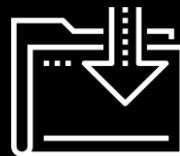




Excel Plotting

Data Boot Camp

Lesson 1.3



The background is a dark charcoal gray with a series of parallel diagonal lines running from the top-left to the bottom-right. Overlaid on this are several teal-colored geometric shapes: a large central triangle pointing right, a smaller triangle to its left, and a square to its right. Scattered around these shapes are various white line-art symbols, including a plus sign, a minus sign, a circle with a dot, a circle with a horizontal line, a circle with a vertical line, a circle with a diagonal line, a circle with a cross, a circle with a dot, a circle with a horizontal line, a circle with a vertical line, a circle with a diagonal line, a circle with a cross, a circle with a dot, a circle with a horizontal line, a circle with a vertical line, a circle with a diagonal line, and a circle with a cross.

WELCOME



We are off to the races!

This will be you at the end of class.





Instructor Demonstration

Adding Files to Github

GitHub Is a Hosting Service for Source Code

GitHub is a web interface for Git.

Git is version control software that can:



Track source code history



Allow for collaboration on the same code files across a team or organization



Easily update and roll back software versions



GitHub is used by over 4 million organizations.

Proficiency in Git and GitHub are highly desired skills in many industries.



Git and Github

We will use Git and Github throughout the curriculum



You will submit your homework assignments using Github.



Your individual project work will be version controlled using Git.



You will be collaborating with teammates using Github.



By the end of the curriculum, you should be proficient with the basic Git and Github functionality.



Time to <code>

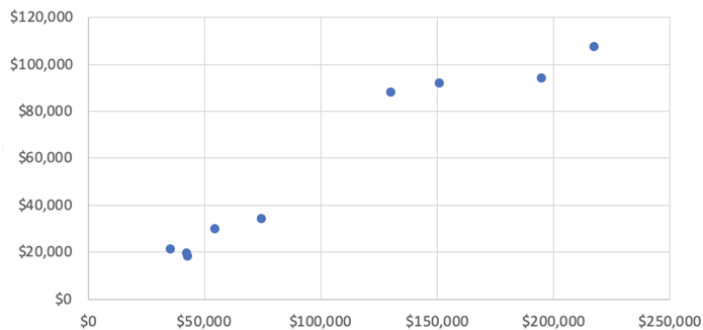


Instructor Demonstration

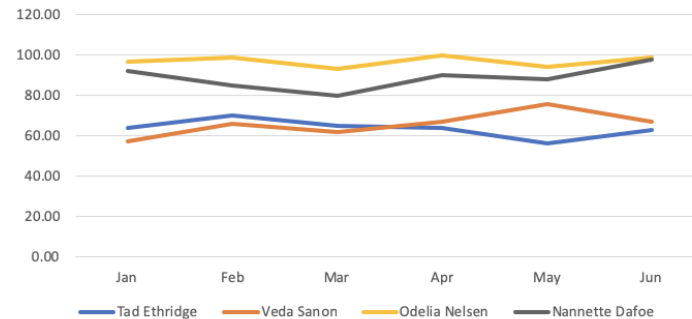
Basic Charting

It is time to learn Excel visualizations!

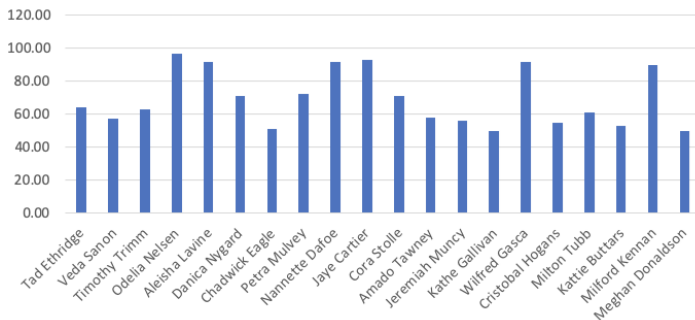
Car Price



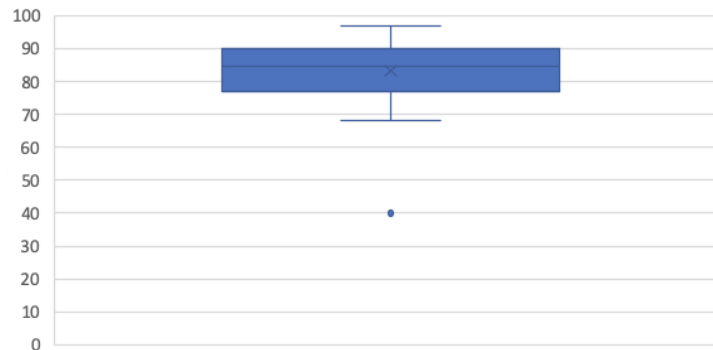
Grades Over Semester



Jan



Tennis Serve Speeds (mph)



We will look at a few examples and use cases

In this activity, we will:



Look at an example data set



Select data of interest



Visualize selected data



Add labels and titles to our visualization



Do not hesitate to ask questions.

Our TAs will slack out images for each operating system



Time to <code>



Activity: The Line and Bar Grades

For this activity, you'll take on the role of the teacher as you create bar and line graphs to visualize your class's grades over a semester.

Suggested Time:

15 minutes

Activity: Line and Bar Grades

For this activity, you'll take on the role of the teacher as you create bar and line graphs to visualize your class's grades over a semester.

Instructions:

- Create a series of bar graphs that visualize the grades of all students in the class, with one graph for every month.
- Create a line graph using all of the data that can be used to compare students' grades across the semester.
- Use filtering in the line graph to allow you to drill down to a specific student's progress throughout the semester.

Hint:

When duplicating bar graphs, it pays to get the formatting and look of the chart where you want it for the first graph (e.g., for January), and to then copy that chart and re-select the data for the subsequent copies (keeping the style and format, but just changing the data).



Time's Up! Let's Review.



