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Non-Traditional Pathways to Postsecondary Education: A Qualitative Study of the Experiences of Students in College Preparatory Programs – Appendices

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Appendix A



Form F_6: Certification of Ethical Acceptability of Research Involving Human Participants

REB NUMBER:	93
REPORTS REQUIRED:	Completion Report
TYPE OF REVIEW:	Delegated
PRINCIPAL INVESTIGATOR:	Glen Gorman
DEPARTMENT:	CCITAL
SPONSOR:	CCITAL
TITLE OF PROJECT:	Opportunities for Non-traditional Pathways to Postsecondary Education in Ontario: College preparatory programs at Conestoga College
APPROVAL PERIOD	March 20, 2012 – March 20, 2013

A delegated review was completed by members of the Conestoga College ITAL Research Ethics Board in which they examined the protocol which describes the participation of the human subjects in the above-named research project and considers the procedures, as described by the applicant, to conform to the College's ethical standards and the Tri-Council Policy Statement 2. *As a result, the CCITAL REB has approved your application to conduct research using human participants at CCITAL.*

This approval is for the research protocol described in the above-numbered application. If you wish to make substantive changes to any part of the application documentation you have provided for approval (i.e. to change items such as the research protocol, the information and consent letter, survey or questionnaire wording etc.), these proposed changes should be handled through a Change Request Form. <http://www.conestogac.on.ca/research/ethics/researchethics.jsp>

Adverse or unexpected events must be reported to the REB immediately with an indication of how these events affect, in the view of the Principal Investigator, the safety of the participants and the continuation of the protocol. <http://www.conestogac.on.ca/research/ethics/researchethics.jsp>

The Tri-council Policy Statement requires that the ongoing research be monitored by, at a minimum, a final report. Please note that it is the responsibility of the Principal Investigator to submit a Completion Report when all interaction with human participants is complete. Should you wish to continue your research beyond the approval period, you must request further approval from the REB. <http://www.conestogac.on.ca/research/ethics/researchethics.jsp>

On behalf of the REB, I wish you the best of luck with your research at CCITAL.

Maureen Nummelin
Maureen Nummelin, PhD, CHRP, CIM
Chair, Research Ethics Board

Approval Date: **March 20, 2012**

Appendix B

Interview Guide

Prior to the interview

If in person:

- Confirm the interview time and place with the participant the day before the interview
- Provide the participant with detailed directions
- Book the interview room

If by phone:

- Confirm the interview time with the participant the day before the interview
- Confirm contact information

To have:

- If phone interview: participant's contact information
- Consent form
- Copy of the interview guide
- Recorder
- Pen and paper for notes

Ensure that the recorder is charged and that you are NOT recording over the previous session.

Record the participant ID number on the recorder prior to the participant arriving or the phone call.

Introduction

Thank you for agreeing to be part of our study. During the interview the recorder will be running, just so I don't miss anything important that you have to say. At no time will your name be attached to this recording and it will be kept confidential while we are working on the project. When the project is completed, this recording will be permanently deleted. Are we okay to proceed?

Great, I'm going to start the recorder now. [Start recorder.]

The first thing I'm going to do is read you the information and consent letter. This will tell you what you will be asked to do during the interview, how the information gathered in the study will be used and what your rights are as a study participant.

While I'm reading this, if you have any questions at any time please feel free to stop me and ask. Is that ok?
[Wait for a response.]

[Read information letter and consent form]

[In person: Provide participants with a copy.]

Do you have any questions? [If yes, answer. If no, continue.]

In person: If you still wish to participate, please sign the bottom of the consent form.

Phone: Now that I've read you the information and consent letter do you still wish to participate? [If no, thank them for their time and end the call. If yes, continue.]

In this interview, I'm going to ask you to tell me about your experiences with the preparatory program.

Everybody responds to these questions differently, so you may have a lot or very little to say depending on your own views and experiences. However, it would be helpful if you could include as much detail as possible in order for us to gain a greater understanding of your experiences overall.

In the interview, when we talk about the preparatory program, we are referring to the academic upgrading classes "Focus for Change" and "Discover Your Future." Please think about all of the preparatory programs you took part in when answering the questions.

Pre-AU

1. What was the highest grade you completed in high school?
2. Did you obtain your Ontario Secondary School Diploma?
3. [If high school was unfinished] What were your reasons for leaving high school early?
4. What was your high school experience like?
5. How were your grades in high school?
6. What were the challenges you faced while in high school?
7. How do you feel about having left high school?
8. Before entering preparatory programs, how confident were you with your academic skills (e.g., math, communications, etc.)?

