<table>
<thead>
<tr>
<th>Facilitators</th>
<th>Description (code 665b)</th>
<th>Code</th>
<th>Obstacles</th>
<th>Description (code 705b)</th>
</tr>
</thead>
<tbody>
<tr>
<td>academic advising / aide pédagogique</td>
<td>API, conseiller pédagogique, availability of advisors, academic counselling, patience and willingness to help</td>
<td>1</td>
<td>needs improvement, misleading, not helpful, non-cooperation, inefficacy and désintéret de mon API</td>
<td></td>
</tr>
<tr>
<td>accessibility: building / accessibilité : édifice</td>
<td>escalator, elevators, ramps, ouvertures, heures du cégep</td>
<td>2</td>
<td>not accessible, have to walk far, mobility class to class, broken stairs, the absence of an ascenseur convenable, l'inaccessibilité d'un local de cours</td>
<td></td>
</tr>
<tr>
<td>accessibility: course / accessibilité des cours</td>
<td>easily readable notes, not writing on the board, voir bien le cinéma dans la classe</td>
<td>3</td>
<td>small print, can't see blackboard/overhead, teacher writes on board and talks at the same time, la diffusion de films non sous-titrés en classe</td>
<td></td>
</tr>
<tr>
<td>accommodations / adaptations</td>
<td>no other specifier</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>accommodations: books / adaptations: livres</td>
<td>books on tape, lecture à l'aide de cassette</td>
<td>5</td>
<td>format des livres</td>
<td></td>
</tr>
<tr>
<td>accommodations: services for students with disabilities / adaptations: centre pour étudiants ayant des besoins spéciaux</td>
<td>centre for students with disabilities, centre for students with learning disabilities, accueil et soutien par le service adapté</td>
<td>6</td>
<td>limited staffing and training, lack of institutional support and accessibility, manque de services</td>
<td></td>
</tr>
<tr>
<td>accommodations: pre-registration / adaptations: pré-inscription</td>
<td>pre-registration, early, help picking teachers</td>
<td>7</td>
<td>lack of, problems with</td>
<td></td>
</tr>
<tr>
<td>accommodations: exam room / adaptations: local d'exams</td>
<td>exam given in a room other than classroom, chambre spécialisée pour les élèves avec des difficultés pour faire les examens</td>
<td>8</td>
<td>no quiet test taking area</td>
<td></td>
</tr>
<tr>
<td>accommodations: FM system / adaptations: système MF</td>
<td>l'utilisation d'un système MF</td>
<td>9</td>
<td>le fait de n'avoir pas utiliser l'appareil MF en attente d'un meilleur</td>
<td></td>
</tr>
<tr>
<td>accommodations: interpreter/ adaptations/ interprète</td>
<td>avoir des interprêtres avec moi dans les cours</td>
<td>10</td>
<td>difficile d'obtenir un interprète à moins de 24 heures d'avance, rencontre avec professeur sans interprète</td>
<td></td>
</tr>
<tr>
<td>accommodations: large print / adaptations: impression en gros caractères</td>
<td>agrandissement de documents, enlarged exams are very helpful</td>
<td>11</td>
<td>difficulty obtaining material in large print</td>
<td></td>
</tr>
<tr>
<td>accommodations: note taker / adaptations: preneur de notes</td>
<td>scribe, notes made available</td>
<td>12</td>
<td>la difficulté à comprendre les notes de quelqu'un d'autre, les preneurs de note n'arrivent pas à l'heure ou s'absentent sans m'avertir</td>
<td></td>
</tr>
<tr>
<td>accommodations: taped exams / adaptations: examens enregistrés sur cassette audio</td>
<td>exams on tape, enregistrement des examens</td>
<td>13</td>
<td>lack of, problems with</td>
<td></td>
</tr>
<tr>
<td>accommodations: taping / adaptations: enregistrement</td>
<td>taping classes</td>
<td>14</td>
<td>lack of, problems with</td>
<td></td>
</tr>
<tr>
<td>accommodations: time / adaptations: temps</td>
<td>extra time for exams and assignments, plus de temps pour les examens</td>
<td>15</td>
<td>manque de temps pour les travaux et lors des examens</td>
<td></td>
</tr>
<tr>
<td>attendance / présence en classe</td>
<td>have to show up, la présence à tous les cours</td>
<td>16</td>
<td>didn't go to class, les cours où j'étais absente</td>
<td></td>
</tr>
<tr>
<td>cégep environment / environnement du cégep</td>
<td>environment of the college is pleasing, student life, athetics, non academic activities, clubs, student organizations, location downtown, atmosphere, places to hang out, attitude of students, meeting new people, environnement physique, proximité des lieux, résidences proches du cégep</td>
<td>17</td>
<td>unpleasing, confusing hierarchical institution, distraction from students and staff, freedom, administration, bad social environment, downtown distractions, temperature/lighting (not specified), pas de stationnement, not knowing about activities offered on campus, le sbonisme de certaines personnes étudiant au cégep, la vie scolaire, cafétéria, ambiance</td>
<td></td>
</tr>
<tr>
<td>classes small / classes petit groupe</td>
<td>size of class is good, groupe d'étudiants restreint</td>
<td>18</td>
