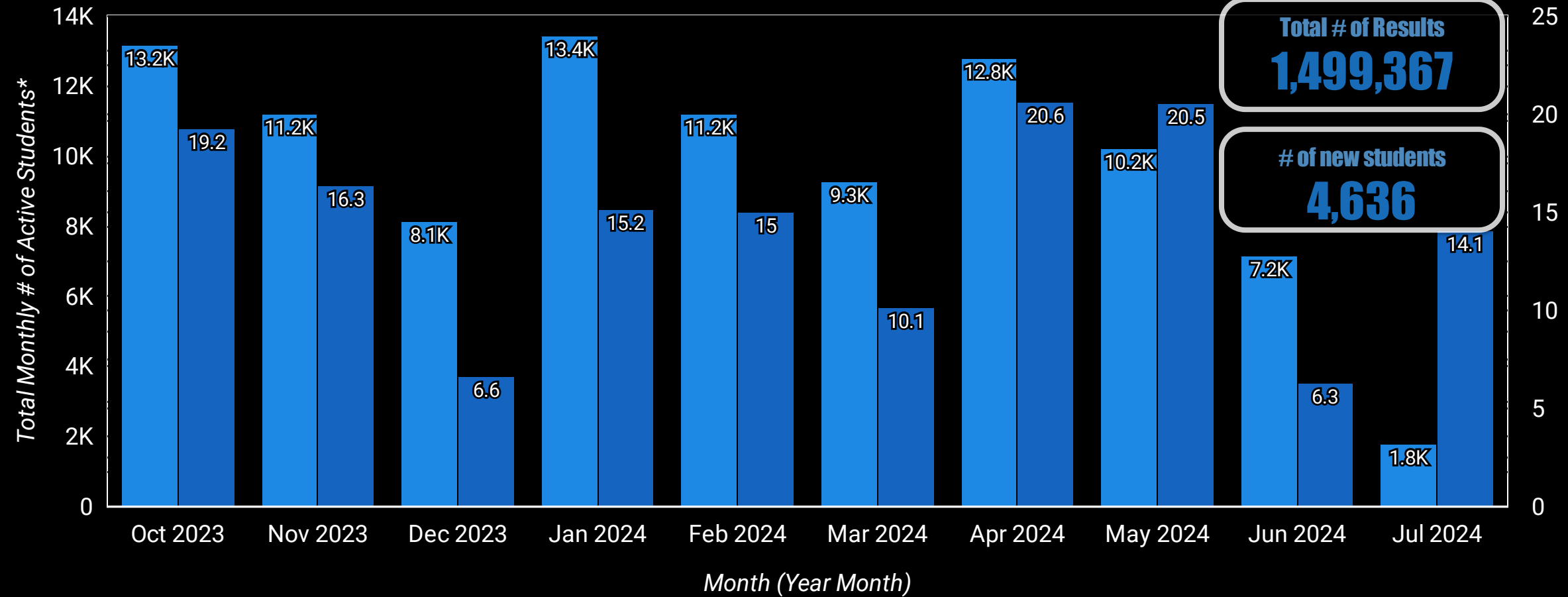


## # of Academic Learning Tool results by month and year

(10/01/2023-08/01/2024)

■ Total Monthly # of Active Students\* ■ Average # of Monthly Results per Active Student



