

Assessment: Course Four Column

FALL 2016



El Camino: Course SLOs (BUS) - Real Estate

ECC: RE 11:Real Estate Principles

Course SLOs	Assessment Method Description	Results	Actions
<p>SLO #1 Build Vocabulary - Students will define, describe and differentiate between various real estate standard terminology showing comprehension and knowledge of real estate vocabulary used in the workplace to assist and prepare each student from the diverse student body to gain confidence in their ability to effectively communicate and collaborate in a real estate sales, property management, appraisal, loan or investment to work with both licensees and a diverse public in a typical real estate transaction.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2015-16 (Spring 2016)</p> <p>Input Date: 12/05/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Exam/Test/Quiz - A pre-test will be administered prior to any course materials. A post-test will be administered at the end of the course, in the form of the final exam. The same questions are contained on both tests, however they are not in the same order. The questions on the pre-test are jumbled on the final exam.</p> <p>Standard and Target for Success: The difference in score is the standard of success. The expected results are to show an increase in score of 5%.</p> <p>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2013-14 (Spring 2014)</p> <p>Standard Met? : Standard Met</p> <p>A pre- and post-test was given to the 9am TTh RE11 (#3766) Principles students. 31 students took the pre-test, 14 completed the post-test. Of the 14 students, the average increase was 56.2% on the 150 question exam that included a predominance of real estate terminology. A pre- and post-test was given to the 8-week Sat RE11 (#3764) Principles students. 18 students took the pre-test, 11 completed the post-test. Of the 11 students, the average increase was 43.2% on the 150 question exam that included a predominance of real estate terminology. A total of 49 students took the pre-test. A total of 25 students took both the pre- and post-test, with an average increase of 50.5% on the predominantly real estate standard terminology 150 questions. (05/19/2014)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader:</p> <p>Faculty Contributing to Assessment:</p> <p>Related Documents:</p> <p>2014 Spring RE11 RE Principles AM #3766 (No Names).xlsx</p> <p>2014 Spring RE11 RE Principles SAT #3764 (No Names).xlsx</p> <p>Semester and Year Assessment Conducted: 2013-14 (Fall 2013)</p> <p>Standard Met? : Standard Met</p>	<p>Action: Based on the results, no changes in the SLO statement or assessment needed. (12/07/2013)</p>

Course SLOs	Assessment Method Description	Results	Actions																								
		<p>A pre- and post-test was given to the 9am TTh RE11 (#3770) Principles students. 36 students took the pre-test, 15 completed the post-test. Of the 15 students, the average increase was 41.3% on the 150 question exam that included a predominance of real estate terminology.</p> <p>A pre- and post-test was given to the 6pm M RE11 (#3775) Principles students. 23 students took the pre-test, 11 completed the post-test. Of the 11 students, the average increase was 29.0% on the 150 question exam that included a predominance of real estate terminology.</p> <p>A total of 59 students took the pre-test. A total of 26 students took both the pre- and post-test, with an average increase of 34.5% on the predominantly real estate standard terminology 150 questions. (12/07/2013)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Dr. Donna Grogan, Professor of Real Estate, El Camino College</p> <p>Faculty Contributing to Assessment: None</p> <p>Related Documents:</p> <p>2013 Fall RE11 RE Principles AM #3770.xlsx</p> <p>2013 Fall RE11 RE Principles PM #3775.xlsx</p>	<p>Action Category: SLO Assessment Process</p> <p>Action: No Program/College changes needed to improve student learning. (12/07/2013)</p> <p>Action Category: Program/College Support</p> <p>Action: No curriculum changes are needed. (12/07/2013)</p> <p>Action Category: Curriculum Changes</p> <p>Action: Due to high results, no improvements needed. (12/07/2013)</p> <p>Action Category: Teaching Strategies</p>																								
	<p>Exam/Test/Quiz - 1) Vocabulary</p> <p>Test: Using the instructor homepage (http://www.elcamino.edu/faculty/dgrogan/reprinciples/reprinciples.html), students click on the course name: RE11 RE Principles, then click on "Vocabulary Instruction" and will read the instructions to determine which of four exams he or she is to complete, based upon alphabetic name order. Each student uses a #2 pencil to mark their answers on a scoring sheet (#882E) Scantron to match 100 vocabulary words with 100 definitions.</p> <p>On the Syllabus, "Midterm: Vocabulary" test is found under "Course Activities" and describes the</p>	<p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014)</p> <p>Standard Met? : Standard Met</p> <p>(1) Prior to October 1, 2014 the following results were scored by students on the R.E. 11 Principles Vocabulary test:</p> <table><tr><td>#</td><td>Vocabulary test score</td></tr><tr><td>1</td><td>100</td></tr><tr><td>2</td><td>99</td></tr><tr><td>3</td><td>98</td></tr><tr><td>4</td><td>94</td></tr><tr><td>5</td><td>94</td></tr><tr><td>6</td><td>93</td></tr><tr><td>7</td><td>93</td></tr><tr><td>8</td><td>93</td></tr><tr><td>9</td><td>93</td></tr><tr><td>10</td><td>91</td></tr><tr><td>11</td><td>91</td></tr></table>	#	Vocabulary test score	1	100	2	99	3	98	4	94	5	94	6	93	7	93	8	93	9	93	10	91	11	91	<p>Action: Change SLO statement for Sp 2015 (01/19/2015)</p> <p>Action Category: SLO/PLO Assessment Process</p> <p>Follow-Up: The SLO statement currently states:</p> <p>(Fall 2014) RE 11 Real Estate Principles: SLO #1 Build Vocabulary: Students will differentiate between various real estate standard terminology showing comprehension and knowledge of real estate vocabulary used in the state license required Real Estate Principles course and in the workplace to assist and prepare each student from the diverse</p>
#	Vocabulary test score																										
1	100																										
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3	98																										
4	94																										
5	94																										
6	93																										
7	93																										
8	93																										
9	93																										
10	91																										
11	91																										

Course SLOs	Assessment Method Description	Results			Actions
	Vocabulary Test, with the due date shown on the last page of the syllabus.	12	91		student body to gain confidence in their ability to effectively communicate and collaborate in a typical sales, appraisal or investment real estate transaction and as needed to pass the final exam and in preparation for the state license examination to obtain a real estate license.
		13	91		
		14	91		
		15	90		
	2) Pre-Test/Final: Each	16	87		
	student uses an online textbook that	17	85		
	contains test materials, including a	18	82		
	pre-test. The questions on the pre-	19	78		
	test are the same questions as are	20	76		
	found on the final exam, except	21	76		
	jumbled in a different order. Each	22	71		The SLO statement should be changed prior to the beginning of the Spring 2015 semester to the following: (Spring 2015) RE 11 Real Estate Principles: SLO #1 Build Vocabulary: SLO #1 Build Vocabulary: Each student will show comprehension and knowledge of real estate typical industry acronyms and vocabulary to prepare each student in a typical sales, appraisal, property management, real property loan or investment real estate transaction, and as needed to pass the final exam, and in preparation for the state examination to obtain a real estate certification or license. (02/03/2015)
	student must complete the pre-test	23	61		
	in order to access Chapter 1 of the	24	50		
	course materials.	25	32		
	Standard and Target for Success: (1)	(1)	The target was that 85% of students will score 75% or above on this SLO. Of the 25 students who		
	Based on Percentages, it is		completed the test, 85% would include 21.25 students that		
	expected that 85% of students will		would be expected to score 75% or above on the		
	score 75% or above on this SLO.		vocabulary test. The average for all 25 students was 84%.		
	(2) Based on the actual test		60% of the total students received a score 90% or above.		
	score on the 150 questions on the	(2)	By the end of the semester each student who		
	pretest, and comparing the actual		completed the course completed the final exam. The target		
	score received on the final exam, the		was that of the 150 questions given in both the pre-test and		
	difference between the two tests		the final exam, that the average for those who completed		
	will reflect a one-third or higher		the final exam would reflect a one-third or more increase in		
	score.		test score. 1/3 of 150 questions is 50 or greater.		
	Additional Information: (1) The	Pretest	Final	Difference	
	vocabulary test documents are	49	105	56	
	found on the instructor homepage	43	78	35	
	for RE11 Principles: (http://www.elcamino.edu/faculty/dgrogan/reprinciples/reprinciples.html)	33	112	79	
		35	87	52	
		43	91	48	
		37	77	40	
		32	91	59	
	(2) The pre-test and final	26	149	123	
	exam are both on the textbook	45	103	58	
	publisher, Rockwell Publishing, web	39	112	73	
	site. No documents are attached as	28	86	58	
	the publisher maintains the web site.	37	70	33	
		34	133	99	

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
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26 41 15
52 108 56
53 123 70
59.625

1 32
2 23
3 25
4 29
5 34
6 22
7 33
8 41
9 40
10 54
11 34
12 35
13 32
14 27
15 35
16 39
17 23
18 33
19 28
32.579

A total of 19 students completed both tests and exceeded the average of 50 by scoring 59.63—almost 10 points higher than projected. Another 19 students enrolled in the course and completed the pre-test but did not finish the course or take the final exam, as shown in the second chart. The average score for these 19 students was 32.58 scored on the pre-test.
(10/08/2014)

% of Success for this SLO:

Faculty Assessment Leader: D. Grogan

Faculty Contributing to Assessment:

Related Documents:

[RE 11 SLO1 ATTACHMENT.docx](#)

Semester and Year Assessment Conducted: 2014-15 (Fall

Action: Change SLO statement for

Course SLOs	Assessment Method Description	Results	Actions																																																				
		<p>2014)</p> <p>Standard Met? : Standard Met</p> <p>(1) Prior to October 1, 2014 the following results were scored by students on the R.E. 11 Principles Vocabulary test:</p> <table><tr><th>#</th><th>Vocabulary test score</th></tr><tr><td>1</td><td>100</td></tr><tr><td>2</td><td>99</td></tr><tr><td>3</td><td>98</td></tr><tr><td>4</td><td>94</td></tr><tr><td>5</td><td>94</td></tr><tr><td>6</td><td>93</td></tr><tr><td>7</td><td>93</td></tr><tr><td>8</td><td>93</td></tr><tr><td>9</td><td>93</td></tr><tr><td>10</td><td>91</td></tr><tr><td>11</td><td>91</td></tr><tr><td>12</td><td>91</td></tr><tr><td>13</td><td>91</td></tr><tr><td>14</td><td>91</td></tr><tr><td>15</td><td>90</td></tr><tr><td>16</td><td>87</td></tr><tr><td>17</td><td>85</td></tr><tr><td>18</td><td>82</td></tr><tr><td>19</td><td>78</td></tr><tr><td>20</td><td>76</td></tr><tr><td>21</td><td>76</td></tr><tr><td>22</td><td>71</td></tr><tr><td>23</td><td>61</td></tr><tr><td>24</td><td>50</td></tr><tr><td>25</td><td>32</td></tr></table> <p>(1) The target was that 85% of students will score 75% or above on this SLO. Of the 25 students who completed the test, 85% would include 21.25 students that would be expected to score 75% or above on the vocabulary test. The average for all 25 students was 84%. 60% of the total students received a score 90% or above.</p> <p>(2) By the end of the semester each student who completed the course completed the final exam. The target</p>	#	Vocabulary test score	1	100	2	99	3	98	4	94	5	94	6	93	7	93	8	93	9	93	10	91	11	91	12	91	13	91	14	91	15	90	16	87	17	85	18	82	19	78	20	76	21	76	22	71	23	61	24	50	25	32	<p>Sp 2015 (01/20/2015)</p> <p>Action Category: SLO/PLO</p> <p>Assessment Process</p>
#	Vocabulary test score																																																						
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		was that of the 150 questions given in both the pre-test and the final exam, that the average for those who completed the final exam would reflect a one-third or more increase in test score. 1/3 of 150 questions is 50 or greater.	
		Pretest Final Difference	
		49 105 56	
		43 78 35	
		33 112 79	
		35 87 52	
		43 91 48	
		37 77 40	
		32 91 59	
		26 149 123	
		45 103 58	
		39 112 73	
		28 86 58	
		37 70 33	
		34 133 99	
		26 41 15	
		52 108 56	
		53 123 70	
			59.625
		1 32	
		2 23	
		3 25	
		4 29	
		5 34	
		6 22	
		7 33	
		8 41	
		9 40	
		10 54	
		11 34	
		12 35	
		13 32	
		14 27	
		15 35	
		16 39	
		17 23	

Course SLOs	Assessment Method Description	Results	Actions
		18 33 19 28 32.579	
		A total of 19 students completed both tests and exceeded the average of 50 by scoring 59.63—almost 10 points higher than projected. Another 19 students enrolled in the course and completed the pre-test but did not finish the course or take the final exam, as shown in the second chart. The average score for these 19 students was 32.58 scored on the pre-test.	
		(09/30/2014) % of Success for this SLO: Faculty Assessment Leader: D. Grogan Faculty Contributing to Assessment: Semester and Year Assessment Conducted: 2014-15 (Fall 2014) Standard Met? : Standard Met The above data shows the percentage change in a students ability to recognize the varied material described in this SLO #1. The average improvement is 138% from beginning to end of semester. This tool available when using the Rockwell system. When different text book is selected, the likely measurement tool will be those offered in the Etudes.org course management system.	Action: Reduce needed internet access time (11/12/2014) Action Category: Teaching Strategies
	This SLO #1 describes the overall course topics. Students completed a Pre-Test at the beginning of the semester through the Rockwell Publishing online text platform, and then a similar test as a final exam at the end of the semester. The improvement in scores demonstrates the student success. Standard and Target for Success: This course is usually a student's first in real estate and advance knowledge of the vocabulary, practices and concepts is very limited. A 50% improvement overall is expected. The PreTest offered during the Fall 14 semester by this publisher is very comprehensive, thus yielding very low scores at beginning of semester. After a semester of study and lecture material, students make a dramatic improvement which is evidenced in the results below for those students	(02/06/2015) % of Success for this SLO: Faculty Assessment Leader: V. Deluca Faculty Contributing to Assessment:	

Course SLOs	Assessment Method Description	Results	Actions
	<p>completing both tests.</p> <p>Additional Information:</p> <p>Exam/Test/Quiz - Students complete an end of semester quiz (Ch. 15) devoted to various vocabulary and definitions from the entire semester.</p> <p>Standard and Target for Success: An average of 70% or better is expected</p> <p>Additional Information:</p> <p>Related Documents:</p> <p>DeLuca SLO1 RE11 Spring 2016.docx</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Met</p> <p>The data shows that questions items are answered correctly by over 80% of students.</p> <p>Individual student scores average over 80% (05/18/2016)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: V. Deluca</p> <p>Faculty Contributing to Assessment:</p>	<p>Action: Label vocabulary questions throughout semester quizzes for compilation at end (06/01/2017)</p> <p>Action Category: SLO/PLO Assessment Process</p> <p>Follow-Up: Labeling questions within individual chapter quizzes takes a significant effort to process. The plan is to implement within Etudes by Spring 2017 or sooner, however in the event of new online platform such as Compass, the implementation may take longer. In the interim, the method used in this report is adequate for this SLO item. (06/01/2017)</p>
<p>SLO #2 Industry Forms and Documents - Students show the ability to prepare and complete standard real estate industry forms and documents as found in diverse real estate sales, rental, finance, appraisal or investment business transactions.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2016-17 (Fall 2016)</p> <p>Input Date: 12/05/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Exam/Test/Quiz - Written scantron test administered by instructor with two in-class quizzes (one within the first month of the semester, and a second one within the last month of the semester).</p> <p>Standard and Target for Success:</p> <p>The difference in score is the standard of success. The expected results are to show an increase in score of 5% on the second in-class quiz near the end of the semester over the quiz scores tallied from the first in-class quiz taken at the beginning of the semester.</p> <p>Additional Information: Each quiz contains 5 real estate forms questions.</p> <p>Related Documents:</p>	<p>Semester and Year Assessment Conducted: 2013-14 (Fall 2013)</p> <p>Standard Met? : Standard Met</p> <p>The results of the two quizzes administered by the faculty support the program-level goal for the 6:30pm Monday night RE11 Principles, with an overall increase of 12.5% on the in-class quiz. This exceeds the 5% target.</p> <p>For the 9am course, the results were a -4.7% on the same questions. This indicates that the RE11 Principles students in the morning class did not comprehend broker trust fund accounting forms (64.7% first quiz, 52.9% second quiz) and pre-printed/computer-generated real estate forms (64.7% first quiz, 47.1% second quiz). These topics are covered in RE13 Practice in depth, as required by law prior to taking the state licensing exam. The morning class had a total of 50.6% on the five questions regarding real estate forms on the first quiz and a 45.9% on the second quiz. About half of all students in both classes did understand the questions on</p>	

