 100 Cross-Curricular Partners**
Cross-Curricular Partners (CCPs) from the Student Life area, which includes staff from the Residential Life Collegium, Campus Life, the Campus Christian Center, the Labor Program Office, Counseling Services, and Public Safety, are assigned to all HLT 100 courses in the fall 2015 term and several in the spring 2016 term based on recommendations from a two-day retreat May 12-13, 2015, of HHP faculty and Student Life colleagues. The initial role of the CCPs will be to gain an understanding of the HLT 100 course and to refine ways Student Life staff and programs can collaborate with HHP Wellness faculty. This work is also important development work for co-curricular staff.

Some wellness learning opportunities will be directly incorporated into the health and wellness course, in collaboration with the participating CCP, while other opportunities will be indirectly connected in collaboration with Student Life partners (e.g., Residential Life Collegium, student Residence Hall Assistants, Campus Life, Counseling Services, Public Safety, etc.), the Willis D. Weatherford, Jr. Campus Christian Center (e.g., College Chaplains, Residence Hall Student Chaplains), and others. These are detailed below.
New: Development of WEL 101 and 102
In order to more intentionally 1) facilitate collaboration between HHP Wellness faculty and Student Life partners, 2) facilitate integration between academic health and wellness instruction and co-curricular wellness programming/activities, and 3) to address many of the structural difficulties associated with the current HLT 100 Wellness course, the HHP faculty have transformed during the summer of 2015 the HLT 100 half-credit course into a two-term (half credit each term) WEL 101 and 102 course structure. The syllabi are in Appendix F, and the proposal to the College’s Academic Program Council is included in Appendix G.

Such a change is significant. First, it increases the wellness course to a full-year, one-credit experience, to be complemented after the first year with two quarter-credit activity courses, for a total of 1.5 credits in wellness and activity courses. Second, the Transtheoretical or Stages of Change model requires sufficient time for a successful and sustained behavior change. Students enrolled in HLT 100 were only given a term to implement the project; redesigning this course into WEL 101 and WEL 102 gives students an entire academic year to move through the stages of behavior change in a more meaningful and effective way. Third, such a shift may also change the required number of credits to graduate from 32 to 32.5. Finally, it also results in an adjustment to the General Education program. The course and credit change will need approval by the College Faculty Assembly once the Academic Program Council is supportive. The proposal is expected to go before the faculty in late 2015 so that it can be implemented in 2016-2017, replacing HLT 100 for all incoming students. HLT 100 will be offered to finish out requirements for students matriculating before fall 2016. Additional HHP faculty will be hired to alleviate the backlog of junior and senior students who need to complete the HLT 100 course.

The co-directors of the QEP Implementation Team, the Dean of Curriculum and Student Learning (who oversees the General Education Program), and the Academic Vice President and Dean of the Faculty have already initiated conversations with key stakeholders (i.e., HHP faculty, Committee on General Education, and Academic Program Council chair) who have voiced their support of this proposal. Given the broad-based participation in identifying this topic as one of central importance to Berea College students, approval of this proposal by mid- to late fall 2015 is anticipated with minor modifications as needed for full faculty approval.

New: Equipment Purchases for HLT 100 and WEL 101 and 102
In an effort to better assess the health and wellness of incoming first-year students, the Health and Human Performance faculty have instituted an incoming student assessment process at the beginning and end of every term. The following purchases were made in the summer of 2015 from Academic Equipment Funds from the Office of the Academic Vice President and Dean of the Faculty: Ultrak T-150 LED Display Timers, MyoTape Body Tape Measures, Goniometers, Korg MA 1BL Visual Beat Counting Metronome, Workout Mats, Economy Aneroid Sphygmomanometers, 3 M Littman Lightweight Stethoscopes, Taylor digital scales, and, most significantly, a Bod Pod Body Composition assessment device (the Bod Pod alone is close to $50,000). HHP faculty will assess all incoming students’ cardiovascular levels, muscular strength and endurance, body composition, and flexibility. In Student Life, scanners were purchased to track student participation in co-curricular programming events for Pinnacle Cup competition (see below).
New: Co-Curricular Staff: Supplemental Responsibility for Five of Eight Dimensions of Wellness

As a result of FRESH Start, various Berea College professional staff are assuming co-curricular responsibility for deepening student learning of five of eight dimensions of wellness: emotional, social, occupational, spiritual, and financial. These have been implemented for the 2015-2016 academic year to support HLT 100 sections and will be revised based on assessment for the 2016-2017 sections of WEL 101 and 102.

**Emotional:** FEEL BETTER FAST is a series of 50-minute programs designed to provide a set of skills to better manage common mental and emotional health issues. The series will take place in the office of Counseling Services at noon on Wednesdays and Thursdays. Each of the three counselors will be presenting a series with unique perspectives and styles. Programs can be attended individually or students can plan to attend an entire series.

**Social:** Tell Me Tuesdays are workshop-based programs designed to support students’ transition into college with a focus on health and wellness. This series is based on relationships and dating, alcohol awareness, and healthy lifestyles. It is led by staff in Counseling Services and Student Life.

**Social:** College students around the world are strikingly similar in how they use social media and how addicted they are to it for managing their friendships and social lives. Research shows that many students feel loneliness after going 24 hours without social media. BEREAL UNPLUGGED is a series of programs that challenge students to remove themselves from technology and take time to de-stress and recharge without social media interruptions or distractions. These are led by staff from the Residential Life Collegium.

**Occupational:** The Career Development Program in the Center for Transformative Learning will offer a series of new programs targeted specifically for first-year students to help them begin visioning future occupational possibilities based on their passions and commitments. Students will identify their strengths and skills, personality preferences, values, and interests to increase self-reflection and clarity. They will then create an action plan to gain career-related experience. By their second and third years, they will readily engage in career discernment through internship opportunities. The ultimate goal for their final year is to continue their refinement of career readiness skills and growth toward a life purpose.
**Occupational**: First-year Labor Supervisors will be responsible for hosting three WORK AND LEARNING sessions with their incoming first-year students during the month of September and October at regularly scheduled labor meetings. The Labor Program held a mandatory two-hour training session with all first-year Labor Supervisors on Tuesday, August 25, 2015, to train the trainers. Three sessions are planned: 1) to promote the Workplace Expectations (founded on Berea’s Great Commitments and Common Learning Goals) to all first-year students and their Supervisors emphasizing the importance of the College’s core values, 2) the importance of “work-life balance” by training Supervisors to recognize atypical student behavior and provide coping strategies/life management skills to promote life balance with regular sleep schedules, and 3) to stress the significance of “time management” by providing resources for Supervisors to support all first-year students with techniques to develop self-discipline and self-management.

**Spiritual**: According to the Campus Religious and Spiritual Climate Survey (“CRSCS”) administered by the Interfaith Youth Core at Berea College and 15 other schools in the fall of 2013, on a 5.0 scale, Berea students are 0.23 higher than students at other schools in stating that they “have reflected on what they believe and value throughout their lives,” 0.14 higher in attending “campus discussions of life’s meaning and purpose,” and 0.53 higher in discussing religious or spiritual topics outside the classroom (Interfaith Youth Core, 2013). Spiritual grounding greatly facilitates students’ personal and community experience at Berea and therefore LABYRINTH seeks to support their spiritual inclinations. Therefore, the first goal is to assist first-year students in using life’s twists and turns as opportunities to ponder its meaning and their purpose, and to develop helpful spiritual practices beginning in their critical first year. The second goal is to empower first-year students. Their peers, the Student Chaplains, stationed in first-year Residence Halls, will help them recognize and celebrate the deep-lying curiosity and strength of purpose that can be found in people their own age.

**Financial**: Additionally, Student Financial Aid Services will assume co-curricular responsibility for deepening student learning of financial wellness. COUNT ON YOUR FUTURE will involve Chris Thomas, a counselor in the Student Financial Aid Services office, presenting in every section of HLT 100 in the 2015-2016 terms and thereafter in every section of WEL 101 and 102. Other programs will include cooperating with Financial Partners to provide a simulation of salaries and expenses for students after Berea in the first year after graduation.
New: The Pinnacle Cup: A Co-curricular Competition

First-year students began engaging in various dimensions of wellness, life management, and coping strategy activities as part of the new Pinnacle Cup competition in 2015-2016. As an engagement and incentive program, the Pinnacle Cup is an inclusive first-year competition that encourages participation in FRESH Start-related events, programs, and activities. Each Residence Hall is represented by a mascot and two colors to foster community identity toward a common goal. By accumulating points, students engage in a variety of pre-existing and newly created opportunities related to the eight dimensions of wellness.

The Pinnacle Cup is named after the iconic East and West Pinnacles of Indian Fort Mountain in the 9,000-acre Berea College Forest. The Cup is a six-sided wood and metal chalice with each side representing one of the six first-year Residence Halls. The cup was designed and constructed by students in the Student Crafts Program from wood obtained from the Berea College Forest. It will be unveiled at the College’s Mountain Day on October 21, 2015.

The Pinnacle Cup is loosely based on the Oxbridge “House” model. Occupants of each first-year Residence Hall in spring 2015 selected a mascot, nickname, and colors to enhance a sense of belonging and hence students’ overall residential living and learning experience. They also designed mascot logos. Assessment will gauge if such identity indeed enhances belonging and engagement. For Orientation, each hall’s residents have unique t-shirts displaying the mascot and the QEP logo:

<table>
<thead>
<tr>
<th>First-year Residence</th>
<th>Mascot</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anna Smith Hall</td>
<td>Pandas</td>
</tr>
<tr>
<td>Blue Ridge Hall</td>
<td>Bigfoot</td>
</tr>
<tr>
<td>Dana Hall</td>
<td>Phoenix</td>
</tr>
<tr>
<td>Kentucky Hall</td>
<td>Griffons</td>
</tr>
<tr>
<td>Pearson Hall</td>
<td>Pegasus</td>
</tr>
<tr>
<td>Talcott Hall</td>
<td>Tigers</td>
</tr>
</tbody>
</table>

Students will earn points for themselves and their Residence Hall by engaging in activities and attending events identified as enhancing their overall well-being as framed by the eight dimensions of wellness. In fall of 2015, Student Life announced the specifics of the Pinnacle Cup to various student organizations and centers on campus, and those that wished to have programs included in the Pinnacle Cup program were required to submit a formal request to participate, which among other things asked which of the eight dimensions of wellness their program addresses.
The Pinnacle Cup point system is a three-tiered structure tied to existing College programs and events. “Category A” events will earn the most points, followed in point value by “Category B,” and “Category C” events. Event participation will be tracked by B-Linked software and scanners purchased expressly for this purpose.

**Category A.** Three to four programs are identified each year in the “A” category, which are large-scale, campus-wide events that occur yearly or bi-yearly. Examples of these events will include, among others:

- **Mountain Day**
  For more than a hundred years, Mountain Day has celebrated the nature and environment surrounding Berea College, especially Appalachian culture (Berea College Hutchins Library Staff, 2015).

- **“Wake Up with Wellness”**
  A first-year student health screening event held during Orientation Week, the event is coordinated by Thrive! Berea College Wellness Program, in conjunction with the Nursing and Health and Human Performance Academic Programs.

- **BC Wellness Fair**
  An annual event sponsored by Campus Life highlighting campus departments and local businesses with an emphasis on health and/or safety.

**Category B.** “Category B” events are programs sponsored by Centers and campus departments occurring no more than four times each term. Examples of “Category “B” events will include, among others: Loyal Jones Appalachian Center, Carter G. Woodson Center for Interracial Education, Black Cultural Center, Francis and Louise Hutchins Center for International Education, Willis D. Weatherford, Jr. Campus Christian Center, Center for Excellence in Learning through Service (CELTs), Center for Transformative Learning, Campus Life, Residential Life, and the Office of Sustainability.

**Category C.** “Category C” events are more frequent activities and events (i.e., weekly), including athletic events, the President’s Run/Walk Club, intramural and recreational sport/fitness activities, Chapel, Talk To Me Tuesdays, Feel Better Fast, and Berea Unplugged, explained above.

