



Andy Harvey Indigenous Youth Media Workshop

Survey Report

2012 - 2021

Northern Arizona University

Study conducted by

Economic Policy Institute
The W. A. Franke College of Business

And

School of Communication

Northern Arizona University



ANDY HARVEY INDIGENOUS YOUTH MEDIA WORKSHOP

Special thanks to our supporters. This yearly workshop would not have become a reality without their huge commitment and active contributions.



Chauncey Foundation



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Andy Harvey Indigenous Youth Media Workshop Survey Report

2012-2021

Executive Summary

Methodology

An online alumni survey was conducted in July 2021, targeting the participants of the workshop from 2012 to 2019. The focus was the alumni's satisfaction level towards the workshop, and the workshop's impact on their education and career paths, and on the Native American communities. A paper-form survey targeting the 2021 cohort, with a pre- and post-workshop survey distributed and collected on site, was focusing on evaluating the effects of the workshop and seeking improvements. Twenty-seven valid responses (32.1% valid response rate) were collected from the online alumni survey, and 13 valid paper form responses were collected from the 2021 workshop.

Satisfaction with the workshop

The result of the alumni survey shows positive feedback towards the workshop. Most respondents expressed significant levels of satisfaction towards the workshop and would recommend it to friends and family. Topics including video/film production, presentation of work, photography, and editing, received high satisfaction. Aspects including the effectiveness of the instruction and the curriculum and the content of the workshop are rated highly by a high percentage of the survey respondents. Suggestions like extended workshop time, more field trips, networking opportunities, and more group work are put forward.

For the 2021 survey, the curriculum and the content, the effectiveness of the instruction, and the quality of meals provided received higher than 80% ratings on satisfaction levels. The participants showed high interest to come back and attend



the workshop again, but more clarification on what different training will be offered to returning students is needed. More than half of the students are interested in working as a production assistant or mentor for the workshop in the future.

Improving video/film production skill was the students' priority goal before the workshop, and it received the highest satisfactory. Photography shows a similar pattern. Editing skill

was not highly pursued before the workshop but it turns out students highly enjoyed it.

Outcome and impact

The alumni survey shows fruitful outcome of the workshop. 76% of the respondents stated the workshop “made me understand how video stories are produced”, followed by “it improved my overall skills in media production”. A majority of the respondents believe the experience of attending the workshop influenced their decision to continue their education. Among 25 respondents, more than half of the respondents are currently undergraduate students. Seven are working with Native American communities or organizations. Eight respondents are working in print, digital or other media, in which four are working with Native American communities or organizations in the field of media.

Half of the respondents who are currently students stated that the knowledge and skills gained from the workshop is extremely useful for their course work and a quarter stated they are very useful. Four out of six who are working in the field of media stated the knowledge and skills they gained from the workshop are extremely useful for their work. Seven of the eight respondents who are

working but not in media state the knowledge and skills they gained from the workshop are very useful for their work. 14 out of 22 stated their future education and career goals are media related. For those who work in media, they state they have a positive impact on Native American communities by telling the stories of people in tribal communities, inspiring other people in tribal communities, and inspiring other people in tribal communities to enter the field of media.

As for the 2021 workshop participants, they showed skill improvement before and after the workshop. Some of the most significant improved skills include radio/audio skill, public speaking, and video/film. While they gained practical skills such as working a camera, editing, interview, and storytelling, some students also discovered their passion in the media production field. They would like to learn more about editing, radio production, podcasting, photography, and studio work. Hopefully next year the situation will allow the students to stay in the dorm on campus when they attend the workshop, which will give them a better experience of the workshop, know each other better, and have a better taste of college life.



1. Introduction

Northern Arizona University is unique in its mission to become the leading university serving Native Americans. There are numerous initiatives on campus meant to advance the relationships with Native American tribes, communities, parents, students, and alumni. Consistent with the University's commitment to diversity and service, the School of Communication has been hosting the Andy Harvey Indigenous Youth Media Workshop every year since 2012, except for 2020, due to the COVID-19 pandemic.

The purpose the Andy Harvey Indigenous Youth Media Workshop program is to open doors to media careers for Native American students who have historically been underrepresented in media. Andy Harvey, who worked for KPNX Channel 12 News as a multi-media journalist from 2006 to 2011, was one Native American who, through his passion for his culture and community, made the journey to a successful career as a multimedia journalist. He was born and raised in Shiprock, New Mexico. He graduated from Northern Arizona University (NAU) with a bachelor's degree in broadcast journalism and a master's degree in rhetoric and composition as a straight A student. After taking a position as senior public information officer for the Department of Diné Education, Andy died suddenly in his sleep at the age of 34. His loss has been deeply felt by his family in the Native community, among his colleagues at 12 News, by the NAU professors and students who knew him, and in the rest of the world that he touched. The workshop is dedicated to Andy so that his accomplishments will not be forgotten and that his role as mentor may continue.

The workshop accommodates 20-25 students annually from across Arizona and the Southwest. Over the years, a total of 165 primarily Native American students have been trained, of which 22 returned and participated more than once. For one week, workshop participants live and learn on NAU's campus, experiencing media-related instructions from faculty in the School of Communication and Native American mentors – many of whom are workshop graduates who have successfully transitioned to college.

The program is an intensive hands-on educational, media production "boot-camp" to introduce high school students to digital media skills like photography, interviewing, broadcast presentation, and television studio production. Among the activities

students get to experience are astrophotography, virtual reality, and 3D printing. Workshop students work in the newsroom to produce photography portfolios, audio interviews and news packages, culminating in a live-to-tape newscast in NAU's state-of-the-art three-camera digital television studio.

This year, the workshop was held in the first week of August, in a hybrid manner, with 13 in-person and 4 online through zoom. Because of the pandemic, the in-person students did not stay in the dorms on campus like the previous years but traveled to campus every day.

To evaluate the workshop and its impact over the years, the Economic Policy Institute, W.A. Franke College of Business, and the School of Communication (SoC) jointly conducted this survey. The aim is to understand how the workshop has impacted the individual student's education and career path, and how those results contribute to a broader impact on their tribes; and to identify areas for improvement for future workshops.

The survey contains two parts: an online alumni survey was conducted in July 2021, targeting the previous years' participants, and a paper-form survey targeted at this year's students. For the 2021 cohort, a pre- and post-workshop survey was collected on site to measure the effects of the workshop. 27 valid responses were collected from the online alumni survey, and 13 valid paper form responses were collected from the 2021 workshop.



2. Methodology

2.1 Online alumni survey for 2012-2019 workshops

The online alumni survey was distributed through Qualtrics. Qualtrics is a web-based survey tool to conduct survey research, evaluations and other data collection activities. NAU has partnered with Qualtrics to provide surveys for classes and research purposes. The survey is made up of 30 questions, though some were filtered according to respondents' previous answers (for example, the Impact on Individuals section questions vary depending on students' education and career paths after they attended the workshop).

The online survey has four components. *First*, participant's profile. *Second*, perception and satisfaction of the workshop. *Third*, post-workshop influence on individual's education and career path, and questions are assigned to students who have graduated high school and are in college or working. *Fourth*, the impact on tribal communities. This part focuses on how students bring the knowledge and skills they gained in the workshop back to their tribal communities, and how this inspires others in their communities.

The survey is comprised of different types of questions: Likert-type scales, which ask respondents to assess an issue or a statement on a given scale (agree-disagree, satisfied-dissatisfied, good-bad), Net Presenter Score (NPS, which measures how willing a customer is to recommend a product or service), single and multiple-answer questions, and open-ended questions which ask respondents to elaborate on their answers or allow them to add categories and responses not supplied by the survey or make specific suggestions.

The online alumni survey is attached in section 7.1.

2.2 Paper form survey for 2021 workshop

The paper form survey was distributed among the 13 students who attended the workshop on campus August 2-7, 2021. We conducted a pre- and post-workshop survey, to examine the effects of the workshop, and if the expectations of the students were met. The pre-workshop survey is comprised of five questions, focusing on self-evaluation of the skills related to media production and personal goals and expectations for the work-

shop. The post-workshop survey has 13 questions, including students' evaluation of the skills they gained or improved through the workshop, the outcome and general satisfaction level, and the assessment of the workshop in terms of its structure, content, instruction, and logistics. It also has five open-ended questions for more detailed assessment of the sessions and their comments and suggestions.

An identical online survey was sent to the four remote students. However, due to various reasons such as technical difficulties, those students were not able to finish the workshop. Thus, we could not collect their post-workshop answers. We decided to exclude their pre-workshop responses from the analysis.

The pre- and post-workshop survey is in section 7.2.

