

6/21/11

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Admin

- HW #4 almost done and LONG
- most important HW see if ~~some~~ sense.

Lecture #15

Plan

- a little bit more about CIs
- $\chi^2_{df}$  distr. (not on test)
- tests for variance
- ~~int~~ int of r.v.'s (ch. 10)
- const. tables (ch. 5.1) (ch. 5.2)
- (Comin's V not covered)

Sec 15.4 manipulating CIs

Let's say we have a CI for the profit made at one store and all stores are essentially alike

$$CI_{\mu}(\text{profit one store}), 95\% = [30,000, 40,000]$$

If we have 10 stores, we can just multiply by 10 to get a CI for all stores

$$CI_{\mu}(\text{all stores}), 95\% = 10 CI_{\mu}(\text{profit one store}), 95\% = [300,000, 400,000]$$

book talks about monotonic transforms -- you'll see on HW

What is the Chi-sq distribution?

$$\chi^2_{df} \triangleq Z_1^2 + Z_2^2 + \dots + Z_{df}^2 \quad \text{since } Z_1, Z_2, \dots, Z_{df} \text{ independent}$$

$$\uparrow$$

$$= \left( \frac{X_1 - \mu_1}{\sigma_1} \right)^2 + \left( \frac{X_2 - \mu_2}{\sigma_2} \right)^2 + \dots + \left( \frac{X_{df} - \mu_{df}}{\sigma_{df}} \right)^2$$

Grech  
better check a good

Turns out many things have the above configuration, so it is very useful.

Example: beer manufacturer making 40's. Need nozzle to be  $\sigma = 0.202$  and not higher otherwise there's overflow and underflow.

They have separate QA for the mean such as we did yesterday.  
How to do this? Take an SRS  $n=15$  beers at setup  
test:

$$H_0: \sigma = 0.202 \Leftrightarrow \sigma^2 = 0.04082$$

$$H_a: \sigma > 0.202 \Leftrightarrow \sigma^2 > 0.04082$$

Take sample:  $S = (0.2702 \Leftrightarrow s^2 = 0.072902^2)$

Is this due to chance? Or is it too unlikely under the Null hyp?  
Need test statistic with known distribution

$$Q \triangleq (n-1) \frac{S^2}{\sigma^2} \sim \chi^2_{n-1}$$

from this you need a PhD

$$q = (25-1) \frac{0.072902^2}{0.04082} = 43.74$$

→ done for  $\chi^2_{24}$

If we look on sheet, at  $\alpha = 0.05$ ,  $\chi^2_{0.05, 24} = 36.4$

since  $\chi > 36.4 \Rightarrow \text{reject } H_0$ .

$p\text{-val} = P(\chi^2_{24} \geq 43.74) = .0082 < \alpha = 5\% \Rightarrow \text{reject } H_0$   
 soundly is probably wrong with the machine



We're done with univariate statistics! That is, looking at data for one variable e.g. all heights, all volumes, all Yags for one sunny, etc

We now move on to bivariate analysis where we look at data between variables and how they relate. For instance:

how is a person's height associated with weight?

how does gender affect SAT score  $\rightarrow$  internal vs. internal

how does Location Region affect purchase (ch5)  $\rightarrow$  nominal categorical vs. internal

$\rightarrow$  nominal categorical vs. nominal categorical

The rest of the class will be looking & analyzing bivariate data.

We start with Categorical vs. Categorical.

The way to show this data is through a "Contingency table"

Shows data categorized  
upon other  
variables

How

Purchase?	MSN	People Sum	Value
Y	6977	8282	5888
N	215	1	230
	7250	8283	6118
			17,619 = n

P. 78

"Cells" are mutually exclusive & collectively exhaustive of the data

Looking at the "margins" are totals and represent the "marginal distr."

Why? Regardless of how, the # of people purchasing is:

Y	17103
N	516

The marginal distr. is the univariate data.