Instructor Demonstration

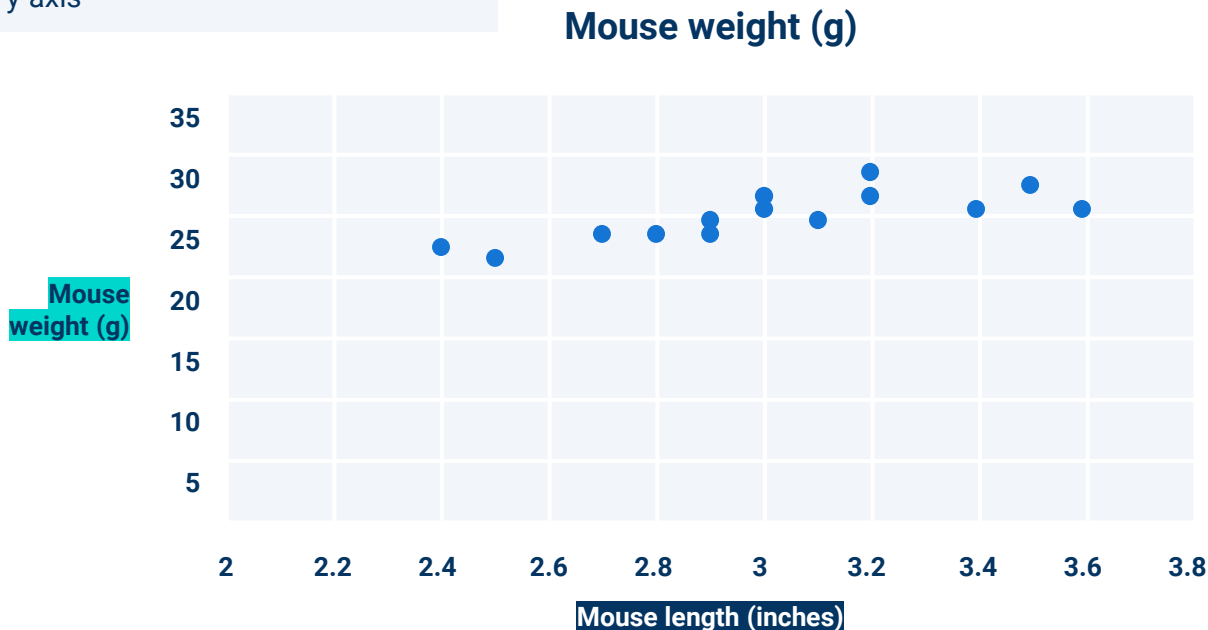
Scatter Plots and Trend Lines

Scatter plots are a powerful visualization tool!

Visualizes the comparison between two variables:

| | |
|------------------|--------------------------|
| One variable | is located on the x-axis |
| Another variable | is plotted on the y-axis |

- Each data point represents a pair of measurements
- Measurements on a scatter plot are independent
- Scatter plots can help to identify positive or negative relationships between two variables
- Adding a trend line to a scatterplot can visualize this relationship even easier!





Time to <code>



Partner Activity: Home Sales

For this activity, you will work in pairs to create a series of scatter plots that compare home prices in the St. Louis, MO, region.

Suggested Time:

15 minutes

Partner Activity: Home Sales

Instructions:



Create a scatter plot that compares the price of the home with the square feet of the home (`sqft_living`). Make sure to add in axis titles, a chart title, and a trend line.



Create a scatter plot that compares the price of the home with the number of bedrooms. Make sure to add in axis titles, a chart title, and a trend line.



Create a scatter plot that compares the price of the home with the number of bathrooms. Make sure to add in axis titles, a chart title, and a trend line.



Go back into each of your charts, and modify the value range on each axis so that they are consistent across charts.



We want the axes to match so the data is conveyed in a consistent, truthful manner.



Time's Up! Let's Review.



Instructor Demonstration

The Need to Filter

Do you notice anything about the following data?

| | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q |
|------|---------|------------|------|---------------|--------------|----------|-----------|---|-------------|-------------|-----------------|----------------|-------------------|-----------|-----------------|----------|-------------|
| | GroupAN | GroupID | Year | DateTimeStart | DateTimeEnd | Latitude | Longitude | Observer | IceConcentr | IceForm | DistanceToGroup | FlightDistance | ApproachDirection | GroupSize | GroupSizeMethod | MMPATake | Observation |
| 1 | 4 | NM-2013-06 | 2013 | 6/6/13 17:29 | 6/6/13 18:31 | 62.47 | -168.78 | John Citta, Mary Cody, Chadwick Jay, Mark Nelson, Lori Quakenbush | 0.3 | Medium Floe | 400 | 280 | 315 | 42 | Count | 42 | NM |
| 2 | 5 | NM-2013-06 | 2013 | 6/6/13 18:34 | 6/6/13 19:10 | 62.47 | -168.78 | John Citta, Mary Cody, Chadwick Jay, Mark Nelson, Lori Quakenbush | 0.3 | Medium Floe | 223 | 200 | 315 | 29 | Count | 29 | NM |
| 3 | 6 | NM-2013-06 | 2013 | 6/6/13 19:10 | 6/6/13 19:10 | 62.47 | -168.78 | John Citta, Mary Cody, Chadwick Jay, Mark Nelson, Lori Quakenbush | 0.3 | Medium Floe | 200 | | 315 | 2 | Count | 0 | NM |
| 4 | 7 | NM-2013-06 | 2013 | 6/6/13 21:43 | 6/6/13 21:50 | 62.52 | -168.76 | John Citta, Mary Cody, Chadwick Jay, Mark Nelson, Lori Quakenbush | 0.1 | Small Floe | 218 | 218 | 70 | 2 | Count | 1 | NM |
| 5 | 8 | NM-2013-06 | 2013 | 6/6/13 21:43 | 6/6/13 21:50 | 62.52 | -168.76 | John Citta, Mary Cody, Chadwick Jay, Mark Nelson, Lori Quakenbush | 0.1 | Small Floe | 218 | 218 | 70 | 2 | Count | 1 | NM |
| 6 | 9 | NM-2013-06 | 2013 | 6/6/13 22:32 | 6/6/13 22:53 | 62.51 | -168.75 | John Citta, Mary Cody, Chadwick Jay, Mark Nelson, Lori Quakenbush | 0.1 | Small Floe | 200 | 30 | 209 | 14 | Count | 14 | NM |
| 7 | 12 | NM-2013-06 | 2013 | 6/7/13 14:12 | 6/7/13 15:15 | 62.54 | -168.3 | John Citta, Mary Cody, Chadwick Jay, Mark Nelson, Lori Quakenbush | 0.6 | Small Floe | | 100 | 183 | 11 | Count | 2 | NM |
| 8 | 13 | NM-2013-06 | 2013 | 6/7/13 14:12 | 6/7/13 15:15 | 62.54 | -168.3 | John Citta, Mary Cody, Chadwick Jay, Mark Nelson, Lori Quakenbush | 0.6 | Small Floe | | 100 | 183 | 5 | Count | 1 | NM |
| 9 | 14 | S2-2013-06 | 2013 | 6/6/13 16:19 | | 62.45 | -168.87 | Geoffrey Cook, Jason Everett, Joel Garlich-Miller | 0.3 | Ice Cake | 20 | 20 | | 1 | Count | 1 | S2 |
| 10 | 15 | NM-2013-06 | 2013 | 6/7/13 14:12 | 6/7/13 15:15 | 62.54 | -168.3 | John Citta, Mary Cody, Chadwick Jay, Mark Nelson, Lori Quakenbush | 0.6 | Small Floe | | 100 | 183 | 8 | Count | 2 | NM |
| 11 | 16 | NM-2013-06 | 2013 | 6/7/13 14:12 | 6/7/13 15:15 | 62.54 | -168.3 | John Citta, Mary Cody, Chadwick Jay, Mark Nelson, Lori Quakenbush | 0.6 | Small Floe | | 100 | 183 | 10 | Count | 3 | NM |
| 12 | 17 | NM-2013-06 | 2013 | 6/7/13 16:35 | 6/7/13 17:11 | 62.53 | -168.31 | John Citta, Mary Cody, Chadwick Jay, Mark Nelson, Lori Quakenbush | 0.4 | Ice Cake | 400 | 200 | 138 | 16 | Count | 16 | NM |
| 13 | 18 | NM-2013-06 | 2013 | 6/7/13 16:35 | 6/7/13 17:11 | 62.53 | -168.31 | John Citta, Mary Cody, Chadwick Jay, Mark Nelson, Lori Quakenbush | 0.4 | Ice Cake | 400 | 200 | 138 | 11 | Count | 9 | NM |
| 14 | 19 | NM-2013-06 | 2013 | 6/7/13 18:00 | 6/7/13 18:05 | 62.53 | -168.34 | John Citta, Mary Cody, Chadwick Jay, Mark Nelson, Lori Quakenbush | 0.4 | Small Floe | 450 | | 300 | 2 | Small | 0 | NM |
| 15 | 20 | NM-2013-06 | 2013 | 6/7/13 18:50 | 6/7/13 18:53 | 62.53 | -168.35 | John Citta, Mary Cody, Chadwick Jay, Mark Nelson, Lori Quakenbush | 0.2 | Ice Cake | 300 | 300 | 342 | 5 | Count | 1 | NM |
| 16 | 21 | NM-2013-06 | 2013 | 6/7/13 19:31 | 6/7/13 19:46 | 62.52 | -168.36 | John Citta, Mary Cody, Chadwick Jay, Mark Nelson, Lori Quakenbush | 0.3 | Ice Cake | 400 | 182 | 236 | 8 | Count | 8 | NM |
| 17 | 22 | NM-2013-06 | 2013 | 6/7/13 19:50 | 6/7/13 20:29 | 62.35 | -168.37 | John Citta, Mary Cody, Chadwick Jay, Mark Nelson, Lori Quakenbush | 0.3 | Ice Cake | 250 | 250 | 103 | 3 | Count | 3 | NM |
| 18 | 23 | NM-2013-06 | 2013 | 6/7/13 19:50 | 6/7/13 20:29 | 62.35 | -168.37 | John Citta, Mary Cody, Chadwick Jay, Mark Nelson, Lori Quakenbush | 0.3 | Ice Cake | 250 | 200 | 103 | 8 | Count | 8 | NM |
| 19 | 24 | NM-2013-06 | 2013 | 6/7/13 19:50 | 6/7/13 20:29 | 62.35 | -168.37 | John Citta, Mary Cody, Chadwick Jay, Mark Nelson, Lori Quakenbush | 0.3 | Ice Cake | 250 | 103 | 103 | 16 | Count | 16 | NM |
| 20 | 25 | NM-2013-06 | 2013 | 6/7/13 19:50 | 6/7/13 20:29 | 62.35 | -168.37 | John Citta, Mary Cody, Chadwick Jay, Mark Nelson, Lori Quakenbush | 0.3 | Ice Cake | 250 | 103 | 103 | 28 | Count | 28 | NM |
| 21 | 26 | NM-2013-06 | 2013 | 6/7/13 20:34 | 6/7/13 20:39 | 62.52 | -168.36 | John Citta, Mary Cody, Chadwick Jay, Mark Nelson, Lori Quakenbush | 0.3 | Ice Cake | 400 | | 182 | 2 | Count | 0 | NM |
| 22 | 27 | NM-2013-06 | 2013 | 6/7/13 20:41 | 6/7/13 21:05 | 62.52 | -168.36 | John Citta, Mary Cody, Chadwick Jay, Mark Nelson, Lori Quakenbush | 0.3 | Ice Cake | 300 | 150 | 310 | 9 | Count | 4 | NM |
| 23 | 28 | NM-2013-06 | 2013 | 6/7/13 20:41 | 6/7/13 21:05 | 62.52 | -168.36 | John Citta, Mary Cody, Chadwick Jay, Mark Nelson, Lori Quakenbush | 0.3 | Ice Cake | 300 | 150 | 310 | 3 | Count | 0 | NM |
| 24 | | | | | | | | | | | | | | | | | |
| 2078 | 2176 | S3-2015-06 | 2015 | 6/20/15 18:23 | | 70.99 | -165.23 | Alexi, Yura Burkanov, Maxim, Z Sergei | | | | | | 4 | | 4 | S3 |
| 2079 | 2177 | S3-2015-06 | 2015 | 6/20/15 18:54 | | 70.99 | -165.24 | Alexi, Yura Burkanov, Maxim, Z Sergei | | | | | | 2 | | 2 | S3 |
| 2080 | 2178 | S3-2015-06 | 2015 | 6/20/15 19:07 | | 70.99 | -165.24 | Alexi, Yura Burkanov, Maxim, Z Sergei | | | | | | 2 | | 2 | S3 |
| 2081 | 2179 | S3-2015-06 | 2015 | 6/20/15 10:26 | | 70.99 | -165.23 | Alexi, Yura Burkanov, Maxim, Z Sergei | | | | | | 5 | | 5 | S3 |
| 2082 | 2180 | S3-2015-06 | 2015 | 6/6/15 0:00 | | | | Alexi, Yura Burkanov, Maxim, Z Sergei | | | | | | 10 | | 10 | S3 |
| 2083 | 2181 | S3-2015-05 | 2015 | 5/30/15 23:45 | | | | Alexi, Yura Burkanov, Maxim, Z Sergei | | | | | | 2 | | 2 | S3 |

