



APPENDICES



UNIVERSITY
OF OSLO

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Informasjon om forskningsprosjektet "Førsteårsstudenters gjennomføring og akademisk integrering" (BraStart)

Denne nettsiden gir informasjon om forskningsprosjektet BraStart. Alle førsteårsstudenter ved Universitetet i Oslo (UiO) inkluderes automatisk i forskningsprosjektet BraStart.

Hva handler prosjektet om?

BraStart-prosjektet skal bidra til at vi forstår hva som hjelper førsteårsstudenter, og hva som kan gjøre det utfordrende for dem å fullføre studiene. Prosjektet skal gi universitetet anbefalinger om hvordan de kan støtte studentene i studiene, og hva som skal til for å skape et godt studiemiljø.

Prosjektet skal besvare spørsmålet: "Hva kan data om studentenes digitale studieaktiviteter og deres akademiske bakgrunn kan fortelle oss om gjennomføring av universitetsstudiene, og om opplevelser i det første året?"

Prosjektperioden er fra 1. september 2023 til 31. desember 2026, med behandling av personopplysninger fra 12. august 2024 og frem til prosjektslutt.

Hvem er ansvarlig for forskningsprosjektet?

Universitetet i Oslo er ansvarlig for prosjektet.

Hvorfor er førsteårsstudenter inkludert i forskningsprosjektet?

Første studieåret er særlig viktig for både studenter og for universitetet. Det er i løpet av førsteåret studentene utvikler grunnleggende akademiske ferdigheter, og får etablere seg som del av det akademiske miljøet på UiO. Det legger et godt grunnlag for gjennomføring av studiene. Det er allmenn interesse å sikre gjennomføring av studier.

For å kunne undersøke bredt studentenes digitale studieaktiviteter, og deres erfaringer i første studieår, er vi avhengige av data fra et stort antall studenter. Derfor deltar alle førsteårsstudenter ved Universitetet i Oslo i denne studien.

Hvilke data samler vi inn om studentene?

Vi samler inn data fra Universitetet i Oslo sine interne systemer:

- **Felles studentsystem (FS)** er det nasjonale systemet for studentadministrative data. Fra FS vil vi samle inn studieadministrative data og akademisk bakgrunnsdata (f.eks. studentnummer, alder, bosted, tidligere utdanning og semesterkarakterer)
- **Canvas** er UiO sin digitale læringsplattform. Plattformen brukes til undervisning og studiearbeid. Fra Canvas samler vi inn studentenes digitale spor knyttet til studieaktivitet slik som sidevisninger, deltakelse i diskusjonsforum og quiz, antall meldinger, og oppgaveinnleveringer. For førsteårsstudenter ved informatikk (IFI) samler vi inn digitale spor knyttet til studieaktivitet fra plattformene Devilly og Discourse.

I tillegg vil vi samle inn:

- **Data fra spørreundersøkelser** om hvordan studentene opplever sine studier, og studiemiljøet ved UiO. Spørreundersøkelsene vil gjennomføres tre ganger i løpet av det første året.

Hvordan behandler vi studentenes data?

Data om studentene vil bli samlet inn og lagret elektronisk. Prosjektet samler ikke inn sensitive personopplysninger om helse, økonomiske detaljer, eller personlige meninger om sensitive temaer. Vi behandler imidlertid en stor mengde data som kan anses å være av privat karakter (som beskrevet på denne nettsiden). Vi vil behandle studentenes data med høy sikkerhet og konfidensialitet, og bruke Universitetet i Oslo sine sikrede tjenester for forskningsdata.

Vi behandler dataene basert på tillatelsene gitt av personvernloven § 8 og GDPR art. 6 (1e), jfr. art. 6 (3b), jfr. personopplysningsloven § 8.

Studentenes personvern: Hvordan lagrer og bruker vi studentenes data?

Vi vil kun bruke studentenes data til de formålene vi har beskrevet på denne nettsiden. Vi behandler informasjonen konfidensielt og i samsvar med personvernregelverket.

- Data som samles inn, vil kun være tilgjengelig for prosjektgruppen ved Universitetet i Oslo. Forskerne har signert en taushetserklæring, og dataene vil kun brukes til de formålene som er beskrevet på denne nettsiden. For å holde dataene sikre, vil vi lagre dem trygt på UiO sine sikre servere. Vi vil fjerne identifiserbare detaljer (pseudonymisering), og begrense tilgangen kun til dem som har fått tillatelse og signert taushetserklæring. All databehandling vil skje innenfor Norge og EU, og data vil ikke bli sendt andre steder.
- Enkeltstudenter vil ikke være gjenkjennelige i publikasjoner som er et resultat av dette prosjektet.

Studentene kan trekke seg fra studien

Studentene kan velge å trekke seg fra studien. Hvis de ønsker å trekke seg, kan de kontakte oss via kontaktinformasjonen nederst på denne siden. Det vil ikke være noen negative konsekvenser for studenter som velger å trekke seg.

Hva skjer med studentenes data ved slutten av forskningsprosjektet?

Ved slutten av prosjektet, som er planlagt til 31.12.2026, vil vi slette alle data som direkte kan identifisere studentene i datasettet (avidentifisering). Dersom det blir nødvendig, vil vi beholde det avidentifiserte datasettet frem til 2031, og det kan bli brukt til fremtidige forskningsprosjekter, alltid med respekt for studenters personvern og konfidensialitet.

Hva gir oss rett til å behandle studentenes data?

Vi behandler data om studentenes studieaktiviteter og akademiske bakgrunn fordi forskningsprosjektet anses å være av allmenn interesse. Studentene har rett til å trekke seg hvis de ikke ønsker å bli inkludert i studien.

Kunnskapsdepartementet har gitt prosjektet tillatelse til å samle inn, og forske på data frem til prosjektslutt. Prosjektet vil innhente nødvendige tillatelser dersom det blir nødvendig å beholde avidentifiserte data i 5 år etter prosjektslutt.

Sikt – Kunnskapssektorens tjenesteleverandør for personverntjenester har på oppdrag fra Universitetet i Oslo vurdert at behandlingen av personopplysninger i dette prosjektet er i samsvar med personvernregelverket.

Studentenes rettigheter

Så lenge studentene kan identifiseres i de innsamlede dataene, har de rett til å:

- protestere/ trekke seg fra studien
- få tilgang til personopplysninger som er registrert om dem selv
- få personopplysninger om dem selv rettet/korrigert

- få personopplysninger om dem selv slettet
- sende inn en klage til Datatilsynet angående behandlingen av deres personopplysninger.

Hvis studentene ønsker å bruke sin rett til å trekke seg, kan de bruke dette [elektroniske skjemaet](#).

Hvis studentene har spørsmål om studien, ønsker å vite mer, eller bruke sine rettigheter, kan de kontakte:

- Prosjektleder Crina Damşa ved Institutt for pedagogikk, UiO: crina.damsa@iped.uio.no
- Personvernombud Roger Markgraf-Bye ved Universitetet i Oslo: personvernombud@uio.no

Mer informasjon om prosjektet finnes også på [prosjektnettsiden](#).

Hvis studentene har spørsmål knyttet til vurderingen av dette prosjektet av SIKT sine databeskyttelsestjenester, kontakt:

- Databeskyttelsestjenester på e-post (personverntjenester@sikt.no) eller på telefon: +47 73 98 40 40.

Publisert 20. aug. 2024 10:37 - Sist endret 6. jan. 2025 11:27

Information about the research project "Academic integration and completion by first-year students " (BraStart)

This webpage offers information about the research project BraStart. All first-year students at the University of Oslo (UiO) are automatically included in the research study in BraStart.

What is the project about?

The BraStart project will help understand what helps first-year students, and what might make it challenging for them to complete their studies. The project will offer suggestions to the university about how to support students in their studies and how to improve the study environment.

Specifically, the project will answer the question: "What can the students' data about digital study activities and data about their academic background tell us about their study completion and experiences in the first year of university studies?"

The project period is September 1, 2023–December 31, 2026, with the processing of data from August 12, 2024, up until the end of the project.

Who is responsible for the research project?

University of Oslo is responsible for the project.

Why are first-year students included in the research study?

The first year of university is really important for both students and the university. During this time, students learn the basic skills they need further in their studies and become part of the student community at UiO. This helps them succeed in their studies. It is of societal interest that students complete their studies.

To understand how students use digital tools and what their first-year experiences are like, we need data from many students. This is why all first-year students at the University of Oslo take part in this study.

What data do we collect from the students?

The data collected from the University of Oslo's internal systems:

- **Felles studentsystem (FS)** is the national system for student administrative data. From FS we will collect study administration data and academic background data (e.g., student ID, age, place of residence, previous education, semester grades).
- **Canvas** is UiO's digital learning platform. It is used for teaching and study work. From Canvas we collect students' data about digital study activities, such as page views, participation in discussion forums and quizzes, the number of messages, assignments submission. For first-year computer science (IFI) students, we collect digital traces related to study activity from the platforms Devlry and Discourse.

In addition, we will collect:

- **Survey data** about how students feel about their studies and the study environment at UiO. The surveys will be conducted three times in the first year.

How do we process the students' data?

The data about students will be collected and stored electronically. The project does not collect any sensitive personal data like health information, financial details, or personal beliefs about sensitive matters. However, we do process a large amount of data that is private (described on this webpage). We will handle the students' data with high security and confidentiality, using the University of Oslo's secure servers for research data.

Students can withdraw from the study

Students can choose to withdraw from the study. If they wish to withdraw, they can contact us via the contact information provided at the bottom of this document. There will be no negative consequences for students who choose to withdraw.

Students' privacy: How do we store and use the students' data?

We are collecting the data based on the permissions granted by the Norwegian Personal Protection Act § 8 and GDPR Art. 6 (1e), cf. Art. 6 (3b), cf. Section 8 of the Personal Data Act.

We will only use the data about students for the purposes we have described on this webpage. We treat the information confidentially and in accordance with the privacy regulations.

The data collected will be accessible only to the research team at the University of Oslo. The researchers have signed a confidentiality agreement and data will be used strictly for the purposes outlined on this webpage.

To keep data safe, we will store it securely on UiO secured servers. We will remove identifying details (pseudonymization) and we will limit access only to those who have been granted right and signed the confidentiality agreement. All data will be processed within Norway and EU and will not be sent elsewhere.

Students will not be recognizable in any publications resulting from this research project.

What happens to the students' data at the end of the research project?

At the end of the project, which is scheduled for 31.12.2026, we will delete all data that directly can identify students in the dataset (de-identification). If it becomes necessary we will keep the de-identified dataset up until 2031 and it might also be used for future research projects, always respecting your privacy and confidentiality.

What gives us the right to process students' data?

We are processing data about students' study activities and academic background because the research project is considered to be of public interest. Students have the right to object if they do not wish to be included in the study.

The Ministry of Education has granted the project permission to collect and research data until the project ends. The project will obtain the necessary permissions if it becomes necessary to retain de-identified data for 5 years after the project ends.

On behalf of the University of Oslo, Sikt – Norwegian Agency for Shared Services in Education and Research has assessed that the processing of data in this project is in accordance with the privacy regulations.

What are students' rights?

As long as students can be identified in the collected data, they have the right to:

- object
- access the personal data registered about them
- have personal data about them corrected/rectified,
- have personal data about them deleted, and
- file a complaint with the Norwegian Data Protection Authority regarding the processing of their personal data.

If students wish to exercise their rights to withdraw, they can use this [electronic form](#).

If students have questions about the research project, want to know more, or exercise their rights, they can contact:

- Project leader Crina Damşa, Department of Education at UiO, crina.damsa@iped.uio.no
- Data Protection Officer Roger Markgraf-Bye at UiO: personvernombud@uio.no

More information can also be found at the [project website](#)

If the students have questions related to the assessment of this project by SIKT's data protection services, they may contact: Data protection services at e-mail: personverntjenester@sikt.no or by phone: +47 73 98 40 40.

Published Aug. 20, 2024 1:04 PM - Last modified Jan. 6, 2025 11:27 AM

BraStart - Reservasjon / Withdrawal

Brukernavn

Jeg bekrefter at jeg ønsker å reservere meg fra deltakelse i BraStart prosjektet. I confirm I wish to withdraw from the participation in the BraStart project.

Informasjon om dine rettigheter finner du her / You can find information about your rights here:

Norsk: [Informasjon om forskningsprosjektet "Førsteårsstudenters gjennomføring og akademisk integrering"](#)

English: [Information about the research project "Academic integration and completion by first-year students"](#)

Appendix 3B. FS Data Overview

Table 1. Fields in Subset 1 - Students' semester registration

Field	Description
Kjonn	Gender of the student. Values can be K (Kvinne) or M (Mann)
Fylkesnr	Code associated to the fylke (geographical region) from which the student comes from according to their application
Fødselår	Year of birth
Arstall_start	Year of enrollment in the program associated with the specific entry
Terminkode_start	Semester of enrollment in the program associated with the specific entry (values VÅR or HØST)
Studieprogramkode	Program of enrollment associated with the specific entry
Studieretningkode	Specialization of enrollment associated with the specific entry. Only includes specializations chosen during the program application process.
Hovedprogram	Program in which the student registered in each semester. One column per semester. Up to 12 semesters per student/program enrollment.
Serialnumber or brukernavn	ID unique to each student generated for Bra Start and not related to the ID used in FS, avoiding any kind of deanonymization (cohorts 2019-2023) Username of the students associated with their UiO account (cohort 2024)
Landnavn	Nationality of the student (cohort 2024)
Fylkenr	Region of the student (according to national registry) (cohort 2024)
Kommunenr	Kommune of the student (according to national registry) (cohort 2024)
Postsnr	Post number of the student (according to national registry) (cohort 2024)
Skolens_ fylkenr	Region of the high school of the student (cohort 2024)
Skolens_ kommunenr	Kommune of the high school of the student (cohort 2024)
Skolens_ postsnr	Post number of the high school of the student (cohort 2024)

Table 2: Fields in Subset 2 - Students' final grades

Field	Description
Serialnumber or brukernavn	ID unique to each student generated for Bra Start and not related to the ID used in FS, avoiding any kind of deanonymization (cohorts 2019-2023) Username of the students associated with their UiO account (cohort 2024)
Studieprogramkode	Program of enrollment associated with the entry
Arstall_start	Year of enrollment in the program associated with the specific entry (values from 2019 to 2023).
Terminkode_start	Semester of enrollment in the program associated with the specific entry (values VÅR or HØST)
Arstall	Year in which the course is taking place (values from 2019 to 2023).
Terminkode	Semester in which the course is taking place (values VÅR or HØST)
Emnekode	Course code
Vurdkombkode	Combinations of assessment methods that are used in the calculation of the course's final grade. The combination concatenates different examination types (e.g. HS stands for assessment method type H and S)
Karakterer	Final grade code

Table 3: Fields in Subset 3 - Students' mandatory assessment

Field	Description
Serialnumber	ID unique to each student. Generated for Bra Start and not related to the ID used in FS, avoiding any kind of deanonymization.
Studieprogramkode	Program of enrollment associated with the specific entry
Arstall_start	Year of enrollment in the program associated with the specific entry (values from 2019 to 2024)
Terminkode_start	Semester of enrollment in the program associated with the specific entry (values VÅR or HØST)
Arstall	Year in which the course is taking place (values from 2019 to 2024).
Terminkode	Semester in which the course is taking place (values VÅR or HØST)
Emnekode	Course code
X_arstall	Year in which the examination is taking place (values from 2019 to 2024).
Vurdtidskode	Semester in which the examination is taking place (values VÅR or HØST) with code for characterizing if the examination is a retake (see Table)
Arstall_gjelder__i	Year in which the examination took place (values from 2019 to 2024).
Terminkode_gjelder__i	Semester in which the examination took place (values VÅR or HØST).
Vurdkombkode	Combinations of examination types that are used in the calculation of the course's final grade. The combination concatenates different examination types (e.g. HS stands for exams type H and S), adding the examination that took place and its order (e.g. SSS-S1 means there are three examinations of type S, the entry is the result of the first one).
Vurderingsformkode	Type of examination
Vurdkombtypekode	Type of examination
Karakterer	Grade
Datasytemkode	System used to input the grade (e.g. INSPERA)
Dato_eksamen	Date of examination

Table 4: Fields in Subset 4: UiO courses

Field	Description
Emnekode	Course code
Faculty	Faculty responsible for the course
Sted	Place where the course is given
Stedakronym	Code characterizing the place where the course is given
Vektingstall	Study points of the course
URL	Website of the course

Table 5: Fields in Subset 5 - Multiple-semesters courses

Field	Description
Emnekode	Course code
Vektingstall	Study points of the course
Terminkode_start	Semester in which the course starts (HØST or VÅR)
Arstall_start	Year in which the course starts
Terminkode_gjelder	Semester of the course (HØST or VÅR)
Terminnr	Term of the course: order of the specific semester relative to the start (value from 1 to 4, referring to the first to the fourth semester of a specific course)
Arstall_reell	Year of the examination of a course in a specific semester
Terminkode_reel	Semester of the examination of a course in a specific semester of the course
Vektingstall_sum_timer	Study points of the specific semester of the course

Table 6: Data collection and pre-processing considerations and steps

#	Consideration	Stage	Dataset	Description
1	Program definition	Data collection	Dataset 1	Definition of type of program to collect. For the project Bra-start it was decided that only data from enrollment in Bachelor programs and 5–6-year programs were to be collected, but that semester registrations could be of any type of program.
		Data collection	Dataset 1	Definition of specialization. For the project Bra-start it was decided that only specializations chosen by the student during the program application process (i.e. before starting their studies) were to be collected.
2	Transactional structure	Pre-processing: Cleaning and restructuring the raw datasets	Dataset 1	Dataset 1 was modified to accommodate a transactional structure. That way, each entry represents a student enrolled in a specific program in a specific semester, with one semester registration per row. The following rule was followed to retain information about no-registration: If a student has empty semester registrations between a non-empty semester registration, for the same program enrollment, then the empty semester registrations were kept as entries in the transactional dataset. Otherwise, they were not included.
3	Semester encoding	Pre-processing: Cleaning and restructuring the raw datasets	Datasets 1, 2 and 3	All the combinations of semester (HØST or VÅR) and year were encoded with a unique identifier to facilitate analysis.

