

Engagement matters: The link between campusM and student continuation & satisfaction

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As the pressure to enhance student success and retention grows – driven by regulatory scrutiny, financial pressures, and student expectations – institutions are increasingly investing in student engagement platforms. These tools are more than digital conveniences: they're increasingly central to how students experience, access, and commit to their education.

But do these platforms actually improve student outcomes in

measurable ways that contribute to the mission of widening participation, improving equity, and reducing attrition? Recent evidence suggests that they do – and one platform in particular, campusM, stands out.

+6.2 pp

Continuation Uplift

campusM adopters average **88.4%**, outperforming non-adopters at **82.2%**.

+3.9 pp

in NSS Learning Resources

campusM adopters score **87.0%** vs **83.1%** for non-adopters.

Observational analysis; see Appendix for methodology.

The headline finding: a significant impact on student continuation

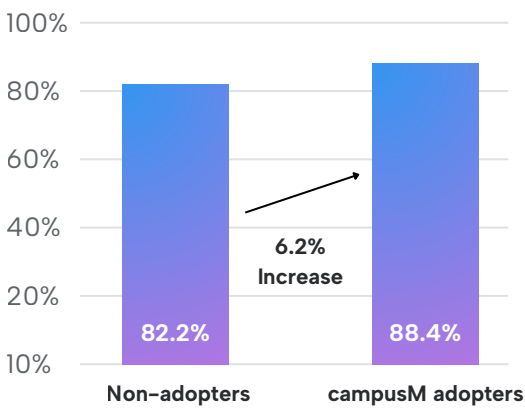
Following analysis by Clarivate of publicly released UK continuation data, it has been identified that institutions using campusM record significantly

higher **student continuation rates** for full-time undergraduate students (see Chart 1).

This is a substantial and strategic finding. A **+6.2 pp continuation** uplift is institution-material: it supports budget stability (retained tuition),

improves OfS indicators and league-table positioning, and reduces churn-related operational drag. In short: **Analyses suggests that campusM may have contributed to improved student retention.**

Chart 1: Student Continuation Rate



Metric	campusM adopters	Non-adopters
Institutional Numbers	37	274
Statcal Significance	p < 0.00001 (t = 7.79)	
Effect Size	Cohen’s d = 0.64 (medium-to-large)	
Source	OfS: Continuation and Transfer Rates dataset (2021/22)	

The student experience benefit: a better study environment

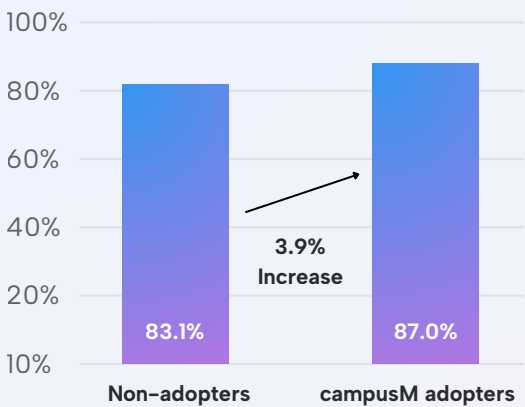
In addition to supporting continuation, campusM also drives improvements in **student satisfaction**, particularly in NSS Theme 6: Learning Resources.

This theme reflects student sentiment around access to learning systems, library services, and digital tools.

Tie this metric to your institution’s goals: retained tuition (continuation), NSS uplift (recruitment/reputation), and reduced support friction (service efficiency).

Institutions using **campusM outperform non-adopters in NSS Theme 6 (Learning resources)** by nearly four percentage points, evidence that streamlined digital access translates into perceived support for learning (see Chart 2).

Chart 2: Student Satisfaction with Learning Resources (NSS 2025 Theme 6)



Metric	campusM adopters	Non-adopters
Institutional Numbers	43	400
Statcal Significance	< 0.0001 (t = 5.51)	
Effect Size	Cohen’s d = 0.37 Medium effect size	
Source	HESA: NSS 2025 (Theme 6: Learning Resources)	

Why these results matter for institutions

These findings carry weight well beyond the metrics as even small gains in continuation have big implications:

- A 1% increase in continuation at a 20,000-student university can mean **£1M+ in retained tuition**
- Improved continuation boosts **OfS performance indicators and league table performance**
- Reducing churn helps **protect mental health support, academic planning, and operational costs**

By adopting campusM, institutions may not only enhance the student experience—they may also help more students stay and succeed. This aligns directly with the core mission of higher education: enabling students to learn, persist, and thrive.

The combination of higher continuation rates and improved satisfaction suggests that campusM is more than just a convenience—it's likely playing a meaningful role in supporting academic success.

Continuation, in particular, is a high-stakes metric with direct implications for funding, institutional planning, and equity goals. While we can't attribute causality, an uplift of over 6 percentage points in continuation rates is a notable outcome—especially given the financial and reputational risks associated with student attrition. The uplift in NSS Theme 6 also signals that digital experience matters. Students who feel well-supported in accessing learning resources – timetables, library systems, VLEs – are more likely to stay engaged with their studies.

Together, these results suggest that when students feel better supported, and when institutions can track attendance, engagement, and communication more effectively, continuation and satisfaction both rise. That's not just a student experience win – it's a strategic advantage for the institution.

Combined, these two findings – **higher satisfaction and higher continuation** – form a powerful case for institutions:

- Improved digital engagement is **correlated with tangible retention outcomes**
- A well-implemented platform like campusM contributes to **reducing attrition risk**
- The gains are statistically significant and practically meaningful

Figure 1: Key Institutional Insights from the campusM Analysis



Figure 2: Student Satisfaction with Learning Resources (NSS 2025 Theme 6)



When 1 in 20 students continues their studies likely as a result of better digital support, the return on investment in campusM more than pays for itself.

