PPA 207 – QUANTITATIVE METHODS

MASTER’S PROGRAM IN PUBLIC POLICY AND ADMINISTRATION

MASTER’S PROGRAM IN URBAN LAND DEVELOPMENT

CALIFORNIA STATE UNIVERSITY, SACRAMENTO

SPRING 2013

Professor: Rob Wassmer, Ph.D.

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Home Page: http://www.csus.edu/indiv/w/wassmerr

Class Location, Time, and Day: Acad Res Ctr 1009, 6:00 - 8:50 pm, Mondays

Office: Room 3037, Tahoe Hall

Office Phone: (916) 278 - 6304

Office Hours: Monday and Thursday, 4:00 - 5:30 p.m. and by appointment if necessary.

Texts:

Please purchase all texts and review them before our first meeting. I expect you to do the assigned reading before class. Bring the appropriate text(s) to class on the dates covered.


(3) “STATA/IC 12 Grad Plan Statistical Package” available for purchase at http://www.stata.com/coursegp.html, specify “RW207” for the GRADPLAN ID, Prices are 65.00/6 months, 98.00/annual, and 179.00/perpetual.

Prerequisites:

You must have taken PPA 220A and the required prerequisite undergraduate statistics course prior to enrolling in this course. If you took the statistics course awhile back, please closely review Studenmund’s Chapter 16 before our first meeting. I will review this material in the first night of class, but it will be quick. You will also need familiarity with the use of an Excel spreadsheet. If you are weak in this area, please review this tutorial web link http://www.baycongroup.com/el0.htm before our first meeting.

Data Sources:
The primary product that you will take way from this class is a regression-based research paper. Such a paper requires a data set with at least 500 or more observations on a dependent variable and the various explanatory variables that you expect to cause variation in the dependent variable. The table below contains a description of data sets that are available for use. More details offered in class.

<table>
<thead>
<tr>
<th>Date Set Name</th>
<th>Subject</th>
<th>Location</th>
</tr>
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<tbody>
<tr>
<td>Federal Reserve Economic Data (FRED)</td>
<td>Metro, State, National, and International Economic Data</td>
<td>research.stlouisfed.org/fred2</td>
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<tr>
<td>National Longitudinal Survey of Youth 1997 Cohort (NLSY97)</td>
<td>Annual interviews regarding life choices and economic outcomes of the same group of individuals that were age 12-17 in 1997</td>
<td><a href="http://www.nlsinfo.org/investigator">www.nlsinfo.org/investigator</a></td>
</tr>
<tr>
<td>Panel Study of Income Dynamics (PSID)</td>
<td>Annual data gathered from the same families and their descendants for over 40 years. Focus is on economics, demography, and health.</td>
<td><a href="http://www.psid.org">www.psid.org</a></td>
</tr>
<tr>
<td>CA Academic Performance Index Data</td>
<td>The cornerstone of California's Public Schools Accountability Act of 1999; measures the academic performance and growth of schools on a variety of academic measures.</td>
<td><a href="http://www.cde.ca.gov/ta/ac/ap">http://www.cde.ca.gov/ta/ac/ap</a></td>
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<tr>
<td>American Housing Survey for Sacramento</td>
<td>The AHS provides current information on a wide range of housing subjects, including size and composition of the nation's housing inventory, vacancies, fuel usage, physical condition of housing units, characteristics of occupants, etc.</td>
<td><a href="http://www.census.gov/housing/ahs">http://www.census.gov/housing/ahs</a></td>
</tr>
<tr>
<td>Sacramento County Multiple Listing Service Data for Sac Area Sales</td>
<td>Data on characteristics and selling price of all homes that sold in Sacramento County for 2011.</td>
<td>Contact me and I will email Excel file.</td>
</tr>
<tr>
<td>Inter-University Consortium for Political and Social Science Research (ICPSR)</td>
<td>Not a data set, but a data bank of multiple sources that are all accessible for no charge if entered through a Sac State Web Portal.</td>
<td><a href="http://www.icpsr.umich.edu/icpsrweb/ICPSR/index.jsp">http://www.icpsr.umich.edu/icpsrweb/ICPSR/index.jsp</a></td>
</tr>
</tbody>
</table>
By the third week of class (February 11), you will have needed to send me an email with the name of the data set that you wish to use for your course paper. Besides the specific data sets listed above, a great source of potential data is the ICPSR. You may also use private data, but be sure to get my full approval on this because they can be difficult to access, incomplete, and even inappropriate for the type of study you are to complete here.

