

Skyline College



Program Name: Real Estate

Program Review

Executive Summary

Program Mission and Goals

The purpose of the program is to ensure that students receive 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 go and sit for the state exam. There are three types of students that we have within our courses, first are the ones who are looking to buy a home and want to gain knowledge on the process. The other is the ones who have already bought and now want to understand what they bought. The third and final group are the ones that want to actually sit for the state exam and become a licensed agent. Many times the first two groups will gain the knowledge, but then during the semester decide to take the state exam.

Three Strengths of the Program

First Strength:

The part-time instructor in the program is an active licensed real estate agent who worked in the field and understands the many nuances of the business. He stays abreast of current economic events with his professional affiliations and regularly attends conferences and seminars relating to the real estate industry. He is subscribed to numerous real estate related services.

Second Strength:

The programs offered at Skyline College provide training opportunities for students who are looking for a new career and or for advancement in their jobs or for active professionals working on license renewals.

The instructor provides opportunities for students internship programs within real estate offices in the bay area. Offering an opportunity for hands-on experience while learning the professional requirements of licenses and maintaining their license.

Third Strength:

In addition to the lecture classes taught during the spring and fall semesters, we have developed three online courses during summer semesters: R.E. 100 Real Estate Principles, R.E. 110 Real Estate Practice and R.E. 131 Real Estate Finance. These online courses allow us to reach outside our geographic area to serve a larger student population.

Three Suggestions for Improvement

First Suggestion:

Develop strategies to increase student success in addressing the drop in success rates, especially among minorities while maintaining the enrollment, efficiency and high academic standards.

Second Suggestion:

Continue assessing all student learning outcomes in the program and adjust the courses based on assessment data.

Third Suggestion:

Continue to look for additional opportunities to offer real estate courses through lecture and online and use special topic courses when it is relevant. Research the possibility of the creation of a certificate program at Skyline College.

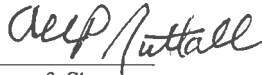
Short Summary of Findings

During the course of this program review the following findings have emerged. The Real Estate program is meeting its primary goals and the career objectives of those interested in pursuing a career in real estate or other real estate services. Students seeking to enter the real estate profession can satisfy the Bureau of Real Estate (BRE) requirements for licensing and current agents can complete continuing educational requirements (CE) and renewal. All courses meet the standards of professionalism in the real estate industry and the programs follow the guidelines set by the Bureau of Real Estate for licensing.

The real estate courses enhance and broaden the Business, Education & Professional Programs offerings of career and technical education courses. They correspond with the BCM. Department offerings since perspective students are able to use the computer application classes to improve skills needed for real estate professionals, and the Accounting courses supplement skills for students who are interested in the mortgage loan brokering and lending fields.

Faculty Signatures

Allan P. Nuttall



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Division Dean:

Christine Roumbanis



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Date Submitted:

March 21, 2016

Note: Save your form as a PDF format and name your file as "Program Name_PR_Year" e.g., Mathematics_PR_2013).

Program Title: Real Estate

Date Submitted: March 21, 2016

1. Planning Group Participants (include PT& FT faculty, staff, students, stakeholders)

List Names and Positions:

Allan Nuttal, Professor of Real Estate
Curriculum Committee (training)

2. Contact Person (include e-mail and telephone): nuttalla@smccd.edu

3. Program Information

3A. Program Personnel

Identify the number of personnel (administrators, faculty, classified, volunteers, and student workers) in the program:

Christine Roumbanis, Dean Business, Education & Professional Programs
Curriculum Committee

FT Faculty:

PT/OL Faculty (FTE): .60

FT Classified:

PT Classified (FTE):

Volunteers:

Student Workers:

3B. Program Mission and Goals

State the goals/focus of the program and how the program contributes to the mission and priorities of the College and District. Discuss how this program coordinates, impacts and interacts with other programs in the College. Explain how this program meets the needs of our diverse community. (200 word limit recommended)

Skyline College's real estate program within the Business Division has three course offerings during the spring and fall semesters, they are: R.E. 100 Real Estate Principles, R.E. 110 Real Estate Practice and R.E. 130 California Mortgage Loan Brokering and Lending.

