

Name \_\_\_\_\_

Date \_\_\_\_\_

## LAB 1G: What's the FREQ? *Response Sheet*

Directions: Record your responses to the lab questions in the spaces provided.

**Clean it up!**

**How do we summarize categorical variables?**

### Frequency tables?

- Fill in the blanks below to answer the following: **How many more *females* than *males* are there in our ATU data?**

### 2-way Frequency Tables

- Does one gender seem to have a higher occurrence of physical challenges than the other? If so, which one and explain your reasoning?
- Use a line of code, that's similar to how we facet plots, to obtain a tally of the number of people with physical challenges and their genders.

### Interpreting 2-way frequency tables

- Does one gender seem to have a higher occurrence of physical challenges than the other? If so, which one and explain your reasoning?
- Did you answer change from before? Why?

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## LAB 1G: What's the FREQ?

### *Response Sheet*

#### Conditional Relative Frequencies

- Add the option format = "percent" to the first tally function. How were the percents calculated? Interpret what they mean.

#### On your own

- Describe what happens if you create a 2-way frequency table with a numerical variable and a categorical variable.
- How are they types of statistical questions that 2-way frequency tables can answer different than 1-way frequency tables?
- Which gender has a higher rate of *part time employment*?