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:

13-FALL – RE-122-7603: Real Estate Practice

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

1. Describe the different activities required to successfully close a real estate transaction.
2. Choose the appropriate real estate forms for a particular type of transaction.
3. Develop a financial plan for client use.
4. Analyze property management and appraisal cases.
5. To distinguish ethical from non-ethical real estate practices.

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):

N/A

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

2. Choose the appropriate real estate forms for a particular type of transaction (i.e. required disclosure forms).

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” 25.00%
1. Beginning “D” 0.00%
2. Developing “C” 12.50%
3. Competent “B” 00.00%
4. Accomplished “A” 62.50%
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:

<table>
<thead>
<tr>
<th>Grading rubrics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measurement of level of competency</td>
</tr>
</tbody>
</table>

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

| 0. No measurable achievement “F” |
| 1. Beginning “D”                 |
| 2. Developing “C”                |
| 3. Competent “B”                 |
| 4. Accomplished “A”              |

Aside from qualitative results, a couple of students mentioned that they had difficulty writing an essay and applying APA format even though an example paper was supplied to them. The professor, allowed one student to re-write it.

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

Since many students from the previous class complained about too much written homework and forms, despite requests of the RE Advisory Committee, Professor Amber totally cut-back. She now only focuses on covering the SLO's.

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: Those that stuck with the program are doing well.

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