There is a LOT of missing and unneeded data

| | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q |
|---|---------|------------|------|---------------|--------------|----------|-----------|---|-------------|-------------|-----------------|----------------|-------------------|-----------|-------------------|----------|-------------|
| 1 | GroupAN | GroupID | Year | DateTimeStart | DateTimeEnd | Latitude | Longitude | Observer | IceConcentr | IceForm | DistanceToGroup | FlightDistance | ApproachDirection | GroupSize | GroupSizingMethod | MMPAtake | Observation |
| 2 | 4 | NM-2013-06 | 2013 | 6/6/13 17:29 | 6/6/13 18:31 | 62.47 | -168.78 | John Citta, Mary Cody, Chadwick Jay, Mark Nelson, Lori Quakenbush | 0.3 | Medium Floe | 400 | 280 | 315 | 42 | Count | 42 | NM |
| 3 | 5 | NM-2013-06 | 2013 | 6/6/13 18:34 | 6/6/13 19:10 | 62.47 | -168.78 | John Citta, Mary Cody, Chadwick Jay, Mark Nelson, Lori Quakenbush | 0.3 | Medium Floe | 223 | 200 | 315 | 29 | Count | 29 | NM |
| 4 | 6 | NM-2013-06 | 2013 | 6/6/13 19:10 | 6/6/13 19:10 | 62.47 | -168.78 | John Citta, Mary Cody, Chadwick Jay, Mark Nelson, Lori Quakenbush | 0.3 | Medium Floe | 200 | | 315 | 2 | Count | 0 | NM |
| 5 | 7 | NM-2013-06 | 2013 | 6/6/13 21:43 | 6/6/13 21:50 | 62.52 | -168.76 | John Citta, Mary Cody, Chadwick Jay, Mark Nelson, Lori Quakenbush | 0.1 | Small Floe | 218 | 218 | 70 | 2 | Count | 1 | NM |
| 6 | 8 | NM-2013-06 | 2013 | 6/6/13 21:43 | 6/6/13 21:50 | 62.52 | -168.76 | John Citta, Mary Cody, Chadwick Jay, Mark Nelson, Lori Quakenbush | 0.1 | Small Floe | 218 | 218 | 70 | 2 | Count | 1 | NM |
| 7 | 9 | NM-2013-06 | 2013 | 6/6/13 22:32 | 6/6/13 22:53 | 62.51 | -168.75 | John Citta, Mary Cody, Chadwick Jay, Mark Nelson, Lori Quakenbush | 0.1 | Small Floe | 200 | 30 | 209 | 14 | Count | 14 | NM |
| 8 | 12 | NM-2013-06 | 2013 | 6/7/13 14:12 | 6/7/13 15:15 | 62.54 | -168.3 | John Citta, Mary Cody, Chadwick Jay, Mark Nelson, Lori Quakenbush | 0.6 | Small Floe | | 100 | 183 | 11 | Count | 2 | NM |
| 9 | 13 | NM-2013-06 | 2013 | 6/7/13 14:12 | 6/7/13 15:15 | 62.54 | -168.3 | John Citta, Mary Cody, Chadwick Jay, Mark Nelson, Lori Quakenbush | 0.6 | Small Floe | | 100 | 183 | 5 | Count | 1 | NM |



Most data sets contain multiple variables and factors



It can be difficult to determine what data is useful when exploring a data set



It can be hard to locate data of interest



We need to filter our data



Time to <code>



Partner Activity: Filtering Home Sales

For this activity, you'll create a filtered chart that visualizes increases in waterfront properties over time in the St. Louis Area.

Suggested Time:

15 minutes

Partner Activity: Filtering Home Sales

In this activity, you will pair up with one of your classmates in order to create a filtered chart that visualizes increases in waterfront properties over time in the St. Louis Area.

Instructions:



Use the St. Louis Home Sales Dataset provided.



Examine the data and check out the available columns.



Create a line graph that shows the price trend of waterfront homes in St. Louis by the age of the home.



Time's Up! Let's Review.

A close-up, high-angle shot of a computer keyboard. The central focus is a large, white, rectangular key with rounded corners. On this key, there is a dark blue icon of a coffee cup with three wavy lines above it representing steam. Below the icon, the word "Break" is printed in a dark blue, serif font. The key is set against a light-colored, textured keyboard base. Surrounding the main key are other keys: to the left, a key with double quotation marks; above, a key with a right square bracket; and to the right, a key with a left square bracket. The lighting is soft and even, highlighting the clean design of the keyboard.

Break



Instructor Demonstration

Variance, Standard Deviation and Z-Score

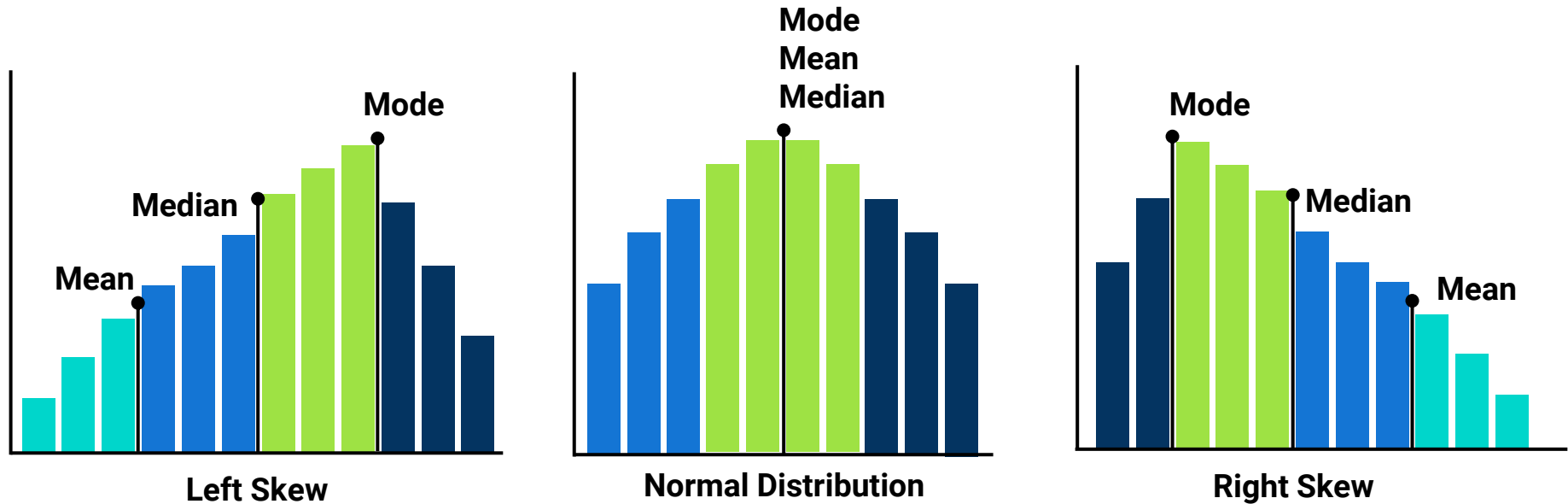
Quick Refresher



**What are the three measures
of central tendency?**

The mean, median and mode.

The mean, median and mode.





