



OfLA Project  
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# O12 – Evaluation of the third cycle of studies

Interventions at  
Arteveldehogeschool

RESPONSIBLE PARTNER:  
ARTEVELDE UNIVERSITY OF  
APPLIED SCIENCES

PARTICIPATING PARTNERS:  
UMC UTRECHT  
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UNIVERSITY

## Output 12 – Evaluation of the third cycle of studies

These reports will map the process of data-informed advice in the final year of the study.

A1. We will confirm with the new study subjects how we will work alongside them. This time however, we will have selected a new group of courses or degree programs to work with, or will be testing a new approach to using institutional data/ learning analytics in the advising and supporting process. This may include group tutorials, different types of alert or early warning, or advising using a particular pedagogical methodology.

A2. We will monitor and project manage the operation of the learning analytics resources.

A3. We will map how data (on each course and/or centralized) is used to firstly spot students at risk, how students are communicated to and how they are supported. Importantly, this year the reports will also include a summary of how we communicated with staff to set up the new round of interventions and challenges associated with the new cycle of interventions.

A4. We will publish the resources to the website.

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## 1. Executive Summary

This report reflects the research conducted during the 2019-20 academic year by Artevelde University of Applied Sciences to understand the practice of supporting students identified as at risk of failure or withdrawal. In this cycle of studies we responded to **the needs of staff members and students to clear the route to help**. We firstly examined (1) what staff members and students **think of the integration of a data system or dashboard** that enables the university of applied sciences to reach out pro-actively to students in need of help in order to provide them with better support, (2) **how best to communicate potential risks to students**, and (3) **how best to increase the accessibility of the institutional support services** in order to give students at risk timely and appropriate guidance or help. We did this by submitting different focus groups of staff members (67) and students (747) written and online questionnaires, of which the answers were analysed both thematically and statistically.

Firstly, we concluded that staff and students consider **dashboard systems** to be interesting tools to make students aware of their study situation and encourage them to take action when needed, as long as the system is used with caution and complemented by a personal approach. The ideal dashboard for staff members focuses on dynamic data about the student's education and support – such as advices, referrals and action plans – instead of engagement data. In contrast to students, staff members feel more reluctant to automate notifications, sent to students by the dashboard systems, staff feel concerned about the autonomy and self-direction of students, stigmatisation, privacy of students and the potential overload of communication.

Secondly, we saw that **communication about data** that includes an indication that a students might be at risk is crucial and that a real face-to-face conversation remains the key to nudging students into changing their study behaviour. Although this conversation does not make the initial communication redundant. Students who have received their warning by email or through an administrative platform prior to the conversation indicated they had a clear picture of their strengths and challenges, which resulted in getting more out of their conversation with the study coach. The more a student was informed during that initial communication, for example through an email and with the inclusions of hints and tips that could help him or her boost their performances, the stronger that feeling even became. However, the usefulness of giving hints and tips during that initial communication is questionable. Furthermore we concluded that communication about data should take into account the specificity of certain study programmes. An approach should be tailored to the needs, the identity, and the desires of the students who are in those specific programmes.

Thirdly, we saw students consult all media the institution uses to communicate its **support services**. However, students preferred a personal approach (meeting or personal email). Referral is important for students and particularly effective, especially for students who have psychological needs. Students who respond to referral do so primarily because someone helped them to take the first step. Students who need psychological support postpone their request for help longer. One fifth of the respondents who had a first appointment with support staff had postponed it by more than a year. Students in need of financial help postpone the appointment less. Yet, 39% of the newcomers still waited longer than one week to contact Stuvo. The reluctance mainly has psychological and personal causes, such as feelings of fear, wanting to solve the problem themselves or underestimating the problem. Those who are persuaded do so because of the urgency of the problem, a changing situation, motivating feelings, the clash with their own limits, freed up time, specific information about the offer and/or a referral by a person from their environment.

## 2. Introduction

### 2.1 Needs

Artevelde University of Applied Sciences offers an extensive range of well-developed and highly appreciated support services to students. However, not every student in need of help makes use of these resources. Interviews with staff members (cf. O6/4.3-4.5) have shown that students still experience a high threshold to seek help. They do not always find their way in the extensive range on offer and often act too late. Staff members try to respond to this problem by reaching out to students actively. They are aware that some students find themselves in precarious situations, they even attempt to contact them to start a conversation about their concerns or try to refer them to more appropriate support systems.

Still, some staff members remain uncertain about their approach. They want to know which communication strategy yields the best results and would like their conversations to be underpinned by objective data on study success. However, data systems can detect potential high-risk students at an early stage, give staff members the opportunity to respond to these students proactively and give them a platform to do this in an appropriate way. In other words, a dashboard system could be very helpful. Yet, there is no data system or dashboard in Artevelde University of Applied Sciences that could help them with this.

In an effort to find an approach to effectively communicate to students based on data, many questions have arisen. Does Artevelde University of Applied Sciences want to integrate a data system or dashboard as a guidance and/or communication tool? What do staff members and students think of such a system or dashboard? Could it offer a solution for the uncertainty staff members experience? Could it help students at risk? What are the disadvantages? And how is data provided by this system communicated to students at risk most appropriately?

### 2.2 Aims

The interventions of this third and final cycle of studies aim to respond to these needs of staff members and students to clear the route to help. The questions we want to examine are:

- Objective 1: what do staff members and students think of the integration of a data system or dashboard that enables staff to reach out pro-actively to students in need of help in order to provide them with better support,
- Objective 2: how to communicate to potential risks to students. Is it necessary to have a conversation based on the data that predicted those risks or is a standard communication through the data platform or by and email sufficient?, and
- Objective 3: how can the university of applied sciences improve the accessibility of its support services in order to give students at risk timely and appropriate guidance or help.

### 2.3 'Onwards' from Learning Analytics

This report reflects the research conducted during the 2019-20 academic year by Artevelde University of Applied Sciences to understand the practice of supporting students identified as at risk of failure or withdrawal. This process follows three key stages that form the basis of the 'Onwards from Learning Analytics'-project: prompt, communication, and intervention. These are defined as follows:

- 1. Prompt                      The indicator used to show that a student may be at risk of withdrawal, including warnings from learning analytics systems, low attendance and tutor-observed behaviours.



- |                  |   |
|------------------|---|
| 2. Communication | The media and methods used to contact identified students such as email, formal letters, telephone calls etc.   |
| 3. Intervention  | The meeting, coaching session or problem-solving exercise – face-to-face or virtual – to help a student to reflect and, if necessary, change his or her behaviour or direction. |

In theory, there is a clean break between these three stages. In practice, the stages overlap. For example, an alert generated automatically by a data system can be placed under 'prompts' (stage 1) because of the auto-generation, although the alerts can also be seen as a key part of the communication with students at risk. Furthermore, this type of 'communication' (stage 2) may be sufficient to change the student's behaviour (stage 3).

### 3. Objective 1 – PROMPTS

#### 3.1 Detecting students at risk

We all like to monitor ourselves. We want to know if we are fit enough, healthy enough, and how well we are actually doing. And if not, we don't mind getting a nudge: a vibration from our Fitbit, for example, to encourage us to take a few extra steps, or a message from our smartphone urging us to go to sleep with the busy day ahead. Yet, there are certain parts of our lives in which we are still in the dark.

Similar to other institutions, the students of Artevelde University of Applied Sciences produce a lot of data: the scores of their examinations, the tasks they submit, the login for Zoom classes, their library loans, absences, appointments with coaches and so on. Some – but certainly not all – of these data are accessible on the Student Tracking System ('Studentvolgsysteem' ('SVS'); see attachment 1.1) an online, administrative platform to which students have access and that certain guidance roles can access. In its design, it resembles more of an electronic student file where support staff can put notes on previous meetings. The Student Tracking System was not designed to connect these data, nor to present study progress or study success in a visually attractive way, like our smartphone or our smartwatch does for our own health, our activity or our social life.

However, this could be advantageous. Dashboard systems are often designed to allow institutions and students to act more pro-actively. The way the data are presented should also encourage students into taking actions themselves. Based on the parameters set, the systems can predict which students might be at risk of dropping out, to identify those students, and can communicate with them in a direct way. In other words, dashboard systems enable the institutions to show students that they are there for them. Through the system, the institution can respond to the needs students experience, provide them with tools to address those needs, or refer them to appropriate student support services in a timely manner. As such, dashboard systems can help students more quickly.

To support staff and students, we determined how the Student Tracking System of Artevelde University of Applied Sciences could be optimised. Do staff members long for a dashboard system that shows the study progress and study success of their students? What data should a dashboard system visualise according to its potential users? And what should it look like?

#### 3.2 Data collection

For this year's prompts interventions, we consulted two groups for whom the development of a dashboard system could be beneficial: the students themselves and the staff supporting them, i.e. the study coaches and Office of Study and Career Guidance. We will refer to all these staff as student counsellors.

Via a written questionnaire, an online questionnaire and a video, we asked them various open-ended and closed questions regarding their perception and their use of the current Student Tracking System on the one hand and their attitudes towards a more sophisticated dashboard system as a tool to increase study success on the other hand (see attachment 1.2 & 1.3). We asked about the data they would find interesting, the advantages and disadvantages of bringing these data together, and the usefulness of automatic notifications. The various questionnaires were distributed between August 2020 and March 2021.

### 3.2.1 Staff

For the staff, we started with a general questionnaire (see attachment 1.2) submitted to each of the **fourteen staff members of the Office of Study and Career Guidance** ('Dienst Studietoelagen' ('SAD')). This central office develops policy and supports the implementation in the institution. They also support the student counsellors who support and supervise students. The office consists of three sub-teams:

- Team tailor-made guidance ('BOM', *Begeleiding op maat*; 3)
- Team study and career guidance ('OLB', *Onderwijsloopbaanbegeleiding*; 2)
- Team specific needs support ('IB', *Integrale begeleiding*; 6)

Four staff are active in several teams.

The responses to the questionnaire were summarized into preliminary findings (September-October 2020). This summary was then presented in the various sub-teams (September-October 2020). During these meetings a moderated brainstorm session took place (November 2020). In this brainstorm session, the responses were discussed in more detail, and we asked the team members additional questions to gain more in-depth information in the overarching theme.

The analyses of the individual responses and the outcomes of various brainstorm sessions resulted in a new, more extensive questionnaire (see attachment 1.3) for the **study coaches** (abbreviated to 'TC' or 'trajectcoach' below) of the various programmes within Artevelde University of Applied Sciences. These staff are in directed contact with the students. 53 people completed the questionnaire (November-December 2020).

The study coaches are part of the guidance system of Artevelde University of Applied Sciences. This system has two major policy and guidance domains: support on an academic and on a personal level. Each domain has three levels: a curricular level (where we reach all students), an open extra-curricular level (with extra support open to all) and an extra-curricular level on referral (with extra support only open on referral) (see figure 1).

The Office of Study and Career Guidance are involved in the development of policy and support for this entire system. The study coaches are part of the first level and are supported by the sub-team of Tailormade Guidance ('BOM' or 'Begeleiding op maat'). The study coaches work are at the 'zero' level, within the various programmes of the institution.

For our analysis, the answers of the study coaches were merged with the answers of the staff members of the Office of Study and Career Guidance, without ignoring interesting differences between the zero, first and second line counselling services. The answers were analysed both statistically and thematically.

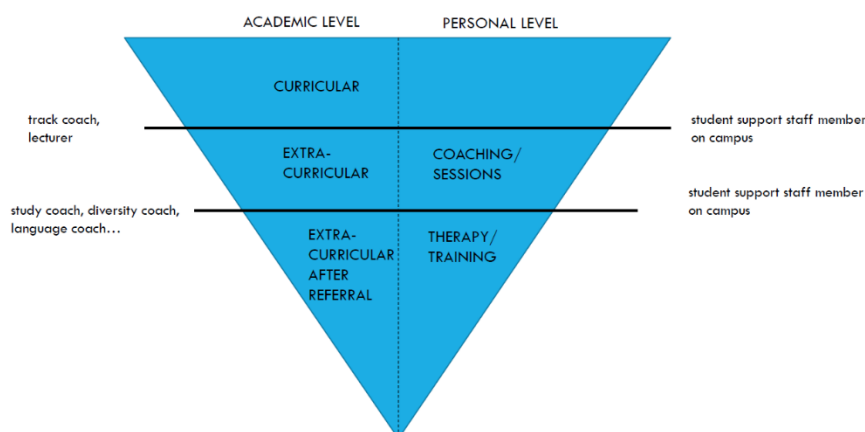


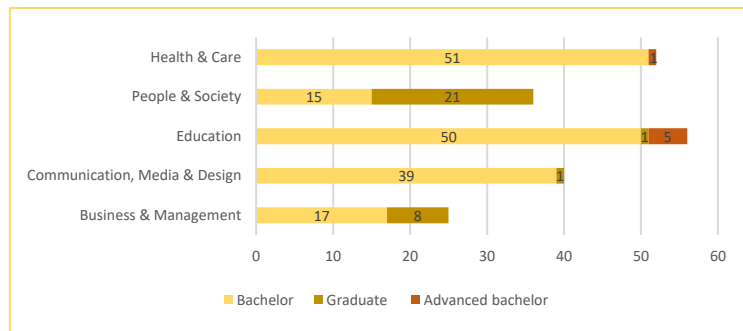
Figure 1: Guidance at Artevelde University of Applied Sciences

The approach only allowed us to combine both the input of policy developers and staff support as of frontline staff themselves. It also gave us the opportunity to consult all student counselling levels within the institution and add interesting nuances to the initial answers.

### 3.2.2 Students

For the students, too, we focused on two groups. The first group consisted of students who experienced a problem during the past academic year and took action by talking to a staff members of the Office of Student Support ('Stuvo'). Students can turn to this service for financial and socio-legal concerns, as well as psychological problems. Every form of support from Stuvo starts with an exploratory conversation, also known as a 'campus interview'. Each programme has one or more student support staff at their own campus. After this conversation the students were sent an online questionnaire via an email from their Stuvo staff members (see attachment 2.1, green markings; October 2020 to February 2021). In this way, we were able to reach students who on the one hand felt they were struggling with certain problems that were hindering or jeopardising their study success (they reached out to student services), and on the other hand students who looked for the most appropriate support (they took the time for a campus interview).

In total, 213 students completed our questionnaire (see attachment 2.2.1), 207 of them did this only once. The group was quite diverse. It consisted of first-year students (79), second-year students (51), third-year students (34), fourth-year students (4), and students who combined several years (44), as well as students from different departments and study programmes (see chart 1 and attachment 2.2.2). The majority were bachelorstudents (see attachment 2.2.4), categorized in chart 1 under the five departments (see chart 1, see attachment 2.2.4). The birth years of the students ranged between 1965 and 2002. More women than men completed the questionnaire (167 women, 43 men, 2 non-binary students; see attachment 2.2.3).



*Chart 1: Programmes participants*

The second group of students consisted of very committed students who engaged themselves as student representatives. A student representative, called 'Stuver' in short, is not only the contact person for students, lecturers and board members within Artevelde University of Applied Sciences, a Stuver is also consulted on all kinds of student-related matters, such as examination regulations, the organisation of activities, or evaluations. In short, the student representatives are the most suitable persons to consult regarding the perception of the Student Tracking System and future dashboard systems, and thus to put the bottom-up vision into practice. In total Artevelde University of Applied Sciences has 421 Stuvors. We asked these students to present a video we made on their general student council ('SRA'), as well as on the student council within their own study programme ('OSR'; February 2021). In that video, we explained the social trend concerning monitoring one's behaviour, we talked about gathering data within Artevelde University of Applied Sciences, and showed how this is done by other institutions via dashboard systems (see attachment 2.4).

We then asked them to brainstorm on three specific questions during their meeting ('OSR'): 'Are you aware of the fact that you automatically generate data during your studies and that your institution can consult these data?', 'What advantages and disadvantages do you see in a predictive dashboard system?', and 'What would you specifically use a dashboard system for?'. The general conclusions of these brainstorms were noted and communicated to us via several reports (February-May 2021).

Both the answers of the Stuvo questionnaire and those of the Stuvors survey were analysed statistically and thematically. In this report, however, we will only discuss the results of the Stuvo questionnaire, as the analyses of the Stuvors survey exceeded the deadlines of the OfLA-project. The results, however, will be communicated internally and will be included in the discussion on the development of a dashboard system within the institution.

### 3.3 Detailed results

#### 3.3.1 Results staff

##### *1) The Student Tracking System: perception & use*

The following quotes show that student counsellors clearly appreciated the Student Tracking System (SVS):

- "I consult SVS daily. I find it a very valuable tool, not only for us, but for all lecturers and students." (TC 2)
- "I think SVS is great and I couldn't live without it. I always open it, even before I answer a student by email! [...] Everyone should be more obliged to use SVS!" (TC 47)
- "Expand SVS with everything you can get out of this new system and make it even more useful. I couldn't do without SVS for the kind of study questions I get." (TC 49)

The Student Tracking System is a valuable tool for the student counsellors, helping them to better guide students during their study career. They use the system **frequently**. The study coaches indicate that they use SVS 'as much as possible before an individual conversation' – 24 of them even stated 'always before an individual conversation'.

In the Office of Study and Career Guidance the usage rates differ as some staff are not in touch with students. Yet, half of the special needs staff members (who are in direct contact with students) use SVS at least once a week. And even the BOM- and OLB-staff members, who mainly deal with candidate students who do not appear in the system or who do not guide students individually, consult SVS on average once a month.

Nevertheless, almost everyone feels that the Student Tracking System can be optimized. We could distinguish five categories in each team. The recommendations therefore applied to the zero, the first and the second line support. Firstly, the student counsellors want the Student Tracking System to be **personalized and/or customized**. When opening SVS they immediately want to see the information that is relevant to them within the context of student support. Currently, the Student Tracking System consists of a series of categorised tabs (see attachment 1.1). The student counsellors have to open these tabs one by one to see what information is available, and, if so, if any information is new and/or relevant for their support (see attachment 1.1). This is not only labour-intensive and demotivating, they say, but there is also the risk that important information will not be found. According to them, it could be helpful to show the student counsellors a single-page overview containing all relevant information when opening SVS or to make the tabs that contain new or relevant information stand out (put these tabs bigger or highlight these for example).

Relevant information, according to those who mentioned this problem, mainly includes study credits, general study progress, contact details, an up-to-date photo, the special facilities a student was granted, and all information concerning the support the student already received (with whom, what for and follow-up). Some staff members indicate that these data are 'warning signals', data on which the counsellor should primarily focus or at least should know about. The demand for personalisation of the system also includes the Excel-sheet which the Student Tracking System automatically generates. There too, it should be possible to show only relevant information, thus avoiding unnecessary searching.

A second optimization connects to the first: making the Student Tracking System more **convenient and easier to interpret**. In addition to the personalised overview page, student counsellors miss a clear captions for the student's data and a good categorisation of the tabs. They suggest to transfer the general structure that students and staff members know from the learning platform of the institution or from the Artevelde website to the Student Tracking System, or to work with more simple subdivisions, such as 'first choice of study', 'reorientation' and 'subsequent study'. In any case, the new information should be clearly marked and, if necessary, colour codes should be used to make alarming data or important information stand out. Finally, the student counsellors would like to see the distinction between the tabs that do not contain information and the tabs to which they do not have access, to make it more clear to them (see attachment 1.1, grey fields). Many student counsellors believe that both recommendations regarding the lay-out of the SVS would ensure that the Student Tracking System would be used more frequently.

A third optimisation concerns the **search engine** in which the names of students must be entered without error before the student page can be opened. One supervisor suggests working with name suggestions.

Fourthly, the student counsellors would like to see some changes regarding the students themselves, and especially with regard to their **privacy** and their **autonomy**. First of all, the students should have a confidential section within SVS, in which they can communicate privately with their counsellors (or other people involved). Although a strict privacy policy is in place on who can see what, the platform doesn't support a communication function. It would also be useful if the students could enter feedback into the system themselves, for example after a reflection day or after a support session ('What will I keep in mind?', cf. TC 14). On the other hand, the students should be able to share particular information with all staff members, for example sharing the facilities which were granted with all tutors. In addition, students must be able to see who has access to what information at all times. At the moment, the students have to click on the glasses-icon and, according to some, this extra step leads to misunderstandings. Finally, according to the student counsellors, the same recommendations mentioned above also apply for students. This means, the Student Tracking System system should show new added information first (without clicking through or searching), highlight possible tasks or follow-up, and present all data to the student in the clearest possible way. According to some counsellors, students hardly know the Student Tracking System, let alone that they consult the system frequently. It would therefore be good to make the system more known and to explain to the students what they can use it for.

This is in line with the fifth and final recommendation, the one concerning the **integration of more data**. Currently, there are multiple (hoeveel exact ?) online platforms on which students and student counsellors can find data: the Student Tracking System, the Canvas learning platform, the registrar's platform Bamaflex... The majority of student counsellors therefore recommend including the data which are relevant – if the counsellors have the right to see these data of course – into the Student Tracking System. They mainly refer to study credits/study progress/scores (Bamaflex) and intermediate test scores (Canvas).

In addition, the Student Tracking System should be able to replace paper-based administration. For example, according to some counsellors, the facilities contract (that students now have to print every time and take with them to examinations) and the student file (proposal from a study coach within the one programme) can easily be digitised and thus save both the student and the counsellor time.

