Program Description and Scope:

1. **Program Review Title:** Real Estate
2. **Academic year:** 2013/2014
3. **Review Type:** Instructional Disciplines
4. **Program/Departments:** Real Estate (05007)
5. **Authority Code:** 53-Dean, Business Technology and Learning Resources
6. **External Regulations:** Yes __ No  X

7. **Provide a brief narrative that describes the instructional program/discipline.**

   The Real Estate Program provides students with the opportunity to obtain an Associate in Science Degree in Real Estate Management, and/or certificates in Real Estate Management or Real Estate Sales. Over the years, the program has been modified and updated (with limited resources) in order to meet the changing licensing and educational demands of various professional organizations such as the California Department of Real Estate, the Office of Real Estate Appraisers (the states’ appraiser licensing board), and the Nationwide Mortgage Licensing System & Registry (NMLS) 2011.

   The Real Estate program has been relatively stable over time in terms of enrollment, but has been affected by turns in the business cycle and economic and financial fluctuations. This is due to the inflated real estate market in southern California, and therefore a downturn in demand for real estate. The problems were exacerbated by buyers purchasing price-inflated properties with adjustable rate mortgages they could not afford. As the interest rates for these loan programs started to reset, many of the “living on the margin” buyers found themselves faced with foreclosures. The current economic downturn and the state of California budget crisis have also adversely affected enrollment. In response scheduled course offerings were significantly cut.

   Since 2010, the program has offered one or two courses per semester including summer session, in order to adjust to the decrease in demand. As of Spring 2013, these course offerings are no longer sufficient to meet the increased student demand as the real estate market started to rebound as of Fall 2012.

8. **Describe how the program specifically serves students, faculty and staff.**

   While students in the Real Estate Program could choose to transfer to a four-year college in order to pursue more advanced studies in Real Estate, most approach their real estate studies as a Vocational Education Program. Most students have
the goal to obtain the necessary education and training required to pass various state licensing examinations for Real Estate sales, Real Estate Broker, Real Estate Appraiser and Mortgage officer.

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

The program offers both a certificate and AA degree to prepare individuals for employment in real estate. The real estate field offers numerous career opportunities, which include positions as real estate agents, real estate brokers, appraisers, property managers, financiers, land developers and construction. The Real Estate program has seen an increase in the number of students pursuing AA degrees in real estate 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 courses. All real estate courses can be offered either in a traditional setting or online.

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

10. Discuss the impact of the program on the college and/or other programs.

Besides a license, real estate agents 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 develop these skills.

11. 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 those students seeking an AA degree as well as the needs of the students seeking certificates of completion and/or achievement. Most Real Estate courses are taught online, while many electives are taught on campus. 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. Industry employees make up a large part of the Real Estate Program enrollment as employees who want to master the latest software, and enhance their professional growth enroll in the Certificate programs.
12. College Mission

a) Mission Statement

The mission of Ohlone College is to serve the community by offering instruction for basic skills, career entry, university transfer, economic development, and personal enrichment for all who can benefit from our instruction in an environment where student-learning success is highly valued, supported and continually assessed.

b) Vision Statement

Ohlone College will be known throughout California for our inclusiveness, innovation and superior rates of student success.

c) Core Values, Goals & Objectives

Core Values

- We provide lifelong learning opportunities for students, college personnel and the community.
- We open access to higher education and actively reach out to under-served populations.
- We promote diversity and inclusiveness.
- We maintain high standards in our constant pursuit of excellence.
- We value trust, respect and integrity.
- We promote teamwork and open communication.
- We practice innovation and actively encourage risk-taking and entrepreneurship.
- We demonstrate stewardship for our human, financial, physical and environmental resources.

Goals/Objectives (numbered as found on Goals & Objectives Ohlone webpage)

1. Through innovative programs and services, improve student learning and achievement.
2. Support the economic vitality of the community through educational programs and services that respond to identify employment needs.
3. Promote continuous, needs-based, learning and professional development opportunities for all district personnel.
4. Use human, fiscal, technological, and physical resources responsibly, effectively, and efficiently to maximize student learning and achievement.
8. Engage all members of the college community in active, continual institutional improvement.
d) **Briefly describe how the program supports the college mission, vision selected college values.**

The program supports the Learning College Model. The Real Estate field is constantly changing and faculty must support and engage each other along with industry partners in order to keep well informed of current trends.

e) **Briefly describe how the program supports selected college goals.**

The Real Estate program supports Goal #2: “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 this goal through its sequence of courses. A student masters Real Estate Principles before progressing to Real Estate Practice and then moves on to more advanced courses such as Property Management. Most of the real estate courses invite guest speakers, which make the courses relevant and interesting. These practicing professionals share their expertise to present and future practitioners.