2.3 Data Collection Process and the sample

The Andy Harvey Indigenous Youth Media Workshop Impact Survey was available online from July 2, 2021, to July 31, 2021. The workshop alumni were contacted directly via e-mail using the contact information stored for administrative purposes in the NAU School of Communication database. An e-mail invitation with a survey link was sent to each of the alumnus/alumna in question. This invitation e-mail was followed by a phone call by Ember Lou Crowley - student worker of the SoC, to address the invitation. A reminder email was sent to those who hadn't responded after two weeks. The SoC also promoted the survey on its Facebook page. Survey participants were offered a \$10 Amazon gift card upon the completion of the survey. Twenty-seven valid responses were collected, giving us a completion rate of 32.1% (84 emails were sent). One thing to notice though, is that the sample is non-random, so it has a non-response bias in nature. The results are based on the sample – those who are more passionate about the workshop and filled out the survey. Thus, the sample does not represent all participants of the workshop.

The paper-form survey was distributed and collected before and after the workshop, at the School of Communication. All 13 students filled out the survey, giving us a completion rate of 100%.

3. Alumni Survey - Student Profile

Figure 1 to Figure 4 identify some of the sample's main characteristics: age, gender, participation year, and tribes' origin. The average age of the sample is **21.6**.

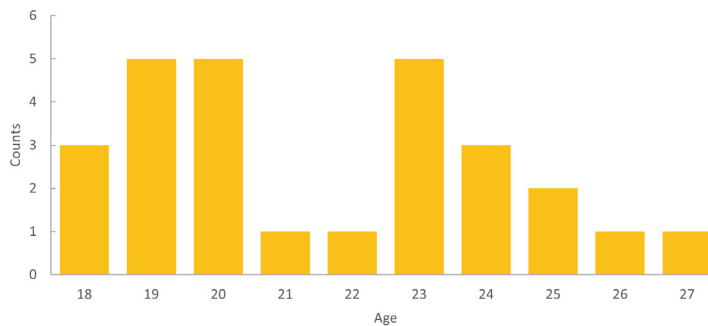


Figure 1: Age distribution

Data source: Andy Harvey Alumni Survey
n=27

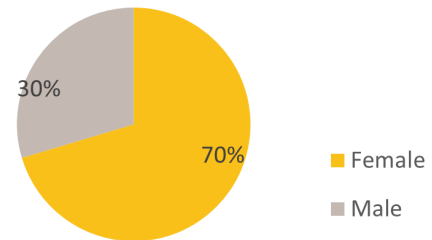


Figure 2: Gender composition

Data source: Andy Harvey Alumni Survey
n=27

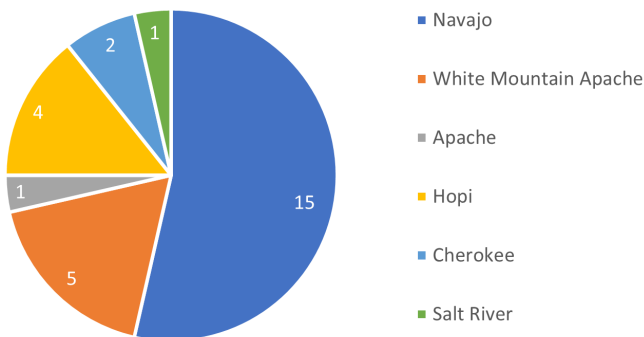


Figure 3: Tribe origin

Data source: Andy Harvey Alumni Survey

Note: 24 valid responses for this question, in which 4 students have double tribe identity

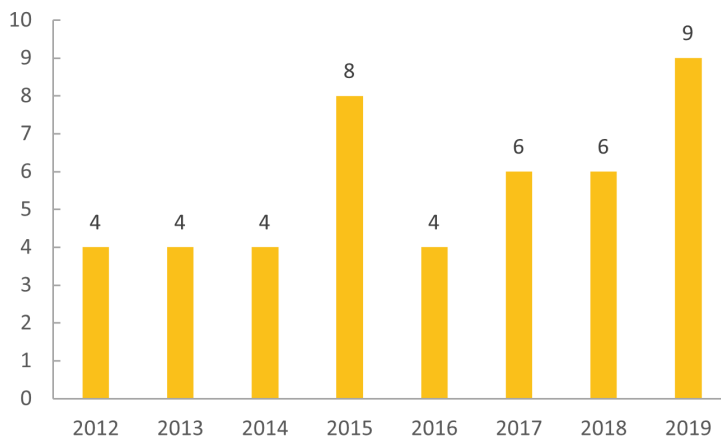


Figure 4: Number of respondents by participation Year

Data source: Andy Harvey Alumni Survey
n=27

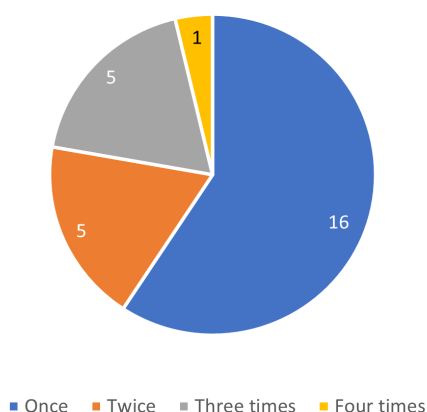


Figure 5: Number of respondents by times of participation

Data source: Andy Harvey Alumni Survey
n=27

As Figure 5 shows, out of the 27 respondents, 11 have participated in the workshop more than once. When participants were asked what motivated them to apply for the workshop more than once, the responses show that they had good experiences the first time they participated, made good friends, enjoyed the learning process, and gained invaluable skills, so they wanted to continue participating and further all of the above. Following are directly cited from their responses.

- The community and education.
- It was a great opportunity to be exposed to multiple areas of media that I had not previously explored. PSAs¹ and Radio were new, and I felt like I wanted to know and learn more and could only do so at this workshop. In addition to that I formed amazing friendships with many of the other students from my year and we are still great friends to this day.
- It was a really great experience the first time and I was super excited to go back to progress my skills as a journalist as well as the amazing people in the program!
- The relationships you grow with everyone, and how much you learn from the program
- The program was amazing the first time and I wanted to return to develop my skills and grow my friendships
- It was fun, I had friends who wanted to attend but didn't want to be alone.
- I liked the mentors and liked being back with my friends from the workshops in the years prior. We got to learn a lot of new things that would help me in my intended college major
- The fun I had and the overall experience and tools I acquired
- I enjoyed the friends I made and appreciated the kind staff. They made me feel like I was a part of a new family.
- The learning environment, our positive mentors and the opportunity to gain skills with the activities given.
- I loved the atmosphere and fun nature of the group and its mentors which is why I also became one after I graduated.

Among the motivations to apply for the workshop, “opportunity to develop my media production skills” is the most chosen one, followed by “benefits for career/employment opportunities in relevant fields” and “opportunity to have a taste of college life”. Those three are also the primary reason to apply for the workshop when they were forced to narrow down their selection to what they thought to be the single most important reason for them (Figure 7). Reputation of NAU and benefits for applying for college are lesser chosen reasons, while other reasons include “general interest in film and all related media fields” and “I wanted to be around good fun people who also have a passion for filmmaking”.

¹ Note: a public service announcement (PSA) is a short, community-oriented message that radio stations air at no cost in order to fulfill their obligation to serve the public interest.

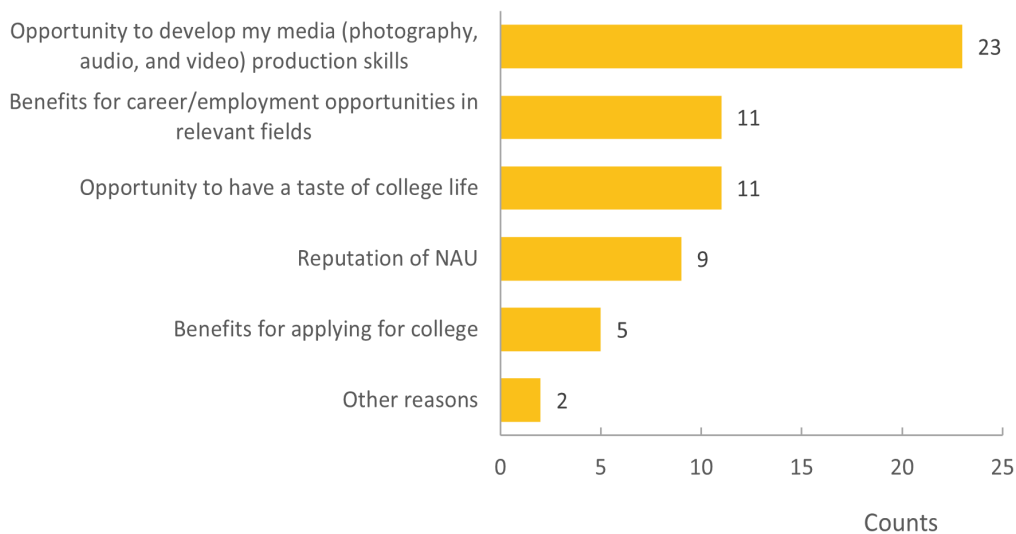


Figure 6: Motivation to apply for the workshop (multiple answers permitted)