**What are the measures of
central tendency used for?**



**Metrics used to describe
the center of a data set.**



**How do you describe
the variability of a data set?**

Variability of a Data Set

Three summary statistics metrics for describing variability:

01

Variance

02

Standard Deviation

03

Z-Score

Variance



Used to describe how far values in the data set are from the mean



Describes how much variation exists in the data



Variance considers the distance of each value in the data set from the center of the data

The value of the one observation

The mean value of all observations

Sample variance

$$S^2 = \frac{\sum (x_i - \bar{x})^2}{n - 1}$$

The number of observations



Time to <code>

Standard Deviation



Describes how spread out the data is from the mean



Calculated from the square root of the variance

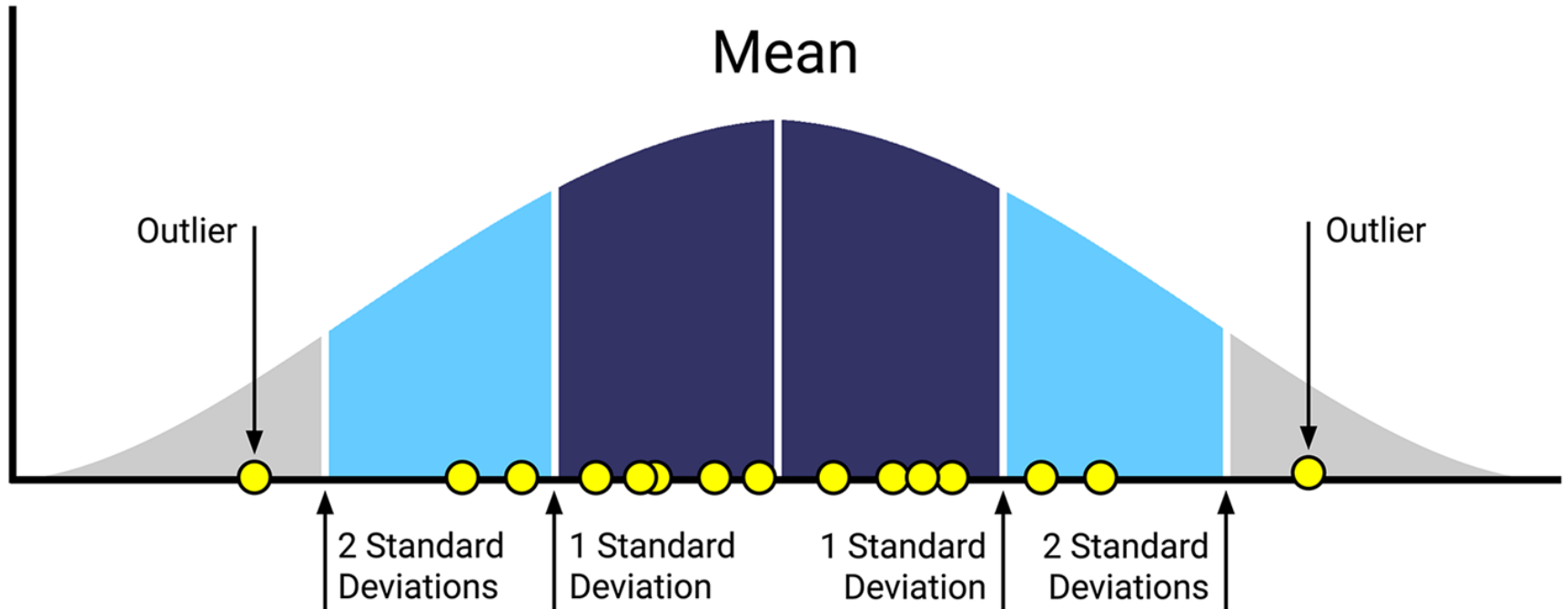


In the same units of measurement as the mean

$$\text{Standard deviation } \sigma = \sqrt{S^2} \text{ The variance}$$

Standard Deviation

Square root of the variance; a measure used to quantify the dispersion of a set of observations.



Z-Score

Z-Score describes a single value's distance from the mean of the data set
The distance is in terms of standard deviations. Can be positive or negative:

If negative

the value is less than the mean

If positive

the value is greater than the mean.

The smaller the z-score, the closer the value is to the mean

$$Z = \frac{\text{A single value } X - \text{The mean of the dataset } \mu}{\text{The standard deviation of the dataset } \sigma}$$



Time to <code>



Activity: Variance, Standard Deviation, and Z-Score Review

It is now your turn to practice summarizing the variability of a data set using heart disease death rate data from the CDC.

Suggested Time:

15 minutes

Activity: Variance, Standard Deviation, and Z-Score Review

Open the `variance_review.xlsx` workbook that contains your raw data. Then clean up the dataset as follows:

- Rename the **Data_Value** column to **Death Rate Per 100,000**.
- This column contains missing data, so add a filter to the column that displays all rows except (**blanks**).
- Rename the **Stratification1** and **Stratification2** columns to **Gender** and **Race/Ethnicity**, respectively.
- Rename **LocationAbbr** to **State**.
- Filter the **GeographicLevel** column so that **State** and **county** values are not compared together.
- Create a new sheet in the workbook named **Summary Table** that has a **State** column containing the following values: **AR** - Arkansas, **CA** - California, **FL** - Florida, **ME** - Maine, **MS** - Mississippi, **OR** - Oregon
- For each state, determine the **mean**, **variance**, and **standard deviation** for the overall death rate.
- Based on your calculated summary statistics determine which state had the greatest difference in death rate across all its counties and which state had the lowest variance in death rate. What was the death rate?
- Create a new sheet in the workbook named **Oregon Z-Scores**. Within this new sheet, copy over the **LocationDesc** (renamed to **County**) and **Death Rate Per 100,000** columns from the raw data for *only* the state **OR** where **Gender** is **Overall**.
- Calculate the **z-score** for the overall death rate by county across the whole state and use those values to determine which county had the largest difference in death rate from the mean of the state.
- Based upon your calculated z-scores, determine which county had the largest difference in death rate from the mean of the state.



Time's Up! Let's Review.



Instructor Demonstration

Quantiles, Outliers and Boxplots

Real-World Data

Be careful when describing real-world data:



Real world data can contain extreme values



Some summary statistics such as the mean take into account all values of a data set



Extreme values can skew these statistics!



**But how can we summarize
real-world data?**

Quantiles: Used to Describe Segments of a Dataset

Quantiles separate a sorted dataset into equally sized fragments.

