

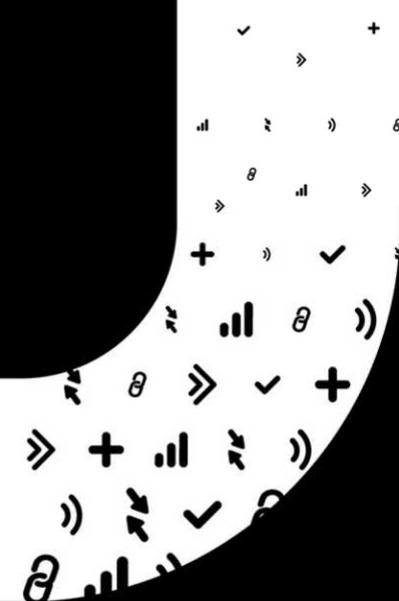
Standardized Metrics for Textbook Analytics

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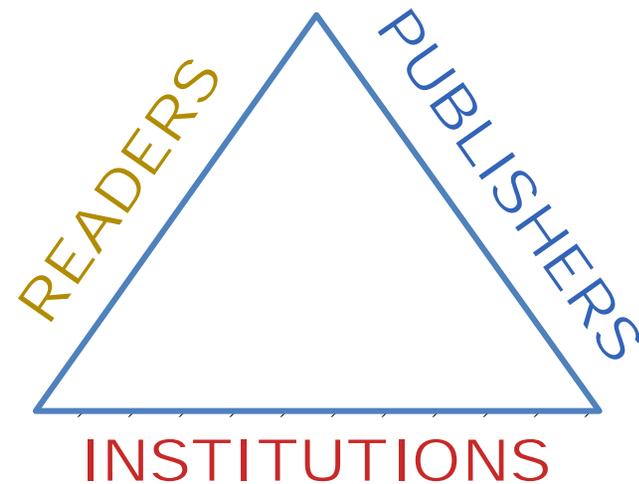
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- What have I read?
- How much time did I spend?
- What notes and highlights do I have?

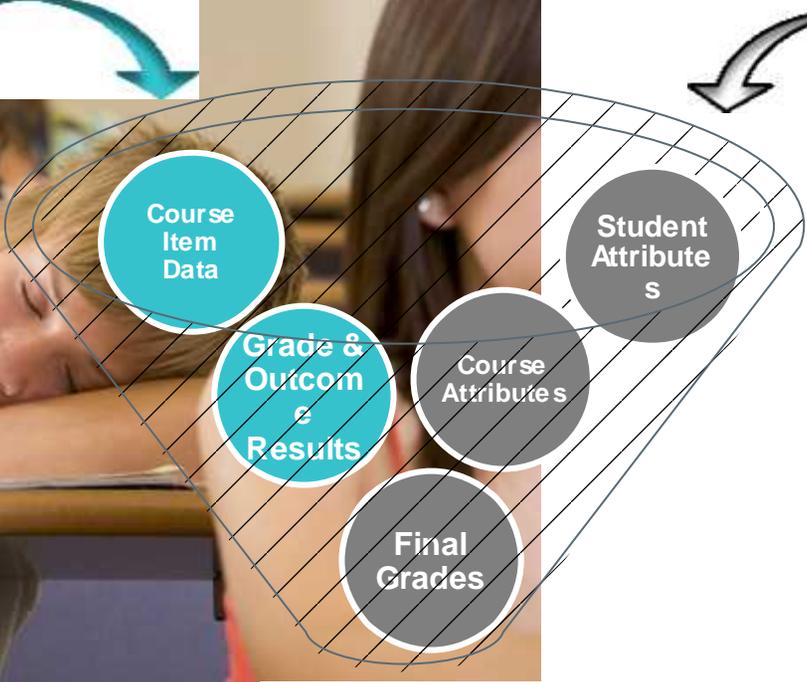
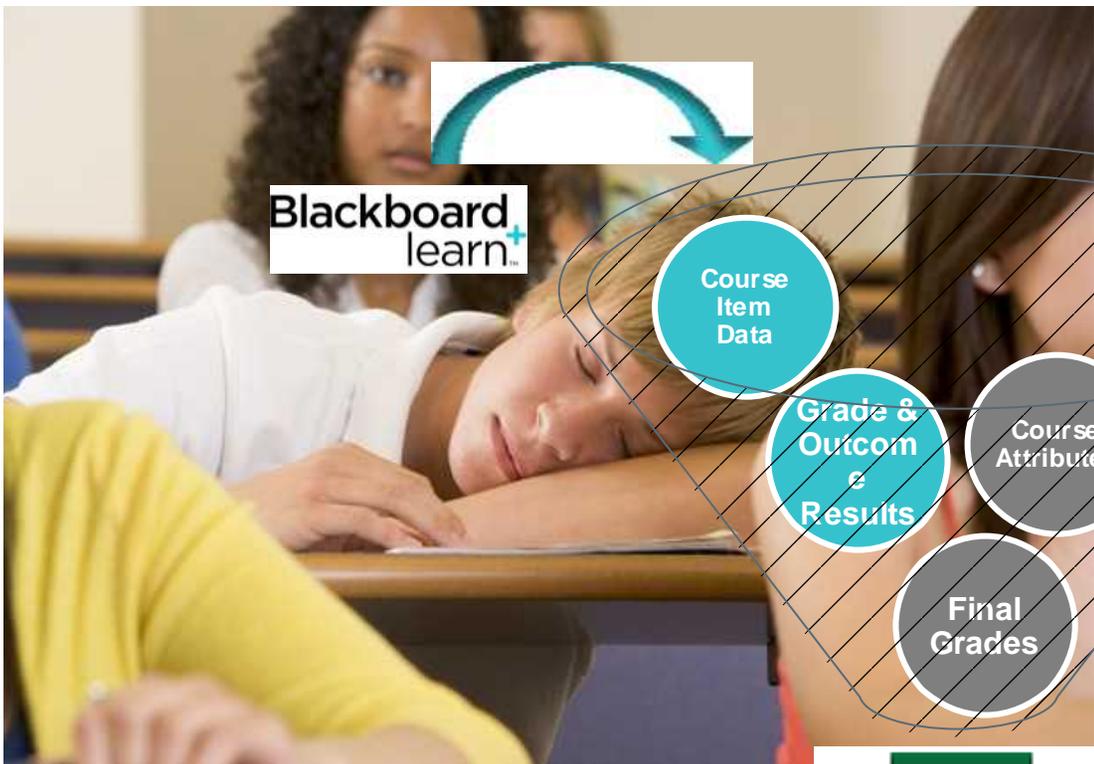
- How many readers have a book?
- How many institutions are using it?
- What chapters are they reading?
- What searches are they doing?

