

Status: **Read** Status: **Reviewed**

Entry #: 46

Date Submitted: 10/15/2021 6:54 PM

OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR INSTRUCTIONAL PROGRAMS

Program Review and Planning is about evaluating and assessing programs and documenting plans for improving student success rates. Through review of and reflection on key program elements, Program Review and Planning identifies program strengths and strategies necessary to improve the academic discipline, program, and/or services to support student success.

The College also uses Program Review and Planning as the conduit to request resources (human, technology, facilities and funding) to further help improve and support programs.

BASIC PROGRAM INFORMATION

Academic Year

2021-2022

Are you completing a comprehensive or annual PRP?

Comprehensive

Division Name

Arts, Media and Business Administration

Department Name

Business Administration

Department Chair Name

Jackie Martin

Discipline Name

Real Estate (RE)

Department Chair email

ljmartin@palomar.edu

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

Lakshmi Paranthaman

Website address for your discipline<https://www2.palomar.edu/pages/business/realestate/>**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.

Describe how your mission statement aligns with and contributes to the College's Vision and Mission.

Real Estate is one of the few areas of study that offers professional careers with an Associate's Degree, Certificate of Proficiency, or Certificate of Achievement. It is a career path that offers students the opportunity to transform their lives for a better future, in alignment with the College's Vision.

In alignment with the College's Mission, our faculty respect and support our students academically as they begin their career studies which help prepare our students for professional careers in real estate and to engage with our community as a prepared graduate.

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

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

Yes

Are any of your programs TOP coded as vocational (CTE/CE)?

Yes

List all degrees and certificates offered within this discipline.

Associate of Science (AS), Real Estate Broker License Preparation

Certificate of Achievement (CA), Real Estate Broker License Preparation

Certificate of Proficiency (CP), Real Estate Appraisal License Preparation

Certificate of Proficiency (CP), Real Estate Salesperson License Preparation

BASIC PROGRAM INFORMATION: FACULTY AND STAFFING RESOURCES

In this section, you will identify how many faculty and staff support your discipline's programs. This information is considered when you request permanent staff and faculty hires. It is also useful as you evaluate your program and the human resources and talent you have to support our students.

To help you answer questions in this section, you will need the two links below. An arrow will appear in the spreadsheet pointing to the data you will enter.

1) **Permanent Faculty and Staff Count**

2) **FTEF LINK**

How many permanent or full-time faculty support your discipline (program)?

1

For this past fall semester, what was your Full-time FTEF assigned to teach classes?

0.2

For this past fall semester, what was your Part-time FTEF assigned to teach classes?

1.2

List the classified and other permanent staff positions that support this discipline.

Business Department Administrative Assistant

List additional hourly staff that support this discipline and/or department

N/A

PROGRAM INFORMATION

In this section, you are asked to consider and evaluate your programs, including their program learning outcomes, the annual number of completions, goals for completions, and enrollment and efficiency trends.

PROGRAM LEARNING OUTCOMES

Begin this section by reviewing the Program Review reports for programs and courses in **Nuventive Improve** (TracDat). All active course and program learning outcomes should be systematically assessed over a 3-year cycle. First, look at program learning outcomes.

- **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?

All of the real estate program's learning outcomes focus on preparing the student for requisite career licensing exams and subsequent professional careers. As the real estate program and all of its degrees fall within career and technical education, the program's learning outcomes align with the scope and depth of our degrees and certificates.

How do they align with employer and transfer expectations?

Employers expect applicants to have the prerequisite state licensing to work in their profession(s). Licensing requires that applicants complete mandatory academic courses before taking the exam; as a result, the license itself is proof that the courses have been completed successfully, decreasing the value of a certificate. An Associate's or Bachelor's Degree may indicate a more well-rounded education because of the additional general education requirements outside of real estate, but this is not usually required.

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

Faculty will evaluate student achievement of the program outcomes through subject tests that simulate the content of real estate licensing examinations and use this information to continuously improve our academic programs.

Summarize the major findings of your program outcomes assessments.

Our assessment data shows that students are meeting the 70% threshold for passing a sample of real estate courses offered in the last year.

Depending on the degree or transfer goals of our students, there are three different GE pathways to choose from:

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

Palomar College has identified a set of General Education/Institutional Learning Outcomes (GE/ILOs), 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.](#)

Next, review your course outcomes as they relate to Palomar's GE/ILOs.

