



2016-17
Annual Program Review
Real Estate

Table of Contents

Section 1: Program Planning

Section 2: Human Capital Planning

Section 3: Facilities Planning

Section 4: Technology Planning

Section 5: New Initiatives

Section 6: Prioritization

Section 1: Program Planning:

Internal Analysis

Enrollment and FTES:

The number of enrollments in Real Estate courses in 2014-2015 showed **a substantial increase (> 10.0%)** from 2013-2014 and **a slight increase (1.0% to 4.9%)** in comparison with the number of enrollments in 2012-2013.

The FTES in Real Estate credit courses in 2014-2015 showed **a substantial increase (> 10.0%)** from 2013-2014 and **a slight increase (1.0% to 4.9%)** in with in comparison with FTES in 2012-2013.

Efficiency (Number of Sections, Fill Rate, FTEF/30, WSCH/FTEF):

The number of sections in Real Estate courses in 2014-2015 showed **minimal to no difference** from 2013-2014 and **a substantial decrease (> -10.0%)** in comparison with the number of sections in 2012-2013.

The fill rate in Real Estate courses in 2014-2015 showed **minimal to no difference** from 2013-2014 and **a slight decrease (-1.0 to -4.9)** in comparison with the fill rate in 2012-2013.

The FTEF/30 ratio in Real Estate courses in 2014-2015 showed **a substantial increase (> 10.0%)** from 2013-2014 and **minimal to no difference** in comparison with the FTEF/30 ratio in 2012-2013.

The WSCH/FTEF ratio in Real Estate courses in 2014-2015 showed **a substantial increase (> 10.0%)** from 2013-2014 and **a moderate increase (5.0% to 10.0%)** in comparison with the WSCH/FTEF ratio in 2012-2013.

Couse Success Rate:

The course success rate in Real Estate courses in 2014-2015 showed **a substantial decrease (> -10.0%)** from 2013-2014 and **a substantial increase (> 10.0%)** in comparison with the course success rate in 2012-2013. The course success rate from 2014-2015 was **minimal to no difference** than the college average (65.4%) and was **moderately higher (5.0% to 10.0%)** than the institutional-set standard for course success (55.4%).

Term Retention Rate:

The term retention rate in Real Estate courses in 2014-2015 showed **a slight decrease (-1.0 to -4.9)** from 2013-2014 and **a moderate decrease (-5.0% to -10.0%)** in comparison with the term retention rate in 2012-2013. The term retention from 2014-2015 was **minimal to no difference** than the college average (82.3%) and was **moderately higher (5.0% to 10.0%)** than the institutional-set standard of term retention (70.3%).

Awards (Degrees and Certificates):

The number of degrees in Real Estate in 2014-2015 showed **minimal to no difference** from 2013-2014 and showed **minimal to no difference** in comparison with the number of degrees awarded in 2012-2013.

The number of certificates in Real Estate in 2014-2015 showed a **substantial increase (> 10.0%)** from 2013-2014 and showed **minimal to no difference** in comparison with the number of certificates awarded in 2012-2013

Modality:

Interestingly, the success trends show that online students have a higher success rate than face-to-face. This is a stark difference then the overall college performance. The numbers in face-to-face instruction are starting to shirk which may explain the broad variance in success.

Our Real Estate program has moved entirely online, so there is only one modality now. The overall success and retention rates have decreased in the last year. With the transition of all courses to the new learning management system, (Canvas) instructors revised the course elements so students will have a more interactive experience with classmates and the instructor.

Demographics:

While the majority of the students that enroll are female, the gender comparison of success show similar outcomes. The distribution of student race reflects the college demographics, however a difference exists with Hispanic students being much lower the overall population.

