

M.S. in Real Estate Academic Assessment Plan

Warrington College of Business Administration
David Ling
ling@ufl.edu

Office of the Provost

*University of
Florida*

*Institutional
Assessment*

*Continuous Quality
Enhancement*

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Academic Assessment Plan for M.S. in Real Estate

Warrington College of Business Administration

A. Mission

Program

The mission of the MS in Real Estate (MSRE) program is to develop highly educated real estate professionals that can make significant contributions to the real estate industry and their employer immediately upon graduation. We give our students the knowledge and skills necessary to compete at a high level in the increasingly competitive commercial real estate field.

College

To create influential research and educate exceptional business leaders and decision makers who contribute to a better society

University

The University of Florida is a public land-grant, sea-grant and space-grant research university, one of the most comprehensive in the United States. The university encompasses virtually all academic and professional disciplines. It is the largest and oldest of Florida's eleven universities, a member of the Association of American Universities and has high national rankings by academic assessment institutions. Its faculty and staff are dedicated to the common pursuit of the university's threefold mission: teaching, research and service.

The University of Florida belongs to a tradition of great universities. Together with its undergraduate and graduate students, UF faculty participate in an educational process that links the history of Western Europe with the traditions and cultures of all societies, explores the physical and biological universes and nurtures generations of young people from diverse backgrounds to address the needs of the world's societies.

The university welcomes the full exploration of its intellectual boundaries and supports its faculty and students in the creation of new knowledge and the pursuit of new ideas.

- **Teaching** is a fundamental purpose of this university at both the undergraduate and graduate levels.
- **Research and scholarship** are integral to the educational process and to the expansion of our understanding of the natural world, the intellect and the senses.
- **Service** reflects the university's obligation to share the benefits of its research and knowledge for the public good. The university serves the nation's and the state's critical needs by contributing to a well-qualified and broadly diverse citizenry, leadership and workforce.

The University of Florida must create the broadly diverse environment necessary to foster multi-cultural skills and perspectives in its teaching and research for its students to contribute and succeed in the world of the 21st century.

These three interlocking elements — teaching, research and scholarship, and service — span all the university's academic disciplines and represent the university's commitment to lead and serve the state of Florida, the nation and the world by pursuing and disseminating new knowledge while building upon the experiences of the past. The university aspires to advance by strengthening the human condition and improving the quality of life.

Shared

The MSRE program supports the college and the university missions to disseminate knowledge by assisting with the development of students into educated professionals and imparting the knowledge and skills necessary for graduating students to compete at a high level in the increasingly competitive commercial real estate field.

B. Student Learning Outcomes and Assessment Measures

SLO Type	SLO #	Student Learning Outcome	Assessment Method	Degree Delivery
Knowledge	1	Identify elements in construction methods and materials, market analysis, real estate finance and investment, real estate law, real estate appraisal, business statistics, and ethical and social responsibility	REE 6948 Capstone Seminar and Applied Project course is required by all students completing the program. A comprehensive exam will be administered during the Spring semester just prior to graduation. The exam will include multiple choice, short answer and essay questions. The multiple choice and short answer questions are designed to assess this SLO.	Campus
Skills	2	Specify and implement a framework for identifying a real estate problem/decision, apply appropriate decision making tools, techniques, and evaluation criteria to the problem/decision, and develop alternative solutions.	REE 6948 Capstone Seminar and Applied Project course is required by all students completing the program. A comprehensive exam will be administered during the Spring semester just prior to graduation. The exam will include multiple choice, short answer, and essay questions. The essay questions are designed to assess this goal.	Campus
Skills	3	Predict the outcomes of a decision or course of action and make appropriate adjustments to changing conditions and information.	REE 6948 Capstone Seminar and Applied Project course is required by all students completing the program. A comprehensive exam will be administered during the Spring semester just prior to graduation. The exam will include multiple choice, short answer, and essay questions. The essay questions are designed to assess this goal.	Campus

SLO Type	SLO #	Student Learning Outcome	Assessment Method	Degree Delivery
Skills	4	Critically assess the impact of various courses of action on multiple stakeholders, including investors, lenders, and the local community.	REE 6948 Capstone Seminar and Applied Project course is required by all students completing the program. A comprehensive exam will be administered during the Spring semester just prior to graduation. The exam will include multiple choice, short answer, and essay questions. The essay questions are designed to assess this goal.	
Professional Behavior	5	Write business documents clearly, concisely, and analytically	The executive summary assignment in GEB 5212 Professional Writing requires students to extract the most salient and persuasive ideas from a Harvard Business Review management article. Students must refine and focus information to promote action in this document. They need to select and present information clearly, concisely, and coherently according to the reader's needs and goals and the business context. The written summaries are assessed using a rubric.	Campus
Professional Behavior	6	Speak in groups and in public clearly, concisely, and analytically, with appropriate use of visual aids	The persuasive presentation assignment in GEB 5215 Professional Communication requires students to deliver and structure an internal business presentation that persuades the audience to adopt the presenter's proposal or recommendation. Students must determine the purposes for presenting, analyze the audience, and use appropriate and compelling information that is logically structured. They need to use well-constructed PowerPoint slides and demonstrate a number of delivery skills. The presentations are assessed using a rubric.	Campus

C. Research

The MSRE program is a one-year, in-residence, non-thesis program designed to provide students with the quantitative and qualitative skills required for real world decision making settings.

