



OfLA Project
2018-1-UK01-KA203-048090

O6 – Evaluation of First Year Studies

A summary of the current
situation, strengths, and
challenges at Arteveldehogeschool

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Output 6 – Evaluation of First Year Studies

A1. The project team will work with schools/faculties/departments prior to the start of the project to agree the approach.

A2. The project team will work alongside the learning analytics providers (whether internal IT departments or external vendors) to ensure that the resources are stable and can reliably deliver the prompts as required.

A3. Throughout 2018-19, the project team will work alongside course teams. Where possible, we will embed the researchers into the schools/faculties/departments. Each researcher will map the existing advice-giving process: including prompts, communication and support.

- They will conduct interviews with staff to understand how they use data and learning analytics to carry out interventions. They will also carry out interviews with both students who attended and those who did not. They will investigate options for transcribing discussions and analyzing the interviews with students and staff.
- Where students and staff grant permission, they will also review communication sent and notes made. The researchers will produce a systems map showing the process of alerts/ early warnings being triggered, communications sent and interventions carried out.

A.4 At the end of the year we will produce reports into the process of giving support based on learning analytics. These reports will include key findings and recommendations for the next year of activity. NTU will take overall responsibility for editing the reports.

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1. Executive summary

We interviewed 16 staff members in 13 interviews to explore good practices on detection, communication, and support of students at risk. The staff members mentioned the strengths, weaknesses and challenges of their approach. For the student voice, we looked at 12 questions from the student satisfaction survey. Several findings emerged. First, there is a consensus among the staff members that absences and unpreparedness in class are early warning signals for students at risk. Next, students with a tailor-made study programme and students who followed a vocational track in secondary education are often perceived as students at risk. Moreover, staff members prefer e-mail and face to face conversations to communicate with students and they do not use standard messages in their communication. There is much variation in the extent to which they try to reach students who don't respond to the initial communication, ranging from letting it go after one unanswered e-mail to keeping contacting students by mail, phone, Facebook messenger or asking for information from fellow students). Students prefer clear, straightforward and timely communication. With regard to student support, study coaches refer their students to the most appropriate guidance service. Teaching staff could play a more valuable role in this as (especially first year) students highly value their guidance. Students who made use of the guidance services in place in the institution are (very) satisfied. Also support embedded in the curriculum is greatly appreciated.

2. Context

Artevelde University of Applied Sciences (the institution) is a higher education institution in Flanders with approximately 15,000 students and 1,400 staff members. It offers a wide variety of study programmes in five expertise domains (schools): Business & Management; Communication, Media & Design; Education; People & Society; and Health & Care. As degree programmes, the institution offers associate degrees and bachelor degrees.

The institution has a well-developed support system for students, extra- and intra-curricular. For example, to enhance study success, all first-year students receive study coaching. Study coaches monitor study progress and provide academic support to their students by fostering study skills, reflection skills, study motivation and study commitment. Different formats of study coaching are offered: group sessions, individual sessions or combinations.

Although there is a wide range of platforms, the institution has no institutional learning analytics system in place. One platform specifically is used as a support tool, the SVS or the student tracking system. The SVS is a static environment that aims to offer staff a complete overview of the student and to facilitate the transfer of information between staff members (e.g. what has been discussed before). It is automatically fed personal data, enrolment data, current academic performance (grades) and the results of the FIT-test, a screening of academic and social adaptation in the first year. Other information relies on text-based entries of staff. Each student can also access their own information.

3. Map of current processes

The current processes have been mapped in at least one degree programme of each school (see appendix 1). A total of 9 degree programmes were mapped. The processes are situated in the first year. Although the processes differ, similarities can be seen. The process are wrapped around the FIT-test and the exam period. The results of both are automatically fed into the SVS (student tracking system) and are used by support staff for conversations with students

Only one degree programme requires a mandatory intake interview. The programme does this interview to make sure students are well-informed on the content of the programme and to check their motivation. Prospective students cannot be refused based on this interview. Students can of course decide not to enrol.

During the first semester, three programmes have group coaching sessions, two programmes have an intake interview with each student. Note that one of these programmes has around 800 first-years. One programme continues with group coaching sessions in the second semester.

