Program Assessment:

*Up Heartbreak Hill Film Screening & Discussion*

NOVEMBER 17, 2015
The Office of Institutional Diversity concluded its three-part series on the minority student achievement gap with a film screening of the documentary *Up Heartbreak Hill*. The film was produced by PBS’ *POV* program and chronicles the challenges Native American high school students in Navajo, New Mexico must overcome in their quest to graduate from high school and go on to college.

Dr. John Bello-Ogunu, Associate Vice President and Chief Diversity Officer, facilitated the audience discussion following the screening. There were nine students in attendance.

*Up Heartbreak Hill*, is a chronicle of one fateful year in the lives of two talented kids who must figure out not only how to become young adults, but what it means to be both Native and modern in a town where only 30% of kids graduate from high school. The hopes and heartbreaks of senior year of high school comprise a defining part of teenage life and lore in America. *Up Heartbreak Hill* is a poignant account of how these two teenagers manage a dramatic coming of age under the long shadow of a troubled history.

**Date:** Tuesday, November 17, 2015  
**Time:** 6 p.m. - 7:30 p.m.  
**Location:** RSS, Rm. 235
Survey Results

An audience evaluation, developed by PBS, was included with the film used for this screening. Of the nine evaluations administered, eight were returned. A tally of those evaluation results are included in this section.
Survey Question 1

Race

• Hispanic
• Multi-ethnic
• Native American
• White
• Asian American/Pacific Islander

RESULTS

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>0</td>
</tr>
<tr>
<td>No Response</td>
<td>0</td>
</tr>
<tr>
<td>Asian American/Pacific Islander</td>
<td>0</td>
</tr>
<tr>
<td>Native American</td>
<td>0</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>1</td>
</tr>
<tr>
<td>Multi-ethnic</td>
<td>1</td>
</tr>
<tr>
<td>White</td>
<td>6</td>
</tr>
</tbody>
</table>
Survey Question 2

Did you learn anything new from the film?

- Yes
- No

**RESULTS**

Learning Outcomes Achieved

- Yes: 8
- No: 0
- No Response: 0
Survey Question 3

How much did this screening deepen your understanding of the issue(s) in the film?

- Immensely
- Very Much
- Somewhat
- Not Much
- Not at All

RESULTS

Impact of film on awareness level

- No Response: 0
- Not at all: 0
- Not much: 0
- Somewhat: 2
- Very much: 5
- Immensely: 1
Survey Question 4

How as your understanding of the issue(s) deepened?

“This first-hand account from the two young people gives insight into their aspirations and how that might conflict with their culture.”

“Seeing an in-depth perspective.”

“I didn’t know anything about Reservations.”

“It was a perfect reminder that it’s ok to be curious and sensitive about other cultures and that sitting back and listening doesn’t make you weak.”

“Becoming a teacher, it makes me wonder about my own values.”

“I didn’t know how difficult life was for Native Americans.”
Survey Question 5

How valuable did you find the discussion?

- Immensely
- Very Much
- Somewhat
- Not Very
- Not at All

RESULTS

How valuable did you find the discussion?

<table>
<thead>
<tr>
<th>Response</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Immensely</td>
<td>6</td>
</tr>
<tr>
<td>Very Much</td>
<td>2</td>
</tr>
<tr>
<td>Somewhat</td>
<td>0</td>
</tr>
<tr>
<td>Not Very</td>
<td>0</td>
</tr>
<tr>
<td>Not at All</td>
<td>0</td>
</tr>
<tr>
<td>No Response</td>
<td>1</td>
</tr>
</tbody>
</table>
### Survey Question 6

In what ways did you find the discussion valuable or not valuable?

<table>
<thead>
<tr>
<th>Response</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>“I love this discussion because it forces us to talk about issues that are normally avoided. It’s enlightening.”</td>
<td></td>
</tr>
<tr>
<td>“It brought up some interesting thoughts.”</td>
<td></td>
</tr>
<tr>
<td>“I loved how we can talk about the same topic and have such different views.”</td>
<td></td>
</tr>
<tr>
<td>“It makes me question my own values. It deepens my questioning and carefulness when I think about where I want to teach my values.”</td>
<td></td>
</tr>
<tr>
<td>“Putting yourself in others’ places and trying to grasp the concept of how Western culture has changed the world.”</td>
<td></td>
</tr>
</tbody>
</table>
Survey Question 7

After attending this screening, how likely are you to participate in the activities listed below?

- Research the issues
- Tell friends to watch the film on PBS
- Discuss the issues with friends and/or family
- Join an organization working on the issues
- Organize a screening/discussion
- Organize a workshop/training
- Write letters/sign petitions
- Donate money to organizations working on the issues
Survey Question 7

On a scale of 1-5 (5 being excellent, 1 being poor) how would you rate this event overall?

• 5 = excellent
• 4 = very good
• 3 = good
• 2 = fair
• 1 = poor

RESULTS

How would you rate this event?

