



Observatoire de la vie étudiante

Orientation, reorientation.
Methodological difficulties and empirical choices.
The example of the University of Geneva

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- Counselling and (re)orientation
- Students trajectory and path
- Our specific limitations
 - Expectations of our interlocutors and privileged receptors
 - Time for modelling longitudinal studies
- Double problem of academic path representation

Double problem of path representation

Complexity of parameters

- Point of departure
- Duration
- Inflexion points
- Interruptions/perseverance
- Nature of changes (of faculty, of discipline – huge or weak...)
- Progression on the study course

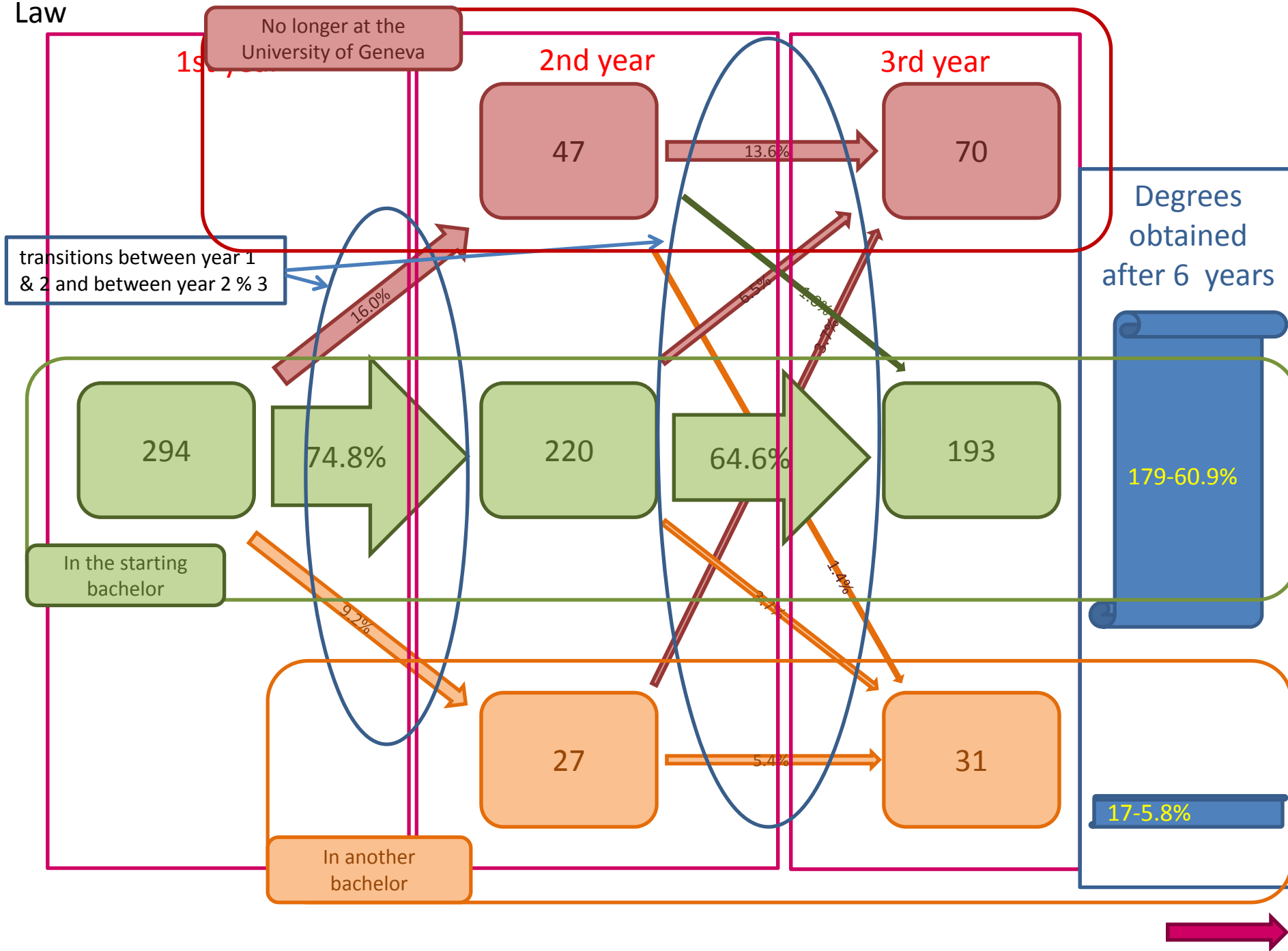
- Complex representations -> difficult to handle (statistically)

Subsuming variables

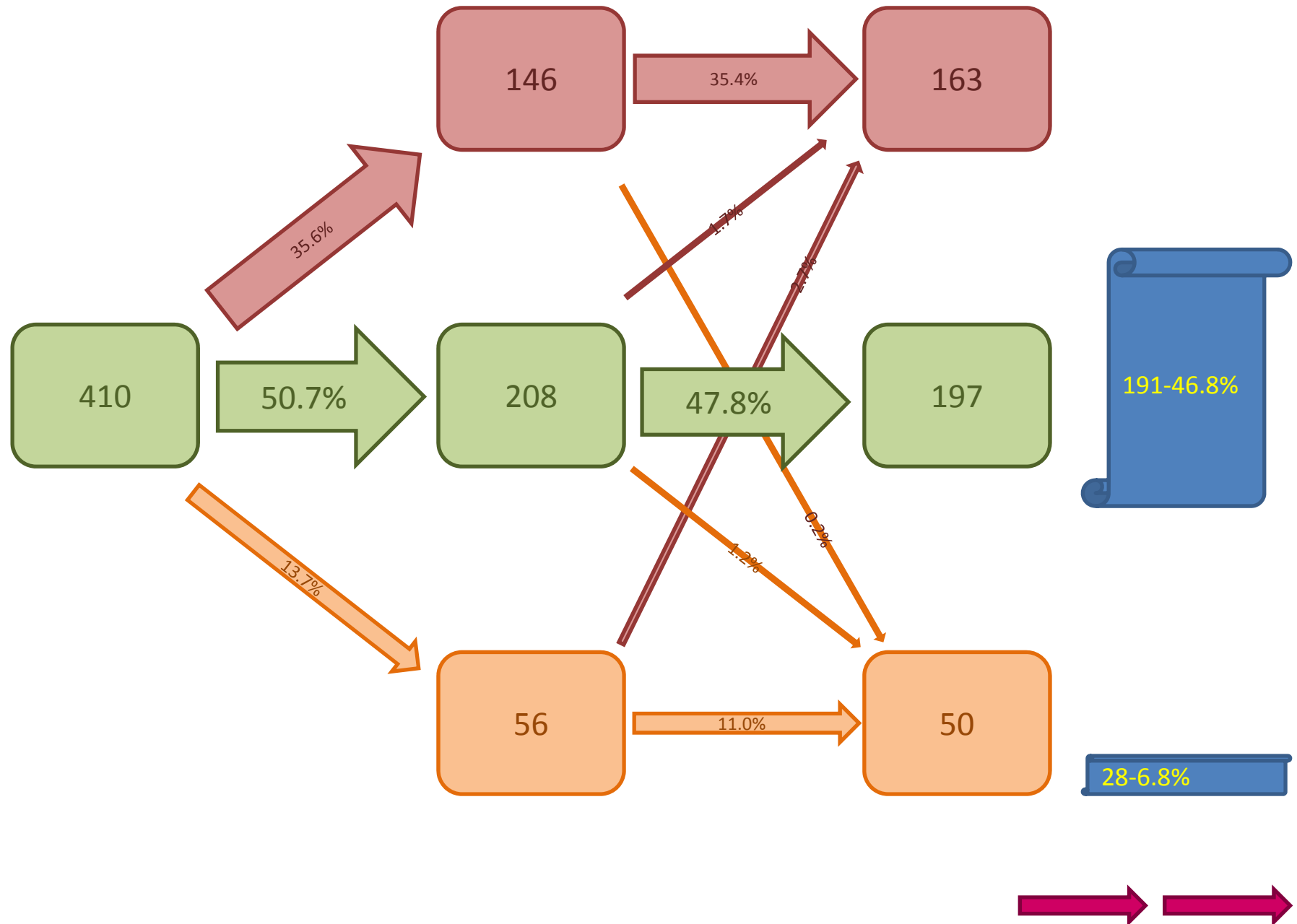
- Still there – in another faculty or discipline – no more in university
- At time – delayed – stopped
- Starting bachelor obtained – other bachelor obtained – no bachelor obtained

- Variables easy handlable statistically but reducing the reality of the student path

