



Supporting a Balanced, Modern and Ready Nation

# *Design Principles*

**MORS CSAP**

**Tuesday, March 11, 2025**

**Walt DeGrange**



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# *Agenda*

## Design Principles

- ▶ Instruction
- ▶ Guided practice

## Design Critique

- ▶ Instruction
- ▶ Guided practice / check for understanding
- ▶ Focus session: Stoplight charts



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# Design elements

Color



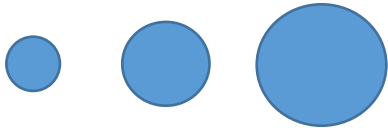
Shape



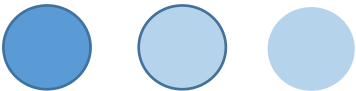
Position



Size



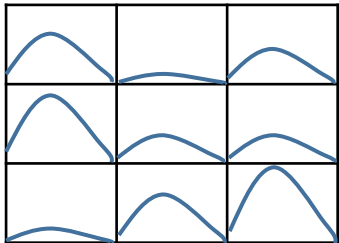
Transparency



Line Type



Composition



Text

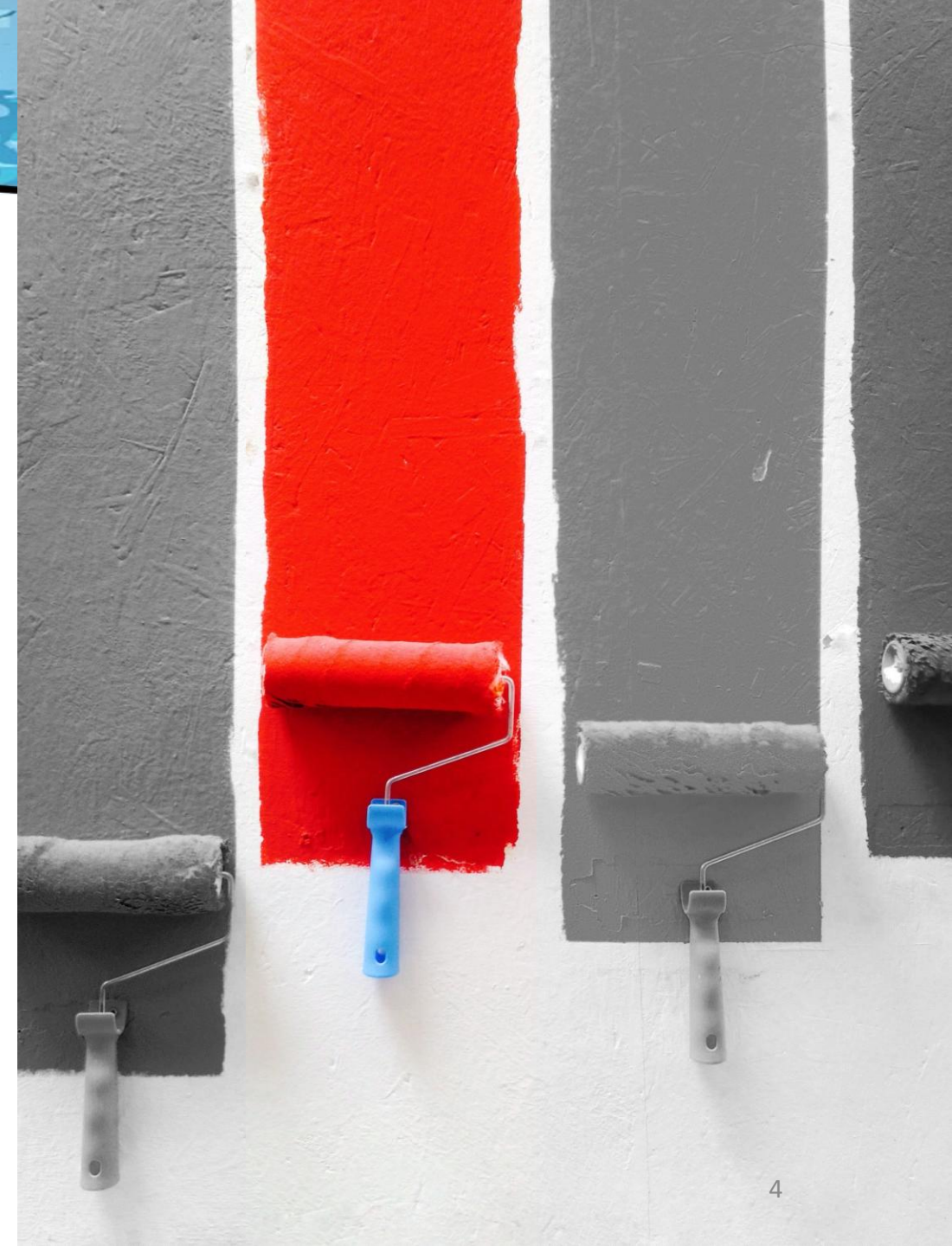
**Text**  
*Text*  
Text



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## *Working with color*

- ▶ High contrast or saturation draws attention to most important data
- ▶ Color encodes meaning and can tie visuals together
- ▶ Use semantic color association
- ▶ Don't disregard grey as a method of de-emphasis







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## *Color palettes*

### ▶ **Sequential**

- ▶ Continuous data
- ▶ Color distinction not important



### ▶ **Diverging**

- ▶ Quantitative data display
- ▶ Progresses outward from a critical midpoint in data range



### ▶ **Qualitative**

- ▶ Nominal data
- ▶ Color distinction is important



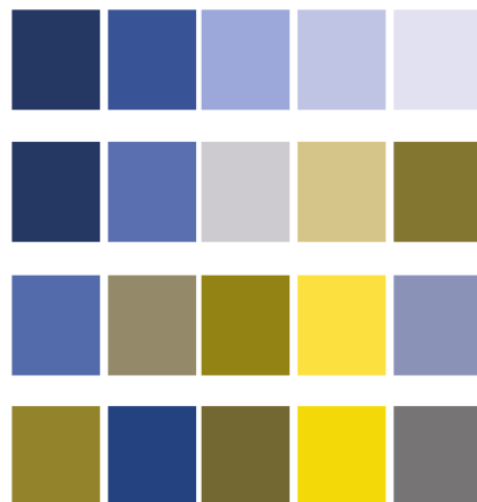


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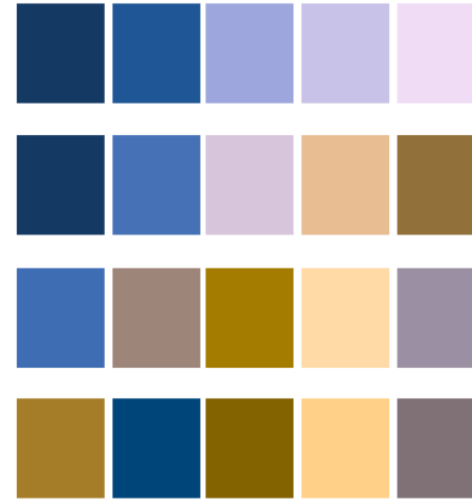
## *Designing for inclusivity*



