

## PROGRAM REVIEW 2008-2011

Division: \_\_\_\_\_Business and Computer Systems\_\_\_\_\_

Department or Program: \_\_\_\_\_Real Estate\_\_\_\_\_

Name and Title of Preparer(s): Michael Gough, Department Chair

In providing responses in the following areas, **please utilize the quantitative data available in the Program Review Enrollment Data Document and the Budget Document.** For the purposes of the Program Review, both departments and programs will be referred to as "program."

### I. Description and Mission of the Program

Which area(s) does this program considerably address (check all that apply):

Basic Skills     Transfer     Career/Technical     Other  
(describe)

A. Provide a brief description of the program including any services provided and the program's mission.

Description: This program consists of 9 courses listed in the De Anza 2008-2009 catalog with course numbers beginning with the letters "REST," plus the associated certificates and degrees in Real Estate. The 9 courses are REST 50, 51, 52A, 53, 54, 56A, 56B, 59 and 61. This program's services consist entirely of offered courses, certificates, and degrees, the provision of classroom instruction, and closely-associated services such as development of proposals for new courses and degrees, approval of student petitions for course substitutions for certificates and degrees, answering various student questions that others at De Anza are not as well qualified to answer, program planning and review, and participation in shared governance at De Anza.

Mission: The mission of this program is to challenge students of every background to develop their intellect, character, and abilities, achieve their educational and vocational goals in Real Estate. The focus of the program is to help students acquire the skills and knowledge they will need to help them attain jobs in the California real estate industry or utilize their skills in investing in the California real estate market.

B. Provide a summary of the program's main strengths.

1. Highly qualified and collegial faculty – many of whom are leaders in the Santa Clara County real estate industry who stay current in all crucial areas of the discipline.
2. Exceptional flexibility of the program to deal with the extreme peaks and valleys of the California real estate industry.
3. Continued demand for our core program during lean times.

C. Provide a summary of the program's main areas for improvement.

We believe that we need to implement technology to a greater degree in our classes. The traditional California real estate industry (brokers/agents) has been somewhat slow to adopt some technologies available that help create efficiencies and lower costs for consumers.

We need to move on developing more course offerings that will equip students with the skills and knowledge to deal with the extraordinary downturn in the California real estate market and its impact on communities and the financial services sector.

To that end, we have recently written a course that was approved by the Curriculum Committee that teaches the use of technology in dealing with foreclosures. We are hopeful that it will be successful and plan on using that course as a starting point for similar courses.

Also, we are concerned that we are behind in developing and assessing Student Learning Outcomes within our program. The Department Chair is a member of the Curriculum Committee and will work on updating the courses accordingly.

D. What are your expected outcomes (such as learning outcomes, transfer, career goals, certificate and degrees) for students in your program?

We cannot at present articulate our learning outcomes at the program level very effectively. We have defined student learning outcomes that are a part of our individual approved course curricula, so at the course level we are fine, but we currently do not have a well-articulated set of student learning outcomes at the degree, certificate, or program levels. We see this as an area in which we will need to make substantial improvement over the next two years.

Our students fall into roughly three categories:

1. Students who are interested in taking a few “a la carte” classes to explore specific areas of interest and/or acquire specific skills in real estate that will make them a more informed consumer or investor.
2. Students who are interested in procuring the California real estate sales or brokers license and take the required courses to sit for those exams.
3. Students who are interested in transferring as a business major to a four-year institution and use the courses as electives that tie into their planned course of study.

The majority of our students are in categories 1 or 2 above. We issue only a handful of AA degrees and certificates each year. We believe this is because most students interested in careers in real estate know that a community college certificate or degree is not a significant boost to one’s career in most instances and the key hurdle is passing the regulatory exam and getting a license. Moreover, anecdotal evidence indicates that we have a higher than average percentage of students who have degrees taking our classes so an AA degree or certificate tends to be something they are not interested in.

## II. **Retention and Growth**

A. How has the program responded to the institutional goal of increased access, growth and retention? (Include the number of students enrolled in the program and the retention rate over the last three years.)

Our enrollments in the program are down approximately 50% from the 2004/2005 ((WSCH 7,959, with 1,833 enrolled) year to the current year (WSCH 3,990, with 955 enrolled – 2008/2009.)

This drop can be directly attributed to the market decline in California. From November 2007 to November 2008 the applications for new broker licenses in California are down over 50% and the applications for new agent licenses are down over 66% during that period (source: California Community College Real Estate Education Newsletter, February, 2009)

However, our overall program success rate has improved from 73% with 86% retention in 2006/2007 to a success rate of 78% in 2008/2009 with a retention rate of 91%.

B. How has the program responded to the institutional goal of increased access, growth and retention specifically for the identified targeted populations of African Ancestry, Latino/a, and Filipino/a students? (Include the number and percentage of the program’s enrollment that was made up of the targeted populations and the retention rate of the targeted populations over the last three years.)

