

Annual report submitted to the Program Review Committee on **November 6, 2014**

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Signature of Department Chair/Lead Faculty Member:

Signature of Dean/Director/Administrator

Data and Analysis: Program Data for Career & Technical Education: **Real Estate**

Year	2009-10	2010-11	2011-12	2012-13	2013-14
ENROLLED AT CENSUS	527	383	303	313	274
FTEs:	54	40	33	31	27
FTEF30:	1.5	1.2	1.0	0.9	0.8
WSCH/FTEF:	589	577	547	572	553
Fill Rates:	59.2%	56.9%	74.9%	81.7%	78.0%
SUCCESS AND RETENTION DATA					
Success Rate:	66.8%	65.0%	67.7%	70.6%	63.1%
Retention Rate:	83.9%	86.7%	84.2%	82.1%	77.4%
FALL TO SPRING PERSISTENCE WITHIN SUBJECT					
Fall-to-Spring in Subject:	14	13	8	10	14
F-to-S Persistence:	17%	18%	12%	15%	18%
DEGREES AND CERTIFICATES					
Certificates:	0	0	1	0	3
Associate Degrees:	0	0	0	0	0

Data Term Definitions available on last page of this report template.

Program Data Analysis

The Real Estate program is being reviewed to determine if certificate revision is necessary to increase FTEs to better serve the changing industry needs. An increase in persistence may indicate students are beginning to take courses with the intent of completing programs or take the licensing exam.

(Box will explain as needed)

Curriculum Data -- Use data from the previous academic year (*Provide Numbers below*)

	Additions	Revisions	Suspensions	Retirements	Current Total
Courses:					15
Certificates 18 units or greater:					2
Certificates less than 18 units:					2
Degrees: (AA, AS or AA-T, AS-T)					0

Curriculum Data Analysis

The focus is on curriculum revisions, course & certificate development and the need to create online offerings for all courses.

Courses: 13 courses with 4 work based opportunities.

Certificates: Need to reduce down to 3 certificates

Degrees:

(Box will explain as needed)

Student Learning Outcomes Data from the Previous Semester (*Provide Number & Percentage below*)

Review the SLOs printouts for the previous semester's achievement for your department(s).

Go to <http://seaport.coastline.edu/studentlearningoutcomes.cfm>

Select:

- A. Coastline
- B. Statistical Reports by Term (previous semester)
- C. Click Submit
- D. Then select: Term
- E. SLO Level: (select Program)
- F. Select your discipline
- G. For Select Course Number (select "All")
- H. Wait 3-7 seconds for it to load

From the "Course Number" column, Count the total number of courses that collected PSLOs; ENTER THAT NUMBER IN THE BOX TO THE RIGHT:	2
From the "Fully Achieved" column, Count the total number of courses that met PSLOs at 80% or higher; ENTER THAT NUMBER IN THE BOX TO THE RIGHT:	2
Divide the number that met PSLOs by the total number of courses to get the % OF COURSES THAT MET PSLOs; (Fully Achieved / All Courses) ENTER THAT NUMBER IN THE BOX TO THE RIGHT:	100.00%

Discussions what can be done to improve the Percent of courses that meet PSLOs

REC352 was cancelled last spring 0%
 REC 100 and REC120 both collected PSLOs at over 80%

(Box will explain as needed)

Progress on 5-year Goals from most recent Program Review.

Goal	100% Complete	Partially Complete	Not Started	Abandoned <small>Provide Reason</small>	Comments <i>(If completed; What were the outcomes?)</i>
	Mark One for each 5 year Goal				
Establish a professional advisory committee consisting of real estate faculty and members from the various fields of real estate, escrow, title, lending, exchange and taxation, and property management; hold a minimum of two meetings per year	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Prior to 2014, the Real Estate Advisory committee met jointly with the Business sector advisory for the last few years, and now we hold advisory meetings at least once per semester.
Develop new courses	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	This is an ongoing process
Develop online courses for all real estate offerings.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Three of the classes are now being offered online, it is urgently suggested that the remaining courses also be developed for online delivery to meet the needs of the student population.
Develop a plan to recruit new real estate instructors	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Dept chair is working with the advisory group and local businesses to recruit new instructors and course developers.
Develop a team-teaching/mentoring program to prepare new instructors	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Promote Academic Quality Rubric for course development while creating an online program

