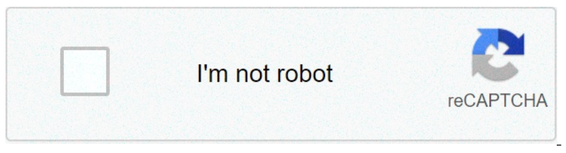

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How much does a geographic information systems analyst make

This application is an interactive digital atlas that enables users to generate geographic maps of cancer rates, risk factors for cancer, screening statistics, and other geographical data related to cancer. The system offers free data download for research purposes.For more information on NCI Cancer Atlas controls and features read our Introduction page. The Cancer Atlas map is not accessible to users of assistive technologies, however all statistics displayed in the application are available as data tables in an accessible table view. This page can also produce CSV file downloads of any selected data. If the statistics that you are interested in are not available in this tool, SEER provides cancer statistics in a variety of formats. See Statistical Summaries, Interactive Tools and Publications for more options. Tobacco use poses a considerable public health burden in the United States. In fact, it is the leading cause of preventable illness and death in this country. Explore this Map Story Data files – National Walkability Index Data Codebook – National Walkability Index Data View or Download Codebook Methods – National Walkability Index Data Data files – Neighborhood Deprivation Index Data Codebook – Neighborhood Deprivation Index Data View or Download Codebook Methods – Neighborhood Deprivation Index Data Methods – Calculating Quintiles Using AGS CrimeRisk Data Data files – Urbanicity Data Download: Urbanicity US Tracts (csv) Download: Urbanicity US Tracts (Excel) Codebook – Urbanicity Data View or Download Codebook Methods – Urbanicity Data Methods – Food Outlet Accessibility SAS Files – Food Outlet Accessibility Geography States Counties Cities Policy Type Workplaces Restaurants Bars Systems analysts help businesses get the most out of their information technology investments. These highly trained computer professionals typically work closely with clients as they design, develop and troubleshoot computer systems to improve efficiency and performance. Most systems analysts have a background in computer science or information systems, but some have other educational backgrounds and have learned programming and networking in other contexts, and bring these skill sets together as a systems analyst. A bachelor's degree is generally required, and many employers prefer candidates with a master's degree or extensive experience. Computer systems analysts earned a median annual salary of $77,740 in 2010, according to the Bureau of Labor Statistics. Earn an undergraduate degree, ideally in computer science, information systems, software engineering or a related field. Make sure your coursework includes both programming and business classes. Maintain a high grade point average so you can get into a top grad school. Apply and enroll in a master's in business administration (MBA) program, preferably with a management information systems (MIS) concentration. Make sure to take as much business systems analysis as possible, as understanding relationships between departments and how they fit together in the big picture is key for systems analysts. Apply for internships after your first year of grad school. Getting some practical work experience under your belt makes you more attractive to employers, so don't narrow your focus too much and make sure to take advantage of any opportunities to get IT-related experience. UCLA also offers a systems analysis certificate program. This 32-unit program can be completed in two years full-time, or up to five years part time, and covers coursework equivalent to a master's degree. Computer systems analysts earned a median annual salary of $87,220 in 2016, according to the U.S. Bureau of Labor Statistics. On the low end, computer systems analysts earned a 25th percentile salary of $67,460, meaning 75 percent earned more than this amount. The 75th percentile salary is $111,040, meaning 25 percent earn more. In 2016, 600,500 people were employed in the U.S. as computer systems analysts. Biomes consists of all the living and nonliving features that make up a community. Biomes include plants, animals, and even the climate. Biomes can also be ecosystems, the entire scope of living things in the environment. All the things that live in a biome share some common traits. The creatures and plants may have had to adapt over time to thrive in the environments. Examples of Biomes The desert is one example of a biome. The desert is typically hot, arid, and dry. This means that all the animals and plants that live in the desert must adapt to these conditions. Many of them do not need much water to thrive in the dry conditions. Oceans are another example of biomes. Oceans contain all sorts of animals and flora that are suited to live in this kind of environment. Whales, sharks, and seaweed are all part of the ocean biome. Yet another example of a biome is the arctic region. Anything that can live in this region must be able to live in very cold conditions thanks to the intense snow and chill. Landforms Landforms are features of the world that occur naturally. They can