



2015-16 Academic Program Assessment Report

Reports must be uploaded into the Assessment Portal (<https://uoeee.asu.edu/assessment-portal>) and approved by the college no later than September 30, 2016.

College: BA_GR

Academic Unit:

Program: ARREMREDEV

Program Background

Please provide your program mission statement.

List the names and titles of those participating in the assessment planning, analysis and reporting activities for this program.

Mark Stapp, Executive Director and Wimberly Doran, Assistant Director, Real Estate Programs

Please describe your program's assessment process and specific assessment activities during the 2015-16 academic year. Please include [who](#) was involved and [how](#) they were engaged in assessment activities.

Assessments are both on an individual class level using conventional means such as homework, quiz and tests as well as assessment on a program level through three (3) synthesis projects the students must complete in small teams and as individuals. Assessment of the synthesis projects are by all faculty as well as outside industry professionals invited to participate and involve reading reports and defined material submitted by the student teams and by evaluating student presentations.

If [no data](#) were collected for this program during 2015-16, please use the space below to note the reason and describe the strategies in place to ensure that data collection will occur during 2016-17, and then continue to the last page of this report and provide any changes to your current assessment plan.

During the 2015-16 academic year, what changes have been made to the program, curriculum, and/or instruction? Why were these changes made? Please discuss how those changes were implemented and their intended impact on student learning.

In 2015-16, the MRED program had a change in faculty for the RED 511 (Design of the Built Environment) class to better align faculty competency and experience with education objectives of the program. As part of this faculty change, a more focused emphasis on design and sustainability was accomplished to enhance the real-world application of the program. In addition, we continued with Synthesis #2 as an individual assignment specifically designed to test students' strategic and critical thinking skills and knowledge of the subject matter learned to date. Previously this was a team assignment. By utilizing an individual assignment, faculty are able to assess each student's strengths, deficiencies and abilities to apply what had been learned in the program and provide specific feedback and recommendations to each student. This assignment was due at the midway point so that the results could be used to assist students in focusing the remainder of their education on their areas of weakness.

Program Assessment Results

Outcome 1: Students will demonstrate graduate level proficiency in discipline specific knowledge.	
What do these results indicate about the extent to which students from this program possess the knowledge or skill reflected in Outcome 1? How do your results support this conclusion? Please use the space below to indicate whether or not each performance criterion was met and to describe components of the program you believe contributed to this result.	
Through the individual assignment (Synthesis 2 – RED 514) students were evaluated on their understanding of all subject matter taught. Students were provided the tools and knowledge to logically support and present analysis of a variety of strategies including rational financial analysis and a plan that was consistent with market findings. The program was successful in imparting knowledge and understanding of the various analyses needed to support a core evaluation, problem solving and present solutions based on the development process.	Outcome 1 met? Yes

Measure 1.1	Students complete an individual assignment in RED 514 which requires them to synthesize to present a rational financial analysis and plan that supports the stated strategy for the property and present a plan consistent with market findings and support the financial analysis		
Performance Criterion 1.1	80% of the students will meet or exceed expectations on the rubric used to measure these discipline specific knowledge.	Was the Performance Criterion Met? Yes	
Results	100% of students received a grade of “B” or better on the matrix used to measure discipline specific knowledge		
Number of Observations Included in Assessment (e.g., number of students, papers, projects)	19	Proportion of <u>Target Population</u> Assessed	
Data Collection Challenges or Issues [if applicable]			

Measure 1.2	Students surveyed upon graduation (Graduate and Law Student Report Card) will evaluate the quality of their university preparation in “Subject Matter in the Field.”		
Performance Criterion 1.2	80% or more of surveyed students will rate their preparation as “Very strong” or “Strong.”	Was the Performance Criterion Met? Yes	
Results	Subject matter knowledge in your field(N=11)Very strong 9 81.82%Strong 2 18.18%		
Number of Observations Included in Assessment (e.g., number of students, papers, projects)	11	Proportion of <u>Target Population</u> Assessed	
Data Collection Challenges or Issues [if applicable]			

Measure 1.3	Students surveyed 3 years after graduation (Graduate Alumni Survey) will evaluate the quality of "Acquiring job or work related knowledge and skills"		
Performance Criterion 1.3	80% or more of surveyed students will rate their preparation as "Very Much" or "Quite a Bit."	Was the Performance Criterion Met? Yes	
Results	Prepared by ASU experience for a job(N=11)Very effectively 4 36.36%Effectively 7 63.64%		
Number of Observations Included in Assessment (e.g., number of students, papers, projects)	11	Proportion of Target Population Assessed	
Data Collection Challenges or Issues [if applicable]			

*Ideally, the eligible population includes only students enrolled in your program. In cases where vital courses have students from various programs, specify when the population may include non-majors. The measure may be targeting, graduating students, alumni, students in junior level or capstone courses. The measure should be specific and the proportion should be of that group.