During the summer semesters 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 expectation 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 is 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 now required courses, plus one more course in order to sit for the state exam. This is why we teach courses of three so at the end of each semester the students could prepare to sit for the state exam and become a licensed agent.

The goals of the real estate program contribute to the mission and goals of Skyline College and the District in terms of providing an education pertaining to human knowledge and experiences, providing the basis for transfer to a four year college or university, career advancement, personal enrichment and encouraging diversity.

4. Summary of Student Learning Outcomes and Program Data

4A. Drawing from the TracDat PSLO report, summarize recent course and/or program SLO assessment, identify trends and discuss areas in need of improvement.

Submit the [TracDat](#) PSLO report with the completed comprehensive program review report.

Tool: <https://sanmateo.tracdat.com/tracdat/>

Respond to the following:

- Review the PSLO report and note any trends over the last five years.
 - Instruction: Highlight the major areas on the course and program level in which students are doing well and those in need of improvement.
 - Student Services: Highlight the major areas in which students are doing well and those in need of improvement, including on the course level when applicable.
 - Career Technical Education: Note any trends in the last three years compared to the preceding three years or further.
- Identify changes that have occurred in your program as a result of annual SLO assessment.
- Explain any modifications to the program's SLO assessment process or schedule.
- Note that the PSLOs on TracDat match the ones listed on the departmental/ service area website and in the College Catalog.

The Real Estate program assessed student learning outcomes in Fall 2015 following the 3-year assessment cycle. The approach for R.E. 110 was to increase the criteria for student success from the last assessment in 2013 for the SLO : "Demonstrate practical application knowledge to meet the needs of buyers, seller, lessors and lessees in real estate transactions." The criteria stated "More than 70% of students will score 75% or higher on the final exam" with the criterion increased to 75% or higher from the last assessment cycle in 2013, and the result was 76.92% of students meeting the criterion. The instructor incorporated more emphasis and practice on the subject of real estate transactions which resulted in the improvement of student success.

The R.E. 130 - California Mortgage Loan Brokering criteria was met for the final exam grade results. The SLO: "Recognize and understand market and money trends to evaluate the ups and downs of the marketplace". The criteria benchmark was set at "More than 50% of students will score 60% or higher on the final exam". The criterion was met with 55.68% of students scoring 60% or higher on the final exam.

The Real Estate program individual course SLOs have not been mapped to the ISLOs that are pertinent to the discipline. All course SLOs will be reviewed for alignment with the five Institutional Student Learning Outcomes: Effective Communication, Critical Thinking, Information Literacy, Citizenship and Lifelong Wellness. Also, adding a variety of pedagogical approaches such as research/group project assignments, and oral presentations to improve student success in the classroom. These course assignments would map to the ISLOs of Effective Communication, Critical Thinking and Information Literacy.

4B. Summarize courses/services in the program that map to institutional student learning outcomes and discuss the results of the assessment and analysis.

Respond to the following:

- Explain what the course level assessment results reveal about student fulfillment of ISLOs.
- If the department participated in campus wide assessment, explain what insights were obtained.

No Real Estate courses have been mapped to ISLOs.

4C. Summarize results of student data packets from the Office of Planning, Research & Institutional Effectiveness, and where appropriate, any other relevant data.

Tool: <http://skylinecollege.edu/prie/programdata.php>

Respond to the following:

- Review 5-year data to describe trends in student success, retention, demographics.
- Were any student populations disproportionately impacted or underperforming?
- Analyze trends and discuss plans to address significant findings.
- Analyze trends in student success with respect to mode of delivery and/or technology. For instructional programs, address any differences between on-campus and distance education

Data shows that the department trends have remained consistent over the past five years in student success, and retention. The program is concerned with the static pattern of 62% average success rate from the last program review (204-2009) and the current program review (2010-2015) which is below the college success rate of 69.5%. A contributing factor may be that many students enrolled in the Real Estate courses are there for updating their license and not necessarily seeking a license to become a Realtor. This could be because a majority of students do not pass the real estate license exam on their first attempt. Since the last program review the Department added a recommendation for ENGL 846 or ESOL 400, or equivalent; and MATH 110 and MATH 110 to R.E. 100 - Real Estate Principles. Adding this recommendation to the course did not increase success rates. The program's retention rates on average are 87 percent, which is higher than the college average of 84 percent.

