

PubH 6420
Introduction to SAS Programming
Fall 2015

Credits: 1
Meeting Days: Monday
Meeting Time: 11:15 – 12:05
Meeting Place: Moos Health Sci Tower 2-520
Instructor: Greg Grandits
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Office Hours: TBN

I. Course Description

This class is an introduction to the use of the SAS programming language for analysis of biomedical data. After an introduction to the SAS environment on a PC, SAS will be used to write programs for reading and processing data, and for descriptive and basic statistical analysis.

II. Course Prerequisites

None.

III. Course Goals and Objectives

By the end of the course, students will be able to write SAS programs for data management, presentation, and analysis.

- Run SAS programs in a PC environment
- Read raw data files in various formats and create SAS data sets
- Create new variables in the data step
- Use SAS procedures to describe data numerically and graphically
- Annotate SAS output with informative titles, labels, and formats
- Work with SAS data sets: sort, subset, merge, and re-format

- Use SAS procedures for basic statistical inference: Chi-square tests, T-Tests, ANOVA, Regression
- Export SAS data and output to other computers and software

IV. Methods of Instruction and Work Expectations

Class will consist of once per week lectures, covering SAS programs contained in the class notes. Computer assignments will be done by running SAS on a personal computer or computers on campus. A monitored computer lab will be available during select times in Mayo C381.

V. Course Text and Readings

Textbook: The Little SAS Book, 5th edition by Delwiche and Slaughter

Supplemental Textbook: Applied Statistics and the SAS Programming Language, 5th edition by Cody and Smith.

VI. Course Outline/Weekly Schedule

Week 1 **Introduction to SAS (Practice assignment – not graded)**

(Sep 14)

- structure of data, types of data
- introduction to data step and procedures
- rules for SAS statements
- SAS environment on PC
- running a SAS program, log and output windows

Reading: LSB: Chapter 1

Week 2 **Reading data into SAS (Assignment 1 given)**

(Sep 21)

- list input, comma and tab delimited data, data from Excel
- column input, pointer and informats
- reading data from external file
- PROC IMPORT
- PROC CONTENTS and PROC PRINT

LSB: Chapter 2:1,3-8,12,14-17

Programs: 1-2

Week 3 **Describing data (Part 1) (Assignment 1 due, Assignment 2 given)**

(Sep 28)

- PROC PRINT, MEANS, UNIVARIATE, SGPLOT
- summary statistics and graphical displays for numeric data
- controlling the output generated using ODS

LSB: 4:1-3,5,10; 5:1-2,4; 8:1-9;9:1-3

Program 3

Week 4 **Describing data (Part 2)**

(Oct 5)

- PROC FREQ, SGPLOT, CORR, REG
 - summary statistics and graphical displays for categorical data
 - crosstabulations
 - correlation, simple regression
 - using ODS graphics
 - SAS options and comments
- Reading: LSB: 4:12; 9:8-11**
Program 4

Week 5
(Oct 12)

Creating Variables in the Data Step (Assignment 2 due, Assignment 3 given)

- direct assignments
- if, then, else statements
- SAS functions
- handling missing data

Reading: LSB: 3:1-6,11-12
Programs 5-6

Week 6
(Oct 19)

Formatting Output/ Working With Dates

- PROC FORMAT, titles, labels, FORMAT statement
- Working with dates

Reading: LSB: 3:8-9; 4:1,6-8
Programs 7-9

Week 7
(Oct 26)

Working with SAS Data-sets (Assignment 3 due, Assignment 4 given)

- Sub-setting and merging datasets
- SET and MERGE statements
- KEEP option and KEEP statement
- WHERE statement
- Creating and using a permanent SAS dataset
- LIBNAME statement

Reading: LSB: 2:18-21; 3:7; 6:1,4,9,11-13
Programs 10-13

Week 8
(Nov 2)

In-class exam

Week 9
(Nov 9) **Creating SAS data-sets from procedures (Assignment 4 due, Assignment 5 given)**

