

El Camino Community College

PROGRAM REVIEW 2018

BUSINESS DIVISION

REAL ESTATE PROGRAM



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SECTION 1

Overview of the Program

A) Provide a brief narrative description of the current program, including the program's mission statement and the students it serves.

The real estate department, as part of the business division, serves on average between 400 to 600 students a semester. We are the student's first step for obtaining state licensing in the entire South Bay. Courses are offered throughout the year, including during the summer and winter intersessions. Our real estate courses are state-approved by the California Department of Real Estate, which undergoes a renewal process every four years. Our appraisal courses are also state-approved by the Department of Real Estate Appraiser, which also undergo a renewal process every four years.

The real estate program has grown a great deal over the past 3 years in terms of headcount. Our spring semester headcount of 453 students reflected a new high since at least 2015 when head count was at 230 students. We have seen a steady and constant increase over the last 5 years. We anticipate our student headcount to keep growing but would need to increase resources to accommodate this anticipated increase in headcount. The program would also benefit from new industry software and licensing rights along with industry used equipment such as tablet computers, iPad's, and smart devices.

As noted in section 2 of this review, our program ranks 6th in the state of California in terms of headcount. Glendale Community College boasts a headcount of 541 students. Our headcount of 453 is within 88 students of Glendale College. By expanding some of our course offerings and offering low unit certificates, our program can easily rank 1st in the state by headcount.

As of fall 2017, the real estate program created a student-run organization called The "ECC Real Estate Association" that serves as an extension of the program. The students arrange for guest speakers from the industry as well as successful past alumni to speak to current students in the program. This direct alumni-industry-academia network has significantly benefited the entire program as reflected through headcount growth since the inception of the club.

In addition, the department created several social media accounts to market the program and the vast alumni-network. The program has active Facebook and Instagram accounts, including a newly created Linked-In alumni page as of spring 2019. Our social media pages feature current and upcoming courses for each semester as well as information on alumni who are currently working in the industry and their advice to our current students.

Program Mission

The real estate programs mission statement is to offer quality courses to students entering the field of real estate by preparing them for the state licensing examination to become a sales agent, broker or appraiser. We motivate students to continue and transfer to a four (4) year school to obtain a major or minor in real estate, while also providing an opportunity for students to earn one of seven (7) specialized certifications offered in the program. We also

offer comprehensive real estate education for students from the local community who seek to be knowledgeable consumers in personal real estate transactions and investments.

Students Served

Courses are offered in multiple formats including live classes, hybrid classes, and online classes to serve all demographics including day, evening and online students. The program is currently working on expanding the reach of the online and evening programs by offering shorter 8-week courses in real estate principles and real estate practice to cater to working adults.

The program aims to offer the three required courses to quality to sit for the state exam for day, evening and online students every semester. The program is also currently working on new certificates that can be obtained with only taking 3 courses to better match the state licensing requirements and track student success.

B) Describe the degrees and/or certificates offered by the program.

Associate of Arts Degree and Associate of Science Degree with the following options:

1. Real Estate Option
2. Mortgage Brokerage Option
3. Real Estate Appraisal Option

Certificates of Achievement in the following areas:

1. Real Estate
2. Mortgage Loan Brokerage
3. Real Estate Appraisal

Currently working on adding additional new certificates, including certificates in:

1. Real Estate Salesperson
2. Real Estate Broker
3. Real Estate Property Management
4. Real Estate Mortgage Loan Brokering and Lending
5. Real Estate Investments
6. Real Estate Finance
7. Real Estate Appraisal
8. Real Estate Escrow

C) Explain how the program fulfills the college's mission and aligns with the strategic initiatives.

The mission of El Camino College is to make a positive difference in people's lives by providing a comprehensive educational programs and services that promote student learning and success in collaboration with our diverse communities. The Real Estate Program offers a quality education in real estate that ensures the educational success of our students from our diverse community. Upon completion of our program, our students are ready to pass the state licensing examination or continue with their education in real estate. We believe that

our program provides students a direct employment entry into a licensed-profession in the shortest amount of time from any vocational program offered in the college.

STRATEGIC INITIATIVES

1. Student Learning:

The Real Estate department uses lecture, multimedia, and practical case problems to enhance teaching and support student learning. We incorporate guest lecturers who are notable alumni from our program and have found success in the industry to motivate our students.

2. Student Success and Support:

The Real Estate department strives to strengthen quality education by writing, seeking to teach new courses as the major evolves, and as transfer schools and employers require.

In Fall of 2017, our students create the ECC Real Estate Association that provides student support and creates an alumni network of real estate professionals. The student association has also been granted funding for real estate field trips to tour local landmarks to view historical architecture and design.

We have also formed relationships with local real estate offices in the South bay that provide opportunities for direct hire of our students.

We are currently also looking into hiring an S.I. (Student Instructor) Coach to assist students in areas they are struggling with.

3. Collaboration:

The Real Estate faculty strive to foster a positive learning environment and sense of community and cooperation through an effective process of collaboration and collegial consultation. Faculty will continue to review courses and change in the industry and adapt as necessary.

4. Community Responsiveness:

The Real Estate department develops and enhances partnerships with schools, colleges, universities, businesses, and community-based organizations to respond to the workforce training and economic development needs of the community. Faculty conduct high school outreach in their areas, promoting the College and its Real Estate program. Faculty also work in consulting, learning, and implementing new concepts in real estate that businesses demands. Strengthening our alumni network and creating pathways to direct placement for our graduates.

5. Institutional Effectiveness:

All Real Estate faculty participate in Student Learning Outcome assessments, regular program review, and the allocation of resources. Additionally, Real Estate faculty serve on Division Curriculum and industry partnership committees. All of our faculty are

licensed real estate brokers and actively practicing the in the industry while also maintaining continuing education credentials.

