WED 463

Assessment of Learner Performance
Spring 2016
On-Line Delivery

SYLLABUS

Instructor:  C. Keith Waugh, Ph.D.
Associate Professor & Director of WED Graduate Programs
219 Pulliam Hall
Office:  (618) 453-4868
Cell: (618) 521-5807
Email:  ckwaugh@siu.edu

Office Hours:  Tuesdays and Thursdays (9 a.m. – noon); and by appointment

I. COURSE DESCRIPTION
This course covers the development and use of evaluation instruments to assess student performance in training classrooms and laboratories. Criterion- and norm-referenced objectives, application of taxonomies in the development of written tests, performance assessments and attitude measures are discussed.

NOTE:  You will need a calculator for this course.  You are strongly encouraged to purchase and have with you the TI 30x IIs.  This can be purchased at most retail or office supply stores (e.g., Walmart, Target, Staples, etc) and will be the calculator that we during this course.  Also, you will need to use Microsoft PowerPoint 2013 or newer in your computer to access the embedded Audio lectures within the slides.
II. OBJECTIVES
Upon the completion of the course, students will be able to:
1. Develop instruments to measure student reaction to training, cognitive mastery of training content, and performance of trained behaviors
2. Perform calculations to establish validity and reliability of assessment instruments
3. Describe “best practices” when administering assessment procedures
4. Perform measures of central tendency, dispersion, and relative position calculations and interpret findings for reporting purposes.

III. READINGS
A. TEXTBOOK
   For your convenience, I have included a link to the SIUC bookstore where the textbook can be purchased (i.e., Assessment of Student Achievement, 10th Ed, ISBN 978-0-13-268963-2). You will note that the APA book is also listed as a required text. Please note that the APA book is NOT required for this specific course. However, if you have not already purchased this book then you should. You will need this textbook as you complete other courses in your program.

   SIUC Bookstore Link:
   http://www.bkstr.com/webapp/wcs/stores/servlet/StoreCatalogDisplay?storeId=10728&langId=-1&catalogId

   I have also included a link to Amazon.com, where the book can also be purchased:
   http://www.amazon.com/Assessment-Student-Achievement-Keith-Waugh/dp/0132689634/ref=sr_1_1?ie=UTF8&qid=1433810228&sr=1-1&keywords=c.+keith+Waugh

B. SUGGESTED READINGS (Not Required)


IV. WED 463--ASSESSMENT OF LEARNER PERFORMANCE

A. COURSE PRODUCTS

Assessment Unit (Due MAY 12) ...........................................100 points
Assignments (each worth 10 pts) .................. ..........................140 points
Discussion Attendance & Participation .................. ..........................60 points

B. GRADING SCALE

A = 270 to 300 points
B = 240 to 269 points
C = 210 to 239 points
D = 180 to 209 points
F = Below 180 points

C. ASSESSMENT UNIT

The student will develop as a MS Word document an assessment unit to be turned in to the instructor via email attachment. The unit will include the procedures and instruments that would be used to assess student achievement during and following the delivery of training. Guidelines specifying the required content and format for the assessment unit are provided in a later section of this syllabus.
D. SCHEDULE

IMPORTANT: To follow is a tentative schedule of activities that students must complete each week. The course schedule is based on a course week that begins on a Friday and ends on a Thursday. Each Friday, the instructor will post as an announcement the assignment that must be completed and submitted to the instructor via the Desire to Learn (D2L) course drop box by the following Thursday by midnight of the student’s time. In addition to the assignment, students will be expected to read the assigned chapter(s) from the textbook, and any other readings/slides provided by the instructor. Students may also be required to discuss various issues/questions posed by the instructor or other students on the course discussion board.

