Annual Academic Assessment Report Cover Sheet

Assessment reports are due the 1st Wednesday after the Fall Term

Email to: assessment@unlv.edu

<table>
<thead>
<tr>
<th>Program Information:</th>
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<tbody>
<tr>
<td>Program Assessed</td>
<td>Various Certificate Programs (see report for details)</td>
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<tr>
<td>Department</td>
<td>Continuing Education</td>
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<tr>
<td>College</td>
<td>Division of Educational Outreach</td>
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<tr>
<td>Department Chair</td>
<td>Joseph Miera, Vice Provost, Division of Educational Outreach</td>
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<tr>
<td>Assessment Coordinator</td>
<td>Kyle Yahiro-Okino, Assistant Director</td>
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<tr>
<td>Date Submitted</td>
<td>December 17, 2018</td>
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</tbody>
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Contact Person for This Report

<table>
<thead>
<tr>
<th>Name</th>
<th>Kyle Yahiro-Okino</th>
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<tbody>
<tr>
<td>Phone</td>
<td>702-895-5099</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:kyle.yahirookino@unlv.edu">kyle.yahirookino@unlv.edu</a></td>
</tr>
</tbody>
</table>

Please attach a narrative (not to exceed 4 pages, excluding appendices) addressing the following:

- What are the student learning outcomes? Please provide a numbered list.
- Which learning outcomes were assessed?
- How were they assessed? (Programs must use at least one direct assessment of student learning.)
- Undergraduate programs should assess at least one University Undergraduate Learning Outcome (UULO) each year, which may or may not overlap with a program learning outcome.
- Graduate programs should assess at least one outcome related to one of the following graduate level requirements each year:
  - student engagement in research, scholarship, creative expression and/or appropriate high-level professional practice.
  - activities requiring originality, critical analysis and expertise.
  - the development of extensive knowledge in the field under study.
- What was learned from the assessment results?
- How did the program respond to what was learned?

Please limit the narrative portion of your report to no more than four pages. You may attach appendices with data, tables, charts, or other materials as needed. Please explain the relevant conclusions from any appendices in your narrative. Please contact the Office of Academic Assessment if you have questions or need assistance.
MEMORANDUM

To: Dr. Laurel Pritchard, Vice Provost for Undergraduate Education
   Dr. Lindsay Couzens, Assistant Director of Academic Assessment

From: Kyle Yahiro-Okino, Assistant Director of Continuing Education

Date: December 17, 2018

RE: UNLV Continuing Education Academic Year 2018 Assessment Report

Attached please find assessment reports for the following six non-credit Continuing Education certificate programs. We are in our fourth year of assessing programs and will review programs in year one of our three year assessment plan.

- Fashion Design
- Grant Academy
- Human Resource Management – Basic and Advanced
- Medical Interpretation: Spanish
- NASM Personal Fitness Trainer
- Protective Services Professional

The following five non-credit Continuing Education certificate programs in year one of our three year assessment plan have been discontinued due to low enrollment and/or our department refocusing our offerings in a different portfolio of program offerings. These programs will not be reviewed and assessed in this report.

- Animal Massage & Care Provider
- Beer Steward & Connoisseur
- Legal Secretary
- RN Training into Practice (formerly Gap Training for RNs)
- Stage Technician Education & Development Intensive (STEADI)

Updates on “Next Steps” Proposed in 2017 Year Three Report

Continuing Education has taken or is taking the following department-wide steps in AY2018 (Fall 2017-Summer 2018) to address and resolve the issues that it discovered during year three of the three year assessment plan.

1. Continue to improve the new certificate program student application process by including a formal process for prescreening and testing students’ core and soft skills (i.e. reading, writing, computer, math, etc.) and prerequisites prior to them enrolling in the courses of a certificate program.
   
   Progress made in Year Four
   
   - Continuing Education implemented the first part of its student application process last year. In Spring 2018, CE worked on expanding this certificate program student application process to include a formal process for prescreening students for prerequisites prior to them enrolling in the courses of a certificate program,
beginning with our Medical Interpretation: Spanish and Legal Interpretation: Spanish programs. The prescreening process was implemented starting in Fall 2018. CE will explore whether to implement similar prescreening requirements for other certificate programs.

- In Summer 2018, Continuing Education worked on identifying testing options to help better assess if interested students have the basic English and Spanish proficiency skills to be successful in the Medical Interpretation: Spanish and Legal Interpretation: Spanish certificate programs. The testing options was implemented starting in Fall 2018. It has identified Language Testing International (LTI) as the online testing center for proficiency requirements in these programs.

