Quality Engineering - Class Notes (experimental)

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Preface

The purpose of this text is to accompany my Quality Engineering course at the Dept. of Industrial Engineering at the Ben-Gurion University of the Negev. It has several purposes:

- Help me organize and document the course material.

- Help students during class so that they may focus on listening and not writing.

- Help students after class, so that they may self-study.

At it's current state it is experimental. It can thus be expected to change from time to time, and include mistakes. I will thus be enormously grateful to whoever decides to share with me the mistakes found.

I also ask for the readers' forgiveness for my Wikipedia quoting style. It is highly unorthodox to cite Wikipedia as one would cite a peer reviewed publication. I do so, in this text, merely for technical convenience.

I hope the reader will find this text interesting and useful.

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Chapter 1

Introduction

Quality Engineering is the study and design of practices aimed improving the "quality" of production. Production is understood in a wide sense, and includes services as well. Quality is understood in many senses. Here are several definitions compiled verbatim from Montgomery (2007) and Wikipedia (2015d):

1. Montgomery: "Fitness to use".

2. Montgomery: "The reciprocal of variability" (stability?) .

3. American Society for Quality: A combination of quantitative and qualitative perspectives for which each person has his or her own definition; examples of which include, "Meeting the requirements and expectations in service or product that were committed to" and "Pursuit of optimal solutions contributing to confirmed successes, fulfilling accountabilities. In technical usage, quality can have two meanings: (a) The characteristics of a product or service that bear on its ability to satisfy stated or implied needs. (b) A product or service free of deficiencies."

4. Subir Chowdhury: "Quality combines people power and process power".

5. Philip B. Crosby: "Conformance to requirements."

6. W. Edwards Deming: "The efficient production of the quality that the market expects".

7. W. Edwards Deming: "Costs go down and productivity goes up as improvement of quality is accomplished by better management of design, engineering, testing and by improvement of processes."

8. Peter Drucker: "Quality in a product or service is not what the supplier puts in. It is what the customer gets out and is willing to pay for."

9. Victor A. Elias: "Quality is the ability of performance, in each Theme of Performance, to enact a strategy."

10. ISO 9000: "Degree to which a set of inherent characteristics fulfills requirements."

11. Joseph M. Juran: "Fitness for use.".

12. Noriaki Kano and others, present a two-dimensional model of quality: "must-be quality" and "attractive quality." The former is near to "fitness for use" and the latter is what the customer would love, but has not yet thought about. Supporters characterize this model more succinctly as: "Products and services that meet or exceed customers' expectations."

13. Robert Pirsig: "The result of care."

14. Six Sigma: "Number of defects per million opportunities."

15. Genichi Taguchi: "Uniformity around a target value."

16. Genichi Taguchi: "The loss a product imposes on society after it is shipped."

17. Gerald M. Weinberg: "Value to some person".

18. Jonathan D. Rosenblatt: "The efficient fulfilment of a promise".

Collecting ideas

1. Quality is not only about production.

2. Quality is the means, not the end.

3. Quality may deal with the **design** or with **conformance** to a given design.

Almost all of the above definitions, may apply to different characteristics, we call *dimensions of quality.* Following Wikipedia (2015b) :

Performance Performance refers to a product's primary operating characteristics. This dimension of quality involves measurable attributes; brands can usually be ranked objectively on individual aspects of performance.

Features Features are additional characteristics that enhance the appeal of the product or service to the user.

Reliability Reliability is the likelihood that a product will not fail within a specific time period. This is a key element for users who need the product to work without fail.

Conformance Conformance is the precision with which the product or service meets the specified standards.

Durability Durability measures the length of a product's life. When the product can be repaired, estimating durability is more complicated. The item will be used until it is no longer economical to operate it. This happens when the repair rate and the associated costs increase significantly.

Serviceability Serviceability is the speed with which the product can be put into service when it breaks down, as well as the competence and the behavior of the service person.

Aesthetics Aesthetics is the subjective dimension indicating the kind of response a user has to a product. It represents the individual's personal preference.

Perceived Quality Perceived Quality is the quality attributed to a good or service based on indirect measures.

1.1 Terminology and Concepts

1.1.1 Basic Terminology

Quality Characteristics A.k.a. *Critical to Quality Characteristics* (CTQs). May be physical, sensory, or temporal properties of a process/product. Obviously related to the dimensions of quality.

