

# Real Estate Program Review

2011-2012

## 1. Program Description

### A. Description

This program provides basic information to prepare students for careers in real estate, including the opportunity to fulfill the educational requirement necessary to apply for the California Real Estate Salesperson examination. Courses also provide current real estate professionals with continuing education requirements. For more information, go to <http://dre.ca.gov>.

### B. Program Student Learning Outcomes - Successful students in the program are able to:

1. Demonstrate knowledge of real estate principles and practices in fulfillment of Department of Real Estate state licensure requirements.
2. Apply various approaches to valuation, credit scoring, debt ratios, income ratios and decision-making within the Real Estate industry.

### C. College Level Student learning Outcomes

1. Critical Thinking and Problem Solving
2. Communication
3. Information Competency

### D. Estimated Costs (Required for Certificate of Achievement ONLY)

	Cost
Enrollment Fees	
Books	
Supplies	
Total	

### E. Criteria Used for Admission

### F. Vision

Ventura College will be a model community college known for enhancing the lives and economic futures of its students and the community.

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## G. Mission

Ventura College, one of the oldest comprehensive community colleges in California, provides a positive and accessible learning environment that is responsive to the needs of a highly diverse student body through a varied selection of disciplines, learning approaches and teaching methods including traditional classroom instruction, distance education, experiential learning, and co-curricular activities. It offers courses in basic skills; programs for students seeking an associate degree, certificate or license for job placement and advancement; curricula for students planning to transfer; and training programs to meet worker and employee needs. It is a leader in providing instruction and support for students with disabilities. With its commitment to workforce development in support of the State and region's economic viability, Ventura College takes pride in creating transfer, career technical and continuing education opportunities that promote success, develop students to their full potential, create lifelong learners, enhance personal growth and life enrichment and foster positive values for successful living and membership in a multicultural society. The College is committed to continual assessment of learning outcomes in order to maintain high quality courses and programs. Originally landscaped to be an arboretum, the College has a beautiful, park-like campus that serves as a vital community resource.

## H. Core Commitments

Ventura College is dedicated to following a set of enduring Core Commitments that shall guide it through changing times and give rise to its Vision, Mission and Goals.

- Student Success
- Respect
- Integrity
- Quality
- Collegiality
- Access
- Innovation
- Diversity
- Service
- Collaboration
- Sustainability
- Continuous Improvement

## I. Degrees/Certificates

The program does not have a certificate although the courses are already in place to easily make it a certificate program. 75 of 110 community college districts in CA offer a Real Estate program. (please see appendix)

## J. Program Strengths, Successes, and Significant Events

Demonstrated track record with career pathways and job creation relative to VC's Mission Statement. Ventura College is the only one of the three community colleges in Ventura County providing this program. Local Real Estate brokerage offices do not offer Real Estate courses.. The Real Estate program at Ventura College supports multiple career pathways including; property management, commercial leasing, escrow, loans, insurance, pest control,

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construction, inspection, appraisals along with residential sales agents and continuing education for many vocations. An outcome for the Real Estate program is job creation. A variety of letters from program graduates are on file in the dean's office. The letters illustrate the wide variety of careers within financial services that program graduates obtain.

The Ventura County Board of Realtors supports keeping the Real Estate program at VC. (A letter from the VCBOR is on file in the dean's office.) Online/ mail-order Real Estate courses have been available for many years although they have never been a desired medium for study among students.

**The Chancellor's office spring update for California Community Colleges shows that 75 of 110 community colleges offered real estate courses Ventura County would be terribly displaced to not offer Real Estate courses at Ventura College, Moorpark College or Oxnard College.**

Many other colleges offer a certificate in Real Estate. We can model their approach. (see below and see appendix)

Students may obtain the California Real Estate Certificate by completing the following courses. (We currently have all of these courses approved in the catalog)

Principals of Real Estate	3
Real Estate Practice	3
Real Estate Finance	3
Real Estate Appraisal	3
Real Estate Economics	3
Real Estate Property Management	3
Electives: other business courses	6
Total units	24

Strong participation from Part Time instructor who is involved with local community members and business professionals.

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## K. Organizational Structure

President: Robin Calote

Executive Vice President: Ramiro Sanchez

Assistant Dean: Karen Gorback

Department Chair: Jeff Stauffer

### Instructors and Staff

<b>Name</b>	<b>Michael Anderson</b>	
Classification	Part time	
Year Hired	2005	
Years of Work-Related Experience	9	
Degrees/Credentials	B.A., MBA, CFP, PRLS, CA Dept of Real Estate Broker's License	

<b>Name</b>	<b>Vic Mercado</b>	
Classification	Part time	
Year Hired	2000	
Years of Work-Related Experience	12	
Degrees/Credentials	B.A., CA Dept or Real Estate License	

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## 2. Performance Expectations

A. Program Student Learning Outcomes - Successful students in the program are able to:

1. Demonstrate knowledge of real estate principles and practices in fulfillment of Department of Real Estate state licensure requirements.
2. Apply various approaches to valuation, credit scoring, debt ratios, income ratios and decision-making within the Real Estate industry.

B. Student Success Outcomes

1. The program will increase its retention rate from the average of the **program's** prior three-year retention rate. The retention rate is the number of students who finish a term with any grade other than W or DR divided by the number of students at census.
2. The program will increase its retention rate from the average of the **college's** prior three-year retention rate. The retention rate is the number of students who finish a term with any grade other than W or DR divided by the number of students at census.
3. The program will increase the student success rates from the average of the **program's** prior three-year success rates. The student success rate is the percentage of students who receive a grade of c or better.
4. The program will increase the student success rates from the average of the **college's** prior three-year success rates. The student success rate is the percentage of students who receive a grade of C or better.
5. Students will complete the program earning certificates and/or degrees.

C. Program Operating Outcomes

1. The program will maintain WSCH/FTEF above the 525 goal set by the district.
2. Inventory of instructional equipment is functional, current, and otherwise adequate to maintain a quality-learning environment. Inventory of all equipment over \$200 will be maintained and a replacement schedule will be developed. Service contracts for equipment over \$5,000 will be budgeted if funds are available.

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## D. Courses to Student Learning Outcomes Map

### Course to Program-Level Student Learning Outcome Mapping (CLSLO)

**I:** This program-level student learning outcome is **INTRODUCED** in this course.

**P:** This program-level student learning outcome is **PRACTICED** in this course.

**M:** This program-level student learning outcome is **MASTERED** in this course.

Leave blank if program-level student learning outcome is not addressed.

