

GRAPHING

We have used statistics all our lives, what we intend to do now is formalize that knowledge. Statistics can best be defined as a collection and analysis of numerical information.

Often times we look at data and arrange it so its easy to read and understand. The first statistic that many of us were formally introduced to is called a percent. For instance, if I told you that you scored 14 correct out of 17 problems, what would that mean to you?

What most of us might do is convert that to a percent. That's approximately 82%. From there, we might assign a letter grade depending upon how we set our scale.

Using a percent or a letter grade allows us a very easy way to analyze our performance. Not a big deal, just something we do regularly.

There are many ways to organize data pictorially using statistical graphs. There are line graphs, stem and leaf plots, frequency tables, histograms, bar graphs, pictographs, circle graphs and box and whisker plots to name a few.

All these graphs allow us to look at a picture, rather than a bunch of numbers, and draw some conclusions.

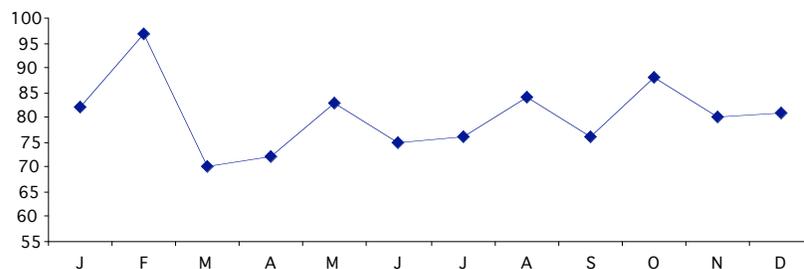
LINE GRAPHS

A line plot consists of a line, on which each score is denoted by an "X" or a dot above the corresponding value on the number line.

Let's say I have a class and I wanted to watch their performance over a 12 month period. The following scores represent the average per month.

82, 97, 70, 72, 83, 75, 76, 84, 76, 88, 80, 81

Arranging that data on a line plot, we have:



Pretty easy, don't you think? That squiggle at the end means I didn't start plotting my scores at zero, the bottom. Without that, I can distort information to unfairly portray information.

Another type of graph is called the Stem & Leaf Plot.

STEM & LEAF PLOT

Let's use the following test scores to construct a stem and leaf plot.

82, 97, 70, 72, 83, 75, 76, 84, 76, 88, 80, 81, 81, 82

We first determine how the stems will be defined. In our case, the stem will represent the tens column in the scores, the leaf will be represented by the ones column.

When we present our information, it will be in two parts, the stem and leaf. Let's say I had this 5 | 7 4. The way I would read that is by knowing the stem represents fifty, and the leaf has two scores, 7 and 4. Reading that information then, I have a 57 and a 54.

Knowing that, let's arrange our data in a stem and leaf plot.

Knowing our lowest score is in the 70's and the highest is in the 90's, our stem will consist of 7, 8, and 9. Usually, the smaller stems are placed on top.

You can make the decision for yourself. Another decision you can make is whether or not you put the scores in order in the leaf portion. As you can see, I didn't.

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7 | 02566
8 | 234801122
9 | 7
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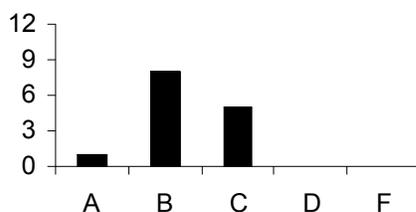
Notice that leaf part of the graph did not have to be in any particular order. So a person reading this plot would know the scores are 70, 72, 75, 76, 76, 82, 83, 84, 88, 80, 81, 81, 82, 82 and 97. What could be easier?

If we were to rotate the stem and leaf plot 90 degrees, make a quarter turn, the graph would resemble a bar graph. Knowing that, what do you think we'll discuss next?

