

# Peralta Community College District

## UNIT PLAN UPDATE Template ~ September 2009

Each discipline will complete this form to update the unit plans developed in 2008. These will be reviewed at the college level and then forwarded to the district-wide planning and budgeting process. The information on this form is required for all resource requests – including faculty staffing requests – for the 2010-11 budget year.

### I. OVERVIEW

		<b>Date Submitted:</b>	November 2009
<b>Discipline</b>	Technology & Business – Real Estate	<b>Dean:</b>	Dr. Rebecca Kenney
<b>Department Chair</b>	Guy Forkner, Anita Black		
<b>Mission/ History</b> <i>Brief, one paragraph</i>	<p>Merritt College Real Estate program provides a comprehensive offering for beginning as well as advance students who are seeking a new occupation or to improve their existing skills.</p> <p>This program has been in existence since fall of 1982 and has survived the market’s ups and downs over the last 27 years.</p> <p>Merritt College offers day, evenings, online and weekend classes; students receive both certificate, as well as degree programs that provide employment and promotional opportunities. Our students are given the opportunity to work in the Real Estate field in the following capacities; Real Estate Agents and Brokers, Appraisers, Property Managers, Financiers, Land Developers, and Investors.</p>		

### II. EVALUATION AND PLANNING

#### A. RECOMMENDED PRODUCTIVITY STANDARD

Please complete the following matrix to develop a recommended productivity standard.

<p><b>EXTERNAL STANDARDS</b> (State, Federal, Trade Association, special accreditation)</p> <p>What external standards does the program need to meet? How do these standards influence productivity, if at all?</p> <p>The external standards are set by:</p> <ul style="list-style-type: none"> <li>California Department of Real Estate (DRE)</li> <li>California Community College Chancellor’s Office</li> <li>California Association of Realtors (CAR)</li> <li>National Association of Realtors (NAR)</li> </ul>
<p><b>STATION AND ROOM CAPACITY</b></p> <p>What station and room factors affect productivity?</p>

The Merritt classrooms are currently set up for science classes and are currently inadequate in structure, technological advancements, power resources, and modern-day needs of our students. The building lighting, heating and cooling systems and the lack of comfortable desks and chairs are the source of student complaints

**TEACHING NEEDS AND STRATEGIES (pedagogical requirements)**

What teaching needs related to the discipline impact productivity?

We are in desperate need of adequate and safe storage space for moveable support equipment.

**PRODUCTIVITY OF PROGRAMS IN COMPARABLE COMMUNITIES**

If available, what data exists about the productivity of this CTE field in communities with comparable socio-economic conditions?

Other Community Colleges in the area have been shutting down their real estate classes at a time when the educational need is increasing for the consumers and professionals. We are the largest Community College Real Estate Department with 15 different classes at one location at in Northern California at a bargain price. We need better advertising than word of mouth and flyers as the competition goes to paid advertising on TV and the internet. The community colleges do not get it when it comes to marketing and the internet.

**RECOMMENDED PRODUCTIVITY STANDARD**

What is the recommended productivity standard?

We believe our productivity standard should be lowered to 12.5 given that we are a mirror of the current economy with a lack of marketing focus from the college. We need to stay the course as the community has a greater current need and we have an obligation to our past students help them accomplish their goals.

Please review the program review data and the CSEP review criteria and complete the following matrix.

<b>Annual Trend Baseline Data</b>						
<b>Year</b>	<b>Annual FTES</b>	<b>%FTES growth</b>		<b>FTEF in program</b>	<b>FTES /FTEF</b>	<b>comments</b>
<b>2008/09</b>	47.68	-34%		5.56	8.57	Mixture of decline and growth
<b>2007/08</b>	72.75	-44%		8.96	8.11	
<b>2006/07</b>	129.48	-12%		8.19	15.80	
<b>2005/06</b>	146.89	n/a		8.39	17.50	

	Fall						
	2004	2005	2006	2007	2008	CODE	Comments
1. Enrollment (duplicated)	936	872	771	639	344		We are showing a turnaround
2. Sections (master sections)	21	23	21	22	14		Mixed
3. FTEF	4.20	4.56	4.20	4.40	2.88		
4. FTES	91.83	84.15	75.91	45.80	28.77		
5. FTES/FTEF	21.86	18.45	18.07	10.41	9.99		Mixed
7. Program Cost (Cost methodology is under development. Please complete the remaining items. This step to be completed later.)							

