LIST OF ACRONYMS

**NAIOP** Commercial Real Estate Development Association  
**REEC** Real Estate Executive Council  
**CRE** Commercial Real Estate  
**PREA** Pension Real Estate Association  
**CBRE** Coldwell Banker Richard Ellis  
**SIOR** Society of Industrial and Office Realtors  
**GSU** Georgia State University  
**MIT** Massachusetts Institute of Technology  
**CD** Curriculum Director  
**OLD** Operations Liaison Director  
**SPL** Senior Peer Leader  
**PL** Peer Leader  
**PA** Production Assistant
Founded by Ric Ramsey in 2014, the NEXUS Summer Program was formed to serve as the execution arm of summer program experiences for a variety of industries seeking to solve workforce development challenges. NEXUS works with leading nonprofit organizations to aide in the implementation of residential summer experiences hosted by top tier colleges and universities.

Between 2014-2016, NEXUS launched inaugural programs in Digital Media at Hampton University and Business Entrepreneurship at Penn State University. In late 2015, NEXUS aligned with Kirk Sykes of the Real Estate Executive Council (REEC) along with the then Commercial Real Estate Development Association (NAIOP) Chairman, Steve Martin, to form the REEC Commercial Real Estate Summer Intensive. The initiative is aimed at addressing the dearth of African Americans and Latinos working within the Commercial Real Estate (CRE) industry. By 2023, the initiative seeks to expose 1,600 top talent teens of color to careers in the CRE Industry.

The inaugural CRE program was hosted by the J. Mack Robinson College of Business at Georgia State University (GSU) in 2017, yielding a cohort of 28 participants. In 2018, the program expanded to additional universities, impacting 84 top talent teens.

For the summer of 2019, the CRE intensive impacted 103 participants—19 at Roosevelt University in Chicago, Illinois; and 28 each at Cornell University in Ithaca, New York; the University of Miami in Miami, Florida; and the Massachusetts Institute of Technology in Cambridge, Massachusetts.
How many commercial real estate (CRE) professionals in the United States are African American? Latino? The answer to this question is the reason the REEC CRE Intensive exists. The CRE profession has traditionally been led by white males, while only 20% of senior leaders in real estate are people of color. The goal is to expose teens to CRE with the hope that they might choose to major/minor in the field and related studies while in college, and ultimately use CRE as a career. In addition, NEXUS employed its five tenets of teen development within the curriculum focusing on activities that support self-esteem as well as providing useful tools for coping with various socio-emotional challenges that are prevalent on all college campuses.

NEXUS introduces topics that are rarely covered in current summer programs. Its’ aim is to expose pre-college students to the real college experience beyond the classroom. For example, the program covers traditional academic topics that include Finance, Marketing, SAT Preparation, and Entrepreneurship learning. These subjects are taught by university staff hired by NEXUS and volunteer industry practitioners. Additionally, time is devoted to topics dealing with socio-emotional areas such as stress, anxiety, gender, and racial biases as well.
This report presents the findings of the program evaluation for the 2019 cohort. Data sources included the following:

- Student surveys
- Staff surveys
- Volunteer Engagement
- Site visits – Used to qualify the university including Dean of College, Faculty, and support staff for program
- Interviews with stakeholders/funders

A component of the NEXUS objective is to provide economically equal access to high-quality summer programs that are outcome-based and focused on the user. In addition, NEXUS' goal is to develop a systematic evaluation process to measure the quality of each of its programs by focusing on satisfaction, career awareness, and interests in college partners. With an eye toward continuous annual improvement, NEXUS has adjusted some aspects of the program to provide a better experience for not only the teens, but also the university staff and volunteers. This year’s evaluation seeks to provide stronger benchmarks for processes and output measurements.

Information on participants’ age, grade point average, gender, race/ethnicity, and geography in which they reside were used in order to provide a scope of the population being represented in the program. In addition, participants were given a practice SAT test administered by The Princeton Review, a nationally recognized college board test preparer. Individual test results were provided to NEXUS along with the participant and her/his parent/guardian.

