



## Daily View Sessions, Events, Resources

<b>Sunday, June 5</b>	<b>Description</b>	<b>Time</b>	<b>Location</b>	<b>Page</b>
Sessions:	Various Presentations & Workshops	1:00–5:00PM	Hyatt A-G	9 - 13
	Opening Plenary	5:00-6:30PM	Hyatt Patterson Ballroom	12
Events:	Opening Reception ( <i>Complimentary</i> )	6:30-8:00PM	Hyatt HytTops Kentucky	13
			Prefunction Area (Lower Level B) of the Hyatt	
Resources:	Registration/Information Desk	11:00AM-5:00PM		4
	Shuttle Bus to Hyatt from Holiday Inn	11:00AM-2:00PM	Front Entrance	32
	Shuttle Bus to Holiday Inn from Hyatt	6:00-9:00PM	Front Entrance	32
<b>Monday, June 6</b>	<b>Description</b>	<b>Time</b>	<b>Location</b>	<b>Page</b>
Sessions:	Various Presentations & Workshops	8:30AM-12:00PM	University of Kentucky (UK) Student Center	13 –18
	Plenary	1:00-2:30PM	UK Student Center: Grand Ballroom	18
	Various Presentations & Workshops	2:30-5:30PM	UK Student Center	18 -22
Events:	Breakfast Buffet ( <i>Complimentary</i> )	7:30-8:30AM	UK Student Center: Grand Ballroom	13
	Lunch Buffet ( <i>Complimentary</i> )	12:00-1:00PM	UK Student Center: Grand Ballroom	18
Resources:	Registration/Information Desk	7:00AM-5:00PM	3 <sup>rd</sup> Floor of UK Student Center	4
	Shuttle Bus to UK Student Center from Hyatt & Holiday Inn	7:00-10:00AM	Front Entrance	32
	Shuttle Bus to Hyatt & Holiday Inn from UK Student Center	4:30-7:30PM	Front Entrance	32
<b>Tuesday, June 7</b>	<b>Description</b>	<b>Time</b>	<b>Location</b>	<b>Page</b>
Sessions:	Plenary	8:30-9:30AM	UK Student Center: Grand Ballroom	22
	Various Presentations & Workshops	9:30AM- 12:00PM	UK Student Center	22-25
Events:	Breakfast Buffet ( <i>Complimentary</i> )	7:30-8:30AM	UK Student Center: Grand Ballroom	22
Resources:	Registration/Information Desk	7:00AM-12:00PM	3 <sup>rd</sup> Floor of UK Student Center	4
	Shuttle to/from UK Student Center, Hyatt, & Holiday Inn	7:00AM-1:00PM	Front Entrance	32



Welcome!

Dr. Kumble Subbaswamy, Provost

University of Kentucky

I am extremely pleased to extend to each of you a very warm welcome to the inaugural annual conference of the Association for the Assessment of Learning in Higher Education. When I first learned of Dr. Marsha Watson's and Dr. Bob Mundhenk's vision of establishing an organization dedicated to supporting and fostering professional assessment practice that will enhance and continuously improve student learning in higher education, I was immediately intrigued. Well aware of the important contribution the University of Kentucky's ASSESS Listserv had already made over the years to advancing (inter)national, scholarly dialogue and research in assessment of higher learning, I welcomed Watson's and Mundhenk's suggestion that UK extend its already established commitment to promoting a culture of assessment both in Kentucky and beyond our borders by hosting the first-ever professional association for assessment practitioners.

My personal intellectual interest in assessment's intrinsic role in continuous improvement of institutional effectiveness deepened into profound commitment soon after assuming the position of Provost of the University of Kentucky, where I learned very quickly the importance of:

- Promoting robust, meaningful assessment of student learning to ensure ongoing improvement in the core, mission-critical area of all institutions of higher education – teaching and learning;
- Providing leadership at the highest level to communicate to faculty, staff, and students the critical nature of assessment activities; and perhaps most importantly,
- Supporting *words with actions* by allocating resources dedicated to developing and improving an effective assessment effort.

Therefore, it is with excitement and great anticipation for the future outcomes of our collective efforts here that I welcome you and encourage you to nurture this significant beginning to an organization that holds tremendous promise for the betterment of higher education and the students who seek it.

Congratulations for being here to make such a difference!



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# General Information

- **Meeting Locations**

*Sunday, June 5* – All sessions will be held at the Lower Level B of the Hyatt Regency Lexington

*Monday, June 6 and Tuesday, June 7* – All sessions will be held at the University of Kentucky (UK) Student Center.

- **Registration Hours**

The schedule for onsite registration:

*Sunday, June 5* 11:00AM – 7:00PM  
Prefunction area at the lower level B of the Hyatt Regency Lexington

*Monday, June 6* 7:00AM – 5:00PM  
*Tuesday, June 7* 7:00AM – 12:00PM  
3<sup>rd</sup> Floor of the UK Student Center

- **Exhibit Hours**

*Sunday, June 5* 11:00AM – 7:00PM  
*Monday, June 6* 7:00AM - 5:00PM  
*Tuesday, June 7* 7:00AM – 12:00PM

- **Reception – HytTops and Kentucky Room, Lower Level A of the Hyatt**

*Sunday, June 5* 6:30 – 8:00PM

- **Breakfast and Lunch Breaks**

Complimentary breakfast and lunch will be available at the Grand Ballroom, 3<sup>rd</sup> Floor UK Student Center.

*Monday, June 6*  
Continental Breakfast 7:30 – 8:30AM  
Lunch Buffet 12:00 – 1:00PM  
*Tuesday, June 7*  
Continental Breakfast 7:30 – 8:30AM

- **Internet Access**

Complimentary wireless internet is available in the Lobby and the Food Court of the Hyatt Regency Lexington and throughout the UK Student Center.

- **Lost and Found**

Lost and found items can be taken to or claimed at the Conference Registration Desk.

- **Shuttle Services**

The Hyatt Regency Lexington provides complimentary shuttle service to the Bluegrass Airport.

The University of Kentucky will provide shuttle services on the following dates for the following routes:

*Sunday, June 5* Holiday Inn ↔ Hyatt  
*Monday, June 6 and Tuesday, June 7*  
Hyatt → Holiday Inn → UK Student Center  
UK Student Center → Hyatt → Holiday Inn

- **Cell Phones and Smart Phones**

In consideration of other attendees, please turn off your phone or place it on vibrate mode when attending sessions.

- **Time Zones**

Lexington, Kentucky is currently under the Eastern Daylight Time (EDT) Zone. If you traveled from another time zone, please set your watches and clocks to EDT so as not to miss any events.



# Plenary Speakers

**Sunday, June 5, 2011, 5:00 PM**

**Hyatt Patterson Ballroom**

*Being Accountable and Improving Learning: The Real Assessment Challenge*



**Trudy Banta**, *Professor of Higher Education, Senior Advisor to the Chancellor for Academic Planning and Evaluation  
Indiana University- Purdue University Indianapolis*

Recipient of eight national awards for her work, Dr. Banta has consulted with faculty and administrators in 47 states, Costa Rica, Japan, Puerto Rico, South Africa, and the United Arab Emirates on the topic of outcomes assessment and has given invited addresses on this topic at national conferences in Australia, Canada, China, England, France, Germany, New Zealand, Scotland, Spain. She has developed and coordinated 22 national assessment conferences in the U.S. and 15 international conferences held in Australia, Austria, England, Finland, Germany, Hong Kong, Malaysia, the Netherlands, Scotland, South Africa, and the United States.

Dr. Banta has written or edited 17 published volumes on assessment, contributed 27 chapters to other published works, and written more than 200 articles and reports. She is the founding editor of *Assessment Update*, a bi-monthly periodical published since 1989 by Jossey-Bass and winner of a national award for overall excellence in 2003.

**Marc Chun**, *Council for Aid to Education*

Dr. Marc Chun joined CAE in 2001, and currently serves both as the director of CLA in the Classroom as well as a research scientist. Dr. Chun previously worked for the National Center for Postsecondary Improvement, the Stanford Institute for Higher Education Research, the Higher Education Research Institute at UCLA, and the RAND Corporation. He has taught at Stanford University, Columbia University, the New School University, and Vanderbilt University. Dr. Chun completed his graduate training at Stanford University in sociology and education, and held a postdoctoral fellowship in sociology and education at Columbia University. His research focuses on assessment, organizational theory, and the sociology of knowledge.

**Monday, June 6, 2011, 1:00 PM**

**UK Grand Ballroom**

*The Emerging Role of Student Affairs Practitioners in Outcomes-Based Assessment Program Review*



**Marilee Bresciani**, *Professor, Administration, Rehabilitation, and Postsecondary Education, San Diego State University, AALHE Board of Directors*

Marilee J. Bresciani, Ph.D. is a Professor of Postsecondary Education Leadership at San Diego State University, where she coordinates the certificate in institutional research, planning, and assessment, and the doctorate in community college/postsecondary education leadership. The curriculum at San Diego State University emphasizes the integration of the curricular and co-curricular learning paradigms, and analysis, planning, and responsible practice of leaders in a socially just and global environment. Her research focuses on the evaluation of student learning and development. She uses grounded theory to explore how systems and processes contribute to student learning centeredness, which includes the study of leaders' roles in these systems and processes. Her most recent research explores the role of intuition in evidence-based decision making.