Table 1.1 Program Productivity Data for Real Estate

Academic Year	2012-13	2013-14	2014-15
CENSUS Enrollment	313	269	320
FTEs	29.1	24.8	29.4
FTEF30	0.9	0.8	0.9
WSCH/FTEF	531	508	568
Sections	9.0	8.0	8.0
Fill Rate	81.7%	78.0%	78.0%
DEGREES AND CERTIFICATES			
Associate Degrees	0	0	0
Certificates	0	1	6
STUDENT DEMOGRAPHICS			
GRADED Enrollment	309	272	318
GENDER			
Female	54.4%	57.0%	59.4%
Male	44.0%	42.3%	39.3%
Unknown	1.6%	0.7%	1.3%
AGE at TERM			
Less than 19	4.5%	3.7%	4.7%
20 to 24	17.5%	14.3%	12.9%
25 to 29	22.0%	16.5%	17.3%
30 to 34	14.2%	11.8%	14.2%
35 to 39	11.0%	14.3%	12.3%
40 to 49	14.2%	21.0%	15.7%
50 and Older	16.5%	18.4%	23.0%

RACE/ETHNICITY			
African American	10.7%	12.5%	11.6%
American Indian	3.9%	2.6%	2.2%
Asian	37.2%	30.1%	35.8%
Hispanic/Latino	5.8%	9.9%	11.6%
Pacific Islander	0.0%	0.0%	0.0%
White	37.2%	43.8%	35.8%
Unknown	5.2%	1.1%	2.8%
INSTRUCTIONAL MODALITY			
Cable			
Correspondence			
Hybrid			
Online	88.7%	94.1%	95.0%
Self-Paced			
Telecourse			
Traditional	11.3%	5.9%	5.0%

Table 1.2 Program Review Data for Real Estate by Modality

Academic Year	2012-13	2013-14	2014-15
GRADED ENROLLMENT	309	272	318
-Overall Success Rate	71.2%	63.6%	62.9%
-Overall Retention Rate	81.9%	77.6%	75.5%

INSTRUCTIONAL MODALITY			
Cable			
Correspondence			
Hybrid			
Online	274	256	302
Self-Paced			
Telecourse			
Traditional	35	16	16

Success Rate

Cable			
Correspondence			
Hybrid			
Online	73.4%	63.7%	63.2%
Self-Paced			
Telecourse			
Traditional	54.3%	62.5%	56.3%

Retention Rate

Cable			
Correspondence			
Hybrid			
Online	83.2%	78.1%	75.5%
Self-Paced			
Telecourse			
Traditional	71.4%	68.8%	75.0%

Table 1.3 Program Review Data for Real Estate by Gender

Academic Year	2012-13	2013-14	2014-15
GRADED ENROLLMENT	309	272	318
-Overall Success Rate	71.2%	63.6%	62.9%
-Overall Retention Rate	81.9%	77.6%	75.5%
STUDENT DEMOGRAPHICS			
GENDER			
Female	168	155	189
Male	136	115	125
Unknown	5	2	4
<u>Success Rate</u>			
- Female	65.5%	64.5%	64.6%
- Male	77.2%	62.6%	60.0%
- Unknown	100.0%	50.0%	75.0%
<u>Retention Rate</u>			
- Female	79.2%	76.8%	75.7%
- Male	84.6%	79.1%	75.2%
- Unknown	100.0%	50.0%	75.0%

Table 1.4 Program Review Data for Real Estate by Age Group

Academic Year	2012-13	2013-14	2014-15
GRADED ENROLLMENT	309	272	318
-Overall Success Rate	71.2%	63.6%	62.9%
-Overall Retention Rate	81.9%	77.6%	75.5%

AGE at TERM			
Less than 19	14	10	15
20 to 24	54	39	41
25 to 29	68	45	55
30 to 34	44	32	45
35 to 39	34	39	39
40 to 49	44	57	50
50 and Older	51	50	73

Success Rate			
Less than 19	64.3%	90.0%	40.0%
20 to 24	79.6%	48.7%	56.1%
25 to 29	55.9%	44.4%	61.8%
30 to 34	77.3%	53.1%	62.2%
35 to 39	76.5%	82.1%	61.5%
40 to 49	61.4%	75.4%	64.0%
50 and Older	84.3%	66.0%	72.6%