WebCT:

You must have an account that allows access to the World Wide Web and SacCT 9.1. On SacCT I will post a PowerPoint of material covered in each meeting and a description of any supplemental homework that is due at the following meeting. These will be available, at the latest, the Friday before the class meets. All your grades will be accessible through WebCT. Information on SacCT 9.1 is at https://online.csus.edu.

Learning Objectives:

At the end of PPA 207, a student attending all meetings will:

| (1) Learn to apply the analytic tool of regression analysis to offer insights into a particular policy or administration concern. |
| (2) Learn how the knowledge and skills necessary to produce and interpret a credible regression analysis. |
| (3) Learn how to access relevant data and literature to complete a credible regression analysis. |
| (4) Effectively review empirically-based literature to assist in effective creation of a regression analysis. |
| (5) Practice writing a regression-based research study in a manner that is theoretically sound and also understandable to a non-statistical audience. |

The purpose of this course is to expose the master’s student of public policy and urban land development to some of the empirical methods used in the analysis and formulation of government policies. These include descriptive statistics, types and sources of data, regression analysis and interpretation, how to review the relevant empirical literature before beginning a study of this type, and some of the basic issues/problems that can arise in regression analysis. My goal is not to turn you into an expert on statistics and regression analysis, but I do wish to provide you with a working knowledge of the most basic applied techniques in these areas. Even if you never expect to apply these techniques directly in your anticipated career path, it is very likely you will be required to interpret and comment on reports that contain policy analyses based on these techniques.

Method:

Pedagogy includes in-class meetings and discussions, required assignments out of the Studemund, and assignments using STATA and provided data sets. Each week students will be required to complete written answers to HW exercises. **Look for the following week’s HW**
assignment at the end of the PowerPoint presentation. There is no HW due the first night we meet.

Each class meeting will begin with discussion of HW and assigned paper reading in student groups, and then collection of the previous week’s HW assignment. Only the student who completed the assignment can turn it in (my method of attendance). After 90 minutes of class time, we will take a 15-minute break.

Some in-class time will be devoted to covering the use of the Excel and STATA computer packages using the installation you must purchase and put on your laptop computer. Please purchase and install STATA (and Excel if you do not have it) before our first meeting and bring your laptop to class the first night (and every night). There are limited outlets, so please keep it charged or bring a power strip so outlet can be shared.

Academic Honesty

When you do any writing for this class, or any class at Sacramento State, it is important that you are aware of what plagiarism is, and how its practice can become grounds for dismissal from the university. Details are available at the University Policy Manual found at http://www.csus.edu/facs/about%20us/plagiarism.html. The following is directly from this manual:

**Plagiarism:** Plagiarism is a form of cheating. At CSUS plagiarism is the use of distinctive ideas or works belonging to another person without providing adequate acknowledgement of that person's contribution. Regardless of the means of appropriation, incorporation of another's work into one's own requires adequate identification and acknowledgement. Plagiarism is doubly unethical because it deprives the author of rightful credit and gives credit to someone who has not earned it. Acknowledgement is not necessary when the material used is common knowledge. Plagiarism at CSUS includes but is not limited to:

1. The act of incorporating into one’s own work the ideas, words, sentences, paragraphs, or parts thereof, or the specific substance of another's work without giving appropriate credit thereby representing the product as entirely one's own. Examples include not only word-for-word copying, but also the "mosaic" (i.e., interspersing a few of one's own words while, in essence, copying another's work), the paraphrase (i.e., rewriting another's work while still using the other's fundamental idea or theory); fabrication (i.e., inventing or counterfeiting sources), ghost-writing (i.e., submitting another's work as one's own) and failure to include quotation marks on material that is otherwise acknowledged; and
2. Representing as one’s own another's artistic or scholarly works such as musical compositions, computer programs, photographs, paintings, drawing, sculptures, or similar works.