NEXUS utilized responses from participants using a survey application tool. Questions were developed by NEXUS and pulled from prior year summer programs. The goals of the assessment were to:

- Create a standard definition for a quality commercial real estate program.
- Give an opinion on the strengths and challenges of a program.
- Identify components that can be used as a model for other industry programs.
- Provide a uniform method for assembling programs and program staff.
- Ensure the implementation of the principles of positive youth development.
- Identify safety concerns that need to be addressed immediately.

As with prior years, the 2019 programs were observed full-time by NEXUS staff. As such, the qualitative views pertaining to the successful execution and overall strength and effectiveness of the programs’ academic and socioemotional content are included. Several review measures were utilized to address the overall structure of the program as well as the individual activities. These measures included environment of physical and emotional safety, staff engagement with participants, staff professional conduct, atmosphere of inclusion, organization and planning of program day, environment of intentional instruction, staff promotion of participant voice and choice, and physical environment and materials.
DEMOCRATICS
MASSACHUSETTS INSTITUTE OF TECHNOLOGY

GEOGRAPHY:
The majority of the participants were recruited from the East Coast of the United States. The state representation included:

- Massachusetts = 28%
- Pennsylvania = 25%
- New Jersey = 10%
- New York = 10%
- Colorado = 7%
- Georgia = 4%
- Illinois = 4%
- Maryland = 4%
- Virginia = 4%
- Washington = 4%
- Georgia = 4%
- Illinois = 4%
- Maryland = 4%
- Virginia = 4%
- Washington = 4%

ECONOMICALLY DISADVANTAGED 75%

GENDER

- Female = 50%
- Male = 50%

ETHNICITY

- African-American = 71%
- Latino/a = 14%
- Caribbean American = 7%
- Asian = 4%
- Not Specified = 4%

GRADE LEVEL

- Grade 10 = 29%
- Grade 11 = 71%

AVERAGE GPA 3.64 (4.0 Scale)
ARRIVAL AND PROGRAM KICKOFF

Travel to the Massachusetts Institute of Technology saw all students arriving by air, train, and parent drop off on time. Air arrivals presented a large variance in arrival times resulting in NEXUS staff having to plan either multiple trips to, or longer stays at, Boston Logan International Airport to meet all students.

Analysis of the participants’ responses yielded the following additional results for housing, meals, and management of extra-curricular activities:

- Respondents were mostly satisfied with their living conditions, though more than half of the respondents were not satisfied with their room temperature.
- There was no air-conditioning in the dormitory and the group was housed on upper floors.

- Survey respondents were split on being hungry in the evenings, with 42% of respondents reporting feeling hungry and 57% feeling hungry every once in a while. 87% of survey respondents felt that they received adequate snacks during breaks and at night.
- The survey respondents unanimously enjoyed the visit to Martha’s Vineyard and Google with the majority of other respondents appreciating the ability to interact with the speakers and take in the college freshman experience.

STAFF

The program at the Massachusetts Institute of Technology had an Operations Liaison Director, Senior Peer Leader, four Peer Leaders, and one Production Assistant. The staff members were rated as professional and able to connect with the students.
R. Kelly Cameron, Ed.D.  
Career Development Officer  
Massachusetts Institute of Technology (MIT)

R. Kelly Cameron, Ed.D. is currently the Career Development Officer at the Massachusetts Institute of Technology (MIT). With nearly two decades of professional experience in education, Kelly currently liaises on behalf of MIT Center for Real Estate with corporations to create experiential learning and recruitment opportunities for graduate students in a specialized degree program – MS in Real Estate Development. Dr. Cameron’s professional affiliations include:

- Peer reviewer and panel moderator for the U.S. Department of Education, Office of Innovation & Improvement.
- International, national, and regional conference presenter on matters pertaining to education inequalities, the phenomenon of lived experiences by urban students, experiential learning for domestic/international, undergraduate/graduate students, as well as diversity and inclusion in higher education.
- Service leadership as a member of:
  - Board of Trustees (first vice chair), Bunker Hill Community College (appointed by Gov. Charlie Baker, R-MA)
  - Board of Directors, Center for Collaborative Education [in Boston]
  - Board of Directors, Italian Home for Children [in Boston]
  - Concerned Black Men of Massachusetts, Inc. (elected officer; vice president)
- Adjunct professor to undergraduate and graduate students at Northeastern University
- Contributor, Boston local chapter of United Nations Association of America