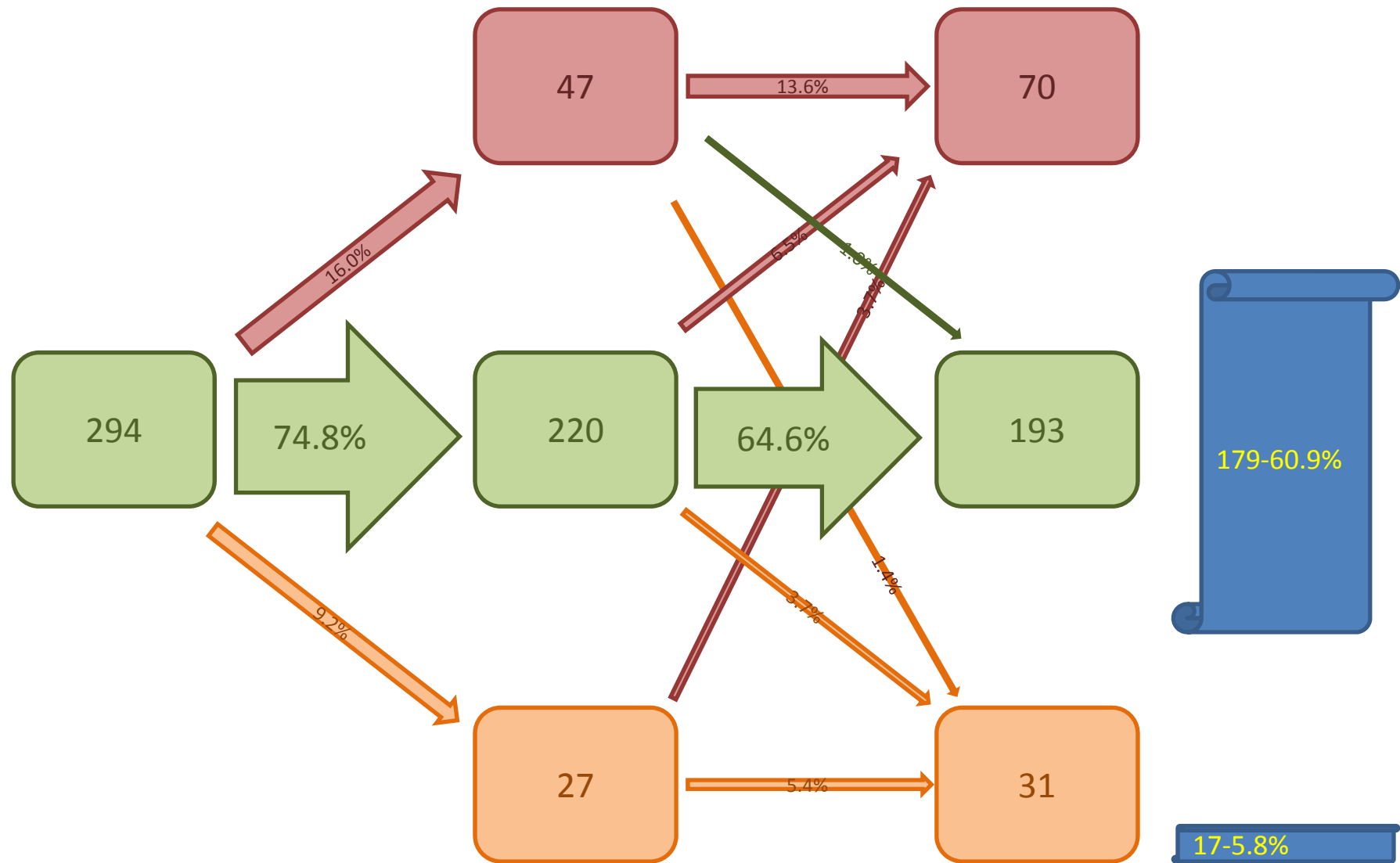
Law



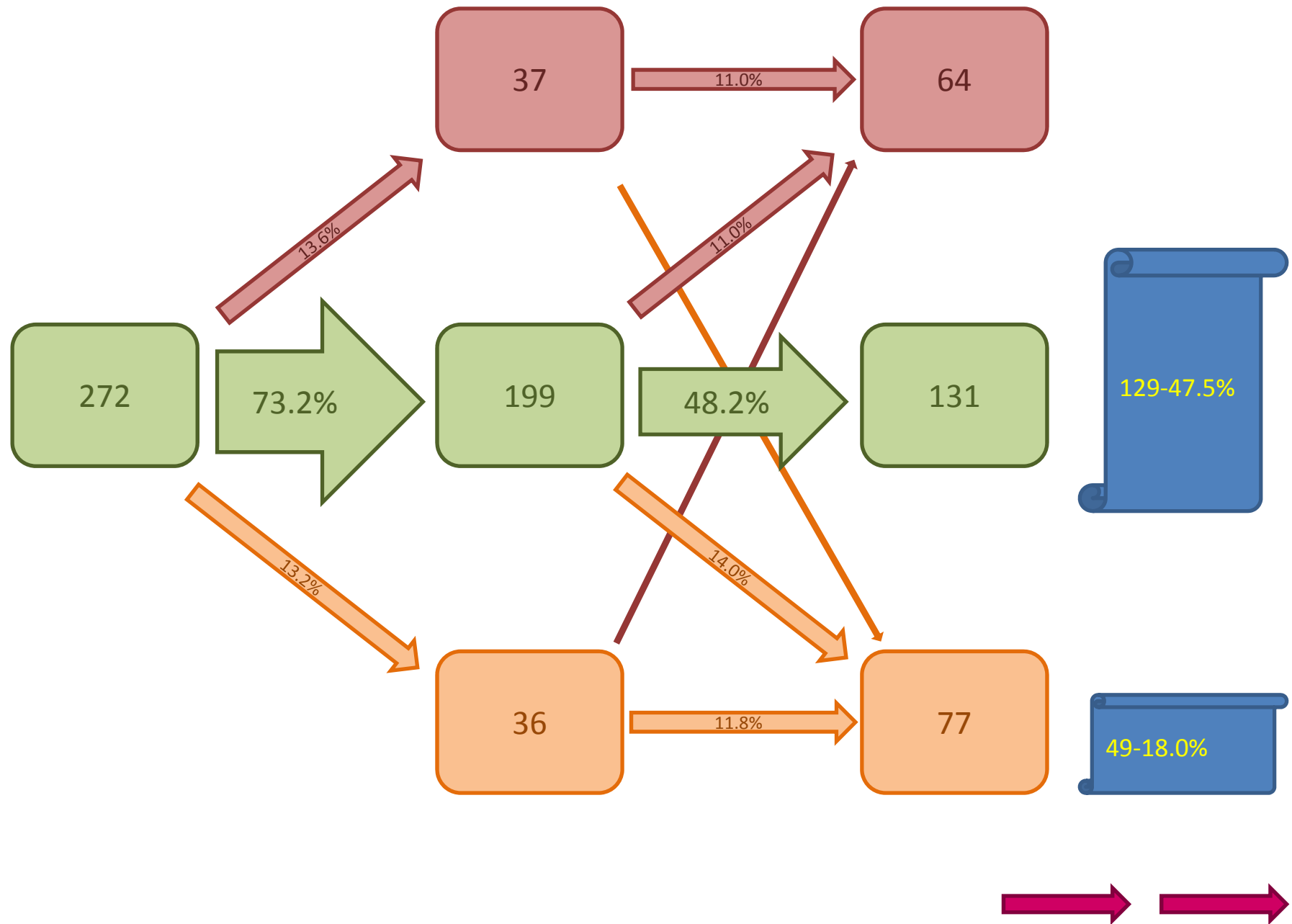
International Relations



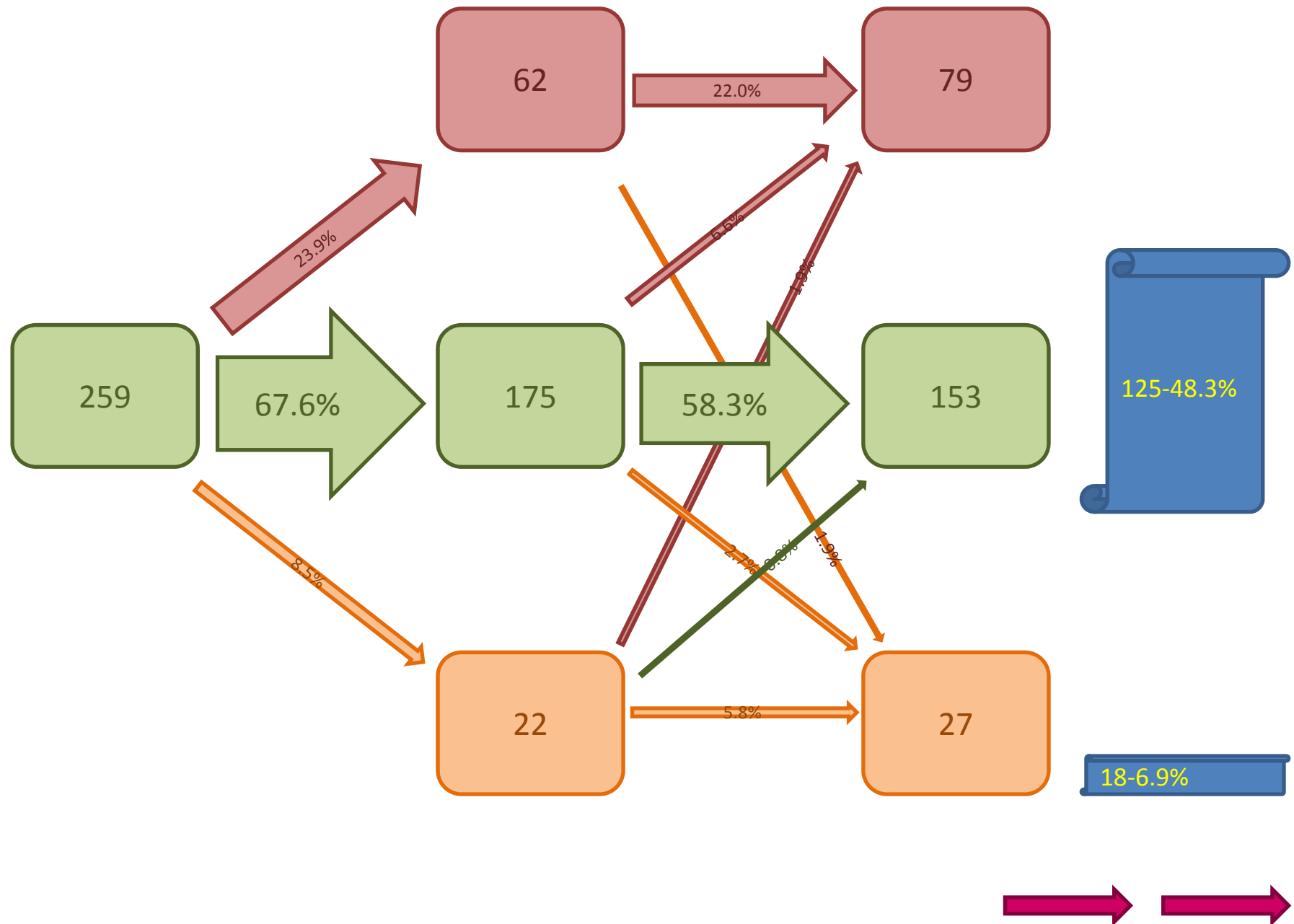
Law



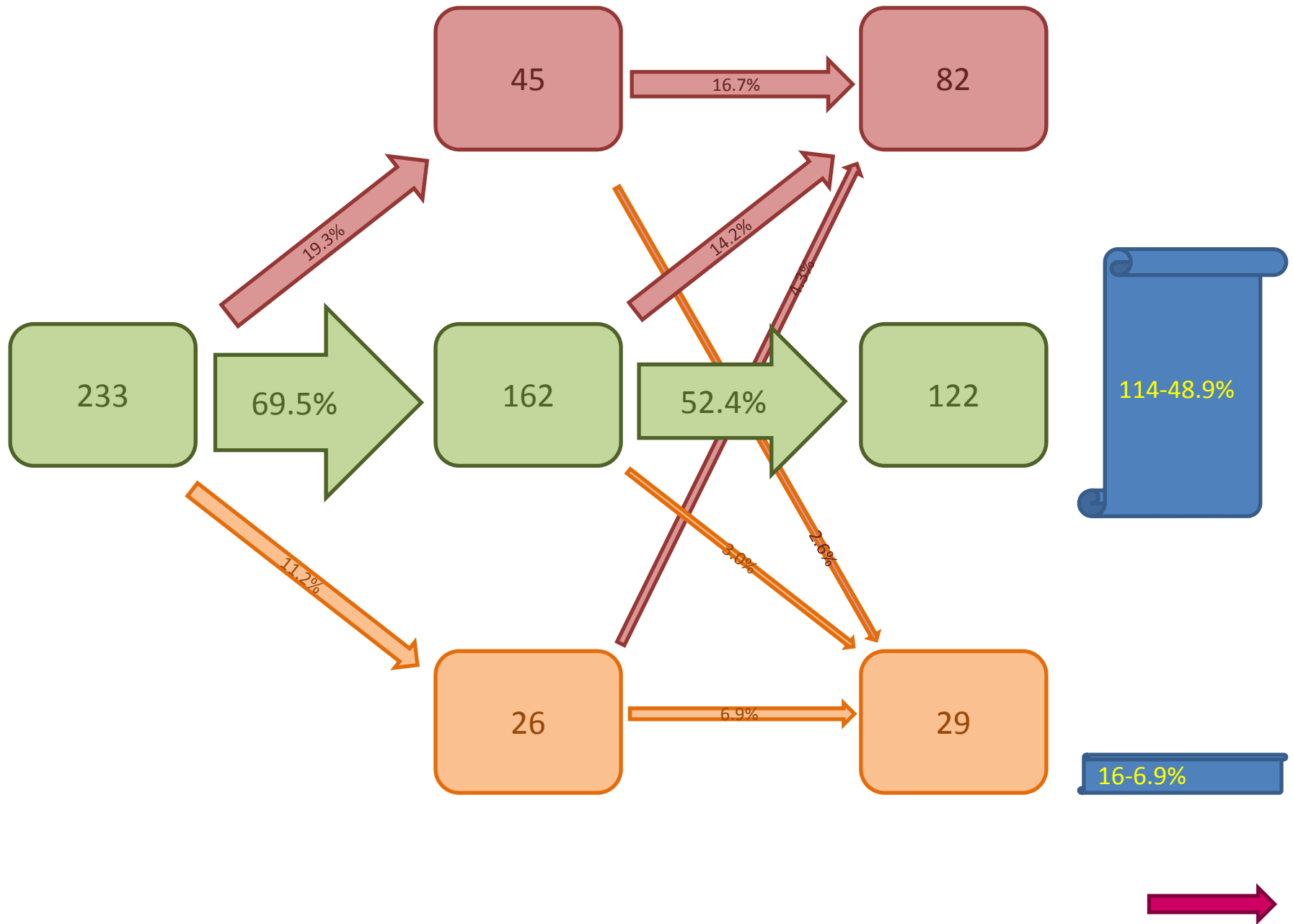
Medicine



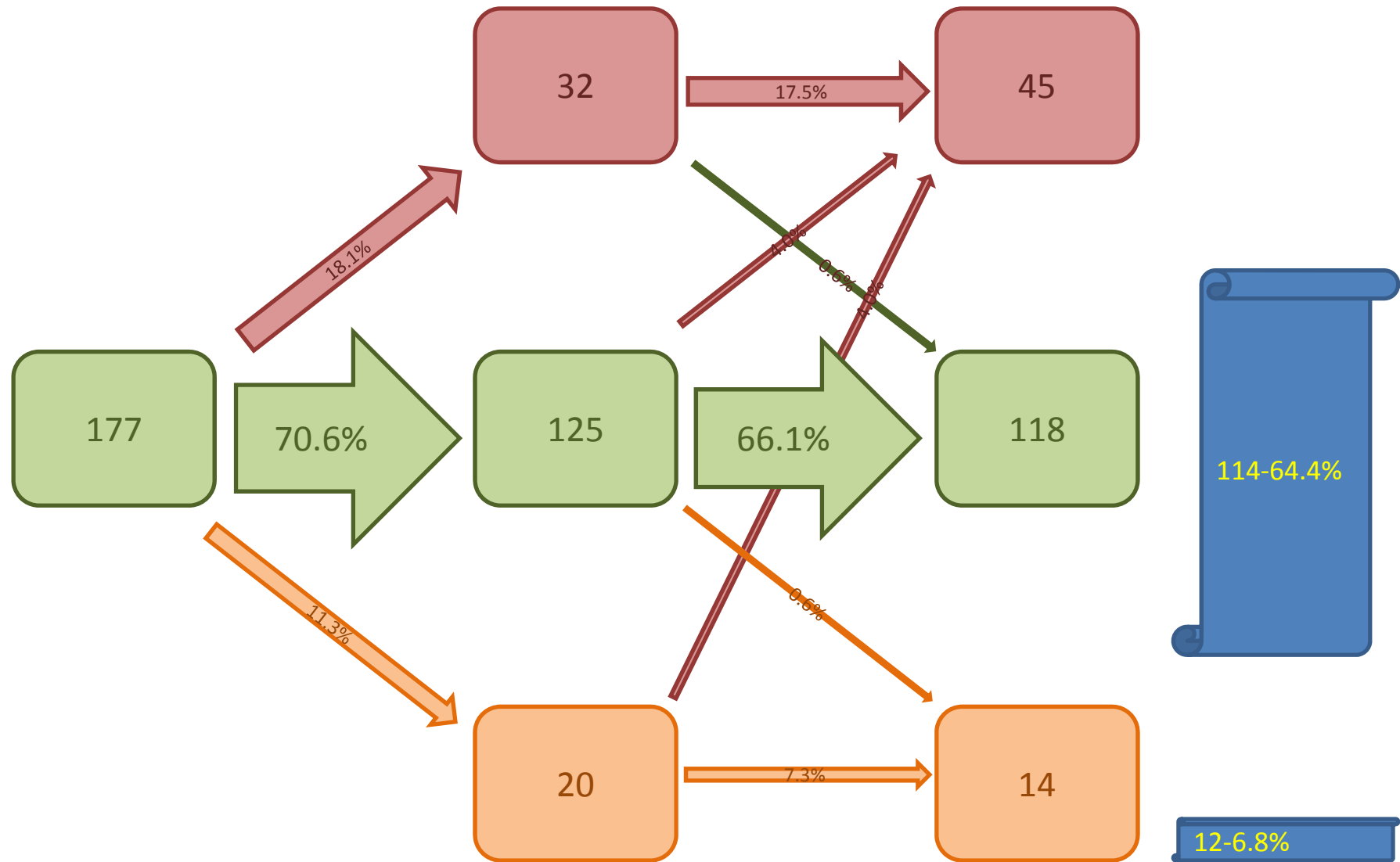
Literature



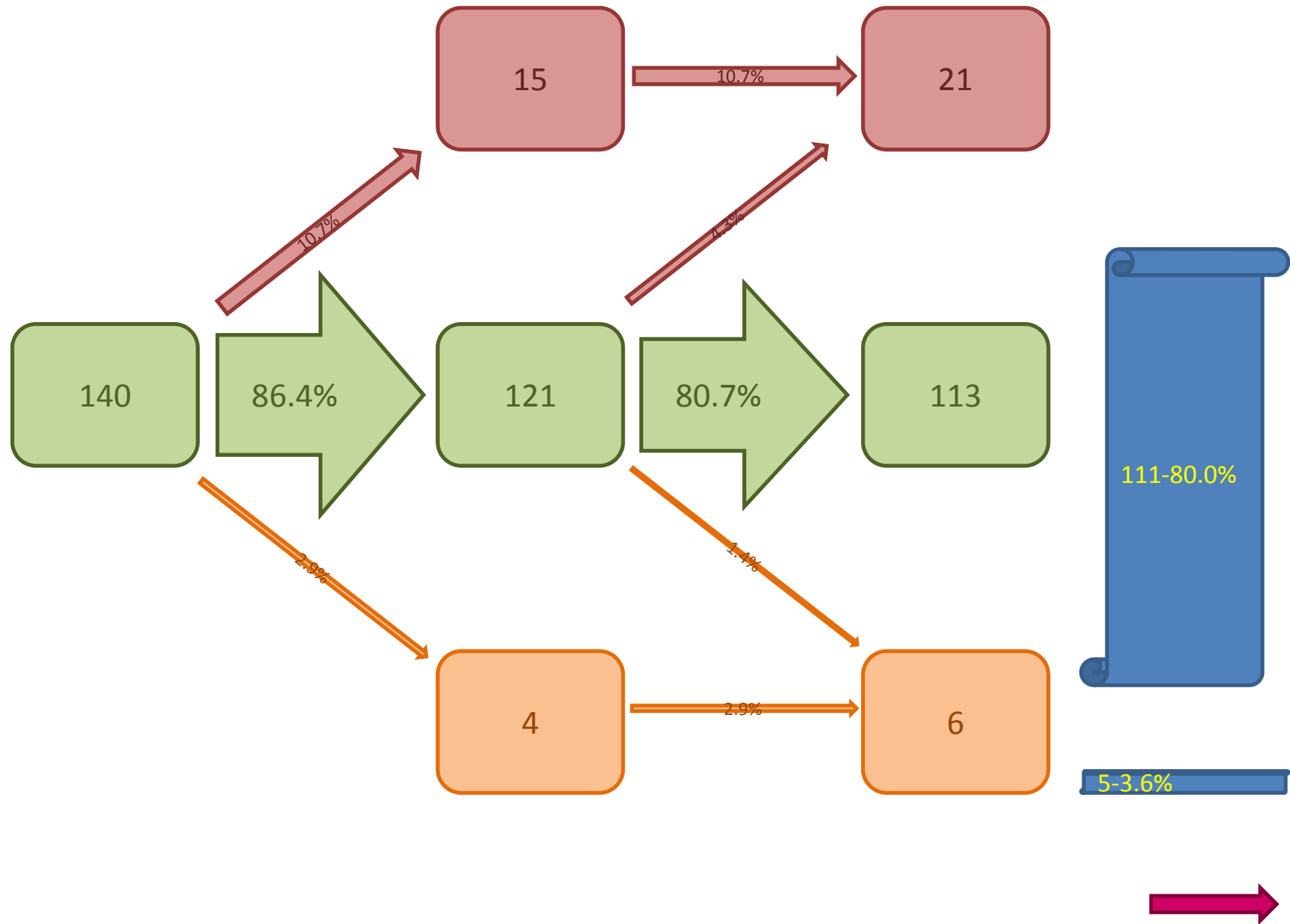
Management



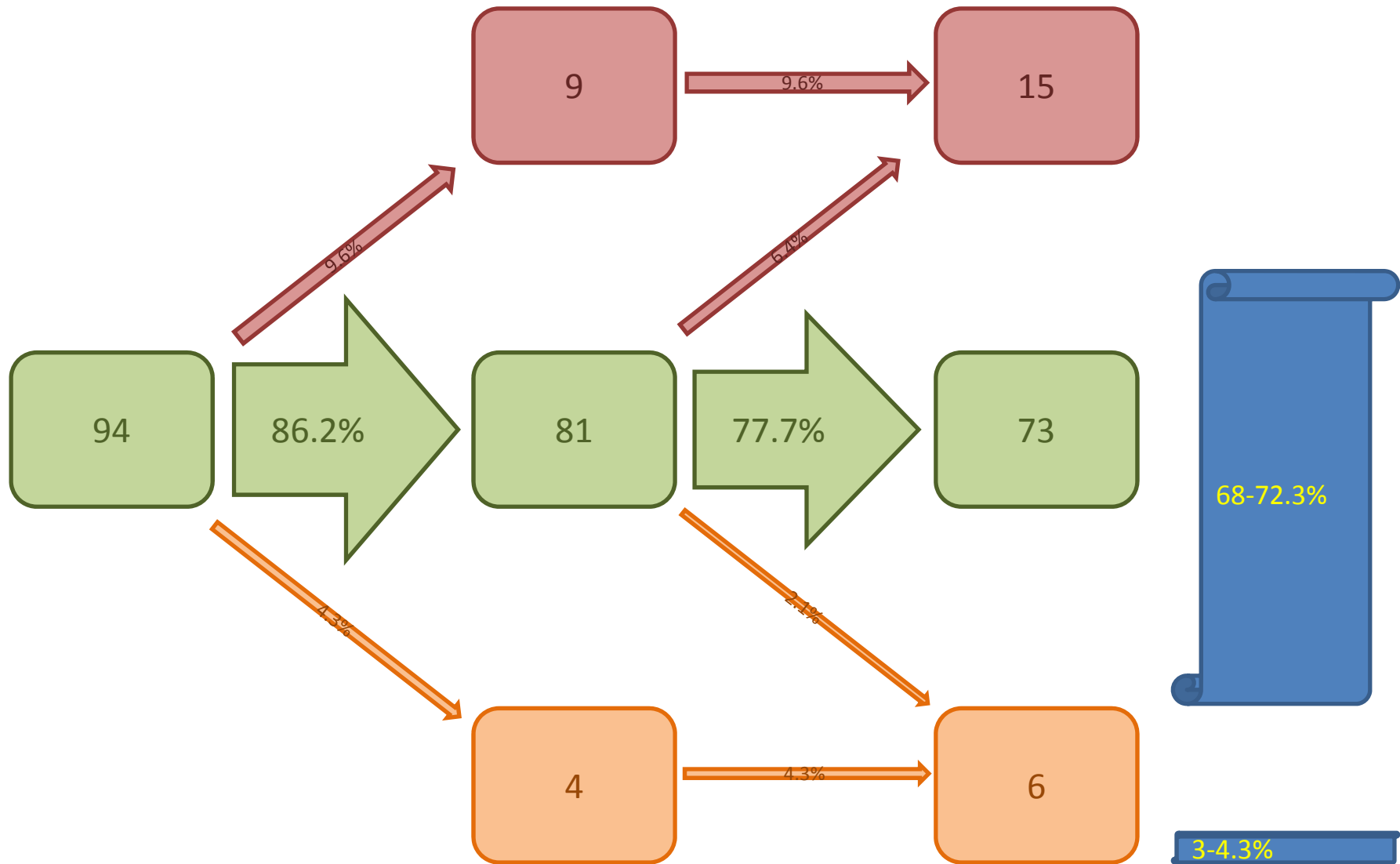
Psychology



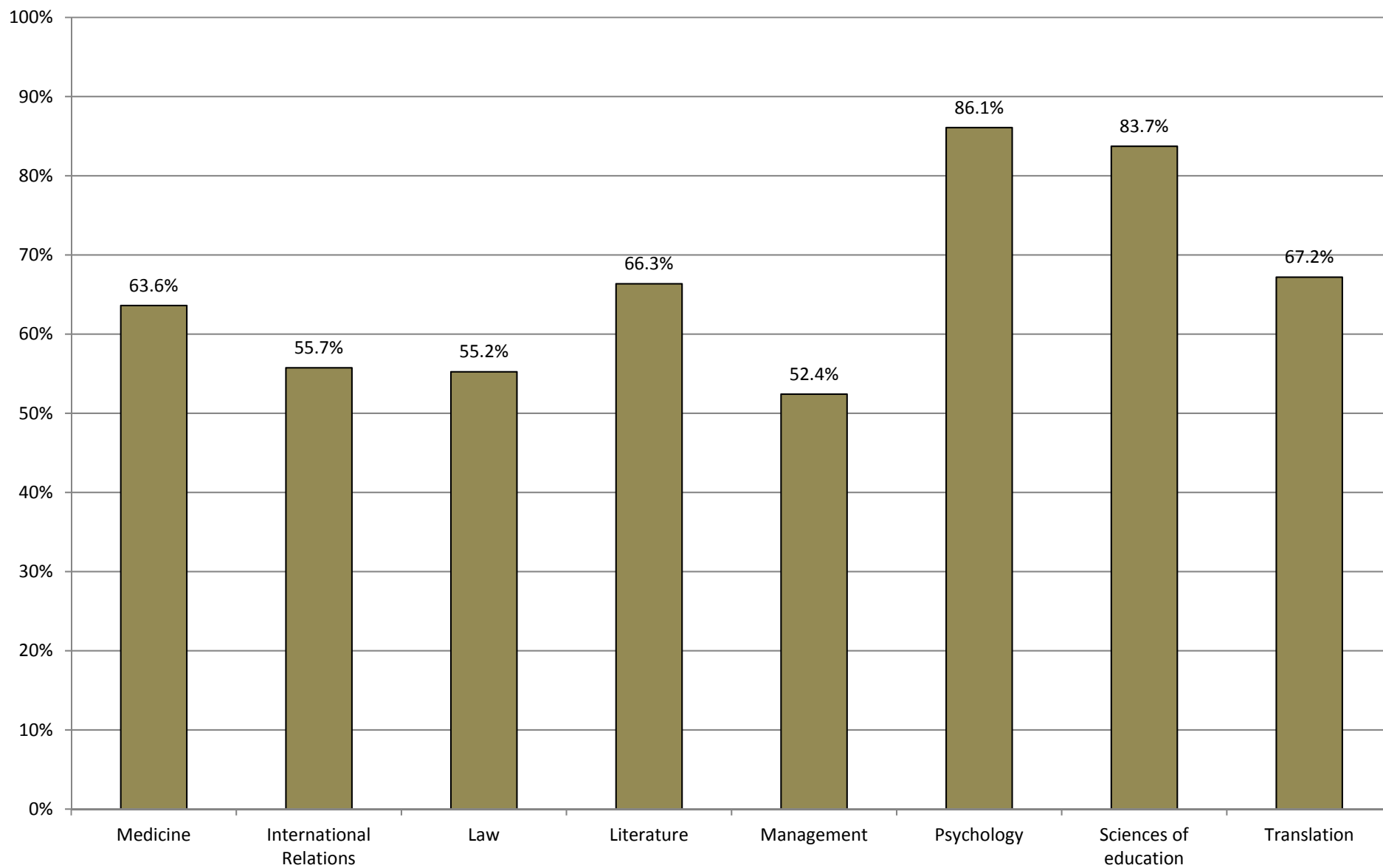
Sciences of Education



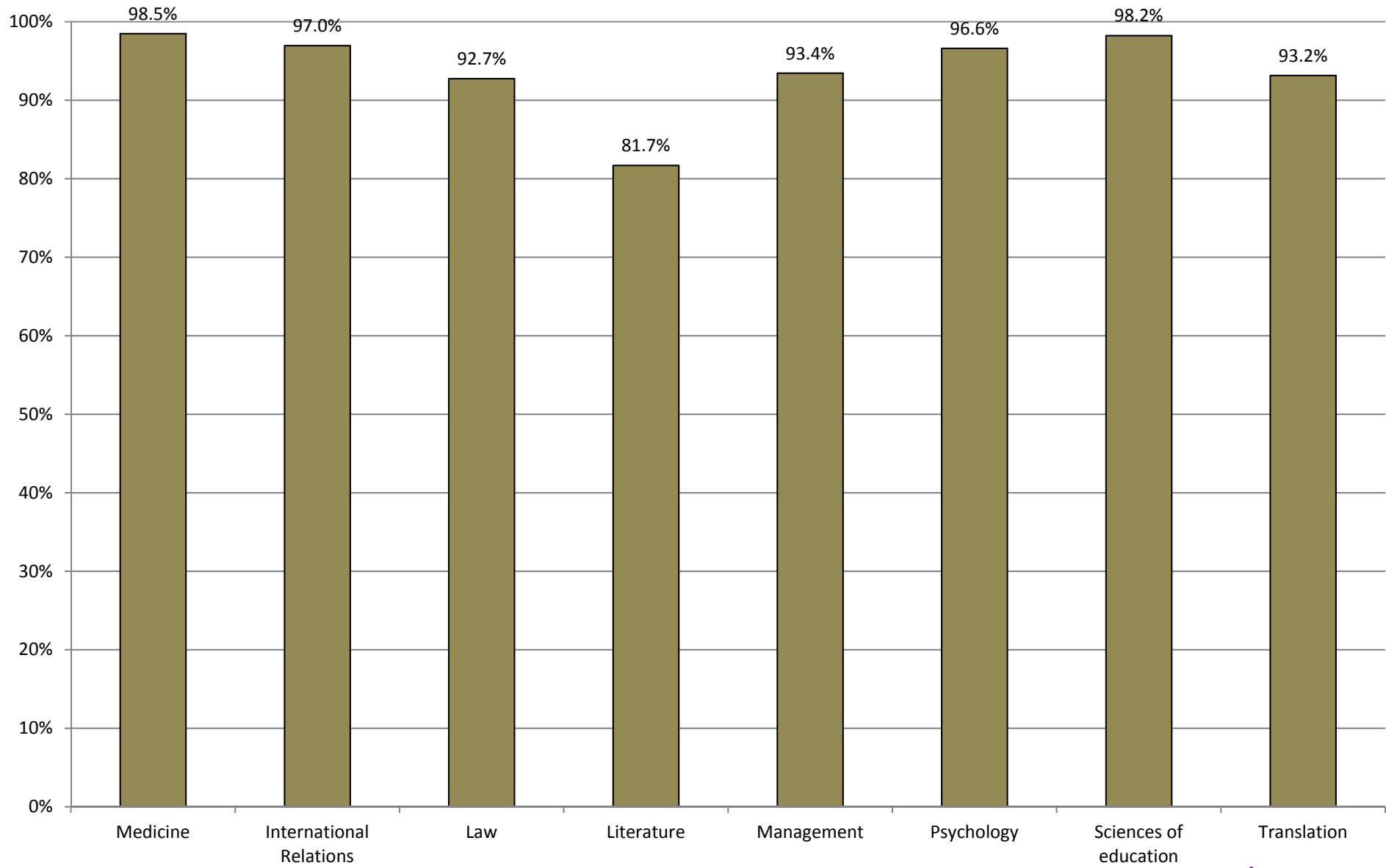
Translation



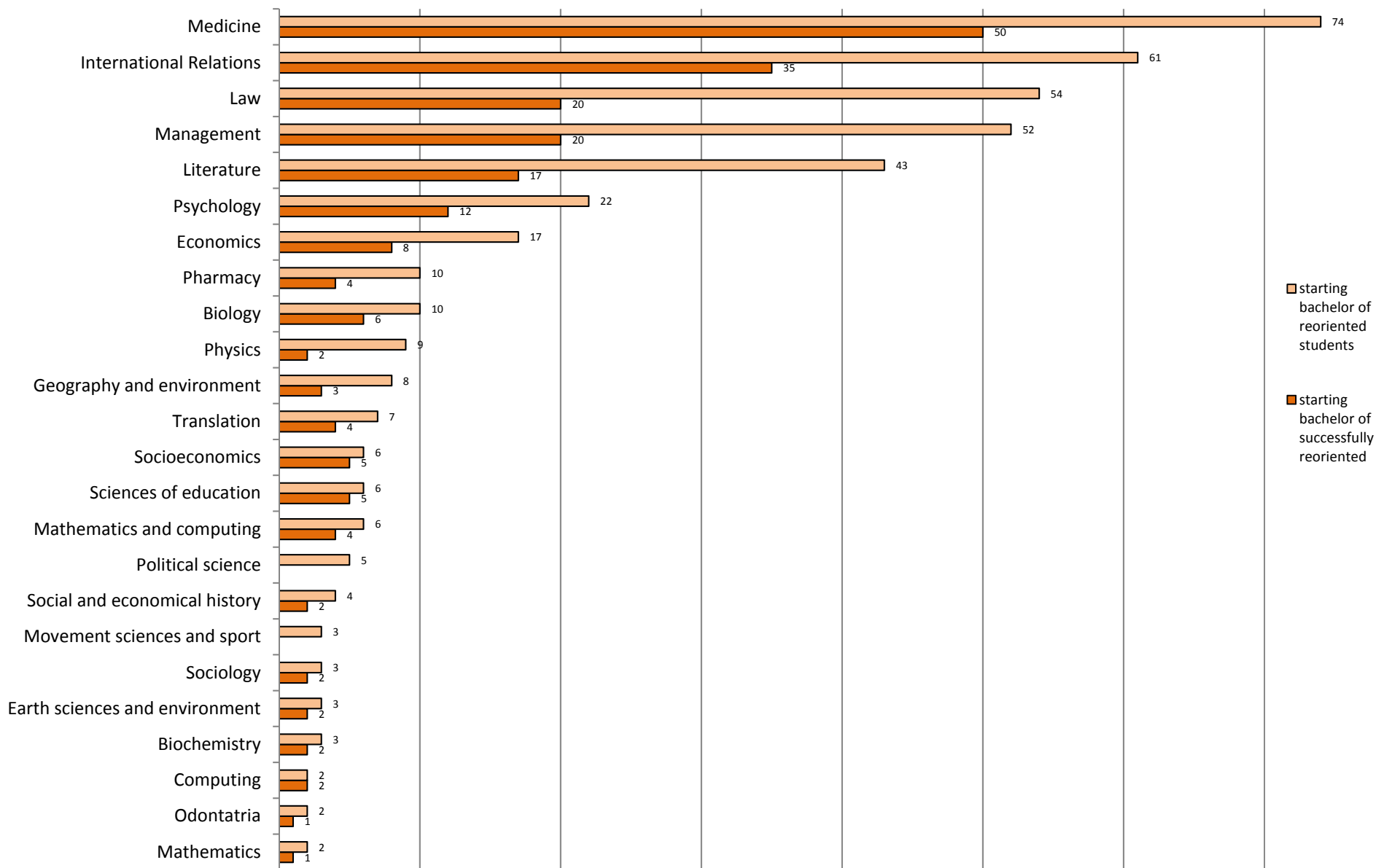
Rate of "bachelorization" after reorientation according to the starting bachelor



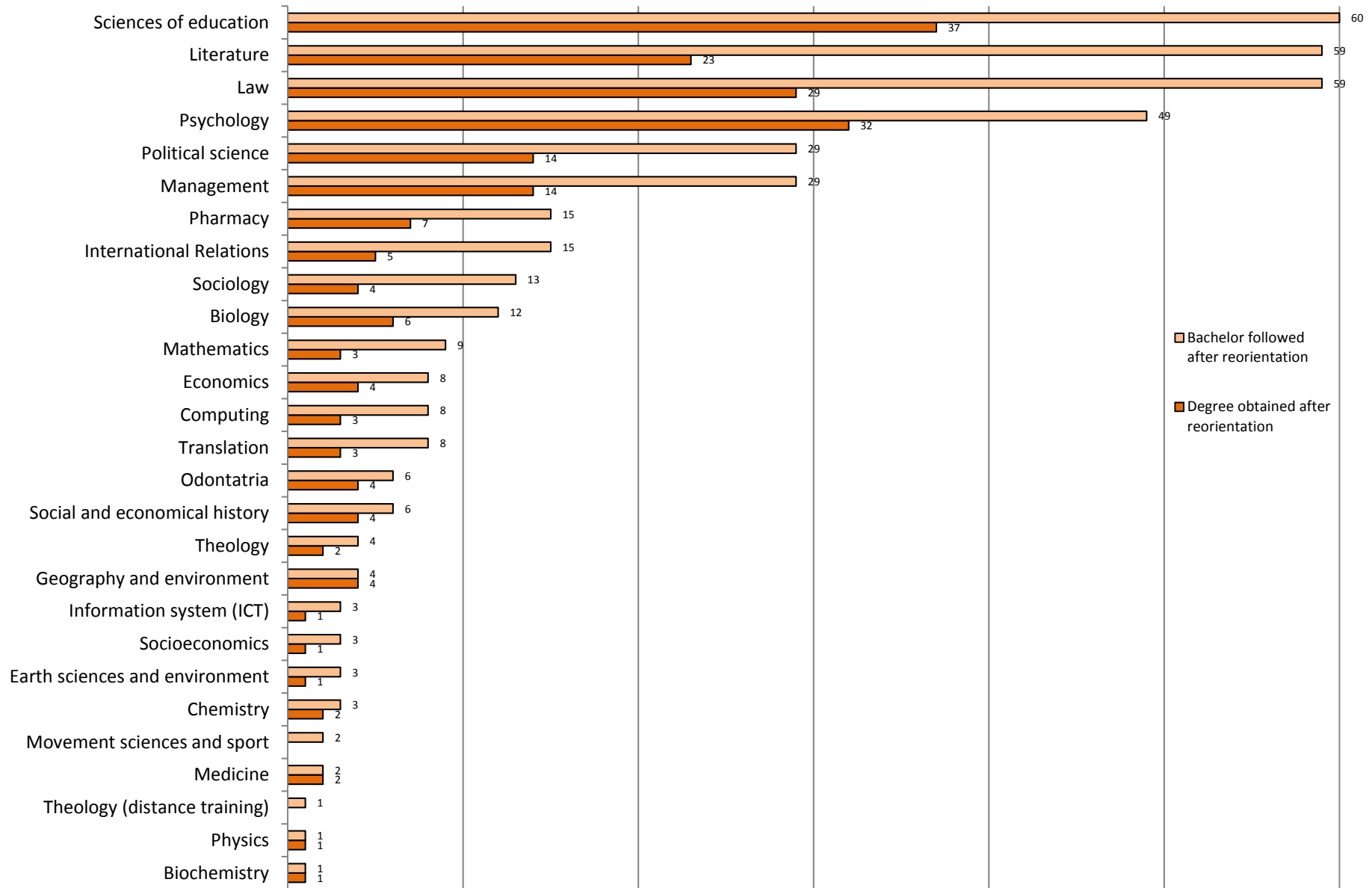
Success rate of students still present in the beginning of the 3th year



Starting bachelor of reoriented students (all of them – students having obtained the degree)



New bachelor of reoriented students (all of them – students having obtained the degree)



	Among the respondents not having obtained the starting bachelor, the ones who are reoriented	Among the reoriented, the ones who obtain the new degree
Motivations towards higher studies		
- Vocational choice	++ ◦	-- ◦
- Logical rest of study course	++	-
- Access to prestigious professions		--
- Interest for the discipline	--	-
- For the student life	+	
- To fulfil a dream		--
