



FULLERTON COLLEGE

ELEVATING.
EXCELLENCE.

Two-Year Program Review Template Academic Programs

[Real Estate Management Program]

[Business/CIS Division]

Statement of Collaboration

The program faculty listed below collaborated in an open and forthright dialogue to prepare this Program Review. Statements included herein accurately reflect the conclusions and opinions of the program faculty.

Participants in the review

Charmaine Smith

Authorization

After the document is complete, it must be signed by the Department Coordinator and Dean prior to submission to the Program Review Committee.

Signature of Department Coordinator

Signature of Dean

Date of Submission

1.0 Mission and Goals

Approved by Faculty Senate 05/05/2011

Briefly describe the relationship of your program to the college's Mission, Vision, Core Values, and College Goals.

Mission: We prepare students to be successful learners.

The Real Estate Management Program is among a group of the college's Career Technical programs in that its focus is to prepare students for entry into a specific occupation that does not require a Bachelor's degree for success. Students attracted to Career Technical Education (CTE) programs tend to have a dominant learning style that is less successful in a lecture format classroom, and also tend to be more oriented toward action and creativity. These students represent a large percent of the learning population, many of whom are lost to education and learning opportunities because they do not fit the pattern promoted by traditional education methods. Like all CTE programs, the Real Estate Management program offers a learning opportunity where students who might not be successful in a traditional academic program can be successful and prepare themselves for a career.

Vision: To create a community that promotes inquiry and intellectual curiosity, personal growth and a lifelong appreciation for the power of learning.

The Real Estate Management program prepares students for a career in Real Estate. Students completing the Real Estate Management Certificate meet the educational requirements for the Real Estate Brokers' Licensure. While students in the Fullerton College Real Estate Program could choose to transfer to a four-year school in order to pursue more advanced studies of Real Estate, the typical real estate student's goal is to obtain the necessary education and training required to pass various state licensing examinations (real estate salesperson, real estate broker, real estate appraiser, etc.) in order to obtain either "first time" or "change of career" employment, to broaden their knowledge base in order to advance within the field, or to become more knowledgeable real estate investors. The Real Estate Management program serves as the vehicle for these students to experience personal growth through qualification for entry into, or for advancement in, their chosen life career. As such the appreciation for the power of learning, which is the direct vehicle to enable their growth, is firmly established.

Core Values: The existence and viability of the Real Estate Management program supports the college core values of diversity, educational empowerment, integrity, and inclusiveness through its ability to address the need for professionals in a segment of our service area and to meet student demand for education in their chosen career. As a CTE program it represents a commitment of the college to support the existence of a diverse and skilled workforce to support the economic base of the region.

College Goal 1: Fullerton College will improve student learning and achievement.

Prior to the budget cuts that have resulted in the severe reduction in program offerings, the Real Estate Management department coordinator undertook the six-year curriculum review of the program. In the midst of the review the CA OREA requirements for licensure were drastically revised, making changes to required course content and doubling hour requirements for approved courses. Fullerton College's Real Estate Management program, through the efforts of the department coordinator, became one of only three community colleges in the state to meet the new requirements for students to qualify for licensure. This represented (and still does) an enormous opportunity for growth in the program, as well as a commitment to student learning and achievement. The program's short- and long-term goals, which directly address this goal, have been unable to be addressed due to instructional cuts.

College Goal 2: Fullerton College will reduce the achievement gap.

Several short- and long-term plans for this program are designed to improve service to special population students, but are unable to be implemented at this time.

College Goal 3: Fullerton College will strengthen connections with the community.

Fullerton College's CTE programs represent the vehicle through which most of the college's strongest connections with the actual community it serves are fostered and maintained. Each individual program serves an industry or professional segment within Orange County, and interacts regularly with employers, hiring managers, and business owners in the industry through recommended Program Advisory Committees, participation in professional organizations, employer surveys, and career-specific technical forums. In addition, practicing professionals from the community serve as adjunct faculty in the program areas, bringing everyday interaction with the college and its students into the surrounding professional community. As such, the Real Estate Management program has brought interaction with a specific and large segment of the community to the college that would not be reached or served in its absence.

