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| **PROGRAM NAME:** Real Estate Management | **AUTHORING TEAM CONTACT:** Bart McLeroy |
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| GUIDELINES  Time Frames   1. Scope:   The time frame of program review is five years, including the year of the review.  Data being reviewed for any item should go back the previous four years, unless not available.   1. Deadline Dates:   January 15th – Program Review Document due to Department Dean for review (Deans may require submissions at their own, earlier due date)  February 1st – Program Review Document due to Program Review Steering Committee   1. Years:   Years 1 & 3 – Implement Action Plan of (CIP) and collect data  Years 2 & 4 – Analyze data and findings, Update Action Plan  Year 5 – Write Program Review of past 5 years; Write Continuous Improvement Plan (CIP) and create new Action Plan  LENGTH OF RESPONSES: Information provided to each question may vary but should be generally kept in the range  of 1-2 pages or 500-1,000 words.  **EVIDENCE GUIDELINES**: In the following sections, you will be asked to provide evidence for assertions made.   1. Sources: This evidence may come from various sources including professional accreditation reviews, THECB, Texas Workforce Commission’s CREWS, Institutional Research Office (IRO), National Student Clearinghouse, IPEDS, JobsEQ, EMSI Career Coach, and may be quantitative and/or qualitative. If you are unfamiliar with any of these information sources, contact the Institutional Research Office at: [effectiveness@collin.edu](mailto:effectiveness@collin.edu). Use of additional reliable and valid data sources of which you are aware is encouraged. 2. Examples of Evidence Statements: 3. Poor example: Core values are integrated into coursework. (Not verifiable) 4. Good example: Core values are integrated into coursework through written reflections. (Verifiable, but general) 5. Better example: Core values are integrating into coursework through written reflections asking the student to describe how s/he will demonstrate each of the core values in his or her professional life and demonstrated through service learning opportunities. (Replicable, Verifiable)   **FOR MORE INFORMATION:** The Program Review Portal can be found at <http://inside.collin.edu/institutionaleffect/Program_Review_Process.html>*.* Any further questions regarding Program Review should be addressed to the Institutional Research Office ([effectiveness@collin.edu](mailto:effectiveness@collin.edu), 972.599.3102). |

**Introduction/Preface**

EXECUTIVE SUMMARY

**Briefly summarize the topics that are addressed in this self-study, including areas of strengths and areas of concern. (Information to address this Executive Summary may come from later sections of this document; therefore, this summary may be written after these sections have been completed.)** Please do not include information in this section that is not already provided elsewhere in this submission. Using the questions in the template as headings in the Executive Summary can provide structure to the overview document (see below for suggested format).

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| **Executive Summary (suggested sections/format-not required format)**  What does our program do?  Why do we do the things we do: Program relationship to the College Mission & Strategic Plan.  Why we do the things we do? Program relationship to student demand.  Why we do the things we do? Program relationship to market demand.  How effective is our curriculum and how do we know?  How effectively do we communicate, and how do we know?  How well are we leveraging partnership resources and building relationships, and how do we know?  How have past Continuous Improvement Plans contributed to success?  How will we evaluate our success? |

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| **Complete the Executive Summary below after you have completed your review.** The Collin College Real Estate program prepares students for a future career in real estate, either as licensed professionals or as knowledgeable practitioners working in positions that do not require a real estate license.  Demand for new real estate professionals in our service area is the result of a growing population and rapidly developing real estate landscape. Prospective real estate professionals frequently cite the desire to work independently with a variety of property types. Our program provides the education necessary to obtain a real estate license, allowing students to represent buyers, sellers, landlords and tenants anywhere in the state.  Our pre-licensing education curriculum must meet standards set by the state legislature and the Texas Real Estate Commission. We exceed their standards, providing our students with 45 classroom hours of education in each course vs. the state minimum of 30 hours.  Students who complete our AAS degree program will have met the educational requirements for obtaining a real estate broker’s license.  We use our program’s web site and our presence on LinkedIn to communicate up-to-date information about our program and our course offerings to current and prospective students. We also have a variety of informational resources on our web site related to licensing requirements, program costs, and recordings of talks by real estate industry professionals.  Our program’s advisory committee is composed of market leaders from a variety of real estate firms in our area. These individuals recognize the need for rigorous training programs that produce highly motivated and qualified graduates. Our program’s graduates have no trouble finding sponsoring brokers to work under because of our program’s great reputation.  Our most recent CIPs involved updating and modifying our web courses to increase student success rates. These did increase over time, and we have been making additional improvements to the courses to build on this success. Additionally, to increase the success of our graduates who were taking the real estate license exam, we began offering a license exam prep session between semesters.  We will continue to strive for increased student success rates in our classes by educating students about our courses and program requirements before the first day of class, and by offering an alternative to a technically challenging pre-licensing course for those students who have a more casual interest in learning about real estate. |

Section I. *Are We Doing the Right Things?*

**1. WHAT DOES OUR PROGRAM DO?**  
 **What is the program and its context?**This section is used to provide an overview description of the program, its relationship to the college and the community it serves. **Keep in mind the reviewer may not be familiar with your area**. Therefore, provide adequate explanation as needed to ensure understanding.

*Suggested points to consider:*

* *Program’s purpose (Include the program’s purpose/mission statement if one exists.)*
* *Program learning outcomes or marketable skills*
* *Brief explanation of the industry/industries the program serves*
* *Career paths and/or degree paths it prepares graduates to enter*
* *What regulatory standards must the program meet (THECB, Workforce, external accreditation)*

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| The purpose of the Real Estate Management program is to prepare students for careers in the real estate industry. The buying, selling, leasing and management of real estate is fundamental to all residential, commercial, and agricultural activity in the United States. Real estate professionals can use their entrepreneurial drive to create a thriving business. Some graduates pursue careers as professional real estate investors. Their knowledge can also be applied in full-time positions within corporations, non-profit organizations, or governmental agencies as in-house real estate experts.  The Level 1 Certificate (Real Estate Salesperson) provides all of the education necessary to apply for a Texas Real Estate Sales Agent license. Real Estate Sales Agents work under the supervision of a licensed Real Estate Broker in representing buyers, sellers, landlords and tenants. The Associate of Applied Science (AAS) degree in Real Estate Management provides the additional education necessary to obtain a Real Estate Broker license, once the applicant has met the experience and professional activity requirements for the license as provided by the Texas Real Estate Commission. Real Estate Brokers can sponsor and supervise Sales Agents on an individual basis, or start their own real estate firm.  The program must meet THECB requirements for degree-granting purposes. In order for our courses to be accepted for licensing by the Texas Real Estate Commission (TREC), our courses must meet the requirements of Section 003 of the Texas Real Estate License Act, which is found in Chapter 1101 of the Texas Occupations Code. Those requirements are subject to revision by the Texas Legislature every 2 years. The most recent version of the course requirements are attached in Appendix A.  TREC, which regulates real estate licensing in Texas, has oversight of private real estate education providers. As a college or university, Collin College does not fall under TREC’s regulatory purview. However, to make sure our students encounter as few obstacles as possible in having their educational credentials accepted by TREC, we provide a timed course outline, textbook information, and transcript formatting to TREC so they are aware of our standards. This is a time-intensive process on both the college’s part as well as TREC, but it results in fewer issues and delays for our students. This program’s marketable skills are published on the College’s web site as follows: |

**2. WHY DO WE DO THE THINGS WE DO: PROGRAM RELATIONSHIP TO THE COLLEGE MISSION & STRATEGIC PLAN.**

* **Provide program-specific evidence of actions that document how the program supports the College’s** [**mission statement**](https://www.collin.edu/aboutus/)**:** “*Collin County Community College District is a student and community-centered institution committed to developing skills, strengthening character, and challenging the intellect.”*
* **Provide program-specific evidence that documents how the program supports the College’s strategic plan (2020-2025 Strategic Plan)**: <https://www.collin.edu/aboutus/strategic_goals.html>.

