

Real Estate

1. 2018-19 Annual Program Review Update Submitted By: Michael Gough
2. APRU Complete for: 2018-19
3. Program Mission Statement: 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.
4. I.A.1 What is the Primary Focus of Your Program?: Career/Technical
5. I.A.2 Choose a Secondary Focus of Your Program?: Transfer
6. I.B.1 Number Certificates of Achievement Awarded: 0
7. I.B.2 Number Certificates of Achievement-Advanced Awarded: 0
8. I.B.3 #ADTs (Associate Degrees for Transfer) Awarded: 0
9. I.B.4 # AA and/or AS Degrees Awarded: 0
10. I.B.5 Strategies to Increase Awards: It is fairly common for students to take Real Estate courses to qualify to sit for the Real Estate License exam in California, and having a certificate or degree in the subject does not provide an obvious advantage. Moreover, a high number of our students have BA degrees, so gaining a certificate from a community college is not necessarily a high priority for them. A certificate of completion (if it were still available) could provide more completions, as our three course sequence in qualifying for the exam would be a typical class progression of a number of our students.
11. I.C.1. CTE Programs: Review of Perkins Core Indicator and SWP Outcomes Metrics: The industry in California has leveled off for the time being. As of November, 2018, there has been a slight uptick in licenses in the state with 421,479 real estate broker and sales licenses in California in November 2018, up from 418,542 in November, 2017. (Source: California Bureau of Real Estate, March 2019)

As mentioned in the last program review report, there are two drivers of the industry change. Technology has impacted how real estate is listed, sold, appraised and financed. The entire profession has lost positions due to electronic listing, loan qualifying and appraisal. Second, California has seen a leveling off of building due to cost, environmental and related factors.

Despite these changes, it is thought by many industry experts, that because the cost of real estate transactions in California is so high, with substantial risk in the purchase and sale of property, that there will always be a part of the industry that is served by licensed professionals who know how market, sell and purchase real property.

12. I.C.2 CTE Programs: Labor Market Demand and Industry Trends: Our advisory board continues to recommend we focus on the core courses that prepare a student for a license, while providing solid consumer education for those looking to learn about real estate in California.
13. I.D.1 Academic Services & Learning Resources: #Faculty served:
14. I.D.2 Academic Services & Learning Resources: #Students served:
15. I.D.3 Academic Services & Learning Resources: #Staff Served:
16. I.E.1 Full time faculty (FTEF): 1.1
17. I.E.2 #Student Employees:
18. I.E.3 Ratio % of Full -time Faculty Compared to % Part-time Faculty Teaching: all part-time
19. I.E.4 # Staff Employees:
20. I.E.4 #Staff Employees: 0
21. I.E.5 Changes in Employees/Resources: n/a
22. II.A Enrollment Trends: While enrollment is down significantly (22%) from five years ago with 492 students in 2017-18 compared to 656 in 2013-14, the productivity of the program continues to outpace the college at a factor of 591 compared to the college productivity of 494 in the most recent year. We believe that we will likely see an uptick in enrollment going forward, as we would like to increase our

online offerings and provide a more mixed approach (distance and traditional) in providing instruction. We are also exploring offering course as a non-credit option- allowing students to save money on enrollment fees.

23. II.B Overall Success Rate: Our success rate has improved to 70% in the most recent year compared to 2016-17 when the rate was 65%.
24. II.C Changes Imposed by Internal/External Regulations: We follow the California Bureau of Real Estate regulations for licensure for brokers and agents, and must stay abreast of changes from that body. There have been no significant regulatory changes for licensure over the past two years.

This remains consistent with the current year of reporting (2018-19)

25. III.A.1 Growth and Decline of Targeted Student Populations: 2017-18 Enrollment: Our targeted population has increased slightly from 134 in 2016-17 to 140 in 2017-18. This continues a three year trend of increasing enrollments by targeted groups.
26. III.A.2 Targeted Student Populations: Growth and Decline:
27. III.B.1 Closing the Student Equity Gap: Success Rates: Our overall success rate was 70% in 2017-18 - up from 65% the year before. The overall success rate has ranged from 70-74% over the past five years.

In 2017-18 we saw an increased success rate for our targeted population from 51% in 2016-17 to 65%. One change that was instituted was early identification of the need for math skills in the courses, which seems to have helped with our success rate. We need to continue the approach and determine if that is one of the major factors in increasing our targeted success rate.

The highest failure rate continues to be associated with age - students who are 19 years old or younger, had a 36% success rate in the most recent year, but it must be noted there were only 14 students in that group - representing less than 10% of the population, so the minimal numbers make it difficult to discern key issues or challenges for that group.

28. III.B.2 Closing the Student Equity Gap: Withdrawal Rates:
29. III.B.3 Closing the Student Equity Gap: 2017-18 Gap:
30. III.C Action Plan for Targeted Group(s): We plan to continue early assessment and continue to be very clear about expectations in the first two weeks of the term and we are hopeful that offering more online sections will stimulate demand and increase our number of higher-level students in the program
31. III.D Departmental Equity Planning and Progress: We continue to implement the early identification of skill deficiencies in our classes and spending more time the first part of the term defining course expectations and approaches in covering the material
32. III.E Assistance Needed to close Equity Gap:
33. III.F Integrated Plan goals: current student equity data and action plan:
34. IV.A Cycle 2 PLOAC Summary (since June 30, 2014): 100% of courses taught
35. IV.B Cycle 2 SLOAC Summary (since June 30, 2014): 100% for courses taught in the past two years
36. V.A Budget Trends: It remains the case that because the program is taught entirely by part-time instructors and has virtually no administrative cost, and because the economy has reduced traditional demand for the program, the Real Estate program is often discussed as a program that can be eliminated. However, its flexibility in terms of course offerings and faculty, combined with its productivity along with being an excellent elective program for Business majors should continue to make it a viable program. Moreover, the Real Estate Department serves the mission of the college as part of its CTE program. Also, our plan to increase online courses and possibly offer the program in both a credit and non-credit mode should increase our enrollments and productivity.
37. V.B Funding Impact on Enrollment Trends:
38. V.C.1 Faculty Position(s) Needed: None Needed Unless Vacancy
39. V.C.2 Justification for Faculty Position(s): NA
40. V.D.1 Staff Position(s) Needed: None needed unless vacancy
41. V.D.2 Justification for Staff Position(s):
42. V.E.1 Equipment Requests: No Equipment Requested
43. V.E.2 Equipment Title, Description, and Quantity:
44. V.E.3 Equipment Justification:
45. V.F.1 Facility Request:

46. V.F.2 Facility Justification:
47. V.G Equity Planning and Support:
48. V.H.1 Other Needed Resources:
49. V.H.2 Other Needed Resources Justification:
50. V.J. "B" Budget Augmentation:
51. V.K.1 Staff Development Needs: We plan on requesting funds to attend the semi-annual real estate educators conferences sponsored by the California Bureau of Real Estate – those should be minimal conference costs of less than \$500.
52. V.K.2 Staff Development Needs Justification:
53. V.L Closing the Loop:
54. Last Updated: 03/19/2019
55. #SLO STATEMENTS Archived from ECMS: 5