Announcements

• Quiz 1 available at 4pm (until Mon, Jan 14 at 3pm). If you do not receive an email later today telling you it is available, you need to contact me so I can add you to the list.
• Yan He’s new office hours are Tues/Thurs 2:00 – 3:30
• Today we need to finish Lecture 2. If time, will show R Commander. It will also be covered next Fri in discussion.
• If you plan to use R Commander in the ICS labs, you need to get an account. See course webpage for information. In the meantime, you can use a temporary account:
  Username: ics-temp, Password: Anteat3r

Today’s Homework (due Mon, Jan. 14):
Chapter 2: #96, 128, 130

2.5 More Numerical Summaries of Quantitative Data

Notation for Raw Data:

\[ n \] = number of individuals in a data set
\[ x_1, x_2, x_3, \ldots, x_n \] represent individual raw data values

Example: A data set consists of heights for the first 4 students in the UCDavis1 dataset.
So \( n = 4 \), and
\[ x_1 = 66, \quad x_2 = 64, \quad x_3 = 72, \quad x_4 = 68 \]

Describing the “Location” of a Data Set

• Mean: the numerical average
• Median: the middle value (if \( n \) odd) or the average of the middle two values (\( n \) even)

\[ Symmetric: \] mean = median
\[ Skewed Left: \] usually mean < median
\[ Skewed Right: \] usually mean > median

Mean versus Median for Data values skewed to the right

Bell-shaped distribution
Determining the Mean and Median

The Mean
\[ \bar{x} = \frac{\sum x_i}{n} \]
where \( \sum x_i \) means “add together all the values”

The Median
If \( n \) is odd: \( \text{Median} = \) middle of ordered values.
Count \((n + 1)/2\) from top or bottom of ordered list.
Example: 5, 7, 10, 13, 15 \((n + 1)/2 = 6/2 = 3\)
If \( n \) is even: \( \text{Median} = \) average of middle two ordered values. Average the values that are \((n/2)\) and \((n/2) + 1\) down from top of ordered list.

The Influence of Outliers on the Mean and Median
- Larger influence on mean than median.
- High outliers and data skewed to the right will increase the mean.
- Low outliers and data skewed to the left will decrease the mean.
Ex: Suppose ages at death of your eight great-grandparents are: 28, 40, 75, 78, 80, 80, 81, 82. Skewed to the left, so mean is lower than median.
\( \text{Mean} \) age is 544/8 = 68 years old
\( \text{Median} \) age is \((78 + 80)/2 = 79\) years old

Describing Spread (Variability): Range, Interquartile Range and Standard deviation
- Range = high value – low value
- Interquartile Range (IQR) = upper quartile – lower quartile = \( Q_3 - Q_1 \) (to be defined)
- Standard Deviation (will cover with Section 2.7)

Example 2.13 Fastest Speeds Ever Driven

<table>
<thead>
<tr>
<th>Five-Number Summary for 87 males</th>
</tr>
</thead>
<tbody>
<tr>
<td>Median</td>
</tr>
<tr>
<td>Quantiles</td>
</tr>
<tr>
<td>Extremes</td>
</tr>
</tbody>
</table>

- \( \text{Median} = 110 \) mph measures the center of the data (there were many values of 110, see page 42)
- Two \text{extremes} describe spread over 100% of data
- \( \text{Range} = 150 – 55 = 95 \) mph
- Two \text{quartiles} describe spread over middle 50% of data
- \( \text{Interquartile Range} = 120 – 95 = 25 \) mph

Caution: Normal does not mean Average

Common mistake to confuse “average” with “normal”. Is woman 5 ft. 10 in. tall 5 inches taller than normal?*
Example: How much hotter than normal is normal?*

“October came in like a dragon Monday, hitting 101 degrees in Sacramento by late afternoon. That temperature tied the record high for Oct. 1 set in 1980 – and was 17 degrees higher than normal for the date. (Korber, 2001, italics added)”

Article had thermometer showing “normal high” for the day was 84 degrees. High temperature for Oct. 1st is quite variable, from 70s to 90s. While 101 was a record high, it was not “17 degrees higher than normal” if “normal” includes the range of possibilities likely to occur on that date.

