



uHoo Analytics

Job Aid

Fall 2026

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Learning Outcomes

Upon completion of this training, you will be able to

- Access the uHoo Analytics dashboards.
- Interact with the visualizations on the dashboards to display data trends for the entire class and individual students on assignments, quizzes, and engagement with the course.
- Apply skills as a researcher/learning scientist to the data to identify opportunities for supporting individual students and to inform instructional decisions.

Key Benefits

- Improve your data-driven decision-making.
- Identify and act on opportunities for early intervention and support.
- Customize learning experiences to meet student needs.
- Get real-time feedback on student learning and instructional strategies.
- Improve communications and engagement with students.

Introduction

uHoo Analytics is a learning analytics platform that collects and organizes data from D2L courses in Banner so that instructors can use their research skills – becoming **learning scientists** – to analyze and respond to student learning needs, thereby supporting student success. The data is presented in a series of dashboards with filters that instructors can manipulate to view records of class and individual student progress and success.

Every Monday, instructors will receive an email called *Monday Measures* from uHoo Analytics. This email will summarize alerts to potential concerns about student performance and engagement. Clicking the links within the Monday Measures email will open the uHoo Analytics dashboards.

What is learning science?

Learning science applies research practices to identify ways in which instructors can improve their teaching and support student success. Learning science draws from many disciplines, including cognitive science, educational psychology, instructional design, data science, and **learning analytics**.

What is learning analytics?

Learning analytics is the use of data to inform and improve teaching and learning. It involves applying research skills such as collecting and analyzing data on student performance, engagement, and behavior to identify patterns and trends and make informed decisions about how to support student success.

How can learning analytics be used to support student success?

Learning analytics can be used in many ways to support student success, such as identifying at-risk students, providing personalized feedback and support, and improving course design and delivery.

What kinds of data are collected in learning analytics?

Learning analytics can involve the collection and analysis of a range of data, including student demographics, course grades, engagement with course materials, and participation in online discussions and activities.

How is student data used in learning analytics?

Student data is used in learning analytics to inform decision-making related to teaching and learning. This can include identifying areas where students may need additional support, developing personalized learning plans, and improving course design and delivery.

How can instructors use learning analytics to improve their teaching?

Faculty can use learning analytics to inform their teaching by identifying areas where students may be struggling or disengaged and adjusting their teaching strategies accordingly. For example, faculty may use learning analytics to identify which course materials are most effective or to provide personalized feedback to students.

What kind of data will I have access to in the uHoo dashboard?

The analytics dashboard will provide data about classes (overall student performance, attendance, logins, and engagement with topics/modules), individual students (performance, logins, and engagement with topics/modules, comparisons to class data), and assignments and quizzes (overall class performance, performance by question).

Where does this data come from?

All the data is already collected in D2L. The uHoo analytics dashboards make it easily accessible to you.

Who can access the data from my courses?

Only you! Initially, no one else will have access to your data and dashboard except for you. If you want to provide someone with access, you must add their name to the D2L section as a secondary instructor, non-edit instructor, or non-grading instructor.

Is this for online courses only?

No! Instructors of face-to-face courses who use D2L, even if only to record grades, will benefit from using this data.

Overview of the uHoo Analytics Dashboards

uHoo Analytics displays data from many components of D2L: Login engagement with content (modules/units, discussion boards, etc.), quiz scores, assignment scores, and current cumulative grades. The more data you create in D2L, by tracking students' grades on assignments and quizzes, and keeping attendance records, the more data will populate in these dashboards.

uHoo Analytics is comprised of the following dashboards:

- **Course Analysis** – Displays data and alerts for all students in a selected course or course, including averages for gradebook items and students with low course grades and engagement.
- **Assignment Analysis**– Displays data and alerts for Assignments in D2L for the selected course, including assignment averages, low class averages, and low individual student scores.
- **Quiz Analysis** – Displays data and alerts for Quizzes in D2L for the selected course, including the questions most frequently answered incorrectly and low student scores.
- **Student Analysis** – Displays data for Module/Topic views in D2L and individual students in the course, including an engagement score that is calculated from login frequency, content interaction, and assessment interaction.
- **Engagement** – Displays the login frequency, content interaction, and assessment interaction data informing the Engagement scores displayed on the Student Analysis page.

