Cal Poly Pomona | Academic Affairs
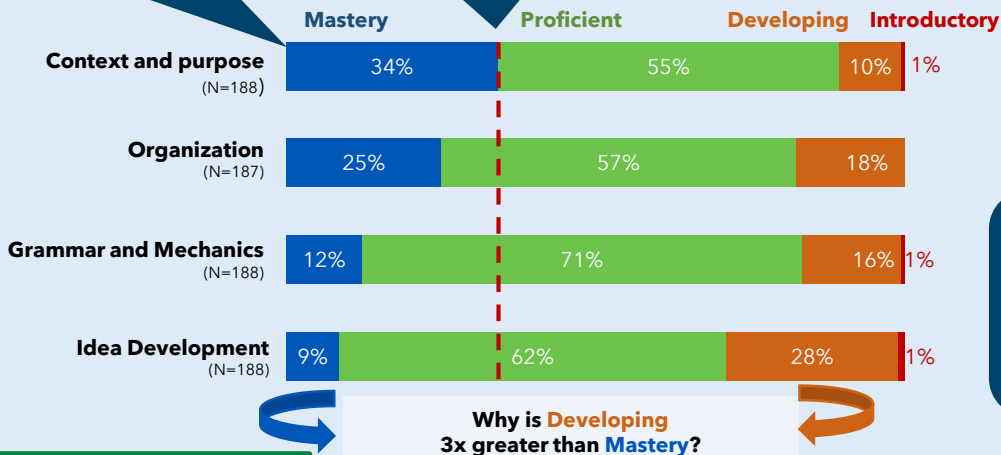ACADEMIC PROGRAMS
Assessment & Program Review

Institutional and General Education Learning Outcome:
Written Communication

ILO: Using verbal, **written**, visual and listening skills to communicate persuasively and coherently
GE SLO: Write effectively to various audiences

cpp.edu/assessment

Why are students not performing at the mastery level for the other components?

Should this result serve as a "benchmark" for other rubric components?

	Mastery	Proficient	Developing	Introductory
Context and purpose (N=188)	34%	55%	10%	1%
Organization (N=187)	25%	57%	18%	
Grammar and Mechanics (N=188)	12%	71%	16%	1%
Idea Development (N=188)	9%	62%	28%	1%

How do we increase student achievement levels?

Why is Developing 3x greater than Mastery?

NSSE SURVEY DATA
~ CPP contributed "quite a bit" to seniors' knowledge, skills & personal development
~ Seniors "sometimes" prepare 2 or more drafts of a paper

CLOSE THE LOOP
- How does your program develop students' written communication skills?
- Share how you will utilize these results to make changes in your program: https://tinyurl.com/CPPLoop

Written Communication Rubric

Evaluation Criteria	Mastery	Proficient	Developing	Introductory
Context and Purpose	Demonstrates thorough consideration for the context, audience, genre, and purpose of the assigned task(s).	Demonstrates adequate consideration for the context, audience, genre, and purpose of the assigned task(s).	Demonstrates inconsistent consideration for the context, audience, genre, and purpose of the assigned task(s).	Demonstrates minimal consideration for the context, audience, genre, and purpose of the assigned task(s).
Organization	Organization of key ideas fully supports the thesis/purpose of the written work (introduction, body and conclusion).	Organization of key ideas supports the thesis/purpose of the written work (introduction, body and conclusion), however there is a disproportional emphasis from one idea to another.	Organization of key ideas partially supports the thesis/purpose of the written work (introduction, body and conclusion) and there is a disproportional emphasis from one idea to another.	Organization of key ideas does not supports the thesis/purpose (introduction, body and conclusion) and ideas may be random.
Grammar and Mechanics/Language	Writing is nearly error free.	Writing contains a few errors, which do not impede overall understanding.	Writing may include errors, which confuse the reader but do not impede overall understanding.	Writing contains many errors, which impedes overall understanding.
Idea Development	Development of ideas is logical with sophisticated transitions.	Development of ideas could use improvement and transitions are mostly appropriate.	Development of ideas is random and transitions are sequential (such as first, second, third, etc.) rather than sophisticated/ logic based.	Development of ideas is not aligned to the task, random and lacks transitions.