RECORD OF ACADEMIC ACHIEVEMENT

The Evergreen State College - Olympia, Washington 98505

OFFICIAL TRANSCRIPT DOCUMENT

Porter, Stephanie L — A00423261

Last, First Middle — Student ID

CREDENTIALS CONFERRED:

Geographic Information Systems Certificate Awarded 16 Jun 2023

Bachelor of Arts — Awarded 08 Sep 2023

TRANSFER CREDIT:

Start	End	Credits	Title
09/1985	03/1988	47	**Northeastern University**
02/1993	12/1995	18	**Academy of Art University**
09/2000	08/2002	35	**New York University**
04/2003	12/2004	8	**South Puget Sound Community College**

EVERGREEN UNDERGRADUATE CREDIT:

Start	End	Credits	Title
09/2019	12/2019	4	**Story-Mapping for Change** *4 - Geographic Information Systems*
01/2020	03/2020	4	**Statistics I** *4 - Statistics*
03/2020	06/2020	4	**Statistics II** **4 - Statistics*
09/2020	12/2020	4	**Show Me the Numbers: Statistics for Social Sciences** *4 - Social Statistics*
01/2021	03/2021	4	**Applied GIS: Environmental Science** **4 - Applied GIS*
03/2021	06/2021	4	**ArcGIS Desktop Associate Learning Plan** **4 - ArcGIS Desktop*
09/2021	12/2021	4	**Physical Computing in the Arts** *4 - Physical Computing*
01/2022	03/2022	4	**Web Design** *4 - Web Design*
03/2022	06/2022	4	**Advanced Web Design** *4 - Advanced Web Design*
06/2022	09/2022	4	**GIS and Mapping with Drone Imagery** *4 - Geographic Information Systems*
06/2022	09/2022	4	**Learn to Fly Drones and Prepare to Take the FAA "Part 107" Exam** *4 - Photography/Video Production*
09/2022	12/2022	4	**GIS and Mapping in Excel** *2 - Geographic Information Systems (Certificate Sequence)* *2 - Microsoft Excel Skills (Certificate Sequence)*
09/2022	12/2022	4	**GIS: Introduction and Principles** *4 - Geographic Information Systems (Certificate Sequence)*

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EVERGREEN UNDERGRADUATE CREDIT:

Start	End	Credits	Title
01/2023	03/2023	4	**GIS: Mapping with ArcGIS Pro** *4 - Geographic Information Systems (Certificate Sequence)*
01/2023	03/2023	4	**GIS: Publishing Story Maps and Apps** *4 - Geographic Information Systems (Certificate Sequence)*
04/2023	06/2023	4	**GIS for Field Data Collection** *2 - Geographic Information Systems (Certificate Sequence)* *2 - Survey Design and Implementation (Certificate Sequence)*
04/2023	06/2023	4	**GIS with Remote Sensing Imagery** **2 - Geographic Information Systems (Certificate Sequence)* **2 - Remote Sensing (Certificate Sequence)*
06/2023	09/2023	4	**Introduction to Adobe Graphic Design Software: Photoshop, InDesign, and Illustrator** *4 - Intro to Adobe Design Software: Photoshop, Illustrator, InDesign*

Cumulative

180 Total Undergraduate Credits Earned

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At 54 years old I returned to college to finish the bachelor's degree I started in 1985. The classes I have taken have been extremely fulfilling for me professionally and emotionally. My first semester I learned GIS design skills. I found that this discipline combines the two skills I enjoy the most, graphics and data. The logical next step was Statistics, as there were portions of the GIS analysis tools that I didn't understand. Once I enhanced my understanding of statistics I eagerly to dove into the Desktop GIS class and then earned Desktop Associate ESRI Certification as an Independent Learning Contract. I continued my studies with Physical Computing and Web Design which broadened my skill set and understanding of Computer and Physical Sciences.

In Summer of 2022 I obtained my FAA Part 107 Drone license and studied GIS mapping with Drone Imagery, completing a drone mapping project of the Mark Noble Regional Fire Training Facility. I then continued to study GIS with additional coursework in ArcGIS Pro, Remote Sensing, Field Data, and Excel.

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June 2023 - September 2023: Introduction to Adobe Graphic Design Software: Photoshop, InDesign, and Illustrator

4 Credits

DESCRIPTION:
Faculty: Lynarra J. Featherly, MFA

In *Introduction to Adobe Graphic Design Software: Photoshop, InDesign, and Illustrator*, a digital design software course, students developed skills in utilizing all three digital tools at an introductory-to-intermediate level by engaging with both in-class and video tutorial instruction. Students had the chance to demonstrate their skills via project-based assignments and design challenges. Through these multiple modes of engagement, students worked to develop their skills in effectively deploying digital tools for creating art and design assets to include photo collages, logos, postcards in multiple illustrative styles, social media posts, and children's book layout designs.

EVALUATION:
Written by: Lynarra J. Featherly, MFA

Stephanie Porter did excellent work in all aspects of the course *Introduction to Adobe Graphic Design Software: Photoshop, InDesign, and Illustrator*. Stephanie submitted high quality work and demonstrated intermediate-to-advanced level competencies in all three software applications. Stephanie attended to the work of all assignments and computer lab sessions in a timely manner and successfully achieved all of the learning objectives of this course. Stephanie fully and productively engaged with all that this skill-building opportunity had to offer, and to great effect. Working with Stephanie was a pleasure.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Intro to Adobe Design Software: Photoshop, Illustrator, InDesign

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April 2023 - June 2023: GIS with Remote Sensing Imagery

4 Credits

DESCRIPTION:
Faculty: Jonathan Batchelor, ABD

The course GIS with Remote Sensing Imagery is an advanced class utilizing the imagery analysis capabilities of ArcGIS Pro. The course consisted of 8 weekly labs covering core concepts of remote sensing.