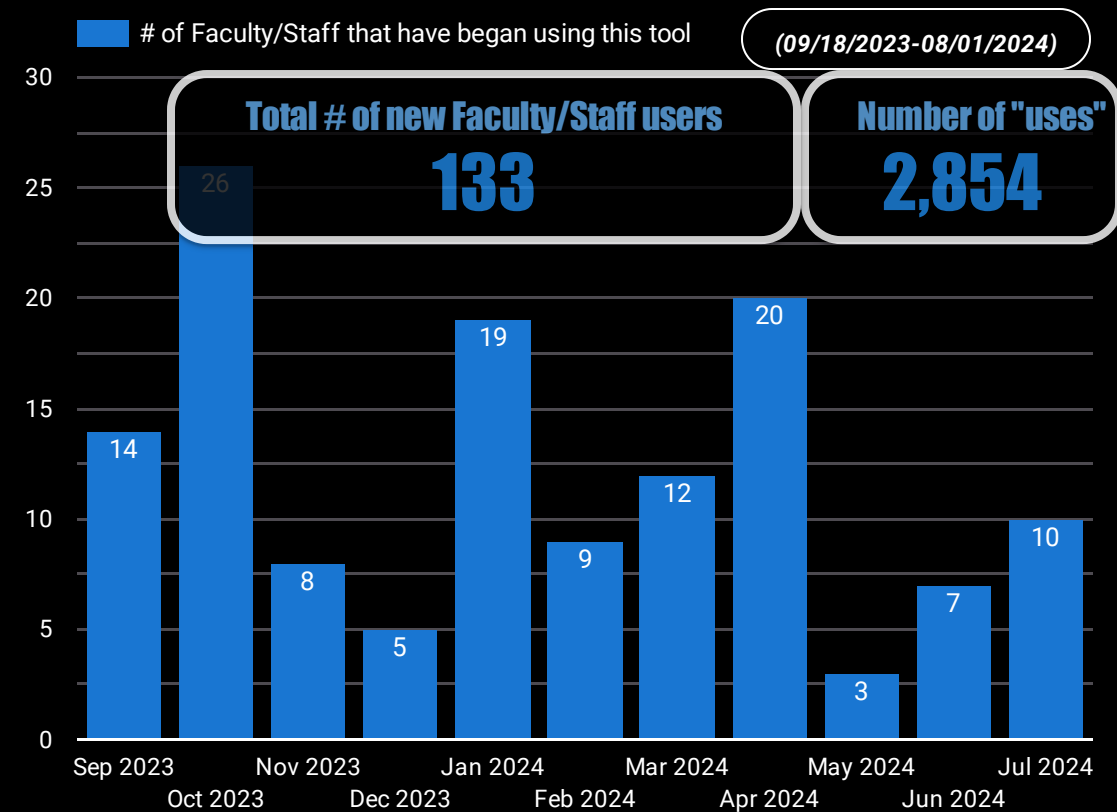
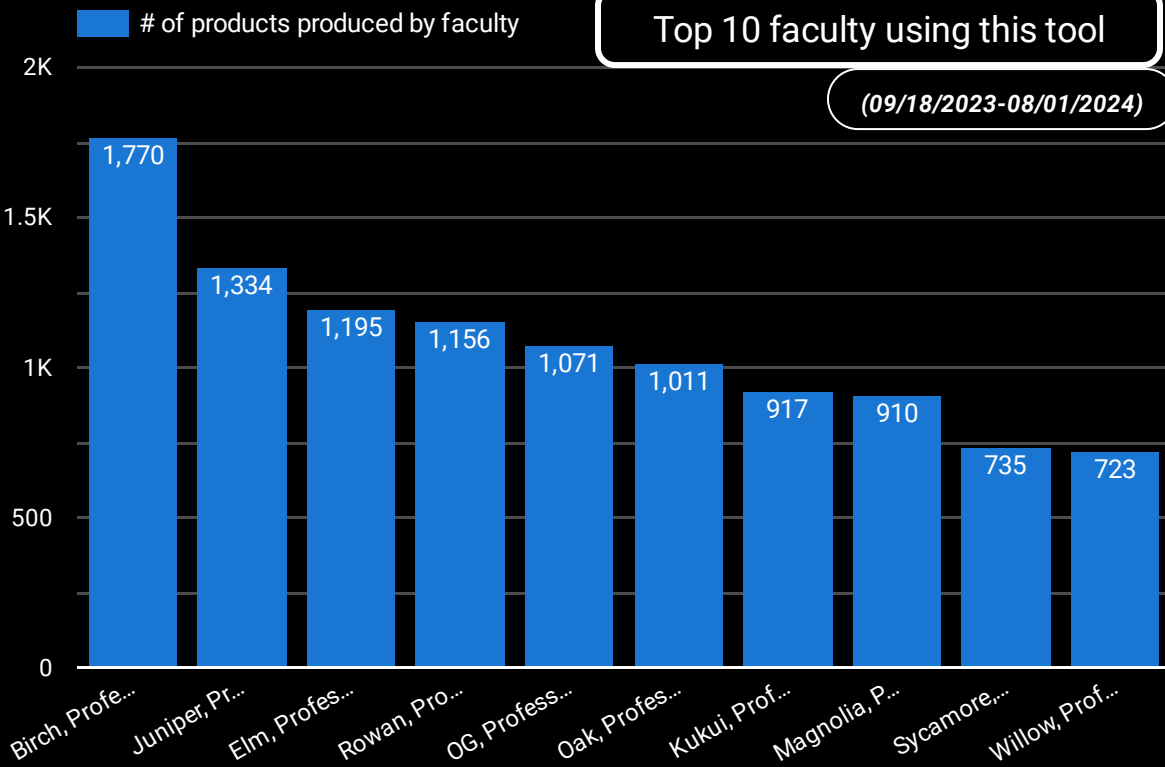
We can see that usage peaks towards the beginning of the quarter, gradually declining throughout the quarter, and drastically dropping during months where students and faculty are typically on academic break/vacation.

