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:

14-FALL – RE-121-01 (0060713): 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.
5. Develop a mock financial plan for client use.
6. Prepare a real estate listing.
7. 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):

Professor Rick Arellano recently taught this course. He thought that the Buyer’s listing package was an appropriate SLO to cover.

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

7. Prepare a real estate listing (i.e. buyer’s listing agreement).

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>
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<tr>
<td>Measurement of level of competency</td>
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7. By looking holistically at the results from all students, describe your findings:

| 0. No measurable achievement “F” 38.71% |
| 1. Beginning “D” 0.00% |
| 2. Developing “C” 0.00% |
| 3. Competent “B” 0.00% |
| 4. Accomplished “A” 61.29% |

Aside from qualitative results, a couple of students mentioned that they had difficulty filling out a buyer’s listing package. However, a few students volunteered to post theirs as an example for other students to use for ideas. The professor allowed this, and she noticed that it helped the students who actually did the assignment. As for the others, they didn’t attempt the assignment at all. The results are bi-modal.

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. Professor Rick Arellano said to just focus on the SLO’s and not go too much out of the text book.

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 plan on continuing to full-fill SLO’s, but at the same time to “keep it simple.” Also, I may put a heavier weight on the buyer listing agreement in the future so that more students would be inclined to do it.

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

So far, fall 14’ semester is going very well. The amount of works seems to be “just right.”