*Suggested/possible points to consider:*

* *What evidence is there to support assertions made regarding how the program relates to the mission and strategic plan?*
* *Think broadly-increasing completion, articulation agreements, pathways from high schools, etc.*
* *Analyze the evidence you provide. What does it show about the program?*

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| The Real Estate Management program’s mission is to provide students with the education and information they need to pass the state real estate license exam, and the marketable skills they need to thrive in their chosen profession. Given the amount of information students are required to learn in this program, they are both developing skills and challenging their intellects. Finally, by learning about agency relationships, fair housing principles, and the responsibilities of acting in a fiduciary capacity for their clients, they are strengthening their character.   As part of Strategic Goal #1, to improve student outcomes, we have begun offering a capstone real estate license exam prep course between semesters. This enables recent completers to focus their study efforts to increase their chances of passing the license exam on the first try. The overall first-time pass rate for the graduates of private real estate pre-licensing education providers was 59.78% as of October 31, 2022 (see Appendix B). The first-time pass rate actually encompasses 3 attempts at the exam. If a test-taker is not successful after 3 attempts, they must take additional education before re-taking the exam. It is not uncommon for students to come to Collin College for real estate courses after taking them from a private provider and then failing to pass the license exam. As TREC does not have oversight of real estate programs at colleges or universities, their systems do not allow them to produce reports showing our graduates’ first-time pass rates. An Open Records Request to TREC seeking this data was unsuccessful due to the inherent limitations in their systems.  As real estate licensing-related education is extremely specific on a state-by-state basis, we do not believe the college’s Strategic Goal #2 is applicable to this report. We instead focus on being a premiere destination for real estate education within the State of Texas, as we are competing for students with public and private real estate education providers. We do this by offering classes in a variety of formats and times, and striving to have the highest quality of instructors available  As part of Strategic Goal #3, our pathways both before and after our Certificate and Degree programs include active involvement with dual-credit high school students. It is not uncommon to find current high school students in our web or evening courses. We are currently working to promote our offerings to the school districts in the college’s service area with the goal of creating dedicated online course offerings specifically for high school juniors and seniors.  The real estate program is unusual in that all of our credit sections have linked CE sections. Accordingly, students can choose to take the courses as credit or non-credit students. Both are accepted by TREC. This gives us access to additional prospective students who may already have a degree and may not wish to pursue another one, or who have foreign educational credentials and view the credit admissions and enrollment process as too cumbersome.  As part of Strategic Goal #4, it should be noted that Collin College’s articulation agreement with the Univeristy of North Texas includes a 2+2 pathway to a BAAS degree in Real Estate. Our real estate faculty (and those of Dallas College) met with the real estate faculty at UNT in October 2021 to promote greater understanding of our course requirements and student outcomes in order to make this process more seamless for our graduates.  As part of Strategic Goal #5 we have been adding to our adjunct rosters in order to have a greater depth of real estate knowledge and experience available to our students. Our full-time faculty also cross-train with each other in order to reduce the potential for disruption if one of them is unavailable.  As part of Strategic Goal #6, we engage external stakeholders through our program’s advisory committee. Managing brokers and representatives from many local real estate firms, lenders, title companies, and the Collin County Association of Realtors (which has over 10,500 members) provide us with input and feedback about industry trends and needs. We also engage external stakeholders through our Real Estate Speakers Series, in which speakers (typically from outside the college) provide up-to-date industry information on timely manners to our students.  If our program can provide innovative pathways, produce students who are successful on the state license exam, and incorporate input and feedback from industry leaders in our area, our graduates are in a position to be extremely successful in their future endeavors. |

**3. Why we do the things we do: Program relationship to student demand**

**Make a case with evidence to show that students want the certificate. Discuss whether or not there appears to be any disproportionate enrollment by gender, race, and ethnicity (compared to Collin College’s overall student demographic distributions** [**http://inside.collin.edu/iro/programreview/prfilehostpage.html**](http://inside.collin.edu/iro/programreview/prfilehostpage.html)**). If any differences exist discuss possible reasons why the gap exists, and plans to address these issues to close gaps in enrollment rates between groups of students (refer to the Program Review portal for Enrollment Reports and Average Section Size data files for your program** **<http://inside.collin.edu/institutionaleffect/Program_Review_Process.html>).**

*Suggested/possible points to consider:*

* *What is the enrollment pattern? Declining, flat, growing, not exhibiting a stable pattern, please explain. For required program courses where there is a pattern of low enrollment (fewer than 15 students), explain your plan to grow enrollment and/or revise the curriculum.*
* *What are the implications for the next 5 years if the enrollment pattern for the past 5 years continues?*
* *Describe any actions taken to identify and support students enrolled in program-required courses early in the degree plan. If no actions are taken at the present, please develop* *and describe a plan to do so.*
* *How does your program support (or plan) to support attraction of a diverse student population?*
* *Check with Institutional effectiveness for Data Reports -names of reports*
* *Analyze the evidence you provide. What does it show about the program?*

