

***Canvas Insights* as an Early Alert Intervention for Student Success**

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Provost's Student Success Series

Background

Graduation Initiative 2025:

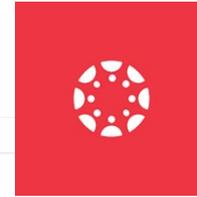
- Increase freshman 4-yr graduation rate
- Eliminate opportunity & achievement gaps

Among CSUN strategies:

- Increased use of data for decision making

New LMS Canvas:

- Selected because data was available:
 - Viewable at the individual student or assignment level
- Current adoption: 86% of faculty use Canvas (continually increasing)



Additional Canvas Analytics Requests from Faculty

- Quickly find students who missed or were late with **several** assignments:
 - by assignment group and name
- Find students based on **multiple** categories
- Email multiple students with **personalized** message



Response to Faculty Requests

- *Canvas Insights*: developed in collaboration between IT and CSUN faculty
 - Available only at CSUN
- Used existing Canvas filters and added 5 more filters:
 - Assignment Group
 - Assignment Name
 - Checked Syllabus (yes/no)
 - Checked Gradebook (yes/no)
- Created an email functionality to send messages personalized with names to multiple students
- Created 2 editable email templates, based on growth mindset language:
 - “Needs help”
 - “Positive feedback”



Account



Dashboard



Courses



Calendar



Inbox



Commons



Help & Library Resources

Special Sites

Home

Syllabus

Modules

Assignments

Quizzes

Discussions

Grades

Attendance

People

Canvas Insights

Portfolio

Follett Discover

Files

Record Name

Announcements

Outcomes

Collaborations

Conferences

Settings

9



Course (All) [Dropdown]

Grade To Date (%) -88 to 31,550 [Range Slider]

Sort by CSUN ID [Dropdown]

Assignment Group (All) [Dropdown]

Assignment Name (All) [Dropdown]

Late Online Submissions 0 to 48 [Range Slider]

Missed Online Submissions 0 to 121 [Range Slider]

Checked Syllabus Yes No

Checked Gradebook Yes No

Start	End	Assignment Count
		272

No.	CSUN ID	Email	Student Name	Late Online Submissions	Missed Online Sub..	Avg. Grade(%)
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						
21						
22						
23						
24						
25						
26						

1

2

3

4

5

6

7

8

MATH 131 MATH IDEAS - (21168-SP2019)

Cord Perillo

Start

End

Assignment Count

01/15/2019

05/18/2019

27

Course

MATH 131 MATH IDEAS...

Grade To Date (%)

60.90

99.20

Sort by

Student Name

Assignment Group

(Multiple values)

 (All) Attendance Exams Extra Credit Homework Projects Written Assignments

Missed Online Submissions

2

8

Checked Syllabus

 Yes No

Checked Gradebook

 Yes No

	No.	CSUN ID	Email	Student Name	Late Online Submissions	Missed Online Sub..	Avg. Grade(%)
Email this list	1	109920250	brian.anevas.86@gmail.com	Anevas, Brian	0	8	92.59
	2	200444198	gabriela.arteagala.476@gmail.com	Arteaga-Lara, Ga...	0	8	80.63
	3	200558585	amber.augustine.917@gmail.com	Augustine, Amber	0	8	75.88
	4	109312966	emily.beltran.813@gmail.com	Beltran, Emily	0	8	71.97
	5	109578740	joseph.carter.181@gmail.com	Carter, Joseph	0	4	87.70
	6	200589206	jackelyn.contrerascastro@gmail.com	Contreras Castrol...	0	7	80.03
	7	200574484	christopher.edmondson@gmail.com	Edmondson, Chris...	0	8	71.47
	8	200463958	adrian.garciavalle.251@gmail.com	Garcia-Valle, Adri...	0	8	68.06
	9	109261969	shina.smith.59@gmail.com	Smith, Shina	0	8	73.86
	10	200298152	yara.torres.721@gmail.com	Torres, Yara	0	7	82.10
	11	109759492	jennifer.valdez.80@gmail.com	Valdez, Jennifer	0	4	93.77
	12	109488009	vanessa.villasenor.261@gmail.com	Villasenor, Vanes...	0	8	99.20
	13	200631229	morelia.zuniga.921@gmail.com	Zuniga, Morelia	0	2	93.67

No.	CSUN ID
1	2019123566
2	2019122244
3	2019199108



[Email this list](#)

Canvas Insights

Do you need help crafting an early alert message?

