

## Final Examination

**Instructions:** You have 3 hours to complete the examination and there are 4 questions worth a total of 150 possible points. You may use a calculator, but you may not use pre-programmed formulas. The standard normal “Z” table from the second page of your book has been provided to you. Partial credit is possible on all questions so be sure to write clearly and show all of your work. If you have questions regarding the wording of a particular question feel free to ask for clarifications (we are not trying to trick you). Good luck!

### Question 1. (40 Points) Go Pack Go.

Let’s pretend that the Packers are in the Super Bowl. The game is tied and the Packers have the ball on their opponent’s 10 yard line as time is running out. Brett Favre gets injured and his back-up, Aaron Rogers, is brought in for the last play of the game. Since Aaron Rogers has not gotten much playing time as a professional, the fans do not know whether he is a good quarter back or not. Let’s say that the probability he is a good quarter back is 0.6. Let  $G$  denote the event that he is a good quarter back and let  $TD$  denote the event that he throws a game winning touchdown on the final play of the game. If he is a good quarter back, the probability that he throws a game winning touchdown is 0.9. If he is not a good quarter back, the probability that he throws a game winning touchdown is 0.3.

- A) (8 Points) Say that Aaron Rogers throws a game winning touchdown on the final play of the game. What probability should we attach to him being a good quarter back?

For the rest of the question, we will pretend that we know certain statistics about the Green Bay Packers. The Packers are more likely to win when either of two related events occurs. The first is the event that Brett Favre completes more than 50% of his passes, denote this event by  $C$ . The second is the event that the Packers commit fewer turnovers than their opponents, denote this event by  $T$ . In any given football match, the probability that Brett Favre completes more than 50% of his passes is 0.5. If he completes more than 50% of his passes, then the probability that the Packers commit fewer turnovers than their opponents is 0.75. If he does not complete more than 50% of his passes, then the probability that the Packers commit fewer turnovers than their opponents is 0.6.

The Packers can either win or lose any given game. Let  $W$  denote the event that the Packers win. Whether they win or not depends on the two events described above. The probability of a win is:

- i) 0.8 if that the Packers commit fewer turnovers than their opponents and Brett Favre completes more than 50% of his passes
  - ii) 0.4 if that the Packers commit fewer turnovers than their opponents and Brett Favre completes less than 50% of his passes
  - iii) 0.3 if that the Packers commit more turnovers than their opponents and Brett Favre completes more than 50% of his passes
  - iv) 0.1 if that the Packers commit more turnovers than their opponents and Brett Favre completes less than 50% of his passes.
- B) **(7 Points)** What is the probability that the Packers win a particular game, Brett Favre completes more than 50% of his passes and the Packers commit fewer turnovers than their opponents?
- C) **(5 Points)** What is the probability that the Packers commit fewer turnovers than their opponents?
- D) **(10 Points)** What is the probability that the Packers win?
- E) **(5 Points)** What is the probability that the Packers commit fewer turnovers than their opponents and they win?
- F) **(5 Points)** Are the events  $T$  and  $W$  independent?

**Question 2. (40 Points) Fast Food and Adult Obesity.**

In a paper titled “An Economic Analysis of Adult Obesity: Results from the Behavioral Risk Factor Surveillance System”, Chou et al. (2004)<sup>1</sup> study the factors that may be responsible for the 50% increase in the number of obese adults in the US since the late 1970s. They employ the 1984–1999 Behavioral Risk Factor Surveillance System, augmented with state level measures pertaining to the per capita number of fast-food and full-service restaurants, the prices of a meal in each type of restaurant, food consumed at home, cigarettes, and alcohol, and clean indoor air laws. The variables used in their study are described below:

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<sup>1</sup> “An Economic Analysis of Adult Obesity: Results from the Behavioral Risk Factor Surveillance System”, Chou, Shin-Yi; Grossman, Michael; Saffer, Henry. *Journal of Health Economics*, vol. 23, no. 3, May 2004, pp. 565-87.

