Joseph Stipan

Portfolio

Joseph P. Stipan

Learning Designer - Graphic Designer - Content Creator

(503) 927-7956
josephstipan93@gmail.com
www.linkedin.com/in/josephstipan
stipanjoseph.com

EDUCATION

Arizona State University GPA: 4.0
Tempe, AZ

Master's Degree in Education (MEd) Learning Design & Technology
December 2019 - December 2021

Awards & Honors

- *Honor Roll*

Washington State University Vancouver GPA: 3.8
Vancouver, WA

Bachelor of Arts (B.A) Digital Technology & Culture

August 2017 - December 2019

Awards & Honors
- *Honor Roll*

PROJECTS

SunModo's 20x20 Trade Show Booth Design | 2025

https://www.facebook.com/sunmodo

- *Developed multiple designs for SunModo's 20x20 display of their most recent product to enhance brand recognition among solar racking installers and distributors at various trade shows*
- *Developed precise designs that align with the specifications and measurements provided, ensuring a seamless and effective representation of our brand at the event.*

SunModo Instructional Videos for NanoRack Installation | 2024

https://www.youtube.com/@Sunmodo

- *Filming a full installation of SunModo's newest product on a demo roof vividly illustrates the step-by-step process and showcases its innovative features in a real-world setting.*
- *Proficient in filming, editing, and uploading the NanoRack installation.*

Columbia Freight Systems Inc. Rebuilt Website | Early 2023

https://columbiafreightsystems.com

- *Developed leadership skills while working within a group to re-design the company's website*
- *Designed from the ground up, using images and videos taken within the company's facility*

EXPERIENCE

Marketing Coordinator

SunModo Corp, Vancouver, WA / Feb 2023 - March 2025

- Developed visually compelling layouts and graphics for monthly publications, enhancing overall reader engagement and brand identity.
- Created engaging instructional videos detailing the installation process of solar racking products, enhancing user understanding and product usability.
- Designed articles for SolarBuilder Magazine utilizing Photoshop and InDesign to ensure visually appealing and professional layouts.
- Managed multiple projects simultaneously, meeting tight deadlines while maintaining high-quality standards.
- Designed and maintained the company website, enhancing user experience and optimizing site functionality.
- Coordinated booth scheduling and layout planning to optimize visibility and engagement at various industry events.

eLearning Developer| Multimedia Designer

Columbia Freight Systems, Portland, OR / June 2017 - Feb 2023

- Created a Learning Management Systems (LMS) to teach current Class A drivers updated driver safety and learning performance training virtually.
- Developed graphics and layouts for product illustrations, company logos, and Internet websites.
- Participated in new product planning or market research, including studying the potential need for new products.

Creative Director

ToolBelt, Vancouver, WA / May 2019 - March 2020

- Created designs, concepts, and sample layouts based on knowledge of layout principles and esthetic design concepts.
- Organized and string together raw footage into a continuous whole according to scripts or the instructions of directors and producers.
- Prepared sketches of ideas, detailed drawings, illustrations, artwork, or blueprints, using drafting instruments, paints, and brushes, or computer-aided design equipment.

TECHNICAL SKILLS

2D & 3D Design
- Canva
- 3D Printing
- Adobe Illustrator
- Adobe Photoshop
- Adobe Acrobat
- Maya
- Zoho Email Campaign

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stipanjoseph.com

Columbia Freight Systems Truck Safety & Driver Performance Learning Management System | Winter 2021

A truck safety learning management system (LMS) for Class A Truck Drivers. to review and learning throughout the year.

- *Supply ongoing yearly training to all Class A drivers*
- *Collaborated with Rise 360 (a web-based course creator) for the use of online modules*
- *Designed from the group up, from the layout to the website*

VanParksVision | Videographer | Fall 2019
A mobile app that uses augmented reality to envision two upcoming city parks in Vancouver Washington.

- *Collaborating with a small team to create promotional and informational videos for both North Image and Marshall Park*
- *Creating storyboards and scripts for each video.*
- *Shot and edited six videos to showcase the effort to make Vancouver parks accessible to all*

Learning Management Skills

- Articulate 360
- Basecamp
- Microsoft Office
- Slack

Programming

- HTML5/CSS3
- Twine
- WordPress Website Builder
- Wix Website Builder

Audio/Video

- Adobe After Effects
- Adobe Audition
- Adobe Premiere Pro
- Adobe Spark
- Audacity
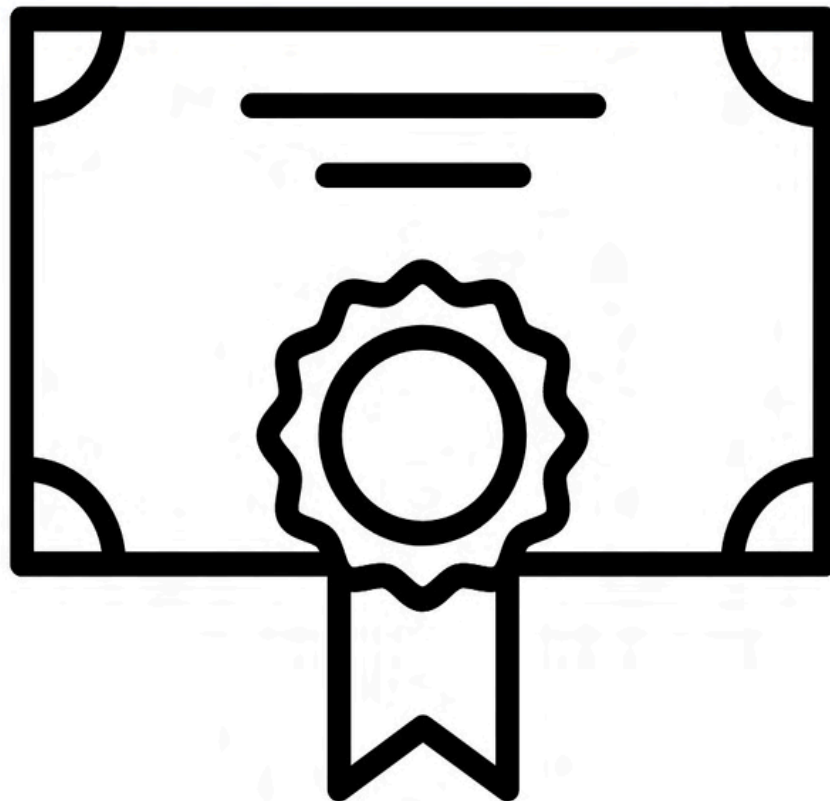- Flipgrid
- GarageBand

Application Software

- AI Software
- Microsoft Word
- Microsoft Excel
- Microsoft Power Point
- Microsoft Outlook
- Teams

ADDITIONAL SKILLS

- Adult Learning
- Booth Design
- Communication
- Curriculum Development
- Event Planning
- Script Writing
- Social Media Organizer
- Trade Show Development

Deplomas and

Transcripts

Arizona State University

The Arizona Board of Regents

by virtue of the authority vested in it by law and

on recommendation of the University Faculty does hereby confer on

Joseph Patrick Stipan

who has satisfactorily completed the Studies prescribed therefor

the Degree of

Master of Education

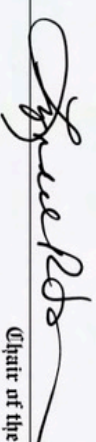Learning Design and Technologies

in the

Mary Lou Fulton Teachers College

with all the Rights, Privileges and Honors thereunto appertaining

this thirteenth day of December, two thousand and twenty-one.

Douglas L. Irwin
Governor of Arizona

Chair of the Board

Michael Crow
President of the University

GREAT SEAL OF THE STATE OF ARIZONA · ARIZONA STATE UNIVERSITY · 1885 · 1912 · DITAT DEUS

Arizona State University
Unofficial Transcript

Name: Joseph Patrick Stipan
Student ID: 1220313692

Print Date: 01/05/2022
External Degrees
Washington State University
Bachelor of Arts   12/01/2019

Degrees Awarded

Degree: Master of Education
Confer Date: 12/13/2021
Degree GPA: 4.00
Plan: Learning Design and Technologies
               Mary Lou Fulton Teachers College

Beginning of Graduate Record

2020 Summer

Course	Description	Attempted	Earned	Grade	Points
EDP 540	LearningTheories&Instr ctStratg	3.000	3.000	A+	12.999
EDT 501	Fndtns of Learning Design&Tech	3.000	3.000	A	12.000

			Attempted	Earned		Points
Term GPA:	4.00	Term Totals	6.000	6.000		24.999
Cum GPA:	4.00	Cum Totals	6.000	6.000		24.999

2020 Fall

Course	Description	Attempted	Earned	Grade	Points
EDT 502	Design and Development of Inst	3.000	3.000	A	12.000
EDT 511	Emerging Trends Tech Lrng Dsgn	3.000	3.000	A+	12.999

			Attempted	Earned		Points
Term GPA:	4.00	Term Totals	6.000	6.000		24.999
Cum GPA:	4.00	Cum Totals	12.000	12.000		49.998

2021 Spring

Course	Description	Attempted	Earned	Grade	Points
EDT 506	Evaluation of Learning System	3.000	3.000	A+	12.999
EDT 523	Issues in Online & Distance Ed	3.000	3.000	A	12.000

			Attempted	Earned		Points
Term GPA:	4.00	Term Totals	6.000	6.000		24.999
Cum GPA:	4.00	Cum Totals	18.000	18.000		74.997

2021 Summer

Course	Description	Attempted	Earned	Grade	Points
COE 501	Intro to Research/Eval in Educ	3.000	3.000	A	12.000
EDT 503	Design Effective Communication	3.000	3.000	A	12.000

			Attempted	Earned		Points
Term GPA:	4.00	Term Totals	6.000	6.000		24.000
Cum GPA:	4.00	Cum Totals	24.000	24.000		98.997

2021 Fall

Course	Description	Attempted	Earned	Grade	Points
EDT 504	Modalities of Learning	3.000	3.000	A	12.000
EDT 593	Applied Project	3.000	3.000	A	12.000

			Attempted	Earned		Points
Term GPA:	4.00	Term Totals	6.000	6.000		24.000
Cum GPA:	4.00	Cum Totals	30.000	30.000		122.997

END OF TRANSCRIPT

Washington State University

WASHINGTON STATE UNIVERSITY 1890

To all whom these presents shall have come: Greeting:

Be it known that we, the President and Faculty of the University under authority of the Board of Regents and the laws of the State of Washington, have admitted

Joseph Patrick Stipan

to the degree of

Bachelor of Arts in Digital Technology and Culture

Cum Laude

with all the Rights, Privileges, and Dignities to that Degree appertaining.

Granted on the fourteenth day of December in the year two thousand and nineteen.