The program also supports Goal #4: “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 updated information to staff and faculty as requested. Faculty working closely with the Work Experience Coordinator also share information about the latest needs and trends in the marketplace. The Real Estate faculty enhances the program by using educational tools and techniques to make the program more relevant to the students.

13. **Courses assessed: RE-121, RE-126, and RE-149**

Each course had “one ” PLO (Program learning Outcome) and “one” SLO (Student Learning Outcome) assessed.

**Course RE-121 (Real Estate Principles)**

1. Program SLOs & Assessment
   
   Apply basic laws and principles of California Real Estate.

   a. *Indicate program assessment strategies used.*
      
      i. Skills Assessment
      
      ii. Vendor or Industry certification examination
      
      iii. Performance Assessment
      
      iv. Other: Group Projects
b. *Describe the criteria and standards used to appraise student work.*

Grading criteria and rubrics.

c. *Enter assessment results and analyze student success in achieving this program SLO.*

See [http://onlonere121.blogspot.com/](http://onlonere121.blogspot.com/)

(Currently also uploaded to Ohlone’s assessment page: [http://ohlone.edu/org/sloacomm/sloassessments.html](http://ohlone.edu/org/sloacomm/sloassessments.html))

d. *Describe revisions in curriculum or teaching strategies implements to promote student success.*

Course SLOs revised and updated to correlate with revised program SLOs.

e. *Future Action (Improvements)*

---

**RE-126 (Real Estate Finance)**

**PLO & Assessment**

**Program SLOs & Assessment**

2. **Program SLO –**

   **Apply fundamental math concepts used in real estate.**

   a. *Indicate program assessment strategies used.*

   i. Skills Assessment
   
   ii. Vendor or Industry certification examination
   
   iii. Performance Assessment
   
   iv. Other: Group Projects

   b. *Describe the criteria and standards used to appraise student work.*

   Grading criteria rubrics.

c. *Enter assessment results and analyze student success in achieving this program SLO.*

   See [http://onlonere121.blogspot.com/](http://onlonere121.blogspot.com/)

   (Currently also uploaded to Ohlone’s assessment page: [http://ohlone.edu/org/sloacomm/sloassessments.html](http://ohlone.edu/org/sloacomm/sloassessments.html))
d. *Describe revisions in curriculum or teaching strategies implements to promote student success.*

Course SLOs revised and updated to correlate with revised program SLOs.

e. *Future Action (Improvements)*

**RE-149 (RE Property Management)**

Program SLOs & Assessments

3. Program SLO –

Prepare real estate listings and contracts.

a. *Indicate program assessment strategies used.*
   v. Skills Assessment
   vi. Vendor or Industry certification examination
   vii. Performance Assessment
   viii. Other: Group Projects

b. *Describe the criteria and standards used to appraise student work.*

Grading criteria rubrics.

c. *Enter assessment results and analyze student success in achieving this program SLO.*

See [http://onlonere121.blogspot.com/](http://onlonere121.blogspot.com/)

(Currently also uploaded to Ohlone’s assessment page: [http://ohlone.edu/org/sloacomm/sloassessments.html](http://ohlone.edu/org/sloacomm/sloassessments.html))

d. *Describe revisions in curriculum or teaching strategies implements to promote student success.*

Course SLOs revised and updated to correlate with revised program SLOs.

e. *Future Action (Improvements)*

14. **SLO Matrix**

   *Key: I-Introduced, P-Practiced with Feedback, M-Demonstrated at the Mastery Level*

<table>
<thead>
<tr>
<th>Course</th>
<th>SLO-1</th>
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<tr>
<td>RE 121</td>
<td>I</td>
</tr>
<tr>
<td>RE 126</td>
<td>P</td>
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<tr>
<td>RE 149</td>
<td>P</td>
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SLO Matrix
This program has been designed to give the students skill sets at both introductory and practical levels. Being a vocational based program, mastery of skill sets can be obtained after a minimum of two years on-the-job.

As of January 1, 2013, a Real Estate Broker examinee will be required to present transcripts showing completion of an undergraduate degree in Real Estate (BS) or equivalent with a minor in Real Estate.

15. Course SLO & Assessment

**RE 121 (Real Estate Principles)**

1. Compare and contrast liens and encumbrances.
2. Prepare a mock real estate contract with attention to real estate law, transfer of properties.
3. Develop a mock financial plan for client use.
4. Identify the basic steps needed to get a piece of property through escrow.
5. Describe the rules and regulations of the real estate commission on broker behavior.
6. Prepare a real estate listing.
7. Compare and contrast leasing with the purchase of real property.

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<tr>
<th>Indicate planned course assessment strategies</th>
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<tr>
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Enter assessment results and analyze student success in achieving course SLOs.

See Course Assessment in Box RE 121 Spring 2013 on
http://onlonere121.blogspot.com/
http://ohlone.edu/org/sloacomm/sloassessments.html

Describe revisions in curriculum or teaching strategies implemented to promote student success.

