

SOLANO COLLEGE ACADEMIC PROGRAM REVIEW

REAL ESTATE

2017-2018

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Appendix A: Catalog Course Descriptions

PROGRAM OVERVIEW & MISSION

1.1 Introduction. Introduce the program. Include the program's catalogue description, its mission, the degrees and certificates offered (including the courses required for the degrees). Include the names of full-time faculty, adjunct faculty, and classified staff. Give a brief history of the program and discuss any recent changes to the program or degrees (Limit to 2-3 pages).

Real Estate

Program Description

This program offers courses needed to qualify for the state of California salesperson license examination as well as for the broker's examination. A full range of real estate courses is offered including real estate finance, appraisals, etc. The courses are taught by qualified real estate professionals.

Certificate of Achievement and Associate in Science Degree

A Certificate of Achievement can be obtained by completing the 24-unit major. The Associate in Science degree can be obtained by completing 60 units, including the major, general education requirements, and electives. The major consists of 18 units selected from the courses listed below plus 6 units selected from the list of recommended electives which have been approved by the California Department of Real Estate. All courses for this major must be completed with a grade of C or better or a P if the course is taken on a Pass/No Pass basis.

Program Outcomes

Students who complete the Real Estate Certificate of Achievement/ Associate Degree will be able to:

1. Analyze common real estate problems, apply appropriate solutions, and interpret outcomes.
2. Meet career preparation goals, as well as prepare for a state licensing exam.
3. Explain the process for making home purchase or sale decisions and completing real estate transactions.
4. Students will demonstrate mastery of program-specific concepts and skills. (e.g. understand theory and application in real estate finance, investments, property management and financial institutions).

REQUIRED COURSES	Units
RE 164 * Real Estate Principles	3
RE 171 Real Estate Economics	3
OR	
ECON 001 Principles of Economics (Macroeconomics)	3
OR	
ECON 002 Principles of Economics (Microeconomics)	3
RE 172 Real Estate Practice	3
RE 173 Legal Aspects of Real Estate	3
RE 174 RE Finance	3
RE 175 Principles of Appraisal	3
Electives selected from the list of	
Recommended Electives	6
Total Units	24

Select 6 units from this list of Recommended Electives:	
ACCT 001 Principles of Accounting - Financial	4
BUS 018 Legal Environment of Business	3
RE 176 Advanced Residential Appraisal Practice	3
RE 177 Income Property Appraisal and Analysis	3

To obtain a **real estate salesperson license**, one must first qualify for and pass a written examination. Those who pass the examination are provided a license application, which must be submitted to and approved by the CalBRE.

To qualify for the exam an applicant must be 18 years of age or older, be a California resident, must be honest and truthful. Conviction of a crime may result in the denial of a license. Failure to disclose any criminal violation or disciplinary action in an applicant's entire history may also result in the denial of a license.

Applicants must also show evidence of completion of three college-level courses:

1. Real Estate Principles
2. Real Estate Practice
3. **One** course from the following list:

• Real Estate Economics	• Business Law	• Real Estate Finance
• Mortgage Loan Brokering and Lending	• Property Management	• Real Estate Appraisal
• Common Interest Developments	• Computer Applications in Real Estate	• Escrows
• General Accounting	• Legal Aspects of Real Estate	• Real Estate Office Administration

Solano Community College currently offers Real Estate Principles (RE 164) and Real Estate Practice (RE 172) in both the spring and fall semesters - enrollment remains strong for both courses. The real estate market in the county has been particularly active in the last few years, which has resulted in a higher number of inquiries for courses that prepare students to take the exam.

In the fall of 2017, Solano began to offer again a course in Real Estate Finance – on site (evenings). With the hiring of a new part-time instructor we are able to offer additional classes from the elective list – Real Estate Economics, Mortgage Loan Brokering and Lending. Solano is one of the few colleges that currently offers the required courses for the real estate salesperson license, and some courses for the real estate broker license examination. To date SRJC is the only other option. We would like to offer a certificate of completion for the Real Estate Salesperson’s License requirement. The goal is to offer a certificate completed in one year or less.

Example:

Spring semester – RE Principles

Summer semester – RE Practices

Fall semester – RE Finance (or the option of taking Accounting or Business Law)

Currently the college does not offer all the courses needed for the real estate broker license examination. Applicants for that exam must have successfully completed the following eight courses:

1. Real Estate Practice (currently offered at SCC)
2. Legal Aspects of Real Estate (not offered at SCC)
3. Real Estate Finance (currently offered at SCC)
4. Real Estate Appraisals (not offered at SCC)
5. Real Estate Economics or Accounting (general accounting might satisfy this requirement)
6. Three courses from the following list:

• Real Estate Principles	• Business Law	• Real Estate Office Administration
• Mortgage Loan Brokering and Lending	• Property Management	• Advanced Legal Aspects of Real Estate
• Common Interest Developments	• Computer Applications in Real Estate	• Escrows
• Advanced Real Estate Finance	• Advanced Real Estate Appraisal	

It might be helpful if the catalog program description included the above information.

Two new certificates were launched/proposed this semester (Spring 2018). Each certificate will be taught in a five-week format (3 days per week); at the completion of the five weeks students will earn a job-direct certificate for a Real Estate Salesperson which will qualify them to sit for the Salesperson License Exam. A broker certificate is also proposed.

1.2 Relationship to College Mission. Describe two or three components of your program that embody the college's mission: "Solano Community College's mission is to educate a culturally and academically diverse student population drawn from our local communities and beyond. We are committed to helping our students achieve their educational, professional, and personal goals. Solano transforms students' lives with undergraduate education, transfer courses, career-and-technical education, certificate programs, workforce development and training, basic-skills education, and lifelong-learning opportunities." (Limit to 1-2 paragraphs)

The Real Estate program features instructors with practical, professional experience, who are able to prepare student for the real world. This supports the college's goal to "transform...students' lives with...workforce development and training." The program includes the theory and concepts of real estate, but also emphasizes the practical aspects of real estate.

Part of the mission of the program is to prepare students for the real estate salesperson license exam. Coursework is designed to parallel real-world situations and to prepare students for the type of exam questions they will see on the state exam. Faculty often bring in sample questions that may be found on the exam.

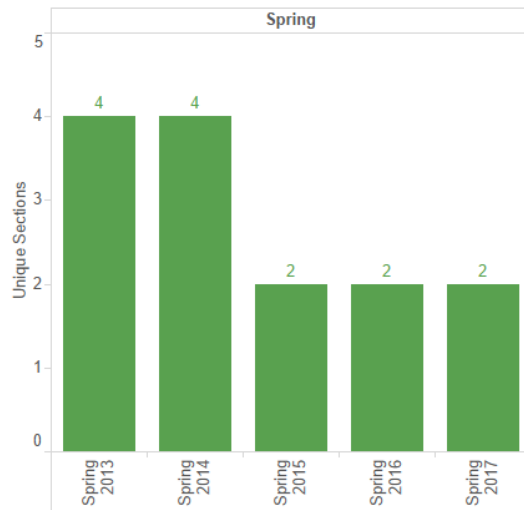
1.3 Enrollment. Utilizing data from Institutional Research and Planning (ITRP), analyze enrollment data. In table format, include the number of sections offered, headcounts, and the full-time equivalent enrollment (FTES) for each semester since the last program review cycle. If data is available for the number of declared majors in the discipline, please include as well. Compare the enrollment pattern to that of the college as a whole and explain some of the possible causal reasons for any identified trends. For baccalaureate programs, include any upper division general education courses as part of the analysis. Also, address the efficacy of recruitment and student placement in the program including any collaborations with other colleges.

The charts below show a drop in Real Estate offerings in the past few years. This was due to the lack of faculty to teach courses, and the lack of a full-time professor or additional part-

time professors to advocate for the program. Starting in Fall, 2017, there were more offerings, and the number of FTES should rise.

