

# Skyline College

## *Real Estate*

### Program Review

### Executive Summary



## Short Summary of Findings

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During the course of this program review the following findings have emerged. The Real Estate program is meeting its primary goals and the career objectives of those interested in real estate sales or other real estate professions. Students seeking to enter the real estate field can satisfy the State Department of Real Estate requirements for licensing and current agents can complete their education requirements for license renewal. All courses meet the standards of professionalism in the real estate industry and the program follows the guidelines set by the California Department of Real Estate for licensing.

The real estate courses enhance and broaden the Business Division offerings of career and technical education courses. They coincide with the CAOT Department offerings since perspective students are able to use the Office Technology courses to improve skills needed for real estate professionals while the Accounting courses supplement skills for students who are interested in the mortgage loan brokering and lending fields.

## Three Strengths of the Program

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- The part time instructor in the program is an active licensed real estate agent who works in the field and understands the many nuances of the business. He stays abreast of current economic events with his professional affiliations and regularly attends conferences and seminars relating to the real estate industry. He is subscribed to numerous real estate related services.
- The program offers training opportunities for students who are looking for a new career, or for advancement in their jobs or for active professionals working on license renewal.
- The instructor has developed online courses for the three major classes – RE 100, RE 101, and RE 130 – which are offered in the summer sessions.

## Three Suggestions for Improvement

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- Develop strategies to increase student success addressing the drop in success rates, especially among African Americans, White and Filipino students while maintaining the enrollment, efficiency, and high academic standards.
- Implement assessment plans for courses and adjust the courses based on assessment of student learning.
- Continue to look for additional opportunities to offer Real Estate courses online and use the special topics courses when it is relevant.

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*Full-Time/Part-Time Faculty Signatures*

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*Allan Nuttall*

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**Submitted:** March 2010

# SKYLINE COLLEGE

## PROGRAM REVIEW SELF STUDY

### **PART A: Mission Effectiveness**

#### **Overview**

1. *State the goals/ focus of this program and how the program contributes to the mission and priorities of the College and District.*

Skyline College's Real Estate program within the Business Division has three course offerings. The courses offered are: R.E. 100 - Real Estate Principles, R.E. 110 - Real Estate Practice, and R.E. 130 - California Mortgage Loan Brokering and Lending. During the summer Selected Real Estate topics are offered, primarily, a class called Preparation Course for the Real Estate Exam. All courses meet the standards of professionalism in the real estate industry. The program follows the guidelines set by the California Department of Real Estate (DRE) for licensing.

The program is designed to meet the needs of students and the community by developing the professionalism and competency required in the real estate profession. It provides the student with a solid background in real estate principles and practices and this knowledge may be used in a real estate career or in the pursuit of acquiring or selling real estate as a consumer. The program also meets the career objectives of those interested in real estate sales or other allied real estate professions. Students seeking to enter the real estate field can satisfy the DRE education requirements for licensing and current agents can fulfill their education requirements for renewal.

The goals of the Real Estate program contribute to the mission and goals of the College and the District in terms of providing an education pertaining to human knowledge and experience, providing the basis for transfer to a four-year college, career advancement, personal enrichment and encouraging diversity.

2. *Discuss how this program coordinates, impacts, and/or interacts with other programs in the College.*

The real estate courses enhance and broaden the Business Division offerings of career and technical education courses. The real estate courses blend nicely with the CAOT offerings as perspective students can use the office technology courses to improve technology skills needed for a Real Estate professional. Students also enroll in many of the accounting courses offered from the Business Division to augment their skills for those who are interested in the mortgage loan brokering and lending field.

3. *Explain how this program meets the needs of our diverse community.*

The Real Estate program offers evening lecture classes in the fall and spring and on-line hybrid courses in the summer. The curriculum encompasses real estate principles as well as the practical application of real estate skills in the field and in the office environment. The successful completion of both classes enables students to satisfy California state requirements for licensing. The California Mortgage Loan Brokering & Lending course covers the mortgage loan process from beginning to end and fulfills an education requirement for license renewal for practioners in our diverse community.

4. *If the program has completed a previous self-study, evaluate the progress made toward previous goals.*

No previous self-study has been completed.

