

JUSTIFICATION FOR HIRING FULL-TIME FACULTY

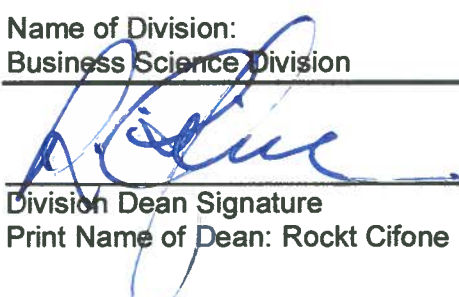

Academic Year 2011-2012

Faculty Hiring Prioritization Committee A Standing Committee of the Academic Senate

Title of the Full-Time Faculty Position Requested: Full Time Tenure Track Professor of Real Estate

ACADEMIC UNIT - Check One

- | | |
|---|---|
| <input type="checkbox"/> Advanced Technology & Applied Science
<input checked="" type="checkbox"/> Business Science and Economic & Workforce Development
<input type="checkbox"/> Counseling Services & Special Programs
<input type="checkbox"/> Emeritus Institute
<input type="checkbox"/> Fine Arts | <input type="checkbox"/> Health Sciences & Human Services
<input type="checkbox"/> Learning Resources
<input type="checkbox"/> Liberal Arts
<input type="checkbox"/> Mathematics, Science & Engineering
<input type="checkbox"/> Kinesiology & Athletics
<input type="checkbox"/> Social & Behavioral Sciences |
|---|---|

Classroom <input checked="" type="checkbox"/>	OR	Library/Counseling/Coaching Instruction <input type="checkbox"/>
Name of Division: Business Science Division		Name of Department: Real Estate Department
 Division Dean Signature Print Name of Dean: Rockt Cifone		 Department/Program Chair Signature Print of Name Chair/Program: Martin Welc/Real Estate
Date: 5/19/2011 Phone: 582-4777		Date: 5/19/2011 Phone: 582-4410

STATUS OF POSITION

A. Replacement position (For information only: Division retains the position automatically)

Name of faculty member who left position: _____ Date of Vacancy: _____

Divisions are not required to fill out the remaining pages for replacement positions.

OR

B. New position (Must complete all pages in the packet)

This Justification for Hiring form is composed of three parts.

Part A: OBJECTIVE DATA

Requires objective data-driven information and is divided into nine areas:

College Mission
Institutional Need
Supplemental Funding
Current Program/Discipline Data
Projected Program/Discipline Data

Program/Discipline Limitations
Census and Contact Data
Capacity Enrollment
Program Wait List

Part B: NARRATIVE

A narrative argument for the position is required. More detail on the structure of the Narrative is given in Part B below.

Part C: JOB DESCRIPTION AND ANNOUNCEMENT

Requires submission of the text for the job description and announcement in standard format to be used by Human Resources to publish and advertise the position.

PART A: OBJECTIVE DATA

1. COLLEGE MISSION, VISION AND VALUES

The College Mission is:

Saddleback College enriches its student and the south Orange County community by providing a comprehensive array of high-quality courses and programs that foster student learning and success in the attainment of academic degrees and career technical certificates, transfer to four-year institutions, improvement of basic skills, and lifelong learning.

The College Vision is:

Saddleback College will be the first choice of students who seek a dynamic, innovative, and student-centered postsecondary education.

The College Values are:

1. **Commitment**
We commit to fulfilling our mission to serve the south Orange County community.
2. **Excellence**
We dedicate ourselves to excellence in academics, student support, and community service.
3. **Collegiality**
We foster a climate of integrity, honesty, and respect.
4. **Success**
We place our highest priority on student learning and delivering comprehensive support for student success.
5. **Partnership**
We strive to develop strong and lasting partnerships among students, faculty, staff, and the community.

6. **Innovation**
We anticipate and welcome change by encouraging innovation and creativity.
7. **Academic Freedom**
We endorse academic freedom and the open exchange of ideas.
8. **Sustainability**
We promote environmental sustainability and use our resources responsibly to reduce our ecological impact.
9. **Inclusiveness**
We cultivate equity and diversity by embracing all culture, ideas, and perspectives.
10. **Global Awareness**
We recognize the importance of global awareness and prepare our students to live and work in an increasingly interconnected world.

Approved by Consultation Council 7/21/09

List the item number(s) of the relevant College Values the program/discipline fulfill.

1.2.3.4.5.6.7.8.9.10.

2. STRATEGIC PLAN ALIGNMENT

List the Strategic Direction(s) or Strategic Goal(s) from the current Strategic Plan which justifies the hiring of this position.

I. Improve Student Preparedness

Saddleback College will ensure that student gain the foundational skills necessary to complete college level work and achieve career goals.

I.1 80% of all students who seek certificates, associate degrees, and declare transfer as a goal will be assessed, placed and complete a professional educational plan.

