

# Making student life easier:

An empirical evaluation of the CONNECT  
mentoring programme

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# 1 Introduction

This is the final report on the research of the ESSB-wide CONNECT mentoring program 2023-2024. In recent years, the ESSB has received NPO subsidies to invest in student well-being and mitigate the negative effects of COVID-19. Part of this funding has been spent on this mentor program, which was established in 2020. Since 2022, in addition to the NPO funding, part of the funding has come from the HOKA funding.

The CONNECT mentoring program was created to help first-year students at the Erasmus School of Social and Behavioural Sciences (ESSB) feel at home at Erasmus University Rotterdam (EUR) as quickly as possible. The focus is on connection and interaction between new and current students. CONNECT 23/24, focused not only first-year students but on all new students of the ESSB.

During the mentor program, new students (mentees) are paired with a second-year, third-year, or master's student (mentor) from the ESSB. These mentors guide the mentees during the first months of their studies. They are the point of contact for all questions from the mentees. Additionally, CONNECT organizes various academic training sessions, workshops, and social events that mentees (together with their mentor) can participate in. These activities focus on self-development, a sense of belonging, community building, diversity, and inclusivity.

## Pillars of the CONNECT mentoring program

### 1. Practical Support

In this section, we introduce students to:

- a. The EUR (online & offline)
- b. Rotterdam
- c. All available support at the EUR and within the ESSB

### 2. Social Support (wellbeing)

This pillar covers topics such as:

- a. Sense of belonging
- b. Community building
- c. Diversity & inclusivity
- d. Networking
- e. Personal development

### 3. Academic Support

**This pillar includes the following topics:**

- a. Developing study skills
- b. Professional development (attitude, communication, presentation)

## 1.1 Practical goals of the CONNECT mentoring program

### Mentees

- They feel that they belong, feel at home, and feel comfortable at the EUR.
- They feel that the mentor program has been able to help them in one of the three pillars (practical, social, or academic aspect).

### Mentors

- They feel that they have truly been able to help their mentees.
- They have been able to develop personally and professionally and have achieved their set goals.
- They are satisfied with the support from the project team.
- They feel at home within the program.

### Coordinating team

- The content and implementation of the program align with the ideas of the entire project team.
- The activities and the accompanying guidance by the mentees and mentors are better appreciated than the 22/23 program.
- The collaboration within the project team runs smoothly, and everyone is satisfied with the working method.
- The mentor program is known among teachers, tutors, and support teams of the ESSB.
- As a project team, we have built a personal bond with a large part of the mentors and mentees.
- By the end of the program, we know how to further improve the program.

### Activities/program

Figure 1

Programme 2023 - 2024						
Week	Date	Event	Details	For who?	Location	Registration required?
35	Mon 28 Aug (09:00 - 17:00)	Trainings day mentors	Morning/afternoon where the mentors are prepared for mentoring on various aspects	Mentors	Education lab	-
35	Thu 31 Aug (15:00 - 19:00)	Kick-off	Joint start of the mentor programme including campus tour and dinner	Mentors + mentees	Aula + T4	Yes
36	<b>Start academic year!</b>					
37	Mon 11 Sept (19:00 - 20:30)	Online session study skills training	Online session in which mentors are trained to deliver study skills training to mentees.	Mentors	Online	Yes
37	Thu 14 Sept (15:00 - 19:00)	Walk to CONNECT	Treasure hunt through Rotterdam with joint closing @ Biergarten	Mentors + mentees	City	Yes
38	Option 1: Thu 21 Sept (15:00 - 17:00)	Study skills training	Session between mentors and mentees to practise/discuss study strategies	Mentors + mentees	LAN 1.10 LAN 2.19 LAN 1.14 LAN 1.12	Yes
38	Option 2: Fri 22 Sept (09:00 - 13:00)	Study skills training	Session between mentors and mentees to practise/discuss study strategies	Mentors + mentees	LAN 2.08 LAN 2.22 LAN 4.22 LAN 4.20	Yes
39	Fri 29 Sept (09:00 - 17:00)	Study together (PSY)	Moment when mentees can come together to study together and go through exam material with mentors	Mentors + mentees (PSY)	Theil C2-1 (60p)	Yes
40	<b>Exams Psychology</b>					
40	Option 1: Mon 2 Oct (19:00 - 20:30)	Intervision mentors	Reflection and Q&A moment for mentors	Mentors	LAN 1.08 LAN 1.09 LAN 1.10	Yes
41	Option 2: Mon 9 Oct (19:00 - 20:30)	Intervision mentors	Reflection and Q&A moment for mentors	Mentors	LAN 1.08 LAN 1.09 LAN 1.10	Yes



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Week	Date	Event	Details	For who?	Location	Registration required?
42	Option 1: Tue 17 Oct (14:00 - 16:00)	Study skills training	Session between mentors and mentees to practise/ discuss study strategies	Mentors + mentees	LAN 3.09 LAN 3.14 LAN 3.19	Yes
42	Option 2: Thu 19 Oct (15:00 - 17:00)	Study skills training	Session between mentors and mentees to practise/ discuss study strategies	Mentors + mentees	LAN 1.14 LAN 1.10	Yes
43	Option 1: Tue 24 Oct (09:00 - 17:00)	Study together	Moment when mentees can come together to study together and go through exam material with mentors	Mentors + mentees	LAN 3.08 LAN 3.09 LAN 3.10	Yes
43	Option 1: Thu 26 Oct (09:00 - 17:00)	Study together	Moment when mentees can come together to study together and go through exam material with mentors	Mentors + mentees	LAN 4.14 LAN 4.16 LAN 4.18	Yes
44	<b>Exams</b>					
44	Fri 3 Nov	After exam drinks	Moment to reflect on the exams and to catch up	Mentors + mentees	T.B.A.	Yes
45	<b>Flex week</b>					
46/47	T.B.A.	Workshops	T.B.A.	Mentors + mentees	T.B.A.	Yes
46	Option 1: Mon 13 Nov (19:00 - 20:30)	Intervision mentors	Reflection and Q&A moment for mentors	Mentors	LAN 1.08 LAN 1.09	Yes
47	Option 2: Mon 20 Nov (19:00 - 20:30)	Intervision mentors	Reflection and Q&A moment for mentors	Mentors	LAN 1.08 LAN 1.09	Yes
48	Mon 27 Nov	Dialogue Dinner	Dinner where a panel shares personal stories around diversity and inclusivity	Mentors + mentees	T.B.A.	Yes
49						
50						
51	<b>Christmas holidays</b>					
52	<b>Christmas holidays</b>					
1	<b>Christmas holidays</b>					
2						
3	T.B.A.	Intervision mentors	Reflection and Q&A moment for mentors	Mentors	T.B.A.	Yes
3	T.B.A.	Study skills training (optional)	Session between mentors and mentees to practise/ discuss study strategies	Mentors + mentees	T.B.A.	Yes
4	T.B.A.	Study together	Moment when mentees can come together to study together and go through exam material with mentors	Mentors + mentees	T.B.A.	Yes
5	<b>Exams</b>					
6	<b>Flex week / resits</b>					
7	Thu 15 Feb	Closing event		Mentors + mentees	T.B.A.	

In Figure 1 the schedule of the program is presented. Evaluations and explanations of all separate events can be found in Appendix B

## 1.2 Theoretical background

Student well-being and academic achievement are critical outcomes in educational settings, influenced by various psychological and social factors. This paper explored the relationship between the participation in the ESSB CONNECT Mentoring Program and several key variables associated with student success, i.e. sense of belonging, college adaptation, life satisfaction, mental well-being, loneliness, self-esteem, and academic self-efficacy academic performance.

Research indicates that a strong sense of belonging is positively correlated with student well-being and academic achievement. Students who feel a sense of belonging are more likely to be engaged, motivated, and perform better academically (Goodenow, 1992). Additionally, belongingness can buffer against stress and improve mental health outcomes (Osterman, 2000).

Effective adaptation to college life is crucial for student success. Studies show that students who adapt well to college experience higher levels of well-being and achieve better academic outcomes (Baker & Siryk, 1984). College adaptation helps students manage the challenges of college life, reducing stress and enhancing their ability to focus on academic tasks (Credé & Niehorster, 2012).

In addition, life satisfaction is a key component of subjective well-being and has been linked to academic success. Students with higher life satisfaction tend to have better mental health, which supports their academic performance (Diener et al., 1985). Positive life satisfaction can enhance motivation and resilience, leading to improved academic outcomes (Suldo et al., 2006). Another affective component strongly associated with academic achievement is mental wellbeing. Students with higher mental well-being are more likely to be engaged, motivated, and perform well academically (Stewart-Brown et al.,

2009). Good mental health supports cognitive functions such as concentration, memory, and problem-solving, which are essential for academic success (Keyes, 2007). Students who experience loneliness often report lower levels of well-being and struggle academically due to decreased motivation and cognitive resources (Perlman & Peplau, 1981). Interventions that reduce loneliness can improve both mental health and academic performance (Hawkley & Cacioppo, 2010). Positive self-esteem contributes to overall well-being, reducing the risk of mental health issues (Baumeister et al., 2003). Importantly, students with higher self-esteem are more confident in their abilities, which also enhances their academic performance (Rosenberg, 1965). A specific type of self-esteem, academic self-efficacy is related to students setting challenging goals, persisting in the face of difficulties, and achieving higher academic outcomes (Bandura, 1997). High academic self-efficacy has been found to support overall well-being by reducing academic-related stress (Chemers et al., 2001).

While all these aspects described above are important for academic achievement, some background characteristics might moderate the relationship between these variables and academic achievement, such as migration background, being an international student, socio-economic status and parental (financial) support. Students with a migration background often face unique challenges that can affect their academic achievement and equity in higher education. Research indicates that these students may experience language barriers, cultural differences, and discrimination, which can hinder their academic performance and sense of belonging (Borho et al, 2023). Additionally, migration background can influence access to higher education, further impacting academic outcomes (Griga & Hadjar, 2014). However, supportive school environments and targeted interventions can help mitigate these challenges and promote equity (Wanti et al, 2022). Nationality and international status can also play a significant role in academic achievement and equity. International students may encounter difficulties such as adjusting to a new educational system, cultural differences, and social isolation (Mesidor & Sly, 2016). These integration challenges can affect their academic performance and overall well-being. Institutions that provide robust support services, involving the faculty, counsellors and local peers, can help international students integrate better (Arthur, 2017). Students from higher SES backgrounds typically have greater access to educational resources, and academic support, which can enhance their academic performance (Sakiz et al., 2020). Conversely, students from lower SES backgrounds may face financial constraints, limited access to resources, and additional stressors that can negatively impact their academic outcomes. Related to this is the positive impact of the amount of parental financial support students receive and retention in the sophomore year (Olbrecht et al., 2016). Financial support from parents might alleviate the burden of tuition fees, living expenses, and educational materials, allowing students to focus more on their studies. Additionally, parental financial support can enhance students' motivation and engagement by providing a stable and supportive environment (Moneva et al., 2020). Addressing these disparities through scholarships, financial aid, and support programs, such as mentor programs is crucial for promoting equity in higher education (Harris, & Clark, 2014).

### 1.3 Research questions and hypotheses

The main aim of this research was to find out whether students would benefit from the CONNECT mentoring program in terms of study results and important related factors, sense of belonging, college adaptation, life satisfaction, mental well-being, loneliness, self-esteem, and academic self-efficacy. Following the literature review above, a few important moderators (migration background, being an international student, socio-economic status and parental (financial) support) were investigated too.

## 2 Method

### 2.1 Participants

#### 2.1.1 Ethics

Participants provided written informed consent (see Appendix A for the consent form and information letter). The study was approved by the ethical committee of the Erasmus School of Social and Behavioural Sciences of the Erasmus University under application ID number ETH2223-0249.

	Mentees		Mentors		Controls	
	T0	T1	T0	T1	T0	T1
Psychology (Dutch)	41	19	2	1	49	87
Psychology (International)	57	32	5	7	53	66
Pedagogical Sciences	11	3	2	0	21	15
Management of International Social Challenges	18	2	4	2	6	7
Public Administration	12	1	3	5	9	14
Sociology	2	2	1	1	4	17
Master	18	0	0	0	0	0
Other	8	3	0	0	0	18
<b>Totaal</b>	<b>167</b>	<b>52</b>	<b>17</b>	<b>16</b>	<b>142</b>	<b>224</b>

Tabel 1: participating mentees and mentors per program, that participated in the research

### 2.2 Design

The study has a correlational longitudinal design. First interrelations between the demographic, study-related and dependent variables (described under Materials) within each measurement moment T0 (September 2023) and T1 (March 2024) are investigated. Secondly, it will be examined whether mentees develop differently than non-mentees (first year students that did not participate in the mentor program) on the dependent variables and the study-related variables, and whether found changes differ when taking certain background variables (see demographic variables described under materials) into account.

### 2.3 Procedure

*To gain a clear overview of the effects of the mentoring program on both mentees and mentors, it was important to compare these results with students who did not participate in the ESSB CONNECT mentoring program as either a mentee or mentor. For this reason, a total of three target groups were used for the surveys:*

1. **Mentees:** Ba1 students who participated in the program, regardless of whether they stopped before the official end date.
2. **Mentors:** ESSB second-year, third-year, or master's students who participated in the role of mentor.
3. **Non-mentees:** Ba1 students who did not participate in the program.

