



The Landscape of the Real Estate Classroom

**What You Need To Know
To Be an Effective Teacher Today**

By: Wendy Tilton

Sponsored by:

The Real Estate Educators Association, New Jersey

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The Sponsor: The Real Estate Educators Association

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The members of REEA come from all facets of the industry: colleges and universities, proprietary schools, corporate trainers, independent speakers/trainers, legal scholars, best-selling authors, technology innovators and thousands of classroom educators who work directly with students every day.

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Purpose and Acknowledgements

The Real Estate Educators Association (REEA) sponsored this paper. REEA is an international membership organization. Its members include real estate instructors, college professors, proprietary school owners, publishers, real estate authors and other real estate professionals with an interest in education. REEA bestows the Distinguished Real Estate Instructor (DREI) designation to those who have demonstrated excellence in real estate education. There are approximately 110 in the world.

I would like to acknowledge the assistance of the following REEA members in coordinating the production of this study: Diana Brouthers, DREI, Jim Skinzer, DREI, Carmel Streater, PhD, DREI, Deborah Long, EdD, DREI, and Amy Chorew. I would also like to thank Jo Sienkiewicz and Meredith Senes of Tally Management for their help to make this project happen. Most of all, I thank the instructors who submitted the surveys: Bob Aman, Amy Chorew, Ralph Hall, Bridgette Johnson, Frank W. Kovats, DREI, Chad Kumpe, Deborah Long, EdD, DREI, Suzanne Mossman, Catherine Murray, DREI, Isabelle Perkins and Robert Sherwood. Without their participation, this project would not have been possible. I would also like to extend special thanks to my employer, TREND. Tom Phillips, President & CEO of TREND, graciously offered TREND's services to design the layout and graphics for this report. I'd like to thank Sharon C. Lukens, Director of Design and Communications for TREND, for supplying her time and creativity to provide the look of the finished paper. Without TREND's support of this project, it may have taken me longer! Without the love and support from my husband, many of my endeavors would not be possible.

Wendy Tilton



Abstract

The generational and cultural landscape of the real estate classroom is changing. These changes will affect the way professionals seek out and engage in education. In the first half of 2006, the Real Estate Educators Association (REEA) conducted a survey of volunteer members' classrooms to provide a snapshot of the current demographic setting. The results confirmed that Gen X'ers and Millennials are replacing Baby Boomers in the classroom. It also showed that the increasing minority population is becoming evidentiary in real estate education programs. New approaches to meet the needs of multi-generational and multi-cultural students will be needed. Schools, programs and instructors must review classroom behavior and course content to eliminate generational and cultural bias to better serve the increasingly emergent diverse community of real estate professionals.



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Introduction

In order for education to be most effective, educational institutions, their programs, and their instructors must focus on the needs of students. Three key questions for discussion are:

1. What is the current demography of the real estate education classroom?
2. Does the real estate classroom reflect current population trends in diversity?
3. How can real estate educators (providers and instructors) be effective with a diverse student body?

A search of ProQuest, Lexis-Nexis and Google databases for cultural diversity and generational identities in teaching and higher education returned many responses. A more restricted search, limited to real estate or business development and using the referenced key words, returned less than 100 results. In real estate, both topics are gaining increased attention. The largest real estate trade organization, the National Association of REALTORS® (NAR), has published 62 articles on cultural diversity and over 491 on the generations. However, NAR has focused on real estate agents working with consumers, not agents in the business or people entering the business from the classroom. Little information about these topics is available to describe the industry or its educational environment in order to assist real estate instructors. Regardless of the limited results, it is appropriate to discuss the fundamentals of educating professionals.



Adult and Real Estate Professional Education

Technology, Education, and Participation

Technological advances have changed lives personally and professionally. In order to keep up with the changes that are occurring rapidly, many adult learners attend formal and informal educational events¹. Real estate professionals are no exception. Typically, a professional will engage in a non-traditional program² to gain additional knowledge. Generally, non-traditional programs have seen a steady increase in participation rates across all age groups (U.S. Department of Education, 2002). In 1999, 46% of adults over the age of 16 participated in a non-traditional learning program, and 22.2% were job- or career-related courses (U.S. Department of Education, 2002).

Often, adults engage in learning events to solve a problem or to achieve a specific outcome (Cross, 1981; Houle, 1980). One (Cividin & Ottoson, 1997) of the many studies on participation indicated that the reasons to attend an educational event included: the “need to do the job differently, confirm what you are already doing is okay, [and a] chance to network with others.”

Adult Professional Education: What do they need, and how do they prepare?

Several studies focused on occupations have discussed what adults need from education. An overwhelming theme throughout is skill acquisition. Oblinger and Verville (1998) discussed that business needs “successful intelligence” from employees (p.71). They described a successful, intelligent person as one who possesses analytical, creative, and practical skills. They asserted that higher education values analytical skills over all else. As the authors discussed, education needs to focus on all of the qualities that will help an individual to be a *needed and productive* participant for today and tomorrow’s work environment.

Today, schools must prepare students to become life long learners. Education does not last a lifetime in our fast-paced society. Trained professionals must constantly update current practice to remain viable contributors to their respective profession with useable skills. One essential part of professional skill development is learning to use the tools available to be more productive and efficient in the workforce.

The NAR reported that:

- Agents plan to spend 50% more on technology than they have in the last 3 years (\$256 on training);
- About half of the REALTORS® have their own web page;
- 95% of REALTORS® use a mobile phone;

¹ An example of a formal event is a class that is part of a school’s curriculum with a syllabus. An example of an informal event is reading a trade publication.

² Programs with non traditional students include non-institutionalized individuals age 16 or older who are not enrolled in elementary or secondary education. Among adults ages 16-24, participation in full-time credential programs was not counted as an adult education activity.

- 77% of REALTORS® use a digital camera;
- 41% of REALTORS® have DSL;
- 40% of REALTORS® use a PDA; and
- 96% of REALTORS® use email³ (Salvant, 2004).

Advancing technologies influence business practices. Real estate professionals need ongoing education to keep up with the changes.

Professional Education: Houle's Perspective

Houle (1980) outlined a classic model of professional education. The steps included “basic education; information to specialize; selection; specialized pre-service education; certification of competence; induction; and continuing education” (p. 4). Houle stated that it is recognized by professionals and by society that continuing education is necessary for a practitioner to stay up to date. Houle also acknowledged that the decision of education often is left to the individual professional. Houle also discussed how a professional can learn new techniques, can discover new practices, and can offer better services and practice within ethical guidelines with competence if continued ongoing learning is pursued.

Real Estate and Change

As with other businesses, real estate is not immune to the effects of change. Technological advancements are part of the “change” equation, but other factors also influence practices. Real estate is a multibillion dollar business that has become increasingly complex over time (M. B. Weinstein, 1998a; M. Weinstein, 1998). The real estate industry is subject to the pressures of competing agents, regulators, and consumers (Hood,

2000; Kleiner, 2000; Shimberg & The National Society for the Study of Education, 1982). Changes and pressures force real estate agents to engage in educational events. An important question remains: Are the agent's educational needs being met in order to participate productively in the industry?

Real Estate Agents and Participation in Education

Real estate agents randomly engage in educational events. Some attend designation or certification programs offered in classes or online by one or more of the many educational providers dedicated to real estate professionals. Others participate only in bare bones mandatory education. Conventions, seminars, symposiums, panels, and round table discussions are available options. Most of the events mentioned above are offered in a physical setting. Although agents occasionally engage in online learning, in most cases it is asynchronous. In a limited number of cases, organizations will offer an event online with interaction (e.g. instant messaging, conference calling, Skype, etc)⁴. Agents also read professional publications either in print or online. Few agents listen to professional updates via CD, DVD, or MP3 as distributed by NAR and other affiliated societies and councils of the organization. Typically, the agents with whom I speak complain of unread issues piling up in an inbox or on a desk.

