### Competency 2.1.1 – Identify as a professional social worker and conduct oneself accordingly

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>Measures</th>
</tr>
</thead>
</table>
| Foundation Practice Behaviors: Advocate for client access to the services of social work | 1. Supervisor #13  
2. Self-Efficacy Scale #8  
3. Alumni Survey #35  
4. 2009 SFE Found DP211.3  
5. SWK 605 Case Assignment |
| Practice person reflection and self correction to assure continual professional development | 1. Self-Efficacy Scale #1  
2. Alumni Survey #31  
3. 2009 SFE Found DP211.1  
4. SWK 605 Case Assignment |
| Attend to professional roles and boundaries | 1. Self-Efficacy Scale #1  
2. Alumni Survey #31  
3. 2009 SFE Found DP211.1  
4. SWK 605 Case Assignment |
| Demonstrate professional demeanor, behavior, appearance, and communication | 1. Self-Efficacy Scale #1  
2. Alumni Survey #31  
3. 2009 SFE Found DP211.1  
4. SWK 605 Case Assignment |
| Engage in career-long learning | 1. Self-Efficacy Scale #12  
2. SWK 622 Literature Review  
3. Supervisor Survey #22 |
Use supervision and consultation
- 1. Self-Efficacy Scale #10
- 2. Supervisor Survey #14
- 3. Alumni Survey #28
- 4. 2009 SFE Found PL211.5

Micro Practice Behaviors

Demonstrate the professional use of self and critical consciousness in multiple micro practice context
- 1. 2009 SFE MicPD 211.1
- 2. Self-Efficacy Scale #1
- 3. Supervisory Survey #18
- 4. Alumni Survey #32

Seek supervision and consultation appropriately and stay abreast of changes in social work practice through life long learning
- 1. 2009 SFE MicPD 211.2
- 2. Self-Efficacy Scale #10
- 3. Supervisor Survey #14
- 4. Alumni Survey #28

Communicate the purpose of social work practice with other professionals, clients, and the community
- 1. 2009 SFE MicPD 211.3
- 2. Self-Efficacy Scale #8
- 3. Alumni Survey #29
- 4. SWK 605 Ethics Assignment

Facilitate access to services for client systems with human service organizations and communities
- 1. Self-Efficacy Scale #8
- 2. Supervisor Survey #13
- 3. Alumni Survey #35

Macro Practice Behaviors

Engage staff in career learning through staff training and orientation
- 1. 2009 SFE MacPD 211.2
- 2. Supervisor Survey #21
- 3. Alumni Survey #35

Use staff supervision and consultation in staff development
- 1. 2009 SFE MacPD 211.3
- 2. Self-Efficacy Scale #10
- 3. Supervisor Survey #14
- 4. Alumni Survey #28
Demonstrate self-awareness in analyzing the effectiveness of service delivery systems when working with diverse populations in the student’s field placement and professional practice

Competency 2.1.2 – Apply social work ethical principles to guide professional practice

Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and as applicable of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in social work, statement of principles

Foundation Practice Behaviors

Apply strategies of ethical reasoning to arrive at principled decisions

Recognize and manage personal values in a way that allows professional values to guide practice

Tolerate ambiguity in resolving ethical conflicts

1. 2009 SFE MacPD 211.8  2. Self-Efficacy Scale #11  3. Exit Survey #4  5. SWK 675 Program Evaluation Final Paper


Apply the NASW Code of Ethics when making ethical decisions and resolving ethical dilemmas

Micro Practice Behaviors


Demonstrate and apply a professional understanding of personal and societal values in ethical decision-making with individuals, families, and groups

Macro Practice Behaviors

1. 2009 SFE MicPD 212.2  2. Self-Efficacy Scale #13  3. Supervisor Survey #9  4. Alumni Survey #23  5. SWK 608 AASWG Evaluation or midterm

Distinguish how decisions are made with considerations of the political and organizational constraints and professional ethics and standards in HSOs


Recognize and manage personal and professional values in working with clients in community planning and administrative practice

Foundation Practice Behaviors


Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom


Competency 2.1.3 – Apply critical thinking to inform and communicate professional judgments
<table>
<thead>
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</thead>
<tbody>
<tr>
<td>Demonstrate effective oral and written communication in work with individuals, families, groups, organizations, communities, and colleagues</td>
<td>1. 2009 SFE MacPD 213.2 2. 2009 SFE Found DP213.1 3. SWK 632 Community Assessment Paper</td>
</tr>
<tr>
<td>Demonstrate an understanding of and an ability to critically analyze a variety of theories and practice approaches in bringing about therapeutic change with individuals, families, and small groups</td>
<td>1. 2009 SFE MicPD 213.1 2. Self-Efficacy Scale #16 3. SWK 607 Interventions Presentation</td>
</tr>
</tbody>
</table>

**Micro Practice Behaviors**

<table>
<thead>
<tr>
<th>Communicate orally and in writing when working with client systems and complete documentation effectively</th>
<th>1. 2009 SFE MicPD 213.2 2. SWK 607 Interventions Presentation 3. Alumni Survey #40</th>
</tr>
</thead>
<tbody>
<tr>
<td>Draw upon a variety of sources to obtain knowledge and skills based upon scientific inquiry</td>
<td>1. 2009 SFE MicPD 213.3 2. Self-Efficacy Scale #17 3. SWK 608 Family Therapy Exam</td>
</tr>
<tr>
<td>Demonstrate effective oral and written communication in working with groups, organizations, and communities and examining the ways colleagues and clients are involved in making decisions in organizations</td>
<td>1. 2009 SFE MacPD 213.2 2. SWK 673 Community Organizing Analysis 3. Alumni Survey #40</td>
</tr>
</tbody>
</table>

**Macro Practice Behaviors**
### Competency 2.1.4 – Engage diversity and difference in practice.

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Apply community organization and social planning theories in working with individuals, families, groups, organizations, communities, and other professionals</td>
<td>1. 2009 SFE MacPD 213.1</td>
<td>2. Self-Efficacy Scale #3</td>
<td>3 &amp; 4. Supervisor Survey #13 &amp; #15</td>
<td>5. Alumni Survey #29</td>
<td></td>
</tr>
<tr>
<td>Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power</td>
<td>1. Self-Efficacy Scale #15</td>
<td>2. Supervisor Survey #10</td>
<td>3. Alumni Survey #24</td>
<td>4. 2009 SFE Found PL214.1</td>
<td>5. SWK 611 Racism/Discrimination Paper</td>
</tr>
<tr>
<td>View themselves as learners and engage those with whom they work as informants</td>
<td>1. Self-Efficacy Scale #24</td>
<td>2. Supervisor Survey #10</td>
<td>3. Alumni Survey #24</td>
<td>4. 2009 SFE Found PL214.3</td>
<td>5. SWK 611 Racism/Discrimination Paper</td>
</tr>
</tbody>
</table>
Micro Practice Behaviors

