Analyzing Elective Choices of Bachelor Students at Innopolis University using Basket Market Analys

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Introduction

In my internship, I aimed to explore the connection between Bachelor students' academic tracks and their elective choices at Innopolis University. To achieve this, I employed Basket Market Analysis, a data-driven approach widely used in market research and recommendation systems.

Introduction

Basket Market Analysis allowed us to identify patterns and associations within the elective choices made by students, offering valuable insights into their decision-making processes. By understanding these preferences, Innopolis University can better tailor its elective offerings to enhance students' academic journeys.

Methodology

Data was collected from student distributions in tracks and elective course distribution. It structure was modified to make it anonymized and convenient for the experiment.

At all, there was chosen 2 years span of tech and humanitarian courses for BS21 students.

Methology

| | Track | Tech22 | Hum22 | Tech23 | Hum23 |
|-----|-------|---|--|--|---|
| 0 | Al | Front-end Web Development | Introduction to Career Development for IT-spec | Advanced Statistical and Econometric Methods | Design thinking |
| 1 | Al | Computer Graphics in Game Development | Career and leadership | Advanced Statistical and Econometric Methods | Design thinking |
| 2 | Al | Front-end Web Development | Tech Startup Design | Data Wrangling and Visualization | Social Entrepreneurship |
| 3 | Al | Introduction to Sensing and Data Acquisition | Developing Entrepreneurial Skills for a Startu | Applied Machine Learning | Basics of Product Management |
| 4 | Al | Cross-platform Mobile Development with Flutter | Personal Efficiency Skills of IT-specialist | Advanced Statistical and Econometric Methods | Startup CEO Toolkit |
| | | · | | 9 | Sm |
| 185 | SD | Computer Graphics in Game Development | Introduction to Career Development for IT-spec | Front-end Web Development | Introduction to Public Speaking for IT-specialist |
| 186 | SD | Functional Programming in Haskell | Personal Efficiency Skills of IT-specialist | System Programming | Introduction to Public Speaking for IT-specialist |
| 187 | SD | Front-end Web Development | Introduction to Career Development for IT-spec | Programming in Python | Design thinking |
| 188 | SD | Lambda-Calculus, Algebra, Machinery and Logic \dots | Introduction to Career Development for IT-spec | Challenges of Object Oriented Programming | Social Entrepreneurship |
| 189 | SD | Functional Programming in Haskell | Career and leadership | Applied Machine Learning | Personal Efficiency Skills of IT-specialist |

190 rows × 5 columns

Pic. 1 Dataframe for pandas

Methodology

Once the data was collected, I proceeded with the application of Basket Market Analysis (MBA) to explore the relationships between academic tracks and elective choices. MBA involves identifying frequent itemsets and association rules to uncover patterns within the data.

To conduct the analysis, we transformed the survey data into transactional data, where each respondent's elective choices were treated as a transaction. The elective courses selected by each student formed the items in the transaction.

We then applied the Apriori algorithm, a widely-used association rule mining technique, to the transactional data. This algorithm allowed us to extract association rules that show the likelihood of certain electives being chosen together based on academic tracks.

Methodology

Throughout the experiment, we strictly adhered to ethical guidelines to protect the privacy and rights of the participants. The data was anonymized and aggregated, ensuring that individual identities remained confidential.

Any personal data collected during the survey was handled with utmost confidentiality and solely for research purposes.

For every track we can see what elective they will likely chose which will help us understand do they chose their elective based on it's content which is suitable for their track or just choose a random one.

Let's take a look at Pic. 2.

From here we can see that students from that student mostly choose Fronted and programming languages, but don't choose something regarding to math, devops or Al.

| | antecedents | consequents | confidence |
|----|-------------|--|------------|
| 70 | (Track_SD) | (Tech22_Front-end Web Development) | 0.316456 |
| 86 | (Track_SD) | (Tech23_Programming in Python) | 0.291139 |
| 72 | (Track_SD) | (Tech22_Functional Programming in Haskell) | 0.227848 |
| 66 | (Track_SD) | (Tech22_Computer Graphics in Game Development) | 0.202532 |
| 76 | (Track_SD) | (Tech23_Architecture of high-load systems) | 0.139241 |
| 68 | (Track_SD) | (Tech22_Cross-platform Mobile Development with | 0.126582 |
| 88 | (Track_SD) | (Tech23_System Programming) | 0.113924 |
| 82 | (Track_SD) | (Tech23_Front-end Web Development) | 0.101266 |
| 90 | (Track_SD) | (Tech23_iOS Development with Swift) | 0.088608 |
| 84 | (Track_SD) | (Tech23_Introduction to DevOps) | 0.075949 |
| 78 | (Track_SD) | (Tech23_Challenges of Object Oriented Programm | 0.063291 |

Pic. 2 Recommendation for SD on Tech courses

On the other hand, we can look at the Pic. 3. We can see that CS students choose something related to Linux and security.

