

2018 Real Estate Annual Program Plan

REAL Real Estate

I.A. Program Profile: Purpose

Describe the program(s) to be reviewed. What is the purpose of the program and how does it contribute to the mission of Skyline College?

Narrative

The purpose of the program is to ensure that students successfully complete at least 45 hours of training in order to meet the requirements of the Bureau of Real Estate (BRE). Our ultimate goal is that each student within the program will sit for the state exam. There are three common goals students have in taking our courses, first are the ones who are looking to buy a home and want to gain knowledge on the process. The second desire is for students who have already purchased a property and now want to understand the process to get a better understanding. The third and final group are students that want to sit for the state exam and become a licensed agent. Many times the first two groups will gain enough knowledge to realize that this could be an actual career option for them and then some students will decide to sit for the state exam.

I.B. Program Planning Team

Annual program planning is intended to be a collaborative process which promotes dialogue and reflection. Please identify all individuals who contributed to or shaped the narrative. Include names and the title or role of each person.

Narrative

Allan Nuttall, Adjunct Real Estate Professor. He teaches the Real Estate at Skyline College.

Christine Roumbanis, Dean Business, Education & Professional Programs. Assisting Allan with the SPOL entry.

II.A. Analysis: Progress on Prior Program Objectives (Goals) and Activities

Describe the progress made on previously established program objectives (goals) including identification of achievements or areas in which further effort is needed. New programs which have not yet established CPR/APP objectives should discuss progress on program implementation or activities.

Narrative

Skyline College's real estate program within the BEPP Division has three course offerings during the spring, summer and fall semesters. R.E. 100 Real Estate Principles, R.E. 110 Real Estate Practice and R.E. 130 California Mortgage Loan Brokering are offered during the spring and fall semesters. During the summer semester we offer R.E. 100 Real Estate Principles, R.E. 110 Real Estate Practice and R.E. 131 Real Estate Finance. All courses meet and exceed expectations of the College and the Bureau of Real Estate (BRE) for the standards of professionalism in the real estate industry. The courses follow the guidelines and are approved from the Bureau of Real Estate (BRE).

The courses are designed to meet the needs of students and the community by developing the professionalism and competency required and expected in the real estate profession. These courses provide a solid foundation in the field of real estate and this knowledge may be used in a real estate career or in pursuit of acquiring or selling real estate as a consumer. Real Estate Principles and Real Estate Practice are required courses, plus one more elective course is required to sit for the state exam. This is why we teach courses of three so at the end of each semester the students are prepared to sit for the state exam and become a licensed agent.

The goals from last year were to increase enrollment, retention rates and success rates. Progress made on these goals in 2015-2016 include: Outreach efforts helped increase enrollment from 210 to 266 students, and retention rates increased slightly from 89.5% to 90.2%. Efforts are needed in increasing success rates: Although the success rates increased from 62.4% to 67.7% they are too low. Faculty will attend professional development workshops at the CTTL to help strengthen student learning, engagement, and support student success.

II.B. Analysis: Program Environment

Describe any recent external or internal changes impacting the program or which are expected to impact the program in the next year. Please include when the specified changes occurred or are expected to occur.

Narrative

Migration of the Learning Management System from Moodle (Web Access) to Canvas will bring an initial learning curve for faculty and students. The part-time faculty member will not be offering online classes in Summer 2017. The instructor will create an Canvas online for Real Estate courses in Summer 2018.

II.C. Analysis: Student Learning Outcomes (SLOs and PSLOs)

(1) Instructional Programs Only: Describe what was learned from the assessment of course SLOs for the current and past year.

(2) Student Service Programs Only: If PSLOs are being assessed this year (3-year cycle), describe what was learned. If no assessment was done because this is an off-cycle year, please state that this item is not applicable.

Narrative

We learned that all assessment criteria was met for 2015-2016 and in past years. Assessment results are in progress for the current spring 2017 semester. Courses will be assessed and entered into TracDat at the end of the semester.

The R.E. program followed the 3-year assessment cycle for 2015-2016. For 2015-2016, R.E. 130 - California Mortgage Loan Brokerage was assessed and met the standards. The criterion benchmark was set at "More than 50% of students will score 60% or higher on the final exam". The criterion was met at 55.68% of students scoring 60% or higher on the final exam. Although, the success criterion was met, we feel the criterion should be higher as 60% is too low of a threshold and is not satisfactory. The final exam will be administered with the higher success criterion of "More than 60% of students will score 75% or higher on the final exam" in Fall 2017.

Further analysis indicates that R.E. 100 and R.E. 110 are entry level for the salesperson exam and the R.E. 130 which can be used as an elective is an advanced broker course.