- Although not a certificate program, Continuing Education has also worked on identifying prescreening and testing options that it implemented in Fall 2018 to assess and place students in the correct English as a Second Language (ESL) courses. It has identified ACCUPLACER, which is also used by UNLV English Language Center to test language requirements for international students, as the online testing center for proficiency and placement requirements in CE’s ESL courses.

- In Fall 2018, Continuing Education worked on establishing minimum qualifications and acceptance policies for the Protective Services Professional certificate program to ensure students have the skills and/or requirements needed to be successful in this program.

2. Provide training workshops to Continuing Education instructors on topics such as syllabus writing and developing measurable learning outcomes.

**Progress made in Year Four**

- Training on Bloom’s Taxonomy and the Learning Outcome Checklist have been completed with select instructors of required certificate program courses.

3. Implement the instructor observation/evaluation process more consistently so that instructors are review on an annual basis.

**Progress made in Year Four**

- Procedures have been put in place to ensure instructors receive feedback in a timely manner. Furthermore, instructors receiving feedback inconsistent with acceptable feedback, are provided with additional guidance and improvement plans from the program coordinator/developer of the respective certificate program.

- Select courses and instructors were audited by the program coordinator/developer and department administration to ensure the quality of the courses.

4. Develop a standard process of how to track job placement and employment rates for students who have completed a certificate program.

**Progress made in Year Four**

- During AY18, Continuing Education determined job placement and employment rates tracking are not the learning outcomes and objectives supported by the Continuing Education Professional Development certificate programs. The goals for Professional Development programs are mastery of skillsets and acquisition of knowledge. It is thus determined to eliminate this assessment measurement from
Continuing Education’s “Next Steps” plan from this point forward.

5. Revise the course evaluation form that students fill out at the end of class to include items that not only measure student satisfaction but also measure student achievement and success.

*Progress made in Year Four*

- Continuing Education began its review of the course evaluation measurements this past academic year. As a result of new leadership in Continuing Education as well at the Division of Educational Outreach level and staffing addition and attrition in the past academic year, the progress of this review has been delayed and will take place in the next academic year cycle AY19.

6. Develop a formal and standardized process for program development to better align the efforts of each of the program coordinators/developers.

*Progress made in Year Four*

- New certificate program offerings are now going through an advisory board review process which includes external members of the business/industry community to ensure it meets industry standards prior to the program being developed and offered.
- Continuing Education is also working on developing guidelines and/or standards to clearly differentiate and define a certificate program, a standalone professional development course, or certification preparation course.

**Next Steps**

Beginning in AY2019 the Continuing Education department plans to:

1. Further formalize the program development and advisory board process to ensure that certificates are relevant and curriculum provides training in best practices of the chosen industry.
2. Expand the number of instructors trained on writing measurable learning outcomes.
3. Course evaluation will be retooled to include additional information.
4. Begin identifying mechanism to track student progress in classes or programs.

**Program Assessment**

The following pages provide an assessment of each certificate program for year four (year one) of the three year assessment plan. The programs were assessed based on the information available for the 2018 academic year, which includes the Fall 2017, Spring and Summer 2018 semesters. As a result the assessment primarily focuses on student pass/fail rates and student satisfaction as reported in our current course evaluations.
Assessment Report
Academic Year 2018 (FA17-SU18)

Date Submitted: December 21, 2018
Prior to September 2018 Program Coordinator: Jodi Gilliland
After September 2018 Program Coordinator: Shelly Wang
Division: Division of Educational Outreach    Unit: Continuing Education Department

Academic Plan
Program Description:
Step into a rewarding career as a fashion designer, illustrator, seamstress, merchandiser, model, photographer, or costume maker. You will learn about both the creative and technical sides of the fashion industry through hands-on activities, demonstrations, special events, and field trips. Fashion Design students also participate in fashion shows, award competitions, and networking opportunities. This program is offered in conjunction with Nevada Associate of Fashion Design (NAFD).

Prerequisites and Admissions Requirements:
To earn the Fashion Design Certificate you must register in the certificate application course FD9999.

Program Learning Outcomes:
- By the end of the certificate program, students will be able to design, analyze, and construct a garment.
- By the end of the certificate program, students will be able to modify and create an original pattern.
- By the end of the certificate program, students will be able to describe the elements of the fashion industry.
- By the end of the certificate program, students will be able to apply techniques of design.
- By the end of the certificate program, students will be able to prepare a self-promotion storyboard, a color board presentation, and a business plan.