**Paper:**

In order to receive anything but a failing grade in this course, each student is required to complete a regression-based paper on the topic of his/her choosing (subject to my approval). I offer details below on what needs to be included in the paper.

**Grades:**
You are required to participate in class discussions and should complete all the homework assigned on the night it is due in person. Failure to do this will result in a zero on that hw that will be averaged in with the grades received on other hw. I will assign a grade to each of your written answers to hw and derive an overall grade on homework from that. All homework answers must be clearly labeled with your name, the chapter and question number, and typed out – with the exception of requested graphs or diagrams can be hand drawn.

Your literature review accounts for 25 percent of your grade, the final paper accounts for 35 percent, the average of all homework assignments for 30 percent, and your participation in class is the remaining 10 percent.

**Scoring for Homework:**

<table>
<thead>
<tr>
<th>Percent Correct</th>
<th>Letter Grade</th>
<th>Number Grade</th>
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<tbody>
<tr>
<td>100-97</td>
<td>A+</td>
<td>4.3</td>
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<tr>
<td>96-93</td>
<td>A</td>
<td>4.0</td>
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<tr>
<td>92-89</td>
<td>A-</td>
<td>3.7</td>
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<td>88-85</td>
<td>B+</td>
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<tr>
<td>84-81</td>
<td>B</td>
<td>3.0</td>
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<tr>
<td>80-77</td>
<td>B-</td>
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<tr>
<td>76-73</td>
<td>C+</td>
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<td>72-69</td>
<td>C</td>
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<tr>
<td>68-65</td>
<td>C-</td>
<td>1.7</td>
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<tr>
<td>64-61</td>
<td>D</td>
<td>1.0</td>
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<tr>
<td>&lt;61</td>
<td>F</td>
<td>0.0</td>
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**Schedule:**

I strongly suggest that you attend all Monday meetings. If you do not attend, you will not be able to turn in your homework due at that meeting (no exceptions!). By March 11 (preferably earlier), each of you will also need to visit my office or call me for a private 15-minute discussion of the plan for your paper and the progress you have made on it.

There will be no midterm exam. Instead, I ask that you turn in by April 1 the six-page literature review that is part of your paper. Some details on this are below, more will be forthcoming in class. I will also use the homework exercises that are due at the start of each class meeting (except the first) to judge your progress throughout the semester. Definite homework assignments listed in the schedule below. More added to the weekly PowerPoint notes. The final is a paper that is due at the latest on May 20.

The readings out of Studenmund (ECON), Longest (STATA), and Galvin (LIT) are below.

*Note that I will not talk about the Galvin (LIT) book, instead you will break into groups to discuss.*
Meeting 1 – Monday, January 28
Syllabus Review
ECON Ch. 16 – Statistical Principles
STATA Ch. 1 and 2 – Foundations and Essentials
YouTube – Quick Tour of STATA
YouTube – Data Sets Included in STATA

Meeting 2 – Monday, February 4
ECON Ch. 1 – An Overview of Regression Analysis
STATA Ch. 3 – Data Management
LIT Ch. 1 and 2 – Writing Reviews of Academic Literature and Considerations
YouTube – Import Excel Data into STATA
YouTube – Sample Regression Function

Meeting 3 – Monday, February 11
ECON Ch. 2 – Ordinary Least Squares
LIT Ch. 3 and 4 – Selecting a Topic and General Guidelines
YouTube – Ordinary Least Squares

Meeting 4 – Monday, February 18
ECON Ch. 3 – Learning To Use Regression Analysis
STATA Ch. 4 – Descriptive Statistics
LIT Ch. 5 and 6 – Analyzing Quantitative (Qualitative) Research
YouTube – Descriptive Statistics in STATA