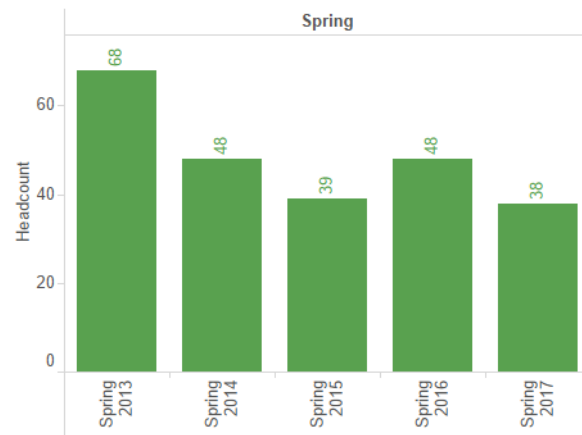
Sections Offered (Real Estate)

Chart shows number of sections offered by semester.



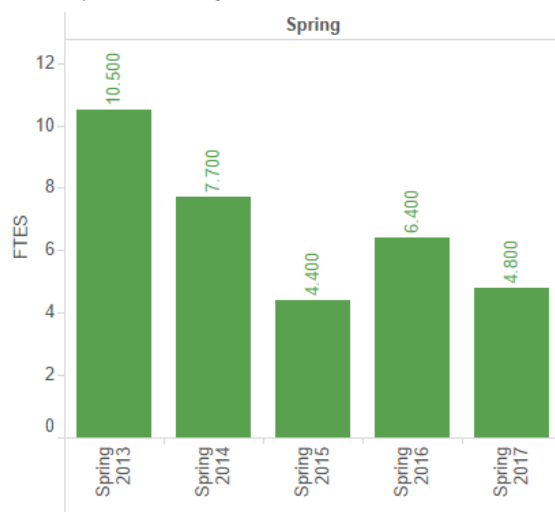
Headcount - Real Estate

Chart shows student headcount by Semester within Real Estate



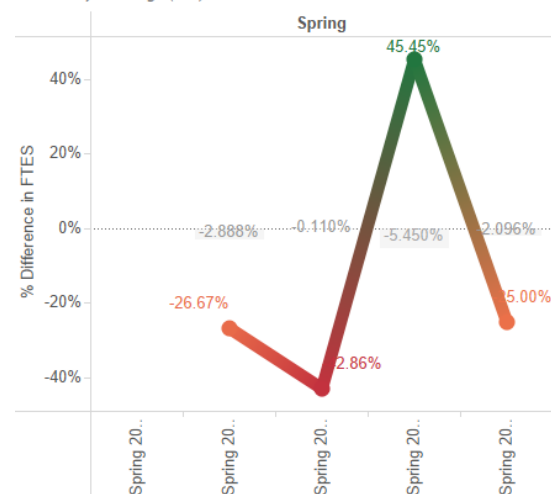
FTES (Real Estate)

Chart shows total FTES by Semester within Real Estate



FTES Pattern Real Estate

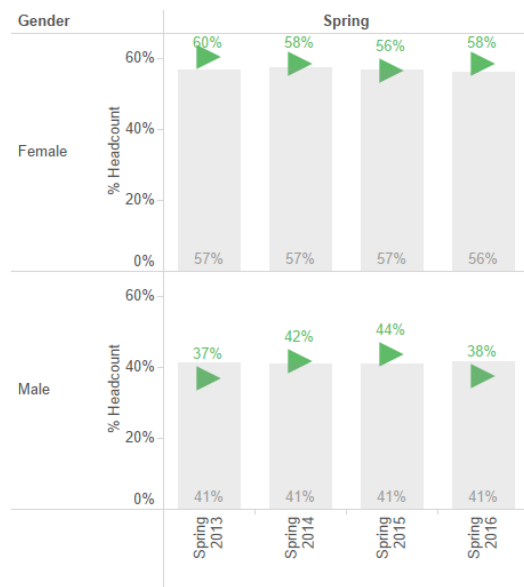
Chart shows total percent change by Semester within Real Estate (line) and total for college (bar)



1.4 Population Served. Utilizing data obtained from Institutional Research and Planning, analyze the population served by the program (gender, age, and ethnicity) and discuss any trends in demographic enrollment since the last program review. Explain possible causal reasons for these trends, and discuss any actions taken by the program to recruit underrepresented groups.

Pop Served Gender (Real Estate)

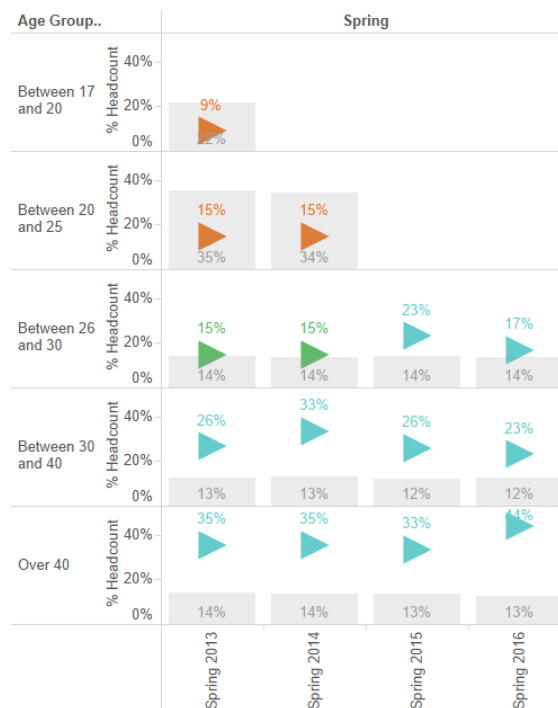
Chart shows % headcount by gender (triangle represents within discipline, grey bar within institution). Disproportionate impact (80% of institution percentage) is noted in triangle color. Only shows student groups greater than 10 students



The Real Estate program serves about 60% women and 40% men, which is consistent with the college averages.

Pop Served Age (Real Estate)

Chart shows % headcount by age group (triangle represents within discipline, grey bar within institution). Disproportionate impact (80% of institution percentage) is noted in triangle color. Only shows student groups greater than 5 students



Real estate attracts older students than the college as a whole. These students are often seeking a change in career. Real estate is a profession that is attractive to people who have been out of the work force for some time, such as wives with grown children. As people get older, they begin to deal with their own housing issues, and become aware of the intricacies of the industry. This can lead to interest in the profession.

The program attracts more students of color than the college population as a whole, particularly black students (see chart on the next page). This is a positive trend that has increased in recent years. Real estate is a diverse industry, offering opportunities for diverse students in the Solano Community.

1.5 Status of Progress toward Previous Goals and Recommendations. Report on the status of goals or recommendations identified in the previous program review or in the most recent update. (Please ensure your goals are updated at least yearly.) For status, note if completed, suspended, in progress, or now part of routine department activities. In-progress goals should be added to Table 4.

N/A – no program review report from previous cycle.

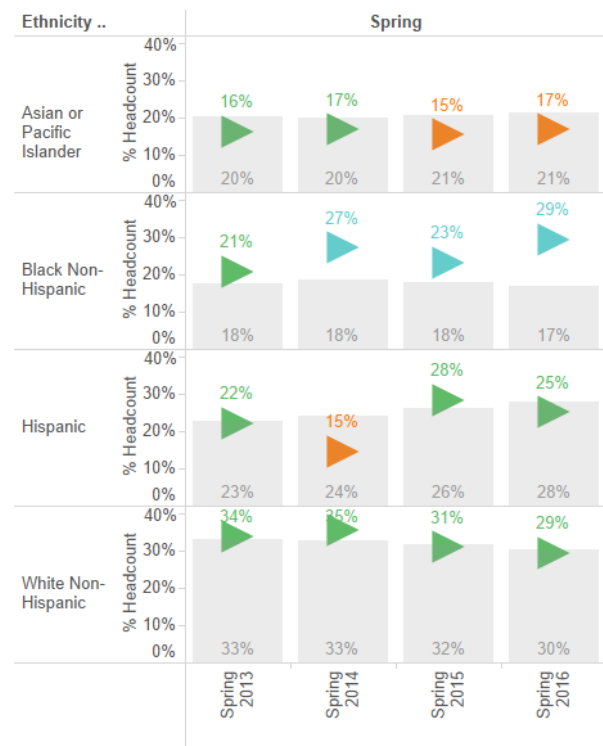
1.6 Previous Program Review Goals Leading to Improvement. Describe any improvements that were made to the program based on the previous program review goals. Include any available data/evidence about how those improvements had a positive impact on student access and/or student success.