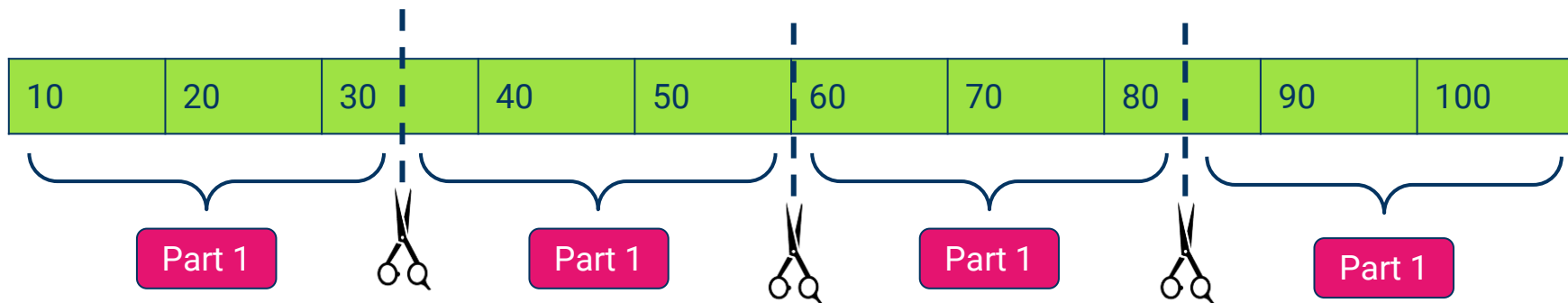
The two most popular types of quantiles are **quartiles** and **percentiles**.

01

Quartiles divide the dataset into four equally sized parts.

02

Percentiles divide the dataset into 100 equally sized parts.

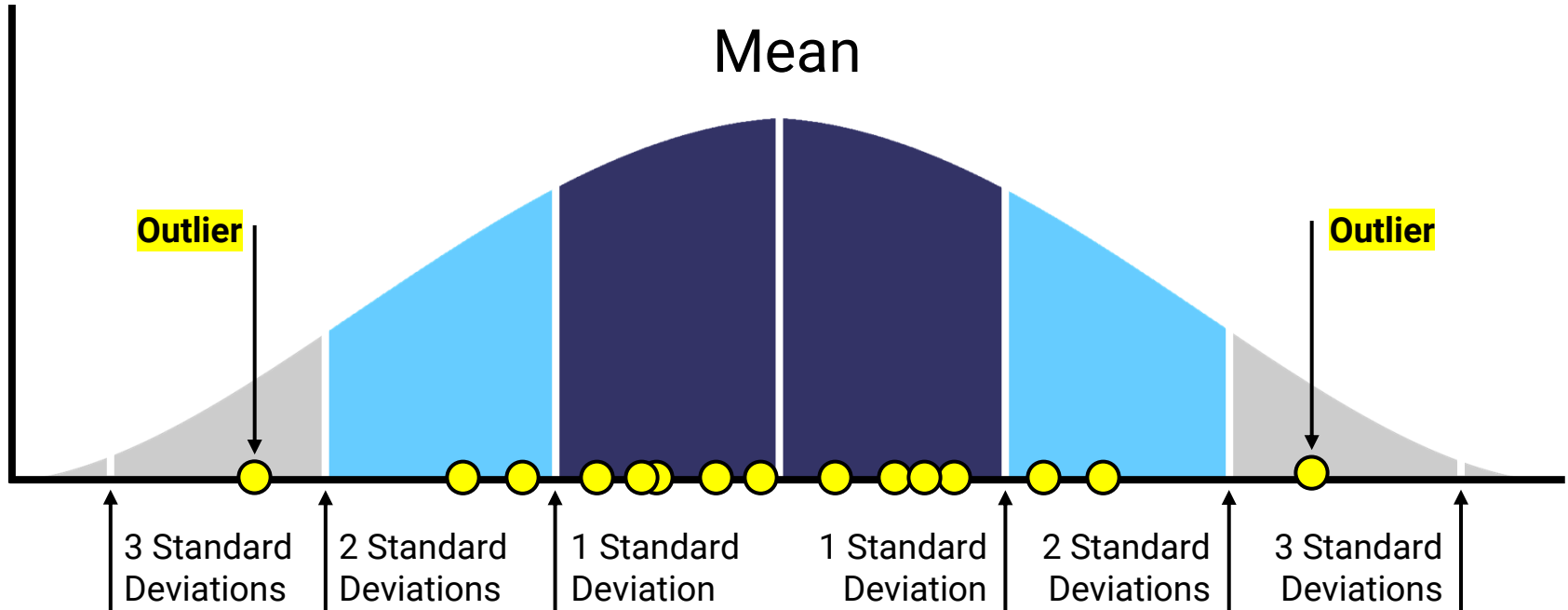




Time to <code>

Outliers

Suspicious values are called potential outliers. An outlier is a data point that differs from the rest of a data set. Outliers can inaccurately skew a data set.



Qualitatively

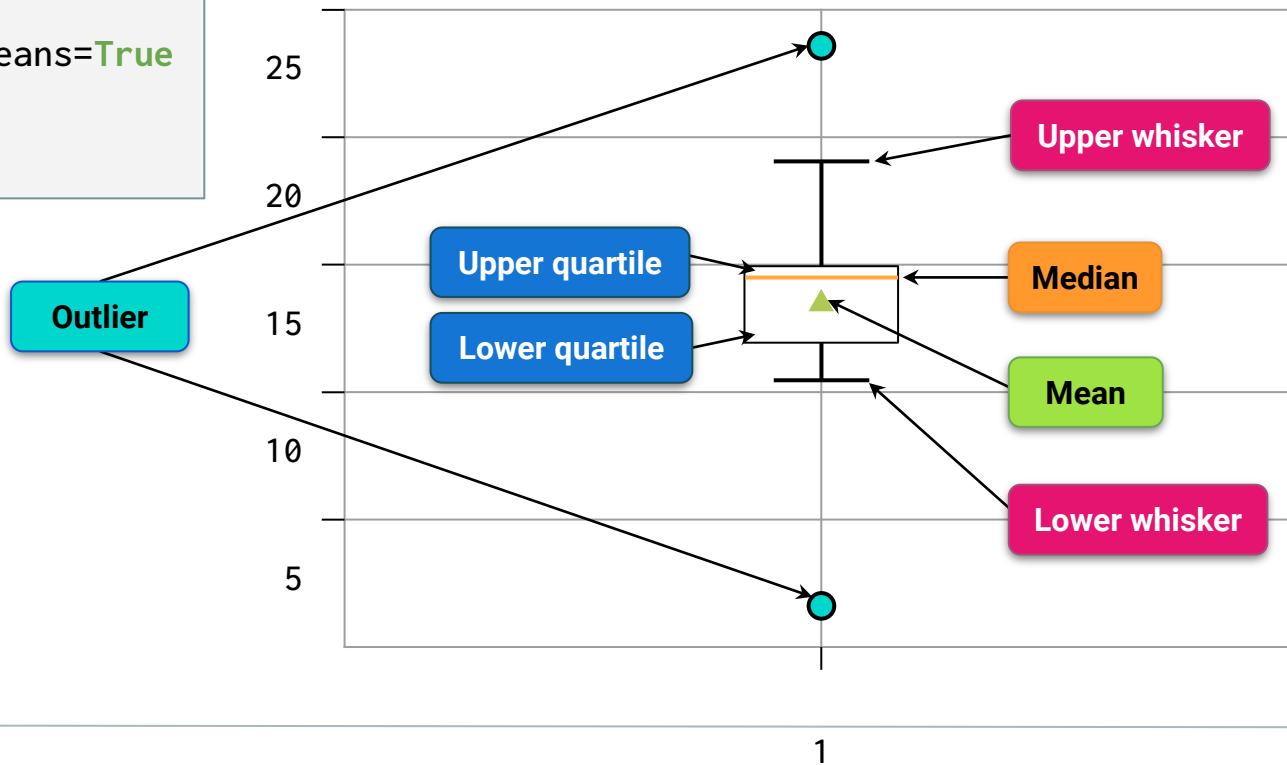
Use **box-and-whisker plots** to visually identify potential outliers.

```
# Create box plot
```

```
plt.boxplot(arr, showmeans=True
```

```
plt.grid()
```

```
plt.show()
```



