

COURSE PAGE

Program/Discipline: Real Estate

TOPS Code: _____

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Self Study /Program review

**Instructional Program and Discipline Review
(IPDR)**

Program Review for: Real Estate (Please see end for a complete list of the courses, certificate options offered through the Real Estate program).

Program Description and Scope

- I. Provide a brief narrative that describes the instructional program.
- II. Describe how the program specifically serves students, faculty, staff, and/or the community.
- III. Describe how the program addresses current needs and applies current technologies.
- IV. Discuss the impact of the program on the college and the impact the college and/or other college programs have on the program being reviewed.
- V. Discuss the impact of the program on the community and the impact of the community on the program.

I. Provide a brief narrative that describes the instructional program

The goals of the real estate program are to provide a strong foundation in real estate theory and practice (1) for anyone preparing to enter the real estate profession, (2) for real estate brokers and salespersons who wish to increase their knowledge of the profession, (3) for persons working in related fields and (4) for consumers interested in learning about buying, selling, exchanging, renting, and maintaining real property.

The course of study includes instruction in the following: computer applications, principles of real estate, real-estate practice, legal aspects of real estate, principles of real-estate appraisal, principles of real-estate finance, mortgage loan brokering and lending, escrow procedures, property management, and work experience education

II. Describe how the program specifically serves students, faculty, staff, and/or the community.

The Real Estate program offers a wide range of professional, certification, and general interest courses to the general public who are prospective property owners, present property owners, or real estate investors. Students can satisfy course work requirements for a state license as a real estate sales agent and/or broker.

The program serves the community by offering all the courses needed to obtain a real estate sales license as well as a real estate broker license.

III. Describe how the program addresses current needs and applies current technologies

Ohlone College offers both a certificate and degree program to help individuals prepare for employment in real estate. As opposed to most other occupational sections, the real estate market in the San Francisco Bay area has been growing steadily for the past three years. The real estate field offers numerous career opportunities which include positions such as real estate agents, real estate brokers, appraisers, property managers, financiers, land developers and construction. Currently an unusually large number of individuals view the real estate field as a rewarding occupation and have substituted their former occupations for that of real estate. The Ohlone College real estate program has seen an increase in the number of students pursuing AA degrees with a real estate major as well as students seeking certificates of completion and/or achievement. The real estate program has met these needs by offering a wide range of traditional courses as well as offering an appraisal class online. A new course, Common Interests Developments is in the process of being created and will be offered in Spring 2006; Real Estate Principles will be offered online starting in the Summer 2006.

Computer applications and technology enhance one's ability to engage in real estate practices. Ohlone is one of the few community colleges in California that offer such a course: RE 128-Computer Applications in Real Estate. The objective of this course is to provide the student with broad technical knowledge of computer applications and their use in the real estate industry.

IV. Discuss the impact of the program on the college and the impact the college and/or other college programs have on the program being reviewed.

Besides a license, real estate agents will benefit from having strong verbal and written communication skills, a business background, professional telephone and in-person sales techniques, and the ability to work independently. The Ohlone College business, communication, speech, and professional development departments provide the courses that cover the skills mentioned above.

V. Discuss the impact of the program on the community and the impact of the community on the program.

The real estate courses serve the needs of the AA degree Ohlone students as well as the needs of students seeking certificates of completion and/or achievement. Courses are taught primarily in late afternoon and evenings; real estate appraisal class is taught online; this arrangement is well received by students and employers. Many businesses do not have the requisite staff or programs to train their employees in all the functional areas where the company deploys.

Not surprisingly, industry employees make up quite a large part of the Real Estate enrollment as employees who want to master the latest software, and enhance their professional growth at their place of work enroll in the quick Certificate programs.

1. Relationship to Ohlone College Mission and Goals

State how the program supports one or more of the Ohlone College goals.

If there are plans for the program to support other college goals, specify these plans.

The Real Estate program supports Goal # 2 which reads: “Develop across the curriculum the Learning College Model, utilizing methods and technologies that hold the most promise for improving student course and program completion success rates.”

