Course Assessment in a Box  
**RE-121 Fall 2012 / Amber Hatter**

Course Assessment in a Box is a practical tool for you to conduct assessment of course Student Learning Outcomes (SLOs). By following these simple steps, using assessment tools you already use to evaluate student work, you can easily produce a course assessment of SLOs.

These steps align with the course SLO assessment page in the CurricUNET Program Review Module. Once the steps are completed, simply attach it to your Program Review.

1. Number and name of the course being assessed:

   12-FA – RE-121-4078: Real Estate Principles

2. List all the Course SLOs from the Course Outline of Record:

   1. Compare and contrast liens and encumbrances.
   2. Compare and contrast leasing with the purchase of real property.
   3. Identify the basic steps to get a piece of property through escrow.
   4. Describe the rules and regulations of the real estate commission on broker behavior.
   6. Develop a mock financial plan for client use.
   7. Prepare a real estate listing.
   8. Prepare a mock real estate purchase contract with attention to real estate law, transfer of properties.

3. If you have had any dialogue about the Course SLOs amongst faculty who teach this course, please describe it here (leave blank if there has been no specific dialogue):

   Full time professor, Rick Arellano used to teach this course. Our most recent discussion was to “test things out” to see what works and what doesn’t work based on suggestions from the RE Advisory Committee meeting.

4. List the SLO(s) you are assessing in this particular instance:

   3. Identify the basic steps to get a piece of property through escrow.
   4. Describe the rules and regulations of the real estate commission on broker behavior.

5. Describe the assessment strategy or tool that addresses the SLO(s):

   A generic rubric containing a scale from 0 to 4 was applied. It can be used as a holistic rubric for an SLO, or a rubric for each component of the SLO. In this case faculty used it as a holistic rubric for an SLO. Rubric levels:
   0. No measurable achievement “F”
   1. Beginning “D”
   2. Developing “C”
   3. Competent “B”
   4. Accomplished “A”
NOTE: Try to use assessment strategies you are already using to evaluate student work as part of your grading system. Examples: Rubrics for Evaluating Projects or Assignments, Portfolio Evaluation, Culminating Projects, Final Exams, Writing Assignments, Performance Assessment, Department Testing, Pre and Post Tests, Vendor or Industry Certification Examinations, Indirect Assessments (Student Surveys, Focus Group Discussions, Interviews), or others.

6. Describe how the criteria or standards in this assessment tool link to the SLO(s) being assessed:

   - Grading rubrics
   - Measurement of level of competency

7. By looking holistically at the results from all students, describe your findings:

   - 0. No measurable achievement “F” 8.33%
   - 1. Beginning “D” 0.00%
   - 2. Developing “C” 25.00%
   - 3. Competent “B” 16.67%
   - 4. Accomplished “A” 50.00%

   Aside from qualitative results, some students mentioned the workload was too heavy and advanced; while others said they appreciated weekly written assignments (contracts, forms, and math calculations used in the industry).

8. Describe faculty dialogue (if any) involved in the assessment process:

   Professor Rick Arellano suggested that I do not have to necessarily follow or include all of the suggestions offered by the RE Advisory Committee (include more work with forms, etc.). He said to focus on the SLO’s.

9. Based on an analysis of your findings and dialogue, describe revisions (if any) in curriculum or teaching strategies to be implemented to promote student success:

   As suggested by my colleague, I have “cut-back” student work to the minimum requirements: full-fill SLO’s. Keep it simple.

10. After the improvements are implemented, describe the results:

    So far, spring 13’ semester is going well. The amount of works seems to be “just right.”