Normal Color  
Vision



Protanopia



Deuteranopia



Tritanopia

<https://www.color-blindness.com/coblis-color-blindness-simulator/>



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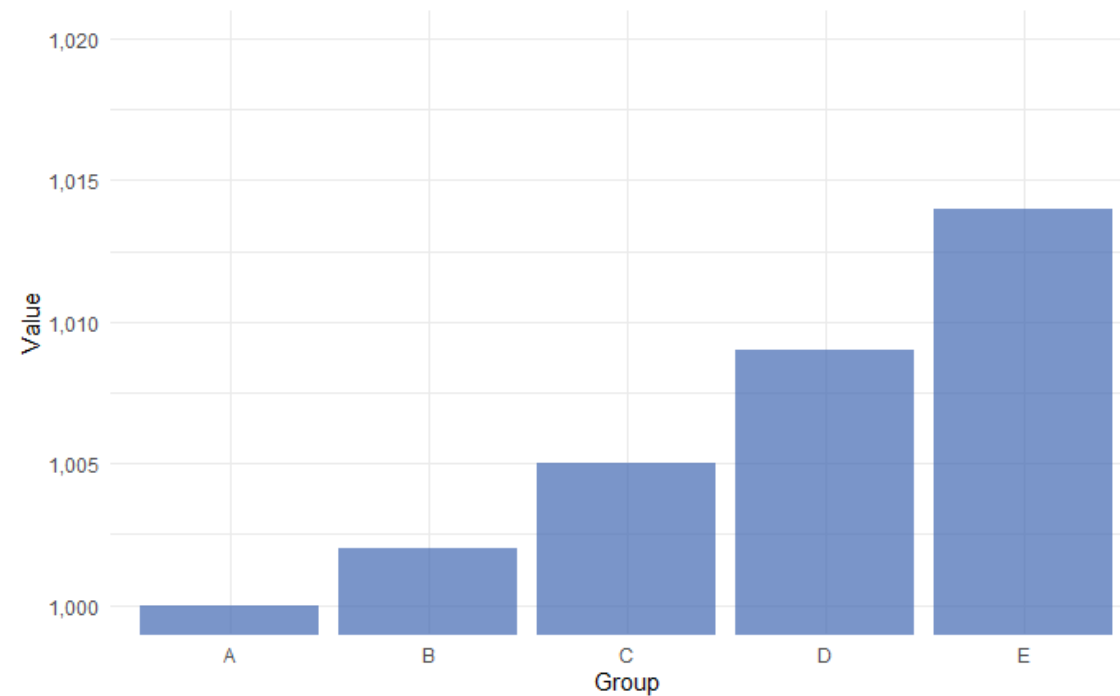
## *The principle of proportional ink*

“The representation of numbers, as physically measured on the surface of the graphic itself, should be directly proportional to the numerical quantities represented.”

-Edward Tufte

## *The principle of proportional ink*

► Why is this graph misleading?







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# Contrast

- ▶ Go for high contrast (especially with small text)
- ▶ Test it out
- ▶ Applies to text and other graphic elements

Avoid!	Great!	Acceptable
Avoid!	Alright!	Poor choice
Poor choice	Fair choice	Avoid!
Acceptable	Acceptable	Avoid!
Fair choice	Poor choice	Poor choice
Alright!	Avoid!	Acceptable
Great!	Avoid!	Fair choice



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## *Decoding **encodings***

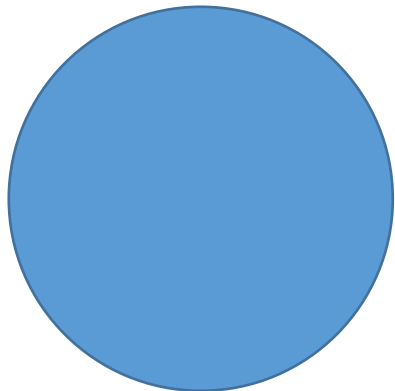
- ▶ Elements that provide graphical representation of data
- ▶ Include color, size, position, etc.
- ▶ Cleveland and McGill (1984): tested user perception of 10 elementary graphical encodings



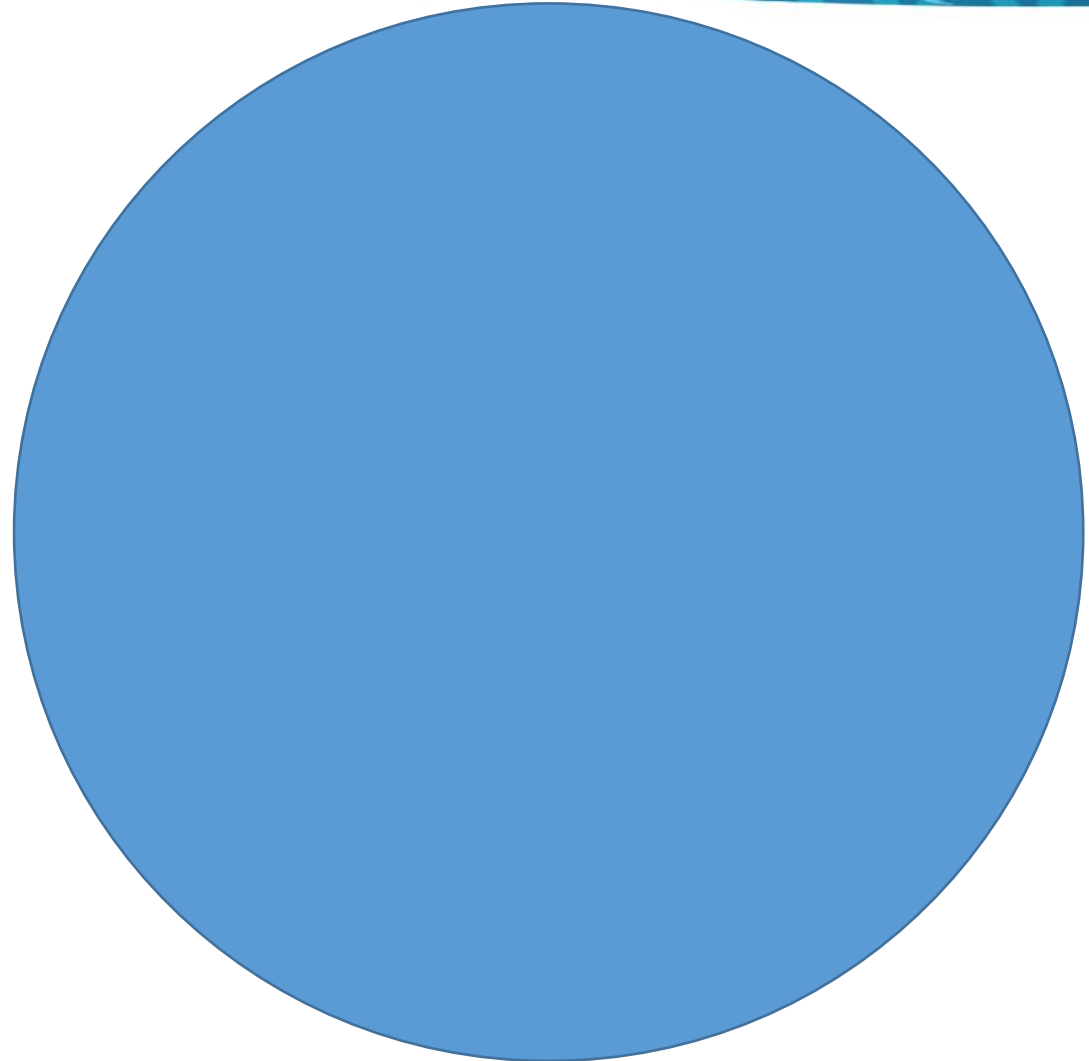
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## *Decoding **encodings***

- ▶ How much larger is circle b than a?



Circle A



Circle B



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## *Decoding **encodings***

► How much larger is bar b than bar a?