6. Modernization:

The program supports facility and technology improvements to meet the needs of students, employees, and the community by maintaining the technology in the classrooms and requesting improvements to facilities. The real estate field is rapidly embracing technology and mobile devices. Our program is looking into the latest technology to use in our classrooms to train our students. We are currently looking into having tablets such as I pads for our students to use in our appraisal courses, since most real estate professionals and appraisers work mobile, the tablet has become a standard tool in completing tasks on the field.

Our program is in discussions to offer our student's access to the California Regional Multiple Listing Service, the California Association of Realtors ZipForms, as well as appraisal software such as WinTotal by A-La-Mode, and property management software such as Yardi, Buidium, and Appfolio. Some of these software companies offer student versions at no cost while others require an enterprise-type user fee at a student rate.

Our students currently do not have access to these technologies. Most of our day students are financially disadvantaged and have no access to tablets such as I pads. Our evening students tend to be working adults or career-changing adults and many of those students may have some access to technology.

Our classrooms could also be modernized with Bluetooth capability for our tablets to connect to the projectors. In addition, installing dual projectors in some of our real estate lecture classrooms would also benefit the students. It would allow us to project a real estate form, such as a purchase or listing agreement on one screen, and a property profile on another screen.

D) Discuss the status of recommendations from your previous program review.

- 1. Recommendation:** Provide a predictable recurring schedule of courses repeatable each semester with anticipation to hire one additional faculty member if needed.
Status: Active
Notes/Comments: Currently working with adjunct faculty to come up with a permanent schedule.
- 2. Recommendation:** Offer more online course options
Status: Active
Notes/Comments: Currently working on adding more online course options.
- 3. Recommendation:** Offer Hybrid courses
Status: Completed
Notes/Comments: Summer 2019 and Fall 2019 offerings included hybrid courses. Both offerings saw strong enrollment numbers.

4. **Recommendation:** Offer 8-week course offerings
Status: Completed
Notes/Comments: Fall 2019 we implemented an 8-week series of real estate principles followed by an 8-week real estate practice course. Demand was extremely high for this course series.
5. **Recommendation:** Purchase industry software
Status: Active
Notes/Comments: Faculty is currently researching such software and associated costs. It is estimated to cost between \$1,500-\$2,500 per semester.
6. **Recommendation:** Purchase Ipad set for classroom use
Status: Active
Notes/Comments: Faculty is pricing cost of 45 iPads for use in the classroom.
7. **Recommendation:** Bluetooth connection devices for the classrooms
Status: Active
Notes/Comments: Initial stages of research
8. **Recommendation:** Dual Projectors for classrooms
Status: Active
Notes/Comments: Initial stages of research
9. **Recommendation:** Portable projector
Status: Active
Notes/Comments: For use outside of the classroom for our real estate program.
10. **Recommendation:** Color Printer, Black and White Printer
Status: Active
Notes/Comments: Printer for real estate program use to print samples of open house flyers.

SECTION 2

Analysis of Research Data

A) Head count of students in the program

Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019
Credit	Credit	Credit	Credit	Credit	Credit	Credit	Credit
Enrollment Count	Enrollment Count	Enrollment Count	Enrollment Count	Enrollment Count	Enrollment Count	Enrollment Count	Enrollment Count
230	277	321	340	390	388	352	453

Spring 2019 head count: 453 Students

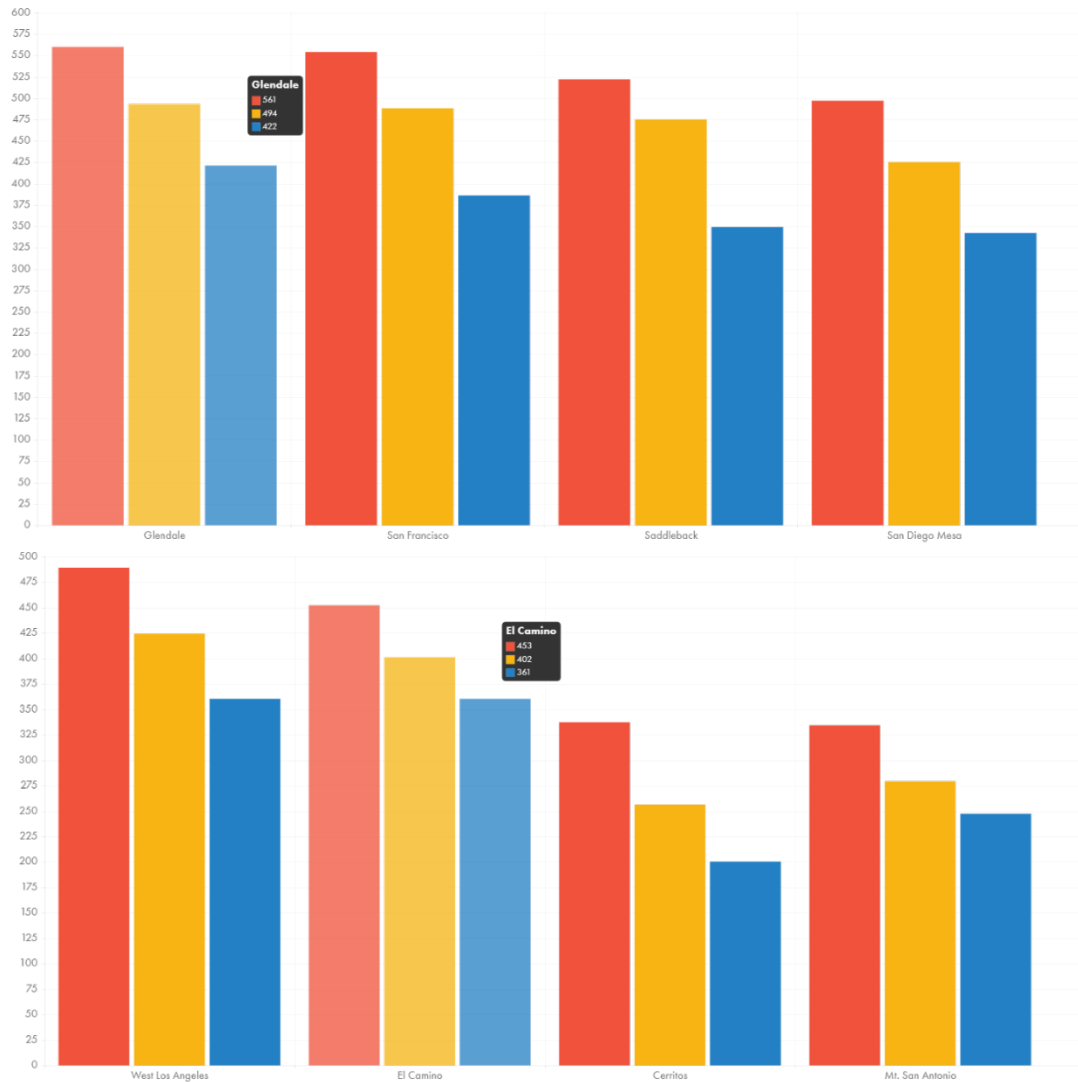
Our headcount last semester has exceeded any of the previous semesters in the last 4 years of data. In fact, our enrollment count last semester was the highest it has ever been.

