

Table 2
Assessment Issues Domain
Assessment Issues

	Undeveloped	Developing	Effective	Distinguished
Assessment Planning	Does not engage in assessment planning; demonstrates no proactive thinking about program effectiveness	Generates minimal assessment plan to satisfy external mandate with no intention of follow-through	Accommodates external mandates, but focuses on getting legitimate evidence about program quality	Engages proactively about program effectiveness through continuous, vigorous, and consensual assessment planning
Data Gathering	Does not gather minimal effectiveness data	Gathers limited range of data only when externally mandated; relies on sources of data external to the department	Gathers broad range of data on semi-regular basis and analyzes periodically as required	Collects and analyzes range of data continuously to answer program quality questions; multiple methods and sources may include student and alumni input
Program Improvement	Makes changes in program based on whim or personal agenda rather than program effectiveness data	Makes changes in program that minimally link directly to program effectiveness data	Improves program based on data analysis of program effectiveness prompted by external mandates	Regularly improves program based on systematic data analysis prompted by faculty-owned assessment process
Program Promotion	Does not use assessment data in public relations, outreach activities, and resource requests	Reacts to program promotion opportunities with haphazard use of assessment data	Incorporates some elements of program effectiveness data in program promotion activities	Integrates assessment practices into program promotion activities to enhance program

Dunn, McCarthy, Baker, Halonen, & Hill (2007) Quality Benchmarks in Undergraduate Psychology Programs, in press