Using Early Quizzes to Predict Student Outcomes in Online Introductory Biomedical Informatics Courses

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Background & Problem

- Need for informatics education
  - Especially introductory courses
- Relatively constrained number of qualified educational programs
- Increasing use of online education
  - Larger class sizes
  - Traditional cues not available
- Eye contact
  - Verbal interaction
- Can use data available at time of admission [1], but may not have data for non-degree-seeking students.
- Problem: How do you identify students at risk for poor performance early?

Learning Management Systems

- Widely used
  - Collect a variety of data
  - Passive data collection: Activity logs
  - Active data collection: Weekly quizzes

Hypothesis

Students at risk for non-successful completion (drop, fail or grade ≤ C) can be identified by poor performance on the first few weekly quizzes.

Methods

1. Collected weekly quiz scores for each student along with final course outcome for a) Foundations of Health Information Sciences I (F1) at the School of Biomedical Informatics, UT-Houston b) Introduction to Medical Informatics (IMI) at the University of West Florida (UWF).
2. Course outcomes (binary) for NSC and IMI
   a) Non-Successful Completion (NSC)/non-NSC
   b) Failure/not Failure
   c) Completion/non-Completion

Results

<table>
<thead>
<tr>
<th>Week(s)</th>
<th>Area under ROC Curve (AUC)</th>
<th>PPV (75% Threshold)</th>
<th>NPV (95% Threshold)</th>
<th># &quot;at risk&quot; students at SBMI of 205 total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0.7380</td>
<td>60.705-0.8055</td>
<td>44.3%</td>
<td>77.8%</td>
</tr>
<tr>
<td>1+2</td>
<td>0.7912</td>
<td>73.03-0.8521</td>
<td>57.9%</td>
<td>77.8%</td>
</tr>
<tr>
<td>1+2+3</td>
<td>0.8333</td>
<td>77.73-0.8892</td>
<td>61.9%</td>
<td>82.4%</td>
</tr>
<tr>
<td>1+2+3+4</td>
<td>0.8627</td>
<td>81.23-0.9131</td>
<td>69.0%</td>
<td>87.1%</td>
</tr>
</tbody>
</table>

Threshold = 75% (chosen as the highest score where false positives = false negatives)

Conclusions

While representing only 6% to 8% of the total grade, the first four quizzes are highly predictive for course outcome. Using only the first two quizzes available by the UT add/drop deadline still allows prediction, but with a lower PPV. Automated prediction generalizes across institutions and compares favorably to human instructor prediction.

References


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