D. Curriculum Map

Program M.S. in Real Estate

Warrington College of Business Administration

Key: Introduced

Reinforced

Assessed

SLOs	GEB 5212	GEB 5215	QMB 5304 QMB5305	REE 6105 REE6395 REE 6935	REE 6315	BUL 6516 REE 6045 REE 6930	REE 6948	Selection
Knowledge								
#1			I	I&R	I	I	R&A Exam	A
Skills								
#2			I	I&R	I&R	I&R	R&A Exam	
#3				I&R	I&R	I&R	R&A Exam	
#4				I&R	I&R	I	R&A Exam	
Professional Behavior								
#5	I & A			R	R		R&A Exam	
#6		I & A			R		R&A Exam	

D. Assessment Cycle

Program M.S. in Real Estate

Warrington College of Business Administration

Analysis and Interpretation:

May - August

Program Modifications:

Completed by December

Dissemination:

Completed by February

SLOs	Year	10-11	11-12	12-13	13-14	14-15	15-16
Content Knowledge							
#1		✓	✓	✓	✓	✓	✓
Skills							
#2		✓	✓	✓	✓	✓	✓
#3		✓	✓	✓	✓	✓	✓
#4		✓	✓	✓	✓	✓	✓
Professional Behavior							
#5		✓	✓	✓	✓	✓	✓
#6		✓	✓	✓	✓	✓	✓

E. Measurement Tools

Two types of assessment measures are used to assess the student learning outcomes:

- 1) Selection of all applicants – a target of 50% of our admissions as students with 2 years of working real estate experience.
- 2) Course embedded measures that include an exam administered every Spring in the capstone course, a writing assignment embedded in every Summer offering of GEB 5212, and a speaking assignment embedded in every Summer offering of GEB 5215.

The following information outlines the methods used for each measure.

Selection

The MSRE Director of Admissions and Student Services gather information on each student admitted to the program regarding previous working experience in real estate. This information is gathered in the Summer term each year.

Course Embedded Measures

Comprehensive Exam

A comprehensive exam is administered during the Spring semester just prior to graduation. The exam includes multiple choice, short answer, and essay questions. The multiple choice and short answer questions are designed to test the student's knowledge and understanding of important principles of construction methods and materials, market analysis, real estate finance and investment, real estate law, real estate appraisal and business statistics. The essay questions require students to apply appropriate problem solving and decision-making skills in a real estate context. Essay questions will require the students to analyze a situation involving ethical or social responsibility considerations. This is a long and challenging exam and it is expected that students recall information from longer term memory based on courses over the length of the program. The exam contains approximately 70 multiple choice questions, four to six short answer questions, and at least one ethics discussion problem. A score of at least 70 percent of the total is considered a satisfactory performance.

The MSRE faculty committee scores the essay responses utilizing scoring guides developed by subject matter experts during the following Summer.

Writing Assignment

The executive summary assignment in GEB5212 requires students to extract the most salient and persuasive ideas from a Harvard Business Review management article. Students must refine and focus information to promote action in this document. They need to select and present information clearly, concisely, and coherently according to the reader's needs and goals and the business context. The assignment tests such higher order thinking skills as evaluation and synthesis.

The Communications faculty will score these written summaries and provide the data to the MSRE AOL committee for review by the faculty. This data will be stored in a secure location and used for making decisions about future changes or adaptations to the MSRE program.

(See GEB5212-Executive_summaryrubric.pdf)

Speaking Assignment

The persuasive presentation assignment in GEB5215 requires students to structure and deliver an internal business presentation that persuades the audience to adopt the presenter's proposal or recommendation. Students must determine the purposes for presenting, analyze the audience, and use appropriate and compelling information that is logically structured. They need to use well-constructed PowerPoint slides and demonstrate a number of delivery skills. The assignment tests their ability to design compelling and persuasive presentations and deliver them dynamically.

The Communications faculty will score these presentations and provide the data to the MSRE AOL committee for review by the faculty. This data will be stored in a secure location and used for making decisions about future changes or adaptations to the MSRE program.

(GEB5215-Persuasive Assessment-Rubric.pdf)

F. Assessment Oversight

Here, list the names and contact information of those who oversee the assessment process in your program. Add or delete rows as needed.