Attitudes towards studies		
- Feeling to be well-prepared	◦	- ◦
- Conviction to have made the good choice	- ◦	-- ◦
- Imagined well the studies content	◦	- ◦
- Satisfaction toward the training	- ◦	- ◦
- Attendance to courses	◦	+ ◦
Social-demographical background		
- Paid job	(occasional + / without -) ◦	(recurring + / without -) ◦
- Necessity of paid job	-- ◦	(really ++ / not really ++)
- Assessment of life standards	(- poor or difficult) ◦	+ ◦
- Place of secondary degree obtaining	(foreign -) ◦	(CH ++ / FR +/foreign --)
- Age	-- ◦	(older -- /younger -) ◦
- Sex	(women + / men -) ◦	(women ++ / men --)

To conclude

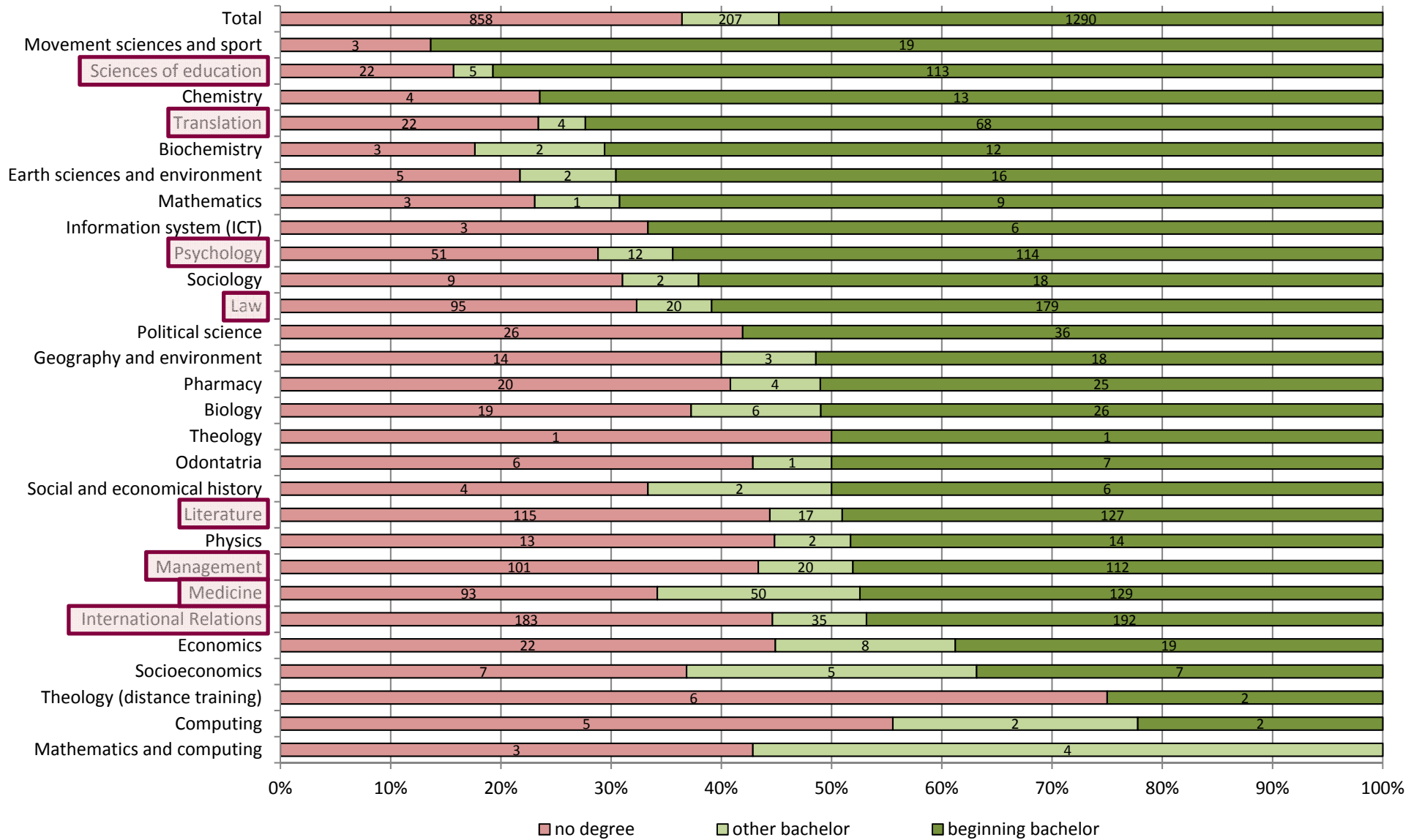
- Orientation and reorientation : these two moments are critical
 - But the factors are not the same, the importance of the phenomena either
 - Something should be done for facilitating to good choice at the beginning (even if a lot of is happened before the entering at the university)
 - Something should be done for make possible and desirable the oppportunity to change (refind/rebuild a new interest and a new motivation)

Thank you for your attention !!!

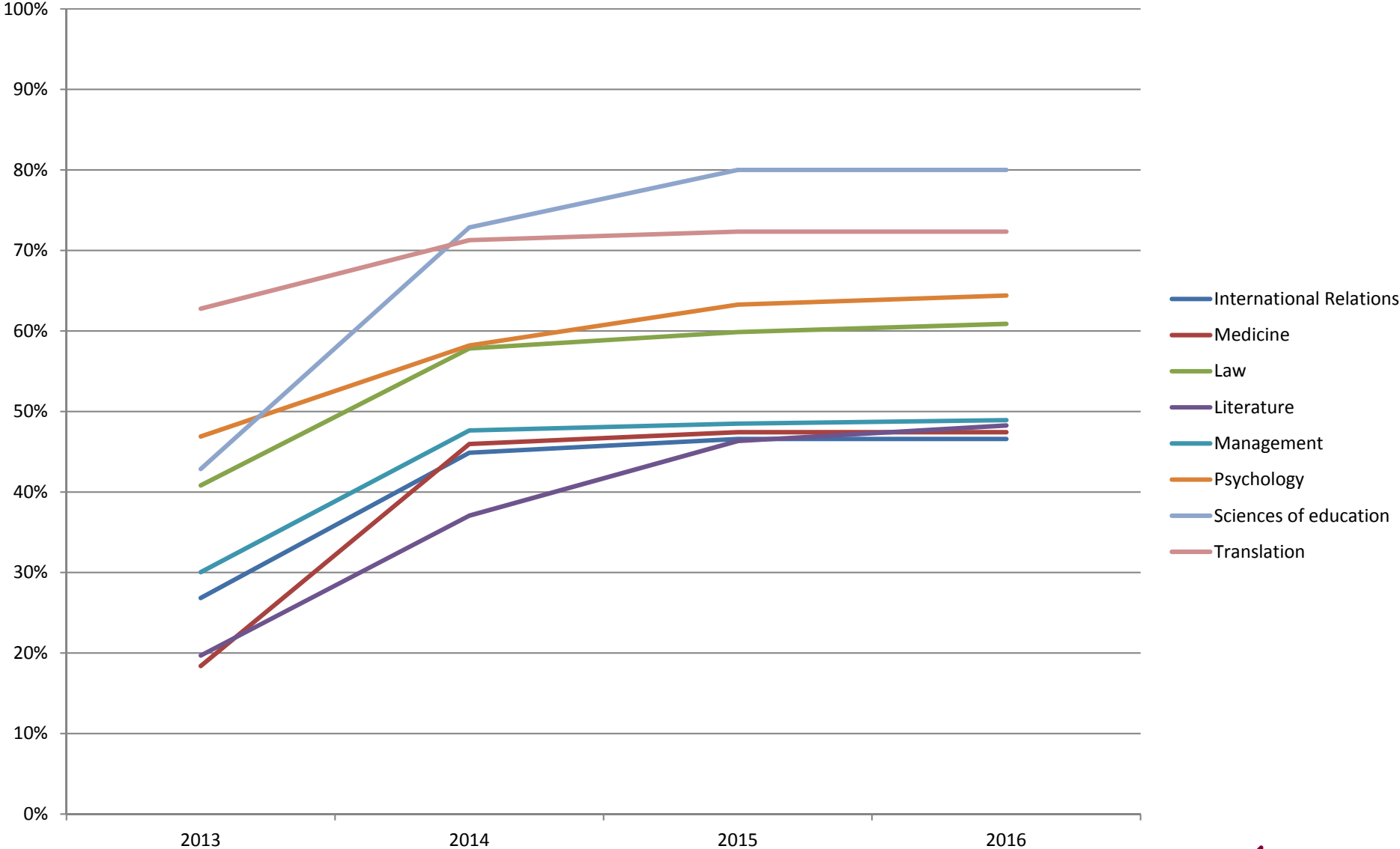


**Observatoire
de la vie étudiante**

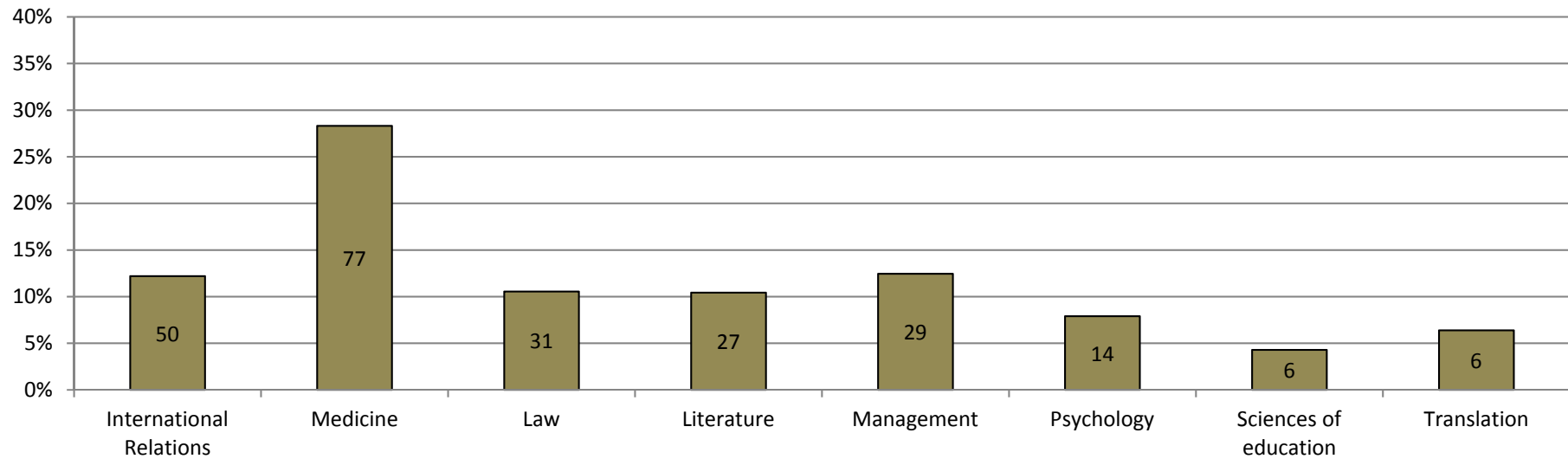
Bachelor obtaining according to discipline