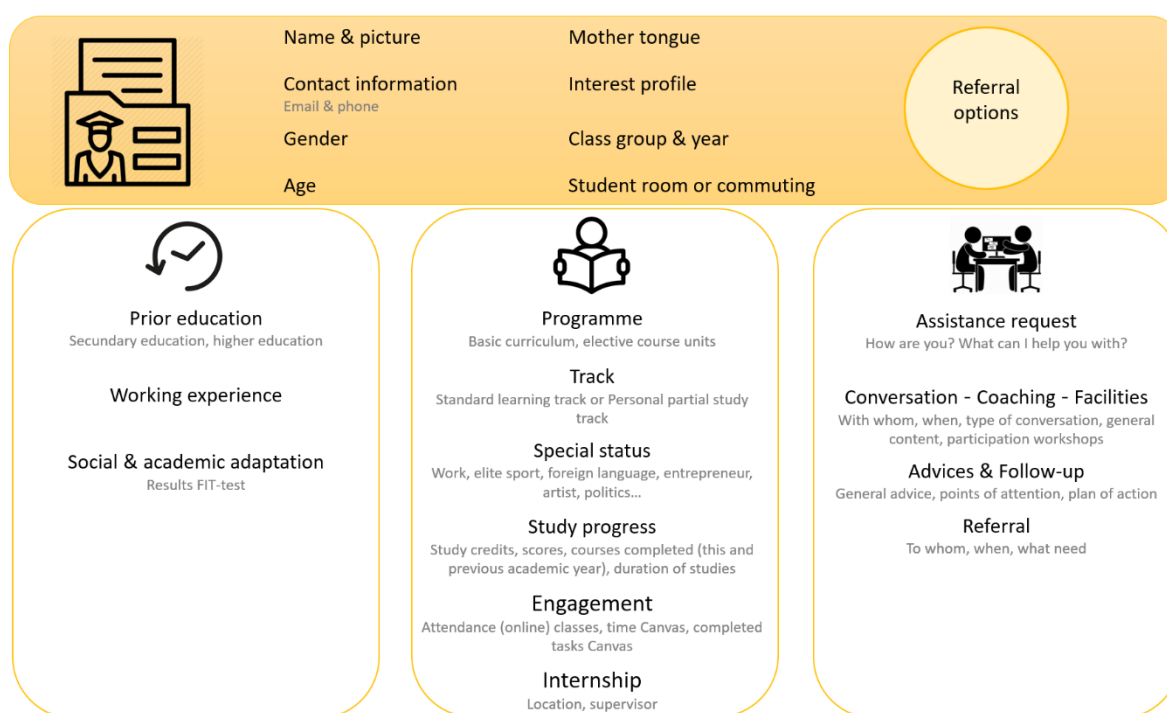
Finally, the counsellors ask for more data. Of course, the Student Tracking System was built on the principle of 'need to know' instead of 'nice to know' and careful thought has been given to who is allowed to see which data. Still, counsellors ask for more personal data, more information about the study progress of students and more information about the support students already received. With regard to the personal data, the student counsellors want to see the students' class groups, information on their internships, their contact details, whether the students are living on campus or not, what their previous studies were and what their mother tongues are. Study progress data includes the students' grades, the methods of evaluation that preceded these and their credits. Regarding the support, they want to know more about the help the students already received, the person who gave this help, the type of help, and the recommendations/advises that came from this. In the next section, we will go into this in more detail.

## *2) The dashboard system: perception, needs & concerns*

### *Dashboard for staff - student counsellors*

When the student counsellors were asked what they would like to know in preparation of a support session or a support conversation, they not only refer to the data that can be seen in the Student Tracking System, counsellors also suggest a large number of **new data**. Broadly speaking, these suggestions can be divided into five categories (see overview 1, below):


- personal data (see above),
- previous education (see overview 1, column 1),
- current study (see column 2),
- support (see column 3), and
- whom they can or may refer students to with certain, more specific support needs (see overview 1, 'referral options').




*Overview 1: Data for student counsellors*


Student counsellors have differed reasons and/or arguments why they want to see this data. Some counsellor want to consult these data as a 'first exploration' of their students: who is sitting in front of them, what routes have they already taken, what choices have they made, and what does their general situation look like. Others see these data as a good (objective) starting point for the conversation or believe that these data can give the conversation more direction. A final group mainly wants to have an overview of the various support services, both inside and outside the institution. They want to have an overview of the possibilities, see who is responsible for the support and find out which support has already been consulted by the students. In this way, they can target their conversation and refer the students even better.

Apart from the 'need to know versus nice to know'-principle, the student counsellors obviously find some data more **relevant** than others. In order to gain insight into this, we asked the 53 study coaches to give a score between 1 and 7 to the categories and subdivisions mentioned both by them and by the staff members of the Office of Study and Career Guidance: 1 'least relevant', 7 'most relevant' and 4 'neutral' (see overview 2 & attachment 1.4). It appeared that dynamic data (something that a student is able to change) were the most interesting (i.e. more than 4/7 on average). In the first place we found data about the students' current study programmes and in the second place about their previous support, with the ranking given below. A complete overview can be found in attachment 1.4.

	Mean Score /7	Median Score /7
Special status	5,83	6
Curriculum	5,79	6
Courses succeeded this year	5,57	6
Track type	5,34	6
Courses succeeded previous years	5,19	5
Duration of studies	5,19	5
Credits enrolled	5,09	5
Scores this years	5,06	5
Credits acquired	4,96	5
Remaining credits in learning account	4,85	5
Scores previous years	4,83	5
Attendance (online) courses	4,36	5
Activity Canvas: Tasks, deadlines	4	4
Activity Canvas: Quizzes, exercises	3,28	3
Activity Canvas: Time	3,17	3



	Mean Score /7	Median Score /7
Previous help: General advice conversations	5,25	5
Previous help: Referrals	5,13	5
Previous help: who	4,98	5
Previous help: what - subject	4,40	5
Previous workshops	4,23	4
Previous help: what – summary	4	4
Previous help: when	3,66	4

	Mean Score /7	Median Score /7
Higher education	4,47	5
Scores FIT-test	3,89	4
Secondary education	3,96	4
Working experience	3,70	4

Overview 2: Ranking dates for student counsellors

Concerning the other category, **personal data**, the study coaches consider the mother tongue of students the most important thing to know in preparation of their conversation (4.45/7 average score; see attachment 1.4.1), especially in the context of academic language support.

Of course, the study coaches indicate the **relevance** of certain data is determined by the type of conversation (and the need for data resulting from it), the place where the students are in their study career, and the courses they are following. In some programmes, for instance, students keep a portfolio in which they are encouraged, under supervision, to reflect frequently on their own skills and attitudes. Study coaches from these programmes emphasise that the portfolio gives a better idea of the students' personal development than the data in a dashboard could contain. The data they mentioned are therefore less essential to them than to the study coaches from other programmes.

Also the staff members from the Office of Study and Career Guidance who mainly support students with specific needs (cf. 'IB'), consider the support the students already consulted (and the action plan, referral or advice given there) as very important, in addition to the general study progress information, information on the facilities the students were granted and information on their progression. They are also less interested in **engagement data**, such as time spent on the Canvas learning platform. Similar to the study coaches, they feel that seeing those data is a bridge too far. It would give them the feeling




that they are 'watching' their students – looking up private data which the students may not expect counsellors to see – and therefore not respecting their privacy. Rather, they would bring up engagement in a conversation and let the students judge for themselves how they are performing in that area. There are two main reasons why these staff members are less eager to **share details about the support** provided. On the one hand, they are afraid of administrative burden – having to enter the content of each conversation into the data system in a uniform way –, on the other hand they are concerned about the privacy of their students. For some, giving a summary of a conversation is absolutely out of the question. They add this can seriously damage the relationship of trust, even if the students are aware that information about them is being shared. However, many people feel that advice, referrals and action plans can be shared. This information helps counsellors to gain a better understanding of the support and to be able to refer to students better. In addition, to some this is seen as 'professional', as one counsellor mentioned: 'Showing the student that you have informed yourself gives an advantage to the relationship of trust. They should not think "oh no, another new person, I have to tell everything again". No, they can just move on' (SAD 11).


The student counsellors do express three major **concerns**. First of all, they emphasise that data must always be interpreted and preferably during a one-on-one conversation with the students. Only then they can you really find out what is going on and how the student in question can be helped. Secondly, seeing data should not lead to bias and/or prejudice. According to them, student counsellors must be made aware of this. They must be taught how to interpret data correctly and showed how to include these during a conversation. Thirdly, not all elements that influence study success of students can be expressed in data. Just think of the student's wellbeing, his/her capacity to deal with problems, his/her coping strategies... In short, a dashboard never tells you everything and should therefore not determine the support system completely.

In summary, although the student counsellors are mostly positive about dashboard systems and are clearly aware of the advantages those systems have, they still warn for potential traps, both for themselves as for their students.

### Dashboard for students


Subsequently, we asked the student counsellors which **data** would be best for students to see with regard to their own study progress. Three staff members of the Office of Study and Career Guidance and eight study coaches explicitly answered that the students should be able to see all data others within the institution have access to: "The student should be in charge of his own study track and should be able to see and consult all information about support and conversations" (SAD 9), "The more transparent the better!" (TC 3), "I expect that if I can consult it as a counsellor, the student can also do so as owner of his data and learning process" (TC 4). The other counsellors also tend to consider more data to be 'relevant' to the students, compared to relevant to themselves (see overview 3 versus overview 2). The diagram below illustrates this. Again, we asked the staff members of the Office of Study and Career Guidance to make their list of priorities and presented this list to the study coaches who then gave all categories a score between 1 and 7, 1 again meaning 'least relevant to show to students', 7 'most relevant' and 4 'neutral' (see overview3 & attachment 1.5).

	Mean Score /7	Median Score /7
Curriculum	6,16	7

	Mean Score /7	Median Score /7
Previous help: General advice conversations	5,74	6

Courses succeeded this year	6,06	7
Special status	5,98	7
Scores this years	5,90	7
Remaining credits in learning account	5,88	7
Credits enrolled	5,86	7
Credits acquired	5,84	7
Courses succeeded previous years	5,71	6
Scores previous years	5,65	6
Track	5,51	7
Duration of studies	5,47	6
Attendance (online) courses	5,12	5
Activity Canvas: Tasks, deadlines	4,84	5
Activity Canvas: Time	4,37	5
Activity Canvas: Quizzes, exercises	4,33	5

Previous help: who	5,65	6
Previous help: Referrals	5,47	6
Previous help: what - subject	5,43	6
Previous workshops	5,39	6
Previous help: what – summary	4,92	6
Previous help: when	4,61	5

	Mean Score /7	Median Score /7
Scores FIT-test	5,33	5
Working experience	3,67	3
Higher education	3,55	3
Secondary education	3,49	3

Overview 3: Ranking dates for students

The student dashboard should not be a copy of the tutor dashboard, that is for sure. **Personal data** such as the student's own class group, previous education, the native language of the student, and so on are known data to the student and therefore not relevant for his/her dashboard. But also **engagement data** are found less essential by the counsellors (the SAD staff members and the study coaches) to show to students. And that is striking as engagement data, after all, allows students to be proactive. While scores of examinations – ranked high here – confirm that students are in a risk position, engagement data can act as a timely 'warning signal'. They show students that they are less engaged in their studies and that this may have negative consequences with regard to study success. The students have an opportunity to intervene, take control, and turn the tide. As one study coach says: "Too often now we hear: If I had known this in advance..." (TC 12).

However, these are the main reasons why student counsellors want to show data to students. They believe that data can help students

- to monitor their own evolution;
- to make them more aware of their own status: their strengths, their working points and all the elements that influence their own study success; and
- to take action and thus adjust their own study behaviour or to look for external help.

In addition, data are also useful

- to make the quest for support much more targeted and to prepare students for a support session; and

- to see what data the university provides about them and thus what data circulates about their own study behaviour.

The one benefit outweighs the other according to the study coaches, as chart 2 shows. And also the staff members of the Office of Study and Career Guidance agree with the three highest ranked advantages and the three lowest ranked ones (see attachment 1.6). Especially the last one, using data to make students **compare themselves with others**, causes a lot of controversy (see chart 2). Only two staff members of the Office of Study and Career Guidance (2/14; 0 of the team IB) and eight study coaches (8/53) find this in a way useful (see chart 2 & attachment 1.6). Although the comparison can give students an indication of how they should interpret their scores – and whether there scores are therefore low, average or high compared to the scores of others –, many counsellors feel that students should focus more on themselves. 'What is the social-emotional value of comparing yourself to others?,' a person said (IB 16). An IB-staff members warns about stress reactions, fear of failure and general demotivation. Moreover: 'The students we support know their challenges, so it is not beneficial to them to highlight these even more' (IT 12). The other staff members of the Office of Study and Career Guidance also believe that the standard for the student should be him or herself. In that respect, they indicate, the own study history would be a better point of comparison.

In addition, there are also some **general concerns** regarding the student dashboard. Firstly the fact that they don't believe the dashboard system would really be able to influence the study behaviour of students. One study coach even says: "I understand that we hope that the information can raise awareness and so on, but we overestimate the impact of feedback and data on something that the average 18-year old doesn't lose any sleep over [...] I wonder if the effort will be worthwhile" (TC 4) and a colleague "I would invest more in supporting the relational context" (TC 3). It is therefore important not only to consult students, the main users of a dashboard system, and thus to identify their perceptions, needs or wishes, but also to ask ourselves how we can turn the dashboard into a tool that students will really use. The dashboard should not be an extra administrative platform, as we learned from the questionnaires for OfLA-output 4. Students are already having difficulty finding their way. In addition, students must be drawn to the system, motivated to look up the data themselves, and given the feeling that on that dashboard they will find an answer to their needs.

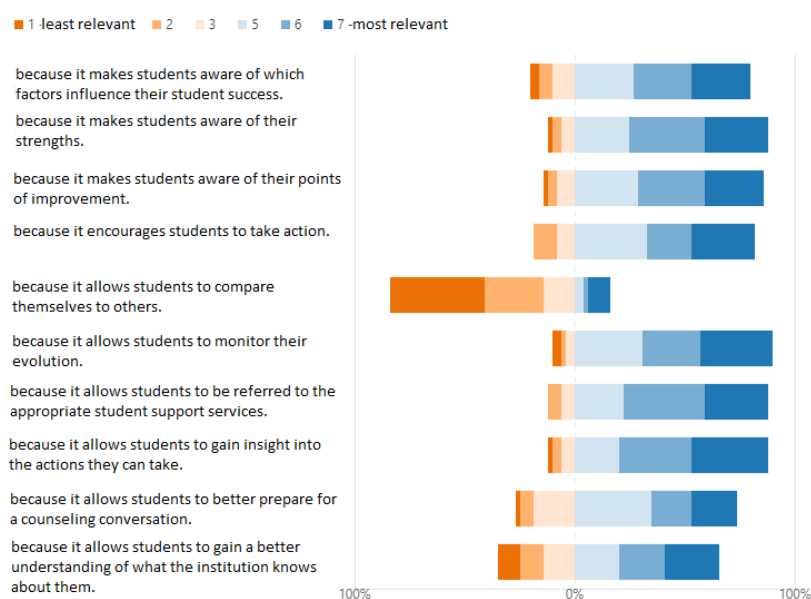


Chart 2: Benefits student dashboard

### 3) Automatic notifications

Dashboards are of course not only there to make data on the study career of students visible, they also link these data to each other in order to detect risky behaviour and to signal this to its users. In this way, institutions can respond much more proactively, identify students who are not doing as well – according to the predefined parameters –, and act a lot quicker. The student counsellors we consulted are aware of the benefits dashboard can bring: “It can help to **'get on the ball'** and to contact the student quickly. If we can keep someone on board in that way, then I think that makes sense" (TC 2). Although, there are also many **concerns**. To the question 'Would you find it useful if you automatically received a message about a student if, according to certain data, he/she is at increased risk of dropping out?' 53% resolutely replied 'yes', 29% 'I doubt' and 18% 'no'.

The reluctance occurs mainly among the study coaches (23/53) and the IB-staff members (6/7), the persons who come in closest contact with students. They are mainly concerned about the students' **autonomy/initiative** and their privacy. According to them, the students should be given the space and time to take the first steps towards help and thus be given the opportunity to take up their own responsibility. In this way, the students can also indicate what they are struggling with and specify the request for help and needs themselves. The IB-staff members are loath to impose problems on students or to offer them support for something that is, according to them, less urgent. After all, as some staff members emphasise, this is a very sensitive matter that has to be approached carefully and well-considered. Once the support has started, the data system can help to monitor the progress of a particular students, but even so, most counsellors prefer to find out about this progress through a conversation. And that brings us to the second reason: the **privacy** of students. Some of the study coaches indicate that they would find it strange to have information at their disposal the students did not share with them. According to the study coaches, this situation can undermine the relationship of trust. The study coaches also wonder whether this is even allowed.

A third element that was mentioned very frequently was the **overload of communication** such notifications might entail. The counsellors therefore plead for a good framework. If such notifications are introduced, they must know what is expected of them, they say: should they deal with it actively or passively, how can they react most appropriately, how do they communicate the notification to the

student, how do they respect their own limitations, and how do they interpret the data and notifications correctly. The student counsellors therefore not only ask for training on this subject, but for time which will make them able to respond to the notifications appropriately:

“There has to be a framework about what you have to do with these notifications. Otherwise you burden [study coaches] with information that some may not know how to deal with: some will not do anything with it, others get 'stressed' because they think they have to do something with it. Avoid the scenario of imagined pressure to deal with an overload of information. [...]” (TC 4)

“Such an automatic notification may very well trigger something, but I fear that a notification *alone* will not influence study behaviour.” (TC 24; own emphasis added).

A final point of attention, according to the counsellors, is **caution**. Notifications that are sent to students and counsellors must be phrased correctly, with the right content and the right tone. If not, the notifications will create stigmatisation and bias among counsellors on the one hand and the feeling of 'not doing things right' and 'being called to account for it' among students on the other hand: “The institution may not be a Big Brother!” (SAD 3). It is important to make students and counsellors aware of the fact that data can give an indication, not that they may be presented as facts. Nuance and interpretation remain important.

Of course, student counsellors do not have to get a notification for everything. Notifications should be **meaningful and useful** within the context of support sessions and general assistance. The staff of the Office of Study and Career Guidance therefore made a list of situations in which receiving automatic notifications would be interesting: (1) in case of long-term illness of a student, (2) in case of reduced engagement, which for them means a sudden or long-term reduction in study progress or low online activity on the learning platform, (3) if the student requests/consults support (IB or Stuvo) or special facilities and (4) if the student stops at his/her internship. This list was presented to the doubters and yes-voters among the study coaches and proved – apart from four suggestions – to be exhaustive:

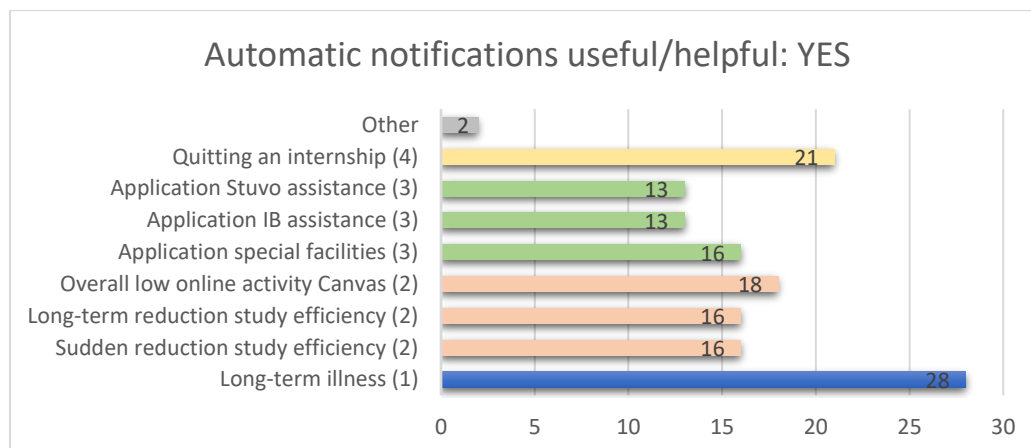


Chart 3: Dates automatic notifications: Yes group

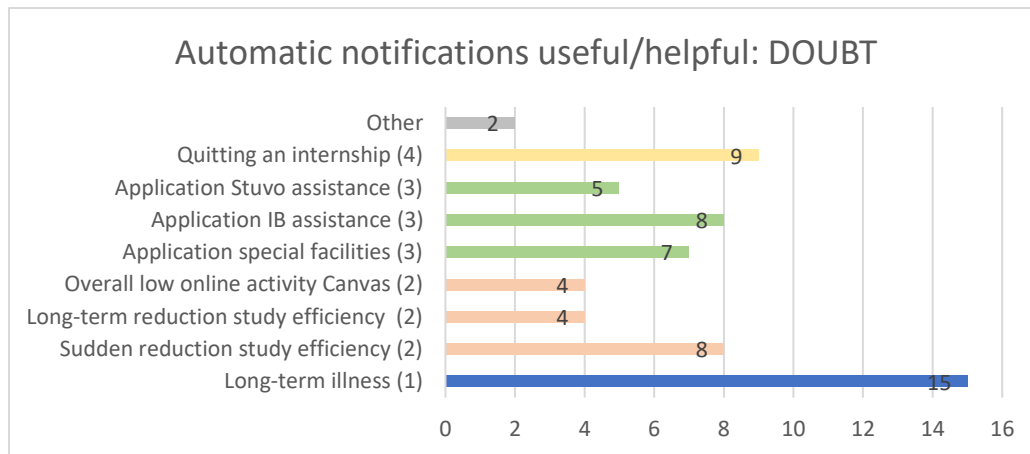


Chart 4: Dates automatic notifications: Doubt group

The doubters are less enthusiastic about engagement data compared to the yes-voters, but they do share the opinion that a notification in case of long-term illness (cf. 1) or when a student stops at his or her internship (cf. 4) can be useful (total 43/53 and 30/53). Furthermore, the study coaches complete the list with 'absence in (compulsory) online/physical lessons', 'if the student does not submit any tasks for a long period of time' and 'if the student has no chance to graduate', i.e. engagement dates (cf. category 2). A few staff members also want to receive a notification if a student has a personal track with courses from different years.

The BOM-staff members and the IB-staff members asked whether **positive notifications** could also be included in the system, such as enrolment in a workshop after referral or an increased study efficiency. This indicates whether the help that was offered has been effective and provides positive reinforcement and motivation for both the student counsellors and the students.