Courses	PLSLO #1	PLSLO #2
RE V01	P	P
RE V02	I	I
RE V03	I	I
RE V05	P	P
RE V11	P	P
RE V12	M	M
RE V88		

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## 3. Operating Information

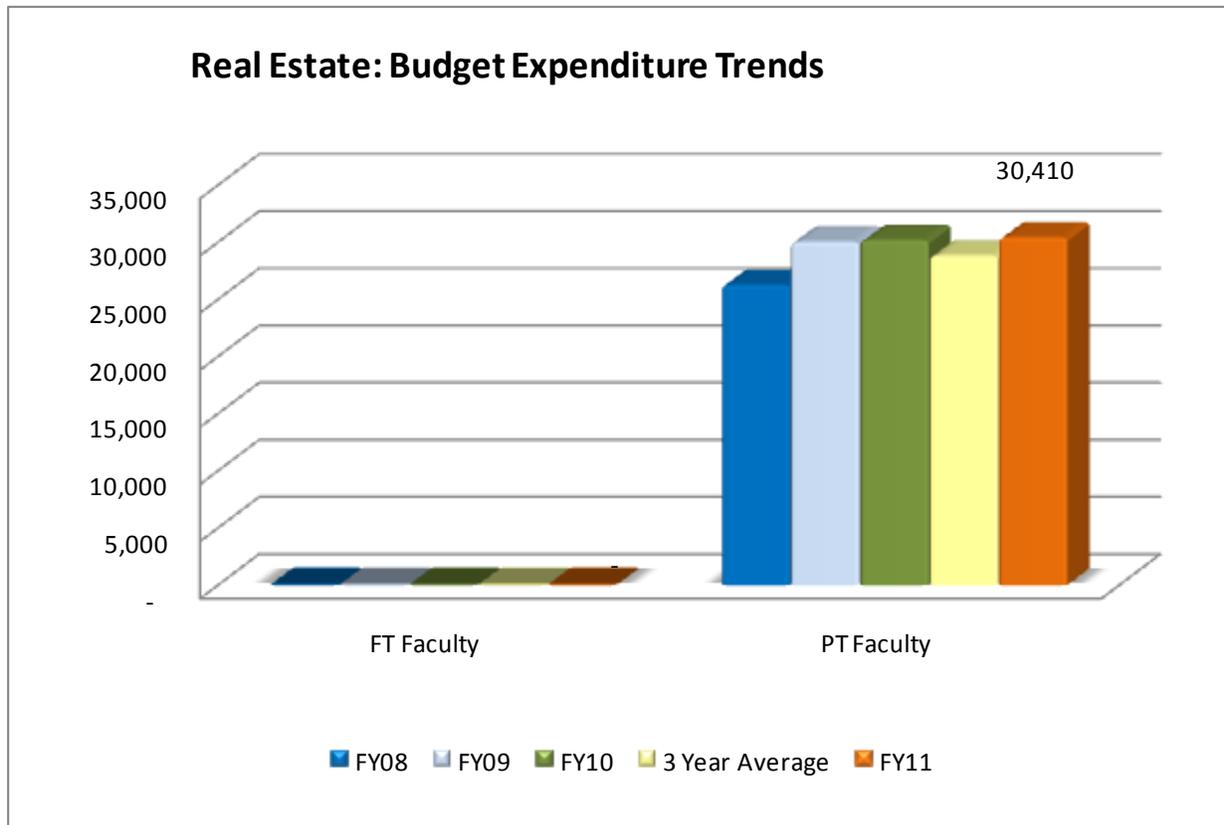
### A1: Budget Summary Table

To simplify the reporting and analysis of the Banner budget detail report, the budget accounts were consolidated into nine expense categories. The personnel categories include employee payroll expenses (benefits). The “3 Year Average” was computed to provide a trend benchmark to compare the prior three year expenses to the FY11 expenses. The “FY11 College” expense percentages are included to provide a benchmark to compare the program’s expenses to the overall college expenses.

Category	Title	FY08	FY09	FY10	3 Year Average	FY11	FY11 Program	FY11 College
1	FT Faculty	-	-	-	-	-	100%	12%
2	PT Faculty	26,254	30,021	30,169	28,815	30,410	6%	-10%
	<b>Total</b>	<b>26,254</b>	<b>30,021</b>	<b>30,169</b>	<b>28,815</b>	<b>30,410</b>	<b>6%</b>	<b>0%</b>

### A2: Budget Summary Chart

This chart illustrates the program’s expense trends. The data label identifies the FY11 expenses (the last bar in each group). The second-to-last bar is the program’s prior three year average.

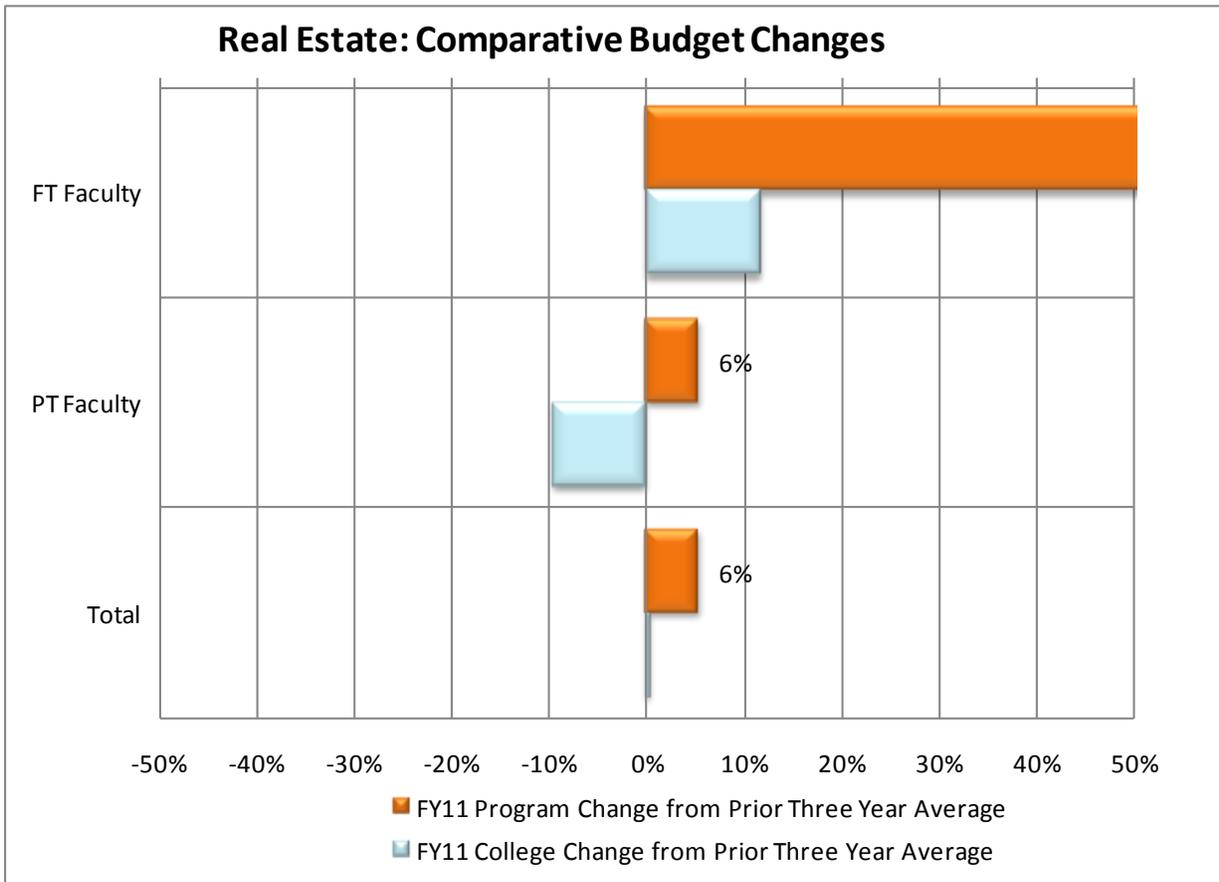


### A3: Comparative Budget Changes Chart

This chart illustrates the percentage change from the prior three year average expense to the FY11 expenses. The top bar for each budget category represents the program’s change in expenses and includes the data label. The second bar represents the college’s change in expenses.