- Which instructors are using the content?
- Is the content pedagogically effective?
- Is the content engaging?





- Chapter, page and block use
- Annotations and comments
- Media Usage
- Search and reference
- Time on task



Learning Tool
Student
Information
System



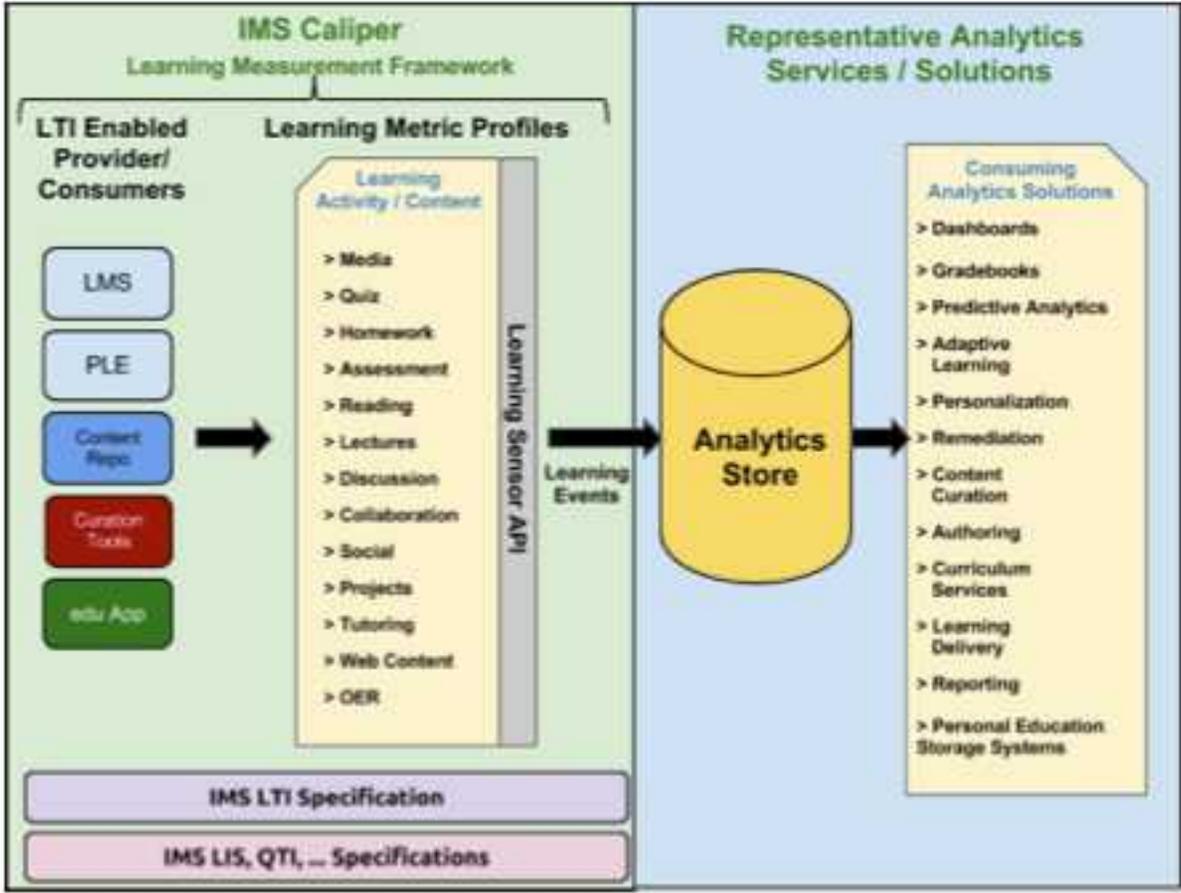
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analytics



