## Today

- Confidence intervals
- One proportion, one mean, two proportions, two means
- Confidence intervals and hypothesis tests
- Pairwise comparisons
- Correlation


## Confidence intervals

Confidence intervals are random intervals that come with a long-run guarantee:

- If you report 95\% confidence intervals all your life, 95\% of them will capture the true value
- You can't say anything about a particular interval; it either contains the truth or it doesn't

Visualization: http://rpsychologist.com/d3/Cl/

In SAS, you can find Cls for means and proportions (one and two groups) using the same PROCs we used for testing

## One proportion

- PROC FREQ gives us intervals
- Example: drug.csv
- If we want $99 \% \mathrm{Cl}$ for recovery rate...

```
PROC FREQ data = drug;
TABLES recovery / binomial riskdiff alpha = 0.01;
RUN;
```

alpha is "I-confidence level" [here conf. level $=0.99$ ]

| Binomial Proportion |  |
| :--- | :---: |
| recovery $=0$ |  |
| Proportion | 0.5667 |
| ASE | 0.0640 |
| 99\% Lower Conf Limit | 0.4019 |
| 99\% Upper Conf Limit | 0.7315 |
|  |  |
| Exact Conf Limits |  |
| 99\% Lower Conf Limit | 0.3938 |
| $99 \%$ Upper Conf Limit | 0.7287 |

Based on normal approximation (you probably saw this one in intro stats)

Doesn't rely on normal approximation

## One mean

- PROC TTEST gives us Cls for means
- Example: speed dataset
- 95\% confidence interval for max. speed

```
PROC TTEST data = speed alpha = 0.05;
    VAR speed;
RUN;
```

|  |  |  |  |  |  |
| ---: | :---: | :---: | :---: | :---: | :---: |
| Mean | $95 \%$ CL Mean |  | Std Dev | $95 \%$ CL Std Dev |  |
| 90.7330 | 89.5166 | 91.9493 | 22.4157 | 21.5882 | 23.3098 |
|  |  |  |  |  |  |

## Two independent means

- Again, use PROC TTEST
- Example:
- $99 \% \mathrm{Cl}$ for difference in max speed "female - male"

```
PROC TTEST data = speed alpha = 0.01;
    VAR speed;
    CLASS gender;
RUN;
```

Equal variance

| gender | Method | Mean | $99 \%$ CL Mean |  | Std Dev | $99 \%$ CL Std Dev |  |
| :--- | :--- | ---: | ---: | ---: | ---: | ---: | ---: |
| female |  | 87.0865 | 85.2087 | 88.9643 | 21.4179 | 20.1650 | 22.8244 |
| male |  | 97.9182 | 95.1278 | 100.7 | 22.6250 | 20.8068 | 24.7641 |
| Diff (1-2) | Pooled | -10.8317 | -14.1280 | -7.5353 | 21.8314 | 20.7804 | 22.9863 |
| Diff (1-2) | Satterthwaite | -10.8317 | -14.1903 | -7.4730 |  |  |  | variance

## Two proportions

- Use PROC FREQ
- Example: 2drugs.csv
- $99 \% \mathrm{Cl}$ for difference in recovery rates

PROC FREQ data = twodrugs;
TABLES recovery*drug / chisq riskdiff alpha = 0.01; RUN;

| Column 1 Risk Estimates |  |  |  |  |  |  |
| :--- | ---: | ---: | ---: | ---: | ---: | ---: |
|  | Risk | ASE | (Asymptotic) 99\% <br> Confidence Limits | (Exact) 99\% <br> Confidence Limits |  |  |
| Row 1 | 0.3571 | 0.0906 | 0.1239 | 0.5904 | 0.1477 | 0.6155 |
| Row 2 | 0.5556 | 0.0956 | 0.3092 | 0.8019 | 0.3002 | 0.7912 |
| Total | 0.4545 | 0.0671 | 0.2816 | 0.6275 | 0.2831 | 0.6340 |
| Difference | -0.1984 | 0.1317 | -0.5376 | 0.1408 |  |  |
| Difference is (Row 1 - Row 2) |  |  |  |  |  |  |

## Cls and hypothesis tests

- Example: Want to know if the difference in math scores between men and women is significantly different than 0 at the 0.05
- We can find a 95\% confidence interval for the difference in scores "men - women" and check whether it contains 0
- If the interval contains 0 , don't reject the null hypothesis that there is no difference
- If the interval doesn't contain 0 , there are significant differences between men and women at the 0.05 significance level


## Cls and hypothesis tests

In general...

- Let $\theta$ be an unknown feature of the DGM
- Suppose we know how to construct (I- $\alpha$ ) $100 \%$ confidence intervals for $\theta$
- We want to test $H_{0}: \theta=\theta_{0}$ against $\mathrm{Ha}: \theta \neq \theta_{0}$ at the $\alpha$ significance level
- We can do the test by checking whether $\theta_{0}$ is contained in the interval
- If $\theta_{0}$ is in the interval, don't reject the null; otherwise, reject the null


## Pairwise comparisons

## Comparing more than 2 groups

- Example: We want to know if there are differences in average standardized testing scores for different socioeconomic statuses, using the hsb2 dataset
- How can we solve this problem?
- We know how to compare 2 groups, but now we have 3 groups: low, middle, and high socioeconomic status


## Pairwise tests

- An approach is doing 3 pairwise two-sample tests
- Low vs middle
- Middle vs high
- Low vs high
- If we do these 3 tests at the 0.05 significance level (each), the probability that there is at least one false positive (type I error) is roughly 0.14