As with much of the population today, real estate agents are pressed for time. Although learning is an important activity needed for continued professional success, it is typical to hear agents complain about the limitations and constraints on available time to engage in such activities. What must remain foremost in the minds of today's agents is how important it is to learn. If not, they will wake up one day and find

³ Most of the survey respondents, 63 percent, were sales agents while 36 percent held a broker or associate broker license. They had been in the business for a median of eight years and typically work 42 hours per week. The survey is the largest ever conducted by NAR. It was sent by e-mail to 270,000 members in December 2003 and generated 11,800 usable responses.

⁴ Also called, “synchronous learning”.

themselves unable to deliver the services demanded by the consumer of tomorrow.

Consumer Demands Matter

Today, consumer demands are high. The public has access to more information than ever before. With the pervasive use of home computers and the Internet, consumers can search a wealth of information quickly and easily. In the United States, 62% of households have at least one computer and 55% have access to the Internet (Day, Janus, Davis, & U.S. Census Bureau, 2005). This is up significantly from 10 years ago, when only 8% of households in the U.S. had a computer. The census did not report household Internet use until 1997.

Buyer characteristics are changing. NAR reports that 7 out of 10 buyers use the web as a tool to search for a home (Salvant, 2004). This study also reported that over 40% of homebuyers located their home on the Internet before contacting an agent (National Association of REALTORS®, 2003). Agents must acquire additional knowledge and new skills to continue to add value to the transaction. The real estate transaction has become very complex, and the legal environment is precarious at best (M. Weinstein, 1998; M. B. Weinstein, 1998a). Weinstein reported that agents must have knowledge related to any number of areas, including but not limited to: agency, disclosure, advertising, do not call regulations, human rights, financing, contracts, legal requirements, and limitations. Within the industry, there are many arguments for increased agent participation in learning events. In addition, many of these same industry groups voice the need to improve upon the programs currently being offered to new and experienced real estate agents. An agent should have the ability to sign up for a class and should have confidence that he or she will leave the event with a useable skill. Adult professional learners want to participate in class and to be mentally stimulated, not put to sleep. Learner-centered environments are essential for professional education (Cross, 1981; Curry, Wergin, & Associates, 1993; Knowles, Holton, & Swanson, 2005; Luskin, 2002; Reio, 2000).

The Quality of Real Estate Education

Real estate programs are plentiful (Brouthers, 2002; Butler, Guntermann, & Wolverson, 1998). Programs are offered through academic or vocational institutions. But, agents and providers of real estate describe real estate education as unpredictable (Tilton & Dougherty, 2005). There is no reason why a student should enter a classroom and wonder if the event will be a waste of time, if the materials will be of any use in practice, or if the instructor will be able to offer an engaging session. Students should not find the online experience mind-numbing and boring, but rather engaging, interactive, and thought provoking. Professional publications should come in different formats and should be equally interesting (Eduventures LLC, 2007). Real estate education providers (of programs and content) need to adapt and to plan for learner-centered education (Levi, 1989). They must research and work in collaboration with industry professionals to ascertain the information that will help agents to improve and to meet ongoing consumer demands (M. Weinstein, 1998). All stakeholders, real estate firm owners, managers, consumers, and regulators, expect agents to operate efficiently in business and to use their time productively, but poor learning experiences continue to be accepted. Real estate education, at best, is inconsistent. Regulatory oversight is limited in many popular programs.

Real Estate Education Providers

Since 1905, there have been majors or concentrations in real estate in many academic areas of study including: law, economics, finance, urban planning, architecture, development, and licensed practice (Weeks & Finch, 2003). As noted by many researchers, real estate programs are not well defined. One study investigated core real estate curricula. The researchers stated that the struggle facing real estate education is “the lack of [a] common, core body of knowledge that constitutes what should be taught in all programs” (Weeks and Finch, 2003, p. 258). Weeks and Finch determined that “real estate major curriculums are moving toward a core group

of required courses. However, there is little consensus on what courses constitute a concentration in real estate” (p. 257). Another study by Rabianski and Black (1998) indicated that a common body of knowledge for brokerage education is needed; they stated that most of the “attempts to define a body of knowledge are based upon opinions of the authors rather than surveyed research” (p. 22). Researchers have cited that one of the major obstacles is the struggle between academia and industry (Weeks & Finch, 2003). Each group supports a different direction. The struggle needs a resolution with all stakeholders coming together.

Cultural Diversity

There is limited diversity within the professional workforce. The real estate profession is no exception. Population statistics substantiate this fact. In July of 2004, the U.S. Census Bureau reported that 293.7 million people live in the United States in the following distribution: 39.2 million blacks, 16.2 million Asians, and 41.3 million Hispanics (Fleming, 2005). In 2004, there were 912,000 people working in real estate as an occupation; 54,500 women (5.98%), 5,700 blacks (.63%), 3,600 Asians (.39%), and 6,700 Hispanics (.73%; Employment and Earnings, 2004). These numbers demonstrate the lack of diversity that exists in the real estate profession. In 2005, the NAR (2005) reported more than 1.2 million members. Of those members, 54% were women (Bishop & Hightower, 2005). There is a significant difference in the percentage of women reported between the studies.

Another report released in July of 2005 by FPL Associates revealed that there is “. . . a pronounced insufficiency of opportunities for minorities in real estate as well as some encouraging details on successful diversity initiatives at a few forward thinking real estate companies” (PR Newswire Association LLC, 2005). Some of the major findings in this study revealed that 70% of participants were committed to diversity. Only 2% of the respondents had more than a 15% Black workforce. Ninety-two percent of the respondents did not align compensation incentives to meeting diversity goals. It is difficult to verify population statistics in the

real estate profession. Except for the occupational statistics cited above, limited data is available about workforce demographics in real estate. In fact, of the studies available, surveys include very limited sample sizes.

According to the U.S. Census Bureau (2006), Hispanics made up 49% of the population growth of 2.8 million between July 1, 2004, and July 1, 2005. Minority population increases continue to outstrip those of the White majority. These changes are likely to influence the ethnic landscape of the real estate classroom in the coming decade.

Bond et al. (2003) indicated that a majority of real estate brokerages are attempting to hire more ethnically diverse agents. This was especially true for offices with more than 10 agents.

Generational Identities

Today, people are experiencing longer life spans, about 80 years (Central Intelligence Agency, 2007). With longer life brings a more diverse population, varied views, and different generational values. By understanding these characteristics, workplace and classroom environments become easier to navigate. Each generation brings a different set of values.

Coomes and DeBard (2004) listed the generational cohorts by birth period.

Group	Birth Period
Silents	1925 – 1942
Boomers	1943 – 1960
Thirteeners (Generation X)	1961 – 1981
Millennials	1982 – 2002

Table 1: Generational cohorts

Over time, as the people within each of these generations age, the cohorts within the workforce will change. The ratios of the groups in the real estate professional population will also change. Older professionals will retire and younger people will enter the business. In anticipation of population shifts, changes will also be

reflected in the distribution of the student populations in real estate classes.

Harris (2004) gave the following ratio of generations among 3,382 newly licensed real estate agents in Texas.

Age	Ratio (percent)
Over 60 yrs. (Mixed Boomers & Silents)	16.8
46 – 60 yrs. (Boomers)	44.4
36 – 45 yrs. (Mixed Gen X & Boomers)	23.8
26 – 35 yrs. (Gen X)	12.8
20 – 25 yrs. (Millenials)	2

Table 2: New licensees by age

The new generations that are beginning to fill classrooms have grown up in a much more media-rich environment. Media-rich is broadly defined as a plethora of digital interactive media (University of Washington & AccessIT, 2002-2006). Multhauf (2006) stated that Gen X'ers prefer a multimedia approach in the classroom. The author stated, "The visual media that this generation grew up with has created a multi-texture learning process that promotes emotional interaction with the visual imagery" (p. 13).

The incoming real estate student population will be much more comfortable with technology. Oblinger (2003) listed how technology will change education:

- Computers are not technology. They are a part of life.
- The Internet is better than TV. The web is used more and more for news, entertainment and socializing.
- Reality is no longer real. What appears on the Internet may not be authentic.
- Doing is more important than knowing. Because information is so easily available and so transient, what one does will be more important than what one knows.
- Multitasking is a way of life.
- Typing is preferable to handwriting.