- 5 (Excellent): 87%
- 4 = Very Good: 13%
- 3 = Good: 0%
- 2 = Fair: 0%
- 1 = Poor: 0%
Survey Question 8

Any other additional comments about the film and/or screening event?

“Interesting points.”

“It was awesome and enlightening.”

“Very moving and important.”
### Native American Students Enrolled in Higher Education

<table>
<thead>
<tr>
<th>Year</th>
<th>Data</th>
<th>Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>39% of American Indian (AI) and Alaska Native (AN) students who started in 2005 as first-time, full-time students at 4-year institutions graduated compared to 60% of White Students</td>
<td>Knapp, Kelly-Reid, &amp; Ginder, 2012</td>
</tr>
<tr>
<td>2011</td>
<td>Among students who took the National Assessment of Educational Progress (NEAP) test, 63% of AI/AN 8th graders had never talked to a school counselor during 8th grade about classes they should take in high school or about what they want to do after high school</td>
<td>National Center for Education Statistics, 2012</td>
</tr>
<tr>
<td>2011</td>
<td>65,356 AI/ANs (alone) ages 25 years and older had a graduate or professional degree</td>
<td>US Census Bureau, 2012</td>
</tr>
<tr>
<td>2011</td>
<td>19% of AI/AN (alone) students had a parent who had completed at least a bachelor's degree, compared to 48% of Whites (alone).</td>
<td>Aud, Hussar, Johnson, et al., 2012</td>
</tr>
<tr>
<td>2010</td>
<td>65% of American Indian males were employed while attending college, compared to 76% of White males</td>
<td>Ross, Kena, Rathbun, et al., 2012</td>
</tr>
<tr>
<td>2009</td>
<td>29% of AI/AN 9th graders had counselors whose primary counseling program goal was to help students plan and prepare for postsecondary education, compared to the national average of 48%.</td>
<td>Ross, Kena, Rathbun, et al., 2012</td>
</tr>
<tr>
<td>2009</td>
<td>33% of AI/AN males reported that they expected to complete a bachelor’s, graduate, or professional degree, compared to 56% of White males</td>
<td>Ross, Kena, Rathbun, et al., 2012</td>
</tr>
</tbody>
</table>

Source: National Indian Education Association (NIEA)
Native American Students Living in Poverty

<table>
<thead>
<tr>
<th>Year</th>
<th>DATA REPORT</th>
<th>Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>33% of AI/AN (alone) students were living below the poverty threshold, compared to 12% of Whites (alone)</td>
<td>Aud, Hussar, Johnson, et al., 2012</td>
</tr>
<tr>
<td>2010-11</td>
<td>31% of AI/AN (alone) students attended high-poverty public schools, compared to 6% of Whites (alone)</td>
<td>Ross, Kena, Rathbun, et al., 2012</td>
</tr>
<tr>
<td>2009-10</td>
<td>30% of AI/AN (alone) students attended high-poverty city public schools, compared to 12% of Whites (alone)</td>
<td>Aud, Hussar, Johnson, et al., 2012</td>
</tr>
<tr>
<td>2010-11</td>
<td>11% of AI/AN (alone) students attended low-poverty public schools, compared to 33% of Whites (alone)</td>
<td>Ross, Kena, Rathbun, et al., 2012</td>
</tr>
<tr>
<td>2009</td>
<td>68% of AI/AN 4th graders were eligible for free-or reduced-price lunch</td>
<td>Aud, Fox, &amp; KewalRamani, 2010</td>
</tr>
<tr>
<td>2011</td>
<td>Among students who took the National Assessment of Educational Progress (NAEP) test, 72% of AI/AN 4th graders and 66% of AI/AN 8th graders were eligible for the National School Lunch Program (an indicator of family income), compared to 48% and 44%, respectively, for non-AI/AN students</td>
<td>National Center for Education Statistics, 2012</td>
</tr>
</tbody>
</table>

Source: National Indian Education Association (NIEA)
Resources

• Up Heartbreak Hill
• American Indian Higher Education Consortium
• National Indian Education Association
• White House Initiative on American Indian and Alaska Native Education
• Tribal College Journal of American Indian Higher Education
• American Indian College Fund
• Bureau of Indian Education
Helpful Definitions

• Access
• Academic Support
• Equity
• Opportunity Gap
Further Reading

• Theoretical Perspectives on American Indian Education: Taking a New Look at Academic Success and the Achievement Gap (Terry Huffman)


• American Indian Higher Educational Experiences: Cultural Visions and Personal Journeys (Terry Huffman)

• Beyond the Asterisk: Understanding Native Students in Higher Education (Heather J. Shotton, et. al)

• Serving Native American Students: New Directions for Student Services (Mary Jo Tippeconnic Fox, et. al)

• The Forgotten Minority: Native Americans in Higher Education (Robert N. Wells, Jr.)