Surprisingly, the average # of results per students rises for July, implying that students were still moderately active on this academic learning tool.

The average # of results per student is at its lowest during months with breaks and finals, which may be expected since there may be less need to track participation amongst faculty or there may be students who don't use it as often but still use it at least once a month.

**\*Total Monthly # of Active Students** = Active Monthly Registered + (Active Monthly Unregistered/1.5)  
As estimated by the provider of the tool when displaying metrics

**Average # of Monthly Results per Active Student** = Total Monthly Results / Total Monthly # of Active Students

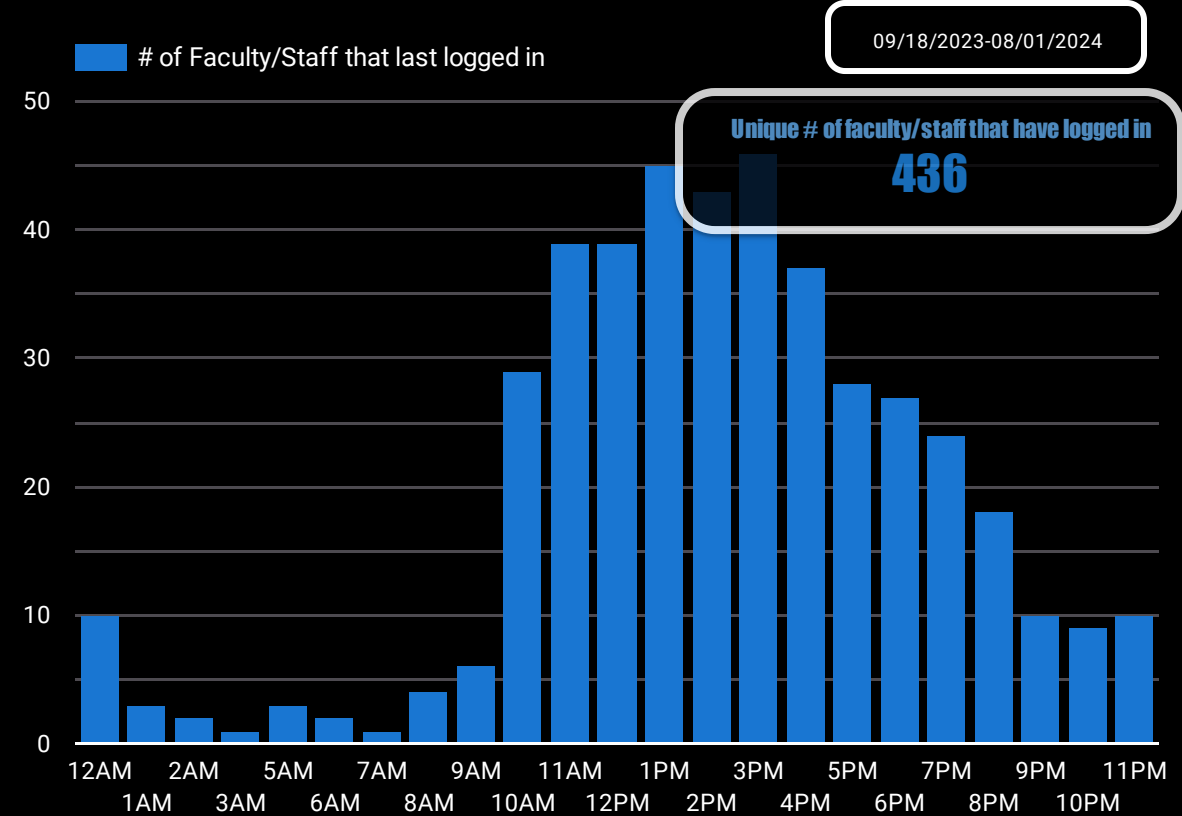
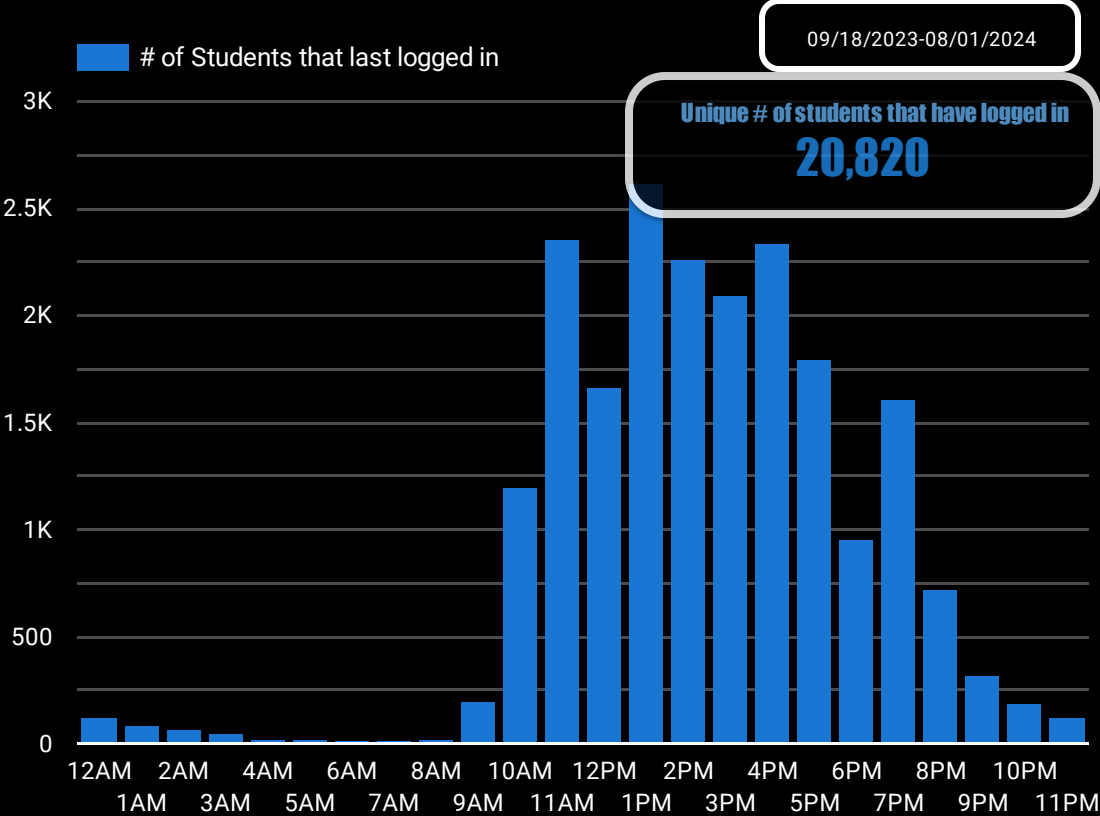


