Multivariate Statistics

PSYX 522 – Autumn 2015

Course Location and Time

Skaggs Building 303
Thursday 12:10 – 3:00 pm

Instructor Information

Instructor: Daniel J. Denis, Ph.D.
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Phone: 406-243-4539
Email: daniel.denis@umontana.edu
Office hours: TBA.

Course Overview & Expectations

This course is designed for graduate students in psychology. It is assumed that students entering this course have taken previous graduate statistics courses (e.g., Stat I and Stat II here at U of M or equivalent elsewhere), and have a basic understanding of statistics and statistical inference from early concepts through to linear models such as ANOVA and multiple regression.

Credits

3.0

Learning Outcomes

1. To provide you with the opportunity to obtain a working knowledge of various multivariate statistical procedures.

2. To provide you with the ability to critically evaluate various multivariate analyses found in modern social and natural science literature.

3. To provide you with the opportunity to successfully present and defend statistical/methodological material to an audience (such as your thesis or dissertation committee, or anyone else in the future, e.g., "job talks" etc.).

Course Description

We will survey the more common multivariate procedures used in psychology and related sciences. We will not be surveying *every* multivariate methodology. Such will include topics as multivariate multiple regression (with interactions), multivariate analysis of variance, logistic regression, discriminant analysis, factor analysis/SEM models, principal components analysis, cluster analysis, and others. In addition to surveying these methods, their application using software will occasionally be demonstrated. The key to

understanding and using statistics is to be able to rely on your knowledge of **fundamental concepts** so that you may learn a variety of statistical procedures that you may need (or read) in your career. The key is to **understand** what you are doing, and not simply run statistical procedures blindly. The focus of the course will be 1/2 on theory, and 1/2 on application. A fundamental goal of the course is to teach you how to think statistically (almost synonymous with "scientifically") from the ground up so that you may become a wise interpreter and producer of scientific knowledge.

Course Depth vs. Breadth

This course is necessarily a "breadth" course, as it is impossible to cover *all of multivariate statistics* in depth in the amount of time allotted for this course. For instance, for each of the multivariate procedures that exist, there are many BOOKS written on these individual topics, and countless peer-reviewed journal articles. It is unreasonable to think that this course alone will make you an "expert" on any of the various multivariate procedures. Rather, the course will provide you with reasonable knowledge of which multivariate procedure might be suitable for a given research problem, and how to begin to implement the procedure. Even if you complete a given data analysis as an exercise in this course, every time you do a new data analysis in the future, you are always "starting anew." Each data analysis is different, and "cookbook" approaches to statistical analysis, even if somewhat helpful and having their place as a learning tool, can be dangerous if they are not used with caution. The course will also to some extent introduce you to the underlying technical details of these procedures, so that you have some background on the "anatomy" of multivariate analysis before attempting to apply it to problems in research.

Required Texts

Instructor notes will be provided.

Optional Texts & Resources

Rencher, A. C. & Christensen, W. F. (2012). *Methods of Multivariate Analysis*. Wiley.

Meyers, L. S., Gamst, G., & Guarino, A. J. (2006). *Applied multivariate research*. Sage publications: London.

Hays, W. L. (1994). *Statistics*, 5th ed. Wadsworth Publishing Company, Belmont CA.

Kirk, R. E. (2008). *Statistics: An introduction*. Thomson/Wadsworth: Belmont, CA.

Denis, D. (2007). *Study guide for Kirk, R. E. (2008). Statistics: An introduction*. Thomson/Wadsworth: Belmont, CA.

Field, A. (2009). *Discovering statistics using SPSS*. Sage Publications: California.

Upton, G., & Cook, I. (2006). *Oxford Dictionary of Statistics*. Oxford University Press. New York.

Morgan, G.A., Leech, N. L., Gloeckner, G. W. & Barrett, K. C. (2011). IBM SPSS for Introductory Statistics: Use and Interpretation, 4th ed. Routledge: New York.

Leech, N. L., Barrett, K. C. & Morgan, G. A. (2011). IBM SPSS for Intermediate Statistics: Use and Interpretation, 4th ed. Routledge: New York.

Office Hours

Office hours are held weekly. You are also strongly encouraged to e-mail questions to the instructor and/or TA, as they arise. Writing your question out in an e-mail, as clearly as you can (even if very long) is an **excellent** way to clarify what you do not understand, and often, you achieve a deeper understanding of the topic itself. Replies will **usually** be given 24 to 48 hours after the e-mail is received. Please be as detailed and specific as you can in your e-mail so I know how to frame my response to best suit your needs. There will be a class e-mail listserv with which I will use to communicate with the class. Be sure you are on this list.