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| Most real estate pre-licensing education providers in Texas offer 30 classroom hour courses. After taking the 6 required pre-licensing courses, a typical student will have 180 hours of real estate education before taking the license exam. By the time they renew their license for the first time (after 2 years), this individual must take an additional 90 hours of real estate education, to bring their total to 270 hours. This is where Collin College has a strategic advantage. As our 3 credit hour classes each consist of 45 classroom hours, students who take all 6 pre-licensing courses at Collin have 270 hours of education before taking the license exam. Not only does this mean that their first license renewal will be hassle-free (as no additional qualifying education hours will be required), but our graduates have 50% more education to draw on when taking the license exam. This could explain the consistently high demand for our certificate program.   The duplicated enrollment (attached as Appendix C) in the 6 required pre-licensing courses (RELE 1300, RELE 1301, RELE 1311, RELE 1319, RELE 1338, and RELE 2301), which are the most commonly taken courses in our program, have seen a steady increase since 2018:  2018: 656 students 2019: 668 students  2020: 709 students  2021: 842 students  The increasing enrollment can be attributed in part to an increase in awareness of real estate as a career in the general population over this time period, in part to our county’s growing population and its attendant need for additional real estate professionals, and in part due to a deliberate effort by our program to diversify and expand our offerings. Some of this expansion came from web courses. In 2018 the only web courses we offered were Principles of Real Estate I and II; as of this writing we also offer Real Estate Finance and Law of Agency, with plans to add the remaining two pre-licensing courses (Law of Contracts and Contract Forms and Addenda) as web classes by the end of the 2022 – 2023 academic year. Rather than cannibalize our in-person courses, adding additional web courses has brought in new students, not only in our district’s service area, but from elsewhere in the state, country, and even the world. For many years we have seen students from UNT or UT Dallas taking our in-person courses; now It is common to have students from Texas Tech or the University of Oklahoma taking our web courses. Students from out of state who plan to relocate to Texas have taken them, as well as foreign service workers from as far away as London who plan to get a real estate license when they retire to Texas.   An additional way in which we have expanded our offerings is by expanding to new campuses. While we primarily offer courses at the Frisco campus, when the Wylie campus opened we were asked to offer courses there as well. In August & September 2022 we conducted a pilot remote, synchronous course that was tought between the Frisco and Wylie campuses by a single instructor. A second implementation of this concept was made in November & December 2022 for a Saturday class between the Frisco and Farmersville campuses.  All of this is in addition to our now-standard pattern of offering express courses on mornings, evenings, and weekends. The wide variety of course and campus modalities results in an extremely diverse student population in terms of age (everyone from high school students to mid-career professionals to retirees), experience (many veterans choose to use their VA benefits at our school), familial status (stay-at-home parents are frequent students in our morning classes once their children are in school, but for those with younger children Saturday courses are more often when they can secure child care), national origin (many students struggle with real estate vocabulary when English is not their first language), and virtually any other metric one could measure.  The combined result of this wide variety of course offerings is that some of our standard courses have average enrollments below 15 (see Average Section Size by Term in Appendix D). This cannot be fixed by revising the curriculum, as course requirements are set by statute. We hope to grow all of our offerings as part of our expansion into new campuses and course modalities. One thing we have seen at Wylie, for example, is that our courses there did not make the first semester we offered them. During the second semester, some of them made but not others. We are continuing to experiment in all of our offerings to find the combination of courses, times and locations that will result in the most courses making the most often.  We are extremely mindful that our competition in offering real estate pre-licensing courses is not other colleges or universities. It is the private real estate education providers who have classes starting today, and who tell students they can be ready to take the license exam in six weeks. Champions School of Real Estate, the largest private provider in the state, saw almost 25,000 graduates take the license exam in the last 2 years (with a below-average license exam pass rate of 55.96%). As long as we are beholden to the semester schedule, we will never be as convenient as our competition. To compensate, we must continually innovate to offer courses to our students when, where and how they want to take them within the constraints of our current system.  It is worth noting that most of our students take the 6 pre-licensing courses and then enter the workforce, meaning that we have them for 1 to 2 semesters. As a result, our number of conferred certificates greatly outpaces the number of awarded AAS degrees in the real estate program. All of our faculty act as guides, mentors and professional sounding boards for our students, encouraging them to complete the program and look for ways to be successful in their chosen fields. |

**4. Why we do the things we do: Program relationship to market demand**

**Make a case with evidence to show that employers need and hire the program’s graduates. Some resources to utilize for information could be: JobsEQ** [**http://inside.collin.edu/iro/programreview/202021/ProgramLaborMarketInfo\_2020-21AY.pdf**](http://inside.collin.edu/iro/programreview/202021/ProgramLaborMarketInfo_2020-21AY.pdf)**, Burning Glass, O-Net** [**https://www.onetonline.org**](https://www.onetonline.org)**, Texas Labor Market Information** [**https://www.twc.texas.gov/businesses/labor-market-information**](https://www.twc.texas.gov/businesses/labor-market-information)**.**

*Suggested/possible points to consider:*

* *How many program-related jobs are available in the DFW Metroplex for program graduates? If the majority of related jobs in the DFW Metroplex require a baccalaureate degree, provide evidence that you have a current signed articulation agreement with one or more transfer institutions or that you plan to develop one.*
* *What proportion of the program’s graduates (seeking employment) found related employment within six months of graduation?*
* *What changes are anticipated in market demand in the next 5 years? Do program completers meet, exceed, or fall short of local employment demand? How will the program address under- or over-supply?*
* *Identify and discuss the program’s strengths and weaknesses related to market demand.*

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| According to Texas Labor Market Information (Appendix E), an additional 34,000 real estate jobs will need to be filled in Texas by 2030. This encompasses a number of jobs for which a real estate license may not be required, but a real estate education is essential, such as property management or new home sales. A baccalaureate degree is not typically a requirement for these jobs. Either professional licensing or an Associate-level degree is usually sufficient for an entry-level position. Unfortunately this is state-level information and the Texas Workforce Commission did not prepare a breakdout of this information for the DFW metro area.  Most real estate license holders are self-employed independent contractors and are not paid a salary. Per the January 2022 program information compiled by the College (Appendix F), the average real estate agent earned $79,000, and the career outlook indicates a potential for a 21.2% growth. Due to the typical independent contractor arrangement, a Collin College graduate who has passed their license exam not only does not have a problem finding a brokerage to associate with, they will be able to solicit a number of proposals from different firms who want to bring them on board. Prospective sponsors look at new agents as a source of revenue rather than an expense, and will generally recruit as many as they can reasonably supervise. Given the wide range of firms that participate on our advisory committee, our graduates’ quality is well-known in the market.   As noted previously, not only will there be more real estate positions in general in the next 5 years, during that time, some percentage of those currently employed in the field will leave either due to attrition or retirement as the existing agent population ages. This creates additional opportunity for new entrants to the field. In Collin County, where the population is expected to more than double by 2040, all of that attendant growth and development will create opportunities for real estate professionals. As previously discussed, due to our inherent structural limitations, our program cannot come close to meeting even a small percentage of that demand. What we can do is produce graduates who are well-educated and have the requisite skill set to succeed in real estate and build a long-lasting career. |

Section II. *Are We Doing Things Right?*

**5. How effective is our curriculum, and how do we know?**

**A. Make a case with evidence that there are no curricular barriers to program completion. Review data related to course enrollments, course completion rates, course success rates, and the frequency with which courses are scheduled to identify barriers to program completion.**

*Suggested/possible points to consider:*

* *Number of students who completed the program awards in each of the last 4 years? If the number of graduates does not average 5 or more per year, describe your plan to increase completions and address this issue in the Continuous Improvement Plan (CIP).*
* *At what point(s) are substantive percentages of students dropping out of the program? Use data in the “Program-Based Course Performance” tool to examine enrollment flow through the program curriculum. Does the data suggest any curricular barriers to completion? Address problems in the CIP.*
* *Analyze the course success rates and the course completion rates of each course in your program. Address problems in the CIP.*