Utilize knowledge and skills to address social structure and cultural values that may oppress, marginalize, and alienate some, while creating privilege and power for others


Demonstrate an understanding and valuing of one's own culture that influences personal biases and values that may create prejudices in working with diverse groups


Integrate effectively into practice knowledge and skills of differences and similarities, as well as dimensions of diversity


Macro Practice Behaviors

Demonstrate an understanding of the importance of gender in leadership roles and styles in organization


Apply the value of diversity in society and promote competence in understanding the uniqueness of individuals within the environment


Promote the dignity and self-worth of staff, clients, and consumers in administrative practices, staff supervision, and community planning

**Competency 2.1.5 – Advance human rights and social and economic justice**

### Foundation Practice Behaviors

**Understand the forms and mechanisms of oppression and discrimination**

- 1. Self-Efficacy Scale #13
- 2. Supervisor Survey #11
- 3. Alumni Survey #25
- 4. SWK 605 Midterm

**Advocate for human rights and social and economic justice**

- 1. Self-Efficacy Scale #15
- 2. Supervisor Survey #11
- 3. Alumni Survey #25
- 4. 2009 SFE Found DP 215.2
- 5. SWK 607 Policy Analysis/Brief Assignment

**Engage in practices that advance social and economic justice**

- 1. Self-Efficacy Scale #8
- 2. Supervisor Survey #11
- 3. Alumni Survey #25
- 4. Exit Survey
- 5. SWK 607 Policy Analysis/Brief Assignment

### Micro Practice Behaviors

**Demonstrate abilities to promote strengths and competence in individuals, families, and small groups**

- 1. 2009 SFE MicPB215.1
- 2. Self-Efficacy Scale #5
- 3. Supervisor Survey #11
- 4. Alumni Survey #25
- 5. SWK 607 Diversity Article Assignment

**Empower clients to overcome oppression and appreciate social and economic justice by developing client awareness of theories of justice and strategies to promote human and civil rights**

- 1. 2009 SFE MicPB215.2
- 2. Supervisor Survey #11
- 3. Alumni Survey #25
- 4. SWK 607 Diversity Article Assignment
Advocate for social and economic justice on behalf of clients and to create social change


Utilize the power and politics as they relate to strategic planning


Assess strengths and weaknesses of the service delivery systems for clients/consumers

1. 2009 SFE MacPB215.2 2. Supervisor Survey #11 4. Alumni Survey #25 5. SWK 673 Community Organizing Strategy

Advocate for staff participation and client inclusion in designing programs in HSOs


Engage clients/consumers in community planning practices that advance social and economic justice in grassroots level innovative programs


Engage in research-informed practice and practice informed research
### Foundation Practice Behaviors

Use practice experience to inform scientific inquiry

- Self-Efficacy Scale #18
- Supervisor Survey #22
- Exit Survey #4
- SWK 675 Program Evaluation Final Paper 5.
- 2009 SFE Found DP216.2

Use research evidence to inform practice

- Self-Efficacy Scale #18
- Supervisor Survey #22
- Exit Survey #4
- SWK 675 Program Evaluation Final Paper 5.
- 2009 SFE Found DP216.2

### Micro Practice Behaviors

Review practice research and select models appropriate to various client populations

- 2009 SFE MicPB216.1
- Self-Efficacy Scale #17
- Exit Survey #4
- SWK 622 Literature Review Assignment

Apply research methods and skills in the critical examination and evaluation of their own practice

- 2009 SFE MicPB216.2
- Self-Efficacy Scale #18
- Exit Survey #4
- SWK 675 Final Paper

Document practice experiences to provide data that reflects and builds upon evidence-based intervention

- 2009 SFE MicPB216.2
- Self-Efficacy Scale #12
- Exit Survey #7
- SWK 623 Qualitative Report

### Macro Practice Behaviors

Engage in analyzing intervention effectiveness of the organization in which students are placed and recommend changes based on management theories

- Self-Efficacy Scale #19
- Supervisor Survey #22
- Exit Survey #4
- SWK 622 Final Exam
Engage in analyzing organizational effectiveness with an emphasis on organizational theory

Provide a sound knowledge base of social planning, especially the assessment of community needs, rational decision-making, identification of alternatives, practical considerations, and evaluation

Competency 2.1.7 – Apply knowledge of human behavior and the social environment

Foundation Practice Behaviors

Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation

Critique and apply knowledge to understand person and environment

1. 2009 SFE MacPB216.1  2. Self-Efficacy Scale #19  3. Supervisor Survey #22  4. Exit Survey #7  5. SWK 673 Community Organizing Analysis

1. 2009 SFE MacPB216.1  2. Self-Efficacy Scale #17.  3. Supervisor Survey #13   4. Exit Survey #4    5. SWK 673 Community Organizing Analysis


Micro Practice Behaviors

Apply a biopsychosocial conceptual framework to understand human conditions that affect client behavior


Review, select, and apply developmentally and culturally competent assessment, intervention, and evaluation models


Integrate knowledge of individual and family life span development in the context of the environment to understand the client’s human condition


Macro Practice Behaviors

Apply organizational theory in understanding the ways in which services are coordinated and staff is supervised


Critique and apply policy changes in the environment as related to the adaptation of the organization in providing services to vulnerable populations


Utilize theories in power and politics in analyzing inter-organizational linkages

### Competency 2.1.8 – Engage in policy practice to advance social and economic well-being and to deliver effective social work services

#### Foundation Practice Behaviors

- **Analyze, formulate, and advocate for policies that advance social well-being**
  - 1. Self-Efficacy Scale #14
  - 2. Alumni Survey #25
  - 3. SWK 647 Policy Analysis/Brief Assignment

- **Collaborate with colleagues and clients for effective policy action**
  - 1. Self-Efficacy Scale #10
  - 2. Alumni Survey #29
  - 3. 2009 SFE Found SI218.1
  - 4. SWK 647 Policy Analysis/Brief Assignment
  - 5. SWK 650 Service Learning Paper

