**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. *If this is an academic, workforce, or continuing education program, you must have at least one student learning outcome.* You may also add short-term administrative, technological, assessment, resource or professional development goals, as needed.**

**Date:** February 8, 2020 **Name of Program/Unit:** Real Estate

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

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| **A. Expected Outcome(s)**  Results expected in this unit  (e.g. Authorization requests will be completed more quickly; Increase client satisfaction with our services) | **B. Measure(s)**  Instrument(s)/process(es) used to measure results  (e.g. survey results, exam questions, etc.) | **C. Target(s)**  Level of success expected  (e.g. 80% approval rating, 10 day faster request turn-around time, etc.) |
| **Increase the overall pass rate of online students in the targeted sections of Principles of Real Estate I.** | **Track the final grades and the student pass rate outcomes in the targeted online sections and compare them to baseline results of Principles**  **of Real Estate I.** | **An overall student pass rate of 70% or greater in the targeted sections of the online Principles of Real Estate I course.** |
| **Increase student understanding of Real Estate Commission duties and responsibilities, Licensing, Standards of Conduct, Agency/Brokerage, Contracts and special topics considered important by the Commission for a real estate license.** | **Collect direct responses from students on pass rate experience on the state specific section of the Texas Real Estate License exam.** | **An overall student pass rate of 80% on the Texas specific section of the Texas Real Estate License Exam.** |
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**Description of Fields in the Following CIP Tables:**

**A. Outcome(s)** -Results expected in this program (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)/process (es) used to measure results

(e.g. results of surveys, test item questions 6 & 7 from final exam, end of term retention rates, etc.)

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

**D. Action Plan** -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 improvements.

**Table 2. CIP Outcomes 1 & 2 (FOCUS ON AT LEAST 1)**

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| 1. **Outcome #1** Prospective real estate licensees in Texas must complete and pass 6 qualifying courses mandated by the Texas Real Estate Commission (TREC) before attempting the Texas state specific examination. 3 of the 6 TREC approved qualifying courses are offered by Collin College both in the classroom and online. The online results continue to show a high failure rate with Principles of Real Estate I. Outcome #1 seeks to increase the overall pass rate of online students in the qualifying course of Principles of Real Estate I. | |
| 1. **Measure (Outcome #1)**   Track the final grades and the student pass rate outcomes in a targeted cohort of online sections and compare them to baseline results of Principles of Real Estate I. | 1. **Target (Outcome #1)**   A net student pass rate of 70% or greater in the targeted sections of the online Principles of Real Estate I course. |
| 1. **Action Plan (Outcome #1)**   Modify the structure, requirements and delivery system in targeted online sections of Principles of Real Estate I, which require students to complete quizzes and assignments in the class at regular interval checkpoints. | |
| 1. **Results Summary (Outcome #1)**   4 online sections of Principles of Real Estate I involving 73 students in the Fall Term of 2018 served as the benchmark and were analyzed for pass rate outcomes. After modifying the structure, enhancements to the Canvas presence and the delivery system for 3 online sections of Principles of Real Estate I involving 68 students in the Spring Term of 2019 the data were analyzed for pass rate outcomes. In the case of the benchmark data, the total number of students of 73 was discounted for 5 students who withdrew from the course and 21 students who did not actively complete the quizzes and final exam. This left a residual of 47 students including 18 who received a failing grade for the course. **The net pass rate for the benchmark cohort was 62%**. In the case of the targeted sections, the total number of students of 68 was discounted for 3 students who withdrew from the course and 14 students who did not actively complete the quizzes and final exam. This left a residual of 51 students including 10 students who received a failing grade for the course. **The next pass rate for the targeted sections was 80%.** The target of achieving a net pass rate of 70% or greater was met. | |
| 1. **Findings (Outcome #1)** 25% of the students who initially signed up for and paid tuition for online Principles of Real Estate I did not actively participate in the course following census. This is considered a significant outcome and worthy of further study. On the plus side though based on somewhat limited data, the changes and enhancements made to the online course had a positive outcome for students in net pass rate . | |
| 1. **Implementation of Findings** All of the structure modifications, enhancements to the Canvas presence and the delivery system will be adopted and formally added to the online course going forward. In addition, Principles of Real Estate 2 will be evaluated for similar adoptions of the changes note above for Principles of Real Estate I. Focus will now be placed on trying to understand why we experience a large number of students who either never patriciate or stop participating in the course after certification of the roster has occurred. | |

