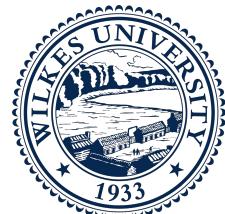




Character Skills Assessment Score Report
for
434
Wilkes University



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Holistic Development Module

Student ID : 434

University : Wilkes University

Individual Skills		
Skill and its components	Standardized Score	Personal Score (Max = 10)
Self Efficacy	0.559	6.42
Belief in one's own competency	5.67
Belief in one's ability to achieve goals	7.17
Worthiness	0.129	5.75
Belief in one's own inherent worth	4.33
Belief in others' inherent worth	7.17
Hopefulness	0.214	5.14
Active Positive Thinking	4.57
Belief in Positive Outcomes	5.71
Sense of Self	0.861	7.07
Realistic Self Appraisal	5.43
Positive Self Concept	8.71
Stress Management/Stress Reduction Skills	0.566	4.92
Using Coping Skills	4.67
Reaching out for help	5.17
Self Efficacy	0.559	6.42
Worthiness	0.129	5.75
Hopefulness	0.214	5.14
Sense of Self	0.861	7.07
Stress Management/Stress Reduction Skills	0.566	4.92

Character Arc Undergraduate Assessment Results



Holistic Development Module

Student ID : 434

University : Wilkes University

Civic Engagement		
Skill and its components	Standardized Score	Personal Score (Max = 10)
Purposefulness	0.602	6.83
Sense of one's own core beliefs	7.00
Making Purpose	6.67
Belongingness	-0.332	4.79
Sense of Mattering	5.29
Development of Social Identity	4.29
Inclusiveness	0.125	5.82
Comfortability with the unfamiliar	5.50
Sensitivity to who is or isn't included	6.14
Involvement	-0.656	3.21
Valuing Participation	4.00
Seeking Opportunities to be Involved	2.43
Gratitude	0.408	6.58
Identifying Things to be Thankful for	7.00
Active Participation in Gratitude	6.17
Purposefulness	#ff9999 #ffff00 0.602 #99cc66 #ff8c00	
Belongingness	#ff9999 #ffff00 -0.332 #99cc66 #ff8c00	
Inclusiveness	#ff9999 #ffff00 0.125 #99cc66 #ff8c00	
Involvement	#ff9999 #ffff00 -0.656 #99cc66 #ff8c00	
Gratitude	#ff9999 #ffff00 0.408 #99cc66 #ff8c00	

Character Arc Undergraduate Assessment Results



Academic Achievement Module

Student ID : 434

University : Wilkes University

Performance Skills		
Skill and its components	Standardized Score	Personal Score (Max = 10)
Grit	2.159	7.89
Consistency of Interest	8.29
Perseverance of Efforts	7.50
Adaptability	0.688	6.50
Growth	6.50
Adjusting to Changes	6.50
Conscientiousness	0.024	5.58
Planning and Goal Orientation	4.67
Follow Through	6.50
Collaboration	1.654	8.25
Team Fit	8.00
Teamwork	8.50
Self Motivation	0.535	5.61
Awareness of Motivators	5.50
Ability to Modulate Efforts	5.71
Grit	2.159	7.89
Adaptability	0.688	6.50
Conscientiousness	0.024	5.58
Collaboration	1.654	8.25
Self Motivation	0.535	5.61

Academic Achievement Module

Student ID : 434

University : Wilkes University

Intellectual Skills		
Skill and its components	Standardized Score	Personal Score (Max = 10)
Metacognition	0.624	6.75
Awareness and Understanding of one's own thought process	7.50
Self Regulated Learning	6.00
Independency	-0.609	5.00
Independent Thinking	5.50
Autonomous Actions	4.50
Internal Locus of Control	0.156	6.64
Accountability over Outcomes	7.00
Awareness that choices affect outcomes	6.29
Initiative	0.696	6.38
Awareness of Need for Action	6.25
Ability to take Action	6.50
Curiosity	-0.464	4.92
Inquisitive Thinking	5.00
Desire to Learn	4.83
Metacognition	0.624	6.75
Independency	-0.609	5.00
Internal Locus of Control	0.156	6.64
Initiative	0.696	6.38
Curiosity	-0.464	4.92

Understanding the Student's Skills (Mental Model) related to Holistic Development

Individual Skills

These skills help a student become a well rounded individual, engage themselves in the larger campus community and have a fulfilling collegiate experience.