4	Semester order encoding	Pre-processing: Cleaning and restructuring the raw datasets	Datasets 1, 2 and 3	A field called semester order was created to characterize the semester number (1 st , 2 nd , 3 rd , etc.) of a specific entry through the formula: Semester order = semester of the entry – semester of enrollment + 1.
5	Duplicates removal: semester registrations	Pre-processing: Cleaning and restructuring the raw datasets	Dataset 1	Duplicate semester registrations associated with students having multiple program enrollments over time were deleted.
6	Duplicates removal: course enrollments	Pre-processing: Cleaning and restructuring the raw datasets	Dataset 2	Duplicate course enrollments associated with students having multiple program enrollments over time were deleted.
7	Mutiple results removal	Pre-processing: Cleaning and restructuring the raw datasets	Dataset 2	Multiple final results for the same student, course, semester and year were found due to: Students improving their grades by re-taking exams. Courses at UiO can have multiple options for assessment, but all of them are registered in FS regardless of the option chosen by the student. Only the best result was kept, and the rest was deleted.
8	Duplicates removal: mandatory assessment results	Pre-processing: Cleaning and restructuring the raw datasets	Dataset 3	Duplicate mandatory assessment results associated with students having multiple program enrollments over time were deleted.
9	Manual encoding of assessment method	Pre-processing: Cleaning and restructuring the raw datasets	Dataset 3	The mandatory assessment dataset has three different columns detailing the assessment method of each specific entry. None of them is completely reliable, as they either are automatically registered but do not consider all the assessment types, or are manually registered and have errors. Thus, a new field was

				created by manually reviewing the entries in the dataset.
10	Multiple-semester courses dataset	Pre-processing: Cleaning and restructuring the raw datasets	Dataset 5	A dataset was constructed containing the (semester, year) combination in which a specific course is registered in Dataset 2, the term of such registration and the study point distribution per term of all courses lasting multiple semesters. This dataset was used for triangulation with Dataset 2.
11	Course details assignment	Pre-processing: Triangulation Pre-processing: Cleaning and restructuring the raw datasets	Dataset 2 and 4	A triangulation between Dataset 2 and 4 was performed based on the field course code. Based on this triangulation, the study points and location of each course was assigned as a field to Dataset 2.
12	Multiple-semester courses re-coding	Pre-processing: Triangulation Pre-processing: Cleaning and restructuring the raw datasets	Dataset 2 and 5	A triangulation between Dataset 2 and the multiple-semester courses dataset (created from Dataset 5) was performed based on the field course code and semester/year combination. All the courses lasting more than one semester were identified and: The missing semesters were added to Dataset 2 based on the term of registration, adding a new entry for each missing semester. Exceptions were found in which the extra semesters were registered. Rules for taking this into account were included in the pre-processing. The study point of each semester was modified in Dataset 2 to reflect the real study point distribution.
13	Mandatory assessment aggregation	Pre-processing: Triangulation	Dataset 2 and 3	A triangulation between Datasets 2 and 3 was performed based on the fields: student_id/brokersnav, course

		Pre-processing: Cleaning and restructuring the raw datasets		code, and semester/year combination. A match between the course's semester/year combination from Dataset 2 and both the mandatory assessment's semester/year combination of the course and examination was required. Based on this triangulation, the following fields were created in Dataset 2: The field obligs was created in Dataset 2 by counting the number entries with assessment type "Ø" in Dataset 3. The field oral_exam was created by counting the number of entries with assessment type = "M" The field written_exams was created by counting the number of entries with values
14	Re-coding of withdrawn courses	Pre-processing: Cleaning and restructuring the raw datasets	Dataset 2	A re-coding of the field final grade was performed, to reflect courses that were withdrawn but where students did partake of some mandatory assessment activities during the semester. The field was recoded by: If the course result's grade name is "W" and either the fields obligs, oral_exam or written_exams are not 0, then change grade name to "WT". If the course result's grade name is "W" and all the fields obligs, oral_exam and written_exams are 0, then keep grade name as "W".
15	Study points dataset	Pre-processing: Cleaning and restructuring the raw datasets	Dataset 2	A new data set was constructed with information for each unique student_id/brukernavn, semester/year and grade name (A-F,

				P, W or WT) values in Dataset 2. For each unique value, the following information was extracted from Dataset 2: Sum of study points Number of courses
16	Course final results aggregation	Pre-processing: Triangulation	Datasets 1 and 2	Datasets 1 was merged with the Study points dataset based on the fields student_id/brukernav and semester/year combination. All the fields in the Study points dataset were added to Dataset 1.
17	Semester registration encoding	Pre-processing: Cleaning and restructuring the raw datasets	Dataset 1	A field called reg_type was created to characterize each semester registration. The field was coded by comparing the program of enrollment of the students with the program they register in each semester: If Hovedprogram (program the student registered in a specific semester) is the same as Studieprogramkode (program of enrollment), then reg_type is “same program” (SP) If Hovedprogram (program the student registered in a specific semester) is different than Studieprogramkode (program of enrollment) and it is not empty, then reg_type is “other program” (OP) If Hovedprogram (program the student registered in a specific semester) is empty, then reg_type is “no registration” (NR)
18	Age encoding	Pre-processing: Cleaning and restructuring the raw datasets	Dataset 1	The field age was created, and calculated as the age at the time of enrollment: Age = Fødselår - Arstall_start

Table 7: Features in the student trajectory dataset extracted from the integration of Subsets 1, 2, 3, 4 and 5

Indicator(s)	Number of features	Values
Age at enrollment	One per student/cohort	Discrete indicator. Values equal or larger than 0.
Fylke	One per student/cohort	Nominal indicator. Eleven possible values corresponding to the different regions in Norway.
Sex	One per student/cohort	Nominal indicator. Possible values: Kvinne (K) Mann (M)
Faculty	One per student/cohort	Nominal indicator.
Program	One per student/cohort	Nominal indicator.
Specialization	One per student/cohort	Nominal indicator.
Semester study points	One indicator per student/cohort, grade (A-F, P, WT or W) and per semester (up to 10 semesters)	Discrete indicator. Values equal or larger than 0.
Type of semester registration	One indicator per student/cohort and semester (up to 10 semesters)	Nominal indicator. Possible values: Same as program of enrollment (SP) Other program different from program of enrollment (OP) No registration (NR)

Table 8: Description of the nodes in the DAG dataset with their values

New variable	Original variables	Type	Nodes	Values
Age range	Age at enrollment	Ordinal	1	1: 21 years old or less 2: Between 21 and 25 years old 3: Between 25 and 30 years old 4: Between 30 and 40 years old 5: Older than 40 years old
Semester registration in each semester	Type of semester registration	Nominal	4	SP: registration is the same as program of enrollment. OP: registration is different to the program of enrollment. NR: No registration
Study points passed in each semester	Semester study points	Ordinal	3	Low: study points passed (grade A-E or P) are equal or less than 5 Medium-low: study points passed (grade A-E or P) are more than 5 and equal or less than 15 Medium-high: study points passed (grade A-E or P) are more than 15 and equal or less than 25 High: study points passed (grade A-E or P) are more than 25
Study points withdrawn with activity in each semester	Semester study points	Ordinal	3	Low: study points withdrawn with activity (WT) are equal or less than 5 Medium-low: study points withdrawn with activity (WT) are more than 5 and equal or less than 15 Medium-high: study points withdrawn with activity (WT) are more than 15 and equal or less than 25 High: study points withdrawn with activity (WT) are more than 25
Study points withdrawn in each semester	Semester study points	Ordinal	3	Low: study points withdrawn without activity (W) are equal or less than 5 Medium-low: study points withdrawn without activity (W) are more than 5 and equal or less than 15 Medium-high: study points withdrawn without activity (W) are more than 15 and equal or less than 25 High: study points withdrawn without activity (W) are more than 25

Study points failed in each semester	Semester study points	Ordinal	3	Low: study points failed (F) are equal or less than 5 Medium-low: study points failed (F) are more than 5 and equal or less than 15 Medium-high: study points failed (F) are more than 15 and equal or less than 25 High: study points failed (F) are more than 25
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Appendix 3C. Detailed Overview of Canvas Datasets

Table 1: Subsets of CAN_1

Description: CAN_Dataset-1 is a comprehensive collection of structured and aggregated canvas data from the courses offered in each semester during the period 2019-2023.

Code/Label	Content
Subset A	Courses
Subset B	Assignments
Subset C	Discussions
Subset D	Quizzes
Subset E	Announcements
Subset F	Files
Subset G	Rubrics

Table 2: CAN_1 Subset A – Courses

Description: The Courses dataset identifies and provides fundamental details about each course, including unique identifiers, names, codes, timelines, and metrics related to course content and participation.

Name	Description	Data Type
Course ID	Unique identifier for the course.	Integer
Term Name	Name of the academic term the course belongs to.	String
Course Name	Name of the course.	String
Course Code	Code or abbreviation for the course.	String
Start Date	Date when the course starts.	String
End Date	Date when the course ends.	String
Created Date	Date when the course was created.	String
Total Students	Total number of students enrolled in the course.	Integer
Number of Page Views Total	Total number of page views by all students in the course.	Integer
Total Pages	Total number of pages containing course content.	Integer
Total Participations Total*	Total number of participations (e.g., interactions) by all students.	Integer
Total Assignment Groups	Total number of assignment groups in the course.	Integer
Total Assignments	Total number of assignments in the course.	Integer

Total Published Assignments	Number of assignments that are published and visible to students.	Integer
Assignment Submissions Total	Total number of assignment submissions by students.	Integer
Total Quizzes	Total number of quizzes in the course.	Integer
Total Published Quizzes	Number of quizzes that are published and visible to students.	Integer
Quiz Attempts Total	Total number of quizzes attempts by students.	Integer
Total Discussions	Total number of discussion topics in the course.	Integer
Total Published Discussions	Number of discussion topics that are published and visible to students.	Integer
Discussion Posts by Students Total	Total number of posts made by students in all discussions.	Integer
Most Active Discussion Topic	Title of the discussion topic with the most student posts.	String
Total Unique Discussion Participants	Number of unique students who participated in discussions.	Integer
Total Discussion Replies	Total number of replies across all discussions.	Integer
Total Announcements	Total number of announcements in the course.	Integer
Total Published Announcements	Number of announcements that are published and visible to students.	Integer
Replies to Announcements	Total number of replies (questions, answers) to all announcements.	Integer
Total Modules	Total number of modules structuring the course content.	Integer
Total File Uploads	Total number of files uploaded to the course.	Integer
Total Resource Access	Sum the total page views and total file downloads.	Integer

Table 3: CAN_1 Subset B – Assignments

Description: The Assignments dataset details all coursework assignments within each course. It captures essential variables such as assignment descriptions, deadlines, submission types, grading criteria, and submission statistics.

Name	Description	Data Type
term_name	The term when the course took place.	String
course_id	Uniquely identifies a course in the Canvas LMS.	Integer/String
assignment_id	Uniquely identifies an assignment within a course.	Integer
name	The name or title of the assignment.	String
description	Text description providing details about the assignment.	String
created_at	Timestamp indicating when the assignment was created.	String
updated_at	Timestamp indicating when the assignment was last updated.	String
due_at	Timestamp indicating when the assignment is due.	String
submission_types	Specifies the type(s) of submission allowed for the assignment (e.g., online, on paper).	List of Strings
grading_type	The method of grading the assignment (e.g., points, pass_fail).	String
published	Indicates whether the assignment is published and visible to students.	Boolean
allowed_attempts	The number of attempts a student can make on the assignment, or -1 if unlimited.	Integer
average_score	The average score of all submissions for the assignment.	Float
standard_deviation	Standard deviation of scores for the assignment.	Float
variance	Variance of scores for the assignment.	Float
min_score	The minimum score among all submissions for the assignment.	Float
max_score	The maximum score among all submissions for the assignment.	Float
median	The median score of all submissions for the assignment.	Float
total_grades	Total number of submissions that have received a grade.	Integer
graded_count	Number of submissions that have been graded.	Integer
ungraded_count	Number of submissions that have been submitted but not yet graded.	Integer

not_submitted_count	Number of expected submissions that have not been submitted.	Integer
tardiness_breakdown	Breakdown of submissions (on-time, late, missing, total).	Dictionary
distinct_student_submissions	Number of distinct students who made submissions.	Integer
group_assignment_status	Indicates if the assignment is a group assignment.	Boolean
has_submitted_submissions	Indicates whether any submissions have been made for the assignment.	Boolean
completion_rate	Percentage of submissions completed (graded count divided by total submissions).	Float (Percentage)
peer_review_status	Indicates if peer reviews are enabled for an assignment.	Boolean
peer_review_participation_rate	Percentage of peer review participation (number of peer reviews divided by total submissions).	Float (Percentage)
instructor_comments_count	Number of comments made by the instructor on submissions.	Integer
student_comments_count	Total number of submission comments made by students.	Integer
rubric_assessment	Indicates if there is a rubric attached to the assignment.	Boolean
repeated_attempts	Number of submissions that were attempted more than once.	Integer

Table 4: CAN_1 Subset C - Discussions

Description: The Discussions dataset catalogs forum discussions within courses, capturing information about topics, replies, engagement levels, and user participation metrics.

Name	Description	Data Type
term_name	The term when the course took place.	String
course_id	Uniquely identifies a course in the Canvas LMS.	Integer/String
topic_id	Uniquely identifies a discussion topic within a course.	Integer
title	The title of the discussion topic.	String
initiated_by_student	Indicates if the discussion was initiated by a student.	Boolean
posted_at	Timestamp indicating when the discussion topic was posted.	String
last_reply_at	Timestamp of the most recent reply to the discussion topic.	String
discussion_subentry_count	The total number of replies and sub-replies in the discussion.	Integer
published	Indicates whether the discussion topic is published for students to view.	Boolean
lock_at	Timestamp after which the discussion topic is locked and can no longer be replied to.	String
locked	Indicates if the discussion is currently locked.	Boolean
pinned	Indicates if the discussion has been pinned to the top.	Boolean
allow_rating	Indicates whether the discussion allows ratings.	Boolean
only_graders_can_rate	Indicates if only graders are allowed to rate discussions.	Boolean
discussion_type	The type of discussion (e.g., threaded, side_comment).	String
total_participants	Number of unique users who participated in the discussion.	Integer
student_participants	Number of unique student users who participated in the discussion.	Integer
total_entries	Total number of discussion entries (including initial posts and replies) from all users.	Integer
student_entries	Total number of discussion entries made by students.	Integer
total_replies	Number of replies (responses to the initial post and to other entries) in the discussion.	Integer
student_replies	Number of replies made by students in the discussion.	Integer

total_likes	Sum of all ratings given to entries in the discussion topic, if ratings are allowed.	Integer
student_likes	Sum of ratings (likes) given to discussion entries by students.	Integer
is_student	A boolean list capturing student status per user who participated.	List[Boolean]

Table 5: CAN_1 Subset D - Quizzes

Description: This dataset encompasses information regarding quizzes conducted within courses, including quiz types, question counts, scoring metrics, and access details.

Name	Description	Data Type
term_name	The term when the course took place.	String
course_id	Uniquely identifies a course in the Canvas LMS.	Integer/String
quiz_id	Uniquely identifies a quiz in the Canvas LMS.	Integer
title	The title of the quiz.	String
quiz_type	The type of quiz (e.g., graded, practice).	String
hide_results	Whether to hide quiz results from students.	String/Boolean
show_correct_answers	Indicates whether correct answers will be shown to students after they complete the quiz.	Boolean
question_count	The total number of questions in the quiz.	Integer
points_possible	The total points possible for the quiz.	Integer/Float
due_at	Timestamp indicating when the quiz is due.	String
lock_at	Timestamp after which the quiz is locked and not accessible to students.	String
unlock_at	Timestamp indicating when the quiz becomes accessible to students.	String
published	Indicates whether the quiz is published and available to students.	Boolean
anonymous_submissions	Indicates whether the quiz submissions are anonymous.	Boolean
unique_count	The number of unique submissions the quiz received.	Integer
quiz_attempts_average	Average number of quiz attempts per student.	Float

quiz_completion_rate	Percentage of students who completed the quiz.	Float (Percentage)
score_average	The average score of all quiz submissions.	Float
duration_average	The average duration taken by students to complete the quiz, typically in seconds or minutes.	Float

Table 6: CAN_1 Subset E - Announcements

Description: Announcements capture the distribution of time-sensitive information from educators to students. This data includes announcement titles, content, timestamps, and publication statuses.

Name	Description	Data Type
term_name	The term when the course took place.	String
course_id	Uniquely identifies a course in the Canvas LMS.	String
announcement_id	Uniquely identifies an announcement within a course.	Integer
title	Title of the announcement.	String
message	Content or message body of the announcement.	String
posted_at	Timestamp indicating when the announcement was posted.	String
last_edited_at	Timestamp indicating when the announcement was last edited.	String
published	Indicates whether the announcement is currently published and visible to students.	Boolean
locked	Indicates if the announcement is locked and cannot be modified further.	Boolean
delayed_post_at	Timestamp indicating when the announcement is scheduled to be posted, if it's delayed.	String
allow_replies	Indicates if replies are allowed in the announcement.	Boolean
total_replies	Total number of replies made to the announcement.	Integer
average_replies	Average number of replies per student participant.	Float
unique_student_users	Number of unique students that replied to the announcement.	Integer
announcement_summary	Summary statistics including total announcements and total published announcements.	Dictionary

Table 7: CAN_1 Subset F - Files

Description: The dataset provides an overview of file management within courses in the Canvas LMS, capturing essential metadata and access controls. It enables a deeper understanding of how files are organized, shared, and accessed in educational settings.

Name	Description	Data Type
course_id	Uniquely identifies a course in the Canvas LMS.	Integer/String
file_id	Uniquely identifies a file within a course.	Integer
display_name	The name of the file as displayed in the Canvas LMS.	String
filename	The actual name of the file including its extension.	String
content_type	The MIME type of the file indicating its content type (e.g., application/pdf).	String
size	The size of the file in bytes.	Integer
created_at	Timestamp indicating when the file was created.	String
updated_at	Timestamp indicating when the file was last updated.	String
unlock_at	Timestamp indicating when the file becomes accessible to students.	String
locked	Indicates if the file is locked and not accessible without permission.	Boolean
hidden	Indicates if the file is hidden from students.	Boolean
lock_at	Timestamp indicating when the file will be locked.	String
hidden_for_user	Indicates if the file is hidden for the user based on their permissions.	Boolean
visibility_level	Level of visibility assigned to the file.	String
modified_at	Timestamp indicating when the file was last modified.	String
mime_class	General classification of the file based on its MIME type (e.g., 'audio', 'image').	String
locked_for_user	Indicates if the file is locked for the user based on their permissions.	Boolean
lock_info	Additional information about the file's locking status and conditions.	Dictionary
lock_explanation	Explanation why the file is locked, typically detailing permissions or other settings.	String

Table 8: CAN_1 Subset G – Rubrics (course-level)

Description: The Rubrics dataset contains detailed information about rubrics used across Canvas courses, including rubric structures, criteria, scoring methods, and associated assignments. It also captures evaluation metrics like average scores, criteria usage frequency, and rubric adoption rates, providing insights into rubric effectiveness and usage patterns.

Course ID	Unique identifier for the course.	Integer
Course Name	Name of the course.	String
Total Number of Rubrics in Course	Total count of rubrics associated with the course.	Integer
Total Number of Assignments with Rubrics in Course	Number of assignments using rubrics within the course.	Integer
Rubric Adoption Rate	Percentage of assignments using rubrics in the course.	Float (Percentage)
Total Number of Students Evaluated Using Rubrics in Course	Unique count of students evaluated using rubrics in the course.	Integer
Total Number of Instructors Using Rubrics in Course	Unique count of instructors using rubrics in the course.	Integer

Table 9: CAN_1 Subset G – Rubric Metadata

Name	Description	Data Type
Rubric ID	Unique identifier for the rubric.	Integer
Rubric Title	Title of the rubric.	String
Rubric Description	Description of the rubric.	String
Associated Assignment ID(s)	List of assignment IDs linked to the rubric.	String
Rubric Use Scope	Scope of rubric usage (Course-wide, Assignment-specific, etc.).	String
Scoring Method	Scoring mechanism used (Points, No Points, Percentage, etc.).	String
Free-form Comments Allowed	Whether free-form comments are allowed (Yes/No).	String (Yes/No)
Rubric Created Date	Date when the rubric was created.	String
Rubric Last Updated Date	Date when the rubric was last updated.	String
Number of Criteria in This Rubric	Total number of criteria defined in the rubric.	Integer

Table 10: CAN_1 Subset G – Rubric criterions

Name	Description	Data Type
Criteria Titles	Titles of criteria within the rubric.	String (Comma-separated)
Criteria Descriptions	Descriptions of criteria within the rubric.	String (Comma-separated)
Point Ranges per Criterion	Minimum and maximum points for criteria.	String (Min-Max)
Criteria Weights	Weight of each criterion if applicable.	String (Comma-separated)
Criteria Usage Frequency	Frequency of each criterion appearing in the rubric.	String (Key: Value format)

Table 11: CAN_1 Subset G – Rubric scoring and evaluation

Scoring & Evaluation Data (For This Rubric in This Course)

Name	Description	Data Type
Total Number of Rubric Evaluations	Total count of rubric evaluations performed.	Integer
Average Score Given Per Criterion	Average score assigned per criterion.	Float
Median Score Per Criterion	Median score assigned per criterion.	Float
Highest & Lowest Scores Given Per Criterion	Highest and lowest scores assigned for a criterion.	String (Highest-Lowest)
Standard Deviation of Scores Per Criterion	Variation in scores assigned to criteria.	Float
Percentage of Evaluations with Free-form Comments Used	Proportion of evaluations with comments.	Float (Percentage)

Table 12: Subsets of CAN_2

Description: CAN_Dataset-2 is a structured dataset focused on individual student interactions, performances, and engagement in Canvas courses over the period 2024-2025. It is designed to provide insights at the student level.

The CAN_Dataset-3 contains the following subsets (sub-datasets).

Code/Label	Content
Subset A	Student Assignments
Subset B	Student Quizzes
Subset C	Student Course Engagement
Subset D	Student Discussions
Subset E	Student Files

Table 13: CAN_2 Subset A – Student Assignments

Description: Captures details on student assignment submissions, grades, and attempts.

Data Point	Description	Data Type
assignment_id	Unique identifier for the assignment	Integer
course_id	Associated course ID	Integer
user_id	Canvas Student ID	Integer
submission_id	Unique identifier for the student's submission	Integer
submitted_at	Timestamp when the student submitted the assignment	DateTime
grade	Grade received (points or letter format)	String/Float
due_at	Submission deadline of the assignment	DateTime
late_submission	Indicates if the assignment was late	Boolean
attempts	Number of attempts made by the student	Integer
resubmission_count	Number of times the student resubmitted an assignment	Integer
instructor_feedback_status	Boolean indicating if instructor feedback was received	Boolean
instructor_feedback	Feedback given by instructor	String
feedback_timestamp	When feedback was provided	DateTime
submission_type	Type of submission (file, text entry, URL, etc.)	String
workflow_state	Submission status (e.g., submitted, graded)	String
submission_comments_count	Number of instructor comments on the submission	Integer

Table 14: CAN_2 Subset B – Student Quizzes

Description: Tracks quiz participation, scores, and attempts.

Data Point	Description	Data Type
quiz_id	Unique identifier for the quiz	Integer
course_id	Associated course ID	Integer
user_id	Canvas Student ID	Integer
submission_id	Unique identifier for the student's quiz submission	Integer
score	Score achieved by the student	Float
attempts	Number of quiz attempts made	Integer
time_spent	Time spent on quiz attempt (in seconds)	Integer
due_at	Submission deadline of the quiz	DateTime
late_submission	Indicates if the quiz was submitted late	Boolean
quiz_completion_status	Boolean indicating if all required questions were answered	Boolean
skipped_questions	Number of questions left unanswered	Integer
kept_score	Score kept for grading	Float
started_at	Timestamp when the quiz attempt started	DateTime

Table 15: CAN_2 Subset C – Student Course Engagement

Description: Captures student interactions, participation, and engagement metrics.

Data Point	Description	Data Type
user_id	Canvas Student ID	Integer
course_id	Course ID	Integer
page_view_count	Total number of course-related pages accessed	Integer
daily_page_views	Page of views of student on each day	Dictionary
resource_access	Number of times resources were accessed	Integer
participation_count	Total participatory actions (submissions, posts, quizzes)	Integer
assignment_submissions	Number of assignment submissions by the student	Integer
quiz_attempts	Number of quiz attempts by the student	Integer
discussion_posts	Number of discussion posts made by the student	Integer
last_activity_timestamp	Timestamp of the most recent student activity	DateTime

Table 16: CAN_2 Subset D – Student Discussions

Description: Captures student participation in discussion forums.

