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ECE 232- S.T.E.A.M.: Birth to Age 8- Velvet Cooley- Part B- Spring 2024

*** Part B: Your Results DIRECTIONS 1. Report the outcome achievement data gathered via the assignments, tests, etc. you identified for each outcome (question 3) of your Part A. (Only include data for students who completed the course. Do not include students who withdrew or earned an incomplete) Data for all 3 outcomes should be reported below.**

Student overall average for assignment was was 26.55

Student overall average for assignment #w was 30

Student overall average for project 1 was 44.09

*** Outcome #1**

Identify and apply early learning standards for children, birth to age 8, related to science, technology, engineering, art, and mathematics

*** % of students who successfully achieved the outcome (C or above)**

90

*** Outcome #2**

Use a variety of tools and methods to support, document, and extend children's understanding of science, technology, engineering, art, and mathematics.

*** % of students who successfully achieved the outcome (C or above)**

90

*** Outcome #3**

Design inclusive environments and curricular activities using observation and assessment to scaffold your children's understanding of science, technology, engineering, art, and mathematics.

*** % of students who successfully achieved the outcome (C or above)**

90

*** ANALYSIS 3. What contributed to student success and/or lack of success?**

The learning materials and application activities helped students achieve the outcomes.

*** 4. Helping students to realistically self-assess and reflect on their understanding and progress encourages students to take responsibility for their own learning. Please compare your students' perception of their end-of-term understanding/mastery of the three outcomes (found in student evaluations) to your assessment (above) of student achievement of the three outcomes.**

Based on the self-assessment at the end of the course, students shared their comfort level with using STEAM concepts in early learning. All felt they could identify and apply early learning standards using STEAM, design STEAM activities, and make sure their planned activities and environment were inclusive of all children in their care.

*** 5. Did student achievement of outcomes meet your expectations for successfully teaching to each outcome (question 4 from Part A)**

Yes

*** 6. Based on your analysis in the questions above, what course adjustments are warranted (curricular, pedagogical, student instruction, etc.)?**

None are warranted. I do think this class would showcase student achievement more if were an in-person course.

7. What resources would be required to implement your recommended course adjustments (materials, training, equipment, etc.)? What Budget implications result?

A classroom and an instructor will to teach in-person.

*** 8. Describe the results of any adjustments you made from the last assessment of this course (if applicable) and their effectiveness in student achievement of outcomes.**

none.

9. Describe how you explain information about course outcomes and their relevance to your students.

The information about course outcomes is shared in the syllabus. In addition, each weeks lesson describes the intended learning outcomes for the week and how it relates to the overall outcomes.

10. Please describe any changes/additions to instruction, curriculum or assessment that you made to support students in better achieving the CGCC Institutional Learning Outcomes: ILO #1: Communication. The areas that faculty are focusing on are: "Content Development" and/or Control of Syntax and Mechanics" and ILO #2: Critical Thinking/Problem Solving. The areas that faculty are focusing on are: "Evidence" (Critical Thinking) and/or "Identify Strategies" (Problem Solving). ILO #4: Cultural Awareness. The area that faculty is focusing on is: "Openness" (Encouraging our students to "Initiate and develop interactions with culturally different others") ILO #5: Community and Environmental Responsibility. The area that faculty are focusing on are: "Applying Knowledge to Contemporary Contexts" and "Understanding Global Systems" ILO#3 - Quantitative Literacy - "Application/Analysis" and/or "Assumptions"

I did not make any changes to this course. I did add a few online resources to help students gain a deeper understanding of the material presented.