

## INSTRUCTION PROGRAM REVIEW: SPRING 2013 SUBMISSION CYCLE

Program Name: Real Estate

Academic Year: 2011-12

Faculty Contact: Bart Keavney, Lilya Vorobey

Program Review Submission Date: March 2013

### I. Description of Program

Provide a brief description of the program and how it supports the college's [College Mission and Diversity Statements](#), [Institutional Priorities, 2008-2013](#), [5 in 5 College Strategies, Spring 2011](#), and other [institutional planning documents](#) as appropriate.

The purpose of CSM Real Estate department is to provide up-to-date courses and degree plans that give students the practical, theoretical, and technical knowledge needed to be successful in the field of real estate which encompasses salespersons, appraisers, escrow officers, loan officers, mortgage bankers/brokers and property managers. Our curriculum is designed to provide students with employment in the public and private sectors through preparation to successfully pass the California State Real Estate Exams in Salesperson or Broker levels..

### II. Summary of Student and Program Data

#### A. Student Learning Outcomes Assessment

Summarize recent SLO assessments, identify trends, and discuss areas in need of improvement.

A number of our courses require students to link to in-service work experiences, analyze real estate data, and develop relationships with clientele and professional suppliers of services. With fluctuating real estate trends in San Mateo County, these particular SLOs have a tendency to oscillate with the availability of outside sources that are willing to work with our students.

Our program attempts to give students a real world assessment of detailed work experiences such as analyzing basic real estate data in the area but since we have had to cancel many class sections, a suitable representation of work problems cannot always be presented with limited class offerings.

#### B. Student Success Indicators

1. Review [Student Success and Core Program Indicators](#) and discuss any differences in student **success indicators across demographic variables**. Also refer to the [College Index](#) and other relevant sections of the [Educational Master Plan: Update, 2012](#), e.g., Student Outcomes and Student Outcomes: Transfer. Basic Skills programs should also refer to [ARCC](#) data.

The Real Estate program has a strong Student Success rate with 2011-12 at 90.6% (in line with previous years) and the Retention rate is 92.7%. This reflects the quality of the program and the profile of our older, mature students who attend to either start their own business, change careers or move up from a sales license to a brokers license.

2. Discuss any differences in student success indicators across modes of delivery (on-campus versus distance education). Refer to [Delivery Mode Course Comparison](#).

We only have lecture classes, thus no data available for Mode Comparison

#### C. Program Efficiency Indicators. Do we deliver programs efficiently given our resources?

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Summarize trends in program efficiency as indicated in the [Student Success and Core Program Indicators](#) (LOAD, Full-time and Part-Time FTEF, etc.).

Courses satisfy industry/state continuing education requirements and equip students with the skills and knowledge necessary to pass the California state licensing exam. Although fewer classes are being offered per semester, a system of course rotation is now being used to allow students access to courses over multiple semesters.

The Real Estate program is taught by adjunct faculty. The Load rose to 617.5 in 2010-11 and declined to 489.9 in 2011-12 with FTEF at 1.2 and 1.6 respectively.

Success and retention rates are well into the 90 percentile while the withdraw rate is more than one half less than the college's 15.3%.

### D. Course Outline Updates

Review the [course outline update record](#). List the courses that will be updated in the next academic year. For each course that will be updated, provide a faculty contact and the planned submission month. See the [Committee on Instruction website](#) for [course submission instructions](#). Contact your division's [COI representatives](#) if you have questions about submission deadlines. Career and Technical Education courses must be updated every two years.

Courses to be updated	Faculty contact	Submission month
All RE courses	Bart Keavney. Lilya Vorobey	May 2013

### E. Website Review

Review the program's website(s) annually and update as needed.

Faculty contact(s)	Date of next review/update
Bart Keavney, Lilya Vorobey	May 2014

### F. Additional Career Technical Education Data – CTE programs only. (This information is required by California Ed. Code 78016.)

1. Review the program's [Gainful Employment Disclosure Data](#), [External Community](#), and other institutional research or labor market data as applicable. Explain how the program meets a documented labor market demand without unnecessary duplication of other training programs in the area. Summarize student outcomes in terms of degrees, certificates, and employment. Identify areas of accomplishment and areas of concern.