Quality Engineering "The set of operational, managerial, and engineering activities that a company uses to ensure that the quality characteristics of a product are at the nominal or required levels and that the variability around these desired levels is minimum." (Montgomery, 2007)

Variables Continuous measurements of some CTQ.

Attributes Discrete measurements of some CTQ.

Target Value The desired level of a particular CTQ. A.k.a. *nominal* value.

USL & LSL Largest and smallest allowable values of a CTQ.

Specifications The set of permissible values for all CTQs. Either a set of target values, or USL-LSL intervals.

Non-conformity A non conforming product is one that fails to meet the specification.

Defect A non-conformity that is serious enough to affect the use of the product.

1.1.2 Statistical Terminology

Exploratory Data Analysis (EDA) An assumption free quantitative inspection of data; "Story telling"; no inference.

Inference Data analysis with the intention of generalizing from a sample to a population.

Causal Inference Inference, with the intention of claiming causal relations between quantities under study.

Predictive Analytics Data analysis with the intention of making predictions with future data. Can be seen as inference, without aiming at causality.

Design of experiments (DOE) By far the best and most established way for causal inference. The *random assignment* of units to groups allows to interpret statistical correlations as causal.

Statistical Process Control (SPC) Data analysis with the intention of identifying anomalous behaviour with respect to history[1].

Computer Simulation Well, just what the name implies.

Control Chart A graphic visualization of one (or several) CTQs, along with specification limits.

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[1]Akin to *anomaly detection*, or *novelty detection*, in the machine learning literature.

(Un)Controllable Inputs Each process has inputs that affect the behaviour of the CTQ. Some are controllable, and some are not.

Factorial Design In the language of DOE, inputs are *factors*. A factorial design, is an experiment where factors are varied in order to study their effect on the CTQ.

Off/On-line process control SPC can be performed on or off line. On-line, a.k.a. *in-process control*, meaning control happens as the process evolves, and off-line meaning before it starts or after it has finished.

On-line quality control A.k.a. *in-process* procedure.

Engineering control A.k.a. *automatic control*, or *feedback control*. SPC that triggers an intervention that keeps the process in control

Outgoing/Ingoing Inspection Refers to the stage at which SPC is performed. As inputs come in (ingoing), or as outputs come out (outgoing).

1.2 Some History

Year	Event
1875	Frederick W. Taylor introduces "Scientific Management"
	Henry Ford refines the assembly line to refine productivity and quality.
	AT&T begins systematic inspections.
	W.S. Gosset publishes the t-test.
1900	AT&T Bell labs establish a quality department.
1907	B. P. Dudding at General Electric in England uses statistical methods to control the quality of electric lamps
	R.A. Fisher inaugurates *design of experiments*.
1920	W. A. Shewhart introduces the *control chart* concept in a Bell Laboratories technical memorandum.
1924	
1928	Acceptance sampling refined by H. F. Dodge and H. G. Romig at Bell Labs.
1933	British textile and woolen industry and German chemical industry begin use of designed experiments for product/process development.
	Deming is invited to Japan to help occupation forces in rebuilding Japanese industry.
1946	
1948	G. Taguchi begins study and application of experimental design.

Table 1.1: Adapted from (Montgomery, 2007, Table 1.1).

1951	A. V. Feigenbaum publishes the first edition of his book, Total Quality Control.
1954	G. E. P. Box and K. B. Wilson publish fundamental work on designed experiments; focus is on chemical industry. Applications of designed experiments in the chemical industry grow steadily after this.
1960	Joseph M. Juran is invited by the Japanese to lecture on quality management and improvement.
	Courses in statistical quality control become widespread in industrial engineering academic programs.
	ISO publishes the first quality systems standard.
	Motorola's six-sigma initiative begins.
	Motorola's six-sigma approach spreads to other industries.
1987	ISO 9000:2000 standard is issued. Emphasis on supply-chain management and supplier quality. Expansion beyond the traditional industrial setting into financial services, health care, insurance.
1997	
2000	

Table 1.2: Adapted from (Montgomery, 2007, Table 1.1).