How do the courses in your discipline support GE/ILOs? In your response, please specify which GE/ILO(s) your discipline supports. You should refer to the GE/ILOs your program outcomes are mapped to in Nuventive.

Our program learning outcomes and respective courses are aligned with the GE/ILOs as follows:

GE/ILO 2: Computation

- a. RE PLO 5 - Explain & evaluate methods of financing real estate purchases and obtaining real estate loans.
 - RE 100 and 115 address this PLO, however RE 105 is dedicated to the subject of RE Finance.
- b. RE PLO 6 - Analyze factors that affect real estate values and the real estate market.
 - RE 100, 105, 110, 111, 115, 120 & 150 as well as ECON 100 or 102

GE/ILO 3: Creative, Critical, and Analytical Thinking

- a. RE PLO 5 - Explain & evaluate methods of financing real estate purchases and obtaining real estate loans.
 - RE 100 and 115 address this PLO, however RE 105 is dedicated to the subject of RE Finance.
- b. RE PLO 4 - Identify & evaluate real estate sales and marketing techniques.
 - RE 100, 120 & 140 have elements of this, however RE 115 is a required course focused on this area
- c. RE PLO 6 - Analyze factors that affect real estate values and the real estate market.
 - RE 100, 105, 110, 111, 115, 120 & 150 as well as ECON 100 or 102

3. GE/ILO 4: Community, Multicultural/Global Consciousness and Responsibility

- RE PLO 3 - Identify & Evaluate ethical and procedural problems that arise in residential real estate sales transactions and methods for preventing and resolving these issues.
- All RE courses address particular issues – especially dealing with agency, disclosure, and truthfulness in marketing.

4. GE/ILO 5: Foundation Knowledge of Discipline

- a. RE PLO 1 - Understand real estate terminology, the structure of the real estate industry, and the relationships between buyers, sellers, brokers, appraisers, lenders, and escrow officers.
 - All RE courses support this learning objective & GE/ILO.
- b. RE PLO 2- Demonstrate knowledge of federal, state and local laws related to real estate and the real estate profession.
 - All RE courses except economics support this PLO and GE/ILO objective.
- c. RE PLO 4 - Identify & evaluate real estate sales and marketing techniques.
 - RE 100, 120 & 140 have elements of this, however RE 115 is a required course focused on this area.

Summarize the major findings from your course outcomes assessments that are related to the GE/ILOs education/Institutional Learning Outcomes that your discipline supports. You should refer to the GE/ILOs your course outcomes are mapped to in Nuventive.

All courses test on analytical thinking and foundation knowledge of discipline, as well as community responsibility in being tested on ethical rules related to the practice of real estate. Many classes, especially appraisal and real estate finance, focus on computation skills.

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, you will reflect upon the number of completions students earned for EACH degree/certificate you offer. As required for accreditation, you are also asked to set a standard which represents the lowest acceptable number of completions and a stretch goal for increasing the number of awards.

Link to **Program: Completions**

Copy and paste five years of completion data for each of your discipline's degrees and certificates.

2016-17 2017-18 2018-19 2019-20 2020-21

Associate in Science Degree 1 3 2 1 1

Certificate of Achievement 2 1 2 1 2

Certificate of Proficiency 13 8 10 12 15

Grand Total 18 9 14 14 18

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

Increased

What factors have influenced your completion trends?

The local real estate market has experienced continued growth and home prices have skyrocketed, most likely causing an increase in students hoping to qualify for their real estate salesperson licenses. The certificate of proficiency for Real Estate Salesperson Licensing Preparation contains the prerequisite courses required to take the licensing examination.

Please note: 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.

Are the courses in your discipline required for the completion of other degrees/certificates?

No

Do you have programs with 7 or fewer completions in the last 5 years?

No

Our accrediting body, ACCJC, and the Federal Department of Education requires that colleges establish standards and goals for student success and completion.

A program-set standard for completion represents the lowest number of program completion you deem acceptable for your program. 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.

What is your program standard for program completion?

7

Why did you choose this standard?

Seven is roughly one-half of our 5-year average of 14.6 completions a year, and allows for a decrease in enrollment and completions that naturally occurs during a real estate market contraction.

A program stretch goal for completions is the number of completions you aspire to award for each program in your discipline.

