

Los Angeles Southwest College

Program Review

2010

Program: Real Estate

Initiator: Richard Blyther

Reviewer 1: Angela Jenks

Reviewer 2: Glenn Yoshida

Date first draft of review was completed by initiator: 11/5/2011

Instructions:

- Please answer all relevant areas as thoroughly as possible. Click on hyperlinks (indicated with an underline) to access additional information and instructions.
- **IF A PARTICULAR MODULE OR QUESTION DOES NOT APPLY, PLEASE INDICATE BY WRITING IN LARGE CAPITAL LETTERS: "NA"**
- The initiator should collaborate with as many department/program members as possible while completing the review.
- Reviewers should give as much feedback as necessary.

WE THE UNDERSIGNED CERTIFY WE HAVE READ THIS PROGRAM REVIEW AND ACCEPT IT AS ADEQUATE AND COMPLETE.

Department Chair

Date

Dean

Date

Vice-President

Date

TABLE OF CONTENTS

Overview of Program Mission	3
Module One: Response to Demand	3
1.0 Enrollment and Class Size	3
Module Two: Demographics and Student Success	5
2.0 Ethnicity	5
2.1 Age and Gender	6
2.2 Retention	6
2.3 Successful Course Completion	6
2.4 Degrees and Certificates Awarded	7
Module Three: Program Resources	9
3.0 Facilities, equipment, and/or supplies	9
3.1 WSCH per FTEF	9
3.2 Professional development	10
Module Four: Educational Programs	12
4.0 Courses with outdated outlines	12
4.1 Inactive courses	12
4.2 New Courses	13
4.3 Vocational Programs	14
Module Five: Student Learning Outcomes (SLOs)	15
5.0 Program SLOs	15
5.1 Course SLOs	16
5.2 Certificate SLOs	18
5.3 Student awareness of SLOs	19
5.4 Use of SLO assessment in planning and decision-making	19
Module Six: Student Feedback	21
6.0 Data collection	21
6.1 Results	21
Module Seven: SWOC	23
Module Eight: Objectives from 2008-2009 Mini-Review	24
Module Nine: 2010 Program Review Objectives	25
Module Ten: Resource Priority Requests	27
Concluding Comments and Recommendations	28

Overview of Program Mission

Describe the program's mission as it relates to the [college's mission](#).

The mission of the Real Estate Program is to enhance the student's knowledge and appreciation of the importance of real estate in the lives of the average family and community.

Module One: Enrollment Trends

Enrollment

	2007-2008	2008-2009	2009-2010
Day	24	34	55
Evening	250	56	112
Total	274	90	167

Average Class Size

	2007-2008	2008-2009	2009-2010
Day			
Evening			
Total			

1.0 Describe the trends in **enrollment and average class size**.

Enrollment dropped by approximately two-thirds between 2007-2008 and 2008-2009. This time corresponds to the overall economic downturn that was closely linked to real estate. Enrollments increased again in 2009-2010. As jobs return in the future, increasing numbers of individuals will buy and sell homes and enroll in real estate classes.

No average class size data is available.

1.1 Given the data, what are the implications of these trends for your program? What must be done differently or kept the same given these trends?

The trends in enrollment in real estate are largely linked to the economic recession in the United States. Few people are buying property when they are unsure of their job security, and the real estate industry is suffering. Few people enroll in classes if they don't see an immediate need for them. If the market improves and jobs return, the program can grow again.

Los Angeles Southwest College is committed to providing an environment for quality learning to enrich the lives of our diverse population

Objective for Module One

Write an objective, if applicable, to address the identified trends. Objectives should be linked to the LASC [Strategic Planning Goals](#).

Objective	
Planned Activities	
Individual Responsible	
Start Date	
Method of Evaluation	

Module Two: Demographics and Student Success

Ethnicity

Ethnicity (%)	2007-2008	2008-2009	2009-2010
Asian	1.5%	3.3%	0.6%
Black/African American	78.8%	71.1%	73.1%
Hispanic	10.2%	13.3%	15.0%
Native American	0.7%	0.0%	3.0%
Pacific Islander	0.4%	0.0%	0.0%
Caucasian/White	0.7%	0.0%	0.0%
Other	1.1%	1.1%	0.0%
Unknown/Decline To State	6.6%	11.1%	8.4%

2.0 Given the data, describe the trend in **ethnicity**. What are the implications for your program?

There has been a slight increase in the percentage of Hispanic students in the real estate programs and a slight decrease in the percentage of African American students. This reflects a greater realization of the importance of real estate among the Hispanic population. There are many opportunities for Hispanic realtors because many Hispanic real estate buyers prefer to work with individuals who speak Spanish.