Outcome 2: Students will demonstrate graduate level proficiency in critical thinking.

What do these results indicate about the extent to which students from this program possess the knowledge or skill reflected in Outcome 2? How do your results support this conclusion? Please use the space below to indicate whether or not each performance criterion was met and to describe components of the program you believe contributed to this result.

<p>Students demonstrated high order critical thinking skills through the completion of three synthesis projects. In addition to class level assignments, each student participated in 3 synthesis projects, two were team projects and one was an individual project. The synthesis projects are used to determine student's ability to perform due diligence and conversion of information into decision-making methods. Each requires critical thinking, the first two are focused on aspects of subject matter and the third is a comprehensive project. All synthesis projects require identification and evaluation of alternatives and preparation of strategic alternatives and determination of related trade-offs.</p>	<p>Outcome 2 met? Yes</p>
---	--------------------------------------

<p>Measure 2.1</p>	<p>Students will complete a synthesis project that requires them to apply appropriate weights to analyze multiple objectives, principals and/or problem dimensions, offer a cogent, logical explanation of future market conditions and how the project will react to and capture value from that future; use internally consistent arguments and draw conclusions consistent with facts and analysis; and identify information relevant to problem.</p>		
<p>Performance Criterion 2.1</p>	<p>80% of students will meet or exceed expectations on the rubric used to measure critical thinking.</p>	<p>Was the Performance Criterion Met? Yes</p>	
<p>Results</p>	<p>100% of students received a grade of "B" or better on the matrix used to measure critical thinking</p>		
<p>Number of Observations Included in Assessment (e.g., number of students, papers, projects)</p>	<p>19</p>	<p>Proportion of Target Population Assessed</p>	
<p>Data Collection Challenges or Issues [if applicable]</p>			

<p>Measure 2.2</p>	<p>Students surveyed upon graduation (Graduate and Law Student Report Card) will evaluate the quality of their university preparation in "Critical thinking skills."</p>		
<p>Performance Criterion 2.2</p>	<p>80% or more of surveyed students will rate their preparation as "Very strong" or "Strong."</p>	<p>Was the Performance Criterion Met? Yes</p>	
<p>Results</p>	<p>Critical thinking skills(N=11)Very strong 9 81.82%Strong 2 18.18%</p>		
<p>Number of Observations Included in Assessment (e.g., number of students, papers, projects)</p>	<p>11</p>	<p>Proportion of Target Population Assessed</p>	
<p>Data Collection Challenges or Issues [if applicable]</p>			

Measure 2.3	Students surveyed 3 years after graduation (Graduate Alumni Survey) will evaluate the quality of "Critical Thinking"		
Performance Criterion 2.3	80% or more of surveyed students will rate their preparation as "Very Much" or "Quite a Bit."	Was the Performance Criterion Met? Yes	
Results	Critical thinking skills(N=12)Very much 5 41.67%Quite a bit 6 50%Very little 1 8.33%		
Number of Observations Included in Assessment (e.g., number of students, papers, projects)	12	Proportion of <u>Target Population</u> Assessed	
Data Collection Challenges or Issues [if applicable]			

*Ideally, the eligible population includes only students enrolled in your program. In cases where vital courses have students from various programs, specify when the population may include non-majors. The measure may be targeting, graduating students, alumni, students in junior level or capstone courses. The measure should be specific and the proportion should be of that group.

Outcome 3: Students will demonstrate graduate level proficiency in communications.	
What do these results indicate about the extent to which students from this program possess the knowledge or skill reflected in Outcome 3? How do your results support this conclusion? Please use the space below to indicate whether or not each performance criterion was met and to describe components of the program you believe contributed to this result.	
Students must communicate narratively, verbally, numerically, and graphically. Faculty require frequent presentations in subject matter classes and students are required to make presentations for synthesis projects and are graded on their presentation skills. Both individual and team presentations were used to evaluate the communication skills as well as the presentation abilities of each student. Students were responsible for three major public presentations to both faculty and industry partners, this proved successful in formulating specific, logical, and succinct communication of information. Students receive specific training in presentation and public speaking throughout the program.	Outcome 3 met? Yes

Measure 3.1	Students will prepare a written summary report of a project that succinctly describes a problem, methodologies, outcomes and recommendations in RED 514.		
Performance Criterion 3.1	80% of students will meet or exceed expectations on the rubric used to measure communication skills.	Was the Performance Criterion Met? Yes	
Results	100% of students received a grade of "B" or better on the matrix used to measure communication skills		
Number of Observations Included in Assessment (e.g., number of students, papers, projects)	19	Proportion of <u>Target Population</u> Assessed	
Data Collection Challenges or Issues [if applicable]			

