

# In-person session 4

**February 2, 2023**

PMAP 8521: Program evaluation  
Andrew Young School of Policy Studies

# Plan for today

**Super quick R FAQs**

**Regression!**

**Measuring outcomes**

**DAGs**

# Quick useful R tips

# Weird figure/table placement in PDFs

# Figure sizing in R

# **Figure and table captions and numbers**

**Make nicer tables when  
knitting with `kable()`**

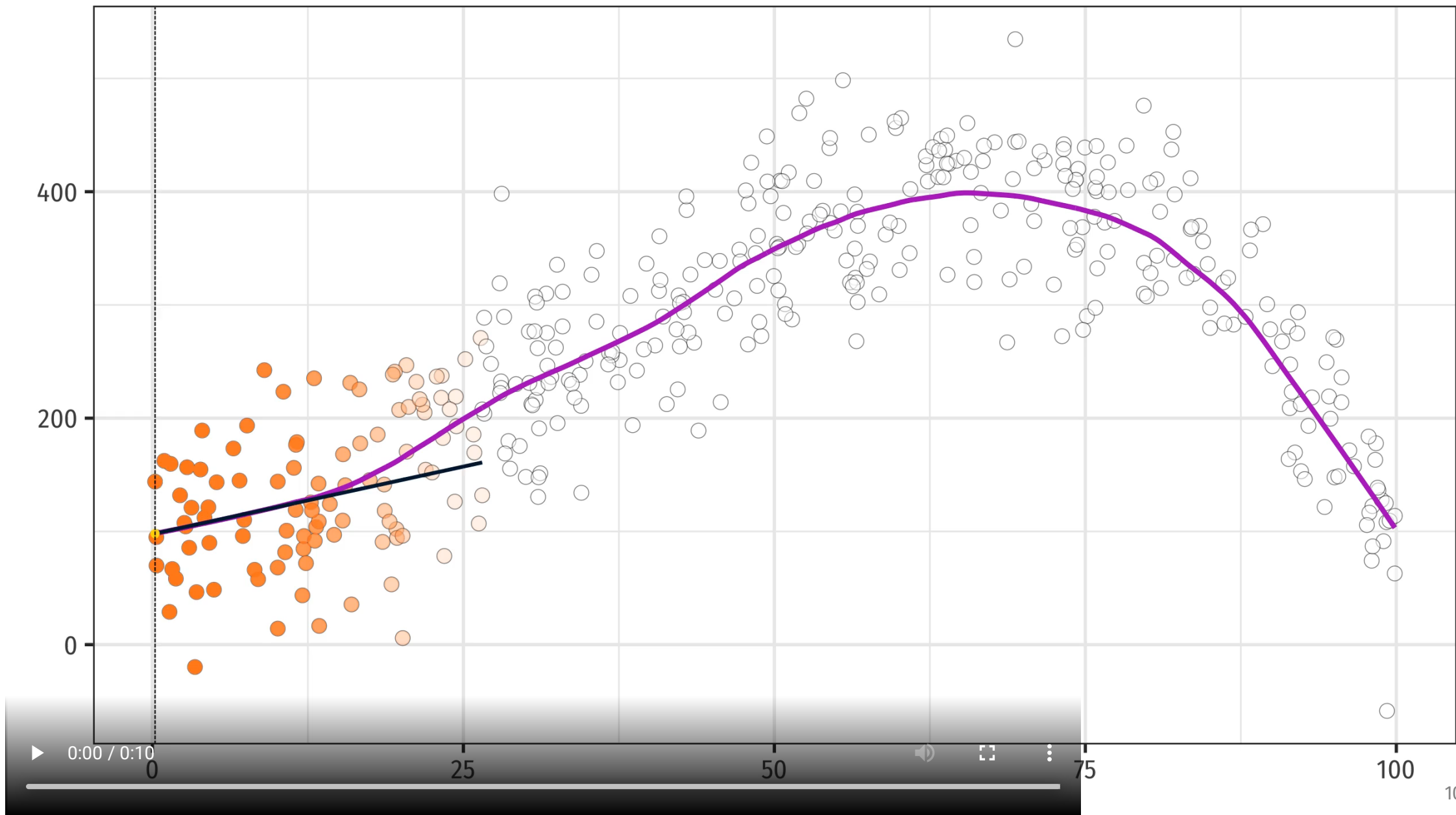
**(Or even fancier tables with `kableExtra!`)**

# Regression!

# Drawing lines through points

<https://evalsp23.classes.andrewheiss.com/slides/02-slides.html#17>

**Locally estimated/weighted scatterplot smoothing  
(LOESS/LOWESS)**  
is a common method (but not the only one!)



# Regression equations

And is the intercept ever useful,  
or should we always ignore it?

