

Descriptive and Exploratory Analysis

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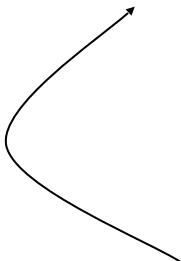
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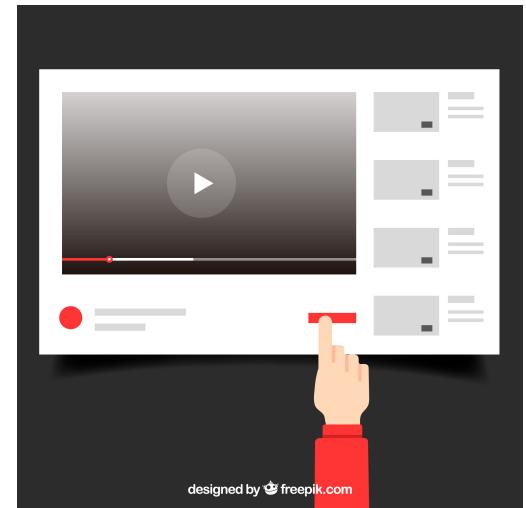
Descriptive

Descriptive: The goal of descriptive analysis is to understand the components of a data set, describe what they are, and explain that description to others who might want to understand the data.

- Problem: Understanding whether users are nice or mean on YouTube
- Data science question: Are the words that people use in their comments more frequently positive words (great, awesome, nice, useful) or negative words (bad, stupid, lame, awful)?
- Type of analysis: Descriptive analysis



To answer this you would calculate statistics about YouTube comments



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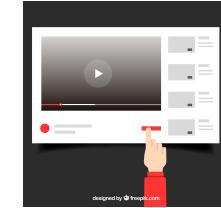
Statistics

*“the science that deals with the **collection, classification, analysis, and interpretation of numerical facts or data**”*

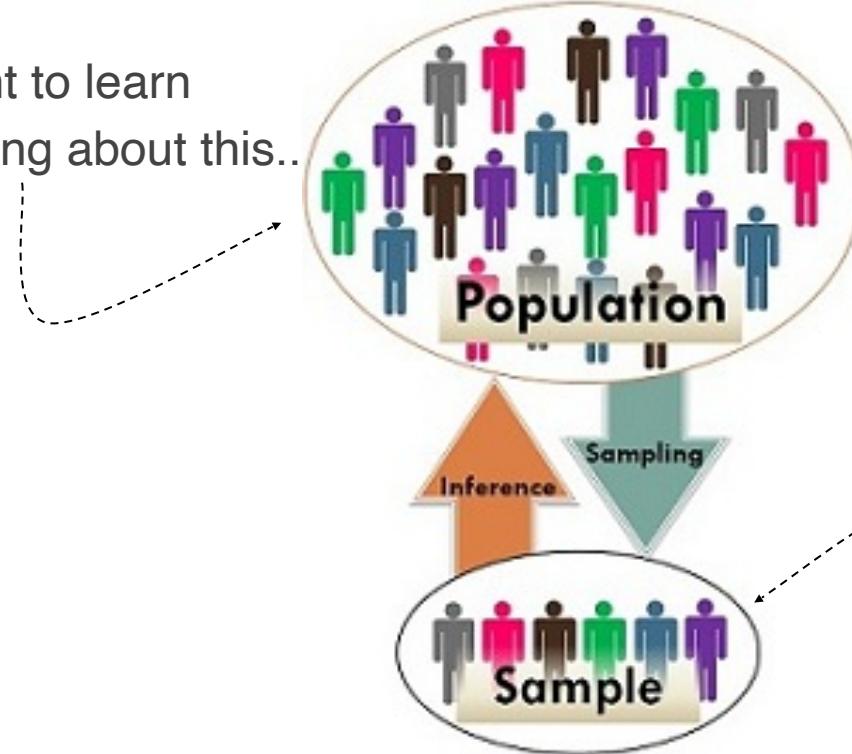
statistic

“A quantity computed from a sample”

Populations & Samples



We want to learn
something about this..

