

	HIGH SCORE	LOW SCORE
1. POSITIVE SELF-CONCEPT OR CONFIDENCE	Feels confident of making it through graduation. Makes positive statements about him/herself. Expects to do well in academic and non-academic areas. Assumes he/she can handle new situations or challenges.	Can express reason(s) why he/she might have to leave school. Not sure he/she has ability to make it. Feels other students are better than he/she is. Expects to get marginal grades. Feels he/she will have trouble balancing personal and academic life. Avoids new challenges or situations.
2. REALISTIC SELF-APPRAISAL	Appreciates and accepts rewards as well as consequences of poor performance. Understands that reinforcement is imperfect, and does not overreact to positive or negative feedback. Has developed a system of using feedback to alter behavior.	Not sure how evaluations are done in school. Overreacts to most recent reinforcement (positive or negative), rather than seeing it in a larger context. Does not know how he/she is doing in classes until grades are out. Does not have a good idea of how peers would rate his/her performance.
3. UNDERSTANDS AND DEALS WITH RACISM	Understands the role of the "system" in his/her life and how it treats minority persons, often unintentionally. Has developed a method of assessing the cultural/racial demands of the system and responding accordingly: assertively, if the gain is worth it, passively if the gain is small or the situation is ambiguous. Does not blame others for his/her problems or appear as a "Pollyanna" who does not see racism.	Not sure how the "system" works. Preoccupied with racism or does not feel racism exists. Blames others for problems. Reacts with same intensity to large and small issues concerned with race. Does not have a method of successfully handling racism that does not interfere with personal and academic development.
4. PREFERS LONG-RANGE GOALS TO SHORT-TERM OR IMMEDIATE NEEDS	Can set goals and proceed for some time without reinforcement. Shows patience. Can see partial fulfillment of a longer term goal. Is future and past oriented, and does not just see immediate issues or problems. Shows evidence of planning in academic and non-academic areas.	Lack of evidence of setting and accomplishing goals. Likely to proceed without clear direction. Relies on others to determine outcomes. Lives in present. Does not have a "plan" for approaching a course, school in general, an activity, etc. Goals which are stated are vague and unrealistic.
5. AVAILABILITY OF STRONG SUPPORT PERSON	Has identified and received help, support and encouragement from one or more specific individuals. Does not rely solely on his/her own resources to solve problems. It is not a "loner." Willing to admit that he/she needs help when appropriate.	No evidence of turning to others for help. No single support person, mentor, or close advisor can be identified. Does not talk about his/her problems. Feels he/she can handle things on his/her own. Access to previous support person may be reduced or eliminated. Is not aware of the importance of a support person.
6. SUCCESSFUL LEADERSHIP EXPERIENCE	Has shown evidence of influencing others in academic or non-academic areas. Comfortable providing advice and direction to others. Has served as mediator in disputes or disagreements among colleagues. Comfortable taking action where called for.	No evidence that others turn to him/her for advice or direction. Non-assertive. Does not take initiative. Overly cautious. Avoids controversy. Not well known by peers.
7. DEMONSTRATED COMMUNITY SERVICE	Identified with a group which is cultural, racial and/or geographic. Has specific and long-term relationships in a community. Has been active in community activities over a period of time. Has accomplished specific goals in a community setting.	No involvement in cultural, racial or geographical group or community. Limited activities of any kind. Fringe member of group(s). Engages more in solitary rather than group activities (academic or non-academic).
8. DEMONSTRATED MEDICAL INTERESTS	Knows about a field or area that he/she has not formally studied in school. Has a non-traditional possibly culturally or racially-based view of medicine. Has developed innovative ways to acquire information about a given subject or field.	Appears to know little about fields or areas he/she has not studied in school. No evidence of learning from community or non-academic activities. Traditional in approach to learning. Has not received credit-by-examination for courses. Not aware of credit-by-examination possibilities.