The Pilot Implementation of Humanities 101: A Lakehead University Community Initiative

Final Report

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Acknowledgements

Executive Summary

Humanities 101: A Lakehead University Community Initiative is a community-based outreach program designed to ensure that community members with a love of learning have access to a university-level educational experience. The Humanities 101 program activities serve to enrich our community through education, and open the door for first generation learners to gain experience in higher education.

This document summarizes the feedback received from students, professors and program associates on the pilot implementation of the Humanities 101 program. The purpose of this program review is to contribute to the provision of quality post-secondary education experiences to students of Humanities 101, by assessing program activities and outcomes. The review is formative in nature and aims to provide information about the strengths and challenges associated with the pilot implementation of the Humanities 101 Program for the purposes of future program development.

Students, program associates and professors reported that the pilot implementation of the Humanities 101 program was successful. Objectives of the program were met. Students were introduced to the excitement and interest that accompanies the discovery and creation of knowledge. They became acquainted with the potentials benefits of higher education experiences and had an opportunity to explore university-level education. Students received assistance to overcoming barriers to higher-level educational experiences

Students, program associates and professors identified strengths of the program. Strengths of the Humanities 101 program included the supports provided to the students, the high quality of the lectures, the increased engagement of the students during and after the program, the "eye opening" that resulted from student interaction with new ideas in a healthy and supportive environment, and the motivation for students to continue on their educational journey. There were, however, some challenges including the need for more structure and support for assignments and increased communications regarding the program. Students wanted a "Part 2" of the program.

Based on the results of the pilot implementation, the Humanities 101 program is off to a good start. The next steps are to review the recommendations for future program development outlined in this report and continue to deliver a high quality educational experience to members of our community.

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Purpose of the Program Review

The purpose of this program review is to contribute to the provision of quality post-secondary education experiences to students of Humanities 101: A Lakehead University Community Initiative (henceforth referred to as "Humanities 101"), by assessing program activities and outcomes and reporting to individuals who can make decisions regarding the program. The review, therefore, is formative in nature and aims to provide information about the strengths and challenges associated with the pilot implementation of the Humanities 101 Program for the purposes of future program development.

About the Humanities 101 Program at Lakehead University

Humanities 101 is a community-based outreach program designed to ensure that community members with a love of learning have access to a university-level educational experience despite barriers. Humanities 101 program activities serve to enrich our community through education.

The Humanities 101 program includes: a one semester course (non-credit) on the Humanities and Social Sciences taught by volunteer professors from a range of subject areas, special events such as Graduation Day, mentors and in-class support, and assistance for students to overcome financial barriers to participating in the Humanities 101 program, including school supplies, class materials, meals, bus transportation, and child-care or adult-care. There are no tuition fees for this program.

The mission of Humanities 101 is to remove financial barriers that allow community members to participate in a university-level educational experience. In accordance with Lakehead University's vision, Humanities 101's activities are intended to serve and enrich our community through education. To this end, the ultimate goal of Humanities 101 is to ensure that community members with a love of learning and knowledge have an opportunity to participate in a university-level educational experience.

The values associated with the program are:

- Belief in People: Humanities 101 believes that, in the absence of barriers, individuals move towards their potential.
- Respect of Others: Humanities 101 conducts all of its activities in an open, supportive, trusting and inclusive manner.
- Education: Humanities 101 recognizes education as an intrinsic right of all people.
- Community: Humanities 101 acknowledges the necessity for collaboration between Lakehead University and the community at large.
- Democracy: Humanities 101 supports the democratic process in all of its activities.
- Self-determination: Humanities 101 recognizes the right and capacity of all people to choose their own life path.
- Integrity: Humanities 101 supports both the professional and ethical standards as defined by Lakehead University.

Method

Students, program associates and faculty volunteered to participate in the program review following the pilot implementation of the program. Personal, semi-structured interviews were conducted. Audio-recordings of the interviews were transcribed. The content of the transcripts were analyzed using qualitative data analysis software ATLAS.ti. Details of the method are provided.

Participants

Seventeen students (five men and twelve women), 12 program associates (individuals linked to community service organizations who recommended students for the program), and 7 faculty (four men and three women) were invited to participate in the program review following the pilot implementation of the program. Fifteen students (88%), 11 program associates (92%), and 5 professors (71%) volunteered to participate in personal, semi-structured interviews.

Instruments

Semi-structured personal interviews were used to obtain feedback from individuals who volunteered to participate in the review. Questions for students focused on the achievement of the goals of the program, plans for the future and ideas for future development of the program. Questions for program associates focused on the process of recommending students for the program, benefits or challenges of student participation, support, and ideas for future development of the program. Questions for faculty focused on why they volunteered to lecture in the program, benefits or challenges, comparison of the Humanities 101 course to traditional Lakehead University courses, and ideas for future development of the program. The semi-structured interview questions are provided in Appendix 1. Audio-recording of the interviews were transcribed.

Analysis of Data

For the analysis of the qualitative data, services were obtained from the University of Pittsburg Qualitative Data Analysis Program (QDAP). The main task of this service was coding of the qualitative data using a grounded theory approach. Analysis of qualitative data was done by an iterative process of reading, coding, comparing, reading again, and then refining the coding. These processes occurred within and between interview texts of each participant and resulted in the development of core conceptual categories 'grounded' in the data itself.

The Program Director, Dr. van Barneveld, worked with two coders and a project manager at the University of Pittsburg to identify specific parts of the texts that illustrate and/or contradict the grounded categories. Discussions occurred frequently between the Director and coders during the pre-test stage with the intent of refining the coding and maximizing the overlap of category and text between coders. The Program Director addressed any mismatches between coders and assisted in refining the definitions of the categories to maximize both the inter-rater reliability and the validity of the coding.

ATLAS.ti software was used for the coding of qualitative data. The benefits of using ATLAS.ti included allowing for scalable, replicable, transparent, multi-coder passes over substantial

quantities of text, with significant opportunities for collaborative learning via the pre-test methods discussed above, as well as the possibility of systematic tests of rater reliability once the disaggregated coding has been merged together.

This approach to data analysis assumes bias and error and seeks evidentiary-based claims about the reliability of observational data. The goal is to show consistency in results over numerous repetitions or through independent observations. Statistical techniques have been developed to assess the reliability of such observations. The psychometric and statistical literature refers to inter-rater and inter-observer measures interchangeably. According to Suen and Ary (1989) agreement is a measure of "the extent to which two or more observers agree on the occurrences and non-occurrences of a behavior." (p.103) A number of different techniques have been developed, including the percentage agreement index, the occurrence and nonoccurrence agreement index, and the kappa coefficient (von Eye & Mun, 2005).

In this study, several measures were considered when assessing agreement in the application of codes between raters. These are defined below.

- *Exact Match:* Indicates the raw number of times both coders identified identical text segment spans (with not a single character or white space of variation) and assigned the same code.
- *Overlap:* Indicates the raw number of times when matching codes were applied to text segment spans that overlap but do not have exact boundary matches.
- *Kappa:* An index with a range -1.0 to 1.0 that measures agreement when both coders do or do not apply a code. A positive kappa indicates that observers agree more than they would by chance. A score of 0.8 or higher is considered a high level of agreement, whereas above .6 is considered substantial agreement (Landis & Koch, 1977; also see Krippendorf, 1980). Any such heuristic, however, may "oversimplify the interpretation of the values of kappa" (Suen & Ary, 1989, 113). Some statisticians argue you need to consider the cost of reaching wrong conclusions. *Kappa* is a dubious indicator for specific codes when the raw counts are only a small portion of the coded text.
- *F-measure*: An alternate index of inter-rater reliability with a range -1.0 to 1.0. When comparing two coder's annotations, the F-measure regards one set of annotations as the correct answer and the other as the coding system output. The equation, therefore assumes P is equal to (match)/(total number for coder 1) and R is equal to (match)/(total number for coder 2), allowing us to calculate an F-measure as $(P * R * 2) / (P + R)$.

Some other descriptive statistics such as the distribution of the number of quotes among the codes, and the number of participants that commented on each code is provided. Finally, a summary of the content of the quotes for each code is provided.

Results

The results are presented in three sections. The first section identifies the codes that resulted from the series of grounded theory experiments. The next section contains a summary of the analysis of agreement between the two coders. The final section contains a summary of the content for each code.

The Codes

Thirteen codes emerged from the grounded theory experiments. Please note that these codes are not mutually exclusive. Many quotes were coded into more than one of the categories. The codes, their definition and notes are described in Table 1.

Table 1. Codes (in alphabetical order) that emerged from a series of grounded theory experiments, with definitions and notes.