I.2 by 5% the number of individuals with an identified career goal who receive career assessments and job acquisition skill development services.

I.3 Improve the progression rate of students in Math, English and the ESL program sequence from levels 300 to 200 and from 200 to transfer courses by 5% in each level.

II. Excel in College Transfer

Saddleback College will increase student transfers to four-year colleges and universities.

II.1 Improve by 5% student transfers to four-year institutions.

II.2 Improve by 15% the number of students classified as transfer ready.

II.3 Increase by 20% the number of students in the Honors Program.

III. Enhance Resources

Saddleback College will improve its ability to expand and develop alternative sources of revenue to support college priorities.

III.1 Increase external foundation contributions to \$1 million annually.

III.2 Realize a minimum of \$1 million in savings per year through the implementation of college efficiencies.

III.3 Meet funding requirements to fulfill the "20-year Facilities and Scheduled Maintenance Plan".

IV. Foster Innovation

IV.1 Double the training services offered to faculty in the areas of teaching innovation and best teaching practices.

IV.2 Improve by 20% the efficiency of college-wide communications in marketing strategies through a centralized system.

Approved by Consultation Council 2/9/10

List the item number(s) of the relevant Strategic Direction(s) or Strategic Goal(s).

I.1, I.2, II.2, II.3.

3. INSTITUTIONAL NEED

Check all appropriate statements explaining the college-wide role of the program or discipline:

- Basic Language Skills:** The program/discipline provides basic language skills necessary for success in all courses.
- Student Support Services:** The program provides essential student support services such as library, counseling and disabled student services affecting all areas of instruction or the program.
- Relevance to General Education Requirements:** The program/discipline provides courses that are required of students as part of the General Education requirement.
- Relevance to Other Certificates or Majors:** Applicable to an AA degree or transfer requirements. The program/discipline offers a certificate or a major.

If applicable, please check ONE of the following:

- The program/discipline provides courses which are prerequisites to **two or three** certificates and/or majors. List the certificates and/or majors:

Real Estate Appraisal Certificate Program, Real Estate Escrow Certificate Program, Real Estate Sales/Broker Certificate

- The program/discipline provides courses which are prerequisites for **four or five** certificates and/or majors. List the certificates and/or majors:

- The program/discipline provides courses which are prerequisites for **six or more**

certificates and/or majors. List the certificates and/or majors:

The program/discipline provides services for student retention and success in all areas.

4. SUPPLEMENTAL FUNDING FOR POSITION

Full time faculty positions are paid from the college's allocation of the general fund.

Is any part of this position to be permanently funded by an outside source? No Yes

If yes, what is the source: _____ What percentage: _____

Add further information to the Narrative.

5. CURRENT PROGRAM/DISCIPLINE DATA

For classroom faculty position:

What is the percentage of full-time load (%FTLD) for the program/discipline in which the position is requested?

Program/Discipline CTR WFCH divided by TOT WFCH: $15 / 66 = 22.7\%$

What is the WSCH/FTE for the program/discipline? 637

For faculty assigned to library/counseling/coaching instruction:

What percentage of direct student contact and services is provided by full-time faculty for load in the program (library, counseling, etc.) for which the position is requested? _____

6. PROJECTED PROGRAM/DISCIPLINE DATA

For classroom faculty position:

If this position is filled, what will be the NEW percentage of full-time load for the program/discipline (%FTLD)?

Formula: (C TR WFCH + 15) divided by TOT WFCH: $30 / 66 = 45.4\%$

For faculty assigned to library/counseling/coaching instruction:

If this position is filled, what will be the NEW percentage of direct student contact and services provided by full-time load in the program (library, counseling, etc.)? _____

7. PROGRAM/DISCIPLINE LIMITATIONS

A. Mandates

Is the program/discipline *mandated* to limit class or lab size due to state requirements, college/board approved caps, or accreditation regulations? No

If yes, by whom? _____

Is there a *mandated* faculty to student ratio for the program/discipline? _____

If yes, by whom? _____

What is that ratio? _____

B. Recommended

Is there a *recommended* faculty to student ratio for the program/discipline?

If yes, by whom? _____

What is that ratio? _____

For faculty assigned to library/counseling/coaching instruction:

What is the program's faculty/student ratio? _____

For ***Counseling***: Does FTEC1/2H - SHCx2 indicate a deficit? _____

If yes, what is the deficit? _____

For ***Special Services***: Does FTEFH - SHCx4 or FTEFAH - NSHCx4 indicate a deficit? _____

If yes, what is the deficit? _____

8. CENSUS AND STUDENT CONTACT

For classroom faculty positions:

What is the census enrollment (C1 ENR of the Enrollment Summary Report) for the **program/discipline** in the last three Fall semesters (Census date may be different for late start classes)?