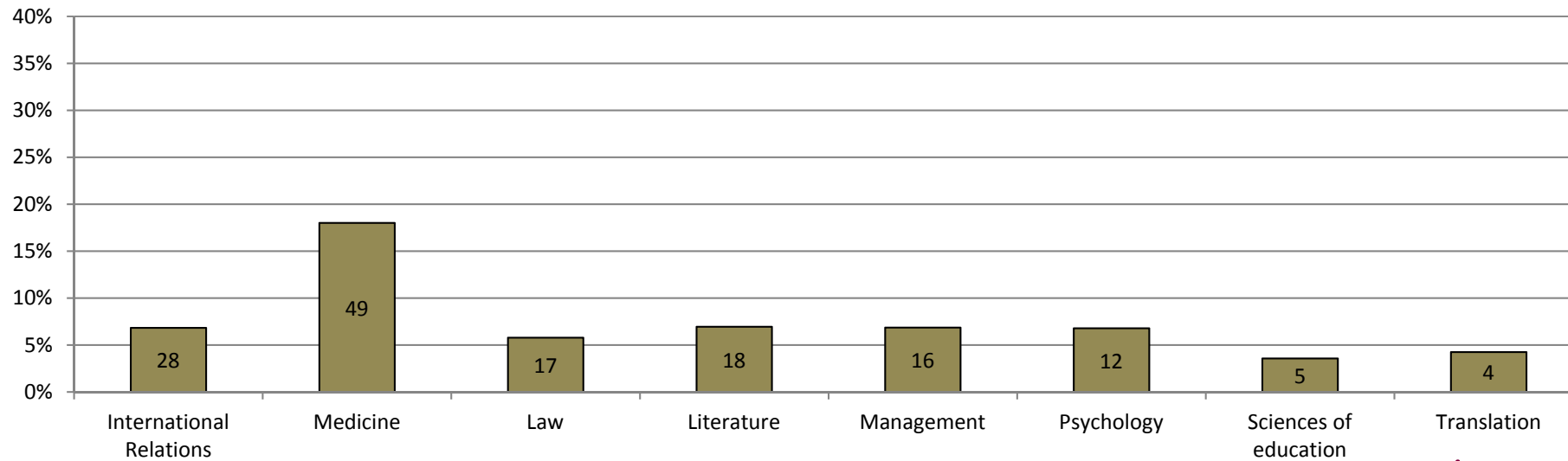
Duration of studies before obtaining the starting bachelor



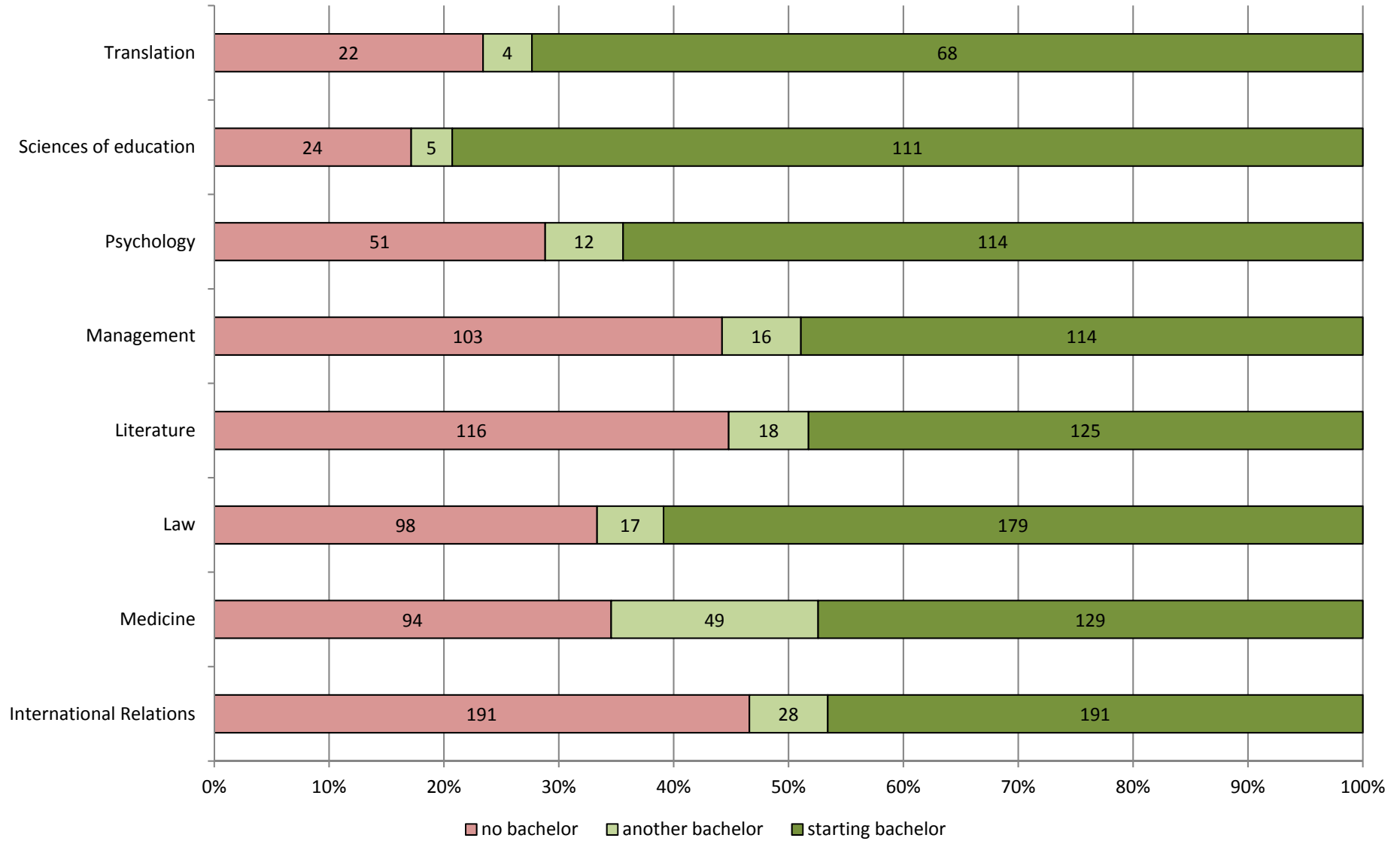
Students registered in another discipline after two years according to the starting bachelor



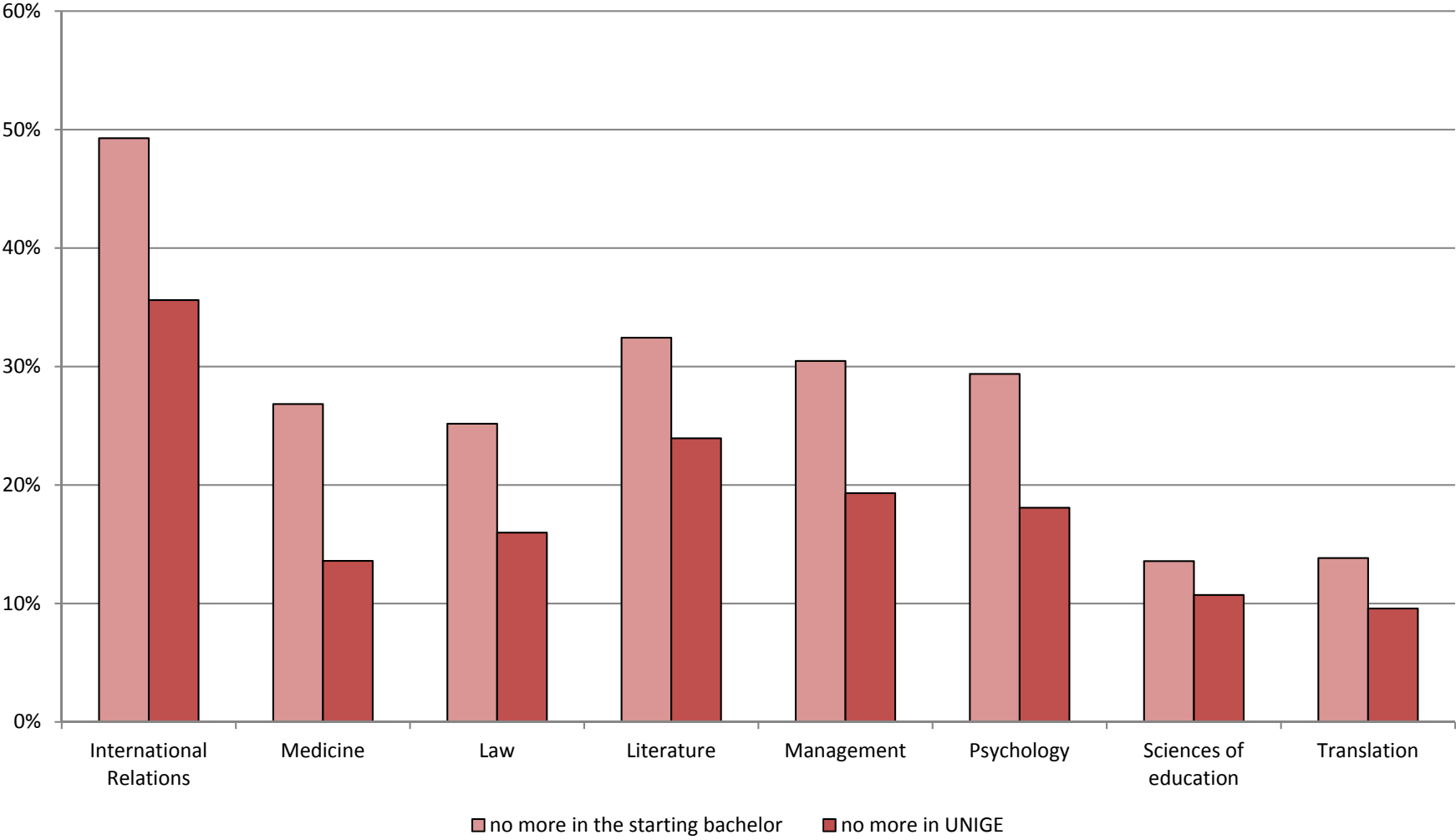
Another degree obtained than the beginning one after six years according to the starting bachelor



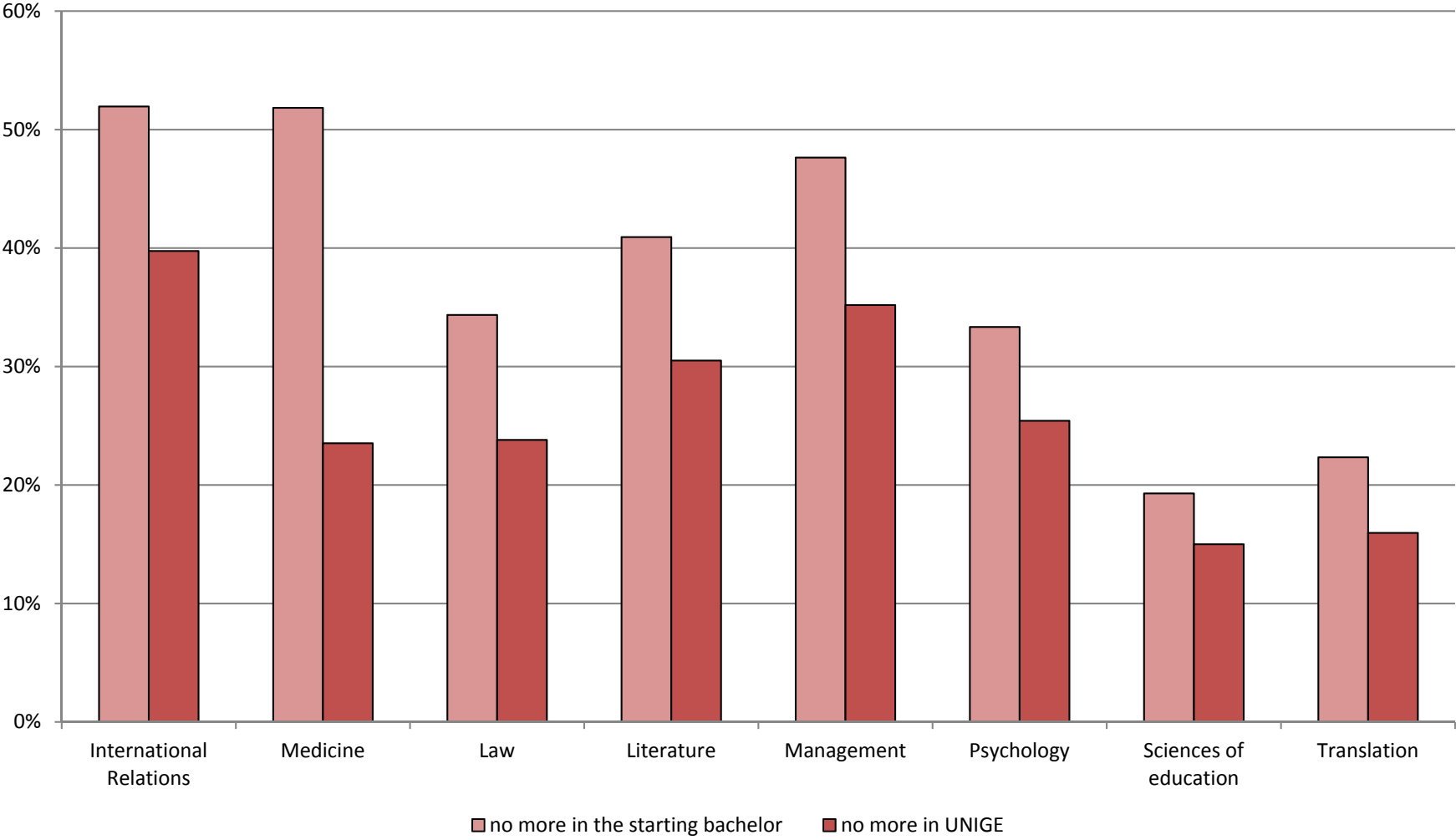
Degree obtained or not, in the starting bachelor or elsewhere according to the starting discipline



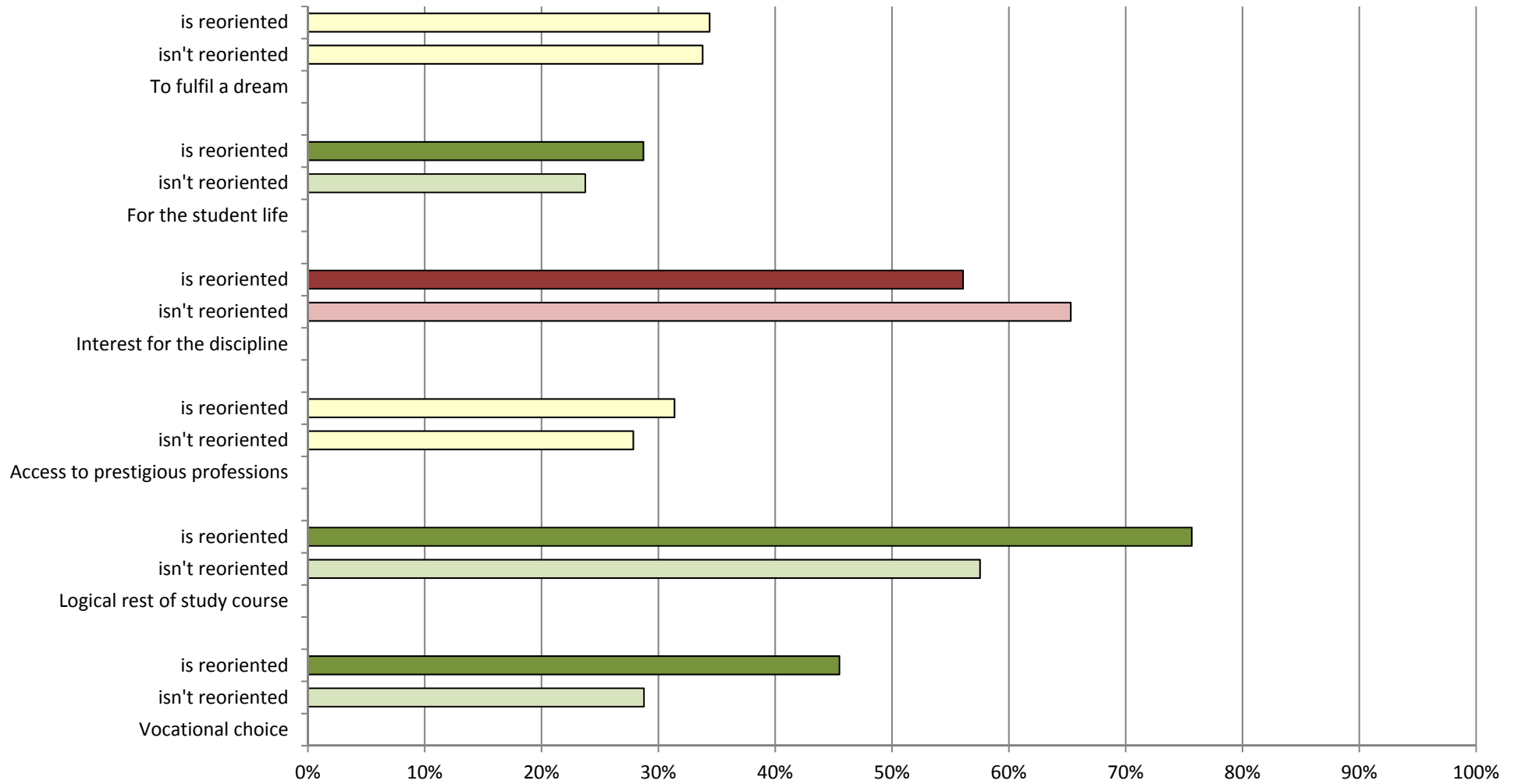
Attrition rates after one year according to the starting bachelor



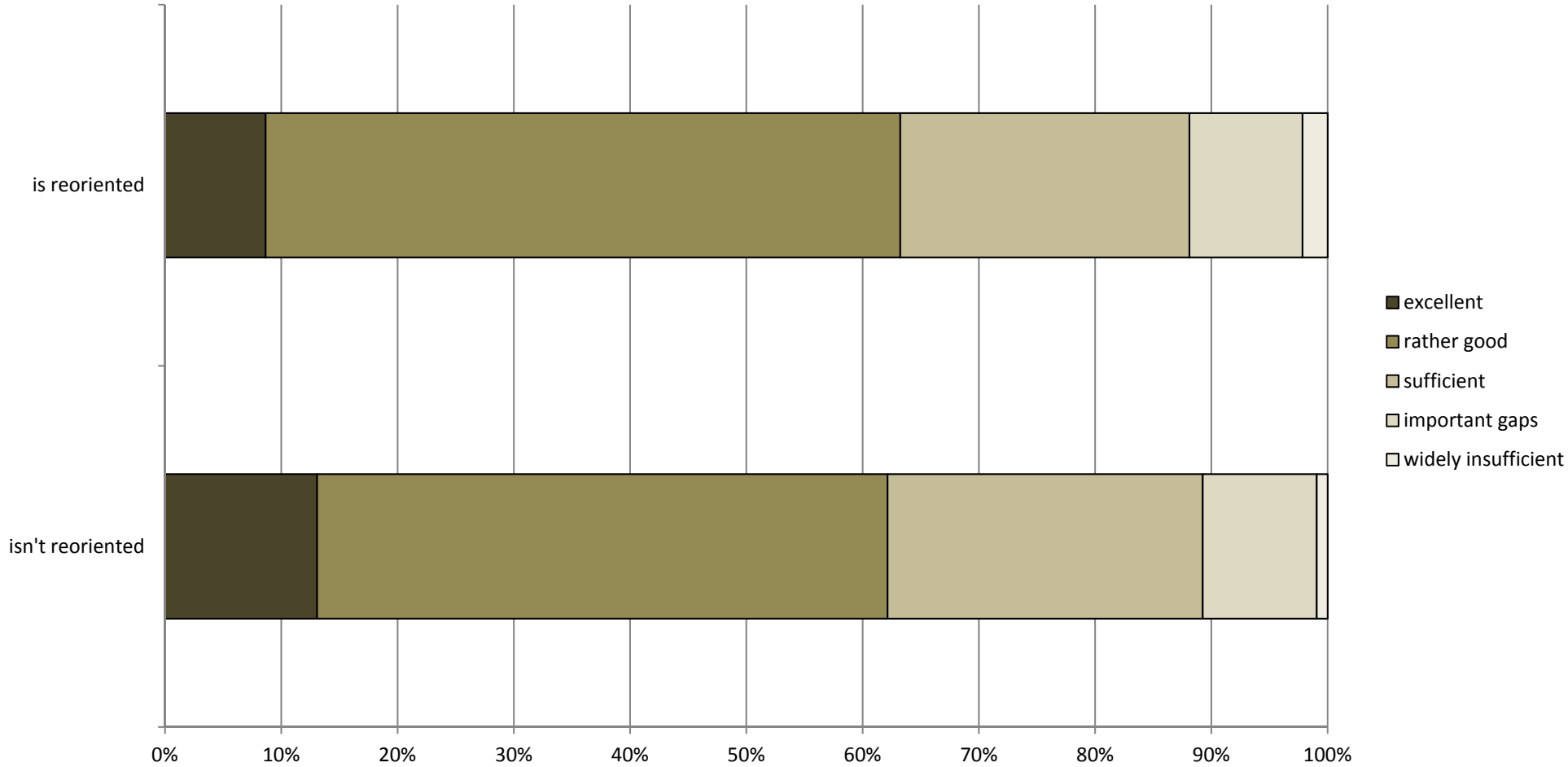
Attrition rates after two years according to the starting bachelor



