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# **EASTERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE**

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*DISCOVER YOUR POTENTIAL*

## **Program Review**

**Program Name: Paraprofessional in Education**

**Degree or Certificate: Certificate**

**Chair/Director: S. Michael**

**Submitted by: S. Michael**

**Date Submitted: 4/6/22**

Approved by LOT 4/6/22

Approved by President's Cabinet 4/12/22

Approved by Board of Governors 4/20/22

## Section I: Overview of Program

### A. Program description:

The mission of Eastern's Paraprofessional in Education Certificate of Applied Science (CAS) is to provide students the skills to serve in a support capacity within the education system. Paraprofessionals provide instructional and clerical support for classroom teachers in elementary, middle and high school settings. Upon completion of the CAS, graduates, with the recommendation from a superintendent of schools, will be eligible to apply for the Paraprofessional certificate through the West Virginia State Board of Education. The certificate meets the prescribed academic requirements of 126-136-12 of West Virginia State Code.

The Paraprofessional Certificate is intended to meet the educational and professional or degree completion needs of nontraditional students who have specific career objectives. The West Virginia Department of Education, Paraprofessional in Education Certificate requires 9 credit hours in Basic Skills (Reading, Writing, Math); 21 credit hours of required courses (Classroom Management, Special Education, Computer Literacy, Human Growth & Development or Psychology, 9 hours of elective related to education); 6 credit hours in general studies.

These requirements have been aligned with existing coursework required for the A.A.S., Early Childhood Development degree program. The Certificate requires a minimum of 37 credit hours.

The certificate also provides:

- Access to higher education throughout the college's responsibility district
- Graduates to meet current and projected regional employment needs for elementary, middle and high school settings
- Program flexibility to meet a variety of job placement options

### B. List the Program Learning Outcomes:

Upon completion of this certificate, the graduate will be able to:

- Assess children's growth and development
- Plan and implement children's routines within the classroom
- Plan and organize a learning environment within the classroom
- Identify and implement positive discipline strategies that can be utilized in the classroom setting
- Plan developmentally appropriate curriculum for young children
- Identify and work with children with special needs within a classroom setting
- Demonstrate appropriate responses to nurture and develop positive self-esteem
- Communicate with parents and families
- Maintain records according to state and federal guidelines

**C. Explain how this program has contributed to the institution's mission and vision:**

Paraprofessional in Education Certificate of Applied Science (CAS) visibly pertains to our mission: "Eastern provides accessible and affordable educational opportunities for academic, and life-long learning for the Potomac Highlands regional community." An initial goal of the Paraprofessional in Education Certificate of Applied Science (CAS) is to provide well-trained instructional and clerical support for classroom teachers in elementary, middle, and high school settings.

**D. What strategic planning goal(s) of the college does this program contribute to?**

The 2022-2026 College Strategic Plan received Eastern's Board of Governors approval on March 16, 2022, which is established in four essential cornerstones: Educational Access, Student Success, Strategic Partnerships, and Institutional Effectiveness. The Early Childhood Development Program can expect to contribute to Goal 1: Stabilize and increase Enrollment:

*[1.2] Expand college outreach to improve community knowledge of programs and services provided by Eastern.*

*[1.3] Implement data-driven recruitment and marketing campaigns.*

*[1.4] Investigate the establishment of high-demand career fields to meet industry/workforce needs.*

In addition, all programs will also contribute to Goal 2: Increasing Student Retention and Success:

*[2.3] Increase the fall-to-fall retention rate of first-time, part-time degree-seeking undergraduate students.*

*[2.4] Increase the percentage of first-time, full-time degree-seeking undergraduate students graduating.*

*[2.5] Increase the number of full-time, degree -seeking students.*

*[2.6] Increase Eastern student satisfaction and engagement.*

All programs will also contribute to Goal 3: Build Academic Quality:

*[3.2] Perform systematic reviews of all program curricula to ensure optimal and up-to-date course curriculum alignments and course content.*

*[3.6] Ensure faculty and programs have up-to-date technology for teaching and learning.*

Finally, all programs will also contribute to Goal 4: Increasing Number and Type of Strategic Partnerships:

*[4.2] Increase the total number of college transfer agreements and career center articulate credit agreements.*

*[4.3] Increase early entrance enrollment.*

**E. Please describe any unique components of the program that meet the needs of Eastern's district.**

N/A

**F. Please provide any other information that explains how this program contributes to the college community and supports external partners or workforce needs.**

The Certificate was developed to meet the specific needs of the public education employees. Two courses specific to the Certificate were developed: EDF 180 Written Communications for Paraprofessionals and EDF 170 Classroom Management for Paraprofessionals.