Points are awarded to each first-year Residence Hall based on each hall’s participation rate (measured as a percentage) multiplied by the total possible points available. Final point values greater than zero are rounded up to the nearest five. For example:
<table>
<thead>
<tr>
<th>Category A Events</th>
<th>50 maximum points attainable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Example:</strong> 55 of 78 students (70.5%) from Hall X participate in this type of event. This percentage is then multiplied by 50, earning Hall X 35.25 points which, after rounding up, becomes 40 total points awarded to Hall X.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Category B Events</th>
<th>25 maximum points attainable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Example:</strong> 8 of 78 students (10.2%) from Hall Y participate in this type of event. This percentage is then multiplied by 25, earning Hall Y 2.56 points which, after rounding up, becomes 5 total points awarded to Hall Y.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Category C Events</th>
<th>10 maximum points attainable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Example:</strong> 15 of 78 students (19.2%) from Hall Z participate in this type of event. This percentage is then multiplied by 10, earning Hall Z 1.92 points which, after rounding up, becomes 5 total points awarded to Hall Z.</td>
<td></td>
</tr>
</tbody>
</table>

*Bonus points will be awarded to the hall with the highest participation percentage per event. In the case of a tie, points will divided evenly amongst the winners. This raffle will also include all first-year non-traditional students who are not assigned to first-year hall. All of these students who attend an event will automatically be added to the raffle for that month.*

As developed by a Pinnacle Cup Development Team of staff and students, the **Pinnacle Cup** will be awarded mid-term in the spring to the first-year Residence Hall with the most cumulative Residence Hall points. Other prizes include:

1. Monthly winners selected by a raffle of students from the top three participating halls for that particular month.
2. First-Place Residence Hall: priority housing selection within the first-year student body and a catered meal of choice (a poll will be completed with pre-determined options).
3. Second-Place Residence Hall – catered meal of their choice (a poll will be completed with pre-determined options).

In addition to the Pinnacle Cup, Collegium staff and student Residence Assistants will streamline their first-year Residence Hall programming to contribute components to supplement the work of the HLT 100/WEL 101-102 faculty.

**Professional Development, Workshops and Training**
Faculty, staff, and student professional development and training are an integral part of the **FRESH Start QEP**.

**New: Workshop for Faculty and Staff on Mental Health Concerns of Students**
On May 8 and 11, 2015, Berea College held a professional development workshop for faculty and staff focusing on mental health concerns and student learning. Fifteen attended. The goals were to discuss classroom and labor experiences, provide strategies and resources, and to create recommendations for the College administration. Outcomes of the workshop include: creation of a distressed student resource guide for faculty and staff (now complete), support for moving Counseling Services to a central campus location (now complete), and continued training for faculty and staff at the Fall Faculty Conference (the two faculty organizers scheduled breakout sessions at the conference on August 20, 2015, and 50 faculty and staff attended). Recommendations to consider for future implementation include: programs designed to destigmatize mental health concerns, continued faculty and staff training,
developing fluid cross-communication between different areas of student experience (academic, labor, and life, now made possible by Mapworks retention software), and the formation of a student-led mental health awareness organization.

**New: HHP Faculty and Student Life Cross-Curricular Partners Workshop with Dee Fink:**  
“Designing Special Learning Experiences”  
Dee Fink, an international expert in “integrated course design” and CEO of Dee Fink and Associates, came to campus September 10-12, 2015, and led a workshop on September 12 with a broad array of HHP faculty and CCPs. Sessions centered on “creating effective, significant learning experiences,” “integrated course design,” followed by (a) a focus on desired learning outcomes, (b) identifying appropriate assessment activities, and (c) identifying appropriate learning activities with groups responsible for each of the eight dimensions of wellness. The goal was to give attendees a conceptual framework for designing a meaningful set of activities for each of the areas of responsibility—and then let them work on identifying what those tasks might mean for each of the themes.

Others are planned for the future:

Two HHP faculty and two Student Life staff are attending this conference, designed around academic and student affairs colleagues working collaboratively.

**New: Mindfulness-Based Stress Reduction, Summer 2016**  
With stress levels increasing among college students in their effort to cope with the increasing demands of living in a 24/7 society as well as the transition into the college environment, faculty and staff wish to address this aspect of health in an intentional way by offering students more guidance and tools for coping with and managing this stress. The plan is to provide HHP Faculty and CCPs with the opportunity to gain knowledge through participation in the Mindfulness-Based Stress Reduction Program developed by Jon Kabat-Zinn, Professor of Medicine Emeritus and creator of the Stress Reduction Clinic and the Center for Mindfulness in Medicine, Health Care, and Society at the University of Massachusetts Medical School. Many colleges and universities across the country are offering this program on their campuses through Health Services or Campus Life with much success. This training is offered in Lexington, Kentucky.

Other annual summer workshops beyond summer 2016 will be designed to enhance development areas as identified based on assessment.

**New: Ways to Sustain the Impact of FRESH Start beyond the First Year**  
It is important to continue to reaffirm and support the student learning gained from HLT 100/WEL 101 and 102 beyond students’ first year. Plans to do this include:

1. Two activity courses (a quarter credit each) are required after completion of WEL 101-102. Such courses in the second, third, and fourth years of a student’s curriculum are very important applications of the wellness courses.
2. Career development and internship staff in the Center for Transformative Learning approach career development and internship programs from a holistic perspective that touches several dimensions of wellness in honoring each student’s uniqueness and contributions. When students have direction and purpose, it reinforces wellness and balance in their lives. CTL staff work with students during career counseling appointments and through career courses (GST 186 and 386) to inspire motivation, capture their natural interests and preferences, articulate their values, and identify their skills. They provide reliable and valid career information, and through facilitated sessions, staff help students build confidence by matching the students’ decision-making style with specific activities aimed to help them identify meaningful major and career possibilities.

3. The Director of Health and Wellness will continue employee- and student-focused programming to infuse health and wellness activities, awareness, and education into the campus culture. Thrive! will sustain the impact of FRESH Start for sophomores, juniors, and seniors based on the Director’s “Healthy Campus Objectives for Students by 2020” program, which focuses on stress management, improving sleeping and eating habits, and increasing physical activity using the eight dimensions of wellness as a framework. The Director will also continue to offer programming that has proven successful for student involvement, including wellness challenges throughout the year, a Fitbit subsidy that provides the fitness tracker to students at no cost, and funding for students to run or walk in various races in Kentucky. In addition, the Director has developed a series of new employee programs and challenges to address the top five high-risk categories and readiness to change factors—nutrition, safety, emotional health, weight, and exercise—based on data from the employee biometric screenings and online health assessments. Many of these activities are open to students, when appropriate.

4. New: The Berea College Convocations Program invites some of the world’s most renowned scholars, artists and performers, and leaders to campus: “[C]onvocations also provide common intellectual experiences for students, faculty, and staff leading toward the establishment of a unified academic community. Convocations are designed as a supplement to the curriculum, augmenting general education in regular classes, bringing ideas of wide interest to all students, regardless of their focus of studies, and bringing contemporary issues and personalities into the curriculum. The breadth of convocations offered during a student’s academic career at Berea College provides a sampling of thoughts and personalities from the wide spectrum of academic fields and the performing arts.” As a part of FRESH Start, one to two convocations annually will be presented to all students to emphasize the curricular and co-curricular dimensions of wellness. Because every student is required to attend seven Convocations each term, except the term of one’s graduation, these are an opportunity for all students to benefit from and be reminded of the wellness course (whether they took HLT 100 or WEL 101-102). For example, the first FRESH Start Convocation (co-sponsored by the Health and Human Performance Program) will be on October 8, 2015: Dr. Roxanne Prichard from the University of St. Thomas in Minnesota will present “Waking up to the Power of
Sleep: Causes and Consequences of Sleep Loss in College Students.” There are three other Convocations planned for 2015-2016 that support the work of FRESH Start:

- **January 28, 2016**: Stacy Malkan: “Not Just a Pretty Face: The Ugly Side of the Beauty Industry.” Co-sponsored with the Sustainability and Environmental Studies Program.
- **February 25, 2016**: Krista Tippett: “Humanity and the Desire for Peace.” The National Public Radio host of *On Being*, Tippett will comment on her career of “avoiding easy answers, embracing complexity, and inviting people of every background to join the conversation about what it means to be human.” Robbins Peace Lecture.
## IX. TIMELINE

### 2013

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer 2013</td>
<td>Begin QEP Development</td>
<td>SACSOC Leadership Team</td>
</tr>
<tr>
<td>August 2013</td>
<td>Plan on-campus QEP process and QEP deadlines</td>
<td>SACSOC Leadership Team</td>
</tr>
<tr>
<td>September 2013</td>
<td>QEP development announcement</td>
<td>President</td>
</tr>
<tr>
<td>September 2013</td>
<td>QEP topic e-mail survey sent</td>
<td>Office of Institutional Research/ SACSOC Leadership Team</td>
</tr>
<tr>
<td>October 2013</td>
<td>Topic list sent to SACSOC Leadership Team</td>
<td>Office of Institutional Research</td>
</tr>
<tr>
<td>October–December 2013</td>
<td>QEP proposal (3) development</td>
<td>SACSOC Leadership Team</td>
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### QEP Year -1: 2014-2015

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<tr>
<th>Date</th>
<th>Activity</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 2014</td>
<td>Drafted/redrafted QEP proposal sent to Executive Council</td>
<td>SACSOC Leadership Team</td>
</tr>
<tr>
<td>January 27, 2014</td>
<td>SACSCOC Orientation</td>
<td>Members of SACSCOC Leadership Team</td>
</tr>
<tr>
<td>January 2014</td>
<td>QEP Proposed Topics announced in General/College Faculty Meeting</td>
<td>President</td>
</tr>
<tr>
<td>February 2014</td>
<td>QEP proposal presented for discussion and straw poll at faculty meeting; wellness was preferred choice</td>
<td>SACSOC Leadership Team</td>
</tr>
<tr>
<td>March 2014</td>
<td>Call for QEP Development Team volunteers</td>
<td>SACSOC Leadership Team</td>
</tr>
<tr>
<td>April 2014</td>
<td>QEP Development Team Chosen</td>
<td>SACSOC Leadership Team</td>
</tr>
<tr>
<td>May-July 2014</td>
<td>QEP Topic Focused; QEP Learning Goals and SLOs drafted</td>
<td>QEP Development Team</td>
</tr>
<tr>
<td>August-December 2014</td>
<td>Refinement of QEP Learning Goals and SLOs; Actions to Be Implemented outlined and planned</td>
<td>QEP Development Team</td>
</tr>
<tr>
<td>January 2015</td>
<td>QEP Sub-committees established and begin work</td>
<td>SACSOC Leadership Team; QEP Development Team co-directors</td>
</tr>
<tr>
<td>January-June 2015</td>
<td>HHP faculty design common syllabus for HLT 100</td>
<td>HHP Program faculty</td>
</tr>
<tr>
<td>January-May 2015</td>
<td>Marketing plan developed QEP education plan developed Curricular/Co-curricular program development</td>
<td>Marketing Sub-committee Development Sub-committee Curricular/Co-curricular Sub-committee</td>
</tr>
<tr>
<td>April 2015</td>
<td>Convocation speakers for 2015-2016 secured</td>
<td>Development Sub-committee and Convocations Committee</td>
</tr>
<tr>
<td>May 8, 11, 2015</td>
<td>Faculty-Staff Workshop on Student Mental Health</td>
<td>Dean of Curriculum and Student Learning</td>
</tr>
<tr>
<td>May 12-13, 2015</td>
<td>Curricular/Co-curricular plan program design workshop</td>
<td>QEP Development Team</td>
</tr>
<tr>
<td>June 2015</td>
<td>QEP draft completed QEP proposal sent for review to SACSOC Leadership Team</td>
<td>QEP Development Team co-directors SACSOC Leadership Team</td>
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</table>

