

**Career Education Program Two-Year Review  
Program Efficacy Report  
Spring 2019**

**Name of Department:** Real Estate

**Efficacy Team:** Carol Jones, Anna Tolstova, Girija Raghavan

**Overall Recommendation:**

Continuation       Conditional       Probation

**Rationale for Overall Recommendation:**

Demand is explained related to the Inland Empire's real estate economic trends.

The Real Estate Department has no full-time faculty member and would likely benefit from having a full time faculty member.

We would also like to see more discussion on the EMP data and trends in enrollment in real estate courses here at SBVC. Please discuss any increase or decreases observed in enrollment, success rate and retention that is of note from the EMP. We would also like to see labor market data discussed related to the demand for the program.

The committee is concerned about Real Estate offering 100% of its courses online. We would like to see future data to ensure we are not denying access to students that are unable to take an online course.

**1. Purpose of this Program:**  Meets       Does Not Meet

The Real Estate Program at SBVC targets a wide range of individuals: those who want to become Real Estate agents, brokers, and investors or students who want to earn a certificate in Real Estate and those interested in other real estate related fields or those who want to become more informed customers. The program also has students who transfer into Business Programs.

The program discusses how online classes are preferred to face-to-face courses with some mention of enrollment trends of several face-to-face classes versus a few online courses (perhaps more statistics are needed on the online courses to ensure this is not a one-time anomaly).

**2. Demand for this Program:**  Meets       Does Not Meet

The Real Estate program explains that the demand for the program is linked to the economic condition in the area. They mention the numbers on how the Inland Empire's real estate market is increasing in value, which is associated with an increase in demand in the real estate market.

There is no mention on the EMP data in this section to show an increase or decrease in enrollment, success or retention. There is also a lack of the LMI data that similar programs usually provide regarding labor market data (contact the office of research for assistance obtaining this data for future efficacies).

The committee recommends a discussion of the EMP trends in addition to the market trends. If the EMP data is not an accurate measure of demand, due to the volatility of the real estate market, this inaccuracy should be stated/explained to the committee.

**3. Quality of this Program:** Meets Does Not Meet

The Real Estate Program claims to be increasing collaboration with employers in the community that will provide future work experience/internship opportunities for students but no specific employer is mentioned.

They are working to make their Real Estate certificate more accessible in a shorter time frame.

Enrollment has been consistent for the last 3 years.

Some SLO results are given in this section, the scores are in the 80-90% range.

**4. External Issues:** Meets Does Not Meet

The Real Estate Program claims that the local Real Estate economy has had a recent upturn that is likely to result in an increased demand for their program but their department struggles since they have no full-time faculty currently. There is no mention of the student to faculty ratio in this section which may help their case for a full-time faculty member.

**5. Cost of this Program:** Meets Does Not Meet

Real Estate courses have moved to being 100% online courses. The dip in enrollment is blamed on the online enrollment, but the cost benefits of this dip may outweigh that concern. The real estate courses now have waiting lists (suggesting high demand for the program).

The FTES is consistent for the last 2 years and has increased from 1.6 in 2014/2015 to 2.2 in 2017/2018.

**6. Two-Year Plan:** Meets Does Not Meet

The program is undergoing changes/improvements. All the courses are being offered online. All the online sections produced waiting lists, while the traditional courses have had to be canceled due to low enrollment.

The Real Estate Program mentions the need for a full-time faculty member.

This section does not clearly state what their plan is for the next two years except to say they have already moved to 100% online courses and it appears they plan to keep things the same way.

**7. Progress on Previous Does Not Meets:** Meets Does Not Meet

In regards to the out of date curriculum: The Real Estate program claims they have made modifications to the existing curriculum and that these have been submitted in CurricuNet.

In regards to the Demographic: The Real Estate Department states it is having trouble finding the demographic data that was suggested to be included by the Program Review committee during the prior review cycle. The committee recommends that the Real Estate program contact the SBVC

research office and submit a request for them to find some additional statistics to use on the next efficacy report.

In regards to part II (student success) of the Spring 2016 efficacy document: The committee said it would “be helpful to see a more detailed discussion about student retention, as well as certificate and degree completion”. To respond, the RE program says it is difficult to measure retention and/or success rates based on Certificates or Degrees because students qualify to take the Real Estate Licensing exam before they have earned the 18 units required for a certificate or the 24 units for a degree. No future discussion was given in regards to the student success rates or retention.