N/A – no program review report from previous cycle.

1.7 Future Outlook. Describe both internal and external conditions expected to affect the future of the program in the coming years. Include labor market data as relevant for CTE programs. The California Labor Market website allows employment projections by occupation at the state and county level: <http://www.labormarketinfo.edd.ca.gov/> “Cal-PASS Plus offers longitudinal data charts, detailed analysis of pre-K through 16 transitions and workplace outcomes, information and artifacts on success factors, and comparisons among like universities, colleges, K-12 school systems and schools”: <https://www.calpassplus.org/>. (Limit to one page or less.)

Pop Served Ethnicity (Real Estate)

Chart shows % headcount by ethnicity (triangle represents within discipline, grey bar within institution). Disproportionate impact (80% of institution percentage) is noted in triangle color. Only shows student groups greater than 5 students



Following is the OES Employment and Wages Data Table for the first quarter of 2016:

Geographic Area Name	SOC Code	Occupational Title	May 2015 Employment Estimates	2016 - 1st Quarter Wages					
				Mean Hourly Wage	Mean Annual Wage	Mean Relative Standard Error (t)	25th Percentile Hourly Wage	50th Percentile (Median) Hourly Wage	75th Percentile Hourly Wage
California Statewide	41-9021	Real Estate Brokers	5,040	\$42.51	\$88,420	9.00	\$17.55	\$28.21	\$54.65
California Statewide	41-9022	Real Estate Sales Agents	12,200	\$30.30	\$63,007	3.40	\$16.84	\$25.63	\$34.76

Source: State of CA Employment Development Department, <http://www.labormarketinfo.edd.ca.gov/data/oes-employment-and-wages.html#Tool>

A salesperson works for the broker. The broker is the agent in a real estate transaction, and so a broker's license is required. This is why there are more sales positions than broker positions, but the pay for brokers is higher.

Following is the Projection of Employment by Occupation, 2014-2024, California Employment Development Department:

TOP Code(s):

- 051100 Real Estate

Geography: California

Includes: All California Counties

Annual Job Openings by Occupation

SOC Code	Occupation Title (Linked to "Occupation Profile")	2014 Employment	Annual Job Openings (1)
132021	Appraisers and Assessors of Real Estate	5,600	130
119141	Property, Real Estate, and Community Association Managers	48,500	1,460
419021	Real Estate Brokers	10,700	370
419022	Real Estate Sales Agents	25,700	750
	Total	90,500	2,710

(1) Total Job Openings are the sum of new jobs from growth plus net replacements. Annual job openings are total job openings divided by the number of years in the projection period.

Source: <http://www.labormarketinfo.edd.ca.gov/commcolleges/Projections.asp>

If you have a real estate background, you don't have to act as a broker or salesperson. Many economic activities revolve around real estate; students could pursue work in property management and property inspections, termite inspection, appraisal, code compliance, property maintenance and repair, etc. Even mining and farming have a connection to real estate. Crops are real estate until they are harvested/sold.

Career Technical Education Planning

(Non-CTE program proceed to Section 2, Assessment.)

1.8 Advisory Boards/Licensing (if applicable). Describe how program planning has been influenced by advisory board/licensing feedback. How often are advisory board meetings held, provide membership information and what specific actions have been taken. Attach minutes from the past two years in an appendix.

There hasn't been an active advisory board for several years. To the best of faculty's knowledge, the program does not utilize Perkins funds.

1.9 Core Indicator Report. Review the Perkins core indicator reports for your TOP code: https://misweb.cccco.edu/perkins/Core_Indicator_Reports/Summ_coreIndi_TOPCode.aspx. What are the areas of needed improvement? What efforts have you already made and/or plan to make to support students in these areas? (Limit to 1-2 paragraphs)

Approved by Academic Senate on 12/03/10	Core 1 Skill Attainment	Core 2 Completion	Core 3 Persistence	Core 4 Employment	Core 5a NT Participation	Core 5b NT Completion
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Performance Rate Less Than Goal is Shaded
Total Count is 10 or Greater

051100	REAL ESTATE	90.00	100.00	95.00	75.00		
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Total Count is Less Than 10

Source:

https://misweb.cccco.edu/perkins/Core_Indicator_Reports/Summ_coreIndi_TOPCode.aspx#P2e87d5c171724616bb8faf8c31a433bf_22_116iT0R6R0x4

ASSESSMENT

Program Learning Outcomes

2.1 PLOs and ILOs. Using the table provided, list the Program Learning Outcomes (PLOs) and which of the institutional learning outcomes (ILOs) they address. In the same table, specifically state (in measurable terms) how your department assesses each PLO. State the course(s) and assignment(s) where the PLOs are measured. Additionally, please review the PLOs in the college catalogue to ensure they are accurate. If they are not, be sure to add as a goal (Table 4) plans to change PLOs in CurriCUNET and contact the curriculum office to ensure they are updated in the catalogue.

Real Estate Principles and Real Estate Finance are two key courses in the program, with SLOs that could be used to measure program-level success. The course SLOs have not yet been mapped to the PLOs.

Table 2a. Program Learning Outcomes

Program Learning Outcomes	ILO	How PLO is assessed
1. Analyze common real estate problems, apply appropriate solutions, and interpret outcomes.	TBD	TBD
2. Meet career preparation goals, as well as prepare for a state licensing exam.	TBD	TBD
3. Explain the process for making home purchase or sale decisions and completing real estate transactions.	TBD	TBD
4. Demonstrate mastery of program-specific concepts and skills. (e.g. understand theory and application in real estate finance, investments, property management and financial institutions).	TBD	TBD

2.2 PLO Mapping. Report on how courses support the Program Learning Outcomes at which level (introduced (I), developing (D), or mastered (M)).

Course SLOs have not yet been mapped to PLOs.

Table 2b. Program Courses and Program Learning Outcomes

List the Course and SLO that maps to the PLO	PLO 1	PLO 2	PLO 3	PLO 4
RE 164, SLO --				
RE 171, SLO --				
RE 172, SLO --				
RE 173, SLO --				
RE 174, SLO --				
RE 175, SLO --				
RE 176, SLO --				
RE 177, SLO --				

2.3 PLO Results and Planned Actions. Utilizing Table 2c, summarize the results of program learning assessments and any planned actions to increase student success where deficits were noted. Results should be both quantitative and qualitative in nature, describing student strengths and areas of needed improvement. Action plans should be specific and link to Table 4 (goals) as well as any needed resources (Section 7.2) to achieve desired results. (If PLO Assessments are extensive, then make a note here and use Table 2c as an Appendix.) Then, in Table 2d, complete the assessment calendar.

N/A – PLOs will be assessed in a future cycle.

Table 2d. PLO Assessment Calendar

Faculty typically choose to assess all the PLOs during the same academic year. Please mark the year they will take place (refer to the assessment schedule, p. 2).

	F17	S18	F18	S19	F19	S20	F20	S21	F21	S22
PLO1								x		
PLO2								x		
PLO3								x		
PLO4								x		

2.4 PLOs Leading to Improvements. Describe any changes made to the program or courses that were a direct result of program learning outcomes assessments.

N/A

Student Learning Outcomes

2.5 SLOs Status. Describe the current status of SLOs in your program. If deficiencies are noted, describe planned actions for change and include these in your goals (Table 4).

- Are there 2-4 measurable SLOs for each course in your discipline?
- Have success criteria rubrics been created to standardize the evaluation of student success?
- Have faculty assessed the Student Learning Outcomes according to the published Assessment calendar (at least twice in a program review cycle)? You may wish to include a SLO assessment calendar for each course in the discipline (Table 3); move to appendix if lengthy. Do the assessments follow the guidelines for quality outlined in the *SLO Quality Assessment Rubric*?
- Have faculty engaged in discussions about SLOs, success criteria, and their assessments as they relate to the improvement of student success and the challenges students face?
- Have faculty disaggregated any of the assessment results to show specific areas of need in the classroom (for example, commonalities among students who are less or more successful such as attendance, use or lack of use of student support services, proficiency or difficulty with writing, role overload or other stressors outside of school, etc.)?
- If deficiencies are noted in any of the above areas, describe planned actions for change.