President of the University

Bret D. Blankenship
Chair of the Board of Regents

WASHINGTON STATE UNIVERSITY

UNOFFICIAL ACADEMIC RECORD

Undergraduate

Name: Stipan,Joseph Patrick
Student ID: 011597563

Institution Info:
Institution ID: Washington State University 003800
Print Date: 02/18/2021

Degrees Awarded

Degree: BA in Digital Technology and Culture
Confer Date: 12/14/2019
Degree Honors: Cum Laude
Plan: Major in Digital Technology and Culture
Sub-Plan: Creative Media and Digital Culture Option

Beginning of Undergraduate Record

Program: Undergraduate Degree-Seeking
Plan: Psychology

2017 Fall Semester

Course		Description	Attempted	Earned	Grade	Points
DTC	101	Digital Technology & Culture	3.000	3.000	A	12.000
DTC	338	Digital Technology & Culture	3.000	3.000	A-	11.100
Course Topic:	476	Digital Cinema	3.000	3.000	A-	11.100
FINE_ART	103	Visual Concepts II	3.000	3.000	A	12.000

	Attempted	Earned	GPA Units	Points
Term GPA	3.850	Term Totals	12.000	12.000	12.000	46.200
Transfer Term GPA		Transfer Totals	64.320	64.320	0.000	0.000
Combined GPA	3.850	Comb Totals	76.320	76.320	12.000	46.200

			Attempted	Earned	GPA Units	Points
Cum GPA	3.850	Cum Totals	12.000	12.000	12.000	46.200
Transfer Cum GPA		Transfer Totals	64.320	64.320	0.000	0.000
Combined Cum GPA	3.850	Comb Totals	76.320	76.320	12.000	46.200

Term Honor: President's Honor Roll

Program: Digital Technology Culture, BA
Plan: Major in Digital Technology and Culture
Subplan: Creative Media and Digital Culture Option

2018 Spring Semester

Course		Description	Attempted	Earned	Grade	Points
DTC	201	Methods for Digital Technology	3.000	3.000	A-	11.100
DTC	354	Digital Storytelling	3.000	3.000	A	12.000
DTC	355	Multimedia Authoring	3.000	3.000	B+	9.900
DTC	356	Information Structures	3.000	3.000	A	12.000

Program: Digital Technology Culture, BA
Plan: Major in Digital Technology and Culture
Subplan: Creative Media and Digital Culture Option

2018 Fall Semester

Course		Description	Attempted	Earned	Grade	Points
DTC	208	Intro to Digital Cinema	3.000	3.000	B+	9.900
DTC	335	Digital Animation	3.000	3.000	B+	9.900
DTC	336	Composition and Design	3.000	3.000	A	12.000
DTC	375	Language, Texts & Techno	3.000	3.000	A	12.000

	Attempted	Earned	GPA Units	Points
Term GPA	3.650	Term Totals	12.000	12.000	12.000	43.800
Transfer Term GPA		Transfer Totals	0.000	0.000	0.000	0.000
Combined GPA	3.650	Comb Totals	12.000	12.000	12.000	43.800

			Attempted	Earned	GPA Units	Points
Cum GPA	3.750	Cum Totals	36.000	36.000	36.000	135.000
Transfer Cum GPA		Transfer Totals	64.320	64.320	0.000	0.000
Combined Cum GPA	3.750	Comb Totals	100.320	100.320	36.000	135.000

Term Honor: President's Honor Roll

Program: Digital Technology Culture, BA
Plan: Major in Digital Technology and Culture
Subplan: Creative Media and Digital Culture Option

2019 Spring Semester

Course		Description	Attempted	Earned	Grade	Points
ANTH	350	Speech, Thought, & Culture	3.000	3.000	C+	6.900
DTC	338	Digital Technology & Culture	3.000	3.000	B-	8.100
Course Topic:	475	Social Media Case Studies	3.000	3.000	B	9.000
DTC	492	Digital Diversity	3.000	3.000	A-	11.100
DTC		Engines and Platforms				

Degree: BA in Digital Technology and Culture

Term totals (2018 Spring)

	Attempted	Earned	GPA Units	Points
Term GPA	3.750	Term Totals	12.000	12.000	12.000	45.000
Transfer Term GPA		Transfer Totals	0.000	0.000	0.000	0.000
Combined GPA	3.750	Comb Totals	12.000	12.000	12.000	45.000

			Attempted	Earned	GPA Units	Points
Cum GPA	3.800	Cum Totals	24.000	24.000	24.000	91.200
Transfer Cum GPA		Transfer Totals	64.320	64.320	0.000	0.000
Combined Cum GPA	3.800	Comb Totals	88.320	88.320	24.000	91.200

Term Honor: President's Honor Roll

Name: Stipan, Joseph Patrick
Student ID: 01157563

		Attempted	Earned	GPA Units	Points
Term GPA	2.930	Term Totals	12.000	12.000	12.000	35.100
Transfer Term GPA		Transfer Totals	0.000	0.000	0.000	0.000
Combined GPA	2.930	Comb Totals	12.000	12.000	12.000	35.100
Cum GPA	3.540	Cum Totals	48.000	48.000	48.000	170.100
Transfer Cum GPA		Transfer Totals	64.320	64.320	0.000	0.000
Combined Cum GPA	3.540	Comb Totals	112.320	112.320	48.000	170.100

2019 Summer Session

Program: Digital Technology Culture, BA
Plan: Major in Digital Technology and Culture
Subplan: Creative Media and Digital Culture Option

Course		Description	Attempted	Earned	Grade	Points
DTC	491	Digital Cinema	3.000	3.000	A-	11.100
ENGLISH	301	Writing & Rhetoric	0.000	0.000	W	0.000

		Attempted	Earned	GPA Units	Points
Term GPA	3.700	Term Totals	3.000	3.000	3.000	11.100
Transfer Term GPA		Transfer Totals	0.000	0.000	0.000	0.000
Combined GPA	3.700	Comb Totals	3.000	3.000	3.000	11.100
Cum GPA	3.550	Cum Totals	51.000	51.000	51.000	181.200
Transfer Cum GPA		Transfer Totals	64.320	64.320	0.000	0.000
Combined Cum GPA	3.550	Comb Totals	115.320	115.320	51.000	181.200

Term Honor: President's Honor Roll

2019 Fall Semester

Program: Digital Technology Culture, BA
Plan: Major in Digital Technology and Culture
Subplan: Creative Media and Digital Culture Option

Course		Description	Attempted	Earned	Grade	Points
DTC	497	Senior Seminar	3.000	3.000	A	12.000
ENGLISH	402	Technical & Prof Writing	3.000	3.000	A-	11.100

		Attempted	Earned	GPA Units	Points
Term GPA	3.850	Term Totals	6.000	6.000	6.000	23.100
Transfer Term GPA		Transfer Totals	0.000	0.000	0.000	0.000
Combined GPA	3.850	Comb Totals	6.000	6.000	6.000	23.100
Cum GPA	3.580	Cum Totals	57.000	57.000	57.000	204.300
Transfer Cum GPA		Transfer Totals	64.320	64.320	0.000	0.000
Combined Cum GPA	3.580	Comb Totals	121.320	121.320	57.000	204.300

Term Honor: President's Honor Roll

Undergraduate Career Totals

		Attempted	Earned	GPA Units	Points
Cum GPA:	3.580	Cum Totals	57.000	57.000	57.000	204.300
Transfer Cum GPA		Transfer Totals	64.320	64.320	0.000	0.000
Combined Cum GPA	3.580	Comb Totals	121.320	121.320	57.000	204.300

Non-Course Milestones

Writing Portfolio Status: Completed
Program: Digital Technology Culture, BA
Milestone Level: Pass

Transfer Credit from Clark College   Transfer Credits
Applied Toward Undergraduate Degree-Seeking

	Earned
Transfer Totals:	64.32

End of Undergraduate

Name: Stipan, Joseph Patrick
Student ID: 01597563

Undergraduate

Print Date:	02/19/2021
SSN:	XXX-XX-3591
Birth Month/Day:	09/29

Degrees Awarded

Degree:	BA in Digital Technology and Culture
Confer Date:	12/14/2019
Degree GPA:	3.580
Degree Honors:	Cum Laude
Plan:	Major in Digital Technology and Culture
Sub-Plan:	Creative Media and Digital Culture Option

Beginning of Undergraduate Record

2017 Fall Semester

Course		Description	Attempted	Earned	Grade	Points
DTC	101	Digital Technology & Culture	3.00	3.00	A	12.000
DTC	338	Digital Technology & Culture	3.00	3.00	A-	11.100
		Course Topic:				
DTC	476	Digital Cinema	3.00	3.00	A-	11.100
FINE_ART	103	Visual Concepts II	3.00	3.00	A	12.000

		Attempted	Earned	GPA Units	Points
Term GPA	3.85				
	Term Totals	12.00	12.00	12.00	46.200
	Transfer Totals	64.32	64.32	0.00	0.000
	Comb Totals	76.32	76.32	12.00	46.200

Term Honor: President's Honor Roll

2018 Spring Semester

Course		Description	Attempted	Earned	Grade	Points
DTC	201	Digital Storytelling	3.00	3.00	A-	11.100
DTC	354	Methods for Digital Technology	3.00	3.00	A	12.000
DTC	355	Multimedia Authoring	3.00	3.00	B+	9.900
DTC	356	Information Structures	3.00	3.00	A	12.000

		Attempted	Earned	GPA Units	Points
Term GPA	3.75				
	Term Totals	12.00	12.00	12.00	45.000
	Transfer Totals	0.00	0.00	0.00	0.000
	Comb Totals	12.00	12.00	12.00	45.000

Term Honor: President's Honor Roll

2018 Fall Semester

Course		Description	Attempted	Earned	Grade	Points
DTC	208	Intro to Digital Cinema	3.00	3.00	B+	9.900
DTC	335	Digital Animation	3.00	3.00	A	12.000
DTC	336	Composition and Design	3.00	3.00	A	12.000
DTC	375	Language, Texts & Techno	3.00	3.00	A	12.000

		Attempted	Earned	GPA Units	Points
Term GPA	3.65				
	Term Totals	12.00	12.00	12.00	43.800
	Transfer Totals	0.00	0.00	0.00	0.000
	Comb Totals	12.00	12.00	12.00	43.800

Term Honor: President's Honor Roll

2019 Spring Semester

Course		Description	Attempted	Earned	Grade	Points
ANTH	350	Speech, Thought, & Culture	3.00	3.00	C+	6.900
DTC	338	Digital Technology & Culture	3.00	3.00	B-	8.100
		Course Topic:				
DTC	475	Social Media Case Studies	3.00	3.00	B	9.000
DTC	492	Digital Diversity Engines and Platforms	3.00	3.00	A-	11.100

		Attempted	Earned	GPA Units	Points
Term GPA	2.93				
	Term Totals	12.00	12.00	12.00	35.100
	Transfer Totals	0.00	0.00	0.00	0.000
	Comb Totals	12.00	12.00	12.00	35.100

2019 Summer Session

Course		Description	Attempted	Earned	Grade	Points
DTC	491	Digital Cinema	3.00	3.00	A	11.100
ENGLISH	301	Writing & Rhetoric	0.00	0.00	W	0.000

2019 Fall Semester

Course		Description	Attempted	Earned	Grade	Points
DTC	497	Senior Seminar	3.00	3.00	A	12.000
ENGLISH	402	Technical & Prof Writing	3.00	3.00	A-	11.100

		Attempted	Earned	GPA Units	Points
Term GPA	3.70				
	Term Totals	12.00	12.00	12.00	11.100
	Transfer Totals	0.00	0.00	0.00	0.000
	Comb Totals	12.00	12.00	12.00	11.100

Term Honor: President's Honor Roll

Name: Stipan,Joseph Patrick
Student ID: 011597563

Undergraduate

			Attempted	Earned	GPA Units	Points
Term GPA	3.85	Term Totals	6.00	6.00	6.00	23.100
		Transfer Totals	0.00	0.00	0.00	0.000
		Comb Totals	6.00	6.00	6.00	23.100

Term Honor: President's Honor Roll

Undergraduate Career Totals						
Cum GPA:	3.58	Cum Totals	57.00	57.00	57.00	204.300
		Transfer Totals	64.32	64.32	0.00	0.000
		Comb Totals	121.32	121.32	57.00	204.300

Non-Course Milestones

Writing Portfolio
Status: Completed
Program: Digital Technology Culture BA
Milestone Level: Pass

Transfer Credit from Clark College
Applied Toward Undergraduate Degree-Seeking

		Earned
	Transfer Credits	
	Transfer Totals:	64.32

End of Undergraduate

Matthew Zimmerman, University Registrar

Designs and

Projects

Project Name & Date:

Booth Design & Planning (Big and Small) | 2023-2025

Project Details:

Designing graphics for SunModo's 20x20-foot trade show booth requires a dynamic and visually compelling layout that highlights the latest solar racking solutions for shingle, metal, and tile roofs. Since the booth will be showcased at trade shows across the United States, the graphics must be bold, informative, and adaptable to different event environments. Large, high-resolution images should showcase SunModo's innovative mounting systems in real-world applications, while concise, eye-catching text emphasizes key benefits like durability, ease of installation, and versatility.

