



EL CAMINO COLLEGE

Program Review for Real Estate

Academic Years: 1995-2005/6

Instructional Program Review
Department/Program Self-Study Report

Dedicated to the Memory of Frank Fowler

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1. Overview

Program Review is to be performed about every six years by every department or program for each California Community College. Program review feeds into the college's planning and budgeting processes to evaluate how well a program functions in relation to its objectives and the mission of the college, the college's institutional goals and the needs of the community. The data is to be used to strength planning, decision-making, scheduling, faculty needs, college resources, classroom utilization and student success. Program review also is used to comply with Title V mandated legislation and the college accreditation process.

The previous El Camino College (ECC) real estate (RE) program self-study program review was completed 1993-4, with the validation report last completed in 1995 and the executive summary approved in 1996. The next scheduled ECC RE program review was for 2000. At that time the process and procedures were being set up campus wide for a new method of accomplishing the task so the department waited for the new criteria. An ECC committee was formed to make the report easier in the absence of ongoing institutional research statistics data and other measurements. The intermittent report was never completed, and the data contained herein is through Fall 2005, for the Spring 2006 report. This report will have some data spanning from as early as 1985/6 to show long-term enrollment cycles, with the bulk of information from 1995 to through 2005 to reflect the data since the last program review, as well as some very short-term trends for just the past several semesters/years.

It is the intent of this report to describe where the program has been, where it is now, where we want it to be, what is needed to get there and the tracking of progress towards meeting the goals and objectives of the college, the division and the department to best serve the students in a way that helps accomplish the goals of the students to support student success while meeting the demands of the community recognizing the fluctuations in the activity within the real estate market.

A. Description of Program

Purpose of the program: The ECC RE program is used to aid individuals seeking to become real estate practitioners; to provide students information to meet the needs of the community as many students seek to become knowledgeable consumers in their lifelong learning concerning housing needs; to fulfill the general public's legitimate interest in various real estate services, career opportunities and operations; and, to allow a transfer student the opportunity to complete a credit real estate course for general knowledge. In addition, the department seeks to prepare students to meet the educational requirements as legislated by two government agencies for several different levels of state licensure, and federally mandated real estate practitioner education under the Federal FIRREA regulations.

Program Goal: The RE program goal at ECC is to support the integration of the institutional goals of financial stability, improving retention and enhancing diversity.

Program Background. ECC was officially established July 1, 1947 with an organizational chart beginning with the Trustees, who oversees the College President, who directs the

Director of Student Personnel, the Director of Business Management and the Director of Instruction. The Director of Instruction oversees the three main areas of emphasis of ECC, with a Chairman of Adult Education, Chairman of General Education, and Chairman of Special Fields. Campus enrollment was under 500 students in 1946 and reached just under 30,000 students at the peak, during the late 1980's. Each year about 1,400 students graduate after completion of 60 semester units from their chosen field from over 2,000 classes offered. Today, the Special Fields is termed Vocational Education, under which the RE program falls. Politically, the current California governor is placing emphasis on vocational education, due to his background in construction and real estate investments. He is trying to educate those in Sacramento that it is virtually impossible to find affordable skilled labor in the crafts due to the heavy emphasis in the community college system for transfer to the university system. One of his educational goals is to provide a skilled work force for California through education in the crafts, trades, apprenticeship and similar vocational programs.

The first real estate courses offered at ECC were in the 1960's. The program first built on a faculty of part-time instructors with subject expertise in real estate law, real estate practice/brokerage and the tax aspects of real estate, including exchanges. The first full-time real estate instructor was hired in 1973, and that position has been continuous. At the peak, there were two and one-half full time positions (One faculty is half time in the real estate department and half time in the law department). In the mid-1970s, a full program of Real Estate Continuing Education (C/E), courses required to renew an existing license, topics was offered through the ECC Community Services program for licensee renewal.

Current Summary: The RE department is one of six departments currently within the Business Division at ECC. The program is designed to provide students with competencies to enter real estate careers in residential and commercial appraisal, escrow, 1031 exchanges, development, investment, leasing, property management, sales and title insurance.

