

# Quick Reference Guidelines for Reporting/Displaying Data

## Text, Graphs, and Tables:

Refer to the university's Writing Style Guide for text styles and university guidelines.  
[http://www4.nau.edu/marketing/downloads/Writing\\_Style\\_Guide.pdf](http://www4.nau.edu/marketing/downloads/Writing_Style_Guide.pdf)

### Fonts, labels, word use:

- Use only one or two different fonts. The official university fonts are Caslon (substitute Times Roman) and Univers (substitute Arial).
- Spell out names and labels without using abbreviations as much as space permits.
- Use “freshman” and “freshmen” appropriately. Consider whether the singular or plural of other class names would be used.
- Write out the word “percent” when it’s used within a sentence.
- Only capitalize semesters if they are part of a title (e.g., the sentence “Students will enroll for fall 2012” versus a report titled “Peer Jacks, Fall 2012”).

### Numbers, values and counts:

- Use comma separators for values of 1,000 and greater.
- When providing a percent, include the raw number.
- Indicate whether counts represent unique individuals (e.g., program participants) or duplicate users/people (e.g., contacts, visits).
- When presenting a subset of groups served (e.g., FTFT participants of program that serves all students), note the total participants in program and the criteria for/description of the subsets of data displayed.
- When displaying numbers in a column, align them on the right.

### Graphs and Tables (general):

- Use graphs and/or tables instead of words to show comparisons whenever possible.
- Submit graphs in Excel (unless created in a non-MS software).
- Use consistent graph size, graph type, color to refer to groups, etc. when displaying the same data for more than one group/year/time period.
- Use 2-D graphs.
- Label data points in graphs and columns/rows in tables.
- Provide descriptive titles for graphs and tables.
- If numbers are positioned within the colored area of a graph, use light colors so the numbers are visible.

- Limit unnecessary use of multiple colors. Generally, use only two or three colors and refer to the university color palette at the end of this document.

Graphs (details):

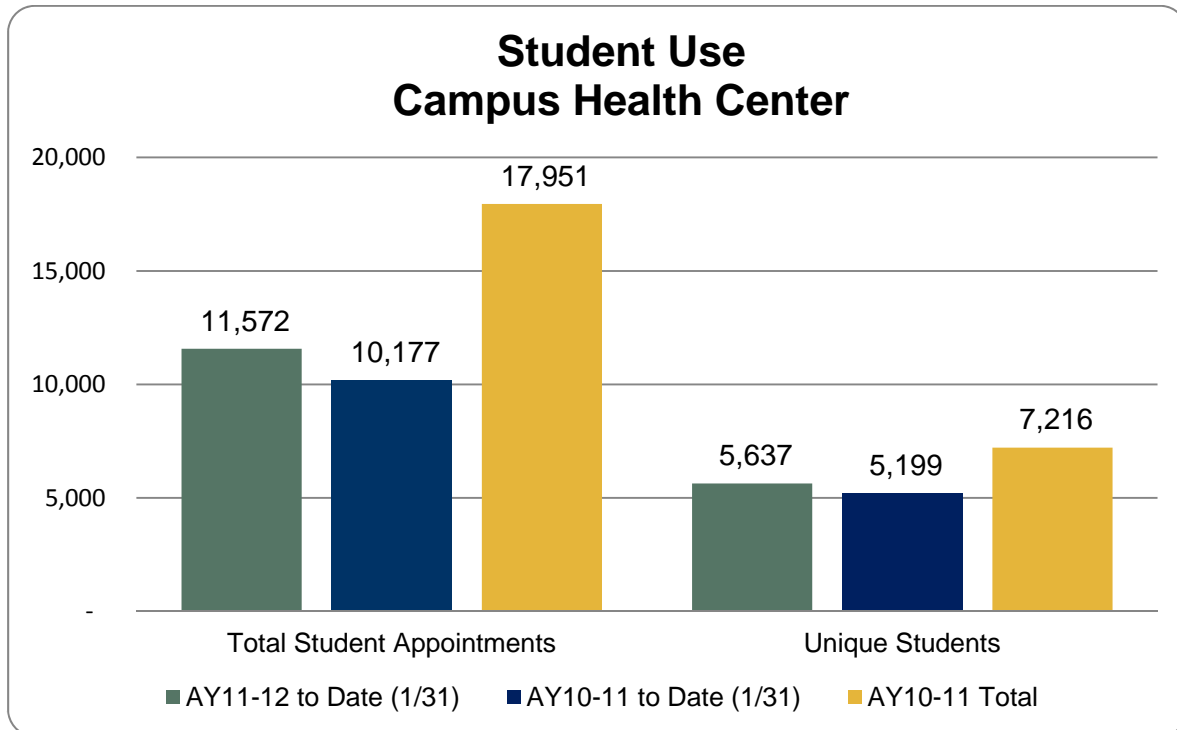
- *Graphs of groups:* Order your groups from left to right by biggest number in the group to smallest.
- *Bar graphs:* Use bar graphs for three or fewer data point comparisons. Use vertical bars rather than horizontal ones. Also use bar graphs for point-in-time and end-of-time-period comparisons (e.g., year-to-date numbers and year-end totals). Begin at the left of graph with the most recent year/semester/date, with prior time periods moving back in time to the right. (This is particularly helpful when current and prior year-to-date and prior year totals are being compared.) With trends of four or more data points, see “Line Graphs” below.
- *Line graphs:* Use line graphs for four or more data point comparisons/longer trends over consistently defined time periods (e.g., one-year retention rates over 5 years, year-end totals of office visits). Begin with the most distant time period on the left and move forward in time to the most recent time period on the right.
- *Pie charts:* Use pie charts for displaying the subgroups of one data set.