## **PART B: Student Learning Programs and Services**

### **Overview**

1. *If the program utilizes advisory boards and/or professional organizations, describe their roles.*

The program does not have an advisory board because there are no permanent faculty members at Skyline. We employ part time faculty who is a real estate licensed professional, holds a Doctorial in Philosophy and Jurisprudence, a Master of Arts in Finance, a Bachelor of Science in Major Criminal Justice and a Minor in Business plus a Bachelor's of Science in Public Relations. He has been involved in the Real Estate and Mortgage field as a practioner for over 10 years and has been teaching real estate classes for over 11 years.

### **Curriculum**

1. *Describe how the courses offered in the program meet the needs of the discipline(s) and the students. (This may be answered through descriptive narrative evaluation or quantitative research).*

The two courses offered by the program, R.E. 100 Real Estate Principles and R.E. 110 Real Estate Practice, provide an introduction to real estate principles and practical application of real estate skills in the field and office environments. Completion of both R.E. 100 and R.E. 110 enables students to satisfy California state requirements for licensing. The R.E. California Mortgage Loan Brokering and Lending course covers the entire mortgage loan process from beginning to end. This course helps fulfill an education requirement for license renewal for our diverse community. The R.E. 665SA Preparation Course for the California Real Estate Exam (being converted to a permanent course as R.E. 140) is designed for those for those who have passed the Real Estate Principles course or have equivalent experience. The course is designed to prepare student to successful take the California Real Estate Exam.

All the courses provide a general education transfer course for smaller numbers of students.

2. *State how the program has remained current in the discipline(s).*

The real estate program uses current texts, which are updated continuously to reflect the changing California state requirements for licensing. Lectures are reviewed and revised each semester to incorporate the most current information related to the state of the economy and the real estate field in California. Handouts with the latest information are also reviewed and updated when new data becomes available.

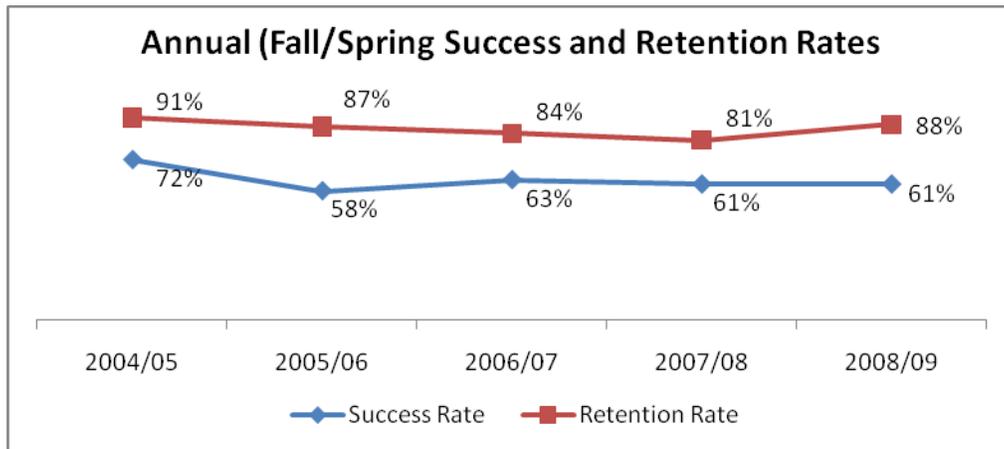
The part time instructor in the program stays abreast of current economic events with his professional affiliations in real estate and is an active licensed real estate agent who works in the field and

understands the many nuances of the business. He regularly attends conferences and seminars relating to the real estate industry and is subscribed to numerous real estate related list serves.

3. *If the student population has changed, state how the program is addressing these changes.*

According to statistics from the Planning and Research Department, student enrollment in the program has fallen significantly between 2004-2009. The drop in student enrollment can be attributed to the current economic downturn in the economy, the real estate decline, and the bank and mortgage institution failures. The softening of the real estate market has been accompanied by a decline in student interest. Nonetheless, the headcount remains high and steady in comparison to other classes with minimum attrition and as with all other economic cycles, we expect the enrollment to rebound over time. The program's retention rates on average are 87 percent, which is higher than the college average of 82 percent.

The program is concerned with the decline in success rates during the Fall and Spring. The success rates were at a high of 72% in 2004/05 and have dropped to 61% in the 2008/09 semester. This is below the college average of 67%. The Dean of Business and the adjunct faculty member have discussed strategies to improve the success rates.



4. *All courses in this program should be reviewed for currency and modified every six years. If this has not occurred, please list the courses and explain.*

The course outlines have been reviewed and updated to include Student Learning Outcomes.