### 3.3.2 Results students

#### 1) The Student Tracking System: perception & use

The student counsellors indicated that students hardly know the Student Tracking System and rarely use it, and this appears to be the case. To the question 'Do you sometimes consult the Student Tracking System (SVS)?' 46 students answered 'no' and 88 students 'I do not know the Student Tracking System'. Even among those who answered 'no', 18 students did not know what SVS is or which information they can find on it. They indicated that they know the name but not its functionalities. Furthermore, six students state that they had never thought about using SVS or clicking on the link, and ten indicated that they have never needed it. According to two students, there is no interesting information on SVS. Two students find SVS too difficult to work with, and one person thinks SVS is too difficult to find. Such concerns must be taken into account when developing a new dashboard system, in addition to the fact that the system must be made known to those for whom it is developed.

One nuance is needed. The students in this research had contacted Stuvo. Stuvo does not register any information on the Student Tracking System, because educational institutions in Belgium are not allowed to keep any data on health nor psychotherapeutic counselling. Moreover, the therapists are bound by professional secrecy, in contrast to the coaches and the lecturers of Artevelde University of Applied Sciences.

Thirteen students who had already consulted the Student Tracking System indicated that they did so mainly to read the feedback and follow-up after a conversation with their study coach, learning coach or lecturer, or after a language screening or language test. Two students explicitly stress that the information helps them to monitor themselves. The results of the FIT screening, which gives all first-

year students an indication of their academical and social integration in higher education, are also communicated via the Student Tracking System. Three students consulted the system to see this information.

However, for many students the Student Tracking System is primarily an administrative platform, in which they can report their absence due to illness and to see whether or not it was a legitimate absence (31 students), consult their approved facilities or special mandates (16 students) and check whether they have been enrolled correctly, together with their personal data (6 students). Two students consult their internship information on the Student Tracking System. Finally, there are some curious students (8 students) who did not surf to the Student Tracking System to find information, but to discover what the platform entailed.

## 2) Automatic notifications

The students were also asked what they thought about automatic notifications. The question was linked to Stuvo, the service they had used: 'Would you have liked Stuvo to contact you automatically if a member of staff suspected – based on objective data, for example – that Stuvo could help you?' Eighty percent of the students answered 'yes' to this question, an answer in line with the results from Nottingham Trent University's student survey and one of the questionnaires that the institution launched as part of OfLA-output 9.

The preferred medium for such an automatic notification is, for the students who are in favour, their institutional email, a medium that is used within the Artevelde context (165 students). Not or to a much lesser extent, students wanted to be notified via SMS (4) or via Whatsapp (0), via a letter sent to their campus or home address (4), or via the Student Tracking System (2) (see attachment 2.3.2).

Nevertheless, we must take into account the concerns that are mentioned regarding automatic notifications, raised by the remaining 20% of the students we consulted (see attachment 2.3.1). Although nobody indicated that they find notifications unnecessary or nonsense, the students do express reservations similar to those of the student counsellors. The fear that the notifications would restrict the students' **autonomy and sense of initiative**, for example, or that the notifications would undermine their privacy:

"This [= receiving an automatic notification] is quite invasive. For example, at the beginning of the school year, I myself received a letter/fill-in document for school participation for two of my children in primary school. It feels like the whole community *knows* about my problems. Offering support, yes, but preferably discretely and carefully." (ST 5; own emphasis)

According to some students, the notification would indicate that the institutions checks up on their students. If students are in need of help, these students indicate they will look for it themselves, on their own initiative and at their own pace, without feeling obliged to do so. Four students remark that it is precisely this own initiative that would make them feel more motivated and even more proud, which would only benefit the support.

**Caution** is also emphasised again. First of all, students do not want to be caught off guard when they receive such a notification. They want to be able to expect it, to know that the institutions keeps track of their study progress, to have an idea of what these data are and what the institution does with them. In other words, students want to be thoroughly informed. This also applies to the interpretation of the automatic notifications. The data on which the notification is based are not nuances, as some indicate, and this must also be evident from the notification that is automatically sent. In addition, some indicate, the data are incomplete, which means that some students who need help are at risk of being left out: "Some are very good at hiding it so support is not honestly offered everywhere" (ST 40).

It must therefore remain a *and-and-story*, with the institution not only relying on data and working exclusively with automatic notifications, but also continuing to pursue a personal approach that brings nuance.

### 3.4 Summary

#### The Student Tracking System

- The Student Tracking System is known and often used by student counsellors, but not by students.
- Student counsellors use the Student Tracking System as a support tool, while students use it mainly as an administrative system.
- The Student Tracking System could be more efficient for student counsellors. There is room for improvement in terms of personalisation, clarity, search options, privacy and autonomy of the student and integration with other systems.

#### Other dahsboards

- Counsellors would use a dahsboard with caution and still consider a conversation crucial.
- Counsellors find it difficult to determine what should be in a dashboard for students. They feel that a dashboard should make students aware of their situation and encourage them to take action.

#### Automatic notifications

- Student counsellors are rather reluctant to automatic notifications. They are concerned about the autonomy and self-regulation of students, stigmatisation, privacy and the overload of communication.
- Students are much less reluctant to automatic notifications.
- Students do formulate points of attention when working with these notifications, because they think that data and statistics do not say everything.
- Both counsellors and students are in favour of a *and-and*-approach, one in which the institution not only relies on data but also adds a personal approach.

## 4. Objective 2 – COMMUNICATION

### 4.1 Communicating with students at risk

Data can only lead to action if these data are known. As long as students are not informed of the fact that their study behaviour puts them at risk, as long as they are not made aware of the potential consequences, and are not explained how they can improve their situation, the institution can not expect students to take action. Communicating data is therefore crucial. But, what requirements does this communication have to meet? Which approach is most effective? And what is the best way to encourage students to take on their challenges? Is it sufficient, for example, to simply communicate the data through a dashboard or should this be done through an email that puts the data in a proper context? Or does dialogue remain the key to nudging students into changing their study behaviour?

For this year's interventions Artevelde University of Applied Sciences will take a closer look at the relationship between primary and secondary data communication. The institution will examine (1) whether an actual conversation on data with a study coach, individually or in a group, adds value, and (2) to what extent the prior communication – which initially informs the student about the data and



the link with his or her study progress – is able to prepare a student for that conversation. The interventions build on the findings of last year's OfLA-interventions (cf. AHS report O9) and tries to find out how institutions can help students at risk of dropping out in a more fast, effective and efficient way.

## 4.2 Data collection

### 4.2.1 Communicating results FIT-test

The FIT-test is a screening for first-year students that looks at academic and social integration. The results of the FIT-test are data that are communicated to students twice. A first time in written form to inform them, a second time during a conversation with a study coach to provide further clarification. The results have predictive value in terms of the students' study success (cf. AHS report O9/2.3). The FIT-test measures to what extent first-year students have been able to adapt to life at higher education. It probes study effort, social adaptation, academic self-image and adaptation to the new way of teaching. As such it gives a picture of how the students are integrating on a social and academic level. As research has already demonstrated, this integration is of great importance as it has a significant impact on the students' chances of success (Tinto 1993).

Until recently, the first communication of the FIT-results was sent via the Student Tracking System ('Studentvolgsysteem' or SVS; see appendix\*). On their personal page students could see how they had scored on each part of the FIT-test, what that actually meant, how their scores compared to those of other first-year students, and which resources could help them improve their performance. Last year, the communication method was slightly changed (see attachment 1.1). Within the scope of a previous OfLA-intervention (cf. AHS report O9), 2/3 of the students from the programmes Bachelor of Young Child Pedagogy ('Pedagogie van het Jonge Kind' or 'PJK'), Bachelor of Primary Education ('Bachelor in Onderwijs, Lager Onderwijs' or 'OLO') and Bachelor of Occupational Therapy ('Ergotherapie' or 'ERG') also received their results by email: one group including some hints and tips (cf. 'tipsmail', attachment\*), the other without ('cf. basicmail', see attachment 3.1). This communication was additional, students who received the email were also able to consult their results through the Student Tracking System. For the third group, the remaining third of the students, nothing changed. All students thus received the same information, only communicated to them by a different medium (see diagram 1).

- Condition 1: SVS-condition – received results and tips on platform
- Condition 2: Basic mail condition – received results and tips on platform + results by email
- Condition 3: Tipsmail condition - received results and tips on platform + results and tips by email

A few weeks after this first communication, a conversation with the study coach took place. A study coach is a staff member of the institution who monitors students' study progress and provides academic support by fostering study skills, reflection skills, study motivation and study commitment. Each programme has its own study coaches. A script is available for the conversation. The sessions take place individually, in group or in a combination of both. The programmes PJK, ERG and OLO only organize group sessions (see diagram 1).

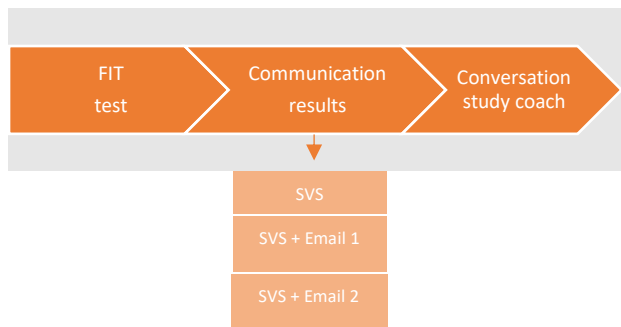


Diagram 1: Timeline communication FIT-results

#### 4.2.2 Questionnaire

After the two communication moments, the written communication and the conversation with the study coach, the 228 students who had received their FIT-results in the new way – i.e. not only through the Student Tracking System, but in two of the three cases also by email – received a written questionnaire (see diagram 2 below).

The **first questionnaire** consisted of three parts and was analysed in depth for the O9-section of the OfLA survey (see attachement 3.5 & 3.6). [F1.1] In the first part of the questionnaire, questions were asked about the students' opinion regarding the FIT-communication, i.e. the added value of the FIT-test, the way in which the results were communicated (plain, clear, extensive...) and the extent to which this information prepared them for the conversation with the study coach. [F1.2] In the second part, questions were asked about perception of and how they deal with the hints and tips. [F1.3] The third part – based on the questionnaire of Lot Fonteyne (2017; based on Donche e.a. 2012, Haratsis e.a. 2015) – examined whether students were inclined to adjust their behaviour as a result of the FIT-scores.

The **second questionnaire** repeated most of the questions from the third part of the first questionnaire [F 2.3]; willingness to adjust behaviour), one question from the second part [F 2.2] and one question from the first part [F 2.1] (see attachement 3.4). In addition, the questionnaire examined how the students experienced the conversation with the study coach, by asking if they found the conversation meaningful and informative [F 2.4] (see attachement 3.4). In contrast to the first questionnaire, the second questionnaire was completed exclusively by first-year students from the programmes Bachelor of Pedagogy of the Young Child ('PJK', 100 students) and Bachelor of Occupational Therapy ('ERG', 128 students). Compared to the ERG-students, the PJK-students received two additional questions and got the questions in a different order (see attachement 3.4). All questions were scaled on a five-point Likert scale (strongly disagree - disagree - neutral - agree - strongly agree). Students completed the questionnaire anonymously, only referencing the class groups to determine the initial communication ('SVS-condition', 'tipsmailcondition' and 'basicmailcondition'; cf. above). The intervention focusses on the results of the second questionnaire.

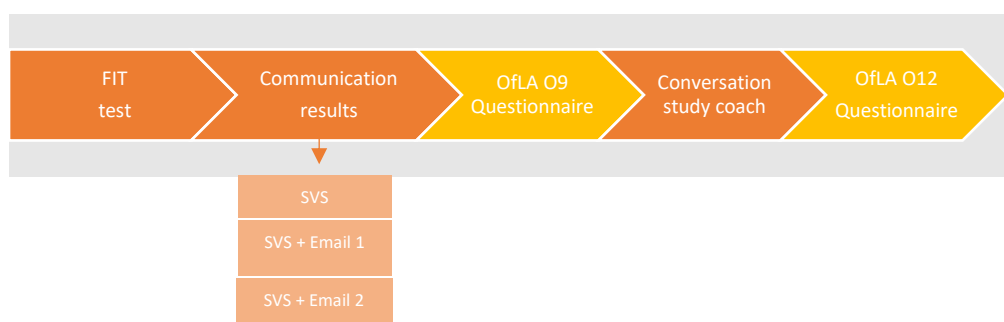


Diagram 2: Timeline post-communication questionnaires

In a first stage, we examined how students had experienced their conversation with the study coach (cf. F2.4; see attachment 3.4), to what extent it made them willing to adapt their behaviour (cf. F2.3), and how the initial communication of the results had prepared them for that conversation (cf. F2.1 & F2.2). We compared the conditions of the students and how these, and thus the initial communication of the FIT-results, affected their experiences of the conversation. For this purpose, the answers of the PJK-students were analysed together with the answers of the ERG-students (see appendix '**vertical analysis**').

In a second stage, we compared the answers to the questions which the first questionnaire had in common with the second questionnaire, in order to see whether the answers of the students had evolved as a result of their conversation (cf. attachment 3.5 & 3.6, '**horizontal analysis**'). Firstly, we examined whether their encounter with the study coach made the students *more willing* to adapt their own study behaviour (cf. F1-2.3). Secondly, we looked if the conversation made the students *judge* the initial communication of the FIT-results that should have prepared them for their encounter *differently* (cf. F1-2.1 & F1-2.2). Did students in hindsight find that they were well aware of their strengths and challenges and could thus get the most out of their conversation with the study coach (cf. F1-2.1)? Were the hints and tips they initially received more useful than they had originally thought (cf. F1-2.2)? For the analyses we focused on the different degree programmes separately. If possible, we tried to combine the results. In the analyses, we also took into account that the conversations were led by different study coaches. Although a script was available (see above), the different personalities of the study coaches and the different ways in which they applied the material could have influenced the students' perceptions and experiences of the conversation.

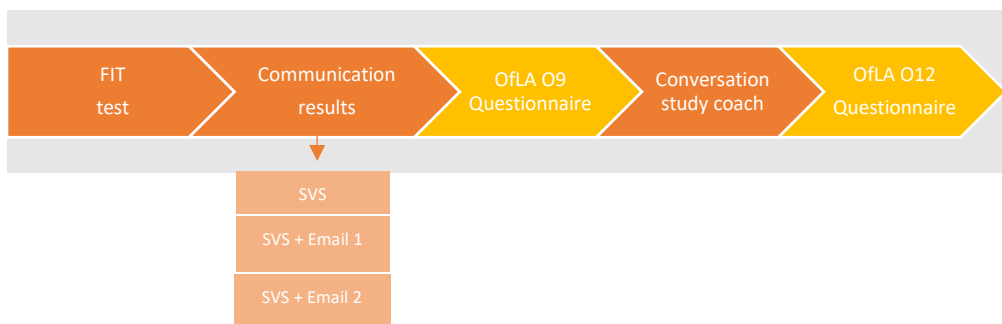


Diagram 3: Post-communication questionnaires

All answers were analysed statistically using SPSS. For the questions from the first two parts of the two questionnaires, this was done at item level (cf. F1-2.1 & F1-2.2), as well as for the additional question that only occurred in the second questionnaire (cf. F2.4). For the third part an EFA analysis was carried out (cf. F1-2.3), using a maximum likelihood method, rotation with promax kappa 4 to check the factor structure. We then looked at the various conditions in all questions and checked whether any differences between them were statistically significant. Finally, post-hoc analyses were carried out.

## 4.3 Detailed results

### 4.3.1 Research question 1: Preparing the conversation with the study coach

First, we checked to what extent the initial FIT-communication made the students get the most out of their conversation with the study coach. Had students been able to form a sufficiently clear picture of

their strengths and challenges in preparation of that conversation (cf. F1-2.1; A1/A2 below)? And did the hints and tips they initially received via email or the Student Tracking System add value (cf. F1-2.2; B1/B2 below)?

A/1 Overall, it seemed to be the case that students felt prepared (cf. PJK Q 2/1 & ERG Q 2/1; see attachement 3.4) with an average score of 3.5 out of 5 (N = 221). gave the question an average score of 3,5 out of 5 (221 students). However, the mode of communication of the results of the FIT-test appears to influence the experience. Students whose results were communicated with extra hints and tips – i.e. the group that was provided with the most information via email – indicated that they had a better idea of their strengths and challenges in order to get the most out of their conversation with the study coach (N = 76, M = 3.72/5, SD = 0.70) than the students who had not received the hints and tips by email (N = 64, M = 3.37, SD = 0,97) or the students who had to search for the results themselves via the Student Tracking System (N = 81, M = 3.42, SD = 0,74).

Through a Boxplot analysis we visually analyzed the differences between the different conditions. The following Independent Samples T Test analysis showed that there were significant in two out of three cases: between the SVS-condition and the tipsmailcondition ( $t(155) = -2.63, p = .009$ ) and between the basicmailcondition and the tipsmailcondition ( $t(113) = -2.40, p = .18$ ; significant difference). There was no significant difference between the SVS-condition and the basicmailcondition ( $t(143) = 0,316, p = 0,753$ ).

A/2 If we compare the first questionnaire with the second questionnaire, we notice that PJK-students had not greatly adjust their opinion regarding the strengths and challenges (cf. PJK Q 2/1 vs. PJK Q 1/8; see attachement 3.5). The score of the students who completed the question on both questionnaires (N = 100) rose from an average of 3.57 (SD = 0.77) out of 5 to 3.65 (SD = 0.70). The rise is not significant, according to the Paired Samples T Test ( $t(99) = -0,815, p = 0,42$ ). The answers of ERG-students (N = 120) show a similar evolution: from 3.01 out of 5 (SD = 0.835) to 3.40 (SD=0.883). The rise here is significant though ( $t(119) = -4,335, p = .001$ ). Some caution is due as the question did not literally correspond on both questionnaires (see attachement 3.6).

Looking at the difference for the three conditions of the ERG-students, we notice all scores rose of which two significantly (see attachement 3.6). Students in SVS-condition (N = 51) moved from an average of 3.04 (SD = 0.75) to 3.33 (SD = 0.77;  $t(50) = 2.331, p = .024$ ). In the condition of tipsmail (N = 32), the students score rose even more from 3.16 (SD = 0.95) to 3.84 (SD = 0.72;  $t(31) = -3.473, p = .002$ ). The students in the basicmail condition (N = 37) also rose (from 2.84 (SD = 0.83) to 3.11 (SD = 1.02)) but not significantly ( $t(36) = -1.71, p = .096$ ). The conversation seems to have effected all students. The students who received the mail with the tips and the students who didn't receive a mail were impacted significantly.

ERG-students indicate that they felt *more* aware of their strengths and challenges after the conversation with the study coach than immediately after receiving their FIT-results. Either the students needed time to reflect on the information and to realize what the FIT-results were telling them, or the conversation – and the reflection on the results – made them realize that they had been informed sufficiently from the beginning to get the most out of the conversation with their study coach. Obviously, it was only during and after that conversation the students could fully realize how and to what extent they would be able to use the FIT-information during the conversation. The added value of the conversation is great for both the students who received the most information – the students in the tipsmailcondition – and the students who received the least information – the students in the SVS-condition.

B/1 The PJK- and ERG-students felt less enthusiastic about the hints and tips mentioned in the initial communication of the FIT-results (cf. PJK Q 2/3 & ERG Q 2/3; see attachment 3.4). The students who had read the tips (N = 173) gave an average score of 1.5 out of 5 when asked whether those tips had enabled them to get more out of their conversation with the study coach

The hints and tips were not necessarily read more frequently by the students who received these by email: 79% in the tipsmailcondition versus 95% of the students in the basicmailcondition. The hints and tips were consulted the least (74%) by the students who did not receive an email and had to go to the platform to find all the info. Alterting students of the information rather than providing no or all the info seems to be most effective.

In any case, the average scores for the three conditions were low on whether or not the hints and tips had prepared them for the conversation. The students who received their FIT-results by email including the hints and tips (N = 60) gave an average score of 1.92 out of 5 (SD = 1.49). The students who received an email without hints and tips (N = 51) gave an average score of 1.51 (SD = 1.57) and the students who did not receive a mail (N = 62) gave a 1.23/5 (SD = 1.49). Within the conditions, we found one significant difference. Students who received the hints and tips via email score significantly higher than the students who did not receive a mail but were required to consult the platform SVS directly ( $t(120) = -2.565, p = .012$ ).

B/2 If we compare the answers on the added value of the hints and tips before and after the conversation, we notice a remarkable evolution. After the initial communication of the FIT-results, both ERG- and PJK-students considered the hints and tips to be more of an added value than after the conversation with the study coach. Among the PJK-students (n=45) the average score dropped from 3.27 (SD=0.84) out of 5 to 2.91 (SD=0.7) (cf. PJK Q 2/3 vs. PJK Q 1/13; see attachment 3.5), among the ERG-students (n=32) from 2.75 (SD=0.76) out of 5 to 2 out of 5 (cf. ERG Q 2/3 vs. ERG Q 1/13; see attachment 3.6). Both declines were significant: PJK -  $t(44) = 2.701, p = .01$ ; ERG -  $t(29) = 2.27, p = .031$ .

Based on these results, we tentatively formulate the conclusion that students felt little added value of the hints and tips received with their FIT-results in function of the conversation with the study coach. The students who received the hints and tips by email were slightly better off, especially compared to the students who had to look them up themselves via the Student Tracking System, but the average score remained quite low at 1.91 out of 5.

Notwithstanding the value of the hints and tips - they show students how to improve by providing concrete examples, the timing needs to be reconsidered. It might be better to communicate the hints and tips after the conversation with the study coach instead of before. In this way, students can first process the information about their scores, then discuss this with their study coach where they get some first ideas on how to improve and finally use the hints and tips afterwards when planning to take (very specific) action.