### QEP Year 0: 2015-2016

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<tr>
<th>Date</th>
<th>Activity</th>
<th>Responsibility</th>
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</thead>
<tbody>
<tr>
<td>July 2015</td>
<td>QEP Implementation Team identified and named</td>
<td>President and Academic Vice President and Dean of the Faculty (AVP)</td>
</tr>
<tr>
<td>June-July 2015</td>
<td>Draft of QEP sent to Dr. Barry Goldstein for review</td>
<td>Accreditation Liaison</td>
</tr>
<tr>
<td>July 2015</td>
<td>SACSOC 2015 Summer Institute</td>
<td>AVP, Associate VP for Academic Affairs, QEP Implementation Team Co-director, and QEP Development Team Co-director</td>
</tr>
<tr>
<td>Date</td>
<td>Activity</td>
<td>Responsibility</td>
</tr>
<tr>
<td>--------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>August 2015</td>
<td>Awareness campaign begins at Orientation, banners on buildings, pop-up banners, RA training, presentations to campus, Orientation events introducing FRESH Start, etc. QEP Begins (HLT 100 common syllabus, HLT Cross-Curricular Partners, Pinnacle Cup)</td>
<td>QEP Implementation Team</td>
</tr>
<tr>
<td>September 11, 2015</td>
<td>Faculty and staff development workshop with Dee Fink</td>
<td>Academic Vice President and Dean of the Faculty, Center for Transformative Learning</td>
</tr>
<tr>
<td>Late September 2015</td>
<td>QEP submitted to On-Site Reaffirmation Committee</td>
<td>Accreditation Liaison</td>
</tr>
<tr>
<td>October 8, 2015</td>
<td>First FRESH Start Convocation</td>
<td>Convocations Committee</td>
</tr>
<tr>
<td>October, 2015</td>
<td>Publication of QEP article in Berea College Magazine</td>
<td>QEP Implementation Team</td>
</tr>
<tr>
<td>October 21, 2015</td>
<td>Mountain Day; Pinnacle Cup unveiled and banner reflections</td>
<td>Student Life</td>
</tr>
<tr>
<td>November 10-12, 2015</td>
<td>On-Site Reaffirmation Committee visit</td>
<td>SACSCOC Leadership Team</td>
</tr>
<tr>
<td>November 2015</td>
<td>Proposal for WEL 101 and 102 submitted to Academic Program Council</td>
<td>Two HHP faculty and two Student Life staff</td>
</tr>
<tr>
<td>January 25-26, 2016</td>
<td>4th John N. Gardner Institute Higher Education Partnership Forum</td>
<td>Two HHP faculty and two Student Life staff</td>
</tr>
<tr>
<td>Spring term 2016</td>
<td>QEP activities continue</td>
<td>QEP Implementation Team</td>
</tr>
<tr>
<td>Summer 2016</td>
<td>FRESH Start Convocations confirmed for 2016-2017</td>
<td>QEP Implementation Team</td>
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<tr>
<td>Summer 2016</td>
<td>Mindfulness-Based Stress Reduction workshop training</td>
<td>QEP Implementation Team</td>
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</table>

**QEP Year 1: 2016-2017**

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<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Responsibility</th>
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</thead>
<tbody>
<tr>
<td>Fall Term 2016</td>
<td>WEL 101 begins for all new students</td>
<td>HHP Program / Student Life</td>
</tr>
<tr>
<td>Spring Term 2017</td>
<td>WEL 102 begins for all new students</td>
<td>HHP Program / Student Life</td>
</tr>
<tr>
<td>Academic year 2016</td>
<td>Remaining sections of HLT 100 offered for all sophomores, juniors, and seniors who need it</td>
<td>Dean of Curriculum and Student Learning</td>
</tr>
<tr>
<td>April 2017</td>
<td>FRESH Start Convocations confirmed for 2017-2018</td>
<td>Convocations Committee</td>
</tr>
<tr>
<td>Summer 2017</td>
<td>FRESH Start Assessments</td>
<td>QEP Implementation Team</td>
</tr>
<tr>
<td>Summer 2017</td>
<td>FRESH Start Summer Workshop</td>
<td>QEP Implementation Team</td>
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</table>

**QEP Year 2: 2017-2018**

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<tr>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>Academic Year 2017</td>
<td>WEL 101 and 102 continues with co-curricular support</td>
<td>HHP Program / Student Life</td>
</tr>
<tr>
<td>April 2018</td>
<td>FRESH Start Convocations confirmed for 2018-2019</td>
<td>Convocations Committee</td>
</tr>
<tr>
<td>Summer 2018</td>
<td>FRESH Start Year 2 Assessment</td>
<td>QEP Implementation Team</td>
</tr>
<tr>
<td>Summer 2018</td>
<td>FRESH Start Summer Workshop</td>
<td>QEP Implementation Team</td>
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</table>

**QEP Year 3: 2018-2019**

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<th>Date</th>
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<tbody>
<tr>
<td>Academic year 2018</td>
<td>WEL 101 and 102 continues with co-curricular support</td>
<td>HHP Program / Student Life</td>
</tr>
<tr>
<td>April 2019</td>
<td>FRESH Start Convocations confirmed for 2019-2020</td>
<td>Convocations Committee</td>
</tr>
<tr>
<td>Summer 2019</td>
<td>FRESH Start Mid-point Assessment</td>
<td>QEP Implementation Team</td>
</tr>
<tr>
<td>Summer 2019</td>
<td>FRESH Start Summer Workshop</td>
<td>QEP Implementation Team</td>
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**QEP Year 4: 2019-2020**

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<th>Date</th>
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<tbody>
<tr>
<td>Academic year 2019</td>
<td>WEL 101 and 102 continues with co-curricular support</td>
<td>HHP Program / Student Life</td>
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### QEP Year 5: 2020-2021

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<th>Date</th>
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</thead>
<tbody>
<tr>
<td>Academic year 2020-2021</td>
<td>WEL 101 and 102 continues with co-curricular support</td>
<td>HHP Program / Student Life</td>
</tr>
<tr>
<td>Academic year 2020-2021</td>
<td>Final assessments</td>
<td>QEP Implementation Team</td>
</tr>
<tr>
<td>Summer 2021</td>
<td>Five-year Interim Report</td>
<td>QEP Implementation Team</td>
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## X. RESOURCES

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<tr>
<th></th>
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<td>QEP Co-Director Course Release</td>
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<td>Banners and Table Cloths</td>
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<td>QEP Summer Conference</td>
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<td>Convocation Support (Dinner, etc.)</td>
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<td>Faculty/Staff Training</td>
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<td>Student Life Programming</td>
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<tr>
<td>Thrive! Fitbit Program (100)</td>
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<td>Academic Equipment Fund</td>
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<td>Miscellaneous Supplies</td>
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<td>$5,950</td>
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</tr>
<tr>
<td>Annual QEP Budget Total</td>
<td>$23,800</td>
<td>$114,075</td>
<td>$81,050</td>
<td>$129,150</td>
<td>$129,950</td>
<td>$122,300</td>
<td>$124,200</td>
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</tr>
<tr>
<td>QEP GRAND TOTAL</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$724,525</td>
</tr>
</tbody>
</table>
FRESH Start – Berea College

<table>
<thead>
<tr>
<th>Breakdown by funding source</th>
<th>Year -1</th>
<th>Year 0</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Subtotals</th>
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</thead>
<tbody>
<tr>
<td>New - QEP Operating Funds*</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>$0</td>
<td>$42,375</td>
<td>$61,350</td>
<td>$106,400</td>
<td>$109,000</td>
<td>$107,650</td>
<td>$109,550</td>
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<td>$536,325</td>
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<tr>
<td>Current Operating Budget</td>
<td>$3,200</td>
<td>$64,600</td>
<td>$12,600</td>
<td>$15,650</td>
<td>$13,850</td>
<td>$14,650</td>
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<tr>
<td>External Grant Funding</td>
<td>$20,600</td>
<td>$7,100</td>
<td>$7,100</td>
<td>$7,100</td>
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<td>$0</td>
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</tr>
<tr>
<td>Combined Total</td>
<td>$23,800</td>
<td>$114,075</td>
<td>$81,050</td>
<td>$129,150</td>
<td>$129,950</td>
<td>$122,300</td>
<td>$124,200</td>
<td>$724,525</td>
</tr>
</tbody>
</table>

*$75,000 is allocated as one-time funds for the QEP in 2015-2016.
XI. ASSESSMENT

Overview
Assessment of the student learning outcomes addressed by Berea College’s QEP will primarily take place at the curricular and co-curricular levels, reflecting the integrative partnership between academics and Student Life. The plan follows a multi-method approach utilizing both qualitative and quantitative as well as direct and indirect evidence of student learning. The College will also utilize a mix of both locally developed rubrics, surveys, and other instruments as well as nationally-normed survey instruments (e.g., NSSE, CIRP, ACHA surveys, etc.) to assess the degree to which students have achieved each of the learning outcomes described in this document. Where possible, assessment activities will be structured to allow useful comparisons between baseline, formative, and summative results/evidence. For instance, all entering students will complete a wellness survey and fitness test at the beginning of WEL 101, at the beginning of WEL 102, and again at the end of WEL 102. Doing so at these intervals allows for baseline data to be gathered and provided to students at the front end, formative data to be gathered and shared with students at the mid-point of their first year, and then summative data to be gathered and shared at the end of FRESH Start.

Ongoing Review and Use of Assessment Results
Evidence from all QEP assessment activity will be closely monitored and reviewed by the Director of Academic Assessment, the Office of Institutional Research and Assessment, and the QEP Implementation Team. As evidence is gathered, it will be continuously analyzed in the context of other converging data/evidence and shared regularly with members of the SACSCOC Leadership Team, WEL 101-102 instructors, and Student Life staff. In this manner, results from FRESH Start will be regularly fed back into relevant aspects of FRESH Start programming, allowing for continuous programmatic improvements in addition to the expected improvements to student learning. When necessary and/or warranted by the evidence, this feedback loop may even lead the QEP Implementation Team to propose modifications to the actual goals and student learning outcomes themselves. The Co-directors of the QEP Implementation Team will also coordinate regular feedback to the broader campus community about the QEP and its ongoing results.

Using these results, the QEP Implementation Team may recommend certain changes to specific elements of QEP programming. For instance, based on results, the team may suggest that common assignments used in the WEL 101 and 102 courses may need to place greater emphasis on certain dimensions of the Wellness Wheel (see page 9) that students are having a more difficult time internalizing as part of their overall behavior change project. Alternatively, results may lead the QEP Implementation Team to recommend different measures of stress that might be more sensitive to students’ emotional well-being as opposed to the physical aspects of stress. Given the range of assessment tools and methods, resources, and organizational structures that are in place for the QEP, the College is certain that the proposed assessment plan will produce reliable, valid, and timely feedback necessary for a successful implementation of FRESH Start.

Assessment Resources
Much of what is needed for assessment of this QEP is already embedded/in place (e.g., course assignments and rubrics, institutional data, and survey tools) or available free of charge (e.g.,
global surveys such as the Perceived Stress Scale [Cohen, Kamarck, & Mermelstein, 1983]). However, certain items, such as Fitbits for monitoring of physical activity and sleep patterns, will need to be purchased and maintained and are hence included in the budget.

Most importantly, though, will be the annual need for stipends to pay faculty and staff for assessment work, including calibration and reliability checks where rubric-based assessments are being used. The College will also provide ongoing professional development funds to pay for assessment workshops and resources to continue to train faculty and staff in “best practices” for assessment.
# FRESH Start Assessment Plan