To determine your stretch goal, consider the number of annual completions you typically award over time, then consider strategies or efforts you are making to increase completions in your program. Then identify the NUMBER you want to set as your goal.

What is your stretch goal for program completion?

20

How did you decide upon your stretch goal?

Because the real estate market is in a high growth state, which in turn drives completion rates, pushing beyond our five-year-high in completions appears to be a realistic stretch goal.

ENROLLMENT AND EFFICIENCY TRENDS

Your courses and offerings represent the path students take to complete their goals. Palomar has a very diverse set of programs and offerings and students have many paths they can take to earn a degree, certificate, or transfer.

In addition to student success and completion, enrollment trends, resources (FTEF), and efficiency metrics like FTES/FTEF are factors reviewed by the college when considering needs for staffing and program support. Evaluating these metrics also helps the College when developing class schedules to meet the needs of students.

Palomar College uses the WSCH/FTEF ratio as one indicator of overall efficiency in addition to the overall fill-rate for courses.

Although the college efficiency goal is 525 WSCH/FTEF and 85% fill-rate (minimal), there are many factors that affect efficiency (i.e. seat count / facilities / accreditation restrictions).

In this section, you will examine your enrollments over time and resources (FTEF) utilized to support or generate those enrollments.

This information can be found by looking at enrollment efficiencies.

Link to [Program: Enrollment Trends](#)

Have your enrollment trends increased, decreased, or stayed the same for your discipline over the past five years? (check box)

Increased

Have your efficiency trends increased, decreased, or stayed the same for your discipline over the past five years? (Check box)

Increased

Were these trends expected? Please explain.

Enrollment increased from 180 in 2015 to 314 in 2019, peaking at 324 in 2018. Our fill rate increased from 75% in 2015 to 83.5% in 2019, peaking at 86.63% in 2018. Our WSCH per FTEF improved from 385.71 to 530.89 in 2019, peaking at 549.33.

These trends were expected. We worked to deactivate classes that no longer held interest. Similarly, we streamlined our certificate offerings to better match student interest and licensing requirements. This, coupled with an increase in enrollment (which tends to be affected by market conditions), lends itself to an increase in efficiency.

Program Information Summary

In this section you are asked to evaluate your programs by considering their program learning outcome assessments, the annual number of completions, goals for completions, enrollment and efficiency trends and any other internal or external factors that had an impact on your program.

What factors have contributed to the success of your program(s)? Describe how they have contributed.

1. Property appreciation and the growth in demand for real estate services in the local market represent a higher return on investment for a real estate career.
2. A focus on courses that are required for licensing and popular electives (e.g., property management), while streamlining degrees.
3. Although not reflected in the current numbers, we had a significant online course offering prior to Covid-19, which resulted in a more seamless transition to online learning during lockdown.
4. Hiring a full-time faculty member to oversee the real estate program (in 2018) and having seasoned part-time faculty.

What factors have presented challenges for your program(s)? Describe the impact of these challenges.

1. Although not reflected in the current numbers, Covid-19 presented some challenges for professors who have traditionally taught in person and for students who do better in live classroom settings.
2. There is always the potential for contraction of the real estate market, which may precipitate a drop in program enrollment and cause strain on program offerings.

COURSE INFORMATION

In this section, you will review how students perform in the courses you offer as part of your program. The Chancellor's Office Vision for Success stresses the importance of reducing equity gaps through faster improvements of underrepresented groups.

Data are provided to help you examine differences in course success rates (C or better) across student demographic categories (e.g., gender) and course type (e.g., face-to-face, online).

After you complete your review of course success data, you are asked about the assessment of student learning outcomes at the course level, progress you have made in these assessments, and changes you have implemented as a result/

COURSE SUCCESS AND RETENTION

ACCJC also requires that colleges establish institutional and program level standards and stretch goals for course success rates.

Program-set standards for course success rates represent the lowest success rate deemed acceptable by your discipline. 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. The College's institution-set standard for course success rates is 70%

Program-set stretch goals for course success rates represent the success rates you aspire your students to achieve.

Link to Course Information

The data includes overall success (% C or better) and retention rates (% No Ws) . The data tables include course 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/>)

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

70.0%

Why did you choose this standard?

This standard is in alignment with the College's institutional standard.

Have your overall course success rates increased, decreased, or stayed the same over the last 5 years?