We can also see conditional distributions:

	MSN	People Sum	Value
Y	96%	99.98%	96.22%, 97.07%
N	3.93%	0.02%	3.28%, 2.93%

	MSN	AS	Purchase
Y	40.6%	34.1%	34.2%
N	39.7%	0%	60.3%
	81.2%	24.8%	34.5%

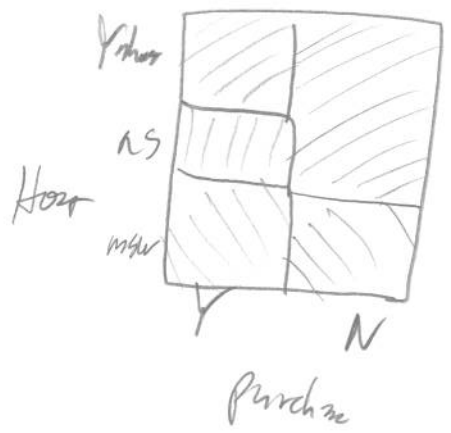
Purchase / Value

Each column and row is a conditional distr.  
You must calculate the %age difference in each case

It seems that the frequency of purchases varies based on the host. This means the host and the decision to purchase are associated.

The ~~two~~ different vocabulary words: correlated, dependent, causation will get to these at the end of the week.

Another way to visualize data is via the segmented bar chart (p 81) and mosaic plots (p 82, 83). These charts make it easy to see association.



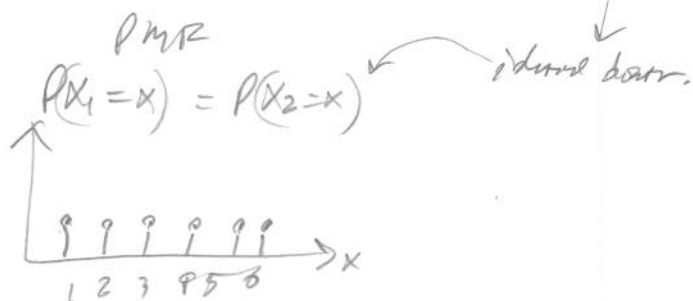
You can visualize association much more easily

How strong is association?

We'd like to test the association if possible <sup>in large, var's.</sup> because there's always some due to chance...

Let's review r.v.'s again... but of ch. 10.2

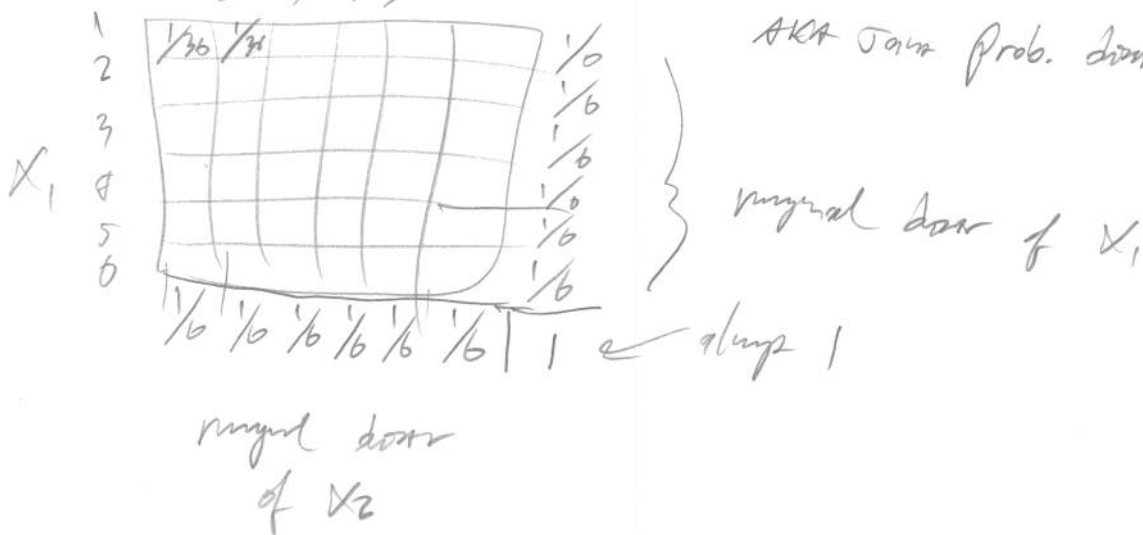
Two dice  $X_1, X_2$  i.i.d. Dice



What does independence really mean?

