

[Home](#)



**Amarillo College**

Program Review  
Form for External Review Committee

Instructional

[Back To Forms List Page](#)

**Form ID**

119

**Division**

Business

**Department**

Real Estate

**Program**

Real Estate

**Review Year**

2005-2006

**Member Names**

**Division Overview**

Program/Department Purpose

State the purpose of the program/department.  
How is this purpose within the mission of  
Amarillo College?

To provide students fundamental learning  
experiences to complete license requirements for  
Texas Salesperson or Broker license; so that

they might develop a successful career in real estate; continuing education opportunities; and life-long learning experiences for others who seek personal knowledge of real estate transactions. The mission of the Real Estate program directly supports the overall mission of the College in the overall goal of Expanding Student Access, Goal 1: Develop responsive programs and courses to meet documented community needs. The Real Estate program addresses all four strategies of this goal.

**Does the answer include a purpose statement for the program/department? Does the answer indicate how this program/department is within the mission of Amarillo College?**

Acceptable

Concern

There is a typographical error in the first word "overall" in the second sentence.

When was the last time the program's/department's purpose statement was reviewed/revised by faculty and staff in the program/department?

2001 Program Review and 2004-2005 PET forms

**Does the answer indicate the last time the program's/department's purpose statement was reviewed/revised by faculty and staff**

**in the program/department? Does the answer indicate how this program/department is within the mission of Amarillo College? within the mission of Amarillo College?**

Acceptable

Concern

No recommendation needed.

If the program/department offers continuing education credits, how are these courses consistent with the mission of Amarillo College? All of the Real Estate courses--on-campus and on-line--are offered for continuing education credit. Therefore, we are meeting the overall goal of Expanding Student Access by meeting Goal 1: Develop responsive programs and courses to meet documented community needs

**Does the program/department offer continuing education credits? Does the answer indicate how these courses are consistent with the mission of Amarillo College?**

Acceptable

Does the program have admissions policies?

**no**

Where are the policies published?

**Are all the locations where the policies are**

**published included in the answer?**

Acceptable

Concern

Are certain or specific skill levels required or recommended? AC admission policies link would be advised.

<http://www.actx.edu/admission/index.php?module=article&id=6>

Explain how these policies are consistent with the mission of Amarillo College.

**Does the explanation of how the policies are consistent with the mission of Amarillo College appear to be accurate?**

Acceptable

Concern

Please respond as yes/no/NA

Is the program/department accredited?

**no**

Which agencies or organizations accredit the department/program?

**Are the complete names of the agencies or organizations which accredit the department/program cited?**

Acceptable

How many years are in the accreditation cycle?

**How many years are in the accreditation**

**cycle?**

Acceptable

Concern

Please respond as yes/no/NA.

When were the accreditations affirmed or granted?

**When were the accreditations affirmed or granted?**

Acceptable

Please respond as yes/no/NA.

What is the current status of the accreditation?

**Are the current statuses of the accreditations identified (e.g. accredited, in process of renewal, in process of candidacy, other)?**

Acceptable

Concern

Please respond as yes/no/NA.

**If not required, is the program eligible for accreditation?**

Acceptable

Concern

Please respond as yes/no/NA.

**Has this program/department sought accreditation even though it is not required (e.g. yes; If no, explain)?**

Acceptable

Concern

Please respond as yes/no/NA.

Is this program/discipline required to receive approval from an external agency or organization (other than the Texas Higher Education Coordinating Board) in order to offer courses?

**yes**

Identify the external approver(s) for the department/program.

**IF the program/discipline is required to receive approval from an external agency or organization (other than the Texas Higher Education Coordinating Board) in order to offer courses, was (were) the external approver(s) for the department/program identified?**

Unacceptable

Concern

There are no approvers identified, nor a link to the Texas Real Estate Commission.

What approval schedule is required by the external approver(s)?

**Was the approval schedule required by the external approver(s) identified?**

Unacceptable

Concern

Approver schedule needs to be listed.

When did the program/department last receive approval?

**When did the program/department last receive approval?**

Acceptable

Concern

Does this area need addressing?

**Is the reason why the program/department is required to receive this approval clear?**

Acceptable

Concern

Unclear as to if approval is needed.

Improvements

Identify at least one example of an improvement/revision which resulted from the annual PET forms for the last five years  
Based on department records, student success rate in online Real Estate Principles courses has increased.