Stayed the same

Was this expected? Please explain.

Yes. The institutional standards have not changed.

What is your stretch goal for course success rates?

80.0%

How did you decide upon the goal?

Our aspirational goal for all students succeed. A more realistic stretch goal, however, is an 80% success rate, because this increases our baseline while recognizing that certain students will be unable to complete coursework for reasons predominating outside the classroom. Our success rate was 80.2% in 2020.

Have your overall course retention rates increased, decreased, or stayed the same over the last 5 years?

Increased

Was this expected? Please explain.

Our retention rate was 92.5% in 2020, which is slightly higher than the average retention rate of the five prior years (91.48%). Over the last six years, our retention rate has been relatively consistent, so this retention rate was expected.

Are there differences in success or retention rates in the following groups? (choose all that apply)

When or where (time of day, term, location)

Age

Ethnicity

When or Where: Why do you think differences based on when or where the course is offered exists? What do you need to help close the gap?

In the four years prior to 2020, the average success rate for on-campus courses (75%) was about 8% higher than online success rates (67%). In Fall 2020, however, the success rate for distance education shot up to 80.2%. There were no on-campus classes offered in Fall 2020 because of the Covid-19 pandemic. This suggests that the student make up of the online v. on-campus courses may be one of the differences in prior success rates. Assuming the students who would have taken classes in person took them online, the higher performing in-person students boosted the online success rates. It may also be that students who are not as disciplined decided not to take an online course if a live class was not offered, further changing the student composition of online courses for that semester. The average retention rate for online and in person courses was approximately 92% for both.

Age: Why do you think age differences exist? What do you need to help close the gap?

Older students (i.e., ages 25-49, and 50 and over) had higher success rates of 83% and 90%, respectively, than younger students (i.e., ages 19 and under, and 20-24), who had success rates of 75% and 73%, respectively. Based on observation and anecdotal evidence in my classes, this difference in success rates is explained by the fact that older students typically draw from more life experience with such concepts as loans, interest, mortgages, contracts, leases, etc., and may have also developed better study skills over time than younger students. For example, some older students were studying real estate to manage their own properties. Therefore, to the extent the difference in success rates is explained by life experience and context, in class group work with mixed groups so that students can help one another may be beneficial. Further, making sure that younger students feel comfortable speaking in class, even though other students in the class have more experience, is also important. Furthermore, optional online modules to provide additional assistance with these concepts may help motivated, but less experienced, students.

Ethnicity: Why do you think ethnicity differences exist? What do you need to help close the gap?

There is some variation by ethnicity with Black (75%), Hispanic (79%), and White (81%) student success rates approximately 14% lower than Asian (90%) and Multi-Ethnic (95%) students. There is also a large difference in success rates with those students whose ethnicity is unknown/unassigned (55%).

Variables that may account for the differences in performance by ethnicity include parental education, family income, and the student's age. Factors that may help close the ethnicity gap include:

1. Make classroom norms explicit - including mutual respect.
2. Make it safe for everyone to voice their opinions.
3. Get to know all students individually, to the extent possible.
4. Present all sides of an issue and play devil's advocate for less popular views.
5. Try to pick a lower cost textbook or make free/low cost textbooks available to borrow.
6. Inform class of scholarships, grants, and textbook assistance available through the Palomar Foundation.
7. First generation Black and Hispanic students may benefit Umoja and Puente, respectively, to help them navigate college.

Are there differences in success/retention between on-campus and online courses?

Yes

Please share any best practice methods you use for online courses.

1. Develop explicit expectations for what is expected of students throughout the course and how they should interact with one another and with you.
2. Use group discussion to encourage class interaction along with individual work submission assignments.
3. Use synchronous and asynchronous learning activities.
4. Use content available in digital format, where possible; create assignments that take advantage of the online format, instead of using it to their detriment.
5. Reach out to students who are not participating and try to give them a path back to being successful in the course.

COURSE STUDENT LEARNING OUTCOMES (SLOs)

Reflecting on the major findings you summarized, what are some questions you still have about student learning in your courses that you have not yet been able to address with your outcomes assessments?

I would love to know how many of our students are passing the state licensing examinations, rather than our proxies for them. We do not currently have access to this data.

What are some improvements in your courses that have been, or can be, pursued based on the key findings from your course learning outcomes assessments?