Which means students choose their tech electives depending on their track

| | antecedents | consequents | confidence |
|----|-------------|---|------------|
| 21 | (Track_CS) | (Tech22_Functional Programming in Haskell) | 0.346154 |
| 33 | (Track_CS) | (Tech23_Introduction to DevOps) | 0.269231 |
| 29 | (Track_CS) | (Tech23_Blockchain: Distributed Ledger Develop | 0.192308 |
| 19 | (Track_CS) | $({\sf Tech22_Cross-platform\ Mobile\ Development\ with}$ | 0.192308 |
| 35 | (Track_CS) | (Tech23_System Programming) | 0.192308 |
| 25 | (Track_CS) | $({\sf Tech22_Lambda-Calculus}, {\sf Algebra}, {\sf Machinery} \ an$ | 0.115385 |
| 31 | (Track_CS) | (Tech23_Front-end Web Development) | 0.115385 |
| 27 | (Track_CS) | (Tech23_Architecture of high-load systems) | 0.115385 |
| 23 | (Track_CS) | (Tech22_Introduction to Robotics Operating Sys | 0.076923 |

Pic. 3 Recommendation for CS on Tech courses

In humanitarian electives we can see some connection, but it is hard to say was it depending on track or just to find an easy elective.

| | antecedents | consequents | confidence |
|-----|-------------|---|------------|
| 90 | (Track_SD) | (Hum22_Introduction to Career Development for | 0.202532 |
| 96 | (Track_SD) | (Hum23_Basics of Product Management) | 0.189873 |
| 84 | (Track_SD) | (Hum22_Career and leadership) | 0.164557 |
| 93 | (Track_SD) | (Hum22_Psychology of IT-specialist) | 0.151899 |
| 98 | (Track_SD) | (Hum23_Design thinking) | 0.126582 |
| 82 | (Track_SD) | (Hum22_Applied Economics: Introduction to IT E | 0.126582 |
| 102 | (Track_SD) | (Hum23_Introduction to Public Speaking for IT | 0.126582 |
| 108 | (Track_SD) | (Hum23_Startup CEO Toolkit) | 0.113924 |
| 106 | (Track_SD) | (Hum23_Social Entrepreneurship) | 0.113924 |
| 104 | (Track_SD) | (Hum23_Personal Efficiency Skills of IT-specia | 0.101266 |
| 86 | (Track_SD) | (Hum22_Design Fiction) | 0.101266 |
| 88 | (Track_SD) | (Hum22_Developing Entrepreneurial Skills for a | 0.088608 |
| 100 | (Track_SD) | (Hum23_Introduction to Career Development for \dots | 0.075949 |
| 94 | (Track_SD) | (Hum22_Tech Startup Design) | 0.075949 |

| _ | | |
|-------------|--|---|
| antecedents | consequents | confidence |
| (Track_DS) | (Hum23_Psychology of IT-specialist) | 0.265306 |
| (Track_DS) | (Hum22_Applied Economics: Introduction to IT E | 0.183673 |
| (Track_DS) | (Hum22_Design Fiction) | 0.183673 |
| (Track_DS) | (Hum22_Personal Efficiency Skills of IT-specia | 0.183673 |
| (Track_DS) | (Hum22_Introduction to Career Development for | 0.163265 |
| (Track_DS) | (Hum23_Introduction to Career Development for \dots | 0.163265 |
| (Track_DS) | (Hum22_Developing Entrepreneurial Skills for a | 0.102041 |
| (Track_DS) | (Hum23_Introduction to Public Speaking for IT | 0.102041 |
| (Track_DS) | (Hum23_How to build an IT team) | 0.102041 |
| (Track_DS) | (Hum23_Design thinking) | 0.102041 |
| (Track_DS) | (Hum22_Psychology of IT-specialist) | 0.102041 |
| (Track_DS) | (Hum23_Social Entrepreneurship) | 0.081633 |
| (Track_DS) | (Hum23_Personal Efficiency Skills of IT-specia | 0.081633 |
| | (Track_DS) | (Track_DS) (Hum23_Psychology of IT-specialist) (Track_DS) (Hum22_Applied Economics: Introduction to IT E (Track_DS) (Hum22_Design Fiction) (Track_DS) (Hum22_Personal Efficiency Skills of IT-specia (Track_DS) (Hum22_Introduction to Career Development for (Track_DS) (Hum23_Introduction to Career Development for (Track_DS) (Hum23_Developing Entrepreneurial Skills for a (Track_DS) (Hum23_Introduction to Public Speaking for IT (Track_DS) (Hum23_How to build an IT team) (Track_DS) (Hum23_Design thinking) (Track_DS) (Hum23_Design thinking) (Track_DS) (Hum23_Social Entrepreneurship) |

Pic. 4 Recommendation for SD on Hum courses

Pic. 4 Recommendation for DS on Hum courses

Result of the internship

At the result I wanted to give a suggestion for elective courses distribution, but from the experiment I saw that everything is mostly fine, and we can consider a plus point for those who are making this distributions.

Also I will leave my code, which is scalable and can be reused if there will be better data.