- Staying connected is essential: Multi-function phones rule.
- There is zero tolerance for delays.
- The line between consumer and creator is fading.

The post World War II "television generation" (Luskin, 2002) has shifted to a media-rich society. Today, most people use PCs and the internet at work and at home. People expect more and more, and they wait less and less (Day et al., 2005). Using these tools as part of their education, students send emails to fellow students and teachers, go to chat sessions, post on blogs or electronic bulletin boards, use websites, online wikis, and use video cameras to see people as they talk in real time all over the world (Lam, 2006). Students (and society for that matter) can get information almost instantaneously. Media-rich delivery methods and content are powerful and greatly influential.

As technology advances exponentially (Intel, n.d.) and as society adapts to the advances more rapidly, younger generations will have higher expectations when engaging in educational events. Future generations' attention will be drawn to learning technologies that offer high quality graphics, sound, and interaction. For example, video added to a classroom changes behavior and increases learning and memory (Moreno & Valdez, 2007). Students will expect education to engage them in a way to which they have grown accustomed. Online and hybrid education programs are growing in popularity (Eduventures LLC, 2007). In order for education program providers to keep pace and to attract the attention of generations to come, they will need to adjust and to focus on student-centered learning – i.e., *how does the student learn best* (Luskin, 2002) – using a rich interactive media to draw and maintain attention for effective learning. To enhance student learning and engagement, a focus on the student and away from the instructional format will allow education to focus on learning (Wilson, 2004).



Methods for Survey and Analysis

Project Approval

The REEA research committee was asked to identify a project to help real estate instructors in the classroom to understand how to better serve real estate students. In June of 2005, the committee proposed to the president of the REEA a 16-question survey project based on a project previously conducted through the Chicago Association of REALTORS® in 2004 (Tilton & Dougherty, 2005). The committee received final approval to proceed from Jim Skinzer, DREI (past president of REEA) on November 18, 2005. The intent of the survey project was to collect demographic information about the people who attend real estate classes. The project invited REEA members who served as instructors to distribute a 16-question survey to a class of real estate students. The instructors (respondents, as listed herein) distributed the survey, and the students attending the real estate classes (participants, as listed herein) completed the instrument voluntarily.

Survey Selection and Deployment

The survey instrument was very similar (with minor modifications) to the one used by the Chicago Association of REALTORS® (Tilton & Dougherty, 2005). The researcher conducted two trials in New York and New Jersey to determine the usefulness of the survey instrument. They discussed with Amy Chorew (REEA member) the possibility of using an online version through a third party provider (Survey Monkey). The researcher decided that this was not an option for respondents who would be collecting final exam grades from participants, as it would be difficult to associate

the grades with the survey participants using a third party product.

Participants and Procedure

The initial call for membership assistance appeared in the February 2006 issue of the REEA newsletter. Thirty-four members responded. The researcher sent an initial email to the respondents on February 7, 2006 (see Appendix A). It included a copy of the survey (see Appendix B.) All 34 respondents agreed to participate after reviewing the documentation referenced.

The researcher sent a second email to the responders on February 13, 2006. It contained a copy of the survey directions (see Appendix C) and a Research Information Form (see Appendix D) to be completed and submitted with each batch of surveys returned. The original deadline was April 1, 2006, but later was extended to June 1, 2006, to accommodate the respondents.

The respondents conducted the survey in a real estate class. All of the classes were real estate sales pre-licensing, broker pre-licensing, or continuing education. Some of the continuing education classes met regulatory requirements for license renewal. Class regulatory compliance information was not collected for this project. Question One asked the participants to indicate the name of the class, so the researcher could verify that they all were real estate classes within the parameters outlined in this paragraph.

Ten respondents returned 360 completed surveys. The results were compiled using Microsoft Access 2003 and were analyzed using SPSS 13.0.

Results and Discussion

Survey Results

The results of the data appear in the same order as the survey questions (see Appendix B).

Commitment to Practice Real Estate

Figure 3 describes the participants' commitment to a real estate career. Results indicate that participants' commitment to real estate as a full-time career (35%) was 3% higher than part-time or unknown commitment (32%). Part-time and unknown commitment levels were evenly divided.

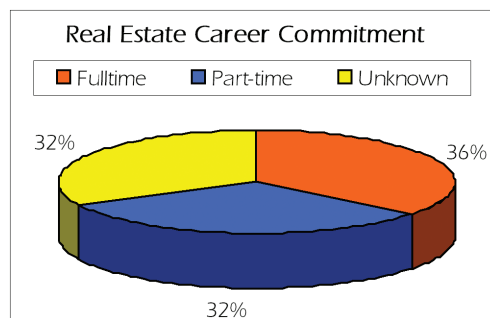


Figure 3: Commitment

About one third of those attending real estate classes was practicing real estate full-time. Previous research has struggled to determine how many full-time agents practice in the industry. The Association of Real Estate License Law Officials (ARELLO) is an international member association that compiles information about the number of licensees in several countries, including the United States. In ARELLO's (2006) recent digest, it represented 53 states and U.S. territories. The report

did not make a distinction between full- and part-time agents. After researching NAR's content, it appears that the association does not compile this information, either. This information can help an instructor to plan his or her classes. Full- and part-time agents have different expectations in the classroom. Full-time agents have more industry experience and expect to receive information that will help them to build useable skills while attending classes (M. Weinstein, 1998).

Gender

Results indicate that there were more women (54%) than men (46%) in the real estate classes surveyed (see Figure 4). NAR's (2005) member survey reported the same distribution. In addition, NAR (2005) also reported that 59% and 41% of the part-time agents are female and male, respectively.

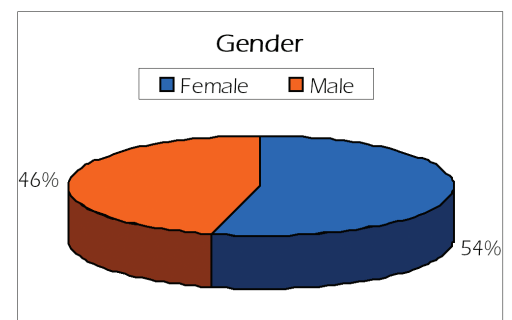


Figure 4: Gender Distribution

Age

Most (88%) students surveyed were between the ages of 23 and 59. NAR (2005) reported that the average age of the REALTOR® members surveyed was 52 and that 25% of the members were under 40. The NAR information is consistent with the survey data collected. The survey used for this project specifically delineated the age groups of the participants by generational cohort.

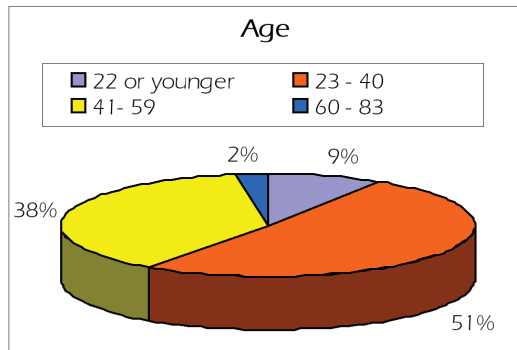


Figure 5: Age Distribution

5. Occupation:	Total	Percentage
Sales (other than RE)	31	8.88%
Administrative Employee	27	7.74%
Finance	22	6.30%
Homemaker	19	5.44%
Professional	19	5.44%
Labor/Construction	18	5.16%
Middle Management	17	4.87%
Education	14	4.01%
Computers	13	3.72%
Executive	13	3.72%
Other	13	3.72%
Student	12	3.44%
Services	12	3.44%
Real Estate Sales	12	3.44%

Table 6: Occupation

Occupation

Most students surveyed were new licensees. The top occupations from the survey are listed in Table 6. The largest number (9%) of participants was employed in sales exclusive of real estate. NAR (2005) reported that 81% of their members surveyed listed real estate as their sole occupation.

As a general caveat, it should be noted that the survey instrument listed general occupational categories. It is feasible that participants did not select an answer consistent with their previously stated commitment to real estate work. Whereas more than a third of the survey participants reported being full-time real estate agents, only 3.4% considered themselves to be in real estate sales. Additional research is needed to demonstrate the possible reasons for the inconsistency.