The Real Estate course SLOs were mapped to the ISLOS in 2016-2017.

III.A. Reflection: Considering Key Findings

Consider the previous analysis of progress achieved, program environment, and course-level SLOs or PSLOs (if applicable). What are the key findings and/or conclusions drawn? Discuss how what was learned can be used to improve the program's effectiveness.

Narrative

The unduplicated headcount has remained steady over the five year period (2011-2016) at male students 49.4% slightly outnumbering female students at 47.0%. There were small variances, but nothing significant. R.E. students served are primarily 29.86% white (Non-Hispanic), Asian 26.18% and 25.2% Hispanic. Slight decreases in the number of Black Non-Hispanic, Filipino, Pacific Islander, and Multi Races was observed.

The program is concerned with the success rate of 67.7% for 2015-16. It rose from 62.4% in the previous year to 67.7% in 2015-16. This is a key finding that needs to be addressed. The Real Estate program added a recommendation of ENGL 846 or ESOL 400, or equivalent and MATH 110 to R.E. 100 - Real Estate Principles. Adding this recommendation to the course did not significantly increase success rates. Success rates over the five year period 2011-2016 were at 64.5% which is lower than the college-wide success rate at 70.4% over the same period. The lower success rates require a more in-depth examination by the BEPP Dean and program faculty. Some strategies we defined are: attendance at CTTL workshops and inviting CTTL on the Go to Division meetings to learn new pedagogy approaches for the classroom, and utilizing support services at the College to increase student success.

Professional Development Activities:

- Participation in training of new technology and software to learn about available tools that can be incorporated into teaching and learning. This training will help the instructor become a proficient user in software and technology that could enhance student engagement, learning, and success.
- Adjunct faculty member will attend CTTL workshops, Canvas online training, and other professional development activities to strengthen student learning, student engagement, support, and success. Outcomes include increased knowledge of program technology, enhanced pedagogy practices, for high quality learning and success for students.
- We will research the possibility of a Real Estate Certificate.

III.B. Reflection: ISLOs

If your program participated in assessment of ISLOs this year:

- (1) What are the findings and/or conclusions drawn?
- (2) Does the program intend to make any changes or investigate further based on the findings? If so, briefly describe what the program intends to do.

Narrative

The Real Estate course SLOs were mapped to the ISLOS in 2016-2017. After we analyzed the previous mapping, we determined there was misalignment of the mapped courses to the ISLOs and was corrected.

IV.A. Strategy for Program Enhancement: Continuation/Modification

Indicate whether the program is continuing implementation of the last CPR strategy or revising the strategy. Please describe the modifications if revisions are intended.

Note: Any new strategies should be linked to Institutional Goals through creation of objectives in the next section. If the program has not yet participated in comprehensive program review, an annual or multi-year strategy can be defined in this item.

Narrative

Strategies for Program Enhancement

- Continue to improve face-to-face and online classes by applying most current teaching strategies and pedagogy
- Consider offering a Real Estate Certificate
- Create small group learning sessions to enhance students proficiency in the Real Estate courses offered which will increase student success

IV.B. Strategy for Program Enhancement: Action Plan and Resource Requests




Based on the most recent CPR and any desired modifications, develop an annual action plan with related resource requests. No narrative response will be entered in this section, but the objectives you create will be printed automatically in the APP report under this item.

(1) To begin, click on PLANNING at the top of the page, then CREATE A NEW OBJECTIVE. To view previously created objectives, click PLANNING at the top of the page, then VIEW MY OBJECTIVE.

(2) IMPORTANT! Make sure to associate each objective to this standard in the APP. Need help? Contact the PRIE Office for further instructions. Institutional Goals.

Narrative

See Planning Module.

Associated Objectives
 382-Canvas Training for Faculty
 383-Curriculum Development
 Budget and Objectives of Real Estate Department

Objectives of Real Estate Department

Planning Year: 2018-2019

Planning Year: 2018-2019

Unit Code	Planning Unit	Unit Manager
2411REAL00	Real Estate	Roumbanis, Christine

Objective Status: New/In Progress

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| 382 | Canvas Training for Faculty |
| | Real Estate adjunct faculty member to participate in Canvas Online training through the CTTL.
Success will be measured by completion of the training, obtaining Canvas Online Certification and development of three online courses. |
| 383 | Curriculum Development |
| | Currently the Real Estate Department offers courses that are standalone and without a guided pathway to completion. The department would like to develop a Real Estate Certificate during the 18-19 academic year. The intent is that students have a clear guided pathway leading to a certificate leading to increased enrollment.
The results will be measured by completion of a Real Estate Certificate and course development and approval from the Curriculum Committee and State Chancellor's Office. |
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