

Program Review Report for the Real Estate Major

**Department of Marketing and Real Estate
Richards College of Business
University of West Georgia**

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Introduction:

The Real Estate Program in the Richards College of Business is part of the Marketing and Real Estate department. The department currently has a total of five tenure track faculty positions as well as two lecturer positions. Only two of these positions are focused mainly on the Real Estate program. One of these positions is filled by Dr. Burton who has a PhD. in Real Estate and another is filled by Dr. Haynes who has a PhD. in Marketing with extensive educational and professional experience in the Real Estate field. The Real Estate classes are taught entirely by these two faculty members who, in addition to the Real Estate classes, also teach several Marketing classes. For example, Dr. Burton teaches a Real Estate Marketing class that is cross-listed with Marketing and Dr. Haynes teaches Principles of Marketing and the capstone Marketing management class. The Real Estate program started off as a small program with very few majors but has grown at a very fast pace over the past five years. The number of majors/pre-majors has increased 97% to 134 and the enrollments in classes have increased 200% to 451 students enrolled in 2004-2005. However, given the fact that the program, and the faculty activities and output is so closely linked to the Marketing program, a number of the goals, action items, and assessments listed below are similar to those for the Marketing program. In addition, some numerical measures (e.g., committee assignments) where it was difficult to separate the two programs, are indicated with an asterix (*).

I. Departmental Mission/Vision Statement:

The Department of Marketing and Real Estate provides excellent professional education in a personal environment to prepare students for positions in the field of marketing and real estate.

In addition to the primary mission of quality education, we are committed to:

1. Providing exemplary service to business, government and the University with respect to consulting, employee training, and management development; and
2. Encouraging professional development through workshops, consulting, research, and scholarship.

II. Departmental Statement of Goals, Process to Access These Goals, and Assessment Results:

Departmental Goals

The State University of West Georgia (UWG) has established "bread and butter" goals and "visionary" goals. Details on these goals can be found at the following links: UWG Bread and Butter Goals (BBG) (<http://www.westga.edu/~spc/wordDocs/BB.doc>) and UWG Visionary Goals (VG) (<http://www.westga.edu/~spc/wordDocs/3x5.doc>). The relationship between the Real Estate Major goals and the university goals is indicated in parenthesis.

Goal 1 Real Estate Graduates. Students completing the baccalaureate program with a major in Real Estate will be able to demonstrate a satisfactory understanding of the theoretical knowledge in Real Estate field and its application to business situations.

They will achieve an above average success rate for the graduates on professional certification examinations (where appropriate), and will be adequately prepared for the job market and/or graduate school.(BBG3; BBG7; BBG9)(VG4; VG5). The department will make every attempt to place graduates in professional jobs with average starting salaries or in graduate programs. (BBG4; BBG7) (VG5).

Goal 2 Recruiting. Departmental faculty will develop strategies for attracting high quality students to the Real Estate programs. (BBG2)

Goal 3 Undergraduate Research. Strongly encourage all faculty members to work with undergraduate students on research projects (either as class projects or as independent study), and to find a forum to present/publish these research projects including the "Big Night" competition on campus, professional conferences, and journals. (BBG3, BBG5, BBG9, VG1) .

Goal 4 Innovations in Professional Preparation. The department will strongly encourage innovative methods of professional preparation for our students, and ways of linking this with service to the community. For example, students in Real Estate Research on the Internet (RELE 3711) analyze current real estate data in the Carroll county and West Georgia area, and students in Residential Appraisal (RELE 4706) are taken on a field trip to the court house and city hall to become familiar with sources of information, and appraise a local property. The department will also develop strategies to increase the level of student participation in internships. (BBG7, BBG8, VG5)

Goal 5 Technology Across the Curriculum. The Real Estate Program will continue to effectively utilize cutting-edge technology in the classroom and in research, as well as to develop specific courses that blend the use of technology with our disciplines (BBG3, BBG9, VG4). For example, Real Estate Research on the Internet (RELE 3711) blends technology use with Real Estate, Residential Appraisal (RELE 4706) uses current appraisal software to appraise residential properties, and Business Research (MKTG 3808) emphasizes the use of the web and statistical software in conducting secondary and primary research (BBG9, VG4). Additionally,

- i) A majority of faculty will use some form of multimedia in class
- ii) A majority of faculty will have course syllabi and all powerpoint presentations accessible online.
- iii) all students taking Marketing 3808, and Real Estate 3711, 4706 will complete computer related projects
- iv) At least 80% of all Real Estate classes will require student presentations.
- v) Real Estate faculty will be encouraged to attend workshops or conference presentations related to the effective integration of technology into the classroom.