5. *If external accreditation or certification is required, please state the certifying agency and status of the program.*

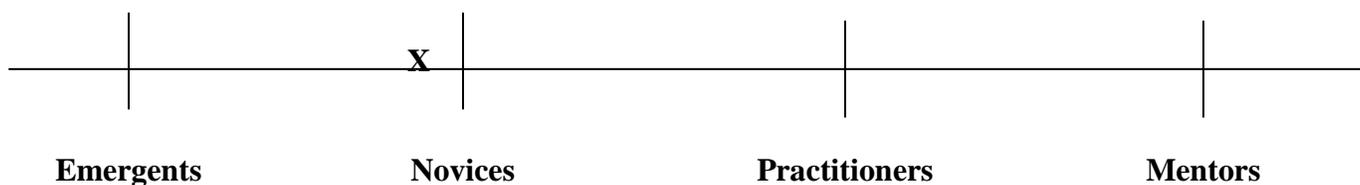
Not applicable.

## Student Learning Outcomes & Assessment

1. *Where on the continuum do you believe your department is on the SLOAC Initiative?*

<b>Emergents</b>	<b>Novices</b>	<b>Practitioners</b>	<b>Mentors</b>
<ul style="list-style-type: none"> <li>• Learning and discovering</li> <li>• Gathering information</li> <li>• Attending workshops</li> </ul>	<ul style="list-style-type: none"> <li>• Beginning a dialogue</li> <li>• Drafting SLOs</li> <li>• Drafting assessment plans</li> <li>• Taking inventory of assessments</li> <li>• Creating instruments for assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Engaging in widespread dialogue</li> <li>• Implementing assessment plans</li> <li>• Refining SLOs</li> <li>• Reviewing outcome data and discussing implications</li> </ul>	<ul style="list-style-type: none"> <li>• Facilitating discussions and generating new dialogue</li> <li>• Conducting workshops</li> <li>• Lending assistance</li> </ul>

**Mark an X on the continuum and briefly comment.**



2. *Highlight any major findings and resulting course or program modifications.*

None to date. In accordance with the SLOAC process, outcomes will be assessed and, where necessary, changes to pedagogy implemented. The Real Estate Program has developed Student Learning Outcomes for all of the course offerings and will be developing assessment plans.

3. *What additional resources are needed to implement the plan?*

No additional resources are needed. It is anticipated that the planning, implementation and assessment phase of SLOAC will be time consuming. Time will be needed to gather and analyze data to report the findings and to plan/implement modifications. Learning about and implementing the SLOAC process is something that requires time. Skyline College and the District offer many opportunities to learn about the process, workshops and presentations are often offered during the semester. In the past this has conflicted with faculty who work in full-time day jobs. These meetings and workshops are held in the day. To assist faculty with the SLOAC process a comprehensive SLOAC website was developed with information resources and examples. In addition, each division has a SLOAC representative to assist faculty with the SLOAC process.

## **PART C: Resources**

### **Faculty and Staff**

1. *List major development activities completed by faculty and staff in this program in the last six years and state what development is needed or proposed by faculty in this program.*

The adjunct faculty member in the department introduced a new course to expand the Real Estate program. The addition of this special topics course was needed to help students prepare for the California Real Estate Exam. This course will be updated to a permanent course for fall 2010. The faculty also partnered with Rockwell Corporation to develop the online hybrid real estate course classes which have been very successful.

2. *Describe the orientation process for new faculty and staff (include student workers such as tutors and aides).*

We have not hired any new adjunct faculty for this program.

3. *If recruitment of new and/or diverse faculty is needed, suggest recruitment techniques.*

At this point in time there is no need for additional part time faculty or a full time instructor for this department.

### **Facilities, Equipment, Materials and Maintenance**

1. *Discuss the effectiveness of the facilities, equipment, equipment maintenance, and materials for the program to meet its goals and focus. Include if they impact success and if they are accessible to all students.*

The adjunct faculty member in the Real Estate program uses a variety of teaching methods in an effort to ensure student success. Currently the facility for classroom instruction is a smart electronic classroom. The Real Estate program does not require specialized equipment or technology. The program is self-sustaining with very minimal costs other than instructor compensation. The college has done a good job ensuring that the classrooms are accessible to all students. Overhead projectors are used and are an invaluable tool for students who are visual learners. There is regular discussion and verbal exchange between the instructor and students during class. CD's and DVD's are used to elaborate and build on information discussed in class. These contribute to student success by providing concrete examples of Real Estate license exams and other class material that stimulate critical thinking skills.