Data Point	Description	Data Type
discussion_id	Unique identifier for the discussion topic	Integer
course_id	Associated course ID	Integer
user_id	Canvas Student ID	Integer
post_id	Unique identifier for a discussion post	Integer
message	Content of the student's post	String
post_length	Length of the post's message in characters	integer
posted_at	Timestamp when the student posted the comment	DateTime
reply_count	Number of replies made by the student in the specific post	Integer
ratings_enabled	Flag to check if ratings are enables in the post	Boolean
likes_received	Number of times the student's posts were liked in the specific post	Integer
edited_posts	Boolean indicating if the student edited a post	Boolean
replies_received	Number of replies received on the student's posts	Integer
thread_participation_count	Number of discussion threads participated in	Integer
thread_initiation_count	Number of threads initiated by the student	Integer
rating_sum	Total rating score for the student's post (if ratings enabled)	Integer
is_graded	Indicates if the discussion topic is graded	Boolean
is_anonymous	Whether the post was made anonymously	Boolean

Table 17: CAN_2 Subset E – Student Files

Description: Captures student interactions with files on Canvas. Focusses on student uploaded files to the canvas

Data Point	Description	Data Type
Course_id	ID of the course where the file was uploaded.	Integer
file_id	Unique identifier for the file	Integer
user_id	Canvas Student ID	Integer
file_name	Display name of the file	String
file_size	Size of the file in bytes	Integer
uploaded_at	Timestamp when the file was uploaded	DateTime
created_at	Timestamp when the file was created in Canvas	DateTime
assignment_id	ID of the associated assignment	Integer
Due_at	Timestamp when the assignment was due	DateTime

Appendix 3D. Self-reported data

Table 1. Item bank Bra start survey

Topics	Constructs	Question (English)	Question (Norwegian)
2.2 Academic background	Level of parental education	What is the highest level of education that has been completed by your parents? (e.g. if your mother has a higher degree than your father, you only need to cross of your mother's degree)	Hva er dine foreldres høyeste fullførte utdanning? (f.eks. hvis din mor har høyere grad enn din far, krysser du kun av for utdannelsen til din mor)
2.3 Living conditions	Type of housing during first semester	What type of housing to you live in?	Hva slags bolig bor du i?
	Perceived economic situation	How would you best describe your current economic situation? This entails all monthly income, incl. study loans, salaries, monetary compensations	Hvordan vil du beskrive din nåværende økonomiske situasjon? Det inkluderes alle pengene man får inn hver måned, ikke kun stipend (feks. pengegodtgjørelse, lønn, ovs)
	Social circle in Oslo	Which members of your social circle live close to Oslo (Oslo and Akershus county) Multiple answers possible	Hvem i din nærmeste omgangskrets bor i nærheten av Oslo (Oslo og Akerhus fylkener) Flere svar mulig
	Interfering responsibilities	Since starting at UiO, how often have you felt that: Your work responsibilities have interfered with your studies (e.g. due to time pressure, stress)	Etter at du begynte å studere ved UiO, hvor ofte har du følt at: Forpliktelser på arbeidsplassen har kommet i konflikt med studiene (feks. pga. tidsbruk, stressnivå)
		Since starting at UiO, how often have you felt that: Your responsibilities related to other studies outside of UiO have interfered with your studies (e.g. due to time pressure, stress)	Etter at du begynte å studere ved UiO, hvor ofte har du følt at: Forpliktelser fra andre studier jeg tar utenfor UiO har kommet i konflikt med studiene (feks. pga. tidsbruk, stressnivå)
		Since starting at UiO, how often have you felt that: Your family responsibilities have interfered with your studies (e.g. due to time pressure, stress)	Etter at du begynte å studere ved UiO, hvor ofte har du følt at: Familiære forpliktelser har kommet i konflikt med studiene (feks. pga. tidsbruk, stressnivå)
		Since starting at UiO, how often have you felt that: Your social life has interfered with your studies (e.g. due to time pressure, stress)	Etter at du begynte å studere ved UiO, hvor ofte har du følt at: Sosialt liv har kommet i konflikt med studiene (feks. pga. tidsbruk, stressnivå)
3.1 Sense of belonging	Sense of studying at the right place	To what extent do you agree with the following statements: I feel I belong at UiO	I hvilken grad er du enig i følgende påstand: Jeg føler meg hjemme på UiO

		To what extent do you agree with the following statements: If I could choose my place of study again, I would still choose UiO	I hvilken grad er du enig i følgende påstand: Hvis jeg kunne valgt studiested om igjen, ville jeg fortsatt valgt UiO
		To what extent do you agree with the following statements: If I could choose my study program again, I would still choose the program I'm currently enrolled in	I hvilken grad er du enig i følgende påstand: Hvis jeg kunne valgt studieprogram om igjen, ville jeg fortsatt valgt det samme
	Sense of feeling connected at study place	In your current study programme, to what degree: Do you feel comfortable approaching your class instructors	På ditt nåværende studieprogram, i hvilken grad: Føler du deg komfortabel med å be om hjelp fra dine undervisere
		In your current study programme, to what degree: Do you feel a sense of community with your fellow students	På ditt nåværende studieprogram, i hvilken grad: Kjenner du på en følelse av felleskap med medstudentene dine
		How many friends have you made at your study place?	Hvor mange venner har du fått på studiestedet ditt?
	3.2 Out-of class interaction	Institutional support (Degree and satisfaction)	In your current study programme, to what degree: Have you received support or encouragement from a class instructor (emotionally or academically)
In your current study programme, to what degree: Have you received support or encouragement from a study advisor (emotionally or academically)			På ditt nåværende studieprogram, i hvilken grad har du: Fått støtte eller oppmuntring fra en studierådgiver (emosjonell eller faglig)
In your current study programme, to what degree: Have you received support or encouragement from a buddy (emotionally or academically)			På ditt nåværende studieprogram, i hvilken grad har du: Fått støtte eller oppmuntring fra en fadder (emosjonell eller faglig)
How satisfied are you with: The support you received from your class instructors (emotionally or academically)			Hvor fornøyd er du med: Støtten du har fått fra underviserne dine (emosjonell eller faglig)?
How satisfied are you with: The support you received from your study advisors (emotionally or academically)			Hvor fornøyd er du med: Støtten du har fått fra studierådgiverne dine (emosjonell eller faglig)
How satisfied are you with: The support you received from your buddies (emotionally or academically)			Hvor fornøyd er du med: Støtten du har fått fra fadderne dine (emosjonell eller faglig)
Extracurricular activities		Are you participating in any extracurricular activities in your spare time?	Er du aktiv i foreningsliv eller lignende på fritiden?
		Which extracurricular activities do you participate in? Multiple answers possible	Hvilke foreninger eller aktiviteter deltar du i på din fritid? Flere svar mulig

		How satisfied are you with: Your buddy (fadder) group	Hvor fornøyd er du med: Faddergruppen din
		How satisfied are you with: Social events during induction/first week of university (e.g. parties, ceremonies, academic seminars, student association day)	Hvor fornøyd er du med: Sosiale arrangementer under studiestarten (f.eks. fester, seremonier, faglige foredrag, foreningsdag)
		How satisfied are you with: Student associations or events offered by the university or SIO/OSI (e.g. sports clubs, cultural clubs, student politics, student pubs, academic seminars)	Hvor fornøyd er du med: Studentforeninger eller arrangementer som tilbys i regi av universitetet eller SiO/OSI (f.eks. idrett, kulturtilbud, studentpolitikk, studentpub, faglige foredrag)
1.1 Intention	Plans for next semester	What do you plan to do next semester? Just select one answer. If you have several plans, please select the plan you are most sure about.	Hva planlegger du å gjøre neste høst? Velg bare ett alternativ. Hvis du har flere planer, velg den planen du er mest sikker på.
	Certainty of plans	How certain are you about this decision?	Hvor sikker er du på denne avgjørelsen?
1.2 Reasons behind	Reasons influencing decision	Please select the main reason for this decision. Several answers possible.	Velg hovedårsakene som har påvirket denne beslutningen. Flere svar mulig
4.1 Perceived quality of studies	Satisfaction with study quality Student satisfaction with academic offer*	In you current study program, how satisfied are you with: the teaching in your study program	På ditt nåværende studieprogram, hvor fornøyd er du med: Undervisningen
		In you current study program, how satisfied are you with:the workload in your study program	På ditt nåværende studieprogram, hvor fornøyd er du med: Arbeidsmengden på studiet
		In you current study program, how satisfied are you with:the way your study program is organized	På ditt nåværende studieprogram, hvor fornøyd er du med: Måten studiet er strukturert på
		In you current study program, how satisfied are you with:the study guidance in your study program	På ditt nåværende studieprogram, hvor fornøyd er du med: Den faglige veiledningen
		In you current study program, how satisfied are you with: the physical learning environment (e.g. teaching rooms, technical equipment, digital tools used in teaching)	På ditt nåværende studieprogram, hvor fornøyd er du med: Det fysiske læringsmiljøet (f.eks. undervisningsrom, teknisk utstyr, digitale verktøy som brukes i undervisning)
		In you current study program, how satisfied are you with: the feedback on your learning (e.g. comments on assignments, presentations, grade explanations)	På ditt nåværende studieprogram, hvor fornøyd er du med: Tilbakemelding på egen læring (f.eks. kommentarer på oppgaver, presentasjoner, karakterbegrunnelser)
		In you current study program, how satisfied are you with: your own study efforts	På ditt nåværende studieprogram, hvor fornøyd er du med: Din egen arbeidsinnsats

4.2 Academic adjustment	Development of study habits	Since starting your study programme, to what extent have you: Understood what is expected of you as a student (e.g. related to your performance, effort, attendance, tasks)	Etter at du begynte på ditt nåværende studieprogram, i hvilken grad har du: Forstått hva som forventes av deg som student (f.eks. angående prestasjon, innsats, oppmøte, oppgaver)
		Since starting your study programme, to what extent have you: Developed good study habits or had good study habits from before	Etter at du begynte på ditt nåværende studieprogram, i hvilken grad har du: Utviklet gode studievevaner eller hatt gode studievevaner fra før
		Since starting your study programme, to what extent have you: Learnt to manage your time effectively	Etter at du begynte på ditt nåværende studieprogram, i hvilken grad har du: Klart å styre tidsbruken effektivt
		Since starting your study programme, to what extent have you: Attended classes regularly	Etter at du begynte på ditt nåværende studieprogram, i hvilken grad har du: Regelmessig fulgt undervisningen
	Academic self-efficacy	To what extent are you: Confident that you can complete all the work that is assigned in your modules	I hvilken grad er du: trygg på at du kan bli ferdig med alle obligatorisk oppgavene i emnene dine
		To what extent are you: Confident that you can understand complicated ideas when they are presented in your modules	I hvilken grad er du: selvsikker på at du kan forstå kompliserte ideer når de er introdusert på emnene dine?
		To what extent are you: Confident that you can learn all of the material presented in your modules	I hvilken grad er du: sikker på at du kan lære alt innhold som presenteres i emnene dine?
		To what extent are you: Confident that you can do the hardest tasks that are assigned in your modules	I hvilken grad er du: selvsikker på at du kan mestre de mest krevende oppgavene i emnene dine?
		To what extent are you: Confident that you will remember the main points of what you learned in your current modules, next year	I hvilken grad er du: selvsikker på at du vil huske hovedpoenge av du lærte i dine nåværende emner til neste år
	Performance related anxiety	Do you get nervous before exams?	Har du eksamensnerver?
		Do you get nervous when speaking up in class or giving oral presentations?	Blir du nervøs for muntlige presentasjoner, eller å ta ordet i faglige sammenhenger?
	Language related difficulties	Do you have any class instructors that teach in a language that is not your mother tongue?	Har du noen forelesere som underviser på et språk som ikke er ditt morsmål?
		To what extent do you find it difficult to follow classes taught in a foreign language?	I hvilken grad synes du det er vanskelig å følge med i forelesninger som undervises på et fremmedspråk?

Table 2. Psychometric properties of the Bra start survey

Construct	Reliability (Alpha/Omega)	Validity Evidence on internal structure
Interfering responsibilities (4 items)	Suboptimal (0.66/.67)	Unidimensional model fits the data (SRMR=0.035, GFI=0.987)
Sense of Studying at the Right Place (3 items)	Sub optimal (0.69/0.70)	The one-factor model showed strong factor loadings. The model was perfectly identified, so model fit cannot be assessed.
Feeling Connected at Study Place (2 items)	Sub-optimal (-/-)	The model was under-identified, signaling that these two items should not be interpreted as a scale but as individual measures.
Institutional Support (6 items)*	Optimal (0.81/0.86)	A two-dimensional structure (Extent and Satisfaction) was fitted. High correlation between degree and satisfaction items and high factor loading. Model fit non optimal (SRMR=0.1, GFI=0.799).
Perceived Quality of Studies (7 items)	Acceptable (0.77/0.78)	The unidimensional model fits the data well (SRMR=0.035 , GFI=0.978).
Development of Study Habits (4 items)	Acceptable (0.71/0.74)	The unidimensional model fits the data very well (SRMR=0.24 , GFI=0.992) with high factor loadings.
Academic Self-efficacy (5 items)	Optimal (.86/.86)	The unidimensional model fits the data well (SRMR= 0.21, GFI=0.992), with high factor loadings
Performance Anxiety (2 items)	Sub-Optimal	The model was under-identified, so further analysis on model fit and loading cannot be estimated.

*Institutional support is reported in the results by dimension (degree and satisfaction) for presentation purposes, prioritizing the easy communication of the results.

Figure 1. Responses to the first survey per faculty relative to the total responses to the survey

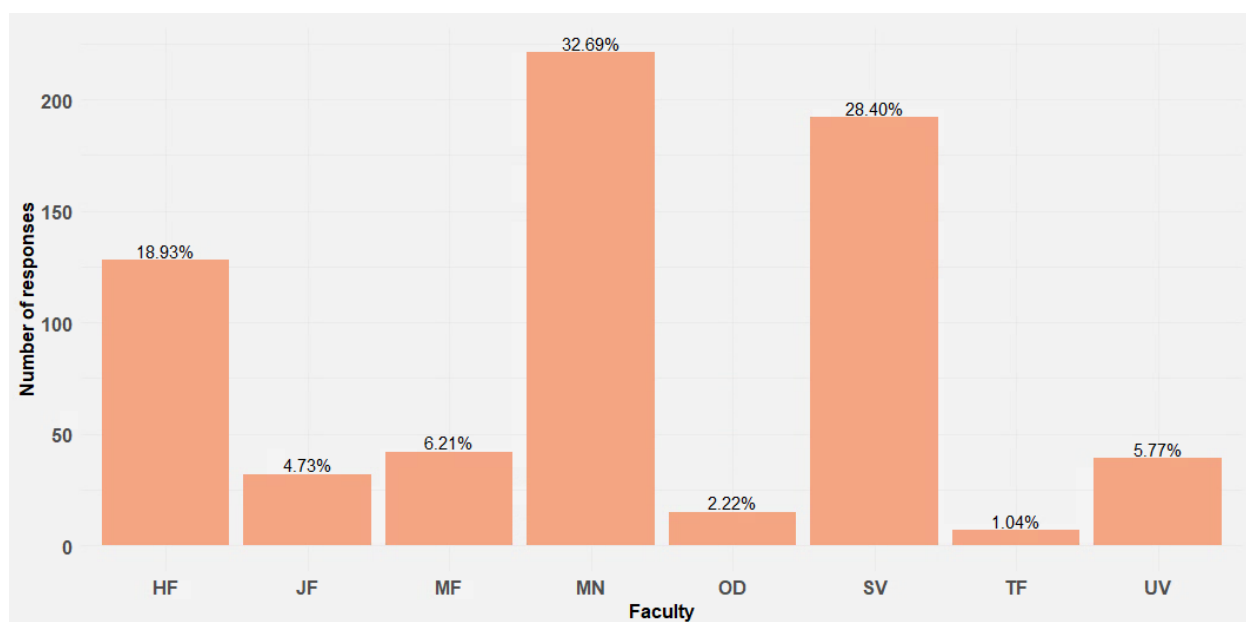


Figure 2. Responses to the second survey per faculty relative to the total responses to the survey

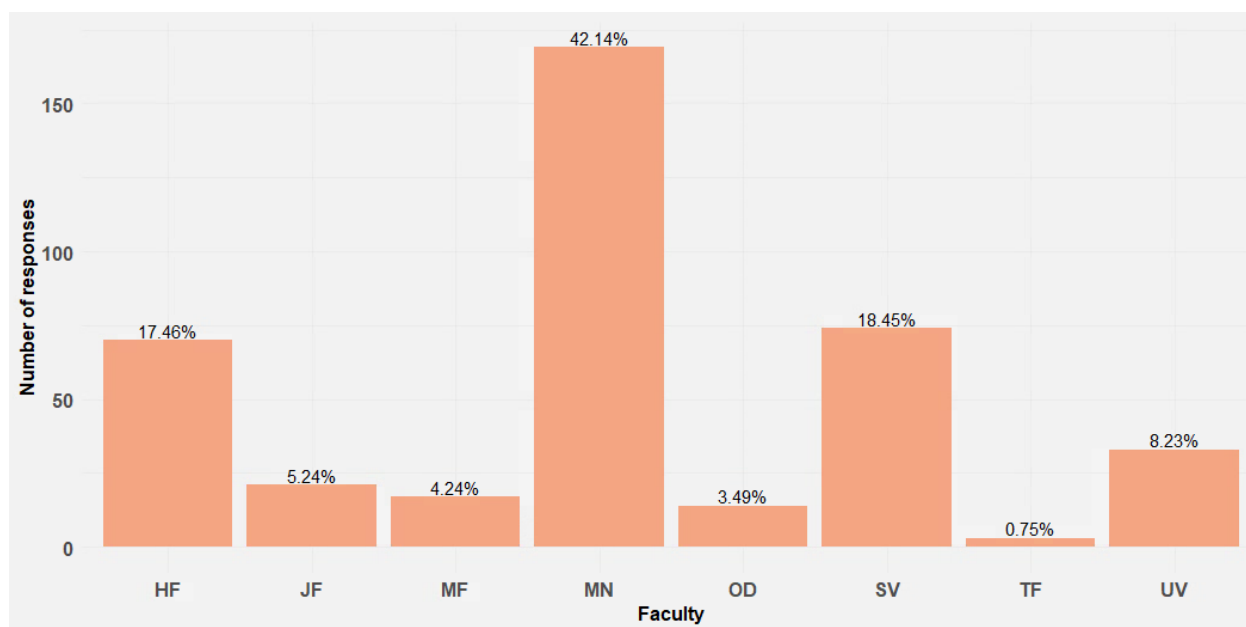
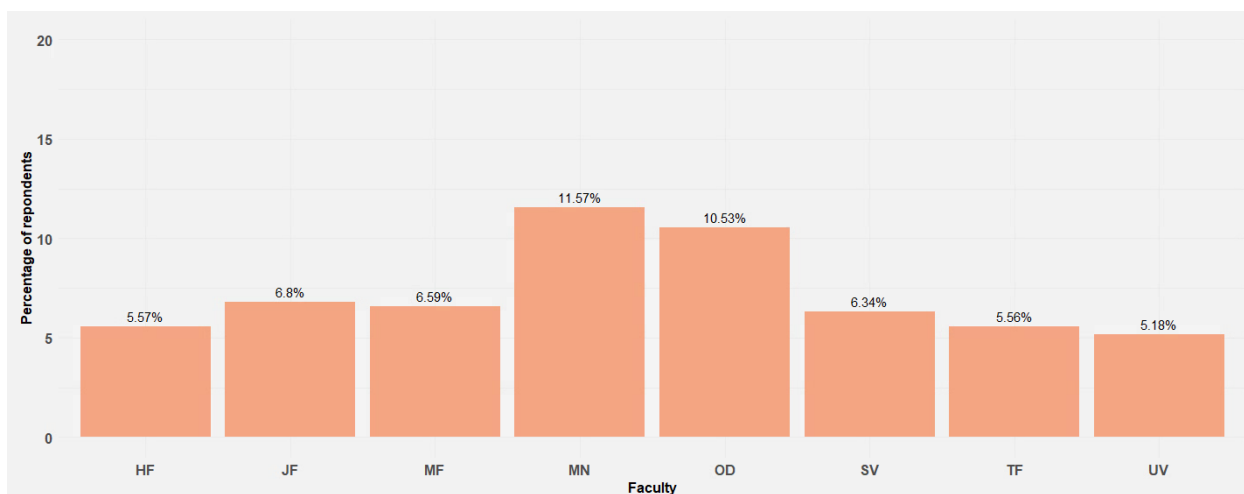


Figure 3. Response rate to the first application of the survey per faculty relative to the total student population of each faculty



Figure 4. Response rate to the Second application of the survey per faculty relative to the total student population of each faculty



Appendix 3E. Interviews

Document 1. Interview Guides

Studenter

DATO:

Intro:

Takk for at du takket ja til å delta i dette intervjuet.