In the middle of the first semester, the FIT-test is offered. All but one programme require students to do the screening. Students receive personalised feedback (see example communication in appendix 2). Results are discussed in group (4), individually (3) or both (1). One programme, that also has an individual conversation on the FIT-test, has a second individual conversation about the students' attitudes.

After the first exams, one programme has an interview with study coach for students with three or more fails. In four programmes it is the students' own choice to make an appointment for an individual study progress conversation. Three programmes see all students for an individual discussion of the exam results. In one programme there is a mandatory feedback session with the opportunity to see study coach and support staff individually.

After the exams in June, one programme has an interview with study coach for students with three or more fails. In five programmes it is the students' own choice to make an appointment for an individual study progress conversation. One programme sees all students for an individual discussion of the exam results and one programme has a two-day trip with reflection on the internship. In one programme there is a mandatory feedback session with the opportunity to see study coach and support staff individually.

4. Findings from staff

4.1. Methodology

For the findings from staff, we conducted 13 interviews with staff member in order to learn about common practices on spotting students at risk, communication and support. In total, 16 staff members were interviewed. Most of them (n = 9) are mainly involved in study coaching activities. In this institution, every first year student has a personal study coach who monitors study progress and provides academic support by fostering study skills, reflection skills, study motivation and study commitment. At the beginning of the track the focus is on study progress, but later on other track choices will be addressed like choosing a suitable internship or bachelor's thesis. There were also two lecturers, one psychosocial worker, one policy officer in educational development and three managers who participated in this study. Yet, some of the study coaches also have a teaching position and the managers were previously working as lecturers and study coaches. This experience might also affect their answers in the interviews. The interviewees were sampled across the different schools and bachelor programmes in the college. The interviews were all face-to-face (except for one interview through Skype) and took place in May and June 2019. To maintain consistency, all interviews were conducted by the same interviewer. Each interview started with a brief introduction in which the interviewer clarified the goal of the interview. An interview schedule was developed for reasons of standardization (see Appendix 3). The interview questions were centred around four themes: detection of students at risk, communication with students at risk, support for students at risk, and the sustainability of the approach. All interviews were recorded digitally and transcribed by the interviewer. The interviews were conducted in Dutch, so the quotes that are used in this report were translated from Dutch to English.

Abbreviations and number of interviewees (between brackets).

PS = psychosocial worker (1) SC = study coach (9) PO = policy officer (1)
L = lecturer (2) M = manager (3)

4.2. Detection of students at risk

Finding 1: Staff members from the different programmes and services indicate that absences and unpreparedness in class are important signals to detect students at risk (mentioned by participants PS1, L1, SC3, M1, M2, M3, SC6, PO1, SC8). Some staff members think that small groups with activating teaching forms make it easier to detect high risk students (PS1, L1).

Finding 2: On a more general level, students with a tailor-made study programme (courses from several years which means they are in different student groups) are also perceived as a vulnerable group. This is mentioned

in 5 interviews (SC1, SC2, SC3, M2, M3, SC9). Students can choose a tailor-made programme because they want to go slightly faster or slower through their study programme, but often they are obliged to follow a tailor-made programme because they failed one or more course units. These students are often absent due to clashing timetable and they experience difficulties of not being socially integrated in the group. They often find it very hard that they are no longer part of the group that they were familiar with. They complain that they have lost their secure base. As one of the interviewees explained, *“they have partly lost the connection with the school, they feel lonely and insecure”*. Staff members from different study programmes acknowledged that they find it hard to reach this student group.

Also, students who followed a vocational track in secondary education are often perceived as a group at risk (6 interviews: L1, SC1, SC2, SC4, SC5, M2, M3, SC9). However, several staff members add that prior education is not the main factor. Personal motivation and the willingness to make an effort during the study career are equally important, according to some study coaches. Finally, **it also seems important that students feel a sense of belonging to their study group**, as mentioned by two interviewees (M2, PO1, SC7). *“If they experience difficulties in that case, they won’t feel all alone on their island.”* Or, like another study coach said, *“The more students feel at home at school, the less drop-out”*. This lower sense of belonging might be one of the reasons why students with a tailor-made study programme experience more problems at school.

