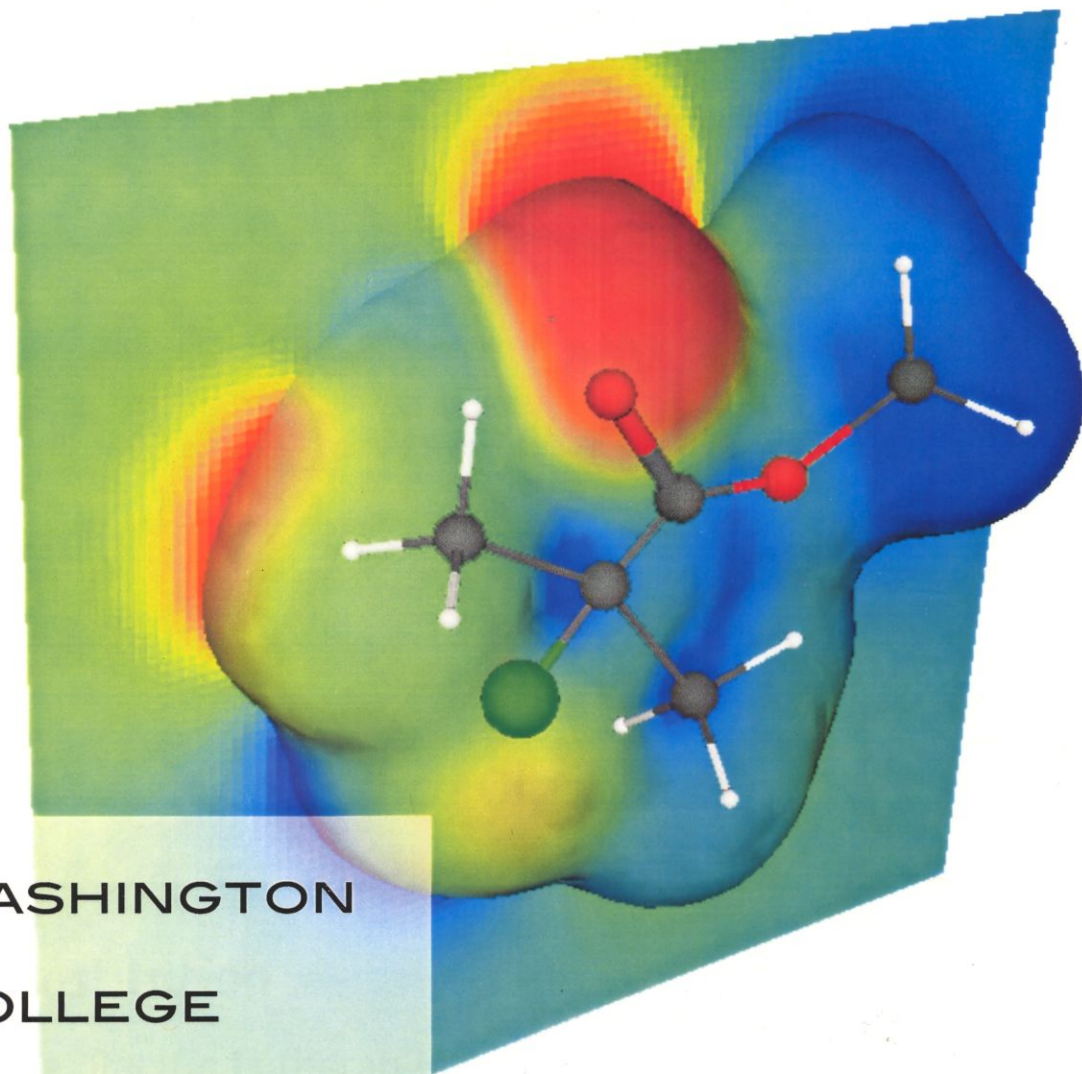


WCCTA CONFERENCE
OCTOBER 12-14, 2006



WASHINGTON
COLLEGE
CHEMISTRY
TEACHERS
ASSOCIATION

SLEEPING LADY
LEAVENWORTH, WA

2006

WCCTA Fall Conference
October, 12 - 14

Sleeping Lady

Leavenworth, WA

Conference Organizers

Hosting Institution

Craig Fryhle, Pacific Lutheran University
Dean Waldow, Pacific Lutheran University

