Eazy Breezy Data Write-Ups
Two Templates for Composing a Paragraph of Data
Jean A. Pezzoli, PhD

Phase I: Pre-Writing (thoughtfully)

a. Compile the table/graph.

b. Number table/graph.

c. Delineate the Variables. Include them in Title and Headers. (Don’t forget Data Definitions & Source.)

d. Discuss & decide salient feature(s) of data. What are the noteworthy findings? Talk over with others.

e. 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/practice may need changing as a result of the data?

Phase II: Writing Something (quickly)

1. Introduce the Table.
   As seen by Table 1 . . . Table 1 shows . . . Presented in Table 1 is . . . (Use stock phrases.)

2. Specify the Variables.
   . . . percent good and excellent ratings on instructor over a 3-year period compared to college norm.
   . . . persistence of students from fall to fall.

3. Cite the data points that shape your findings. Overall ratings in the last two of three years (83%, 84%) exceed the college norm (82%). These data show that 45 percent persist from fall to fall.

4. Specify the finding(s).
   This positive result supports a conclusion the instructor's teaching is as good, or better, than the UHMC average.

5. Discuss implications of the findings. ( . . . so what?)
   The instructor’s proficiency warrants tenure.

6. Edit with a fine-toothed comb. Make grammatically perfect. (poor grammar = discredit self, and data)

Phase III: Re-Writing the Paragraph (meticulously)

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

Classwork: Where do Items #1-5 appear on p.2 paragraph. b) Write up Table 2, 3, or 4.
Homework: Write up a Table – or any other data of your own – email to me at: pezzoli@hawaii.edu.
Table 1 displays a summation of student evaluations from my classes over the last three academic years, compared to the overall UHMC average on four characteristics of teaching. These data show how the student rating on “Overall Quality” in my classes has progressed upward, with more students selecting Good or Excellent in the last two years (83% and 84%, respectively) compared to the first (75%) year. In fact, top ranks in the last two years exceeded the ranking (82%) of UHMC classes overall. This positive result supports a conclusion that new teaching strategies (described below) that I incorporated into the curriculum have improved students’ perceptions on the quality of my teaching.

Table 2: Are women under-represented at UHMC?

<table>
<thead>
<tr>
<th>Gender</th>
<th>Fall 2012 Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men</td>
<td>1,548</td>
</tr>
<tr>
<td>Women</td>
<td>2,834</td>
</tr>
</tbody>
</table>

Source: —UH Institutional Research & Analysis.

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

<table>
<thead>
<tr>
<th>Attendance Status at UHMC</th>
<th>Fall 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part-Timers</td>
<td>2,738</td>
</tr>
<tr>
<td>Full-Timers</td>
<td>1,644</td>
</tr>
</tbody>
</table>

Source: —UH Institutional Research & Analysis.

Table 4: High School Going Rate

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

Source: Institutional Research Office, MAPS.

Recommended reading: On Writing Well, by William Zinsser

Not that the story need be long . . .
but it will take a long while to make it short. ~Henry David Thoreau