



Instructional Program Review Summary 2005 - 06

Instructional Area: **Business**

Department: **Marketing, Financial Management and Real Estate**

Discipline: **Real Estate**

January 12, 2006

Instructional Program Review Summary

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NOTE: An external reviewer should not be required to refer to the documentation notebook to understand the Instructional Program Review

Summary. Rather, data should be clearly cited in the summary so that the reviewer can easily find the source documents if needed.

EXECUTIVE SUMMARY

Use the following guidelines to provide a concise overview/summary of the program review contained in this report.

Write a brief description of the goals and objectives of the discipline.

The Real Estate department provides premier courses and degree plans that give students the practical, theoretical, and technical knowledge needed to be successful in the field of real estate. Our curriculum provides students with first-rate professional and workforce programs that result in employment in the public and private sectors. It is based on identified competencies, and strives to be socially responsible as well as addressing employer needs.

We are committed to:

Providing students in the Real Estate degree plans the knowledge and skills necessary to enhance their Real Estate abilities and help them to seek employment in a Real Estate position.

Providing students in the workforce areas the knowledge and skills necessary for job enhancement.

Providing employers in our community a trained, technically competent, and diverse workforce.

Providing all students advising from a qualified, dedicated, and accessible faculty.

The department intends to continue to develop more Internet courses and IVC courses. It also will continue to expand business partnerships, expand promotional activities, increase enrollments and number of graduates, obtain and utilize more technology based materials in the classroom, and maintain high standards of quality in the classroom.

Overview of how the program review was conducted. The department chair, Nick Sarantakes formed a review committee for the program review. The committee met and completed the SWOT analysis. The department chair and assistant department chair met and reviewed the SWOT analysis. A copy of the report was reviewed by the Real Estate Advisory Committee, recommendations were made and revisions were made. The assistant department chair completed the online forms and submitted them.

Summary of findings:

Progress on previous program review recommendations. The Real Estate department has worked to develop a closer relationship with the Austin business community and this will continue to be a priority in the future.

The department has worked to "globalize" the curriculum and all Master Syllabi now have a global perspective included. The Real Estate department is still working to improve internal communications and increase our marketing efforts. The Real Estate department continues to offer a rotating schedule for upper-level courses but this is difficult in the current climate of not "allowing small classes to make". This is a tremendous area of concern and it is hoped that the new administration will look at workforce upper-level courses as an important element in the student's overall education experience here at ACC. The Real Estate department has worked to include changes in requirements for licensing in its curriculum.

Program strengths. The program has exemplary personnel. The program has increased enrollments. The program has many students who are working in the Real Estate field. The program is offering a large number of courses via Internet and IVC.

Areas for improvement. Scheduling of classes continues to be a major concern. The department is not always allowed to put classes at the campus where they would make and at the best time and many upper-level classes are cancelled making it difficult for students to complete their certificate or degree requirements. Pay continues to be a major issue for faculty teaching CE.

Key planning issues. The Real Estate department must find qualified instructors who meet the new SACS requirements. The department must work with the current administration to offer classes at the campuses and times that will give students the best opportunity for being able to complete the requirements needed to receive an associate degree. If scheduling changes are not handled in a better manner the department will not have many graduates in the next few years.

Conclusions: What are the major conclusions regarding the present state of the program?

- 1) The program has exemplary personnel.
- 2) The program has increased enrollments significantly in the past few years.
- 3) The program needs to strengthen partnerships.
- 4) The program needs to work with the Administration to fully explain the importance of scheduling and meetings the students needs.

Recommend future directions for the program based on this review:

- Expand services
- Maintain services
- Reduce services
- Close program

Recommendations: Summarize the self-study's recommended actions for improving the quality of the program.

The self-study's recommendations were as follows:

Real Estate will continue to review and improve our curriculum and to develop more IVC and Internet course offerings.

SELF-STUDY TEAM PARTICIPANTS

List the names of people who participated in the review and their association with your program.

Name Nick Sarantakes ACC Faculty Industry Representative
 Student

Name Ina Midkiff ACC Faculty Industry Representative
Student

Name Pat Patton ACC Faculty Industry Representative
Student

Name David Schuler ACC Faculty Industry Representative
 Student

Name Pete Glover ACC Faculty Industry Representative
Student

Name Phyllis Molina ACC Faculty Industry Representative
 Student

Name Lane Lanford ACC Faculty Industry Representative
Student

Name Mario Aguilar ACC Faculty Industry Representative
Student

Name John McCoy ACC Faculty Industry Representative
Student

PROGRAM DESCRIPTION

Provide a brief description of the overall history, major developments and current objectives for your program (limit to 500 words).

The Real Estate Department was organized as a separate academic department at the outset of ACC. Vaughan Miller was the first department head and full time faculty member. Upon his retirement, the department was managed first by Steven Bradley a member of the Management Department and then later by Nicholas Sarantakes, who was the Department Chair for Marketing and Financial Management.

The department responds to the needs of the community by providing the core real estate courses needed to qualify to take the RealEstate Sales License Exam that is required to become involved in the real estate industry. The department also has a number of advanced courses that are required to satisfy the

requirements to take the Texas Real Estate Broker's Exam such as Real Estate Investments and Real Estate Development.

The department offers both a 2 year Real Estate Broker's Degree and a Certificate.

The college credit Real Estate Program has grown in the the past 6 years. The number of completers has increased in both the certificate program and the degree program. In a review of completers taken in 1999, indicated that the number of completers had grown 600% over a 5 year period. Surveys indicate a need for college credit program in real estate so students can qualify for financial aid and other programs that are not normally available for students enrolled in continuing education courses.

Through the Real Estate Advisory Committee, the program has continually been reviewed and the delivery methods have changed to meet the needs of the students and make use of technology. The core real estate courses are offered in a number of formats from IVC (interactive Television courses), to 2 and 4 week courses offered in conjunction with the continuing education courses.

In 2003 the college credit Real Estate Department started to offer real estate course via internet in a distance learning format. This has been extremely successful and a number of students have enrolled in this format that currently reside in South Padra Island, other parts of Texas and even in Iraq.

In addition to meet the need for licensed Real Estate Inspectors, the department established 2 Real Estate Inspection courses to help individuals meet the education qualifications established by the Texas RealEstate Commission.

During the recent SACS review of faculty, the department insured that all faculty members were qualified by SACS by having Real Estate Degrees or Legal Degrees in the case of individuals instructing RealEstate Contracts courses. The RealEstate Department continues to respond th the needs of the students and the Real Estate Industry by offering courses that are up to date and hiring SACS accredited faculty.

STRENGTHS, WEAKNESSES, OPPORTUNITIES, THREATS (SWOT)

List the names of people who participated in the SWOT and their association with your program.

Name Nick Sarantakes ACC Faculty Industry Representative
 Student

Name Ina Midkiff ACC Faculty Industry Representative
 Student

Name Pat Patton ACC Faculty Industry Representative
 Student

Name Pete Glover ACC Faculty Industry Representative
 Student

Name Phylis Molina ACC Faculty Industry Representative
 Student

Name Albert Perez ACC Faculty Industry Representative
 Student

Name John McCoy ACC Faculty Industry Representative
 Student

Summarize the findings of the SWOT analysis. Focus on the top 5 or 6 issues and answer the following questions:

Strengths: In what does your program excel?

FACULTY - The Real Estate department has "real" world experience of faculty and faculty are active in the fields they teach. Students have easy access to faculty advising. Real Estate has a diverse faculty that reflects ACC's diverse population.

CURRICULUM - Curriculum is up-to-date and innovative, satisfying students and local workforce needs. Small classes, different methods of delivery, large number of courses, and flexibility offer students great variety. The Real Estate department adheres to state (TREC) requirements.

