

# EMCC CPD150 AND CRITICAL INQUIRY ASSESSMENT

A comparison of pre and post assessments for fall 2017

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## Introduction:

In the fall of 2016, the Estrella Mountain Community College instructors of CPD150 instituted a pre and post student assessment of the basic efficacy of key learning outcomes and life choices. Results of 37 sections were tabulated, with 741 responses.

To allow for a valid comparison, assessments were only used in this analysis if a student had completed a pre and a post assessment. There were instances where a single student posted multiple responses for a pre or a post assessment. For this analysis, if a student's response was made for a question, even if only once out of the three pre assessments that student submitted, it was their answer. This was necessary to ensure one student's response did not skew the totals. Results from 28 sections were used in this analysis, having done both pre and post assessments. This captured 455 responses.

## Methodology:

Five substantive questions were posed, with the pre testing taking place early in the semester and the post assessment, using the same questions, assessed if there was any change in what was known or how a student had made decisions near the end of the semester. The hypothesis assumed there was no difference from the pre and post assessments. For each possible response, a student was rated with either having that response (1) or not having that response (0) in both the pre and post assessments. This allowed for using Excel to assess a paired two sample for means t-test to indicate whether there was a statistically significant difference between the pre and post results using an alpha of 0.05.

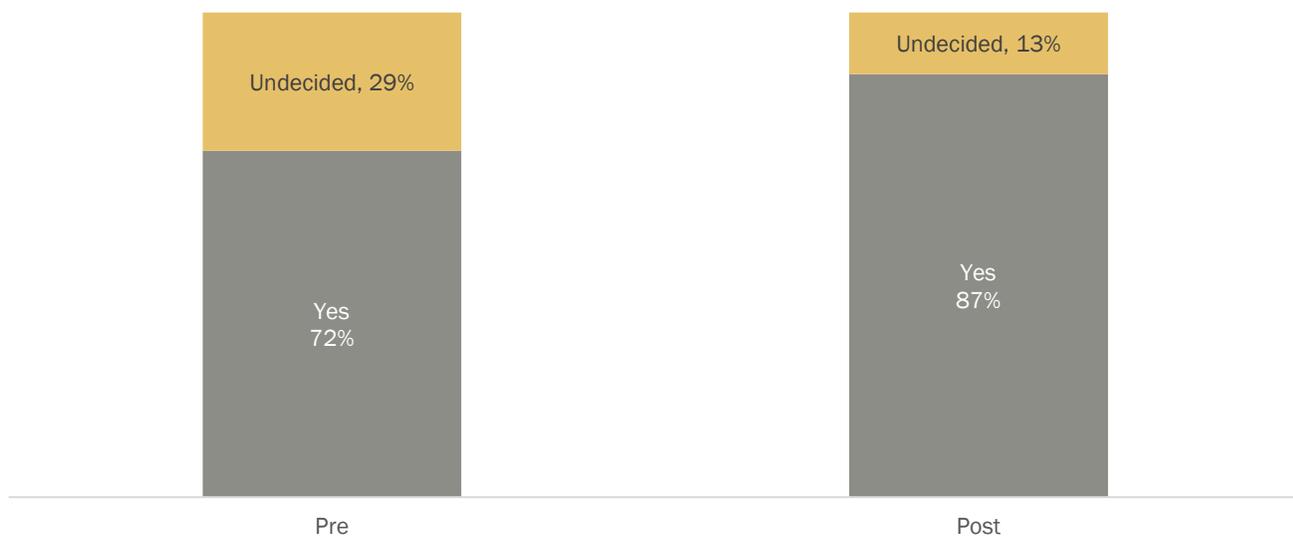
The assessment tool resulted in relatively "messy" data, with missing student IDs, missing/wrong section numbers, etc. As a result, the cleansing of the data took a substantial amount of time to allow for optimum data in this analysis. A large number of students did not know their student ID number, or confused it with their MEID, again requiring a fair amount of data cleansing. In the future, EMCC may consider building in data integrity tools to only allow for correct section numbers and student IDs. Without this information, the responses cannot be used in future analysis.

## RESULTS:

Q1. Do you have a degree path, major, or career choice?

*Note: both responses indicated positive improvement from pre to post at a statistically significant level*

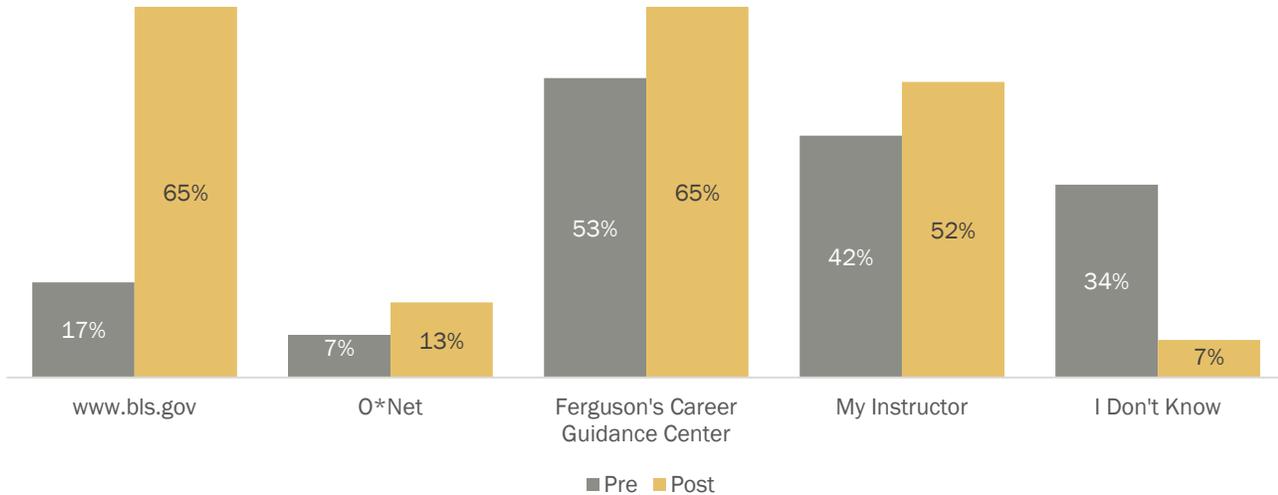
Based on the data, there is support that CPD150 had a positive impact helping students decide a degree path, major, or career choice.