Retention Rate			
Less than 19	100.0%	100.0%	66.7%
20 to 24	85.2%	59.0%	82.9%
25 to 29	63.2%	71.1%	74.5%
30 to 34	90.9%	68.8%	68.9%
35 to 39	85.3%	87.2%	71.8%
40 to 49	79.5%	86.0%	78.0%
50 and Older	90.2%	82.0%	78.1%

Table 1.5 Program Review Data for Real Estate by Ethnicity

Academic Year	2012-13	2013-14	2014-15
GRADED ENROLLMENT	309	272	318
-Overall Success Rate	71.2%	63.6%	62.9%
-Overall Retention Rate	81.9%	77.6%	75.5%
RACE/ETHNICITY			
African American	33	34	37
American Indian	12	7	7
Asian	115	82	114
Hispanic/Latino	18	27	37
Pacific Islander	0	0	0
White	115	119	114
Unknown	16	3	9
Success Rate	33	34	37
African American	60.6%	55.9%	40.5%
American Indian	91.7%	85.7%	14.3%
Asian	83.5%	63.4%	74.6%
Hispanic/Latino	50.0%	66.7%	62.2%
Pacific Islander	0.0%	0.0%	0.0%
White	63.5%	63.0%	64.9%
Unknown	68.8%	100.0%	22.2%
Retention Rate			
African American	81.8%	70.6%	73.0%
American Indian	100.0%	100.0%	28.6%
Asian	87.0%	78.0%	83.3%
Hispanic/Latino	61.1%	85.2%	73.0%
Pacific Islander	0.0%	0.0%	0.0%
White	76.5%	75.6%	72.8%
Unknown	93.8%	100.0%	66.7%

Market Assessment

Table 1.6 Program Review Data for Real Estate

Occupation	EMSI Current Openings	EMSI Projected Openings
Appraisers and Assessors of Real Estate (13-2021)	121	24
Property, Real Estate, and Community Association Managers (11-9141)	835	167
Real Estate Brokers (41-9021)	238	48
Real Estate Sales Agents (41-9022)	849	170

Occupation	EMSI Entry Level Salary	EMSI Median Salary
Appraisers and Assessors of Real Estate (13-2021)	45,552	59,696
Property, Real Estate, and Community Association Managers (11-9141)	37,024	59,280
Real Estate Brokers (41-9021)	34,320	80,496
Real Estate Sales Agents (41-9022)	25,584	35360

The EMI data shows that the starting wages range from 25k to 45k and that the majority of opening will be occurring in management and sales positions. The trajectory of these positions will be predicated upon the health of the economy and overall demand of the housing market.

Program Student Learning Outcome(s)

Faculty who attended the Spring All College Meeting for Real Estate (1) discussed with the department chair, the need for reviewing the program, institutional/course SLOs, to reach a consensus on how to more effectively measure meaningful outcomes. One issue was matching the assignments with the outcomes.

Progress on Forward Strategy Initiative(s)

Table 1.7 Progress on Forward Strategies

Initiative(s)	Status	Progress Status Description	Outcome(s)
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	Completed	This year's advisory group was consistent with the previous year's group (same members) Need to research and invite new members	Findings were in alignment with program goals to develop a new course in media and get all of the other courses online.
Develop new courses	Completed	One RE instructor retired in Spring and hired one instructor for this Fall 2016 to teach the unstaffed course. New courses will be discussed	Framework outline built for new course in using media/video in Real Estate (drones)

Develop online courses for all real estate offerings.	Completed	Working with new faculty to create the RE Legal Aspects, RE Property Management and RE Finance courses online	Six of six courses developed in an online format
Develop a plan to recruit new real estate instructors	Completed	Dept chair is working with the advisory group and local businesses to recruit new instructors and course developers.	Hired two new part time instructors in the Spring and summer
Develop a team-teaching/mentoring program to prepare new instructors	In Progress	Promote Academic Quality Rubric for course development while creating an online program	

Section 2: Human Capital Planning

Staffing

Table 2.1 Staffing Plan

Year	Administrator	Management	F/T Faculty	Adjunct	Classified	Hourly
Previous year 2015-2016	CTE Dean	1	0	3	0	0
Current year 2016-2017	CTE Dean	1	0	3	0	0
1 year 2017-2018	CTE Dean	1	0	3	0	0
2 years 2018-2019	CTE Dean	1	0	4	0	0
3 years 2019-2020	CTE Dean	1	0	4	0	0

Real Estate is within our Career and technical Education Department. There is a CTE Dean, CTE Department Chair and currently three part-time instructors. A valued, long time instructor at coastline retired last spring.

