

**Target Tigua
Self-Evaluation Tool for Educational Sessions
Template**

Prepared by: _____

Reviewed by: _____

Evaluation Types: *example:* 1. Summative Evaluation, 2. Participant Satisfaction

Evaluation Instruments:

Example: 1. Pre- and Post-Tests, battery of 20 questions – 100-point scale, multiple choice and true & false questions and, 2. Eight (8) questions on a 4-point Likert scale with opportunity for written feedback.

Evaluation Methods:

Example: Instructor-developed and administered tests and questionnaire.

Analysis Methods:

Example: Staff analysis of raw data using Microsoft Excel, summative data, average scores, median scores, knowledge gains, comparison by gender, review of age distribution, staff observations, and inclusion of participant feedback comments.

Introduction

Example: The Economic Development Department hosted a two part series on Nation Building to introduce youth, primarily enrolled and active in Ysleta del Sur Pueblo's (YDSP) Workforce Investment Act (WIA) Youth Program, to the basic concepts and applications of the Nation building approach and to give them accurate and significant on the history of the Tribe, an overview of the governing structure, a review of the government's departments, and demographic information regarding the composition of the Tribe, in regards to age distribution, as well as its current educational and economic conditions.

Session Learning Objectives

Example: The Economic Development Department assessed the age group in order to develop materials and objectives relevant to Nation Building and related topics. In sum, the session's objectives were as follows:

1. Provide a two-part session on basic and introductory information regarding Nation Building, the history of the Tribe, the Tribal Government structure, federal recognition and restoration process, Tribal departments, and demographic information pertinent to the Tribe's age, educational levels and attainment, and the economic conditions of the Tribe.
2. Promote awareness, appreciation and respect of Tigua culture by reinforcing and expanding their knowledge.
3. Increase the knowledge levels of youth participant by at least 15% average and scoring at least a 70% on the post-test.

Knowledge Building Strategies

Example: The EDD staff used a variety of strategies to encourage knowledge retention. Each of the four main presentations (Tribal Government, Nation Building, History of the Tribe, and Tribal Departments) were developed on Microsoft PowerPoint and served as visual aids during each of these presentations as the slides were projected onto the screen.

Activities

Example: The staff developed activities such as a memory game, a large-scale board game, "weaving a community exercise," and an interactive session on how participants would apply their knowledge in the areas of community and economic development.

Incentives

Example: All participants were given t-shirts with the Youth Camp logo, certificates of participation, and participant “Nation Builder” cards. Lunch and refreshments were provided to participants on both days. Two female youths joined the session on the second day.

Agenda *Example:*

| Day One |
|--|
| • Prayer |
| • Introductions & Rules |
| • Governor’s Address |
| • Pretest |
| • Traditional History |
| • Ice-breaker |
| • Participant Roundtable: Discussion (<i>Example:</i> who you are where you are working or going to school) |
| • Break |
| • Pueblo History, <i>Tigua Timeline</i> |
| • Lunch |
| • Tribal Council, Government and Statistics |
| • Departments |
| • Nation Building |
| • Round Dance Exercise (Youth Feedback) |
| • Wrap Up with expectations for next week & Group Picture |

Evaluation Method: *Example:* The evaluation method chosen is standard and widely-accepted form applied to similar educational programs and sessions. This document represents a self-administered summative assessment on the two-day session. Summative evaluation is valuable to determine how well the presentation was prepared to reach the stated goal of raising the collective knowledge of participants by 15%.

Demographics: In this section, a brief description of the target audience is provided which may include variables such as age, Tribal membership status, etc.

Knowledge Gains: In this section, demonstrate the changes in knowledge that occurred as a result of receiving the two-part Nation Building session using a pre- and post-test instrument. A best practice is to use unique identifier numbers (UIN) to protect participants’ confidentiality. Furthermore, the evaluators must use best practices to suppress identifiable information in evaluation write-ups.

Facilitator Observations: In this section, facilitators can provide their observatory comments which can be used to make improvements in the program.

Participant Satisfaction: In this section, compile the results from the participant satisfaction surveys. Typically, respondents to the survey should not be required to reveal their names on the form. The survey usually includes a series of questions that glean information from the participants overall observation of the session or program offering using a 4-point Likert Scale – labeled as “excellent,” “good,” “fair,” or “poor.” The survey should include space for commentary from the participant.