The booth was also equipped with multiple monitors displaying instructional videos that I developed, in collaboration with OD Expo, to coordinate booth pickup and arrival logistics.

Project Name & Date:

Designing Quarterly Features for Solar Builder Magazine | 2023-2025

Project Details:

Each quarter, we have the exciting opportunity to share our latest advancements in solar racking technology with the readers of Solar Builder Magazine—both in print and online. These articles serve as a platform to not only highlight new product developments but also to educate installers, integrators, and industry stakeholders about the benefits and real-world performance of our solutions.

From a design perspective, each article is carefully crafted to reflect the quality and professionalism behind SunModo's products. For the print edition, we focus on clean, technical layouts that speak to industry pros, while our digital versions integrate interactive elements, installation videos, and high-resolution visuals that bring our innovations to life.
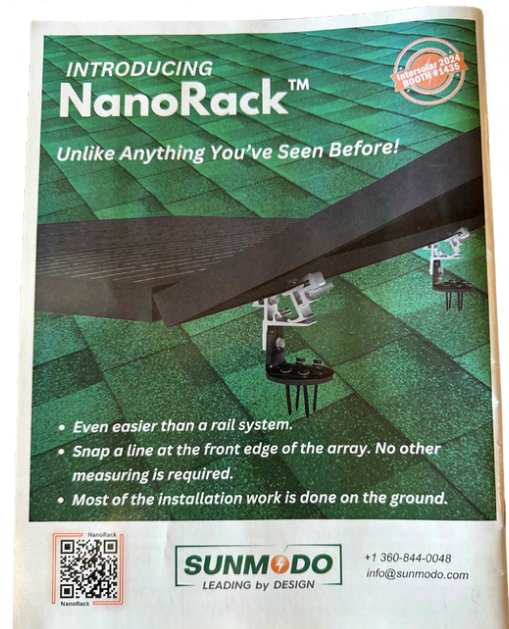
Project Name & Date:

SunModo Banners and Display Designs

Project Details:

As a Marketing Coordinator, my role required innovative and strategic approaches to effectively engage our target demographic. This included the development and distribution of thoughtfully designed merchandise and curated delicacies to enhance brand recognition and audience engagement.

Planned multiple graphic designs for SunModo's social media platforms from Facebook to X. This involved multiple meetings to determine which of SunModo's products would be a best fit to advertise per week.

Project Name & Date:

SunModo Product Catalog | 2023-2025

Project Details:

Designing SunModo's product catalog involves crafting a user-friendly and visually appealing layout that showcases the diverse range of products offered, including shingle roofs, metal roofs, tile roofs, and ground mount systems. Each section will provide detailed information about the features, benefits, and applications of these products, empowering customers to make informed decisions that best suit their needs. High-quality 3D images provided and clear descriptions will enhance the browsing experience, ensuring customers can easily navigate through SunModo's offerings and find the perfect solutions for their roofing and mounting requirements.

SMR Pitched Roof System

SunModo introduces the SMR System, the best value-pitched roof mounting system on the market. The SMR System represents a huge leap in racking technology. The optimized design makes the SMR Rails not only the lightest but also the strongest rails on the market. With fast and easy Pop-On Clamps and L-Foot Adaptors, professional installers can mount, adjust, and secure PV panels with a single tool. Save money on materials and installation time.

A full range of mounts available (NanoMount shown) to best fit your system needs and requirements.

The Bonding Pop-On Universal Mid Clamps accommodate PV module frame heights ranging from 30mm to 48mm.

Pop-On End Clamps are adjustable for different module frame heights and provide fast and secure attachment of modules.

Panel Size - Varies

48" is typical span between attachments for many areas. Check local code for span requirements.

48.0 TYP.

SUNMODO

SMR Pop-On Mid Clamp

The Bonding Pop-On Universal Mid Clamps accommodate PV module frame heights rang-ing from 30mm to 48mm. The fastest installing Mid Clamps on the market.

Part Number	Description
CLMP-MID-SMR-S	Mid Clamp, SMR Pop-On, Silver
CLMP-MID-SMR-B	Mid Clamp, SMR Pop-On, Black

SMR Pop-On End Clamp

End Clamps are adjustable for different module frame heights and provide fast and secure attachment of modules.

Part Number	Description
CLMP-END-SMR-S	End Clamp, SMR Pop-On, Silver
CLMP-END-SMR-B	End Clamp, SMR Pop-On, Black

Bottom End Clamp

The SMR100 Bottom Clamp secures the PV panel frame flange to the Rail, which allows the Rail to be cut flush with the module frame.

Part Number	Description
CLMP-BOT-SMR100-S	Bottom End Clamp, SMR100, Silver
CLMP-BOT-SMR100-B	Bottom End Clamp, SMR100, Black

SMR Structural Splice

Structural splice with fast and easy single bolt installation.

Part Number	Description
SPLC-SMR100	Rail Splice, SMR100
SPLC-SMR300	Rail Splice, SMR300

SUNMODO

Project Name & Date:

MRB Quick Guide Instructional Video | Feb 2025

Project Details:

In this quick instructional video, we demonstrate the step-by-step installation of SunModo's MRB attachment on a metal roof. The video begins with an overview of the MRB's key features, followed by step-by-step instructions on how to install it on three different metal roofs.

Link:

https://www.youtube.com/watch?v=thf3M83YQUU/

Project Name & Date:

Installing NanoRack | September 2024

Project Details:

In this instructional video, we walk viewers through the complete installation of SunModo's NanoRack rail-less system using our dedicated testing roof. The video begins with an introduction to all the essential components, including the NanoMount attachments, L-Feet, module clamps, and bonding hardware, ensuring installers understand each part's function. Clear, step-by-step instructions are displayed on-screen with accompanying text for enhanced clarity.

Link:

https://www.youtube.com/watch?v=thf3M83YQUU/

Project Name & Date:

YCN Watch Facebook Group Logo | February 2022

Project Details:

Throughout February 2022, I created two new logos for a Facebook group called YCN Watch. This group is dedicated to alerting those who live in the PNW on car accidents, weather reports, or forest fires in hopes of keeping us all safe. It was a huge honor to create logos for them as these 2D designs will be viewed by over sixty thousand users, making the feedback I've received thus far genuinely inspiring.

Project Name & Date:

Mark Johnson's Real Estate Logo | February 2022

Project Details:

Mark Johnson reached out via Facebook in hopes I would make him a logo for his recently acquired job at Keller Williams Premier Partners - Vancouver, WA. Mark was kind enough to send me his previous logo, in which I kept a few similarities such as the colors and the use of Mark's first and last name initials. In addition, I added a bit of "home' detail, such as making the top of the new logo look more like a roof while turning the "J" initial into a chimney.

Mark Johnson Real Estate

Project Name & Date:

Columbia Freight Systems Inc. Remade Website | January 2022

Link: *http://columbiafreightsystems.com/*

Project Detail:

As 2022 began, I was tasked with re-constructing Columbia Freight Systems Inc's website from the ground up. In order to achieve this goal, the use of multiple online tools such as Wix.com's online webpage builder and Adobe Photoshop allowed me to construct a mature and modern look to the website compared to the original, which had not received an update since 2001. All images were provided by myself, with all text provided by the owner of CFS after weeks of collaborations.

Project Name & Date:

*CFS' Truck Safety & Driver Performance Learning Management System |
September - December 2021*

Link: *http://cfstrucksafetylms.com/*

Project Detail:

The purpose is to create a Learning Management System (LMS) using Wix.com, allowing CFS truck drivers to log with their account to successfully view updated safety precautions, road maps, and driver performance training videos. The LMS will consist of monthly modules, with a total of twelve, one for each month of the year. CFS' Corporate Compliance Manager, Amalia Bellman, will have full access to the website, allowing her to view the progress of every driver, no matter the location. As drivers complete each unit module, Amalia can present the improvement to their insurance company, allowing CFS to continue on their insurance plan and have their drivers continue to work in a safer manner.
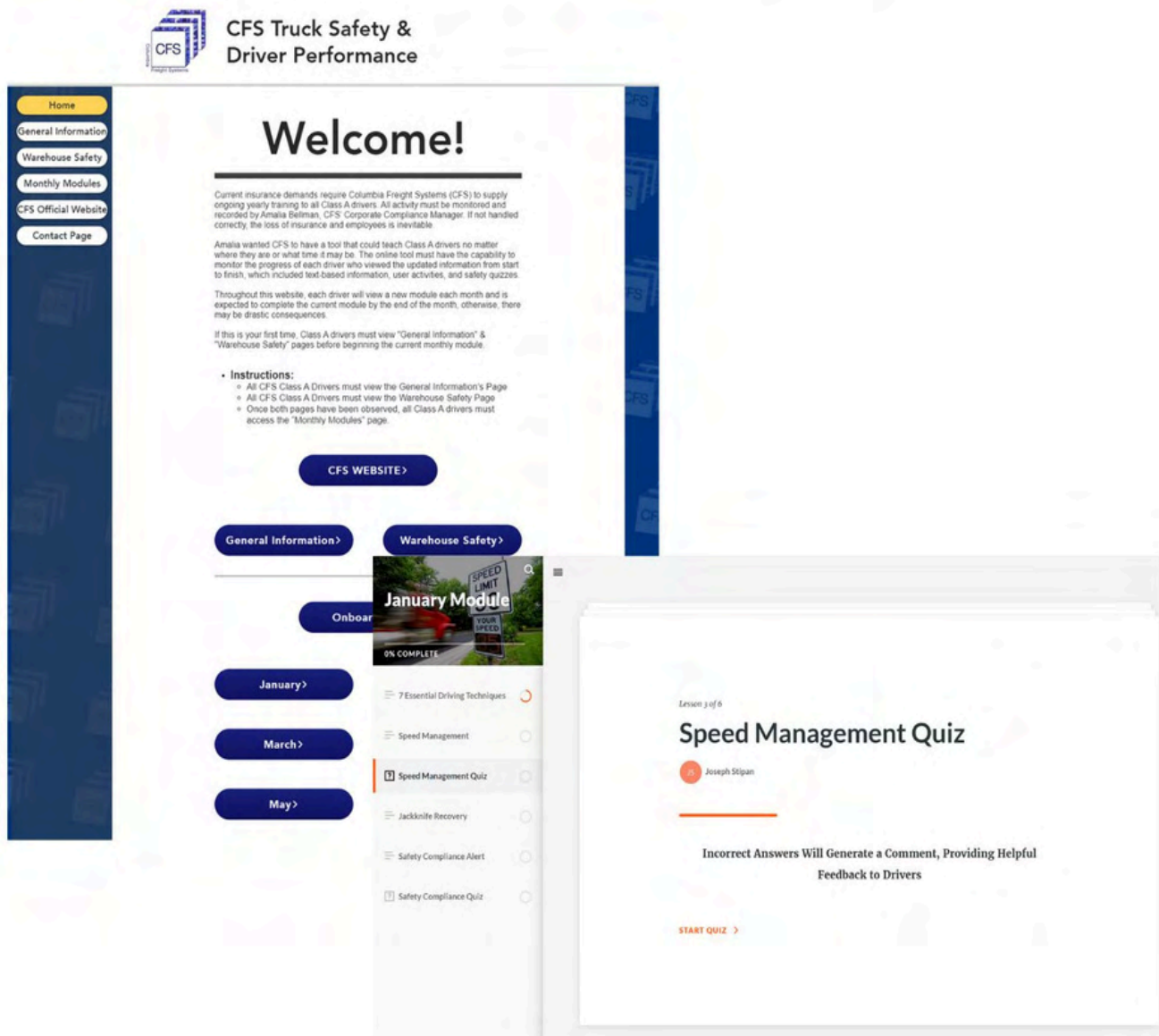
Project Name & Date:

Columbia Freight Systems Inc. Logo | March 2020

Project Detail:

Due to the success of the ToolBelt Logo, Columbia Freight Systems Inc, a local logistics company located in Portland, OR, asked to make a similar logo for them using images taken throughout the company's main facility. Similar to ToolBelt's logo, the blue was used as a 'Clipping Mask,' allowing all images to fit perfectly, with a dark blue filter, representing the company's colors (blue, black, and white).