COSTS - Tuition is competitive.

LOCATIONS - Courses are offered at multiple campus locations.

TECHNOLOGY - Technology is a priority and courses are offered over the Internet and many computer-aided resources are utilized.

COMMUNITY SUPPORT - The program has community and business support.

Weaknesses: What are the aspects of your program, which, if not addressed, will impede the area's future?

ADMINISTRATION - The Real Estate department is not supported by non-faculty administration, i.e. Human Resources as is necessary for the program to be exemplary. The program is a small program and is not given the attention of a large program. The bookstore frequently does not have enough texts, semester timelines do not permit needed flexibility, misinformation on telephone inquires is not the fault of the faculty.

FACILITIES - Facilities can be problematic. Classrooms are used as storage closets, parking is always an issue and student space is not always given priority.

PAY - Ce pay should be the same as credit pay.

SCHEDULING - Scheduling is a problem and there is a need for more online offerings. Facilities are not always utilized efficiently. Limited class space and

access for class times, rooms, and computers. Lack of two week and 4 week Datatel registration for the courses.

TECHNOLOGY - Need more specialized equipment in the classroom. IVC problems and email problems for part-time faculty are common.

EMPLOYMENT/TRANSFER - Need more student internships and better marketing to reach more students.

Opportunities: What factors does your program need to take advantage of in order to enhance the quality of the area?

ADVERTISING/MARKETING - Need better publicity for surrounding communities to promote real estate online classes. Need phones answered and no voice mail. Better promotional and recruitment materials are needed.

ONLINE OFFERINGS - Need to have more online course offerings. Have a complete degree program online.

PARTNERSHIPS - Build better business/community relations.

TRANSFER OPTIONS - Review all articulation agreements, credit/non-credit offerings, and degree options.

CURRICULUM - Use industry experts to speak and share experiences in the classroom. Review curriculum to see what courses need to be added or revised to meet current needs. Enhance IVC and distance learning classes.

FACILITIES - The new round Rock facility will provide easier access to north Williamson county.

Threats: What are the external factors that could negatively impact your program's future?

COMPETITION - Allowing outside contractors to use ACC's name to sell courses, i.e. online real estate courses in Continuing Education is not endorsed by the REal Estate department. In fact the department is against this practice. There is increased competition from proprietary schools and other schools in Austin and from online courses from outside Austin.

OUTSIDE AGENCIES - TREC changes and updates, SACS, and other outside agencies can create confusion and make it difficult for students to keep abreast of the correct state requirements.

MARKET - Downturn in the real estate market may be discouraging students.

COMMUNITY ISSUES - Austin traffic and community support continue to be areas of concern.

PROGRAM SUCCESS - Transferability, graduation rates, public perception and job placement are all issues to be monitored.

Discuss changes from the program's previous SWOT analysis.

The Real Estate department is offering more Internet and IVC courses than it did three years ago. Technology has been slowly integrated into classroom lectures. Real Estate courses are offered at more ACC locations. Pay continues to be a major issue for adjunct faculty teaching CE courses. Administration support is reactive not active and there seems to be more misinformation given to students. Tuition rates at ACC create challenges for "out of district" vs "in district". There is

increased competition from proprietary schools as well as online courses from other colleges. ACC allows outside contractors to use ACC's name to sell courses in Continuing Education and the department does not approve of this practice.

ANALYSIS

[a] Relevance of the program to College mission and desired ends

Mission:

Review the program's purpose statement. Verify that the statement is current and accurate and reflects the mission of the college as a whole or update the purpose statement.

The Self-Study team reviewed the program purpose statement and found (select one):

The purpose statement is current, accurate, and reflects the mission of the college. Enter the program's purpose statement: The purpose of the Real Estate department is to provide premier courses and degree plans that give students the practical, theoretical, and technical knowledge needed to be successful in the field of Real Estate.

The purpose statement was revised as shown below (enter the revised purpose statement):

Intended Outcomes (Board Policy A-2. Intended Outcomes)

How well does the program support the intended outcomes of the college to "ensure a quality return on the public's investment in its community college district?"

Real Estate students are generally working full-time when they attend courses at ACC. The state report for employment of graduates within one year of graduation indicates 100% for the past two years.

In what ways does the program encourage students to become lifelong learners?

Real Estate professionals must take courses to keep their license active. ACC provides the student with credit and non-credit options so the student can stay up-to-date and remain certified.

In what ways does the program provide accessible and affordable services for all who qualify and have the ability to benefit?

The department offers courses in many different formats. Students may take classroom courses, IVC courses, Internet courses, and many courses are offered in 2 and 4 week formats. Students may also take the courses from continuing education. Tuition is less than University of Texas and is considered a

bargain. Textbooks are within reasonable price ranges and students are allowed to start with a certificate and postpone writing requirements until later.

In what ways does the program achieve enrollments reflecting the diverse and traditionally underserved populations in numbers that mirror the local populations of our Service Area?

According to the ACC 2004-05 Fact book the highest percentage of student enrolled at the college are between 19-21 at 29.6%. In the Real Estate department between Fall 2000 and Fall 2005 the average age range of students was 31.6%.

Real Estate students are above the average age compared with the service area age range.

Ethnicity using Fall 2004 headcount demographics

White students: The ACC service area is 57.9% white, ACC is 60.3% white and Real Estate is 67% white.

Black students: The ACC service area is 7.8% black, ACC is 7.3% black and Real Estate is 9.5% black.

Hispanic students: The ACC service area is 29.2% hispanic, ACC is 22.4% hispanic and Real Estate is 1.5% hispanic.

Other (Native Americans, Asian, Pacific Islander, International and Unknown): The ACC service area is 5.1%, ACC is 10% and Real Estate is .7%.

Gender: The ACC service area is 51.4% male, ACC is 43.7% male, and Real Estate is 49% male.

The ACC service area is 48.5% female, ACC is 56.3% female, and Real Estate is 51% female.

Conclusions: Real Estate students are older than average ACC students and average Austinites. Our program attracts mainly white and black students and is evenly divided between male and females.

In what ways does the program promote achievement of students' educational goals, student retention, and program completion?

Real Estate faculty work with all students to achieve their educational goals. Students are advised to establish a degree plan and are encouraged to progress towards completion of their degree in a timely manner. Real Estate is a small program and students receive individualized attention from faculty.

In what ways does the program achieve student performance that meets or exceeds state and national benchmarks in transfer to universities, job placement into family-wage careers, retention and completions, basic skills acquisition, literacy level increases, and successful transition from developmental to college-level courses?

There is very limited data to compare student performance against the listed benchmarks.

In what ways does the program improve personal lives by advancing students toward further education or contributing to their ability to succeed in the workplace and be productive citizens?

Students in the Real Estate program want to be licensed realtors and brokers. This program helps them succeed and the majority of students take and pass the Texas Real Estate Sales Licensing Exam.

In what ways does the program demonstrate efficient administration and services that avoid procedures that waste the money or time of students? The program demonstrates efficient administration and services by providing up-to-date and relevant curriculum. Students are advised by faculty and encouraged to follow a degree plan as a way to save time and money by not taking courses that are not relevant. Students are informed about state requirements for licensing and faculty help students achieve their academic goals.

In what ways does the program contribute to creating an institution that is a good place to learn, work, and experience the higher education process? Real Estate faculty members are all professionals in the Real Estate field. Faculty stay current by attending professional development activities, conferences and meetings. Many faculty volunteer their services within the community and encourage students to attend conferences and workshops.

Does the program assess and review its effectiveness each year and report its findings in the Unit Level Effectiveness Assessment Database (ULEAD)? The program does a yearly assessment of its effectiveness and reports its findings in the Unit Level Effectiveness Assessment Database.

