



THE UNIVERSITY OF TEXAS AT AUSTIN
McCOMBS SCHOOL OF BUSINESS

Multiple regression 2

Lecture 8

STA 371G

The colleges data set

Today's data set is a sample of 1302 colleges with various factors about the colleges, including SAT scores, student/faculty ratios, tuition rates, acceptance rates, etc.

Multiple regression assumptions

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1. The errors are independent.
2. Y is a linear function of the X 's (except for the errors).
3. The errors are normally distributed.
4. The variance of Y is the same for any value of X ("homoscedasticity").

Assumption 1: Independence of errors

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Since each college is completely separate, there is no reason to think the errors are not independent.

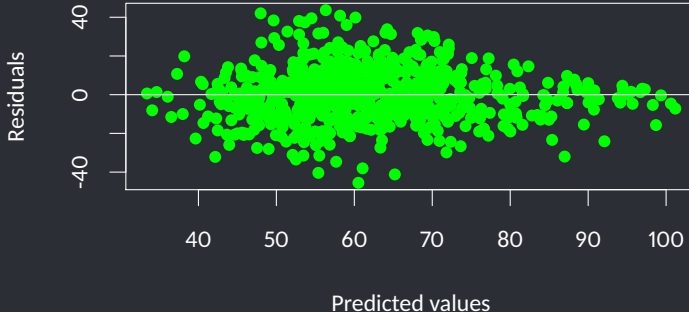
Multiple regression assumptions

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Assumption 2: Linearity

Look at the residual plot:

```
> plot(predict(model), residuals(model), col="green",  
+       xlab="Predicted values", ylab="Residuals", pch=16)  
> abline(h=0)
```

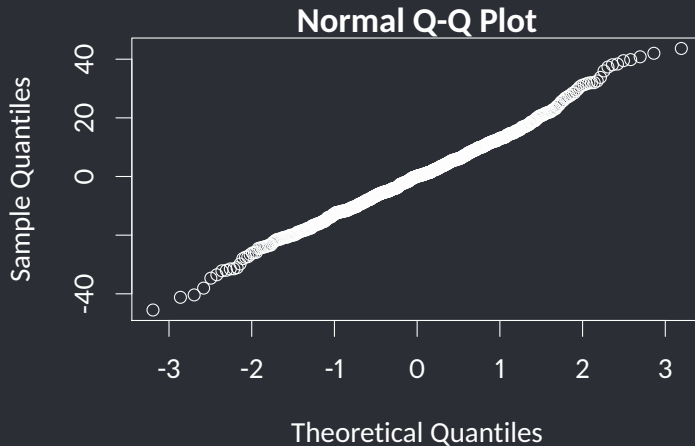


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Assumption 3: Normality of residuals

```
> qqnorm(residuals(model))
```



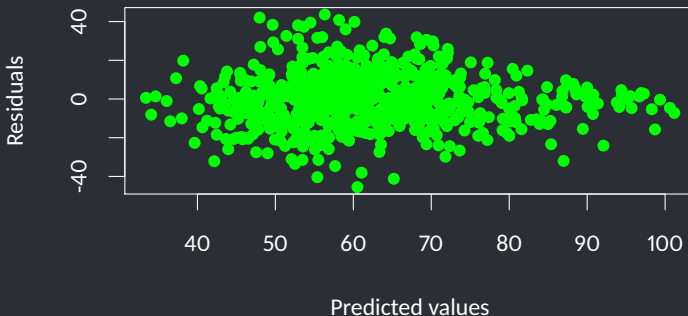
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Assumption 4: Homoscedasticity

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Since one of the assumptions is not completely satisfied, we'll proceed with caution—i.e., take the p -values and confidence intervals with a grain of salt. (We could try and fix the problem with a transformation, but let's just live with it for now.)

The overall null hypothesis for a regression model

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- $\beta_1 = \beta_2 = \dots = \beta_k = 0$ (i.e., all coefficients are 0 except the intercept)
- The model has no predictive power
- Predictions from this model are no better than predicting \bar{Y} for every case

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In this model, the overall p -value is very small, so we reject the overall null hypothesis and conclude that yes, this model does have some predictive power.

Statistical vs practical significance

- As in simple regression, once we determine that there is statistical significance, we want to then assess whether there is also practical significance.
- For the test of the overall null hypothesis, we look to the value of R^2 in the sample to assess practical significance.

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- The regression output calculates the p -value for us for testing the null hypotheses $\beta_i = 0$.
- If we reject this null hypothesis for a coefficient, we say that X_i is a (statistically) significant predictor of Y in the model.

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1. Interpret it as if it were zero.
2. Remove it from the model, as it does not contribute to predicting Y above and beyond the other predictors.

Residual standard error

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- Like with simple regression, the **residual standard error** s_e is approximately equal to the standard deviation of the residuals.
- Since one of the assumptions of regression is that the residuals are approximately normal, we can conclude that approximately 95% of the residuals will be less than $\pm 2s_e$.

Confidence intervals for coefficients

Confidence intervals for the individual coefficients are found the same way as in simple regression, and interpreted the same way:

```
> confint(model)
```

	2.5 %	97.5 %
(Intercept)	-16.905960009	0.25666876
Average.combined.SAT	0.051525739	0.07071843
In.state.tuition	0.001030476	0.00146680

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A 95% CI for the graduation rate at the University of California, Merced, which is not in the data set and has an average SAT score of 1100 and in-state tuition of \$11,502:

```
> predict(model, list(Average.combined.SAT=1100,  
+                     In.state.tuition=11502),  
+                     interval="prediction")
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	fit	lwr	upr
1	73.27148	46.24296	100.3

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Our best guess for UC Merced is 73.27%, with a 95% CI of (46.24%, 100.3%). (It turns out that the actual graduation rate at UC Merced is 64%.)

Confidence intervals for predictions

A 95% CI for average graduation rate among all colleges with an average SAT score of 1100 and in-state tuition of \$11,502:

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As with simple regression, our point estimate is the same, but the confidence interval is much narrower, because it's easier to estimate a mean than a prediction for a single new case.