Dr. Cameron earned his Doctor in Educational Leadership (Ed.D.) from Northeastern University in Massachusetts; Master of Science (M.S.) in Executive Leadership from Northeastern University; and Bachelor of Science (B.S.) in Aviation & Management from Bridgewater State College in Massachusetts. Dr. Cameron, a U.S. Air Force Veteran who served in the Persian Gulf War, is also a 2014 Fellow of The Partnership, Inc. and a 2009 Fellow of the Emerging Leaders Program at the University of Massachusetts, Boston.

Felicity Fu  
Graduate Student  
Massachusetts Institute of Technology (MIT)

Felicity is a graduate student at the Massachusetts Institute of Technology Center for Real Estate, with experience in both education and real estate development. Born in China and raised in Canada, Felicity first approached real estate from her family’s experience of immigration, cross-cultural education, and later work with international students. During her undergraduate time as a Comparative Literature major at Princeton University, she founded an education company that helps students in Vancouver prepare for undergraduate studies in the United States.

Since college graduation, Felicity has been running her company and attained her master’s degree in Human Development and Psychology from Harvard Graduate School of Education. During this time, Felicity has also been an active participant in the rapidly developing real estate industry of Vancouver. Her bicultural mindset and working with the students and new immigrants from Asia opened her perspectives on the demands that urbanization and migrations exert on a city, along with conflicts and challenges regarding urban planning and community spirit with changes of population. Felicity has successfully rezoned a few projects in British Columbia, where she is building a series of residential homes, including apartments, townhouses, single family houses, and affordable housing units. Felicity works to integrate her past experiences in the humanities, education and entrepreneurship to build human centered spaces for increasingly globalized communities.
**SESSION OUTCOMES**

**TOP 5 SESSIONS.** Ranking Participants’ Evaluation of Academic Sessions.

<table>
<thead>
<tr>
<th>Rank</th>
<th>Session Title</th>
<th>Date</th>
<th>Overall, how would you rate this session?</th>
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<tbody>
<tr>
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<td>7/25/2019</td>
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<td>Technology &amp; Real Estate Pt. 1: How is Technology Changing Real Estate in the Build, Use and Exchange of RE</td>
<td>7/24/2019</td>
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<td>PANEL DISCUSSION – Getting Started in Real Estate</td>
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<tr>
<td>4</td>
<td>Peer Diversity Roundtable “Me &amp; MIT”</td>
<td>7/30/2019</td>
<td>4.77</td>
</tr>
<tr>
<td>5</td>
<td>Pierce Roof Deck: See the Neighborhood from Bird’s Eye View</td>
<td>7/24/2019</td>
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**BOTTOM 5 SESSIONS.** Ranking Participants’ Evaluation of Academic Sessions.

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Survey responses show that 85% of the respondents did not have prior knowledge of CRE prior to entering the program. After participating in the program, 7% of respondents intend to major in CRE in college, with 14% electing to minor. 78% of the survey respondents indicated a desire to intern at a CRE company, while 42% are interested in a career in CRE. 42% of the survey respondents intend to apply to the Massachusetts Institute of Technology for college.
PROGRAM HIGHLIGHTS
MASSACHUSETTS INSTITUTE OF TECHNOLOGY

93% TALKING STICK / ENJOYED

100% GROUP PRESENTATIONS / PLEASED

FAVORITE SPEAKER(s):
Deepa Janha
Vice President
Asset Management CenterCal Properties

Would you recommend NEXUS to your friends/family?
Yes = 100%
No = 0%

Will you invite NEXUS to your high school to recruit for 2019?
Yes = 78.6%
No = 21.4%

If you are entering grade 11 in the fall of 2019, do you plan to participate in NEXUS next year?
Yes = 28.6%
No = 0%
Maybe = 14.3%
N/A = 57.1%
CONCLUSION

Overall, all programs were executed with fidelity. The student survey results prove the underlying messaging is consistent across all programs and the impact is trending positively toward real interests in a career involving commercial real estate.

