

# Analytics in Canvas

## Objectives

Participants will be able to:

- Identify analytics tools in Canvas and explain their function.
- Recall practical uses for the analytics tools in Canvas.
- Examine strategies for identifying and intervening on behalf of at-risk students.
- Leave equipped with resources for utilizing analytics tools throughout the semester of an online course.



# Canvas Analytics Tools

- ↗ Course Analytics
- ↗ Student Analytics
- ↗ Quiz Statistics
- ↗ Student Access Report

# Course Analytics

- Activity by Date
- Submissions
- Grades
- Sorting

The screenshot shows a course dashboard for 'CIRT.Course Template A'. On the left is a navigation menu with items like Home, Syllabus, Modules, Assignments, Announcements, Collaborations, Conferences, Discussions, Grades, People, Pages, Outcomes, Quizzes, Files, and Settings. The main content area features a banner placeholder with the text 'YOUR BANNER GOES HERE' and an email address 'cirtlab@unf.edu'. Below the banner are navigation buttons for 'Start Here', 'Syllabus', 'Modules', and 'Help'. A 'Welcome' message follows, describing the course's focus on biology and evolution. Below this is a list of learning objectives. On the right, a 'Course Status' section shows 'Unpublish' and 'Published' buttons. Below that are buttons for 'Import from Commons', 'Choose Home Page', 'View Course Stream', 'Course Setup Checklist', 'New Announcement', 'View Course Analytics' (circled in red), and 'Join this Course'. At the bottom right, there is a 'Coming Up' section with a 'View Calendar' button and the text 'Nothing for the next week'.

**Home** CIRT.Course Template A [Edit](#) [Settings](#)

Syllabus  
Modules  
Assignments  
Announcements  
Collaborations  
Conferences  
Discussions  
Grades  
People  
Pages  
Outcomes  
Quizzes  
Files  
Settings

**YOUR BANNER GOES HERE**  
Email: cirtlab@unf.edu to request assistance in creating a new banner.

[Start Here](#) [Syllabus](#) [Modules](#) [Help](#)

**Welcome** to the course. The relationships between structure and function are examined at the cellular and organismal level in plants and animals. Concepts of physiology and genetics are stressed. Mechanisms by which organisms are constructed, how they interact with the environment, and why they are different will be explored through principles of evolution and ecology.

Upon completion of the course you should be able to:

- Explain the importance of biology as a science.
- Apply the scientific method to observations of nature.
- Classify and describe major phyla of organisms.
- Associate global environmental issues with evolutionary theory.

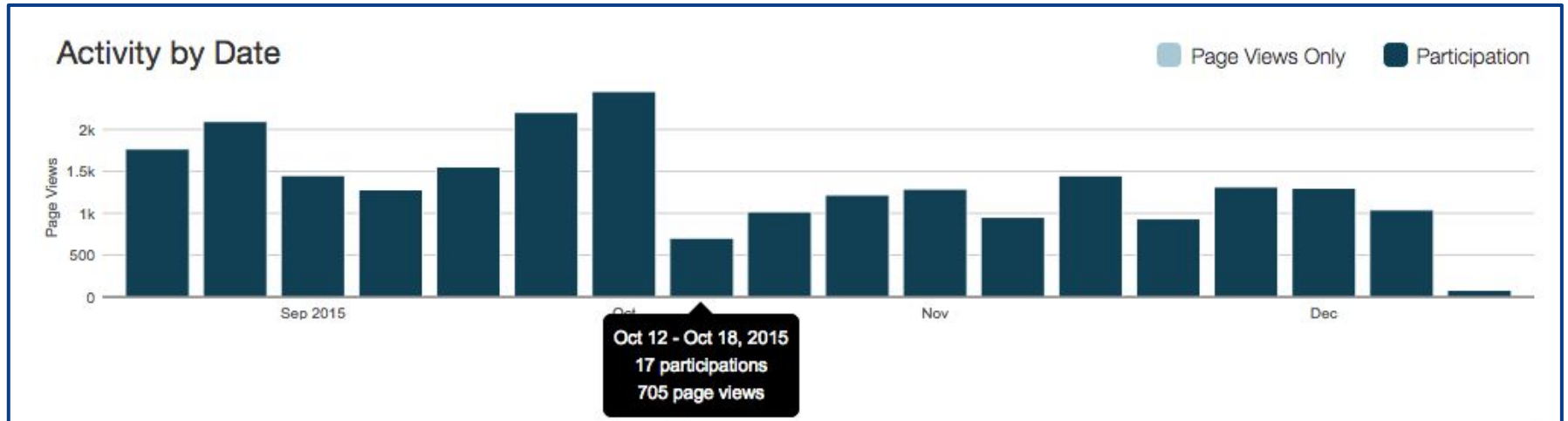
**Course Status**  
[Unpublish](#) [Published](#)