Meeting 5 – Monday, February 25
ECON Ch. 11 – A Regression User’s Handbook
STATA Ch. 7 – Relationships between Interval-Ratio Variables
LIT Ch. 7 and 8 – Building Tables and Synthesizing Literature
YouTube – Regression in STATA

Meeting 6 – Monday, March 4
ECOn Ch. 4 – The Classical Model
LIT Ch. 9 and 10 – Guidelines for Writing First Draft (Developing a Coherent Essay)

**You Tube – Standard Error in Regression**

**Meeting 7 – Monday, March 11**
ECOn Ch. 5 – Hypothesis Testing
LIT Ch. 11 and 12 – Guidelines on Style and Incorporating Feedback
STATA Ch. 5 – Relationships between Nominal and Ordinal variables

**You Tube – Crosstabs in STATA**

**Meeting 8 – Monday, March 18**
ECOn Ch. 6 – Specification: Choosing the Independent Variables
STATA Ch. 6 – Relationships between Different Measurement Levels
LIT Ch. 13 and 14 – Preparing Reference List and Editing Checklist

**You Tube – One-Way ANOVA in STATA**
**You Tube – Two-Way ANOVA in STATA**

**Meeting 9 – Monday, April 1 (no class in celebration of Cesar Chavez)**

**Literature Review Due by SacCT Email**

**Meeting 10 – Monday, April 8**
ECOn Ch. 7 – Specification: Choosing a Functional Form
STAT Chapter 8 – Enhancing Your Computer Repertoire

**You Tube – Regression Functional Forms**

**Meeting 11 – Monday, April 15**
ECOn Ch. 8 – Multicollinearity

**You Tube – Regression Multicollinearity**

**Meeting 12 – Monday, April 22**
ECOn Ch. 10 – Heteroskedasticity

**You Tube – Regression Heteroskedasticity A**
**You Tube – Regression Heteroskedasticity B**
Meeting 13 – Monday, April 29
ECON Ch. 13 – Dummy Dependent Variable Techniques
You Tube – Logistic Regression

Meeting 14 – Monday, May 6
ECON Ch. 14 – Simultaneous Equations
Panel Data Estimation (handout provided)
You Tube - Endogeneity
You Tube – Panel Data Regression

Meeting 15 – Monday, May 13
Consulting Paper, “Cost of State Regulations on California Small Business Study” @ SacCT
You Tube – Press Conference Introducing Paper
Remainder of Class Devoted to Review Necessary to Complete Your Paper

Final – Monday, May 20
Final Paper Due under my Tahoe 3037 Office Door or 933 Sonoma Way Door Mat
Your assignment is to write a six-page, typed literature review that is double-spaced, 11 font and one-inch margins all around. It is due in electronic form to me by no later than 6 p.m. on Monday, April 1. Each day late will result in a one-grade deduction. Please submit as a WORD attachment to a SacCT e-mail to me. I describe below the requirements for the paper. I also list the points earned by satisfying each of the requirements. I will use this grading rubric for the assignment. All references to Galvin below refer to the fourth edition.