Course SLOs	Assessment Method Description	Results	Actions
	<p>SLO - Forms Questions.doc</p> <p>Exam/Test/Quiz - Students completed a test about various real estate procedures, contract forms, clauses, and disclosures.</p> <p>Standard and Target for Success: Students are expected to achieve a 70% score on this type of test for specific topics recently introduced in live lecture.</p> <p>Additional Information:</p>	<p>real estate forms. (12/08/2013)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Dr. Donna Grogan, Professor of Real Estate, El Camino College</p> <p>Faculty Contributing to Assessment: None</p> <p>Related Documents:</p> <p>2013 Fall RE11 #3770 SLO #2.xlsx</p> <p>2013 Fall RE11 #3775 SLO #2.xlsx</p> <p>Semester and Year Assessment Conducted: 2016-17 (Fall 2016)</p> <p>Standard Met? : Standard Met</p> <p>The data sheets pasted below analyze student individual scores on the test as well as sample questions with frequency of correct answers. There is separate data for each of two sections of this course, one live lecture, the other online. The resulting average scores and frequency of correct response to individual questions is an acceptable 70% or above (see related document). (01/06/2017)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: V. DeLuca</p> <p>Faculty Contributing to Assessment:</p> <p>Related Documents:</p> <p>RE11 SLO 2 Fall 16.doc</p> <p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014)</p> <p>Standard Met? : Standard Met</p> <p>The data below shows the student average score was 94% with one student scoring very low. This student did not complete the course. Also shown are sample questions and high percentage (84%) answered correctly. (02/06/2015)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: V. Deluca</p> <p>Faculty Contributing to Assessment:</p> <p>Related Documents:</p> <p>RE 11 SLO2 ATTACHMENT.docx</p>	<p>Action: Improve lecture support materials beyond new textbook adopted Fall 15. (05/15/2017)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: Additional material was added to lecture slides and made available online for review during Fall 2016 to augment new textbook previously introduced in Fall 15. More will follow. (01/20/2017)</p> <p>Action: Implemented in class lecture/quiz reviews (08/29/2014)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: Implementation of a “class participation” style chapter review near the end of the lecture yielded very desirable results on weekly quizzes as demonstrated in the data for this SLO #2. Such reviews will be done in future semesters when/if teaching this course. (02/27/2015)</p>
	<p>Project - Real Estate Principles Project: Each student will complete “Real Estate Project #1” as found on</p>	<p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014)</p> <p>Standard Met? : Standard Met</p>	<p>Action: Change the current SLO to a new SLO statement (01/20/2015)</p>

Course SLOs	Assessment Method Description	Results	Actions																																																				
	<p>the Professor's home page, (http://www.elcamino.edu/faculty/dgrogan/reprinciples/reprinciples.html), to answer questions about common industry forms that would be used for a transaction to sell a Lawndale condominium or Lomita single family residence. The questions pertaining to this SLO are tallied to determine the number of correct responses.</p> <p>Standard and Target for Success: Based on Percentage it is expected that 85% of students will score 50% or above on this SLO.</p> <p>Additional Information:</p> <p>Related Documents: RE 11 SLO 2 Forms.doc</p>	<p>Fall 2014 Principles Project #1 SLO</p> <table> <tr> <th>Question #</th><th>Total Attempted</th><th>Total Incorrect</th><th>Total Correct</th></tr> <tr> <td>1</td><td>21</td><td>11</td><td>10</td></tr> <tr> <td>13</td><td>21</td><td>7</td><td>14</td></tr> <tr> <td>14</td><td>21</td><td>8</td><td>13</td></tr> <tr> <td>15</td><td>21</td><td>4</td><td>17</td></tr> <tr> <td>16</td><td>21</td><td>9</td><td>12</td></tr> <tr> <td>24</td><td>21</td><td>7</td><td>14</td></tr> <tr> <td>26</td><td>21</td><td>5</td><td>16</td></tr> <tr> <td>44</td><td>21</td><td>12</td><td></td></tr> <tr> <td>9</td><td></td><td></td><td></td></tr> <tr> <td>45</td><td>21</td><td>9</td><td>12</td></tr> <tr> <td>46</td><td>21</td><td>15</td><td>6</td></tr> <tr> <td>47</td><td>21</td><td>8</td><td>13</td></tr> </table> <p>#95</p> <p>#136 Total 21 students 41.1% 58.9%</p> <p>The results are that about 60% of the students correctly answered the Project question about standard real estate forms. The questions asked about the following forms: Disclosure forms, property profile, deeds, listing agreement contract, Residential Purchase Agreement (RPA) form. (10/17/2014)</p> <p>% of Success for this SLO: Faculty Assessment Leader: D. Grogan Faculty Contributing to Assessment:</p>	Question #	Total Attempted	Total Incorrect	Total Correct	1	21	11	10	13	21	7	14	14	21	8	13	15	21	4	17	16	21	9	12	24	21	7	14	26	21	5	16	44	21	12		9				45	21	9	12	46	21	15	6	47	21	8	13	<p>Action Category: SLO/PLO Assessment Process</p> <p>Follow-Up: The current SLO states:</p> <p>RE 11 Real Estate Principles: SLO #2 Industry Forms Documents: Students show the ability to prepare and complete standard real estate industry forms and documents as found in diverse real estate sales, rental, finance, appraisal or investment business transactions.</p> <p>It should be changed to read:</p> <p>RE 11 Real Estate Principles: SLO #2 Industry Forms Documents: Students show the ability to comprehend clauses and data found in a real estate documents or contracts as found to prepare and complete standard real estate industry forms using documents as found in a typical real estate sale, loan, property management, appraisal and investment business transaction. (01/20/2015)</p>
Question #	Total Attempted	Total Incorrect	Total Correct																																																				
1	21	11	10																																																				
13	21	7	14																																																				
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16	21	9	12																																																				
24	21	7	14																																																				
26	21	5	16																																																				
44	21	12																																																					
9																																																							
45	21	9	12																																																				
46	21	15	6																																																				
47	21	8	13																																																				

SLO #3 Methods of Holding Title -
Students will identify, distinguish and differentiate the differences between the various methods of holding title to real property, showing the ability to analyze, concisely write and/or verbally communicate and apply the appropriate vesting available in a typical real estate business

Exam/Test/Quiz - Written scantron test administered by instructor with two in-class quizzes (one within the first month of the semester, and a second one within the last month of the semester).
Standard and Target for Success:
The difference in score is the standard of success. The expected

Semester and Year Assessment Conducted: 2013-14 (Fall 2013)
Standard Met? : Standard Met
For Fall 2013, the 9am Principles class had derived a difference in score from the first test (43.5%) to the second test (72.9%) with an average increase of 29.4%. This exceeds the 5% target.

Course SLOs	Assessment Method Description	Results	Actions																																												
<p>transaction.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2016-17 (Spring 2017)</p> <p>Input Date: 12/05/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>results are to show an increase in score of 5% on the second in-class quiz near the end of the semester over the quiz scores tallied from the first in-class quiz taken at the beginning of the semester.</p> <p>Additional Information: Each quiz contains 5 real estate methods of holding title questions.</p> <p>Related Documents: SLO - Title Questions.doc</p> <p>Exam/Test/Quiz - Students compete a test on the subject matter for this SLO #3, Title and related topics.</p> <p>Standard and Target for Success: Students are expected to achieve a 70% or higher score</p> <p>Additional Information:</p>	<p>For Fall 2013, the 6:30pm Principles class had derived a difference in score from the first test (56.3%) to the second test (76.3%) with an average increase of 20%. This exceeds the 5% target. (12/08/2013)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Dr. Donna Grogan, Professor of Real Estate, El Camino College</p> <p>Faculty Contributing to Assessment: None</p> <p>Related Documents: 2013 Fall RE11 #3770 SLO #3.xlsx 2013 Fall RE11 #3775 SLO #3.xlsx</p> <p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014)</p> <p>Standard Met? : Standard Met</p> <p>The data below shows the average score by students completing the test was 94%, well in excess of the target. The second chart shows student success on individual test questions, all above 70% minimum. (02/06/2015)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: V. Deluca</p> <p>Faculty Contributing to Assessment:</p> <p>Related Documents: RE 11 SLO3 ATTACHMENT.docx</p>	<p>Action: Implemented in class lecture/quiz reviews (08/29/2014)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: Implementation of a "class participation" style chapter review near the end of the lecture yielded very desirable results on weekly quizzes as demonstrated in the data for this SLO #3. Such reviews will be done in future semesters when/if teaching this course. (02/27/2015)</p>																																												
	<p>Exam/Test/Quiz - Each student will be given a real estate quiz about vesting and holding title twice: (1) once the 2nd week of the semester; and, (2) once the towards the end of the semester after the chapter materials on vesting and holding title have been covered in class. The two scores will be compared to determine the difference.</p> <p>Standard and Target for Success: Based on Percentages, it is expected that students will show an increase of knowledge about vesting and holding title by at least a 20% higher</p>	<p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014)</p> <p>Standard Met? : Standard Met</p> <p>The results were as follows:</p> <table> <tr> <th>Student</th><th>9-Sep</th><th>4-Nov</th><th>Difference</th></tr> <tr><td>1</td><td>4</td><td>5</td><td>1</td></tr> <tr><td>2</td><td>5</td><td>5</td><td>0</td></tr> <tr><td>3</td><td>2</td><td>5</td><td>3</td></tr> <tr><td>4</td><td>3</td><td>5</td><td>2</td></tr> <tr><td>5</td><td>5</td><td>5</td><td>0</td></tr> <tr><td>6</td><td>2</td><td>3</td><td>1</td></tr> <tr><td>7</td><td>3</td><td>4</td><td>1</td></tr> <tr><td>8</td><td>1</td><td>5</td><td>4</td></tr> <tr><td>9</td><td>2</td><td>5</td><td>3</td></tr> <tr><td>10</td><td>4</td><td>5</td><td>1</td></tr> </table>	Student	9-Sep	4-Nov	Difference	1	4	5	1	2	5	5	0	3	2	5	3	4	3	5	2	5	5	5	0	6	2	3	1	7	3	4	1	8	1	5	4	9	2	5	3	10	4	5	1	<p>Action: Change the current SLO statement by Spring 2015. (05/15/2015)</p> <p>Action Category: SLO/PLO Assessment Process</p> <p>Follow-Up: The results from the exact same test given to two (2) RE11 Principles classes on Vesting and Holding Title were administered in Fall 2010 and given to the college SLO and division SLO committee. The results were one class improved by 4.5% and the other class improved by 17.14% for Fall 2010.</p>
Student	9-Sep	4-Nov	Difference																																												
1	4	5	1																																												
2	5	5	0																																												
3	2	5	3																																												
4	3	5	2																																												
5	5	5	0																																												
6	2	3	1																																												
7	3	4	1																																												
8	1	5	4																																												
9	2	5	3																																												
10	4	5	1																																												

Course SLOs	Assessment Method Description	Results				Actions
	score from the administering of the first quiz to the second quiz for this SLO.	11	3	4	1	The current test resulted in an increase of 31% in average student scores, thus no further improvement or changes are recommended for this particular subject matter. From earlier testing of these concepts and emphasis in class instruction in these areas, there is an over 20% increase in the results from Fall 2010 to Fall 2014.
		12	3	2	-1	
		13	4	5	1	
	Additional Information:	14	2	4	2	
	Related Documents:	15	3	4	1	
	RE 11 SLO 3 Title.doc	16	2	5	3	
		17	1	5	4	
		18	2	5	3	
		19	4	4	0	
		20	4	5	1	
		AVG	2.95	4.50	31.00%	<p>The current SLO states:</p> <p>RE 11 Real Estate Principles: SLO #3 Methods of Holding Title: Students will identify, distinguish and differentiate the differences between the various methods of holding title to real property, showing the ability to analyze, concisely write and/or verbally communicate and apply the appropriate vesting available in a typical real estate business transaction.</p> <p>A new SLO statement for Spring 2015 should state:</p> <p>RE 11 Real Estate Principles: SLO #3 Vesting and Holding Title: Students will analyze how title is held to real property and how real estate is acquired, used, regulated, taxes and transferred. (06/02/2015)</p>
	On September 9, 2014 a five (5) question the above test was given to 34 students during class. The same test was administered Nov 4, 2014 to the remaining 20 students present on this date. The chart shows the number correct for each assessment in the first two columns with the date, and indicates the difference in score in the last column. Of the 20 students who took both tests, the results indicate a 31% increase in average score on this title test.					
	When compared to the results of the exact same test at an earlier date, the results for two of the exact same courses were as follows:					
	RE 11 – Real Estate Principles					
	Class: M PM					
	Section # 3775					
	Semester: Fall 2010					
	Campus:					
	ECC					
	Question #	#	Total	%	Question #	
	#	Total	%	Difference		
	Number Right	Wrong	Number	Correct	Number	
	Right	Wrong	Number	Correct	In score	
	(%)					
	Q #1 Title 26	5	32	81.25%	Q #1 Title	
	18	1	19	94.74%	+13.49%	
	Q #2 Title 21	11	32	65.62%	Q #2 Title	
	18	1	19	94.74%	+29.12%	
	Q #5 Title 20	12	32	62.5%	Q #5 Title	

Course SLOs	Assessment Method Description	Results	Actions
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16	3	19	84.21%	+21.71%	
Q #6 Title	24	8	32	75.0%	Q #6 Title
	18	1	19	94.74%	+19.74%
Q #10 Title		28	4	32	87.5%
	Q #10 Title		17	2	19
	89.47%	+1.97%			
Totals	119	40	160	74.43%	Totals
	87	8	95	91.57%	+17.14%

RE 11 – Real Estate Principles

Semester: Fall 2010

Class: TTh AM

Section # 3770

Campus: ECC

Title questions 1, 2, 5, 6, & 10

Date: 9/7/10

Date: 12/09/10

Question #	#	Total	%	Question #
#	Total	%	Difference	
Number	Right	Wrong	Number	Correct
	Right	Wrong	Number	Correct
(%)				In score
Q #1 Title	18	6	24	75%
	10	5	15	66.67%
Q #2 Title	19	5	24	79.17%
	12	3	15	80%
Q #5 Title	12	12	24	50%
	10	5	15	66.67%
Q #6 Title	12	12	24	50%
	7	8	15	46.67%
Q #10 Title		20	4	24
	Q #10 Title		15	0
	100%	+16.67%		15
Totals	81	39	120	67.5%
	54	21	75	72%
				+4.5%

(09/09/2014)

% of Success for this SLO:

Faculty Assessment Leader: D. Grogan

Faculty Contributing to Assessment:

Semester and Year Assessment Conducted: 2016-17

(Spring 2017)

Standard Met? : Standard Met

Exam/Test/Quiz - Students complete several quizzes and exams during the semester. Quiz 2 is

Action: Provide Updated Charts comparing Title Vesting options (02/23/2018)

Course SLOs	Assessment Method Description	Results	Actions
	<p>specifically about the subject of SLO3, Holding Title to Real Property and related issues.</p> <p>Standard and Target for Success: Students are expected to achieve a score of 70% or higher.</p> <p>Additional Information:</p> <p>Related Documents: RE 11 SLO 3 Spr17.doc</p>	<p>See Related Documents (09/11/2017)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: V. DeLuca</p> <p>Faculty Contributing to Assessment:</p> <p>Related Documents: RE 11 SLO 3 Spr17.doc</p>	<p>Action Category: Teaching Strategies</p>
<p>SLO #4 Mathematical Computations - Students will demonstrate the ability to calculate typical real estate mathematic computational problems as found in diverse real estate business areas of sales, leases, prorations, finance, appraisal, property management, investments and capitalization, land or structure area and taxation.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2017-18 (Fall 2017)</p> <p>Input Date: 12/05/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Exam/Test/Quiz - Written scantron test administered by instructor with two in-class quizzes (one within the first month of the semester, and a second one within the last month of the semester).</p> <p>Standard and Target for Success: The difference in score is the standard of success. The expected results are to show an increase in score of 5% on the second in-class quiz near the end of the semester over the quiz scores tallied from the first in-class quiz taken at the beginning of the semester.</p> <p>Additional Information: Each quiz contains 5 real estate math questions.</p> <p>Related Documents: SLO - Math Questions.doc</p>	<p>Semester and Year Assessment Conducted: 2013-14 (Fall 2013)</p> <p>Standard Met? : Standard Met</p> <p>For Fall 2013, the 9am Principles class had derived a difference in score from the first test (40.0%) to the second test (45.9%) with an average increase of 5.9%. The exceed the target of 5%.</p> <p>For Fall 2013, the 6:30pm Principles class had derived a difference in score from the first test (53.8%) to the second test (43.8%) with an average decrease of 10%. A guest speaker demonstrated the real estate financial calculator when the night students took the first math test in week 3, because the math chapter for this course is Chapter 5, during week 6 of the semester. It appears that students retained math knowledge at the time of the demonstration and completion of the math chapter, but did not retain the same level of math skills when given identical math questions in week 11. The students had just over 50% in week 3, and about 45% on week 11. (12/08/2013)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Dr. Donna Grogan, Professor of Real Estate, El Camino College</p> <p>Faculty Contributing to Assessment: None</p> <p>Related Documents: 2013 Fall RE11 #3770 SLO #4.xlsx 2013 Fall RE11 #3775 SLO #4.xlsx</p>	
	<p>Exam/Test/Quiz - Students complete a test on various real estate math concepts, formulas and</p>	<p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014)</p> <p>Standard Met? : Standard Met</p>	<p>Action: Spreading math lecture & in class exercises over several</p>

