

INSTITUTIONAL PROGRAM REVIEW 2012 – 2013

Program Efficacy Phase: Instruction

Purpose of Institutional Program Review

Welcome to the Program Efficacy phase of the San Bernardino Valley College Program Review process. Program Review is a systematic process for evaluating programs and services annually. The major goal of the Program Review Committee is to evaluate the effectiveness of programs and to make informed decisions about budget and other campus priorities.

The Institutional Program Review Committee is authorized by the Academic Senate to develop and monitor the college Program Review process, receive unit plans, utilize assessments as needed to evaluate programs, recommend program status to the college president, identify the need for faculty and instructional equipment, and interface with other college committees to ensure institutional priorities are met.

The purpose of Program Review is to:

- Provide a full examination of how effectively programs and services are meeting departmental, divisional, and institutional goals
- Aid in short-range planning and decision-making
- Improve performance, services, and programs
- Contribute to long-range planning
- Contribute information and recommendations to other college processes, as appropriate
- Serve as the campus' conduit for decision-making by forwarding information to or requesting information from appropriate committees

Our Program Review process is two-fold. It includes an annual campus-wide needs assessment in the fall, and an in-depth review of each program every three years that we call the Program Efficacy phase. Instructional programs are evaluated the year after content review, and every three years thereafter, and other programs are placed on a three-year cycle by the appropriate Vice President.

Two or three committee members will be meeting with you to carefully review and discuss your document. You will receive detailed feedback regarding the degree to which your program is perceived to meet institutional goals. The rubric that the team will use to evaluate your program is embedded in the form. When you are writing your program evaluation, you may contact efficacy team assigned to review your department or your division representatives for feedback and input. The list of readers is being sent to you with these forms as a separate attachment.

Draft forms are due to the Committee Chair and Division Dean by Thursday, February 28, 2013, so that your review team can prepare comments for the draft review meeting (March 1 and/or March 8). Final documents are due to the Committee Chair by Friday, March 29, 2013 at midnight.

It is the writer's responsibility to be sure the Committee receives the forms on time.

In response to campus-wide feedback that program review is a more interactive process, the committee piloted a new program efficacy process in spring 2010 that included a review team who will provide feedback and/or tour a program area during the efficacy process. Another campus concern focused on the duplication of information required for campus reports. The efficacy process will incorporate the Educational Master Plan One-Page Summary (EMP Summary) and strive to reduce duplication of information while maintaining a high quality efficacy process.

Program Efficacy 2012 – 2013

Complete this cover sheet as the first page of your report.

Program Being Evaluated

Real Estate/Escrow

Name of Division

Mathematics, Business, and Computer Technology

Name of Person Preparing this Report

Mike Durrett

Extension

8918

Names of Department Members Consulted

Name of Reviewers

Stacey Meyers, Sherri Lillard, Geoff Schroder

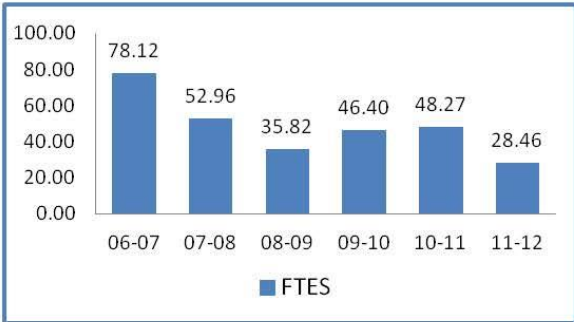
Work Flow	Due Date	Date Submitted
Date of initial meeting with department		
Final draft sent to the dean & committee		
Report submitted to Program Review Team		
Meeting with Review Team		
Report submitted to Program Review co-chair		

Staffing

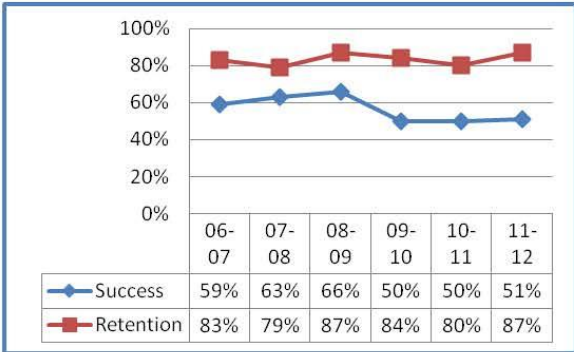
List the number of full and part-time employees in your area.

Classification	Number Full-Time	Number Part-time, Contract	Number adjunct, short-term, hourly
Managers			
Faculty	1		
Classified Staff			
Total	1		

Real Estate/Escrow - 2012



	06-07	07-08	08-09	09-10	10-11	11-12
Duplicated Enrollment	779	533	366	470	494	286
FTEF	5.23	4.60	2.80	2.60	2.80	2.00
WSCH per FTEF	448	345	384	535	517	427



	06-07	07-08	08-09	09-10	10-11	11-12
Sections	28	25	16	15	16	10
% of online enrollment		7%	4%	40%	56%	80%
Degrees awarded	4	1	4	2	2	2
Certificates awarded	5	4	4	3	5	5

Description:

People study Real Estate (RE) at SBVC's 50+ year old program to become RE agents, informed customers or investors. Some study to earn advanced degrees offered at nine CSU's by transferring as a Business Major/RE minor. Others receive a SBVC Certificate Program which requires 24-25 units of RE course material. The real estate AA degree requires additional general education for a total of 60 units. This program acknowledges basic skills and the strengthening of general education.

Assessment

- The Program was increasing enrollment, despite the recession
- MANAGEMENT FORCED a reduction in sections to 10 courses (pre-Prop.30)
- This reduced WSCH by 20%, reducing the FTES by 59% to 28.46 producing a FORCED net revenue program loss.
- WSCH/FTEF reduced to 427; higher than 07-08.
- Mandated intro courses produced waiting lists.
- FORCED cuts limited elective offerings, lengthening time to receive a certificate/degree.

Program Goals:

- Activation of RE financial "Argus" software for students. Only community college in USA using this program.
- Pathway for students to receive an AA degree and/or certificates in a timely fashion.
- Re-alignment course sections due to FORCED cuts.
- Work on program's WSCH/FTES school guidelines
- Strengthen RE "success curve" vs. school's online numbers.
- Educate administration about cuts that produced the lowered numbers.
- Increase degrees and certificate earned.

Challenges and Opportunities:

- Create a measurement assessing RE Program online success vs. total school's 10% online student success rate.
- Success rate up 1 % over years 2011/12 to 51% which indicates on-campus versus online classes' gradual transition
- Retention rate has risen to 87%. This is higher than the average of all of the other classes offered at school but can improve.
- Work to reinstate FORCED class cuts, at least where FTEF revenue and costs equalize

Action Plan:

- Realign the smaller sections' offerings for a timely certificate
- Work on restoring some of the FORCED section cuts, at least where FTES revenue equals costs.
- Create a mailer to Inland Empire businesses that sponsor any construction or affiliates related to real estate that are associated with job creation.
- Continue strengthening RE program in support of community interest in creating job prospects.