Given that the number of students passing the required courses for a real estate certificate far exceeds the number of students receiving certificates, we may wish to find a way to automatically certify students upon completion of the required curriculum.

Summarize the major findings of your course level student learning 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 BRELA licensing purposes. The course level SLOs indicate an attainment of programmatic learning outcomes for foundational knowledge, computation, analysis and problem solving/critical reasoning, and professional ethics.

Excluding courses that haven't been offered in the last three years, confirm that all of your courses have been assessed in the last three years.

Yes

PROGRAM CURRICULUM ALIGNMENT, MAPPING, SCHEDULING, & PLANNING

The Chancellor's Office Vision for Success stresses the importance of decreasing the average number of units accumulated by CCC students earning degrees.

Palomar College's Guided Pathways plan includes clarifying paths for students by sequencing course offerings so that they support scaffolding and timely completion. Our goal is to ensure learning through:

- The mapping and assessment of clear program outcomes that are also aligned to employer and/or transfer institution expectations.
- Engaging and applied learning experiences.
- Effective instructional practices to support students in achieving success.

What is your departmental strategy on how you schedule your courses, including the time of day you offer courses? Do you use 4-week, 8-week, or block scheduling (putting required classes near each other) to organize required classes to meet the needs of disproportionately impacted students? Please explain.

We generally offer 8-week and 16-week courses, which are predominantly offered either online or at night. I have tried offering a real estate course during the day, but it did not fill. The required fundamental courses are offered every semester so a student can jump into his or her real estate education in fall, spring, or summer, while certain electives may be offered once or twice a year. We have avoided four-week courses to date out of concern that the curriculum will move too quickly and the volume of required information will not be absorbed. We may consider, however, trying an intersession elective course in the next school year.

How do you work with other departments that require your course(s) for program completion?

N/A

Does your discipline offer cross-listed courses?

No

Are there curriculum concerns that need to be resolved in your department? What are they?

No, our curriculum is dictated, for the most part, by external licensing institutions.

Are there courses that should be added or removed from your program - please explain?

We are deactivating the elective, Escrow & Title Procedures, and will be assessing the current interest in our upper level appraisal courses.

How is the potential need for program/course deactivation addressed by the department?

The Department Chair reviews enrollment numbers with the Program Coordinator and they determine if the program can be adjusted to improve enrollment. If not, the program/course is deactivated.

Are there areas you would like to expand?

If we are able to give experiential courses in which appraisal students could earn apprenticeship hours, I think this would be a huge differentiating benefit of our program. The BREa allows these types of courses, but none currently exist.

Describe any data and/or information that you have considered as part of the evaluation of your program.

Enrollment numbers, external accreditation requirements for the California BREa and DRE

To answer the next two questions, you will need to review your [program maps](#) and program information in the [2021-2022 Catalog](#).

Is the content in the program mapper accurate?

No

What needs to be corrected in the mapper?

Escrow & Title Procedures needs to be removed.

Is the content in the catalog accurate?

No

What needs to be corrected in the catalog?

Escrow & Title Procedures needs to be removed.

Has your department or discipline started having discussions about embedding diversity related issues or content in your curriculum?

No

If yes, describe your efforts. If no, what type of training or help do you need to do this work?

CAREER AND LABOR MARKET DATA

The Chancellor's Office Vision for Success stresses the importance of increasing the percent of exiting students who report being employed in their field of study. It is important for us to consider how all of our programs connect to future careers.

Go to this website <https://www.onetonline.org/> and enter your discipline in the bubble on the top right for ideas about potential occupations. Click on an example to see more detail.

The following websites are for CTE related data:

- [Centers of Excellence](#) (many other data resources besides supply and demand) Password: GetLMI
- [LaunchBoard](#)
- [LaunchBoard Resource Library](#)
- [Chancellor's Office Data Mart](#)
- [Career Coach-San Diego Workforce Partnership](#)
- [EDD Labor Market Info](#)
- [Career One Stop](#)

What kinds of careers are available for people who complete your programs (and/or transfer)? (Refer to link above) Are there any new or emerging careers? If so, how would the new or emerging careers impact your future planning?