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### A4: Budget Detail Report

The program's detail budget information is available in *Appendix A – Program Review Budget Report*. This report is a PDF document and is searchable. The budget information was extracted from the District's Banner Financial System. The program budget includes all expenses associated to the program's Banner program codes within the following funds: general fund (111), designated college equipment fund (114-35012), State supplies and equipment funds (128xx), and the technology refresh fund (445). The *Program Review Budget Report* is sorted by program (in alphabetical order) and includes the following sections: total program expenses summary; subtotal program expenses for each different program code; detail expenses by fund, organization and account; and program inventory (as posted in Banner). To simplify the report, the Banner personnel benefit accounts (3xxx) were consolidated into employee type benefit accounts (3xxx1 = FT Faculty, 3xxx2 = PT Faculty, 3xxx3 = Classified, etc.).

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### A5: Interpretation of the Program Budget Information

We have been producing 7-8 courses each year for \$30k with 2 part time instructors.

Offering 4-5 courses per year would be reduce expenses by over 33%. This would be a reduction of over \$10,000 per year.

The Real Estate program has been offering Practice, Principles and Finance each semester (Appraisal every other semester).

Current costs are \$36/unit, the program generated over \$26k in revenue this year with 7 courses being offered.

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### B1: Program Inventory Table

This chart shows the inventory (assets) as currently posted in the Banner Financial System. This inventory list is not complete and will require review by each program. Based on this review an updated inventory list will be maintained by the college. A result of developing a complete and accurate inventory list is to provide an adequate budget for equipment maintenance and replacement (total-cost-of-ownership). The college will be working on this later this fall.

Item	Vendor	Org	Fund	Purchased	Age	Price	Perm Inv #	Serial #
No equipment inventory in the Banner Asset system								

### B2: Interpretation of the Program Inventory Information

n/a

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C1: Productivity Terminology Table

<b>Sections</b>	A credit or non-credit class. Does not include not-for-credit classes (community education).
<b>Census</b>	Number of students enrolled at census (typically the 4 <sup>th</sup> week of class for fall and spring).
<b>FTES</b>	Full Time Equivalent Students A student in the classroom 15 hours/week for 35 weeks (or two semesters) = 525 student contact hours. 525 student contact hours = 1 FTES. Example: 400 student contact hours = $400/525 = 0.762$ FTES. The State apportionment process and District allocation model both use FTES as the primary funding criterion.
<b>FTEF</b>	Full Time Equivalent Faculty A faculty member teaching 15 units for two semesters (30 units for the year) = 1 FTE. Example: a 6 unit assignment = $6/30 = 0.20$ FTEF (annual). The college also computes semester FTEF by changing the denominator to 15 units. However, in the program review data, all FTE is annual. FTEF includes both Full-Time Faculty and Part-Time Faculty. FTEF in this program review includes faculty assigned to teach extra large sections (XL Faculty). This deviates from the district practice of not including these assignments as part of FTEF. However, it is necessary to account for these assignments to properly produce represent faculty productivity and associated costs.
<b>Cross Listed FTEF</b>	FTEF is assigned to all faculty teaching cross-listed sections. The FTEF assignment is proportional to the number of students enrolled at census. This deviates from the practice of assigning load only to the primary section. It is necessary to account for these cross-listed assignments to properly represent faculty productivity and associated costs.
<b>XL FTE</b>	Extra Large FTE: This is the calculated assignment for faculty assigned to extra large sections (greater than 60 census enrollments). The current practice is not to assign FTE. Example: if census > 60, 50% of the section FTE assignment for each additional group of 25 (additional tiers).
<b>WSCH</b>	Weekly Student Contact Hours The term "WSCH" is used as a total for weekly student contact hours AND as the ratio of the total WSCH divided by assigned FTEF. Example: 20 sections of 40 students at census enrolled for 3 hours per week taught by 4.00 FTEF faculty. $(20 \times 40 \times 3) = 2,400$ WSCH / 4.00 FTEF = 600 WSCH/FTEF.
<b>WSCH to FTES</b>	Using the example above: $2,400$ WSCH x 35 weeks = 84,000 student contact hours = $84,000 / 525 = 160$ FTES (see FTES definition). Simplified Formulas: $FTES = WSCH/15$ or $WSCH = FTES \times 15$
<b>District Goal</b>	Program WSCH ratio goal. WSCH/FTEF The District goal was set in 2006 to recognize the differences in program productivity.

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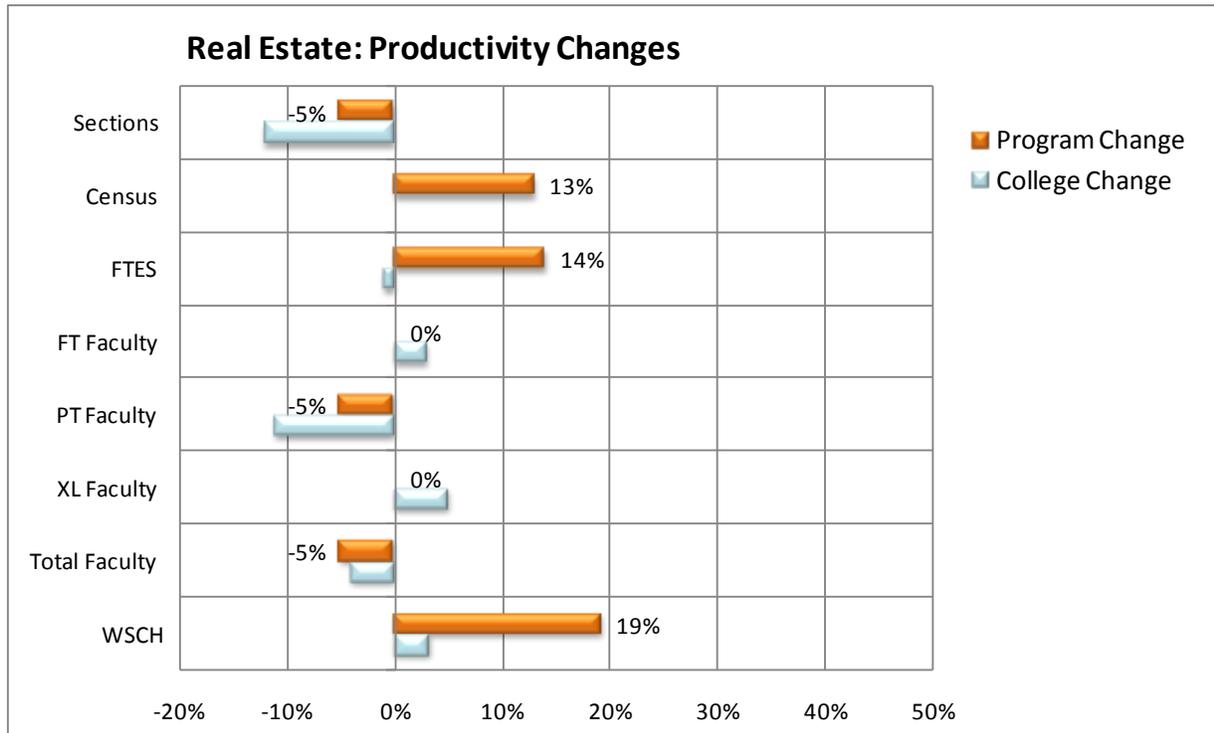
### C2: Productivity Summary Table

This table is a summary of the detail information provided in the *Program Review Productivity Report*. The “3 Year Average” was computed to provide a trend benchmark to compare the results of the prior three years to the FY11 results. The “FY11 College” percentages are included to provide a benchmark to compare the program’s percentages.