Program Description:

Fullerton College's Real Estate Management Program, when it is a fully functioning program, provides valid occupational training for Real Estate Brokers, Sales Agents, and Appraisers, in full compliance with state board regulations and curriculum requirements, and with state OREA stipulations.

The Real Estate Program provides students with the opportunity to acquire an Associate in Science Degree in Real Estate Management and/or certificates in either Real Estate Management or Real Estate Sales. Over the years, the program has been modified and updated in order to meet the changing licensing and educational demands of various professional organizations such as the California Department of Real Estate and the Office of Real Estate Appraisers (the states' appraiser licensing board). It is also one of the few real estate programs in California to comply with the changed requirements of the Office of Real Estate Appraisers. This was accomplished by re-designing the appraisal curriculum to increase course hours and change content.

While students in the Fullerton College Real Estate Program could choose to transfer to a four-year school in order to pursue more advanced studies of Real Estate, most tend to approach their real estate studies with the mindset of a Vocational Education Program. When viewed in this light, the typical real estate student's goal is to obtain the necessary education and training required to pass various state licensing examinations (real estate salesperson, real estate broker, real estate appraiser, etc.) in order to obtain either "first time" or "change of career" employment, to broaden their knowledge base in order to advance within the field, or to become more knowledgeable real estate investors.

Real Estate has been a relatively stable program over time in terms of enrollment, but the market itself has recently been highly affected by turns in the business cycle and economic fluctuations. The current economic downturn and California state budget crisis have also adversely affected the ability of the division to support its real estate program. In the 2011-12 academic year, the program has only been able to offer one section each of the two courses mandatory for state licensing examinations. While this has been the division's decision in an attempt to preserve the integrity of other degree programs, the small allocation of scheduled hours is not sufficient to meet increased student demand as the real estate market begins to rebound.

2.0 Program Data and Trends Analysis

2.1 Key Performance Indicators (KPI)

For each KPI listed below, summarize the trend. (Attach 5-year longitudinal data to appendix.)

KPI	Trend
Enrollment	Enrollment has declined drastically in the Real Estate Management Program, from 775 in 06-07 (annual) to 308 in 2010-11. Enrollment in the current year has further declined to an estimated 130 students, enrolled in two sections each semester. This is due to the poor state budget situation and the imposition of instructional cuts within the college. With the heavy cuts imposed on the division, and the fact that the program does not have a full-time faculty member, faculty and the dean made the decision to cut the Real Estate program drastically in light of prevailing downward trends in real estate sales and market conditions. This was not anticipated to be a permanent cut – however continued cuts to the division's offerings have eliminated the division's ability to reinstate program offerings in this area.
Total FTES	Total FTES have declined from 70 in 06-07 to 26 in 2010-11.
Sections	The number of sections annually offered has declined from 23 sections in 06-07 to 10 annual sections in 2010-11, and further to only four in the 2011-12 academic year.
FTEF	The Real Estate Management Program has no full-time faculty. An Accounting instructor volunteers her time to serve as department chair for the program, in addition to carrying a full-time load in the Accounting department. FTEF equivalent has fallen in the program from 4.8 in 06-07 to 1.8 in 2010-11.
Fill Rate	Fill rate in Real Estate classes has risen from 86% in 06-07 to 94% in 2010-11.
WSCH/FTEF	WSCH per FTEF has varied somewhat but in 06-07 was 440 and by 2010-11 was remaining fairly stable at 438.
Retention	Course retention has declined from 84% in 06-07 to 73% in 2010-11. This is most likely due to the fact that the program is unable to offer a full complement of classes, combined with reduced ability for students to get into classes in other areas. Anecdotal evidence indicates that more students are enrolling in Real Estate classes with no real intention of pursuing certification. A larger number of students taking classes in the area with no real investment in the outcome in terms of career potential will logically reduce both retention and success.
Success	Course success rates have also declined somewhat, from 57% in 06-07 to 52% in 2010-11. This may be reflective of the factors cited above in the retention rate. Real Estate classes are fairly rigorous, with strict guidelines covering course content and number of hours spent on each topic. A rising number of students enrolling in classes with no intention of pursuing certification translates to diminished student investment in their personal outcome.