1.3 Management Aspects of Improving Quality

The founding fathers of QC have many do's-and-don'ts for managers. See Montgomery (2007, Sec 1.4) for details. As usual, we collect recurring ideas:

1. The responsibility for quality rests with management.

2. QC is not a one-time project, but an on-going process. It may advance continuously, or incrementally.

3. QC is (or should be) manifested in organizational structure, training, recruitment, incentives, knowledge management, to name a few.

1.4 Programs and Initiatives

1.4.1 Zero Defects Program (ZD)

Quoting Wikipedia (2015f):

> ...a management-led program to eliminate defects in industrial production that enjoyed brief popularity in American industry from 1964 to the early 1970's. Quality expert Philip Crosby later incorporated it into his "Absolutes of Quality Management" and it enjoyed a renaissance in the American automobile industry, as a performance goal more than as a program, in the 1990s. Although applicable to any type of enterprise, it has been primarily adopted within supply chains wherever large volumes of components are being purchased (common items such as nuts and bolts are good examples).

1.4.2 Quality is Free Initiative

Quoting Montgomery (2007):

> ...in which management worked on identifying the cost of quality (or the cost of *nonquality*, as the Quality is Free devotees so cleverly put it). Indeed, identification of quality costs can be very useful, but the Quality is Free practitioners often had no idea about what to do to actually improve many types of complex industrial processes.

1.4.3 Value Engineering Program (VE)

Quoting Wikipedia (2015e):

Value engineering (VE) is systematic method to improve the "value" of goods or products and services by using an examination of function. Value, as defined, is the ratio of function to cost. Value can therefore be increased by either improving the function or reducing the cost. It is a primary tenet of value engineering that basic functions be preserved and not be reduced as a consequence of pursuing value improvements.

1.4.4 Total Quality Management (TQM)

TQM originates in the 1980's with the ideas of Deming and Juran. It is a very wide framework that attempts at capturing the company-wide efforts required for QC. According to Montgomery (2007, p.23):

TQM has only had moderate success for a variety of reasons, but frequently because there is insufficient effort devoted to widespread utilization of the technical tools of variability reduction. Many organizations saw the mission of TQM as one of training. Consequently, many TQM efforts engaged in widespread training of the workforce in the philosophy of quality improvement and a few basic methods. This training was usually placed in the hands of human resources departments, and much of it was ineffective. The trainers often had no real idea about what methods should be taught, and success was usually measured by the percentage of the workforce that had been "trained," not by whether any measurable impact on business results had been achieved.

. . . Another reason for the erratic success of TQM is that many managers and executives have regarded it as just another "program" to improve quality. During the 1950's and 1960's, programs such as Zero Defects and Value Engineering abounded, but they had little real impact on quality and productivity improvement.

1.4.5 Six-Sigma

Quoting Montgomery (2007):

Products with many components typically have many opportunities for failure or defects to occur. Motorola developed the Six-Sigma program in the late 1980s as a response to the demand for their products. The focus of six-sigma is reducing variability

in key product quality characteristics to the level at which failure
or defects are extremely unlikely.

Assume a device has m components. The failure probability of component
$j \in 1, \ldots, m$ is α_j. What is the probability of the device failing, when
assuming independent failures?

$$
\begin{aligned}
P(\text{failure}) &= P(\text{at least one failure}) \qquad\qquad (1.1)\\
&= 1 - P(\text{no failure})\\
&= 1 - \prod_{j=1}^{m}(1 - \alpha_j)
\end{aligned}
$$

Assuming all components have the same quality guarantees, we omit the
index j in α_j.

The failure probability α is implied by the CTQs, and its specification
limits (USL, LSL). Denoting the target value of the CTQ by TV, 3-sigma
means that the production variability, σ, is small enough so that

$$3\sigma < TV - LSL = USL - TV.$$

Denoting the CTQ by Z, and assuming

$$Z - TV \sim \mathcal{N}(0, \sigma)$$

, we can compute:

$$
\begin{aligned}
1 - \alpha &= P(LSL < Z < USL) \qquad\qquad (1.2)\\
&= P(|Z| < USL - TV)\\
&< P(|Z| < 3\sigma) = 0.0027.
\end{aligned}
$$

The 3-sigma quality guarantee is also known as $2,700$ defective parts per
million (ppm) for now obvious reasons. Plugging the 3-sigma performance $\quad$ PPM
in Eq.(1.1) returns

$$P(\text{3-sigma failure}) < 1 - (1 - 0.0027)^m$$

Figure 1.1 illustrates the probability of failure against the number of compo-
nents. For simple devices, the 3-sigma criterion may suffice. But now imagine
the number of components in a car, a cellular phone, $\ldots$. The 3-sigma rule
is just not good enough. This is where 6-sigma requirement comes along. It
implies that the production is process is so accurate, that

$$6\sigma < TV - LSL = USL - TV.$$

Figure 1.1: The probability of failure as a function of components under the 3-sigma standard.