Code Name	Definition and Notes
Andragogy	Comments referring to structure, design or delivery of the course; includes a professor's style (being supportive, understanding, telling a student he/she is proud of the student, etc.). Examples include the pace of the course was too fast, orientation was optional, etc. This code includes quotes referring to structure, design or delivery of the course that one would change.
Barriers: Financial	Any of the financially related issues that may act as barriers to education or participation: books, supplies, food, childcare, transport. This code applies ONLY to the Students' barriers.
Barriers: Non-financial	Any of the psychological, social, emotional etc. issues that come up as barriers to education or participation. This code includes a lack of computer skills or other scholastic abilities. This code applies ONLY to the Students' barriers.
Benefits/Best Parts	Discussions of how beneficial participation in the program was to the participants; discussions of what participants liked most about the program.
Communications/ Interactions	Discussions about the amount of information that was communicated between the various program participants. This includes; communications/interactions one would like to see in the future or would have liked to have seen in the past, conversations between students and others (including family members) that impacted their level of participation in the program, miscommunications, and statements about communications inside the classroom as part of the course instruction.
Constructive Criticism	Suggestions for program improvement. Do NOT code when there is a *lack* of constructive criticism.
Defining Success	Discussions regarding a sense of achievement or success (as defined by the participant) realized by the various participants' participation in the program; includes success as defined by participants' family members; includes discussions of program success. The goal of this code is to gain understanding of the range of definitions of success.
Engagement/ Motivation	How participants engaged or did not engage with University life and other communities; statements of intended engagement in the future. For example, intention to continue education, interest in participating in the program next year; includes using or not using resources provided by the University; statements such as "getting me out of the house". This also includes discussions regarding how motivated the various participants were to participate. A keyword was "follow-up".
Reasons for Participating	Discussions of why the various participants decided to participate in the program.
Recruitment	Method of selection of the various program participants to participate in the program; qualities of the people (curious, hopeful, etc.) recruited.
Shortcomings/ Worst Parts	Discussions of what participants disliked most about the program; includes self-critiques.
Support	Both material (financial aid, child care, transportation, etc.) and psychological/moral support provided to students; how others were supportive or were not supportive of students' participation in the program. This code does not include discussions of students' not needing support. It does not include a Program Associate/Recommender saying he/she would recommend students for the program next year.
Sustainability of the Program	Any financial, political or other barriers to the program's sustainability. Any financial, political, or other assistance to the program's sustainability.

Agreement Between Coders

Table 2 contains descriptive statistics regarding the number of quotes by each coder, as well as agreement statistics. According to interpretation guidelines provided by the University of Pittsburg QDAP data analysis services, kappa values over .6 are considered to be substantial agreement. Using these guidelines, the coders had substantial agreement in coding the text related to "Constructive criticism". When overlap was included, the "Recruitment" code also had a value over .6, but the relatively small number of quotes likely influences the kappa value. The agreement between coders on the "Benefits/Best parts" code approached a kappa value of .6. For the remaining codes, the coders did not display substantial overlap in their codes. This, in itself, is an interesting finding, highlighting the diversity of understandings that individuals readers may have of the transcripts.

Table 2. Summary of measures of agreement between the two coders of the data.

	Coder		Coder Agreement		Kappa		F-measure	
Code	No. 1	No. 2	Exact match	Overlap	Exclude overlap	Include overlap	Exclude overlap	Include overlap
Andragogy	359	206	151	17	.46	.46	.53	.59
Barriers – Financial	57	50	17	1	.30	.30	.32	.34
Barriers – Non-financial	139	116	61	11	.49	.49	.48	.56
Benefits/Best parts	251	218	134	24	.57	.57	.57	.67
Communications/ Interactions	172	161	76	16	.44	.44	.46	.54
Constructive criticism	155	121	72	26	.62	.62	.52	.69
Defining success	128	138	64	13	.50	.50	.48	.57
Engagement/ motivation	271	190	114	11	.41	.41	.49	.54
Reasons for participating	19	41	11	0	.35	.35	.37	.37
Recruitment	31	38	20	3	.57	.66	.58	.67
Shortcomings/ Worst part	67	37	19	6	.34	.44	.37	.47
Support	102	141	50	12	.34	.42	.41	.50
Sustainability of the Program	35	20	3	1	.09	.12	.11	.15
TOTAL	1786	1477	792	141	.37	.44	.49	.57

As demonstrated by Table 3, the numbers of quotes were not distributed proportionately across the types of participants. Issues related to the structure and content of the course were most frequently addressed by the students and the professors, while issues of student recruitment and defining "success" for the program were most frequently addressed by the program associates.

Table 3. Number of quotes (i.e., exact matched + overlaps) by code and type of participant.

	Type of participant in the study			
Codes	Student (n=15)	Instructors (n=5)	Recommenders (n=11)	Others (n=2)
Andragogy	108	44	15	1
Barriers – Financial	16	0	2	0
Barriers – Non-financial	38	7	27	0
Benefits/Best parts	96	19	43	0
Communications/Interactions	48	5	39	0
Constructive criticism	61	21	14	2
Defining success	19	10	46	2
Engagement/motivation	90	7	28	0
Reasons for participating	3	6	2	0
Recruitment	1	0	22	0
Shortcomings/Worst part	18	2	5	0
Support	43	3	16	0
Sustainability of the Program	0	0	4	0
TOTAL	541	124	263	5

Quotes for Each Code

A brief description of the content of quotes for each code is provided below. While the content of the feedback is grouped into codes, it is important to note that the quotes are often double coded, indicating that the quote was linked to more than one code. In order to provide to the reader a sense of the overlap between codes, the codes assigned to the quote are provided after the quote. In some instances, the audio recording of the interviews was inaudible. In these cases, the transcriber made a note in the text.

Since the results of the agreement between coders suggested variation in individual readers' interpretation of the transcripts, in this section I provided quotes from different participants to describe the content of the transcripts to allow the reader an opportunity to interpret the raw data using their own framework. Please note that the quotes that I chose to include represent different people in order to allow the reader to experience the voice of many of the participants. Please note that names have been changed and some text removed, for the purposes of anonymity.

<u>Andragogy</u>

The text that related to andragogy tended to fall into three subgroups: structure of the course, the professors and the assignments. The critiques in these areas are described in two other codes "Constructive criticism" and "Worst parts" and are not repeated here. Other quotes related to andragogy are presented in this section.

Students reported that they enjoyed the diversity of topics in the program, stories that were linked to course concepts, humor in class and opportunities to share their thoughts on course topics. They needed more structure for assignments, in the form of handouts and formatting guidelines. They reported that it took time to learn to take notes and listen at the same time, occasionally missing what the professor said.

Some of the course topics were more challenging for students. Some student reported feeling "pissed off" when reflecting on the lecture on residential schools, and the injustices that occurred at some schools. A student described her attempt at an assignment

> I did the assignment, kind of. That was the one on residential schools and I was getting right into it, and the more I was getting into it, the more pissed off I was getting at it. And it made me not want to write it cause, I don't know. I was pissed off, but it was just making me realize …so I just kind of put it away and never handed it in.
> Codes: [Andragogy] [Engagement/Motivation]

Students said of the professors

> On the whole, I think they weren't intimidating. They were very down to earth. I always had this image, I don't know, it's just the kid in me. Professors are supposed to be like, you know, high up there on the pedestal, but they were right at our level, spoke to us pretty much at our level of education. I think that we could all understand. They were just "average Joe" to put it in a sense.
> Codes: [Andragogy] [Benefits/Best Parts]

The way she talks made everybody at ease. And she talked about her life. When you talk about your own life, then you get more understanding of things.
Codes: [Andragogy] [Benefits/Best Parts] [Communications/Interactions]

I love music and it was, to me, it was hands on. That's how I learn better, with that. Like doing things instead of just sitting there listening to somebody.
Codes: [Andragogy] [Benefits/Best Parts] [Engagement/Motivation]

I know they have limited time. I know they're doing it on a volunteer basis, so they don't have the time to read over 15-20 papers. I don't know, so I can't comment on that part. But it would have been nice, I guess, to have some structure.
Codes: [Andragogy] [Constructive Criticism]

He was very articulate when he spoke to you, very easy to understand.
Codes: [Andragogy] [Barriers~Non-financial] [Benefits/Best Parts]
[Communications/Interactions] [Defining Success] [Engagement/Motivation]
[Shortcomings/Worst Parts]

He was too calm for me. I need somebody with a little oomph.
Codes: [Andragogy] [Barriers~Non-financial] [Benefits/Best Parts] [Shortcomings/Worst Parts]

With regards to feedback during the course, a student said

Pass/fail will scare some people. As for myself, I haven't been in a school for 20 some odd years, so you get a paper back that says fail on a 2-hr lecture. It would be a little crazy. So I don't know if it should be a pass/fail or maybe just some constructive feedback which would be sort of better I would think.
Codes: [Andragogy] [Barriers~Non-financial] [Constructive Criticism]
[Engagement/Motivation]

Some professors described their class activities and approaches

I was really interested by some of the things that I got back, because there was great imagination at work there. They clearly understood what was going on [subject matter removed to protect the identity of the professor] …There were a group of women who just seem to be having so much fun with it, engaging so much with the whole class. So I really enjoyed them and just watching them kind of get into it. But then again there was a table of women, over there at the back, who were much quieter but were clearly listening when I went over to them, when they were working on something and chatting with them, they were totally into it. ...They were all putting up their hands and offering suggestions and they were good suggestions.
Codes: [Andragogy] [Benefits/Best Parts] [Communications/Interactions] [Defining Success]

I did an overview on [subject matter removed to protect the identity of the professor]…I used to teach it to my second year students in one of my courses. I asked them how they [subject matter removed to protect the identity of the professor], that type of thing. And there was a lot of discussion doing it that way and also telling them that the theories exist and how it compares to their answers and that type of thing. So there was a lot of interest.
Codes: [Andragogy]

Quite clearly this group struggled with their ability to articulate their responses, so you had to be more patient with them. You had to be a little bit more forgiving of repetition in some ways. So I didn't call them on things I may have called my regular students with. So I became more patient as an instructor and realized that the didactic way really wasn't going to work at all. It was just going to be driven by their own sense of worth that they were discovering in themselves - which I do

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sometimes anyway, but I just did it more slowly. The content was exactly the same, I would have done exactly this for the class, but I would have done it with a series of powerpoints as opposed to discovering the way and have them interact with me. So, it reminded me of why I liked to teach. I really enjoyed it. Thank you for the opportunity. I still use the powerpoint [laughter]. I do, because for me it's more convenient and it's also easier to keep a record of what I've taught and I can go back and look at it, whereas what happens on the board often gets erased off the board. I guess I have to find a way of using technology to reproduce that experience a bit better.
Codes: [Andragogy] [Barriers~Non-financial]

I think when I lectured to my students I always get involved because I tell them personal experiences and it's something that they can relate to because I'm like them. I came from a poor background. I didn't have all the opportunities, but whatever was there I took the opportunity. To see these people in that situation where they can take the same opportunity, it made me happy. - and that perhaps they could pursue their career and someday be in a position that I am.
Codes: [Andragogy] [Benefits/Best Parts]

Barriers: Financial

Students reported that the program supports were sufficient to overcome financial barriers. School supplies, transportation allowance, child/ adult care allowance and meals before classes were appropriate.