[b] Responsiveness to community needs and satisfaction of community demand

In what ways does the program address a verifiable need for the student, community, and society?

Beginning salaries for a Real Estate Salesperson are \$20,000 to \$45,000 and for a Broker the salary may be \$75,000 or more. Austin's average wage level for 2005 was \$38,786.

Texas Real Estate employment, including the industry's significant number of self-employed, increased from 114,056 in 1969 to 344,343 in 2000. This is 2.8% of all jobs in Texas. Total personal income generated by the state's real estate industry increased from \$1.5 billion in 1980 to \$10.4 billion in 2000, an average annual growth rate of 10%. By comparison, total personal income generated by all Texas industries grew at an annual rate of 7.3%. For every 100 jobs created in the Real Estate industry, 128 additional jobs are created in other industries

across the Texas economy. For more information see Economic Impact of the Texas Real Estate Industry at <http://recenter.tamu.edu/pdf/1579.pdf>.

Describe the results of the program's most recent assessment of community need.

The Real Estate program conducts assessment of community need through input of the Real Estate Advisory Committee that meets once every semester. The Committee consists of Real Estate professionals from the Austin area.

How do the program's five-year enrollment trends compare with those of the College overall?

From Fall 2000 until Fall 2004 the college had a growth rate of 13%. The Real Estate program had 155 students in the Fall of 2000 and 438 students in the Fall of 2004. This is an increase of 182% for the department.

[c] Accessibility to students and identification of unnecessary barriers

Analyze when and where courses are offered (by campus, time of day, mode of delivery).

Courses in Real Estate are offered primarily through Distance Learning and at the HBC site. Enrollment drives the number of sections taught and some courses are offered only once a year or as Distance only. Courses are offered in 2 and 4 week format at HBC to add flexibility. Courses are also offered primarily at CYP in the classroom and according to the data there were 19 morning sections, 1 afternoon section and 15 evening sections for a total of 35 sections in the Fall of 2004.

Note: This data does not seem accurate as it did not reflect the number of sections offered as PCM or PRN. Real Estate has been forced to offer courses as PCM and PRN because classrooms have been taken away from Real Estate over the past few years because it is a small program with small enrollments. Real Estate courses offered in the classroom are primarily taught at HBC mainly because this is where space is available.

List the number of sections taught (by location).

Spring 2005 - 4 sections at CYP, 1 section at Rio Grande, 1 section at RVS, 18 TEL sections and 15 SIT sections for a total of 39 sections.

Fall 2004 - 4 sections at CYP, 1 section at RVS, 20 TEL sections, and 10 SIT sections for a total of 35 sections.

Summer 2004 - 12 TEL sections and 6 SIT sections for a total of 18 sections.

Spring 2004 - 4 CYP sections, 1 RGC section, 1 RVS section, 13 TEL sections, and 15 SIT sections for a total of 34 sections.

Fall 2003 - 4 CYP sections, 1 RVS section, 20 TEL sections and 6 SIT sections for a total of 31 sections.

Summer 2003 - 15 TEL sections and 5 SIT sections for a total of 20 sections.

Spring 2003 - 4 CYP sections, 2 RGC sections, 1 RVS section, 17 TEL sections and 15 SIT sections for a total of 39 sections.

Fall 2002 - 4 CYP sections, 1 RVS section, 19 TEL sections, and 9 SIT section for a total of 33 sections.

Summer 2002 - 14 TEL sections.

Spring 2002 - 4 CYP sections, 2 RGC sections, 2 RVS sections, 12 TEL sections, and 5 SIT sections for a total of 25 sections.

Fall 2001 - 5 CYP sections, 1 RGC section, 3 RVS sections, 23 TEL sections and 14 SIT sections for a total of 46 sections.

Summer 2001 - 13 TEL sections and 6 SIT sections for a total 19 sections.

Spring 2001 - 2 RGC sections, 1 RVS section, 13 TEL sections and 12 SIT sections for a total of 28 sections.

Fall 2000 - 1 EVC section, 1 RVS section, 4 TEL sections and 11 SIT sections for a total of 17 sections.

List the number of sections closed or canceled per course.

Spring 2005 - 1 SIT course was canceled.

Fall 2004 - 6 TEL courses were canceled.

Summer 2004 - 1 SIT, and 4 TEL for a total of 5 courses canceled.

Spring 2004 - 1 SIT and 1 TEL courses for a total of 2 courses canceled.

Fall 2003 - 3 SIT and 4 TEL courses for a total of 7 courses canceled.

Spring 2003 - 1 TEL course was canceled.

Fall 2002 - 2 SIT and 5 TEL courses for a total of 7 courses canceled.

Summer 2002 - 1 TEL course canceled.

Spring 2002 - 4 at CYP, 1 at NRG, 5 TEL, and 8 SIT for a total of 18 courses canceled.

Fall 2001 - 4 TEL courses canceled.

Summer 2001 - 1 at CYP and 3 SIT courses for a total of 4 courses canceled.

Spring 2001 - 1 CYP and 1 SIT courses for a total of 2 courses canceled.

Fall 2000 - 2 Rio Grande and 4 SIT courses for a total of 6 courses canceled.

How does each of the five-year demographic trends (gender, ethnicity, age group) for this program compare to the overall college trend? (List the source of your information.)

The information is from the ACC Fact Book, Fall 2000 - 2004.

ACC statistics:

White students - Decline of 3% from 63.5% to 60.5%.

Black students - Increase 5% from 6.6% to 7.1%.

Hispanic students - Increase 1.9% from 20 to 22.5%.

Asian/Pacific Islander students - Decline of 9% from 6% to 5.1%.

American Indian/Alaskan Native students - Virtually no change from .7% to .8%.

International students - Increase of 1% from 1.4% to 2.4%.

Other - Increase of .4% from 1.3% to 1.7%.

Real Estate Department Statistics for the same period:

White students - Increase of 6.6% from 60.4% to 67%.

Black students - Increase of 3.2% from 9.5% to 12.7%.
Hispanic students - Increase of .5% from 1.5% to 2.0%.
Asian/Pacific Islander students, International students, Other - From .7% to .6%.

Conclusion about enrollments: While the college saw a decline in white students Real Estate saw an increase in the number of whites. Black student numbers have increased just slightly less than the college. The Hispanic population has seen only a slight increase and virtually no change in Asian/Pacific Islander, International, and other categories of students.

Identify any unnecessary barriers to students, especially those who are educationally disadvantaged and not well served by other colleges. The Real Estate program does not have any unnecessary barriers for students. Students come from all walks of life and are able to take courses in many different formats (IVC, Internet, 2 and 4 week short courses, as well as 16 and 12 week). The greatest challenge for students is the limited on-campus course selections.

[d] Student outcomes including participation and successful-completion rates

How do course completion rates (A-B-C-D rates) for courses within this program compare to College norms?

The college completion rate for Fall 2000 - Spring 2005 was 68%. The completion rate for the Real Estate department was an average of 82.5% for those same years.

What are the program completion or graduation rates (compared to intent as well as overall) for this program?

Overall medium number of graduates for Real Estate:

Associate of Applied Science graduates:

- 1999-2000: 3
 - 2000-2001: 2
 - 2001-2002: 3
 - 2002-2003: 2
 - 2003-2004: 11
- Certificate
- 1999-2000: 2
 - 2000-2001: 1
 - 2001-2002: 0
 - 2002-2003: 8
 - 2003-2004: 31

How do withdrawal rates for courses compare to College norms?

Spring 2005: 23% for ACC; Real Estate is 10%.

Fall 2004: 21% for ACC; Real Estate is 8%.

