Agility and Relationships to Inspire Assessment for Student Learning

**Institutional Culture**
Shift from “performance and grading” of assessment practice.

**Purpose & Use**
*Purpose*: student evidence and data for student learning and opportunities for informed improvements.
*Use*: Departments and Programs

**Labor & Capacity**
Cannot divorce from culture, purpose and use - included in “Assessment Tier Requirements” (Culture).

Current Objective: Inclusion of assessment in job descriptions, tenure and promotion.

**Support**
Review and Feedback focused on support(s).
Ellbogen Center for Teaching and Learning (ECTL)
University Assessment Coordinators

**Assessment as an Iterative Process**
Undertaking institution-wide change in assessment.
Curiosity about student learning.
Courage to embrace assessment for student learning as an iterative process.
Connection to culture, purpose, use, and relationships.

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**Relationships**
Across Departments:
- Assessment Academies
- Assessment Learning Community (participate in teams)
- University Assessment Coordinators

**Collective focus** on newly developed ILOs.
Inquiry to share successes and opportunities for improvement.

Link to Google Site