Interacting with the Data

The tabs in the top-right corner of most visualizations provide additional options for interacting with the data, outlined below, when you click the ellipses button. Please note that the options not outlined below are not recommended unless you are an experienced Power Bi user.

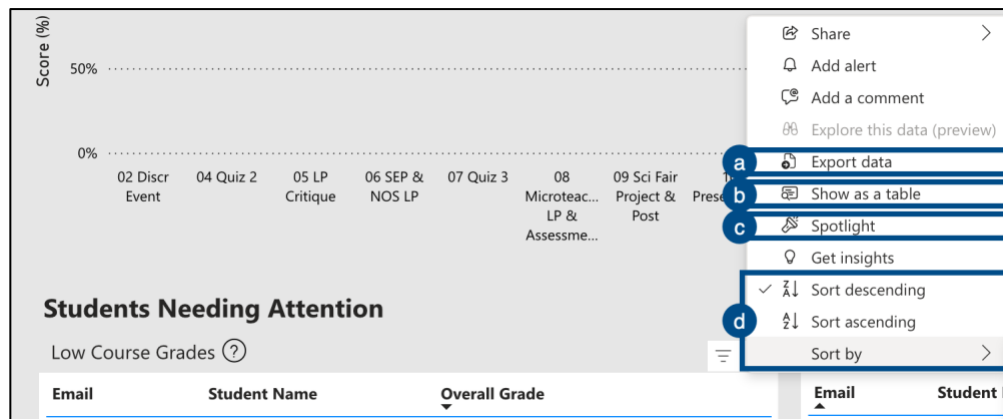


Figure 1 - Click the ellipses icon to open the additional options menu

- a. **Export data** – Click this icon to export the data informing the visualization as a .xlsx or .csv file.
- b. **Show as a Table** – Click this icon to view the data presented as a table.
- c. **Spotlight** – Click this icon to focus on this visualization alone. The other visualizations will be grayed out.
- d. **Sort** – Click one of these icons to change how the data is sorted, either in descending or ascending order and based on the column selected.

NOTE: All the visualizations on the dashboard contain these same tabs at the top.

IMPORTANT: PLEASE ACCESS THE uHoo ANALYTICS DASHBOARD ONLY ON KSU DEVICES AND USING A VPN, IF NEEDED.

Dashboard Navigation Basics

uHoo Analytics is still undergoing some developmental changes. Therefore, the dashboards may contain different visualizations and/or filters than those described in this document. However, navigating among the dashboards and interacting with the visualizations should be consistent throughout the developmental changes.

Filters

It is recommended that you make selections (or verify existing selections) in the filters each time you access the data to ensure that you are viewing precisely the selections you want to see. Using these filters is optional, but not selecting an option will leave the default option selected; most of the time, the default will be **All**. If you click into the dashboards from your Monday Measures email, the filters will adjust to your selection.

Note: You can select multiple options in each of these filters by holding down either the Command key on a Mac or the Control key on a PC.

1. **Select Semester(s)** – Click inside this box and select a semester or semesters. The default *All* will display all semesters with courses that you have access to, both current and historic.
2. **Select Course(s)** – Click inside this box and select a specific course or courses. The default *All* will display all courses that you have access to. If no semester is selected, all courses from all semesters that you have access to, both current and historic will be displayed.
3. **Select Student(s)** – Click inside this box and select a specific student or students. The default *All* will display all students in all courses, both current and historic, unless a selection has been made in the filters for *Semester* and *Course*.