Dr. Bresciani has held faculty and higher education administration positions for over 20 years. In those positions, she has conducted enrollment management research, quantitative and qualitative institutional research, course-embedded assessment, and academic and administrative program assessment. Previously as Assistant Vice President for Institutional Assessment at Texas A&M University and as Director of Assessment at North Carolina State University, Dr. Bresciani led university-wide initiatives to embed faculty-driven outcomes-based assessment in the curriculum. She has led reforms in outcomes-based assessment program review, assessment of general education, quality enhancement, and assessment of the co-curricular.

She has been invited to present and publish her findings on assessment and is a leading author of five books on assessing student learning and outcomes-based assessment program review. Dr. Bresciani has developed and delivered several courses on assessment of student learning, and serves the editorial board of the *Journal of Research and Practice in Assessment*. She is a reviewer for the Australian Quality Assurance Agency and is also a managing partner in an international assessment and enrollment management consulting firm.

**Tuesday, June 7, 2011, 8:30 AM**

**UK Grand Ballroom**

*Professionalism in a New Key: Assessment as the Path to (Understanding)*

*Professionalism*



**David Paris**, *Executive Director, New Leadership Alliance for Student Learning and Accountability*

David C. Paris is the Executive Director of the New Leadership Alliance for Student Learning and Accountability. The mission of the Alliance is to create shared norms for assessing student learning and to establish improved practices for assessment and accountability that are widely implemented throughout American higher education. The Alliance is developing a coalition and network that will systematically guide the assessment discussion and agenda, develop broadly accepted mechanisms for recognizing and encouraging effective assessment programs, and create networks between and among the varied higher education constituencies leading to shared understandings of assessment and accountability in American higher education. For the past several years Paris has been a Senior Fellow at the Association of American Colleges and Universities and a Senior Advisor at the Council of Independent Colleges. He is also a Professor of Government, specializing in education policy, political thought, and democratic theory and the author of a number of books and articles.

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# Association for the Assessment of Learning in Higher Education

The Association for the Assessment of Learning in Higher Education (AALHE) is an organization of practitioners interested in using effective assessment practice to document and improve student learning. As such, it aims to serve the needs of those in higher education for whom assessment is a tool to help them understand learning and develop processes for improving it.

AALHE began to take shape in late 2009. Formed in part because no other organization had emerged to replace the range of resources and opportunities for interaction that the Assessment Forum of the American Association for Higher Education had offered until it closed in 2005, AALHE's Founding Board of Directors launched this organization with the intention of providing much richer resources and a wider range of interactive opportunities than the Assessment Forum did, largely because much of its content and conversations will be online.

The organization and its website have been designed to constitute a wide range of resources for all who are interested in the improvement of learning, from assessment directors who organize and manage programs, to faculty and Student Affairs professionals who use assessment strategies to understand their students' learning, to graduate students and others who are conducting research on the effectiveness of assessment processes and instruments, to institutional researchers who want to develop effective learning data systems. Through its largely virtual design, AALHE proposes to stimulate discussions both within the groups described above and within the larger community of assessment practitioners. From special-interest blogs to theme-based communities of practice, to a resource room filled by its membership to help their member colleagues, AALHE intends to offer assessment practitioners a variety of ways to learn and share their thoughts about assessing and improving learning.

AALHE is housed at the University of Kentucky, which provides generous technical and staff support, but the organization remains an independently incorporated, member-funded, non-profit entity recognized by the State of Kentucky.



# Chronological Listing of General Program Sessions

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## AALHE Inaugural Conference Program – June 2011

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The inaugural conference of the AALHE is intended to energize participants to examine current best practice in assessment, share innovative practices emerging from individual efforts, and make new knowledge in assessment theory and praxis. Therefore, while participants have a variety of sessions to choose from in each time slot, they can also choose to follow specific themes that address specific questions, concerns, and practices. Themes are designated by the following: **General Education (GE)**; **Engagement (ENG)**; **Buy-in (BI)**; **Assessment Basics (AB)**; **Advanced Assessment (AA)**; **Online (OL)**; **Using Data (UD)**; **Program Review (PR)**; **Assessment & Graduate Education (AG)**; **Community College Assessment (CC)**; **Assessment Issues in the Larger Academic Context (AI)**; **Student Affairs (SA)**.

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### Sunday, June 5 – Hyatt

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#### 1:00 PM Concurrent Sessions

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HyattA-P-50-CC-1300  
Hyatt A

#### **The Great Divide: Shoring up Student Learning and College Readiness through the Common Core State Standards**

We will review the achievement gaps in the educational pipelines in the U.S., the increasing numbers of high school graduates placing into developmental (pre-college) coursework, the role of state officials (governors, leaders of state education agencies) in launching the Core Standards initiative to address these challenges, the Core Standards themselves, and the plans for assessment of student learning of these standards. Participants will consider higher education's role in this initiative: how we help to define and assess "college readiness," how the Common Core Standards might affect post-secondary placement policies and student enrollment, the need for increased faculty collaboration across educational sectors (secondary and post-secondary), and how the Core Standards could lead to changes in university Education programs.

*Diane Nyhammer, Provost and Chief Academic Officer, Rock Valley College, AALHE Board of Directors*

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HyattB-P-50-GE-1300  
Hyatt B

#### **Planning General Education Assessment**

How can you assess student learning outcomes that cut across degree programs and don't "belong" to individual academic departments? This session suggests approaches for different types of general education programs by asking (1) what type of general education program does your institution have?; (2) what does your institution want general education assessment to accomplish?; and (3) how do the tools that are available fit the various program types and assessment purposes?

*Ephraim Schechter, Director, HigherEdAssessment.com, AALHE Board of Directors*

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HyattC-WS-170-AB-1300  
Hyatt C

**Defining Intended Learning Outcomes: Essential Foundations for Effective Learning and Assessment**

Effective learning and its assessment depend on first identifying clearly the specific learning outcomes an institution, program, or agency is trying to produce. In this session, participants will learn to define outcomes in clear, properly structured language that can systematically guide program design, implementation, assessment, and improvement, and fully satisfy increasing demands of accreditors. This workshop includes exercises focusing on specific concepts and skills dealing with outcome goals and objectives, and provides valuable handout tools adaptable to one's own situation.

*Lion Gardiner, Associate Professor of Zoology, Rutgers University*

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HyattD-P-50-AA-1300  
Hyatt D

**Assessing and Closing the Loop on Undergraduate General Education**

This session describes the rich dialogue about teaching and learning, and improvements to the assessment process, that have come from our annual three-day rating session where faculty assess students' mastery of the College's core learning outcomes. In our eight years of conducting these sessions, we have noted not only improvements in student learning, but also marked increases in faculty ownership of assessment, improvements in the structure of the First-Year Seminar and Capstone courses, an increase in the number of faculty submitting student writing for assessment, and the creation of new faculty-development initiatives to close the loop. We will share our learning about how to structure and conduct the rating sessions, from initial recruitment of faculty several months before to follow-up sessions months later.

*Mary Kay Fleming, Assessment Coordinator and Associate Professor, College of Mount St. Joseph*

*Kim Hunter, Instructional Technology, College of Mount St. Joseph*

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HyattEF-WS-110-AI-1300  
Hyatt E-F

**Defining the Credit Hour in the New Regulatory Context**

This two-hour workshop session will explore in detail the new federal requirement that institutions clearly define the credit hour in accordance with their unique and individual missions, and guide participants through development of definitions appropriate to their institutional context. In the first hour, the facilitators will examine the language and boundaries of the legislation, the implications of having to provide evidence of achievement of such a definition for assessment practitioners, and provide several examples of definitions developed within the new guidelines from the traditional Carnegie "seat-time" option. The less clearly articulated but more intriguing learning outcomes option will also be explored by the facilitators. Participants will be guided through the process of developing a credit hour definition in the second hour of the workshop, under either or both options. In addition, facilitators will help participants develop plans for collecting acceptable evidence.

*Marsha Watson, Executive Director, Association for the Assessment of Learning in Higher Education*

*Judith Eroe, Director of Academic Assessment, Grand Canyon University*

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HyattA-WS-110-ENG-1400  
Hyatt A

### **Supporting Faculty Engagement in Outcomes Assessment**

This workshop will be focused by the facilitator's qualitative study of faculty who described themselves as engaged in outcomes assessment. Information about study participants and the process through which they became engaged will be presented, as well as other factors that study participants found to be encouraging or hindering on their path to engagement. In addition, workshop participants will be invited share their own experiences with engaging faculty, and to discuss the faculty development process at their campuses which contribute to faculty engagement as a way to explore these issues. Participants will develop a plan to identify faculty on the pathway to engagement, and to identify how their institution might better support those faculty to improve implementation of academic assessment. The overall purpose of this session is to encourage participants to adopt a framework that views assessment as a learning process, to support individual and collegial learning processes, and to network with already-engaged faculty to enhance assessment processes and outcomes at their campuses.

*Elizabeth Evans, Director, Accelerated Learning; Assessment, Concordia University Wisconsin*

HyattB-P-50-UD-1400  
Hyatt B

### **NILOA Transparency Framework: A Tool for Transparent Communication of Assessment Information**

The National Institute for Learning Outcomes Assessment (NILOA) has developed a Transparency Framework useful for the sharing of evidence of student learning on and off campus. This workshop will explain the basis of the Framework as well as how to use it. Attendees will be divided into small groups to review examples of institutional websites with differing levels of transparency. The presenters will guide the groups in the review of the website examples through the use of the Framework. The presentation will include a larger group discussion of the review process and summarize the use of the Framework. Attendees will exit the workshop having used the Framework, received advice on how to review their own institutional websites, and identified one to two specific Web pages that they plan to use the Framework to review.

