RESEARCH MATRIX: STUDIOSITY[+] IMPACT AND EFFICACY IN UNIVERSITIES (2024, 2025)

Studiosity

Academic outcomes	Equity	Writing skills	Confidence	Academic integrity	Retention	Student satisfaction	Staff satisfaction	Under-represented	Technology acceptance
Up to 21% increase in grades. (Bedfordshire, 2024)	Improved reach and accessibility of support. (QUT,2024)	Academic writing has improved significantly; stronger drafts with better structure, clarity, and coherence. (Ajman, 2025)	84% felt more confident. (QUT, 2024)	Preserves student authorship. (Bedfordshire, 2025)	Use of the service was associated with positive retention and progression outcomes. (QUT, 2024)	88.8% of students were extremely satisfied or satisfied with the service in 2024. (QUT, 2024)	Staff responded positively; esp. identification of critical thinking, seeing it as a useful addition. (Bedfordshire, 2025)	73% of sessions occurred after hours, support when students need it most. (Ajman, 2025)	An objective precision and consistency in the feedback. (Bedfordshire, 2025)
Improved analytical rigour and academic integrity... pedagogically viable option offering long-term learning opportunities. (Adelaide, 2024)	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)	Writing has improved. (QUT, 2024)	66.7% were confident or very confident of improving their grades after using the service. (AIOU, 2025)	71% of students "agree" or "strongly agree" that Studiosity has improved their awareness of and adherence to academic integrity. (Toronto, 2025)	Students were actively seeking the service in the next semester. (Kathmandu, 2025)	85% satisfaction rating. Feedback from students was overwhelmingly favourable. (Greenwich, 2024)	Can complement staff, allowing them to focus on higher-order thinking and mentoring. (Open University of Malaysia, 2025)	Directly addressed academic and linguistic diversity, spanning 6,000+ students from multiple disciplines and first-language backgrounds. (Ajman, 2025)	Students showed substantial trust in the system's reliability and usefulness. (Open University of Malaysia, 2025)
Average performance increased from 66.9% to 75.3%. Critical thinking skills increased from 2.74 to 3.15. (Ajman, 2025)	Service enabled for all 43,000+ students in 2025. (Greenwich, 2024)	61% of students "agree" or "strongly agree" that having access to Studiosity makes them less likely to use AI tools to generate writing. (Toronto, 2025)	85% of students felt more confident about completing a task after chatting to their student mentor in Studiosity. (Massey, 2023)	65.8% reported somewhat / significant increase. in understanding of plagiarism (AIOU, 2025)	The service enables data-informed teaching interventions. (AIOU, 2025)	Addresses the institutional challenge of providing students with timely feedback. (AIOU, 2025)	Tutors report a reduction in workload and less time spent on checking assignments. (AIOU, 2025)	Helps to level the field including first-generation students, commuter students, and care leavers. (Greenwich, 2024)	80% of students found the feedback similar or clearer and more effective than human feedback. (Canberra, 2025)
Students gained a better understanding of the assignment and were confident enough at final submission after getting feedback. (Bedfordshire, 2025)	Provides equity of access to formative feedback. (Adelaide, 2024)	57% reported their writing somewhat improved, 16% significantly improved. (Kathmandu, 2025)	Studiosity has encouraged a more proactive approach to writing, making students more independent and confident. (Ajman, 2025)	65% of students reported improved awareness of AI ethics. (Kathmandu, 2025)	Data is used to highlight students who are at risk of failing or dropping out. (Greenwich, 2024)	Faster turnaround (minutes vs. hours) is a main advantage and a major positive factor. Unlimited interactions are a key advantage and make students more likely to use the service. (Adelaide, 2024)	Staff see the service as complementing their role, allowing them to focus on subject knowledge. (Greenwich, 2024)	The service addresses students with work, caring, or distance learning needs that impact their ability to access on-campus support. (QUT, 2024)	81% found it easy to connect to their student mentor. (Massey, 2023)
	Support for students with conditional English admission, providing equitable access to English language improvement resources. (Ajman, 2025)	Significant improvement in their assignments... Tutors noted a quality increase in submissions. (AIOU, 2025)	The AI tool provides a safe space for less confident students and reassures them. (Greenwich, 2024)	'Use of Sources' skills increased from 1.56 to 2.63. (Ajman, 2025)		Needed, and instant, help. (Kathmandu, 2025)	Addresses faculty workload and delays in providing feedback. (Kathmandu, 2025)		"Students value the speed of AI feedback, consistency, and accessibility." (Bedfordshire, 2025)
	90%+ of students in the target cohort engaged with feedback. (Murdoch, 2024)						"We're now seeing fewer of those needing...emergency one-on-one consultation." (Waikato, 2025)		