Bar A



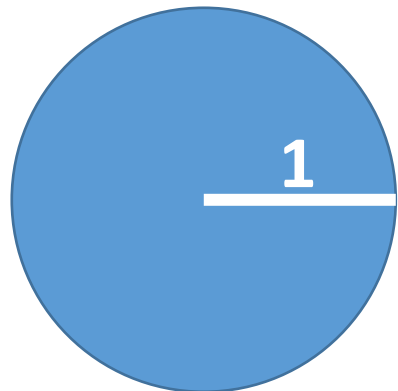
Bar B



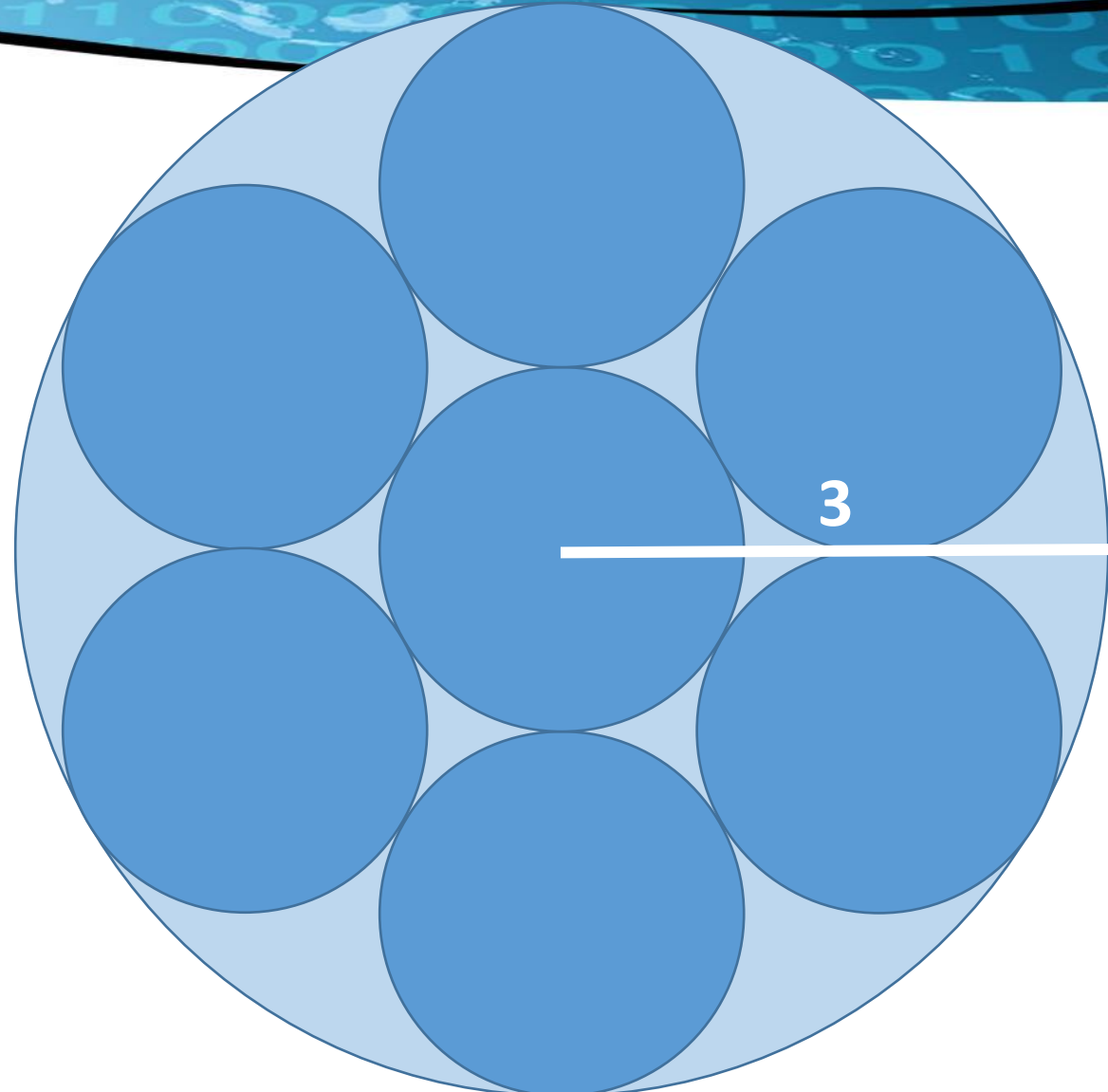
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## *Decoding encodings*

- ▶ How much larger is circle b than a?
- ▶ Answer: 9x



Circle A



Circle B





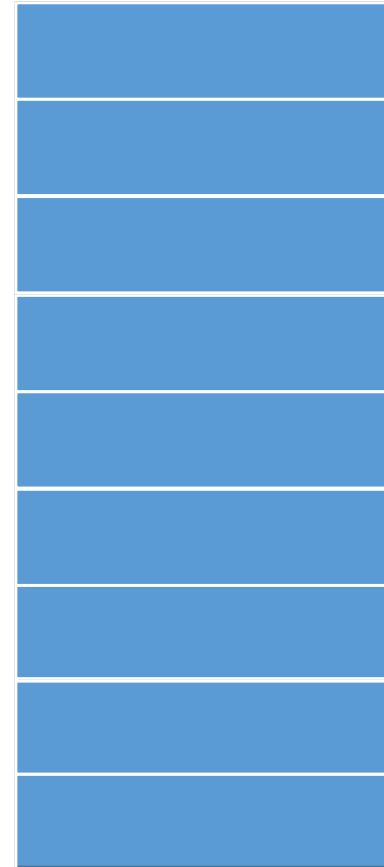
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## *Decoding encodings*

- ▶ How much larger is bar b than bar a?
- ▶ Answer: 9x



Bar A



Bar B



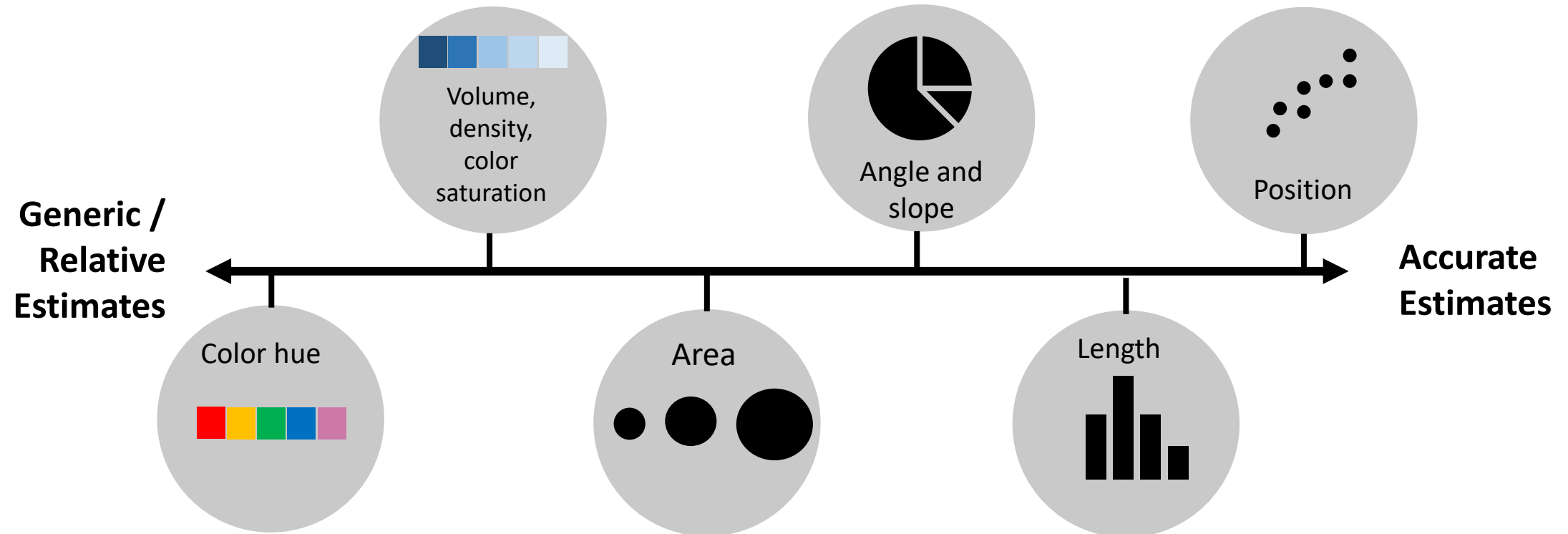
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## *Decoding **encodings***

- ▶ This is why simple bar and scatter plots are so effective!
- ▶ While elements like color and area add interest and relative information to graphics, they should be used with care.
- ▶ Which encodings do viewers interpret accurately?

