

Palomar College – Institutional Review and Planning Instructional Programs

Purpose of Institutional Review and Planning:

The institution assesses progress toward achieving stated goals and makes decisions regarding the improvement of institutional effectiveness in an on-going and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data (ACCJC/WASC, Standard I, B.3.)

Discipline: Real Estate

Instructional Discipline Reviewed

2007-08

1. 4-year trend of quantitative data

	Fall 2004	Fall 2005	Fall 2006	<<Prelim>> Fall 2007	Definitions
Enrollment at Census	511	557	506	444	<i>Self Explanatory</i>
Census Enrollment Load* %	86.76%	87.17%	69.60%	70.14%	Enrollment at Census Divided By Sum of Caps (aka "Seats")
WSCH	1,406	1,566	1,462	1,282	Weekly Student Contact Hours
FTEs	46.86	52.20	48.73	42.75	One Full-Time Equivalent Student = 30 WSCH
Total FTEF	2.63	3.03	3.63	3.23	Total Full-Time Equivalent Faculty
WSCH/FTEF	534	516	402	397	WSCH Generated per Full-Time Equivalent Faculty Member
Full-time FTEF	-	-	-	-	FTEF from Contract Faculty
Hourly FTEF	2.63	2.83	3.43	2.83	FTEF from Hourly Faculty
Overload FTEF	-	0.20	0.20	0.40	FTEF from Contract Faculty Overload
Part-Time FTEF	2.63	3.03	3.63	3.23	Hourly FTEF + Overload FTEF
Part-Time/(Total FTEF) %	100.00%	100.00%	100.00%	100.00%	Percent of Total FTEF Taught By Part-Time Faculty
Retention Rate	88.75%	89.35%	90.13%	91.07%	Non-W Grades (A,B,C,CR,D,F,FW,NC) Divided By A,B,C,CR,D,F,FW,NC,W Grades
Success Rate	65.61%	63.71%	62.66%	61.29%	A,B,C,CR Grades Divided By A,B,C,CR,D,F,FW,NC,W Grades
Degrees Awarded	1	1	2	N/A	Total number of Degrees awarded for the Full Academic Year
Certificates Awarded:	10	8	5	N/A	Total number of Certificates awarded for the Full Academic Year
- Under 18 Units	8	5	3	N/A	Total number of Certificates awarded for the Full Academic Year
- 18 or More Units	2	3	2	N/A	Total number of Certificates awarded for the Full Academic Year

The data for Fall 2007 are as of 1/31/2008 and are "preliminary" in nature. Final WSCH, awards, grades, etc. will not be available until Aug/Sep'08. 2007-08 Degrees & Certificates show as "N/A" since Spring'08 awards are obviously unknown at the current point in time.

2. Reflect upon and analyze the above 3-year trend data. Briefly discuss overall observations and any areas of concern or noteworthy trends.

Enrollment at census averaged 504.5 over 2004-2007, third only to BUS (1498.8 average) and ACCT (1077.0 average). OIS (at 313.0 average) was next highest, out of nine disciplines total. Real Estate's enrollment over the last four years represented 13% of total Department enrollment.

Enrollment load % (86.76% in 2004; 87.17% in 2005; 69.6% in 2006; and 70.14% in 2007) shows a slight downward trend over the last two years, probably explained by the downturn in the real estate market. However, the figures are stronger than the Department's (56.26%, 69.43%, 60.18%, 64.29%) and the Division's percentages (70.29%, 69.69%, 64.90%, 69.57%). They are also stronger than, for example, the BUS discipline's percentages (54.58%, 69.46%, 62.74%, 68.12%).

Over the last decade, there have always been strong enrollments in *at least* six classes per semester, not counting summers, no matter what the real estate market was doing at the time. Almost all semesters had at least 12 classes over the last decade. In Fall 2007, we offered 18 classes and canceled only one. In Spring 2008, we offered 17 classes and again canceled only one.

For more than a decade, RE has been taught 100% by part-time faculty. FTEF numbers show that in 2004, 2.63 full-time faculty and in 2005-2007, from 3.03 to 3.63 full-time faculty could have had full contract loads teaching only RE.

WSCH/FTEF shows high "productivity" – 534 at the highest (2004) to 397 at the lowest (2007). Again, the downward trend might be due to current market conditions. Even so, these numbers compare very favorably over 2004-2007 to the Department (412 to 386); to the Division (401 to 381); to the BUS discipline (424 to 410) and to the ACCT discipline (502 to 449).

Retention rate was very strong, ranging over the four years from 88.75% to 91.07%, compared to the Department at 87.24% to 89.30% and to the Division at 90.02% to 91.48%.

Degrees and certificates awarded as a percentage of successful students $[(\text{degrees} + \text{certificates awarded}) / (\text{success rate} \times \text{enrollment})]$ for 2004 was 3.3%; 2005, 2.5%; and 2006, 2.2%. (Data is not available for 2007.) These figures are comparable to those of the BUS discipline (2.2%, 1.7%, 2.5%) and to those of the Division (2.9%, 3.4%, 3.0%).

