

Literature, Journalism, Writing, and Languages (LJWL)
GELO Data, Written Communication: Fa2024 - Sp2025

Learning Outcome 1a:

Written: Students will be able to effectively express ideas and information to others through written communication

Outcome Measure: As of Fall 2023, a common final portfolio assignment is given to students in all sections of college composition (ENG 1010 and ENG 1016, formerly labeled WRI 1010 and WRI 1016). A random sampling of these portfolios is scored using the Composition Portfolio Assessment Rubric.

Criteria for Success: Minimum average of 2.5 (out of 4) for each criterion on the Composition Portfolio Assessment Rubric

Aligned with DQP Learning Areas (highlight one or more but not all five):

1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

2024-2025 Data

This year's composition portfolio assessment was completed entirely via PLNU's new Watermark assessment scoring platform. All students in all sections of ENG 1010 and ENG 1016 completed a common final portfolio assignment. The portfolio included three elements: a critical reflection essay, a revision exhibit, and a writing exhibit. A random sampling of portfolios across all sections of ENG 1010 and ENG 1016 during both the Fall 2024 and Spring 2025 terms were migrated into Watermark for assessment scoring. Two external reviewers—first-year M.A. in Writing graduate students—scored each portfolio using the Composition Portfolio Assessment Rubric (see below). If the two reviewers' scores differed by more than 1 point, a third reviewer also scored the portfolio. The mean scores for each rubric criterion as well as an overall mean score appears in the table below.

Semester	n	Portfolio Claim & Support	Self-Assessment	Demonstration of Learning	Revision	Presentation	Overall Mean
Spring 2025	58	3.05	3.19	3.17	2.94	3.24	3.12
Fall 2024	80	2.71	2.82	2.84	2.55	2.89	2.77
Spring 2024	72	2.46	2.64	2.67	2.49	2.74	2.60

Conclusions Drawn from Data

Last year's data revealed some barriers to collecting complete student artifacts that we worked to address to ensure that we were able to assess complete student portfolios. By clarifying the language in the portfolio assignment for students and instructors, we encountered far fewer incomplete portfolios during the scoring process, and thus this year's assessment scores reflect

portfolios that contained all three of the required components: the critical reflection essay, the writing exhibit, and the revision exhibit.

These improved collection measures are reflected in the assessment scores, which show an uptick from the previous year. Overall, we have achieved and exceeded the criteria for success during the 2024-2025 academic year with average scores for each rubric criterion exceeding 2.5 for both the Fall 2024 and Spring 2025 semesters.

Changes to be Made Based on Data

We encountered some logistical challenges in the scoring process, and as a result many of the third reviewer scores weren't entered for portfolios that had a discrepancy between the first two reviewers. In the future, we will adjust both our scoring practices within the Watermark platform and our norming and calibration procedures for all portfolio reviewers to streamline the process while also ensuring a robust assessment protocol.

We will also monitor the student portfolios and scores closely in the coming terms to confirm our baseline criteria are accurate and revise the portfolio assignment and/or assessment rubric as necessary.

Composition Portfolio Assessment Rubric

	Exceeds Expectations 4	Meets Expectations 3	Unevenly Meets Expectations 2	Does Not Meet Expectations 1
Portfolio Claim & Support	The Critical Reflection Essay presents a clear, well-defined claim about the writer's development in this course; the claim is well-supported by evidence from the writer's work that is integrated into the Critical Reflection Essay and reinforced by the portfolio exhibits.	The Critical Reflection Essay presents a clear claim about the writer's development in this course; the claim is appropriately supported by evidence from the writer's work that is integrated into the Critical Reflection Essay and reinforced by the portfolio exhibits.	The Critical Reflection Essay offers a claim about the writer's development in this course; the claim is mostly supported by evidence from the writer's work that is integrated into the Critical Reflection Essay and/or reinforced by the portfolio exhibits.	The Critical Reflection Essay either does not offer a clear claim about the writer's development or the claim is not supported by evidence in the essay and/or portfolio contents.
Self-Assessment	The writer's assessment of their writing skills is realistic and detailed, demonstrating the writer's capacity to assess their writing and address areas of weakness.	The writer's assessment of their writing skills is realistic and is supported by the quality of the writing demonstrated in the portfolio contents.	The writer's self-assessment is somewhat realistic and is supported by some of the portfolio contents.	The writer's assessment of their writing skills does not match the quality of the writing demonstrated in the portfolio contents.

