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**Evaluation of the Battle Staff Noncommissioned Officers Course Prerequisite Training**  
**IDE 641 Techniques in Educational Evaluation**

**Authors:** Evaluation of the Battle Staff Noncommissioned Officers Course Prerequisite Training Project

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**Description:**

The purpose of this project was to conduct an evaluation to assess the proposed instructional materials that have been designed and developed by our team to close a current performance gap that existed within the Battle Staff Noncommissioned Officers Course (BSNCOC). Our team initially designed and developed a prerequisite course in IDE 631 and IDE 611 and during this course, our team decided to conduct an evaluation on the proposed instructional materials.

The evaluation approach that was used for this evaluation included a mixture of qualitative and quantitative study. Self-evaluation, expert judgement, and a questionnaire were conducted throughout the evaluation to ensure the appropriate feedback was received. Throughout this evaluation, the team was able to develop three critical questions that guided the evaluation.

The primary instrument that the team used to evaluate the materials was a survey designed and developed by our team. The survey focused on five areas, level of effort, contribution to learning, skills and responsiveness of the instructor, course content, and two open-ended questions. The survey assisted the team in collecting data from the subject matter experts and our team was able to analyze the data to improve and refine the proposed instructional materials.

**Reflection:**

This project was a great opportunity to work on another real-world problem with Erric and Chuck. I do believe there was a great benefit in working with the same team from the beginning of the program. Our team was able to identify a performance problem, storyboard this problem in IDE 631, then in IDE 611, our team was able to develop some instructional solutions to assist in closing gap. In IDE 641, our team was able to take this project to another level by conducting a deliberate evaluation on the materials our team designed, developed, and implemented.

Working on the same performance problem with the same classmates allowed each of us to gain a better and deeper understanding of each phase in the ADDIE model, but ultimately this project focused on enhancing our knowledge in the evaluation phase. Working on this project in phases (7 project assignments) really assisted me in understanding the entire evaluation process and developing a deeper understanding, especially the challenges with selecting data collection tools. With this evaluation, our team was able to conclude that the proposed instructional materials will assist with closing the gap, but also need some minor refinements and improvements.