E-PLATFORM AND HELPLINE

Subproject of the EUR Program Student Wellbeing

Erasmus University Rotterdam, 21-05-2021

Project plan E-Platform and Helpline 2020-2024

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Preface

This plan has been drafted in co-creation with the HEQA working group of the University Council. The plan builds upon the vision document that was consented to by the Council in 2019. In the current plan the KPI's are further specified and hold measures that will structurally improve and update the information and format in which the information is presented (e.g., adding video's, student experiences). The E-platform and Helpline don't replace off-line (in person) care but is an addition to the diversity of tools for students. In two sessions all elements of the plan have been reviewed, further developed and valuable suggestions have been included in the final plan.

1.Introduction

Students are increasingly stressed, feeling anxious and depressed, and yet few reach out for help due to high barriers to entry. Studies among adolescents and students indicate a gap of 50% to 75% between needing care and receiving it (Bolotnyy et al., 2021; Aguirre Velasco et al., 2020; Auerbach et al., 2016). A first round of focus groups with students across all faculties and study programs conducted in 2020 revealed one of the primary barriers to entry to be the difficulty in finding the information about which support services are available, and how to access them (EUR Student Wellbeing Team, 2020). To tackle this problem, a centralized source of information that is well-structured and carefully created to reduce information overload is paramount. In addition to not finding the right information, many students expressed low readiness to book time with a professional service (such as a student psychologist), because it seems daunting, and they would not want to "take time away from people who need it more". Indeed, the results of the first assessment wave of the EUR Student Wellbeing Monitor (EUR Student Wellbeing Team, 2021) during the second COVID-19 wave (Dec 2020-Jan 2021) also indicate that stigma around mental health still exists, with half of the surveyed students stating that they prefer to deal with their problems by themselves This requires a two-part solution. Firstly, students would benefit from a more informal stepping stone, such as a helpline or chat service, that feels more comfortable to reach out to. Such conversations with trained students can also help identify whether the student needs to be referred to a professional. Secondly, students could benefit from more open discussions about the reality of mental health and wellbeing issues at university, and with adequate educational material, would be better able to judge when they need to ask for help (i.e., development of mental health literacy). Students additionally expressed that they came to university without the skills, knowledge and strategies that they needed to be mentally healthy and succeed whilst at university. This E-Platform project can also help to provide these.

The project so far

The *Are you Ok out there?* platform hosted on www.myeur.nl was launched at the rise of the COVID-19 crisis in March 2020. At present, the platform has a higher number of page views than some of the faculties on the intranet, confirming an interest in this platform. The average time on page in the past year is 1:23 minutes, which is a good average time when compared to the time spent on other MyEur.nl intranet pages. A first evaluation of the *Are you OK out there?* platform showed that students were generally quite satisfied with the services provided, evaluating the platform with an average of 7 on a 10-point scale.

Next to the offer on the five wellbeing domains, the helpline 'Student4Students' was also open as part of the platform. This is a chat service coordinated by a project manager of the Student Wellbeing program and run by well-trained student volunteers and student assistants. An empathic ear, support or practical advice are offered to the visitors of the helpline. The student peers can link students to support services if and when needed. 107 students used this service in the period of March 2020 – December 2021. Once the (first) peak of the COVID-19 crisis decreased, the platform remained open and the *Students4Students* helpline was open at reduced hours, until the end of March 2021.

Moving forward

We want to improve the content and user experience on the platform, ensuring that all the needs and wants beyond the COVID-19 crisis for such a platform are met among the diversity of EUR students. Early feedback from the advisory board of the EUR Student Wellbeing Program (i.e., a panel of external and internal experts in the field of student wellbeing, including experts on e-health interventions) and team evaluations reveal that there is much room for improvement. This involves creating a coherent content structure, evaluating and improving the accessibility to the support services (including prevention tools), providing helpful and actionable (psycho-)educational content, and allowing more student participation.

2. Project vision & goals

Our vision is to develop and upgrade a wellbeing e-platform providing students with easy access to coherent low-threshold student support services, information, activities, and educational content promoting student wellbeing and success. This vision can be reached through the following five goals:

1. Improve awareness of the platform, and accessibility to existing (and future) student support services
2. Establish a low barrier to entry student helpline
3. Provide helpful and relevant content related to all aspects of wellbeing

4. Increase visibility and awareness of the platform and facilitate two-way communication between the project and students

5. Increase the popularity and likeability of the platform

In order to fulfil these goals, the E-Platform will serve two main functions, acting as a *Library of Resources*, and as a *Communication Channel*. The library of resources can be further separated into two sections:

- A central page that links to different online and offline services included in the chain of care at EUR (e.g., student counsellors, university psychologists, student helpline, interactive prevention tools) and makes it easy to determine which service is most appropriate depending on the students' needs. Related goals: 1 & 2.

- A blog-like online space containing helpful content (e.g., articles, blog posts, links to videos, existing podcasts, etc.) relating to all aspects of wellbeing. Related goal: 3 & 5.