Name	Department Affiliation	Email Address	Phone Number
David Ling	Finance, Insurance and Real Estate	ling@ufl.edu	352-273-0313

GEB 5212 Executive Summary Rubric

Component	Possible Score	Your Score
Content <ul style="list-style-type: none"> <input type="checkbox"/> Generalizes efficiently and with reader and purpose in mind. <input type="checkbox"/> Frontloads organizational context that directs reader's attention to article's salience. <input type="checkbox"/> Foregrounds central recommendations for changes in practice, based on article, that are specific to the organization. <input type="checkbox"/> Validates information with facts, logic, and sources for data. <input type="checkbox"/> Emphasizes the important and avoids undue emphasis on the unimportant. <input type="checkbox"/> Focuses on reader's needs and goals persuasively. <input type="checkbox"/> Introduction provides briefing, purpose, and action to frame information. <input type="checkbox"/> Avoids direct quoting of material, except where phrasing is either highly relevant or problematic. <input type="checkbox"/> Shapes paraphrases of content directly to context/task. 	40	
Organization <ul style="list-style-type: none"> <input type="checkbox"/> Uses an appropriate approach, usually deductive. <input type="checkbox"/> Presents supporting details in a logical sequence. <input type="checkbox"/> Condenses major sections of the report <input type="checkbox"/> Conclusion provides closure and summation of key points 	10	
Stylistics <ul style="list-style-type: none"> <input type="checkbox"/> Adheres to clarity principles, including using active construction, avoiding expletives and indeterminate subjects. <input type="checkbox"/> Follows concision principles to eliminate redundant ideas and wording. 	30	
Format <ul style="list-style-type: none"> <input type="checkbox"/> Single space lines; leave blank space between paragraphs; do not indent paragraphs; left justify. <input type="checkbox"/> Correct and appropriate document format. <input type="checkbox"/> Use descriptive headings to label major sections. <input type="checkbox"/> Highlight text for emphasis and easy reading (e.g., bulleted or numbered lists and headings). <input type="checkbox"/> Use descriptive, concise subject line <input type="checkbox"/> Passes the "eyeball" test 	10	
Mechanics <ul style="list-style-type: none"> <input type="checkbox"/> Ensures that spelling, grammar, and punctuation are perfect. 	10	
Comments:	100	

GEB 5215 Persuasive Assessment Rubric

INTRODUCTION					
<u>Objective, purpose, or final recommendation (clearly stated)</u> <input type="checkbox"/> Unclear <input type="checkbox"/> Skipped (0)	1	2	3	4	5
<u>Importance or Relevance (clearly stated "why.")</u> <input type="checkbox"/> Vague <input type="checkbox"/> Expand and explain <input type="checkbox"/> Skipped (0)	1	2	3	4	5
<u>Smooth and clear introduction (delivery& agenda)</u> <input type="checkbox"/> Choppy <input type="checkbox"/> Rambled <input type="checkbox"/> Unclear agenda <input type="checkbox"/> Skipped agenda	1	2	3	4	5
BODY OF SPEECH					
<u>Logically structured (Points or topics logically arranged)</u> <input type="checkbox"/> Hard to follow arrangement <input type="checkbox"/> Could not follow arrangement	1	2	3	4	5
<u>Information (good use of evidence and support- data, stories, past experiences, etc...)</u> <input type="checkbox"/> Poor use of evidence <input type="checkbox"/> Need or could have used more information <input type="checkbox"/> Need to Cite Sources	1	2	3	4	5
	6	7	8	9	10
<u>Reservations (anticipated concerns or objections and refuted or downplayed them.)</u> <input type="checkbox"/> Skipped (0) <input type="checkbox"/> Did not overcome reservation(s)	1	2	3	4	5
	6	7	8	9	10
<u>Persuasive (convincing and compelling)</u> <input type="checkbox"/> Reasonably persuasive <input type="checkbox"/> Not very persuasive <input type="checkbox"/> Needed more focus on core message/point	1	2	3	4	5
	6	7	8	9	10
CONCLUSION					
<input type="checkbox"/> Did not signal end of presentation <input type="checkbox"/> Did not summarize main points	1	2	3	4	5
<u>Final recommendation/course of action</u> <input type="checkbox"/> Not clearly stated <input type="checkbox"/> Did not follow from points made in speech	1	2	3	4	5
INDICATORS					
<input type="checkbox"/> Not clear and smooth <input type="checkbox"/> Did not use effectively <input type="checkbox"/> Did not use them	1	2	3	4	5
POWERPOINT					
<input type="checkbox"/> Information displayed all at once <input type="checkbox"/> Crowded the slide <input type="checkbox"/> Small font(s) <input type="checkbox"/> Hard to read fonts <input type="checkbox"/> Poor contrast <input type="checkbox"/> Phrases and/or sentences too wordy <input type="checkbox"/> Slides and colors not consistent <input type="checkbox"/> Used clipart <input type="checkbox"/> Poor transitions and use of sound <input type="checkbox"/> More than one major idea per slide <input type="checkbox"/> Too many slides <input type="checkbox"/> Graphs and figures hard to read and/or understand	1	2	3	4	5
	6	7	8	9	10
DELIVERY					