$X_1, X_2$   $P(X_1=x_1, X_2=x_2)$  ← "Joint" PMF

AKA Joint Prob. Distribution



Independence is when  $P(X_1=x_1, X_2=x_2) = P(X_1=x_1) P(X_2=x_2)$

for all possible states  
of  $X_1, X_2, \dots$  (p. 222)

Are our two dice independent above?

$H_0$ : independent  $H_a$ : not independent

We essentially want to test whether or not variables are independent...

If variables independent, the conditions must be the same as the marginals. For instance: example in book p89-91

Poll 200 people attitude towards things more online

$H_0$ : Group, Attitude  $\perp$   
 $H_a$ : ~  
 $\alpha = 5\%$

Observed

		Attitude		
		OK	Not OK	
Group	Self	30	70	100
	Spoke	50	50	100
		80	120	200 = n

$\Rightarrow$

		Attitude		
		OK	Not OK	
Group	Self	40 (20%)	60 (30%)	100 (50%)
	Spoke	40 (20%)	60 (30%)	100 (50%)
		80 (40%)	120 (60%)	200 = n

num rows  
num cols  $\rightarrow$  Under the null...

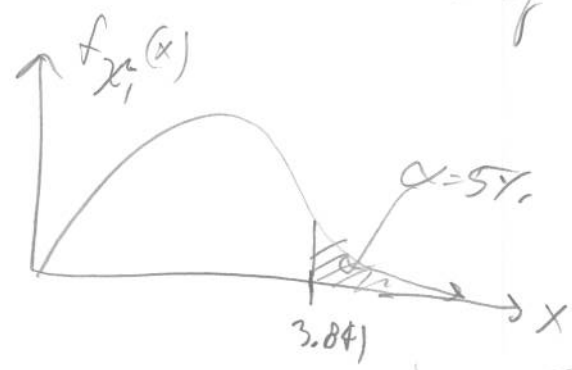
$$Q = \sum_{j=1}^c \sum_{i=1}^r \frac{(Obs_{ij} - Exp_{ij})^2}{Exp_{ij}}$$

$$\sim \chi^2_{df} \text{ s.t. } df = (r-1)(c-1) = (2-1)(2-1) = 1$$

$$Q = \frac{(30-40)^2}{40} + \frac{(70-60)^2}{60} + \frac{(50-40)^2}{40} + \frac{(50-60)^2}{60} = 8.33 > 3.841$$

$\chi^2_{5\%, 1} = 3.841$

which is a value of  $\chi^2_1$



$$pval = P(\chi^2_1 \geq 8.33) = .0039$$

$\alpha = 5\%$   
 $\Rightarrow$  reject  $H_0$

$\Rightarrow$  reject  $H_0$

## In-Class

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Experiment: are two coin flips independent?

$H_0$ : they are ind.

$H_a$ : they are not ind.

$\alpha = 1\%$ .

Observed

		Coin 2	
		H	T
Coin 1	H		
	T		

Expected

		Coin 2	
		H	T
Coin 1	H		
	T		

$$Q = \sum_{j=1}^c \sum_{i=1}^r$$

etc....

~~Forget Cramer's V... p92/93 (not card)~~

Just because two variables are associated, does that mean we can say there's causation? No

association  $\not\Rightarrow$  causation

Most subtle point is all of statistics... probably  
most important message of semester... will do this tomorrow..