Data source: Andy Harvey Alumni Survey
n=27

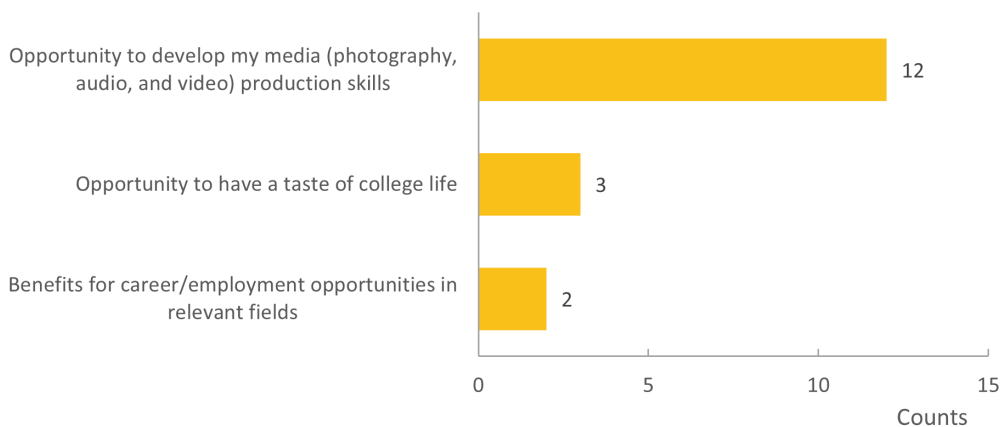


Figure 7: Primary reason to apply for the workshop

Data source: Andy Harvey Alumni Survey
n=27

4. Alumni Survey - Satisfaction with the Workshop

To measure the overall satisfaction level towards the workshop, the survey used the Net Promoter Score (NPS). NPS is one of the most common customer experience metrics used by companies around the world. Respondents give a rating between 0 (not at all) and 10 (extremely) and, depending on their response, customers fall into one of 3 categories to establish an NPS score:

- NPS Promoters respond with a score of 9 or 10 and are typically loyal and enthusiastic customers.
- Passives respond with a score of 7 or 8. They are satisfied with your service but not happy enough to be considered promoters.
- Detractors respond with a score of 0 to 6. These are unhappy customers who are unlikely to buy from you again, and may even discourage others from buying from you.

NPS scores are measured with a single question and reported with a number from -100 to +100, a higher score is desirable. NPS is calculated by subtracting the percentage of Detractors from the percentage of Promoters.

In this survey, we borrowed the concept of customer satisfaction and used the NPS type question to ask the students rate between 0 and 10. Two questions were asked: “How do you rate your overall satisfaction of the workshop?” and “How likely are you to recommend this workshop to friends or classmates?” to triangulate the answers.

For the first question, 23 responses give a score of 9 or 10, account for 85%; 4 responses give a score of 7 or 8, account for 15%. Given there are no detractors, the NPS is 85.2 (Figure 8). For the second question, 24 responses give a score of 9 or 10, account for 89%; 3 responses give a score of 7 or 8, account for 11%. Since no one gave the score under 7, the NPS is 88.9 (Figure 9). Based on the results, most respondents expressed significant levels of satisfaction towards the workshop and would like to recommend it to friends and family.

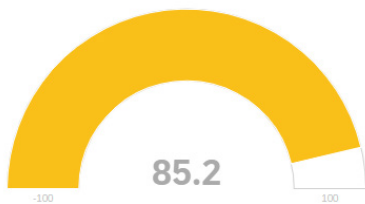
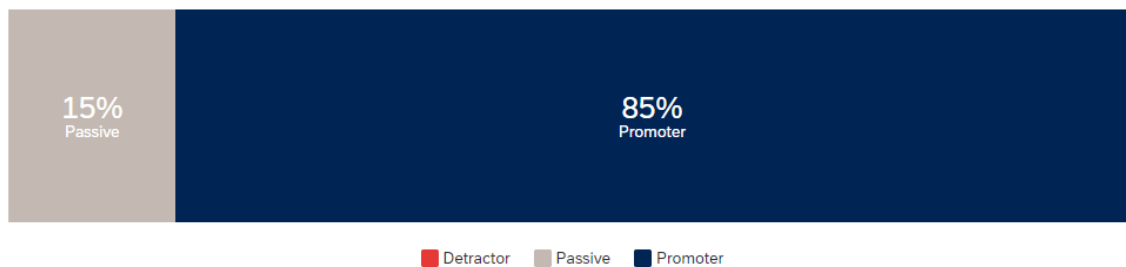


Figure 8: NPS of overall Satisfaction level

Data source: Andy Harvey Alumni Survey
n=27

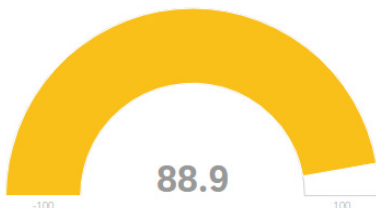


Figure 9: NPS of the likelihood to recommend the workshop to friends or classmates

Data source: Andy Harvey Alumni Survey
n=27

Not only were respondents asked to record their satisfaction with the workshop in general but also in relation to several specific topics and aspects of the workshop. As Figure 10 shows, the majority of the survey participants were very satisfied with **video/film production (88%)**, **presentation of work (85%)**, **photography (81%)**, and **editing (77%)**; a high percentage of survey participants were very satisfied with **researching stories (73%)**, **media storytelling (73%)**, and **pre-production training (69%)**; and a relatively high percentage of survey participants were very satisfied with **radio/audio production (62%)**. Only a very small portion (4%) of respondents stated that they had not found editing, radio/audio production, and researching stories satisfying.

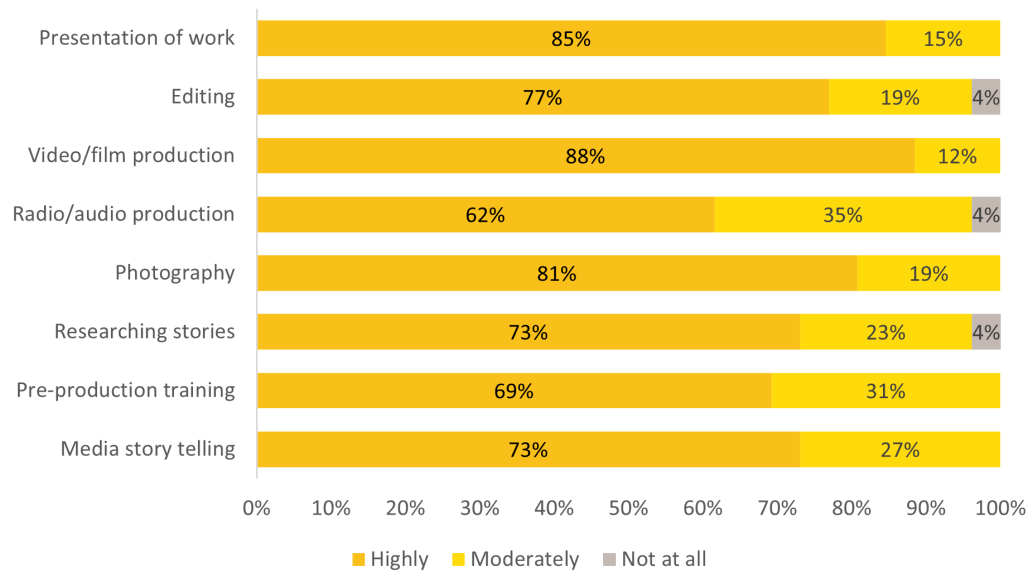


Figure 10: Level of enjoyment on topics students were trained in

Data source: Andy Harvey Alumni Survey
n=27

In terms of the satisfaction with the various aspects of the workshop (Figure 11), **the effectiveness of the instruction (73%)** and **the curriculum and the content of the workshop (69%)** are rated highly by a high percentage of the survey participants. Over half (half) of the respondents were very satisfied with **the condition of the residence hall (58%)** and **the quality of meals provided (50%)**.