Course SLOs	Assessment Method Description	Results	Actions																																																																		
	<p>calculations.</p> <p>Standard and Target for Success: Students are expected to achieve a 70% or higher score by the end of the semester on math questions.</p> <p>Additional Information:</p>	<p>The data below demonstrates student success with various math computations and concepts. The average score is 88%, well above the target. The second data shows the percentage of students answering individual questions correct, 88%. Only one question was answered correctly by less than 70% of students. (02/06/2015)</p> <p>% of Success for this SLO: Faculty Assessment Leader: V. Deluca Faculty Contributing to Assessment: Related Documents: RE 11 SLO4 ATTACHMENT.docx</p>	<p>weeks of semester (09/26/2014)</p> <p>Action Category: Teaching Strategies</p>																																																																		
	<p>Multiple Assessments - (1) Using the instructor homepage (http://www.elcamino.edu/faculty/dgrogan/reprinciples/reprinciples.html), each student will complete</p> <p>(a) Real Estate Principles Project #1 questions due the 8th week of the fall 2014 semester. Question numbers: #2, 3,4,37,38,39,40,41,42,48 & 49 (11 questions); and,</p> <p>(b) Real Estate Principles Project #2 questions due the 12th week of the fall semester. Question numbers: #31 through 38, questions #40 & 41, questions # 45 through 60(25 questions).</p> <p>(2) The instructor administered a 5 question math quiz on Sept 9, 2014 and the same test on October 4, 2014 to determine if students increased their ability to correctly answer mathematical computations.</p> <p>Standard and Target for Success: (1) Based on Percentages, it is expected that students will have an</p>	<p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014)</p> <p>Standard Met? : Standard Met</p> <p>(1) (a) Of the 21 students who completed the R.E. Principles Project #1 ten (10) math questions, the average for students was that they scored an average of 43.29% correct.</p> <p>Fall 2014 Principles - Real Estate Project #1 - SLO Grid</p> <table> <tr> <th>Question #</th> <th>Total Attempted</th> <th>Total Incorrect</th> <th>Total Correct</th> <th>% Correct</th> <th>% Incorrect</th> </tr> <tr> <td>Proj #1 SLO #</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2</td> <td>21</td> <td>2</td> <td>19</td> <td>90.48%</td> <td>9.52%</td> </tr> <tr> <td>3</td> <td>21</td> <td>9</td> <td>12</td> <td>57.14%</td> <td>42.86%</td> </tr> <tr> <td>4</td> <td>21</td> <td>5</td> <td>16</td> <td>76.19%</td> <td>23.81%</td> </tr> <tr> <td>37</td> <td>21</td> <td>18</td> <td>3</td> <td>14.29%</td> <td>85.71%</td> </tr> <tr> <td>38</td> <td>21</td> <td>14</td> <td>7</td> <td>33.33%</td> <td>66.67%</td> </tr> <tr> <td>39</td> <td>21</td> <td>17</td> <td>4</td> <td>19.05%</td> <td>80.95%</td> </tr> <tr> <td>40</td> <td>21</td> <td>17</td> <td>4</td> <td>19.05%</td> <td>80.95%</td> </tr> <tr> <td>41</td> <td>21</td> <td>14</td> <td>7</td> <td>33.33%</td> <td>66.67%</td> </tr> <tr> <td>42</td> <td>21</td> <td>17</td> <td>4</td> <td>19.05%</td> <td>80.95%</td> </tr> </table>	Question #	Total Attempted	Total Incorrect	Total Correct	% Correct	% Incorrect	Proj #1 SLO #						2	21	2	19	90.48%	9.52%	3	21	9	12	57.14%	42.86%	4	21	5	16	76.19%	23.81%	37	21	18	3	14.29%	85.71%	38	21	14	7	33.33%	66.67%	39	21	17	4	19.05%	80.95%	40	21	17	4	19.05%	80.95%	41	21	14	7	33.33%	66.67%	42	21	17	4	19.05%	80.95%	<p>Action: Create a one-day real estate math course annually through ECC Community Service (05/01/2016)</p> <p>Action Category: Curriculum Changes</p> <p>Follow-Up: Using existing math text and materials, a full one-day seminar on real estate basic math skills and use of a real estate financial calculator is developed to cover each aspect of the business with topics on a sales transaction, real estate loan financing, property management, escrow prorations, investments and appraisal calculations. (03/15/2016)</p> <hr/> <p>Action: Provide real estate math tutors from either paid student help, college approved math tutors, or prior real estate student tutors. (12/01/2015)</p> <p>Action Category: Program/College Support</p> <p>Follow-Up: Like the other college departments, paid tutoring student help is established to</p>
Question #	Total Attempted	Total Incorrect	Total Correct	% Correct	% Incorrect																																																																
Proj #1 SLO #																																																																					
2	21	2	19	90.48%	9.52%																																																																
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Course SLOs	Assessment Method Description	Results						Actions	
	average score 25% or above correct on this SLO for the student projects for this course.	4						assist real estate students to attain better mathematical skills for basic real estate math calculations. (09/30/2015)	
	(2) It is expected that students will increase the correct answers on the math test by at least 10% from the beginning of the semester to the end of the semester.	48	21	10	11	52.38%	47.62%		
		49	21	8	13	61.90%	38.10%	Action: Review math chapter deeper (12/01/2015) Action Category: Teaching Strategies Follow-Up: All faculty teaching this course meet to combine ideas on better strategies to improve math exit skills when students enter the course underprepared for basic real estate mathematics computational abilities. (09/30/2015)	
	Additional Information: Related Documents: RE 11 SLO 4 Math.doc								
		(2)	(b) Results: Of the 15 students who completed the R.E. Principles Project #2 thirty (30) math questions, the average for students scored an average of 60% correct and 40% incorrect.						Action: Change the SLO statement (01/20/2015) Action Category: SLO/PLO Assessment Process Follow-Up: The current SLO statement states: RE 11 Real Estate Principles: SLO #4 Mathematical Computations: Students will demonstrate the ability to calculate typical real estate mathematic computational problems as found in diverse real estate business areas of sales, leases, proration's, finance, appraisal, property management, investments and capitalization, land or structure area and taxation. The SLO statement should be changed by the beginning of Spring 2015 to state: RE 11 Real Estate Principles: SLO
		Fall 2014 Principles Project #2 SLO							
			Question #		Total Attempted		Total		
		Incorrect	Total	Correct					
		1	9	15	0		15		
		2	13	15	0		15		
		3	17	15	0		15		
		4	21	15	0		15		
		5	25	15	0		15		
		6	31	15	3		12		
		7	32	15	4		11		
		8	33	15	6		9		
		9	34	15	7		8		
		10	35	15	5		10		
		11	36	15	4		11		
		12	37	15	3		12		
		13	38	15	12		3		
		14	40	15	12		3		
		15	41	15	10		5		
		16	45	15	6		9		
		17	46	15	9		6		
		18	47	15	2		13		
		19	48	15	8		7		
		20	49	15	7		8		
		21	50	15	6		9		
		22	51	15	9		6		
		23	52	15	5		10		
		24	53	15	10		5		
		25	54	15	13		2		

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
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26	55	15	10	5	
26	56	15	2	13	
27	57	15	5	10	
28	58	15	5	10	
29	59	15	12	3	
30	60	15	12	3	
		Average (40%) 6.03			(60%)
8.97					

#4 Mathematical Computations: Students will demonstrate the ability to calculate common real estate mathematical computations found in standard industry real estate sales, property management, finance, escrow, property management, investments and appraisal property transactions. (01/20/2015)

The pattern of the data that was observed is that certain questions (#37, 39, 40 & 42) indicated that the average for this class of students had over 80% incorrect responses indicating that either the materials needed to answer these questions correctly need to be better explained in class so that a higher number of students are able to correctly answer the question or the questions need to be eliminated from the project.

A review of questions #37, 39, 40 and 42 should also be reviewed to determine how students may better understand the materials.

(3) On September 9, 2014 a five (5) question math calculation test was given to 34 students during class. The same test was administered Nov 4, 2014 to the remaining 20 students present on this date. The chart below shows the number correct in the first two columns with the date, and indicates the difference in score in the last column. Of the 20 students who took both tests, the results indicate a 15% increase in average score on this math test.

	9-Sep	4-Nov	Difference
1	2	1	-1
2	1	4	3
3	3	3	0
4	1	2	1
5	0	3	3
6	1	2	1

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
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7	3	4	1
8	3	3	0
9	1	5	4
10	3	3	0
11	1	4	3
12	3	5	2
13	3	2	-1
14	3	0	-3
15	2	0	-2
16	3	3	0
17	0	2	2
18	2	2	0
19	1	4	3
20	3	2	-1
Average	1.95	2.70	15.00%

The important findings of the data support the original premises that students are under-prepared for math when they enter the course. No pre-requisite or math placement testing is performed before a student may enroll in this introductory course. On the test given at the beginning of the course, during the 2nd week of class, two students scored no correct answer and another six students scored only 1 correct answer out of five. Thus 8 of the 21 students, representing 38% of students who took the first test, did not command the basic math skills required for the course materials.

Towards the end of the semester 5 of 21 students scored a zero and 3 got only got only one correct out of the five questions. The most important findings are that 5 students scored worse on the second test than on the first test.

This is after one entire week was devoted to the math chapter, and after a guest speaker demonstrated using the real estate financial calculator to determine real estate math questions. After years of trying to get a new course "real estate mathematics" into the curriculum, there has

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
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been no success in aiding students obtain higher skills in real estate math. No math tutors are available for the real estate department students. Thus, when students enter real estate finance, mortgage loan brokering, investments and appraisal, and if they do not possess basic math skills to succeed, it is not likely he or she can succeed in the area of mathematics.

(09/09/2014)

% of Success for this SLO:

Faculty Assessment Leader: D. Grogan

Faculty Contributing to Assessment:

ECC: RE 12A:Legal Aspects of Real Estate

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #1 Build Vocabulary - Students will define, describe and differentiate between various real estate standard terminology showing comprehension and knowledge of real estate vocabulary used in the workplace to assist and prepare each student from the diverse student body to gain confidence in their ability to effectively communicate and collaborate in a real estate sales, property management, appraisal, loan or investment to work with both licensees and a diverse public in a typical real estate transaction.</p> <p>Course SLO Status: Active Course SLO Assessment Cycle: 2015-16 (Spring 2016) Input Date: 12/05/2013 Inactive Date: Comments::</p>	<p>Exam/Test/Quiz - Take home examination that requires application of the vocabulary to case examples. Standard and Target for Success: It is expected that 70% of the class will score 70% or above on this SLO. Additional Information:</p> <hr/> <p>Exam/Test/Quiz - Final examination Standard and Target for Success: It is expected that average score for the class will be a score of 70% Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015) Standard Met? : Standard Met The class exceeded the target of seventy percent. The students were able to define real estate vocabulary. (01/26/2016) % of Success for this SLO: Faculty Assessment Leader: M. Botello Faculty Contributing to Assessment:</p> <hr/> <p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016) Standard Met? : Standard Met 91% or 23 of the 24 students correctly defined, described and differentiated when the legal remedy of rescission as opposed to the other legal remedies: declaratory relief, injunction or reformation is the appropriate legal remedy. 23 of 24 students correctly identified the parties who collaborate in a typical real estate transaction: agent and principal, grantor and grantee, optionor and optionee and lessor and lessee and which creates a fiduciary relationship. (09/20/2016) % of Success for this SLO: Faculty Assessment Leader: M. Botello Faculty Contributing to Assessment:</p>	<p>Action: Review edition of Textbook to assure it is the latest edition and current. (01/26/2016) Action Category: Teaching Strategies Follow-Up: Reviewed latest textbooks and adopted new edition of textbook. (01/26/2016)</p> <hr/> <p>Action: Continue to review the textbook to assure it incorporates the current RE terminology in use. (10/31/2016) Action Category: Curriculum Changes</p>
<p>SLO #2 Industry Forms and Documents - Students show the ability to prepare and complete standard real estate industry forms and documents as found in diverse real estate sales, rental, finance, appraisal or investment business transactions.</p> <p>Course SLO Status: Active Course SLO Assessment Cycle: 2016-17 (Fall 2016) Input Date: 12/05/2013 Inactive Date:</p>	<p>Homework Problems - Students did homework assignments that analyzed the CAR Residential Purchase Agreement. Standard and Target for Success: It is expected that 70% of the students will score 70% or above on this SLO. Additional Information:</p> <hr/> <p>Exam/Test/Quiz - Final examination Standard and Target for Success: It is expected that average score for</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015) Standard Met? : Standard Met The class exceeded the goal of 70%. The students were able to analyze the CAR residential purchase agreement. (01/26/2016) % of Success for this SLO: Faculty Assessment Leader: M. Botello Faculty Contributing to Assessment:</p> <hr/> <p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016) Standard Met? : Standard Met</p>	<p>Action: Review edition of Textbook to assure it is the latest edition and current. (01/26/2016) Action Category: Teaching Strategies Follow-Up: Reviewed latest textbooks and adopted new edition of textbook. (01/26/2016)</p> <hr/> <p>Action: Continue to review textbooks to assure incorporation of the latest RE standard forms.</p>

Course SLOs	Assessment Method Description	Results	Actions
<p>Comments::</p>	<p>the class will be a score of 70%. Additional Information:</p> <p>Exam/Test/Quiz - A multiple choice exam that required students demonstrate an understanding of the standard real estate industry forms found in real estate sales, rental, finance, appraisal or investment business transactions. Standard and Target for Success: It is expected that students will score an average of 70% or above on this SLO. Additional Information:</p>	<p>87% or 21 of 24 students correctly showed the ability to prepare and complete the requirements for a standard real estate industry form real estate purchase contract by correctly distinguishing among its standard clauses: date for closing, time of possession, method of financing, and property description. (09/20/2016) % of Success for this SLO: Faculty Assessment Leader: M. Botello Faculty Contributing to Assessment: Semester and Year Assessment Conducted: 2016-17 (Fall 2016) Standard Met? : Standard Not Met A total of 18 students from the Fall 2016 sections of RE12A participated in and completed the assessment with an average of 65.4%. This data suggests that students were not competently able to absorb the material, analyze the transactions and properly prepare the forms. (10/27/2016) % of Success for this SLO: Faculty Assessment Leader: V. Pham Faculty Contributing to Assessment: M. Botello</p>	<p>(10/31/2016) Action Category: Curriculum Changes</p> <p>Action: Real Estate Faculty need to re-evaluate teaching strategies to improve comprehension of the material. (08/01/2017) Action Category: Teaching Strategies</p> <p>Action: Real Estate Faculty should evaluate changes in the industry and make sure assessments reflect the current industry needs and requirements. (08/01/2017) Action Category: Curriculum Changes</p>
<p>SLO #3 Methods of Holding Title - Students will identify, distinguish and differentiate the differences between the various methods of holding title to real property, showing the ability to analyze, concisely write and/or verbally communicate and apply the appropriate vesting available in a typical real estate business transaction. Course SLO Status: Active Course SLO Assessment Cycle: 2016-17 (Spring 2017) Input Date: 12/05/2013 Inactive Date: Comments::</p>	<p>Homework Problems - Case study multiple choice questions. Standard and Target for Success: It is expected that 70% of the class will score above 70%. Additional Information:</p> <p>Exam/Test/Quiz - Final examination Standard and Target for Success: It is expected that average score for the class will be a score of 70%. Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015) Standard Met? : Standard Met The class average exceeded the 70% goal on the homework assignments. The students were able to distinguish community property from joint tenancy title. (01/26/2016) % of Success for this SLO: Faculty Assessment Leader: M. Botello Faculty Contributing to Assessment: Semester and Year Assessment Conducted: 2015-16 (Spring 2016) Standard Met? : Standard Met 91% or 22 of 24 students correctly distinguished and differentiated the differences between the various methods the different forms of co-ownership: Partnership, community property, Tenancy in Common and Joint</p>	<p>Action: Review edition of Textbook to assure it is the latest edition and current. (01/26/2016) Action Category: Teaching Strategies Follow-Up: Reviewed latest textbooks and adopted new edition of textbook. (01/26/2016)</p> <p>Action: Continue to review the textbook to assure it incorporates the current forms of joint ownership. (10/31/2016) Action Category: Curriculum Changes</p>