Canvas Messaging

Send	Student Id	Name	Last Sent	History
1	198488440	Moskoffy, Vernice Tatya Rama Smith	02/21/19 10:10:28AM	Messages
2	201193385	Webster, Jerry B		
3	201041848	Gallo, Jesus Javier		
4	201219886	Castaneda, Jocelyn		
5	201444824	Harris, Kevin		
6	201038548	Aguiar, Leslie Jaclyn		
7	201128642	Ortiz, Mela Mariana		
8	201198297	Dubrowski, Matthew Edward		
9	198891380	Lemura, Melanie Ann		
10	201135286	Godinez De Leon, Martin Arlio Daniel		
11	201007776	Phillips, Naina Wiley		
12	198895540	Moskoffy, Chana		
13	201052118	Velasquez, Ricardo Antonio		
14	201042873	Simon, Robert Lee		
15	201198751	Hernandez, Roman Joseph		
16	201752274	Talavera, Saul		
17	201238851	Dempsey, Douglas		
18	201019038	Villa, Teresa		

Last Sent: 02/21/19 10:10:28AM
History: Messages

Select Message to Send
Needs Assistance

Subject Help with your course

Message Text (change only email body)
Dear <STU_NAME>,
I noticed that you are currently not doing as well as I know you can, and would like to help. Let's talk about how to improve. Please contact me so we can develop a plan.
Professor <FAC_NAME>

1

Select Message to Send

Needs Assistance
Positive Feedback



Select Message to Send
Positive Feedback

Subject Great progress

Message Text (change only email body)
Dear <STU_NAME>,
Congratulations! I've noticed how hard you've worked, and it looks like all your effort is paying off. Keep it up!
Professor <FAC_NAME>

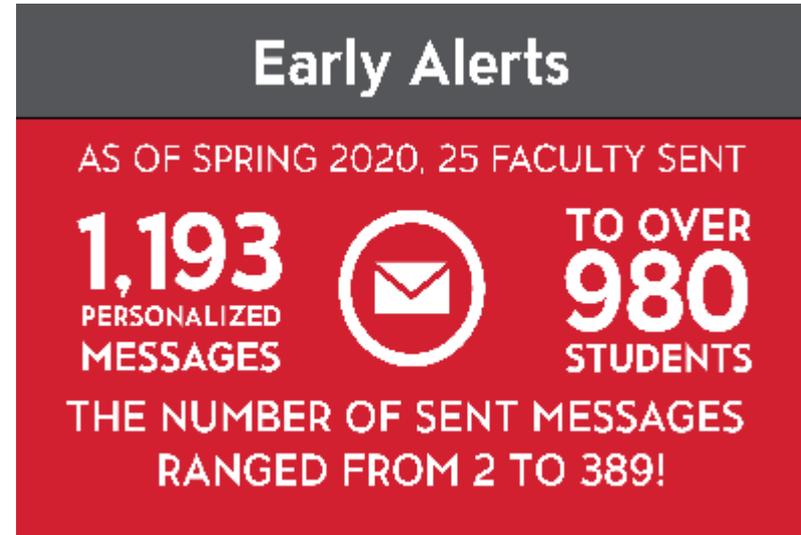
2

Implementation

Pilot groups identified by Undergraduate Studies:

- Spring 2019: STEM and NON-STEM faculty who teach high DFU classes
- Fall 2019: partnership with Faculty Development
 - High DFU classes
 - Workshops on positive language

Spring 2020: available to all faculty in Canvas



Students Respond to Emails

- Response rate increased by 50% per faculty feedback

I am not going to lie, I was afraid to ask [for help]. Therefore, I am very grateful you have reached out to me, I would love to come by and get back on track.



