Final Project Report:  
For Use in CS6460, CS6750, and CS7637

Winston Tan, Ryan Graddy  
wtan87@gatech.edu

***Abstract—***Welcome to Joyner Document Format (JDF) v2.2! JDF is primarily intended to standardize page lengths while ensuring readability. Note that you are required to use JDF for all written assignments, but we will not perform explicit formatting checks. So, while improper formatting may be subject to penalties, you should not worry too much about whether your submission conforms to every minute detail; the most important elements are margins, font, font sizes, and line spacing. Just make a copy of one of the provided templates and replace its contents with your own, using the built-in paragraph styles.[[1]](#footnote-2) If you do so, you do not need to verify that the style was followed.

# Dataset selection

## Dataset

After looking through many datasets in UCI’s machine learning repository, we both decided to work with the “National Poll on Healthy Aging (NPHA). The link to the dataset is as follows:

* <https://archive.ics.uci.edu/dataset/936/national+poll+on+healthy+aging+(npha)>

## Dataset Domain

This dataset’s domain would be in Public Accommodation (healthcare access).

## Number of Observations

This dataset has 714 observations, which satisfies the project requirements of at least 500 observations.

## Number of Variables

There are 15 variables within the dataset: Number of Doctors Visited, Age, Physical Health, Mental Health, Dental Health, Employment, Stress Keeps Patient from Sleeping, Medication Keeps Patient from Sleeping, Pain Keeps Patient from Sleeping, Bathroom Needs Keeps Patient from Sleeping, Uknown Keeps Patient from Sleeping, Trouble Sleeping, Prescription Sleep Medication, Race, Gender

## Dependent/Outcome Variables

There are three dependent variables which are “Number of Doctors Visited,” “Prescription Sleep Medication,” and “Trouble Sleeping.”

## Protected Class Variables

Of the 15 variables in the dataset, there are three legally recognized protected classes:

* Age
* Race
* Gender

## Legal Precedence/Law for Protected Classes

* Age: Age Discrimination in Employment Act of 1967
* Race: Civil Rights Act of 1964, 1991
* Gender (Sex): Civil Rights Act of 1964, 1991

# Exploring the dataset

## Protected Classes and Subgroups (Gender, Race, Age)

|  |  |
| --- | --- |
| **Gender** | **Count** |
| 1 (Male) | 321 |
| 2 (Female) | 393 |

|  |  |
| --- | --- |
| **Race** | **Count** |
| 1 (White, non-Hispanic) | 578 |
| 2 (Black, non-Hispanic) | 52 |
| 3 (Other, non-Hispanic) | 20 |
| 4 (Hispanic) | 44 |
| 5 (2+ Races, Non-Hispanic) | 20 |

|  |  |
| --- | --- |
| **Age** | **Count** |
| 1 (50-64) | 0 |
| 2 (65-80) | 714 |

## Discretize Subgroups

There is only one age group within the dataset, so it’s already discretized.

## Protected Class Selection

For this project, we have decided to focus on race and gender for the rest of the analysis. Even though age is a protected class, all the observations for it are within the same age group so we feel it’s best to no include it.

## Protected Classes Vs Dependent Variables (Tables)

### Gender vs Number of Doctors Visited

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Number of Doctors Visted | 1 | 2 | 3 |
| Gender |  |  |  |  |
| 1 (male) |  | 56 | 173 | 92 |
| 2 (female) |  | 75 | 199 | 119 |

### Gender vs Prescription Sleep Medication

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Prescription Sleep Medication | -1 (refused) | 1 (use regularly) | 2 (use occasionally) | 3 (do not use) |
| Gender |  |  |  |  |
| 1 (male) | 0 | 21 | 15 | 285 |
| 2 (female) | 3 | 17 | 19 | 354 |

### Race vs Number of Doctors Visited

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Number of Doctors Visted | 1 | 2 | 3 |
| Gender |  |  |  |  |
| 1 (White, non-Hispanic) |  | 103 | 296 | 179 |
| 2 (Black, non-Hispanic) |  | 8 | 32 | 12 |
| 3 (Other, non-Hispanic) |  | 7 | 6 | 7 |
| 4 (Hispanic) |  | 13 | 24 | 7 |
| 5 (2+ Races, Non-Hispanic) |  | 0 | 14 | 6 |

### Race vs Prescription Sleep Medication

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Prescription Sleep Medication | -1 (refused) | 1 (use regularly) | 2 (use occasionally) | 3 (do not use) |
| Gender |  |  |  |  |
| 1 (White, non-Hispanic) | 2 | 31 | 31 | 514 |
| 2 (Black, non-Hispanic) | 1 | 3 | 0 | 48 |
| 3 (Other, non-Hispanic) | 0 | 1 | 0 | 19 |
| 4 (Hispanic) | 0 | 2 | 2 | 40 |
| 5 (2+ Races, Non-Hispanic) | 0 | 1 | 1 | 18 |

## Protected Class vs Dependent Variables (Bar Graphs)

A graph of a number of doctors visited by a number of doctors

AI-generated content may be incorrect.