One action we could take regarding usage is to reach out to the top 10 users (faculty) of this academic learning tool with a survey to learn more about how they use the tool, or to invite them to workshops and promotion of the learning tool in academic spaces.

An impressive # of tool products produced and # of new users on the faculty/staff end. With so many new people joining within the span of a year, a recommendation could be emphasizing training or looking over the number of licenses.

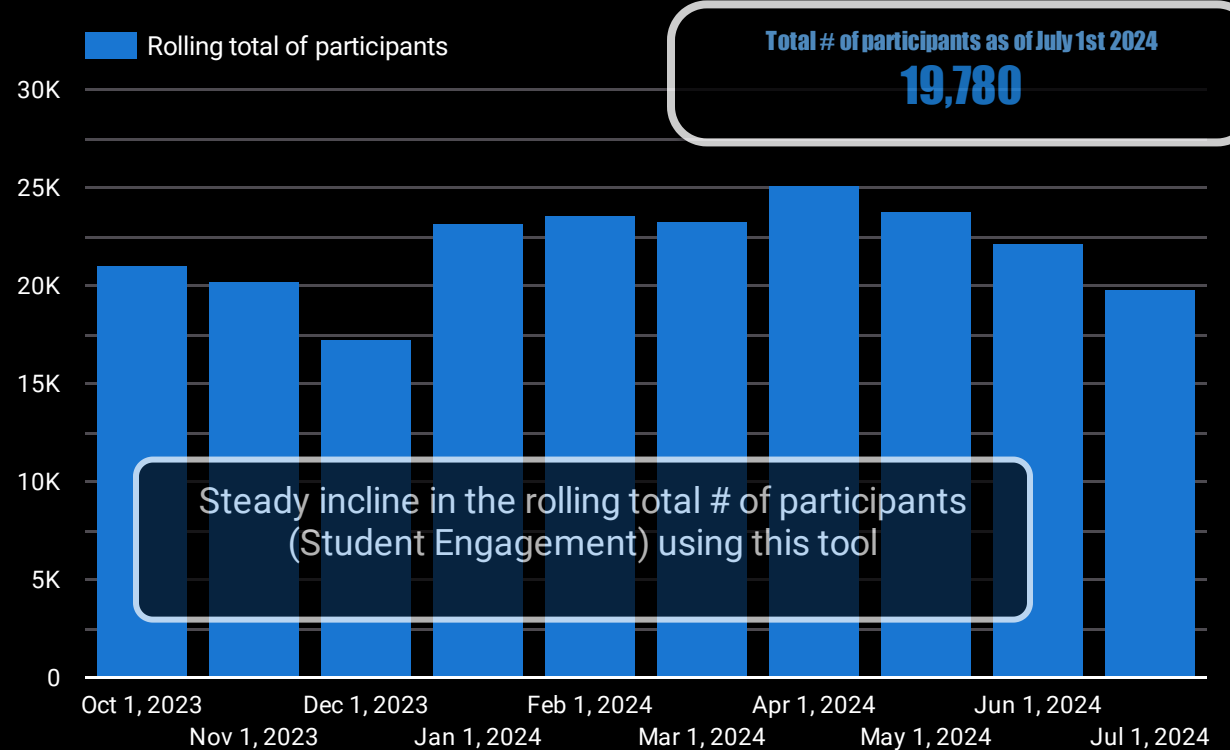
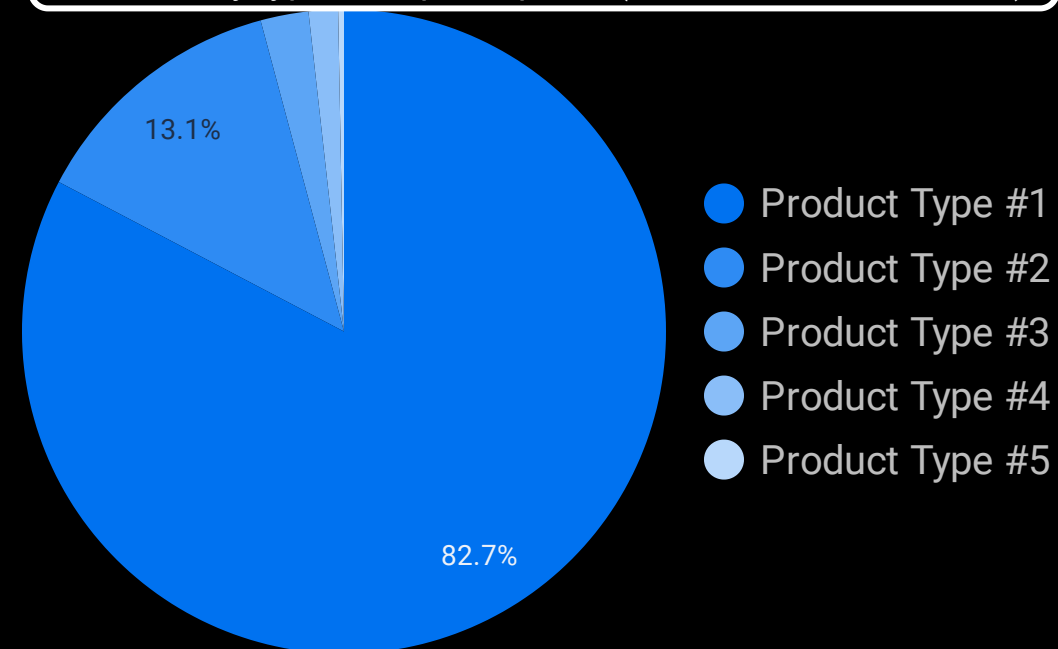
Another metric not shown but of potential interest is the usage activity of new users.