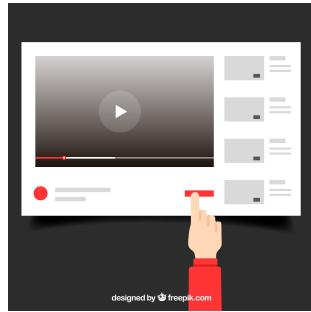


Our population: *all*
YouTube comments
Our sample: 100,000
comments

....but we can only *actually*
collect data from this

statistic

“A quantity computed from a sample”



For our YouTube analysis, we could take a random sample of comments from YouTube and calculate the following statistic: *the number of positive and the number of negative words in each review.*

Best sampling practices:

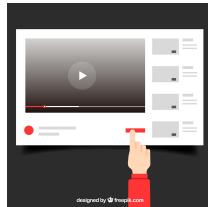
- Always think about what your population is
- Collect data from a sample that is representative of your population
- If you have no choice but to work with a dataset that is not collected randomly and is biased, be careful not to generalize your results to the entire population



You'd want to be sure you sample randomly across *all* YouTube comments, making sure not to get more comments from one genre over another, or one location over another, etc.

Examples of bad sampling:

- Surveying subscribers of a gun-related magazine for research on Americans' attitudes toward owning guns
- Randomly sampling Facebook users for what TV shows people like

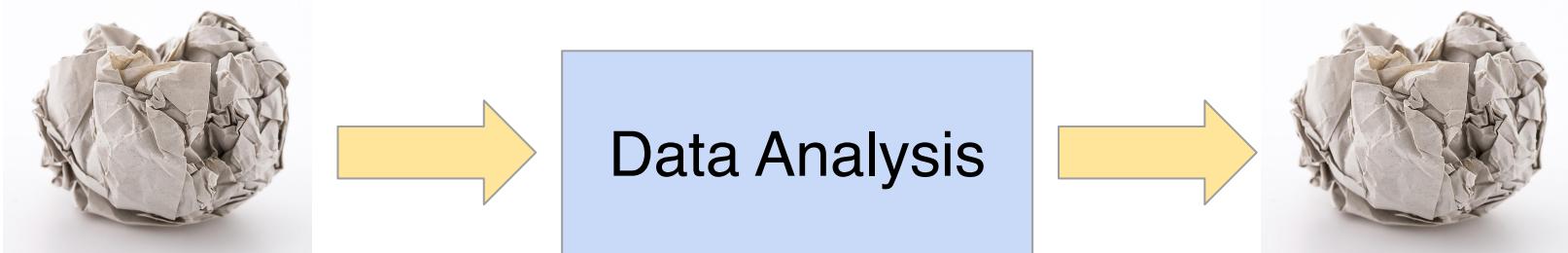


To understand *all* YouTube comments, you wouldn't just want to sample from one YouTube channel, or videos in a single language.

It's *always* worth spending time at the beginning of a project to determine whether or not the data you have are garbage.

Be certain they are actually able to help you answer the question you're interested in.

GIGO : Garbage In. Garbage Out.

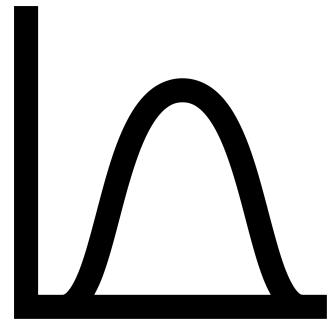




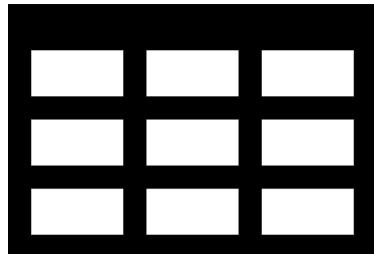
For the survey data I collected from you all, which of the following best describes the population I could generalize findings back to.

- A Undergraduates
- B Undergraduates in the US
- C Undergraduates at UCSD
- D Students aged 18-25
- E UCSD COGS108 students

