



**Eastern West Virginia
Community & Technical College**

**Post-Audit Review
Paraprofessional in Education
Certificate in Applied Science**

December 1, 2016

Approve by Assessment: 1/19/17
Approved by LOT: 2/13/17
Approved by Cabinet: 2/14/17
Approved by Board of Governors: 3/22/17

West Virginia Council for Community and Technical College Education

Institution: Eastern WV Community & Technical College

Program: Certificate of Applied Science (CAS): Paraprofessional in Education

I. Introduction

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.

II. Goals and Objectives

- Access to higher education throughout the college's responsibility district
- Graduates to meet current and projected regional employment needs for entry-level education institutions.

III. Assessment

- A. Summarize the principal elements of the departmental assessment plan. The plan must include elements to assess student learning and programmatic outcomes.

Program Level Assessment

The assessment of the Certificate in Paraprofessional in Education will follow assessment instruments and standards to discern student academic achievement and course effectiveness in meeting the certificate goals and course outcomes.

- Completion Rate/course level: At least 75% of students enrolling in the certificate will successfully complete the course(s). At least 80% of the students will demonstrate mastery of the course outcomes by earning at least a 70% average in each course through a variety of classroom assessments. This will be determined after registration each semester based on enrollment numbers
- Course-level effectiveness: Course outcomes for all of the Paraprofessional in Education Certificate courses will be assessed. At least five outcomes from each course will be assessed. Exam questions linked to course learning outcomes will be included in the final exam.

- Persistence Rate: Students in the Certificate in Paraprofessional Education will be tracked throughout their certificate program to determine persistence through Certificate completion.
- Graduation Rate: At least 70% of students enrolling in the Certificate in Paraprofessional Education will successfully complete the certificate within a reasonable time based on full-time or part-time implementation. This will be measured by the number obtaining the Certificate.
- Syllabus Analysis: Syllabus analysis will be conducted on an annual basis to assure consistency of outcomes with Master Course Record Forms and among sections of specific courses.
- Transcript Analysis: Transcript analysis will be conducted as triggered by deficiencies in course level assessment activities.
- Advisory Committee Review: Annual advisory committee review will provide qualitative evaluation of program effectiveness in meeting regional paraprofessional educator needs.
- Course evaluation surveys will be used as indirect assessment measures of student success and satisfaction.
- Graduate Placement Rate: Tracking of students completing the Certificate in Paraprofessional Education will be done by a survey to determine the number of graduates obtaining employment in their field of study. The survey will include questions to collect data on location, salary, job preparedness, and reasons why graduates are not working in their field if applicable.

All technical courses are assessed on a two-year cycle. Student observation task sheets and exams serve as the data source for course learning outcome assessment.

B. Provide information on the following elements:

Educational goals of the program

- 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 a 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.

Measures of evaluating success in achieving goals

Beginning Fall 2015, the ETS, ParaPro exam will be given to those finishing the CAS. As of the time of this report, no exams have been administered.

- C. Provide information on how assessment data is used to improve program quality. Include specific examples.

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 for EDF 203 and EDF 217. The learner outcomes for EDF 203 Children's Literature were: 1) Practice skills learned in class with children, 2) Develop a love of books, 3) Learn about nonfiction in today's classroom, 4) Name the different types of children's books. The learner outcomes for EDF 217 Human Development & Learning were: 1) Apply Erikson's Theory, 2) Apply Piaget's Theory, 3) Discuss the role of identity in adolescence, 4) Compare the difference in learning that takes place between middle school children and adolescence. No recommendations were made by the faculty to change either course.

All four outcomes were also met for PSY 213. The learner outcomes measured were: 1) Analyze the developmental and social competence of the young child, 2) List different types of play, 3) List some of the problems children encounter when dealing with emotions, 3) Analyze the role of fostering a child's social competence. The instructor made the following recommendations. "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."

IV. Curriculum

- A. Include a summary of degree requirements (including entrance standards and exit standards) and provide commentary on significant features of the curriculum.

The Certificate is an open enrollment program. The prerequisite of Reading 100 or English 100 or a minimum acceptable test scores for placement in college-level English is required. The prerequisite of MTH 100 or higher or minimum acceptable test score for

placement in college-level math is required. To complete the Certificate a student must have completed ENL 101 and a college-level math 121 or higher.

- B. Provide a list of courses along with the number of credit hours required for each course. Include specific course titles and numbers. Label as **Appendix I**.
- C. Submit a listing of the course delivery modes.

Courses are offered in multiple deliver modes. These include traditional classroom, on-line web courses and hybrid. All science courses are delivered in the traditional classroom format.

V. Faculty

Submit information on the total number of full-time and part-time faculty utilized per year to deliver the program. Use **Appendix II** forms. The narrative should summarize points relating to faculty teaching courses within the major (percentage of faculty holding tenure, extent of use of part-time faculty, level of academic preparation, etc.) Data on part-time faculty may be abbreviated, but should minimally include academic degree held and list of courses taught.

There are no full-time faculty designated for the program.

A list of general education and early childhood adjunct faculty, credentials and instructional disciplines are provided in Appendix II.

