



Health and Wellness Assessment Rubric

Definition

Courses in this competency, which are focused on health and wellness and information literacy, help students understand how health and wellness decisions impact individuals and/or communities.

Framing Language

Courses approved in the Health and Wellness competency are focused on health and wellness, as well as information literacy. These courses provide students with information and practices that help them understand the health and wellness of individuals and/or communities. The student learning objectives support students' engagement in ongoing conversations about mental, physical, and social health. Additionally, students should be able to evaluate health information and cite it using an accepted citation style. Courses may include a variety of topics, such as nutrition, culture, psychology, physical practices, stress, sleep, healthy leisure, substance use, sexual health, or safety—all useful in maintaining lifelong health and wellness.

Glossary

Citation – a reference to a source of information used in research

Health – condition of bodies and/or minds

Information Literacy - the set of skills needed to find, evaluate, reflect on, and ethically use information to develop your knowledge, create new knowledge, and/or make decisions

Social Health – one's ability to successfully interact and form meaningful relationships with others

Source – one of many references for personal or academic research, including articles, books, and other multimedia options, which may be peer-reviewed by experts in the content area for publication

Wellness – interconnected dimensions of health (e.g., physical, mental, emotional, spiritual, social, and environmental)

Rubric Key

Dimension – A dimension expresses a fundamental aspect of a given Student Learning Outcome.

Level – The levels of learning describe progressive achievement, moving from Developing (Level 1) to Sophisticated (Level 4). Basic Competence in this MAC competency is achieved at Level 2. Students should be given opportunities to develop further levels of achievement in their upper-level, program-specific courses, after their initial introductory-level exposure to its fundamentals in a MAC-designated course.

SLO – A Student Learning Outcome (SLO) expresses the core learning goals of a curriculum. This rubric presents the SLOs for this MAC competency. Any course designated to deliver this competency is expected to state these SLOs verbatim in the course syllabus and to foreground them in its design and delivery.

SLO #1: Identify factors that contribute to physical, mental, and/or social health				
Dimensions	Sophisticated competence (Level 4)	Emerging competence (Level 3)	MAC (Basic) competence (Level 2)	Developing competence (Level 1)
Identification of physical/mental/social health factors that contribute to wellness	Applies knowledge of or solutions to contributing factors of physical, mental and/or social wellness	Analyzes contributing factors of physical, mental and/or social wellness	Articulates contributing factors of physical, mental and/or social wellness	Shows awareness of contributing factors of physical, mental and/or social wellness

SLO #2: Demonstrate the connection(s) of different aspects of wellness to the overall health of an individual or population				
Dimensions	Sophisticated competence (Level 4)	Emerging competence (Level 3)	MAC (Basic) competence (Level 2)	Developing competence (Level 1)
Demonstration of connections between contributing factors to wellness	Applies knowledge of a correlation between various aspects of wellness to overall health of an individual or population	Analyzes a correlation between various aspects of wellness to overall health of an individual or population	Articulates a correlation between various aspects of wellness to overall health of an individual or population	Shows awareness of one or more aspects of wellness to overall health of an individual or population and may imply a correlation
Information Literacy SLO #1: Critically evaluate information and media sources in a variety of formats.				
Dimensions	Sophisticated competence (Level 4)	Emerging competence (Level 3)	MAC (Basic) competence (Level 2)	Developing competence (Level 1)
Evaluation of information and sources	Selects sources that meet all evaluation criteria appropriate to the context (e.g., authority, accuracy, relevance, currency, purpose, etc.)	Selects sources that meet most of the evaluation criteria appropriate to the context (e.g., authority, accuracy, relevance, currency, purpose, etc.)	Selects sources that meet some of the evaluation criteria appropriate to the context (e.g., authority, accuracy, relevance, currency, purpose, etc.)	Attempts to select sources that meet at least one of the evaluation criteria appropriate to the context (e.g., authority, accuracy, relevance, currency, purpose, etc.)
Information Literacy SLO #2: Incorporate and cite sources accurately and correctly.				
Dimensions	Sophisticated competence (Level 4)	Emerging competence (Level 3)	MAC (Basic) competence (Level 2)	Developing competence (Level 1)

Incorporation of sources	Correctly uses all of the following strategies for incorporating sources: accurate acknowledgement of sources (e.g., through oral or in-text citation); use of correct bibliographic citations; accurate use of paraphrasing or direct quoting; ethical use of source material; distinguishing between common knowledge and information requiring citation or attribution	Correctly uses most of the following strategies for incorporating sources: accurate acknowledgement of sources (e.g., through oral or in-text citation); use of correct bibliographic citations; accurate use of paraphrasing or direct quoting; ethical use of source material; distinguishing between common knowledge and information requiring citation or attribution	Correctly uses some of the following strategies for incorporating sources: accurate acknowledgement of sources (e.g., through oral or in-text citation); use of correct bibliographic citations; accurate use of paraphrasing or direct quoting; ethical use of source material; distinguishing between common knowledge and information requiring citation or attribution	Attempts to use one or more of the following strategies for incorporating sources: accurate acknowledgement of sources (e.g., through oral or in-text citation); use of correct bibliographic citations; accurate use of paraphrasing or direct quoting; ethical use of source material; distinguishing between common knowledge and information requiring citation or attribution
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