Table S1. *Parameter Estimates Confirmatory Factor Analysis of Mentor-MAP*

	Est.	Z	p
Measurement model			
Awareness raiser			
I expect that the initiative to talk about mental health lies with me as a student (and not with a study coach[1])*	1.00		
I expect that a study coach initiates a conversation with me if he suspects that I (may) have mental health issues	2.78	14.42	
I expect that a study coach recognizes and notices signals when my mental health is not up to par	2.22	14.55	< .001
I expect that a study coach talks to me about what is important for good mental health, even if there are no problems (yet)	2.47	14.59	< .001
I expect that a study coach can help me become aware of how my mental health is doing	2.30	14.53	< .001
I expect that my mental health is an important topic for all teaching staff and not just for a study coach	2.26	14.22	< .001
I expect that study coaches discuss with other teaching staff how they deal with the mental health of students in general	2.08	14.29	< .001
I expect a study coach to pass on to other teachers that I have issues with my mental health (if I have given permission for this)	2.12	14.31	< .001
I expect a role for a study coach in the mental health of students, due to its influence on the study	1.98	14.45	< .001
I expect that a study coach plays an important role with regard to my mental health	2.34	14.53	< .001
I expect a study coach to be he is focused on the study (progress) and not to be focused on the mental health of students*	.98	11.92	< .001
I expect not so much from my study coach regarding my mental health; rather, I think that this subject should be addressed by other facilities within the university of applied sciences*	.70	9.52	
Connector			
I expect that a study coach is easily accessible and approachable when it comes to my mental health	1.00		

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[1] 'Study coach' is the term used for tutors at the university of applied sciences where the research took place, so this is the term used in the questionnaire.

I expect that a study coach is committed to a good relationship with me, so that I feel safe to talk to him about my mental health	.87	24.10	< .001
I expect that a study coach is committed to an informal relationship with me in order to play a role in supporting my mental health	.70	20.89	< .001
I expect that a study coach shows understanding regarding my mental health	.79	23.41	< .001
I expect that a study coach keeps an eye on how I'm doing if he already knows that there is an issue concerning my mental health	.99	24.79	< .001
I expect that a study coach lends a sympathetic ear when it comes to my mental health	.87	24.76	< .001
I expect that a study coach is the first port of call for my mental health within the university of applied sciences	.87	22.96	< .001
I expect that a study coach pays attention to my mental health by showing interest in me and my world	.82	23.13	< .001
I expect that a study coach pays attention to my mental health during our contact moments	.95	24.45	< .001
Referrer			
A study coach is the bridge between me and the university's mental health services	1.00		
I expect that a study coach does not need to know exactly what is going on in the event of mental health issues, but that he can properly refer me anyway	.50	16.34	< .001
I expect a study coach guides me in how I can resume my study after a temporary interruption due to my mental health	.86	24.54	< .001
I expect that a study coach discusses what I can expect from him regarding the support of my mental health	1.01	25.43	< .001
I expect that a study coach knows what my expectations of him are regarding my mental health	1.01	25.15	< .001
I expect that a study coach deals with my mental health as professionally expected of him	.89	23.83	< .001
I expect that all study coaches within the programme fulfil their role with regard to the mental health of students as much as possible in the same way	.78	20.94	< .001
A study coach knows what support he can offer for my mental health and what the point is at which he should refer me to other facilities within the university of applied sciences (such as dean's office or study success centre)	.92	24.90	< .001
Guardian			
I expect that a study coach also responds to me outside of working hours when I contact him because of my mental health	1.00		

	Est.		p
I expect that a study coach indicates that I can always go to him if there is something I want to discuss regarding my mental health	1.89	16.80	< .001
I expect that a study coach only makes time for me during working hours if I let them know that I want to talk about my mental health	0.20	3.97	< .001
I expect that a study coach keeps in touch with me if I have to temporarily stop my studies due to mental health issues	1.76	16.52	< .001
I expect that a study coach thinks it is important to meet the expectations I have of him regarding my mental health	1.99	17.13	< .001
Covariances			
Awareness raiser with			
Connector	0.07	13.87	< .001
Guardian	0.04	11.74	< .001
Referrer	0.06	14.00	< .001
Connector with			
Guardian	0.08	15.37	< .001
Referrer	0.15	22.30	< .001
Guardian with			
Referrer	0.07	15.04	< .001

Note.   Est. = Standardized estimate. * These statements fit within the factor when formulated in reverse.