I didn't need the child care, mine are all older. But I did take them up on the transportation coverage, which was very helpful.
Codes: [Barriers~Financial] [Support]

[School supplies] were great! I would definitely continue doing that. That was good because that's something I can't afford after buying my daughter's school supplies. It's like, there's no money in the budget.
Codes: [Barriers~Financial] [Benefits/Best Parts] [Support]

The bag, binders, pen, and the pencil case, they were all really good things to have. I've been using them every class. I bring my bag every time I have a class. And I notice that most of the people in the class are too. They're bringing their bag all the time.
Codes: [Barriers~Financial] [Engagement/Motivation] [Support]

When asked if the childcare allowance was sufficient, a student said

Ya, absolutely. More than enough. Every time I'd go and pay her, she's like, 'that's too much'. I'm like, that's what they give.
Codes: [Barriers~Financial] [Support]

While the removal of barriers for students to attend the Humanities 101 classes was successful, there was apprehension regarding taking the next steps in students' educational journey.

I still haven't gotten to the financial aid office yet. I don't know why I keep putting it off, but I mean to look into funding. I'm a little apprehensive whether I can get funding, I guess. I'm afraid they're going to say no. That's probably why I'm not going.
Codes: [Barriers~Financial] [Barriers~Non-financial] [Engagement/Motivation]

I want to try and get into a computer course. And I have a number for the Lakehead Learning Centre for Adults. I was going to try and go there and find out if it's a free computer course. But there's a girl that's going there now and she said 'I don't think it's free'. So I went 'whoops'.
Codes: [Barriers~Financial] [Engagement/Motivation]

Well, if university wasn't so expensive I'd come here.
Codes: [Barriers~Financial] [Support]

Barriers: Non-financial

Non-financial barriers for students included feelings of anxiety at the onset of the program, personal circumstances (e.g., moving, family crisis) and diagnosed learning challenges. Other non-financial barriers were presented in the "Worst parts/Shortcomings" category, where students elaborated on some lack of familiarity with specialized vocabulary associated with some content areas.

I was terrified to come. I have bad anxiety and I was terrified of what people were going to be like here. But coming here I realized that a lot of people act a lot more mature than in high school and I just thought it was going to be a continuation of high school. So I think it's just realizing that it is a more mature place that you expect and there are all different kinds of people and different kinds of teachers and just in general, different. It's a different thing, I guess.
Codes: [Barriers~Non-financial] [Benefits/Best Parts] [Defining Success] [Engagement/Motivation]

At first I felt uncomfortable, but after the third class, I actually started feeling more like home kind of thing.
Codes: [Barriers~Non-financial] [Communications/Interactions] [Reasons for Participating] [Support]

It's not as bad as I thought it was going to be. It was really scary. Because the first night when we were coming, we had stomach aches. Let's not go, let's not go, but we came.
Codes: [Barriers~Non-financial] [Defining Success] [Engagement/Motivation]

I didn't know what to expect actually when I came here. I thought that it was going to be I don't know, like, more like coming to school like I was in high school. You know you have this set curriculum or whatever. That's what I thought it was going to be like, but once I came here it was different and actually I enjoyed it. A lot of the topics have expanded my mind. Pretty interesting.
Codes: [Andragogy] [Barriers~Non-financial] [Benefits/Best Parts] [Defining Success] [Engagement/Motivation]

The only thought maybe for myself, when I was doing assignments, I'm not a very good typist so I just hand wrote my assignments, which I guess is acceptable. But I felt in university I should be typing this. This doesn't look too professional, having handwritten assignments. If I had more computer skills maybe it would have been better for the fact of doing the assignments, but it didn't hinder me for attending classes.
Codes: [Andragogy] [Barriers~Non-financial] [Constructive Criticism]

?… family crisis…--?--- I was waiting to hear word. From Winnipeg my grandpa send for her, had --?--- heart disease --?--- 2 weeks.
Codes: [Barriers~Non-financial]

I have problems with sounding words with the way they probably sounded, so therefore my spelling reflects that big time.

Codes: [Barriers~Non-financial]

If I was to come full time I was thinking it would be rough on me because I'm not used to that pace, eh. I'd have to get used to it. I'd have to get in better shape. But, I'm ready for it.
Codes: [Barriers~Non-financial]

A program associate noted the following non-financial barrier for the student she recommended

She was nervous about speaking. That's cultural. But she said when she did and got the right answer she felt really good. That it was very rewarding for her. So that was neat. I thought that was really good. And at times it was a bit too fast paced. She found it just a little bit too fast. And she was very proud of the fact that she had written a couple of essays - that she had done a good job on that.
Codes: [Andragogy] [Barriers~Non-financial] [Benefits/Best Parts] [Defining Success] [Engagement/Motivation] [Shortcomings/Worst Parts]

Benefits/Best Parts

Students said that the best parts were: (a) feeling good about being in school, (b) learning, and (c) specific lectures or lecturers.

It just made me feel good.
Codes: [Benefits/Best Parts] [Defining Success] [Engagement/Motivation]

It just felt so good to be there. Just because it's the university.
Codes: [Benefits/Best Parts] [Engagement/Motivation]

I think my best part is bragging rights. I'm doing university and it turns from me displaying that I was doing it too, well, I'm doing that. And I can do this! Like, it wasn't just bragging anymore, it was I can do this. So I think it really opened the doors to the possibility that I can do higher education. Because I was told my entire life not to bother. I couldn't believe that I got into the Native Studies essay. I've gone just from bragging that I have a student card and I can get student discounts to I'm going to university and I'm learning. I think that's been the best thing. I feel like a student now.
Codes: [Barriers~Non-financial] [Benefits/Best Parts] [Defining Success] [Engagement/Motivation]

I think it was just learning about things that I never learned, never got a chance to learn.
Codes: [Andragogy] [Benefits/Best Parts] [Defining Success]

I liked the social work. He put a little bit of history and everything else into his lectures. I think he's my favorite because he was realistic. He had a lot of reality to talk about. And social work is a really interesting field. I liked how they added humor into it. They added interest into it and more enthusiasm in different parts.
Codes: [Andragogy] [Benefits/Best Parts]

I think the best part of the course was the opportunity to get out and listen to different professors and just get a feel of what a lecture would be like. Just have a little more knowledge as to what university's going to be like in your class.
Codes: [Andragogy] [Benefits/Best Parts] [Defining Success]

The best part was just being inspired to get digging more into books and research and learning and meeting other people too, was a very good part of it. Younger and older, finding out what people are doing, different avenues you can take.
Codes: [Benefits/Best Parts] [Engagement/Motivation]

Coming here actually opened up my eyes
Codes: [Barriers~Non-financial] [Benefits/Best Parts] [Communications/Interactions] [Engagement/Motivation]

Professors reported that the best part for them was when they saw the students' eyes light up. They welcomed the challenge of lecturing to students of great diversity in ability and interests, as well as affirming the students as learners and contributors to the class.

What did I get out of it? I loved doing it.
Codes: [Andragogy] [Benefits/Best Parts] [Communications/Interactions] [Engagement/Motivation]

It made me reassess to some degree the value of community, because I knew the students weren't regular students so it felt like a community outreach thing to me. So I felt really good at the end of it. I think I connected with some of them. And I felt very… it's very interesting students don't always want to be in the classroom that you're in and they have to be there because it's part of the program or they may be having a bad day. These people weren't having a bad day. They were having a really good day. So I think they felt more, very grateful and I felt that gratefulness in some ways. And it was a really wonderful feeling at the end of it. But I don't know how long I could have sustained it though because it took a lot of energy out of me. Much more than I'm used to. It was nice though.
Codes: [Benefits/Best Parts]

It's always good to having to personally adjust my teaching to realize that some of the ideas that I guess I take for granted, you taught it so long, or been aware of it for so long that you think it's common knowledge and then when you expose students who haven't thought through or conceived those ideas in the same way that, it kind of takes you back for a second that this isn't common knowledge as I thought. So in that sense, it's refreshing I guess to be reminded again.
Codes: [Andragogy] [Benefits/Best Parts]

What did I get out of it? Seeing the graduates. A couple of them I knew from out there. Like one lady I knew her from seeing her at the bingo hall or on the street here and there. I saw her and knew her just by name. Then when I saw her and her family there, she looked really happy and came all the time. That gave me some sense of happiness that this program is doing something for somebody. And at the end when she graduated she looked really radiant and her family too, looked radiant for her. I don't know what her plans are in the future. The other thing, there were other young Native women there that asked me questions about where I am today, and how I got there and that they too were interested in pursuing more education next year, like getting into a college or something. Like if I could do it so could they. So that kind of gave me a pleasure to know that.
Codes: [Benefits/Best Parts] [Defining Success] [Engagement/Motivation]

I mean this was like that breakthrough, was like a - and I thought, that was a highlight for me. I mean I saw the look on their faces. It was an affirming look and it was like, it was asking them to accept the student role.
Codes: [Andragogy] [Benefits/Best Parts]

This professor elaborated on the benefit of teaching in Humanities 101

I take hope. Every time I have this kind of experience, I have another story I can tell my students about why they should care. Because most stories out on the street don't end this way. Most stories out on the street are bitter and horrible and terrible. And by the time we get to people, they're so scarred, they won't come anyhow. And here were some people prepared to walk beyond those scars - and, and risk. And part of me thought, thank you. You give me a gift every time you do it. I take hope again. You remind me, and I need that reminder.

