

# **Closing the Feedback Loop: Enhancing Student Learning, Engagement and Inclusion in MM221 through Week 4 Survey- Informed Teaching Improvements**

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# Research Question

How can week 4 (pre-census) early risk detection survey be translated into responsive teaching improvements to strengthen student learning, engagement, inclusion and retention?

## Why on this topic

- Is student retention a problem in the higher education sector in Australia?
- Contributes to CARES<sup>1</sup>
- UNE strategic plan (2026—2035): learner-focused and community-connected
- 2026 Symposium theme: “Student voice & student engagement” – engaging students as partners and co-creators in L&T impacts on student outcomes and belonging.
- Reflects UNE values: Be Bold, Be Kind, Be Accountable, Be Connected.
- Aligns with LabNext70: creating meaningful student experience.
- Supported by MM221 data
- Supported by literature



Source: contents produced by the author; CGPT created the image

<sup>1</sup>Confidence, Academic Engagement, Retention, Experience, Secure Learning, and Success: Developed by Dr Parves Sultan

# Current Literature

- **Early intervention and retention:** Villano et al. (2018)—UNE-based early alert study shows that early alert systems can identify students at higher risk of discontinuing and provide actionable information for student support.
- **Retention is the key measure:** AlHassani & Wilkins (2022)—Student retention is a key indicator used to measure the performance of higher education institutions.
- **Targeted support, success, and retention:** Kaya et al. (2026)—academic tutoring/coaching influences student success and confidence and reduces resits and withdrawals Kaya.
- **Dropouts and attrition:** Sheikoleslami et al. (2025)—academic challenges, institutional and social support, personal factors, and economic challenges as key attrition themes.
- **Intervention and engagement:** Bañeres et al. (2023)—show that timely interventions in online learning can reduce dropout and increase engagement.

# Theoretical Framework

Process: Student Voice → Early Identification → Responsive Teaching Adjustment → End-of-term evaluation comparison → Literature-informed reflection → CARES Outcomes

## Research Method

- **Approach:** A SoTL-informed reflective action research case study using a student feedback loop and mixed-methods evaluation evidence.
- **Unit:** MM221 in T1/2026 as a case, 53 students, responses received: 8 (in week 4-5), end-of-term unit survey
- **Data:** UNE's end-of-term survey items and survey results, literature
- **Analysis:** Descriptive statistics, qualitative thematic and theory-informed interpretation.

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# Comparative Findings (Quantitative)

| Items/Themes                                 | Week 4 MM221 Survey (n=8) | MM221 Final Evaluation Results (n=14) | UNEBS Average Evaluation Results (n=336) |
|----------------------------------------------|---------------------------|---------------------------------------|------------------------------------------|
| Learning materials / learning support        | 4.25                      | 4.4                                   | 4.4                                      |
| Intellectual stimulation / relevance         | 4.21                      | 4.3                                   | 4.3                                      |
| Assessment alignment                         | 4.08                      | 4.4                                   | 4.3                                      |
| Feedback on assessment                       | -                         | 4.4                                   | 4.2                                      |
| Overall satisfaction / unit experience       | 4.04                      | 4.4                                   | 4.2                                      |
| Lecturer knowledge / content expertise       | 4.13                      | 4.4                                   | 4.6                                      |
| Clear answers / communication                | 4.06                      | 4.2                                   | 4.4                                      |
| Fairness, equality and inclusion             | 4.58                      | 4.6                                   | 4.6                                      |
| Participation and engagement                 | 4                         | 4.7                                   | 4.5                                      |
| Teaching aids/media / visual resources       | 4.04                      | 4.3                                   | 4.4                                      |
| Availability/consultation/responsive support | 4.63                      | 4.6                                   | 4.5                                      |
| Overall lecturer effectiveness               | 4.08                      | 4.5                                   | 4.4                                      |
| Recommend/Intention                          | 4.13                      | 4.1                                   | 4.3                                      |