<table>
<thead>
<tr>
<th>Learning Goal 1: Learn and practice strategies supportive of wellness.</th>
<th>What evidence/behavior will be assessed?</th>
<th>Level</th>
<th>When</th>
<th>How will the evidence/behavior be assessed?</th>
<th>Primary Persons responsible for collecting this evidence?</th>
<th>Target audience who will use this evidence for improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SLO 1.1</strong></td>
<td>At least 80 percent of students will identify at least three personal strengths and three personal challenges in at least five dimensions of wellness</td>
<td>Self-report as part of completing wellness assessment conducted in WEL</td>
<td>Curricular</td>
<td>Fall &amp; Spring</td>
<td>Rubric-based assessment</td>
<td>Wellness instructors</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Behavior Change Project assigned in WEL</td>
<td>Curricular</td>
<td>Fall &amp; Spring</td>
<td>Rubric-based assessment</td>
<td>Wellness instructors</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Self-report as part of a Residence Hall programming needs assessment</td>
<td>Co-Curricular</td>
<td>Fall</td>
<td>Qualitative and/or quantitative assessment of annual needs assessment survey</td>
<td>Collegium/Residential Life staff</td>
</tr>
<tr>
<td><strong>SLO 1.2</strong></td>
<td>At least 80 percent of students will, after one year, be able to report improving in at least one previously identified personal area for improvement</td>
<td>Behavior Change Project in WEL</td>
<td>Curricular</td>
<td>Fall &amp; Spring</td>
<td>Rubric-based assessment</td>
<td>Wellness instructors</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Survey responses gathered through Residence Hall programming</td>
<td>Co-Curricular</td>
<td>Fall</td>
<td>Quantitative and/or qualitative assessment of survey responses</td>
<td>Collegium/Student Life staff</td>
</tr>
<tr>
<td><strong>SLO 1.3</strong></td>
<td>At least 80 percent of students will demonstrate their ability to utilize at least three coping strategies and/or life management skills that promote life balance and wellness</td>
<td>Common assignment (Log Sheet) in WEL</td>
<td>Curricular</td>
<td>Fall &amp; Spring</td>
<td>Rubric-based assessment</td>
<td>Wellness instructors</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Brief assignments/student work collected during “Feel Better Fast” and “Tell Me Tuesdays” events</td>
<td>Co-Curricular</td>
<td>Fall &amp; Spring</td>
<td>Qualitative and/or Quantitative assessment of student assignments</td>
<td>Student Life Staff</td>
</tr>
<tr>
<td>Learning Goal 1: Learn and practice strategies supportive of wellness.</td>
<td>What evidence/behavior will be assessed?</td>
<td>Level</td>
<td>When</td>
<td>How will the evidence/behavior be assessed?</td>
<td>Primary Persons responsible for collecting this evidence?</td>
<td>Target audience who will use this evidence for improvement</td>
</tr>
<tr>
<td>-----------------------------------------------------</td>
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<td>-----------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>Student self-report of conflict resolution with roommate(s) using the “Roommate Agreement” signed by each student at the beginning of each academic year</td>
<td>Co-Curricular</td>
<td>Fall &amp; Spring</td>
<td>Qualitative and rubric-based assessment of all incidence reports</td>
<td>Collegium/Student Life staff</td>
<td>Students; Student Life staff</td>
</tr>
<tr>
<td></td>
<td>Residence Assistants’ reports (regarding contacts with student residents) that detail what the student did to resolve the problem</td>
<td>Co-Curricular</td>
<td>Fall &amp; Spring</td>
<td>Qualitative assessment of RA reports</td>
<td>Collegium/Student Life staff</td>
<td>Students; Student Life staff</td>
</tr>
<tr>
<td>SLO 1.4</td>
<td>Annual sleep study data</td>
<td>Institution</td>
<td>Spring</td>
<td>Qualitative and/or Quantitative assessment of sleep logs and self-report survey responses</td>
<td>Dr. Martha Beagle, Dr. Jill Bouma, and the Office of Institutional Research and Assessment</td>
<td>Students; Wellness instructors; Student Life staff</td>
</tr>
<tr>
<td></td>
<td>Random sampling of fit-bit (or actigraph) data worn by students for two-week intervals</td>
<td>Institution</td>
<td>Fall &amp; Spring</td>
<td>Quantitative assessment of fit-bit (or actigraph) data</td>
<td>Collegium/Student Life staff</td>
<td>Students; Wellness instructors; Student Life staff</td>
</tr>
<tr>
<td></td>
<td>Student self-report on survey items delivered through Mapworks</td>
<td>Co-Curricular</td>
<td>Fall</td>
<td>Qualitative and/or Quantitative assessment of survey responses</td>
<td>Collegium/Student Life staff</td>
<td>Students; Wellness instructors; Student Life staff</td>
</tr>
</tbody>
</table>

SLO 1.4: At least 55 percent of students will maintain a regular sleep schedule of between seven and nine hours per night

63
<table>
<thead>
<tr>
<th>Learning Goal 1: Learn and practice strategies supportive of wellness.</th>
<th>What evidence/behavior will be assessed?</th>
<th>Level</th>
<th>When</th>
<th>How will the evidence/behavior be assessed?</th>
<th>Primary Persons responsible for collecting this evidence?</th>
<th>Target audience who will use this evidence for improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO 1.5</td>
<td>At least 40 percent of students will demonstrate an attitude that values regular self-reflection on one’s emotional well-being</td>
<td>Student self-report on attitude surveys delivered through WEL</td>
<td>Curricular</td>
<td>Fall &amp; Spring</td>
<td>Quantitative and/or qualitative assessment of student responses</td>
<td>Wellness instructors</td>
</tr>
<tr>
<td></td>
<td>Brief assignments/student work collected during “Feel Better Fast,” “Labyrinth” and “Tell Me Tuesdays” events</td>
<td>Co-Curricular</td>
<td>Fall &amp; Spring</td>
<td>Qualitative and/or Quantitative assessment of student assignments</td>
<td>Student Life Staff</td>
<td>Students; Student Life staff</td>
</tr>
<tr>
<td></td>
<td>Student self-report on attitude surveys delivered through Residence Halls</td>
<td>Co-Curricular</td>
<td>Fall &amp; Spring</td>
<td>Quantitative and/or qualitative assessment of student responses</td>
<td>Colleagium/ Student Life staff</td>
<td>Students; Wellness instructors; Student Life staff</td>
</tr>
<tr>
<td></td>
<td>Student responses to relevant items on CIRP and NSSE</td>
<td>Institution</td>
<td>2016 &amp; 2018</td>
<td>Quantitative and/or qualitative assessment of student responses</td>
<td>Office of Institutional Research and Assessment</td>
<td>Students; Wellness instructors; Student Life staff</td>
</tr>
<tr>
<td>SLO 1.6</td>
<td>At least 40 percent of students will engage in at least 30 minutes of at least moderate physical activity on five or more days per week</td>
<td>Common questions on mid-term exam</td>
<td>Curricular</td>
<td>Fall &amp; Spring</td>
<td>Quantitative and/or qualitative assessment of student responses</td>
<td>Wellness instructors</td>
</tr>
<tr>
<td></td>
<td>Common assignment - 23 ½ hours (TED Talk)</td>
<td>Curricular</td>
<td>Fall &amp; Spring</td>
<td>Rubric-based assessment</td>
<td>Wellness instructors</td>
<td>Students; Wellness instructors</td>
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<tr>
<td></td>
<td>Student pre-post Fitness Assessment/ Evaluation</td>
<td>Curricular</td>
<td>Fall &amp; Spring</td>
<td>Quantitative and/or qualitative assessment of student responses</td>
<td>Wellness instructors</td>
<td>Students; Wellness instructors</td>
</tr>
<tr>
<td>SLO 1.7</td>
<td>At least 90 percent of students will complete a pre- and post-wellness assessment.</td>
<td>Completion rates of both pre- and post-wellness assessments</td>
<td>Curricular</td>
<td>Fall &amp; Spring</td>
<td>Quantitative assessment of completion rates</td>
<td>Wellness instructors</td>
</tr>
</tbody>
</table>
### Learning Goal 2: Understand the nature of stress in all its forms

#### SLO 2.1
At least 80 percent of students will be able to describe at least two positive and two negative characteristics of stress that impact their overall health

<table>
<thead>
<tr>
<th>What evidence/behavior will be assessed?</th>
<th>Level</th>
<th>When</th>
<th>How will the evidence/behavior be assessed?</th>
<th>Primary Persons responsible for collecting this evidence?</th>
<th>Target audience who will use this evidence for improvement</th>
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</thead>
<tbody>
<tr>
<td>3-5 common questions on WEL Final Exam</td>
<td>Curricular</td>
<td>Fall &amp; Spring</td>
<td>Quantitative and/or qualitative assessment of student responses</td>
<td>Wellness instructors</td>
<td>Students; Wellness instructors</td>
</tr>
<tr>
<td>Common assignment - Stress: Portrait of a Killer</td>
<td>Curricular</td>
<td>Fall &amp; Spring</td>
<td>Rubric-based assessment</td>
<td>Wellness instructors</td>
<td>Students; Wellness instructors</td>
</tr>
<tr>
<td>A banner-type project completed in Residence Halls in which students correctly identify positive and negative characteristics of stress that impact their overall health</td>
<td>Co-Curricular</td>
<td>Fall &amp; Spring</td>
<td>Rubric-based assessment</td>
<td>Student Life staff</td>
<td>Students; Wellness instructors; Student Life staff</td>
</tr>
</tbody>
</table>

#### SLO 2.2
At least 80 percent of students will be able to identify at least three resources available on campus that can assist them in addressing and managing issues of negative and chronic stress

<table>
<thead>
<tr>
<th>What evidence/behavior will be assessed?</th>
<th>Level</th>
<th>When</th>
<th>How will the evidence/behavior be assessed?</th>
<th>Primary Persons responsible for collecting this evidence?</th>
<th>Target audience who will use this evidence for improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Common question on the mid-term exam</td>
<td>Curricular</td>
<td>Fall &amp; Spring</td>
<td>Quantitative and/or qualitative assessment of student responses</td>
<td>Wellness instructors</td>
<td>Students; Wellness instructors</td>
</tr>
<tr>
<td>Brief assignments/student work collected during Co-Curricular Events such as “Feel Better Fast,” “Work &amp; Learning,” “Count on Your Future,” and “Tell Me Tuesdays” events</td>
<td>Co-Curricular</td>
<td>Fall &amp; Spring</td>
<td>Qualitative and/or Quantitative assessment of student assignments</td>
<td>Student Life Staff</td>
<td>Students; Student Life staff; Wellness instructors</td>
</tr>
<tr>
<td>Common Assignment - Wellness Passport</td>
<td>Curricular</td>
<td>Fall &amp; Spring</td>
<td>Rubric-based assessment</td>
<td>Wellness instructors</td>
<td>Students; Wellness instructors</td>
</tr>
<tr>
<td>Completion of a scavenger hunt activity facilitated by campus life</td>
<td>Co-Curricular</td>
<td>Fall</td>
<td>Quantitative and/or qualitative assessment of student responses</td>
<td>Student Life staff</td>
<td>Students; Wellness instructors; Student Life staff</td>
</tr>
</tbody>
</table>

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2 Defined in the QEP narrative as “the non-specific response to perceived demand (threat) to mental, physical, emotional, and spiritual well-being.”
At least 70 percent of students will report at least a 15 percent decrease in the number of negative consequences resulting from excessive/negative stress.

<table>
<thead>
<tr>
<th>SLO 2.3</th>
<th>Net decrease (pre-post) in self-reported negative consequences via Mapworks survey items administered at the beginning and end of academic year</th>
<th>Co-Curricular</th>
<th>Fall &amp; Spring</th>
<th>Quantitative and/or qualitative assessment of student responses</th>
<th>Student Life staff</th>
<th>Students; Wellness instructors; Student Life staff</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A net decrease in observed instances of problematic student behaviors requiring intervention by one or more college offices/programs (e.g., excessive classroom and labor absences, behaviors requiring judicial or other administrative disciplinary actions, etc.)</td>
<td>Institution</td>
<td>Fall &amp; Spring</td>
<td>Quantitative and/or qualitative assessment of institutional records</td>
<td>Office of Institutional Research and Assessment</td>
<td>Students; Wellness instructors; Student Life staff</td>
</tr>
<tr>
<td></td>
<td>Self-report of decreased negative consequences via targeted surveys delivered as part of campus life programming</td>
<td>Co-Curricular</td>
<td>Fall &amp; Spring</td>
<td>Quantitative and/or qualitative assessment of student responses</td>
<td>Student Life staff</td>
<td>Students; Wellness instructors; Student Life staff</td>
</tr>
</tbody>
</table>
XII. REFERENCES


Cohen, J. (2016). 13 February Berea College Faculty Meeting [Meeting Minutes].


Interfaith Youth Core (IFYC). (2013). *Berea College: The Campus Religious and Spiritual Climate Survey (CRSCS)*. Administered by Interfaith Youth Core, in partnership with Dr. Alyssa Bryant Rockenbach and Dr. Matthew Mayhew.


QEP Development Team Members. (2014, June 3). QEP Development Team [Meeting Minutes].

QEP Development Team Members. (2014, June 10). QEP Development Team [Meeting Minutes].

QEP Development Team Members. (2014, July 1). QEP Development Team [Meeting Minutes].


APPENDIX A: CURRICULAR/CO-CURRICULAR SUB-COMMITTEE REPORT

The members and charge of the committee were announced in a January 11, 2015 e-mail:
Curricular / Co-Curricular Subcommittee
Co-Organizers: John Carleval & Alicia Klopfers
Members: Kelly Ambrose, Loretta Reynolds, Chris Lakes, SGA representative (RA)
Assignment:
1. Outline what aspects of QEP Goals/SLO best addressed by curricular or co-curricular programming
2. Identify curricular and co-curricular QEP partners
3. Outline curricular and co-curricular QEP programming components
4. Develop a budget

1. Outline which QEP Goals/SLOs are best addressed by curricular or co-curricular programming
As of mid-January 2015, the QEP Goals/SLOs were established as follows:

Learning Goal 1: Understand and identify sources of actual and perceived stress.

   Learning Outcomes:
   Students will:
   1. Understand the nature of stress, both positive and negative, and its impact on their overall health
   2. Identify personal strengths and weaknesses in each of the eight dimensions of wellness.

Learning Goal 2: Learn and practice strategies supportive of wellness.

   Learning Outcomes:
   Students will:
   1. Demonstrate knowledge and utilization of resources available on campus that can assist them in
      addressing and managing issues of negative and chronic stress
   2. Develop an enhanced capacity to prioritize life balance and well-being
   3. Report increased abilities to both manage and adapt to actual and perceived stress
   4. Demonstrate increased utilization of coping strategies and life management skills.