BAR GRAPH

Using the same information, let's construct a bar graph so we know how many A, B, C, D, and F's there are. We define the A's as 90 and above, B's from 80 to 89, C's 70 to 79, etc.

Graphing, we have



Another way to represent data is through the use of a histogram.

HISTOGRAM

A histogram is made up of adjoining vertical rectangles or bars. If we rotated the last stem and leaf graph 90 degrees and made the rectangles as high as the left portion, we would have a histogram. A histogram looks just like a bar graph, except the rectangles are connected.

Let's actually do a problem using the information from the previous examples.

A histogram would typically identify what you are talking about on the horizontal axis, the vertical axis describes the frequency of those observations. Two problems you might encounter on a histogram, one is when data falls on the line that divides two rectangles. In which rectangle do you count the data? Another problem is the width of the rectangles, how wide do you want them?

Both of these problems are easily overcome. To determine the width, first find the range, the difference in the largest score and the smallest.

70, 72, 75, 76, 76, 82, 83, 84, 88, 80, 81, 81, 82, 82 and 97

Using the data from the example we have;

$$97 - 70 = 27$$

If you wanted three categories, you divide 27 by three, then each width would be about nine. If you wanted four categories, you'd divide 27 by 4, then the width would be a little bigger than 6. It's your decision. No big deal.

That takes care of the width problem, now what about if something falls on a line that separates the rectangles. Do we count it in the left or right rectangle? Well, we just won't let that happen. We'll expand the range by one half, then no score can fall on a line. Don't you just love how easy that was to take care of?

So, I'm deciding to have four groups, the width is a little more than 6, I'll say seven. And I'm going to begin at 69.5 rather than 70. That should result in all my data falling within a rectangle. I love it. Let's see what it looks like.

69.5 76.5 83.5 90.5 97.5



Another type of commonly used graph is the circle graph or pie chart.

Let's look.

CIRCLE GRAPH

A circle graph consists of a circular region partitioned into disjoint sections, each section representing a percentage of the whole.

Example:

A family weekly income of \$200 is budgeted in this manner; \$60 food, \$50 rent, \$20 clothing, \$20 books, \$30 entertainment and \$20 other. Construct a pie chart to illustrate that information.

A circle has a total of 360° , therefore 360 represents the total amount of the budget or 100% of the expenses. To fill in the pie chart, we have to determine what percent is spent for each expense.

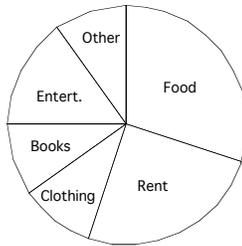
To find that percent, I divide the expense by the total budgeted for the week. 60 out of \$200 is budgeted for food. Converting that to a percent, we have $60/200 = 30\%$. So let's do percents.

Food	- $60/200$ or 30%
Rent	- $50/200$ or 25%
Clothing	- $20/200$ or 10%
Books	- $20/200$ or 10%
Entert.	- $30/200$ or 15%
Other	- $20/200$ or 10%

The reason we converted those to percents is so we know how much of the circle to partition for each expense.

Since food represents 30% of the pie, we find 30% of 360° , that comes out to 108° . ($.30 \times 360 = 108$). Doing the same for clothing, 25% of 360 is 90, 10% is 36, 15% is 54.

Let's see what the pie chart looks like using those degree equivalents.



That wasn't so bad, was it?

All these different graphs do is allow us to look quickly at data to give and have some idea of what is occurring. There are other graphs that we didn't discuss, but are just as easily used.

Another type of graph is a box and whisker plot.

Let's look at it.

BOX AND WHISKER

The box and whisker allows us to look at information broken into four groups – quartiles. To graph this information, we first divide the data in half, actually, we find the median (the middle score). The median splits the information into two groups. Next, we find the median of the top half, then we find the median of the bottom 50%. Those three medians form a box.

Looking at the following information, find the median.