Vi intervjuer førsteårsstudenter fra alle fakultetene. Målet til BraStart! er å forstå studenters studievalg, opplevelser, og deres utfordringer med gjennomføring i førsteårsstudiet, slik av UiO kan forbedre støttetilbud til studenter.

Vi har satt av 30 min til intervjuet.

Prøv å svar på spørsmålene først og fremst med tanke på det første semesteret.

Intern sjekk-liste:

- Hente inn signert samtykke fra intervjupartner
- Spør om hun/han har noen spørsmål
- Be om tillatelse for å sette i gang opptak
- Ta notater UTEN å bruke navn eller personidentifiserende info

Interviewspørsmål

1. Hvilke fakultet og hvilke studieprogram går du på?
2. Hvorfor har du valgt denne studien? Hvorfor ved UiO?
3. Hva viste du om å studere på universitetet før du startet?
4. Hva var dine forventninger om:
 - Studiene
 - Studentliv

Og fra:

- Introduksjonsuken
- Fadder og faddergruppen
- Undervisningen og undervisere

Reservespørsmål: Hva tenker du om semesterstarten og tilbudet du fikk? Hva kan være bedre?

5. Hva tenker du om tilbudet du fikk under semesteret?
 - Undervisning
 - Veiledning og tilbakemelding
 - Sosialt, organisert av studieprogram og fakultet
 - Sosialt, organisert av studentforeninger
 - Rådgiving/veiledning fra administrasjonen
6. Hva tenker du om:

- Vanskelighetsgrad på studiene: undervisning, oppgaver, arbeidskrav og eksamen arbeidsmengde
- Fysisk læringsmiljø
- Felleskap med andre studenter
- Ditt sosiale liv som student

Reservespørsmål: Hva kan være bedre?

7. Tenker du å fortsette på studieprogrammet? Hvorfor tror du at noen studenter velger å fortsette ikke med studiene sine?

10. Har du noe annet å tilføye?

Emneansvarlig

DATO:

CASE NR (don't mention faculty):

Intern sjekk-liste:

- Hente inn signert samtykke fra intervjupartner
- Spør om hun/han har noen spørsmål
- Be om tillatelse for å sette i gang opptak
- Ta notater UTEN å bruke navn eller personidentifiserende info

Intro:

Takk for at du takket ja til å delta i dette intervjuet.

Målet til BraStart! er å forstå hva som kan være eventuelle faktorer som påvirker førsteårsstudenters opplevelse av å være integrert faglig og sosialt. Og hvordan dette kan henge sammen med studentenes beslutning om å studere videre eller falle fra.

Vi intervjuer nå programledere og administratorer som er med i pilotcasene. Målet er å forstå strukturen til programmet du leder og forskjellige pedagogiske og institusjonelle rammebetingelser som kan være relevant for å forstå det vanlige studieløpet av førstestudenter i ditt program.

Vi har satt av maks. 1 time til intervjuet.

Prøv å svar på spørsmålene først og fremst med tanke på det pågående semesteret, men det er også mulig å nevne erfaringer eller betraktninger du har gjort i tidligere semestre.

Intro/Spørsmål

Notater

Tema 1: Struktur og faglige forventninger
1. Kan du kort beskrive førsteåret til <u>ditt</u> studieprogram med tanke på mål, struktur og innhold?
2. Hva forventes det av studentene ved starten av studiene? <i>F.eks. Førkunnskap, akademiske ferdigheter, motivasjon</i>
3 Hva forventer dere at studentene skal utvikle i løpet av første studieåret? <i>F.eks, nivå på kunnskap, akademiske ferdigheter, innsats, eksamensstandarder, oppgaver, oppmøte, student-lærer samhandling</i>
4 Hva er dine erfaringer eller opplevelser av hvordan førsteårsstudenter håndterer disse faglige forventningene?
5 Tilbyr programmet veiledning eller støtte til studenter som sliter eller har et ekstra behov for oppfølging? àHvis ja, hvordan får studentene vite om dette tilbudet?
Tema 2: Sosial og faglig integrering
6. Når du tenker på første semesteret, har du inntrykk av at studentene pleier å bygge et slags felleskap rundt studieprogrammet ditt? <i>F.eks. , virker det som om studentene blir bedre kjent med hverandre i løpet av semesteret? Vet du om studentene bruker sosiale medier eller digitale kanaler for å holde kontakt med hverandre? Finnes det eventuelt noen 'studentforeninger' knyttet til studieprogrammet?</i>

7. Har programmet et organisert tilbud som er rettet mot å hjelpe studentene bygge et slikt felleskap?
Tema 3: Institusjonelle strategier og rutiner
8. Som programleder, hva vil du beskrive som dine største utfordringer når det gjelder å hjelpe studentene til å fullføre sitt første år med suksess?
9. Er det noen spesifikke strategier du personlig har funnet nyttige for å møte disse utfordringene?
10. Hvordan samarbeider du med studieadministrasjonen for å møte disse utfordringene?
Tema 4: Frafall
*11 Noen fakulteter har arbeidsdefinisjoner av typiske tegn som indikerer at en førsteårsstudent er i ferd med å falle fra. <i>For eksempel hvis studenter ikke møter opp på obligatorisk to-dagers seminar for alle førsteårsstudenter ved semesterstart, eller hvis de ikke leverer oppgaver innen tidsfristen i de første ukene, så anses som i fare av å falle fra.</i> Har dere en slik arbeidsdefinisjon? Er det noen faktorer som du av erfaring mener kan gi indikasjoner på frafall blant førsteårsstudentene?
12. Har du noen tanker om hvorfor studenter i dette studieprogrammet faller fra?
*13. Har du brukt data (f.eks. FS-data, Canvas-data eller administrasjonsdata) relatert til studieprogresjon eller frafall i studieprogrammet? Hvis ja, på hvilken måte?
Avslutning
14. Er det noe annet som du mener kan være relevant eller interessant?

15. Er det noen undervisere i ditt studieprogram du tenker vi bør intervju?

Tusen takk for din tid!

Post-intervju sjekk list:

- Stop recordings & upload diktafon file to nettskjema (use wifi)
- Check if upload of diktafon file was successful by skimming through transcript and listening to samples of recording (beginning, middle, end)
 - If successful: delete back-up recordings from other recording devices
 - If bad quality/many errors: upload back-up recordings to our EduCloud (?) and create new/better transcripts with UiO autotekst

Faddere

DATO:

SAK NR (ikke nevne fakultetet):

Intern sjekkliste:

- Innhent signert samtykke fra alle deltakere.
- Bekreft om noen deltakere har spørsmål før start.
- Ta opp notater uten å bruke navn eller personlig identifiserbar informasjon.

Introduksjon: (5 minutter)

Takk for at du takket ja til å delta i dette intervjuet. Målet til BraStart! er å forstå studenters studievalg, opplevelser, og deres utfordringer med gjennomføring i førsteårsstudiet, slik av UiO kan forbedre støttetilbud til førsteårsstudenter.

Vi intervjuer også faddere, som spiller en avgjørende rolle i starten av studiene. Vi ønsker å vite mer om deres egne erfaringer og perspektiver om hvordan fadderordningen bidrar til at førsteårsstudenter på deres fakultet får en god studiestart. Intervjuspørsmålene retter seg høstsemesteret 2024, men nevner gjerne erfaringer eller observasjoner fra tidligere semestre hvis det er relevant.

Vi har satt av maks en time til dette gruppeintervjuet. Deres svar vil bli behandlet konfidensielt og anonymt, og identitet deres vil ikke bli avslørt.

Tema I: Introduksjonsaktiviteter

- Hvilke fakultet kommer du fra? Hvilke fadderrole har du hatt (f eks, fadder, fadderkoordinator)? I hvilke år?
- Hvilke introduksjonsaktiviteter deltok du/dere i/var du ansvarlig for?
- Hva er målet med disse aktivitetene?

Tema III: Forventinger og forståelse av det akademiske miljøet

- Basert på dine observasjoner, hva er forventningene til førsteårsstudenter om
 - det akademiske miljøet
 - akademiske forventningene
 - Student liv
- Studentene er veldig forskjellige, og studentpopulasjonen blir stadig mer divers. Hvordan imøtekommer tilbude t det forskjellige studenter trenger?
- Kan du dele konkrete eksempler på virkningsfulle aktiviteter?
- Har du opplevd at de har misoppfatninger eller utfordringer?
- Hvordan jobbet du for å møte studenters utfordringer og misoppfatninger?

Tema II: Samarbeid

- Hvordan har du (og andre faddere) jobbet med å utvikle faddertilbud for studenter?
- Hvem har du samarbeidet med?
- Kan du fortelle litt om samarbeidet du med studieadministrasjon og lærere?

Tema IV: Erfaringer og utfordringer

- Har du/ dere fått tilbakemeldinger fra nye studenter?
- Hva har vært din mest givende opplevelse som fadder?
- Hvilke utfordringer har du møtt i rollen din som fadder?

Konklusjon: (2-5 minutter)

- Takk deltakerne for deres tid og innsikt.
- Tilby mulighet for andre refleksjoner eller ytterligere kommentarer.

Studieadmin

DATO:

CASE NR (don't mention faculty):

Intern sjekk-liste:

- Hente inn signert samtykke fra intervjupartner
- Spør om hun/han har noen spørsmål
- Be om tillatelse for å sette i gang opptak
- Ta notater UTEN å bruke navn eller personidentifiserende info

Intro:

Takk for at du takket ja til å delta i dette intervjuet.

Målet til BraStart! er å forstå hva som kan være eventuelle faktorer som påvirker førsteårsstudenters opplevelse av å være integrert faglig og sosialt. Og hvordan dette kan henge sammen med studentenes beslutning om å studere videre eller falle fra.

Vi intervjuer nå programledere og administratorer som er med i pilotcasene. Målet er å forstå strukturen til programmet du leder og forskjellige pedagogiske og institusjonelle rammebetingelser som kan være relevant for å forstå det vanlige studieløpet av førstestudenter i ditt program.

Vi har satt av maks. 1 time til intervjuet.

Prøv å svar på spørsmålene først og fremst med tanke på det pågående semesteret, men det er også mulig å nevne erfaringer eller betraktninger du har gjort i tidligere semestre.

Intro/Spørsmål
Notater
Tema 1: Struktur og faglige forventninger
1. Kan du beskrive strukturen på emnet/programmet du har ansvar for?

2. Hva er de akademiske forventningene til studentene i dette emnet? For eksempel, forventninger til nivå på kunnskapen og akademiske ferdigheter de skal ha ved starten og slutten av førstestudieåret; innsats knyttet til studiene; forventninger til eksamener, oppgaver, oppmøte, student-lærer samhandling)
3 Hva er dine erfaringer eller opplevelser av hvordan førsteårsstudenter håndterer disse faglige forventningene?
Tema 2: Institusjonelle strategier og rutiner
4. Hvordan samarbeider du med underviserne når det gjelder å støtte førsteårsstudenter?
5. Hvilke støttestrukturer/mekanismer er tilgjengelige for førsteårsstudenter i starten av det første året og gjennom det? Oppfølging 1: Hvordan kommuniserer du denne informasjonen til nye studenter? Oppfølging 2: Hvilke utfordringer har du opplevd i implementeringen av støttestrukturer/mekanismer for førsteårsstudenter?
6. Hvordan følger administrasjonen opp med studenter som sliter (pga. akademiske og faglige krav, og ny sosial kontekst/forventninger ift. studentliv)? Hvordan samhandler du med førsteårsstudenter som sliter?

7.	Hvordan samarbeider du med underviserne rundt denne problemstillingen?
8.	Hvilke utfordringer har du opplevd i forbindelse med arbeidet ditt med førsteårsstudenter som sliter?
Tema 3: Frafall	
9.	Vi vet at noen fakulteter bruker arbeidsdefinisjoner for førsteårsstudenter som faller fra, for eksempel hvis studenter ikke møter opp på et to-dagers seminar som er organisert for alle førsteårsstudenter ved semesterstart, eller hvis de ikke leverer oppgaver innen tidsfristen i de første ukene av kurset, så vet vi at disse studentene sannsynligvis vil falle fra. Har dere en slik arbeidsdefinisjon? Er det noen faktorer som du av erfaring mener kan gi indikasjoner på frafall blant førsteårsstudentene?
10.	Holder du en oversikt over data om studentprogresjon og frafall? Hvilke datakilder bruker du?
Avslutning	

14. Er det noe annet som du mener kan være relevant eller interessant?

Tusen takk for din tid!

Post-intervju sjekk list:

- Stop recordings & upload diktafon file to nettskjema (use wifi)
- Check if upload of diktafon file was successful by skimming through transcript and listening to samples of recording (beginning, middle, end)
 - If successful: delete back-up recordings from other recording devices
 - If bad quality/many errors: upload back-up recordings to our EduCloud (?) and create new/better transcripts with UiO autotekst

Document 2. Letters of invitation

Students

Kjære student,

Forskningsprosjektet Bra

Start, som forsker på studenters studievalg og studieopplevelser, i det førstes studieåret inviterer deg til et kort intervju (maks. 30min). Hvis du deltar, vil du motta et universelt gavekort på 300 kr. Du kan registrere deg selv ved å fylle ut dette nettskjemaet med informasjon om din tilgjengelighet: <https://nettskjema.no/a/469705>, så kontakter vi deg med mer informasjon.

Med vennlig hilsen,

Crina Damsa, prosjektleder

Teachers

Hei X ,

Jeg skriver til deg i forbindelse med forskningsprosjektet BraStart.

Takk igjen for at du ga oss muligheten til å presentere prosjektet for studentene i emnet du er ansvarlig for / studieprogrammet du leder.

Vi avtalte at du vil delta i et intervju om ditt arbeid med studieprogrammet/emnet. Intervjuet vil vare i cirka 45 minutter, og vi vil fokusere på følgende temaer: de faglige og akademiske forventningene til studentene i første år; struktur, innhold og krav i emnet/studieprogrammet du leder/har ansvar for; støtte til studentene for å bli akademisk integrert, samt dine erfaringer og utfordringer med å følge opp førsteårsstudenter.

Vi prøver nå å finne et tidspunkt som passer for alle underviserne. Vennligst velg en dato og et tidspunkt som passer for deg i dette dokumentet:

https://uio.sharepoint.com/:x:/r/sites/UiO-DropoutandLearningAnalytics-Admin/Delte%20dokumenter/Core%20project%20team/Interview%20registration_teachers%20and%20administration.xlsx?d=w392641ec74884ffc84e336e0aa8876ef&csf=1&web=1&e=H6jLD8

Vi tar med/sender samtykkeskjema til signering før intervjudato.

Med vennlig hilsen,

Crina Damsa

prosjektleder

Admin

Hei X,

Jeg skriver til deg i forbindelse med forskningsprosjektet BraStart.

Vi avtalte at du ville delta i et intervju om ditt arbeid med studieprogrammet/emnet. Intervjuet vil vare i cirka 45 minutter, og vi vil fokusere på følgende temaer: de faglige og akademiske forventningene til studentene i første år; struktur, innhold og krav i emnet/programmet du har ansvar for; hvordan du støtter studentene til å fullføre studiene; samt dine erfaringer og utfordringer med å følge opp førsteårsstudenter.

Vi prøver nå å finne intervjutidspunkt som passer for alle underviserne. Vennligst velg en dato og et tidspunkt som passer for deg i dette dokumentet:

https://uio.sharepoint.com/:x:/r/sites/UiO-DropoutandLearningAnalytics-Admin/Delte%20dokumenter/Core%20project%20team/Interview%20registration_teachers%20and%20administration.xlsx?d=w392641ec74884ffc84e336e0aa8876ef&csf=1&web=1&e=H6jLD8

Vi tar med/sender samtykkeskjema til signering før intervjudato.

Med vennlig hilsen,

Crina Damsa
prosjektleder

Fadere

Hei,

Vi kontakter deg på vegne av *BraStart!*, et forskningsprosjekt der alle førsteårsstudentene ved Universitetet i Oslo deltar. Målet med *BraStart!* er å forstå studentenes studievalg, opplevelser og gjennomføring i første studieår, samt å gi universitetet og fakultetene anbefalinger om hvordan de best kan støtte studentene i denne viktige perioden.

Vi ønsker også å invitere deg, som har vært aktiv som fadder eller fadderkoordinator høsten 2024, til et kort intervju. Din innsikt vil gi oss verdifull informasjon om hvordan faddergruppene støtter førsteårsstudenter.

Vi tilpasser intervjuet til det tidspunktet som passer deg best, enten i desember eller etter juleferien. Som takk for deltakelsen vil du motta et universalgavekort på 300 kr.

Bruk dette nettskjemaet for å melde deg på: <https://nettskjema.no/a/fadderpameld>.

Vi ser frem til å høre fra deg!

Med vennlig hilsen,

Crina Damsa,
prosjektleder & BraStart prosjektgruppen

Document 3. Informed consent for interviews

Informasjon om forskningsprosjektet

«Førsteårsstudenters gjennomføring og akademisk integrering (BraStart!)»

Hva er formålet med prosjektet BraStart?

Første studieår er viktig for både studenter og Universitetet i Oslo (UiO). Det er i løpet av førsteåret studentene utvikler grunnleggende akademiske ferdigheter, og legger et godt grunnlag for gjennomføring av studiene. BraStart-prosjektet skal bidra til at vi forstår hva som kan hjelpe førsteårsstudentene, og hva som gjør det utfordrende for dem å fullføre studiene. Prosjektet skal gi UiO anbefalinger om hvordan de kan støtte studentene i studiene, og hva som skal til for å skape et godt studiemiljø.

Prosjektperioden er fra 1. september 2023 til 31. desember 2026, med behandling av personopplysninger fra 12. august 2024 og frem til prosjektslutt.

Hvorfor får du spørsmål om å delta?

BraStart organiseres casestudier på hvert fakultet ved UiO, og du deltar på vegne av ditt fakultet. I casestudiene vil vi gjennomføre intervjuer med studenter, lærere, studieadministrative ansatte og faddere. Vi vil intervju deg for å samle inn informasjon om tilrettelegging som utgjør den akademiske og sosiale konteksten for førsteårsstudentene.

Hvem er ansvarlig for forskningsprosjektet?

Universitetet i Oslo.

Det er frivillig å delta

Det er frivillig å bli intervjuet. Det vil ikke ha noen negative konsekvenser for deg hvis du ikke vil delta, eller senere velger å trekke deg

Hva innebærer det for deg å delta?

Hvis du velger å delta innebærer det et intervju som varer maks. 1 time, og omhandler dine erfaringer som fadder.

Utdypende om personvern – hvordan vi oppbevarer og bruker dine opplysninger

Vi vil bare bruke intervjuene med deg til formålene vi har fortalt om i dette informasjonsskrivet. Vi behandler opplysningene konfidensielt og i samsvar med personvernregelverket. Data som samles inn vil kun være tilgjengelige for prosjektgruppen, bli behandlet på sikre UiO servere, og vi vil sikre at ingen uvedkommende får tilgang til dine personopplysninger. Du vil ikke være gjenkjennelig i noen publikasjoner som er et resultat av dette prosjektet.

Hva gir oss rett til å behandle personopplysninger om deg?

Vi behandler opplysninger om deg fordi forskningsprosjektet er av allmenn interesse innenfor tillatelsene gitt av personvernloven § 8 og GDPR art. 6 (1e), jfr. art. 6 (3b), jfr. personopplysningsloven § 8. Du kan reservere deg mot å delta dersom du ikke ønsker å være med i prosjektet.

Som tillegg til informasjonen gitt i dette skrivet ber vi deg om forskningsetisk samtykke i henhold til retningslinjer gitt av NESH (Nasjonale forskningsetisk komité for samfunnsvitenskap og humaniora).

På oppdrag fra UiO har personverntjenestene ved Sikt – Kunnskapssektorens tjenesteleverandør, vurdert at behandlingen av personopplysninger i dette prosjektet er i samsvar med personvernregelverket.

Hvor kan jeg finne ut mer?

For mer informasjon om prosjektet Bra Start, og dine rettigheter:

<https://www.uv.uio.no/iped/forskning/prosjekter/damsa-brastart/index.html>

Hvis du har spørsmål til prosjektet, eller ønsker å benytte deg av dine rettigheter, ta kontakt med prosjektleder

Crina Damsa, e-post: crinad@uio.no, Tlf.: 22840725

UiO's personvernombud: Roger Markgraf-Bye, e-post: personvernombud@uio.no, Tlf.: 90822826

Samtykkeerklæring

-----Klipp her, kvittering beholdes av forskerne-----

Forskningsetisk samtykkeerklæring

Jeg har mottatt og forstått informasjon om å bli intervjuet som del av prosjektet Bra Start:

«Førsteårsstudenters gjennomføring og akademisk integrering (BraStart!)», og har fått

anledning til å stille spørsmål. Jeg gir samtykke til:

☐ Å bli intervjuet av BraStart! prosjektmedlem

Jeg samtykker til at mine opplysninger behandles frem til prosjektet er avsluttet.