Since Learning Goal 1 and its subsidiary SLOs are primarily concerned with knowledge, it seems clear that they will
be accomplished and assessed most readily within the academic, curricular setting of HLT 100. However, SLO 1.2
(identify personal strengths and weaknesses in each of the eight dimensions of wellness) may entail students
having some immediate, direct experience—as opposed to reflection on previous experience—of activities
associated with the several dimensions of wellness. Students can acquire such direct experiences in the possible
co- and extra- curricular components of the FRESH program as they have been compiled in the third section below.

The SLOs derived from Learning Goal 2 mostly imply two steps each: first, that students do something or use
something and, second, that they demonstrate or report that the doing or the using has occurred. The first step—
the doing or using—is what will chiefly take place through the co- and extra- curricular components of the FRESH
program; the second step—the demonstrating and reporting—can be achieved with the most consistency and
thoroughness through the coordinated assessment mechanisms of the HLT 100 courses, i.e., common assignments,
surveys, and examinations.

2. Identify curricular and co-curricular QEP partners
Main Curricular Partners
Design Team for HLT 100 (experienced instructors of HLT 100, member(s) of QEP Steering Committee,
   Residence Life representative, assessment expertise [Rob Smith])
Faculty of Health and Human Performance Program
Faculty of Child and Family Studies Program
Faculty of Psychology and Sociology Programs  
Faculty of Business and Economics Program  
Committee on General Education  
Academic Advisors/Faculty Members teaching GSTR 110  
Dean of Curriculum and Student Learning: Scott Steele  
Student Government Association  
Directors of Centers  

Main Co-curricular Partners  
Vice President for Labor and Student Life: Virgil Burnside  
Assistant Vice President for Student Life: Gus Gerassimides  
Director of Athletics: Mark Cartmill  
Assistant Director of Athletics: Ryan Hess  
Director of First-Year Programs & Assistant Director of Academic Services: Chris Lakes  
Director of Counseling Services/Mental Health Counselor: Sue Reimondo  
Director of Center for Transformative Learning: Leslie Orquist-Ahrens  
Director of Career Development: James Atkinson  
Coordinator of Peer Consultation: Jennifer Marciniak  
Director, Campus Christian Center; College Chaplain: Rev. Gail Bowman  
College Chaplain; Assistant Professor of General Studies: Rev. Loretta Reynolds  
Director of Dining Services: David McHargue  

3. Outline curricular and co-curricular QEP programming components  
Without a syllabus for a reconceived HLT 100, an outline of “curricular and co-curricular QEP programming components” is somewhat speculative, and, therefore, bound to pull in a great many possible components that will later be judged inappropriate as the FRESH initiative and HLT 100’s role in it become clearer. What follows is a compilation of student-focused activities and programs that may be relevant to the FRESH initiative and its curricular anchor, HLT 100. The compilation has been organized according to the categories of the Wellness Wheel’s eight dimensions.

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Curricular Components</th>
<th>Co- and Extra-Curricular Components</th>
</tr>
</thead>
</table>
| Physical      | HLT 100 Introduction to Lifetime Health and Wellness | Seabury Center: Fitness equipment; Indoor courts, track, and pool; Group aerobics, dancing, and yoga classes; Water fitness classes  
Campus Life/ Campus Activates Board: Intramural Program  
Clubs: Swing club; Middle Eastern dancers; Step club; Modern dancers; Lasa Dance club; African Dance Club; Danish Gymnastics; FYAH (dance club); Country Dancers  
Intercollegiate Athletics, Berea Outdoor Recreation Program  
Dining Services  
Walking/Running with the Presidential Trio  
Additional Residence Life programming |
| Spiritual     | HLT 100 Introduction to Lifetime Health and Wellness | Campus Christian Center: Interfaith Dialogue, Education, and Action; The IDEA Project; Internships in Christian Ministry and Service; African-American Religion and Spirituality; Lectureships, Series, and Annual Events; Student Chaplain Program; Spiritual Seekers; Worship  
Secular Students of Berea College: Non-religious like minds; Non-religious activities  
Pagan Coalition  
Additional Residence Life programming |
| Financial     | HLT 100 Introduction to Lifetime Health and Wellness | Hunger and Homelessness Week  
BC + 5  
Additional Residence Life programming |
<p>| Occupational  | HLT 100 Introduction to Lifetime Health and Wellness | Center for Transformative Learning: Advice and information about life |</p>
<table>
<thead>
<tr>
<th>Year (-1)</th>
<th>Year 0</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLT 100 Design Team (HLT DT) established</td>
<td>Pilot all sections of HLT 100 using common syllabus</td>
<td>All first-year students exposed to Student Life-based CC activities</td>
<td>WEL 101 DT works with COGE to propose/pass 1-credit WEL 101</td>
<td>All HLT 100 sections use tested common syllabus</td>
<td>HLT 100 becomes “WEL 101” for first-year students</td>
<td>All first-year students in “WEL 101” first two terms</td>
</tr>
<tr>
<td>Design of HLT 100 prototype common syllabus</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cross-Curricular (CC) Programs</td>
<td>Student Life (SL) staff attend HLT</td>
<td>Most HLT 100 sections have a</td>
<td>All HLT 100 sections have an</td>
<td>All “WEL 101” sections have an</td>
<td>All “WEL 101” sections have an</td>
<td>All “WEL 101” sections have an</td>
</tr>
</tbody>
</table>

**4. Develop a budget**

The immediate budgetary need for the development of curricular/co-curricular partnership envisioned in the QEP is for summer stipends for members of HLT 100 design team composed of interested College faculty and Residential Life staff members.

**5. Timeline**

<table>
<thead>
<tr>
<th>Lifetime Health and Wellness</th>
<th>after Berea; Internships; Career Development; Career Fair BC + S Labor Day programing Additional Residence Life programing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional</td>
<td>HLT 100 Introduction to Lifetime Health and Wellness Counselling services: Individual Counseling, Group Counseling, Couple Counseling, Crisis Intervention, Consultation with a psychiatrist or others as needed, Outreach Presentations, and Referrals for psychological assessment. Campus Christian Center: Pastoral Counseling by College Chaplains Be Bald, Be Beautiful Truth Talks Additional Residence Life programing</td>
</tr>
<tr>
<td>Intellectual</td>
<td>HLT 100 Introduction to Lifetime Health and Wellness Center for Transformative Learning: Peer consultation; homework help Truth Talks Center for International Education: Think Globally it’s Friday Women’s Studies: Peanut Butter and Gender Additional Residence Life programing</td>
</tr>
<tr>
<td>Sustainable</td>
<td>HLT 100 Introduction to Lifetime Health and Wellness Dining Services ECO Challenge: Recyclemania and CCN competition</td>
</tr>
<tr>
<td>Social</td>
<td>HLT 100 Introduction to Lifetime Health and Wellness Residential Life/Residential Advisors: Occasional fun and/or educational programing; Educational and sometimes interactive bulletin boards Berea Bash Jazzy Nights House Council Hunger and Homelessness Week Be Bald, Be Beautiful Hallowpalooza Truth Talks Take Back the Night Mountain Day Clubs: Pulse (Gay Straight Alliance); Asian Student association; African Students association; Black Student Association; Black Student Union; Cosmo Club; Pagan Coalition; Hispanic Student Association Additional Residence Life programing</td>
</tr>
<tr>
<td>and Activities identified</td>
<td>100 courses</td>
</tr>
<tr>
<td>--------------------------</td>
<td>-------------</td>
</tr>
<tr>
<td>HLT 100 pilot sections beta test CC activities</td>
<td>All HLT 100 sections pilot CC activities</td>
</tr>
<tr>
<td>Begin development/ training in Health and Wellness initiatives – Student Life</td>
<td>Training/integrati on of Health and Wellness initiatives – Student Life</td>
</tr>
<tr>
<td>Develop House Cup point system. Integrate system with HLT 100 appropriate</td>
<td>Pilot House Cup Program (first-year halls) Integrate with HLT 100 as appropriate</td>
</tr>
<tr>
<td>May 2015 Retreat for HLT 100 instructors, Student Life staff and others for Cross-Curricular development</td>
<td>Pilot card readers &amp; B-Linked to record program/activity attendance</td>
</tr>
<tr>
<td>QEP Awareness Marketing Campaign</td>
<td>QEP Awareness Marketing Campaign</td>
</tr>
<tr>
<td>Wellness Resource Guide (student-focus/ web-based)</td>
<td>Develop/adjust Residential Life staff training</td>
</tr>
<tr>
<td>HLT 100/Student Life coordinated Health &amp; Wellness Fair</td>
<td>HLT 100/Student Life coordinated Health &amp; Wellness Fair</td>
</tr>
<tr>
<td>HLT 100 DT &amp; SL plan more comprehensive and integrated CC program</td>
<td>HLT 100 DT consider expansion to 1-credit course WEL 101/ WEL 101 Design Team (WEL DT) established</td>
</tr>
<tr>
<td>Finish QEP proposal</td>
<td>HLT 100/FRESH Start program Year 0 assessment</td>
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APPENDIX B: DEVELOPMENT SUB-COMMITTEE REPORT

Development Committee: QEP Education Strategy

Develop the FRESH Start opening paragraph into an "elevator pitch."

FRESH Start is a new program of education and support to help first-year Berea College students understand how to lead a purposeful, well-balanced, and healthy life at Berea College and beyond.

Develop a QEP Education approach in conjunction with the Marketing Sub-committee

Venues:
- Course Collaboration
  - ENG/HLT/SOC Spring 2015
  - PEER Educators Spring 2015
  - Social media
  - Publications
  - Sharing
  - Discussion
  - Social Networks
  - Digital Storytelling
  - Sidewalk Chalk
  - Posters
  - Presentations to various campus groups
  - Convocations

Partners:
- Office of Admissions
- First-Year Experience
- Collegium
- Course Integration

Establish a timeline for training employees directly involved with the QEP.

See Timeline developed by Janice in consultation with Admissions and the First-Year Experience Program

"Pre-Project" is focused on simply raising campus awareness of the QEP.
Development Committee Planning

The Pre-Project Phase will be designed to offer awareness to the broad campus community about the QEP:

- The title of the QEP
- Aims, goals, learning outcomes, and the general design and plan for unfolding the final version before the SACSCOC On-Site visit.
- We can reasonably build on the recent unveiling of the QEP at the General Faculty Assembly meeting, to share appropriate information for general awareness at the April and May meetings.
- Over the summer there will be opportunities for selected offices and programs to begin collaborating, including Campus Life, the Campus Christian Center, CELTS and other Centers, the Labor Program, etc.

Messaging and Communication with First-Year Students

- Work with the Admissions Office should begin as soon as we have finalized a plan so that Luke Hodson can disseminate information to his staff.
- Admissions can provide relevant information about the QEP to incoming students when they are confirmed in May.
- Responsibilities for orientation and preparation of class information shirts to Chris Lakes and the First-Year Experience program after students are confirmed.
- Residential Life Collegium should incorporate the QEP into summer training.
- The Athletics Program should develop a plan for disseminating QEP information with student athletes.
- Centers can message on their web-pages and update notices as needed with specific calendar events.
- Centers can also be utilized as venues for posters, social media announcements, etc.
- Pre-project campus activities could occur Spring 2015 in HLT 286 – PEER Educators as well as the ENG/HLT/SOC course taught by Kate Egerton, Martha Beagle, and Jill Bouma.