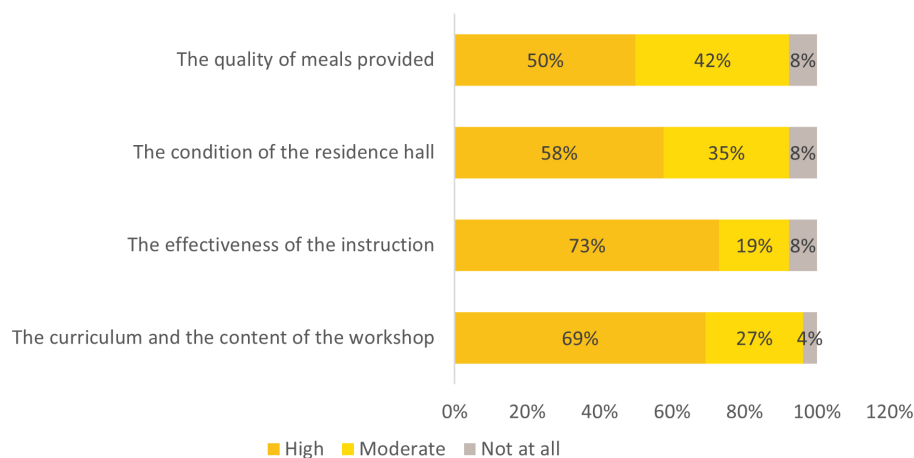


Figure 11: Satisfaction with specific aspects of the workshop

Data source: Andy Harvey Alumni Survey
n=27

In addition to assessing their general satisfaction level, and the specific topics and aspects of the workshop, participants were asked to respond to an open-ended question by suggesting improvements for the workshop. The most frequently suggested by respondents was to **extend the time** to one week and a half or two weeks. Other suggestions include **more field trips, a diverse learning experience for individuals, networking opportunities, and more group work**. Following are the direct citation of the answers. The answers saying the workshop was great but did not give suggestion have been excluded.

- I feel the week is too short to learn everything. If it was even a week and a half it would be beneficial since I feel like all of these skills are important and should take more time to do something.
- more radio time maybe
- I think that would be how long the workshop is. It would be greater if it was two weeks long.
- Based on past workshops (Although it may be hard now due to the pandemic) I feel that extending the time would be very beneficial. It seems like too much work and information to pack into one week. A longer workshop seems like it would allow for more breathing room, plus it would give opportunity to explore and add in new types of media to try other than just news and broadcast related work or radio.
- By maybe extending it by another week so the first week we can really get to meet everyone that's participating. Also, to do things more as a group.
- The workshop I enjoy very much I wish it could be longer overall it's an excellent program
- I can't think of specific suggestions to improve the workshop, but I will add that the tour of the news studio in Phoenix was a really great part to the workshop. It was a great way to show us what a future in broadcasting/media would be. I would suggest keeping that trip in the workshop if possible!
- More field trips to Newsrooms, Collaboration with local newspapers!
- I think it would be cool if we learned more in depth of how to connect with people to get into the communications/media field.
- Have people storyboard and create their own short film
- Making sure each student gets a diverse learning experience, if they are interested mostly in audio or editing, they should also get the chance to present a story or do research just for the opportunity to learn another part of production.
- I would suggest showing a tutorial or demonstration of how to perform a certain task. For example, I didn't know how to use the editing software that NAU used. However, asking for help taught me a few things. Overall, I enjoyed the program and I'm friends with amazing people.
- Cover a story in or around a Native community
- Making videos and not recording audio and putting it with a slideshow

5. Alumni Survey - Post-workshop Impact

5.1 Impact on Individuals

This section presents evidence for some of the ways in which the workshop had shaped the students' future paths by opening their horizon and allowing them to acquire and enhance a range of competences and skills. Participants were asked to indicate the outcome they get from the workshop, and on which aspects of their education and career they felt the workshop had made an impact. As Figure 12 shows, the strongest outcome is "it made me understand how video stories are produced" as 76% of the respondents stated so, followed by "it improved my overall skills in media production" (72%). "It inspired me to continue my education" and "it inspired me to pursue a career in journalism, broadcasting, and/or media" also get relatively high vote (52% and 40% respectively). 84% of the respondents believe the experience of attending the workshop influenced the respondents' decision to continue their education (Figure 13). In fact, 24% of the respondents worked as a workshop mentor and/or production assistant after they attended the workshop as a student (Figure 14).

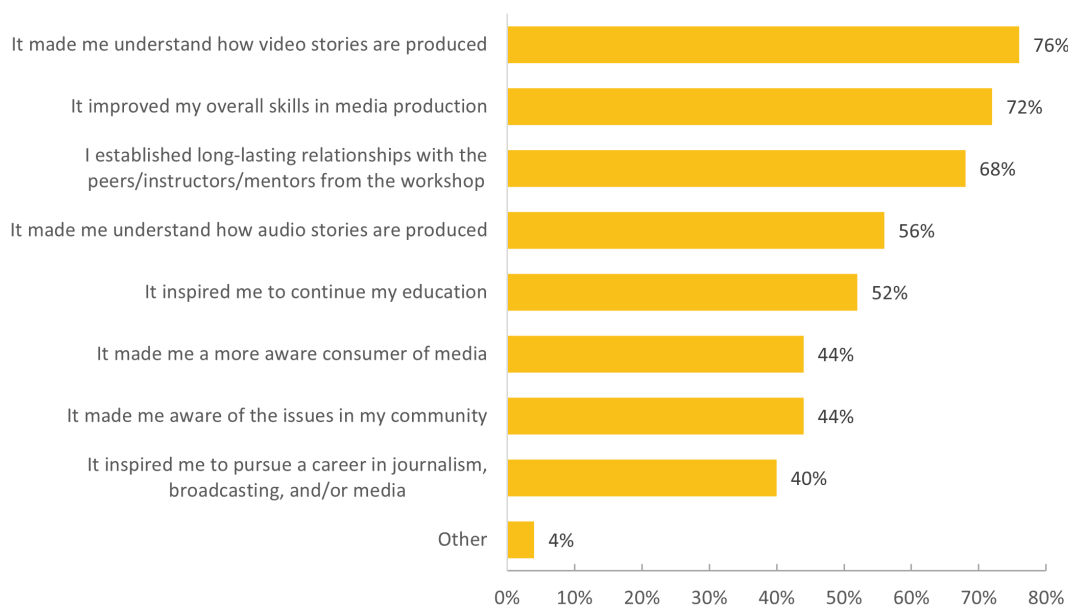


Figure 12: Outcome of the workshop to individuals (multiple answers permitted)

Data source: Andy Harvey Alumni Survey
n=25

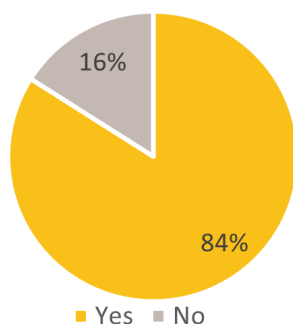


Figure 13: Whether the experience of attending the workshop influenced the respondents' decision to continue their education

Data source: Andy Harvey Alumni Survey
n=25

We also asked the respondents what social media platforms they use, to get an idea on where this generation of young people get information and share stories. The result is shown in Figure 15.

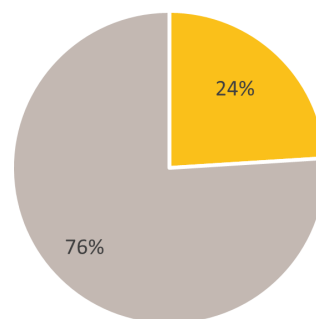


Figure 14: Whether the student became a workshop mentor and/or production assistant after attending the workshop as a student

Data source: Andy Harvey Alumni Survey
n=25

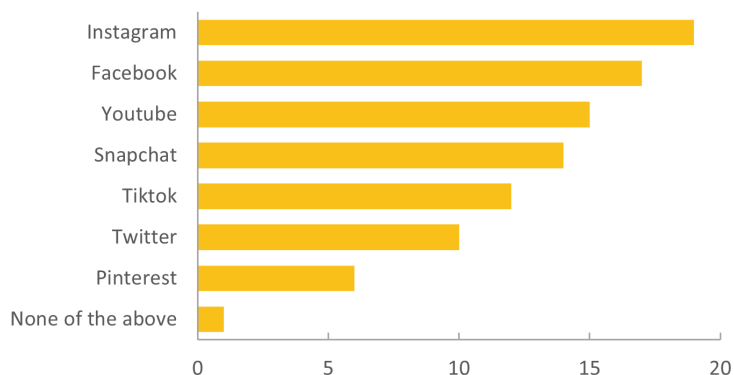


Figure 15: Social media platforms the respondents use

Data source: Andy Harvey Alumni Survey
n=25

To have a better understanding on how the workshop had impacted the participants in their education and career path, the respondents were grouped by their current status (Figure 16), then each group was brought tailored questions according to their status. Among the respondents, more than half of the respondents are currently undergraduate students. Seven are working with Native American communities or organizations. Eight are working in print, digital or other media, in which four are working with Native American communities or organizations in the field of media. For example, one respondent is working for Urban Native Era and has worked for Paper Rocket Productions as well as various independent film productions; another respondent is working for KARMA, Navajo Technical University.