Registration

Carole Berg (WCCTA Treasurer), Bellevue Community College

2006 WCCTA Fall Conference

Conference Program

Sleeping Lady Conference Center Map



Thursday, October 12

3:00 pm - 10:00 pm	Check-In Sleeping Lady Office
4:30 pm - 10:00 pm	Registration Woodpecker
4:30 pm - 6:00 pm	Informal Gathering Grotto Bar
6:00 pm - 7:00 pm	Dinner Kingfisher Dining Lodge
7:00 pm - 10:00 pm	Evening Social, No-Host Bar Grotto Bar

Friday, October 13

7:30 am - 8:30 am	Breakfast Kingfisher Dining Lodge		
9:00 am - 10:30 am	Welcome: Opening Session - Chapel Theater What Skills and Abilities Do We Want in a New Chemistry Hire? Gerald H. Dodo, Chemistry Supervisor, US EPA Manchester Laboratories Paul H. Shelley, Ph.D., Boeing Commercial Airplanes		
10:30 am - 11:15 am	Vendor Break Chapel Theater Lobby		
11:15 am - 12:00 pm	Flicker	Woodpecker	Chapel Theater
	Matter and Minerals - A Thematic Approach to Teaching Chemistry to a Broader Audience Dharshi Bopedgedera	Interdisciplinary, Inquiry-based Chemistry at the Introductory Level Sonya Marie Remington	GC/MS: A flexible and powerful qualitative quantitative tool for the analyses of gases, solids and liquids. Ron Honnold
12:00 pm - 1:00 pm	Lunch Kingfisher Dining Lodge		
1:10 pm - 1:55 pm	Chemistry Teaching & Research Laboratories for the 21st Century Leslie Ashor - Chapel Theater		
2:00 pm - 2:45 pm	Improve Comprehension in Your Chemistry Classes Renee Most	Integrating Green Chemistry into the Organic Laboratory Curriculum George S. Kriz	Followup Discussion of Facilities in Chemistry
2:45 pm - 3:30 pm	Afternoon Break		
3:30 pm - 4:15 pm	Where Do You Come From? Do You Survive or Thrive? David Reichgott	Studying the structure and organization of single molecular layers: An undergraduate lab using FTIR spectroscopy in reflection mode. Eric Bullock	Starting a Student Centered Chemistry / Science Club Dharshi Bopedgedera
4:20 pm - 5:05 pm	Squeaky Wheel 101 Kathleen Carrigan	Protein Crystallization: A Multi-Week Biochemistry Lab Project with Minimal Classroom Time Constraints Deanna Dahlke Ojennus	OWL (4:20-5:30) 1) Online Web-based Learning in Chemistry John Holdcroft 2) Utilizing OWL in the classroom for learning assessment: A Teacher's Point of View April Mixon / Nadine Fattaleh
5:30 pm - 6:30 pm	Break		
6:30 pm - 7:30 pm	Dinner Kingfisher Dining Lodge		
8:00 pm - 9:00 pm	After-dinner Talk: The Chemistry and Spectroscopy of Modern Composite Airplanes Paul Shelley, Ph.D., Boeing Commercial Airplanes Woodpecker		
9:00 pm - 11:00 pm	Evening Social and No-Host Bar - Woodpecker Sponsored by Thomson Higher Education		

Exhibits Open

Saturday, October 14

8:00 am - 9:00 am	Breakfast Kingfisher Dining Lodge	
	Flicker	Woodpecker
9:00 am - 9:40 pm	Student Perceptions of the Nature of Scientific Laws and Theories David Thorsell	What About Common Course Numbering? Robin Terjeson
9:45 am - 10:30 am	General Chemistry Discussion	Organic Chemistry Discussion
10:30 am - 11:00 am	Check-Out	
11:00 pm - 11:45 pm	Business Meeting - Woodpecker	
12:00 pm - 1:00 pm	Lunch Kingfisher Dining Lodge	

Abstracts

What Skills and Abilities Do We Want in a New Chemistry Hire

Gerald H. Dodo, Chemistry Supervisor, US EPA, Manchester Laboratories

Paul Shelley, Boeing Commercial Airplanes

Students receiving an education in chemistry need to develop a diverse set of skills to be successful applicants for the workforce. Not only must students gain a firm grounding in chemical concepts, they also need to have solid laboratory technique, the ability to use modern instrumentation, and must have strong oral and written communication skills. In addition to these attributes, what other tangible and intangible qualities do students need to develop before entering the workplace? Our presentations will provide personal insights into the diverse set of qualities we believe are important in the training of chemistry students - including qualities that we look for when hiring chemists in our respective areas.

