Institutional Program Review—2018-2019 Program Efficacy Phase: Career Technical Education (CTE) Two-Year Mini-Review

DUE: Monday, March 18, 2019 by NOON

Send by e-mail to the Program Review Co-Chairs:

Paula Ferri-Milligan <u>pferri@sbccd.cc.ca.us</u>
Wallace Johnson <u>wjohnson@sbccd.cc.ca.us</u>

Our current efficacy cycle for full review is every four years. However, in order to comply with Title 5 regulations, CTE programs are required to review their programs every two years. To meet this requirement, but also not to over-burden these programs, we have instituted a mini-review between the full efficacy cycles (that is, two years following the most recent efficacy report).

This review is not designed to be comprehensive, but rather, it is expected to be a two-year **update** since the last full efficacy report. Specifically, this update should address the following seven program components:

- 1. Purpose
- 2. Demand
- 3. Quality
- 4. External Issues
- 5. Cost
- 6. Two-Year Plan
- 7. Deficiencies

Draft forms should be written early so that your review team can work with you at the small-group workshops:

Friday, February 22 from 9:30 to 11:00 a.m. in NH-222 Friday, March 1 from 9:30 to 11:00 a.m. in B-204

Instructions:

For each of the seven sections:

- 1. Mark the checkbox that best identifies where the program stands.
- 2. Provide a brief supporting narrative. Within each section there are examples related to that particular area, which could serve to help describe your program status. It is not necessary to address every item listed; these are included as possible examples. If you have other relevant information pertaining to a given area, then you are encouraged to include that as well.
- 3. Scan the documents—with signatures.
- 4. Do NOT change the file name

Final documents are due to the Committee co-chairs (Paula Ferri-Milligan at pferri@sbccd.cc.ca.us and Wallace Johnson at wjohnson@sbccd.cc.ca.us) by NOON on Monday, March 18, 2019.

The purpose of this report is a mid-term update in order to comply with Title 5; therefore, the length should be *no more than five pages*. The boxes for each section are expandable; take the space needed for each section. Keep in mind that this report is an <u>update</u> of the previous two years rather than a comprehensive analysis.

CAREER TECHNICAL EDUCATION PROGRAM Two-YEAR REVIEW

Date: March 18, 2019 College: San Bernardino Valley College

Program: Real Estate

1. Purpose of this Program							
No Changes in Purpose in the Last Two Years		Minor Changes in Purpose in the Last Two Years	• ,	Changed Purpose he Last Two Years			
\boxtimes							
(Provide update since last	full efficacy revie	ew; examples include description	, mission, target p	opulation, etc.)			
People have studied Real Estate at SBVC's 50+ year-old program for a wide range of reasons. Some attend SBVC to become Real Estate agents, Real Estate brokers, informed customers, investors, and or to find employment in Real Estate related fields. Others attend to receive a Real Estate Certificate from the SBVC Certificate Program or an AA Real Estate Degree (which requires a total of 60 units, including general education). There are also those who study Real Estate at SBVC in order to transfer to a CSU to earn an advanced degree as a Business Major/Real Estate Minor or to Cal Poly Pomona to earn a B.S. in Business Administration – with a major in Finance, Real Estate & Law. In review of the history of the course offerings since Fall Semester 2009 for REALST 062, REALST 068, REALST 070, REALST 072, REALST 074, REALST 076, REALST 078, REALST 100 and ESCROW 1 to the present Spring 2018, courses offered ONLINE have yielded a higher enrollment. The best illustration of this is with ESCROW 1 - this course was offered in a face-to-face format 5 consecutive times and it yielded an average enrollment of 20 students per session – understanding that the last time it was offered in a face-to-face format (Fall 2015), it was cancelled as a result of only 10 students being enrolled. Currently, this course is offered every Spring Semester in an ONLINE format and it is yielding an average 25 students per section. In addition – though it was a small sample – the existing students in the REALST courses where asked of their preference in course offerings (Day, Evening, Hybrid, Online) and 83% of them preferred the ONLINE or existing offering format, with 13% stating evening hybrid a preference and only 3% asking for face-to-face offerings. In addition, with the State of California requirements for Real Estate Salesperson requirements being (1) Real Estate Principles, (2) Real Estate Practice and one course from the following: Appraisal, Property Management, Finance, Economics, Legal Aspects, Office Administration, General Account							
Low Demand		Adequate Demand for our Students		High Demand			
			\boxtimes				
(Provide update since	last full efficacy	review; examples include lab etc.)	or market data,	advisory input,			
Inland Empire housing expected to outperform the real estate research between now and Febr is <i>higher</i> than the natio region's biggest cities, Cucamonga: +4.4%, R market forecasts above real estate markets applicated closer to the co	market appear to the national average and team at Zillow uary 2019. Their nal outlook. Here over the next 12 iverside: +4.8%, we were issued or beal to Southern past. And there's	It to the economic conditions of the bear promising though. Most erage for home-price gains disexpects U.S. home prices (not proceed for forecast for key cities across the are the company's expectate months: Fontana: +4.4%, Most and Bernardino: +5.2%. The February 2017 and extend the California home buyers who is a big difference in terms of page 15.20.	cities in the regi uring 2018-2019 ationwide) to rise is the Inland Emptions for price gr oreno Valley: +4 he Inland Empir hrough February cannot afford the prices. At the tim	ion are D. For example, De by 3% Dire Towth in the Dire, Down Rancho Town Ranc			