Title	FY08	FY09	FY10	3 Year Average	FY11	Program Change	College Change
Sections	7	8	7	7	7	-5%	-12%
Census	222	209	215	215	244	13%	0%
FTES	22	21	21	21	24	14%	-1%
FT Faculty	-	-	-	-	-	0%	3%
PT Faculty	0.70	0.80	0.70	0.73	0.70	-5%	-11%
XL Faculty	-	-	-	-	-	0%	5%
Total Faculty	0.70	0.80	0.70	0.73	0.70	-5%	-4%
WSCH	471	394	450	432	514	19%	3%

### C3: Comparative Productivity Changes Chart

This chart illustrates the percentage change from the prior three year average productivity to the FY11 productivity. The top bar for each budget category represents the program’s change in productivity and includes the data label. The second bar represents the college’s change in productivity.



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### C4: Interpretation of the Program Productivity Information

The Real Estate program at Ventura College serves all of Ventura County. Moorpark and Oxnard do not offer Real Estate courses. Local Real Estate brokerage offices do not offer these courses. Online/Mail-order books have been available for many years although they are not desirable among students.

WSCH increased 19% year over year and also 19% for the 3 year average.

Census Data shows a 13% increase year over year and also 13% for the 3 year average.

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### D1: District WSCH Ratio Productivity Table

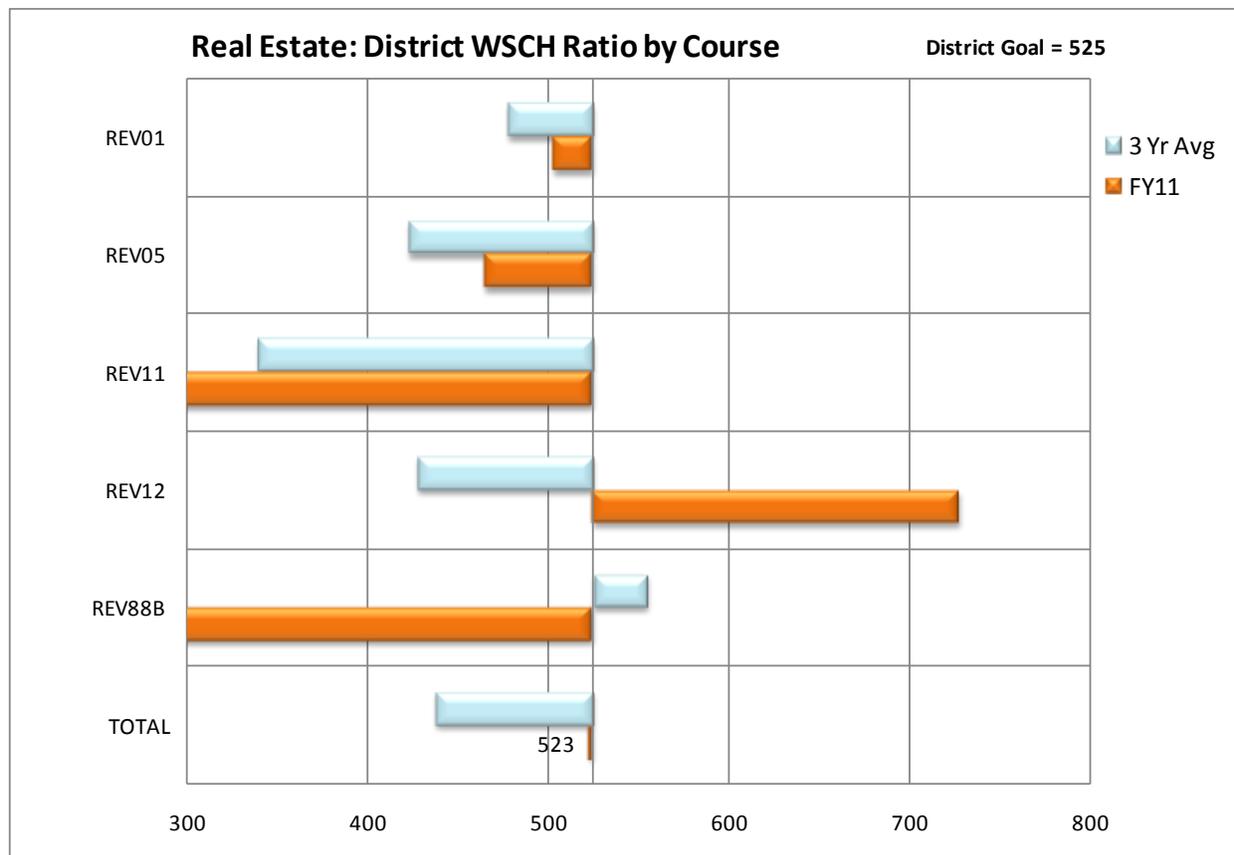
This table shows the District WSCH ratio (WSCH/FTEF) for each course by year for this program. Courses not offered during FY11 (last year) or without faculty load (independent study) are excluded. Because these are ratios, the combined average is computed using total WSCH and total FTEF (not the average of ratios). The formula used in this table distributes FTEF to all cross-listed sections (proportional to census enrollment) but does not include the associated faculty costs of extra large assignment.

District WSCH Ratio =  $WSCH / (PT\ FTE + FT\ FTE)$ .

District WSCH Ratio: Weekly Student Contact Hours/(FT FTE+PT FTE)										
Course	Title	FY08	FY09	FY10	3 Yr Avg	FY11	Change	Dist Goal	% Goal	
REV01	Real Estate Principles	508	402	548	478	503	5%	525	96%	
REV05	Real Estate Practices	368	443	458	423	465	10%	525	89%	
REV11	Real Estate Appraisal	495	225	300	340	270	-21%	525	51%	
REV12	Real Estate Finance	-	405	450	428	728	70%	525	139%	
REV88B	Real Estate Finance	555	-	-	555	-	-100%	525	0%	
<b>TOTAL</b>	<b>Annual District WSCH Ratio</b>	<b>473</b>	<b>391</b>	<b>459</b>	<b>438</b>	<b>523</b>	<b>19%</b>	<b>525</b>	<b>100%</b>	

### D2: District WSCH Ratio Productivity Chart

This chart illustrates the course level District WSCH ratio. The top bar shows the program's three year average. The second bar shows the program's FY11 WSCH ratio. The axis represents the District WSCH ratio goal set in 2006. The program's (or subject's) total WSCH ratio is shown as the TOTAL at the bottom of the chart.



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## D3: College WSCH Ratio Productivity Table

This table shows the College's WSCH ratio (WSCH/FTEF) for each course by year for the program. Courses not offered during FY11 (last year) or without faculty load (independent study) are excluded. Because these are ratios, the combined average is computed using total WSCH and total FTEF (not the average of ratios). The formula used in this table includes the associated faculty costs of extra large sections. Faculty teaching extra large sections are paid stipends equal to 50% of their section FTE assignment for each group of 25 students beyond the first 60 students (calculated in this table as XL FTE). This College WSCH Ratio is a more valid representation of WSCH productivity. The College WSCH Ratio will be used in the program review process.

College WSCH Ratio = WSCH / (PT FTE + FT FTE + XL FTE)

College WSCH Ratio: Weekly Student Contact Hours/(FT FTE + PT FTE + XL FTE)										
Course	Title	FY08	FY09	FY10	3 Yr Avg	FY11	Change	Dist Goal	% Goal	
REV01	Real Estate Principles	508	402	548	478	503	5%	525	96%	
REV05	Real Estate Practices	368	443	458	423	465	10%	525	89%	
REV11	Real Estate Appraisal	495	225	300	340	270	-21%	525	51%	
REV12	Real Estate Finance	-	405	450	428	728	70%	525	139%	
REV88B	Real Estate Finance	555	-	-	555	-	-100%	525	0%	
<b>TOTAL</b>	<b>Annual College WSCH Ratio</b>	<b>473</b>	<b>391</b>	<b>459</b>	<b>438</b>	<b>523</b>	<b>19%</b>	<b>525</b>	<b>100%</b>	

## D4: College WSCH Ratio Productivity Chart

This chart illustrates the course level College WSCH ratio. The top bar shows the program's three year average. The second bar shows the FY11 WSCH ratio. The axis represents the District WSCH ratio goal set in 2006. The program's (or subject's) total WSCH ratio is shown as the TOTAL at the bottom of the chart. The computation used for the College WSCH Ratio includes XL FTE (extra-large sections) and the assignment of FTEF to all cross-listed sections (proportional to census enrollment).