"Employment of real estate brokers and sales agents is expected to grow 11 percent from 2010 to 2020, about as fast as the average for all occupations. Job opportunities will fluctuate with the economy and are, like many other sales occupations, highly dependent on the personal drive, motivation, and sales ability of the individual real estate broker or sales agent." *U.S. Department of Labor statistics.*

A majority of our students qualify to take the California Real Estate License exam.

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2. Review and update the program's Advisory Committee information. Provide the date of most recent advisory committee meeting.

### **ADVISORY COMMITTEE INFO**

### **III. Student Learning Outcomes Scheduling and Alignment**

#### *A. Course SLO Assessment*

Explain any recent or projected modifications to the course SLO assessment process or schedule.

Because our course SLO assessments tie into the community relationships of our students, and that this connection is in constant flux due to the nature of the real estate and not necessarily controlled by our instructors, modifications will be minimal based on which courses have been taught due to

#### *B. Program SLO Assessment*

Explain any recent or projected modifications to the program SLO assessment process or schedule.

Our overall departmental mission is threefold: 1) to prepare students for entry-level employment in the rapidly expanding real estate market, 2) to enable students to improve their job skills to promote career advancement and development, and 3) prepare students to achieve a passing grade on the Real Estate Licensing Exam. Modifications to the program SLOs would only be grammatical in nature.

#### *C. SLO Alignment*

Discuss how Course SLOs support Program SLOs. Discuss how Course and/or Program SLOs support Institutional/GE SLOs. Refer to [TracDat](#) related Program and Institutional SLO reports.

### **Insert discussion on how program SLOs are supported by course SLOs**

Our overall departmental mission is threefold: 1) to prepare students for entry-level employment in the rapidly expanding real estate market, 2) to enable students to improve their job skills to promote career advancement and development, and 3) prepare students to achieve a passing score on the Real Estate Licensing Exam.

### **IV. Additional Factors**

Discuss additional factors as applicable that impact the program, including changes in student populations, state-wide initiatives, transfer requirements, advisory committee recommendations, legal

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mandates, workforce development and employment opportunities, community needs. See [Institutional Research](#) as needed.

The Real Estate Program came under review by the Academic Senate during the worst of this recent recession. The continued viability of the program was questioned in light of the serious and precipitous drop in real estate values across the state. The media had reported many times that the number of people employed in the real estate industry was rapidly dropping and both RE companies and escrow companies were going out of business. At the depth of the recession (2010-11) enrollment had dropped from FTES of 39.3 in 2009-10 to 24.7 in 2010 – 11. The load for the program (the primary measurement of resource efficiency) dropped from 536 in 2009-10 to 489 in 2011-12. The corrective action taken was the reduction of the number of sections/courses offered each semester. The load statistics for 2012-13 are expected to show improvement.

The market for licensed real estate sales personnel and brokers has made a strong comeback. The Bay Area is experiencing a sharp increase in real estate activity and home prices. Many homes have been receiving multiple offers and there is heavy activity from investors. Interest in the RE classes usually follows a pick-up in activity in the market.

There is an unfortunate downside to the compression of the course schedule. Since we have only been able to offer a minimum of required classes each semester it difficult for the students to complete the program in a timely manner which has resulted in some frustration.

### V. Institutional Planning

#### A. Results of Plans and Actions

Describe results, including measurable outcomes, from plans and actions in recent program reviews.

The Real Estate program has been without designated leadership since the passing of Robert Bruss. The program is being completely revised and even the SLOs cannot be directly traced to any previous objectives.

#### B. Program Vision

What is the program's vision for sustaining and improving student learning and success during the *next six years*? Make connections to the [College Mission and Diversity Statements](#), [Institutional Priorities, 2008-2013](#), and other [institutional planning documents](#) as appropriate. Address trends in the SLO assessment results and student success indicators and data noted in Section II. Summary of Student and Program Data.

[Note: CTE programs must address changes in the context of completion and employment rates, anticipated labor demand, and any overlap with similar programs in the area as noted in Sections II.F.1 and II.F.2.]