Fall 2008 624 Fall 2009 764 Fall 2010 683

For faculty assigned to library/counseling/coaching instruction:

What is the number of service contacts in the last three fall semesters?

Fall 2008 _____ Fall 2009 _____ Fall 2010 _____

Describe the types of contact: _____

9. CAPACITY ENROLLMENT

Looking at this fall semester's **program/discipline** enrollment statistics, what percentage of capacity enrollment was reached?

Formula: C1 ENR divided by CRS CAP: 683/ 2065 = 33%

PART B: NARRATIVE

Please explain in 1-2 typed single spaced page(s) why the requested position should be given high priority. Please *DO NOT* repeat – although you may explain or elaborate on – information provided in Part A: OBJECTIVE DATA.

Please make sure all Narratives are comprehensive!

Although oral presentations from disciplines to the committee will be allowed, *the committee will not accept orally presented information that has not already been mentioned in Part B's Narrative.* The reason for this is that the committee wants to ensure it is making its recommendations based on information that is publicly available, that has been vouched for by the Program/Discipline Chair and Dean in their signatures above.

Please remember that any information provided in the oral presentation to the committee MUST be backed up by this narrative. New information presented orally will not be considered.

You may address any of the following, including but are not limited to:

- Information relevant to the replacement position: What programs have not been offered due to the vacancy; has there been irreparable harm (loss of student enrollment, impact on other disciplines/programs) due to the vacancy, etc.?
- What is the minimum percentage of full-time load for this program?
- Is a percentage of full-time load for this program in jeopardy?
- Does this position require a high degree of specialization that the existing faculty cannot adequately provide to maintain the integrity and continuity of the program?
- What is the projected growth of the program during the next five years?
- Is the program in jeopardy without a full-time faculty position and is there evidence of student demand?
- Does the program currently lack full-time faculty responsible for curriculum coordination and development?
- Is safety jeopardized without a full-time faculty?
- Can it be shown that there is inadequate supervision of associate faculty, lab technicians, instructional aides, and/or support staff?
- Is this a new program or proposed program without a full-time faculty position where there is reasonable estimation of high student demand?
- Did the previous accreditation report indicate serious failings?
- Further discussion of outside/supplemental funding for the position.

PART C: JOB DESCRIPTION AND ANNOUNCEMENT

Please attach a separate page in the standard human resources format of the proposed job description and announcements you intend to use in the publication and advertising of this position.

Please go to the academic senate website for examples of previous announcements.

**INSTRUCTIONS FOR SUBMISSION OF JUSTIFICATION FOR HIRE FORM TO
FACULTY HIRING PRIORITIZATION COMMITTEE
STANDING COMMITTEE OF THE ACADEMIC SENATE
ACADEMIC YEAR 2011-2012**

Format: This form is sent as a read only MS Word document. Open, save with new name and prepare the form in word processing.

DO NOT SUBMIT HAND WRITTEN FORM

Please do not include instructions or appendices with submission.

Due Date: 4:00 P.M. ON THE THIRD FRIDAY IN MAY (May 20, 2011)

No late submissions will be accepted.

Place: Academic Senate Office, AGB 121

How: A signed original copy sent or sealed in one 9 X 12 manila envelope.

The original Justification for Hire form should have the following documents attached:

1. Part B: Narrative
2. Part C: Job Description and Announcement
3. Census Day Enrollment Summary Reports for Fall 2008, Fall 2009, and Fall 2010
4. Program Review Needs Assessment or current Annual Update

Provide the following information on outside of manila envelope or in the body of an e-mail:

JUSTIFICATION FOR HIRE

Title of Faculty Position Requested: _____

Name of Academic Unit: _____

Name of Program/Discipline/Department: _____

E-mails are sent to jbartiromo@saddleback.edu

Part B: Narrative

As a result of the current economic situation, many people are furthering their educational qualifications so that they may become more of a competitive force in the career marketplace. The area of Real Estate has remained a popular career path for many people in Southern California despite the economic climate.

Student demand for Real Estate courses has remained high despite the economic climate. By completing only three classes, a student would become eligible to sit for the state exam to become a licensed agent. Potential career opportunities include those in the fields of: Escrow, Lending, Property Management, Commercial and Residential Sales and Leasing to name a few.

Multiple economic forecasts, including that of Warren Buffet's, have predicted a rise in the California Real Estate Market in the latter part of 2011 and continuing into 2012. It is vital to remember that the state of the Real Estate market is relative: the media typically refers to the seller's market when talking about the Real Estate Market in general. It is important to note that a struggling seller's market often means a flourishing market for buyers. Even with foreclosures and short sales, there remains a need for lenders, appraisers, agents, escrow professionals, title professionals, etc. in order to facilitate these Real Estate transactions. In a good seller's market, less than 30% of the population can afford entry-level housing in Southern California, whereas, in a buyer's market, the number of eligible buyers can effectively double. Therefore, as long as there are marriages, births, transfers, immigration, and people are living in the Southern California area, there will always be a need for Real Estate Professionals.