**After reviewing at least one example of improvements/revisions that resulted from the annual PET forms for the last five years, determine the extent that this program/department has used the PET forms to make improvements/revisions. Does this meet the minimum expectations for using PET forms to make improvements/revisions to the**

## **program/department?**

Acceptable

Concern

A link to the PET form would be helpful.

Identify at least one example of improvements/revisions which resulted from the last Program Review.

Increased number of on-line courses. Added the following courses: Law of Agency, Real Estate Contracts, Real Estate Finance. All of the mandatory core courses are available on-line and four Mandatory Continuing Education (MCE) courses, including the two three-hour TREC mandated courses required for license renewal (effective January, 2006).

**After reviewing at least one example of improvements/revisions that resulted from the last Program Review, determine the extent to which this program/department values the Program Review process to make improvements/revisions.**

Acceptable

Identify all the delivery approaches used for courses within this program/department: (Select all that apply.)

traditional classroom, web,

**After reviewing all delivery approaches for**



**courses within this program/department, is this program positioned for growth? Does the committee have recommendations for delivery options which will provide additional growth?**

**After reviewing at least one example of improvements/revisions that is a response to accomplish a strategy or tactical objective within the Strategic Plan 2010-2015, determine the extent to which this program/department has contributed to the implementation success of the Strategic Plan? Does this department/program understand how it relates to the institution's future based on the Strategic Plan?**

Acceptable

Recommendation

Identify at least one example of an improvement/revision that is a response to accomplish a strategy or tactical objective within the Strategic Plan 2010-2015.

Number of Hispanic students enrolled has increased 26.6% since 2001.

**After reviewing at least one example of improvements/revisions that is a response to accomplish a strategy or tactical objective within the Strategic Plan 2010-2015, determine the extent to which this program/department has contributed to the implementation success of the Strategic Plan? Does this department/program**

**understand how it relates to the institution's future based on the Strategic Plan?**

Acceptable

Concern

An explanation of the improvement(s) that led to the increase in Hispanic students as well as a link to the Strategic Plan would be helpful.

**Does this Committee have recommendations as to how this program/department may contribute to the implementation of the Strategic Plan?**

Acceptable

Concern

A link to the Strategic Plan and recommendations would be helpful.

Provide names and titles of those who determined the process used to assess outcomes of the program and/or courses in the department.

Dr. Cheryl Nance, previous Chair, Business Division; Robert Sloger, Chair, Business Division; Beverly Vinson, Instructional Coordinator, Real Estate program

**Has the program/department had a broad base of involvement from a majority of faculty and staff with the program/department regarding**

**implementation of student learning outcomes of the program(s) (or department) and courses? What recommendations does the committee have for increasing involvement?**

Acceptable

Commendation

Explain the primary reasons behind the competencies that were selected.

Competencies mandated for each course by Texas Real Estate Commission for license as well as Workforce Education Course Manual (WECM) requirements. Competencies included in course syllabi.

**Do the selected competencies appear to be valid?**

Unacceptable

Concern

Link to syllabus and list of competencies should be added.

Identify the primary reasons for the assessment tool(s) selected.

License pass rates is the ideal assessment tool; however, the Texas Real Estate Commission does not provide statistics for each license test site; therefore, we developed a pre-license survey that is distributed at the test site to help gather statistics and evaluate our program.

**Will the assessment tool(s) selected provide valid and reliable results?**

Acceptable

Commendation

Evaluate the assessment approaches to date. Students complete the survey on a voluntary basis after they have tested. The proctor's encouragement to complete it plays an important role in gathering the responses. Previously, the proctor was very helpful in collecting the surveys, but there is a new proctor and recently, he had only collected 4 surveys in three months. Even though the greater number of students are tested in December-January and May-June, there should have been more surveys collected in a three-month period. The current proctor does not seem motivated to cooperate; therefore, statistical numbers may not continue to be sufficient for sound statistical data.

**Will the assessment approaches(s) selected provide valid and reliable results?**

For student or program/course outcome assessments, review the program's/department's five-year graph(s) of quantitative results or provide a brief narrative summary of qualitative results.

We have experienced a 45.8% increase in department enrollments since 2001 (average annual increase 13.59%)

Number of majors has increased 31.87% since 2001.

