

# **Real Estate**

## **2019-20 Annual Program Review Update**

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**APRU Complete for:** 2019-20

### **Program Mission Statement:**

The mission of this program is to challenge students of every background to develop their intellect, character, and abilities, achieve their educational and vocational goals in Real Estate. The focus of the program is to help students acquire the skills and knowledge they will need to help them attain jobs in the California real estate industry or utilize their skills in investing in the California real estate market.

**I.A.1 What is the Primary Focus of Your Program?** Career/Technical

**I.A.2 Choose a Secondary Focus of Your Program?** Transfer

**I.B.1 Number Certificates of Achievement Awarded:** 0

**I.B.2 Number Certificates of Achievement-Advanced Awarded:** 4

**I.B.3 #ADTs (Associate Degrees for Transfer) Awarded:** 0

**I.B.4 # AA and/or AS Degrees Awarded:** 3

### **I.B.5 Trends in # Degrees Awarded:**

In 2018-19, there was zero degrees and certificates awarded. In this cycle, 4 certificates of achievement advanced and 3 associate degrees were awarded.

It is fairly common for students to take Real Estate courses to qualify to sit for the Real Estate License exam in California, and having a certificate or degree in the subject does not provide an obvious advantage. Moreover, a high number of our students have BA degrees, so gaining a certificate from a community college is not necessarily a high priority for them. A certificate of completion (if it were still available) could provide more completions, as our three- course sequence in qualifying for the exam would be a typical class progression of a number of our students.

### **I.B.6 Strategies to Increase Awards:**

Although many of the students could possibly be close to receiving the certificate of achievement, the college has no system which allows the divisions to alert those students and assist them completing their certificate. This is something that the college should implement especially with the new funding formula. Another recommendation is to implement a Real Estate Sales Prep Certificate which will be composed on RES 50, REST 51 and Elective. 100% of the students complete those 3 courses to take the exam.

### **I.C.1. CTE Programs: Review of Perkins Core Indicator and SWP Outcomes Metrics:**

According to the US Department of Labor and Statistics(<https://www.bls.gov/ooh/sales/real-estate-brokers-and-sales-agents.htm#tab-6>):

"Employment of real estate brokers and sales agents is projected to grow 7 percent from 2018 to 2028, faster than the average for all occupations. Demand for these workers will continue, because people turn to real estate brokers and sales agents when looking for a home, such as to buy a larger home or to relocate for a job. There will be a continued demand for real estate brokers and sales agents, since people turn to them when looking for a larger home, relocating for a new job, and for other reasons. Employment is projected to grow along with the real estate market. The millennial generation will be entering the prime working-age and household-forming age cohort over the next decade. This generation has delayed home ownership because of financial and personal considerations. Therefore, their entry into the housing market should increase demand for real estate agents and brokers."

According to market research, the next big wave of new licensees to arrive in the years following 2021, as public confidence returns through added jobs and increased home sales volume.

### **I.C.2 CTE Programs: Labor Market Demand and Industry Trends:**

Our advisory board continues to recommend we focus on the core courses that prepare a student for a license, while providing solid consumer education for those looking to learn about real estate in California.

**I.D.1 Academic Services & Learning Resources: #Faculty served:**

**I.D.2 Academic Services & Learning Resources: #Students served:**

**I.D.3 Academic Services & Learning Resources: #Staff Served:**

**I.E.1 Full time faculty (FTEF): 0.9**

**I.E.2 #Student Employees:**

**I.E.3 Full Time Load as a %: 100% part-time**

**I.E.4 # Staff Employees:**

**I.E.4 #Staff Employees: 0**

**I.E.5 Changes in Employees/Resources: n/a**

### **II.A Enrollment Trends:**

There was a 17% decline in 2018-19 compared to 2017-18. That was mainly due to the fact that limited courses were offered. In Fall 2019, the dean assumed the scheduling for the real estate program and converted some of the courses to be available online. This approach increased the enrollment by approximately 140% (after census). The plan includes offering more of the professional development courses online to meet the schedule of working

professionals. Additionally, plans to re-instate a property management course in the near future is expected to lead to high enrolments due to the increase in rental property in the Valley.

