**Program Evaluation Criteria**

My choice of program for evaluation is the ESOL program part of the ABLE program which is a Federal initiative for adult literacy under the Workforce Investment Act of 1998 (Dept. of Labor, 1998). My evaluation is concerned only at the local level and not the State or Federal levels. The business community who is the recipient of the graduates will not be included. The main concern of the evaluation is the program goals and their effect on a personal level of the client. The clients consider family matters over finding employment as a reason for learning English. The clients mainly consist of adults that are not able to speak the native language which is English. Because they are not able to communicate and voice their concerns within the culture it is necessary to find out if theirs needs are being met and if what they are learning is helping them to adjust and function in their new culture.

The evaluation model chosen is the later version of the CIPP approach which includes stakeholders that are not part of the decision process for the program which includes the students. es (Fitzpatrick, Sanders, and Worthen, 2010).

The information that can be gathered is documents and records from present and past classes. Interviews, surveys observations, questionnaires, and other data collection tools can be used to obtain data from many different sources and then used to triangulate the results to see if there are any patterns or themes that are consistent in the program that could be used in the evaluation. Information is also needed from the students; past and present, about the strengths and weaknesses of the program is also necessary. Collecting information from students who have not graduated or quit the program will pose a language barrier that will have to be overcome. The bias of those working in the program and providing data will also have to be taken into consideration.

In essence this is an ESOL program that is regulated by the State of Ohio. The State has set down benchmarks for ESOL beginning, intermediate, and advanced levels. This is the criteria that will be used to judge the language skills of the students in the program. The effects of the program on the community will have to be judged by qualitative data collected from students past and present, graduates, and the business that are benefiting from the program. The information gathered from these stakeholders will help any the evaluation questions. Data obtained from programs in other counties can be used as benchmarks as to how the program is compared to the same program administered elsewhere. Data obtained from the local businesses, the State employment office, local temporary employment offices, along with industry statistics for the type of businesses benefiting will help determine overall community affects.

Listed are the evaluation questions with data collection possibilities.

**Is the program meeting the needs of the students?**

Interviews: formal and informal, surveys, tests, checklists, scales, individual work, faculty input.

**How many students have graduated compared to the past?**

Public documents, files, and existing databases for program reporting.

**What is the attrition rate and related factors?**

Public documents, files, and existing databases for program reporting, interviews from dropouts, faculty information

**How do local conditions affect the program?**

Directly from individuals identified as a source of information, public documents, newspaper articles, immigration, and local employment office.

**What are the short term and long term outcomes for the students?**

Interviews; formal and informal, surveys, tests, checklists, scales, individual work, faculty input, present student, and graduated students.

Each possibility listed under each question allows for data to be collected in many different ways for triangulation. Multiple sources will give the evaluation more validity. Stakeholders may find more one type of evidence or collection measure more valid than another (Fitzpatrick, Sanders, and Worthen, 2010). This method will give a fuller understanding of the program.

References

Dept. of Labor. (1998). Workforce Investment Act of 1998.. Retrieved from http://files.eric.ed.gov/fulltext/ED425334.pdf

Fitzpatrick, J., Sanders, J., & Worthen, B. (2010). Program evaluation: Alternative approaches and practical guidelines (4th ed.). Boston, MA: Pearson.