The percentages of the Department as a whole (6.1%, 6.6%, 6.0%) and of, for example, the ACCT discipline (8.0%, 8.4%, 7.0%) reflect the fact that those are areas in which more students seek certificates and degrees. By contrast, the RE percentages reflect the fact that many students taking RE classes do so for professional development and personal advancement, not for a certificate or degree. Also, college transfer data, which would probably show some RE students starting on a four-year degree, are not available.

3. Reflecting on the 3-year trend data, describe/discuss discipline planning related to the following:

PLAN – 2007-08	Progress – 2008-09
<p>a. Curriculum, programs, certificates and degrees (consider changes due to CSU/UC transfer language updates, articulation, workforce and labor market projections, certificate or degree completions, etc.)</p> <p>As the above data show, RE is a productive discipline in spite of the fact that there is no "lead" instructor and no full-time instructor teaching any of the courses. Imagine what even one full-time faculty member could do with the program!</p> <p>Possibilities include the following:</p> <ul style="list-style-type: none"> • more courses • internship program(s) with local businesses • articulation agreements with universities • workforce/labor analyses • advisory committees • on-site training • professional organization memberships and sponsorships • develop training classes for real estate support staff such as escrow assistant and transaction coordinator 	
<p>b. Class scheduling (consider enrollment trends, growth, course rotation, comprehensiveness, etc.)</p> <p>Continue to offer real estate classes at satellite locations.</p>	

4. Discuss/identify the resources necessary to successfully implement the planning described:

PLAN – 2007-08	Progress – 2008-09
<p>a. Equipment/Technology – block grant funds, VTEA, other resources, etc.</p>	
<p>b. Budget – budget development process, one-time funds, grants, etc.</p>	

<p>c. Facilities – schedule maintenance needs, additional classrooms/labs due to growth, remodeling, etc.</p>	
<p>d. Faculty position(s) – faculty priority process and projected full-time needs for 1 – 3 years</p> <p>All categories 4.a.-c. and e.-f. are dependent on getting a full-time faculty position: We need at least one full-time faculty for RE before any meaningful use can be made of any other resources, or before any progress can be forecast or reported for 2008-09.</p> <p>It should be noted that one of our mainstay part-time RE faculty members, who had been teaching every semester for us for at least 15 years, has this year accepted a full-time teaching position elsewhere and is no longer teaching here.</p>	
<p>e. Staff position(s) – changes in instructional or support needs due to program growth, new technology, etc.</p>	
<p>f. Other</p>	

5. Discuss one discipline goal linked to Palomar’s Strategic Plan 2009 and how it will support the success of students.

<p>Discipline goal: Hire a full-time RE instructor. See discussion above.</p> <p>Supported by the following Strategic Plan goals:</p> <ul style="list-style-type: none"> • Align scheduling, course, and program offerings to meet the needs of students. • Increase the number of full-time faculty while recognizing the need to increase the diversity among full-time faculty.
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6. Student Learning Outcome progress:

a. Describe a learning outcome at the course or program level and the assessment used to measure student learning of that outcome.

Student to complete RE Certificate of Proficiency to be eligible and take the Department of Real Estate license exam for the state of California. Program completion can be tracked through evaluations.

b. Discuss a learning outcome that is observable yet difficult to measure.

There are two levels of learning real estate: key concepts and applied knowledge. The first level is easy to measure because competency is established through passing exams. However, the second level of measuring how the real estate knowledge will be “applied” to a real life setting cannot be easily measured.

7. Describe a discipline accomplishment that you want to share with the college community.

The Business department has successfully developed a comprehensive real estate program that offers balanced and flexible scheduling to include traditional, distance, and fast track class offerings to meet the needs of all students.

There are several unaccredited real estate schools, which offer a quick way to meet licensing requirements at the state level. Several Real Estate students who are already licensed are returning to Palomar College and retaking courses so that they can obtain a certificate and/or an AA degree in real estate from an accredited institution.

8. Are there other resources (including data) that you need to complete your discipline review and planning?

Student tracking data for the following:

- Number and percentage of students who transferred to four-year colleges.
- Feedback from students about personal and/or professional benefits and progress resulting from taking Palomar College RE classes, with or without having earned a degree or certificate.

A full-time RE instructor to make sure this review is complete.

Offer Real Estate Career Advising and placement assistance.

9. For programs with an external accreditation, indicate the date of the last accreditation visit and discuss recommendations and progress made on the recommendations.

10. Other comments, recommendations:

Reiteration of the need for a full-time faculty position. Real estate doesn't go away even during downturns in the market.

70% of the US population have their wealth in real estate and this is why Real Estate will always be in demand regardless of market conditions.

Please identify faculty and staff who participated in the development of the reviewer's planning:

Rena Stevens, Business Administration Faculty _____

April Woods (Counselor and part-time real estate instructor) _____

Department Chair/Designee Discipline Review and Signature Date

Division Dean Review and Signature Date