9. Now that you are in/finished preparatory programs, how confident are you with your academic skills (e.g., math, communications, etc.)?
10. How do you feel preparatory programs differ from high school?
11. How do you feel postsecondary programs differ from high school? (if applicable)

Primary AU Goals

1. What was your reason for taking preparatory classes?
2. What made you choose Conestoga College for the preparatory program?
3. What were your educational goals when you started the preparatory program?
4. Did the prep program allow you to reach your education goals (how so or why not)?
5. What are your goals/plans following the preparatory program?
6. Do you plan to go on to a postsecondary program? (When you started the preparatory program, did you plan on going into a postsecondary program)?

(If yes: What program? Do/did you plan to go to Conestoga College or another college?)
7. Thinking back to before you started your preparatory program, what were some concerns that you had about going back to school? (How did these concerns influence your decision to come back?)

Experience Preparatory Program Enrollment

1. How did you find the enrollment process into the preparatory program?
2. Were the office staff able to provide you with all of the information you needed?
3. Describe your experience with the enrolment process.

(Did the process take long? How many people did you have to talk to before you were admitted? Did you face any difficulties enrolling in the program?)
4. When you started the preparatory program, what kinds of supports or services were offered to help you?

(Welcome materials? Orientation/introduction to program? Processes? Classmates?)
5. What preparatory program were you enrolled in?

(AU? "Focus for Change"? "Discover Your Future"?)
6. What classes have you completed in academic upgrading (please list)?

7. What classes do you still need to complete in academic upgrading (please list)?

Experience in the Preparatory Program

1. Describe your overall experience with the preparatory program.
(Was it easy or difficult? How was the workload? Did you enjoy it?)
2. How does/did your experience in the preparatory program compare to your experience in high school?
(What things were the same? What things were different? How are you different?)
3. Describe your interactions with your peers?
4. Describe any academic difficulties you experienced while in the preparatory program.
5. Did the preparatory program allow you to develop any strategies to help you deal with academic difficulties? (What strategies did the preparatory program help you develop?)
6. What other skills are you learning in the preparatory program (did you learn in the preparatory program)?
7. Describe any personal difficulties you had while in the preparatory program (e.g., social, daycare, family, work, etc.).
8. How did you deal with these personal difficulties you experienced while in the preparatory program?
9. Describe any financial concerns you had about attending the preparatory program.
10. How did you address these financial concerns?
11. What other activities occupied your time while you were a preparatory student (i.e., caring for dependents, work, athletics)?
12. Would you consider your participation in the preparatory program a success?
(Why or why not)?

After the Preparatory Program

1. Do you think the preparatory program prepared (is preparing) you well for your future goals? (How/in what way?)
2. Did (do) you feel that you had (have) gained enough knowledge in the preparatory program to do well in your future goals?

3. Did your education goals change over the course of the preparatory program? (If so, how? Why do you think that is?)
4. Did your career goals change over the course of the preparatory program? (If so, how? Why do you think that is?)
5. What suggestions would you make for improving the preparatory program for future students?
6. How do you feel about the current state of your education path?
7. How do you feel that your current education choices have impacted your life?

PSE Goals (only if their goal is to enter PSE)

1. What is your reason for wanting a postsecondary education?
2. What made you chose Conestoga College for PSE (if applicable)?

Is there anything else you would like to say about your experience in the preparatory program or in your postsecondary program that we didn't cover in the interview?

Risk Factors

1. Would you consider yourself to be part of a cultural group? (Which cultural group do you identify with?)
2. Do you think being a member of this cultural group has affected your experiences at College?
3. Do you think being a member of this cultural group has affected (will affect) your experiences in the workplace (if applicable)?
4. Do you consider yourself as having a disability?
5. How does having a disability affect your ability to be successful in the preparatory/ postsecondary program (if applicable)?

Demographic questions

Now I'd like to gather some demographic information. These are just some details about you to help us better understand your experiences.

Are you ready? Ok, great.

1. The first thing I'd like you to tell me is where were you born?
(Prompts: How long did you live there? How long have you lived in Canada? Are you currently a Canadian citizen? How long have you been a Canadian citizen?)
2. In what city do you live now?
3. Who do you currently live with (e.g., spouse, roommate, parents, children, etc.)?
4. What is your primary language?
5. And how old are you now?
6. What is your main source of income?
(Prompts: Do you work? F/t? P/t? Do you receive assistance?)
7. A first-generation student is a student whose parents did not complete postsecondary education. Are you a first-generation postsecondary education student?
8. (If in PSE) Are you or have you lived in residence at any time during your postsecondary education?
9. Were you involved in any activities/clubs in high school?
10. Before starting the preparatory program, what was your highest level of education?
11. What was your mother's highest level of education?
12. What was your father's highest level of education?
13. How old were you when you first started the preparatory program?

Thank you for completing the interview. Now, I'll stop the recorder.

Do you have any questions you wish to ask off the record?



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