

UB SPPS Assessment Philosophy

The UB SPPS Assessment Philosophy hinges on four main goals:

1. To evaluate and identify areas for improvement of academic and co-curricular programs
2. To identify students' academic and personal development needs
3. To provide public accountability and accreditation evidence for institutional quality and educational effectiveness
4. To provide evidence-based recommendations for program and resource allocation decisions

To achieve these goals the UB SPPS holds several beliefs. First, the UB SPPS regards assessment as essential and fundamental to effective teaching and professional development in the delivery of its programs. As such, the UB SPPS adopts an inclusionary culture of assessment in every course, program, and student experience. Second, there is a dedicated committee of faculty and staff that is responsible for assuring an ongoing assessment process that serves the needs of the school and university. This committee has the support of administration and is resourced appropriately. Third, innovation in assessment processes are encouraged and supported as the learning experience that comes with innovation fosters institutional growth. Fourth, assessment diagnostics and learning processes are continuously evaluated and implemented collectively with collaborative faculty governance, input from students, and input from stakeholders. The use of data is a critical element that informs UB SPPS on the quality of courses, curricula, student services, and extra-curricular activities and is included in all assessment plans for continuous improvement opportunities. Lastly, clear communication and dissemination of meaningful data is routinely performed to optimize effectiveness of UB SPPS assessment plans. UB SPPS thrives on diverse assessment modalities and this is harmonious with our culture of learning process change.