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

Studiosity

Academic outcomes

3.96 points higher median course weighted average (Curtin, 2019)

21.9% less unit failure (CQ, 2019)

15% higher course average (Edith Cowan, 2018)

0.92-1.63 higher GPA (James Cook, 2017)

77% stated positive impact on grades (La Trobe, 2019)

0.28-0.99 higher GPA (Macquarie, 2019)

80% stated positive impact on learning (5 UK universities, 2019)

15% higher marks (Swinburne Online, 2020)

8% higher course average (Adelaide, 2020)

4.2% uplift in grades (University of East London, 2018)

0.12-0.44 higher GPA (Western Sydney, 2019)

Retention

6% higher (Curtin, 2019)

16.45% higher (CQ, 2019)

44% more likely to stay enrolled (La Trobe, 2019)

Higher progression seen in 4 of the 5 universities (5 UK universities, 2019)

Reasonably sure students who seek help are more likely to persist, with Binomial Test P = 0.03; N = 79,677 (of New England, 2019)

Analysis across six universities found Studiosity users had higher retention rates, with a multiple financial return on investment on retained students. (Nous Group, 2022)

Support ecosystem

No impact on daytime services (James Cook, 2017)

40% used the service after hours (La Trobe, 2019)

Used by students who had not used any other support service (Adelaide, 2020)

Only 3-5% overlap with other service use (Western Sydney, 2019)

Introducing Studiosity has resulted in more students accessing academic skills support provided by the . (Thomas, 2023, 4 UK universities)

Routine Studiosity use supports an institutional strategic shift away engagement that is driven by exception or academic deficit. (Thomas, 2023)

Self-efficacy

81% stated it improved their confidence (La Trobe, 2019)

88% felt more confident completing assignments (Macquarie, 2019)

91% stated it made them more confident (Adelaide, 2020)

Students do better because of the support, rather than prior likelihood to succeed. (UNE, 2020)

Studiosity significantly increased students' confidence, notably serving students after hours. (Bedfordshire, 2023)

78-85% stated they approached their work with more certainty (Devlin & McKay, 12 universities, 2018)

Integrity

1 in 2 students were motivated to attend classes about assignments and plagiarism after using Studiosity first. (Devlin & McKay, 12 universities, 2018)

Satisfaction

95% satisfied with writing feedback. (La Trobe, 2019)

82% satisfied with feedback (Macquarie, 2019)

Users were more satisfied with their course (11 UK universities, 2019)

In the set of 14,861 feedback interactions, 92% of students were satisfied (Brodie, Tisdell, Sachs, 2019)

78% stated they have referred peers to Studiosity (Devlin & McKay, 12 universities, 2018)

Traditionally under-represented

Median course weighted average is 12.59 points higher for Aboriginal and Torres Strait Islander Studiosity users (Curtin, 2019)

Greatest GPA gains amongst students with lower high school rank (JCU, 2019)

1/3 users were regional students, 40% used the service at night (La Trobe, 2019)

Significant use by mature and disadvantaged students (5 UK universities, 2019)

Low-SES, commencing, and regional-remote more likely to be users (Adelaide, 2020)

Coded instances of 'Confidence' were higher for Pathway Programs and UG 1st (Brodie, Tisdell, Sachs, 2019)

Staff wellbeing

Staff are reassured that Studiosity helps students demonstrate and critique their own academic understanding without delivering curricula-based content. (Thomas, 2023, 4 UK universities)

Reduces non-curricula workload and reduces staff stress (Thomas, 2023, 4 UK universities)

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)

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