Education Level

Most participants (73%) in the survey have attended some college or have a college degree, and close to 12% have a graduate degree (see Figure 7). NAR (2005) reported that 46% of their members had a Bachelor's degree or higher. Thus, the educational experience of the real estate student population surveyed and of NAR members surveyed in 2005 is consistent.

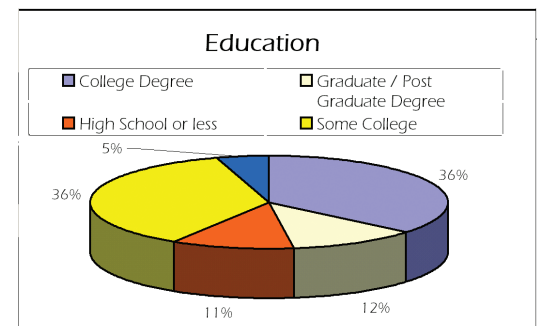


Figure 7: Education

Income

The largest group of participants (31%) earned between \$20,000 and \$40,000 per year. The NAR (2005) survey reported that the median annual personal income was just under \$50,000 per year. Nearly 80% of participants earned some figure up to \$80,000 per year (see Figure 8).

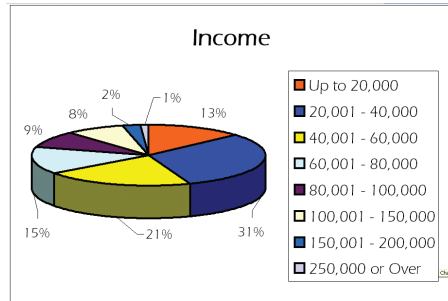


Figure 8: Income

Travel to the Class

Most (81%) participants traveled less than 25 miles to attend classes (see Figure 10). These results are consistent with the Chicago Association of REALTORS® (Tilton & Dougherty, 2005) white paper findings.

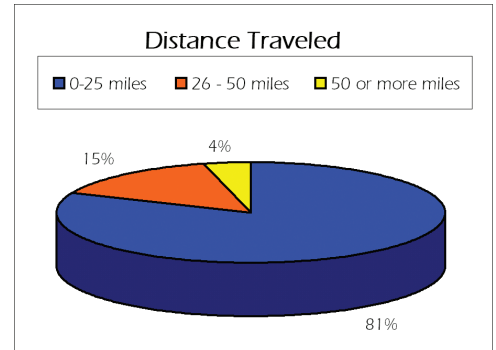


Figure 10: Distance Traveled

Reasons for Attending the Class

Most students (46%) reported that they attended a specific real estate class because of the content. This is consistent with my recent experience in the classroom, where I informally asked students why they attend class. About half reported that they want to learn more about general real estate practices and principles. Notably, a majority of the participants in this survey were enrolled in pre-license classes. The second most common reason for attending a particular class was location (22%), followed by date (14%; see Figure 9).

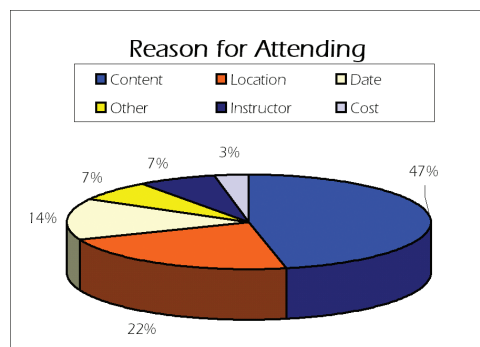


Figure 9: Reason for attending

Payment for the class

The vast majority of participants (83%) paid for their classes out of their own pockets, as opposed to company-paid classes or reimbursements (see Figure 11). This suggests that participants are motivated to learn, as they are attending class voluntarily and paying for it personally (Cross, 1981).

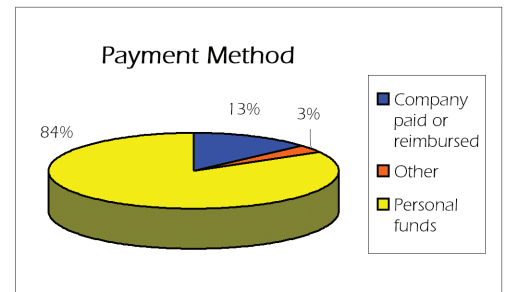


Figure 11: Payment Method

Other Courses Attended

The most common prior real estate related course taken by participants was a sales licensing class (54%; see Figure 12). The second highest type was informational (12%). The fact that participants come to such classes for information is inspiring. It suggests that they do not attend because they must but rather are attending voluntarily. Mandatory education is a highly debated topic in professional education (Cervero, 1988; Merriam & Caffarella, 1999).

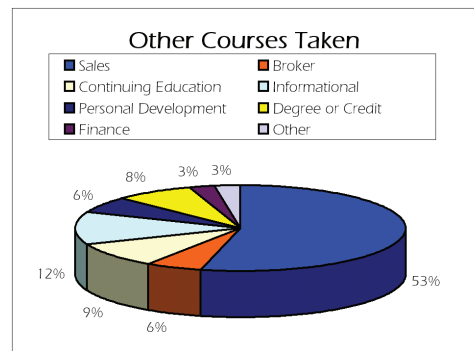


Figure 12: Other courses taken

Interests in Future Classes

The other top-ranking seminars participants indicated that they would take were broker (21%) or appraisal (18%) licensing classes. These classes typically are taken by students pursuing career advancement or change. A broker class is not a necessary class unless a professional wants to pursue management or company ownership. A real estate broker class offers a professional greater opportunity for independence. Similarly, appraisal licensing classes are the first step in pursuing a career as an appraiser. An appraiser is a person who values properties using a methodology that is standardized by federal and state regulatory bodies. The most unusual class selections listed were *19th Century American Western History* and *Functional Welding*. The top six are listed in Table 13.

Other Seminars	Total	Percentage
Broker licensing	18	21.18%
Appraisal	15	17.65%
Real Estate	4	4.71%
Property management	3	3.53%
Ethics	3	3.53%
Sales	2	2.35%

Table 13: Other desired seminars

Referrals to the Class

Most (52%) attendees reported that they heard about the course from a friend or a family member (see Table 14). The second most popular reference to draw a student to a class was a website (12%), and third was the recommendation of a co-worker (8%).

Source	Total	Percentage
Friend/family member	171	51.51%
Website	41	12.35%
Recommended by co-worker	28	8.43%
Real Estate Professional	21	6.33%
My boss	19	5.72%
Other	17	5.12%
Yellow pages	10	3.01%
Newspaper	9	2.71%
Received catalog	7	2.11%
Visited store	6	1.81%
Direct mail piece	3	0.90%

Table 14: Seminar recommended by

Location (by State)

Most (49%) of the participants in the survey were from New Jersey (see Table 15). One respondent from New Jersey surveyed several classes. The respondents were not asked to restrict survey distribution to one class, although many did.

State	Total	Percentage
NJ	170	49.42%
IA	36	10.47%
CT	28	8.14%
NE	27	7.85%
PA	23	6.69%
NY	23	6.69%
AZ	22	6.40%
NC	14	4.07%
RI	1	0.29%

Table 15: State

Racial Diversity

The majority of participants in the survey were white (see Figure 16). As indicated above, the industry is facing challenges with diversity. Whites are entering the real estate classroom at more than three times the rate of Hispanics, and Hispanics are entering at more than twice the rate of African Americans. The barriers of entry into this business are discouraging to any person who needs to support himself or herself or a family. A full-time agent often does not earn more than \$15,000 in the first year of business as an independent contractor working for a brokerage firm (Spada, 2000).