#### 4.3.2 Research question 2: Evaluating the conversation with the study coach

The students (N = 221) evaluated the conversation with the study coach on average 3.5 out of 5 (SD = 0.85). The scores ranged between 1 and 5. They were asked about the usefulness and quality of information provided (see attachment 3.4). The scores between the two programmes are close in average and standard deviation: the PJK students (N = 100) score an average of 3.7 (SD = 0.82), the ERG students (N = 121) score an average of 3.3 (SD = 0.84). The difference is significant ( $t(219) = 3.284, p = 0.01$ ).

The students who received their FIT-results via an email containing hints and tips (N = 76) gave an average score of 3.54 out of 5 (SD = 0.85). The students who received an email without the hints and tips (N = 64) gave an average score of 3.375 out of 5 (SD = 1.031) and the students from the SVS-condition, who did not receive an additional email (N = 81), gave an average score of 3.56 (SD = 0.67). The Independent Samples T Test analysis showed that the differences between the conditions were not significant (SVS-condition vs. basicmailcondition:  $t(103,10) = 1.21$ ,  $p=.228$ ; SVS-condition vs. tipsmailcondition:  $t(155) = 0.132$ ,  $p=.90$ ; basicmailcondition vs. tipsmailcondition:  $t(138) = -0.103$ ,  $p=.30$ ). The way in which the FIT-results were communicated – via SVS, an e-mail with hints and tips or an email without the latter – had no influence on their experience.

#### 4.3.3 Research question 3: Willingness to adapt

C/1 The evaluation questionnaire of the conversation included questions polling whether the students were willing to adapt their own study behaviour (see questions attachment 3.4 & 3.7; 15 ERG-questions, 17 PJK-questions). Nine of these questions were part of the first analysis, i.e. the analysis of the first questionnaire (cf. AHS 09), namely questions 4, 8, 9, 12, 13, 17, 18, 19 and 20 from the PJK-questionnaire and questions 4, 8, 9, 10, 14, 15, 16, 17 and 18 from the ERG-questionnaire (see attachment 3.7, blue indication). The EFA-analysis we performed on this questionnaire showed the presence of a two-factor structure: a scale 'willingness to adapt one's own study behaviour' and a scale 'willingness to receive external support' (see attachment 3.7). EFA-analysis on the questionnaire after the conversation confirmed this structure. Both scales remained very reliable, with a Cronbach's alpha of  $\alpha = .82$  and  $\alpha = .85$  for the pre-conversation questionnaire and  $\alpha = .81$  and  $\alpha = .91$  for the post-conversation questionnaire. By looking at both questionnaires we can compare the willingness to adapt after the communication and after the conversation.

The scores on willingness to adapt after the conversation (cf. PJK Q 2/4-20 & ERG Q 2/4-18; see attachment 3.4 & 3.7) show a higher score for the scale 'self-changing' than for the scale 'external support', i.e. 3.44 (N = 201, SD = 0.66) versus 2.46 out of 5 (N = 218, SD = 0.83). Therefore we can conclude that the purpose of the conversation has been achieved.

Within the different conditions – and thus the effect of the initial communication – ANOVA-analyses did not yield any significant differences, not for the scale 'self-changing' ( $F(2,201) = 1,129$   $p=.325$ ), nor with 'external support' ( $F(2,218) = 0,954$   $p=.387$ ). Additional post-hoc analyses brought nothing more to light. There, too, no significant differences were noted between the different conditions.

C/2 In order to see the effect of the conversation with the study coach on the willingness to adapt their own study behaviour, the answers of the pre-conversation questionnaire were compared with the answers of the post-conversation questionnaire (see attachment 3.5, 3.6 & 3.7). The 'self-changing' scale showed a significant difference ( $t(200) = -4.855$ ,  $p=.000$ ) in students' (N = 201) scores which rose from 3.25 (SD = 0.74) to 3.44 (0.66). The standard deviation also declined. The scores of the students (N = 218) on the 'external support' scale remained stable (M = 2.47, SD = 0.78 and M = 2.46, SD = 0.83). The difference is not significant ( $t(217) = 0.255$ ,  $p=.8$ ).

Within each different conditions, the significant difference for the scale 'self-changing' was confirmed. The students who only received the results via SVS rose from average pre 3.31 (SD = 0.70) to post 3.51 (SD = 0.55;  $t(70) = -3.063$ ,  $p=.003$ ). The students who received a mail without hints and tips rose from pre 3.32 (SD = 0.74) to post 3.45 (SD = 0.744;  $t(59) = -3.159$ ,  $p=.002$ ). The students who received a mail with hints and tips rose from pre 3.10 (SD = 0.77) to post 3.36 (0.67;  $t(69) = -2.128$ ,  $p=.037$ ).

Within each different conditions, the differences for the scale 'external support' were not significant. The students who only received the results via SVS scored average pre 2.45 (SD = 0.75) and post 2.37

(SD = 0.82;  $t(79) = 1.408$ ,  $p = .163$ ). The students who received a mail without hints and tips scored pre 2.42 (SD = 0.72) to post 2.45 (SD = 0.87;  $t(62) = -0.316$ ,  $p = .753$ ). The students who received an email with hints and tips scored pre 2.54 (SD = 0.86) and post 2.57 (SD = 0.80;  $t(74) = -0.352$ ,  $p = .726$ ).

Also within the two different groups the scale of 'self changing' remained significant (PJK  $t(97) = -2.145$ ,  $p = .034$ ; ERG  $t(102) = -4.546$ ,  $p = .000$ ) and the scale 'external support' remained not significant (PJK  $t(99) = 1.246$ ,  $p = .216$ ; ERG  $t(117) = 0.888$ ,  $p = .376$ ).

We can conclude that the students felt more willing to adapt their own study behaviour and take action after the conversation with the study coach than after the initial communication of the results. The way in which they initially received the results did not influence their experience. All students gave a higher score after the conversation, regardless the condition they were in. If we look at finding external help, the scores remained stable at around 2.46 out of 5. The gap between 'self changing' and 'external support' also grew and is about 1 point after conversation.

#### 4.4 Summary & discussion

Communicating data is crucial. Yet, communication in function of changing behaviour can be supported by a conversation. The willingness to adapt own behaviour was present after the initial conversation, but rose significantly after the conversation. Students who discussed their FIT-results in group with a study coach evaluate this conversation not only as very meaningful and informative, they also feel more willing to adapt their own study behaviour, regardless of how those FIT-results initially reached them. A conversation thus certainly adds value.

The initial communication of the FIT-results did prepare students. The communication provided them the feeling that they had a clear picture of their strengths and challenges, which resulted in getting more out of their conversation with the study coach. The more a student was informed during that initial communication, through an email and with the inclusions of hints and tips that could help him or her boost their performances, the stronger that feeling even became.

However, the usefulness of giving hints and tips during that initial communication is questionable. The hints and tips were not necessarily read more frequently by the students who received these directly, either by mail (79%) or on the platform (74%). 95% of students who only received the scores via mail and were directed towards the platform for the hints and tips had indicated they had read them. The students who had read the hints and tips were also not very enthusiastic about their contribution to the following conversation. They did not get the feeling that it helped them prepare better for the conversation. The students who received the hints and tips by email were slightly more positive, especially compared to the students who had to look the hints and tips up themselves on the Student Tracking System. But the average score still remained lower.

Still, the hints and tips have their value. They show students how to improve their own study situation and anchor the most important pillars of the conversation with the study coach. Therefore we recommend to not include the hints and tips in the initial communication, but to keep them available and point students to where they can find them, for example after the conversation with the study coach. In this way, the institution offers students time to process the initial communication about their scores, to put them into perspective under the supervision of the study coach, and, together with the advice that comes from that conversation, to turn them into concrete actions.

Here and there, there were differences between the answers of the students from the Bachelor of Young Child Pedagogy programme and those from the Bachelor Occupational Therapy programme. Students from the former programme, for example, evaluated the conversation with the study coach more positively, perhaps because coaching is central to their programme and in this way both the



study coach and the student are more familiar with feedback conversations. ERG-students, on the other hand, adjusted their opinions regarding their knowledge of their own strengths and challenges as a result of the initial FIT-communication. After the conversation, they said they had a better picture of themselves than before the conversation.

In our interpretation, this tells us that communication (about data) should take into account the specificity of certain programmes. An approach should be tailored to the needs, the identity, and the desires of the particular student population.

## 5. Objective 3 – ACTION

### 5.1 Helping students at risk

At this moment Artevelde University of Applied Sciences does not have a sophisticated data system that is able to predict whether a student is in at risk or not. This limits the institution's capacity for targeted intervention. Artevelde has to continue to focus on the entire student population, to try to catch as many signals as possible that may indicate drop-out or lower study success, and to make sure that the students who send these signals find their way to the support they need in time. But what is the best way to do this? How do you make it clear to the entire student population that the institution has a large range of student support services available? What ultimately convinces students who would benefit from these support services to make an appointment? And which barriers can the institution remove?

As long as Artevelde University of Applied Sciences does not have a tool that helps detect students at risk and can thus actively reach out to individuals, reflection on these questions remains crucial. For this year's action intervention, we take a closer look at these questions. On the one hand, we examine how the institution can actively, **efficiently and effectively reach out to students in need** and on the other hand how the **student support services can best increase its accessibility** to students.

### 5.2 Data collection

To tackle our research questions, we again involved students who reached out to the the Office of Student Support of Artevelde University of Applied Sciences ('Stuvo') for support during the first semester of the academic year. These students realised they had a need for support, decided Stuvo could help them with this and finally reached out to the service.

Regarding to our research questions, these are interesting students. They identify themselves as in need of support and have accessed the services. As such, they can assess the accessibility of Stuvo, as well as give insight in their search and the associated barriers and/or motivational factors they encountered. After a campus interview with a staff member of Stuvo, the students were sent an online questionnaire. We asked questions related to the following four topics (see attachment 2.1). We asked the student

- (1) how they were informed about the help the Office of Student Support provides and when this exactly happened,
- (2) how long it took them to actually contact a member of the Office of Student Support,
- (3) what obstacles they encountered in this process, and
- (4) what finally convinced them to take action (= reach out).

The questionnaire was completed by 213 students, of which 207 students did this for the first time (October 2020 to February 2021; see Appendix 2.1). It consisted of students from different years and



different study programmes, with dates of birth between 1965 and 2002 (see attachment 2.2), and of more women than men (167 women, 43 men, 2 non-binary students; see attachment 2.2.3). 99 students had their first campus interview (= an exploratory conversation with a Stuvo staff member), 51 students had their second conversations, and 63 already made more than two appointments.

We assume that thresholds are higher for a first interview than for subsequent appointments. That is why we made a distinction in our analyses between these groups. A second assumption links to the possible reason for an appointment and possible delay, also there we distinguished between various reasons. A student with psychological problems is, in his or her search for help, slowed down and/or stimulated by other factors than a student with financial or socio-legal problems (see attachment 4.1).

The answers to the questionnaire were analysed both statistically and thematically. For some multiple choice questions, the students could indicate several answers. If that was the case, we explicitly mention it in the caption of the overviews or in the description of the results.

## 5.3 Detailed results

### 5.3.1 Getting to know the student support services

With this study, we wanted to map out the accessibility of student support services at Artevelde University of Applied Sciences in general. We thereby focused on several aspects. A first aspect was the publicity on support (see question 1, above): How are students being informed about the aid provided by their institution and by the Office of Student Support? When exactly do they pick up on this their studies? And do students think this is the best way to reach out to them?

Students looking for help within Artevelde University of Applied Sciences generally turn to the internet, as can be seen in the overview (see overview 4, table 1; green). Search engines that are specific to the institution (see table 1, light green), such as the website or MyDinar rank the best. Also referrals have a big impact. In 27% of the cases, students learned about the student support through their fellow students, lecturers or study coaches (see table 1, yellow). The more personal the problems of the students were, the more important these referrals became. If we look at the number of students who turn to the Office of Student Support after someone has informed them about the facilities, the percentage rises to no less than 48%, of which the majority consists of students in need of psychological support (see overview 4, table 2; yellow). In total, 39 students were referred by a lecturer, 29 by a study coach and 27 by a fellow student. The internet also continues to play an important role in getting to know Stuvo, again the website of the university is consulted and MyDinar (see table 2, light green). To a lesser extent, students got to know Stuvo on campus, seeing a poster or information on Stuvo on large screens. Furthermore, social media scores less as well (see table 2, blue & dark green). Finally, there is the role of the Stuvo employee themselves, in the overview below categorized under 'other' (see table 2, orange). A group of students got to know Stuvo at informal information moments where a staff member introduced him- or herself to the entire class group. Students still remember the name of the staff member(s) they met there and mainly praise their personal and approachable approach.

It is remarkable that all media Artevelde University of Applied Sciences and Stuvo use to make their services known are consulted by the students, albeit to varying extents. But is this promotion sufficient? Do students prefer the media the institution uses? And how do they think, for example, Stuvo should best make its services known? The answers to these questions led to similar results, in the sense that Artevelde-specific search engines and oral referrals score high again (see overview 4, table 3; light green & yellow). As far as the latter is concerned, the students suggest a visit by a member of the Stuvo staff to the class group, in order to put a face to the facilities, immediately experience the warm and personal approach of Stuvo, and realise, while getting the right information, that the step

to support is not as big as initially thought. But being referred more by other people of the institution would also be useful, as the students mention: the people responsible for the information days or the registrations, the lecturers - for example at the beginning of on of their first classes -, the coaches and fellow students. As for the Artevelde specific search engines, there is a strong preference for MyDinar, as long as the information about Stuvo is easy to find (see table 3, light green). The students recommend providing a separate button on the MyDinar page, for example with 'I am looking for help'. This stands out and can be quite time-saving, provided that the information behind the button is brief and the student can immediately see who to contact.

Although few students got to know Stuvo through social media, they find this channel particularly interesting when it comes to putting Stuvo in the spotlight (see table 3, dark green). Some students indicate that social media allows you to enter the student's private area, as the student's smartphone or smartwatch is almost always connected to social media and the student almost always has it with or on them. Moreover, the student can easily interact with a staff member through social media, typing a comment or a private message, which - according to some students - is a very accessible way of communication. As far as channels are concerned, the students mainly suggest Instagram and only in second and third place Facebook and Twitter. Besides social media, email is, according to 37 students, a good way for Stuvo to make itself known (see table 3, orange). A number of students suggest sending emails during critical periods – such as before or after the exam period. These student do add to keep the message short, attractive, clear and with a direct link to the appropriate contacts. Although posters and information screens did not do as well during the students' own search for help, they still think that Stuvo should maintain a visual presence on campus, especially in cafeterias, in libraries or in places where many students gather (see table 3, blue).

Getting to know support in general			Getting to know Student Services			Preferred media Student Services		
1	120	Website institution	1	54	Website institution	1	59 > 29	Oral communication > Student Services
2	111	My Dinar	2	39	Lecturer	2	56	My Dinar
3	43	Fellow student	3	29	Study coach	3	50	Social media
4	33	Lecturer	4	27	Fellow student	4	37	Email
5	31	Study coach	5	21	My Dinar	5	29	Website institution
6	23	Google	6	6	Poster	6	22	Canvas
7	19	Canvas	7	5	Parents	7	17	Poster
8	9	Information screen	8	3	Information screen	8	3	Flyer
9	8	Poster	8	3	Google	9	7	Google
10	6	Social media	8	3	Canvas	10	6	Information screen
11	5	Parents	9	0	Student Tracking System	11	2	Television
12	3	Student Tracking System	9	0	Social media	12	1	Radio
13	1	Former student	9	0	Former student			
	6	Other		17	Other			

Overview 4: Getting to know help at Artevelde University of Applied Sciences.

Besides asking students *how* they got to know the support services offered by Artevelde University of Applied Sciences, and more specifically by Stuvo, we checked *when* they became acquainted with these and whether, according to them, this was on time.

The majority of the students got to know Stuvo quite early, at the *start* of their first academic year (72 students) or *throughout* that year (48), mainly before the first examination period (see chart 5, green & attachment 2.2.2). Subsequently, as shown in the chart below, the numbers systematically go down as the study period progresses. The remaining 56 students were informed earlier, at the moment the students were looking for a study programme or at the moment they enrolled at Artevelde.

Most students consider this timing to be appropriate (174). For 5 students, the information came too early, for 28 students too late (see below, chart 5). Interesting to see is that these 28 students did not hear about Stuvo at the end of their studies, but during their first academic year or even earlier. This means the urgency of the problem is at play here. Of course, we must bear in mind that we are only talking about students who actually made an appointment with Stuvo. For students who did not contact Stuvo, the support is late anyway. In other words, these conclusions are not not conclusive, but they can give us a proper indication.

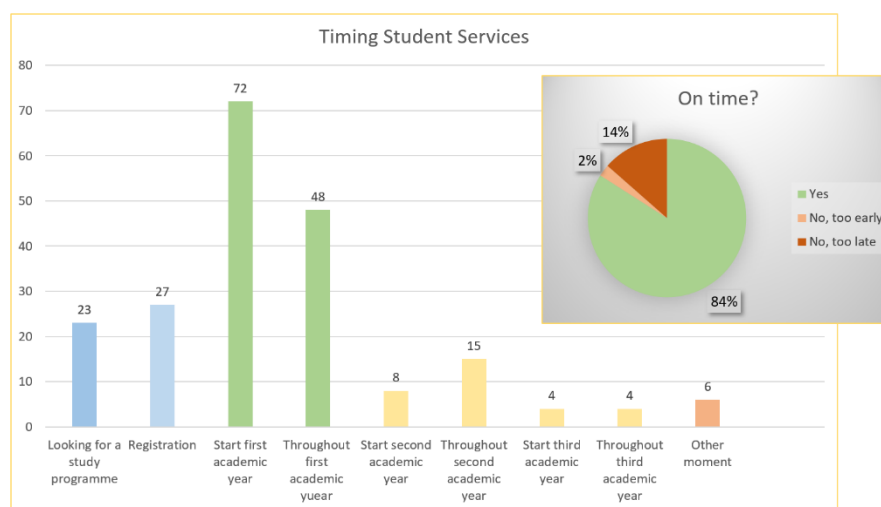


Chart 5: Timing introduction Student Services

### 5.3.2 Waiting period to seek help

The second topic we tackled was the route to help, and more particular the time students needed to take action. In order to examine this, we asked the students how much time there was between the moment they realised they needed support from the Office of Student Support and the moment they actually contacted a staff member of the Office (cf. question 2 in introduction above).

The answers of the students varied according to the type of support they needed. Of the students who completed the questionnaire, 124 indicated that they came to Stuvo for financial support during the past semester. 68 students approached Stuvo for psychological support and 2 students for socio-legal support (see chart 6). The remaining students wanted to combine the two or three subjects, looked for more general information about the facilities or needed study help. If we isolate the students who contacted Stuvo for the first time, the ratio financial-psychological support is about the same (51-42; see chart 6).

The students who sought psychological support waited the longest, especially if they had never visited the Office of Student Support before. No less than 78.6% of those newcomers waited more than a week, of which 19% even waited more than a year (see chart 6, dark yellow). For the students who knew Stuvo and made an appointment before, the numbers are 69% and 17.6% (see chart 6, light yellow). If we look at the students who sought financial support, we notice 65.3% of them came to

Stuvo within a week (see chart 6, light blue) – of the newcomers, this is 60.8% (see chart 6, dark blue). Only 5.9% of the newcomers waited more than a year (see chart 6, dark blue). We can conclude that the threshold for making an appointment with Stuvo is higher for students who need psychological support. For socio-legal support, only two students made an appointment with Stuvo during the first semester of this academic year; one student contacted Stuvo the same day, one waited less than a week.

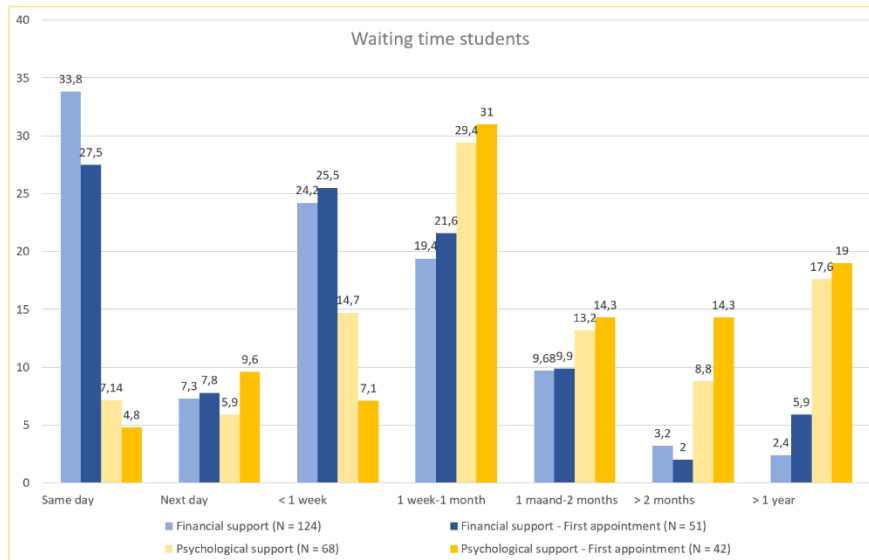


Chart 6: Waiting time students

### 5.3.3 Thresholds

A large group of students waited a considerable time before contacting Stuvo, even though these student clearly indicated they experienced problems. We therefore asked the students who had waited more than a week *why* they had done so and found a variety of personal and practical reasons - often several per student - with the former clearly predominating (50 reasons versus 4 reasons; cf. question 3 in introduction).