Table 2  
Definitions, means, and standard deviations of variables<sup>a</sup>

Variable	Definition	Mean and standard deviation
Body mass index	Weight in kilograms divided by height in meters squared	26.015 (4.959)
Obese	Dichotomous variable that equals 1 if body mass index $\geq 30$ kg/m <sup>2</sup>	0.175 (0.380)
Black non-Hispanic	Dichotomous variable that equals 1 if respondent is Black but not Hispanic	0.092 (0.288)
Hispanic	Dichotomous variable that equals 1 if respondent is Hispanic	0.085 (0.279)
Other race	Dichotomous variable if respondent's race is other than White or Black	0.033 (0.179)
Male	Dichotomous variable that equals 1 if respondent is male	0.499 (0.500)
Some high school	Dichotomous variable that equals 1 if respondent completed at least 9 years but less than 12 years of formal schooling	0.092 (0.289)
High school graduate	Dichotomous variable that equals 1 if respondent completed exactly 12 years of formal schooling	0.330 (0.470)
Some college	Dichotomous variable that equals 1 if respondent completed at least 13 years but less than 16 years of formal schooling	0.262 (0.440)
College graduate	Dichotomous variable that equals 1 if respondent graduated from college	0.263 (0.440)
Married	Dichotomous variable that equals 1 if respondent is married	0.613 (0.487)
Divorced	Dichotomous variable that equals 1 if respondent is divorced or separated	0.089 (0.284)
Widowed	Dichotomous variable that equals 1 if respondent is widowed	0.066 (0.249)
Household income	Real household income in thousands of 1982–1984 dollars	29.460 (24.627)
Age	Age of respondent	43.381 (17.119)
Restaurants	Number of fast-food restaurants and full-service restaurants per 10,000 persons in respondent's state of residence <sup>b</sup>	13.252 (1.529)
Fast-food price	Real fast-food meal price in respondent's state of residence in 1982–1984 dollars <sup>b</sup>	2.903 (0.220)
Full-service restaurant price	Real full-service restaurant meal price in respondent's state of residence in 1982–1984 dollars <sup>b</sup>	5.971 (1.172)
Food at home price	Real food at home price in respondent's state of residence in 1982–84 dollars: weighted average of prices of 13 food items, weights are shares of each item in total food expenditures based on expenditure patterns of mid-management (middle-income) households <sup>b</sup>	1.258 (0.121)
Cigarette price	Real cigarette price in respondent's state of residence in 1982–1984 dollars <sup>b</sup>	1.287 (0.257)
Alcohol price	Real alcohol price in respondent's state of residence in 1982–1984 dollars: weighted average of prices of pure ounce of ethanol in beer, wine, and spirits; weights are shares of each item in total alcohol consumption <sup>b</sup>	1.065 (0.170)
Private	Dichotomous variable that equals 1 if smoking is prohibited in private workplaces in respondent's state of residence	0.343 (0.475)
Government	Dichotomous variable that equals 1 if smoking is prohibited in state and local government workplaces in respondent's state of residence	0.564 (0.496)
Restaurant	Dichotomous variable that equals 1 if smoking is prohibited in restaurants in respondent's state of residence	0.546 (0.498)
Other	Dichotomous variable that equals 1 if smoking is prohibited in other public places such as elevators, public transportation, and theaters in respondent's state of residence	0.688 (0.463)

<sup>a</sup> Standard deviations are in parentheses. Sample size is 1,111,074. BRFSS sample weights are used in calculating the mean and standard deviation.

<sup>b</sup> See text for more details.

They ran an OLS regression of body mass index (BMI) on the independent variables listed in the table above. The table below presents a selection of the coefficients with standard errors given in parentheses beside the coefficient estimates.