AAS degree - 62.26 % increase

Salesperson Certificate - 23% increase

80-85% course completion rates since 2001

<http://sites.actx.edu/~iresearch/progrev04-05/coursecompletionbgraph.htm>

**Review the program's/department's five-year graph(s) of quantitative results for student or program/course outcome assessments, or provide a brief narrative summary of qualitative results.**

Acceptable

Concern

Link to graph should be corrected.

What changes have been made in the curricula of the program/department because of the analysis of these results?

The purpose for which most students enroll in the Real Estate program is to complete the educational requirements (dictated by the Texas

Real Estate Commission (TREC) to test for Salesperson license--not to get a two-year degree. The Salesperson Certificate was created to report "completers" in the program. The number of completers for the three-year period (2002 - 2005) was 14, which represents 93% of the standard (15). The program coordinator observed that students were not completing the certificate requirements, because Real Estate Mathematics is not required for license, and most students do not want to take Real Estate Math AFTER they are licensed. Therefore, the program advisory committee voted to remove Real Estate Mathematics from "Major Course Requirements" and list it as one of the options under "Major or Related Requirements" in the Salesperson Certificate curriculum. This recommendation has been submitted to Academic Affairs and will become effective Spring 2007 semester. See Advisory Committee Minutes (July, 2006)

**Have any changes been made in the curricula because of the analysis of these results?**

Acceptable

Review the five-year graph(s) of course completions for the program/department. Explain any increase or decrease that is more than a

one-year anomaly.

No more than one-year anomaly

**Does the review of the five-year graph(s) of course completions demonstrate the use of analysis to implement a plan of action for retention? Is the analysis of any increase or decrease that is more than a one-year anomaly accurate?**

Acceptable

Provide the program's/department's plan of action for improving any identified problem or results from the implementation of the plan of action.

N/A

**Will the plan of action likely improve the number of course completers?**

Acceptable

Does the program/department provide for alternative methods of awarding credit?

Credit by Exam Credit for Experience Department Examinations

**Has the program/department provided for alternative methods of awarding credit? If not, which alternative methods would be recommended?**



**What approaches are used to assure outcomes are comparable to those expected of students who enrolled and completed the course?**

Acceptable  
Concern

For general education and/or core curriculum required by this program/department, identify the relevant competencies approved by the Academic Affairs Committee (see Catalog section entitled Degrees and Certificates: General Education Competencies).

**Have all relevant competencies for general education and/or core curriculum been identified for this program/department? If not, which are obviously a part of this program/department's general education competencies?**

Unacceptable  
Concern

Explain how outcomes for the competencies have been assessed and achieved and provide links to the documentation.

The college is in the process of evaluating the outcomes according to the institutional portfolio

model.

<http://sites.actx.edu/~iresearch/progrev04-05/coursecompletionbgraph.htm>

**Is the explanation of assessment approach(es) for general education competencies (outcomes) thorough? Is the analysis of the results accurate? Have links to documentation which verify the assessment results been included?**

Acceptable

Concern

Outline a plan for correcting any weaknesses.

Not able to analyze due to no data.

**If assessment results and analysis are included, is there a plan for correcting any weaknesses included?**

Acceptable

Do students/graduates in this program/department have to be certified or licensed?

no

Review the results for certification/licensure results of the program/department and/or job placement for the past five years. Explain any increase or decrease that is more than one-year

anomaly.

Provide a plan of action for the identified problem.

**IF students/graduates in this program/department have to be certified or licensed, do the results over the past five-years indicate that certification/licensure have been equal to or greater than the average of the past five-years AND/OR equal to the statewide or national benchmark for this certification/licensure? IF NOT, does the analysis and plan of action appear that the program/department has thoroughly reviewed the problem?**

Acceptable

Concern

**Is the program's/department's plan of action for improving any identified problem or results likely to improve the certification/licensure results? Did program/department explain any increase or decrease that is more than a one-year anomaly? Does the plan correct any weaknesses included? If not, what is missing?**

Acceptable

Concern

IF the department or program offers one or more

technical programs (Associate in Applied Science or Certificates), has the program/department included an explanation of the job placement success during the past five years AND are these results at least equal to the statewide annual benchmark (90%)?

Is the analysis of any increase or decrease that is more than a one-year anomaly accurate?

No more than one-year anomaly

Is the program's/department's plan of action for improving any identified problem or results likely to improve the job placement rate for graduates of the technical program(s)? If not, what is missing?