Project Name & Date:

BeepingNerds Design Website | January 2022

Project Details:

BeepingNerds Design is a small, remote, multimedia design company that creates logos, banners, websites, etc. Individuals wishing to start their own business or create a place in the social media world have contacted BeepingNerds Design to help get them started. BeepingNerds Design has collaborated with twelve different companies thus far, from local logistics companies to real estate agencies. The website contains design and video projects that were permitted to share within our website and original designs we came up with ourselves.
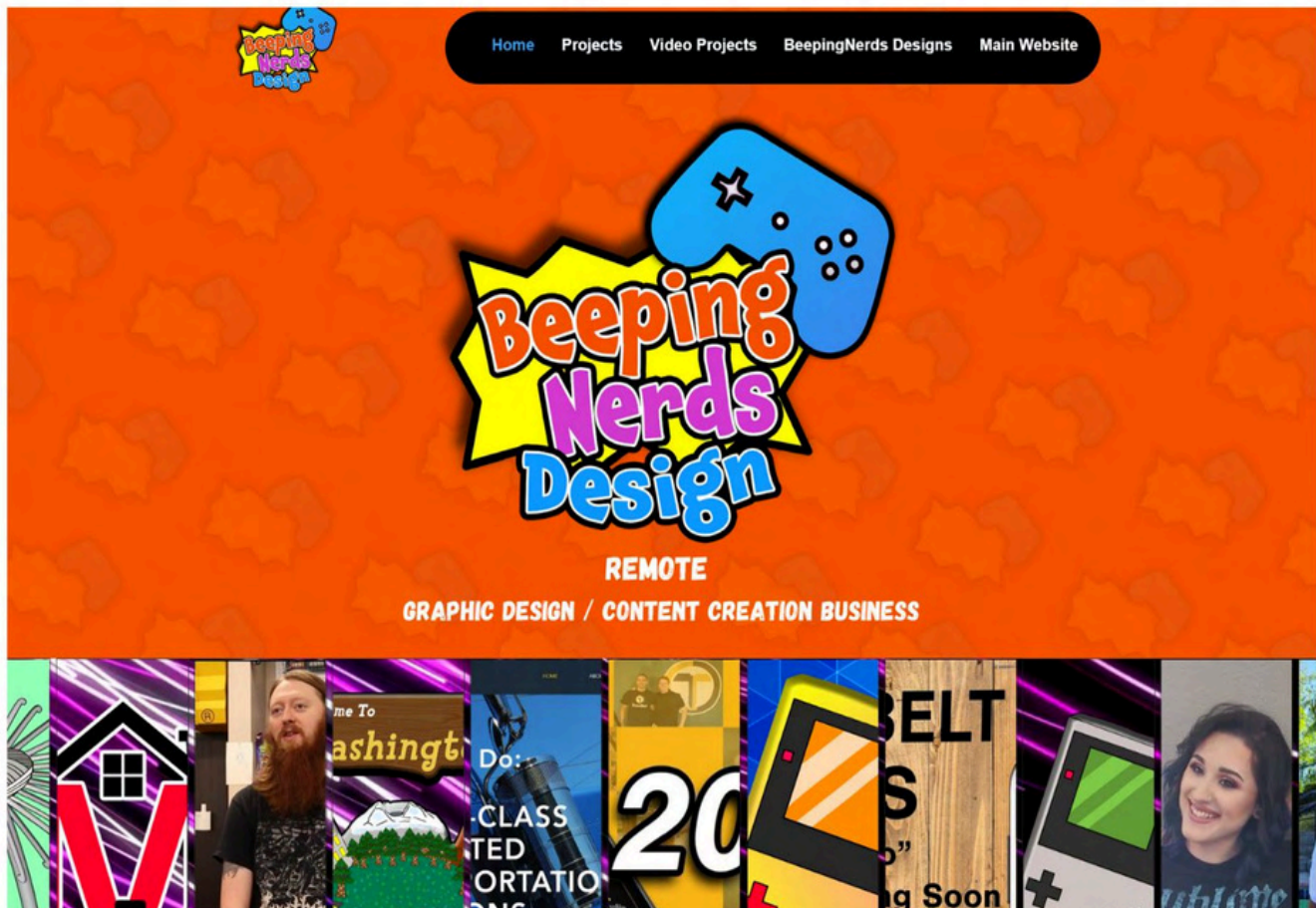
Project Name & Date:

Crochet A Day Company Logo | August 2020

Project Detail:

I had the privilege of creating a logo for a small company called 'Crochet A Day.' The company owner wanted the logo style to look "hand-drawn," with the company's name at the bottom left. The design is similar to a daisy, with the flower's center made from yarn and the petals designed as crochet sticks. The owner was delighted by the logo, creating posters, social media accounts, and business cards, all featuring the logo.
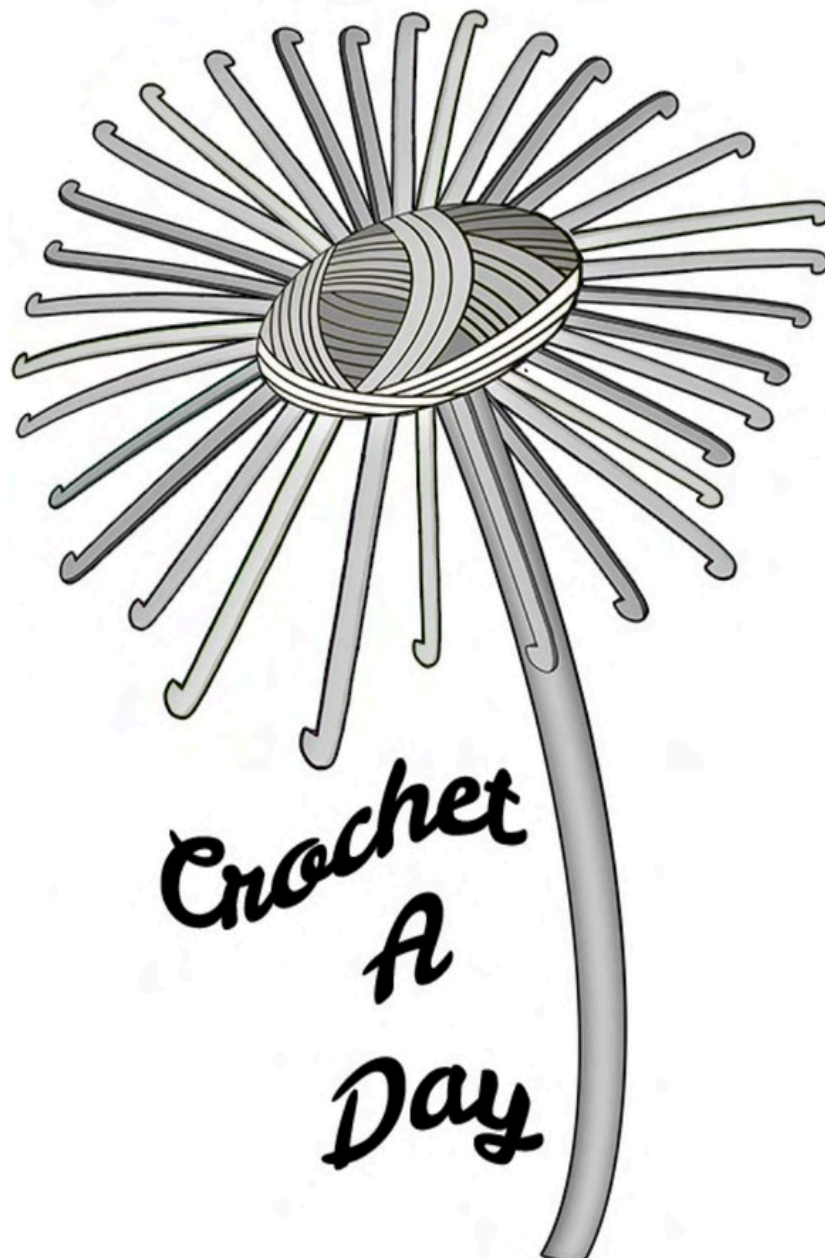
Project Name & Date:

ToolBelt's General Social Media Posts | *August 2019-February 2020*

Project Detail:

Throughout my internship at TooBelt Inc, I have been presented with the title of Creative Director." One of my tasks involved promoting ToolBelt daily using social media platforms such as Instagram, Twitter, and Facebook. Each post varied from 2D animations created with Adobe Illustrator and Adobe Premiere Pro to images taken during the company's many physical presentations.

Project Name & Date:

Promotional 'ToolBelt' Logo | *November 2019*

Project Detail:

ToolBlet, a local software company located in Vancouver, WA, was gracious enough to offer an internship during my summer semester at Washington State University, Vancouver. Due to my dedication to the company, the internship was extended throughout the winter of 2019, with a full-time position as ToolBelt's Creative Director. My tasks involved using social media platforms to promote ToolBelts' application. As the company became well-known, I was tasked with re-creating the ToolBelt logo for promotional use. The logo uses images I've taken throughout my internship throughout the yellow section of the circle and "T" within the center, using a 'clipping mask' effect. The logo was given many positive responses, allowing me to create a similar logo for another company.