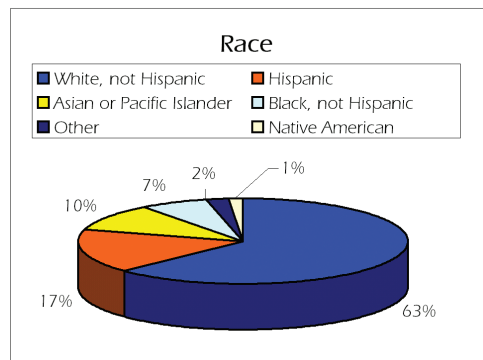


Figure 16: Race

Languages other Than English

Of the 360 participants surveyed, 127 spoke another language fluently. The most common language spoken other than English was Spanish (41%), followed by French (9%) and Russian (5%; see Table 17). This information is consistent with the U.S. population changes that are occurring, as the Hispanic population is the fastest growing segment in the U.S. (U.S. Census Bureau News & Bernstein, 2006).

Other Language	Total	Percentage
Spanish	66	41.25%
French	14	8.75%
Russian	8	5.00%
Korean	7	4.38%
Arabic	6	3.75%
Tagalog	9	5.63%
Hindi	5	3.13%
Italian	4	2.50%
Albanian	3	1.88%
Other	38	23.75%

Table 17: Other Languages Spoken



Relationships Between Measures

REEA members asked several questions about how the survey data could be analyzed to offer predictive value of future class attendance. Members asked the following questions:

1. What is the association between age and income?
2. What is the mean test score by age?
3. What is the commitment to the industry by age?
4. What is the typical real estate student's level of education by age?
5. What is the mean test score by race?
6. What is the age distribution by race?
7. What is the education level by race?
8. What is the income distribution by race?

Several REEA members believed that these associations may have predictive value to determine the landscape of future real estate classes. Members also wanted to determine if the survey results and analysis could offer information that could be helpful in adjusting class curricula to meet students' needs better. Information to help real estate instructors meet the needs of a more diverse classroom also was of great interest. For this reason, the researcher examined the relationships between several items on the survey.

Income by Age

Prime earning years span from 35 to 54 years old, according to the U.S. Census Bureau (Weinberger, 2006). Nearly 90% (88.5%) of the participants who responded to the survey were between 23 and 59 years old. The U.S. Census Bureau reported that \$33,000 was the median income in 2000. Participants earning \$20,000 to \$60,000 accounted for 51.7% of those surveyed; 31% earned \$20,000 to \$40,000 (see Table 18).

Age	Income								Total
	Up to 20,000	20,001 - 40,000	40,001 - 60,000	60,001 - 80,000	80,001 - 100,000	100,001 - 150,000	150,001 - 200,000	250,000 or Over	
22 or younger	12	17	0	0	0	0	0	0	29
23 - 40	23	57	39	21	11	8	3	2	164
41 - 59	8	23	26	24	17	17	5	2	122
60 - 83	0	3	2	2	0	1	0	0	8
Total	43	100	67	47	28	26	8	4	323

Table 18: Age and income

Mean Test Score by Age

The researcher asked respondents to return the final exam score for the class if it was a requirement at their school. From the 360 total participants, 155 returned numerical test results (see Table 19). The tests given to the participants varied by school and by class of respondents. Although it appeared that grade increased with age, analysis revealed no statistical significance. Mean scores ranged from 80.63 to 93.00.

Age Group	Mean	N	Std. Deviation
22 or younger	80.63	8	13.596
23 - 40	83.7	83	10.685
41 - 59	85.84	63	7.804
60 - 83	93	1	
Total	84.47	155	9.8

Table 19: Mean test score by age

Commitment to Real Estate Career by Age

There was no statistically significant difference between commitment to the profession and age (see Table 20). Commitment to the real estate profession as full-time, part-time, or unknown was evenly distributed across age groups.

Commitment				
Age Group	Full-time	Part-time	Unknown	Total
22 or younger	11	8	11	30
23 - 40	63	57	54	174
41- 59	44	40	40	124
60 - 83	1	3	2	6
Total	119	108	107	334

Table 20: Commitment to real estate career by age

Education by Age

The highest levels of education were in the 23-40 and 41-59 age group categories (see Table 21). A majority of college graduates complete undergraduate degree requirements around 22 years of age. In the 23-40 and 41-59 age groups, education was fairly equivalent. High school completion was 5.37% and 9.02%, respectively, vocational school was 5.91% and 4.51%, respectively, some college was 35.48% and 37.59%, respectively, college degree was 39.78% and 38.35%, respectively, and graduate/post graduate degree was 13.44% and 10.53%, respectively⁵. Bauman and Graf (2003) reported that in 2000, 45-54 year olds had the highest levels of education. Grouping differences between the two surveys prevents a direct comparison of the survey results reported herein to Bauman and Graf's results. However, it is interesting to note the younger group's (23-40 years) educational equivalency to the older group (41-59), as noted above.

	22 or younger	23 - 40	41- 59	60 - 83	Total
College Degree	4	74	51	1	130
Graduate/Post Graduate Degree	0	25	14	2	41
High School or less	15	10	12	2	39
Some College	12	66	50	3	131
Vocational School	0	11	6	0	17
	31	186	133	8	358

Table 21: Education by age

Mean Test Score by Race

Due to regulatory compliance requirements in the real estate field, standardized tests are used to determine competency in all states (Association of Real Estate License Law Officials, 2006; Shimberg & The National Society for the Study of Education, 1982). Regulators favor these measures because it seems fair to offer the same test to all candidates regardless of background. Standardized tests are easy to administer and to grade and offer a low cost to users (Sedlacek, 2004). Sedlacek stated that a variety of assessment measures should be used to provide equity for everyone. All states use and rely on standardized tests either prepared by a testing company such as Educational Testing Service or prepared by the regulatory oversight body responsible for compliance of real estate law.

The survey results showed a small but significant difference in test scores between non-Hispanic whites and all other races combined (see Tables 22 and 23). The mean tests scores were 82.15 for all non-white groups and 85.62 for non-Hispanic Whites. The t test below indicates that non-Hispanic Whites ($M = 85.62$) outperformed all non-White groups ($M = 82.15$) on the test scores, $t(143) = -1.98, p < .05$. This analysis did not include an evaluation of the tests administered to the participants or a break down of test score by gender.

These results suggest that it may be beneficial for regulators and school administrators to determine the usefulness of their current exams. Do test scores help the instructor to understand student needs and to help students learn (Sedlacek, 2004)? Are the tests fair regardless of student background? The population continues to diversify. Barriers of entry into the real estate industry prohibit greater opportunity for minorities to enter (Davidson, 2002; Voyles, 2006). Alternative types of in-class testing are one way to begin to offer a greater opportunity and to promote equity for all races.

Group Statistics				
Race	N	Mean	Std. Deviation	Std. Error Mean
Other	48	82.15	11.592	1.673
White, not Hispanic	97	85.62	9.01	0.915

Table 22: Mean test score by race

Independent Samples Test (t-test for Equality of Means)							
t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
					Lower	Upper	
-1.981	143	0.049	-3.473	1.753	-6.938	-0.008	

Table 23: Comparison of means for test score by race

Race and Age

All races were represented within the 23-40 and 41-59 year old groups, with Non-Hispanic Whites as the majority (63%; see Figure 24). Pearson chi-square was used to determine if the likeliness of the observed distribution would happen by chance. Results indicated that the distribution of race across age categories was unlikely to have occurred by chance, $\chi^2(21) = 48.79, p < .05$ (see Table 25). In other words, certain races were more represented in certain age categories than other races. Asians and Hispanics were more represented in the 23-40 age range than in all other age ranges, and there were more Asians and Hispanics in the 23-40 age group than any other group except non-Hispanic Whites. Non-Hispanic Blacks and non-Hispanic Whites were more evenly distributed between the 23-40 and 41-59 age groups.

As the U.S. population diversifies, it is reasonable to assume that the real estate classroom will change to reflect the population. Comparing the survey results from Figure 24 to the Census 2000 Profile (U.S. Census Bureau, 2002), Hispanics numbered 16.7% and 12.5%, respectively, Asians numbered 10.1% and 4.2%, respectively, Blacks numbered 6.85% and 12.9%, respectively, and American Indians numbered 1.49% and .09%, respectively. In other words, Blacks are not entering the real estate classroom at the same rate as Hispanics, Asians, or American Indians.

