

**Eastern West Virginia
Community & Technical College
Post-Audit Review**

**Paraprofessional in Education
Certificate**

September 9, 2010

Approved by Assessment: October 4, 2010

Approved by LOT: October 18, 2010

I. Introduction

Provide a narrative regarding your program including information for any options or tracks), its nature, unique characteristics, etc. Please limit to one page. It is appropriate to use the catalog description.

The Paraprofessional in Education Certificate is designed to give 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. The Certificate Program: Paraprofessional in Education aligns existing courses at Eastern with the requirements for the West Virginia State Paraprofessional Certificate (WV code 126-136-25).

II. Goals and Objectives

Identify the goals and objects of the program. Document the need that the program was implemented to meet.

Eastern’s goal in developing a paraprofessional in Education Certificate is to meet the needs of the West Virginia school systems to provide qualified instructional and clerical support for classroom teachers. Students who intend to complete an Associate of Applied Science degree will follow the requirements for the A.A.S. in Individualized Career Studies degree.

The program 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

III. Assessment

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

Eastern’s assessment plan consists of three levels: entry level assessment, process assessment, and long term assessment (Alfred, Peterson and White, 1992). These levels address student satisfaction, academic achievement, program effectiveness, and student success (See Figure 1).

Assessment of academic achievement incorporates standardized processes to assess accomplishment of student learning and the College mission. Program assessment, incorporating all of the aforementioned assessment levels, serves as the core of the assessment plan. Given the individualized nature of the program, assessment activities focus primarily on near term and long term assessment. Such activities include review of enrollment patterns, tracking studies, capstone assessment, program completion, graduating student survey and alumni survey. The ETS Proficiency Profile (formerly known as MAPP) has been administered as the test of general education. Until 2010, WorkKeys was administered to the career-technical program graduates. Course evaluation surveys are administered each semester in all course sections. Students majoring in this program participate in these surveys.

The Assessment Process (Adapted "The Assessment Funnel", Alfred, et.al.)		
Assessment Level	Measures	Area(s) Responsible
Entry Level	Entry level testing	Learner Support Services
Process Level	Course level assessment, program level assessment, tracking studies, student satisfaction surveys, withdrawing student survey, drop rates from courses, faculty/course evaluation survey Summative assessment activities for program level assessment, technical skills assessment, general education assessment, graduating student survey, advisory committee survey/focus group, program graduation rate, placement rates, transfer data	Academic Services, Learner Support services
Long-Term Level	Employer satisfaction survey, alumni survey, continuing education data, employment & salary data	Learner Support Services, Academic Services

Figure 1

B. Provide information on the following elements:

- **Educational goals of the program**
- **Measures of evaluating success in achieving goals**
- **Identification of the goals which are being successfully met and those which need attention as determined by an analysis of the data**

Upon successful completion of the Paraprofessional in education Certificate the graduate will be able to:

- Respond to the health and safety need of children
- Assess children's growth and development
- Plan and implement children's routine within a classroom setting
- Arrange and manage learning centers
- Identify and implement positive discipline strategies that can be utilized by child care worker in the child care setting
- Develop and implement age-appropriate activities that provide learning through the child's level of communication, interest and imagination
- Plan developmentally appropriate curriculum for young children
- Identify and work with children with special needs within a variety of child care settings
- Demonstrate appropriate responses to nurture and develop positive self esteem in pre-school age children
- Communicate with parents and families
- Maintain records according to state and federal guidelines

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. Thirty-one students (unduplicated headcount) took one or both of the courses.

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

Given the small number of students participating in student assessment activities no program changes have been made, to date, as a result of assessment related activities. However, course tracking studies and implementation of course level assessment activities will begin to provide the college with data to discern the need for improvement.

IV. Curriculum

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

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.

B. Provide a list of courses along with the number of credit hour required for each course. Include specific course titles and numbers. Label as Appendix I.

See Appendix I for course listing and curriculum sequence.

Two courses specific to the Certificate were developed to meet the learning objections of the paraprofessionals: EDF 180 Written Communication for Paraprofessionals (3 credits) and EDF 170 Classroom Management for Paraprofessionals (3 credits). Enrollment in the specialized courses is as follows:

	Enrollment
Summer 2009 EDF 170 Classroom Management for Paraprofessionals	5
Summer 2007 EDF 180 Written Communication for Paraprofessionals	9
Summer 2006 EDF 170 Classroom Management for Paraprofessionals	8
Summer 2005 EDF 180 Written Communication for Paraprofessionals	11

C. Submit a listing of the course delivery modes

The courses developed specifically for the Paraprofessional in Education Certificate are delivered as traditional, face-to-face classes. Students may select multiple delivery modes for the general education classes. Many of the courses are offered as WEB classes and are also delivered by virtual distance learning (VDL) in the various access centers of the college.