- **Stay current with political, economical, social, and environmental trends that create policies that may have a negative impact on client systems**
  - 1. 2009 SFE MicPD 218.1
  - 2. Self-Efficacy Scale #40
  - 3. SWK 622 Literature Review

#### Micro Practice Behaviors

- **Collaborate with stakeholders who engage in policy making that affect program designs, program funding, and service delivery**
  - 1. 2009 SFE MicPD 218.2
  - 2. Self-Efficacy Scale #10
  - 3. Supervisor Survey #15
  - 4. Alumni Survey #29
  - 5. SWK 675 Program Evaluation Final Paper

- **Choose appropriate methods for advocating on behalf of individuals, families, and small groups**
  - 1. 2009 SFE MicPD 218.3
  - 2. Self-Efficacy Scale #5
  - 3. Alumni Survey #30
  - 4. SWK 608 Family Therapy Assignment
Macro Practice Behaviors

Advocate for services to advance the economic and social well-being of clients based on analyses of the service delivery systems


Design an efficient service delivery system in order to better serve and to better reach out to the potential clients/consumers

1. 2009 SFE MacPD 218.3   2. Self-Efficacy Scale #9    3. Supervisor Survey #13   4. SWK 622 Literature Review Assignment

Engage in the examination of clients'/consumers' difficulties in obtaining the needed services from HSOs

1. 2009 SFE MacPB 218.1  2. Self-Efficacy Scale #9    3. Supervisor Survey #13    4. SWK 673 Community Organizing Analysis

Competency 2.1.9 – Respond to contexts that shape practice

Continuously discover, appraise, and attend to changing locales, populations, and scientific and technological developments, and emerging societal trends to provide relevant services


Foundation Practice Behaviors

Provide leadership on promoting sustainable changes in service delivery and practice to improve the quality of social services

**Micro Practice Behaviors**

Respond effectively to the existing context that impacts the nature of services with a continuum of care model that undergird relevant services  
1. 2009 SFE MicPD 219.1  
2. Self-Efficacy Scale #5  
3. SWK 622 Literature Review Assignment

Act as change agents to provide leadership and promote stability in quality service delivery that address existing human needs  
1. 2009 SFE MicPD 219.2  
2. Self-Efficacy Scale #5  
3. Alumni Survey #25

Advocate for health and mental health, and promote resiliency factors that may contribute to the reduction of risk and vulnerability  
1. 2009 SFE MicPD 219.3  
2. Supervisor Survey #21  
3. Alumni Survey #35

Continually discover, appraise, and attend to changing needs of clients and emerging societal trends to provide relevant services through community organizing and social planning  
1. 2009 SFE MacPB 219.1  
2. Self-Efficacy Scale #9  
3. Supervisor Survey #13  
4. SWK 673 Community Organizing Strategy

**Macro Practice Behaviors**

Provide leadership in promoting organizational adaptation to improve the quality of social services  
1. 2009 SFE MacPB 219.2  
2. Self-Efficacy Scale #9  
3 & 4. Supervisor Survey #13 & #15
### Competency 2.1.10(a) – Engagement

<table>
<thead>
<tr>
<th>Foundation Practice Behaviors</th>
<th>Micro Practice Behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;</td>
<td>Prepare for initial client contact by integrating their knowledge, skills, and values with their preliminary understanding of the client’s human conditions</td>
</tr>
<tr>
<td>Use empathy and other interpersonal skills</td>
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<tr>
<td>Develop a mutually agreed-on focus of work and desired outcomes</td>
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</tbody>
</table>
Develop an awareness of ethical dilemmas that may exist in preparation for client interaction

1. 2009 SFE MicPB2110a2  2. Self-Efficacy Scale #13  3. Alumni Survey #23

Identify with the client’s anxiety inherent in initial interaction and purposefully use the professional self to demonstrate empathy, respect for worth, and dignity of the client to facilitate the client’s sharing his/her human condition


Engage in interventions for change in organizations and communities


Macro Practice Behaviors

Facilitate organizational and community change


Establish a relationship with organizations and communities


Negotiate mutually agreed-on strategies and desired outcomes


Competency 2.1.10(b) – Assessment
**Foundation Practice Behaviors**

Collect, organize, and interpret client data

1. Self-Efficacy Scale #18  
2. SWK 675 Program Evaluation Final Paper  
3. 2009 SFE Found DP2110B.1

Assess client strengths and limitations

1. Self-Efficacy Scale #2  
2. Supervisor Survey #12  
3. Alumni Survey 26  
4. 2009 SFE Found DP2110B.2  
5. SWK 605 Midterm

Develop mutually agreed-on intervention goals and objectives

1. Self-Efficacy Scale #50  
2. Supervisor Survey #18  
3. Alumni Survey #32  
4. 2009 SFE Found DP2110B.3

Select appropriate intervention strategies

1. Self-Efficacy Scale #50  
2. Supervisor Survey #18  
3. Alumni Survey #32  
4. 2009 SFE Found DP2110C.2  
5. SWK 605 Midterm

Communicate effectively with all client systems to obtain and analyze in-depth data to provide answers to issues, problems, needs, resources, client strengths and assets and collaboratively involve the client system in determining intervention strategies and goals

1. 2009 SFE MicPB2110b1  
2. Self-Efficacy Scale #9  
3. Supervisor Survey #26  
4. Alumni Survey #40  
5. SWK 675 Final Paper

**Micro Practice Behaviors**

Conduct a developmental interview that enables the client to share his/her human condition and participate in determining the effectiveness of their support network that can be utilized to implement the planned change process

1. 2009 SFE MicPB2110b3  
2. Self-Efficacy Scale #2  
3. Supervisor Survey #17  
4. SWK 608 Family Therapy Assignment
Determine collaboratively a course of action which identifies those achievements and/or barriers to successful outcomes
1. 2009 SFE MicPB2110b2 2. Self-Efficacy Scale #50 3. SWK 608 Family Therapy Assignment

Conduct needs assessment of organizations and communities including client/consumer strengths and weaknesses
1. Self-Efficacy Scale #7 2. Supervisor Survey #13 3. SWK 673 Community Organizing Analysis

Macro Practice Behaviors

Competency 2.1.10(c) – Intervention

Develop mutually agreed upon strategies to achieve goals and objectives for organization and community change
1. Self-Efficacy Scale #7 2. Supervisor Survey #12 3. Alumni Survey #26