**Survey Data:** Include the name of the survey, total number surveyed, total respondents to the items being reported, and the exact wording of the item from the survey.

**PowerPoint Data:** Avoid text-heavy slides. Each slide should display graphs, photos, clipart, and/or major points on the topic. Avoid text-heavy slides by using the “notes” area (under the slide as you’re creating it) to write out talking points. Print the slide in “Notes Pages” format if you need full notes while presenting. Additionally, the notes help David review the information.

## Examples for Reference

**Example One:** Bar graph time series with time periods noted, most recent on left, comma separators, vertical bars, and labels with exact numbers and distinguishing total records/visits and unique students



**Example Two:** Survey data with the name of the survey, total number surveyed, total respondents to the items being reported, and the exact wording of the item from the survey

Residence Life's Quality of Life, Annual Campus Resident Satisfaction Survey, Spring 2012

The vast majority of freshmen living on campus in Freshman Connections halls reports having their own computer in their first semester of college.

Did you have your own computer last fall? Response rate: 1,197 of 3,131 (38%)

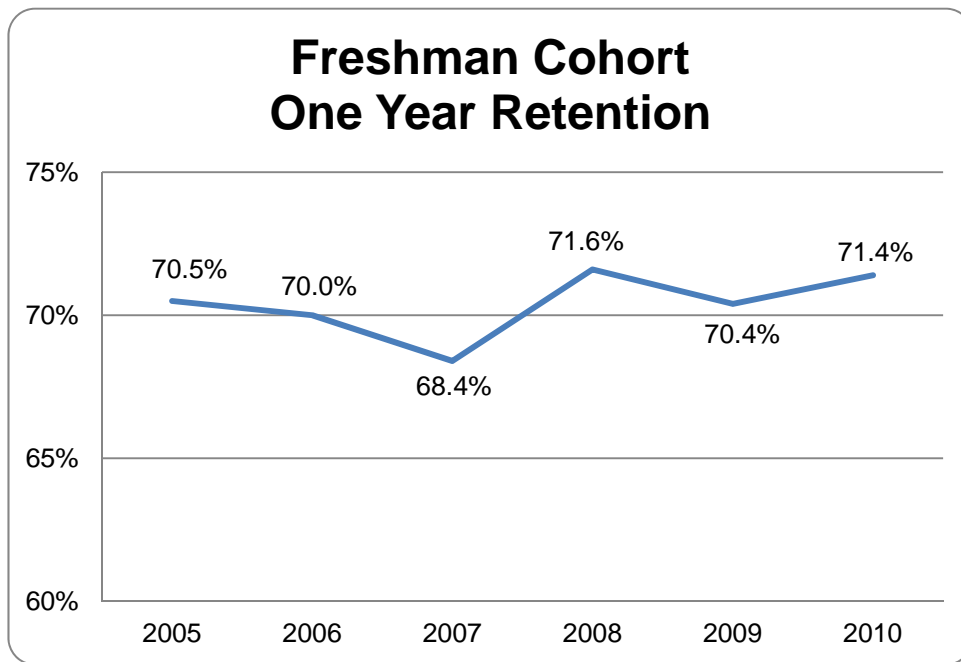
Yes 98% (n=1,169)