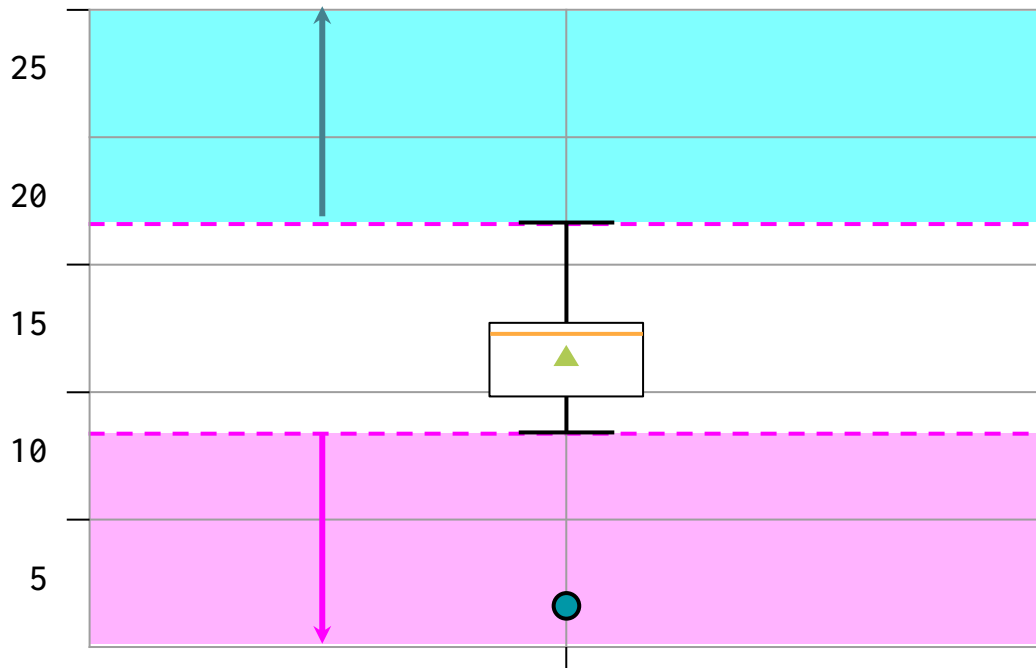
Quantitatively

Determine the outlier boundaries in a dataset by using the **$1.5 \times \text{IQR}$ rule**.

The IQR is the range between the first and the third quartile.

Anything **less than, or below,** Quartile 1 – $(1.5 \times \text{IQR})$ might be an outlier.

Anything **greater than, or above,** Quartile 3 + $(1.5 \times \text{IQR})$ might be an outlier.





Activity: Cereal Outliers

In this activity, you will be investigating data from a dataset called 80 Cereals. Your task is to search through the ratings of each product and determine if there are any potential outliers in the dataset.

Suggested Time:

10 minutes

Activity: Cereal Outliers

Instructions:

- Open up the activity workbook, and familiarize yourself with the raw data.
 - File: [Unsolved/Outliers_Activity_Unsolved.xlsx](#)
- Create a new worksheet, and name it "Outlier Testing".
- In the "Outlier Testing" worksheet, create a summary statistics table of the Antioxidant_content_in_mmol_100g for the following statistics:
 - Mean
 - Median
 - Minimum value
 - Maximum value
 - First quartile
 - Third quartile
 - Interquartile Range
- Using the calculations from the table, determine the lower and upper boundaries of the $1.5 \times \text{IQR}$ rule.
- Determine if there are any products whose Antioxidant_content_in_mmol_100g falls outside of the $1.5 \times \text{IQR}$ boundaries. List those products and their antioxidant content on the worksheet.
- Create a box plot of the Antioxidant_content_in_mmol_100g for all products.
 - **Note:** Be sure to add a title, and label your y-axis.



Time's Up! Let's Review.



Instructor Demonstration

Excel's Statistics Add-On

Excel is a great foundational tool





**Up to this point we have only
covered summary statistics...**

But Excel can be used for even MORE statistics!

The Excel Analysis ToolPak contains:



T-tests



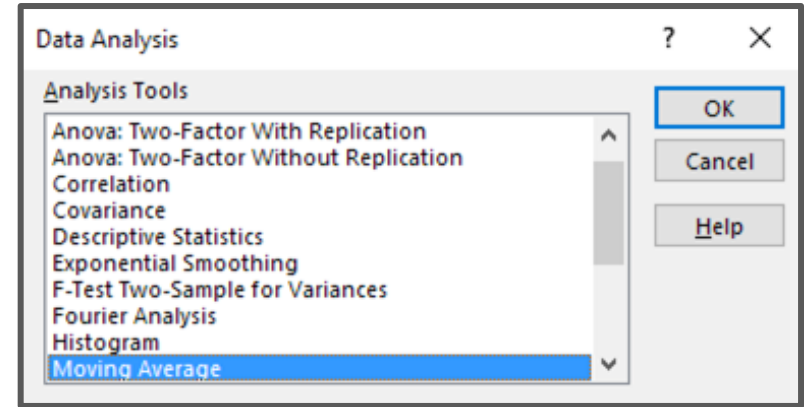
Correlation Tests



Regression Tests



ANOVA



All of these functions we will cover throughout the course!