Informational

Projects
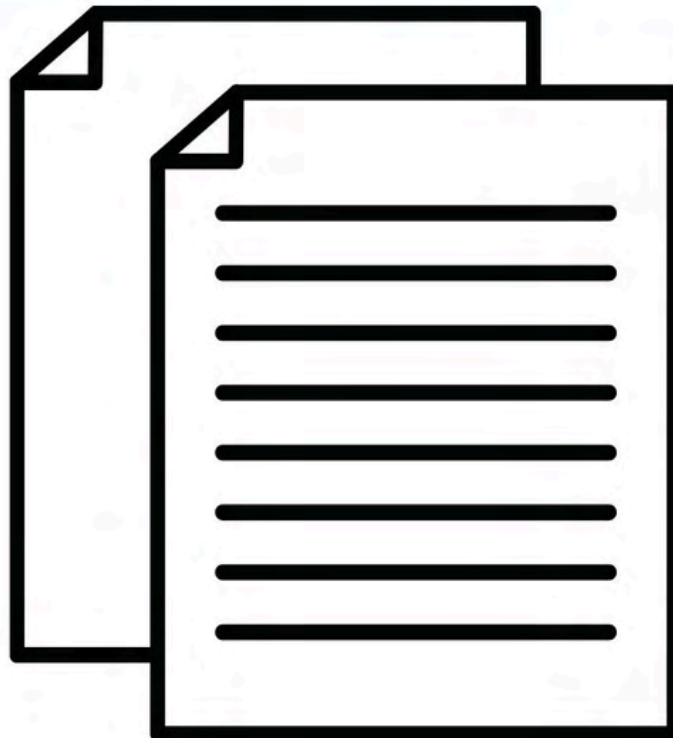
U7: Assignment - Program Evaluation Report

Joseph Stipan

Arizona State University

EDT 593: Applied Project (2021 Fall)

Dr. Steven Salik & Dr. Shaun Beaty

November 28th, 2021

Program Evaluation Report

of
Columbia Freight Systems Online
LMS Website

An External Evaluation Proposal Submitted to
Columbia Freight System's Corporate Compliance
Manager: Am alia Bellman

Submitted: November 28th, 2021

Evaluators:

Joseph Stipan

Evaluation Propos

Columbia Freight Systems Truck Saftey & Driver Performance LMS

Issued to: Arizona State University

Organization: Joseph Stipan

Street Address: 1050 S Forest Mall

City, State, Zip: Tempe, AZ 85281

Primary Contact: (360) 927-7956

Contact Email: jstipan@asu.edu

Issued By: Columbia Freight Systems Inc.

Organization: Corporate Compliance

Street Address: 13811 NE Airport Way

City, State, Zip: Portland, OR 97230

Email: amalia@columbiafs.com

Date: November 28th, 2021

Table of Contents

Abstract

On September 10, 2021, Joseph Stipan partnered with Columbia Freight Systems' (CFS) Corporate Compliance Manager, Amaia Bellman, to create an online learning management system (LMS). This LMS will allow all CFS Class A drivers to be fully up-to-date on safety information and driver performance training. This was decided after CFS' current insurance company, "Great Western Casualty," demanded the knowledge of driver safety instructions and practices be presented to all drivers for CFS to continue under their insurance. After many years of stressful attempts, Amalia wanted an easy way for drivers to view the information anytime, anywhere, while observing which drivers observe the data while applying a possible suspension for those who refuse to participate.

With the help and budget of CFS, the LMS website was designed using Wix.com, a friendly website building platform, allowing all CFS drivers to view the recommended information. The Website provides all driver safety information and practices using Rise 360, an online application that allows users to create engaging online courses. Within the final design stages of the LMS website, consists of the following pages:

HomePage:

- This is the first page Class A drivers will see when entering the LMS website. From here, drivers will understand what the LMS contains and what they will be learning throughout the year.

● General Information:

- The general information page contains basic CFS rules and information that all Class A drivers must know. This information ranges from entering the CFS facility with a keycard to banning any smoking within the vehicles. All Class A

drivers must view the General Information, Warehouse Safety, and Monthly modules within that order.

- Warehouse Safety:
    - Warehouse Safety was added halfway through the development process after a sudden accident with an employee with the use of a forklift. Amalia and I developed a page consisting of all safety measures necessary when entering or working within the warehouse. These rules can range from forklift safety to operating roll-up doors professionally.

- Monthly Module:
    - This page uses Rise 360 to help provide all safety information and driver practices within monthly modules. Each module contains different tractor-trailer accidents, common body injuries that can occur when operating a tractor-trailer unprofessionally, and lastly, how to prevent them from occurring. The design of monthly modules allows Amalia and Joseph to provide specific incidents that can be most common to the monthly season/weather. Class A drivers will receive a Rise 360 account created by Amalia, granting her full access to the current progress of each driver after every month. Each driver will have to complete that month's module from the 1st of every month to the 30th. After the current month's module is complete, each driver must inform Amalia in person, via text message, or email.

- Contact:
    - This page provides contact information on the Owner of Columbia Freight Systems, Amalia, and myself in case any Class A driver encounters a problem or

questions while operating the LMS website. Providing contact information was mainly designed for drivers working within a different city rather than at our main facility located in Portland, Oregon.

Although support was provided by the owner of Columbia Freight Systems when designing the LMS website, there was a fragment of nervousness as CFS has over 26 Class A drivers in multiple cities across the United States. CFS drivers range from males and females between the ages of 25 to 70 years old, making it mandatory that CFS' LMS website is easily accessible for every driver. The launch of the LMS website will not go live until the beginning of December; however, it was decided to present the prototype to a handful of Class A driver participants, along with a CFS Evaluation Survey. The survey provides ten questions that focus on the majority of the LMS, such as each LMS web page's effectiveness and how likely they would recommend the LMS to another driver. The evaluation was created using Google Forms, allowing all driver's results to be saved for future observations. As soon as the LMS is live, results will become mandatory for all drivers to complete by the end of the year. After all, drivers have filled out their evaluation survey each December, Amalia can submit the progress to Great Western Casualty. As long as their insurance company is happy, the company's satisfactory rating will increase while also protecting their employees and the innocent lives on the road each day.

The overall goals established for this LMS system are:

Was the General Information page a good refresher/effective for both new and old CFS Class A drivers?

- Effectiveness of warehouse safety guidelines, especially after the current incident.
- The interactiveness and effectiveness of the monthly modules.
- The flexibility of design and delivery of the course

- Evaluation of the materials that support the course within 2-3 sentences.

Introduction

Overview

Columbia Freight Systems (CFS) is a local logistics trucking company located within Portland, Oregon, delivered initially within the Pacific Northwest. However, the company has recently expanded throughout multiple cities across the United States. Because of the expansion, CFS has obtained a total of 26 Class A drivers within the company while also increasing the number of accidents caused behind the wheel. CFS has received a total of eight accidents from 2017 to 2021, whether at fault or not. Because of the sudden number of casualties, CFS' overall ratings decreased, causing their previous insurance company to no longer require them, as well as a few customers no longer wishing to partner. Great Western Casualty (CFS' current insurance company) agreed to a partnership with Columbia Freight Systems; however, it was requested that all Class A drivers be provided an abundance of training material and data, including information regarding the most common tractor-trailer accidents. Amalia herself must report back to their insurance company at the end of the year (December), promising that all drivers were up-to-date on the information. This included all up-to-date safety driving instructions and current tractor-trailer protocols. Over the years, Amailia has successfully delivered safety information via emails and custom-made pamphlets; however, as the company and number of drivers expand, Amalia has found it rather challenging to provide information and observe who is truly viewing the information.

On November 28th, 2021, Joseph Stipan extensively evaluated Columbia Freight Systems' Truck Safety & Driver Performance Learning Management System, created on September 10th, 2021. Joseph developed a Learning Management System (LMS) website using Wix.com (a website development tool) and Rise360 (an online course creator tool). This allows

Amalia Bellman to observe the progress of each Class A driver as they attend current driving safety and driver performance training at any time, anywhere, while also reporting to their insurance carrier and possibly reducing their insurance premiums.

Although the LMS website will not officially be introduced to all Class A drivers until early December, followed by the official use on January 2nd, Amalia wished to measure the effectiveness of the LMS system and its learning materials. The most recent LMS prototype was mentioned to all 26 Class A drivers, allowing for website tests for evaluation. Due to the holidays, many drivers were unable to participate or frankly did not wish to participate. This led to only five volunteer Class A drivers (and Amalia) completing a 10-question CFS Evaluation Survey, consisting of eight 5-anchor Likert Scale level of Agreement survey and 2 "fill in the text box" questions. Participants answered the questions pertaining to the LMS system's content, duration, interaction, and overall effectiveness for each web page. Their responses were viewed under Google Forms' Responses section, allowing Amalia and me to consider which drivers filled out the evaluation survey and where opportunities could be enhanced.

Program Description

Columbia Freight Systems' LMS centralizes general tractor-trailer safety information and driving practices. The LMS's goal is to educate all CFS Class A drivers to decrease the number of accidents and or injuries that occur within CFS' using the ability to learn from just about anywhere. With this tool, CFS can increase its satisfactory rating, allowing more customers to feel comfortable working with CFS in the future. In order to succeed, Great Western Casualty must receive proof that all CFS Class A drivers are not only observing the information but have retained the knowledge with the use of quizzes, videos, and interactive learning. Amalia will

access all driver login information, allowing her to view each driver's success and report it back to Great Western Casualty, increasing their satisfaction rating. The target audience for this LMS system is aimed at but is not limited to Male/Female Class A employees between the ages of 25 to 70 years old located within any CFS facility. Each driver is given the month (1st - 29th, 30th, or 31st) to complete the current module and report to Amalia for observation. "General Information" and "WareHouse safety'' can be viewed at any time throughout the year as a refresher or to allow newly hired drivers to "learn the ropes" of CFS.

Program Objectives

The primary objectives of the CFS LMS website are to prevent the number of accidents or injuries that happen within Columbia Freights Systems while also keeping all Class A drivers up to date on safety information and driver performance training. The LMS website provides twelve different objectives, based on the most common accidents that a truck driver receives and how to prevent them. The website was built using Wix.com and Rise360, allowing interactive learning methods from videos, quizzes, and interactive flashcards. Using Wix.com enables the website to work on just about any smartphone or computerized device. Having many device functionalities allows drivers of different age groups to learn anywhere at any time and will enable the driver to use a device they found most comfortable. This is most handy as drivers can view information at home or while waiting to be delivered at a customer's warehouse.

Each module within the "Monthly Modules" page is created as separate Rise360 courses, allowing drivers to complete the current month's module successfully. Each module contains no less than five sections, with each having at least one quiz. The following pages within the Wix website are all created using Wix's handful of tools such as text, media, and category placement.

Program Components

Columbia Freight Systems' Truck Safety and Driver Performance LMS includes a total of three instructional web pages. CFS' General Information includes the following categories:

- CFS alarm system

- Time clocking

- Paycheck flex

- Fuel card use

- Pre/Post-trip inspections

- No smoking PERIOD

- No use of electronics behind the wheel

The following webpage includes mandatory warehouse safety information with the categories listed below:

- Operating a forklift safely

- Safely using a loading-dock

- Safely move hazardous materials

- Material Storage

- Manual Lifting

- Avoiding slip, drips, and falls

Lastly, the final instructional LMS webpage, "Monthly Modules," consists of 13 modules, focusing on preventing many different crashes and or injuries that are most common within the information provided by Great Western Casualty. All information was provided as

DVDs given to Amalia, with new updated DVDs made every other year. Each month covers the following objectives:

- Onboarding Module
    - Avoiding crashes, pre/post-trip inspection procedures, roadside inspections, and pattern driving. Each of these focuses on mandatory information that all Class A drivers must know when operating a tractor-trailer.

- January Module
    - This module focuses on Speed Management and how speeding can cause jackknife crashes and fewer stopping times if sudden traffic occurs.

- February Module
    - This module focuses on Rollover, Jackknife, Lane Departure, and Tire Blowouts crashes due to the sudden change in weather (rain and ice season). The module will explain how they occur and how to prevent each one from occurring.

- March Module
    - Because Lane-Change crash was the least elaborate crash within the following module, March focuses on Lane-Change crashes in-depth, as well as the importance of safely viewing each lane before merging as well as the blind spots truckers receive when driving behind the wheel of a tractor-trailer.

- April Module
    - As April begins the Spring season, there are multiple spring hazards that can occur, such as trees starting to blossom. This module focuses on these hazards and how to drive safely if any of the hazards occur.

- May Module
    - The sudden change in weather brings plenty of hazards and distractions. These can result in rear-end crashes; however, this module provides ways to prevent rear-end crashes, as well as a video made by Joseph Stipan.