This is a reflection of our recent efforts to promote the program on various social media outlets including Facebook and Instagram. In addition to creating partnership with local real estate offices and utilizing direct placement of our students.

Based on total enrollment, our real estate program ranks 5th in the state with Glendale community college (GCC) ranking 1st with 541 students, a difference of only 88 more students. However, GCC offers more course sections utilizing shorter 5-week terms staggered throughout the semester.

Glendale's courses are offered completely online and/or as hybrid with lectures only on Saturday mornings using a flip model classroom. With a few modifications, our program can easily take the top rank in the state. Some of these modifications include offering a series of 8-week courses for evening students; a weekend offering of our real estate principles and practice course; an alternating series of online courses where students can complete the state requirements online; and expanding our appraisal course series to attract students interested in becoming licensed appraisers.

Community College Rankings by Headcount in the State



B) Course grade distribution

Grade Distribution Totals by Year									
	A	B	C	D	F	IncP	IncNP	W	Total
2018 ¹	195	96	48	9	31	0	0	10	432
2017	411	150	54	19	71	0	0	121	826
2016 ²	255	129	55	13	74	0	0	116	642
2015 ³	166	81	56	11	42	0	0	96	452
2014	68	67	33	6	31	0	0	91	296

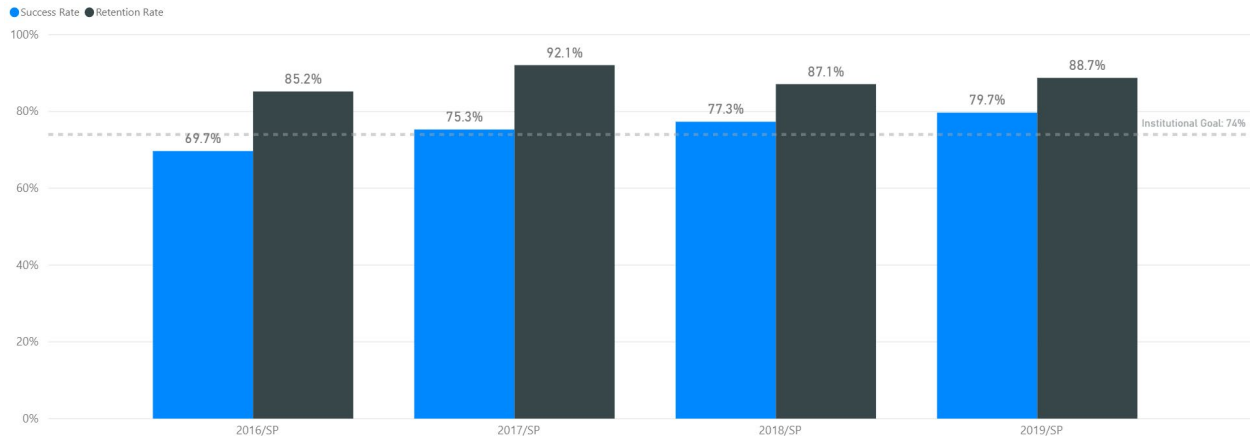
¹ Data only available for Spring and summer semesters but not for fall and winter.

² No winter real estate courses offered.

³ No Summer or Winter Real Estate courses offered in 2015.

C) Success rates (Discuss your program’s rates, demographic success characteristics and set a success standard for your program.)

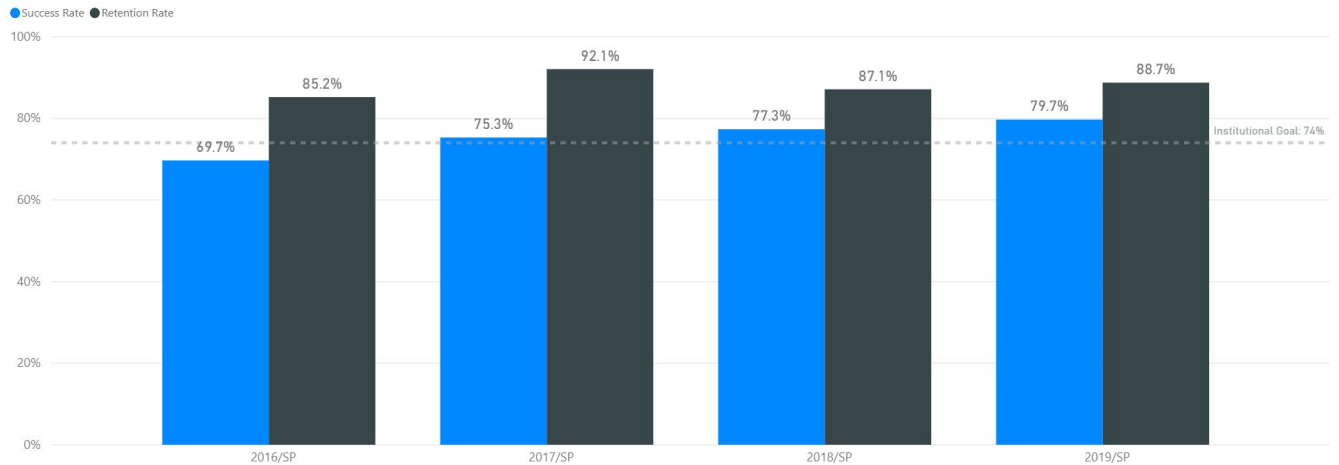
Full-time faculty have success rates close to 90%. There is a wide variation of success rates among adjunct faculty. Some of our adjunct have success rates as low as 63% to as high at 88%. See chart with trends below.