Some courses have just a single SLO. It is unclear if these SLOs have been assessed, and at what time. The current instructor (Fall 2017) will assess Real Estate Finance in Spring 2018.

2.6 SLOs Leading to Improvements. Describe any changes made to the program or courses that were a direct result of student learning outcomes assessments.

n/a

General Education & Institutional Learning Outcomes

2.7 GELOs and ILOs. Review any general education courses offered by your program to ensure they are accurately linked with the appropriate general education learning outcome (GELO) in the CurriCUNET assessment module, and that the GELO is measurable in the SLO(s) of the course. Then review all courses and their SLOs in CurriCUNET to ensure they are accurately linked with the appropriate institutional learning outcomes (ILOs), and that they are measurable. In most cases there will only be one GELO and/or one ILO link per SLO. Report on changes that need to be made in order to effectively integrate GELOs and ILOs into instruction.

The courses have not yet been mapped to the ILOs. This will be done when the SLOs are updated in CurriCUNET Meta.

CURRICULUM

3.1 Course offerings. Attach a copy of the course descriptions from the most current catalogue.

For catalog course descriptions, 2016-17, see Appendix A.

Describe any changes to the course offerings since the last program review cycle (course content, methods of instruction, etc.) and provide rationale for deletion or addition of new course offerings. If there are courses in the catalogue that haven't been offered in the past two years, state the course(s) and note the reason(s) they haven't been offered (no faculty to teach, low enrollment, etc.). State the plans for either offering or inactivating/deleting these courses. Also state whether any new degrees of certificates have been created and the rationale for doing so. For baccalaureate programs, include any upper division general education courses as part of the report.

No substantial changes have been made to the course or the program in recent years. As noted above, several courses were not offered in recent years because of lack of faculty to teach them. As a new faculty member has been added to the adjunct pool, the college anticipates offering more courses.

3.2 Scheduling and Sequencing. Discuss efforts to optimize access through scheduling. How have faculty (in collaboration with deans) planned the timing, location, and modality of courses? Report on whether courses have been sequenced for student's timely progression through the major, how students are informed of this progression, and the efficacy of this sequencing. Report on whether curriculum is being offered in a reasonable time frame and if there are plans/goals for scheduling changes. (Limit to 1-2 paragraphs)

Scheduling (Fall & Spring)

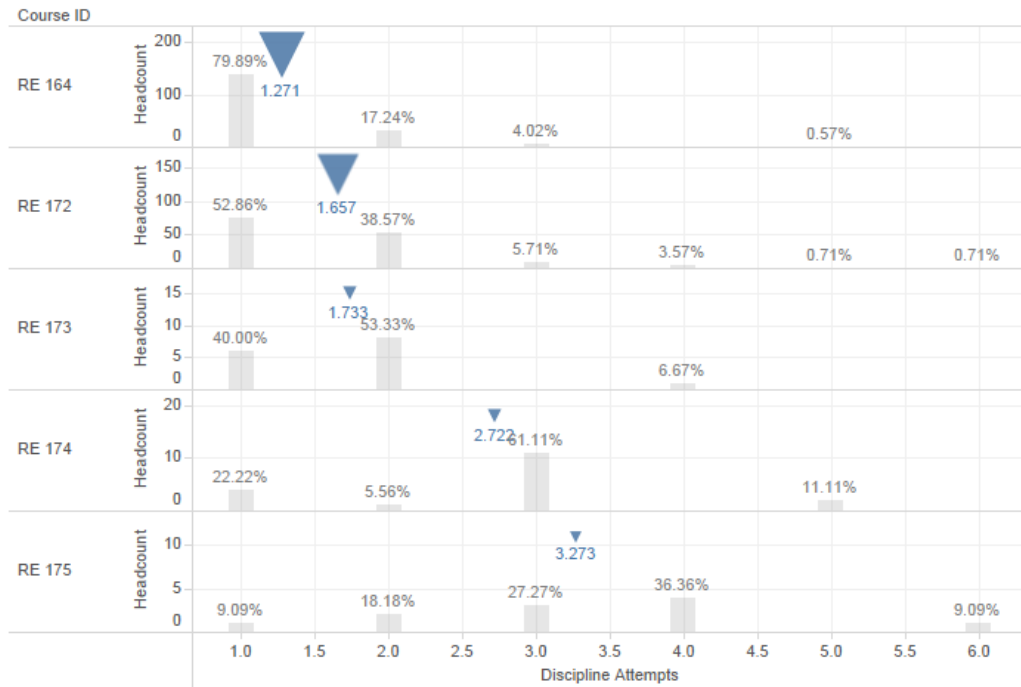
Chart shows number of sections offered by course id, campus and semester.

Course ID	Campus Sched Type	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017
RE 164	Online/Hybrid	1	1	1	1	1	1		1	1	1
RE 172	Online/Hybrid	1	1	1	1			1	1	1	1
RE 174	Online/Hybrid		1	1	1						
RE 175	Online/Hybrid		1	1	1						
RE 173	Main Campus - Fairfi..						1				

In Fall 2017, Real Estate Finances was offered on the Fairfield campus at night. Real Estate Principle and Real Estate Finance will be offered in Spring 2018 at night, also on the Fairfield campus. There is a possibility of offering courses in Vacaville in the future.

Student Sequencing (Real Estate - Fall 2014, Fall 2015, Fall 2016 and 4 more)

Chart shows % of students by course and attempt number in sequence, blue triangle shows average attempt number. Shows student major - All



Students appear to be taking the courses in the proper sequence, though students do not need to take 173 (Legal Aspects of Real Estate) to take 174 (Real Estate Finance). One could take Real Estate Finance at the same time as the introductory course, 164. It might be helpful to renumber the courses to guide students through the real estate salesperson requirements.

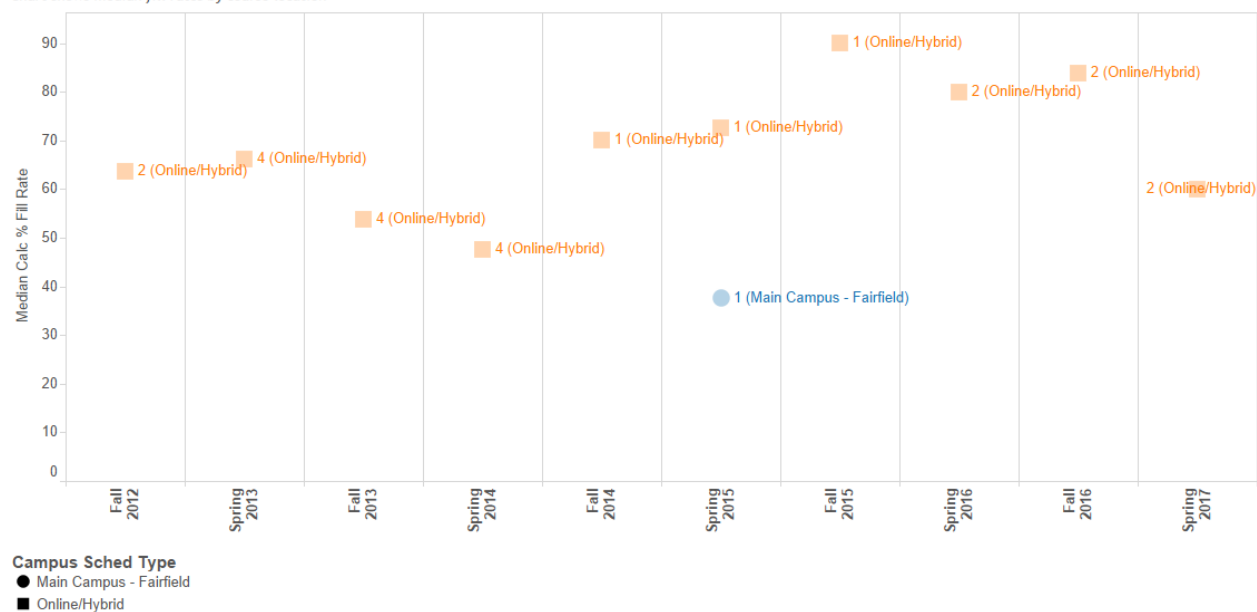
3.3 Student Survey. Describe the student survey feedback related to course offerings. In terms of the timing, course offerings, and instructional format, how does what your program currently offer compare to student responses? Please include the student survey and any relevant charts as an appendix.