2. *List projected needs.*

None at this time.

3. *Describe the use of technology in the program and discuss if technology is current and comparable to other college and business or industry.*

The program includes both traditional lecture and online hybrid classes, which is comparable to other colleges.

4. *If appropriate, describe the support the program receives from industry. If the support is not adequate, what is necessary to improve that support?*

The program works directly with several real estate textbook companies and private companies who offer online training.

### **Budget Request**

1. *What resources (staff, facilities, equipment and/or supplies) will be needed in the next six years?*

None

2. *If appropriate, discuss methods the program could share resources with other programs in the College and District.*

Not applicable.

### **PART D: Leadership and Governance**

1. *What leadership roles do the faculty and staff of your program hold in the college?*

The adjunct faculty member does participate in a formal leadership role by ensuring that the curriculum is up to date, networks with real estate professional and modifies courses as needed to meet the California DRE state requirements.

2. *How do the faculty and staff in your program participate in the governance processes of the college/district?*

Although adjunct faculty are not required to participate in the governance process of the college/district, the adjunct faculty member does participate in the Business Division meetings to keep abreast of college and division activities and talks regularly with the Division Dean.

3. *How do the faculty and staff in your program exercise initiative/leadership in improving practices and services related to the program?*

The adjunct faculty member has meetings with the Dean of Business on how to improve the practices and services related to the program. Such discussions relate to determining strategies for improvement of success rates, new course ideas, and possible modifications of the program.

### **PART E: Action Plan**

1. *Describe the program's plan for addressing areas of improvement.*

The program has identified the following non-prioritized plans to further improve the quality and effectiveness of the Real Estate program:

1. The drop in success rates, especially among African Americans, White and Filipino students needs more analysis and more investigation as to whether this is a continuing trend, and if so, what actions can be taken.
2. The program can work with the Business Dean in analyzing the effects of making the ENGL 836 and MATH 110 a prerequisite which might lead to higher success rates in the courses.
3. Develop assessment plans, implement the plans and analyze the data. The results of the assessment plans and the analysis could help improve student learning which could lead to higher success rates.
4. Continue to look for opportunities to offer Real Estate courses online and continue to use the special topics courses when necessary.

## Skyline College Program Review – Real Estate Worksheet for Enrollment, Performance and WSCH/FTE

### *Weekly Student Contact Hours – WSCH*

Report the 3 previous **Fall** semesters with the most recent on the right.

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Year	2006	2007	2008
WSCH	583	509	296

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**Please comment on program enrollment and expected trends.**

The program's Weekly Student Contact Hours (WSCH) fell substantially in Fall 2008 compared to previous years largely due the drop in student enrollment caused by the downturn in the economy, real estate decline, bank and mortgage institution failures.

### *FTE and WSCH/FTE (LOAD)*

Report the previous 3 **Fall** semesters with the most recent on the right

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Year	2006	2007	2008
FTE	.60	.60	.60
WSCH/FTE	972	848	493
LOAD	957	811	525

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**Please comment on the comparison of this program to College trends.**

There was a substantial decrease in WSCH in Fall 2008 compared to previous years due to the current economic conditions. This decrease in WSCH has an impact on load. The Real Estate program's load decreased to 525 which is lower than the all college load of 590 for 2008/2009. When the economy picks up these numbers should increase.

### *Retention and Success*

Report data on program retention and success rate with the most recent on the right.

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Year	2006	2007	2008
Retention	84%	81%	88%

Success	63%	61%	61%
Headcount	171	134	82

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**Please comment on the programs success and retention rate. Include factors that affect the rates and how college services are used to provide multiple avenues for student success.**

The Real Estate retention rates (average 84%) are above the college average of 82%. There was an increase in retention rates in Fall 2008. One possible contributing factor is there are fewer students due to the drop in the market, but many students in the classes are enrolled because of the required subjects needed to upgrade their licenses.

The success rates remained on an average of 62% from 2006/07 to 2008/09 which are below the college average of 67%. They dropped slightly from 2007/08 to 2008/09; one contributing factor may be that many students enrolled in these courses are there for updating their license and not necessarily seeking a license to become a realtor. This could be because a majority of students do not pass the real estate license exam on their first attempt. Another possible contributing factor of low success rates could be because many students have not passed college level English and Math placement tests. The department might consider addressing this by analyzing the effects of making the recommendation for ENGL 836 and MATH 110 a prerequisite.