## Pairwise tests

- If we have $k$ groups, there are $k$ choose 2 pairwise comparisons
- If our significance level is 0.05 , the probability that there's at least one false positive (FP) is

$$
\operatorname{Pr}(F P \geq I)=I-\operatorname{Pr}(F P=0)=I-0.95(\text { k choose } 2)
$$

- For example, if $\mathrm{k}=5, \operatorname{Pr}(\mathrm{FP} \geq \mathrm{I})$ is approximately 0.4



## A (not-so-great) fix

- A general solution to this "multiple testing" problem (which isn't specific for pairwise comparisons) is the following
- Bonferroni: If we're are doing N tests and want to ensure an overall false positive rate of 0.05 , conduct the individual tests at the $0.05 / \mathrm{N}$ significance level
- Problem:Very stringent.
- For example, if we have 5 groups, there are $\mathrm{N}=(5$ choose 2) $=10$ pairwise tests, so we should perform the tests at the 0.005 significance level, which is quite harsh


## Tukey's honest significant difference

- If we're comparing the "means" (expectations) of groups with either / or
- Approximately normal distributions
- Sample sizes that are big enough, and the DGM has finite variance
- We can use a less stringent method called Tukey's honest significant difference (there are others)
- SAS will do it for us
- Example: compare average scores in standardized tests for low, middle and high socioeconomic status at an overall significance level $\alpha=0.01$

```
PROC ANOVA data = hsbnew;
    CLASS ses;
    MODEL avg = ses;
    MEANS ses / Tukey alpha = 0.01;
RUN;
```

| Alpha | 0.01 |
| :--- | ---: |
| Error Degrees of Freedom | 197 |
| Error Mean Square | 59.57878 |
| Critical Value of Studentized Range | 4.16833 |


| Comparisons significant at the 0.01 level are indicated by | $* *$ |  |  |  |
| :---: | ---: | ---: | ---: | ---: |
| ses <br> Comparison | Difference <br> Between <br> Means | Simultaneous 99\% Confidence <br> Limits |  |  |
| high - middle | 4.344 | 0.553 | 8.135 | $* *$ |
| high - low | 7.617 | 3.152 | 12.082 | $* * *$ |
| middle - high | -4.344 | -8.135 | -0.553 | $* * *$ |
| middle - low | 3.274 | -0.784 | 7.331 |  |
| low - high | -7.617 | -12.082 | -3.152 | $* * *$ |
| low - middle | -3.274 | -7.331 | 0.784 |  |

If an interval doesn't contain 0 , the difference between the group is significant

## Correlation

## Sample correlation

- Sample correlation is useful for quantifying the degree of linear association between 2 quantitative variables
- It can be computed in different equivalent ways. For example, if we have variables $X$ and $Y$ that come in pairs:

$$
\left(x_{1}, y_{1}\right),\left(x_{2}, y_{2}\right), \ldots,\left(x_{n}, y_{n}\right)
$$

- We can compute a z-score for each datum:

$$
z_{x_{i}}=\frac{x_{i}-\bar{x}}{s_{x}} \quad z_{y_{i}}=\frac{y_{i}-\bar{y}}{s_{y}}
$$

- And find:

$$
r=\frac{1}{n-1}\left(z_{x_{1}} z_{y_{1}}+z_{x_{2}} z_{y_{2}}+\cdots+z_{x_{n}} z_{y_{n}}\right)
$$

## Correlation

- $r$ is always between $-I$ and I.The extremes are attained when there are perfect linear relationships (with negative and positive slope, respectively)


## Positive correlation $(r>0)$



## Negative correlation $(r<0)$

$$
\begin{aligned}
& \text { When } x_{i} \text { is below } \\
& \text { the mean of } x, y \text { is } \\
& \text { usually above the } \\
& \text { mean of } y_{i} \\
& \text { When } x_{i} \text { is above } \\
& \text { the mean of } x, y \text { is } \\
& \text { usually below the } \\
& \text { mean of } y_{i} \\
& r=\frac{1}{n-1}\left(z_{x_{1}} z_{y_{1}}+z_{x_{2}} z_{y_{2}}+\cdots+z_{x_{n}} z_{y_{n}}\right)
\end{aligned}
$$

## Correlation ~ 0


roughly the same positive \& negative... will cancel out \& r $\sim 0$

$$
r=\frac{1}{n-1}\left(z_{x_{1}} z_{y_{1}}+z_{x_{2}} z_{y_{2}}+\cdots+z_{x_{n}} z_{y_{n}}\right)
$$

## $r$ measures the strength and direction of linear dependence:

- If there is a clear pattern, but it isn't linear... $r$ is inadequate!

7.7 Match the correlation, Part I. Match the calculated correlations to the corresponding scatterplot.
(a) $r=-0.7$
(b) $r=0.45$
(c) $r=0.06$




(3)
(4)


## Correlations with SAS

- PROC CORR computes correlations for us
- To visualize the data, we can create a "scatterplot matrix" with PROC SGSCATTER
- Example: in the hsb2 dataset, suppose that we want to find the pairwise correlations between math, writing, reading, science, and social studies scores

```
PROC CORR data = hsbnew;
VAR math write socst science read;
RUN;
PROC SGSCATTER data = hs.bnew;
matrix math write socst science read;
RUN;
```

| $\left.\begin{array}{c}\text { Pearson Correlation Coefficients, N = 200 } \\ \text { Prob }\end{array} \right\rvert\,$ r\| under H0: Rho=0 |  |  |  |  |  |
| :---: | :--- | :--- | :--- | :--- | :--- |$]$