D) Retention rates (if applicable, include retention based on placement method)

Full-time faculty have retention rates from a low of 85% to a high of 95%. Adjunct faculty have retention rates from a low of 84% to a high of 88%. See chart with trends below.

Spring 2019 Retention Rate: 88.7% retention rate



E) A comparison of success and retention rates in face-to-face classes with distance education classes

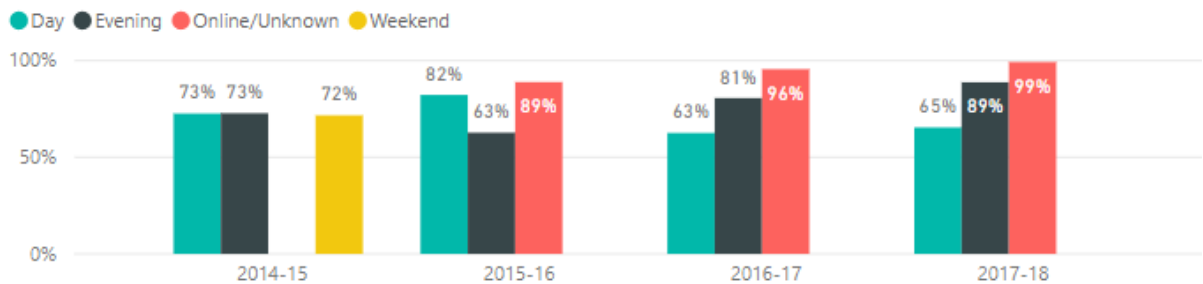
Based on the data from the grade distribution and retention rates from 2014 to 2018, the success rates for face-to-face and online students are nearly identical. However, the online courses reflected a slightly better retention rate. Part of this reason could be due to our evening face-to-face students whose work obligations result in them missing lectures and eventually dropping the course, whereas an online course allows them the flexibility of completing coursework during their availability.

Summary

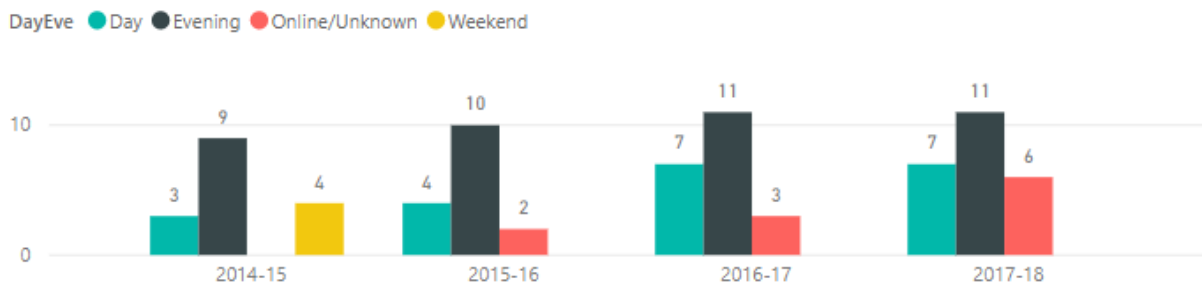
- Day program fill rates have been decreasing
- Evening program fill rates have been increasing
- Online program fill rates have also been increasing and currently have the highest fill rates from all time categories.

