### **Confidence Intervals**

- We can also get confidence intervals for the parameter estimates.
- These can be obtained either by profiling the likelihood function or by using the standard errors and assuming a normal distribution.
- Note that profiled Cls are not symmetric (although they are usually close to symmetric).
- ▶ If the 95% CI does not cross 0, the parameter estimate is statistically significant.

```
(ci <- confint(m))
# default method gives profiled CIs
Waiting for profiling to be done...
         2.5 % 97.5 %
pared 0.5282 1.5722
public -0.6522 0.5191
gpa 0.1076 1.1309
```

# CIs assuming normality

confint.default(m)

	2.5 %	97.5 %
pared	0.5268	1.569
public	-0.6426	0.525
gpa	0.1051	1.127

### **Confidence Intervals**

- The Cls for both pared and gpa do not include 0; but the Cl for public does.
- The estimates in the output are given in units of ordered logits, or ordered log odds.
- For pared, we would say that for a one unit increase in pared (i.e., going from 0 to 1), we expect a 1.05 increase in the expect value of apply on the log odds scale, given all of the other variables in the model are held constant.

### **Confidence Intervals**

► For gpa, we would say that for a one unit increase in gpa, we would expect a 0.62 increase in the expected value of apply in the log odds scale, given that all of the other variables in the model are held constant.

- The coefficients from the model can be somewhat difficult to interpret because they are scaled in terms of logs.
- Another way to interpret logistic regression models is to convert the coefficients into odds ratios.
- To get the Odds Ratios and confidence intervals, we just exponentiate the estimates and confidence intervals.

#### **Odds Ratios**

exp(coef(m))

- These coefficients are called proportional odds ratios and we would interpret these pretty much as we would odds ratios from a binary logistic regression.
- ► For pared, we would say that for a one unit increase in parental education, i.e., going from 0 (Low) to 1 (High), the odds of "very likely" applying versus "somewhat likely" or "unlikely" applying combined are 2.85 greater, given that all of the other variables in the model are held constant.

- ► Similarly, the odds "very likely" or "somewhat likely" applying versus "unlikely" applying is 2.85 times greater, given that all of the other variables in the model are held constant.
- ► For gpa (and other continuous variables), the interpretation is that when a student's gpa moves 1 unit, the odds of moving from "unlikely" applying to "somewhat likely" or "very likely" applying (or from the lower and middle categories to the high category) are multiplied by 1.85.