[Import from Commons](#)  
[Choose Home Page](#)  
[View Course Stream](#)  
[Course Setup Checklist](#)  
[New Announcement](#)  
[View Course Analytics](#)  
[Join this Course](#)

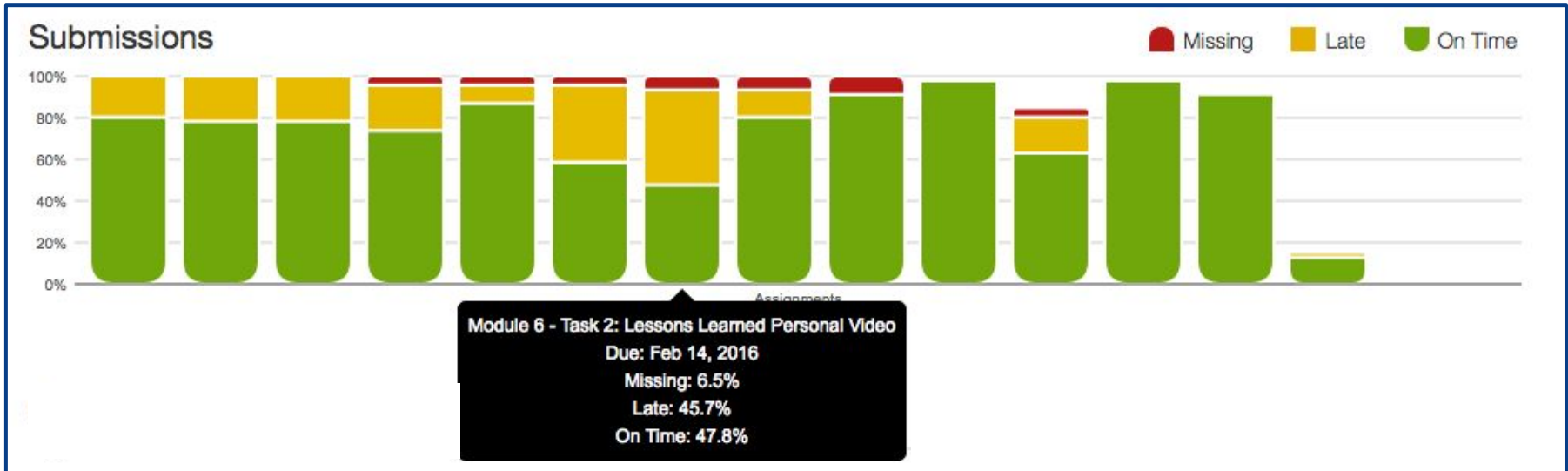
**Coming Up** [View Calendar](#)  
Nothing for the next week