Foundation Practice Behaviors

Initiate actions to achieve organizational goals

Implement prevention interventions that enhance client capacities

Help clients resolve problems

Negotiate, mediate, and advocate for clients
Facilitate transitions and endings


Micro Practice Behaviors

Enlist the client in the development of appropriate and mutually agreed-on intervention plan


Implement collaborative intervention strategies that enhance client social functioning utilizing referral sources when indicated


Utilize the client’s human condition to facilitate change through negotiation, mediation, and advocacy


Seek supervision, consultation, and literature review to enhance the client’s goal achievement


Facilitate the client in developing and maintaining adaptive behaviors that provide stability within their environment

Macro Practice Behaviors

1. **Apply advanced knowledge and skills to achieve organizational and community goals**
   - 1. 2009 SFE MacPD2110c4
   - 2. Self-Efficacy Scale #10
   - 3. Supervisor Survey #16
   - 4. Alumni Survey #30
   - 5. SWK 673 Community Organizing Strategy

2. **Utilize advocacy and change strategies that empower organizations and communities**
   - 1. 2009 SFE MacPD2110c3
   - 2. Self-Efficacy Scale #10
   - 3. Supervisor Survey #13
   - 4. SWK 673 Community Organizing Strategy

3. **Engage organizations and communities in integration of new innovations**
   - 1. 2009 SFE MacPD2110c2
   - 2. Supervisor Survey #16
   - 3. Alumni Survey #30
   - 4. SWK 673 Community Organizing Strategy

**Competency 2.1.10(d) – Evaluation**

Foundation Practice Behaviors

- Social workers critically analyze, monitor, and evaluate interventions
  - 1. Self-Efficacy Scale #9
  - 2. Supervisor Survey #22
  - 3. Exit Survey #4
  - 4. SWK 675 Final Paper
  - 5. 2009 SFE Found DP2110D.1

Micro Practice Behaviors

- Monitor and evaluate interventions in collaboration with client systems
  - 1. 2009 SFE MicPD2110d1
  - 2. Self-Efficacy Scale #18
  - 3. Supervisor Survey #22
  - 4. Exit Survey #7
  - 5. SWK 675 Final Paper
Utilize research skills to ensure best practices of evidence-based intervention

Facilitate termination and separation of the client-worker relationship by assessing the goal attainment results, and the client’s readiness
1. 2009 SFE MicPD2110d3  2. Self-Efficacy Scale #5  3. Alumni Survey #41

Develop strategies for feedback on client’s maintaining adaptive functioning

Work collaboratively with evaluators/researchers to assess intervention efficacy and effectiveness

Empower organizations and communities in the evaluation of interventions
<table>
<thead>
<tr>
<th>Implementation Procedures</th>
<th>Benchmarks</th>
<th>Data Analysis Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessment Results</strong></td>
<td></td>
<td>(* - benchmark met ^ - not met)</td>
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<tr>
<td></td>
<td></td>
<td>1. Likert scale &quot;excellent; above average; average; below average; poor&quot;</td>
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<td>2. Paired samples t-test</td>
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<td>3. Likert scale &quot;outstanding; superior; solid; marginal; unacceptable; no opportunity&quot;</td>
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<td>1. Score = 4.0*</td>
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<td>2. &lt;.001* 3. 4.0* 4. Aggregate grade calculation</td>
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<td>3.8556* 5. 90%*</td>
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<tr>
<td>1. Post-graduation survey</td>
<td>1. 4.0 median.</td>
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<tr>
<td>2. Pre-post measure</td>
<td>2. Significant improvement (.05)</td>
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<td>3. Post-graduation survey</td>
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<td>4. Post-field measure</td>
<td>3.0 mean 5. 90% &quot;B&quot; or higher</td>
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<tr>
<td>5. Course Assignment</td>
<td>1. Significant improvement (&lt;.05)</td>
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<td>median 3. 3.0</td>
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</table>
1. Significant improvement (<.05) 2. & 3. 4.0 median 4. 3.0 mean 5. 90% "B" or higher 
3. Likert scale "excellent; above average; average; below average; poor" 4. Likert scale "outstanding; superior; solid; marginal; unacceptable; no opportunity". 5 Aggregate 
1. <.001** 2. 4.0* 3. 3.8* 4. 4.0*

1. Significant improvement (<.05) 2. & 3. 4.0 median 4. 3.0 mean 5. 90% "B" or higher 
3. Likert scale "excellent; above average; average; below average; poor" 4. Likert scale "outstanding; superior; solid; marginal; unacceptable; no opportunity". 5 Aggregate 
1. <.001** 2. 4.0* 3. 3.8* 4. 4.0*

1. 3.0 mean 2. Significant improvement (<.05) 3. & 4. 4.0 median 
1. Paired samples t-test 2 & 3. Likert scale "excellent; above average; average; below average; poor" 1. Score=4.0406* 2. <.001** 3. 4.0* 4. 4.0*

1. 3.0 mean 2. Significant improvement (<.05) 3. & 4. 4.0 median 
1. Paired samples t-test 2 & 3. Likert scale "excellent; above average; average; below average; poor" 1. Score=4.1216* 2. <.001** 3. 4.0* 4. 4.0*

1. 3.0 mean 2. Significant improvement (<.05) 3. 4.0 median 4. 90% B or higher 
2. Paired Samples t-test 3 & 4. Likert scale "excellent; above average; average; below average; poor" 1. Score = 3.9408* 2. <.001** 3. 4.0* 4. 90%*

1. Significant improvement (<.05) 2. & 3. 4.0 median 
1. Paired samples t-test 2 & 3. Likert scale "excellent; above average; average; below average; poor" 1. <.001** 2. 4.0* 3. 4.0*

1. Significant improvement (<.05) 2. & 3. 4.0 median 
1. Paired samples t-test 2 & 3. Likert scale "excellent; above average; average; below average; poor" 1. Score=4.1975* 2. 4.0* 3. 4.0* 4. 4.0*
1. Post-field measure
2. Pre-post measure
3. Graduation survey
4. Course assignment

1. 3.0 mean
   Significant improvement
2. Likert scale "outstanding; superior; solid; marginal; unacceptable; no opportunity".