*Staci Provezis and Natasha Jankowski, Research Analysts, National Institute for Learning Outcomes Assessment (NILOA), University of Illinois*

HyattD-P-50-AI-1400  
Hyatt D

### **Positioning Assessment as a Discipline: SoTL-A or DOA?**

The purpose of this session is twofold: (1) to explore the progress higher education assessment (HEA) has made in establishing itself as a discipline by examining the ways in which it is similar to and distinct from related disciplines, and considering whether or not HEA can reasonably be considered a discipline; and (2) the session will explore the benefits of strengthening HEA's role as a discipline and describe approaches assessment practitioners can take to grow HEA as a discipline.

*Jeremy Penn, Director, University Assessment and Testing, Oklahoma State University*

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HyattG-C-50-UD-1400  
Hyatt G

**Linking Budgeting with Institutional and Student Learning Assessment**  
Participants in this conversation will explore strategies for linking budgeting and planning with assessment of institutional effectiveness and student learning.

*Sean McKittrick, Assistant Provost, Binghamton University*

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3:00 PM

Concurrent Sessions

HyattB-P-50-AI-1500  
Hyatt B

**Faculty Leadership and Administrative Support: A Practical Response to Academically Adrift**

The January 2011 release of the book, *Academically Adrift: Limited Learning on College Campuses*, created a tidal wave of discussion in the higher education community. This conversation session will explore the multiple and complex perspectives one can have on the findings from the book. Participants can expect a practical discussion about how meaningful assessment practices that are grounded in faculty leadership and administrative support can form the basis for responding to the book and broader calls for improving student learning on college campuses.

*Jonathan Keiser, Director of Evaluation and Assessment*  
*Neil Pagano, Associate Dean of Liberal Arts and Sciences*  
*Columbia College Chicago*

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HyattEF-WS-80-PR/UD-1500  
Hyatt E-F

**Allocating Resources based on Outcomes-Based Assessment Program Review**

The outcomes for this workshop session are as follows: (1) Identify how institutional/divisional decision-making aligns with values; (2) Identify the role that outcomes-based assessment plays in the decision-making process; (3) Determine how resources can be allocated or reallocated in alignment with institutional/divisional values; and (4) Determine how outcomes-based assessment informs the allocation or reallocation of resources when institutions/divisions are aware of their values. The session will present recent research on the issues and offer a framework for moving forward on outcomes-based planning and budgeting. Participants can expect significant interaction aimed at development of individual action plans that can be implemented at participants' home institutions.

*Marilee Bresciani, Professor, Administration, Rehabilitation, and Postsecondary Education, San Diego State University, AALHE Board of Directors*

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5:00 PM

Opening Plenary

HyattPB-90-Plenary-1700  
Hyatt Patterson Ballroom

**Being Accountable and Improving Learning: The Real Assessment Challenge**

Recent demands from public sponsors of higher education for measures of accountability have placed assessment practitioners in a difficult situation. On the one hand, they are being asked--often compelled--to produce information that sponsors can understand; on the other, they know that this easy-to-understand information only gives a partial picture of student achievement. This session will explore ways in which different approaches to assessing learning

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can be combined or recontextualized to produce a fuller, more accurate, and more useful picture of student learning.

**Trudy Banta**, Professor of Higher Education, Senior Advisor to the Chancellor for Academic Planning and Evaluation, Indiana University- Purdue University Indianapolis

**Marc Chun**, Council for Aid to Education

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6:30 PM Opening Reception

HyattHT-90-Reception-1830  
**Hyatt HytTops Kentucky**

**Complimentary Reception**

Join us for a complimentary drink, a selection of light hors-d'œuvres, and a chance to network with assessment colleagues.

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**Monday, June 6 – University of Kentucky Student Center**

7:30 AM Breakfast Buffet

UKGB-BrkfstM-60-0730  
**UK Grand Ballroom**

**Complimentary Breakfast Buffet**

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8:00 AM Product Presentation

UKGB-P-30-OL-0800  
**UK Grand Ballroom**

**Campus Labs Solutions: Technology for Higher Education Assessment**

With today's fast paced technology, it can be difficult to identify what tools will align with your institution's needs. College administrators and IE/IR professionals are getting inundated with messages regarding available assessment technology solutions. This presentation will focus on key aspects to consider when looking for time-saving technology tools. Please join us for breakfast on Monday morning to discuss this topic and the Campus Labs solution.

**Patrick Rohde**, Vice President, Campus Relations

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8:30 AM Concurrent Sessions

UKSB-WS-170-AB-0830  
**UK Small Ballroom**

**Outcomes Assessment Nuts & Bolts**

Outcomes assessment should help both program planning and accountability reporting. This workshop focuses on the steps needed accomplish these goals, including stating outcomes, selecting assessment methods, describing your process and results, and using assessment results in planning. Exercises help participants ask "how does this apply to me?" and develop concrete ideas for their own assessment processes.

**Ephraim Schechter**, Director, HigherEdAssessment.com, AALHE Board of Directors

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UK357-WS-110-AB-0830  
**UK 357**

**Instructional Objectives: The Foundation of Instructional Effectiveness**

This workshop will present a model of writing instructional objectives and will provide program participants the opportunity to identify, write, critique, and revise

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measurable learning and administrative objectives. Additionally, the workshop will explore how to differentiate between course and program learning objectives, and administrative and institutional effectiveness objectives. Significant participant engagement in workshop activities can be expected.

**Teresa Brumfield**, *Coordinator, General Education Assessment, University of North Carolina at Greensboro*

**Sarah Carrigan**, *Director, Institutional Research, University of North Carolina at Greensboro*

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UK363-WS-170-AG-0830  
UK 363

### **Assessing Graduate Programs**

While assessment in undergraduate programs has long been practiced in a variety of institutional contexts and has developed a broad base of theory and practice, assessment in graduate programs has not benefited from such extensive development. This workshop will provide faculty, administrators and assessment staff with hands-on involvement in working through assessment data-related issues in graduate programs. Participants will gain a framework for thinking about assessment in the context of graduate programs and taxonomy for applying appropriate methods. Collaboratively, we will develop learning outcomes appropriate to the graduate programs. Finally, the workshop will offer numerous examples of tools developed and used in institutions for assessment of graduate education.

**Joseph Hoey**, *Vice President of Institutional Effectiveness and Accreditation, Bridgepoint Education, Inc.*

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UK206-WS-170-AA-0830  
UK 206

### **Using Developmental Interviews to Create Learning Outcomes Networks**

Participants in this three-hour workshop will learn how to produce reliable, valid MODEL rubrics using developmental interviewing. The workshop will (1) introduce a developmental model that has succeeded in producing theories of expertise development in nearly 200 distinct interviews, (2) describe easy, practical and inspiring approaches for conducting such interviews, (3) demonstrate an interview, (4) help participants conduct and reflectively critique their own interview, (5) learn techniques for combining the results from independent experts in the same field, and (6) learn how to turn rubrics results from a single program into a Learning Outcomes Network.

**David Dirlam**, *Coordinator, Institutional Research and Assessment, Hebrew Union College*

**Nancy Roszell**, *Director of Institutional Research, Wilmington College*

**Laura Ng**, *Assistant Professor, Gainesville State College*

**Marta Wilkinson**, *Assistant Professor, Wilmington College*

**Robert Covitz**, *Institutional Research and Assessment Assistant, Hebrew Union College*

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UK211-WS-110-AA-0830  
UK 211

### **Effectively Assessing Student Learning Outcomes using the FAMOUS Model**

A good assessment approach simplifies and streamlines the process involved. For the most part however, institutions continue to struggle to identify effective models and the best practices for assessing and documenting effectiveness in achieving their unique missions and goals. This workshop will share the model,

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F.A.M.O.U.S., which has proven to be effective for assessing and documenting evidence of student learning outcomes F.A.M.O.U.S. is an acronym exemplifying six effective steps for complying with institutional accountability and external assessment requirements.

*Uche Ohia, Director of University Assessment, Florida A&M University*

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UK231-C-50-AB-0830  
UK 231

**Using Rubrics in the Information Literacy Assessment Process**

Although libraries have been assessing information literacy learning outcomes for some time, it is only recently that rubrics have been applied to this assessment process. This conversation session will explore the uses and limitations of rubrics for assessing information literacy.

*Debbie Sharp, Coordinator, Information Literacy*  
*Judy Wiza, Coordinator, Libraries Assessment*  
*University of Kentucky*

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UK205-P-50-CC-0830  
UK 205

**Developing a Community College Learning Outcomes Assessment Framework**

This session will provide an overview of how one institution is implementing a number of assessment measures and tools at many levels, as a cumulative approach to assessing student learning outcomes. Among the many tools, Jaguar P.R.I.D.E. (Providing Responsibility In Delivering Excellence) is a homegrown student learning outcomes assessment and data collection system specifically designed to provide immediate student learning information to individual faculty and at the same time aggregate data for course and program level results. Participants should be prepared for significant interaction with the topic in terms of what they can bring back to their own institutions.