The RE department currently has one full-time, tenured real estate faculty (Grogan), and another full-time, tenured faculty (Botello) who teaches in both the RE and law departments of the business division. A pool of six active adjunct (Bliss, Capotosto, DeLuca, Fredericks, Rooks and Westhoff) currently are used by the current ECC RE personnel selection group, which is down from the larger, more diverse, previous staffing (Abelson, Barger, Cabalse, Carroll, Chuka, Hemingway, Holman, Kinser, Kirnbauer, Maier, Sonnier, Stapleton, Swanson and Villa). As per the Academic Senate resolution dated April 1, 2003 on page D1, Grogan is to receive 18 flex credit hours for conducting and completing program review, to be utilized in the 2006/07 school year after final approval (self-study, review, validation and approval).

Courses are offered weekday mornings, almost every evening, and on weekends most semesters. In addition, short-term winter (5 week) and summer (6 week) and Saturday (8 week) formats have attracted an audience who desire faster-paced courses. Courses are also offered both on campus and at satellite locations. ECC has emphasized offerings at the Inglewood Center for the convenience of students located far north of campus. In the past, courses were offered at the local Association of Realtors ® offices, located far south of campus, to meet the needs of those who have a long commute to campus. This location

served the areas of the Palos Verdes Peninsula, San Pedro and the harbor cities. Many RE courses have been approved for the online, distance-education method of delivery. Courses have been reviewed for Title V updates and currency. The faculty members are reviewing the Student Learning Objectives (SLO) and some new courses for curriculum, such as RE29, changes to the real estate degree and certificates due to course additions, such as RE25, and course inactivation, such as RE30.

This review of the RE program will combine data received from various sources. Much of the ECC data will come from the college catalogue, the schedule of classes, minutes from RE department meetings, a student survey, and similar sources. Some data used in this report was obtained from or through the California Community Colleges (CCC) Real Estate Education Center (REEC), a statewide consortium funded from state real estate license fees to support real estate educational materials, keep college real estate instructors updated on current and future real estate issues, and to be a resource for real estate education in California.

According to the 2005-2006 ECC catalog, the RE program offers 27 individual courses (RE11, RE12A, RE12B, RE13, RE14A, RE14B, RE16, RE17, RE19, RE21, RE25A, RE25B, RE25C, RE25D, RE25E, RE25F, RE26, RE27, RE30, RE31, RE32, RE40, RE41, RE42, RE43, RE50, and RE90); and, four certificates that require an overall "B" average for all real estate courses (real estate) (appraisal) (mortgage loan brokerage) (real estate assistant); plus, one Associate of Science degree with three major options (Real Estate) (Appraisal) (Mortgage Brokerage) which requires an overall "C" average or passing grade. Most real estate courses are approved as CSU transfer (RE11, RE12A, RE12B, RE13, RE14A, RE14B, RE16, RE17, RE19, RE21, RE25, RE26, RE27, RE30, RE31, RE40, RE41, and RE42).

The program meets the legislatively mandated educational requirements for individuals licensed by the:

- California Department of Real Estate (DRE)
 - conditional salesperson (real estate principles),
 - salesperson (real estate principles, real estate practices and one additional approved real estate course,
 - broker license examinations (8 real estate courses, inclusive of 2 non-real estate business courses)
- Office of Real Estate Appraisal (OREA)
 - trainee,
 - residential,
 - certified residential and
 - certified general appraisal examinations.

Student Survey: A student survey was conducted in Fall 2004 with the results prepared by ECC Institutional Research and available to the department in 2005. Just under 300 student surveys were tallied. The following general demographics were obtained:

Question #31 of the student survey indicated that about 52% were male and 48% were female.

Question #33 of the survey indicated that about 80% of students were raised with English as the predominate language, with about 18% indicating Spanish, and less than 2% indicated Chinese, Hindi and Italian.

Question #34 indicated that one third of the students have a predominate heritage of European descent, about one third of Mexican, Central American or South American heritage, 19% African, about 10% Pacific Islander, about 4% Native American and other groups of less than 2%.

