

Literature, Journalism, Writing, and Languages (LJWL)
GELO Data, Written Communication: Fa2025 - Sp2026

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

2025-2026 Data

The 2025-2026 academic year served as a program-wide pilot of a new standardized curriculum across all sections of ENG 1010, and it is also the final year ENG 1016 will be covered; both of these changes are in anticipation of PLNU's new General Education curriculum that will launch in Fall 2026. As such, this was a transitional year for the Composition Program.

All students in all sections of ENG 1010 and ENG 1016 completed a common portfolio assignment. The portfolio included three elements: a critical reflection essay, a revision exhibit, and a writing exhibit. A random sampling of portfolios from students across all sections of ENG 1010 and ENG 1016 during the Fall 2025 and Spring 2026 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 two reviewers' scores differed by more than 2 points, a third reviewer also scored the portfolio.

The mean scores for each rubric criterion as well as an overall mean score appear in the table below.

Semester	n	Portfolio Claim & Support	Self Assessment	Demonstration of Learning	Revision	Presentation	Overall Mean
Spring 2026	80	2.76	2.76	2.79	2.48	2.84	2.72

Fall 2025	78	2.61	2.66	2.71	2.56	2.80	2.67
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

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Conclusions Drawn from Data

Following last year's assessment scoring process, we further streamlined the processes of collecting student artifacts and assessment scoring. We also strengthened our norming procedures with all reviewers before scoring commenced to ensure a robust assessment process.

In keeping with previous years, the Revision scores are the lowest of all the rubric criteria. This is unsurprising, as articulating a revision process has always been a challenging endeavor for first year college students, but with the ever-increasing presence of artificial intelligence, articulating revision seems to be growing even more difficult for students. It may be that we need to address revision differently in the ENG 1010 classroom, or it may be that we need to adjust the revision component of the portfolio for our assessment measures.

Overall, we have continued to achieve and generally exceed the criteria for success during the 2025-2026 academic year with average scores exceeding 2.5 for both the Fall 2025 and Spring 2026 semesters. All individual rubric scores also exceed 2.5, with the exception of the Spring 2026 revision score, which almost meets the threshold at 2.48.

Changes to be Made Based on Data

Looking ahead, there are two issues we will need to consider with regard to our GELO 1a Written Communication assessment measure/protocol: artificial intelligence and PLNU's new General Education curriculum.

First, we recognize that artificial intelligence is a growing presence in our writing program and across our university. While the current composition portfolio assignment was designed with the realities of generative artificial intelligence in mind, our writing and assessment practices may need to shift as the technology advances. During the assessment scoring process, a few reviewers noted portfolio artifacts that raised questions about the ramifications of AI on our assessment measures.

Second, PLNU's new General Education curriculum for TUG students launches in Fall 2026. The new GE curriculum includes upper-division Writing Instructive (WI) courses students will need to complete after ENG 1010 as a part of their degree requirements, and we will need to investigate how to account for these new WI courses in our future writing assessment practices.

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	The Critical Reflection Essay presents a clear claim about the writer's development in this course; the claim is appropriately	The Critical Reflection Essay offers a claim about the writer's development in this course; the claim is mostly supported by	The Critical Reflection Essay either does not offer a clear claim about the writer's development or the claim is not supported by

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	work that is integrated into the Critical Reflection Essay and reinforced by the portfolio exhibits.	supported by evidence from the writer's work that is integrated into the Critical Reflection Essay and reinforced by the portfolio exhibits.	evidence from the writer's work that is integrated into the Critical Reflection Essay and/or reinforced by the portfolio exhibits.	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.
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.

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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