The mission of Merritt College is to enhance the quality of life in the communities we serve by helping students to attain knowledge, master skills, and develop the appreciation, attitudes and values needed to succeed and participate responsibly in a democratic society and a global economy

2020-2021

Annual Program Update

Real Estate

I.   Introduction and Directions

The Peralta Community College District has an institutional effectiveness process which consists of the following components: a District-wide Strategic Plan which is updated every six years; Comprehensive Program Reviews which are completed every three years; and Annual Program Updates (APUs) which are completed in non-program review years. While there are individualized Program Review Handbooks for Instructional units, Counseling, CTE, Library Services, Student Services, Administrative units, and District Service Centers, there is one Annual Program Update template for use by everyone at the colleges which is completed in the Fall semester of non-program review years.

The Annual Program Update is intended to primarily focus upon planning and institutional effectiveness by requesting that everyone report upon the progress they are making in attaining the goals (outcomes) and program improvement objectives described in the most recent program review document. The Annual Program Update is therefore a document which reflects continuous quality improvement. The Annual Program Update serves a critical role in the Integrated Planning and Budgeting cycle of the college in that it provides a vehicle in which to identify and request additional resources that support reaching the stated goals (outcomes) and program improvement objectives in the unit's

program review.

Throughout this document, the term "program" is used to refer to any of the following institutional structures: discipline, department, program, administrative unit, or unit.

If you have questions regarding data, please contact Nathan Pellegrin, Director of Research and Planning (npellegrin@peralta.edu).
If you have questions regarding SLOs, PLOs, SAOs or ILOs, please visit the [SLOAC webpage](#), or contact the SLOAC committee member for your division:
 Division 1 - Evan Nichols (anichols@peralta.edu)
 Division 2 – Laura Forlin (lforlin@peralta.edu)
 Division 3 – Heather Casale (hcasale@peralta.edu).
If you have questions regarding the curriculum section, please contact Nghiem Thai (nthai@peralta.edu), chair of the [Curriculum Committee](#).
If you have questions regarding other material in the APU, please contact your Dean or Manager.

This document contains hyperlinks to external documents, spreadsheets, and data dashboards. Some of the links will not work unless you are signed in to Office 365 through the [Peralta Faculty & Staff Portal](#).

You will need the following items in order to complete the Annual Program Update document at the colleges:

- [Program Review or APU document](#) from AY 2019-20.
- [Budget Information](#) for the current and prior fiscal year.
- Any comments or feedback provided during the program review validation process.
- College Goals and Peralta District Goals (see below).
- [Institution Set Standards](#).
- [College 2018 Educational Master Plan Update.](#)
- [Guided Pathways Plan](#)
- [Student Equity Plan.](#)
- Data drawn from program review dashboards and/or other sources relevant to your department, service area or administrative unit (see below).

Merritt College Institution-Set Standards 2020-2021

Institution-set standards are used to evaluate the quality of the institution as to success with respect to student achievement in relation to the institution's mission. The evaluation of student achievement performance may include different standards for different programs, as established by the institution.

Metric	Definition	Set Standard
Course Completion	the number of student completions with a	66%

(Success)	grade of C or better divided by the number of student enrollments	
Certificates	Number of certificates earned in an academic year	222
Degrees	Number of associate degrees earned in an academic year	322
Transfer	Number of students who transfer to a 4-year college/university	187
Licensure (CE)	Examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study	70%
Employment (CE)	The job placement rate of student completing a degree or certificate in a CE program in the year after graduation.	Macro-Region Employment Rate, by Program SOC

College Profile

Student Body Demographics

	2017-18	2018-19	2019-20
Annual Unduplicated Count of Students	12,336	12,861	12,130
Gender			
Female	64%	64%	63%
Male	34%	34%	34%
Decline to State/ Unknown	2%	2%	3%
Race/Ethnicity			
American Indian	< 1%	< 1%	< 1%
Asian	19%	20%	19%
Black / African American	23%	23%	22%
Hispanic / Latino	31%	32%	33%
Pacific Islander	1%	< 1%	< 1%
Two or More	5%	6%	5%
Unknown / NR	4%	4%	5%
White	16%	16%	15%
Age			

18 and Under	15%	15%	16%
19-24	35%	35%	35%
25-29	16%	17%	16%
30-34	11%	11%	11%
35-54	17%	17%	17%
55 and Over	6%	6%	5%