help create a biome because they help define the area. Landforms depend on the type of terrain surrounding the area. They can be large or small, and they can encompass large sections of a biome. Examples of Landforms Landforms include bodies of water. A stream or river that runs through a plain would also be a landform. While the sea also creates a biome, it can also be a type of landform. In fact, the ocean is the most common landform in the world because the terrain covers the majority of Earth’s surface. Hills and mountains are also landforms. Those hills and mountains can contain landforms known as plateaus. A plateau is flat land that exists at the top of the mountain or hill. Another kind of landform, a valley, can fit between mountains. On the land, the plains make up the biggest landform. Plains encompass more than half of Earth’s land. A glacier is also a landform. It may be tricky to consider a glacier a landform because it can melt or float away. Artificial Geographical Features Some geographical features are made by humans, and some people may not necessarily consider them to be real geographical features. Artificial features include anything that a person has made. Railroad tracks, roads, and other tools for transportation are all human-made features. Other structures, like buildings and bridges, also fit into the same category. While these are not natural geographical features, some of these structures are still admirable. Maps are effective teaching tools for geography, but when maps are combined with technology, they can become visually powerful through a geographic information system (GIS). The combination of maps and data can produce digital maps that engage students in the science of where things are. The interactive features in digital maps can help students, for example, learn how things have changed over time or to research solutions to real-world problems at any grade level. Geographic Information Systems can produce digital maps that engage students in the science of where things are. GIS are able to manipulate and analyze data as a 3-D map of an environment. There are different GIS that educators can integrate into lessons in any content area. Systems like Google Earth and ESRI provide training, resources, and support to educators. The acronyms for tools of location can be confusing. The science of location is a geographic information science also called GIS. Location science has always been a part of geography. In contrast, a GIS (system) manipulates and analyzes data to present it spatially, as a 3-D map of an environment. This data can be collected from multiple sources. These sources can include global positioning satellites (GPS) as part of the global positioning system (GPS). These satellites relay real-time information using radio signals from space to pinpoint an exact location. In summary, the data from GPS devices is collected by GIS (systems), which is then used by GIS (scientists). The most obvious example of the use of GIS in classrooms today is the use of Google Earth, an open source program that can easily be downloaded and installed for immediate use. Google Earth offers location searches and 3-D orbits around those locations. There are tutorials for educators and also topics for educators which include the writing of story maps using "geographic context on the web with locations, photos, and videos." Educators can use already prepared explorer adventures with detailed information about different places to share with students. Examples of topics available using Google Voyager include: "Black History Month" lessons featuring locations where Black Culture has changed the trajectory of American history. "Myths and Legends from Around the World" lessons featuring the locations of myths from China, India, Italy, the United States, Australia, Greece, Egypt, and Scandinavia. "How the Wind Becomes Electricity" lessons featuring the location of an off-shore wind farm in the North Sea and the Arctic. Google Earth also offers cross-curricular activities called Warm-up Passports. Each activity is connected to the Common Core State Standards (CCSS) or content area frameworks such as the Next Generation Science Standards (NGSS). There are also opportunities to integrate Google Earth with virtual reality (VR) and augmented reality (AR) so that educators can offer students virtual field trips. The Warm-up Passports lessons in Google Earth require teachers to use the "I’m Feeling Lucky" and Street View in Google Earth “to randomly select a location in the world and then relate that location to a disciplinary concept.” The Warm-up Passports can be used for different subjects and grade levels in making cross-curricular connections. Examples include: Math Grade 5: Double (triple, quadruple) the area of this location. Write the new area in square feet. If the area of this location was divided in half, what would the size of each part be in square feet? Math Grade 7: Research the average annual temperature in this location for last year. Scientists predict that temperatures will increase by 6% globally this year. Write two equivalent expressions to represent this change. Social Studies Grade 6: Research the