	Success Rate	Retention Rate
Face-to-face	70.42%	81.49%
Online	70.28%	84.29%

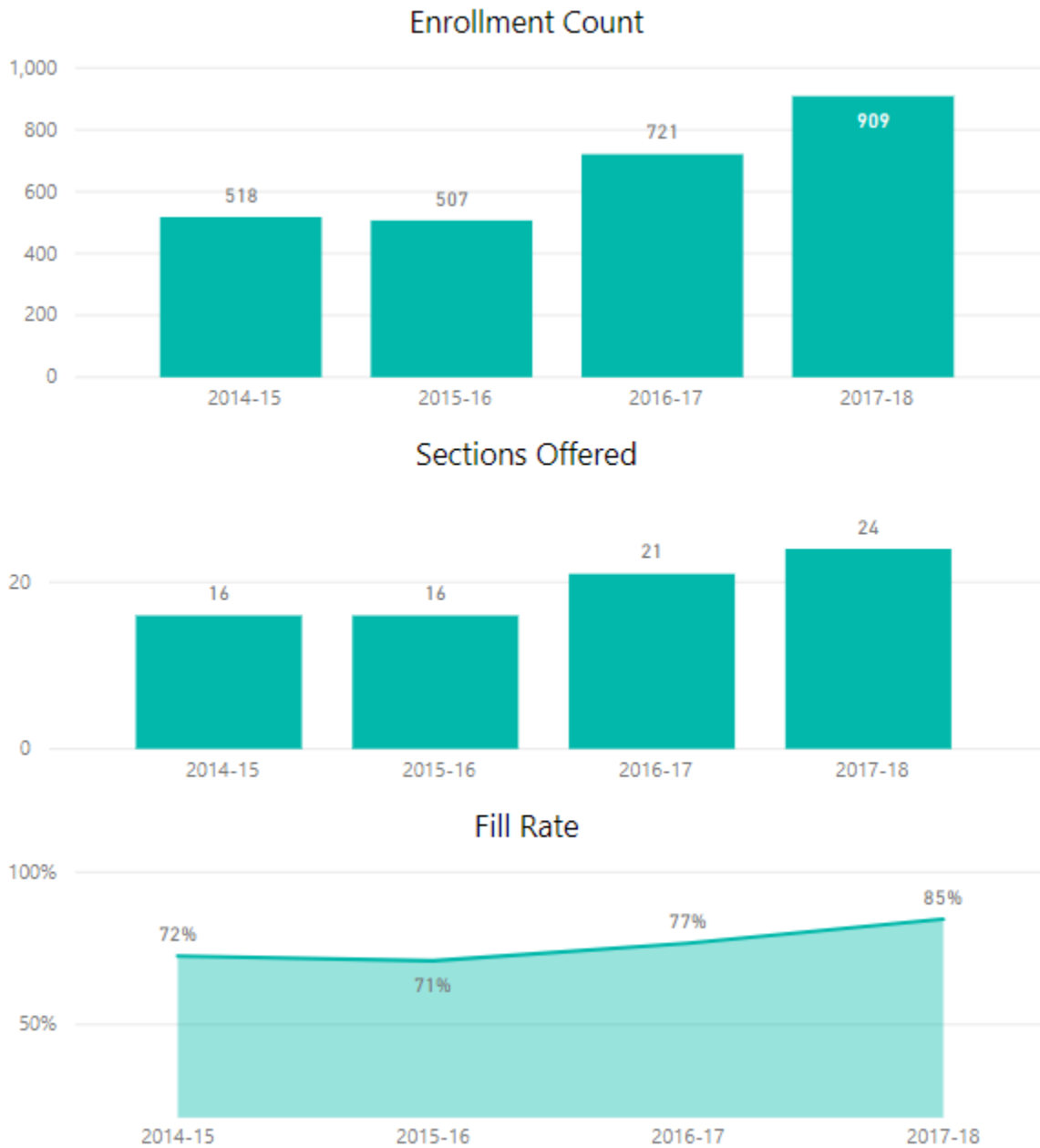
Fill Rate by Time of Day



Section Count by Time of Day



F) Enrollment statistics with section and seat counts and fill rates



G) Scheduling of courses (day vs. night, days offered, and sequence)

The current scheduling of courses offer the foundational courses (RE-11 Real Estate Principles and RE-13 Real Estate Practice) during both the day and night.

H) Improvement Rates (Course success by placement method, if applicable)

	Success Rate	Retention Rate
Face-to-face	70.42%	81.49%
Online	70.28%	84.29%

I) Additional data compiled by faculty.

Faculty compiled data is attached to this report.

J) List any related recommendations.

Students reported that the program provides quality education. A suggestion to offering flexible 8-week courses as well as weekend courses were favored by student data.

SECTION 3 Curriculum

Review and discuss the curriculum work done in the program during the past four years, including the following:

A) Provide the curriculum course review timeline to ensure all courses are reviewed at least once every 6 years.

Course review fall 2019

Course review fall 2021

B) Explain any course additions to current course offerings.

Real Estate Appraisal III (Report Writing)

Real Estate USPAP Course

Computer Use for the Real Estate Office (CRMLS, ZipForms)

C) Explain any course deletions and inactivations from current course offerings.

Previously, real estate deactivated 2 courses. One course was titled “computer use for real estate” due to lack of instructors. The second course is RE-95 which is a co-op course that provided internship opportunities for students with local real estate offices.

D) Describe the courses and number of sections offered in distance education. (Distance education includes hybrid classes.)

In summer of 2019, the real estate department offered the following hybrid courses for the very first time:

RE-11 Real Estate Principles

RE-13 Real Estate Practice

Both of the above courses had 100% fill rates. RE-11 had 47 students enrolled, and real estate practice had 51 students. Hybrid courses appear to be popular with our students, especially during the inter-sessions.

We have also offered the following courses as distance education/online:

RE-11 Real Estate Principles

RE-13 Real Estate Practice

RE-26 Real Estate Escrow

RE-16 Real Estate Economics

E) Discuss how well the courses, degrees, or certificates meet students' transfer or career training needs.

- 1. Have all courses that are required for your program's degrees and certificates been offered during the last two years? If not, has the program established a course offering cycle?**

Most classes have been offered during the last two years. However, the department did not have a full-time faculty member for some time, until 2018. Senior adjunct faculty members, professor Robert Rooks passed away in February 2018, thus creating a shortage of instructors until the department was able to hire a full-time faculty member.

- 2. Are there any concerns regarding program courses and their articulation to courses at other educational institutions?**

There are no identified articulation concerns with department courses at the time of this program review.

- 3. How many students earn degrees and/or certificates in your program? Set an attainable, measurable goal related to student completion of the program's degrees/certificates.**

In the academic period from 2013 to 2018, the real estate program has issued 31 Associate degrees with real estate identified as their major and 13 certificates of achievements in real estate. Real estate general falls as a sub-major under a business degree, therefore many of our students major in business.

The department is currently working on updating the requirements for completion of real estate certificates of achievement and accomplishment to better reflect the California state licensing requirements. We have found that we have a large population of students who simply take the courses required to sit for the state exam and once they are qualified to take the exam they do not continue in completing the certificate requirements.

Once the new certificate programs become updated, the real estate department anticipates issuing between 75-100 certificates a semester. With nearly 300-450 students each semester, that goal is attainable.

- 4. Are any licensure/certification exams required for program completion or career entry? If so, what is the pass rate among graduates? Set an attainable, measurable goal for pass rates and identify any applicable performance benchmarks set by regulatory agencies.**

Yes, there are several licensures required for career entry but not required for program completion. Our student pass rate has been at 100% of those reporting to have taken the salesperson examination. We had 96 student take the exam in the last 2 years, with nearly 90% passing on the first attempt and another 10% passing on the second attempt. We had two students who passed on the third or fourth attempt, due to English not being their first language.