There were drops and increases in the success and retention rates within groups. In particular, there was a sharp drop in the success rate for Black - Non-Hispanic students from 75% in 2012-2013 to only 27% in 2014-2015. The success rate average over the 5-year period for Black - Non-Hispanics was 34%. Out of 847 total student enrollment for the 5-year period, 38 students or 4% were Black - Non-Hispanic. There was a sharp increase in the success rates for Hispanic/Latino students with an average of 40% from 2011-12 to 2013-14 to 80% in 2014-15. There was also a drop in the success rates for White Non-Hispanic students from 81% to 61% between 2013/14 and 2014/15. Also, there was an increase in the success rates for Asian students from 50% in 2013-14 to 80% in 2014-15. Multi Races had the highest average success rates from 2010/11 to 2014/15 at 68%. The average success rates, especially among Black-Non-Hispanics (34%), Filipinos (55%); and Pacific Islander's (38%) students needs more analysis as to whether this is a continuing trend, and if so, what actions can be taken to help with student success.

The Dean of Business and the adjunct faculty member have discussed strategies to improve the success rates. The faculty will attend CTTL workshops, Canvas online training, and other professional development activities to strengthen student learning, engagement, support, and success. Including increased knowledge of program technology enhanced pedagogy practices for high quality learning and success for students.

4D. Program Enrollment and Efficiency

For programs with curricular offerings, state the last three years of fall semester FTES, FTE and LOAD. Spring semester data may also be submitted as needed. For programs without curriculum offerings, and those with curriculum offerings and services, please provide information on the efficiency of services. Assess the efficiency of the program. (Program efficiency information can be obtained from PRIE).

Program efficiency for Real Estate for 2015

Year	FTEF	FTES	LOAD
Fall 2012	.60	8.10	405
Fall 2013	.60	8.53	427
Fall 2014	.60	11.23	562
Spring 2013			467
Spring 2014			464
Spring 2015			578

The Real Estate average load for fall three semesters is 465 and for spring three semesters 503. The average load for college productivity over the same time period for fall is 570 and for spring is 553. The Real Estate load is below the College's load average (fall) by 105 and (spring) 50 points of productivity.

The PRIE data indicates that LOAD has increased in fall 2014 to 562 and Spring 2015 to 578. The department will track the LOAD to see if the trend is increasing. This is due to the growth in the economy and in the housing sector.

The department monitors the enrollment data when the class schedule is prepared. If a course is under performing, measures are taken to understand why and appropriate action is taken.

4E. Career Technical Education Program Required Information and Data (CTE Programs only)

Tools: San Mateo County's Largest Employers

<http://www.labormarketinfo.edd.ca.gov/majorer/countymajorer.asp?CountyCode=000081>

Staffing Patterns in Local Industries & Occupations

<http://www.labormarketinfo.edd.ca.gov/iomatrix/staffing-patterns1.asp>

Respond to the following:

- Review the program's Gainful Employment Disclosure Data. Identify any areas of concern.
- Discuss the role of the Advisory Committee and provide minutes of the most recent Advisory Committee meeting.
- Describe how changes in business, community and employment needs, new technology, and new transfer requirements could affect the program.

The outlook for Real Estate Sales Agents is good. Projections from the State of California Employment Development Department LMI data from 2012-2022 indicates there will be a 16.5% increase in demand for Real Estate Sales Agents in California. The 2012-2022 Occupational Employment projections for San Francisco-San Mateo-Redwood City Metropolitan area for Real Estate Sales Agents average annual job openings is 19. Employers are looking for employees with post secondary CTE training.

The Real Estate program does not conduct advisory committee meetings. The faculty member does participate in a formal leadership role by ensuring that the curriculum is up-to-date, networks with real estate professionals and modifies courses as needed to meet the California Department of Real Estate state requirements.

5. Curricular Offerings

Tools: CurricUNET <http://www.curricunet.com/smcccd>

5A. Program Curriculum and Courses. If your program does not offer curriculum please state "N/A".

