GLENDALE COMMUNITY COLLEGE

Annual Program Review 2012-2013 – INSTRUCTIONAL REPORT

Division - Program

BUSINESS - REAL ESTATE

Authorization

After the document is complete, it must be reviewed and submitted to the Program Review Committee by the Division Chair.

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1.0. Trend Analysis

For each program within the division, use the data provided to indicate trends (e.g., steady, increasing, decreasing, etc.) for each of the following measures.

Program	Academic Year	FTES Trend	FTEF Trend	WSCH / FTEF Trend	Full-Time % Trend	Fill Rate Trend	Success Rate Trend	Awards Trend
Real Estate	2008-2009	91	6	516	3.6%	65.4%	75.0%	12
	2009-2010	106	6	581	6.9%	67.3%	74.2%	6
	2010-2011	100	6	494	9.3%	81.3%	63.6%	14
	2011-2012	108	7	520	27.3%	89.7%	68.6%	14
	% Change	+18.2%	+17.1%	+0.9%	+23.7%	+24.3%	-6.4%	+16.7%
	Four-Year Trend	increasing	increasing	stable	increasing	increasing	stable	increasing

1.1 Describe how these trends have affected student achievement and student learning:

Walt Huber returned to teaching Real Estate full time as our online real estate expert finally fulfilling the need for full-time staff within a division program. Because of flexibility of our numerous online classes we were able to accommodate many more students than just traditional brick and mortar classes. In order to continue to serve our ever-increasing number of online and hybrid students we need more computer outfitted labs and classrooms, as well as up-to-date computers and software. We continue to need updated software to address compatibility issues.

1.2 Please explain any other relevant quantitative/qualitative information that affects the evaluation of your program?

According to our LMI data, the demand for real estate professionals and appraisers is not dependent on the market, as their services are required in all phases of the market, up or down. However, The National Association of Realtors indicates the trend is firming and the outlook positive. Demand for real estate courses is expected to continue rising as the economy and the real estate market recovers. Advisory Committee input and The California Department of Real Estate (DRE) and the California Association of Realtors (CAR) concur. The new DRE requirements for a 2-year degree in real estate in order to replace two years of experience should result in an increase in students majoring in Real Estate at GCC and applying for a Broker’s License, our Real Estate Brokers Certificate and/or AS Degree. Appraisal licensing courses can be taken at Glendale College for both DRE (according to the Office of Real Estate Appraisal (OREA) for both DRE and OREA requirements.

2.0. Student Learning and Curriculum

Course Level

Year	SLOAC Course Count	% of Courses w Defined SLOs	% of Courses Assessed
2010-2011	15	53.3%	13.3%
2011-2012	15	66.7%	26.7%
% Change		+13.4%	+13.4%
Four-Year Trend		increasing	increasing

Provide the following information on each department and program within the division.

List each program within the division	Active Courses with Identified SLOs		Active Courses Assessed		Course Sections Assessed	
	N / N	%	N / N	%	N / N	%
Real Estate	15/15	100%	8/13	61.5%		

We have 15 sections being taught just in the Spring Semester alone. Those 15 sections represent 8 actual courses being taught. We have a total of 17 courses listed in the school catalog, some of which haven’t been offered in some time, but will be as per required by the DRE. In addition to full semester classes, we have 8 week and 5 week classes – three offered in one semester – so the given number of classes offered at one semester or even in one year varies. Some courses, are even offered every other year or so, but we maintain them as “current” and don’t drop them from the curriculum as these courses are required for “state required licensing programs” either with the Dept. of Real Estate or the Office of Real Estate Appraisal. As licensing courses and part of our certificates and AS degrees in Real Estate and Appraisal it’s necessary to offer all of these courses – although spread out through different semesters and years. Any classes lacking current PLOs or SLOs are probably due to the fact they are not being currently offered, but will in the future. Also we are in the process of revamping out assessment process to streamline it and effectively incorporate all the unique difficulties this department as encountered due to our scheduling issues.

2.1 Please comment on the percentages above.

Huber would like to reduce the number of SLOs to a much more manageable number as the division is too large and the work load unevenly immense. It should involve quality not quantity, and avoid overlapping. For example, only one learning objective is necessary for RE 140 Legal Aspects of Real Estate and RE 195 Homeowner’s Association Management, etc.

We have 8 currently active SLOs that cover the main bulk of the real estate, but we need to find a more regulated and universal approach to the SLOs - we are in the process of finding a *method of whittling down the number of SLOs to just two, incorporating Real Estate* Principles and Real Estate Practice – which are the two core courses required by the DRE – all the other courses necessary for licensing and certificates and degrees are basically covered under the auspices of these two subjects, although covered in greater depth. Being able to assess which areas of the core courses require more intensive study should improve the students learning objectives – and allow all the adjunct instructors to use a more universal measuring stick by which to judge the weaknesses and strengths of the students, and where more or less emphasis needs be placed.

2.2 Using the results from your division/departments recent assessment reports, please summarize any pedagogical or curricular changes that have been made as a result of your course assessments.

We've increased the number and variety of online and hybrid courses offered, even with the limited computer space and programs we have available.