Table S2. *Cohen's d of Between-cluster Comparisons of Indicator Variables.*

	1 vs. 2	1 vs. 3	1 vs. 4	1 vs. 5	1 vs. 6	2 vs. 3	2 vs. 4	2 vs. 5	2 vs. 6	3 vs. 4	3 vs. 5	3 vs. 6	4 vs. 5	4 vs. 6	5 vs. 6
Awareness raiser	−0.74[c]	−1.55	−2.21	−3.14	−4.16	−1.06[d]	−1.94	−3.20	−4.56	−0.75[c]	−2.03	−3.41	−1.49	−3.06	−1.56
Connector	−2.83	−4.13	−4.16	−5.41	−6.57	−2.35	−2.39	−4.57	−6.96	0.26[b]	−1.50	−3.07	−2.01	−3.92	−1.74
Referrer	−2.81	−5.16	−3.60	−4.47	−5.55	−3.30	−0.89[d]	−2.29	−3.90	2.99	0.87[d]	−0.75[c]	−1.75	−3.75	−1.53
Guardian	−1.01[d]	−1.11[d]	−2.10	−2.52	−3.42	0.01[a]	−0.88[d]	−1.24[d]	−2.10	−0.99[d]	−1.40	−2.35	−0.40[b]	−1.39	−1.01[d]

Note.　According to Sullivan and Feinn [24], all effects are very large, except for the annotated values. [a] Trivial effect. [b] Small effect. [c] Medium effect. [d] Large effect.

Table S3. *Within Cluster Comparisons of Roles.*

	Cluster 1	Cluster 2	Cluster 3	Cluster 4	Cluster 5	Cluster 6	Total
	$n = 9$	$n = 74$	$n = 55$	$n = 328$	$n = 279$	$n = 124$	$n = 869$
Awareness raiser - Connector							
Paired *t*-test	2.41*	−7.94***	−10.08***	−15.53***	−17.36***	−9.92***	−26.76***
Cohen's d	0.75	−1.30	−1.94	−1.27	−1.53	−1.27	−0.73
Awareness raiser - Referrer							
Paired *t*-test	3.25*	−10.59***	−23.11***	−13.89***	−12.20***	−7.69***	−22.94***
Cohen's d	0.70	−1.78	−4.04	−1.06	−1.10	−1.00	−0.73
Awareness raiser - Guardian							
Paired *t*-test	1.94	−1.15	3.63**	1.98*	8.77***	5.39***	8.55***
Cohen's d	0.22	−0.18	0.69	0.15	0.76	0.67	0.30
Connector - Referrer							
Paired *t*-test	0.05	−5.08***	−9.48***	3.31**	3.59***	1.90	0.15
Cohen's d	0.01	−0.82	−2.05	0.26	0.31	0.24	0.00
Connector - Guardian							
Paired *t*-test	−1.79	4.00***	11.36***	13.54***	22.08***	12.58***	27.61***
Cohen's d	−0.56	0.67	2.33	1.05	1.91	1.59	0.99
Referrer - Guardian							

Paired *t*-test	−3.20*	6.15***	23.75***	11.51***	17.77***	11.00***	25.12***
Cohen's d	−0.53	1.11	4.01	0.89	1.59	1.41	0.99