- **Self Efficacy** is defined as the student's belief in their ability to accomplish things.
 - It consists of two sub skills - A belief in their competency and a belief in their ability to accomplish tasks.
- **Stress Management/Stress Reduction** is defined as the student's ability to handle or minimize the physical and emotional effects of stress.
 - It consists of two sub skills - A student's awareness and use of various coping skills available to them and a student's tendency to reach out for help when overwhelmed by stress.
- **Hopefulness** is defined as a student having or manifesting hope for the future.
 - It consists of two sub skills - A student's tendency to actively engage in positive thinking and an internal belief in positive outcomes when facing difficult or challenging situations.
- **Sense of Self** is defined as a student's accurate perception of their own identity.
 - It consists of two sub parts - A student's Ability to realistically assess one's strengths and weaknesses and their a positive perception of who they are as an individual.
- **Worthiness** is defined as a student's belief in their own inherent worth and that of others.
 - It consists of two sub parts - A student's belief in their own inherent worth and their belief in others' inherent worth.

Civic Engagement Skills

These skills help a student engage with their community both within and outside the campus and help students become a valued member of the community.

- **Belongingness** is defined as a student's belief of being needed and valued in symbiotic settings.
 - It consists of two sub parts - A student's sense that what they do matters and a student's development of social identity through varied experiences that are reciprocal in nature.
- **Purposefulness** is defined as a student's ability to have or manifest purpose; be determined; and have deliberateness in everything they do.
 - It consists of two sub parts - A student's understanding of their core beliefs and active development of purpose.
- **Inclusiveness** is defined as the practice of including people who might otherwise be excluded or marginalized.
 - It consists of two sub parts - A student's comfortability with the unfamiliar and a student's sensitivity towards who is included and who is not.
- **Involvement** is defined as the student being involved or participating in something meaningful to them.
 - It consists of two sub parts - A student valuing the importance of participation and them actively seeking opportunities to get involved.
- **Gratitude** is defined as the student's ability to be thankful; their readiness to show appreciation and to return kindness to others.
 - It consists of two sub parts - A student's ability to identify what they're thankful for and their active participation in gratitude.



Understanding the Student's Skills (Mental Model) related to Academic Achievement

Performance Skills

These skills help a student perform at their highest level and help them maximize their academic potential.

- **Grit** is defined as a student's passion and perseverance for long term goals.
 - It consists of two sub parts - Consistency of Interest and Perseverance of efforts.
- **Adaptability** is defined as a student's ability or willingness to change in order to suit different conditions.
 - It consists of two sub parts - Adapting to changes and viewing change as an opportunity for growth.
- **Collaboration** is defined as a practice where students work together for a common purpose to achieve academic benefit.
 - It consists of two sub parts - Fitting into a team environment and working together with other individuals.
- **Conscientiousness** is defined as a student's tendency to follow socially prescribed norms for impulse control, to be goal-directed to plan and to be able to delay gratification.
 - It consists of two sub parts - Ability to plan ahead and orient towards a goal and the ability to follow through on plans or commitments.
- **Self-Motivation** is defined as a student's ability to initiate undertaking and continuing a task or activity without someone's prodding or supervision.
 - It consists of two sub parts - The awareness of internal motivators and the ability to modulate efforts to avoid burnout.

Intellectual Skills

These skills help a student reflect on their learning processes and engage lifelong learning.

- **Metacognition** is defined as the student's awareness and understanding of their own thought processes.
 - It consists of two sub parts - A student's awareness of their learning process and ability to regulate their own learning.
- **Internal Locus of Control** defined as the student's belief that they have control over the situations and experiences that affect their lives.
 - It consists of two sub parts - A student's belief that their own choices affect their outcomes and their ability to take accountability for the outcomes.
- **Independency** is defined as the student's ability to have freedom from control, influence, support, aid, or the approval of others.
 - It consists of two sub parts - A student's ability to think independently and their ability to act autonomously.
- **Initiative** is defined as the student ability to have power or create opportunity to act or take charge, before others do. In other words, it tells the student's ability to be a leader rather than a follower.
 - It consists of two sub parts - An awareness of when action is needed and the ability to take action when the opportunity arises.
- **Curiosity** is defined as the student's desire to know or learn something new.
 - It consists of two sub parts - A student's ability to think in an inquisitive way and an internal desire to learn something new.



Interpreting your scores

Each module of your Character Skills Assessment results include two scores.

1. Personal Score
2. Standardized Score

Personal Score

This score is computed from your answers to the survey questions. Personal score is important for you to understand your own strengths and opportunities. However, this score is only a small piece of the puzzle. It tells you nothing about how you would fit in and interact with your class or cohort.

The personal scores have a maximum score of 10. The scores can be interpreted as follows.

Skills with a score of 7.50 and above

These skills are your core strengths. You have possibly mastered these skills and are in the top quartile of all people who use these skills. You do not need more development on these skills.