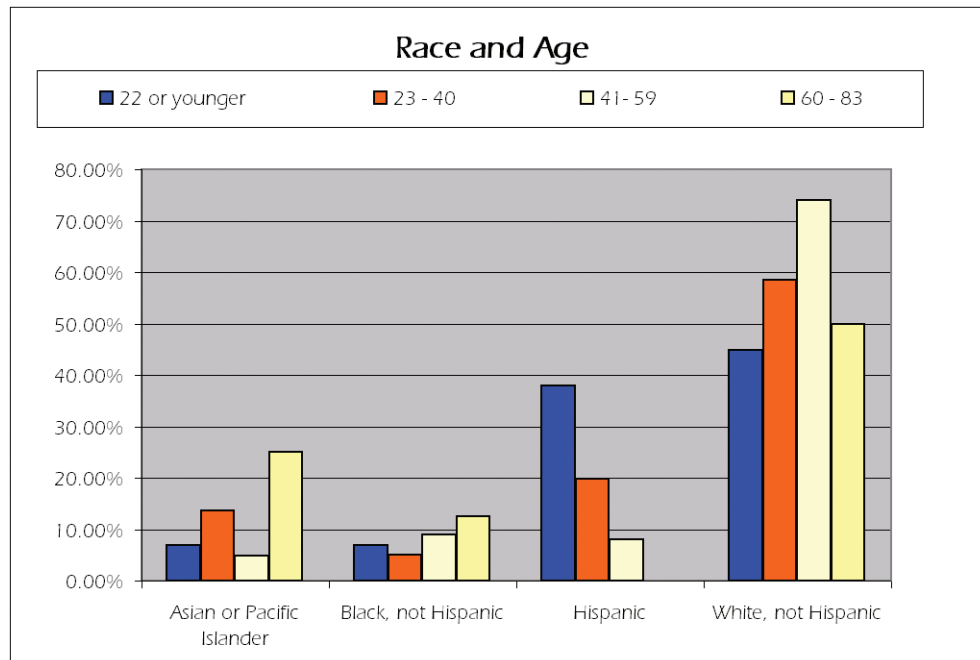


Figure 24: Race and age

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	48.790(a)	21	0.001
Likelihood Ratio	45.905	21	0.001
Linear-by-Linear Association	4.487	1	0.034
N of Valid Cases	336		

a. 22 cells (68.8%) have expected count less than 5. The minimum expected count is .02

Table 25: Chi-square test of relationship of race and age

Race and Education

The data also showed an unequal distribution of education across racial groups, $X^2(28) = 51.52, p < .05$ (see Figure 26 and Table 27). Whites and Asians were more likely to have a college or advanced degree, whereas Hispanics and Blacks were more likely to have attended some college or vocational school (see Figure 15). The U.S. Census Bureau (Bauman & Graf, 2003) reported that “among the Asian population, 44 percent had a bachelor’s degree, compared with 26 percent of the White population” (p. 6). In addition, the authors reported that Hispanics completed high school at a rate of 52% compared to 85% of Whites. Thus, the current results are similar to the U.S. Census information.

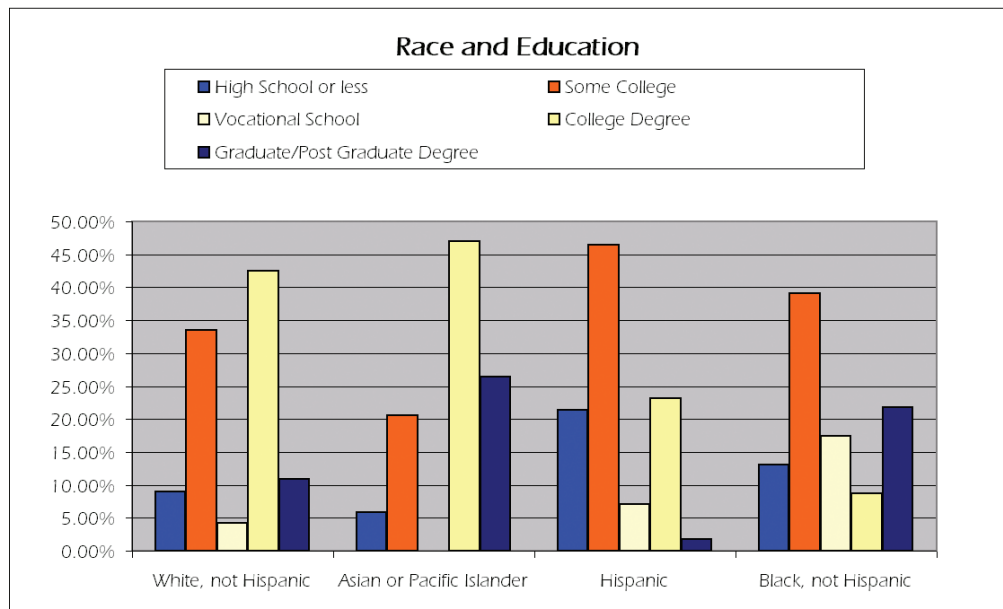


Figure 26: Race and Education

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	51.519(a)	28	0.004
Likelihood Ratio	54.526	28	0.002
Linear-by-Linear Association	2.777	1	0.096
N of Valid Cases	337		

Table 27: Chi-square test of relationship of race and education

Race and Income

Results indicated disparities in income across racial groups as well, $\chi^2(35) = 71.26, p < .05$ (see Figure 28 and Table 29). Whites were more evenly distributed across income groups, and Whites and Asians had more representation in the higher income ranges. Hispanics and Blacks were more represented in the \$20,000 to \$40,000 income group (46% and 38%, respectively) as compared to Whites and Asians in the same income group (11% and 16%, respectively; see Figure 16).

In a U.S. Census report (Weinberg & U.S. Census Bureau, 2004), Asians and Whites earned more than any other group. In the survey, specific incomes were not collected, only ranges. Most survey participants earned a household income of \$20,000 to \$40,000 per year. The current survey results are similar to the U.S. Census data. The U.S. Census also reported that the median annual household income was \$33,000 and the average annual household income was \$43,000. However, Eduventures LLC (2006) surveyed continuing and professional education students enrolled in non-credit courses (real estate is a qualifying course in this category). They reported that 73.8 percent of the students surveyed were White, 6.9 percent were Asians, and 5.7 percent were Black (p. 5, Figure 1). Eduventures LLC did not report race and income together. They did report an average household income of \$76,800 per year. Only 12.9 percent earned \$20,000 to \$40,000 per year in the Eduventures survey.

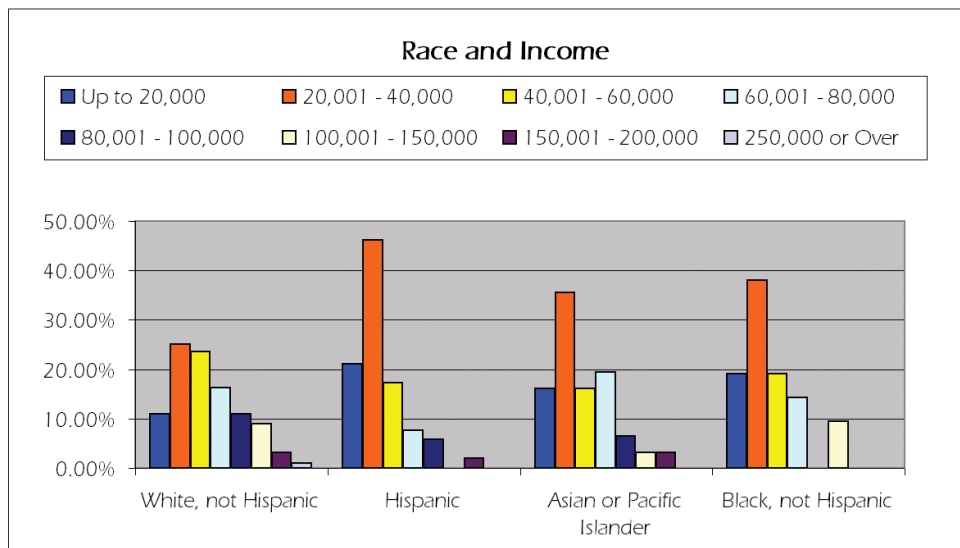


Table 29: Chi-square test of relationship of race and income

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	71.260(a)	35	.000
Likelihood Ratio	54.315	35	.002
Linear-by-Linear Association	.000	1	.996
N of Valid Cases	304		

34 cells (70.8%) have expected count less than 5.
The minimum expected count is .04

Figure 28: Race and income



Discussion

As Baby Boomers begin to leave the workforce in greater numbers, Gen X'ers and Millennials will replace them. The real estate profession is currently changing. Today, there are four generations in the workplace. The industry has a relatively equal distribution of women to men in the business. Real estate struggles to attract people from different races and national origins. Real estate education must adapt to a multiple generation classroom and must meet the needs of a diverse student body. Educators must learn and must adopt new approaches and techniques to be successful in the new environment. Incorporating new technologies and new teaching strategies to keep all students in the center of the classroom will be the key to success.