<td>size of class is too big, classes avec beaucoup d'élèves</td>
<td></td>
</tr>
<tr>
<td>classmate / collègue de classe</td>
<td>helpful, friendly, class atmosphere, peer support, groupe stable</td>
<td>19</td>
<td>didn't like some of my classmates, they cheat, disruptive classmates, competition, les comportements des autres étudiants en classe</td>
<td></td>
</tr>
<tr>
<td>college pre-registration / service de pré-inscription du cégep</td>
<td>pre-registering for certain classes</td>
<td>20</td>
<td>change schedule chosen for me, it would be better if students could choose their teachers</td>
<td></td>
</tr>
<tr>
<td>college size / taille du cégep</td>
<td>the school was very big, petit college, beaucoup d'étudiants</td>
<td>21</td>
<td>overwhelming student population, too many students, big school, un cégep très grand</td>
<td></td>
</tr>
<tr>
<td>computers / ordinateurs</td>
<td>technology available, software and hardware, lab, scanning, A/V equipment, les technologies informatiques</td>
<td>22</td>
<td>technology not available, not accessible, can't use regular computer lab, heure d'ouverture des locaux informatique, virus, no space, not enough, A/V equipment, manque d'ordinateurs</td>
<td></td>
</tr>
<tr>
<td>counselling / counseling</td>
<td>counselling service, travailleuse sociale à l'école</td>
<td>23</td>
<td>counselling service, not enough, service de psychologue inutile</td>
<td></td>
</tr>
<tr>
<td>course outlines / plan of cours</td>
<td>distribution du plan de cours, clair, helped to organize exams and papers</td>
<td>24</td>
<td>unclear, unhelpful, plans of cours non établis</td>
<td></td>
</tr>
<tr>
<td>courses / cours</td>
<td>lots of choices, topics that interested me, ability to choose courses, well-planned, organized, lectures, interêt à la matière</td>
<td>25</td>
<td>cours inutiles, did not interest me, had to take because of profile, unnecessary courses, boring, disorganized, le surplus de cours de base</td>
<td></td>
</tr>
<tr>
<td>courses: easy / cours: faciles</td>
<td>easy tests/courses, course materials, textbooks, not too much homework, light work load, no compulsory assignments, take-home exams, des projets intéressants</td>
<td>26</td>
<td>difficulty of courses, course material, textbooks, exams, lots of writing, hard readings, essays, heavy work load, daily homework, activités obligatoires dans les cours</td>
<td></td>
</tr>
<tr>
<td>courses, few / cours, charge réduite</td>
<td>reduced course load, few courses, allégement de deux sessions grâce à des cours d'été</td>
<td>27</td>
<td>heavy course load, too many courses, nombre de cours par session</td>
<td></td>
</tr>
<tr>
<td>day-care / service de garde</td>
<td>les garderies, available</td>
<td>28</td>
<td>no available day-care, service de garde difficile à trouver</td>
<td></td>
</tr>
<tr>
<td>electronic portfolios / portsals électroniques</td>
<td>use computer to work from home, online submissions, notes de cours sur l'Internet</td>
<td>29</td>
<td>course notes on Webto'Or other internet sources</td>
<td></td>
</tr>
<tr>
<td>schedule assignments, exams / horaire: travaux, examens</td>
<td>loose deadlines, scheduled dates of when work was due</td>
<td>30</td>
<td>all at the same time, not scheduled properly, the fact that les examens sont souvent durant la même semaine</td>
<td></td>
</tr>
<tr>
<td>family / famille</td>
<td>supportive, encouragement de ma famille</td>
<td>31</td>
<td>unsupportive, raising a child, situation familiale</td>
<td></td>
</tr>
<tr>
<td>finances / finances</td>
<td>scholarship, parents paid, prêts et bourses, did not have to work, live with parents; second-hand books, aide financière de mes parents</td>
<td>32</td>
<td>student loans, no financial aid, costly supplies/books, no scholarships, having to work, problèmes financiers, le coût élevé des cours et du matériel</td>
<td></td>
</tr>
<tr>
<td>friends / ami(es)</td>
<td>support, good friends, groupe d'amis brillants et motivés</td>
<td>33</td>
<td>distracting, easy to skip classes because friends available, unsupportive, l'influence des amis</td>
<td></td>
</tr>
<tr>
<td>group work / travail d'équipe</td>
<td>working and studying in a group, étude en équipe</td>
<td>34</td>
<td>working in groups is something that I hate, beaucoup de travaux d'équipe</td>
<td></td>
</tr>
<tr>
<td>health / santé</td>
<td>medication for specific conditions, bonne santé</td>
<td>35</td>
<td>état de santé, pain, missing class because of medical condition, depression, troubles alimentaires, hospitalisations, medication</td>
<td></td>
</tr>
</tbody>
</table>
5. When coding facilitators and obstacles, don’t code a factor as an accommodation unless the student specifies that she/he has a disability. For example, if the student simply lists “pre-registration” outside services / services à académique antérieure / expérience, préparation academic preparation, background, expertise: disabilities / expertise: incapacités.