Part I: Questions Related to Strategic Initiative: Access

Use the demographic data provided to describe how well you are providing access to your program by answering the questions below.

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part I: Access		
Demographics	The program does not provide an appropriate analysis regarding identified differences in the program's population compared to that of the general population	The program provides an <u>analysis</u> of the demographic data and provides an interpretation in response to any identified variance. If warranted, discuss the plans or activities that are in place to recruit and retain underserved populations.
Pattern of Service	The program's pattern of service is not related to the needs of students.	The program provides <u>evidence</u> that the pattern of service or instruction meets student needs. If warranted, plans or activities are in place to meet a broader range of needs.

Program: Real Estate/Escrow	Demographics Fall 2009 – Fall 2012	Campus
4.9%	Asian	6.2%
30.6%	African-American	20.3%
40.8%	Hispanic	48.6%
0.7%	Native American	1.0%
0.9%	Pacific Islander	0.7%
19.8%	White	21.0%
2.3%	Other/Unknown	2.1%
53.9%	Female	54.6%
46.1%	Male	45.2%
4.3%	Disability	5.4%
Min: 18	Age	Min: 15
Max: 75		Max: 88
Avg: 34.00		Avg: 29.47

Does the program population reflect the college's population? Is this an issue of concern? If not, why not? If so, what steps are you taking to address the issue?

The Real Estate Program's demographic percentages reflect closely to the campus wide demographics with some variations.

When we compare '12/13 individual categories, we see some differences in the African-American percentages with the variance from the Real Estate Program's 30.6% measured against the campus wide 20.3%. This appears to be almost a 10% increase of African American students in the Program when measuring the campus's 20.3% enrollment average. This can be explained by the fact of African Americans recognizing that the Real Estate Program can quickly qualify people for a job and put them on a career path. Requirements to get a license are: three classes pass with a grade of "C" or better; apply to the State of California to take the real estate exam; pass the exam; and receive the Department of Real Estate's license. The U.S Department of Labor, Bureau of Labor Statistics from the Current Population records data supports the claim that some college is better than none. Black or African Americans' unemployment rate measured with those with less than a high school diploma in 2012 was 20.4% vs. 11.6% with some college and no degree. The employment population ratio dramatically moves from 29.1% to 61.4% employability and the participation rate 36.5% to 69.4%. All of the stats show gains by getting some education. Of course the percentages improve with more education.

In addition, home ownership among minorities is important. Why? Homeownership is about more than putting a roof over one's head. It is "...a key to upward mobility for low and middle income Americans. It is an anchor for families and a source of stability for communities. It serves as a foundation of many people's security. And it is a source of pride to provide for their families." (Herbert, CE and Belsky E.S., 2006, *The Homeownership Experience of Low-Income and Minority families*). Homeownership is an important source of wealth for this country, especially for African Americans. When compared to renting, homeownership for any length of time is associated with a high level of wealth. (Herbert and Belsky pg.97). Homeownership for African Americans "termination rates" or the change-over from renting to purchasing, in 2000 was more than double the rate as compared to whites (15.7% to 7.3% respectively). (Haurin, DR and Rosenthal SS, 2004 *The Sustainability of Homeownership: Factors Affecting the duration of Home ownership and Rental Spells.*)

However, in measuring this Program's African American student population variation over time, we can see that these percentages have remained relatively the same when measured against Program and campus populations from previous program review '09/10. The campus wide African American demographics reported in '09/10 a 22.13%. This figure in '12/13 was 20.3%. Only a minor variation. In '09/10 the Real Estate Program reported a 31.9% African American enrollment, and in '12/13 reported a 30.62%. Again the percentages have remained relatively the same over time in the categorical make up of the Real Estate Program's demographics.

In measuring the Hispanic demographics, the Program appears to have recorded a mismatch from campus wide '12/13 figures of 48.6% to the Programs 40.8%. The Programs 40.8% is an almost 8% difference from the campus wide population data. However, the Hispanic campus wide demographic reported in '09 was 39.85%. Measuring the '12/13 at 48.6% vs. 39.85% '09, we calculate approximately a 9% population increase. Clearly, a major change in the population growth of the Inland Empire has taken place. The importance by just population trends in the Hispanic community cannot be overlooked. Additionally, this population growth has been in just one ethnic group. By measuring the growth of the Program during this same period (36.1% '09/10 vs. 40.8% '12/13), the Program did pick up a 4% gain in the Program's Hispanic population growth from '09 to present.

"Hispanics unemployment soars...the recession hits hardest in industries and regions where Hispanic workers are disproportionately represented...Hispanic workers were more likely to be employed in the construction sector, which was pounded during the housing collapse, particularly in states like

California...which experienced the largest declines in housing prices and the biggest increases in foreclosures... In May 2006, when the U.S. economy was booming, the Hispanic labor rate was at 4.9%...But by October 2009 the Hispanic rate soared to 13.1%, 3% higher than the national rate...Latinos account for about 1/7th of the U.S. labor force, but comprise nearly 1/5th of the unemployed...survey indicated 24% of U.S. workers born in Mexico...were employed in construction, extraction, maintenance and repair in 2007...(Hispanics' unemployment rate soars by Clement Tan, May 6, 2010, Los Angeles Times, Business section).

"The Hispanic population has gone from 26.1% residents in 1990 (675,918) to 37.8% in 2000 (1,228,962) to 47.9% in 2011 (2,062,490). Already, seven of the twelve Inland Cities with over 100,000 people have Hispanic majorities." (John Husing, Economist, Inland Empire, Sanbag Publication, Pg. 2, 2013). This Hispanic population has carried over to a growth pattern in student enrollment. However, when weighing in on Hispanics in the Real Estate Program the decline is understandable. This is where the job losses occurred. There remains a negative 70,000 job lost in the communities which peaked in 2006 @ 127,500 jobs (Ibid pg. 3) Hugh decline in jobs in real estate, construction and related industries. The employment for these blue collar jobs required only a high school education at best. Stats say the bleeding stopped in 2011...but until housing makes a comeback, this housing sector will not change. (Ibid pg.3)

The Program did capture about a 4% growth in Hispanic population when measured against the '09 efficacy program. However, given the above data, Hispanics are left with little yearning for jobs in the real estate at this time.

