

Program Review

Program Overview

Mission Statement

Please verify the mission statement for your program. If there is no mission statement listed, please add it here.

The major in Real Estate provides excellent preparation for the broker's or salesperson's license and contributes to efficiency in many related professions. In addition, the courses provide important information and training for professionals interested in investing in real estate, including those in government and non-profit corporations working with real property. The program not only has all the courses for salesperson/broker licensing, but also all the classes you need to take the state exam to become a state-licensed trainee appraiser. Most of all, career paths include developers, appraisers, title officers, property managers, and mortgage brokers and bankers.

Program Total Faculty and/or Staff

Full time: Manford Forkner

Part Time: Carl Ogden
Joanne Ratkovich
Ronald Grant

Program Goals

Provide excellent preparation for the broker's or salesperson's license.

Describe your current utilization of facilities, including labs and other space

We currently use one classroom. It is a Smart-classroom that accommodates 75 students (S-449). The classroom is used 5 days a week: Mo-Th 6pm – 10pm & Sat 8am to 4:30pm (12 weeks).

Job Placement

Using the [LaunchBoard](#), what are the job placement rates for your program for the past three years? (What % of your graduates have secured employment in the field within 3 months of leaving the program?). Note: you will need to establish a username and password for the LaunchBoard if you don't already have one.

2015 - 16 Job Placement Rate (%) employed in the field within 3 months

2016 - 17 Job Placement Rate (%) employed in the field within 3 months

2017 - 18 Job Placement Rate (%) employed in the field within 3 months

Placement data for the program is not currently available. It is tracked through the State. There are several pertinent top codes (about 6) that would track it but the Community College programs in the Bay Area were wrongly coded, causing errors in the data reported. According to it there have only been a total of 28 placements from all Bay Area colleges combined; that information is incorrect. It is very important to clarify that a large number of students in our program are already working in the field and take our

program’s courses to educate themselves about investments in real estate, or to prepare for licenses that will help them move up in their existing jobs in real estate or investment companies.

Using the [LaunchBoard](#), what are the projected job openings in your discipline for the next three years?

Job openings

SOC Code	Occupational Title	Jobs 2017	Jobs 2022	Change
11-9141	Property, Real Estate and Community Association Managers	10,853	11,303	4.2%
41-9022	Real Estate Agents	13,359	13,300	-0.4%

Add additional job openings:

There are large numbers of baby boomers currently retiring from the industry. They are currently interested in supporting training of the next generation that will replace real estate trained employees in all organizations that hire them, including government, non-profit and for-profit organizations.

How is your discipline or program responding with regard to changes in labor market demand?

Our program is building corporate partnerships with employment agencies such as Atrium (Keith Welch) and also working with other large industry agencies looking for employees such as the Building Owners Management Association (BOMA) and their training partners; among them are the Institute for Real Estate Management and the National Association of Property Owners.

Do you have an industry advisory board in place?

Yes. It includes seven community representatives and seven faculty representatives. Below is an agenda from a monthly meeting held in Spring 2018.

**Merritt College
Business & Real Estate Department Trade Advisory Meeting**

Wednesday, February 7, 2018
12:00 - 2 pm Room S434

Meeting Minutes

Trade Advisors Attending

David Garcia

Georgia Richardson

Ben English

Debra Matthews

Helena Straughter

Anthony Capitan

Ronald Grant

Merritt College Staff Attending

Guy Forkner

Ken Smith

Affiliation

Student, Merritt RE Forum President, Ranger Realty Co.

Real Estate Trainer, eXp Realty

Director, East Bay PEN

President, Our Land Funding, Inc.

Managing Broker, HS Real Estate Co.

C2 Financial Corporation, Merritt RE Forum

Vice President

President, East Bay Construction, Inc.

Title

Department Co-Chair, RE Instructor

Adjunct BUS Instructor

Carl Ogden
Ronald Grant
Ed Cannon
Karen Gordon-Brown
Simon Chan

Adjunct BUS & RE Instructor
Adjunct RE Instructor
Adjunct RE Instructor
Adjunct BUS Instructor
Classified & BUS Instructor

Welcome and Opening Remarks

The Business and Real Estate Department Co-Chair, Guy Forkner opened the meeting and welcomed all attendees to the 2017-18 Business and Real Estate Advisory Board Meeting. Attendees then did self-introductions.

