Assurance of Student Learning Reflection 2024-2025	
CEBS	*SLPS*
Real Estate Studies, Certificate 195	
Dr. Said Ghezal	
Is this an online program? ☐ Yes X☐ No	Please make sure the Program Learning Outcomes listed match those in CourseLeaf. Indicate verification here ☐ Yes, they match! (If they don't match, explain on this page under **Evaluation)**

Instructions: For the 2024-25 assessment, we are asking you to reflect on the last three-year cycle rather than collect data. It's important to take time to look over the results from the last assessment cycle and really focus on a data-informed direction going forward. In collaboration with your assessment team and program faculty, review each submitted template from 2021-2024 and consider the following for each Program Learning Outcome, add your narrative to the template, and submit the draft to your ASL Rep by May 15, 2025.

Program Student Learning Outcome 1	
Program Student Learning Outcome	Students will demonstrate understanding of the real estate market.
Evaluation	Using the last three assessment cycles, is this program learning outcome still relevant, or should it be changed? If it has recently changed, please explain. Other things to examine: Is the outcome measurable? Is it double or triple barreled? Does it include measurable verbs following Bloom's Taxonomy? Do you have the appropriate numbers of SLOs to measure regularly? Please consider choosing the most important. The learning outcome is still relevant, although we changed 'real estate market' to 'real estate profession', because one of the certificate objectives is to prepare students for licensure exams or entry level roles. This objective aligns with industry expectations by focusing on the profession's principles, practices, terminology, and business environment. Undertanding of the real estate profession is fundamental to real estate professionals. The learning outcome is clear, focused, and measurable. It includes 'demonstrate' as a measurable verb following Bloom's Taxonomy. The program's student learning outcomes are measured regularly by assessing the three learning outcomes identified in this reflection.
Measurement Instruments	Are the measurement instruments actually measuring the outcome? If you change the SLO, is this still the best instrument to use? Is this a direct or indirect measure? Is your artifact appropriate? If not, what other options are there? Will the rise in the use of AI affect the assignment and measurement? If there are rubrics, do they need to be altered to better fit the learning outcome? Does the rubric (if using) work or does it need to be adjusted? The measurement instrument is the "Real Estate Essentials" course's comprehensive exam. The exam gauges students' understanding of the real estate profession. Each component is assessed by specific questions of the exam (e.g., 5 questions were developed to measure students' understanding of real estate as a commodity). We believe the instrument is measuring the outcome. If we were to change the SLO, the instrument would still be valid so long the new outcome would target the real estate profession or market. The instrument is a direct measure and is an appropriate one for this particular learning outcome. It is not quite clear yet to say if the rise of AI will affect the assignment and

