

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 pferri@sbccd.cc.ca.us
Wallace Johnson wjohnson@sbccd.cc.ca.us

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 **update** 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

Significantly Changed Purpose
In the Last Two Years

(Provide update since last full efficacy review; examples include description, mission, target population, 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 Accounting, Business Law, Escrow, Mortgage Loan – many surrounding colleges (Riverside Community College, Chaffey College, Mt. Sac Community College & Mt. San Jacinto Community College) all have simplified their offerings and are offering majority of their course offerings in the same ONLINE format.

2. Demand for this Program

Low Demand

Adequate Demand
for our Students

High Demand

(Provide update since last full efficacy review; examples include labor market data, advisory input, etc.)

The Real Estate program is largely tied to the economic conditions of our area. Forecasts for the Inland Empire housing market appear to be promising though. Most cities in the region are expected to outperform the national average for home-price gains during 2018-2019. For example, the real estate research team at Zillow expects U.S. home prices (nationwide) to rise by 3% between now and February 2019. Their forecast for key cities across the Inland Empire is *higher* than the national outlook. Here are the company's expectations for price growth in the region's biggest cities, over the next 12 months: Fontana: +4.4%, Moreno Valley: +4.9%, Rancho Cucamonga: +4.4%, Riverside: +4.8%, & San Bernardino: +5.2%. The Inland Empire housing market forecasts above were issued on February 2017 and extend through February 2019. These real estate markets appeal to Southern California home buyers who cannot afford the pricier cities located closer to the coast. And there's a big difference in terms of prices. At the time of publication, the median home price in San Bernardino was \$246,500. Riverside's median was

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.

6. Two-Year Plan

Need Significant Changes
And/or Increased Resources
to Continue

On Track for
Next Two Years

Significant Growth
Anticipated

(Provide update since last full efficacy review; examples include recommendations, project future trends, personnel and equipment needs, etc.)

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

What steps are being taken to address previous deficiencies as identified on the previous full 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 efficacy report in spring 2018. Here are their comments:

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:

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.

Signatures:

Administrator

Date

Faculty

Date

Advisory Committee Member

Date