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## **Course Pre-Assessment**

### **Part I-Multiple Choice**

1. A research calculated the percentages of students who are female at a sample of colleges and universities. The unit of analysis in this study was:
  - a) females.
  - b) gender.
  - c) the college or university.
  - d) percentages.
  - e) a sample.
  
2. Generalizing from a survey of American colleges and universities to all American colleges and universities is an example of:
  - a) measurement.
  - b) a continuous variable.
  - c) a census.
  - d) inferential statistics.
  - e) descriptive statistics.
  
3. A parameter is to a statistic as:
  - a) collectively exhaustive is to mutually exclusive.
  - b) discrete is to continuous.
  - c) a nominal variable is to an ordinal variable.
  - d) a population is to a sample.
  - e) descriptive statistics is to inferential statistics.

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4. The General Social Survey asked respondents the meanings of each of ten words. The variable #CRCT.WORD reports the number of correct answers. The level of measurement of this variable is:

- a) nominal.
- b) ordinal.
- c) interval/ratio.
- d) none of the above.
- e) can't tell because there is not enough information.

5. The General Social Survey asked respondents to assess their own health as excellent, good, fair, or poor. The level of measurement of this variable is:

- a) nominal.
- b) ordinal.
- c) interval/ratio.
- d) none of the above.
- e) can't tell because there is not enough information.

6. The General Social Survey asked respondents what region of the country they lived in at age 16. The level of measurement of this variable is:

- a) nominal.
- b) ordinal.
- c) interval/ratio.
- d) none of the above.
- e) can't tell because there is not enough information.

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7. Suppose that a researcher conducting a survey asks respondents their annual incomes using these values: \$20,000 or less, \$20,000 thru \$60,000; \$60,000 or more. A problem with this set of values is that:

- a) they are measured at the nominal level.
- b) they are not continuous.
- c) they are population data.
- d) they are not collectively exhaustive.
- e) they are not mutually exclusive.

8. Which of the following sets of categories is not collectively exhaustive?

- a) Frequency of newspaper reading: Daily; Few times a week; Once a week; Less often; Never.
- b) Favorite TV shows: Drama; Comedy; Sports.
- c) Employment status: Employed; Not employed.
- d) Self-reported health: Excellent; Good; Fair; Poor.
- e) Education: Years of school completed.

9. The CIA's World Factbook summarizes information about each country. Information for each country includes such variables as population size, gross national product, and mortality rates. Variables described in the World Factbook are:

- a) nominal variables.
- b) discrete variables.
- c) dichotomous variables.
- d) ecological variables.
- e) bivariate.

10. Consider the argument: "States with higher percentages of drivers under 20 years old have more pickup trucks per 1,000 population." Therefore, pickup trucks are mostly driven by teenagers. This argument:

- a) uses discrete data.
- b) uses inferential statistics.
- c) is not collectively exhaustive.
- d) involves an ecological fallacy.
- e) uses multivariate analysis.

11. We often use percentages because:

- a) percentages are more scientific.
- b) percentages are more precise.
- c) percentages are presentation quality.
- d) percentages make comparisons easier.
- e) percentages are collectively exhaustive.

12. Compared with a small sample, a large sample has percentages that are:

- a) more discrete.
- b) more ecological.
- c) more cumulative.
- d) more reliable.
- e) more interval/ratio.

13. We can assess the stability or reliability of percentages by considering:

- a) the total number of cases on which percentages are based.
- b) the size of the percentage.
- c) inferential statistics.
- d) all of the above.
- e) none of the above.

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14. Consider this table:

**Table-** Self-Reported Health  
(in percentages)

| Health    | Percent |
|-----------|---------|
| Excellent | 30.2    |
| Good      | 47.4    |
| Fair      | 17.0    |
| Poor      | 5.4     |
| Total     | 100.0   |
| (N)       | (493)   |

Which of the following is true?

- a) The cumulative percentage who report at least good health is 77.6.
- b) A spot map would be a good way to display these percentages.
- c) The frequency is too small for stable percentages.
- d) All of the above.
- e) None of the above.

15. If values are not mutually exclusive and collectively exhaustive:

- a) the variable is a subset.
- b) the researcher commits an ecological fallacy.
- c) percentages will not sum to 100.
- d) the variable is continuous.
- e) all of the above.

16. A researcher interested in variations in Asian Americans' political attitudes restricted her analysis to only Asian Americans in the General Social Survey. The Asian Americans that she analyzed are:

- a) a subset.
- b) outliers.
- c) discrete.
- d) missing data.
- e) ecological.