Our access rate has dropped during the past three years as shown below:

	<b>Access Targeted Demographics</b>					
	<b>2005-2006</b>		<b>2006-2007</b>		<b>2007-2008</b>	
Targeted	413	23%	294	22%	147	16%
Not Targeted	1420	77%	1055	78%	799	84%

Our overall success rates have improved slightly while success rates for targeted minorities have dropped slightly during the three year period as shown below:

	<b>Success Targeted Demographics</b>					
	<b>2005-2006</b>		<b>2006-2007</b>		<b>2007-2008</b>	
Targeted	273	66%	191	65%	88	60%
Not Targeted	1113	78%	797	76%	642	81%

The downturn in the market has impacted both the targeted and non-targeted groups in our program.

C. The Statewide Basic Skills Initiative defines “basic skills” as English, mathematics, reading, writing and ESL skills. In what ways does your program address the basic skills needs of students? For programs that do not directly address basic skills, how does the lack of basic skills impact student success rates for your program?

Our program requires math skills at the basic algebra level to deal with the financial aspects of the industry. We find that in virtually every course, a math review is needed for students who need “shoring up” in basic math skills. The program also requires that the student be able to read at a college level and write and speak at that level as well. We find that ESL students can struggle in some of our courses and informally recommend that some receive more ESL training in order to compete in our classes and in the industry.

### **Student Equity**

- A. What progress or achievement has the program made towards decreasing the student equity gap? (Include student success rates for targeted populations compared with other students over the last three years.)

As shown earlier, we have seen a slight decline in our success rate over the past three years for our targeted populations. It should be noted that the numbers are small and a handful of students can impact the rates either way. Nevertheless, we plan on using the course update process to evaluate and strengthen these numbers.

- B. In what ways will the program continue working toward achieving these goals?

1. Re-institute the Cultural Competencies Committee within the division. This committee met on a regular basis last academic year, and proved to be a valuable resource for division faculty and staff, therefore the real estate department will participate in the effort to reconvene the committee.
2. Take greater advantage of existing campus resources including the Student Success and Retention Services Center, the Student Success Center, and the Math Performance Success program. This will be accomplished by inviting representatives of these programs to our department and/or division meetings to help educate us as to the services and benefits of these programs.
3. The development and measurement of course and department level SLOs will also provide valuable information which will allow us to continue making progress toward our student equity goals.

- C. What challenges exist in the program in reaching such goals?

The biggest challenge remains faculty education and training regarding best practices and available resources in this area.

### IV. **Budget Limitations** (Please be specific in your responses.)

- A. Identify any limitations placed on the program based on limited funding. What increases in resources are critical to the program and what are the consequences of continued limited funding on the program?

Our ability to remain viable during a downturn in the economy is crucial in order for us to take advantage of the upswing when it comes again – as it always done. It is imperative that we are able to continue to offer our core

broker courses so the community sees DeAnza as the best source of real estate education in the Santa Clara Valley.

We have survived downturns before (the 1990-1994 period comes to mind) and will do so now, if we can continue to offer our core courses to the public, despite a fall in demand.

Describe the consequence to students and the college in general if the program were eliminated or significantly reduced. Please be specific.

The Real Estate Programs at the California Community Colleges were designed specifically for filling the need for education and training in this industry. The business cycle tends to be extreme in our environment and lack of demand can greatly impact the ability of the program to survive. As mentioned earlier, our ability to expand and contract with the market is one of our core strengths. Our expectation is that we will survive this downturn and see larger numbers in the future.

V. **Additional Comments (optional):** What additional information is important to consider when reviewing the budget of your program for possible reductions? You may include any or all of the following, or other information.

- **Strategic Planning Initiatives (Community Collaborations, Cultural Competency, Outreach, and Individualized Attention for Retention):** Describe any other Strategic Planning Initiatives your program has addressed.

- **Relationships with Other Programs:** Describe any partnerships or collaborations that the program is actively engaged in, which reduce costs and/or improve service delivery.

- **State and Federal Mandates:** Describe any State or Federal mandates that directly impact the program.

In order to sit for the California agents and brokers license exam, one must complete a prescribed set of courses that include virtually all of our broker courses in our program. We must stay current with the licensing law in order to ensure we comply with the State requirements and prepare our students to take the exams.

- **Trends (such as enrollment, certificate and degrees conferred, transfer rates, job placement, etc.):** Describe any positive and/or negative trends in the program.

As mentioned previously, enrollment has dropped by almost 50% because of the real estate downturn. We expect that the program will see improved numbers as the economy recovers.

- **Comparable Programs at other Institutions:** Provide any information that you have that would allow for a comparison of the program to similar programs at other institutions in the State.