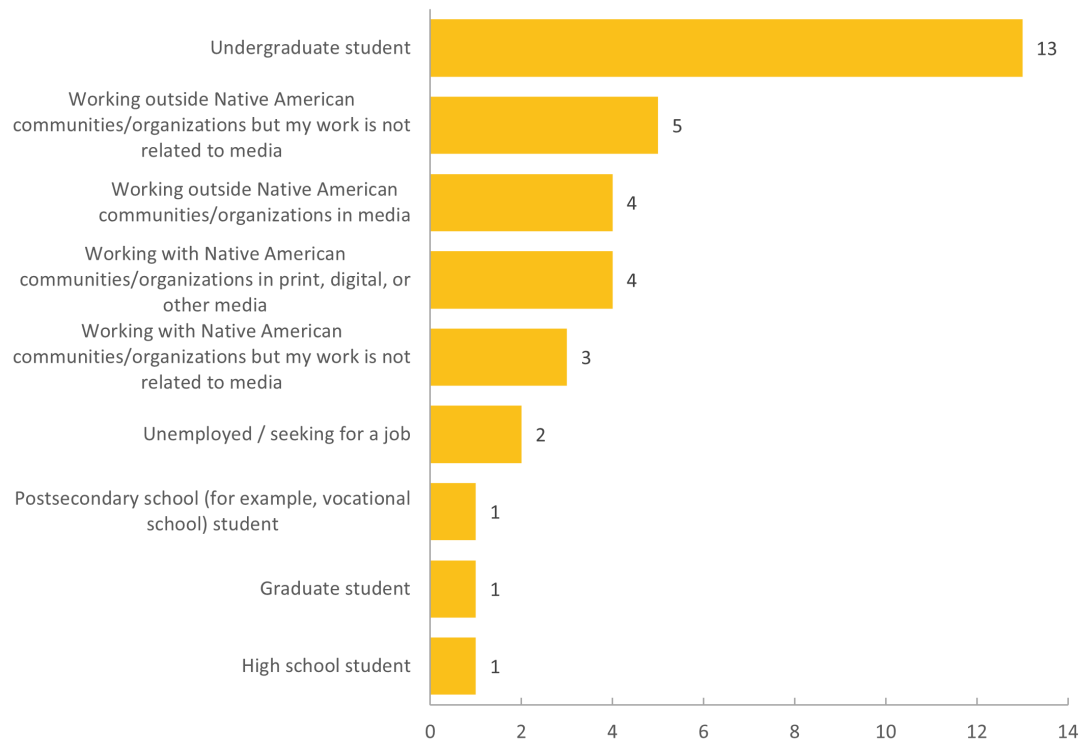


Figure 16: Current status of the respondents (multiple answers permitted)

Data source: Andy Harvey Alumni Survey
n=25

Then the respondents who are students were asked specific questions on their coursework. 62% of the current students stated their area of study is related to media (Figure 17).

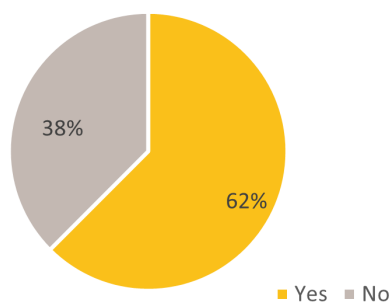
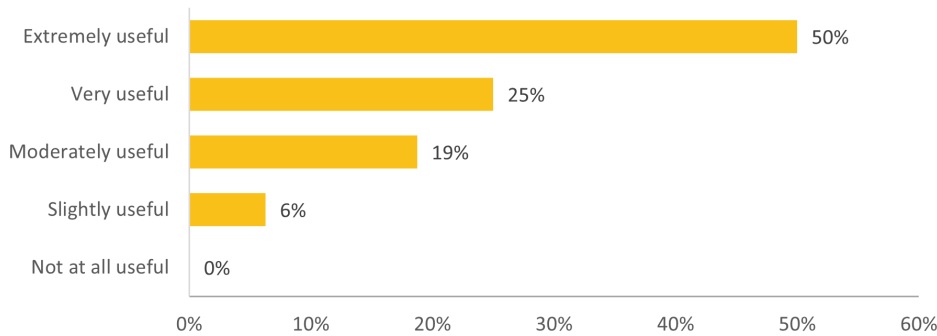


Figure 17: Whether the respondents' area of study is related to media (Filtered to target the respondents who are students)

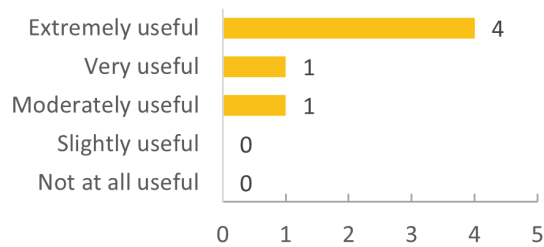
Data source: Andy Harvey Alumni Survey
n=16



Half of the student respondents stated that the knowledge and skills gained from the workshop is extremely useful for respondents' course work and a quarter stated they are very useful (Figure 18).

Figure 18: The usefulness of the knowledge and skills gained from the workshop for respondents' course work (filtered for respondents who are students)

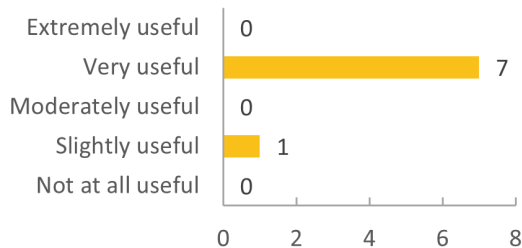
Data source: Andy Harvey Alumni Survey
n=16



Out of the six respondents who are working with or outside the Native American communities/organizations, and their work is in the field of print, digital, or other media, four stated the knowledge and skills they gained from the workshop are extremely useful for their work, while one stated they are very useful, and one stated moderately useful (Figure 19).

Figure 19: The usefulness of the knowledge and skills gained from the workshop for respondents' work (filtered for people who are working, and their work is in media)

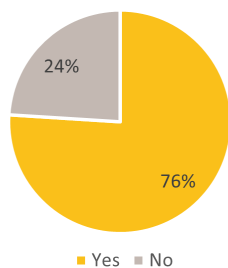
Data source: Andy Harvey Alumni Survey
n=6



For the eight respondents who are working but their work is not in media, there are seven of them that state the knowledge and skills they gained from the workshop are very useful for their work (Figure 20).

Figure 20: The usefulness of the knowledge and skills gained from the workshop for respondents' work (Filtered for people who are working, and their work is not in media)

Data source: Andy Harvey Alumni Survey
n=8



In order to understand the participants' education/career goals and how much they are related to media production, we asked this open-ended question in the survey. The most mentioned answers are media related – in the 22 valid answers that clearly mentioned their goals, 14 stated their media related education and career goals. Other answers include teacher,

Figure 21: Whether interested in learning about media internship/career opportunities

Data source: Andy Harvey Alumni Survey
n=25

social worker, designer, or working in the fields of health, environment, community development and sustainability. When asked if they are interested in learning about media internship/career opportunities, 76% of the respondents gave positive answers (Figure 21), which shows consistency with a big proportion of the respondents set media related career as their goals. The direct quotes of the future goals are as follows.

- Work in the field of filmmaking.
- To find a job in the Public Relations field, and to help the younger generation to have opportunities to further their education in the journalism field.
- To be a production assistant on a big movie.
- News, Radio Broadcasting, Newspaper, Photography
- Become a social worker and minor in journalism.
- To go back and continue in media
- Media
- I would like to become a writer for golf digest or make my own media website and include blog posts, take my own pictures, and post my own edited videos!
- Digital Media
- I'm working on getting my bachelor's degree in Journalism and to eventually create a media program of my own on the Hopi Reservation. Mainly, working with the youth and teach others how to use their voice. I'm currently a college student working with the Navajo-Hopi Observer.
- Photojournalism
- I'd like to continue to pursue work in both film, photography, and music.
- A cinematographer, photographer, videographer
- Work on various media projects
- helping my community thrive. learn more about the environment.
- Become a teacher.
- Art Teacher
- To be able to open a designing firm that allows native American high school or college students to intern at so they can develop designing skills and build their resume.
- Pursue a Master's in public health after undergraduate. Want to work for a tribal nation(s) in health or health policy
- sustainability
- veterinarian
- Become a licensed clinical social worker

5.2 Impact on Communities

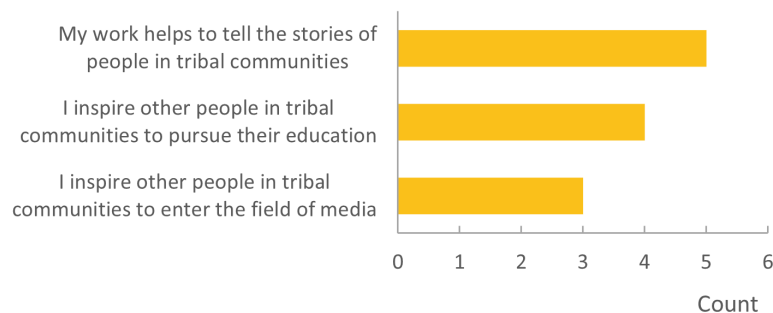


Figure 22: Impact the respondents' work in media has on Native American communities (Filtered for those who work in media with Native American communities/organizations, multiple answer permitted)

Data source: Andy Harvey Alumni Survey
n=6

We asked the respondents who work with and outside Native American communities/organizations in media to evaluate in which ways their work in media have impact on Native American communities. Of the six who are in this category, five stated their work helps to tell the stories of people in tribal communities, four stated they inspire other people in tribal communities to pursue their education, and three stated they inspire other people in tribal communities to enter the field of media (Figure 22).