Action Plan and Resource Request Based on Annual Data

Action	Institutional planning goals*	How action will improve student learning	Type of Resource	Resource needs, if any	Department priority**	Approximate cost	Potential Funding Source
			Equipment				
			Facilities				
			Supplies				
			Technology				
Faculty development workshops to improve course quality	Education Plan Goal I.I Continue to advance the quality of instruction and support services through a comprehensive faculty and staff development program.	Courses will be reviewed during migration and engage in a continuous improvement cycle	Training	Train 4 PT faculty with 1 trainer	2	\$1000.00	Perkins
			Other				

*Reference specific sections of College Education Master Plan, Strategic Initiatives, 5-year Program Review Goals, Accreditation Recommendations, SLO/SAO evaluation and assessment, College Mission, or other relevant planning documents.

**Prioritize the program's resource needs with 1 being the most important and subsequent numbers being less urgent.

Complete the **Prioritization Allocation Rubric (PAR)** form which outline the evidence and connections to the College Goals, KPIs and Plans of the campus. Please place the score from each section of the PAR form in the table below.

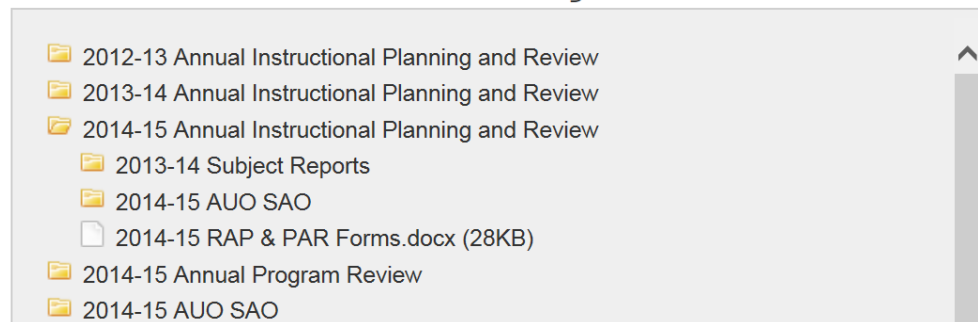
Only include request that fall outside the capability of your operating budget.

Goal	Resource	Estimated Cost	Health, Safety Compliance	SLO or Data Driven	Master Plan Support	KPI Support	Implementation Plan	Funding Type	Total Score	Department Priority

The RESOURCE ALLOCATION PROPOSAL & the PRIORITIZATION ALLOCATION RUBRIC form can be found at the link below.

<http://www.coastline.edu/about/research-planning/>

Research and Planning Documents



GLOSSARY OF DATA TERMS

Enrolled (Census): The official enrollment count based on attendance at the 20% point in the course.

FTEs: Total **full-time equivalent students** (FTEs) based on enrollment of resident and non-resident students. Calculations based on census enrollment or number of hours attended based on the type of AAM assigned to a section.

FTEF30: A measure of productivity that measures the number of **full-time faculty** loaded for the entire year at 30 Lecture Hour Equivalents. This measure provides an estimate of full-time positions required to teach the instruction load for the subject for the academic year.

WSCH/FTEF (595): A measure of productivity that measures the weekly student contact hours compared to full-time equivalent faculty. When calculated for a 16 week schedule, the productivity benchmark is 595. When calculated for an 18 week schedule, the benchmark is 525.

Fill Rate: A measure of productivity that measures the enrollment capacity of students at census to the MAX enrollment cap established for the section.

Success Rate: The number of passing grades (A, B, C, P) compared to all valid grades awarded.

Retention Rate: The number of retention grades (A, B, C, P, D, F, NP, I*) compared to all valid grades awarded.

Fall-to-Spring in Subject Persistence: The number of students who completed the course in the fall term and re-enrolled (persisted) in the same subject the subsequent spring semester.

F-to-S Persistence Rate as Percent: The number of students who completed a course in the fall term and re-enrolled in the same subject the subsequent spring semester divided by the total number of students enrolled in the fall in the subject.

Certificates: Number of certificates conferred per year.

Degrees: Number of Associate degrees conferred per year.