The communication channel can also be separated into two sections:

- The e-platform would have a *News & Events* section that pools in initiatives, news, content and upcoming events related to student wellbeing at EUR. This would make all wellbeing-related information easy to find and accessible in one place. Note that this content (news articles, events, etc.) can also be featured in the general EUR.nl news and events pages, and can be further shared on EUR social media. Related goal: 4

- To allow for more student participation, the platform will contain pages and functionalities for students to directly voice their ideas, needs, opinions, and feedback on the platform. Related goal: 4 & 5

Agile Workflow

This project is primarily a software development project, and follows an Agile methodology. The Agile method favours rapid and frequent interaction with users (students), and is characterised by quick responses to upcoming changes rather than sticking rigidly to a pre-defined plan. The advantages of this method are that it ensures user-centred development, rapid delivery and improvement, allows for greater flexibility in dealing with shifting users' wants and needs, as well as room for the re-evaluation of the project's goals and progress in meeting them.

How does this work in practice?

The needs and goals of the project were elicited directly from the users (students) through user research and other stakeholders. These create *requirements* that need to be worked on and fulfilled by the software (the e-

platform and helpline). These requirements represent features, or functionalities of the e-platform. Subsets of these requirements are developed and implemented in short periods of time called *sprints* (from 2 to 6 weeks). At the beginning of a sprint, the objectives of the sprint are listed and fully concretized into a working solution in the coming 2 to 6 weeks. When these new features or functionalities are deployed (at the end of a sprint), the outcome of the sprint is reviewed and evaluated. This evaluation consists of 3 parts;

1. Data is continuously collected through automated collection of platform analytics (i.e., page views, time on page, user clicks, bounce rates, etc.)

2. User research is conducted and user attitudes, experience and feedback are elicited (through interviews, user tests, surveys, general feedback)

3. Self-review is conducted by the project team, to identify what objectives have been met, what objectives have not been met, whether the actions taken to meet the objectives were sufficient, and whether the objectives themselves are reasonable and still relevant.

This evaluation may often result in new requirements being added to the backlog of the project, which are then tackled in the next sprint. Thus, the project follows a dynamic and data-driven workflow that is iterative in nature. Note that the abovementioned Project Goals 1, 3, and 5 have considerable overlap in their evaluation procedures. While each of these goals mentions the use of interviews/usability tests/focus groups, these sessions will be combined where possible to make efficient use of time and resources.

Where do KPIs come in?

In this project, we have created 3 types of key performance indicators (KPIs) for each major goal of the project.

Outcomes

These refer to direct, tangible results, i.e. what has been implemented or what activities have taken place through the sprints. Outcomes demonstrate whether the objectives of the sprint have been met.

Analytics

Analytics reflect the actual user usage of the outcomes of the project, and can help us understand how users are reacting to and interacting with the implemented features on the e-platform. These cannot indicate the satisfaction of students or effectiveness of the e-platform, but can indicate whether, and to what extent, the e-platform is being visited and used. When looked at as performance indicators, it is important to note that each section of the website (the sub-sections of the library and the communication functions as described above) will have different analytics goals. Each analytic will be considered in its context and in conjunction with other analytics in order to understand the big picture.

The meaning assigned to analytics is arbitrary, and most useful when used to evaluate the impact of design or content decisions when the analytics can be compared to previous analytics. Given the new nature of such an e-platform, we do not have sufficient information to draft 100% accurate KPIs in relation to our project goals. As such, many of the analytics KPIs listed in this document should be considered as *rolling KPIs*, which are subject to re-evaluation and change once the (relevant) analytics have started being collected for the respective sections of the e-platform. Evaluation of these KPIs will be transparent, where the project team will evaluate whether analytics KPIs were suitable (by also cross-validating with user feedback), and whether future KPIs should be adjusted accordingly.[1]

User feedback

User feedback provides subjective user evaluation of the outcomes through interviews, focus groups, user tests, or surveys. These directly inform us on whether the larger goals of the project are being achieved through the outcomes, and if not, why. This is crucial not only for the final evaluations of the project, but is an essential step in the iterative user-centred development and improvement of the e-platform to meet the users' needs and wants.

Goal 1: Improve accessibility to existing and future student support services

We want to highlight and lower the barrier to the student support services that are offered by EUR. We will do this by creating a central source of information that connects students to the chain of care in EUR, specifically with the student counsellors, university psychologists, online coaching (Siggie), the student helpline services, and interactive preventative tools. We will conduct user tests[2] with students to ensure that the information is easy to find in the EUR IT ecosystem and meets students' wants and needs, and evaluate and update the platform regularly.

Step 1: Creation of the platform

1.1 The platform has been created, and is present in full on myeur.nl. A landing page exists on the more general EUR.nl website (this is complete).

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[1] This has been discussed and agreed on during the collaboration session between the project team and the HEQA representatives of the U-Council on May 4th 2021.

[2] User test or usability testing is a technique used in user-centered interaction design to evaluate the interface and functions of a product by getting real users to use it and perform tasks in a realistic condition. This is not scientific research.