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### D5: Productivity Detail Report

The program's detail productivity information is available in *Appendix B – Program Review Productivity Report*. This report is a PDF document and is searchable. The productivity information was extracted from the District's Banner Student System. The productivity information includes all information associated with the program's subject codes. The *Program Review Productivity Report* is sorted by subject code (alphabetical order) and includes the following sections: productivity measures and WSCH ratios by course by year.

### D6: Interpretation of the Program Course Productivity Information

District goal for WSCH is 525, the RE program is currently at 523 which is a 19% increase over the 3 year average. RE is trending up with WSCH scores.

Real Estate Finance course WSCH is 139% of goal.

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## E1: Student Success Terminology

<b>Census</b>	Number of students enrolled at Census (typically the 4 <sup>th</sup> week of class for fall and spring). Census enrollment is used to compute WSCH and FTES for funding purposes.
<b>Retain</b>	Students completing the class with any grade other than W or DR divided by Census Example: 40 students enrolled, 5 students dropped prior to census, 35 students were enrolled at census, 25 students completed the class with a grade other than W or DR: Retention Rate = 25/35 = 71%
<b>Success</b>	Students completing the class with grades A, B, C, CR or P divided by Census Excludes students with grades D, F, or NC.

## E2: Student Success Summary

The following two tables summarize the detail information provided in the *Appendix C - Program Review Student Success Report*. The first table shows the number of students. The second table shows the percentage of students. Both tables show the distribution of student grades by year for the program (subject). They show the number of students who were counted at census, completed the class (retention), and were successful. The “3 Year Average” was computed to provide a trend benchmark to compare the prior three year expenses to the FY11 success measures. The “College” success percentages are included to compare the results of the program to the results of the college.

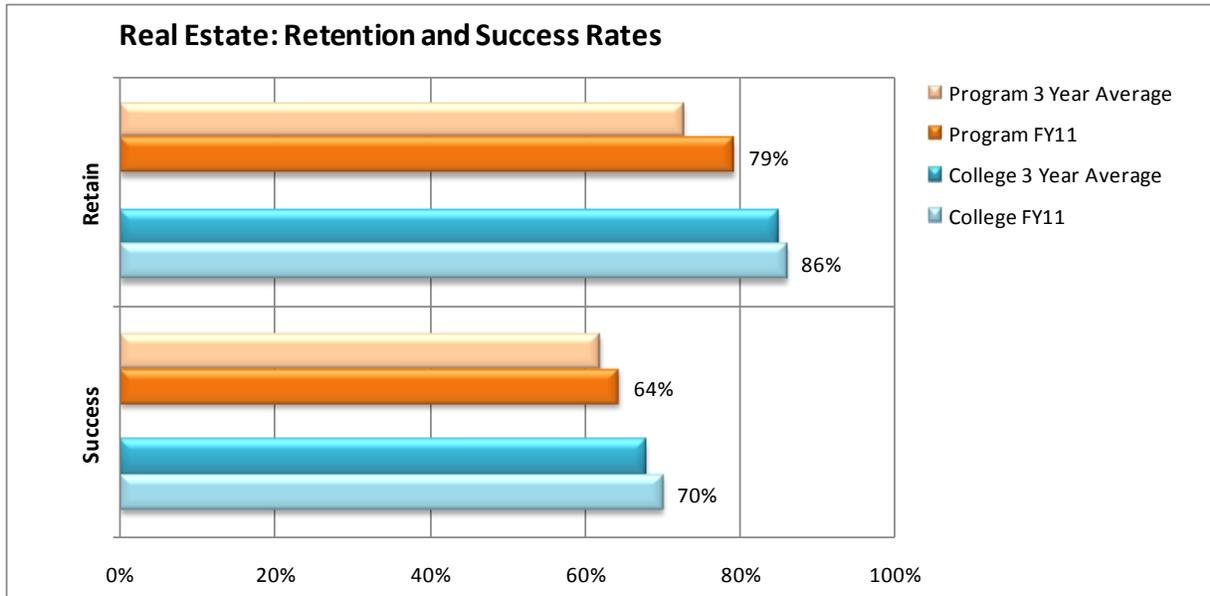
Subject	Fiscal Year	A	B	C	P/CR	D	F	W	NC	Census	Retain	Success
RE	FY08	67	53	11	-	-	23	57	1	212	154	131
RE	FY09	58	47	16	1	1	14	55	1	193	137	122
RE	FY10	66	59	3	-	3	25	53	1	210	157	128
RE	3 Year Avg	64	53	10	-	1	21	55	1	205	149	127
RE	FY11	87	58	7	-	-	35	49	-	236	187	152
Subject	Fiscal Year	A	B	C	P/CR	D	F	W	NC	Census	Retain	Success
RE	FY08	32%	25%	5%	0%	0%	11%	27%	0%		73%	62%
RE	FY09	30%	24%	8%	1%	1%	7%	28%	1%		71%	63%
RE	FY10	31%	28%	1%	0%	1%	12%	25%	0%		75%	61%
RE	3 Year Avg	31%	26%	5%	0%	0%	10%	27%	0%		73%	62%
RE	FY11	37%	25%	3%	0%	0%	15%	21%	0%		79%	64%
<b>College</b>	<b>3 Year Avg</b>	<b>33%</b>	<b>19%</b>	<b>12%</b>	<b>5%</b>	<b>5%</b>	<b>10%</b>	<b>15%</b>	<b>2%</b>		<b>85%</b>	<b>68%</b>
College	FY11	33%	20%	13%	3%	5%	10%	14%	2%		86%	70%

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### E3: Retention and Success Rates