Course Success Rates

	2017-18	2018-19	2019-20*
Total Enrollment (Duplicated Count)	33,288	33,637	32,928
Overall Success Rate	70%	70%	68%
Gender			
Female	70%	70%	69%
Male	69%	69%	66%
Decline to State/ Unknown	77%	74%	64%
Race/Ethnicity			
Black/African-American	62%	62%	60%
Asian	81%	80%	81%
Hispanic	68%	68%	64%
Native American	66%	72%	53%
Pacific Islander	61%	71%	63%
Two or More	65%	67%	68%
Unknown	72%	73%	66%
White	78%	78%	75%
Age			
Under 16	83%	91%	84%
16-18	73%	75%	69%
19-24	65%	66%	64%
25-29	70%	69%	68%
30-34	73%	73%	73%
35-54	74%	73%	71%
55-64	74%	71%	66%
65 and Over	77%	77%	60%

Includes 'EW' grades

II.   Program Overview

Mission Statement

Please verify the mission statement for your program. If your program has not created a mission statement, provide details on how your program supports and contributes to the College mission.

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.

Faculty and Staff

List your Faculty and/or Staff. Indicate if they are part-time or full-time. (If names are already listed, they were imported from last year's APU/PR. Add or remove persons as needed to reflect current personnel).

Name	Faculty/Staff	PT/FT
Felicia Duncan	Faculty	Part-Time
Derrick Gardner	Faculty	Part-Time
Carl Ogden	Faculty	Part-Time
Joanne Ratkovich	Faculty	Part-Time
Ronald Grant	Faculty	Part-Time
Moe Zendehnam	Faculty	Part-

		Time

III. Program Goals

In this section, indicate programs goals, the status of each, and how they align with College and District strategic goals. Following are the strategic goals for Peralta CCD and Merritt College.

Peralta District Strategic Goals
P1. Advance student access, equity, and success.
P2. Engage and leverage partners.
P3. Build programs of distinction.
P4. Strengthen accountability, innovation, and collaboration.
P5. Develop and manage resources to advance our mission.

Merritt College Strategic Goals
M1. **Completion** - Increase number of degrees and certificates by 20% over the next 5 years.
M2. **Transfer** - Increase transfers to CSU and UC by 6% annually. (Reach approx. 35% in 5 years).
M3. **Time to Completion** - Reduce the number of excess units earned by students.
M4. **Employment** - Maintain at least 82% of students attaining employment in the field of study.
M5. **Equity** - Reduce the achievement gaps for African-American, multiethnic, and male students.

Below are your Program Goals from your most recent Program Review or APU, if available. Indicate whether the goal has been completed (C), is in

progress (IP), no longer applicable (NA), or new (NEW). Be sure to state goals which are *measurable* and *time-based*. Indicate which College and District goal your program goal aligns to. If your goal has been completed, what evidence supports completion of this goal? How did you measure the achievement of this goal?

Program Goal	Status (C, IP, NA, NEW)	Applicable College Goal(s)	Applicable District Goal(s)	If completed, describe supporting evidence, including measurements of achievements.
The real estate program goal is primarily to assist students in their preparation for the salesperson and broker California State licencing exams, by teaching the courses required by the State and by providing student with access to a network of potential employers. Students become eligible for the Salesperson exam after completion of the designated 9 units and eligible for the Broker exam after completion of the designated 24 units plus 2 years of employment as a sales agent.	IP	M5	P1	

IV.   <u>Facilities Utilization</u>

Describe your current utilization of facilities, including labs and other space. Confirm previously reported content.

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).

V. Program Update Data

In this section you will review and reflect upon the data for your program. Use data which measure performance on outcomes relevant to the mission and goals of your program, which will vary according to which area of the college your program is in.

In your response, refer to data applicable to your program obtained from the APU dashboards and/or other sources.

APU Data Dashboards:

- ***Course Completion and Retention Rates Dashboard – Instruction***

- ***Course Completion and Retention Rates Dashboard – Student Services***

- ***Enrollment Trend and Productivity Dashboard***

- ***Degrees and Certificates Dashboard***

For departments or programs in the Student Services area, refer to reports provided by institutional data systems (i.e., PeopleSoft or SARS), results of student surveys, or external reports (i.e. IPEDS or Launchboard). Include the number of students served over an academic year and summarize their demographics.

For departments in the Business and Operations areas, use data which track the key function provided to the College, such as facilities usage for events, tickets received and closed, the number of invoices process or the time to disbursement.