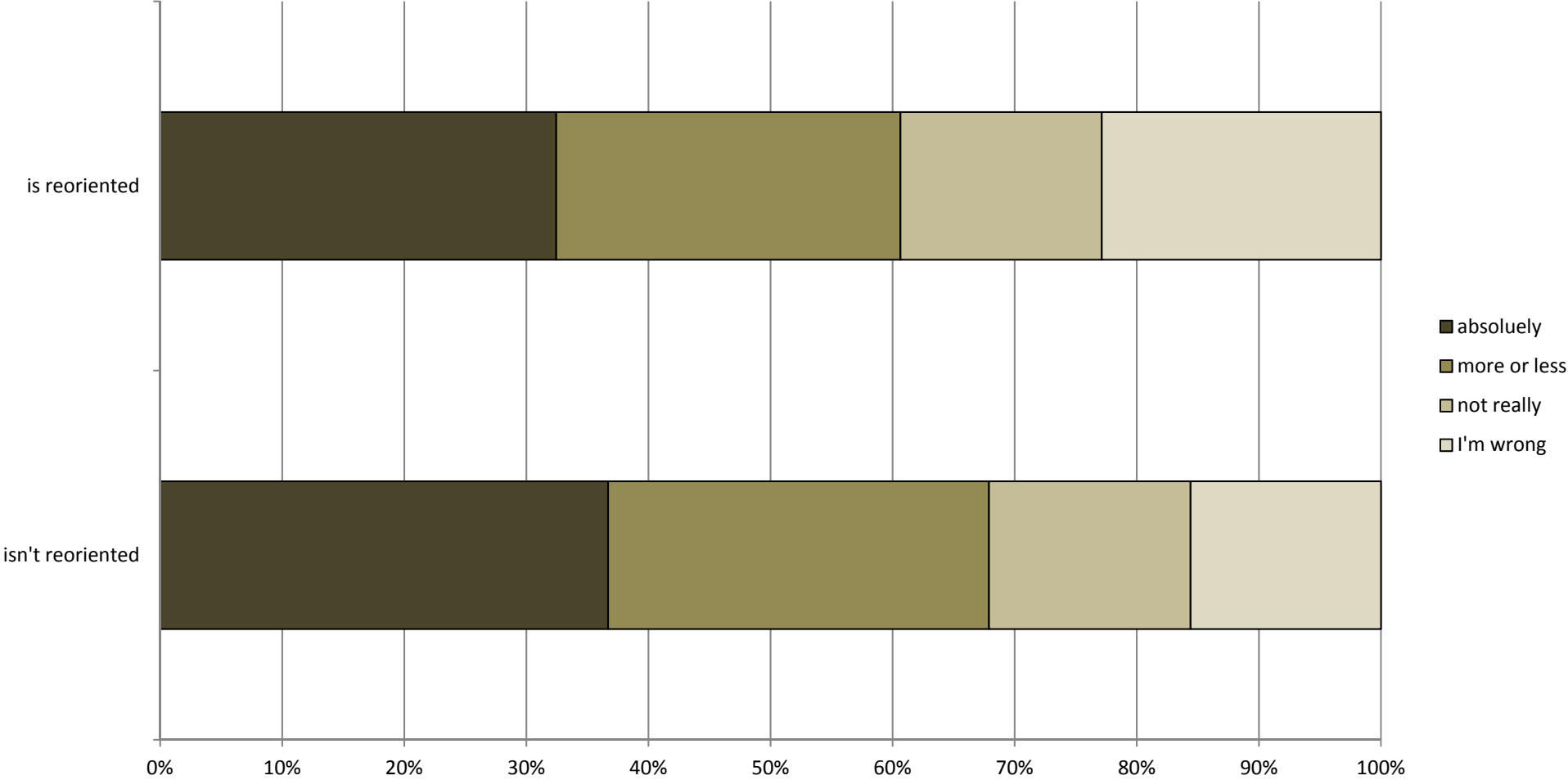
Rate of motivations for entering in higher studies according to reorientation



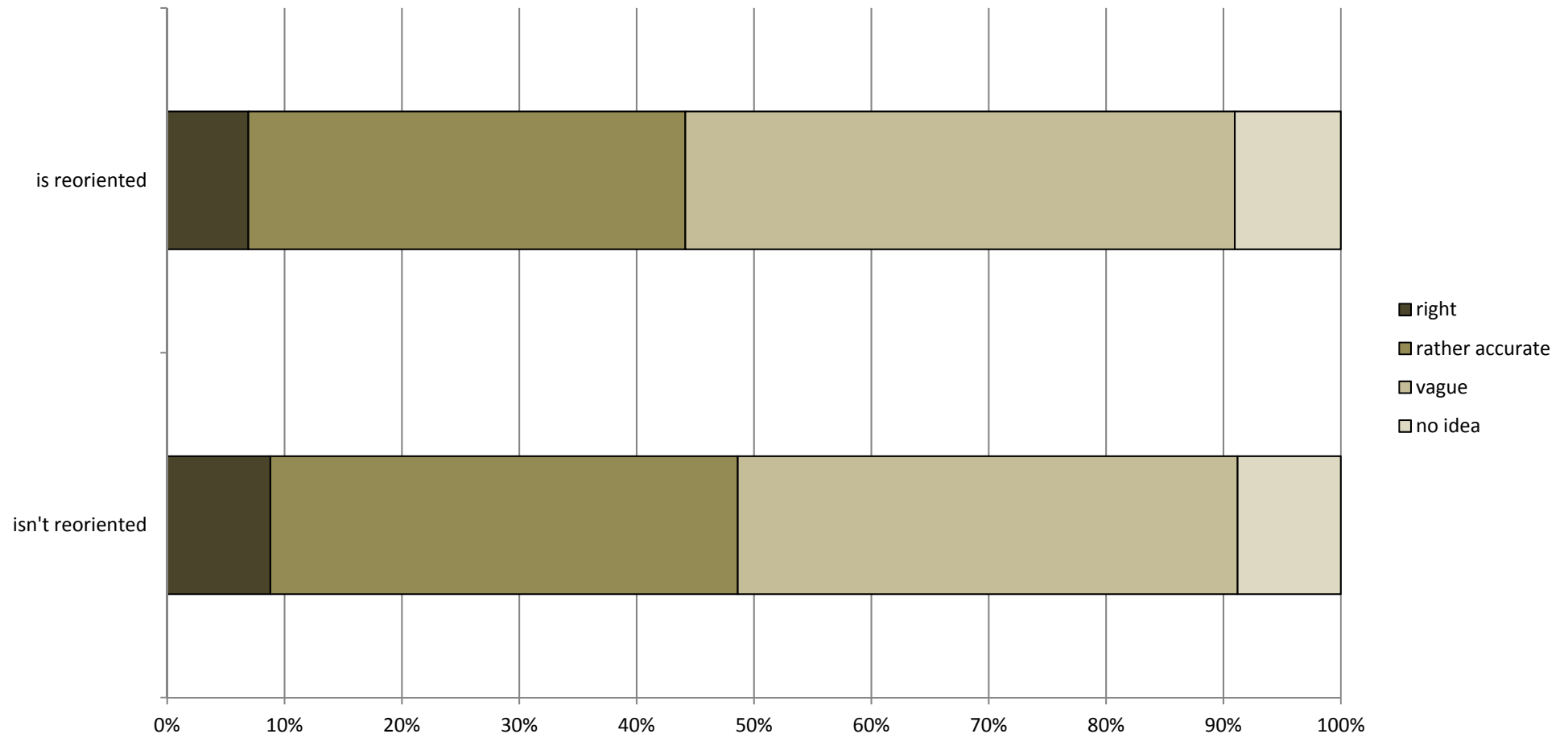
Feeling to be well-prepared according to reorientation



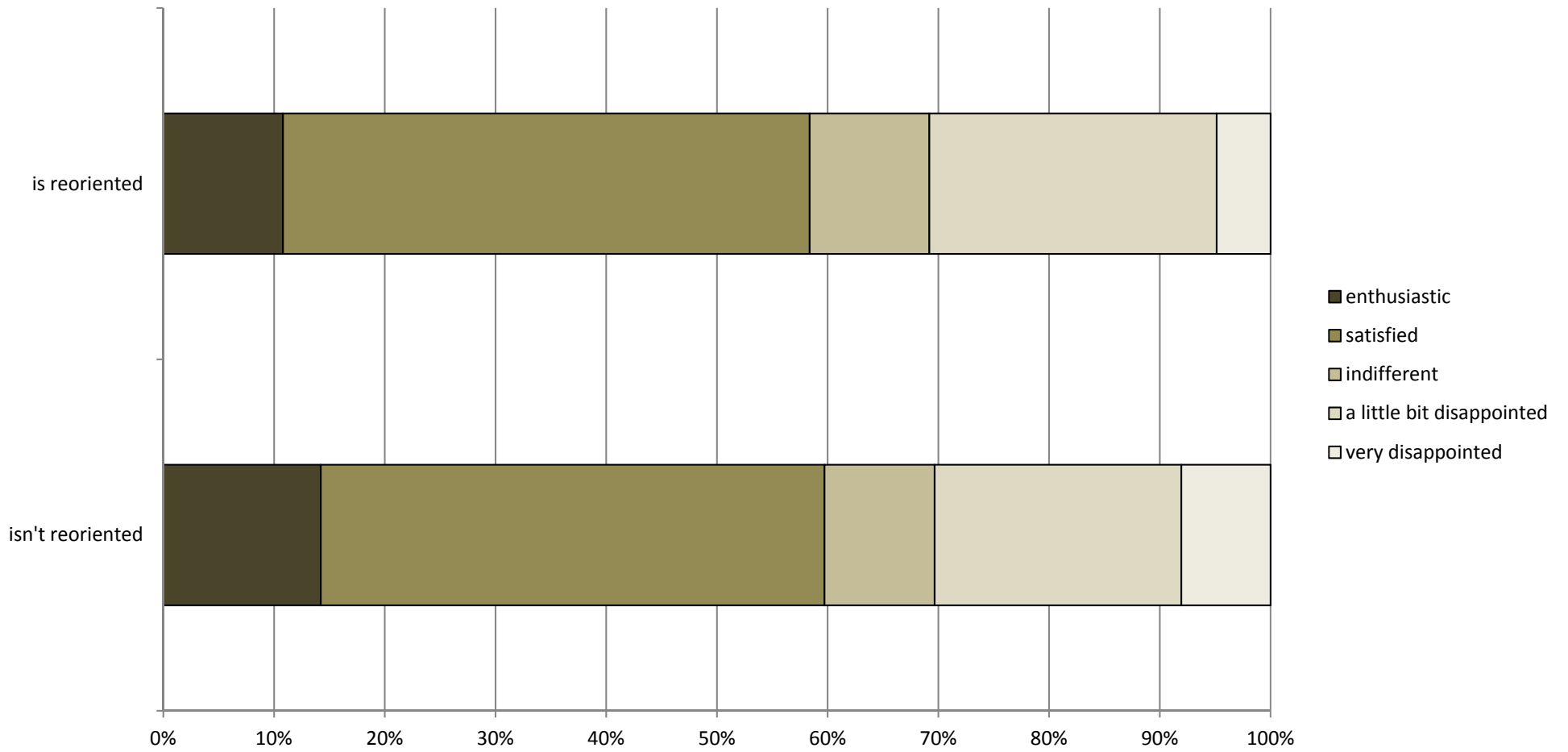
Conviction to have made the good choice according to reorientation



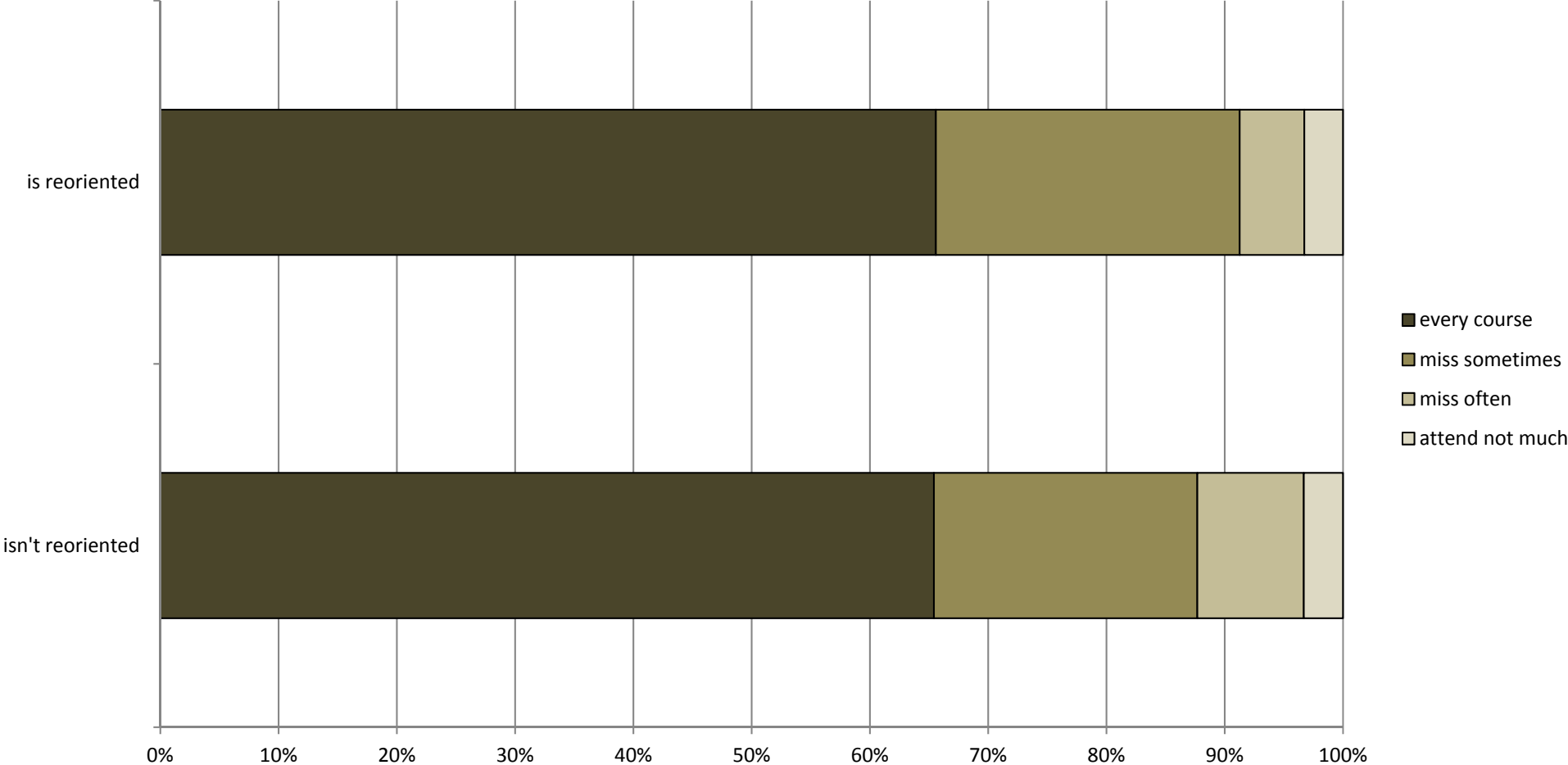
Way the studies content was imagined before the beginning of the training according to reorientation



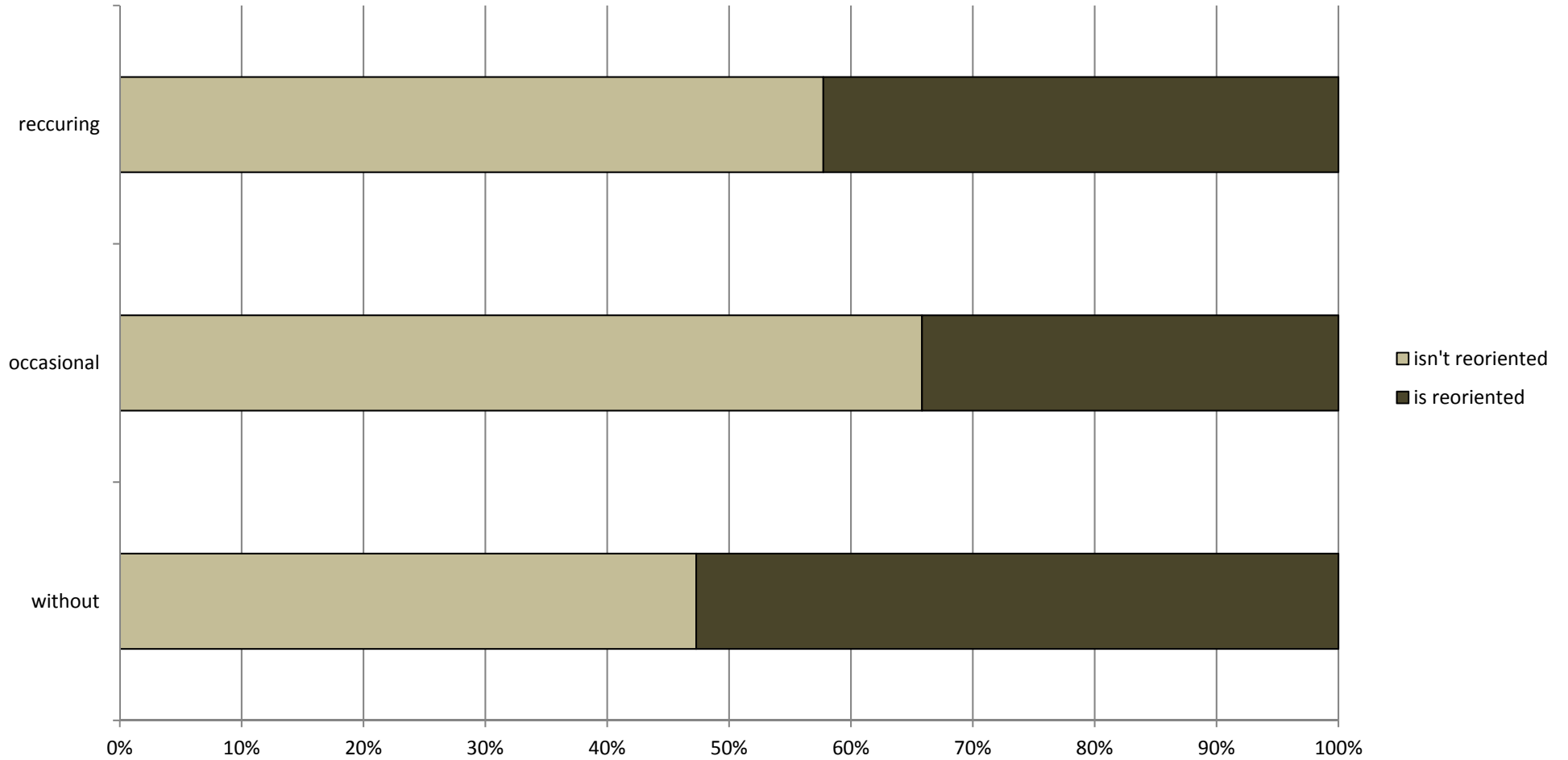
Global satisfaction about the training according to reorientation