4.3. Communication with students at risk

Finding 3: E-mail and face to face conversations are the most popular communication channels. E-mail is perceived as the most discrete and the least offensive communication channel. **E-mail often serves as a medium to invite for further follow-up through a face-to-face conversation.** Some staff members also often contact students by phone (PS1, I4). Another only calls students in case of emergency (M2). There are some staff members who actively approach students during or after classes and ask how they are doing (M2, SC3). One interviewee (M1) suggested that an app would be useful to provide information to students, e.g. with dashboards visualizing their study progress and online activity.

Finding 4: Staff members tend not to have a range of standard messages in use. The content of the message depends on the student and his or her problem. Staff members emphasize that their guidance is tailored to the students’ needs. Like one study coach (SC3) said: *“With standard messages you don’t acknowledge the student as a person.”* The first communication with the students is an open message (PS1, SC6). In their first communication, study coaches approach the students cautiously. They mention their worries about the student and ask whether everything is okay, without further judgements. A common characteristic of the first communication with students is the open and tentative nature of the messages. Yet, there are no standard messages, as the wording is adapted to the specific student and his or her circumstances. One study coach (SC8) has a standard message (see appendix 4) to invite students whose first exams did not go that well (according to the study coach).

Finding 5: Staff members strongly differ in the extent to which they try to reach students who don’t respond to the initial communication (e.g., sending messages via Facebook messenger, calling by phone, or letting it go after the first unanswered email). Several interviewees find it hard to decide whether or not they should keep contacting the student (SC4, SC5, M3, SC7, SC8). Like one staff member said (M3): *“A student should be able to put on a switch, with ‘No worries. Just let me go’ on it. Sometimes you are really concerned and you want to give a student maximal opportunities, but he or she doesn’t want it themselves.”*

4.4. Support for students at risk

Finding 6: Study coaching and study progress conversations can be followed in the SVS (student tracking system). Psychosocial support is not included in the SVS. This guideline applies to the entire school.

Finding 7: Study coaches refer their students to the most appropriate guidance service (SC1, SC2, SC3, SC4, SC5, M2, M3, SC6, PO1, SC7, SC8, SC9). Every bachelor programme has its own diversity coach, learning coach, track manager and language coach. Students are referred to a diversity coach to apply for education- and exam facilities. A learning coach can help students to find an efficient and effective way to study, while a track manager helps students to create a tailor-made study programme. A language coach helps students with language issues that hinder them during their studies. Next, there are also centrally organized guidance services like the office

of study guidance (study choice and reorientation) and the office of student services (psychological guidance, social-legal guidance, study finance). The study coach refers students to the right guidance service that fits their needs. Sometimes students are also referred to external guidance services, like tutoring sessions accounting or French. Referral can happen by mail or through personal conversations. However, students can also contact the guidance services without referral by the study coach.

4.5. Sustainability of the approach

Finding 8: According to the study coaches, these are the strengths of their approach:

- The institution offers an extensive range of guidance services (PS1, SC4, M1, SC8), as discussed in finding 7.
- The study coaches have a good knowledge about the study guidance activities and easily refer to each other (PS1, SC1, SC2, SC3, SC4, SC5, M2, M3, SC6, SC7, SC8, SC9).

Finding 9: The staff members also mentioned some weaknesses:

- Large class groups make it difficult to detect problems with individual students. Students can easily hide in large groups (L1).
- Every year students have a new study coach (SC3).
- Study coaches may tend to fall into the role of psychotherapist (M3). When students' problems transcend the role of teaching staff, it is important to refer to other services on time (i.e., the office of student support).
- Students still experience a high (personal) threshold to seek help (SC6).
- Staff members do not have enough time for intensive coaching (SC1, SC2, M3, SC8).
- Sometimes we are too cautious and intervene too late (SC9).

Finding 10: These challenges for the future are mentioned:

- More or better communication about the guidance services of the institution (PS1, SC8, SC9). Students can find it hard to find their way in the extensive offer.
- We need more evidence-based guidelines for study guidance. *"Every coach works with the best intentions, but do we reach our goals? If not, how can we adjust?"* (M1).
- We need more objective data on study success to discuss with students (M1, PO1, SC9). For example, by showing how much time students spent online to complete a learning path and the association with their test result. This information could start a reflection process in students, as they can position themselves in relation to these standards. Data on study guidance can also be used on a management level, i.e. for benchmarking.