**Table 3**  
Body mass index regression, persons 18 years of age and older

Independent variable	BMI	
Black	1.638	(0.028)
Hispanic	0.737	(0.028)
Other race	-0.406	(0.057)
Male	0.890	(0.016)
Some high school	-0.110	(0.031)
High school graduate	-0.503	(0.029)
Some college	-0.572	(0.030)
College graduate	-1.150	(0.032)
Married	0.187	(0.016)
Divorced	-0.411	(0.021)
Widowed	0.262	(0.026)
Household income	-0.035	(0.001)
Household income squared/100	0.020	(0.001)
Age	0.346	(0.002)
Age squared	-0.003	(0.000)
Restaurants (full-service + fast-food)	0.631	(0.067)
Restaurants squared	-0.011	(0.002)
Fast-food restaurant price	-1.216	(0.728)
Fast-food restaurant price squared	0.135	(0.119)
Full-service restaurant price	-0.687	(0.161)
Full-service restaurant price squared	0.050	(0.013)
Food at home price	-6.462	(1.918)
Food at home price squared	2.244	(0.719)
Cigarette price	0.486	(0.355)
Cigarette price squared	0.009	(0.113)
Alcohol price	1.140	(0.884)
Alcohol price squared	-0.734	(0.380)
Private	0.015	(0.039)
Government	0.115	(0.071)
Restaurant	-0.020	(0.056)
Other	0.054	(0.056)
<i>R-squared</i>	0.081	
<i>F-statistic</i>	1212.21	
Sample size	1,111,074	

*Note:* All regressions include state dummies. Standard errors are in parentheses. Intercept is not shown.

- A) **(8 Points)** Provide an interpretation for the estimated coefficients associated with each of the 4 education variables. What can we conclude about the relationship between education and BMI from these coefficients?
- B) **(7 Points)** Is the coefficient on Household Income statistically significant (i.e. statistically different from 0) at the 5% level? What about at the 1% level? Using the coefficients on Household Income and Household Income Squared together, what can we say about the relationship between Household Income and Obesity? Is the effect of an additional \$1 in Household Income on BMI greater for rich or poor households?
- C) **(5 Points)** How would your interpretation of the coefficients change if the dependent variable was measured in natural logs?
- D) **(5 Points)** How would your interpretation of the coefficient on the food at home price change if both the dependent variable and the food at home price were measured in natural logs?
- E) **(8 Points)** Use the coefficients on the variables Restaurants (full-service + fast-food), Restaurants squared, Fast-food restaurant price and Fast-food restaurant price squared to say something about how the availability and price of fast food affects adult obesity. In your answer, be sure to mention the significance of your results.
- F) **(7 Points)** Using the Standard Normal Tables provided, which independent variables do not have NOT statistically significant effects on BMI at the 1% level?

**Question 3. (40 Points) The Empirical Human Capital Model.**

Consider the following specification for earnings:

$$\ln(\text{wage}) = \alpha_0 + \beta_{ed}ED + \beta_{ex}EX + \beta_{exsq}EXSQ + \alpha_{black}BLACK + \alpha_{hisp}HISP + \alpha_{87}Y87 + \varepsilon$$

where ED years of schooling, EX equals potential experience, EXSQ equals experience squared, BLACK equals 1 if black (0 otherwise), HISP equals 1 if HISP (0 otherwise), and Y87 equals 1 if year=1987 (0 if year=1979). The table below shows the results of estimating this specification on a sample of males from the 1979 and 1987 CPS Outgoing Rotation Group samples (the sample was drawn from the file cpsorg.dta that you were provided in conjunction with your homework assignment).

Source	SS	df	MS			
Model	392.798305	6	65.4663842	Number of obs =	5924	
Residual	938.42215	5917	.158597625	F( 6, 5917) =	412.78	
				Prob > F =	0.0000	
				R-squared =	0.2951	
				Adj R-squared =	0.2944	
				Root MSE =	.39824	
Total	1331.22046	5923	.224754424			

  

lnwage	Coef.	Std. Err.	t	P> t	[95% Conf. Interval]	
ed	.069017	.0020337	?	?	?	?
ex	.037796	.0014979	25.23	0.000	.0348596	.0407323
exsq	-.000563	.0000329	-17.09	0.000	-.0006276	-.0004984
black	-.1787841	.0201763	-8.86	0.000	-.218337	-.1392311
hisp	-.0972316	.0232317	-4.19	0.000	-.1427743	-.0516889
y87	-.0913855	.0104641	-8.73	0.000	-.1118989	-.0708721
_cons	1.561887	.0301004	51.89	0.000	1.502879	1.620894

- A) (10 Points) Test the null hypothesis that one additional year of school increases wages by less than 6 percent. Use a significance level of 0.05.
- B) (10 Points) There is good reason to believe that ability should be included in the above specification. Unfortunately most data do not contain information on ability. If ability were added to the above specification what might you reasonably expect to happen to the estimated coefficient on years of schooling? Why?
- C) (10 Points) Suppose that you wanted the rate of return to a year of education to vary by level of education so that there was one rate of return on years of schooling for workers with less than a high school degree, another rate for the last year of high school, another rate for the first 3 years of college, and yet another rate for the last year of college and subsequent years of professionally or post-baccalaureate education. Briefly describe how you would specify a model that would allow for estimation of these different rates of return. (We are not looking for an exact specification, but just some idea of how you would solve this problem).