### **II.B Overall Success Rate:**

The 2018-19 success rate was up from 70% in 2017-18 to 72% in 2018-19. The overall success rate has ranged from 70-74% over the past five years.

### **II.C Changes Imposed by Internal/External Regulations:**

We follow the California Bureau of Real Estate regulations for licensure for brokers and agents, and must stay abreast of changes from that body. There have been no significant regulatory changes for licensure over the past two years. This remains consistent with the current year of reporting (2018-19).

### **III.A Program Success:**

The enrollment increased by 2% and the retention rate improved. The number of students who withdrew dropped from 16% in 2016-17 to 12% in 2017-18 to only 9% in 2018-19.

### **III.B Enrollment Trends - Equity Lens:**

There is a noticeable decrease in Asian (167 from 204), Latinx (88 from 111) student populations. However, there is steady enrollment of African American student population. The Filipinx student participation increased 2 to 11). This is a reflection of the overall 17% decline in enrollment.

The department is working with the California Department of Real Estate to allow non-credit courses to be applicable to the sales certificate. This will eliminate the tuition and make the courses more affordable to underrepresented minorities.

We urge the college to start marketing individual programs which would attract more students and particularly underrepresented minorities.

### **III.C Success, Non-Success and Withdraw Rates:**

The enrollment increased by 2% and the retention rate improved. The number of students who withdrew from their courses dropped from 16% in 2016-17 to 12% in 2017-18 to only 9% in 2018-19.

In the past few years, we recognized a decrease in success rate for our targeted population. One change that has been instituted in the past couple of years was early identification of the need for math skills in the courses, which seems to have helped with our success rate. We need to continue the approach and determine if that is one of the major factors in increasing our targeted success rate. Additionally, the department is considering revamping the current delivery approaches through implementing new teaching pedagogues and using consistent methods of delivery.

The highest failure rate continues to be associated with age - students who are 19 years old or younger, but it must be noted there were only 19 students in that group - representing less than 5% of the population, so the minimal numbers make it difficult to discern key issues or challenges for that group.

### **III.D Equity Planning and Support:**

We plan to continue early assessment and continue to be very clear about expectations in the first two weeks of the term and we are hopeful that offering more online sections will stimulate demand and increase our number of higher-level students in the program.

Since the program is mainly taught by adjunct faculty, data sharing may have not been a common practice in the past and the plan is to share the data and bring awareness.

### **III.E Departmental Equity Planning and Progress:**

We continue to implement the early identification of skill deficiencies in our classes and spending more time the first part of the term defining course expectations and approaches in covering the material

### **III.F Assistance Needed to close Equity Gap:**

#### **IV. A. SLOAC Summary:**

#### **IV.B Assessment Planning:**

#### **V.A Budget Trends:**

The Real Estate Department serves the mission of the college as part of its CTE program. Also, our plan to increase online courses and possibly offer the program in both a credit and non-credit mode should increase our enrollments and productivity. The program productivity has consistently be over 600 and sometimes as high as 650.

#### **V.B Funding Impact on Enrollment Trends:**

#### **V.C.1 Faculty Position(s) Needed:**

Growth

#### **V.C.2 Justification for Faculty Position(s):**

Additional Part Time Faculty

#### **V.D.1 Staff Position(s) Needed:**

None needed unless vacancy

#### **V.D.2 Justification for Staff Position(s):**

None

**V.E Equipment Requests:**

No Equipment Requested

**V.F Facility Request:**

**V.G Other Needed Resources:**

**V.H.1 Staff Development Needs:**

We plan to request CTE Strong Workforce Development funds in the amount of \$15,000 to develop innovative online Canvas-integrated real estate curriculum courses that is more intuitive for students in partnership with Dearborn and other Real Estate Exam providers.

**V.H.2 Staff Development Needs Justification:**

**V.I Closing the Loop:**

**Last Updated:**

02/08/2020

**#SLO STATEMENTS Archived from ECMS:**