## Decoding *encodings*

► Which encodings do viewers interpret accurately?

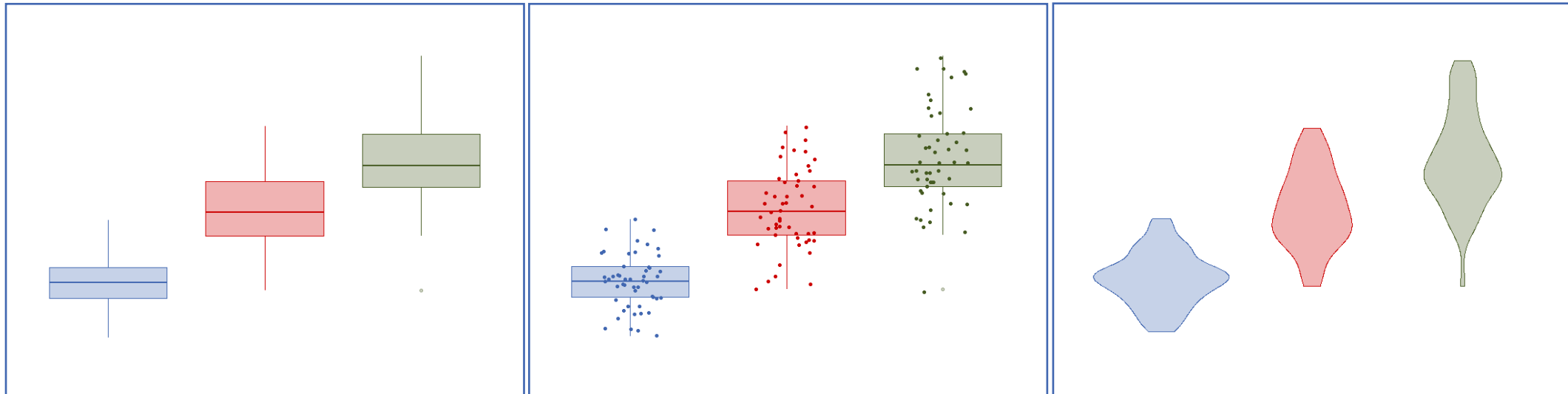




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## Visualizing the *whole*

- ▶ Providing decision-makers with the right amount of information. Some prefer brief overviews, while others prefer overviews with the underlying data.
- ▶ All these graphics show the same data– what do we learn from each?





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## *Text in Graphics*

### ▶ **Caption**

- ▶ Concise description of the data shown, highlighting data/features of note

### ▶ **Sub caption**

- ▶ Provide additional background information to help the user

### ▶ **Axis labels**

- ▶ Always label in units that are easy to understand

### ▶ **Legends**

- ▶ Aligned with the order colors and shapes appear in the graphic
- ▶ Clear, concise descriptions of what is shown

### ▶ **Data labels**

- ▶ An alternate to legends





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## *Embedding Information in Text*

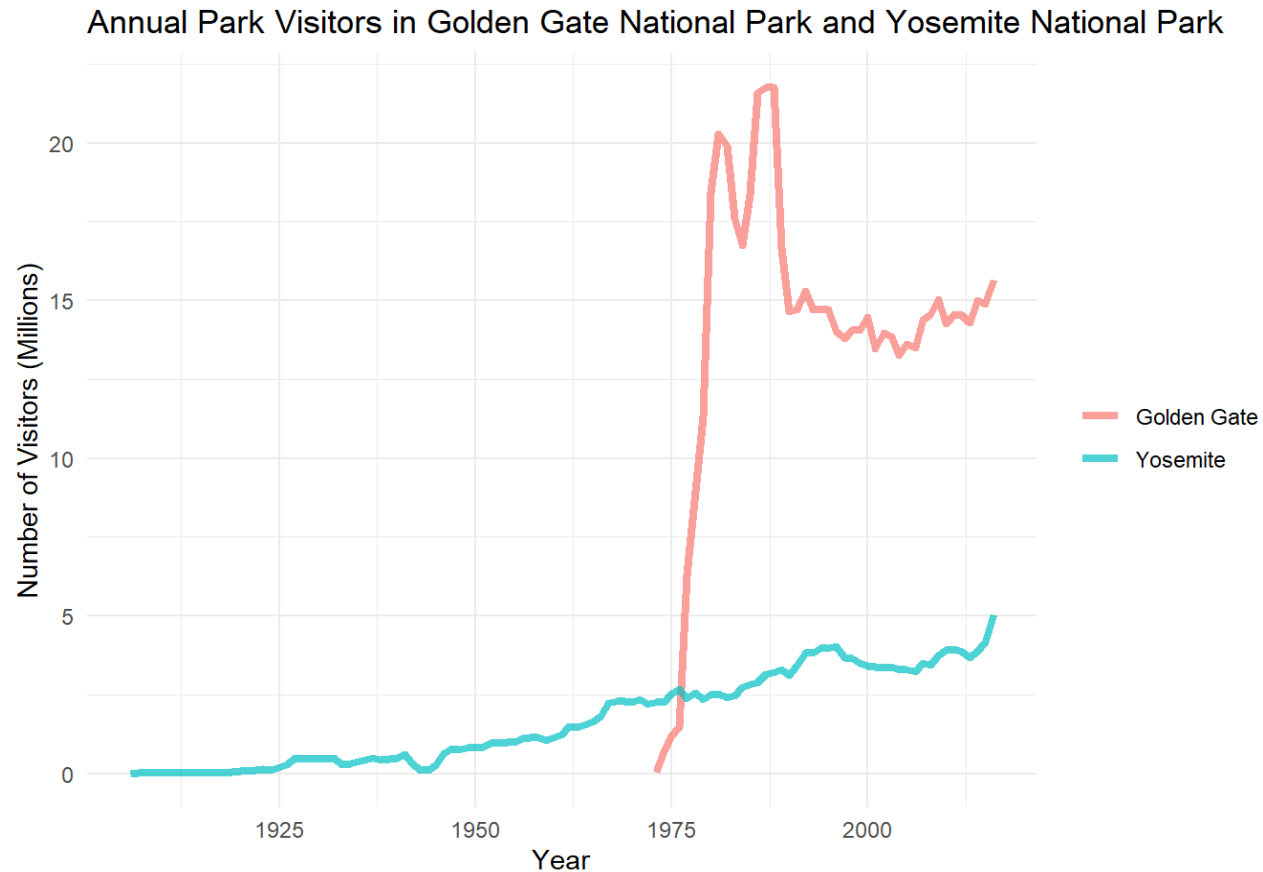
- ▶ Text is another tool to embed information into graphics
- ▶ Integrate text into the graphic with color, position, and style
- ▶ Let's look at some examples of this in practice