Goal 6 Curriculum Issues. The Real Estate Program will maintain a high level of academic excellence in the classroom, by

- i) providing the best possible undergraduate and graduate learning experiences to our students, with a comprehensive and up-to-date content, a personal environment, and a research orientation (BBG2R;BBG3;BBG5;BBG6) (VG1;VG4;VG5) .
- ii) encouraging faculty to bring innovative teaching methods into the classroom and to provide instructional tools that promote critical thinking at all levels of course instruction (e.g., case presentations, real life problems and solutions, computer simulations, methods designed to improve written and oral communications, active learning, and ethics and multicultural content).(BBG3;BBG5;BBG6)(VG5)
- iii) providing professional development and an opportunity to get on-the-job experience through cooperative programs and internships (where appropriate), and student consulting projects (e.g., senior projects in RELE 4705). (BBG2; BBG4; BBG7) (VG5)
- iv) providing flexible course delivery using a variety of media, including distance and on-line learning where appropriate (BBG3;BBG5;BBG6) (VG5)
- v) Providing quality advising and mentoring (BBG1; BBG2; BBG6) (VG3; VG5)

The courses offered by the Real Estate Program will be carefully reviewed by the department Curriculum Committee (consisting of all tenure track faculty members). Any changes will be forwarded to the Faculty Senate via the college and university committees during the Fall Semester. (BBG3)

Goal 7 Faculty Development Activities. To maintain and improve their capacity for effective teaching and research, the faculty will attend workshops, seminars, training programs, conferences and other events. Specific goal: each faculty member will devote at least 40 hours to such faculty development activities during the year. (BBG3, BBG6, VG4)

Goal 8 Research, Publication and Professional Development. Departmental faculty will be engaged in research, publication, and other professional activities (BBG3, VG1). Specifically, all faculty members will be encouraged to:

- i) attend academic/professional conferences.
- ii) present research papers at academic conferences.
- iii) publish (or have accepted for publication) an average of one article per faculty member.
- iv) submit grants to internal or external sources.

Goal 9 Maintenance of a West Georgia Real Estate Information Website. The Real Estate Program will continue to provide a vital service to the state economy by maintaining the West Georgia Real Estate Information website. Every effort will be made to publicize this website and to keep it updated. The departmental faculty will also continue to present programs in the Chamber of Commerce Leadership Academy (BBG7, BBG8)

Goal 10 International Aspects. The department faculty will continue to integrate global and multicultural concepts in a variety of real estate courses (BBG3, BBG5).

Goal 11 Faculty Recruitment. The department will conduct national searches to find replacements for any vacancies that come up during the year. Every attempt will also be made to obtain an additional faculty position in order to continue to adequately support the increasing enrollments and majors in the Real Estate program. This additional position is essential if the department is to continue the present level of excellence in the classroom and the emphasis on research and technology.

Processes to Achieve Departmental Goals

Goal 1

- i) maintain a current and relevant curriculum and advise each student to take courses appropriate to his/her desired career/academic interests.
- ii) require that all majors take public speaking, basic computer and other skills-oriented courses
- iii) conduct a comprehensive term project in the Real Estate Investment course which assesses their knowledge of Real Estate and its application to business situations.
- iv) help in the job placement/graduate school selection process by helping students find internships and jobs, writing recommendation letters, giving them guidance and information and by other means.

Goal 2

- i) maintain informative and attractive promotional materials for the Real Estate degree programs.
- ii) maintain an attractive and informative department website.
- iii) provide students adequate opportunities to discuss academic and career goals with faculty.
- iv) provide incentives in the merit evaluation process for faculty to excel in teaching
- v) hire faculty devoted to high quality teaching and research with an ability to relate to students.

Goal 3

- i) encourage students in upper division courses to participate in undergraduate research by requiring a paper or research project as part of the class requirements.
- ii) provide Real Estate Student Research Awards to students participating in the “Big Night” competition.
- iv) provide incentives in the merit evaluation process for faculty who work with students in undergraduate research.

Goal 4

- i) encourage faculty to include a ‘real life’ research project in the Real Estate Research class and an appraisal of a home in the residential appraisal class.

ii) assist students in locating internship opportunities and provide incentives in the merit evaluation process for faculty who work with students on internships.