<table>
<thead>
<tr>
<th>Required Element</th>
<th>Points Available</th>
<th>Points Earned</th>
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<tbody>
<tr>
<td>(1) Use a minimum of seven regression based articles drawn from academic and</td>
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<td>preferably refereed journals. You may use more articles that are not regression</td>
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<tr>
<td>based.</td>
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<td>(2) Include a reference list at the end of the literature review (that does not</td>
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<td>count toward your page limit of six) that is in APA style. References made</td>
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<td>throughout the review should also follow APA style.</td>
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<td>(3) Read all of your articles in the manner described in Chapter 4 in Galvin for</td>
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<tr>
<td>“General Guidelines for Analyzing Literature” and organize your literature</td>
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<td>review around three different themes designated as separate sections in your</td>
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<td>review.</td>
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<td>(4) Review Chapter 5 in Galvin on “Analyzing Quantitative Research Literature.”</td>
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<td>Note particularly Guidelines 4 (cause and effect issues covered), 9 (differences</td>
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<td>in variable measurement), 10 (sampling issues), 12 (magnitude and statistical</td>
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<tr>
<td>significance of regression coefficients), and 13 (flaws in studies observed) and</td>
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<td>incorporate these suggestions into your analysis and write up.</td>
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<td>(5) Review Chapter 7 in Galvin “Building Tables to Summarize Literature.” You</td>
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<td>are to include a well-crafted table of the type described here in your review.</td>
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<td>If you put it in an appendix, it need not count against your six-page limit.</td>
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<tr>
<td>(6) As discussed in Chapter 8 of Galvin “Synthesizing Literature Prior to Writing</td>
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<tr>
<td>a Review” your literature review’s “voice” is suitable for academic writing and</td>
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<tr>
<td>differences among studies are noted (Guideline 5), obvious gaps discussed (</td>
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<td>Guideline 1), relevant theories discussed and how studies advance them (</td>
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<td>Guidelines 7 and 8), summaries are offered after each section and at end (</td>
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<tr>
<td>Guideline 9), conclusions/implications, and suggestions for future research</td>
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<td>[your own PPA 207 paper] are included (Guidelines 10 and 11).</td>
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<td>(7) You have a coherent essay according to Chapter 10 in Galvin. This means an</td>
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<td>overview at start (Guidelines 1 and 2), annotations avoided (Guideline 4),</td>
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<td>subheadings used (Guideline 5), conclusion at end (Guideline 8), and argument</td>
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<td>flows well (Guideline 9).</td>
<td>10</td>
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<td>(8) Style and mechanics follow Galvin’s suggestions in Chapter 11. In particular</td>
<td></td>
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<tr>
<td>Guideline 3 (no overuse of direct quotations), Guideline 4 (correct APA use of</td>
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<td>citations), Guideline 6 (spell out acronyms), Guideline 9 (avoid slang),</td>
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<td>Guideline 11 (check your draft using Microsoft Grammar Editor, avoid passive</td>
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<tr>
<td>voice), Guideline 12 (concise and descriptive title), and Guideline 14 (absolutely</td>
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<td>no plagiarism).</td>
<td>10</td>
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<tr>
<td>TOTAL</td>
<td>100</td>
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</tbody>
</table>
PPA 207 CHECKLIST FOR FINAL PAPER

Professor Rob Wassmer, Public Policy and Administration, Sacramento State
Spring 2013

Your grade on the final paper comes from how well you satisfy the items on this list. You must turn in a paper and an electronic copy (by SacCT) by 6 pm on May 20, 2012. Each day after this date, it is late and will result in a one lower grade deduction.

A one after a criterion means that you satisfied it 100%. A decimal means that you satisfied it at that level. A zero indicates not done. These indicators determine your overall grade.

OVERALL

- There is a cover page with title, your name, and date handed in. ___
- The seven major sections in your paper are marked by roman numerals and heading titles. ___
- The first paragraph of each major section is an introductory paragraph that briefly describes what is in it. ___
- Sub-sections within your paper contain headings. ___
- There are no spelling errors. ___
- There are no grammatical errors. ___
- Transitions between paragraphs are smooth. ___
- One inch margins, 11 font, and double-spaced. ___
- Includes a list of references at end of paper in APA style. ___
- For all style issues use the APA style given in Hacker's A Pocket Style Manual. APA style is also described at http://owl.english.purdue.edu/handouts/research/r_apa.html. ___
- The audience for your paper is an educated layperson who works in public policy and explanations are appropriate. ___

I. EXECUTIVE SUMMARY (1 – 2 pages)

- Follows the suggestions offered in “Executive Summaries Complete the Report,” – http://www.csun.edu/~vcecn006/summary.html ___

II. INTRODUCTION (2 - 3 pages)

- The first paragraph clearly contains your research question. What are you trying to discover through regression analysis? What is the dependent variable? What is (are) the key explanatory variable(s)? ___
- The remainder of your introduction motivates the reader to continue by placing your question in the context of current events, and public policy and studies. ___
- Cite at least two newspaper or magazine articles that point out the populist importance of determining the impact of your key explanatory variable(s) on the dependent variable.