	measurement. However, given the nature of the instrument (a comprehensive exam), AI seems to have no effect for this type of assessment as compared to an essay or a reflection. The instrument does not use any rubric.
Criteria & Targets	Does Criteria for Success (level of performance students will have achieved for your program to have been successful--ex., students will have earned 4/5 for documentation and citation on capstone essays) need to be changed? What about targets? If you have successfully made your targets consistently, consider a more challenging target. As criteria for student success, the expectations are to have a 70% pass rate on the total questions measuring all components and 70% pass rate on each component (i.e., real estate as a commodity component, client relations, property valuation, etc…). Students in the program have successfully made the 70% target consistently. Therefore, a more challenging target would be a pass rate of 85% and above with a change to the measuring intrument's (comprehensive exam) items to more challenging questions.
Results & Conclusion	**Results**: Are the results what was expected or not? What stood out in the assessment cycle over the past three years? Explain Yes, the results met our expectations with an average pass rate on the assessment of 80% over the past 3 years. Students were able, in general, to demonstarate knowledge of the real estate terminology, roles, and different aspects of the profession. **Conclusions**: What worked? What didn't? Why do you think this? For example, maybe the content in one or more courses was modified; changed course sequence (detail modifications); changed admission criteria (detail modifications); changed instructional methodology (detail modifications); changed student advisement process (detail modifications); program suspended; changed textbooks; facility changed (e.g. classroom modifications); introduced new technology (e.g. smart classrooms, computer facilities, etc.); faculty hired to fill a particular content need; faculty instructional training; development of a more refined assessment tool. The evaluation of the assessmemt cycle provides a good idea of what worked and what did not work. The course structure and content contributed to students' success in terms of demonstrating knowledge of the real estate terminology, roles, and different aspects of the profession. Students were assigned course work that provided them with opportunities to discuss the basic facets of the real estate profession, including the unique aspects of real estate as a commodity; and the economic and social environments as they relate to the real estate profession. The many career areas and paths in the real estate industry as well as the informational needs of the homeowner were also covered. Students interacted with the content, with each other, and with the instructor through group discussions, practice exercises, case studies, readings, videos, and simulations. Weekly quizzes were used as checkpoints and assessment. The comprehensive exam used as a final gauge and learning outcome measuring instrument. However, students seemed to be somewhat challenged with the application of concepts to real worls senarios. A more emphasis on case studies and scenarios will help address this challenge.
****IMPORTANT - Plans for Next Assessment Cycle**:	As we work hard to improve our assessment practices and make them more meaningful and effective, it's important each program craft a three-year plan for the following assessment cycle (2025-26, 2026-27, 2027-28) – this process assists in "closing the loop." For example, you may decide to: • collect a more appropriate artifact • create new program outcomes • adjust targets because they are consistently exceeded or not met • need to reconstruct your curriculum map • sequencing of classes might need to be adjusted, or additional class(es) provided

	Whatever your plan is, provide a narrative, in future tense, that indicates how you will approach future assessments. You will be expected to implement any needed changes before the next assessment cycle. To address the feedback provided by the recent APR, we will change the way we collect our data for the next cycle. We previously gathered data from a sample of all students who took the course RE 170C. Moving forward, we will collect a sample from students who will take RE 170C and enroll in the certificate program. We will also adjust our success target to 85% pass rate along with a change to questions items messuring the learning outcome to emphasize the application of the concepts learned during the course work.

Program Student Learning Outcome 2	
Program Student Learning Outcome	Students will demonstrate understanding of real estate legal terminology.
Evaluation	Using the last three assessment cycles, is this program learning outcome still relevant, or should it be changed? Other things to examine: Is the outcome measurable? Is it double or triple barreled? Does it include measurable verbs following Bloom's Taxonomy? The currently assessed learning outcome is different than the one listed on CourseLeaf. The one that has been assessed the past cycle is more relevant and reads as follows. Students will demonstrate basic understanding of the legal environment of the real estate profession. The emphasis on the understanding of the legal environment of the real estate profession targets practical comprehension and application. Students learn more by applying concepts to real-world real estate practice as they learn how laws affect real estate transactions, compliance, and client relationships. Understanding the legal environment of the profession benefits students more than memorizing definitions and legal terms. Hence, the change of the learning outcome. The learning outcome is focused and measurable as it includes 'demonstrate' as a measurable verb following Bloom's Taxonomy.
Measurement Instruments	Are the measurement instruments actually measuring the outcome? If you change the SLO, is this still the best instrument to use? Is this a direct or indirect measure? Is your artifact appropriate? If not, what other options are there? Will the rise in the use of AI affect the assignment and measurement? If there are rubrics, do they need to be altered to better fit the learning outcome? Does the rubric (if using) work or does it need to be adjusted? Yes, the instrument measures the outcome. The RE 273C comprehensive exam specific question items emphasized the legal aspects of the real estate profession. Each component, such as real estate legal terminology, contracts and obligations etc.., was measured by a specific number of questions. If the SLO were changed, the instrument's items (questions) tagetting the new learning outcome components would change as well. It is a direct measure and we believe it's an appropriate artifact. The instrument does not use any rubric and we believe that AI, as of yet, will not have a significant effect on the assignment and measurement because the instrument consists of several multiple choice questions administered in a proctored environment.
Criteria & Targets	Does Criteria for Success (level of performance students will have achieved for your program to have been successful (ex., students will have earned 4/5 for documentation and citation on capstone essays) need to be changed? What about targets? The target pass rate is 70% on all question items developed to measure different components of the learning outcome an d70% pass rate on each component. The average pass rate for the last cycle was 75%. We believe that both criteria for success and target are reasonable and need no change. The material and legal language in this course challenges students as it gets into complex concepts such as contracts and obligations. Therrefore, a 70% pass rate target is areasonable one of this learning outcome.