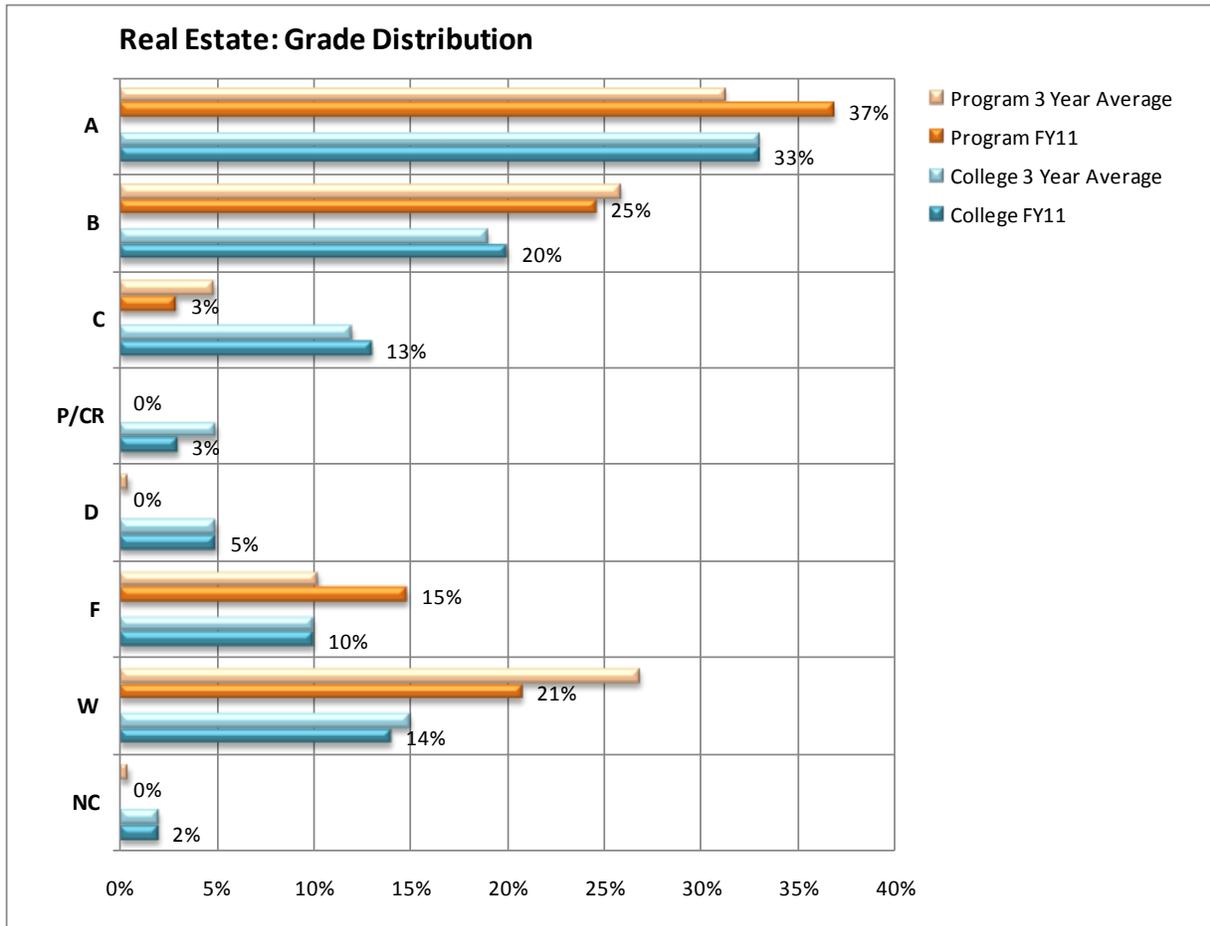
This chart illustrates the retention and success rates of students who were counted at census. Each measure has four bars. The first bar represents the program's prior three year average percent. The second bar shows last year's (FY11) percent. The third and fourth bars represent the overall college percents.



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### E4: Grade Distribution

This chart illustrates the program's distribution of grades (by subject). Each grade has four bars. The first bar represents the program's prior three year average percent of grades. The second bar shows last year's (FY11) grade distribution percents. The third and fourth bars represent the overall college distribution percents.



### E5: Student Success Detail Report

The program student success detail information is available in *Appendix C – Program Review Student Success Report*. This report is a PDF document and is searchable. The student success information was extracted from the District's Banner Student System. The student success information includes all information associated with the program's subject codes. The *Program Review Student Success Report* is sorted by subject code (alphabetical order) and includes the following sections: comparative summary and course detail by term. The following table defines the terminology.

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### E6: Interpretation of Program Retention, Student Success, and Grade Distribution

The retention and success ratios show improvement. They are currently higher now compared to any time over the last 3 years.

Many students have kept in touch with the Real Estate advisory board, there are 23 students that have been actively working toward their career pathway as a result of the Real Estate program and they remain in touch with the Real Estate advisory board.

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### F1: Program Completion – Student Awards

This table shows the number of students who completed a program certificate or degree during the fiscal year. Gender distribution is included. The following chart illustrates this information.

No certificates or degrees currently in place. This can easily be updated to offer a certificate in the future.

### F2: Interpretation of the Program Completion Information

There is currently no data to review however this can easily be updated to offer a certificate in the future. The program recommends offering a certificate program, we currently offer all of the necessary courses to have a 24 unit California Real Estate Certificate.

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### G1: Student Demographics Summary Tables

This table shows the program and college census enrollments for each demographic category. It also shows the average age of the students. The program FY11 results can be compared to its prior three year average, the college FY11 results, and the college prior three year average.

Subject	FY	Hispanic	White	Asian	Afr Am	Pac Isl	Filipino	Nat Am	Other	Female	Male	Other	Avg Age
RE	FY08,	82	89	5	10	-	2	5	19	109	102	1	39
RE	FY09,	60	87	4	14	-	2	7	19	97	96	-	37
RE	FY10,	58	105	11	8	3	3	5	17	74	136	-	34
<b>RE</b>	<b>3 Year Avg</b>	<b>67</b>	<b>94</b>	<b>7</b>	<b>11</b>	<b>1</b>	<b>2</b>	<b>6</b>	<b>18</b>	<b>93</b>	<b>111</b>	<b>-</b>	<b>37</b>
<b>RE</b>	<b>FY11</b>	<b>60</b>	<b>125</b>	<b>9</b>	<b>14</b>	<b>-</b>	<b>1</b>	<b>4</b>	<b>23</b>	<b>129</b>	<b>104</b>	<b>3</b>	<b>34</b>
College	3 Year Avg	11,806	11,169	988	1,005	217	827	403	2,302	15,888	12,694	134	27
<b>College</b>	<b>FY11</b>	<b>13,034</b>	<b>10,566</b>	<b>977</b>	<b>1,040</b>	<b>196</b>	<b>886</b>	<b>402</b>	<b>1,688</b>	<b>15,734</b>	<b>13,014</b>	<b>40</b>	<b>24</b>

This table shows the program and college percentage of census enrollments for each demographic category.