The following are career entry licenses that require students to take a state administered examination:

1. Real Estate Salesperson License
2. Real Estate Broker License
3. Real Estate Appraisal License (4 different levels of licensure)
4. Real Estate Mortgage Loan Originator License

The majority of our students take the real estate salesperson license, which requires completion of three real estate courses along with passing a 150 question state exam within 3 hours and 15 minutes.

To qualify to sit for the real estate salesperson license, a student must complete:

1. RE-11 Real Estate Principles
2. RE-13 Real Estate Practice
3. Any elective course in real estate

To qualify to sit for the real estate brokers license, a student must complete:

1. Total of 8 real estate courses; and
2. Either have been licensed as a salesperson for 2 years or a bachelor degree with a major or minor in real estate.

To sit for the appraisal license:

1. A student must complete a minimum of 150 hours of real estate education related to appraisal; and
2. Work as a trainee to attain a number of experience hours doing appraisals.

To sit for the real estate mortgage loan originator license:

1. Must complete real estate principles course; and
2. Take a mortgage loan ethics course

F) List any related recommendations.

The Real Estate department is currently working on changing the certificate of achievement requirements to better reflect the state licensing requirements as well as to better track the demographic of students who attend our classes and leave the program after completing the state licensing requirements without completing the current degree or certificate requirements.

SECTION 4

Assessment of Student and Program Learning Outcomes (SLOs & PLOs)

- A) Provide a copy of your alignment grid, which shows how course, program, and institutional learning outcomes are aligned. (This will be Appendix A.)**

Copy attached as addendum to this report.

- B) Provide a timeline for your course and program level SLO assessments. (This will be Appendix B.)**

Because we are classified under the career-technical education category, our SLO's are reviewed at least biannually.

- C) State the percent of course and program SLO statements that have been assessed.**

100% of course and program SLO statements have been assessed.

- D) Summarize the SLO and PLO assessment results over the past four years and describe how those results led to improved student learning. Analyze and describe those changes. Provide specific examples.**

The SLO and PLO statements over the past four years has shown noticeable improvements, particularly in areas that students previously has struggled in.

- E) Describe how you have improved your SLO/PLO assessment process and engaged in dialogue about assessment results.**

Two of the major forces that keep our program relevant are annual input from our advisory committee, and the constant process of assessing, evaluating, and redefining (if necessary) our SLO's.

Real Estate 11 (Principles) and Real Estate 13 (Practice) are the core introductory courses that are also required by the state in addition to one other real estate elective course to qualify to sit for the sales agent examination. Over three-quarters of our students start the program by taking these two courses. While the concepts in RE11 have remained constant, it is the RE13 course that is constantly impacted by industry changes, case laws, and technology. Because it is a practicum type course, the material presented in the course is constantly evaluated by our faculty and industry associates for modification.

- F) List any related recommendations.**

Student learning outcomes met or exceeded expectations in every course offering. Faculty is doing an excellent job in meeting the objectives in a clear and concise manner which students can comprehend and retain.

SECTION 5

Analysis of Student Feedback

Provide a copy of any feedback reports generated by Institutional Research and Planning or your program. Review and discuss student feedback collected during the past four years including any surveys, focus groups, and/or interviews.

A) Describe the results of the student survey in each of the following areas:

1. Student Support

Students reported in our data that support from faculty was instrumental in their success. Students suggested having a real estate tutor or assistant available, similar to ones used in the mathematical sciences program, to assist students with difficult topics and to prepare for exams.

This tutor would be an additional cost for the department but would greatly benefit the student population.

2. Curriculum

In our survey results, 80% of students reported that not enough real estate elective courses were being offered, which was seen as extending their time towards graduation.

3. Facilities, Equipment, and technology

The real estate program could benefit from a shared color and black & white printer in the office.

In our survey results 98% of students were completely satisfied with our facilities, equipment and technology.

4. Program Objectives

B) Discuss the implications of the survey results for the program.

The survey results indicated student satisfaction with our program. Suggestions to improve course flexibility was offered, including 8-week and weekend courses. Students recommended offering a state exam preparation course for those students who are preparing to take the state sales agent exam.

C) Discuss the results of other relevant surveys.

Students indicated a need for a real estate department tutor to support learning outside of the lecture hours. This would be beneficial to assisting students who need a little more support in complex real estate topic areas.

D) List any related recommendations.

The real estate department recommends offering flexible 8-week, weekend, and hybrid courses.

The real estate department also recommends hiring a tutor to assist student learning outside of the classroom.

SECTION 6

Facilities and Equipment

A) Describe and assess the existing program facilities and equipment.

Facilities

The Business Division offers most of its classes in eleven lecture rooms and seven computer labs located in the Math/Business/Allied Health (MBA) building. The building itself is about 10 years old, and are more than adequate. The real estate department also utilizes room 306 in the communications building, which is scheduled to be demolished next year.

Equipment

Technology is the most rapidly changing area in both the educational field as well as in industry. Real estate is included in the rapid technological change. Our most recent real estate practice textbook has added a chapter on agent mobility. It is almost impossible for a real estate professional to operate without access to a computer, mobile phone, or a tablet computer.

B) Explain the immediate (1-2 years) needs related to facilities and equipment. Provide a cost estimate for each need and explain how it will help the program better meet its goals.

Adding wireless/Bluetooth capability to allow instructors to connect to the projector wireless through either a tablet or their computer. This will allow instructors to run their PowerPoint presentation from their tablets, Ipad, computer, or even smart phones while being able to walk around the classroom and stay mobile and more interactive. It would also permit the instructor to allow students to project their work onto the projector through their mobile devices.

Investment in software for property management courses (such as Yardi).

C) Explain the long-range (2-4+ years) needs related to facilities and equipment. Provide a cost estimate for each need and explain how it will help the program better meet its goals.

The cost estimates for the recommendations above is estimated to be in the range of \$20,000 to \$40,000 to support student success and student learning outcomes.