# Activity by Date

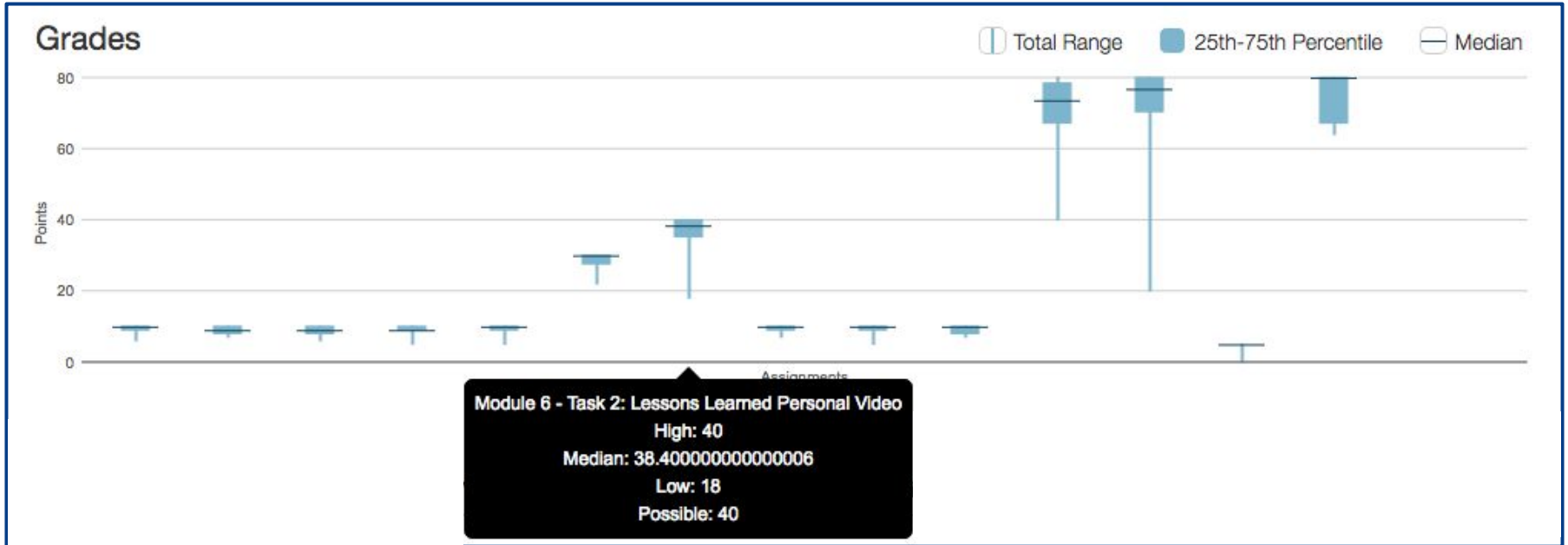
- Page views
- Participations
  - Post/reply to discussion
  - Submission (assignment or quiz)