The Mean, Median, and Mode

Ordered Listing of 28 Exam Scores
32, 55, 60, 61, 62, 64, 64, 68, 73, 75, 75, 76, 78, 79, 79, 80, 80, 82, 83, 84, 85, 88, 90, 92, 93, 95, 98
- \( \text{Mean} \) (numerical average): 76.04
- \( \text{Median} \): 78.5 (halfway between 78 and 79)
- \( \text{Mode} \) (most common value): no single mode exists, many occur twice.
Notation and Finding the Quartiles

Split the ordered values at median:
- half at or below the median (“at” if ties)
- half at or above the median

\[ Q_1 = \text{lower quartile} = \text{median of data values that are (at or) \textit{below} the median} \]

\[ Q_3 = \text{upper quartile} = \text{median of data values that are (at or) \textit{above} the median} \]

Example 2.13 Fastest Speeds (cont)

Ordered Data (in rows of 10 values) for the 87 males:

\[
\begin{array}{cccccccccccc}
55 & 60 & 80 & 80 & 80 & 85 & 85 & 85 & 85 & 80 \\
90 & 90 & 90 & 90 & 92 & 94 & 95 & 95 & 95 & 95 \\
100 & 100 & 100 & 100 & 101 & 105 & 105 & 105 & 105 & 105 \\
105 & 105 & 109 & 110 & 110 & 110 & 110 & 110 & 110 & 110 \\
110 & 110 & 110 & 110 & 115 & 115 & 115 & 115 & 115 & 115 \\
115 & 115 & 120 & 120 & 120 & 120 & 120 & 120 & 120 & 120 \\
120 & 120 & 124 & 125 & 125 & 125 & 125 & 125 & 125 & 130 \\
130 & 140 & 140 & 140 & 140 & 140 & 140 & 140 & 140 & 140 \\
150 & 140 & 140 & 140 & 140 & 140 & 140 & 140 & 140 & 140 \\
\end{array}
\]

- Median = (87+1)/2 = 44th value in the list = 110 mph
- \( Q_1 = \) median of the 43 values below the median = (43+1)/2 = 22nd value from the start of the list = 95 mph
- \( Q_3 = \) median of the 43 values above the median = (43+1)/2 = 22nd value from the end of the list = 120 mph

Percentiles

The \( k \text{th percentile} \) is a number that has \( k \)% of the data values at or below it and \( (100 – k) \)% of the data values at or above it.

- Lower quartile: 25\text{th percentile}
- Median: 50\text{th percentile}
- Upper quartile: 75\text{th percentile}

Describing Spread with Standard Deviation

Standard deviation measures variability by summarizing how far individual data values are from the mean. It’s most useful for bell-shaped data.

Think of the standard deviation as \textit{roughly the average distance values fall from the mean}.

Describing Spread with Standard Deviation: A very simple example

<table>
<thead>
<tr>
<th>Numbers</th>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>100, 100, 100, 100, 100</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>90, 90, 100, 110, 110</td>
<td>100</td>
<td>10</td>
</tr>
</tbody>
</table>

Both sets have same mean of 100.

Set 1: all values are equal to the mean so there is no variability at all.

Set 2: one value equals the mean and other four values are 10 points away from the mean, so the average distance away from the mean is about 10.

Calculating the Standard Deviation

Formula for the \((\text{sample})\) standard deviation:

\[
s = \sqrt{\frac{\sum (x_i - \bar{x})^2}{n-1}}
\]

The value of \( s^2 \) is called the \((\text{sample})\) variance. An equivalent formula, easier to compute, is:

\[
s = \sqrt{\frac{\sum x_i^2 - n\bar{x}^2}{n-1}}
\]
Calculating the Standard Deviation

**Example: 90, 90, 100, 110, 110**

**Step 1:** Calculate $\bar{x}$, the sample mean.

$\bar{x} = \frac{90 + 90 + 100 + 110 + 110}{5} = 100$

**Step 2:** For each observation, calculate the difference between the data value and the mean.

Ex: $-10, -10, 0, 10, 10$

**Step 3:** Square each difference in step 2.

Ex: $100, 100, 0, 100, 100$

**Step 4:** Sum the squared differences in step 3, and then divide this sum by $n - 1$. Result = variance $s^2$

Ex: $400/(5 – 1) = 400/4 = 100$

**Step 5:** Take the square root of the value in step 4.

Ex: $s = standard\ deviation = \sqrt{100} = 10$

Population Standard Deviation

Data sets usually represent a sample from a larger population. If the data set includes measurements for an **entire population**, the notations for the mean and standard deviation are different, and the formula for the standard deviation is also slightly different.

A **population mean** is represented by the Greek $\mu$ (“mu”), and the **population standard deviation** is represented by the Greek “sigma” (lower case)

$$\sigma = \sqrt{\frac{\sum(x_i - \mu)^2}{n}}$$

Bell-shaped distributions

- Measurements that have a bell-shape are so common in nature that they are said to have a **normal distribution**.
- Knowing the mean and standard deviation completely determines where all of the values fall for a normal distribution, assuming an infinite population!
- In practice we don’t have an infinite population (or sample) but if we have a large sample, we can get good approximations of where values fall.