- June Module
    - This month focuses on Run-under crashes, which can occur if vehicles drive under tractor-trailers, whether on the freeway or turning on four-lane roads.

- July Module
    - July module focuses on summer driving hazards such as water consumption and the use of sunglasses due to sunlight hazards. This is incredibly important as the hydration and safety of our drivers are more important than our vehicles.

- August Module
    - As drivers learn about a multitude of different accidents, the number of broken bones or fatal injuries is astronomical. This module focuses on the most common injuries as well as preventing each injury from occurring within the module consists of the final custom-made video by Joseph using 2D animation.

- September Module
    - Accidents can occur outside the tractor-trailer, just as common as behind the wheel, which is the main focus of this module. Accidents may occur from uncoupling the trailer, sliding trailer axles, operating the landing gear, and lastly, opening trailer doors—however, this module focus on how to prevent injuries when loading/unloading the trailers.

- October Module

- ○ October module focuses on the arrival of the colder weather season and the hazards that they can cause. Many of these hazards include window frost, falling leaves, and the increased amount of rain. The module also slightly focuses on backing a tractor-trailer correctly.

- November Module

  - ○ November brings freezing temperatures throughout the United States, making it mandatory for all drivers to learn how to prevent injuries caused by frozen sidewalks.

- December Module

  - ○ December's module contains the same content as the "Onboarding module." This was decided due to making December a "refresher module" for drivers who have successfully completed the LMS website throughout the year.

Statement of Purpose and Major Questions of the Evaluation

The purpose of the online evaluation is to provide Amalia Bellman and CFS with the effectiveness of the LMS website. The owner of CFS found the use of an online LMS interesting; however, he wanted feedback from drivers (especially those in other cities) to express their feelings on the change. The evaluation was designed to learn how manageable the LMS is for drivers who may be over the age of 30 years old and mainly use their smartphones for general tasks such as texting. When a driver observes the Likert scale, each Driver must first provide their CFS email address, allowing Amalia to know exactly who filled out their evaluation. Over eight questions consist of a Likert scale ranging from 1-*Strongly Disagree*to 5-*Strongly Agree*. Questions 1 and 9 involve the participantswriting their answers, with the first

question asking drivers to include the email, while the 9th asks drivers to include 2-3 sentences on what can be improved. Below are the questions found on the evaluation Likert scale:

1. Please provide your current email

2. I found each Monthly Module Affective

3. The General Information page was a good refresher on basic CFS protocols

4. I found Warehouse Saftey informative

5. A am a more responsible driver no matter the seasonal hazards that may occur

6. I found the provided media/videos helpful to provide a clearer example of the

   information provided

7. I had no problem logging into Articulate 360 and began the current module

8. The Learning Management System (LMS) website is easy to use on smartphones/tablets

9. Please provide 2-3 sentences of what you would like to see changed in the future

10. I would recommend this LMS website to another truck driver.

The survey was presented to five local volunteer Class A drivers and has been analyzed through the Google Forms "Responses" section, which measures the results of each driver's use of the LMS website over the last week (11/15 - 11/19). Drivers were tasked to go over the "General Information" and "Warehouse Safety" pages of the website and both October and November modules. These modules were chosen initially, as they were the most recent months and made it less intense to the participants.

Evaluation Methods

Participants

To conduct this evaluation, the survey is provided for all 26 CFS' Class A drivers,

ranging from men and women between the ages of 25 to 70, with an average age of 42 years old.

Due to holiday time-off, many of the drivers were unable or unwilling to participate in testing the

LMS prototype over the week (11/15 - 11/19). This resulted in only six participants (five Class A

drivers and Amalia Bellman) whose names are placed below:

1. Matt Jenson (age 50)

2. Rick Nineheart (age 62)

. Anatoly Kulakevich (age 45)

3. Mickey Lemmon (age 34)

5. Cory Rustvold (age 29)

6. Amalia Bellman (age 32)

The website was designed to work on any computerized device that the driver may prefer

depending on their age. All text was enlarged to 17-22 font size to help older drivers see the

content easier, especially when using a smartphone to view the LMS website. Videos and other

forms of media contain captions for those who may be hard-of-hearing or have trouble hearing in

general.

Data Sources

To successfully evaluate CFS' LMS website and its effectiveness to teach Class A drivers

safety information and training protocols. The evaluation data was presented within the

"Monthly Module" page of the website. To access the evaluation survey, drivers must scroll to

the bottom of the webpage, located under the December Module. The location of the survey was chosen due to all Class A drivers having to fill out the evaluation at the end of each year and Amalia having to report back to Great Western Casualty before the new year. Each driver viewed the prototype of the website's three instructional web pages and the October and November module, due to them both being the most recent months. This allowed a small glimpse within a week of what Class A drivers will do starting at the beginning of the year.

Evaluation Procedures

The main goal of the evaluation of the CFS Truck Safety & Driver Performance Learning Management System was to evaluate how effective the website is for CFS Class A drivers. As mentioned previously, all participants were given the current website link to the LMS prototype to view from November 15th, 2021, to November 19th, 2021. Each was tasked with viewing each LMS web page from "General Information" to "Monthly Modules" throughout the week to test each page's effectiveness. Evaluations were asked to be completed sometime Sunday, November 21st, 2021, to view on Monday, November 22nd, 2021. Drivers had the freedom to view the website anytime, anywhere, with no time limit on how long they wished to consider, as long as each viewed the recommended tasks. Within a short time, Amalia and I decided to only allow the use of the October and November module for quick viewings, as asking to view all 13 would have taken longer than a week. Drivers could complete the evaluation survey within the following Google Forms links located at the bottom of the modules page.

Results

As mentioned prior, the LMS website was made using Wix.com, a user-friendly website building platform, providing an abundance of creative tools. The platform allowed me to connect multiple tools within the website, allowing for me to place the evaluation, which was created using Google Forms. Although not many, over five truck drivers, as well as Amalia were able to test the website answer the ten-question evaluation. to that were provided to gauge the understanding of the LMS' material, effectiveness, and personal reaction to the modules. The evaluation survey was designed to have truck drivers engage their overall feedback from the LMS website, with a total of 2 "text answered questions" and eight Likert scale questions. The anchors for the Likert scale questions were as follows:

1. Strongly disagree
. Disagree
2. Undecided or Neutral
. Agree
3. Strongly Agree
. The results were saved within the Google Forms account, allowing the ability to view the percentage for each number placed within each question. Below is each question, along with a screenshot of the chart and a summary of what it means.
5. Question 1: Please provide your CFS email address
.   mattj@columbiafs.com
       rick@columbiafs.com
       anatolly@columbiafs.com
       mikey@columbiafs.com
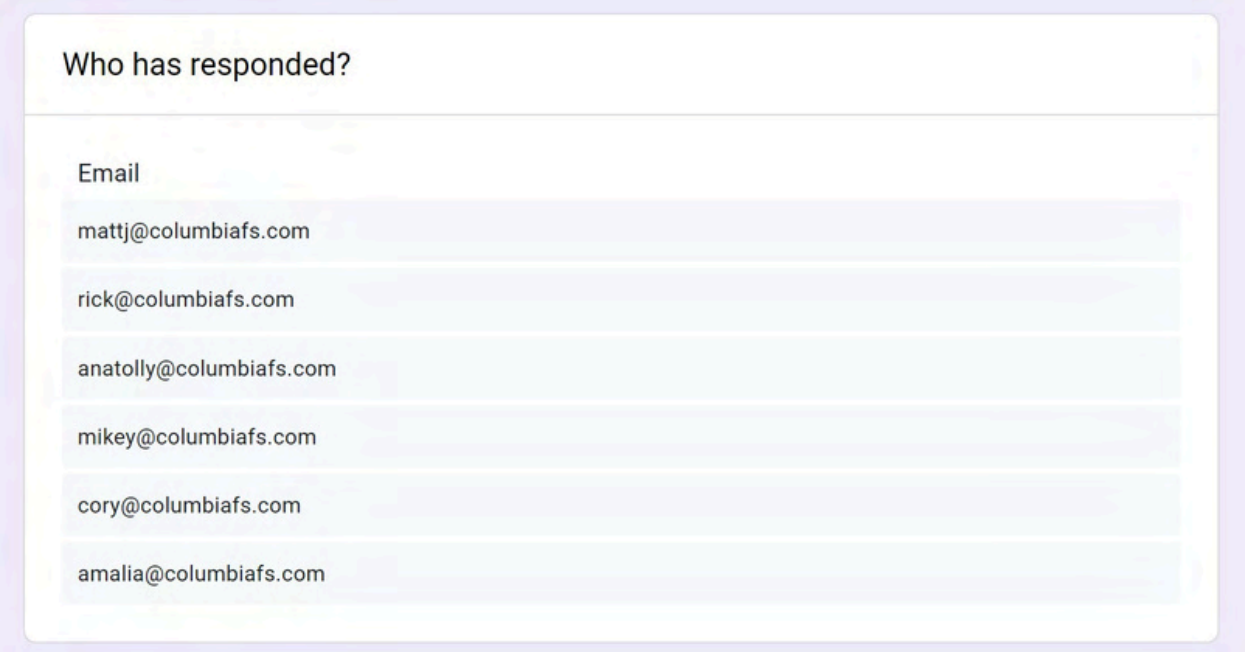
- cory@columbiafs.com

- amalia@columbiafs.com

Who has responded?

Email

mattj@columbiafs.com

rick@columbiafs.com

anatolly@columbiafs.com

mikey@columbiafs.com

cory@columbiafs.com

amalia@columbiafs.com

Question 1-*Please provide your CFS email address,*which shows that although this was

not a Likert scale question, Amalia and I were able to see which drivers completed the survey as

there was no other way of identifying the surveys whether the driver logged into their Google

accounts or not. Each email is one of CFS' local Class A drivers, as well as Amalia herself, who

wanted to test the use of saving each evaluation within the Google Forms database.

- Question 2:The General Information page is a goodrefresher on basic CFS protocols

The General Information page a good refresher on basic CFS protocols

6 responses
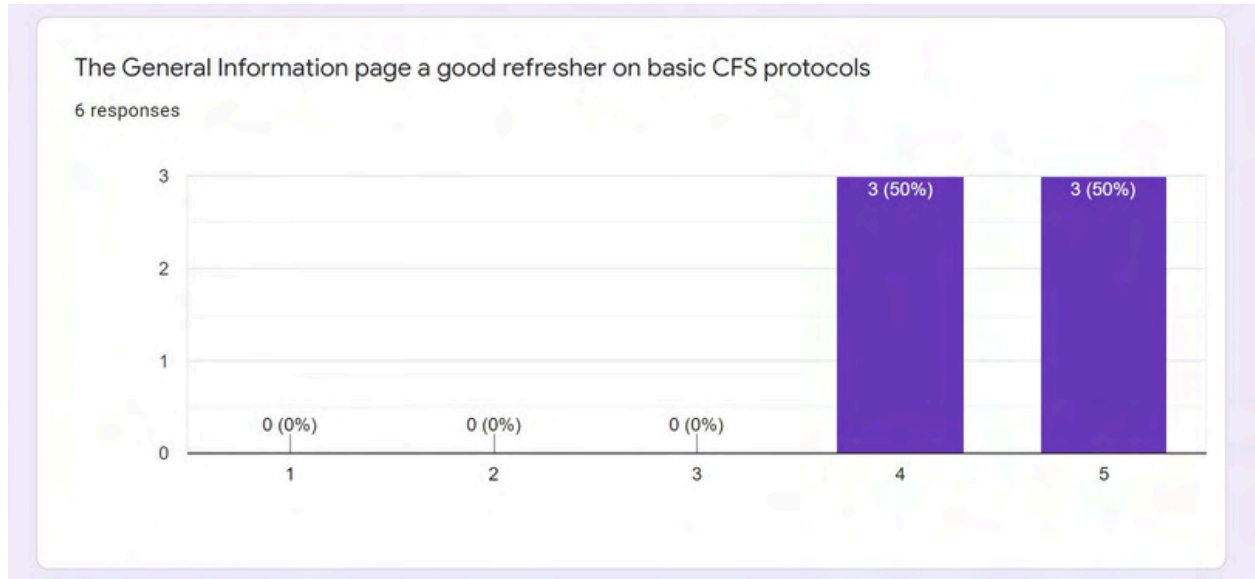
Question 2 -*The General Information page is a goodrefresher on basic CFS protocols,* providing a split 50-50 percentage for 4-Agree, allowing Amalia and I to understand that the general mean of drivers found the "General Information" page of the LMS website to be helpful a good refresher. This led to 50% of the results stating 5-Strongly Agree, allowing Amalia and I to believe that this page reminded a few drivers of an important protocol that may have slipped their minds.