Results & Conclusion	**Results**: Are the results what was expected or not? What stood out in the assessment cycle over the past three years? Explain The results of the last assessment cycle were as expected. Students demonstrated basic understanding of the legal termonolgy, the concepts of contracts and obligations, and real estate instruments. Although there were some challenges encountred by students when asked to apply some concepts to real-world real estate practice, the overall results were satisafying. Students demonstrated an ability to recognize legal implications, and propose informed course of actions to such situations. **Conclusions**: What worked? What didn't? Why do you think this? For example, maybe the content in one or more courses was modified; changed course sequence (detail modifications); changed admission criteria (detail modifications); changed instructional methodology (detail modifications); changed student advisement process (detail modifications); program suspended; changed textbooks; facility changed (e.g. classroom modifications); introduced new technology (e.g. smart classrooms, computer facilities, etc.); faculty hired to fill a particular content need; faculty instructional training; development of a more refined assessment tool. We believe that the structure of the course material worked well in helping students meet the learning outcome. Reading assignments, discussion questions, and exercises were designed to directly support the learning outcome. Complex concepts were broken down into smaller components allowing students to build up gradually. We also use active learing activities providing students with opportunities to learning by doing through the use of case studies. We think this delivery worked well because students demonstarted an ability to explain concepts in their own words, and apply them to hypothetical situations.
****IMPORTANT - Plans for Next Assessment Cycle**:	As we work hard to improve our assessment practices and make them more meaningful and effective, it's important each program craft a three-year plan for the following assessment cycle (2025-26, 2026-27, 2027-28) – this process assists in "closing the loop." For example, you may decide to: • collect a more appropriate artifact • create new program outcomes • adjust targets because they are consistently exceeded or not met • need to reconstruct your curriculum map • sequencing of classes might need to be adjusted, or additional class(es) provided Whatever your plan is, provide a narrative, in future tense, that indicates how you will approach future assessments. You will be expected to implement any needed changes before the next assessment cycle. First, we will keep this learning outcome (we've been assessing) and change the one found on CourseLeaf. We believe this one is more relevant and the learning activities developed to support it are more beneficial to our students and prepare them better to integrate the workforce. We will also collect our data from a sample of students who will enoll in both the certificate program and the course RE 273C.