Course concepts were:

- Different types of imagery from drone to aerial to satellite, and where to obtain imagery from.
- Imagery scale (spatial, temporal, spectral, and radiometric).
- Orthorectification and georeferencing of historic images and high-resolution satellite imagery.
- Spectral signatures and indices, including hands-on demonstrations of a field spectral radiometer.
- Change over time analysis using landtrender and per pixel change methods.
- Image classification using per-pixel and object-based approaches both supervised and unsupervised classification.
- Implementation of accuracy assessments and the use of confusion matrices.
- orthorectification of mosaiced drone images utilizing GNSS receiver collected ground truth points.
- Lidar DEM analysis including the creation of canopy height models
- Lidar point cloud classification and building of 3D models of buildings from lidar points.

This class is part of a series of courses that comprise the Geographic Information Systems Certificate sequence.

EVALUATION:
Written by: Jonathan Batchelor, ABD

Stephanie Porter did outstanding work for the class GIS with Remote Sensing Imagery. Stephanie submitted 8 out of 8 labs on time. Stephanie designed and presented work on a final project that included a classification of forest type at Squaxin Park in Olympia, WA. An object-based, supervised classification was performed using high-resolution aerial imagery. Stephanie worked with an imagery type (.sid) that was not covered in the course materials so additional processing requirements had to be researched for the project. Stephanie also used lidar data to find the tallest trees in the park by creating a canopy height model from lidar-derived DEMs.

During this course, Stephanie worked extensively with Esri's ArcGIS Pro remote sensing capabilities. Stephanie demonstrated an understanding of sources for imagery distortion and correction methods. Stephanie worked with satellite and aerial imagery from Landsat, RapidEye, NAIP, and other sources and demonstrated skill in researching and finding appropriate imagery from multiple sources such as Esri's living atlas and the USGS earth explorer. Imagery analysis techniques included building spectral signatures of different land cover types to performing object-based supervised classification using machine learning algorithms such as random forest and maximum likelihood. Stephanie also performed basic analysis and classification on lidar point clouds that enabled the 3D modeling of buildings and forest structure classification.

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Stephanie demonstrated advanced skills in using Esri applications for conducting analysis using remote sensing data sources.

Stephanie extended an already extremely strong foundation in GIS imagery analysis and was qualified to continue GIS learning through future courses.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

*2 - Geographic Information Systems (Certificate Sequence)
*2 - Remote Sensing (Certificate Sequence)

* indicates upper-division science credit

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April 2023 - June 2023: GIS for Field Data Collection

4 Credits

DESCRIPTION:
Faculty: Jonathan Batchelor, ABD

The course GIS for Field Data Collection is an intermediate class utilizing the Esri, Inc (Environmental Systems Research Institute) software Survey123 and FieldMaps. The course consisted of 7 weekly labs covering applications of spatial surveys where students were required to design their own surveys and collect data as a class for analysis.

The course culminated in a student-designed final project where a survey was designed fully by the student, spatial and qualitative data was collected, and a basic analysis of the data was completed.

Course concepts were:

- Introduction to Survey123 Connect and collecting data from students on local parks
- Building surveys utilizing XLS tables containing relational data from multiple worksheets
- Importing survey results into ArcGIS online maps and apps
- Collecting field data on 3 field days conducted at the Evergreen State College campus
- Collecting and deferentially correcting position data using dual-band GNSS receivers and OPUS online services
- Compiling basic reports on the data collected
- Designing Esri Dashboards to report on data collected and present the findings in a StoryMap.

This class is part of a series of courses that comprise the Geographic Information Systems Certificate sequence.

EVALUATION:
Written by: Jonathan Batchelor, ABD

Stephanie Porter did outstanding work for the class GIS for Field Data Collection. Stephanie submitted 7 out of 7 labs on time. Stephanie designed and presented work on a final project that included designing a survey and collecting data on location and information about building access and structural elements of buildings important for firefighters. An initial survey was created by Stephanie for use by the local fire department. For the class the survey was expanded and included advanced survey elements such as multiple relevants and embedded images.

During this course, Stephanie worked extensively with Esri's Survey123 Connect and Field Maps apps. Stephanie demonstrated an understanding of relational XLS forms for building surveys. Stephanie designed and implemented surveys collecting spatial and quantitative data about trees, trails, and campus infrastructure. Stephanie performed an analysis of the collected data and build reports, dashboards, and storymaps to summarize the survey results.

Stephanie demonstrated advanced skill in using Esri applications for field data collection.

Stephanie added to an already strong foundation in GIS survey concepts and was qualified to expand GIS learning through future courses.

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SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

2 - Geographic Information Systems (Certificate Sequence)
2 - Survey Design and Implementation (Certificate Sequence)

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January 2023 - March 2023: GIS: Publishing Story Maps and Apps

4 Credits

DESCRIPTION:
Faculty: Jonathan Batchelor, ABD

The course, *GIS: Story Maps and Apps,* is an intermediate class utilizing the Esri, Inc (Environmental Systems Research Institute) online software framework. This class was an introduction to the web applications: StoryMaps, instant apps, Web app builder, insights, business analyst, and dashboards. The course consisted of 8 weekly labs covering applications of GIS web mapping on real-world data sets. 8 weekly discussion topics were required for students to share researched topics related to web mapping.

The course culminated in a student-designed final project that required the creation of an online StoryMap with a cohesive narrative and the utilization of express maps, sidecars, instant apps, embedded video, web app builder, and dashboards.

This class is part of a series of courses that comprise the Geographic Information Systems Certificate sequence.

EVALUATION:
Written by: Jonathan Batchelor, ABD

Stephanie Porter did excellent work for the class *GIS: Publishing Story Maps and Apps*. Stephanie submitted 8 out of 8 labs and engaged with 8 of 8 assigned discussion board posts. Stephanie designed and presented work on a final project StoryMap that included a narrative and combination of web apps about the use of a created road and features atlas as well as the history of atlas use by fire departments.

During this course, Stephanie worked extensively with web mapping applications and created StoryMaps with interactive apps and maps and had an introduction to the programing language arcade. Stephanie created a historical StoryMap about John Snow and the London cholera outbreak of 1854, a web application using aerial imagery showing the devastation of the Oso landslide, used ArcGIS insights to model return on investment for college education, and used Business Analyst to evaluate building sites based on demographic data and transportation times. Interactive dashboards were also created to monitor real-time power outages in California.