- Question 3: I found the Warehouse Safety page to be informative

Question 3-*I found the Warehouse Saftey page tobe informative*, which explains that 16.7% of participants responded with 4-*Agree,*while83.3% responded to the Warehouse Safety page with 5-*Strongly Agree.*Based on these results,the majority of the drivers who volunteered for the LMS testing found this portion of the LMS to be quite informative, especially after the warehouse incident we had a month ago. The response was extremely positive, as all participants found the page engaging, especially with the inclusion of the short forklift video, completing the overall design.

- Question 4: I found each Monthly Module effective
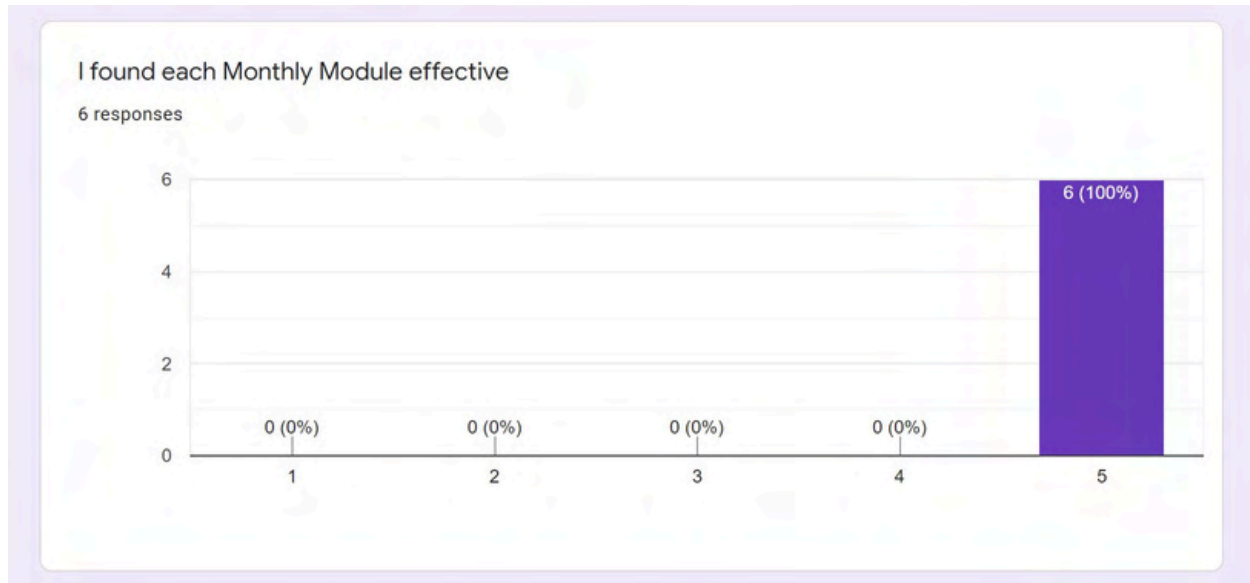
Question 4-*I found each Monthly Module effective,*was one of the most important questions to receive feedback on from this Google Forms evaluation. As Class A drivers will spend 90% of their time observing the modules, it was important to learn whether drivers found the modules to be effective or not when it came to learning driving safety information and tractor-trailer practices, despite the quick glances over a short week. Having the results show that all six participants found the modules helpful confirms the switch to Rise360 was a huge success as the tool allows for more creative and engaging learning experiences rather than Wix's module system.

- Question 5: I found the provided media/videos helpful to provide a clear example of the information presented
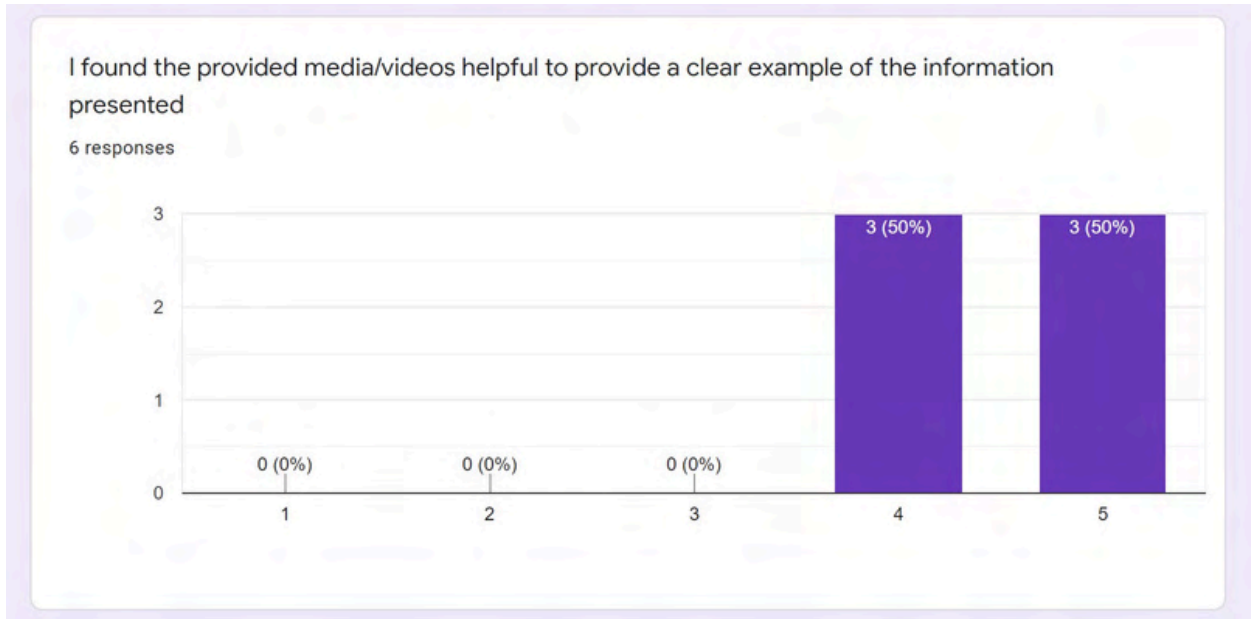
Question 5-*I found the provided media/videos helpfulto provide a clear example of the information presented,* explain how the use of visualmedia was an overall success in order to elaborate on certain safety information. Due to the warehouse incident involving a forklift, it was only necessary to create a forklift saftey instructional video, as well as two videos that focused on the most common form of tractor-trailer accidents (rear-end crashes) and the overall possibility of injuries (Injuries to the body video). Participants were split with 50% placing 4-*Agree,* and 5-*Strongly Agree.*

- Question 6: I am a more responsible driver no matter the seasonal hazards that may occur.

I am a more responsible driver no matter the seasonal hazards that may occur

6 responses
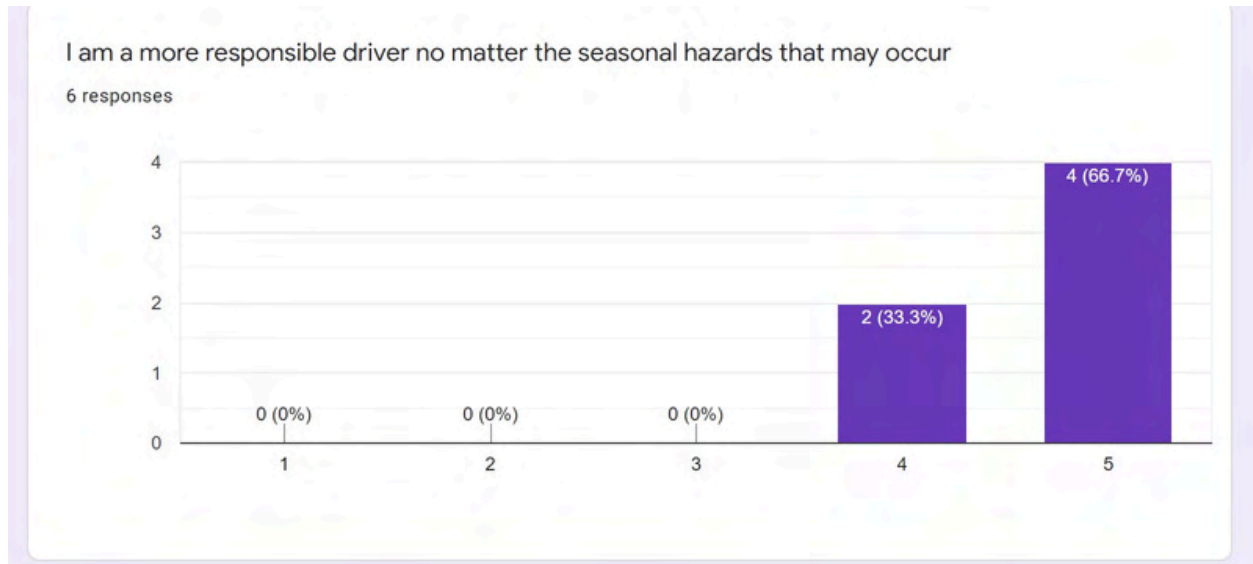
Question 6 -*I am a more responsible driver no matterthe seasonal hazards that may occur*, explains that 2 participants (33.3%) placed4-*Agree*, while 4 participants (66.7%) placed 5-*Strongly Agree.*The results confirmed the use ofproviding the use of safety procedures depending on the seasonal weather conditions based on the month assigned had impacted the driver's saftey cautions when behind the wheel or loading/unloading the trailer, especially as the temperatures drop.