2.2 Ranking of Department

How does your program compare with peers? (Peers include similar programs at the college or programs at peer institutions as identified by the Office of Institutional Research)

The Real Estate Management Program compares unfavorably with its peer programs at this present moment in enrollment numbers and degree/certificate completions primarily due to the extreme cuts the program has endured over the last three years. The department is no longer able to support its degree offerings with a full complement of courses. Students must rely on their ability to pick up courses in other program areas to satisfy certificate requirements. Due to reduced offerings in the program, a significant student base is being lost. Students are learning that the college is unable to keep its commitment to offer the full complement of courses they need for the quality, field-specific education they need to compete effectively in the job market in this area.

Enrollment in CTE programs are subject to different influences and enrollment patterns than other college offerings. A drastic reduction in a program impacts the public perception of the program viability and validity, and thus the perception of the value of the credential. It can take a minimum of three years to re-establish the credibility of a technical program with the public, and recover from program reductions.

Evaluation of other factors, including success and retention rates, indicates that the program is maintaining comparability with its peers on these indicators.

The program review data offers an incomplete picture, as the program has been further reduced in the 2011-12 year to offering only one section each of the two courses mandatory for state licensing examinations. While the program has the ability to be a strong and vibrant program, as it has been in the past, continuing cuts to division offerings have left the division in the position that if it enacts cuts in other program areas, to save the remaining six hours offered in Real Estate each semester, it will affect our ability to offer courses necessary for students to complete certificates and degrees in our other department areas. Continuing decisions to cut technical areas disproportionately to minimize reductions in Basic Skills and College Transfer programs are having the effect of crippling the college's technical programs to the extent they will not be able to recover for several years, if they are even able to be retained.

College	Real Estate Degree/Cert.	2010-11 Annual FTES	# Degrees Awarded (2010-11)	# Certs. Awarded (2010-11)	Certs. < 18 units	Enrollments Fall 2010**	% Retained Fall 2010**	Success Rate Fall 2010**
Cerritos	1 AA / 2 c	104.5	4	4	0	436	76.83	59.7
Chaffey	1 AS / 1 c	17.28	3	2	0	97	91.75	59.79
El Camino	3 AA/ 3 c	64.3	2	1	1	302	75.17	63.58
Irvine Valley	1 AS/1 c	75.67	3	0	0	301	82.06	66.78
Orange Coast	1 AS/1 c	60.84	1	3	0	325	85.54	71.69
Long Beach	1 AA/1 c	72.51	3	5	12	341	75.95	61
Fullerton	1 AS/1 c.	26	NA	NA	NA	124	78.23	66.13

****NOTE:** Fall 2010 numbers are used instead of annual 2010-11 data, which is not available in all cases through the Chancellor's website. For authenticity in comparisons, Fullerton's Fall 2010 data is compared to Fall 2010 data from other colleges.

2.3 Achievement Gap

Indicate achievement gap for each of the groups listed below. (Attach to Appendix the Success and Retention by Ethnicity Data as identified by the Office of Institutional Research.)

Group	% Retention	% Success
Males	72%	49%
Females	76%	54%
Asian-American	76%	59%
African-American	65%	25%
Filipino	88%	75%
Hispanic	70%	41%
Native American	83%	50%
Other Non-White	100% (1 out of 1)	0% (0 of 1)
Pacific Islander	50% (1 out of 2)	0% (0 of 2)
White	77%	63%
Unknown	50% (2 of 4)	25% (1 of 4)
Range (Max-Min)	(50-100%)	(25-75%)

Analysis: Achievement gap data for the Real Estate program indicates that Filipino students have the highest retention and success rates when compared to students of other ethnicities. This analysis is potentially flawed, however, due to the small sample size (8 students). The differential between the retention rate and success rates are largest in the African-American, Native American, and Hispanic communities, with the smallest achievement gap being present in the Filipino and white student population. The student population sample size has been reduced to the degree that at present it is difficult to address this without additional resources.

2.4 Other Data

Please include any other data (internal or external) that may be relevant to student achievement, learning, and trends within your Basic Skills, CTE, or Transfer Education program.

