Career Decision Self-Efficacy Assessment: Are scores consistent across two administration formats?

Morgan P. Bressman  
*Southwestern Oklahoma State University*

Jared F. Edwards  
*Southwestern Oklahoma State University*, jared.edwards@swosu.edu

Allie Aiello  
*Southwestern Oklahoma State University*

Jackie M. Bivins  
*Southwestern Oklahoma State University*

Abstract

The correlations between the two different forms of the CDSE-SF were high, supporting, alternate form reliability between different administration formats.

Follow this and additional works at: https://dc.swosu.edu/cpgs_sbse_psychology_student

Recommended Citation

https://dc.swosu.edu/cpgs_sbse_psychology_student/1
Career Decision Self-Efficacy Assessment: Are scores consistent across two administration formats?

Morgan P. Bressman, Jared F. Edwards, Allie Aiello, & Jackie M. Bivins
Southwestern Oklahoma State University

Abstract

The correlations between the two different forms of the CDSE-SF were high, supporting, alternate form reliability between different administration formats.

<table>
<thead>
<tr>
<th>Scales</th>
<th>Self appraisal</th>
<th>Occupational information</th>
<th>Goal setting</th>
<th>Planning</th>
<th>Problem solving</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self appraisal</td>
<td>.82*</td>
<td>.52*</td>
<td>.61*</td>
<td>.70*</td>
<td>.64*</td>
<td>.78*</td>
</tr>
<tr>
<td>Occupational information</td>
<td>.63*</td>
<td>.73*</td>
<td>.56*</td>
<td>.59*</td>
<td>.32</td>
<td>.66*</td>
</tr>
<tr>
<td>Goal setting</td>
<td>.76*</td>
<td>.63*</td>
<td>.91*</td>
<td>.77*</td>
<td>.57*</td>
<td>.86*</td>
</tr>
<tr>
<td>Planning</td>
<td>.68*</td>
<td>.53*</td>
<td>.57*</td>
<td>.84*</td>
<td>.53*</td>
<td>.75*</td>
</tr>
<tr>
<td>Problem solving</td>
<td>.58*</td>
<td>.49*</td>
<td>.51*</td>
<td>.48*</td>
<td>.81*</td>
<td>.58*</td>
</tr>
<tr>
<td>Total</td>
<td>.83*</td>
<td>.70*</td>
<td>.77*</td>
<td>.81*</td>
<td>.69*</td>
<td>.90*</td>
</tr>
</tbody>
</table>

Paper version – horizontal  Computer version – vertical  *significant at the .05 level

• Introduction
  – For this study we examined the relationship between a paper format and a computer (Microsoft Excel) administered format of the CDSE-SF. (Betz, Hammond, & Multon, 2005).

• Methods
  – Participants
    • 21 participants enrolled in General Psychology
    • 71% female, 76% European American
    • Modal age of 18.5
  – Instruments
    • A demographic questionnaire
    • The CDSE-SF in both paper and computer formats
    • A distractor to be administered between the two formats of the CDSE-SF

• Procedures
  – Participants completed the demographic questionnaire.
  – Half of the participants received the paper format of the CDSE-SF first, and the other half completed the computer format of the CDSE-SF first.
  – All participants then completed a distractor exercise and the other format of the CDSE-SF.

• Results
  – Even with a relatively small sample size, the correlations between the matching sub scales and the full scale scores from the two administration formats were all significant at the .05 level with the correlation coefficients ranging from .73 to .91.

• Discussion
  – This study supports the compatibility of an Excel administered format of the CDSE-SF with the paper format of the CDSE-SF.