To reach everyone in a class containing Veterans, Boomers, Gen X'ers, and Millennials, the instructor will need to use a mix of strategies and techniques. Some examples listed by Fritz (2000) include the following.

Veterans and Boomers prefer:

- Using the black or white board,
- Textbooks and lecture,
- Asking questions,
- Sequential learning, and
- Practical, job-related examples.

Gen X'ers and Millennials prefer:

- Visual aids, especially short videos,
- Individual attention,
- Computer oriented instruction,
- Entertainment,


- Examples derived from pop culture, and
- Participation in choices.

Fritz (2000) also advised using examples that are relevant to each generational group. He suggested mixing older and younger students, so they can learn from each other in laboratory type settings. The key is to use a variety of techniques.

Oblinger (2003) listed some other adaptations that are needed for younger learners:

- Elimination of delays: Easy access to information on registration, and a streamlined process;
- Customer service: Easier access to administration and faculty, and accurate answers to questions;
- Experiential, interactive and authentic learning: Labs, real world studies, and simulations;
- Staying connected: Email, instant messaging, and text messaging.

Multhauf (2006) also suggested using a variety of visual media to keep younger students engaged. Wolverton & Wolverton (2003) discussed the benefits and costs of augmenting traditional teaching methods with asynchronous enhancements such as animated lectures available on the Internet or CD-ROM. Tuccillo (2004) warned that technology is a tool and that it does not



replace goals and content. Finally, Coomes and DeBard (2004) cautioned that “a generational approach may illustrate the characteristics of a group, but it also obscures the idiographic characteristics of the individual” (p. 13).

A more diverse classroom will present challenges for real estate instructors. Pesch (2006) has written that learners may view things in different ways depending on their cultural background. For example, Americans tend to think and learn in a linear fashion, whereas Japanese are inclined toward a non-linear approach. Their cultural perspective contributes to what they view as an acceptable and comfortable way to learn. The author noted that “training professionals have the responsibility to not only understand the characteristics of adult learners, but also to know how the cultures of adult learners might impede or enhance their learning” (p. 151).

Davis (1993) outlined some additional general strategies for effective teaching in an ethnically diverse environment.

- Be aware of any biases or stereotypes you may have absorbed. Question the way you interact with those of other cultures, etc. Do you treat them differently?
- Remember that each student is an individual who deserves to be appreciated for who they are.

- Examine your use of language. Do you speak in a way that may exclude or demean any groups? Do you use any case examples that also do so?
- Be aware of changes in terminology. Refer to members of a culture using names they prefer. For example, Asian Americans are no longer referred to as “Orientals.”
- Find out how students feel about the climate in their classroom. Are they doing anything that makes them feel uncomfortable? Do they feel they are being treated equally?
- Discuss diversity with other professionals. Get ideas from other instructors.

Other suggestions from the author included reviewing your course content and materials, monitoring class discussion for inclusion, and not allowing offensive remarks to pass unnoticed.



Summary of Data

This survey completed by 360 participants in 2006 revealed a wide range of characteristics present in today's entry level and practicing professional real estate classroom. Gender distribution was aligned with the industry reports from NAR. Age distribution revealed that more Generation Xers are entering the real estate classroom, outstripping the Boomers. New entrants come from varied backgrounds. A majority of the participants in the survey came from a non-real estate sales background, had some college or a degree, and earned an income between \$20,000 and \$60,000. Most of the participants came to the class for the content followed by the location, and most paid for it with their own funds. Most of the students surveyed had attended a sales class in the past, and many expressed interest in broker and appraisal classes. A friend or family member referred a majority of the participants to the class. Nine states were represented in the survey, with a majority of participants from New Jersey, Iowa, and Connecticut.

Most of the students were White, followed by Hispanics and Asians. Over 35% of the participants spoke a second language, with Spanish being the leading language.

Several comparisons of the data were analyzed. Prime earning years were from 23-59 years old with an income range of \$20,000 to \$60,000. Mean test score and commitment to the real estate business compared to age revealed no statistical significance. Education by age revealed that most of the participants between 23 and 59 had either some college or a college degree. Mean test score by race demonstrated a small difference between Whites and minorities with Whites scoring higher. Whites, Hispanics, and Asians were more evenly distributed in the 23-59 age ranges. Race and education comparisons also demonstrated a difference. Whites and Asians were most likely to have a college or advanced degree. Whites and Asians were more evenly distributed across income groups as compared to other groups.



Conclusions

The REEA sponsored this survey project to determine the landscape of the real estate classroom today. The study is intended to help REEA members and the real estate education community to understand how to serve the current population.

Technology is changing the way society learns, works, plays, and interacts. Business professionals are adapting slowly. Professional learning programs, providers, and instructors will need to consider how to adapt to the changes to help professionals utilize different ways to manage business practices including communications. More and more professionals are looking for education programs that offer flexibility (Eduventures LLC, 2007). In addition, working professionals select educational opportunities that will help them to improve at work (Cross, 1981; Houle, 1980). Preparing professionals for a lifetime of learning is more important than ever (Oblinger & Verville, 1998). Along with the technological changes influencing society, demography is also changing. America is more diverse. Demographic changes also influence the classroom, including the real estate classroom.

Real estate professionals are experiencing pressure from the business. Business transactions are more complex and require expanded knowledge in order to function competently and to meet consumer needs (M. Weinstein, 1998). Due to the requirement of regulator oversight in real estate, many incoming and continuing education professionals are required to attend traditional classes (Association of Real Estate License Law Officials, 2006). Although online and non-traditional options are available, and in some cases meet regulatory compliance, these options are not commonplace. Real estate students often account that many traditional classes lack

interaction and engagement (Tilton & Dougherty, 2005). Real estate education providers and real estate instructors do not invest in or use media-rich methods or content. Part of the reason for delayed advancement is the struggle between real estate higher education and practice. Each supports a different direction (Weeks & Finch, 2003) rather than supporting one another.

There is limited diversity in the real estate profession (Fleming, 2005). As reported by the U.S. Census (2004), the predominant race is White. The report also indicated that an increasing number of Hispanics and Asians are entering the business. With a lack of racial diversity, the number of women in the business has surpassed 50% (Bishop & Hightower, 2005). Generational identities are also influencing the real estate profession. The average age of an agent is just under 55 (National Association of REALTORS®, 2005). Boomers have a strong presence in the work place and real estate is no exception. Boomers are beginning to approach retirement and will be replaced by the younger generations (Coomes & DeBard, 2004; Harris, 2004). The younger generations learn and work differently from the Boomers (Fritz, 2000). As the younger generations enter the business in greater numbers, adjustment to maintain student attention will become increasing challenging. Incoming real estate students will come to a learning opportunity with differing expectations from the Boomers. Younger groups will expect media-rich, engaging environments (Day et al., 2005; Eduventures LLC, 2006; Luskin, 2002). Real estate education will change as society and businesses move forward with advancing technologies and changing expectations.