2.4.1 Market/Industry Projections

All college CTE programs are required to review and report Industry Employment Projections using the Labor Market Information website that the state provides. This data can be supplemented by other sources, most often industry-specific websites and organizations, to provide additional insight. In addition, data on each program's performance on 35 Key Performance Indicators is maintained at the state. Programs eligible to apply for VTEA funding must review their program reports for performance indicators and maintain performance at a state-determined percentage, or devise a plan to produce improvement in KPI performance. This reliability of this data for the Real Estate program, which is reported annually as well as computed on a three-year annual moving average for all CTE TOP codes, is undermined by the reduction in program offerings to only two sections of classes in the current academic year.

Enrollment in CTE programs is closely tied to the perception of employment availability, the perceived stability of the future of the industry, and the ability to earn a fair living in the industry. It also is tied to student perceptions about the viability of the program and its ability to meet the students' needs in terms of certifications and up-to-date industry knowledge.

In their employment projections for the Santa Ana-Anaheim-Irvine Metropolitan area, the CA Labor Market Information division estimates that Real Estate Industry employment will grow, between the years of 2008-18, from average annual employment of 30,700 to 31,500. This classification includes sales agents, brokers, and appraisers, as well as other occupations with the Real Estate industry. While this is not a large increase over the ten-year period, it does at least indicate some confidence in stability in employment in the industry over this period. These projections take into account the effect of the uncertainty of economic conditions on the real estate market in addition to social and demographic factors.

The linkage between the performance of the state, federal, and global economy, and the health of the real estate market, cannot be underestimated. It is important to make a distinction, however, between the volatility of home prices, which affects a homeowner deeply and creates a perception that the market is in decline, and the demand for real estate sales agents and appraisers. While home prices may be declining, eating into homeowner equity, the absolute number of homes on the market, including condominiums, manufactured housing, and detached homes, is actually increasing due to a rise in foreclosures, short sales, and distressed homeowners. The peculiar result is that while to the homeowner the market is in decline, demand for real estate professionals remains relatively stable. This is demonstrated by the slight increase in demand for professionals forecast for the coming decade by the CA Labor Market Information service, and also by the more specific regional LMI report that indicates the following:

	Avg. Ann. Employment 2008	Avg. Ann. Employment 2018	Empl Ch. Numerical	Empl. Ch. Percent	Avg. Annual New Jobs	Avg. Annual Replacement Needs	Avg. Annual Total Jobs
41-9021	Real Estate Brokers						
Inland Empire	1160	1100	-60	-5.17	0	19	19
Los Angeles	3730	3530	-200	-5.36	0	61	61
Orange County	1890	1900	10	0.5	1	31	32
San Diego	1480	1520	40	2.7	4	24	28
41-9022	Real Estate Sales Agents						
Inland Empire	2470	2580	110	4.45	11	40	51
Los Angeles	7440	7850	410	5.51	41	122	163
Orange County	3480	3710	230	6.6	23	57	80
San Diego	3460	3850	390	11.27	39	57	96
13-2021	Appraisers and Assessors						
Inland Empire	370	370	0	0	1	7	8
Los Angeles	1700	1720	20	1.18	2	31	33
Orange County	840	820	-20	-2.4	0	15	15

San Diego	440	440	0	0	1	8	9
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Source: CA Labor Market Information Division

The reality of the uncertainty of the economic situation and how it may impact the real estate market in coming years is reflected in the ambivalence of industry and labor demand forecasts. In such uncertain conditions labor market researchers tend to conservatively decide to maintain relative stability in their projections, which permits for both upward and downward movement that averages to a trend curve with a nearly horizontal slope, indicating relatively no change.

Within these labor projections, however, are the indication that there may be changes occurring within the industry in terms of the distribution of broker/sales agent positions. While the percentage of Real Estate Brokers demanded by the market is declining, the number of sales agents and appraisers is growing. This is a positive indication for the college's real estate program, since its focus is primarily on training for sales agents and appraisers.

2.5 Strengths, Weaknesses, Opportunities, Threats (SWOT)

2.5.1 What are the strengths of your program as indicated in the above data?

Despite the crippling cuts to the program and the fact that it is limping along with only six hours a semester allotted to it, the program faculty have been able to nevertheless table to maintain relative consistency in the quality of instruction, as evidenced by its retention and success rate figures which are comparable with other programs.

2.5.2. What are the weaknesses of your program as indicated in the above data?

The above data indicates a potential issue with the achievement among some ethnicities, its reliability is questionable due to the extremely small sample size. It would be difficult to draw valid conclusions.