**What does it mean to  
hold something constant?**

**Why is one category always left out  
when you use a categorical variable?**

**Categorical  
variable**



**Continuous  
variable**



**Many  
simultaneous  
continuous  
variables**



**Many  
simultaneous  
categorical  
variables**

**Why use two steps to create a regression in R?  
(i.e. assigning it to an object with <-?)**

**Why use `tidy()`  
from the broom package?**

**How was the 0.05 significance threshold determined?**

**Could we say something is significant if  $p > 0.05$ , but just note that it is at a higher p-value?**

**Or does it have to fall under 0.05?**

**Why all this convoluted  
logic of null worlds?**

# Different "dialects" of statistics

**Frequentist**

$$P(\text{data} \mid H_0)$$

"Regular" statistics;  
what you've learned  
(and are learning here)

**Bayesian**

$$P(H \mid \text{data})$$

Requires lots of  
computational power

**Do we care about the actual coefficients  
or just whether or not they're significant?**

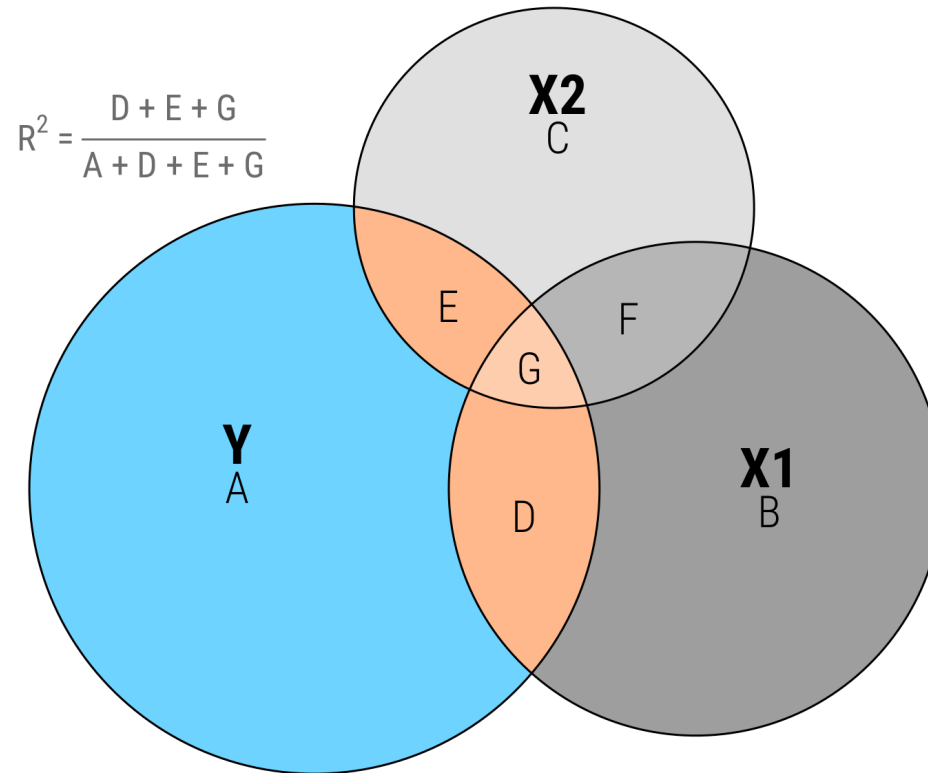
**How does significance relate to causation?**