**# of new Faculty/Staff users:** this metric was created by counting the number of distinct emails within the date range of interest, and excluding missing values for the "Date joined" metric (there shouldn't be any)



Other metrics and information is included here. Login time info could help you predict when you're likely to receive tickets regarding this tool. Product type could help you understand how faculty are using this academic learning tool and help to set up outreach/workshops with this in mind. Overall, this tool's usage has been kept steady with nearly all 25 thousand licenses being used and usage spiking during the beginning of academic quarters.

Products by type from participants (09/18/2023-08/01/2024)



### Potential action items

After reaching out to faculty, identify key individuals that could become leaders or participate in workshops.

- 1.) Reach out to faculty (especially top 10 users of this tool)
- 2.) Reach out to TA
- 3.) Encourage leaders/champions to participate and support in promoting the tool
- 4.) Facilitate/create workshops and discussions about using and implementing this academic learning tool

### Potential next analyses

- 1.) (*Descriptive*) Integrate into report following reports that elaborate more on key indicators/metrics of usage (e.g. seasonality, categories, departments)
- 2.) (*Diagnostic*) Start to investigate factors that play into engagement and usage by developing causal models and running workshops/experiments
- 3.) (*Predictive*) Use forecasting techniques, or regression models, to predict usage in future that could be used to predict amount of resources (licenses) needed in the future
- 4.) (*Prescriptive*) Develop a strategy for increasing engagement/usage amongst less active groups and departments

A **Google Form or Qualtrics survey** could be the most straight-forward next step to be taken and learn more about the insights in this report.

Reaching out to faculty, especially top users, through **email** to ask about how they use and implement this learning tool in their classrooms is also recommended.