The students who needed financial support mentioned they first tried to find a solution for their problem themselves (3 students), they wanted to wait to see if their problems evolved (2) or they are used to avoiding help (1). In addition, fear played a major role - fear of asking for help, fear of contacting someone repeatedly or fear of disturbing someone (5) -, along with shame (1) and mental stress (4). Of course, these motives are often deeply rooted patterns that are not easy to resolve, even with very targeted communication that takes these reservations into account. It is easier to respond to the following motives: students who did not know that financial support was possible at Artevelde University of Applied Sciences (1), student who did not know that they were entitled to that support (1) or student who did not know what that support exactly entailed (3). In addition, two students indicated that they were demotivated by an incorrect referral in the past or by the fact that is was quite busy at Stuvo. Besides these personal and psychological reasons, four students mentioned practical reasons. Two said they waited because they had to enroll first before making use of the Artevelde facilities, and two indicated they needed time to collect certain document. Finally, there was a large group of students (15) who did not know why they waited and therefore could not give reasons.

Many of the personal or psychological reasons mentioned by students with financial problems also appear on the list of those with psychological problems, such as wanting to solve the problem themselves (5 students) or waiting to see how it would develop (1), and fear (4), shame (1) and mental stress (2). In addition, there are students who indicated that they waited because they found it difficult to admit to themselves, and by extension to the outside world, that there was a problem (4), students who did not consider their own problem to be urgent or serious enough (2), or students who did not feel ready to ask for help (1). One person doubted whether psychological support could really help. In addition, it is notable that the fear given as a reason by these students has other causes: fear of talking about problems (5), fear of verbalizing the need for help and the cause of the problems (1), fear of being rejected by a Stuvo staff member (1), or fear of failure (3). As with the group of students with financial problems, the students with psychological problems were not fully aware of the support that is available at their institution. Again, there were students who did not know that support was given (1), what this support entailed (1), and that this support was free of charge (1). In addition, one student became demotivated by the many referrals. This group of students did not mention any practical reasons. However, 17 students indicate not having a clue *why* they waited more than a week to contact Stuvo.

We cannot say much about the reservations of the socio-legal group. The group is too small and both students who came to Stuvo for this type of support did this within the week.

#### 5.3.4 Convincing factors

The barriers these students experienced weren't able to stop them: 43 students in need of financial support and 47 students in need of psychological support eventually made an appointment with Stuvo, even though it took them more than a week. But what convinced them to do so (cf. question 4 in introduction)?

We can roughly divide the reasons given by the students with financial needs into seven categories: the urgency of the problem, a changing situation, some prevailing feelings, the experience of the own limits, freed up time, the reception of specific information about Stuvo and the referral by someone close to them. We explain the categories in more detail, noting that the students were able to mention several motives:

1. Urgency: the financial need suddenly becomes too big (11);
2. Situation: invoice of the enrolment fee (3), a broken laptop (1), the urgent purchase of study books and/or study materials (2), the invoice of an internship stay (1);
3. Feelings: helplessness (1), fear of the future (3), unfairness (1), general feelings of stress (3);
4. Own limits: not being able to find the right information or the right solutions oneself (3)
5. Time: finding the time to gather the administrative documents that are required (1);
6. Stuvo information: information related to scholarship and repayment plans (6);
7. Referral: by parents (2), friends (1) and teachers (1).

But what causes some students to act more quickly than others? In order to gain insight into this, we also directed the first question regarding the convincing factors to the students who contacted Stuvo within one week. A comparison of their answers with those of the other group of students revealed that urgency and a particular financial situation that presented itself were the deciding factors (34). The financial distress that these students experienced was great from the start and so they had no choice but to take immediate action. In addition, the referral from within the institution by lecturers or study coaches appears to be more pronounced. It is also striking that the students who act more quickly more often experience positive, motivating feelings. They say they are motivated by a sense of

justice (3), the prospect of a promising future (1), and they cherish confidence (6). Finally, these students' experiences with Stuvo also play a role. Those who made an appointment in the past, experience Stuvo as a safe environment, an environment where they feel good, where they are helped quickly and efficiently, and where they are approached positively (7). Consequently, when new problems arise, these students feel much less inhibited about contacting a staff members of Stuvo.

Among the students who made an appointment with Stuvo for psychological problems, we can see largely the same categories, but filled in somewhat differently - due to the specific nature of the problems:

1. Urgency: the problems drag on for too long or the need for help suddenly becomes too high (10);
2. Situation: unable to pay the therapist anymore (1), a break-up (1), realizing that studying/performing is no longer possible (1);
3. Feelings: curiosity (1), courage (1), feelings of stress (1), idea 'I have nothing left to lose' (1);
4. Own limits: not being able to think of a solution oneself anymore (4) or not being able/willing to carry the burden alone anymore (5);
5. Stuvo information: information regarding psychological support within the institution (2);
6. Referral: by teachers (6), parents/family (2), friends (2), fellow students (2), internship supervisors (1), study coaches (2), diversity coaches (1) and other coaches (3);
7. Experience: a safe, positive experience with Stuvo (4).

Referral seems to have played a crucial role for students who took action within a week. 17 students mention that their family, friends, fellow students on the one hand (9), and people within the institution such as lecturers, coaches, or ombuds service employees on the other hand (6) convinced them to take action. The students who mention this thereby refer to very concrete proposals, such as a lecturer who contacted Stuvo himself by email and put the student in cc, or a lecturer who gave the student a little paper with the address of a Stuvo staff member. Furthermore, the students again mentioned urgency or an urgent situation as a motivating factor (6).

We left out the reasons of students who sought socio-legal support because this group is too small to draw bigger conclusions.

## 5.4 Summary

### Communication

- Students **consult all media the institution uses** to communicate its support services. Ranked at number one are the Artevelde-specific search engines (the website of the institution and MyDinar).
- Students prefer to learn about the support services of the institution in a personal way, such as a general presentation by a staff member at the beginning of the academic year, through someone they know, or through low-threshold communication via Instagram.
- Students find a personal email to be appropriate, certainly at critical times during the academic year.
- They prefer to receive that email through and on the address of their institution.
- It remains important not to undermine the autonomy and initiative of the student and to inform the student sufficiently on the fact that the university of applied sciences keeps data on him/her and - if necessary - can react on those data.

- According to students, the support offer should always be visible and easy(er?) to find. For this, they look at both media the institution uses as at media outside their institutional context, such as social media.
- Clicking through demotivates students. They want to use the search engines of their institution to immediately find out what support they can get and who they need to contact for this. They also prefer to put a name and a face to the support services.
- In that respect, the reference to Stuvo on MyDinar should be more eye-catching.

### **Referral**

- Referral is important for students and particularly effective, especially for students who have psychological needs.
- Students who respond to referral do so primarily because someone helped them to take the first step: for example, a staff member who contacts Stuvo himself/herself by email and puts the student in cc. or a staff member who writes down the name and contact details of a specific Stuvo staff member.
- Students themselves, in addition to teachers, study coaches and social workers, can be good representatives of the support offered by Stuvo and thus can help lowering the threshold for others.

### **Thresholds/motivations**

- Students are usually made aware of the support offered by Stuvo early on, mainly during their first academic year or before the start of their studies.
- Students who need psychological support postpone the request for help longer. One fifth of the respondents who had a first appointment had postponed it by more than a year.
- Students in need of financial help postpone the appointment less. Yet, 39% of the newcomers still waited longer than one week to contact Stuvo.
- The reluctance mainly has psychological and personal causes, such as feelings of fear, wanting to solve the problem themselves or underestimating the problem.
- Those who are persuaded do so because of the urgency of the problem, a changing situation, motivating feelings, the clash with their own limits, freed up time, specific information about the offer and/or a referral by a person from their environment.

## 6. Literature

Tinto, V. (1993), *Leaving College: Rethinking the Causes and Cures of Student Attrition*, 2nd edition, University of Chicago Press, Chicago, IL.



## 7. Appendices

### 1. Student counsellors survey

#### 1.1 Student tracking system (Studentvolgsysteem, SVS)

The screenshot displays the Studentvolgsysteem (SVS) interface. The top navigation bar includes 'Student zoeken', 'Recente studenten', and a search bar. The main content area is divided into three tabs: 'Persoonsgegevens', 'Studieoverzicht', and 'Trajectcoaching'.

**Persoonsgegevens:** Shows student details for 'Gegevens student' and 'Foto student'. Fields include Voornaam, Naam, GSM, Woonplaats, Kot, Geboortedatum, Geslacht, Studentnummer, E-mail, Inschrijving, Opleiding, Soort programma, Inschrijvingsdatum, Einddatum, Keuzerichting, and Trajectschijfverdeling.

**Studieoverzicht:** Displays a table of courses and their results. The table has columns for '2019-20', '2018-19', and '2017-18'. Courses listed include 'Algemene Didactiek 1', 'Communicatieve vorming 1', 'Agogiek 1', 'Taal 1', 'Praktijk Bewegingsrecreatie 1', 'Vakstudie bewegingsrecreatie 1', 'Beleid en event 1', 'Bewegingsagogiek 1', 'Bewegingswetenschappen 1', 'Vakstudie gezondheidsopvoeding 1', 'Communication Context', 'CS: Fotografie', 'Fundamentals 1', 'Fundamentals 2', 'Integrated Communication Project 1: Create', 'Integrated Communication Project 2', 'ICP2: Concept', 'ICP2: Research', 'Language Skills 1', 'Language Skills 2', 'English 1', 'Français 1', 'Français 2', 'Maatschappelijke ontwikkelingen 1', 'Consumentenpsychologie', 'Sociologie', 'Maatschappelijke ontwikkelingen 2', 'Economie en actualiteit', 'Historische inzichten', 'My Space 1', 'My Space 2', 'Nederlands 1', 'Nederlands 2', 'Production Skills 1', and 'Production Skills 2'.

**Trajectcoaching:** Shows a list of coaching sessions. The table has columns for 'Trajectcoach', 'Datum', and 'Advies'. Sessions listed include 'Trajectcoach 2019-20' by Tim Desplentere, 'Trajectcoach 2019-20' by Stefanie George, 'Trajectcoach 2019-20' by Nic Tombeux, 'Trajectcoach 2019-20' by Marianne Belpaire, and 'Trajectcoach 2019-20' by Ann De Malsche.

**Leercoaching:** Shows a list of learning coaching sessions. The table has columns for 'Sessie leercoaching gevolgd', 'Datum', 'Onderwerp', and 'Naam doorverwijzer'. Sessions listed include 'Sessie leercoaching gevolgd 2019-20' by Brugtraject werksessie examenplanning, 'Sessie leercoaching gevolgd 2019-20' by Brugtraject spreken voor een groep, 'Sessie leercoaching gevolgd 2019-20' by Brugtraject planning en timemanagement, 'Sessie leercoaching gevolgd 2019-20' by Brugtraject spellingsregels, and 'Sessie leercoaching gevolgd 2019-20' by Brugtraject leren, leren: sessie 1.

**Taalcoaching:** Shows a table of language coaching scores. The table has columns for 'Scores Instaptoets Taal 2019-20', 'Leesbegrip', 'Structuur', 'Woordenschat', 'Correct taalgebruik', and 'Totaalscore'.

**Right sidebar:** Contains a list of links to various resources, including 'Afwezigheden', 'Bachelorproef', 'Diversiteit', 'Event project', 'Feedback n.a.v. evaluatie', 'ICT-leerlijn', 'Internationalisering', 'Ombuds', 'Persoonlijke notities', 'Portfolio', 'Praktijk', and 'Stage'.

#### 1.2 Questionnaire Student Advice Service

##### Een korte OfLA-bevraging

##### Beste collega

Fijn dat je wilt meewerken aan ons OfLA-project! Hieronder stellen we je enkele vragen. Beantwoord ze bondig in de voorziene kaders, sla het document op en stuur het vervolgens terug naar Eva ([eva.vandemeulebroucke@arteveldhe.be](mailto:eva.vandemeulebroucke@arteveldhe.be)).

*Nog vragen? Stel ze gerust!*

*Bedankt voor jullie tijd!*

*Met vriendelijke groeten,  
het OfLA-team*

**VRAAG 1.** Eerst even over jou...

1. Bij welk deelteam hoor je?

2. Hoe lang werk je al bij de dienst Studieadvies?

3. Begeleid je zelf studenten? Duid aan.

JA	NEE
----	-----

4. Begeleid je mensen die studenten begeleiden? Duid aan.

JA	NEE
----	-----

5. Hoe vaak kom je met studenten in contact in het kader van begeleiding? Duid aan.

<input type="checkbox"/> Dagelijks <input type="checkbox"/> Wekelijks <input type="checkbox"/> Maandelijks <input type="checkbox"/> Langere termijn
--

6. Met welke studenten kom je doorgaans in contact in het kader van begeleiding? Duid aan.

<input type="checkbox"/> Kandidaat-studenten <input type="checkbox"/> Nieuwe studenten <input type="checkbox"/> Eerstejaars <input type="checkbox"/> Ouderejaars <input type="checkbox"/> Oud-studenten
---

7. Rond welke thematiek ga je voornamelijk aan de slag met studenten? Duid aan.

<input type="checkbox"/> Studiekeuze <input type="checkbox"/> Heroriëntering <input type="checkbox"/> Taalbegeleiding <input type="checkbox"/> Leercoaching <input type="checkbox"/> Loopbaancoaching <input type="checkbox"/> Verder studeren <input type="checkbox"/> Integrale begeleiding <input type="checkbox"/> Statuten <input type="checkbox"/> Afwijkende toelatingsvoorwaarden hoger onderwijs <input type="checkbox"/> Andere:
---

**VRAAG 2.** Stel, je hebt over vijf minuten een begeleidingsgesprek met een (voor jou) onbekende student. Je wil je nog snel even voorbereiden.

1. Welke gegevens of data zouden jou daarbij kunnen helpen?

2. Waarom precies die gegevens of data?

**VRAAG 3.** Open nu SVS of bekijk de screenshots op het einde van dit document.

1. Zijn er nog data of gegevenscategorieën die daar worden vermeld die jij nuttig/noodzakelijk vindt in het kader van studentenbegeleiding – zowel voor je eigen

begeleiding als die van je collega's op Studieadvies – en nog niet vermeldde bij vraag 2? Duid aan.

JA	NEE
----	-----

2. Zo ja, welke?

--

3. Raadpleeg je SVS vaak in het kader van studentenbegeleiding?

<input type="checkbox"/> Dagelijks
<input type="checkbox"/> Wekelijks
<input type="checkbox"/> Maandelijks
<input type="checkbox"/> Minder dan één keer per maand
<input type="checkbox"/> Nee, ik gebruik SVS niet.

4. Indien je SVS *niet* gebruikt, wat is daar de voornaamste reden voor?

--

VRAAG 4. Laten we het even over automatische notificaties hebben.

1. Zou je het zinvol vinden als SVS jou of een andere begeleider uit de opleiding automatisch een notificatie stuurt over een bepaalde student op basis van bepaalde data die het systeem genereerde, bijvoorbeeld na langdurige ziekte, laag studierendement...? Duid aan.

JA	NEE
----	-----

2. Zo ja, welke data, waarom en/of wanneer?

--

3. Indien nee, wat houdt jou tegen?

--

VRAAG 5. Data kunnen ook nuttig zijn voor studenten.

1. Welke data zouden studenten volgens jou *zelf* het beste te zien krijgen – via SVS of via een ander platform – in het kader van een goede studentenbegeleiding?

--

2. Je zou het nuttig vinden dat studenten data als de bovengenoemde over hun onderwijsloopbaan te zien krijgen omdat ze zo... Duid aan.

- ☐ Bewust worden gemaakt van welke factoren invloed hebben op hun studiesucces.
- ☐ Bewust worden gemaakt van hun sterktes.
- ☐ Bewust worden gemaakt van hun werkpunten.
- ☐ Aangespoord worden tot actie.
- ☐ Zich kunnen vergelijken met hun medestudenten.
- ☐ Hun evolutie kunnen monitoren.
- ☐ Kunnen worden doorverwezen naar de geschikte hulpkanalen.
- ☐ Zicht krijgen op de acties die ze kunnen nemen.
- ☐ Zich beter kunnen voorbereiden op een begeleidingsgesprek.
- ☐ Zicht krijgen op wat de hogeschool over hen weet.
- ☐ Andere:

--

- ☐ Ik vind het *niet* nuttig om data zichtbaar te stellen voor studenten.

VRAAG 6. Wil je graag nog iets kwijt over bovenstaande antwoorden? Of heb je nog bedenkingen?

--

## Mag de dienst studieadvies tien minuutjes van jouw tijd?

*Fijn dat je wilt meewerken aan ons 'Onwards from Learning Analytics'-project!*

*We proberen na te gaan welke rol 'data' kunnen spelen in de begeleiding van studenten en daarvoor gaan we natuurlijk graag te rade bij onze kenners!*

*Hieronder vind je enkele vragen die peilen naar jouw mening. Er zijn 5 delen.*

*De meeste vragen zijn meerkeuze, zodat het invullen vlot verloopt. Wil je toch nog iets kwijt of staat jouw mening niet tussen de antwoorden? Op het einde van elk deel laten we je daar de nodige ruimte voor.*

*Bedankt voor je hulp!*

*Vriendelijke groet,*

*het OfLa-team van de dienst studieadvies (Eva, Pieterjan en Veerle)*

\* Vereist

### DEEL 1: Over jou

#### 1. Voor welke opleiding werk je?

Voor een bacheloropleiding

Voor een graduaatsopleiding

#### 2. Voor welke bacheloropleiding werk je?

Audiologie

Bedrijfsmanagement

Communicatiemanagement

Educatieve Bachelor Kleuteronderwijs

Educatieve Bachelor Lager Onderwijs

Educatieve Bachelor Secundair Onderwijs

Ergotherapie

Grafische en Digitale Media

International Business Management

International Communication Management

International Graphic & Digital Media

International Office Management

Journalistiek

Logopedie

Mondzorg

Officemanagement

Pedagogie van het Jonge Kind

Podologie

Sociaal Werk

Verkorte Educatieve Bachelor Secundair Onderwijs

Verpleegkunde

Vroedkunde

**3. Voor welke graduaatsopleiding werk je? \***

Accounting Administration  
Educatief Graduaat Secundair Onderwijs  
Informatiebeheer: Bibliotheek & Archief  
Maatschappelijk Werk  
Marketing- en Communicatiesupport  
Orthopedagogie  
Programmeren  
Sociaal-Cultureel Werk  
Tolk Vlaamse Gebarentaal  
Verpleegkunde

**4. Hoe vaak begeleid je studenten in het kader van trajectcoaching? \***

Dagelijks  
Wekelijks  
Elke twee weken  
Maandelijks  
Elke twee maanden  
Eenmaal per semester  
Eenmaal per jaar

**5. Is die begeleiding voornamelijk individueel of in groep? \***

Individueel  
In groep  
Zowel individueel als in groep

**6. Wil je graag nog iets anders kwijt over jouw ervaring of job als trajectcoach? \***

Ja  
Nee

**7. Wat wil je graag nog kwijt? \***

**DEEL 2: Gegevens over studenten**

Stel, je hebt over vijf minuten een gesprek met een student. Je wil nog snel even een algemeen beeld krijgen van de student. Welke gegevens zijn daarvoor voor jou relevant?  
Misschien is dit afhankelijk van de situatie, maar denk aan een algemene vraag voor een gesprek en durf te kiezen uit de antwoordmogelijkheden.