Qualitative Assessments	Narrative
8. Community and labor market relevance Present evidence of community need based on Advisory Committee input, industry need data, McIntyre Environmental Scan, McKinsey Economic Report, etc. This applies primarily to career-technical (i.e., vocational programs).	The Department recently has added four online classes of the department's six newly approved online classes. They are Principles of Real Estate 2A, Real Estate Practice 5, Real Estate Finance 6A, and Real Estate Appraisal 7A. The program has a minimum of 20 industry leaders who address the students annually. The Merritt Real Estate Forum, an approved student ASU club, has been developed over the last 5 year. Which is a student run organization made up of current and past students and industry leaders from the community. This organization has approximately 600 members and its growing each semester, the RE department has two semiannual workshop put up for the community that addresses the current needs of it community, these workshops are generally on Saturdays. These Workshops bring hundreds of people from the local communities to Merritt College.
	The program has been successful in attracting a new and successful population to its weekend classes Real Estate weekend programs are attended by students who are motivated and clear about their intent to specialization in Real Estate. The weekend program was developed to compete with Private Real Estate schools such as Anthony's, Allied, and The Oakland School of Real Estate. The weekend Classes Consist of Principles of Real Estate 2A, Real Estate Practice 5A, Real Estate Finance6A, Real Estate Economics 9, Escrow Procedures, Real Estate Investment 14, and Real Estate Appraisals7A

9. College strategic plan relevance	
Check all that apply <input checked="" type="checkbox"/> New program under development <input checked="" type="checkbox"/> Program that is integral to the college's overall strategy <input type="checkbox"/> Program that is essential for transfer <input checked="" type="checkbox"/> Program that serves a community niche. <input checked="" type="checkbox"/> Programs where student enrollment or success has been demonstrably affected by extraordinary external factors, such as barriers due to housing, employment, childcare etc. Other _____	

Action Plan Steps to Address CSEP Results

Please describe your plan for responding to the above data. Consider curriculum, pedagogy/instructional, scheduling, and marketing strategies. Also, please reference any cross district collaboration with the same discipline at other Peralta colleges.

<p>10. ACTION PLAN -- Include overall plans/goals and specific action steps.</p> <p>The Real Estate Department is extending its class offerings by developing new online courses. The department will develop new courses as they are relevant.</p> <p>The future holds opportunities to further expand into distant learning programs as well as programs related to RE Construction for RE agents, Loan Brokers, and the offering of the new courses Computer for RE agents and Common Interest Development (CID).</p> <p>The department is in the process of developing courses to meet the requirements for the Continuing Education Courses of the California Department of Real Estate (DRE) and new required Real Estate Appraisal courses of the California Office of Real Estate Appraisers.</p>
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**Additional Planned Educational Activities**

11. Health/safety/legal issues:	There are no special safety requirement beyond local building codes
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Student Learning Outcomes (SLOs) 2008/09		
12. Have you completed Student Learning Outcomes (SLO's) for all your courses?	YES _____	NO <u> X </u>
12a. If you answered no to question 12 then, what percentage have you completed? 90%		

<b>13. What are you assessing this year? Please attach your assessment results and action plan. List needed resources in Section III of Unit Plan.</b>	<p style="text-align: center;"> <input type="checkbox"/> course outcomes  <input checked="" type="checkbox"/> program outcomes  <input type="checkbox"/> institutional learning outcomes </p>
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BUDGET			
Budget Categories	Allocated 08/09	Expended 08/09	Requested 09/10
<b>Fund 1</b>			
<b>Fund 14</b>	\$ 13,130.00	\$ 14,037.64	
<b>Fund 17</b>	\$1276.35	0	
<b>Measure A</b>			
<b>VATEA</b>	\$460	0	
<b>Total</b>	\$14,866	\$14,037	

ADDITIONAL REVENUE: GRANTS, PRIVATE SALES, AND DONATIONS			
Name of Grant/Donation/Sale	Awarded/Generated 08/09	% Expended 08/09	Comments

PERSONNEL NEEDS 09/10									
Personnel DATA	CD Enrl F2008	Tot FTES F2008	Contract FTEF F2008	Ext Srv FTEF F2008	Tmp FTEF F2008	Total FTEF F2008	Contract %	FT/PT	FTES /FTEF
		344	28.77	0.61	0	2.27	2.88	21%	
Comments									
Current				<i>If filled</i>	<i>If not filled</i>	# FTE (faculty assigned)			
Narrative: Are PT faculty available? Can FT faculty be reassigned to this program? Implications if not filled									
Faculty Staff Requests 2010-2011:									

**FACULTY ETHNICITY  
F2008**

<b>Ethnicity</b>	<b># of Contract</b>	<b># of Adjunct</b>	<b>Total</b>
Asian		2	2
African American		7	7
Filipino			
Hispanic/Latino			
Native American			
Other		1	1
White	1	2	3
Unknown			
<b>Total</b>	1	12	13

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**FACULTY GENDER  
FALL 2008**

<b>Gender</b>	<b># of Contract</b>	<b># of Adjunct</b>	<b>Total</b>
Male	1	9	10
Female		3	3
Not Supplied			
<b>Total</b>	1	12	13

**RESOURCE NEEDS**

**Equipment/Material/Supply/ Classified/Student Assistant Needs:**

Please describe any needs in the above categories.