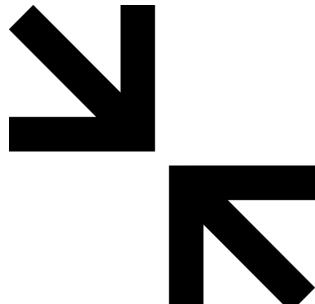
Descriptive Analysis



Shape



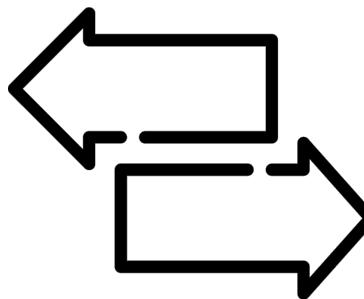
Size



Central
Tendency

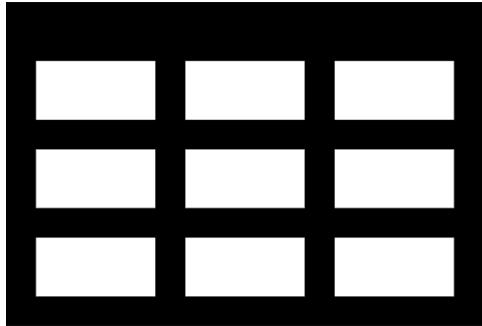


Missingness



Variability

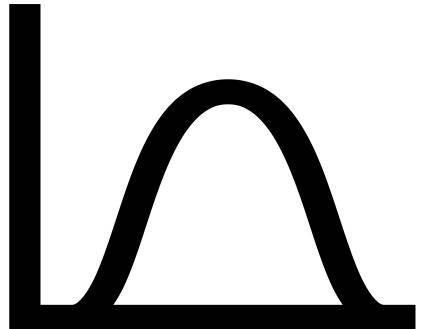
Descriptive



Size

How many observations (rows) and variables (columns) you have is an important first step. You should always be aware of the **size** of your dataset

Missingness It's critical to know how many observations have missing data for variables of interest in your data. Knowing *why* their missing is also important.



Shape

It's critical to know the distribution of the variables in your dataset. Certain statistical approaches can only be used with certain distributions.

Central Tendency

Knowing the mean, median, and/or mode can help you get an idea of what a typical value is for your variable(s) of interest

Variability

The central tendency tells you part of the story. The variability in the values in your observation helps fill in the rest.



Which of the following is NOT something accomplished by a descriptive analysis?

- A Describes typical values in your dataset
- B Determines the size of your dataset
- C Establishes causal relationships between variables
- D Identifies missing data
- E Determines how variable values in your dataset are

Descriptive Statistics & Summary

“We must suppress some of the truth to communicate the truth... In short, the techniques of descriptive statistics are designed to match the salient features of the data set to human cognitive abilities.”

-I.J. Good (1983)

Descriptive Analyses are often included as “Table 1” in academic publications

Descriptive

Table 1. Baseline Characteristics of the Patients.^a

Characteristic	Ranibizumab Monthly (N=301)	Bevacizumab Monthly (N=286)	Ranibizumab as Needed (N=298)	Bevacizumab as Needed (N=300)
Age — no. (%)				
50–59 yr	2 (0.7)	1 (0.3)	6 (2.0)	2 (0.7)
60–69 yr	33 (11.0)	28 (9.8)	31 (10.4)	34 (11.3)
70–79 yr	102 (33.9)	84 (29.4)	115 (38.6)	103 (34.3)
80–89 yr	142 (47.2)	150 (52.4)	126 (42.3)	142 (47.3)
≥90 yr	22 (7.3)	23 (8.0)	20 (6.7)	19 (6.3)
Mean — yr	79.2±7.4	80.1±7.3	78.4±7.8	79.3±7.6
Sex — no. (%)				
Female	183 (60.8)	180 (62.9)	185 (62.1)	184 (61.3)
Male	118 (39.2)	106 (37.1)	113 (37.9)	116 (38.7)
Race — no. (%) [†]				
White	297 (98.7)	281 (98.3)	296 (99.3)	294 (98.0)
Other	4 (1.3)	5 (1.7)	2 (0.7)	6 (2.0)
History of myocardial infarction — no. (%)	34 (11.3)	40 (14.0)	30 (10.1)	36 (12.0)
History of stroke — no. (%)	14 (4.7)	18 (6.3)	22 (7.4)	16 (5.3)
History of transient ischemic attack — no. (%)	12 (4.0)	25 (8.7)	12 (4.0)	19 (6.3)
Blood pressure — mm Hg				
Systolic	134±18	135±19	136±17	135±17
Diastolic	75±10	75±10	76±9	75±10
Visual-acuity score and Snellen equivalent				
68–82 letters, 20/25–40 — no. (%)	111 (36.9)	94 (32.9)	116 (38.9)	103 (34.3)
53–67 letters, 20/50–80 — no. (%)	98 (32.6)	118 (41.3)	108 (36.2)	119 (39.7)
38–52 letters, 20/100–160 — no. (%)	67 (22.3)	53 (18.5)	58 (19.5)	58 (19.3)
23–37 letters, 20/200–320 — no. (%)	25 (8.3)	21 (7.3)	16 (5.4)	20 (6.7)
Mean score	60.1±14.3	60.2±13.1	61.5±13.2	60.4±13.4
Total thickness at fovea — μm [‡]	458±184	463±196	458±193	461±175
Retinal thickness plus subfoveal-fluid thickness at fovea — μm	251±122	254±121	247±122	252±115
Foveal center involvement — no. (%)				
Choroidal neovascularization	176 (58.5)	153 (53.5)	176 (59.1)	183 (61.0)
Fluid	85 (28.2)	81 (28.3)	77 (25.8)	72 (24.0)
Hemorrhage	20 (6.6)	24 (8.4)	24 (8.1)	25 (8.3)
Other	18 (6.0)	20 (7.0)	15 (5.0)	18 (6.0)
No choroidal neovascularization or not possible to grade	2 (0.7)	8 (2.8)	6 (2.0)	2 (0.7)

