

Assignment 07

Analysis of Covariance in Multiple Regression

The file *beauty.csv* contains data collected from student evaluations of instructors' beauty and teaching quality for several courses at the University of Texas. The teaching evaluations were conducted at the end of the semester, and the beauty judgments were made later, by six students who had not attended the classes and were not aware of the course evaluations. The variables are:

- **prof**: Professor ID number
- **avgeval**: Average course rating
- **btystdave**: Measure of the professor's beauty composed of the average score on six standardized beauty ratings
- **tenured**: 0 = non-tenured; 1 = tenured
- **nonenglish**: 0 = native English speaker; 1 = non-native English speaker
- **age**: Professor's age (in years)
- **female**: 0 = male; 1 = female
- **students**: Number of students enrolled in the course
- **percentevaluating**: Percentage of enrolled students who completed an evaluation

These source of these data is Hamermesh, D. S. & Parker, A. M. (2005). Beauty in the classroom: Instructors' pulchritude and putative pedagogical productivity. *Economics of Education Review*, 24, 369–376. The data were made available by Gelman, A., & Hill, J. (2007). *Data analysis using regression and multilevel/hierarchical models*. New York: Cambridge University Press. Use these data to answer each of the following questions. Each question is worth one point unless otherwise noted. The entire assignment is worth 15 points.

Unadjusted Group Differences Model: ANOVA

Use the `lm()` function to fit a regression model with **avgeval** as the outcome and **nonenglish** as the predictor. Use the `summary()` function to examine the output.

1. Write the fitted regression equation based on the `summary()` output. Write the regression equation using Equation Editor (or some other program that correctly types mathematical expressions). Be sure the equation is labeled and numbered according to the APA format.
2. Interpret the intercept parameter estimate.
3. Interpret the slope parameter estimate.
4. In terms of means (not betas), what is the null hypothesis associated with the *t*-test of the slope? Be specific.
5. Based on the *t*-test of the slope, what do you conclude for the two-group comparison?
6. Use the fitted regression equation to estimate the mean course rating for native and non-native English speakers. (Show your work) **(2pts.)**

Adjusted Group Differences Model: ANCOVA

Now, suppose you want to examine differences between native and non-native English speakers, but this time you want to control for differences in beauty (`btystdave`) and the percentage of students who completed a course evaluation (`percentevaluating`). Fit this model using `lm()` and use the `summary()` function to examine the output.

7. Write the fitted regression equation based on the `summary()` output. Write the regression equation using Equation Editor (or some other program that correctly types mathematical expressions). Be sure the equation is labeled and numbered according to the APA format.
8. Interpret the estimated regression coefficient for `nonenglish` in terms of the mean difference between the groups.
9. Compare the `nonenglish` coefficient and standard error in the adjusted model to those from the unadjusted model. How do they compare?
10. Write the fitted regression equation for native English speakers using Equation Editor (or some other program that correctly types mathematical expressions). Be sure the equation is labeled and numbered according to the APA format.
11. Write the fitted regression equation for non-native English speakers using Equation Editor (or some other program that correctly types mathematical expressions). Be sure the equation is labeled and numbered according to the APA format.
12. Compute the adjusted mean course rating for native and non-native English speakers (based on professors having an average beauty and an average percentage of students who complete course evaluations). (Show your work) **(2pts.)**
13. Using the `ggplot()` function, create a plot of the fitted model showing the relationship between the percentage of students evaluating the course and average course rating, controlling for the beauty of the instructor. Be sure this plot includes the fitted lines for both native and non-native English speakers. Be sure to differentiate the lines, using different line styles (not color—unless you plan to print in color). Include the plot (with appropriate caption, numbering, etc.) in your word-processed document.