## **Section II: Summary Update Since Last Program Review**

**A. Identification of weaknesses or deficiencies from the previous review.**

The following course-level assessment were completed between Fall 2012 and Spring 2015: EDF 203 Children's Literature (Fall 2012), EDF 217 Human Development & Learning (Spring 2014) and PSY 213 Guiding the Behavior of Children (Fall 2011).

All measured outcomes were met. No recommendations were made by the faculty to change any of the courses.

The review did include a comment made by the instructor for PSY 213:

"Observations were not completed by all students. This was because of several reasons with work obligations during the day being the most popular reason among the students. Students also do not read the text as closely as they should, and although the instructor broke down the material into smaller sections to help students prepare for both the mid-term and final exams, students still did not perform as well as the expectation that was set at the beginning of the semester by the instructor. More pop quizzes could have been administered to make sure that reading of the text took place when it was assigned."

**B. Status of improvements implemented or accomplished.**

Implementing a newly designed course, Observation and Assessments, to the list of electives for the program has added more opportunities for field experience. Observations and

Assessments is a subject area where employers are finding their staff have a lack of professional knowledge. With this course students have the opportunity to experience performing observations and assessments on students individually as well as in a group setting.

**C. If program goals or program learning outcomes have changed, reflect that here.**

N/A

**D. Provide a summary of any other curriculum changes or revisions since the last review. If there have not been any, put N/A below.**

N/A

### Section III: Student Learning Assessment

**A. Describe and analyze your Program Learning Outcomes**

- Provide evidence that students are achieving each program learning outcome, including results of annual program level assessment activities
- Analyze the curriculum's effectiveness in helping students achieve the program learning outcomes
- Describe the effectiveness of instructional methods and support in helping students achieve the program learning outcomes
- Are all of the PLOs appropriately covered and sequenced to promote student success? (Place a copy of your PLO Mapping in Appendix A)

- 8 CLO's between 4 courses supporting PLO 1
- 7 CLO's between 5 courses supporting PLO 2
- 9 CLO's between 6 courses supporting PLO 3
- 8 CLO's between 3 courses supporting PLO 4
- 7 CLO's between 6 courses supporting PLO 5
- 9 CLO's between 7 courses supporting PLO 6
- 9 CLO's between 8 courses supporting PLO 7
- 8 CLO's between 7 courses supporting PLO 8
- 8 CLO's between 7 courses supporting PLO 9

- PLO 1: *Assess children's growth and development*, supported by EDF 115, EDF 213, EDF 217 and PSY 219
- PLO 2: *Plan and implement children's routines within the classroom*, supported by EDF 115, EDF 203, EDF 213, MUS 103 and PSY 219
- PLO 3: *Plan and organize a learning environment within the classroom*, supported by EDF 115, EDF 203, EDF 213, EDF 217, MUS 103, and PSY 219
- PLO 4: *Identify and implement positive discipline strategies that can be utilized in the classroom setting*, supported by EDF 213, EDF 217 and PSY 219
- PLO 5: *Plan developmentally appropriate curriculum for young children*, supported by EDF 115, EDF 203, EDF 213, EDF 217, MUS 103, and PSY 219
- PLO 6: *Identify and work with children with special needs within a classroom setting*, supported by EDF 115, EDF 203, EDF 213, EDF 217, MUS 103, SSC 147, and PSY 219
- PLO 7: *Demonstrate appropriate responses to nurture and develop positive self-esteem*, supported by EDF 115, EDF 203, EDF 213, EDF 217, MUS 103, PSY 219, CIS 114, and ENL 101
- PLO 8: *Communicate with parents and families*, supported by EDF 115, EDF 203, EDF 213, EDF 217, MUS 103, PSY 219, and CIS 114
- PLO 9: *Maintain records according to state and federal guidelines*, supported by EDF 115, EDF 203, EDF 213, EDF 217, MUS 103, PSY 219, and CIS 114