17. Generally, ordinal variables are best displayed visually with:

- a) cumulative percentages.
- b) collapsed values.
- c) pie charts.
- d) bar graphs.
- e) subsets.

18. In a bar graph:

- a) the width of bars should reflect the number of cases.
- b) values of ordinal variables should usually be listed from tallest to shortest.
- c) the vertical axis should usually begin at zero if possible.
- d) none of the above.
- e) all of the above.

19. A bar graph is a useful way to spot:

- a) significant digits.
- b) aggregate data.
- c) outliers.
- d) none of the above.
- e) any of the above.

20. In maps showing the distribution of a variable across the 50 American states, a researcher can reduce the visual effect of differences in geographic size by using:

- a) an area map.
- b) a spot map.
- c) a continuous variable.
- d) a discrete variable.
- e) raw data.

21. A mode:

- a) can be found only for discrete variables.
- b) is usually less than the mean.
- c) is the value of the most frequently occurring score.
- d) is usually less for ordinal than for interval/ratio variables.
- e) is useful only for symmetrical variables.

22. A distribution that has one "hump" is:

- a) symmetrical.
- b) dichotomous.
- c) unimodal.
- d) skewed.
- e) ecological.

23. Consider these scores: 0, 3, 1, 5, 1. The mean is:

- a) 1.
- b) 2.
- c) 3.
- d) 5.
- e) none of the above.

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24. The median is less sensitive than the mean to:

- a) the skewness of a variable.
- b) the sum of squares.
- c) dichotomous variables.
- d) all of the above.
- e) none of the above.

25. Means can be greatly influenced by:

- a) outliers.
- b) the sum of squares.
- c) interval/ratio variables.
- d) all of the above.
- e) none of the above.

26. Which of the following always produces the smallest sum of squares?

- a) the mode.
- b) the median.
- c) the mean.
- d) a symmetrical distribution.
- e) a bimodal distribution.

27. The variable LIKESCI reports whether students like or do not like science. "Like science" is coded 1 and "does not like science" is coded 0. If 75 percent of the students at a school like science, the mean is:

- a) 0.
- b) .25.
- c) .50.
- d) .75
- e) 1.00.

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28. In a symmetric, unimodal distribution:

- a) the median equals the mean.
- b) the mode equals the median.
- c) the mean equals the mode.
- d) all of the above.
- e) none of the above

29. The mean years of the GSS variable AGE KD BRN is higher than the median, so we know that the distribution of respondent's age when first child was born is:

- a) collapsed.
- b) normal.
- c) leptokurtic.
- d) bimodal.
- e) positively skewed.

30. Missing data should be included when finding:

- a) the mode.
- b) the median.
- c) the mean.
- d) all of the above.
- e) none of the above.

31. The variance measures deviation around the:

- a) mode.
- b) median.
- c) mean.
- d) sum of squares.
- e) standard deviation.

32. The variance:

- a) is the square of the standard deviation.
- b) can be 0.
- c) is never negative.
- d) all of the above.
- e) none of the above.

33. The number of standard deviations a score lies from the mean is:

- a) the case's Z-score.
- b) the case's kurtosis.
- c) the standard error.
- d) the confidence interval.
- e) the sampling distribution.

34. Z-scores for a variable:

- a) are normally distributed.
- b) have a standard deviation of 0.
- c) sum to zero.
- d) all of the above.
- e) none of the above.

35. All normal distributions:

- a) have a mean of 1.
- b) have sampling distributions.
- c) are symmetrical.
- d) all of the above
- e) none of the above.

36. The standard deviation of a sampling distribution:

- a) applies only to population data.
- b) can be larger than the standard deviation for the population.
- c) is the sum of squares.
- d) is the standard error.
- e) is always greater than 1.

37. The central limit theorem tells us that the larger the size of a sample, then:

- a) the smaller the variance.
- b) the smaller the standard error.
- c) the less the mean.
- d) the greater the standard score.
- e) the more skewed the variable.

38. The central limit theorem tells us that the larger the size of a sample, the closer the standard error is to:

- a) the population's standard error.
- b) the mean.
- c)  $sN$ .
- d) 1.00.
- e) the standard score.

39. If the 95 percent confidence interval is between 2.5 and 2.7, we know that:

- a) the distribution is normal.
- b) the standard error is .2
- c) the distribution is symmetric.
- d) 95 percent of the sample's scores are between 2.5 and 2.7.
- e) the mean is 2.6.