level of demand pushes house values north. We are also seeing inventory shortages in many of California's coastal real estate markets, which is less of an issue in the Inland Empire. 3. Quality of this Program **Needs Significant** Meets Student Needs **Highest Quality** Improvement X (Provide update since last full efficacy review; examples include core indicators, student outcomes, partnerships, certificates, degrees, articulation, faculty qualifications, diversity, grants, equipment, etc.) Review, update, and continue to improve Real Estate courses in conjunction with faculty incorporating the latest in technology and innovative teaching methods. The department will continue to develop and provide course materials that give students practical knowledge that can be applied to current and future professional needs. Continue to build bridges and increase collaboration with employers in the community to foster and establish relationships in providing future work experience/internship opportunities for students. Course offerings and delivery will encompass pragmatic teaching approaches in order to enhance students' preparation for employment opportunities. Re-access any course level SLO's needed and continue to establish strong program level SLO's. Continue to review and adjust the existing Real Estate certificates to make the existing certificates more accessible in a shorter time frame, as well as offer a NEW Entrepreneurship certificate for REALST professionals who are getting their license and doing their own brokering. In analyzing SLO & PLO Data, the REALST overall program appears to have a strong consist enrollment over the last 3 years. REAL Certificate have a 73.50% with the AA Degree having an 84.03% success rate. The 2 core courses of both programs is REALST 100 & REALST 062 – with an average SLO rating of 81.04% and 89.84% respectively. 4. External Issues Not Consistent with Benefits From and Contributes Complies with External Issues External Issues to External Issues (Provide update since last full efficacy review; examples include legislation, CCCCO mandates, Perkins, CTE transition, CalWORKs, WIOA, Career Ladders, etc.) With the most recent upturn in the economy, we are seeing an increase in the opportunities in the Real Estate industry. Many people are either coming back to the Real Estate industry and are in need of re-certifications, or are looking to capitalize financially, and are looking to get their Real Estate license. The change in the Real Estate license requirements has forced us to re-examine our offerings, the manner in which we offer them, and the content of our offerings. This is difficult to accomplish as a result of having no full-time instructor applied to the discipline – only part-time adjuncts are employed at this point in time. The full-time instructor retired in Spring of 2014 and has been taught by Adjunct faculty members, who are professionals in the Real Estate industry. 5. Cost of this Program Expenditures **Income Covers** Income Exceeds **Expenditures** Expenditures Exceed Income X (Provide update since last full efficacy review; examples include enrollment/FTES generated & in-kind contributions of time/resources minus salaries/equipment/supplies, etc.) FTES has been roughly consistent over the last 3 years – this is largely due the adjustments made in offering the courses 100% online and the lack of a dedicated full-time faculty member. Courses are now offered 100% online and are now showing higher enrollment numbers per class then in the past. As a matter of fact, REALST 100 classes are now having wait lists. FTEF is consistent at 2.20 with slightly higher retention rates (from 78% to 82%). The success rates have dipped slightly -

\$338,600. By comparison, the median sales price for both Los Angeles and San Diego had risen above \$600. So you certainly get more house for your dollar as you move away from the coast. Inland Empire housing markets are generally more affordable than their coastal counterparts, and for several reasons. One reason is that "everyone" wants to live near the coast, and this higher

believed to be as a result of the online offerings. The degrees/certificates have remained constant, but one would anticipate an increase in the up and coming academic year as a result of the higher enrollment rates, reduction in requirements by the State of California and the strong economy. REALST 100 classes – which is one of the main required courses to acquire the State of California Licensing - are now having wait lists. FTEF has increased from 1.60 in 2014/2015 to 2.20 in 2017/2018, largely to the 50% increase in our course offerings from 8 courses to 12 courses. 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.