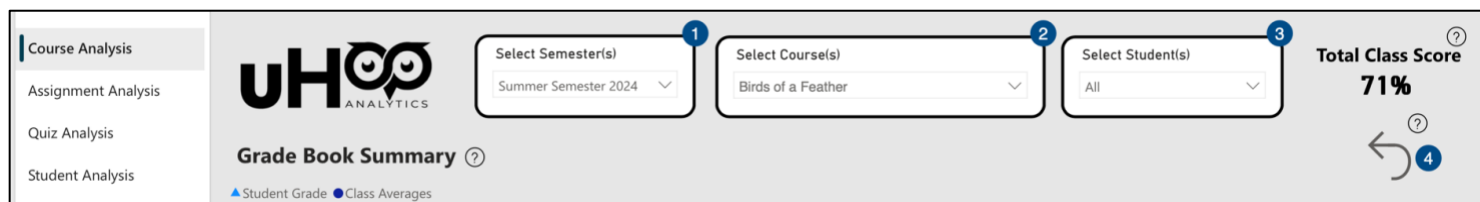


Figure 2 - Make a selection in each of the filters to view specific data

To completely reset all filters, click the reset arrow in the top-right corner of the dashboard.

Clicking the eraser in the top-right corner of each dropdown menu will clear all settings. If you have selected a specific course or courses, only the semesters during which that specific course is offered will be displayed in the Semester dropdown menu. You must clear the Course Offering dropdown menu to have access to other semesters.

Course Analysis Dashboard

The Course Analysis Dashboard displays data and alerts for all students in a selected course or course, including averages for gradebook items and students with low course grades and engagement.

Visualizations

- Total Class Score** – Displays the average of the *Final Calculated Grade* in D2L.
- Grade Book Summary** – Displays the class average and student grades for unique gradebook items.
- Low Course Grades** – Lists the students whose course grade is 60% or below.
- Low Engagement** – Lists the students who have not logged in for seven or more days.

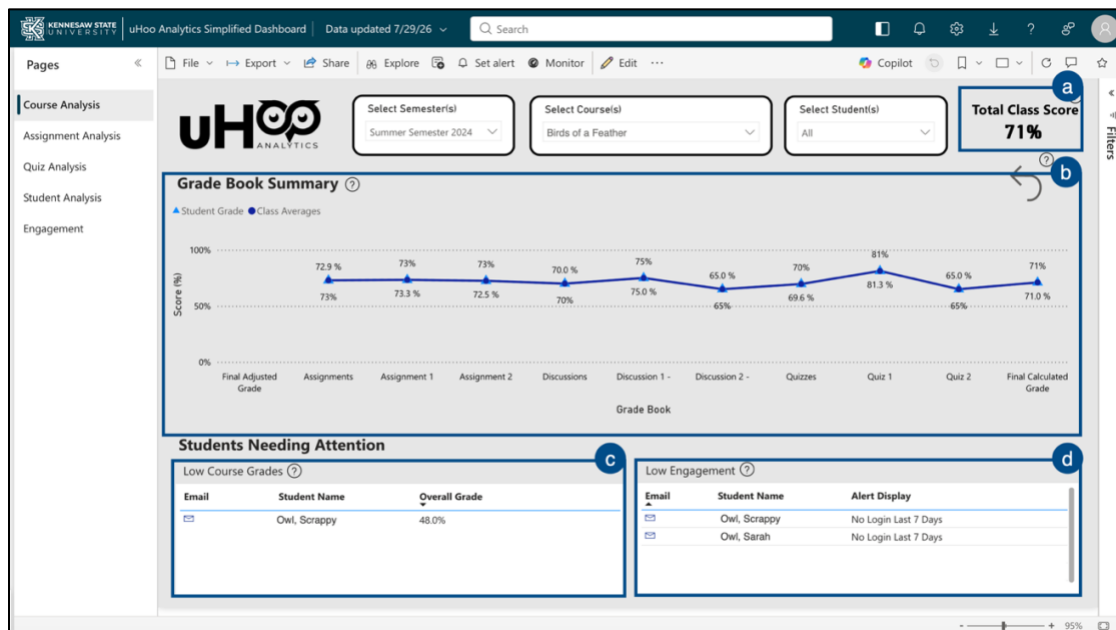


Figure 3 - The Course Analysis dashboard provides an overview of a course

IMPORTANT NOTE: Gradebook Data is displayed based on the order of the items in the gradebook. To change the sequence of the items, re-order the items in your gradebook.