The Real Estate program achieves recognition with this goal, because several of its courses work on a sequential footing: meaning courses follow each other in sequence. A student masters Real Estate Principles before progressing to Real Estate Practice, to Real Estate Finance and to other more advanced courses.

Most of the real estate courses use guest speakers to make the classes more relevant and interesting. These practicing professionals share their expertise to future and present practitioners.

The program also supports Goal # 4 which reads: “Provide continuous learning for all personnel associated with the District and promote an organizational structure that is adaptable, collegial, and supportive of the Learning College Model.”

The Real Estate program does this by offering information to the campus staff, faculty should they need them. Most of the courses invite practicing professionals as guest speakers; the college staff has been invited to attend these events. The college also holds a real estate job fair at least once a year. On several occasions we have offered information about the real estate program to the college counselors and some staff. Some of the instructors have been asked to guest speak before community firms and groups.

2. Program Student Learning Outcomes

Define a limited number (10 or less is recommended) of student learning outcomes at the program level. Student learning outcomes for the Real Estate program include but are not limited to:

Student Learning Outcomes	Related Courses
Demonstrate knowledge of basic laws and principles of California real estate	RE 121
Demonstrate knowledge of the day-to-day business of real estate including how to do listings, deposit receipts, open escrows and securing financing	RE 122
Demonstrate five skills/tasks that are performed by a real estate professional	RE 121,122, 124,126,128,131,145,149, 195
Demonstrate five code of ethics conduct that a real estate professional must abide	RE 121,122, 124,126,128,131,145,149, 195
Demonstrate proficiency in the use of computer hardware and software use in the real estate industry.	RE 117

*Indicate the process used to determine the student learning outcomes. Indicate any rationale for maintaining or changing established outcomes. Program faculty *is encouraged* to work together to reach consensus when defining the program student learning outcomes.

The program outcomes are derived by constantly reviewing the program and listening to the Advisory committee, the students, the industry and the faculty.

Advisory Committee Member	Industry/Other Connection
Aimee Barry	Remax Accord, Admin Assistant (Ohlone College student)
Amber Hatter	Look Realty, Broker, (Ohlone Part-Time Faculty)
Bill McMillin	Marcus & Millichap, Broker (Ohlone College Trustee)
Dennis McCarty	Prudential Realty agent (Ohlone College student)
Felton Jackson	Jackson Appraisals, Appraiser
Frank Hemmatinik	Century 21 agent (Ohlone College student)
June Iwasaki	Prudential Realty, agent (Ohlone College student)
Randall Nelson	Max Roof Care (Ohlone College student)
Rick Arellano	Ohlone College instructor
Sandra Bylaska	StateWide Loans, Processor/Underwriter
Sumi Jhingon	Avanti Realtors, realtor
Alegre, Lida	City of Newark (Ohlone College student)
Ballesteros, Felicita	Prudential Realty, agent
Contreras, Anthony	San Ramon Mortgage, intern (Ohlone College student)
Furtado, Hilda	Prudential Realty, Manager
Gamban Dorr, Ida	Ohlone College student
Munoz, Gordon	International Mortgage, intern (Ohlone College student)
Nakanishi, Yukie	Residential Pacific Mortgage, agent
Velazco, Miguel	Remax Executive, agent
Prosch, Jerry	Ohlone College student
Wu, Michael	Residential Appraisal Services, appraiser

The next sections have been grouped together in one table for ease of view and quick analysis.

- Design assessments to measure learning outcomes. To accomplish this, the following *may* be considered:
 - Identify outcome(s) to measure.
 - Clarify purpose for the assessment.
 - Determine assessment method to employ and delineate performance standards.
Examples to consider: capstone course, vendor or industry certification examination, institutional or departmental testing, portfolio assessment, performance assessment of behaviors a student should be able to competently perform by the end of the program, skills assessment, culminating project, placement tests used for course entry and exit decisions, *other*.
- Decide type of assessment data to be collected.
Examples to consider: course retention and course completion rates, degrees and certificates awarded, graduates' transfer rates, success in another institution, employment data, student program evaluation surveys, student satisfaction surveys, *other*.

***See table grid

3. Assessment of Student Success in Reaching Program Outcomes

- Assess student level of achievement for selected learning outcomes using stated assessment strategies. Analyze changes in data, identify trends and provide possible contextual explanations for these changes.