Codes: [Benefits/Best Parts] [Engagement/Motivation]

This was linked to his thoughts on the role of a professor

We get involved in an academic world. When I'm in my room, I can get off into research and get off into ideas and I, I fall in love with these ideas and I work them and I think about them and I go to conferences. And the people I talk with want to know and they're just dying to find out and afterwards they pat me on the back and say 'what a great job'. And you know, you, you kind of start to feel like you know something and feel good about yourself. You think someone else cares. And we sell our books and we do all our stuff as academics and I live a world that, you know, I don't face hunger. I don't face unemployment. I could retire for the rest of my life. I love my colleagues and I deal with people, most of them have Ph.D.s, and I deal with people who are leaders in their field, and ah, I can quickly forget what the life is like for people who are on the street or people who, whose exits are starting to get pretty few. And poverty starts to become everything they know. I mean, I, I forget that. So I often put myself out in the community. I don't just do it in this course. It brings me back. And I and I remember what this is all about. And it isn't about and A or a B or a C. It's about these human beings.

Codes: [Andragogy] [Benefits/Best Parts] [Support]

Program Associates stated that the best part of the program was seeing the students they recommended engaged, happy, active, stimulated and motivated to continue their education.

Communications/ Interactions

In general, the communications surrounding the program was reported to be adequate. Students reported a desire to have icebreakers or other in-class communications in order to become accustomed to speaking in class and sharing their thoughts. Students reported that quite a bit of communications about the program took place outside of class, at the smoke breaks as well as with their service agent or family. This was a source of support for them and a means to clarify questions or express views. Since there was significant overlap between the quotes that were coded as "communications" and those coded as "support", I refer the reader to the "support" section of this document to see examples of student comments regarding support and communications.

Students also wanted to gain clarity on the roles of various people in class; the Program Director, the professors as well as other support people in class. This would help them to understand how individuals are related to the program, why they are there, and in what capacity they serve the students.

Like in the classroom, get to know each other, the other students. Like say Hi, I'm Gail, and tell a little something about yourself or an icebreaker or something.

Codes: [Andragogy] [Communications/Interactions] [Constructive Criticism] [Shortcomings/Worst Parts]

I don't know. I'm very confused about the mentors. They kind of sat quietly in the class the entire time and didn't interact with the students or barely say anything to us. So I think as to what their role this year, I think they were seat fillers and I'm not insulting them but, I think pretty much that's all they did. And it's nothing bad on them, it's just they weren't given the opportunity to really do anything. The smoke breaks everybody just going out and smoking and coming back in and the class is done and you know, you just notice that even during the smoke break, they sit and gab with each other. So I think it's a good idea having mentors, but they would have to take a little bit more of a front row seat.
Codes: [Andragogy] [Communications/Interactions] [Constructive Criticism] [Shortcomings/Worst Parts]

Another student said of the mentors

They were, like, interested in your stories. When we had group activities, they were right involved and they were just like, they didn't, how would you say that, they didn't seem like mentors when they were in the group. They just seemed like part of the group. They didn't outcast us or anything. They were involved. That was good.
Codes: [Andragogy] [Benefits/Best Parts] [Communications/Interactions]

Constructive Criticism

Students reported that more structure was necessary for assignments. They wanted more interaction in class and would like a PART 2 to the program with expectations that are consistent with a regular University course - this includes receiving credit for successful completion of the part 2.

I'd like to be taking part more
Codes: [Andragogy] [Benefits/Best Parts] [Constructive Criticism]

More give and take, more energy between us, more purpose,
Codes: [Andragogy] [Constructive Criticism] [Shortcomings/Worst Parts]

Maybe they could have handed out paper for what they were going to talk about exactly
Codes: [Andragogy] [Constructive Criticism]

My only recommendation is more regular assignments to get you into the more realistic feel of what university is going to expect of you.
Codes: [Andragogy] [Benefits/Best Parts] [Constructive Criticism]

More instruction for assignments. When I was at home writing, I didn't know if this is right. Usually I put more into it and this one I never did because I wasn't sure what I was doing. Not clear.
Codes: [Andragogy] [Barriers~Non-financial] [Communications/Interactions] [Constructive Criticism] [Shortcomings/Worst Parts]

Maybe say 5 assignments. Not for every class. I think it would be overwhelming, but maybe 5.
Codes: [Andragogy] [Constructive Criticism]

I would have liked more structure, as in certain things asked of us by each of the professors.
Codes: [Andragogy] [Constructive Criticism]

There's nothing I'd really change except maybe having it twice a year. Not to sound too greedy, but to have part 2 to this course. I feel like I'm just getting into it.
Codes: [Andragogy] [Benefits/Best Parts] [Constructive Criticism] [Engagement/Motivation] [Reasons for Participating]

I think it's too short.
Codes: [Andragogy] [Constructive Criticism] [Shortcomings/Worst Parts]

I think my one major idea was to have one of the professors or even a few of the professors invite the class to one of their lectures.
Codes: [Andragogy] [Constructive Criticism]

I don't know if some of the other programs were actually given credit to the people that finished in one of these courses, but I would love credit. Maybe. But I think you would have to have a lot of stipulations on it, like, you have to get your homework done. Like, this year it was, like, it's optional, where you'd have to make it you'd have to say that you have to do the course and you have to do the homework and that's going to scare some people away. I don't know. Maybe starting a Humanities 2 program or something.
Codes: [Andragogy] [Constructive Criticism]

I think the room could be a more considerable sitting room. ... I thought when I first was going to come here that it would be like a big silver screen movie theatre.
Codes: [Constructive Criticism] [Shortcomings/Worst Parts]

Professors offered the following constructive criticisms

I would literally make sure that they understand that they did something really important.
Codes: [Constructive Criticism]

One thing that I would do differently is come with my assignment already prepared and I hadn't done that. I think more people might have done it if I had it ready to give them. I mean I gave it to them verbally, but that wasn't helpful and it's not helpful to any student just to get a verbal explanation of an assignment. They need it clear explanation of what exactly is expected and I know that so I should have done that.
Codes: [Andragogy] [Constructive Criticism] [Shortcomings/Worst Parts]

The thing with assignments, if I'm thinking of these students as being first year students, I would spend time helping them understand how to do assignments. And I would spend time teaching writing skills and talking about how to write an essay for my particular discipline. And I don't have that opportunity given the way the Humanities 101 program is set up. So if we were going to do that, maybe we need to build in some classes that were about writing at university level, maybe giving them access to some resources for grammar and that kind of thing. Also teach them research skills. It doesn't seem fair to just parachute in and say, I'm a professor, here's what we do in my discipline, here's your assignment, and good luck with it. I wouldn't do that to my first year English students. I would give them a lot of assistance.
Codes: [Andragogy] [Constructive Criticism]

If we could be exposed to the students sooner - to have a general idea of who they are and that type of thing. Whether we all show up at the first class and people introduce themselves or have coffee/tea kind of social. Something like that, just so that it's always, for me anyway, that unknown of who your audience is plays a big role.
Codes: [Andragogy] [Communications/Interactions] [Constructive Criticism]

If it's still going to remain one course, and multiple people teaching it, we could all agree on a theme or some kind of, a continual assignment kind of thing where they start with a, it just gets them into the library to do a little research for me, a little research for someone else or something like that. But it's all around the same theme. And they could be involved in picking the theme, but they all have a consistent use of the library. I would love to see them come and have their dinner, come to the lecture, and then maybe take an hour and go to the library to do some of that work. If they could find a place where they could do it collectively even here or somewhere, maybe they can write something together.
Codes: [Andragogy] [Constructive Criticism]

I think you should have had your professors come back and talk in a group about our ins and outs and experiences
Codes: [Andragogy] [Communications/Interactions] [Constructive Criticism]

Program associates had few constructive criticisms, although some identified the need for a second semester option for some of the students

If this was to continue in January, people would be more into the mainstream of university life, I think it would be great. Probably only half or maybe I don't know the demographics of the class, probably not all of them would make it.
Codes: [Andragogy] [Constructive Criticism] [Engagement/Motivation]

The only thing is, once you remove all the barriers, is that realistic of what the university life is like? I know that wasn't the intent. I mean this was an introduction which was great. Maybe part 2 should be letting people continue on.
Codes: [Andragogy] [Barriers~Financial] [Barriers~Non-financial] [Benefits/Best Parts] [Constructive Criticism]

I think that the curriculum needs to be refined and that there need to be expectations.
Codes: [Andragogy] [Constructive Criticism]

Defining Success

Students reported a diversity of successes. These included recognition from family, friends and other community members who were impressed by their involvement in the Humanities 101 program. Examples of these quotes are provided in the code entitled "Support". Another form of success was engagement, motivation to continue on their education journey and increased self-confidence. Through the Pathways session held mid-program, many students made connections to educators in the city that might assist with their transition from the Humanities 101 program to another educational program. Some examples are presented below. This is followed by quotes from program associates and professors, who offer their own perspectives on defining success for the Humanities 101 program.