- use of OUTPUT statements on procedures
- ODS output statement
- using PROC RANK to compute ranks for variables

Reading: LSB: 4:11; 5:3
Programs 14-15

Week 10
(Nov 16) **Restructuring SAS data-sets**

- creating multiple observation per patient dataset from 1-observation per patient dataset
- creating 1-observation per patient dataset from multiple observation per patient dataset
- OUTPUT statement
- computing frequency distributions for multiple responses

(Reading: LSB: 3:10;6:10,14-15 Programs 16-18)

Week 11
(Nov 23) **Statistical Testing/Modeling (Part 1) (Assignment 5 due, Assignment 6 given)**

- chi-square, T-Tests, ANOVA, Non-parametric tests
- reading in frequency counts as raw data
- PROC FREQ, TTEST, ANOVA, GLM, NPAR1WAY

Reading: LSB: 9:4-7,12-13
Programs 19-20

Week 12
(Nov 30) **Statistical Testing/Modeling (Part 2)**

- modeling binary data, logistic regression
- modeling continuous data, linear regression
- life table graphs
- PROC LOGIST, PROC REG, PROC LIFETEST

(Reading: LSB: 9:10-11 Program 21-22)

Week 13
(Dec 7) **Special Topics (Assignment 6 due, Take home exam given)**

- Introduction to PROC TABULATE
- Introduction to macros and macro variables

- Exporting data

(Reading: LSB: 4:13-17; 7:1-8; 10:1-6 (Programs 23-25))

Week 14
(Dec 15)

Special Topics TBD (Take home exam due)

VII. Evaluation and Grading

Total points will be assigned based on 2 exams and 6 assignments:

Exam 1 (in class): 20%

Exam 2 (take home): 20%

Assignments: 60% (best 5 of 6 @ 12% each)

Grades will be assigned as follows:

88-100%: A

75-87%: B

65-74%: C

< 65%: No credit

Assignments are due on Monday at time of class. Assignments will be accepted after class and through Wednesday of that at 2/3 credit. No assignments will be accepted after Wednesday.

Grading options are A-F or S-N. At least 65% score is needed to receive a grade of S. All exams are open book and open notes.

A 4.000 - Represents achievement that is outstanding relative to the level necessary to meet course requirements

A- 3.667

B+ 3.333

B 3.000 - Represents achievement that is significantly above the level necessary to meet course requirements

B- 2.667

C+ 2.333

C 2.000 - Represents achievement that meets the course requirements in every respect

C- 1.667

D+ 1.333

D 1.000 - Represents achievement that is worthy of credit even though it fails to meet fully the course requirements

S Represents achievement that is satisfactory, which is equivalent to a C- or better.

For additional information, please refer to:

<http://policy.umn.edu/Policies/Education/Education/GRADINGTRANSCRIPTS.html>.

Course Evaluation

The SPH will collect student course evaluations electronically using a software system called CourseEval: www.sph.umn.edu/courseeval. The system will send email notifications to students when they can access and complete their course evaluations. Students who complete their course evaluations promptly will be able to access their final grades just as soon as the faculty member renders the grade in SPHGrades: www.sph.umn.edu/grades. All students will have access to their final grades through OneStop two weeks after the last day of the semester regardless of whether they completed their course evaluation or not. Student feedback on course content and faculty teaching skills are an important means for improving our work. Please take the time to complete a course evaluation for each of the courses for which you are registered.

Incomplete Contracts

A grade of incomplete "I" shall be assigned at the discretion of the instructor when, due to extraordinary circumstances (e.g., documented illness or hospitalization, death in family, etc.), the student was prevented from completing the work of the course on time. The assignment of an "I" requires that a contract be initiated and completed by the student before the last official day of class, and signed by both the student and instructor. If an incomplete is deemed appropriate by the instructor, the student in consultation with the instructor, will specify the time and manner in which the student will complete course requirements. Extension for completion of the work will not exceed one year (or earlier if designated by the student's college). For more information and to initiate an incomplete contract, students should go to SPHGrades at: www.sph.umn.edu/grades.

