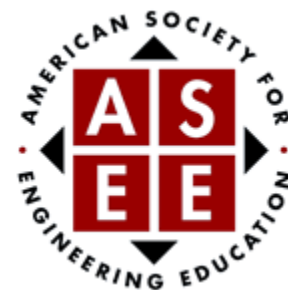





**81ST ANNUAL CONFERENCE  
PACIFIC NORTHWEST SECTION  
MARCH 31-APRIL 2, 2011  
SPOKANE, WA**



**PROGRAM**

all events are in the Washington/California rooms unless noted otherwise

<b>Thursday, March 31</b>			
5:00-8:00pm	Registration		
5:00-7:00pm	Reception		
7:00-9:00pm	Business Meeting		
<b>Friday, April 1</b>			
7:30am	Registration		
7:30am-8:25am	Breakfast and Welcoming Remarks		
8:30am-10:30am	Keynote Address & Workshop : James Stice, National Effective Teaching Institute <i>Active Learning</i>		
10:45am-11:45am	Morning Session: <i>Assessment and Evaluation</i>		
11:45am-12:15pm	Mini Workshop : Barbara Williams & Ken Noren, University of Idaho <i>Student-Centered Problem Solving Assessment for Better Learning and for ABET</i>		
12:20pm-1:40pm			
	Concurrent Afternoon Sessions		
	<table border="0" style="width: 100%;"> <tr> <td align="center"><u>WACA Room</u></td> <td align="center"><u>Foley Teleconference Room</u></td> </tr> </table>	<u>WACA Room</u>	<u>Foley Teleconference Room</u>
<u>WACA Room</u>	<u>Foley Teleconference Room</u>		
1:45pm-3:15pm	<table border="0" style="width: 100%;"> <tr> <td align="center"><i>Design and Community</i></td> <td align="center"><i>Teaching Tools 1</i></td> </tr> </table>	<i>Design and Community</i>	<i>Teaching Tools 1</i>
<i>Design and Community</i>	<i>Teaching Tools 1</i>		
3:30pm-5:00pm	<table border="0" style="width: 100%;"> <tr> <td align="center"><i>Measuring Conceptual Understanding</i></td> <td align="center"><i>Teaching Tools 2</i></td> </tr> </table>	<i>Measuring Conceptual Understanding</i>	<i>Teaching Tools 2</i>
<i>Measuring Conceptual Understanding</i>	<i>Teaching Tools 2</i>		
6:00pm	Banquet and Awards		
<b>Saturday, April 2</b>			
8:00am-9:15am	Breakfast		
9:30am-11:30am	Tour of Goodrich Aircraft Wheel and Brake Facility 11135 W. Westbow Blvd, Spokane		



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## SESSION DETAILS

Assessment and Evaluation	
<b>John Crepeau</b> University of Idaho	<i>Sustainable Measurement of UI Mechanical Engineering Program Educational Objectives</i>
<b>Shane Brown</b> Washington State University	<i>The Importance of Context on Students' Understanding of Normal and Shear Stress</i>
<b>Robert Olsen</b> Washington State University	<i>Experience with the College-Wide Transition from Paper to On-Line Course Evaluations</i>

Design and Community	
<b>Nadia Frye</b> Washington State University	<i>Understanding Faculty and Practitioner Involvement in a Capstone Interdisciplinary Design Experience</i>
<b>Denny Davis</b> Washington State University	<i>Authentic Learning and Assessment of Professional Skills in Project Courses</i>
<b>Richard Grimmett</b> BYU-Idaho	<i>Social Networks and Non-traditional Engineering Student Recruitment, Retention, and Success</i>
<b>Marc Schulte</b> Tetra Tech, Inc.	<i>Communities and Engineering Education</i>

Measuring Conceptual Understanding	
<b>Shane Brown</b> Washington State University	<b>Workshop</b> : <i>Measuring Conceptual Understanding in Engineering</i>

Teaching Tools 1	
<b>Louie Yaw</b> Walla Walla University	<i>Reinforced Concrete Nominal Moment Calculator - A Computer tool for Civil Engineering Students</i>
<b>Orlando Baiocchi</b> Institute of Technology UW Tacoma	<i>Teaching Electromagnetic Phenomena in Computer Engineering</i>
<b>Qin Ma</b> Walla Walla University	<i>Using mini-FEA to Assist the Teaching of Engineering Finite Element Methods to Undergraduate Students</i>
<b>Richard Bankhead</b> Highline Community College	<i>Pinewood Derby: Project-based Learning in an Engineering Dynamics Course</i>

Teaching Tools 2	
<b>Jillian Cadwell</b> Gonzaga University	<i>Construction of a Laboratory Apparatus for Enhancing Undergraduate Instruction on Contaminant Transport in the Environment</i>
<b>Dan Cordon</b> University of Idaho	<i>Student-Generated and Student-Maintained Resources for Knowledge Management in CAD and Laboratory Courses</i>
<b>Nehal Abu-Lail</b> Washington State University	<i>Development of Two Hands-On Modules for High School Students</i>
<b>Michael Kyte</b> University of Idaho	<i>Uncovering Complex Processes Using Visualization Tools: A Case Study from Traffic Signal Systems Education</i>