When analyzing the gender population there has been a shift. The female campus wide demographics reported in '09/10 had a statistic of 58.5%. In '12/13 the campus wide calculation dropped to 54.6%. Approximately a 4% drop in campus wide female attendance. The Real Estate Program' in '09/10 reported a 60.1% enrollment in female students. In '12/13 this dropped in to 53.9%. Approximately a 6% shift downward. The shift downward then has corrected itself to only a slight variance between campus and Program percentages. The reasons are as follows:

1) The position of real estate sales agent has long been a work force area acceptable to women. Because the recession beginning in '07 hit San Bernardino and Riverside counties so severely in home foreclosures, women have not seen real estate as a viable educational investment. Women have stayed in or chosen public sector jobs rather than private sector jobs. Women are nearly 50% more likely to work in the public sector than are men with 18.2% of employed women working in public sector jobs. (U.S. Department of Labor, Women's Employment during the Recovery, pg. 1). Employment for women declined most significantly in manufacturing, financial activities, and retail trade during the recession of 2007-2009 ... job losses continued for women through 2010 in manufacturing and financial activities... (Ibid pg.10). March 2011 shows that the economic situation is improving for women who have seen their unemployment rate decline to 8.3%. However the public sector has lost almost 400,000 jobs. Since women are disproportionately likely to work in public sector jobs their unemployment decline has been smaller than that experienced by men. (Ibid Pg.2).

2) Women have kept intact whatever security they've attained rather than branch out or change careers. Security has been the motivation. Adult women have had little change in their labor force participation during the recession while adult male labor force participation has declined. (Ibid pg. 6). The total percentage employed has declined since the start of the recession, but the decline has been smaller among women. (Ibid pg. 2) Americans believe that having a secure job is by far the most important requirement to be in the middle class; "...they are equally likely to say a secure job is something Americans need to have in the middle class. (85% for men vs. 88% for women). Nearly 9 out of 10(86%) say a person needs a secure job to be considered part of the middle class. ...a full 82% of the job losses have fallen on men, who are heavily represented in distressed industries like manufacturing and construction. Women tend to be employed in areas like education and health care, which are less sensitive to economic ups and down, and in jobs that allow more time for child care and other domestic work." (As Layoffs surge, women may pass men in Job Force by Catherine Rampell, Pg. 2, New York Times, February 5, 2009)

3) Women have remained in secure, public sector jobs because they have found themselves as the

family's main financial provider. "...the percentage of families supported by women tends to rise slightly, and it is expected to do so when this year's employment numbers are tallied. As of November, women held 49.1% of the nations' jobs...Bureau of Labor Statistics." (Ibid pg 3). With the recession on the brink of becoming the longest in the postwar era, a milestone may be at hand: Women are poised to surpass men on the nation's payrolls, taking the majority of jobs for the first time in American History.(Ibid pg. 1) "Given how stark and concentrated the job losses are among men, and that women represented a high proportion of the labor force in the beginning of this recession, women are now bearing the burden-or the opportunity, one could say-of being breadwinners." (Heather Boushey, a senior economist of the Center for American Progress, Article New York Times, Ibid pg.2).

Homes are once more selling in San Bernardino and Riverside counties. Women again will be gravitating to real estate and to real estate education which is compatible to child rearing and family life. The Real Estate Program again reflects the school wide stats regarding females.

In '12/13 the campus wide male calculation was measured at 45.2% enrollment. In '12/13 the Program calculation was 45.2%. To 46.1% in '12/13. This was a rise in male population by less than 1%. The differences are negligible with the exception of the Caucasian, showing approximately 3% increase between '09 and '12/13. (See stat below)

The populations from Asian campus wide '09 4.58% vs.6.2% in '12/13; Program '09 4.8% vs.4.9% in '12/13; Native American campus wide '09 n/a vs. 1.0% in '12/13; Program '09 n/a vs. 0.7% in '12/13; Pacific Islander campus wide '09 n/a vs. 0.7% '12/13; Program '09 n/a vs. 0.9% '12/13; Caucasian campus wide '09 24.05% vs. 21% '12/13; Program '09 20.0% vs. 19.8% '12/13; and other/unknown categories campus wide '09 2.1% vs.1.18% '12/13; Program 1.5% vs. 2.3% '12/13; disability campus wide '09 4.5% vs. 5.4% '12/13; Program disability students '09 3.5% vs. 4.3% '12/13. (Classes are 508 compliant).

The average age of individuals in the school was calculated at 29.47. The Real Estate Program has an average age of 34 reported in '12/13. This reflects a typical pattern for returning students registered in on-campus night time classes as observed by the instructor. Many of the returning students are older and are looking for a change in either a career or looking for additional income generated by a part-time /full time job or in real estate investing. The thoroughness of the Real Estate Program education in today's market includes class offerings to a larger group of predominately older working evening students which accounts for the average age of 34. The Real Estate Program is close to mirror imaging campus wide demographics. This Program does match the campus population and has a broad appeal to students from all walks of life. There are no concerns in the real estate department regarding this issue.

Pattern of Service

How does the pattern of service and/or instruction provided by your department serve the needs of the community? Include, as appropriate, hours of operation/pattern of scheduling, alternate delivery methods, weekend instruction/service.

The Real Estate Program is guided by the State of California requirements in offering three mandated courses. In order to qualify to take the California Real Estate Exam students are required to take and pass with a grade of C or better RE Principles (3 unit), RE Practice (3 unit), and an elective (3 unit) offered within the Program curriculum.

The curriculum has changed from a fully traditional on-campus class scheduling. To meet the needs of students, the Real Estate Program has been updated to a mixture of on-campus offerings and an on-line mode of delivery offering. This meets current trends in educational systems. This scheduling was put in place in 2011-2012.

Additionally, the on-campus offerings are divided into both hybrid classes (50% traditional classroom lecture and 50% taught on-line) and traditional lecture classroom format. Further, the on-line classes

have a mixture of 18-week and 14 week course lengths. Classes are offered during the day, evening and on-line.

The plan of the Real Estate Program was to expand on-campus course offerings in the coming year. Previous management strained the offerings by withdrawing support and cutting the total class offering from a high of 28 courses offered in '06/07 to a gradual shrinking through '10 to an abrupt cut to 10 class offerings in '11/12. The Real Estate Department on-line offerings have been able, during the worst recession, '08 until present, since the Great Depression, to meet the broadest of services and need for students. This can be observed in the retention of 16 class offerings in '10/11 and the enrollment and FTES rising from 46.40 to 48.27 in one year '09/10 to '10/11. It fell with the cuts of class offerings.

In addition, the Real Estate Program plans to efficiently increase and strengthen its exposure, enrollment to more students. Given the placement of the on-line component, it appears we have been successful and will continue to be successful.

Part II: Questions Related to Strategic Initiative: Student Success

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part II: Student Success - Rubric		
Data demonstrating achievement of instructional or service success	Program does not provide an adequate <i>analysis</i> of the data provided with respect to relevant program data.	Program provides an <u>analysis</u> of the data which indicates progress on departmental goals. If applicable, supplemental data is analyzed.
Student Learning Outcomes and/or Student Achievement Outcomes	Program has not demonstrated that they have made progress on Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs) based on the plans of the college since their last program efficacy.	Program has demonstrated that they have made progress on Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs) based on the plans of the college since their last program efficacy.