No more than one-year anomaly

**IF the department or program offers one or more technical programs (Associate in Applied Science or Certificates), has the program/department included an explanation of the job placement success during the past five years?**

**Is the analysis of any increase or decrease that is more than a one-year anomaly accurate?**

Acceptable

Concern

**Is the program's/department's plan of**

**action for improving any identified problem or results likely to improve the job placement rate for graduates of the technical program(s)?**

Acceptable

Concern

Curricula

Does the program/department have affiliation(s)/agreement(s)/contract(s) with any other entity for the purpose of delivering instructional content?

yes

Review the affiliation(s)/agreement(s)/contract(s), consider Amarillo College's mission, and then make a recommendation to:

Provide an analysis of the review.

All on-line courses are through an outside provider (RE Campus, a division of Dearborn Publishing). The model we have chosen is that the Coordinator serves as administrator for registering students with RE Campus. This enables AC to capture the contact hours.

The Coordinator pays RE Campus and then AC is reimbursed for the difference between the fee the outside provider charges and what AC

establishes as the course fee.

This model has been successful and allows the Coordinator control for disseminating information and contacting students.

**If the program/department has affiliation(s)/agreement(s) with any other entity for the purpose of delivering instructional content, do these affiliations/agreements make it clear that Amarillo College maintains the responsibility for controlling all aspects of the educational program? Has the College ensured the quality of the program with these affiliations/agreements? If so, how? What is the schedule for reviewing the quality of these programs? Has the College ensured that programs remain with Amarillo College's mission?**

Acceptable

How many curricula changes were approved by the Academic Affairs Committee during the past five years?

4

Which steps in the curricula change process had faculty involvement prior to submitting the curricula proposal(s) to the Academic Affairs

Committee?

**Was the departmental faculty involvement documented and broad in representation? If not, what steps within curricula change process should have had more proof of greater departmental faculty involvement? Is the primary responsibility for curricula changes under the control of faculty? Does the program have a qualified faculty member in charge of the program's coordination and curriculum development?**

Acceptable

Is any program within the department a technical program (e.g. AAS or certificate)?

yes

When was the last Advisory Committee meeting?

July 2006

Provide a link to the minutes of the last Advisory Committee(s) minutes in the Electronic Archives.

[http://www.actx.edu/archives/files/uplink/Real Estate Advisory Committee Minutes 072006.pdf](http://www.actx.edu/archives/files/uplink/Real_Estate_Advisory_Committee_Minutes_072006.pdf)

Provide a link to the appropriate committee membership of the Advisory Committee(s) in the Electronic Archives.

<http://www.actx.edu/archives/index.php?module=article&view=33>

**If the department offers an AAS and/or certificate, do the minutes of the Advisory Committee prove that the curricula for each**

**program is appropriate to the degree and/or certificate? Has the Advisory Committee been consulted in designing each degree and certificate? Has the Advisory Committee met at least once a year and been provided ample opportunity to guide the faculty in curricula changes?**

Acceptable

Concern

Hyperlinks do not work.

**Is the membership of the Advisory Committee broad enough to provide the scope of advice necessary for input on curricula? If not, what changes are recommended to the program/department?**

Acceptable

Concern

If hyperlink worked, then this question could be assessed.

Enrollment Data

After receiving the data indicating the number of students enrolled in the program/department, by total students, number of full-time equivalents, and number of completers, determine if there is more than a one-year anomaly.

If so, provide the faculty and staff analysis of their assessment of the problem.

No more than one-year anomaly



**Does the analysis by the faculty and staff of this data address any obvious problems/declining statistics?**

Acceptable

Concern

Hyperlink not a good link, but followup hard copy provided data. Please correct typo on anomaly again.

Create an action plan for needed improvement and commendation for any dramatic improvement.

No more than one-year anomaly

**Does the action plan or commendation address the problem addressed within the analysis? Does it appear that implementation of the action plan will resolve the problem and correct the decline?**

Acceptable

Concern

Please respond as yes/no/NA.

**Does the External Review Committee have any other analysis or recommendations for increasing enrollments based on the program/department's data?**

Acceptable

Commendation

Department has implemented useful methods

and subsequent enrollment has increased steadily. No further recommendations at this time.

For programs/departments with majors, review the graphs of program majors and the number of new majors by year.