4. Be as consistent as possible with your coding, even if this means double checking your coding or the manual before deciding on a code. The extra time and attention to detail is worth it!

3. If a response fits into more than one category, use the most specific category without going beyond the actual response. For example, for the response, “The staff in the Center for Students with Disabilities was very helpful”, categories 44, 48, and 61 all fit. However, category 61 is the most specific and should be used in this case.

2. When coding facilitators and obstacles, don’t code a factor as an accommodation unless the student specifies that she/he has a disability. For example, if the student simply lists “dealing with my panic attacks and having a hard time with disorder”, do not code 62, but rather code 61, as the student has a disability that requires an accommodation.

1. Use consistent and accurate coding across all facets of the evaluation.

Job / travail

- not having a job, working in the CEGEP, horaire flexible au travail, 36
- paid/unpaid work, balancing school and work, travailleur en même temps, 36

Language / langue

- that some students and teachers were speaking French was reassuring, facilité en français, 37
- English or L2 language difficulties, heavy accent, bad English of teachers, my English is not good, language barrier, I'm not fluently bilingual, mon mauvais français sort, 37

Learning center, tutor / centre d'apprentissage, tuteur

- peer tutoring, someone to check over my grammar, tutorials, service le tandem, 38
- no tutor, manque de tutorat, pas assez d'aide avec devoirs, 38

Library / bibliothèque

- good library & internet facilities, electronic database, ressources, bibliothèques adaptées aux travaux en équipe, 39
- non open long enough, old books, stuffy, manque de places à la bibliothèque, 39

Personal situation / vie personnelle

- being a calm person, I am very adaptable, maturity, être plus âgés et avoir de l'expérience, 40
- personal life issues, dropping classes, being older, switching programs, not knowing what to do in the future, social life, laziness, fatigue, activités personnelles extérieures, 40

Program / programme

- hard, loose, uninteresting, stage, internship, programme très exigent, 41
- good, interesting, closeness of students and faculty, stage, internship, intérêt manqué pour mon programme d'étude, 41

Registrar / registraire

- long lines, course change procedure, school lost my address, course selection process, programme change procedure, devoir payer pour changer nos horaires, 42
- long commute, winter travel, travel to the country every weekend, long distance, unreliable adaptive transport, temps perdu dans les transports en commun, 42

Staff / personnel

- helpful, supportive, nice staff, attitude du personnel non-enseignant, 44
- not supportive, unfriendly, unorganized, difficulté jointre les personnes ressources, 44

Student services / services aux étudiants

- student union, workshops, mentoring, welcoming program, l'association étudiante, orientation was confusing, 45
- student services / services aux étudiants, 45

Study centres / centres d'étude

- French student centre, science study rooms, math and physics tutorial rooms, extra lab time, lab facilities, centre d'aide en français, laboratoire de photographie, 46
- laboratoires de pratique disponible surtout le soir, not enough studio time, 46

Study skills / habiletés pour les études

- studying hard, good skills, being able to stay focused/ concentrated, time management, discipline, rapidité/ facilité d'apprentissage, 47
- procrastination, not studying hard, lack of concentration, bad high school habits, manque de temps, 47

Support, help / soutien, aide

- help I received, services at the Cegep (not specified), available resources, encadrement, 48
- lack of support/help/resources, manque de ressources, 48

Teachers / enseignants

- helpful, available, skilled, accommodating my disability, helpful, office hours, l'empathie des professeurs, la disponibilité des professeurs, 49
- difficult, lack skills, not accommodating disabilities, don't show up for office hours, unfair, certains professeurs incomptents, 49

Time / temps

- no mention of any other aspect, 50
- not enough, limited, doing too much, manque de temps, 50