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40. A 99 percent confidence interval includes \_\_\_\_\_ number of scores than/as a 95 percent confidence interval.

- a) a smaller
- b) the same
- c) a larger
- d) a more normal
- e) a more standardized

**Directions (Questions 41-45):** Identify each of the following data sets as categorical (C) or numerical (N). Provide complete responses to each question.

41. Times of **30** marathoners \_\_\_\_\_

42. Favorite T-shirt color for each of **100** volunteers \_\_\_\_\_

43. Type of music listened to by **100** middle school students \_\_\_\_\_

44. Pants color worn by **30** officer workers \_\_\_\_\_

45. Hours of sleep on a road trip for **360** NBA basketball players \_\_\_\_\_

46. **Create a dot plot for the following set of data:**

**{12, 12, 12, 13, 14, 15, 15, 15, 15, 15, 17, 18, 18}**

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47. Mr. Brown recorded the following test scores for his math class:

**100, 70, 75, 70, 80, 100, 90, 75, 95, 90, 70, 65, 80, 85, 100, 75, 100, 90, 65, 70, 90, 95, 80**

- a. Create a dot plot for the math test scores

|           |           |           |           |           |           |           |            |
|-----------|-----------|-----------|-----------|-----------|-----------|-----------|------------|
| <b>65</b> | <b>70</b> | <b>75</b> | <b>80</b> | <b>85</b> | <b>90</b> | <b>95</b> | <b>100</b> |
|-----------|-----------|-----------|-----------|-----------|-----------|-----------|------------|

- b. Complete the tally mark and frequency columns in the table below:

| <b>Test Scores</b> | <b>Tally</b> | <b>Frequency</b> |
|--------------------|--------------|------------------|
| <b>65</b>          |              |                  |
| <b>70</b>          |              |                  |
| <b>75</b>          |              |                  |
| <b>80</b>          |              |                  |
| <b>85</b>          |              |                  |
| <b>90</b>          |              |                  |
| <b>95</b>          |              |                  |
| <b>100</b>         |              |                  |

- c. What score describes the center of the data?
- d. What was the most common (or frequent) test score?

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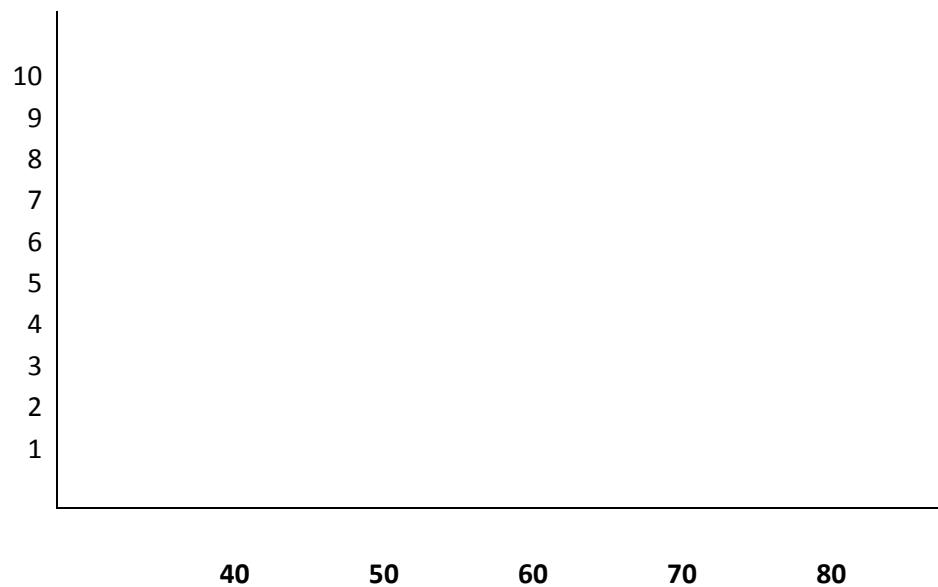
48. The table below represents the total points scored by the varsity basketball team for each of the 23 games played:

45, 50, 67, 72, 41, 62, 56, 59, 40, 60, 69, 47, 54, 76, 53, 64, 53, 57, 61, 64, 52, 56, 64

a. Complete the following table:

| Interval of Game Scores | Tally | Frequency | Relative Frequency |
|-------------------------|-------|-----------|--------------------|
| 40–< 50                 |       |           |                    |
| 50–< 60                 |       |           |                    |
| 60–< 70                 |       |           |                    |
| 70–< 80                 |       |           |                    |

b. Plot the histogram for the game scores (make sure label the axes)



c. Based on the histogram, describe the center of the game scores

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- d. How would the histogram change if you added the game scores 73 and 74?