*In this case, a list with the contact details of all first-year students and mentors from the CONNECT program was available, allowing us to reach these students directly through these channels.*

*To increase the participation rate in this research, rewards were offered in the form of money, and in the case of psychology students, they could also choose participation hours in ERAS. Students who completed the survey in full could receive a monetary reward of 10 euros. If the survey was split into a baseline and final measurement for cohort 23/24, respondents received 5 euros for each survey. Participants also had the option to decline the reward.*

## 2.4 Materials and measurements

The survey consisted of several existing questionnaires was used together with a set of demographic questions, questions on social and financial capital and some evaluative questions about the CONNECT program. Below the content of the survey is described more elaborately with some example items. A print version of complete survey can be found in Appendix A.

### 2.4.1 Predictors

**Migration background** was measured by the item “Do you or your parents have a migration background?” If participants had one parent with a migration background and or they themselves had a migration background, they were assigned a 1 and if neither the participant nor the parents had a migration background, they were assigned a 0 on a dichotomous scale.

**(inter)Nationality** was measured by asking participant ‘Are you an international student?’, also resulting in a dichotomous predictor distinguishing the Dutch from the international students.

**Socio-economic status** was measured by asking participants about the educational level of their parents/caretakers and income. Educational level could be indicated per caretaker on an ordinal scale from 1 = no formal education to 7 = Dr. or PhD degree and parental income on an ordinal scale from 1= far below average to 6 = far more than average. The average of the three indicators was used as a variable for SES.

**Parental support** was measured by asking participants to indicate the percentage financial support from their parents (caretakers, other family) on the following costs related to your study? 1) tuition, 2) housing, 3) study materials, 4) transport, 5) groceries, 6) health care.

### 2.4.2 Dependent variables

#### **Sense of Belonging**

For a measure of Sense of Belonging, The Psychological Sense of School Membership (PSSM) scale, developed by Goodenow (1992) was used. This instrument measures students’ perceived sense of belonging and acceptance within their school environment. It consists of 18 items rated on a 5-point Likert scale, ranging from “not at all true” to “completely true.”

#### **College Adaptation**

Another aspect for Sense of Belonging was measured by The College Adaptation Questionnaire (CAQ) by Van Rooijen (1986). This instrument evaluates advanced students’ adaptation to college life. It includes various items that assess academic, social, and personal-emotional adjustment on a 7-point Likert scale.

#### **Life Satisfaction**

As a measure of general wellbeing, the Riverside Life Satisfaction Scale (RLSS), developed by Margolis, et al was used (2019). This instrument measures life satisfaction. It consists of multiple items rated on a on a 7-point Likert scale, assessing overall life satisfaction.

#### **Mental Well-being Scale**

As a measure of mental wellbeing, The Warwick-Edinburgh Mental Well-being Scale (WEMWBS) was used. This is a 14-item scale designed to measure mental well-being in the general population. Items are rated on a 5-point scale, from “none of the time” to “all of the time.”

#### **Loneliness Scale**

Another measure to approach wellbeing used, was the shortened version of The Gierveld Loneliness Scale, developed by Gierveld (De Jong et al., 2006) measures emotional and social loneliness. It includes 11 items, with responses ranging from “yes” to “more or less” to “no.” On a on a 5-point Likert scale.

**Self-Esteem**

The Self-Esteem Rating Scale (SERS) by Nugent and Thomas (1993) was used to measure students’ self-concept. This is a clinical measure of self-esteem. It includes items that assess both positive and negative self-esteem, rated on a 7-point Likert scale.

**Academic Self-Esteem**

The College Academic Self-Efficacy Scale (CASES) measures students’ self-efficacy in academic settings. The Indonesian validation by Ildil et al. includes 33 items that assess confidence in academic abilities and tasks on a five-point Likert scale.

# 3 Results

## 3.1 Pre-Intervention measurement

### 3.1.1 Correlations and reliability

Table 1. Correlations between the Dependent Variables and Cronbach's alfa for the separate instruments

	$\alpha$	CA	RLSS	WEMWBS	GLS	(SERS-SF)	CASES	AUT	ILG
Psychological Sense of School Membership (PSSM)	.89	.698**	.476**	.569**	-.489**	.489**	.433**	.321**	.424**
College Adaptation (CA)	.81		.557**	.651**	-.562**	.521**	.443**	.377**	.525**
Riverside Life Satisfaction Scale (RLSS)	.74			.579**	-.575**	.629**	.330**	.357**	.502**
Warwick-Edinburgh Mental Wellbeing Scale (WEMWBS)	.91				-.656**	.690**	.563**	.450**	.518**
Gierveld Loneliness Scale (GLS)	.86					-.719**	-.257**	-.359**	.494**
Self -Esteem Rating Scale Short Form (SERS-SF)	.93						.470**	.620**	.554**
College Academic Self-Efficacy Scale (CASES)	.91							.487**	.410**
Autonomy (AUT)	.80								.391**
Instrumental Life Goals (IGL)	.76								1.000

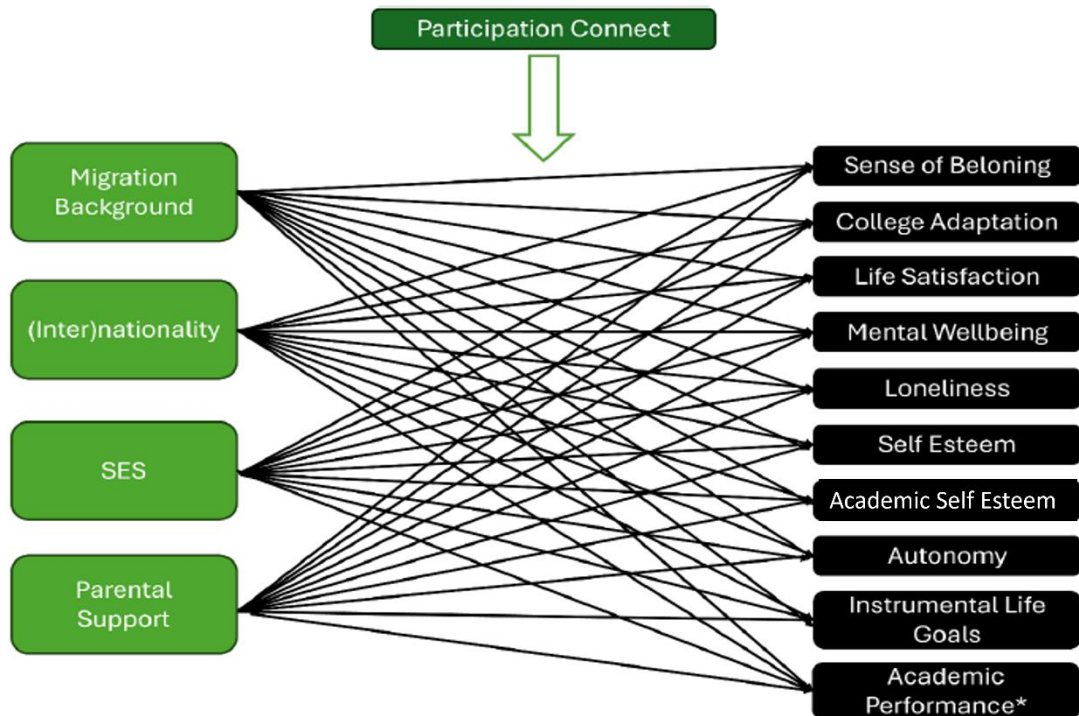
### 3.1.2 Descriptives

Table 2.

	Likert Scale	Mentee				Control			
		No migration Background		Migration Background		No migration Background		Migration Background	
		Int	Dutch	Int	Dutch	Int	Dutch	Int	Dutch
		<i>M(SD)</i>	<i>M(SD)</i>	<i>M(SD)</i>	<i>M(SD)</i>	<i>M(SD)</i>	<i>M(SD)</i>	<i>M(SD)</i>	<i>M(SD)</i>
Psychological Sense of School Membership (PSSM)	1-5	3.67(0.46)	3.93(0.44)	3.90(0.51)	4.08(0.65)	3.90(0.54)	3.91(0.51)	3.71(0.53)	3.86(0.49)
College Adaptation (CA)	1-7	4.64(0.79)	5.08(0.79)	4.87(1.05)	5.46(1.00)	5.13(0.92)	5.15(0.85)	4.64(0.96)	5.11(0.77)
Riverside Life Satisfaction Scale (RLSS)	1-7	4.58(0.67)	4.88(0.59)	4.54(0.87)	4.69(0.70)	4.79(0.68)	4.86(0.74)	4.58(0.64)	4.59(0.90)
Warwick-Edinburgh Mental Wellbeing Scale (WEMWBS)	1-5	3.40(0.58)	3.76(0.41)	3.44(0.61)	3.78(0.69)	3.59(0.64)	3.67(0.58)	3.23(0.64)	3.59(0.57)
Gierveld Loneliness Scale (GLS)	1-5	2.27(0.61)	1.38(0.61)	2.32(0.97)	1.58(0.73)	2.07(0.98)	1.61(0.79)	2.29(0.71)	1.76(1.00)
Self -Esteem Rating Scale Short Form (SERS-SF)	1-7	4.33(0.85)	4.81(0.82)	4.27(1.18)	5.08(1.10)	4.48(1.03)	4.94(0.92)	4.34(0.82)	4.83(1.08)
College Academic Self-Efficacy Scale (CASES)	1-5	3.65(0.57)	3.54(0.31)	3.68(0.47)	3.78(0.67)	3.76(0.45)	3.65(0.37)	3.44(0.53)	3.42(0.48)
Autonomy (AUT)	1-5	3.30(0.77)	3.54(0.77)	3.38(0.85)	3.68(0.86)	3.49(0.87)	3.60(0.79)	3.48(0.77)	3.76(0.80)
Instrumental Life Goals (IGL)	1-5	3.74(0.72)	4.01(0.66)	3.85(0.72)	4.07(0.87)	3.80(0.48)	4.03(0.69)	4.10(0.68)	4.02(0.64)

### 3.1.3 Multivariate Analysis

Figure 1.  
Analytic model of the research



Note. \*Only included in the post-intervention analysis

Note. \*Only included in the post-intervention analysis

First correlations and Cronbach's alpha was calculated for the dependent variables (see Table 3.1.1.) All measurement instruments showed all reasonable to good internal consistency with values of Cronbach's alpha ranging between .74 and .93. In addition, all outcome measures correlated significantly with each other ranging between .257 and .719. Second, by testing the model in Figure 3.1.3 initial relations between the independent (in the green boxes) and dependent variables (the black boxes) were inspected, and whether these relations differ between mentees and non-mentees (Participation Connect). Because of all the correlations between the outcome measures, a multivariate analysis was conducted. Because this is a pre-intervention measurement at the beginning of the academic year, no information on academic performance was available yet. Later in the post-intervention measurement, when data was available on academic performance, this dependent variable was included.

The multivariate test showed main effects of (inter)nationality,  $F(9) = 5.82, p < .001, \eta_p^2 = .16$ , marginal effects of migration,  $F(9) = 1.82, p = .065, \eta_p^2 = .06$ , SES,  $F(9) = 1.77, p = .074, \eta_p^2 = .05$ , parental support,  $F(9) = 1.87, p = .056, \eta_p^2 = .06$ . No main effect was found for participation,  $F(9) = 0.70, p = .701, \eta_p^2 = .02$ . A significant interaction was found between participation and migration background,  $F(9) = 2.63, p = .006, \eta_p^2 = .08$ , but not between participation and (inter)nationality,  $F(9) = 0.54, p = .844, \eta_p^2 = .02$ , participation and SES,  $F(9) = 0.83, p = .588, \eta_p^2 = .03$ , or participation and parental support,  $F(9) = 0.88, p = .541, \eta_p^2 = .03$ .

The main effect of (inter)nationality, and the interaction between participation and migration were further inspected for each dependent variable. These results showed that international and national students differ in their Sense of Belonging,  $F(1,285) = 5.32, p = .022, \eta_p^2 = .02$ , College Adaptation,  $F(1,285) = 10.50, p = .001, \eta_p^2 = .02$ , Mental Wellbeing,  $F(1,285) = 12.43, p < .001, \eta_p^2 = .04$ , Loneliness,  $F(1,285) = 36.70, p < .001, \eta_p^2 = .11$ , and Self Esteem,  $F(1,285) = 17.25, p < .001, \eta_p^2 = .06$ . More specifically, international students compared to Dutch students rated lower levels Sense of Belonging, College Adaptation, Mental Wellbeing and Self Esteem, but higher levels on

Loneliness. The interaction between participation and migration background was significant for Sense of Belonging,  $F(1,285) = 6.57, p = .011, \eta_p^2 = .02$ , College Adaptation,  $F(1,285) = 10.50, p = .001, \eta_p^2 = .02$ , Academic Self Esteem  $F(1,285) = 14.32, p < .001, \eta_p^2 = .05$ , and Instrumental Life Goal,  $F(1,285) = 4.01, p = .046, \eta_p^2 = .01$ . Inspection of the means (see Table 1) shows that participants in the CONNECT mentor program with a migration background compared to those with no migration background rated higher levels of Sense of Belonging, College Adaptation, Academic Self Esteem and Instrumental Life Goal. The opposite pattern is visible in the control group which shows that students with a migration background rated lower levels of Sense of Belonging, College Adaptation, Academic Self Esteem and Instrumental Life Goal.