**B. Provide a brief summary report of any specific student learning outcomes assessed and describe the purpose, plan, and results attributed to that assessment.**

The NOCTI Exam reflected low scores in two areas of student learning outcomes. The two areas were focused on observations and assessments: Program Outcome 1. 'Assess children's growth and development' and Program Outcome 5. 'Plan developmentally appropriate curriculum for young children'. To meet the two specific outcomes, an Observation and Assessment course was developed. The Observation and Assessment course focuses on various tools and assessments for children birth to age 5 years. Students will be able to identify a variety of observation and assessment strategies for studying the development of infants, toddlers and preschool children. The course includes the role of assessments and

documentation in curriculum development and individual learning goals and objectives. The Observation and Assessment course is being offered for the first time in Spring 2022.

**C. Provide a summary of course level assessments over the past five years and how they have contributed to program success and improvement.**

Eastern course-level assessments (CAR) are reviewed on a rotating cycle following Eastern's course review cycle. CARs will be completed in Spring 2022 for EDF 217 (Human Growth and Development), CIS 114 (Introduction to Computer Applications and Concepts), ENL 101 (English Composition) MTH 121 (College Math for General Education), PSY 213 (Guiding the Behavior of Children) PSY 219 (the Exceptional Child) and SSC 147 (Understanding Human Diversity). All Paraprofessional in Education and general education courses are assigned a specific assessment period, so future CARs will be reviewed in a prearranged manner.

Focusing on the PSY 213 course, Guiding the Behavior of Children, students were not completing the reading assignments or were not retaining what they read. Therefore, after students read the materials, reviewed the power point and had class discussion, a quiz was administered. The student's grades began improving. Implementing the power point and class discussion seemed to increase the students understanding of the reading materials. Scores significantly increased.

Course outcome; Identify learning environments and adult-child interactions that support children's social emotional development aligned with the program outcome, plan and organize a learning environment within the classroom. To complete the observation areas in the assignments, videos of children in the classroom were provided. After students viewed the videos, specific areas of learning were discussed. Focusing on these specific areas in the course significantly improved the course scores to 85%.

**D. What specific institutional general education goals have you focused on in this periodic review cycle?**

Give a brief explanation of those learning activities, data collected and analyzed, and any changes made to the program as a result (i.e., addition of curriculum, changes to existing curriculum, partnering with co-curricular activities).

**Critical Thinking/Analytic  
Inquiry/Problem-Solving Skills**

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|   |  |
| <b>Oral and Written Communication</b>                     |  |
| <b>Mathematical Skills and Reasoning</b>                  |  |
| <b>Workforce and Citizenship Skills/Ethical Reasoning</b> |  |
| <b>Digital Literacy</b>                                   |  |

## Section IV: Utilizing Findings

| <b>Plans for program improvement:</b>  |
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| <p>In addition to the institutional targets mentioned in Section I C ‘What strategic planning goal(s) of the college does this program contribute to?’, plans for program improvement are:</p> <ol style="list-style-type: none"> <li>1. Outreach in the community can increase student enrollment within the college. Scheduling visits to the local schools, board of education to meet with the superintendent, child care centers, HeadStart Programs, attending college fairs, career days, and other community activities will inform individuals of the services Eastern provides. Meeting with the administration in each of these areas will also provide an opportunity to discuss their needs. This will provide Eastern the opportunity to design and implement other programs to</li> </ol> |



meet the needs of the community.

2. Recruit students seeking a degree to enroll full time. Continue recruiting at the county school, visiting and sharing the information to the 10-12 grade students. Share the WVUP Elementary Education 2+2 Agreement. Discuss the high demand for teachers in the state of West Virginia.