Provide an analysis of the data and narrative from the program's EMP Summary and discuss what it reveals about your program. (Use data from the Charts 3 & 4 that address Success & Retention and Degrees and Certificates Awarded" on page 3 of this form.)

The charts 3 & 4 discuss the elements of what makes the program tick. Retention is graphed following a pattern from '06/07 through '11/12. Retention parallels the real estate market in boom and bust times. The retention rates from '06/07 through '11/12 years moved from 83%, 79%, 87%, 84%, and 80% to a high return 87% respectively. Then the rates fell slightly in '09/10 to 84% and lower in '10/11 to 80%. With the Real Estate Program's on-line mode of delivery having been put fully in place in '11/12, the rate has risen to its former position by beating the campus wide average of 84% to establish its 3/6 year high of 87%. If we consider Distributed Education, Retention Success Rates for SBVC, as compiled by the Community College Chancellor Committee (CCCC) office vocational section in 2012, the chancellor's office posted only an 82.03% success rate. The Real Estate Program's success rate is at 87%.

The Real Estate Program's success rate also follows the same rise and fall of the real estate market cycle during the periods of '06 through '09, having rates respectively of 59%, 63%, and 66%. The data also shows the shift in sections offered. We had 28 sections offered in '06/07. Success rate 59%. In '07/08, 25 sections were offered while the on-line component of offerings totaled 7% with a 63% success rate. In '08/09 we moved to a 4% on-line enrollment and previous management cut class offerings to 16. We had a 66% success rate. Then the real estate market continued its radical decline. The Program's success rate fell to 50% in '09/10 and '10/11. In '11/12 the Program's success rate rose to 51%. This figure is now a priority, and goals are to match if not succeed the average listed at 55.94% by the CCCC, Spring 2012. (Challenges/Program goals, See pg. 19, ¶ 3).

The on-line Program's offerings are real estate California State required courses for students to qualify for the state license. With the loss in class offerings to 10, real estate course electives had to be sandwiched between the required courses for students to qualify for the state exam. Therefore the number of the on-line program remained the same but now took a 40%, 56% and 80% share of total classes. Examining the 80% figure, one of the offering classes is a hybrid thereby making the figure more like a 40% on-campus versus 60% on-line offering.

In '06/07 sections when enrollment was large, the Program produced 4 degrees and 5 certificates out of a "duplicated enrollment" of 779. When sections started being reduced in '07/08, both degrees and certificates fell to 1 and 4. In '08/'09 the Program awarded 4 degrees and 4 certificates; again a further reduction to 16 sections. With the continual reduction of class offerings to 15 in '09/10, we saw a reduction to 2 degrees and 3 certificates. What is exceptional is that we had a single section reinstated for a total of 16 sections in '10/11; we awarded 5 certificates and 2 degrees. With the cut to 10 sections in '11/12, 5 certificates, and 2 degrees were awarded. Because of class cuts fewer degrees have been awarded.

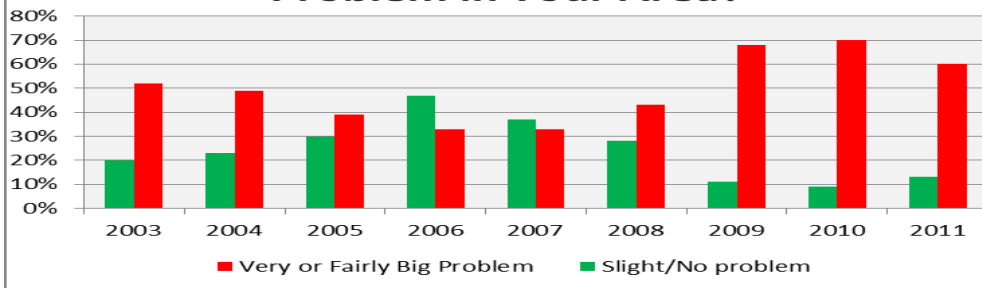
One of the shortcomings of the Real Estate Program is the goals laid out by students. Students' goals may be to just qualify for the State licensing part of the Program. This only requires three courses with a grade of "C" or better. Students can then exit the Program. Striving for an AA or Certificate requires additional class time, work, and effort, especially since there has been a reduction in Program's scheduling of class offerings.

Supplemental Data

Provide any additional information, such as job market indicators, standards in the field or licensure rates that would help the committee to better understand how your program contributes to the success of your students.

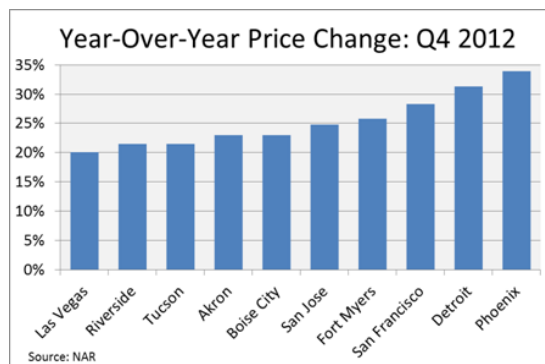
The national economy has gone through a hard recession over the last 6 years. Job losses, unemployment and job layoffs have been recorded across the nation which has resulted in poor enrollment in real estate classes. The result from jobs lost is graphed. And can be viewed in the Economist's Outlook (See below; National Association of Realtors [Home Price changes fourth quarter 2012](#), Ken Fears, Manager, Regional Economics).

Are Jobs Layoffs and Unemployment a Problem in Your Area?



The economy has still not recovered especially in the Inland Empire. “Looking at the Inland Empire’s job growth from January-November 2012, the area is on track to create 16,140 jobs, just under the 16,300 forecasted by the QER for the year. If that level holds, the region will have gained back 19,840 in 2011 and 2012, or 13.6% of the -146,400 jobs lost from 2007-2010. That is a long way from the 56.7% of jobs that the U.S. has seen come back...A major contributing factor for the region’s slow recovery is the continuing depression in construction, which remains -69,500 jobs (-54.5%) below its 2006 peak. Major causes of this fact are the shares of Riverside (47%) and San Bernardino (48%) county homes being worth less than their mortgages. While housing is now recovering, it is largely due to foreclosure sales. Even here, local families are being denied buying opportunities as Wall Street’s latest strategy has huge capital funds buying 38.5% of foreclosed homes for rentals before they hit the open market...this situation is improving but slowly.” (John Husing, Economist, Inland Empire, Sanbag Publication, Pg. 2, 2013) However, even with the absorption of housing by large companies, there will be a demand for more sales personnel and more employment (see below EDD) in the real estate field when the large Wall Street companies see the prices on housing going up. The companies will sell when prices rise.