Goal 5

i) the departments merit evaluation process will encourage the utilization of technology in the curriculum and in teaching methodologies.

ii) faculty will be encouraged to take part in UWG as well as external technology training opportunities.

iii) technological knowledge and expertise will be a consideration in hiring any new faculty members.

iv) faculty will be encouraged to use multimedia in class and to have course syllabi and all powerpoint presentations accessible online.

v) faculty will be encouraged to use computer related project, especially in Real Estate 3711, 4706 as well as to have student presentations.

Goal 6

i) The courses offered by the Real Estate program will be carefully reviewed by the department Curriculum Committee and every attempt will be made to maintain an up-to-date and comprehensive curriculum. .

ii) faculty will be instructed on advisement issues, and the advisement process will be structured in a way that ensures student satisfaction and quality advising.

iii) incentives will be provided in the merit evaluation process to encourage faculty to bring innovative teaching methods into the classroom and to use pedagogical tools that promote critical thinking at all levels of course instruction.

Goal 7

i) faculty will be encouraged by the Chair to attend on-campus faculty development activities such as those sponsored by the Center for Distance Education.

ii) when possible, department and College of Business travel funds will be used to support faculty development activities at off-campus sites.

iii) faculty development activities will be supported by the merit policies of the department.

Goal 8

i) the main priority for the use of travel funds available to the Department will be to support academic research activity.

ii) faculty will be encouraged to seek other sources of funds to support academic research including UWG Learning Resource Grants, external grants, and discretionary funds that might be available to the Dean of the Richards College of Business.

iii) course scheduling for faculty will be arranged to allow time to conduct academic research.

iv) graduate assistants will be utilized in support of academic research.

v) when filling vacancies in the department, attention will be paid to the research and

publication potential of the applicants.

vi) faculty research activities will be supported by the merit development policies of the department.

Goal 9

i) the faculty member designated as webmaster will be given credit for this activity in the merit evaluation process in the service category.

ii) graduate assistants will be utilized in support of this activity where appropriate.

Goal 10

i) the department will provide convincing evidence to the Dean of the College of Business and to the Vice President for Academic Affairs of the need for an additional full time faculty member in Real Estate.

Assessment of Departmental Goals

Goal 1

All Real Estate majors are required to complete courses in Principles of Real Estate, Business Research, Strategic Management and 6 Real Estate electives. To receive a degree these students must achieve a minimum of 2.0 average G.P.A and no more than one D in these major course requirements. They are required to complete term projects in the research class, and all the Real Estate electives. Just before graduation, they are required to complete a comprehensive project in the Strategic Management class. Graduating students in therefore have demonstrated a satisfactory understanding of the theoretical knowledge in their selected field and its application to business situations. Exit interviews and a survey of recent graduates indicated that a majority had found jobs in the appropriate field either before or within a few months of graduation. 54% also indicated an interest in pursuing a graduate degree.

Goal 2

Total number of Real Estate majors/premajors at the end of Spring 2005 stood at 134, almost the same as 135 in spring 2004 although there was a huge increase of 40% (96 to 134) from spring 2003 to spring 2004. **Over the five year period from 2000-2001 to 2004-2005 there was an increase of 97% in Real Estate Majors.** All goals in each of these years were therefore exceeded.

Number of Majors/Pre-majors

	2000-01	01-02	02-03	03-04	04-05
Real Estate	68	82	96	135	134 <i>(97% increase)</i>

In addition, the number enrolled in classes and the student credit hours in Real Estate courses also showed a substantial increase. **The number of students enrolled in Real Estate classes over the past five years increased 200%.** Most recent increases were 29% from 2003-2004 to 2004-2005 and 14% from 2002-2003 to 2003-2004.

Number Enrolled in classes

	2000-01	01-02	02-03	03-04	04-05
Real Estate	159	236	305	349	451 <i>(200% increase)</i>

Goal 3

All students in the Real Estate Research on the Internet (RELE 3711) classes completed a research project. Three student projects in Real Estate were presented at the “Big Night” competition over the past five years. In 2003-2004 a Real Estate marketing student project sponsored by Dr. Burton won the “Big Night” competition. This goal was therefore met and exceeded over each of the past five years.

Goal 4

Real Estate majors in Residential Appraisal (RELE 4706) are taken on a field trip to the court house and city hall to become familiar with sources of information, and appraise a local property. Although total internships have remained steady over the past five years, several students have found jobs in real estate firms much before graduation.