- Few chapters read
- High activity in supporting LMS tools
- Frequent LMS logins and high time on task
- Financial difficulties
- English is not primary language
- Recently moved to the school



- Hollywood Principle
- More efficient for incremental change
- Simple “consumers”
- Inefficient for historical and structured data
- Chatty
- Complex “producer” that must notify



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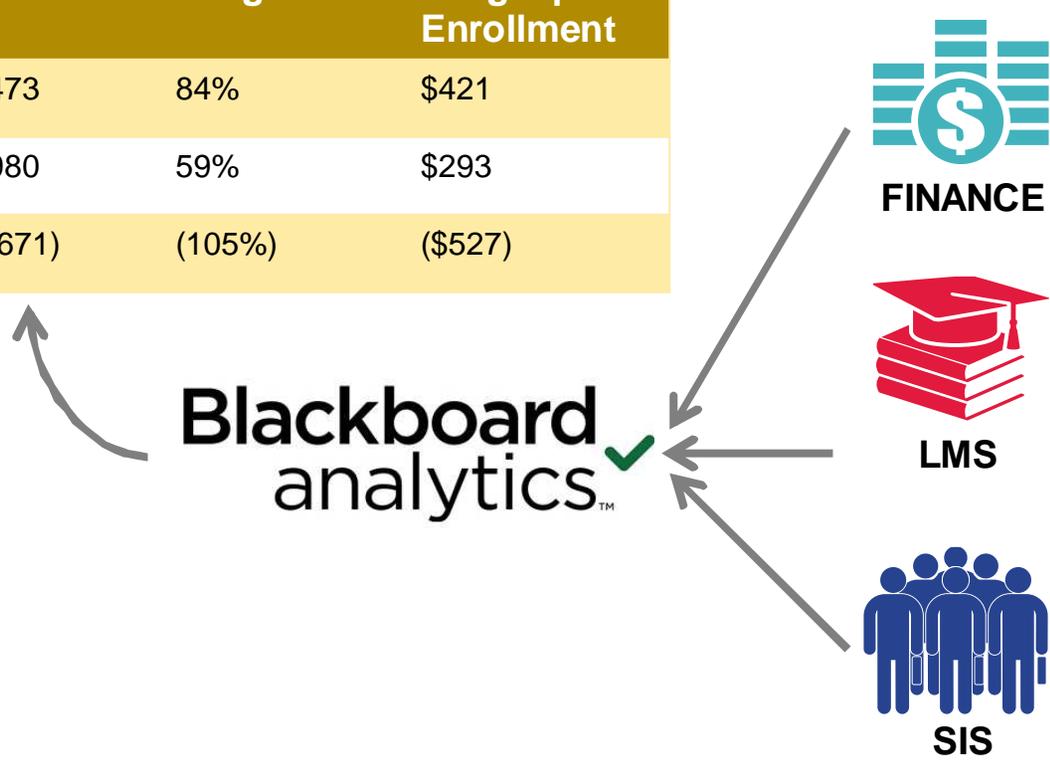
- Effective for historical and structured data
- More control over data volume
- Simple “producers”



- Complex “consumer” that must poll
- Redundant data transfers are common



Department	Course Utilization	Margin	Margin %	Margin per Enrollment
Biology	89%	\$861,473	84%	\$421
English	64%	\$714,980	59%	\$293
Social Work	24%	(\$209,671)	(105%)	(\$527)





Questions?

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