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|  | **Fall 2022**  **LIFELONG WELLNESS ISLO AND RUBRIC**  **Office of Planning, Research, and Institutional Effectiveness** |  |

**STUDENTS WILL BE ABLE TO EMPLOY PRACTICES THAT FOSTER OVERALL WELL-BEING AND PERSONAL DEVELOPMENT.**

Lifelong wellness includes the ability to:

* **UNDERSTANDING PHYSICAL, MENTAL, AND/OR EMOTIONAL HEALTH**: demonstrate an understanding of how physical, mental and/or emotional health relate to lifelong wellness.
* **VALUING CREATIVE EXPRESSION**: demonstrate an understanding of how creative expression and artistic practice relate to self-discovery, personal development, self-advocacy, and emotional well-being.
* **EXHIBITING PERSONAL RESPONSIBILITY**: exhibit personal responsibility for identifying needs, determining resources, and accessing appropriate services to improve physical, mental and emotional health, and by extension, academic performance.
* **EMPLOYING A GROWTH MINDSET**: employ the growth mindset by embracing effort and acknowledging setbacks as a step toward proficiency, seeking out support, and negotiating challenges to gain experience and confidence.
* **PRACTICING INTELLECTUAL HABITS OF MIND**: practice intellectual habits of mind such as initiative, flexibility, intellectual curiosity, and an openness to diverse perspectives.

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| **SKYLINE COLLEGE LIFELONG WELLNESS ISLO RUBRIC** | | | | |
| **Indicator** | **Exceeding** | **Meeting** | **Progressing** | **Emerging** |
| **UNDERSTANDING PHYSICAL, MENTAL, AND/OR EMOTIONAL HEALTH** | Student demonstrates a comprehensive understanding of how physical, mental, and/or emotional health impacts their well-being. | Student demonstrates understanding of how physical, mental, and/or emotional health impacts their well-being. | Student demonstrates a developing understanding of how physical, mental, and/or emotional health. impacts their well-being. | Student demonstrates little to no understanding of how physical, mental, and/or emotional health impacts their well-being. |
| **VALUING CREATIVE EXPRESSION** | Student demonstrates a comprehensive understanding of how creative expression and artistic practice relate to self-discovery, personal development, self-advocacy, and/or emotional well-being. | Student demonstrates understanding of how creative expression and artistic practice relate to self-discovery, personal development, self-advocacy, and/or emotional well-being. | Student demonstrates a developing understanding of how creative expression and artistic practice relate to self-discovery, personal development, self-advocacy, and/or emotional well-being. | Student demonstrates little to no understanding of how creative expression and artistic practice relate to self-discovery, personal development, self-advocacy, and/or emotional well-being. |
| **EXHIBITING PERSONAL RESPONSIBILITY** | Student has a complex understanding of their own needs and utilizes the appropriate resources to foster physical, emotional, and/or mental wellness. | Student is mindful of their needs and is empowered to address those needs by utilizing the necessary resources, but may require some guidance or encouragement. | Student demonstrates a developing awareness of their needs and begins to demonstrate agency in addressing those needs. | Student lacks agency to address, or to develop awareness about, of their needs, and as a result, is unable to effectively address them. |
| **EMPLOYING A GROWTH MINDSET** | Student employs a growth mindset in pursuit of goals and negotiating challenges, while also demonstrating significant self-awareness about these strategies in practice. | Student employs a growth mindset in pursuit of goals and negotiating challenges. | Student recognizes the value of a growth mindset; however, demonstrations of such practices are inconsistent. | Student recognizes the value of a growth mindset, but there is little to no demonstration of these strategies in practice. |
| **PRACTICING INTELLECTUAL HABITS OF MIND** | Student clearly and consistently demonstrates habits of mind such as initiative, flexibility, intellectual curiosity, and openness to diverse perspectives. | Student demonstrates habits of mind such as initiative, flexibility, intellectual curiosity and openness to diverse perspectives. | Student recognizes the value of utilizing habits of mind; however, demonstrations of such practices are inconsistent. | Student recognizes the value of utilizing habits of mind, but there is little to no demonstration of these strategies in practice. |

Last updated on March 14, 2023