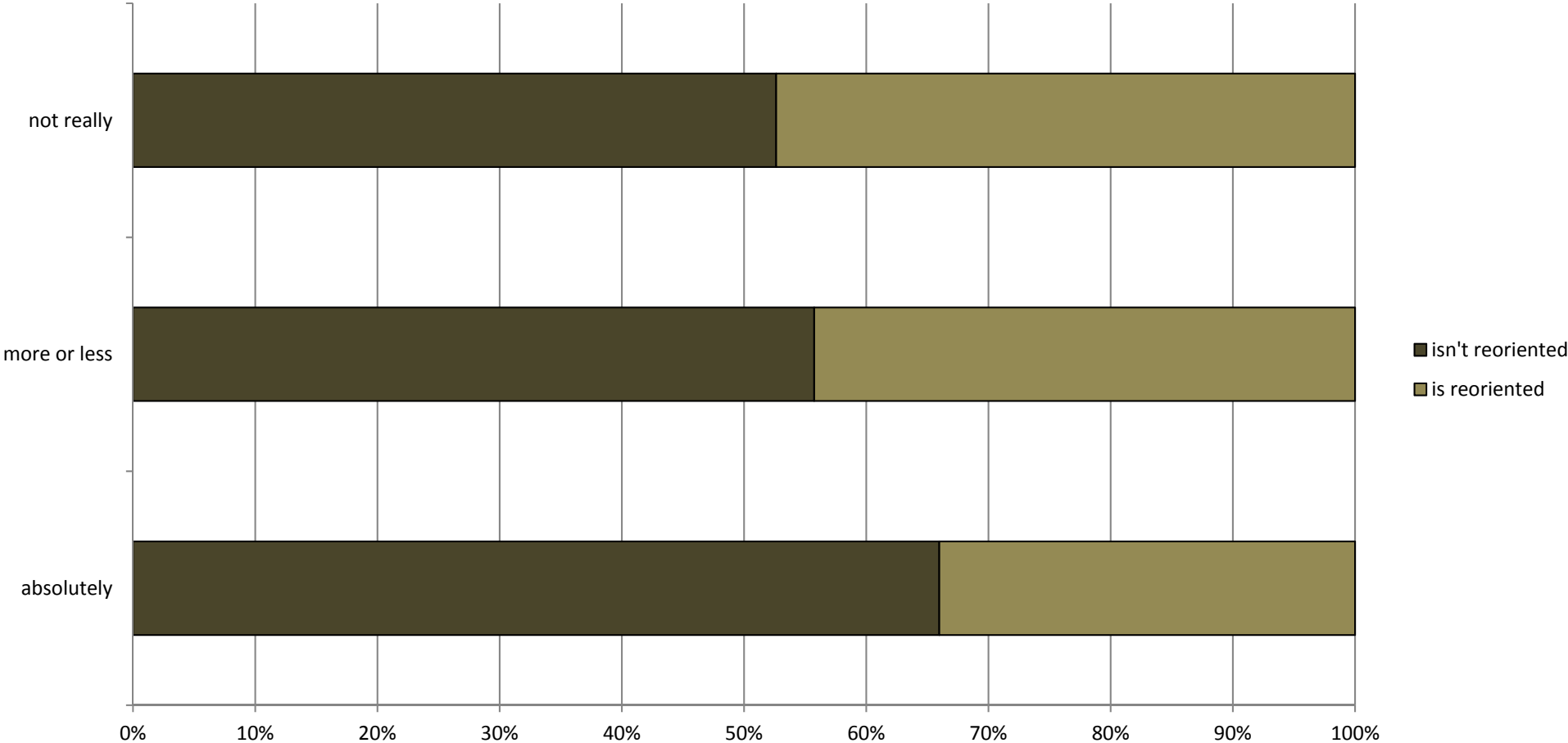
Rate of reorientation according to attendance to courses



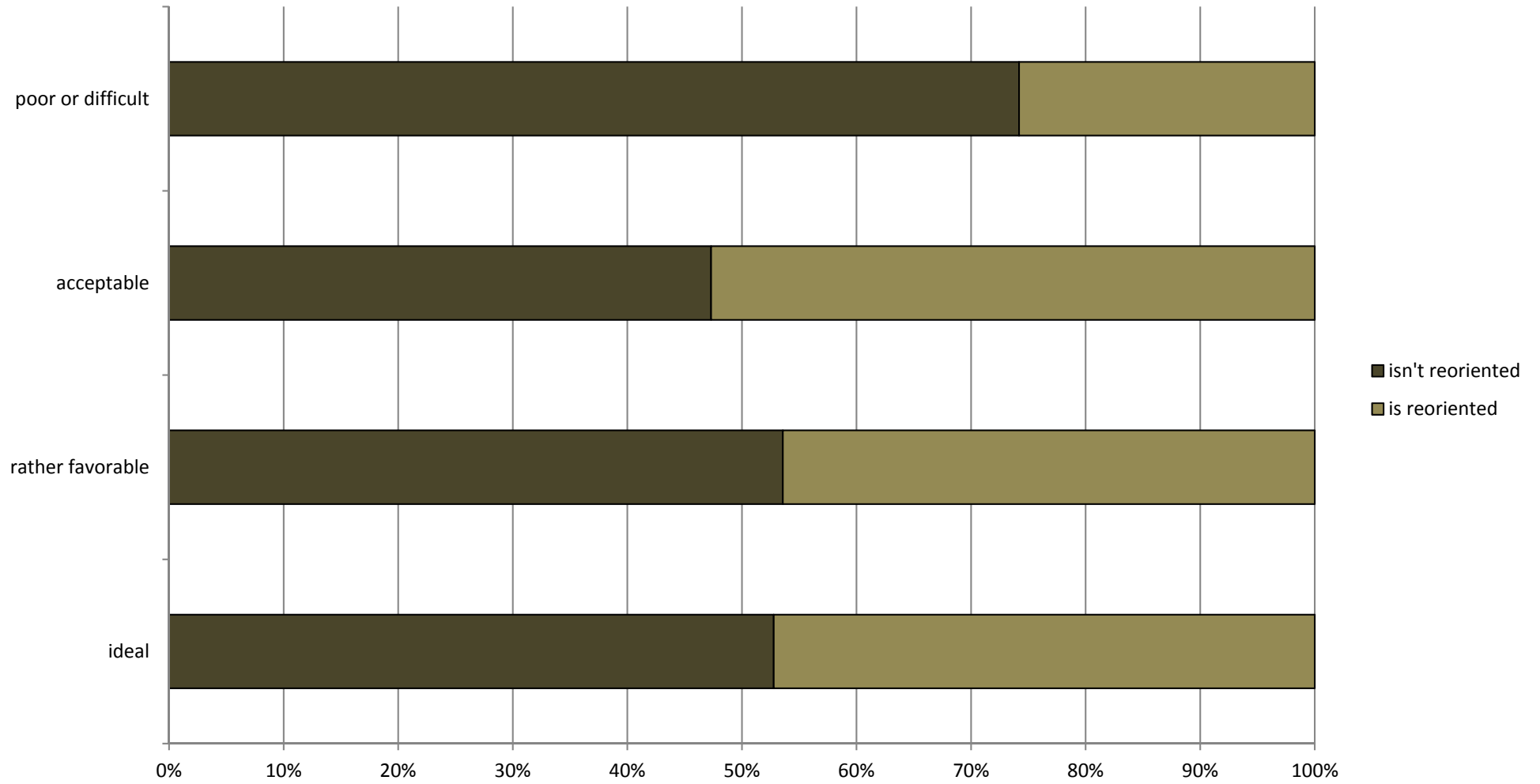
Rate of reorientation according to paid job



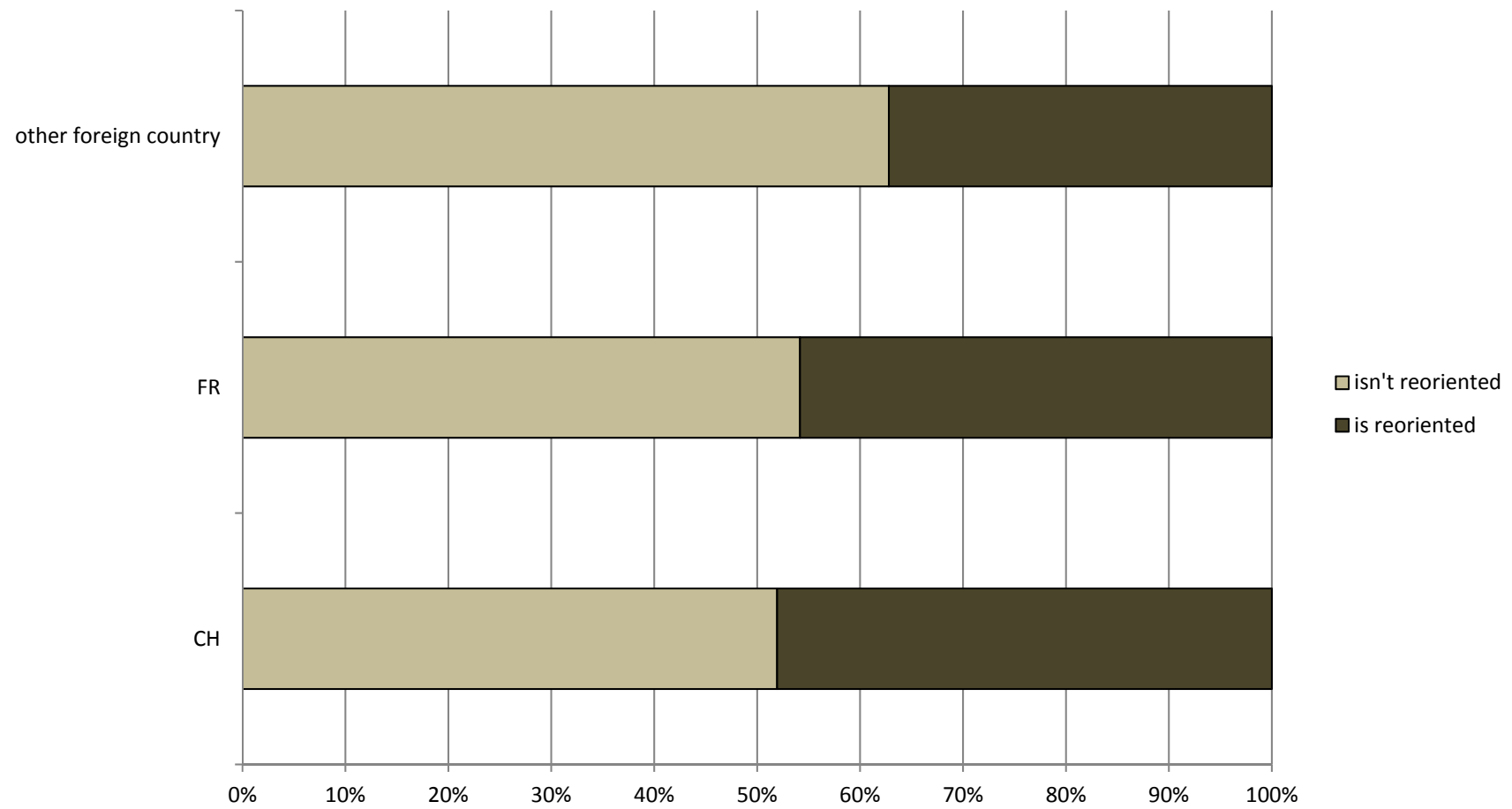
Rate of reorientation according to the necessity of paid job



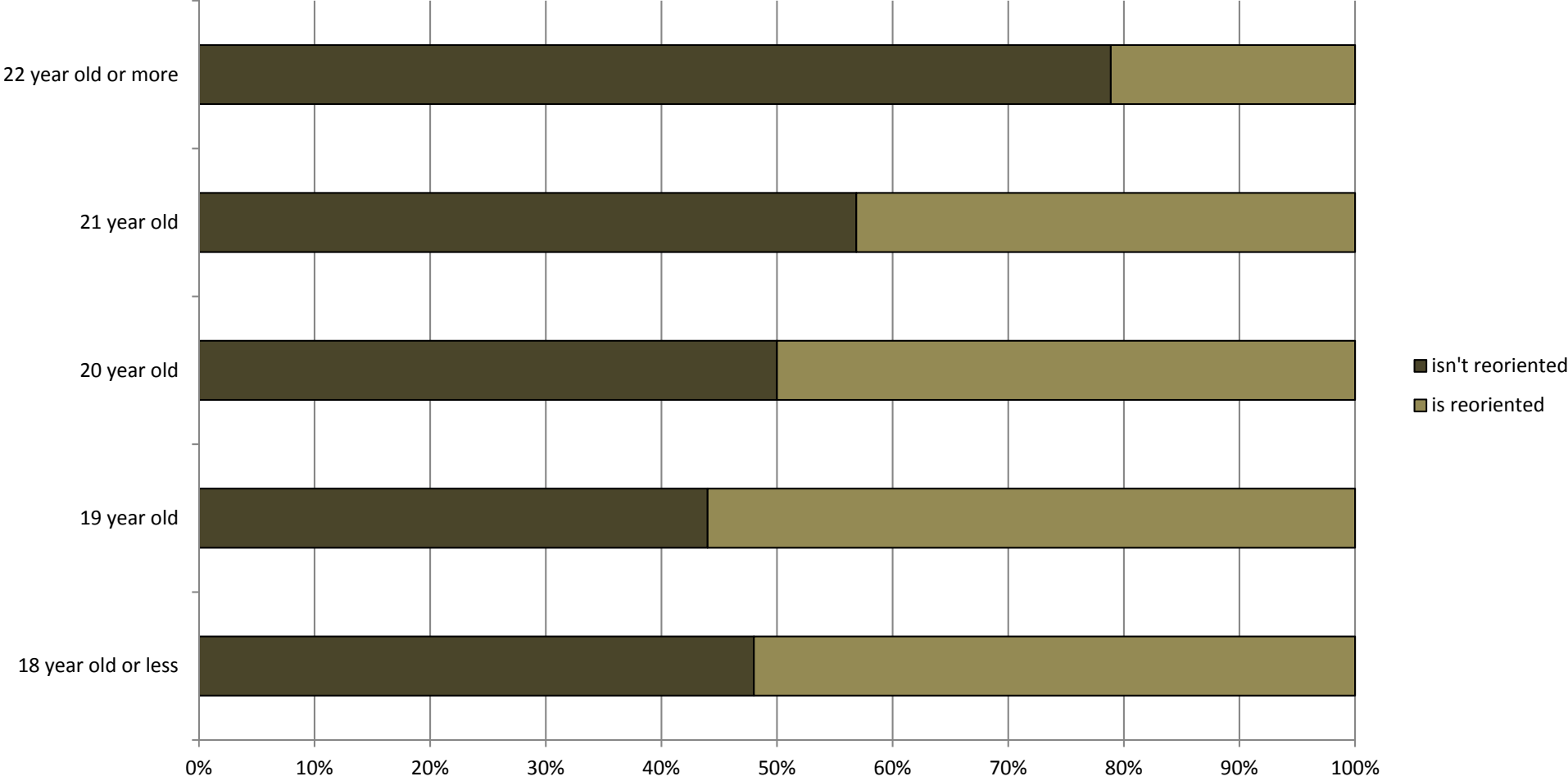
Rate of reorientation according to assessment of life standards



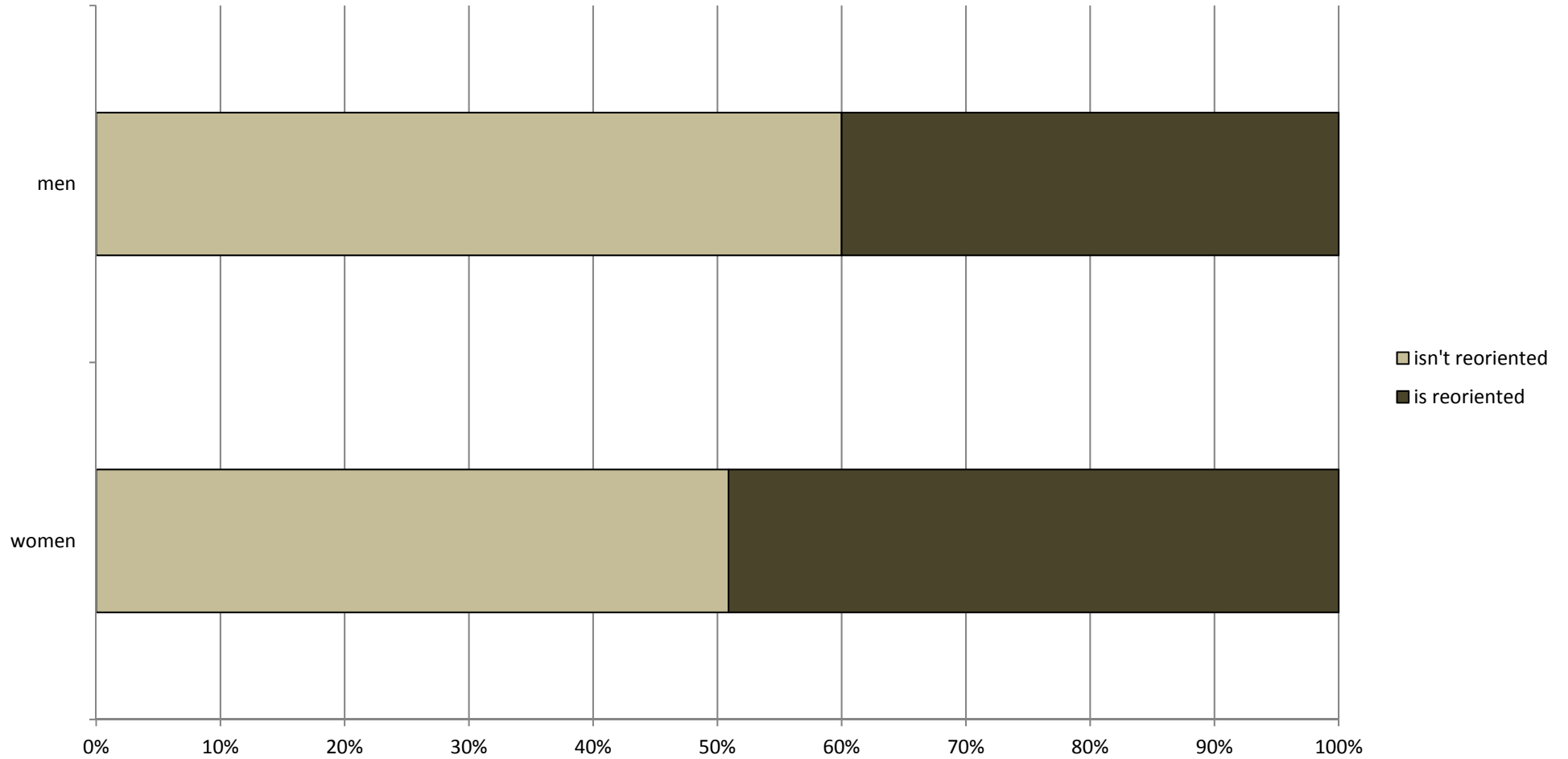
Rate of reorientation according to the place of secondary degree obtaining