Real Estate Sales Agent, Real Estate Broker, Mortgage Broker, Loan Officer, Real Estate Appraiser/Assessor, Financial Examiner, Real Estate Paralegal/Legal Assistant, Real Estate Investment Analyst, Property Manager, Asset Manager, Construction and Building Inspectors, Post-secondary Education Teacher, Title Examiners, Abstractors & Searchers, Small Business Brokers, Real Estate Investor

What are the associated knowledge, skills, abilities (KSA's) needed for the occupations listed above? (click examples in the link above to get ideas)

Knowledge

Knowledge of (1) federal, state and local laws related to real estate and the real estate profession, (2) economic and accounting principles and practices, the financial markets, banking and the analysis and reporting of financial data, (3) materials, methods, and the tools involved in the construction or repair of houses, buildings, or other structures such as highways and roads, (4) principles and methods for showing, promoting, and selling products or services, (5) structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar, (6) arithmetic, algebra, geometry at a minimum and calculus, statistics, and more advanced math for careers like appraisal and planning, (7) business and management principles involved in strategic planning, resource allocation, human resources modeling, leadership technique, production methods, and coordination of people and resources, and (8) administrative and clerical procedures and systems such as word processing, managing files and records, (9) applied computer, software, and technology proficiency.

Skills:

Active Listening, Problem-Solving, Collecting & Analyzing Data/Information, Customer Service, Coordination, Communication (Verbal and Written), Reading Comprehension, Negotiation, Persuasion, Teaching/Explaining the Meaning of Information to Others, Judgment & Critical Thinking, Mathematical Reasoning, Organizational, Planning and Time-Management skills, Clerical, Computer and Administration skills, Active Learning, Self-Motivation & Persistence

Abilities:

Oral Comprehension, Oral Expression, Written Comprehension, Problem Sensitivity, Speech Clarity, Speech Recognition, Inductive and Deductive Reasoning, Near Vision (especially for Inspection/Appraisal)

How does your program help students build these KSA's?

Course reading, lectures, exams, research papers, problems for application of learning. Some courses also offer collaborative learning exercises in class and professional panels/interviews.

Work Based Learning

Applied and work-based learning (WBL) allows students to apply classroom content in professional settings while gaining real-world experience. WBL exists on a continuum that reflects the progress of experiences from awareness-building to training. Students often cycle back through the continuum many times throughout college and throughout their career. Faculty play a critical role in ensuring these experiences are embedded into curriculum and support learning.

Have you incorporated work based learning (work experience, internships, and/or service learning) into your program?

No

Do you want more information about or need assistance integrating work-based learning into your program?

No

How do you engage with the community to keep them apprised of opportunities in your program?

In addition to our annual community advisory meeting, we regularly meet with individuals currently working in real estate for input as well as local real estate organizations. Many of our adjunct faculty are currently working as real estate professionals in the community outside of their teaching.

What is the regional three-year projected occupational growth for your program(s)?

Property, Real Estate & Community Association Managers: 0% to 2025 according to COE; 9.3% growth from 2018-2028 from EDD data

Appraisers and Assessors of Real Estate: -3% to 2025 according to COE; 5.3% from 2018-2028 from EDD data

Real Estate Brokers: 0% to 2025 according to COE data; 19.2% from 2018-2028 from EDD data

Real Estate Sales Agents: 0% to 2025 according to COE data; 18.4% from 2018-2024 from EDD data

What is being done at the program level to assist students with job placement and workforce preparedness?

In the past, we have had industry speakers in real estate sales, finance, escrow, and appraisal speak to students in class and through events outside of class. Some professors offer extra credit for informational interviews with real estate professionals and attendance at real estate association events. I provide my students with a list of local real estate organizations that allow students membership or event attendance at low or no cost. A different professor offers extra credit for a Podcast with Brian Buffini (a highly accredited real estate coaching company) about Real Estate and the hard work that is required for a fulfilling career. Several of our part-time faculty work in the real estate field and can serve as contacts.

When was your program's last advisory meeting held? What significant information was learned from that meeting?

April 28, 2021. The meeting included all the programs within the Business Administration Department and discussed the value of a strong business club, staying abreast of new technologies related to one's area (e.g., blockchain), and connecting students with internship opportunities.

What are the San Diego County/Imperial County Job Openings?

Job openings in 2020

Real Estate Sales Agents 4,723

Property, Real Estate, and Community

Association Managers 4,787

Real Estate Brokers 1,720

Appraisers and Assessors of Real Estate 680

Total 11,910

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](#).