Stephanie demonstrated a very high level of skill in web mapping applications.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Geographic Information Systems (Certificate Sequence)

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January 2023 - March 2023: GIS: Mapping with ArcGIS Pro

4 Credits

DESCRIPTION:
Faculty: Jonathan Batchelor, ABD

The course *GIS: Mapping with ArcGIS Pro* was an intermediate class utilizing the Esri, Inc (Environmental Systems Research Institute) software ArcGIS Pro. The course consisted of 8 weekly labs covering applications of GIS analysis on real-world data sets. 8 weekly quizzes on Geospatial concepts were also administered. Topics covered spatial analysis with U.S. census data, National land cover datasets, aerial imagery archives, and several other publicly available datasets. Data was acquired from ArcGIS online, Living Atlas, and online data repositories.

The course culminated in a student-designed final project that incorporated both vector and raster analysis along with demonstrating strong cartographic skills.

Course concepts were:

- Data Management
- Managing Vector Data
- Managing Raster Data
- Joins and queries of Attribute Data
- Editing vector data
- Spatial Queries and Boolean Operators
- Performing Joins and Overlays
- Raster Analysis

This class is part of a series of courses that comprise the Geographic Information Systems Certificate sequence.

EVALUATION:
Written by: Jonathan Batchelor, ABD

Stephanie Porter did excellent work for the class *GIS: Mapping with ArcGIS Pro*. Stephanie submitted 8 out of 8 labs. Stephanie designed and presented work on a final project creating an atlas of roads and features for a local fire department.

During this course, Stephanie worked extensively with Geodatabases and image service layers from ArcGIS Online and the Living Atlas. Stephanie demonstrated an understanding of coordinate reference systems both geographic and projected. Stephanie georeferenced historical imagery and contemporary maps performing digitization of map elements and showing proficiency in editing and overlay techniques. Stephanie performed extensive queries and joins on geospatial data using both attribute tables and spatial relationships.

Stephanie demonstrated a high level of skill in GIS analysis.

Stephanie established a strong foundation in GIS concepts and was qualified to expand GIS learning through future courses.

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SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Geographic Information Systems (Certificate Sequence)

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September 2022 - December 2022: GIS: Introduction and Principles

4 Credits

DESCRIPTION:
Faculty: Kale Albert McConathy

In this course students learned introductory level GIS concepts and skills. Participants received selected reading assignments from Paul Bolstad's *GIS Fundamentals: A First Text on Geographic Information Systems,* 6th Edition; this text is widely used in college level introductory GIS classes. The reading for this course was designed to be a supplement to the lecture and skills-based computer labs that were assigned for the 9-module structure. Computer labs used Esri's (Environmental Systems Research Institute) ArcGIS Online, giving students a solid foundation for further study of web GIS and a conceptual framework that will aid them in future study of desktop GIS. Students learned the basics of manipulating spreadsheet data, converting it to GIS layers, turning layers into web maps, and finally turning web maps into sharable web apps. Students mainly used the ArcGIS Online Web Map Viewer to create GIS products. Students learned how to perform professional grade GIS workflows and produce visually appealing maps that can effectively convey a narrative. GIS is a method of visual communication, and this class was an experiment in using data to communicate spatially informed concepts.

Every module typically included two labs, a lecture, and additional reading. Modules were intended to be a primer for the following GIS subjects:

- Orientation to ArcGIS Online and Living Atlas
- Introduction to Maps and Map Reading
- Introduction to Raster and Vector Data
- Audience and Intent
- Coordinate Systems
- Symbolization and Labels
- GIS Analysis
- Editing
- GIS Demography
- Sharing With Web Apps
- Three-Dimensional Mapping
- Time and Movement
- History of Mapping
- Data Management/manipulation

Students were encouraged to think beyond the assignment and create progressively more polished maps, and sophisticated web apps.

This class is a part of a series of courses that comprise the Geographic Information Systems Certificate sequence.

EVALUATION:
Written by: Kale Albert McConathy

Stephanie Porter was an outstanding student of *GIS Intro and Principles*. Stephanie Porter was a reliable participant during class sessions and turned in the assignments on time with successful results, also submitting the optional "challenge" extensions offered on several assignments.

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During this course, Stephanie Porter participated in a group class assignment presenting an award-winning map to the class. Students were asked to describe map elements, intended audience, and be able to effectively explain a complicated map to the class.

Stephanie Porter completed a web app of evacuation zones for the city of Houston. Stephanie Porter wrote a discussion piece on a map of their choosing, describing effective and ineffective components and described the map's use of map elements. Stephanie Porter accurately identified locations on the globe based on latitude/longitude measurements. Stephanie Porter created a map of underground pollution sites using symbology designed for multiple scales, and successfully aggregated data for cartographic use. Stephanie Porter made a map of the infamous Talent, Oregon fire, employing vector and raster data and layer blending to tell a story of people and place using GIS data. Stephanie Porter learned to use arcade expressions to manipulate labels and data classes using demographics data to demonstrate food access inequity in Washington, DC. Stephanie Porter used Esri's Living Atlas to find 2 data layers that show a relationship and symbolize them using Map Viewer's advanced symbolization options. Stephanie Porter successfully filtered data using Boolean algebra to create different data views of wildlife data for different stakeholders, and they learned about data manipulation and appropriate audience for data views. Stephanie Porter geocoded data of San Diego restaurants and created inspection routs using geoprocessing tools. Stephanie Porter used ArcGIS StoryMaps to recreate an award-winning story map outlining sustainable development goals in Java.

At the conclusion of the *GIS Intro and Principles* course, Stephanie Porter demonstrated the ability to create and manage tabular data sources, and upload data to ArcGIS Online. Stephanie Porter could edit data, publish map layers, effectively symbolize and label multiple variables in a single map, apply advanced symbol renderers and layer blending, employ scale visibility properties, and query data via filters. Stephanie Porter could use temporal attributes to animate a map for showing trends and detecting change over a time period and display 3D data, such as subterranean earthquake data.

Stephanie Porter took advantage of enrichment opportunities in this course by choosing to complete all of the extra "challenge" options offered, beyond the scope of the requirements of the assigned maps and other exhibits.

Stephanie Porter demonstrated skill in Web GIS, which will serve Stephanie Porter well in future GIS coursework.