**If we can't use statistics to assert causation  
how are we going to use this information  
in program evaluation?**

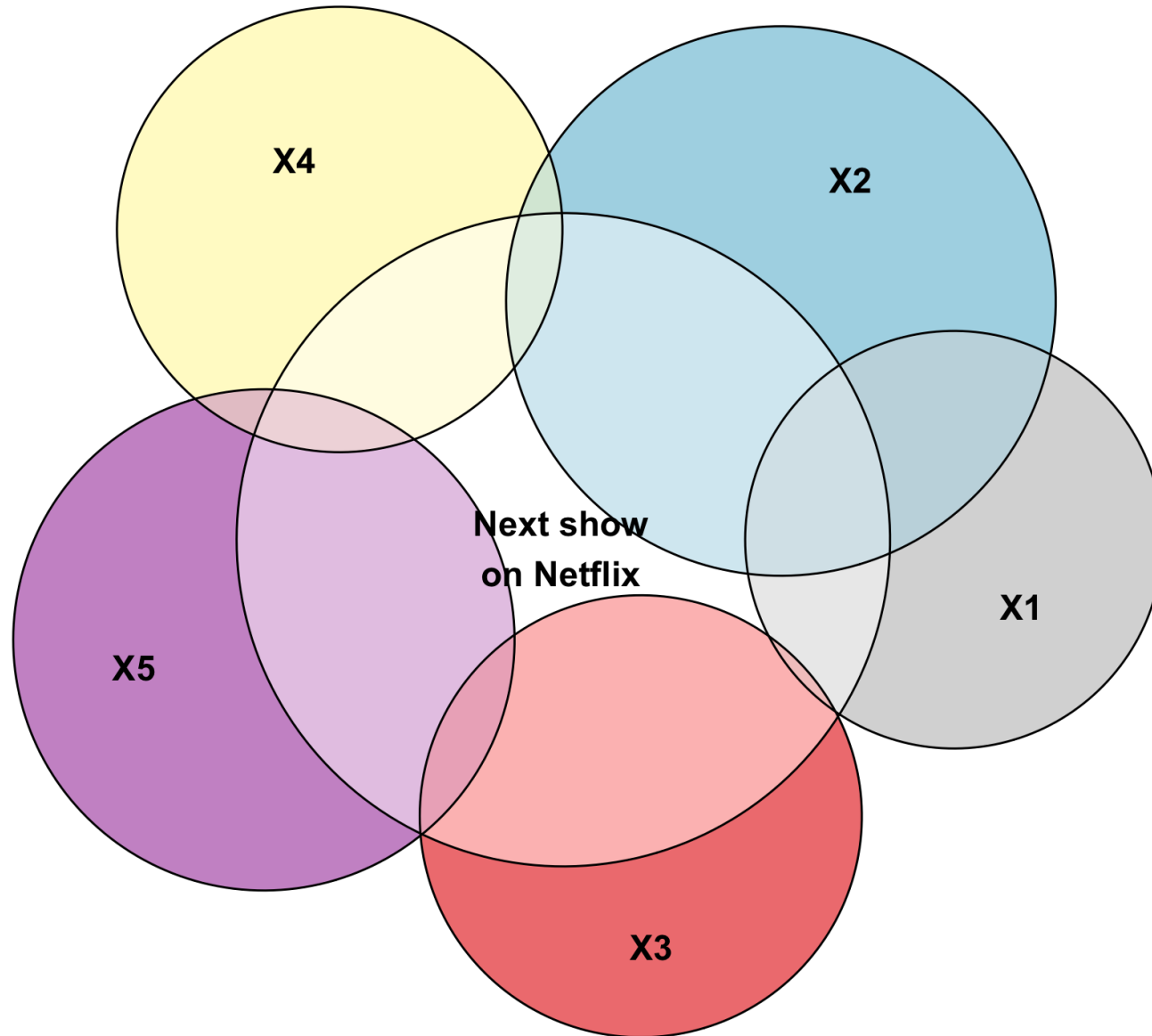
**What counts as a "good"  $R^2$ ?