

RESEARCH MATRIX: STUDIOSTY IMPACT AND EFFICACY IN UNIVERSITIES (2024-2025)



Academic outcomes	Equity	Writing skills	Confidence	Academic integrity	Retention	Student satisfaction	Staff satisfaction	Under-represented	Technology acceptance
<p>Average performance increased from 66.9% to 75.3%. Critical thinking skills increased from 2.74 to 3.15. (Ajman, 2025)</p> <p>Students showed measurable improvement across most academic writing types, including Text Analysis (over 10 points improvement) and Essays (over 6 points improvement). (Mace, 2025)</p> <p>Students using Studiosity were nearly 5x more likely to succeed than those who didn't. (Georgia State University, 2025)</p> <p>Improved analytical rigour and academic integrity... pedagogically viable option offering long-term learning opportunities. (Adelaide, 2024)</p> <p>Up to 21% increase in grades. (Bedfordshire, 2024)</p>	<p>Improved reach and accessibility of support. (QUT,2024)</p> <p>1,411 active users in the pilot, with an aim to support a 1.1 million student base including marginalized and remote populations. (AIOU, 2025)</p> <p>Service enabled for all 43,000+ students in 2025. (Greenwich, 2024)</p> <p>Support for students with conditional English admission, providing equitable access to English language improvement resources. (Ajman, 2025)</p> <p>This suggests that AI tools, when used appropriately, can have a levelling effect and support greater equity in academic development. (Mace, 2025)</p>	<p>Academic writing has improved significantly; stronger drafts with better structure, clarity, and coherence. (Ajman, 2025)</p> <p>Improved ability to be "more precise" and refine argumentation, structure, and evidence-based claims. (Mace, 2025)</p> <p>One increasingly valuable study support service tool for developing students' critical thinking and writing skills is Studiosity. (UWE Bristol, 2025)</p> <p>Supported student growth and identity as a writer. (Georgia State University, 2025)</p> <p>The Studiosity tool proved effective in helping students translate their ideas into formal academic writing. (Mace, 2025)</p>	<p>84% felt more confident. (QUT, 2024)</p> <p>66.7% were confident or very confident of improving their grades after using the service. (AIOU, 2025)</p> <p>Students who use Studiosity across several assignments often demonstrate deeper synthesis and greater independence in their thinking. (UWE Bristol, 2025)</p> <p>Studiosity has encouraged a more proactive approach to writing, making students more independent and confident. (Ajman, 2025)</p> <p>The AI tool provides a safe space for less confident students and reassures them. (Greenwich, 2024)</p> <p>85% of students felt more confident about completing a task after chatting to their student mentor in Studiosity. (Massey, 2023)</p>	<p>Preserves student authorship. (Bedfordshire, 2025)</p> <p>71% of students "agree" or "strongly agree" that Studiosity has improved their awareness of and adherence to academic integrity. (Toronto, 2025)</p> <p>65.8% reported somewhat / significant increase in understanding of plagiarism (AIOU, 2025)</p> <p>65% of students reported improved awareness of AI ethics. (Kathmandu, 2025)</p> <p>'Use of Sources' skills increased from 1.56 to 2.63. (Ajman, 2025)</p> <p>Shows a clear upward trend in students' ability to find, integrate and reference sources over time. (Mace, 2025)</p>	<p>8.1% DFW Rate for Studiosity users vs. 38.9% DFW Rate for non-users. (Georgia State University, 2025)</p> <p>"High-use" students saw significantly higher persistence (95%) compared to 82.8% for low-users. (Mace, 2025)</p> <p>Use of the service was associated with positive retention and progression outcomes. (QUT, 2024)</p> <p>The service enables data-informed teaching interventions. (AIOU, 2025)</p> <p>It had a significant effect on those students most at risk of dropout. (Mace, 2025)</p> <p>Data is used to highlight students who are at risk of failing or dropping out. (Greenwich, 2024)</p>	<p>Studiosity was valued for helping students articulate ideas they already understood and making the process "less stressful". (Mace, 2025)</p> <p>Addresses the institutional challenge of providing students with timely feedback. (AIOU, 2025)</p> <p>85% satisfaction rating. Feedback from students was overwhelmingly favourable. (Greenwich, 2024)</p> <p>Highlighted that obtaining personalised feedback helps to improve their engagement with the module assessments. Also, they value the ability to revisit feedback at their own pace. (UWE Bristol, 2025)</p> <p>73% of sessions occurred after hours, support when students need it most. (Ajman, 2025)</p>	<p>Staff responded positively; esp. identification of critical thinking, seeing it as a useful addition. (Bedfordshire, 2025)</p> <p>Can complement staff, allowing them to focus on higher-order thinking and mentoring. (Open University of Malaysia, 2025)</p> <p>Tutors report a reduction in workload and less time spent on checking assignments. (AIOU, 2025)</p> <p>Staff see the service as complementing their role, allowing them to focus on subject knowledge. (Greenwich, 2024)</p> <p>Addresses faculty workload and delays in providing feedback. (Kathmandu, 2025)</p> <p>"Seeing fewer of those needing... emergency one-on-one consultation." (Waikato, 2025)</p>	<p>Directly addressed academic and linguistic diversity, spanning 6,000+ students from multiple disciplines and first-language backgrounds. (Ajman, 2025)</p> <p>The greatest improvements were often observed in lower-achieving or less confident learners, including mature students and those from underrepresented backgrounds. (Mace, 2025)</p> <p>Increased support/confidence for first-generation and working students. (Georgia State University, 2025)</p> <p>Particularly beneficial for international students. (UWE Bristol, 2025)</p> <p>Helps to level the field including first-generation students, commuter students, and care leavers. (Greenwich, 2024)</p>	<p>An objective precision and consistency in the feedback. (Bedfordshire, 2025)</p> <p>Students showed substantial trust in the system's reliability and usefulness. (Open University of Malaysia, 2025)</p> <p>80% of students found the feedback similar or clearer and more effective than human feedback. (Canberra, 2025)</p> <p>92% of students found the service easy to use. (Georgia State University, 2025)</p> <p>"Students value the speed of AI feedback, consistency, and accessibility." (Bedfordshire, 2025)</p> <p>81% found it easy to connect to their student mentor. (Massey, 2023)</p>