**Directions (Questions 49-50):** Find the mean, median, mode, and range of the following data sets. Provide complete responses to each question.

49. 1, 8, 7, 8, 2, 8, 5, 4, and 3

50. 7, 10, 11, 12, 11, 11, 13, 8, 22, and 23

51. Use the following data set to answer the questions below:

{58, 71, 51, 67, 58, 55, 53, 57, 58, 62, 65}

- a. What is the median (Q2) of the data set?
- b. What are the upper (Q3) and lower (Q1) quartiles?
- c. Calculate the IQR (inter-quartile range)?

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d. What are the minimum and maximum of the data set?

e. Draw a box-and-whisker plot to display the data.

**Directions (Question 52):** Complete the following stem-leaf tables.

52. Construct stem leaf plots for the following data sets:

a. { 16, 22, 33, 41, 42, 41, 41, 40, 27, 18}

| Stem | Leaf |
|------|------|
|      |      |
|      |      |
|      |      |
|      |      |

b. { 41, 38, 47, 48, 22, 28, 25, 40, 30}

| Stem | Leaf |
|------|------|
|      |      |
|      |      |
|      |      |
|      |      |

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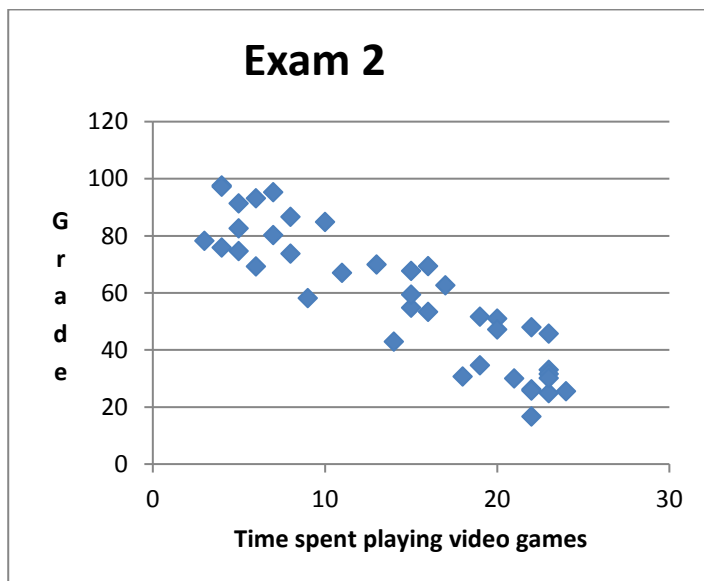
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c. { 76, 83, 54, 43, 44, 44, 103, 99, 94}

| Stem | Leaf |
|------|------|
|      |      |
|      |      |
|      |      |
|      |      |
|      |      |
|      |      |

## **Part II**

53. Below is a scatterplot of grade on exam 2 versus time spent playing video games in hours for the Exam 2 week for 40 students.



(a) Describe the important features of the relationship between two variables:

*Form:* linear or nonlinear?

*Direction:* positive or negative (or no relation)?

*Strength:* strong, moderate, or weak?

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54. Use the least square method to determine the equation of line of best fit for the data by completing the following table and then plot the line.

|   |   |    |    |   |   |    |    |   |   |    |
|---|---|----|----|---|---|----|----|---|---|----|
| x | 8 | 2  | 11 | 6 | 5 | 4  | 12 | 9 | 6 | 1  |
| y | 3 | 10 | 3  | 6 | 8 | 12 | 1  | 4 | 9 | 14 |