Age

Age Group	2007-2008	2008-2009	2009-2010
19 and under	13.1%	8.9%	7.8%
20-24	18.6%	16.7%	18.0%
25-29	13.5%	13.3%	12.6%
30-34	6.6%	11.1%	12.0%
35-39	15.0%	7.8%	18.6%
40-49	19.0%	20.0%	15.6%
50+	14.2%	22.2%	15.6%

Gender

Gender	2007-2008	2008-2009	2009-2010
Female	59.5%	62.2%	61.7%
Male	40.5%	37.8%	38.3%

- 2.1 Given the data, describe the trends in **age and gender**. To what do you attribute the age and gender patterns?

Age and gender trends have remained fairly stable. More women are going into the real estate field as they realize the opportunities there. The real estate program also has a fairly even distribution of students throughout the various age groups. Real estate offers a number of opportunities for older students, as more mature realtors are often trusted more than younger ones.

Retention

To access retention data according to ethnicity, gender, or age group, click [here](#).

	2007-2008	2008-2009	2009-2010
% Day	87.5%	100.0%	94.5%
% Evening	90.8%	100.0%	95.5%
% Total	90.5%	100.0%	95.2%

- 2.2 Given the data, describe the trend in **retention** that can be identified. What are the implications for your program?

Retention rates in the real estate program are very high. The program is designed to help students prepare to pass the real estate exam. A focus on that defined goal helps retain students in the program.

Success Rates

To access success rate data according to ethnicity, gender, or age group, click [here](#).

	2007-2008	2008-2009	2009-2010
% Day	87.5%	85.3%	49.1%
% Evening	51.6%	76.8%	83.0%
% Total	54.7%	80.0%	71.9%

- 2.3 Given the data, describe the trend in **successful course completion** rates.

Overall success rates have increased since 2007-2008. However, most of this improvement stems from improved success in the evening classes. Daytime success rates declined sharply in 2009-2010.

Los Angeles Southwest College is committed to providing an environment for quality learning to enrich the lives of our diverse population

2.3.1 To what do you attribute this trend in successful course completion? Include any observations from the classroom, school, or community environments.

Evening students tend to be more serious about their course work and goals. Day students often have competing obligations that prevent them from succeeding. In addition, the market decline may account for the sharp drop off in success rates in 2009-2010. As the real estate market collapsed, students may have been less focused on completing their classes.

2.3.2 What are the implications of this trend in successful course completion for your program?

Program success rates continue to be relatively high (and higher than the campus-wide average of approximately 56%). The program must focus on improving success rates among day students.

Degrees and Certificates Awarded

	2007-2008	2008-2009	2009-2010
Degrees	0	0	0
Certificates	9	5	2
Skills Certificates	7	4	2

2.4 Given the data, describe the trend in **degrees and certificates** awarded.

The number of certificates awarded has declined. Certificate completions in 2009-2010 were one-quarter what they were in 2007-2008.

2.4.1 To what do you attribute this trend in degrees and certificates awarded? Include any observations from the classroom, school, or community environments.

This decline is most likely due to the contraction of the real estate market and lower employability of realtors.

2.4.2 What are the implications of this trend in degrees and certificates awarded for your program?

The program should focus on raising awareness of opportunities that are available despite contraction of the market. For example, a greater awareness of real estate sales in the local area could help stimulate interest and understanding of the opportunities that are available.

Los Angeles Southwest College is committed to providing an environment for quality learning to enrich the lives of our diverse population

Objective for Module Two

Write an objective, if applicable, to address the identified trends. Objectives should be linked to the LASC [Strategic Planning Goals](#).

Objective	Increase student success and retention rates and respond to recent changes in the real estate field by increasing the incorporation of technology into real estate classes and programs
Planned Activities	Error! Bookmark not defined.
Individual Responsible	Program faculty
Start Date	Fall 2011
Method of Evaluation	As recent changes in technology are incorporated into the real estate classes, students will be able to engage in hands-on, real-world activities that will encourage retention and success

Module Three: Program Resources

- 3.0 Discuss any needs in facilities, equipment, and/or supplies to support program goals. If requesting additional support, develop an objective.