Program Requirements:
To earn the Fashion Design Certificate you must successfully complete five core courses plus an additional 7.2 CEUs of elective courses. Courses may be taken individually to expand your skill set.
**Students who started their certificate program prior to the fall 2017 semester do not have to take Fashion Design: Elements & Principles.

Required Courses:
- Fashion Design: Elements & Principles (FD2101)
- Basic Sewing (FD2102)
- Dressmaker Studio (FD2161)
- Fashion Illustration & Design (FD2142)
- Patternmaking: Introduction (FD2105)

Elective Courses:
- Swimwear & Lingerie (FD2105)
- Fashion Marketing (FD2120)
- Sewing: Alterations (FD2121)
• Little Black Dress (FD2122)
• Fashion Graff (FD2141)
• Business of Fashion Design (FD2146)
• Creative Art: Costumier (FD2150)
• Basic Sewing 2: Stich It (FD2151)
• Business of Fashion Design Workshop: Elements & Design (FD2152)
• Fashion: Draw, Drape & Design (FD2153)
• Fashion Showcase (FD2148)

Assessment
Which learning outcomes will be assessed?
• All of the above.

How will the learning outcomes be assessed?
• Pass/fail rates of the direct assessment tools being used in each program (ie. quizzes, exams, capstone projects, internship/externships, licensure etc.) will be reviewed to determine which learning outcomes are not being met or which learning outcomes students are having a challenging time achieving on a consistent basis.
  o Students must score 70% or better on quizzes, exams and the portfolio review in order to pass each course.
  o Historically a minimum of 80% of students who attended the program will pass.

• Review of course evaluations completed by students and identifying if students have stated the courses/program has met their educational needs.

Results
In AY18, a total of 152 students attended classes in the Fall 2017, Spring 2018, and Summer 2018 semesters, of those 144 (95%) met the requirements to pass. Additionally, 97% of students completing the course evaluations stated that the program met their personal goals and 94% of students stated that the program met their expectations.

Pass Rate

<table>
<thead>
<tr>
<th></th>
<th>Total Attendees (seats)</th>
<th>Total Passed (seats)</th>
<th>% Passed</th>
</tr>
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<tbody>
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<td>54</td>
<td>92%</td>
</tr>
<tr>
<td>Spring 2018</td>
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<td>57</td>
<td>97%</td>
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<tr>
<td>Summer 2018</td>
<td>34</td>
<td>33</td>
<td>97%</td>
</tr>
<tr>
<td>AY18 Totals</td>
<td>152</td>
<td>144</td>
<td>95%</td>
</tr>
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Conclusions/Discoveries
In academic year 2018, the Fashion Design certificate program slightly decreased from previous pass rate metrics (98% in academic year 2017 and 97% in academic year 2016) but still exceeded the established benchmark of 80%.

Closing the Loop
Next Steps
In the next academic year, elective courses in the program will be reviewed. Inactive courses will be eliminated and new/relevant courses will be added. The evaluation process will be conducted in collaboration with the current instructional team and the program development team.

See also the 2018 Continuing Education Assessment Report memo regarding department wide changes that have been completed or are in the process of being made.
Assessment Report  
Academic Year 2018 (FA17-SU18)

Date Submitted: December 21, 2018  
Program Coordinator: Heidi Erpelding-Welch  
Division: Division of Educational Outreach  
Unit: Continuing Education Department

Academic Plan

Program Description:  
UNLV Division of Educational Outreach and the UNLV School of Public Policy and Leadership have partnered to offer a Grant Writing Certificate. Students in the program will gain skills in identifying relevant grant opportunities, writing strong proposals, utilizing available data sources to make a convincing case for support, tracking program outcomes, and managing reports to funders. By learning best practices in organization and program management, proposal preparation, and funder relationship management with various federal, local, and philanthropic funding sources, students will learn to discern what distinguishes a winning grant proposal from an unsuccessful one. Curriculum will guide students through the full life cycle of a grant, enabling them to understand the policies and practices that enable organizations to produce winning applications, and maintain positive, sustainable relationships with funders through successful grant program oversight and administration.

Prerequisites and Admissions Requirements:  
Students should be currently working, or have previous experience working, for a nonprofit, governmental, or educational organization in a role that includes knowledge of fiscal activities, program development, and/or implementation. To earn the UNLV Grant Academy Certificate you must register in the certificate application course GR9999.