Future Action (Improvements): TBD

**RE-126 (Real Estate Finance)**

1. Evaluate the role of institutional and non-institutional lenders in the marketplace.
2. Describe the steps involved in processing, closing, and servicing of real estate loans.
3. Analyze the key components of the Truth in Lending law.
4. Describe the components of a basic rate sheet, a credit report, credit ratings and the consequences of unfavorable credit.
5. Assess the financial qualifications of a tenant, a home purchaser, or an investor based on basic financial ratio analysis.
6. Describe the foreclosure process in California and the need for mortgage insurance.
7. Develop basic marketing and sales techniques used in the field of home financing.

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<tr>
<th>Future Action (Improvements): TBD</th>
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### RE-149 (Real Estate Property Management)

1. Develop a professional property management systems including accounting software and office dynamics
2. Describe the responsibilities and obligations of contracts used for various types of properties.
3. Compare and contrast the responsibility of a landlord and a tenant.
4. Consider owner relationships and negotiations with vendors, suppliers, builder contractors, inspectors and insurance companies.
5. Describe the steps of property development from feasibility to completion.
6. Describe the steps for renovation, modernization and redevelopment.

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</tr>
</tbody>
</table>
Describe revisions in curriculum or teaching strategies implemented to promote student success.

Future Action (Improvements): TBD

16. **Student Achievement**: a serious of measures including course completion, course retention, persistence, program completion and others.

1. **List expected students achievement outcomes**:
2. **Analyze changes in data, identify trends and provide possible contextual explanation for each measure used** *(Example measures includes: Course completion, course return ion, persistence, program completion).*

Retention and success rates have declined since the real estate down turn. However, upon economic recovery, course and program demand will increase and students will again be dedicated to completing this program. This should also result in higher award numbers for Certificates and AA degrees for this program. The program requirements for a Real Estate Broker as of January 2013 will require a 4-year college degree in Business with an option in Real Estate. In addition, entry requirements for a Mortgage Loan Officer now require passing a California State and federal exam to receive a license. With these changes more students may commence a path to complete an AA Degree and then transfer.

3. **Analyze program budget trends and expenditure. Comment on how the program can best use budget resources.**

Currently there are no full-time faculty members. One Adjunct faculty serves to teach all program offerings and also works very closely with the Work Experience program (WEX) coordinator. There are approximately 50+ students active in this program. With the recent economic recovery, having a dedicated full time person would allow for a) oversight of the program, b) act as a liaison with our industry partners and c) be available to perform outreach into the community to alert potential students of the increase in Real Estate Offerings. A full time faculty member would also be able to assist with the needs of the Work Experience (WEX) program. See exhibit A at end of review, this shows an increase in projected labor needs for the Real Estate workforce.

Regarding the data seen in the Program Review Data Dashboard, students are advised to take courses sequentially, and are often not successful when they do not. During the downtown many Real Estate courses were cut and
students could not follow a set path. Now with recovery on the horizon and the increase in Real Offerings student success will hopefully increase. Example: Offering new added sections in RE-149 and RE-124 for Summer 2014.

At a recent department meeting it was discussed that Ohlone should offer a test prep Real Estate Exam class. At this time there is movement to create such a course on the academic side but until that is approved, both the Dean and Adjunct Faculty are working closely together with the Community Education Department to build a weekend prep course. Several students have had to take this class at Chabot College. Ohlone could offer a viable option to students starting Fall 2014.

Costs to run this program are low in that most courses are offered either fully online and/or in hybrid format which reduces the need for a physical classroom. This in itself reduces facilities costs. The cost of the faculty at this time is only for Adjunct.

17. Program Analysis
Student learning outcomes/impacts, student/program achievement and the status of previous program improvement objectives (PIOs), analyze the data and any identified trends, and summarize your finding. Use this data and trends to prioritize, revise, and develop new PIOs.
Describe program achievements and successes.
According to the evidence, what are the areas needing improvement?

It appears that the Course in a Box (CIB) data shows that course SLO’s and PLO’s are being met. While this is good news, what this program is not meeting is outreach to the community, Ohlone Goal # 1, Support the economic vitality of the community through educational programs and services that respond to identify employment needs.
In order to support this goal a PIO was compiled requesting the hire of a full time faculty member. This person would reach out to the community to engage experts and services in the field to participate in researching what is best needed for tomorrow students in their classroom and in the workplace.
All real estate courses are were made fully online in Fall 2011, to provide convenience and flexibility for the learner. However with recent feedback from
the Advisory Committee, April 2013, attendees stated that their preferred delivery mode is now a face-to-face or hybrid format. For Spring 2015 this is being considered, however for academic year 14-15 the online or hybrid format will be in place due to swing space demand and needs.

