

# Data Write-Ups

Two Templates for Composing a Paragraph of Data  
Jean A. Pezzoli, PhD

Table 1: Electricity Used for Cooling Shaded & Unshaded Sheds<sup>a</sup>

Month	kWh per Day			AC Cost Savings <sup>b</sup>		
	Unshaded	Shaded	Dif <sup>c</sup>	Day	Year	24x <sup>d</sup>
June	4.71	1.93	2.78			
July	4.40	1.80	2.60			
Aug	3.61	1.47	2.14			
Mean	4.24	1.73	2.51			

Source.—Laband & Sophocleus, *Arboriculture & Urban Forestry*, Alabama, 2009.

<sup>a</sup> Identical "mini-residences" - 10'x16' sheds w/linoleum flooring, molding, & insulation.

<sup>b</sup> MECO reported 2013 residential average \$0.3782 per kWh.

<sup>c</sup> t-values on mean differences are statistically significant at 0.01 level.

<sup>d</sup> Extrapolate savings to more typical 24-times larger 3,600 sq. ft. classroom.

## Phase I: Pre-Writing (thoughtfully)

- Compile the table/graph.
- Number table/graph.
- Delineate the Variables. Include them in Title and Headers. (Don't forget Source & Data Definitions.)
- Discuss & decide salient feature(s) of data. What are the noteworthy findings? Talk over with others.
- Discuss & decide the finding(s) and the implication(s) of the data. Answer the questions:  
a) Evidence supports what conclusion? b) So what? What policy/program may need changing as a result of the data?

## Phase II: Writing Something (quickly)

- Introduce the Table.  
As seen by Table 1 . . . Table 1 shows . . . Presented in Table 1 is . . . (Use stock phrases.)
- Specify the Variables.  
. . . AC electrical usage to cool shaded and unshaded structures.  
. . . persistence of students from fall to fall.  
. . . percent good or excellent ratings on student evaluations over a 2-year period.
- Cite the data points that shape your findings. [Note conventional formatting underlined.]  
Shaded shed's AC used less electricity (1.73 kWh) on the average than the unshaded shed (4.24 kWh).  
These data [plural] show [not "prove"] that 45 percent [no symbol] persist from fall to fall.  
Ratings from 10 [#] students are high across the two [word?] terms (F10: 85%; F11: 92%) [symbols in paren].
- Specify the finding(s).  
These data demonstrate the cost savings that was accrued by shading AC structures.
- Discuss implications of the findings. (. . . so what?)  
Redirect AC savings to the distressed IR budget by planting more trees to shade campus structures.  
Persistence may improve with the following innovative programs: . . .  
The instructor's proficiency warrants tenure.

## Phase III: Re-Writing the Paragraph (meticulously)

- Edit with a fine-toothed comb. Make grammatically perfect. (poor grammar = discredit self, and data)
- Brevity is beautiful. Be clear-cut & concise, liberally employing Thesaurus & Google.
- Style format – use required/be consistent. (e.g., active voice, program chairs, statewide, 3-series comma)
- Spell check – early and often – and always just before final print.
- Let draft sit for a day (at least). The writer seeks words; the reader seeks meaning – different cognitive processes.
- Show draft to others. Do they understand?

Classwork: Where do Items #1-5 appear on p.2 paragraph. b) Write up Table 2 or 3.

Homework: Write up Table 5 – or any other data of your own – email to me at: pezzoli@hawaii.edu.

Table 1 compares the cost to run an air conditioner in each of two identical 10' x 16' sheds simulating a typical residential room, one under shaded conditions and the other in a similar but unshaded environment (Laband & Sophocleus, 2009). The results showed that over a 3-month period the mean kilowatt hours utilized by the unshaded shed (4.24 kWh) was substantially higher than that for the shaded shed (1.73 kWh), resulting in a mean difference of 2.51 kWh per day. These data translate to an annual savings of over \$346 per year for the shaded shed. The cost savings for a campus air-conditioned building 24 times larger, such as the UHMC 3,600 sq. ft. Pilina building, might stretch to an accrued electrical savings over \$8,000 annually. Such savings from reduced AC demand might be more usefully deployed to the impoverished IR budget for travel to national AIR conferences.

**Table 2: Excellent & Good Student Ratings of Instructor compared to Overall College**  
Fall 2012 Classes (n=5)

Survey Item	Instructor*	College**
1. Clarity of lectures	93%	81%
2. Organization of course content	88%	82%
3. Assignments relevant to course	82%	83%
4. Overall quality of instructor	90%	82%

*Computation of ratings (4-point scale): Sum the percents of Excellent & Good ratings on Item #1 for each class; compute the average rating over the 5 classes taught that term. Repeat process on each survey item.*

*\*Based on 130 students enrolled in 5 classes in Fall 2012.*

*\*\*Source.—Overall college norm as reported by eCafe.*

Table 3: Over 2,700 part-timers with busy schedules find time for UHMC classes.

Attendance Status at UHMC Fall 2012	
Part-Timers	2,738
Full-Timers	1,644

*Source.—UH Institutional Research & Analysis.*

Table 4: Are women under-represented at UHMC?

Gender Fall 2012 Students	
Men	1,548
Women	2,834

*Source.—UH Institutional Research & Analysis.*

**Table 5:  
High School Going Rate**

<b>Fall 2011 Term</b>	<i>Spring 2011 High School Graduates, Maui County</i>	<i>Total Who Enrolled Fall 2011 @ UHMC</i>	Percent Enrolling
Public HS	1,385	397	28.7%
Private HS	244	40	16.4%
Overall	1,629	437	26.8%

*Source: Institutional Research Office, MAPS.*