There were also drops and increases in the success and retention rates within groups. In particular, there was a sharp drop in the success rate for African American students from 56% in 2007/08 to only 38% in 2008/2009. This group had a significant increase in retention rates from 56% in 2007/08 to 100% in 2008/2009. There was a sharp increase in the success rate for Latino students from 59% to 85%, and an increase in retention rate from 90% to 96% between 2007/08 and 2008/2009. There was also a drop in the success rates for White students from 70% to 48% between 2007/08 and 2008/2009. There were increases in success rates for Asian students in 2008-09 to 74%, from an average of 60% in 2004 /04 to 2007/08. Also, there was a drop in the success rates for Filipino students in 2008/09 (46%) from an average of 65% in 2004/05 to 2007/08. The fall in success rates, especially among African Americans, White and Filipino students needs more analysis and their needs more investigation as to whether this is a continuing trend, and if so, what actions can be taken.

## Program Review Course Outline & Prerequisite Checklist

Discipline: Real Estate

Semester: Spring 2010

**ALL COURSE OUTLINES MUST BE REVIEWED AND UPDATED DURING PROGRAM REVIEW!**

If there are no changes made to the course outline, use the Program Review date to update the course outline. **Please note that all course outlines must now include the title of a representational text with its publication or revision date and follow the current Title V format.** Refer to *Guidelines for Preparing a Course Outlines* for further assistance.

If it is determined that a course outline needs **substantial modification**, you must complete and submit **Form D – Course Modification** to the Curriculum Committee for approval well **in advance** of your Program Review due date. Please check with your Curriculum Committee representative or go to the Curriculum Committee web site for a list of meeting dates, submission deadlines, instructions and curriculum forms to update (or modify) a course outline. (<http://www.smccd.net/accounts/skycurr/>).

List all the courses in your **discipline** on the attached form. Complete the columns on the form for each course in your discipline using the instructions below:

- Column 1:** What is the course prefix and number?
- Column 2:** What is the course title?
- Column 3:** What date was the course outline last reviewed or updated?
- Column 4:** If this course transfers to either CSU **or** CSU *and* UC, place a check mark in the appropriate column.
- Column 5:** If this course satisfies a GE (General Education) requirement, place a check mark in the column.
- Column 6:** Please list all course prerequisites, corequisites, and/or recommendations.
- Column 7:** Please indicate that the course prerequisites, corequisites, and/or recommendations have been reviewed and validated by faculty by placing a check mark in the column.
- Column 8:** Does the course have SLOs on the official course outline of record?
- Column 9:** Does the course have assessment plans?
- Column 10:** Has the course implemented their assessment plans?
- Column 11:** When did the department review results from implementation of the assessment plan?

Upon submission of your Program Review materials, all course outlines should have the current date in the upper right corner. Please submit a hard copy of **each** outline from your **discipline** listed on the form with your *Program Review* materials. Additionally, all course outline **files** should be e-mailed to the Instruction Office in care of Maria Norris ([norris@smccd.net](mailto:norris@smccd.net)).

Please have the faculty and division dean sign and date the certification on the last page.

COURSE OUTLINE, PREREQUISITE, & STUDENT LEARNING OUTCOMES CHECKLIST											
1	2	3	4		5	6	7	8	9	10	11
Prefix & Number	Title	Review Date	Transfer		G.E.	Prerequisites, Corequisites, Recommendations	Validated	SLOs	Assessment Plans	Implementation	Reviewed
			CSU	UC & CSU							
R.E. 100	Real Estate Principles	2010	X			Recommended: Eligibility for ENGL 836 and MATH 110	Yes	Yes	No	No	No
R.E. 110	Real Estate Practice	2010	X			None	Yes	Yes	No	No	No
R.E. 130	California Mortgage Loan Brokering & Lending	2010	X			None	Yes	Yes	No	No	No
R.E. 801	Real Estate License Exam Preparation	2010	X			Knowledge of real estate principles or equivalent experience	Yes	Yes	No	No	No