Next consider the following alternative specification where the 1987 year dummy variable is interacted with the schooling variable:

$$\ln(\text{wage}) = \alpha_0 + \beta_{ed}ED + \beta_{ed.y87}ED.Y87 + \beta_{ex}EX + \beta_{exsq}EXSQ + \alpha_{black}BLACK + \alpha_{hispanic}HISP + \alpha_{y87}Y87 + \varepsilon$$

The estimated coefficients associated with this model are shown in the table below (Note the 1987 year dummy – ed interaction term is ed\_y87).

Source	SS	df	MS			
Model	396.480974	7	56.6401392	Number of obs =	5924	
Residual	934.739481	5916	.158001941	F( 7, 5916) =	358.48	
Total	1331.22046	5923	.224754424	Prob > F =	0.0000	
				R-squared =	?	
				Adj R-squared =	?	
				Root MSE =	.39749	

  

lnwage	Coef.	Std. Err.	t	P> t	[95% Conf. Interval]	
ed	.0611403	.0026043	?	?	?	?
ed_y87	.017892	.003706	?	?	?	?
ex	.037695	.0014952	25.21	0.000	.0347639	.0406261
exsq	-.0005634	.0000329	-17.14	0.000	-.0006279	-.000499
black	-.1778687	.0201393	-8.83	0.000	-.2173491	-.1383884
hispanic	-.0957991	.02319	-4.13	0.000	-.1412598	-.0503383
y87	-.3208827	.0486704	-6.59	0.000	-.4162945	-.225471
_cons	1.662049	.0365112	45.52	0.000	1.590474	1.733624

- D) (5 Points) In which year (1979 or 1987) is the estimated rate of return to a year of education higher? Test the hypothesis that the rate of return to education is the same in both years. Use a significance level of 0.05.
- E) (5 Points) What is the R-squared in the model that includes the interaction term?

**Question 4. (30 Points) Texas SAT Scores.**

Suppose you work for the government of the state of Texas in the Texas Education Agency. You have data on SAT scores at the school-district level from across the state and wish to analyze these scores. Suppose that historical data in the state has shown that the average SAT score by school district is 931. In the current year, you have a sample of 225 Texas school districts in which the average district-wide SAT score is 944. The standard deviation of the sample is 89.

- A) **(3 points)** If you want to test the hypothesis that district-wide SAT scores have increased, what are the appropriate null and alternative hypotheses?
- B) **(5 points)** Describe the distribution of the sample mean under the null hypothesis. A complete answer will specify the distributional form, mean and variance in terms of the population parameters under the null hypothesis.
- C) **(5 points)** Suppose you reject the null hypothesis, what is the probability that you make a type I error?

A member of the Texas State Board of Education believes that teacher experience is an important factor in the quality of education and therefore average SAT scores. This board member wishes to present information regarding her hypothesis at the next commission meeting. You also have data on average teacher experience in the school districts in your sample and gladly comply with her request to improve her presentation using your knowledge of statistics. In your sample, 169 school districts have an average teacher experience exceeding ten years. The average district-wide SAT score in these districts is 976 with a sample standard deviation of 70. The remaining 56 school districts have average teacher experience levels of 10 years or less. The district-wide average SAT score in these districts is 957 with a sample standard deviation of 71.

- D) **(5 points)** What is the null hypothesis if you wish to provide conclusive statistical evidence that districts with more experienced teachers generate better SAT scores among their students?
- E) **(7 points)** Test this hypothesis at the 5% level of significance.
- F) **(5 points)** Discuss your findings from part E), particularly how the level of significance may have affected your conclusion.