*Oscar Hernández, Director of Student Learning Outcomes and Assessment,*  
*South Texas College*

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UK230-P-50-CC-0830  
UK 230

**The Role of Data Management Systems on Standards-Based Alignment of Academic Units and Programs**

Teacher education preparation programs across the United States have opted to utilize the assessment capabilities of web-based products intended primarily for student portfolio needs. The evolution of some of these products from primarily a portfolio focus to a combination of portfolios with complex assessment tools have provided assessment leaders in teacher education units with tools to demonstrate student learning performance levels according to professional standards. This session demonstrates the findings of recent research on the role these products play on the alignment of academic units and programs with standards.

*Brett Everhart, Director of Teacher Education, Lock Haven University*

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UK359-C-50-AI-0930  
UK 359

**What Degrees Should Mean: Understanding the Lumina Foundation's Degree Qualifications Profile**

Over two months ago the Lumina Foundation published a monograph and funded a pilot of its Degree Qualifications Profile, which attempts to define the core elements of associate's, bachelor's, and master's degree program—that is, to describe what recipients of these degrees should know and be able to do. After a brief overview of the monograph's main points (it is available online at <http://www.luminafoundation.org/publications>), we will discuss the implications of this initiative for institutions and assessment practice.

*Robert Mundhenk, Visiting Scholar, Higher Learning Commission of the NCA, Acting Chair, AALHE Board of Directors*

UK205-P-50-OL-0930  
UK 205

**Learning Outcomes Assessment at an Online University: Current Practices, Future Directions, and Tools**

The proposed presentation will present the learning outcomes assessment process used at Walden University. This will include current practices of learning outcomes assessment at the undergraduate and graduate levels as well as improvements to the assessment process that are being proposed and put into place. These improvements include moving from program level learning outcome assessment to course level learning outcomes assessment that is then linked to program, college, and university level learning outcomes. Some tools being used for learning outcomes assessment in programs will also be shared including rubrics used to assess capstone activities such as thesis and dissertations.

*Shari Jorissen, Associate Director of Assessment*  
*Eric Riedel, Executive Director, Office of Institutional Research & Assessment, AALHE Board of Directors*  
*Walden University*

UK230-P-50-AA/OL-0930  
UK 230

**Comprehensive Assessment Reports: Best Practice Examples from Around the Country**

This session is focused on the WASC/ACCIC requirement for comprehensive assessment reports. The presenters will address the following questions: What does such a report look like? How might the authoring of such a report contribute to the institutional learning process at other institutions? What might such a report offer to the larger public understanding of the contributions from higher education to the society at large? What is the assessment professional's role in the development of the report? Multiple examples from two and four year institutions will be offered and discussed. Electronic copies of the resources will be housed on a floating server for subsequent access by participants.

*Robert Pacheco, Director of Research, Development and Planning, Barstow Community College*

UK205-P-80-UD-1030  
UK 205

**Some Practical Ideas About How to “Close the Loop”: Reflections and ‘Lessons Learned’ after a Decennial Accreditation Visit**

This session will focus on the exploration and discussion of practical, "non-dramatic" ways to use institutional and student learning assessment for enhancing institutional effectiveness and successfully passing accreditation review. The session addresses assessment issues surrounding accreditation visits, and provides opportunities for participants to engage in the issues and information discussed.

*Sean McKittrick, Assistant Provost, Binghamton University*

UK230-P-50-GE-1030  
UK 230

**Assessing General Education**

This presentation will provide assessment professionals with an overview of general education models and offer multiple opportunities to translate general education goals into measurable objectives. Additionally, presenters will assist participants with identifying suitable approaches to assessing general education at their institution and answer the question – why can't we use grades? Participants are encouraged to bring examples from their institutions for discussion.

*Tisha Paredes, Senior Research Associate for Assessment, Old Dominion University*

UK211-P-50-SA/AA-1030  
UK 211

**Utilizing Academic Techniques and Tools for the Assessment of Learning Student Affairs**

Student Affairs is one of the largest employers of students on the UK campus, providing students opportunities for leadership roles while working in a diverse environment. Instead of focusing solely on the entire student population served, primarily as customers, many departments in UK's Student Affairs group chose to directly assess the learning of their student employees. This session will discuss the rationale for direct assessment of student employee learning, and demonstrate some of the rubrics that have been created to evaluate the student employees. Participants can expect significant engagement and interaction with the topic.

*Leah Simpson, Assessment Specialist*  
*Betsy Mahoney, Student Affairs Administrative Director*  
*University of Kentucky*

UK359-WS-80-AG/OL-1030  
UK 359

**Assessing Research Quality in Dissertations**

This session will cover the history of dissertation assessment at Walden University, findings from an external evaluation of Walden's dissertation rubric, and planned next steps in enhancing dissertation assessment. Emphasized within this session are efforts to assess for both research clarity and doctoral quality. After sharing Walden's work in this area, presenters will engage participants in discussion focused on best approaches for dissertation assessment in the current higher education environment and ways universities

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can work collaboratively on this effort.

**Laura Knight Lynn**, Associate Director, Center for Research Support  
**Gary Burkholder**, Senior Research Scholar, Center for Research Support  
**Brianna Scott**, Faculty for the Center for Undergraduate Studies  
**Eric Riedel**, Executive Director, Office of Institutional Research and Assessment, AALHE Board of Directors  
Walden University

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UK 357-C-50-eJournal-1030  
UK 357

**Listening Session for the AALHE Affiliated e-Journal**

AALHE is in the process of launching an affiliated e-journal, *Assessing Student Learning and Development: A Journal for Higher Education*. The e-journal will be dedicated to publishing original and innovative scholarly work that describes research or practice in the field of assessment of student learning in higher education. The editorial board invites you to this brainstorming and idea sharing session so that we can develop and launch an e-journal that meets the collective needs of our higher education assessment community.

**Jonathan Keiser**, Director of Evaluation and Assessment  
**Neil Pagano**, Associate Dean, School of Liberal Arts and Sciences  
Columbia College Chicago

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12:00 PM

Lunch Buffet

UKGB-Lunch-60-1200  
UK Grand Ballroom

Complimentary Lunch Buffet

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1:00 PM

Plenary

UKGB-90-Plenary-1300  
UK Grand Ballroom

**The Emerging Role of Student Affairs Practitioners in Outcomes-Based Assessment Program Review**

This plenary will briefly explore the past role of student affairs practitioners in outcomes-based assessment before illustrating their current and expected roles from a variety of perspectives including regional accreditation and federal initiatives. Considerations for the future will be shared which will provide participants with questions to take back to their campuses as they plan for or at least anticipate the emerging roles of student affairs practitioners in outcomes-based assessment.

**Marilee Bresciani**, Professor, Administration, Rehabilitation, and Postsecondary Education, San Diego State University, AALHE Board of Directors

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2:30 PM

Concurrent Sessions

UK205-P-80-AB-1430  
UK 205

**Using Cognitive Science Models to Create Reliable and Valid Rubrics**

This session presents the four cognitive science models that distinguish PAGE, SWELL, MODEL and MOSHE rubrics, discusses how they are applied to improve reliability and validity in creative programs, and shows how they can augment common sense approaches to assessment.

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*David Dirlam, Coordinator, Institutional Research and Assessment, Hebrew Union College*

*Laura Ng, Assistant Professor of English, Gainesville State College*

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UKSB-WS-50-OL/AA-1430  
UK Small Ballroom

**Session 1 of 3: An Overview of the Cognitive Level and Quality of Writing Assessment (CLAQWA) System: Classroom and Program Uses**

An online system for writing and critical thinking will be presented in this three-part workshop; attendees may attend any or all of these sessions. The online system presented can be used as an alternative to standardized tests currently available and/or as an assessment and instructional system within institutions.

*Teresa Flateby, Lead Consultant, University of South Florida*

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UK359-WS-110-AA/OL-1430  
UK 359

**Planning the Assessment System and Aligning it with Data Management Systems**

This workshop is designed to take participants through the process of creating an assessment plan that includes conversations about strategic plans, missions, conceptual frameworks, and professional learning standards. Additionally, a process will be discussed about what types and sources of data will be collected as well as how and when the data are to be collected. Once the plan is in place, a discussion will revolve around how to determine what various products can do to meet the assessment needs of participants' programs/units. Participants will also see three different commercial products and how they can be configured to meet the assessment needs of institutions, units, and academic programs.

*Brett Everhart, Director of Teacher Education, Lock Haven University*

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UK363-WS-110-AA/BI-1430  
UK 363

**Lessons from the Front: Process & Progress**

This two-hour workshop is designed to involve participants in a conversation about how best to engage academic departments and faculty in program assessment activities, through exploration of one institution's progression in this area over a 5-year period. Workshop facilitators will share sample documents which demonstrate this progression and facilitate participant discussion about how lessons learned might be applied in their settings. Some key factors affecting the willingness of faculty to engage in program assessment activities will be identified. Vignettes and descriptions of various personae will be used to engage participants in a lively workshop focused on improving student learning through the use of meaningful and useful program assessment activities designed to assist faculty in refining pedagogy, curricula and programs.