As the number 2 (in terms of enrollment as per the State Community College Chancellor's Office) Real Estate Program in California—just behind that of San Francisco Community College, Saddleback College needs to expand its Real Estate Department in order to meet the demands of the market and provide classes and resources for students who are actively seeking to become licensed Real Estate professionals as well as consumers who want to expand their knowledge of the Real Estate industry. Students may enroll at Saddleback College to become a licensed Real Estate professional and/or receive Real Estate certificates and/or work toward achieving an A.A. degree with aspirations of transferring for a four-year degree and graduate work in Real Estate. It is important to note, that while we are a vocational program, we are also a certificate/degree/transfer credit program.

Program/Discipline CTR WFCH divided by TOT WFCH=22.7%! And this is with only one full time faculty member since 1989.

Hiring another full time faculty member will not jeopardize a percentage of the full time load for this program. In fact, we could use 2 more full time faculty members and not jeopardize full time load.

Saddleback currently offers a select number of courses required for those seeking state licensure. With today's evolving economy, Saddleback College needs to be ready to meet the demands of tomorrow by hiring another full time faculty member to facilitate the depth breadth of the program.

Since many of Saddleback's Real Estate courses are offered via distance education, we need to have an additional full time faculty member who has a higher degree of expertise in developing and administering coursework via new, cutting-edge technologies.

Saddleback College needs another full time faculty member to assist in the marketing of our Real Estate certificates and creating better partnerships with local industry leaders so that our students remain competitive in the local workforce. We need another full time faculty member to help increase the availability of opportunities for our students to engage in cooperative work experience (CWE), otherwise known as internships.

Our most recent advisory committee meeting voted that we need to hire another full time faculty member.

**South Orange County Community College District
Office of Human Resources**

ACADEMIC ANNOUNCEMENT

Saddleback Irvine Valley

Position ID Number _____ Position Title **Real Estate Instructor**

ADDED RECRUITMENT EFFORTS REQUESTED:

Newspapers – Specify: O.C. Register, L.A. Times

Journals – Specify and list publication deadlines

Other _____

Minimum Qualifications

1. **Any bachelor's degree and two years of experience, or any associate degree and six years of experience; OR**
2. **Valid California Community College instructor credential appropriate to the subject per Education Code 87355 (issued prior to July 1, 1990); OR**
3. **A combination of education and experience that is at least the equivalent of items 1 or 2 above (applicants applying on the basis of equivalency must submit the Supplemental Application for Equivalency Determination form in addition to all other required materials).**

Experience Required

1. **A minimum of two (2) years full time (or part-time equivalent which is 60 units) recent and successful teaching experience in the field of Real Estate at the community college and/or university level.**
2. **Part time equivalency MUST include relevant data to demonstrate at least 60 units of Real Estate courses within the previous five years, giving institution, courses, and dates of the relevant teaching.**
3. **Evidence of a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students.**
4. **Recent, successful, significant experience teaching and managing Real Estate courses using computer technology.**
5. **Install, use and maintain electronic instructional course software "shells" such as Blackboard, Web C.T. or the equivalent in conjunction with Publisher provided course "Cartridges".**
6. **Hold advanced computer skills, literacy and familiarity combined with experience in on-line, internet and web-based course delivery systems, in order to offer curriculum and instruction.**

Desirable Qualifications

PhD in Real Estate, and/or Masters in Real Estate, and/or PhD in Business Education, and/or JD.

Summary of Duties and Responsibilities

Instruct full load of classes in the Real Estate program. Assignments may include day, evening, weekend, and distance education courses. Participate in general faculty functions related to the educational program and in-service activities, including pertinent committees, office hours, and all duties and responsibilities described in the faculty employment contract. The new instructor should be prepared to develop current live classes into distance education courses and to create additional new courses that apply toward California DRE/OREA licensing.

Additional Information

To be considered a candidate for this position, the following materials must be submitted:

- 1. A completed South Orange County Community College District application form (Do not state "see resume" on the application form).**
- 2. A detailed resume that summarizes educational preparation and professional experience for the position. If the applicant is applying using part-time equivalency to full-time teaching, the resume must include specific details as to dates, schools, and courses taught.**
- 3. Academic transcripts (unofficial transcripts are acceptable at this time). *Official transcripts will be required within three (3) working days of employment.**
- 4. Incomplete application packages will not be considered. All materials become property of the South Orange County Community College District, and will not be returned. Applicants bear the sole responsibility for ensuring that all application materials are complete when submitted. For guaranteed consideration, application and requested documents should be received by the due date.**

The above information was obtained from the following source(s). Mark all applicable boxes:

- Requestor Human Resources Dept./Program Chair
 Academic Senate Sch./Div./Dept. Faculty Dean/President or _____

APPROVALS FOR FACULTY ANNOUNCEMENTS SIGNATURE:

Academic Senate President

Saddleback College Program Review for Real Estate

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Program Review Team Members and Approvals

Program Review Team Chair:

Martin Welc

Program Review Team Members:

Brock Schermerhorn, Barbara Cox

Approvals:

Division Dean

Program Review Chair

Academic or Classified Senate President

Vice President of Instruction or Student Services

Section I: Unit Overview

A. The Mission of the Unit and its Link to the College's Mission and Goals

The mission of the Saddleback College Real Estate Department is to provide quality, affordable, accessible real estate instruction on a regular basis, summer spring and fall, for SOCCCD students, community members, and to learners in the wider Southern California area where such instruction may not be readily available, of diverse ages, races, ethnicities, religions, gender, and other factors, from knowledgeable, talented, effective instructors. The department aims to provide these students with a foundation in the principles and practice of real estate and to prepare them to enter or advance in its various career areas—sales, appraisal, lending, property management, and so forth.

In this way, the real estate program contributes to the College goal of providing comprehensive, high-quality courses and programs to enable students to pursue their educational objectives and career goals.

B. Historical Background and Unique Characteristics of the Unit

- A full time real estate faculty member was hired in 1989, a rarity in CA community colleges. (Previously real estate courses were secondary to major curriculum; they were extras taught by existing faculty.)
- The program benefited from the high productivity generated by the full-time commitment.
- Our program serves a broad community of learners—secondary school students, non-degreed adults, “traditional” students, degreed adults, etc. More than half of the program’s students enroll in our classes to retool for a new career, to improve or update their skills within the real estate industry, or to qualify for licensure or license renewal or certification (appraisal). Very few students, on the other hand, enter the program to earn a Certificate, degree, or to prepare to transfer.
- The real estate program maximizes use of diverse delivery modes, the predominant one being distance education via the Internet. We have maximized virtual classrooms when physical room availability was tight. We have developed hybrid courses as well.
- The real estate program prepares students to participate in the real estate industry in various capacities and careers. These include real estate sales and brokering, lending and other financial roles, appraisal, escrow, and property

management.

- The real estate program provides education to the general consumer community whose goal is to gain real estate knowledge for personal/consumer purposes.
- Industry professionals participate extensively as associate faculty in our program. We also encourage faculty to invite participation of professionals as guest speakers whenever relevant and possible. Such activities have potential for networking for career opportunities for our students, although we have no way of measuring this.
- The program has a curriculum calendar that is strong in its offerings of critical courses each semester. However, as described in a later section of this document, we do need to create a seamless offering to meet market demand.

C. Progress since the Last Program Review

- We have created partnerships with Community Education.
- Our department has consistently earned the 2nd/3rd highest enrollment among all California Community Colleges.
- We have made our classes much more accessible to students by creating staggered scheduling: 1st half, 2nd half, full semester, and late start classes.
- Much of our competition has left the market, while our program has exponentially grown since it was established.

D. Current Strengths, Opportunities, and Challenges

- Diversified scheduling—Time, day, mode
- Accessibility (distance education)
- Affordability compared to private schools
- Location/Timing/Scheduling
- College credit/degree certificate (not offered by proprietary schools)
- Content instruction of highest caliber • Instructors knowledgeable and effective
- Responsive to industry needs and demands

- Demand high for real estate information from consumers, professionals, investors
- Proprietary schools come and go depending on the strength of the market, while our program is based at Saddleback, an established Community College that has been around for years and will be around for years to come.

OPPORTUNITIES

- Possible increased partnerships with industry? To be explored.
- A significant segment of our students or potential students are preparing for licensure. They tend to apply for the exam and then demand that courses be scheduled accordingly. They require the flexibility of frequently offered open entry, self-paced, skills-based offerings.
- Proprietary schools and other providers of real estate “training” tend to leave the industry when the market slows. This has potential for our program to increase its market share.
- We hope to work with community education more closely, which should strengthen the programs.

CHALLENGES

- We need to offer current classes with more opportunities for enrollments (higher caps); more classes
- Maintaining complex curriculum offerings with only one full-time faculty. The Real Estate department needs another full-time faculty member.
- Availability of healthy classrooms
- In a fluctuating real estate market, the program can increase or maintain enrollments through marketing; in part, this will occur through increasing our share of the target market now enjoyed by proprietary schools.
- Motivating associate faculty to higher level of ownership/participation

- To attract and retain busy professionals to teaching positions whose compensation is not commensurate with the outside world is a continuing challenge. Doing this will be essential to maintaining program quality.
- We would like to have the ability to take advantage of the Proctoring Network at Saddleback College in order to have exams proctored to ensure academic honesty.
- We need more comprehensive scheduling. It is common practice in the Real Estate industry to have a student wish to begin working on the course requirements immediately so that they may take the state exam. If we were to have more sections with more start times, students would not have to wait for the next semester for a class to start so that they may begin taking classes.
- ATEP can offer classes with only 10 students enrolled while we must have 18-20 in order for the class to continue. Slightly lowering the class minimums would prevent classes from being cancelled and allow students to continue without interruption.