Most students take a nominal set of courses offered through the Real Estate program, because as stated before it really serves as a vehicle for delivering occupational real estate expertise. How we analyze the data and identify trends is simply a matter of ensuring we are offering the latest courses and topics as mandated by the California Department of real Estate, that we [Ohlone] answer to our Advisory Committee and industry needs and faculty are involved with industry companies. The adjunct instructors are hired because they are excellent instructors and are experts in the fields they are currently working and can offer us relative feedback.

***See table grid

4. Assessment of Program through Review of the Teaching Learning Process.

To accomplish this, the following *may* be considered:

- Relevance, appropriateness and currency of student learning outcomes.
- Assessment of teaching strategies.
- Results of classroom assessment techniques.
- Assessment of curriculum revisions, *if applicable*.
- Assessments of how assignments, criteria, and standards for sequenced courses relate.
- Assessment of trends in student scores over time, including strengths and areas needing improvement.

***See table grid

- Adequacy of resource utilization; include requests *if* there are new resources needed.

The Real estate program is continuously updating its curricula, because the program must comply with any new directives from the California Department of Real Estate; we must ensure that our students are learning the most up-to-date topics to succeed at their places of employment as well as to succeed in passing the state exams. The department is constantly reviewing texts, instructional materials, teaching techniques and teaching delivery methods.

5. Assessment of Program Improvement Since Previous Program Review

(Note this step may be implemented during the second program review cycle using these guidelines)

- Discuss results of the implementation of the recommended outcome measures.
- Analyze how these results have promoted student success in reaching program learning outcomes and/or contributed to program improvement.
- Analyze discrepancies between outcomes and performance levels.
- Analyze the impact of the addition of resources, *if any*.
- Determine strengths to be continued and areas for improvement (opportunities for innovation).
- For areas needing improvement, state specific plans including outcomes measures and a time frame for implementation.

***See table grid

The Real Estate program strengths:

- The program serves students from all backgrounds and experience such as: in career-change transition, underemployed, unemployed, reentry, bachelor's and master's degree holders in any discipline,
- The department offers a wide range of classes in late afternoon and evenings. Real estate appraisal is offered online; real estate principles will be offered online in the summer 2006. A new course, Common Interest Development, will be offered in the spring 2006.
- The department supports a comprehensive learning philosophy that connects knowledge and skill.
- Classes are conducted by professional staff with extensive experience; guest speakers invited in the real estate classes provide valuable networking opportunities.
- The Ohlone College Career Center offers internships with real estate organizations as well as assistance in career placement.

- The advisory committee is made up of experienced individuals who represent every facet of the real estate industry. The committee members are the liaison between industry and education who serve gratis and advise the real estate department on current employment issues for the industry

Areas of improvement for the real estate program:

These suggestions were offered by the Real Estate Advisory Committee at its 5/23/05 meeting:

- Greater number and variety of real estate courses during the Summer Semester.
- Continuing education courses offered for license renewal requirements.
- Classes to prepare for licensing exams.
- Marketing classes that include every day applications.
- Classes to prepare for start-up business; how to prepare financially etc.
- A class that explains the escrow process. After the sale, is the deal complete?
- Classes available later in the day to accommodate the work force.
- Semester split in half, directed toward the general public and not the Real Estate Professional, covering how to buy a new property and how to prepare for the sale of a property.
- Classes that explain the roles and functions of the Escrow Co-coordinator, the Transaction Co-coordinator, and the Office Manager.
- What happened to the Real Estate Law class?
- What happened to the Real Estate Investment class?
- Classes in Real Estate Investment, commercial and residential
- Offer online courses.
- Offer short courses that meet no more than nine weeks

With the exception of a few items all the items have been implemented. Budget constraints are the reasons why some items have not been implemented.