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| Real Estate program awards for the last 4 years are as follows (and can be seen in Appendix G):  2018: 96 Certificates, 3 Degrees  2019: 19 Certificates, 6 Degrees 2020: 44 Certificates, 2 Degrees  2021: 47 Certificates, 6 Degrees  The large number of Certificate completers in 2018 was the result of the College retroactively finding students who had completed the requirements for the Certificate and processing the award. The ratio of Certificate to AAS Degree completers is consistent with our observation that the majority of students attend our program with the goal of completing their pre-licensing education. It is worth noting that, since we also link our courses with non-credit sections, students can complete the classes necessary for a real estate license but not be eligible to be awarded a Certificate, even though they are the same classes with the same criteria. Thus, our Certificate completion rate could be higher if we made it easier to convert non-credit to credit courses.   Course success rates are addressed in section 5-E. |

**B. Show evidence that the institutional standards listed below have been met. For any standard not met, describe the plan for bringing the program into compliance.**

1. **Completers Standard: Average 25 completers over the last five years or an average of at least five completers per year.**  
   Number of completers: 251 in last five years.  
   If below the state standard, attach a plan for raising the number of completers by addressing barriers to completion and/or by increasing the number of students enrolled in the program. Definition of completer—Student has met the requirements for a degree or certificate (Level I or II)
2. **Licensure Standard: 93% of test takers pass licensure exams.**If applicable, include the licensure pass rate: N/A – not available (addressed in Section 2)  
   For any pass rate below 93% (Collin College’s standard), describe a plan for raising the pass rate.
3. **Retention Standard: 78% of students enrolled in program courses on the census date should still be enrolled on the last class day (grades of A through F).**Include the retention rate: The completion rate for our lowest-performing course, RELE 1301, is 93% according to the data in Appendix I.  
   If the retention rate is below 78%, describe a plan for raising the course completion rate.

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| Per Appendix G, we meet the Completers Standards. As noted in Section 5-A, the fact that a student can complete their real estate pre-licensing course of study at Collin College as a non-credit student means that we do not fully capture all of our completers by providing them with an award. There is a process in place to allow non-credit students to convert their courses to credit so they are eligible for a Certificate or Degree, but it is not easy to implement.  As discussed in Section 2, as TREC does not oversee college and university real estate programs, they do not track the license exam pass rates for our graduates (and were not able to produce this data based on an Open Records request). It should also be noted that, while our program is designed to prepare students for the license exam, it is possible for a student to take our courses, earn a Certificate or Degree, and have a career in an area of real estate (such as property management, development or investment) that does not require a license. |

**C. Make a case with evidence that the program curriculum is current.**

*Suggested/possible points to consider:*

* *How does the program curriculum compare to curricula at other schools? Review programs at two or more comparable colleges. Discuss what was learned and what new ideas for improvement were gained.*
* *How does the program curriculum align with any professional association standards or guidelines that may exist?*
* *Is the curriculum subject to external accreditation? If so, list the accrediting body and the most recent accreditation for your program.*

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| *If the program curriculum differs significantly from these benchmarks, explain how the Collin College curriculum benefits students and other college constituents.*  Our pre-licensing course curriculum is dictated by the requirements of the Texas Real Estate License Act and TREC. As previously noted, those requirements are subject to revision by the state legislature every two years. To maintain the ability of our graduates to apply our courses towards licensing requirements, we must continue to meet those standards. As also previously noted, in order to speed up TREC’s review of our graduates’ educational credentials, we provide TREC with our course information including a timed outline and current textbook. This is another way in which we affirm that our courses meet TREC’s requirements. An example of a timed outline (meeting TREC’s 30 hour standard format) for Principles of Real Estate I is included in as Appendix L. Preparing this document is time-consuming but helps us make sure our graduates are awarded the appropriate number of hours by TREC.  When comparing our program with two other comparable institutions, Dallas College and San Jacinto College, there are a number of similarities with Collin College’s program. Both colleges offer Level 1 Certificates that consist solely of the real estate pre-licensing courses. Additionally, both offer Associate Degree programs that total 60 hours, with a core of real estate courses, required general education courses, and electives. San Jacinto College has an interesting program where they offer additional Certificate programs, one after completing 30 hours of coursework, and one after completing 45 hours of coursework. Not only could this award structure increase the overall number of awards they grant to students, it could also provide motivational nudges for students to work towards the requirements of an Associate Degree by making each successive award seem more attainable.  Whether an award scheme such as the one at San Jacinto College would be beneficial for our students and would be seen as beneficial by employers is a question that would be posed to our advisory committee for consideration. |

**D. Present evidence from advisory committee minutes, attendance, and composition that the advisory committee includes employers who are actively engaged on the committee and who are representative of area employers.**

1. How many employers does your advisory committee have? 14

2. How many employers attended the last two meetings? 13

3. How has the advisory committee impacted the program over the last five years (including latest trends, directions, and insights into latest technologies)?

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| The Real Estate advisory committee serves as the industry voice in our program, as it is composed primarily of market leaders from the major real estate firms in the area. These members have a vested interest in ensuring that there is a steady supply of highly-educated and motivated individuals who are ready to enter the workforce. Accordingly, they want to confirm that we maintain our high standards and continue to employ exceptional full-time and adjunct faculty while serving a diverse student body.  It is generally acknowledged that while the mandated pre-licensing curriculum provides students with required information about various aspects of real estate, additional skills such as salesmanship, networking / prospecting, and business etiquette are also needed to be successful in real estate. These are generally developed at an agent’s firm as part of their on-the-job training.  The committee agenda from Fall 2022 and the minutes from Spring 2022 are attached as Appendix H to show the types of issues typically raised at these meetings. Over the past 5 years, the advisory committee has been supportive of our efforts to simplify the elective options for the AAS degree, expand our program to multiple campuses, test live-streaming technology in our courses, and expand our online course offerings. |

4. Briefly summarize the curriculum recommendations made by the advisory committee over the last five years.

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| Given that the Real Estate program’s pre-licensing curriculum is mandated by state law, our advisory committee has limited curriculum recommendations to approving proposed changes to the Associate Degree program (to bring the core curriculum and electives in line with College standards), approving our offering continuing education courses for current real estate license holders, and approving our proposal to offer Real Estate Brokerage as an elective pending a proposed rule change from TREC. The committee has also been supportive of our efforts to use technology to enhance our course offerings and outreach to prospective students.  Based on the committee’s recommendation, we have prepared a curriculum for a prospective Mortgage Banking program. Further exploration of this proposed new certificate and degree program will require the formation of a new advisory committee and and CAB approval. |

**E**. **Make a case with evidence that the program is well managed.**

*Suggested/possible points to consider (Data can be found at* [**http://inside.collin.edu/institutionaleffect/Program\_Review\_Process.html**](http://inside.collin.edu/institutionaleffect/Program_Review_Process.html)**):**