# Submissions



# Grades



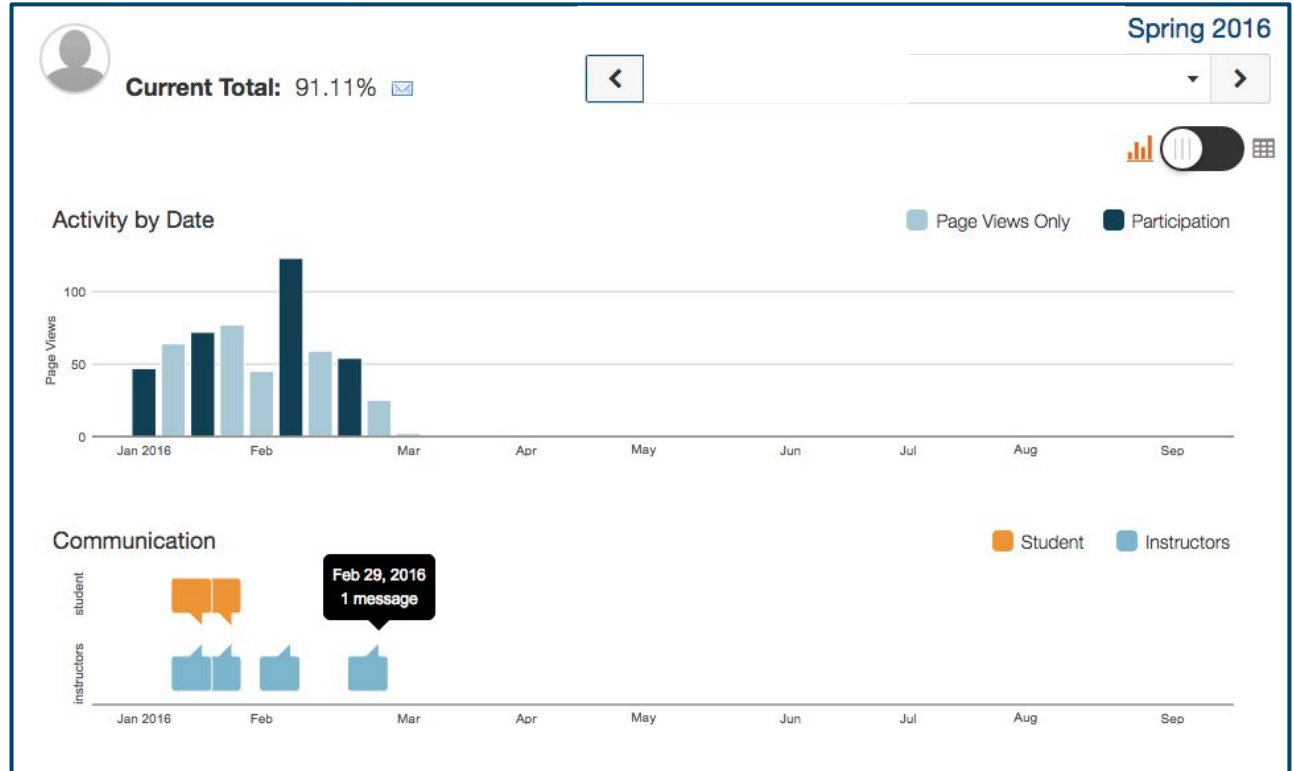
# Sorting

Student ↕	Page Views ↕	Participations ↕	Submissions	On Time	Late	Missing	Current Score ▲
			20	0	0	5	--
31	0	20	0	0	5	--	
100	7	20	6	0	0	77.78%	
162	22	20	16	0	0	87.69%	
73	6	20	6	0	0	88.89%	
107	13	20	5	1	0	88.89%	
75	6	20	6	0	0	88.89%	