Course SLOs	Assessment Method Description	Results	Actions
	<p>Exam/Test/Quiz - An examination which assesses students' understanding of the various ways of holding title, while requiring them to evaluate a scenario and provide instruction as to an appropriate form of title.</p> <p>Standard and Target for Success: It is expected that 75% of students will achieve at 70% or higher.</p> <p>Additional Information:</p>	<p>Tenancy; and 100% or 24 of 24 students correctly applied the appropriate vesting available and possible to a brother and sister. (09/20/2016)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: M. Botello</p> <p>Faculty Contributing to Assessment:</p> <p>Semester and Year Assessment Conducted: 2016-17 (Spring 2017)</p> <p>Standard Met? : Standard Met</p> <p>A total of 20/24 students from the Spring 2017 sections of RE12A participated in and completed the assessment with a 70% or higher. This reflects an 83% achievement level. This data suggests that students have a working understanding of various title vesting options and know how to apply that knowledge to practical situations. Student success is based on the fact that faculty is teaching to the course outline and the proper course objectives are being stressed. This was a very high achievement level. Faculty should look into adjusting the achievement metrics in order to ensure the proficiency level is of a high enough caliber. (08/31/2017)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: N. McGrue</p> <p>Faculty Contributing to Assessment:</p>	<p>Action: Real Estate and law faculty should confer to ensure the achievement levels are set at a level that is achievable yet also challenging to students. (03/01/2018)</p> <p>Action Category: SLO/PLO Assessment Process</p> <hr/> <p>Action: Real Estate and law faculty should confer to ensure that instruction methods are in line with the latest and best processes in each industry. (03/01/2018)</p> <p>Action Category: Curriculum Changes</p>
<p>SLO #4 Ethics and Agency - Students will differentiate between various parts of the real estate code of ethics and the standards of professional appraisal practices to explain how agency relationships are created and the duties and liabilities of agents and principals.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle:</p> <p>Input Date: 12/05/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Exam/Test/Quiz - Final examination</p> <p>Standard and Target for Success: It is expected that average score for the class will be a score of 70%.</p> <p>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Met</p> <p>91% or 22 of 24 students distinguished factual legal liability of a real estate agent, as a fiduciary, involved in a sales transaction for fraud as opposed to puffing, deceit or misrepresentation. (09/20/2016)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: M. Botello</p> <p>Faculty Contributing to Assessment:</p>	<p>Action: Continue to present students with actual legal cases where ethical issues arise. (12/16/2016)</p> <p>Action Category: Teaching Strategies</p>
	<p>Exam/Test/Quiz - An examination which assesses students' understanding of the agency relationships along with legal, administrative, and ethical requirements that go along with</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Spring 2017)</p> <p>Standard Met? : Standard Not Met</p> <p>A total of 20/24 students from the Spring 2017 sections of RE12A participated in and completed the assessment with a 70% or higher. This reflects an 83% achievement level. This</p>	<p>Action: Real Estate and law faculty should confer to ensure the achievement level are set at a level that is achievable yet also challenging to students. (03/01/2018)</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
	<p>such relationships.</p> <p>Standard and Target for Success: It is expected that 75% of students will achieve at 70% or higher.</p> <p>Additional Information:</p>	<p>data suggests that students have a working understanding of agency relationships and the various legal, ethical and other implications. Student success is based on the fact that faculty is teaching to the course outline and the proper course objectives are being stressed. This was a very high achievement level. Faculty should look into adjusting the achievement metrics in order to ensure the proficiency level is of a high enough caliber. (08/31/2017)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: N. McGrue</p> <p>Faculty Contributing to Assessment:</p>	<p>Action Category: SLO/PLO Assessment Process</p> <hr/> <p>Action: Real Estate and law faculty should confer to ensure that instruction methods are in line with the latest and best processes in each industry. (03/01/2018)</p> <p>Action Category: Curriculum Changes</p>

ECC: RE 13:Real Estate Practice

Course SLOs	Assessment Method Description	Results	Actions
<p>SLO #1 Build Vocabulary - Students will define, describe and differentiate between various real estate standard terminology showing comprehension and knowledge of real estate vocabulary used in the workplace to assist and prepare each student from the diverse student body to gain confidence in their ability to effectively communicate and collaborate in a real estate sales, property management, appraisal, loan or investment to work with both licensees and a diverse public in a typical real estate transaction.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2015-16 (Spring 2016)</p> <p>Input Date: 12/05/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Exam/Test/Quiz - A pre-test will be administered prior to any course materials. A post-test will be administered at the end of the course, in the form of the final exam. The same questions are contained on both tests, however they are not in the same order. The questions on the pre-test are jumbled on the final exam.</p> <p>Standard and Target for Success: The difference in score is the standard of success. The expected results are to show an increase in score of 5%.</p> <p>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Met</p> <p>The results of the two tests administered by the instructor support the program level goals for the 6:30 Monday night RE13 Practice class with an overall increase of 25.4% on test scores. This exceeds the 5% goal. (12/16/2015)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Derf Fredericks</p> <p>Faculty Contributing to Assessment:</p> <hr/> <p>Semester and Year Assessment Conducted: 2013-14 (Spring 2014)</p> <p>Standard Met? : Standard Met</p> <p>A pre- and post-test was given to the RE13 (#3780) Practice students. 33 students took the pre-test, 23 completed the post-test. Of the 23 students, the average increase was 38.7% on the 100 question exam that included a predominance of real estate terminology. (05/20/2014)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader:</p> <p>Faculty Contributing to Assessment:</p> <p>Related Documents:</p> <p>2014 Spring RE13 RE Practice #3780 (No Names).xlsx</p>	
	<p>Exam/Test/Quiz - This SLO 1 describes topics, vocabulary and concepts covered throughout the course. In Fall 2014, students completed a Pre-Test at the beginning of the semester via the online text & course from Rockwell Publishing. They subsequently completed a similar test as part of their final exam. The two results are compared.</p> <p>Standard and Target for Success: Students are expected to improve their score from Pre Test to Final</p>	<p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014)</p> <p>Standard Met? : Standard Met</p> <p>Average 79.56% improvement from start of semester to end of semester. Final exam scores are 81% average, well above the expected of 70% (02/06/2015)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: V. Deluca</p> <p>Faculty Contributing to Assessment:</p> <p>Related Documents:</p> <p>RE 13 SLO1 ATTACHMENT.docx</p>	<p>Action: Change Text (01/17/2015)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: Text change has been implemented and movement away from Rockwell Publishing online text for this course. The new text provides guidance for the recently updated industry standard forms and an emphasis on their use in practice as opposed to concepts emphasized in the prior online text. Additionally more time can be</p>

Course SLOs	Assessment Method Description	Results	Actions
	<p>Exam by at least 25%. That was far exceeded.</p> <p>Additional Information:</p> <p>Exam/Test/Quiz - A scantron quiz is administered by the instructor after reviewing the topics. Vocabulary and real estate terminology is an integral part of course work in all 15 chapters of our textbook. 15 quizzes make up this assessment.</p> <p>Standard and Target for Success: Based on Percentages: It is expected that all students will score 75% or above as an average percentage on all quizzes given on the topic.</p> <p>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Met</p> <p>The average quiz score for all students was 88%. The results of the 15 quizzes administered by the instructor exceeds the program level goals of 75% for the 6:30 Tuesday night Practice class. (05/10/2016)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: D. Fredericks</p> <p>Faculty Contributing to Assessment:</p>	<p>devoted to actual agent practices in the field. (03/12/2015)</p> <p>Action: Update current study material to conform to changes in the industry. (07/01/2017)</p> <p>Action Category: Teaching Strategies</p>
<p>SLO #2 Industry Forms and Documents - Students show the ability to prepare and complete standard real estate industry forms and documents as found in diverse real estate sales, rental, finance, appraisal or investment business transactions.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2016-17 (Fall 2016)</p> <p>Input Date: 12/05/2013</p> <p>Inactive Date:</p> <p>Comments:</p>	<p>Survey/Focus Group - An online Survey Monkey survey containing questions regarding industry forms knowledge will be distributed during the final week of the class.</p> <p>Standard and Target for Success: The percentage of students who responded as feeling they've gained 20% or more knowledge about how to complete forms is the standard of success. The expected results are to show a score of 50% or more.</p> <p>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2012-13 (Spring 2013)</p> <p>Standard Met? : Standard Met</p> <p>The results of questions 2, 3, & 4 of the Monkey Survey administered online during the Spring 2013 semester for Real Estate Principles students indicates that when students began that term just under 90% knew five or less typical real estate FORMS used in a real estate transaction, with over 70% knowing less than 3 industry FORMS. By the end of that semester just under 75% knew 6 or more industry FORMS. The Principles course is an introductory class where it would not be expected that students would have a high degree of FORMS usage since emphasis is on vocabulary, government licensing and regulations and industry topics, such as finance, appraisal and property management. The results indicate that the learners obtained a great deal of knowledge about real estate FORMS by the end of the semester.</p> <p>Almost 85% of respondents indicated they felt they had gained 20% or more knowledge about how to complete standard industry real estate FORMS as a result of completing the El Camino real estate course.</p>	

Course SLOs	Assessment Method Description	Results	Actions
		(05/01/2013) % of Success for this SLO: Faculty Assessment Leader: Faculty Contributing to Assessment: Related Documents: RE13 #2 FORMS Sp 2013 SLO Assessment Report.doc	
	Exam/Test/Quiz - Students completed an online test in the Etudes course management system. This test was comprised of questions to measure the students' understanding of common forms used in real estate transactions Standard and Target for Success: It is expected that students will answer 70% of questions correctly. Additional Information:	Semester and Year Assessment Conducted: 2015-16 (Fall 2015) Standard Met? : Standard Met The results of the two tests administered by the instructor support the program level goals for the 6:30 Monday night RE13 Practice class with an overall increase of 25.4% on test scores. This exceeds the 5% goal. (12/16/2015) % of Success for this SLO: Faculty Assessment Leader: Derf Fredericks Faculty Contributing to Assessment:	
		Semester and Year Assessment Conducted: 2014-15 (Spring 2015) Standard Met? : Standard Met Results Below are partial examples of test questions and student scoring statistics for each of the above tests. The vast majority of questions are successfully answered. (06/29/2015) % of Success for this SLO: Faculty Assessment Leader: V. Deluca Faculty Contributing to Assessment: Related Documents: DeLuca Spr15 RE13 SLO2.docx	Action: Assignment Project (01/01/2016) Action Category: Teaching Strategies Follow-Up: Learning about industry forms and their proper usage is a primary result of this course. The test examples shown here can be refined and the assignment example can be expanded and offered as an ongoing project during the semester. It is unknown when I will teach this course again, so date of implementation "Action Date" is unknown. (09/18/2015)
		Semester and Year Assessment Conducted: 2014-15 (Fall 2014) Standard Met? : Standard Met Below are individual test results and question analysis from a test administered online via Etudes.org. Average results are above satisfactory. A few questions indicate improvement needed or refine question. (02/06/2015)	Action: Refine SLO measurements via online course management i.e. Etudes.Org (08/31/2015) Action Category: SLO/PLO Assessment Process Follow-Up: Presently experimenting with online quizzes

Course SLOs	Assessment Method Description	Results	Actions
		<p>% of Success for this SLO: Faculty Assessment Leader: V. Deluca Faculty Contributing to Assessment: Related Documents: RE 13 SLO2 ATTACHMENT.docx</p>	<p>during Spring Semester with goal to implement further in Fall 2015, if assigned to teach this course. (03/12/2015)</p> <hr/> <p>Action: Obtain permission to display CA Assoc Realtors forms (01/17/2015) Action Category: Teaching Strategies Follow-Up: Permission to display on password protected website (Etudes.org) obtained for Spring Semester. This permission is for me as individual instructor not college wide and must request renewal for each semester. 01/17/2015 (03/12/2015)</p> <hr/> <p>Action: Change text book (01/17/2015) Action Category: Teaching Strategies Follow-Up: Implemented for Spring 2015 Semester 1/17/2015 (03/12/2015)</p> <hr/> <p>Action: Update current forms as needed to conform to industry changes. (02/01/2017) Action Category: Teaching Strategies</p>
	<p>Project - A project spanning 10 weeks includes templates of approximately 30 real estate forms (over 70 pages) are completed by the student based on a given real estate transaction. Standard and Target for Success: Based on Percentages: It is expected that students will score 75% or above as an average percentage. Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Fall 2016) Standard Met? : Standard Met The average project score for all students was 82%. The results of the project exceeds the program level goals of 75% for the 6:30 Monday night Practice class. (12/20/2016) % of Success for this SLO: Faculty Assessment Leader: D. Fredericks Faculty Contributing to Assessment:</p>	
SLO #3 Methods of Holding Title - Students will identify, distinguish and differentiate the differences between	Survey/Focus Group - An online Survey Monkey survey containing questions regarding holding title and	Semester and Year Assessment Conducted: 2012-13 (Spring 2013) Standard Met? : Standard Met	

Course SLOs	Assessment Method Description	Results	Actions
<p>the various methods of holding title to real property, showing the ability to analyze, concisely write and/or verbally communicate and apply the appropriate vesting available in a typical real estate business transaction.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2016-17 (Spring 2017)</p> <p>Input Date: 12/05/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>vesting knowledge will be distributed during the final week of the class.</p> <p>Standard and Target for Success: The percentage of students who responded as feeling they've gained 20% or more knowledge about how to hold title and vesting is the standard of success. The expected results are to show a score of 50% or more.</p> <p>Additional Information: Exam/Test/Quiz - The assessment is based upon relevant test questions regarding the subject of 'Title'</p> <p>Standard and Target for Success: It is expected that students will answer 70% of questions correctly.</p> <p>Additional Information:</p>	<p>The results of question 7 was that just under 75% of respondents felt they had increased their knowledge about taking and holding TITLE to real property and how VESTING is held, with almost 75% of respondents indicating that their knowledge had increased by greater than 20% as a result of the Fall 2013 real estate El Camino course. (05/01/2013)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader:</p> <p>Faculty Contributing to Assessment:</p> <p>Related Documents: RE13 #4 TITLE & VESTING Sp 2013 SLO Assessment Report.doc</p> <p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Met</p> <p>The results of the two tests administered by the instructor support the program level goals for the 6:30 Monday night RE13 Practice class with an overall increase of 25.4% on test scores. This exceeds the 5% goal. (12/16/2015)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Derf Fredericks</p> <p>Faculty Contributing to Assessment:</p> <hr/> <p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015)</p> <p>Standard Met? : Standard Met</p> <p>Below are student scores and specific question result analysis from a test administered online via Etudes.org. Average results are far above satisfactory. All questions were answered correctly 70% or more frequently. (06/29/2015)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: V. Deluca</p> <p>Faculty Contributing to Assessment:</p> <p>Related Documents: DeLuca Spr15 RE13 SLO3.docx</p>	<p>Action: Reconsider whether the SLO 3 is needed or should be rewritten (03/01/2016)</p> <p>Action Category: SLO/PLO Assessment Process</p> <p>Follow-Up: No action will be taken until a review of SLOs for this course, the Action Date is an estimate only.</p> <p>While the subject of "Holding Title" is important in real estate, all course texts and materials for this course strongly advise that the practicing agent not discuss the manner of holding title with clients, but refer them to an attorney for such advice. (This subject matter is covered</p>

Course SLOs	Assessment Method Description	Results	Actions
		<p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014)</p> <p>Standard Met? : Standard Met</p> <p>Below are specific test question result and analysis from a test administered online via Etudes.org. Average results are above satisfactory. With the exception of one question, all were answered correctly by over 92% of students completing. One question indicates improvement needed or refine question. Individual scores follow with 87% average. (02/06/2015)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: V. Deluca</p> <p>Faculty Contributing to Assessment:</p> <p>Related Documents:</p> <p>RE 13 SLO3 ATTACHMENT.docx</p>	<p>more in RE11, Real Estate Principles) (09/18/2015)</p> <hr/> <p>Action: Reconsider whether the SLO 3 is needed or should be rewritten (03/01/2016)</p> <p>Action Category: SLO/PLO Assessment Process</p> <p>Follow-Up: No action will be taken until a review of SLOs for this course, the Action Date is an estimate only.</p> <p>While the subject of “Holding Title” is important in real estate, all course texts and materials for this course strongly advise that the practicing agent not discuss the manner of holding title with clients, but refer them to an attorney for such advice. (This subject matter is covered more in RE11, Real Estate Principles) (03/12/2015)</p>
	<p>Multiple Assessments - A scantron quiz is administered by the instructor after reviewing the topics. Methods of holding title and real estate terminology is an integral part of course work in all 15 chapters of our textbook. In addition, Project II includes paperwork and forms generated by agents that detail various ways to hold title in a typical real estate transaction. 15 quizzes and Project II make up this assessment.</p> <p>Standard and Target for Success: It is expected that all students will score 75% or above as an average</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Spring 2017)</p> <p>Standard Met? : Standard Met</p> <p>The average quiz score combined with Project II scores was 84%. The results of the 15 quizzes and Project II administered by the instructor exceeds the program level goals of 75% for the 6:30 Tuesday night Real Estate 13 Practice class. (09/15/2017)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: D. Fredericks</p> <p>Faculty Contributing to Assessment:</p>	<p>Action: Update current study material to conform to changes in the industry. (07/01/2018)</p> <p>Action Category: Teaching Strategies</p>

Course SLOs	Assessment Method Description	Results	Actions
	percentage on all quizzes given on the topic and for Project II. Additional Information:		
SLO #4 Mathematical Computations - Students will demonstrate the ability to calculate typical real estate mathematic computational problems as found in diverse real estate business areas of sales, leases, prorations, finance, appraisal, property management, investments and capitalization, land or structure area and taxation. Course SLO Status: Active Course SLO Assessment Cycle: 2017-18 (Fall 2017) Input Date: 12/05/2013 Inactive Date: Comments::	Survey/Focus Group - An online Survey Monkey survey containing questions regarding real estate math knowledge will be distributed during the final week of the class. Standard and Target for Success: The percentage of students who responded as feeling they've gained 20% or more knowledge about how to do real estate math is the standard of success. The expected results are to show a score of 50% or more. Additional Information:	Semester and Year Assessment Conducted: 2012-13 (Spring 2013) Standard Met? : Standard Met The results of question 5 was that over 56.3% of respondents felt they were greater than 30% better able to calculate real estate MATH as a result of the Fall 2013 real estate El Camino course, and another 31.3% increased 20-30%. Thus, just under 90% of student felt they were much better able to calculate real estate math as a result of this real estate course in Spring 2013 Semester. For question 6, 56.3% of the students indicated they gained 30% or greater and another 31.3% of students indicated they gained a 20% to 30% increase in their real estate MATH skills. Thus, while the majority of respondents, just under 90%, indicated they believe they gained real estate MATH skills as result of the El Camino real estate course taken Spring Semester 2013. (05/01/2013) % of Success for this SLO: Faculty Assessment Leader: Faculty Contributing to Assessment: Related Documents: RE13 #1 MATH Sp 2013 SLO Assessment Report.doc	
	Exam/Test/Quiz - Students complete test questions requiring recognition and/or calculation of common real estate math procedures. Standard and Target for Success: It is expected that students will answer 70% of questions correctly. Additional Information:	Semester and Year Assessment Conducted: 2015-16 (Fall 2015) Standard Met? : Standard Met The results of the two tests administered by the instructor support the program level goals for the 6:30 Monday night RE13 Practice class with an overall increase of 25.4% on test scores. This exceeds the 5% goal. (12/16/2015) % of Success for this SLO: Faculty Assessment Leader: Derf Fredericks Faculty Contributing to Assessment:	
		Semester and Year Assessment Conducted: 2014-15 (Fall 2014) Standard Met? : Standard Met	Action: Spreading math lecture & in class exercises over several weeks of semester (11/06/2014)