Program Learning Outcomes:
- Students will learn steps to find, evaluate, and identify grant funding opportunities.
- Students will be introduced to how grant funding is a component of a resource development plan, research and evaluate grant opportunities, develop a case for support, and develop a simple budget along with supporting narratives and other required components to effectively write a successful grant application.
- Students will be able to identify best practices in organizational effectiveness and organizational culture which will lead to higher capacity and greater likelihood of success.
- Students will examine external, social, and political influences on nonprofits and grants.
- Students will be introduced to the private, family, and corporate foundation grant landscape, as well as federal, state, and local funding sources.
- Students will develop a grants management plan, reporting procedures, and budgetary controls for grant oversight.
- Students will learn best practices in measuring program impact and in-program evaluation, leading to identification of return on investment for grant projects.

Program Requirements:  
To earn the UNLV Grant Academy Certificate, you must successfully complete five required courses.

Required Courses:
- Proposal Writing II (GR1134)
- Grants Management (GR1136)
• Identifying Funding Sources (GR1140)
• Building a Grant Ready Organization (GR1142)
• Proposal Writing I (GR1144)

Assessment

Which learning outcomes will be assessed?
• All of the above.

How will the learning outcomes be assessed?
• Pass/fail rates of the direct assessment tools being used in each program (ie. quizzes, exams, capstone projects, internship/externships, licensure etc.) will be reviewed to determine which learning outcomes are not being met or which learning outcomes students are having a challenging time achieving on a consistent basis.
  o Students must score 70% or better on quizzes, exams and the portfolio review in order to pass each course.
  o Historically a minimum of 80% of students who attended the program will pass.

• Review of course evaluations completed by students and identifying if students have stated the courses/program has met their educational needs.

Results

In AY18, a total of 83 students attended classes in the Fall 2017 and Spring 2018 semesters (not offered in Summer 2018), of those 67 (81%) met the requirements to pass. Additionally, 100% of students completing the course evaluations stated that the program met their personal goals and 100% of students stated that the program met their expectations.

<table>
<thead>
<tr>
<th>Pass Rate</th>
<th>Total Attendees (seats)</th>
<th>Total Passed (seats)</th>
<th>% Passed</th>
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<tr>
<td>Fall 2017</td>
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<td>34</td>
<td>77%</td>
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<td>Spring 2018</td>
<td>39</td>
<td>33</td>
<td>85%</td>
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<tr>
<td>AY18 Totals</td>
<td>83</td>
<td>67</td>
<td>81%</td>
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Conclusions/Discoveries

In academic year 2018, the Grant Academy certificate program decreased from previous pass rate metrics (98% in academic year 2017 and 90% in academic year 2016) but still exceeded the established benchmark of 80%.

Closing the Loop

Next Steps

The program developer for this program will work with instructors and industry leaders to ensure that the curriculum stays up-to-date and relevant to the grant writing best practices.

See also the 2018 Continuing Education Assessment Report memo regarding department wide changes that have been completed or are in the process of being made.
Human Resource Management – Basic and Advanced
CERTIFICATE PROGRAM

Assessment Report
Academic Year 2018 (FA17-SU18)

Date Submitted: December 21, 2018
Program Coordinator: Heidi Erpelding-Welch
Division: Division of Educational Outreach  Unit: Continuing Education Department

Academic Plan
Program Description:
Program Description:
Stay up-to-date with emerging trends and regulations in human resources. Whether you are a seasoned human resource professional or you are just entering the field, UNLV has courses to expand your understanding of current, relevant issues. Course offerings will provide you with tools needed to demonstrate a broad understanding of HR disciplines including benefits, compensation, organizational and employee development, diversity, employee relations, and staff management. Courses are developed through consultation with human resource management professionals, human resource consultants, and business leaders.

Prerequisites and Admissions Requirements:
High School Diploma or GED

Program Learning Outcomes:
- Students will be able to define human resource management and explain the roles and responsibilities of human resource professionals.
- Students will be able to explain the key provisions of legislation that affects HR employment Law activities.
- Students will be able to evaluate recruitment methods and their effectiveness in addition to understanding the interview and selection process.
- Students will be able to explain the basic elements of a compensation system and benefits commonly offered by employers.
- Students will be able to explain training strategies, professional development tools and the evaluation process for employee development.
- Students will be able to identify best practices using performance management techniques to evaluate and discipline employees.

Program Requirements:
To earn the Basic Certificate you must successfully complete the core course plus an additional 2.4 CEUs of elective courses. To earn the Advanced Certificate you must successfully complete the core course plus an additional 6 CEUs of elective courses.