Professional Development

The part-time RE faculty have been active in professional development activities offered by the college and district, such as Coastline’s Summer Institute. All three PT instructors complete the Canvas Online training and developed online courses.d

Section 3: Facilities Planning

Facility Assessment

The courses are primarily online and there are not major facility changes or requests at this point.

Section 4: Technology Planning

Technology Assessment

At this time the department is researching options for mobile apps and devices to enhance the traditional broker, sales and lender skills necessary in the Real Estate field. Lending software or simulation options are being vetted as well.

Since October 2015, Coastline College began a migration plan from our current LMS, Seaport to our new LMS, Canvas (Instructure). As a pilot college for the statewide Online Education Initiative, we offered a few courses in Canvas in Spring 2016. By summer 2016, Seaport was retired and all courses moved to Canvas for summer session. This migration was a massive undertaking and change for the college and faculty. All instructors needed to complete the "Teaching in Canvas" online course and all courses are reviewed for accessibility, navigation, functionality and overall course design. This process strengthened our online courses, with a focus on regular substantive interaction accompanied by academic rigor.

All courses for Real Estate will be offered in Canvas going forward. There is a need for ongoing training for faculty, so they can gradually learn all the new features in Canvas to promote student success, retention and completion. There are two additional courses to be developed in an online format.

Section 5: New Initiatives

Initiative: Understanding that the cyclical nature of the real estate industry, and the continuous growth of global connections, the Real Estate program will develop two new courses. One focusing on drone integration for video property presentation and marketing, and the second on how social media, digital media and current lending/brokering/mortgage software systems are an integral part of a successful real estate industry.

Describe how the initiative supports the college mission:

It supports the college mission of innovation by providing students the opportunity to experience the current innovative tools to increase real estate sales and substantial successful mortgages.

What college goal does the initiative align with?

- Student Success, Completion, and Achievement
- Instructional and Programmatic Excellence
- Access and Student Support
- Student Retention and Persistence
- Culture of Evidence, Planning, Innovation, and Change
- Partnerships and Community Engagement
- Fiscal Stewardship, Scalability, and Sustainability

What College planning document(s) does the initiative align with?

- Educational Master Plan
- Facilities
- Staffing
- Technology

What evidence supports this initiative?

- Learning Outcome (SLO/PSLO) assessment
- Internal Research (Student achievement, program performance)
- External Research (Academic literature, market assessment, audit findings, compliance mandates)

Describe how the evidence supports this initiative.

The Urban Land Institute, (Washington DC), a leadership organization bringing issues of urbanization, land use and sustainable development to the conversation, provides information on emerging real estate trends in US and Canada that supports “*flexibility, resilience and innovation*” as key elements to the success of future real estate markets.

Recommended resource(s) needed for initiative achievement:

Expert guest speakers/instructors to advise faculty developing new curriculum in drone usage, digital media, social media and software systems. Updated lending/brokering/mortgage software systems.

What is the anticipated outcome of completing the initiative?

Provide training in new technology to real estate professionals which would result in increased jobs, sales and effective mortgage agreements.

Provide a timeline and timeframe from initiative inception to completion.

Approximately one year to implement the initiative, then two new courses (above) by Fall 2017.

Section 6: Prioritization

List and prioritize resource requests

Initiative	Resource(s)	Est. Cost	Funding Type	Health, Safety Compliance	Evidence	College Goal	To be Completed by	Priority
Develop two new RE courses. One focusing on drone integration for video property presentation and marketing, and the second on how social media, digital media and current lending/brokering/mortgage software systems are an integral part of a successful real estate industry.	Part time Faculty, Department Chair, Faculty Success Center and CCC Instructional Designer	\$5500.00	FSC	NO		Innovation	Fall 2017	1