The reader should note that the definition of success for this program is very closely related to other codes, specifically "engagement/motivation" and "benefits/best parts". The reader is encouraged to review these sections for alternate quotes related to the definition of success for the Humanities 101 program.

Humanities 101 opened a door in my life that I never even knew existed. Before taking this course, I never dreamed that I could ever pursue a post secondary school education or ever look

forward to having a career. The different topics discussed in Humanities 101 took away my negative thoughts and fears about being in a classroom again after a twenty year absence. I really enjoyed the English class and this was the topic I had the most fear of and I did the worst at in school. The teacher was very friendly and made it enjoyable. I also enjoyed the Native Studies class. I have a much better understanding of the hurdles our native population have faced and continue to face. My favorite class was Psychology. I enjoyed this class so much in fact that I have chosen to pursue a career in the social work field. Without Humanities 101 I am sure that I would not be where I am today.

I got a lot out of the aboriginal studies. Things that I wasn't aware of and made me look at my stereotyping, my racism, my prejudices, and opened my eyes a lot. And now I find that I'm not tolerant when, before if I heard a racial joke I'd just sort of wouldn't say anything, but now I'm stepping up and saying, hey that's not right, you don't understand where they're coming from. So I think it's opened my eyes a lot. I didn't realize I had those particular prejudices. That was an eye-opener.
Codes: [Andragogy] [Benefits/Best Parts] [Defining Success] [Engagement/Motivation]

It got me very interested in a lot of the subjects, the social work, the aboriginal studies, even the philosophy which was hard to get my head wrapped around. But ya, I think it sparked a lot of interest.
Codes: [Benefits/Best Parts] [Defining Success] [Reasons for Participating]

The thing that I got most out of it? I just like to learn whether I get a certificate or a degree somewhere down the road, I just like learning. So I don't really measure goals, per se, as to, I'm going to take 4 years and do this or that. I'm just excited about learning. But it's got me thinking if I do want to go further. So that part was good.
Codes: [Benefits/Best Parts] [Defining Success] [Reasons for Participating]

After this course? I want to look into either going to college or university. I know I don't have my level 5 English. I have my grade 12. I graduated grade 12 back in 79. So it's a little outdated. And computer skills I need to get. So I think in between deciding what I want to take, perhaps next fall I'd like to take some computer skills classes and look into maybe getting that level 5 English. So it would be easier to apply for university.

What do I want to do? I'm going to work full time for another 6 months and then in the meantime as I'm working I'm going to go for my upgrading for English and math and then apply to the college and then start my degree in automotives.
Codes: [Defining Success] [Engagement/Motivation]

I think it's great. When we got our little ID card, we were so proud. We went and showed everybody.
Codes: [Benefits/Best Parts] [Defining Success] [Engagement/Motivation]

I knew I wanted to eventually come back to school. I just wasn't too sure when or how I was going to do it. Stuff like that. And then when we had that information session I found out that I only needed 6 more credits to graduate high school. That made me think even more about going back to do that. And I can get that done and, I'm just excited talking about it.
Codes: [Barriers~Non-financial] [Communications/Interactions] [Defining Success] [Engagement/Motivation]

I want to continue my education. I'm going to the college next to try to get into early childhood education. Right now I'm just going to the literacy group for upgrading and then I'm going to go to the college.
Codes: [Defining Success] [Engagement/Motivation]

Felt good. Felt optimistic, which I usually don't. It just felt good being in a healthy environment, such as the school.
Codes: [Barriers~Non-financial] [Benefits/Best Parts] [Defining Success] [Engagement/Motivation]

Just connecting. I got a lot of information from people from the College. I got phone numbers on who to phone. The lady just made me feel like it was okay for me to go and apply.
Codes: [Andragogy] [Benefits/Best Parts] [Communications/Interactions] [Defining Success]

Program associates reported a variety of success stories for the students they recommended. Further to the quotes below, please note that at least one student from the pilot program is currently enrolled at a local college and continues to study there. In personal communications, she has expressed her interest to come to Lakehead University after completing her college program.

I think the best way to determine success would be to ask the people who participated. And I think they would be able to best give you their measures of success. I know my measure of success is whether or not the person thought it was a positive learning experience or a learning experience at all.
Codes: [Communications/Interactions] [Defining Success]

I asked him how everything went, and he said he loved the program. He loved it. He wished that it would continue. Six months ago he said he would never pick up a magazine or book and read it. And now he goes and looks at journals and he reads them. He says that he's never done that before. So one positive thing that came out of it is he will pick up a newspaper and read which before he would never read. So, I mean, that's one big positive thing.
Codes: [Benefits/Best Parts] [Defining Success] [Engagement/Motivation]

Afterwards she was talking to me about future plans to enroll in school and goals that she wanted to started reaching for now. And she even said that she didn't really feel like she was going anywhere until she had the option to take this course. And then that's when she realized, well, I can do this, I can do that. Now she's actually going to do it. She's just not sitting back. Oh it's definitely fantastic.
Codes: [Benefits/Best Parts] [Communications/Interactions] [Defining Success] [Engagement/Motivation]

I use the word growth and real successes. Same terminology to some degree. Not everybody is going to register in university next semester, but for that person, --?--- job, there may be other people who just get exposure, you know, just come out of their own shell, just this little bit. And their self esteem increases - going on to things like volunteering work or whatever. And this is success.
Codes: [Defining Success] [Engagement/Motivation]

I guess on one side going on and taking a course would be a definite, would be a measurable piece of success if they signed up for something at the college or the university after this. It could also be just spurring them on to finish something else that they haven't done before. There's a lot that you wouldn't be able to measure.
Codes: [Defining Success]

I think it gave her an opportunity to think about things differently.
Codes: [Benefits/Best Parts] [Defining Success]

Even if one person out of that whole class succeeds, it's a great success. And that's just the way I look at it. Now she's been interviewed for a job at WalMart. That's a great step forward for her cause she never thought she had the nerve to. She's taking lessons now to operate computers, so

she can work in the system at WalMart. She said it was because of Humanities 101. So she's doing it. That's good. She's trying to make a better life for herself. You know the most important thing? That you come and talk to them.
Codes: [Barriers~Non-financial] [Defining Success] [Support]

After the graduation we went back and we got him a really nice frame for his certificate, and then we gussied him up and took a real nice picture for him to send to his mother for Christmas. That was so neat eh. He's just like beaming holding the certificate. I think it really had sparked his interest in learning because he did a library card and he's taking out all kinds of books on history and stuff that he's really interested in. So that's a good thing.
Codes: [Benefits/Best Parts] [Defining Success] [Engagement/Motivation]

Professors said of success

They were totally into it and they were all putting up their hands and offering suggestions and they were good suggestions. So to me that was a sign that the class was successful in the sense that we went from, ok, here's sort of the nugget of what I want you to be thinking about today, to let's try this with it, let's try that with it, here's a full blown application of this particular kind of knowledge. And they were totally into it.
Codes: [Andragogy] [Benefits/Best Parts] [Defining Success] [Engagement/Motivation]

20 signed up and 16 kept coming back. So that there is something. Some of them will go on to college and/or university next year as a mature student. That's our story.
Codes: [Benefits/Best Parts] [Defining Success] [Engagement/Motivation]

I saw eyes light up and that really tickled my fancy because I knew people heard what I was trying to say. And I was trying to say it in a way that humanized it. When I saw the reflection, which is what I was hoping to achieve, I think it allowed people then to re-examine world views and re-examine personal and self views and soulful views and my hope is that it would just be the beginning. It would just allow them the courage not to be afraid. And that's what I tried to do. You know, you can't measure that.
Codes: [Andragogy] [Communications/Interactions] [Defining Success] [Engagement/Motivation]

This same professor elaborated

I think success in this program is if we've touched the constructions that have kept them and removed them from society. If there's been one little ding put in that armor, we are more than successful. I'm sure students had changes in their life. If any them have gone to college or university, or gone back to high school and finish up, then you're more than successful.

Engagement/ Motivation

The quotes coded as engagement/motivation tended to be coded also as definitions of success and best parts. I refer the reader to these codes to get a few more examples of quotes that were coded as engagement/motivation.