biggest industry of this location. What does that tell you about how people make a living there? Social Studies Grade 8: What transportation services are available in this location? ELA Grades 6-8: Identify or research one example of how humans have changed the physical environment of this location. Overall, was this change positive or negative? Use specific details to support your answer. Write a poem about the physical characteristics of this location that includes the following elements: rhyme scheme, alliteration, and stanzas. The Environmental Systems Research Institute (ESRI) also offers GIS to educators for classroom use. Like Google Earth, there are subject area content resources for grade levels K-12 using a GIS. On the ESRI website, teachers can use GeoInquiries™, which are available without a login or download. The description for these on the ESRI site reads “short (15 minutes), standards-based inquiry activities for teaching map-based content found in commonly used textbooks.” There are 15-20 activities per topic, and many of these activities can be modified for hands-on engagement. ESRI also features educator training under the online ESRI Academy. There are course modules that demonstrate strategies for integrating GIS to support instruction and discussion. There is also a Mentors Program to support teachers. Student competitions using ArcGIS story maps are linked on ESRI’s website. Educators and administrators in the United States can request a free ArcGIS for Schools Bundle for instructional use by completing a form on the ESRI website. Like the plans in Google Earth, ESRI’s detailed lesson plans are centered on a geographic context to help students connect lessons with real places. In ELA, there are lessons for American Literature in which students can explore the geographic context of Isaac’s Storm by Erik Larson, and Their Eyes Were Watching God by Zora Neale Hurston. In mathematics, students could site a water tower shared by two towns at the midpoint and determine the costs involved using the Pythagorean theorem. For a world history class, there are lessons organized around story maps for the Cradles of Civilization, the Silk Roads: Then and Now, and Early European exploration. Environmental science students can investigate marine debris, the role of ocean gyres, and how humans impact trash accumulation. Whatever the platform, educators who use GIS in the classroom engage their students in inquiry-driven, problem-solving activities that are aligned to state standards. The application of GIS in the classroom can also prepare students to consider a variety of career pathways that are in demand. GIS helps students think critically about authentic problems by using real-time data, but there are other educational applications. A GIS can support large and small school districts in decision and policy making. For example, a GIS can provide district administrators and community safety experts the information about school buildings and surrounding areas to design and manage safety programs. In other examples, GIS data analysis of the community's transportation infrastructure can help streamline bus routes. When communities experience population shifts, a GIS can help districts in making decisions about building new schools or when to close old ones. The GIS can also provide school district administrators with tools to visualize patterns in student needs in attendance, academic achievement, or after-school support. Students are already familiar with GIS in game applications as a blend of real and virtual environments such as Pokémon Go, the mobile app which was downloaded 500 million times worldwide in its first year (July 2016). Students who play video games would be familiar with the urban environments created by GIS software, such as City Engine. Different GIS software is used for film, simulations, and virtual reality. Finally, any student who has been in a car with GPS or has used a mobile application with interactive maps applications from Google, Bing, Apple, or Waze has experienced how the data from GPS and analyzed by GIS (systems) can blend their real world with a virtual world. Student familiarity with GIS helps their understanding of how GIS applications operate in their world. They may have enough background knowledge through personal experience that they can help their teachers become more comfortable in learning about GIS! Short for Geographic Information Systems, tools used to gather, transform, manipulate, analyze, and produce information related to the surface of the Earth. This data may exist as maps, 3D virtual models, tables, and/or lists. GISs can be as complex as whole systems that use dedicated databases and workstations hooked up to a network, or as simple as “off-the-shelf” desktop software. GISs play an important role in many organizations. For instance, police and fire departments may use GISs to locate landmarks and hazards, plot destinations, and design emergency routes. GISs may also be used by governments, research institutes or any other body that can’t possibly handle the task of manually processing large amounts of geographical data.

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