Matter and Minerals - A Thematic Approach to Teaching Chemistry to a Broader Audience

Dharshi Bopedgedera, Evergreen State College

In this presentation I will discuss my experience of teaching a full time, interdisciplinary academic program titled "Matter and Minerals" with a geologist and a mathematician. This academic program was developed to teach general chemistry, college calculus, physical geology and mineralogy using the study of minerals as a theme. I will discuss the effectiveness of this method in teaching general chemistry to a broader group of students and how we made connections among the three disciplines using the theme of minerals.

Interdisciplinary, Inquiry-based Chemistry at the Introductory Level

Sonya Marie Remington, University of Washington, Dr. Kalyn Owens, North Seattle Community College, Dr. Ann Murkowski, North Seattle Community College

The Huckabay Teaching Fellowship is awarded to nine graduate students each year as part of the University of Washington's Preparing Future Faculty Program. During this fellowship, I worked with North Seattle Community College faculty members to strengthen their integrated studies program by developing the curriculum for a year long introductory chemistry-biology sequence. The purpose of this laboratory and field-based curriculum was to introduce students to basic chemical and biological concepts through inquiry-based learning, while making explicit connections between the disciplines. The global carbon cycle and global warming served as the course's theme. Students learned chemical laboratory techniques, such as the Winkler

titration, commonly used by scientists working in this research area. They generated hypotheses and applied the newly acquired techniques to sample a local wetland. They presented the results of their wetland study at the UW Undergraduate Research Symposium. The students' experience with the scientific process from start to finish left them with a better appreciation for the way science is done. Pre- and post-tests and student surveys were used to assess student learning resulting from this interdisciplinary course. The value of interdisciplinary, hands-on science in higher education was demonstrated by this and other similar courses being implemented nation-wide.

Innovative Sample Introduction and Analysis Techniques Using GC-MS

Ron Honnold, Varian IRD Instruments

The purpose of this presentation is to explore the variety of different ways of getting a sample into a Gas Chromatograph for analysis on a Mass Spectrometer. The second part will cover different techniques used to identify the compounds of interest. Introduction into a GC can be by several different techniques. Liquid (syringe) is the most common, taking a microliter of the sample and injecting directly into an injector on the GC. Gas introduction is done by several different methods; gas sampling valve, purge and trap, headspace. Direct introduction of a liquid, solid, or slurry by use of a probe, either direct or indirect. Detection of the sample is accomplished by a chromatogram which has specific mass spectra for each peak which can be compared to either a commercial library or a custom library built by the user. Many compounds exhibit similar spectra, these can be confirmed by retention time (the same method used by traditional detectors), Electron Ionization (EI), Chemical Ionization (CI), EI/MS/MS, or CI/MS/MS.

Chemistry Teaching & Research Laboratories for the 21 Century

Leslie Ashor, Research Facilities Design

Academic science buildings continue to evolve as environments for learning. This session presents national trends in science facilities and alternative laboratory layouts specific to Chemistry teaching which support a variety of pedagogical styles for public, private and two year institutions, as well as faculty and student research laboratories. The presenter will introduce design features which can encourage interdisciplinary interaction and collaborative learning opportunities. Strategies for safety provisions and sustainable design elements will be discussed. The generous use of images from recently completed science facilities will illustrate trends, prototypes and configurations for effective Chemistry learning and research environments. Each laboratory prototype design will be illustrated with images from completed projects. Benchmarking data identifying critical area and cost allocations will be accumulated from projects completed in the recent past or currently in design.

Improve Comprehension in Your Chemistry Classes

Renee Most, Pasco Scientific

What if your students could perform simple Chemistry experiments that improved their comprehension of challenging Chemistry concepts? Learn how handheld dataloggers, sensors and software can be used to create a more meaningful chemistry learning environment. Find out how students can use an Absolute Pressure Sensor to study Boyle's Law, a Colorimeter to study Beer's Law and the new High-Accuracy Drop Counter to improve the ease and success of titration experiments.