Provide an analysis of the program's/department's faculty and staff assessment of the problem and an action plan for needed improvement and commendation for any dramatic improvement.

<http://sites.actx.edu/~iresearch/progre04-05/programheadcountb.htm> The number of majors has increased 31.87% since 2001 (at least 2.43% new majors per year)

Number of majors has increased 31.87% since 2001.

AAS degree (62.26% increase)

Salesperson Certificate (23%)

**Does the analysis by the faculty and staff of this data address any obvious problems/declining statistics regarding**

**students enrolled as majors within the program/department? Does the action plan or commendation address the problem addressed within the analysis? Does it appear that implementation of the action plan will resolve the problem and correct the decline? Does the External Review Committee have any other analysis or recommendations for increasing the number of students majoring in this program/department based on this program's/department's data?**

Acceptable

Concern

Data addressed and explained, but a working hyperlink would be beneficial.

Resources

Review the five-year graph(s) of the student-to-faculty ratio in the program/department.

Explain any increase or decrease that is more than a one-year anomaly.

No more than one-year anomaly

**Does the analysis by the faculty and staff of this data address any obvious problems/declining statistics regarding student-to-faculty ratio within this program/department?**

Acceptable

Concern

Hyperlink needs to be fixed.

Provide an action plan for improvement of any identified problem.

N/A

**Does the action plan or commendation address the problem addressed within the analysis? Does it appear that implementation of the action plan will resolve the problem and correct the decline? Does the External Review Committee have any other analysis or recommendations regarding student-to-faculty ratio within this program/department?**

Acceptable

Commendation

In the database for [Roster of Instructional Staff](#) (also known as Roster of Faculty), review the credentials of each full-time and part-time faculty member within the program/department. If any faculty member does not meet the SACS and THECB requirements, evaluate whether additional documentation is significant to grant an exemption.

**Identify any faculty teaching a transfer course which, according to the information within the database for [Roster of](#)**

**Instructional Staff (also known as Roster of Faculty) do not meet the requirements of faculty teaching a transfer course and explain the credential problem. Identify any faculty teaching a technical course which, according to the information within the database for Roster of Instructional Staff (also known as Roster of Faculty) do not meet the requirements of faculty teaching a technical course and explain the credential problem based on SACS requirements and/or THECB requirements. Identify any faculty teaching a developmental course which, according to the information within the database for Roster of Instructional Staff (also known as Roster of Faculty) do not meet the requirements of faculty teaching a developmental course and explain the credential problem.**

Acceptable

Concern

List the names and the last date for all full-time faculty evaluations based on the schedule indicated in the Faculty Performance Review (FPRP).

No full time faculty in this program.

Part-time faculty are evaluated at the end of

each course.

**If any full-time faculty member (or Board-appointed faculty member) has not been completed the Faculty Performance Review (FPRP) within the past two years and is listed in the aforementioned [Roster of Instructional Staff](#) (also known as Roster of Faculty), identify the faculty member's name and the date of the last FPRP.**

Acceptable

Concern

List the names of each part-time faculty and the last date of evaluation by students and supervisor for each course taught.

Dennis Beene (Property Management) May, 2006; Hugh Bonifield (Real Estate Contracts, Real Estate Brokerage) December, 2004; Michael DeBault (Real Estate Title & Settlement) December, 2005; Greg Glenn (Real Estate Principles) May, 2006; David Grimes (Real Estate Contracts, Real Estate Brokerage) May, 2006; Tom Kile (Real Estate Contracts, Law of Agency) December, 2005; Joe Latham (Real Estate Inspection) December, 2005; Cheryl Nance (Real Estate Principles) August, 2006; Gary Papay (Real Estate Principles, Law of Agency) July, 2006; Virginia Rhodes (Real Estate Appraisal) April, 2005; Brian Shinall (Real Estate Contracts)

May, 2006; Patrick Stahl (Real Estate Marketing)  
May, 2006; Chip Staniswalis (Law of Agency)  
July, 2006; Bob Vinson (Real Estate  
Mathematics) May, 2006; Joe Wilson (Mortgage  
Lending, Real Estate Finance) May, 2006 Part-  
time faculty are evaluated each semester by  
student evaluation. The results are tabulated and  
reviewed by the Program Coordinator and  
distributed to instructors. When needed, the  
program coordinator meets with the instructor to  
discuss areas of concern noted on the  
evaluations.