University of Minnesota Uniform Grading and Transcript Policy - A link to the policy can be found at onestop.umn.edu.

VIII. Other Course Information and Policies

Grade Option Change (if applicable)

For full-semester courses, students may change their grade option, if applicable, through the second week of the semester. Grade option change deadlines for other terms (i.e. summer and half-semester courses) can be found at onestop.umn.edu.

Course Withdrawal

Students should refer to the Refund and Drop/Add Deadlines for the particular term at onestop.umn.edu for information and deadlines for withdrawing from a course. As a courtesy, students should notify their instructor and, if applicable, advisor of their intent to withdraw.

Students wishing to withdraw from a course after the noted final deadline for a particular term must contact the School of Public Health Office of Admissions and Student Resources at sph-ssc@umn.edu for further information.

Student Conduct Code

The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.

As a student at the University you are expected adhere to Board of Regents Policy: *Student Conduct Code*. To review the Student Conduct Code, please see: http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf.

Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities."

Use of Personal Electronic Devices in the Classroom

Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes

the right of each faculty member to determine if and how personal electronic devices are allowed to be used in the classroom. For complete information, please reference:

<http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html>.

Scholastic Dishonesty

You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. (Student Conduct Code:

http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf) If it is determined that a student has cheated, he or she may be given an "F" or an "N" for the course, and may face additional sanctions from the University. For additional information, please see:

<http://policy.umn.edu/Policies/Education/Education/INSTRUCTORRESP.html>.

The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: <http://www1.umn.edu/oscai/integrity/student/index.html>. If you have additional questions, please clarify with your instructor for the course. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class-e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.

Makeup Work for Legitimate Absences

Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local, state, or national elections. For complete information, please see:

<http://policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html>.

Appropriate Student Use of Class Notes and Course Materials

Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please see: <http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html>.

Sexual Harassment

"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult Board of Regents Policy:

<http://regents.umn.edu/sites/default/files/policies/SexHarassment.pdf>

Equity, Diversity, Equal Opportunity, and Affirmative Action

The University will provide equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy: http://regents.umn.edu/sites/default/files/policies/Equity_Diversity_EO_AA.pdf.

Disability Accommodations

The University of Minnesota is committed to providing equitable access to learning opportunities for all students. Disability Services (DS) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.

If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact DS at 612-626-1333 to arrange a confidential discussion regarding equitable access and reasonable accommodations.

If you are registered with DS and have a current letter requesting reasonable accommodations, please contact your instructor as early in the semester as possible to discuss how the accommodations will be applied in the course.

For more information, please see the DS website, <https://diversity.umn.edu/disability/>.

Mental Health and Stress Management

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website: <http://www.mentalhealth.umn.edu>.

The Office of Student Affairs at the University of Minnesota

The Office for Student Affairs provides services, programs, and facilities that advance student success, inspire students to make life-long positive contributions to society, promote an inclusive environment, and enrich the University of Minnesota community.

Units within the Office for Student Affairs include, the Aurora Center for Advocacy & Education, Boynton Health Service, Central Career Initiatives (CCE, CDes, CFANS), Leadership Education and Development –Undergraduate Programs (LEAD-UP), the Office for Fraternity and Sorority Life, the Office for Student Conduct and Academic Integrity, the Office for Student Engagement, the Parent Program, Recreational Sports, Student and Community Relations, the Student Conflict Resolution Center, the Student Parent HELP Center, Student Unions & Activities, University Counseling & Consulting Services, and University Student Legal Service.

For more information, please see the Office of Student Affairs at <http://www.osa.umn.edu/index.html>.

Academic Freedom and Responsibility: for courses that do not involve students in research

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.*

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.

OR:

Academic Freedom and Responsibility, for courses that involve students in research

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom and conduct relevant research. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.* When conducting research, pertinent institutional approvals must be obtained and the research must be consistent with University policies.

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.

* Language adapted from the American Association of University Professors "Joint Statement on Rights and Freedoms of Students".