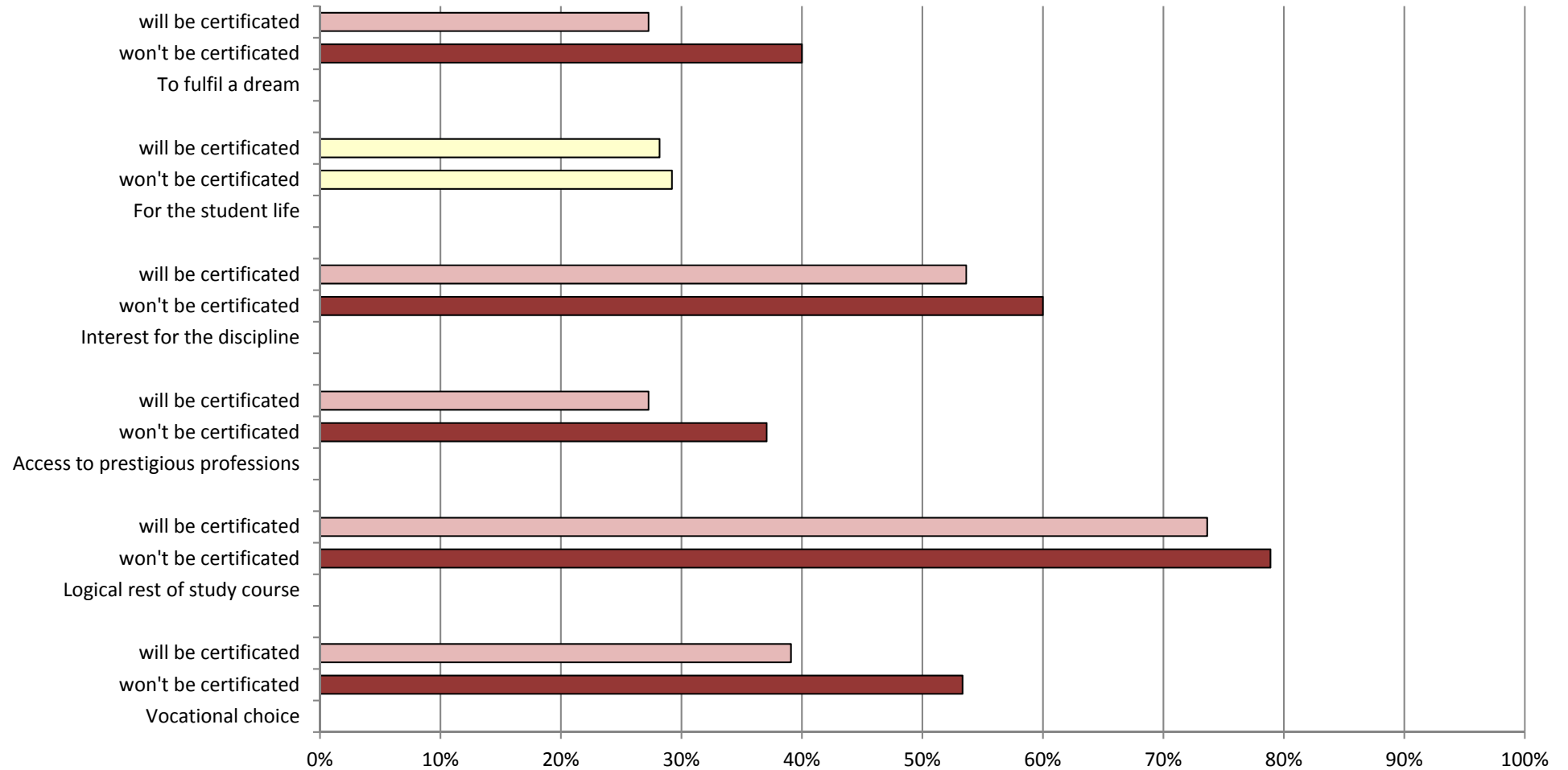
Rate of reorientation according to age



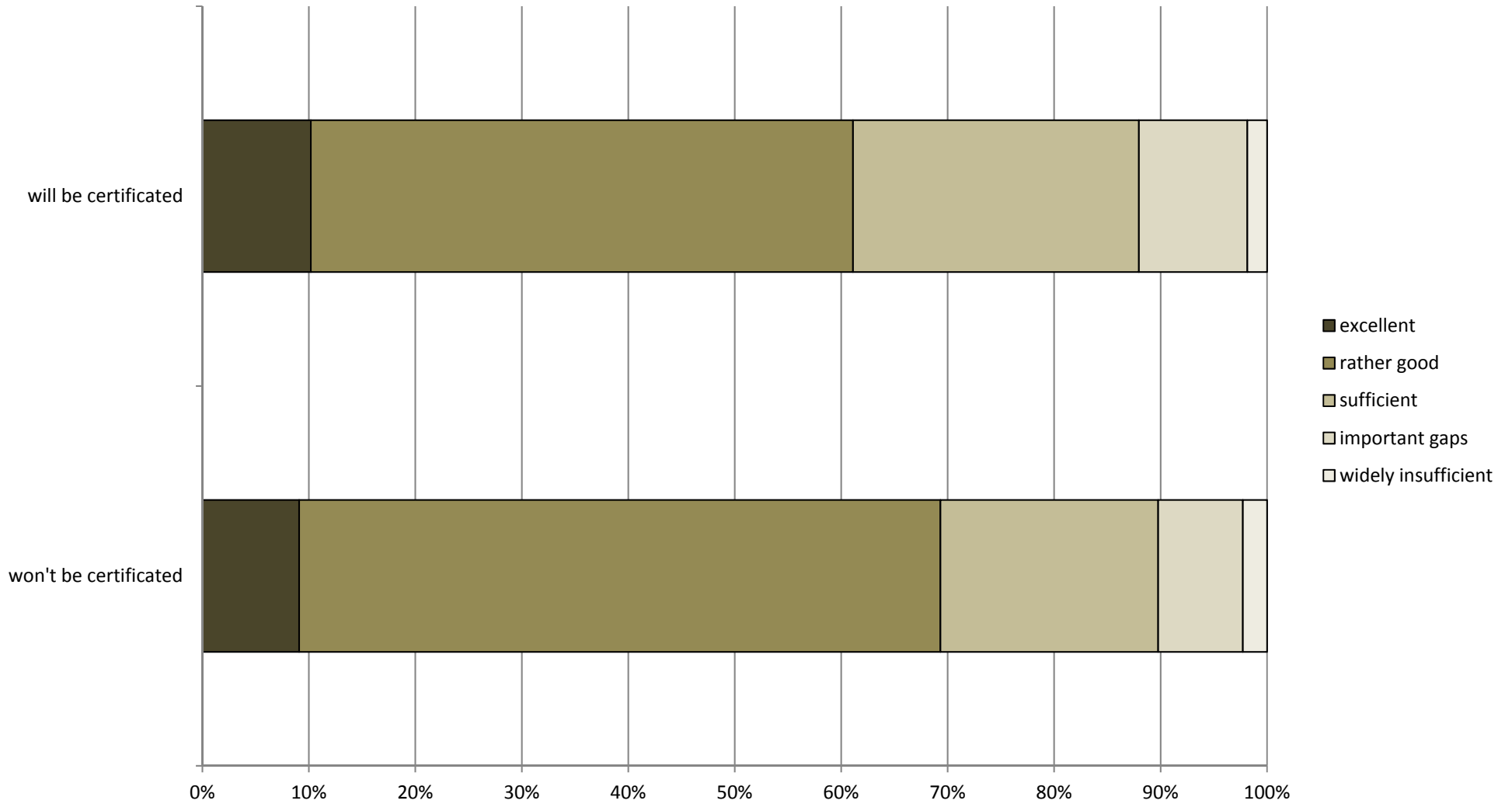
Rate of reorientation according to gender



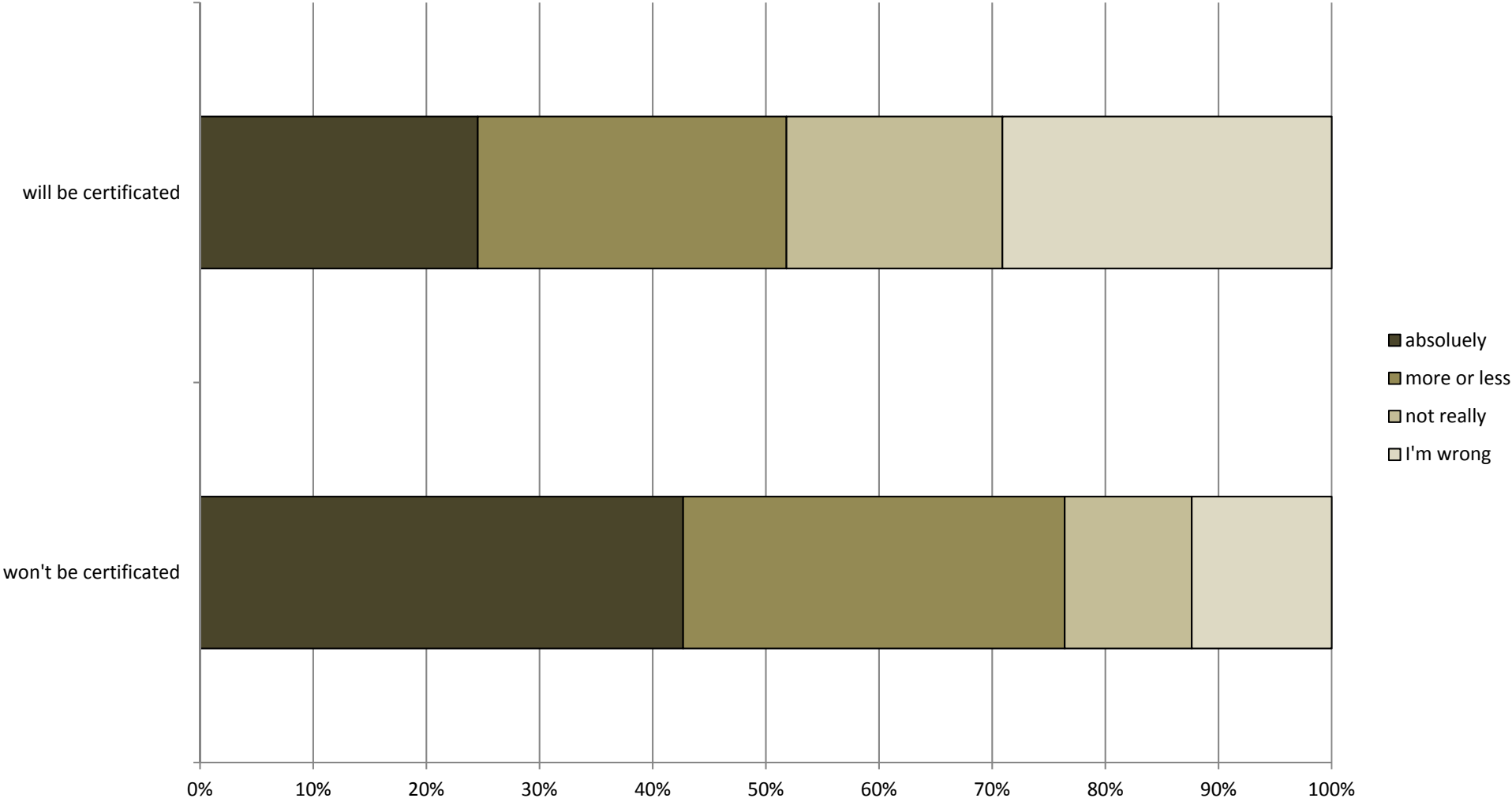
Rate of motivations for entering in higher studies according to obtaining new bachelor (after reorientation)



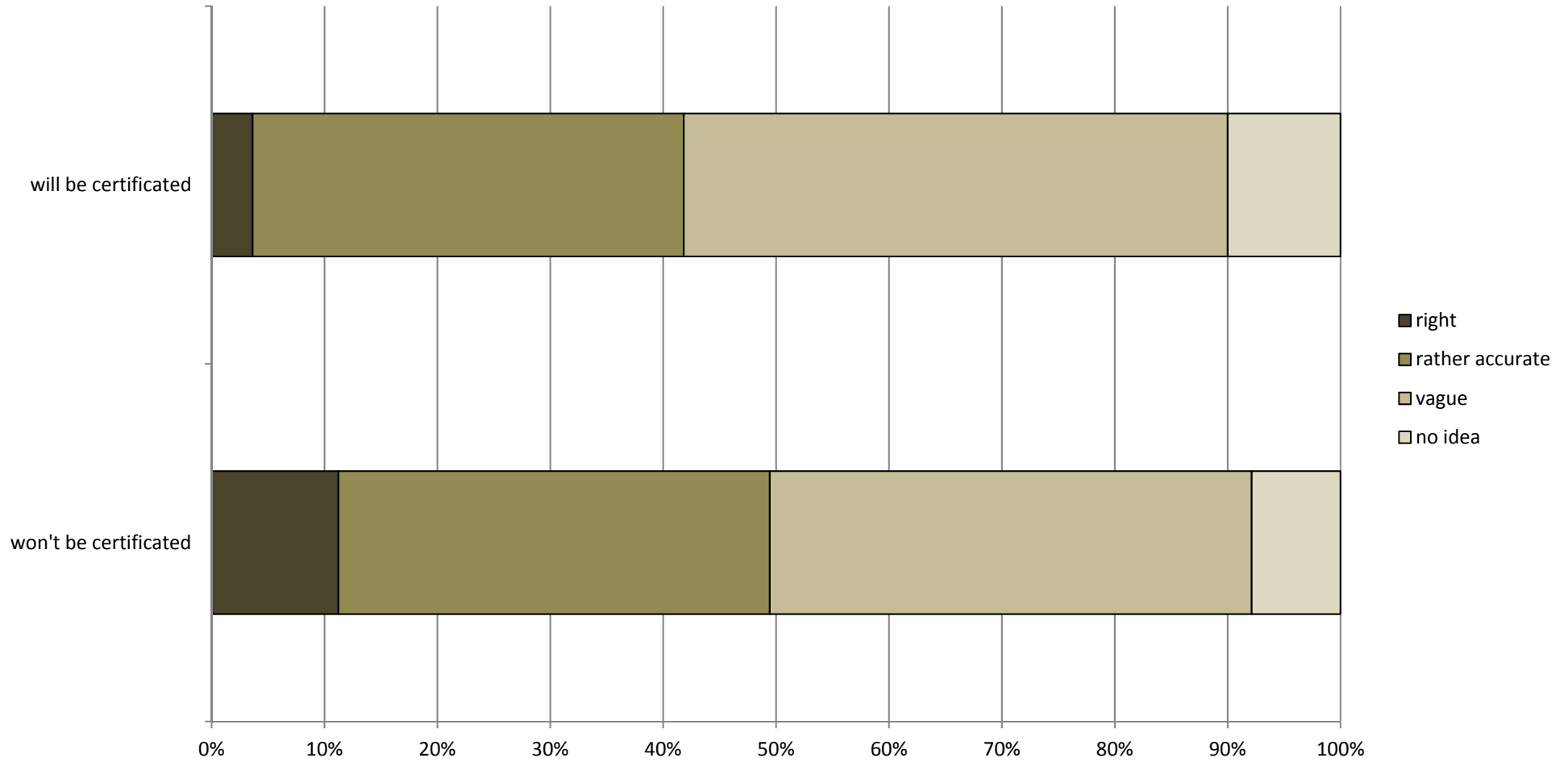
Feeling to be well-prepared according to obtaining bachelor (after reorientation)



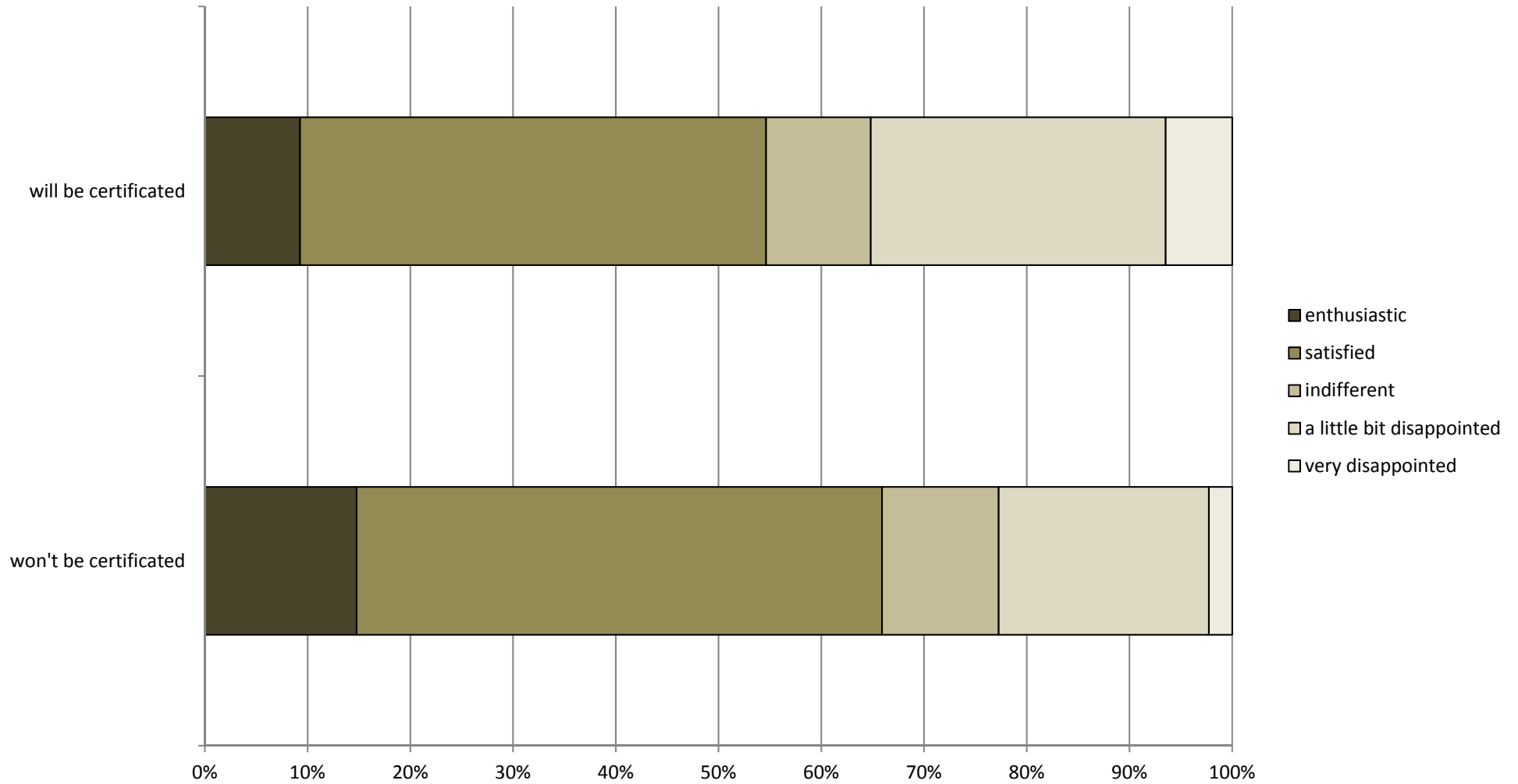
Conviction to have made the good choice according to obtaining bachelor (after reorientation)



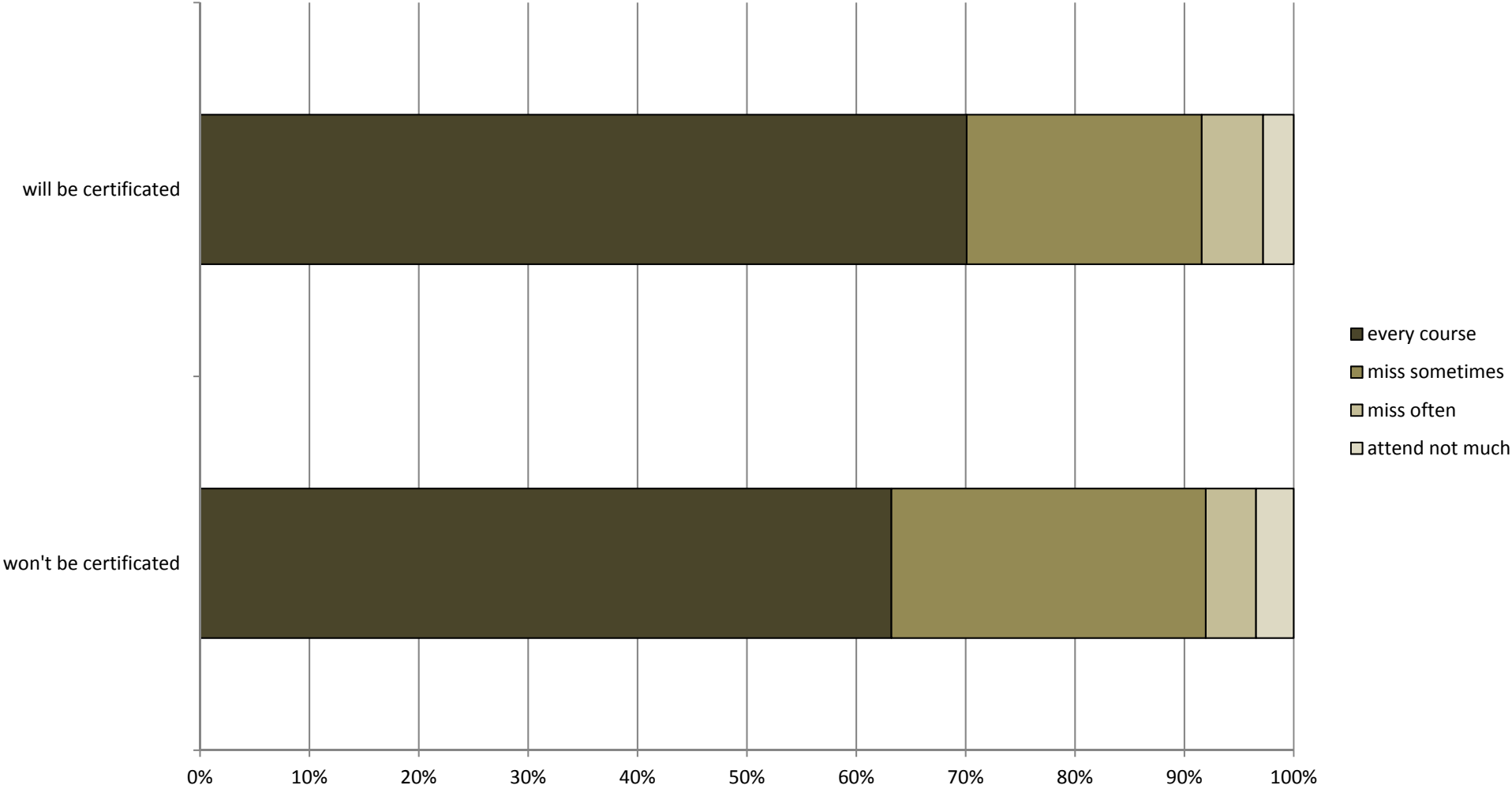
Way the studies content was imagined before the beginning of the training according to obtaining bachelor (after reorientation)