Summer 2004: 15% for ACC; Real Estate is 7%.
Spring 2004: 22% for ACC; Real Estate is 11%.
Fall 2003: 20% for ACC; Real Estate is 15%.
Summer 2003: 13% ACC; Real Estate is 4%.
Spring 2003: 23% ACC; Real Estate is 10%.
Fall 2002: 22% ACC; Real Estate is 12%.
Summer 2002: 15% ACC; Real Estate is 13%.
Spring 2002: 24% ACC; Real Estate is 10%.
Fall 2001: 23% ACC; Real Estate is 14%.
Summer 2001: 15% ACC; Real Estate is 15%.
Spring 2001: 24% ACC; Real Estate is 18%.
Fall 2000: 25% ACC; Real Estate is 13%.

List the expected learning outcomes for the program.

1. Introduce Modern Real Estate practice.
2. Review the Real Estate business.
3. Understand home ownership concepts.
4. Understand the law of agency.
5. Understand fair housing and ethical practices.
6. Review Texas Real Estate License Act.
7. Understand how ownership is held.
8. Understand methods of describing Real Estate in Texas.
9. Understand Real Estate Liens and contracts.
10. Review listing agreements, appraisals and financing.
11. Understand Real Estate financing, transfer of title, title records, leases, and closings.
12. Learn about property management.
13. Review land use controls.
14. Learn about investing in Real Estate.
15. Demonstrate a working knowledge of current Texas real estate contract forms.
16. Define real estate broker and salesman licensing requirements.
17. Describe conveyance of real estate procedures and considerations.
18. Summarize real estate principles including: law of agency, deeds, titles, legal descriptions, encumbrances, contracts, appraisals, finance, regulations, laws governing real estate transaction and housing discrimination.
19. Review agency relationships, disclosure, and duties of the client.
20. Review duties to third parties.
21. Understand seller, buyer agency and subagency.
22. Understand single agency and dual agency.
23. Review employment issues.
24. Review deceptive trade practices and consumer protection act.
25. Be prepared to take the Texas Real Estate Sales Exam.

What do the results of the program's student learning outcomes assessments (departmental final exams, exit tests, standardized tests, etc.) indicate about the program?

The results of the department's student learning outcomes assessments indicate that students are successful in meeting the learning objectives. This is evident in the 82.5% pass rate of students in the department and over 80% successfully take the Real Estate State Licensing exam.

[e] Measures of program quality and educational value added

- **Academic Standards**

What are the processes and procedures that the department uses to maintain academic standards and achieve consistency within the department?

The Real Estate Advisory Board meets regularly and helps the department with consistency and academic standards that meet the area workplace standards. Students are very successful passing the Texas Real Estate Sales License exam. Faculty communicate on a regular basis through departmental meetings to ensure the department maintains the highest standards. The department head reviews all textbook selections and course materials to ensure the highest standards in all courses taught in the department.

- **Curriculum**

What procedures are used to assure that the curriculum is current and adequately meets the needs of students?

As stated above, the curriculum is reviewed by the department head, faculty at departmental meetings and the Advisory Board.

Are learning outcomes defined for courses and the program? Yes No

Are course texts up-to-date?. Yes No

Are course and program listings in the ACC Catalog up-to-date? Yes No

Do all courses have up-to-date syllabi on file? Yes No

Evaluate the use of instructional resources (including those in the library).

The ACC libraries have excellent resources for Real Estate students. The librarian assigned to Real Estate does a great job and seeks advise on what materials to add. The Real Estate web site is excellent and includes links to the Texas Real Estate Commission which has information about licensing and state requirements.

Evaluate the extent to which technology impacts the mode of instruction, including the number of courses and sections taught via distance learning.

There is not a great deal of technology needed in the classrooms. Faculty who teach in the IVC classrooms have full Internet and video capabilities. Many of the Real Estate courses are taught online and faculty utilize blackboard for those courses.

Evaluate the extent to which instruction is focused on problem solving, active learning, and work-based elements.

The Real Estate department is instrumental in helping students pass the state license exam and helping students maintain their license by offering courses in credit and non-credit formats. Courses have critical thinking skills incorporated into the activities, active-learning assignments for students, and assignments are designed for real world situations.

List below the current discipline-specific courses within the program and the date of the latest review.

Course RELE 1201 Principles of Real Estate	Date of Last Review	Fall 2005
Course RELE 1203 Real Estate Appraisal	Date of Last Review	Fall 2005
Course RELE 1211 Real Estate Contracts	Date of Last Review	Fall 2005
Course RELE 1215 Property Management	Date of Last Review	Fall 2005
Course RELE 1225 Real Estate Mathematics	Date of Last Review	Fall 2005
Course RELE 1303 Real Estate Appraisal	Date of Last Review	Fall 2005
Course RELE 1307 Real Estate Investment	Date of Last Review	Fall 2005
Course RELE 1309 Real Estate Law	Date of Last Review	Fall 2005
Course RELE 1311 Real Estate Contracts	Date of Last Review	Fall 2005
Course RELE 1315 Property Management	Date of Last Review	Fall 2005
Course RELE 1319 Real Estate Finance	Date of Last Review	Fall 2005
Course RELE 1321 Real Estate Marketing	Date of Last Review	Fall 2005
Course RELE 1324 Loan Origination and Quality control	Date of Last Review	Fall 2005
Course RELE 1325 Real Estate Mathematics	Date of Last Review	Fall 2005
Course RELE 1327 Real Estate Commercial Appraisal	Date of Last Review	Fall 2005
Course RELE 1331 Farm and Ranch Real Estate	Date of Last Review	Fall 2005
Course RELE 1333 Real Estate Development	Date of Last Review	Fall 2005
Course RELE 1391 Special Topics in Real Estate	Date of Last Review	Fall 2005
Course RELE 1406 Real Estate Principles	Date of Last Review	Fall 2005
Course RELE 2201 Law of Agency	Date of Last Review	Fall 2005
Course RELE 2205 Real Estate Inspections	Date of Last Review	2005
Course RELE 2209 Principles of Real Estate II	Date of Last Review	Fall 2005
Course RELE 2301 Law of Agency	Date of Last Review	Fall 2005
Course RELE 2305 Real Estate Inspections	Date of Last Review	Fall 2005
Course RELE 2331 Real Estate Brokerage	Date of Last Review	Fall 2005
Course RELE 2367 Real Estate Practicum	Date of Last Review	Fall 2005

- **Faculty**

Do all faculty teaching in the program meet SACS requirements?

Yes No (if no, please explain)

Follow the directions below to complete the SACS *Roster of Instructional Staff*.

Column One: Provide the name of the faculty member and indicate full or part time status.

Column Two: List, from the *ACC Catalog*, the course prefix, course number, and course title of all credit courses taught. If appropriate for establishing the relationship between the course and the faculty member's qualifications, provide the course description as well. Indicate whether the courses are Transfer (T) or Non-Transfer (N).

Column Three: List each academic degree earned by the faculty member, and indicate the discipline (concentration or major) of each degree; the institution which awarded the degree; and the total number of graduate semester hours earned in each discipline in which courses have been (or will be) taught.

Column Four: Specify qualifications such as diplomas or certificates earned (with field indicated), related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, and other demonstrated competencies and achievements (such as publications or papers presented) that contribute to effective teaching and student learning outcomes. Make clear the relationship between these qualifications and the content of the courses assigned to the faculty member.

1) Name	2) Courses Taught	3) Academic Degrees Earned	4) Other Qualifications

What is the ethnic diversity of the faculty?

The Real Estate department has all adjunct faculty. Three adjuncts are white female, 1 hispanic female, 6 white males, 1 hispanic male, and 1 black male.

What evidence is there that faculty are staying current in their respective disciplines and instructional methodologies?