N/A

WSCH per FTEF

Discipline	2007	2008	2009
Real Estate	393	206	360

- 3.1 Given the data, describe the trend in [WSCH per FTEF](#).

WSCH per FTEF is lower than the state Academic Senate target of 525 and has declined since 2007.

- 3.1.1 Describe how this trend will impact your program. Does the program make effective use of its personnel? Include any need for increasing or reducing your program faculty.

This decline is most likely linked to economic factors that have affected the real estate market. Class size data is not available, so it is difficult to judge the efficiency of personnel.

Los Angeles Southwest College is committed to providing an environment for quality learning to enrich the lives of our diverse population

3.2 List each faculty member in your program. Mark all professional development activities engaged in by each faculty member in your program since Fall 2005. (To add additional rows: Hit “Tab” at the end of the last row to add an additional blank row. Select the text and check boxes from the row above and press “Edit-Copy.” Click on the blank row and press “Edit-Paste”.)

Name	Activities (Mark all that apply)	Comments (Optional)
Richard Blyther	<input type="checkbox"/> Conferences <input type="checkbox"/> Off-Campus Presentations <input type="checkbox"/> Publications <input type="checkbox"/> Grants <input type="checkbox"/> On-Campus Presentations <input checked="" type="checkbox"/> Other	Professor Blyther has completed the continuing education studies required to maintain a real estate license. This has allowed him to stay up to date on changes in the market.
Brown	<input type="checkbox"/> Conferences <input type="checkbox"/> Off-Campus Presentations <input type="checkbox"/> Publications <input type="checkbox"/> Grants <input type="checkbox"/> On-Campus Presentations <input type="checkbox"/> Other	Data not available
Les Bellamy	<input type="checkbox"/> Conferences <input type="checkbox"/> Off-Campus Presentations <input type="checkbox"/> Publications <input type="checkbox"/> Grants <input type="checkbox"/> On-Campus Presentations <input type="checkbox"/> Other	Data not available
	<input type="checkbox"/> Conferences <input type="checkbox"/> Off-Campus Presentations <input type="checkbox"/> Publications <input type="checkbox"/> Grants <input type="checkbox"/> On-Campus Presentations <input type="checkbox"/> Other	
	<input type="checkbox"/> Conferences <input type="checkbox"/> Off-Campus Presentations <input type="checkbox"/> Publications <input type="checkbox"/> Grants <input type="checkbox"/> On-Campus Presentations <input type="checkbox"/> Other	

Los Angeles Southwest College is committed to providing an environment for quality learning to enrich the lives of our diverse population

Objective for Module Three

Write an objective, if applicable, to address the identified trends. Objectives should be linked to the LASC [Strategic Planning Goals](#).

Objective	
Planned Activities	
Individual Responsible	
Start Date	
Method of Evaluation	

Module Four: Educational Programs

4.0 Identify all program courses listed in the [catalog](#) that are due to be updated (i.e., course outlines were last updated in 2006 or earlier). Describe plans for updating these outlines. Click [here](#) to access the most recent course outline summary that lists LASC courses and their update status. (To add additional rows: Hit “Tab” at the end of the last row to add an additional blank row. Select the boxes from the row above and press “Edit-Copy.” Click on the blank row and press “Edit-Paste”.)

Outdated Course	Last Updated	Plan for Updating	Update completion deadline
Real Estate 003	Never		
Real Estate 009	Never		
Real Estate 010	Never		
Real Estate 011	Never		
Real Estate 012	Never		
Real Estate 013	Never		
Real Estate 014	Never		
Real Estate 018	Never		
Real Estate 021	Never		
Real Estate 911	Never		
Real Estate 921	Never		
Real Estate 931	Never		
Real Estate 941	Never		

4.1 For courses that have not been offered in over three years, identify your plans for the upcoming year. Provide justification or extenuating circumstances to keep these inactive courses listed. (**Note:** All course changes, additions, and removals must be approved by the Curriculum Committee.) Click [here](#) for a list of courses that have not been offered since Fall 2007. (To add additional rows: Hit “Tab” at the end of the last row to add an additional blank row. Select the

Los Angeles Southwest College is committed to providing an environment for quality learning to enrich the lives of our diverse population

text and check boxes from the row above and press “Edit-Copy.” Click on the blank row and press “Edit-Paste”.)