V. Faculty

Submit information on the total number of full-time and part-time faculty 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 information on professional development activities should be included for part-time, as well as full-time faculty.

Due to the limited number of required courses, no full-time faculty is designated for the program. Current adjunct faculty teaching within the A.A.S. in Early Childhood Development has delivered the certificate specific courses.

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

VI. Enrollment and Graduates

A. Submit data including 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).

B.

Thirty-one students have enrolled in one or both of the above courses. Three of the students did complete degrees; two received the A.A.S. in Individualized Career Studies and one received an A.A.S. Occupational Development: Early Childhood. The specialized courses were a part of coursework credited toward their degrees. As of the date of this audit, no student has applied for or received the Paraprofessional in Education Certificate from Eastern.

C. Provide information on graduates in terms of places of employment, starting salary ranges and number employed in field of specialization. Include evidence of 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 number of respondents.

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

E.

Not applicable to the Paraprofessional Certificate Program.

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 program specific courses have been offered in the summer term and the faculty budget for these courses was \$1,500.00 per summer term. Master degree faculty is the preferred choice for instruction and thus far only Mater level faculty has been employed to teach the specialized courses.

An additional support to the certificate program and the students is the support of courses already delivered to the students in the A.A.S. Early Childhood Development. Costs associated with the general education core are supported by multiple programs.

B. Identify projection of future resource requirements and sources of funding.

The program does not 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.

The Paraprofessional Certificate Program does not have an advisory committee. However, the Certificate has been reviewed by the Early Childhood Development Advisory Committee. Faculty were consulted for development of the specialized courses.

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.

Summary and Recommendation

The specialized courses have benefited students and were specifically designed to meet the requirements for individuals required to obtain the West Virginia Department of Education Paraprofessional Certificate. However, there is a disconnection between the West Virginia Department of Education Paraprofessional Certificate and the Eastern Paraprofessional Certificate.

The Eastern Paraprofessional Certificate requires that the students complete English 101 and a college-level Math course. The West Virginia Department of Education Paraprofessional Certificate does recognize the developmental college courses ENL 99 Beginning Composition, RDG 90 Reading/Study Skills and MTH 90 Basic Math as meeting the first component of the Certificate. They also evaluate the employees' staff development training. For example, if the employee has two years of classroom experience they may use this in lieu of course work in special education.

Therefore, students enroll and complete courses based on their need to obtain the West Virginia Department of Education Paraprofessional Certificate to be eligible for positions in the school system as well as pay increases.

Based on the low enrollment and lack of graduates, it is recommended that the Paraprofessional in Education Certificate Program be discontinued. The two specialized courses, EDF 170 Classroom

Management for Paraprofessionals and EDF 180 Written Communication for Paraprofessionals will be continued under the Early Childhood Development program as elective courses to provide students specialized options toward their career goals.

APPENDIX I

Basic Skills			
Reading	EDF 203	Children’s Literature	3
Math	MTH 123 OR MTH 121	Intermediate Algebra (or) Math for General Education	3
Writing	EDF 180	Written Communication for Paraprofessionals	3
 Required Courses:			
	EDF 170	Classroom Management for Paraprofessionals	3
	PSY 219	The Exceptional Child	3
	CIS 108	Computer Fundamentals	3
	EDF 217	Human Development and Learning	3
	SSC 147	Understanding Human Diversity	3
	EDF 115	Early Childhood Health, Safety & Nutrition	3
	MUS 103	Preschool Music, Movement, & Art OR	3
	ART 100	Art Appreciation OR	
	MUS 170	Music Appreciation	
 General Education			
	ENL 101	English Composition I	3
	GSC 109	General Physical Science	4
		Total Credit Hours	37

COURSE DESCRIPTION FOR SPECIALIZED COURSES:

EDF 170 Classroom Management
3 Semester Hours

This class focuses on positive classroom management techniques designed to create communities of support for all children.

EDF 180 Written Communication for Paraprofessionals
3 Semester Hours

This course is designed to enhance written communication skills required in the school environment and to improve students’ basic writing skills. It is designed to meet the writing requirements for the West Virginia Department of Education, Paraprofessional Certificate.