Respond to the following:

- All courses, including prerequisites, must be reviewed and updated at a minimum of every six years. (Be sure to complete Appendix D: Course Outline and Prerequisite Checklist Table).
- List courses that have been banked/deleted.
- Note that you've added new courses to the department's three-year calendar of assessment and requested that they be added to TracDat.
- If new courses were added since the last CPR, note that they've been mapped to ISLOs and PSLOs on TracDat, including relevant interdisciplinary degrees.

All courses that were reviewed this last year are listed in Appendix D. None have been banked or deleted.

5B. Identify Patterns of Curriculum Offerings. If your program does not offer curriculum please state “N/A”.

Reflections:

- Review the 2-year curriculum cycle of course offerings to ensure timely completion of certificates, degrees, and transfer.
- Identify strengths of the curriculum.
- Identify issues and possible solutions.
- Discuss plans for future curricular development and/or program modification.

Skyline College's Real Estate program has four main course offerings. R.E. 100 - Real Estate Principles, R.E. 110 - Real Estate Practice, R.E. 130 - California Mortgage Loan Brokering and Lending and R.E. 131 - Real Estate Finance I. During the summer Selected Real Estate topics may be offered, primarily, a class called Preparation Course for the Real Estate Exam. The Real Estate program offers evening and Saturday lecture classes in the fall and spring and online courses in the summer. The curriculum encompasses real estate principles as well as the practical application of real estate skills in the field and in the office environment. The successful completion of R.E.100 and R. E. 110 enables students to satisfy California state requirements for licensing. The California Mortgage Loan Brokering & Lending course covers the mortgage loan process from beginning to end and fulfills an education requirement for license renewal for practitioners.

6. Action Plan

Provide your action plan based on the analysis and reflections provided in the previous sections.

Tool: <https://sanmateo.tracdat.com/tracdat/>

Actions:

- Identify next steps to be taken and set a timeline.
- Identify questions that will serve as a focus of inquiry for the next Annual Program Plan and/or Program Review.
 - Determine the assessments; set the timeline for tabulating the data and analyzing results.
 - Describe what you expect to learn from the assessment efforts.

The program has identified the following non-prioritized plans to further improve the quality and effectiveness of the Real Estate program:

The drop in success rates, especially among Black - Non-Hispanic, Filipino and Pacific Islander students needs more analysis and more investigation as to whether this is a continuing trend, and if so, what actions can be taken.

The Real Estate program individual course SLOs need to be mapped to the ISLOs that are pertinent to the discipline. In the process, review of all course level SLOs for their relatedness.

The faculty will attend CTTL workshops, Canvas online training, and other professional development activities to strengthen student learning, engagement, support, and success.

7. Resource Identification

7A. Professional Development needs

Actions:

- List the professional development activities the faculty and staff participated in this year.
- Explain how professional development activities in the past six years have improved student learning outcomes.
- Describe professional development plans for next year.

Member of San Mateo County of Realtor (SAMCAR) and California Association of Mortgage Professional (CAMP), which provides updated changes in industry standards and the new requirements for real estate agents.

The Bureau of Real Estate (BRE) requires key points in the training and certification for its approval of any real estate courses. Through these associations of training, we are able to teach the key points required along with giving the student real updates on the economy and the changes within this market and throughout California.

Attended training on National Mortgage Loan Originator seminars, how to improve credit scores for success in loan approval; economic summits; probate training; various types of vesting requirements; creating business plans for a road to success; and dealing with bankruptcy and foreclosures.

Continuing to take the above classes because federal and state requirements change all the time.

7B. Office of Planning, Research & Institutional Effectiveness requests

Actions:

- List your program's data requests from the Office of Planning, Research & Institutional Effectiveness.
- Explain how the requests will serve the Student/Program/Division/College needs.

Data regarding student learning outcomes and institutional student learning outcomes for the Real Estate courses was requested. Also, data was provided from the BEPP Division Dean on student success and retention rates.

As we reported in the self-study, the Real Estate Department needs to assess more student learning outcomes for each course and map course level SLOs to ISLOs. Also, success rates are low and faculty will participate in various professional development workshops and training activities to strengthen student learning, engagement, support and student success.

