**Sinclair Community College - Continuous Improvement Annual Update 2011-12**

**Program:** Real Estate Submitted 12/16/11 by RES Coordinator Lori DeWine

**Section I: Trend Data**

* 1. **Program Trend Data– Please include the three most recent years of data in each area so that trends may be examined.**
     1. **Course Success Rates – Please report the course success rates for:**
        + - **Highest enrollment courses**
          - **Any courses that deviate - high and low - from the typical success rate for your department**

Success rates overall for the program is as follows:

2008-09: 93.86

2009-10: 81.03

2010/11: 81.13

For only pre-license classes, they rise to:

2008-09: 89.86

2009-10: 88.53

2010/11: 88.52

Lower success rates in RES 121 and RES 215 are due to grades of W, not grades of D or F. All rates are significantly higher than the college average of 71%

Overall enrollment rates are based upon the 30-day FTE which is the most accurate for the pre-license courses which all run as short-term classes.

2007/08: 201.6

2008-09: 161.87

2009-10: 162.60

The special topics class, RES 297, has not run the last 3 years. In 2008-09 two law adjuncts put together a course geared toward the real estate investor. It was heavily touted in all 4 pre-license classes, but enrollment did not reach a level high enough to run the class. As the real estate market improves, and enrollment increases, we should revisit this class. It should be noted that the 297 classes would potentially reach sustainable enrollment if offered with a CE component and marketed to past students and active real estate agents.

* + 1. **Degree and certificate completion (where applicable)**

ii. Certificate completion has varied with the real estate market. There was a high of 288 for the 2007-08 year. Since then it has dropped to 134 in 2008-09 and 92 in 09-10.

Graduation rates have gone from 14 in 2007-08 to 7 in 2009-10 and 8 last year.

* + 1. **Any additional data that illustrates what is going on in the program (examples might include course sequence completion, retention, demographic data, data on placement of graduates, graduate survey data, etc.)**

iii. Demographic data has remained constant for the past 3 years. It is virtually unchanged for age, gender and race. The majority of students continue to reside in Montgomery County, with the next largest segment from Greene. There has not been a marked increase in outlying counties even in light of expansion of locations in those markets.

The Dayton Area Board of Realtors conducted a survey of attendees of their 10-Hour Post-Licensure Class, 83% of which were our students, and here is a summary of the results:

Dayton Area Board of REALTORS®

10‐Hour New Agent ANONYMOUS SURVEY

Attendees 24

Analysis of Survey Group of October 6 & 7, 2011 with 22 respondents

41% are under the age of 35 and 68% under the age of 45.

The vast majority ‐76% are active agents

Another 14% have a suspended license‐ which means they previously missed their deadline for completing the 10‐

Hour required class

Average of 7 months in the business

66% have had closed transactions

20% work full time at real estate and have another full time job

33% do real estate full time and have no other source of income

47 % considered "full time" to be 30 hours a week *or less.*

On average they expect to have 9 closing in the next 12 months.

100% use a laptop computer, 78% are on Facebook and 72% have a smart phone. 44% have their own domain name

83% took their classes through Sinclair CC with the majority of those 74% taking them at the REALTORS® Center.

69% passed the state exam on the first attempt.

64% belong to a company that either provides CE classes for free or affordably.

62% expect to be in the business for at least 10 years or more.

* 1. **Interpretation and Analysis of Trend Data Included in the Section Above *Suggestions of questions that might be addressed in this section:***  *What trends do you see in the above data? Are there internal or external factors that account for these trends? What are the implications for the program or department? What actions have the department taken that have influenced these trends? What strategies will the department implement as a result of this data?*

Enrollment has dropped parallel to the real estate market. Success rates remain high due to the strength of the adjunct faculty. Each is committed to student success, often spending time outside class mentoring students.

Without the addition of the certification of continuing education credit for non- pre-license classes or state approval and our offering of distance education statewide, enrollment will continue to flow with the market. The staff will continue to work closely with Realtor associations and the Real Estate Commission to effect a change in the statute governing distance education in pre-license courses.

Data collection regarding socio-economic level of students, pass rate for the state exam as compared to those students from other institutions and employment statistics would aid in planning and marketing for the department.

**Section II: Progress Since the Most Recent Review**

1. What was the fiscal year of the most recent Program Review for this program? (The most recent Program Review self-study can be found at <http://www.sinclair.edu/about/administrative/vpi/pdreview/> ).   
     
   2003-04
2. Briefly summarize the goals that were listed in Section IV part E of the most recent Program Review Self-Study (this section of the Self-Study asks “What are the department’s/program’s goals and rationale for expanding and improving student learning, including new courses, programs, delivery formats and locations”)?

The goals from the most recent program review are not available; however, here is a quote from the summary:

"The updated degree plan for the Real Estate program reflects changes that have occurred in the industry. Two new short-term certificate options have been developed.

With the approval of the Division of Real Estate that 30 hours (biannually) of continuing education for licensed Realtors can be taken online, there is a new opportunity for the college aligned with its current vertical marketing strategy. In order to take advantage of this opportunity, a new faculty position will needed to coordinate the vertical market strategy for real estate."

