Data Visualization & Usage

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Use this sheet to make notes about the takeaway lessons from this talk. What do you want to remember from this presentation? Write it here. If a visual pops into your mind, sketch it here. When a question springs to mind, write it down before you forget it.

This is your opportunity to create your own handout with the key takeaway points that are most relevant for you and your work.

Color

Main Ideas

Choose one light, one dark, and one emphasis color.

Control the colors in graphs to make your key points more clearly understood.

Resources

On color schemes:

adobe.kuler.com
design-seeds.com
colourlovers.com

On colorblindness:

vischeck.com
colororacle.org

Graphics

Main Ideas

Use large, full bleed images

Position the image so that it points toward the text.

Repeat the image or pieces of it.

Resources

To locate images, work with fee-based stock photo sites like istockphoto.com.

Free images can be found on images.google.com, just be sure to use the advanced search menu and filter for images that have free use license.

Alignment

Main Ideas

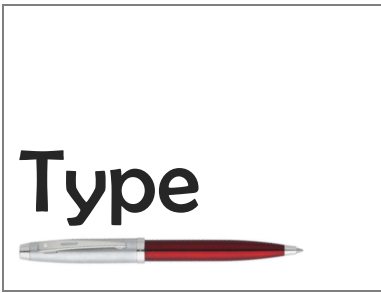Important information should be positioned in the top left.

Use graphs or images in typically empty corners.

Reduce space between text and image.

Line everything up with everything else.

Resources

Now You See It by Stephen Few

Type

Main Ideas

Use serif for long narrative reading.

Use sans serif for shorter bursts of text and screen display.

Embed fonts to ensure stability across platforms, programs, and computers.

Resources

Gather fonts at fontpark.net

Play this game to explore pairing two fonts: typeconnection.com

Identify a font through myfonts.com/WhatTheFont/

Break it Down

Main Ideas

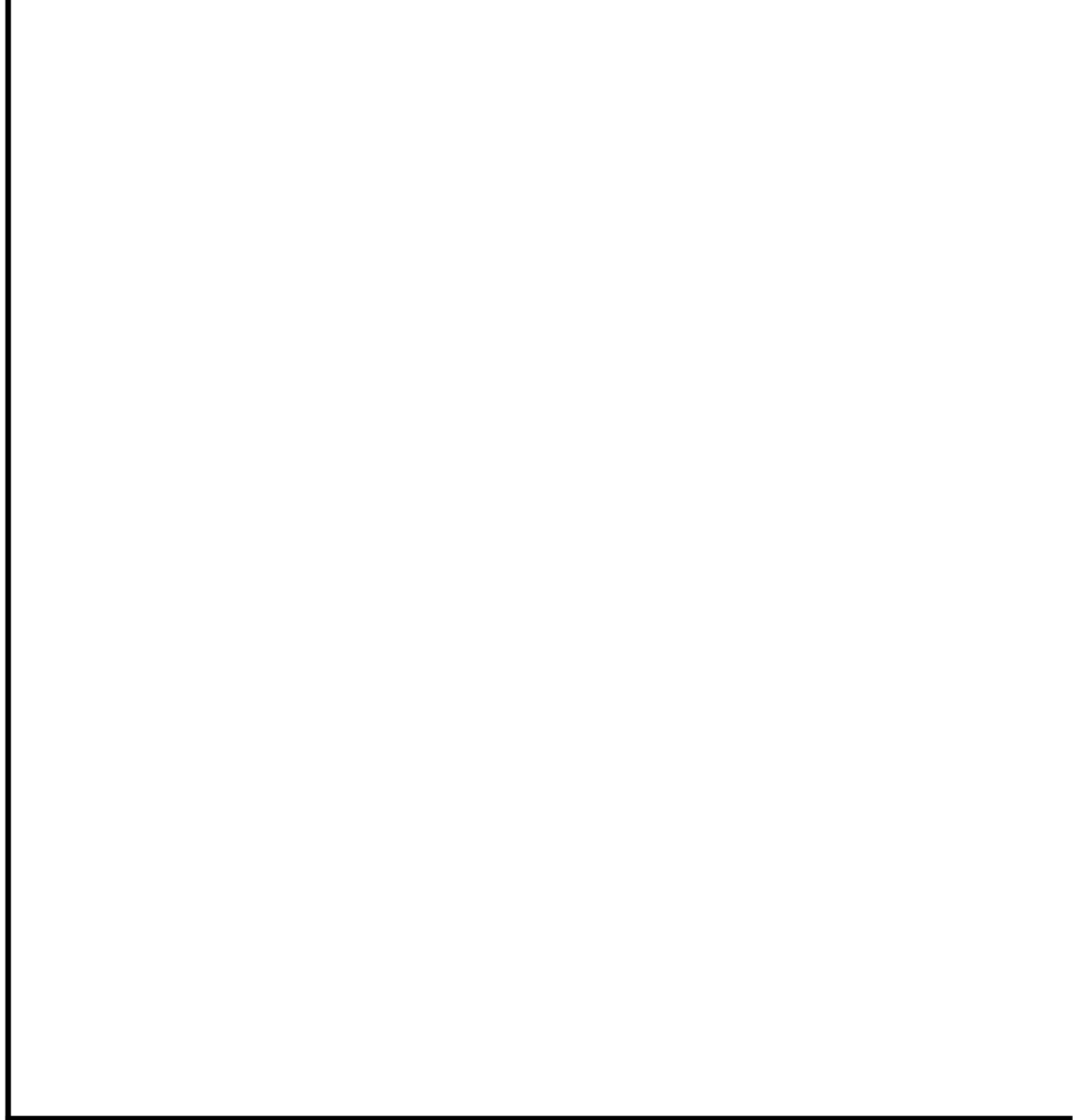Guide audience attention so that it matches the speaker/author's focus.