Figure 1.2: The probability of failure as a function of components under the 6-sigma standard.

Updating Eq.(1.2) we get that the defective *ppm* of 6-sigma is 0.002. This is obviously excellent news, except for the typically tremendous effort involved in achieving this level of quality.

According to Montgomery (2007), the 6-sigma methodology has gained more success than it predecessors:

> The reason for the success of six-sigma in organizations outside the traditional manufacturing sphere is that variability is everywhere, and where there is variability, there is an opportunity to improve business results.

1.4.6 Lean Systems

Quoting Wikipedia (2015c) (my own emphasis in bold):

> Essentially, lean is centered on making obvious what **adds value** by **reducing everything else**. Lean manufacturing is a management philosophy derived mostly from the Toyota Production System (TPS) (hence the term Toyotism is also prevalent) and identified as "lean" only in the 1990s.

1.4.7 Design for Six-Sigma (DFSS)

Quoting Wikipedia (2015a) (my own emphasis in bold):

It is based on the use of **statistical tools** like linear regression and enables empirical research similar to that performed in other fields, such as social science. While the tools and order used in Six Sigma require a process to be in place and functioning, DFSS has the objective of **determining the needs of customers** and the business, and driving those needs into the product solution so created. DFSS is relevant for relatively simple items / systems. It is used for product or process design in contrast with process improvement.

1.4.8   Quality Systems and Standards

The first quality standard issued by the International Standards Organization (ISO) in 1987. Current quality standards are known as the *ISO9000 series*. ISO9000 These include:

ISO9000:2000 Quality Management System—Fundamentals and Vocabulary

ISO9001:2000 Quality Management System—Requirements

ISO9004:2000 Quality Management System—Guidelines for Performance Improvement

In Israel, it is the Standards Institute of Israel[2] that may give ISO9000 (like any ISO) certifications upon inspecting the candidate organization. As emphasized by Montgomery (2007, p.24), ISO9000 is a set of rules and best practices, mostly oriented at *knowledge management*. It may help to *preserve* quality, but it does not, nor does it aim to, *improve* quality. As such, it will not be the focus of our course, which will focus on *statistical tools*.

Extra Info 1. [TODO: Just-in-Time, Poka-Yoke]

1.5   DMAIC

There are many names for the process of quantitative re-evaluations of performance against a given target: *data driven decision making* (DDD), *Shewart cycle*, etc. We will focus on one such framework, illustrated in Figure 1.3 known as DMAIC: Define, Measure, Analyze, Improve, Control.

Here are some general observations on DMAIC:

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[2]https://portal.sii.org.il/heb/qualityauth/certificationtypes/
qualitylinks/iso9001/

Figure 1.3: The DMAIC cycle. Source: `http://www.sapartners.com/sigma-academy/`

1. It is aimed at promoting improvement and creative thinking.

2. It is not part of the six-sigma methodology, but will typically take part in its implementation.

What do the stages of DMAIC mean [3]?

Define the problem, improvement activity, opportunity for improvement, the project goals, and customer (internal and external) requirements.

Measure process performance.

Analyze the process to determine root causes of variation, poor performance (defects).

Improve process performance by addressing and eliminating the root causes.

Control the improved process and future process performance.

In the following chapter we give a set of statistical tools required for *measuring,analyzing* and *controlling* a process.

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[3]Source: `http://asq.org/learn-about-quality/six-sigma/overview/dmaic.html`

Chapter 2

Exploratory Data Analysis (EDA)

In this chapter, we give a short review of methods for exploratory data analysis, a.k.a. *descriptive statistics*. Recall that our goal is an assumptions-free description of our data. EDA thus consist of computing interpretable summaries of the data, called *summary statistics*, and visualizations.

descriptive statistics

2.1 Summary Statistics

We now distinguish between summary statistics that apply to attributes, categorical by definition, and variables, continuous by definition.