Section II: Review Report

A. Staffing and Organizational Structure

What is the administrative, faculty, and classified staffing structure of the program?

- M. Welc, Chair Full-time faculty
- Associate Faculty (nine persons)
- Occasional full-time faculty from another Department

How does the current staffing structure affect, positively or negatively, the program's ability to fulfill its mission and goals?

- 1 full time faculty, 9 part time associate faculty.
- A curriculum offering such as ours needs more invested faculty, that is, a department with only one full-time person faces major challenges with curriculum development, advisory committee, SLOs, program review, other administrative duties. See Section B for details.
- The current structure provides industry-specific expertise (e.g., mortgage brokering, real estate law)
- The current part-time ratio needs to improve integration of instruction from course to course or of department services to students. One way to approach this improvement would be the hiring of another full-time faculty.

What is the full-time to part-time ratio of faculty within the program? (Determine the ratio by counting up the number of **sections** taught by full-time faculty and the number of sections taught by part-time faculty in the current semester).

Full- to part-time ratio is 8:11, that is, 42% full time, 58% part time.

- 8 sections taught by full time faculty
- 11 sections taught by part time

- 19 total

The curricular areas offered with this staffing include the following:

Full-Time Faculty:

Real Estate Principles
Real Estate Practice
Real Estate Finance
Real Estate Appraisal I
Legal Aspects of Real Estate

Part-Time Faculty:

Legal Aspects of Real Estate
Real Estate Principles
Real Estate Practices
Real Estate Finance
Real Estate Appraisal I
Escrow
Property Management
Mortgage Brokering
Real Estate Technologies
Real Estate License Preparation
When available: Real Estate Appraisal II & III
USPAP

How does this ratio affect, positively or negatively, the program's ability to fulfill its mission and goals?

- Positive: Having only one full-time faculty member and many part-time faculty members is less expensive for the college.
- Negative: This ratio leaves serious need for greater continuity and cohesiveness from class to class; "instructional islands" do not allow for instructors to gauge overlap, reinforcement, or content gaps.

What changes in administration, faculty, and staff are needed to make this program more effective?

- Greater flexibility of scheduled classes at times when our student population can participate, for example, outside regular working hours.
- More classes and more sections offered more frequently. Our recent Advisory

Committee meeting with industry professionals indicated that demand definitely exists.

- Offer Distance Education classes with an option to meet with the instructor live for review of class material. However, another full-time faculty member would need to be hired to meet this demand.
- Distance Education provides accommodations for virtually unlimited students. We have the demand warranted to increase our number of classes. We need more full-time faculty members to meet this demand. Over the past four years, Saddleback College's Real Estate program has been one of the top three programs in the state in terms of enrollment. Demand for more courses exists, as does the need for another full time faculty member to teach these courses.
- We also need some resources for marketing. We are at the verge of becoming the number one Real Estate program in the state in terms of enrollment. Advanced marketing techniques such as search engine optimization marketing would help push us to the top and allow us to be the number one Real Estate program in the state of California.

B. Programs and Services

Which educational path do your course offerings provide?

- The real estate program offerings contribute to degree, certificate, transfer, and general education (via electives). The program provides the courses necessary to qualify for the California real estate broker exam, the real estate salesperson exam, the appraiser exam. It also provides the courses needed for careers in escrow, mortgage brokering, and property management.

How do these offerings contribute to or affect the overall program's mission and goals and the College's mission and goals?

- Our courses provide diverse learning opportunities to promote success. Their diversity and content presentation fosters intellectual growth. The ethics concepts that underlie all of our courses contribute to individual character development.
- We work actively to develop innovation wherever we see a positive opportunity. Witness: development of new and innovative courses (e.g., real estate technologies, real estate license prep) and variant delivery modes (hybrid and DE). Distance education provides increased access for all students, particularly important in an era of changing student population characteristics. Note that we offer an AA degree in

real estate. Our program provides opportunities for students to pursue their career goals in various areas ... real estate sales, administration, escrow, lending, etc. Many of our courses transfer to other institutions. Real estate courses are opportunities for retooling and life-long learning.

- We recognize that our student population includes a broad cross-section of individuals with a huge range of educational background and experience. Means by which we have approached meeting the needs of such a broad cross-section include the following:

- Distance education and hybrid courses allow students to learn at their own pace as well as to obtain specific help from instructors for their individual questions or obstacles.