Assignment Analysis Dashboard

The *Assignment Analysis Dashboard* displays data and alerts for Assignments in D2L for the selected course, including assignment averages, low class averages, and low individual student scores.

Filter

1. **Select Assignment** – Click inside this box to select an assignment to see a detailed analysis of the assignment.

Visualizations

- a. **Class Assignment Average** – Displays the average assignment score for the class alongside the selected student(s)' score for each assignment. The data is sorted from lowest to highest class average grade.
- b. **Low Class Average or High Missing Count** – Lists assignments with class average less than 65% OR assignments that 20% or more students did not submit.
- c. **Low Class Score** – Lists assignments in which 20% or more students scored below 60%.
- d. **Low Student Score** – Lists students with score of less than 60% on an assignment.

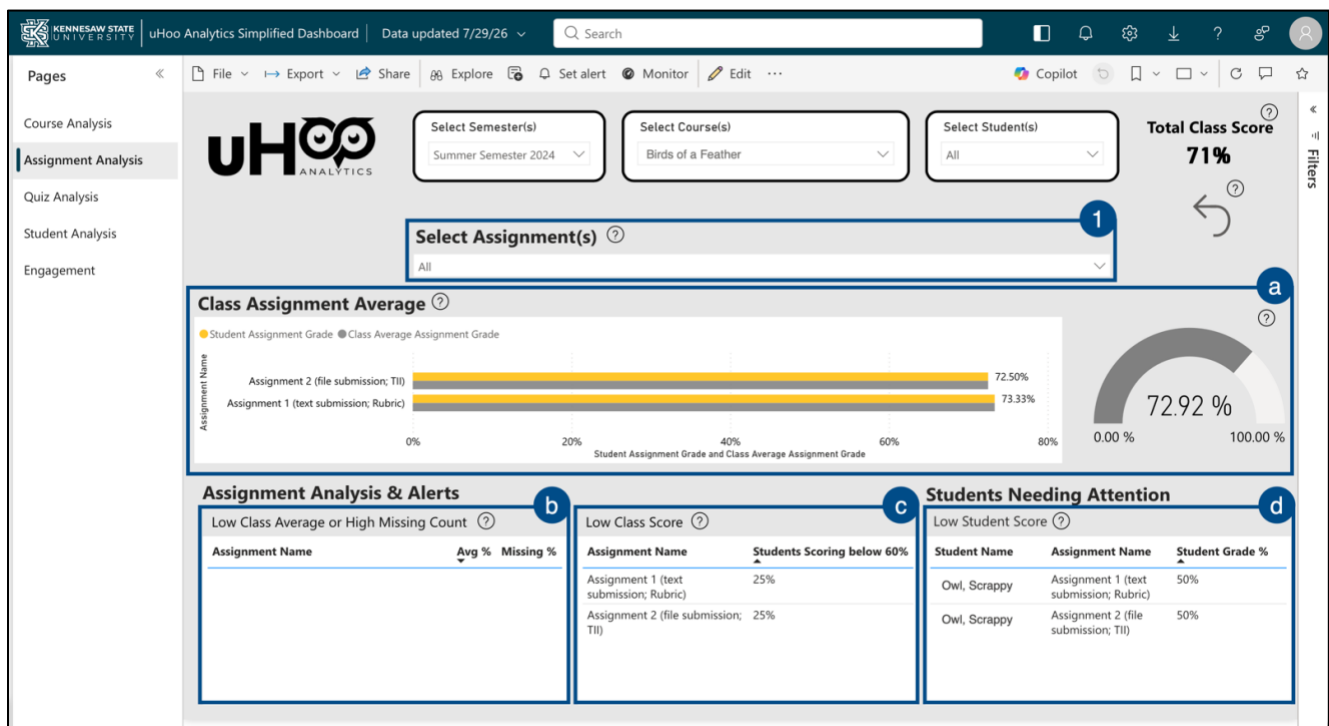


Figure 4 - The Assignment Analysis dashboard provides insight into Assignments in D2L