1. Paired samples t-test
2. Score=3.9143*
3. 7.7*
4. 100%*

1. Likert scale "outstanding; superior; solid; marginal; unacceptable; no opportunity".
2. Paired samples t-test
3. Likert scale "1-10"
4. <.001**
5. 3.7* 4. 100%*

1. Paired samples t-test 2 &
3. Likert scale "outstanding; superior; solid; marginal; unacceptable; no opportunity".
4. Aggregate grade calculation 100%*

1. Paired samples t-test 2 &
3. Likert scale "excellent; above average; average; below average; poor".
4. Likert scale "outstanding; superior; solid; marginal; unacceptable; no opportunity".
5. Aggregate grade calculation 100%*

1. Paired samples t-test 2 &
3. Likert scale "excellent; above average; average; below average; poor".
4. Likert scale "1-10"
5. Aggregate grade calculation 3.9010* 6. 100%*

1. Paired samples t-test 2 &
3. Likert scale "excellent; above average; average; below average; poor".
4. Likert scale "1-10"
5. Aggregate grade calculation 3.9010* 6. 100%*

1. Paired samples t-test 2 &
3. Likert scale "excellent; above average; average; below average; poor".
4. Likert scale "1-10"
5. Aggregate grade calculation 3.9010* 6. 100%*
1. Post-field measure
2. Pre-post measure & 4. Post-graduation survey
3. Course Assignment

1. 3.0 mean
2. Significant improvement
3. 3.75 median
4. 90% "B" or higher
5. 90% "B" or higher

1. 3.0 mean
2. Significant improvement
3. 4.0 median
4. 90% "B" or higher
5. 90% "B" or higher

1. 3.0 mean
2. Significant improvement
3. 4.0 median
4. 90% "B" or higher
5. 90% "B" or higher

1. Significant improvement
2. 4.0 median
3. 90% "B" or higher
4. 90% "B" or higher
5. 90% "B" or higher

1. Paired samples t-test
2. Likert scale "excellent; above average; average; below average; poor"
3. <.001**
4. 4.0*
5. 100%*

1. Paired samples t-test
2. Likert scale "excellent; above average; average; below average; poor"
3. <.52^ 3. 5.0* 4. 5.0*
5. 91.4%*

1. Paired samples t-test
2. Likert scale "excellent; above average; average; below average; poor"
3. <.52^ 3. 5.0* 4. 5.0*
5. 91.4%

1. Paired samples t-test
2. Likert scale "excellent; above average; average; below average; poor"
3. <.52^ 3. 5.0* 4. 5.0*
5. 91.4%*
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<thead>
<tr>
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<tbody>
<tr>
<td>Pre-post measure</td>
<td>Significant improvement (&lt;.05)</td>
<td>1. Score=3.7776*</td>
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<td>Post-graduation survey</td>
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<td>3. Post-field measure</td>
<td>3.0 mean, 90% &quot;B&quot; or higher</td>
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<td>2. Paired samples t-test</td>
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<tr>
<td>Aggregate grade calculation</td>
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<td>2. Score=3.8*</td>
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1. Post field measure
2. Significant improvement
3. 4.0 median
4. & 5. Post-graduation survey

1. 3.0 mean
2. Paired samples t-test
3. .05
4. & 5. Likert scale "excellent; above average; average; below average; poor"
5. 4.0*

1. Likert scale "outstanding; superior; solid; marginal; unacceptable; no opportunity".*
2. Paired samples t-test
3. .05
4. & 5. Likert scale "excellent; above average; average; below average; poor"
5. 4.0*

1. Paired samples t-test
2. Likert scale "excellent; above average; average; below average; poor"
3. .05
4. Likert scale "outstanding; superior; solid; marginal; unacceptable; no opportunity"
5. Aggregate grade calculation 97.6%*

1. Pre-post measure
2. Significant improvement
3. 4.0 median
4. 3.0
5. Course Assignment

1. Likert scale "outstanding; superior; solid; marginal; unacceptable; no opportunity"
2. Paired samples t-test
3. .05
4. & 5. Likert scale "excellent; above average; average; below average; poor"
5. Aggregate grade calculation 97.6%*

1. Paired samples t-test
2. Likert scale "excellent; above average; average; below average; poor"
3. .05
4. Likert scale "outstanding; superior; solid; marginal; unacceptable; no opportunity"
5. Aggregate grade calculation 97.6%*

1. Paired samples t-test
2. Likert scale "excellent; above average; average; below average; poor"
3. .05
4. Likert scale "outstanding; superior; solid; marginal; unacceptable; no opportunity"
5. Aggregate grade calculation 97.6%*

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<th>Mean/Score</th>
<th>Significant Improvement</th>
<th>Likert Scale</th>
<th>Paired Samples T-test</th>
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<th>Aggregate Grade Calculation</th>
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<td>4. Graduation survey</td>
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<td>5. Course Assignment</td>
<td>4.0 median</td>
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<tr>
<td>6. Exit Survey</td>
<td>90% &quot;B&quot; or higher</td>
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</table>