* $p < .05$.   ** $p < .01$.   *** $p < .001$

Table S4. *Distribution of Student Characteristics across Clusters*

	Cluster 1	Cluster 2	Cluster 3	Cluster 4	Cluster 5	Cluster 6
	$n = 9$	$n = 74$	$n = 55$	$n = 328$	$n = 279$	$n = 124$
	M (Sd)/n (%)	M (Sd)/n (%)	M (Sd)/n (%)	M (Sd)/n (%)	M (Sd)/n (%)	M (Sd)/n (%)
Satisfaction with tutor[a]	5.86 (2.55)	7.21 (1.87)	6.68 (2.45)	6.52 (2.19)	6.62 (2.48)	6.03 (2.96)
Type of tutor[a]						
Just tutor	2 (28.6%)	16 (27.6%)	21 (42.9%)	107 (37.5%)	76 (33.2%)	38 (36.9%)
tutor and teacher	5 (71.4%)	37 (63.8%)	27 (55.1%)	167 (58.6%)	143 (62.4%)	59 (57.3%)
Different	0 (0.0%)	5 (8.6%)	1 (2.0%)	11 (3.9%)	10 (4.4%)	6 (5.8%)
Mental health was discussed						
Yes	2 (22.2%)	39 (52.7%)	32 (58.2%)	159 (48.5%)	166 (59.5%)	71 (57.3%)
No	6 (66.7%)	32 (43.2%)	23 (41.8%)	155 (47.3%)	105 (37.6%)	51 (41.1%)
Prefer not to disclose	1 (11.1%)	3 (4.1%)	0 (0.0%)	14 (4.3%)	8 (2.9%)	2 (1.6%)
Age-regular students [b]	23.67 (5.20)	22.98 (5.96)	23.47 (4.14)	22.54 (4.83)	22.61 (5.35)	22.46 (4.53)
Age-adult students[c]	28.33 (9.29)	39.27 (10.30)	41.17 (10.70)	36.76 (10.83)	38.80 (10.25)	34.14 (11.38)
Gender						
Men	5 (55.6%)	20 (27.0%)	11 (20.0%)	95 (29.0%)	78 (28.0%)	30 (24.2%)
Women	3 (33.3%)	50 (67.6%)	42 (76.4%)	225 (68.6%)	199 (71.3%)	89 (71.8%)
Not specified	1 (11.1%)	4 (5.4%)	2 (3.6%)	8 (2.4%)	2 (0.7%)	5 (4.0%)
Level						
Associate	3 (33.3%)	3 (4.1%)	0 (0.0%)	15 (4.6%)	5 (1.8%)	9 (7.3%)

Bachelor	5 (55.6%)	70 (94.6%)	53 (96.4%)	307 (93.6%)	268 (96.1%)	112 (90.3%)
Master	1 (11.1%)	1 (1.4%)	2 (3.6%)	6 (1.8%)	6 (2.2%)	3 (2.4%)
Type of education						
Full time	6 (66.7%)	52 (70.3%)	43 (78.2%)	269 (82.0%)	244 (87.5%)	102 (82.3%)
Part time	3 (33.3%)	22 (29.8%)	12 (21.8%)	59 (18.0%)	35 (12.5%)	22 (17.7%)
Study year						
Second year	4 (44.4%)	30 (40.5%)	12 (21.8%)	127 (38.7%)	87 (31.2%)	44 (35.5%)
Third year	2 (22.2%)	21 (28.4%)	18 (32.7%)	96 (29.3%)	97 (34.8%)	39 (31.5%)
Fourth year	3 (33.3%)	16 (21.6%)	12 (21.8%)	68 (20.7%)	60 (21.5%)	27 (21.8%)
> Four year	0 (0.0%)	7 (9.5%)	13 (23.6%)	37 (11.3%)	35 (12.5%)	14 (11.3%)

[a] Due to not having a coach among some students, n's were smaller: $n^{\text{Cluster 1}} = 7$, $n^{\text{Cluster 2}} = 58$, $n^{\text{Cluster 3}} = 50$, $n^{\text{Cluster 4}} = 287$, $n^{\text{Cluster 5}} = 234$, $n^{\text{Cluster 6}} = 105$. [b] Number of regular students in each cluster: $n^{\text{Cluster 1}} = 6$, $n^{\text{Cluster 2}} = 52$, $n^{\text{Cluster 3}} = 43$, $n^{\text{Cluster 4}} = 269$, $n^{\text{Cluster 5}} = 244$, $n^{\text{Cluster 6}} = 102$. [c] Number of adult students in each cluster: $n^{\text{Cluster 1}} = 3$, $n^{\text{Cluster 2}} = 22$, $n^{\text{Cluster 3}} = 12$, $n^{\text{Cluster 4}} = 59$, $n^{\text{Cluster 5}} = 35$, $n^{\text{Cluster 6}} = 22$.