## 3.2 Post-Intervention Measurement

### 3.2.1 Correlations and reliability

Table 3

	$\alpha$	CA	RLSS	WEMWBS	GLS	(SERS-SF)	CASES	AUT	ILG	AP
Psychological Sense of School Membership (PSSM)	.87	.122**	.150**	.464**	-.099	.161**	.127**	.140**	.087	-.037
College Adaptation (CA)	.86		.621**	.513**	-.570**	.572**	.398**	.254**	.471**	.143**
Riverside Life Satisfaction Scale (RLSS)	.76			.628**	-.554**	.609**	.331**	.211**	.438**	.142**
Warwick-Edinburgh Mental Wellbeing Scale (WEMWBS)	.92				-.610**	.718**	.432**	.316**	.475**	-.019
Gierveld Loneliness Scale (GLS)	.84					-.668**	-.290**	-.245**	.427**	.040
Self -Esteem Rating Scale Short Form (SERS-SF)	.91						.419**	.520**	.509**	.037
College Academic Self-Efficacy Scale (CASES)	.92							.313**	.302**	.299**
Autonomy (AUT)	.76								.285**	-.047
Instrumental Life Goals (IGL)	.72									.091
Academic Performance (AP)										

### 3.2.2 Descriptives

Table 4.

	Likert Scale	Mentee				Control			
		No migration Background		Migration Background		No migration Background		Migration Background	
		Int	Dutch	Int	Dutch	Int	Dutch	Int	Dutch
		<i>M(SD)</i>	<i>M(SD)</i>	<i>M(SD)</i>	<i>M(SD)</i>	<i>M(SD)</i>	<i>M(SD)</i>	<i>M(SD)</i>	<i>M(SD)</i>
Psychological Sense of School Membership (PSSM)	1-5	3.62(0.54)	3.50(0.79)	3.73(0.50)	3.87(0.84)	3.44(0.90)	3.55(0.63)	3.58(0.64)	3.50(0.53)
College Adaptation (CA)	1-7	4.40(0.76)	5.00(0.90)	4.46(0.87)	4.99(1.22)	4.67(0.93)	5.07(0.72)	4.73(0.89)	4.48(0.82)
Riverside Life Satisfaction Scale (RLSS)	1-7	4.48(1.08)	5.05(1.23)	4.69(0.86)	4.95(1.23)	4.51(1.27)	5.22(0.84)	4.68(1.04)	4.42(1.18)
Warwick-Edinburgh Mental Wellbeing Scale (WEMWBS)	1-5	2.98(0.48)	3.59(0.86)	3.42(0.69)	3.61(0.87)	3.27(0.73)	3.68(0.44)	3.25(0.59)	3.37(0.60)
Gierveld Loneliness Scale (GLS)	1-5	2.24(0.78)	1.33(0.62)	1.99(0.69)	1.55(0.86)	1.98(0.88)	1.42(0.66)	1.95(0.70)	1.90(0.67)
Self-Esteem Rating Scale Short Form (SERS-SF)	1-7	3.88(1.06)	4.66(0.52)	4.73(0.61)	4.91(1.14)	4.31(0.89)	4.77(0.77)	4.33(0.92)	4.46(0.82)
College Academic Self-Efficacy Scale (CASES)	1-5	3.30(0.38)	3.35(0.84)	3.70(0.51)	3.75(0.84)	3.73(0.54)	3.57(0.37)	3.51(0.38)	3.35(0.45)
Autonomy (AUT)	1-5	3.14(0.80)	3.61(0.70)	3.83(0.69)	3.49(0.73)	3.37(0.63)	3.45(0.72)	3.53(0.57)	3.57(0.69)
Instrumental Life Goals (IGL)	1-5	3.53(0.66)	4.09(0.48)	3.70(0.79)	4.00(0.93)	3.59(0.62)	3.84(0.65)	3.66(0.68)	3.75(0.57)
Academic Performance	1-10	7.42(0.82)	6.52(0.97)	6.81(0.96)	5.58(1.15)	7.28(0.95)	7.16(0.75)	6.93(0.79)	6.67(1.22)

### 3.2.3 Multivariate Analysis

The multivariate test (see Figure 1 for the model) showed main effects of (inter)nationality,  $F(9, 249) = 3.96, p < .001, \eta_p^2 = .13$ , and migration,  $F(9, 249) = 2.13, p = .027, \eta_p^2 = .07$ , but not for SES,  $F(9, 249) = 1.61, p = .112, \eta_p^2 = .05$ , parental support,  $F(9, 249) = 1.42, p = .181, \eta_p^2 = .05$ , participation,  $F(9, 249) = 0.99, p = .447, \eta_p^2 = .04$ . A significant interaction was found between participation and migration background,  $F(9, 249) = 3.02, p = .002, \eta_p^2 = .10$ , but not between participation and (inter)nationality  $F(9, 249) = 0.68, p = .730, \eta_p^2 = .02$ , participation and SES,  $F(9, 249) = 0.94, p = .492, \eta_p^2 = .03$ , or participation and parental support,  $F(9, 249) = 1.09, p = .369, \eta_p^2 = .04$ .

The main effect of (inter)nationality and migration and the interaction between participation and migration were further inspected for each dependent variable by looking at the analysis of the between-subjects effects. These results showed that international and national students differ in their College Adaptation,  $F(1, 257) = 7.08, p = .008, \eta_p^2 = .03$ , Life Satisfaction,  $F(1, 257) = 4.91, p = .028, \eta_p^2 = .02$ , Wellbeing,  $F(1, 257) = 12.97, p < .001, \eta_p^2 = .05$ , Loneliness,  $F(1, 257) = 22.54, p < .001, \eta_p^2 = .08$ , and Self Esteem,  $F(1, 257) = 9.52, p = .002, \eta_p^2 = .04$ , and Instrumental Life Goals,  $F(1, 257) = 8.43, p = .004, \eta_p^2 = .03$ . More specifically, international students compared to Dutch students rated lower levels College Adaptation, Life Satisfaction, Mental Wellbeing and Instrumental Life Goals, but levels of higher Loneliness.

Further inspection of the effect of Migration Background showed no individual effects on either of the dependent variables, all  $p > .100$ .

The interaction between participation and migration background was significant for Wellbeing,  $F(1, 257) = 5.29, p = .012, \eta_p^2 = .03$ , Self Esteem  $F(1, 257) = 7.75, p = .006, \eta_p^2 = .04$ , and Academic Self Esteem,  $F(1, 257) = 19.76, p < .001, \eta_p^2 = .07$ . Inspection of the means (see Table 1) shows that participants in the CONNECT mentoring program

with a migration background compared to those with no migration background rated higher levels of Wellbeing, Academic Self Esteem and Self Esteem. The opposite pattern is visible in the control group which shows that students with a migration background rated lower levels of Wellbeing, Academic Self Esteem and Self Esteem.

### 3.3 Longitudinal analysis

Next, to inspect change over time, a multivariate analysis following the model in Figure 1 was conducted, but now on the difference scores (score T1 – Score T0) of the dependent variables.

#### 3.3.1 Descriptives

Table 5. Difference scores (T1-T0) of the outcome measures

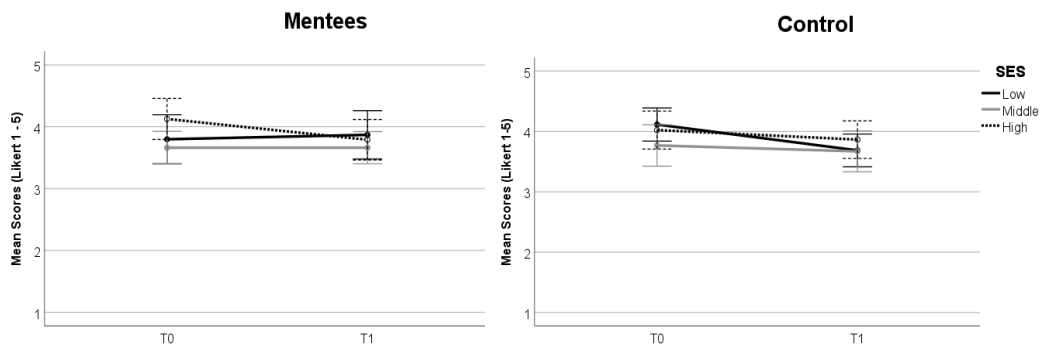
	<u>Mentee</u>				<u>Control</u>			
	<u>No migration Background</u>		<u>Migration Background</u>		<u>No migration Background</u>		<u>Migration Background</u>	
	<u>Int</u>	<u>Dutch</u>	<u>Int</u>	<u>Dutch</u>	<u>Int</u>	<u>Dutch</u>	<u>Int</u>	<u>Dutch</u>
	<i>M(SD)</i>	<i>M(SD)</i>	<i>M(SD)</i>	<i>M(SD)</i>	<i>M(SD)</i>	<i>M(SD)</i>	<i>M(SD)</i>	<i>M(SD)</i>
Psychological Sense of School Membership (PSSM)	0.16(0.73)	-0.67(0.75)	-0.09(0.87)	-0.27(0.70)	-0.42(0.58)	-0.46(0.96)	-0.14(0.89)	-0.07(1.07)
College Adaptation (CA)	-0.20(0.84)	0.07(0.78)	-0.14(0.95)	0.06(0.32)	-0.32(0.93)	-0.02(0.74)	-0.29(0.62)	-0.09(0.42)
Riverside Life Satisfaction Scale (RLSS)	0.21(0.86)	0.07(0.96)	0.05(0.78)	0.30(0.66)	-0.23(0.64)	0.10(0.92)	-0.17(0.73)	0.05(0.88)
Warwick-Edinburgh Mental Wellbeing Scale (WEMWBS)	0.03(0.63)	-0.04(0.48)	-0.15(0.59)	-0.09(0.50)	-0.34(0.65)	-0.16(0.35)	-0.26(0.64)	-0.21(0.57)
Gierveld Loneliness Scale (GLS)	-0.26(0.44)	0.16(0.71)	-0.19(0.99)	-0.10(0.49)	-0.02(0.84)	-0.05(0.49)	-0.20(0.79)	0.14(0.43)
Self -Esteem Rating Scale Short Form (SERS-SF)	0.06(0.39)	-0.08(0.44)	-0.07(0.72)	-0.22(0.76)	-0.26(0.75)	-0.38(0.53)	-0.52(0.87)	-0.45(0.78)
College Academic Self-Efficacy Scale (CASES)	-0.02(0.34)	-0.03(0.67)	-0.19(0.36)	-0.08(0.46)	-0.11(0.27)	-0.11(0.27)	-0.22(0.48)	-0.03(0.57)
Autonomy (AUT)	-0.10(0.59)	-0.18(0.37)	-0.02(0.55)	-0.31(0.47)	-0.39(0.90)	-0.06(0.51)	-0.30(0.68)	-0.22(0.72)
Instrumental Life Goals (IGL)	-0.06(0.36)	-0.02(0.62)	-0.16(0.46)	-0.17(0.16)	-0.20(0.48)	-0.29(0.40)	-0.17(0.33)	-0.35(0.45)

The multivariate test showed main effects of participation,  $F(9, 95) = 2.84, p = .014, \eta_p^2 = .19$ , but not of (inter)nationality,  $F(9, 95) = 1.65, p = .113, \eta_p^2 = .14$ , migration,  $F(9, 95) = 0.42, p = .923, \eta_p^2 = .04$ , SES,  $F(9, 95) = 1.05, p = .408, \eta_p^2 = .09$ , or parental support,  $F(9, 95) = 0.57, p = .817, \eta_p^2 = .05$ . A significant interaction was found between participation and SES,  $F(9, 95) = 2.18, p = .030, \eta_p^2 = .17$ . No interaction effects were found between participation and parental support,  $F(9, 95) = 1.85, p = .068, \eta_p^2 = .15$ , participation and (inter)nationality  $F(9, 95) = 1.33, p = .233, \eta_p^2 = .11$ , or participation and migration,  $F(9, 95) = 0.32, p = .965, \eta_p^2 = .03$ .

The main effect of participation and the interaction between participation and SES were further inspected for each dependent variable by looking at the analysis of the between-subjects effects. The main effect of participation indicated that mentees and the control group differ in their ratings of their mental Wellbeing,  $F(1, 103) = 5.06, p = .027, \eta_p^2 = .05$ , and Instrumental Life Goals,  $F(1, 103) = 17.42, p = .004, \eta_p^2 = .15$ . More specifically, mentees compared to controls showed a smaller decrease in Mental Wellbeing and Instrumental Life Goals between the start and the end of the ESSB CONNECT mentoring program.

The interaction effect between participation and SES was further inspected by three independent sample T-tests comparing the differences between instrumental life goal ratings before and after the mentor program for the mentee and control group and each level of SES (i.e. low, -mid, -high), with a corrected significance level of  $\alpha = 0.5/3 = .017$ . Results showed that for the low-SES students, the instrumental life goal decreased more in the control participants (rating T0 – Rating T1 =  $-.42$ ) than in mentees where there was a slight (non-significant) increase (rating T0 – Rating T1 =  $.07$ ),  $t(35) = 3.88, p < .001, d = 0.37$ . Such differences were not found for the mid-,  $t(41) = 0.15, p = .506, d = 0.46$ . and high SES group,  $t(34) = 1.32, p < .001, d = 0.41$ .