TABLE GRIDS BELOW INDICATING SLO's for MAIN CERTIFICATE PROGRAMS

The current Ohlone College website shows all the following degrees and certificates (11/22/05)

Associate of Arts (A.A.) Degree

[Real Estate Sales Broker](#)

Certificate of Achievement

[Real Estate Sales Broker](#)

Certificate of Completion (also known as Fast-Track Certificate)

[Real Estate Sales Agent](#)

[Real Estate Sales Broker Associate](#)

COMPLETE LIST OF CORE COURSES OFFERED THROUGH THE REAL ESTATE PROGRAM:

RE 117 Computer Applications in Real Estate

RE 121 Real Estate Principles

RE 122 Real Estate Practice

RE 124 Legal Aspects of Real Estate

RE 126 Real Estate Finance

RE 128 Real Estate Appraisal

RE 131 Mortgage Loan Brokering and Lending

RE 145 Escrow Procedures

RE 149 Real Estate Property Management

RE 195 Work Experience Education

**Real Estate Sales Broker
AA Degree and Certificate of Achievement**

This curriculum is designed to prepare students for employment as a real estate sales broker. Opportunities exist in sales, appraising, with a real estate finance organization, or with a title company. The program qualifies students for the real estate sales broker examination.

Requirements for AA Degree:

Complete Major Field and Supporting Courses with a 2.0 grade point average.

- a. Complete Plan A, B, or C General Education requirements. These are specified in the [Ohlone College Catalog](#).
- b. Complete at least 60 degree-applicable units with a 2.0 grade point average.
- c. Complete at least 12 units at Ohlone College.

Requirements for Certificate of Achievement:

- a. Complete Major Field courses as indicated below.
- b. Complete at least six units at Ohlone College.
- c. Maintain a 2.0 grade point average in Major Field courses.

Major Field Courses		
Number	Title	Units
BA-106	Applied Accounting	3
RE-121	Real Estate Principles	3
RE-122	Real Estate Practice	3
RE-124	Legal Aspects of Real Estate	3
RE-126	Real Estate Finance	3
RE-128	Real Estate Appraisal	3
RE-149	Real Estate Property Management	3
		21 units

Supporting Courses

Supporting Courses		
Number	Title	Units
BA-102A	Principles of Economics-Macroeconomics	3
BA-123	Math for Accounting and Business	3
BA-141A	Business Law	3
CAOT-153	Introduction to Internet	1
		10 units

Real Estate Sales Agent Certificate of Completion

This is the first certificate in a series of three. Students may subsequently complete the Certificate of Completion in Real Estate Broker Associate and the Certificate of Achievement in Real Estate Sales Broker. A person entering the real estate field in the State of California must qualify as a sales agent before practicing in sales, mortgage sales, or business sales.

Number	Title	Units
RE-121	Real Estate Principles	3
RE-213A	Computer Applications in Real Estate	3
		6

Choose a minimum of two courses from the following:

Number	Title	Units
BA-102A	Principles of Economics-Macroeconomics	3
BA-102B	Principles of Economics-Microeconomics	3
BA-106	Applied Accounting	3
RE-122	Real Estate Practice	3
RE-124	Legal Aspects of Real Estate OR	3
BA-141A	Business Law	(3)
RE-126	Real Estate Finance	3
RE-128	Real Estate Appraisal	3
RE-149	Real Estate Property Management	3
		12

**Real Estate Sales Broker Associate
Certificate of Completion**

This is the second certificate in a series of three. A person wishing to attain the status of a Real Estate Broker should progress by earning a certificate for the Real Estate Sales Broker Associate before completing the Real Estate Sales Broker Certificate of Achievement.

Number	Title	Units
RE-122	Real Estate Practice	3
RE-124	Legal Aspects of Real Estate OR	3
BA-141A	Business Law	(3)
RE-126	Real Estate Finance	3
		9

Choose a minimum of two courses from the following (minimum 6 units):

Number	Title	Units
BA-102A	Principles of Economics-Macroeconomics	3
BA-102B	Principles of Economics-Microeconomics	3
BA-106	Applied Accounting	3
RE-128	Real Estate Appraisal	3
RE-149	Real Estate Property Management	3
		15