**

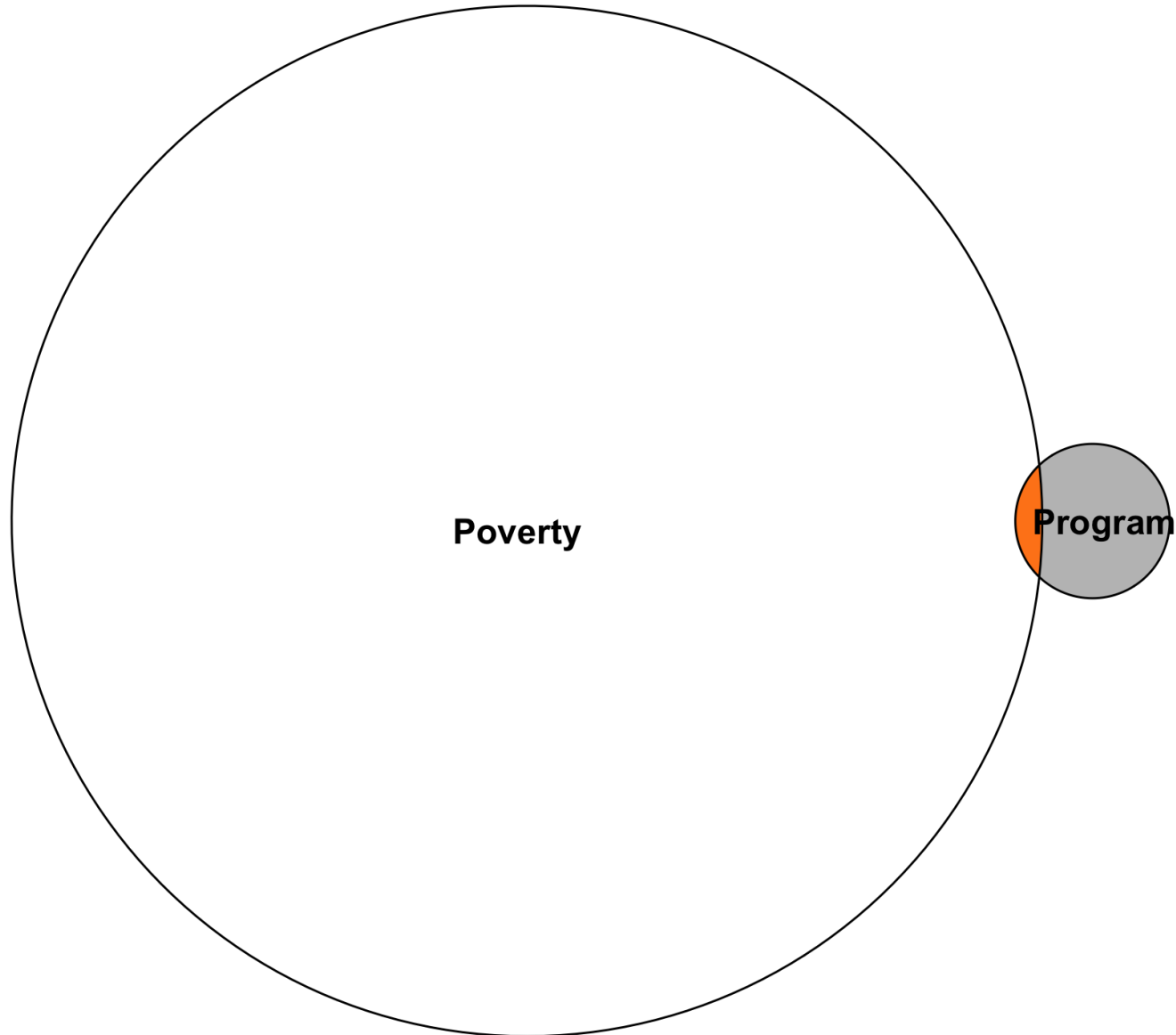
## **R<sup>2</sup> represented as an Euler diagram**

Orange area (D + E + G) shows the total variance in outcome Y that is jointly explained by X1 and X2