* Plus-minus values are means ±SD.

[†] Race was self-reported.

[‡] Total thickness at the fovea includes the retina, subretinal fluid, choroidal neovascularization, and retinal pigment epithelial elevation.

Descriptive

Size

Zooming in on this we see variables stratified by Age, Sex, and Race

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Descriptive

Descriptive Statistics & Summary

Calculating descriptive statistics, understanding what they tell you about your data, and reporting them are critical steps in every analysis.

Exploratory

Exploratory: The goal is to find unknown relationships between the variables you have measured in your data set. Exploratory analysis is open ended and designed to verify expected or find unexpected relationships between measurements.

Exploratory



Exploratory Data Analysis (EDA)
detective work answering the question:
“What can the data tell us?”

Why EDA?

- Understand data properties
- Discover Patterns
- Generate & Frame Hypothesis
- Suggest modeling strategies
- Check assumptions (sanity checks)
- Communicate results (present the data)

.....and if you don't, you'll regret it

Exploratory

The
dataset

You



Exploratory

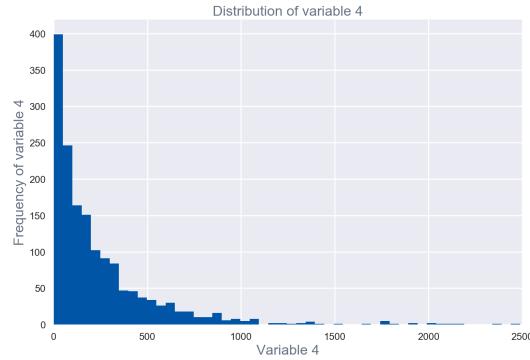
The general principles of exploratory analysis:

- Look for missing values
- Look for outlier values
- Calculate numerical summaries
- Generate plots to explore relationships
- Use tables to explore relationships
- If necessary, transform variables

Exploratory

EDA Approaches to “Get a Feel for the Data”

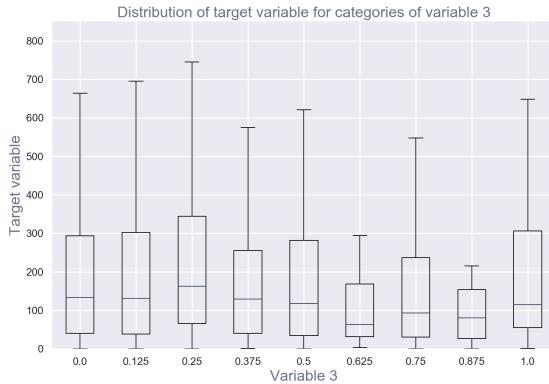
Understanding the relationship between variables in your dataset



Univariate

understanding a single variable

i.e.: histogram, densityplot, barplot



Bivariate

understanding relationship between 2 variables

i.e.: boxplot, scatterplot, grouped barplot, boxplot



Dimensionality Reduction

projecting high-D data into a lower-D space

i.e.: PCA, ICA, Clustering