About the Research Matrix (v 4.0 March 2026)

Thank you to our education partners for your due diligence in pursuing analysis of the service and outcomes. Studiosity acknowledges the rich student support ecosystems within education institutions and also that correlation between Studiosity support and improved outcomes does not equate to causation.

RESEARCH MATRIX: STUDIOSTY IMPACT AND EFFICACY IN UNIVERSITIES (2017 - 2023)



Academic outcomes	Retention	Support ecosystem	Self-efficacy	Integrity	Satisfaction	Traditionally under-represented	Staff wellbeing
<p>3.96 points higher median course weighted average (Curtin, 2019)</p> <p>21.9% less unit failure (CQ, 2019)</p> <p>15% higher course average (Edith Cowan, 2018)</p> <p>0.92-1.63 higher GPA (James Cook, 2017)</p> <p>77% stated positive impact on grades (La Trobe, 2019)</p> <p>0.28-0.99 higher GPA (Macquarie, 2019)</p> <p>80% stated positive impact on learning (5 UK universities, 2019)</p> <p>15% higher marks (Swinburne Online, 2020)</p> <p>8% higher course average (Adelaide, 2020)</p> <p>4.2% uplift in grades (University of East London, 2018)</p> <p>0.12-0.44 higher GPA (Western Sydney, 2019)</p>	<p>6% higher (Curtin, 2019)</p> <p>16.45% higher (CQ, 2019)</p> <p>44% more likely to stay enrolled (La Trobe, 2019)</p> <p>Higher progression seen in 4 of the 5 universities (5 UK universities, 2019)</p> <p>Reasonably sure students who seek help are more likely to persist, with Binomial Test P = 0.03; N = 79,677 (of New England, 2019)</p> <p>Analysis across six universities found Studiosity users had higher retention rates, with a multiple financial return on investment on retained students. (Nous Group, 2022)</p>	<p>No impact on daytime services (James Cook, 2017)</p> <p>40% used the service after hours (La Trobe, 2019)</p> <p>Used by students who had not used any other support service (Adelaide, 2020)</p> <p>Only 3-5% overlap with other service use (Western Sydney, 2019)</p> <p>Introducing Studiosity has resulted in more students accessing academic skills support provided by the . (Thomas, 2023, 4 UK universities)</p> <p>Routine Studiosity use supports an institutional strategic shift away engagement that is driven by exception or academic deficit. (Thomas, 2023)</p>	<p>81% stated it improved their confidence (La Trobe, 2019)</p> <p>88% felt more confident completing assignments (Macquarie, 2019)</p> <p>91% stated it made them more confident (Adelaide, 2020)</p> <p>Students do better because of the support, rather than prior likelihood to succeed. (UNE, 2020)</p> <p>Studiosity significantly increased students' confidence, notably serving students after hours. (Bedfordshire, 2023)</p> <p>78-85% stated they approached their work with more certainty (Devlin & McKay, 12 universities, 2018)</p>	<p>1 in 2 students were motivated to attend classes about assignments and plagiarism after using Studiosity first. (Devlin & McKay, 12 universities, 2018)</p>	<p>95% satisfied with writing feedback. (La Trobe, 2019)</p> <p>82% satisfied with feedback (Macquarie, 2019)</p> <p>Users were more satisfied with their course (11 UK universities, 2019)</p> <p>In the set of 14,861 feedback interactions, 92% of students were satisfied (Brodie, Tisdell, Sachs, 2019)</p> <p>78% stated they have referred peers to Studiosity (Devlin & McKay, 12 universities, 2018)</p>	<p>Median course weighted average is 12.59 points higher for Aboriginal and Torres Strait Islander Studiosity users (Curtin, 2019)</p> <p>Greatest GPA gains amongst students with lower high school rank (JCU, 2019)</p> <p>1/3 users were regional students, 40% used the service at night (La Trobe, 2019)</p> <p>Significant use by mature and disadvantaged students (5 UK universities, 2019)</p> <p>Low-SES, commencing, and regional-remote more likely to be users (Adelaide, 2020)</p> <p>Coded instances of 'Confidence' were higher for Pathway Programs and UG 1st (Brodie, Tisdell, Sachs, 2019)</p>	<p>Staff are reassured that Studiosity helps students demonstrate and critique their own academic understanding without delivering curricula-based content. (Thomas, 2023, 4 UK universities)</p> <p>Reduces non-curricula workload and reduces staff stress (Thomas, 2023, 4 UK universities)</p> <p>While there was no decrease in teacher workload (they still had to give the same level of feedback to students), marking assignments however was easier as submissions were easier to read. (Macquarie, 2017)</p>

About the Research Matrix (v 3.0 23 June 2025)

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