Course SLOs	Assessment Method Description	Results	Actions
		<p>The following charts show the average student score and test question analysis. The students average score was 90% and all questions were answered correctly 77% or more. (02/06/2015)</p> <p>% of Success for this SLO: Faculty Assessment Leader: V. Deluca Faculty Contributing to Assessment: Related Documents: RE 13 SLO4 ATTACHMENT.docx</p>	<p>Action Category: Teaching Strategies</p> <p>Follow-Up: Students have different levels of basic math skills. Delivering math concepts in segments over several weeks of the semester rather than primarily during one or two weeks results in high comprehension and higher scores on tests as evidenced the data shown in above Results section for this SLO #4 Math. (03/12/2015)</p>
	<p>Exam/Test/Quiz - Tests and quizzes delivered via the Etudes online platform. See section below with detail under “Assessment Data & Analysis.”</p> <p>Standard and Target for Success: 70% average scores</p> <p>Additional Information:</p> <p>Related Documents: DeLuca Spr15 RE13 SLO4.docx</p>	<p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015)</p> <p>Standard Met? : Standard Met</p> <p>See following data with score results and question analysis from 2 chapters which contain concepts involving math. The average test scores are well in excess of minimum expectations and test questions are answered accurately over 76% except for 2 questions indicating confusion about some definitions. (06/29/2015)</p> <p>% of Success for this SLO: Faculty Assessment Leader: V. Deluca Faculty Contributing to Assessment: Related Documents: DeLuca Spr15 RE13 SLO4.docx</p>	<p>Action: Reconsider wording of SLO regarding math for this course (03/01/2016)</p> <p>Action Category: SLO/PLO Assessment Process</p> <p>Follow-Up: Action Date is estimated as the next time I “may be” assigned to teach this course is unknown.</p> <p>Math concepts are included in several chapters, however many texts for this course do not have a specific chapter on math calculations and formulae. This disrupts the syllabus if adding a new chapter just for math. Separating the math in a few chapters and implementing exercises for practice may be helpful.</p> <p>The SLO 4 statement is the same as one for another course, RE Principles. Revising the statement for this course, RE Practice may be in order the next</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
			<p>time the SLO statements are reviewed. (09/18/2015)</p> <hr/> <p>Action: Implement more math calculation exercises (03/01/2016) Action Category: Teaching Strategies Follow-Up: Action Date is estimated as the next time I “may be” assigned to teach this course is unknown. Math concepts are included in several chapters, however many texts for this course do not have a specific chapter on math calculations and formulae. This disrupts the syllabus if adding a new chapter just for math. Separating the math in a few chapters and implementing exercises for practice may be helpful. The SLO 4 statement is the same as one for another course, RE Principles. Revising the statement for this course, RE Practice may be in order the next time the SLO statements are reviewed. (09/18/2015)</p>
<p>SLO #5 Ethics and Agency - Students will differentiate between various parts of the real estate code of ethics and the standards of professional appraisal practices to explain how agency relationships are created and the duties and liabilities of agents and principals.</p>	<p>Exam/Test/Quiz - Students complete questions from various tests related to the subject matter of this SLO Standard and Target for Success: Students are expected to answer 70% of questions correctly Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015) Standard Met? : Standard Met The results of the two tests administered by the instructor support the program level goals for the 6:30 Monday night RE13 Practice class with an overall increase of 25.4% on test scores. This exceeds the 5% goal. (12/16/2015) % of Success for this SLO:</p>	

Course SLOs	Assessment Method Description	Results	Actions
<p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2015-16 (Fall 2015), 2017-18 (Fall 2017)</p> <p>Input Date: 12/05/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Exam/Test/Quiz - Quiz questions about the SLO topics from various chapter quizzes</p> <p>Standard and Target for Success: Questions will be answered correctly by 70% or more students</p> <p>Additional Information:</p>	<p>Faculty Assessment Leader: Derf Fredericks</p> <p>Faculty Contributing to Assessment:</p> <hr/> <p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014)</p> <p>Standard Met? : Standard Met</p> <p>The following compilations of data indicate student scores for particular questions as well as student individual test scores for the subject matter. This data is from Etudes quizzes and Rockwell online SLO measure for ethics related practices.</p> <p>Below is the results from Rockwell online text course which measures the following specific questions regarding Ethics. Results at far right are 81-100% (02/06/2015)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: V. Deluca</p> <p>Faculty Contributing to Assessment:</p> <p>Related Documents:</p> <p>RE 13 SLO5 ATTACHMENT.docx</p> <p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015)</p> <p>Standard Met? : Standard Met</p> <p>These questions reflect topics included in the SLO statement #5 and have been compiled for this report from several chapter quizzes administered via the Etudes online platform. The results indicate that nearly all of the questions are answered correctly by an average of 85% of students. Only two questions have poor results indicating a need for teaching clarification of these items and/or improvement of the question/answer wording. (08/07/2015)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: V. Deluca</p> <p>Faculty Contributing to Assessment:</p> <p>Related Documents:</p> <p>DeLuca Spr15 RE13 SLO5.docx</p>	<p>Action: Clarify some Agency related subjects and quiz questions (10/31/2015)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: Modify lesson for this subject and measure during 3rd week of first or second half, 8 week course in Fall 2015 depending when and if I am assigned to teach this course. (03/12/2015)</p> <p>Action: Implementation of material from Cont. Ed. Courses on these SLO topics (03/01/2016)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: The SLO #5 Statement is generally accurate with the exception of the phrase “standards of professional appraisal practices.” This may be a typographical error, but the word “appraisal” should be deleted as this is not an appraisal course. Action due date is merely an estimate.</p> <p>Real Estate licensees must renew their license every 4 years. To do so the licensee must provide proof that they have completed a minimum required 15 CE hours on the subjects of Ethics, Agency,</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
			<p>Trust Fund Handling, Fair Housing, and Risk Management. Depending on the text book selected for RE 13, material from these CE courses could be considered to supplement this course in order to emphasize these topics. Action Due Date is an estimate. (09/18/2015)</p> <hr/> <p>Action: Correction to SLO #5 Statement (03/01/2016) Action Category: SLO/PLO Assessment Process Follow-Up: The SLO #5 Statement is generally accurate with the exception of the phrase “standards of professional appraisal practices.” This may be a typographical error, but the word “appraisal” should be deleted as this is not an appraisal course. Action due date is merely an estimate. Real Estate licensees must renew their license every 4 years. To do so the licensee must provide proof that they have completed a minimum required 15 CE hours on the subjects of Ethics, Agency, Trust Fund Handling, Fair Housing, and Risk Management. Depending on the text book selected for RE 13, material from these CE courses could be considered to supplement this course in order to emphasize these topics. Action Due Date is an estimate. (09/18/2015)</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
	<p>Exam/Test/Quiz - A scantron quiz is administered by the instructor after reviewing the topics. Ethics and Agency is covered over a two week period during the semester by class lectures and student study of the textbook.</p> <p>Standard and Target for Success: It is expected that all students will score 75% or above as an average percentage on all quizzes given on the topics.</p> <p>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Met</p> <p>The average quiz score for all students was 82%. The results of the two quizzes administered by the instructor exceed the program level goals of 75% for the 6:30 Monday night RE13 Practice class. (12/16/2015)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: D. Fredericks</p> <p>Faculty Contributing to Assessment:</p>	<p>Action: Update current study material to conform to changes in the industry. (11/15/2016)</p> <p>Action Category: Teaching Strategies</p>

ECC: RE 19:Real Property Management

Course SLOs	Assessment Method Description	Results	Actions																																				
<p>SLO #1 Build Vocabulary - Students will define, describe and differentiate between various real estate standard terminology showing comprehension and knowledge of real estate vocabulary used in the workplace to assist and prepare each student from the diverse student body to gain confidence in their ability to effectively communicate and collaborate in a real estate sales, property management, appraisal, loan or investment to work with both licensees and a diverse public in a typical real estate transaction.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2016-17 (Fall 2016)</p> <p>Input Date: 12/05/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Exam/Test/Quiz - Written scantron test administered by instructor in class approximately halfway through the class.</p> <p>Standard and Target for Success: The standard will be the students' test scores. The target of a minimum of 25% will be scored by students who are administered the in-class test regarding standard real estate vocabulary.</p> <p>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2013-14 (Fall 2013)</p> <p>Standard Met? : Standard Met</p> <p>A midterm exam was administered where over 50% of the exam consists of questions regarding real estate vocabulary. The results of the exam indicate that 71.9% of students correctly answered the questions regarding real estate vocabulary. This surpasses the 25% target. (12/08/2013)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Dr. Donna Grogan, Professor of Real Estate, El Camino College</p> <p>Faculty Contributing to Assessment: None</p> <p>Related Documents: 2013 Fall RE19 #3785 SLO #1.xlsx</p>																																					
	<p>Exam/Test/Quiz - Acronym Test: Each student will be given a page containing 50 Property Management Acronyms commonly referred to in the real estate industry with a blank line for him or her to fill in what the letters, numbers or symbols mean with words or math formula.</p> <p>Standard and Target for Success: Based on Percentages it is expected that 85% of students will score 50% or above on this SLO.</p> <p>Additional Information:</p> <p>Related Documents: RE 19 SLO 1 ATTACHMENT.docx</p>	<p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014)</p> <p>Standard Met? : Standard Met</p> <table><tr><td>1</td><td>42</td></tr><tr><td>2</td><td>29</td></tr><tr><td>3</td><td>23</td></tr><tr><td>4</td><td>30</td></tr><tr><td>5</td><td>15</td></tr><tr><td>6</td><td>36</td></tr><tr><td>7</td><td>31</td></tr><tr><td>8</td><td>37</td></tr><tr><td>9</td><td>39</td></tr><tr><td>10</td><td>15</td></tr><tr><td>11</td><td>37</td></tr><tr><td>12</td><td>29</td></tr><tr><td>13</td><td>25</td></tr><tr><td>14</td><td>15</td></tr><tr><td>15</td><td>4</td></tr><tr><td>16</td><td>33</td></tr><tr><td>17</td><td>16</td></tr><tr><td>18</td><td>29</td></tr></table>	1	42	2	29	3	23	4	30	5	15	6	36	7	31	8	37	9	39	10	15	11	37	12	29	13	25	14	15	15	4	16	33	17	16	18	29	<p>Action: Change SLO statement (01/20/2015)</p> <p>Action Category: SLO/PLO Assessment Process</p> <p>Follow-Up: (Fall 2014) RE 19 Real Property Management: SLO #1 Build Vocabulary Students will define, describe and differentiate between various real estate standard terminology showing comprehension and knowledge of real estate vocabulary used in the workplace to assist and prepare each student from the diverse student body to gain confidence in their ability to effectively communicate and collaborate in a real estate property management career that would include real estate sales, 1031 exchanges and investment terminology to work with both licensees and a diverse</p>
1	42																																						
2	29																																						
3	23																																						
4	30																																						
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6	36																																						
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Course SLOs	Assessment Method Description	Results	Actions
		19 26 20 20 21 22 22 18 23 26 24 20 Total 617 <div>÷24 = 25.71 Average</div> (09/09/2014) % of Success for this SLO: Faculty Assessment Leader: D. Grogan Faculty Contributing to Assessment:	public in a typical real estate transaction and as needed to pass the final exam in preparation for the state license examination to obtain a real estate license. The SLO statement should be changed by the beginning of Spring 2015 to state: (Spring 2015) RE 19 Real Property Management: SLO #1 Build Vocabulary Each student will show comprehension and knowledge of real estate typical industry acronyms and vocabulary to prepare each student in a real estate property management career that would include real estate sales, 1031 exchanges and investment real estate transaction and as needed to pass the final exam and in preparation for the state license examination to obtain a real estate license. (01/20/2015) Action: Continue to keep lecture material up to date and current for industry standards, and consider making the course material more rigorous. Assure that all items covered in the class meet changing market demands, etc. (09/29/2017) Action Category: Teaching Strategies
	Multiple Assessments - The assessment method includes the final grade received in the class. All class assignments, exams, etc. require the student to define, describe and differentiate between various real estate standard terminology. Standard and Target for Success: It is expected that 70% of students will receive a passing grade (C or above) in the class, based on the following rubric:	Semester and Year Assessment Conducted: 2016-17 (Fall 2016) Standard Met? : Standard Met There were a total of 36 students who completed the class. Four out of 36 (11%) did not receive a passing grade in the class. Based on the results, the assessment was met. It is noted that perhaps the assessment methodology/ standards, and/ or class material needs to be readdressed in the future making it more rigorous. (04/03/2017) % of Success for this SLO: Faculty Assessment Leader: J. Bliss Faculty Contributing to Assessment:	

Course SLOs	Assessment Method Description	Results	Actions																						
	A - 79-100 points B - 69- 78 points C – 59-77 points D – 44-58 points F – 0-48 points Additional Information:																								
SLO #2 Industry Forms and Documents - Students show the ability to prepare and complete standard real estate industry forms and documents as found in diverse real estate sales, rental, finance, appraisal or investment business transactions. Course SLO Status: Active Course SLO Assessment Cycle: 2016-17 (Fall 2016) Input Date: 12/05/2013 Inactive Date: Comments::	Exam/Test/Quiz - Written scantron test administered by instructor in class within the last month of the semester. Standard and Target for Success: The standard will be the students' test scores. The target of a minimum of 50% will be scored by students who are administered the in-class test regarding standard real estate forms. Additional Information: The quiz contains 5 real estate forms questions. Related Documents: SLO - Forms Questions.doc	Semester and Year Assessment Conducted: 2013-14 (Fall 2013) Standard Met? : Standard Met The results of the quiz on standard real estate forms administered by the faculty during the last month of the semester indicate that 60% of the students correctly answered the questions regarding standard real estate forms. (12/08/2013) % of Success for this SLO: Faculty Assessment Leader: Dr. Donna Grogan, Professor of Real Estate, El Camino College Faculty Contributing to Assessment: None Related Documents: 2013 Fall RE19 #3785 SLO #2.xlsx																							
	Exam/Test/Quiz - Each student will use the directions for the “Forms Project” that is found on the Professor’s homepage (http://www.elcamino.edu/faculty/dgrogan/repropertymanagement/repropertymanagement.html) to complete industry standard typical rental agreement forms for both a move-in and for a move-out of a tenant in a residential rental unit, where the student is acting as a licensed real estate salesperson agent who works under a licensed real estate broker as the hired property manager of the property	Semester and Year Assessment Conducted: 2014-15 (Fall 2014) Standard Met? : Standard Met 22 students completed the “forms” project that contained a total of 34 points. <table><tr><td>1</td><td>24</td></tr><tr><td>2</td><td>22</td></tr><tr><td>3</td><td>25</td></tr><tr><td>4</td><td>27</td></tr><tr><td>5</td><td>27</td></tr><tr><td>6</td><td>21</td></tr><tr><td>7</td><td>27</td></tr><tr><td>8</td><td>22</td></tr><tr><td>9</td><td>20</td></tr><tr><td>10</td><td>31</td></tr><tr><td>11</td><td>25</td></tr></table>	1	24	2	22	3	25	4	27	5	27	6	21	7	27	8	22	9	20	10	31	11	25	Action: Change SLO statement (01/20/2015) Action Category: SLO/PLO Assessment Process Follow-Up: The current SLO statement states: RE 19 Real Property Management: SLO #2 Industry Forms Documents: Students show the ability to prepare and complete pre-qualification forms and loan comparison forms used in the mortgage loan brokering field as found in typical real estate loan
1	24																								
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Course SLOs	Assessment Method Description	Results	Actions																								
	<p>owner.</p> <p>Standard and Target for Success:</p> <p>Based on Percentages it is expected that the students will score 60% or above on this SLO.</p> <p>Additional Information:</p>	<table><tr><td>12</td><td>28</td></tr><tr><td>13</td><td>23</td></tr><tr><td>14</td><td>20</td></tr><tr><td>15</td><td>22</td></tr><tr><td>16</td><td>26</td></tr><tr><td>17</td><td>26</td></tr><tr><td>18</td><td>22</td></tr><tr><td>19</td><td>26</td></tr><tr><td>20</td><td>23</td></tr><tr><td>21</td><td>17</td></tr><tr><td>22</td><td>17</td></tr><tr><td>Total</td><td>521</td></tr></table> <p>÷ 22 = 23.68 Average = 69.7%</p> <p>It was expected that that the students would score 60% or above, with the actual results indicate that the class averaged a score of 70% on this SLO. (11/04/2014)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: D. Grogan</p> <p>Faculty Contributing to Assessment:</p>	12	28	13	23	14	20	15	22	16	26	17	26	18	22	19	26	20	23	21	17	22	17	Total	521	<p>business transaction.</p> <p>The SLO statement should be changed by the beginning of spring 2015 to state:</p> <p>(Spring 2015) SLO #2 Forms: Students show the ability to prepare and complete standard real estate industry property management forms using documents as found in typical real estate rental business transaction, including the move in forms such as rental agreement, walk thru form, house rules, disclosure agreement, and the move out forms such as walk thru form and security deposit refund form. (06/02/2015)</p> <p>Action: Continue to keep lecture material up to date and current for industry standards, and consider making the course material more rigorous. Assure that all items covered in the class meet changing market demands, etc. (09/29/2017)</p> <p>Action Category: Teaching Strategies</p>
12	28																										
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19	26																										
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21	17																										
22	17																										
Total	521																										
	<p>Multiple Assessments - The assessment method includes the final grade received in the class. All class assignments, exams, etc. require the student to show the ability to prepare and complete standard real estate industry property management forms using documents as found in typical real estate rental business transaction</p> <p>Standard and Target for Success: It is expected that 70% of students will receive a passing grade (C or above) in the class, based on the following rubric:</p> <p>A - 79-100 points B - 69- 78 points C – 59-77 points</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Fall 2016)</p> <p>Standard Met? : Standard Met</p> <p>There were a total of 36 students who completed the class. Four out of 36 (11%) did not receive a passing grade in the class. Based on the results, the assessment was met.</p> <p>It is noted that perhaps the assessment methodology/ standards, and/ or class material needs to be readdressed in the future making it more rigorous. (04/03/2017)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: J. Bliss</p> <p>Faculty Contributing to Assessment:</p>																									