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## *Embedding Information in Text*

### Option 1: Legend

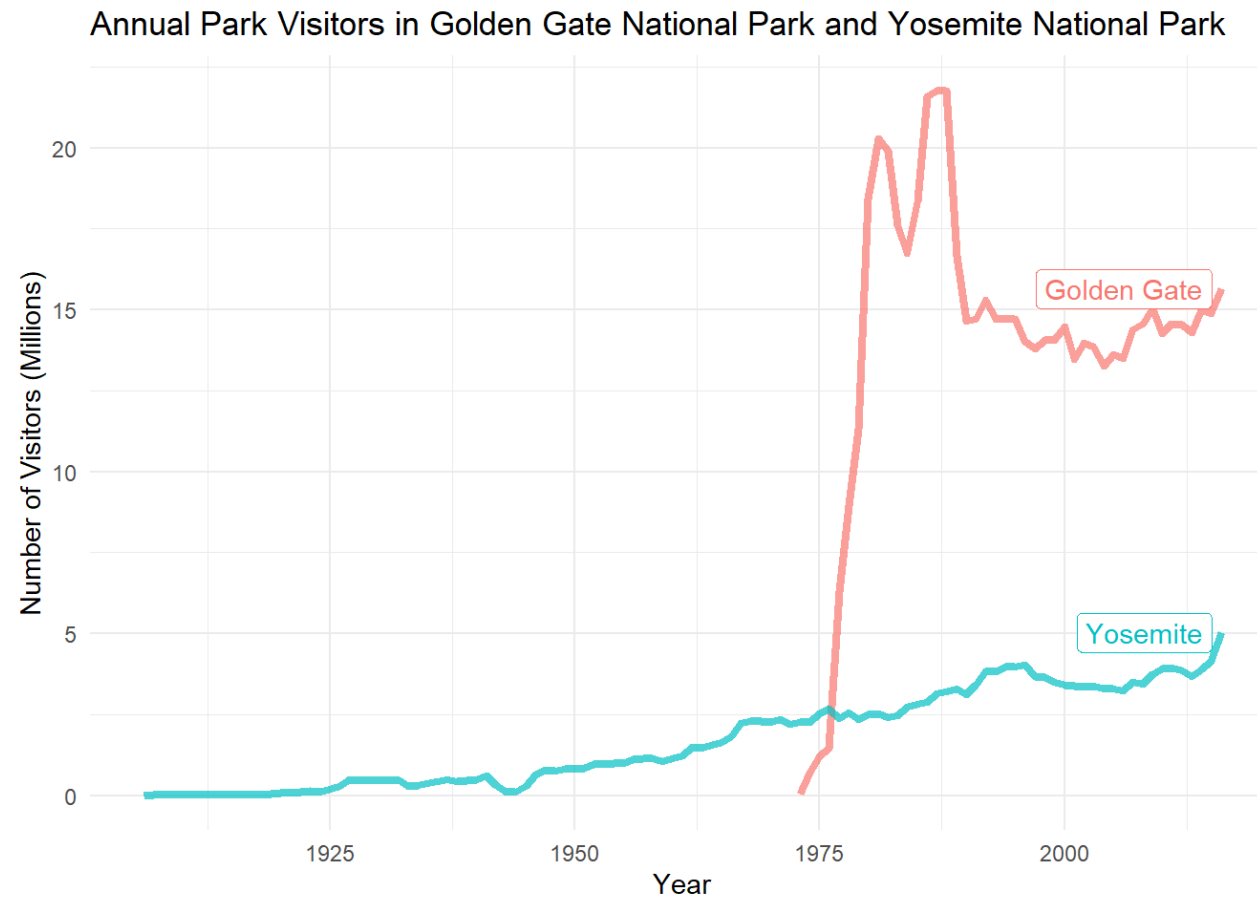




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## *Embedding Information in Text*

### Option 2: Label

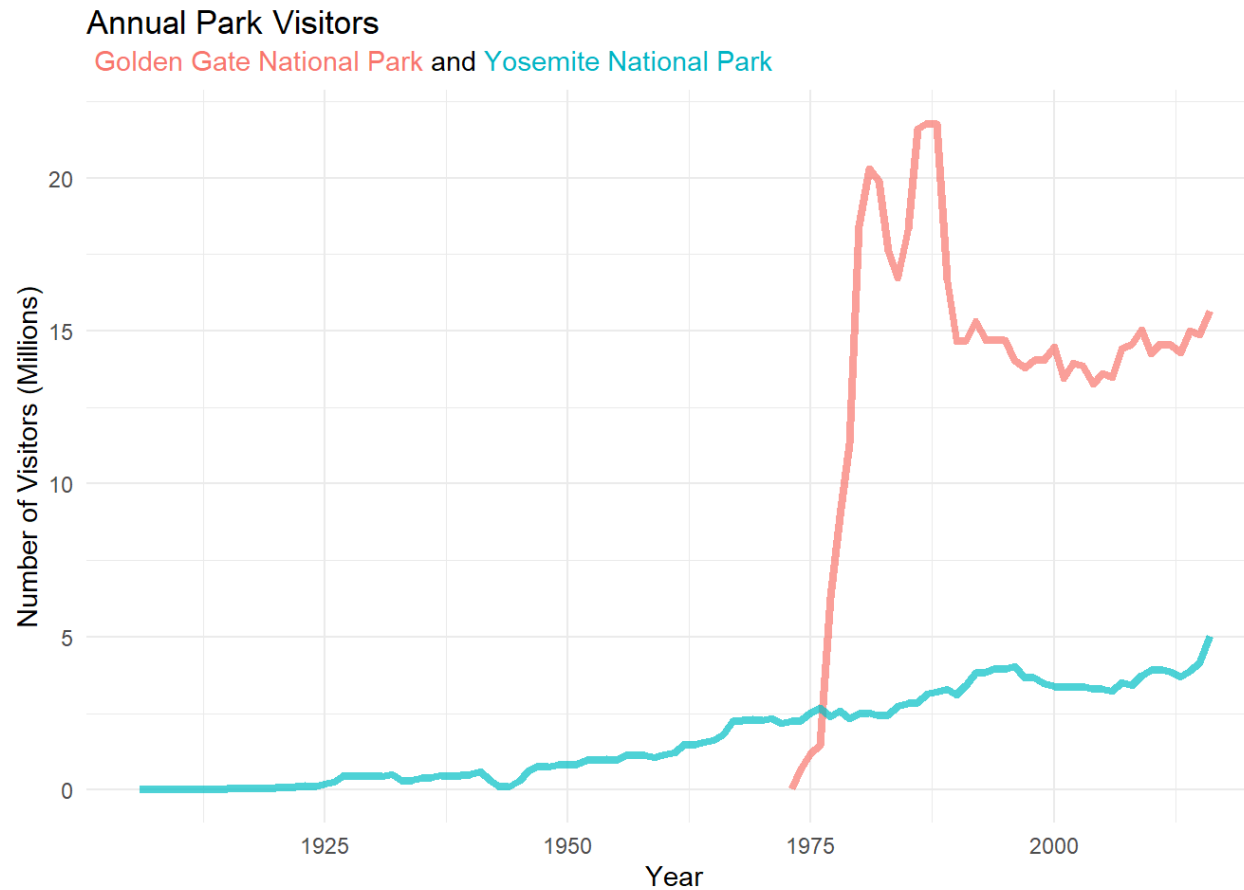




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## *Embedding Information in Text*