Document 4. Coding scheme

Code -level 1	Level 2	Level 3	Clarifications/definition
Drop-out			
	Working definitions		
	General drop-out		Not clarified if it involves 1-year students
	First year drop-out		
	Realised drop-out		Participants talk about how students drop-out (eg leaving silently)
	Reasons to drop-out		
		Academic	Such as a) uncertainty around study choice and b) academic challenges and requirements
		Personal	Such as lack of social integration and network
	Persistence/continuation		Describing persistence
	Abseintism/attendance		
(General) Integration			
	Transition to higher education and academic adjustment		
		Positive (i.e. enablers)	Such as a) appreciation for the academic network (peers, father, student representatives), b) positive experience of guidance (eg often, personalised)
		Negative (i.e. disablers)	Such as a) lacking academic skills from upper high school, b) feeling overwhelmed by information or syllabus, c) unrealistic expectations (eg about autonomy and readiness)
	Expectations from university to students		Based on our preliminary findings they are important but they might be unrealistic

	Resources		Either human or financial
	UiO support structures Collaboration and/or communication		
	Recommendations		
Academic Integration	Program content and structure		
	Course content and structure		
	Pedagogy		
		positive	Participants talk about «what works»
		negative	Participants talk about what does not work or what should have been otherwise
	Exams		
	Intensity/difficulty		Participants talk about intense program or course requirements
	Offer	During the orientation week	
		Continuous	
Social Integration			
	Offer (incl. guidance, extra-curricular activities)	During the orientation week	
		Continuous	
	Sense of belonging		Important based on our preliminary findings
AI & SI connection			Based on our preliminary findings they go together
Recommendations			Explicit recommendations on integration (in general), Social integration (only), Academic Integration (only), AI-SI (seen together)

Institutional offer (SI, AI, general)	existing		
	missing		Complains on missing offers
Exclusion			Participants talk about exclusion (eg focus on alcohol, lack of facilitation)
Student expectations			Especially whenever there seems to be a mismatch
Student satisfaction			Participants talk about students that are satisfied
Student Commitments			
	Commitments Related to career/Professional		Eg goals, aspirations about future careers etc
	External Commitments to others		Eg to family members, loved ones, job

Appendix 4A. Findings Demographics and other descriptive variables

Figure 1: Age distribution at the university

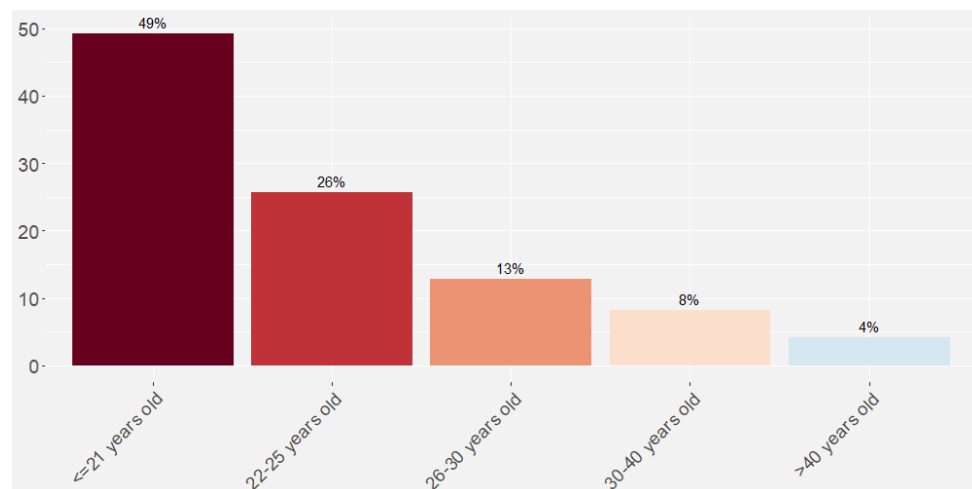


Figure 2: Age distribution across Faculties

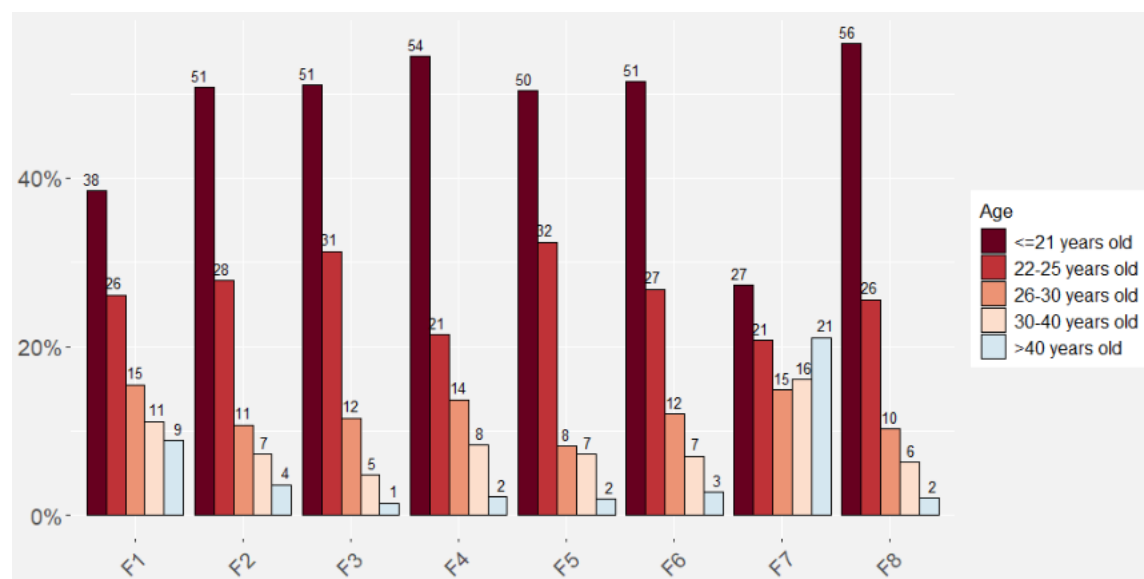


Figure 3: Sex distribution (as registered in FS) across faculties

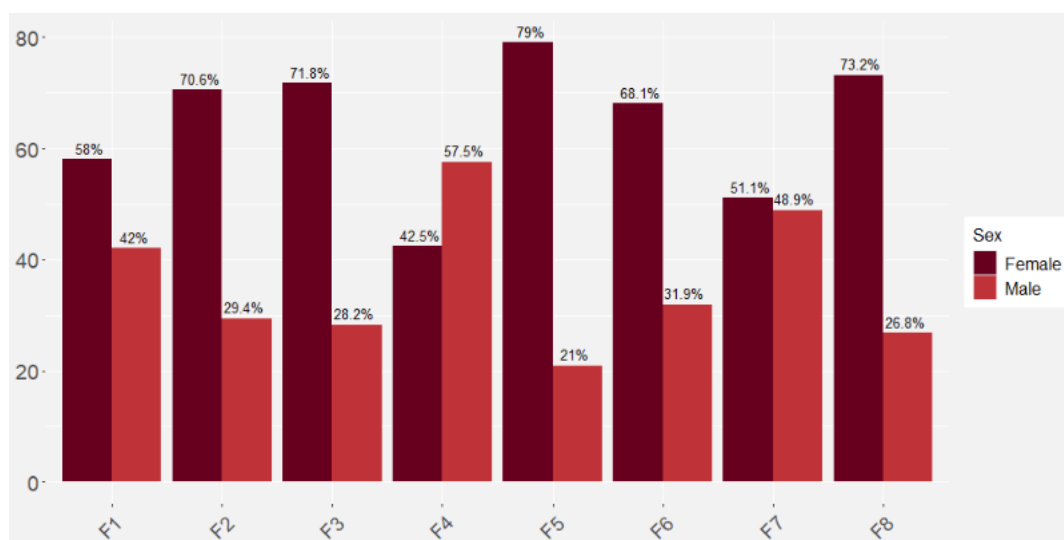


Figure 4: Regional distribution across faculties at UiO

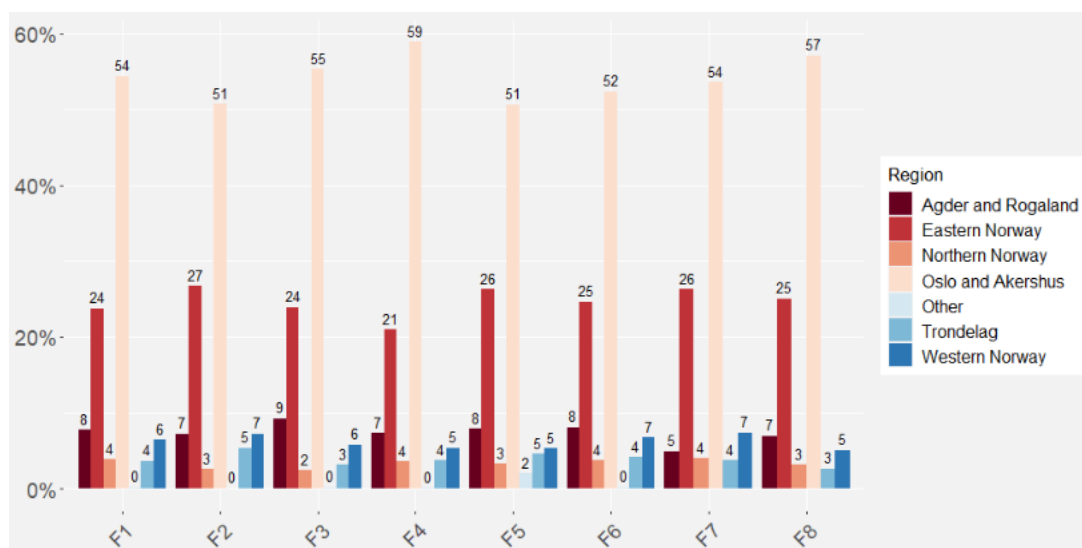


Figure 5: Semester registration by region across semesters at UiO

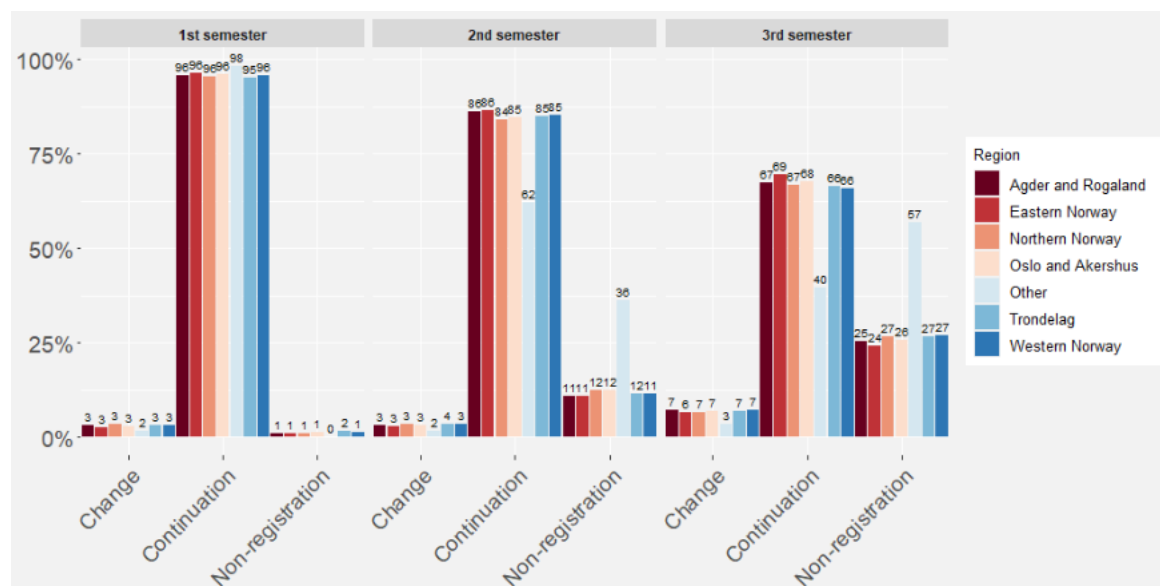


Figure 6: Study points of active students at UiO by county region across first two semesters

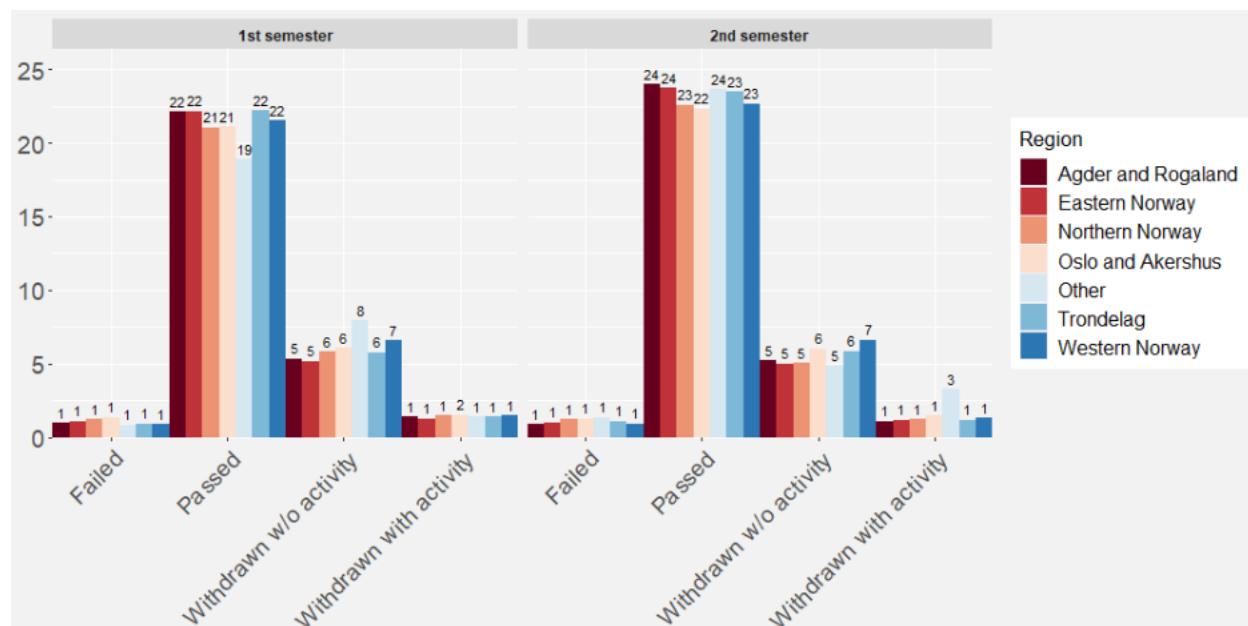


Figure 7 Semester registration distribution at Faculties in the first semester

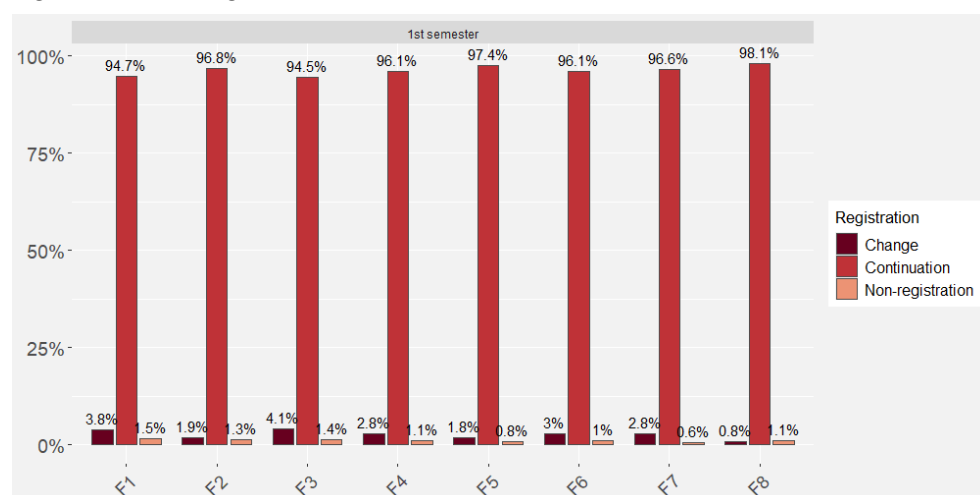


Figure 8: Semester registration distribution at Faculties in the second semester

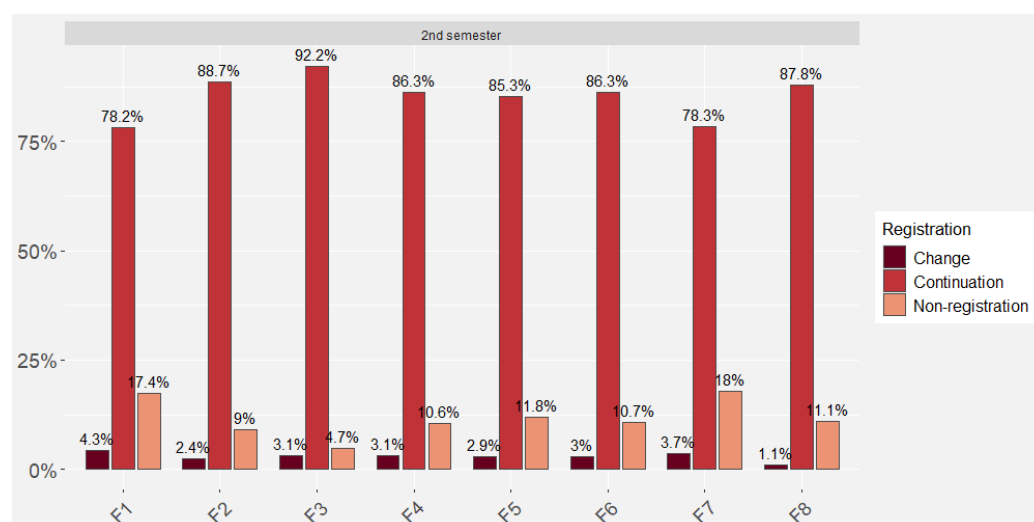


Figure 9: Maximum difference in semester registrations between male and female students across faculties and semesters

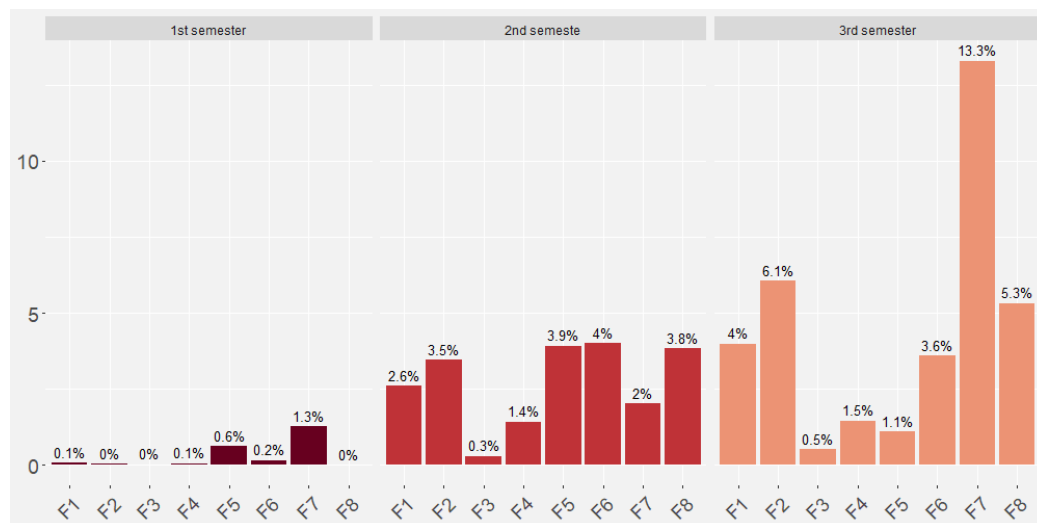


Figure 10: Maximum difference in semester registrations between students from different age groups across faculties and semesters

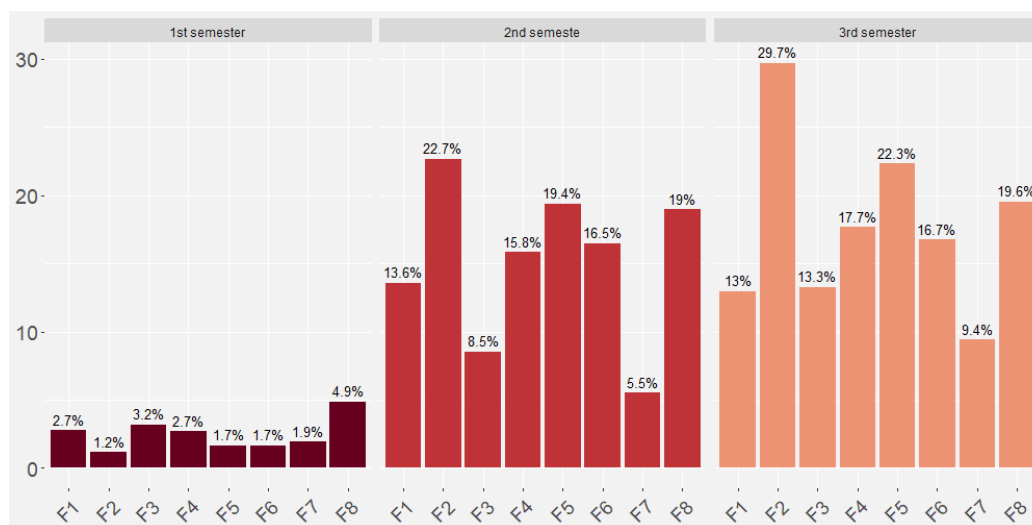


Figure 11: Maximum difference in semester registrations between students from different regions across faculties and semesters