70, 72, 75, 76, 76, 82, 83, 84, 88, 80, 81, 81, 82, 82 and 97.

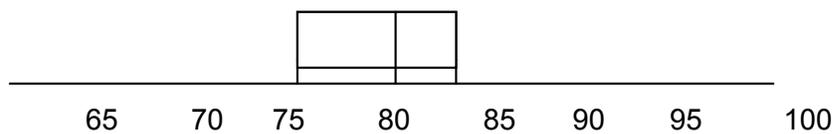
Remember, to find the median, the data must be either ascending or descending order. Since there are 15 scores, the middle score is the median. In our case that's the eighth number which happens to be – don't say 84.

70, 72, 75, 76, 76, 80, 81, 81, 82, 82, 82, 83, 84, 88 and 97.

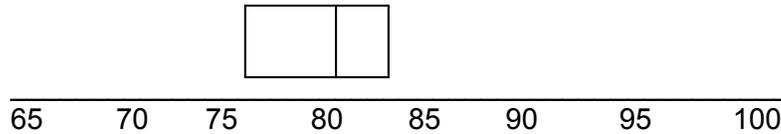
It's 81. Good deal! The scores must be in order.

Now, that results in seven scores being located below the median and seven scores above the median. Piece of cake so far, don't you think? Let's go ahead and find the median for the bottom half. It's 76. Dividing the top group in two, we find the median of that group is 83.

The medians of those two groups make up the box, the median of the whole group just puts a divider in the box.



That's pretty nifty. Now for the whiskers. To make the whiskers, all we do is put a dot on the lowest score and on the highest and connect those dots to the box. We now have a box and whisker plot.



The data in the box represent the Inter Quartile Range – IQR, the average, the middle 50%. The whisker on the left represents the bottom quartile, the bottom 25%, the whisker on the right represents the top 25%.

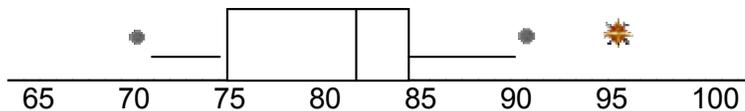
The difference between the upper and lower quartiles is called the “interquartile range” (IQR). A statistic useful for identifying extremely large or small values of data are called “outliers”. An outlier is commonly defined as any value of the data that lies more than 1.5 IQR units below the lower quartile or more than 1.5 IQR units above the upper quartile.

In our example the lower quartile was at 76, the upper at 83. Using that the $IQR = 83 - 76 = 7$. Multiplying that by 1.5, we have

$$(1.5)(7) = 10.5$$

Therefore, any score below $76 - 10.5 = 65.5$ is an outlier as is any score above $83 + 10.5 = 93.5$. There are no points below 65.5 so we are OK on the left. But, the 97 is above 93.5, so that score is an outlier. Outliers are indicated by using an asterisk. When there are outliers, the whiskers end at the value farthest away from the box that is within 1.5 IQR from the end.

Let's see what that does to the graph.



I know what you are thinking, this is too easy. That's the problem with math, you just can't make it hard!

Have you ever wondered why there were so many different types of graphs? Probably not.

But there is a simple answer. Line graphs are normally used to demonstrate trends of a single variable. Bar graphs are used for more than one variable. Like bar graphs, histograms show relationships in more than one variable but are typically continuous – like time or number grades. Bar graphs are discontinuous, like letter grades.

A stem and leaf is very much like a frequency polygon turned vertically. It's great for comparing data in much the same way as bar graphs.

The circle graph is best used for comparisons. We can compare one piece to other pieces or to the whole and get a feeling for what's biggest, smallest or whatever.

The box and whisker is used to keep people busy. Actually, it's not. A box and whisker allows us to see the median very quickly how the scores are dispersed and it also divides the data into quartiles. The smaller the boxes or whiskers, the more closely the scores are to that median. The asterisks are often referred to as outliers.