D) List any related recommendations.

The program would like to work in conjunction with the construction department in identifying properties in the local region that need to be rehabbed and listed back on the market.

SECTION 7

Technology and Software

A) Describe and assess the adequacy and currency of the technology and software used by the program.

Currently the program has been utilizing real estate software on a trial basis in courses. Some of the programs used include Yardi Property Management Software as well as WinTotal real estate appraisal software.

B) Explain the immediate (1-2 years) needs related to technology and software. Provide a cost estimate for each need and explain how it will help the program better meet its goals.

The real estate program would like to invest in software in the computer labs for students to utilize such as the ones identified above.

The estimated cost for such software is between \$10,000-\$20,000.00 for the 2 year period identified.

C) Explain the long-range (2-4+ years) needs related to technology and software. Provide a cost estimate for each need and explain how it will help the program better meet its goals.

Just like any other industry, the real estate industry has become technologically reliant. It is virtually impossible today for a real estate professional to conduct business with access to technology. Most industry professionals use tablet computers with supported cloud-based computing software such as the ones identified above.

The estimated cost for such software is between \$20,000 to \$40,000.00 for the 4 year period identified above.

D) List any related recommendations.

The real estate department recommends investing in student technological software to ultimately assist student success.

SECTION 8

Staffing

A) Describe the program's current staffing, including faculty, administration, and classified staff.

The real estate program currently has one (1) full-time faculty member, along with two (3) active adjunct instructors and 3 instructors in the available adjunct pool.

It is recommended to hire 1 additional full-time faculty member to meet the growing demands of the real estate department.

B) Explain and justify the program's staffing needs in the immediate (1-2 years) and long-term (2-4+ years). Provide cost estimates and explain how the position/s will help the program better meet its goals.

The real estate program is making changes to grow the program and believes that in the immediate term our staffing is short on personnel and in the long-term we will need to add additional staff with specific expertise in niche areas as the program and headcount continues to grow. According to current headcount trends, our enrollment has been significantly increasing year-over-year. Our Spring 2018 vs. Spring 2019 headcount showed a growth of approximately an additional 103 students.

The program would need to add 1 additional full-time faculty member to support the increasing student enrollment as the trend reflects steady growth.

Estimated costs for adding a faculty member would be based on the current salary schedule and based on the experience of the instructor. This cost with benefits is estimated to be approximately \$100,000.00 more or less.

C) List any related recommendations.

It is recommend that the department hire an additional full-time faculty member.

It is also recommended for the department of invest \$20,000 to \$40,000 in software and tablet computers.

SECTION 9

Direction and Vision

A) Describe relevant changes within the academic field/industry. How will these changes impact the program in the next four years?

The industry is rapidly becoming increasingly technologically dependent. Real Estate professionals are using tablet computers and cloud-based computing equipment on the field to provide real-time data of listings, closings, and pending sales. Since agents perform most of their duties outside of the office these technological equipment is becoming more common-place. In the next four years, our program needs to invest in purchasing tablet computers and iPads to allow students to get hands-on experience ahead of entering the real world industry once they complete the program.

B) Explain the direction and vision of the program and how you plan to achieve it.

The real estate department has envision the following direction and vision to remain successful:

1. New 8-week courses
2. Hybrid Courses
3. Online Courses
4. New Certificate Programs – Certifications in the real estate industry are a valuable tool in promoting and marketing yourself as an agent in the industry.
5. New Courses – Faculty is exploring new course offerings at time in conjunction with the advisory committee.
6. Adding Real Estate Appraisal Course

C) List any related recommendations.

It is recommended that the department work with new course offerings.

It is also recommended that the department invest in \$10,000 of marketing funds and/or grants for outreach programs and future student recruiting efforts.

SECTION 10

Prioritized Recommendations

A) Provide a single, prioritized list of recommendations and needs for your program/ department (drawn from your recommendations in sections 2-8). Include cost estimates and list the college strategic initiative that supports each recommendation. Use the following chart format to organize your recommendations.

	Recommendations	Cost Estimate	Strategic Initiatives
1.	Purchase mobile technology for class use (iPads)	\$12,000.00	Student Support
2.	Marketing Budget to promote the program	\$2,000.00	Student recruitment
3.	Software licensing for property management	\$5,000.00	Student Support
4.	Laser Measurement Equipment for Appraisal Course	\$1,500.00	Student Support
5.	Software licensing for Appraisal (WinTotal)	\$1,800.00	Student Support
6.	Virtual Realty Headsets for virtual property tourse	\$20,000.00	Student Support
7.	New Faculty	\$100,000	Student Support
8.			
9.			
10.			

B) Explain why the list is prioritized in this way.

The list is prioritized with the logical reasoning that the simplest items to complete in the short-term are listed first. It is also reflective of the immediate needs of the students in the program.

Appendix A
ALIGNMENT GRIDS

Appendix B
SLO/PLO TIMELINES

Appendix C
6-YEAR CURRICULUM COURSE REVIEW TIMELINE

APPENDIX D

CAREER AND TECHNICAL EDUCATION (CTE) SUPPLEMENTAL QUESTIONS

CTE programs must conduct a full program review every 4 years. The comprehensive program review includes responses to the CTE supplemental questions below. Every two years (once between full program reviews) these supplemental questions must be answered and submitted to Academic Affairs for posting on the College website.

Use labor market data, advisory committee input/feedback, and institutional and program-level data to respond to the following questions:

- 1. How strong is the occupational demand for the program?** In your response, describe any changes in demand over the past 5 years and discuss the occupational outlook for next 5 years. Provide applicable labor market data (e.g., US Bureau of Labor Statistics, Employment Development Department) that address state and local needs.