Stephanie Porter established a strong foundation in geography and GIS concepts and was qualified to expand GIS learning through future courses.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Geographic Information Systems (Certificate Sequence)

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September 2022 - December 2022: GIS and Mapping in Excel

4 Credits

DESCRIPTION:
Faculty: Michael Ruth

The course *GIS and Mapping in Excel* was a skills-based introduction to the information technology of Geographic Information Systems (GIS). Students learned to create digital maps using the ArcGIS for Excel software. The ArcGIS software is created and distributed by Esri, Inc (Environmental Systems Research Institute) and provided through site license for the use of Evergreen students and faculty. Esri makes the world's leading software platform for GIS, used in nearly every public agency at all levels of government, in corporations, and non-profits.

The course offered instruction in the efficient use of Microsoft Excel software, part of the Office 365 suite of office-automation programs. Students began at the very beginning of Excel implementation, based on the initial assumption of no prior knowledge or significant experience in the use of Excel.

Students created maps from spreadsheet sources each week, through assignments that instruct on methods and professional workflows in best-practices for the practice of GIS.

Throughout the quarter, students were assigned hands-on labs to build Excel skills, in progressively more challenging modules. The Excel content included:

- Data entry in Excel and basic formats and calculations
- Compliance with data types for managing data quality in Excel
- Excel computation methods
- Charting essentials
- Pivot Tables
- Pivot Charts
- Data management using Vlookup
- Data types and conversions
- Time formats and functions

Students learned to create, manage, and assure the quality of spreadsheet data so that the data could be mapped in ArcGIS.

This class is a part of a series of courses that comprise the Geographic Information Systems Certificate sequence.

EVALUATION:
Written by: Michael Ruth

Stephanie was an outstanding student of *GIS Mapping in Excel*. Stephanie was a reliable participant during class sessions and turned in the assignments on time with successful results, also submitting the optional "challenge" extensions offered on several assignments.

During this course, Stephanie completed a sequence of map creation assignments of progressive complexity, starting with a basic point map based on longitude and latitude coordinates. Subsequent maps depicted variations in educational attainment levels in the counties of Washington, and an analysis of cost-of-living dynamics in the states of the USA. Stephanie applied symbol rules to polygons, improved pop-ups and labels, and filtered data for analysis, using scatterplots and linear regression analysis in Excel.

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Stephanie completed two labs using the Esri Business Analyst Web software, for the analysis of potential business sites, and generation of infographics and detailed demographic reports. Stephanie created a map of a hurricane-prone region of the Philippines, by importing storm tracks and overlaying storm strength buffers over at-risk populations. Stephanie geocoded the addresses of historic register buildings in Olympia, and used the map to show temporal changes, using animations and filters.

At the conclusion of the *GIS Mapping in Excel* course, Stephanie demonstrated the ability to create and manage tabular data sources in Excel, and create charts and use pivot tables to create pivot charts from mapping data sources. Stephanie could convert coordinates and integrate published map layers, to create and symbolize a map from an Excel workbook, applying layers of symbol renderers, with scale visibility properties, filter queries, and labeling. Stephanie could use temporal attributes to animate a map for showing trends and detecting change over a time period.

Stephanie took advantage of enrichment opportunities in this course by choosing to complete most of the extra “challenge” options offered, beyond the scope of the requirements of the assigned maps and other exhibits. Stephanie attended optional Open GIS Lab hours, and sought to extend the new ArcGIS skills into the professional work which Stephanie was taking on for the Stephanie's employer, the Olympia Fire Department.

Stephanie demonstrated skill in using Excel as a data management resource, which will serve Stephanie well in future GIS coursework. It is worth noting that Stephanie turned in every one of the 15 assignments on time - which is an unusual accomplishment in my experience of students taking fast-paced skills-based courses like this course.

Stephanie established a strong foundation in geography and Excel skills and was well-qualified to expand GIS learning through future courses.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

2 - Geographic Information Systems (Certificate Sequence)
2 - Microsoft Excel Skills (Certificate Sequence)

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June 2022 - September 2022: Learn to Fly Drones and Prepare to Take the FAA "Part 107" Exam

4 Credits

DESCRIPTION:
Faculty: Ryan Richardson and Michael Ruth

The summer quarter course “Learn to Fly Drones and Prepare to Take the FAA Part 107 Exam” was offered this summer to provide students with hands-on learning in the uses of small unmanned aerial vehicles (sUAV’s). Small UAV’s are known colloquially as “drones” and are increasingly used by government agencies, corporations, and NGO’s to capture high-resolution imagery of the landscape, for conservation planning purposes, environmental and infrastructure monitoring, agriculture and forestry mapping, and many other applications.

The following commercial drone instruments were available to students for use in this course:

- DJI Mavic Pro
- DJI Mavic Pro 2
- DJI Phantom 4 Multispectral
- DJI Mini-2.

Students were coached to fly the drones, most of them for the first time. Faculty assigned increasingly agile flight challenges, as students gained awareness of each sUAV’s capabilities and confidence in their flying control. Much of the course focused on drone safety and flight protocols. Each week featured a lecture on drone piloting, introducing the main topics of the FAA (Federal Aviation Administration) Part 107 which must be mastered to pass the test and receive a formal drone pilot certification. Some students took and passed their pilot examination during this summer quarter.

Photography lectures provided background knowledge about methods to plan, shoot, and edit oblique-aerial photos and flyover videos. Students learned about the properties of light and lenses and best practices to plan a drone photograph mission, with attention to shape and form, device height and view angle, and how to optimize the lens settings on the drone camera system.

Students took their own photos and videos from the drones. They used Adobe software to edit their drone imagery and curate their own video productions, using transitions, captions, effects, and synchronization with open-source musical selections.

EVALUATION:
Written by: Ryan Richardson

Stephanie was wildly successful in the *Learn to Fly Drones and Pass the FAA Part 107 Exam* course.

During this course, Stephanie gained skills and knowledge around the operations of small unmanned aerial systems (sUAS). Stephanie developed skills as an sUAS pilot as well as an understanding of the regulations put forth by the Federal Aviation Association (FAA) to fly a drone for commercial purposes. Through a series of class seminar discussions and quizzes, Stephanie has proven she gained the knowledge it takes to pass the FAA’s Part 107 exam that is needed to obtain a commercial drone pilots license.