- Student participation in distance education and hybrid offerings demonstrated to us fairly quickly that students would benefit greatly from improving their skills in real estate technologies. The real estate market has come to rely greatly on modern technologies for professional participation: Multiple Listing Services (MLS), digital photos, Internet marketing, contact management, email communications, automated legal forms, and many other processes. In response, we created a course that teaches these skills and also meets the Department of Real Estate (DRE) requirements for a related course that counts toward the sales or broker license. This is RE202, Computer Applications in Real Estate.

What methods are used for evaluating the program's offerings?

- Student evaluations, student feedback, advisory committee, and faculty input, evaluations of faculty, student surveys.

Are Student Learning Outcomes being assessed and used for program improvement on the program and/or course level?

Describe the successes or difficulties the program has faced in relation to SLO assessment.

- Numerous SLO's are being added to the core classes.
- CurricuNET is not user friendly.

What instructional strategies or methods have been used to improve instruction within the program (i.e., technology, distance education, etc.)?

- Use of technologies for DE and hybrid: Blackboard; other Internet instruction.

- Live course improvements: Powerpoint; Live Internet; pretest/posttest development; professional guest presentations

What curricular changes have been made in the program since the last review and what are the reasons for those changes?

- We are in the process of developing 100% Distance Education courses for:

Escrow
Real Estate Econ
Real Estate
Appraisal II & III
Property Management
Etc.

Live classes were not nearly as successful as the Distance Education classes during the recession.

What are the program's strengths or weaknesses in the area of curriculum and instruction?

Strengths:

- Broad range of content offered; provides required courses for sales license, broker license, appraisal license, careers in lending, escrow, property management, leasing; also certificate, degree, and transfer opportunities.
- Diverse delivery modes
- Quality of instructors (content expertise)
- Use of advisory committee recommendations, e.g., adding course in Computer Applications in Real Estate.

Weaknesses:

- Sometimes experts in a content area need more time and support from the program than it is currently able to offer
- Our full time faculty resource is spread very broadly over this important and

valuable curriculum

- Need to hire another full-time faculty member for the Real Estate Department

What changes in the area of curriculum and instruction are needed to make this program more effective?

- Additional full time faculty would add depth, cohesiveness, opportunity for innovation, and more. A full-time faculty member would improve program continuity, class and curriculum flexibility, delivery of services, and administrative participation.
- Need opportunities for associate faculty in-service in areas of instructional effectiveness

C. Student/Constituency Satisfaction

1. Describe any significant trends within the student demographics of the program.

- The student demographics continue to be weighted toward working people, many of whom already hold higher degrees. The population diversity in ethnicity, age, and SES has grown. Most of the student population is now more technologically able to participate in DE offerings, which increases access significantly.

2. After reviewing the program's student demographics and student success indicators, what changes were made in the program?

- An online orientation was developed, filmed, and published for use by the Real Estate Department.

3. What has the program done to establish and maintain links with support services for students (e.g. counseling, DSPS, EOPS, Early Alert, tutoring services)?

- The program informs all instructors of availability of such services. Referrals on individual basis.

- Instructors have made themselves available 24/7 by phone and email to answer questions
- We have significantly shorter response times for student questions through the use of new technology.

4. What are the program's strengths or weaknesses in the area of student success?

- Overall students' retention rate for the real estate program is approximately 95 percent. (See statistical report in Appendix.)
- Students who contact us after qualifying for and taking a licensure examination overwhelmingly report success passing the sales or broker licensure exam.
- Lack of additional full-time faculty makes it more difficult to track student success.

5. What changes in the area of student success are needed to make the program more effective?

- Need better basic skills pre-assessment.
- We need another full-time faculty member.

D. Facilities, Technical Infrastructure, and Resources

How do the size, type and/or quality of the program's current physical space affect the program's ability to fulfill its mission and service its current offerings?

- Technology availability is improving.
- Distance Education classes can run 24/7 without need for facilities at the school.
- Another full-time faculty member would allow us to increase enrollment and keep up with student demand.

1. How do the amount, type and/or quality of information technology available to the

program affect the program's ability to fulfill its mission and service its current offerings?

- Need to purchase a high definition camera in order to create higher quality audio/visual presentations for the distance education classes.
- Very seldom do our students need to use computer lab, but we do sometimes have students who do not have their own computer or Internet access. The computer lab availability is very important for these students.
- The ability for our students to check out laptop computers in order to complete coursework or take exams would allow more students (possibly those without access to a computer among others) to participate in distance education classes.

2. How do the amount, type, and/or quality of library holdings affect the program's ability to fulfill its mission and service its current offerings?

- Adequate.

3. How do the amount, type, and/or quality of other resources available to the program affects its ability to fulfill its mission and service its current offerings?

- We need more access to the recording booth in CIDDE in order to further develop the Distance Education program.