Recommendations

1. Incorporate media rich content into real estate education. Enhance learning, grab attention, and foster engagement by using: video; audio; games; interactive online, DVDs or CDs; electronic bulletin boards; blogs; email; real time group meetings on various days at various times of the day; chat sessions; etc. Grab the attention of the audience by engaging them for a memorable session. Creating programs that are highly interactive and thought provoking will increase learning and retention.
2. Offer a variety of schedules and formats for all programs and classes (traditional, hybrid, and online). Professionals are working in a demanding, fast-paced society. Flexibility counts.
3. Offer classes in an accelerated format.
4. Adopt a student-centered learning philosophy. Instruction is secondary compared to understanding how students learn and to adapting instruction to meet the needs of the real estate professional. Helping professional students to achieve greater success in and out of the classroom places all industry stakeholders in a winning position.
5. Real estate education providers (credit and non-credit) and regulators need to work together to align goals. Offering programs and classes that meet industry needs and protecting the public do not have to be in opposition. A working group could include stakeholders that meet to outline goals and reach a mutually-beneficial end.
6. Increasing minority opportunities available in real estate, including education, by eliminating the barriers of entry into the real estate field are an important goal. Minority distribution in the population is increasing. It should be increasing in the real estate profession equally. Considering diversity incentive and income subsidy programs, alternative testing options will help minorities discouraged by barriers that do not insure public protection. The lack of diversity in the industry leaves a service gap when compared to the population overall.

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Appendix

A. Initial Email

Thank you for responding to the call for help with the research project. The intention of the project is to determine the demographic landscape of today's real estate classroom. You will be required to distribute the attached survey to your students in pre-licensing, continuing education, or other real estate related courses. If there is a final exam, please record the score on the survey. The scores will help find correlations between the demographics and student performance. The names on the survey are solely to assist you in matching the grade to the survey; the students will remain anonymous. We request that you collect as many surveys as possible between now and April 1.

If you are still interested in participating, please respond to this message by February 13, and we will forward detailed instructions at that time. We appreciate the effort on your part and hope that the results of our analysis will be useful to everyone.

(This message was sent on behalf of Wendy Tilton, REEA Research Chairperson.)

RESEARCH PROJECT

Please take a moment to answer the following questions. The information that is collected will be used to improve educational offerings. In addition, it will be used for academic research. The information is not collected for commercial marketing purposes and the school is not authorized to sell or otherwise disclose the information. If you have questions about the research, please feel free to contact Wendy Tilton at (609) 530-1520 or WendyTilton@Comcast.net. Thank you for your help.

Name (please print clearly): _____

1. Please identify the course/program you are attending today:

2. I am (Circle ONE): a. fulltime b. part-time c. unknown (at this time)

3. Gender (Circle ONE): a. male b. female

4. Please select your age group (Circle ONE):

a. 22 or younger b. 23 – 40 c. 41- 59 d. 60 - 83 e. 84 +

5. Current Occupation (Circle ONE):

a. Executive	f. Middle Management	k. Senior Manager
b. Administrative Employee	g. Labor/Construction	l. Real Estate Sales
c. Computers	h. Education	m. Engineering
d. Professional	i. Finance	n. Sales (other than RE)
e. Marketing/Advertising	j. Services	o. Other: _____

6. Highest Level of Education Completed (Circle ONE):

a. High School or less
 b. Some College
 c. College Degree
 d. Graduate/Post Graduate Degree
 e. Vocational School (Area of Study) _____

7. Current Personal Income (Circle ONE):

a. Up to 20,000	d. 60,001 - 80,000	g. 150,001 - 200,000
b. 20,001 - 40,000	e. 80,001 - 100,000	h. 200,001 - 250,000
c. 40,001 - 60,000	f. 100,001 - 150,000	i. 250,000 or Over

8. What is the primary reason for attending this class? (Circle ONE)

- a. Date
d. Cost of the course
f. Other: _____
- b. Location
e. instructor
- c. Content

9. How far did you travel to today's seminar (Circle ONE)?

- a. 0-25 miles
b. 26 – 50 miles
c. 50 or more miles

10. How did you pay for today's seminar (Circle ONE)?

- a. Personal funds
b. Company paid or reimbursed
c. Other: _____

11. What other real estate related courses have you attended? (Circle all that apply):

- a. Salesperson Licensing Class
b. Broker Licensing Class
c. Continuing Education
d. Informational Sessions
- e. Personal development classes or workshops
f. Degree (Credit) program classes
g. Other _____

12. What other seminar/program(s) interest you?

13. Where did you initially hear about this seminar? (Circle ONE):

- a. Direct mail piece
b. My boss
c. Website
- d. Recommended by co-worker
e. Visited store
f. Yellow pages
- g. Received catalog
h. Friend/family member
i. Other _____

14. Your Zip Code: _____

15. Race and national origin identification (Circle ONE):

- a. Native American
b. Alaskan Native
c. Hispanic
- d. Asian or Pacific Islander
e. Black, not Hispanic
f. White, not Hispanic
- g. Other _____

16. Do you speak another language other than English fluently? a. yes b. no

If yes, what language: _____



C. Email with Instructions

Dear Volunteer:

Thank you for offering to participate in the REEA research project. The objective of our survey is to collect demographic data of students in the real estate classroom. Correlations will be drawn between demographic information and final class test scores (if applicable).

The name of the student (participant) is listed on the survey for the instructor's benefit. In an effort to keep the survey process as simple as possible and allow flexibility for the instructor in disseminating the survey, the student's name is listed in order to record the final exam score on the first page. Please record it in the top right hand corner. After grading is complete, please use a black marker and blank out the student's name.


Note: If any surveys are returned with the name of the student visible, it will be blanked out by staff before data compilation begins.

The survey can be distributed at any time during the course. It is up to the instructor or school official. All instructors must obtain permission from school officials before distribution of the survey. It is strongly recommended that written permission be obtained (a letter, email or fax granting permission does not have to be long, just verification that it was permissible at your institution). If a sample letter is needed for the director or official at your institution to sign, please email the project coordinator at reea_project@comcast.net or call Wendy Tilton at (609) 530-1520. The instructor is encouraged to maintain this information for a period of three years. If record keeping is a concern, please feel free to send it with the surveys as directed below. All information will be maintained for record keeping purposes for 3 years from the time of initial publication of the results.

A trial was completed using this survey. Many approaches for the directions were tested. The approach that yielded the highest return of surveys with most, if not all questions completed, was as follows (the instructor would state the following):

In an effort to serve real estate students better, REEA, the Real Estate Educators Association, an organization working to improve real education, is performing a study to examine demographic data and test scores from students. The study will NOT compromise your identity. You will remain anonymous. Your name is listed and will be blanked out before survey results are reviewed. Your final exam test score will be supplied to determine if real estate educators could offer a different or better way to serve you. The information will only be used to see if we can improve real estate education for real estate students. It is voluntary, but I would appreciate your help. Please complete all of the questions on the survey. Thank you very much for helping me serve you.

The exact words that you use with your students are not critical. It is important that they understand it is voluntary, all questions should be answered, the completed surveys should be returned to you, and their help is needed to make this a success. Most students want to help.



Please complete the “informational form” attached for each class that receives the survey. The completed informational form should be included with each set of surveys completed and returned. Mail completed surveys and informational forms to

REEA Survey Project 2006 c/o
Wendy Tilton
25 Mountainview Road
Ewing, NJ 08628.

There is no limit on the number of surveys. Your help is greatly appreciated for the project. Distribute as many as you have time for in any real estate class. Please complete an informational form for each class, so the details of the class can be used to compile the data. Keep the surveys from each class with the information form. Rubber banding or clipping surveys together for mailing is fine. Place the information data form on top of each set (one set per class).

Please return all completed surveys and data forms by April 1, 2006 to the above address. Your time and effort is greatly appreciated. Many thanks from the entire REEA executive team, administrative staff and the research committee.

If you have questions, please feel free to email or call at any time. If your students have questions, you are welcome to direct them to the contact information listed in these directions.

Again, thank you for your time and effort in this project. The REEA research committee looks forward to completing the report and delivering the results.

Wendy Tilton,
REEA Research Chair