DISCUSSION OF CURRENT BUSINESS & REAL ESTATE AGENDA PROJECTS

The Merritt Staff proceeded to provide the background and updates with discussions first for the Business Department. The Spring and Summer 2018 Class Schedules were presented with a full discussion of the Student Learning Outcomes expected of the students with the development of New Certificates on completion and the current needs of the Business Industry. The New Certificates to be presented at the next Advisory Board Meeting. The High School Dual Enrollment program was then presented, covering the starting of a multi class program with a Certificate as a gateway to College. There was favorable reaction from the members in support.

The next presentation on creating a Drone Class for Business, Real Estate, Fire, Safety and Homeland Security. There was a favorable reaction and positive comments from the Members.

The Business Department Advisory Meeting was adjourned and the Real Estate Department Advisory Meeting was called to order at 1:00 pm.

The Spring and Summer Real Estate 2018 Class Schedules were discussed with a full discussion of the Student Learning Outcomes expected for the students and the current needs of the Real Estate Industry. There was a full discussion by faculty and the advisors regarding the current economy and the shortage of affordable housing and the homeless problem. There were various solutions discussed.

The next presentation covered the new RE Course, RLEST 3, Real Estate Brokerage Management, RLEST 250, BRE Real Estate Test Prep Class Online and the BOMA International – Commercial Real Estate Management Intern Program for Merritt’s Real Estate Students. The Advisors were excited about BOMA and that this program will enhance the name and reputation of Merritt’s Real Estate Program.

Finally the last presentation was for a series of stackable Real Estate Certificates of Completion for Sales Agent, Property Management, Mortgage Agent and Real Estate Broker. The New Certificates to be presented at the next Advisory Board Meeting.

Closing Remarks

Guy Forkner thanked the Industry Advisory Members for their participation. The next meeting date will be the Spring of 2019.

Has your industry advisory board met regularly (at least once per quarter or semester)?

Yes, once a semester with the entire board and every week with different members.

Please describe the number of activities and recommendations resulting from advisory committee meetings that have occurred in the past three years. What information was presented that required changes to be made to your program?

a. Activities:

- Head hunters partnerships
- Training of our students: through the club where our advisory board members teach all the documents (contracts and forms of real estate sales and leasing processes)
- Advisory for students: our advisory board members are employers in the community. They visit our classrooms and club meetings to talk about what it is like to work in that industry and to teach soft skills needed for success in the industry

Does your program require state or national licensing? If yes, please specify. What is your college's set standard passing rate for this exam or license?

Yes. Real Estate salespersons and brokers require licensing by the State.

90% of our students who take the licensing tests passed them.

Do your students participate in other third party certifications? If so, please provide their success rates (include the % of completing students successfully getting certified).

The most recent third party certificates were the BOMA certificates that our students obtained in fall 2018.

24 out of 26 students completed the certificate, which is a 92% success rate.

Is your program working with a Deputy Sector Navigator?

We are, but not successfully. We lost two 15K grants because the interim administration at Merritt College could not sign the documents on a timely manner. Real Estate businesses move very fast and need responses within a day or two. They cannot wait 9 to 12 months to hear back from the college/District.

What programs similar to yours exist in the surrounding area or at nearby East bay colleges? (Micro region in LaunchBoard)

Chabot College
Contra Costa College
Diablo Valley College
Los Medanos College

Please list and briefly describe the grant name, granting agency, and the goals of each grant as it relates to you discipline/department/program.

Grant Name
Granting Agency
Grant Goals
Last year of Funding

How is your program using Strong Workforce Funds?

We do not qualify for Strong Workforce Funds at this time.

The data regarding placements of our Real Estate students is incorrectly showing low placement numbers which leads to not being able to access Strong Workforce funds. The State data shows all Real Estate programs in the Bay Area combined have a total of 28 placements. Again, the program instructs many students who are already employed in the industry that enroll in our courses to advance in their career within the same industry. For example, a student who works as an office assistant will be interested and encouraged by the employer to move into a sales person or broker role.