4. Have there been significant changes in the program's facilities, technical infrastructure, or other resources since the last review?

- No longer allowed to schedule at ATEP.

5. What are the program's projected needs in facilities, technology, or other resources, and how are these needs related to the goals of the program? • We expect continued and increased need for distance education. There is need for more flexible, open entry, self-paced, skills-based offerings courses that can increase the enrollment for our DE classes.

- Need for video services to capture live instruction for future delivery via DE.

- We think ITC needs support so that it can provide more training to instructors, who, in turn, can maximize the benefits of technology offerings to students.
- We need a high definition camera to facilitate the development of Distance Education classes.

6. Outreach and Collaboration

- The real estate program is developing its efforts to reach potential real estate students by flyers and mailers and Web pages to inform them of our various offerings. Our reputation for very high course and program quality is strong in the real estate industry in South Orange County and elsewhere. We need to leverage this reputation to benefit our students and program.
- We might be able to collaborate with Community Education in some additional areas. This remains to be explored.
- We are partnering with local industry who are actively seeking student internships and potential job placement.

Section III: Needs Assessment

A. Human Resource Needs

- We could improve the consistency from course-to-course and administrative participation by improving our full-time / part-time ratio. A full-time faculty has the potential of making significant improvements in various areas of our program.
- Need to convert all Real Estate classes to a Distance Education format Another full-time faculty member is needed in the Real Estate Department to assist with this.

B. Instructional/Service Needs

- Course offerings needed: Appraisal II, USPAP, and Advanced Real Estate Law, and all other courses listed on the DRE webpage.

- Increased offerings of the basic courses needed for obtaining the sales license, i.e., principles, practice. These should be available at more entry/exit points. Someday, maybe a truly open entry / open exit system would prove valuable.

C. Research Needs

Creation of additional SLO's as well as keeping up to date with changes in laws and common industry practices.

Another full-time faculty member needed to assist in market research.

D. Technical, Equipment and Other Resource Needs

- High definition camcorder needed to create instructional segments for online streaming of video or audio. Others not identified at this time.

E. Facilities Needs

Because the real estate program tries to take maximum benefit from distance education opportunities, and because where possible it finds off-campus facilities, it does not strain the physical resources of the campus. However, we do share with other departments and divisions in the need for the BGS building to be a healthy one.

F. Marketing and Outreach Needs

• Because the student population for real estate courses includes many individuals (a majority) who are retooling for a new career or endeavoring to improve their position in the real estate industry, the real estate program needs to reach outside the primary student recruitment arena. One way to do this is to use the information provided by the Department of Real Estate about applicants for the sales and brokers examinations and market to these individuals.

- In the geographic area we serve, various proprietary schools, such as Allied, Anthony, and others, and various large real estate offices offer real estate training. Some of this is accepted by the DRE toward licensure. We need to move some of their learner population into our courses.

G. Retention Needs

- Our current retention stats reflect the challenging economic environment, especially as it relates to Real Estate.

Data Analysis:

- First, the Real Estate department at Saddleback college has survived the worse economic melt down since the great depression. Having said that, I think that the program has weathered the storm in great shape.
- Market trends as well as economic forecasts suggest that even though the real estate market is at a low point, we have a rise in the number of foreclosures and short sales. The current data shows that it is not a matter of if, but when a property will sell. This means there is a high demand for Appraisers, Lenders, Escrow Officers and so on.
- We believe that the drop in traditionally high enrollment classes (RE170 & RE172) was due to the economic climate—not the real estate market. This was confirmed by our advisory committee panel, which confirmed that the demand for Real Estate Professionals is still incredibly high in the Southern California area.
- Most of the students we spoke with had the impression that the area of Property Management was recession-proof and that a new employee in this field could start making an income during their first day on the job. This accounts for the spike in the enrollment for our property management classes that were offered.
- There were changes in the management positions of the Dean of the Business Science Division and the V.P.I. at Saddleback College. The former management team seemed to prefer the efficiency of "Large Lectures" as compared to opening up more sections of the same class with lower enrollments in the sections. We believe that this course of thinking was reflected in the data.
- We had a number of live classes that "made" with the minimum number of students in the classes. Five to six of these prior 100% live classes have been developed into Distance Ed formats which should double to triple the enrollments in these classes when offered in the future. Evidence of this can be found in looking at the same classes offered at IVC in a 100% Distance Education mode (example, Escrow). Their class was "full" while our class did not make the minimum enrollment of 18.

- At this time, according to the State Chancellors Office, the Real Estate Department at Saddleback College is one of the top three community colleges in the state, based on enrollment figures. The other two colleges are S.F.C.C. and L.A.C.C. We predict that when the above changes are put into place, that we, Saddleback College, will have the number one Real Estate program in the state. This would make us the number one Real Estate program in the state, in the largest education system in the world (The California Community College System).