## Section V: Faculty and Staff Development

### **A. Discuss any significant staffing changes impacting the effectiveness of the program, including areas such as hiring, support, coordination for part-time faculty, etc.**

Eastern currently employs one full-time Paraprofessional in Education/Early Childhood Development instructor and two adjunct instructors. Eastern has been advertising and interviewing for full-time faculty in math and science for the general education courses. The Math full time faculty position has recently been filled.

### **B. Share the program's measures of teaching effectiveness and what efforts to improve teaching effectiveness have been pursued. Discussion may include (but is not limited to):**

- Teaching pedagogy
- Use of technology
- Innovative learning models
- Faculty development
- Curricular design and formats

Eastern provides abundant opportunities for instructors to improve on teaching effectiveness. Brightspace training, National Association for the Education of Young Children trainings and resources (NAYCE), Apprenticeship for Child Development Specialist resources (ACDS), Quality Matters training, SCAR Course Assessment each semester and course/program -level assessment trainings are all parts of instructors' professional development portfolio. Education and Professional Development activities are offered relating to education and benefiting the organization. Serving on various committees provides experience in all areas of the higher educational field. Demonstrating ways in which feedback from evaluations is used to improve teaching effectiveness.

### **C. Discuss the contributions of your program faculty. (This is an area to share an overview of the exceptional aspects of your program faculty).**

Items to consider may include:

- Significant accomplishments
- Publications, grants
- Advanced degrees, promotion

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| ➤ Service to students/institution/community and others  |
| Paraprofessional in Education program instructors have master's degrees in the Early Childhood Development or Elementary Education Field. One full time instructor, Sherry Michael received a promotion to Assistant Professor, 2021. |

## Section VI: Key Performance Indicators (KPIs)

### A. Program enrollment data

|                                   | Fall 2021__ | Fall 2020__ | Fall 2019__ | Fall 2018__ | Fall 2017__ |
|-----------------------------------|-------------|-------------|-------------|-------------|-------------|
| <b>Headcount</b>                  | <b>2</b>    | <b>3</b>    | <b>1</b>    | <b>1</b>    | <b>2</b>    |
| <b>Full-Time Equivalent (FTE)</b> | <b>1</b>    | <b>1.86</b> | <b>0.8</b>  | <b>0.4</b>  | <b>1.2</b>  |

**Provide an analysis of the enrollment trends in your program. Include in that analysis actions you have taken, or plan to take, to address enrollment changes. You may also include what steps you would like to see the college take to support enrollments in your program.**

The Paraprofessional in Education Certificate is slightly increasing enrollment due to the shortage of instructional and clerical support for classroom teachers. In local schools, due to the extreme shortage, students that have completed the Paraprofessional in Education are filling substitute teaching positions until a teacher can be hired. To increase enrollment, recruitment must be presented at the high school level with presentations, question and answer sessions and proper materials handed out. Marketing is another important tool, using Social media, Twitter, Facebook, Instagram, and word of mouth.

### B. Program graduation history

|                  | Spring 2021__ | Spring 2020__ | Spring 2019__ | Spring 2018__ | Spring2017__ |
|------------------|---------------|---------------|---------------|---------------|--------------|
| <b>Graduates</b> | <b>2</b>      | <b>2</b>      | <b>0</b>      | <b>3</b>      | <b>0</b>     |

**Provide an analysis of the graduation rates since your last program review. Include in that analysis actions the program has taken, or plans to take, to address any success rate challenges. You may also include what steps you would like to see the college take to support success rates in your program.**

Graduation rates have remained steady since the last program review. Plans to recruit throughout the community, on social media and word of mouth, will increase enrollment. There will be 1 student graduating in Spring 2022.