Some students did not explore the university while others did use the facilities. When students reported engaging in university life, they went to the library or used their computer account to access the internet. Access to the library was important, not only for their own academic interests, but of their families interests as well. One student described her experience

I'm so proud of myself. My daughter needed help to get something for an assignment in high school, she's taking sociology class. I can do that. I can get some stuff. So I went in there all by myself to the library, found out what she needed, even asked for help at the desk, photocopied everything and brought it home. Then I found out that I photocopied the wrong stuff. It was an experience and it wasn't so bad. I can go in there. But you know I still haven't gone into the main building. I like this little building here. It's not so big, it's not easy to get lost. But I've lived in Thunder Bay for 18 years and this is the first time I've ever been in the university.
Codes: [Barriers~Non-financial] [Defining Success] [Engagement/Motivation]

I went on the internet and looked up stuff.
Codes: [Engagement/Motivation]

Students reported motivation to continue their education. For example

Well, coming back felt like being back in high school at first. That was my first reaction. Coming in this building and once I got into that class over there, okay, there's the tables, here's the blackboard or the chalkboard and professor of course, seemed like high school to me again. But because it went so fast. I like it. I hope it goes good for me later on in college.
Codes: [Andragogy] [Benefits/Best Parts] [Engagement/Motivation]

I would like to come to university. If I have to go to college I would, but I would like to come here. I'd really like to work with social work with handicapped kids.
Codes: [Defining Success] [Engagement/Motivation]

Students also reported engagement that was culturally-based. For some students, this was stimulated by course content, while others said it a product of being on campus.

The one class that really did that was the Native Studies class. The whole Japanda game really opened my eyes to the reality that the Native people went through. I know what they went through before but I never really put myself in their spot. So I think that was probably the biggest eye-opener. I remember Japanda. It, ya, I think that was a huge, huge eye-opener.
Codes: [Andragogy] [Benefits/Best Parts] [Engagement/Motivation]

I like the native studies one. The Japanda game. I don't know, it really hit me. Something that I'd love to learn more on. Just the fact that it made me realize even more on how our, my culture was stolen. Like, I don't know, however long ago it was. I just realize it more.
Codes: [Andragogy] [Benefits/Best Parts] [Engagement/Motivation]

I don't know. I think it's pretty interesting. I never realized how many different races we had in Thunder Bay. Like I've lived here all my life but just coming here, I mean I've seen so many different kinds of people walking by and it just shocked me.
Codes: [Engagement/Motivation]

Professors reported that they could detect when students became disengaged. This tended to happen for two reasons – either the students were not following the vocabulary/concepts of the lecture, or they needed to have a smoke break. Professors reported that concrete applications of concepts with opportunities for student dialogue tended to result in more engagement in class. See the section entitled "Andragogy" for samples of quotes.

<u>Reasons for Participating</u>

The reasons for participating in the program were articulated by students, typically as statements of reclaiming educational goals or reclaiming a part of themselves.

> I was interested in attending university and thought it would be a good idea to come in and see what it's all about. We're on a first-name basis now.
> Codes: [Reasons for Participating] [Recruitment]

> It just felt good being in a healthy environment, such as the school. I don't know, I think it was something that I felt I should have done, but because of my learning disability and that, I just refused. Once I finished grade 12 that was all the schooling I chose to indulge in. Now it's something I should have done a long time ago.
> Codes: [Benefits/Best Parts] [Defining Success] [Engagement/Motivation] [Reasons for Participating]

> I'm kind of like, wow, I actually went back to school because I always wanted to come back. Just that feeling of being here made me feel good.
> Codes: [Benefits/Best Parts] [Defining Success] [Engagement/Motivation] [Reasons for Participating]

> I got to do something for myself not for everybody else now. That's what I'm trying to do. Look after me, not go for this one, run and baby-sit for this one, run and do this one's housework. I don't have time for myself and now this is my time.
> Codes: [Barriers~Non-financial] [Engagement/Motivation] [Reasons for Participating]

The reasons for participating in the program that professors reported were rooted in both personal and professional experiences. The foundation of the program appeared to be consistent with the experiences of the professors.

> I agreed to volunteer because it sounded like an excellent initiative. Access to university education is something of concern to me and I was delighted to see that somebody was doing something active to try to do something about that issue.
> Codes: [Reasons for Participating]

> I myself was a mature student. When I was younger I was married with kids in an abusive relationship and I wanted to go back to school. At that time there weren't any programs available - not even child care. So I looked around for help and eventually found my way because of some people who were helpful...Because of that chance I got, when I heard about this Humanities 101 course to be offered… I was interested in helping out.
> Codes: [Reasons for Participating]

> It's all learning and I don't need a wall to tell me which side I'm on but I get put on that side because I have a PhD and all the rest of it. I hated this institution ever since I've joined it. Not Lakehead but the whole institution of higher learning. I don't like the word higher. I don't like the word subculture. And I'm learning that these words have connotations to them that just don't resonate anymore for me. And I'm getting older and I want to do something about it. So part of the --?--- thing is being motivated by removing myself from the university and forcing myself into the community and not being didactic. So this was wonderful. It's funny because it reminded me of something I used to say to myself all the time that I had forgotten, which is, if you're so smart you should be able to show people anything, anytime, anyway without making them feel bad.
> Codes:[Constructive Criticism] [Reasons for Participating] [Sustainability of the Program]

Recruitment

The recruitment code covers both the recruitment of professors as well as the recruitment of students for the program. The first part of this section describes the recruitment of students, followed by the recruitment of professors.

Program Associates described the recruitment process for selecting students for the program. The recruitment criteria set by the program were that students were over 17 years of age and could read a newspaper. The quotes below include a description of other qualities that Program Associates considered in recommending students for the program.

> I remember reading the criteria of the candidates that were to be chosen, he fit the program perfectly. And I said this is for you. Just give it a try. There's going to be a lot of support. I'll support you. It's a pilot project. There was a little bit of risk, but not a lot of risk. So this way here he would feel comfortable. It's something that he could say to himself, I can challenge myself on this. Am I ready for this? Is this going to be for me?
> Codes: [Recruitment] [Support]

> The thing is that I had a lot of students that I had in mind, but since I work with a lot of transient population, half of them were here, some of them took off, they were afraid, things like that. I wish I could have invited more than just one or two.
> Codes: [Barriers~Financial] [Barriers~Non-financial] [Recruitment]

> Our program operates on a consensus of voluntary involvement. We just left it open and asked that anybody who's interested to sign up. So from that we went to a mini-interview process and looked at the criteria which were pretty simple. A lot of people read the criteria and it was a real tough decision. We had a lot of people who wanted the opportunity. We looked for eagerness. Is that what they want? Because we're coming from a mental health background, we want to make sure that it was a person who if their illness at that time would, as much as we could predict, be able to do it. We were hoping that we would have someone who would follow through. Not just seeing it was a great idea and then drop out. For us if we have someone who is doing a lot in the program, it's a good indication that they will follow through and will finish the course.
> Codes: [Recruitment]

> We spoke to a number of the staff about possible candidates for this position. And amongst the staff we came up with a number of options and we all decided that she was a really good person to put forward. And so I thought that she would be comfortable doing it, shy, but comfortable, that she would get a kick out of doing it. She had shown in her course work that she really enjoyed writing and from a lot of experiences that I've had with her, I thought she was very bright and that given the opportunity she'd probably do well in something like this.
> Codes: [Recruitment]

> I had asked the literacy program who they would feel would be the best candidate and they felt that Joan would be the best out of the whole literacy program.. I could see that she was someone that really wanted to advance herself in her education.
> Codes: [Recruitment]

> One was selected specifically by one senior counselor who was aware of a person who was interested in postsecondary. The other was a young man that I had been working with for awhile and the selection process was made based on opportunity and the information that was provided to me about the program. I read some articles about the pilot projects launched in other cities and when the opportunity came up locally for somebody to participate, specifically with the one fellow, I suggested that he might be interested and he got some more information and was very much in favor of attending. The recommendation was based on the information available to me and the needs of the

client. When people come along who have an interest in postsecondary and express that, we try to make use of what resources that are available to us. And at the time, this happened to be a resource that fit perfectly.
Codes: [Communications/Interactions] [Reasons for Participating] [Recruitment]

First of all she was obviously an intelligent person, so and I thought that she would be stimulated by the information that was going to be presented. Her interest, her voiced interest in wanting to do it indicated that she might be in the course for the duration.
Codes: [Communications/Interactions] [Recruitment]

I first heard about the program from my friend who thought that Dan would be an excellent candidate just because he's a pretty smart guy and had a lot going for him. And it figured it would be really good for his, I don't want to say self-esteem, but for his confidence.
Codes: [Reasons for Participating] [Recruitment]

He needed some confidence and he's very intelligent and was just kind of wasting. He never had an opportunity to further schooling and I knew he could do it.
Codes: [Barriers~Non-financial] [Recruitment]

Professors were recruited for the program based on their reputation for excellence in lecturing. Some of these professors were involved in the operational planning of the program. Professors volunteered to lecture, they were not paid and their course load was not reduced as a result of participating in the program. Professors described their recruitment.