**If any part-time faculty member has not  
been evaluated by both students and  
supervisor for each course taught within the  
past year and is listed in the  
aforementioned Roster of Instructional  
Staff (also known as Roster of Faculty),  
identify the faculty member's name and  
state the specific problem.**

Acceptable

Concern

Amarillo College's Board Policy Manual defines  
each faculty member's academic freedom as "full  
freedom in the classroom in discussing the  
subject being taught and to pursue research and  
publications. However, a faculty member must  
not attempt to force on students a personal

viewpoint and must at all times allow for diversity of opinion." Has anyone in the program/department filed a grievance for violation of the aforementioned academic freedom?

no

**If anyone within the department has filed a grievance for violation of academic freedom based on the definition stated in Amarillo College's Board Policy Manual, briefly describe the violation (excluding personal identifiers) and the total number of violations.**

Acceptable

Which of the following library collections/resources/services have been used by faculty, staff and/or students within the past five years? (Select all that apply.)

Reserve collection Personalized instruction Video conferencing Meeting services Seminars/conferences

**Does it appear that the library collections/resources/services used by the faculty, staff, and/or students within the past five years are accurate and thorough?**

Acceptable



Which two or three collection/resources/services should be improved to support Amarillo College's mission regarding teaching and service?

Adequate for student success

**Has the program/department identified which two or three collections/resources/services should be improved to support Amarillo College's mission regarding teaching and service?**

Acceptable

Does your program/department have discipline accreditation?

no

How has the library participated in this discipline's accreditation?

**Does the program/department have a discipline accreditation? IF SO, has the library participated in completing the approver's evaluation?**

Acceptable

Concern

After assessing the strengths and weaknesses of the program's/department's access to technology, what improvements would ensure that students have access and training in the use of technology?

In Real Estate Contracts (RELE 1311), students

are required to complete the various contract forms in the computer lab. This introduces them to the software that they will be using as active licensees. In Real Estate Mathematics (RELE 1325) students are required to use the computer lab to complete the Net Out Sheet for Buyer and Seller for transactions. This exercise applies the knowledge they have acquired in the classroom.

**Does the program's/department's assessment of strengths and weaknesses include ways to improve both students' access to & training in the use of technology?**

Acceptable  
Concern

What improvements would ensure that students use technology?

Real Estate Marketing (RELE 1321): Even though the syllabus does not mandate computer marketing skills, current marketplace practice indicates that pre-license real estate students should be exposed to internet marketing practices and internet research techniques.

**Does the program's /department's answer include improvements that would ensure that students use technology? Are the recommendation(s) of this program/department feasible?**

Acceptable

Review program/department operations. Does any operation present the possibility for violations of security, confidentiality, or integrity of student records?

no

What changes need to be made to prevent violations of this nature?

**After a review of this program's /department's operations based on this Self-Study and any other information available to this Committee, does any operation present the possibility for violations of security, confidentiality, or integrity of student records? If so, describe those operations and identify the violation possibility in detail.**

Acceptable

Concern

**What changes need to be made to prevent violations of this nature?**

Which support services need to be strengthened to better serve students in this program/department?

Student Service Center General advising

Explain what aspects of the services need to be strengthened.

Student Service Center: All frontline personnel made aware that the program allows students to enroll for either academic or continuing education credit. General advising: Only the departmental advisor is familiar with requirements for license and/or certificate/degree. This person will be retiring in a few months. The need exists for other advisors to become familiar with the program, so that students are not required to return to campus because the program coordinator is not available.

**Do the Self-Study recommendations of this program/department for support services that need to be improved appear to be valid?**

Acceptable

Concern

Describe any indicators or problems that prevent a healthy, safe and secure environment for the students, faculty and staff of this program/department.

None

**Are recommendations to assure a healthy, safe and secure environment for staff and students of this program/department valid? Are any of these recommendation(s) more**

## **significant and/or urgent?**

Acceptable

Describe any indicators or problems that hamper adequate physical facilities, both on and off campus, to meet the needs of the program/department.

The double doors from the lobby to Business/Byrd Building are not handicap accessible. It is difficult for disabled students to maneuver through both doors. The facilities for disabled students in the women's bathroom in Parcels Hall are minimal and awkward. Even the physically challenged do not use the "adapted" facilities.