**C. Program demand** – *Provide the number of students enrolled, number of graduates, and credit hour production over the past five years (include summer, fall, and spring enrollment numbers)*

|  | 2020-<br>21__ | 2019-<br>20__ | 2018-<br>19__ | 2017-<br>18__ | 2016-<br>17__ |
|--|---------------|---------------|---------------|---------------|---------------|
| Headcount  | 3             | 1             | 1             | 2             | 1             |
| FTE  | 1.86          | 0.8           | 0.4           | 1.2           | 0.4           |
| Degrees conferred  | 2             | 1             | 3             | 0             | 0             |
| Credit hour production (refers to the number of credit hours generated by program faculty) |               |               |               |               |               |

**D. If applicable, provide an analysis of early entrance courses offered in your program. Discuss challenges associated with delivering early entrance college classes and strategies you have employed to address those challenges. You may also include what steps you would like to see the college take to support the delivery of early entrance courses and student success in this area.**

N/A

**E. Does this program lead to a licensure or certification? If yes, then include students' pass rates on licensure/certification exams.**

|               | 2021__ | 2020__ | 2019__ | 2018__ | 2017__ |
|---------------|--------|--------|--------|--------|--------|
| Name of exam: | 0      | NOTI   | NOTI   | 0      | 0      |
| Pass rate:    |        | 76.2%  | 91%    |        |        |

**F. Transfer data for program graduates**

|  | 2021__ | 2020__ | 2019__ | 2018__ | 2017__ |
|--|--------|--------|--------|--------|--------|
| Number of graduating students who transferred to a four-year institution     | 1      | 2      | 2      | 0      | 0      |
| Percentage of graduating students who transferred to a four-year institution | 100%   | 50%    | 50%    | 0      | 0      |

#### G. Job placement data

|   | 2021__ | 2020__ | 2019__ | 2018__ | 2017__ |
|---|--------|--------|--------|--------|--------|
| Number of graduating students who sought employment     | 2      | 2      | 4      | 0      | 0      |
| Percentage of graduating students who sought employment | 100%   | 100%   | 100%   | 0      | 0      |
| Number of graduating students who gained employment     | 2      | 2      | 4      | 0      | 0      |
| Percentage of graduating students who gained employment | 100%   | 100%   | 100%   | 0      | 0      |

### Section VII: Program Sustainability

#### A. Provide a summative analysis of the overall health and the current state of the program.

Possible discussion points may be (but are not limited to): trends impacting the program, degree transferability, local and national demand for program graduates, student recruitment, and availability of qualified faculty to teach. You may include in your analysis what steps you would like to see the college take to address program viability challenges associated with your program.

The Paraprofessional in Education expects to see an increased enrollment due to the high demand of instructional and clerical support for classroom teachers in elementary, middle, and high school settings. Most students who graduate with the Early Childhood Development Applied Science Degree will also receive the Paraprofessional in Education Certificate.

West Virginia Invest has opened a window for students that may have viewed a higher education unachievable due to the cost. Many students have taken advantage of the WV Invest and are currently earning their associate's degree at no cost. Students can find employment that can provide for their families without the financial burden of repayment of student loans.

#### B. Identify specific program resource needs that can help with the overall effectiveness

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| <p><b>and sustainability of the program. Areas might include (but are not limited to):</b></p> <ul style="list-style-type: none"> <li>➤ Required technology/equipment/facility space</li> <li>➤ Marketing/recruitment/professional development</li> <li>➤ Staffing levels, etc.</li> </ul> <p><i>If possible, provide cost estimates or quotes related to any of the above resource needs. Indicate if budget requests have been made since the last program review and if those requests are still unmet.</i></p>  |
| <p>As previously mentioned, marketing/recruitment is ongoing.</p>   |
| <p><b>C. Provide a final reflection of the program summarizing its role in fulfilling the mission of the college and student learning success.</b></p> <ul style="list-style-type: none"> <li>➤ <b>Indicate the goals and actions the program intends to take in this next cycle.</b></li> <li>➤ <b>Prioritize in rank order the most pressing needs facing the program and include how the college can assist in supporting these needs.</b></li> </ul>  |
| <p>Students completing the Paraprofessional in Education are encouraged to enroll in bachelor's degree programs to further their education. With the shortage of teacher in our school systems this is an excellent pathway for students. This will also increase enrollment within the institution. The newly institutional agreement with WVUP would be an excellent pathway to follow.</p> <p>Institutional priorities are:</p> <ul style="list-style-type: none"> <li>• Stabilize enrollment</li> <li>• Increase recruitment to improve community knowledge of program</li> <li>• Increase marketing</li> <li>• Develop more institutional agreements</li> <li>• Develop learning pathways with local high schools</li> </ul> <p>Planning for these goals begins spring 2022.</p> |

The results of the five-year program reviews conducted each year should be submitted to WVHEPC by May 31. Request to submit reports at a later date should be filed with the Academic Affairs office.