**8. Wat vind jij het belangrijkste om te weten als voorbereiding op een begeleidingsgesprek?**

**9. Bereid je een begeleidingsgesprek voor? \***

- Altijd
- Meestal, als ik tijd heb
- Nooit, dit verloopt spontaan

**10. Geef aan in welke mate je onderstaande informatie over een student relevant vindt als voorbereiding voor een gesprek. \***

[Linkertscale 1 – 7 relevance]

- Persoonsgegevens (adres, telefoonnummer, mailadres, leeftijd)
- Opleiding uit secundair
- Eerdere studies hoger onderwijs
- Werkervaring
- Op kot/pendelen
- Moedertaal

**11. Geef aan in welke mate je onderstaande informatie over het TRAJECT van een student relevant vindt als voorbereiding voor een gesprek. \***

[Linkertscale 1 – 7 relevance]

- Type traject (MDT/PDT)
- Overzicht opgenomen vakken
- Al dan niet hebben van een bijzonder statuut/toegekende faciliteiten
- De opgenomen studiepunten
- De reeds verworven studiepunten
- Resterende leerkrediet
- Geslaagd/niet geslaagd vakken dit academiejaar
- De scores vakken dit academiejaar
- Geslaagd/niet geslaagd vakken vorige academiejaren
- De scores voor de verschillende vakken vorige academiejaren
- Duurtijd van de opleiding tot nu toe

**12. Geef aan in welke mate je onderstaande informatie over de BEGELEIDING van de student relevant vindt als voorbereiding voor een gesprek. \***

[Linkertscale 1 – 7 relevance]

- Andere begeleiders waar de student al bij geweest is
- Inschrijvingen op workshops vanuit Arteveldehogeschool
- Onderwerp van de gesprekken met andere begeleiders
- Een samenvatting van de gesprekken met andere begeleiders
- Adviezen van de gesprekken met andere begeleiders
- Tijdstip van de gesprekken met andere begeleiders
- Eerdere doorverwijzingen
- Scores op de FIT-test

**13. Geef aan in welke mate je onderstaande informatie over de ONLINE ACTIVITEIT van de student relevant vindt als voorbereiding voor een gesprek. \***

[Linkertscale 1 – 7 relevance]

- Activiteit op Canvas - Tijd
- Activiteit op Canvas - Gemaakte oefeningen, quizzes...
- Activiteit op Canvas - Gehaalde deadlines, ingediende taken...
- Aanwezigheid (online) lessen

**14. Wil je graag nog iets kwijt over wat jij nodig hebt om je voor te bereiden op een gesprek met een student? \***

- Ja
- Nee

**15. Wat wil je nog graag vertellen? \***

**DEEL 3: Het studentvolgsysteem (SVS)**

**16. Raadpleeg je soms het studentvolgsysteem in het kader van begeleiding? \***

- Ja
- Nee

**17. Hoe vaak raadpleeg je het studentvolgsysteem in het kader van begeleiding? \***

- Altijd voor een individuele begeleiding
- Zo veel mogelijk voor een individuele begeleiding, afhankelijk van de tijd
- Meestal voor een individuele begeleiding, afhankelijk van de student
- Sporadisch voor een begeleiding
- Ik raadpleeg SVS enkel achteraf

- Ik raadpleeg SVS nooit voor een individuele begeleiding

**18. Waarom gebruik je SVS niet? \***

- Ik heb het niet nodig.
- Ik vind het niet nuttig.
- Ik heb de gewoonte niet om SVS te raadplegen.
- Ik vind er niet de informatie op terug die ik zoek.
- Ik heb geen toegang tot de informatie die zoek.
- Ik vind SVS niet duidelijk.
- Ik vind SVS niet overzichtelijk.
- Andere

**19. Op welke manier kan SVS volgens jou nog worden verbeterd? \***

**20. Op welke manier kan SVS op dat vlak worden verbeterd? \***

**21. Over welke informatie heb je het? \***

**22. Hoe kan SVS gebruiksvriendelijker worden gemaakt, volgens jou? \***

**23. Wil je graag nog iets kwijt over het studentvolgsysteem? \***

- Ja
- Nee

**24. Wat wil je nog graag kwijt?**

## DEEL 4: Automatische meldingen over studenten

**25. Zou je het zinvol vinden als je automatisch een bericht krijgt over een student als die volgens bepaalde gegevens een verhoogd risico loopt om uit te vallen? \***

- Ja
- Nee
- Ik weet het niet

**26. In welke specifieke gevallen zou je graag zo'n melding ontvangen? \***

**27. Je twijfelt. In welke gevallen lijkt een automatische melding jou nuttig? \***

**28. Waarom ben je geen voorstander van zo'n automatische melding? \***

**29. In welke gevallen lijkt zo'n automatische melding voor jou nuttig/zinvol? \***

[Multiple options]

- Bij langdurige afwezigheid/ziekte
- Bij een plotse verlaging van het studierendement
- Bij een langdurige verlaging van het studierendement
- Bij een algemeen laag online engagement, bijvoorbeeld op Canvas
- Als de student een (bijzonder) statuut aanvraagt
- Als de student Integrale Begeleiding (IB) aanvraagt
- Als de student hulp zoekt bij Stuvo
- Als de student stopt op zijn/haar stageplaats
- Andere

**30. In welke gevallen zou zo'n automatische melding jou wel nuttig/zinvol lijken? \***

[Multiple options]

- Bij langdurige afwezigheid/ziekte
- Bij een plotse verlaging van het studierendement
- Bij een langdurige verlaging van het studierendement
- Bij een algemeen laag online engagement, bijvoorbeeld op Canvas
- Als de student een (bijzonder) statuut aanvraagt
- Als de student Integrale Begeleiding (IB) aanvraagt
- Als de student hulp zoekt bij Stuvo

- Als de student stopt op zijn/haar stageplaats
- Andere

**31. Waarom ben je geen voorstander van zo'n automatische melding? \***

- Ik vind het niet nuttig.
- Ik heb schrik voor de overload aan communicatie
- Ik vind dat dit mijn autonomie als trajectcoach ondermijnt.
- Ik vind dat dit mijn initiatiefzin als trajectcoach ondermijnt.
- Ik vind dat dit de autonomie van de student ondermijnt.
- Ik vind dat dit de initiatiefzin van de student ondermijnt.
- Ik vind dat de hulpvraag van de student zelf moet uitgaan.
- Ik vind dat dit de privacy van de student aantast.
- Ik wil enkel in actie treden als de student zelf de eerste stap neemt.
- Ik vind dat dergelijke informatie of data een ongenueanceerd beeld geven.
- Andere

**32. Wil je graag nog iets kwijt over automatische meldingen? \***

- Ja
- Nee

**33. Wat wil je nog kwijt?**

**DEEL 5: Wat is interessant voor de student zelf?**

**34. Zou je het nuttig vinden dat studenten gegevens over hun onderwijsloopbaan te zien krijgen via een dashboard (SVS of een datasysteem)? \***

- Ja
- Nee
- Ik weet het niet

**35. Waarom vind je het niet nuttig dat studenten gegevens over hun onderwijsloopbaan te zien krijgen? \***

**36. Waarom vind je het nuttig dat studenten gegevens over hun onderwijsloopbaan te zien krijgen? Ik vind het nuttig omdat studenten zo... \***

[Multiple options]

- Bewust worden gemaakt van welke factoren invloed hebben op hun studiesucces.
- Bewust worden gemaakt van hun sterktes.
- Bewust worden gemaakt van hun werkpunten.
- Aangespoord worden tot actie.
- Zich kunnen vergelijken tot anderen.
- Hun evolutie kunnen opvolgen.
- Kunnen worden doorverwezen naar de geschikte hulpkanalen.
- Zicht krijgen op de acties die ze kunnen nemen.
- Zich beter kunnen voorbereiden op een begeleidingsgesprek.
- Zicht krijgen op wat de hogeschool van hen weet.

**37. Is er nog een andere reden - die hierboven niet voorkomt - waarom je het nuttig zou vinden? \***

**38. Geef aan in welke mate je onderstaande informatie over de student relevant vindt om door studenten zelf te laten raadplegen. \***

[Linkertscale 1 – 7 relevance]

- Persoonsgegevens (adres, telefoonnummer, mailadres, leeftijd)
- Opleiding uit secundair
- Eerdere studies hoger onderwijs



- Werkervaring
- Op kot/pendelen
- Moedertaal

**39. Geef aan in welke mate je onderstaande informatie over het TRAJECT van de student relevant vindt om door studenten zelf te laten raadplegen. \***

[Linkertscale 1 – 7 relevance]

- Type traject (MDT/PDT)
- Overzicht opgenomen vakken
- Al dan niet hebben van een bijzonder statuut/toegekende faciliteiten
- De opgenomen studiepunten
- De reeds verworven studiepunten
- Resterende leerkrediet
- Geslaagd/niet geslaagd
- vakken dit academiejaar
- De scores vakken dit academiejaar
- Geslaagd/niet geslaagd vakken vorige academiejaren
- De scores voor de verschillende vakken vorige academiejaren
- Duurtijd van de opleiding tot nu toe

**40. Geef aan in welke mate je onderstaande informatie over BEGELEIDING van de student relevant vindt om door studenten zelf te laten raadplegen. \***

[Linkertscale 1 – 7 relevance]

- Andere begeleiders waar de student al bij geweest is
- Inschrijvingen op workshops vanuit Arteveldehogeschool
- Onderwerp van de gesprekken met andere begeleiders
- Een samenvatting van de gesprekken met andere begeleiders
- Adviezen van de gesprekken met andere begeleiders
- Tijdstip van de gesprekken met andere begeleiders
- Eerdere doorverwijzingen
- Scores op de FIT-test

**41. Geef aan in welke mate je onderstaande informatie over de INZET van de student relevant vindt om voor een begeleiding te raadplegen. \***

[Linkertscale 1 – 7 relevance]

- Activiteit op Canvas - Tijd
- Activiteit op Canvas - Gemaakte oefeningen, quizzes...
- Activiteit op Canvas - Gehaalde deadlines, ingediende taken...
- Aanwezigheid (online) lessen

**42. Wil je graag nog iets kwijt over het zichtbaar stellen van data aan studenten in het kader van een goede studievoortgang? \***

- Ja
- Nee

**43. Wat wil je nog graag kwijt? \***

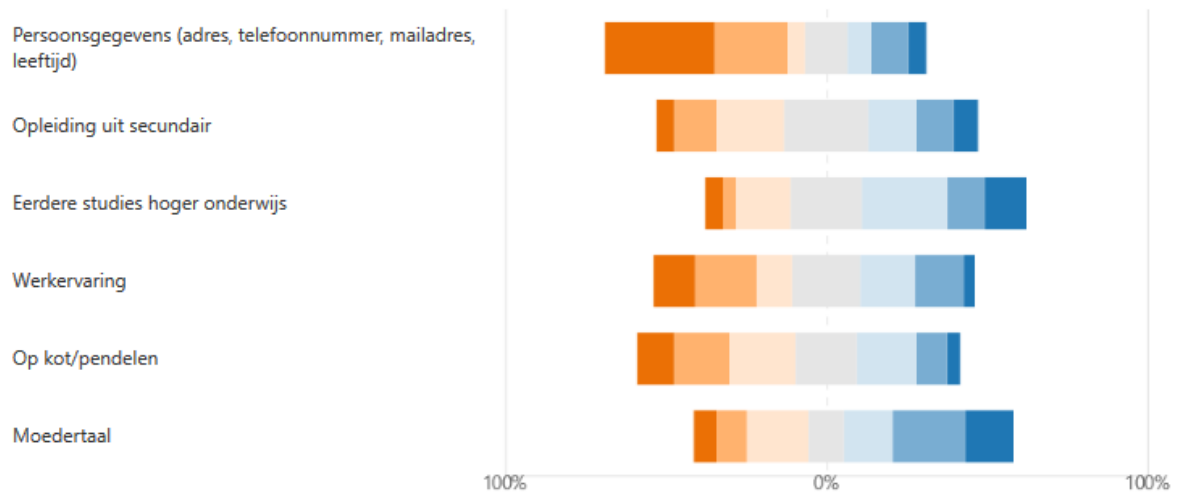
## 1.4 Useful data study coaches

### 1.4.1 Question 10: Personal

10. Geef aan in welke mate je onderstaande informatie over een student relevant vindt als voorbereiding voor een gesprek.

[Meer details](#)

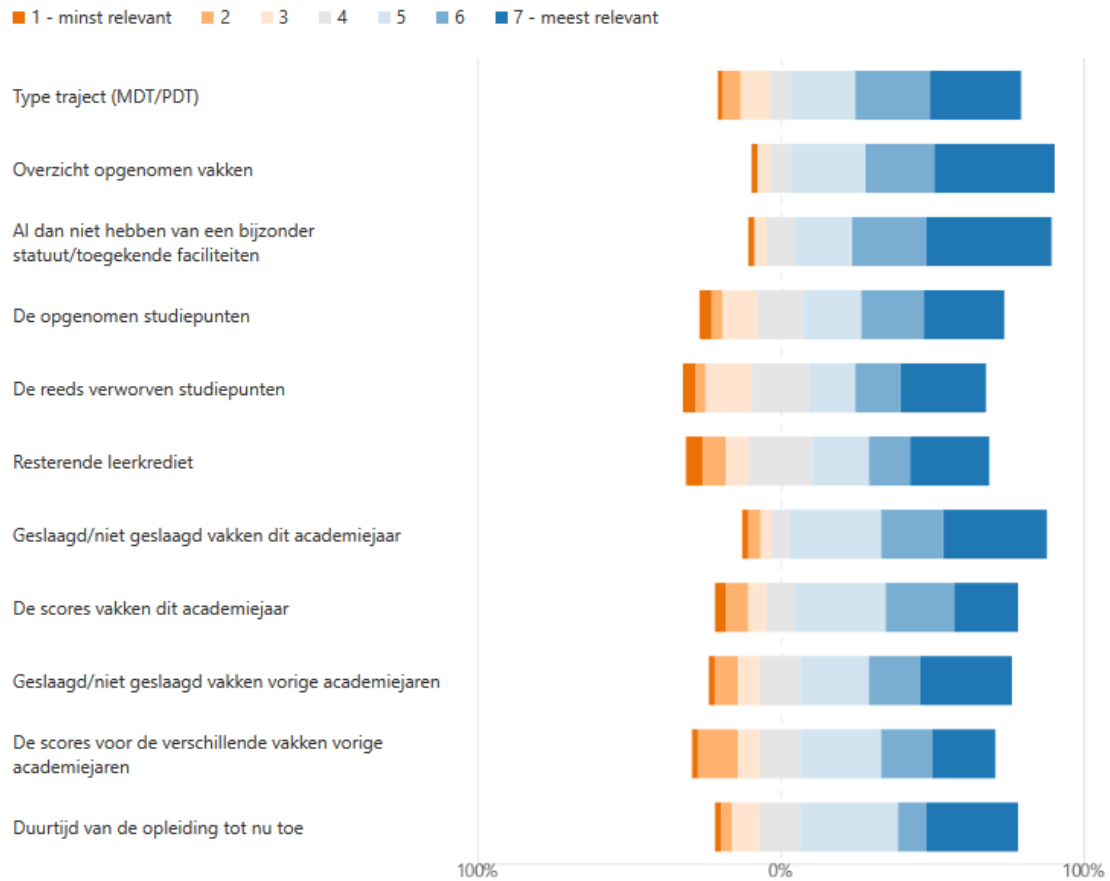
1 - minst relevant   2   3   4   5   6   7 - meest relevant



#### 1.4.2 Question 11: Track

11. Geef aan in welke mate je onderstaande informatie over het TRAJECT van een student relevant vindt als voorbereiding voor een gesprek.

[Meer details](#)

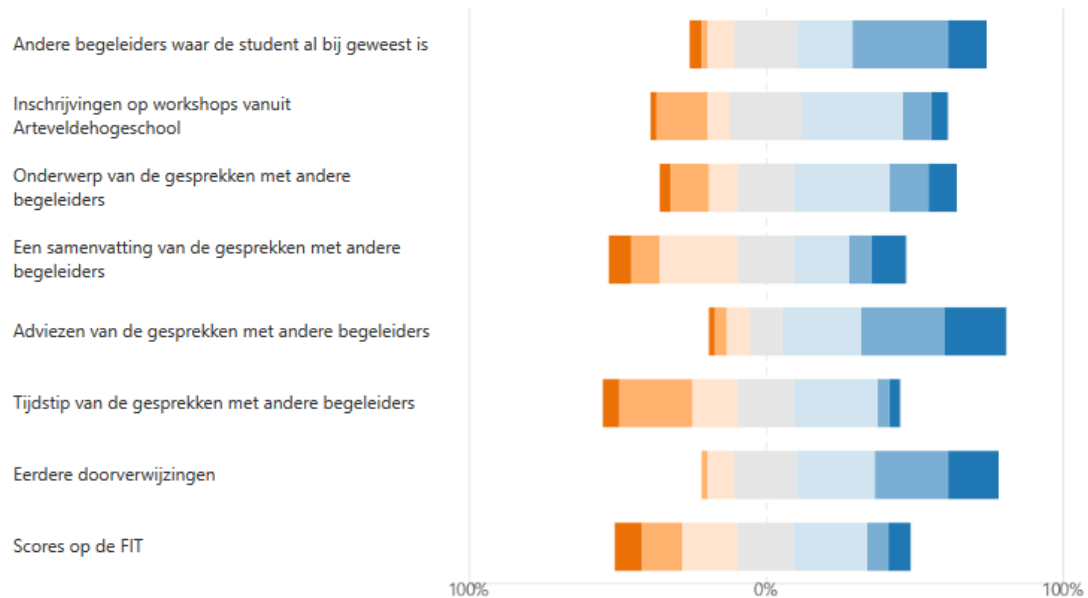


#### 1.4.3 Question 12: Help

12. Geef aan in welke mate je onderstaande informatie over de BEGELEIDING van de student relevant vindt als voorbereiding voor een gesprek.

[Meer details](#)

1 - minst relevant 2 3 4 5 6 7 - meest relevant

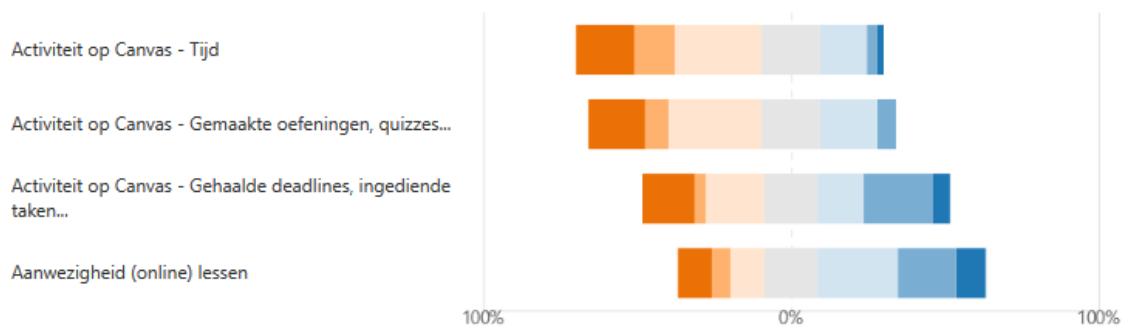


#### 1.4.4 Question 13: Online activity

13. Geef aan in welke mate je onderstaande informatie over de ONLINE ACTIVITEIT van de student relevant vindt als voorbereiding voor een gesprek.

[Meer details](#)

1 - minst relevant 2 3 4 5 6 7 - meest relevant

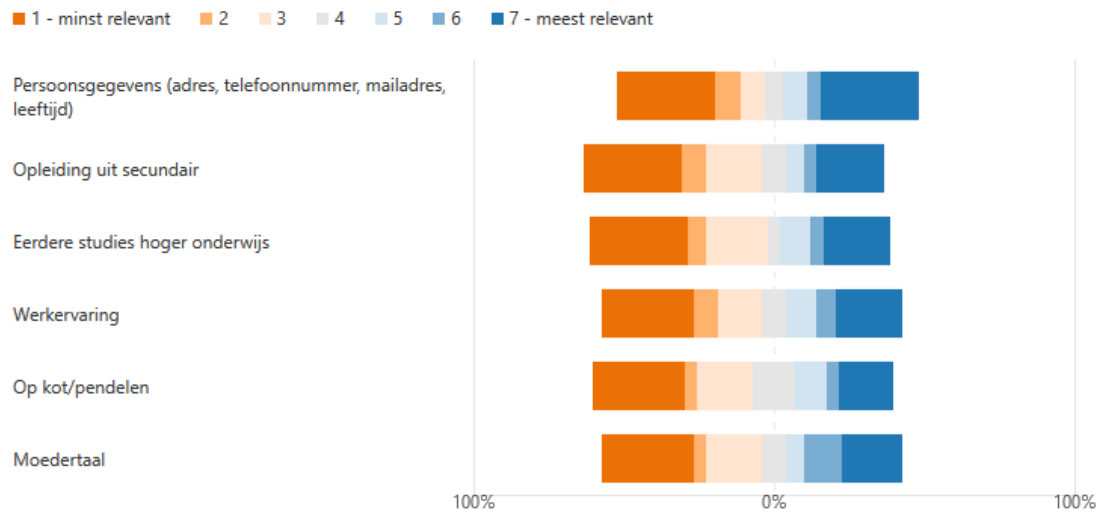


## 1.5 Useful data students according to study coaches

### 1.5.1 Question 38: Personal

38. Geef aan in welke mate je onderstaande informatie over de student relevant vindt om door studenten zelf te laten raadplegen.

[Meer details](#)

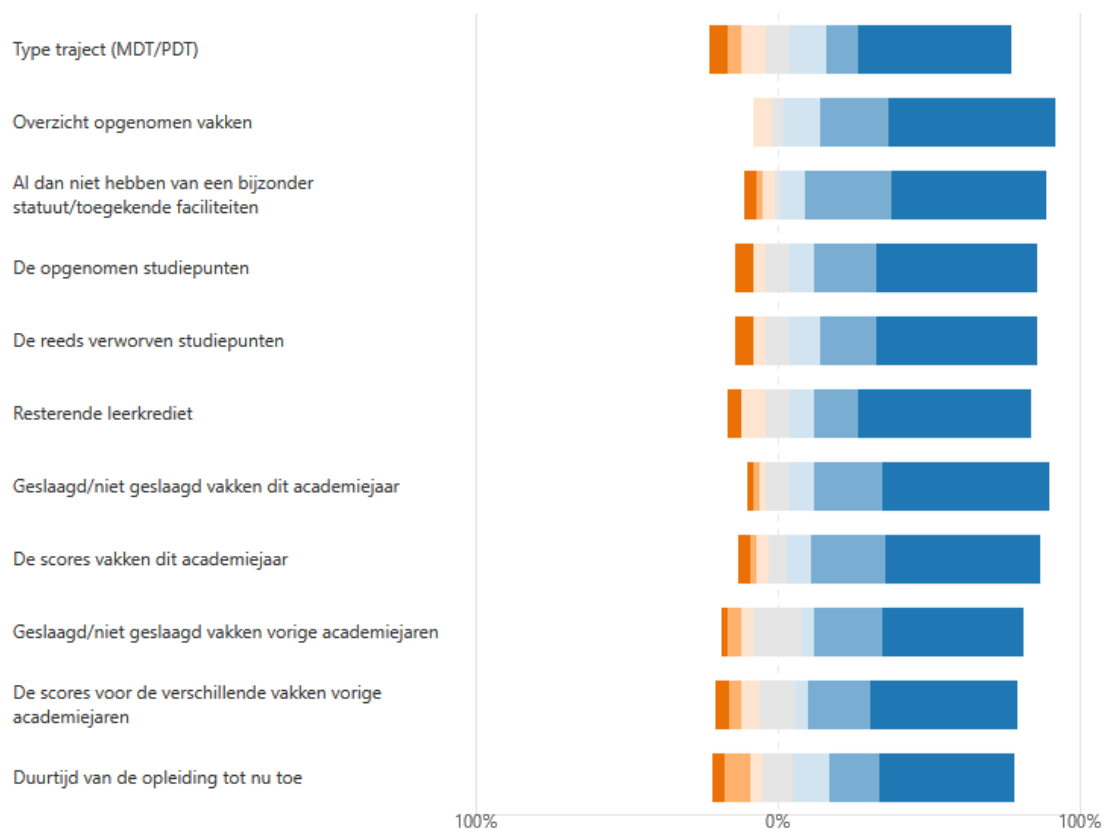


### 1.5.2 Question 39: Track

39. Geef aan in welke mate je onderstaande informatie over het TRAJECT van de student relevant vindt om door studenten zelf te laten raadplegen.