N/A. We have a new faculty member in Real Estate who may conduct surveys at the close of each semester.

3.4 Fill rates/Class size. Based on data from ITRP, discuss the trends in course fill rates and possible causes for these trends (include comparison/analysis of courses by modality if applicable). Address how the size of classes affects courses and if there are any necessary adjustments to course classroom maximums. If there are courses that are historically under-enrolled, discuss strategies that might increase enrollment. (Limit to 1-2 paragraphs)

Fill Rates Median by Location (Real Estate)

Chart shows median fill rates by course location



Fill rates in the face-to-face class, last taught in Spring 2015, were low. The Fall 2017 fill rates for face-to-face were still low, but the department hopes to build numbers through increased marketing of offerings.

3.5 Four-year articulation (if applicable). Utilizing the most current data from the articulation officer, and tools such as ASSIST.org, state which of your courses articulate with the local four year institutions and whether additional courses should be planned for articulation (Limit to 1-2 paragraphs).

N/A

3.6 High school articulation (if applicable). Describe the status of any courses with articulation/Tech Prep agreements at local high schools. What (if any) are your plans for increasing/strengthening ties with area high schools and advertising your program to prospective students? (Limit to 1-2 paragraphs).

There is no articulation with area high schools.

3.7 Distance Education (if applicable). Describe the distance education courses offered in your program, and any successes or challenges with these courses. Discuss any efforts to become involved with the Online Education Initiative (OEI). (Limit to 1-2 paragraphs)

The RE courses have been taught fully online for the several years. This has been a successful delivery method as most of our RE students are working adults.

CAMPUS & COMMUNITY INTEGRATION

4.1 Campus Integration. Describe how the program connects with the campus community. Include any cross-discipline collaborations, faculty representation on committees, student clubs, or other activities that benefit the college as a whole. (Limit to 1-3 paragraphs)

There are no clubs directly related to the RE program. The accounting department has a connection to RE because Accounting 1 qualifies as one of the courses to complete the program and sit for the licensing exam.

4.2 Counseling. Contact the Dean of Counseling to schedule attendance at a Counseling School meeting to discuss any programmatic changes, possible career/transfer options for students, suggested course sequencing, and/or any other information you think would be important for counselors to know. Please provide a brief narrative of the visit. (Limit 1-2 paragraphs).

Counselors will be provided information regarding the certificate opportunities in real estate.

4.3 Community Ties. Describe how the program connects with the larger community. Include curricular activities, field trips, community/classroom partnerships, marketing efforts, etc. Faculty professional undertakings that support the community should also be included (conference presentations, professional publications, off-campus committee/advisory representation, etc.). (Limit to 1-3 paragraphs)

Students are given an assignment in the Finance course to reach out to lenders to obtain loan quotes. These lenders are chosen by the students, and are used to compare loan quotes.

STUDENT EQUITY & SUCCESS

5.1 Student Success/Underprepared Students

- Anecdotally describe how the program works to promote student success for *all* students
- Include how program faculty support *underprepared students* in such areas as fundamental writing and/or math competencies through use of teaching innovations, campus support services (library, counseling, DSP, tutoring, SARS, academic success center), etc.
- Have faculty analyzed prerequisites, co-requisites or advisory courses to determine potential need and potential impact on student success?
- If there are designated basic skills courses in your discipline, include how they prepare students for success in transfer courses
- If an assessment process is utilized to place students in discipline courses, comment on the efficacy of the process in achieving student success

Faculty encourage students to contact them, regarding DSP paperwork, to make accommodations. ECompanion shells are used to post assignments and grades.

Students are often not aware that a financial calculator is necessary for some of the real estate courses (for example, Real Estate Principles and Real Estate). The course descriptions for courses such as RE 174 might be modified to indicate the need for the financial calculator. Currently, only RE 177 (Income Property Appraisal and Analysis) includes the need for a financial calculator in the course description.

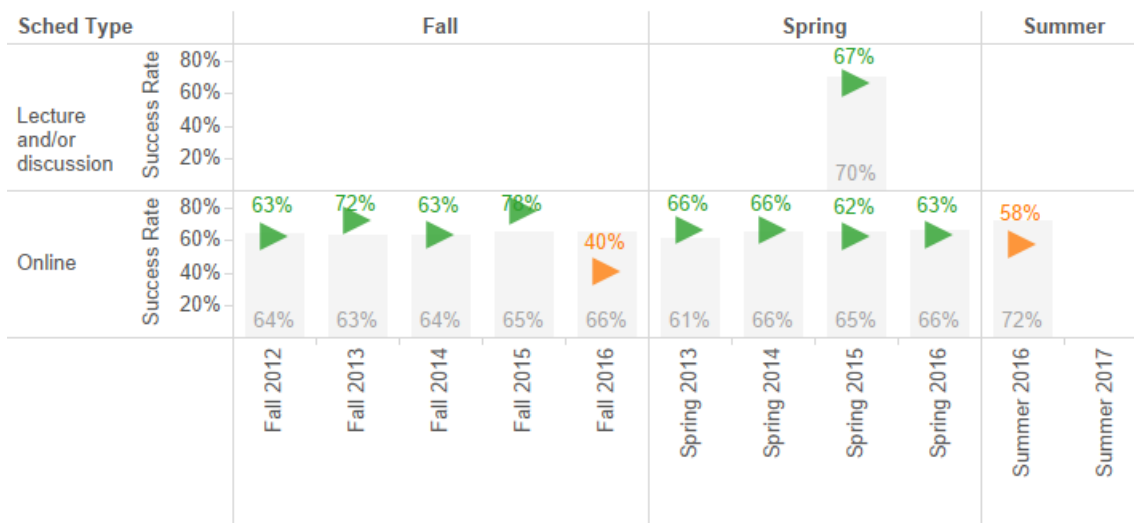
The only prerequisites in Real Estate are in RE 176 and 177, which both require completion of RE 175. This is appropriate, as RE 175 addresses the principles of appraisal, while the other courses are advanced appraising courses. Some students struggle with math in RE 174, Real Estate Finance; the current advisory is “minimum English and Math standards,” but a prerequisite of a Math course might be useful. Currently, students without needed math skills in that course require one-on-one tutoring, which the instructor cannot do during classtime effectively.

5.2 Success Analysis. Utilizing data from the office of Institutional Research and Planning, report on student success rates in the program as compared to the college as a whole. Then, analyze success by gender, age, ethnicity, and modality (online vs. face-to-face). Provide possible reasons for these trends AND planned action to equalize student success.

The chart below shows that the face-to-face and online success rates are comparable to the college as a whole.

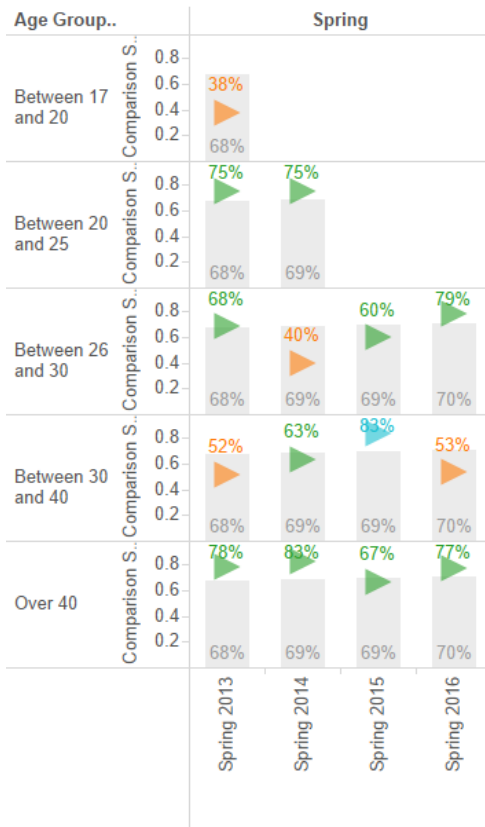
Success by Modality (Real Estate)

Chart shows success rate by course modality (triangle represents within discipline, grey bar within Entire Dimension). Disproportionate impact (outside of green shading) is noted in triangle color.