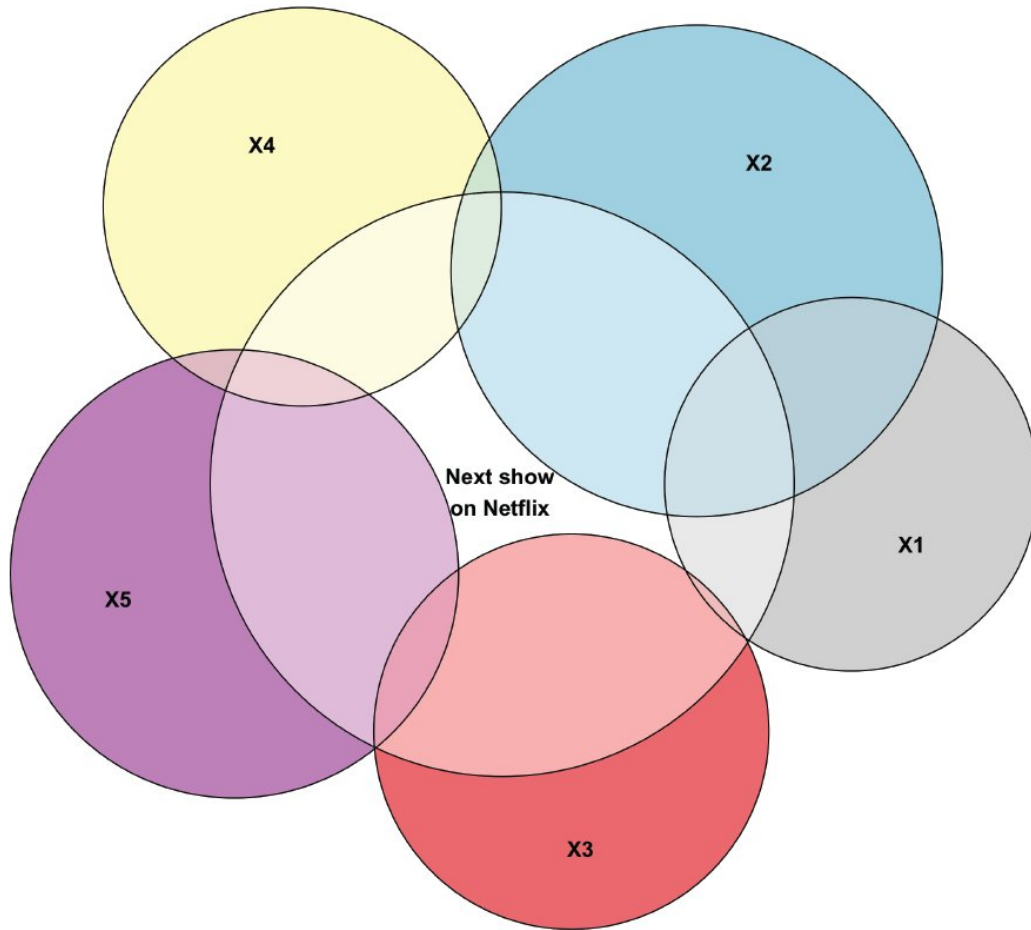
Circles sized according to each variable's sum of squares; size of overlapping areas is not 100% correct due to limitations in available geometric space