When and why would the large Wall Street companies consider selling? When housing prices rise but have not peaked. (See Year over Year graph below). “2012 began with typically strong home sales which carried through the entire year. As a result, inventories declined and price appreciation took off. Over the 4th quarter period ending in December 31, 88% of those real estate markets monitored by National Association of Realtors Research experienced rising median home prices.(See chart below Yr. over Yr. Price Change) Of the top ten, the majority were in states experiencing a price rebound after a sharp downturn in the wake of the subprime crises, while Nevada, California, Arizona and Florida all experience sharp price gains...have also benefited from stable employment, record low mortgage rates and resurgent consumer confidence.” National Association of Realtors Home Price changes fourth quarter 2012, Ken Fears, Manager, Regional Economics).



Note: Riverside was measured against other nationally significant cities for price changes.

The California Employment Development Department commonly referred to as (EDD) has published job forecasts and annual salaries for the Real Estate Industries of Southern California. Salaries and job

openings are quoted for Riverside and San Bernardino referred to as Metropolitan Statistical Areas (MSA).

The EDD projected 470 employment jobs for sales agents from 2010 through 2020. An average salary in 2007 (last forecasted) was \$49,756 for sales agents. (Wages reported do not represent self-employed earnings; however, commissions are included.) Property and Real Estate Managers' salaries are projected from a low to high salary range in 2012 of \$44,566, \$65,203, and \$89,769. The forecasted projection of employment was 610 jobs (2004 through 2014) for Property and Real Estate Managers or a 19.5% average increase or annual openings of 119 job positions.

Property & Real Estate Manager additional titles listed by the EDD include Apartment Managers, Condominium Managers, Landlords, Leasing Managers, and Motel Managers.

Additionally, the EDD revised its prediction in 2010 through 2020 to include Community Association Managers which projected 115 jobs calculated @ \$31.00 per hour for an annual salary of \$64,491. Real Estate Brokers requiring a minimum of 8 SBVC real estate classes plus 2 years of sales experience are projected at 60 positions between 2010 and 2020 as well as real estate Appraisers and Assessors at a projection of 20 job placements. Some Loan Officers also take the SBVC Real Estate classes to understand valuation of properties they will be underwriting. Loan Officer projections 2010 through 2020 are for 540 positions.

The SBVC Real estate Program has the capability to offer classes that include material for all of the above real estate related positions.

SBVC's Real Estate Program has survived and endured over 50+ years. It has survived at least three major recessions from 1960 until present and continues to generate student enrollment.

People study Real Estate (RE) at SBVC'S 50+ year old program to work in the Real Estate Industry to become RE agents, etc., informed consumers and/or investors. Some study to earn advanced degrees offered at eight CSU campuses (See pg. 14) by transferring as a Business Major/RE minor. Others receive an SBVC certificate. This Certificate Program requires 24-25 units of RE course material. The Real Estate AA degree requires additional general education for a total of 60 units. This Program acknowledges basic skills and the strengthening of general education. Whichever path a student follows, the State of California only requires three courses for licensing. Only administration/management has the capability for a liaison connection with state licensors to track licenses granted to SBVC students. The instructional staff does not have access to these State statistics. When the state/college expects instructional staff to be able to track this information, it would be anticipated that software will be provided.

Computerized enrollment tracking was put on-line in Blackboard in the Spring '08. Not the finest years for the Real Program at SBVC since it just came off a high in '06/07 of 779 "duplicated enrollment" with an FTEF of 5.23 and a WSCH per FTEF of 448 with FTES at 78.12. The classes were slowly cut from 28 to 25 sections in an attempt to shrink the FTES campus wide yet raise the productivity for the program. Again previous management cut classes from 25 to 15, but attained a high productivity WSCH per FTEF of 535 in '09/10. With this high productivity previous management cut to 10 sections in '11/12.

Most people in education recognize that if you cut classes you affect enrollment. Recognizing a fact that FTES has been shrunk by cutting classes from Spring 2007 through 2012 and downsizing the Program, loss in total enrollment was inevitable. And yet the Program, when adding the total number of students attending and dividing by the number of sections, still averaged enrollment of 20.6 students per class in Spring '08 through Fall '08. Summing all of Spring of '09 through Fall '09 class offerings, the Program rose to an average of 25.6 per class. In Spring '10 through Fall '10 it dropped to 24.93 and yet rose in Spring '10 through Fall '11 to 26.8 students. Lastly in the Fall '12 it produced 25.6 average students with the addition of Spring '13 enrollment figures yet to be added.

More than a fairly respectable showing considering classes faced one of the toughest times for real estate in financial history with the housing bubble and the bank meltdown which directly affected the economy, yet students continued taking the classes offered in the Real Estate Program. The enrollment in the Real Estate Program at SBVC was sustained partially because of the change to the on-line mode of delivery.

The economy is moving positively and so will the real estate market and thus the enrollment at San Bernardino Valley College. Waiting lists for some Real Estate Program classes have started to grow. Given that the economy was devastated, the school weathered the storm with respectable per class student averages.

The success of students in the Real Estate Program is primary reflective to the community. Real Estate students fill jobs that are created and help shape the type of community people want, desire and need. Real Estate is a vital and stable piece of the community puzzle.

Student Learning Outcomes and/or Student Area Outcomes

Demonstrate that your program has continued to make progress on Course Student Learning Outcomes (SLOs) and/or Service Area Outcome (SAOs) based on the plans of the college since the program's last efficacy report. Describe how the SLOs are being used to improve student learning (e.g., faculty discussions, SLO revisions, assessments, etc.).

See [Strategic Initiative 5.1](#)

Since the last efficacy report the Real Estate Program has met the SLO timetable set by the college. The previous assessments were in Fall '09, Sp '10, and Fall '10 Sp '11, and the next assessments for Real Estate classes that may be offered are 062, 070, 076, 100 and Escrow 003 will take place by 12/13.

The SLO assessment information is acquired by setting up core competency questions in each subject area that can be changed from time to time in a quiz, mid-term or final exam. By looking at past areas of low performance and carefully examining test questions, the SLO revision questions can be fine tuned to promote understanding and improve the pass rate in low performing areas. The testing reflects revision in under performance in '09/10. In the Escrow class, for example, students were 73% successful in the required areas in the final exam. In an effort to raise the 27% outcomes, SLO questions for the recurring Escrow class will be changed to improve student learning outcomes.

Describe how the SLOs are being used to improve student learning at the program level (e.g., faculty discussions, SLO revisions, assessments, etc.). If your program offers neither a degree nor a certificate, describe how the courses SLOs are mapped to the core competencies.

See [Strategic Initiative 5.1](#)

By allocating more time on specific weaknesses we can improve any deficit area. By improving core lecture techniques and refining on-line student discussion Blackboard questions, we can target a deeper understanding of subject content; and we can retest with the expectation of improving greater outcomes of knowledge, skill and behavior that will be exhibited by students when transitioning into the work force.