5. Findings from students

5.1. Methodology

For the findings from students, we based ourselves on the yearly questionnaire on student satisfaction sent out by the Office of Quality Management. The questionnaire was sent out to all bachelor students enrolled in academic year 2018-2019 (12,449). There was a response rate of 24.9% (2,527). The questionnaire consisted of more than 60 questions (open, multiple choice, scale). Students are given the possibility to answer questions on services they came in touch with. Questions linked to student support can be found in two multiple choice questions, enquiring about strong and weak points, and ten scale questions, enquiring about the guidance services present in the institution. In the multiple choice questions, students were asked to check three

suggestions at most. For the other ten questions, the scales ranged from 'totally agree', 'agree' to 'disagree', 'totally disagree' and 'No opinion'.

5.2. Strong and weak points

Finding 1: Teaching staff play a crucial role for students. Their motivation, commitment and guidance are listed as most important strong points. For first-year students, commitment and guidance rank in the top three. Commitment and accessibility of teaching staff rank in the top three of strong points for second and third-year students. Guidance drops to place seven.

"You can come to almost any teacher with problems of your degree programme, but also with personal problems." – student, translated quote

Finding 2: Communication is a key issue causing frustration in students. The lack of clear and straightforward communication was an issue for 31,85% of students, timeliness was an issue for 21,07% of students. They both appear in the top three of weak points for first, second and third-year students. A specific issue on communication is linked to the digital communications platform (which is different from the learning environment). 4 out of 10 students don't find what they are looking for on that platform.

"All these unclarities have caused more stress than necessary." – student, translated quote

5.3. Guidance services

Finding 3: Students who made use of the guidance services in place in the institution are (very) satisfied. On the 10 questions linked directly to the guidance services, seven received at least 85% of 'agrees'/'totally agrees' on the statement. All ten statements scored above 80%.

Finding 4: Support embedded in the curriculum is greatly appreciated. 81.1% of students (n=1247) agree or totally agree that the study coach motivated them through their studies (see figure 1). Extra-curricular support seems to score higher (like psychosocial support 93.5% (see figure 2) or ombudsperson 92.8%), yet the number of respondents is remarkably lower and students opt for this support.

Figure 1: The study coach motivated me during my studies (n=1247):

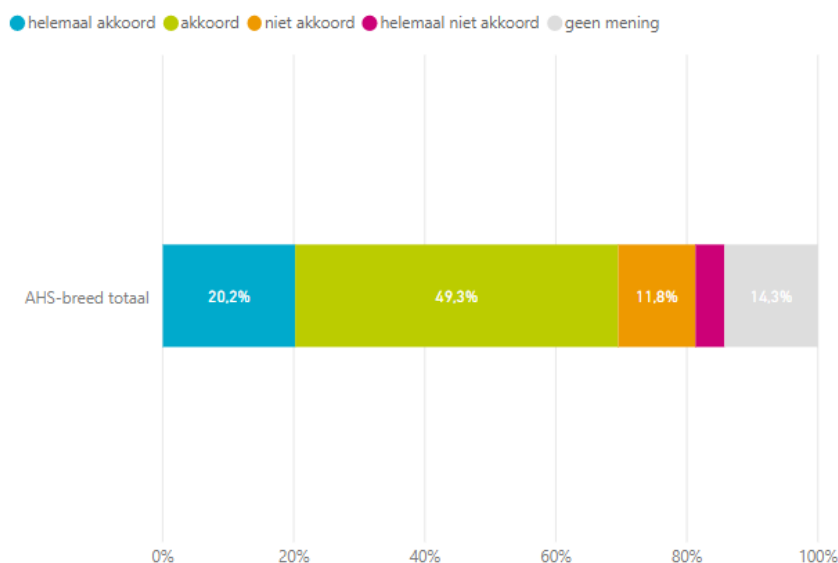
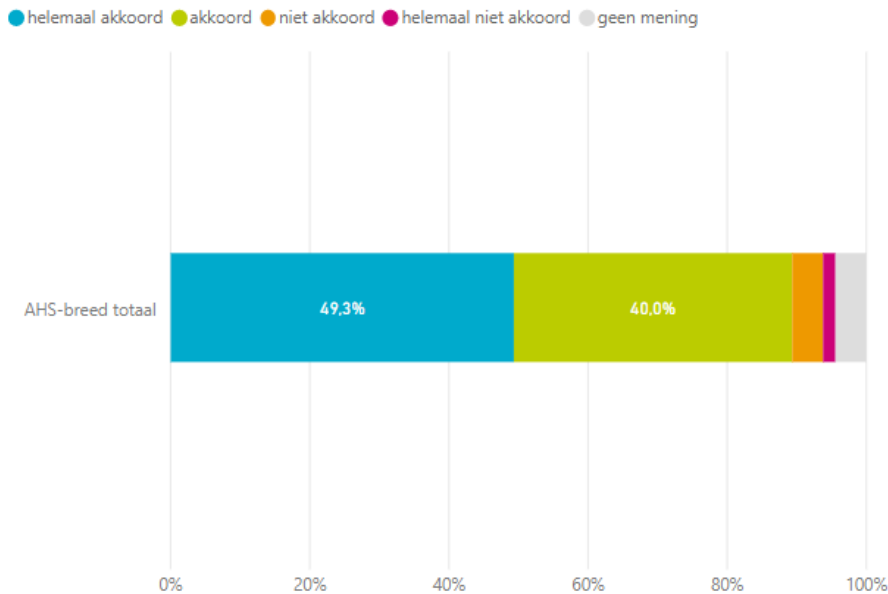