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Demonstration of Learning	Learning is well-documented in the portfolio contents, reflecting strong support for the course's learning outcomes.	The learning documented in the portfolio contents is appropriate and relevant to the course's learning outcomes.	The portfolio contents demonstrate some connection to the course's learning outcomes.	The portfolio contents do not show evidence of learning or connection to the course's learning outcomes.
Revision	Revisions demonstrate changes that significantly improve the clarity, structure, and development. Exhibits show the writer is willing to make significant changes to writing.	Revisions demonstrate changes that improve the overall clarity, structure, and development of the writing.	Revisions are focused on sentence-level clarification or corrections, but there is little or no evidence of substantive change.	The portfolio demonstrates little or no evidence of meaningful revision.
Presentation	The portfolio is well-organized with all critical elements included; writing and production skills that exceed those of most first-year college students.	The portfolio is well-organized with all critical elements included; writing and production skills that are consistent with those of most first-year college students and may contain minor errors.	The portfolio is generally well-organized but one of the elements may be missing or incomplete; written work either does not demonstrate the production skills expected of first-year college students or contains significant errors.	The portfolio instructions have not been followed with one or more of the elements missing or incomplete. The quality of the work included does not reflect the production skills expected of first-year college students.

Previous Data

From Spring 2015 to Spring 2023, data was gathered by taking a random sampling of students from all sections of WRI 1010 and WRI 1016. The scores below reflect averages of data collected.

Written Communication Value Rubric - Average Student Scores:

Course	Semester	N	Context & Purpose	Content Development	Genre & Disciplinary Conventions	Sources & Evidence	Control of Syntax & Mechanics
WRI 110	Spring 2015	50	3.26	3.08	2.76	2.62	2.88
WRI 110	Spring 2016	82	3.46	3.22	3.04	3.18	3.05
WRI 110	Spring 2017	37	3.75	3.51	3.51	3.24	3.14
WRI 110	Fall 2017	66	3.47	3.35	3.30	3.41	3.30
WRI 110	Spring 2018	61	3.67	3.27	3.42	3.27	3.30
WRI 110	Fall 2018	57	3.64	3.49	3.33	3.47	3.20
WRI 110	Spring 2019	46	3.57	3.39	3.17	3.41	3.26
WRI1010	Fall 2019	56	3.63	3.34	3.29	3.45	3.05
WRI1010	Spring 2020	59	3.53	3.34	3.36	3.27	3.29
WRI1010	Fall 2020	43	3.79	3.51	3.47	3.60	3.49
WRI1010	Spring 2021	56	3.54	3.27	3.27	3.25	3.23
WRI1010	Fall 2021	51	3.37	3.04	3.24	3.00	3.12
WRI1010	Spring 2022	64	3.56	3.30	3.31	2.97	3.14
WRI1010	Fall 2022	285	3.37	3.06	3.00	3.00	2.94
WRI1010	Spring 2023	208	3.48	3.35	3.30	3.39	3.29
WRI 115	Fall 2013	8	3.25	3.25	2.63	3.38	2.75
WRI116	Spring 2013*	20	3.40	3.20	3.20	3.45	3.55
WRI116	Spring '13**	20	3.50	3.70	3.25	3.90	3.95
WRI116	Fall 2013	35	3.80	3.37	3.69	3.51	3.17
WRI116	Spring 2014	20	3.80	3.75	3.50	3.70	3.05
WRI116	Fall 2014	21	3.24	3.29	2.81	3.19	2.76
WRI116	Spring 2015	16	3.25	2.94	2.75	2.88	2.63
WRI 116	Spring 2016	30	3.83	3.67	3.30	3.77	3.20
WRI 116	Spring 2017	25	3.44	3.36	3.48	3.80	3.08
WRI 116	Fall 2017	12	3.58	3.42	3.17	3.67	3.08
WRI 116	Spring 2018	20	3.58	2.95	3.05	3.53	2.95
WRI 116	Fall 2018	7	3.86	2.71	3.29	3.86	3.00
WRI 116	Spring 2019	16	3.69	3.44	3.56	3.69	3.56
WRI1016	Fall 2019	13	3.38	3.08	2.77	2.85	2.77
WRI1016	Spring 2020	14	3.64	3.64	3.29	3.71	3.36
WRI1016	Fall 2020	14	3.93	3.71	3.43	3.86	3.57
WRI1016	Spring 2021	20	3.60	3.40	3.55	3.35	3.65
WRI1016	Fall 2021	20	3.30	3.20	3.10	2.95	3.10
WRI1016	Spring 2022	20	3.65	3.25	3.20	2.95	3.20
WRI1016	Fall 2022	60	3.79	3.68	3.50	3.59	3.55
WRI1016	Spring 2023	26	3.31	3.52	3.58	3.63	3.44

*Pre-course writing assessment given on first day of class

** Post-course writing assessment completed of final composition paper