Success by Age Group (Real Estate)

Chart shows success rate by gender (triangle represents within discipline, grey bar within Entire School). Disproportionate impact (80% of comparison group - Entire School) is noted in triangle color. Only shows student groups greater than 5 students

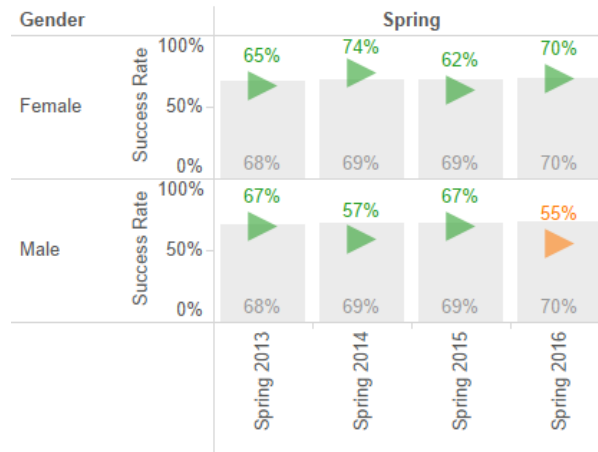


As the chart at left shows, students over forty years old tend to be the most successful. These students are often already established in a career, and are seeking work in a new field.

Success by gender, as seen in the chart below, is comparable with the college as a whole. There is one anomalous success rate for males in Spring 2016, but this is not a trend.

Success by Gender (Real Estate)

Chart shows success rate by gender (triangle represents within discipline, grey bar within Entire School). Disproportionate impact (80% of comparison group - Entire School) is noted in triangle color. Only shows student groups greater than 5 students



The chart at right shows uneven student performance from semester to semester. It is difficult to identify particular trends, and many Real Estate courses are taught online, so that instructors are not always aware of the demographics of the student body.

Faculty could meet to discuss assignments focused on historic racial profiling and redlining, equal housing, etc., which might promote greater investment in the material by the students.

Success by Ethnicity (Real Estate)

Chart shows success rate by ethnicity (triangle represents within discipline, grey bar within Entire Dimension). Disproportionate impact (80% of comparison group - Entire Dimension) is noted in triangle color. Only shows student groups greater than 6 students



Finally, in courses with many sections (5 or more per semester), compare success rates by CRN. Without naming instructors, note if there is large variance in success rates by section. If so, what are the planned actions to standardize success criteria, and to support student success across all courses?

N/A

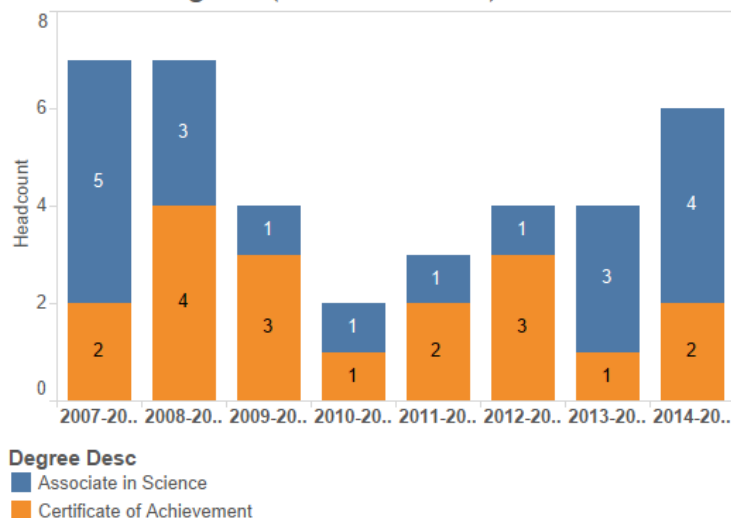
5.3 Cross-Discipline Collaboration (if applicable). For certificates or degree programs with required courses outside the discipline, look at the success rates of students in those classes. Note if there are courses that students seem to struggle with, and describe any collaborations with those discipline faculty to talk about strategies for success (ex. establishing cohort groups, tutoring, curriculum additions/examples that may make learning meaningful cross-disciplines, etc.). (Limit to 1-2 paragraphs)

Course ID	Fall										Spring									
	Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016		Spring 2013		Spring 2014		Spring 2015		Spring 2016		Spring 2017	
	Enrollments	Success Rate	Enrollments	Success Rate	Enrollments	Success Rate	Enrollments	Success Rate	Enrollments	Success Rate	Enrollments	Success Rate	Enrollments	Success Rate	Enrollments	Success Rate	Enrollments	Success Rate	Enrollments	Success Rate
ACCT 001	196.00	61%	185.00	64%	237.00	57%	199.00	52%	151.00	57%	206.00	50%	197.00	57%	190.00	59%	170.00	59%	166.00	55%
BUS 018	138.00	75%	105.00	65%	113.00	68%	138.00	68%	129.00	65%	100.00	66%	124.00	72%	126.00	71%	139.00	78%	111.00	76%
ECON 001	248.00	56%	263.00	50%	198.00	55%	203.00	63%	203.00	53%	328.00	54%	248.00	56%	177.00	58%	159.00	64%	157.00	64%
ECON 002	141.00	60%	149.00	66%	101.00	65%	75.00	65%	81.00	81%	169.00	56%	133.00	76%	102.00	60%	115.00	62%	108.00	69%
RE 164	26.00	62%	24.00	46%	27.00	63%			29.00	41%	33.00	58%	28.00	68%	29.00	62%	35.00	63%	29.00	41%
RE 172	25.00	64%	23.00	91%			36.00	78%	38.00	39%	25.00	60%	20.00	55%			30.00	63%	19.00	37%
RE 173															15.00	67%				
RE 174			20.00	85%							29.00	76%	18.00	83%						
RE 175			20.00	70%							20.00	75%	11.00	55%						

If given a choice between RE 171 Real Estate Economics and ECON 001/002, students should take RE 171, as it is more relevant to the real estate industry as a whole. Currently, according to the catalog, students can choose RE 171, Econ 001, or Econ 002. Without the option of RE 171 being offered, students are taking ECON 001 (Macroeconomics) and 002 (Microeconomics), with a generally higher pass rate with ECON 002.

5.4 Degrees/Certificates Awarded (if applicable). Include the number of degrees and certificates awarded during each semester of the program review cycle. Describe the trends observed and any planned action relevant to the findings.

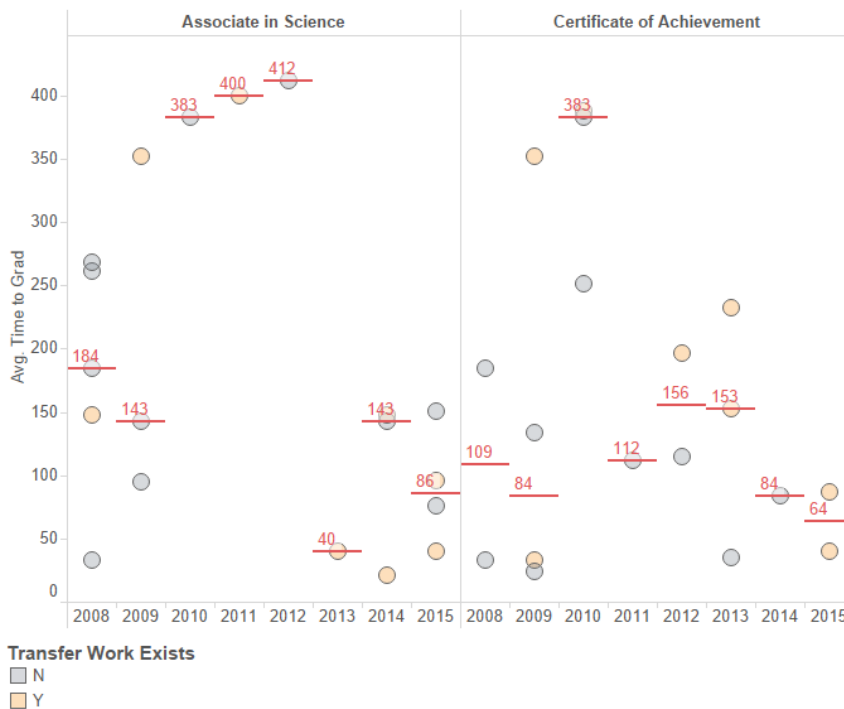
Number of Degrees (Real Estate - All)



The number of students graduating with an Associate's degree is rising, and that trend is expected to continue. Students who want to pass the exam should prioritize the certificate, if they want to enter the workforce sooner.