7C. Faculty and Staff hiring, Instructional Equipment and Facilities Requests
Complete the following table:

The adjunct faculty in the real estate program uses a variety of teaching methods in an effort to ensure student success. Currently the facility for classroom instruction is a smart electronic classroom. The Real Estate program does not require specialized equipment or technology. The program is self-sustaining with minimal costs other than instructor compensation. There are regular discussion and verbal exchanges between the instructor and students during and even after class. These contribute to students success by providing a concrete learning environment in preparation for the students to obtain their opportunity to sit for the state exam and become a licensed agent.

The Dean of Business, Education & Professional Programs is working on finding a shared office space for the faculty to meet with students during office hours.

Course Assessment Report-- Four Column
San Mateo CCCD
SKY Dept - Real Estate

Department Assessment Don Carlson
 Coordinator:

Course Outcomes 1 and ctu.unitid = 734	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
SKY R.E. 100 - Real Estate Principles - Legal aspects - Demonstrate a broad understanding of California real estate laws and regulations in order to effectively perform the duties associated with a real estate salesperson position. Assessment Cycles: 2015-2016 Start Date: 10/12/2015 End Date: 12/15/2015 Course Outcome Status: Active	Assessment Method: Final Exam - 100 Questions Administered to an evening class. Assessment Method Category: Exam Success Criterion: More than 60% of students will score 70% or higher on the final exam.	08/23/2013 - 64% of students scored 70% or higher on the final exam. The criteria benchmark was met. The average score on the 100 question test was 16. Result Type: Criterion met Reporting Cycle: 2012 - 2013 Related Documents: 100 assessment results.xlsx	
SKY R.E. 100 - Real Estate Principles - Ownership - Describe the various ways of acquiring title of real property and interpret the laws governing contracts in general, including agency. Course Outcome Status: Active	Assessment Method: Final Exam - 100 Questions Administered to an evening class. Assessment Method Category: Exam Success Criterion: More than 60% of students will score 70% or higher on the final exam.	07/18/2013 - 64% of students scored 70% or higher on the final exam. The criteria benchmark was met. The average score on the 100 question test was 16. Result Type: Criterion met Reporting Cycle: 2012 - 2013 Related Documents: 100 assessment results.xlsx	
SKY R.E. 100 - Real Estate Principles - Finance - Compare and contrast various types of ownership and financing techniques common to residential real estate Course Outcome Status: Active	Assessment Method: Final Exam - 100 Questions Assessment Method Category: Exam Success Criterion: More than 60% of students will score 70% or higher on the final exam.	08/23/2013 - 64% of students scored 70% or higher on the final exam. The criteria benchmark was met. The average score on the 100 question test was 16. Result Type: Criterion met Reporting Cycle: 2012 - 2013 Related Documents: 100 assessment results.xlsx	
SKY R.E. 110 - Real Estate Practice - Principle Needs - Demonstrate practical	Assessment Method: Final Exam - 50 Questions	07/18/2013 - Criterion Met--71% of students scored 70% or higher on the final exam. The criteria	

Course Outcomes 1 and ctu.unitid = 734	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
<p>application knowledge to meet the needs of buyers, seller, lessors and lessees in real estate transactions.</p> <p>Assessment Cycles: 2015-2016</p> <p>Start Date: 10/15/2015</p> <p>End Date: 12/18/2015</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method Category: Exam</p> <p>Success Criterion: More than 70% of students will score 70% or higher on the final exam.</p>	<p>benchmark was met. The average score on the 50 question test was 21.28%</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p> <p>Resources Needed to Implement Action Plan: No action plan needed.</p> <p>Related Documents: 110 assessment results.xlsx</p>	
	<p>Assessment Method: More than 70% of students will score 75% or higher on the final exam.</p> <p>Assessment Method Category: Exam</p> <p>Success Criterion: The criterion was met. 76.92% of students scored 75% or higher on the final exam.</p> <p>Related Documents: RE 110 assessment results pr 3-2016.xlsx</p>		
<p>SKY R.E. 110 - Real Estate Practice - Marketing - Illustrate the techniques of prospecting and selling real estate.</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Final Exam - 50 Questions</p> <p>Assessment Method Category: Exam</p> <p>Success Criterion: More than 70% of students will score 70% or higher on the final exam.</p>		
<p>SKY R.E. 110 - Real Estate Practice - Contracts - Complete the business documents necessary to initiate and finalize a real estate transaction.</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Final Exam - 50 Questions</p> <p>Assessment Method Category: Exam</p> <p>Success Criterion: More than 70% of students will score 70% or higher on the final exam.</p>		
<p>SKY R.E. 110 - Real Estate Practice - General - Demonstrate the importance of evaluating real estate actions from an ethical point of view.</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Final Exam - 50 Questions</p> <p>Assessment Method Category: Exam</p> <p>Success Criterion: More than 70% of students will score 70% or higher on the final exam.</p>		