* *Average class size*
* *Grade distributions*
* *Contact hours taught by full-time and part-time faculty*
* *Identify all courses that have a success rate below 75%. If any of these are core courses, visit with the discipline lead for the course(s) in question to determine whether or not the content of the course(s) is appropriate to the workforce program learning outcomes. Using assessment evidence and instructor observations, identify the student learning outcomes that are the greatest challenges for students in courses with low success rates. Explain what instructional and other intervention(s) might improve success rates for each identified course.*
* *How well are general education requirements integrated with the technical coursework?*
* *Student satisfaction: What evidence do you have that students are satisfied with the program? What kinds of complaints are made to the associate dean/director by program students?*

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| Average class size varies from class to class and semester to semester as shown in Appendix D. Our most popular class is Principles of Real Estate I, followed by Principles of Real Estate II. These have the highest overall enrollments as they are perceived as “introductory” by students who are taking a real estate class as an elective or as a way to test out their possible interest in the subject. They are also the classes with the lowest success rates, as many students unexpectedly find themselves in a highly technical class that does not meet with their understanding of what a real estate course would be based on the industry’s portrayal in media. Some sample quotes from students in Principles of Real Estate I from the Fall 2022 semester, per a discussion prompt about “what surprised you in this class?” are shown below:    As a result of more casual students taking these two courses, they are the ones with the lowest success rates. All relevant data can be found in Appendix I. Principles of Real Estate I has an average success rate of 52%, although that number has increased from 49% in 2017 to 55% in 2021. Principles of Real Estate II has an average success rate of 73%, increasing from 64% in 2017 to 73% in 2021. Real Estate Finance and Law of Contracts have success rates of 74% and 72%, respectively. The remaining pre-licensing courses, Law of Agency and Contract Forms and Addenda, have success rates of 82% and 86%, respectively. These are typically courses that students will take later in their real estate studies, and by that point they have made a serious commitment to finishing the program. Contract Forms is also the only course in the sequence that requires a pre-requisite of Law of Contracts.  The content of the 6 pre-licensing courses is non-negotiable in order for our courses to continue to be accepted by TREC. Put simply, we must teach the required material as best we can. One strategy we have investigated in order to improve outcomes in these core courses is the possibility of steering casual students into a survey course. This course would give them an overview of the field and some important real estate concepts, while staying away from some of the technical learning objectives that tend to give some students trouble. The difficulty we have encountered with this approach is that, since this course would not be a degree or elective requirement for real estate, we can only offer it if it is a degree requirement or elective for another program. So far we have not been able to make this happen.  One of our goals as a program is to offer classes on a schedule that would allow a student to take all 6 pre-licensing courses in a single semester. Summer has traditionally been a time when class sizes were at their smallest, so it was the most difficult for all 6 courses to make. We have begun focusing our summer efforts by offering certain classes only in an online format, driving in-person course takers into specific classes. The growth in average section size between Summer 2017 and Summer 2021 is an indication that this is a successful strategy.  Average section size is also impacted by our expansion to new campuses and offering classes at new times. The Saturday-only sections tend to average 10 to 12 students, but they are students who could not have taken our classes at any other time. Similarly, course offerings at newer campuses tend to be smaller, but we are counting on reputational growth as that campus begins to be known as a destination for real estate education.  Student satisfaction is typically measured on instructor evaluations. The most common complaints are regarding the structure of our online courses (students want more time on tests, don’t like Honorlock, want fully-recorded videos of lectures so they don’t have to read the textbook, etc.) and our department-wide policy of requiring a student to score a 70% on the final exam in order to pass a course. This policy exists to prepare our students to score a passing grade (70%) on the real estate license exam.  The Real Estate program has 2 full-time faculty members, and as of Fall 2021 (the most current data available), full-time faculty taught 82% of the program’s contact hours. This information is included in Appendix M. |

**6. How effectively do we communicate, and how do we know?**

**A. Make a case with evidence that the program literature and electronic sites are current, provide an accurate representation of the program, and support the program’s recruitment plan, retention plan and completion plan.**

*Suggested/possible points to consider:*

* *Demonstrate how the unit solicits student feedback regarding its website and literature and how it incorporates that feedback to make improvements.*
* *How does the program ensure that students are informed/aware of program literature? Is program literature made accessible to all students (i.e. can they obtain the information they need)?*
* *Designate who is responsible for monitoring and maintaining the unit’s website, and describe processes in place to ensure that information is current, accurate, relevant, and available.*

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| The Real Estate program views its department web site as its most valuable marketing tool. It is the first result on Google if one were to search “Collin College Real Estate.” As a result, it is kept up-to-date so that prospective students can find accurate information about the program and our course offerings. One tool we use to help prospective students is publishing a course schedule that is more visually user-friendly than the college’s schedule search system. As new courses begin throughout the semester on 5- or 8-week schedules, providing prospective students with an accurate representation of possible courses of study that they can undertake in the short term is vital.  Feedback from current and prospective students has been incorporated into the web page. For example, prospective students frequently ask about the overall cost of the program, so a presentation (Program Requirement & Costs) was created and posted to the department home page. Prospective students frequently ask about the admissions and registration process, so links to the appropriate parts of the college web site were added.  Due to his familiarity with web pages, the Discipline Lead, Bart McLeroy, has been responsible for monitoring and maintaining the program’s web site since 2018. It is updated at least once a semester with the most current information about the program; this was especially important during the height of COVID-19 when course modalities were shifting and expectations needed to be set for student attendance and conduct.  In addition to the department web site, the real estate program maintains an active presence on LinkedIn, and maintains a repository of Zoom recordings of real estate speakers and educational talks held for students, faculty & staff. Links to these resources are available on the department home page. |

**B. In the following Program Literature Review Table, document that the elements of information listed on the website and in brochures (current academic calendars, grading policies, course syllabi, program handouts, program tuition costs and additional fees, description of articulation agreements, availability of courses and awards, and local job demand in related fields) were verified for currency, accuracy, relevance, and are readily available to students and the public. Please fill out the table only for this prompt (B.), no analysis is necessary here.**

**Program Literature Review Table**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Title | Type (i.e. URL, brochure, handout, etc.) | Date of Last Review/Update |  | Responsible Party |
| Fall 2022 Course Schedule | PDF | 9/20/2022 | Current Accurate Relevant Available | Bart McLeroy |
| Associate Degree Requirements | URL | 3/17/2022 | Current Accurate Relevant Available | Academic Affairs |
| Certificate Program Requirements | URL | 2/24/2021 | Current Accurate Relevant Available | Academic Affairs |
| Requirements for Licensure | URL | 1/18/2022 | Current Accurate Relevant Available | Bart McLeroy |
| Program Brochure & FAQ | Brochure | 4/30/2022 | Current Accurate Relevant Available | Public Relations |
| Real Estate Information Sheet | Handout | 1/27/2022 | Current Accurate Relevant Available | Public Relations |
| Program Requirements and Costs | Presentation | 10/1/2022 | Current Accurate Relevant Available | Bart McLeroy |
| LinkedIn Page (link) | URL | 11/17/2022 | Current Accurate Relevant Available | Bart McLeroy |
| Real Estate Speaker & Education Series | URL | 10/1/2022 | Current Accurate Relevant Available | Bart McLeroy |

