



Colorado School of Mines  
Howard University  
Stanford University  
University of Minnesota  
University of Washington (lead)

## CAEE Presentations, Workshop, and Booth at 2008 ASEE Conference

→ Stop by booth #434 to talk with CAEE research team members

→ Learn about CAEE research results at:

- Two special sessions with twelve papers
- Corporate Members Council workshop co-presented with WEPAN

### CAEE Papers and Session Information

**Special Session #1531, Monday, June 23, 2:15-4:00 pm, DLCC 316**

**Describing the Engineering Student Learning Experience Based on CAEE Findings: Part I**

**Moderators:** *Cynthia Atman, University of Washington, and Sheri Sheppard, Stanford University*

Start	Paper #	Title
2:15 pm		<ul style="list-style-type: none"> <li>• Session Introduction and Overview of CAEE and Methodology</li> </ul>
2:25 pm	AC2008-1307	<ul style="list-style-type: none"> <li>• Moving From Pipeline Thinking to Understanding Pathways: Findings From the Academic Pathways Study of Engineering Undergraduates               <ul style="list-style-type: none"> <li>◦ Findings are based on data from surveys, structured interviews, ethnographic interviews, engineering design tasks</li> </ul> </li> </ul>
	AC2008-906	<ul style="list-style-type: none"> <li>• Academic Pathways Study: Processes and Realities               <ul style="list-style-type: none"> <li>◦ This paper focuses on APS processes and methods development</li> </ul> </li> </ul>
	AC2008-1034	<ul style="list-style-type: none"> <li>• From PIE to APPLES: The Evolution of a Survey Instrument to Explore Engineering Student Pathways               <ul style="list-style-type: none"> <li>◦ This paper focuses on development of the survey instruments</li> </ul> </li> </ul>
	AC2008-1039	<ul style="list-style-type: none"> <li>• Engineering Students Define Diversity: An Uncommon Thread               <ul style="list-style-type: none"> <li>◦ Findings are based on data from structured interviews</li> </ul> </li> </ul>
	AC2008-1010	<ul style="list-style-type: none"> <li>• Socioeconomic Status and the Undergraduate Engineering Experience: Preliminary Findings From Four American Universities               <ul style="list-style-type: none"> <li>◦ Findings are based on data from PIE surveys</li> </ul> </li> </ul>
	AC2008-768	<ul style="list-style-type: none"> <li>• Same Courses, Different Outcomes? Variations in Confidence, Experience, and Preparation in Engineering Design               <ul style="list-style-type: none"> <li>◦ Findings are based on data from design-focused survey questions</li> </ul> </li> </ul>
3:40 pm		<ul style="list-style-type: none"> <li>• Group Discussion</li> </ul>

**Special Session #2531, Tuesday, June 24, 2:15-4:00 pm, DLCC 316**  
**Describing the Engineering Student Learning Experience Based on CAEE Findings: Part 2**  
**Moderators:** *Cynthia Atman, University of Washington, and Sheri Sheppard, Stanford University*

Start	Paper #	Title
2:15 pm		<ul style="list-style-type: none"> <li>• Session Introduction and Overview of CAEE and Methodology</li> </ul>
2:25 pm	AC2008-827	<ul style="list-style-type: none"> <li>• A Qualitative Study of the Early Work Experiences of Recent Graduates in Engineering <ul style="list-style-type: none"> <li>◦ Findings are based on data from semi-structured interviews</li> </ul> </li> </ul>
	AC2008-2433	<ul style="list-style-type: none"> <li>• Students' Changing Images of Engineering and Engineers <ul style="list-style-type: none"> <li>◦ Findings are based on data from ethnographic interviews and observations</li> </ul> </li> </ul>
	AC2008-960	<ul style="list-style-type: none"> <li>• Being and Becoming: Gender and Identity Formation of Engineering Students <ul style="list-style-type: none"> <li>◦ Findings are based on data from surveys, engineering design tasks, structured interviews</li> </ul> </li> </ul>
	AC2008-950	<ul style="list-style-type: none"> <li>• Will I Succeed in Engineering? Using Expectancy-Value Theory in a Longitudinal Investigation of Students' Beliefs <ul style="list-style-type: none"> <li>◦ Findings are based on data from surveys, structured and ethnographic interviews</li> </ul> </li> </ul>
	AC2008-985	<ul style="list-style-type: none"> <li>• Graduate School or Not: Engineering Students Consider Continuing Their Education in Co-terminal Programs <ul style="list-style-type: none"> <li>◦ Findings are based on data from surveys, ethnographic interviews and observations, and a senior year questionnaire</li> </ul> </li> </ul>
	AC2008-1199	<ul style="list-style-type: none"> <li>• We All Take Learners Into Account in Our Teaching: Wait, Do We? <ul style="list-style-type: none"> <li>◦ Findings are based on data from structured interviews</li> </ul> </li> </ul>
3:40 pm		<ul style="list-style-type: none"> <li>• Group Discussion</li> </ul>

**Session #2607: Hearing Student Voices, Tuesday, June 24, 4:30-6:00 pm, DLCC 302**

**Sponsor:** Corporate Members Council

**Speakers:** *Cynthia Atman, Sheri Sheppard, Ken Yasuhara, CAEE, and Sherry Woods, WEPAN.*

4:30 pm	<p><b>Bridging Research and Practice in Engineering Education: Student Voices from the Academic Pathways Study</b></p> <p>Audience participants will build visions of engineering instruction, programming and policy that stem from gender-related APS findings facilitated by researchers from CAEE and WEPAN.</p>
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The **Center for the Advancement of Engineering Education** (CAEE) began research in January 2003 with funding from two NSF Directorates, Engineering and Education and Human Resources. The **Academic Pathways Study** (APS) component of CAEE combines longitudinal and cross-sectional studies of engineering undergraduates involving 26 U.S. universities using data from surveys, structured interviews, ethnographic interviews and observations, focus groups, and engineering design tasks. The **Studies of Engineering Educator Decisions** (SEED) examines the processes and factors that engineering faculty at one institution use when making teaching-related decisions. Together, results from these complementary studies can help inform improvements to the engineering student learning experience from both the student and faculty perspectives.



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[www.engr.washington.edu/caee](http://www.engr.washington.edu/caee)