Analysis ToolPak is not designed for in-depth data analytics

Excel struggles with medium to large data sets:



>200 columns or >100000 rows



Depends on machine

Excel does not automatically record parameters for statistical tests

Excel's Analysis ToolPak ***should*** be used



Gut-checks



One-off analysis

How to install and use the Excel Analysis ToolPak: Mac

To Install:

01

Go to the “Tools” menu in Excel.

02

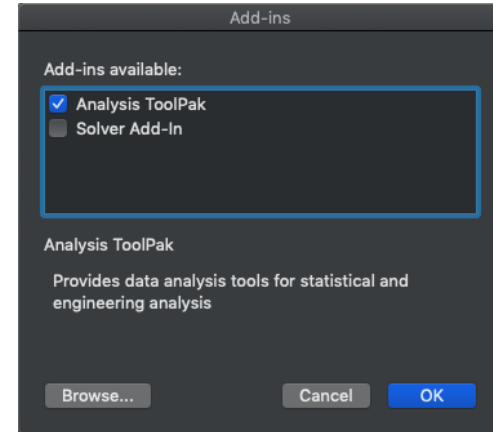
Select the “Excel Add-Ins...” option.

03

Enable the “Analysis ToolPak” option.

04

Press “OK”.



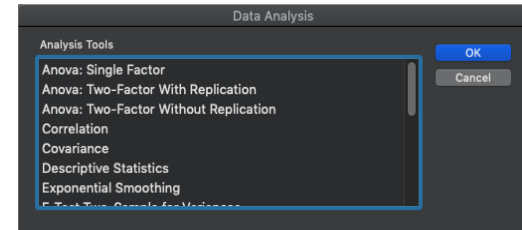
To Use:

01

Go to the “Data” menu in Excel.

02

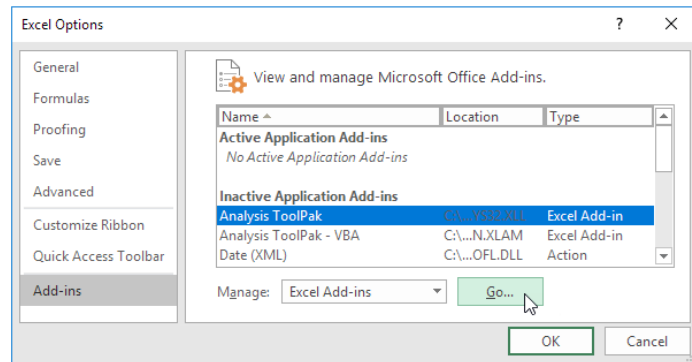
Select the “Data Analysis” option.



How to install and use the Excel Analysis ToolPak: PC

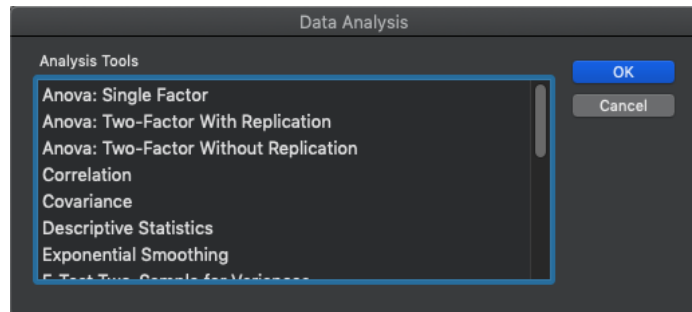
To Install:

- 01 Click the File tab
- 02 Go to Options
- 03 Select the Add-Ins category
- 04 In the Manage box, select Excel Add-ins and click Go
- 05 In the Add-Ins box, enable the Analysis ToolPak and click OK.



To Use:

- 01 Go to the "Data" menu in Excel.
- 02 Go to the "Analyze" section.
- 03 Select the "Data Analysis" option.

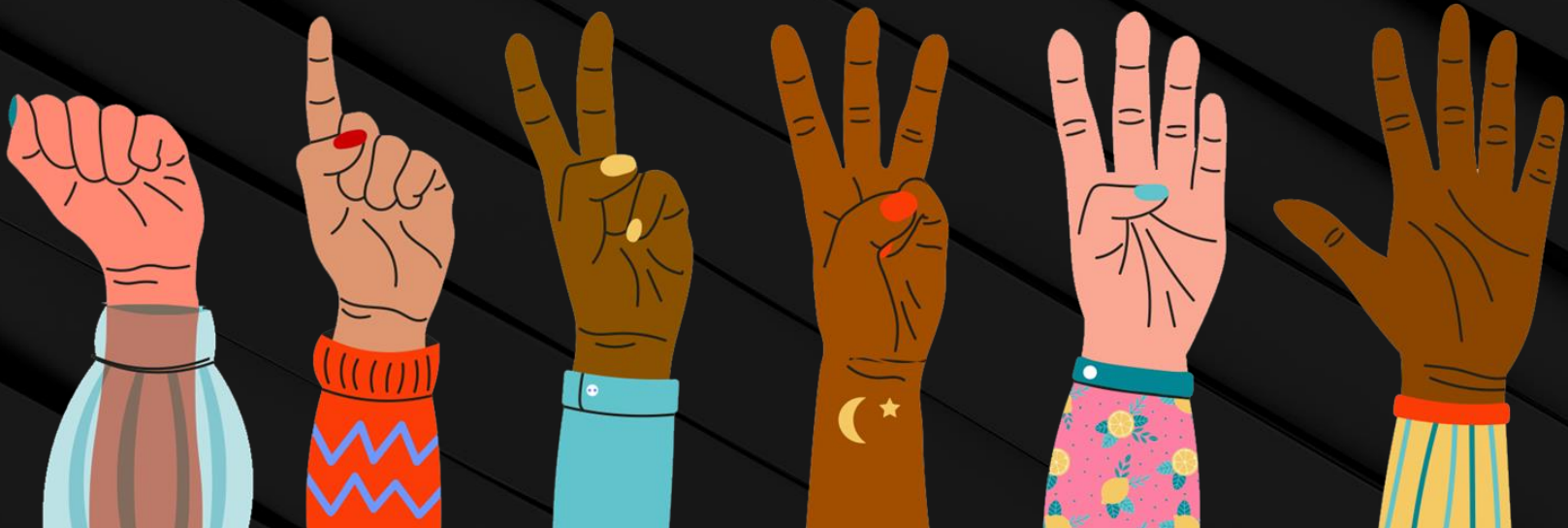




Time to <code>

FIST TO FIVE:

**Who feels comfortable with
plotting figures in Excel?**



FIST TO FIVE:

Who feels comfortable calculating
summary statistics in Excel?