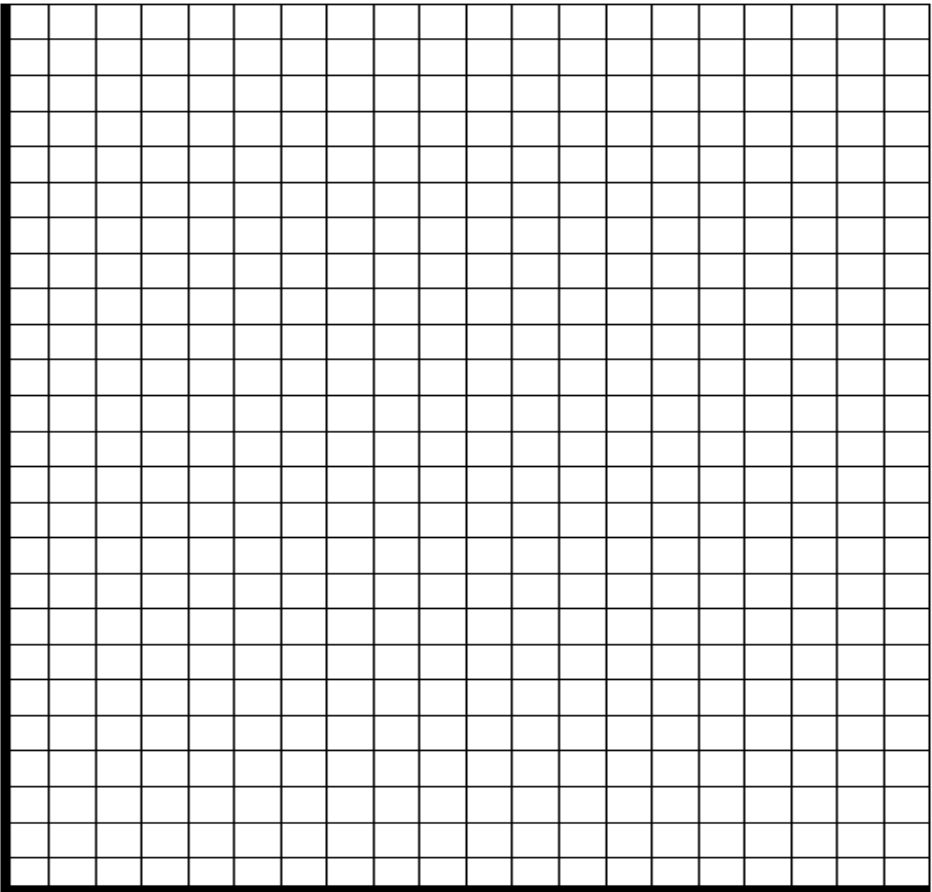
| $x$ | $y$ | $x^2$ | $y^2$ | $xy$ |
|-----|-----|-------|-------|------|
|     |     |       |       |      |
|     |     |       |       |      |
|     |     |       |       |      |
|     |     |       |       |      |
|     |     |       |       |      |
|     |     |       |       |      |
|     |     |       |       |      |
|     |     |       |       |      |
|     |     |       |       |      |
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### **Part III**

55. Does education improve your chances of being employed? The following table provides data on the educational attainment and employment status of the U.S. population, 25 years of age and older, in the labor force as of October 2012. The data is in thousands of people. (Source: *Bureau of Labor Statistics*.)

|            | Less than a<br>High School<br>Diploma | High School<br>Graduates, No<br>College | Some College<br>or Associate<br>Degree | Bachelor's<br>Degree and<br>Higher | Total   |
|------------|---------------------------------------|-----------------------------------------|----------------------------------------|------------------------------------|---------|
| Employed   | 9,886                                 | 33,702                                  | 35,176                                 | 46,849                             | 125,613 |
| Unemployed | 1,377                                 | 3,076                                   | 2,599                                  | 1,827                              | 8,879   |
| Total      | 11,263                                | 36,778                                  | 37,775                                 | 48,676                             | 134,492 |

What is the probability that a randomly selected person:

- Is unemployed?
- Is unemployed given that he/she has less than a high school diploma?
- Are the events "unemployed" and "less than a high school diploma" independent?
- Is unemployed given that he/she is a high school graduate with no college education?
- Is unemployed given that he/she has some college education or an associate degree?
- Is unemployed given that he/she has at least a bachelor's degree?
- Based on your answers to parts b. through e., would you say that education improves your chances of being employed?

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- h. Is unemployed and has at least a bachelor's degree?
- i. Has less than a high school diploma or is a high school graduate with no college education?
- Are the events "less than a high school diploma" and "high school graduate with no college education" mutually exclusive?

56. Are women more likely to be unemployed than men? The following table provides data on the gender and employment status of the U.S. population, 16 years of age and older, in the labor force as of October 2012. The data is in thousands of people. (Source: *Bureau of Labor Statistics*.)

|            | Men    | Women  | Total   |
|------------|--------|--------|---------|
| Employed   | 76,055 | 67,329 | 143,384 |
| Unemployed | 6,642  | 5,616  | 12,258  |
| Total      | 82,697 | 72,945 | 155,642 |

What is the probability that a randomly selected person:

- a. Is unemployed given that she is a woman?
- b. Is unemployed given that he is a man?
- c. Based on your answers to parts a. and b., would you say that women are more likely than men to be unemployed?