*Sheila Thompson, Associate Vice President, Academic Affairs,*

*Jane Chapman Vigil, Associate Professor, Department of English*

*Susan Cook, Associate Professor, Department of Technical Communications  
Metropolitan State College of Denver*

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UK206-WS-170-AB-1430  
UK 206

**What to Expect When You're Assessing**

This workshop session offers a hands-on primer for anyone interested in the practical business of starting, evaluating, or maintaining a learning outcomes

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assessment program. Participants will learn by doing: improving reports, goal discovery, trouble-shooting, effective analysis and reporting, and avoiding pitfalls. No prior knowledge of assessment or institutional effectiveness is required, but some familiarity with terms and processes will be an advantage. A pre-conference resource guide will be available online to those who want to brush up. This session is intended primarily for those who new to the administration of learning outcomes assessment at the program, department, or higher level.

**David Eubanks**, *Dean of Academic Support Services, Johnson C. Smith University*

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UK230-P-50-AA-1430  
UK 230

**The Assessment of Institutional Assessment Practices: A Longitudinal Study of One Institution’s Progress in Developing Effective Assessment Practices**

This presentation focuses on a 4-year longitudinal study conducted by the researcher to ascertain progress made by one institution to develop solid and effective assessment practices. The findings reveal: 1) the progress made in the areas of department-level assessment practices for academic, academic support, and administrative programs; 2) improvement in data collection and analysis strategies; and 3) documentation quality of department assessment plans. The researcher will provide a methodical and insightful perspective on institutional assessment practices, the common pitfalls in assessment documentation, particularly in the context of SACS reaffirmation, and effective strategies for improving the assessment practices employed by institutions of higher learning.

**Bridgette Hardin**, *Associate Director for Institutional Effectiveness, Texas A&M University- Corpus Christi*

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UK231-C-50-AG/OL-1430  
UK 231

**Transition Plans for Doctoral Students to Assure Success**

This conversation will be built on the Carnegie Foundation’s initiative on the doctorate, as well as related works on doctoral education, and will focus on the assessment challenges and opportunities in implementing transition plans for doctoral students. The facilitator will share progress made at his home institution, but will encourage participants to share their experiences, recommendations, concerns and thoughts.

**Daniel Salter**, *Director, Strategic Research Initiatives, Center for Research Support, Walden University*

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3:30 PM

**Concurrent Sessions**

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UKSB-WS-50-OL/AA -1530  
UK Small Ballroom

**Session 2 of 3: Standardized Testing: A Discussion and a Hybrid Alternative**

An online system for writing and critical thinking will be presented in this three-part workshop; attendees may attend any or all of these sessions. The online system presented can be used as an alternative to standardized tests currently available and/or as an assessment and instructional system within institutions.

**Teresa Flateby**, *Lead Consultant, University of South Florida*

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UK357-WS-80-AB-1600  
UK 357

**Formative Assessment Using Remote Response Devices (Clickers)**

This interactive workshop will include a brief overview of remote response device ("clicker") capabilities followed by discussion of strategies for clicker-based formative assessment. Each assessment approach will be illustrated with examples from large chemistry courses to demonstrate how immediate student response data may be used to have an impact on subsequent instruction and learning.

*David Smith, Associate Professor of Chemistry & Biochemistry, New Mexico State University*

UK205-P-50-UD-1600  
UK 205

**Reflections and Lessons Learned from Using ETS® Proficiency Profile (Formerly MAPP)**

Standardized tests often come to the rescue of institutions in responding to accountability demands for evidence of student learning in college. This session will consider recent research comparing results gathered from the ETS Proficiency Profile administered to opportunity samples of freshmen in 2006 and seniors in 2009. The need for remediation actions, particularly in improving scores related to critical thinking skills, resulted in a Quality Enhancement Plan focused on enhancing performance in critical thinking. Session participants will be engaged with the topic through audience interaction.

*Uche Ohia, Director of University Assessment, Florida A&M University*

UK228-SEM-80-AI/OL-1600  
UK 228

**Current Issues in Online Assessment**

Participants will explore existent and emerging issues in online assessment in this seminar session. Facilitators will lead an examination of the basic principles and processes undergirding the current practice of assessing learning online which guide development of best practices. Conventional processes for assessing learning online will be summarized by the facilitators to provide context for the discussion. A particular focus in this session will be the demands of new constraints in the regulatory context of higher education that will have enormous impact on how and why learning will be assessed in future, including the demands of institutional credit hour definitions; significant revisions of the basic criteria/standards for regional accreditation; and the upcoming "gainful employment" rule.

*Marsha Watson, Executive Director, Association for the Assessment of Learning in Higher Education*

*Joseph Hoey, Vice President of Institutional Effectiveness and Accreditation, Bridgepoint Education, Inc.*

UK230-P-50-AI-1600  
UK 230

**Assessment of Learning and Motivational Orientations of Millennial Students in Higher Education**

Effective instruction today involves understanding student populations composed primarily of "Millennials," the first generation to grow up with digital and cyber technologies. While millennials may be more sophisticated in accessing information, discussions among college educators involve questions about how

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they learn and what motivates them. This session explores the information processing of millennial college students through the lens of the presenters' recent research. Participant conversations will explore the implications of these results for their own institutions.

*Anuradhaa Shastri, Associate Professor, SUNY Oneonta*

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UK231-C-50-BI-1600  
UK 231

**Understanding Faculty Resistance to Learning Outcome Assessment**

This conversation will engage assessment professionals, campus leaders and faculty in a discussion concerning the reasons faculty tend to resist the introduction and implementation of learning outcomes assessment. The results of the conversation will not only be of benefit to campus leaders and assessment professionals in supporting their efforts to build cultures of assessment, results will also help faculty provide insights regarding their views of the learning outcomes assessment movement, so that their opinions and issues can be taken into consideration. In this way, this conversation will help faculty, assessment professionals and campus leaders engage in the dialog necessary for creating a more receptive environment in which to build and sustain a culture of assessment.

*Abdou Ndoye, Assistant Professor/Assessment Coordinator, Office of the Associate Dean for Academic Affairs, Qatar University*

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4:30 PM

Concurrent Sessions

UKSB-WS-50-OL/AA-1630  
UK Small Ballroom

**Session 3 of 3: A Look at the CLAQWA System for Improving Students' Writing**

An online system for writing and critical thinking will be presented in this three-part workshop; attendees may attend any or all of these sessions. The online system presented can be used as an alternative to standardized tests currently available and/or as an assessment and instructional system within institutions.

*Teresa Flateby, Lead Consultant, University of South Florida*

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## Tuesday, June 7 – University of Kentucky Student Center

7:30 AM

Breakfast Buffet

UKGB-BrkfstM-60-0730  
UK Grand Ballroom

**Complimentary Breakfast Buffet**

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8:30 AM

Plenary

UKGB-60-Plenary-0830  
UK Grand Ballroom

**Professionalism in a New Key: Assessment as the Path to (Understanding) Professionalism**

Higher education has been challenged by the government to lead the world in post-secondary degree achievement. A somewhat less visible, but no less significant, challenge posed by the government (and accreditation bodies) is to assess learning to assure quality. In this talk I will discuss how we have reached this point and how to put these demands in historical and political context and respond to them appropriately. As suggested by the title, a new understanding

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of what professionalism means in higher education and how it is connected to assessment of student learning may assist assessment professionals in explaining and justifying this work.

*David Paris, Executive Director, New Leadership Alliance for Student Learning and Accountability*

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9:30 AM

Concurrent Sessions

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UK357-P-50-OL-0930  
UK 357

**Assessing and Comparing Learning: Face-to-Face and Online**

To understand why students are or are not learning, it is important to look at the learning processes that students experience. This presentation will share Franklin University's experiences in assessing and comparing student learning processes in the online and face-to-face programs using data from both nationally normed and locally developed surveys.

*Yuerong Sweetland, Director of Assessment, Franklin University*

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UK359-WS-110-BI-0930  
UK 359

**Reducing Faculty Resistance to Assessment**

This workshop will examine ways to engage faculty in student outcomes assessment by desensitizing them to perceived "evaluative" aspects, while helping them to see assessment as an adjunct to good pedagogy. Session facilitators will lead a conversation about these issues, model workshop formats that have been successful at their home institution, and engage participants in the issues. Participants will develop a better understanding of how to reduce faculty resistance and will leave with some concrete tools that can be used at their home institutions.

*Laura Woodward, Interim Director for Testing, Evaluation and Research Services*

*Howard Shapiro, Associate Vice President for Student Services and Undergraduate Affairs*

*Kristi Verbeke, Assistant Director, Office for Teaching and Learning Technology Resource Center  
Wayne State University*

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UK363-WS-50-PR-0930  
UK 363

**MetaReview: Assessing the Quality of Your Program Review System**

Workshop participants will review a case study on one *meta-review* that demonstrates how the quality and purpose of program reviews can shift over time. Policies and guidelines, it will be shown, need to be revised regularly to remain current with emerging external expectations and changing financial environments. Participants will learn how to design a *meta-review* for their own campus and be prepared to implement it.

*Brian Harlan, Director, Institutional Research, Assessment, & Planning,  
Occidental College*

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UK231-C-50-SA-0930  
UK 231

**Student Affairs Assessment Teams: Engaging Student Affairs Professionals in Assessment**

This conversation will explore the uses and challenges of Assessment Teams for assessing learning outcomes in a Student Affairs setting. The facilitator will

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provide a model of Student Affairs Assessment Teams based on her home institution. Participants will be encouraged to actively engage in the topic through this model, and by offering their own experiences and concerns about this approach.