A graph showing a number of patients

AI-generated content may be incorrect.

A graph of a sleep medication

AI-generated content may be incorrect.A graph of a number of doctors visited by race

AI-generated content may be incorrect.

# Procedural elements

## In-line citations

Articles or sources to which you refer should be cited in-line with the authors’ names and the year of publication.[[2]](#footnote-3) The citation should be placed close in the text to the actual claim, not merely at the end of the paragraph. For example: students in the OMSCS program are older and more likely to be employed than students in the on-campus program (Joyner, 2017). In the event of multiple authors, list them. For example: research finds sentiment analysis of the text of OMSCS reviews corresponds to student-assigned ratings of the course (Newman *&* Joyner, 2018). You may also cite multiple studies together. For example: several studies have found students in the online version of an undergraduate CS1 class performed equally with students in a traditional version (Joyner, 2018a; Joyner, 2018b). If you would like to refer to an author in text, you may also do so by including the year (in parentheses) after the author’s name in the text. If a publication has more than 4 authors, you may list the first author followed by ‘et al.’ For example: Joyner et al. (2016) claim that a round of peer review prior to grading may improve graders’ efficiency and the quality of feedback given. This applies to parenthetical citations as well, e.g. (Joyner et al., 2016).

## Reference lists

References should be placed at the end of the paper in a dedicated section. Reference lists should be numbered and organized alphabetically by first author’s last name. If multiple papers have the same author(s) and year, you may append a letter to the end of the year to allow differentiated in-line text (e.g. Joyner, 2018a and Joyner, 2018b in the section above). If multiple papers have the same author(s), list them in chronological order starting with the older paper. Only works that are cited in-line should be included in the reference list. The reference list does not count against the length requirements.

# References

1. Joyner, D. A., Ashby, W., Irish, L., Lam, Y., Langston, J., Lupiani, I., Lustig, M., Pettoruto, P., Sheahen, D., Smiley, A., Bruckman, A., & Goel, A. (2016). Graders as Meta-Reviewers: Simultaneously Scaling and Improving Expert Evaluation for Large Online Classrooms. In *Proceedings of the Third Annual ACM Conference on Learning at Scale*. Edinburgh, Scotland.
2. Joyner, D. A. (2017). Scaling Expert Feedback: Two Case Studies. In *Proceedings of the Fourth Annual ACM Conference on Learning at Scale*. Cambridge, Massachusetts.
3. Joyner, D. A. (2018a). Intelligent Evaluation and Feedback in Support of a Credit-Bearing MOOC. In *Proceedings of the 19th International Conference on Artificial Intelligence in Education*. London, United Kingdom. Springer.
4. Joyner, D. A. (2018b). Toward CS1 at Scale: Building and Testing a MOOC-for-Credit Candidate. In *Proceedings of the Fifth Annual ACM Conference on Learning at Scale*. London, United Kingdom. ACM Press.
5. Newman, H. & Joyner, D. A. (2018). Sentiment Analysis of Student Evaluations of Teaching. In *Proceedings of the 19th International Conference on Artificial Intelligence in Education*. London, United Kingdom. Springer.

# Appendices

You may optionally move certain information to appendices at the end of your paper, after the reference list. If you have multiple appendices, you should create a section with a *Heading 1* of “Appendices.” Each appendix should begin with a descriptive *Heading 2;* appendices can thus be referenced in the body text using their heading number and description, e.g. “Appendix 5.1: Survey responses.” If you have only one appendix, you can label it with the word “Appendix” followed by a descriptive title, e.g., “Appendix: Survey responses.”

These appendices do not count against the page limit, but they should not contain any information *required* to answer the question in full. The body text should be sufficient to answer the question, and the appendices should be included only for you to reference or to give additional context. If you decide to move content to an appendix, be sure to summarize the content and note it in relevant place in the body text, e.g., “The raw data can be viewed in *Appendix 5.1: Survey responses.*”

1. [↑](#footnote-ref-2)
2. In-line citations are preferred over footnotes, and we favor APA citation format for both in-line citations and reference lists. Refer to the [Purdue Online Writing Lab](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/in_text_citations_the_basics.html), or follow the above examples. You should use the *Footnote* paragraph style, with 8.5 point text and 14 point line spacing. [↑](#footnote-ref-3)