6. Survey Result for the 2021 Workshop

6.1 Pre-and post-workshop survey

As mentioned in the method section, we conducted a survey in paper form targeting the 2021 workshop participants. Among the 13 students, one attended in 2019, and the other 12 attended the workshop for the first time. We asked the students to rank their motivations to apply for the workshop, and then assigned 1 to 5 for those motivations when doing the analysis. The higher score, the higher its ranking in the student's mind (Figure 23).

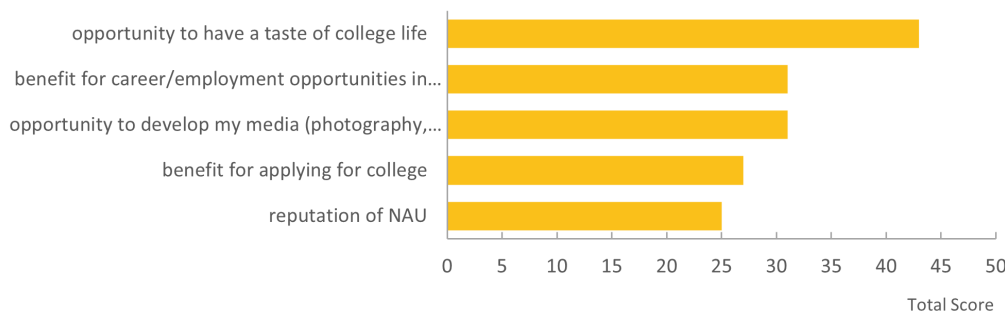


Figure 23: Ranking of the motivations for applying for the workshop

Data source: Andy Harvey 2021 Workshop Survey
n=13

The aggregated result of the ranking is: 1) Opportunity to have a taste of college life, (2) benefit for career/employment opportunities in relevant fields, and opportunity to develop my media production skills, (3) benefit for applying for college, (4) reputation of NAU. These results are consistent with that we got from the alumni survey, except the 2021 students ranked “opportunity to have a taste of college life” the highest while in the alumni survey it was ranked number 2 in their primary motivation and number 3 in the multiple selection question. We thought the reason might be that for high school students, to have a taste of college life is a very appealing factor, but for most of the alumni who are already in college or have graduated from college, employment opportunities and developing applicable skills are their main priorities so they gave more weight to those factors. But nevertheless, the opportunities that the workshop provides make it very attractive to Native American high school students.

In the survey, we asked students to evaluate their knowledge/experience levels on the various skills that are related to media production. They gave a score from 1 to 5 to each of the skills representing none, a little, average, good, and excellent. We then aggregate the students' self-evaluation score for each skill and compared the before and the after results. As Figure 24 shows, all the skills have seen an increase except for writing. The numbers on the side represent the percentage of the score change. Radio/audio skill level has the biggest increase (119%), followed by public speaking (56%) and video/film (54%). For the decrease of score in writing, one possible explanation might be that while it's easier for one to tell the skill improvement on audio or video before he or she had little experience with them, and after one week's intensive training on those skills, it is harder to evaluate the writing skill. The students' initial perception of their writing skill before the workshop might be modified after the workshop gave them higher expectations of their writing skill.

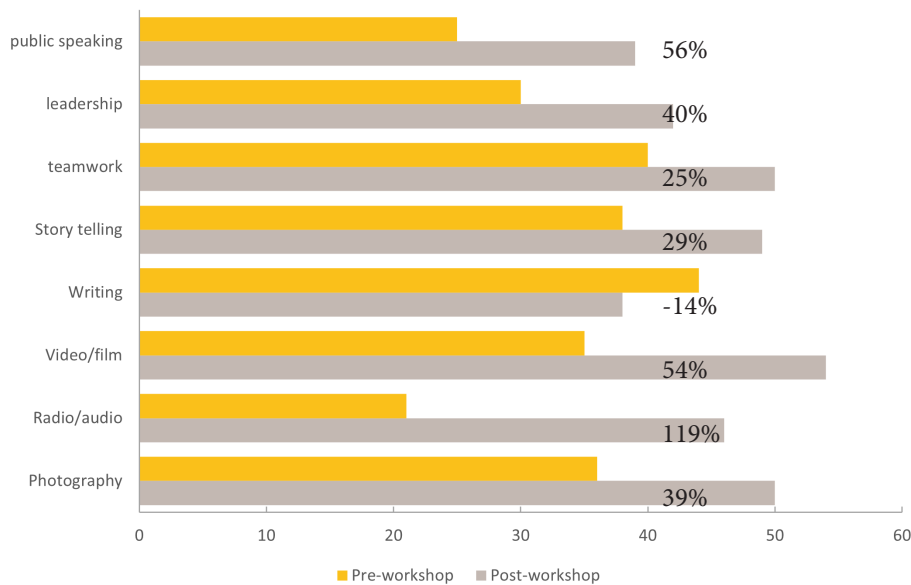


Figure 24: Students' evaluation of skill levels changes before and after the workshop

Data source: Andy Harvey 2021 Workshop Survey

n=13

We asked the students to rank their goals on improving the media production related topics before the workshop and give a score on their satisfaction level on those topics after the workshop. We then standardized the ranking/scores for each topic, with the highest ranked/scored topic as 100%, to see if those goals by priority are consistent with students' satisfaction levels.

As Figure 25 shows, improving video/film production skill was the students' priority goal and it was also the highest satisfactory element. Editing skill was not highly pursued before the workshop (ranked number 5) but made the second in terms of how students enjoyed it. Photography was consistent in expectation and satisfaction level. Researching stories, media storytelling, and radio/audio production are more or less consistent. Presentation of work was enjoyed more than it was expected.

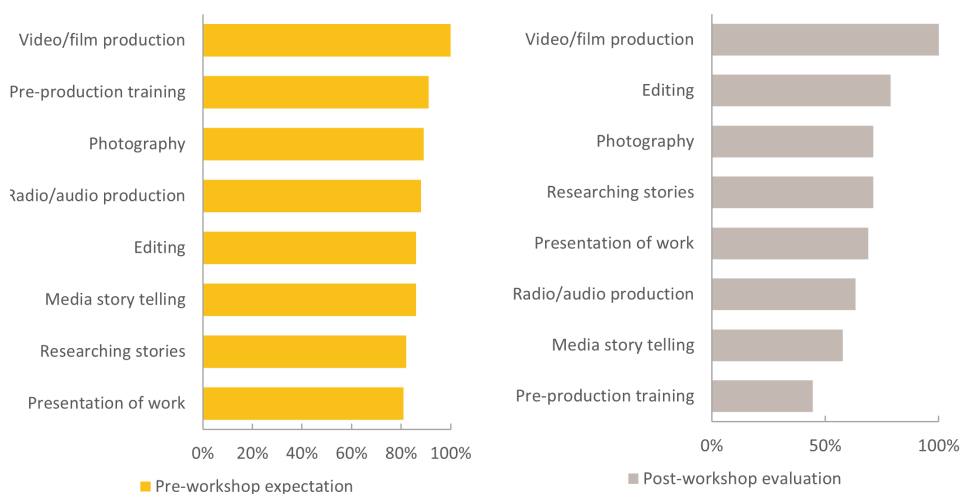


Figure 25: Ranking of pre-workshop goals and post-workshop satisfactions on media production related topics

Data source: Andy Harvey 2021 Workshop Survey

n=13

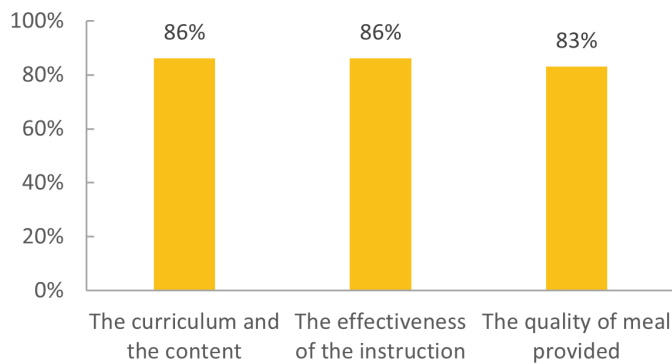


Figure 26: Students' satisfaction levels on certain aspects of the workshop

Data source: Andy Harvey 2021 Workshop Survey

n=13

When participants were asked to rate certain aspects of the workshop, all three being evaluated, i.e., the curriculum and the content, the effectiveness of the instruction, and the quality of meals provided received higher than 80% on satisfaction levels (Figure 26).