I'm happy to hear that there's still a chance for me to pass this course.

Thank you for taking the time to email me about the exam. I'd love to come to your office hours and discuss more and get some help.

Empirical Confirmation of Scholarly Research

- **Faculty feedback** is one of the most important factors of improving learning process
- **Early alerts** and interventions improve student outcomes
- **Personalization** improves learning process
- Sense of **belonging** has positive impact on retention



Large Lecture

Utilized Canvas Insights Spring 2019

FCS 340 Marriage and Family Relations with 110 students enrolled

FCS 340 is an upper division GE class - identified as a high DFUs course.

I used the system to filter students:

To quickly identify a handful of students who were
falling behind in submitting work in the class
Individual emails were sent out to 10 students

*“I noticed that you are currently not doing as well as I know you can, and I would like to help. Let's talk about how to improve.
Please contact me so we can develop a plan.”*

Impact of faculty on Student's Sense of Belonging

Individual emails were sent out to 10 students to let them know he/she was falling behind in class assignments.

connect with 5 students on a personal level.

"I appreciate you reaching out to me regarding my current progress in the class. Can I meet you about 15 minutes before class starts tomorrow?"

"Thank you for reaching out to me. I would greatly appreciate your help."

"Good afternoon professor, I would like to fix this as well. Is it possible to meet during office hours on Thursday?"