Program Student Learning Outcome 3

Program Student Learning Outcome	Students will demonstrate foundational knowledge of real estate marketing tools and strategies.
Evaluation	Using the last three assessment cycles, is this program learning outcome still relevant, or should it be changed? Other things to examine: Is the outcome measurable? Is it double or triple barreled? Does it include measurable verbs following Bloom's Taxonomy? The currently assessed learning outcome is different than the one listed on CourseLeaf. We have been assessing the following learning outcome: students will demonstrate basic understanding of real estate as an investment medium, which we have come to realize is less relevant as the one listed on CourseLeaf. Although our graduates would benefit from understanding real estate as an investment medium, the primary objective of the certificate is to prepare them to sit for the licensure exam and ultimately enter the profession as real estate sales professionals. Thus, they need more emphasis on marketing real estate than investing in real estate. Real estate sales professionals need to know how to maximize exposure, build personal brand, attract buyers and sellers, and understand demographic needs, among other marketing strategies and tools. Both learning ouctomes—the one listed on CourseLeaf and the one that had been assessed over the last assessment period—are measurable, clear, and focused. However, the one listed on CourseLeaf might be perceived as double berreled as it covers both tools and strategies for real estate marketing, which go hand in hand.
Measurement Instruments	Are the measurement instruments actually measuring the outcome? If you change the SLO, is this still the best instrument to use? Is this a direct or indirect measure? Is your artifact appropriate? If not, what other options are there? Will the rise in the use of AI affect the assignment and measurement? If there are rubrics, do they need to be altered to better fit the learning outcome? Does the rubric (if using) work or does it need to be adjusted? The instrument we've been using is the RE 171C comprehensive exam. The exam contains specific question items developed to measure students' ability to discuss real estate as an investment medium. The instrument is a direct measure and appropriate for this type of learning outome. If the SLO were to change but still emphasizes the investment component of real estate, we believe the instrument will still be appropriate with slight modification to the questions items targeting the SLO. However, if the SLO targets RE investment from a financial analyst standpoint, the instrument will, then, need substantial changes. There are no rubric involved with this measure, and we don't see how AI would have a significant effect on both assignment and measurement. We will use a new instrument that will measure students' knowledge of marketing real estate.
Criteria & Targets	Does Criteria for Success (level of performance students will have achieved for your program to have been successful (ex., students will have earned 4/5 for documentation and citation on capstone essays) need to be changed? What about targets? The criteria for success were set at a 70% pass rate on the total questions measuring all components and 70% pass rate on each component. Although we decided to not assess this SLO anymore, we think that both the criteria and target were appropriate because students were not expected to be investment and/or financial analysts but to acquire a basic understanding of the investment component of real estate. We will use the same criteria of 70% pass rate of the sample and 70% pass rate on each dimension.
Results & Conclusion	**Results**: Are the results what was expected or not? What stood out in the assessment cycle over the past three years? Explain

	The results were as expected. Students were able to demonstrate an ability to discuss real estate operations from an investment standpoint. They demonstrated a basic understanding of how to evaluate real estate properties for investment purposes. **Conclusions**: What worked? What didn't? Why do you think this? For example, maybe the content in one or more courses was modified; changed course sequence (detail modifications); changed admission criteria (detail modifications); changed instructional methodology (detail modifications); changed student advisement process (detail modifications); program suspended; changed textbooks; facility changed (e.g. classroom modifications); introduced new technology (e.g. smart classrooms, computer facilities, etc.); faculty hired to fill a particular content need; faculty instructional training; development of a more refined assessment tool. Similarly to SLO2, we believe the way the course material was structured for delivery helped students absorb the content and apply it to to the case studies and exercises assigned to them. The course work (Reading assignments, discussion questions, and other exercises) was designed to directly support the learning outcome. The learning activities provided amples examples to apply the concepts from the readings to situations mimicking real-world real estate situations through the use of case studies. We believe the course structure, in general, worked because students demonstarted a good understanding of how to evaluate real estate properties for investment purposes. Moving forward and since we are going to measure the SLO listed on CourseLeaf, we will approach the delivery of course work of the marketing course (RE 172C) with the same structure we used in RE 171C. We will emphasize active learning activities that support directly the SLO.
****IMPORTANT - Plans for Next Assessment Cycle**:	As we work hard to improve our assessment practices and make them more meaningful and effective, it's important each program craft a three-year plan for the following assessment cycle (2025-26, 2026-27, 2027-28) – this process assists in "closing the loop." For example, you may decide to: • collect a more appropriate artifact • create new program outcomes • adjust targets because they are consistently exceeded or not met • need to reconstruct your curriculum map • sequencing of classes might need to be adjusted, or additional class(es) provided Whatever your plan is, provide a narrative, in future tense, that indicates how you will approach future assessments. You will be expected to implement any needed changes before the next assessment cycle. We will use for this SLO RE 172C (Real Estate Marketing) comprehensive exam as a measure. We will modify the existing exam and include question items that measure specifically students' knowledge of real estate marketing tools and strategies. We will collect data from a sample of students who will take the RE 171C and enroll in the certificate program. As criteria for success, we will use a passing rate of 70% on all questions measuring the SLO and 70% pass rate as well on each component of the SLO.

To add more outcomes, if needed, select the table above and copy & paste below.