Stephanie learned aerial photographic skills through lectures, hands on flights, and by completing homework assignments. Stephanie always contributed during classroom discussion and completed all photographic assignments for this course. Video production was introduced in this class and course work

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was completed using Adobe Rush software. Stephanie's video exceeded expectations as she planned and edited footage to create a video of the Olympia Fire Department Training Center. The final product was professionally produced and could be used by OFD to showcase their training facility.

Although no formal certification was offered in this class, Stephanie took and passed her official FAA Part 107 exam on completion of this course!

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Photography/Video Production

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June 2022 - September 2022: GIS and Mapping with Drone Imagery

4 Credits

DESCRIPTION:
Faculty: Michael Ruth and Ryan Richardson

The four-credit summer course "GIS Mapping with Drone Imagery" instructed students in the uses and processing of "drone" imagery. Students learned to create maps and scenes from the imagery collected by small unmanned aerial vehicles (sUAV's). Small UAV's ("drones") are increasingly used by government agencies, corporations, and NGO's to capture high-resolution imagery of the landscape, for conservation planning purposes, environmental and infrastructure monitoring, agriculture and forestry mapping, and many other applications.

This course relied on the software "*Drone to Map*" for management of the drone imagery collections and for processing the image collections and creating GIS map layers. The *Drone to Map* software is a specialized product of the Environmental Research Institute (Esri, Inc), who provide Evergreen with the *ArcGIS* software for student use and instruction.

Students used Drone-to-Map software to conduct progressively complex lab assignments each week. Each assignment developed new computing skills for processing drone imagery collections and integration of the resulting orthographic and 3D image mosaics into a GIS (Geographic Information System) map production workflow. Students applied the resulting image and elevation surface layers in spatial analysis and temporal comparison studies of local study sites near Olympia and on the Evergreen campus.

Students were assigned to complete seven labs using Drone to Map software. Starting with simple inspection workflows students progressed through computing of 2D and 3D surfaces (including elevation models), multispectral drone image analysis (including vegetation index layers), and the use of precision ground control points to optimize the accuracy of the resulting image products.

EVALUATION:
Written by: Michael Ruth

Stephanie was an outstanding student in the *Mapping with Drones* course. Stephanie reliably attended class meetings and submitted all of the assigned labs and GIS projects required for completion of this course, on time and with accurate results.

During this course, Stephanie became proficient in the use of the Esri *Drone to Map* software and the many processing options available for converting drone images into reliable map layers. Stephanie began with lab assignments for conducting 3D circular inspections of a single building. Stephanie used 2D processing options to create a map of the Evergreen Organic Farm using imagery from a DJI Mavic2 instrument, resulting in a highly detailed landscape image product with 3 centimeter resolution. Stephanie progressed to the integration of high-precision Ground Control Points (GCP's) using a Drone-to-Map workflow that allowed Stephanie to rectify the orthomosaic imagery to less than one foot of spatial error. Stephanie learned to apply spectral analysis methods for computing vegetation index layers from a multispectral image dataset of hundreds of images, collected from a Phantom-4 Multispectral drone. Using *Drone to Map*, Stephanie explored the spectral profiles of surface reflectance from plants, soils, and other landscape surfaces, and created false color infrared images, and NDVI (Normalized Difference Vegetation Index) layers.

In the ArcGIS platform, there are methods for sharing the completed drone imagery and elevation model layers into ArcGIS Online. Once shared, Stephanie created web-scenes and web-maps, and integrated

these web components into a Story Map framework for publication. Stephanie accepted an extra credit challenge to compile a personal story map project, based on a specific drone-mapping project idea. Stephanie, who works for the Olympia Fire Department, flew a drone mission over the Mark Noble Fire Training Center, where a variety of vehicles and "burn" buildings are used for fire fighting and safety training. Stephanie processed the drone imagery to provide an accurate elevation surface of the buildings, and vehicles, and computed an accurate orthomosaic showing the facilities. The quality of the mosaic was assured by the integration of precise ground control points to sub-meter accuracy specification. Stephanie examined the resulting elevation models by creating elevation profiles that allowed the analysis of water flow directions, roof slope angles, and measurements of fire training features, distances and areas. The 3D model was an example of the type of preparatory work that a fire department could derive from drone data, for planning fire response in significant buildings, as part of a risk and response methods assessment. This extra challenge project provided Stephanie with a publicly visible Story Map which demonstrated the types of images and interactive 3D scenes which Stephanie learned to produce in this course.

Upon conclusion of this course, Stephanie was capable of planning a drone photogrammetry mission, and managing the hundreds of images which comprise a drone project, for creating orthoimagery and 3D scene products, with considerations of accuracy and processing options in Drone-to-Map software, and then publishing the resulting layers into the world wide web through ArcGIS Online.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Geographic Information Systems

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March 2022 - June 2022: Advanced Web Design

4 Credits

DESCRIPTION:
Faculty: Arlen Speights

We set out to build advanced skills in web design, learning coding techniques with HTML and CSS that enhance accessibility and interactivity on the web. We focused on CSS layout techniques, and got acquainted with basic scripting of server and client environments, and with SVG graphics. Students worked on projects that resulted in well formed, user-centered websites.

EVALUATION:
Written by: Arlen Speights

Stephanie has done excellent work in the course, demonstrating strong facility with advanced CSS techniques that include grid, flexbox and animation and transitions; the work also showed fluency with SVG graphics. Stephanie demonstrated fluency with current best practices for responsive design, including media queries, responsive units of measurement, and mobile-first design workflows. With consistent attendance and participation through the quarter, Stephanie has shown fluency with the breadth of topics in advanced web design.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Advanced Web Design

Porter, Stephanie L — A00423261
Last, First Middle — Student ID

January 2022 - March 2022: Web Design

4 Credits

DESCRIPTION:
Faculty: Arlen Speights

We set out to learn the fundamentals of web design with HTML and CSS, learning to code web sites directly, applying best practices for accessibility, visual communication, and good design. We focused on typography and text handling, and we spent some time on responsive web layout design.