One-on-one meetings in my office

Listened

feeling cared for

accepted

respected

valued as important

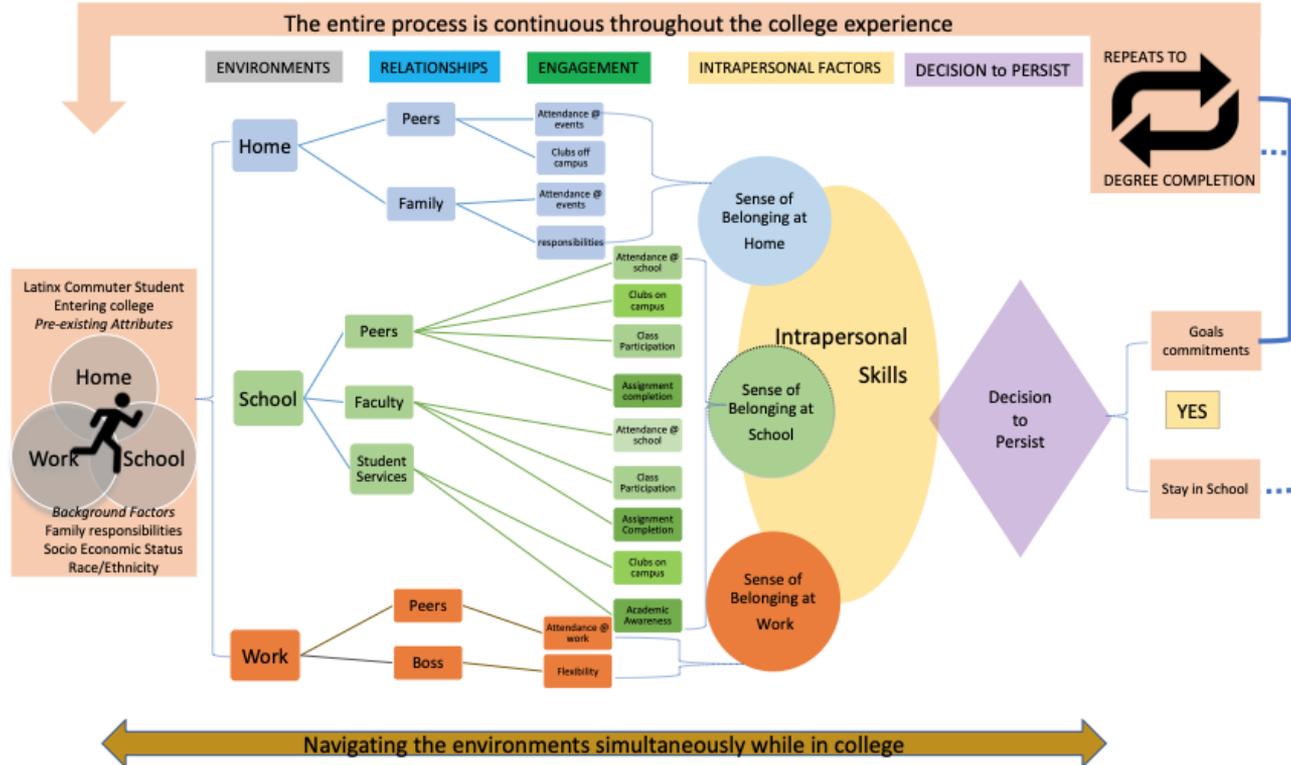
Sense of Belonging

Understanding the student needs
to support Sense of Belonging

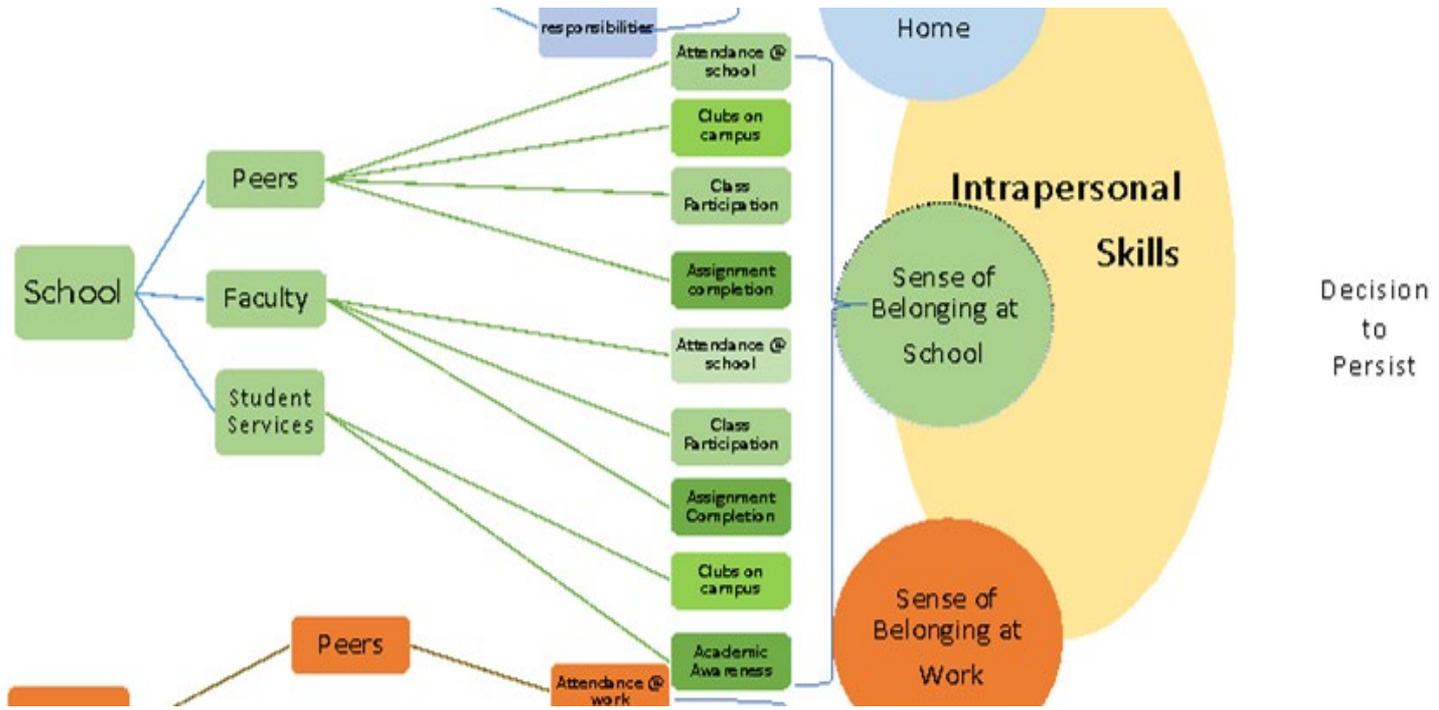
Positive interconnectedness

Student perceived support, perceived classroom comfort, and **perceived faculty support** can influence students' decision to return for the next academic semester