**Alexandra Henchy**, *Student Affairs Doctoral Research Associate, University of Kentucky*

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UK228-C-50-AG-0930  
UK 228

**Formative Postgraduate Assessment**

This conversation session will explore diverse views on identifying best practices in facilitating formative assessment during the postgraduate supervision process. The conversation will emphasize providing structure, quality, and adding value to the formative assessment process – also known as the supervision process.

**Hesta Fredrich-Nel**, *Professor, Central University of Technology*

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10:30 AM

**Concurrent Sessions**

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UK230-WS-80-AI-1030  
UK 230

**Ambiguous Ambiguity: Meaningful Assessment of the Liberal Arts**

Whereas all of higher education is attempting to address the internal and external pressures of accountability and assessment, faculty in the liberal arts and, particularly, liberal arts institutions have not been overly successful in responding to the challenge of justifying value in an increasingly competitive marketplace. This workshop will attempt to guide participants in the development of meaningful metrics and assessments of the liberal arts in ways that can be communicated to a variety of constituencies.

**Steve Bullock**, *Assistant Vice Chancellor for Academic and Student Affairs, University of Nebraska at Omaha, AALHE Board of Directors*

**Marsha Watson**, *Executive Director, Association for the Assessment of Learning in Higher Education*

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UK357-P-50-AA-1030  
UK 357

**On the Road to Building a Culture of Assessment with the Right Tool: Evaluating Several Assessment Solutions**

The University Assessment Council at NLU with assistance from Institutional Research Department has conducted an extensive analysis of several existing assessment tools including Blackboard, Desire2Learn, Chalk&Wire, TaskStream, Pearson Learning, and rSmart Sakai. Information has been gathered from many different outlets such as sandboxes, presentations from the companies, end users, and online reviews of the systems. This presentation focuses on sharing the advantages and disadvantages of each to help other universities make an informed decision regarding choosing the right assessment tool to meet their needs and to take them towards a culture of assessment.

**Zora Ziazi**, *Director of Assessment & Institutional Research*

**Nicholas Branson**, *Research Analyst, Institutional Research & Planning National Louis University*

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UK228-C-50-UD-1030  
UK 228

**The Relationship of Student Scores on Advanced Placement Tests in High School and Performance in College**

This conversation session will be partially guided by handouts providing relevant

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data and key points of research, which will include a written summary outlining the College Board process used to shape AP high school courses as college-level work. The conversation will begin by focusing on participant evaluations of how well AP curriculum reflects college-level work. At the same time, participants will explore Collegiate Learning Assessment (CLA) results as a means of achieving a comparative level of learning between high school seniors taking the AP exam and college freshman and sophomore performance on the CLA. This session thus seeks to establish a productive dialogue concerning use of CLA and AP data, and to chart a future pathway for comparative analyses of these kinds.

*Dennis Kellison, Adjunct Professor, Shenandoah University*

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UK206-P-50-UD-1030  
UK 206

**Racking and Stacking: An Approach to Measure Non-Linear Growth in Reading Comprehension**

This session explores assessment of developmental education. Specifically, the presenter argues for the use of “racking and stacking data” to measure non-linear growth in reading comprehension, using this model to open up a broader discussion of the implications of the researcher's findings for diverse institutions. The session includes participant interaction that is designed to engage non-expert participants in thinking about how this methodology can be widely applied to assessment of learning.

*Kyle Perkins, Professor, Florida International University*

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UK231-C-50-AI-1030  
UK 231

**Causes and Possible Solutions to Assessment Barriers in Higher Education**

The assessment community has been discussing barriers to the assimilation of assessment into many higher education institutions for a number of years; progress however, remains slow. Although reasons for barriers might vary depending upon institutional size and type, this Conversation session will seek to continue an exploration of this topic that started at the New Mexico Higher Education Assessment and Retention Conference in February, 2011, focusing these obstacles and what promotes acceptance and understanding of assessment. Potential solutions to these obstacles will be discussed and will be summarized for further study.

*Teresa Flateby, Lead Consultant, University of South Florida*

*Larry N. Smith, Secretary/Consultant to the New Mexico Higher Education Assessment Association's ad hoc Committee on National Assessment Issues, AALHE Board of Directors*

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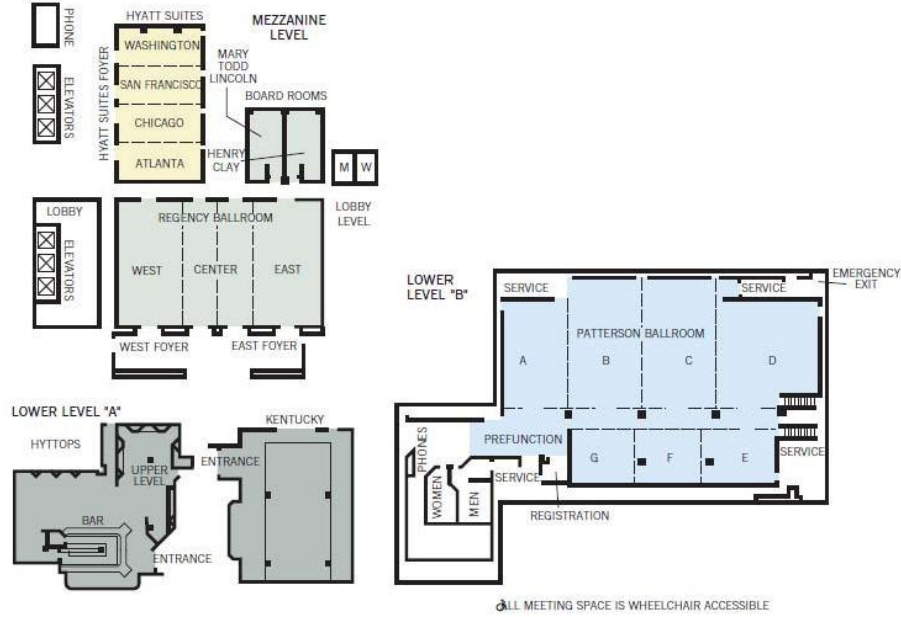
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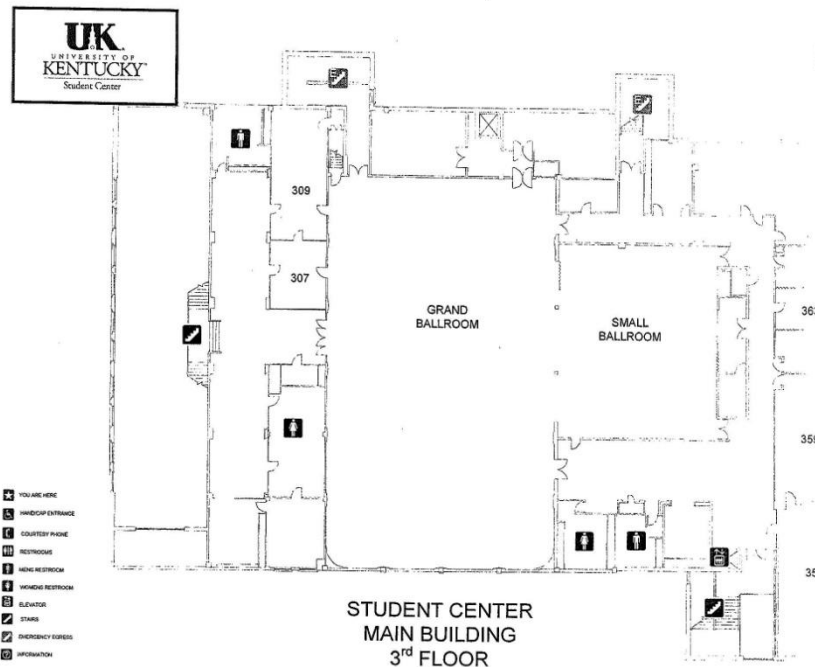