Required Course for Basic Certificate:
- Basic Human Resources Certificate Program Application (CP9999B)

Required Courses for Advanced Certificate:
- Advanced Human Recourses Certificate Program Application (CP9999A)

Required Courses for All:
- Essentials of HR Management (CP6113)

Elective Courses:
- Becoming a Strategic Leader (CP6305)
• Best Practices in Internships Employer Workshop (CP6138)
• Building a Salary Structure: Down to the Nitty Gritty (CP6154)
• Business Writing (GB6133)
• Change Management (CP6172)
• Coaching & Counseling for Success (CP6165)
• Communication Strategies: Dealing with Problem Employees (CP6190)
• Communication Strategies: First-Time Managers or Supervisors (CP6177)
• Communication Strategies: When Having Difficult Conversations (CP6180)
• Conflict Management: What is Conflict & How Do I Resolve It? (CP6181)
• Creating a Strategic Thinking Paradigm (CP6166)
• Cultural Competency in the Workplace (CP6176)
• Developing a Successful Performance Management Program (CP6173)
• Developing Mentorship Programs (CP6303)
• Documentation, Discipline, & Termination (CP6125)
• Effective Employee Relations Strategies (CP6142)
• Effective Facilitation of Meetings and Discussions (CP6302)
• Effective HR Analytics (CP6134)
• Essential Communication Skills for First-Time Managers or Supervisors (CP6177)
• Federal Employment Law I (CP6129)
• Federal Employment Law II (CP6133)
• Federal Employment Law III (CP6106)
• Federal Employment Law IV (CP6109)
• Fostering a Diverse and Inclusive Workplace (CP6301)
• Grammar for Professionals (GB6100)
• Human Resources for Small Business: More Than Just Hiring & firing (CP6128)
• Incentive Compensation: Designing Bonus Plans that Work (CP6156)
• Job Analysis & Job Evaluation: The Black Boxes of Compensation (CP6152)
• Making the Transition from Manager to Leader (CP6119)
• Managing & Supervising Today’s Workforce (CP6164)
• Market Data: Tricks, Traps, & Tools (CP6153)
• Nevada Employment Law I (CP6144)
• Nevada Employment Law II (CP6145)
• Nevada Employment Law III (CP6146)
• Organizational Change Management (CP6304)
• Organizational Design: Aligning, Structure, Jobs, & Skills (CP6306)
• Pay for Performance: Building the Merit Pay Matrix & Costing the Pay Program (CP6155)
• Performance Management (CP6112)
• Power-Packed Communication Strategies for Managers and Supervisors (CP6171)
• Problem Solving and Decision Making (CP 6182)
• Project Management Skills Everyone Needs (CP6174)
• Salary Administration, Fundamentals Of (CP6170)
• Strategic Employee Recruitment and Retention (CP6127)
• Strategic Management – The Role of HR (CP6110)
• Strategic Planning (CP6178)
• Strategically Planning for Diversity in the Workplace (CP6104)
• Succession Planning – Identifying & Growing Tomorrow’s Leaders From Within (CP6175)
• Talent Management (CP6183)
• The Central Role of HR in Organizational Ethics (CP6132)
Human Resource Management – Basic and Advanced
CERTIFICATE PROGRAM

- Understanding Employee Behavior in the Workplace (CP6179)
- Understanding the Collective Bargaining Process (CP6114)
- What the EEOC Expects From Employers (CP6121)
- Workplace Investigations (CP6105)

About This Program:
The Human Resource Management program is designed to meet the needs of Southern Nevada for a prepared and educated workforce in the field of human resource management. This entry level program provides an opportunity for members of the community interested in pursuing a career in human resource management.

Assessment
Which learning outcomes will be assessed?
- All of the above.

How will the learning outcomes be assessed?
- Pass/fail rates of the direct assessment tools being used in each program (ie. quizzes, exams, capstone projects, internship/externships, licensure etc.) will be reviewed to determine which learning outcomes are not being met or which learning outcomes students are having a challenging time achieving on a consistent basis.
  - Students must score 70% or better on quizzes, exams and the portfolio review in order to pass each course.
  - Historically a minimum of 80% of students who attended the program will pass.
- Review of course evaluations completed by students and identifying if students have stated the courses/program has met their educational needs.

Results
In AY18, a total of 332 students attended classes in the Fall 2017, Spring 2018, and Summer 2018 semesters, of those 316 (95%) met the requirements to pass. Additionally, 97% of students completing the course evaluations stated that the program met their personal goals and 97% of students stated that the program met their expectations.