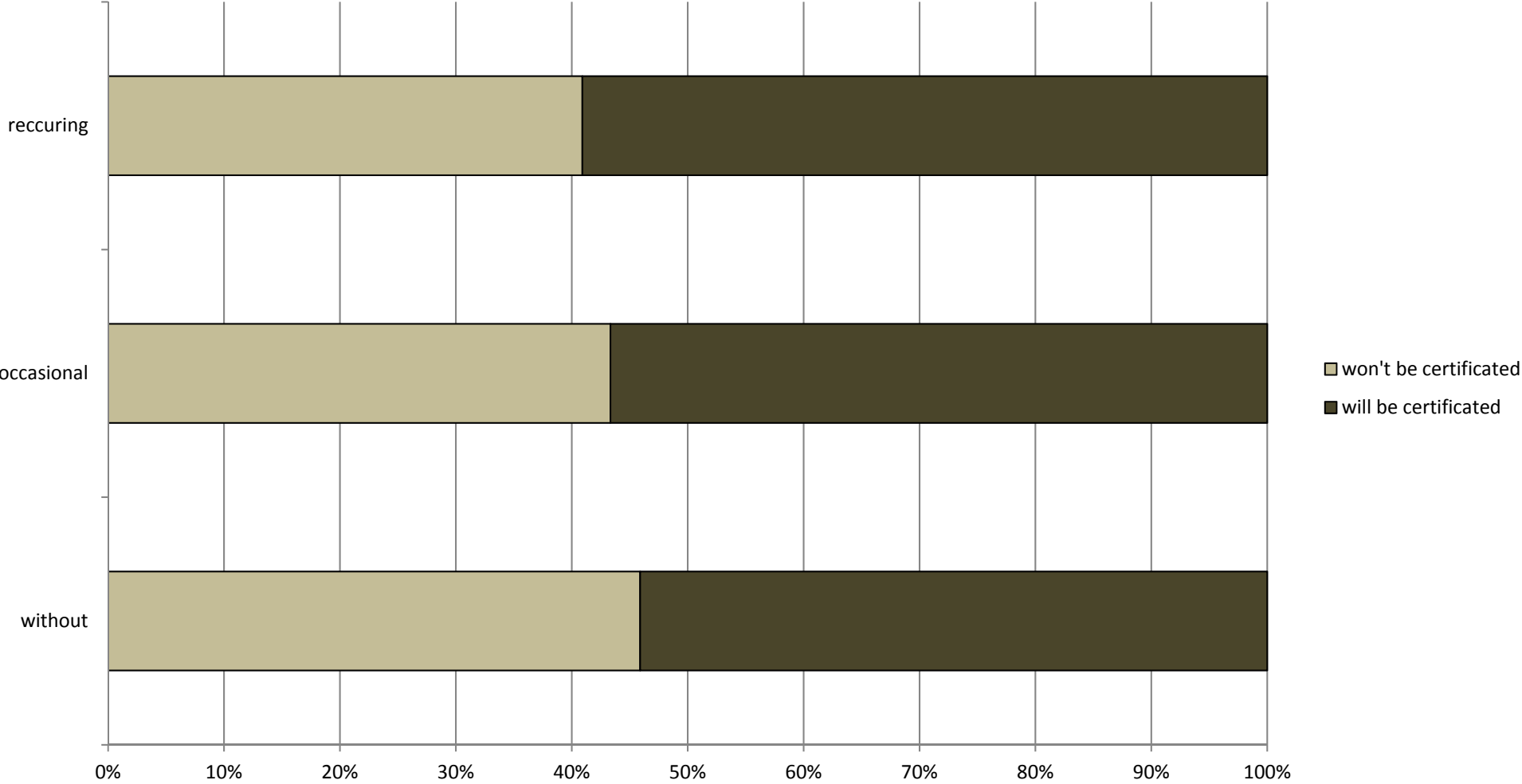
Rate of reorientation according to global satisfaction about the training



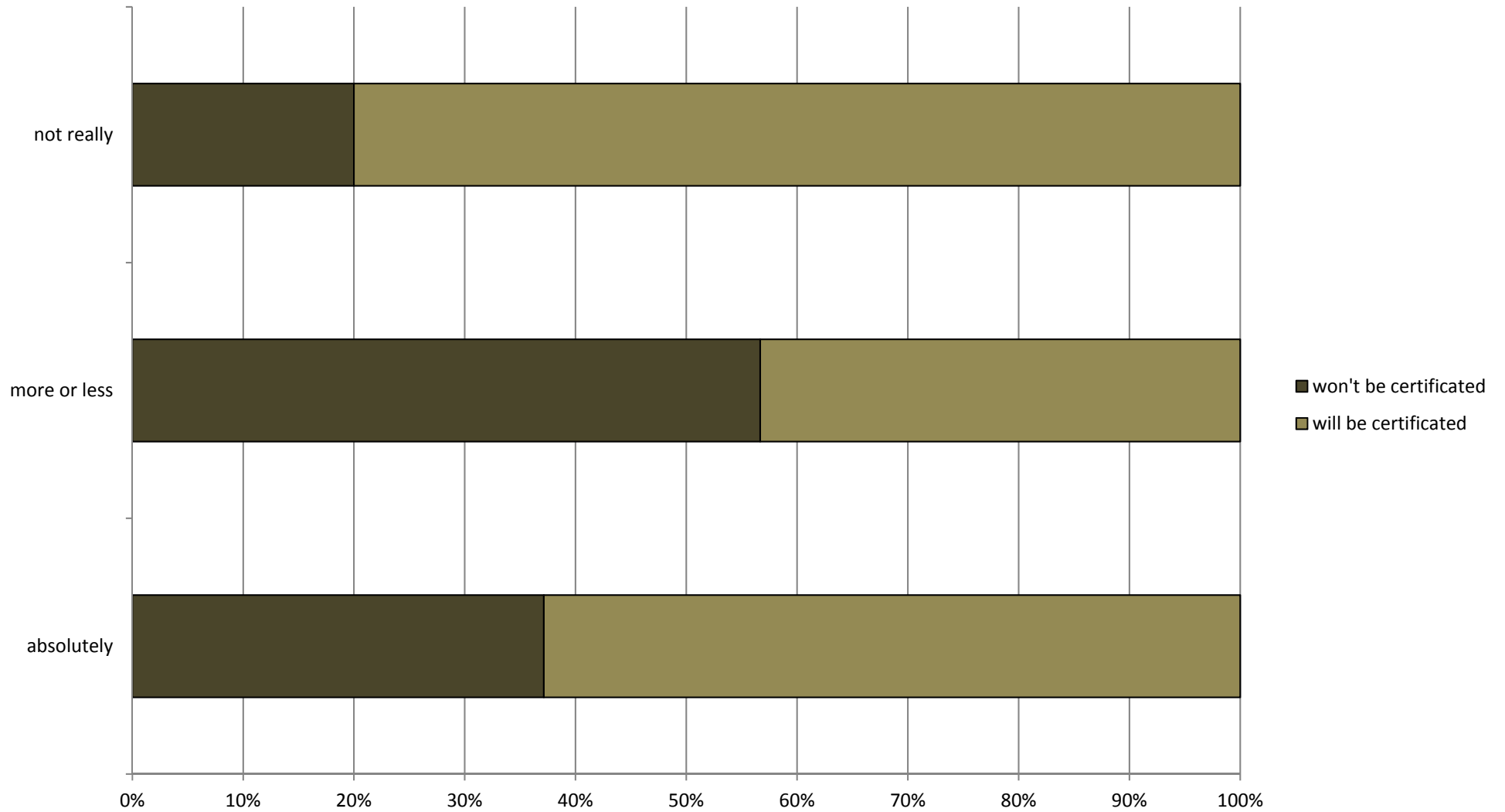
Attendance to courses according to obtaining bachelor (after reorientation)



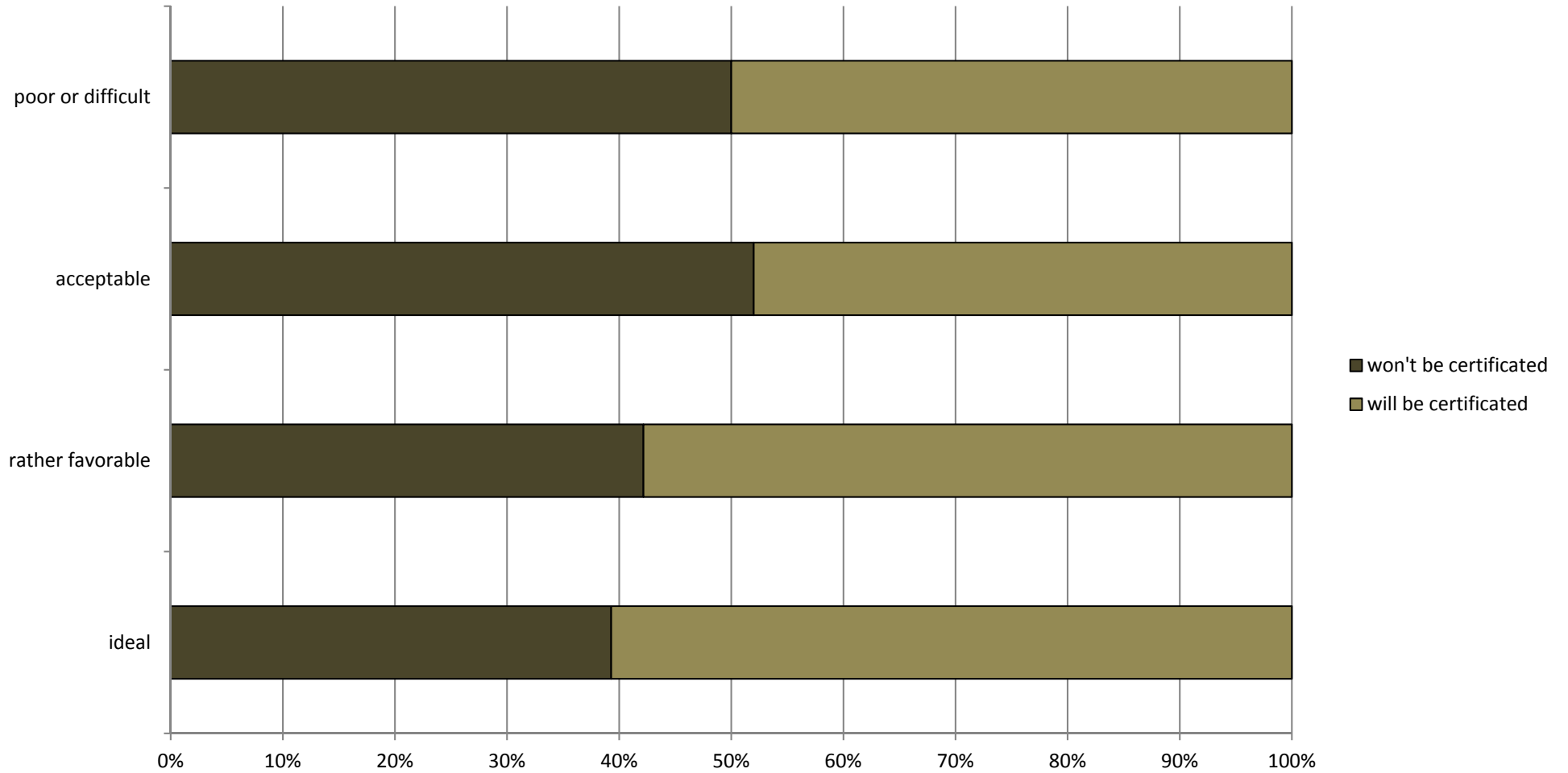
Paid job according to obtaining bachelor (after reorientation)



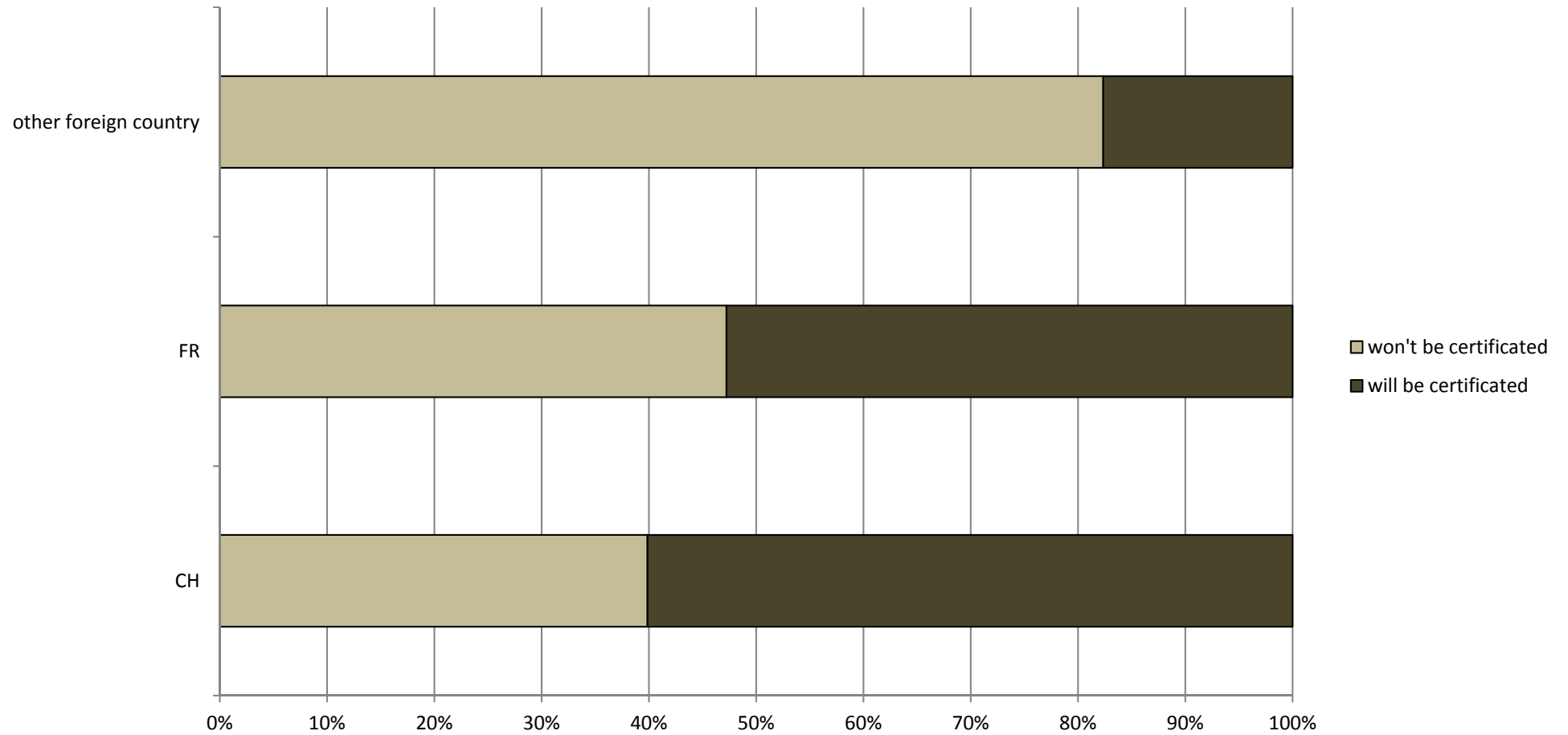
Necessity of paid job according to obtaining bachelor (after reorientation)



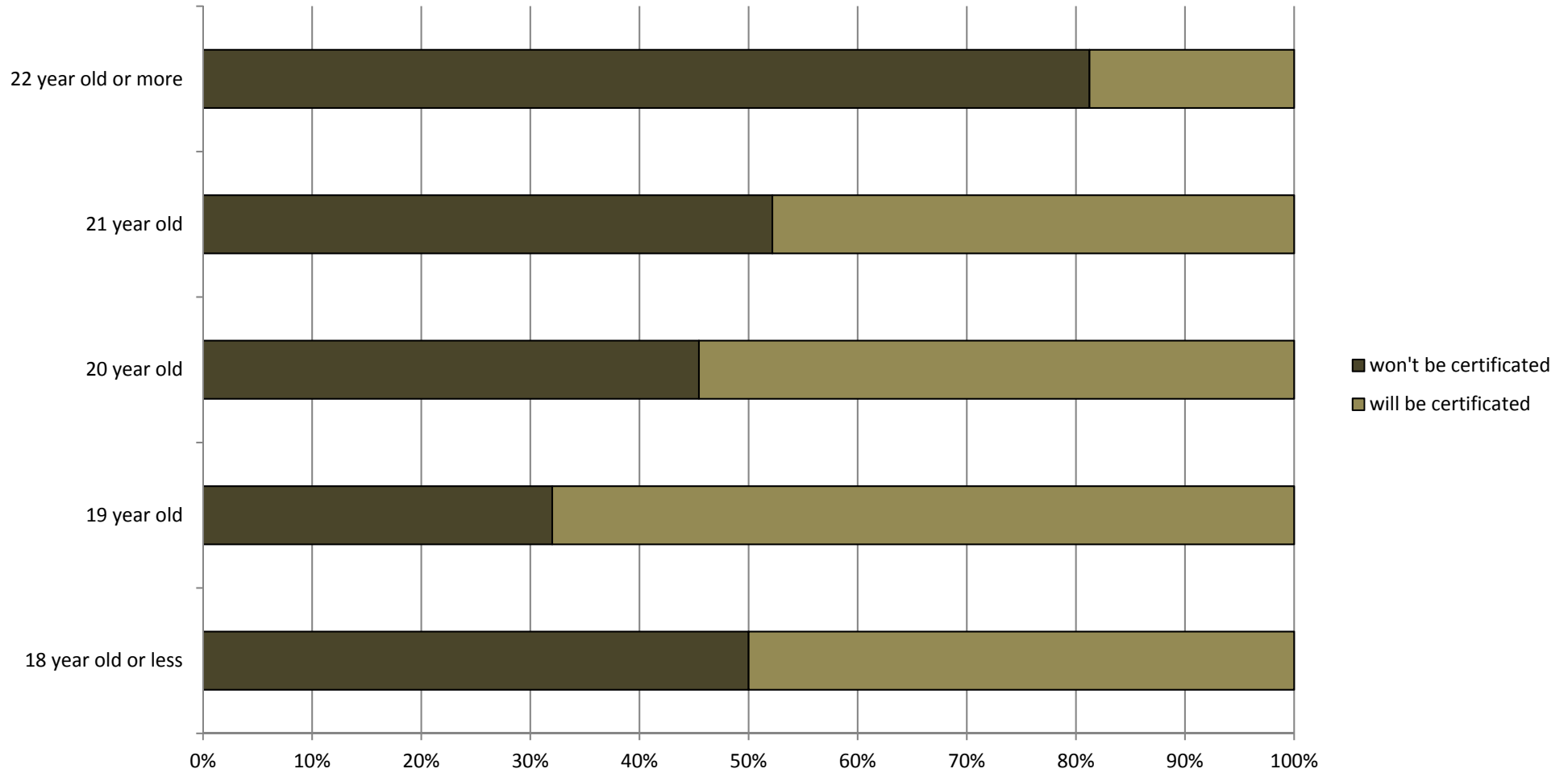
Assessment of life standards according to obtaining bachelor (after reorientation)



Place of secondary degree obtaining according to obtaining bachelor (after reorientation)



Rate of obtaining bachelor (after reorientation) according to age



Rate of obtaining bachelor (after reorientation) according to gender