Inactive Course	Action	Comments
Real Estate 18: Investments	<input type="checkbox"/> Recommend Archive <input checked="" type="checkbox"/> Remain listed <input type="checkbox"/> Other (please detail):	This class has not been offered recently because of low enrollments. However, improvement in the Real Estate market Error! Bookmark not defined.
Real Estate 21: Economics	<input type="checkbox"/> Recommend Archive <input checked="" type="checkbox"/> Remain listed <input type="checkbox"/> Other (please detail):	This class has not been offered recently because of low enrollments. However, it is always important for students to understand the US economic system and should remain listed.
	<input type="checkbox"/> Recommend Archive <input type="checkbox"/> Remain listed <input type="checkbox"/> Other (Please detail):	

4.2 Enter new courses that are planned. (**Note:** All course changes, additions, and removals must be approved by the Curriculum Committee.) (To add additional rows: Hit “Tab” at the end of the last row to add an additional blank row. Select the text and check boxes from the row above and press “Edit-Copy.” Click on the blank row and press “Edit-Paste”.)

New Course	Justification (check all that apply)
N/A	<input type="checkbox"/> Advisory committee <input type="checkbox"/> Prerequisites <input type="checkbox"/> Integration of technology <input type="checkbox"/> Similar CSU/UC lower division requirements <input type="checkbox"/> Course needed for sequence <input type="checkbox"/> Integrating current trends and new information <input type="checkbox"/> Other (please detail):
	<input type="checkbox"/> Advisory committee <input type="checkbox"/> Prerequisites <input type="checkbox"/> Integration of technology <input type="checkbox"/> Similar CSU/UC lower division requirements <input type="checkbox"/> Course needed for sequence <input type="checkbox"/> Integrating current trends and new information <input type="checkbox"/> Other (please detail):

Los Angeles Southwest College is committed to providing an environment for quality learning to enrich the lives of our diverse population

4.3 Vocational Programs (if applicable; if not, skip to Objective for Module Four)

4.3.1 How does your program meet **labor market demand**? Cite specific examples and sources.

The real estate labor market has contracted significantly in the last several years with the economic recession. Currently, the program does prepare students to take the real estate licensing exam, but demand for this exam is low. If, however, the market begins to improve, the program is poised to continue to meet those needs.

4.3.2 Do your program have an **advisory board**? How often does your advisory board meet? When was the last meeting? List outcome(s) of your advisory board meetings.

The advisory board is not currently operative.

4.3.3 What **employment data** do you have that demonstrates the effectiveness of your program?

The program does not collect official employment data.

Objective for Module Four

Write an objective, if applicable, to address the identified trends. Objectives should be linked to the LASC [Strategic Planning Goals](#).

Objective	To update all course outlines
Planned Activities	<ol style="list-style-type: none"> 1. Update course outlines for current courses 2. Archive courses/programs that are no longer active
Individual Responsible	Department chair and Real Estate faculty
Start Date	Fall 2011
Method of Evaluation	All courses listed in the catalog will be updated or archived.

Module Five: Student Learning Outcomes (SLOs)

- 5.0 Identify 2-5 **student learning outcomes** for each of the **degree programs** you offer and provide an **assessment strategy** for each outcome. In the following chart,
- Indicate the assessment strategy and when assessment will occur (Fall 2010/Spring 2011)
 - If any of your program SLOs were already assessed, include analysis of assessment results and plans for improvement of teaching and learning. Include overall results from program faculty dialogue (attach minutes from meetings as evidence of this dialog).

LASC Institutional SLOs

1. Communication (Oral and Written Skills)
 - use language (oral and written) and non-verbal modes of communication appropriate to the audience and purpose.
2. Cognition (Reading Comprehension, Computational Skills, and Critical Thinking)
 - use critical thinking and computational skills to analyze, synthesize, and evaluate ideas and information.
3. Information Competency (Information Competency and Technological Literacy)
 - utilize research skills necessary to achieve educational, professional, and personal objectives.
4. Social Responsibility (Responsible Citizenship and Valuing Diversity)
 - demonstrate sensitivity to and respect for others and participate actively in group and civic decision making.
5. Personal and Professional Development (Employability and Confidence Building)
 - demonstrate self-management, maturity, and growth through practices that promote physical, mental, and emotional well-being.