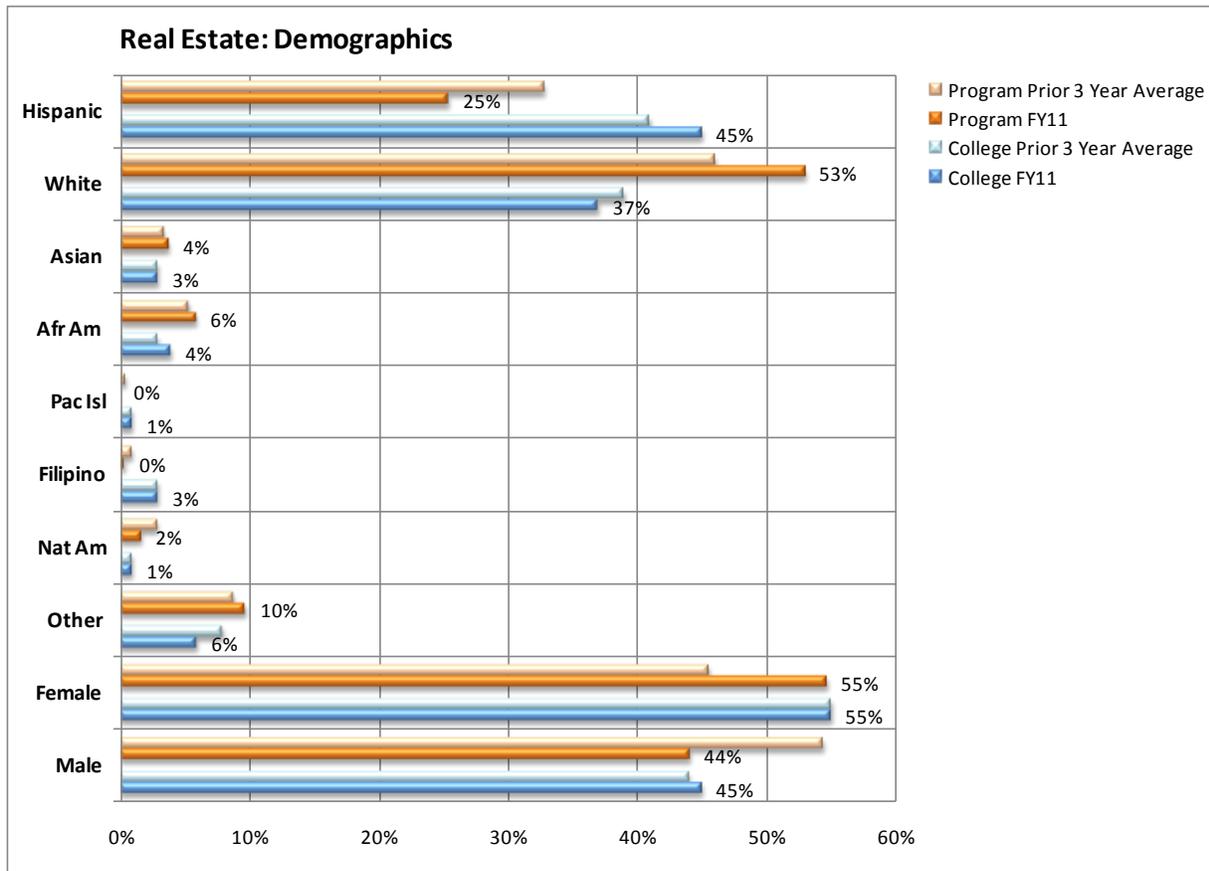
Subject	FY	Hispanic	White	Asian	Afr Am	Pac Isl	Filipino	Nat Am	Other	Female	Male	Other	Avg Age
RE	FY08,	39%	42%	2%	5%	0%	1%	2%	9%	51%	48%	0%	39
RE	FY09,	31%	45%	2%	7%	0%	1%	4%	10%	50%	50%	0%	37
RE	FY10,	28%	50%	5%	4%	1%	1%	2%	8%	35%	65%	0%	34
RE	3 Year Avg	33%	46%	3%	5%	0%	1%	3%	9%	46%	54%	0%	37
<b>RE</b>	<b>FY11</b>	<b>25%</b>	<b>53%</b>	<b>4%</b>	<b>6%</b>	<b>0%</b>	<b>0%</b>	<b>2%</b>	<b>10%</b>	<b>55%</b>	<b>44%</b>	<b>1%</b>	<b>34</b>
College	3 Year Avg	41%	39%	3%	3%	1%	3%	1%	8%	55%	44%	0%	27
<b>College</b>	<b>FY11</b>	<b>45%</b>	<b>37%</b>	<b>3%</b>	<b>4%</b>	<b>1%</b>	<b>3%</b>	<b>1%</b>	<b>6%</b>	<b>55%</b>	<b>45%</b>	<b>0%</b>	<b>24</b>

## Real Estate Program Review

2011-2012

### G2: Student Demographics Chart

This chart illustrates the program's percentages of students by ethnic group. . Each group has four bars. The first bar represents the program's prior three year percent. The second bar shows last year's (FY11) percent. The third and fourth bars represent the overall college percents.



### G3: Student Demographics Detail Report

The program student success detail information is available in *Appendix D – Program Review Student Demographics Report*. This report is a PDF document and is searchable. The student success information was extracted from the District's Banner Student System. The student demographic information includes all information associated with the program's subject codes. The *Program Review Student Demographics Report* is sorted by subject code (alphabetical order) and includes the following sections: comparative summary by year, and detail demographics by term and course.

### G4: Interpretation of the Program Demographic Information

Average age in the Real Estate program is 37 compared to 27 in the College for the 3 year average. This demonstrates an older demographic seeking career pathways through the Real Estate program.

Real Estate Program also demonstrates Gender equity relative to the college demographics.

# Real Estate Program Review

2011-2012

## 4. Performance Assessment

### A1: Program-Level Student Learning Outcomes

Program-Level Student Learning Outcome 1	Performance Indicators
Demonstrate knowledge of real estate principles and practices in fulfillment of Department of Real Estate state licensure requirements.	In REV05 Real Estate Practice 75% of students who take the final exam will successfully demonstrate knowledge of real estate principles and practices.
<b>Operating Information</b>	
79% of students in REV05 passed the final exam demonstrating knowledge of real estate principles and practices.	
<b>Analysis – Assessment</b>	
REV05 exceeded PLSLO1 by 4%. The goal was met and exceeded.	

Program-Level Student Learning Outcome 2	Performance Indicators
Apply various approaches to valuation, credit scoring, debt ratios, income ratios and decision-making within the Real Estate industry.	In REV12 Real Estate Finance 80% of students who complete the four semester projects will successfully apply various approaches to valuation, credit scoring, debt ratios, income ratios and decision making in Real Estate.
<b>Operating Information</b>	
86% of students in REV12 completed the four semester projects applying various approaches to valuation, credit scoring, debt ratios, income ratios and decision making in Real Estate.	
<b>Analysis – Assessment</b>	
The goal was met and exceeded by 6%.	

## Real Estate Program Review

2011-2012

### 4B: Student Success Outcomes

Student Success Outcome 1	Performance Indicators
The program will increase its retention rate from the average of the <b>program's</b> prior three-year retention rate. The retention rate is the number of students who finish a term with any grade other than W or DR divided by the number of students at census.	The program will increase the retention rate by 5% or more above the average of the <b>program's</b> retention rate for the prior three years.
<b>Operating Information</b>	
The Real Estate program's retention rate for FY11 was 79%. The program retention rate for the prior 3 yr average was 73%.	
<b>Analysis – Assessment</b>	
The Real Estate program increased retention by 6% for FY11 relative to the 3yr average. SSO#1 was exceeded.	

Student Success Outcome 2	Performance Indicators
The program will increase the student success rates from the average of the <b>program's</b> prior three-year success rates. The student success rate is the percentage of students at census who receive a grade of C or better.	The program will increase student success rate by 2% or more above the <b>program's</b> average student success rate for the prior three years.
<b>Operating Information</b>	
The Real Estate program success rate in FY11 was 64%. For the prior 3 YR average the success rate was 62%.	
<b>Analysis – Assessment</b>	
SSO#3 met it's goal. Success increased by 2%.	

## Real Estate Program Review

2011-2012

### C. Program Operating Outcomes

Program Operating Outcome 1	Performance Indicators
The program will increase WSCH/FTEF from the 3 yr average.	The program will increase the program yr 11 WSCH goal by 10% over the 3 year average.
<b>Operating Information</b>	
The 3 years average WSCH is 438 and the FY11 is 523.	
<b>Analysis – Assessment</b>	
The Real Estate program increased the WSCH goal in FY11 by 19%. The performance indicator was exceeded.	