2.5.3. What opportunities exist for your program based on the above data?

The data establish that despite the decline in the real estate market from the buyer's point of view, there is sufficient demand for education to meet career possibilities in the Real Estate field. Similar programs at other colleges have retained both offerings and enrollment.

The opportunity exists to rebuild Fullerton College's Real Estate program but the division needs additional allocation of hours for scheduling purposes to permit the continuance of the program.

2.5.4 What threats exist for your program based on the above data?

Because the data above has limited validity in terms of evaluating the overall program, the data itself does not seem to be the primary threat to the program.

1. The primary threat to the program currently comes from college budget cuts and continuing reductions in offerings, which have crippled the program's ability to perform and serve its students.

2. In addition, the program is experiencing some threat to its ongoing viability due to misperceptions of the real estate market and the impact on the real estate profession on the part of faculty in other program areas and administrators.
3. The lack of a full-time faculty member or provision of release time to the department coordinator, who is a full-time faculty member in another department, greatly inhibits the program's ability to grow, to respond to student and market demand, and to retain its adherence to various strict licensing requirements, program/course content, and to continue to offer excellent, up-to-date instruction that stays abreast of the maze of federal, state, and legal regulations that change regularly.

3.0 Student Learning Outcomes Assessment

3.1 What percentage of courses have identified SLOs? 100%

3.2 What percentage of courses have ongoing SLO Assessment? 100%, with the proviso that only two courses in the program are currently being scheduled/taught, and therefore are the only courses that are actively being assessed. However, assessments have been designed for all the courses listed in the college catalog as Real Estate classes.

3.3 How has assessment of course level SLOs led to improvements in student learning and achievement?

Specific assessments questions on exams have been rewritten and redesigned to incorporate tighter focus and reduce confusion among students. In addition, the department has designed an actual SLOA exam at the end of each course. This exam is going to be separately administered to permit more preparation time by students, in response to both their performance and student input after the assessments were administered.

3.4 How has assessment of program-level SLOs led to improvements in transfer or certificate/degree awards?

This has not yet been observed due to the fact that program offerings have been so severely limited in past years. With the ability to only offer two courses from the entire program offerings, student ability to complete certificates and degrees is hindered. However currently students are able to complete the certificate by taking other equivalent and accepted classes in other division areas. The two courses that have been retained in the schedule represent only the mandatory courses dictated by the state licensing board that must be completed by the student to be eligible to take the state licensing exam. It is hoped that when state budget conditions improve the program will be able to again increase its offerings to provide its full complement of classes and once again be able to award degrees and certificates.

3.5 What challenges remain to make course and program level SLOA more effective?

The primary challenge to course and program SLOAs in the Real Estate department currently is the degree to which program offerings are limited. Because of the extremely limited nature of the offerings a valid assessment of student achievement cannot reasonably be achieved at this time. In

addition, because the majority of classes currently available to complete the certificate are in other departments and program areas, certificate completion rates are not necessarily reflective of the department's instruction or effectiveness.

4.0 Evaluation of Progress Toward Previous Goals

4.1 Evaluate steps taken to achieve goals established in the last program review.

2009 Program Review Excerpt, Short-term Goals:

To meet the increasing trend of potential licensees taking the real estate broker or salesperson examinations in order to obtain their license, the college should make every attempt to reinstate all real estate licensee courses that were eliminated due to the budget cuts. In addition, it is also recommended that the college start to offer RE209F: Residential Real Estate Appraisal and RE210F: Advanced Residential Applications and Residential Report Writing. These are two additional, newly updated appraisal real estate courses that complement the RE208F: Basic Appraisal Principles and Procedures course that we have been consistently offering since January, 2008. In addition, all real estate certificate programs should be reviewed and updated.

Evaluation, Short-term Goals: The division has been unable to increase its Real Estate offerings since the last program review and in fact has been forced to reduce them further, to only six hours a semester. This is despite the department coordinator's admirable effort to completely revise appraisal offerings to comply with new state OREA requirements, making it one of only three programs in the state that could offer courses in compliance with these guidelines.