In the boxes below, please add improvement actions and resource requests that are directly related to the questions answered in this section. If there are no improvement actions or resource requested in this area, leave blank.

Improvement actions (*choose from drop-down menu*). We need assistance from our administrators so that the TOP code is changed for our program; only then we will be able to demonstrate that students do become placed.

Enrollment Trends

Note: Please consider the most recent 3 years when answering the questions below. Set the filters above to your discipline, and discuss enrollment trends over the past three years.

Real Estate	Enrollment	Productivity
2015-2016	923	21.0
2016-2017	728	20.3
2017-2018	863	21.6

The enrollment in Real Estate has been consistently high. Although the program's enrollment trend dipped in 2016-2017 it only reflects the overall college trend: very high in year 1, lower in year 2 and much higher in year 3, but the total enrollment is quite healthy. Some courses had over 50 students enrolled. The dip in 2016-2017 is partially explained by the administration not allowing several courses to be offered and cancelling courses that were still in the process of filling. That approach affected all

disciplines and showed as a year with low enrollment for all disciplines. Real Estate was strongly impacted because their weekend program (Fri-Sat-Sun) was not allowed to be offered. That program had a history of high enrollment: about 90 students every time we offered it. The data provided to us shows the Productivity of the Real Estate program is also very healthy. It has consistently been above the overall college level in each of the last three years (2016-2018). It also dipped in 2016-2017, but simply followed the overall college productivity trend.

Set the filter above to consider whether the time of day each course is offered meets the needs of students. Are courses scheduled in a manner that meets student needs and demands? How do you know?

Students in Real Estate courses show a preference for face to face evening courses; they have a very high enrollment. Saturday classes and online classes also have very high enrollment. The online courses, however, have difficulty keeping students to the end, where the face to face mode is more effective in helping students reach completion of the course.

Describe effective and innovative teaching strategies used by faculty to increase student learning and engagement.

There has been an increase in online offerings which have shown high enrollment. There is also good retention in some of the courses. Students are learning what is needed to pass the State tests and are being successful in passing them. Instructors participate in various TLC projects to improve teaching. Lead faculty have proposed a sabbatical project related to online teaching and best practices to support equity and success.

How is technology used by the discipline, department? How does the discipline, department, or program maintain the integrity and consistency of academic standards with all methods of delivery, including face to face, hybrid, and Distance Education courses?

Computers and media are used in all courses. The Chair has discussion with faculty regarding any difficulty students may be experiencing learning the content/skills to brainstorm new ways in which to increase students learning.

In the boxes below, please add improvement actions and resource requests that are directly related to the questions answered in this section. If there are no improvement actions or resource requested in this area, leave blank. Improvement actions (choose from drop-down menu)

We need to reinstate the Weekend program. It will bring close to 100 students each time it is taught (once or twice per semester).

Curriculum

Please review your course outlines of record to determine if they have been updated or deactivated in the past three years. Use the pull-down menus to identify courses that still need updating or deactivation and specify when your department will update each one, within the next three years.

Rlest 2A (Need to review in Curricunet)

Rlest 4A (Last reviewed July 5 2018)

Rlest 5, 6A (Need to review in Curricunet)

Rlest 7 (Need to review in Curricunet)

Rlest 8 (May 11, 2016. Need to review by May 2019)

Rlest 9: (Need to review in Curricunet. Guy will contact Ngiehm and Jason via email to see who is the person who can assist now with this process. In the past it was Clifton)

Rlest 10 (Reviewed and already removed. We don't teach it anymore)

Rlest 11 (May 11, 2016. Need to review by May 2019)

Rlest 14 (May 11, 2016. Need to review by May 2019)

Rlest 18 (May 11, 2016. Need to review by May 2019)

Rlest 21 (May 11, 2016. No need to review again. Not taught. Needs to be removed)

Rlest 22 (is now called 7A. Needs to be removed)

Rlest 250 Aug 22, 2016. Needs to be reviewed in Fall of 2019.