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<th>Total Attendees (seats)</th>
<th>Total Passed (seats)</th>
<th>% Passed</th>
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<tbody>
<tr>
<td>Fall 2017</td>
<td>93</td>
<td>88</td>
<td>95%</td>
</tr>
<tr>
<td>Spring 2018</td>
<td>194</td>
<td>185</td>
<td>95%</td>
</tr>
<tr>
<td>Summer 2018</td>
<td>45</td>
<td>43</td>
<td>96%</td>
</tr>
<tr>
<td>AY18 Totals</td>
<td>332</td>
<td>316</td>
<td>95%</td>
</tr>
</tbody>
</table>

Conclusions/Discoveries
In academic year 2018, the Human Resource Management certificate programs slightly decreased from previous pass rate metrics (97% in academic year 2017 and 98% in academic year 2016) but still exceeded the established benchmark of 80%. This change in pass rates can be attributed to additional assessment tools that were implemented in the Essentials of HR Management course to measure the learning outcomes in this core requirement course for this program.
Closing the Loop

Next Steps
New instructors were recently hired in this certificate program and program area. Continuing Education will continue to monitor their instructional performance to ensure they are using assessment methods and tools appropriate for their courses.

See also the 2018 Continuing Education Assessment Report memo regarding department wide changes that have been completed or are in the process of being made.
Assessment Report
Academic Year 2018 (FA17-SU18)

Date Submitted: December 21, 2018
Prior to September 2018 Program Coordinator: Jodi Gilliland
After September 2018 Program Coordinator: Shelly Wang
Division: Division of Educational Outreach   Unit: Continuing Education Department

Academic Plan
Program Description:
The Medical Interpretation: Spanish certificate program is designed to prepare students to become
certified medical interpreters so they can pursue careers in medical interpretation and translation. The
classes in the Medical Interpretation: Spanish certificate program focus on the development of applied
learning in a cohesive program that prepares bilingual speakers to work as medical interpreters.
Emphasis is placed on understanding the problems and complexities of interpretation and the roles
and responsibilities of a medical interpreter, use of pertinent medical terminology and its context, and
the development of interpretation skills.

Prerequisites and Admissions Requirements:
Students must be at least 18 years of age and have a high school diploma or GED. Students must be
fluent in both English and Spanish. To earn the Medical Interpretation: Spanish Certificate you must
register in the application course LA9999B.

Program Learning Outcomes:
- Students will identify and discuss the process of translation and interpretation and differentiate
  between the roles of the interpreter/translator.
- Students will understand the problems and complexities of interpretation and the roles and
  responsibilities of a medical interpreter.
- Students will identify interpretation-related skills necessary in a medical setting.
- Students will identify, understand and use pertinent terminology representative of medical
  interpreting.
- Students will identify problems and apply problem-solving strategies necessary in a medical
  setting as a medical interpreter.
- Students will demonstrate awareness of the diverse cultural factors and linguistic sensitivity in
  medical interpreting.

Program Requirements:
To earn the Medical Interpretation: Spanish certificate, students must successfully complete five
required courses.

Required Courses:
- Introduction to Medical Interpreting (LA1171)
- Medical Terminology & Specialties I (LA1172)
- Medical Terminology & Specialties II (LA1173)
Medical Interpretation: Spanish
CERTIFICATE PROGRAM

- Medical Consecutive Interpreting (LA1174)
- Medical Simultaneous Interpreting & Sight Translation (LA1175)

Assessment
Which learning outcomes will be assessed?
- All of the above.

How will the learning outcomes be assessed?
- Pass/fail rates of the direct assessment tools being used in each program (ie. quizzes, exams, capstone projects, internship/externships, licensure etc.) will be reviewed to determine which learning outcomes are not being met or which learning outcomes students are having a challenging time achieving on a consistent basis.
  o Students must score 70% or better on quizzes, exams and the portfolio review in order to pass each course.
  o Historically a minimum of 80% of students who attended the program will pass.
- Review of course evaluations completed by students and identifying if students have stated the courses/program has met their educational needs.

Results
In AY18, a total of 66 students attended classes in the Fall 2017 and Spring 2018 semesters (not offered in Summer 2018), of those 61 (92%) met the requirements to pass. Additionally, 100% of students completing the course evaluations stated that the program met their personal goals and 98% of students stated that the program met their expectations.