EVALUATION:
Written by: Arlen Speights

Stephanie has done great work in the course. With solid attendance and frequent participation, Stephanie demonstrated proficiency with HTML, writing well-structured code, paired with efficient CSS that applied selector specificity and skillful use of properties to produce a consistent look and feel. Stephanie's final project, an extensive historical survey of Olympia fire chiefs, showed strong facility with HTML and CSS and made appealing use of layout and information architecture.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Web Design

Porter, Stephanie L — A00423261
Last, First Middle — Student ID

September 2021 - December 2021: Physical Computing in the Arts

4 Credits

DESCRIPTION:
Faculty: Arlen Speights

We set out to learn to use light, sound, motion, and/or interaction in art pieces. We got acquainted with 3D printing, digital fabrication, circuit design, and introductory programming of microcontrollers for projects in fine and performing arts. Students worked on exercises and prototypes to design, wire, and program devices that result in designed experiences of made physical things.

EVALUATION:
Written by: Arlen Speights

Stephanie has done well in the course. With perfect attendance and a high level of participation, Stephanie demonstrated new learning of 3D CAD modeling, electronics, and programming in Arduino. Her 3D models were printable, and her work on the breadboard was organized and showed a solid understanding of current flow and the application of Ohm's law. Stephanie's final project, which enhanced an op-art toy with a programmed stepper motor, was well done.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Physical Computing

Porter, Stephanie L — A00423261
Last, First Middle — Student ID

March 2021 - June 2021: ArcGIS Desktop Associate Learning Plan

4 Credits

DESCRIPTION:
Faculty: Dr. Ken Tabbutt

ArcGIS Desktop Associate Learning Plan

This independent contract allowed Stephanie to improve her ability with ArcGIS Pro in order to pass the Esri ArcGIS Desktop Associate Certification exam. She followed a lesson plan that included videos, training seminars, and tutorials. The tutorials covered a wide range of topics in ArcGIS including the following; geocoding, managing map layers, automation in ArcGIS Pro using tasks, python, space-time analysis, spatial analysis, editing 3D features, integrating data, managing raster data, and editing essentials. Stephanie also worked through the tutorials in the ArcGIS Pro 2.6 book and learned more about using tasks in ArcGIS Pro, model builder, collector, performing a hot spot analysis and 3D visualization. She was also able to apply her learning to a fire station drive time map for her workplace.

EVALUATION:
Written by: Dr. Ken Tabbutt

Stephanie worked extremely well independently and completed all of the learning objectives of the independent learning contract, including passing the exam and gained her certification at the end of the quarter. This work and certification will help her with her career goals.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

*4 - ArcGIS Desktop

* indicates upper-division science credit

Porter, Stephanie L — A00423261
Last, First Middle — Student ID

January 2021 - March 2021: Applied GIS: Environmental Science

4 Credits

DESCRIPTION:
Faculty: Dr. Ken Tabbutt

This course included lectures on GIS topics, ArcGIS Online labs, ArcGIS Pro labs, and independent project work. The lectures included an overview of GIS, GPS, projection and coordinate systems, remote sensing, and context for lab assignments (Critical Areas of the Growth Management Act, plate tectonics). Students completed ArcGIS Online tutorials that covered using the Living Atlas, creating web maps, apps, and dashboards. They learned to use filters, create buffers, data enrichment, configure pop-ups, change styles and create elevation profiles. The ArcGIS Pro labs focused on terrain analysis; students learned to import DEMs, reclassify, clip, select by location and attribute, create and populate fields, create and edit shapefiles, delineate wetlands, import xy data, create 3D scenes, and use other tools. There was an emphasis on importing both raster and vector data from multiple sources including LandSat 8 imagery. Students also learned how to create publication-quality maps in Layout. Their independent project provided an opportunity for students to use GIS to answer a question involving spatial data. Students developed a question, define the necessary data and order of operations, find and download the data, and complete a final map that addressed the question.

EVALUATION:
Written by: Dr. Ken Tabbutt

Stephanie entered the program with some experience with GIS and built on that foundation. She was a very engaged student, completing all of the assignments in a timely manner and demonstrating an outstanding understanding of the GIS tools and theory covered in this course. Stephanie consistently completed the more difficult optional components of the labs and the results of her assignments were excellent. She showed attention to detail and proficiency with both ArcGIS Online and Pro platforms. Stephanie's independent project examined the change in drive time if a new fire station was located in South Olympia. She used network analyst to create four-minute drive time layers for the current and proposed stations and created a Web App in ArcGIS Online as well as maps in ArcGIS Pro. Her final maps were clear, informative and the symbology addressed the central question. Stephanie did a fantastic job conceptualizing and implementing the steps needed to answer a question using GIS.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

*4 - Applied GIS

* indicates upper-division science credit

Porter, Stephanie L — A00423261
Last, First Middle — Student ID

September 2020 - December 2020: Show Me the Numbers: Statistics for Social Sciences

4 Credits

DESCRIPTION:
Faculty: Wenhong Wang, Ph.D.

This introductory course of social statistics covered the concepts and procedures in descriptive statistics and the beginning part of inferential statistics. The topics covered included the research process, levels of measurements, measures of central tendency and variability, the normal distribution, and part of hypothesis testing.

Throughout this course, social statistics was treated as a tool for research with a focus on investigating and explaining the relationships between variables, interpreting research material using statistical tools. Course activities included pre-recorded mini-lectures, workshops and group and individual exercises. Besides regular homework, the students took two tests and were also required to do a mini group research project on a topic of their own choosing using survey method. After collecting the data, the group analyzed the data, wrote a research report and did a final oral presentation.

EVALUATION:
Written by: Wenhong Wang, Ph.D.

Stephanie entered the class with strong mathematical skills. A dedicated student with discipline, she achieved all of the learning objectives of this class and earned full credit.

Stephanie had perfect attendance, and always came to class prepared. In breakout rooms, she often helped her peers with problem solving. Her homework was on time, thoughtful and accurate; she also did an outstanding job on her tests.

For her group research project, Stephanie and her partner studied the relationship between events in 2020 and anxiety among different age groups. They demonstrated a good understanding of the research process and statistical analysis through an informative report and power point presentation slides. In particular, Stephanie created compelling pivot tables to support their arguments.