Quiz Analysis Dashboard

The *Quiz Analysis Dashboard* displays data and alerts for Quizzes in D2L for the selected course, including the questions most frequently answered incorrectly and low student scores.

Filter

1. **Select Quiz** – Click inside this box to select a quiz to see a detailed analysis of the quiz.

Visualizations

- a. **Class Quiz Average** – Displays the average quiz score for the class alongside the selected student(s)' scores for each quiz. Sorted from lowest to highest class average grade.
- b. **Questions Frequently Answered Incorrectly** – Lists quizzes, question text, and the percentage of incorrect responses.
- c. **Low Student Score** – Lists students with score of less than 60% on a quiz.

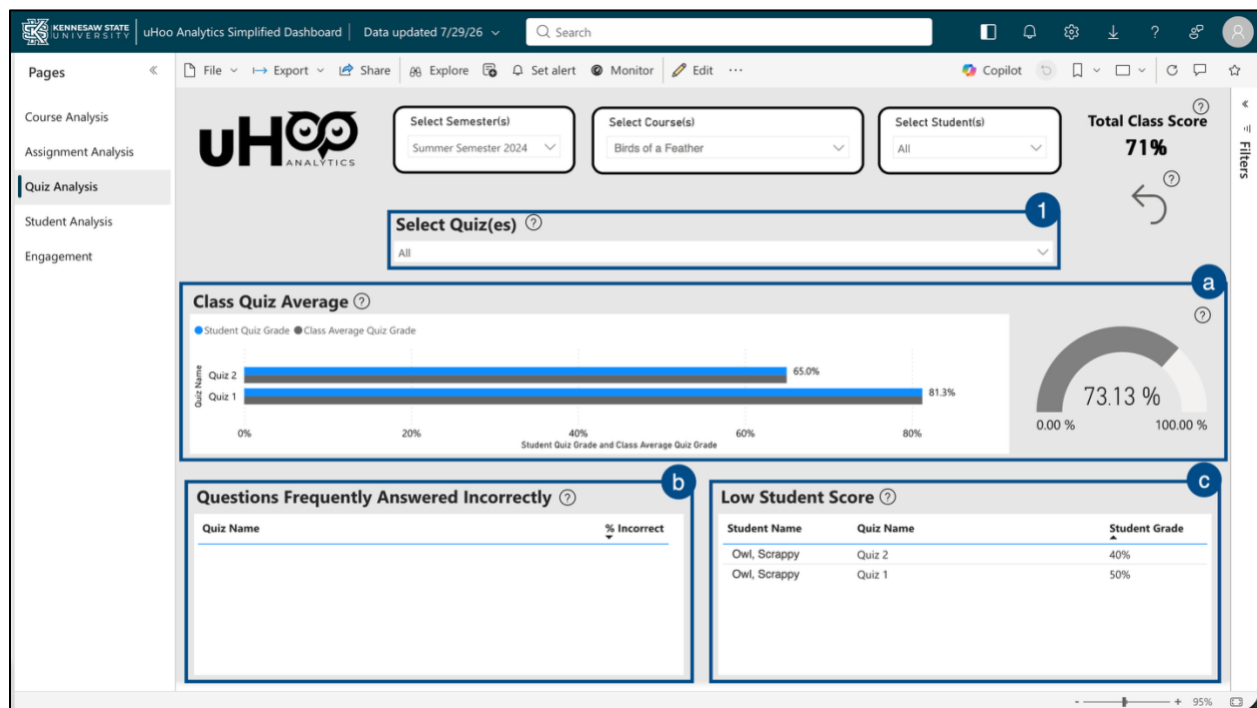


Figure 5 - The Quiz Analysis dashboard provides insight into Quizzes in D2L

Student Analysis Dashboard

The *Student Analysis Dashboard* displays data for Module/Topic views in D2L and individual students in the course, including an engagement score that is calculated from login frequency, content interaction, and assessment interaction.