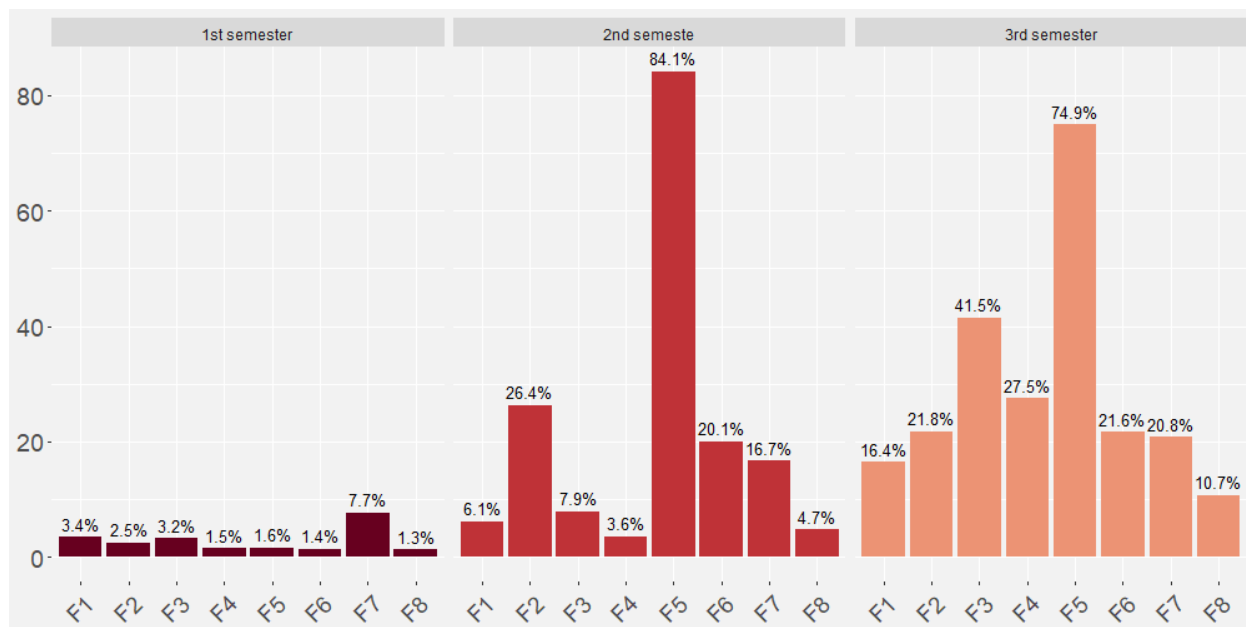


Figure 12: Maximum difference in study point production between male and female students across faculties and semesters

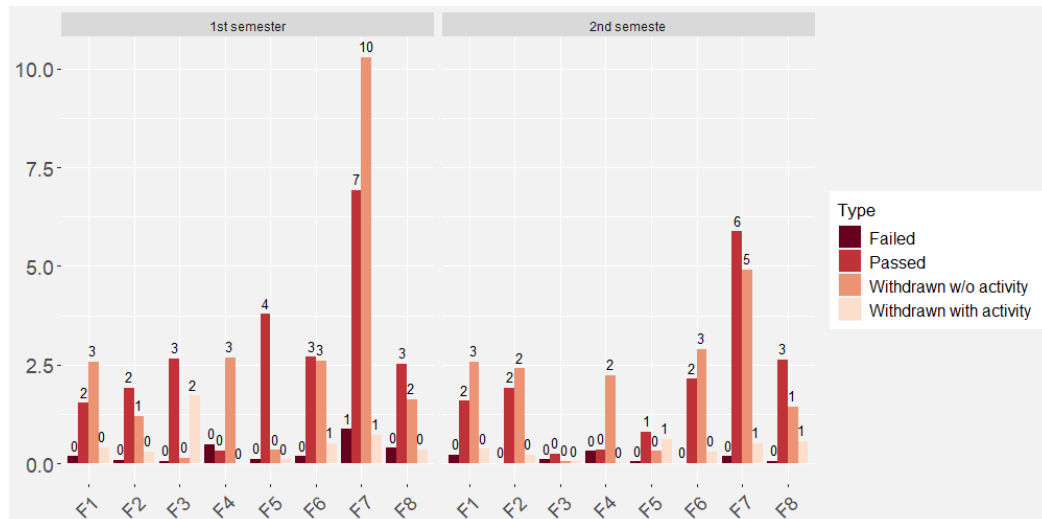


Figure 13: Maximum difference in study point production between students from different age groups across faculties and semesters

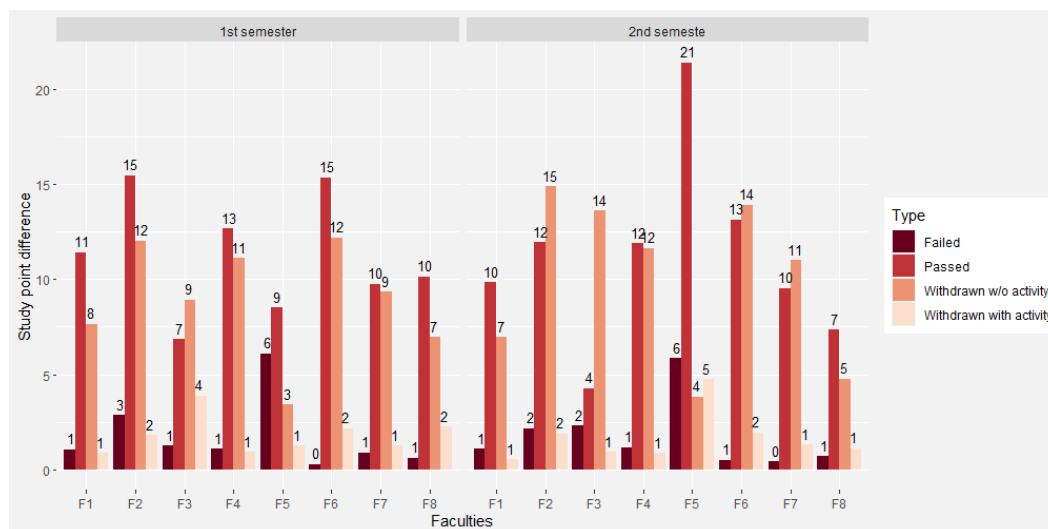


Figure 14: Maximum difference in study point production between students from different regions across faculties and semesters

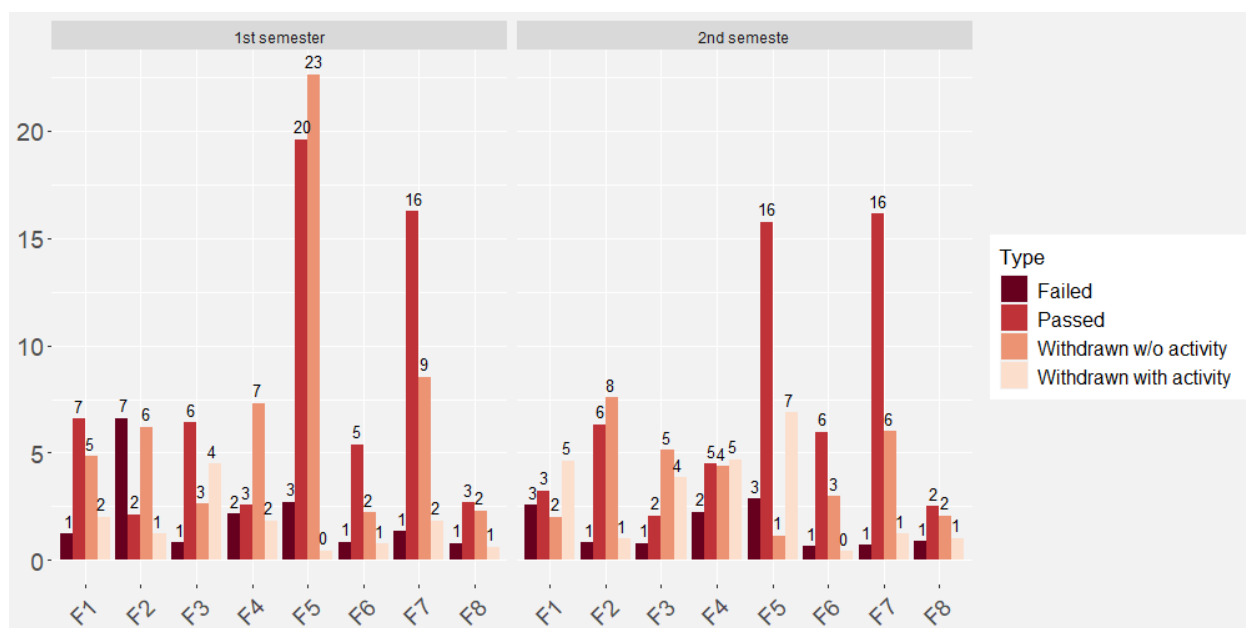


Table 1: Demographic distribution per faculty (age, sex and region) and priority in program application

Demographic	Metric	F1	F2	F3	F4	F5	F6	F7	F8
Age	Mean	26.539	23.765	22.859	23.367	22.885	23.514	30.934	23.001
	Median	23	21	21	21	21	21	26	21
	SD	9.774	6.498	4.832	5.749	5.164	6.082	12.717	5.30854
Sex	Female	58.01%	70.59%	71.75%	42.46%	79.05%	68.08%	51.08%	73.21%
	Male	41.99%	29.41%	28.25%	57.54%	20.95%	31.92%	48.92%	26.79%
Region	Oslo and Akershus	54.33%	50.67%	55.30%	58.88%	50.61%	52.34%	53.56%	57.10%
	Eastern Norway	23.79%	26.71%	23.89%	20.94%	26.26%	24.66%	26.32%	25.04%
	Agder and Rogaland	7.72%	7.25%	9.27%	7.34%	7.89%	8.11%	4.95%	6.96%
	Western Norway	6.47%	7.29%	5.80%	5.41%	5.31%	6.75%	7.43%	5.12%
	Trondelag	3.63%	5.39%	3.12%	3.76%	4.63%	4.17%	3.72%	2.63%
	Northern Norway	3.87%	2.59%	2.43%	3.57%	3.27%	3.76%	4.02%	3.15%
	Other	0.19%	0.10%	0.20%	0.11%	2.04%	0.21%	0.00%	0.00%
Priority*	Mean	1.562349	1.279221	1.631373	1.558758	2.46087	1.722881	1.291667	2.003571
	Median	1	1	1	1	1	1	1	1
	SD	1.295949	0.985212	1.616048	1.312654	2.141024	1.280235	1.12908	1.752072

* This metric is only valid for cohort Fall 2024

Table 2: Study point production per faculty per semester

Study points	Semester	Metric	F1	F2	F3	F4	F5	F6	F7	F8
Passed	1st semester	Mean	19.11	24.55	14.04	22.11	18.45	23.41	17.76	23.85
	2nd semester	SD	13.89	11.65	12.13	13.26	16.50	12.27	13.32	11.35
	1st semester	Mean	19.84	26.30	18.23	22.36	29.94	24.60	19.13	24.94
	2nd semester	SD	14.26	11.87	11.37	13.98	20.43	12.33	13.41	11.13
Withdrawn with activity	1st semester	Mean	1.80	0.74	5.81	0.82	0.29	0.96	1.45	1.29
	2nd semester	SD	5.31	3.81	9.08	3.35	2.00	3.74	4.49	4.83
	1st semester	Mean	1.71	0.54	2.62	1.21	5.30	0.84	0.98	1.13
	2nd semester	SD	5.16	3.86	9.07	4.17	15.79	3.36	3.87	4.49
Withdrawn without activity	1st semester	Mean	7.77	4.65	2.42	6.84	2.22	5.22	9.97	4.03
	2nd semester	SD	14.85	13.21	8.19	15.05	8.43	12.28	27.82	9.85
	1st semester	Mean	7.49	4.95	3.47	7.26	0.87	5.02	8.36	3.27
	2nd semester	SD	15.73	15.62	10.95	15.48	5.51	13.08	28.76	8.99
Failed	1st semester	Mean	1.30	0.76	0.54	2.02	1.62	0.76	1.15	0.99
	2nd semester	SD	4.22	3.90	3.53	5.57	8.06	3.01	3.98	3.91
	1st semester	Mean	1.06	0.67	0.63	1.99	1.79	0.69	0.57	1.07
	2nd semester	SD	3.96	4.25	3.73	5.39	8.01	2.96	2.62	4.09

Table 3: Study progression and study point production by faculty, sex (FS) and age group.

Sex (FS)		Female					Male				
Age group											
Study points	Semester	<=21	22-25	26-30	31-40	>40	<=21	22-25	26-30	31-40	>40
Passed	1st	25.322	21.751	16.148	14.505	12.869	24.335	20.574	15.632	13.400	11.608
	2nd	25.961	23.531	18.271	16.725	14.649	24.965	21.600	17.637	14.743	13.472
Withdrawn with activity	1st	1.062	1.469	1.910	2.027	1.827	1.299	1.622	1.891	1.691	2.677
	2nd	1.107	1.424	1.604	1.681	1.618	1.184	1.581	1.701	1.686	2.393
Withdrawn without activity	1st	2.194	5.651	9.390	9.929	9.867	3.608	8.130	12.097	13.252	15.008
	2nd	2.520	5.156	9.039	10.820	9.384	4.195	7.963	10.639	13.843	16.872
Failed	1st	1.280	1.002	1.032	1.199	1.208	1.444	1.396	1.051	1.013	0.954
	2nd	1.305	0.857	0.848	0.995	1.165	1.406	1.173	0.837	1.096	0.700
Non-registration	1st	0.58%	1.28%	2.03%	3.02%	2.28%	0.82%	0.91%	1.88%	2.51%	2.75%
	2nd	7.42%	9.21%	18.43%	22.25%	21.34%	10.27%	10.82%	18.27%	23.92%	23.88%
	3rd	20.05%	21.85%	33.82%	36.79%	33.71%	22.67%	27.22%	34.92%	40.38%	35.74%
Change	1st	0.57%	4.47%	5.66%	4.75%	3.41%	0.76%	5.22%	4.96%	5.29%	5.67%
	2nd	0.84%	4.74%	5.66%	4.68%	3.84%	1.16%	5.25%	5.64%	4.85%	6.36%
	3rd	2.85%	9.86%	10.55%	9.36%	10.38%	3.65%	10.59%	11.27%	9.19%	12.54%
Continuation	1st	98.85%	94.25%	92.31%	92.22%	94.31%	98.42%	93.87%	93.16%	92.20%	91.58%
	2nd	91.73%	86.06%	75.91%	73.07%	74.82%	88.57%	83.93%	76.10%	71.23%	69.76%
	3rd	77.10%	68.29%	55.64%	53.85%	55.90%	73.67%	62.19%	53.81%	50.43%	51.72%

Table 4: Study point production distribution metrics across regions in Norway and semesters

Study points	Semester	Indicator	Agder and Rogaland	Eastern Norway	Northern Norway	Oslo and Akershus	Other	Trondelag	Western Norway
Passed	1st	Mean	22.09	22.15	21.05	21.08	18.90	22.20	21.51
		Median	30.00	30.00	30.00	30.00	28.00	30.00	30.00
		SD	12.77	12.92	13.41	13.18	15.14	13.52	13.69
	2nd	Mean	23.99	23.73	22.58	22.30	23.62	23.47	22.64
		Median	30.00	30.00	30.00	30.00	30.00	30.00	30.00
		SD	13.30	13.03	13.38	13.58	14.51	14.07	13.81
Withdrawn with activity	1st	Mean	1.39	1.28	1.48	1.52	1.38	1.39	1.47
		Median	0.00	0.00	0.00	0.00	0.00	0.00	0.00
		SD	4.71	4.55	5.03	4.98	5.11	4.67	4.99
	2nd	Mean	1.10	1.20	1.22	1.48	3.24	1.17	1.32
		Median	0.00	0.00	0.00	0.00	0.00	0.00	0.00
		SD	4.67	5.22	5.01	5.54	7.47	5.18	5.36
Withdrawn without activity	1st	Mean	5.33	5.19	5.79	6.05	7.95	5.76	6.59
		Median	0.00	0.00	0.00	0.00	0.00	0.00	0.00
		SD	12.49	12.67	11.58	13.91	12.78	13.50	15.48
	2nd	Mean	5.21	4.99	5.06	6.04	4.86	5.85	6.62
		Median	0.00	0.00	0.00	0.00	0.00	0.00	0.00
		SD	11.86	11.88	10.47	15.52	9.01	16.19	14.44
Failed	1st	Mean	0.97	1.11	1.24	1.37	0.86	0.92	0.87
		Median	0.00	0.00	0.00	0.00	0.00	0.00	0.00
		SD	3.84	4.10	4.07	4.77	4.70	3.78	3.45
	2nd	Mean	0.90	1.03	1.23	1.26	1.35	1.11	0.95
		Median	0.00	0.00	0.00	0.00	0.00	0.00	0.00
		SD	3.79	4.08	4.44	4.61	4.81	4.14	3.80