- If applicable, indicate which Institutional SLO (#1-5) the program SLO is linked to. Click [here](#) for a link to all of the degree/certificate programs that should have at least 2 SLOs. Click [here](#) to see a sample entry for this form.

If your program offers more than one degree, you will need to expand this chart to identify SLOs for each one. To do so, select the entire chart and press “Edit-Copy.” Click in the blank space below the original chart and press “Edit-Paste.”

Program Title: N/A (no real estate degrees are offered)				
Program SLO	Target Courses to be Assessed	Assessment Strategy & Timing	Results and Plans for Improvement (if applicable)	Related Institutional SLO (mark all that apply)
1.		<input type="checkbox"/> Fall 2010 <input type="checkbox"/> Spring 2011		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
2.		<input type="checkbox"/> Fall 2010 <input type="checkbox"/> Spring 2011		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4

				<input type="checkbox"/> 5
3.		<input type="checkbox"/> Fall 2010 <input type="checkbox"/> Spring 2011		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
4.		<input type="checkbox"/> Fall 2010 <input type="checkbox"/> Spring 2011		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
5.		<input type="checkbox"/> Fall 2010 <input type="checkbox"/> Spring 2011		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

- 5.1 List each course in your program as well as each course’s SLOs according to the most recent course outline of record. (Click [here](#) to access a master list of all courses and recorded SLOs.) Indicate whether the course SLO ties directly to a program SLO. Indicate whether the course SLO ties directly to an institutional SLO.

If the course ties in to multiple degree programs with separate SLOs, use the text box to describe the relationship between the course SLO, program SLOs, and Institutional SLOs.

To add additional rows for more courses: Hit “Tab” at the end of the last row to add an additional blank row. Select the text and check boxes from the rows above (for the course, three SLOs and check boxes) and press “Edit-Copy.” Click on the blank row and press “Edit-Paste”.

Course Name, Number, and SLOs		Related Program SLO (mark all that apply)	Related Institutional SLO (mark all that apply)
<i>Example:</i> Course name: Chemistry 51	SLO 1: demonstrate proficiency in performing conversions within the metric or English systems, or between the English and metric systems. (70% meets expectation)	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
	SLO 2: demonstrate proficiency in naming a compound given its chemical formula or vice versa (70% meets expectation)	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
Course name: Real Estate 1: Real Estate Principles	SLO 1: Learn the vocabulary, analyze real estate contracts and documents and be able to explain them to potential buyers and sellers	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 3 Certificates:	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 3

		Salesperson and Broker	
	SLO 2: Fill in contracts and disclosure, pass the D.R.E. exam with 70% or better (salesperson) or 75% or better (broker)	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 3 Certificates: Salesperson and Broker	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 3
	SLO 3: Obtain a real estate license from the DRE thus demonstrating proficiency	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 3 Certificates: Salesperson and Broker	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 3
Course name: Real Estate 3: Real Estate Practices	SLO 1: Gain day-to-day understanding of the operation of real estate licenses	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 3
	SLO 2: See open houses and recognize them as excellent marketing tools	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 3 Certificates: Salesperson and Broker	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 3
	SLO 3: Compare and analyze several loans then suggest one or two that fit a buyer's situation best	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 3 Certificate: Broker	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 3
Course name: Real Estate 5: Legal Aspects of Real Estate I	SLO 1: Name and define five ways of acquiring title.	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 3 Certificates: Salesperson and Broker	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
	SLO 2: Compare and analyze the differences among three taxable properties.	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 Certificates: Salesperson and Broker	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
	SLO 3: Assess the situation in which a tenant can be evicted.	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3

		Certificates: Salesperson and Broker	
Course name: Real Estate 7: Real Estate Finance I	SLO 1: Define the steps of the real estate loan process from the loan application to the funding of the loan.	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
	SLO 2: Solve key real estate financing problems.	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 3	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 3
	SLO 3: Apply methods of estimating capitalization rates, direct capitalization, yield capitalization, residual techniques, and mortgage-equity capitalization.	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
Course name: Real Estate 9: Real Estate Appraisal I	SLO 1: Understand that an appraisal is an opinion of value based on three approaches	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 3
	SLO 2: Study the approaches to value: 1) income, 2) market data, 3) cost and the effects of depreciation	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 3
	SLO 3: Appraise a single family residence nearby and write up a narrative appraisal report	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 3
Course name: Real Estate 10: Real Estate Appraisal II	SLO 1: Continue all aspects of Appraisal I but add rigor and more details. Define what a good comp is.	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 3	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 3
	SLO 2: Appraise two properties: a single family and a duplex or four-unit	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 3