Q2. Which of the following resources provide information on identifying career goals? (Mark all that apply)

Note: all responses indicated positive improvement from pre to post at a statistically significant level.

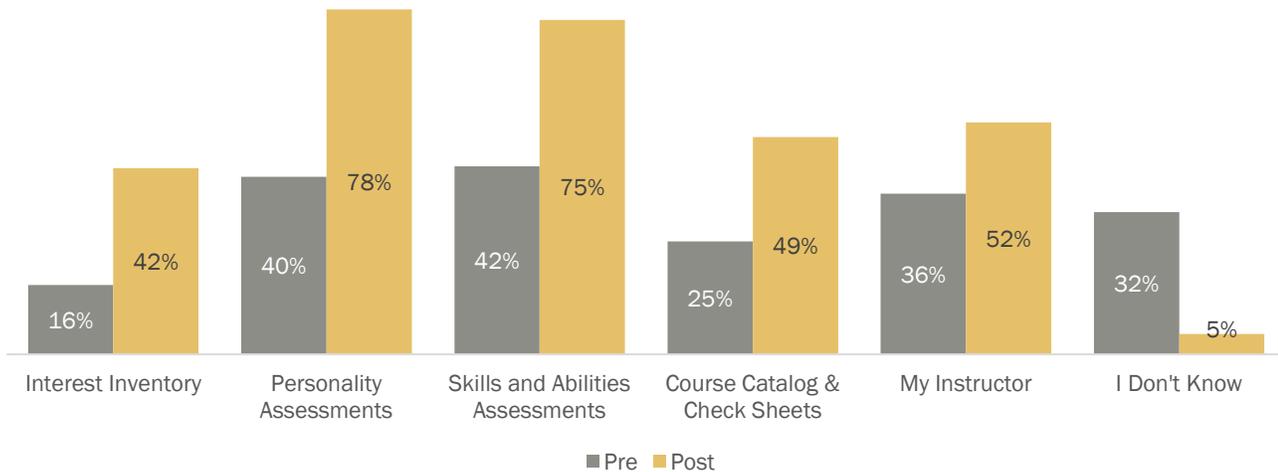
Based on the data, it appears CPD150 students gained awareness that key data sources provided information on identifying career goals. The largest gain was a new awareness of the Bureau of Labor Statistics site, with a 42% increase in awareness.



Q3. Which planning resources do you have knowledge of? (Mark all that apply)

Note: all responses indicated positive improvement from pre to post at a statistically significant level.

Based on the data, it appears CPD150 students gained knowledge of all the planning resources between the time of the pre and post assessments.



Q4. How important is it to you that your career choice should match your interest and personality?

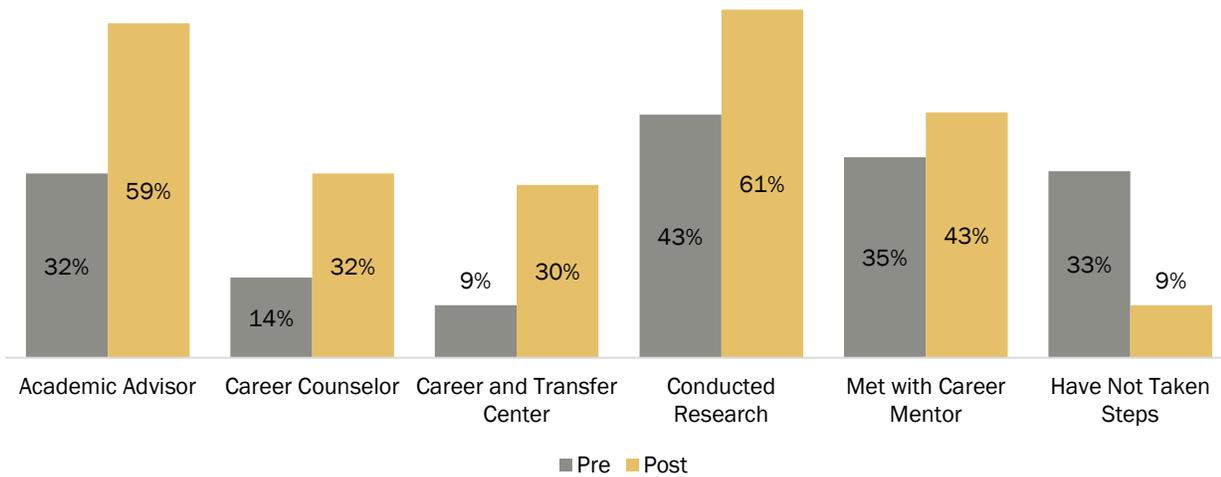
*Note: no responses did not indicate a difference between pre to post at a statistically significant level*



Q5. Identify the steps you have taken to date to select a career path. (Mark all that apply)

*Note: all responses indicated positive improvement from pre to post at a statistically significant level*

Based on the data, it appears CPD150 has inspired its students to take action to select a career path.



Lessons Learned:

The results provide evidence of the impact CPD150 has upon its students.