

# Friday, April 3

■ denotes an Invited Presenter

	Room 102	Room 137	Room 206	Room 208	Room 216	Room 222	Room 226	Ballroom East
8:30 AM - 9:30 AM	Welcome, Keynote Address from Dr. Trudy Banta Ballroom West							
9:45 AM - 10:35 AM 50-Minute Sessions	<i>Program Assessment: Lessons Learned from an Initial Program Accreditation Visit</i> By John Geske	<i>Assessment Process for an Information Technology Program</i> By Hazem Said	<i>Centralization of Assessment Efforts at the College-Level for Sustainability</i> By Fred DePiero	<i>Improving the Assessment Process</i> By Metta Alsobrook	<i>A Comprehensive Approach to Industry Partnerships and the Assessment Process</i> By Chris Plouff	<i>The Most Debated Sections of an ABET Self-Study Report: Objectives, Outcomes, and Improvements</i> By Zia Yamayee	<i>It's Time For Change – The Benefits of Adopting a Syllabus Template</i> By Dan Wujcik	
10:50 AM - 11:40 AM 50-Minute Sessions	<i>An Assessment and Continuous Improvement Model to Document Progress</i> By Alok Verma	<i>Assessing Multi-Disciplinary Teams</i> By Scott Schaffer	<i>Development and Utilization of a Panel of Practicing Engineers for Assessment of Program Outcomes</i> By Walter Haisler	<i>Addressing ABET Criterion 3c Early in the Curriculum</i> By Richard Bannerot	<i>Updating Your Outcomes in a Green Way: Recycle, Reuse and Retain Your Sanity</i> By Donald Sanderson	<i>Results from an Ongoing Student-Centered Assessment Plan</i> By Michael Misovich	<i>eFolios in ABET Assessment</i> By Patricia Mead	<i>Using Embedded Direct Assessments to Measure Technical and Non-Technical Program Outcomes</i> By Susan Light
11:50 AM - 12:50 PM	Lunch							
1:00 PM - 1:50 PM 50-Minute Sessions	<i>Assessment of the Civil Engineering Program in United Arab Emirates University Using Two Sets of Objectives</i> By Walid Elshorbagy	<i>Using Technology and Systems Thinking to Facilitate ABET Accreditation and Program Improvement</i> By Michael Dyrenfurth	<i>Preparing for an ABET Accreditation Visit at Both the Program and College Level</i> By Walter Haisler	<i>A Data-Driven Approach to Closing the Loop and Improving Student Communication Skills</i> By Karen Tarnoff	<i>A Rubric for Assessing Critical Thinking Across Engineering and Technology Curricula</i> By Elaine Cooney	<i>Project Life Cycle Model for ABET Site Visit Preparation</i> By Adedeji Badiru	<i>Purdue's Engineer of 2020 Curricular Reform</i> By Diane Beaudoin	<i>Assessment Using a Capstone Project</i> By Werner Krandick
2:00 PM - 5:00 PM 3-Hour Workshops	<i>A Direct Method for Developing and Measuring ABET Professional Skills at Course and Program Levels</i> By Ashley Ater Kranov	<i>Assessing &amp; Improving Critical Thinking Using the CAT Instrument</i> By Barry Stein	<i>Integrated Formative and Summative Assessments for Engineering Design and Professional Outcomes</i> By Denny Davis	<i>An Effective Means of Documenting Objective Evidence for Continuous Improvement</i> By Fong Mak	<i>From Rubric to Report Without Lifting a Finger</i> By Donald Sanderson	<i>Rubrics: Helping You and Students Perform Better</i> By James Hanson	<i>Institution-Program Assessment</i> By Zsuzsa Balough	

	Room 102	Room 137	Room 206	Room 208	Room 216	Room 222	Room 226
8:00 AM - 9:20 AM 80-Minute Mini-Workshops	<i>Using the FE Exam for Effective Outcomes Assessment</i> By John Steadman	<i>Documenting Continuous Improvement: Progress Reports on Program Outcomes</i> By Janice Bordeaux	<i>Improving Student Outcomes Through Cognitive Strategy Intervention</i> By Terry Brumback	<i>What Are You REALLY Trying to Assess?</i> By Kristi Shryock	<i>Effective Strategies for Embedded Outcomes Assessment in Electrical Engineering</i> By Patricia Mead	<i>A Heuristic Approach to Assessing Program Outcomes Using Performance Vectors</i> By John Estell	<i>Taking the Mystery Out of ABET: Developing and Assessing Program Outcomes</i> By Chris Weisbrook
9:35 AM - 10:25 AM 50-Minute Sessions	<i>Portfolio Assessment</i> By Ever Barbero	<i>Measuring Student Performance on a Multi-Disciplinary Team: Rubric Scores vs. Design Project Grades</i> By Carolyn Plumb	<i>ABET Assessment Standards as a Path to Continuous Improvement</i> By Juanita Ikuta	<i>All, Most, or Some: Implementation of Tiered Outcomes Assessment in an Engineering Program</i> By Elliott Slamovich	<i>Defining and Measuring Outcome Skills for a Large Mechanical Engineering Program</i> By Christopher Pascual	<i>Removing Barriers That Discourage Writing Measurable Program Outcomes</i> By Shrinika Weerakoon	<i>Improving Computer Science Assessment Through Courseware</i> By Stephen Wall-Smith
10:40 AM - 12:00 PM 80-Minute Mini-Workshops	<i>Tailor-Made Performance Criteria</i> By Daina Briedis		<i>Continuous Improvement: Faculty Engagement Through Course Assessment</i> By Virginia Westheider	<i>Unique Outcome Assessment Tools</i> By Will Holmes	<i>Using Assessment and Performance Mapping to Create a More Effective Curriculum</i> By Donald McEachron	<i>Building Blocks to Assessment</i> By Daniel Claborn	<i>Taking the Mystery Out of ABET: Developing and Assessing Educational Objectives</i> By Chris Weisbrook
12:00 PM - 1:00 PM	Lunch						
1:00 PM - 1:50 PM 50-Minute Sessions	<i>The Pivotal Role of an Industrial Advisory Board in Initial Engineering Program Accreditation</i> By Evan Lemley	<i>Writing and Assessing Program Objectives</i> By Patricia Brackin	<i>Setting Up and Maintaining a Strong Industrial Advisory Board</i> By Raymond Greenlaw	<i>Lessons Learned from Managing an Assessment Program</i> By Laura Sanders	<i>Preparing for the Accreditation Visit</i> By David Workman	<i>Automated Course Outcome Evaluation</i> By James Allert	<i>Documentation – Organizing and Deciding What to Keep</i> By Kenneth Miller
2:00 PM - 3:30 PM		Engineering Roundtable	Technology Roundtable	Computing Roundtable			
3:40 PM - 4:30 PM	Closing Plenary from Dr. Gloria Rogers Ballroom East Theater						

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# Saturday, April 4