Time to Degree (Months) (Real Estate - All)

Shows time to degree in months from first entry at SCC to graduation. Each circle represents one graduate, the color of the circle indicates whether the student entered SCC with transfer work. Median for the group in red.



Most students take less time to get the certificate than the associate's degree. Students may have been delayed in getting the certificate because some courses were not offered.

5.5 Transfer (if applicable). Describe any data known about students in your program who are transfer eligible/ready (have 60 transferable units with English and math requirements met). Include how your program helps students become aware of transfer opportunities (limit to one or two paragraphs). For baccalaureate programs, address any efforts to support students seeking to transfer to graduate programs. (Limit to 1-2 paragraphs)

N/A

5.6 Career Technical Programs (if applicable). For career technical programs, describe how graduates are prepared with the professional and technical competencies that meet employment/licensure standards. State if there are any efforts made to place students in the workforce upon graduation, including any applicable placement data. (Limit to 1-2 paragraphs)

To date, there is no record of the RE program receiving any CTE funds.

RESOURCES

6.1 Human Resources. Describe the adequacy of current staffing levels and a rationale for any proposed changes in staffing (FTEF, full-time/part-time ratio, retirements, etc.). Address how

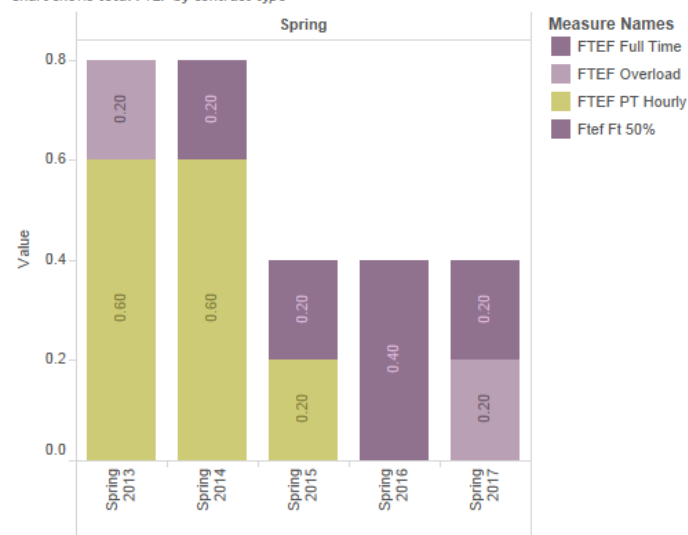
current staffing levels impact the program and any future goals related to human resources. (Limit to 1-2 paragraphs)

Real Estate courses in the program may require different instructors with different skills sets. The current part-time instructor is able to teach most of the courses currently in the catalog for the salesperson's exam. However, if the college were to expand the program to offer courses needed for the broker's exam, additional faculty may be needed.

As the chart at right shows, the college lost part-time instructors in 2014-2015. The hiring of a new part-time instructor in Fall 2017 is not reflected in the data.

FTEF (Real Estate)

Chart shows total FTEF by contract type



6.2 Technology & Equipment. Address the currency of technology and equipment utilized by the program and how it affects instruction and/or student success. Make recommendation (if relevant) for resources that would improve quality of education for students. (Limit to 1-2 paragraphs)

Faculty use the smartclassroom setup, and use their own amortization software for lectures. Students need no more than their financial calculators to be successful in the courses (no extra software required).

6.3 Facilities. Describe the facilities utilized by your program. Comment on the adequacy of the facilities to meet program's educational objectives. (Limit to 1-2 paragraphs)

No special facilities are needed to teach Real Estate; the current facilities are adequate.

6.4 Library Resources. Schedule a meeting with library faculty to review discipline-specific library resources. Provide a brief narrative about the status of library resources and plans to supplement the collection. Include the library collection evaluation form as an appendix.

Faculty have not put textbooks on reserve in the library, but will look into getting extra desk copies for the library collection.

6.5 Budget/Fiscal Profile. Provide a five year historical budget outlook including general fund, categorical funding, Perkins, grants, etc. Discuss the adequacy of allocations for programmatic needs. This should be a macro rather than micro level analysis.

Faculty are not aware of any information regarding funding.

GOALS & PLANNING

This section will be submitted to the Superintendent-President as an overview of programmatic strengths and areas of growth.

7.1 Program Strengths and Areas for Improvement. Summarize what you believe are your program's strengths and major accomplishments in the last 5 years. Next, state the areas that are most in need of improvement. Include any professional development opportunities that would support these areas of needed improvement.

Many of the courses offered can be used by students pursuing either the salesperson license exam or the broker's exam. If the college can continue to broaden the offerings, and can schedule courses that have not been offered for some time, the Real Estate program can be expanded. Currently, the program is in a transitional period, and student awareness must be raised.

7.2 Program Goals. Based on the program review self-study analysis, list any goals from the six focal areas: Program Overview and Mission, Assessment, Curriculum, Campus and Community Integration, Student Equity and Success, Resources, and Professional Development. Then for all goals provide a priority ranking. These goals will be utilized in multiple aspects of the integrated planning process. They will be discussed with the dean and shared with the relevant planning committees (tech committee, professional dev, etc.). They will also be utilized by the Academic Program Review Committee and the Vice President of Academic Affairs to determine themes and areas of need across campus. Yearly, faculty will collaboratively update the goals during fall flex.

Table 4. Program Goals

PROGRAM OVERVIEW & MISSION (Sections 1.1-1.9)

Program Goals (click on text below for drop-down options, add goals as necessary)	Planned Action (s)	Person(s) Responsible	Priority ranking of program goals
Revise degree/certificate	Add broker exam information (courses needed to qualify) in the program description	Dean, Cary	

ASSESSMENT (Sections 2.1-2.7)

Assessment Goals (click on text below for drop-down options, add goals as necessary)	Planned Action	Person(s) Responsible	Priority ranking of assessment goals
Update/assess SLOs	Part-time faculty and full-time	Zadnik and	1

	faculty will work with Amy Obegi to update the SLOs in CurricUNET Meta	Cary	
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CURRICULUM (Sections 3.1-3.7)

Curriculum Goals (click on text below for drop-down options, add goals as necessary)	Planned Action	Person(s) Responsible	Priority ranking
Delete/modify course(s)	Investigate option to add requirement of financial calculators to some courses	Zadnik	

CAMPUS & COMMUNITY INTEGRATION (Sections 4.1-4.3)

Campus & Community Integration/Outreach goals (click on text below for drop-down options, add goals as necessary)	Planned Action	Person(s) Responsible	Priority ranking
Expand advertising	Reach out to California Association of Realtors, to get referrals	Zadnik and Cary	

STUDENT EQUITY & SUCCESS (Sections 5.1-5.6)

Student Equity & Success Goals (click on text below for drop-down options, add goals as necessary)	Planned Action	Person(s) Responsible	Priority ranking
Add tutoring/skills support options for students	Pursue getting a math tutor for all RE courses	dean	

PROFESSIONAL DEVELOPMENT (all sections)

Professional Development Goals (click on text below for drop-down options, add goals as necessary)	Planned Action	Person(s) Responsible	Priority ranking
No professional development goals at this time			

RESOURCES (Sections 6.1-6.5)

Human Resources Goals (click on text below for	Planned Action	Person(s) Responsible	Priority ranking
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drop-down options, add goals as necessary)			
Expand part-time pool	<p>Add an adjunct faculty with appraising background to teach RE 175, Principles of Appraisal and 176, Advanced Residential Appraisal.</p> <p>Add an adjunct faculty with legal background to teach RE 173, Legal Aspects of Real Estate.</p>	Dean	
Technology & Equipment Goals (click on text below for drop-down options)	Planned Action	Person(s) Responsible	Priority ranking
Technology and equipment are up-to-date; no goals at this time			
Facilities Goals (click on text below for drop-down options)	Planned Action	Person(s) Responsible	Priority ranking
Facilities are up-to-date; no goals at this time			
Library Resource Goals (click on text below for drop-down options)	Planned Action	Person(s) Responsible	Priority ranking
Add/update library resources	Add textbooks on reserve	faculty	
Other Resource Goals (add below)	Planned Action	Person(s) Responsible	Priority ranking

SIGNATURE PAGE

Please include all full-time faculty and as many part-time faculty as possible.