**Faculty Signatures**

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Allan Nuttall

Date Submitted: March 2010

Division Dean: \_\_\_\_\_

<b>Skyline College Institutional Outcomes</b>		R.E. 100 Real Estate Principles	R.E. 110 Real Estate Practice	R.E. 130 California Mortgage Loan Brokering & Lending	R.E. 801 Real Estate License Exam Preparation
<b>Key: (C) central to a course, (S) supported by a course, (blank) does not apply</b>					
<b>Critical Thinking:</b>	Raise vital questions, formulate responses (or solutions) to problems, evaluate the reasonableness of a solution and provide a justification.	S	C	C	S
	Analyze and compose arguments; assess the validity or strength or an argument using appropriate deductive and inductive techniques.		S	C	S
	Think creatively and open mindedly within alternative systems of thought; communicate, either artistically, graphically, symbolically, or verbally, a complete and clear solution to a given problem.				
	Make effective use of evidence in an argument; evaluate the truth or value of the premises using reliable sources of information.	C	C	C	C
	Demonstrate understanding of diverse disciplinary perspectives and use appropriate inquiry, including the scientific method.				
	Analyze multiple representations of quantitative information, including graphical, formulaic, numerical, and verbal.	C	C	C	C
<b>Effective Communication:</b>	Comprehend, analyze, and respond appropriately to oral, written, and visual information.	C	C	C	C
	Effectively express ideas through speaking and writing.				

<b>Citizenship:</b>	Demonstrate scientific literacy concerning a range of global issues;				
	Articulate similarities and contrasts among cultures, demonstrating knowledge of and sensitivity to various cultural values and issues.	S	S	S	S
	Develop attitudes central to lifelong learning: openness, flexibility, intellectual curiosity, and a broad perspective that values diversity of thought.				
	Demonstrate appropriate social skills in group settings, listening and being receptive to others' ideas and feelings, effectively contributing ideas, and demonstrating leadership by motivating others.				
	Demonstrate commitment to active citizenship.				
<b>Information and Computer Technology Literacy:</b>	Effectively locate and access information in numerous formats using a variety of appropriate search tools.	C	C	C	C
	Use computer technology to organize, manage, integrate, synthesize, create, and communicate information and ideas in order to solve problems and function effectively in an information society.				
<b>Information and Computer Technology Literacy:</b>	Evaluate the relevance, quality, and credibility of a wide variety of information sources using critical thinking and problem solving skills.	C	C	C	C
<b>Lifelong Wellness:</b>	Demonstrate an understanding of physical fitness and its role in lifelong wellness.				
	Take personal responsibility for identifying academic and psycho-social needs, determining resources, and accessing appropriate services.				

**Program Review - Resource Needs Summary Table**

**Program: Real Estate**

	<b>Needs</b>	<b>Notes</b>
<b>Personnel</b>	<ol style="list-style-type: none"> <li>1. No additional personnel needed.</li> <li>2.</li> <li>3.</li> <li>4.</li> </ol>	
<b>Equipment</b>	<ol style="list-style-type: none"> <li>1. There are no special equipment needs requests.</li> <li>2.</li> <li>3.</li> <li>4.</li> </ol>	
<b>Facilities</b>	<ol style="list-style-type: none"> <li>1. The classroom used for lectures is a smart classroom and there are no additional needs at this time.</li> <li>2.</li> <li>3.</li> <li>4.</li> </ol>	

**Skyline College**  
**Evaluation of the Real Estate Program Review Process**

**March 2009**

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To improve the Program Review process your help and suggestions are instrumental. We ask that all parties responsible for preparation of this review have input into the evaluation. After completion of the Program Review process, please take a few moments to complete and return this evaluation to the chair of the Curriculum Committee.

Estimate the total number of hours to complete your Program Review: 50

1. Was the time frame for completion of Program Review adequate? If not, explain.

Yes, the time frame for completion of Program Review was adequate. It would be more helpful if the data was available on the website from the Office of Planning, Research, and Institutional Effectiveness.

2. Was the instrument clear and understandable? Was it easy to use? If not, explain and offer suggestions for improvement.

It was clear and understandable. The Program Review Self Study instrument was clear and easy to use. The step by step instructions and check off lists helped keep me organized.

3. Were the questions relevant? If not, please explain and offer suggestions.

Yes.

4. Did you find the Program Review process to have value? If not, please explain and offer suggestions.

The Program Review process was very valuable. This is the first time the Real Estate Program has undergone a self-study, the process helped me learn so much about the Department and the College connections.

5. Was the data you received from administration complete and presented in a clear format? Would you like additional data?

The data was complete and presented in a clear format, but would be helpful to have the data online so it is more accessible.

6. Please offer any comments that could improve and/or streamline Program Review.