Question #35 asked their birthplace and only 47% indicated California, with 21% in the U.S. but not in California, and 32% outside the U.S.

Question #36 obtained data that 89% are U. S. citizens and 11% are not U. S. citizens.

Question #37 asked students to indicate their current housing. Respondents indicated that 25% live with family, about 37% rent and about 36% own or are buying property.

Question #39 determined that about 80% of students have one job, with about 18% having two jobs and a few hold three or more different jobs.

Question #40 asked about income. The results indicated are shown as a percentage:

Income (\$)	Student alone (%)	Combined family (%)
0 to 20,000	40.21	13.64
21,000 - 40,000	31.22	12.88
41,000 - 60,000	14.81	15.15
61,000 - 80,000	7.41	13.64
81,000 - 100,000	3.70	18.18
Over 100,000	2.65	26.52

Question #41 asked students how they pay for the ECC classes. The results indicate that about 62% pay as they go, 14% use Grant/VA benefits, 14% have relatives pay, 6% use student loans, 4% use the CalWorks Voucher (welfare to work vocational training program).

B. Status of Previous Recommendations:

The 1993-4 Program Review recommendations are listed below by the then criteria:

Criteria One: Program Integrity. An emphasis needs to be placed on marketing the program to the industry audience to emphasize the varying goals within the same program available to the diverse audience of real estate students.

The local Realtors® have their own publication, *The Real Estate Weekly*, and the apartment association circulates a monthly magazine. The department has had only limited success in having the proposed schedule of classes placed at no charge in these publications due to the department having no budget for any advertising to our specific target market. Many students take courses at multiple community colleges to complete the coursework they desire and may not obtain a copy of the ECC schedule of classes available to local residences. Many students are working professionals who think that the school schedule of classes is for their children or grandchildren, and may forget to look for classes for themselves, which reflects the typical student that is more advanced in age than that of the ECC general college population. Target marketing still needs to be implemented.

Criteria Two: Instructional Programs. The recommendation that a new mortgage loan brokering course be instituted was accomplished by the approval of RE 31.

It was recommended that the internship and cooperative education student placement with employers was no longer viable due to ECC eliminating the RE cooperative career education program. The recommendation that the college reach out to current and past students to communicate which courses they would need to complete to obtain a certificate or a degree has not been implemented due to limited resources, lack of research funding, and no faculty coordinator or grant to implement the RE student database.

A database of previous RE students with mailing addresses and email addresses has been compiled on a semester-by-semester basis for the majority of students, but there is no current means to compile the data into a single usable database. By reaching out to past students, the department believes an increase in degree and certificate completion would result.

Criteria Three: Instructional Support Services and a Program's Learning Environment. The recommendation that a computer be available for the department to complete college work has been met with the issuing of a laptop to each RE faculty member.

The recommendation for industry software with specialized program training was implemented. Industry donated software is still highly recommended due to budget constraints, but software licensing issues still need to be addressed. Many RE faculty have not received specialty industry software training for the programs most often used by real estate professionals. Some colleges have developed programs, such as the Coastline College loan processing program that train for job placement using loan software programs.

The recommendation that was observed is that students lack confidence in math skills, and that real estate appraisers and loan officers observed a need for math skills, has not yet been implemented into the RE program. A real estate math course is recommended.

Criteria Four: Faculty and staff. The RE department had built an active advisory committee of industry professionals in addition to the currently active real estate adjunct faculty who enhance the quality of instruction. The meetings were held either immediately after the annual golf tournament scholarship fund raiser or after the annual Real Estate Trade Fair sponsored by the local Association of Realtors®. This allowed professionals to stay

immediately after an event they attended for other reasons, which increased the diversity of individuals with specialized industry expertise, such as those who serve on the California Association of Realtors® and National Association of Realtors® various committees, including the education committee, strategic planning, economic trends committees, and Congressional hearings about predatory lending. At that time an ethnically and industry diverse audience was gathered.