		Certificate: Appraiser	
	SLO 3: Obtain and review some appraisal reports made by licensed appraisers that were made within the past six months	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 3
Course name: Real Estate 11: Escrow Practices	SLO 1: Define escrow in terms readily understood. Review the history. Study a simple escrow from beginning to close.	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 3
	SLO 2: Highlight the ethics of escrow personnel and understand the reasoning behind certain procedures.	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 3	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 3
	SLO 3: Recognize that the escrow is a culmination of real estate principles, practices and financing based on legal aspects.	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 3
Course name: Real Estate 12: Escrow Practices	SLO 1: Review Escrow I and add rigor. Study and exchange escrow involving balancing equities, boot and benefits.	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 3
	SLO 2: Discuss the role of an intermediary in a delayed exchange. Review the case law established by Starker I and II.	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 3
	SLO 3: Indicate that the escrow personnel do not make tax decisions. The parties involved must obtain their own counsel.	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 3	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 3
Course name: Real Estate 13: Escrow Case Problems	SLO 1: Study atypical escrow then contrast it with several others that varied in many ways.	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 3	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 3
	SLO 2: Review the duties of escrow personnel and see whether breaches occurred.	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 3	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 3
	SLO 3: If possible, have a practicing	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4

	escrow officer make a presentation to the class.	<input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 3 Certificate: Escrow	<input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 3
Course name: Real Estate 14: Property Management	SLO 1: Define the roles of lessor and lessee. Discuss the types of lease-hold estates.	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 3 Certificate: Broker	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 3
	SLO 2: Study different rental agreements. Appreciate the statement that “80% of problems can be avoided if proper screening occurs”	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 3 Certificate: Broker	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 3
	SLO 3: Observe the issues caused by rent control areas. Discuss the pros and cons.	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 3 Certificate: Broker	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 3
Course name: Real Estate 18: Real Estate Investments I	SLO 1: Define the term “investment.” Explore time horizon and its applicability to two investors.	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 Certificate: Broker	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
	SLO 2: Show that a single family house can be a good investment. Look at the pros and cons.	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 3 Certificates: Salesperson and Broker	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 3
	SLO 3: Contrast the single family house investment with multi-units. Highlight the need for onsite managers.	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 Certificates: Salesperson and Broker	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
Course name: Real Estate 21: Real Estate Economics	SLO 1: Applying the science that deals with the production, distribution and consumption of wealth to real estate.	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 3 Certificates: Broker and Escrow	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 3
	SLO 2: Show how the conditions that influence the general economy also influence the properties in your neighborhood (i.e., supply and demand)	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 3 Certificates: Broker and Escrow	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 3

	SLO 3: Try to forecast reasons why buyers and sellers react to national policies and stimuli.	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 3
		Certificates: Salesperson, Broker and Appraiser	

- 5.2 Identify 2-5 Student learning Outcomes for any **certificate programs** within your area. In the following chart,
- List the certificate program, SLOs, and target courses.
 - Indicate the assessment strategy and when the assessment will occur (**Fall 2010 or Spring 2011**).
 - If any of your program SLOs were already assessed, include analysis of assessment results and plans for improvement of teaching and learning. Include overall results from program faculty dialogue (attach minutes from meeting as evidence).
 - If applicable, indicate which Institutional SLO (#1-5) the program SLO is linked to.

If your program offers more than one certificate, you will need to expand this chart to identify SLOs for each one. To do so, select the entire chart and press "Edit-Copy." Click in the blank space below the original chart and press "Edit-Paste."