Multivariate Email List

There will be a Multivariate E-mail list that will be created and used by the instructor. The list will be used by the instructor to communicate with the class via e-mail regarding course content and special messages. When students ask questions by e-mail, the instructor may respond to the question to the entire list (but will first remove identifying info. of the student asking the question). Please be sure you are on this e-mail list.

Evaluation

Your final grade will be based on the following:
1. Student Seminar (30%)
2. Mid-Term Test (20%) 1/2 Theory / 1/2 Application
3. Final Exam (50%) 1/2 Theory / 1/2 Application

   Student Seminar

   Each seminar will be approximately 45 minutes in length, with about 10 minutes for questions. Seminars will be evaluated on the following:

   - Topic Knowledge & Expertise (30%)
   - Level of Difficulty, Complexity and Depth (30%)
   - Presence and Clarity of Exposition (20%)
   - Organization, Delivery, and Thought Process (20%)

Percentage	Grade	Percentage	Grade	Percentage	Grade
100	A	79	B +	59	D +
99	A	78	B +	58	D +
98	A	77	B +	57	D +
97	A	76	B	56	D
96	A	75	B	55	D
95	A	74	B	54	D
94	A	73	B	53	D
93	A	72	B -	52	D -
92	A	71	B -	51	D -
91	A	70	B -	50	D -
90	A	69	C +	< 50	F
89	A -	68	C +		
88	A -	67	C +		

Percentage	Grade	Percentage	Grade	Percentage	Grade
87	A -	66	C		
86	A -	65	C		
85	A -	64	C		
84	A -	63	C		
83	A -	62	C -		
82	A -	61	C -		
81	A -	60	C -		
80	A -				

Course Guidelines & Policies

Disability Modifications

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students. If you think you may have a disability adversely affecting your academic performance, and you have not already registered with Disability Services, please contact Disability Services in Lommasson Center 154 or call 406-243-2243. I will work with you and Disability Services to provide an appropriate modification.

Academic Misconduct

You are expected to adhere to the university's Student Conduct Code with regard to academic integrity. Academic misconduct in this course will not be tolerated and will result in an academic penalty. **If you are suspected of cheating on a test or exam, you will receive zero on that test or exam and be asked to leave the class permanently**. In short, even if you do not know the answer to a question, you're much better off guessing than risking the chance of getting caught cheating.

Incompletes

Departmental and university policies regarding incompletes do not allow one to change "incomplete" grades after 1 year has passed since the "I" was granted.

A Note on the Use of Statistical Software

SPSS (and R) will be occasionally used in this course. Although SPSS (and R) will be taught and used in this course, it is of extreme importance that you do not equate "software knowledge" with statistical knowledge. The emphasis in this course will be on **first understanding statistics**, then applying them on the computer. Learning how to use SPSS effectively and efficiently is relatively easy IF YOU FIRST UNDERSTAND THE STATISTICAL PROCEDURES which it offers.

Tentative Course Schedule

Date	Topic	Readings	Problems
03 Sept.	Introductions, Syllabus,		
10 Sept.	Review of Introductory Statistics	Instructor Notes	
17 Sept.	Concepts of Model-Building/Matrices	Instructor Notes	
24 Sept.	Tests on One or Two Mean Vectors	Instructor Notes Rencher, Chapter 2/4	

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Date	Topic	Readings	Problems
01 Oct.	Multivariate Analysis of Variance (MANOVA)	Rencher, Chapter 6	
08 Oct.	Tests on Covariance Matrices Discriminant Analysis Classification Analysis	Rencher, Chapter 7 Rencher, Chapter 8 Rencher, Chapter 9	
15 Oct.	Multivariate Regression (with interactions)	Rencher Chapter 10	
22 Oct.	Canonical Correlation	Rencher Chapter 11	
29 Oct.	Principal Components Analysis	**Mid-Term Test (20%)** Rencher Chapter 12	
05 Nov.	Exploratory Factor Analysis	Rencher Chapter 13	
12 Nov.	Confirmatory Factor Analysis	Rencher Chapter 14	
19 Nov.	Overload	TBA	
26 Nov.	THANKSGIVING – NO CLASS		
03 Dec.	Path Analysis/Structural Equation Modeling Cluster Analysis Multidimensional Scaling	Student Seminars	
10 Dec.	Latent Growth Curve Analysis Logistic Regression Multilevel Modeling	Student Seminars	
18 Dec.	**FINAL EXAM (50%)** **10:10 – 12:10**	All material covered in class and notes is testable.	