No 2% (n=28)

**Example Three:** Line graph of multi-year trend with table of raw data, labels spelled out, time periods noted, consistent time periods moving from most distant on the left to most recent on the right, and noting unique student counts

First Time Freshman Cohort Retention  
 Fall 2005 to Fall 2010 Cohorts (Revised Cohorts: "CO2")  
 Retention One Year after Beginning at NAU

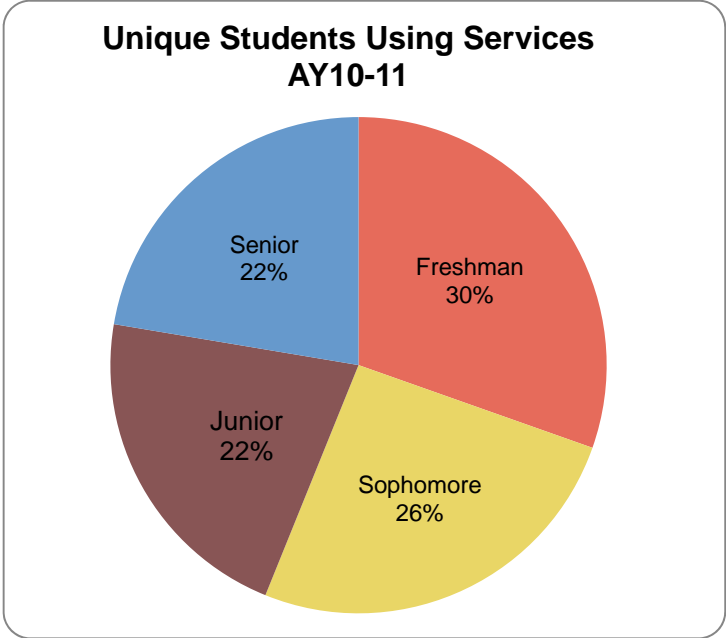
Cohort Year	Unique Students	Retained One Year Later	
		Number	Percent
2005	2,249	1,586	70.5%
2006	2,741	1,918	70.0%
2007	3,093	2,115	68.4%
2008	3,505	2,511	71.6%
2009	3,614	2,545	70.4%
2010	4,061	2,901	71.4%



**Example Four:** Pie graphs of group distributions with tables of raw data, labels spelled out, time periods noted, graphs of same size and reference colors, and noting unique student counts

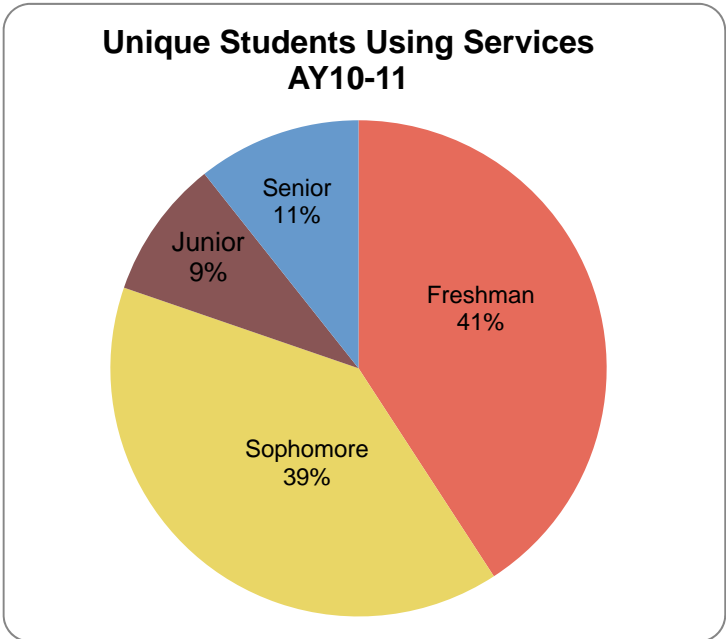
Unique Students Using Services

	Percent	Number
Freshman	30%	1,300
Sophomore	26%	1,100
Junior	22%	920
Senior	22%	956
Total	100%	4,276