The elevator is inoperable much of the time. The unreliability of the elevator poses problems particularly on the weekend. If a disabled person attends our classes and is unable to use the elevator, there is no access. The weekend format does not allow for non-attendance; therefore, the student would be penalized by having to drop the course and re-enroll.

**Do any of the problems or concerns regarding adequate physical facilities appear to be significant and/or urgent? Are there any other needs which this Self-Study**

**didn't cite but are critical based on other information? Which of these needs are most significant and/or urgent?**

Acceptable

Recommendation

Budget

Which program/department outcomes have resulted in budget requests to date?

19-hour part-time assistant position approved for 2006-2007 budget.

**Have any of this program's/department's outcomes resulted in budget requests to date? If not, why not?**

Acceptable

Project the program's/department's strategic initiatives for the next five years based on the program's/department's outcomes.

Continue to improve WebCT access and operation for Real Estate Principles on-line students.

30-hour position needed rather than 19-hour because of increased online enrollments (for which we serve as administrator with the outside provider of the courses) and continued overall enrollment increase. The Program Coordinator

plans to retire in two years. Because of the complexity of the program (state licensing requirements, academic and CE documentation, advising for certificate and degree, etc) training needs to occur long before the replacement occurs. The 30-hour position would provide the opportunity to hire a qualified potential replacement for the program coordinator position; whereas the current 19-hour position cost nor provide that incentive.

The Texas Real Estate Commission recently developed courses that are mandated for license renewal. Instructors must attend instructor workshops to become certified to teach these mandated courses. Therefore, we must begin to budget funds for four people to become certified to teach each time the course is revised. The current course will expire December, 2006, so the 2007-2008 budget must reflect these additional expenses. Additional course approval (\$100 fee) for online Appraisal course and possibly another course for post-license (60 clock hour) requirements. The online format has become increasingly popular, and we currently offer only one post-license course (Real Estate Finance).

**Has this program/department been able to project strategic initiatives for the next five**

**years based on the program's/department's outcomes? If not, what appears to be blocking this program/department from accomplishing this?**

Acceptable

Concern

A typographical error appears in the word occur, qualify, and qualified.

Publications

If the program/department publishes any advertising or recruitment documents (electronic or paper), do the documents accurately represent Amarillo College and the program/department?

yes

If no, explain what is inaccurate.

**IF the program/department has published any advertising or recruitment documents (electronic or paper), check at least one copy of each document and determine whether it accurately represents Amarillo College and the office/department?**

Acceptable

Concern

Are there any Real Estate publications or advertising to be assessed?

**IF anything appears to be inaccurate, identify the apparent violation.**



Acceptable  
Concern

Please respond as yes/no/NA.

Does the program/department publish any documents (electronic or paper) with references to SACS accreditation?

no

Are the references in compliance with SACS approved statement?

Which reference is not in compliance? Describe how you will assure compliance for all references in the future.

**IF the program/department has published any document(s) with a reference to SACS accreditation, are all references consistent with the approved statement? (Approved reference: Amarillo College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate degrees. Contact the Commission on Colleges at 1866 Southern Lane Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Amarillo College.) IF any references are inconsistent, identify all documents with the inconsistent reference(s).**

Acceptable

**IF the Self-Study did identify the inconsistencies, does the plan for assuring future compliance appear to correct the problem? IF the Self-Study did NOT identify all inconsistencies, what plan does this Committee recommend?**

Acceptable

No inconsistencies noted.

Other

State any additional comments/concerns which may impact this program/department during the next five years.

There has been a "bubble" in real estate for the past few years. Since real estate is market driven, and the forecast indicates a decline in real estate sales, the number of enrollments may decline as well. On-line real estate core and MCE courses are available through local, state and national association, mortgage lenders and title companies. This will impact future enrollment. Since AC must pay an outside provider to deliver the on-line courses, the costs may not remain competitive in the market; thus, affect online enrollment.

The Program Coordinator plans to retire in two

years. Because of the complexity of the program, and in order to provide smooth transition, a 30-hour person needs to be established in order provide potential replacement for the position.

**IF additional comments/concerns were included in the Self-Study regarding items which may impact this program/department during the next five years, what recommendations and/or concerns are warranted? IF NO such items were included in the Self-Study but this Committee feels such comments or concerns are valid, cite them and include any relevant recommendations.**

Recommendation

Elaborate upon "bubble" effect with more definition and descriptions.