Visualizations

- Engagement Score** – Displays total engagement using a formula (20% Login Frequency + 40% Content Interaction + 40% of Assessment Interaction). This visualization will remain blank until a student is selected.
- Least Visited Modules/Topics** – Displays a list of the modules and topics in D2L in order from least to most visits.
- Low Assignment Score** – Lists students with student score of less than 60% on an assignment.
- Low Quiz Score** – Displays counts for Submodule and Topic level access by student(s).

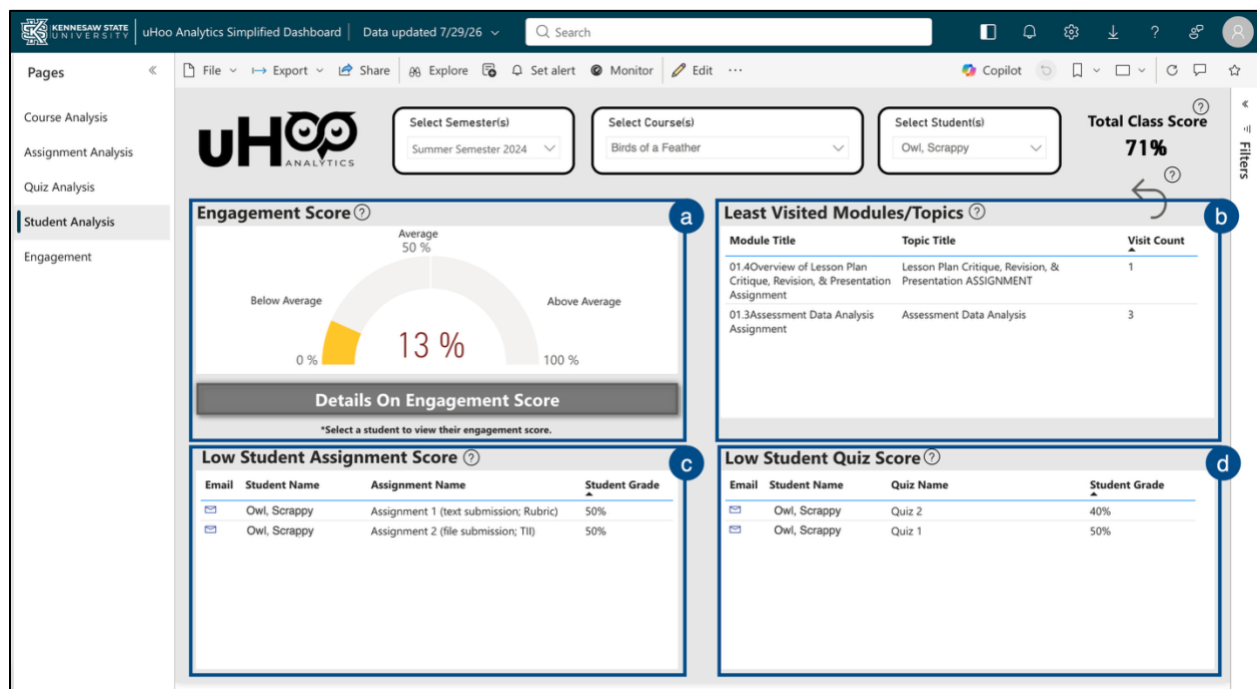


Figure 6 - The Student Analysis dashboard provides insight into the performance of individual students

If the data in the visualizations is not displaying correctly, click the RESET arrow at the top right of the page.