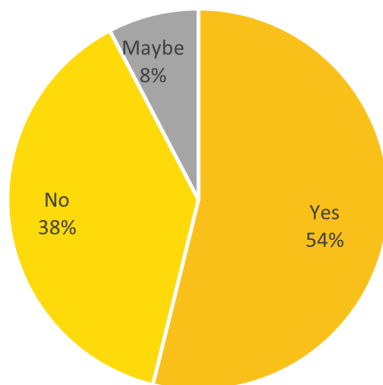


Figure 27: Whether the students are interested in working as a production assistant or mentor for the workshop in the future

Data source: Andy Harvey 2021 Workshop Survey

n=13

We also asked if the students plan to apply again. 12 of the 13 students answered yes. One student did not answer either, but wrote a note, saying that “I’m not sure because I don’t want to come back if we do the same exact things. The instructors weren’t very clear on how the program varies year by year.” That is a very good suggestion to us. In the previous years, the students who came back got to start the actual work sooner, and did more advanced work, since they already mastered the skills. The instructors will clarify on what returning students should expect, and build the more advanced content for them into the curriculum.

When asked if they are interested in working as a production assistant or mentor for the workshop in the future, we got 13 valid answers, in which seven (54%) gave a positive answer (Figure 27).

6.2 Open-ended questions

Compared to the online survey, the in-person paper-form post-workshop survey includes more open-ended questions. These questions allowed respondents to explain their responses and point to issues that they thought were relevant but were not explicitly addressed by the questions. While open-ended questions require more efforts to answer and usually receive limited responses, since the students were on site and had a fresh impression about the workshop, we collected valuable feedback from them. While these data do not contribute to the quantitative analysis, they do provide valuable qualitative insights.

Which session(s) did you like the best and why? The mentioned sessions include equipment training, story board, shooting, interview, photography, editing, graphic design, and the live show. It basically touched on every aspect of the production. The answers are quoted below.

- I really enjoyed when we did the live show. I loved learning about all the different positions in a newsroom.
- I like all sessions because I get better understanding in film and media
- I enjoyed shooting our interviews on the field and knowing new people
- I liked the photography because I want to improve my skills
- The session I like was during production because it taught me how it works and how fun it is
- I liked working backstage doing graphic design. It is something I would concern pursuing a career in.
- Editing day!
- Filming shots and going to edit them. I liked it because I got to do hands one and express myself
- The first one as I was introduced to the VR tech
- I liked seeing the studio and being able to learn how it works
- I liked the interview part because I got to experience being a cameraman
- I like the equipment training and story board lesson. The equipment is fun to learn about and using the equipment is very exciting. Story board lesson helped me become a better storyteller.

Which session(s) did you find least useful and why? The first amendment class was mentioned twice. Also mentioned included the lecturing, restroom breaks, the gimble lesson, and the false news section. Direct quotes are as following:

- The 1st amendment class with Margaret. It was long, boring, and repetitive.
- The lecturing was really long and almost unnecessary
- Film. I didn't really come to film. I just wanted to improve on photography
- Restroom breaks because it not fun
- Tuesday, it all felt like filler
- All sessions were helpful
- Third with the false news part
- I know it isn't the least useful, but it was very boring. The was the one with the first amendment.
- The gimble lesson. Because we never used them again.

What topics would you like to learn more about during the workshop? Editing is the most mentioned. Radio production, podcasting, photography, and studio work are also some of the answers. The answers from the survey are as following:

- I would have loved to learn about radio production, podcasting, and do more with photography.
- Editing
- Reporting and editing. I learned about reporting, and I would like to further that skill.
- Editing either photo or video
- College life and how it works
- Editing
- Topics like editing audios, videos, and photos.
- Where to place the mic
- More about radio/audio production
- I would like to learn more about studio work
- I would like to learn more about telling stories about Native American communities

What is the most important thing that you learned? What information will be the most useful to you? Besides some practical skills such as working a camera, editing, interviewing, and storytelling, we are happy to see some students learning about their passion.

- I learned about my passion for the field. During the live newscast, I realized that this is what I want to do with my life.

- How to do a story telling
- Telling a story about people and current issues
- How to use adobe and how to work a camera
- How to take a photo/film
- Editing
- How to edit photos, video clips and audio
- How some aspects of camera work
- Probably learning how to properly interview someone
- I learned how to use a more high-tech camera
- The equipment training is the most useful information for I know how to make film and videos.

How could the workshop have been improved? Please share with us any comments, ideas, or suggestions you have. A couple of students mentioned staying in the dorm would give them better experience. Hopefully next year the situation will allow us to do that. Some students mentioned more projects and more practicing. Those are good suggestions, and we will definitely integrate them into our future workshops.

- I would rate this program q 5/5. It exceeded my expectations. The mentors were fantastic. It couldn't have been better!
- If we did more projects
- The workshop could be super by having the dorm for students and living in dorm rooms
- Nothing
- Less talking, more doing
- I don't have anything to say to improve the workshop.
- Nothing. It's already good.
- Maybe not so many lectures and more sessions that we can participate in.
- I don't think it need to be improved
- Using the dorms for students. I think it helps students collaborate or connect better. That could be beneficial for the workshop.



7. Attachments

7.1 The online alumni survey questions (2012-2019)

Andy Harvey Workshop Alumni Survey

Q1 Hello! You can help us and receive a \$10 Amazon gift card for completing this eight-minute survey about the Andy Harvey Indigenous Youth Media Workshop (also known as the Andy Harvey Broadcast Journalism Workshop). We want to know how you feel about the workshop, and what impact it has had on your personal development and your community. Your input is very valuable to us. To show our gratitude, we will send you an Amazon gift card for \$10 through email when you submit your survey.

Q2 What is your name?

Q3 Please provide your best contact information (phone and email). Please make sure you enter this information correctly. We will send the Amazon gift card to your phone or email.

Q4 What is your age?

Q5 What is your gender?

- ☐ Male
- ☐ Female
- ☐ Other/diverse
- ☐ Prefer not to say

Q6 Which tribe are you from?

Q7 What year did you attend the workshop as a student? (Select all that apply)

- ☐ 2012
- ☐ 2013
- ☐ 2014
- ☐ 2015
- ☐ 2016
- ☐ 2017
- ☐ 2018
- ☐ 2019

Q8 What motivated you to apply for the workshop? (Select all that apply)

- ☐ Reputation of NAU
- ☐ Opportunity to have a taste of college life
- ☐ Opportunity to develop my media (photography, audio, and video) production skills
- ☐ Benefits for applying for college
- ☐ Benefits for career/employment opportunities in relevant fields
- ☐ Other reasons (please specify) _____

Display This Question:If What motivated you to apply for the workshop?(select all that apply) Selected-ChoicesCount Is Greater Than 1

Q9 Which one was your primary reason to apply for the workshop?

- ☐ Reputation of NAU
- ☐ Opportunity to have a taste of college life
- ☐ Opportunity to develop my media (photography, audio, and video) production skills
- ☐ Benefits for applying for college
- ☐ Benefits for career/employment opportunities in relevant fields
- ☐ Other reasons

Q10 What motivated you to apply for the workshop more than one time?

Q11 How do you rate your overall satisfaction of the workshop?

not at all

extremely

0	1	2	3	4	5	6	7	8	9	10

Q12 How likely are you to recommend this workshop to friends or classmates?

not at all

extremely

0	1	2	3	4	5	6	7	8	9	10

Q13 Rate the topics you got trained on based on how much you enjoyed them.

	Highly	Moderately	Not at all
Media story telling			
Pre-production training			
Researching stories			
Photography			
Radio/audio production			
Video/film production			
Editing			
Presentation of work			

Q14 Please rate your satisfaction level for the following aspects of the workshop.

	High	Moderate	Not at all
The curriculum and the content of the workshop			
The effectiveness of the instruction			
The condition of the residence hall			
The quality of meals provided			

Q15 How satisfied or dissatisfied were you with the university sponsored extracurricular activities at this university?

