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-SU – RE-149-8011: Property Management

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

1. Develop a professional property management system including accounting software and office dynamics.
2. Describe the responsibilities and obligations of contracts used for various types of properties.
3. Compare and contrast the responsibilities of a landlord and a tenant.
4. Consider owner relationships and negotiations with vendors, suppliers, builders, contractors, inspectors, and insurance companies.
5. Describe the steps of property development from feasibility to completion.
6. Describe the steps for renovation, modernization, and redevelopment.

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:

3. Compare and contrast the responsibilities of a landlord and a tenant.

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:

<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:

<table>
<thead>
<tr>
<th>No measurable achievement “F” 20.00%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning “D” 0.00%</td>
</tr>
<tr>
<td>Developing “C” 0.00%</td>
</tr>
<tr>
<td>Competent “B” 0.00%</td>
</tr>
<tr>
<td>Accomplished “A” 80.00%</td>
</tr>
</tbody>
</table>

There was an 80% success rate of the students who actually did the assignment. However, 20% of the students did not approach the assignment at all.

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

N/A

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:

To encourage every student to complete his or her work.

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

Although there was a lot of “work” in this class as it was condensed over the summer term, Summer 13’ was successful.