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| <b>Date Submitted:</b> 4/6/22                   |
| <b>Approved by Assessment Committee:</b> 4/6/22 |
| <b>Approved by LOT:</b>                         |
| <b>Approved by Cabinet:</b>                     |
| <b>Approved by Board of Governors:</b>          |

**Final recommendations approved by the governing board:**

**Institutional Recommendations:** (Check the appropriate box)

- ☐ Continue without Modifications
- ☐ Continue with Modifications – \*Identify suggested or required modifications.
- ☐ Cease the Co-Curricular Activity - \*Identify reasons for this recommendation below
- ☐ Move the Educational Program to the Reduction in Force process \*Identify reasons for this recommendation below and identify what should be included in teach-out plan.

**Program Outcomes Matrix Paraprofessional Certificate**  
**Early Childhood Development**
**Appendix A – PLO Mapping:****Program Outcomes Matrix**

| Paraprofessional Certificate  |            |            |            |            |            |            |            |            |              |            |
|---|------------|------------|------------|------------|------------|------------|------------|------------|--------------|------------|
| Early Childhood Development   |            |            |            |            |            |            |            |            |              |            |
| Program Outcomes  | EDF<br>115 | EDF<br>203 | EDF<br>213 | EDF<br>217 | MUS<br>103 | PSY<br>219 | CIS<br>114 | ENL<br>101 | MTH<br>ELEC. | SSC<br>147 |
| Assess children's growth and development  | x          |            | x          | x          |            | x          |            |            |              |            |
| Plan and implement children's routines within the classroom   | x          | x          | x          | x          |            | x          |            |            |              |            |
| Plan and organize a learning environment within the classroom                                       | x          | x          | x          | x          | x          | x          |            |            |              |            |
| Identify and implement positive discipline strategies that can be utilized in the classroom setting |            |            | x          | x          |            | x          |            |            |              |            |
| Plan developmentally appropriate curriculum for young children                                      | x          | x          | x          | x          | x          | x          |            |            |              |            |
| Identify and work with children with special needs within a classroom setting                       | x          | x          | x          | x          | x          | x          |            |            |              | x          |
| Communicate with parents and families   | X          | x          | x          | x          | x          | x          | x          | x          |              |            |
| Maintain records according to state and federal guidelines  | x          | x          | x          | x          | x          | x          | x          |            |              |            |

|  |          |          |          |          |          |          |          |          |          |          |
|--|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| <b>Demonstrate appropriate responses to nurture and develop positive self-esteem</b>   | <b>x</b> | <b>x</b> | <b>x</b> | <b>x</b> |          | <b>x</b> | <b>x</b> |          |          | <b>x</b> |
|  |          |          |          |          |          |          |          |          |          |          |
| <b>General Education</b>   |          |          |          |          |          |          |          |          |          |          |
| <b>Demonstrate ability to think critically by observing critically, reading critically, planning, reflecting, analyzing, evaluating and synthesizing</b> | <b>x</b> | <b>x</b> | <b>x</b> | <b>x</b> | <b>x</b> | <b>x</b> |          | <b>x</b> |          |          |
| <b>Demonstrate oral and written communication skills</b>   | <b>x</b> | <b>x</b> | <b>x</b> | <b>x</b> | <b>x</b> | <b>x</b> |          | <b>x</b> |          |          |
| <b>Apply mathematical concepts in problem solving</b>  |          |          |          |          |          |          |          |          | <b>x</b> |          |
| <b>Demonstrate inquiry and research skills using electronic resources to acquire, process and manage information</b>                                     | <b>x</b> | <b>x</b> | <b>x</b> | <b>x</b> | <b>x</b> | <b>x</b> |          | <b>x</b> |          |          |