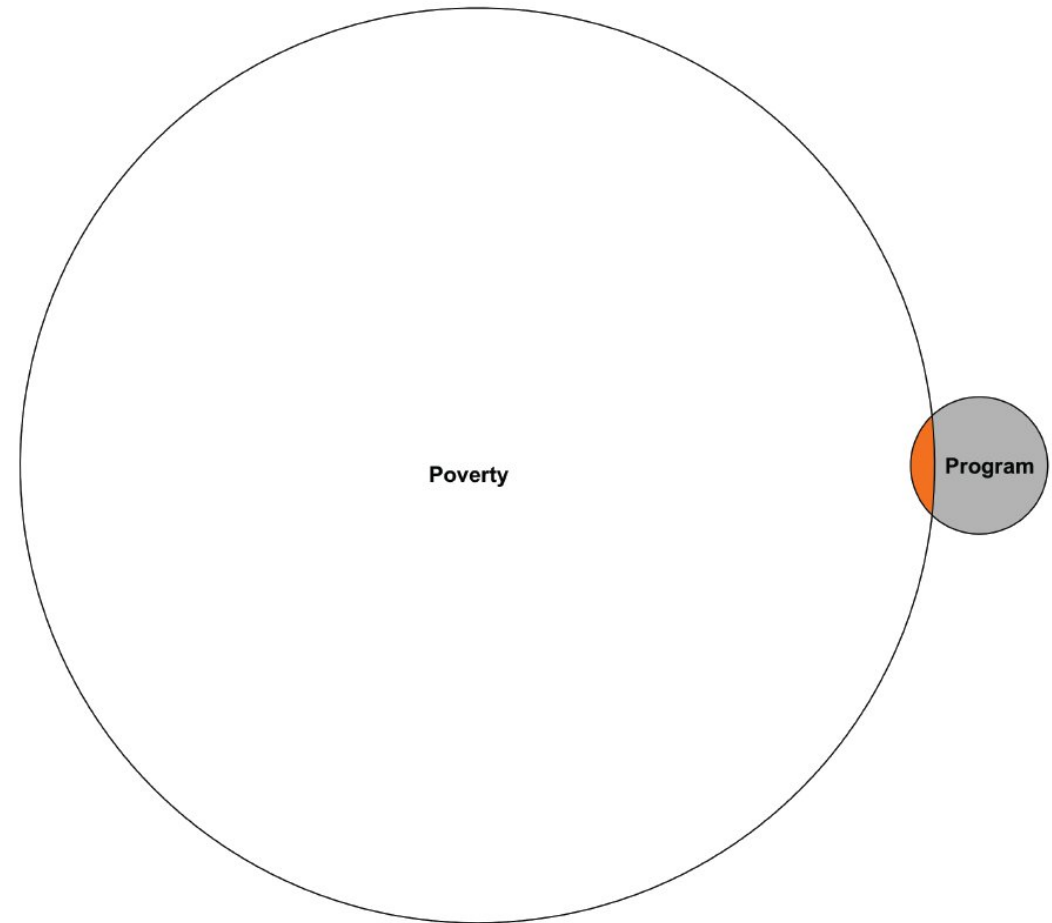
## Regression focused on prediction

Focus is on Y  
Minimize unexplained variation in the outcome



## Regression focused on estimation

Focus is on a single X  
Get that little sliver as accurate as possible



# Measuring outcomes

# Outcomes and programs

**Outcome variable**

Thing you're measuring

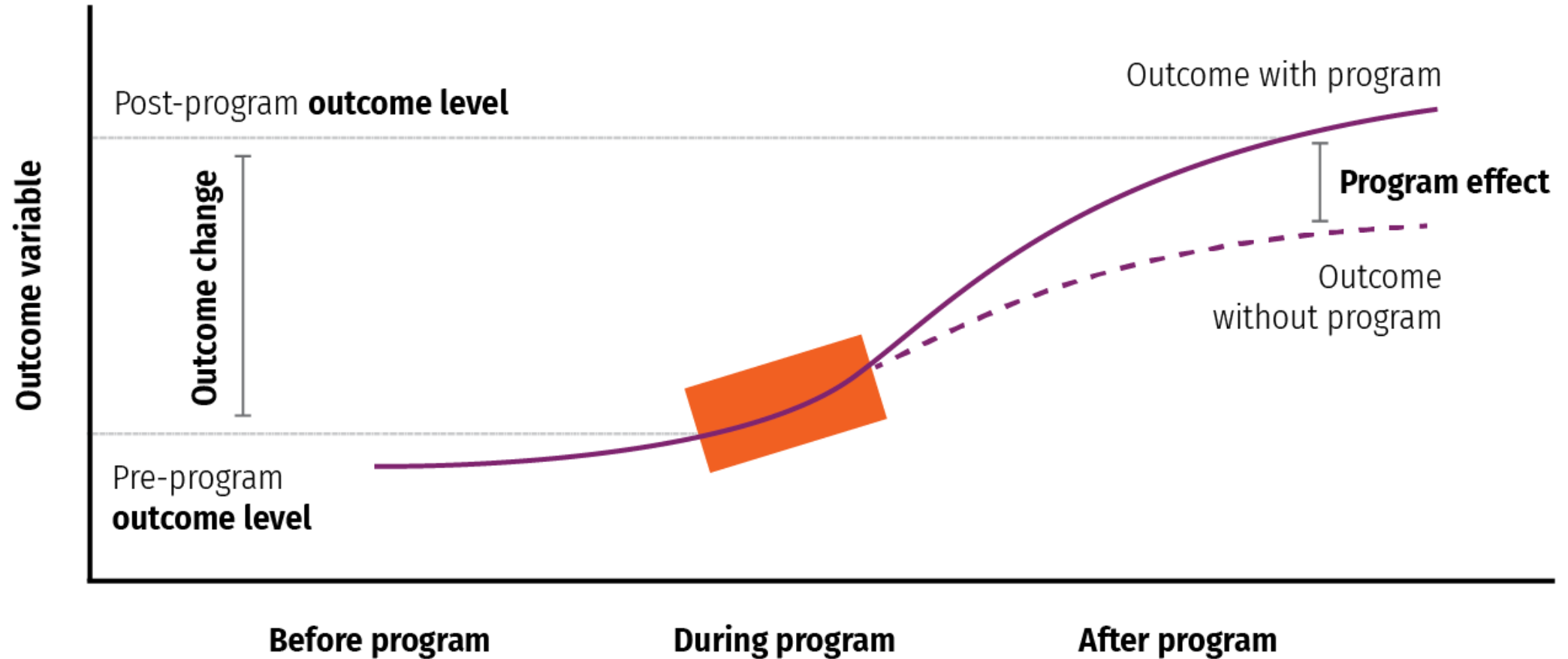
**Outcome change**

$\Delta$  in thing you're measuring over time

**Program effect**

$\Delta$  in thing you're measuring over time *because of* the program

# Outcomes and programs



# Abstraction