Integrating Green Chemistry into the Organic Laboratory Curriculum

Sian M. Thornton and George S. Kriz, Western Washington University

The Green Chemistry laboratory course developed in this research focuses on maintaining the essential techniques learned in an organic laboratory course, but integrating Green Chemistry principles into each experiment. The experiments are designed to reinforce concepts learned in class and familiarize the students with organic laboratory equipment, while practicing environmentally friendly procedures. The designed curriculum includes "greener" experiments teaching students laboratory standard methods, such as distillation or thin-layer chromatography. It includes many types of reactions which should be familiar to the organic chemistry, including the Friedel-Crafts reaction, Michael and aldol condensations, Diels-Alder reaction, and the Wittig reaction. Through this curriculum, a wide variety of "green" procedures are demonstrated, including the preparation of an ionic liquid, reactions using a microwave oven and a sonicator, and extraction with liquid carbon dioxide. The two-quarter laboratory course sequence was implemented to test the experiments and evaluation and ensure high standards of instruction.

Where Do You Come From? Do You Survive or Thrive?

David Reichgott, Cascadia Community College

The results of following three years' cohorts of General Chemistry students will be presented, focusing on the relationships between prerequisites and success. We followed retention and performance in General Chemistry I based on the type of prerequisite course, i.e., High School Chemistry, GOB Chemistry, Preparatory Chemistry, and Mathematics level, and how the students progressed through the full-year sequence. From this study we are better able to predict students at risk, and to implement early intervention strategies in General Chemistry I.

Studying the Structure and Organization of Single Molecular Layers: An Undergraduate Lab Using FTIR Spectroscopy in Reflection Mode.

Eric Bullock and James Rivard, Central Washington University

Surface science at the molecular level is principally the domain of labor intensive, expensive ultra-high vacuum techniques. There are a handful of methods however, which allow a fairly detailed exploration of single molecular monolayers self-assembled on gold films. This talk introduces an undergraduate laboratory in which ordered, single monolayers of alkanethiols are created on inexpensive gold films and their organization and orientation on the surface determined by FTIR spectroscopy in external reflection mode. Contrary to what is perceived in the research literature, these measurements can easily be done with standard DTGS detectors in all FTIR instruments. Once the monolayers are prepared, their spectra in the C-H stretching region are compared to the corresponding spectra for bulk samples prepared as KBr pellets and as solutions. The peak positions are sensitive to the degree of ordering of the film and an analysis of the intensities of the peaks allows for a measurement of the tilt angle of the molecules on the surface. In this lab, ordered 1-octadecanethiol and 1-nonanethiol films are found to be highly ordered with a tilt angle of $\sim 30^\circ$ from the surface normal, in agreement with the literature.

Starting a Student Centered "Chemistry Club" at your Institution

Dharshi Bopedgedera, Evergreen State College

In this presentation I will discuss my experience of starting and sustaining a student centered "Chemistry Club" at The Evergreen State College. I will discuss the brief history (4 years) of the Evergreen State College Chemistry Club and provide insight as to how to keep students motivated in sustaining the club. I will provide information on how to obtain start up funds from the Puget Sound Section of the ACS for a chemistry/science club. The process for becoming a Student Affiliate Chapter of the ACS will also be presented.

Squeaky Wheel 101

Kathy Carrigan, Portland Community College

Update on the Faculty Contract Negotiations for Portland Community College (UFCNPCC) Thanks to all of you who sent me your contract information last year, it has proven fruitful. Join me to learn how our contract negotiations turned out for the lab/lecture schedule. We can discuss strategies for future negotiations and how to squeak successfully. Administrators are welcome too!

Protein Crystallization: A Multi-Week Biochemistry Lab Project with Minimal Classroom Time Constraints

Deanna Dahlke Ojennous, Whitworth College

A multi-week biochemistry laboratory exercise adapted from "A Novel and Innovative Biochemistry Laboratory: Crystal Growth of Hen Egg White Lysozyme" (Garrett et al. JCE 79:366-368) is described. The exercise only requires two three-hour lab periods for initial setup and mid-semester evaluation of protein crystallization trays. Weekly monitoring of crystal growth by students can occur throughout the semester during lab downtime or outside of the regularly scheduled lab period. The minimal time requirements for the exercise allow the flexibility to schedule a variety of traditional three-hour labs throughout the semester while still providing a project-oriented lab with a high degree of student success. General emphasis is placed on student experimental design, implementation, observation, evaluation, and repeatability. Specific topics that can be incorporated into the lab and/or lecture course include proper micropipette technique, buffer and solution preparation, factors that affect protein solubility, protein structure determination by NMR and X-ray crystallography, vapor diffusion, and protein crystal properties such as morphology, packing, and birefringence.