1. What Recommendations for Action were made by the review team to the most recent Program Review?

Another quote from the summary:

"There was considerable discussion that exists for Sinclair to offer online real estate courses for continuing education. We will not be able to take advantage of this opportunity if the appropriate resources are not allocated in the 04-05 budget for personnel, curriculum development, etc. AS it stands, a tenure track position was changed to an annually contracted faculty (has not received final approval at this time). If the appropriate personnel is not resourced, we will not be able to pursue this opportunity. It was also noted that the college is unsure of its commitment to vertical marketing opportunities.

Given other important college-wide initiatives that will need to be resourced, such as transfer, it is understandable why vertical marketing may not be a priority at this time."

1. Have the goals in your self-study changed since your last Program Review Self-Study as a result of the Review Team recommendations or for any other reason? If so, please describe the changes.

The situation has not changed in the RES program, and the lack of a full time presence prohibits growth.

The addition of certification of continuing education for our non-rpre-license RES classes would still increase enrollment and potentially graduation rates.

1. What progress has been made toward meeting any of the goals listed in the sections above (b, c, and d) in the past year?

There has not been progress towards these goals in 2010-11.

**Section III: Assessment of Outcomes**

The Program Outcomes for this program are listed below. **At least one-third of your program outcomes must be assessed as part of this Annual Update, and across the next three years all of these program outcomes must be assessed at least once**.

**RES PROGRAM OUTCOME DATA**

a) For the assessment methods listed in the table above, what were the results?

ACCREDITATION TREND DATA:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  | **FY 2006-07** | **FY 2007-08** | **FY 2008-09** | **FY 2009-10** | **FY 2010-11** |
| **RES Outcome** | Courses Evaluating This Outcome | Success Count/Total Count = **Success Rate** | Success Count/Total Count = **Success Rate** | Success Count/Total Count = **Success Rate** | Success Count/Total Count = **Success Rate** | Success Count/Total Count = **Success Rate** |
|  | | | | | | |
| 1. Exhibit skills necessary to function as a real estate professional | RES 278 | 7/7 | 12/12 | 9/9 | 6/6 | 5/5 |
|  | | **100.0%** | **100.0%** | **100.0%** | **100.0%** | **100.0%** |
|  | | | | | | |
| 2. Exemplify a high standard of ethics as a real estate professional | RES 278 | 7/7 | 12/12 | 9/9 | 6/6 | 5/5 |
|  | | **100.0%** | **100.0%** | **100.0%** | **100.0%** | **100.0%** |
|  | | | | | | |
| 3. Demonstrate correct and appropriate use of oral and written communication, mathematics, and computer technology in real estate activities | RES 215 | 8/39 | 20/31 | 16/25 | 7/11 | 7/13 |
|  |  | **46.2%** | **64.5%** | **64.0%** | **63.6%** | **53.9%** |
|  | | | | | | |

b) Were changes planned as a result of the data? If so, what were those changes?

1) RES Program Outcome: Exhibit skills necessary to function as a real estate professional.

This program outcome is evaluated in RES 278, Real Estate Capstone. Cumulative course student success rates during the past five fiscal years (2006-07 through 2010-11) calculate to 100% each year. This success rate indicates that this program outcome is being met effectively.

2) RES Program Outcome: Exemplify a high standard of ethics as a real estate professional.

This program outcome is evaluated in RES 278, Real Estate Capstone. Cumulative course student success rates during the past five fiscal years (2006-07 through 2010-11) calculate to 100% each year. This success rate indicates that this program outcome is being met effectively.

3) RES Program Outcome: Demonstrate correct and appropriate use of oral and written communication, mathematics, and computer technology in real estate activities.

This program outcome is evaluated in RES 215, Real Estate Investing. Cumulative course student success rates during the past five fiscal years (2006-07 through 2010-11) calculate to 46.2%, 64.5%, 64.0%, 63.6%, & 53.9%, respectively, in this course. This student success rate indicates that this program outcome is not being met effectively. The instructor has identified the lack of adequate math skills in students taking this course as one obstacle to completion rates. The course will be examined for improvements during semester curriculum revision. It also appears that this program outcome is too broadly written and should be revised to make the outcome more readily measurable.

**Section IV: Improvement Efforts for the Fiscal Year**

1. **FY 10-11:** What other improvement efforts did the department make in FY 10-11? How successful were these efforts? What further efforts need to be made? If your department didn’t make improvement efforts during the fiscal year, discuss the strengths and weaknesses of the department over the last year and how the department plans to address them in the coming year.

Education and information regarding the use of ANGEL and other multi-media is offered at each adjunct meeting. All staff will have completed online certification by the end of Fall 2012. A lack of an "online" compliment to some of our courses has been a concern.

Collaboration between instructors has begun so that courses which have had the same adjunct teaching for many years can be effectively covered in the case of a change in staff or of an emergency. The adjuncts are enthusiastic about this plan.

The advisory board has imposed as new, stricter grading system and clarification of the honor code within the department which will be implemented Fall 2012.

1. **FY 11-12:** What improvement efforts does the department have planned for FY 11-12? How will you know whether you have been successful?

Detailed syllabi and lesson plans will be compiled so that new instructors can step in as needed.

Continued interaction with local and state Realtor associations will be needed to facilitate approval and implementation of a distance component to the program.

Class surveys will need to be made available earlier so that instructors teaching short-term classes will regularly participate.

Success will be evident with delivered syllabi, completed class surveys and a change in statute to allow distance education in pre-license classes.

Questions regarding completion of the Annual Update? Please contact the Director of Curriculum and Assessment at 512-2789 to schedule a time to review the template and ask any questions.