



Program Review and Planning 2019-2020

OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR INSTRUCTIONAL PROGRAMS

Program Review is about documenting the plans you have for improving student success in your program and sharing that information with the community. Through the review of and reflection on key program elements, program review and planning identifies program strengths as well as strategies necessary to improve the academic discipline, program, or service to support student success. With our new Guided Pathways plan, this review becomes even more crucial for the success of our students and college.

[We are using the Strengths, Opportunities, Aspirations, Results \(SOAR\) strategic planning technique to help us focus on our current strengths and opportunities, create a vision of future aspirations, and consider the results of this approach.](#)

BASIC PROGRAM INFORMATION

Academic Year
2019-2020

Are you completing a comprehensive or annual PRP?
Annual

Department Name
Business Administration

Discipline Name
Real Estate (RE)

Department Chair Name
Jackie Martin

Division Name
Arts, Media and Business Administration

Website address for your discipline
<https://www.palomar.edu/business>

Discipline Mission statement

The Real Estate program at Palomar College program involves the study of California real estate principles, practices, procedures, and law. It offers courses that fulfill the educational requirements to sit for the California Real Estate Salesperson and Broker examinations as well as some educational requirements for the BREAA appraisal examination. Courses also respond to the educational needs of students interested in related real estate careers or obtaining a general knowledge about real estate.

[\(click here for information on how to create a mission statement\)](#)

Does your discipline have at least one degree or certificate associated with it?
Yes

Are any of your programs vocational (CTE/CE)?
Yes

List all degrees and certificates offered within this discipline.

Real Estate Appraisal License Preparation (CP)
Real Estate Broker License Preparation (AS, CA)
Real Estate Sales Person License Preparation (CP)

Please list the names and positions of everyone who helped to complete this document.

Lakshmi Paranthaman
Jackie Martin

Full-time faculty (FTEF)

1

Part-time faculty (FTEF)

1.5

Classified & other staff positions that support this discipline

ADA, ISAIII (with publications, but no tutoring)

Additional hourly staff that support this discipline and/or department

N/A

PROGRAM INFORMATION

PROGRAM OUTCOMES

Begin this section by reviewing the Program Review reports for courses and programs in TracDat. All active course and program outcomes should be systematically assessed over a 3-year cycle.

- **Program** = Leads to a degree or certificate
- **Discipline** = A group of courses within a discipline

*Programs will be able to complete program completion and outcome questions.

How well do your program's learning outcomes communicate the scope and depth of the degree/certificate offered and align with employer and transfer expectations?

Each of the four Real Estate Programs offered align with the outcomes of the program which is to enter the real estate industry as real estate professionals. The outcomes also communicate the depth of this CTE program in that each degree or certificate helps to prepare the student to pass an industry specific real estate license exam. Employers of course, require these licensees in this field.

Describe your program's plan for assessing program learning outcomes.

All FT and adjunct faculty are asked to assess course SLO's and provide supporting data and their interpretation of that data for course evaluation at periodic intervals (yearly or bi-annually).

Summarize the major findings of your program outcomes assessments.

We have created the program learning objectives and tied them to courses, but this is not reflected in the 2018-2019 data.

Depending on the degree or transfer goals of our students, they have the choice of three different GE pathways:

- [Associate Degree GE Requirements](#)
- [CSU GE Requirements](#)
- [IGETC Requirements](#)

Palomar College has identified a set of General Education/Institutional Learning Outcomes, which represent the overall set of abilities and qualities a student graduating from Palomar should possess. [Click here for a link to Palomar's GE/ILOs.](#)

PROGRAM COMPLETIONS

Student success is at the core of what we do in assisting students in achieving their goals.

The Chancellor's Office Vision for Success stresses the importance of Program Completion as a major goal for our students. In addition, transfer and career readiness are key components of Palomar College's mission statement. This year, our funding formula has also changed reflecting this emphasis, providing additional funding as a function of the number of completions.

In this section we will identify a program standard and a stretch goal (what you would like to move toward) for program completions.

The standards represent the lowest number of program completions deemed acceptable by the College. In other words, if you were to notice a drop below the set standard, you would seek further information to examine why this occurred and strategies to increase completions.

In this section we will identify a program standard and a stretch goal (what you would like to move toward) for programs.

List the number of completions for each degree/certificate for the previous year.

2018-2019

AA/AS 2

Certificate CAL 2

Certificate CPE 10

Total = 14

Have your program completions Increased, decreased, or stayed the same over the last 5 years?

Increased

What factors have influenced your completion trends?

Completions increased from 9 completions in 2017-2018 to 14 completions in 2018-2019.

Our completion rate for real estate may not be accurate if we are relying on students to request their certificates rather than determining whether they completed the necessary courses to receive a certificate. For example, our CPE aligns with the courses required to take the CA Real Estate Salesperson Exam. Students completing these courses may just take the external licensing exam without notifying the registrar of their certificate completion since passing the licensing exam indicates the courses have been taken and is the desired requirement of the job market.

The Chancellor's Office Vision for Success stresses the importance of reducing equity gaps through faster improvements of underrepresented groups.

ACCJC also requires that colleges establish institutional and program level standards in the area of success rates. These standards represent the lowest success rate deemed acceptable by the College. In other words, if you were to notice a drop below the rate, you would seek further information to examine why the drop occurred and strategies to address the rate.