The undersigned faculty in the Real Estate Program have read and have had the opportunity to provide feedback on the attached program review self-study, dated

_____.

Darryl Zadnik

Adrienne Cary
Adrienne Cary

Faculty Name

Faculty Name

APPENDICES

Appendix A: Catalog Course Descriptions (2016-17)

RE 164	3.0 Units	RE 175	3.0 Units
Real Estate Principles		Principles of Appraisal	
<i>Course Advisory: SCC minimum English and Math standards. Study of the characteristics of real estate from physical, legal, and economic standpoints. Course material is designed to assist those preparing for the real estate salespersons and brokers license examination. Three hours lecture.</i>		<i>Course Advisory: SCC minimum English and Math standards. Entry level appraisal course introducing students to basic appraisal principles, and the Uniform Standards of Professional Appraisal Practice. Content includes: Influences on value, legal considerations, economic principles, real estate markets and analysis, valuation process, property description, highest and best use analysis, appraisal statistics, sales comparison and cost approaches to value. Three hours lecture.</i>	
RE 171	3.0 Units	RE 176	3.0 Units
Real Estate Economics		Advanced Residential Appraisal Practice	
<i>Course Advisory: SCC minimum English and Math standards. Study of the economic aspects of real estate and their effects on real estate markets, urban growth and finance. Particular emphasis is made on governmental and agency controls on development of regional and local areas, past and future. Three hours lecture.</i>		<i>Prerequisite: RE 175. Course Advisory: SCC minimum English and Math standards. Advanced appraisal course covering the principles, procedures and techniques needed to appraise all types of residential properties up to four units. The contents include: Review of basic appraisal principles, use of all Federal National Mortgage Association (FNMA) forms, basic income and expense estimating, gross rent multipliers, appraisal ethics and the Uniform Standards of Professional Appraisal Practice (USPAP). Student will appraise a custom home, a condominium and a small income residential property. Three hours lecture.</i>	
RE 172	3.0 Units	RE 177	3.0 Units
Real Estate Practice		Income Property Appraisal and Analysis	
<i>Course Advisory: SCC minimum English and Math standards. A comprehensive study of the techniques used to successfully operate a real estate business. Includes office management administration, in-service training of associate licensees, legal and statutory compliance, and agency and other oversights. Designed for students needing course for continuing education as required by the Department of Real Estate. Three hours lecture.</i>		<i>Prerequisite: RE 175. Advanced appraisal course covering the principles, procedures and techniques needed to appraise commercial property, including large apartment buildings. The course content will include review of basic appraisal principles, income and expense estimating, operating expense ratios, direct capitalization, cash flow estimates, measures of cash flow and discounted cash flow analysis. The use of financial calculator will be required. Three hours lecture.</i>	
RE 173	3.0 Units		
Legal Aspect of Real Estate			
<i>Course Advisory: SCC minimum English and Math standards. Comprehensive study and analysis of California law as applied to the legal problems involved in real estate transactions. Includes contract, agency, and finance devices. Three hours lecture.</i>			
RE 174	3.0 Units		
Real Estate Finance			
<i>Course Advisory: SCC minimum English and Math standards. Comprehensive study and analysis of money markets, interest rates, and financing as applied to real estate transactions. Three hours lecture.</i>			

ACCT 001**4.0 Units****Principles Of Accounting—Financial**

Course Advisory: Eligible for English 001 and Elementary Algebra. A study and analysis of accounting as an information system, its importance and use by external uses such as investors, creditors, and other making decisions. The course covers of the accounting cycle, application of the generally accepted accounting principles, financial reporting, and statement analysis. The course will include issues relating to the valuation of assets, liabilities, and equity, the recognition of revenue and expenses, cash flow, internal controls, ethics, and International Financial Reporting Standards. *Four hours lecture.*

BUS 018**3.0 Units****Legal Environment Of Business**

Course Advisory: Eligibility for English 001 and SCC minimum Math standard. A comprehensive introduction to the study of law, with specific emphasis on the legal environment of business. Includes the legal process, legal institutions, ethics, jurisdiction, U.S. Constitution, contracts, agency, the Uniform Commercial Code (UCC), torts, employment law, property, bankruptcy law, forms of business organization, corporations, consumer protection, government regulation and Alternative Dispute Resolution (ADR), along with ethical concerns and current public policy issues. Written examinations required. C-ID BUS 120. *Three hours lecture.*

ECON 001**3.0 Units****Principles Of Economics (Macroeconomics)**

Prerequisite: MATH 330 with a minimum grade of C.

Course Advisory: Eligibility for ENGL 001. An introductory course focusing on aggregate economic analysis. Topics include: market systems, aggregate measures of economic activity, macroeconomic equilibrium, money and financial institutions, monetary and fiscal policy, international economics, and economic growth. Online work may be required. C-ID ECON 202. *Three hours lecture.*

ECON 002**3.0 Units****Principles Of Economics (Microeconomics)**

Prerequisite: MATH 330 with a minimum grade of C.

Course Advisory: Eligibility for ENGL 001. This is an introductory course focusing on choices of individual economic decision-makers. Topics include scarcity, specialization and trade, market equilibrium, elasticity, production and cost theory, market structures, factor markets, and market failure. Online work may be required. C-ID ECON 201. *Three hours lecture.*

OCED 090 **1.0 to 8.0 Units**
Occupational Work Experience

Corequisite: Student must be working (paid or unpaid) from 5 to 40 hours per week for a licensed business for a total of 75 hours per unit for paid work and 60 hours per unit for unpaid work. Duties must relate to student's major field.

Course Advisory: SCC minimum English and Math standards. To Qualify for Occupational Work Experience credit, the student must be working (paid or unpaid) for a legal business in a position directly related to the declared major. Students must work 75 hours per unit of credit for paid work and 60 hours per unit of credit for unpaid work. Students will attend a weekly coordination seminar and develop job-oriented objectives. OCED 090 may be required for some majors and is an elective for all occupational education certificate and degree programs. Qualified students who are not working or volunteering may seek placement assistance from the Student Placement Office. 1 unit of credit may be earned for each 75 hours paid or 60 hours unpaid work per semester to a maximum of 8 units per semester to a total of 16 units over multiple semesters. NOTE: Students enrolled in OCED 90 may not enroll in OCED 91 or any other experiential or practicum course and count the same hours during the same semester. Lab hours are the hours students spend on their job sites. Students wishing to take the maximum OCED units may continue OCED 090 over multiple semesters not to exceed 16 units total for all work experience courses. Students wishing to continue OCED 090 in subsequent semesters must contact the Work Experience Coordinator for enrollment assistance.

MGMT 055 **3.0 Units**
Management/Leadership Skills

Course Advisory: Eligibility for English 001. A comprehensive development, analysis, and application of fundamental skills needed for the successful practice of supervision/leadership. This course addresses the quality principles of leadership applied to work processes, decision making and problem solving, communication, stress and time management, and delegating/facilitating in a team environment. The focus of the course is on job-relevant skills. Class exercises are employed to teach the various skills. Three hours lecture.

NURS 111 **3.0 Units**
Medical Terminology

Course Advisory: SCC minimum English and Math standards. Basic computer navigation skills and frequent internet access is required. Study of the language of medicine. An introduction to terms, word roots and abbreviations related to medical practice and the functioning of the systems of the body. Three hours lecture.