Best Practices in D2L for Instructors

Follow these best practices to enhance uHoo's data displays visualizations and facilitate analysis.

Assignments

- Remove duplicate or unused assignments – keep only assignments that are being graded in the current course.
- Attach all assignments to a grade item in the gradebook.

Quizzes

- Remove duplicate or unused quizzes – keep only quizzes that are being graded in the current course.
- Attach all quizzes to a grade item in the gradebook.

Content

- Keep only content being used in current course.
- Name the modules/topics thoughtfully so that they are clear in the visualizations.

Grades

- Remove duplicate grade items – keep only grade items being used in the current course.
- Use the standardized grading theme: A = 90-100%, B = 80-89%, C = 70-79%, D = 60-69%.
- Attach all grade items to a quiz or assignment.
- **Do not** configure the gradebook in D2L to set ungraded items as "0."
- **Note that the Final Calculated Grade data will be pulled from the D2L grade book to display on the Course Analysis dashboard as a Grade Book Item.** Because it is not numbered, it will likely appear as the last data point on the line graph. If you have average grades for a category of assignment or quiz grades, it will also appear on the Course Analysis dashboard as a Grade Book Item. For example, if the D2L grade book is averaging all the quiz grades and displaying the average in a column of the gradebook, that data will display in the visualization as a final data point.

Note: Clicking the email icon will open Outlook and autofill the student's email.

Need Help?

In the dashboards, the title of each visualization will also contain a circled question mark icon. If you hover over this icon, additional explanation of the data and information in the widget will appear in a pop-up window.

If you still need help or would like to discuss any of the data you are seeing, send email to uHoo@kennesaw.edu or submit a [One-on-One Assistance Request](#) and select uHoo.

Tips for Responding to Dashboard Alerts

- **Be holistic in your approach.** Review a student's data to understand the alert and its context before emailing them. The dashboard may provide additional clues and context as to what is going on with the student.
- **Be selective with your communication.** One well-timed email to address a trend in a student's progress may be more effective than several quick messages addressing each pain point.
- **Be timely with your feedback.** Letting students know that you are aware and supportive earlier may help to improve their ultimate success in the course.
- **Be positive in your communication.** Approach your students with an [assets-based approach rather than a deficit approach](#) (all learners have assets during the learning process). [Click here for examples](#) of asset-based feedback.
- **Be a Team.** Frame the situation as a problem you are both working to solve together. (e.g., "It seems like you scored much lower on this quiz than on the previous three quizzes. Was there a concept that I can help clarify?")
- **Be constructive.** Word your student emails using specific academic encouragement vs. praise (e.g., You might say, "I really liked the way that you demonstrated your understanding of (the concept). I look forward to reading how you apply this understanding to new situations in the future," rather than, "Good job.")
- **Be data focused.** Let students know you are responding to learning analytics data to help support them!

Documenting your Impact on Student Success

How do you measure student success in your classroom? What does it look like? And how does your teaching make the greatest impact?

We all strive to be effective teachers, and uHoo Analytics can help. Like researchers, if we collect and analyze data and use it to form conclusions that impact our instructional decisions, we are applying our research skills to become more effective teachers. In effect, we are learning scientists practicing learning analytics. Learning analytics is...

Measurement, collection, analysis, and reporting of data about learners and their contexts for the purpose of understanding and optimizing learning and the environment and which it occurs ([What is Learning Analytics?](#), Society for Learning Analytics Research).

Becoming a learning scientist by using the research skills you already have can have a positive impact on P&T and ARD decisions. Put those skills and uHoo Analytics to work! Amazing teachers think like researchers.