Rlest 848NB Notary (needs to be removed)

848NA (needs to be removed. New name is 250)

The entire series of courses listed with numbering in the 800 series do not exist. They need to be read to determine if the content is taught under a different number and enter the data in the correct existing course. In the end they will have to be removed).

Please summarize the Discipline, Department or program of study plans for curriculum plans for improvement. Below, please provide details for individual course improvement. Add plans for new courses here.

Most courses currently being taught were reviewed almost 3 years ago. The plan is to have them reviewed between Spring and Fall 2019.

In the boxes below, please add improvement actions and resource requests that are directly related to the questions answered in this section. If there are no improvement actions or resource requested in this area, leave blank.

Improvement actions

(Choose from drop-down menu)

Courses are current in their content, only textbooks need updating the edition.

Instruction – Assessment

Student Learning Outcomes assessment

Please see below table of SLO completion up to Fall 2018:

Course	Course Title	Course Status	# LOS	1	2	3	4
RLEST 2A	Principles of real estate	Spring 2018	6	Sp18	Sp18	Sp18	Sp18
RLEST 3	REAL ESTATE BROKERAGE MANAGEMENT	Active Spring 2017	3	Sp18	Sp18	Sp18	X
RLEST 4A	LEGAL ASPECTS OF REAL ESTATE	Spring 2018	4	Sp18	Sp18	Sp18	Sp18
RLEST 5	REAL ESTATE PRACTICE	Spring 2018	4	Sp18	Sp18	Sp18	Sp18
RLEST 6A	REAL ESTATE FINANCE	Spring 2018	4	Sp18	Sp18	Sp18	Sp18
RLEST 7A	REAL ESTATE APPRAISAL	Spring 2018	4	Sp18	Sp18	Sp18	Sp18
RLEST 8	PROPERTY MANAGEMENT	Spring 2018	4	Fa17	Fa17	Fa17	Fa17
RLEST 9	ESTATE ECONOMICS	Spring 2018	5	Fa17	Fa17	Fa17	Fa17
RLEST 11	REAL ESTAT ESCROW PROCEDURES	Course not offered Since 2015	5	14-15	14-15	14-15	14-15
RLEST 14	REAL ESTATE INVESTMENTS	Spring 2018	4	Fa17	Sp18	Sp18	Fa17

Any obstacles experienced during assessment? What worked well? (mainly based on evidence in the report, attach other evidence as necessary)

Communication with online instructors has proved to be challenging. Many do not live in the area and it is difficult to follow up with them to ensure they stay up to date inputting assessment of SLOs.

What percent of your programs have been assessed? (mainly based on evidence in the report, attach other evidence as necessary; note: a complete program assessment means all Program Learning Outcomes (PLOs) have been assessed for that program)

All courses in the Real Estate program have been assessed if they have been taught in the last three years.

How has your dept worked together on assessment (planning together)? Describe how your dept works well on assessment? Describe things that went well or obstacles. What aspects of assessment work went especially well in your department and what improvements are most needed?

Collaboration: mainly occur in discussions between the department chair and individual instructors.

Leadership Roles: The Chair also meets regularly with SLOAC Coordinators to stay on top of deadlines for assessment.

Planning Process: At the beginning of the semester Chair reminds instructors about the need to assess their course SLOs.

Department meetings for collaboration: SLOs are part of the department meeting agendas, however sometimes we don't reach that topic. In those instances the Chair follows up individually with instructors.

Data Analysis: Some homework assignments have required the instructor to increase the number of class exercises to help them practice and be better able to do the homework assignment correctly.

What were the most important things your department learned from assessment? Did implementation of your action plans result in better student learning? In other words, how has your department used the results of assessment to improve student learning and/or curriculum? Please be as detailed as possible.

We learned that students were learning well most of the material taught. We learned that most instructors were going out of their way to help students acquire the knowledge or master the skills taught in the Real Estate courses. We also learned that there is always room for improvement in evaluating learning.

Does your department participate in the assessment of multidisciplinary programs?

