**Appendix 1**

*List of Orientation Interventions in SAIs*

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| Category | Intervention | | Definition |
| Pre-admission and admission | Pre-admission | Identifying orientation needs and providing information prior to the start of the semester | |
|  | Information sessions | Sessions on SAIs, course selection, and student services and staff at the start of the semester | |
|  | Assessment of student needs | Identifying individual orientation needs | |
|  | Inventory of Acquired Knowledge | Tests to evaluate college learning strategies | |
|  | College visits and rallies | Welcoming activities intended to introduce available student services, including those related to vocational guidance | |
|  | Other |  | |
| Educational and occupational information | Visits to resource centers | Group tours and presentations of informational material related to education and occupations | |
| Education system | Informational workshops on the Québec education system—levels of instruction, pathways, programs, cycles—from the secondary level to university | |
|  | College programs | Presentations by various faculty members on the educational and occupational components of their programs | |
|  | “Student for a day” | Designated events where prospective students can sit in during a class, visit departments, and/or meet with faculty members or program coordinators | |
|  | Career exploration courses | Introductory credit courses in college technical/career programs devoted to exploring a specific field of study | |
|  | Career and education fairs | Organized visits to public events featuring exhibitors from employment assistance organizations, job market specialists, and representatives from all levels of the education system | |
|  | Career role models | Presenting professional figures as a means of exploring careers, decision-making, jump-starting a career plan, etc. | |
|  | Mentoring | Connecting students with workplace mentors from different occupations | |
|  | e-Mentoring | Connecting students with workplace mentors online through blogs or e-mail (e.g. *Academos* e-Mentoring) | |
|  | Career day | Mentored workplace internships as part of career exploration | |
|  | Employment workshops | Sessions on employment, job searching, how to write a resume, prepare for a job interview, or enter the job market | |
|  | Online tools and assistance programs | Using the Internet, online job search tools and/or educational and occupational programs | |
|  | *Ateliers Cursus* | A pedagogical resource kit designed to support guidance in the different facets of the orientation process (information, decision-making, parental support, organizing or participating in an event) | |
|  | Guidance on educational and occupational information | Supporting students in gathering educational and occupational information, from preselecting content to online session support, additional exercises between sessions and using written exercises as a tool to evaluate information gathered | |
|  | Ad hoc orientation clinics | Short consultation sessions (15–20 minutes) designed to answer student questions related to educational and occupational information | |
| Guidance consultations | Individual | One-on-one guidance sessions to assist students in their educational and occupational decision-making process | |
|  | Group | Guidance sessions that leverage group resources to assist students in their educational and occupational decision-making process | |
| Student orientation profiles | Psychometric tests | Human assessment tests such as the Jackson Vocational Interest Survey (JVIS) and career orientation guides, e.g. the *Guide de Recherche d’une Orientation Professionnelle* (GROP) | |
| Teaching orientations | Orientation courses | Courses to specifically engage students in an orientation process | |
|  | Exploration project course | Orientation-specific credit courses to undertake and complete a career exploration project in a given trade to broaden knowledge of that field, and begin the decision-making process | |
|  | Mini orientation sessions | Small-scale orientation-related guidance sessions within a credit course | |
|  | Extra periods for vocational guidance | Additional sessions of about one hour following core SAI courses, led by a career advisor | |
|  | Orientation workshops | Elective, non-credit educational and occupational orientation workshops complementary to orientation courses, offered throughout the semester | |
|  | Self-knowledge workshops | Special workshops to identify strengths and weaknesses within the educational and occupational decision-making process | |
|  | Reflection activities | Activities geared to actively reflect on the educational and occupational orientation process | |
|  | Written exercises | Using writing to record key steps in the orientation process: comparing potential occupations, specifying plans or goals, annotating the career decision-making process, etc. | |
|  | Logbooks | Journals to enter personal feelings and ideas and how they change throughout the semester. Can be used as a tool to reflect on individual experiences of orientation-related activities | |
|  | Personalized feedback | Guidance sessions one-on-one coaching at important moments, i.e. following a search for educational and occupational information, issues with an exam, or after a written exercise | |
|  | Other |  | |
| Student Support | Support network | Connecting students with individuals within and beyond their own social network likely to provide the necessary support to follow through with education and/or career plans | |
|  | Welcoming parents to the college | Meetings for parents prior to, at the beginning or end of the semester | |
|  | Student recognition activities | Events or activities designed to recognize merit students | |
|  | Orientation project presentations | Public events at the end of the semester to present student orientation projects to the school and community | |
|  | Student follow-up | One-on-one support of students in their college integration process | |
| Other Interventions | Orientation week, open house |  | |
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