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| **Kremen School of Education and Human Development** **Liberal Studies Program**  |
| **Student Outcomes Assessment Plan (SOAP)** |
| Mission Statement |
| The mission of the Liberal Studies Program is to provide relevant and rigorous subject matter preparation for elementary teaching that is committed to equity and social justice.The fundamental commitments in the program are * Teaching for social justice
* Culturally sustaining pedagogy
* Universal design for learning
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| Goals and Student Learning Outcomes1. Students will construct conceptual knowledge of defined subject matter.
	1. Students will identify the key concepts for each discipline, including: reading, languages, and literature; history and social sciences; mathematics; science; visual and performing arts; physical education; and human development.
	2. Students will map key concepts to the California State/ Common Core Standards for each discipline in TK-8.
	3. Students will investigate discipline-specific issues of social justice.
2. Students will develop discipline area literacies while building an awareness of multiple literacies used in communities.
	1. Students will investigate language and literacy practices across developmental stages in various disciplines.
	2. Students will investigate the ways language and literacy practices vary across communities.
3. Students will integrate technology to enhance their learning of subject matter knowledge.
	1. Students will demonstrate fluency with a wide range of technologies.
	2. Students will select various and appropriate technologies to demonstrate their subject matter knowledge.
4. Students will advocate for social justice across disciplines and intersectional identities.
	1. Students will analyze issues of equity and social justice across disciplines.
	2. Students will examine systems of infrastructure that institutionalize prejudice.
	3. Students will identify their roles as educators and advocates.
	4. Students will engage in advocacy activities.
5. Students will engage in multiple field experiences in TK-8 public school settings.
	1. Students will connect theory to practice through observation in TK-8 classrooms.
	2. Students will apply knowledge of content and pedagogy through interaction with TK-8 students.
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| Curriculum Map (Matrix of Courses X Learning Outcomes) |
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| *Courses* | *SLO A1* | *SLO A2* | *SLO A3* | *SLO B1* | *SLO B2* | *SLO C1* | *SLO C2* | *SLO D1* | *SLO D2* | *SLO D3* | *SLO D4* | *SLO E1* | *SLO E2* |
| CI 100 | I |  |  |  |  | IDM | IDM | M | M |  |  |  |  |
| COMM 114 | I | I |  | I |  |  | D | I |  | I |  | M | D |
| IAS 108 | I | I |  | D |  | D | D |  |  |  |  |  |  |
| KINES 152 | I |  |  |  |  | M | M |  |  | D |  |  | D |
| LING 132 | M | I | I | M | D | D |  |  |  |  |  |  |  |
| LS 110W | M | M | M | D | D |  |  | D | D | M | D | M | M |
| MATH 100 | M | D | I |  |  |  |  | D | I | I |  |  |  |
| NSCI 115 | M | M | D |  |  |  |  | D | I | I | M |  | M |
| SOC 111/ SSCI 180 | D |  | I D |  |  |  |  | I D | I D | I | I |  | I |
| SSCI 110 | M | D | D | I |  | - | - | D | D | I | D | D | D |

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| Assessment Methods |
| * 1. **Direct Measures: All Direct Measures are collected from explicit assignments within the specified courses, and are scored based on criteria articulated in rubrics and scoring guides.**
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| * + 1. SLO A2—NSCI115: Science Explorers Poster Session
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| * + 1. SLO B—LS110WS: Inquiry into the Teaching of Writing
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| * + 1. SLO C—KINES152: Pedometer Activity
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| * + 1. SLO D—CI100: Digital Narrative on Schooling and Teaching
 |
| * + 1. SLO E—COMM114: Classroom Observation Analysis
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| * 1. **Indirect Measure(s):**
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| * + 1. Liberal Studies Graduation Survey
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| * + 1. SLO A1—Course syllabus review for alignment with CTC ESM Content Specifications for these courses:
			1. LS110WS
			2. SSCI110
			3. MATH100
			4. NSCI115
			5. IAS108
			6. KINES152
			7. CFS39
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**Direct Measures:**

**SLO A2:** Students will map key concepts to the California State/ Common Core Standards for each discipline in TK-8.

**Method 1:** NSCI115 Science Explorers Lesson Background and Standards.This should show that you understand the science behind your lesson, some common prior ideas, interests, and misconceptions that kids (or adults) can have about your topic, and know how your lesson maps to the Next Generation Science Standards.

**SLO B:** Students will develop discipline area literacies while building an awareness of multiple literacies used in communities.

**Method 1:** LS110WS Inquiry into the Teaching of Writing. In order to apply what you are learning about the teaching of writing in a real-world situation, this semester you will engage in an inquiry into the teaching of writing. For this assignment, you will spend time in a K-8 classroom meeting with a teacher, observing their instruction, and working one-on-one with a student to plan and implement individualized writing instruction. Throughout the semester, you will write reflections based on your experiences. We will also spend time in class discussing what you have observed and the work you are doing with your focal student.