Online Web-based Learning

1) Online Web-based Learning in Chemistry

John Holdcroft, Thomson Higher Education

Developed at the University of Massachusetts, Amherst, and used by more than 200 institutions, OWL provides superb content in an easy-to-use system that has proven to be reliable for tens of thousands of students. OWL is customizable, cross-platform, and available for liberal arts chemistry, intro/preparatory chemistry, allied health/GOB, general chemistry, and organic chemistry. Students benefit from the instant analysis and feedback on homework problems, modeling questions, and animations that accompany most Brooks/Cole texts. This powerful system maximizes the students' learning experience and, at the same time, reduces faculty workload and helps facilitate instruction.

2) Utilizing OWL in the Classroom for Learning Assessment: A Teacher's Point of View

April Mixon and Nadine Fattaleh, Clark College

At Clark College, the campus is undergoing a major assessment project, heading into campus accreditation in 2008. The chemistry department has experimented with several tools to collect assessment data. This year, we are using OWL for our general chemistry sequence as both a student tool and a departmental assessment tool. We are also piloting OWL in our majors' level organic sequence. We will present our rationale for selecting OWL and our initial impressions of using the system.

Student Perceptions of the Nature of Scientific Laws and Theories

David L. Thorsell, Seattle University

Various scientific laws and theories play a central role in any general chemistry course, but the nature and origin of laws and theories in science is usually inadequately understood or completely misunderstood by students. Moreover, misunderstandings brought from previous science experiences are often very persistent and difficult to correct. Our attempts to alter student misperceptions about laws and theories in general chemistry at Seattle University will be described and some assessment of our success or lack of it will be presented. We will conclude with an open discussion of the topic.

What About Common Course Numbering?

Robin Terjeson, Clark College

The State Board for Community and Technical Colleges (SBCTC) is attempting to implement a common course numbering system within all of the community and technical colleges in the state. The goal is to provide easy transfer for students between these colleges, and ensure that they don't take the same class over, unknowingly, due to the difference in numbers. Questions arise around courses that have combined or separate laboratory components, two vs three quarter sequences, and is the content essentially 80% the same in a course at all institutions? Let us exchange ideas based upon the latest word and updates on the process from the SBCTC. Please bring along any new or pertinent information from your school to share with the group.

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WCCTA

Washington College Chemistry Teachers' Association

Home · Web Links

October 11 2006 11:40

Navigation

- › Home
- › WCCTA Email List
- 2006 Conference Info**
- › General Information
- › Location
- › Program
- › Abstracts
- › Vendor List
- Services**
- › FAQ
- › Web Links

Welcome

Welcome to the web site of the Washington College Chemistry Teachers Association. The WCCTA works to support college chemistry teachers primarily by organizing an annual conference held in the fall. See the links in the menu to the left.

New WCCTA Web Site



The WCCTA web site is now running a new and improved collection of web pages. This new site includes a large array of services including forums, a shout box, user registration, articles, FAQs, News, and much more. In you are interested in the WCCTA, register as of user of this web site and contribute to the online WCCTA community!

It is good to note that we now have two communication methods. Messages sent to one are not forwarded to the other.

- Traditional email list
- Specific Topic Forums

To make announcements to the general WCCTA email list, please continue to use the email list. You can find more information about the email list from the link in the left menu. To contribute to the forums, you need to be registered on the web site.

› waldow_admin on October 10 2006
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About
wccta English (USA)

Welcome to the information page for the Washington College Chemistry Teachers Association (WCCTA) Email List. This list is for members and friends of the WCCTA. It is intended for communications relevant to WCCTA business, conferences, and professional discussions about the art of teaching chemistry. It is not for postings of a commercial nature.

Subscriptions to this list will be permitted for individuals who already hold a position in chemistry higher education in Washington (or nearby in bordering states), or who are seeking employment as a Washington college chemistry teacher. Please use an email address with a suffix that indicates your affiliation with an institution of higher education, if you have such an address. Or, please explain your affiliation to higher education through an email to fryhle@chem.plu.edu, the list moderator.