We invite you to lean into these skills and use them as foundations to help others develop these skills.

We must caution you though that extremely high skills can create blindspots. Over reliance on these skills may prevent you from developing other skills which are needed for your continued holistic success and well-being.

Skills with a score from 4.50 to 7.49

Skills where you score between 4.5 and 7.5 are your average strengths. While you may not use these skills very often, you have developed them to a point where they do not become a liability.

We invite you to reflect on these skills and decide if you would like to build them further or leave them as is.

Skills with a score under 4.50

Skills where you score below 4.5 are your underdeveloped skills. These skills may be coming in the way of your academic success and well being.

We recommend researching strategies to develop these skills, as some of these skills are critical to your continued success.

Although important, these scores should be interpreted in context. Your personal scores are only part of the story and are for your reflection only.

These skills are highly contextual and reliant on the environment that the student is in. In a social environment, high scores are not necessarily always desirable and not all low scores are necessarily impediments to success. Sometimes low scores may be necessary for the environment you are in and too high scores may become an impediment to success.

To understand this dynamic, personal scores should always be viewed along with standardized scores.

Standardized Score

This score is a measure of how many standard deviations a student is from the mean. There is no maximum score, but a negative to positive sliding scale. This score is important for you to understand your own strengths and opportunities within the context of your cohort or class. It shows whether a student's skill is within the same tier as their peers or whether the skill is highly overdeveloped/underdeveloped. This can tell whether a student will feel they belong in a group or feel like an outlier.

The scores can be interpreted in this manner

Standardized Scores above 1.5 (Cell highlighted Orange)

These are skills that you are an outlier compared to your cohort. Being an outlier can be both positive and negative. You could be leaps and bounds ahead of your cohort in these skills but, this could also make it more difficult for you to fit in. You may feel frustrated and feel misunderstood or feel why others don't have certain skills that are so natural to you. These skills will also create blindspots for you and prevent you from growing as an individual. We encourage you to reflect on how you can use these skills as an asset without them becoming a hurdle to your growth.

Standardized Scores from 0 to 1.50 (Cells highlighted Green)

Compared to your cohort, these skills are your core strengths. These are skills that you have possibly mastered and don't need more learning. Any further development of these skills will lead you to be an outlier, which increases the risk of blindspots creeping in your development. Use these skills as an advantage for you and a foundation from which you can succeed and go further. Leverage these skills to build connections with your peers and mentor them to develop these skills.

Standardized Scores from -0.01 and -1.50 (Cells highlighted Yellow)

Standardized score between 0 and -1.5 shows the skills that are underdeveloped compared to your peers. These are the skills which are in your way of achieving success. More effort needs to be made, the closer your standardized score is to -1.5.

We recommend that you reflect on how you can develop these skills and move the standardized score positive. Doing so will help you become a holistically well rounded person and allow you to develop more skills that can complement the ones you already have.

Standardized Scores below -1.50 (Cells highlighted Red)

These are skills that you are an outlier from your cohort. These skills can lead you to not fit in with your cohort. Underdevelopment of these skills can also actively sabotage your chance of academic and career success.

However, not all outliers lead to catastrophe. We encourage you to reflect whether the outlier has been a consistent hurdle to your success or merely a function of cohort mix.

If this is part of your individual pattern, we strongly recommend researching the importance of developing these skills and learning strategies to develop the skills. We encourage you to connect with students with higher standardized scores in these skills and learn about the experiences that helped them build the skills. We also urge you to meet with your coaches and/or counselors and develop strategies to build these skills.

We hope the scores have given a chance to reflect on your skills which are important building blocks of your academic and career success. You can develop these skills both inside and outside of your classroom through coaching, mentoring and friendship.



Student Information

Student Identification Key 434
 University Wilkes University

Student Demographics		
Gender	Age-group	Household Income
Male	18-20	\$100,000 - \$150,000
Ethnicity	Residency	
Two or more races	U.S. Citizen or Permanent Resident	
Parent 1 Education	Parent 2 Education	
High School	High School	
Academic and Financial Information		
Transfer	Student Classification	Gap Year / Drop Out
No	First Year Student	Neither
Grant	Scholarships	Student Loans
No	Yes	Yes
Basic Needs and Learning Infrastructure		
Housing	I am not facing homelessness or housing insecurity	
Food	I have access to balanced and nutritious food	
Transportation	I have my own mode of transportation	
Study Access	I have access to a quiet place to concentrate and study	
Technology	I own a laptop and/or cellphone and can afford to maintain them	
Internet	Very Reliable	
Caregiving	I do not have any caregiving responsibilities	