Figure 2. Interaction effects of Participation x SES on Instrumental Life Goals



Note. Error bars represent +/- 2 SE

# 4 Conclusion and recommendations

This paper explored the relationship between the participation in the ESSB Connect Mentor Programme and several key variables associated with student success, i.e. sense of belonging, college adaptation, life satisfaction, mental well-being, loneliness, self-esteem, and academic self-efficacy academic performance.

## Main findings

### 1. Before the program (start academic year 2023)

- International students compared to Dutch students experience lower levels Sense of Belonging, College Adaptation, Mental Wellbeing and Self Esteem, and higher levels of Loneliness.
- CONNECT mentees with a migration background experienced higher of Sense of Belonging, College Adaptation, Academic Self Esteem and Instrumental Life Goal, than those without.
- Control participants with a migration background rated lower levels of Sense of Belonging, College Adaptation, Academic Self Esteem and Instrumental Life Goal than students without.

### 2. After the program (March/April 2024)

- International students compared to Dutch students rated lower levels College Adaptation, Life Satisfaction, Mental Wellbeing and Instrumental Life Goals, but levels of higher Loneliness.
- CONNECT mentees with a migration background experienced higher levels of Wellbeing, Academic Self Esteem and Self Esteem.
- Control participants with a migration background rated lower levels of Wellbeing, Academic Self Esteem and Self Esteem.

### 3. Longitudinal results (subsample of students that filled in both the pre- and the post measurement)

- Mentees compared to non-participants showed a smaller decrease in Mental Wellbeing and Instrumental Life Goals between the start and the end of the ESSB CONNECT mentoring program.
- High-SES CONNECT mentees' Instrumental Life Goals decreased significantly over de period of the mentor program, while for students with a middle or low SES, this remained stable.
- Low-SES control participants' Instrumental Life Goals decreased, while for the students with middle and high SES this remained stable.

## 4.1 Implications

I seemed that students with a migration background that already felt at home quickly at the EUR and had a positive self-concept were more inclined to subscribe for the CONNECT mentoring program. This might imply that students

with a migration background who feel less at home at the EUR and have lower self-concept, might feel inhibited to subscribe for supportive extracurricular activities. The longitudinal results indicate that mental well-being and instrumental life goals remained more stable in participants of the CONNECT mentoring program than control participants. And even more specifically for mentees from a relatively low SES-background, instrumental life goals remained stable while these decreased for students with mid- or high SES backgrounds. And this was opposite for the control students where the instrumental life goals decreased more in low-SES students than the mid- and high-SES students. These results imply that the mentor program might have supported especially student that are less privileged, to maintain their instrumental life goals, and previous research showed that having such goals is related to better academic achievement.

## 4.2 Recommendations

From the findings described above, we would recommend that when recruiting students for supportive extracurricular activities, a more selective strategy could be used to also attract students with a migration background that do not quickly feel at home at the EUR and or those with a relatively low self-concept. Another recommendation would be to further intensify the program so see whether other compensatory effects, besides the effect on instrumental life goals, can be reached for students with a relatively low-SES background.

## 4.3 Future directions / involvement CLI

Unfortunately, the CONNECT mentor program ceased to exist after the academic year 2024/2025, due to the ending of the funding that made the program possible (NPO and HOKA). However, members of the coordinating team of the program are in close contact with the vice dean and wellbeing officers with the goal to explore possibilities to implement effective elements of the program into the first-year ESSB curricula. In addition, ideas for future collaborations amongst researchers with CLI projects also focusing on student wellbeing and diversity will be explored.

## 4.4 General conclusion

It seemed that the CONNECT mentoring program was effective in support of maintaining a stable level of mental well-being and instrumental life goals, with the latter being moderated by SES. From this we can conclude that while in non-mentees subjective ratings of wellbeing had dropped significantly halfway of the academic year, for the mentees these remained the same. Student wellbeing is a critical aspect of education and students with higher levels of wellbeing tend to perform better academically as shown by a systematic review of Mukhlis et al. (2023). It has been widely shown that students who experience higher levels of wellbeing tend to excel academically and, as adults, secure employment, engage socially, and contribute positively to society (for a review, see Hossain et al., 2022). Thus promoting student wellbeing is not just beneficial for individual students but also for the broader educational system and society.

For low-SES students, the CONNECT mentoring program seemed especially effective in maintaining their instrumental life goals. This finding is important because having these instrumental goals are found to have positive effects on motivation and learning in first year students (Fryer et al., 2014; 2016). This might be especially important at this stage because dropout rate is relatively high in the first year and students' wellbeing is challenged (van Lamoen et al., 2023). Facing more financial struggles daily might disproportionately disadvantage students with a low SES background. The finding that especially low-SES mentees remained stable on their instrumental life goals, while in the control group this decreased, suggests that support via a peer group might help keeping focus on long term goals.

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# Appendix A

## Mentee Wellbeing instrument - 2023/24 - eind meting - EN – Copy

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Start of Block: Intro

### Intro Information and consent form

#### Title: An empirical evaluation of the ESSB CONNECT mentor programme

Dear participant,

Thank you for your interest in this research. My name is Kim Ouwehand and I am an Assistant Professor of Educational Psychology/Educational Sciences at the Erasmus University Rotterdam and the principal investigator of this project (funded by the Centre for Learning and Innovation, CLI). Herewith I would like to invite you to participate in this survey research for students that have or have not participated in the "ESSB CONNECT mentor programme".

First, I present you with some information about the study and the set-up. If you want to participate in the study, you can indicate this at the end of this form. In addition, if anything is unclear, you can ask questions by answering "no" to the question "Do you want to continue to the questionnaire" later in the form.

#### What is the research about?

You are being invited to take part in this research because we are interested in our first-year students experiences at the Erasmus University Rotterdam.

#### Why are we asking you to participate?

With your input, we would like to gather information on whether the ESSB CONNECT mentor programme can influence first year students' experiences.

#### What can you expect?

You will have to fill in a survey online in Qualtrics which will take approximately 30 minutes.

#### You decide whether to participate

Your participation in this research is entirely voluntary. It is your choice whether to participate or not. The choice that you make will have no bearing on your study or on any study-related evaluations or reports. You may change your mind later and stop participating even if you agreed earlier. You have the right to withdraw your consent to use your response that you have provided at any time. You do not have to justify your decision to withdraw your consent and there are no consequences for withdrawing your consent.

#### What are the potential risks and discomforts?

If you participated in the EUR student wellbeing monitor and the Student Monitor, data of the current survey will be combined with your data from these sets. Please be aware that in rare cases, due to your specific position (for example when a unique combination of demographics applies to you for example, specific migration background, gender and housing situation) the answers you provide may lead to you, also when direct identifiers are removed.

#### What data will I ask you to provide?

If you accept to take part in this research project, you will be asked to:

- Provide some general background and demographic information about you. Some of these questions contain an answer option to decline from answering. Declining to answer these questions will not have consequences for you.
- Answer questions regarding your experiences as a first-year student at the EUR. Those of you that have participated in the CONNECT mentor programme will be asked about some experiences regarding the program too.
- Fill in some standardized questionnaires about some personal background characteristics, traits and attitudes

#### What do you get for participating?

DPAS and Pedagogy students will be reimbursed with a monetary reward of 5 euros. Psychology students can be reimbursed with student credit hours in ERAS instead of the monetary reward. To transfer the payment, your name, your bank account number and address are needed. I need your student number, to award the reward.

#### Who can see your data?

Your responses will be pseudo-anonymized which means that the datafile will use a random subject number for each case. A separate keyfile, only accessible by the researchers involved in the project (Kim Ouwehand, ouwehand@essb.eur.nl, Annemarie Hiemstra, hiemstra@essb.eur.nl, Guus Smeets, smeets@essb.eur.nl) will hold student numbers linked to the random subject numbers. This file will only be used for your requests to withdraw your response. You have the right to request access to your response and to change these if they are not right or to erase your data.

- We will only share the (pseudo) anonymized data with people who are directly involved in this research, Kim Ouwehand,

ouwehand@essb.eur.nl, Annemarie Hiemstra, hiemstra@essb.eur.nl, Guus Smeets, smeets@essb.eur.nl, student assistants to be hired for the project and thesis students to be enrolled to write their thesis in the CONNECT mentor program.

- Direct identifiers are kept separately from your answers as soon as possible. They will be replaced with a random number.
- The data gathered will be merged with other data of you (if available) of the Erasmus Educational Research data base and the Erasmus Student Wellbeing Monitor. If you have filled in these surveys, your responses there might be merged, based on student number to the responses you provided in the present study. After this merging the data sets will be pseudo-anonymized in that student numbers will be removed from the final data set that is stored in the EUR data repository.

#### **How long will your personal data be stored?**

Your response will be stored in a secure location for a minimum period of 10 years after the results of the research have been published to give other researchers the opportunity to check if the research is done properly.

#### **Using your data for new research**

(Part of) the data we collect may be useful in pseudonymized form, for example for educational purposes and future research, including in very different research areas. Therefore, in the consent form we ask you to give us permission to use your (personal) data [excluding name, email address and any other identifiers] (not directly traceable to you) for follow-up or other scientific research. If you want to invoke your rights or if you have a question concerning privacy about this study, you can contact Erasmus University's DPO (Data Protection Officer) at fg@eur.nl. If you would like to lodge a complaint concerning privacy, you can do this with the national supervisory authority in the Netherlands on personal data (Autoriteit Persoonsgegevens).

#### **What happens with the results of the study?**

Data will be used to evaluate associations between participating in the CONNECT mentor programme and several student wellbeing indicators and study success (estimated grade). Reports of the results will be used for practical publications (e.g., the EUR website) as well as peer-reviewed scientific publications. Do you have a complaint or concerns about your privacy? Please email the Data Protection Officer (fg@eur.nl) or visit [www.autoriteitpersoonsgegevens.nl](http://www.autoriteitpersoonsgegevens.nl). (T: 088 - 1805250)

#### **Do you regret your participation?**

You may regret your participation. Even after participating, you can still stop. Please indicate this by contacting me. I will delete your data. Sometimes we need to keep your data so that, for example, the integrity of the study can be checked.

#### **Ethics approval**

This research has been reviewed and approved by an internal review committee of Erasmus University Rotterdam. This committee ensures that research participants are protected. If you would like to know more about this RERC/IRB, <https://my.eur.nl/en/essb-employee/research-support/ethics-review>.



#### **Consent Certificate of Consent**

The study has been clearly explained to me and I am given the opportunity to ask questions if I go off screen and contact the researcher before actually starting the research. I have read the information and consent form and I understand the purpose of the study, and that my response will be collected.

\*Students under 18 need their parents to check box 5.

By signing this form I confirm:

1. permission for my answers to be used in papers, such as an article in a journal or book. My name will not be included. (1)

2. I understand that participation in this study is completely voluntary and I can stop at any time (5)

3. I understand that my (child's) data will be pseudoanonymized for publication, education and further research. (8)

4. my consent that my data will be shared with the EEA (7)

5. I understand the information and I give my child permission to participate in this study (11)

---

Continue Do you wish to continue to the questionnaire? By clicking yes, you agree to our terms. If you click no, you will be directed out of the environment. If you have any questions (for example questions about the study or your privacy rights, such as accessing, changing, deleting, or updating your data), regardless of whether you participate or not, you can contact [ouwehand@essb.eur.nl](mailto:ouwehand@essb.eur.nl)

Yes (1)

No (2)

*Skip To: End of Survey If Do you wish to continue to the questionnaire? By clicking yes, you agree to our terms. If you cli... = No*  
End of Block: Intro

Start of Block: Demographic questions

Qredo Have you completed the mentee wellbeing survey of the ESSB CONNECT mentor programme (of Kim Ouwehand) at the beginning of this academic year?

Yes (1)

I am not sure (2)

No (3)

*Skip To: End of Block If Have you completed the mentee wellbeing survey of the ESSB CONNECT mentor programme (of Kim Ouweh... = Yes*

Page Break

CQ2age What is your age in years?

Qgendermale/female What is your gender?

Male (1)

Female (2)

I would rather rate this on a continuum (3)

Other, namely (5) \_\_\_\_\_

I'd rather not say (4)

*Display This Question:*  
*If What is your gender? = I would rather rate this on a continuum*

Qgendercontinuum How would you rate your perceived gender on a continuum?

0= completely male, 100 = completely female, 50 is nor male nor female and other values are in between accordingly

0 10 20 30 40 50 60 70 80 90 100

gender ()



Q98 What is your highest completed level of education before entering your current study programme?

- Highschool (1)
- University of applied sciences (7)
- Pre-master (8)
- Bachelor (2)
- Entree test (3)
- Other, please state (4) \_\_\_\_\_



CQ3programme Which programme do you follow at ESSB?

- Psychology (NL) (1)
- International Bachelor in Psychology (EN) (2)
- Pedagogical sciences (3)
- MISOC (4)
- Public Administration (5)
- Sociology (6)
- I am an exchange student (7)
- Other, namely (8) \_\_\_\_\_

CQ6studyyear Which year are you currently studying in?

- First year of the bachelor (1)
- Second year of the bachelor (2)
- Third year of the bachelor (3)
- Master year (4)

CQ5distance How long do you have to commute (travel) *on average* from home to the university? (in minutes)

---

Page Break

---

CQ8nationality Are you an international student?

- Yes (1)
  - No (2)
- 

CQ9edmom What is the highest completed level of education of your mother (or parent/caretaker/guardian 1)?