# Comparative Findings (Qualitative)

| Items/Themes                                       | Week 4 MM221 Survey (n=8)                                                                                                                                                                                                                              | MM221 Final Evaluation Results (n=14)                                                                                                                                                                                     | Comparative interpretation / closing the loop                                                                                                                                                                                                                                                                                                                                              |
|----------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Lecturer accessibility, responsiveness and care    | <ul style="list-style-type: none"> <li>+ Engagement</li> <li>+ Feedback</li> <li>+ Clear communication</li> <li>+ Regular connection</li> <li>+ Approachable</li> <li>+ Support</li> <li>+ Email engagement</li> <li>+ After-hours support.</li> </ul> | <ul style="list-style-type: none"> <li>+ At anytime</li> <li>+ Quick responses</li> <li>+ Care for students</li> <li>+ Availability</li> <li>+ Speedy replies</li> <li>+ Going 'above and beyond'</li> </ul>              | <ul style="list-style-type: none"> <li>• This theme remained strong across both surveys.</li> <li>• Keep maintaining</li> <li>• The end-of-term comments confirm that responsiveness and care were not temporary impressions but sustained features of the unit experience.</li> </ul>                                                                                                     |
| Visual learning resources and teaching materials   | <ul style="list-style-type: none"> <li>- More visual contents as there was a visual learner</li> <li>- More engaging and clearer learning materials</li> </ul>                                                                                         | <ul style="list-style-type: none"> <li>+ Appreciated the addition of visuals</li> <li>+ Appreciated the addition of engaging resources</li> </ul>                                                                         | <ul style="list-style-type: none"> <li>• This unit was developed from scratch and zero resources in the Mylearn on a <i>week-by-week</i> basis.</li> <li>• A Week 4 request became a second-half teaching improvement.</li> <li>• One student directly recognised this action as "<i>a highly effective learning experience.</i>"</li> </ul>                                               |
| Active engagement, quizzes and checks for learning | <ul style="list-style-type: none"> <li>+ Chat questions</li> <li>- Weekly check quizzes</li> <li>- Spontaneous questions</li> <li>- Activities related to assessments and final exam questions</li> </ul>                                              | <ul style="list-style-type: none"> <li>+ Quizzes + other resources added and confirms learning</li> </ul>                                                                                                                 | <ul style="list-style-type: none"> <li>• H5P activities added. More videos, graphics, interactive questions will be added in future.</li> <li>• Assessment preparation and related practice are an improvement area.</li> <li>• Although two forum discussions each week have spontaneous questions for practice/discussion, some more will be added in the slides for practice</li> </ul> |
| Assessment and exam preparation                    | <ul style="list-style-type: none"> <li>- Pointed exam advice</li> <li>- Example questions</li> </ul>                                                                                                                                                   | <ul style="list-style-type: none"> <li>+ Valued detailed assessment feedback</li> <li>+ How students might answer each question</li> </ul>                                                                                | <ul style="list-style-type: none"> <li>• This unit was being development each week. Students wanted every possible resources and assessment/exam guide to be available in week 1.</li> <li>• The end-of-term feedback indicates improvement in assessment support and feedback.</li> </ul>                                                                                                 |
| Workload, timing and online access barriers        | <ul style="list-style-type: none"> <li>- 2 pm online class</li> <li>- Limited live participation</li> </ul>                                                                                                                                            | <ul style="list-style-type: none"> <li>+ Promised to change this after 5 pm</li> </ul>                                                                                                                                    | <ul style="list-style-type: none"> <li>• Future online classes to take place after 5 pm.</li> </ul>                                                                                                                                                                                                                                                                                        |
| Communication                                      | <ul style="list-style-type: none"> <li>- One student found online communication hard and raised ethnic, cultural, linguistic, racial, and hiring issues</li> </ul>                                                                                     | <ul style="list-style-type: none"> <li>+ Many students stated positives of my communications</li> </ul>                                                                                                                   | <ul style="list-style-type: none"> <li>• While support and care were highly valued, <i>interactive communication in online classes</i> remains a key pedagogical challenges and development area.</li> </ul>                                                                                                                                                                               |
| Relevance, application and workplace connection    | <ul style="list-style-type: none"> <li>+ Examples, contents and cases relevant to Australian business/workplace contexts</li> <li>+ Valued the balance of theory and practice</li> </ul>                                                               | <ul style="list-style-type: none"> <li>+ Coursework was relevant, covered required topics, and gave insight into strategic HRM</li> <li>+ Included how it could be applied in everyday work, including Defence</li> </ul> | <ul style="list-style-type: none"> <li>• Relevance was a strength across both surveys. Future improvement includes adding personalised, contextual, cross-cultural and workplace-based examples and videos.</li> </ul>                                                                                                                                                                     |
| Inclusion, respect and classroom climate           | <ul style="list-style-type: none"> <li>+ Respectful and inclusive environment.</li> <li>+ Comfortable asking questions.</li> <li>+ Recognised fairness and mutual respect.</li> </ul>                                                                  | <ul style="list-style-type: none"> <li>+ Lecturer as approachable, helpful, engaging, respectful and willing to explain things.</li> <li>+ Some students reported no major weaknesses.</li> </ul>                         | <ul style="list-style-type: none"> <li>• The inclusive climate remained a consistent strength.</li> <li>• Keep maintaining</li> </ul>                                                                                                                                                                                                                                                      |
| Student recognition of feedback-informed change    | <ul style="list-style-type: none"> <li>+ W-4 survey asked students to empower student voice</li> </ul>                                                                                                                                                 | <ul style="list-style-type: none"> <li>+ Recognised that their feedback had been heard and acted upon.</li> </ul>                                                                                                         | <ul style="list-style-type: none"> <li>• End-of-term feedback directly recognised the feedback loop: "Dr Parves Sultan received feedback from the mid term survey... reworked the weekly learning packages... highly effective learning experience."</li> </ul>                                                                                                                            |

# Conclusion

- **Student voice became action:** The Week 4 survey helped identify early learning, engagement, workload and inclusion issues, which were addressed through revised resources, quizzes, H5P activities, and clearer support.
- **The feedback loop was visible:** End-of-term comments show students recognised that their feedback had been heard and acted upon.
- **Future focus:** Continue strengthening communication accessibility, flexible online engagement, and assessment-aligned learning checks to support confidence, retention and success.

# Discussion (Q&As)

# References

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