1.2 The platform centralizes access to EUR student support services through links and/or pages describing the existing services and providing a broad range of   relevant information. This step has been done, however, early evaluation shows that the structure and the increasing quantity of information currently published are overwhelming, need more coherence and use a better content navigation, and thus need to be revised.

Step 2: Revise the information architecture

2.1 Identify what are the key features/pages/content that should be highlighted on the platform. In the short term (by Q3 2021) we will use the platform analytics, and draw from previous user research, including the first wave of the EUR Student Wellbeing Monitor and focus groups in 2020 to identify and prioritize this content. By Q1 of 2022, we will use surveys as well as most commonly search terms in the EUR IT ecosystem, and by Q3 2022 (awaiting development of the technical capacities of the platform) we will use polls and embedded feedback forms to validate/update these priorities.

2.2 Conduct a heuristic evaluation[3] of the current platform to identify which user journeys[4] are too long, which journeys need to be more logical, etc. We will use feedback provided by our advisory board, and perform cognitive walkthroughs[5] within the project team to identify 'pain spots' that can be improved in the navigation through the platform. This process is currently happening, and will be complete by Q3 2021.

2.3 Create new information architecture with optimal user journeys that are intuitive and easy to navigate, and ensure that the information provided are what students are looking for and are organized in a coherent fashion. Small revisions to the information architecture can happen every quarter, where necessary (see step 3).

2.4 Create and upload a diagram that clearly shows where/who students should go to for which issues, to clear up any confusion over the EUR support chain, by the beginning of Q3 2021.

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[3] Heuristic evaluation is a method used to assess usability of user interface or design. It uses pre-defined and established criteria against which to evaluate the usability of the system.
[4] A user journey refers to main user paths that a potential user might take based on their goals in a software system, and encompasses all the experiences a user might have along this path.
[5] Cognitive walkthroughs are performed by experts (the team in our case), where the expert walks through a task a user would typically perform, and asks themselves questions to critically assess the issues a user might have when performing the task.

Step 3: Evaluate the information architecture of the E-Platform

2020

Step 1.1

2021

Step 1.2

Step 2

Step 3

2022

2023

3.1 Use Web Analytics. Once optimal user journeys are designed and implemented, we will build funnel graphs[6] to see whether the users are following the intended journeys, and if not, where the users step out of the 'funnel'. The information architecture is then revised according to these results, and the user journeys are tested again. Funnel graph results need to be cross-checked with user feedback identifying user intentions on the platform (such as in the form of a poll on the landing page), to ensure that we are examining the most relevant user journeys for students. This is an iterative process, with the funnel graphs examined every quarter. We can use AB testing to compare different versions of the platform or pages within the platform. This can be used to compare user response and satisfaction to different styles, language, and/or content placement, and can be performed automatically through the content management system, as from Q2 2022 (in collaboration with EUR web services).

3.2 We will conduct user tests with task analysis[7] to see whether the information architecture is intuitive and whether users can find what they are looking for. For this, we will use validated heuristic evaluations to judge whether our platform is up to the desired standards. The first user tests will be conducted in the Q3 2021. These user tests will be conducted with approximately 10-15 students, and will happen only preceding major restructuring of the platform (i.e. once a year or less).

3.3 Feedback options will be embedded into content pages (e.g. Was this what you were looking for? If not, leave a comment below) once this function is live in the content editor system Drupal (TBD with EUR web services).

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[6] A funnel graph, or funnel plot, typically shows user flows through a process or user path. In this context it would show the number of page views, or time on page, or bounce rate, at each step (page) of a user journey. This demonstrates the number of users at each stage, and can help identify at what stage of a path/process users are lost.

[7] Task analysis is a process within user testing whereby users are given a task, and an analysis is carried out on how that task is accomplished, taking into account task duration, actions, as well as mental activities (the thought process) during the task.

Goal 1 KPIs

Output

KPI 1.1 - The platform has been developed and is live, as from 2020.

KPI 1.2 - The platform provides up to date and relevant information on student services to all EUR students by Q3 2021

KPI 1.3 - Funnel graphs are established by start of Q4 2021

Analytics[8]

KPI 2.1 - Bounce rates[9] are kept in the 20-40% range

User feedback

KPI 3.1 - 'Is this what you were looking for?' at the bottom of each page will have a positive response rate of 60% or above by Q2 2022

KPI 3.2 - Students will score the platform an average of 5 out of 7 or higher on the usefulness & ease of use subscales of the USE questionnaire (Gao, Kortum, & Oswald, 2018) by Q3 2022.

KPI 3.3 - Focus groups and/or polls conducted in 2022 demonstrate increased student satisfaction with accessibility to EUR services compared to 2020 & 2021.

Goal 2: Establish a student helpline with low barrier to entry

We want students to have someone to talk to when they need it, in an informal way and not in the context of professional help, since that is not always needed or is not the first point of entry into the chain of care at EUR. We will do this by providing a low-threshold and easy-access peer-to-peer chat with buddies, which students themselves can be trained to become part of.