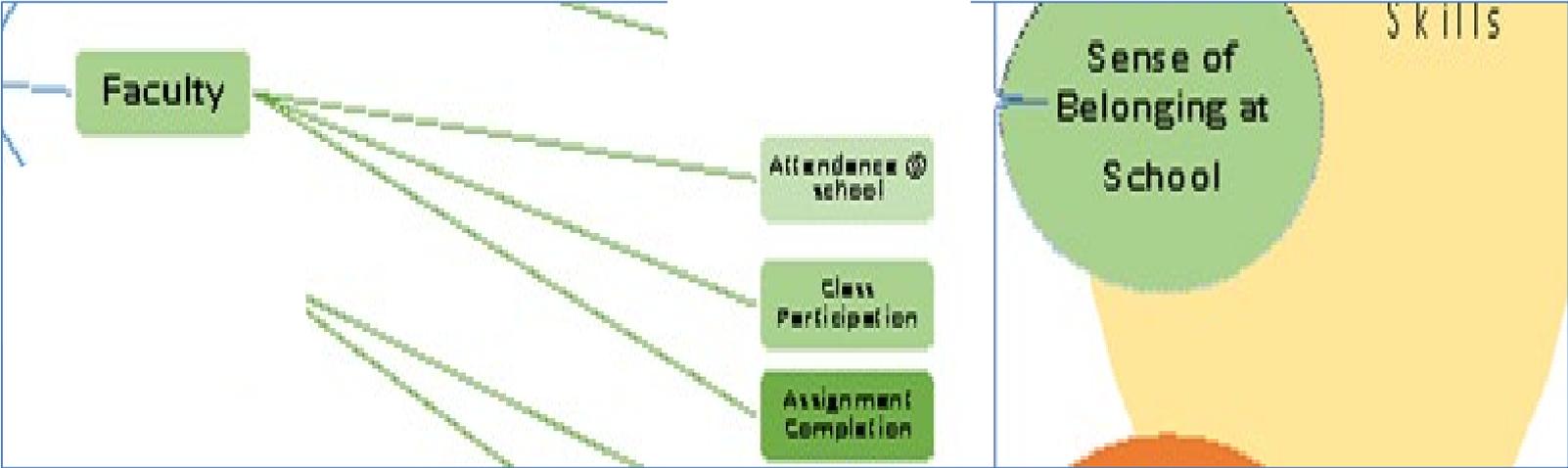
Review of Literature Research



Review of Literature



Review of Literataure



Research suggests

Faculty as a Validation Agent



Sense of Belonging

Listening to the student's concerns,

Offering campus resources,

Problem solving strategies to improve grades

Model intrapersonal communication skills

I concluded in my study that intrapersonal factors were key to a
Student's Sense of Belonging

INTRAPERSONAL means - A person with detailed, accurate self-knowledge. Access to one's own feelings and the ability to discriminate among them and draw upon them to guide behavior; knowledge of one's own strengths, weaknesses, desires, and intelligences.

Some Latinx students are not aware they are in jeopardy of failing or they can have a second chance