Faculty member in Real Estate maintain their professional certifications and licenses and all faculty are SACS approved.

What recognition has been given to faculty within the last year?

Phylis Molina received the NISOD award last year.

Describe professional development activities in which program faculty participate. All faculty are in the process of receiving Blackboard training.

What percent (and the total number) of faculty participate in formal professional development activities on a regular basis?

All faculty participate in professional activities on a regular basis. Real Estate faculty must maintain their license by taking additional seminars and clock hours on a yearly basis.

Describe the types of discipline-related professional development activities offered.

Faculty in Real Estate must maintain their license by taking seminars and clock hours related to Real Estate. These hours are often taken here at ACC within the department. Several Real Estate faculty provide workshops and seminars in the community.

What percent of sections do full-time faculty teach?

None

What percent of contact hours do full-time faculty teach?

None

Are student evaluations of instruction within acceptable range? Yes No

To what extent are alternative modes of instruction incorporated into classes? Classes within the Real Estate department include Web based instruction, IVC instruction, and a variety of options both credit and non-credit. There is a departmental website with degree plans and links to important Real Estate sites.

- **Student Satisfaction**

Do student course evaluations demonstrate satisfaction with courses?

Yes No

[f] Adequacy of program resources and efficiency of resource use

Describe the overall adequacy of resources (human, technological and capitol, facilities, and fiscal) available to the program for providing effective program delivery and outcomes.

The overall adequacy of resources is fair. As noted in SWOT the program needs better access to all ACC campuses to offer courses. ACC classrooms lack basic equipment such as Internet connections and use of computers. All department budgets were cut several years ago and basic money for copying and supplies is not adequate. The program has seen significant growth but the budget has been cut, this does not seem fair.

What is the ratio of full-time to adjunct faculty (by course and for the program overall)?

All courses are taught by adjunct faculty.

How up-to-date is the equipment used by the program? Equipment is supplied by ACC for general classrooms. Few classrooms have good Internet connections and media carts seem very inadequate.

Identify possibilities for improving the efficiency of the program's use of resources.

All classrooms at ACC should have complete media equipment that will allow faculty members the ability to show web sites, give powerpoint and play videos. The equipment is not available.

[g] Comparison of program performance, price, and enrollment with that of alternate local suppliers

How is the program competitive with similar programs offered by other institutions or schools in the service area in terms of performance, cost to students, and enrollments?

Real Estate is very competitive compared to taking classes at University of Texas where tuition is much higher. Classes are offered at ACC in a variety of formats that are not available at other schools.

[h] Direct and indirect program-related revenues and costs to the College

Identify the major sources of revenue for the program, including grants, partnerships, etc.

The major source of revenue is from ACC in the form of state funding and tuition.

Compare program costs to those of other ACC programs.

The Real Estate department ranks 25th in the college when comparing program revenue vs. expenses. The department has a 45.3% marginal surplus. In 2004 the department had enrollments of 856, 40,432 contact hours, 59 sections and an average of 14.51 students per class. Direct revenue from the state was 128,276, tuition was 127,976 with 256,253 total direct revenue. Adjunct faculty salaried were 135,380 and operating expenses were 4,754 with total direct expenses of 140,134. The \$ of marginal surplus was 116,119 at 45.3% marginal surplus. The Real Estate department makes money for the college and compares favorably to other departments.

Compare the program's actual expenditures to the approved program budget for the previous two years.

Real Estate Department Budget

5114 Adjunct Faculty Salaries	2004 - 103,048	2005 - 103,048
5115 Faculty Overloads	2004 - 14,060	2005 - 14,060
5900 Benefits Pool	2004 - 3,513	2005 - 3,513
6302 Instructional Supplies	2004 - 616	2005 - 616
6562 Duplication - ACC	2004 - 788	2005 - 788
Totals	122,025	122,025

TRANSFER or WORKFORCE AREA-SPECIFIC INFORMATION

Only Workforce Programs complete the items below.
Report/status from latest external accrediting agency visit
We are accredited by THECB and SACS.

When was the most recent program revision?
The most recent program revision was 2003-2004.

Number of declared majors intending to complete a program who complete degree/certificate requirements within 6 years
No data is available to show the number of declared majors who intend to complete the program in comparison to graduation rates. Most Real Estate students take the required courses to then take their Real Estate Licensing Exam. Most students are not Real Estate majors and they do not plan to transfer to a 4 year university.

Average number of semesters it takes for students to gain degree/credential.
Data not available.

Number of graduates within the last three years
Real Estate had 21 AAS graduates from 1999-2004 and 42 students received a certificate from 1999-2004.

Demographics of graduates
The demographics match the program participants. Most graduates are white and equally split between male and female.

Percent of graduates who are employed within one year of graduation.
Majority of Real Estate students are employed while they are taking courses and most complete their Licensing exam and find jobs in the Real Estate field.

What evidence exists that program completers (or near completers) are successful on the job? What, if available, are their beginning salaries?
Informal reports from graduates indicate they are successful on the job. Starting salaries are difficult to determine because a large number of Realtors are self-employed.

Percent of employers indicating satisfaction with graduates.
100% of employers report they are satisfied with graduates.

Discuss the most recent results of Focus Group or internal survey of employers.
Informal reports show that employers are very satisfied with the quality of our graduates.

Number of employers indicating need for more graduates

The Real Estate market in Austin is growing and there is a significant need for more graduates. No formal data exists from employers about the need for more graduates.

Provide evidence of SCANS competency integration into course syllabi and programs.

SCANS are integrated into courses and the Master Syllabi for each Real Estate course is posted on the Real Estate web site.

How often does the program's advisory committee meet to discuss curriculum issues?

The Advisory committee meets at least twice per year to discuss curriculum issues.

When and where are advisory committee minutes maintained and posted?

Advisory minutes are maintained and posted to the ACC website at <http://accweb.austincc.edu/minutes/realestatepg.htm>.

Evidence of recent review of curriculum by external advisory committee.

The Advisory committee minutes state the curriculum was reviewed.

Advisory committee validation of entry level skills

The Advisory committee routinely discusses entry level skills at meetings.

Only Transfer Programs complete the items below.

Number and percent of graduates who transfer within one year of graduation.

█

Number of articulation agreements with universities and colleges

█

Number of courses that transfer

█

Number of student complaints about problems with course transfer

█

Discuss the results of the most recent Survey/focus group of transfer institutions.

█

Discuss data from transfer institutions if available.

█

Number of students transferring successfully.

█

CONCLUSIONS

Based on the information collected and analyzed during the program review process, what are the major conclusions of this review of the program?

Summarize them here and complete the *Program Status* form.

The Real Estate department provides a vital resource to students and the community by offering relevant curriculum that prepares students to take and pass the Texas Real Estate Licensing exam. The program serves a diverse, growing student population. A variety of course delivery methods gives students flexibility in degree completion. The department reviews curriculum frequently and has a very active Advisory committee.

PROGRAM VISION STATEMENT

State the program's vision or preferred future for the next five years. The vision statement should provide direction to the program as it makes improvements to enhance its effectiveness and efficiency.

Real Estate is a small but valuable program at Austin Community College. The department needs to improve community ties. The department should continue to offer and expand Internet, IVC, and distance learning courses.

RECOMMENDATIONS

What does the self-study team recommend for improving or maintaining the quality of the program? Summarize the recommendations here and complete the *Quality Improvement Plan* form.

The self-study team recommends the following items to improve and maintain the quality of the Real Estate program:

Improve both internal and external communication.

Improve accessibility of course offerings for students.

Advocate for access to better facilities and equipment.

Improve marketing efforts.

Review the curriculum on a regular basis and create new curriculum to match the work-force needs.