(GRAPHING)

1. The Jones family has a budget. Each month it uses its income in the following manner: 30% for food, 25% for rent, 20% for transportation, 10% for savings, 5% for entertainment, and 10% for unexpected expenses. Construct a pie graph representing this information.
2. Each dollar that the government obtains in taxes is spent in the following manner: 25 cents goes to defense, 30 cents goes to social security, 10 cents goes to farm subsidies, 15 cents goes to government salaries, and 20 cents is spent on miscellaneous social programs. Construct a circle graph representing this information.
3. In 1988 UNLV received the indicated amount of revenue from the following sources:

Federal Aid:	\$600,000
State Aid:	700,000
Private Donations:	100,000
Corporate Donations:	200,000
Student Tuition:	300,000
Other:	100,000

Construct a pie graph representing this information.

4. There are 20,000 students attending a certain college. The classes are distributed in the following manner: 4,000 seniors, 3,000 juniors, 5,000 sophomores, 6,000 freshmen, and 2,000 graduate students. Construct a circle graph representing this information.
5. A statistics experiment consists of tossing a group of 8 fair coins and recording the number of heads. Construct a histogram and a frequency polygon for the thirty tosses listed below.

6, 1, 8, 3, 6, 7, 5, 4, 5, 3, 3, 3, 7, 8, 2, 5, 2, 8, 4, 5, 4, 6, 5, 4, 1, 2, 2, 4, 6, 1.
6. A student in a math class recorded the number of doughnuts purchased by the first 30 customers in Al's doughnut shop. Construct a histogram and a frequency polygon for this data.

2, 3, 10, 1, 4, 5, 6, 7, 9, 8, 3, 6, 3, 2, 4, 2, 5, 10, 2, 6, 2, 8, 1, 8, 8, 7, 7, 6, 5, 6.
7. The following were test scores for 33 students in a math 114 class.

58, 92, 85, 66, 72, 81, 60, 90, 70, 71, 77, 84, 75, 58, 89, 67, 98, 96, 70, 87, 74, 64, 64, 59, 87, 73, 91, 63, 86, 81, 72, 72, 73.
 - a. Construct a grouped frequency distribution for these scores using the intervals 95-99, 90-94, 85-89, and so on.
 - b. Use the frequency distribution from part (a) to construct a histogram, a frequency polygon, and a cumulative frequency graph.

8. A survey of 32 college students was made to determine the number of books purchased for their classes in the fall semester. Construct a frequency distribution, a frequency polygon, and a cumulative frequency graph using this data.

8, 7, 14, 7, 8, 10, 16, 8, 9, 15, 14, 16, 10, 14, 8, 14, 13, 8, 13, 8, 13, 8, 12, 11, 9, 12, 13, 12, 12, 7, 15, 14.

9. The scores on a math test of 40 grade school students are as follows:

62, 65, 94, 85, 90, 43, 73, 87, 74, 42, 62, 61, 83, 68, 84, 90, 66, 71, 63, 84, 84, 76, 96, 47, 53, 78, 53, 64, 68, 58, 46, 58, 58, 86, 84, 53, 87, 77, 75, 62.

- a. Construct a grouped frequency distribution for these grades using the intervals 95-99, 90-94, 85-89, and so on.
- b. Using the frequency distribution from part (a), construct a frequency polygon and a cumulative frequency graph.

10. The heights of 40 high school students (in inches) are given as follows:

62, 65, 54, 55, 50, 73, 73, 57, 64, 52, 62, 61, 53, 68, 64, 70, 66, 71, 63, 54, 64, 66, 56, 57, 63, 68, 53, 64, 68, 58, 66, 58, 58, 56, 64, 53, 67, 67, 70, 62.

- a. Construct a grouped frequency distribution for these heights using the intervals 72-75, 69-71, 66-68, and so on.
- b. Using the frequency distribution from part (a), construct a frequency polygon and a cumulative frequency graph.