Figure 2: I am satisfied about the psychosocial support I received (n=225):



6. Recommendations for the own institution

Recommendations specific for our institution for 2019-2020 are:

1. It is recommended to embed study coaching into the students' curriculum in order to reach all students.
2. Students with a tailor-made study programme are perceived as students at risk. Special attention for this group is recommended. How can lecturers and study coaches facilitate their social integration? Future research should evaluate the effectiveness of different approaches to connect these students with their study group.
3. Our tailor-made guidance could be formulated in a more demand-driven way to make sure that students find their way in the offer.
4. We should offer more guidelines for study coaches and teachers about common problems, e.g., how to act when a student does not react to your initial communication. Therefore, future research should first examine the effectiveness of different strategies to respond to fails in the initial communication. Study coaches from different study programmes could also share good practices on how they deal with students who do not respond to their communication.

7. Overall conclusion

- Different groups of students are defined as 'students at risk' by experts in the field. Special attention should be provided to (1) students that are often absent or unprepared in class, (2) students with a tailor-made study programme (that for example spans different years) and (3) students who followed a secondary education that does not prepare for higher education (like a vocational track).
- With regard to the communication with students, experts in the field recommend the use of customized e-mails as these are both personal and not too obtrusive. Students expect clear, straightforward and timely communication.
- Experts report that they feel insecure about how to react when students do not respond to their initial communication. The development of guidelines on the communication (and the stages of

communication, including how far the responsibility of the staff member ranges) with students might be useful in this regard.

- Often universities have an extensive range of guidance services in place. Staff in a coaching role have to be sufficiently aware of these services so they can actively refer students to the right support service. Also teaching staff can play a crucial role in this, as their guidance is much appreciated. Moreover, it might be necessary to actively reach out to students (especially students at risk) or to communicate differently (for example demand-driven) as the threshold to search for help is still rather high.
- Students who made use of the guidance services in place in the institution are (very) satisfied. Also support embedded in the curriculum is greatly appreciated.

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APPENDIX 1: Map of current processes

	Before enrolment	September	October	November	December	January	February	March	April	May	June
		Start AY		FIT-test		Exam period	Feedback exam				Feedback exam
Occupational Sciences	Mandatory intake interview			Results are discussed during class			Feedback day: students' own choice to participate				Feedback day: students' own choice to participate
Midwifery		Group coaching		Results are discussed in group							Two-day trip: reflection on internship
Audiology				Results are discussed in group and individually			Mandatory feedback session with opportunity to see study coach and support staff				Mandatory feedback session with opportunity to see study coach and support staff
Podiatry				Results are discussed individually			Study progress conversations: students' own choice to make an appointment				Study progress conversations: students' own choice to make an appointment
Social Work		Group coaching		Results are discussed individually	Individual conversation about the		Individual discussion with all students				Individual discussion with all students

			students' attitudes				
International Business Management	Intake interview	Results are discussed in group		Interview with study coach for students with 3 or more fails	Study progress conversation with all students	Study progress interview: mandatory for students with 3 or more fails	
Business Management	Intake interview + group coaching	Results are discussed individually			Individual discussion with all students	Group coaching	Feedback day: students' own choice to participate
Communication Management		Results are discussed in group			Study progress conversations: students' own choice to make an appointment	Study progress conversations: students' own choice to make an appointment	
Secondary Education		No mandatory FIT-test			Study progress conversation: students' own choice to make an appointment	Study progress conversation: students' own choice to make an appointment	