- Question 7: I had no problem logging into Articulate 360 to start working on the current month's module

I had no problem logging into Articulate 360 to start working on the current month's module

6 responses
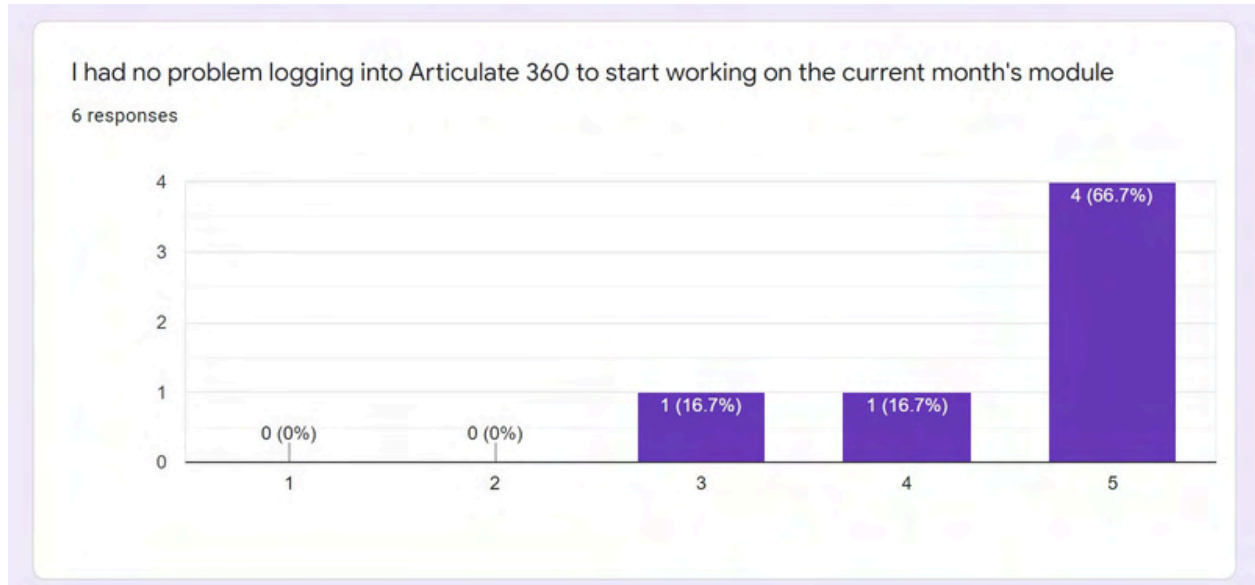
Question 7 -*I had no problem logging into Articulate360 to start working on the current month's module*, which happened to be the most diverseresult within the evaluation. Over 4 participants or 66.7% stated 5-*Strongly Agree*, while1 participant or 16.7% placed 4-*Agree*as their answer. The results confirmed that six participants overall were able to log into their Articulate 360 accounts no problem, while one participant (16.7%) placed 3-Neutral, as he received their account login and password from Amalia; however, the website kept telling him the password was incorrect. This predicament resulted in having the participant place an entirely new password, with no further issue after that was resolved.

- Question 8: The Learning Management Systems (LMS) website was easy to use on smartphones/tablets

The Learning Management Systems (LMS) website was easy to use on smartphones/tablets

6 responses
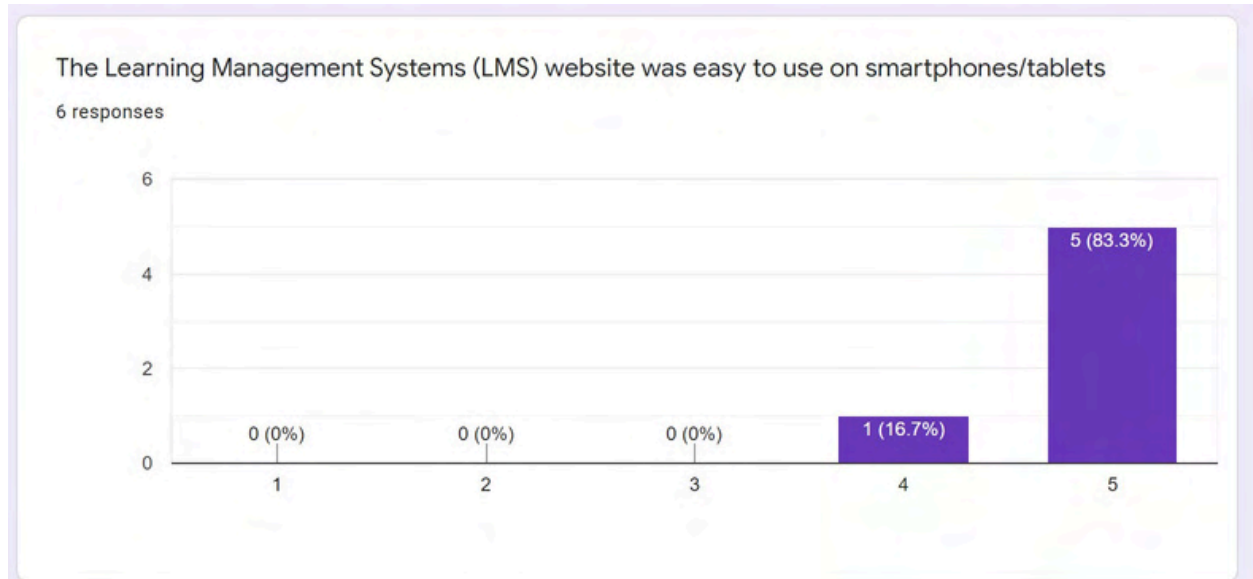
Question 8 - *The Learning Management Systems (LMS)website was easy to use on smartphones/tablets* resulting in 1 participant, or16.7% placing 4- *Agree,* while 5 participants or 83.3% chose 5-*Strongly Agree* as the majority viewedthe LMS website with a smartphone or tablet device.

- Question 9: Please provide 2-3 sentences of what you would like to see changed in the future.

Please provide 2-3 sentences of what you would like to see changed in the future.

6 responses

I found this to be a lot easier than viewing emails or pamphlets all day. Forgot my assigned password but Amalia was able to give it to me. Nothing I would change.

This is awesome! I much prefer using my tablet to view this stuff. I'm glad a warehouse page was in this as drivers really need to stop getting hurt

I noticed some videos were not implemented yet, but I know this is still under construction... Great job so far!

Really enjoy the content included. I found the Rise360 login helpful, but was not sure the reason for a wix login if it had no connection to the rise login.

Very good!

Just a few modifications, some spelling errors need to be fixed. Some of the website elements are not fluid. will write up a full list for you> Our insurance company is going to love this!

Question 9 -*Please provide 2-3 sentences of whatyou would like to see changed in the future,*which was by far the most critical resultwithin the evaluation. Although not a Likert scale question, this allowed each participant to place 2-3 sentences of genuine feedback on what they wished to see improved/changed throughout the future of the LMS website. This was a mandatory question within the evaluation, as Amalia wanted to learn more about which drivers found the LMS most effective. CFS Class A drivers range from different genders to age limits, making each individual prefer different ways of learning. For example, one driver in their early 30s found the use of Wix's login system unnecessary compared to Articulate 360's login. The reasoning behind this involved the necessary login for Rise 360 to observe the progress of each driver's module, while Wix's login provides no need for observation.

Many of the other drivers found the LMS website helpful rather than receiving emails that got lost within junk mail and pamphlets that got lost quickly after receiving them. Each driver mentioned something different, from one preferring their tablet when completing their

module to the flexibility of logging in at any time of the day. Amalia also participated in the

evaluation and mentioned minor tweaks, such as grammatical issues that can be fixed quickly.

- Question 10: I would recommend this LMS website to another truck driver
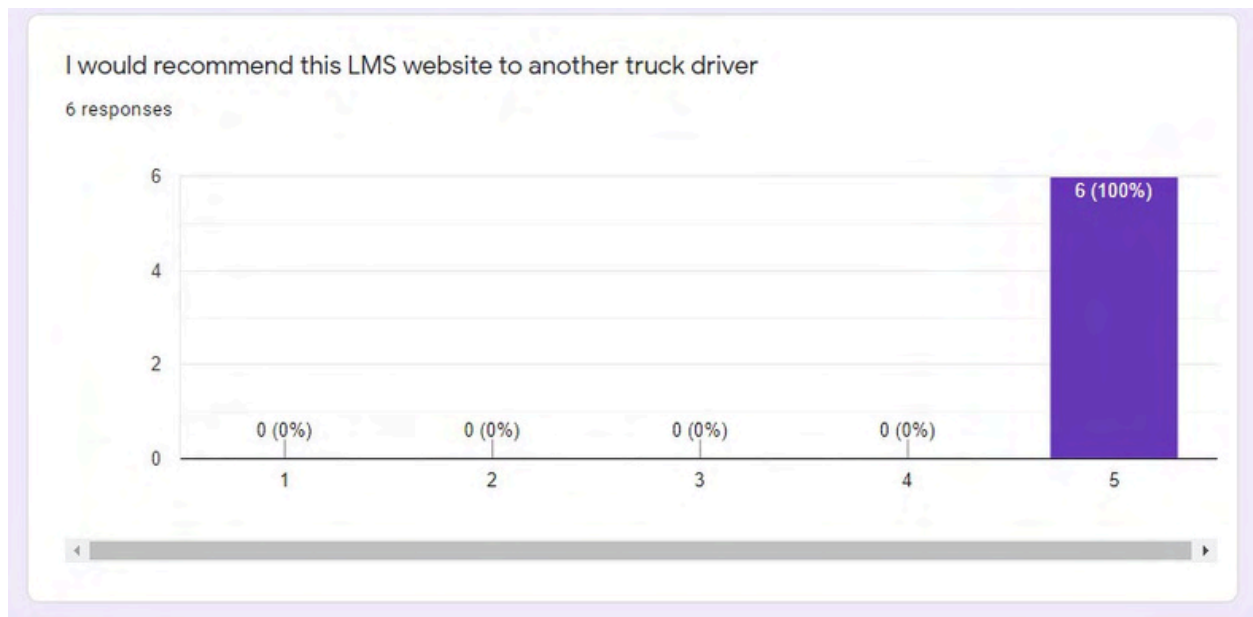
Question 10 -*I would recommend this LMS website toanother truck driver*, which

resulted in all 6 participants, or 100% placed 5-*StronglyAgree,*confirming that all Class A

drivers who volunteered to test the website throughout the week enjoyed the engagement and

learning capabilities each website pages and module provided.

Discussion

Overall, the website was a complete success among all six participants; however, the need for more participants could have significantly changed the evaluation results. Viewing each question's response had an overwhelming amount of 4-Agree and 5-Strongly Agree; however, questions seven and nine provided the only debate out of the entire evaluation. For Amalia to view the progress of each Class A driver, each employee must be submitted a login and password in order to log the progress for each month's module, to complete all 13 by the end of the year. Logging into an account, in general, can be frustrating, especially if the user places the password incorrectly; however, there was no way to change how drivers log into Articulate 360. Amalia and I came up with a solution to make all driver's login passwords the same, having each driver needing to place "CFS2022!" when viewing their modules.

Question 9 provided a lot of feedback on what each participant felt when using the LMS over the following week. The majority of the drivers mentioned that the interaction and effectiveness of the LMS website pages were quite outstanding; however, one driver responded to the unnecessary use of a WIX login account, as there was no need in creating one. This comment was discussed amongst Amalia and me, and we quickly decided to remove the feature, although the initial use of the Wix login feature was to help invite Drivers to use the platform. However, despite mentioning it within the website, Amalia did not wish to mention the necessary use of the WIX login to each driver on a daily basis.

References:

Great West Casualty Company (Director). (2020). *PreventingCrash-Related Injuries* [How to

prevent crash-related injuries].

Great West Casualty Company (Director). (2020). *PreventingSlip, Trip, and Fall Injuries*

[This video provides necessary steps on how to prevent slip, trip and falls outside

the tractor-trailer].

Great West Casualty Company (Director). (2020). *PreventingInjuries Around the Truck*

[Preventing the cause of injuries around the truck].

Great West Casualty Company (Director). (2020). *PreventingRear-End Crashes* [This

video provides necessary steps to avoid rear-end crashes behind the wheel.].

Great West Casualty Company (Director). (2020). *PreventingRun Under Crashes* [This

video provides necessary steps on how to prevent run under crashes when driving

on the highway or on 4-lane streets.].

Great West Casualty Company (Director). (2020). *PreventingLane Change Crashes* [This

video provides necessary steps on how to prevent lane change crashes and how to

manage blind spots behind the wheel.].

Great West Casualty Company (Director). (2020).   *Preventing Loss of Control Crashes*

This video provides necessary steps on how to prevent losing control behind the

wheel due to speeds or hazards on the road.].