Unique Students Users Living on Campus

	Percent	Number
Freshman	41%	900
Sophomore	39%	870
Junior	9%	200
Senior	11%	235
Total	100%	2,205



# Supplementary Color Palette

Use this palette of colors to develop a cohesive and unified color theme throughout university publication streams. Use discretion in placing NAU Blue (PMS 281) and Sage Green (PMS 5555) in close proximity to some colors shown on this page, especially colors in similar values or intensities.

## Primary Colors

<p><b>NAU Blue</b></p> <p>C: 100 M: 72 Y: 0 K: 32</p> <p>Hexidecimal: 00 34 66</p> <p>R: 0 G: 51 B: 102</p> <p>Screen=25% of PMS 281</p>	<p><b>PMS® 7458</b></p> <p>C: 40 M: 0 Y: 5 K: 6</p> <p>Hexidecimal: 99 CC CC</p> <p>R: 153 G: 204 B: 204</p>	<p><b>PMS® 542</b></p> <p>C: 62 M: 22 Y: 0 K: 3</p> <p>Hexidecimal: 66 99 CC</p> <p>R: 102 G: 153 B: 204</p>	<p><b>PMS® 355</b></p> <p>C: 94 M: 0 Y: 100 K: 0</p> <p>Hexidecimal: 00 A9 4F</p> <p>R: 0 G: 169 B: 79</p>
<p><b>NAU Sage Green</b></p> <p>C: 43 M: 0 Y: 34 K: 38</p> <p>Hexidecimal: 55 76 65</p> <p>R: 85 G: 117 B: 101</p>	<p><b>PMS® 7492</b></p> <p>C: 12 M: 0 Y: 50 K: 7</p> <p>Hexidecimal: CC CC 66</p> <p>R: 204 G: 204 B: 102</p>	<p><b>PMS® 7503</b></p> <p>C: 0 M: 12 Y: 35 K: 25</p> <p>Hexidecimal: BB A9 77</p> <p>R: 187 G: 170 B: 119</p>	<p><b>PMS® 5145</b></p> <p>C: 30 M: 44 Y: 13 K: 0</p> <p>Hexidecimal: B4 93 B1</p> <p>R: 180 G: 147 B: 177</p>
<p><b>PMS® 7500</b></p> <p>C: 0 M: 2 Y: 15 K: 3</p> <p>Hexidecimal: FF FF CC</p> <p>R: 255 G: 255 B: 204</p>	<p><b>PMS® 458</b></p> <p>C: 10 M: 10 Y: 73 K: 0</p> <p>Hexidecimal: E9 D6 66</p> <p>R: 233 G: 214 B: 102</p>	<p><b>PMS® 7407</b></p> <p>C: 0 M: 22 Y: 85 K: 11</p> <p>Hexidecimal: E5 B5 3A</p> <p>R: 229 G: 181 B: 58</p>	<p><b>PMS® 5205</b></p> <p>C: 50 M: 58 Y: 50 K: 0</p> <p>Hexidecimal: 88 55 55</p> <p>R: 136 G: 85 B: 85</p>
<p><b>PMS® 116</b></p> <p>C: 0 M: 16 Y: 100 K: 0</p> <p>Hexidecimal: FF CC 00</p> <p>R: 255 G: 204 B: 0</p>	<p><b>PMS® 723</b></p> <p>C: 0 M: 43 Y: 97 K: 17</p> <p>Hexidecimal: CC 66 00</p> <p>R: 204 G: 102 B: 0</p>	<p><b>PMS® 7418</b></p> <p>C: 0 M: 70 Y: 60 K: 5</p> <p>Hexidecimal: F6 6B 5B</p> <p>R: 230 G: 107 B: 91</p>	<p><b>PMS® 690</b></p> <p>C: 0 M: 97 Y: 0 K: 59</p> <p>Hexidecimal: 61 00 3D</p> <p>R: 97 G: 0 B: 61</p>

## QUESTIONS

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