Program Operating Outcome 2	Performance Indicators
<b>Operating Information</b>	
The inventory list is out of date and needs to be reviewed (3B1)	
<b>Analysis – Assessment</b>	

# Real Estate Program Review

2011-2012

## 5. Findings

**Finding 1** Ventura College is the only college in the VCCCD offering a Real Estate program. Thus, there is no duplication of services within the District. Local Real Estate brokerage offices do not offer Real Estate courses. The Ventura County Board of Realtors noted the multiple career pathways that Real Estate courses support including; property management, commercial leasing, escrow, loans, insurance, pest control, construction, inspection, appraisals along with residential sales agents and many more career pathways linked to job creation through the Real Estate program at Ventura College. The Ventura County Board of Realtors supports keeping the Real Estate program at VC. (please see the letter from VCBOR in the appendix) Online/ mail-order Real Estate courses have been available for many years although they have never been a desired medium for study among students. The Real Estate program census data demonstrates a strong desire for a Real Estate program locally in Ventura County. The Chancellor's office spring update for California Community Colleges shows that 75 of 110 community colleges offered real estate courses (please see appendix for this document) Ventura County would be terribly displaced to not offer Real Estate courses at Ventura College, Moorpark College or Oxnard College. The cost to maintain the course is minimal due to strong WSCH scores. Additionally, there are some RE courses that have WSCH scores at 139% of goal.

**Finding 2** We can Offer a Californian Real Estate Certificate at no additional cost to VCCCD.  
(Move from Tier 3 to Tier 2)

Many other colleges offer this certificate. We can model their approach. (see below and see appendix)

Students may obtain the California Real Estate Certificate by completing the following courses. (We currently have all of these courses approved in the catalog)

Principals of Real Estate	3
Real Estate Practice	3
Real Estate Finance	3
Real Estate Appraisal	3
Real Estate Economics	3
Real Estate Property Management	3
Electives: other business courses	6
Total units	24

**A California Real Estate Certificate will open career pathways to students at Ventura College. Real Estate courses support careers in: property management, commercial leasing, escrow, loans, insurance, pest control, construction, inspection, appraisals, residential sales, commercial sales and many additional vocations.**

**Finding 4** Strong census data and WSCH increases.

# Real Estate Program Review

2011-2012

## 6. Initiatives

**Initiative** Maintain the program with select sections being offered. (Over 33% reduction of expenses)

**Initiative ID** RE-1

**Links to Finding 1:** Ventura is the only one of the three colleges in the District offering a Real Estate Program. Local Real Estate brokerage offices do not offer Real Estate courses. (reference J, page 2) The Ventura County Board of Realtors noted the multiple career pathways that Real Estate courses support including: property management, commercial leasing, escrow, loans, insurance, pest control, construction, inspection, appraisals along with residential sales agents and many more career pathways linked to job creation through the Real Estate program at Ventura College. (reference J, pages 2-3) The Ventura County Board of Realtors supports keeping the Real Estate program at VC. (please see the letter from VCBOR in the appendix) Online/ mail-order Real Estate courses have been available for many years although they have never been a desired medium for study among students. The Real Estate program census data demonstrates a strong desire for a Real Estate program locally in Ventura County. The Chancellor's office spring update for California Community Colleges shows that 75 of 110 community colleges offered real estate courses (please see j, page 3 and appendix for this document) Ventura County would be terribly displaced to not offer Real Estate courses at Ventura College, Moorpark College or Oxnard College. The cost to maintain the course is minimal due to strong WSCH scores. Additionally, there are some RE courses that have WSCH scores at 139% of goal.

Currently we offer 7-8 courses per year in the RE program. If we are selective with the sections being offered our cost can go down while increasing the RE program WSCH scores and maintaining the RE program. For example we could offer 4 -5 courses per year and cut \$10,000 from the program (This is a 1/3 reduction of expenses for the program).

This year we have 244 students. (assuming \$36/unit) We took in \$26,352 in revenue. Our cost for the program was only \$30,410. Students want these courses.

**Benefits:** With selective sections being offered the program cost would go down but the students would still have access to the courses in Ventura County.

### Request for Resources

### Funding Sources

No new resources are required (use existing resources)	x
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

# Real Estate Program Review

2011-2012

## Initiative 2 Create a Certificate Program. Move from Tier 3 to Tier 2.

Initiative ID RE-2

**Links to Finding 3** We can Offer a Californian Real Estate Certificate at no additional cost to VCCCD.  
(Move from Tier 3 to Tier 2)

75 of 110 California Community colleges offered Real Estate courses in 2010. Many offer a Certificate in their program. We can model their approach. (see below and see appendix)

Students may obtain the California Real Estate Certificate by completing the following courses. (We currently have all of these courses approved in the catalog)

Principals of Real Estate	3
Real Estate Practice	3
Real Estate Finance	3
Real Estate Appraisal	3
Real Estate Economics	3
Real Estate Property Management	3
Electives: other business courses	6
Total units	24

**Benefits:** A California Real Estate Certificate will open career pathways to students at Ventura College. Real Estate courses support careers in: property management, commercial leasing, escrow, loans, insurance, pest control, construction, inspection, appraisals, residential sales, commercial sales and many additional vocations.

### Request for Resources

#### Funding Sources

No new resources are required (use existing resources)	X
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	
Requires computer equipment funds (hardware and software))	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

# Real Estate Program Review

2011-2012

6A: Initiatives Priority Spreadsheet

The following blank tables represent Excel spreadsheets and will be substituted with a copy of the completed Excel spreadsheets.

Other

Other	Program	Program Priority (0, 1, 2, 3...)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	General Fund	Other
1												
2												
3												
4												
5												

Please note that I was not given the correct spreadsheet although here is my data to be input for Real Estate.

Division Code            37  
 Program                    Real Estate  
 Program Priority        0  
 Initiative ID              RE1201  
 Initiative Title          Maintain Program  
 Resource Category      0  
 Estimated cost           0

Division Code            37  
 Program                    Real Estate  
 Program Priority        0  
 Initiative ID              RE1202  
 Initiative Title          Certificate for Real Estate program  
 Resource Category      0  
 Estimated cost           0

6B: Program Level Initiative Prioritization

All initiatives will first be prioritized by the program staff. If the initiative can be completed by the program staff and requires no new resources, then the initiative should be given a priority 0 (multiple priority 0 initiatives are allowed). All other initiatives should be given a priority number starting with 1 (only one 1, one 2, etc.).

## Real Estate Program Review

2011-2012

### 6C: Division Level Initiative Prioritization

The program initiatives within a division will be consolidated into division spreadsheets. The dean may include additional division-wide initiatives. All initiatives (excluding the '0' program priorities) will then be prioritized using the following priority levels:

**R:** Required – mandated or unavoidable needs (litigation, contracts, unsafe to operate conditions, etc.).

**H:** High – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

**M:** Medium – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

**L:** Low – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

### 6D: Committee Level Initiative Prioritization

The division's spreadsheets will be prioritized by the appropriate college-wide committees (staffing, technology, equipment, facilities) using the following priority levels.

**R:** Required – mandated or unavoidable needs (litigation, contracts, unsafe to operate conditions, etc.).

**H:** High – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

**M:** Medium – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

**L:** Low – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

### 6E: College Level Initiative Prioritization

Dean's will present the consolidated prioritized initiatives to the College Planning Council. The College Planning Council will then prioritize the initiatives using the following priority levels.

**R:** Required – mandated or unavoidable needs (litigation, contracts, unsafe to operate conditions, etc.).

**H:** High – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

**M:** Medium – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

**L:** Low – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

## **Real Estate Program Review**

2011-2012

### 7A: Appeals

After the program review process is complete, your program has the right to appeal the ranking of initiatives.

If you choose to appeal, please complete the form that explains and supports your position. The appeal will be handled at the next higher level of the program review process.

### 7B: Process Assessment

In this first year of program review using the new format, programs will be establishing performance indicators (goals) for analysis next year. Program review will take place annually, but until programs have been through an entire annual cycle, they cannot completely assess the process. However, your input is very important to us as we strive to improve, and your initial comments on this new process are encouraged.