The Real Estate Program has both a degree and a certificate program in place, and the course SLOs adhere to the core competencies of the original program goals.

Part III: Questions Related to Strategic Initiative: Institutional Effectiveness

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part III: Institutional Effectiveness - Rubric		
Mission and Purpose	The program does not have a mission, or it does not clearly link with the institutional mission.	The program has a mission, and it links clearly with the institutional mission.
Productivity	The data does not show an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed.	The data shows the program is productive at an acceptable level.
Relevance, Currency, Articulation	<p>The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate.</p> <p>Out of date course(s) that are not launched into Curricunet by Oct. 1 may result in an overall recommendation no higher than Conditional.</p>	<p>The program provides evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program.</p> <p>Appropriate courses have been articulated or transfer with UC/CSU, or plans are in place to articulate appropriate courses.</p>

Mission and Purpose:

What is the mission statement of the program?

The mission statement of the SBVC's Real Estate Program is to promote the discovery and application of knowledge about the Real Estate Industry. There are a variety of reasons why people study real estate. Some wish to become real estate agents. Application of real estate knowledge and skills learned at San Bernardino Valley College produces better agents. A well educated, informed consumer or sales agent develops intellectually and acquires an ethical character by learning the laws that surround real estate compliance regulations. People that acquire regulatory licenses effectively go into business for themselves. These people may purchase real estate and acquire long-term investments whereby they become strong contributors both effectively and ethically as citizens of the community where these assets are held. The SBVC's curriculum provides a strong basis for a thorough understanding of the real estate market. The Real Estate Industry has moved aggressively in its use of technology. SBVC has moved in-step by providing student access to the "Argus" commercial software program use in the school's library.

How does this purpose relate to the college mission?

The College mission states that the desire is for promotion of both discovery and application of knowledge. SBVC's Real Estate Program prepares a better and well informed community consumer who purchases a home or other assets in our community. The well informed consumers of real estate can better serve their community because the citizen has acquired something of value in the community. What affects the community, may affect the resident. Decisions on issues in the community will be applied by a keener eye intellectually. With a property acquisition in the community, owners become more involved and are more likely to obey the rules and regulations

set out by the government. Citizens of the community, by virtue of owning real estate, will ethically contribute.

Productivity

Provide additional analysis and explanation of the productivity data and narrative in the EMP Summary, if needed. (Use data from charts 1 and 2 (FTEs; Enrollment; FTFE and WSCH per FTFE) on page 3 of this form). Explain any unique aspects of the program that impact productivity data for example; Federal Guidelines, Perkins, number of workstations, licenses, etc.

The Real Estate Program had turned the corner from the economic recession decrease in FTES from '08/9 to an upswing and potential growth pattern in '09/10 and '10/11. This definitely can be attributed to the on-line component that was planned for growth in the Program since the last efficacy in Spring of 2009. The '11/12 forced reduction of classes by management resulted in the Real Estate Program's surrendering its share of FTES, reducing the Real Estate Program classes from 16 to 10. This was a 37.5% decrease from an FTES of 48.27 to 28.46. This cut was made despite the viability committee voting overwhelming to keep the Real Estate Program. Previous management decided to make these cuts (16 to 10) at the viability committee meeting without any discussion or reference to program review.

Because of these class cuts, some class subjects have to squeeze or cycle into the class rotation when possible: this makes it hard for students to work the classes into required certification or degree time limits.

In addition the WSCH was reduced by 20% and the FTES by 59% to 28.46. The FTEF took a reduced load from 2.80 to 2.00. The WSCH per FTEF was reduced from a high of 535 to 427. The 427 was still more productive than '07/08 and '08/09 which resulted in WSCH/FTEF of 345 and 384 respectively. This can be explained in a large part by the continual reduction of classes. When you cut classes, you cut total enrollment. However, when the economy begins to strengthen, then the enrollments and wait lists grow.

Relevance and Currency, Articulation of Curriculum

If applicable to your area, describe your curriculum by answering the questions that appear after the Content Review Summary from Curricunet.

	Course	Status	Last Content Review	Next Review Date
	REALST 902 Broker's License Review	Active	05/10/2010	05/10/2016
	REALST 901 Real Estate Pre-License	Active	05/10/2010	05/10/2016
	ESCROW001 Escrow Procedures I	Active	04/12/2010	04/12/2016
	ESCROW002 Escrow Procedures II	Active	04/12/2010	04/12/2016
	ESCROW003 Escrow Procedures III	Active	04/12/2010	04/12/2016
	REALST062 Real Estate Practice	Active	04/26/2010	04/26/2016
	REALST063 Real Estate Loan Processing Fundamentals	Active	04/26/2010	04/26/2016
	REALST064 Governmental and Non-Conforming Loan Processing	Active	04/26/2010	04/26/2016
	REALST066 Computerized Real Estate Loan	Active	04/26/2010	04/26/2016

	Processing			
	REALST068 Real Estate Appraisal: Residential	Active	04/26/2010	04/26/2016
	REALST070 Real Estate Finance	Active	04/26/2010	04/26/2016
	REALST072 Advanced Real Estate Finance	Active	04/26/2010	04/26/2016
	REALST074 Legal Aspects of Real Estate	Active	04/26/2010	04/26/2016
	REALST076 Property Management	Active	04/26/2010	04/26/2016
	REALST078 Real Estate Economics	Active	04/26/2010	04/26/2016
	REALST100 Real Estate Principles	Active	04/26/2010	04/26/2016

The Content Review Summary from Curricunet indicates the program's current curriculum status. If curriculum is out of date, explain the circumstances and plans to remedy the discrepancy.

The next review date of 4/26/2016 is correct. In some class offerings the prerequisite requirement has to be changed to co-requisite. The reduction in classes has challenged students into having to wait at least an additional semester to qualify for needed pre-requisite classes before taking additional work to finish and apply for their licenses, degrees or certificates.

Articulation and Transfer

List Courses above 100 where articulation or transfer is not occurring	With CSU	With UC

Describe your plans to make these course(s) qualify for articulation or transfer. Describe any exceptions to courses above 100.

The changes in Community Colleges course numbering has resulted in a simple course-offerings transfer transition to the CSU or UC system. It seems the demand by the CSU system has forced only programs that transfer to be taught at Community Colleges. However, Community College based programs, such as the Real Estate Program, fills a void for students wishing to become sales agents, brokers, etc. Also there is an opportunity for some students to continue their real estate educational goals. With this in mind it should be noted that the following CSU and some private schools strongly support students who would like to follow a Business Degree with a major/minor in real estate. These schools are listed below:

- Cal Poly Pomona, -Business Administration B.S. with Finance, Real Estate and Law Option
- CSU East Bay- Business Administration B.S. with Real Estate Management Option
- CSU Fresno-- Business Administration B.S. with Real Estate and Urban Land Economics Option
- CSU Los Angeles- Business Administration B.S. with Real Estate Option
- CSU Northridge-Business Administration B.S. with Real Estate Option
- CSU Sacramento-Business Administration B.S., Concentration in Real Estate and Land use Affairs
- CSU San Bernardino-Business Administration B.S.(Real Estate Concentration) B.A. and B.S.**
- San Diego State University-Business Administration B.S. with emphasis in Real Estate*
- USC Lusk school of Management-commitment for academic preparation for Real Estate students in both

B.S. and MBA and PhD program with specialization in Finance and B.S. in the Real Estate Development track, MBA of Real Estate Development.