SLO for the Real Estate Sales Broker Certificate of Achievement

SLO's Students will be able to;	Course	Assessment	Performance Standards Criteria	Analysis of Data	Improvement Strategies
Demonstrate proficiency of the basic principles of California real estate	RE 121	Case studies, research paper Exams, completion of project based work.	Departmental timed tests. Pass the California Department of Real Estate Salesperson exam	TBA Actual data	Offer review courses to prepare for the State exam.
Demonstrate proficiency of the day-to-day business of real estate including how to do listings, deposit receipts, open escrows and securing financing	RE 122	Case studies, research paper, Exams, completion of project based work.	Departmental testing -include but are not limited to the following skill sets learned: listings, deposit receipts, open escrows and securing financing	TBA Actual data	Include numerous examples of real estate practice.
Demonstrate proficiency of the basic principles of California real estate law	RE 124	Completion of multiple project based samples during course of study at Ohlone. These also feature Real-world case scenarios, research paper.	Departmental testing -include but are not limited to the following skill sets learned: rights incident to property ownership and management, agency, and contracts	TBA Actual data	Include examples of real estate law cases.
Analyze real estate financing	RE 126	Case studies, research paper Exams, completion of project based work.	Departmental testing -include but are not limited to the following skill sets learned: lending policies in financing residential, commercial and special purpose properties.	TBA Actual data	Analyze loan documents.
Analyze the real estate appraisal process	RE 128	Completion of an appraisal report, exams, research paper, discussions.	Departmental testing -include but are not limited to the following skill sets learned: valuation by market data, cost and income approaches.	TBA Actual data	Perform actual appraisals of properties.
Demonstrate proficiency of the basic principles of real estate property management	RE 149	Completion of rental agreement, exams, research paper, discussions	Departmental testing -include but are not limited to the following skill sets learned: lease and rental agreements, evictions, discrimination, landlord and tenant rights	TBA Actual data	Discussion of government regulations and participation

SLO for the Real Estate Sales Agent Certificate of Completion

SLO's Students will be able to;	Course	Assessment	Performance ** Standards Criteria	Analysis of Data	Improvement Strategies
Demonstrate proficiency of the basic principles of California real estate	RE 121	Case studies, research paper Exams, completion of project based work.	Departmental timed tests. Pass the California Department of Real Estate Salesperson exam	TBA Actual data	Offer review courses to prepare for the State exam.
Demonstrate proficiency of the day-to-day business of real estate including how to do listings, deposit receipts, open escrows and securing financing	RE 122	Case studies, research paper, Exams, completion of project based work.	Departmental testing -include but are not limited to the following skill sets learned: listings, deposit receipts, open escrows and securing financing	TBA Actual data	Include numerous examples of real estate practice.

SLO for the Real Estate Sales Broker Associate Certificate of Completion

SLO's Students will be able to;	Course	Assessment	Performance ** Standards Criteria	Analysis of Data	Improvement Strategies
Demonstrate proficiency of the basic principles of California real estate	RE 121	Case studies, research paper Exams, completion of project based work.	Departmental timed tests. Pass the California Department of Real Estate Salesperson exam	TBA Actual data	Offer review courses to prepare for the State exam.
Demonstrate proficiency of the day-to-day business of real estate including how to do listings, deposit receipts, open escrows and securing financing	RE 122	Case studies, research paper, Exams, completion of project based work.	Departmental testing -include but are not limited to the following skill sets learned: listings, deposit receipts, open escrows and securing financing	TBA Actual data	Include numerous examples of real estate practice.
Demonstrate proficiency of the basic principles of California real estate law	RE 124	Completion of multiple project based samples during course of study at Ohlone. These also feature Real-world case scenarios, research paper.	Departmental testing -include but are not limited to the following skill sets learned: rights incident to property ownership and management, agency, and contracts	TBA Actual data	Include examples of real estate law cases.
Analyze real estate financing	RE 126	Case studies, research paper Exams, completion of project based work.	Departmental testing -include but are not limited to the following skill sets learned: lending policies in financing residential, commercial and special purpose properties.	TBA Actual data	Analyze loan documents.