I first got involved in the planning stages of Humanities 101 when I was asked to take part. I'm probably, cause of my Native background, you needed someone from that area. So I was in the planning stages, then I was asked to participate in the teaching and I accepted.
Codes: [Andragogy] [Reasons for Participating] [Recruitment]

I agreed to do it, to be honest, with some trepidation because I thought, I don't know this group of students. I think it's going to be a group of students that I'm not accustomed to dealing with. For many years I've been teaching a certain set of students and, of course, there's diversity among those students. But I didn't know what the level of ability would be and with other university classes I've taught, the level of ability does vary, but there are certain expectations in place and they have to pass certain tests as it were and have certain qualifications to get in. And with this, the only qualification was that they had to be able to read a newspaper. And that doesn't tell you a whole lot about what else they might be able to do and what other kinds of abilities they might have or not have. And so I wasn't sure what to expect there. I wasn't sure what their attitude was going to be towards the program, although given that it was voluntary I figured it would be fairly positive. I was amazed at how, why I was amazed who knows why, but, I was amazed at how instantly they seemed engaged with what I was talking about and happy to participate in ways that sometimes my other university students are not always so engaged. So my experience of it was that it was just delightful to have a chance to interact with students I don't normally get to interact with.
Codes: [Andragogy] [Benefits/Best Parts] [Communications/Interactions] [Engagement/Motivation] [Recruitment]

My involvement began with my graduate student who got really interested in this and in discussions with him and then with the Program Director, I became involved. I joined the planning committee. Then I was asked if I would teach in the program and I volunteered to do two sessions.
Codes: [Recruitment]

When asked to elaborate on his recruitment, a professor said

Well, first of all, I was really pleased that someone … was interested the real life experience of people who are living outcomes of social policies and many street people are simply people who have… experienced life's difficulties to the point that they become non-members of the working and the social community. And so they pull themselves away. And I think every extension that's positive and that recognizes this becomes an important thing ... But more importantly was the philosophy of the program. That's what attracted me to begin with, because it was respectful. It began with where street people were and wanted to know their opinion. They were a driving a force in its design. They were a driving force in our determination of topics. And, giving them that kind of voice is just one of those very few social occasions where the dispossessed actually have an opportunity to join. And I think it's just really positive thing, so on the basis of that, I was really happy to join. And Christina's [Program Director] incredible leadership played a very important role and her openness to different ideas and different people was really important.
Codes: [Andragogy] [Engagement/Motivation] [Recruitment]

Shortcomings/ Worst Parts

The worst parts for students were when they didn't understand the content area being covered by the professor.

Well sometimes [it was scary]. I didn't really know what they were talking about. But sometimes, here and there…
Codes: [Andragogy] [Shortcomings/Worst Parts]

He used very technical words and then when he was explaining those words, he used other words that were other technical terms that were way above my head. I had no idea what they meant. Staying focused in that class was impossible. I never sat and doodled before. I've usually been able to take notes, but I couldn't even say the words, never mind trying to write them down on a paper. He just wasn't, I don't know, he's just too smart. I don't know what it is, but me, I couldn't understand. If I had to make a point on anything that he spoke of, I couldn't even think of one. It was just a really difficult class.
Codes: [Andragogy] [Barriers~Non-financial] [Shortcomings/Worst Parts]

When you're doing something like that, just take it a little bit slower because we've never really dealt with, like, learned anything like that. And they were using really big words, just going really fast like as if we knew what we were supposed to learn and we didn't.
Codes: [Andragogy] [Barriers~Non-financial] [Constructive Criticism] [Shortcomings/Worst Parts]

An area of shortcoming of the program was expressed in students' desire to have icebreakers or other means to establish the new class community.

There's another thing you know we should have, maybe when we first start, we should get to know other people first, the one first day maybe - talk to other people.
Codes: [Andragogy] [Communications/Interactions] [Constructive Criticism] [Shortcomings/Worst Parts]

Some of us knew each other, but say I come in and don't know nobody. You're nervous, cause who's going to be there with you, you know? And then the other thing is when a lot of people couldn't talk in front of the class [they were too shy] ya, maybe you can do an icebreaker for that too.
Codes: [Andragogy] [Barriers~Non-financial] [Communications/Interactions] [Constructive Criticism] [Shortcomings/Worst Parts]

One student experienced communications/bureaucratic problems in the university.

> I was going for the student ID card and they had no idea who I was, or what kind of thing I was in, and they sent me all over the place. Eventually they sent me to the big building and then from there, they didn't know what I was going to do. I had to get some registry number and I was just so impatient because there was another thing I had to be at. So I just said, screw it and I walked out. The *second* time I went there it was quick and easy.
> Codes: [Benefits/Best Parts] [Engagement/Motivation] [Shortcomings/Worst Parts]

Professors reported very few "worst parts". They described some moments when they adapted their lessons to the dynamics and diverse abilities in the class. In some cases the professors found adapting the lesson to the group stimulating and positive.

> Initially, I started with university level lecture and style. And so when I started teaching I saw blank looks, puzzlement I guess, on some of the faces of the students. I had to adapt and be more concrete, more illustrative, and give a lot of examples, instead of remaining abstract and juggling a lot of concepts together.
> Codes: [Andragogy] [Communications/Interactions] [Constructive Criticism] [Shortcomings/Worst Parts]

> The preparation was maybe 2 hours - just thinking about the material. And when I came my whole plan went out the window because the setting of the classroom indicated to me a different style of teaching. I did come prepared with notes, but I ended up abandoning the notes in favour of engaging the class because it seemed like the right thing to do. It was good for me. I really enjoyed it. I got to use the blackboard in the way that I haven't used in a long time.
> Codes: [Andragogy] [Barriers~Non-financial] [Shortcomings/Worst Parts]

> I don't think there was a worst part, I mean I wasn't disappointed at all. I found the way that I approached it…, I showed them that they had the capacity to say things that they didn't think they could say. I never got a sense from anybody that they didn't want to be there except when it came to the break. They all wanted to go and have a smoke. The whole group had a dynamic to it that when they decided something, it was a done deal. That was fine.
> Codes: [Andragogy] [Benefits/Best Parts] [Shortcomings/Worst Parts] [Support]

> I think the worst part was evaluating them. That was very difficult because their range of knowledge was such a wide span. It was such a, one person, I had a real difficult time marking and that was the worst time for me. I spent a lot of time on it thinking what am I going to give this guy? It was hard to mark him.
> Codes: [Andragogy] [Barriers~Non-financial] [Shortcomings/Worst Parts]

Program Associates reported very few shortcomings/worst parts. They did, however, express an interest to attend the class on occasion. These comments could equally have been put in the Communications code, since the lectures were open to program associates, but this was not well communicated.

> I'd always ask him, how are things going? Like, what were the topics of conversations? Who was involved? What was going on? Things like that. I wish I could have attended something like that and he didn't say much, but I didn't know either or else I would have attended. I couldn't have attended all of them, but maybe 2 or 3 would have helped. Well maybe next time.
> Codes: [Communications/Interactions] [Shortcomings/Worst Parts] [Support]

> I wish that I had maybe had the chance to go to a class to see what actually they did. Or talked to her more. I think the one night that we did go I was surprised maybe by some of the people who were there.

Codes: [Communications/Interactions] [Shortcomings/Worst Parts] [Support]

She [the student] said it was too short. In fact I just met with her and she said, 'now I'm on a roll and now it's over.'
Codes: [Communications/Interactions] [Constructive Criticism] [Engagement/Motivation] [Shortcomings/Worst Parts]

Support

The role of the Program Associates in supporting the students in the program was significant. Below are some examples of what the various Program Associates said about supporting students throughout the program. Please note that each quote is from a different program associate. This is followed by a few quotes that refer to family support for students, as well as community support of students. The "circle of support" around students of the program contributed greatly to their success.

> He just needed encouragement. It was more, like, that self doubt about himself. He's always bringing himself down, I can't do this and I can't do that. I said, you know, you need to let go of that word "can't", give it a try. Just give it a try. You have nothing to lose but a lot to gain. And the interesting thing was when he presented this to his mom, she had called me. The parents had called me and said that they will encourage him to do this and they want him to do this because they, I mean every parent wants to see the best for their child and they were so happy that there was this program that was available and that there were people, like myself and yourself, who will encourage him to do so. And they were so happy. It was during the summertime and they came by the house and they brought me vegetables from their garden. That's how these people are, I mean, it was totally amazing. I had all these beans and lettuce and everything else. I said, wow! Afterwards, he mentioned that he didn't realize that there are a lot of supports out there and there are people who will guide him in any direction that he's taking. I said, yes, utilize it because that's what they're there for. So he was quite happy about that. And now actually he wants me to help him out, go back and get his grade 12 equivalency. So that's a positive thing!
> Codes: [Benefits/Best Parts] [Communications/Interactions] [Engagement/Motivation] [Support]

> We're a small program so I know the other staff talked with her and I certainly did. I had come here for her orientation. We would make jokes about --?--- and so on and it was a tough time for her because in the same period, I don't know if you know this or not but [some text omitted here for confidentiality] I had a lot of conversations with her and she was just so upbeat for this. She wanted to do this and so we would talk about assignments that she had and different professors that were coming in to speak and stuff. On an ongoing basis I had a lot of contact with her. She needed encouragement and the tangible things like bus passes and so on. She wouldn't have been able to attend without those. I'm very glad that I came with her, her first day of orientation because she was anxious. The university is a big place and the mentors that took us on a tour and we did a great tour, but it was quick. They were wonderful. Everybody that we met along the way, we went to 2 libraries. They were so accommodating. And she needed that. So the initial thing, it was a small group, that was good. It was a good start. And then along the way, I think she just needed somebody to be interested…I think she needed somebody to just be interested, to check on how it was going, to talk over some --?--- talk over what was happening.
> Codes: [Barriers~Financial] [Barriers~Non-financial] [Benefits/Best Parts] [Communications/Interactions] [Support]

> I think it gave her an opportunity to think about things differently. To see, both of her sons have gone to College so I think maybe it made her think about what they might have experienced. I thought the Philosophy, the stuff she talked about the philosophy, was really interesting. I think it just opened some doors for her. - opened some ideas, thinking about things. I think maybe she was a

little bit flattered too that she had that opportunity to do it. So it was a confidence builder for her which is a good thing. I always tell her that she should do more writing. And that she should be writing stories because she had these little grandchildren. She should be writing Native stories for the kids. And so, we talked about that a little bit.
Codes: [Andragogy] [Benefits/Best Parts] [Communications/Interactions] [Defining Success] [Support]