HLT 100

- This major course revision will need to proceed through the appropriate governance structure (Division Council, APC, EC, and faculty).
- The revision and approval process should occur during the 2015-2016 academic year. Pending approval, course offerings could commence by Fall 2016.
APPENDIX C: MARKETING SUB-COMMITTEE REPORT

QEP Marketing and Branding Timeline

- February 5, 2015: Logo Design Process Begins
  - Solicit feedback from students and other constituents on branding strategy
  - Charlie Campbell has volunteered to work with his students
  - Ian Norris will conduct a brief focus group with Marketing students
  - Ideally, a focus group will be conducted with a GSTR 110 class
- March 9/April 16: Deadline for summer labor position submission.
- March 20: Deadline for fall labor position submission
- March 31: Candidate logo designs need to be submitted for feedback
  - Potential logos distributed to campus community via email and social media for feedback
  - Winning designs will be translated into final logo design
- April 30: Final logo design due, approved by administration and QEP Steering Committee
- May 31: Final designs due for initial branded merchandise; pre-orders for freshmen t-shirts.
- Summer 2015: Marketing channels created (summer labor position)
  - Website constructed. May be a splash page housed under a parent page on the College website.
  - Social media channels built. Facebook and YouTube will be minimum targets.
  - Basic quarterly newsletter and email newsletter designed.
- June-August 2015: T-shirts with QEP logo distributed to all freshmen at Summer Connections or upon arrival on campus.
- August 2015: Orders placed for 2015-2016 Branding and Marketing Campaign.
- Branded merchandise
  - Technical t-shirts for Mountain Day
  - Coffee mugs for faculty and staff
  - Fitbits
  - Temporary tattoos
  - Water bottles
  - Frisbees
  - Stress balls
  - Reusable canvas grocery bags
  - Bicycle seat covers
  - Beach balls for sporting events
- Signage
  - Banners
  - Yard signs
  - Posters
- September 2015: First issue of quarterly newsletter (Fall edition)
- October 21, 2015: Promotional events at Mountain Day
- November 2015: SACSCOC On-Site Visit
APPENDIX D: ASSESSMENT SUB-COMMITTEE REPORT

A FRESH* Start: Learning to Thrive! at Berea College QEP Assessment Plan
Berea College’s FRESH Start is an integrative curricular and co-curricular initiative aimed at and involving first-year students in the pursuit of a healthy, well-balanced and purposeful lifestyle. For Berea students, managing stress has been a persistent and widespread problem that can harm both their academic performance and their general health. By introducing students to a multifaceted conception of holistic health and by offering an organized array of opportunities, both academic and co-curricular, to practice multiple dimensions of wellness, we hope to help them learn to mitigate the stress often associated with transition from high school to college and beyond. Via its QEP, Berea College wants to help first-year students to:

Learning Goal 1: Understand and identify sources of actual and perceived stress.
Learning Outcomes: Students will
1. Understand the nature of stress, both positive and negative, and its impact on their overall health (A, D, F)
2. Identify personal strengths and weaknesses in each of the eight dimensions of wellness. (C, F)

Learning Goal 2: Learn and practice strategies supportive of wellness.
Learning Outcomes: Students will:
1. Demonstrate knowledge and utilization of resources available on campus that can assist them in addressing and managing issues of negative and chronic stress (A, B, C, D, F, G)
2. Develop an enhanced capacity to prioritize life balance and well-being (A, B, C, D, E, F, G)
3. Report increased abilities to both manage and adapt to actual and perceived stress (A, B, C, D, E, F, G)
4. Demonstrate increased utilization of coping strategies and life management skills. (B, C, D, E, F, G)

Possible Assessment Artifacts:
A. College-wide survey of knowledge and available resources
B. Measurements of perceived stress at the end of each semester/year
C. Collect and measure cortisol samples (or other physiological markers of stress) as a direct measure of stress, to be correlated with students’ perceived stress levels
D. Regular sampling of student work from WEL 100
E. Random sampling of actigraph data (measuring sleep quantity/quality) collected each semester through WEL 100
F. Regular assessment data collected at all co-curricular activities that focus on QEP outcomes
G. Attendance/usage rates
   1. Seabury
   2. Health Services (e.g., wellness appointments, sick visits)
   3. Counseling Services (Number of students served, severity of problems seen index, etc.)
   4. Co-curricular activities

*Note: We will need in place some mechanism to ensure that any co-curricular activities/events planned in relation to this QEP:
1. include measureable outcomes that are yoked directly to the outcomes of the QEP;
2. include a specific plan for how assessment of these outcomes will occur; and
3. Who is responsible for ensuring that assessment of the activity/event occurs?
Course Description
The purpose of this course is to consider the various conditions and factors affecting individual and community health and wellness; special emphasis is on understanding and formulating personal health goals, attitudes, and behaviors necessary to establish lifelong healthy living practices. Students will engage in physical activities that provide opportunities for students to gain skills they can use throughout their lifetime. Wellness is a concept that emphasizes self-responsibility for achieving an optimal state of health and well-being including the following dimensions: physical, emotional, spiritual, financial, intellectual, occupational, social, and sustainable. Students will assess their own wellness and devise, implement, and critically evaluate strategies to improve their wellness. Additionally, student physical fitness will be assessed at the beginning and end of the term.

Text
Health & Human Performance, Berea College (2014) HLT 100 custom text (McGraw-Hill)

***Students are required to purchase a new textbook for this course.***

Course Objectives
- To increase one’s understanding of the relationship between the components of wellness – physical, intellectual, social, emotional, sustainable, spiritual, financial, and occupational.
- To define components of health-related fitness and skill-related fitness.
- To develop the awareness that health is more than the absence of illness and is an on-going, lifelong process.
- To assess students in regard to health and physical fitness information, personal physical fitness (cardiovascular-respiratory endurance, flexibility, strength/muscular endurance, body composition, and attitudes concerning physical activity).
- To encourage students to consciously examine and develop health and fitness practices for college life and beyond by participating in a variety of physical activities.
• To develop skills and provide knowledge that will support students in their efforts to assess and change behavior in the following areas: physical activity and fitness, psychological health, stress management, nutrition, disease risk reduction, and sexual health.
• Use appropriate methods of critical thinking and quantitative reasoning to examine issues and to identify solutions related to lifetime wellness.
• Identify and use appropriate and current research resources to improve overall wellness.
• Integrate knowledge that will deepen their understanding of, and inform their choices related to personal wellness and the importance of societal health.
• Evaluate health-related fitness components and how they contribute to the prevention of disease.
• Implement behavior changes to promote personal fitness improvements which affect wellness.
• Explore the interrelatedness of one’s personal wellness in the external environment in terms of political, social, and economic factors.

Student Learning Objectives
By the end of the term, students will be able to:

Stages of Change and Dimensions of Wellness
• Demonstrate knowledge of the eight dimensions of wellness through qualitative writing and quantitative assessment.

Fitness
• Describe the importance of fitness in regards to performing activities of daily living and the correlation between fitness and overall health and well-being throughout their lives.
• Define basic principles of fitness and apply them during in-class activities.
• Analyze and evaluate their current level of fitness through completing fitness- and movement-focused labs.
• Recognize the principle components and benefits of fitness and demonstrate that they can apply them when creating their own fitness program.

Nutrition
• Successfully apply nutrition concepts learned in class by establishing effective nutrition patterns focusing on physical activity, weight control, and weight maintenance evidenced by behavior change project logs, nutritional diaries, and exam questions.
• Apply nutrition strategies for healthy shopping and evaluation of nutrition products through in-class and out-of-class assignments.

Stress
• Identify personal stressors and implement coping strategies and stress reduction practices.
• Classify and describe the health consequences of acute and chronic stress.
• Identify the relationship of physical activity and stress, and regularly monitor this through weekly logs.
• Demonstrate effective time management strategies by implementing these strategies in the form of a daily or weekly planner or other activity recording system.

Sexual Health, Drugs, and Alcohol
• Identify high-risk and low-risk behaviors associated with alcohol use, drug use, and sexual decision making.
Course Evaluation
Behavior Change Project

<table>
<thead>
<tr>
<th>Behavior change project</th>
<th>5%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research and Action Plan</td>
<td>10%</td>
</tr>
<tr>
<td>Log sheets</td>
<td>5%</td>
</tr>
<tr>
<td>Final Summary</td>
<td>10%</td>
</tr>
</tbody>
</table>

Midterm 15%
Final 15%
Participation 10%
Assignments/Labs 30%

Total: 100%

Attendance Policy
Attendance is a prerequisite for learning in this course. You are allowed 3 absences for this course, without penalty. This includes absences of any nature, ranging from a family emergency, illness, or even something as simple as a broken alarm clock. However, upon the 4th absence I will begin deducting points off of your final grade at a rate of 2% per additional absence so be sure to track your absences. At the beginning of each class I will call roll, if you are not present and seated when your name is called you will be marked absent. If you arrive within the first 5 minutes I will mark you as tardy. Each tardy will be counted as half an absence. In addition, a student must attend 75% of the total course meetings to receive credit. Failure to do so will result in “F” for the course. If you wish to know your current attendance record please ask.

Classroom Participation
In addition to taking classroom attendance I will take note of which students participate in classroom activities and discussion. 10% of your grade will be determined by your level of participation, which means that it is in your best interest to be actively engaged during class. These points can be earned by asking questions, making comments, participating in activities, etc... If you wish to know your current participation record please ask.

Late Work
Late work will be accepted for the following reasons only:
- An excused absence (excused absences include school functions, military engagements
- An unexcused absence with prior notification to the instructor
- An unexcused absence without prior notification to the instructor, with exigent circumstances (i.e. family emergency). The merit of these circumstances is at the sole discretion of the instructor.

In the event that an absence meets any of the above criterion students will be required to turn in late work at the next class meeting. In the event of a missed exam, students will have one week to make up the exam. In all other circumstances (i.e. car trouble, broken alarm clocks, work schedules etc.) late work will not be accepted.

Cell Phones
Cell phones are not to be used in class. If you have an emergency or other circumstances which require your phone please speak to me ahead of time.

Disability Accommodations
Berea College values diversity and inclusion and seeks to create a climate of mutual respect and full participation. My goal is to create learning environments that are accessible, equitable, and inclusive. If you encounter barriers based on the impact of a disability or health condition, please let me and Disability & Accessibility Services (DAS, 111 Lincoln Hall, 859-985-3237, lisa.ladanyi@berea.edu) know immediately so that we can determine if there is a design adjustment that can be made to the course or if accommodations might be needed to overcome the barriers. Together we can explore all of your options and establish how to best coordinate accommodations for this course.
Health and Human Performance
WELLNESS 101 (Fall Term)

Professor:  
Office:  
Phone:  
E-mail:  
TA:  
Email:  
Office hours:  
Class time

Course Description
This course is part one of a two-part course which examines the various components of both health and wellness. There is an emphasis placed on individual health, setting health goals and the attitudes/behaviors needed to establish a lifelong pattern of health and wellness. Students will engage in a variety of organized physical activities including a bi-term fitness assessment. Students will be expected to complete a term-long behavior change project which focuses on the identification and transformation of health behaviors. Topics to be discussed include the following: the eight dimensions of wellness, the Transtheoretical model, stress and stress management, and others. In addition to the curricular components of this course, students will also be expected to engage in co-curricular components integrated with student life, counseling services, and the labor program.

Text
Health & Human Performance, Berea College (2014) HLT 100 custom text (McGraw-Hill)
*** Students are required to purchase a new textbook for this course.

Wellness 101 Course Goals
1. To increase one’s understanding of the relationship between the components of wellness – physical, intellectual, social, emotional, environmental, and spiritual.
2. To define components of health-related fitness and skill-related fitness.
3. To develop the awareness that health is more than the absence of illness and is an on-going, lifelong process.
4. To assess students in regard to health and physical fitness information, personal physical fitness (cardiovascular-respiratory endurance, flexibility, strength/muscular endurance, body composition, and attitudes concerning physical activity).
5. Use appropriate methods of critical thinking and quantitative reasoning to examine issues and to identify solutions related to lifetime wellness.
6. To increase student’s understanding of stress, stress related concepts, and effective coping mechanisms.
7. To improve student’s time management skills.

Wellness 101 Student Learning Outcomes
By the end of the term, students will be able to:
Stages of Change and Dimensions of Wellness
- Demonstrate knowledge of the dimensions of wellness through qualitative writing and quantitative assessment.

Behavior Change
- Demonstrate knowledge of the Transtheoretical Model and its stages of change through qualitative writing and quantitative assessment.

Stress & Coping Mechanisms
- Identify personal stressors and implement coping strategies and stress reduction practices evidenced by qualitative writing and quantitative assessment.
- Classify and describe the health consequences of acute and chronic stress evidenced by quantitative assessment.
- Identify the relationship of physical activity and stress, and regularly monitor this through weekly logs.

Time Management
- Demonstrate effective time management strategies by implementing these strategies in the form of a daily or weekly planner or other activity recording system.

Sexual Health, Drugs, and Alcohol
- Identify high-risk and low-risk behaviors associated with alcohol use, drug use, and sexual decision-making.

101 Evaluation
<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>Participation</td>
<td>10%</td>
</tr>
<tr>
<td>Assignments</td>
<td>20%</td>
</tr>
<tr>
<td>Reflection Papers</td>
<td>10%</td>
</tr>
<tr>
<td>Behavior Change Project</td>
<td>30%</td>
</tr>
<tr>
<td>Exams</td>
<td>30%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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</table>

Attendance Policy
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In addition to taking classroom attendance I will take note of which students participate in classroom activities and discussion. 10% of your grade will be determined by your level of participation, which means that it is in your best interest to be actively engaged during class. These points can be earned by asking questions, making comments, participating in activities, etc... If you wish to know your current participation record please ask.