The following spreadsheet shows the data gathered from the Chancellor's Office Data Mart:

Ohlone College Instructional Basic Program/Discipline Review Data 2005-06													
Real Estate													
	Data Source	2002-03				2003-04				2004-05			
		Fall	Spring	Summer	Annual	Fall	Spring	Summer	Annual	Fall	Spring	Summer	Annual
Enrollment Data:													
Courses Offered	Datatel	3	8	2	11	9	9	3	13	8	9	3	10
Sections Offered	Datatel	3	8	2	13	9	10	3	22	8	9	3	20
Enrollments (duplic., credit on	XWFR	139	148	87	374	174	323	109	606	316	352	120	788
TES (credit only)	Data Mart	14	15	9	38	18	37	11	66	28	37	DTNA ⁷	
Full Time Faculty ¹	Instr. Office	0				0				0			
TEF - Full Time ²	Datatel	0	0.2	0		0.4	0.7	0		0.5	0.5	0	
TEF - Adjunct	Datatel	0.6	0.6	0.4		0.6	0.8	0.6		0.8	1	0.6	
SCH/TEF (credit only)	XWFR	695	557	671		522	717	561		850	795	617	
Student Success Data:													
Percent Retention ³	Data Mart	93	93	95		79	77	95		87	92	DTNA ⁷	
Percent Success ⁴	Data Mart	83	91	87		75	72	91		80	80	DTNA ⁷	
Degrees Awarded	Data Mart	0				0				2*			
Certificates of Achievement ⁵	Data Mart	0				0				0*			
Certificates of Completion ⁶	Data Mart	0				0				0*			
Notes:													
1. Full Time Faculty = the number of filled positions whose primary assignment is in this department (includes temporary full time faculty)													
2. "TEF - Full Time" includes overload assignments and fulltime faculty from other departments teaching in this discipline													
3. Retention = Percent of students from census who remain through end of term													
4. Success = Percent of students from census who remain through end of term and receive grade of A, B, C, or Credit													
5. Certificates of Achievement: 18 units or more listed on Chancellor's Office Program Inventory													
6. Certificates of Completion: 17 units or less, locally approved													
7. DTNA = Datamart Term Not Available, information should be posted by Oct 1													
Awards are still being processed for this year, DATAMART updates will be adjusted 10/1 and 11/1													

An analysis of the data shows an increase in annual enrollment from 02-03 to 04-05.

Rob Smedfjeld, the Interim Institutional Researcher, has re-checked the number of awards in Datatel, to see if they match the Data Mart numbers, and they do. According to Rob, there were no award recipients (degrees or certificates) in 02-03 or in 03-04. In Data Mart, that would mean the TOP code wouldn't even appear in the list (Data Mart only shows listings for non-zero values). For 04-05, Datatel shows that there were 2 degree recipients and no certificates, which also matches the Data Mart data. The award recipients seem very low. Our next tasks is to find any recipients who are not showing up in the system and work with A&R to make sure they get entered into Datatel.

Describe Review and Dissemination Team Involvement

Members of the Review and Dissemination Team: Rick Arellano and Amber Hatter, an Ohlone College Real Estate adjunct instructor met once a month to review and develop the program review. The Review and Dissemination Team met as group yearly with the Program Advisory Committee; Ohlone College student Bertha Roman and community member Hilda Furtado reviewed and approved our work in progress.

Conclusions:

- 1) The Ohlone College Real Estate program offers instruction in the following areas: computer applications, principles of real estate, real-estate practice, legal aspects of real estate, principles of real-estate appraisal, principles of real-estate finance, mortgage loan brokering and lending, escrow procedures, property management, and work experience education.
- 2) The Real Estate program offers a wide range of professional, certification, and general interest courses to the general public who are prospective property owners, present property owners, or real estate investors. Students can satisfy course work requirements for a state license as a real estate sales agent and/or broker.
- 3) Most of the real estate courses use guest speakers to make the classes more relevant and interesting. These practicing professionals share their expertise to future and present practitioners
- 4) The real estate program outcomes are derived by constantly reviewing the program and requesting input from the Advisory Committee, the students, the industry and the faculty.
- 5) The Real estate program is continuously updating its curricula, because the program must comply with any new directives from the California Department of Real Estate; we must ensure that our students are learning the most up-to-date topics to succeed at their places of employment as well as to succeed in passing the state exams.