No

If Yes, Describe your department's participation and what you learned from the assessment of the program that was applicable to your own discipline.

n/a

Does your department participate in your college's Institutional Learning Outcomes (ILOs) assessment?

No

If Yes, Please describe your departments participation in assessing Institutional Learning Outcomes.

n/a

What support does your department need from administrators, assessment coordinators and/or your campus assessment committee to continue to make progress in assessment of outcomes and implementation of action plans?

We need help from the classified staff to enter the results of the assessments.

In the boxes below, please add improvement actions and resource requests that are directly related to the questions answered in this section. If there are no improvement actions or resource requested in this area, leave blank.

Improvement actions (choose from drop-down menu)

Course Completion

Consider your course completion rates over the past three years (% of student who earned a grade of "C" or better).

Course Name	2015-2016 Completion Rate (%)	2016-2017 Completion Rate (%)	2017-2018 Completion Rate (%)
2A	92	92	87
3	62	52	63
4A	46	32	57
5	88	85	91
6A	89	96	91
6B	97		
7A	55	63	53
8	98	95	93
9	87	85	87
14	80	69	52
18	88		

The overall enrollment in Real Estate courses is high.

The data shown for Rlest 2A does not seem accurate. The total completion should add up to around 120-150.

The completion rate for Rlest 4A. its improving

Unable to explain why there is no data shown for the last two years in Rlest 6B. Last semester there were about 46 students enrolled in the course and around 35 students in the previous semester. We are ranging between 35 to 50 students each semester.

The data shown for Rlest 6A appears to be accurate. The numbers in that course are always high because it is a necessary course for the State exam.

Rlest 7A has a good range of student enrollment/completion for an elective that goes hand in hand with the Principles and Practices course.

Rlest 9 is a course with stable enrollment. Students prefer an all-day Saturday course.

Use the filters on the top and the right of the graphs to disaggregate your program data. Are there any groups whose course completion rate falls more than 3% points below the discipline average? If so, indicate yes and explain what your department is doing to address the disproportionate impact for the group.

There is no difference in course completion.

The student population in the program is very diverse, but has very few caucasian, about 10%. Other groups have a representation above 10%. The largest ethnic group served is African American females. The age of most students is in their mid-thirties to early fifties. This year we saw a new trend of traditional aged students (18-22) coming into the program.

The registration is high online but many students drop out. Most students prefer to enroll in our face-2-face class, during night time. Most of them complete the course. Our completion there is around 90%.

We tried offering a hybrid course in a high school; it was not successful. We ended up having to bring a teacher to teach it face-to -face in the middle of the semester so that students could complete the course successfully.

The Real Estate field is a people, networking field, so online does not always work because it does not have that same benefit. The overall retention for all Real Estate classes is high.

Resources to increase completion rate.

We need to offer a professional environment for our students. That goal can be reached if we have a large office where they can gather to practice on workbooks. The full time faculty who is the Chair would appreciate to have that room so that he could be near the students and supervise their work on assignments. For the last 4 years the Department Chair has operated from the college cafeteria using his own cell phone. We need a desk, telephone, computer, printer and a file cabinet for the Department Chair. It should also accommodate at least 2 tables and 8 chairs for the students. The office should have flyers about courses and Real Estate activities in the community; information on salaries, professional development, etc. Head hunters could meet with students in that office.

Use the filters on the top and right of the graphs to disaggregate your program or discipline data. When disaggregated, are there any groups whose course completion rate falls more than 3% points below the discipline average? If so, indicate yes and explain what your department is doing to address the disproportionate impact for the group.

Age

Ethnicity

Gender

Foster Youth

Disability

Low Income Status

Veteran Status
Reported above.

Consider your course completion rates over the past three years by mode of instruction. What do you observe?

Select course

Name	2015-2016 Completion Rate (%)	2016-2017 Completion Rate (%)	2017-2018 Completion Rate (%)
Face to face			
Hybrid			
100% online			
Dual enrollment			
Daytime			
Evening			

We offer courses during the day and evening. Both times are well enrolled and completed.

We offer courses in a face to face mode as well as 100% online. They are both well enrolled. The completion rate of the face to face courses is better than the online ones. We need to add the weekend classes; they were highly enrolled and most students completed them.