Advocate for better pay for instructors teaching CE courses.

Investigate strategies on how to reduce non-completers in all courses and increase the number of certificate and degree completers.

These recommendations are consistent with Unit-Level Effectiveness Recommendations.

ADDITIONAL COMMENTS

The Real Estate Advisory committee have concerns about the pay adjuncts receive when teaching Continuing education classes. Faculty are paid \$23.50

per classroom hour, a rate that has not changed since 1999. This is a wide discrepancy between what is paid if the course is considered a credit course vs. a non-credit course. The in-class hours with the students is relatively the same. This means that the Continuing Education instructor on ACC's lower end of the pay scale is paid about 26% the amount paid by ACC's credit side for teaching the same class in the same amount of classroom hours. Several instructors do not plan to continue teaching on the CE side and as we offer more Real Estate courses in both formats this may become a major area of concern for the department.

APPENDIX

List all documents that you used in your report:

ACC FAct Book 2004-2005

All reports included in the Program Binder

<http://www.texasworkforce.org>

Departmental Operating Budgets FY2004-2005

Real Estate Advisory Minutes

SWOT analysis for Real Estate

When you have completed this report, send it via e-mail to the Coordinator for Institutional Planning and Assessment (rwall@austincc.edu) as an attachment.

Ethnicity/Gender	NAME	COURSES ELIGIBLE TO TEACH	COURSES TAUGHT	COURSE	ACADEMIC DEGREES EARNED	OTHER QUALIFICATIONS
Caucasian/F	Stacia Ashmore	RELE 1201	RELE 1201	Principles of Real Estate	Associate of Applied Science Degree,	Licensed State Certified Appraiser
		RELE 1203	RELE 1203	Real Estate Appraisal		Licensed State Real Estate Broker
		RELE 1211	RELE 1211	Real Estate Contracts		
		RELE 1215	RELE 1215	Property Management		
		RELE 1225		Real Estate Math		
		RELE 1303	RELE 1303	Real Estate Appraisal		
		RELE 1307		Real Estate Investment		
		RELE 1309	RELE 1309	Real Estate Law		
		RELE 1311	RELE 1311	Real Estate Contracts		
		RELE 1315	RELE 1315	Property Management		
		RELE 1319		Real Estate Finance		
		RELE 1321		Real Estate Marketing		
		RELE 1325	RELE 1325	Real Estate Mathematics		
		RELE 1327	RELE 1327	Real Estate Commercial Appraisal		
		RELE 1331		Farm & Ranch Real Estate		
		RELE 1333	RELE 1333	Real Estate Development		
		RELE 1391		Special Topic in Real Estate		
		RELE 1406	RELE 1406	Principles of Real Estate		
		RELE 2201	RELE 2201	Law of Agency		
		RELE 2209	RELE 2209	Principles of Real Estate		
RELE 2301	RELE 2301	Law of Agency				
RELE 2331		Real Estate Brokerage				
RELE 2367		Real Estate Practicum				
Hispanic/M	Mario Agular	RELE 1211	RELE 1211	Real Estate Contracts	Jurisprudence Doctorate	
		RELE 1311	RELE 1311	Real Estate Contracts	Bachelor of Arts	

Caucasian/M	Steve Bradley	RELE 1201	RELE 1201	Principles of Real Estate	Associate of Applied Science Degree-Real Estate,	Licensed State Certified Real Estate Broker
		RELE 1211		Real Estate Contracts	Bachelors of Business Administration	
		RELE 1225		Real Estate Math	Master of Business Administration	
		RELE 1307		Real Estate Investment		
		RELE 1309		Real Estate Law		
		RELE 1311		Real Estate Contracts		
		RELE 1315		Property Management		
		RELE 1319		Real Estate Finance		
		RELE 1321		Real Estate Marketing		
		RELE 1325		Real Estate Mathematics		
		RELE 1331		Farm & Ranch Real Estate		
		RELE 1333		Real Estate Development		
		RELE 1391		Special Topic in Real Estate		
		RELE 1406	RELE 1406	Principles of Real Estate		
		RELE 2201		Law of Agency		
		RELE 2209	RELE 2209	Principles of Real Estate		
		RELE 2301		Law of Agency		
		RELE 2331		Real Estate Brokerage		
		RELE 2367		Real Estate Practicum		
Caucasian/M	James Finfinger	RELE 1201	RELE 1201	Principles of Real Estate	Bachelors of Business Administration	Licensed State Certified Real Estate Broker
		RELE 1211	RELE 1211	Real Estate Contracts		
		RELE 1215	RELE 1215	Property Management		
		RELE 1225		Real Estate Math		
		RELE 1307		Real Estate Investment		
		RELE 1309		Real Estate Law		
		RELE 1311	RELE 1311	Real Estate Contracts		
		RELE 1315		Property Management		
		RELE 1319		Real Estate Finance		
		RELE 1321		Real Estate Marketing		
		RELE 1325		Real Estate Mathematics		
		RELE 1331		Farm & Ranch Real Estate		
		RELE 1333		Real Estate Development		
		RELE 1391		Special Topic in Real Estate		
		RELE 1406	RELE 1406	Principles of Real Estate		
		RELE 2201	RELE 2201	Law of Agency		
		RELE 2209	RELE 2209	Principles of Real Estate		
		RELE 2301	RELE 2301	Law of Agency		
		RELE 2331		Real Estate Brokerage		
		RELE 2367		Real Estate Practicum		

Caucasian/M	Peter Glover	RELE 1201	RELE 1201	Principles of Real Estate	Associate of Applied Science Real Estate,	Licensed State Certified Real Estate Broker
		RELE 1211	RELE 1211	Real Estate Contracts	Bachelors of Science,	
		RELE 1215	RELE 1215	Property Management		
		RELE 1225		Real Estate Math		
		RELE 1307		Real Estate Investment		
		RELE 1309		Real Estate Law		
		RELE 1311	RELE 1311	Real Estate Contracts		
		RELE 1315	RELE 1315	Property Management		
		RELE 1319		Real Estate Finance		
		RELE 1321		Real Estate Marketing		
		RELE 1325		Real Estate Mathematics		
		RELE 1331		Farm & Ranch Real Estate		
		RELE 1333		Real Estate Development		
		RELE 1391		Special Topic in Real Estate		
		RELE 1406	RELE 1406	Principles of Real Estate		
		RELE 2201	RELE 2201	Law of Agency		
		RELE 2209	RELE 2209	Principles of Real Estate		
		RELE 2301	RELE 2301	Law of Agency		
		RELE 2331		Real Estate Brokerage		
		RELE 2367		Real Estate Practicum		
Caucasian/M	Gordon T. Gorychka	RELE 1201	RELE 1201	Principles of Real Estate	Associate of Applied Science -Real Estate ,	Licensed State Certified Real Estate Broker
		RELE 1211	RELE 1211	Real Estate Contracts	Master of Business Administration	
		RELE 1215		Property Management	Bachelors of Science	
		RELE 1225		Real Estate Math		
		RELE 1307		Real Estate Investment		
		RELE 1309		Real Estate Law		
		RELE 1311	RELE 1311	Real Estate Contracts		
		RELE 1315		Property Management		
		RELE 1319		Real Estate Finance		
		RELE 1321		Real Estate Marketing		
		RELE 1325		Real Estate Mathematics		
		RELE 1331		Farm & Ranch Real Estate		
		RELE 1333		Real Estate Development		
		RELE 1391		Special Topic in Real Estate		
		RELE 1406	RELE 1406	Principles of Real Estate		
		RELE 2201	RELE 2201	Law of Agency		
		RELE 2209	RELE 2209	Principles of Real Estate		
		RELE 2301	RELE 2301	Law of Agency		
		RELE 2331		Real Estate Brokerage		
		RELE 2367		Real Estate Practicum		