Certificate Program and SLO	Target Courses	Assessment Strategy & Timing	Results and Plans for Improvement (if applicable)	Related Institutional SLO (mark all that apply)
Name of Certificate Program: Real Estate--Appraisal				
SLO 1: Prepare an appraisal of homes and offices	Appraisal I	Pass course with 70% <input checked="" type="checkbox"/> Fall 2010 <input type="checkbox"/> Spring 2011		<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5
SLO 2: Prepare a detailed narrative appraisal of income properties	Appraisal II	Pass course with 70% <input type="checkbox"/> Fall 2010 <input checked="" type="checkbox"/> Spring 2011		<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

Certificate Program and SLO	Target Courses	Assessment Strategy & Timing	Results and Plans for Improvement (if applicable)	Related Institutional SLO (mark all that apply)
Name of Certificate				

Los Angeles Southwest College is committed to providing an environment for quality learning to enrich the lives of our diverse population

Program: Real Estate--Broker				
SLO 1: Pass DRE broker exam, sell and list properties	Real Estate 1, 3, 5, 7, 9, 10, 11, 14	70% or better in each course <input checked="" type="checkbox"/> Fall 2010 <input type="checkbox"/> Spring 2011		<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5
SLO 2: Demonstrate skills necessary to work in a real estate office and/or hire salesmen, sell and list properties	Real Estate 1, 3, 5, 7, 9, 10, 11, 14	70% or better in each course <input checked="" type="checkbox"/> Fall 2010 <input type="checkbox"/> Spring 2011		<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

Certificate Program and SLO	Target Courses	Assessment Strategy & Timing	Results and Plans for Improvement (if applicable)	Related Institutional SLO (mark all that apply)
Name of Certificate Program: Real Estate--Escrow				
SLO 1: Demonstrate skills necessary to work in an escrow office and take escrows	Real Estate 11, 12, 13	<input checked="" type="checkbox"/> Fall 2010 <input type="checkbox"/> Spring 2011		<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5
SLO 2: Prepare buyer and seller closing costs and final statements	Real Estate 11	<input type="checkbox"/> Fall 2010 <input type="checkbox"/> Spring 2011		<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

Certificate Program and SLO	Target Courses	Assessment Strategy & Timing	Results and Plans for Improvement (if applicable)	Related Institutional SLO (mark all that apply)
Name of Certificate Program: Real Estate--Salesperson				

SLO 1: Pass DRE exam; begin to list, sell and rent properties	Real Estate 1, 3, 5, 7	70% or better on DRE exam <input checked="" type="checkbox"/> Fall 2010 <input type="checkbox"/> Spring 2011		<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5
SLO 2: Explain a closing statement to buyers and sellers	Real Estate 11	<input checked="" type="checkbox"/> Fall 2010 <input type="checkbox"/> Spring 2011		<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

5.3 How are course and/or program student learning outcomes communicated to students?

The student receives grades at the end of the semester. Mid-term warnings may be necessary with under-achievers. Multiple choice quizzes/exams with one or two essay questions are followed by discussion

5.3.1 How do you measure whether students understand what the outcomes mean?

Cumulative quizzes plus the final exam will demonstrate whether the student truly understands the requisite concepts and vocabulary.

5.3.2 If applicable, how can students self-assess using rubrics, etc. in relation to the SLOs.

Students are encouraged to explore real estate development nearby whenever possible.

5.4 How will the results of assessment be used for planning and decision-making? How were the results discussed both internal and external to your program? Did students participate in the reviews of outcomes, criteria, curriculum design, or related activities? If so, describe.

SLO assessment results will be used to develop strategies to improve real estate courses and programs.

Los Angeles Southwest College is committed to providing an environment for quality learning to enrich the lives of our diverse population

Objective for Module Five

Write an objective, if applicable, to address future plans to develop, assess, and/or improve Student Learning Outcomes. List any objectives resulting from SLO assessment analysis. Objectives should be linked to the LASC [Strategic Planning Goals](#).

Objective	Assess at least one SLO in each active course
Planned Activities	<ol style="list-style-type: none">1. Develop assessment strategy2. Assess SLOs3. Analyze results and submit assessment template
Individual Responsible	Program faculty
Start Date	Fall 2011
Method of Evaluation	At least one SLO in each active course will have been assessed

Module Six: Student Feedback

6.0 Data collection

6.0.1 How many surveys were collected from students?

None

6.0.2 How many students participated in focus groups?

None

6.0.3 How many students participated in interviews?

None

6.0.4 How many students participated in other activities in which students provided feedback to your program? Describe these activities.

None

6.1 Describe the results of the data accumulated in the above methods.

None

Los Angeles Southwest College is committed to providing an environment for quality learning to enrich the lives of our diverse population

Objective for Module Six

Write an objective, if applicable, to address student feedback and concerns. Objectives should be linked to the LASC [Strategic Planning Goals](#).