# Floor Plans

## HYATT REGENCY LEXINGTON



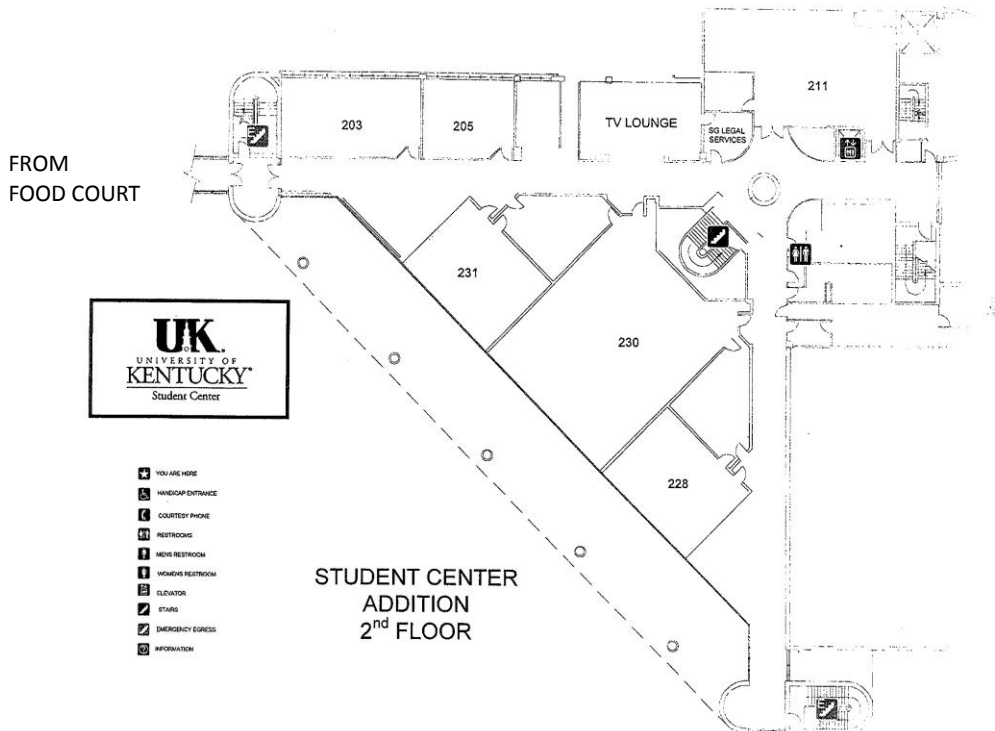
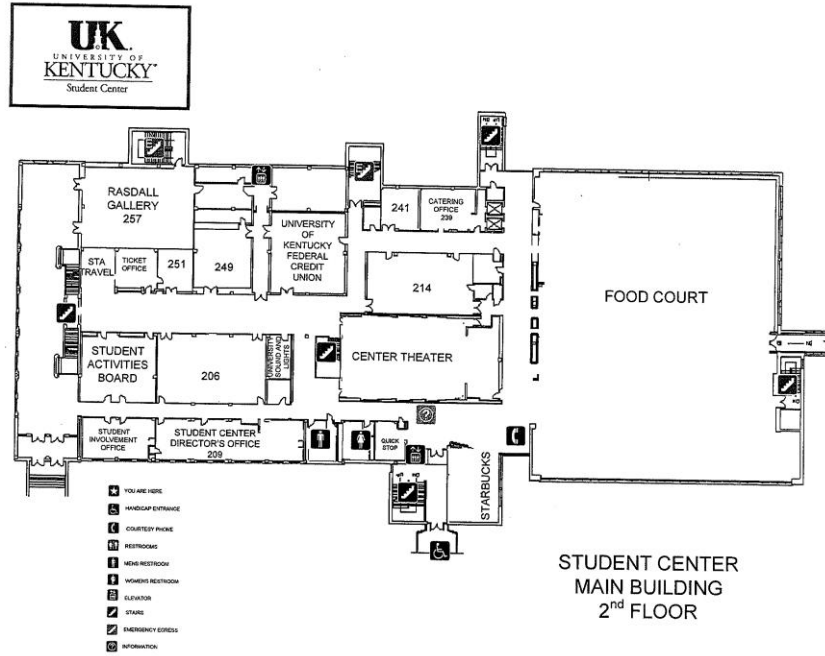
## UK STUDENT CENTER – 3rd FLOOR MAIN BUILDING





# Floor Plans

## UK STUDENT CENTER – 2nd FLOOR MAIN BUILDING and ADDITION





# Visitor's Guide: Lexington, KY

## Events in Lexington

**Monday, June 6<sup>th</sup> 2011**

**Woodsongs Old Time Radio Hour:** Every Monday night join Michael Jonathon and guests for a taping of Kentucky's only live syndicated radio show. Audience seating between 6:15 and 6:45 p.m., show starts at 7 p.m. Tickets \$10 for adults, \$5 with a student ID. 214 E. Main Street. Park free in the City Annex parking garage on Main Street just down from the theater. Check the website for holiday dates and to verify shows and guests. Location: Kentucky Theatre, (859) 252-8888

## Attractions in Lexington

**Alltech's Lexington Brewing Company:** Established in 1794, Alltech's Lexington Brewing Company continues a splendid tradition of quality brewing producing Kentucky Ale, Kentucky Light and Kentucky Bourbon Barrel Ale. The brew hall viewing area, bottling operations, gift shop and an authentic Irish pub are available for tours. Bus tours and walk-ups invited.

401 Cross St., Lexington, KY 40508, (859) 887-5180

**ArtsPlace:** Housed in a Beaux Art classical style building dating to 1904, ArtsPlace is a multi-purpose arts center. Headquarters for LexArts, the city's arts and cultural council, it is also home to a number of member arts organizations. An art gallery showcases the works of Central Kentucky artists.

161 North Mill Street, Lexington, KY 40507, (859) 255-2951

**Ashland, The Henry Clay Estate:** Ashland, the home of famous 19th-century statesman Henry Clay, is located a short distance from downtown Lexington on a beautiful 20-acre wooded estate with an English parterre garden. The home is filled with Clay family belongings and memorabilia.

120 Sycamore Rd., Lexington, KY 40502, (859) 266-8581

**Barrel House Distilling Co.:** Honoring Lexington's distilling tradition that dates back to the late 1700's, this distillery is located in the old barreling house of the old Pepper Distillery in Lexington's Historic Distillery District. Currently distilling Devil John Moonshine and Pure Blue Vodka. Tasting room and gift shop.

1200 Manchester St., Lexington, KY 40504, (859) 259-0159

**Hunt-Morgan House:** Built in 1814 by John Wesley Hunt, one of Lexington's most prominent citizens of the time, this Federal-style house is a living museum representing the days when Lexington was known as the "Athens of the West" for its highly cultured lifestyle. The property includes a Civil War museum and a period garden.

201 North Mill St., Lexington, KY 40507, (859) 233-3290

**Keeneland Race Course:** With its tranquil setting and lovely stone fences and buildings, this national historic landmark is one of the most genteel and beautiful racetracks in the world. Live Thoroughbred racing takes place in April and October and live Thoroughbred auctions are held several times a year.

4201 Versailles Rd., Lexington, KY 40510, (859) 254-3412

**Kentucky Horse Park:** Dedicated to man's relationship with the horse, the Kentucky Horse Park is unlike any other park in the world -- a showcase of museums, galleries, theaters, and working farm exhibits. More than 50 breeds of horses graze upon its 1,200 acres of lush pastures.

4089 Iron Works Parkway, Lexington, KY 40511, (859) 233-4303

**Kentucky Theater:** This Romanesque-style theater built in 1922 was restored to its original grandeur in 1992. In addition to showing classic, modern and foreign films, the Kentucky Theater hosts a variety of concerts as well as the weekly taping of the syndicated radio show 'WoodSongs Old Time Radio Hour'.  
214 East Main St., Lexington, KY 40507, (859) 231-6997

**Lexington Cemetery:** The Lexington Cemetery is nationally recognized as one of America's most beautiful arboretums and is listed in the National Register of Historic Places for landscape design. It is the final resting place for Henry Clay, General John Hunt Morgan and many other distinguished Kentuckians including more than 500 Confederate and 1,100 Union veterans.  
833 West Main St., Lexington, KY 40508, (859) 255-5522

**Mary Todd Lincoln House:** This late-Georgian-style brick house is the site of the nation's first shrine to a First Lady. The home was restored to reflect the Todd family's residency with period furniture, family portraits and furnishings from the Todds as well as the Lincolns, taking you back to a time of social elegance and turbulent politics.  
578 West Main St., Lexington, KY 40507, (859) 233-9999

**Raven Run Nature Sanctuary:** Raven Run is a 726-acre nature sanctuary on the Kentucky River dedicated to the protection of the animals and nearly 400 species of plants found within its boundaries. Eight miles of hiking trails feature meadow, forest and creek ecosystems as well as historic and geologic features of the Kentucky River Palisades.  
5888 Jacks Creek Pike, Lexington, KY 40515, (859) 272-6105

**Red Mile Harness Track:** The Red Mile is Lexington's oldest existing racetrack, dating to 1875, as well as one of the nation's most respected harness tracks. The nation's largest outdoor Saddlebred horse show is held here each summer.  
1200 Red Mile Rd., Lexington, KY 40504, (859) 255-0752

**The Thoroughbred Center:** At this working Thoroughbred training facility, visitors can go behind the scenes to learn about a normal working day in the lives of Thoroughbreds and those who train and care for them. The Center typically houses more than 1,000 horses.  
3380 Paris Pike, Lexington, KY 40511, (859) 293-1853

## Restaurants in Lexington

**a la Lucie:** The city's most "uptown" downtown restaurant. Small but unforgettable, with continental cuisine. Entrees \$15-\$30. 159 North Limestone St., Lexington, KY 40507, (859) 252-5277

**Alfalfa Restaurant:** Popular vegetarian and vegan fare. Entrees \$15-\$20. 141 East Main St., Lexington, KY 40507, (859) 253-0014

**Atlanta Bread Company:** Entrees \$6-\$12. 1088 S Broadway St., Lexington, KY 40504, (859) 252-6366

**Atomic Café:** Colorful, top-quality Caribbean restaurant. The conch fritters, coconut shrimp and jerk chicken are as lively as the crowd. Entrees \$10-\$18. 265 North Limestone Street, Lexington, KY 40507, (859) 254-1969

**Baker's 360:** Nightclub and restaurant open for lunch and dinner. Steak, seafood and Sushi bar. Spectacular views of downtown Lexington. Entrees \$18-\$48. 201 East Main St., 15<sup>th</sup> floor, Lexington, KY 40508, (859) 523-7797

**Bellini's:** Fine Italian food and drink right on Main Street. The atmosphere is romantic and the food enticing. Diverse, authentic Italian cuisine. Entrees \$22-\$35. 115 West Main St., 40507, (859) 388-9583