Course SLOs	Assessment Method Description	Results	Actions																																
	D – 44-58 points F – 0-48 points Additional Information:																																		
SLO #3 Mathematical Computations - Students will demonstrate the ability to calculate typical real estate mathematic computational problems as found in diverse real estate business areas of sales, leases, prorations, finance, appraisal, property management, investments and capitalization, land or structure area and taxation. Course SLO Status: Active Course SLO Assessment Cycle: 2017-18 (Fall 2017) Input Date: 12/05/2013 Inactive Date: Comments::	Exam/Test/Quiz - Written scantron test administered by instructor in class within the last month of the semester. Standard and Target for Success: The standard will be the students' test scores. The target of a minimum of 25% will be scored by students who are administered the in-class test regarding standard real estate math. Additional Information: Related Documents: SLO - Math Questions.doc Exam/Test/Quiz - (1) The instructor administered a math quiz on Sept 9, 2014 and the same test on November 4, 2014 to determine if students increased their ability to correctly answer mathematical computations. (2) Each student was given a typical property management trust fund data to enter onto a California Bureau of Real Estate Trust Funds form, showing receipt of owner funds to open the account, paying the owner's bills, collecting the tenant's rents, distributing the property management fees, tenant security deposit refund and owner withdrawals. The accounting income and expense statement is to have a daily balance. Standard and Target for Success: (1)	Semester and Year Assessment Conducted: 2013-14 (Fall 2013) Standard Met? : Standard Met The results of the quiz on standard real estate math questions administered by the faculty during the last month of the semester indicate that 54.5% of the students correctly answered the questions regarding standard real estate math. This exceeds the target of 25%. (12/08/2013) % of Success for this SLO: Faculty Assessment Leader: Dr. Donna Grogan, Professor of Real Estate, El Camino College Faculty Contributing to Assessment: None Related Documents: 2013 Fall RE19 #3785 SLO #3.xlsx Semester and Year Assessment Conducted: 2014-15 (Fall 2014) Standard Met? : Standard Met (1) On September 9, 2014 a five (5) question math calculation test was given to 33 students during class. The same test was administered Nov 4, 2014 to the remaining 33 students present on this date. The chart below shows the number correct in the first two columns with the date, and indicates the difference in score in the last column. Of the 33 students who took both tests, the results indicated that students increased their score by over 9% increase on average score on this math test. Total 5 Points Test <table> <tr> <th>Student</th><th>9-Sep</th><th>4-Nov</th><th>Difference</th></tr> <tr><td>1</td><td>1</td><td>3</td><td>2</td></tr> <tr><td>2</td><td>4</td><td>3</td><td>-1</td></tr> <tr><td>3</td><td>2</td><td>1</td><td>-1</td></tr> <tr><td>4</td><td>1</td><td>1</td><td>0</td></tr> <tr><td>5</td><td>2</td><td>4</td><td>2</td></tr> <tr><td>6</td><td>2</td><td>2</td><td>0</td></tr> <tr><td>7</td><td>0</td><td>2</td><td>2</td></tr> </table>	Student	9-Sep	4-Nov	Difference	1	1	3	2	2	4	3	-1	3	2	1	-1	4	1	1	0	5	2	4	2	6	2	2	0	7	0	2	2	Action: Change the SLO statement (01/20/2015) Action Category: SLO/PLO Assessment Process Follow-Up: The current SLO statement states: SLO #3 Mathematical Computations: Students will demonstrate the ability to calculate typical real estate mathematic computational problems as found in diverse real estate business areas of sales, leases, proration's, finance, appraisal, property management, investments and capitalization, land or structure area and taxation. The SLO statement should be changed by the beginning of Spring 2015 to state: SLO #3 Mathematical
Student	9-Sep	4-Nov	Difference																																
1	1	3	2																																
2	4	3	-1																																
3	2	1	-1																																
4	1	1	0																																
5	2	4	2																																
6	2	2	0																																
7	0	2	2																																

Course SLOs	Assessment Method Description	Results				Actions
	It is expected that students will increase the correct answers on the math test by at least 5% from the beginning of the semester to the end of the semester.	8	0	0	0	Computations: Students will demonstrate the ability to calculate common real estate mathematical computations found in standard industry real estate sales, property management, finance, escrow, property management, investments and appraisal property transactions. (06/02/2015)
	(2) It is expected that of those students who complete the assignment the average score will be 25% or more correct.	9	3	3	0	
		10	1	1	0	
		11	4	4	0	
		12	5	4	-1	
		13	2	4	2	
		14	2	4	2	
		15	1	3	2	
		16	4	4	0	
		17	2	4	2	
	Additional Information:	18	4	4	0	
	Related Documents:	19	1	2	1	
	RE 19 SLO 3 ATTACHMENT.docx	20	2	2	0	
		21	3	1	-2	
		22	4	1	-3	
		23	0	4	4	
		24	2	4	2	
		25	5	5	0	
		26	2	3	1	
		27	1	4	3	
		28	3	3	0	
		29	1	0	-1	
		30	3	4	1	
		31	2	1	-1	
		32	3	3	0	
		33	5	4	-1	
		AVG	2.33	2.79	9.09%	

(2) Trust fund accounting
Total 16 Points Math Test
1 8
2 8

Course SLOs	Assessment Method Description	Results	Actions
		3 12	
		4 11	
		5 13	
		6 8	
		7 12	
		8 8	
		9 15	
		10 0	
		11 13	
		12 15	
		13 0	
		14 3	
		15 2	
		16 0	
		17 2	
		18 7	
		19 11	
		20 7	
		21 0	
		22 0	
		Total 155	
		÷ 22 = 7.05	
		(1) The analysis is that the goal was for students to increase the correct answers on the math test by at least 5%, when students showed an increase of almost double that figure, scoring over 9% increase on the math test question scores from the beginning of the semester to the end of the semester.	
		(2) The analysis of the basic trust fund accounting was that the average score would be 25% or more correct. (09/09/2014)	
		% of Success for this SLO:	
		Faculty Assessment Leader: D. Grogan	
		Faculty Contributing to Assessment:	
SLO #4 Ethics and Agency - Students will differentiate between various parts of the real estate code of ethics	Essay/Written Assignment - The assessment instrument used is found on the instructor homepage	Semester and Year Assessment Conducted: 2014-15 (Fall 2014) Standard Met? : Standard Met	Action: Change the SLO statement (01/20/2015) Action Category: SLO/PLO

Course SLOs	Assessment Method Description	Results		Actions
and the standards of professional appraisal practices to explain how agency relationships are created and the duties and liabilities of agents and principals. Course SLO Status: Active Course SLO Assessment Cycle: 2017-18 (Fall 2017) Input Date: 12/05/2013 Inactive Date: Comments::	(elcamino.edu/faculty/dgrogan), on the left side bar for the “RE 19 Property Management” course, the second item (just under “Course Material, Syllabus,” etc.) titled “Ethics SLO” of which the following is a copy: Standard and Target for Success: Based on Percentages, it is expected that 85% of students will score 75% or above on this SLO. Additional Information: Related Documents: RE 19 SLO 4 ATTACHMENT.docx	The results of the assessment is listed below. Twenty students in this class completed the	Assessment Process Follow-Up: The current SLO statement states: SLO #4 Ethics and Agency: Students will differentiate between various parts of the real estate code of ethics and the standards of professional appraisal practices to explain how agency relationships are created and the duties and liabilities of agents and principals. The SLO statement should be changed by the beginning of spring 2015 to state: SLO #4 Ethics and Agency: Students will differentiate between the 17 Articles of the National Association of Realtors® (NAR) code of ethics to compare and contrast each with the 14 Institute of Real Estate Management (IREM) code of ethics Articles to create a chart that identifies the similarity and differences between the two codes. **Note: Agency relationship is written code law and distinctly different than a code of ethics agreed upon by members of an association. (06/02/2015)	
		110090100909010010090801001001009080809090		
		Total	1810	
			÷ 20 = 90.5	
		The goal was that 85% of students will score 75% or above on this SLO. The results were that of the 20 students who completed the Ethics assignment, the average of the 20 was 90.5, which exceeded the goal. (11/18/2014)		
		% of Success for this SLO: Faculty Assessment Leader: D. Grogan Faculty Contributing to Assessment:		

ECC: RE 26:Escrows

Course SLOs	Assessment Method Description	Results	Actions																										
<p>SLO #1 Build Vocabulary - Students will define, describe and differentiate between various real estate standard terminology showing comprehension and knowledge of real estate vocabulary used in the workplace to assist and prepare each student from the diverse student body to gain confidence in their ability to effectively communicate and collaborate in a real estate sales, property management, appraisal, loan or investment to work with both licensees and a diverse public in a typical real estate transaction.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2016-17 (Fall 2016)</p> <p>Input Date: 12/05/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Survey/Focus Group - An online Survey Monkey survey containing questions regarding real estate vocabulary knowledge will be distributed during the final week of the class.</p> <p>Standard and Target for Success: The percentage of students who responded as feeling they've gained 20% or more knowledge about real estate vocabulary to complete forms is the standard of success. The expected results are to show a score of 50% or more.</p> <p>Additional Information:</p> <p>Exam/Test/Quiz - Each student will be administered an in-class written assignment test with 30 common industry escrow acronyms, followed by a blank line where the student is to write the whole word meaning for the initials or numeric value.</p> <p>Standard and Target for Success: Based on Percentages, it is expected that the average score for students will be 50% or above on the written closed book written assignment acronym test administered during class.</p> <p>Additional Information:</p> <p>Related Documents: RE26 Escrow Vocab List SLO 1.docx</p>	<p>Semester and Year Assessment Conducted: 2012-13 (Spring 2013)</p> <p>Standard Met? : Standard Met</p> <p>The results of question 8 was that just under 80% of respondents felt that their ability had increased by 20% or more, and almost 70% of respondents felt they were greater than 30% better able to PASS the STATE EXAMination as a result of the Fall 2012 real estate El Camino course. (05/01/2013)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader:</p> <p>Faculty Contributing to Assessment:</p> <p>Related Documents: RE26 #3 EXAM Sp 2013 SLO Assessment Report.doc</p> <p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014)</p> <p>Standard Met? : Standard Met</p> <p>Of the fourteen students in class on the night the assessment was administered, the goal was for the average student score to be 50% or higher. The actual average was 61.6, almost 62% correct. The result of the assessment is that students exceeded the expected goal.</p> <table><tr><td>1</td><td>22</td></tr><tr><td>2</td><td>14</td></tr><tr><td>3</td><td>26</td></tr><tr><td>4</td><td>19</td></tr><tr><td>5</td><td>24</td></tr><tr><td>6</td><td>16</td></tr><tr><td>7</td><td>16</td></tr><tr><td>8</td><td>26</td></tr><tr><td>9</td><td>18</td></tr><tr><td>10</td><td>11</td></tr><tr><td>11</td><td>22</td></tr><tr><td>12</td><td>14</td></tr><tr><td>13</td><td>19</td></tr></table>	1	22	2	14	3	26	4	19	5	24	6	16	7	16	8	26	9	18	10	11	11	22	12	14	13	19	<p>Action: Change SLO statement (01/20/2015)</p> <p>Action Category: SLO/PLO Assessment Process</p> <p>Follow-Up: The current SLO statement states:</p> <p>(Fall 2014) RE 26 Escrows: SLO #1 Build Vocabulary: Students will define, describe and differentiate between various real estate standard terminology showing comprehension and knowledge of real estate vocabulary used in an escrow on real property and in the workplace to assist and prepare each student from the diverse student body to gain confidence in their ability to effectively communicate and collaborate in an escrow on a real estate sale or exchange to work</p>
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Course SLOs	Assessment Method Description	Results	Actions
		14 12 Total 259 $\div 14 = \text{Average } 18.5$ (11/20/2014) % of Success for this SLO: Faculty Assessment Leader: D. Grogan Faculty Contributing to Assessment:	with both licensees and a diverse public in a typical real estate transaction and as needed to pass the final exam in preparation for the state license examination to obtain a real estate license. The SLO statement is to be changed to: (Spring 2015) RE 26 Escrows: SLO #1 Build Vocabulary: Each student will show comprehension and knowledge of real estate typical industry acronyms and vocabulary to prepare each student in a typical escrow real estate transaction and as needed to pass the final exam and in preparation for the state license examination to obtain a real estate license. (06/03/2015) Action: Updated text and more practice materials (08/20/2017) Action Category: Teaching Strategies Follow-Up: While this course provides a fundamental understanding of escrow procedures, new employees to an escrow company usually learn the job as low level clerical assistant. An updated text book with current examples of "on the job tasks" is anticipated. Training materials availability directly from the escrow industry are minimal. I made great improvement this
	Exam/Test/Quiz - Students complete weekly and bi semester quizzes and cumulative quizzes to measure progress of course material. Standard and Target for Success: Students complete a series of weekly chapter quizzes and cumulative exam preparation quizzes. Virtually all chapter quizzes include some elements named in the SLO #1 statement. Average class grade of 70% or higher is the target. Additional Information: Related Documents: RE26 FA15 SLO 1.doc	Semester and Year Assessment Conducted: 2016-17 (Fall 2016) Standard Met? : Standard Met The following spreadsheet indicates the frequency of questions answered correctly by those taking the tests. These are questions from various chapters that reflect SLO 1. There is an average 89% correct answers, demonstrating the students comfort with the vocabulary and concepts. Most students have taken other real estate courses prior to this section (see related document). (01/06/2017) % of Success for this SLO: Faculty Assessment Leader: V. DeLuca Faculty Contributing to Assessment: Related Documents: RE26 SLO 1 Fall 16.doc	

Course SLOs	Assessment Method Description	Results	Actions
			semester over Fall 2015 with practical application in class and actual examples. Escrow and title industry guest speakers demonstrations were added. 1 student actually obtained employment in an escrow office during the semester. (01/20/2017)
		<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Met</p> <p>These statistics show a very high average score. The questions on these cumulative quizzes given prior to midterm and final exams show student success at retaining information through the semester. (12/28/2015)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: V. Deluca</p> <p>Faculty Contributing to Assessment:</p> <p>Related Documents:</p> <p>RE26 FA15 SLO 1.doc</p>	<p>Action: Refine SLO statements to be more specific to the Escrow subject (01/01/2017)</p> <p>Action Category: SLO/PLO Assessment Process</p> <p>Action: Consider a text book from the Escrow Industry (11/01/2015)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: Discussed with other instructors has occurred and search for alternative text book has been initiated. (12/28/2015)</p>
<p>SLO #2 Industry Forms and Documents - Students show the ability to prepare and complete standard real estate industry forms and documents as found in diverse real estate sales, rental, finance, appraisal or investment business transactions.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2016-17 (Fall 2016)</p> <p>Input Date: 12/05/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Survey/Focus Group - An online Survey Monkey survey containing questions regarding industry forms knowledge will be distributed during the final week of the class.</p> <p>Standard and Target for Success:</p> <p>The percentage of students who responded as feeling they've gained 20% or more knowledge about how to complete forms is the standard of success. The expected results are to show a score of 50% or more.</p> <p>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2012-13 (Spring 2013)</p> <p>Standard Met? : Standard Met</p> <p>The results of questions 2, 3, & 4 of the Monkey Survey administered online during the Spring 2013 semester for Real Estate Principles students indicates that when students began that term just under 90% knew five or less typical real estate FORMS used in a real estate transaction, with over 70% knowing less than 3 industry FORMS. By the end of that semester just under 75% knew 6 or more industry FORMS. The Principles course is an introductory class where it would not be expected that students would have a high degree of FORMS usage since emphasis is on vocabulary, government licensing and regulations and industry topics, such as finance, appraisal and property management. The results indicate that the learners</p>	