2.1.1 Summarizing Categorical Data

Univariate

Summarizing a vector of categorical data can naturally be done by tabulating it, i.e., computing the frequency and relative frequency of each category. Clearly averages, medians, and the likes are incomputable, since categorical data has no ordering, nor does it admit simple operations such as summation.

Extra Info 2. Variability of categorical data can clearly not be measured by its variance, since it does not admit a summation operation. It is, however, possible to define different measures of variability that do apply. The *entropy* is such an example.

Entropy

Bivariate

Generalizing the univariate case to bivariate, or multivariate, one can keep tabulating. I.e., compute the frequency, and relative frequency, of combinations of categories.

2.1.2 Summarizing Continuous Data

Continuous variables admit many more mathematical manipulations than categorical attributes.

Univariate

We start by presenting the most natural summaries of the data. Without going into the formal definition, we refer to them as *summary of location.* These include:

Definition 1 (The Mean (Average)).

$$\bar{x} := \frac{1}{n} \sum_{i=1}^{n} x_i \tag{2.1}$$

Definition 2 (The Median). The median is the observation that is smaller than half of the sample and larger than half of the sample.

Definition 3 (α-trimmed mean). The α-trimmed mean is the average of the observations left after ignoring the largest and the smallest $(100\alpha)\%$ of them.

The naïve average is the 0-trimmed mean, and the median is the 0.5-trimmed mean.

From summaries of location, we move to summaries of *scale.*

Definition 4 (The Standard Deviation).

$$S^2(x) := \frac{1}{n-1} \sum_{i=1}^{n} (x_i - \bar{x})^2 \tag{2.2}$$

For the following, we require the definition of the sample quantiles, themselves **not** a scale summary.

Definition 5 (α Quantile). The α-quantile of the sample is the observation that is larger than $(100\alpha)\%$, and smaller then $(100(1-\alpha))\%$ of the sample.

The empirical maximum and minimum are then $x_{1.0}$ and $x_{0.0}$, respectively.

Definition 6 (The Range).

$$Range(x) := \max_i\{x_i\} - \min_i\{x_i\} = x_{1.0} - x_{0.0} \qquad (2.3)$$

Definition 7 (The Inter Quantile Range- IQR).

$$IQR(x) := x_{0.75} - x_{0.25} \qquad (2.4)$$

Definition 8 (The Median Absolute Deviation- MAD).

$$MAD(x) := \{|x_i - x_{0.5}|\}_{0.5} \qquad (2.5)$$

Note that the MAD may be sometimes scaled by some constant. Particularly in the **R** function `mad()`.

After summaries of scale, we move to summaries of *skewness*, or *asymmetry*.

Definition 9 (Yule Skewness Measure). [TODO: verify]

$$YULE(x) := \frac{(x_{0.75} + x_{0.25}) - x_{0.5}}{2IQR(x)} \qquad (2.6)$$

Bivariate

From univariate data x, we move to bivariate x, y. Clearly we can apply univariate summaries component-wise. We want, however, to summarize the *joint* behaviour of the data. For this purpose, we assume that data comes in pairs, implying that x and y are of same length. The first measure, is naturally the celebrated (Pearson) correlation coefficient, that captures the level of linear association.

Definition 10 ((Empirical) Covariance).

$$Cov(x, y) := \frac{\sum_{i=1}^{n}(x_i - \bar{x})(y_i - \bar{y})}{n - 1} \qquad (2.7)$$

Definition 11 (Pearson's Correlation Coefficient).

$$r(x, y) := \frac{(n - 1)Cov(x, y)}{S(x)S(y)} \qquad (2.8)$$

We can dwell into the meaning and intuition underlying Pearson's correlation coefficient, but we will not. The curious reader is reffered to Rodgers and Nicewander (1988).

The next measure of association captures a more general association.

Definition 12 (Spearman's Correlation Coefficient)**.** Spearman's correlation coefficient is merely Pearson's correlation coefficient computed on the *ranks* of x and y.

We conclude by noting that *regression coefficients* are also a measure of association.