1. Likert scale "outstanding; superior; solid; marginal; unacceptable; low opportunity".

1. Score=4.1* 2. 4.0* 3. 100%*
<table>
<thead>
<tr>
<th>Measure</th>
<th>Significant Improvement</th>
<th>Paired Samples t-test</th>
<th>Likert Scale</th>
<th>Aggregate Grade Calculation</th>
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<tr>
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<td>(.05)</td>
<td>2 &amp; 3.</td>
<td>*</td>
<td>4.0*</td>
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<tr>
<td>4. Course Assignment</td>
<td>4.0 median</td>
<td>90% &quot;B&quot; or higher</td>
<td>*</td>
<td>100%*</td>
</tr>
<tr>
<td>1. Paired samples t-test</td>
<td>2 &amp; 3.</td>
<td>4.0*</td>
<td></td>
<td>4.0*</td>
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<tr>
<td>3. Likert scale <em>excellent; above average; below average; poor</em></td>
<td>.52^</td>
<td>1.</td>
<td>4.0*</td>
<td>3.7402*</td>
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<tr>
<td>4. Aggregate grade calculation</td>
<td>97%^</td>
<td>1.</td>
<td>4.0*</td>
<td>100%*</td>
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<tr>
<td>1. Paired samples t-test</td>
<td>2 &amp; 3.</td>
<td>4.0*</td>
<td></td>
<td>4.0*</td>
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<tr>
<td>3. Likert scale <em>excellent; above average; below average; poor</em></td>
<td>.09^</td>
<td>1.</td>
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<td>3.4802*</td>
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<td>97%^</td>
<td>1.</td>
<td>4.0*</td>
<td>100%*</td>
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<tr>
<td>1. Paired samples t-test</td>
<td>2 &amp; 3.</td>
<td>4.0*</td>
<td></td>
<td>4.0*</td>
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<tr>
<td>3. Likert scale <em>excellent; above average; below average; poor</em></td>
<td>.01**</td>
<td>1.</td>
<td>4.0*</td>
<td>3.7402*</td>
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<td>4. Aggregate grade calculation</td>
<td>97%^</td>
<td>1.</td>
<td>4.0*</td>
<td>100%*</td>
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<tr>
<td>1. Paired samples t-test</td>
<td>2 &amp; 3.</td>
<td>4.0*</td>
<td></td>
<td>4.0*</td>
</tr>
<tr>
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<td>.001**</td>
<td>1.</td>
<td>4.0*</td>
<td>3.7402*</td>
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<td>97%^</td>
<td>1.</td>
<td>4.0*</td>
<td>100%*</td>
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<tr>
<td>1. Likert scale <em>excellent; above average; below average; poor</em></td>
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<td>1.</td>
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<td>3.7402*</td>
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<td>97%^</td>
<td>1.</td>
<td>4.0*</td>
<td>100%*</td>
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<td>1. Likert scale <em>excellent; above average; below average; poor</em></td>
<td>.00001**</td>
<td>1.</td>
<td>4.0*</td>
<td>3.7402*</td>
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<td>4. Aggregate grade calculation</td>
<td>97%^</td>
<td>1.</td>
<td>4.0*</td>
<td>100%*</td>
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</table>
1. 3.0 mean 2 & 3. 4.0 median 4. 7.0 median 5. 90% "B" or higher
1. Likert scale "outstanding; superior; solid; marginal; unacceptable; no opportunity".
2 & 3. Likert scale "excellent; above average; average; below average; poor".
1. Score=3.8000* 2. 4.0* 3. 4.0* 4. 8.3*
5. Aggregate grade calculation 5. 97%
1. Likert scale "outstanding; superior; solid; marginal; unacceptable; no opportunity".
2, 3 & 4. Likert scale "excellent; above average; average; below average; poor".
1. Score=3.9219* 2. 4.0* 3. 4.0* 4. 4.0*
5. Aggregate grade calculation 5.97.6%
1. Likert scale "outstanding; superior; solid; marginal; unacceptable; no opportunity".
2, 3 & 4. Likert scale "excellent; above average; average; below average; poor".
1. Score=3.9603* 2. 4.0* 3. 4.0* 4. 4.0*
5. Aggregate grade calculation 5. 100%
1. Likert scale "outstanding; superior; solid; marginal; unacceptable; no opportunity".
2, 3 & 4. Likert scale "excellent; above average; average; below average; poor".
1. Score=3.9521* 2. 4.0* 3. 4.0* 4. 4.0*
5. Aggregate grade calculation 5. 95.5%
1. Likert scale "outstanding; superior; solid; marginal; unacceptable; no opportunity".
2, 3 & 4. Likert scale "excellent; above average; average; below average; poor".
1. Score=3.9603* 2. 4.0* 3. 4.0* 4. 4.0*
5. Aggregate grade calculation 5. 97.6%
1. Likert scale "outstanding; superior; solid; marginal; unacceptable; no opportunity".
2, 3 & 4. Likert scale "excellent; average; below average; poor".
1. Score=3.8000* 2. 4.0* 3. 4.0* 4. 8.3*
5. Aggregate grade calculation 5. 97%
1. Pre-post measure  
2. Post-graduation survey  
3. Exit Survey  
4. Course assignment  
5. Post-field measure

1. Significant improvement  
2. $<.05$  
3. 2.40 median  
4. 3.70 median  
5. 4.90% "B" or higher

1. Paired samples t-test  
2. Likert scale "excellent; above average; average; below average; poor"  
3. Likert scale "1-10"  
4. Aggregate student scores  
5. Likert scale "outstanding; superior; solid; marginal; unacceptable; no opportunity".

1. Score=$3.7459^*$  
2. $<.001^*$  
3. 7.7*  
4. 93%*

1. Pre-post measure  
2. Post-graduation survey  
3. Exit Survey  
4. Course assignment  
5. Post-field measure

1. Significant improvement  
2. $<.05$  
3. 2.40 median  
4. 3.70 median  
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1. Paired samples t-test  
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3. Likert scale "1-10"  
4. Aggregate student scores  
5. Likert scale "outstanding; superior; solid; marginal; unacceptable; no opportunity".

1. Score=$3.7500^*$  
2. $<.001^*$  
3. 7.7*  
4. 99%*

1. Pre-post measure  
2. Post-graduation survey  
3. Exit Survey  
4. Course assignment  
5. Post-field measure

1. Significant improvement  
2. $<.05$  
3. 2.40 median  
4. 3.70 median  
5. 4.90% "B" or higher

1. Paired samples t-test  
2. Likert scale "excellent; above average; average; below average; poor"  
3. Likert scale "1-10"  
4. Aggregate student scores  
5. Likert scale "outstanding; superior; solid; marginal; unacceptable; no opportunity".

1. Score=$3.7500^*$  
2. $<.001^*$  
3. 7.7*  
4. 99%*
1. Post field measure
2. Pre-post measure
3. Post-graduation survey
4. Graduation survey
5. Course assignment

1. 3.0 mean
2. Significant improvement

1. Likert scale "outstanding; superior; solid; marginal; unacceptable; no opportunity".
2. Paired samples t-test

1. Score=3.9286*
2. <.001**
3. 4.0*
4. 7.6*
5. 95.5%*

1. Likert scale "excellent; above average; average; below average; poor"
2. Likert scale "1-10"
3. Aggregate student scores

1. 3.0 mean
2. Significant improvement

1. Paired samples t-test

1. Score=3.9286*
2. <.001**
3. 4.0*
4. 3.6939*
5. 98.5%*
6. 97.5%

1. Likert scale "outstanding; superior; solid; marginal; unacceptable; no opportunity".
2. Paired samples t-test  3 & 4. Likert scale "excellent; above average; average; below average; poor"  5. <.001** 3. 4.0* 4.
Aggregate grade calculation 4.0* 5. 100%*

1. Likert scale "outstanding; superior; solid; marginal; unacceptable; no opportunity".
2. Paired samples t-test  3 & 4. Likert scale "excellent; above average; average; below average; poor"  5. <.001** 3. 4.0* 4.
Aggregate grade calculation 4.0* 5. 100%*

1. Likert scale "outstanding; superior; solid; marginal; unacceptable; no opportunity".
2. Paired samples t-test  3 & 4. Likert scale "excellent; above average; average; below average; poor"  5. <.001** 3. 4.0* 4.
Aggregate grade calculation 4.0* 5. 100%*

