

APR Instructional Real Estate 2022-23 Latest Version

Annual program review for Real Estate, reviewing the 2022-23 Academic year

APR Instructional

Annual Course Student Learning Outcome Data : Version by **Bangs, Michael** on **12/15/2023 00:00**

CSLOs	Expected/Benchmark Performance	Actual Performance (Aggregate of All Terms)
RES151 - California Real Estate Principles		
1. Describe the various ways of acquiring title of real property. (Active from Fall 2015)	70.00%	90.48%
2. Interpret the laws governing contracts in general, including agency. (Active from Fall 2015)	70.00%	90.48%
3. List the essential requisites of a valid escrow and the principle duties and obligations of the escrow agent and title insurance company. (Active from Fall 2015)	70.00%	90.48%
4. Describe the requirements for success in a real estate career and why agents provide certain services regardless of perceived success (e.g., open houses.) (Active from Fall 2015)	70.00%	90.48%
5. Recognize the changing role of a real estate agent as the economy shifts between a seller's market and a buyer's market. (Active from Fall 2015)	70.00%	90.48%
RES152 - Legal Aspects of Real Estate		
1. Obtain a passing score on an exam that parallels the real estate law section of the Salesperson and Broker's licensing exam for the California Department of Real Estate. (Active from Fall 2015)	70.00%	100.00%
2. Analyze and critique a real estate contract and provide the legal basis for each of the required elements. (Active from Fall 2015)	70.00%	100.00%
3. Defend the rights of a property owner according to California real estate laws. (Active from Fall 2015)	70.00%	100.00%
RES152 - Legal Aspects of Real Estate		
4. Demonstrate an understanding of California and Federal Fair Housing laws as they apply to the practice of real estate. (Active from Summer 2022)	70.00%	0.00%
RES153 - Real Estate Appraisal		
1. Obtain a passing score on an exam that parallels the California Department of Real Estate Appraisal License exam. (Active from Fall 2015)	70.00%	63.64%
2. Compare and contrast three different methods of value estimation: Cost, Market Comparison, and Income Approaches, and discuss how and why each is derived and developed. (Active from Fall 2015)	70.00%	63.64%
3. Successfully defend a written narrative appraisal of a single family residence using the sales comparison approach to value. (Active from Fall 2015)	70.00%	63.64%
RES154 - Real Estate Finance		
1. Obtain a passing score on an exam that parallels the real estate finance section of the broker's licensing exam required by the California Department of Real Estate. (Active from Fall 2015)	70.00%	100.00%
2. Investigate and procure loans for specific types of properties. (Active from Fall 2015)	70.00%	100.00%
3. Analyze the local market and determine appropriate sources of loans for local properties. (Active from Fall 2015)	70.00%	100.00%
RES155 - Real Estate Practice		

CSLOs	Expected/Benchmark Performance	Actual Performance (Aggregate of All Terms)
1. Obtain a passing score on an exam that parallels the Real Estate Practices portion of the California Department of Real Estate Salesperson and Broker's licensing exam. (Active from Fall 2015)	70.00%	69.23%
2. Analyze a brokerage to determine if the practice and methods are compatible with the student's real estate career goals. (Active from Fall 2015)	70.00%	69.23%
RES155 - Real Estate Practice		
3. Understand the impact of implicit bias, explicit bias, and systemic bias on consumers and the actionable steps that can be taken to address those biases. (Active from Summer 2022)	70.00%	0.00%
RES155 - Real Estate Practice		
4. Demonstrate an understanding of California and Federal Fair Housing Laws as they apply to the practice of Real Estate. (Active from Spring 2023)	70.00%	0.00%
RES160 - California Property Management		
1. Obtain passing scores on quizzes/tests/exams that align with the property management section of the California Department of Real Estate's salesperson and/or broker's exam. (Active from Summer 2021)	70.00%	80.00%
2. Learn the requirements to function as a property manager within the parameters of California Real Estate guidelines and laws. (Active from Summer 2021)	70.00%	80.00%
3. Evaluate and be able to properly respond to situations that may arise as a landlord, tenant, or real estate professional. (Active from Summer 2021)	70.00%	80.00%
RES160 - California Property Management		
Obtain a passing score on a final exam that parallels the property management section of the California Department of Real Estate's broker's exam. (Active from Fall 2015)	70.00%	0.00%
Qualify to function as a property manager within the parameters of California real estate guidelines and laws. (Active from Fall 2015)	70.00%	0.00%
Evaluate and properly respond to situations that may arise as a landlord, tenant, or real estate professional. (Active from Fall 2015)	70.00%	0.00%
RES161 - California Real Estate Salesperson Exam Prep Course		
1. Demonstrate the applicable skills necessary to pass the state licensing exam for the CA (BRE) Bureau of Real Estate for the "Real Estate Salesperson License". (Active from Summer 2018)	70.00%	88.89%
2. Demonstrate professional competence in all aspects of real estate by completing all quizzes/exams with a passing score. (Active from Summer 2018)	70.00%	88.89%

