

HMSV 440W

Task #2

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The General Educational Development (GED) evaluation questions I submitted on Thursday to two classmates for peer review were not deemed program evaluation questions. I had written five questions for the assignment, but submitted the best two as requested. Doctor Sparkman posed three questions of thought to the class as we did peer reviews of each other's program evaluation questions. "Has the evaluator developed the question broad enough to be measured through multiple forms of data collection?" "Has the evaluator developed a question that can be answered in a simple interview?" and "How clear is the question's wording by the evaluator?" I had not factored all of those key principles in when I was writing my questions. However, these three rules helped guide me while evaluating my classmate's evaluation questions. This exercise also helped me to understand the comments and suggestions coming from the instructor and my classmates about my own evaluation questions. This exercise was definitely helpful and enlightening.

The two questions I submitted was "What services or support are offered to clients before and after receiving the GED Diploma?" and "How are you recruiting applicants to participate in the GED program?" According to the first classmate peer review both of my questions were not broad enough. She stated the first question was too wordy and that both questions were more along the lines of interview questions. The second classmate peer review stated the first question was good but not broad enough and wrote some suggestions as to how to broaden the question. The second question, the reviewer stated was clear and concise but too easy and it also needed to be broadened. I also had the instructor to look at my questions for feedback and assistance as to how I could broaden my questions and she gave me some suggestions.

After reading the various statements and suggestions as to how I could phrase my evaluation questions, I knew the other questions I had written were interview questions also and

would need some more work. I then decided to start from scratch keeping in mind the three questions covered in class and what I wanted to know about the GED program. I would like to propose these questions, “In what way has the GED program improved the needs of the client and of the community?” “How effective is the Adult Continuing Education Center (ACE) at disseminating information about the GED program to the Chesapeake provinces?” “How effective are services in helping the client before and after receiving the GED Diploma?” and “How effective is the GED program when encountering new assessment measures?”

These questions came about because I am interested in resources and or services that further help the client to achieve personal and professional growth in the community. I am interested in how effective communication and information about the GED program reaches all Chesapeake communities. I am interested in the future growth of this program and how it affects the clients and the community. The completion of this program has the potential to lead to a college degree, better pay, better employment or vocational training, and apprenticeships. With so much potential weighing on the completion of the GED Diploma, I believe this program gives those with no high school diploma a second chance to improve, expand, and to achieve success at many different levels. As an individual, working in an institution of higher education, I would like to recommend this program to adults as a start not only for college, but to improve personal development and community involvement.