VI. Enrollment and Graduates

- A. Submit data indicating the headcount and full-time equivalency (FTE) enrollment along with the number of graduates for each year the program has been in existence. Label as **Appendix III**.
- C. Provide information on graduates in terms of places of employment, starting salary ranges, and number employed in the field of specialization. Include evidence and results of follow-up studies of graduates and employers. The studies should indicate graduate and employer satisfaction with the effectiveness of the educational experience. A summary of the results to be included should indicate the number of individuals surveyed or contacted and the number of respondents.

From Fall 2013 through Spring 2016, there were 2 graduates. Of those, 1 is employed as a teaching assistant in the public school system and 1 has taken employment with a local library.

- D. Present information on the success of graduates in achieving acceptance into baccalaureate programs.

The Certificate Program graduates next step in their education pathway is to continue and complete an Associate's degree before applying to baccalaureate program. The two (2) students who completed the Paraprofessional Certificate have also graduated with a two-year degree and are now employed. One in public education and one at the public library.

VII. Financial

- A. Indicate the annual total expenditures to deliver the program and source(s) of funding for the program. Include departmental resources, state appropriated funds, grants and contracts, state funds and student fees.

The common courses in the individualized study program are primarily those included in the general education core and the early childhood development program. As a result, there is no additional cost affiliated with offering this program.

- B. Identify projection of future resource requirements and source of funding.

It does not appear that the program will require additional funding or alternative sources of funding for continued implementation.

VIII. Advisory Committee

List all advisory committee members. Provide information on how the advisory committee has been utilized for program improvement.

Charlene Zirk, Director, Hardy County Child Care Center
Cathy Ruddle, Teacher, Hardy County Child Care Center
Sara Smouse, Teacher, Hardy County Child Care Center
Debbie Lemons, Education Coordinator, E.A.C.H.S. Head Start
Vivian Carr. Teacher, Hardy County Elementary School

The Early Childhood Advisor Committee is informed of all reports that are submitted for the Early Childhood Development, AAS, Occupational Development, Early Childhood Development AAS (ACDS), the partnerships for Elementary Education with Shepherd and WVU-Parkersburg and the Certificate Program: Paraprofessional in Education. Many of the employees of the Advisory Committee's organizations are enrolled in the programs. Several of the advisory committee members teach as adjunct faculty within the programs and several serve on the state-wide Apprenticeship for Child Development Council which keeps the college and other members aware of developments in the curriculum and state-wide initiatives.

IX. Accreditation

Is an accreditation process available in this field of study? If so, what is the accreditation status of the program?

There is no accreditation process for this program.

APPENDIX I
Required Courses

Program Implementation: Part-time evening
Recommended Course Sequence – Paraprofessional in Education Certificate of Applied Science

First Year – Fall Semester				First Year – Spring Semester			
Dept.		Course Title	Sem. Hrs.	Dept.		Course Title	Sem. Hrs.
CIS	108	Computer Fundamentals	3	EDF	213	Guiding the Behavior of Children	3
				EDF	170	OR Classroom Management for the Paraprofessional	
EDF	115	Early Childhood Health, Safety & Nutrition	3	EDF	217	Human Development & Learning	3
ENL	101	English Composition I	3	EDF	219	The Exceptional Child	3
EDF	180	OR Written Communications for Paraprofessionals					
Elective	MTH	100 Level or Higher	3	MUS	103	Preschool Music, Movement, & Art	3
SSC	147	Understanding Human Diversity	3	PSY	219	The Exceptional Child	3
Total Semester Hours			15	Total Semester Hours			15

APPENDIX II

Adjunct Faculty Teaching courses in the Paraprofessional in Education Certificate

Early Childhood Development

Entwisle, Amy M.A. Grand Canyon University (2003)
B.A. University of Northern Iowa (1994)

Williams, Robin M.A. WV University (2005)
B.S. Frostburg State University (2002)
A.A. Potomac State College (2000)

Mathematics

Crystoff, William B.S.E.T. Central New England College of Technology
(1973)

Gott, Sharon M.T. Virginia Commonwealth University (1993)
B.S. Virginia Commonwealth University (1993)
Additional Graduate Hours University of California at Los Angeles

Hershberger, Jamin M.A. Marshall University (1998)
B.A. Glenville State College (1995)
Additional Graduate Study West Virginia University

Putze, Eric B.S. Virginia Polytechnic Institute and State
University (1984)
A.A.S. Eastern West Virginia Community and Technical
College (2013)
Certificate George Washington University (1996)

Sites, Ruth M.S. Shepherd University (1998)
B.A. Shepherd University (1990)

Psychology

Benbear, Mark M.S. Cappella University (2007)
R.B.A. Shepherd College

George, Gregory M.A. Marshall University (2011)
B.A. Shepherd University (2007)

**APPENDIX III
ENROLLMENT AND GRADUATES**

TERM	HEADCOUNT	FTE	GRADUATES
Fall 2013			
Spring 2014	1	.1	1
Fall 2014			
Spring 2015			
Fall 2015			
Spring 2016	1	.1	1
TOTAL			2