Examples of bell-shaped data

- Women’s heights
  - mean = 64.5 inches, $s = 2.5$ inches
- Men’s heights
  - mean = 70 inches, $s = 3$ inches
- IQ scores
  - mean = 100, $s = 15$ (or for some tests, 16)
- High school GPA for intro stat students
  - mean = 3.1, $s = 0.5$
- Verbal SAT scores for UCI incoming students
  - mean = 569, $s = 75$

Interpreting the Standard Deviation for Bell-Shaped Curves:

**The Empirical Rule**

For any bell-shaped curve, approximately

- **68%** of the values fall within **1 standard deviation** of the mean in either direction
- **95%** of the values fall within **2 standard deviations** of the mean in either direction
- **99.7%** (almost all) of the values fall within **3 standard deviations** of the mean in either direction

Women’s heights from UCDavis data, $n = 94$

Note approximate bell-shape of histogram “Normal curve” with mean = 64.5, $s = 2.5$

superimposed over histogram
Ex: Population of women’s heights

- 68% of heights are between 62 and 67 inches (64.5 ± 2.5)
- 95% of heights are between 59.5 and 69.5 inches
- 99.7% of heights are between 57 and 72 inches

“Plus and minus”

Ex: Population of high school GPAs

- 68% of GPAs are between 2.6 and 3.6
- 95% of GPAs are between 2.1 and 4.1
- 99.7% of GPAs are between 1.6 and 4.6

Other Examples

- Men’s heights
  - mean = 70 inches, s = 3 inches
- IQ scores
  - mean = 100, s = 15
- Verbal SAT scores for UCI incoming students
  - mean = 569, s = 75

Women's Heights: How well does the Empirical Rule work?

Mean height for the 94 UC Davis women was 64.5, and the standard deviation was 2.5 inches. Let’s compare actual with ranges from Empirical Rule:

<table>
<thead>
<tr>
<th>Range of Values</th>
<th>Empirical Rule</th>
<th>Actual number</th>
<th>Actual percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean ± 1 s.d.</td>
<td>68% in 62 to 67</td>
<td>70</td>
<td>70/94 = 74.5%</td>
</tr>
<tr>
<td>Mean ± 2 s.d.</td>
<td>95% in 59.5 to 69.5</td>
<td>89</td>
<td>89/94 = 94.7%</td>
</tr>
<tr>
<td>Mean ± 3 s.d.</td>
<td>99.7% in 57 to 72</td>
<td>94</td>
<td>94/94 = 100%</td>
</tr>
</tbody>
</table>

Another Example

Final averages from one of my Stat 7 classes, for students who passed. Here is a stemplot:

6 | 24
6 | 555566666677888899999
7 | 000000011111112333333344444449
7 | 555555555566666666677777778888888888888888889999999
8 | 000000011111111111122222222233333333333333333344444444444
8 | 555555666666666677888888889999999
9 | 0001111111112222333344
9 | 5555568

Mean = 80.3, s = 7.9, n = 190; Empirical Rule intervals are 72.4 to 88.2; 64.5 to 96.1; 56.6 to 104
**The Empirical Rule, the Standard Deviation, and the Range**

- From Empirical Rule: range from the minimum to the maximum data values is about 4 to 6 standard deviations for data sets with an approximate bell shape.
- For a large data set, you can get a rough idea of the value of the standard deviation by dividing the range by 6 (or 4 or 5 for a smaller dataset)

  \[ s \approx \frac{\text{Range}}{6} \]

  Ex: Stat 7 scores, \( s = 7.9 \), Range = 98 – 62 = 36 = 4.6 \( s \)

**Standardized \( z \)-Scores**

**Standardized score or \( z \)-score:**

\[ z = \frac{\text{Observed value} - \text{Mean}}{\text{Standard deviation}} \]

**Example:** UCI Verbal SAT scores had mean = 569 and \( s = 75 \). Suppose someone had SAT = 674:

\[ z = \frac{674 - 569}{75} = 1.40 \]

Verbal SAT of 674 for UCI student is 1.40 standard deviations above the mean for UCI students.

**The Empirical Rule Restated for Standardize Scores (\( z \)-scores):**

For bell-shaped data,
- About 68% of the values have \( z \)-scores between –1 and +1.
- About 95% of the values have \( z \)-scores between –2 and +2.
- About 99.7% of the values have \( z \)-scores between –3 and +3.

**Installing and Using R and R Commander**

- “R” is a sophisticated and free statistical programming language.
- **R Commander** is an add-on, also free, that is menu-driven. It doesn’t do everything R does.
- You can use R Commander in the ICS Computer labs, or install it on your computer.
- See handouts on course web page for installing R and R Commander, and for using R Commander for Chapters 2 and 3.
- If time, do R Commander demo.

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Chapter 2: #96, 128, 130