Step 1: Students4Students helpline

1.1 In March 2020, the 'Students4Students' helpline was opened. A group of student volunteers and student assistants were trained to provide the service, which was coordinated by the former project lead of the

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[8] Analytics relating to funnel graphs are not included, as funnel graphs do not consider the user intention (and in the context of the platform, there can be many different intentions). The funnel plots are best used in an exploratory way to obtain a richer understanding on what users are doing and not doing on the platform, to notice if there's anything unusual/unexpected, and then probe further into these results during qualitative rounds of feedback.
[9] Percentage of users that leave the platform after viewing only one page.

helpline. This service offered an empathic ear, support or practical advice to the visitors of the helpline, and linked them to support services when and if needed. The helpline was open 5 days a week during the first wave of the COVID-19 crisis. After the first corona wave, the number of visitors substantially declined, and the opening hours were reduced accordingly which resulted in a downward spiral: even fewer students made use of the limited service and because of that student peers additionally started to drop out. **The evaluation of the helpline showed that students still experience some barriers to engage in the *Students4Students* chat service. Anonymity of the peer supporters might have been one of the reasons.** The contract with Students4Students ended in April 2021, and it was decided to not be renewed due to the aforementioned points. We are in the process of replacing this helpline with a service that offers more advantages and accessible support (see Step 2).

Step 2: New helpline Frisse Gedachtes

2.1 Establish a new helpline, likely Frisse Gedachtes. As the contract with Students4Students has ended, we are opting for contracting a new helpline Frisse Gedachtes, as it offers several advantages compared to Students4Students;

- Frisse Gedachtes is a national service that has a higher level of organisation. It already has a board present in Rotterdam and we can create a EUR portal within the Frisse Gedachtes website. This requires less resources from the Student Wellbeing program.

- Students can become a Frisse Gedachtes 'buddy' (student helper) by completing an introduction and two one-hour online trainings offered by Frisse Gedachtes and the 113 hotline. All buddies have supervisors who are experienced with helpline services, and psychologists are reachable in difficult moments.

- Visitors to the helpline can choose which buddy they wish to talk to, based on a number of criteria (e.g., study, school, nationality, language), providing a more personal service than Students4Students.

- The service is completely anonymous, students can create an account and chat with their selected buddy while remaining fully anonymous

2.2 Encourage students to join Frisse Gedachtes as a buddy. Specifically, reach out to the EUR of Colour association to encourage their (willing) members to join Frisse Gedachtes in order to offer a diverse selection of buddies. Additionally, reach out to student associations centred around wellbeing and personal growth, such as the Happy Society and Extraordinary life. In addition, there is currently a group of clinical psychology students who are offering their support as coaches possibly as part of the internship they need to complete for their study programme (especially in view of the fact that it is very difficult to find a clinical practical internship

at the moment due to COVID-19). The type of interaction/support they could offer can be more specialized than other students, increasing also diversity. This option is to be discussed with programme coordinators.

| 2020 |
| Step 1 |
| 2021 |
| Step 2.1 | Step 3 |
| Step 2.2 |
| 2022 |
| Step 3 |
| 2023 |

Step 3: Evaluate helpline

3.1 Evaluate whether and how many people are using the service. We can compare the number of click-throughs from the platform to the service to the number of EUR students who actually used the service (based on the number of students who indicate they are from EUR on the Frisse Gedachtes account page). If there is a discrepancy, we can investigate why through student surveys/polls or embedded feedback forms. Conducting usability tests/surveys in Q4 2021 would give us a better understanding of the accessibility of the Frisse Gedachtes helpline service, and suggest ways to improve the user experience by lowering the barriers to entry.

3.2 Evaluate the usage and user satisfaction with the service through the Frisse Gedachtes feedback data (internal feedback surveys and TBD website analytics).

3.2 After the 1-year pilot contract, decide whether this service is to be renewed.

Goal 2 KPIs

Output

KPI 1.1 - Students4Students helpline is launched in 2020
KPI 1.2 - A new helpline is launched by the end of Q2 2021.

Analytics

KPI 2.1 - TBD: Conversion rate of number of students who go to the helpline, and then actually use the service. Note: the total number of helpline users does not necessarily indicate what we want to achieve; this number is likely to fluctuate based on the COVID-19 situation. However, it gives us an idea of how many students we are reaching.

KPI 2.2– TBD: KPI to be established based on analytic data that is collected by Frisse Gedachtes.
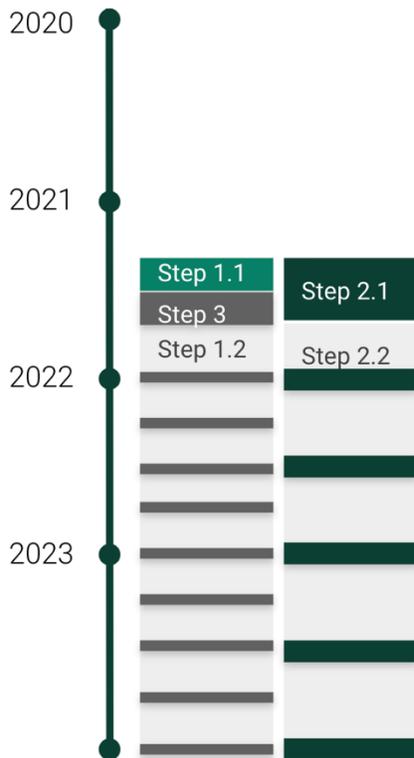
User feedback

KPI 3.1 - Students rate the service positively, as shown through Frisse Gedachtes feedback data.