- JAN 19 – JAN 21 Orientation and expectations for course
- JAN 22 – JAN 28 Chapters 1
  Complete Assignment 1 provided by instructor
- JAN 29 – FEB 4 Chapter 2
  Completed Assignment 2 provided by instructor
- FEB 5 – FEB 11 Chapter 3
  Complete Assignment 3 provided by instructor
- FEB 12 – FEB 18 Chapters 4
  Complete Assignment 4 provided by instructor
- FEB 19 – FEB 25 Chapters 5
  Complete Assignment 5 provided by instructor
- FEB 26 – MAR 3 Chapter 6
  Complete Assignment 6 provided by instructor
- MAR 4 – MAR 10  Chapter 7
  Complete Assignment 7 provided by instructor
- No Assignment (Spring Break)
- MAR 18 – MAR 24  Chapter 8
  Complete Assignment 8 provided by instructor
- MAR 25 – MAR 31  Chapter 9
  Complete Assignment 9 provided by instructor
- APR 1 – APR 7  Chapter 10
  Complete Assignment 10 provided by instructor
- APR 8 – APR 14  Chapter 11
  Complete Assignment 11 provided by instructor
- APR 15 – APR 21  Chapter 12
  Complete Assignment 12 provided by instructor
- APR 22 – APR 28  Chapter 13
  Complete Assignment 13 provided by instructor
- APR 29 – MAY 5  Complete Assignment 14 provided by instructor
- MAY 6 – MAY 12  Complete & Submit Assessment Unit
*Note: This is a tentative schedule of topics to be covered. The order and/or topic areas may be changed at the discretion of the instructor with proper notification to students.

E. ATTENDANCE AND MAKE-UP POLICY

Interaction with your instructor and students is an integral part of the learning process. Therefore, your participation in assigned online discussion is required. Failure to post a discussion question to the discussion board by the Thursday due date will result in a deduction of 10 discussion attendance & participation points for each infraction up to no more than 40 pts lost. If it is absolutely necessary to be absent, it is important that you notify your instructor prior to the assignment due date. Any missed discussions or assignments may be made up at a later date if the student has been given advance approval by the instructor. Students failing to officially withdraw from the course before the official drop date will receive a failing grade "F" for the course.

F. LATE WORK POLICY:

All assignments are required to be submitted to the instructor by the posted due date. Any assignments that are turned in after the due date, without prior approval from the instructor, will be reduced by 5 points for every day late. Any discussion question that is posted after the due date will receive a 10 point deduction up to no more than 40 points.
ASSESSMENT UNIT GUIDELINES

Overview

You are to develop an Assessment Unit. The Unit should include all of the procedures and instruments that would be used to assess student achievement and performance during and following the delivery of training (i.e., you don’t need to actually train and, then, assess student achievement and performance. Simply describe how you would conduct the assessment and include the instruments you would use).

You are encouraged to base your Assessment Unit on a training program that you may have developed in a previous class or on an existing training program that is familiar to you.

Your Assessment Unit should include the major sections shown on the following pages. Read the instructions for each section carefully and contact your instructor if you need assistance. Keep in mind that points may be lost if you fail to provide the appropriate information.

MAJOR SECTIONS OF THE ASSESSMENT UNIT

Cover Sheet

The unit must begin with a cover sheet which includes the title of your Assessment Unit, your name, the course, and the date you submitted the unit.

Introduction

In 1-2 pages, describe the training program that will serve as the basis of your Assessment Unit. Specifically, you should include the following sub-sections:

1. The Purpose of the Training – Provide an overview of what the trainees will be able to do once the training is completed.
2. Where/How the Training will be Conducted – In this sub-section, you should describe whether the training will be conducted in a classroom environment, on-the-job, etc. Describe how many people will attend the training session and the equipment and/or materials that will be used in the training.

Assessment of Trainee Reactions

Begin this section with a narrative (2 pages max.) explaining the procedures that will be taken to assess the trainees’ reactions to your training program. Specifically, explain when the reaction assessment will be conducted and the methods/instruments (e.g., focus groups, interviews, surveys, etc.) that will be used to gather the reactions. Include a copy of any instruments that you have developed.

Assessment of Learning

Begin this section with a narrative (2 pages max.) explaining the procedures that will be taken to assess the trainees’ level of knowledge in the training content. Specifically, explain when the learning assessment will be conducted and the methods that will be used to gather the data. You should also include the following, as well as other relevant information discussed in this course (e.g., validity/reliability testing, simple item analysis, etc.):

1. A list of the general outcomes for the training program
2. A list of the specific outcomes for each general outcome
3. An outline of the training content
4. A table of specifications
5. An achievement test complete with directions and items

Assessment of Behavior

Begin this section with a narrative (2 pages max.) explaining the procedures that will be taken to assess the trainees’ ability to perform the training task. Specifically, explain when the performance assessment will be conducted and the methods that will be used to assess the performance of the trainees and the quality of the assessment methods and instruments. You should also include the objective(s) that will be assessed and a copy of any checklist evaluation forms and/or product scales that you produce.