Measure 3.2	Students surveyed upon graduation (Graduate and Law Student Report Card) will evaluate the quality of their university preparation in "Public speaking and presentation."		
Performance Criterion 3.2	80% or more of surveyed students will rate their preparation as "Very strong" or "Strong."	Was the Performance Criterion Met? Yes	
Results	Public speaking and presentation skills(N=11)Very strong 10 90.91%Strong 1 9.09%		
Number of Observations Included in Assessment (e.g., number of students, papers, projects)	11	Proportion of <u>Target Population</u> Assessed	
Data Collection Challenges or Issues [if applicable]			

Measure 3.3	Students surveyed 3 years after graduation (Graduate Alumni Survey) will evaluate the quality of "Writing Skills"		
Performance Criterion 3.3	80% or more of surveyed students will rate their preparation as "Very Much" or "Quite a Bit."	Was the Performance Criterion Met? No	
Results	Writing skills(N=12)Very much 5 41.67%Quite a bit 2 16.67%Some 4 33.33%Very little 1 8.33%		
Number of Observations Included in Assessment (e.g., number of students, papers, projects)	12	Proportion of Target Population Assessed	
Data Collection Challenges or Issues [if applicable]			

Outcome 4: Students will demonstrate graduate level proficiency in ethical leadership.

What do these results indicate about the extent to which students from this program possess the knowledge or skill reflected in Outcome 4? How do your results support this conclusion? Please use the space below to indicate whether or not each performance criterion was met and to describe components of the program you believe contributed to this result.

Discussion of ethics is incorporated in all subject matter classes. Ethics is discussed from an individual perspective, as well as a business operations and community perspective. Issues of ethics and social and environmentally responsible development are taught throughout the program, the over-arching emphasis is to teach the students to be ethical community builders. Synthesis projects include elements of social and environmental responsibility and moral and ethical behavior in corporate governance is discussed in law class as well as business management class.	Outcome 4 met? Yes
---	------------------------------

Measure 4.1	Students will identify ethical issues in analysis and recommendations in a project assigned in RED 514.		
Performance Criterion 4.1	80% of students will meet or exceed expectations on the rubric used to measure ethical leadership.	Was the Performance Criterion Met? Yes	
Results	100% of students received a grade of "B" or better on the matrix used to measure ethical leadership		
Number of Observations Included in Assessment (e.g., number of students, papers, projects)	19	Proportion of Target Population Assessed	
Data Collection Challenges or Issues [if applicable]			

Measure 4.2	Students surveyed upon graduation (Graduate and Law Student Report Card) will evaluate the strength of their university preparation in "Ethical Standards in your Field"		
Performance Criterion 4.2	80% or more of surveyed students will rate their preparation as "Very strong" or "Strong."	Was the Performance Criterion Met? Yes	
Results	Ethical standards in your field(N=11)Very strong 8 72.73%Strong 3 27.27%		
Number of Observations Included in Assessment (e.g., number of students, papers, projects)	11	Proportion of Target Population Assessed	
Data Collection Challenges or Issues [if applicable]			

Measure 4.3	Students surveyed 3 years after graduation (Graduate Alumni Survey) will evaluate the quality of "Ethical Standards in your Field"		
Performance Criterion 4.3	80% or more of surveyed students will rate their preparation as "Very Much" or "Quite a Bit."	Was the Performance Criterion Met? Yes	
Results	Ethical standards in your field(N=12)Very much 7 58.33%Quite a bit 4 33.33%Some 1 8.33%		
Number of Observations Included in Assessment (e.g., number of students, papers, projects)	12	Proportion of Target Population Assessed	
Data Collection Challenges or Issues [if applicable]			

Program Self-Assessment

Please summarize how the assessment results for the 2015-16 academic year will impact your **academic program** in the coming year. Consider what the assessment data indicate are programmatic strengths or weaknesses and areas of possible development.

Areas of improvement for the 2016-2017 academic year will include providing more feedback to students as to how each measure in the assessment (proficiency in discipline specific knowledge, proficiency in critical thinking, proficiency in communications (especially written), and proficiency in ethical leadership) translates to what they are learning in the program. Maintaining the focus on the synthesis projects, specifically the individual project, allows us to evaluate application of concepts and skills and make recommendations to provide critical input and to provide guidance to students in their written communication skills.

Please summarize how the assessment results for the 2015-16 academic year will impact your **assessment process** for the coming year. Please consider revisions to your plan, sampling strategies, data collection, or any other areas.

Through the creation of rubrics and the use of turning point software, we were able to provide more immediate feedback to students in their proficiency of the assessment measures. We will continue to utilize these tools going forward. In addition, we will continue to evaluate individual student's skills as they pertain to the effectiveness of each student's success.