Use historical data (3 years is recommended, if available) to estimate a baseline, then use this to project activity and inform requests for the coming year.

Describe any significant changes and discuss what the changes mean to your program. Consider whether performance or service gaps exist for disproportionality impacted students. Focus upon the most recent year and/or the years since your last comprehensive program review. Cite data points from the program review dashboards or other data sources relevant to your service, business, operations or administrative area to support your answer. If you wish, you may include screenshots of the dashboard to show filtered results containing the relevant figures. Instructions on taking screenshots for Windows and Mac)

Describe the program's progress on Service Area Outcomes and/or Administrative Unit Outcomes (AUOs) since the last Program Review or APU. For instructional programs, describe the program's progress on Student Learning Outcomes (SLOs) and, if your discipline offers a degree or certificate, please describe the department's progress on Program Learning Outcomes (PLOs).

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.

Describe the *results of* your department/program/service assessment of student and Program Learning Outcomes/AUO/SAO. Indicate when and where dialogue is occurring. Discuss **changes/updates/resource requests** made to your program based on the assessment of outcomes of the SLOs/PLOs/SAOs/AUOs assessed in the past year and discuss their alignment with the ILOs.

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.

The following item is for instructional programs only
Discuss how your PLOs align with the ILOs.

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.

VI. **Curriculum**

Curriculum review is an integral part of the program review process. Instructional departments and programs must consider the state of their curricula (i.e., courses, certificates, and degrees) in order to engage in meaningful assessment, planning, and continuous quality improvement.

In accordance with the [State Chancellor's Office Program and Course Approval Handbook (7th Edition)](), California community college curricula must meet five criteria:

1. Appropriateness to the mission of the California Community Colleges (as established in [California Education Code § 66010.4]())
2. Community, service area, or student need
3. Adherence to accreditation and higher education standards
4. Availability of adequate resources to maintain the course or program (including offering all required courses for a program at least once every two years)
5. Compliance with federal and state statutes and regulations (notably Title 5 of the California Code of Regulations)

PCCD [Board Policy 4020]() and [Administrative Procedure 4020]() require that curricula be evaluated regularly through program review and annual program updates on a three-year cycle. For Career Education programs, however, this policy is superseded by [California Education Code § 78016(a)](), which requires reviews every two years.

This section of the APU requests information about the status of course and program updates, improvement plans based on curriculum review, and prospective curriculum development. The Curriculum Committee shall evaluate the responses as part of the validation of APU completion and the prioritization of resource requests.

Curriculum Review

Consult [CurriQunet]() and the [Course Curriculum Review Status]() or [Program Curriculum Review Status]() spreadsheets to determine when a course or program was last updated or deactivated.
Courses that have not been offered in the past three years should be deactivated to ensure that the college catalog presents a current and accurate inventory of actual course offerings at Merritt. Likewise, if certificates and degrees have not been awarded in recent

years, or the required courses have not been offered regularly enough for students to complete, consider the relevance and viability of those programs for potential deactivation.

Modifications

Indicate courses reviewed/updated in the past academic year (2019-2020), following the example in red. Add additional rows as needed in the table below.

Course Number	Course Title	Reviewer
RLEST 002A	Principles of Real Estate	Guy Forkner
RLEST 003	Real Estate Brokerage Management	Guy Forkner
RLEST004A	Legal Aspects of Real Estate	Guy Forkner
RLEST 5	Real Estate Practice	Guy Forkner
RLEST006A	Real Estate Finance - Residential	Guy Forkner
RLEST006B	Advanced Real Estate Finance - Commercial	Guy Forkner
RLEST007A	Real Estate Appraisal	Guy Forkner
RLEST009	Real Estate Economics	Guy Forkner
RLEST 010	Real Estate Mathematics	Guy Forkner
RLEST011	Real Estate Escrow Procedures	Guy Forkner
RLEST014	Real Estate Investments	Guy Forkner

Indicate programs reviewed/updated in the past academic year (2019-2020), following the example in red. Add additional rows as needed in the table below.

Program Title	Program Type	Reviewer
NA		

Deactivations

Indicate courses deactivated in the past academic year (2019-2020), following the example in red. Add additional rows as needed in the table below.

Course Number	Course Title	Reviewer
NA		

Indicate programs deactivated in the past academic year (2019-2020), following the example in red. Add additional rows as needed in the table below.