Late Work
Late work will be accepted for the following reasons only:
- An excused absence (see above for list of excused absences)
- An unexcused absence with prior notification to the instructor
- An unexcused absence without prior notification to the instructor, with exigent circumstances (i.e. family emergency). The merit of these circumstances is at the sole discretion of the instructor.
In the event that an absence meets any of the above criterion students will be required to turn in late work at the next class meeting. In the event of a missed exam, students will have one week to make up the exam. In all other circumstances (i.e. car trouble, broken alarm clocks, work schedules etc.) late work will not be accepted.

Cell Phones
Cell phones are not to be used in class. If you have an emergency or other circumstances which require your phone please speak to me ahead of time.

Accommodation
Berea College will provide reasonable accommodations for all persons with disabilities so that learning experiences are accessible. If you experience physical or academic barriers based on disability, please see Lisa Ladanyi (Disability & Accessibility Services, 111 Lincoln Hall, 859-985-3327, lisa.ladanyi@berea.edu) to discuss options. Students must provide their instructor(s) with an accommodation letter before any accommodations can be provided. Accommodations cannot be provided retroactively. Please meet with your instructor(s) in a confidential environment to discuss arrangements for these accommodations.

Academic Dishonesty and Plagiarism
This course will comply with the student handbook’s regulations regarding academic dishonesty, available at this link and will be prosecuted to the fullest extent available. (http://webapps.berea.edu/cataloghandbook/sturegs/srr/academichonesty.asp)

<table>
<thead>
<tr>
<th>Week</th>
<th>Concept</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>1</td>
<td>The Eight Dimensions of Wellness: Embracing a Holistic View of Health, chapter 1</td>
<td>Fitness and Wellness Assessment</td>
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<tr>
<td>2</td>
<td>Stress: Identifying Physical, Emotional and Behavioral Consequences, chapters 37-42</td>
<td>Fitness reflection paper</td>
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<td>3</td>
<td>Stress: Mindfulness, Spirituality and Emotional Expression, chapters 37-42</td>
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<td>4</td>
<td>Behavior Change Strategies, chapters 3-4</td>
<td>Start Behavior change project</td>
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<td>5</td>
<td>Stages of Change: Evaluating Readiness for Behavior Change, chapters 6-13</td>
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<td>6</td>
<td>Goal Setting: Writing SMART Goals, chapters 17-19</td>
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<td>7</td>
<td>Time Management, Financial and Occupational Wellness, chapters 39-41</td>
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<td>8</td>
<td>Exam 1</td>
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<td>9</td>
<td>Coping Mechanisms: Appraisal-Focused, Emotion-Focused, Problem-Solving Focused, chapters 42-44</td>
<td>Reflection Paper on Stress</td>
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<td>10</td>
<td>Coping Mechanisms: Social Support and Accessing Resources, chapters 42-44</td>
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<td>11</td>
<td>Sex &amp; Your Body: Guidelines for Safe, Responsible Behavior, chapter 45</td>
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<td>12</td>
<td>Drug Misuse &amp; Addiction: Social Issues, Prevention and Treatment</td>
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<td>13</td>
<td>Alcohol Misuse &amp; Alcoholism:</td>
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<td>Absorption, Metabolism, Effects</td>
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<td>14 Tobacco Use: Short- and Long-Term Health Risks, chapter 48</td>
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<td>15 Review and Wrap Up</td>
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<tr>
<td>16 Exam 2</td>
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****This syllabus is subject to change at the discretion of the instructor****
Course Description
This is the second part of a two-part course which examines the various components of both health and wellness. There is an emphasis placed on developing/maintaining physical fitness and developing lifelong physical activity patterns. Students will be expected to participate in an end-of-term fitness assessment. Students will be expected to complete two projects focusing on different aspects of physical wellness. Topics to be discussed include the following: cardiovascular health, muscular strength and endurance, nutrition and weight loss, and others. In addition to the curricular components of this course, students will also be expected to engage in co-curricular components integrated with student life, counseling services, and the labor program.

Text
Health & Human Performance, Berea College (2014) HLT 100 custom text (McGraw-Hill)
*** Students are required to purchase a new textbook for this course.

Wellness 102 Course Goals
1. To assess students in regard to health and physical fitness information, personal physical fitness (cardiovascular-respiratory endurance, flexibility, strength/muscular endurance, body composition, and attitudes concerning physical activity).
2. To encourage students to consciously examine and develop health and fitness practices for college life and beyond by participating in a variety of physical activities.
3. Use appropriate methods of critical thinking and quantitative reasoning to examine issues and to identify solutions related to lifetime wellness.
4. Analyze fundamental interactions between humans and their environment within the context of the student’s personal wellness.
5. Identify and use appropriate and current research resources to improve overall wellness.
6. Students will be competent in the principles of cardiovascular, muscular, and flexibility training and be able to develop lifelong habits in each area.
7. Students will be competent in the principles of nutrition, including weight management, meal planning, and tracking of macro-nutrients.
8. Students will have an appreciation of the importance of maintaining healthy body weight and body composition.

Wellness 102 Student Learning Outcomes
By the end of the term, students will be able to:
Cardiovascular Exercise
- Assess their cardiovascular fitness and develop safe and effective strategies for its improvement and maintenance.
- To accurately measure heart rate through manual palpation and through electrical monitoring.

Muscular Strength
- Assess their muscular strength and endurance and to develop safe and effective strategies for its improvement.
- To exercise safely in a public gym setting, as evidenced by organized activities in the Seabury gym.
- To demonstrate proper technique when resistance training, as evidenced by organized activities in the Seabury gym.

Flexibility
- Assess flexibility in both upper and lower body joints and develop safe and effective strategies for their improvement.

Nutrition
- Analyze eating patterns and determine their relative health and effectiveness, evidenced by a diet log and qualitative writing assignment.
- To understand the relationship between macro nutrients and calories and body mass.

Body Composition
- To interpret body composition analysis results in terms of the two compartment model.
- To use body composition data to set nutritional and body weight goals.
- To understand the value of body composition assessment as a marker for health and wellness.

102 Evaluation
<table>
<thead>
<tr>
<th>Participation</th>
<th>10%</th>
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<tbody>
<tr>
<td>Assignments</td>
<td>20%</td>
</tr>
<tr>
<td>P.A. Plan</td>
<td>20%</td>
</tr>
<tr>
<td>Nutrition Plan</td>
<td>20%</td>
</tr>
<tr>
<td>Exams</td>
<td>30%</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Attendance Policy
Attendance is a pre-requisite for learning in this course. You are allowed 3 absences for this course, without penalty. This includes absences of any nature, ranging from a family emergency, illness, or even something as simple as a broken alarm clock. However, **upon the 4th absence I will begin deducting points off of your final grade at a rate of 2% per additional absence** so be sure to track your absences. At the beginning of each class I will call role, if you are not present and seated when your name is called you will be marked absent. If you arrive within the first 5 minutes I will mark you as tardy. **Each tardy will be counted as half an absence.** In addition, a student must attend 75% of the total course meetings to receive credit. Failure to do so will result in “F” for the course. If you wish to know your current attendance record please ask.

Classroom Participation
In addition to taking classroom attendance I will take note of which students participate in classroom activities and discussion. 10% of your grade will be determined by your level of participation, which means that it is in your best interest to be actively engaged during class. These points can be earned by asking questions, making comments, participating in activities, etc... If you wish to know your current participation record please ask.

Late Work
Late work will be accepted for the following reasons only:
- An excused absence (see above for list of excused absences)
- An unexcused absence with prior notification to the instructor
- An unexcused absence without prior notification to the instructor, with exigent circumstances (i.e., family emergency). The merit of these circumstances is at the sole discretion of the instructor.

In the event that an absence meets any of the above criterion students will be required to turn in late work at the next class meeting. In the event of a missed exam, students will have one week to make up the exam.
In all other circumstances (i.e. car trouble, broken alarm clocks, work schedules etc.) late work will not be accepted.

Cell Phones
Cell phones are not to be used in class. If you have an emergency or other circumstances which require your phone please speak to me ahead of time.

Disability Accommodation
Berea College will provide reasonable accommodations for all persons with disabilities so that learning experiences are accessible. If you experience physical or academic barriers based on disability, please see Lisa Ladanyi (Disability & Accessibility Services, 111 Lincoln Hall, 859-985-3327, lisa.ladanyi@berea.edu) to discuss options. Students must provide their instructor(s) with an accommodation letter before any accommodations can be provided. Accommodations cannot be provided retroactively. Please meet with your instructor(s) in a confidential environment to discuss arrangements for these accommodations.

Academic Dishonesty and Plagiarism
This course will comply with the student handbook’s regulations regarding academic dishonesty, available at this link and will be prosecuted to the fullest extent available. (http://webapps.berea.edu/cataloghandbook/sturegs/srr/academichonesty.asp)

<table>
<thead>
<tr>
<th>Week</th>
<th>Concept</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Intro</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Nutrition Concepts, chapters 34-36</td>
<td>Dietary Assessment Assignment</td>
</tr>
<tr>
<td>3</td>
<td>Nutrition: Macronutrients and metabolism, chapters 34-36</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Nutrition: Micronutrient requirements for healthy functioning, chapters 34-36</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Cardiovascular Fitness: Cardiac tissue and circulation, chapters 20-23</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Cardiovascular Fitness: Exercise and Blood Pressure, including lipid profile enhancement, chapters 20-23</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Cardiovascular Disease and Healthy Cardiac Functioning across the Lifespan, chapters 20-23</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Exam 1</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Muscular Fitness and Exercise: Strategies for Improvement Using Resistance Training Methods, chapters 24-30</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Muscular Fitness and Exercise: Muscle Physiology and its Effects on Metabolism, chapters 24-30</td>
<td>Physical Activity Plan</td>
</tr>
<tr>
<td>11</td>
<td>Muscular Fitness and Exercise: Maintaining a Healthy Musculo-Skeletal System across the Lifespan, chapters 24-30</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>-----------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>12</td>
<td>Evaluating Muscular Strength and Endurance, chapters 27-28</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Body Composition: The Two Compartment Model and the Negative Health Effects of Excess Body Fat</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Body Composition: The Effects of Visceral Fat on Health And Metabolism</td>
<td>Fitness Assessment</td>
</tr>
<tr>
<td>15</td>
<td>Flexibility: How Range of Motion Changes across The Lifespan</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Exam 2</td>
<td></td>
</tr>
</tbody>
</table>

****This syllabus is subject to change at the discretion of the instructor****
Various versions of the following draft curriculum proposal have been placed in front of stakeholders and will be presented formally to the Academic Program Council in mid-November. The main ideas of the proposal have been vetted by the Committee on General Education (COGE) and have received endorsement in September. As designed, the proposal will have a substantive impact on General Education at Berea College and, as such, support of the Committee on General Education for this proposal is vital.

The Berea QEP is entitled “First-year Residential Experience Supporting Health,” with the acronym FRESH Start. The official purpose of Berea’s QEP is to “deepen and enhance students’ overall understanding of health and wellness and to help them develop behaviors and attitudes supportive of their own health and wellness” (QEP, Executive Summary, p. iv). Given the focus and particular design of our QEP, “an intentional integration and partnership between Student Life and the Academic Division” (p. iv), the implementation of this plan necessitates several reconfigurations in Berea’s curricular and co-curricular dimensions of the learning experiences for all Berea College students.

Below are drafts of five proposals:

1. Introduce a new course, WEL 101, required of all new students in their first term
2. Introduce a new course, WEL 102, required of all new students in their second term
3. Deliver WEL 101 and 102 in first-year experience format
4. Adopt a completion requirement for WEL 101 and WEL 102
5. Integrate WEL 101 and 102 as core courses in the General Education Program

I. Proposal One—New Course Proposal: WEL 101 for 0.5 credit for the first term.

II. Proposal Two—New Course Proposal: WEL 102 for 0.5 credit for the second term.

Rationale for WEL 101 and 102: WEL 101 and 102 includes an intentional partnership among instructors from the Health and Human Performance (HHP) Program and the co-curricular areas of campus. The design of the integrated learning model for the QEP emphasizes eight dimensions of wellness—physical, social, emotional, spiritual, intellectual, occupational, financial, and sustainable. These dimensions will be addressed in WEL 101 and 102 in conjunction with co-curricular programing offered by Student Life, Campus Life, Counseling Services, the Labor Program, Student Financial Aid Services, and the Campus Christian Center and will closely align curricular and co-curricular facets of wellness for all first-year students. Student engagement in WEL 101 will involve explorations in individual health, goal setting, and the identification of attitudes/behaviors needed to establish a lifelong pattern of health and
wellness. Students will engage in a variety of organized physical activities including a bi-
semester fitness assessment. Students will be expected to complete a behavior change project
over the 15-week term that focuses on the identification and transformation of health
behaviors. WEL 102 will afford students opportunities to develop physical fitness and establish
lifelong physical activity patterns through continued work on behavior change.