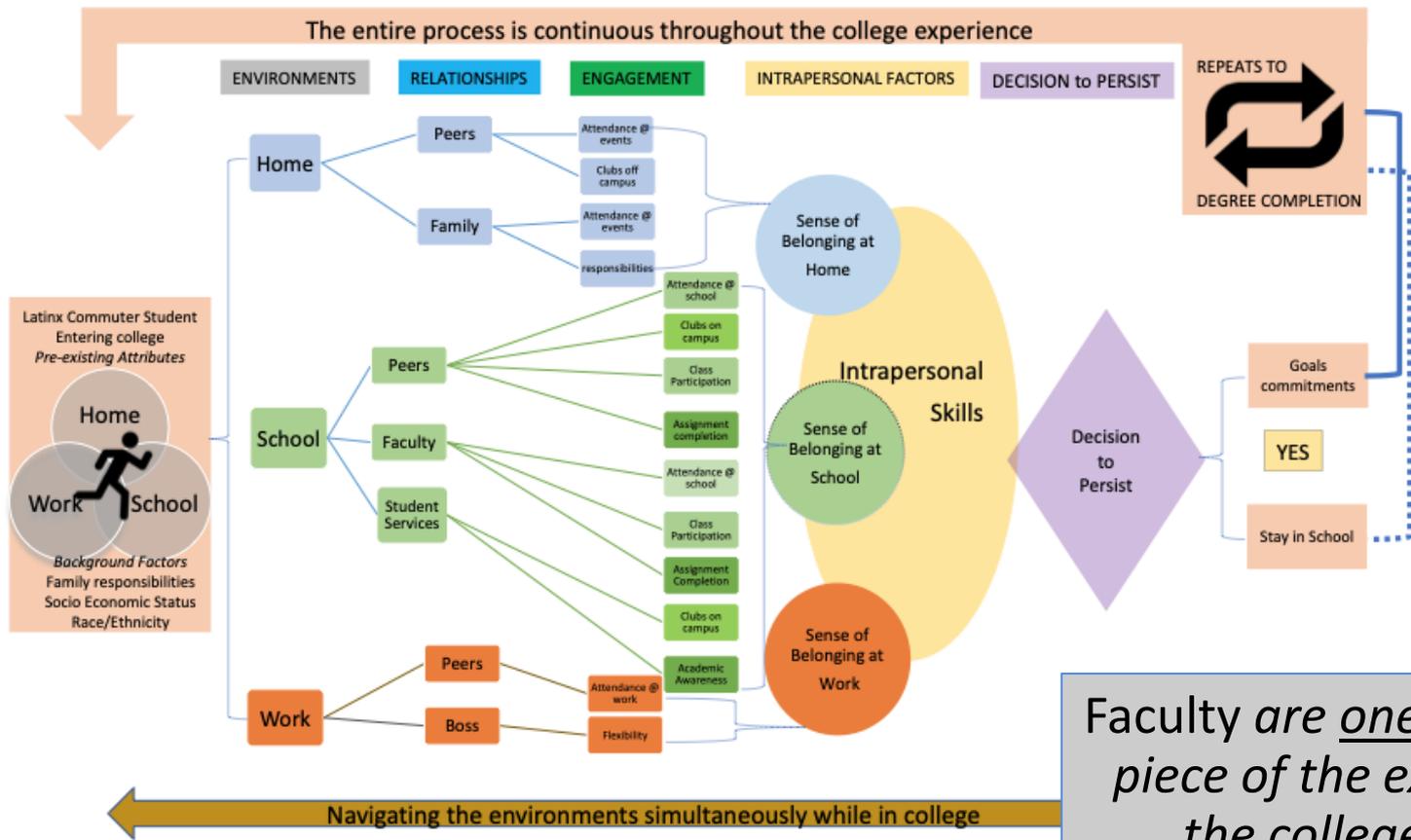
Impact of Canvas Insights on DFU

Spring 2019 Pilot: out of the 10 students, I met with 5 students, 2 students started showing back up to class after alerts, 3 received DFU

Why I use it! Canvas Insights made a difference in scaling up personalization and support

- **Quickly identify** who is at risk of falling behind on multiple assignments
- Send a **personalized** email to multiple students simultaneously (using a template)
- Email touch points to **support students**

Fall 2018 to Spring 2019 grade average was up by 3 percentage points.



Faculty are one (but critical) piece of the experience in the college journey

Next Steps

- Enhancements based on feedback from faculty:
 - Filter for attendance
 - Slider for assignment grades
- Tseng College:
 - Create program-level filter
 - Automate notifications based on thresholds
 - Retention tool
- Canvas Insights Workshops:
 - March 11th, 13th, 23d



Contact us

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