Multivariate Data

Multivariate data, both continuous (variables), and discrete (attributes), admits a vast realm of method for summary and visualization. Clearly, associations between several variables can be very complicated so that the more we try to summarize, the more information we give up. On the other hand, and unlike the univariate and bivariate case, our minds will need some type of simplification since they cannot grasp the raw data (did you ever try to imagine how $\mathbb{R}^4$ looks like?). As usual, we emphasize that our purpose is to summarize the joint association in the data. For component-wise summaries, we can always apply the univariate summaries one variable at a time.

By far the most popular measures of joint association are the covariance matrix and correlation matrix.

Definition 13 (Covariance Matrix)**.** For a multivariate data consisting of $x_1, \ldots, x_p$ vectors, each with n entries: $x_{i,1}, \ldots, x_{i,n}$, we define the (sample) covariance matrix to be a $p \times p$ matrix whose elements are the (sample) covariances between corresponding vectors:

$$\hat{\Sigma}_{i,j} := Cov(x_i, x_j) \tag{2.9}$$

Extra Info 3 (Sample Covariance Matrix)**.** The matrix $\hat{\Sigma}$ has many useful properties. To begin with, it is symmetric, since $Cov(x, y) = Cov(y, x)$. The curious reader is referred to Petersen and Pedersen (2006), and references therein, for more details.

Definition 14 (Correlation Matrix)**.** For a multivariate data consisting of $x_1, \ldots, x_p$ vectors, each with n entries: $x_{i,1}, \ldots, x_{i,n}$, we define the (sample) correlation matrix to be a $p \times p$ matrix whose elements are the (Pearson) correlations between corresponding vectors:

$$\hat{R}_{i,j} := r(x_i, x_j) \tag{2.10}$$

Extra Info 4 (Multivariate Data Analysis)**.** Multivariate analysis is an important, and very actively studied field in statistics and machine learning. A non-comprehensive list of methods that belong to this realm include Principal

Component Analysis (PCA), Singular Value Decomposition (SVD), Factor Analysis (FA), Independent Component Analysis (ICA), Dimensionality Reduction, Manifold Learning, Self Organizing Maps, etc. Ask me for reference books or courses if this topic interests you.

2.2 Visualization

2.2.1 Visualizing Categorical Data

Univariate

Much like computing summaries, there is not much to be said about visualizing univariate categorical variables. The most natural, and perhaps only visualization, is the *bar plot*, illustrated in Figure 2.1.
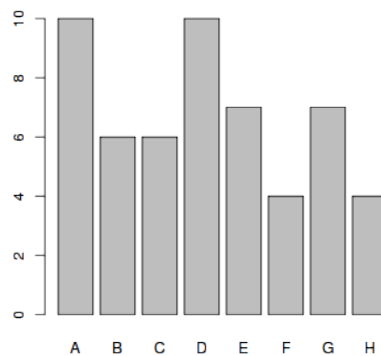
Figure 2.1: The Bar-Plot. Source: `http://www.r-tutor.com/elementary-statistics/qualitative-data/bar-graph`

Bivariate

Visualizing a two-way cross-table can be done using an extension of the bar-plot. Several extensions exist. By far, the most informative and recommended figure, in this author's view, is the *mosaic plot*, illustrated in Figure 2.2.

Figure 2.2: Mosaic Plot. Source: `http://www.statmethods.net/advgraphs/mosaic.html`

2.2.2 Visualizing Continuous Data

Univariate

Visualization of univariate continuous vectors can present the raw data, or it distribution (i.e.- discarding the indexes). The most basic visualizations are the *dotchart*, *histogram*, *boxplot*, *stem-and-leaf plot*. These are illustrated in figures 2.3, 2.4, 2.5, 2.6 respectively. [TODO: add QQplot and QQnorm]
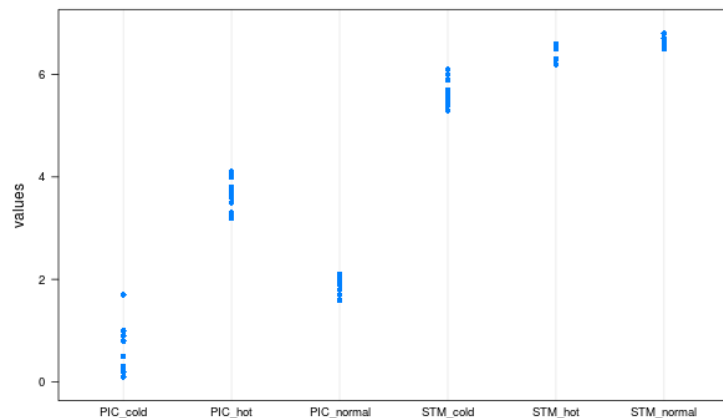