Course Outcomes 1 and ctu.unitid = 734	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
<p>SKY R.E. 110 - Real Estate Practice - Principle Needs_1 - Demonstrate practical application knowledge to meet the needs of buyers, seller, lessors and lessees in real estate transactions.</p> <p>Assessment Cycles: 2012-2013</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Final Exam - 50 Questions</p> <p>Assessment Method Category: Exam</p> <p>Success Criterion: More than 70% of students will score 70% or higher on the final exam.</p>		
<p>SKY R.E. 130 - CA MortgageLoanBrokering&Lend - Processing - Demonstrate how a mortgage loan brokerage is run from its initial stages and continuing through to its investors.</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Final Exam - 50 questions The exam was administered to an evening class.</p> <p>Assessment Method Category: Exam</p> <p>Success Criterion: More than 50% of students will score 60% or higher on the final exam.</p>		
<p>SKY R.E. 130 - CA MortgageLoanBrokering&Lend - Markets and Money - Recognize and understand market and money trends to evaluate the ups and downs of the marketplace.</p> <p>Assessment Cycles: 2012-2013</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Final Exam - 50 questions The exam was administered to an evening class.</p> <p>Assessment Method Category: Exam</p> <p>Success Criterion: More than 50% of students will score 60% or higher on the final exam.</p> <p>Related Documents: 130 assessment results pr 3-2016.xlsx</p>		
<p>SKY R.E. 130 - CA MortgageLoanBrokering&Lend - Markets and Money - Recognize and understand market and money trends to evaluate the ups and downs of the marketplace.</p> <p>Assessment Cycles: 2012-2013</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Final Exam - 50 questions The exam was administered to an evening class.</p> <p>Assessment Method Category: Exam</p> <p>Success Criterion: More than 50% of students will score 60% or higher on the final exam.</p>	<p>03/21/2016 - 55.68% of students scored 60% or higher on the final exam.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2015- 2016</p> <p>Resources Needed to Implement Action Plan: None</p> <p>Related Documents: 130 assessment results pr 3-2016.xlsx</p> <p>07/18/2013 - Criterion Met--66% of students scored 60% or higher on the final exam. The criteria benchmark was met. The average score on the 50 question test was 19.71.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle:</p>	<p>03/21/2016 - The success criterion is too low. I would raise the success criterion to "More than 60% of students will score 75% or higher on the final exam".</p> <p>Action Plan Category: Engage in professional development</p>

Course Outcomes 1 and ctu.unftid = 734	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
		2012 - 2013 Resources Needed to Implement Action Plan: No action plan needed. Related Documents: 130 assessment results.xlsx	
SKY R.E. 130 - CA MortgageLoanBrokering&Lend - Finance - Calculate typical real estate math computations. Course Outcome Status: Active	Assessment Method: Final Exam - 50 questions The exam was administered to an evening class. Assessment Method Category: Exam Success Criterion: More than 50% of students will score 60% or higher on the final exam.		
SKY R.E. 131 - Real Estate Finance I - 1 - Make accurate calculations, research and analyze data accurately, and perform the calculations necessary to complete the financial process for residential and commercial properties. Course Outcome Status: Active			
SKY R.E. 131 - Real Estate Finance I - 2 - Critically analyze basic data in order to eliminate errors and expedite the financial processing to benefit clientele represented. Course Outcome Status: Active			
SKY R.E. 131 - Real Estate Finance I - 3 - Identify current real estate financial markets and analyze money and capital markets. Course Outcome Status: Active			
SKY R.E. 801 - Real Estate License Exam Preparation - Working Knowledge - Demonstrate a comprehensive working knowledge of real estate rules and regulations. Course Outcome Status: Active	Assessment Method: Various exams from different authors, to ensure that the students has a clear understand of the overall concept to be prepared and to pass the California Real Estate State Exam. Assessment Method Category: Exam Success Criterion: More than 60% of students will score 70% or higher on the final exam.	08/29/2013 - 75% of students scored 70% or higher on the final exam. The criterion was met. Result Type: Criterion met Reporting Cycle: 2012 - 2013 Resources Needed to Implement Action Plan: No resources are needed.	