Total Internships

	2000-01	01-02	02-03	03-04	04-05
Real Estate	1	1	1	1	1

Goal 5

100% of the faculty used some form of multimedia in the classroom. All course syllabi and all powerpoint presentations are available online. All students taking Real Estate 3711, 4706 completed computer related projects and required student presentations. A total of 1 new course was developed over the past five years. In 2003-2004, Dr. Haynes developed a syllabus for an online course in Principles of Real Estate. This course proposal won a competition organized by the VPAA and was awarded a laptop computer. The technology committee (2003-2004) also funded a proposal for a digital camcorder to be used mainly in the Real estate Marketing (RELE 3701) class to record student sales presentations and have them available online for review and critique. This goal was therefore fully met and exceeded over the five years.

Goal 6

The curriculum committee updated several course descriptions and numbers. They also discussed curriculum issues in light of departmental goals and feedback from graduating students. Advisement instructions were circulated to the faculty with updates every semester, and major advisement issues were discussed with all faculty members. Several faculty members also attended advisement review sessions. Majority of the students were advised by the Chairman, with almost no confusion or mis-advisement. Over the past year a pre-major advisor has been hired which has reduced the load on the faculty members and the chair and has resulted in an increase in the quality of the advisement process. Students have expressed a high level of satisfaction with the advisement process and the class offerings. Several graduating seniors named departmental faculty as mentors. All faculty members had some innovations in their courses over the past five years. Most currently there were 4 teaching innovations in 2003-2004 and 7 teaching innovations in 2004-2005. This goal was therefore fully met over the past five years.

Goal 7

All full-time tenure track faculty members devoted at least 40 hours to some form of faculty development activities during the year. Most currently, in **2003-2004** Dr. Burton received a National Excellence in Leadership Award from the State Congressman, sponsored by the Ambassadors of Peace in Washington D.C. Dr. Burton also received the Annual Faculty Service Awards from the Richards College of Business. He led four Chamber of Commerce Leadership Workshops, and was the featured speaker at Georgia Real Estate Appraisers Board. He also completed an appraisal of a \$18 million proposed student housing Project at the State University of West Georgia for Synovus Bank. One faculty members was a student organization adviser and there were 16* departmental committee assignments, 13* College of Business Committee assignments, 12* University committee assignments and 9* Consulting assignments. In **2004-2005** Dr. Burton received a Crown of Peace award from the Inter-religious and International Federation for World Peace. He also received the Annual Faculty Sponsored Student Research Award from the Richards College of Business and led three Chamber of Commerce Leadership Workshops, and was the featured speaker at the Professional Development Conference for Women He also assisted in the development of the student housing Project at the University of West Georgia. Three faculty members were student organization advisers and there were 16* departmental committee assignments, 10* College of Business Committee assignments, 9* University committee assignments and 3* Consulting assignments. The 'Real Estate Club' with Dr. Haynes as the faculty advisor hosted several guest speakers. This goal was therefore fully met and exceeded.

Goal 8

Real Estate faculty had a total of 3 per-reviewed articles published over the past five years. All faculty members are currently working on research articles. Real Estate faculty also had two articles presented at conferences over the past five years. One of the faculty members presented a student research paper at the 'Big Night' competition and won the best paper award. Overall therefore the research goals were met.

Goal 9

The West Georgia Real Estate Data website was updated regularly and appears to be successfully meeting the needs of the real estate business community judging by the number of e-mail comments and enquires. This data was also presented at the Economics Forecasting Breakfast. This goal was therefore fully met and exceeded.

Goal 10

There has been considerable turnover in the Marketing faculty due to various reasons, along with an increasing demand for faculty resources because of rapidly rising enrollments. Resources have therefore been directed to focus on meeting those needs. However in the future it is expected that the rising enrollments in Real Estate classes will justify an additional faculty member.

III. Departmental Statement of Curriculum Learning Outcomes, Processes to Access These Outcomes, and Assessment Results:**BBA Learning Outcomes Common all BBA Majors:**

- LG 1)** Communicate effectively in oral presentations and in writing.
- LG 2)** Apply basic quantitative skills to business problems.
- LG 3)** Acquire basic skills in information and business technology.
- LG 4)** Possess a basic knowledge of accounting, economics, finance, and the legal environment of business, management and marketing.
- LG 5)** Recognize how ethical decision making and globalization affect organizations.
- LG 6)** Utilize general and management-specific knowledge and skills in the analysis of business and economic problems.