Consider these means to document evidence addressing possible Student Success Goals:

- **Trends:** Consider the data offered by uHoo. Data in the Learning Analytics Dashboard can make it easier for you to identify trends associated with your teaching. Do you notice that students performed better after you hosted a review session?
- **Issues:** When analyzing specific assignments or topics, note if a particular quiz question or rubric criterion was missed by a significant number of your students. Then, consider narrating the steps you took to resolve the issue or address it in future assignments.
- **Interventions:** Note your interactions with students and their impact. The dashboard will help you track when you contact individual students regarding their progress in the course. Can you identify situations where your timely contact helped a student catch up or perform better?
- **Artifacts:** Consider ways that you can capture your students' progress as well as your support during the course using the visualizations provided by the Learning Analytics data (e. g. Screenshots of the Course Analysis and Student Analysis Dashboards). These artifacts document the impact of your teaching in a visual, impactful way!

Also, consider that using uHoo to collect data about supporting student success will free up some time for you to attend to other university commitments and obligations!

Learning Analytics for SoTL Research

If you are interested in exploring how learning analytics may be used to support the Scholarship of Teaching and Learning (SoTL)—i.e., research on teaching and learning done by instructors in all disciplines—please contact the [Associate Director for SoTL at the Center for Excellence in Teaching and Learning \(CETL\)](#), for an individual consultation, workshop, or micro credentialing opportunity. Dr. Steiner is available to help you with all stages of the SoTL research process.

Ethics and Learning Analytics

The use of data and analytics to understand and improve learning processes comes with several ethical considerations. Here are some key considerations in learning analytics:

1. Privacy

Learning analytics often involves collecting and analyzing substantial amounts of data, including personal and sensitive information about learners. It is crucial to protect the privacy of learners and ensure that their data is collected, stored, and used in a secure and confidential manner. Please DO NOT forward the Monday Measures emails or share information in your dashboard with anyone who is not authorized to view it.

2. Data Accuracy and Interpretation

Learning analytics relies on accurate and reliable data to help instructors generate insights. Please be sure the data you enter is accurate and valid; otherwise, the insights generated may not be correct or helpful. Additionally, it is crucial to interpret the analytics results appropriately and avoid making unfair or discriminatory assumptions about learners based on the data.

3. Equity and Fairness

When analyzing data, it is important to consider potential biases -that could disproportionately affect certain groups of learners, such as gender, race, or socioeconomic background. Does the data indicate that a marginalized group of students underperformed others in the class? Efforts should be made to

identify and address biases in activities and/or assessments to ensure that they support equal opportunities and fair outcomes for all learners.

4. Ethical Use of Results

The insights and results generated through learning analytics should be used ethically and responsibly. They should be employed to improve teaching and learning practices, enhance learner experiences, and support decision-making processes. Learning analytics should not be used to harm or discriminate against learners, undermine their autonomy, or exploit their personal information for commercial purposes.

5. Professional Responsibility

Learning scientists have a professional responsibility to maintain high ethical standards. They should stay informed about the latest ethical guidelines and best practices in learning analytics, seek ongoing professional development, and actively engage in ethical discussions and decision-making related to data collection, analysis, and use. Instructors should not share data with those not authorized to access it.

These ethical considerations aim to ensure that learning analytics is conducted in a manner that respects the rights, well-being, and dignity of learners while maximizing the benefits and minimizing the risks associated with data-driven approaches in education.

Additional Resources

- The Ethics of Learning Analytics: A Framework for Understanding and Addressing Ethical Issues in the Use of Learning Analytics by Paul A. Jones, David Wiley, and Mark A. Hurst (2015)
- Learning Analytics: Ethical Issues and Good Practices by Lars Arge (2017)
- The Ethics of Learning Analytics: A Literature Review by Ivailo Iliev, Georgios Papamitsioudis, and Yannis Dimitriadis (2016)
- Ethical Considerations for the Use of Learning Analytics in Higher Education by John M. Carroll, David Wiley, and Paul A. Jones (2014)
- The Ethics of Learning Analytics: A Guide for Practitioners by the Learning Analytics Community (2017)

These sources provide an overview of the ethical issues involved in learning analytics. They discuss the potential benefits and risks of learning analytics, and they offer recommendations for how to use learning analytics in an ethical and responsible way.