APR Questions Tableau : Version by Deeds, Brad on 01/29/2024 21:15

Using the Data Provided (<https://10az.online.tableau.com/#/site/ltcc/views/ProgramReview/LTCCProgramReviewSummary?iid=1>) please provide the number of students (headcount) that are served by the discipline.

268 in 2022/23

Using the Data Provided (<https://10az.online.tableau.com/#/site/ltcc/views/ProgramReview/Demographics?iid=1>), identify the populations served by the discipline. Are there any inconsistencies? Does the Population served reflect the population of the college? If not, why, and how can the discipline serve a population more reflective of our community?

FTES in Real Estate is growing (11.38 in 2018/19 to 22.14 in 2022/23), with approximately 30% of students Hispanic/Latinx which roughly tracks with overall college demographics. African American students comprise between 2 - 7% over the last four years, with Asian/Pacific Islander students roughly 3-10% of enrollments in the discipline. Continued outreach to students on campus and at the high school is planned to ensure that all students know of the career opportunities in the field.

Using student success data (<https://10az.online.tableau.com/#/site/ltcc/views/ProgramReview/SuccessRatesOverall?iid=1>), identify any trends in successful completion of courses.

Are there particular courses (<https://10az.online.tableau.com/#/site/ltcc/views/ProgramReview/SuccessRatesbyCourse?iid=1>) students are struggling in?

Are there any demographics that are less likely to complete certain courses in the discipline?

What steps need to be taken to support students and the department in meeting its equity obligations?

Students appear to be struggling to pass three courses: RES 151 CA Real Estate Principles, RES 155 CA Real Estate Practice, and RES 161 CA Real Estate Exam Prep. African American students in particular seem to be passing at lower rates than their peers, and female students are out-performing their male counterparts. Counseling and Equity are being contacted on how to better support student populations to enable them to pass and transition into the field.

Are there any courses lacking Title V Updates?

If so, how many and why?

(Please check your courses in eLumen for the most recent list of courses that require updates.)

The two current adjunct faculty have been updating Title V for Course Outlines of Record in Fall 2023 quarter.

Describe the approach to scheduling in terms of offering a balance of Face to Face (F2F) and Online opportunities for students.

All courses are offered online as per faculty input.

Are there any insights specific to this discipline regarding scheduling modality in terms of success rates, student retention, or course cancellations?

Students attend classes from across California, so the modality probably will not change. It is discussed with instructors on how to best support students to not only pass their courses at LTCC, but also through the CA Real Estate Exam Board.

Are the full-time faculty teaching the courses with the most face to face students? Why/why not?

All courses are taught by part-time academic faculty.

Are staffing levels adequate to fulfill the purpose of the program?

Staffing levels are currently adequate.

What professional development opportunities have faculty in this discipline taken advantage of? Are there any unmet professional development needs?

Both faculty regularly attend trainings related to their field and have updated the RES certificate of achievement to better reflect the industry needs (such as including the CA Real Estate Exam Prep course into the COA).

Where applicable, outline and explain any budget shortfalls for this discipline.

n/a

If additional financial resources are needed, please describe how they will increase student success, retention, or completion.

n/a

Using the SLO Data above, are there any SLOs for any particular courses that students are not successfully understanding? How do you plan to address this?

Students are currently meeting expectations on SLOs.

What are the major strengths of your department?

Two highly-engaged part-time academic faculty who are professionals in their field.

In what ways could your department improve to better meet the needs of the College and support student success?

Perhaps looking at scheduling, as most students want to enroll in all classes in Winter and Spring in order to be working in the field in the summer. With the shorter offerings (late starts, 6 weeks, etc.), students are often overwhelmed by the course loads and do not pass the classes as it is a lot of material to absorb in a short amount of time.

What are the biggest challenges your department may face in making these improvements?

Enrollments are higher for the short-term classes, thus leading to their scheduling in that manner. The instruction office will continue to dialogue with faculty and counselors to advise students not to take too many courses at once and to advise them of the heavy workload, especially considering many of the students are older working adults.

Identify any other questions, comments, suggestions, or concerns you may have.

No Value

Dean Review : Version by **Deeds, Brad** on **01/29/2024 21:15**

Brad Deeds