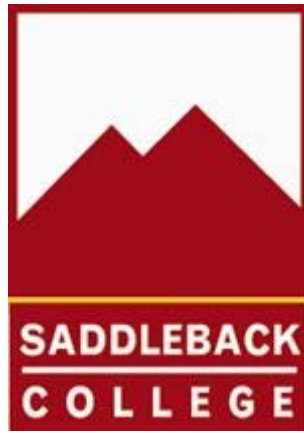


# **Saddleback College Program Review for Real Estate**



**Submitted on March 27**

# Table of Contents

Team Members and Approval Page  
Unit Overview  
Review Report  
Needs Assessment  
Appendices

# Program Review Team Members and Approvals

Program Review Team Chair:

**Martin Welc**

Program Review Team Members:

**Barbara Cox**  
**Ken Patton**

Approvals:

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Division Dean

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Program Review Chair

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Academic or Classified Senate President

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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 a 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 studenty3:27:41 PM4s, 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. Furthermore, we have arranged for some of our classes to meet off campus, decreasing our demand on campus facilities.
- 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 offering 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**

Not applicable.

### **D. Current Strengths, Opportunities, and Challenges**

- Diversified scheduling-- Time, day, mode
- Accessibility (distance education and hybrid classes)
- Affordability
- Location/Timing
- 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

## OPPORTUNITIES

- Possible increased partnerships with industry? To be explored.
- Distance education and hybrid courses offer opportunities to provide courses when students need them. One possibility to be examined might be open entry possibilities.
- A significant segment of our students or potential students are preparing for licensure. They tend to apply for the exam and then demand courses scheduled accordingly. They require the flexibility of frequently offered open entry, self-paced, skills-based offerings.
- A program in mortgage banking could be offered through our program if a cooperative effort with the Mortgage Bankers Association could be arranged to everyone's satisfaction. This Association offers a full complement of web-based and instructor-led-web-based courses mortgage banking courses through alliances with various educational institutions. This potential opportunity is worthy of further exploration.
- 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
- 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.

## 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 (six persons)

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

1 full time faculty, 6 part time associate faculty

- A large 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 that could be shared with the business program.

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).

- 6 sections taught by full time faculty
- 11 sections taught by part time
- 17 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

### Part-Time Faculty

Real Estate Law I

Escrow

Property Management

Mortgage Brokering

Real Estate Calculations

Real Estate Technologies

Real Estate License Preparation

When available: Real Estate Appraisal II

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

- Positive: This ratio provides maximum breadth of content expertise.
- 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.
- A shared Business Science Real Estate/Business Management full-time faculty member would improve program continuity, class and curriculum flexibility, delivery of services, and administrative participation.
- We also need some resources for marketing.

## **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 calculations, 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.
  - Furthermore, a few years ago we identified a need for many of our students to improve their real estate calculations abilities if they were to derive the most benefit possible from other real estate courses. In response to that need, we developed and instituted what is now RE222, Real Estate Calculations.
  - 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 RE289, Real Estate Technologies.

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

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

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.

N/A. SLO assessment has not yet been implemented.

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?

- This is the first review.

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.
- Offering of real estate calculations as support course
- Diverse delivery modes
- Quality of instructors (content expertise)
- Use of advisory committee recommendations, e.g., adding course in real estate technologies

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

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

- Need opportunities for associate faculty in-service in areas of instructional effectiveness
- Additional full time faculty (dedicated or shared) would add depth, cohesiveness, opportunity for innovation, and more. A shared Business Science Real Estate/Business Management full-time faculty member would improve program continuity, class and curriculum flexibility, delivery of services, and administrative participation.

### **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. Part 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?
  - N/A
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.

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.

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

- Need better basic skills preassessment.

**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?

- We worry about the possible negative effects of the continuing poor environment of our classrooms in BGS.
- Technology availability is improving.
- Fans in BGS210 are very loud and interfere with instruction.
- Some classrooms suffer from extremes in temperature.
- On occasion, we could have higher enrollments if larger classrooms were available.

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?

- The program benefits from classroom technologies available in BGS. Our greatest use is via computer: PowerPoint and Live Internet with projection.
- When classes meet in other buildings, the technologies are not as reliably available.
- 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.

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?  
N/A
4. Have there been significant changes in the program's facilities, technical infrastructure, or other resources since the last review?  
NA (first review)
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.
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 areas. This remains to be explored.

## **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 shared with the business department has the potential of making significant improvements in various areas of our program.

### **B. Instructional/Service Needs**

- Course offerings needed: Appraisal II, USPAP, and Advanced Real Estate Law
- 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**

Surveys as defined in our SLO document.

### **D. Technical, Equipment and Other Resource Needs**

- Digital camcorder 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 retention seems to be fairly strong, relatively speaking, about 95 percent. Also, once students start a real estate program, they tend to return for more. More important is the need to reach a larger potential student market.

## **Section IV: Appendices**

- A. Program Organizational Chart**
- B. Five-Year Program Staffing Profile**
- C. Supporting Data**
- D. SLO Assessment Forms**