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<th>Pass Rate</th>
<th>Total Attendees (seats)</th>
<th>Total Passed (seats)</th>
<th>% Passed</th>
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<tbody>
<tr>
<td>Fall 2017</td>
<td>31</td>
<td>29</td>
<td>94%</td>
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<tr>
<td>Spring 2018</td>
<td>35</td>
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<tr>
<td>AY18 Totals</td>
<td>66</td>
<td>61</td>
<td>92%</td>
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Conclusions/Discoveries
In academic year 2018, the Medical Interpretation: Spanish certificate program exceeded the established benchmark of 80%. The Medical Interpretation: Spanish certificate program was a new certificate program implemented starting in Fall 2017 so there is no previous years’ metrics for comparison and analysis.

Closing the Loop
Next Steps
In the next two academic years, the courses in the program will be reviewed with input from the instructors. A new advisory board will be formed to evaluate and discuss the updated curriculum needs necessary to increase the learning effectiveness of the program.

See also the 2018 Continuing Education Assessment Report memo regarding department wide changes that have been completed or are in the process of being made.
Assessment Report
Academic Year 2018 (FA17-SU18)

Date Submitted: December 21, 2018
Program Coordinator: Heidi Erpelding-Welch
Division: Division of Educational Outreach   Unit: Continuing Education Department

Academic Plan
Program Description:
Prepare for a career as a personal trainer with a NCAA-accredited National Academy of Sports Medicine certification. The course will cover basics of human movement, resistance training, flexibility, cardiovascular training, balance, core, reactive training, speed, agility, and quickness. You will gain hands-on experience with fitness assessments and learn how to work with future clients. In addition to classroom instruction, a concurrent online component is included. Upon completion, you will be prepared to take the certification exam. Students are required to complete additional online coursework and fitness training outside of normal class meeting times.

Course fee includes text, access to online instruction, and the certification exam. It also includes CPR/AED Adult, Child & Infant 2-Year Certification which is required to test for your certification exam.

Program Learning Outcomes:
- The program will cover the fundamentals of human movement, resistance training, flexibility, cardiovascular training, balance, core, reactive training, speed, agility and quickness.
- The program will also cover fitness assessments and how to work with fitness clients.
- The program will prepare students for a career as a professional trainer with the NCAA-National Academy of Sports Medicine certification.

Program Requirements:
Students are required to complete the NASM Personal Fitness Training Course to earn 3.1 CEU’s

Required Courses:
- NASM Personal Trainer Certificate Program Application (SM9999A)
- NASM Personal Fitness Training Course (SM3100)

Prerequisites and Admissions Requirements:
Students are required to complete an additional 50 hours of online coursework and fitness training outside of the normal class meeting times. CPR training is a 5.5 hour course.

Assessment
Which learning outcomes will be assessed?
- All of the above.

How will the learning outcomes be assessed?
- Pass/fail rates of the direct assessment tools being used in each program (ie. quizzes, exams, capstone projects, internship/externships, licensure etc.) will be reviewed to
determine which learning outcomes are not being met or which learning outcomes students are having a challenging time achieving on a consistent basis.
  o Students must score 70% or better on quizzes, exams and the portfolio review in order to pass each course.
  o Historically a minimum of 80% of students who attended the program will pass.

- Review of course evaluations completed by students and identifying if students have stated the courses/program has met their educational needs.

Results
In AY18, a total of 38 students attended classes in the Fall 2017 and Summer 2018 semesters (not offered in Spring 2018), of those 25 (66%) met the requirements to pass. Additionally, 75% of students completing the course evaluations stated that the program met their personal goals and 100% of students stated that the program met their expectations.

Pass Rate

<table>
<thead>
<tr>
<th></th>
<th>Total Attendees (seats)</th>
<th>Total Passed (seats)</th>
<th>% Passed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2017</td>
<td>13</td>
<td>9</td>
<td>69%</td>
</tr>
<tr>
<td>Summer 2018</td>
<td>25</td>
<td>16</td>
<td>64%</td>
</tr>
<tr>
<td>AY18 Totals</td>
<td>38</td>
<td>25</td>
<td>66%</td>
</tr>
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</table>

Conclusions/Discoveries
In academic year 2018, the NASM Personal Fitness Trainer certificate decreased from previous pass rate metrics (84% in academic year 2017 and 86% in academic year 2016) and did not meet the established benchmark of 80%. This change can be attributed to additional assessment tools that were developed and implemented by the NASM curriculum providers to ensure students were meeting the NASM requirements for certification.

Closing the Loop
The program developer has meetings scheduled to ensure consistency in syllabi and assessment tools used among all of the NASM instructors to ensure the program curriculum taught, grading, and student learning is consistent across these various instructors who teach in this program.