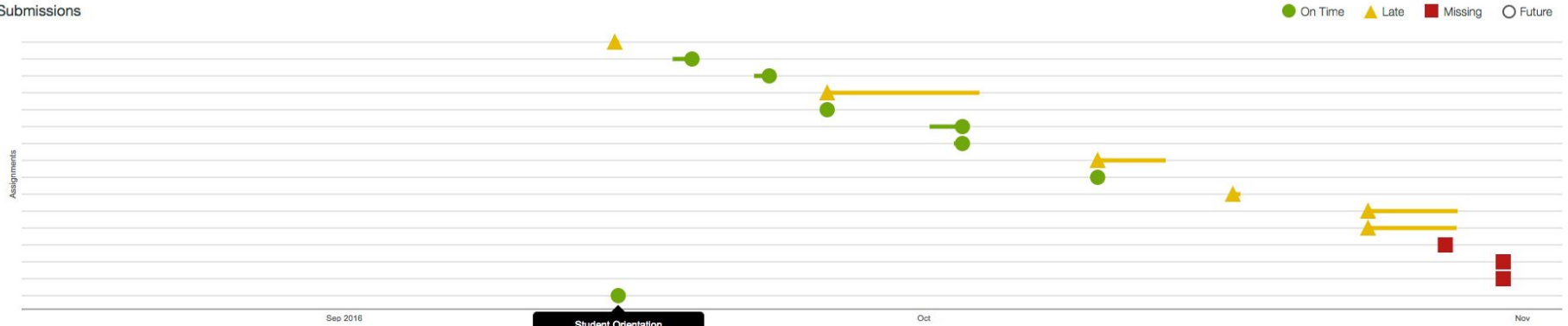


# Student Analytics

- Activity by Date
- Communication
- Submissions
- Grades



### Submissions



**Student Orientation**  
(no due date)  
Submitted: Sep 15, 2016 at 4:20am  
Score: 10

### Grades



# Quiz Statistics

## Quiz Summary

Section Filter ▾

 Student Analysis

 Item Analysis

⊖ Average Score

⊕ High Score

⊕ Low Score

⊕ Standard  
Deviation

⊖ Average Time

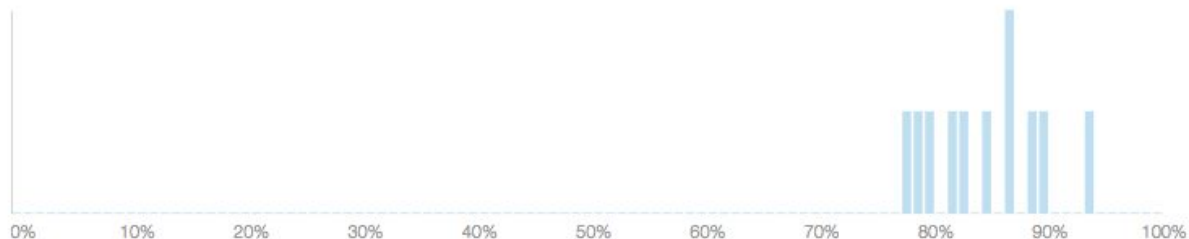
**85%**

94%

78%

2.40

38:14



# Question Breakdown

Attempts: 11 out of 11

The three-ring model on giftedness emphasizes the intersection of all the following attributes EXCEPT \_\_\_\_\_.

**+0.34**

Discrimination  
Index ?



creativity	1 respondents	9 %	■
<b>psychomotor ability</b>	9 respondents	<b>82 %</b>	■ ✓
task commitment		0 %	■
above-average ability	1 respondents	9 %	■

# Student Access Report

Fall 2015

Home

Announcements

Grades

**People**

Chat

Pages

Outcomes

Files

Assignments

Discussions

Quizzes

Syllabus










Modules

Conferences

Settings

## Access Report

[← Back to User](#)

Content	Times Viewed	Times Participated	Last Viewed
Course Grades	14		Dec 20, 2015 8:40pm
Course Home	116		Dec 20, 2015 8:40pm
 Lesson Plan	5	1.0	Dec 19, 2015 2:56pm
 Fisher & Frey (2008) - Releasing Responsibility.pdf	2		Dec 10, 2015 11:01pm
 Week 13 Group 7	6	1.0	Dec 10, 2015 3:48pm
 Week 13 Reading Groups and Discussion Posts (Person 3 Does Engagement Activity)	8		Dec 10, 2015 3:47pm
 Week 2 (Includes Reading Group Assignments)	5		Dec 10, 2015 1:04pm
 Corbett_Wilson_Williams Chapters 2_5_7.pdf	2		Dec 10, 2015 12:48pm
 chapter 3 to page 55.pdf	1		Dec 10, 2015 12:46pm
 Chapter 3 p 64 - the end.pdf	1		Dec 10, 2015 12:45pm
 Ch 3 p 56-63.pdf	1		Dec 10, 2015 12:45pm
 Week 5 Group 1	4	1.0	Dec 10, 2015 12:03pm

# Risk Factors

- infrequent/declining number of logins
- (increase in) late/missing assignments
- low grades
- high credit load
- multiple/all online courses

# Intervention Strategies

- Message students who ....
- view Activity by Date
- view student Access Report
- view Communication
- send personal message
- schedule Conference

# When to Monitor Analytics

## Design Tips

- Use a Course Template which includes an Introduction Discussion, Orientation Quiz, and Midterm Survey
- Use drag-and-drop feature on Canvas Calendar to set due dates for activities

- **Beginning**
  - Have students accessed the course?
  - Have students participated in introductory assignments?
- **Middle**
  - Are students accessing/participating in the course?
  - Are students missing assignments or deadlines?
  - How are students scoring on assessments?
  - Is the course meeting students' expectations?
- **End**
  - Continue to monitor participation and grades
  - Reflect on participation and grades



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<http://www.unf.edu/cirt>