We hope that you find the messages posted to this list stimulating and informative.

Information about UNSUBSCRIBING from this list is given at the bottom of this page.

When you reply to a message from the list it will be automatically addressed only to the author of the original message and not to the list as a whole. If you wish for your reply to be shared with all of the list subscribers then you must include the list's email address in your reply.

Note that attachments are allowed on this list, but that for the sake of security and economy of bandwidth they are limited to 40 Kb. Please be judicious about decisions to send attachments. If you need to send a larger attachment, please contact one of the list administrators (see below).

To see the collection of prior postings to the list, visit the [wccta Archives](#).

Using wccta

To post a message to all the list members, send email to wccta@chem.plu.edu.

You can subscribe to the list, or change your existing subscription, in the sections below.

Subscribing to wccta

Subscribe to wccta by filling out the following form. You will be sent email requesting confirmation, to prevent others from gratuitously subscribing you. Once confirmation is received, your request will be held for approval by the list moderator. You will be notified of the moderator's decision by email. This is also a private list, which means that the list of members is not available to non-members.

Your email address:

Your name (optional):

You may enter a privacy password below. This provides only mild security, but should prevent others from messing with your subscription. **Do not use a valuable password** as it will occasionally be emailed back to you in cleartext.

If you choose not to enter a password, one will be automatically generated for you, and it will be sent to you once you've confirmed your subscription. You can always request a

mail-back of your password when you edit your personal options. Once a month, your password will be emailed to you as a reminder.

Pick a password:

Reenter password to confirm:

Which language do you prefer to display your messages? English (USA)

Would you like to receive list mail batched in a daily digest? No Yes

Subscribe

wccta Subscribers

(The subscribers list is only available to the list members.)

Enter your address and password to visit the subscribers list:

Address:

Password:

Visit Subscriber List

To unsubscribe from wccta, get a password reminder, or change your subscription options enter your subscription email address:

Unsubscribe or edit options

If you leave the field blank, you will be prompted for your email address

wccta list run by fryhle at chem.plu.edu, waldow at chem.plu.edu

wccta administrative interface (requires authorization)

Overview of all chem.plu.edu mailing lists



version 2.1.5



Information from Sleeping Lady

We look forward to welcoming you as our guest. To ensure you feel at home during your stay with us, we've provided the following information about our operations, policies and experience. Please do not hesitate to contact us at 800-574-2123 if you have any questions.

- Check-in time is 3:00 p.m.; Checkout time is 11:00 a.m.
- Our Registration Desk and Gift Shop are staffed 24 hours a day. We offer seasonal equipment rental including snowshoes, cross-country skis, bicycles and trail passes.
- We have a non-smoking policy indoors and out. Violators will be charged a minimum of \$150. Please help us keep Sleeping Lady smoke-free.
- Due to the four seasons we experience we recommend non-slip footwear. High heels are strongly discouraged.
- Luggage carts are available directly outside the main office for our guests.
- Please park your vehicles in the guest parking lot. No motor vehicles may be driven on site.
- The Woodland Rock Pool is open 24 hours a day seasonally (May-September) and the adjoining hot pool is open year round. Swimsuits are required.
- The Sauna is open 24 hours a day and is located at the west end of the property.
- If you would like to schedule a massage, please call us at 800-574-2123. 24-hour advance reservation is recommended.
- Grasshopper Fitness Center is open 24 hours a day and requires your room key for access.
- We do NOT allow pets at the property. Those with pet allergies should note that Sleeping Lady hosts three cats - two of which have been with the facility prior to opening.
- There are no televisions in our guest rooms.
- The Library provides space to find or read a good book and relax. A variety of games and a computer with high-speed Internet access and printer are available for use.
- There are telephones and dial-up data connections in all guest rooms.
- The Grotto bar opens daily at 4:30 p.m. There is a television in the bar.
- Kingfisher Dining Lodge serves meals buffet/cafeteria style to all Sleeping Lady guests in a community-enhancing environment with European-style seating. Beer and Wine are available.
 - Dining Hours: Breakfast 7:30-8:30 a.m. Mon-Fri, 8:00-9:00 a.m. Sat & Sun, Lunch 12:00 p.m. - 1:00 p.m., Dinner 6:00 - 7:00 pm
- O'Grady's Pantry serves espresso, homemade ice cream, many other café selections, and beer, wine and spirits. O'Grady's, located at the entrance to Sleeping Lady, opens daily at 7:00 a.m.