- No education (1)
- Primary school (2)
- Highschool (3)
- Vocational education (4)
- Bachelor (in Applied Sciences or University) (5)
- Master (6)
- Dr. or PhD degree (7)
- I don't know/I'd rather not say (8)

CQ10eddad What is the highest completed level of education of your father (or parent/caretaker/guardian 2)?

- No education (1)
  - Primary school (2)
  - Highschool (3)
  - Vocational education (4)
  - Bachelor (in Applied Sciences or University) (5)
  - Master (University) (6)
  - Dr. or PhD degree (7)
  - I don't know/I'd rather not say (8)
- 

CQ21migbackground Do you or your parents have a migration background? (Multiple answers are allowed)

- Yes, I migrated (1)
  - Yes, my mother (parent/guardian 1) migrated (2)
  - Yes, my father (parent/guardian 2) migrated (3)
  - No, nor me or my parent(s) guardian(s) migrated (4)
  - I'd rather not say (7)
- 

*Display This Question:*

*If Do you or your parents have a migration background? (Multiple answers are allowed) = Yes, I migrated*

CQ21migbackgrstudent Please state below where you migrated from.

\_\_\_\_\_

---

*Display This Question:*

*If Do you or your parents have a migration background? (Multiple answers are allowed) = Yes, my mother (parent/guardian 1) migrated*

CQ21migbackgrmother Please state below where your mother (parent/guardian 1) migrated from.

\_\_\_\_\_

Display This Question:

If Do you or your parents have a migration background? (Multiple answers are allowed) = Yes, my father (parent/guardian 2) migrated

CQ21migrbackgrfather Please state below where your father (parent/guardian 2) migrated from.

\_\_\_\_\_

Page Break

Q101 Indicate the number of hours *per week* that your mother (parent/caretaker/guardian 1) is employed (payed employment). If unemployed fill in "0".

\_\_\_\_\_

CQ13parwork Indicate the number of hours *per week* that your father (parent/caretaker/guardian 2) is employed (payed employment). If unemployed fill in "0".

\_\_\_\_\_

CQ14parbenefits Does at least one of your parents or both parents receive social assistance? (multiple answers are possible)

- Social welfare benefits (bijstandsuitkering) (1)
- Unemployment benefits (werkloosheidsuitkering) (2)
- Financial support from family/friends (3)
- No (4)
- Other, namely (6) \_\_\_\_\_
- I'd rather not say (5)

CQ12parincome Which category best describes the combined income of your parents/caretakers/guardians to your best knowledge? Please compare it to the average in your home country.

- Far below average (1)
- Below average (2)
- Around average (3)
- More than average (5)
- Far more than average (6)
- I don't know/I'd rather not say (10)

CQ15work Do you have a job to support your education or housing?

If yes, could you indicate the average number of hours you work in an average week? If no, just fill in "0".

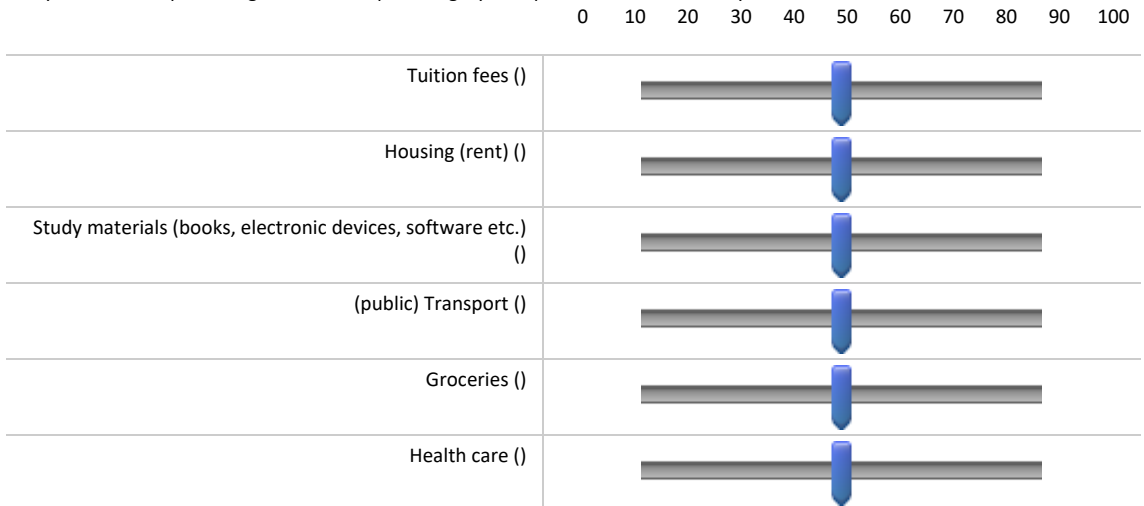


CQ16duo Do you receive support from Dienst Uitvoering Onderwijs (DUO\*)?

*\*DUO is an organisation responsible for providing student grants*

- Yes, but only compensation for public transport from DUO (student OV) (1)
- Yes, only the 'basisbeurs' from DUO (2)
- Yes, I have the 'aanvullende beurs' (supplementary grant) from DUO (3)
- No, I don't receive any support from DUO (4)
- No, I receive a different scholarship (5)
- Other, namely (6) \_\_\_\_\_

CQ17Parpay Do you receive financial support from your parents (caretakers, other family) on the following costs related to your study? Estimate in percentages how much per category of expenses are covered for you:



Qfam What was the family situation like most of the time you grew up?

- I lived with both of my parents (1)
  - I lived with my mother (2)
  - I lived with my father (3)
  - I had an alternative situation, namely (4) \_\_\_\_\_
  - I'd rather not say (5)
- 

CQ19famsize How many siblings do you have? (use numbers)

\_\_\_\_\_

---



CQ18livsit Where do you live now?

- With my parent(s)/guardian(s) (1)
- With my mother (2)
- With my father (3)
- In my own room/appartment (4)
- In a room/appartment with roommates (5)
- Other (please elaborate): (6) \_\_\_\_\_
- I'd rather not say (7)

End of Block: Demographic questions

---

Start of Block: About the mentor program

CQrole Did you sign up for the CONNECT Mentor Programme?

- Yes, as a mentor (1)
- Yes, as a mentee (2)
- No, I did not participate (3)

*Skip To: End of Block If Did you sign up for the CONNECT Mentor Programme? = No, I did not participate*

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Page Break

Display This Question:

If Did you sign up for the CONNECT Mentor Programme? = Yes, as a mentee

CQ1reasonmentee Why did you sign up in the CONNECT Mentor Programme as a mentee?

(1) For practical assistance, such as getting to know the university, organisational structure, student life, the campus etc.

(2) For social reasons, such as getting to know people

(3) For study support, such as study skills training




(4) For other reasons (please state) \_\_\_\_\_

Display This Question:

If Did you sign up for the CONNECT Mentor Programme? = Yes, as a mentee

Q107 Rate to what extent the mentor programme helped with the following aspects. 1 = none, to 10 = a lot:

1 2 3 4 5 6 7 8 9 10

Practical assistance ()	
Social interactions ()	
Study support ()	

Page Break

Display This Question:

If Did you sign up for the CONNECT Mentor Programme? = Yes, as a mentor

CQ1reasonmentor What are your three main reasons for becoming a mentor in the ESSB CONNECT Mentor Programme?

1 (2) \_\_\_\_\_

2 (3) \_\_\_\_\_

3 (4) \_\_\_\_\_

Page Break

*Display This Question:*

*If Did you sign up for the CONNECT Mentor Programme? = Yes, as a mentor*

Q124 Do you have tips/tops for the CONNECT project team regarding the guidance they provided to you as a mentor? Be specific in your feedback.

Tips (things to improve), please elaborate below: (1) \_\_\_\_\_

Tops (things that you liked), please elaborate below: (2) \_\_\_\_\_

No (3)

Page Break

*Display This Question:*

*If Did you sign up for the CONNECT Mentor Programme? = Yes, as a mentor  
Or Did you sign up for the CONNECT Mentor Programme? = Yes, as a mentee*

Q103Quit Did you quit the program preliminary?

Yes (1)

No (2)

*Display This Question:*

*If Did you quit the program preliminary? = Yes*

Qdropoureason Why did you decide to drop out of the mentoring programme?

I found support elsewhere, namely (please elaborate): (1)  
\_\_\_\_\_

I felt the program did not meet my expectations of (please elaborate): (2)  
\_\_\_\_\_

Other, namely (please elaborate): (3) \_\_\_\_\_

I rather not say (4) \_\_\_\_\_

Page Break

Display This Question:

If Did you sign up for the CONNECT Mentor Programme? = Yes, as a mentee

X+

Q108ActMentee Mark the activities you participated in:

- Kick-off (1)
- Walk to CONNECT (2)
- Study skills training (3)
- Study together (4)
- After exam drinks (5)
- Workshop Mindfulness (6)
- Workshop What do I want? (7)
- Dialogue Dinner (8)
- Pub Quiz (9)
- New Year's Drinks (10)
- Closing event (11)
- None (12)

---

Page Break

Display This Question:

If Did you sign up for the CONNECT Mentor Programme? = Yes, as a mentee  
And Mark the activities you participated in: != None

Q132ratingactMentee Please rate the events on a scale from 1 (extremely poor) to 10 (excellent). Only rate the activities that you have attended. If you have not attended the activity choose the option 'not applicable'.

	Not Applicable									
	1	2	3	4	5	6	7	8	9	10
Kick-off ()										
Walk to CONNECT ()										
Study skills training ()										
Study together ()										
After exam drinks ()										
Workshop Mindfulness ()										
Workshop What do I want? ()										
Dialogue Dinner ()										
Pub Quiz ()										
New Year's drinks ()										
Closing event ()										

Page Break

Display This Question:

If Did you sign up for the CONNECT Mentor Programme? = Yes, as a mentor



Q139ActMentor Mark the activities you participated in:

- Kick-off (1)
- Walk to CONNECT (2)
- Study skills training (3)
- Study together (4)
- After exam drinks (5)
- Workshop Mindfulness (6)
- Workshop What do I want? (7)
- Dialogue Dinner (8)
- Pub Quiz (9)
- New Year's Drinks (10)
- Closing event (11)
- None (12)
- Trainings days mentors (13)
- Online session study skills training (14)
- Intervisions (15)

---

Page Break

Display This Question:

If Did you sign up for the CONNECT Mentor Programme? = Yes, as a mentor  
 And Mark the activities you participated in: != None

Q106RateActMentor Please rate the events on a scale from 1 (extremely poor) to 10 (excellent). Only rate the activities that you have attended. If you have not attended the activity choose the option 'not applicable'.

	Not Applicable									
	1	2	3	4	5	6	7	8	9	10
Kick-off ( )										
Walk to CONNECT ( )										
Study skills training ( )										
Study together ( )										
After exam drinks ( )										
Workshop Mindfulness ( )										
Workshop What do I want? ( )										
Dialogue Dinner ( )										
Pub Quiz ( )										
New Year's drinks ( )										
Closing event ( )										
Trainings day mentors ( )										
Online session study skills training ( )										
Intervisions ( )										

Page Break

Display This Question:

If Did you sign up for the CONNECT Mentor Programme? = Yes, as a mentor  
Or Did you sign up for the CONNECT Mentor Programme? = Yes, as a mentee

Q109FreqAct What would you say about the frequency of these centrally organized events?

- I wanted much more events (1)
- I wanted somewhat more events (3)
- Frequency of events was just fine (4)
- I wanted somewhat less events (5)
- I wanted much less events (6)

Display This Question:

If Did you sign up for the CONNECT Mentor Programme? = Yes, as a mentor  
Or Did you sign up for the CONNECT Mentor Programme? = Yes, as a mentee

Q111TipsTops Any tips/tops/ideas or other comments for the centrally organized events? If you are referring to a specific event, please state the name of the event before elaborating.

- Tips (things that can be improved), please elaborate: (1) \_\_\_\_\_
- Tops (things that you liked), please elaborate: (2) \_\_\_\_\_
- Ideas, please elaborate: (3) \_\_\_\_\_
- Other, please elaborate: (4) \_\_\_\_\_

Page Break

Display This Question:

If Did you sign up for the CONNECT Mentor Programme? = Yes, as a mentee

Q104nrMeetings How many times did you meet up with your mentor? Enter a number:

\_\_\_\_\_

Display This Question:

If Did you sign up for the CONNECT Mentor Programme? = Yes, as a mentee

Q113FreqMeetings What would you say about the frequency of the meetings with your mentor?

- I wanted much more meetings (1)
- I wanted somewhat more meetings (3)
- Frequency of meetings was just fine (4)
- I wanted somewhat less meetings (5)
- I wanted much less meetings (6)

Display This Question:

If Did you sign up for the CONNECT Mentor Programme? = Yes, as a mentee

Q110QualMeetings Rate the quality of the meetings with your mentor (1= very poor and 10 = excellent)

1 2 3 4 5 6 7 8 9 10

Quality of meetings ()	
------------------------	---

Display This Question:

If Did you sign up for the CONNECT Mentor Programme? = Yes, as a mentee

Q114FeedbacktoMentor Any tips/tops or other comments on the supervision of your mentor?