Caucasian/M	Wade L. Lanford	RELE 1201	RELE 1201	Principles of Real Estate	Associate of Applied Science -Real Estate ,	Licensed State Certified Real Estate Broker
		RELE 1211	RELE 1211	Real Estate Contracts	Bachelors in Business	
		RELE 1215		Property Management	Bachelors in Library Science	
		RELE 1225		Real Estate Math		
		RELE 1307	RELE 1307	Real Estate Investment		
		RELE 1309		Real Estate Law		
		RELE 1311		Real Estate Contracts		
		RELE 1315		Property Management		
		RELE 1319	RELE 1319	Real Estate Finance		
		RELE 1321		Real Estate Marketing		
		RELE 1325	RELE 1325	Real Estate Mathematics		
		RELE 1331		Farm & Ranch Real Estate		
		RELE 1333		Real Estate Development		
		RELE 1391		Special Topic in Real Estate		
		RELE 1406	RELE 1406	Principles of Real Estate		
		RELE 2201	RELE 2201	Law of Agency		
		RELE 2209	RELE 2209	Principles of Real Estate		
		RELE 2301	RELE 2301	Law of Agency		
		RELE 2331		Real Esatet Brokerage		
		RELE 2367		Real Estate Practicum		
Caucasian/M	John D. McCoy	RELE 1201	RELE 1201	Principles of Real Estate	Associate of Applied Science Real Estate	Licensed State Certified Real Estate Broker
		RELE 1211	RELE 1211	Real Estate Contracts	Bachelors of Arts	
		RELE 1215		Property Management		
		RELE 1225		Real Estate Math		
		RELE 1307		Real Estate Investment		
		RELE 1309		Real Estate Law		
		RELE 1311	RELE 1311	Real Estate Contracts		
		RELE 1315		Property Management		
		RELE 1319		Real Estate Finance		
		RELE 1321		Real Estate Marketing		
		RELE 1325		Real Estate Mathematics		
		RELE 1331		Farm & Ranch Real Estate		
		RELE 1333		Real Estate Development		
		RELE 1391		Special Topic in Real Estate		
		RELE 1406	RELE 1406	Principles of Real Estate		
		RELE 2201	RELE 2201	Law of Agency		
		RELE 2209	RELE 2209	Principles of Real Estate		
		RELE 2301	RELE 2301	Law of Agency		
		RELE 2331		Real Esatet Brokerage		
		RELE 2367		Real Estate Practicum		

Caucasian,F	Phylis D. Molina	RELE 1201	RELE 1201	Principles of Real Estate	Associate of Applied Science- Real Estate,	Licensed State Certified Real Estate Broker
		RELE 1211	RELE 1211	Real Estate Contracts	Master of Business Administration	
		RELE 1215	RELE 1215	Property Management	Bachelors of Arts	
		RELE 1225	RELE 1225	Real Estate Math		
		RELE 1307		Real Estate Investment		
		RELE 1309		Real Estate Law		
		RELE 1311	RELE 1311	Real Estate Contracts		
		RELE 1315	RELE 1315	Property Management		
		RELE 1319	RELE 1319	Real Estate Finance		
		RELE 1321		Real Estate Marketing		
		RELE 1325		Real Estate Mathematics		
		RELE 1331		Farm & Ranch Real Estate		
		RELE 1333		Real Estate Development		
		RELE 1391		Special Topic in Real Estate		
		RELE 1406	RELE 1406	Principles of Real Estate		
		RELE 2201	RELE 2201	Law of Agency		
		RELE 2209	RELE 2209	Principles of Real Estate		
		RELE 2301	RELE 2301	Law of Agency		
		RELE 2331		Real Esatet Brokerage		
		RELE 2367		Real Estate Practicum		
Caucasian,M	Vance E. Powell	RELE 1201		Principles of Real Estate	Bachelors of Business Administration	Licensed State Certified Real Estate Broker
		RELE 1211		Real Estate Contracts	Associate of Applied Science-Real Estate	
		RELE 1215		Property Management		
		RELE 1225		Real Estate Math		
		RELE 1307		Real Estate Investment		
		RELE 1309		Real Estate Law		
		RELE 1311		Real Estate Contracts		
		RELE 1315		Property Management		
		RELE 1319		Real Estate Finance		
		RELE 1321		Real Estate Marketing		
		RELE 1325		Real Estate Mathematics		
		RELE 1331		Farm & Ranch Real Estate		
		RELE 1333	RELE 1333	Real Estate Development		
		RELE 1391		Special Topic in Real Estate		
		RELE 1406		Principles of Real Estate		
		RELE 2201		Law of Agency		
		RELE 2209		Principles of Real Estate		
		RELE 2301		Law of Agency		
		RELE 2331		Real Esatet Brokerage		
		RELE 2367		Real Estate Practicum		

African American,M	Dave Schuler	RELE 1201	RELE 1201	Principles of Real Estate	Bachelors of Library Science	Licensed State Certified Real Estate Broker
		RELE 1211	RELE 1211	Real Estate Contracts	Associate of Applied Science-Real Estate	
		RELE 1215	RELE 1215	Property Management		
		RELE 1225	RELE 1225	Real Estate Math		
		RELE 1307		Real Estate Investment		
		RELE 1309		Real Estate Law		
		RELE 1311	RELE 1311	Real Estate Contracts		
		RELE 1315		Property Management		
		RELE 1319	RELE 1319	Real Estate Finance		
		RELE 1321		Real Estate Marketing		
		RELE 1325	RELE 1325	Real Estate Mathematics		
		RELE 1331		Farm & Ranch Real Estate		
		RELE 1333		Real Estate Development		
		RELE 1391		Special Topic in Real Estate		
		RELE 1406	RELE 1406	Principles of Real Estate		
		RELE 2201	RELE 2201	Law of Agency		
		RELE 2209	RELE 2209	Principles of Real Estate		
		RELE 2301	RELE 2301	Law of Agency		
		RELE 2331		Real Estate Brokerage		
		RELE 2367		Real Estate Practicum		
Caucasian,M	Jared Stock	RELE 2305	RELE 2305	Real Estate Inspections	Associate of Applied Science - General Communicatio	State Certified Licensed Inspector
		RELE 2205	RELE 2205	Real Estate Inspections	Associate of Arts	
		RELE 1391	RELE 1391	Advanced Inspections	Certified Licenced Inspector	
					Bachelors of Journalism	
Caucasian,F	Pamela Weathers	RELE 1201	RELE 1201	Principles of Real Estate	Associate of Applied Science-Real Estate,	Licensed State Certified Real Estate Broker
		RELE 1211	RELE 1211	Real Estate Contracts		
		RELE 1215		Property Management		
		RELE 1225		Real Estate Math		
		RELE 1307		Real Estate Investment		
		RELE 1309	RELE 1309	Real Estate Law		
		RELE 1311	RELE 1311	Real Estate Contracts		
		RELE 1315		Property Management		
		RELE 1319		Real Estate Finance		
		RELE 1321		Real Estate Marketing		
		RELE 1325		Real Estate Mathematics		
		RELE 1331		Farm & Ranch Real Estate		
		RELE 1333		Real Estate Development		
		RELE 1391		Special Topic in Real Estate		
		RELE 1406	RELE 1406	Principles of Real Estate		
		RELE 2201	RELE 2201	Law of Agency		
		RELE 2209	RELE 2209	Principles of Real Estate		
		RELE 2301	RELE 2301	Law of Agency		
		RELE 2331		Real Esatet Brokerage		
		RELE 2367		Real Estate Practicum		

