

**Paraprofessional in Education  
Certificate of Applied Science (CAS)  
Program Level Assessment Plan  
October 1, 2013  
Approved by Assessment 12-18-13  
Approved by LOT 2-17-14**

**Paraprofessional In Education CAS Mission Statement**

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 program provides:

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

The Paraprofessional in Education Certificate of Applied Science will provide students who are interested in early childhood education with entry-level skills as well as preparation for application to the Associate of Applied Science in Early Childhood Education. The Certificate will align existing courses with the requirements for the West Virginia State Board of Education Paraprofessional Certificate.

**Paraprofessional in Education CAS Program Outcomes**

- 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

**Assessment of Paraprofessional in Education CAS Goals and Course Outcomes**

## Targeted Program Courses

- EDF 115 Early Childhood Health, Safety & Nutrition
- EDF 203 Children's Literature
- EDF 170 Classroom Management for Paraprofessionals
- EDF 217 Human Development & Learning
- MUS 103 Preschool Music, Movement & Art
- PSY 213 Guiding the Behavior of Children
- PSY 219 The Exceptional Child

The following assessment instruments and standards will be used to discern student academic achievement and course effectiveness in meeting program goals and course outcomes.

- **Completion Rate/course level:** At least 75% of students enrolling in paraprofessional in education courses will successfully complete the course(s). This will be determined at the end of each semester based on final grades. Beginning in spring 2014, completion rates for EDF 217 Human Development & Learning and PSY 213 Guiding the Behavior of Children will be tracked. At least 75% 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. Courses to be assessed in subsequent semesters will be determined based on the part-time evening program implementation schedule.
- **Drop Rate:** For spring 2014 the drop rate for EDF 217 Human Development & Learning and PSY 213 Guiding the Behavior of Children. The drop rate will not exceed 30%.
- **Course-level effectiveness:** Course outcomes for targeted paraprofessional courses will be assessed on a cyclical basis over a three-year period. At least four outcomes from two courses will be assessed annually. Exam questions linked to course learning outcomes are included in the final examinations. Students' performance in answering these questions will be analyzed across sections and semesters. For spring 2014, EDF 217 Human Development & Learning will be the targeted course. Courses to be assessed in subsequent semesters will be determined based on the part-time evening program implementation schedule.
- **Graduation Rate:** At least 75% of students enrolling in the Paraprofessional in Education CAS will successfully complete the Certificate of Applied Science within 5 years. This will be measured by the number of graduates from the program.

- **Syllabus Analysis:** Syllabus analysis will be conducted on an annual basis to assure consistency of outcomes with the Mater Course Record Forms and among section 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 educational institution needs. In addition, the Advisory Committee will review West Virginia State Code to assure compliance with requirements for the Paraprofessional in Education State Certificate.
- **Enrollment Patterns:** Enrollment trends will be monitored. Shifts in target courses and number of majors will trigger detailed assessment review as defined in above items. Courses to be assessed will be determined based on the Part Time Evening Program Implementation schedule.
- **Course evaluation surveys** are used as indirect assessment measures of student success and satisfaction. Survey questions provide self-reports of learning acquired through course completion, understanding of intended course learning outcomes, satisfaction with instruction, and course effectiveness.

### **Data Collection**

Multiple methods will be used to collect appropriate data to assess student learning and success. Primary data will be analyzed to determine course level effectiveness. A secondary analysis of student records will be conducted to track student success, engagement and goal attainment. Student records selected for the secondary analysis include enrollment patterns in paraprofessional in education, course grades, drop rates, and certificate, or job attainment.

Target outcomes will be identified for evaluation over a three year cycle. Standard exam questions will be administered across multiple sections of target courses.

A secondary analysis of course evaluation will be conducted to address students' perceptions of success and satisfaction. Self-reports will provide a qualitative perspective of the students' "lived experience" in paraprofessional in education courses.

### **Data Analysis and Recommendations**

The Academic Program Director for General Education and Instruction will prepare an annual assessment report and recommendations. These reports will be provided to the Dean for Academic and Student Services, Associate Dean for Academic and Student

Services, and the Learner Outcomes Team (LOT). Reports will address the student outcomes, methods of assessment, results of assessment activities and recommendations.

Assessment reports will be shared with faculty for the Paraprofessional in Education courses. The faculty and the advisory committee will be convened to determine need for programmatic change or course revision.

### **Effectiveness of Assessment Plan**

As this program grows, additional methods of assessment will be added to determine student success and effectiveness of the curriculum. The Six Fundamental Question for Conversations on Student Learning will serve as prompts for dialog in utilization of assessment data for improvement of student learning. As trends in student academic achievement are monitored, need for additional assessment activities or change in focus will become evident by applicability of results in curriculum revision.

The Higher Learning Commission (HLC) identifies six fundamental questions to guide discussions for the review of assessment in support of student learning:

1. How are your stated student learning outcomes appropriate to your mission, programs, degrees, and students?
2. What evidence do you have that students achieve your stated learning outcomes?
3. In what ways do you analyze and use evidence of student learning?
4. How do you ensure shared responsibility for student learning and for assessment of student learning?
5. How do you evaluate and improve the effectiveness of your efforts to assess and improve student learning?
6. In what ways do you inform the public and other stakeholders about what students are learning--and how well?

## Program Outcomes Matrix

Paraprofessional Certificate										
Early Childhood Development										
PROGRAM OUTCOMES	EDF 115	EDF 203	EDF 213	EDF 217	MUS 103	PSY 219	CIS 108	ENL 101	MATH Elective	SSC 147
Assess childrens' 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			
GENERAL EDUCATION OUTCOMES										
Demonstrate ability to think critically by observing critically, reading critically, planning, reflecting, analyzing, evaluating and synthesizing.	X	X	X	X	X	X		X		

Demonstrate oral and written communication skills.	X	X	X	X	X	X		X		
Apply mathematical concepts in problem solving.									X	
Demonstrate inquiry and research skills using electronic resources to acquire, process and manage information.	X	X	X	X	X	X		X		