Curriculum Learning Outcomes Particular to Real Estate Majors include LG 1 to LG 6 above and the following:

- LG 7)** understand in detail the practices and principles common to the real estate field.
- LG 8)** be able to apply these principles to the analysis, planning, implementation and control of real estate operations.
- LG 9)** be able to conduct descriptive research pertinent to real estate issues and problems.

Processes to assess the outcomes applicable to all BBA Majors (LG 1 to LG 6):

- LG 1) All students complete ENGL1101, ENGL1102, COMM1110 (or equivalent), and ABED3100. In addition, all major courses and courses in the Junior Core require completion of some type of written assignments, and several of these also require oral presentations. All marketing majors must make a presentation as part of the project in the Marketing capstone course (MKTG 4870), and all BBA students make a team presentation as part of the BBA capstone course MGNT 4600. Passing grades in these courses will indicate adequate or higher levels of skills in these areas.
- LG 2) All students must complete ACCT2101, ACCT2102, MATH1111, MATH1413, ECON3402, ECON3406, MGNT3615, FINC3511, and MKTG3808. Passing grades in these courses will indicate adequate or higher levels of quantitative skills in these areas.
- LG 3) All students complete 2 courses in information systems (CISM2201 and CISM3330), and almost all courses in the junior core have some computer applications, including MKTG 3808 and MGNT 3615. Passing grades in these areas will indicate adequate or higher levels of skills in these areas.
- LG 4) All students complete area F courses in the Legal Environment of Business (BUSA2106), and two courses in economics (ECON2105 & 2106). In addition, global and ethical considerations are covered in MGNT3600 and MKTG3803. Passing grades will indicate adequate or higher levels of skills in this area.
- LG 5) All students complete MGNT3600, which covers principles of management and organizational behavior. These concepts are reinforced in CISM3330 (Management Information Systems), MGNT3615 (POM), and MGNT4660 (Strategic Management). Passing grades in these courses will indicate adequate or higher levels of skills in these areas.
- LG 6) This objective is met by MGNT4660, which all students must take during one of their last two semesters. A passing grade in this course will indicate an adequate or higher level of skill in this area.
- Exit interviews by the Chair will provide an opportunity to evaluate oral communication skills, social skills, and the level of satisfaction with the program.
 - An alumni survey asking questions about additional degrees, certifications, type of employment, salary, and level of satisfaction with the program is conducted periodically. The results of this survey provide further assessment of program outcomes
 - Strategic, curricular, and graduate performance input from the RCOB Advisory Board provides further information about the level of professionalism displayed by our graduates, the appropriateness of our course content, and the adequacy of our strategic assessment processes.

Results of the assessment process

LG 1-6) Course requirements have been rigidly enforced. Course substitutions were allowed

only in cases where the substituting course was similar in content and level.

- Exit interviews have shown that the typical graduating senior has adequate communication skills, and demonstrates appropriate behavior in a formal interview situation. The seniors expressed a general level of satisfaction with the courses and had no suggestions for additional courses or deletion of existing ones.
- The alumni surveys have also expressed high levels of satisfaction with the programs, above average salary levels, and satisfaction with type and level of jobs. A majority of graduates felt that their degree was helping them attain their career objectives, that their degree prepared them for their job as well as similar degrees from other institutions, and that they would recommend their degree program to others.
- Discussions with members of the Board of Advisors indicated a general level of satisfaction with the program.

Processes to assess the outcomes particular to Real Estate Majors:

- LG 7) All Real Estate majors take the Principles of Real Estate Class (RELE 3705), as well as six other required Real Estate Classes. The practices and principle common to the real estate function are covered in detail in these courses and a passing grade in these courses indicates adequate or higher levels of skills in these areas.
- LG 8) The applications of these principles to the analysis, planning, implementation and control of real estate operations is covered in each of the above real estate major required courses. All courses except Principles of Real Estate also involve an applications oriented class project and the senior project in RELE 4705 constitutes a comprehensive evaluation of course work in real estate. Passing grades in these courses will indicate adequate or higher levels of skills in these areas.
- LG 9) The Business Research Course, the Real Estate Research on the Internet course, and several of the Real Estate Electives require the students to conduct research as part of their class projects. Passing grades in these courses will indicate adequate or higher levels of skills in these areas.
- Exit interviews by the Chair will indicate level of satisfaction with the program, provide suggestions for change, and provide information about future plans and expectations.
 - An alumni survey asking questions about level of satisfaction with the program and areas of strengths and weaknesses.
 - Strategic, curricular, and graduate performance input from the RCOB Advisory Board provides further information about the level of professionalism displayed by our graduates, the appropriateness of our course content, and the adequacy of our strategic assessment processes.