**Option 3:  
Title**

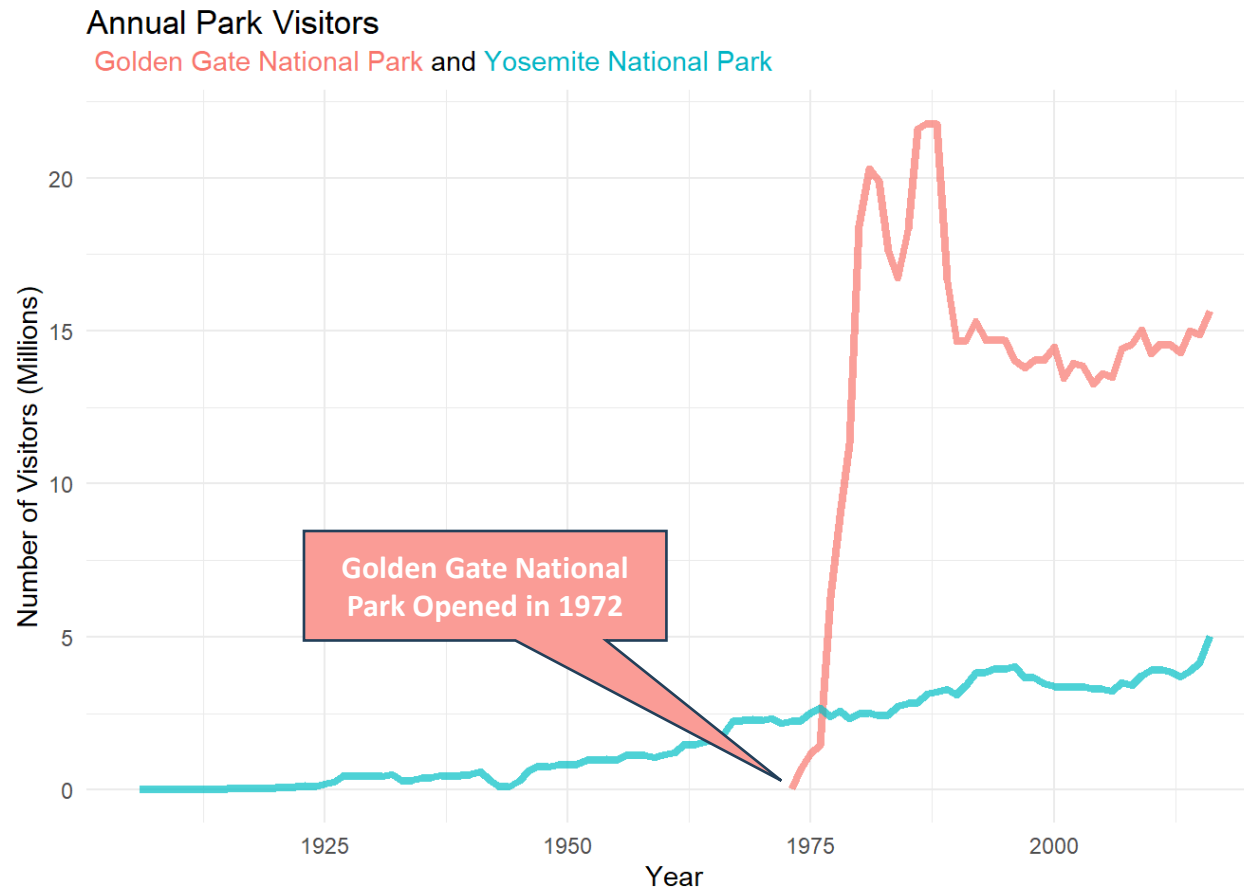




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## *Annotations in Text*

**Explaining the obvious**







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## *Case Study*

### *National Parks*

- ▶ National park visitors by year
- ▶ Data fields:
  - ▶ Year
  - ▶ National park name
  - ▶ Region
  - ▶ State
  - ▶ Visitors

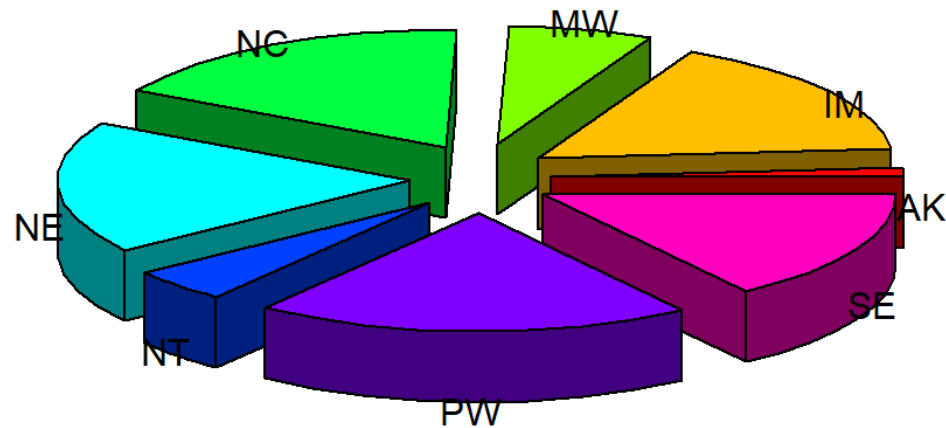




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## *Design Critique*

2016 Park Visitors by Region



- ▶ What challenges does this graphic pose?
- ▶ How would you improve this graphic?

