A. **ASSESSMENT OF INTERNAL AND EXTERNAL FACTORS AND STUDENT SUCCESS:** Perform a SWOT analysis of your program, indicating the **STRENGTHS, WEAKNESSES, OPPORTUNITIES, and THREATS** in relation to program goals and available resources, including an evaluation of the curriculum in terms of student needs. Analyze the external factors affecting program goals and performance, e.g., changes in demographic, educational, social, economic, workforce, or global trends; evolving technology; demand (based on enrollment trends or other factors); linkage with other related campus programs, services, or committees; local availability of similar programs; availability of auxiliary funding. Include supplemental survey results and other data whenever available. *(References: Educational Master Plan; Curriculum Sheet; Department and All-College Program Review Data (Retention, Success); 1999-2000 Program Planning Summary; Other ____________)*

1. **Internal factors:**
   **Strengths:**
   a) Enthusiastic, contributing, and knowledgeable faculty who are committed to their discipline and to student learning and success
   b) Commitment to meet the needs of a diverse student population
   c) Emphasis on offering courses that fulfill the requirements for the Department of Real Estate (DRE) Salesperson and Brokers licenses
   d) Explosive growth in enrollment and productivity
   e) Revamped curriculum and certificates (Salesperson, Broker) that provide the course-related requirements to meet the DRE licensing requirements

   **Weaknesses:**
   a) No full-time faculty member/members to coordinate and champion the program
   b) No daytime courses due to time demands of adjunct faculty
   c) Lack of information about the appraisal licensing requirements

2. **External factors:**
   **Strengths:**
   a) Strong demand for real estate courses
   b) Lucrative employment possibilities

   **Weaknesses:**
   a) Enrollment may be somewhat affected by economy

B. **STUDENT SUCCESS EVALUATION:** Briefly discuss how the program is performing relative to program and college projections for student success. Comment on specific student success programs or services provided by the college that you perceive to be particularly valuable to your students. Identify unmet needs related to student success. *(References: Educational Master Plan; Curriculum Sheet; Department and All-College Program Review Data (Success); 1999-2000 Program Planning Summary; Other ____________)*

   The Real Estate enrollment continues to grow to the point that during the current year (2002/2003) we were not able to accommodate all students wanting to enroll in our courses despite faculty taking additional students.

   Since changing the certificates (salesperson, broker) to reflect the courses needed to meet the DRE licensing requirements there has been a significant increase in students requesting and receiving Real Estate Career Certificates - (2) prior to 1999/2000; (10) from 2000/2001 to 2002/2003.

C. **STUDENT EQUITY/DIVERSITY ANALYSIS:** Student equity may already be defined as a factor in the above assessments. Use this section to offer additional observations and to specify other needs related to bringing your program into alignment with college or program goals for student equity. *(References: Educational Master Plan; Division and All-College Program Review Data (Success by Ethnicity, Gender, Age); Other _________________)*
D. ACTION PLANS AND PROPOSED PROGRAMMATIC CHANGES: Review the Education Master Plan (EMP), Partnership for Excellence (PFE) goals, Curriculum Sheet, and Department Program Review Data. Using measurable terms, describe the program's goals related to these documents. (Examples: "The number of students issued a Career Certificate will increase by five over last year's figure." "The program will initiate an advisory board." "Faculty will examine learning goals for their programs and courses." Etc.)

1. Program Goals Related to Educational Master Plan and Partnership for Excellence: The goal for most students enrolled in Real Estate courses is to successfully pass the California Department of Real Estate exams and become employed in the industry. To this end, we have concentrated our offerings to meet the course requirements of the licenses. It is critical that our courses meet the standards required by the DRE.

2. Other Program Improvement Plans: Introduce a new certificate for Real Estate Appraisals. Hire additional adjunct faculty to meet the demands for the courses. Hire a full time instructor if enrollment continues to grow.

E. ENROLLMENT AND PRODUCTIVITY GOALS (References: Program Review Data Sheet (Enrollment and Productivity); Other ____________________)

1. Enrollment has had steady and significant increase - 2000/2001 (175); 2001/2002 (630); 2002/2003 (991)
2. WSCH has had a steady and significant increase - 2000/2001 (736); 2001/2002 (2636); 2002/2003 (4356)

At this time enrollment is very high. This is due to increasing our emphasis on offering only courses related to licensing requirements and partly due to economic changes.