- The last paragraph contains a description of what is contained in the remaining five sections. A one-sentence description for each section is appropriate.

III. LITERATURE REVIEW (5 - 6 pages)

- It must contain a description of at least at least seven regression-based research articles in the area of your policy topic. You can find this research by searching the Sacramento State’s Library’s Web Page of literature bases – http://library.csus.edu/databases. I would suggest using ECONLIT and EBSCOhost as two literature sources that will have regression studies in them. Search using keywords that include "regression" and your topic.
- Divide your literature review into at least three labeled themes (or subsections).
- Attach a copy of your midterm with my comments included.
- Address all of the comments I offered on your midterm in a new draft of the lit review that you contain in the paper. (If you wish to ignore something, write a note next to the comment as to why.)

IV. MODEL (2 - 3 pages)

- Offer a motivation for your choice of a dependent variable. How does it relate to your research question?
- Include a description of the factors expected to cause variation in your dependent variable. The factors should first be listed as broad causes (say causes A, B, C, etc.) and the specific variables which represent broad causes {A = f(x1, x2, x3), B = f(x4, x5), C = f(x6, x7, x8), etc.}
- What variables do you use to specifically proxy for each of the broad causes? Justify your choices.
- Write the regression model to be estimated as: Y = f(x1, x2, x3, .......); substituting your specifics for Y, x1, etc.
- Do not use acronyms to describe x1, x2, etc., instead write out a short 3 to 5 word description.
- What is the expected direction of effect for each of the specific causes (positive, negative, uncertain)? Justify with a verbal cause and effect description.

V. DATA (2 - 3 pages)

- Create a Table 1 that provides description and source for each variable used. (No direct STATA results allowed for any tables. Create tables in your own form and be consistent throughout. Place title on all tables.)
- Create a Table 2 that provides variable name, mean, standard deviation, maximum, and minimum.
- Create a horizontal Table 3 that provides simple correlation coefficients between all independent variables. If large, place this in an appendix.
- Describe in paragraph form what is in Tables 1 – 3.
VI. REGRESSION ANALYSIS (3 - 4 pages)

- List your regression results in table form. (No direct STATA results allowed.) __
- First, give your starting OLS results with no corrections. This should begin with the lin-lin, then quadratic, log-lin, and then lin-semilog (if possible) forms. __
- Pick the “best” functional form based upon the number of statistically significant regression coefficients and use it in remaining corrections. __
- Discuss how you checked for multicolinearity. Was it an issue, and if it was, how you corrected for it? Be sure to include VIF values. __
- Did you try including location or other dummies where appropriate? Is it appropriate to try any interaction terms? Discuss your findings. __
- Check for heteroskedasticity in your regression by presenting and describing the Breusch-Pagan and Szroeder’s Tests. If heteroskedasticity is present in your regression analysis, provide the appropriately corrected results. __
- If your dependent variable is dichotomous (0 or 1), report both OLS (lin-lin and quadratic which represent linear probability models) and Logistic regression results. Describe what both mean and which of the two is more appropriate. __
- Is endogeneity an issue for any of your casual variables? If not justify why you believe so. If it is, tell why and describe how you would correct using 2SLS. Report these results. __ *(Extra Credit)*

VII. CONCLUSION (2-3 pages)

- Considering your final regression result (with all the appropriate corrections), turn statistically significant regression coefficients into 90% confidence intervals and equivalent elasticities and report them in a table that lists the explanatory variables in an order from largest positive influence to largest negative influence. (Or the appropriate measure if using logistic.) __
- For your significant coefficients, how do they compare to the expected signs you described in model section? If findings are different, give a reason why it may be the case. __
- For your significant coefficients, describe the relevance of variable based upon the magnitude of its elasticity. __
- Interpret the R-Squared. __
- Evaluate your research question. What does your regression results indicate as an answer to it? __
- What is the specific policy lessons learned from your results? Revisit the policy questions you raised in your introduction. __
- Suggest improvements that you would undertake if you had the time. Is there potential here for a Master’s thesis? __