

Statistics 213 Introduction to MINITAB

Login with your ID and pass word. If you do not have this, you need to go the 7th floor of the Math Science building and get it. You will have to wait at least 45 minutes until you can use your password after getting it.

Click on **Minitab 14**.

Spend a few moments finding your way around the MINITAB windows. Our main interest will be in the DATA window, which serves as the worksheet for entering data, and the MENU bar that allows the selection of commands to perform various tasks. Results are presented in the SESSION window.

Example 1: Entering data

The values below represent the grade point averages of 30 randomly selected U. of C. Students:

2.0 3.1 1.9 2.5 1.9 2.3 2.6 3.1 2.5 2.1
2.9 3.0 2.7 2.5 2.4 2.7 2.5 2.4 3.0 3.4
2.6 2.8 2.5 2.7 2.9 2.7 2.8 2.2 2.7 2.1

i) Enter this data into the first column, c1, of the worksheet in the DATA window. Enter GPA in the blank cell under the c1. This assigns a name for the “variable” in that column.

Before proceeding, be sure that the highlighted cell is not one of your data values – click anywhere else on the worksheet.

ii) From the MENU BAR select GRAPH > HISTOGRAM... four pictures appear. Since we are just dealing with one data set, click on SIMPLE then click OK.

Click the mouse on c1 GPA in the rectangle on the left of the box: then press SELECT. This enters the name of your variable as one to be graphed. {Or type c1 in the GRAPH VARIABLES cell.}

Click OK.

A Histogram should appear. You can go back and try another type of histogram with a curve superimposed.

iii) Again, select GRAPH from the MENU BAR. Choose STEM-AND-LEAF.

Highlight c1 GPA as before and press SELECT. Select INCREMENT and type 1. Then click on OK.

Have a look at the dotplot for this data by using DOTPLOTS.

(iv) To find the sum, mean, standard deviation etc. Click on Calc>Column Statistics.

Click on Input variable: Click on C1. Click on any of the statistics (eg. Sum, mean) and then click on Okay. Or you can click on STAT>Basic Statistics> Display Descriptive Stats and enter C1.

Example 2: Using MINITAB files

Students in an introductory statistics course participated in a simple experiment. Each student recorded his or her height, weight, gender, smoking preference, usual activity level, and resting pulse. Then they each flipped a coin and those who's coin came up heads ran in place for one minute. The entire class then recorded their pulse rates again. The data is saved in a worksheet called PULSE1

To retrieve the worksheet: Choose FILE>OPEN WORKSHEET ... a dialog box appears. Scroll through the files listed below it until you find the pulse file (make sure you don't click on Pulse) and click on it.

Press OK. The results of this experiment appear in the worksheet in the DATA window.

Variable	Description	Variable	Description
C1 'PULSE1'	Resting pulse rate	C5 'SEX'	1=male 2=female
C2 'PULSE2'	Second pulse rate	C6 'HEIGHT'	Height in inches
C3 'RAN'	1= ran in place; 2=did not run in place	C7 'WEIGHT'	Weight in pounds
C4 'SMOKES'	1=smokes regularly 2=does not smoke regularly	C8 'ACTIVITY'	Usual level of physical activity; 1=slight; 2=moderate;3= quite often

i) Compare the resting pulse rates of the students according to their level of activity by examining the three dotplots: GRAPH>DOTPLOTS

Click on WITH Groups

Select PULSE1 as the variable to be plotted {highlight and SELECT}

Select ACTIVITY in the box listing the categorical variables {or click and SELECT}

Click OK and the dotplots are given one above the other.

ii) Compare the descriptive statistics of the resting pulse rate according to activity level in a similar fashion.

To compare the actual values: STAT>Basic Statistics> Display Descriptive Stats. Click the Variable Box , double click on PULSE1. Click the By Variable check box. Double click on Activity. Click on OK or hit enter

iii) Draw boxplots of the resting pulse rate according to activity level:

GRAPH>BOXPLOT. Click With Groups. PULSE1 should be entered in the "graph variable box" and ACTIVITY in the "categorical box".

iv) Use MINITAB to help you answer the following question:

1. Compare the resting pulse rate of males and females by discussing the relative position of their central measures; the spread and shape of the respective distributions.
2. What is the range of resting pulse rate for those classified as regular smokers?

3. What is the difference in the mean 'second pulse' rate for those who ran in place and the mean of those who did not?

Additional Questions:

1. Suppose you select 20 students from the class (Stat 213) and collect data for these 3 variables

X: # of courses enrolled in

Y: total cost of textbooks and supplies for courses enrolled in

Z: method of payment used to by textbooks and supplies for courses enrolled in

- (a) Describe the population.
 (b) Describe the sample.
 (c) Classify the responses of the above variables as qualitative or quantitative. If quantitative, identify as discrete or continuous.
2. A consumer group has made a study of the amount of music on classical compact discs. The discs have a capacity of 70 minutes of music but many discs are released with much less. The results of their study of a sample of 318 classical discs are shown below:

Playing Time	Relative Frequency
0 and under 30	0.025
30 and under 35	0.186
35 and under 40	0.308
40 and under 45	0.211
45 and under 50	0.135
50 and under 55	0.094
55 and under 60	0.006
60 and under 65	0.025
65 and under 70	

- (a) Complete the table by filling in the missing relative frequency. (0.01)
 (b) Draw the appropriate relative frequency histogram for this data. Describe the distribution of the data.
 (c) Without calculations, would the mean be the greater than or less than or equal to the median. Explain why.
 (d) Find the class marks.
 (e) What **percentage** of the sample had playing times of at least 50 minutes? (13.5%)
 (f) **How many** CD's in the sample had playing times of at least 30 minutes but less than 60 minutes? 298.9
3. The following summary statistics were obtained from a data set with 1000 values:

$$\text{Mean} = 60.5 \quad \text{Median} = 64 \quad \text{Standard deviation} = 10.5 \quad Q_1 = 55.5 \quad Q_3 = 76.0$$

Indicate approximately **how many** observation are in each of the intervals below.
Explain your answer including a statement of any assumptions that you made and any observations about the validity of those assumptions.

- (a) The interval from 55.5 to 76.0 (500)
- (b) The interval from 39.5 to 81.5 (950 Empirical, at least 750 Chebyshev's Rule)

4. The campus branch of the Royal Bank randomly selected a sample of student accounts and checked the corresponding balance (rounded to the nearest dollar amount). The resulting data follows :

458, 623, 449, 721, 441, 498, 609, 557, 587, 435, 567, 760, 505, 876, 535, 684

- a) Find the following: mean, median, mode, Q1, Q3, standard deviation, and the interquartile range. ($\bar{x} = 581.6$, median = 562, no mode, Q1 = 478, Q3 = 653.5, $s = 126.7$, IQR = 175.5)
 - b) Construct a box and whisker plot of the above data. Are any outliers present? Show how you would determine if it was an outlier.
 - c) Using the Chebyshev's inequality, within what range would you expect to find at least 75% of the account balances? (328.1, 835.0)
 - d) Find the 80th percentile and interpret its meaning. (684)
 - e) What percentage of the data should fall within 1 standard deviation of the mean if the data is normally distributed? (~68%) What is the actual percentage from the data? (62.5%) Why aren't they exactly the same?
5. A sample of 100 values has a mean of 41 and a standard deviation of 6. The shape of the distribution is unknown. How many values would you expect to be contained in the interval 20 to 62? (91.84 or between 91 and 92)
6. For a list of 50 sample values, $\sum Xi = 50$ and $\sum X^2i = 646$. In what interval would you expect to find at least 8/9 of the data? (-9.463, 11.462)