First time guests at Sleeping Lady will find a unique conference experience unlike most others. When you enter Sleeping Lady, you will feel nature's tranquility. Our buildings blend with the natural landscape, and are separated allowing many opportunities to enjoy the fresh

air and a little exercise. You will leave your fast-moving work of tensions, noise and pressure, and once here, will slow your tempo and relate to your colleagues in simple, positive ways. Our offerings of arts and music on site; and the surrounding of the natural world will enhance the working energy in your conference.

Upon arrival, you will settle into a friendly, comfortable room. It smells good because there's no carpet or synthetic fabrics. The air is fresh and quiet, free of noises from air conditioner and fan. Since the room is small, with no TV or mini-bar, you will be encouraged to go out and find your colleagues. You can enjoy conversation as you walk to Kingfisher Dining Lodge along a narrow curving path among tall pines and native vegetation. There, you will find yourself in the buffet line, welcomed by friendly servers; with the subject of talk likely turning to the delicious food.

The next morning, you will come to breakfast, informally dressed, after a sound sleep under down comforters with no glaring lights, toxic odors, and sounds only of birds and frogs. Tensions will dissolve as you sit down at community tables, relaxed and laughing. You will have delicious and healthful meals, productive meetings, learn from each other, take a walk, and with luck, enjoy a concert.

Our meeting spaces are decorated with warm wood flooring, oriental rugs, comfortable chairs and couches, wood stoves and more. The meeting rooms take their names from the birds and animals you might see out their windows: Woodpecker, Nuthatch, Dipper, Quail and Flicker. The fresh air and natural lighting in all our meeting areas will inspire creative thinking.

Every aspect of our site layout and buildings, inside and out is designed to encourage gatherings and communication. From the chapel to benches under trees and on the decks, you can find your fellow conferees with no long-walled corridors to navigate. Those who have disputes at home often discover each other as human beings while watching a woodpecker, enjoying a plate of fine food by an open fire, walking among rocks by the river or during a ski outing on the trail.

Hostilities dissolve momentarily as people discover art pieces together. Every detail from Chihuly's Icicles to the door handles becomes a lighthearted diversion. The presence of the Icicle Creek Music Center provides an esthetic dimension for the Sleeping Lady guest experience, as well as bringing in people from afar. Its high quality music calms the soul, which all can share.

The environmental consciousness shown in our treatment of the landscape and our choices of building materials and methods demonstrates how comfortable, even luxurious, a facility can be where conservation principles are applied. Of course, energy conservation is central to our environmental commitment, simply because it is the right way to build anything.

We look forward to having you as our guest, and to welcoming you back time and time again.

www.sleepinglady.com

The Sleeping Lady Experience

2006 WCCTA Annual Conference Evaluation Form

The organizers of this year's conference would appreciate your comments and suggestions regarding the 2006 WCCTA Annual Conference.

Please tear out this form and leave it in the box in Woodpecker after the Business Meeting.

Registration Materials/Procedure Comments:	5 (high satisfaction)	4	3	2	1 (low satisfaction)
Abstract Submission Procedure Comments:	5 (high satisfaction)	4	3	2	1 (low satisfaction)
Program Schedule Comments:	5 (high satisfaction)	4	3	2	1 (low satisfaction)
Program Content Comments:	5 (high satisfaction)	4	3	2	1 (low satisfaction)
Program Booklet Comments:	5 (high satisfaction)	4	3	2	1 (low satisfaction)
Website Comments:	5 (high satisfaction)	4	3	2	1 (low satisfaction)
Thursday Morning Plenary Session Comments:	5 (high satisfaction)	4	3	2	1 (low satisfaction)
After-dinner Talk Comments:	5 (high satisfaction)	4	3	2	1 (low satisfaction)
Location/Cost Comments:	5 (high satisfaction)	4	3	2	1 (low satisfaction)
Meeting Room Venues Comments:	5 (high satisfaction)	4	3	2	1 (low satisfaction)
General Comments Comments: (Please use the back if necessary)	5 (high satisfaction)	4	3	2	1 (low satisfaction)