KPI 3.2 - Students give a rating of 5 out of 7 on average when asked how much they agree with the statement "I can easily reach someone to talk to through the EUR wellbeing e-platform" by Q2 2022.

KPI 3.3 – TBD: KPI to be established based on feedback data that is collected by Frisse Gedachtes.

Goal 3: Provide helpful and relevant content related to all aspects of wellbeing

We want to provide students with engaging (psycho-)educational content on, among others, wellbeing-, health-, study-, lifestyle-related topics, which acts as low-threshold prevention and gives actionable tips on how to deal with common student wellbeing challenges, as well building resilience while de-stigmatizing mental health. We will do this through a student-driven content co-creation pipeline for the generation of articles, blog posts, links to videos, podcasts, etc., relating to all aspects of wellbeing and personal growth. To limit clutter on the platform, content in this section of the platform will be regularly updated and recycled.

Step 1: Establish style and content criteria for quality and clarity.

1.1 Create a set of Content Criteria, that lays down ground rules for each page on the platform. This is crucial for consistency, aesthetic value (which was identified to be an important value in user previous research), and professionalism. This can include a list of criteria surrounding topic relevance, word counts, estimated reading times for articles/blog posts, maximum page-scroll length, use of media, style/branding/delivery, diversity, and inclusivity. This criterion is set up by the project team, and formulated based on previous user research into students as media users, and web content best-practices. All stated facts (with the exception of opinion pieces) need to be evidence-based and supported with the use of references to scientific sources. A first version of this is currently being developed (to be completed by July 2021; early revisions to be published by the end of May 2021), and the criteria will be reviewed and updated after insight from user feedback rounds and analytics (see Step 3).

1.2 The Content Criteria should be used to cross-check each page (existing and new) within the platform, ensuring that each page fits the criteria, and providing content and style consistency and coherence throughout the platform. For existing content, this review will be carried out by the project leader. For new content, the content creator of each piece of content/page will be responsible for ensuring their work meets the criteria (see step 2).

Step 2: Create content pipeline

2.1 Establish a sustainable content creation pipeline, allowing for regular updates with novel and relevant content in the platform. A student team will be recruited (composed of interns and/or volunteers) to be the content editors, with a minimum commitment of 1 semester. These students have the opportunity to build a portfolio of content creation, and all content published on the EUR website is accredited to the content creator. New editors are recruited every year by the project lead. The student team will receive an introduction by the program team to the goals and set-up of the EUR Student Wellbeing programme and to the content criteria of the wellbeing platform. Quality assurance will be performed by the project lead in collaboration with other members of the program team before anything is published on the platform, which will cost 0.1 fte every two weeks.

2.2 Generate content. There are currently Master students who are writing content pieces as part of their internship to complete their study programme. Content is (psycho-)educational in nature. Psychoeducation is the first line of universal prevention intervention and health promotion interventions benefitting the large majority of the population (indicated prevention and secondary prevention intervention, whilst treatment interventions target a minority of the population). It is the type of intervention with established evidence for cost-effectiveness and large outreach. Providing psycho-educational content will benefit the student population in general, providing students with a structured and reliable source of evidence-based educational information that they can freely consume while being at EUR.

- Content can fall into the following categories: addressing stigma around mental health problems, seasonal themes, how-to's and tips & tricks, first-hand student experiences using therapeutic approaches to wellbeing, debunking myths, student interviews with experts (with crowdsourced questions). The content further links to additional resources related to the same theme (e.g. other content, or practical and interactive preventative tools if student wishes to explore this topic further).
- Content addresses the challenges and themes found most prevalent through existing and future communication with students, such as the results of the EUR Student Wellbeing Monitor, focus groups, user helpline data, and user input through polls and feedback forms embedded on the

platform. The latter allows a bottom-up approach to the generation of content topics (see Goal 4, step 2).

- Media resources such as images, videos, and podcasts will likely by sourced from open source content that is publicly available adjusted to EUR students, content criteria and EUR branding, OR linked from existing sources (e.g. TED talks, school of life, etc.) hence limiting costs for content production.

Step 3: Evaluate content

3.1 User interaction and response to the content is evaluated to judge whether we are providing the right content, and in the right format. Based on the results, the content criteria can be revised. This can be done through:

- Analytics, comparing quarter to quarter. On content pages, time on page should be higher, scroll depth should be maximised, and click-throughs should direct users to other related content, or to sharing, and bounce rates should be low
- User feedback, through interactions with like and dislike buttons, "I found this helpful" poll questions, etc. This is also evaluated quarter to quarter. Surveys or focus groups are conducted once every two quarters in the first year, once a year from then on.