Regarding areas of improvement, Ohlone should consider offering additional real estate courses to allow students to complete the college certificates, and offer a test prep course.

Additional feedback from April 2013, survey.

The Real Estate Advisory program survey taken April 2013, (see link to survey at end) shows from the students’ perspective and industry partners that the program course content is meeting their needs. Comments are from the meeting that targeted course offerings and instruction.

**Example comment from student about the programs:** (typed as written by students)

“More live classes and less on-line classes as real estate is still a people industry.”

“none.”

“I think it's great.”

**Example comments from students who attended the Advisory Committee meeting:** (typed as written by students)

“I really enjoyed being able to ask questions of practicing Real Estate Agents and Brokers. It really gave me a lot of detail into the actual practice of selling property.”

“The variety of people and stages they are in with regards to their real estate career. Seasoned agents together with students in various stages of obtaining their licenses made for good discussions and questions.”

“meeting all the professional, and talk about real estate.”

“It was encouraging and informative, and interactive meeting. I love Q&A style.”

“Got to learn from the Real Estate seniors, since they gave us the history and how things are changing in modern Real Estate world.”
18. Program Improvement Objectives:

1. Objective:

Improve skillsets and marketability for Ohlone students entering the field of Real Estate.

- Action Plan
  Add into current computer applications course more software targeted toward Real Estate
  
  a. Technology
  Class will be delivered online using simulation software in Ohlone’s course management System, Blackboard.

  b. Assessment Plan
  How will you assess the effectiveness of your PIO?
  Survey students after a semester pilot of the revamped Computer Apps RE-117.

  c. Which college goal(s) does this program important objective work to achieve? Clearly describe how your PIO will help achieve one or more of the college goals and objectives, has impact beyond the particular department and contributes to students learning/success.
  Goal #1: Through innovative programs and services, improve student learning and achievement
  Goal #4: Use human, fiscal, technological and physical resources responsibly, effectively and efficiently to maximize student learning and achievement.

- PIO Assessment

- Future Action

Program Improvement Objective:

2. Objective:

Provide cohesive direction and curriculum clarity to promote student learning and linkage to industry partners.

- Action Plan
  This PIO can be fulfilled by ensuring a full time faculty member is hired who has specific direction in the Ohlone job description for this department.

  a. Staffing
  One full time person (1FTE)
b. **Technology**

Laptops and necessary operating system for the new faculty member to use for teaching at all three Ohlone Campuses. (Fremont, Newark and eCampus).

c. **Assessment Plan: How will you assess the effectiveness of your PIO?**

Review of student retention and Student success Indicators.

d. **Which college goal(s) does this program important objective work to achieve? Clearly describe how your PIO will help achieve one or more of the college goals and objectives, has impact beyond the particular department and contributes to students learning/success.**

Goal #1: Through innovative programs and services, improve student learning and achievement.

Goal #2: Support the economic vitality of the community through educational programs and services that respond to identify employment needs.

Goal #3: Promote continue, needs based, learning and professional development opportunities for all district personnel.

PIO Assessment

- **Future Action**

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**Outside Review Results**

1. **List each team members name and title**

   None

3. **Discuss key feedback provided by team and how it was incorporation into the report.**

   *Survey results from Advisory Committee April 2013*
   
   https://www.surveymonkey.com/sr.aspx?sm=ShRZFuX197UsaMEtRDNEfIKbTgE
   
   None.

   *Attached files.*

Job Outlook: Employment of real estate brokers and sales agents is expected to grow 11 percent from 2010 to 2020, about as fast as average for all occupations.
Exhibit A

Real Estate Brokers and Sales Agents
Percent change in employment, projected 2010-20

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<tbody>
<tr>
<td>Total, All Occupations</td>
<td></td>
<td></td>
<td></td>
<td>14%</td>
</tr>
<tr>
<td>Real Estate Sales Agents</td>
<td></td>
<td></td>
<td></td>
<td>12%</td>
</tr>
<tr>
<td>Real Estate Brokers and Sales Agents</td>
<td></td>
<td></td>
<td></td>
<td>11%</td>
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<tr>
<td>Real Estate Brokers</td>
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<td>9%</td>
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Note: All Occupations includes all occupations in the U.S. Economy.

Exhibit B

Employment projections data for real estate brokers and sales agents, 2010-20

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<tbody>
<tr>
<td>Real Estate Brokers and Sales Agents</td>
<td>41-9020</td>
<td>466,100</td>
<td>518,600</td>
<td>11%</td>
</tr>
<tr>
<td>Real Estate Brokers</td>
<td>41-9021</td>
<td>96,600</td>
<td>106,200</td>
<td>8%</td>
</tr>
<tr>
<td>Real Estate Sales Agents</td>
<td>41-9022</td>
<td>367,500</td>
<td>412,500</td>
<td>12%</td>
</tr>
</tbody>
</table>