F. SUMMARY OF RESOURCES REQUESTED: Summarize resources needed to reach program goals and describe the expected outcomes for program improvement. (Specifically what will be the outcome of receiving these resources? What will happen if the resource requests aren't granted?) Complete any of the following sections that apply to your current program needs.

1. FULL-TIME EQUIVALENT FACULTY OR STAFF NEEDS: Program needs and requests at least one full-time faculty member (currently, it has none).

2. FACILITIES NEEDS: (Include all aspects of the physical setting, e.g., room size, seating type and arrangement, multimedia equipment, lab stations, etc., that might provide a more effective student learning environment.)

3. MATERIALS AND SUPPLIES BUDGET AUGMENTATION: Funds for advertising the program.

Evaluation of academic year 2002-02. Date of evaluation: October 30, 2003
List names of participants assisting in this program review.
Primary program contact person: Sharon Hack Phone or email address:
hacksharon@fhda.edu
Full-time faculty: none
Part-time faculty: Charles Krackeler, Bryant McOmber, Robert Helms, Joseph Krackeler, Roger Strom, Todd Johnson, Robert Talbott, Jerry Strom
Administrators: Sharon Hack
Classified staff: Deborah Borelli
Students:
## PROGRAM NAME: Real Estate
Degree/certificate options available:

### PROGRAM MISSION AND OUTCOMES:

| DIRECT OUTCOMES: Program-Specific Outcomes and Attributes Desired of Program Graduates |
| --- | --- | --- |
| **PROGRAM CONTENT PROFICIENCIES/COMPETENCIES** | **BEHAVIORS:** What should a student be able to do upon graduation? | **REQUIRED PROGRAM COURSES** related to this outcome: Where do students acquire experience? | **OUTCOME MEASURES:** Evidence or Sample Demonstrating Deep Learning: How do we know what a student has achieved? |
| Understand California Real Estate principles and practices | Be familiar with various Real Estate listing agreements, concepts, forms, terminology, procedures, contracts, NAR/Code of Ethics & Calif. Code of Professional Responsibility | RE50, 51, 52A, 52B | Students must earn a “C” or better |
| Understand the appraisal process | Know the methods of appraising real property and how to evaluate single-family residences, investment property, and commercial property | RE50, 51, 52A, 54, 56A, 56B, 57XYZ, | Students must earn a “C” or better |
| Understand taxation of real estate including property taxes, income taxes, gains tax, capital exchanges | Understand the effect of taxes on real estate including residential, income property, and investments. | RE50, 51, 52B, 54, 59, 61 | Students must earn a “C” or better |
| Marketing and Sales Skills | Understand telephone techniques, direct mail, and building clientele, management of investment properties, methods for qualifying loans | RE50, 51, 5359 | Students must earn a “C” or better |
| Be prepared to set up a real estate business | Understand the process of licensing and starting your own company. Know the selling process including various types of sales. Be familiar with government agencies involved in real estate. | RE51, 51B, 52A, 52B, 53, 54, 61, 73 | Students must earn a “C” or better |
| Know regulations/Procedures of finance & economic factors | Understand types of lenders, methods of qualifying loans, mortgage markets, Urban development, real estate cycles, and trends | RE53, 54 | Students must earn a “C” or better |
| Prepare for Real Estate Exam | Be prepared for DRE licensing exam | RE80 | Students must earn a “C” or better |

### CORE COMPETENCIES:

<table>
<thead>
<tr>
<th>CORE COMPETENCIES</th>
<th>CORE COMPETENCIES: Outcomes and Attributes Distinct to This Program</th>
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<tbody>
<tr>
<td>Communication</td>
<td>Read, interpret and discuss various principles of real estate</td>
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<tr>
<td>PROGRAM CONTENT PROFICIENCIES/ COMPETENCIES</td>
<td>BEHAVIORS: What should a student be able to do upon graduation?</td>
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<td>Computation</td>
<td>Know mathematics of real estate including appraisal mathematics, calculating interest, mortgage market tables, commissions, etc.</td>
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<tr>
<td>Creative, Critical &amp; Analytical Thinking</td>
<td>Understand and apply business principles of supply and demand, markets, lending institutions, credit decisions, appraisals, etc.</td>
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<tr>
<td>Community/ Global Consciousness &amp; Responsibility</td>
<td>Know how to start and run a successful real estate business within state and federal guidelines and be an important part of the community.</td>
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