APPENDIX 2: Feedback on FIT-test

ACADEMIC ADJUSTMENT

LOW SCORE

You indicated that you feel that you are not very committed to your study tasks. You may be less motivated to study and/or have worked less efficiently in the past period. Try to think about why that is and what the causes are. It is important to realise that you will need to make an effort to study in order to achieve good results. Also, realise that it is your efforts which lead to those results. There's certainly still room for growth; take a look at the tips, for example. Do you have any questions or would you like some more advice? You can always contact your track coach.

AVERAGE SCORE

You indicated that you feel that you are committed to your study tasks. You are motivated to study and/or you think of yourself that you have worked efficiently in the last period. The efforts you make are necessary to achieve good results. There's still room for growth and our tips can help you with this. Try using these tips to be more committed to your study tasks.

HIGH SCORE

You indicated that you feel that you are strongly committed to your study tasks. You are very motivated to study and/or you think of yourself that you have worked very efficiently in the last period. These efforts are important to achieve good results. Are you still curious about how you can keep motivating yourself? Take a look at our tips.

SOCIAL ADJUSTMENT

LOW SCORE

You indicated that you have not yet made many social contacts in the university college so far. There may be times when you feel alone. Don't worry, a lot of students find it difficult to feel right at home in this new environment, and there is certainly still room for growth. It's also possible that you don't have many opportunities to build up a lot of contacts because you are often on the road between home and the university college. However, it's good to be aware that these social contacts can help you with your study tasks, even in more difficult periods. For example, fellow students can give you tips for studying and they can help you through hard times. Do you feel like working on this? Be sure to take a look at our tips. If you would like more tips or advice, please contact your track coach.

AVERAGE SCORE

You indicated that you have already made new social contacts in the university college. It is important that you feel good and that you are surrounded by people you feel good about and who can help you during your studies, even in more difficult periods. Try to pay attention to this and continue to maintain good relations. These fellow students can give you tips for studying and they can help you through hard times. Be sure to take a look at our tips to find out how you can keep working on this.

HIGH SCORE

You indicated that you have already made new social contacts and/or friends in the university college. You therefore feel at home in the social environment of the university college. This is important, since fellow students can give you tips for studying and they can help you through hard times. Are you curious about how you can meet even more new people? Be sure to take a look at our tips.

ADAPTATION CONCERNING TEACHING METHODS

LOW SCORE

You indicated that you are having difficulties with the new way of learning. You may find that the tempo is sometimes too high or that too much learning content is given at the same time. It may take some time to adjust and you're certainly not alone in this. Consider this as a major challenge, a chance to grow, so there's no reason to panic at all. Take a look at our tips. If you would like more tips or advice, be sure to contact your track coach.

AVERAGE SCORE

You indicated that you were able to adequately adapt to the new way of learning and that you're not having so many difficulties. It's good to get used to the higher tempo of teaching and to the larger amount of learning content that is given during one lesson. Be sure to take a look at our tips on how to adapt even better.

HIGH SCORE

You indicated that you have little to no problems with the new way of learning and that you are already well-adjusted to this. Are you still curious about how you can deal with this new way of learning? Be sure to take a look at our tips.

ACADEMIC SELF-CONCEPT

LOW SCORE

You indicated that you aren't very confident about your own capabilities within your current programme. You may need some time to familiarise yourself with the environment of the university college, to get used to the new way of learning and to adapt your study approach accordingly. When students have little confidence in their own capabilities, this can have a negative influence on future study performance. However, trust that you can actively change these views about yourself. Consider disappointing experiences and results as a warning, but also as an opportunity to further improve your performance. Be sure to take a look at our tips. You may also be too critical as a person and you may tend to underestimate yourself because you're insecure. If you would like more tips or advice, be sure to contact your track coach.