**Bombay Brazier:** Authentic Indian dishes, spicy or mild. Full bar. Entrees \$10-\$20. 102 West High St., Lexington, KY 40507, (859) 389-7107

**Buffalo Wild Wings:** Entrees \$6-\$10. 1080 South Broadway., Lexington, KY 40504, (859) 233-2999

**Cheapside Bar & Grill:** With a Southwest dining room, Victorian pub and tropical patio, there's a little something for everyone. Entrees \$6-\$19. 131 Cheapside, Lexington, KY 40507, (859) 254-0046

**deSha's Restaurant:** Since 1985, deSha's of Lexington has been serving a diverse American menu peppered with daily lunch and dinner specials and seasonal menu features. The famous cream-style cornbread with honey butter has become a local tradition in Lexington. Entrees \$15-\$30. 101 North Broadway, Lexington, KY 40507, (859) 259-3771

**Dudley's Restaurant:** Dudley's Restaurant offers adventurous continental entrees, a good wine list and cozy bar in an elegant setting. A local favorite for lunch and dinner. Entrees \$16-\$36. 259 West Short St., Lexington, KY 40507, (859) 252-1010

**Flag Fork Herb Farm:** Known for distinctive gifts, gourmet foods and garden accessories, Flag Fork is housed in a brick cottage built around 1810, complete with a carriage house and a quarter-acre walled garden. The Garden Cafe is open for lunch. Reservations recommended. Entrees \$8-\$15. 900 North Broadway, Lexington, KY 40505, (859) 233-7381

**Jalapenos:** Mexican. Entrees \$10-\$15. 1030 South Broadway, Lexington, KY 40504, (859) 281-5171

**Joe Bologna's:** Sublime pizza and pasta. Signature breadsticks. The only pizza restaurant located in a National Historic Register building. Entrees \$8-\$14. 120 West Maxwell St., Lexington, KY 40507, (859) 252-4933

**Jonathan at Gratz Park:** Redefined regional cuisine at the historic Gratz Park Inn. There's an elegant dining room and an intimate bar. Entrees \$20-\$34. 120 West Second St., Lexington, KY 40507, (859) 252-4949

**Logan's Roadhouse:** Entrees \$10-\$15. 1224 South Broadway, Lexington, KY 40504, (859) 252-4307

**Malone's:** Casual yet upscale meat-lover's paradise. Filet mignon, prime rib, New York strip, ribeye, porterhouse cuts. Entrees \$12-\$49. 3347 Tates Creek Rd., Lexington, KY 40502, (859) 335-6500

**Natasha's Bistro & Bar:** A spacious urban bistro with elegant international cuisine. Enjoy the buffet at lunch and table service in the evenings. Entrees \$10-\$20. 112 Esplanade, Lexington, KY 40507, (859) 258-2754

**Onizim's:** Cajun cuisine. Patio dining. Cozy bar. Try the Mignon Ecrivisse, a nine ounce filet topped with crawfish etoufee. Entrees \$10-\$30. 735 East Main St., Lexington, KY 40502, (859) 266-9000

**Ramsey's Diner:** For a stick-to-your-ribs Bluegrass meal, the original Ramsey's Diner is the place to stop. Try the homegrown veggies, a Hot Brown and, for dessert, May Day pie. Entrees \$9-\$12. 496 East High St., Lexington, KY 40507, (859) 259-2708

**Starbucks:** Several locations including the lobby of the UK Student Center, near the Hyatt at 325 West Main St., Lexington, KY, and near the Holiday Inn Express at 870 South Broadway, Lexington, KY

**Tomo:** This restaurant specializes in sushi. A sleek and stylish interior contributes to a memorable dining experience. Entrees \$16-\$30. 848 East High St., Lexington, KY 40502, (859) 269-9291

## AALHE Shuttle Service Schedules Lexington, KY

Note: Pick-up and drop-off times depend on traffic at the time of day. The shuttle will try to be on time. If the shuttle gets to the stops earlier, it will wait for the scheduled time to depart. If the shuttle is not there at the scheduled time, please be patient and wait at the stop.

<b>SUNDAY, JUNE 5, 2011</b>	<b>AM Shuttle Schedule: 11AM-2PM</b>					
	<b>Leave</b>	<b>Arrive</b>	<b>Leave</b>	<b>Arrive</b>		
	<b>Holiday inn</b>	<b>Hyatt</b>	<b>Hyatt</b>	<b>Holiday inn</b>		
	11:00 AM	11:10 AM	11:15 AM	11:25 AM		
	11:30 AM	11:40 AM	11:45 AM	11:55 AM		
	12:00 PM	12:10 PM	12:15 PM	12:25 PM		
	12:30 PM	12:40 PM	12:45 PM	12:55 PM		
	1:00 PM	1:10 PM	1:15 PM	1:25 PM		
	1:30 PM	1:40 PM	1:45 PM	1:55 PM		
	<b>PM Shuttle Schedule: 6PM-9PM</b>					
	<b>Leave</b>	<b>Arrive</b>	<b>Leave</b>	<b>Arrive</b>		
	<b>Hyatt</b>	<b>Holiday Inn</b>	<b>Holiday Inn</b>	<b>Hyatt</b>		
	6:00 PM	6:10 PM	6:15 PM	6:25 PM		
	6:30 PM	6:40 PM	6:45 PM	6:55 PM		
	7:00 PM	7:10 PM	7:15 PM	7:25 PM		
	7:30 PM	7:40 PM	7:45 PM	7:55 PM		
8:00 PM	8:10 PM	8:15 PM	8:25 PM			
8:30 PM	8:40 PM	8:45 PM	8:55 PM			
9:00 PM	9:10 PM					
<b>MONDAY, JUNE 6, 2011</b>	<b>AM Shuttle Schedule: 7AM -10AM</b>					
	<b>Leave</b>	<b>Arrive</b>	<b>Leave</b>	<b>Arrive</b>	<b>Leave</b>	<b>Arrive</b>
	<b>Hyatt</b>	<b>Holiday Inn</b>	<b>Holiday Inn</b>	<b>UK</b>	<b>UK</b>	<b>Hyatt</b>
	7:00 AM	7:08 AM	7:10 AM	7:15 AM	7:18 AM	7:26 AM
	7:30 AM	7:38 AM	7:40 AM	7:45 AM	7:48 AM	7:56 AM
	8:00 AM	8:08 AM	8:10 AM	8:15 AM	8:18 AM	8:26 AM
	8:30 AM	8:38 AM	8:40 AM	8:45 AM	8:48 AM	8:58 AM
	9:00 AM	9:08 AM	9:10 AM	9:15 AM	9:18 AM	9:26 AM
	9:30 AM	9:38 AM	9:40 AM	9:45 AM		
	<b>PM Shuttle Schedule: 4:30PM-7:30PM</b>					
	<b>Leave</b>	<b>Arrive</b>	<b>Leave</b>	<b>Arrive</b>	<b>Leave</b>	<b>Arrive</b>
	<b>UK</b>	<b>Hyatt</b>	<b>Hyatt</b>	<b>Holiday Inn</b>	<b>Holiday Inn</b>	<b>UK</b>
	4:30 PM	4:38 PM	4:40 PM	4:48 PM	4:50 PM	4:55 PM
	5:00 PM	5:08 PM	5:10 PM	5:18 PM	5:20 PM	5:25 PM
	5:30 PM	5:38 PM	5:40 PM	5:48 PM	5:50 PM	5:55 PM
	6:00 PM	6:08 PM	6:10 PM	6:18 PM	6:20 PM	
6:30 PM	6:38 PM	6:40 PM	6:48 PM	6:50 PM		
7:00 PM	7:08 PM	7:10 PM	7:18 PM			
<b>TUESDAY, JUNE 7, 2011</b>	<b>Shuttle Schedule: 7AM-1PM</b>					
	<b>Leave</b>	<b>Arrive</b>	<b>Leave</b>	<b>Arrive</b>	<b>Leave</b>	<b>Arrive</b>
	<b>Hyatt</b>	<b>Holiday Inn</b>	<b>Holiday Inn</b>	<b>UK</b>	<b>UK</b>	<b>Hyatt</b>
	7:00 AM	7:08 AM	7:10 AM	7:15 AM	7:18 AM	7:26 AM
	7:30 AM	7:38 AM	7:40 AM	7:45 AM	7:48 AM	7:56 AM
	8:00 AM	8:08 AM	8:10 AM	8:15 AM	8:18 AM	8:26 AM
	8:30 AM	8:38 AM	8:40 AM	8:45 AM	8:48 AM	8:56 AM
	9:00 AM	9:08 AM	9:10 AM	9:15 AM	9:18 AM	9:26 AM
	9:30 AM	9:38 AM	9:40 AM	9:45 AM	9:48 AM	9:56 AM
	10:00 AM	10:08 AM	10:10 AM	10:15 AM	10:18 AM	10:26 AM
	10:30 AM	10:38 AM	10:40 AM	10:45 AM	10:48 AM	10:56 AM
	11:00 AM	11:08 AM	11:10 AM	11:15 AM	11:18 AM	11:26 AM
	11:30 AM	11:38 AM	11:40 AM	11:45 AM	11:48 AM	11:56 AM
	12:00 PM	12:08 PM	12:10 PM	12:15 PM	12:18 PM	12:26 PM
	12:30 PM	12:38 PM	12:40 PM	12:45 PM	12:48 PM	12:56 PM