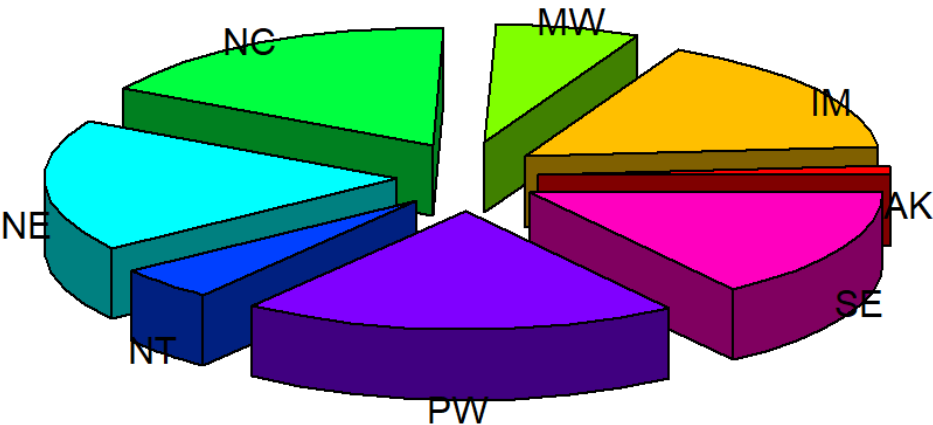




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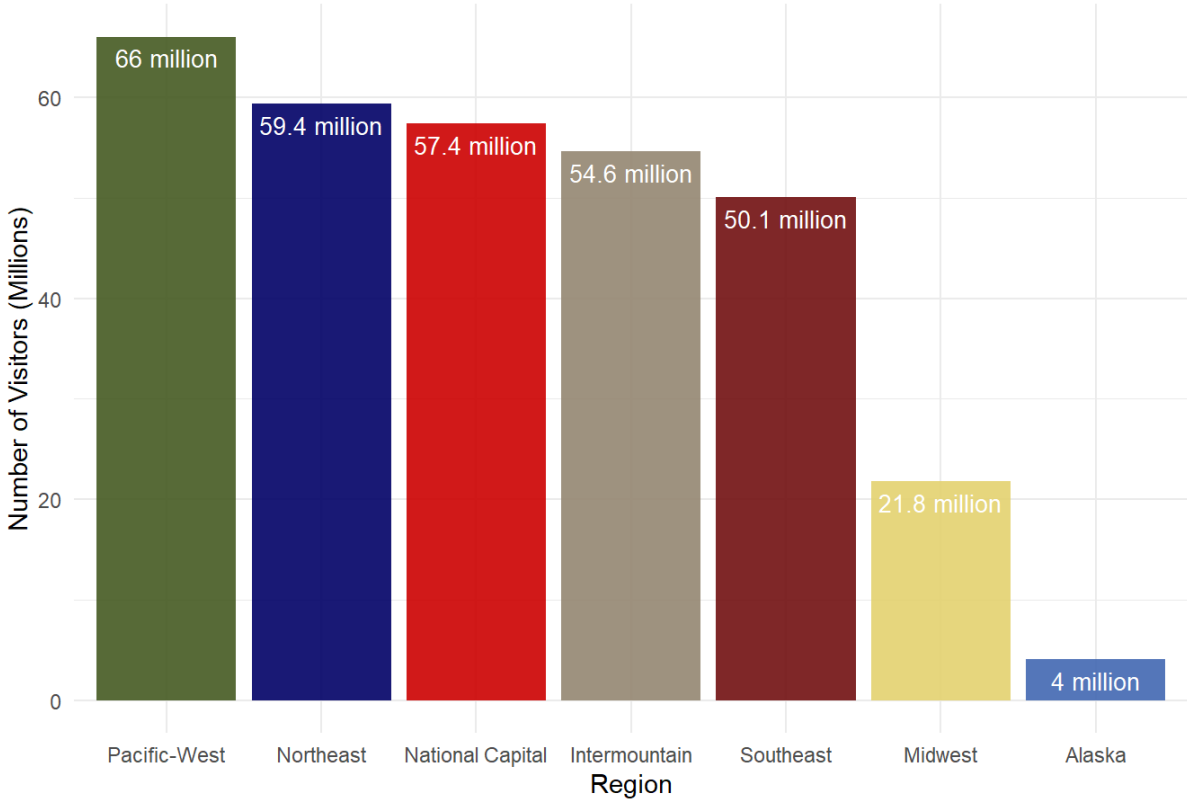
# Design Critique

2016 Park Visitors by Region



Original Graphic

Regional Breakdown of National Park Visitors in 2016

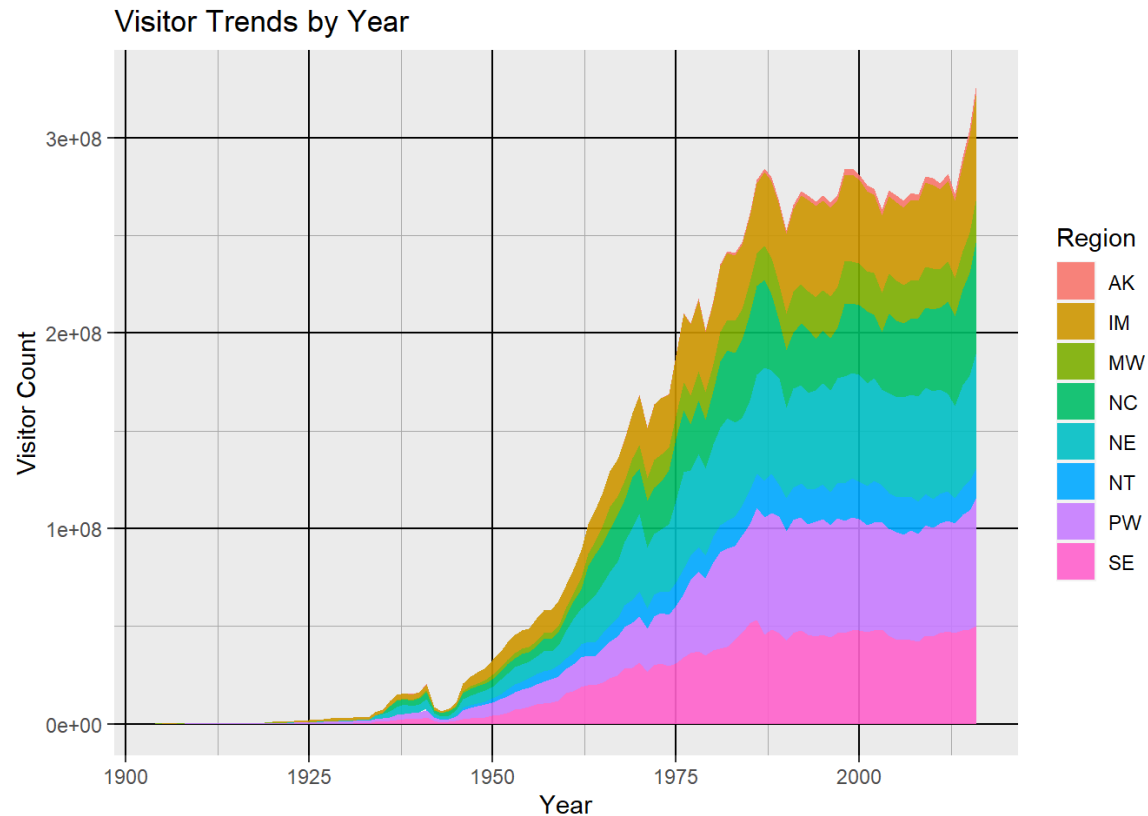


Alternate Representation



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## *Design Critique*

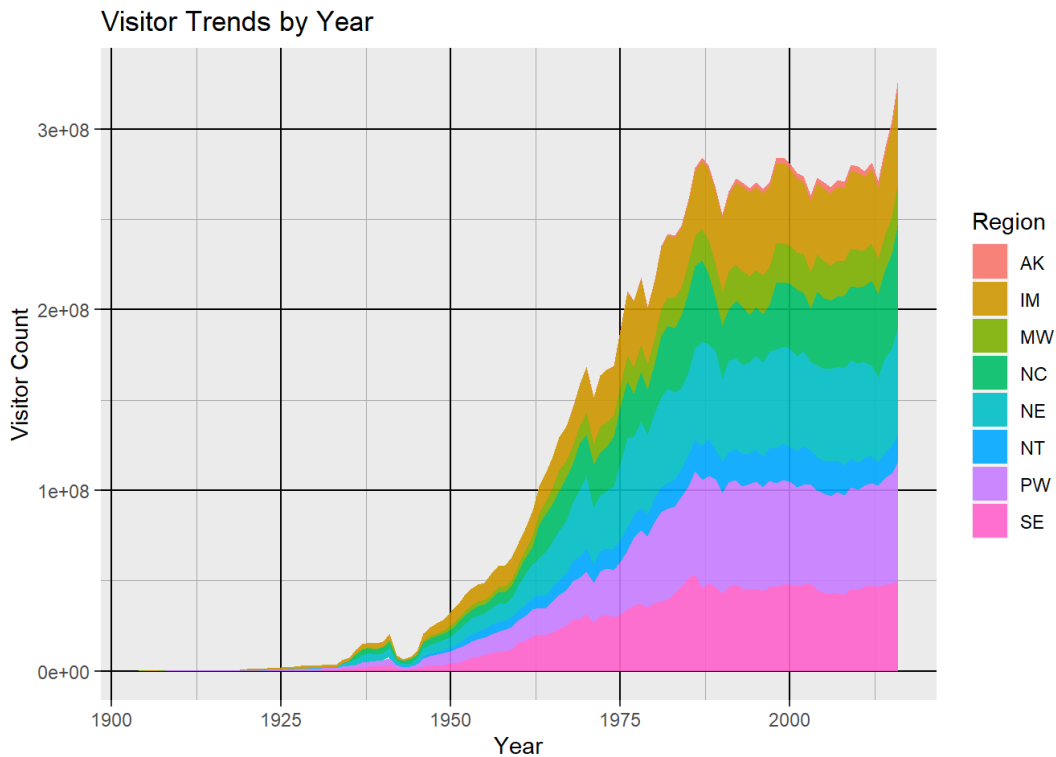


- ▶ What challenges does this graphic pose?
- ▶ How would you improve this graphic?