1. Likert scale "outstanding; superior; solid; marginal; unacceptable; no opportunity".
2. Paired samples t-test  3 & 4. Likert scale "excellent; above average; average; below average; poor"  5. <.001** 3. 4.0* 4.
Aggregate grade calculation 4.0* 5. 100%*

1. Likert scale "outstanding; superior; solid; marginal; unacceptable; no opportunity".
2. Paired samples t-test  3 & 4. Likert scale "excellent; above average; average; below average; poor"  5. <.001** 3. 4.0* 4.
Aggregate grade calculation 4.0* 5. 100%*

1. Likert scale "outstanding; superior; solid; marginal; unacceptable; no opportunity".
2. Paired samples t-test  3 & 4. Likert scale "excellent; above average; average; below average; poor"  5. <.001** 3. 4.0* 4.
Aggregate grade calculation 4.0* 5. 100%*

1. Likert scale "outstanding; superior; solid; marginal; unacceptable; no opportunity".
2. Paired samples t-test  3 & 4. Likert scale "excellent; above average; average; below average; poor"  5. <.001** 3. 4.0* 4.
Aggregate grade calculation 4.0* 5. 100%*

1. Likert scale "outstanding; superior; solid; marginal; unacceptable; no opportunity".
2. Paired samples t-test  3 & 4. Likert scale "excellent; above average; average; below average; poor"  5. <.001** 3. 4.0* 4.
Aggregate grade calculation 4.0* 5. 100%*

1. Likert scale "outstanding; superior; solid; marginal; unacceptable; no opportunity".
2. Paired samples t-test  3 & 4. Likert scale "excellent; above average; average; below average; poor"  5. <.001** 3. 4.0* 4.
Aggregate grade calculation 4.0* 5. 100%*

1. Likert scale "outstanding; superior; solid; marginal; unacceptable; no opportunity".
2. Paired samples t-test  3 & 4. Likert scale "excellent; above average; average; below average; poor"  5. <.001** 3. 4.0* 4.
Aggregate grade calculation 4.0* 5. 100%*
<table>
<thead>
<tr>
<th>Measure</th>
<th>Pre-post Measure</th>
<th>Post-graduation Survey</th>
<th>Course Assignment</th>
<th>1. Significant improvement (&lt;.05)</th>
<th>2. 4.0 median</th>
<th>3. 90% &quot;B&quot; or higher</th>
<th>1. Paired samples t-test</th>
<th>2. Likert scale &quot;excellent; above average; average; below average; poor&quot;</th>
<th>3. Aggregate grade calculation</th>
<th>1. &lt;.001**</th>
<th>2. 4.0*</th>
<th>3. 97%*</th>
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<tr>
<td>Pre-post measure</td>
<td>1. Significant improvement (&lt;.05)</td>
<td>2. 4.0</td>
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<td>3. Aggregate grade calculation</td>
<td>1. &lt;.001**</td>
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</table>

**Note:** The table above contains a list of measures and their corresponding statistics, including significant improvement levels, median scores, percentage of "B" or higher grades, paired samples t-tests, Likert scale ratings, and aggregate grade calculations. The table is organized to show the progression and evaluation criteria across different measures and types of assessments.
1. Post field measure  2. Pre-post measure  3. Post-graduation survey
1. 3.0 mean      2. Significant improvement  3. 4.0 median
1. Likert scale "outstanding; superior; solid; marginal; unacceptable; no opportunity". 2. Paired samples t-test  3. Likert scale "excellent; above average; average; below average; poor".

1. Significant improvement  2. Paired samples t-test  3. 4.0 median  4. 90% "B" or higher
1. Likert scale "outstanding; superior; solid; marginal; unacceptable; no opportunity". 2. Paired samples t-test  3. Likert scale "outstanding; superior; solid; marginal; unacceptable; no opportunity".

1. Significant improvement  2 & 3. 4.0 median  4. 3.0 mean  5. 90% "B" or higher
1. Likert scale "outstanding; superior; solid; marginal; unacceptable; no opportunity" 5. Aggregate grade calculation 1. <.001**  2. 4.0*  3. 4.0*  4. 3.8157*  5. 100%^
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1. Pre-post measure  
   Course assignment  
   Post-field measure  
   1. Significant improvement (<.05)  
   2. 90% "B" or higher  
   3. 3.0 mean  
1. Paired samples t-test  
2. Aggregate student scores  
3. Likert scale "outstanding; superior; solid; marginal; unacceptable; no opportunity".  
4. 3.7045*  

1. Pre-post measure  
   & 3. Post-graduation survey  
   4. Post-field measure  
   5. Course Assignment  
   1. Significant improvement (<.05)  
   2 & 3. 4.0 median  
   4. 3.0 mean  
   5. 90% "B" or higher  
1. Paired samples t-test  
2. & 3. Likert scale "excellent; above average; average; below average; poor"  
4. Aggregate grade calculation  
1. <.001*  
2. 4.0*  
3. 3.7323*  
5. 100%*  

1. Pre-post measure  
   & 3. Post-graduation survey  
   4. Post-field measure  
   5. Course Assignment  
   1. Significant improvement (<.05)  
   2. 4.0 median  
   4. 3.0 mean  
   5. 90% "B" or higher  
1. Paired samples t-test  
2. & 3. Likert scale "excellent; above average; average; below average; poor"  
4. Aggregate grade calculation  
1. <.001*  
2. 4.0*  
3. 3.7764*  
5. 100%*  

1. Post field measure  
   Pre-post measure  
   Post-graduation survey  
   4. Course Assignment  
   1. 3.0 mean  
   2. Significant improvement (<.05)  
   3 & 4. 4.0 median  
   5. 90% "B" or higher  
1. Paired samples t-test  
2. Aggregate grade calculation  
1. Score=4.0334*  
2. <.001*  
3. 4.0*  
4. 94.6%*  
5. 93%  

1. Post field measure  
   Pre-post measure  
   3 & 4. Post-graduation survey  
   5. Course Assignment  
   1. 3.0 mean  
   2. Significant improvement (<.05)  
   3 & 4. 4.0 median  
   5. 90% "B" or higher  
1. Paired samples t-test  
2. Aggregate grade calculation  
1. Score=3.9480*  
2. <.001*  
3. 4.0*  
4. 94%*  
5. 93%  