**7. How well are we leveraging partnership resources and building relationships, and how do we know?**

**Partnership Resources: On the table below, list any business, industry, government, college, university, community, and/or consultant partnerships, including internal Collin departments, to advance the program outcomes.**

|  |
| --- |
| Our program’s Advisory Committee is composed of a broad representation of high ranking professionals in the local real estate market. They make themselves available to serve as guest speakers in classes as well as volunteering to reach out to both current, former and prospective students through our Speaker Series and as guest speakers during our real estate license exam prep courses.  The Real Estate Speaker Series brings industry speakers from real estate firms, professional organizations, and education directly to Collin College real estate students, graduates, and any other interested party, so they can be made aware of the latest industry trends and issues. These events were previously held live on-campus, however COVID resulted in us moving these events onto Zoom. This proved to be popular with both current and former students, as it eliminated the need to make a special trip to campus to see a speaker. A compilation of the advertising flyers for the speaker series is included as Appendix N and demonstrates the diversity not only of our speakers and topics but of the real estate industry in general.  There is no active co-op program for Real Estate at the moment.  The college has articulation agreements with several universities, and as previously noted, the University of North Texas offers a Real Estate BAAS degree program designed to help our AAS graduates finish a 4-year degree. Please note that the table below does not represent the full membership of the Advisory Committee, as the author was unable to add additional rows to the table. |

**Partnership Resources Table\*\***

|  |  |  |  |
| --- | --- | --- | --- |
| Partner/Organization | Description | Formal Agreement Duration,  if any. | How is it Valuable to the Program? |
| Keller Williams | Advisory Committee member | N/A | Provides real-world feedback from employer / industry. |
| REMAX Dallas Suburbs | Advisory Committee member | N/A | Provides real-world feedback from employer / industry. |
| REMAX Dallas Premier Properties | Advisory Committee member | N/A | Provides real-world feedback from employer / industry. |
| Town Square Mortgage & Investment | Advisory Committee member | N/A | Provides real-world feedback from employer / industry. |
| Fathom Realty | Advisory Committee member | N/A | Provides real-world feedback from employer / industry. |
| Collin County Association of Realtors | Advisory Committee member | N/A | Provides real-world feedback from the larges real estate professional organization in Collin County. |
| Coldwell Banker | Advisory Committee member | N/A | Provides real-world feedback from employer / industry. |
| Secured Title | Advisory Committee member | N/A | Provides real-world feedback from employer / industry. |
| Ebby Halliday Realtors | Advisory Committee member | N/A | Provides real-world feedback from employer / industry. |

**8. What professional developmental opportunities add value to your program?**

|  |
| --- |
| All of the faculty in the Real Estate program are licensed real estate professionals. Accordingly, they must complete mandated continuing education every two years in order to maintain their actively licensed status. Real Estate Brokers and Sales Agents must complete at least 18 hours of continuing education every two years, and Real Estate Inspectors must complete at least 32 hours every two years. Real Estate Appraisers must complete at least 28 hours of continuing education every two years. Property Tax Consultants must complete at least 24 hours of continuing education every two years. The relevant CE records for our faculty are included in Appendix J.  As we are a workforce program, maintaining a current professional license is a requirement for all of our faculty.  Beyond being a requirement for license maintenance, completing continuing education allows a real estate professional to stay abreast of industry trends and changes in practice and law. By communicating this up-to-date information to their students, our faculty are in the best position to prepare them to enter the workforce and be successful.  The Texas Real Estate Commission previously licensed real estate instructors, but that program ended via statute on September 1, 2019. This license was required for instructors at private real estate schools, and were optional for college / university instructors (however they were a way to demonstrate that one had the necessary background or experience to teach). Since there is no more required instructor license, real estate instructors now frequently obtain one or more professional designations designed to reflect their teaching ability and experience. The most common in Texas is the CREI (Certified Real Estate Instructor) designation from the Texas Real Estate Teachers Association. This designation requires experience teaching, completion of two 15-hour instructor development workshops, and must be maintained by regularly attending instructor update workshops. Another designation that is well-known in the real estate industry is the CDEI (Certified Distance Education Instructor) designation, awarded by the Association of Real Estate License Law Officials (ARELLO), a nationwide consortium of state-level real estate agencies. This demonstrates familiarity with distance teaching and learning principles and requires both an initial training workshop and update workshops every 3 years. Finally, all of our faculty are encouraged to complete ongoing training through Collin College including Teaching with Canvas and Quality Matters training. A summary of faculty instructor training is also included in Appendix J. |

**Provide a List of professional development activities employees have participated in since the last program review.**

**Employee Resources Table\*\***

|  |  |  |  |
| --- | --- | --- | --- |
| Employee Name | Role in Unit | Professional Development Summary | How is it Valuable to the Unit? |
| William J. (Bill) Kukla | Professor | See Appendix J | See above |
| Robert Barton (Bart) McLeroy | Professor | See Appendix J | See above |
| Steven Daniel (Steve) Lay | Adjunct Professor | See Appendix J | See above |
| James Dean McLeod | Adjunct Professor | See Appendix J | See above |
| LaToya Poland Flanigan | Adjunct Professor | See Appendix J | See above |
| Cheryl Lynn Childress | Adjunct Professor | See Appendix J | See above |
| Randal Levingston | Adjunct Professor | See Appendix J | See above |
| Sammy Bickham, Jr. | Adjunct Professor | See Appendix J | See above |
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\*\*For convenience, if providing a listing of professional development activities, this list may be included in this document as an appendix.

**9. Are facilities, equipment, and funding sufficient to support the program? If not, please explain.**

**[OPTIONAL—Only respond to prompt 9 if you are requesting improved resources for your program. If current facilities and budget are adequate, please proceed to prompt 10.]**

**Make a case with evidence that current deficiencies or potential deficiencies related to facilities, equipment, maintenance, replacement, plans, or budgets pose important barriers to the program or student success.** As part of your response, complete the resource tables, below, to supportyour narrative.

*Possible points to consider:*

* *The useful life of structure, technologies and equipment*
* *Special structural requirements*
* *Anticipated technology changes impacting equipment sooner than usual*

|  |
| --- |
| N/A; please note that the Word document does not permit removal of the unused tables |

**Facilities Resources Table\*\***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Significant Pieces of Equipment | Description  (i.e. Special Characteristics) | Meets Needs (Y or N):  Current For Next 5 Years | | Analysis of Equipment Utilization |
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**Equipment/Technology Table ($5,000 or more) \*\***

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| Current Equipment Item or Budget Amount | Description | Meets Needs (Y or N):  Current For Next 5 Years | | For any “N”, justify needed equipment or budget change |
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**Financial Resources Table\*\***

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| --- | --- | --- | --- | --- |
| Source of Funds (i.e. college budget, grant, etc.) | Meets Needs (Y or N):  Current For Next 5 Years | | For any “N”, explain why | For any “N”, identify expected source of additional funds if needed |
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Section III.Continuous Improvement Plan (CIP)

**10. How have past Continuous Improvement Plans contributed to success?**

Program Review at Collin College takes place for each unit or program every five years. During the last (fifth) year, the program evaluates the data collected during the CIP process.