If you require any additional resources beyond your exiting budget, please be sure to request those resources in the next section titled "Resources".

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?

Existing

Goal Status

No longer a goal

How will you complete this goal?

This is no longer a goal because the real estate C-ID never moved forward to the next step (most likely because of licensure and certification issues), so there are no model course descriptions with which to align.

Outcome(s) expected (qualitative/quantitative)

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

Expected Goal Completion Date

Goal 2

Brief Description

Update course SLO's in TracDat

Is this a new or existing goal?

Existing

Goal Status

Completed

How will you complete this goal?

The active courses in the Real Estate program will have at least two SLOs that have been assessed within the last two years.

Outcome(s) expected (qualitative/quantitative)

All active course SLOs have been updated and courses that have been offered in the last three years have been assessed.

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 and annual reflection on outcomes.

Expected Goal Completion Date

10/15/2021

Goal 3

Brief Description

Assess continued viability of the appraisal degree

Is this a new or existing goal?

New

How will you complete this goal?

Meet with Department Chair to discuss whether the appraisal degree can be revived, and if so, what will be required in terms of resources and commitment. If not, make plans to discontinue the appraisal certificate.

Outcome(s) expected (qualitative/quantitative)

Meeting between Department Chair & Program Coordinator.

Either a new plan to continue and grow the appraisal program or a decision regarding discontinuation.

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

This aligns with the college's goals of efficiency and financial stability. It also ensures that programs that are offered and advertised have required courses that are regularly offered with sufficient enrollment.

Expected Goal Completion Date

12/30/2022

RESOURCES

Congratulations! You are nearing completion. In this section, you will consider the resources you need to implement your three-year program review plan and/or address any findings from your assessment of your discipline.

The section is organized into the following four parts:

PART 1: Staffing Needs (Faculty and Additional Staff)

PART 2: Budget Review

PART 3: Technology and Facilities Needs

PART 4: One Time Request for Other Needs (NonTechnology Equipment, Supplies, Operating Expenses, Travel)

PART 1: STAFFING NEEDS

Requests for faculty will follow the prioritization process currently in place in IPC, and the IPC Subcommittee. Requests for new staff positions will be prioritized at the division level and reviewed at Exec.

Are you requesting additional full-time faculty?

No

NOTE: If you are requesting full-time faculty, you must go back to the Labor Market section of the form to complete that section. It is required when requesting additional faculty positions.

Are you requesting new Classified, CAST or AA positions?

No

PART 2: BUDGET REVIEW

Review your Budget/Expenditure reports for fiscal year 2019, 2020, 2021. Consider your three-year PRP plan.

Click on the link below to access directions to the *Available Budget Report* to complete this section.

How to Request the Available Budget Report

Reflecting on your three-year PRP plan, are there any budget considerations you would like your dean/supervisor to be aware of for the upcoming year?

No

NOTE: PARTS 3, 4 and 5 – TECHNOLOGY, FACILITIES AND OTHER NEEDS

1. One-Time Fund Requests. The college is implementing a process for prioritizing and allocating funds for one-time needs/requests tied to Program Review and Planning. Prioritization will take place through participatory governance in planning councils and the Budget Committee. Then, a recommendation will be made to Exec for funding of request utilizing various funding sources.

For more information about funding sources available, see [IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES](#).

Consider submitting one-time requests only if you have verified that you cannot fund the request using your general discretionary funds or other funds.

2. Technology and Facilities Review. From now on, ALL requests for technology will go through an institutional review process. If you request technology here, you will see a description of the process below.

PART 3: TECHNOLOGY AND FACILITIES NEEDS

Will you be requesting any technology (hardware/software) this upcoming year?

No

Part 4: Facilities Requests

Do you have resource needs that require physical space or modification to physical space?

No

PART 5: OTHER ONE-TIME NEEDS

For more information about funding sources available, see [IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES](#). Please check with your department chair on the availability for this cycle.

Do you have one-time requests for other items (e.g., Non-Technology Equipment, Supplies, Operating Expenses, Travel) that your budget or other funding sources will NOT cover?

No

I confirm that all full-time faculty in this discipline have reviewed the PRP. The form is complete and ready to be submitted.

Yes

Enter your email address to receive a copy of the PRP to keep for your records.

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