Q16 Which of the following describe the outcome of the workshop? (Select all that apply)

- ☐ It improved my overall skills in media production
- ☐ It inspired me to continue my education
- ☐ It inspired me to pursue a career in journalism, broadcasting, and/or media
- ☐ It made me aware of the issues in my community
- ☐ Moderately well
- ☐ It made me understand how video stories are produced
- ☐ It made me a more aware consumer of media
- ☐ I established long-lasting relationships with the peers/instructors/mentors from the workshop
- ☐ Other _____

Q17 How would you rate your improvement as a result of participating in the workshop?

	Highly	Moderately	Not at all
Photography			
Radio/audio production			
Video/film production			
Writing			
Story telling			
Teamwork			
Leadership			
Public speaking			
Other skills (please specify)			

Q18 Were you a workshop mentor and/or production assistant after you attended the workshop as a student?

- ☐ Yes
- ☐ No

Q19 Do you use the following social media platforms (select all that apply)?

- ☐ Facebook
- ☐ Twitter
- ☐ YouTube
- ☐ Instagram
- ☐ Pinterest
- ☐ Snapchat
- ☐ Tiktok
- ☐ Other _____
- ☐ None of the above

Q20 Which of the following describes your current status (choose all that apply)?

- ☐ High school student
- ☐ Postsecondary school (for example, vocational school) student
- ☐ Undergraduate student
- ☐ Graduate student
- ☐ Working with Native American communities/organizations in print, digital, or other media
- ☐ Working with Native American communities/organizations but my work is not related to media
- ☐ Working outside Native American communities/organizations in media
- ☐ Working outside Native American communities/organizations but my work is not related to media
- ☐ Unemployed / seeking for a job

Q21 What is your highest level of education?

- ☐ Some high school
- ☐ High school diploma
- ☐ Postsecondary school or certificate (for example, vocational school)
- ☐ Internship or apprenticeship
- ☐ Associate degree
- ☐ Some college
- ☐ College degree
- ☐ Graduate degree

Q22 Do you believe the experience of attending the workshop influenced your decision to continue your education?

- ☐ Yes
- ☐ No

Display This Question:

If Which of the following describes your current status (choose all that apply)? = Undergraduate student

Or Which of the following describes your current status (choose all that apply)? = Graduate student

Or Which of the following describes your current status (choose all that apply)? = Postsecondary school (for example, vocational school) student

Q23 Is your area of study related to media?

- ☐ Yes
- ☐ No

Display This Question:

If Which of the following describes your current status (choose all that apply)? = Undergraduate student

Or Which of the following describes your current status (choose all that apply)? = Graduate student

Or Which of the following describes your current status (choose all that apply)? = Postsecondary school (for example, vocational school) student

Q24 How useful is the knowledge and skills you gained from the workshop for your course work?

- ☐ Extremely useful
- ☐ Very useful
- ☐ Moderately useful
- ☐ Slightly useful
- ☐ Not at all useful

Display This Question:

If Which of the following describes your current status (choose all that apply)? = Working with Native American communities/organizations in print, digital, or other media

Or Which of the following describes your current status (choose all that apply)? = Working outside Native American communities/organizations in media

Q25 How useful are the knowledge and skills that you gained from the workshop for your work?

- ☐ Extremely useful
- ☐ Very useful
- ☐ Moderately useful
- ☐ Slightly useful
- ☐ Not at all useful

Display This Question:

If Which of the following describes your current status (choose all that apply)? = Working with Native American communities/organizations but my work is not related to media

Or Which of the following describes your current status (choose all that apply)? = Working outside Native American communities/organizations but my work is not related to media

Q26 How useful are the knowledge and skills that you gained from the workshop for your work?

- ☐ Extremely useful
- ☐ Very useful
- ☐ Moderately useful
- ☐ Slightly useful
- ☐ Not at all useful

Q27 What are your education/career goals in the future?

Q28 Are you interested in learning about media internship/career opportunities?

- ☐ Yes
- ☐ No

Display This Question:

If Which of the following describes your current status (choose all that apply)? = Working with Native American communities/organizations in print, digital, or other media

Q29 What Native American communities/organizations do you work for?

Display This Question:

If Which of the following describes your current status (choose all that apply)? = Working with Native American communities/organizations in print, digital, or other media

Or Which of the following describes your current status (choose all that apply)? = Working outside Native American communities/organizations in media

Q30 What impact do you think your work in media has on Native American communities?

☐

My work helps to tell the stories of people in tribal communities

☐

I inspire other people in tribal communities to pursue their education

☐

I inspire other people in tribal communities to enter the field of media

☐

Other (please specify) _____

7.2 Paper form survey

Pre-workshop questions (2021 cohort)

Andy Harvey Indigenous Youth Media Workshop

Pre-workshop Survey

Welcome to the Andy Harvey Indigenous Youth Media Workshop! We hope you have a fruitful week and enjoy your time here.

We want to know your existing knowledge and skill in media making, and your expectations of this workshop. Please answer the questions below, and it will help us to better design and deliver the workshop in the future.

Last four digits of your SSN _____ (Only for the purpose of matching your pre- and post- workshop survey)

1. Have you attended the workshop before? If so, which year?

a) 2017

b) 2018

c) 2019

d) I have not attended the workshop before

2. What motivated you to apply for the workshop? Please rank the following from 1-5 (or 6), with 1 as the most important reason.

_____ Reputation of NAU

_____ Opportunity to have a taste of college life

_____ Opportunity to develop my media (photography, audio, and video) production skills

_____ Benefits for applying for college

_____ Benefits for career/employment opportunities in relevant fields

_____ Other reasons _____

3. Please evaluate your current knowledge/experience levels of the following skills

	None	A little	Average	Good	Excellent
Photography					
Radio/audio production					
Video/film production					
Writing					
Story telling					
Teamwork					
Leadership					
Public Speaking					

4. Please rate the following goals (1 as the most pursued) you would like to achieve during the workshop

_____ To gain/improve my skills in media story telling

_____ To gain/improve my skills in pre-production (research, archival search, preparing interview questions)

_____ To gain/improve my skills in researching stories

_____ To gain/improve my skills in photography

_____ To gain/improve my skills in radio/audio production

_____ To gain/improve my skills in video/film production

_____ To gain/improve my skills in editing

_____ To gain/improve my skills in presentation

5. Do you have other goals/expectations for the workshop?

Thank you!

Post-workshop questions (2021 cohort)

Andy Harvey Indigenous Youth Media Workshop

Post-workshop Survey

Congratulations on completing the workshop! We hope you enjoyed the workshop and gained the knowledge and skills in media making!

Please complete this post-workshop survey, as a self-evaluation of the outcome, and it will help us to improve the workshop in the future.

Last four digits of your SSN _____ (Only for the purpose of matching your pre- and post-workshop survey)

1. How do you rate your overall satisfaction of the workshop?

not at all extremely

1	2	3	4	5	6	7	8	9	10	

2. How likely are you to recommend this workshop to friends or classmates?

not at all extremely

1	2	3	4	5	6	7	8	9	10	

3. Which of the following describe the outcome of the workshop? (Select all that apply)

- ☐ It improved my overall skills in media production
- ☐ It inspired me to continue my education
- ☐ It inspired me to pursue a career in journalism, broadcasting, and/or media
- ☐ It made me aware of the issues in my community
- ☐ It made me understand how audio stories are produced
- ☐ It made me understand how video stories are produced
- ☐ It made me a more aware consumer of media
- ☐ I established relationships with the peers/instructors/mentors from the workshop
- ☐ Other _____

4. Please evaluate your current knowledge/experience levels of the following skills

	None	A little	Average	Good	Excellent
Photography					
Radio/audio production					
Video/film production					
Writing					
Story telling					
Teamwork					
Leadership					
Public Speaking					

5. Please rate the topics you got trained on based on how much you enjoyed them.

	Not at all	A little	Moderately	A lot	Highly
Media story telling					
Pre-production training					
Researching stories					
Photography					
Radio/audio production					
Video/film production					
Editing					
Presentation of work					

6. Please rate your satisfaction level for the following aspects of the workshop.

	Not at all	A little	Moderately	A lot	Highly
The curriculum and the content of the workshop					
The effectiveness of the instruction					
The condition of the residence hall					
The quality of meals provided					

7. Do you plan to apply for this workshop again in the future?

a) Yes

b) No

8. Are you interested in working as a production assistant or mentor for the workshop in the future?

a) Yes

b) No

Open-ended questions:

9. Which session(s) did you like the best and why?

10. Which session(s) did you find least useful and why?

11. What topics would you like to learn more about during the workshop?

12. What is the most important thing that you learned? What information will be the most useful to you?

13. How could the workshop have been improved? Please share with us any comments, ideas, or suggestions you have.

Thank you!



Andy Harvey Indigenous Youth Media Workshop
Experience university life and learn to create professional level
radio and television broadcasts