Appendix II

Faculty Data

General Education			
Full-Time and Adjunct Faculty			
Art			
	Neely, Lahna	M.A.	James Madison University (1976)
		B.A.	Shepherd College (1974)
Biology			
	Hammer, Gene	M.S.	Shenandoah University (1997)
		B.S.	West Virginia University (1976)
	Harman, Sharon	Ph.D.	West Virginia University (1982)
		M.S.	Marshall University (1978)
		B.S.	Marshall University (1976)
Chemistry			
	Bailey, Joseph (Ryan)	M.S.	Bucknell University (2008)
		B.S.	Shippensburg University (2005)
Computer Information Systems			
	Ciszewski, Robert	M.S.	University of Southern California (1980)
		M.S.	Naval Post Graduate School (1969)

		B.S.	Lewis University (1962)
	Mirkhani, Seyed Academic Program Director	M.S.	Nova Southeastern University (2008)
		M.S.	Strayer University (2000)
		M.S.	Johns Hopkins University (1997)
		B.A.	University of District of Columbia (1995)
	Simpson, Richard	M.A.	University of Maryland (1993)
		B.A.	Lehigh University (1964)
English			
	Hakala, Curtis Full-time Faculty	M.A.	James Madison University (2005)
		B.S.	James Madison University (1994)
	Simmons, Joy	M.A.	Radford University (2001)
		B.S.	Virginia Tech (1996)
		A.A.S.	Wytheville Community College (1994)
	Skavenski, Frank	M.A.	West Virginia University (1983)
		B.A.	West Liberty (1973)
	Skavenski, Vicki	M.A.	West Virginia University (1982)
		B.A.	West Virginia Wesleyan (1974)
General Science			
	Metheny, Jacob	D.C.	Logan College of Chiropractic (2009)
		B.S.	Logan College of Chiropractic (2005)
History			

	Hodges, Henry	B.A.	West Virginia University (1989)
		M.A.	Marshall University (1983)
		B.S.	West Virginia University
	Jones, David	M.A.	West Virginia University (1972)
		B.S.	West Virginia University (1969)
	Kachmarek, Edward	M.A.	Edinboro University of Pennsylvania (2006)
		B.S.	Indiana University of Pennsylvania (1993)
	Smith, Steve	Ph.D.	West Virginia University (2000)
		M.A.	James Madison University (1991)
		B.S.	James Madison University (1988)
	Tantillo, Mary-Faith	M.A.	St. John's University (1978)
		B.A.	St. John's University (1974)
Mathematics			
	Gott, Sharon Full-time Faculty	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.	Glennville State College (1995)
		Additional Graduate Study	West Virginia University
	Meck, Nelson	M.A.	Salem International University (2001)
		B.S.	West Virginia University (1988)
		Additional Graduate Hours	
	Murray, Janelle	B.A.	Fairmont State University (2006)

		A.A.S.	Potomac State College of WVU (2003)
	VanMeter, Marie	M.A.	University of Virginia (1971)
		B.A.	Bridgewater College (1969)
	Williams, Andrea	M.S.	University of Virginia (2008)
		B.S.	Bridgewater College (2006)
Music			
	Custer, Sharon	M.A.	Western State College of Colorado (1976)
		B.A.	Western State College of Colorado (1976)
Psychology			
	Bennear, Mark	M.S.	Cappella University (2007)
		R.B.A.	Shepherd College
	Reel, Mike	M.S.	West Virginia University (2004)
		B.A.	West Virginia University (1986)
Reading			
	Hubbard, Debra	M.A.	West Virginia University (1987)
		B.S.	Towson State University (1978)
	Skavenski, Frank	M.A.	West Virginia University (1983)
		B.A.	West Liberty (1973)
Sociology			
	Bailes, Steve	M.S.	West Virginia University (1987)
		B.S.	West Virginia University (1976)
	Becker-Gorby, Sherry	M.A.	West Virginia University (1981)
		B.A.	Bethany College (1975)

		Additional Graduate Study	West Virginia University
	Jordan, Michael	M.S.	West Virginia University (2001)
		B.S.	Frostburg State University (1999)
Spanish			
	Ridder, Carmen	B.A.	Universidad "Inca Garcilaso de la Vega" (1980)
		Additional Coursework	
Speech			
	Garrett, Susan	M.Ed.	James Madison University (1980)
		B.A.	Shepherd College (1976)

Appendix III

NUMBER OF MAJORS AND GRADUATES BY TERM		
Academic Term	Majors	Graduates
Fall 2008	3	0
Spring 2009	1	0
Fall 2009	2	0

Enrollment in Specialized Paraprofessional Courses		
Academic Term	Course # & Title	Enrollment
Summer 2009	EDF 170 Classroom Management for Paraprofessionals	5
Summer 2007	EDF 180 Written Communication for Paraprofessionals	9
Summer 2006	EDF 170 Classroom Management for Paraprofessionals	8
Summer 2005	EDF 180 Written Communication for Paraprofessionals	11