Objective	To develop and administer a survey instrument to collect student feedback
Planned Activities	<ol style="list-style-type: none">1. Develop a survey instrument2. Administer the survey to students3. Analyze results and develop strategies to improve the program based on those results
Individual Responsible	Program faculty
Start Date	Fall 2011
Method of Evaluation	A survey will be administered and results will be used to develop strategies for improvement

Module Seven: SWOC

Based on your program review, summarize:

Program Strengths

The program enhances students' abilities to pass the real estate licensing exam. The program also focuses on bringing in outside practitioners (lenders, bankers, escrow officers) who show students what the real world applications of their class work are.

Program Weaknesses

The program has not been able to offer all listed courses recently. In the past, as well, the program included field trips to locations such as the hall of records. A lack of transportation and changes in location of the records has affected these activities.

Program Opportunities

As the real estate market improves, the program is well poised to prepare students to respond to it.

Program Challenges

The major challenge facing the real estate program is the economic recession. This recession was strongly affected by a collapse of the real estate market and has in turn prevented a significant recovery.

Module Eight: Objectives from 2008-2009 Mini-Review

8.0 List each of the objectives from your program’s 2008-2009 mini-review. (Click [here](#) to access the objectives from the mini-reviews.) Indicate the current status and outcome of each objective. (To add additional rows: Hit “Tab” at the end of the last row to add an additional blank row. Select the text and check boxes from the row above and press “Edit-Copy.” Click on the blank row and press “Edit-Paste”.)

Objective	Status Completed = C In Progress = IP Not Implemented = NI	Outcome If “C” evaluate the result If “IP” evaluate the status and plans for continuation of the objective If “NI” state whether the objective will be pushed to the next year or dropped entirely and the rationale behind the decision
No 2008 program review was completed for Real Estate.	<input type="checkbox"/> Completed <input type="checkbox"/> In Progress <input type="checkbox"/> Not Implemented	
	<input type="checkbox"/> Completed <input type="checkbox"/> In Progress <input type="checkbox"/> Not Implemented	
	<input type="checkbox"/> Completed <input type="checkbox"/> In Progress <input type="checkbox"/> Not Implemented	

Module Nine: 2010 Program Review Objectives

9.0 Rank and list all objectives that have been developed in this program review.

Rank	Objective	Planned Activities	Individual Responsible	Start Date	End Date
1	To update all course outlines	Update course outlines for current courses and archive courses/programs that are no longer active	Department chair and program faculty	Fall 2011	Fall 2012
2	Assess at least one SLO in each active course	Develop assessment strategies, assess SLOs, analyze results, and submit assessment template	Program faculty	Fall 2011	Fall 2012
3	Increase student success and retention rates and respond to recent changes in the real estate field by increasing the incorporation of technology into real estate classes and programs	Error! Bookmark not defined.Error! Bookmark not defined.Error! Bookmark not defined.	Program faculty	Fall 2011	ongoing
4	To develop and administer a survey instrument to collect student feedback	Develop a survey instrument, administer the survey, and analyze the results	Program faculty	Fall 2011	ongoing

Module Ten: Resource Priority Requests

Note: All resources requests must be linked to a program objective and to a [strategic plan goal/objective](#).

Rank	Resources Requested	Quantity /Units	Program Objective Number Related to this Request	Strategic Goal/Objective Number Related to this Request	Rationale for the Request	Anticipated Total Cost
1	Ancillary funds to support adjunct faculty in curriculum development and SLO assessment	variable	1 and 2	4: Accountability	The real estate program has no full time faculty. These funds will support adjunct faculty in the completion of curriculum and SLO work.	\$5,000
2	Campus subscriptions to online resources to be used by real estate students	variable	3	2: Success	These subscriptions will allow students to stay up-to-date on recent changes in the real estate field.	\$1,000

Concluding Comments and Recommendations

- 1. Discuss any special program accomplishments or achievements that have not already been addressed.**

Students in the real estate program are encouraged to learn outside of the classroom as well as inside. They are invited to and attend real estate board and exchange meetings and are able to see the real life implications of what they are learning.

- 2. Discuss anything else you would like to share about your program that has not already been addressed.**

N/A

- 3. List a minimum of (3) recommendations for the program.**

- 1) Incorporate new technological resources into the program and classes.
- 2) Collect student feedback and monitor future employment.
- 3) Update all course outlines and assess SLOs.