Course SLOs	Assessment Method Description	Results	Actions																																
		<p>obtained a great deal of knowledge about real estate FORMS by the end of the semester.</p> <p>Almost 85% of respondents indicated they felt they had gained 20% or more knowledge about how to complete standard industry real estate FORMS as a result of completing the El Camino real estate course.</p> <p>(05/01/2013)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader:</p> <p>Faculty Contributing to Assessment:</p> <p>Related Documents:</p> <p>RE26 #2 FORMS Sp 2013 SLO Assessment Report.doc</p>																																	
	<p>Exam/Test/Quiz - Each student uses the directions for the “Real Estate Project” as found on the Course Syllabus from the Professor’s home page (http://www.elcamino.edu/faculty/dgrogan/reescrow/reescrow.html), where item #6 describes the Student Project: to complete typical industry escrow forms on various types of real property transfers using an escrow company, such as Alcoholic Beverage Control license transfer form, mobile home ownership transfer form, franchise tax board ownership transfer form, etc.); and, each student is do an oral presentation to demonstrate to the Professor and classmates on how the form is used, how it is completed, what government agencies the form must be reported to, and duties of the escrow company to the principles for obtaining and completing the forms.</p> <p>As part of the same project, students will show three (3) escrow company home pages and critique the layout</p>	<p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014)</p> <p>Standard Met? : Standard Met</p> <p>The results were as follows for the 100 point project where 1 point equals 1% and where bonus points of up to 5 are awarded when student gives full citation of 3 or more escrow company homepages, showing site, listing both good and bad items on the site and listing improvements that should be made to the site, not to exceed 105 total points possible:</p> <p>RE26 Escrow Project SLO #2 Forms</p> <table> <tr><td>1</td><td>50</td></tr> <tr><td>2</td><td>80</td></tr> <tr><td>3</td><td>75</td></tr> <tr><td>4</td><td>75</td></tr> <tr><td>5</td><td>80</td></tr> <tr><td>6</td><td>79</td></tr> <tr><td>7</td><td>75</td></tr> <tr><td>8</td><td>105</td></tr> <tr><td>9</td><td>90</td></tr> <tr><td>10</td><td>90</td></tr> <tr><td>11</td><td>100</td></tr> <tr><td>12</td><td>95</td></tr> <tr><td>13</td><td>85</td></tr> <tr><td>14</td><td>65</td></tr> <tr><td>16</td><td>105</td></tr> <tr><td>17</td><td>90</td></tr> </table>	1	50	2	80	3	75	4	75	5	80	6	79	7	75	8	105	9	90	10	90	11	100	12	95	13	85	14	65	16	105	17	90	<p>Action: Change SLO statement (01/20/2015)</p> <p>Action Category: SLO/PLO Assessment Process</p> <p>Follow-Up: The current Student Learning Outcome states:</p> <p>SLO #2 Industry Forms Documents: Students show the ability to prepare and complete standard real estate industry escrow forms using documents as found in typical real estate business transactions, including completing the escrow project where each student creates the layout for an escrow company homepage after critiquing three (3) escrow company homepages and indicating both the good and the bad elements for each company, and reviewing one section selected by each student and approved by the Professor from the text to give an oral presentation to the class on the selected topic within the chapter that contains research for the</p>
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2	80																																		
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4	75																																		
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<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>		<i>Actions</i>
	homepage.	20	85	<p>most up to date form for that chapter (i.e. Alcoholic Beverage Control license transfer form, mobile home ownership transfer form, franchise tax board ownership transfer form, etc.) as found in a typical escrow on the specialized type of real property transaction for which the escrow was opened and for which the escrow firm is trying to close escrow.</p> <p>By Spring 2015 the Student Learning Outcome should be changed to state:</p> <p>Industry Forms Documents: Students show the ability to prepare and complete standard real estate industry escrow forms using documents as found in typical real estate business transactions, by selecting one section of the textbook with approved by the Professor to give both an oral presentation to the class on the selected topic within the chapter that contains research for the most up-to-date form for that chapter (i.e. Alcoholic Beverage Control license transfer form, mobile home ownership transfer form, franchise tax board ownership transfer form, etc.) as found in a typical escrow on the specialized type of real property transaction for which the escrow was opened and for which the escrow firm is trying to close escrow and also</p>
		21	90	
	Standard and Target for Success:	22	90	
	Based on percentages, it is expected that students will score 75% or above on this SLO.	23	60	
	Additional Information:	Total	1664	
		Average	83.2	
		<p>It was expected that students would score 75% or above on this SLO, when they actually scored just over 83%, which exceeded expectations. (12/11/2014)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: D. Grogan</p> <p>Faculty Contributing to Assessment:</p>		

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
			giving a written report showing the form and explaining how the form is completed. (06/03/2015)
	<p>Exam/Test/Quiz - Students answer multiple choice quiz questions about the types of forms and considerations involved in completing escrow documents.</p> <p>Standard and Target for Success: Students are expected to achieve a score of 70% or higher.</p> <p>Additional Information:</p> <p>Related Documents: RE26 FA15 SLO 2.doc</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Met The above data shows a high average score and sample questions on the subject matter of this SLO #2. The Sample questions are for reference and showing success rate per question. (12/28/2015)</p> <p>% of Success for this SLO: Faculty Assessment Leader: V. DeLuca Faculty Contributing to Assessment: Related Documents: RE26 FA15 SLO 2.doc</p>	<p>Action: Implement newer examples than offered in text book (12/01/2015)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: Consultations with current escrow practitioners has been initiated to obtain newer forms examples. (12/28/2015)</p>
	<p>Exam/Test/Quiz - Students complete weekly and bi semester quizzes and cumulative quizzes to measure progress of course material.</p> <p>Standard and Target for Success: Average class grade of 70% or higher is the target.</p> <p>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Fall 2016)</p> <p>Standard Met? : Standard Met The following spreadsheet indicates the frequency of questions answered correctly by those taking the tests. These are questions from various chapters that reflect SLO 2. There is an average 84% correct answers, demonstrating the students comfort with the transaction documents required for various escrows (see related document) (01/06/2017)</p> <p>% of Success for this SLO: Faculty Assessment Leader: V. DeLuca Faculty Contributing to Assessment: Related Documents: RE26 SLO 2 Fall 16.doc</p>	<p>Action: More implementation of forms completion practice in class (08/20/2017)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: Students were provided with actual sample documents and file organizers to practice compiling an escrow transaction file. Escrow and title industry guest speaker demonstrations were added. 1 student actually obtained employment in an escrow office during the semester. More hands on exercises will be included in the future as materials can be obtained in print. Most escrow companies complete documents via computer software, which is not possible in this course. (01/20/2017)</p>

Course SLOs	Assessment Method Description	Results	Actions																					
SLO #3 Methods of Holding Title - Students will identify, distinguish and differentiate the differences between the various methods of holding title to real property, showing the ability to analyze, concisely write and/or verbally communicate and apply the appropriate vesting available in a typical real estate business transaction. Course SLO Status: Active Course SLO Assessment Cycle: 2017-18 (Fall 2017) Input Date: 12/05/2013 Inactive Date: Comments::	Survey/Focus Group - An online Survey Monkey survey containing questions regarding holding title and vesting knowledge will be distributed during the final week of the class. Standard and Target for Success: The percentage of students who responded as feeling they've gained 20% or more knowledge about how to hold title and vesting is the standard of success. The expected results are to show a score of 50% or more. Additional Information:	Semester and Year Assessment Conducted: 2012-13 (Spring 2013) Standard Met? : Standard Met The results of question 7 was that just under 85% of respondents felt they had increased their knowledge about taking and holding TITLE to real property and how VESTING is held, with almost 80% of respondents indicating that their knowledge had increased as a result of the Fall 2013 real estate El Camino course. (05/01/2013) % of Success for this SLO: Faculty Assessment Leader: Faculty Contributing to Assessment: Related Documents: RE26 #4 TITLE & VESTING Sp 2013 SLO Assessment Report.doc																						
	Exam/Test/Quiz - Each student will take a test during class on questions about vesting and holding title to real property and place his or her answer on a Scantron grading sheet for scoring. Standard and Target for Success: Based on Percentages, it is expected that the students will have an average score of 50% or above. Additional Information: Related Documents: RE 26 SLO 3 ATTACHMENT.docx	Semester and Year Assessment Conducted: 2014-15 (Fall 2014) Standard Met? : Standard Met The results of the assessment were as follows: <table><tr><td>Question number</td><td>Number correct</td><td>Percentage correct</td></tr><tr><td>1</td><td>15</td><td>71%</td></tr><tr><td>2</td><td>16</td><td>76%</td></tr><tr><td>3</td><td>19</td><td>91%</td></tr><tr><td>4</td><td>12</td><td>57%</td></tr><tr><td>5</td><td>17</td><td>81%</td></tr><tr><td>Total</td><td>Average 16 for 21 tests</td><td>75%</td></tr></table> The goal for this SLO assessment was that the students would have an average score of 50% or above. The actual results were that students had a score greater than 50% on every question, with an overall average of 75% on the total assessment. (12/23/2014) % of Success for this SLO: Faculty Assessment Leader: D. Grogan Faculty Contributing to Assessment:	Question number	Number correct	Percentage correct	1	15	71%	2	16	76%	3	19	91%	4	12	57%	5	17	81%	Total	Average 16 for 21 tests	75%	Action: Change SLO statement (01/20/2015) Action Category: SLO/PLO Assessment Process Follow-Up: The current SLO states: RE 11 Real Estate Principles: SLO #3 Methods of Holding Title: Students will identify, distinguish and differentiate the differences between the various methods of holding title to real property, showing the ability to analyze, concisely write and/or verbally communicate and apply the appropriate vesting available in a typical real estate business transaction. A new SLO statement for Spring 2015 should state: RE 11 Real Estate Principles: SLO
Question number	Number correct	Percentage correct																						
1	15	71%																						
2	16	76%																						
3	19	91%																						
4	12	57%																						
5	17	81%																						
Total	Average 16 for 21 tests	75%																						

Course SLOs	Assessment Method Description	Results	Actions
	<p>Exam/Test/Quiz - Students answer multiple choice quiz questions about the title considerations involved in completing escrow documents.</p> <p>Standard and Target for Success: Students are expected to achieve a score of 70% or higher.</p> <p>Additional Information:</p> <p>Related Documents: RE26 FA15 SLO 3.docx</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Met</p> <p>Student scores are well in excess of target. Questions are related to SLO 3 and answered correctly at a high rate. (12/28/2015)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: V. Deluca</p> <p>Faculty Contributing to Assessment:</p> <p>Related Documents: RE26 FA15 SLO 3.docx</p>	<p>#3 Vesting and Holding Title: Students will analyze how title is held to real property and how real estate is acquired, used, regulated, taxed and transferred. (06/03/2015)</p> <p>Action: Implement industry practitioners as guest speakers (11/01/2015)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: A guest speaker from the Title Insurance industry has spoken to the class during the Fall 2015 semester. (12/28/2015)</p>
<p>SLO #4 Mathematical Computations - Students will demonstrate the ability to calculate typical real estate mathematic computational problems as found in diverse real estate business areas of sales, leases, prorations, finance, appraisal, property management, investments and capitalization, land or structure area and taxation.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2017-18 (Fall 2017)</p> <p>Input Date: 12/05/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Survey/Focus Group - An online Survey Monkey survey containing questions regarding real estate math knowledge will be distributed during the final week of the class.</p> <p>Standard and Target for Success: The percentage of students who responded as feeling they've gained 20% or more knowledge about how to do real estate math is the standard of success. The expected results are to show a score of 50% or more.</p> <p>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2012-13 (Spring 2013)</p> <p>Standard Met? : Standard Met</p> <p>The results of question 5 was that over 52.6% of respondents felt they were greater than 30% better able to calculate real estate MATH as a result of the Spring 2013 real estate El Camino course, and another 26.3% increased 20-30%. Thus, about 80% of student felt they were much better able to calculate real estate math as a result of this real estate course in Spring 2013 Semester.</p> <p>For question 6, 47.4% of students indicating they gained 30% or greater, and another 31.6% of students indicated they gained a 20% to 30% increase in their real estate MATH skills. Thus, just under 80% of respondents indicated they believe they gained real estate MATH skills as result of the El Camino real estate course taken Spring Semester 2013. (05/01/2013)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader:</p> <p>Faculty Contributing to Assessment:</p> <p>Related Documents: RE26 #1 MATH Sp 2013 SLO Assessment Report.doc</p>	

Course SLOs	Assessment Method Description	Results	Actions																																																																																																								
	<p>Multiple Assessments - (1) The instructor administered a math quiz on Sept 11, 2014 and the same test on November 13, 2014 to determine if students increased their ability to correctly answer mathematical computations.</p> <p>(2) Each student was to complete a HUD-1 settlement statement where he or she calculated the closing costs for a single family home buyer and the closing costs for a seller who sells his condominium to purchase the home, using the proceeds from the sale of the condo to close escrow on the home purchase.</p> <p>Standard and Target for Success: (1) It is expected that students will increase the correct answers on the math test by at least 5% from the beginning of the semester to the end of the semester.</p> <p>(2) It is expected that students will increase the correct answers on the HUD-1 Settlement Statement by at least 10% or more from the first attempt on the condo to the second attempt on the single family home.</p> <p>Additional Information:</p> <p>Related Documents: RE 26 SLO 4 ATTACHMENT.docx</p>	<p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014)</p> <p>Standard Met? : Standard Met</p> <p>(1) On September 11, 2014 a five (5) question math calculation test was given to each student during class. The same test was administered Nov 13, 2014 to the remaining 23 students present on this date. The chart below shows the number correct in the two columns with the date, and indicates the difference in score in the last column. Of the 23 students who took both tests, the results indicated that students increased their score by over .68 increase on average score on this math test.</p> <table> <tr> <th>Student</th><th>11-Sep</th><th>13-Nov</th><th>Difference</th></tr> <tr><td>1</td><td>0</td><td>*</td><td></td></tr> <tr><td>2</td><td>0</td><td>*</td><td></td></tr> <tr><td>3</td><td>0</td><td>*</td><td></td></tr> <tr><td>4</td><td>1</td><td>*</td><td></td></tr> <tr><td>5</td><td>3</td><td>5</td><td>2</td></tr> <tr><td>6</td><td>1</td><td>5</td><td>4</td></tr> <tr><td>7</td><td>4</td><td>5</td><td>1</td></tr> <tr><td>8</td><td>2</td><td>1</td><td>-1</td></tr> <tr><td>9</td><td>1</td><td>0</td><td>-1</td></tr> <tr><td>10</td><td>3</td><td>1</td><td>-2</td></tr> <tr><td>11</td><td>1</td><td>1</td><td>0</td></tr> <tr><td>12</td><td>1</td><td>0</td><td>-1</td></tr> <tr><td>13</td><td>1</td><td>0</td><td>-1</td></tr> <tr><td>14</td><td>3</td><td>4</td><td>-1</td></tr> <tr><td>15</td><td>0</td><td>0</td><td>0</td></tr> <tr><td>16</td><td>4</td><td>3</td><td>-1</td></tr> <tr><td>17</td><td>2</td><td>2</td><td>0</td></tr> <tr><td>18</td><td>0</td><td>0</td><td>0</td></tr> <tr><td>19</td><td>0</td><td>3</td><td>3</td></tr> <tr><td>20</td><td>1</td><td>2</td><td>1</td></tr> <tr><td>21</td><td>1</td><td>0</td><td>-1</td></tr> <tr><td>22</td><td>3</td><td>4</td><td>1</td></tr> <tr><td>23</td><td>3</td><td>5</td><td>2</td></tr> <tr><td>Total</td><td>34</td><td>41</td><td></td></tr> <tr><td>AVG</td><td>1.48</td><td>2.16</td><td>0.68</td></tr> </table> <p>* Did not complete class-did</p>	Student	11-Sep	13-Nov	Difference	1	0	*		2	0	*		3	0	*		4	1	*		5	3	5	2	6	1	5	4	7	4	5	1	8	2	1	-1	9	1	0	-1	10	3	1	-2	11	1	1	0	12	1	0	-1	13	1	0	-1	14	3	4	-1	15	0	0	0	16	4	3	-1	17	2	2	0	18	0	0	0	19	0	3	3	20	1	2	1	21	1	0	-1	22	3	4	1	23	3	5	2	Total	34	41		AVG	1.48	2.16	0.68	<p>Action: Change the math questions (01/20/2015) Action Category: SLO/PLO Assessment Process</p> <p>Follow-Up: 2. Change the math questions: The math questions used in the test administered were investment, sales, loan and taxation questions. The escrow students should all have known how to calculate question #5 about taxation, but the other 4 questions were beyond the scope of this course and the future math assessment should be more directed towards specific escrow math problems. (06/03/2015)</p> <hr/> <p>Action: Change the SLO statement (01/20/2015) Action Category: SLO/PLO Assessment Process</p> <p>Follow-Up: The current SLO statement states: SLO #4 Mathematical Computations: Students will demonstrate the ability to calculate typical real estate mathematic computational problems as found in diverse real estate business areas of sales, leases, proration's, finance, appraisal, property management, investments and capitalization, land or structure area and taxation. The SLO statement should be changed by the beginning of</p>
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<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
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not take 2nd test.