Why might campusM make the difference?

campusM integrates a suite of services into a single, **personalised engagement platform**. From VLE access and library search to room booking and timetable updates, it helps students interact with the university ecosystem from their mobile and digital devices – a user experience that's especially valuable for commuting students, those balancing study with work, or anyone navigating a complex academic schedule.

The platform supports student retention in several ways. It increases **students' sense of connectedness and belonging** by centralising communication and key services in one place,

making it easy and accessible to **get help when they need it**. Just as importantly, campusM's integrated **Attendance feature enables institutions to learn about missing classes**, so support staff can reach out before small issues become big problems.

While neither the continuation dataset nor NSS Theme 6 directly ask about the app, the improvement in outcomes among adopters suggests that streamlined digital access, combined with attendance feature and personalised engagement, enhances the student experience and supports academic continuity.



Connected Students

Builds belonging by centralising communication and making it easy to get help.



Early Support

The Attendance feature alerts staff to reach out before issues grow.

Why this matters now

With the sector under pressure to justify value-for-money and enhance the student experience, platforms like campusM may offer a concrete, evidence-aligned way to support satisfaction and engagement. The learning-resource and continuation uplifts found here are both measurable and material – large enough to nudge institutional benchmarks, league table positioning, and reputational narratives.

For digital, retention, and learning resource teams, it strengthens the case that student-facing integrations aren't just nice to have – they're potentially transformative.

What this isn't saying

This is not a claim that campusM causes higher NSS scores or continuation rates – **correlation is not causation**. It's possible that universities with a proactive digital strategy are both more likely to adopt campusM and to invest in better learning resources more broadly. While correlation isn't causation, the targeted uplift in Theme 6, alongside higher continuation indicates that better digital access and timely communication are credible levers for student success.

However, the fact that the same pattern did not appear in adjacent NSS themes like "Organisation & management"

(no difference) or "Student voice" (slightly lower for campusM sites) suggests this isn't just selection bias.

The data instead points to a targeted uplift – and makes a case for student engagement platforms like campusM as a meaningful contributor to students' perception of IT and resource support.

What is campusM?

campusM is a mobile-first student experience platform developed by **Ex Libris**, part of Clarivate. It serves as a **custom-branded, central gateway** to key university services – all accessible from a single app or web portal.

Built on trusted Ex Libris Higher Education infrastructure, campusM empowers institutions to:

- Mobilize access to key campus services and information on the devices students use most
- Personalize the user journey based on roles, preferences, and behaviours
- Integrate seamlessly with campus systems, from timetables to student records
- Engage with all user types – from applicants to alumni – through rich communication tools
- Understand student sentiment and behaviour with insightful analytics and feedback tools
- Evolve continuously through agile updates, custom development options, and flexible configuration tools

From the native app to a fully responsive web portal, **campusM provides a unified, cross-platform experience that connects your community, boosts satisfaction, and supports student success** – securely, reliably, and at scale.

What's next?

If you're already using campusM, these findings can help you:

- Use this data to secure continued investment and expand adoption internally
- Expand integrations across library, learning, and wellbeing systems
- Track your own continuation and NSS scores over time

If you're not yet using campusM, these results suggest it's time to explore what a unified, mobile-first engagement platform can do for your students – and your retention.

Get in touch with the campusM team to:

- Explore a demo of current features and integrations to see how leading universities are transforming digital access with campusM
- Discover what successful implementation could mean for your institution's retention and student satisfaction

When students say they feel supported, it's not just about content – it's about how easily they can reach it.

Discover What's Possible



Appendix Methodology and Data Sources

Continuation Analysis:

Dataset

Office for Students – Continuation and Transfer Rates dataset (latest release from 2021/22 academic year)

Metrics Used

Percentage of full-time, undergraduate students who either completed their degree, continued their studies the following year, or transferred to another institution to continue their studies

Sample

37 institutions with campusM, 274 without

Method

Welch's t-test for statistical significance, Cohen's d for effect size

Group	N	Mean Continuation Rate	Standard Deviation	t-statistic	p-value	Cohen's d
campusM institutions	37	88.44%	3.05	7.79	< 0.00001	0.64
Non-campusM institutions	274	82.23%	10.26	–	–	–

NSS Analysis:

Dataset

Office of Students – 2025 National Student Survey (provider-level)

Interpretation

Cohen's d of 0.2 = small, 0.5 = medium, 0.8 = large
Both results (continuation and satisfaction) showed medium to large effects

The continuation data is from the 2021/22 academic year, while the NSS data is from 2025 – this temporal mismatch could influence interpretation.

Metrics Used

Theme 6: Learning Resources

Limitations

These analyses are based on observational data and cannot establish causality. While t-tests and effect sizes demonstrate statistical significance and strength of association, they do not control for confounding variables such as institutional size, socio-economic differences, subject mix, or digital maturity.

Institutional self-selection bias may be present: universities choosing campusM may differ in other important ways from non-adopters.

Sample

43 campusM adopters, 400 non-adopters

Only Theme 6 (Learning Resources) from NSS was considered; broader themes or student segments were not analysed here.

Method

Welch's t-test for statistical significance, Cohen's d for effect size

Group	N	Mean Continuation Rate	Standard Deviation	t-statistic	p-value	Cohen's d
campusM institutions	43	87.0%	2.84	5.51	< 0.0001	0.37
Non-campusM institutions	400	83.1%	11	–	–	–