



Charles Sturt
University

SLOWposium
Elevate the Pitch

Topic: *Designing for Student Success: What Changed, What Worked, and What We Learned*

Dr Muhammad Abid

2nd September 2026

The Challenge: When Our Usual Engagement Wasn't Enough

- **Key challenge: 59% failure rate in MKT110 (SDI, 202530)**
 - Partner-delivered learning differs from CSU internal cohorts
 - Existing engagement practices did not translate effectively
- **The learning risk**
 - Limited connection with the CSU Subject Convenor
 - Low engagement → poor learning outcomes
 - Policy-compliant coordination was not enough
- **The human insight that changed my thinking**
 - I assumed established CSU practices would work across cohorts
 - Students needed direct, proactive, context-specific engagement
 - My role needed to shift: coordinating → connecting with teachers and learners

From Coordination to an Engagement Partnership

Co-designed an engagement model (4 lecturers + 2 Course Coordinators + Subject Convenor)

- **Frontline co-design:** mapped *where and why* students disengaged with those closest to learners
- **Engagement playbook:** converted insights into a shared, session-long intervention plan
- **Engagement triggers:** treated non-access, non-submission and non-registration as early warning signals
- **Escalating human contact:** announcement → personalised follow-up → teaching-team outreach → direct phone call
- **Critical-moment intervention:** intensified contact around assessments before disengagement became failure
- **Convenor-to-student connection:** moved beyond the usual coordination chain to reach disengaged partner students with course coordinator
- **Live implementation loop:** continuously worked with lecturers/coordinators to identify → intervene → check response → adapt
- **Collective ownership:** engagement became a shared CSU–partner responsibility, instead sitting solely with local lecturers

The fundamental shift: *We stopped waiting for students to seek support—and started identifying when support needed to seek the student.*

From Engagement to Student Success

Failure rate: 59% → 19% (40-percentage-point improvement)

- **Engagement changed**
 - ↑ Brightspace engagement + Assessment submission
 - Greater responsiveness to weekly and targeted engagement
- **Learning outcomes changed**
 - Substantial reduction in non-completion and failure
 - Engagement translated into improved student success
- **Teaching-team evidence**
 - Lecturer observations and Course Coordinator feedback validated stronger student engagement
 - Intervention strengthened CSU–partner connection
- **Reflection**
 - Surprised me: small, timely human interventions could recover students already disengaging
 - Next: formalise the model using early-warning triggers + targeted escalation + systematic tracking

Bottom-line takeaway: Engagement improved when support became proactive, personal and timely.

Impact

202630



5. Did the steps employed in the moderation process for this subject achieve effective moderation of the assessment items? * ?

Moderator

Please select...

Grades

Below are the grade distributions for the current session for grades loaded into the Grade Finalisation Tool. To load or refresh these grades use the [Grade Finalisation Tool](#). They are provided here as a tool to help check that grades are ready.

	Enrol	HD	DI	CR	PS	AA/AE	GP/DX/SX	TA/WD	IP	Failing	FL	FW/FNS	AW	LW	Median	Last Updated	Subject Grade Finalisation Link
SDI	67	2 (3%)	10 (14.9%)	15 (22.4%)	24 (35.8%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	16 (23.9%)	13 (19.4%)	3 (4.5%)	0 (0%)	0 (0%)	PS	Wednesday 17 June 2026 2:52PM	MKT110 SDI
BI	13	1 (7.7%)	3 (23.1%)	6 (46.2%)	2 (15.4%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (7.7%)	1 (7.7%)	0 (0%)	0 (0%)	0 (0%)	CR	Wednesday 17 June 2026 9:29AM	MKT110 BI
AI	14	0 (0%)	3 (21.4%)	8 (57.1%)	1 (7.1%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	2 (14.3%)	2 (14.3%)	0 (0%)	0 (0%)	0 (0%)	CR	Tuesday 16 June 2026 8:52PM	MKT110 AI

202530

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	Enrol	HD	DI	CR	PS	AA/AE	GP/DX/SX	TA/WD	IP	Failing	FL	FW/FNS	AW	LW	Median	Last Updated	Subject Grade Finalisation Link
SDI	34	0 (0%)	1 (2.9%)	0 (0%)	12 (35.3%)	0 (0%)	0 (0%)	1 (2.9%)	0 (0%)	20 (58.8%)	20 (58.8%)	0 (0%)	0 (0%)	0 (0%)	FNS FL	Wednesday 18 June 2025 1:59PM	MKT110 SDI
BI	12	0 (0%)	1 (8.3%)	4 (33.3%)	3 (25%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	4 (33.3%)	4 (33.3%)	0 (0%)	0 (0%)	0 (0%)	PS	Tuesday 1 July 2025 1:08PM	MKT110 BI
WI	17	1 (5.9%)	4 (23.5%)	7 (41.2%)	4 (23.5%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (5.9%)	1 (5.9%)	0 (0%)	0 (0%)	0 (0%)	CR	Tuesday 1 July 2025 1:08PM	MKT110 WI

Impact

Recognising the deeper engagement problem

“He recognised that low attendance, poor engagement and non-submission of assessments were often linked to factors beyond academic ability.”

Proactive rather than passive engagement

“His approach was consistently centred on encouraging students to participate rather than simply monitoring their performance.”

Overall impact on engagement and success

“Dr Abid has made a significant contribution to enhancing student engagement, retention and student success.”

Continuous monitoring and targeted support

“We regularly communicated regarding attendance, assessment participation, student follow-up activities and ways to encourage students to remain connected with their subjects.”

Evidence-informed reflection and continuous improvement

“He consistently sought feedback, shared observations and encouraged evidence-informed discussions about student engagement and retention.”



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Thank you