[Meer details](#)

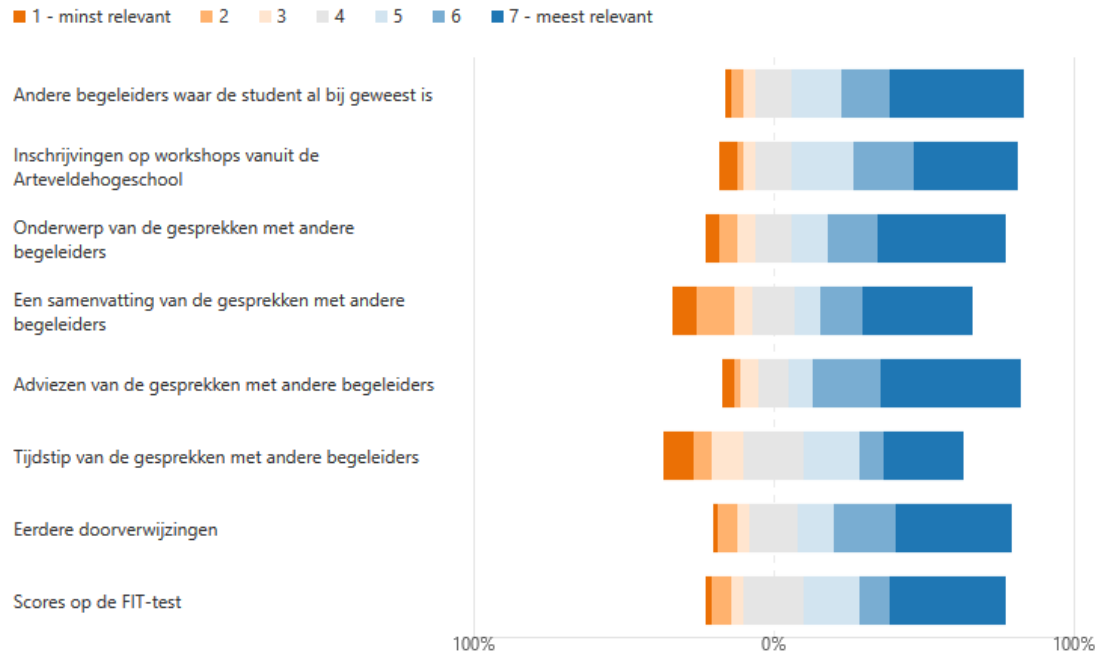
1 - minst relevant 2 3 4 5 6 7 - meest relevant



### 1.5.3 Question 12: Help

40. Geef aan in welke mate je onderstaande informatie over BEGELEIDING van de student relevant vindt om door studenten zelf te laten raadplegen.

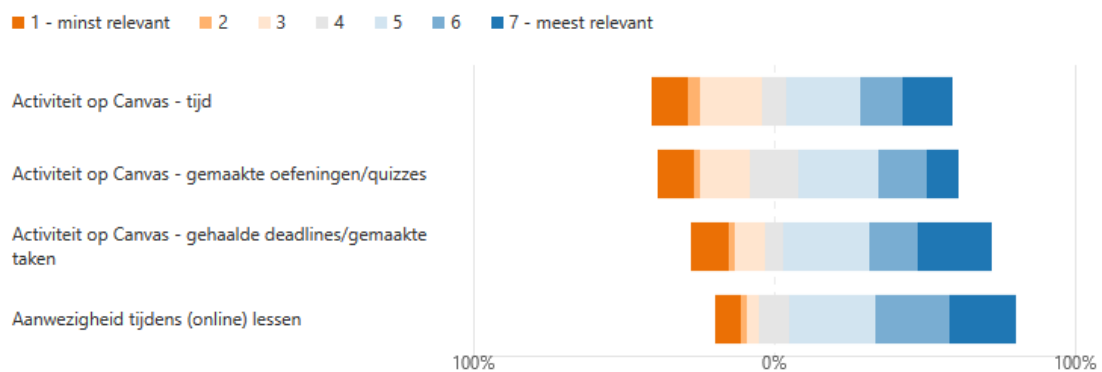
[Meer details](#)



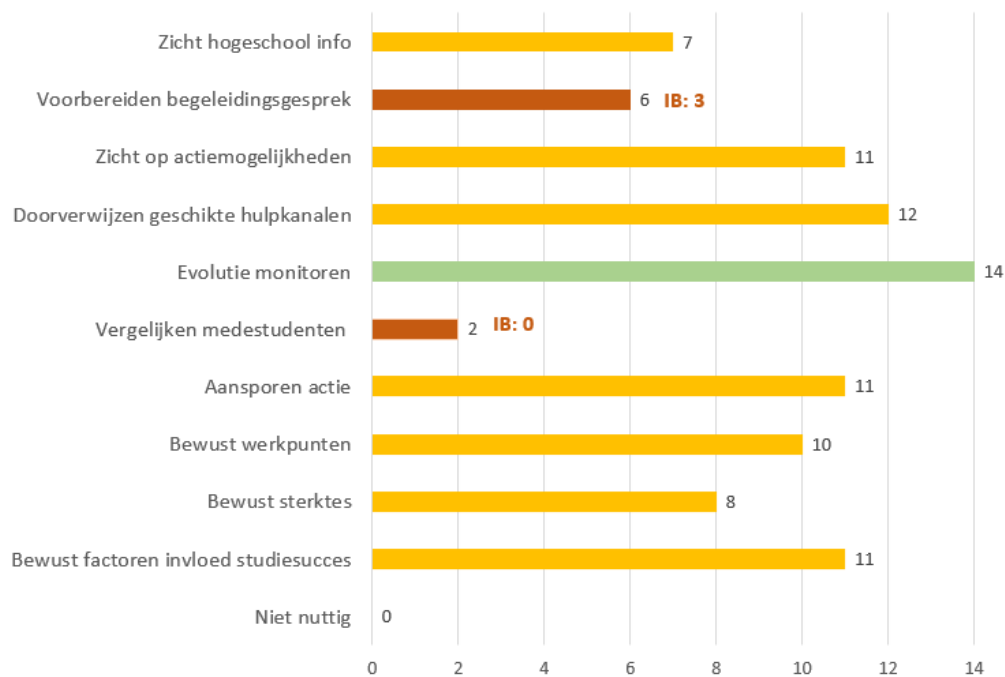
### 1.5.4 Question 41: Online activity

41. Geef aan in welke mate je onderstaande informatie over de INZET van de student relevant vindt om voor een begeleiding te raadplegen.

[Meer details](#)



## 1.6 Advantages dashboard according to team SAD



## 2. Students survey

### 2.1 Questionnaire Stuvo (English version)

# Student Services has some questions for you.

*Thank you for taking five minutes to participate in this research!*

*In a few moments we will ask you some questions about how you got to know Student Services, your question for support and your suggestions for improving our services. In this way we can find out how we can support students even better in the future. Feel free to fill in anything you want to say, as detailed as possible. The answers will be processed completely anonymously and are all extremely valuable.*

*Do you have any questions or comments about the questionnaire or about this survey? Please feel free to send an email to your Student Service advisor.*

*Thank you for your help!*

*The Student Services team*

\* Required

Let's talk about you first.

### 1. What are you studying? \*

- I am following a bachelor programme.



- I am following a graduate programme.
- I am following an advanced bachelor programme.
- Other

**2. Which bachelor programme? \***

- Bachelor Business Management
- Bachelor International Business Management
- Bachelor Communication Management
- Bachelor International Communication Management
- Bachelor Graphic & Digital Media
- Bachelor International Graphic & Digital Media
- Bachelor Office Management
- Bachelor International Office Management
- Bachelor Dental Hygiene
- Bachelor Early Childhood Education
- Bachelor Journalism
- Bachelor Midwifery
- Bachelor Nursing
- Bachelor Occupational Therapy
- Bachelor Podiatry
- Bachelor Preschool Education
- Bachelor Primary Education
- Bachelor Secondary Education
- Bachelor Social Work
- Bachelor Speech Language Therapy & Audiology
- Other

**3. Which graduate programme? \***

**4. Which advanced bachelor programme? \***

**5. What year are you in? \***

- 1st year
- 2nd year
- 3rd year
- 4th year
- 1st-2nd year
- 2nd-3rd year
- 3rd-4th year
- 1st-2nd-3rd year
- I am an exchange student for one semester
- Other

**6. What is your gender? \***

- Man
- Woman
- Non-binary

**7. When were you born? \***

**8. Was this your first (face-to-face, online or telephone) meeting with a member of Student Services? \***

- Yes, this was my first appointment.
- No, I had an appointment before.
- No, I already had several appointments.

**9. How did you get in touch with Student Services? \***

- I made an appointment and then went to talk to a Student Services staff member.

- I just walked in and then went to talk to a Student Services staff member.
- I phoned a Student Services staff member.
- I emailed a Student Services staff member.
- I had an online appointment with a Student Services staff member.
- Other

**10. How did you get in touch with Student Services last time? \***

- I made an appointment and then went to talk to a Student Services staff member.
- I just walked in and then went to talk to a Student Services staff member.
- I phoned a Student Services staff member.
- I emailed a Student Services staff member.
- I had an online appointment with a Student Services staff member.
- Other

**11. Have you already completed this questionnaire? \***

- Yes
- No

**How did you hear about Student Services?**

**12. How did you first find out about Student Services and its support services? \***

- Via the website of Artevelde University of Applied Sciences
- Via My Dinar
- Via Canvas
- Via the Student Tracking System (SVS)
- Via social media, such as Facebook, Twitter...
- Via a search engine, such as Google...
- Via a poster
- Via the information screens on campus
- Through a lecturer
- Through a study coach/trajectory coach
- Through a fellow student
- Through a former student
- Through my parents
- Other

**13. How do you normally look for information about support at Artevelde University of Applied Sciences? \***

- Via the website of Artevelde University of Applied Sciences
- Via My Dinar
- Via Canvas
- Via the Student Tracking System (SVS)
- Via social media, such as Facebook, Twitter...
- Via a search engine, such as Google...
- Via a poster
- Via the information screens on campus
- Through a lecturer
- Through a study coach
- Through a fellow student
- Through a former student
- Through my parents
- Other

**14. How do you think Student Services would best make its services known to students? Through which medium? \***

**15. Do you sometimes consult the Student Tracking 15. System (SVS)? \***

- Yes
- No
- I am not familiar with the Student Tracking System.

**16. Why or when did you already look at the Student Tracking System? \***

**17. What keeps you from consulting the Student Tracking System? \***

**18. When did you first get to know Student Services? \***

- At the time I was looking for a study programme.
- At the time I registered.
- At the start of the first academic year.
- Throughout the first academic year
- At the start of my second academic year.
- Throughout the second academic year
- At the start of my third academic year.
- Throughout the third academic year
- Other

**19. Could you be more specific on when in the first year you first found out by Student Services? \***

- In the first semester, after my first examinations
- In the second semester, after my second examinations
- During the resit period
- In the first semester, before my first examinations
- In the second semester, before my second examinations
- Other

**20. Could you be more specific on when in the second year you first found out by Student Services? \***

- In the first semester, after my first examinations
- In the second semester, after my second examinations
- During the resit period
- In the first semester, before my first examinations
- In the second semester, before my second examinations
- Other

**21. Could you be more specific on when in the third year you first found out by Student Services? \***

- In the first semester, after my first examinations
- In the second semester, after my second examinations
- During the resit period
- In the first semester, before my first examinations
- In the second semester, before my second examinations
- Other

**22. Was that in time for you? \***

- Yes, I got to know Student Services in time.
- No, the information about Student Services came too late.
- No, the information about Student Services came too early.

About your contact with Student Services.

**23. What was the reason of your most recent contact with Student Services? \***

- Financial support
- Psychological support
- Socio-legal support
- Other

**24. How much time was there between your realisation that you could use financial support through Student Services and the moment you actually contacted Student Services? \***

- I contacted Student Services the same day.
- I waited a day to contact Student Services.
- I waited less than a week.
- I waited longer than a week, but less than a month.
- I waited one to two months.
- I waited longer than two months.
- I waited more than a year

**25. How much time was there between your realisation that you could use psychological support from Student Services and the moment you actually contacted Student Services? \***

- I contacted Student Services the same day.
- I waited a day to contact Student Services.
- I waited less than a week.
- I waited longer than a week, but less than a month.
- I waited one to two months.
- I waited longer than two months.
- I waited more than a year.

**26. How much time was there between your realisation that you could use socio-legal support from Student Services and the moment you actually contacted Student Services? \***

- I contacted Student Services the same day.
- I waited a day to contact Student Services.
- I waited less than a week.
- I waited longer than a week, but less than a month.
- I waited one to two months.
- I waited longer than two months.
- I waited more than a year.

**27. How much time was there between your realisation that you could use support from Student Services and the moment you actually contacted Student Services? \***

- I contacted Stuvo Student Services same day.
- I waited a day to contact Student Services.
- I waited less than a week.
- I waited longer than a week, but less than a month.
- I waited one to two months.
- I waited longer than two months.
- I waited more than a year.

**28. Why did you wait to contact Student Services ? \***

- There were practical reasons.
- There were personal reasons.
- There were other reasons.

- I don't know why I waited.
- Other

**29. What practical reasons did you have? \***

**30. What personal reasons did you have? \***

**31. What were those reasons? \***

**32. What convinced you to contact Student Services? \***

**33. What finally convinced you to contact Student Services? \***

**34. If you were referred to Student Services by a lecturer or a study coach, what persuaded you to take the step to Student Services after your conversation with one of them?**

**35. Would you like to add something about your contact with Student Services ? Do you have any remarks?**

- Yes
- No

**36. What would you like to add?**

We have a few final questions on automatic notification.

**37. Would you have liked Student Services to contact you automatically when staff members suspected - based on objective data, for example - that they could help you? \***

- Yes
- No

**38. How would you prefer to receive this automatic notification? \***

- Via an email to my Artevelde mailaddress
- Via an email to my personal email address
- Via a telephone call
- Via a textmessage
- Via a whatsapp message
- By letter, sent to my room on campus address
- By letter, sent to my home address
- By a message on the Student Tracking System (SVS), to be consulted via My Dinar
- In a different way
- I do not need to be contacted specifically. I think it's enough that I can find the information somewhere.

**39. In what way?**

**40. Why do you prefer not to be contacted automatically? \***

**41. Would you like to add something on automatic notifications? Do you have any comments about the previous questions?**

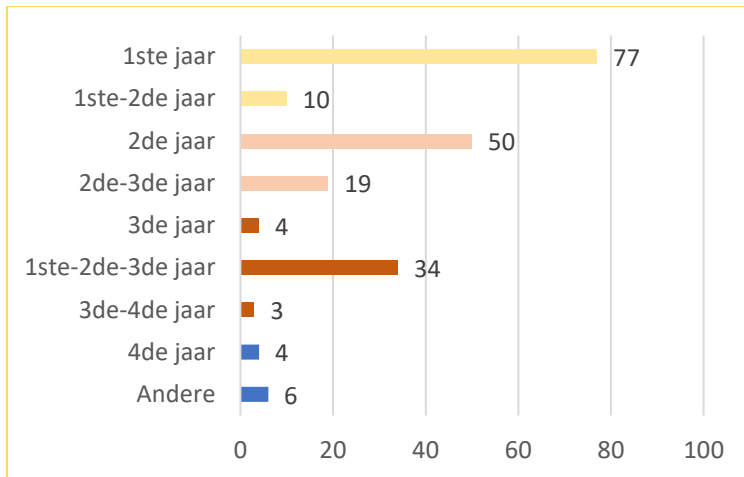
**42. What would you like to add?**

## 2.2 Participants questionnaire Stuvo

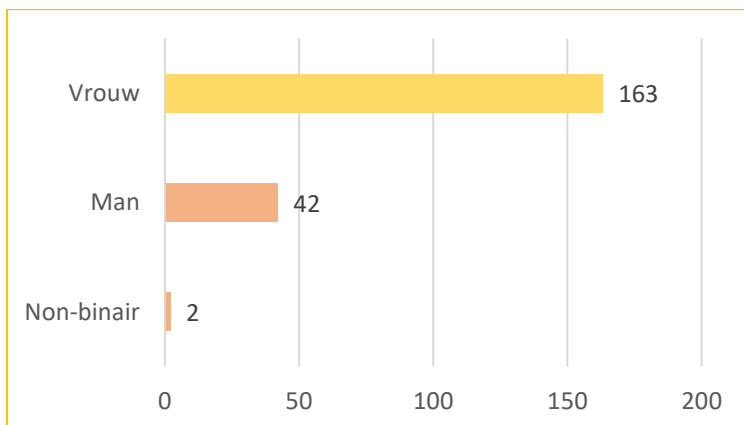
### 2.2.1 Participants



### 2.2.2 Years



### 2.2.3 Gender

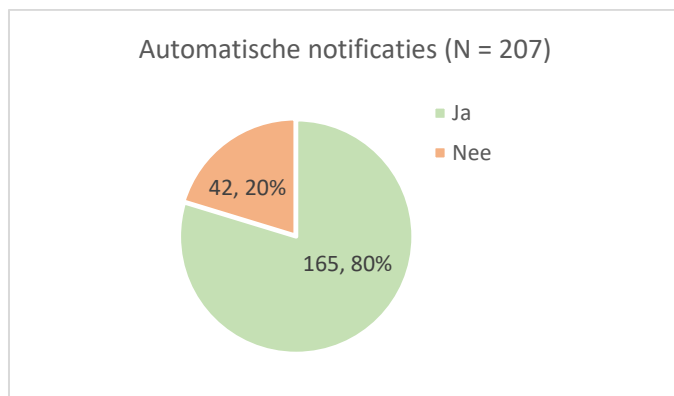


## 2.2.4 Bachelor students

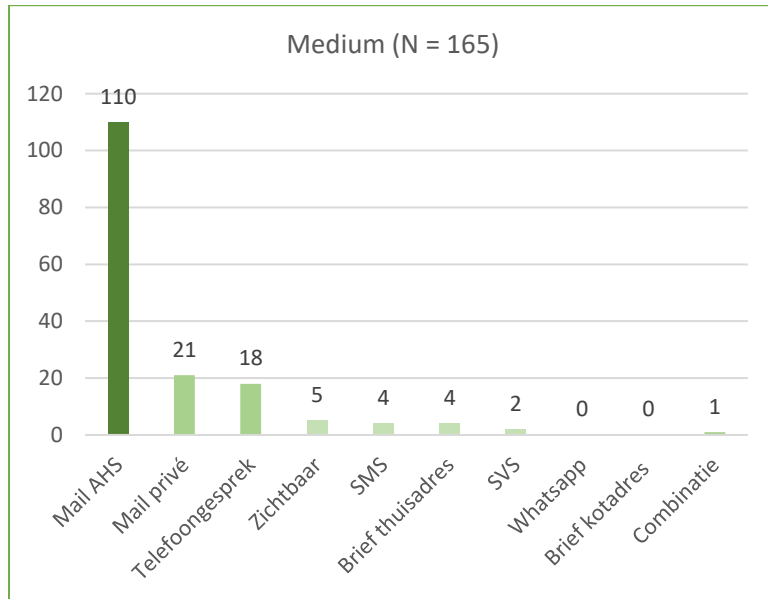
ENW's	Afstudeerrichting	Aantal
Gezondheid & Zorg 50/2782 – 1,80%	Logopedie & Audiologie	4
	Ergotherapie	6
	Mondzorg	10
	Podologie	1
	Verpleegkunde	21
	Vroedkunde	8
Mens & Samenleving 15/1244 – 1,21%	Pedagogie van het Jonge Kind	2
	Sociaal werk	13
Onderwijs 49/2532 – 1,97%	Kleuteronderwijs	1
	Lager Onderwijs	19
	Verkorte educatieve bachelor lager onderwijs	2
	Secundair Onderwijs	21
	Verkorte educatieve bachelor secundair onderwijs	6
Communicatie, Media & Design 39/2058 – 1,90%	Communicatiemanagement	20
	International Communication Management	0
	Grafische & Digitale Media	8
	International Graphic & Digital Media	1
	Journalistiek	10
Business & Management 17/3893 – 0,44%	Bedrijfsmanagement	9
	International Business Management	1
	Organisatie & Management	5
	International Organisation & Management	2
Andere verkorte trajecten		2

## 2.3 Answers questionnaire Stuvo: Dashboard

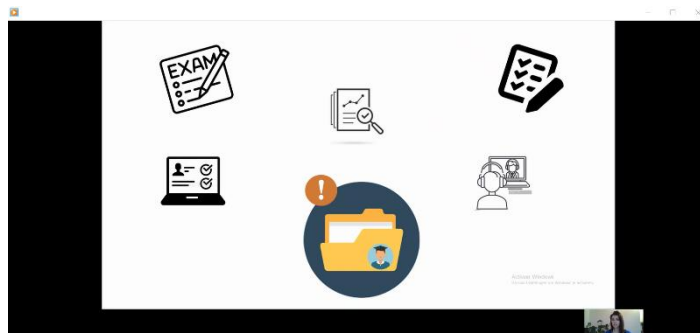
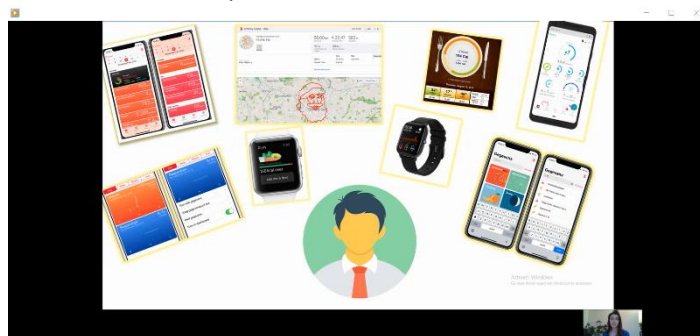
### 2.3.1 Automatic notification



### 2.3.2 Medium automatic notification



### 2.4 Video with questions Stuvors





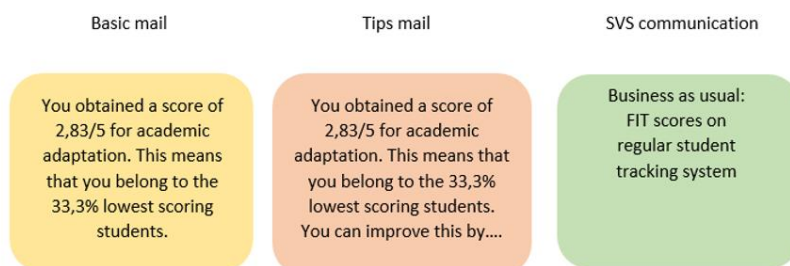
### 3. FIT-communication

#### 3.1 Initial communication FIT-results: Diagram conditions



- The first group received an additional email with the results: their personal scores, the interpretation of these scores and the comparison with their peers (see appendix 3.1; further 'basic mail').
- The second group received an additional email with some hints and tips, besides the results, their personal scores, the interpretation of these scores and the comparison with their peers (see appendix 3.2; further: 'tips mail').
- The third group was used as a control group and did not receive an email (see appendix 1; further: 'SVS communication'). The students of this group could consult their results through the student tracking system, as before. The other two groups also had access to the platform. That means the students of the three groups received the same information but in different stages and in different ways.

