

Well-being

Definition of Well-being: Make lifelong healthy choices; learn and apply skills to meet one's own physical, financial, social, spiritual, emotional, intellectual, occupational and environmental needs. Demonstrate resilient behavior including the ability to become strong, healthy, or successful when faced with obstacles and challenging situations. Includes the ability to adapt and be flexible when responding to change.

Response Options: Please use the same response options for each of these questions, starting with Strongly agree, Agree, Neither agree nor disagree, Disagree, Strongly disagree

Overarching Well-being question: After participating in ...I am better equipped to manage my wellbeing.

Detailed Well-being Questions: The questions in the table below are separated out by different levels of Bloom's Taxonomy starting with items that are more introductory and moving towards applying ideas or analyzing and synthesizing ideas.

Each item starts the same way: After participating in [event or program here], I am better equipped to...
After participating in...

1. I am more committed to living a healthy lifestyle
2. I feel a sense of accomplishment because my personal wellness improved
3. I feel a sense of accomplishment because my overall fitness improved
4. I am more motivated to meet my fitness goals
5. I am more motivated to meet my wellness goals

Know/Comprehend	Apply	Analyze/Evaluate
<ul style="list-style-type: none"> Identify my physical needs Identify my financial needs Identify my social needs Identify my spiritual needs Identify my nutritional needs Identify my emotional needs Identify my intellectual needs Identify my occupational needs Identify my environmental needs Identify my spiritual needs Identify sources of stress in my life Identify sources of anxiety in my life Identify strategies for managing anxiety in my life Articulate my personal well-being goals Identify barriers to my personal well-being 	<ul style="list-style-type: none"> Make safe decisions about my alcohol use Make safe decisions about my drug use Make choices that support my overall well-being Make choices that support my physical well-being Make choices that support my financial well-being Make choices that support my social well-being Make choices that support my spiritual well-being Make choices that support my nutritional well-being Make choices that support my emotional well-being Make choices that support my intellectual well-being Make choices that support my occupational well-being Make choices that support environmental well-being Make choices that support my spiritual well-being Make choices that support my sexual health Employ healthy strategies to manage stress Take healthy steps to mitigate anxiety in my life Engage in healthy levels of physical activity Develop healthy relationships Form trusting personal relationships Maintain my well-being when facing challenges 	<ul style="list-style-type: none"> Adapt my strategies or goals when situations change. Model well-being practices. Encourage others to engage in their own well-being development. Learn from stressful situations and make changes to my approach. Evaluate situations that may be in need of intervention for health or safety Determine credible and reliable health information sources

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<ul style="list-style-type: none"> Identify strategies to help me achieve my personal well-being goals Identify resources on campus to help me achieve my personal well-being goals 	<ul style="list-style-type: none"> Maintain my well-being while managing stressful situations Feel a sense of belonging to my community Address barriers to overcome challenges 	
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Well-being Rubric: This rubric can be used as is to evaluate student learning in a program or service, or you can take the pieces that are most relevant to your opportunity and use it to craft a rubric that you need. This template below has already been uploaded into Campus Labs Baseline Rubrics for you to access as you need.

	Beginning	Developing	Competent	Advanced
Healthy [physical, financial, social, spiritual, nutritional, emotional, occupational, intellectual, environmental] choices	Consistently engages in behaviors and contributes to environments that undermine health and increase risk. Easily overlooks threats to the health and safety of self and others.	Occasionally engages in behaviors and contributes to environments that undermine health and increase risk. May consider, but tends to downplay threats to the health and safety of self and others.	Regularly engages in behaviors, role models, and contributes to environments that promote optimal short and long-term physical health and well-being. Demonstrates appropriate concern for threats to the health and safety of self and others	Consistently engages in behaviors, intentionally role models, and contributes to environments that promote optimal short and long-term physical health and well-being. Demonstrates appropriate concern for threats to the health and safety of self and others, and encourages others to do the same.
Needs	Is not yet able to fully identify or articulate their needs, needs support or guidance in this area, and needs connections to resources	Has started to identify their own needs, is working to learn to advocate and articulate those needs as well as find resources. Support is needed.	Can readily identify and articulate their own needs, share those needs with others, and locate resources to meet those needs.	Can readily identify and articulate their own and other's needs, share those needs with others and encourage them to do the same, and locate resources to meet needs.
Resilience	Lacks basic coping skills, or employs harmful strategies in coping with stressful situations or environments. Gives up easily when faced with barriers or challenges.	Has developed basic coping skills, but all strategies may not be positive or strategies may not be applied appropriately across stressful situations or environments. Needs support to persist when faced with barriers or challenges.	Starting to be able to anticipate challenges, has developed and employs positive strategies to manage stress. Demonstrates motivation and effort to overcome barriers and challenges. Seeks resources to overcome barriers, can ask for help.	Effectively anticipates challenges and employs positive strategies to manage stress. Demonstrates motivation and effort to overcome barriers and challenges. Encourages resilient behavior in others.

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Responsive to change	Struggles to adapt when changes occur. Does not have strategies for managing change. Struggles to anticipate changes or challenges.	Developing strategies for managing and adapting to change. Starting to cope with stress or anxiety stemming from change. Needs support in managing change and identifying resources.	Developed and employed strategies for managing and adapting to change. Can cope with stress or anxiety stemming from change in a healthy way. Readily identifies and actively uses need resources for support.	Can readily anticipate and plan for changes and challenges, helps others adapt to changes or anticipate challenges and adapt.
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