Appendix 4B. FS findings - Clusters of study trajectories

Figure 1: Faculty distribution of early-dropout student cluster

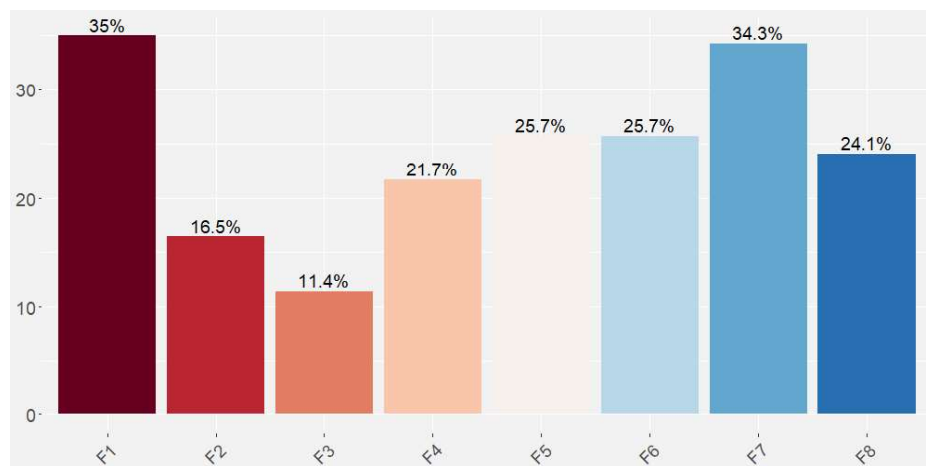


Figure 2: Cohort distribution of early-dropout student cluster

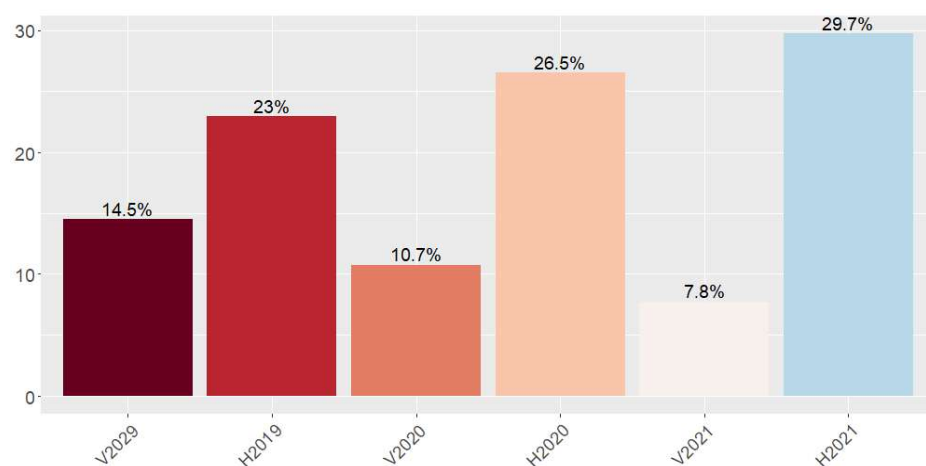


Figure 3: Faculty distribution of young dropout student cluster

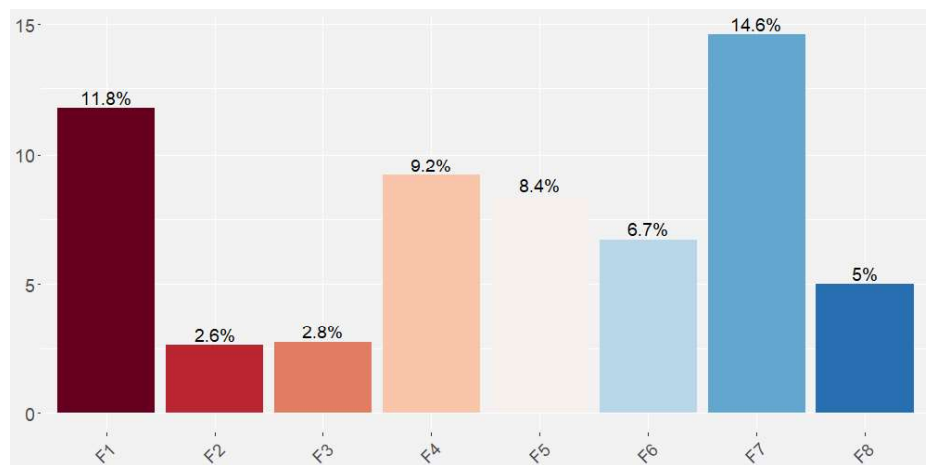


Figure 4: Cohort distribution of young dropout student cluster

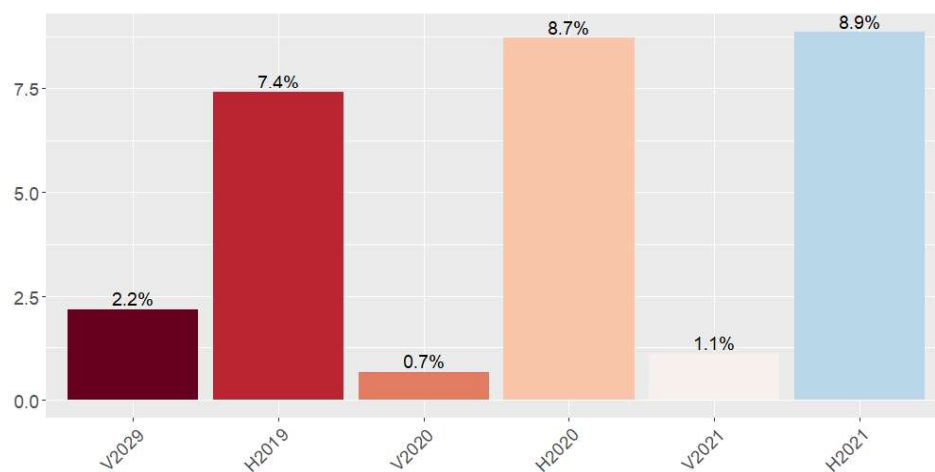


Figure 5: Faculty distribution of mature dropout student cluster

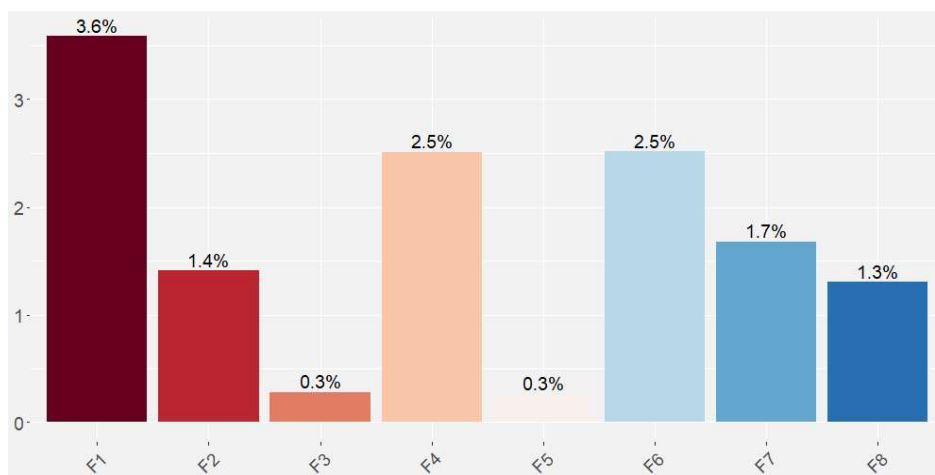


Figure 6: Cohort distribution of mature dropout student cluster

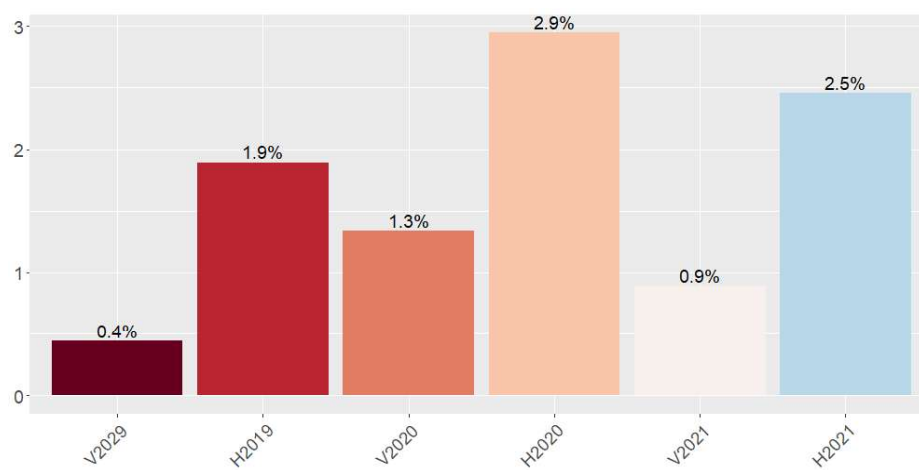


Figure 7: Faculty distribution of young completer student cluster

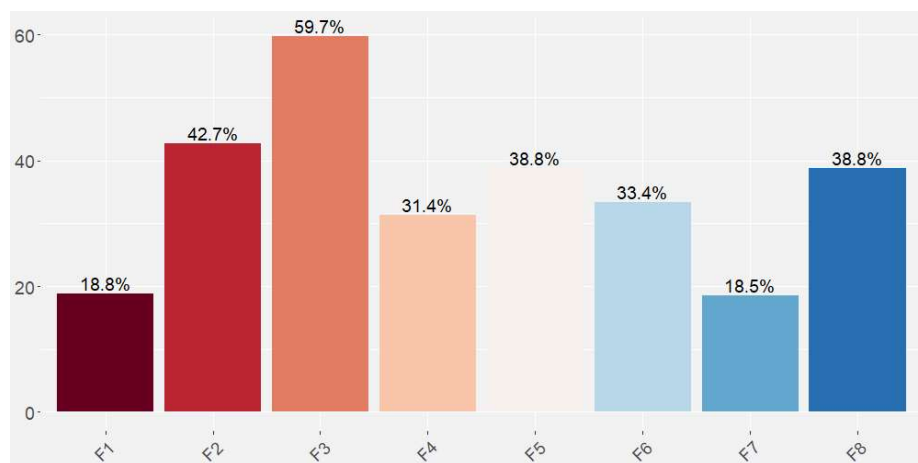


Figure 8: Cohort distribution of young completer student cluster

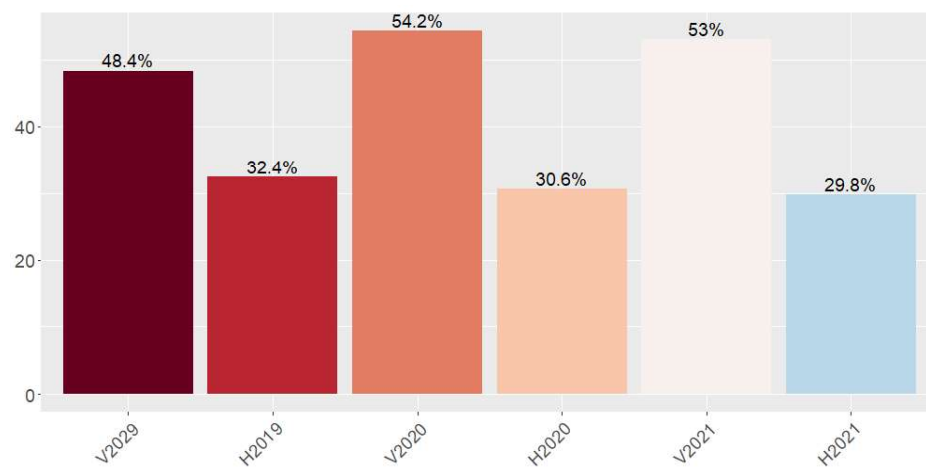


Figure 9: Faculty distribution of mature completer student cluster

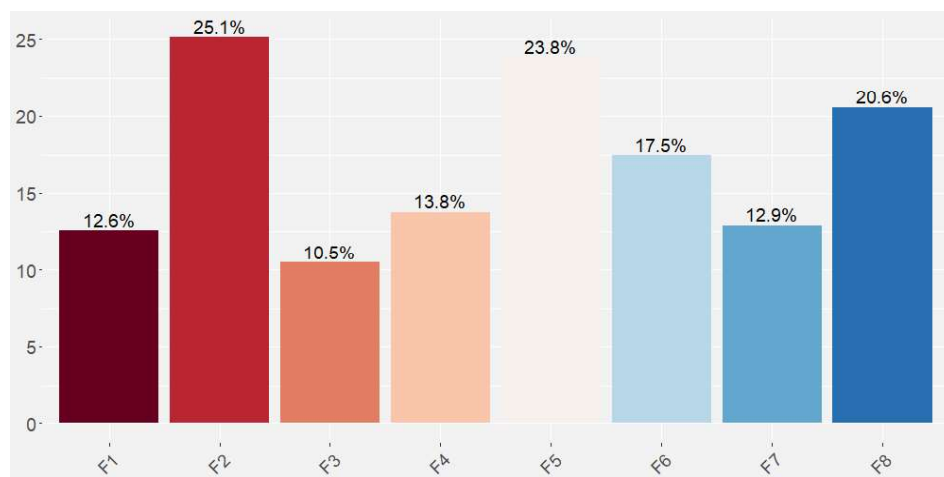


Figure 10: Cohort distribution of mature completer student cluster

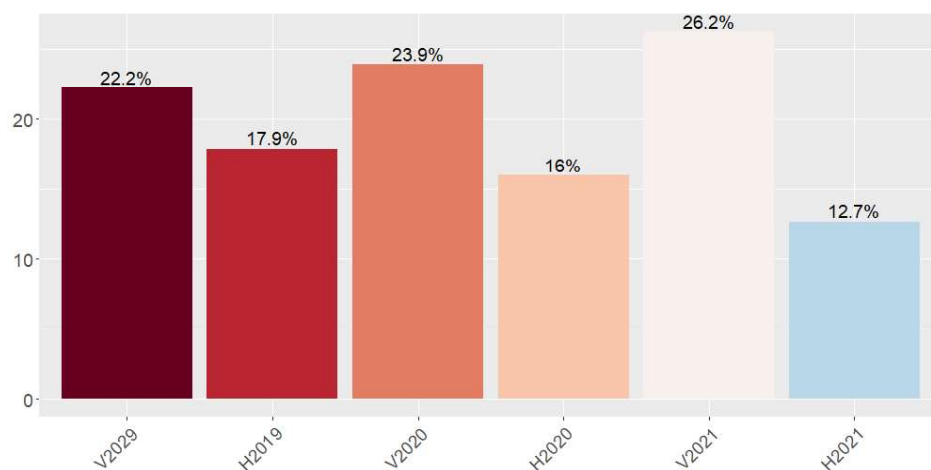


Figure 11: Faculty distribution of shadow student cluster

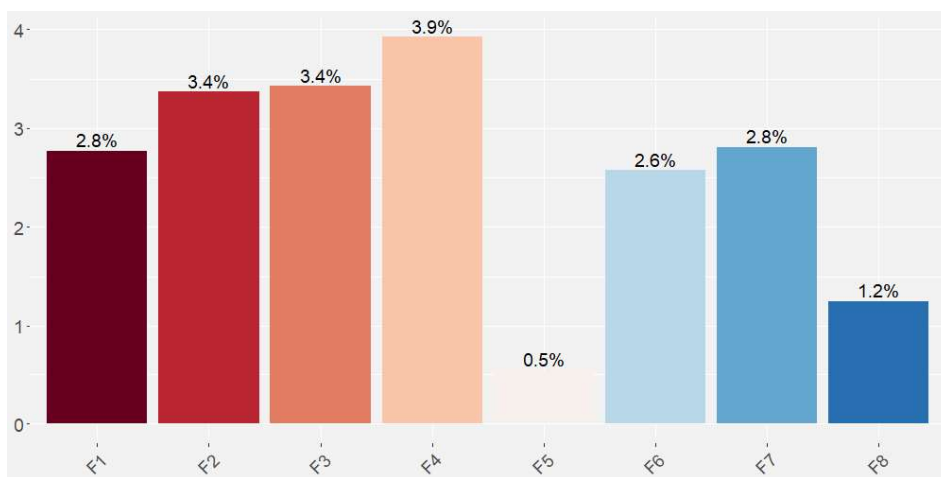


Figure 12: Cohort distribution of shadow student cluster

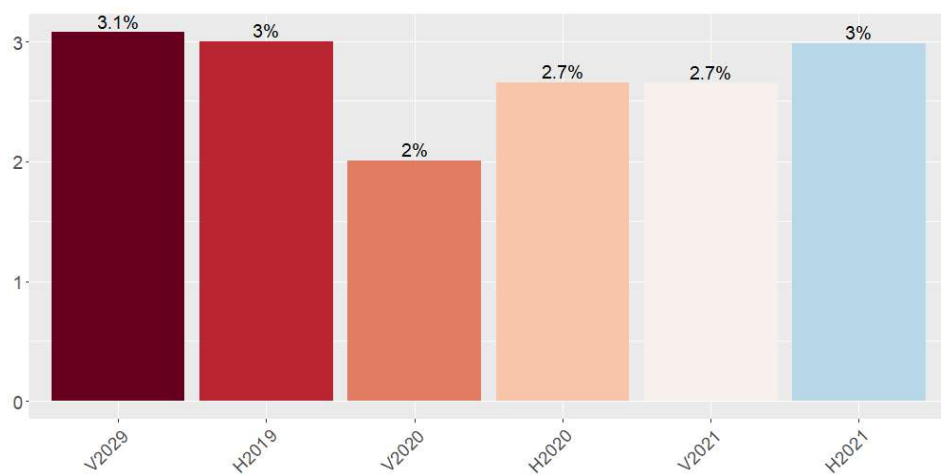


Figure 13: Faculty distribution of slow-start student cluster

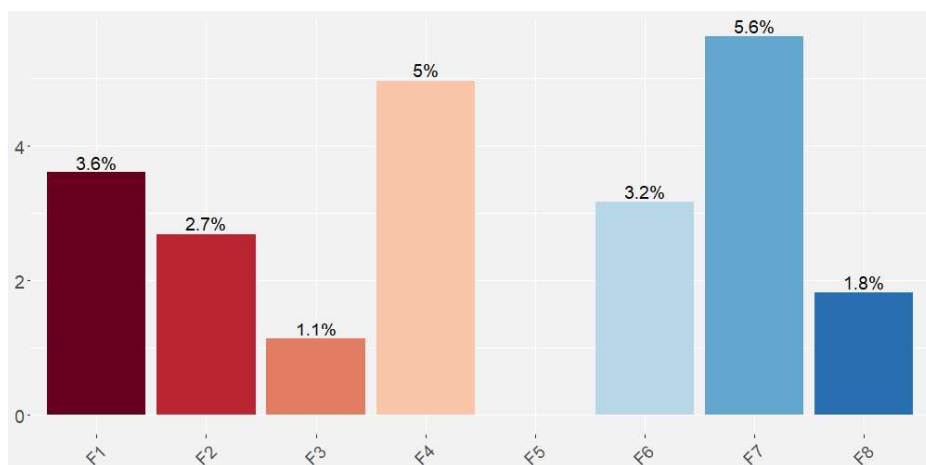


Figure 14: Cohort distribution of slow-start student cluster

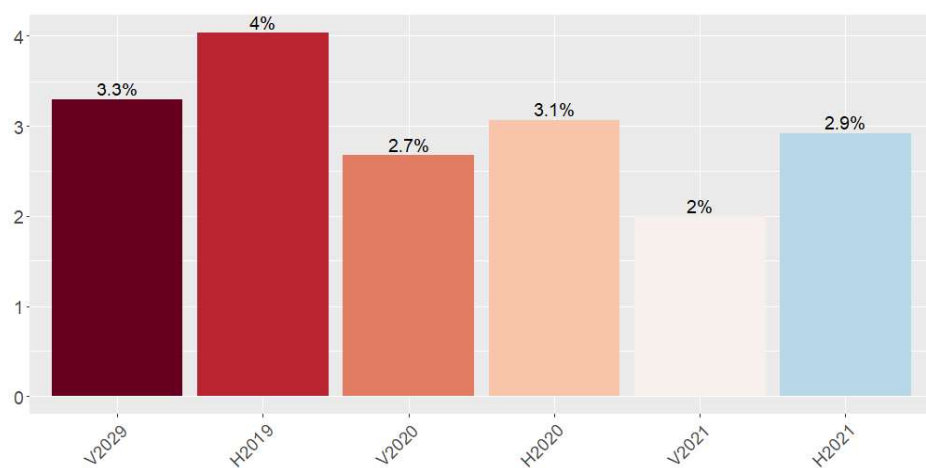


Figure 15: Faculty distribution of slow-paced student cluster



Figure 16: Cohort distribution of slow-paced student cluster

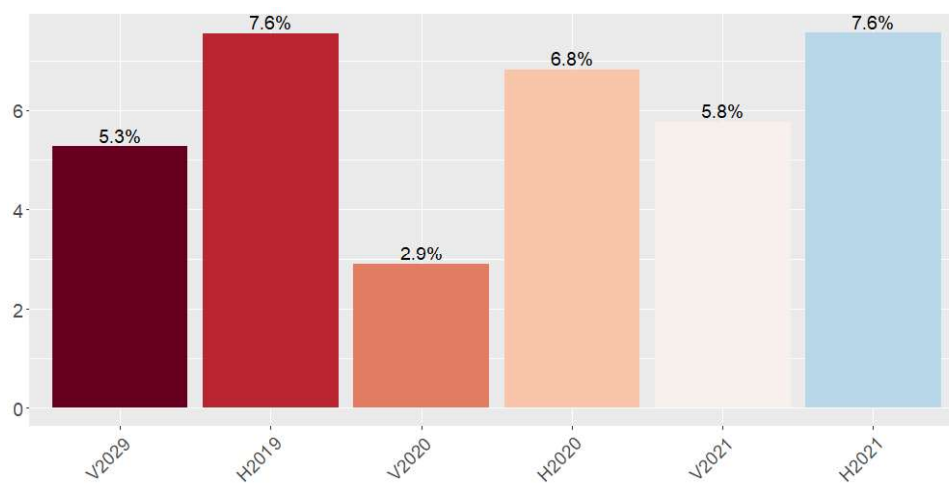


Figure 17: Faculty distribution of part-time student cluster

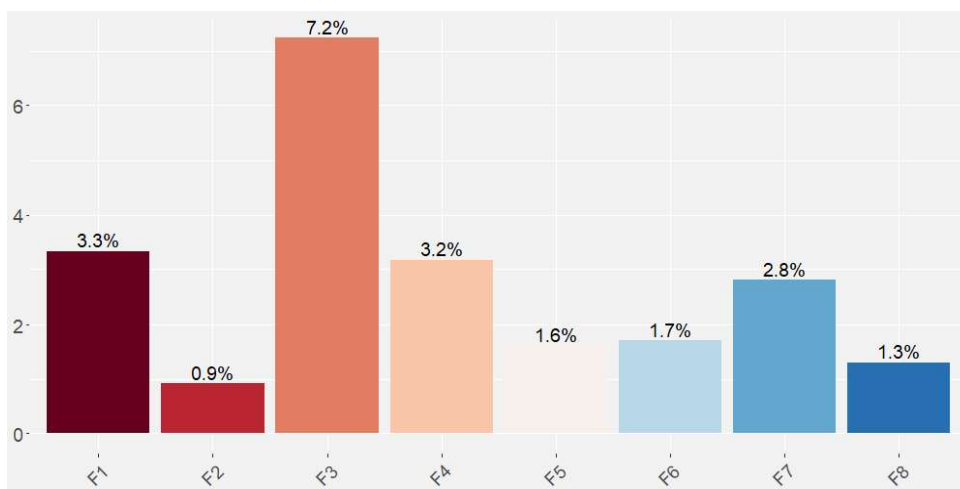


Figure 18: Cohort distribution of part-time student cluster

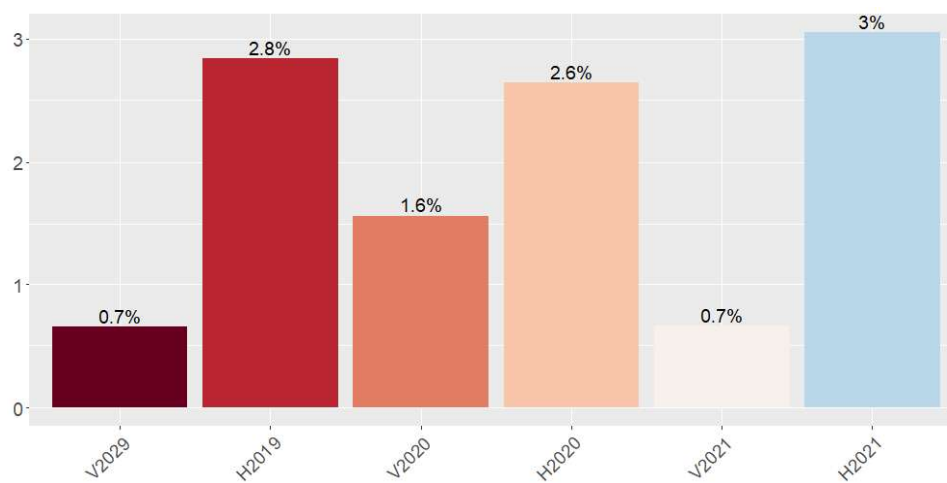


Figure 19 Distribution by Region of origin per cluster

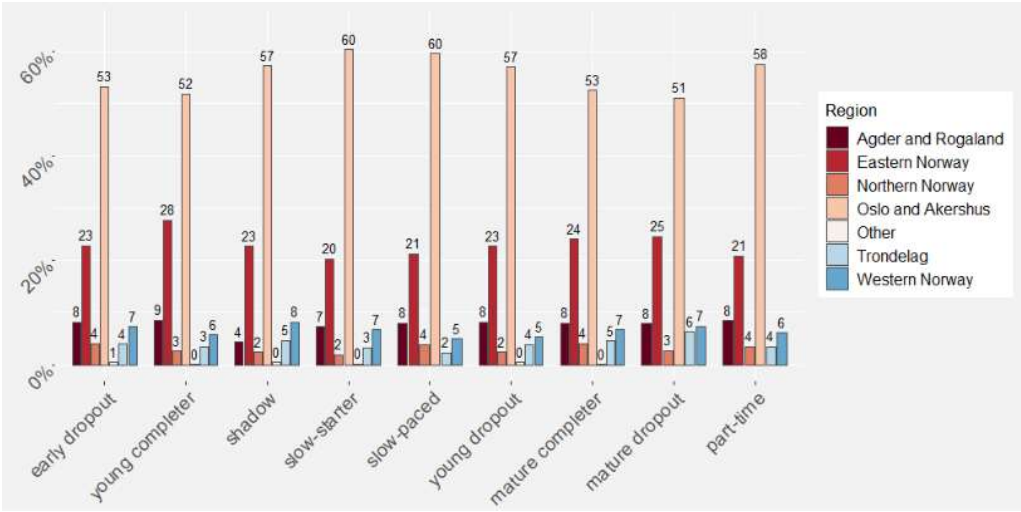


Table 1: Demographic characteristics of the study trajectory clusters

Indicator		Cluster								
		Early dropout	Young completer	Shadow	Slow-starter	Slow-paced	Young dropout	Mature completer	Mature dropout	Part-time
Age	Mean	26.26	20.73	31.37	26.62	24.32	24.40	25.54	26.72	25.58
	Median	24.00	20.00	30.00	26.00	21.00	21.00	24.00	26.00	23.00
	SD	8.10	4.07	9.30	6.95	8.90	8.06	5.96	5.67	7.53
Sex	Male	43.2%	33.7%	52.0%	43.9%	38.9%	46.7%	38.9%	44.3%	46.2%
	Female	56.8%	66.3%	48.0%	56.1%	61.1%	53.3%	61.1%	55.7%	53.8%
Region	Oslo and Akershus	53.3%	51.9%	57.3%	60.3%	59.6%	57.1%	52.5%	51.1%	57.5%
	Eastern_Norway	22.8%	27.7%	22.7%	20.3%	21.2%	22.7%	24.1%	24.6%	20.9%
	Agder and Rogaland	8.1%	8.5%	4.4%	7.3%	8.0%	8.1%	7.9%	7.9%	8.5%
	Western Norway	7.3%	5.7%	8.1%	6.7%	5.0%	5.3%	6.7%	7.4%	6.1%
	Trondelag	3.9%	3.4%	4.6%	3.3%	2.3%	3.8%	4.6%	6.3%	3.5%
	Northern Norway	4.1%	2.6%	2.4%	1.9%	3.9%	2.4%	4.1%	2.7%	3.5%
	Other	0.5%	0.1%	0.4%	0.2%	0.0%	0.5%	0.1%	0.0%	0.0%