AVERAGE SCORE

You indicated that you are confident about your own capabilities within your current programme. You indicated that you are satisfied with your performance in your current programme, but that there is still room for improvement. Perhaps the tips can help you to better familiarise yourself with the new way of learning and to adapt your study approach accordingly. If you work on this, your performance is more likely to improve. Be sure to take a look at our tips to improve your self-image.

HIGH SCORE

You indicated that you are very satisfied with your performance in your current programme and that you are very confident about your own capabilities. It's good to be aware that there will still be challenges in your education and that it is important to continue making efforts. Do not postpone the more difficult work. Be sure to take a look at our tips if you are curious about how you can work on this.

APPENDIX 3: Interview guide for staff

1. Information on the guide

The guide offers a structure for a semi-structured interview with staff. We will be covering several points with both management staff (highlighted in red) and frontline staff (highlighted in green).

The initial questions are broad. Please check if the participant has dealt with the subquestions, if not, ask them.

2. Introduction to the interview

This interview is part of the Erasmus+-project Onwards from Learning Analytics (OfLA). The projects wants to map how we identify students at risk and how we communicate this to them and what support we offer in order to help them. The interviews with staff will happen in three institutions and are a basis to detect good practices and to get input from the field. This will be used to build materials and guidelines to support staff and institutions on how to work and report on data of and with students. The names and institutions will be anonymized. The interviews don't have the goal of auditing those staff members, instead we are looking to understand current practice and measure staff views.

I. Identify interviewee

- Name, institution, job title and job description.
- Try to map if the staff is management (works mainly with staff) or frontline staff (works mainly with students – like lecturer, tutor, mentor, coach, student councilor, examiners).

II. Identifying students at risk – prompts/data

- Both: How do you learn about an at risk student? How should staff learn about an at risk student?
 - o What observable behavior in class would make you classify a student as at risk?
 - o What data obtained at a general level (institution) (e.g. background information) would make you classify a student as at risk?
- What data would you like to have and why? Data gathered?
- Please can you describe what happens when you receive an alert about a student/ when staff receive an alert about a student?

III. Communication to students at risk

- Both: How do you communicate this 'risk' with that student? How should staff communicate this 'risk' with that student?
 - o Channels used? Differences between channels?
 - o What channel works the best? Why don't you use it all the time? What is a good alternative?
 - o Message style?
 - o What message works the best? Why don't you use it all the time? What do you require to send the message? What is a good alternative?
 - o Timing?
- What data works best to build your communication on/to give to the student during the communication?

- Do you have any examples of this communication? Do you have standard emails? Examples of communications?
- Both: What is the goal of your communication? What is the goal of this communication of staff?
- Both: Is there a follow-up of communication?
 - How?
 - What happens if initial communication fails?

IV. Offering support to students at risk

- Both: How do you decide which actions to take? How should staff decide which actions to take?
 - What extra support is needed?
 - What information/tools could be useful to help you/ staff with this?
- Both: How do you monitor this with the student? How should staff monitor this with the student?
 - What is logged? Who can access this?

V. Sustainability of approach

- Both: If we were to map this process, what would it look like? *draw map with staff*
 - Has this process changed over time – and if so, why?
 - How is this evaluated?
 - Do you record impact?
 - What are the strengths and weaknesses of your process?
- Both: Can you describe what works well with this process?
- Both: Can you tell me what the issues are with this process?
- Both: what do you think is needed to improve the process?
- Do you have any examples of any 'successful' interventions that you have conducted – if so, what happened?
 - Do you have examples of unsuccessful interventions?
 - Why were they unsuccessful according to you?

APPENDIX 4: Examples of communications to students

Dear students,

Results are out and I noticed the first exam session has not gone 100% smoothly for you. I will gladly make time to see you and talk to you about causes and consequences on Friday. Please ensure you make appointments with the teachers of the courses you failed first (via canvas tomorrow, see my previous mail) so you can have a look at the exam and get hints to how you can improve your result in August. Afterwards let me know which slots on Friday have been taken by which course and I will give you an appointment that takes this into account.

Don't despair too much, we can turn a lot around in semester 2 and the majority of students have some problems in the first exam session so you will definitely not be the only one who has to remedy his/her study approach.

Hoping to hear from you soon,

Kind regards

Name of study coach (anonymized)

Your study coach