2009 Program Review Excerpt, Long-term Goals:

In order to meet the changes in technological trends and to satisfy the more specialized needs of potential real estate and appraiser licensees, as well as investors, the following changes to the real estate curriculum should be seriously considered.

- 1.) Offer a computerized WIN forms class (Note: Win forms is a computerized data base of real estate forms and documents used in the marketplace today).
- 2.) Offer more specialized courses in investment and commercial real estate.
- 3.) Offer more specialized courses in understanding the nuances of creative financing, foreclosures, short sales, and REO (real estate owned) properties.
- 4.) Update curriculum for the additional, new, advanced appraisal courses to meet currently required appraiser licensing standards which took effect on January 1, 2008. These advanced classes are a necessary addition to the basic appraisal courses which were recently created.
- 5.) Offer classes in web site creation which are geared towards creating real estate web sites.
- 6.) Offer courses in examination preparation for students planning on taking the salesperson and/or broker examinations.
- 7.) In order to meet the changing needs of our students, the real estate courses should also be offered on-line.
- 8.) In order to stay abreast of the never-ending changes in the real estate market, budget dollars should be made available to maintain memberships in the Pacific West Association of Realtors, the California Association of Realtors, and the National Association of Realtors. This will allow access to training and advanced economic data that will be beneficial to our real estate program.
- 9.) Implement a Real Estate Advisory Committee.
- 10.) Implement some type of an apprentice work program where students can actually work in a real estate office to learn some of the nuances of the field while they gain experience.

Evaluation, Long-Term Goals:

With the exception of the only long-term goal (#4) within the department coordinator's control, none of these goals were met. The college implemented additional budget cuts to the division which were of a scope that did not permit additional allocation of scheduling hours for the program. The department coordinator with the assistance of practicing professional adjunct faculty, revised all course offerings in the appraisal area to meet state Office of Real Appraiser Standards, doubling hour requirements for most course and expanding the content. The department coordinator's actions in this regard would have created significant expansion in the program, since the program became one of only three in the state to meet the requirements, poising it for growth. However there has been no opportunity to capitalize on this.

4.2 In cases where resources were allocated toward goals, evaluate the efficacy of that spending.

2009 Real Estate Program Review request for Resources (excerpted):

As the college and the district move through these next challenging years, a philosophy will need to be developed in terms of college interpretation of mission priorities. Occupational and career technical programs are on equal footing with other aspects of the community college mission, and they serve critical needs in the community during times of economic downturn. The Real Estate program is a strong program during normal periods of economic downturn. As the market begins to recover, so to, will the demand for career training and adult re-training. It is hoped that the college will support the minimum needs of Career Technical programs during the current budget crisis.

The Real Estate program will need increasing access to, and support from, technology services. Virtually all work in the Real Estate field, regardless of the level it is being performed at, requires the licensee to have a solid working knowledge of computer software, the internet, and electronic interface technologies. As the marketplace and the classroom become more and more technology-driven, the college should assume that a growing percentage of students will bring laptops to class, and these students will need access to internet-based learning applications as well as specialized industry software. The wireless network at the college needs to be either boosted in terms of strength/capacity or modems need to be purchased to ensure reliable web access in the classrooms. Students bringing laptops to class also need a power source in the classroom that does not involve safety hazards such as trailing power cords. Floor outlets at every three to four student stations will amend this problem, and should be considered in any renovation or future plans.

In addition, if the college is to offer student training in the WINforms industry software, any instructors teaching the course must take the California Association of Realtors training course in order to become a certified WINforms instructor. As such, budget dollars should be allocated for this training, if the college is to offer this class in the future. Additional budget dollars should also be allocated for membership in professional trade organizations such as the National Association of Realtors, the California Association of Realtors, the Real Estate Investment Association of California, and the Pacific West Association of Realtor's multiple listing data base, if the college is to stay abreast of the ever-changing financial, legal, and economic trends, which affect the real estate industry.

The types of program modifications which are necessary for our Real Estate program to not only remain competitive, but to aggressively meet the needs of students cannot be accomplished without infusions of technology, time, and money. As such, continuing to expect the program's department coordinator to accomplish these aggressive growth targets without release time, while simultaneously cutting budget dollars and classes, makes achieving any of the necessary goals unrealistic. This acts as a deterrent to take on any of the additional workload which would be required to meet the goals listed above. It is further suspected that the Real Estate program will be unable to reach its full potential without at least one full-time faculty member devoted to the program – both in its marketing and its growth.