**SLO C:** Students will integrate technology to enhance their learning of subject matter knowledge

**Method 1:** KINES152 Pedometer activity. This assignment begins by registering yourself on the website www.peclogit.org (10 points) and completing the step goal document found on Blackboard (20 points) by Sept 6. Students will be required to purchase a pedometer as part of the class. (Pedometers can be purchased at a number of sporting goods stores or at an all-purpose store such as Wal-Mart or Target. Pedometers cost approximately $10- 20). Each student will be required to wear the pedometer to class (and for the rest of the day) and record the number of steps taken on the above website. The students will also be required to wear the pedometer on one additional day during the week and record steps. (However, students are encouraged to wear the pedometer and record their steps on additional days of the week also.) The assignment requires that you wear and record your steps for 8 weeks (at least 3 days each week). The website recording aspect of the assignment is worth 40 points (5 points per week). Please note that the website will only allow you to enter steps for the previous 6 days. Following the completion of the experience, students will submit a one-page reflection paper (30 points). See Blackboard for the reflection paper requirements.

**SLO D:** Students will advocate for social justice across disciplines and intersectional identities.

**Method 1:** CI100 Digital Narrative on Schooling and Teaching. Before we can come to know

our students, it is important for us to know ourselves as learners. This is an opportunity

for you to get creative with digital technologies (iMovie, Movie Maker or a web-based

video production program like Wevideo) in order to tell your own story about how you

got here and why you want to teach. This will require you to reflect on your own

experience with schooling, and you may want to consider some of these questions:

What benefitted you most as a learner? How did your culture, ethnicity, language,

ability, gender, and/or social class influence your experience with school? Which

teacher/coach/adult had the most impact on you? What problems in school perplexed

you or had a negative impact on you and/or your peers (i.e. dynamics of racism,

discipline, testing, etc.)? You will be expected to utilize relevant imagery and

incorporate a voice over, captioning, and/or audio tracks to help narrate your story.

Additionally, your project should include a one-page, typed reflection on the process

and the personal insights gained from the project.

**SLO E:** Students will engage in multiple field experiences in TK-8 public school settings.

**Method 1:** COMM114 Classroom Observation Analysis. Observation Field Notes--You will arrange to observe a class in a local K-12 school several times during the semester and record field notes based on a list of criteria. Observation Analysis and Report--Short paper that will address the overall quality of the teaching/learning you observed during your two local school observations and reflect on the field experience.

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| Student Learning Outcomes X Assessment Methods Matrix |
| Enter Assessment Methods Matrix/Table |

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| **Student Learning Outcomes x Assessment Methods Matrix** |
|  | *A1* | *A2* | *B* | *C* | *D* | *E* |
| **Direct Methods** |
| 1. SLO A2—NSCI115: Science Explorers Final 5E Lesson Plan |  | X |  |  |  |  |
| 2. SLO B—LS110WS: Inquiry into the Teaching of Writing |  |  | X |  |  |  |
| 3. SLO C—KINES152: |  |  |  | X |  |  |
| 4. SLO D—CI100: Digital Narrative on Schooling and Teaching |  |  |  |  | X |  |
| 5. SLO E—COMM114:  Classroom Observation Analysis |  |  |  |  |  | X |
| **Indirect Methods** |
| Liberal Studies Graduate Survey |  |  |  |  |  | X |
| SLO A1—Course syllabus review for alignment with CTC ESM Content Specifications for these courses:a. LS110WSb. SSCI110c.  MATH100d. NSCI115e. IAS108f.  KINES152g. CFS39 | X |  |  |  |  |  |

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| **I. Timeline for Implementation of Assessment Methods and Summary Evaluations** |
| Year 2018 to 2019 |
| Method 1: NSCI115: Science Explorers Final 5E Lesson PlanMethod 2: Syllabus Review LS110WSMethod 3: Liberal Studies Graduate Survey |
| Year 2019 to 2020 |
| No data collected due to COVID 19 |
| Year 2020 to 2021 |
| Method 1: LS110WS: Inquiry into the Teaching of WritingMethod 2: Syllabus Review SSCI110Method 3: Liberal Studies Graduate Survey |
| Year 2021 to 2022 |
| Method 1: KINES152: Pedometer activityMethod 2: Syllabus Review MATH100 & NSCI115Method 3: Liberal Studies Graduate Survey |
| Year 2022 to 2023 |
| Method 1: CI100: Digital Narrative on Schooling and TeachingMethod 2: Syllabus Review KINES152Method 3: Liberal Studies Graduate Survey |
| Year 2023 to 2024 |
| Method 1: COMM114:  Classroom Observation AnalysisMethod 2: Syllabus Review IAS 108 & CFS39Method 3: Liberal Studies Graduate Survey |

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| Process for Closing the Loop |
| The members of the Liberal Studies Review Committee are responsible for designing and carrying out the assessment activities with the help of other faculty in their own Colleges and the Department of Liberal Studies. The LSRC is established by the Director of Teacher Education, with these purposes: 1. Review the Liberal Studies major and make recommendations for change to the Director of Teacher Education and the Kremen Basic Credential and (Undergraduate) Curriculum Committee.
2. Review subject matter assessment processes and procedures for the Elementary Subject Matter Authorization programs and make recommendations to the Director of Teacher Education.
3. Design and monitor the program for continuous improvement using the Student Outcomes and Assessment Plan, including annual collection and review of data and preparation of assessment reports.
4. Address special program-related issues and/or problems identified by subject matter faculty, members of the Committee, or the Director of Teacher Education.
5. Represent the goals and actions of the Committee to members’ respective Colleges and Schools relevant to the Liberal Studies curriculum and SOAP.
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