We need to limit the number of SLO to a more manageable number that we can realistically assess. As such, it is our plan to reduce the number of SLOs dramatically, incorporating all the pertinent information into two SLOs – one for Real Estate Principles and one for Real Estate Practices. Under the auspices of these two core courses we will include questions that are indicative of knowledge needed from other courses. For example, one SLO for Principles would include subject matter gone into in more depth in courses like Property Management RE 190 and Homeowners Associations RE 195, while an SLO for Principles would include subject matter pertaining to Real Estate Economics RE 130 and Appraisal RE 161, 162, and 163. It is a work in progress.

2.3 Please list all courses which have been reviewed in the last academic year.
Note: Curriculum Review is required by the Chancellors Office every 6 years.

We reviewed in Spring 2012 and intend to review in 2013 once we've limited the number of SLOs required to do so.

Degree, Certificate, Program Level

List each degree and certificate, or other program* within the division	**AA/AS Degree PLO Identified**		**AA/AS Degree Assessment Cycles Completed**		**Certificate PLO Identified**		**Certificate Assessment Cycles Completed**	
	YES	**NO**	**YES**	**NO**	**YES**	**NO**	**YES**	**NO**
Real Estate AS	x		x		x		x	
Real Estate Certificate	x		x		x		x	
Real Estate Appraisal AS	x		x		x		x	
Real Estate Appraisal Certificate	x		x		x		x	

2.4 Please comment on the percentages above.

We are increasing the numbers of Certificates and Degrees in both Real Estate and Appraisal. Students recognize the need for proof of higher achievement and the need for computer skills in the workforce and our new certificates reflect that need.

2.5 Using the results from your division/departments recent assessment reports, please summarize any. changes that have been made as a result of your program level assessments.

Based on our assessments, we have introduced two new skill awards that will become certificates (Real Estate Sales Professional and Real Estate Office Assistant). The assessments coupled with requests by students to include more office- and computer-related skills – reflecting the skill sets necessary in the work force and the actual classes they are taking (above and beyond those required just for state licensing have led us to add skill awards to include those subjects the students are taking or want to reflect to their potential employees that they have completed a comprehensive program that will make them stand out above other applicants. Based on extremely high enrollment and waiting lists, we are offering more Hybrid and online classes to accommodate students learning needs.

2.6 Please list all degree/certificate programs within the division that were reviewed in the last academic year.

Both the Real Estate Sales Professional skill award/certificate program, and Real Estate Office Assistant skill award/certificate were reviewed within the last academic year.

2.7 What recent activities, dialogues, discussions, etc. have occurred to promote student learning or improved program/division processes in the last year?

Mark an “X” in front of all that apply.

X	Curricular development/revisions of courses
X	Curricular development/revision of programs
	Increased improved SLO/PLOs in a number of courses and programs
	Other dialog focused on improvements in student learning
	Documented improvements in student earning
	Increased/improved SLO/PLOs in a number of courses and programs
X	New degree or certificate development
	Best Practices Workshops
X	Conference Attendance geared towards maintaining or improving student success
	Division Retreat in 2011-2012
X	Division or department attendance at Staff Development activity geared towards maintaining or

	improving student learning
X	Division Meeting Minutes
	Reorganization

Please comment on the activities, dialogues, and discussions above

It has come to our attention that GCC real estate courses are not advertised in the Class Schedule as expansively (effectively) as those at Mount San Antonio College. For example, in the Mt. Sac catalog, they dedicate half a page for Instructor Lyons' and Instructor Estes' Real Estate Principles (RE 101) and Real Estate Practice (RE 120) – our two most important real estate courses which are required to take the state real estate licensing exam. This may or may not be the proper venue to bring up computers and computer programs, but in order to enhance student learning and the focus on mobile technology in real estate forms and contracts; we'd like access to iPads or other portable devices for student's use. They are becoming a necessary tool in the industry and students need to know how to use them properly to enhance their academic and employment prospects. We are trying to make arrangements to share iPads on a check-out and then back in basis with other existing courses that utilize this tool.

3.0 Reflection and Action Plans

3.1 Based on your data and analysis presented above, as well as on issues or items that you were unable to discuss above, comment on the Strengths and Weaknesses of the Program

Strengths
List the current strengths of your program

1. Walt Huber – full-time faculty with an excellent overview of real estate industry as broker and instructor
2. Flexibility of numerous online and hybrid courses
3. Textbooks are written by many of the current instructors

3.2 Weaknesses
List the current weaknesses of your program

1. We do not have a dedicated computer lab or software to support our numerous online and hybrid courses (distance learning)
2. Lack of space dedicated to Real Estate in class schedule
3. Ability to convince administration to approve Appraisal and Advanced Appraisal courses as Real Estate and Appraisal are not perceived as worthy of college-level instruction.
   A 2 year and 4 year college degree, is however, required for Appraisal licensing.

3.3 Using the weaknesses, trends and assessment outcomes as a basis for your comments, please briefly describe any future plans and/or modifications for program/division improvements. Any plans for reorganization should also be included, along with a resource request if applicable.

Plans or Modifications	Anticipated Changes/ Improvements	Link to EMP, Plans, SLOs, PLOs, ILOs
Inclusion of half a page for RE Principles and RE Practice in Fall and Spring class schedule.	Inclusion of half a page for RE Principles and RE Practice in class schedule.	EMP 1.3
Increase the number of rooms made available for all full-time online and hybrid classes in real estate and business.	Increase the number of rooms or at least rooms equipped with computer access available for all full-time online and hybrid classes in real estate and business.	EMP 1.3

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