Evaluation of Response to Program Request for Resources in 2009 Program Review:

No additional resources were allocated to the Real Estate Program, due to cuts in the division's \$32,000 support budget and the severe cuts to instruction made in response to state budget conditions.

5.0 Program Goals and Plans

5.1 Short-term Goals (two year cycle)

5.1.1 Based on the above data and analyses, identify 2 or more concrete goals, measurable outcomes, and activities that you would anticipate resulting in improvements to the program in the next 2-year cycle.

Goal 1: Restoration of program offerings to enable the program to meet its commitment to students to provide the opportunity to complete a degree and/or certificate in Real Estate Management/Appraisal/Sales.

Measurable Outcome: Documented increase in numbers of courses and sections offered each semester in the Real Estate program.

Plan: This goal cannot be achieved without an increase in hours allocated to Real Estate offerings. The division is unable to re-allocate hours from other programs without endangering its ability to meet its commitment to degrees and certificates in that area. One entire department has already been eliminated within the division due to budget cuts. For the program to continue consideration needs to be made at the senior management level to support its retention through increased scheduling hours allocation.

No other goals have been identified at this time and cannot be meaningful until the program is enabled to achieve a higher level of operation.

5.1.2 What specific aspects of these goals can be accomplished without additional financial resources? Goal #1 cannot be achieved without the provision of additional resources.

5.2 Long-term Goals (six year cycle)

5.2.1 Based on the above data and analyses, identify 2 or more concrete goals, measurable outcomes, and activities that you would anticipate resulting in improvements to the program in the next six years.

Goal 1: No long-term goals can be identified, without the achievement of the short-term goal: to restore the ability of the program to operate at a basic functional level.

Measurable Outcome: Observable increase in program offerings in subsequent semesters, restoring the ability to offer courses for the degree and certificate.

Plan: Request additional resources for program preservation.

5.2.2 What specific aspects of these goals can be accomplished without additional financial resources? This goal cannot be accomplished without additional resources.

6.0 Requests for Resources

For any specific aspect of a goal listed in 5.0 that would require additional financial resources, complete the form below.

Type of Resource	Requested Amount	Potential Funding Source
Personnel		
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other	\$ 86,400	Instructional Budget
Total Requested Amount	\$ 86, 400	

6.1. Describe the resource request.

Funding is needed to permit the scheduling of a minimum of 30 hours per semester in the program to restore program integrity and the ability to serve students. With 6 hours a semester currently scheduled, this would represent an increase of $24 \times 2 = 48$ hours (two semesters) $\times \$1800$ per hour (estimated) = \$ 86,400. FTES generated by the program would increase to between 2006-07 and 2007-08 levels, at approximately 60 FTES, generating an excess of approximately \$170,000 for the college in FTES after operating expenses for the program.

6.2. What program outcome(s) does the resource request address? Continuing program viability and the ability of the college to serve a segment of its community.

6.3. What measurable outcome(s) will result from filling this resource request? Restoration of a significant workforce and economic development program, permitting the college to serve the needs of an existing segment of the student body.

7.0 Executive Summary

The continued existence of one of the college's CTE programs is at stake as a result of the instructional cuts which have been enacted. This program has the ability to be a robust program offering students a valid work opportunity. Existing similar programs in the service area continue to have success in operating, and have retained a strong student base with good retention and success rates, for the industry.

Community colleges have a solid base of Real Estate students who desire to enroll in these courses. Demand for community college offerings continues due to lack of alternatives for students -- the single alternative for students is to enroll in private real estate schools, which can charge between \$ 6,000 - 12,000 for a single course (and pay instructors an average rate of more than \$100,000 a year as a

result). The Business/CIS division and the program request consideration for an allocation of budget dollars to permit the program to restore its instructional integrity.

Division Deans' Program Review Summary Page

I concur with the findings contained in this Program Review.

I concur with the findings contained in this Program Review with the following exceptions (include a narrative explaining the basis for each exception):

Area of exception:

I do not concur with the findings contained in this Program Review (include a narrative exception):