It was a pleasure working with Stephanie. She is well prepared to continue her study in inferential statistics and beyond.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Social Statistics

Porter, Stephanie L — A00423261
Last, First Middle — Student ID

March 2020 - June 2020: Statistics II

4 Credits

DESCRIPTION:
Faculty: Alvin Josephy, MES

Students in Intermediate Statistics extended their inferential skills by developing an understanding of the use of sample data in making decisions in research. The class covered probability models, estimating population parameters using confidence intervals, and testing claims using hypothesis testing. Statistical concepts covered in depth included probability distributions, (including binomial distributions and the normal approximation as well as Student t, Chi Square, and the F distribution) the Central Limit Theorem, correctly stating hypothesis claims, testing for confidence, multiple regression and risk assessment. Students worked homework problems for each class. This was reinforced by individual presentations by students of journal articles from the peer-reviewed media that utilized statistical methods in presenting findings.

The class work was augmented by four Excel labs, where the student learned to use spreadsheet functions and the analytical tools included in this popular software application. In addition, students presented interpretations of scientific journal articles chosen from academic journals. The class work included a final exam that tested the student's ability to make decisions involved with real-life examples and support them with statistical findings.

EVALUATION:
Written by: Alvin Josephy, MES

Stephanie Porter completed all of the requirements of this intermediate-level statistics course doing good work throughout. Her work was well done and complete. She did very good work with the midterm and the final exam. She did a good job with the Excel labs. Stephanie presented a journal article from Institute for Bio-behavioral Health Research entitled, "Alcohol Use and Problem Drinking Among Women Firefighters." Stephanie noted in both her oral presentation as well as her written paper that "Career women firefighters work in an industry that is male-dominated and they wear gear that has been designed by men for men, wear uniforms that are sized for men, and depend on health research that has been focused on men." She explained that because women are such a small cohort among fire fighters, there are very few studies about them, and they of necessity have very small samples. In order to deal with this, the researchers used a technique called snowball sampling. Stephanie learned that this is a method used to reach hard to reach populations. The findings showed that binge drinking among firefighters is not just confined to men. As evidenced by her great work in this class, Stephanie is well prepared to do more advanced work in statistics and research methods.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

*4 - Statistics

* indicates upper-division science credit

Porter, Stephanie L — A00423261
Last, First Middle — Student ID

January 2020 - March 2020: Statistics I

4 Credits

DESCRIPTION:
Faculty: Alvin Josephy, MES

Students in Statistics One learned the basics of descriptive and inferential statistics. Statistical concepts covered in depth included central tendency, variance, spread and shape of distributions; other concepts included the normal distribution, standardizing scores, correlation, regression, experimental design, confidence intervals, and hypothesis testing. Understanding of these concepts was reinforced and evaluated through four Excel labs, homework assignments, midterm and final exams, and individual presentations by students of popular media articles that utilized statistics. In addition, students worked in groups to provide a narrative discussion using statistics to “tell a story” about a topic chosen by the students. The combination of these exercises was ultimately intended to provide students with an appreciation of the use of data in making informed decisions in the real world.

EVALUATION:
Written by: Alvin Josephy, MES

Stephanie Porter completed all of the requirements of this introductory statistics course, doing very good work. Her homework was well done and complete. Her work on the class exams was very good, including perfect scores on both the midterm and final. She contributed regularly to the in-class discussions, often with insightful and valuable comments.

Stephanie presented an article that discussed the issue of paid and unpaid parental leave. This issue is much more complicated than it first seems, and Stephanie did a great job of looking at the sources for this article in order to understand the issues better. The data seemed to say men get paid more often and better than women on paid leave, but the reality is that men take less unpaid leave.

Stephanie worked with her group on a presentation that considered data on why enrollments are falling in Washington schools of higher education. Stephanie analyzed this claim by standardizing enrollment data, which showed that of all Washington colleges, Evergreen is the only one that actually lost students.

As evidenced by her excellent work in this class, Stephanie is very well prepared to do more advanced work in statistics.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Statistics

Porter, Stephanie L — A00423261
Last, First Middle — Student ID

September 2019 - December 2019: Story-Mapping for Change

4 Credits

DESCRIPTION:
Faculty: Michael D. Ruth

Story Mapping for Change was a skills-oriented introduction to the essentials of Geographic Information Systems (GIS) technology. Students learned to create digital maps and interactive mapping “web-apps” and contextualize their apps within an interactive story map. Through the use of the Esri *ArcGIS Online* software suite, students learned to design, create, and publish interactive and immersive “web-apps” and share these into story-maps over the web. End-users - who may have no knowledge of GIS - can view and query the maps and apps through internet browser interfaces and consume the stories, embedded photos and videos, links, and interactive maps as designed by the story map author.

Every week, students were assigned one or more structured mapping exercises to conduct during class and as homework. These exercises built skills in the use of *ArcGIS Online* through a cumulative sequence that began with data management and methods search and integrated public domain spatial datasets. Students then learned to improve the raw data by applying various field calculations, Join operations, filters, and web-editing tools and through application of Excel software to improve tabular datasets. Using the Esri *Maps for Office* software, students created web-maps inside a spreadsheet and calculated new data values for their Excel-maps. Many students enjoyed learning the field data collection capabilities that enable them to design and deploy a mapping schema using Esri’s *Survey123* software for iOS and Android smartphones.

Students were assigned a final project to compile their own data sources and present an original story map app to the class at the final class meeting.

EVALUATION:
Written by: Michael D. Ruth

Stephanie was a standout success story of introduction to GIS during *Story Mapping for Change*. Stephanie attended every class, and often attended optional hours. She turned in all her assignments on time and accurately rendered - and Stephanie took on extra work to fulfill extra "challenge" exercises when offered. Her work this quarter shows a dramatic progression from GIS newcomer - to culminate in the presentation of a sophisticated story map at the conclusion of the quarter.

Stephanie learned to create a field data survey using Esri *Survey123* software. She designed a survey to support inspection of safety assets hazards along the most-used of Olympia's bike trails. Her survey documents locations and qualities of features such as benches and street crossing gates, which she compiled into a web map through *ArcGIS Online*.