The department needs a portable sound system to accommodate the many events that are ongoing by the real estate club and the department. The department also needs basic equipment such as pencil sharpeners, paper shredders, paper, etc. The college purchased new office furniture for the real estate department that needs to be assembled in addition to this the college needs a better system of security for the equipment that has been purchased in the past because there has been a lot of equipment lost and/or stolen.

**Facilities Needs (Items that should be included in our Facilities master Plan) for Measure A funding:**

Please describe any facilities needs.

The D building if remodeled. It is our desire that after the remodeling is complete that the college will install in all the real estate classes the 3M over head technology which was approved by the college technology committee and recommended by the vice president. The room climate needs to be adjusted in the classroom because the district system does not always work causing the students being either very cold or very hot.

#### IV. ACADEMIC PERFORMANCE MEASURES AND EQUITY

Table X: Student Access by Ethnicity Real Estate			
Ethnicity	Baseline Fall 04-07	Fall 08	College Average
Asian	19%	24% (82)	36%
African American	45%	35% (119)	16%
Filipino	3%	4% (14)	3%
Hispanic/Latino	10%	9% (32)	14%
Native American	1%	1% (4)	1%
Other	2%	3% (12)	2%
White	12%	15% (52)	21%
Unknown	9%	8% (29)	6%

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Student Demographics: Gender			
Gender	Baseline Fall 04-07	Fall 08	College Average
Male	40%	45% (158)	69%
Female	58%	49% (172)	31%
Not Supplied	3%	5% (19)	0%

Analysis
<p>1. What are you doing to increase access?                      The department is always in mode of outreach and we will accept all interested students.</p>

<b>Student Retention Rate</b> <i>Students who receive a grade and do not drop or withdraw</i> <b>by Ethnicity</b>		
Ethnicity	Baseline Fall 04-07	Fall 08
Asian	84%	94% (82)
African American	74%	79% (119)
Filipino	72%	86% (14)
Hispanic/Latino	76%	94% (32)
Native American	68%	100% (4)
Other	84%	100% (12)
White	81%	92% (52)
Unknown	78%	86% (29)
<b>RLEST Average</b>	77%	88% (344)
<b>College Retention Average:72%</b>		

<b>Student Retention Rate by Gender</b>		
Gender	Baseline Fall 04-07	Fall 08
Male	79%	86% (156)
Female	76%	90% (170)
Not Supplied	73%	83% (18)

<b>Analysis</b>
1. If your disciplines retention rate is beneath the colleges rate, then why?
2. If your retention rate is below the college rate, then what are you doing to increase retention?
3. If your retention rate is above the college's rate do you have any best practices to share?

<b>Student Course Completion Rate (SCCR)</b> <i>Students who receive a grade A, B, C, Credit</i> <b>by Ethnicity</b>		
Ethnicity	Baseline Fall 04-07	Fall 08
Asian	80%	87% (82)
African American	64%	61% (119)
Filipino	64%	36% (14)
Hispanic/Latino	68%	94% (32)
Native American	68%	100% (4)
Other	79%	92% (12)
White	78%	87% (52)
Unknown	73%	83% (29)
<b>RLEST Average</b>	70%	76% (344)
<b>College Successful Course Completion Average 60%</b>		

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<b>Student Successful Course Completion Rate (SCCR)</b> <i>Students who receive a grade A, B, C, Credit</i> <b>by Gender</b>		
Gender	Baseline Fall 04-07	Fall 08
Male	71%	76% (156)
Female	70%	77% (170)
Not Supplied	68%	72% (18)

<b>Analysis</b>
1. If your disciplines successful course completion rate (SCCR) is beneath the colleges rate, then why?
2. If your sccr is below the college rate, then what are you doing to increase it?
3. If your sccr is above the college's rate do you have any best practices to share?

Student Program/Discipline GPA by Ethnicity Real Estate		
Ethnicity	Real Estate Baseline Fall 03-07	Real Estate Fall 08
Asian	3.21	3.58
African American	3.41	3.19
Filipino	3.19	2.38
Hispanic/Latino	3.25	3.60
Native American	3.14	3.33
Other	3.44	3.67
White	3.63	3.77
Unknown	3.49	3.45
<b>Overall GPA</b>	3.06	

Student GPA by Gender Real Estate		
Gender	Real Estate Baseline Fall 03-07	Real Estate Fall 08
Male	3.32	3.47
Female	3.36	3.39
Not Supplied	3.32	3.64
<b>Overall GPA</b>	3.06	