[Note: Specific plans to be implemented in the *next year* should be entered in Section V.C.]

**BACKGROUND** Marketing the program to the community is important in order to fill classes and improve the "load" measurement for the program. The program course offerings are first-rate measured by our completion rate and students who pass the state real estate exam. However, the program does need to gain a higher profile in the county. This is the only remaining full real estate

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curriculum (the full eight courses required for the broker's license) in San Mateo County. Cañada closed their program and referred their students to CSM and Skyline only offers the three courses for the sales license. The last private real estate school in the county closed two years ago when the owners retired.

**STUDENT SUCCESS** Turning to the issues of student success, the statistics reflect a relatively strong profile for this program. In the data for the three latest three years 2009-10 through 2011-12 the Student Success rates have been 86.6%, 91.5% and 90.6% respectively. Turning to the retention rates over the same three years were 87.7%, 93.5% and 92.7%. These results reflect the type of adult student who comes to either change careers or retrain after jobs have been off shored. Being older and more mature, these students are both diligent and persistent.

1. To guide future faculty and staff development initiatives, describe the professional enrichment activities that would be most effective in carrying out the program's vision to improve student learning and success.

There are a number of seminars available for faculty. The faculty meets regularly to update any program needs. The department is staffed with adjunct instructors and most of them have full time jobs – most courses are in the evening. It is difficult for adjuncts to participate in training activities.

2. To guide future collaboration across student services, learning support centers, and instructional programs, describe the interactions that would help the program to improve student success.

Classes are lecture based thus do not require support from student services, etc. Copies of the latest textbooks (codes, etc.) in the library would benefit students who are unable to afford texts.

3. To guide the [Institutional Planning Committee](#) (IPC) in long-range planning, discuss any major changes in resource needs anticipated in the *next six years*. Examples: faculty retirements, equipment obsolescence, space allocation. Leave sections blank if no major changes are anticipated. Specific resource requests for the next academic year should be itemized in Section VI.A below.

Faculty: The Real Estate program has been supported by adjunct faculty only. As the program grows, a fulltime faculty member who has knowledge of this field would be of tremendous assistance, if only in a part time manner, in helping out with such things as marketing, program reviews, etc.

Equipment and Technology: N/A

Instructional Materials: N/A

Classified Staff: N/A

Facilities: N/A

### C. *Plans and Actions to Improve Student Success*

Prioritize the plans to be carried out next year to sustain and improve student success. Briefly describe each plan and how it supports the [Institutional Priorities, 2008-2013](#). For each plan, list actions and measurable outcomes.

#### **Plan 1**

Title: \_\_\_\_\_

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Marketing
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**Description**

Provide flyers, posters to aid in publicizing the program to the community. Occasionally adding the real estate program to those highlighted in the class schedule would be helpful.
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Action(s)	Completion Date	Measurable Outcome(s)
Meet with marketing department	Fall 2013	Higher student enrollment will increase number of course offerings.

*[Note: Itemize in Section VI.A. Any additional resources required to implement plans.]*

<b>VI. Resource Requests</b>
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*A. Itemized Resource Requests*

List the resources needed for ongoing program operation and to implement the plans listed above.

**Faculty**

Full-time faculty requests (identify specialty if applicable)	Number of positions
One-half fulltime faculty, perhaps shared with another department	.5

Complete [Full-Time Faculty Position Request Form](#) for each position.

Description of reassigned or hourly time for prioritized plans	Plan #(s)	Cost

**Equipment and Technology**

Description (for ongoing program operation)	Cost

Description (for prioritized plans)	Plan #(s)	Cost

**Instructional Materials**

Description (for ongoing program operation)	Cost

Description (for prioritized plans)	Plan #(s)	Cost

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Classified Staff

Description (for ongoing program operation)	Cost

Description (for prioritized plans)	Plan # #(s)	Cost

Facilities

For immediate or routine facilities requests, submit a [CSM Facility Project Request Form](#).

Description (for prioritized plans)	Plan #(s)	Cost

*B. Cost for Prioritized Plans*

Use the resources costs from Section VI.A. above to provide the total cost for each plan.

Plan #	Plan Title	Total Cost
1		
2		