Figure 2.3: Dot Plot. Source: `http://stackoverflow.com/questions/15109822/r-creating-scatter-plot-from-data-frame`

Bivariate

The simultaneous visualization of two continuous variables, can naturally be done with a *scatter plot*. More sophisticated visualization, which generalizes the histogram into two dimensions, is the *hexbin plot*. These are illustrated in figures 2.7, and 2.8, respectively.

Multivariate Data

Since we cannot possibly visualize data in more than 3-dimensions, and we clearly prefer data in 1 or 2 dimensions, the visualization of multivariate data will typically consist of summarizing the data into $1D$ or $2D$, and then applying the above mentioned visualization techniques.

An important exception is due to the observation that a computer image, is essentially a matrix. We can thus visualize matrices, with a simple image, and in particular, covariance and correlation matrices, as illustrated in Figure 2.9.

Histogram of eruptions

Figure 2.4: Histogram. Source: `http://compbio.pbworks.com/w/page/16252882/Basic`

A second exception is when the data has both continous variables and discrete attributes. Endlessly many combinations are then possible. The author strongly recommends to visit Hans Rosling's *Gap Minder* at `http://www.gapminder.org/world` for an excellent interactive visualization.

Gap Minder

2.2.3 On-Line Visualization

For the purpose of quality control, we may often want an *on-line* visualization, and not *off-line*, as the ones previously discussed. This is the purpose of *dashboards*, illustrated in Figure 2.10.
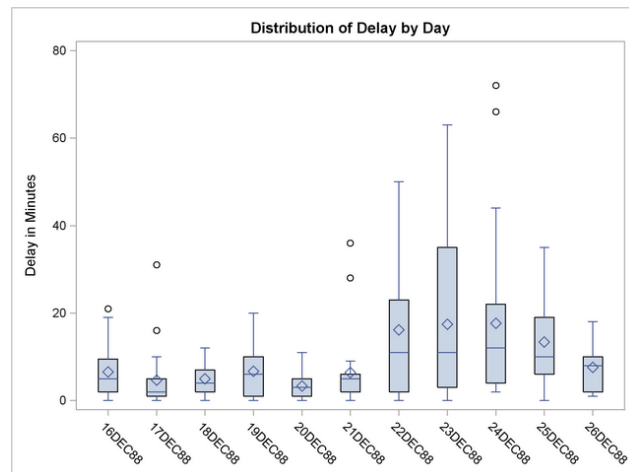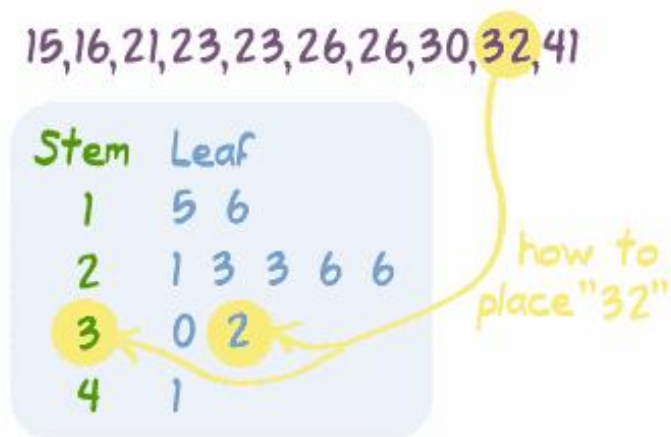
Dash-board

Figure 2.5: Boxplot. Source: http://support.sas.com/documentation/cdl/en/statug/63033/HTML/default/viewer.htm

Figure 2.6: Stem-and-leaf plot. Source: https://www.mathsisfun.com/data/stem-leaf-plots.html

Figure 2.7: Scatter Plot. Source: `http://texample.net/tikz/examples/scatterplot/`