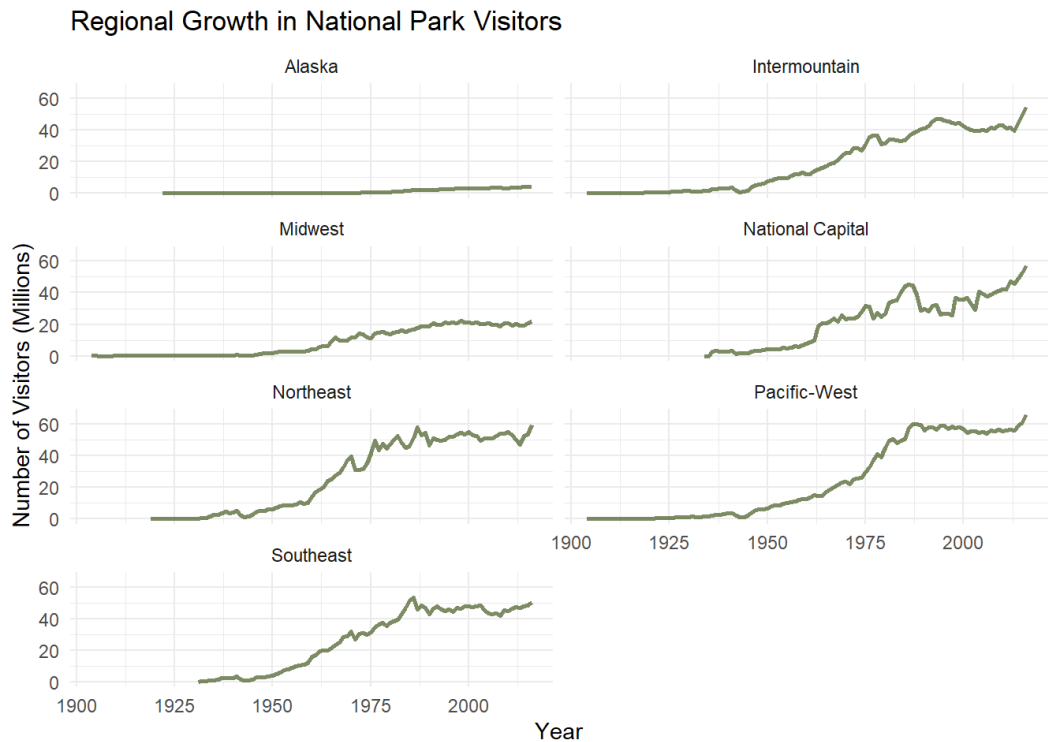


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# Design Critique



Original Graphic



Alternate Representation





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## *Why Use Them*

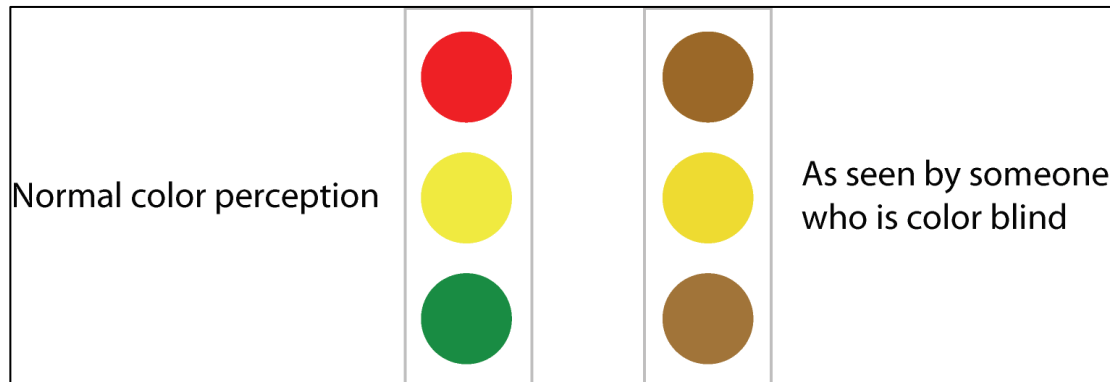
- ▶ One stop shop
- ▶ Take action quickly
- ▶ Focus on issues requiring attention
- ▶ Visual in nature

*“the more that you can rely on images to tell the story, the faster that story can be perceived”*

Stephen Few

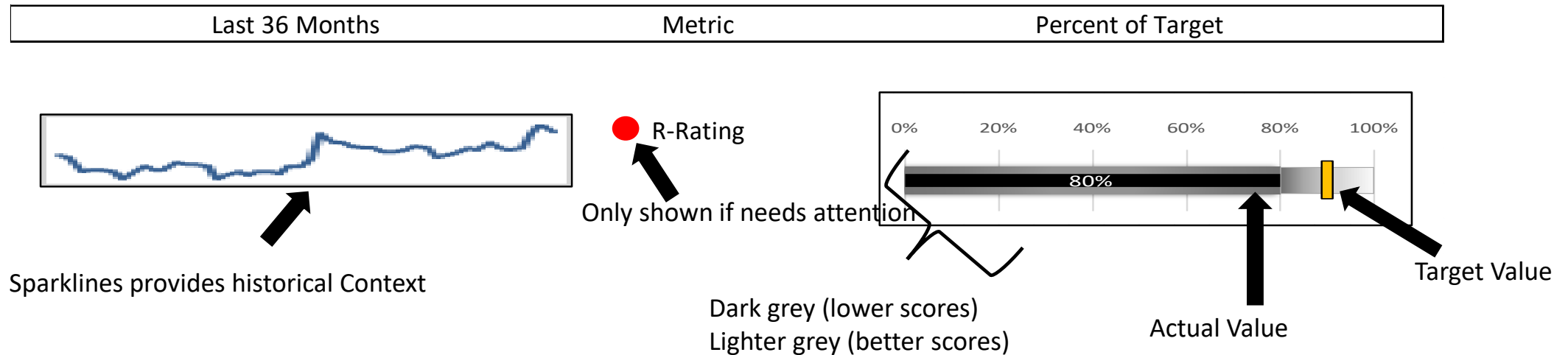
# Challenges with Traffic Light Reporting

TAMCN	Date	S Rating	R Rating	MR Rating
D0003	06/01/2020	97% ↓ 6%	76% ↓ 2%	74% ↓ 3%
D0005	06/01/2020	88% →	71% →	63% →
D0030	06/01/2020	0% →	80% ↓ 3%	0% →
D0036	06/01/2020	140% →	81% →	113% →



- ▶ Can be overwhelming
- ▶ Many times rear view focused, not actionable
- ▶ Many times does not measure performance
- ▶ Not enough context
- ▶ 10% males, 1% females green/red color blind
- ▶ Introduces Judgement and defensiveness

# Sparklines and Bullet Charts



- While this can be achieved in Excel, Power BI provides a built-in solution