(2) The results of the two HUD forms were compared to determine if students increased learning from the first attempt, where they merely calculated prorations on a simple worksheet, to the second attempt where they used the industry standard HUD-1 actual settlement statement that indicates the buyer and the seller closing costs on the transaction.

Spring 2015 to state:
SLO #4 Mathematical Computations: Students will demonstrate the ability to calculate common real estate mathematical computations found in standard industry real estate sales, property management, finance, escrow, property management, investments and appraisal property transactions.
(06/03/2015)

RE26 Escrow Project SLO #1 Math

Escrow Project SLO #2 Math

Oct 16 HUD-1 1st

1 25
2 31
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Nov 13

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RE26

HUD-1 2nd

Course SLOs	Assessment Method Description	Results	Actions
		20 23 Total 790 21 38 Average 43.89 22 35 23 30 Total 692 Average 31.45	
		(1) The results on the in-class math test was that students improved by .06 from the first attempt to the second attempt. Only one math question was appropriate for escrow, while the other four questions were geared at investments and finance. Thus, the results show that the students did not know how to calculate the non-escrow math problems. (2) The results show that between the first attempt work sheet to the second attempt industry HUD-1 settlement form the students showed an increase of over 12%, which exceeded the goal of an increase of over 10%. (09/11/2014) % of Success for this SLO: Faculty Assessment Leader: D. Grogan Faculty Contributing to Assessment: Semester and Year Assessment Conducted: 2015-16 (Fall 2015) Standard Met? : Standard Met Most questions are answered correctly by a large majority of students. The latter few from the final exam were less successful. This suggests the subject of escrow proration needs improvement. (12/28/2015) % of Success for this SLO: Faculty Assessment Leader: V. Deluca Faculty Contributing to Assessment: Related Documents: RE26 FA15 SLO 4.docx	
	Exam/Test/Quiz - Students answer multiple choice quiz questions about the method for typical calculations involved in completing escrow documents. Standard and Target for Success: Students are expected to achieve a score of 70% or higher. Additional Information: Related Documents: RE26 FA15 SLO 4.docx		Action: Revise SLO 4 statement to be more specific to escrow calculations (08/01/2016) Action Category: SLO/PLO Assessment Process <hr/> Action: Develop more practical problems than those offered in text book (12/01/2015) Action Category: Teaching Strategies Follow-Up: More practical questions were taught and included in Final Exam in Fall 2015. (12/28/2015)
SLO #5 Ethics and Agency - Students	Essay/Written Assignment - The	Semester and Year Assessment Conducted: 2014-15 (Fall	Action: Change the SLO statement

Course SLOs	Assessment Method Description	Results	Actions																										
<p>will differentiate between various parts of the real estate code of ethics and the standards of professional appraisal practices to explain how agency relationships are created and the duties and liabilities of agents and principals.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2017-18 (Spring 2018)</p> <p>Input Date: 12/05/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>assessment instrument used is found on the instructor homepage (elcamino.edu/faculty/dgrogan), on the left side bar for the “RE26 Escrow” course, the second item (just under “Course Material, Syllabus,” etc.) titled “Ethics SLO” of which the following is a copy:</p> <p>1. Go to both:</p> <p>(1) Escrow officer ethics – Code of Ethics – EscrowTalk (www.escrowtalk.net/SNEA/Code%20of%20Ethics.pdf) and study the 14 Articles; and</p> <p>(2) The National Association of Realtors Code of Ethics (full text)</p> <p>(http://www.realtor.org/code-of-ethics) and study the 17 Articles.</p> <p>Use the current year Code of Ethics.</p> <p>Make a chart that lists both set of Articles and align, side-by-side, the Article Number for each and match those that are the same or very similar. Write a header for each Article to indicate what it is about.</p> <p>Example:</p> <p>NAR Escrow</p> <p>1.Interest of Client: Treat all parties honestly</p> <p>2.Avoid exaggeration, misrepresentation, concealment</p> <p>II. Protect public against fraud, misrepresentation & unethical practices</p>	<p>2014)</p> <p>Standard Met? : Standard Met</p> <table><tr><td>1</td><td>90</td></tr><tr><td>2</td><td>90</td></tr><tr><td>3</td><td>80</td></tr><tr><td>4</td><td>75</td></tr><tr><td>5</td><td>90</td></tr><tr><td>6</td><td>100</td></tr><tr><td>7</td><td>75</td></tr><tr><td>8</td><td>90</td></tr><tr><td>9</td><td>90</td></tr><tr><td>10</td><td>75</td></tr><tr><td>11</td><td>80</td></tr><tr><td>12</td><td>100</td></tr><tr><td>Average</td><td>1035</td></tr></table> <p>÷ 12 = 86.25%</p> <p>The goal was that 85% of students will score 75% or above on this SLO. The results were that of the 12 students who completed the Ethics assignment, the average of the 20 was just over 86%, which exceeded the goal.</p> <p>(11/13/2014)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: D. Grogan</p> <p>Faculty Contributing to Assessment:</p>	1	90	2	90	3	80	4	75	5	90	6	100	7	75	8	90	9	90	10	75	11	80	12	100	Average	1035	<p>(01/20/2015)</p> <p>Action Category: SLO/PLO Assessment Process</p> <p>Follow-Up: The current SLO statement states:</p> <p>SLO #4 Ethics and Agency: Students will differentiate between various parts of the real estate code of ethics and the standards of professional appraisal practices to explain how agency relationships are created and the duties and liabilities of agents and principals.</p> <p>The SLO statement should be changed by the beginning of spring 2015 to state:</p> <p>SLO #4 Ethics and Agency: Students will differentiate between the 17 Articles of the National Association of Realtors® (NAR) code of ethics to compare and contrast each with the 12 Articles of California Escrow Association code of ethics\] to create a chart that identifies the similarity and differences between the two codes.</p> <p>**Note: Agency relationship is written code law and distinctly different than a code of ethics agreed upon by members of an association.</p> <p>(06/03/2015)</p>
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Average	1035																												

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
	<p>3.Cooperate with other licensees IX. Escrow Officer should not seek unfair advantage over fellow Escrow Officers</p> <p>1. The duty of the escrow agent is ethical considerations that state that an escrow agent acting in the capacity of an innocent stakeholder is relieved of liability for NOT taking sides and must carefully avoid taking sides. For each of the items below, indicate true or false if the escrow officer is taking sides; write a brief explanation for each.</p> <p>a. True/False. Paying escrow money only under written instructions</p> <p>b. True/False. Telling the seller about an “NSF” check from the buyer</p> <p>c. True/False. Depositing the earnest money into a trust fund account</p> <p>d. True/False. Preparing and obtaining signatures for property documents</p> <p>Standard and Target for Success: Based on Percentages, it is expected that 85% of students will score 75% or above on this SLO.</p> <p>Additional Information: Exam/Test/Quiz - Students completed an exam prep test covering the whole course. Selected questions relate to this SLO</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Met</p> <p>Of the group of pertinent questions compiled to assess this</p>	<p>Action: Revise SLO statement to better conform to this subject - Escrow (08/01/2016)</p> <p>Action Category: SLO/PLO</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
	<p>statement in the area of agency and ethics.</p> <p>Standard and Target for Success: It is expected that questions are answered correctly by 70% of students.</p> <p>Additional Information:</p> <p>Related Documents:</p> <p>RE26 FA15 SLO 5.docx</p>	<p>SLO, all are answered correctly 85-100% of the time. (01/01/2016)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: V. Deluca</p> <p>Faculty Contributing to Assessment:</p> <p>Related Documents:</p> <p>RE26 FA15 SLO 5.docx</p>	<p>Assessment Process</p> <hr/> <p>Action: Identify SLO related questions in advance for later compilation (12/01/2015)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: Teaching Strategy to identify questions for SLO measurement has been implemented and used herein. (12/28/2015)</p>

ECC: RE 31:Mortgage Loan Brokering and Lending

Course SLOs	Assessment Method Description	Results	Actions																														
<p>SLO #1 Industry Forms and Documents - Students show the ability to prepare and complete standard real estate industry forms and documents - as found in diverse real estate sales, rental, finance, appraisal or investment business transactions.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2016-17 (Fall 2016)</p> <p>Input Date: 12/05/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Exam/Test/Quiz - Each student will be administered an in-class written assignment test with 70 common industry mortgage loan acronyms, followed by a blank line where the student is to write the whole word meaning for the initials or numeric value:</p> <p>Standard and Target for Success: Based on Percentages, it is expected that the average score for students will be 25% or above on the written closed book written assignment acronym test administered during class.</p> <p>Additional Information:</p> <p>Related Documents: RE 31 SLO 1 ATTACHMENT.docx</p>	<p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014)</p> <p>Standard Met? : Standard Met</p> <p>Of the fourteen students in class on the night the assessment was administered, the goal was for the average student score to be 25% or higher. The actual average was 34.14, just under 49% correct. The result of the assessment is that students exceeded the expected goal.</p> <table><tr><td>1</td><td>20</td></tr><tr><td>2</td><td>43</td></tr><tr><td>3</td><td>22</td></tr><tr><td>4</td><td>34</td></tr><tr><td>5</td><td>45</td></tr><tr><td>6</td><td>41</td></tr><tr><td>7</td><td>43</td></tr><tr><td>8</td><td>41</td></tr><tr><td>9</td><td>26</td></tr><tr><td>10</td><td>29</td></tr><tr><td>11</td><td>48</td></tr><tr><td>12</td><td>33</td></tr><tr><td>13</td><td>28</td></tr><tr><td>14</td><td>25</td></tr><tr><td>Total</td><td>478</td></tr></table> <p>÷ 14 = Average 34.14 (12/29/2014)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: D. Grogan</p> <p>Faculty Contributing to Assessment:</p>	1	20	2	43	3	22	4	34	5	45	6	41	7	43	8	41	9	26	10	29	11	48	12	33	13	28	14	25	Total	478	<p>Action: Change SLO statement (01/20/2015)</p> <p>Action Category: SLO/PLO Assessment Process</p> <p>Follow-Up: The current SLO statement states:</p> <p>(Fall 2014) SLO #1 Build Vocabulary: Students will define, describe and differentiate between various real estate standard terminology showing comprehension and knowledge of real estate vocabulary used in an escrow on real property and in the workplace to assist and prepare each student from the diverse student body to gain confidence in their ability to effectively communicate and collaborate in an escrow on a real estate sale or exchange to work with both licensees and a diverse public in a typical real estate transaction and as needed to pass the final exam in preparation for the state license examination to obtain a real estate license.</p> <p>The SLO statement is to be changed to:</p> <p>(Spring 2015) SLO #1 Build Vocabulary: Each student will show comprehension and knowledge of real estate typical industry acronyms and</p>
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Total	478																																

Course SLOs	Assessment Method Description	Results	Actions
			vocabulary to prepare each student in a typical escrow real estate transaction and as needed to pass the final exam and in preparation for the state license examination to obtain a real estate license.
			(06/04/2015)
	<p>Multiple Assessments - The assessment method includes the final grade received in the class. All class assignments, exams, etc. require the student to define, describe and differentiate between various real estate standard terminology.</p> <p>Standard and Target for Success: It is expected that 70% of students will receive a passing grade (C or above) in the class, based on the following rubric:</p> <p>A - 79-100 points B - 69- 78 points C – 59-77 points D – 44-58 points F – 0-48 points</p> <p>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Fall 2016)</p> <p>Standard Met? : Standard Met</p> <p>There were a total of 36 students who completed the class. All 36 students received a passing grade of 70% or above in the class. Two out of 36 students received a grade of C, with the remaining 34 students receiving either an A or B in the class. Based on the results, the assessment was met. It is noted that perhaps the assessment methodology/ standards, and/ or class material needs to be readdressed in the future making it more rigorous. The overall class performance was exceptionally good. (04/03/2017)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: R. Rooks</p> <p>Faculty Contributing to Assessment:</p>	<p>Action: Continue to keep lecture material up to date and current for industry standards, and consider making the course material more rigorous. Assure that all items covered in the class meet changing market demands, etc. (09/29/2017)</p> <p>Action Category: Teaching Strategies</p>
<p>SLO #2 Mathematical Computations - Students will demonstrate the ability to calculate typical real estate mathematic computational problems as found in diverse real estate business areas of sales, leases, prorations, finance, appraisal, property management, investments and capitalization, land or structure area and taxation.</p>	<p>Survey/Focus Group - An online Survey Monkey survey containing questions regarding real estate math knowledge will be distributed during the final week of the class.</p> <p>Standard and Target for Success:</p> <p>The percentage of students who responded as feeling they've gained 20% or more knowledge about how</p>		

Course SLOs	Assessment Method Description	Results	Actions																																				
<p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2017-18 (Fall 2017)</p> <p>Input Date: 12/05/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>to do real estate math is the standard of success. The expected results are to show a score of 50% or more.</p> <p>Additional Information:</p> <p>Project - Each student will use the directions for the “Project – Part I (#4, 5, 6) & Part II (#7, 8, 9)” that is found on the Professor’s homepage (http://www.elcamino.edu/faculty/dgrogan/mortgageloanbroker/mlbindex.html) to complete industry standard typical mortgage loan forms.</p> <p>A. Part I of the project is where each student uses a FNMA 1003 Loan Application (LA) to complete five pre-qualification forms, showing the qualifying ratios and the monthly loan payment:</p> <p>1. for a first trust deed Conventional with 15% cash down where the owner carries back a 5% second trust deed so the first trust deed is 80%, or</p> <p>2. obtains a 5% piggy-back loan so the first trust deed is 80%, or</p> <p>3. takes a 85% first trust deed with private mortgage insurance (PMI) , or</p> <p>4. procures a new 85% first trust deed FHA loan with Mutual Mortgage Insurance (MMI), or</p> <p>5. secures a new 85% VA loans and complete a loan comparison form chart that the Mortgage Loan Originator (MLO) would present to a prospective borrower to discuss</p>	<p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014)</p> <p>Standard Met? : Standard Met</p> <p>21 students completed the “forms” project I and project II that contained a total of 34 points for project I and points for project II. The chart below shows the results of Project I and Project II.</p> <p>It was expected that the students would increase his or her score from Project I to Project II by 5% or more on this SLO where the actual results were that the class average resulted in an increase of 8.24% .</p> <table><tr><td>RE 31 MLB</td><td>Forms</td></tr><tr><td>Proj #1</td><td></td></tr><tr><td>1</td><td>35</td></tr><tr><td>2</td><td>44</td></tr><tr><td>3</td><td>38</td></tr><tr><td>4</td><td>35</td></tr><tr><td>5</td><td>40</td></tr><tr><td>6</td><td>38</td></tr><tr><td>7</td><td>25</td></tr><tr><td>8</td><td>35</td></tr><tr><td>9</td><td>25</td></tr><tr><td>10</td><td>48</td></tr><tr><td>11</td><td>38</td></tr><tr><td>12</td><td>25</td></tr><tr><td>13</td><td>47</td></tr><tr><td>14</td><td>42</td></tr><tr><td>15</td><td>35</td></tr><tr><td>16</td><td>40</td></tr></table>	RE 31 MLB	Forms	Proj #1		1	35	2	44	3	38	4	35	5	40	6	38	7	25	8	35	9	25	10	48	11	38	12	25	13	47	14	42	15	35	16	40	<p>Action: Change SLO statement (01/20/2015)</p> <p>Action Category: SLO/PLO Assessment Process</p> <p>Follow-Up: The current SLO statement states:</p> <p>RE 19 Real Property Management: SLO #2 Industry Forms Documents: Students show the ability to prepare and complete standard real estate industry forms documents, as found in diverse real estate sales, rental, finance, appraisal or investment business transaction. The SLO statement should be changed by the beginning of spring 2015 to state:</p> <p>(Spring 2015) SLO #2 Forms: Students show the ability to prepare and complete pre-qualification forms and loan comparison forms used in the mortgage loan brokering field as found in typical real estate loan business transaction. (06/05/2015)</p>
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Course SLOs	Assessment Method Description	Results	Actions
	which loan the borrower prefers desires.	17 35	
		18 25	
	B. Part II of the Project has	19 40	
	the student complete the Cash-to-	20 25	
	Close form for each of the above	21 40	
	listed five individual loan options.	Total 755	
		Average 35.95%	
	Standard and Target for Success:	RE 31 MLB Forms	
	Based on percentages, it is expected	Proj #2	
	that the students will increase his or	1 40	
	her score from project I to project II	2 54	
	by 5% or more on this SLO.	3 50	
	Additional Information:	4 40	
		5 59	
		6 53	
		7 31	
		8 48	
		9 31	
		10 57	
		11 40	
		12 0	
		13 55	
		14 52	
		15 46	
		16 55	
		17 53	
		18 31	
		19 53	
		20 40	
		21 40	
		Total 928	
		Average 44.19%	
			44.19 –
		35.95 = 8.24%	
		(12/08/2014)	
		% of Success for this SLO:	
		Faculty Assessment Leader: D. Grogan	
		Faculty Contributing to Assessment:	

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
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SLO #3 Ethics and Agency - Students will differentiate between various parts of the real estate code of ethics and the standards of professional appraisal practices to explain how agency relationships are created and the duties and liabilities of agents and principals.

Course SLO Status: Active

Course SLO Assessment Cycle:

Input Date: 12/05/2013

Inactive Date:

Comments::