Layer your information into multiple packages to meet the audience at their interest level.

Resources

Presentation Zen by Garr Reynolds

Non-Designer's Presentation Book by Robin Williams

How I Spent My Time Getting Here

OVERVIEW OF RESULTS

DAY OF DIALOGUE AND ACTION QUESTIONNAIRE

Number of Participants Completing Survey: 38

Agency/organization represented:

29.6% Non-profit Provider	3.7% Other: Phoenix Head Start	3.7% Behavioral Health
14.8% State Agency	3.7% County	0% Institution of Higher Education
7.41% Law Enforcement	3.7% Parent / Primary Caregiver	0% Hospital or Clinic
7.4% Social Service Agency	3.7% Private Company (LLC, LLP)	0% Community Member
7.4% Public Charity (501 3c)	3.7% City	0% Private Foundation (501 3c)
7.4% Faith-based	3.7% School / School District	

- **76% of participants rated their experience as *VERY POSITIVE*.**
- **Regarding what participants have learned during the Day:**
  - 97.3 % learned a great deal about how other participants view the needs of children of incarcerated parents and their families.
  - 76.3% learned a great deal about other participant resources (e.g., people, organizations, or information sources) that exist for children of incarcerated parents and their families.

- **Level of Influence**
  - 42% of the participants felt the Dialogue would have a *great deal of influence* on their agency's collaboration with outside agencies and experts (e.g., corrections, schools, child protective services) around planning for the needs of children of incarcerated parents and their families.
  - 50% of the participants felt the Dialogue would have a *great deal of influence* on their agency's collaboration with outside agencies and experts (e.g., corrections, schools, child protective services) around planning for the needs of children of incarcerated parents and their families.

- **Collaboration / Communication / Commitment**
- 77% of participants indicated that their agency/organization formally collaborates with others in the provision of services or resources to children of incarcerated parents and their families.
  - 11.4% indicated they plan to collaborate within the next two months
- 34.2 % of the participants indicated they made *many* personal contacts that they plan to follow up on; 57.9% indicated they made *a few* personal contacts and plan to follow up.
- The majority of participants were familiar with the <u>needs</u> of children of incarcerated parents and their caregivers and with the <u>obstacles</u> to supporting efforts for children of incarcerated parents and their caregivers; less than 10% indicated they were *unfamiliar* with either the needs or obstacles*.*

Level of Implementation
- 53.1% of the participants indicated their agency/organization has a process in place to identify children of incarcerated parents; 12.5% plan on developing a process, and 6.3% would like help developing a process.
- 80% of the participants who indicated they have a process, are implementing this process currently; 5% will be implementing it in the next 2 months.

Level of Resources
- 25.7% of the participants indicated their agency/organization has *many* <u>resources</u> necessary to support efforts that were identified today to address the needs of children of incarcerated parents and their families; 60% had a *few* resources.

Evaluation Report Layout Checklist

by *Stephanie D. H. Evergreen*

This checklist is meant to be used as a diagnostic guide to identify elements of evaluation reports that could be enhanced using graphic design best practices and/or the assistance of a graphic design expert. Suggestions are best suited for those using standard Microsoft Word software.

Instructions Rate each aspect of the report using the following rubric, by circling the most appropriate letter. Use Best Practice section as a guide for improvement.

F=Fully Met   P=Partly Met   N=Not Met

Type	Rating	Best Practice
Text fonts are used for narrative text	F P N	Use serif fonts. Nothing with lots of graphic detail.
Long reading is in 9-11 point size	F P N	Studies have shown that 11 point text is easiest to read at length, but it can depend on the typeface (font).
Body text has stylistic uniformity	F P N	Each text section has unbolded, normal text in sentence case (no all caps), except in short areas of intentional emphasis. This supports undistracted reading.
Line spacing is 11-13 points	F P N	For lines within paragraph, generally choose 1-2 points larger than the size of the body text.
Headers & callouts are emphasized	F P N	Header should be 150-200% of body text size. Sans serif or decorative is okay. Use sentence case. Contrast with body text by using different size, style, and/or color. Too similar looks unintentional.
No more than 3 fonts are used	F P N	A change in font will indicate a change in meaning. Use font changes to guide reader through information according to importance.
Bullets are slightly less thick than text	F P N	If bullets must be used, decrease their size to slightly less (70-80%) than the point size of the font. Otherwise, they are too strong and distracting. If good spacing is used in lieu of bullets, this best practice is Fully Met.