Quick Facts: Real Estate Brokers and Sales Agents	
2018 Median Pay ?	\$50,300 per year \$24.18 per hour
Typical Entry-Level Education ?	High school diploma or equivalent
Work Experience in a Related Occupation ?	See How to Become One
On-the-job Training ?	See How to Become One
Number of Jobs, 2016 ?	444,100
Job Outlook, 2016-26 ?	6% (As fast as average)
Employment Change, 2016-26 ?	24,900

Pay

The median annual wage for real estate brokers was \$58,210 in May 2018.

The median annual wage for real estate sales agents was \$48,690 in May 2018.

Top paying States for this occupation:

State	Employment (1)	Employment per thousand jobs	Location quotient (9)	Hourly mean wage	Annual mean wage (2)
New York	4,870	0.52	0.48	\$55.99	\$116,460
Rhode Island	160	0.33	0.31	\$40.52	\$84,280
Alaska	160	0.49	0.46	\$37.59	\$78,190
Wyoming	150	0.56	0.51	\$36.33	\$75,570
California	9,610	0.56	0.52	\$35.31	\$73,450

States with the highest employment level in this occupation:

State	Employment (1)	Employment per thousand jobs	Location quotient (9)	Hourly mean wage	Annual mean wage (2)
Florida	18,480	2.15	1.98	\$28.24	\$58,730
Texas	17,580	1.45	1.34	\$33.90	\$70,520
Georgia	10,400	2.37	2.19	\$24.25	\$50,450
California	9,610	0.56	0.52	\$35.31	\$73,450
Washington	8,190	2.51	2.32	\$30.70	\$63,860

Real Estate Broker

California ranks #1 in highest employment levels for Real Estate Brokers:

States with the highest employment level in this occupation:

State	Employment (1)	Employment per thousand jobs	Location quotient (9)	Hourly mean wage	Annual mean wage (2)
California	5,700	0.33	1.20	\$41.35	\$86,000
North Carolina	3,700	0.84	3.03	\$31.13	\$64,740
Florida	3,010	0.35	1.25	\$31.36	\$65,230
Colorado	2,900	1.10	3.97	\$29.17	\$60,680
Texas	2,170	0.18	0.64	\$46.46	\$96,630

Los Angeles area Broker's have an annual mean wage of \$71,140

Metropolitan areas with the highest employment level in this occupation:

Metropolitan area	Employment (1)	Employment per thousand jobs	Location quotient (9)	Hourly mean wage	Annual mean wage (2)
Los Angeles-Long Beach-Anaheim, CA	2,320	0.38	1.36	\$34.20	\$71,140
Chicago-Naperville-Elgin, IL-IN-WI	1,680	0.36	1.30	\$49.66	\$103,290
New York-Newark-Jersey City, NY-NJ-PA	1,670	0.18	0.63	\$55.75	\$115,950
Phoenix-Mesa-Scottsdale, AZ	1,480	0.72	2.58	\$33.42	\$69,520
Charlotte-Concord-Gastonia, NC-SC	1,220	1.01	3.61	\$39.36	\$81,860
Washington-Arlington-Alexandria, DC-VA-MD-WV	1,100	0.35	1.26	\$41.67	\$86,670
Portland-Vancouver-Hillsboro, OR-WA	1,040	0.87	3.12	\$43.73	\$90,950
San Diego-Carlsbad, CA	930	0.63	2.28	\$49.22	\$102,380
Boston-Cambridge-Nashua, MA-NH	850	0.31	1.10	\$58.41	\$121,500
Dallas-Fort Worth-Arlington, TX	850	0.24	0.85	\$39.92	\$83,040

- 2. How does the program address needs that are not met by similar programs in the region?** Our program is one of the few California Community Colleges to offer a varied mixture of real estate and appraisal courses. Most colleges only offer real estate principles, real estate practice, and a third elective course on a revolving basis. Because of our mix of offerings we draw students from other programs in the area.

Our faculty is also extensively involved in the local real estate associations and either serve on real estate boards or are past-presidents of local boards. In addition, all of our faculty continue to actively practice real estate in the industry and are thus current on all of the changes in the industry.

Based on feedback from local real estate offices our students are the best trained in the business. Our students also have less failure rates when they enter the career and exhibit higher ethical standards when compared to other private schools.

- 3. What are the completion, success, and employment rates for students in the program?** All of our students who have taken the state exam has passed the exam either on the first or second tries. Most students pass on the first attempt. Minority pass on the second attempt. Our success rate on the exam rate is 100% and we had nearly 60 students take and pass the exam in the last academic year.
- 4. List any licensure/certification exam(s) required for entry into the workforce in the field of study and report the most recent pass rate(s) among program graduates.** Yes, in order to practice real estate, students are required to pass a 3 hour and 15 minute timed exam with 150 questions. A score of 70% or better is a passing score on the state sales agent exam. The broker license has 200 questions and requires a passing score of 75% or better with a total exam time of 6 hours and 30 minutes.
- 5. Are the students satisfied with their preparation for employment? Are the employers in the field satisfied with the level of preparation of program graduates?** Since the real estate industry is one based on independent contractor (principle-agent) relationship all of our students who graduate the program and seek employed are immediately hired within the same week of licensure.
- 6. Is the advisory committee satisfied with the level of preparation of program graduates? How has advisory committee input and feedback been used in the past two years to ensure employer needs are met by the program?** Industry advisors have shown positive responses from our student graduates once they become employed. In fact, our industry partners consistently look towards hiring our students.

California Education Code 78016 requires that the review process for CTE programs includes the review and comments of a program's advisory committee.

Provide the following information:

- a. Advisory committee membership list and credentials.

Imran Khan, real estate broker, Berkshire Hathaway Gardena, CA

Johan Cisneros, real estate broker, Pacific Properties Group, Hawthorne, CA.

Derf Fredricks, real estate broker, The Real Estate Group, Torrance, CA.

Tim Rush, real estate broker, Berkshire Hathaway California Properties, Downey, CA.

- b. Meeting minutes or other documentation to demonstrate that the CTE program review process has met the above Education Code requirement.

The committee met via teleconference on July 12, 2019. Minutes to be attached.