- Tips (things that can be improved), please elaborate: (1) \_\_\_\_\_
- Tops (things that you liked), please elaborate: (2) \_\_\_\_\_
- Other, namely: (3) \_\_\_\_\_

Display This Question:

If Did you sign up for the CONNECT Mentor Programme? = Yes, as a mentee  
Or Did you sign up for the CONNECT Mentor Programme? = Yes, as a mentor

Q115Atmosphere Mark the atmosphere in your mentor group with a grade from 1 (extremely unpleasant) to 10 (extremely pleasant)

1 2 3 4 5 6 7 8 9 10

Atmosphere ()	
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Page Break

Display This Question:

If Did you sign up for the CONNECT Mentor Programme? = Yes, as a mentor  
Or Did you sign up for the CONNECT Mentor Programme? = Yes, as a mentee

Q116GroupsizeStart With how many mentees did you start the mentor programme?

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Display This Question:

If Did you sign up for the CONNECT Mentor Programme? = Yes, as a mentor  
Or Did you sign up for the CONNECT Mentor Programme? = Yes, as a mentee

Q117GroupsizeEnd How many mentees were still actively participating at the end of the mentor programme?

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Display This Question:

If Did you sign up for the CONNECT Mentor Programme? = Yes, as a mentor  
Or Did you sign up for the CONNECT Mentor Programme? = Yes, as a mentee

Q118 Do you have any ideas for activities within mentor groups?

Yes (2)

No (1)

Display This Question:

If Do you have any ideas for activities within mentor groups? = Yes

Q118idea Please explain your ideas for activities within mentor groups in the textbox below.

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Display This Question:

If Did you sign up for the CONNECT Mentor Programme? = Yes, as a mentor  
Or Did you sign up for the CONNECT Mentor Programme? = Yes, as a mentee

Q119 What would you say about the frequency of the contact with the CONNECT coordinating team?

I wanted much more contact (1)

I wanted somewhat more contact (3)

Frequency of contact was just fine (4)

I wanted somewhat less contact (5)

I wanted much less contact (6)

Display This Question:

If Did you sign up for the CONNECT Mentor Programme? = Yes, as a mentor  
Or Did you sign up for the CONNECT Mentor Programme? = Yes, as a mentee

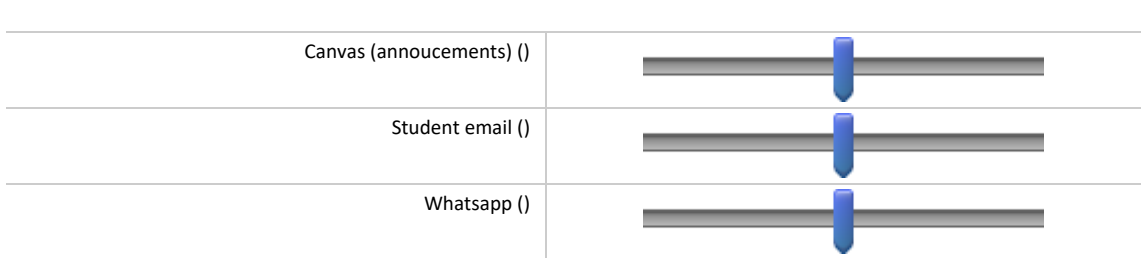
Q144 What would you say about the quality of the contact with the CONNECT coordinating team? Rate from 1 (extremely unpleasant to 10 (extremely pleasant)

1 2 3 4 5 6 7 8 9 10



*Display This Question:*  
*If Did you sign up for the CONNECT Mentor Programme? = Yes, as a mentor*  
*Or Did you sign up for the CONNECT Mentor Programme? = Yes, as a mentee*

Q214 How did you experience the communication of events, important news etc. through the different communication channels of CONNECT? Rate on a scale from 1 to 10 (1 = very poor, 10 = excellent).



*Display This Question:*  
*If Did you sign up for the CONNECT Mentor Programme? = Yes, as a mentor*

Q123 Please rate the training and support of the Connect coordinating team with a grade between 1 (very poor) and 10 (excellent)



End of Block: About the mentor program

Start of Block: FinalQmentors

*Display This Question:*  
*If Did you sign up for the CONNECT Mentor Programme? = Yes, as a mentor*

Qmentorappr What were the three most important aspects you appreciated about the programme from a mentor's perspective?

- Aspect 1 (1) \_\_\_\_\_
- Aspect 2 (2) \_\_\_\_\_
- Aspect 3 (3) \_\_\_\_\_

Page Break

Display This Question:

If Did you sign up for the CONNECT Mentor Programme? = Yes, as a mentor

Mentordisappr What were the three most important aspects you did not appreciate about the programme from a mentor's perspective?

- Aspect 1 (1) \_\_\_\_\_
- Aspect 2 (2) \_\_\_\_\_
- Aspect 3 (3) \_\_\_\_\_

Page Break

Display This Question:

If Did you sign up for the CONNECT Mentor Programme? = Yes, as a mentor

Qduo How did you experience being a mentor in duo's?

- I really liked being in a duo (1)
- Being in a duo is okay (2)
- I prefer to be a mentor on my own (3)

Display This Question:

If Did you sign up for the CONNECT Mentor Programme? = Yes, as a mentor

Qduoexp Please elaborate on your answer of the question above. Why do you prefer to be a mentor alone or in a duo?

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Page Break

Display This Question:

If Did you sign up for the CONNECT Mentor Programme? = Yes, as a mentor

Qtraining

To what extent did the training and preparation from the programme enable you to support students on the following topics? (1 = not at all to 10 = a great deal)

	1	2	3	4	5	6	7	8	9	10
Academic support ()										
Social support ()										
Sense of wellbeing ()										
Sense of belonging ()										
Practical support ()										

---

Page Break

*Display This Question:*

*If Did you sign up for the CONNECT Mentor Programme? = Yes, as a mentor  
Or Did you sign up for the CONNECT Mentor Programme? = Yes, as a mentee*

Qfeedbackmentor Is there anything you missed in the CONNECT Programme that you have not addressed in the earlier questions?

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End of Block: FinalQmentors

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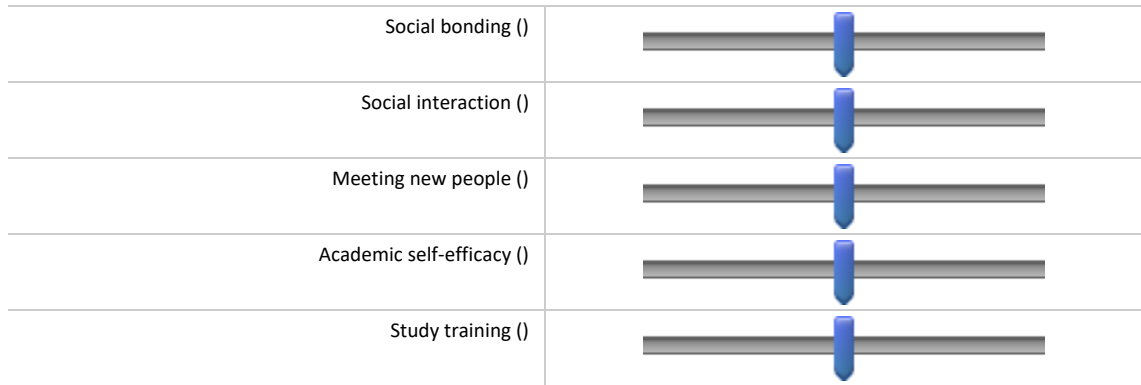
Start of Block: FinalQmentees

Display This Question:

If Did you sign up for the CONNECT Mentor Programme? = Yes, as a mentee

Qhelpfulelements To what extent has the program benefited you on the following topics? (1 = not at all to 10 = a great deal)

1 2 3 4 5 6 7 8 9 10



End of Block: FinalQmentees

Start of Block: FinalQcontrols

Display This Question:

If Did you sign up for the CONNECT Mentor Programme? = No, I did not participate

Qcontrolsaware Were you aware of the existence of the ESSB CONNECT mentor programme before starting this questionnaire?

Yes (1)

No (2)

Page Break

Display This Question:

If Did you sign up for the CONNECT Mentor Programme? = No, I did not participate

And Were you aware of the existence of the ESSB CONNECT mentor programme before starting this questio... = Yes

Qcontrolsreason Why didn't you participate in the ESSB CONNECT mentor programme?

Page Break

Display This Question:

If Did you sign up for the CONNECT Mentor Programme? = No, I did not participate

And Were you aware of the existence of the ESSB CONNECT mentor programme before starting this questio... = Yes

Qcontrolshear Through which channel/medium were you notified of the ESSB CONNECT mentor programme?



*Display This Question:*

*If Did you sign up for the CONNECT Mentor Programme? = Yes, as a mentee*

*Or Did you sign up for the CONNECT Mentor Programme? = No, I did not participate*

Q133 The following questions are about your personal experience/opinion or attitude during your studies up until now.

	Not at all true (1)	Not true (2)	Neutral (3)	True (4)	Completely true (5)
Contact hours (classes, lectures, tutorials) contribute to my knowledge and understanding of the study materials (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My attendance at classes are carefully noted and administered (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Outside of the teaching hours, teachers are hard to reach for extra explanations on the courses (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I fit well with the other students in my program (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The content of the courses connect to each another (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I receive little personal feedback of the teachers on my performance (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In the first year, emphasis is on deepening knowledge (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In lectures the teachers are predominantly speaking (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I easily reach out to teachers with my questions (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
With my fellow students I mainly talk about study-related business (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The content of the courses builds on my pre-existing knowledge (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I receive little feedback on my study performance from my fellow students (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is hard to make new friends (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Teachers stimulate me to critically reflect on the study materials (14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I regularly collaborate with students on assignments (15)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I reach out to the study advisor when I have trouble with studying (16)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The educational activities (lectures, tutorials etc.) connect well to each another (17)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I reach out for help to my fellow students when I have trouble studying (18)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In the first year, emphasis is on broadening knowledge (19)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I attain good grades this year (20)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand the study materials, despite how complex they are (21)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In any case, I manage to learn the basics of the first year (22)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I also understand the complex subjects raised by the teachers (23)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I do very well on my assignments and tests (24)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is easy to obtain passing grades this first year (25)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I master the skills that are taught uptil now in this year (26)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Looking at the program requirements of the year and what I know and am able of, I am sure that I will pass this year (27)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I rarely go out with fellow students (28)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I spent a lot of time on sports (29)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I spent a lot of time on my job (that I have besides my studies) (30)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page Break

*Display This Question:*

*If Did you sign up for the CONNECT Mentor Programme? = Yes, as a mentee  
Or Did you sign up for the CONNECT Mentor Programme? = No, I did not participate*

Q\_pre-ac\_programme Did you participate in the "pre-academic programme"?

- Yes (1)
- No (2)
- I don't know (3)

*Display This Question:*

*If Did you sign up for the CONNECT Mentor Programme? = Yes, as a mentee  
Or Did you sign up for the CONNECT Mentor Programme? = No, I did not participate*

Q145 Indicate for how many courses and practicals that have been offered in your first year up till now, you have **not** obtained a passing grade/assessment.

- Practicals, (enter number) (1) \_\_\_\_\_
- Courses, (enter number) (2) \_\_\_\_\_

*Display This Question:*

*If Did you sign up for the CONNECT Mentor Programme? = Yes, as a mentee  
Or Did you sign up for the CONNECT Mentor Programme? = No, I did not participate*

Q122 What is your (estimated) grade point average at the moment? (Average of all grades obtained until now).

1   2   3   4   5   6   7   8   9   10

Average grade ()	
------------------	--

Page Break

*Display This Question:*

*If Did you sign up for the CONNECT Mentor Programme? = Yes, as a mentee  
Or Did you sign up for the CONNECT Mentor Programme? = No, I did not participate*

CQ7freqstudyadviser How many times have you contacted a study advisor this academic year? Enter a number:

\_\_\_\_\_

*Display This Question:*

*If Did you sign up for the CONNECT Mentor Programme? = Yes, as a mentee  
Or Did you sign up for the CONNECT Mentor Programme? = No, I did not participate*

Q120 I intent to persist in my study

Yes (2)

No (1)

*Display This Question:*

*If Did you sign up for the CONNECT Mentor Programme? = Yes, as a mentee  
Or Did you sign up for the CONNECT Mentor Programme? = No, I did not participate*

Q121 My binding study advice (BSA) is:

Positive (1)

Negative (2)

Undecided yet (3)

End of Block: Study-related

Start of Block: PSSM



QPSSM1/2 The next questions are about "sense of belonging" and guidance from Erasmus University. Please indicate to what extent the following topics apply to you based on your experiences so far.

	Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly agree (5)	I don't know/not applicable (99)
I feel like a part of my university. (PSSM_1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People at my university notice when I am good at something. (PSSM_2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is hard for people like me to be accepted at my university. (PSSM_3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other students in my university take my opinions seriously. (PSSM_4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Most professors/tutors at my university are interested in me. (PSSM_5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sometimes I feel as if I don't belong in my university. (PSSM_6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is at least one professor, tutor or adult I can talk to in my university if I have a problem. (PSSM_7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People at my university are friendly to me. (PSSM_8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professors/tutors here are not interested in people like me. (PSSM_9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

QPSSM2/2 Please indicate to what extent the following topics apply to you based on your experiences so far.

	Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly agree (5)	I don't know/not applicable (99)
I am included in lots of activities at my university. (PSSM_10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am treated with as much respect as other students in my university. (PSSM_11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel very different from most other students at my university. (PSSM_12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can really be myself at my university. (PSSM_13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professors/tutors at my university respect me. (PSSM_14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People at my university know that I can do good work. (PSSM_15)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I wish I were in a different university. (PSSM_16)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel proud to belong to my university. (PSSM_17)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other students at my university like me the way that I am. (PSSM_18)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Q127 Please indicate to what extent the following topics apply to you based on your experiences so far.

	Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly agree (5)	I don't know/not applicable (99)
I can easily find information when I need personal support. (Q127_1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I need help or support (Q127_2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have the feeling that the university does its utmost for her students. (Q127_3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have the feeling that the university cares about me as a person. (Q127_4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: PSSM

Start of Block: Sense of Belonging



QSoBconcept Which 10 words (max.) would you use to describe Sense of Belonging? Please separate the words by commas.

---

End of Block: Sense of Belonging

Start of Block: CAQ



QCAQ1/2 Indicate what best applies to you with regard to your experience at Erasmus University so far

	Strongly disagree (1)	Moderately disagree (2)	Slightly disagree (3)	Neither disagree nor agree (4)	Slightly agree (5)	Moderately agree (6)	Strongly agree (7)	I don't know/not applicable (99)
I am very satisfied with the course of my studies (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sometimes I want to give it all up (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I often ask myself what I am doing here (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would prefer to study somewhere else (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I made many friends here (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I do not feel very at home at the university (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I never feel bored here (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sometimes I feel very discouraged here (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I find life as a student very pleasant (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



QCAQ2/2 The following statements are focused on your personal feelings on the Erasmus University so far. There are no right or wrong answers, it is about your subjective experience.

	Strongly disagree (1)	Moderately disagree (2)	Slightly disagree (3)	Neither disagree nor agree (4)	Slightly agree (5)	Moderately agree (6)	Strongly agree (7)	I don't know/not applicable (99)
Sometimes I feel rather lonely (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sometimes I don't know what to with my time (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I find it hard to get used to life here (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
What I miss here is someone to talk to freely from time to time (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am very satisfied with my way of life (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If I feel blue, my friends will help me to get out of it (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I find it very difficult to adjust to student life (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am glad that I came to study here (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel very much at home here (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: CAQ

Start of Block: BFI

QBF1/4 The following statements relate to your perception of yourself in different situations. There are no 'right' or 'wrong' answers, take the time to select which answer fits best.

Please indicate to what extent you see yourself as someone who:

	I see myself as someone who:				
	Strongly disagree (1)	Disagree (2)	Neither disagree nor agree (3)	Agree (4)	Strongly agree (5)

Is talkative (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tends to find fault with others (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Does a thorough job (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is depressed, blue (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is original, comes up with new ideas (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is reserved (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is helpful and unselfish with others (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Can be somewhat careless (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is relaxed, handles stress well (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is curious about many different things (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is full of energy (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

QBFI2/4 Please indicate to what extent you see yourself as someone who:

	I see myself as someone who:				
	Strongly disagree (1)	Slightly disagree (2)	Neither disagree nor agree (3)	Slightly agree (4)	Strongly agree (5)

Starts quarrels with others (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is a reliable worker (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Can be tense (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is ingenious (a deep thinker) (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Generates a lot of enthusiasm (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has a forgiving nature (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tends to be disorganized (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worries a lot (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has an active imagination (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tends to be quiet (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is generally trusting (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

QBFI3/4 Please indicate to what extent you see yourself as someone who:

	I see myself as someone who:				
	Strongly disagree (1)	Slightly disagree (2)	Neither disagree nor agree (3)	Slightly agree (4)	Strongly agree (5)

Tends to be lazy (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is emotionally stable, not easily upset (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is inventive (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has an assertive personality (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Can be cold and aloof (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Perseveres until the task is finished (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Can be moody (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Values artistic, aesthetic experiences (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is sometimes shy, inhibited (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is considerate and kind to almost everyone (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Does things efficiently (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

QBFI4/4 Please indicate to what extent you see yourself as someone who:

	I see myself as someone who:				
	Strongly disagree (1)	Slightly disagree (2)	Neither disagree nor agree (3)	Slightly agree (4)	Strongly agree (5)

Remains calm in tense situations (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prefers work that is routine (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is outgoing, sociable (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is sometimes rude to others (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Makes plans and follows through with them (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gets nervous easily (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Likes to reflect, play with ideas (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has few artistic interests (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Likes to cooperate with others (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is easily distracted (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is sophisticated in art, music, or literature (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: BFI

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Start of Block: RLSS



RLSS The following statements are about your general well-being.

Please indicate to what extent the following statements apply to you.

	Strongly disagree (1)	Disagree (2)	Slightly disagree (3)	Neither disagree/agree (4)	Slightly agree (6)	Agree (7)	Strongly Agree (8)
I like how my life is going (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If I could live my life over, I would change many things (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am content with my life (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Those around me seem to be living better lives than my own (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with where I am in life right now (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I want to change the path my life is on (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: RLSS

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Start of Block: Warwick\_edinburgh mental well-being scale

Q125 Please select the answer that best describes your experience of each statement over the last 2 weeks.

	None of the time (1)	Rarely (2)	Some of the time (3)	Often (4)	All of the time (5)
I've been feeling optimistic about the future (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I've been feeling useful (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I've been feeling relaxed (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I've been feeling interested in other people (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I've had energy to spare (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I've been dealing with problems well (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I've been thinking clearly (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I've been feeling good about myself (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I've been feeling close to other people (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I've been feeling confident (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I've been able to make up my own mind about things (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I've been feeling loved (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I've been interested in new things (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I've been feeling cheerful (14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*Display This Question:*  
*If Did you sign up for the CONNECT Mentor Programme? = Yes, as a mentee*  
*Or Did you sign up for the CONNECT Mentor Programme? = No, I did not participate*

Q135 intro -auton Please indicate to what extent the following statements apply to you.

	Disagree (1)	Somewhat disagree (6)	Neither agree nor disagree (8)	Somewhat agree (9)	Agree (10)
I have no trouble expressing my opinion even if this differs from that of others (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Generally, my decisions are hardly influenced by that of others (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel confident about my opinion even if this differs from that of others (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To be happy about myself is more important to me than the approval of others (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I tend to worry about others' opinion about me (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I regularly change my mind when my family or friends disagree with me (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I find it hard to express my opinion on controversial topics (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q138 instr\_life goal Please indicate to what extent the following statements apply to you.

	Disagree (1)	Somewhat disagree (6)	Neither agree nor disagree (8)	Somewhat agree (9)	Agree (10)
I am active in executing plans I made for myself (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like making plans for the future and try my best to realise these (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I tend to focus on the present, because the future almost always brings me trouble (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I often feel that my daily activities are rather unimportant (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I do not have a clear image of what I want to accomplish in life (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I find goal setting a waste of my time (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I sometimes feel that I have already done everything there is to do in life (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Warwick\_edinburgh mental well-being scale

Start of Block: Gierveld loneliness

Display This Question:

*If Did you sign up for the CONNECT Mentor Programme? = Yes, as a mentee*

*Or Did you sign up for the CONNECT Mentor Programme? = No, I did not participate*

Q126 Please indicate for each of the statements, the extent to which they apply to your situation, the way you feel now.

	Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly agree (5)
I experience a general sense of emptiness. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are plenty of people I can rely on when I have problems. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are many people I can completely trust. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are enough people I feel close to. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I miss having people around. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I often feel rejected. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Gierveld loneliness

Start of Block: Self-esteem

Q128 This questionnaire is designed to measure your personal experience/opinion or attitude. There are no right or wrong answers. Please answer each item as carefully and accurately as you can.

	Never (1)	Rarely (2)	A little of the time (3)	Some of the time (4)	A good part of the time (5)	Most of the time (6)	Always (7)
I feel that others do things much better than I do (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel comfortable in my ability to deal with people (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that I am likely to fail at things I do (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that people really like to talk with me (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that I am a very competent person (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When I am with other people, I feel that they are glad I am with them (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that I make a good impression on others (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel confident that I can begin new relationships if I want to (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel ashamed about myself (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel inferior to other people (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that my friends find me interesting (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that I have a good sense of humor (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I get angry at myself over the way I am (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My friends value me a lot (14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am afraid that I will appear stupid to other (15)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I wish I could just disappear when I am around other people (16)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that if I could be more like other people, then I would feel better about myself (17)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that I get pushed around more than others (18)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that people have a good time when they are with me (19)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I wish that I were someone else (20)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Self-esteem

Start of Block: Academic self-esteem

Display This Question:

*If Did you sign up for the CONNECT Mentor Programme? = Yes, as a mentee*

*Or Did you sign up for the CONNECT Mentor Programme? = No, I did not participate*

Q129 This questionnaire is designed to measure how you feel about yourself as an academic student in general. It is not a test, so there are no right or wrong answers. Please answer each item as carefully and accurately as you can.

*To what extent do you think you are capable to:*

	Very poor (1)	Poor (2)	Moderate (3)	Good (4)	Very good (5)
Taking well-organized notes during a lecture (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participating in a class discussion (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Answering a question in a large class (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Answering a question in a small class (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Taking "objective" tests (multiple-choice, True-False, matching) (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Taking essay tests (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing a high-quality term paper (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Listening carefully during a lecture on a difficult topic (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tutoring another student (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explaining a concept to another student (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asking a teacher in class to review a concept you don't understand (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Earning good marks in most courses (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Studying enough to understand the content thoroughly (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Running for student government office (14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participating in extracurricular events (sports, clubs) (15)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Making teachers respect you (16)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Attending class regularly (17)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attending class consistently in a dull course (18)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Making a teacher think you're paying attention in class (19)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding most ideas you read in your texts (20)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding most ideas presented in class (21)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Performing simple math computations (22)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using technology (23)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mastering most content in a statistics course (24)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talking to a teacher privately to get to know him or her (25)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relating course content to material in other courses (26)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Challenging a teacher's opinion in class (27)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Applying lecture content to a practical session (28)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Making good use of the library facilities (29)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Getting good grades (30)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spreading out studying instead of cramming (31)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding difficult passages in the literature (32)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Mastering content  
in a course you're  
not interested in  
(33)



End of Block: Academic self-esteem

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Start of Block: End

Studentnumber Please read carefully!

*If you have participated in the wellbeing survey of the ESSB CONNECT mentor programme (of Kim Ouwehand) at the beginning of the academic year please use the same student e-mail address.*

Write down your EUR e-mail (e.g. XXXXXab@eur.nl) if you would like to receive the monetary reward. Soon you will receive an e-mail with further instructions to complete the payment. Students with a bank account number outside the SEPA-countries will receive the reward in the form of a voucher. (After distribution of the reward, this information will be separated from the rest of your data).

*\*Psychology students: Write down your student number (NOT email) if you would like to receive student credit hours in ERAS instead of the monetary reward. You cannot receive both rewards!*

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End of Block: End

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# Appendix B

## Evaluation components of the CONNECT mentor program: ABOUT THE MENTOR PROGRAM

In this section of the report, the results regarding the evaluation of the mentor program will be discussed based on the data from the baseline and final measurement of the 2023/2024 cohort. As mentioned in the introduction, the CONNECT mentoring program is based on three pillars. To address the needs and expectations of mentees, an evaluation was conducted to understand why they chose to participate in the mentoring program. This allows us to assess what type of support students need most based on these pillars. Mentees were allowed to select multiple answers, as it is, of course, possible to benefit from various types of support.

**Tabel 1. Mentee support**

Pillars	T0 23/24	T1 23/24
Practical support	111	73
Social support	88	35
Academic support	81	69
Alternative reasons	3	-

Mentees were asked for what reason they signed up to the program (Table 1) and to assess to what extent they felt the mentoring program helped with the three pillars (Table 2). It is noticeable that all three pillars were rated below average, with academic support being the component that scored the lowest. Nevertheless, the scores are higher compared to the evaluation of the previous cohort.

**Tabel 2. Mentees assessment pillars CONNECT**

Pijlers	Gemiddelden en standaard deviaties eindmeting 23/24
Praktische ondersteuning	4.62 (2.77)
Sociale ondersteuning	4.56 (2.71)
Academische ondersteuning	3.91 (2.90)

This year, the program continued to use an opt-out system (Q103), although there was stricter control over the process of reporting an opt-out. This was implemented after feedback suggested that it was occasionally unclear whether mentees still needed support. Last year, many mentees did not respond to messages from their mentors, making it unclear whether they needed help but were reluctant to respond, or if they had simply found their own path. If the entire mentoring group indicated that they no longer needed support, mentors could stop early or help other mentors. This year, more than a third of participants dropped out of the mentor program early. This is a higher percentage than last year, but this could also be because this cohort was explicitly encouraged to report if they no longer expected support, which was not the case for cohort 22/23. The mentor program is a voluntary extracurricular program in which mentees participate by choice. As such, it is possible that some mentees decide to discontinue their participation during the program, for example, because they have found their own way or for other personal reasons. This resulted in three mentors completing the survey indicating they stopped participating in the program early. Two of these mentors stated that it was because there were no longer enough mentees to guide, while the third mentor mentioned that the mentees were no longer engaged with the program.

**Tabel X. Preliminary dropouts**

<b>N=125</b>	<b>Ja</b>	<b>Nee</b>
<b>Mentor</b>	4	17
<b>Mentee</b>	41	63
<b>Totaal</b>	45	80

Students who dropped out early were asked in a follow-up question to explain why they left the program. Within the categories "support found elsewhere" and "the program did not meet my expectations," various reasons were provided, which have been categorized in the open response document.