Transition / transition

- being more independent, l'autonomie qu'on doit acquérir, 51
- transition form high school, away from home, adapting, éloignement de ma famille, 51

Transportation / transport

- distance to the college, living close to school, le transport privé, le transport adapté, 52
- long commute, winter travel, travel to the country every weekend, long distance, unreliable adaptive transport, temps perdu dans les transports en commun, 52

Other / autres

- non-categorized items, wastebasket, 53
- non-categorized items, wastebasket, 53

Disability, impairment / incapacité, handicap

- diagnosis of disability, diagnostic de dyslexie, 54
- disability, impairment / incapacité, handicap, 54

Stress / stress

- I work better under pressure, stress coping skills, there is less stress to perform well in high school, 55
- pressure, anxiety, fear of exams, le stress des fin de session, 55

Self-advocacy / revendication personnelle

- I ask for help, I go talk to teachers for accommodations, poser beaucoup de questions, 56
- i'm too shy to ask for help, always have to fight your own battles, me battrre pour avoir mes droits, 56

Academic preparation, background / expérience, préparation académique antérieure

- background, previous degree/diploma, my high school prepared me well for Cegep, expériences scolaires antérieures, 57
- Did not have background, my high school did not prepare me for Cegep, bad high school habits, manque de préparation au secondaire, 57

Motivation / motivation

- personal goals, career goals, interest (not specified), self-determination, I like what I'm studying, love of school, passion (unspecified), persévérance, volonté, 58
- lack of motivation, lack of interest (not specified), la démolétion, 58

Outside services / services à l'extérieur du cégep

- study centre, science study rooms, math and physics tutorial rooms, extra lab time, lab facilities, 59
- I didn't have my psychiatrist, orthophorie, 59

Self-confidence / confiance en soi

- I'm intelligent, my brain, I'm smarter than the others, mon âge en avant, 60
- mon orgueil, 60

Expertise: disabilities / expertise: incapacités

- expert available, knowledgeable service providers, expertise: incapacités, 61
- expertise: disabilities / expertise: incapacités, lack of expertise because far from urban area, inexpériencened service providers, manque de connaissance sur les incapacités, 61

Sensitization and information: disabilities / sensibilisation et information: incapacités

- sensitivity, organise seminars, invite experts, involve staff, promote the rights of students with disabilities, awareness, integration, aviser et informer les enseignants, 62
- lack of awareness/information/sensibilization/ integration, marginalisation, manque de valorisation, 62

Classrooms / locaux des cours

- room size/location, desks, chairs, lighting, temperature, ventilation, nombre suffisant de bureaux dans les classes, 63
- room size/location, desks, chairs, lighting, temperature, ventilation, l'odeur et renfermé locaux classes nature science, 63

Career opportunities / opportunités de carrière

- career possibilities/options, job market, possibilité d'emploi, 64
- lack of opportunities, no contact with professionals in field, pas de déboucher dans le domaine, 64

Evaluation / évaluation

- CRC, compulsory examinations, OSCE, exit exams, 65

Coding Guidelines

1. Base your coding on the actual response without drawing inferences regarding what the participant “really meant” if they didn’t explicitly say it. We.can’t code it.

2. If a response fits into more than one category, use the most specific category without going beyond the actual response. For example, for the response, “The staff in the Center for Students with Disabilities was very helpful”, categories 44, 48, and 61 all fit. However, category 61 is the most specific and should be used in this case.

3. Use the most up-to-date version of the coding manual, as it will reflect decisions made during reliability meetings.

4. Be as consistent as possible with your coding, even if this means double checking your coding or the manual before deciding on a code. The extra time and attention to detail is worth it.

5. When coding facilitators and obstacles, don’t code a factor as an accommodation unless the student specifies that she/he has a disability. For example, if the student simply lists “I'm dealing with my panic attacks and having a hard time with disorder”, do not code 62, but rather code 61, as the student has a disability that requires an accommodation.

6. If the response mentions a cause and its effect, code the cause. For example, for “Lack of time stressed me out”, code 50 instead of 55 because the lack of time is the cause of the stress.

7. Use code 65 for assessment/evaluation methods outside the course (i.e., at the college, provincial or national level). Fairness/unfairness of marking should be coded as 49, because marking is done by the teacher. Ease/difficulty of exams/assessments should be coded as 6, because they are related to course difficulty.

8. When more specific examples are given in parentheses, code the first example given in parentheses instead of the more general factor preceding the parentheses.

9. Reliability checks should be done on 20 subjects out of every 100. If the inter-rater agreement does not reach at least 70%, all 100 responses must be recorded by both coders and any disagreement must be discussed until an agreement is reached.