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| 1. **Outcome #2** Prospective real estate licensees in Texas must demonstrate a broad understanding of the rules and laws contained in the Texas Real Estate License Act by passing qualifying courses with competency and achieving a minimum score of 70% on a Texas state specific examination mandated by the Texas Real Estate Commission(TREC). | |
| 1. **Measure (Outcome #2)**   Collect direct responses from students on pass rate experience on the state specific section of the Texas Real Estate License exam. | 1. **Target (Outcome #2)**   An overall student pass rate of 80% on the Texas specific section of the Texas Real Estate License Exam. |
| 1. **Action Plan (Outcome #2)**   Develop and deliver twice or more per year a 1 day course entitled “Examination Prep for the State Specific Section of the Texas Real Estate License exam. | |
| 1. **Results Summary (Outcome #2)**   A six hour exam prep course focusing on the Texas specific section of the Texas Real Estate Exam was written and included handout materials, practice exams and an exam prep textbook. The course was marketed internally to current students taking the pre-licensure courses during the semester and was made available for registration on Eventbrite. The cost was $49. A survey form to indicate interest in taking the course along with a description and date for the course was distributed to face to face as well as online students. The course was presented in each case on a Saturday.  Three sections of the exam prep course were presented over a 12 month period and included a total of 45 students as follows:  Section One: 15 students  Section Two: 16 students  Section Three: 14 students  The data collected via email, and anecdotal data based on direct student communication showed the following:  Section One: 14/15 students (93%) completing the exam passed with one student failing by one question.  Section Two: 16/16 students (100%) completing the exam passed.  Section Three: 9/14 students completed the exam and 100% passed. 5 of the students surveyed chose not to sit for the exam during the 90 day follow-up after the exam prep course. As a further verification, the 39 students who passed the exam do show on the Texas Real Estate Commission website as having a Texas real estate sales agent license.  In summary, 39/40 students completing the exam passed for a pass rate of >97% versus a target outcome of greater than 80%. | |
| 1. **Findings (Outcome #2)**   The target of greater than an 80% pass rate on the Texas state portion of the Texas Real Estate License exam was met and exceeded with this population of 45 students across three exam prep sections. Students were informally queried about their experience in taking the exam. It was considered an unexpected outcome that 5 students out of 14 in the third section chose not to sit for the exam. None of the students indicated that time was a factor in taking the exam and all students completed the exam with time to spare. Multiple inputs from students stated that it was how the questions were asked in some cases that was confusing and seemed to have two competing correct answers. The state does not provide any input on how well a student does if they in fact pass the exam. Students that fail the exam are given feedback as to how many questions they missed in the different aspects of the exam. | |
| 1. **Implementation of Findings**   The 6 hour exam prep course for the Texas specific section of the Texas Real Estate License Exam is being expanded to 8 hours and will  be presented in two -4 hour sessions on two days during the week. The course is being presented in the Spring 2020 semester. It will be offered during the 16th week of both the Spring and Fall semesters. The course is in the Collin College Continuing Education catalog and is available for registration online in **Lookup Classes** under RELE 1058 which is a WECM approved course. Going forward, the course is being marketed through the 9000 member Collin County Association of Realtors and directly to member of the Real Estate Advisory Committee.  .  Additional study materials and practice exams will be available on-line to registered students. Communication via email as the data collection method will continue to be used to harvest results from students as they complete the state exam. A formal post exam survey will be developed to better capture the feedback from students taking the exam. Both a Summer and online option for the exam prep course are under consideration. | |