How do the course completion rates for your program or discipline compare to your college's Institution-Set Standard for course completion?

Our course completion rates are better than the College overall completion.

How do the department's Hybrid course completion rates compare to the college course completion standard?

n/a

Are there differences in course completion rates between face to face and Distance Education/hybrid courses? If so, how does the discipline, department or program deal with this situation? How do you assess the overall effectiveness of Distance Education/hybrid course?

Discussed above.

Describe the course retention rates over the last three years. If your college has an Institution-Set Standard for course retention, how does your program or discipline course retention rates compare to the standard? What has the discipline, department, or program done to improve course completion and retention rates?

The course completion rates are very good in Real Estate.

In the boxes below, please add improvement actions and resource requests that are directly related to the questions answered in this section. If there are no improvement actions or resource requested in this area, leave blank.

Improvement actions (choose from drop-down menu)

n/a

Degrees and Certificates

What has the discipline, department, or program done to improve the number of degrees and certificates awarded? Include the number of degrees and certificates awarded by year, for the past three years.

We have looked at the number of degrees and certificates and have decided that to increase the number of students obtaining certificates we need to create new ones that are shorter. We already decided in the courses that the new certificates will require. We just need to finish the Curriculum approval process for 2 new certificates:

Rlest Sales cert

Rlest Finance cert

Rlest Property management cert

Rlest certificate with 8 courses

Over the next 3 years, will you be focusing on increasing the number of degrees and certificates awarded?

Yes. We need to complete the curriculum process for two new certificates.

What is planned for the next 3 years to increase the number of certificates and degrees awarded?

Already responded above.

In the boxes below, please add improvement actions and resource requests that are directly related to the questions answered in this section. If there are no improvement actions or resource requested in this area, leave blank. Improvement actions (choose from drop-down menu)

Complete the curriculum process for two new certificates.

Engagement

Discuss how faculty and staff have engaged in institutional efforts such as committees, presentations, and departmental activities. Please list the committees that full-time faculty participate in.

Inside of the college:

The Chair participates in CDCPD, Student Club with alumni, student cohort training, and Program development committee.

The Chair of the department represents Merritt at the county, city, Port of Oakland, and Oakland housing authority among three development boards. The Chair also creates and participates in partnerships with industry: BOMA (Create fellows program– for property managers). We also meet with Atrium for internships and jobs (like a temp agency for real estate). Another partnership is with Northern Alameda rental housing association for jobs and internships for our students (made of 200 property owners in Alameda County).

Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.

The chair meets with all faculty, including adjunct faculty, during department meetings. The Chair also meets with them individually at the cafeteria weekly, monthly, and as needed on his own cell phone.

In the boxes below, please add improvement actions and resource requests that are directly related to the questions answered in this section. If there are no improvement actions or resource requested in this area, leave blank. Improvement actions (choose from drop-down menu)

The chair needs to be provided with an office to conduct business. Students need a space where they can meet with their mentors and adjunct faculty needs to be paid for work done.

Action Plan Summary and New Program Goals

Review, add or modify the following actions plans that were entered in each section. Then review the Program Goals that were marked as in progress. Determine if you would like to keep the in progress goals and draft new 3-year goals for your department or program. The action plan items should support your new program goals. Align your program goals to the college strategic goals and District Strategic Goals.

New and Continuing Goals (align)

Discipline, Department or Program Goal – College Goal – PCCD Goal

Data not available for alignment.

Resource Request Summary (For instruction and engagement)

Personnel: 1 classified staff who divides their time 50% for Real Estate and 50% for Business. Estimated annual salary cost: 70K.

Professional Development: Department-wide PD needed. Estimated stipends cost: 9K

Technology and equipment: Need to set up a large office with a desk, computer, printer, and telephone, also a file cabinet. For students we need 2 tables and 8 chairs plus a white board. Estimated cost is \$87K to set up an office . Eventually we will need funding for drones.

Members who participated completing the program review.

Guy Forkner and Carl Ogden

Person submitting the program review

Guy Forkner

Sign and Submit