

* Note: Every department is required to review Master Syllabi and Program Learning Outcomes a minimum of every two years.

II. Program Learning Outcomes: A description of what you intend for students to know (cognitive), think/feel (affective), or do (psychomotor), when they have completed your degree program. A suggested manageable number of outcomes should be in the range of five to ten. Describe Program Learning Outcomes review activities*.

An entry-level graduate with an Associate of Applied Science Degree in Real Estate/Property Management from Sinclair Community College will be able to:

Learning Outcomes	Related Courses
1. Exhibit skills necessary to function as a real estate professional.	RES 121, 122, 201, 202, 203, 204, 205, 210, 215, 221, 278
2. Explain the function of a real estate professional.	RES 121, 122, 201, 202, 203, 204, 205, 210, 215, 221, 278
3. Exemplify a high standard of ethics as a real estate professional.	RES 121, 122, 201, 202, 203, 204, 205, 210, 215, 221, 270, 278

III. Assessment Method(s): A measurable indicator of success in attaining the stated learning outcome(s). The methodology should be both reliable and valid. Please describe in detail.

a. Formative Assessment Method(s): a measurable indicator of success in attaining the student in-progress learning outcome(s).

Formative assessment is completed on a course-by-course basis. Projects are used in many courses to assess student learning. RES 215, Real Estate Investing, involves the students in a team project incorporating law, finance, real estate and appraisal aspects of a property to make an investment recommendation for a potential customer. RES 204 & 205, Appraisal I & II, uses case studies to actively involve students both individually and in groups to examine the appraisal process for a residential property (RES 204) and a commercial property (RES 205). Students also give class presentations. In Real Estate Finance, RES 203, students are given a loan situation that must be

researched through financial institutions resulting in three recommendations to present to a potential customer.

- b. Summative Assessment Method(s): a measurable indicator of end-of-program success in attaining the stated program learning outcome(s).

Summative assessment of degree-seeking students occurs in RES 210, Real Estate Practice Seminar, and RES 278, Real Estate Capstone. RES 210 is designed to be an application course in which students apply what they have learned to various simulations. The instructor walks the students through all required paperwork for an actual real estate practice.

RES 278, a one-hour capstone, is project based and students must apply what they have learned from other real estate courses. Students use the paperwork that is completed in RES 210 (students are co-enrolled in both courses) to produce a portfolio that can be given to potential employers. The capstone also consists of self-assessments to determine individual strengths and weaknesses.

- IV. **Results:** A description of the actual results of overall student performance gathered from the summative assessment(s). (see III.b.)

The RES 210 and 278 classes have been offered to a limited number of students. Usually there are three or four students per class. Students completing the program are often working for or quickly placed in area real estate and property management firms.

Some results are obtained informally. Sinclair receives feedback from students when they think passing sections of the licensing exam is more difficult than expected for someone completing the coursework. Some students are able to pass the licensing exam without the DAR Review after completing the four required courses at Sinclair. The Sinclair success rate is higher than other area institutions offering training (i.e., Hondros Career Centers).

- V. **Analysis/Actions:** From analysis of your summative assessment results, do you plan to or have you made any adjustments to your program learning outcomes, methodologies, curriculum, etc.? If yes, describe. If no, explain.

Most of the students who register for the real estate classes are interested only in taking the licensing courses. Sinclair has little flexibility in terms of content or methodology since we must follow state guidelines for these classes. RES is experiencing an increased use of technology for information access and retrieval. As real estate agents use technology more, students need to have current skills in that area. Technological enhancements have occurred in RES-201 including the

addition of a section about advertising on the web, and electronic posting to the Multiple Listing Service. RES-202 places a greater emphasis on the use of Lexis-Nexis for review of case law study. RES-203 demonstrates the use and development of Excel spreadsheets for financial comparative analysis.

VI. General Education: A description of where and how within the major the three primary general education outcomes* (communication, thinking, values/citizenship) are assessed.

- a. Where within the major do you assess written communication? Describe the assessment method(s) used. Describe assessment results if available.

Written communication skills are stressed in real estate courses, particularly since much of the work in the real estate business requires the use of forms and accuracy in written communication. The written communication checklist is not currently used for assessing student skills in writing. Concerns have been discussed within the department regarding the quality of student writing skills. There may be a disconnect between skills gained in the English coursework and resulting student capabilities in later RES courses.

- b. Where within the major do you assess oral communication? Describe the assessment method(s) used. Describe assessment results if available.

Oral communication skills are stressed in the real estate courses, which emphasize teamwork, discussion and questioning. Some courses use class presentations as noted earlier in the report. End of program RES students demonstrate effective communication skills with exceptionally strong team skills. The oral communication checklist is not currently used for assessing student skills in communication.

- c. Where within the major do you assess thinking? Thinking might include inventing new problems, seeing relationships and/or implications, respecting other approaches, demonstrating clarity and/or integrity, or recognizing assumptions. Describe the assessment method(s) used. Describe assessment results if available.

Thinking skills are utilized in all real estate courses. Decision-making and analytical skills are necessary in the field of real estate. Recognizing assumptions is important when recommending financial alternatives. Real estate decisions and recommendations are supported by quantitative analysis. Real estate investing involves problem solving and strategy development. The appraisal process

involves knowing how to apply a principle to a particular situation. Critical thinking case study assignments are utilized to allow students to demonstrate their abilities. Demonstration of critical thinking skills is quite satisfactory.

- d. Where within the major do you assess values/citizenship/community? These activities might include behaviors, perspective, awareness, responsibility, teamwork, ethical/professional standards, and service learning or community participation. Describe the assessment method(s) used. Describe assessment results if available.

Values, ethical issues, citizenship, and community are part of each course in the curriculum, especially in the discussion of Fair Housing laws, Equal Credit Opportunity Act and the Truth-in-lending Act. Many of the professional organizations (NAR, OAR, Appraisal Institute) in the real estate industry have a Code of Ethics. Students are also linked to the Dayton community through course projects that involve visits to local financial institutions and community organizations that impact the real estate industry. All instructors have links to the community and incorporate that aspect into their courses. Real estate is a community-based field. The economic series also has strong links to values and community. In addition, the department changed the curriculum to include PLS 104 to further highlight the important role that real estate professionals play on a local level and SOC 145 to address the need to understand a growing diversity within the local community.