- UCLA Anderson School and Ziman Center for Real Estate, offering undergraduate degrees in Real Estate.

The Real Estate Course RE 100, offered in SBVC's Certificate program is transferable. Presently at Cal State San Bernardino their program is moving toward a smoother transition and articulation for SBVC students to transfer some of their classes as electives. Students may negotiate SBVC's course offerings as electives with the Deans of the various Business/RE minor degrees at CSU, UC programs and private institutions. Each institution has the ability to accept or reject a class offering once the student has succeeded entry into the school of his/her choice.

*ccsf.edu/Resources/Real_Estate_Education_Center/Programs.html (Community College San Francisco)

**Majors Leading to Baccalaureate(Bachelor's) Degrees in the California State University '10/11

All California Community Colleges should have lower division course articulation agreements for the Business majors at the various CSU campuses.

Comment: Administration may see an opportunity to move real estate classes into adult education. If this program were to be lost to adult education, there would be no chance to transfer any classes to a 4 year+ institution for students.

Currency

Follow the link below and review the last college catalog data.

<http://www.valleycollege.edu/academic-career-programs/college-catalog.aspx>

Is the information given accurate? Which courses are no longer being offered? (Include Course # and Title of the Course). If the information is inaccurate and/or there are listed courses not offered, how does the program plan to remedy the discrepancy?

Yes, the information is accurate. Because of the downsizing of the program by previous management and the space requirements for the use of computer time and room availability, the course Real Estate 066 Computerized Real Estate Loan Processing has not been available. In addition Real Estate Loan Processing Fundamentals (063) and Real Estate Government and Non-Conforming Loan Processing (064) which is coupled to 066 have also not been offered for a time, unfortunately.

Part IV: Planning

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part IV: Planning - Rubric		
Trends	The program does not identify major trends, or the plans are not supported by the data and information provided.	The program <u>identifies and describes</u> major trends in the field. Program addresses how trends will affect enrollment and planning. Provide data or research from the field for support.

Accomplishments	The program does not incorporate accomplishments and strengths into planning.	The program incorporates substantial accomplishments and strengths into planning.
Challenges	The program does not incorporate weaknesses and challenges into planning.	The program incorporates weaknesses and challenges into planning.

What are the trends, in the field or discipline, impacting your student enrollment/service utilization? How will these trends impact program planning?

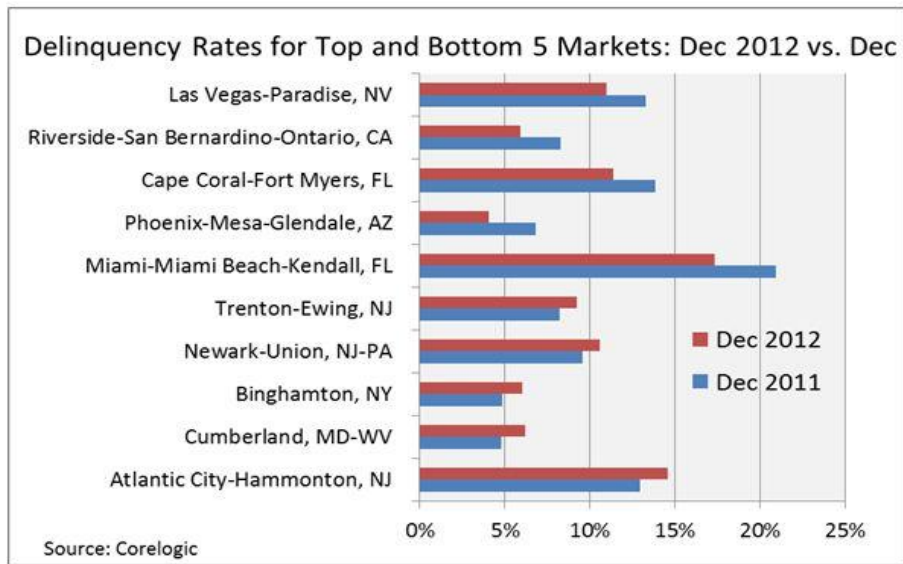
The Real Estate Program is linked to the economy and follows real estate trend lines very closely. In the graph below the plunging home prices match closely with the EMP summary Charts 1 and 2. We had a high of duplicated enrollment '06/07 of 779 and then the fall off in enrollment '07/08 at the school.

Note the (graph below) statement: "The national median price for existing homes fell 13.2% in November from a year earlier, the biggest drop in 40 years of recordkeeping."

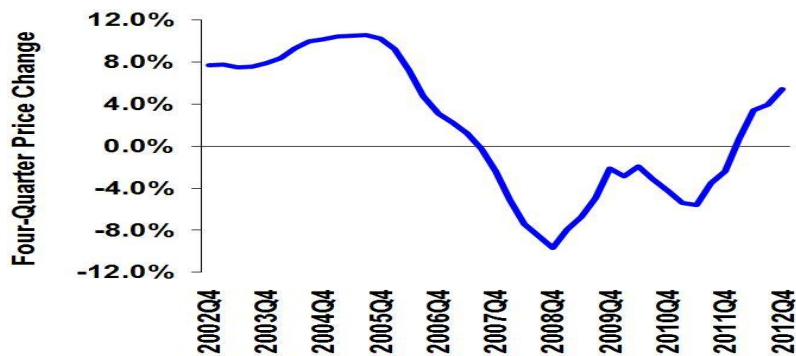
This led to a massive foreclosure rate, short sales (people owed more on their mortgages than the property was worth) and loss of construction & related real estate employment.



Fast forward from '07/08 until today, and view the delinquency (graph below) on a national basis: the delinquency rates in Riverside-San Bernardino-Ontario have begun declining. Note how our local area delinquencies are showing signs of additional recovery from Dec. 2011 to 2012. John Husing, local economist and former SBVC instructor, has stated that large Wall Street companies are purchasing many of the delinquent homes. "Even here, local families are being denied buying opportunities as Wall Street's latest strategy has huge capital funds buying 38.5% of foreclosed homes for rentals before they hit the open market...the situation is improving but slowly." (John Husing, Economist, Inland Empire, Sanbag Publication, Pg. 2, 2013). Nevertheless, the trend in the San Bernardino area has shown signs of delinquency rates falling; whereas some areas still have high rates, most notably in the West Virginia, New Jersey and Pennsylvania areas. On the reverse side, falling percentage rates of delinquency in the graph are indicative of an upturn in the real estate economy nationwide but more specifically in our local area.