Several activities were organized for the mentees in questions Q108 & Q132, where they indicated which activities they participated in and how they rated them. It is noticeable that most mentees only attended events at the beginning of the program. As the program progressed, attendance from mentees decreased. Similarly, this year, the workshops were not very popular, with few registrations.

**Tabel X. Number of mentees per activity that filled in the Survey**

<b>Programmaonderdelen 23/24</b>	<b>Frequentie</b>
<b>Kick-off</b>	69
<b>Walk to CONNECT</b>	23
<b>Study skills training</b>	28
<b>Study together moments</b>	19
<b>After exam drinks</b>	15
<b>Workshop Mindfulness</b>	6
<b>Workshop What do I want?</b>	0
<b>Dialogue Dinner</b>	19
<b>New Year's Drinks</b>	3
<b>Pub Quiz</b>	5
<b>Closing Event</b>	10
<b>None</b>	22

Additionally, the mentees also rated the activities. It is notable that some mentees who indicated they attended an activity in the previous question did not provide a rating for it, and vice versa. This discrepancy should be considered when designing future surveys. The social activities, which had high attendance, were generally rated positively. However, the self-development workshops and academic activities scored below average. Although these components were adjusted based on feedback from the previous cohort, they still do not seem to meet the needs of the mentees.

**Tabel X. Assessment Events by the Mentees**

<b>Programma onderdeel</b>	<b>Gemiddelde 23/24</b>	<b>N</b>
<b>Kick-off</b>	7.46	47
<b>Walk to CONNECT</b>	6.21	27
<b>Study skills training</b>	5.6	21
<b>Study together moments</b>	5.51	21
<b>After exam drinks</b>	6.25	17

<b>Workshop Mindfulness</b>	5.91	6
<b>Workshop What do I want?</b>	3.3	3
<b>Dialogue Dinner</b>	6.66	21
<b>New Year's Drinks</b>	5.5	7
<b>Pub Quiz</b>	5.28	5
<b>Closing Event</b>	6.6	12

The mentors were allowed/required to attend the centrally organized activities this year in the hope that they could strengthen the bonds with and between their mentees and provide the necessary. This year, more focus was placed on the presence of mentors at the activities. The mentors who answered this question all attended an activity. Most mentors attended the mandatory training sessions and the first two activities, which is similar to last year. Nevertheless, the presence of mentors during centrally organized activities is not a given. Halfway through the program, there are still some mentors actively present who remain active until the end of the program.

The mentors in this cohort rated the events organized by CONNECT highly. The New Year's Drinks received the best scores, while the Online Study Skills Training scored the lowest. It's important to keep in mind that not all mentors attended every activity, and these scores were only provided by those who were present and answered the question. Social events, in particular, were generally rated very positively. This could be because these events often involve something enjoyable for the mentors, such as goodies or drinks and snacks, rather than requiring them to do any work themselves.

**Tabel X. Beoordeling Evenementen mentoren**

<b>Programmaonderdelen 23/24</b>	<b>Mentors</b>		<b>Mentees</b>	
	<b>M(SD)</b>	<b>N</b>	<b>M(SD)</b>	<b>N</b>
<b>Kick-off</b>	8.34(1.17)	16	7.46(1.88)	47
<b>Walk to CONNECT</b>	7.91(2.10)	14	6.21(2.74)	27
<b>Study skills training</b>	6.3(2.36)	13	5.59(2.62)	21
<b>Study together moments</b>	6.84(3.17)	7	5.51(2.70)	21
<b>After exam drinks</b>	8.92(1.35)	5	6.24(2.67)	17
<b>Dialogue Dinner</b>	8.21(1.50)	7	6.66(2.78)	21
<b>New Year's Drinks</b>	9.19(0.89)	7	5.50(3.43)	7
<b>Pub Quiz</b>	8.90(1.30)	6	5.28(3.71)	5
<b>Closing Event</b>	8.18(1.86)	6	6.62(2.81)	12
<b>Mentor trainingsdag</b>	7.59(2.31)	13		
<b>Online study skills trainings</b>	6.08(2.21)	8		
<b>Intervision</b>	6.64(1.93)	15		

In addition to evaluating the activities, the project team also wanted to assess whether there is a demand for more centrally organized activities. Both mentors and mentees were able to answer this question. The difference from last year is that this year's program includes more central (social) events. The results from this survey show that the majority of participants are satisfied with the frequency of the events, and a lower percentage (23.6%) expressed a desire for more events. This suggests that the increase in the number of events this year has met the participants' expectations.

**Tabel X Need for plenary activities**

<b>N=123</b>	<b>Frequentie</b>	<b>Percentages</b>
<b>I wanted far more events</b>	5	4.1
<b>I wanted more events</b>	24	19.5
<b>Frequency of events was good</b>	80	65
<b>I wanted less events</b>	13	10.6
<b>I wanted far less events</b>	1	0.8

This year, it was also intended that mentors, in addition to the centrally organized activities, would organize their own activities within the mentor groups.

In question Q104, it becomes apparent again this year that these meetings between mentors and mentees often do not take place. This year, it appears that mentors and mentees see each other on average zero to one or two times. One possible explanation for these results could be that it is unclear to mentees whether this question refers to meetings with their mentors outside of the central events, or if those central events (which have increased in number this year) are included.

**How many times did you meet up with your mentor? Enter a number:**

<b>N=100</b>	<b>Frequentie</b>
<b>0</b>	29
<b>1</b>	28
<b>2</b>	19
<b>3</b>	11
<b>4</b>	4
<b>5</b>	3

Although the number of meetings with mentors has decreased compared to last year (again, keeping in mind different interpretations of the previous question), more than half of the mentees (59%) indicate that the frequency of meetings with their mentors was sufficient. Only a small proportion, 11%, expressed a desire for fewer meetings. However, a third (30%) also indicated a need for more meeting opportunities with their mentor(s)/group.

**Tabel X. Behoeft meetings met mentoren**

<b>N=100</b>	<b>Frequentie</b>	<b>Percentages</b>
<b>I wanted far more meetings</b>	2	2.0
<b>I wanted more meetings</b>	28	28.0
<b>Frequency of events was good</b>	59	59.0
<b>I wanted less meetings</b>	6	6.0
<b>I wanted far less meetings</b>	5	5.0

Furthermore, the quality of these meetings was also assessed. Responses from mentees varied, with some considering the meetings to be of very good quality, while others experienced them as very poor. This difference can be attributed to the variations between the mentor groups. Although mentors receive advice on what to do with their mentees, how often, and in what manner, each mentor group is free to decide what they deem important to organize. Therefore, the quality of the meetings depends on the mentors and mentees

within the respective group. These differences in approach to activities within the mentor groups are also reflected in the evaluation of the atmosphere within the groups. The atmosphere in the groups was positively rated, with an average of 6.53. This indicates that although the meetings may not have been very content-rich, the atmosphere in the groups was not necessarily negatively affected.

**Tabel X. Mentees ratings of the quality of the meetings with their mentors**

	N	Minimum	Maximum	Gemiddelde	Std. dev
<b>Quality</b>	100	1.00	10.00	5.92	2.77
<b>Atmosphere</b>	121	1.00	10.00	6.53	2.23

In addition to the contact between mentees and mentors, the project team is also interested in the perspective of mentees and mentors regarding their relationship with the project team. Below are a few questions aimed at shedding more light on this relationship.

To begin with, an inventory was made to assess whether there was enough contact from the project team with mentors and mentees (Q119). This year, the project team scored well on the frequency of contact with both mentors and mentees, with over 70% stating that the frequency was just right. Additionally, the groups who wanted more or less contact are almost the same size.

**Tabel X. Contact with coordinating team**

N=118	Frequentie	Percentages
<b>I wanted far more contact</b>	3	2.5
<b>I wanted more contact</b>	14	11.9
<b>Frequency of contact was good</b>	88	74.6
<b>I wanted less contact</b>	11	9.3
<b>I wanted far less contact</b>	2	1.7

In the follow-up question Q144, it was found that those who had contact with the project team rated the quality of this contact positively. This year, the team invested more in contact persons and channels, and this is reflected in the score. The quality was rated with a solid passing grade.

**Tabel X. Kwaliteit contact coordinating team**

N=118	Minimum	Maximum	Gemiddelde	Std. dev
Kwaliteit contact met projectteam	1.00	10.00	6.78	2.31

Since more (new) channels are being used this year to communicate with participants, the project team also evaluated how each communication channel was perceived. The aim is to determine which channels the students prefer in order to increase participation and response rates. All communication channels were rated adequately. There were no significant differences between the averages.

**Tabel X. Communicatie via verschillende kanalen**

N=117	Minimum	Maximum	Gemiddelde	Std. dev
Canvas	1.00	10.00	6.48	2.81
Student email	1.00	10.00	6.77	2.73
Whatsapp	1.00	10.00	6.69	2.72

In question Q123, mentors were asked to evaluate how they experienced the training and support provided by the coordinating team. The satisfaction reflected in the previous answers is also evident in this assessment. The guidance from the project team received a solid rating, and this score has improved compared to the previous year.

**Tabel X. Ondersteuning/trainingen van projectteam - mentoren**

N=28	Minimum	Maximum	Gemiddelde	Std. dev
Ondersteuning en training	1.00	10.00	7.59	1.77

#### 4.2 Mentors

This year, it was mandatory to form mentor duos (in cohort 22/23, this was encouraged but not required). The aim was to increase the likelihood that a mentor would be present at activities and to make it easier for mentors to deal with challenges by having a partner to rely on for advice. In question Qduo, mentors were asked to evaluate how they experienced these duos. The majority of mentors agree that there are benefits to being a mentor in pairs. However, in a few cases, there are mentors who still prefer to work alone.

**Tabel X. Beoordeling mentor zijn in duo's**

N=21	Frequentie	Percentages
Ik vond in een duo zijn er leuk	14	66.7
In een duo zijn is okay	4	19.0
Ik ben liever alleen mentor	3	14.3

The support provided by the project team to the mentors was further explored in question Qtraining. This year, the project team scored adequately on all aspects. This is another positive change compared to the previous cohort. The project team scored particularly high on practical and social support.

**Tabel X. Resultaten Qtraining**

N=21	Minimum	Maximum	Gemiddelde
Academisch support	1.00	10.00	6.16
Sociaal support	1.00	10.00	7.33
Welzijns gevoel	1.00	10.00	6.61
Praktische support	1.00	10.00	7.51
Sense on belonging	1.00	10.00	6.65

#### 4.3 Mentees

Mentees were asked (Qhelpfulelements) how they experienced the program overall based on specific concepts. All averages have increased compared to last year. This could indicate that the revisions made to the program have led to improvements. The events are better aligned with the needs of the mentees compared to last year but still score below average. Again, this year, social components score higher than academic aspects, and the program is perceived to be more helpful in terms of social support.

**Tabel X. Gemiddelde scores van mentees voor het programma op 5 vlakken**

<b>N=97</b>	<b>M(SD)</b>
<b>Study training</b>	4.05(2.86)
<b>Academic self-efficacy</b>	4.06(2.85)
<b>Meeting new people</b>	5.41(2.96)
<b>Social interaction</b>	5.14(2.87)
<b>Social bonding</b>	4.72(2.85)

#### 4.4 Controlgroep

Additionally, to investigate whether the Ba1 students who did not participate in the program made this choice consciously, questions were asked about whether they were aware of the existence of CONNECT. More than half (60.3%) were aware of the program. Again, this year, many students indicated that the reason for not participating was that they simply did not feel the need for it.

**Tabel: Qcontrolaware nulmeting**

<b>N=159</b>	<b>Frequentie</b>	<b>Percentage</b>
<b>Ja</b>	94	59.1
<b>Nee</b>	65	40.9
<b>Totaal</b>	159	100

**Tabel: Qcontrolaware eindmeting**

<b>N=126</b>	<b>Frequentie</b>	<b>Percentage</b>
<b>Ja</b>	76	60.3
<b>Nee</b>	50	39.7
<b>Totaal</b>	126	100

**Figuur 1. Wist je van het ESSB CONNECT Mentor programma voordat je aan deze vragenlijst begon? – nulmeting 23/24**

Students were also asked how they were informed about the existence of CONNECT. The students confirmed that they had heard about the mentor program through the following channels:

- Whatsapp
- Email (both student and personal emails)
- Canvas
- Instagram
- Via friends/classmates/tutors
- Erasmus website

Introduction days and lectures

Lectures

Pre-academic program

What stands out is that the majority mentioned being informed via email or the university website.

Additionally, word-of-mouth recommendations from students, friends, or staff, including online channels like Whatsapp, is also a highly popular method for reaching students.

The students who decided not to participate in the 23/24 program overwhelmingly stated that they did not feel the need for extra support and were confident they could handle their university studies on their own. There were also some who mentioned not having enough time for an extracurricular program. A group of students was unsure whether they could manage it, but they wanted to first explore student life or hadn't yet familiarized themselves with the program enough to decide whether they wanted to participate. Others mentioned already having a support network in place to turn to when needed.

In addition, some reasons were related to the organization of the mentor program itself. Many students reported that they found out too late to sign up, although it was possible to join CONNECT at any time, even after the program had started. A few mentioned being discouraged by friends, and one student noted that the program had been disappointing the previous year. In other words, negative experiences with the program influenced the decision not to participate. Furthermore, some students had the option to join other clubs or activities, which was also a factor in their decision not to take part in the mentor program.

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