As presented in the QEP, student data offer evidence that students want to enhance their
health behavior outcomes. For example, see the following data below:

**Percent of Berea students (compared to their peers, nationwide) who indicated an interest in
receiving information from their college or university on each of the following topics:**

<table>
<thead>
<tr>
<th>Topics</th>
<th>Fall 2008</th>
<th>Spring 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Berea</td>
<td>National</td>
</tr>
<tr>
<td>Alcohol and other drug use</td>
<td>28.0%</td>
<td>27.8%</td>
</tr>
<tr>
<td>Depression/Anxiety</td>
<td>52.5%</td>
<td>46.9%</td>
</tr>
<tr>
<td>Eating Disorders</td>
<td>29.7%</td>
<td>28.7%</td>
</tr>
<tr>
<td>Grief and loss</td>
<td>45.0%</td>
<td>36.6%</td>
</tr>
<tr>
<td>How to help others in distress</td>
<td>62.1%</td>
<td>52.2%</td>
</tr>
<tr>
<td>Injury prevention</td>
<td>42.7%</td>
<td>34.7%</td>
</tr>
<tr>
<td>Nutrition</td>
<td>60.3%</td>
<td>59.9%</td>
</tr>
<tr>
<td>Physical activity</td>
<td>55.6%</td>
<td>55.5%</td>
</tr>
<tr>
<td>Pregnancy prevention</td>
<td>32.9%</td>
<td>31.8%</td>
</tr>
<tr>
<td>Problem use of internet/computer games</td>
<td>29.7%</td>
<td>24.7%</td>
</tr>
<tr>
<td>Relationship difficulties</td>
<td>52.2%</td>
<td>40.7%</td>
</tr>
<tr>
<td>Sexual assault/Relationship violence prevention</td>
<td>52.4%</td>
<td>40.2%</td>
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<tr>
<td>Sexually transmitted disease/Infection (STD/I) prevention</td>
<td>44.1%</td>
<td>39.3%</td>
</tr>
<tr>
<td>Sleep difficulties</td>
<td>62.1%</td>
<td>52.7%</td>
</tr>
<tr>
<td>Stress reduction</td>
<td>70.5%</td>
<td>63.2%</td>
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<tr>
<td>Suicide prevention</td>
<td>43.1%</td>
<td>31.0%</td>
</tr>
<tr>
<td>Tobacco use</td>
<td>26.7%</td>
<td>22.2%</td>
</tr>
<tr>
<td>Violence prevention</td>
<td>45.7%</td>
<td>34.9%</td>
</tr>
</tbody>
</table>

Response rates: 2008 = 35.2%; 2010 = 43.0%. Compiled by the Office of Institutional Research and Assessment,
May 2012 from the National College Health Assessment Surveys.

Overall, the data and analysis summarized in the QEP then leads directly to the following
summative conclusions:

- **Students want to improve their health.** While the health habits of Berea’s first-year
  students is generally below average, the desire of students to engage in health-
  promoting behavior while at Berea College is clear. For example, in one recent first-
  year student survey, over 90 percent of entering students rate as important:
  - Eating a good diet
  - Maintaining good sleep habits
  - Managing stress
  - Being physically active
- Gaining knowledge and skills to maintain a healthy lifestyle.

- Although Berea graduates place high importance on developing a healthy lifestyle, data show that there is a substantial gap for how they rate Berea’s effect on helping them achieve this goal.

- Although Berea College students are well below public health recommendations on health behaviors such as eating fruits and vegetables, they do express interest, higher than the national averages, in learning about health-promoting behaviors. Providing Berea students with this knowledge and the environment to reinforce positive lifestyle behaviors will serve them well while they are on campus and in their future lives.

Finally, the QEP fits solidly within the mission of Berea College. *Being and Becoming* (2011), Berea’s current strategic plan, explains:

- We seek to understand the interconnectedness of our natural, fabricated, and human worlds. We seek to prepare ourselves and our students to live thoughtfully within our natural and human-made environments and to take responsibility for the healthy development of both. We should seek to teach Berea students the obvious and subtle interdependencies between our human and natural, and our human and fabricated worlds (57).

Recent initiatives only serve as momentum toward the selection of the QEP topic, including faculty and staff research on student health and sleep habits, growing efforts to teach financial literacy, establishing a comprehensive wellness program for the campus community with the assistance of external grant funding, and the priorities beginning in 2012 of Berea’s ninth president. It is the collective discomfort with the health and wellness of Berea’s students, represented in data, which serves to crystallize community effort to address this foundational need to enhance student learning and impact lives.

**III. Proposal Three**—Deliver WEL 101 and 102 in a first-year-experience format.

Rationale: One of the difficulties with HLT 100 in its current format is that students often delay taking the course until well into their second, third, or fourth year, which is a detriment to students. The course was designed to have an impact on student wellness that can influence how students manage the stress and wellness questions that immediately arise as a student begins a four-year residential education experience.

First-year experiences have been identified as providing tremendous benefits for student retention and engagement in college. By offering WEL 101 and 102 in a first-year-experience format, the College is able to provide important needed instruction to all new students but also to link classroom instruction with a co-curricular instruction across the campus and in first-year residence halls. Students will only be able to drop WEL 101 or WEL 102 with permission granted
on an exceptional basis by the Director of Academic Services or the Dean of Curriculum and Student Learning.

Additionally, shortly after the inception of the HLT 100 course, instructors have maintained that the half-course-credit designation severely impinged on the depth of topic coverage possible. Because each faculty member taught from one’s own syllabus, students also complained about varying standards and workloads. Moving to a full-year, full-credit sequence addresses these challenges to enhance student learning.

IV. Proposal Four—Students are subject to suspension if they do not complete WEL 101 by the end of their third term or WEL 102 by the end of their fourth term.

Rationale: Some students are not likely to succeed in WEL 101 or WEL 102 in their first attempt; they will need to succeed in their second attempt or be subject to suspension.

V. Proposal Five—Integrate WEL 101 and 102 as core courses in the General Education Program.

Rationale: HLT 100 is a currently a required course in the General Education program and has been wholly staffed by the Health and Human Performance Program. The Program Chair of Health and Human Performance has effectively provided oversight of this component of the General Education program and the Swim Requirement.

Although this structure has served students well, further integrating WEL 101 and 102 with the General Education program is likely to provide benefits. First, creating the required WEL 101 and 102 sequence creates a first-year experience that, because it is so integral to the student experience, should have oversight provided directly from the Academic Program Council (APC) via the Committee on General Education (COGE).

Implementation: Integrating WEL 101 and 102 into the General Education Core will involve identifying a WEL Course Coordinator and revising the charge of COGE to incorporate this position. In recognizing disciplinary expertise, the Course Coordinator for WEL will be a full-time faculty member from the Health and Human Performance Program.

Staffing of WEL 101 and 102 will predominantly be from Health and Human Performance, but the WEL Course Coordinator, in consultation with the Dean of Curriculum and Student Learning and others, will consider other qualified instructors and create extensive development opportunities to deepen the pool of qualified and impassioned WEL instructors.
APPENDIX H: MATERIALS USED TO TRAIN STUDENT RESIDENT ASSISTANTS, FALL 2015

Journey to FRESH Start QEP...
- 5 year plan (0-5 years)
- Student Life Role

Integrating into the classroom...
- HLT 100 course, then WELL 101-102
- Integrative Learning: Student Life and HPP Professors
- Early Steps
  - Auditing
  - Program alignment experience: In and Out the classroom

Pinnacle Cup Initiative...
- Category A: Three to four programs/events will be identified each year. In
  the "A" category, "Category A" events are large-scale, campus-wide events
  that occur yearly or bi-annually.
- Category B: Events are programs sponsored by centers or departments
  occurring no more than four times each term.
- Category C: events are more frequent activities and events (i.e. weekly),
  including athletic events, the President’s Rock/Hack Club, intramural and
  recreational sports/fitness activities, and Chapel.

Mascots Unveiled...
- Why Mascots?
- Spirit Section: Chants and Cheers

Pearsons Hall

Dana Hall
Blue Ridge Hall

Kentucky Hall

Talcott Hall

Anna Smith Hall

**Programs within FRESH Start**

- **PBIF (Ponder Better Future)**: Web Consulting & Coaching helps you exactly what you need in the moment, will help you eliminate all your stresses and prepare for a healthy mind in college. Take your first steps in effective stress and anxiety management. Focus on what you can control, let go of what you can’t, and live a balanced, productive life. For more information visit the Blue Ridge Union website or email us at info@campbluepike.com.

- **Berea UNPLUGGED**: A healthy lifestyle brings joy, but it’s not always the easiest. Items and unplugging are the solution. Wellness counselor Tracie Singleton promotes wellness with a combination of education, research, and community outreach. Join us to learn more about how to take care of your body and mind in this session.

- **Tell Me Tuesday**: Transitioning to college can be tough, but we’re here to help! Dr. M. hitting out that some tools and strategies you can use to help you adjust to college life. Join us to learn more about how to make the transition smoothly.

- **Pineapple Cup**: An opportunity to meet other Smith-Worley alumni! This fun event is designed for alumni who attended the Smith-Worley College in the past. Join us to reconnect with old friends and meet new ones. For more information visit the Pineapple Cup website or email us at alumni@sswc.edu.

**Snap Shot: THE ROAD AHEAD**

**FRESH START: FALL 2025 CALENDAR OF EVENTS**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Name</th>
<th>Start Time</th>
<th>End Time</th>
<th>Location</th>
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</thead>
<tbody>
<tr>
<td>September 4, 2025</td>
<td>PBIF: Healthy Start</td>
<td>10:00 AM</td>
<td>12:00 PM</td>
<td>Library</td>
</tr>
<tr>
<td>September 6, 2025</td>
<td>PBIF: Healthy Start</td>
<td>10:00 AM</td>
<td>12:00 PM</td>
<td>Auditorium</td>
</tr>
<tr>
<td>September 8, 2025</td>
<td>PBIF: Healthy Start</td>
<td>10:00 AM</td>
<td>12:00 PM</td>
<td>Classroom</td>
</tr>
<tr>
<td>September 10, 2025</td>
<td>PBIF: Healthy Start</td>
<td>10:00 AM</td>
<td>12:00 PM</td>
<td>Cafeteria</td>
</tr>
<tr>
<td>September 12, 2025</td>
<td>PBIF: Healthy Start</td>
<td>10:00 AM</td>
<td>12:00 PM</td>
<td>Dining Hall</td>
</tr>
<tr>
<td>September 14, 2025</td>
<td>PBIF: Healthy Start</td>
<td>10:00 AM</td>
<td>12:00 PM</td>
<td>Library</td>
</tr>
<tr>
<td>September 16, 2025</td>
<td>PBIF: Healthy Start</td>
<td>10:00 AM</td>
<td>12:00 PM</td>
<td>Auditorium</td>
</tr>
<tr>
<td>September 18, 2025</td>
<td>PBIF: Healthy Start</td>
<td>10:00 AM</td>
<td>12:00 PM</td>
<td>Classroom</td>
</tr>
<tr>
<td>September 20, 2025</td>
<td>PBIF: Healthy Start</td>
<td>10:00 AM</td>
<td>12:00 PM</td>
<td>Cafeteria</td>
</tr>
<tr>
<td>September 22, 2025</td>
<td>PBIF: Healthy Start</td>
<td>10:00 AM</td>
<td>12:00 PM</td>
<td>Dining Hall</td>
</tr>
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<td>September 24, 2025</td>
<td>PBIF: Healthy Start</td>
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<td>12:00 PM</td>
<td>Library</td>
</tr>
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<td>September 26, 2025</td>
<td>PBIF: Healthy Start</td>
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<td>12:00 PM</td>
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<td>September 28, 2025</td>
<td>PBIF: Healthy Start</td>
<td>10:00 AM</td>
<td>12:00 PM</td>
<td>Classroom</td>
</tr>
<tr>
<td>September 30, 2025</td>
<td>PBIF: Healthy Start</td>
<td>10:00 AM</td>
<td>12:00 PM</td>
<td>Cafeteria</td>
</tr>
</tbody>
</table>

**Marketing and Promotion**

- Program Locations (Intentionality)
- Flyers/Promotion Items
- Student FRESH Start Grow
- Austin (FRESH Start Student Coordinator)

**Assessment**

- Jamie Perl, lead on assessment for FRESH Start
- Scanners (New technology and capabilities)
- Learning Outcomes
- Goal Question