He thinks now, 'I finally found something I can do.' He came back and he, apparently one of the assignments was to bring up a family background or something, he had to search back for his relatives and so forth. And you know, he said, I could do it. I could do that. He was so proud of himself. Now I guess we have to say that he's not maybe as intellectually gifted like some other people, but now he's found something to grasp, to maybe pull himself along. And I said to anybody who wanted to listen, I said even if one person out of that whole class succeeds, it's a great success.
Codes: [Barriers~Non-financial] [Defining Success] [Support]

He needed encouragement every Monday to go. And then, not really a lot. He wanted a desk so we got him a desk. And then we chatted on Tuesdays or Wednesdays about what he had taken the night before. Not really a lot. He wrote a paper on Plato or something. So we went into my office on the computer and on the internet and looked up birthdates and stuff for Plato. But just basic stuff like that
Codes: [Communications/Interactions] [Engagement/Motivation] [Support]

She questioned her abilities and I kept encouraging her and telling her, it's okay, you can do it. And I think a couple of the classes went by she realized, well I can do it. I think she surprised herself because she didn't seem to think much of her self prior to taking the class. It really did give her a lot of self esteem, definitely.
Codes: [Barriers~Non-financial] [Benefits/Best Parts] [Communications/Interactions] [Defining Success] [Engagement/Motivation] [Support]

The support was just emotional, I guess. Encouragement and basically that's it. Because when she was told she was registered and to come to class, she was all gung-ho. So she did well. And as a result she's asked me and the coworker that talked with her to come to her grad ceremony.
Codes: [Communications/Interactions] [Defining Success] [Engagement/Motivation] [Support]

I believed that he could do it. I really could see. He's a pretty intelligent guy and gets things. Sometimes he's just his own worst enemy. Although that was in the praise part. But I just kept saying keep doing it. And you could see a change in him. You could see a physical change in him. He was more positive, feeling really good about being there.
Codes: [Barriers~Non-financial] [Benefits/Best Parts] [Communications/Interactions] [Defining Success] [Engagement/Motivation] [Support]

Actually he did not need any support. I wanted to come one night, and he said, no, you don't need to bother, I'm fine. Ya, as long as he had his bus pass, he was here.
Codes: [Barriers~Financial] [Engagement/Motivation] [Support]

Many students reported family as supports and would share course materials or discuss topics with them.

My mom was happy that I came. Get me out of the house, getting me doing something.
Codes: [Benefits/Best Parts] [Engagement/Motivation] [Support]

I talked to my sisters about the English teacher because I had to find a song. A native person wrote it. Buffy St. Marie, she wrote the song.
Codes: [Andragogy] [Communications/Interactions] [Support]

I'm disappointed it's over. Now what am I going to do? So that's, ya, that's my next goal actually. My daughter and husband are after me, now what mom? Well, I don't know yet.
Codes: [Defining Success] [Support]

To tell you truth they pushed me a lot when there were times I didn't want to come and he said come on mom, come on.
Codes: [Benefits/Best Parts] [Communications/Interactions] [Engagement/Motivation] [Support]

Wow, you're going to university? Good for you! We were just proud. And my husband, we showed him.
Codes: [Communications/Interactions] [Support]

They're very supportive and they're all happy that I went to school. Mom's going to school. Oh okay. At the beginning they were excited and now they're just like, oh, okay.
Codes: [Support]

That was the one that really hit me. When the professor talked about the residential schools. That has always been a huge interest for me. I talked to my dad and a few other people - a few people at the Indian Friendship Centre. The worker gave me a bunch of information on the residential schools.
Codes: [Andragogy] [Benefits/Best Parts] [Communications/Interactions]
[Engagement/Motivation] [Support]

Students also reported that the community members (e.g., other students, educators) served as a source of support.

There is always somebody there that you know that you can talk to and that you feel comfortable and it's not just always a different professor. There was always somebody there that you knew, you recognized.
Codes: [Andragogy] [Benefits/Best Parts] [Communications/Interactions] [Support]

I felt kind of good around everybody. We're all in the same position. And there are no difficult moments because you can always count on other students to help you out, as well as the educator.
Codes: [Barriers~Non-financial] [Communications/Interactions] [Support]

It was all interesting and every time I went to work, they'd say, what did you learn today?, what did you learn yesterday? Are you going to school today? I learned this and that and wow. They were all interested, and supported me when I came here. I work at Burger King.
Codes: [Andragogy] [Benefits/Best Parts] [Communications/Interactions]
[Engagement/Motivation] [Support]

One student commented on how they served as a vehicle to access higher education.

So one lady wasn't supportive of the program, but she was the one that every week was asking me what I learned and asking me to bring notes. So I invited her to come and I think maybe one of the people recommended that she is going to come too.
Codes: [Communications/Interactions] [Support]

Sustainability of the Program

Comments on the sustainability of the program included expressions from program associates to help sustain the program in a non financial way. One quote addressed the issue of financial sustainability of the program within the university.

Let me dive in and help. I would suggest that next year when you're looking at more of this kind of thing, if there's some way that I could help you by coming in and speaking to the students or by linking them up directly with services that we or other community service providers provide.
Codes:[Support] [Sustainability of the Program]

We would probably be willing to do whatever we could to help.
Codes:[Engagement/Motivation] [Sustainability of the Program]

You know the country has more wealth than it's ever had and we have more poor than we've ever had. I mean it's something that's not right, something that's unfair and you hear more and more about schools being more, sort of, profit centered, business centered those types of things. And maybe this program could be a statement that that's not entirely true here. Maybe when we walk by one building which is, like, a new building on campus that's full of black leather furniture, and you know people arguing all the time for more money - I don't begrudge anybody that's trying to get ahead - but at the same time you can't say because of what someone does that they have more value as a human being or, even more, should have more status within an institution like this. And at the same time, say, to those that are not going to have the same opportunities that these people might have, to say that we won't even let you come here, that we can't even get a little bit of money together, which really amounts to peanuts, in the big picture. It's peanuts. I mean people could then think that things are maybe a little fair, in my opinion. I think it would be a great thing for the university. I think boy oh boy, I think many people in the community would be impressed by university taking that stance, and saying, ya, we need to do this. We need to do this for these people. We need to make this statement about who we are as an organization.
Codes:[Sustainability of the Program]

Conclusions and Recommendations

The pilot implementation of Humanities 101 at Lakehead University was successful. Retention of students was high, with 15 out of 20 students graduating from the pilot program.

Students, program associates and professors identified strengths of the program. There were, however, some challenges. In order to further develop the program, the following recommendations are suggested.

1. The structure of the assignments must be clearly articulated. This can be done through formal handouts related to the expectations and format of assignment submissions, along with suggested resources (e.g., on the internet) related to the assignment.
2. Support from mentors or alumni for assignment should be scheduled and available for each assignment.
3. Professors should meet annually to discuss a Socratic teaching approach for Humanities 101, discussion of techniques for adapting lessons on the fly, and encouraging students to share thoughts on course topics and reflect openly on the significance of course topics to themselves and society.
4. While the current structure of the Humanities 101 is appropriate for an outreach/ introduction to university-level topics in the humanities and social sciences, opportunities for students to experience the rigors of regular Lakehead University courses should be provided. This could include, for example, inviting students to observe regular Lakehead University courses or add a second part to the Humanities 101 course that is more consistent with a first year university course.
5. Continue with the current financial supports for students and removal of barriers.
6. Meet with program associates yearly or every second year to strengthen affiliations and encourage them to support their client in the Humanities 101 program with encouraging words and support.
7. Continue to recruit professors with reputations for excellence in lecturing.
8. Articulate a strategic plan for the long term sustainability of the program.

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Appendix 1. Semi-Structured Interview Questions

<u>Questions for students</u>
1) On the course outline, there is a list of objectives for the course. Will you comment on how we are doing with each of these?
   a) To introduce students to the excitement and interest that accompanies the discovery and creation of knowledge. (PROMPT: What was the best part of the course so far? What did the profs do that you liked? Do you have any feedback for them?)
   b) To provide students with an understanding of the contributions that the humanities have made to social and cultural practices. (PROMPT: Is there some particular aspect of the curriculum that promoted reflection for you?)
   c) To acquaint students with the potentials benefits of higher education experiences. (PROMPT: What's the best part of coming to the university?)
   d) To provide assistance to overcoming barriers to higher-level educational experiences. (PROMPT: Was the childcare, transportation, school supplies adequate to help you attend class?)
   e) To provide an opportunity for students to explore university-level education. (PROMPT: What parts of the university did you explore? What do you think of university? Is it what you expected?)
2) What do you want to do after the course?
3) Do you have ideas for the future development of the program?

<u>Questions for program associates</u>
1) How did you go about selecting [student] to be recommended for the program?
2) Have you observed any benefits from [student] participating in Humanities 101? Challenges?
3) What types of supports did/does [student] need, from your perspective?
4) Did you attend any of the classes or other group activities? If yes, do you have any comments on them?
5) How could our organize work together to further develop the program?

<u>Questions for Faculty</u>
1) Why did you volunteer for the program? How much time would you estimate it took?
2) What did you get out of it? What was the best part? Worst part?
3) How do the students compare to regular LU students?
4) Is the course rigorous enough?
5) Do you have ideas for the future development of the program