been succession and t	viii continue to be a	successiui.			
6. Two-Year Plan	1				
Need Significant Changes And/or Increased Resource to Continue	es	On Track for Next Two Years		Significant Growth Anticipated	
		\boxtimes			
(Provide update since las personnel and equipmen		r; examples include recon	nmendations, project t	future trends,	
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 Real Estate Principles (3 units), Real Estate Practice (3 units), and an elective (3 units) offered within the Program curriculum. Since the last full efficacy review, the program has undergone significant changes/improvements. The courses are all being offered online, and the Real Estate Certificate has been modified to reduce unnecessary units that should result in an increase in demand for the certificate and the program. All five Spring 2018 online sections produced waiting lists, compared with two traditional courses in Fall 2016 having to be cancelled due to lack of demand. The local and state real estate market has also improved, and U.S. Labor Market Data projects an increased demand for both real estate brokers and salespersons. Additionally, another nearby college stopped offering real estate classes (Chaffey College), and another (Riverside Community College) has significantly reduced their real estate course offerings. To take advantage of this, the real estate department should consider adding a full-time instructor to replace the retired one and meet increasing student demand. 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 100% on-line mode of delivery offering. This meets current trends in educational systems. This scheduling was put in place in Spring 2015.					
7. Progress on Previous Does Not Meets					
No Progress		On Track for Next Two Years	!	Significant Progress	
		\boxtimes			
What steps are being tal	ken to address previo	ous deficiencies as identif	ied on the previous fu	Il efficacy review?	
It is noted that many of the course curriculum is outdated. This is largely due to not having a full-time person tied to the discipline. After extensive review of course offerings since Fall semester 2009, modifications to existing curriculum will be executed in the coming academic year – already done and submitted in CurricuNet. The curriculum was evaluated and the following modifications will be addressed in CurricuNet: (1) elimination of Escrow Associate of Arts Degree, (2) elimination of Escrow Certificate, (3) elimination of ESCROW 002 course, (4) elimination of ESCROW 003 course, and (5) elimination of REALST 072 – Advanced Real Estate Finance. The decision to reduce and/or modify offerings is on the basis of the current demand and state requirements for Real Estate Sales people. Other colleges in the immediate area have made such adjustments to their curriculum. Both REALST 100 and REALST 062 have been updated and is in the content review process, now bringing the said curriculum current and up to date.					
Committee reviewed	the revised efficac	y report in spring 201	8. Here are their co	mments:	

1. Analyze demographic data more thoroughly.

Response:

Getting a better understanding of demographic information is extremely difficult. According to the California Association of Realtors (CAR), while housing statistical data is readily available, demographics of Realtors data is not an available resource compiled by local associations or CAR. The Department of Real Estate (DRE/BRE) has informed me that I could purchase a list of newly licensed agents by zip code, but that does not provide the information desired. That being said, the education department of our local association is attempting to extract Realtor data from the Multiple Listing Service (MLS) pursuant to my request and may have something. The statistics manager at CAR has indicated they do not capture demographic data by agent, however, they have the results of a statewide voluntary survey by agents and he will attempt to extrapolate data by county. This would represent an extremely small sample and may not be useful, however.

2. SLO/PLO data needs to be included and analyzed (accreditation issue).

Response:

Signatures:

With the flexibility of the State Requirements for Real Estate Salesperson License mandating a course in Real Estate Principles (REALST 100), and Real Estate Practice (REALST 062) course, and then only one more course from a list of 12 others, it is extremely difficult to measure the retention and or success rates based on the Certificates or Degrees. One can now sit for their state license examination after successful completion of 9 units (3 college level courses). Hence, they have not even meet the desired units of completion for the certificate (18 units) or degree (24 units).

The curriculum is currently being evaluated and the following modifications will be addressed in CurricuNet in the coming academic year: (1) elimination of Escrow Associate of Arts Degree, (2) elimination of Escrow Certificate, (3) elimination of ESCROW 002 course, (4) elimination of ESCROW 003 course, and (5) elimination of REALST 072. The decision to reduce and/or modify offerings is on the basis of the current demand and state requirements for Real Estate Sales people license. Other colleges in the immediate area have made such adjustments to their curriculum. Course SLO's are more than adequate and there is no indication that modification of said SLO's is needed at this point in time. As for Program Level SLO's, we must work on the basis that being that they have meet the requirements at the course level, they would then meet the Program Level requirements. In addition, we are actively trying to see if there is a way to track the success of those passing the State Real Estate Salesperson License once taking REALST 100, REALST 062 and one other course. We then could use this as an additional indicator of PLO's – being that in order to pass the state license exam, one must be proficient in their subject.

Administrator	Date
Faculty	Date
Advisory Committee Member	 Date