Notes

Nice serif choices include Garamond, Palatino, Cambria

Nice sans serif choices are Trebuchet, Verdana, Calibri

Sentence case is when the first letter of the line is capitalized and all others are lowercase, excepting proper nouns.

Body text is that which comprises the narrative of the report.

By contrast, *header text* is that which comprises your headlines and titles. Also known as display text.

- Default bullet size (too big)
- Appropriate bullet size

Alignment | Rating | Best Practice

Alignment	Rating	Best Practice
Alignment is consistent	F P N	Alignment is a preattentive feature easily picked up by a reader, so be sure elements start in the same place on each page unless misaligned on purpose. Avoid centered elements.
Columns are 8-12 words in length	F P N	This is 50-80 characters, depending on font. Longer is difficult to track from line to line, shorter creates too many hyphenated words, distracting the reader. See?
Important elements are prominent	F P N	Most prominent position is top half of page and/or emphasized by size, color, orientation, etc. Supportive information is toned down.
Body text is left or full justified	F P N	Ragged right edge is more informal, but easier to read for average readers. Full justification is formal, easier for fluent readers, but creates design issues with "white rivers" or large gaps of white space between words.
Grouped items logically belong together	F P N	Grouped items are interpreted as one chunk. Place logical items together. Add space between groups. Minimize space between header and body text.
Empty area is allocated on each page	F P N	Leave plenty of space between paragraphs, around page margins, and between text and graphics. It gives eyes a rest.

Notes

Imagine each page divided into rows and columns. Draw imaginary lines to check that elements are aligned at the start of each row and top of each column.

Asymmetry is an easy way to create interest. Try placing a cool picture off to one side of the page.

Wide margins are a quick way to create empty area and manage line length.

Graphics | Rating | Best Practice

Graphics	Rating	Best Practice
Pictures/graphic elements are present	F P N	Multimode learning increases chance at storage of info in long-term memory because it eases cognitive load of body text. Choose pictures or graphics related to your topic. Graphics include, but shouldn't be limited to, tables and charts. If there are no graphics, this section is all Not Met.
Graphics are near associated text	F P N	If readers must flip around to interpret between text and graphic, comprehension will be impaired.
Graphics are simple	F P N	Less visual noise leads to better assimilation. Eliminate gradation, textures, or graphics as backgrounds. Segment complex graphics into smaller chunks.
Size corresponds to changes in meaning	F P N	Use, for example, larger pictures on chapter start pages. In graphing, for example, be sure height of columns proportionately represents data.

Notes

Pictures and graphics related to your content will make your content more memorable.

Choose pictures from quality sources, like paid websites. Watermarks or fuzzy images are signs of an amateur.

Use a cover page at the beginning of a report. This is a good place for a very large graphic.

	Rating	Best Practice
Graphics direct toward text	F P N	Use the power of an image to direct the reader's gaze from the image to the associated text. Eyes in a photo, for example, should look inward at text.
Visual theme is evident	F P N	Pick a visual theme that can be used in different forms throughout report to give strong emotional connection.
Some elements are repeated	F P N	Repetition of some graphic elements adds unity to the piece, makes work more memorable. Careful not to overdo it – too many elements can add clutter or complication.

Color | Rating | Best Practice

Notes

Keep in mind various culture-laden *color connotations*. For example, pink is highly associated with feminine qualities in the USA. Make sure your color choices are appropriate for your audience.

Note that *people with colorblindness* have difficulty with red-green and yellow-blue combinations.

A safe bet is to *use your client's colors*.

	Rating	Best Practice
Narrative text is dark grey or black	F P N	Black has highest comprehension levels, with low intensity colors taking a distant second place.
Background has white/subdued color	F P N	Reversed-out text (e.g., white text on black background) impairs information retention.
One or two emphasis colors are used	F P N	Subdued colors that still contrast with background should be used. When used, it should be to actually emphasize important information, like data in a graph. If more than one is selected, consider choosing along a color gradation so that order of importance is implicit.
Color changes mark meaning changes	F P N	Color changes signal a change in hierarchy of information. Be intentional with color changes so that a viewer doesn't get confused.
Color reprints legibly in black and white	F P N	Color looks different on a computer screen than on paper. Print on a black-and-white printer and then make a copy of that printout to check legibility.

Time to add up your points: _____

F = 1 point

P = ½ point

N = 0 points

Well-formatted reports score within 23-25 points. At this level, report readers are better able to read and retain content. For more easily-accessible resources, check out:

Robin Williams' book *The Non-Designer's Design Book*
Design Elements by Timothy Samara, for those ready for more advanced material
My website and blog at www.evergreenevaluation.com