**Please describe how you have used your Continuous Improvement Plan (CIP) to make the following improvements to your program over the past 4 years (your last program review can be found on the Program Review Portal):**

* 1. **Program Learning Outcomes/Program Competencies**
  2. **Overall improvements to your program**

|  |
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| The key areas of concern in the CIP for Real Estate over the last 4 years were increasing success rates in online courses (in particular, Principles of Real Estate I) and increasing success rates for students who take the state real estate license exam. See Appendix K for details.  To increase success rates in the Principles of Real Estate I online course, we made some structural changes to the course. Initially, there were no due dates associated with various activities in the course such as quizzes. Instead, the only firm due date was the last day of class. As a result, many students took no actions in the course until the last few days, with predictably negative results (a benchmark pass rate of 62%). To attempt to improve, we started with assigning due dates for all activities in the course. This yielded positive results (an increase in the pass rate to 80% in the targeted sections), so we implemented this change in all of our online courses. Additionally, it was noted that the online course was not particularly robust in terms of content. We have since added most of the same documents and content that students would have received in an in-person class (including instructor lecture notes) into the online course. These changes garnered positive feedback from students, so they were implemented in other online courses.  While our graduates’ pass rates on the state license exam cannot be compiled by TREC (and thus cannot be reliably quantified), we wanted to do what we could to help them be as successful as possible on the exam. Accordingly, we began offering an Exam Prep review course between semesters. In theory anyone who wants to sign up and pay the fee can take it, whether or not they attended our program. In practice, we have seen our most driven students sign up for the course to maximize their odds of passing the exam the first time (the actual first time, not the TREC-based standard of passing in 3 attempts). Feedback from recent graduates tells us this process has been successful. Student outcomes from the first three Exam Prep sessions were analyzed, and we determined that 97% of students who completed the course passed their license exam.  Our Program Learning Outcomes, based on our marketable skills (see Appendix O), focused on the final exam pass rate for four of our core courses (Principles of Real Estate I, Contract Forms, Real Estate Finance and Law of Agency) to 70% of students who attempt the final earning a passing grade. In the Fall 2022 semester, we were meeting our PLO targets in Contract Forms (81% of students passed), Real Estate Finance (74% of students passed) and Law of Agency (74% of students passed). We were barely missing the target in Principels of Real Estate I (69% of students passed). |

**\*Please attach previous CIP Tables in the appendix**

**11. How will we evaluate our success?**

**NOTE: Please contact the institutional effectiveness office if you need assistance filling out the CIP tables.**

As part of the fifth year Program Review, the program should use the observations and data generated by this process along with data from other relevant assessment activities to develop the program’s CIP and an action plan for the next two years. At the conclusion of the first two years, data collected from the first year, plus any other relevant data that was collected in the interim, should be used to build on the accomplishments of those first two years by developing another two-year action plan for the CIP to help the program accomplish the expected outcomes established in its CIP or by implementing one of your other plans.

**Based on the information, analysis, and discussion that have been presented up to this point, summarize the strengths and weaknesses of this program. There should be no surprise issues here! This response should be based on information from prior sections of this document. Describe specific actions the faculty intends to take to capitalize on the strengths, mitigate the weaknesses, improve student success and program learning outcomes.** **Provide the rationale for the expected outcomes chosen for the CIP(s).**

|  |
| --- |
| The fundamental strength of the Real Estate program at Collin College is that we provide a superior educational experience for our students when compared to our competitors, which are private real estate education providers. Our courses provide 50% more classroom hours than the baseline required by statute and by TREC. Our graduates also gain the benefit of not needing to take additional qualifying courses during their first 2 years of licensing. As we look for opportunities to strategically advertise our program in the coming years, this message (more education = more success) should be front and center.  A notable weakness of our program is that, unlike our competitors, we are tied to the semester course calendar and thus have a limited ability to meet the needs of students who want to start learning in the near term. Depending on when they are making their initial inquiry, some prospective students are told that the earliest they can began taking classes with us is 2 to 3 months away. In that time period, a prospective student could enroll in and complete a course of study at one of our competitors’ schools. Until the College is able to offer on-demand courses, there is little we can do to mitigate this weakness, beyond communicating the value of our program and framing taking courses from us as the smart choice.  We continue to see low enrollment in some sections, particularly Saturday courses, electives and courses at newer campuses. This is another area where finding a way to strategically advertise our offerings and course availability could result in higher enrollment.  We continue to have an issue with the student success rate in Principles of Real Estate I. Many students select this as an elective or introductory course without realizing the level of rigor required to succeed. While improving the course offering itself has yielded positive results, we need to do more to make sure that students who enroll in our courses are prepared for what they are going to encounter. One option is a mandatory orientation session that new real estate students must attend prior to enrolling. Making this session as flexible as possible (short duration, frequently offered, easily accessed, etc.) is important so we do not discourage truly interested and motivated students from enrolling in our courses. Working out the mechanics of this requirement will undoubtedly take some time and require coordination with several other departments in the college, but if we can divert unprepared students to other courses, it should increase the success rate in Principles I.  Regarding the diversion of unprepared students to other courses, another option to increase the success rate in Principles of Real Estate I is to move forward with the previously-mentioned real estate survey course. This requires finding another certificate or degree program that is willing to offer our course as an elective, so it will require support at the Associate Dean or Dean level and from another program’s Discipline Lead. Diverting students with a casual interest in real estate into a course of this nature should increase the success rate in Principles I by ensuring that students who are serious about the subject and who know what to expect are enrolled. This diversion can happen via the orientation session mentioned above, or it can be facilitated by communication on our website and in the course description. Ideally, the survey course can create a source of students for the pre-licensing courses if they find they have a genuine interest in the field and want to pursue licensing.  We will know if the education and diversion strategies mentioned above are working if, after implementing them, we see an increase in the student success rate for Principles of Real Estate I to 70% or above. |

**12. Complete the Continuous Improvement Plan (CIP) tables that follow.**

Within the context of the information gleaned in this review process and any other relevant data, identify program priorities for the next two years, **including at least one program learning outcome (or program competency)**, and focus on these priorities to formulate your CIP. You may also add short-term administrative, technological, assessment, resource or professional development outcomes as needed.

|  |
| --- |
| The program priorities for the next two years are going to focus on increasing the student success rate in Principles of Real Estate I as discussed in Section 11, and improving our external communication to support that increased success and increased enrollment. |