Table 2: Study point production across study trajectory clusters and semesters

Study point	Semester	Indicator	Cluster								
			Early dropout	Young completer	Shadow	Slow-starter	Slow-paced	Young dropout	Mature completer	Mature dropout	Part-time
Passed	1st	Mean	12.5	27.3	8.2	23.3	21.9	14.7	27.2	31.8	17.2
		Median	0.0	30.0	0.0	20.0	20.0	10.0	30.0	30.0	10.0
		SD	14.9	8.0	12.7	10.1	7.7	11.0	9.6	14.8	10.3
	2nd	Mean	15.5	28.0	6.0	26.0	22.7	7.6	30.4	28.9	16.7
		Median	10.0	30.0	0.0	30.0	20.0	0.0	30.0	30.0	20.0
		SD	15.7	7.7	15.9	12.0	10.2	12.2	9.7	14.7	10.2
	3rd	Mean	0.0	29.6	3.6	26.2	21.1	0.2	30.6	0.0	7.5
		Median	0.0	30.0	0.0	30.0	20.0	0.0	30.0	0.0	0.0
		SD	0.0	8.3	9.7	13.1	8.4	1.4	9.3	0.6	11.6
	1st	Mean	1.8	1.7	0.2	0.0	0.0	0.0	5.5	5.8	2.5
		Median	1.6	1.3	1.7	0.0	0.0	0.0	4.4	4.6	4.4
		SD	0.5	0.7	0.7	0.0	0.0	0.0	2.8	4.6	3.4
	2nd	Mean	1.0	0.5	0.6	0.0	0.0	0.0	4.2	3.8	3.7
		Median	1.1	1.2	2.2	0.0	0.0	0.0	3.5	4.2	5.0
		SD	0.7	1.6	1.7	0.0	0.0	0.0	3.3	4.6	6.1
	3rd	Mean	3.2	2.9	2.7	0.0	0.0	0.0	6.7	7.1	6.9
		Median	2.7	2.5	0.6	0.0	0.0	0.0	5.9	5.7	3.7
		SD	5.2	2.3	2.5	0.0	0.0	0.0	8.6	5.5	6.0
Withdrawn without activity	1st	Mean	11.9	0.2	23.2	4.1	2.5	9.9	3.8	8.4	4.2
		Median	0.0	0.0	20.0	0.0	0.0	10.0	0.0	10.0	0.0
		SD	18.5	1.7	28.8	9.2	7.1	11.8	8.1	14.2	9.9

	2nd	Mean	7.7	0.9	30.9	9.9	3.9	19.1	2.4	11.7	9.1
		Median	0.0	0.0	30.0	10.0	0.0	20.0	0.0	10.0	10.0
		SD	16.4	4.3	30.8	10.0	8.4	14.6	7.5	19.9	10.1
	3rd	Mean	0.7	2.8	29.9	10.6	4.7	1.1	3.5	6.5	26.8
		Median	0.0	0.0	30.0	10.0	0.0	0.0	0.0	0.0	30.0
		SD	5.8	8.0	22.5	8.5	8.8	4.0	9.1	10.8	16.6
	1st	Mean	1.0	0.2	2.0	2.3	2.9	2.7	0.5	0.7	2.7
		Median	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
		SD	4.1	1.9	5.5	5.1	5.3	5.9	2.8	3.1	6.0
	2nd	Mean	0.9	0.6	1.6	1.3	2.2	1.3	0.4	0.7	2.3
		Median	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
		SD	4.1	2.9	5.3	4.0	5.5	4.8	2.7	3.4	5.5
	3rd	Mean	0.2	0.4	1.2	1.6	3.3	0.0	0.8	0.3	1.6
		Median	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
		SD	3.8	2.7	5.2	5.0	6.1	0.0	3.4	2.8	5.0

Appendix 4C. Canvas findings - Clusters of study activity

Figure 1: Regional distribution across Canvas digital study activity clusters

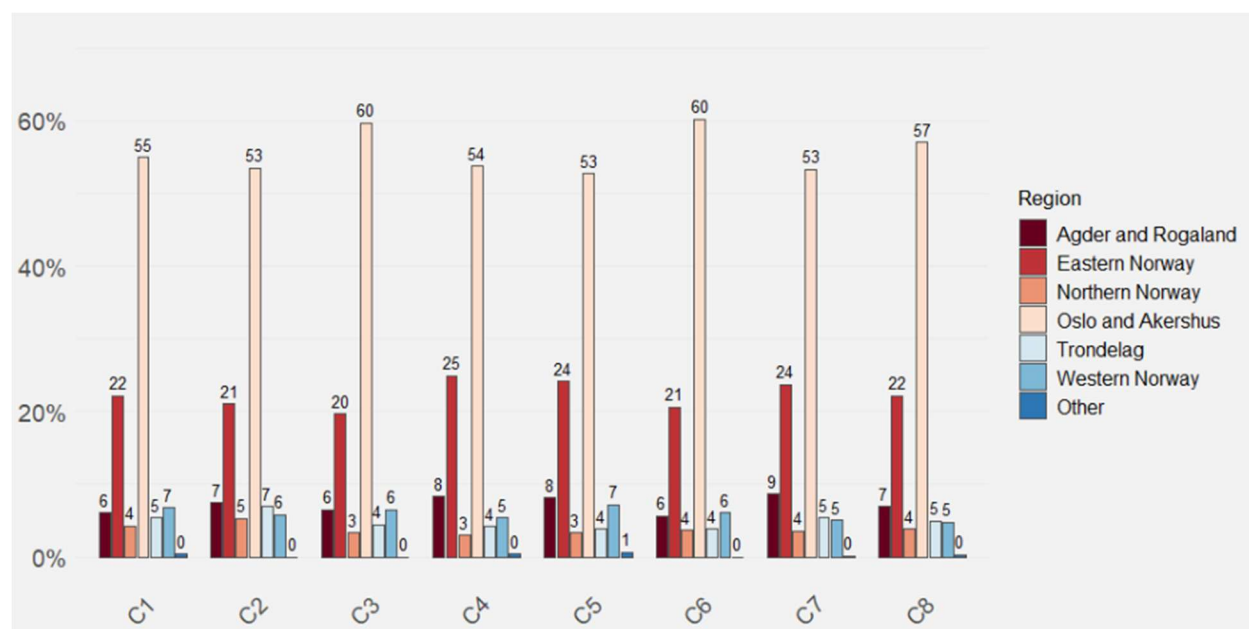


Table 1: Demographic distribution across Canvas digital study activity clusters and semesters

Demographic	Semester	Indicator	Cluster							
			C1	C2	C3	C4	C5	C6	C7	C8
Age	1st	Mean	26.4	26.2	29.8	21.5	23.8	26.1	22.9	22.7
		Median	24.0	23.0	27.0	20.0	21.0	24.0	21.0	21.0
		SD	8.8	8.5	9.6	4.0	8.0	8.6	6.1	5.5
	2nd	Mean	25.4	25.8	29.0	21.5	24.1	25.3	23.1	22.5
		Median	23.0	22.0	26.0	20.0	21.0	23.0	21.0	21.0
		SD	7.8	9.5	9.7	3.9	8.7	7.4	6.0	5.0
Sex	1st	Male	58.7%	57.6%	51.4%	66.9%	73.3%	50.0%	62.0%	62.7%
		Female	41.3%	42.4%	48.6%	33.1%	26.7%	50.0%	38.0%	37.3%
	2nd	Male	55.8%	58.2%	49.4%	71.0%	72.1%	48.4%	62.6%	64.0%
		Female	44.2%	41.8%	50.6%	29.0%	27.9%	51.6%	37.4%	36.0%
	1st	Oslo and Akershus	54.9%	52.5%	58.5%	54.4%	52.9%	59.0%	54.9%	57.5%
		Eastern Norway	21.1%	21.5%	22.5%	24.0%	24.6%	21.9%	23.8%	21.7%
		Agder and Rogaland	6.2%	9.0%	5.8%	7.9%	8.4%	6.1%	7.9%	6.9%
		Western Norway	6.6%	6.2%	6.3%	5.9%	6.8%	5.0%	4.9%	4.2%
		Trondelag	5.9%	6.8%	3.3%	4.1%	4.1%	3.6%	4.9%	5.1%
		Northern Norway	5.0%	4.0%	3.6%	3.1%	2.7%	4.3%	3.6%	4.2%
		Other	0.3%	0.0%	0.0%	0.5%	0.6%	0.0%	0.0%	0.3%
	2nd	Oslo and Akershus	55.0%	54.3%	60.8%	53.1%	52.6%	61.8%	50.3%	56.5%
		Eastern_Norway	23.4%	20.7%	16.9%	25.8%	23.5%	18.9%	23.5%	22.7%
		Agder and Rogaland	5.9%	6.0%	7.2%	8.8%	7.9%	5.1%	10.2%	6.9%

		Western Norway	6.9%	5.4%	6.6%	4.9%	7.7%	7.4%	5.3%	5.4%
		Trondelag	4.9%	7.1%	5.5%	4.2%	3.5%	4.1%	6.4%	4.7%
		Northern Norway	3.4%	6.5%	3.0%	2.9%	4.0%	2.8%	3.7%	3.5%
		Other	0.5%	0.0%	0.0%	0.3%	0.7%	0.0%	0.5%	0.3%

Table 2: Study point production across Canvas digital study activity clusters and semesters

Study point	Semester	Indicator	Cluster							
			C1	C2	C3	C4	C5	C6	C7	C8
Passed	1st	Mean	22.14	13.98	0.89	30.01	31.00	5.93	28.13	19.47
		Median	20.00	10.00	0.00	30.00	30.00	0.00	30.00	20.00
		SD	16.86	13.61	2.83	0.16	12.97	9.56	6.42	10.86
	2nd	Mean	23.15	15.95	0.97	30.03	29.26	8.50	29.20	18.85
		Median	20.00	20.00	0.00	30.00	30.00	0.00	30.00	20.00
		SD	17.36	12.68	2.94	0.41	12.46	11.04	6.79	11.02
Withdrawn with activity	1st	Mean	0.00	9.55	0.00	0.00	0.00	12.00	0.00	0.00
		Median	0.00	10.00	0.00	0.00	0.00	10.00	0.00	0.00
		SD		7.80	0.00	0.00	0.00	9.08	0.00	0.00
	2nd	Mean	0.00	10.22	0.00	0.00	0.00	11.68	0.00	0.00
		Median	0.00	10.00	0.00	0.00	0.00	10.00	0.00	0.00
		SD	0.00	9.54	0.00	0.00	0.00	8.85	0.00	0.00
Withdrawn without activity	1st	Mean	12.70	11.49	22.67	0.00	1.97	20.12	0.94	0.00
		Median	10.00	10.00	30.00	0.00	0.00	10.00	0.00	0.00
		SD	19.90	19.89	15.29	0.00	5.08	30.19	2.91	0.00
	2nd	Mean	11.81	12.04	18.11	0.00	1.73	17.83	1.50	0.00
		Median	0.00	10.00	20.00	0.00	0.00	10.00	0.00	0.00
		SD	18.31	19.57	16.86	0.00	4.77	26.89	3.58	0.00
Failed	1st	Mean	0.00	5.25	0.00	0.00	0.00	3.67	0.00	10.98
		Median	0.00	0.00	0.00	0.00	0.00	0.00	0.00	10.00
		SD		7.29	0.00	0.00	0.00	7.79	0.00	9.12
	2nd	Mean	0.00	4.35	0.00	0.00	0.00	3.59	0.00	11.78
		Median	0.00	0.00	0.00	0.00	0.00	0.00	0.00	10.00
		SD	0.00	6.82	0.00	0.00	0.00	6.94	0.00	8.95

Appendix 4D. Findings Survey and Interviews

Figure 1. Certainty of plans for next semester by intentions

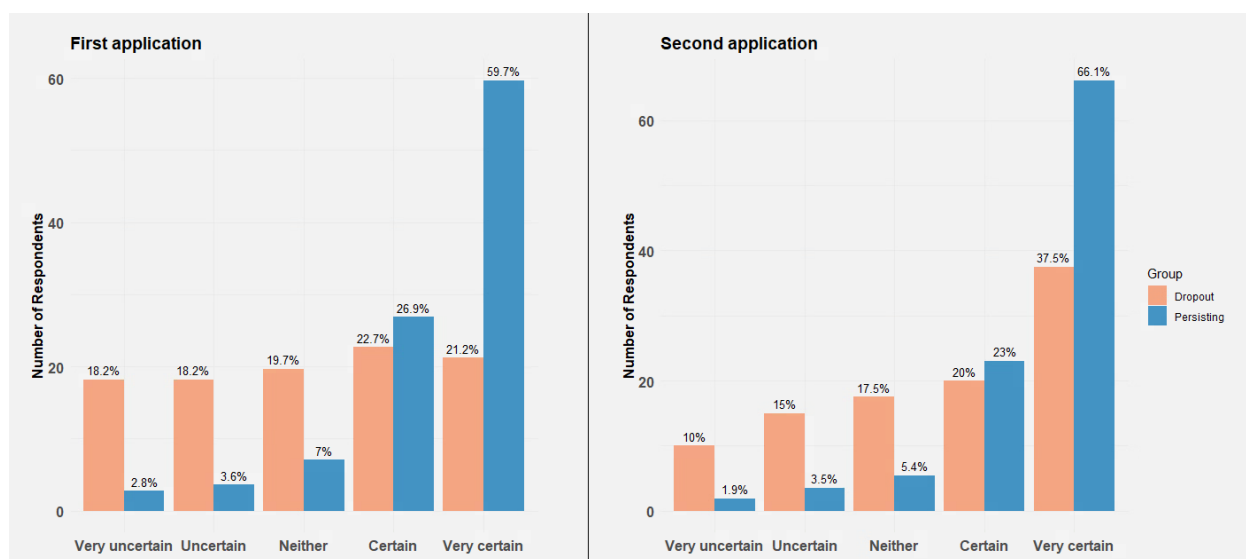


Figure 2. Intentions to continue and discontinue by Sex (as registered in FS)

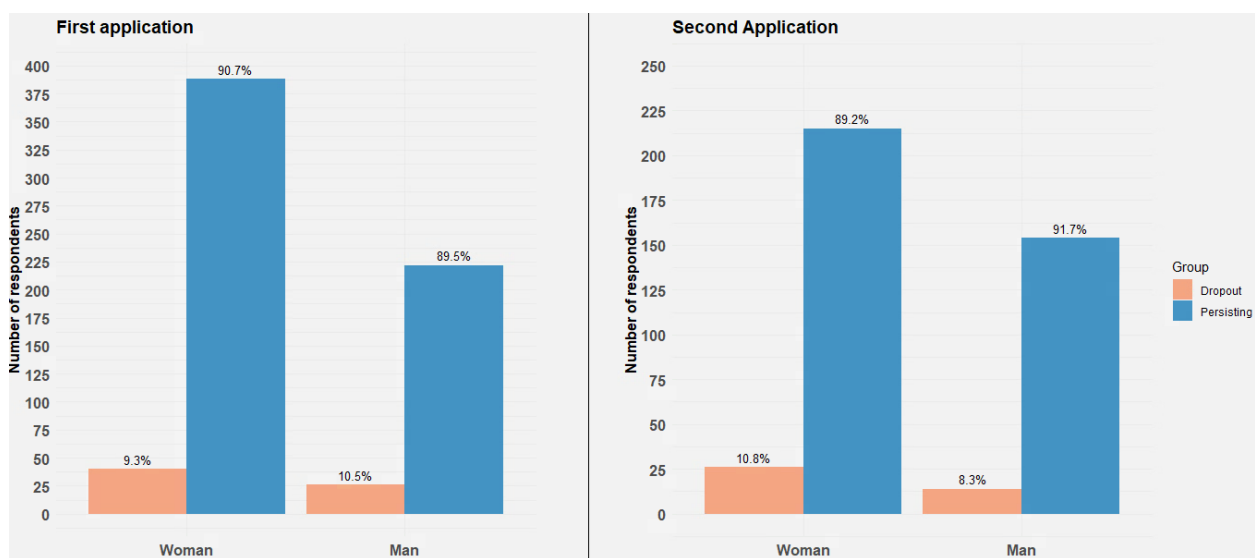
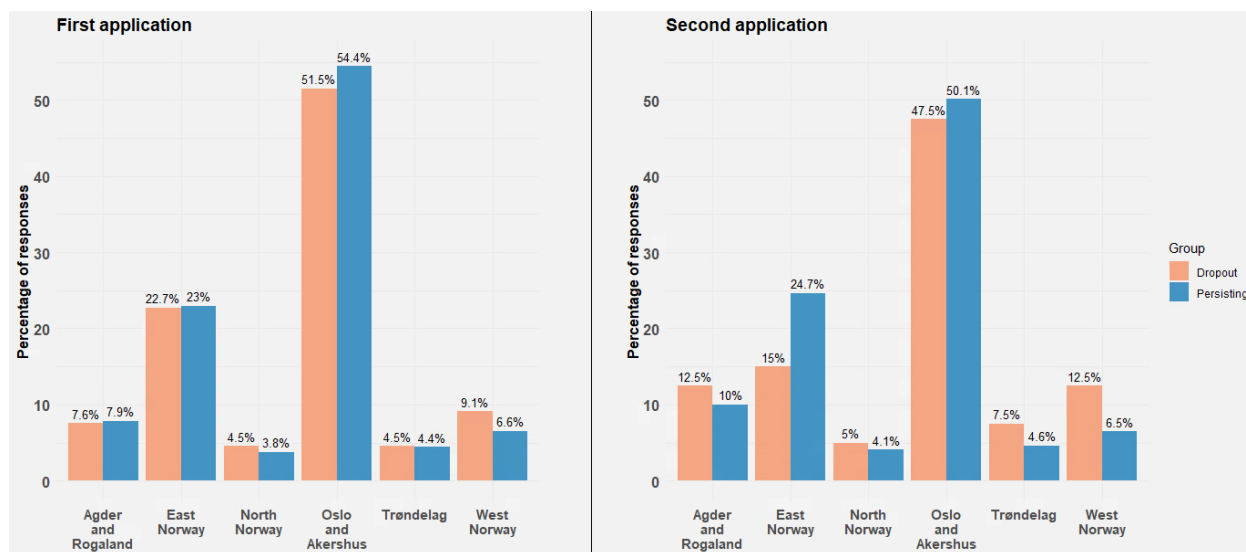


Figure 3. Intentions of persisting and discontinuing by region of origin.





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