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-SP – RE-126-7907: Real Estate Finance

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

1. Evaluate the role of institutional and non-institutional lenders in the marketplace.
2. Describe the steps involved in processing, closing, and servicing of real estate loans
3. Analyze the key components of the Truth in Lending law.
4. Describe the components of a basic rate sheet, a credit report, credit ratings and the consequences of unfavorable credit.
5. Assess the financial qualifications of a tenant, a home purchaser, or an investor based on basic financial ratio analysis.
6. Describe the foreclosure process in California and the need for mortgage insurance.
7. Develop basic marketing and sales techniques used in the field of home financing.

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:

5. Assess the financial qualifications of a tenant, a home purchaser, or an investor based on basic financial ratio analysis.

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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>No measurable achievement “F”</td>
<td>13.33%</td>
</tr>
<tr>
<td>Beginning “D”</td>
<td>0.00%</td>
</tr>
<tr>
<td>Developing “C”</td>
<td>0.00%</td>
</tr>
<tr>
<td>Competent “B”</td>
<td>0.00%</td>
</tr>
<tr>
<td>Accomplished “A”</td>
<td>86.67%</td>
</tr>
</tbody>
</table>

It appears that from the students who did complete the open house finance flyer, that were successful in arriving at their calculations. However, a few students did not bother to approach the assignment at all.

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

Amber discussed with Jesse that using power point with examples and worksheets would help the students grasp financial calculations.

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:

I regards to SLO 5., no changes will be made. Use of power point and worksheets to grasp financial calculations is a success.

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

Spring 13’ was a success. The amount of works seems to be “just right.”