Goal 3 KPIs

Output

KPI 1.1 - Output of new content bi-weekly as from mid Q3 2021.

KPI 1.2 - Establish the content creation pipeline by Q4 2021.

Analytics[10]

KPI 2.1 - Scroll rate on each content page when using a computer/laptop or tablet improves or stays the same quarterly as from Q3 2021 (exact TBD based on first data collected during first quarter of the content section being live), reaching a benchmark of 75% traffic at 100% scroll depth on content pages by Q1 2022.

KPI 2.2 - Average page time does not drop below 1:30m on content pages in Q3 and Q4 2021, increasing to 2-3m by Q4 2022.[11]

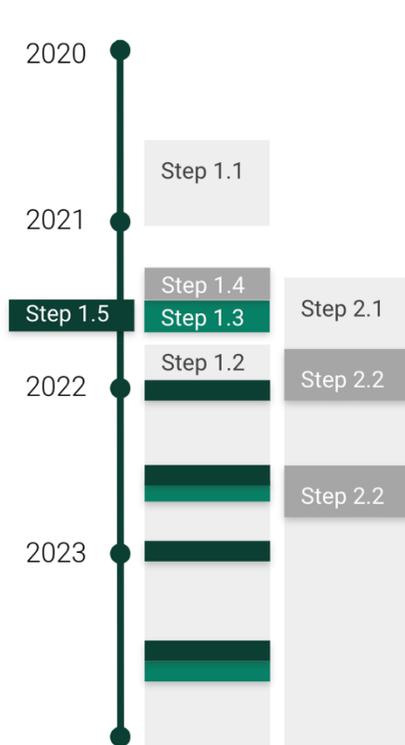[10] These analytics refer only to the content section of the e-platform.

[11] This is a rolling KPI to be revised based on insights from first 2 quarters. For instance, if the content/blog section of the platform is not considered of added-value at all by students, it may be scrapped or transformed into what is advised by the students.

KPI 3.1 - 'Did you find this helpful?' poll question has a quarterly increase in positive response rate, with 70% of positive responses by Q3 2022.

KPI 3.2 - Students who consume content on the platform indicate that the platform has supported their wellbeing while at university, with a score of 3.5 or higher (on a 5-point scale), by Q3 2023 (question to be included in the EUR Student Wellbeing Monitor).

Goal 4: Improve awareness and visibility of the e-platform and facilitate two-way communication between the project and students

We want to ensure that our projects meet the wants and needs of the diversity of EUR students, and to improve communication between the project and the student body. We will do this by maximizing student participation through implementing features that allow more possibilities for interaction and feedback on the platform. We shall also create a database of students to who want to offer their opinions and feedback at more length (see step 2).

Step 1: Improve visibility & communication

1.1 A main part of the platform is publicly and easily accessible via www.eur.nl in order to present the wellbeing mission of the EUR to prospective students, the broader public, and the Ministry of Education, Culture and Science. This has been done in Q1 2021.

1.2 Track incoming traffic to the platform to evaluate the efficacy of the different communication channels using a UTF code[12]. These will be created and tracked as from Q3 2021.

1.3 Introduce the platform to incoming students in their welcome pack (connection to onboarding procedures and Eureka week), from academic year 2021/22.

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[12] This embeds a code into the URL used to link a user to the e-platform. Links shared through different communication channels (e.g. specific emails, social media, etc.) can have different link codes, and we can track which links a user used to reach the e-platform.

1.4 Create an events section on the platform, and update it in a timely and regular manner to advertise events and workshops happening at EUR around student wellbeing. This is being worked on currently.

1.5 Publish (TBD: quarterly or bi-annual) news updates on the various wellbeing program projects, written by the project leads of each sub-project (maximizing transparency and dissemination of project/programme goals and progress). These can be specifically linked and forwarded to students and other stakeholders who have contributed their time to the project (e.g. through feedback sessions, interviews, surveys, etc.). These are to be linked in a newsletter to participatory bodies (part of the sub-project Dissemination of the mission, evaluation and monitoring).

1.6 Create a connection to the e-platform from the EMC intranet, to facilitate access to and improve the visibility of the e-platform in their faculty. Discussions will be arranged with the IT services in Q3 2021.

Step 2: Facilitate user involvement

2.1 Allow students to sign up to be part of a Think Tank, or database of students, where they can be contacted for more in-depth feedback sessions to improve the platform. For example, students who sign up to the database can be contacted and invited to participate in the interviews/user tests, focus groups, feedback surveys or co-creation sessions described across the goals of the project. This database has been created and currently has almost 600 user sign-ups. Active recruitment for more (especially new, bachelor) students will be conducted annually.

2.2 Integrate quick-interaction possibilities on the platform through embedded polls or feedback forms, such as

- Polls to vote for upcoming content,
- Questions to ask a topic expert in an upcoming student-expert interview,
- Specific content requests,
- Quick ratings on content,
- An idea box.

Goal 4 KPIs

Output

KPI 1.1 - The platform has a space dedicated to wellbeing news and events that can be regularly updated in Q3 2021

KPI 1.2 - An article containing short updates on the various Student Wellbeing projects is published on the platform every quarter, starting Q3 2021.