The Case-Shiller Home Price Index graph below (the leading US market index of home prices) indicates “Home prices projected to grow 3.7 % between, Q3 2013 and Q4 2014 with nearly all metro areas on track to increase in 2013. These trends point to a return to a “normal housing market,” with prices projected to grow 3.3% per year.” Case-Shiller Home price insights.



The trends for the real estate industry are improving. The Real Estate Program will flourish at SBVC, especially with the conversion to the on-line component, to a stronger stabilized pattern in enrollment. Enrollments will resume to pre-recession levels with a better than average fill rate, and WSCH/FTEF will move upward toward the 525 mark.

Accomplishments and Strengths

Referencing the narratives in the EMP Summary, provide any additional data or new information regarding the accomplishments of the program, if applicable. In what way do your planning address accomplishments and strengths in the program?

A major accomplishment has been to overcome the previous management’s attempt to circumvent Program Review to eradicate the Real Estate Program. However, the Program has moved on.

The on-line component to the Real Estate Program has matured and has produced some classes over

enrollment cap.

The Program introduced a real estate commercial software program entitled "Argus." This program is for students to expand via software their knowledge into the field of commercial real estate. The Argus program icon has been placed on the computers in the library for students who are enrolled in the Real Estate Program, who then receive a pass code from the instructor that enables them to go on-line into Argus at the school Library. The program was loaned to us by the Argus Corporation. SBVC is the **only** community college in the country (at this time) that has it in place for students to use. The program, according to Keri Mayfield, Head of Educational Coordination for Schools and Commercial Applications at Argus, stated that the program "usually charges a fee from \$3,600.00 to \$5,000.00 for a 1-2 day training seminar sponsored in part by both the college and in turn the students. There are additional fees that are charged for certification." SBVC students have free access to learn the Argus program thoroughly before any advanced training certification or testing. All students are charged a fee for certification. According to Keri Mayfield, "to become Certified in Argus software a person becomes much more employable in the real estate field."

Learning this program in the "commercial area of real estate" pushes students into a larger field of real estate education. The understanding of applied math in the real estate industry is a must. This Argus program is data based and the use of math and its applications is essential into whichever field students enter. Both subjects taught at SBVC, Real Estate Finance and Advanced Real Estate Finance are compatible for this type of software program. SBVC students are ahead of the curve advancing them in their early stages of a real estate career. This is a product the Program strongly supports.

Another accomplishment was the introduction of a Skills Award. This award was instituted in Fall 2012 for students at SBVC who should receive recognition for their accomplishments in completing the three (3) mandated State of California courses with a "C" or better in each course in preparation for the Department of Real Estates exam. To date, approximately 9 people have received the award. Many more are becoming eligible.

Challenges

Referencing the narratives in the EMP Summary and/or your data, provide any additional data or new information regarding planning for the program. In what way do your planning address trends and weaknesses in the program?

The Program has completed the on-line plan, and it is fully implemented, consistent with the '09 efficacy plan. According to the L.A times, (article; Give on-line courses the old colleges try, Los Angeles Times, 3/18/2013 Opinion Editorials) the proposed trend is strongly moving toward on-line courses at the college level.

The reduction from 16 to 10 class sections has forced a restaging of course offerings in order for a student to accomplish set goals, creating great difficulty with certificates and degrees. This may decrease the number of certificates and degrees awarded. Referencing the EMP Summary, '06/'07 had 28 sections with 4 degrees and 4 certificates awarded. In '07/08 sections were cut to 25 producing 1 degree and 4 certificates. The continued cuts have pushed the degrees awarded to 2. Future scheduling will need careful planning.

The plan improvements for strengthening the Program's on-line success rates are as follows: 1) continuing to increase monitoring and participation; 2) sending e-mails to students with a quicker response; 3) refining discussion threads; 4) preventing on-line students' overload by emphasizing student time management. The instructor presently requires a weekly chapter question response from students. In addition the textbooks require timed chapter quizzes (approximately 700 questions), mid-term (75 questions) and a final exam (100 questions).

In addition to the Argus/commercial software the Program has a goal for locating a residential software program. The Program has potentially located a "Bluebook" software program that may work. Conversation with the owners of the program is current.

V: Questions Related to Strategic Initiative: Technology, Campus Climate and Partnerships

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part V: Technology, Partnerships & Campus Climate		
	<p>Program does not demonstrate that it incorporates the strategic initiatives of Technology, Partnerships, or Campus Climate.</p> <p>Program does not have plans to implement the strategic initiatives of Technology, Partnerships, or Campus Climate</p>	<p>Program demonstrates that it incorporates the strategic initiatives of Technology, Partnerships and/or Campus Climate.</p> <p>Program has plans to further implement the strategic initiatives of Technology, Partnerships and/or Campus Climate.</p>

Describe how your program has addressed the strategic initiatives of technology, campus climate and/or partnerships that apply to your program. What plans does your program have to further implement any of these initiatives?

The Program this year has finalized the computer based software program entitled "Argus." This program was installed to strengthen the base of educational real estate for both residential and commercial sides of the industry. Argus has some crossover points between residential and commercial. At present the Program is instituting a search for an additional software program exclusively for the residential side and hopes to install this program in the library as was done with the Argus system.

At present the Real Estate/Escrow Program is cross referenced for substitutions for courses that the Program may not offer at the time students may wish to fit it into their schedule. These cross referenced classes have been established with the Department of Real Estate in lieu of some real estate courses, but only some can be given full credit for those wishing to take the real estate exam. These classes were established working within the campus climate for the benefit of the students. They are linked to Introduction to Economics 100, Financial Accounting 200, Business Administration Courses such as Intro to Business 100, Business Law 210, Marketing, Principles of selling, Computer Information Technology, CIT Keyboarding, and CIT Business English.

A partnership exists with Office Manager Maria Luevano of Tarbell Realty, Redlands. She has provided at no expense to students, classroom lectures on the benefits of her company and offered off-campus educational lectures on short selling and foreclosures. In addition she has employed SBVC students. She

has been a real friend to the students at SBVC. A major partnership is the Program Advisory Board which has met every Spring for the past five years. The Board provides input into the Program. The Board is comprised of real estate appraisers, real estate managers, community business leaders, educators and real estate salespersons.

VI: Previous Does Not Meets Categories

Reference your most recent Program Efficacy document, and list below those areas which previously received "Does Not Meet." Then, either describe below how your program has remedied these deficiencies, or, if these areas have been addressed elsewhere in this current document, provide the section where these discussions can be located.

The Real Estate Program's '09 program efficacy generated no "does not meet" areas.