Results of the assessment process

LG 7 -9) Course requirements have been rigidly enforced. Course substitutions were allowed only in cases where the substituting course was similar in content and level.

- Exit interviews have shown that the typical graduating senior is happy with the Real Estate curriculum. There were no significant suggestions for change in the program.
- The alumni surveys have also expressed high levels of satisfaction with the program and no major weaknesses. A majority of graduates felt that their degree was helping them attain their career objectives, that their degree prepared them for their job as well as similar degrees from other institutions, and that they would recommend their degree program to others.
- Discussions with members of the Board of Advisors indicated a general level of satisfaction with the program

IV. General Statement of the Condition of the Real Estate Program:

Strengths

The Real Estate program has made excellent progress in the past five years in every aspect. Almost every one of the goals set at the beginning of each of the years were either fully met or exceeded.

There has been substantial growth in the number of majors as well as in overall enrollments. In the past five years Real Estate majors /pre-majors have grown 97%, from 68 in 2000-2001 to 134 in 2004-2005. The number of students graduating with a Real Estate major has also increased 100% from 8 in 2001 to 19 in 2005. And enrollments in Real Estate classes have shown the most increase (200%) from 159 in 2000-01 to 451 in 2004-05. **The number of Real Estate Graduates, number of Majors/pre-majors, and enrollments has increased to an extent where it can no longer be classified as a ‘threshold’ program.**

Number of Graduates

Fiscal Year	2001	2002	2003	2004	2005
	8	6	4	11	19 (100% increase)

Number Enrolled in classes

2000-01	01-02	02-03	03-04	04-05
159	236	305	349	451 (200% increase)

Number of Majors/Pre-majors

2000-01	01-02	02-03	03-04	04-05
68	82	96	135	134 (<i>97% increase</i>)

The quality of teaching and student learning has also steadily improved over the past five years. All faculty members have performed very well in terms of teaching, research and service related activities. The department has continued to operate smoothly in spite of some personnel changes in the faculty and significant growth in majors and credit hours. The advisement process also continues to function well, and students have expressed a high level of satisfaction with it.

Real Estate faculty members continue to do an excellent job in the classroom and receive very high teaching evaluations. The top Real Estate student receives a "Student of the Year" award each year. The 'Real Estate Club' with Dr. Haynes as the faculty advisor also hosted several guest speakers.

Students in several Real Estate classes are required to complete term projects. Research projects are completed by all students in the Business Research (MKTG 3808) and Real Estate Research on the Internet (RELE 3711) classes.

Over the past five years a total of 5 internships have been completed by Real Estate majors. A possible reason for this number staying steady over the years maybe that several Real Estate majors start working on full-time jobs much before graduation and therefore do not have the time for internships.

Total Internships

	2000-01	01-02	02-03	03-04	04-05
Real Estate	1	1	1	1	1

We have increased the incorporation of **on-line and web technologies** in our classes in order to enhance the effectiveness of our teaching methodologies. All classes have extensive and continuously updated class information available on the web, along with powerpoint presentations and e-mail communication.

In terms of **research**, Real Estate faculty had a total of 3 per-reviewed articles published and two articles presented at conferences over the past five years. Several student papers have been presented at the 'big night' competition and a Real Estate student won the best

paper award in 2003-2004. All faculty members are currently working on research articles and our goals are to increase the output of published articles to one per faculty member per year. \$3898 were received in various grants and gifts during the 2003-2004 year, and \$4518 were received in 2004-2005.

The Real Estate faculty continues to be extremely active in **service related activities**, as well as in faculty development. All faculty members have a high level of service commitment, including committee activities, community service and presentations. Over the past five years departmental faculty have served on a combined 25 College of Business committees and 29 university level committees. They have also engaged in at least **40 hours of faculty development activities each year. Several consulting projects** have also been completed each year. Most recently in 2004-2005, Dr. Burton received a National Crown of Peace Award for his community service and a National Excellence in Leadership award from the state in 2003-2004. He also collected and posted Real Estate Research data concerning trends in rental rates and sales in Carroll County on the web and presented it at the Economics Forecasting Breakfast. He also assisted in the appraisal/proposal development of a student housing Project at the University of West Georgia, led three Chamber of Commerce Leadership Workshops, and was the featured speaker at the Professional Development conference for Women.