Figure 2.8: HexBin plot. Sorce: `http://www.r-bloggers.com/5-ways-to-do-2d-histograms-in-r/`
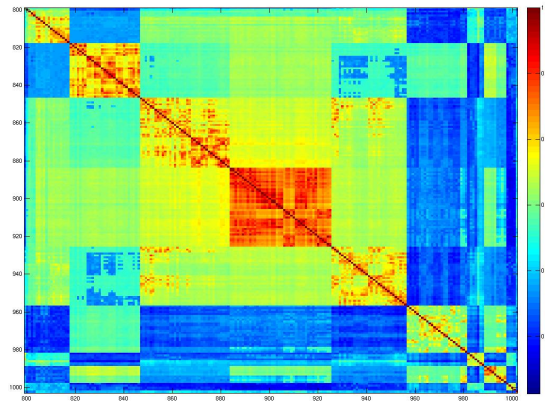
Figure 2.9: Image of covariance matrix. Source:`http://cs.brown.edu/courses/csci1950-g/results/final/sghosh/`

Figure 2.10: Dashboard. Source:`http://www.iconics.com/Home/Products/AnalytiX/Quality-AnalytiX.aspx`

Chapter 3

Statistical Inference

The idea of extrapolating knowledge from a *sample* to a population is known as *statistical inference*. It encompasses the ideas of *parameter estimation*, *confidence intervals*, and *hypothesis testing*. We will assume the reader is familiar with these ideas, but recall some required terminology. The QC and SPC terminology are not always consistent with statisticians' terminology. When new names are given to old ideas, we will emphasize this in the text.

Null/Alternative Hypothesis Some statement about the world we wish to test with data. The frequentist argument follows a Popperian philosophy: "to show the alternative hypothesis is true, I will show that the null hypothesis is not true".

Statistical Test The procedure of inferring from data on the truthfulness of the alternative hypothesis.

Assumptions As the name suggests, these are assumptions. We stress that unlike hypothesis, assumptions are not being tested in a statistical test.

Test Statistic The function of the data to be computed for the purpose of inference. As such, it is a random variable.

Null/Alternative Distribution The distribution of the test statistic under the null/alternative hypothesis.

Type I/II error See Figure 3.1.

False/True Positive/Negative See Figure 3.1.

Rejection Region The collection of event that will lead us to reject the null hypothesis, and believe in the alternative hypothesis.

	Null hypothesis (H_0) is true	Null hypothesis (H_0) is false
Reject null hypothesis	Type I error **False positive**	Correct outcome True positive
Fail to reject null hypothesis	Correct outcome True negative	Type II error **False negative**

Figure 3.1: Type I/II error confusion table. Source: `https://infocus.emc.com/william_schmarzo/beware-of-false-positives/`

p-value A.k.a. *observed significance*. The null probability of the observed, or "more extreme" events.

Significance Level A.k.a. α. The probability of a false positive.

Power The probability of a true positive.

Chapter 4

System Capability Analysis

Chapter 5

Statistical Process Control

5.1 Univariate Control Charts

5.1.1 Control Charts for Variables

5.1.2 Control Charts for Attributes

5.2 Multivariate Control Charts

5.3 Non-Statistical Target Functions

Chapter 6

Design of Experiments

6.1   Terminology

Alias

Balanced Design

Blocking

Factor Encodings

Confounding

Control Group

Design

Design Matrix

Effect

Experimental Unit

Factors

Fixed Effect

Random Effect

Interaction

Lack of fit error

Pure Error

6.2   Randomization

6.3   Full Factorial Designs

6.4   Fractional Factorial Designs

6.5   Robust Parameter Design (RPD)

6.6   Latin-Square Design

6.7   Plackett–Burman Design

6.8   Computer Experiments

Chapter 7

Acceptance Sampling

Chapter 8

Reliability

Chapter 9

Revisiting System Capability Analysis

9.1 System Capability with Control Charts

9.2 System Capability with Designed Experiments

Appendix A

Notation

In this text we use the following notation conventions:

x A vector (or scalar). It is typically a column vector, but this should typically be implied from the text.

$:=$ An assignment, or definition: $A := a$ means that A is defined to be a.

$\prod_{i=1}^{n}$ The product operator: $\prod_{i=1}^{n} x_i := x_1 \times \cdots \times x_n$

$\#\{A\}$ The count operator. Returns the number of elements of the set A. Also known as the *cardinality*.

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