Stephanie's final project was based on the need of her employer to map the responses by the Olympia Fire Department based on time and location and type of response. She obtained tables of responses from OFD which she converted into spatial-temporal database features. Stephanie then applied her new mapping skills to symbolize, label, and analyze the data to generate summaries by fire district and document trends in over 1400 OFD incident responses during the month of October 2019. Her maps show the density variations of responses by type - medical, fire, etc. - around senior housing and near medical facilities. She also compiled data on locations of inspections and outreach education events. Stephanie compiled her maps and data into a story map using the "cascade" template and published her map into *ArcGIS Online*.

Porter, Stephanie L — A00423261
Last, First Middle — Student ID

At the conclusion of the *Story Mapping for Change* course, Stephanie has shown she can find and manage spatial data sources from public domain sources, integrate spreadsheets into *ArcGIS Online*, and join tables to create meaningful spatial datasets. She can analyze spatial data using *Maps for Office* and *ArcGIS Online* tools, and compile her results-layers into webmaps using symbols, filters, labels, and appropriate demographic and background content. Stephanie can generate map content from geotagged photographs, create maps in Excel, add spatial data into *ArcGIS Online*, and curate spatial datasets for organizational collaboration. She learned how to enrich spatial data with demographic data from the US Census and other sources and apply spatial analytics to generate new and informative web layers and maps. Through her practice with story map templates, Stephanie learned how to publish web maps to generate basic viewer apps, comparison and slider apps, and embed functional "widgets" using the Esri *Web App Builder* to create story maps that provide a variety of user-friendly behaviors. She used the latest Esri software called "*Insights*" to conduct interactive spatial and non spatial analytics through integrated maps and charts of quantitative data.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Geographic Information Systems

EVERGREEN

The Evergreen State College • Olympia, WA 98505 • www.evergreen.edu

EVERGREEN TRANSCRIPT GUIDE

Accreditation: The Evergreen State College is fully accredited by the Northwest Commission on Colleges and Universities.

Degrees Awarded: The Evergreen State College awards the following degrees: Bachelor of Arts, Bachelor of Science, Master of Environmental Studies, Master of Public Administration and Master In Teaching. Degree awards are listed on the Record of Academic Achievement.

Educational Philosophy:

Our curriculum places high value on these modes of learning and teaching objectives:

- Interdisciplinary Learning
- Collaborative Learning
- Learning Across Significant Differences
- Personal Engagement
- Linking Theory with Practical Applications

Our expectations of Evergreen Graduates are that during their time at Evergreen they will:

- Articulate and assume responsibility for their own work
- Participate collaboratively and responsibly in our diverse society
- Communicate creatively and effectively
- Demonstrate integrative, independent, critical thinking
- Apply qualitative, quantitative and creative modes of inquiry appropriately to practical and theoretical problems across disciplines, and,
- As a culmination of their education, demonstrate depth, breadth and synthesis of learning and the ability to reflect on the personal and social significance of that learning.

Our students have the opportunity to participate in frequent, mutual evaluation of academic programs, faculty and students. In collaboration with faculty and advisors, students develop individual academic concentrations.

Academic Program

Modes of Learning: Evergreen's curriculum is primarily team-taught and interdisciplinary. Students may choose from among several modes of study:

- **Programs:** Faculty members from different disciplines work together with students on a unifying question or theme. Programs may be up to three quarters long.
- **Individual Learning Contract:** Working closely with a faculty member, a student may design a one-quarter-long, full-time or part-time research or creative project. The contract document outlines both the activities of the contract and the criteria for evaluation. Most students are at upper division standing.
- **Internship Learning Contract:** Internships provide opportunities for students to link theory and practice in areas related to their interests. These full- or part-time opportunities involve close supervision by a field supervisor and a faculty sponsor.
- **Courses:** Courses are 2-6 credit offerings centered on a specific theme or discipline.

The numerical and alpha characters listed as Course Reference Numbers designate modes of learning and are in a random order.

Evaluation and Credit Award:

Our transcript consists of narrative evaluations. Narrative evaluations tell a rich and detailed story of the multiple facets involved in a student's academic work. A close reading of the narratives and attention to the course equivalencies will provide extensive information about student's abilities and experiences. Students are not awarded credit for work considered not passing. Evergreen will not translate our narrative transcript into letter or numeric grades.

Transcript Structure and Contents: The Record of Academic Achievement summarizes credit awarded, expressed in quarter credit hours. Transcript materials are presented in inverse chronological order so that the most recent evaluation(s) appears first.

Credit is recorded by:

Quarter Credit Hours:	Fall 1979 to present
Evergreen Units:	1 Evergreen Unit (1971 through Summer 1973) equals 5 quarter credit hours
	1 Evergreen Unit (Fall 1973 through Summer 1979) equals 4 quarter credit hours

Each academic entry in the transcript is accompanied by (unless noted otherwise):

- The Program Description, Individual Contract or Internship Contract which explains learning objectives, activities and content of the program, course or contract.
- The Faculty Evaluation of Student Achievement provides information on specific work the student completed and about how well the student performed in the program or contract.
- The Student's Own Evaluation of Personal Achievement is a reflective document written by the student evaluating his or her learning experiences. Students are encouraged but not required to include these documents in their official transcript, unless specified by faculty.
- The Student's Summative Self Evaluation is an optional evaluation summarizing a student's education and may be included as a separate document or as a part of the student's final self- evaluation.

Transfer credit for Evergreen programs, courses and individual study should be awarded based upon a careful review of the transcript document including the course equivalencies which are designed to make it easier for others to clearly interpret our interdisciplinary curriculum. These course equivalencies can be found at the conclusion of each of the Faculty Evaluation of Student Achievement.

The college academic calendar consists of four-eleven week quarters. Refer to the college website (www.evergreen.edu) for specific dates.

This record is authentic and official when the Record of Academic Achievement page is marked and dated with the school seal.
All information contained herein is confidential and its release is governed by the Family Educational Rights and Privacy Act of 1974 as amended.
If, after a thorough review of this transcript, you still have questions, please contact Registration and Records: (360) 867-6180.