Weaknesses

Resources, especially new faculty appointments have not kept pace with the rapid increase in enrollments. This is a problem in terms of maintaining quality in most of our upper level classes. Since both Real Estate faculty members teach at least one section of a Marketing class per semester, this problem can be alleviated to some extent when additional faculty members are hired in Marketing.

Although research productively has been enough to have both faculty members academically qualified, our goals are to increase the output of published articles to one per faculty member per year. All faculty members are currently working on research articles and a gradual increase in quality and quantity of research output is expected and encouraged at both the department and the college level..

Opportunities

A lot of growth opportunities exist in view of the population and economic growth in the surrounding area, as well as an increase in the Real Estate activity. There is a growing demand for qualified Real Estate professionals even for entry level jobs in this field. In order to take advantage of these opportunities the department plans to offer competitive and attractive course/program offerings, along with an increasing focus on internships, building relationships with the business community, and other outreach/recruiting activities.

Threats

Threats are mainly from competitive institutions, offering a few Real Estate courses geared towards obtaining a Real Estate license. Emphasizing the quality of our program and the career opportunities for Real Estate graduates with a Bachelors degree is

seen as the best way to compete.

The Real Estate field has even more of a shortage of PhD level new faculty than business in general. This is projected to continue into the future. This is even more significant in light of the fact that both current faculty members are nearing retirement. Maintaining a close relationship with PhD students and faculty at nearby PhD granting institutions (GSU) is seen as the best way to deal with this.

V. Student Achievements:

A. Published Research Papers	<u>0</u>
B. Presentations	<u>6</u>
C. Internships	<u>5</u>
D. Co-Ops	<u>0</u>
E. Scholarships	<u>4</u>
F. Fellowships	<u>0</u>
G. Notable Awards	<u>1</u>
H. Other Notable Achievements (please specify):	

VI. Faculty/Staff Productivity:

A. Teaching	No.
1. New Course Development	<u>3</u>
2. Faculty Teaching Honors Courses	<u>2</u>
3. Percent of Faculty Involved in Academic Advisement	<u>100%</u>
4. Teaching Awards	<u>1</u>
5. Other Teaching Recognitions (please specify):	

B. Research/Scholarship/Intellectual Contributions	No.
1. Books and Monographs	<u>0</u>
2. Book Chapters	<u>0</u>
3. Peer Reviewed Articles	<u>3</u>
4. Non-Refereed Articles	<u>1</u>
5. Proceedings Papers	<u>2</u>
6. Other Paper Presentations	<u>0</u>
7. In-House Publications	<u>1</u>
8. Journal Editor/Reviewer	<u>0</u>
9. Book Chapter Editor/Reviewer	<u>0</u>
10. Offices Held in Professional Organizations	<u>0</u>
11. Presenter in Professional Programs	<u>0</u>

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| 12. Chair/Discussant in Professional Programs | <u>0</u> |
| 13. Participation in Honors Organizations | <u>0</u> |
| 14. Research Awards (e.g., best paper, best research study) | <u>1</u> |
| 15. Other Contributions not mentioned above (please specify): | |

Dr. Burton won the RCOB faculty sponsored research award (2004-2005)
Two Real Estate majors (sponsored by Dr. Burton) won the faculty sponsored student research competition at 'big night' (2003-2004)
Center for Teaching and Learning Seminars(2002-2003)
Dr. Burton Lead Several Chamber of Commerce Leadership Workshop (2001-2002; 2002-2003; 2003-2004).
Dr. Burton spoke at Georgia Real Estate Appraisers Board (2002-2003; 2002-2003; 2001-2002)
Dr Burton Lead Student Government Workshop (2002-2003)

C. Grants

- | | No. |
|--|----------------|
| 1. Grant Proposals Submitted | <u>3</u> |
| 2. Grant Proposals Funded | <u>3</u> |
| 3. Total Grant Dollars Funded | <u>\$1,035</u> |
| 4. Other Grants/Awards—i.e., gifts, contracts, fellowships (please specify): | |

Numerous gifts from local businesses and individuals (\$6,500)
Gifts of software, books and resource materials (\$5,216)