Program Title	Program Type	Reviewer
NA		

Curriculum Improvement

Based on ongoing curriculum review, describe plans for ***program-level*** improvement in terms of any of the following considerations:

- Advancing **student equity and achievement** for disproportionately impacted students.
- Fostering ***intersegmental alignment*** and ***guided pathways*** through articulation, course sequencing, and program mapping.
- Implementing innovative ***pedagogies***, ***delivery methods/modalities***, or ***educational resources and technologies***.

> **Based on our curriculum review of our programs, we have incorporated innovative modalities, including use of new virtual technologies like zoom, canvas and google to enhance student engagement and success. We are also using virtual digital presentations to engage students in real time.**

Curriculum Development

Indicate new courses to be proposed and/or historical courses to be reactivated within the next academic year (2021-2022), following the example in red. Add additional rows as needed in the table below.

Title	Description	Justification	Anticipated Effective Term
NONE.			

Indicate new programs slated for development within the next academic year (2021-2022), following the example in red. Add additional rows as needed in the table below.

Title	Description	Justification	Anticipated Effective Term
Commercial Property Management	Certificate of Achievement	High demand for managing the commercial building	2022

The Curriculum Committee shall prioritize the review and approval of new courses and programs that are identified in this section of the APU.

VII. Funded Resources

For each resource allocation request from previous year's APU, indicate whether it was funded. Describe the outcomes and accomplishments for any requests which were funded.

Brief description of resource request	Was request funded? (Yes or No)	Funding Source (Specify Fund or Grant)	Total Award Amount	Outcome/Accomplishment
TYPE: Personnel – full time faculty – salary and benefits Vacant full time position (deceased). Fall 2020 Classified staff: $49000 for data entry and communication with the Rlest industry, creating files, tracking data, etc. 35K -2 student assistants: to answer phone calls, mail outs, filing, etc. 10K				
TYPE: Technology and Equipment - New AMOUNT: $87,000 JUSTIFICATION: Need office with desk, computer, printer and telephone, also a file cabinet and a photocopier. For students we need 2 tables and 8				

Brief description of resource request	Was request funded? (Yes or No)	Funding Source (Specify Fund or Grant)	Total Award Amount	Outcome/Accomplishment
chairs plus a white board				
TYPE: Professional Development - Department-wide PD needed AMOUNT: $9,000 JUSTIFICATION: Conference fees, travel and stipends for activities related to the industry				
TYPE: Facilities - Offices AMOUNT: $10,000 JUSTIFICATION: Need office for program Chairs, classified staff and student assistants to perform their duties				
TYPE: Supplies – Non-instructional Supplies and Materials AMOUNT: $3,000 JUSTIFICATION: File folders, binders, paper				

VIII. Resource Requests

In the tables below, please add resource requests for your program for the **2021-22 fiscal year**. Indicate if the request is being made as part of the response to the COVID-19 pandemic. If you are submitting multiple requests under the same category, prioritize them by assigning a rank to each request ('1' indicating the highest priority request). Include only one request per row; if additional rows are needed, insert new rows in the table (how to add rows).

Personnel Resource Requests

Personnel Sub-Category (Full-Time or Part-Time Faculty, Classified, Student Worker)	Description/Justification	Percent Time	Estimated Annual Salary Costs	Estimated Annual Benefits Costs	Total Estimated Cost	Priority Rank (1=Highest priority)	COVID-19 Related (Yes/No)

Personnel Sub-Category (Full-Time or Part-Time Faculty, Classified, Student Worker)	Description/Justification	Percent Time	Estimated Annual Salary Costs	Estimated Annual Benefits Costs	Total Estimated Cost	Priority Rank (1=Highest priority)	COVID-19 Related (Yes/No)

Resource Requests (Non-Personnel)

Resource Categories

- Professional Development (Department wide)
- Professional Development (Personal/Individual)
- Required Reasonable Accommodation
- Service Contract
- Supplies: Software
- Supplies: Books, Magazines, and/or

Periodicals
- Supplies: Instructional Supplies
- Supplies: Non-Instructional Supplies
- Supplies: Library Collections
- Technology & Equipment: New
- Technology & Equipment: Replacement
- Other

Resource Category (select from above list)	Description/Justification	Total Estimated Cost	Priority Rank (1=Highest Priority)	COVID-19 Related (Yes/No)

IX.   Participants

Please provide the list of members who participated in completing this program review.

Thank you for your time and effort in completing the Annual Program Update!