#### 3.2 Initial communication FIT-results: Examples conditions



### 3.3 Student tracking system: FIT-scores

The screenshot shows the 'Studentvolgysteem' interface. The top navigation bar includes 'Mijn Diner - Toepassing', 'Studentvolgysteem', and a search bar. The main content area is divided into several sections:

- Persoonsgegevens:** Olivier Levrau, Voornaam: Olivier, Naam: Levrau, GSM: 9670 Zutte, Kot: 10/12/1974, Geslacht: M, Studentnummer: 201057669, E-mail: olivier.levrau1@student.artaveledehogeschool.be.
- Trajectcoaching:** FIT test 2019-20, Info: 4. A yellow box highlights a text message: 'We behandelen de resultaten van de FIT-test in Integrated Communication Project 1: create en in My Space 2. Kreeg je bij het invullen van de test twijfels of je klaar bent voor de hogeschool? Heb je vragen bij je score op een van de thema's in het feedbackrapport? Of weet je gewoon niet zeker of jouw score wel goede vooruitzichten biedt? Maak dan een afspraak met je trajectcoach.' Below this, a yellow box highlights a list of scales and their scores: 'Academische aanpassing' (2.5/5), 'Sociale aanpassing' (2.67/5), 'Aanpassing tov les v' (3.25/5), and 'Academisch zelfvertrouwen' (2.17/5). A third yellow box highlights a link to 'Frederik Loys'.
- Studieoverzicht:** 2019-20, (1) (0), Res.1 DS.1 Res.2 DS.2. A list of subjects is shown: 'Beroep en communicatie (19AW02)', 'Cariologie (19AW02)', 'Communicatie met de patiënt deel 1 (19AW02)', 'Gedragverandering (19AW02)', 'Hoofd en hals (19AW02)', 'Infectiepreventie (19AW02)', 'Lichaam en mond deel 1 (19AW02)', 'Materialen en producten (19AW02)', 'Menselijk gedrag (19AW02)', 'Methoden en onderzoek deel 1 (19AW02)', and 'Mondzorgplan (19AW02)'. A yellow box highlights the 'Trajectcoach' section, which includes 'Afwesigheden', 'Bachelorproef', 'Diversiteit', and 'Event project'.

Note: mock-student and picture

1. Personal FIT-score and comparison with the peers
2. Explanation of the scores and of the comparison with the peers
3. Information on the scales and reference to hints and tips that can improve performance
4. Reference to the contact moment with the study coach at which the results will be discussed individually or in group

### 3.4 Vertical FIT-analysis: questionnaire 2 PJK and ERGO

Questionnaire 2 PJK	Questionnaire 2 ERG
F 2.1 - RUBRIC 1: Opinie over communicatie FIT-resultaten	
PJK: 1 question	ERG: 1 question
Q 1. Ik heb het gevoel dat ik vooraf voldoende op de hoogte was over mijn sterktes en werkpunten om het maximale uit dit gesprek met de trajectcoach te halen.	Q 1. Ik heb het gevoel dat ik vooraf voldoende op de hoogte was over mijn sterktes en werkpunten om het maximale uit dit gesprek met de trajectcoach te halen.

F 2.4 - RUBRIC 2: Evaluatie gesprek trajectcoach	
PJK: 1 question	ERG: 1 question
Q 2. Ik heb het gesprek met de trajectcoaches als nuttig en informatief ervaren.	Q 2. Ik heb het gesprek met de trajectcoaches als nuttig en informatief ervaren.
F 2.2 - RUBRIC 3: Leesbereidheid en opinie Tips & Tricks	
PJK: 1 question	ERG: 1 question
Q 3. Ik heb het gevoel dat de tips, die aangeboden werden bij het raadplegen van mijn FIT-scores, ervoor zorgden dat ik meet uit het gesprek met de trajectcoach kon halen.	Q3. Ik heb het gevoel dat de tips, die aangeboden werden bij het raadplegen van mijn FIT-scores, ervoor zorgden dat ik meet uit het gesprek met de trajectcoach kon halen.
F 2.3 - RUBRIC 4: Bereidheid tot aanpassen gedrag na gesprek trajectcoach	
PJK: 17 questions	ERG: 15 questions
Q 4: wil ik mijn <b>manier van studeren en les volgen veranderen</b> (bv. andere studie-aanpak, vaker aanwezig zijn, meer noteren)	Q 4: wil ik mijn <b>manier van studeren en les volgen veranderen</b> (bv. andere studie-aanpak, vaker aanwezig zijn, meer noteren).
Q 5: heb ik het <b>gevoel dat ik extra ondersteuning nodig heb</b> (bv. studie-coaching, begeleiding voor het omgaan met faalangst, initiatieven voor het uitbouwen van een sociaal netwerk).	Q 5: heb ik het <b>gevoel dat ik extra ondersteuning nodig heb</b> (bv. studie-coaching, begeleiding voor het omgaan met faalangst, initiatieven voor het uitbouwen van een sociaal netwerk).
Q 6: voel ik me <b>zekerder over mijn slaagkansen</b> in het hoger onderwijs.	Q 6: voel ik me <b>zekerder over mijn slaagkansen</b> in het hoger onderwijs.
Q 7: ben ik meer vastberaden om <b>mijn kennis en vaardigheden te gebruiken om te slagen</b> voor deze opleiding.	Q 7: ben ik meer vastberaden om <b>mijn kennis en vaardigheden te gebruiken om te slagen</b> voor deze opleiding.
Q 8: blijf ik <b>me meer inzetten om te slagen</b> voor deze opleiding.	Q8: blijf ik <b>me meer inzetten om te slagen</b> voor deze opleiding.
Q 9: zal ik een <b>andere aanpak of strategie</b> gebruiken om te slagen voor deze opleiding.	Q 9: zal ik een <b>andere aanpak of strategie</b> gebruiken om te slagen voor deze opleiding.
Q10: voel ik me <b>zekerder</b> over mijn <b>slaagkansen</b> in het hoger onderwijs.	X
Q 11: ben ik meer vastberaden om mijn <b>kennis en vaardigheden te gebruiken</b> om te slagen voor deze opleiding.	X
Q 12: zal ik meer <b>tijd en energie</b> investering om te slagen.	Q 15: zal ik meer <b>tijd en energie</b> investering om te slagen.
Q 13: <b>denk ik na over strategieën</b> om mogelijke problemen tijdens mijn studies te vermijden.	Q 18: <b>denk ik meer na over strategieën</b> om mogelijke problemen tijdens mijn studies te vermijden.

Q 14: blijf ik positief. Ik zal verschillende <b>strategieën</b> uitproberen tot ik iets vind dat werkt.	Q 11: blijf ik positief. Ik zal verschillende <b>strategieën</b> uitproberen tot ik iets vind dat werkt.
Q 15: zal ik proberen <b>om te gaan</b> met de moeilijkheden die ik tijdens mijn studies zal ervaren.	Q 12: zal ik proberen <b>om te gaan</b> met de moeilijkheden die ik tijdens mijn studies zal ervaren
Q 16: ben ik meer gemotiveerd om <b>op zoek te gaan naar ondersteuning</b> .	Q 13: ben ik meer gemotiveerd om <b>op zoek te gaan naar ondersteuning</b> .
Q 17: ben ik bereid om <b>deel te nemen aan begeleidings-initiatieven</b> die me kunnen helpen in het aanpassen aan de hogeschool (bv. coaching omtrent plannen en omgaan met grote hoeveelheden leerstof, initiatieven voor sociale contacten).	Q 14: ben ik bereid om <b>deel te nemen aan begeleidings-initiatieven</b> die me kunnen helpen in het aanpassen aan de hogeschool (bv. coaching omtrent plannen en omgaan met grote hoeveelheden leerstof, initiatieven voor sociale contacten).
Q 18: zal ik effectief deelnemen aan <b>begeleidingsinitiatieven</b> .	Q 16: zal ik effectief deelnemen aan <b>begeleidingsinitiatieven</b> .
Q 19: zal ik een afspraak maken met een studie- of trajectbegeleider.	VQ 17: zal ik een afspraak maken met een studie- of trajectbegeleider.
Q 20: zal ik gebruik maken van <b>ondersteuningsmogelijkheden buiten de hogeschool</b> (bv. bijlessen, coaching voor faalangst).	Q 10: zal ik gebruik maken van <b>ondersteuningsmogelijkheden buiten de hogeschool</b> (bv. bijlessen, coaching voor faalangst).

### 3.5 Horizontal FIT-analysis: questionnaire 1 PJK vs. questionnaire 2 PJK

Questionnaire 2 PJK	Questionnaire 1 PJK
F 2.1/1.1 - RUBRIC 1: Opinie over communicatie FIT-resultaten	
PJK: 1 question	PJK: 10 questions
Q 1. Ik heb het gevoel dat ik vooraf voldoende op de hoogte was over mijn sterktes en werkpunten om het maximale uit dit gesprek met de trajectcoach te halen.	Q 8: De communicatie over mijn FIT result geeft me een duidelijk beeld van mijn sterktes en werkpunten.
F 2.4 - RUBRIC 2: Evaluatie gesprek trajectcoach	
PJK: 0 questions	PJK: 0 questions
X	X
F 2.2/1.2 - RUBRIC 3: Leesbereidheid en opinie Tips & Tricks	
PJK: 1 question	PJK: 6 questions

Q 3: Ik heb het gevoel dat de tips, die aangeboden werden bij het raadplegen van mijn FIT-scores, ervoor zorgden dat ik meet uit het gesprek met de trajectcoach kon halen.	Q 13 De tips zorgden ervoor dat ik me beter voorbereid voel op het gesprek met de trajectcoach.
F 2.3 - RUBRIC 4: Bereidheid tot aanpassen gedrag na FIT & gesprek trajectcoach	
PJK: 17 questions	PJK: 17 questions
Q 4: wil ik mijn manier van studeren en les volgen veranderen (bv. andere studie-aanpak, vaker aanwezig zijn, meer noteren).	Q 17: wil ik mijn manier van studeren en les volgen veranderen (bv. andere studie-aanpak, vaker aanwezig zijn, meer noteren).
Q 5: heb ik het gevoel dat ik extra ondersteuning nodig heb (bv. studie-coaching, begeleiding voor het omgaan met faalangst, initiatieven voor het uitbouwen van een sociaal netwerk).	Q 18: heb ik het gevoel dat ik extra ondersteuning nodig heb (bv. studie-coaching, begeleiding voor het omgaan met faalangst, initiatieven voor het uitbouwen van een sociaal netwerk).
Q 6: voel ik me zekerder over mijn slaagkansen in het hoger onderwijs.	Q 19: voel ik me zekerder over mijn slaagkansen in het hoger onderwijs.
Q 7: ben ik meer vastberaden om mijn kennis en vaardigheden te gebruiken om te slagen voor deze opleiding.	Q 20: ben ik meer vastberaden om mijn kennis en vaardigheden te gebruiken om te slagen voor deze opleiding.
Q 8: <i>blijf ik me meer inzetten</i> om te slagen voor deze opleiding.	Q 21: <i>wil ik me meer inzetten</i> om te slagen voor deze opleiding.
Q 9: zal ik een andere aanpak of strategie gebruiken om te slagen voor deze opleiding.	Q 22: zal ik een andere aanpak of strategie gebruiken om te slagen voor deze opleiding.
Q 10: voel ik me zekerder over mijn slaagkansen in het hoger onderwijs.	Q 23: voel ik me zekerder over mijn slaagkansen in het hoger onderwijs.
Q 11: ben ik meer vastberaden om mijn kennis en vaardigheden te gebruiken om te slagen voor deze opleiding.	Q 24: ben ik meer vastberaden om mijn kennis en vaardigheden te gebruiken om te slagen voor deze opleiding.
Q 12: zal ik meer tijd en energie investeren om te slagen.	Q 25: zal ik meer tijd en energie investeren om te slagen.
Q 13: denk ik na over strategieën om mogelijke problemen tijdens mijn studies te vermijden.	Q 26: denk ik na over strategieën om mogelijke problemen tijdens mijn studies te vermijden.
Q 14: blijf ik positief. Ik zal verschillende strategieën uitproberen tot ik iets vind dat werkt.	Q 27: blijf ik positief. Ik zal verschillende strategieën uitproberen tot ik iets vind dat werkt.
Q 15: zal ik proberen om te gaan met de moeilijkheden die ik tijdens mijn studies zal ervaren.	Q 28: zal ik proberen om te gaan met de moeilijkheden die ik tijdens mijn studies zal ervaren.
Q 16: ben ik meer gemotiveerd om op zoek te gaan naar ondersteuning.	Q 29: ben ik meer gemotiveerd om op zoek te gaan naar ondersteuning.
Q 17: <i>ben ik bereid om deel te nemen</i> aan begeleidings-initiatieven die me kunnen helpen in het aanpassen aan de hogeschool (bv. coaching omtrent plannen en omgaan met grote hoeveelheden leerstof, initiatieven voor sociale contacten).	Q 30: <i>overweeg ik om deel te nemen</i> aan begeleidings-initiatieven die me kunnen helpen in het aanpassen aan de hogeschool (bv. coaching omtrent plannen en omgaan met grote hoeveelheden leerstof, initiatieven voor sociale contacten).
Q 18: zal ik effectief deelnemen aan begeleidingsinitiatieven.	Q 31: zal ik effectief deelnemen aan begeleidingsinitiatieven.
Q 19: zal ik een afspraak maken met een studie- of trajectbegeleider.	Q 32: zal ik een afspraak maken met een studie- of trajectbegeleider.

Q 20: zal ik gebruik maken van ondersteuningsmogelijkheden buiten de hogeschool (bv. bijlessen, coaching voor faalangst).	Q 33: zal ik gebruik maken van ondersteuningsmogelijkheden buiten de hogeschool (bv. bijlessen, coaching voor faalangst).
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### 3.6 Horizontal FIT-analysis: questionnaire 1 ERG vs. questionnaire 2 ERG

Questionnaire 2 ERG	Questionnaire 1 ERG
F 2.1/1.1 - RUBRIC 1: Opinie over communicatie FIT-resultaten	
ERG: 1 question	ERG: 17 questions
Q 1. Ik heb het gevoel dat ik vooraf voldoende op de hoogte was over mijn sterktes en werkpunten om het maximale uit dit gesprek met de trajectcoach te halen.	Q 13: Ik heb een voldoende uitgebreid beeld van mijn sterktes en werkpunten om dit gesprek met de TC goed te kunnen benutten.
F 2.4 - RUBRIC 2: Evaluatie gesprek trajectcoach	
ERG: 0 questions	ERG: 0 questions
X	X
F 2.2 - RUBRIC 3: Leesbereidheid en opinie Tips & Tricks	
ERG: 1 question	ERG: 6 questions
Q 3. Ik heb het gevoel dat de tips, die aangeboden werden bij het raadplegen van mijn FIT-scores, ervoor zorgden dat ik meet uit het gesprek met de trajectcoach kon halen.	Q 13 De tips zorgden ervoor dat ik me beter voorbereid voel op het gesprek met de trajectcoach.
F 2.4 - RUBRIC 4: Bereidheid tot aanpassen gedrag na FIT & gesprek trajectcoach	
ERG: 15 questions	ERG: 9 questions
Q 4: wil ik mijn manier van studeren en les volgen veranderen (bv. andere studie-aanpak, vaker aanwezig zijn, meer noteren).	Q 25: wil ik mijn manier van studeren en les volgen veranderen (bv. andere studie-aanpak, vaker aanwezig zijn, meer noteren).
Q 5: heb ik het gevoel dat ik extra ondersteuning nodig heb (bv. studie-coaching, begeleiding voor het omgaan met faalangst, initiatieven voor het uitbouwen van een sociaal netwerk).	X
Q 6: voel ik me zekerder over mijn slaagkansen in het hoger onderwijs.	X
Q 7: ben ik meer vastberaden om mijn kennis en vaardigheden te gebruiken om te slagen voor deze opleiding.	X
Q 8: wil ik me meer inzetten om te slagen voor deze opleiding.	Q 29: wil ik me meer inzetten om te slagen voor deze opleiding.
Q 9: zal ik een andere aanpak of strategie gebruiken om te slagen voor deze opleiding.	Q 26: zal ik een andere aanpak of strategie gebruiken om te slagen voor deze opleiding.

Q 15: zal ik meer tijd en energie investeren om te slagen.	Q 31: zal ik meer tijd en energie investeren om te slagen.
Q 18: denk ik na over strategieën om mogelijke problemen tijdens mijn studies te vermijden.	Q 27: denk ik na over strategieën om mogelijke problemen tijdens mijn studies te vermijden.
Q 11: blijf ik positief. Ik zal verschillende strategieën uitproberen tot ik iets vind dat werkt.	X
Q 12: zal ik proberen om te gaan met de moeilijkheden die ik tijdens mijn studies zal ervaren.	X
Q 13: ben ik meer gemotiveerd om op zoek te gaan naar ondersteuning.	X
Q 14: ben ik bereid om deel te nemen aan begeleidings-initiatieven die me kunnen helpen in het aanpassen aan de hogeschool (bv. coaching omtrent plannen en omgaan met grote hoeveelheden leerstof, initiatieven voor sociale contacten).	Q 24: <i>overweeg ik om deel te nemen aan</i> begeleidings-initiatieven die me kunnen helpen in het aanpassen aan de hogeschool (bv. coaching omtrent plannen en omgaan met grote hoeveelheden leerstof, initiatieven voor sociale contacten).
Q 16: zal ik effectief deelnemen aan begeleidingsinitiatieven.	Q 28: zal ik effectief deelnemen aan begeleidingsinitiatieven.
Q 17: zal ik een afspraak maken met een studie- of trajectbegeleider.	Q 30: zal ik een afspraak maken met een studie- of trajectbegeleider.
Q 10: zal ik gebruik maken van ondersteuningsmogelijkheden buiten de hogeschool (bv. bijlessen, coaching voor faalangst).	Q 32: zal ik gebruik maken van ondersteuningsmogelijkheden buiten de hogeschool (bv. bijlessen, coaching voor faalangst).

### 3.7 Scales rubric 4: Willingness to adapt behaviour

Questions PJK	Scales
VR 4: wil ik mijn manier van studeren en les volgen veranderen (bv. andere studie-aanpak, vaker aanwezig zijn, meer noteren).	Zelf veranderen
VR 5: heb ik het gevoel dat ik extra ondersteuning nodig heb (bv. studie-coaching, begeleiding voor het omgaan met faalangst, initiatieven voor het uitbouwen van een sociaal netwerk).	Externe ondersteuning
VR 6: voel ik me zekerder over mijn slaagkansen in het hoger onderwijs.	Zelf veranderen
VR 7: ben ik meer vastberaden om mijn kennis en vaardigheden te gebruiken om te slagen voor deze opleiding.	Zelf veranderen

VR 8: blijf ik me meer inzetten om te slagen voor deze opleiding.	Zelf veranderen
VR9: zal ik een andere aanpak of strategie gebruiken om te slagen voor deze opleiding.	Zelf veranderen
VR 10: voel ik me zekerder over mijn slaagkansen in het hoger onderwijs.	Zelf veranderen
VR 11: ben ik meer vastberaden om mijn kennis en vaardigheden te gebruiken om te slagen voor deze opleiding.	Zelf veranderen
VR 12: zal ik meer tijd en energie investeren om te slagen.	Zelf veranderen
VR 13: denk ik na over strategieën om mogelijke problemen tijdens mijn studies te vermijden.	Zelf veranderen
VR 14: blijf ik positief. Ik zal verschillende strategieën uitproberen tot ik iets vind dat werkt.	Zelf veranderen
VR 15: zal ik proberen om te gaan met de moeilijkheden die ik tijdens mijn studies zal ervaren.	Zelf veranderen
VR 16: ben ik meer gemotiveerd om op zoek te gaan naar ondersteuning.	Externe ondersteuning
VR 17: ben ik bereid om deel te nemen aan begeleidings-initiatieven die me kunnen helpen in het aanpassen aan de hogeschool (bv. coaching omtrent plannen en omgaan met grote hoeveelheden leerstof, initiatieven voor sociale contacten).	Externe ondersteuning
VR 18: zal ik effectief deelnemen aan begeleidingsinitiatieven.	Externe ondersteuning
VR 19: zal ik een afspraak maken met een studie- of trajectbegeleider	Externe ondersteuning



VR 20: zal ik gebruik maken van ondersteuningsmogelijkheden buiten de hogeschool (bv. bijlessen, coaching voor faalangst).

Externe ondersteuning

#### 4. Student services survey

##### 4.1 Participants survey