Course Outcomes 1 and ctu.unitid = 734	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
<p>SKY R.E. 801 - Real Estate License Exam Preparation - Calif Real Estate Exam - Demonstrate knowledge of the requirements of the California Real Estate Exam.</p> <p>Assessment Cycles: 2012-2013</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Various exams from different authors, to ensure that the students has a clear understand of the overall concept to be prepared and to pass the California Real Estate State Exam.</p> <p>Assessment Method Category: Exam</p> <p>Success Criterion: More than 60% of students will score 70% or higher on the final exam.</p>	<p>08/29/2013 - 75% or higher of students scored 70% or higher on the final exam.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p> <p>Resources Needed to Implement Action Plan: No resources are needed.</p>	

Comprehensive Program Review Resource Needs

Program: **Date:**

	Needs	How does this request align with your assessment of student outcomes?	How does this request align with your action plan?	Estimated cost for facilities and equipment
Personnel	1. No additional personnel needed. 2. 3.			
Equipment	1. There are no special equipment 2. 3. 4.			
Facilities	1. The classroom used for lectures 2. 3. 4.			

Appendix D

Program: Real Estate

Semester: Spring 2016

COURSE OUTLINE AND PREREQUISITE CHECKLIST TABLE							
1	2	3	4		5	6	7
Prefix & Number	Course Title	Curric-UNET Review Date (Month /Year)	Transfer		G.E.	Prerequisites, Co-requisites, and/or Recommended Preparations	Reviewed
			C S U	UC			
R.E. 100	Real Estate Principles	3/20/16	X			Recommended: Eligibility for ENGL 836 and MATH 110	Yes
R.E. 110	Real Estate Practice	3/20/16	X			None	Yes
R.E. 130	Calif Mortgage Loan Brokering & Lending	3/20/16	X			None	Yes
R.E. 131	Real Estate Finance	3/20/16	X			None	Yes
R.E. 801	Real Estate License Exam Prep	3/20/16	X			Rec: Knowledge of real estate principles or equiv exp	Yes

**APPENDIX E
SKYLINE COLLEGE**

INSTRUCTIONAL AND STUDENT SERVICES PROGRAM REVIEW

RESPONSE SHEET

Program:

Real Estate

Thank you for your time and effort in preparing this Program Review. Your Resource Needs Summary has been shared with the College Budget Committee and the Resource Needs Summary and Executive Summary, with recommendations, has been shared with the College Council.

College President

Comments:

Signature

Separate boxes for each

College Vice President(s)

Comments:

Signature

Curriculum Committee

Comments:

Signature

Original to remain with self-study
Copies to Program Review preparer

Appendix F Skyline College

Evaluation of the Program Review Process

To improve the Program Review process your help and suggestions are instrumental. We ask that all parties responsible for preparation of this review have input into the evaluation. After completion of the Program Review process, please take a few moments to complete and return this evaluation to the chair of the Curriculum Committee.

Estimate the total number of hours to complete your Program Review:

1. Was the time frame for completion of Program Review adequate? If not, explain.

The time frame for completion of Program Review was adequate.

2. Was the instrument clear and understandable? Was it easy to use? If not, explain and offer suggestions for improvement.

The instrument is clear and understandable.

3. Were the questions relevant? If not, please explain and offer suggestions.

The questions were relevant.

4. Did you find the Program Review process to have value? If not, please explain and offer suggestions.

Yes, I did find the Program Review process to be valuable. Especially the sections pertaining to student success and student learning outcomes.

5. Was the data you received from the Office of Planning, Research and Institutional Effectiveness complete and presented in a clear format? Would you like additional data?

The data from the PRIE Office was clear and presented very clearly. The comparison information for the program and College-wide information was easy to locate and very useful for comparative analysis.

6. Please offer any comments that could improve and/or streamline Program Review.

I thought the process was streamlined from the last program review.