1. Post field measure  
   Pre-post measure  
   Post-graduation survey  
   4. Course Assignment  
   1. 3.0 mean  
   2. Significant improvement (<.05)  
   3 & 4. 4.0 median  
   5. 90% "B" or higher  
1. Paired samples t-test  
2. Aggregate grade calculation  
1. Score=3.9480*  
2. <.001*  
3. 4.0*  
4. 94%*  
5. 93%
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<tr>
<td>4.</td>
<td>Aggregate grade calculation</td>
<td>Score=4.0*</td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td>100%*</td>
</tr>
<tr>
<td>1. Pre-post measure</td>
<td>1. Significant improvement</td>
<td>1. Paired samples t-test 2 &amp; 3. Likert scale &quot;excellent; above average; average; below average; poor&quot; 4.</td>
</tr>
<tr>
<td>&amp; 3. Post-graduation survey</td>
<td>(&lt;.05) 2 &amp; 3.</td>
<td>Likert scale &quot;outstanding; superior; solid; marginal; 1. &lt;.001* 2. 4.0* unacceptable; no opportunity&quot; 3. 4.0* 4. 3.7028*</td>
</tr>
<tr>
<td>4. Post-field measure</td>
<td>4.0 median 4. 3.0 mean</td>
<td></td>
</tr>
</tbody>
</table>

| 1. Post-field measure | 1. 3.0 mean | 1. Likert scale "outstanding; superior; solid; marginal; unacceptable; no opportunity". |
| 2. Pre-post measure & 4. Post-graduation survey | 3 (<.05) 3 & 4. | 2. Paired samples t-test 3 & 4. Likert scale "excellent; above average; average; below average; poor" 4. |
| 4.0 median | 1. Score=3.9406* 2. <.001* 3. 4.0* 4. 4.0* |

| 1. Post-field measure | 1. 3.0 mean | 1. Likert scale "outstanding; superior; solid; marginal; unacceptable; no opportunity". |
| 2. Pre-post measure & 4. Post-graduation survey | 3 (<.05) 3 & 4. | 2. Paired samples t-test 3 & 4. Likert scale "excellent; above average; average; below average; poor" 4. |
| 4.0 median | 1. Score=3.9308* 2. <.001* 3. 4.0* 4. 4.0* |

| 1. Post-field measure | 1. 3.0 mean | 1. Likert scale "outstanding; superior; solid; marginal; unacceptable; no opportunity". |
| 2. Pre-post measure & 4. Post-graduation survey | 3 (<.05) 3 & 4. | 2. Paired samples t-test 3 & 4. Likert scale "excellent; above average; average; below average; poor" 4. |
| 4.0 median | 1. Score=3.8946* 2. <.001* 3. 4.0* 4. 4.0* |

| 1. Post-field measure | 1. 3.0 mean | 1. Likert scale "outstanding; superior; solid; marginal; unacceptable; no opportunity". |
| 2. Pre-post measure & 4. Post-graduation survey | 3 (<.05) 3 & 4. | 2. Paired samples t-test 3 & 4. Likert scale "excellent; above average; average; below average; poor" 4. |
| 4.0 median | 1. Score=4.0000* 2. <.001* 3. 4.0* 4. 94%* |

| 1. Post-field measure | 1. 3.0 mean | 1. Likert scale "outstanding; superior; solid; marginal; unacceptable; no opportunity". |
| 2. Pre-post measure & 4. Post-graduation survey | 3 (<.05) 3 & 4. | 2. Paired samples t-test 3 & 4. Likert scale "excellent; above average; average; below average; poor" 4. |
| 4.0 median | 1. Score=3.8895* 2. <.001* 3. 4.0* 4. 4.0* |

| 1. Post-field measure | 1. 3.0 mean | 1. Likert scale "outstanding; superior; solid; marginal; unacceptable; no opportunity". |
| 2. Pre-post measure & 4. Post-graduation survey | 3 (<.05) 3 & 4. | 2. Paired samples t-test 3 & 4. Likert scale "excellent; above average; average; below average; poor" 4. |
| 4.0 median | 1. Score=4.0000* 2. <.001* 3. 4.0* 4. 94%* |

| 1. Post-field measure | 1. 3.0 mean | 1. Likert scale "outstanding; superior; solid; marginal; unacceptable; no opportunity". |
| 2. Pre-post measure & 4. Post-graduation survey | 3 (<.05) 3 & 4. | 2. Paired samples t-test 3 & 4. Likert scale "excellent; above average; average; below average; poor" 4. |
| 4.0 median | 1. Score=3.8895* 2. <.001* 3. 4.0* 4. 4.0* |

| 1. Post-field measure | 1. 3.0 mean | 1. Likert scale "outstanding; superior; solid; marginal; unacceptable; no opportunity". |
| 2. Pre-post measure & 4. Post-graduation survey | 3 (<.05) 3 & 4. | 2. Paired samples t-test 3 & 4. Likert scale "excellent; above average; average; below average; poor" 4. |
| 4.0 median | 1. Score=4.0000* 2. <.001* 3. 4.0* 4. 94%* |
1. Post-field measure
2. Pre-post measure
3. Significant improvement
4. & 4. Post-graduation survey
5. Course Assignment

1. 3.0 mean
2. Significant improvement
3. (<.05) & 4. 4.0 median
4. 90% "B" or higher
5. Aggregate grade calculation

1. Likert scale "outstanding; superior; solid; marginal; unacceptable; no opportunity".
2. Paired samples t-test
3. Score=4.1221* 2. Paired samples t-test
4. Likert scale "excellent; above average; average; below average; poor"
5. Aggregate grade calculation

1. Score=4.0820* 2. Paired samples t-test
3. Likert scale "1-10"
4. Aggregate student scores
5. Likert scale "outstanding; superior; solid; marginal; unacceptable; no opportunity".

1. Paired samples t-test
2. Likert scale "excellent; above average; average; below average; poor"
3. Likert scale "1-10"
4. Aggregate student scores
5. Likert scale "outstanding; superior; solid; marginal; unacceptable; no opportunity".
1. Post-field measure
2. Pre-post measure
3. Post-graduation survey
4. Course assignment

1. 3.0 mean
2. Significant improvement
3. 4.0 median
4. 90% "B" or higher

1. Likert scale "outstanding; superior; solid; marginal; unacceptable; no opportunity".
2. Paired samples t-test
3. Aggregate student scores

1. Score = 3.7681* 2. <.001* 3.4.0* 4. 82%*