**Table 1. CIP Outcomes, Measures & Targets Table (focus on at least one for the next two years)**

|  |  |  |
| --- | --- | --- |
| **A. Expected Outcomes**  Results expected in this unit  (e.g. Authorization requests will be completed more quickly; Increase client satisfaction with our services) | **B. Measures**  Instrument(s)/process(es) used to measure results  (e.g. sign-in sheets, surveys, focus groups, etc.) | **C. Targets**  Level of success expected  (e.g. 80% approval rating, 10 day faster request turn-around time, etc.) |
| Students will attend an orientation session and be provided with proof of completion prior to taking Principles of Real Estate I. Students will also have the option to enroll in a non-licensing survey course. | A survey will be required at the end of the orientation session in order to obtain the proof of completion. Results will be tracked and tied to enrollment in Principles I. Enrollment diversion to survey course will also be measured. | Increase success rate of Principles of Real Estate I to 70%. |
| Create a targeted social media advertising campaign with Communications department. Continue promoting our offerings via existing channels and look for new ways to expand social media footprint. | We will measure enrollment after the social media campaign to see if they resulted in more student interest in our weekend courses as well as our courses offered at campuses other than Frisco. | Increase average per-section enrollment in all pre-licensing courses to 15 or above during Spring and Fall semesters. |
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**Continuous Improvement Plan**

**Outcomes might not change from year to year. For example, if you have not met previous targets, you may wish to retain the same outcomes. *You must have at least one program learning outcome.* You may also add short-term administrative, technological, assessment, resource or professional development goals, as needed. Choose 1 to 2 outcomes from Table 1 above to focus on over the next two years.**

**A. Outcome(s)** -Results expected in this program (from column A on Table 1 above--e.g. Students will learn how to compare/contrast Conflict and Structural Functional theories; increase student retention in Nursing Program).

**B. Measure(s)** –Instrument(s)s/process(es) used to measure results (e.g. results of essay assignment, test item questions 6 & 7 from final exam, end of term retention rates, etc.).

**C. Target(s)** -Degree of success expected (e.g. 80% success rate, 25 graduates per year, increase retention by 2% etc.).

**D. Action Plan** -Implementation of the action plan will begin during the next academic year. Based on analysis, identify actions to be taken to accomplish outcome. What will you do?  
**E. Results Summary** - Summarize the information and data collected in year 1.  
**F. Findings** - Explain how the information and data has impacted the expected outcome and program success.   
**G. Implementation of Findings** – Describe how you have used or will use your findings and analysis of the data to make program improvements.

**Table 2. CIP Outcomes 1 & 2**

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| --- | --- |
| 1. **Outcome #1** Students will attend an orientation session and be provided with proof of completion prior to taking Principles of Real Estate I. Students will also have the option to enroll in a non-licensing survey course. | |
| 1. **Measure (Outcome #1)**   A survey will be required at the end of the orientation session in order to obtain the proof of completion. Results will be tracked and tied to enrollment in Principles I. Enrollment diversion to survey course will also be measured. | 1. **Target (Outcome #1)**   Increase success rate of Principles of Real Estate I to 70%. |
| 1. **Action Plan (Outcome #1)**   While not strictly a pre-requisite, the goal is to have all students who take Principles of Real Estate I first take an orientation session so they are knowledgeable about the course and program requirements before the first day of class. The session should be brief and offered multiple days of the week and times of day prior to the start of a semester so that students have a chance to take it regardless of their schedule. The responsibility for offering the orientation session will primarily fall on the program’s full-time faculty, although adjunct faculty may volunteer to lead one or more sessions. After a few sessions have taken place, an on-demand session can be recorded that addresses common questions from students.   At the conclusion of the orientation session, students will be directed to fill-out an online survey with their contact information in order to get their proof of completion. We will use this information to track how many students who complete the session and whether they enroll in Principles I or in another real estate course.  Implementing this plan will require working with the Associate Dean as well as the Regsitration and Advising departments to determine how best to set this requirement up in the college’s registration system, and any potential pitfalls to making the orientation session a requirement to register vs. making it highly recommended. It may also require approval from our program’s advisory committee.  Having a proposed real estate survey course to divert more casually interested learners to can be tied into this process as well. The proposed survey course has already been created, and can be offered as a local needs course under WECM guidelines. It is based on a non-Texas specific real estate textbook, so it focuses more on general real estate topics rather than state law. The theory is that by diverting casual students away from the highly technical pre-licensing courses (specifically Principles of Real Estate I) into a survey course, success rates in Principles I should increase.  In order to offer the course at the college, it must be listed as an elective or requirement of a certificate or degree. For a variety of reasons, it would not be sensible to have this course as a requirement or elective in the real estate certificate or degree programs, so we must find another program that would be willing to include this course as a degree plan, likely as an elective. To accomplish this, the Associate Dean will be consulted, and we will reach out to a variety of discipline leads at the college to see if there is any interest in having this course available to their students. As a degree program change would require CAB approval, and the course would then need OAB approval to be offered, simply gaining the ability for it to be offered could take an entire year.   Once the course is offered, it must still be promoted as an alternative to the pre-licensing courses on the real estate program’s communications channels. Registration and Advising should be informed of the reason the course is being offered so they can communicate that to prospective students. | |
| 1. **Results Summary (Outcome #1) TO BE FILLED OUT IN YEAR 2** | |
| 1. **Findings (Outcome #1) TO BE FILLED OUT IN YEAR 2** | |
| 1. **Implementation of Findings (Outcome #1) TO BE FILLED OUT IN YEAR 2** | |

**Table 2. CIP Outcomes 1 & 2 (continued)**

|  |  |
| --- | --- |
| 1. **Outcome #2** Create a targeted social media advertising campaign with Communications department. Continue promoting our offerings via existing channels and look for new ways to expand social media footprint. | |
| 1. **Measure (Outcome #2)**   We will measure enrollment after the social media campaign to see if they resulted in more student interest in our weekend courses as well as our courses offered at campuses other than Frisco. | 1. **Target (Outcome #2)**   Increase average per-section enrollment in all pre-licensing courses to 15 or above during Spring and Fall semesters. |
| 1. **Action Plan (Outcome #2)**   We will work with the Communications department to develop a social media advertising campaign focusing on our weakest-enrollment areas: weekend courses, electives, and courses at campuses other than Frisco. | |
| 1. **Results Summary (Outcome #2) TO BE FILLED OUT IN YEAR 2** | |
| 1. **Findings (Outcome #2) TO BE FILLED OUT IN YEAR 2** | |
| 1. **Implementation of Findings (Outcome #2) TO BE FILLED OUT IN YEAR 2** | |

**What happens next? The Program Review Report Pathway**

1. **Following approval by the Steering Committee,**

* Program Review Reports will be evaluated by the Leadership Team;
* After Leadership Team review, the reports will be posted on the Intranet prior to fall semester;
* At any point prior to Intranet posting, reports may be sent back for additional development by the unit.

1. **Unit responses to the Program Review Steering Committee recommendations received before July 31st will be posted with the Program Review Report.**
2. **Leadership Team members will work with program supervisors to incorporate Program Review findings into planning and activity changes during the next five years.**

**Please make sure to go back and complete your Executive Summary at the start of the Review.**