D. Service Activities

- | | No. |
|--|------------|
| 1. Student Organization Advisement | <u>5</u> |
| 2. Committee Chair Assignments | <u>5</u> |
| 3. Service on Departmental Committees | <u>26</u> |
| 4. Service on RCOB Committees | <u>25</u> |
| 5. Service on University Committees | <u>29</u> |
| 6. Service on System-wide Committees | <u>0</u> |
| 7. Consulting Assignments | <u>2</u> |
| 8. Professional Development Hours | <u>370</u> |
| 9. Other Service Activities Not Included Above (please specify): | |

(2004-2005)

Dr. Burton received a Crown of Peace Award from the Inter-religious and International Federation for world Peace.
Dr. Burton led three Chamber of Commerce Leadership Workshops and was the Featured speaker at Georgia Real Estate Appraisers Board.
The website showing original Real Estate Research concerning Market Data on rents and sales in Carroll County was updated and maintained. This data was also presented at the Economics Forecasting Breakfast.

Dr. Burton assisted with the development of student housing Project at the University of West Georgia.

(2003-2004)

Dr. Burton received a National Excellence in Leadership Award from the State Congressman, sponsored by the Ambassadors of Peace in Washington D.C.

Dr. Burton received the Annual Faculty Service Awards from the Richards College of Business

Dr. Burton led four Chamber of Commerce Leadership Workshops and was the Featured speaker at Georgia Real Estate Appraisers Board A website showing original Real Estate Research concerning Market Data on rents and sales in Carroll County was developed. This data was also presented at the Economics Forecasting Breakfast.

Dr. Burton completed an appraisal of a \$18 million proposed student housing Project at the State University of West Georgia for Synovus Bank.

(2000-2001)

Real Estate project for Carrollton Mainstreet completed.

X. Cost Efficiency – To be provided by the Office of IRP

XI. Action Plan.

Action plans for the department include the following:

- Provide justification and rationale to the dean, the RCOB undergraduate programs committee, and the RCOB faculty for including the Real Estate Principles course as a selective in the business core curriculum. This will give students more opportunity to be exposed to Real Estate program and to gain an understanding of the scope of this area.
- Continue to focus on internal recruiting activities like visiting classes and speaking to students during advisement, which seem to have generated fairly good results in terms of increased enrollments thus far.
- Increase focus on business outreach and relationship building activities which would help towards recruiting students as well as enhance our placement and internship opportunities. For example, involvement in Chamber of Commerce and Real Estate Appraisal Board activities.
- As new faculty members are recruited in the marketing area, if possible, reduce the involvement of the two Real Estate faculty members in teaching Marketing courses. This would help in offering more sections of Real Estate courses and reducing the enrollment pressures.

- Coordinate with the Career Services office to develop placement and internship activities. Also work with the new career services director and the RCOB dean's office towards streamlining the entire internship process, to ensure a smoother process and a quality learning experience for the student.
- Continue to develop and enhance the advising system towards having Real Estate majors advised mainly by the two Real Estate faculty members.
- Develop the Real Estate club activities towards more specific student membership requirements and introduce more activities like preparation for the job market, networking with alumni, career information, resume preparation and job searching skills.
- Provide encouragement, support and rewards towards increasing the faculty research output. Currently both faculty members are working on research projects which should lead to publications.

XV. Critique by the Dean of the College

The BBA in Real Estate has traditionally been one of the smaller programs in the RCOB, but it has undergone significant growth in the last five years. Department faculty have a reputation as excellent teachers. Real estate faculty currently teach several marketing courses, but as real estate continues to grow this is an increasingly unsatisfactory solution to the shortage of marketing faculty.

The program has benefited from the recent boom in the housing and construction market, with more students interested in real estate. The program should continue to grow even as the market levels off. One external factor beneficial to UWG is Georgia Southern University's decision to eliminate their undergraduate program in real estate. Few programs such as ours exist in Georgia, so competition for students is limited. The faculty have also done an excellent job of encouraging non-majors to minor in real estate. This has increased SCHs generated and allowed the faculty to develop several new courses that would not otherwise have been in high demand.

Projected growth in the Atlanta region will provide opportunity for growth in all BBA programs. Real estate should benefit from this growth with increasing enrollments.

One concern for the future of the program is based on availability of academically qualified faculty. Both real estate faculty are eligible for retirement, and finding replacements may be difficult. The primary reason Georgia Southern eliminated its real estate program was their inability to recruit doctorally qualified faculty.

XVI. Critique by the Dean of the Graduate School (not applicable)

XVII. Critique by PRAC

XVIII. Critique by the VPAA