KPI 1.3 - The student database (i.e., Think Tank) comprises of 600 students by Q3 2021, with 500 new recruits per academic year up to and including 2024.

KPI 1.4 - The platform is accessible through the www.eur.nl homepage in one click by Q4 2021.

KPI 1.5 - Basic embedded feedback options are on the platform by Q4 2021, advanced options are embedded by Q3 2022 (TBD precisely, as this depends on web services updates).

Analytics

KPI 2.1 - The total platform has 60k page views (aggregation of views of each page in the platform) for the year of 2021 by the end of 2021, with a yearly increase of 15%.[13]

Student feedback[14]

By Q4 2022, students, on average, give a rating of 3 or more (on a 5-point scale) indicating that the platform has;

KPI 3.1 - well informed them of news and events by the Student Wellbeing Program

KPI 3.2 - made their voices heard regarding student wellbeing initiatives and projects in the university.

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[13] As discussed during the co-creation sessions with the HEQA representative of the U-Council this is a rolling KPI. This is the sole analytic KPI for this section as it relates to the overall visibility and accessibility of the e-platform.

[14] No KPIs are made regarding number of students that give feedback/input, as each round of user feedback will have different objectives in terms of number of users needed/desired, based on the type of feedback (interviews vs focus groups vs user tests vs surveys), and the topic.

Goal 5: Increase the likeability of the e-platform

We want students to want to use the platform, enjoy it, and find it reliable and trustworthy- it is important that the platform is actively and voluntarily used, so that students can get the most out of it. We will do this by giving the platform a makeover, so that it has a more modern, casual, and appropriate design. We will also increase visibility of the platform through better communication.

Step 1: Re-brand

1.1 (Potentially) changing the name of the platform to something less related to the Covid-19 pandemic and more positive, easy, and user validated (i.e., students themselves choose the name). A survey is currently ongoing to gather student opinion on the current name, and evaluate some new suggestions.

1.2 Working on a unique branding for the platform, distinguishing it from the rest of the EUR online services. This was advised by our advisory board, in order to create an online space that feels more comfortable and welcoming. Furthermore, interviews with students revealed that students are more likely to enjoy, use, and trust information that comes from an aesthetically appealing platform. Note that this will not completely remove the platform from the EUR IT ecosystem, nor will it lose its connection to EUR branding, as it will still be hosted through the EUR content management system.

1.3 Re-designing the platform to look as stand-alone as possible, within the constraints of the content management system and regulations. If the content management system of the EUR website presents excessive limitations that hinder the goals of the platform, then alternative solutions will be explored.

Goal 5 KPIs

Output

KPI 1.1 - The platform has a mini-makeover by Q3 2021.

KPI 1.2 - Thorough branding/style guidelines are described by Q2 2022.

Analytics

KPI 2.2 - Average time on overall platform increases by 2023, benchmarked at Q3 2021

KPI 2.3 - Users share content from the platform, with rate increasing quarterly (plateau TBD)

User feedback

KPI 3.1 - Students score the platform an average of 4 or higher (out of 7) on the usefulness & satisfaction subscale of the USE questionnaire (Gao, Kortum, & Oswald, 2018) by the of 2022.

KPI 3.2 - User research through interviews and/or focus groups demonstrate an increasing positive student attitude towards the platform.

KPI 3.3 - On average, users give a rating of 3.5 out of 5 on how likely they would recommend the platform to a friend.

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Appendix 1: overview of goals and KPIs

Goal 1: Improve accessibility to existing and future student support services

We want to highlight and lower the barrier to the student support services that are offered by EUR. We will do this by creating a central source of information that connects students to the chain of care in EUR, specifically with the student counsellors, university psychologists, online coaching (Siggie), the student helpline services, and interactive preventative tools. We will conduct user tests with students to ensure that the information is easy to find in the EUR IT ecosystem and meets students' wants and needs, and evaluate and update the platform regularly.

Goal 1 KPIs

Output

KPI 1.1 - The platform has been developed and is live, as from 2020.
KPI 1.2 - The platform provides up to date and relevant information on student services to all EUR students by Q3 2021
KPI 1.3 - Funnel graphs are established by start of Q4 2021

Analytics

KPI 2.1 - Bounce rates are kept in the 20-40% range

User feedback

KPI 3.1 - 'Is this what you were looking for?' at the bottom of each page will have a positive response rate of 60% or above by Q2 2022
KPI 3.2 - Students will score the platform an average of 5 out of 7 or higher on the usefulness & ease of use subscales of the USE questionnaire (Gao, Kortum, & Oswald, 2018) by Q3 2022.
KPI 3.3 - Focus groups and/or polls conducted in 2022 demonstrate increased student satisfaction with accessibility to EUR services compared to 2020 & 2021.

Goal 2: Establish a student helpline with low barrier to entry

We want students to have someone to talk to when they need it, in an informal way and not in the context of professional help, since that is not always needed or is not the first point of entry into the chain of care at EUR.

