|  |  |  |
| --- | --- | --- |
| Explanatory Factor | Category | Variable |
| Student-related | Sociodemographic | Gender1 |
|  |  | Age2 |
|  |  | Parental education level: 1 = elementary; 2 = secondary;  3 = college; 4 = university; 5 = I don’t know |
|  | High school (HS) and college path | Interruption of studies1 |
|  | Repeating or dropping courses1 |
|  |  | Number of courses dropped: 1, 2, 3, 4 courses dropped; all of them |
|  |  | Delays in obtaining a diploma: 1 = less than 1 year; 2 = 1 year ago; 3 = more than 1 year, less than 2; 4 = 2 to 5 years; 5 = more than 5 years; 6 = no HS diploma |
|  |  | Type of study program in HS1: regular, specialized, vocational, individualized education path, adult education) |
|  |  | Working while studying1 |
|  |  | Number of paid work hours during the college semester during the week/the week-end: 1 = less than 10 hours; 2 = 10–20 hours; no work during college semester |
|  | Orientation steps taken in HS and college | Advice from a counselor1 |
|  | Advice from a teacher1 |
|  | Advice from a parent1 |
|  | Advice from a friend1 |
|  |  | Career information1 |
|  |  | Interest or capacity inventory1 |
|  |  | Employment internships1 |
|  |  | Number of orientation steps2 |
| Learning Environment | Clarity of objectives | Objectives: 1 = explicit; 2 = implicit; 3 = no mention |
| Institutional size | Institutional size2 |
|  | Student-Faculty relationships | Intensity of relationship: 1 = strong; 2 = medium; 3 = low  Follow-up sessions and/or evaluations during the semester1 |
|  |  |
|  | Friendship and student communities | “Mattering”: 1 = strong; 2 = medium; 3 = low |
|  | Homogeneous classroom groups1 |
|  |  | Full-time studies1 |
|  |  | Tutoring1 |
|  |  | Other1 |
|  | Student development programs and services | Collaboration between professionals and faculty: 1 = strong;  2 = medium; 3 = low  SAI program coordinating committees1 |
|  |  | Professional support1 |
|  |  | Team-teaching1 |
|  |  | Educational counselors in the classroom1 |
|  |  | Guidance services tailored for SAI students1 |
| Orientation Intervention | Interventions | 36 out of 41 qualitative variables listed in Appendix 1 |

**Table 1.** *Independent Variables*

1. Dummy variable; 2. Continuous variable

**Table 2**

*Stepwise Regression Multi-level Model, Impact of the Learning Environment on Indecision and its Sources (EDV-9S), SAI Group*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Global effect | | | Regression parameters | | |
| Variable | *df* | *F* | η2 | ß | *SE* | *t* |
| Academic Indecision |  |  |  |  |  |  |
| Intercept |  |  |  | 0.33 | 0.15 | 2.20\* |
| 1. Relationships between students and college staff (ref.= low) | 2 | 7.37\*\* | .04 |  |  |  |
| Strong |  |  |  | -0.60 | 0.18 | -3.43\*\* |
| 2. Follow-up sessions and/or evaluations during the semester (ref. = no) | 1 | 4.91\* | .01 |  |  |  |
| Yes |  |  |  | 0.28 | 0.13 | 2.21\* |
| Error | 17 |  |  |  |  |  |
| Lack of Self-knowledge |  |  |  |  |  |  |
| Intercept |  |  |  | 0.35 | 0.09 | 3.93\*\*\* |
| 1. College size | 1 | 5.69\* | .02 | -.000049 | 0.00 | -2.39\* |
| Error | 19 |  |  |  |  |  |
| Lack of Method in Decision-making |  |  |  |  |  |  |
| Intercept |  |  |  | 0.22 | 0.09 | 2.45\* |
| 1. College size | 1 | 4.68\* | .01 | -.000045 | 0.00 | -2.16\* |
| Error | 19 |  |  |  |  |  |
| External Barriers |  |  |  |  |  |  |
| Intercept |  |  |  | 0.12 | 0.06 | 2.13\* |
| 1. College size | 1 | 10.05\*\* | .03 | -.000044 | 0.00 | -3.17\*\* |
| Error | 19 |  |  |  |  |  |

\*p < .05; \*\*p < .01; \*\*\*p < .001

**Table 3**

*Stepwise Regression Multi-level Model, Impact of Orientation Interventions on Indecision and its sources (EDV-9S), SAI Group*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Global effect | | | Regression parameters | | |
| Variable | *df* | *F* | η2 | ß | *SE* | *t* |
| Academic Indecision |  |  |  |  |  |  | |
| Intercept |  |  |  | 0.39 | 0.08 | 4.70\*\*\* | |
| 1. Support network (ref. = no) | 1 | 6.72\* | .02 |  |  |  | |
| Yes |  |  |  | -0.30 | 0.12 | -2.59\* | |
| 2. Other interventions (ref. = no) | 1 | 5.98\* | .01 |  |  |  | |
| Yes |  |  |  | -0.29 | 0.12 | -2.45\* | |
| Error | 18 |  |  |  |  |  | |
| Career Indecision |  |  |  |  |  |  | |
| Intercept |  |  |  | 0.19 | 0.09 | 2.18\* | |
| 1. Support network (ref. = no) | 1 | 20.49\*\*\* | .05 |  |  |  | |
| Yes |  |  |  | -0.57 | 0.13 | -4.53\*\*\* | |
| 2. Orientation courses (ref. = no) | 1 | 12.02\*\* | .03 |  |  |  | |
| Yes |  |  |  | 0.50 | 0.14 | 3.47\*\* | |
| 3. Other interventions (ref. = no) | 1 | 8.64\*\* | .02 |  |  |  | |
| Yes |  |  |  | -0.39 | 0.14 | -2.94\*\* | |
| 4. Pre-enrollment activities and assessment of orientation needs (ref. = no) | 1 | 6.29\* | .01 |  |  |  | |
| Yes |  |  |  | 0.41 | 0.16 | 2.51\* | |
| Error | 16 |  |  |  |  |  | |
| External Barriers |  |  |  |  |  |  | |
| Intercept |  |  |  | 0.00 | 0.03 | 0.11\* | |
| 1. Other interventions (ref. = no) | 1 | 4.39\* | .01 |  |  |  | |
| Yes |  |  |  | -0.12 | 0.06 | -2.09\* | |
| Error | 19 |  |  |  |  |  | |

\*p < .05; \*\*p < .01; \*\*\*p < .001