See also the 2018 Continuing Education Assessment Report memo regarding department wide changes that have been completed or are in the process of being made.
Assessment Report
Academic Year 2018 (FA17-SU18)

Date Submitted: December 21, 2018
Program Coordinator: Heidi Erpelding-Welch
Division: Division of Educational Outreach Unit: Continuing Education Department

Academic Plan
Program Description:
Train in the essential elements of personal security and protective driving operations, focusing on the standards and protocols associated with providing high level, low profile protective services. Master the skills needed by the protective services operator: walking formations, business ethics, vehicle and motorcade operations, principal cover and control techniques, legal issues and use of force, risk assessments and threat analysis, surveillance detection, as well as venue and site security. These skills are taught, practiced, and used for a final exam exercise detail in and around the Las Vegas metropolitan area.
The PSPC program consists of two modules: Protective Driving Operations Course (PDOC), which is three days, and Protection Agent Development (PAD), which is four days. Successfully completing all seven days combined earns graduates the Protective Services Professional Certification.

Prerequisites and Admissions Requirements:
Students must be approved for enrollment based on their background, training, and education qualifications, occupation, and/or security industry affiliation. All applicants must contact Stefanie Hughes at PFC Training to provide information and request course admission. Stefanie@PFCgoc.com or 702-647-1126 (PFC Training office). During the screening process, a member of the PFC Training staff may contact applicants for a brief phone interview. All applicants approved to register must sign a Non-Disclosure Agreement and a Waiver of Liability prior to beginning of training.

Program Learning Outcomes:
- Learn the essential elements of Protective Driving Operations Course (PDOC) including: personal security and protective driving operations, focusing on the standards and protocols associated with providing high level, low profile protective services.
- Learn the essential elements of Protection Agent Development (PAD) including: walking formations, business ethics, vehicle and motorcade operations, principal cover and control techniques, legal issues and use of force, risk assessments and threat analysis, surveillance detection, as well as venue and site security.
- Learn modern protective security operations, standard operating procedures and agent conduct during protective service details.

Program Requirements:
To earn the Protective Services Professional certificate you must successfully complete the Protective Driving Operations Course (PDOC) and the Protection Agent Development (PAD) courses.
Required Courses:
- Protective Services Certificate Program Application (SD9999)
- Protective Services Professional Certification - PDOC & PAD package (SD3143)

About This Program:
The Protective Services Professional program is designed to meet the needs of Southern Nevada for a prepared and educated workforce in the field of professional protective services. This entry level program provides an opportunity for members of the community interested in pursuing a career in protective services.

Assessment
Which learning outcomes will be assessed?
- All of the above.

How will the learning outcomes be assessed?
- Pass/fail rates of the direct assessment tools being used in each program (ie. quizzes, exams, capstone projects, internship/externships, licensure etc.) will be reviewed to determine which learning outcomes are not being met or which learning outcomes students are having a challenging time achieving on a consistent basis.
  - Students must score 70% or better on quizzes, exams and the portfolio review in order to pass each course.
  - Historically a minimum of 80% of students who attended the program will pass.
- Review of course evaluations completed by students and identifying if students have stated the courses/program has met their educational needs.

Results
In AY18, a total of 20 students attended classes in the Fall 2017 and Spring 2018 semesters (not offered in Summer 2018), of those 19 (95%) met the requirements to pass. Additionally, 100% of students completing the course evaluations stated that the program met their personal goals and 100% of students stated that the program met their expectations.

Pass Rate

<table>
<thead>
<tr>
<th></th>
<th>Total Attendees (seats)</th>
<th>Total Passed (seats)</th>
<th>% Passed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2017</td>
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<td>100%</td>
</tr>
<tr>
<td>Spring 2018</td>
<td>10</td>
<td>9</td>
<td>90%</td>
</tr>
<tr>
<td>AY18 Totals</td>
<td>20</td>
<td>19</td>
<td>95%</td>
</tr>
</tbody>
</table>

Conclusions/Discoveries
In academic year 2018, the Protective Services Professional certificate program slightly decreased from previous pass rate metrics (100% in academic year 2017 and 100% in academic year 2016) but still exceeded the established benchmark of 80%.

Closing the Loop
Next Steps
These courses will continue to be periodically audited by the program developer and/or department administration to ensure the quality of the program is maintained.

See also the 2018 Continuing Education Assessment Report memo regarding department wide changes that have been completed or are in the process of being made.