The immediate opportunity for the CRE industry lies with investment in hiring NEXUS graduates as college freshman Interns. Nearly 93% “Definitely/May Consider” applying for a job in the CRE industry in 2019, demonstrating the strength of early exposure programs. NEXUS will seek to align this cohort of 14 college freshman with CRE companies and other internship focused organizations in an effort to continue the momentum.

RECOMMENDATIONS

OPERATIONS

The 2019 implementation of NEXUS assuming responsibility for hiring a Vice President of Operations, Operations Liaison Directors (OLD), and all subordinate staff to manage pre-program operations, logistics, and daily activities for the programs was very effective. The NEXUS team made the decision to have OLDs arrive on campus two days prior to the programs launch day. The early arrival was extremely helpful as they were able to become acquainted with the University Team, and familiarize themselves with the campus. Ultimately, the OLDs' early arrival aided in the ability to lead the onsite operations team to execute operations and logistics in a seamless manner. NEXUS will continue to operate within this staff structure.

The university hosts will resume responsibility for identifying faculty for the Curriculum Director and the Logistics Budget Coordinator roles with final approval of content being provided by REEC and NEXUS.

Additionally, NEXUS has moved forward with adding a Director of Programs to the team to ensure consistency across core aspects of the program related to student selection, scholarship funding, and overview of standardization of administrative tasks across all programs to ensure a balanced program for students and staff.

CURRICULUM

While the SAT is never a high-ranking experience for the students, the quality of the SAT Prep courses was deemed “very informative” and “beneficial for rising juniors,” but too long and repetitive for some students. This feedback is an improvement over prior years where the utilization of local test prep coaches versus larger, more well established companies was identified as the source of the poor execution and engagement. This year, NEXUS reestablished its contractual agreement with The Princeton Review, a national SAT/ACT test prep company, in an effort to improve the quality of the experience for the teens. The participants’ survey responses indicate that this was a positive change.
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<tr>
<td>6</td>
<td>EDUCATION: Entrepreneurship in Urban Space</td>
<td>07/25/19</td>
<td>4.72</td>
</tr>
<tr>
<td>8</td>
<td>Opening Speaker – Welcome and Introduction to Speaker</td>
<td>07/21/19</td>
<td>4.59</td>
</tr>
<tr>
<td>9</td>
<td>Owu Development Model and Chat</td>
<td>07/23/19</td>
<td>4.54</td>
</tr>
<tr>
<td>10</td>
<td>Dinner Catered – With Green Oak Capital – Fireside Chat #1 – Mariana Circiumaru</td>
<td>07/25/19</td>
<td>4.45</td>
</tr>
<tr>
<td>11</td>
<td>Community Relations Discussion</td>
<td>07/23/19</td>
<td>4.44</td>
</tr>
<tr>
<td>12</td>
<td>Kendall Innovation Ecosystem</td>
<td>07/23/19</td>
<td>4.33</td>
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<tr>
<td>13</td>
<td>Site Visit #3: HUB on Causeway Tour &amp; TD Garden</td>
<td>07/26/19</td>
<td>4.28</td>
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<td>14</td>
<td>Osborn Neighborhood Walk</td>
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<td>4.26</td>
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<td>One Bway Career Discussion</td>
<td>07/23/19</td>
<td>4.19</td>
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<tr>
<td>16</td>
<td>Reinforce Team Case Project – Including How to WHOVA Journal Site Visits</td>
<td>07/25/19</td>
<td>4.12</td>
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<tr>
<td>17</td>
<td>PRESENTATION: Fireside Chat #2: Inequality of Urban Development (Problems &amp; Solutions)</td>
<td>07/31/19</td>
<td>4.00</td>
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<td>18</td>
<td>Introduction to Step Practice/Chill</td>
<td>07/26/19</td>
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