[Click on this link to review the course success rates \(A, B, C, or Credit\) for your discipline.](#)

In this section we will identify a course success rate standards and a stretch goal (what you would like to move toward) for programs.

Course Success Rates by gender, age, ethnicity, special population, location, and modality (You can access the Student Equity Plan on the SSEC website <https://www2.palomar.edu/pages/ssec/>)

COURSE INFORMATION

COURSE SUCCESS AND RETENTION

What is your program's standard for Discipline COURSE Success Rate?

70.0%

Why did you choose this standard?

70% - In alignment with college's course success rate, as well as the DRE licensing exam minimum for passing the California Salesperson Exam.

What is your Stretch goal for COURSE success rates?

75.0%

How did you decide upon the goal?

Same rationale as for our program goal of 70%.

COURSE OUTCOMES

How have you improved course-level assessment methods since the last PRP?

We have not taken additional steps to improve our assessment methods in the last 6 months (comprehensive PRP submitted April 2019).

Summarize the major findings of your course outcomes assessments.

We are meeting or exceeding the 70% pass rate with a "C" or better in all recently offered real estate courses, which is the minimum grade is required to meet the educational pre-requisite standard for DRE and BRE licensing purposes.

The course level SLO's indicate an attainment of programmatic learning outcomes for foundational knowledge, computation, and analysis and problem solving/critical reasoning, but have not yet been mapped to assess outcomes based on ethics in the newly created PLO's.

This section is intentionally blank for annual PRPs. Please click "Next" to continue.

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Program Goals

In the previous sections, you identified opportunities for improvement. Using these opportunities, develop 3-year [SMART goals](#) for your department. Goals should be Specific, Measurable, Attainable, Relevant, Time-Specific. Ensure your goals align with the mission of your department and/or [the College's strategic plan](#).

Please list all discipline goals for this three-year planning cycle. [Click here for previous PRPs and goal information.](#)

Goals

Goal 1

Brief Description

Update Real Estate Courses of Record to Align with new C-ID model courses

Is this a new or existing goal?

New
Existing

Goal Status

Ongoing

How will you complete this goal?

Draft updates to courses of record based on areas of difference with new C-ID model courses

Outcome(s) expected (qualitative/quantitative)

Updated drafts for school approval

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

This should help our goal of teaching effectiveness and student learning by ensuring an updated, relevant curriculum and easier transfer to other schools within California through articulation agreements (which furthers transfer to 4 year universities, if applicable for real estate courses).

Expected Goal Completion Date

1/15/2020

Goal 2

Brief Description

Update course SLO's and map them to PLO's in TracDat

Is this a new or existing goal?

Existing

Goal Status

Ongoing

How will you complete this goal?

Update SLO's with adjunct faculty input (and also alignment with C-ID model courses and external licensing organization criteria) and research measurable assessment methods.

Outcome(s) expected (qualitative/quantitative)

Write and update new course SLO's and tie to PLO's in TracDat.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

This should help our goal of teaching effectiveness and student learning by ensuring comprehensive assessment of learning objectives.

Expected Goal Completion Date

8/15/2020

STAFFING AND RESOURCE NEEDS

Instructions

1. Refer to [Strategic Plan](#).
2. See [Data](#).
3. See career info (In PRP)

Are you requesting additional full-time faculty?
No

Are you requesting additional Staff, CAST or AA?
Yes

In the last ten years, what is the net change in number of Staff in the department? (loss vs. gain)
No net change in FT faculty from 10 years ago, but only have 67% time for our departmental ADA (down from last year),

RESOURCE REQUESTS AND BUDGET ALLOCATION REVIEW

Budget Analysis: This section should be completed by department chairs by the end of September.

Are there areas in your budget where there has been a historical surplus (See three year trend)?
No

Are there processes that need to be examined to ensure we are being the most efficient with funding?
No

Are there ongoing needs in your department budget that you currently do not have the resources for?
No

Do you have non-general fund sources of funding?
No

One Time Needs

For more information about funding sources available, see [IELM BLOCK GRANT, LOTTERY PERKINS AND STRONG WORKFORCE GUIDELINES](#) (on the left menu of the web page.)

Please check with your department chair on the availability for this cycle.

Do you have one-time funding requests?
No

Review

Chair Review

Chair Comments

Reviewed and approved.

Chair Name
Jackie Martin

Chair Sign Date
10/30/2019

Dean Review

Strengths and successes of the discipline as evidenced by the data and analysis:

Areas of Concern, if any:

Recommendations for improvement:

Dean Name

Dean Sign Date

IPC Review

Strengths and successes of the discipline as evidenced by the data and analysis:

Areas of Concern, if any:

Recommendations for improvement:

IPC Reviewer(s)

IPC Review Date

Vice President Review

Strengths and successes of the discipline as evidenced by the data and analysis:

Well done brief summary.

Areas of Concern, if any:

With the new emphasis on completion it would be great to brainstorm how to get students to be more likely to receive the certificate -- its also good for the student as one never knows what the future holds even with the industry recognition etc.

Recommendations for improvement:

Vice President Name

Jack S. Kahn Ph.D.

Vice President Sign Date

2/2/2020