**Percent of faculty
participate in form
Professional
development**

**Alternative modes
of Instruction**

100%

IVC MODES
ONLINE MODES

NAME	Professional Development	Evidence of staying Current in Disciplines and Instructions Methodologies
Stacia Ashmore	Black Board Online system	Black Board Online system
	Web Development	Web Development
	MCE Credits for License	MCE Credits for License
	Interactive Video Courses	Interactive Video Courses
Mario Agular	Black Board Online system	Black Board Online system
	Web Development	Web Development
	MCE Credits for License	MCE Credits for License
	Interactive Video Courses	Interactive Video Courses
Steve Bradley	Black Board Online system	Black Board Online system
	Web Development	Web Development
	MCE Credits for License	MCE Credits for License
	Interactive Video Courses	Interactive Video Courses
James Finfinger	Black Board Online system	Black Board Online system
	Web Development	Web Development
	MCE Credits for License	MCE Credits for License
	Interactive Video Courses	Interactive Video Courses
Peter Glover	Black Board Online system	Black Board Online system
	Web Development	Web Development
	MCE Credits for License	MCE Credits for License
	Interactive Video Courses	Interactive Video Courses
Gordon T. Gorychka	Black Board Online system	Black Board Online system
	Web Development	Web Development
	MCE Credits for License	MCE Credits for License
	Interactive Video Courses	Interactive Video Courses
Wade L. Lanford	Black Board Online system	Black Board Online system
	Web Development	Web Development
	MCE Credits for License	MCE Credits for License
	Interactive Video Courses	Interactive Video Courses
John D. McCoy	Black Board Online system	Black Board Online system
	Web Development	Web Development
	MCE Credits for License	MCE Credits for License
	Interactive Video Courses	Interactive Video Courses
Phylis D. Molina	Black Board Online system	Black Board Online system
	Web Development	Web Development
	MCE Credits for License	MCE Credits for License
	Interactive Video Courses	Interactive Video Courses

Vance E. Powell	Black Board Online system	Black Board Online system
	Web Development	Web Development
	MCE Credits for License	MCE Credits for License
	Interactive Video Courses	Interactive Video Courses
Dave Schuler	Black Board Online system	Black Board Online system
	Web Development	Web Development
	MCE Credits for License	MCE Credits for License
	Interactive Video Courses	Interactive Video Courses
Jared Stock	Black Board Online system	Black Board Online system
	Web Development	Web Development
	MCE Credits for License	MCE Credits for License
	Interactive Video Courses	Interactive Video Courses
Pamela Weathers	Black Board Online system	Black Board Online system
	Web Development	Web Development
	MCE Credits for License	MCE Credits for License
	Interactive Video Courses	Interactive Video Courses

Quality Improvement Plan for Real Estate Program

Date Completed: January 6, 2006

Please complete a table for each of the self-study team's recommendations for improving or maintaining the quality of the program. The first table provides information to assist you in determining what to put in each "cell." If you need more tables, please use the copy/paste function in word.

Field	What to include
Recommendation #	Assign a number to this recommendation for tracking purposes.
Recommendation:	Taken from the <i>IPRS</i>
Planned Implementation date:	When does the program expect to begin to implement this recommendation?
Estimated Completion date:	When does the program estimate this recommendation to be fully implemented?
Action/Task	What steps must the program do to implement the recommendation?
Measure of Success/ Desired Outcome	If the recommendation is implemented, what about the program will be improved? What difference will the implementation of this recommendation make in relation to students, the program's purpose, the College's mission? How will this recommendation improve learning and help meet targeted objectives?
Estimated Cost(s)	This field is particularly important because the information the program enters here is the information that the Instruction/credit Cluster Group will consider in its Master Plan process. Consider changes that require one-time costs (equipment, renovation, etc.) and changes that require recurring costs (typically new positions).
Consequence if not funded	If this recommendation is not funded, how will students, the program, the College, or the community be negatively impacted?

Recommendation #	One
Recommendation:	Improve both internal and external communication.
Planned Implementation date:	Continuation from previous Program Review.
Estimated Completion date:	Open-ended.
Action/Task	Have discussions with ACC administrators about concerns and problems that need to be addressed to make the Real Estate program run as efficiently and effectively as possible.
Measure of Success/ Desired Outcome	Improved communication.
Estimated Cost(s)	No cost.
Consequence if not funded	The Real Estate department will continue to have communication issues.

Who is responsible?	Department Head of Real Estate.
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Recommendation #	Two
Recommendation:	Improve accessibility of course offerings to students.
Planned Implementation date:	Spring 2006
Estimated Completion date:	Fall 2007
Action/Task	Department Head will continue to work with the Administration to offer the courses in the schedule when and where they are needed.
Measure of Success/ Desired Outcome	To have no students turned away because they can't get into a Real Estate course they need.
Estimated Cost(s)	No cost.
Consequence if not funded	Students will not be able to take Real Estate courses when and where they want them.
Who is responsible?	Department Head of Real Estate.

Recommendation #	Three
Recommendation:	Advocate for access to better facilities and equipment.
Planned Implementation date:	Continues from previous Program Review.
Estimated Completion date:	Fall 2008
Action/Task	Inform administration of equipment needs and shortcomings in facilities.
Measure of Success/ Desired Outcome	To have facilities and equipment that meet the needs of the Real Estate department.
Estimated Cost(s)	Unknown.
Consequence if not funded	Inferior teaching facilities impact curriculum.
Who is responsible?	Department Head of Real Estate.

Recommendation #	Four
Recommendation:	Review curriculum on a regular basis and create new curriculum to match the work-force needs.
Planned Implementation date:	Fall 2006
Estimated Completion date:	Fall 2008
Action/Task	Continue Advisory Meetings to get local Business input and review and update curriculum as needed.
Measure of Success/ Desired Outcome	Real Estate curriculum will be as up-to-date as possible and students will obtain the skills employers need.
Estimated Cost(s)	No cost.
Consequence if not funded	An inferior curriculum that can have a negative impact on students.
Who is responsible?	Department Head of Real Estate.

Recommendation #	Five
Recommendation:	Improve marketing efforts.
Planned Implementation date:	Fall 2006
Estimated Completion date:	Fall 2008
Action/Task	Oversee a wider distribution of the Real Estate

	brochure and maintain the Real Estate web site with current information for students.
Measure of Success/ Desired Outcome	Increased awareness by students and workforce about the Real Estate program. Increased enrollments.
Estimated Cost(s)	Minimal cost for brochures.
Consequence if not funded	Reduced enrollments.
Who is responsible?	Department Head of Real Estate.

Recommendation #	Six
Recommendation:	Advocate for better pay for instructors teaching CE courses.
Planned Implementation date:	Fall 2006
Estimated Completion date:	Fall 2006
Action/Task	To work with administration and continuing education area to raise the pay for Real Estate instructors.
Measure of Success/ Desired Outcome	CE pay is equal to credit pay for the same course.
Estimated Cost(s)	Must be determined by HR.
Consequence if not funded	Instructors will not teach CE courses.
Who is responsible?	Department Head of Real Estate.

Recommendation #	Seven
Recommendation:	Investigate strategies on how to reduce non-completers in all courses and increase the number of certificates and degree completers
Planned Implementation date:	Fall 2006
Estimated Completion date:	Fall 2007
Action/Task	Contact faculty in the Real Estate department and discuss ways to reduce non-completers. Contact other institutions in Texas to discuss completion rates and get advice on how to improve our completion rates.
Measure of Success/ Desired Outcome	Improved mastery in all classes.
Estimated Cost(s)	Cost would be less than \$250.00
Consequence if not funded	Mastery levels would not be as high as desired.
Who is responsible?	Department Head of Real Estate.