We will do this by providing a low-threshold and easy-access peer-to-peer chat with buddies, which students themselves can be trained to become part of.

Goal 2 KPIs

Output

KPI 1.1 - Students4Students helpline is launched in 2020
KPI 1.2 - A new helpline is launched by the end of Q2 2021.

Analytics

KPI 2.1 - TBD: Conversion rate of number of students who go to the helpline, and then actually use the service. Note: the total number of helpline users does not necessarily indicate what we want to achieve; this number is likely to fluctuate based on the COVID-19 situation. However, it gives us an idea of how many students we are reaching.
KPI 2.2– TBD: KPI to be established based on analytic data that is collected by Frisse Gedachtes.

User feedback

KPI 3.1 - Students rate the service positively, as shown through Frisse Gedachtes feedback data.
KPI 3.2 - Students give a rating of 5 out of 7 on average when asked how much they agree with the statement "I can easily reach someone to talk to through the EUR wellbeing e-platform" by Q2 2022.
KPI 3.3 – TBD: KPI to be established based on feedback data that is collected by Frisse Gedachtes.

Goal 3: Provide helpful and relevant content related to all aspects of wellbeing

We want to provide students with engaging (psycho-)educational content on, among others, wellbeing-, health-, study-, lifestyle-related topics, which acts as low-threshold prevention and gives actionable tips on how to deal with common student wellbeing challenges, as well building resilience while de-stigmatizing mental health. We will do this through a student-driven content co-creation pipeline for the generation of articles, blog posts, links to videos, podcasts, etc., relating to all aspects of wellbeing and personal growth. To limit clutter on the platform, content in this section of the platform will be regularly updated and recycled.

Goal 3 KPIs

Output

KPI 1.1 - Output of new content bi-weekly as from mid Q3 2021.

KPI 1.2 - Establish the content creation pipeline by Q4 2021.

Analytics

KPI 2.1 - Scroll rate on each content page when using a computer/laptop or tablet improves or stays the same quarterly as from Q3 2021 (exact TBD based on first data collected during first quarter of the content section being live), reaching a benchmark of 75% traffic at 100% scroll depth on content pages by Q1 2022.

KPI 2.2 - Average page time does not drop below 1:30m on content pages in Q3 and Q4 2021, increasing to 2-3m by Q4 2022.

User feedback

KPI 3.1 - 'Did you find this helpful?' poll question has a quarterly increase in positive response rate, with 70% of positive responses by Q3 2022.

KPI 3.2 - Students who consume content on the platform indicate that the platform has supported their wellbeing while at university, with a score of 3.5 or higher (on a 5-point scale), by Q3 2023 (question to be included in the student monitor).

Goal 4: Improve awareness and visibility of the e-platform and facilitate two-way communication between the project and students

We want to ensure that our projects meet the wants and needs of the diversity of EUR students, and to improve communication between the project and the student body. We will do this by maximizing student participation through implementing features that allow more possibilities for interaction and feedback on the platform. We shall also create a database of students to who want to offer their opinions and feedback at more length (see step 2).

Goal 4 KPIs

Output

KPI 1.1 - The platform has a space dedicated to wellbeing news and events that can be regularly updated in Q3 2021

KPI 1.2 - An article containing short updates on the various Student Wellbeing projects is published on the platform every quarter, starting Q3 2021.

KPI 1.3 - The student database (i.e., Think Tank) comprises of 600 students by Q3 2021, with 500 new recruits per academic year up to and including 2024.

KPI 1.4 - The platform is accessible through the www.eur.nl homepage in one click by Q4 2021.

KPI 1.5 - Basic embedded feedback options are on the platform by Q4 2021, advanced options are embedded by Q3 2022 (TBD precisely, as this depends on web services updates).

Analytics

KPI 2.1 - The total platform has 60k page views (aggregation of views of each page in the platform) by the end of 2021, with a yearly increase of 15%.

Student feedback

By Q4 2022, students, on average, give a rating of 3 or more (on a 5-point scale) indicating that the platform has;

KPI 3.1 - well informed them of news and events by the Student Wellbeing Program

KPI 3.2 - made their voices heard regarding student wellbeing initiatives and projects in the university.

Goal 5: Increase the likeability of the e-platform

We want students to want to use the platform, enjoy it, and find it reliable and trustworthy- it is important that the platform is actively and voluntarily used, so that students can get the most out of it. We will do this by giving the platform a makeover, so that it has a more modern, casual, and appropriate design. We will also increase visibility of the platform through better communication.

Appendix 2: Budget plan

Function	EUR Department	FTE	2020	2021	2022	2023	2024
Program manager	AZ	0.1	10.688	11.893	12.131	12.373	12.621
Project lead	AZ	0.7	18.350	34.499	36.426	38.390	39.156
Student assistant	AZ	0.2	8.356	8.523	8.694	8.867	9.045
			37.395	54.915	57.250	59.630	60.823
Production costs			14.000	20.000	14.000	4.000	4.000
Total per year			51.395	74.915	71.250	63.630	64.823

TOTAL 326.012