Since the last program review, ECC has combined some business division vocational education programs with the industry and technology division programs for one annual campus-wide advisory committee meeting. Some business division vocational programs continue to hold separate advisory committee meetings. Because this is a campus-wide, stand-alone meeting, not combined with other real estate industry functions or activities, the attendance has dwindled from active professionals to virtually only adjunct faculty. Their input, while current in their specialized field, often does not reflect diverse opinions of industry emphasis within specific areas of practice, such as current software, employment trends, online education by agents in their offices, and state and national legislation. A lack of ethnic diversity has resulted from the diminished number of participants that does not match the current cultural diversity of the campus and does not draw from the various industry associations.

Criteria Five: Library and learning resources. The recommendation was for the department to have access to a portable computer with Word for Windows and PowerPoint software for presentations, in addition to Internet access from the classroom and faculty offices. This has been met.

It was recommended that the department increase the video library and maintain library shelf space for real estate periodicals and printed materials for use by students when studying legal issues, economic trends and current practices within the real estate field.

Criteria Six: Physical facilities. It was recommended that the RE department obtain access to mounted VCR equipment in all classrooms. It was also recommended that a portable computer and LCD panel be available for classroom teaching. By the mid 2000's, the business division, has installed in virtually every classroom the equipment requested, plus DVD, VCR, audio speakers, ceiling mounted presentation projector and more. As equipment updates change, the college needs to maintain the newest computer hardware and the newest software systems to support industry software, including document cameras and such that are widely used within the RE industry.

It was further recommended that classroom lighting be addressed. Although some work has been implemented campus-wide, most classes are still not configured for the best student learning. Outside windows create uneven lighting across student writing surfaces. Down lighting that shine only straight down over writing surfaces is recommended with the continuation of high lumens projection system for presentations. No real estate course should be taught where there is no Internet access, high lumens projector with Power Point software.

Criteria Seven: Financial stability. A recommendation was made to network with the divergent real estate industry programs by offering continuing education (C/E) courses for both DRE and OREA licensees.

The California DRE requires \$500 for each course approved for C/E credit for DRE licensees. Each of the approved courses must be renewed every two years for another \$500 each. The Real Estate Education Center (REEC), funded through state original and renewal license fees that was previously administrated by the four-year college system, was the central real estate consortium for many real estate materials, including the state student and instructor study guides used at the 109 community colleges in California, the same source of payment for the \$500 for each C/E class and obtained an approval number for each credit class. This course approval number could be used by any California community college. The El Camino College real estate department used this DRE C/E approval number for courses from July 1997 through June 2003. Grogan, full-time RE department faculty, completed all forms for all instructors to have their individual class approved for C/E through REEC when Grogan had the class schedule of instructors and course offering months in advance in order to have the lead time necessary to obtain course approved by the deadline date. After the REEC discontinued funding the DRE C/E, and Grogan did not have the advance class schedule and instructor name, ECC no longer offers DRE C/E. No income is now generated from C/E courses and no ties to industry for courses needed for existing DRE licensees to renew their license every four years.

However, OREA does not require any fee per course. The only requirement was completion of the topic matrix, which was very time consuming to complete. All courses in the program at that time were submitted in 1994 to OREA with 1995 approval. Courses approved for OREA C/E included: RE11, RE12A, RE14A, RE 15A (now RE40), RE15B (now RE41), RE15C (RE 42 inactivated), RE16, RE19, RE21, and RE25A (inactivated). Only Real Estate Practices (RE13) was not approved by OREA because it was felt that the course is only for DRE licensees. The new federal regulations would require each course to be submitted under the new criteria that has already been legislatively approved, but does not go into force until January 2008. The department will need to decide if it should continue to obtain OREA C/E approval for the RE courses as has been in the past. The upside is that if ECC does, the state OREA web site lists ECC as an approved course provider and lists the individually approved courses approved. This is free advertising and marketing directly to one ECC RE target market group. The downside is finding someone who will do all the paperwork since no OREA Certified Appraisal license instructor is currently teaching at ECC. If the RE department feels approval would aid enrollment, thus generating income to the college, a coordinator would be needed to gather the information from each individual course by each individual instructor. With emphasis currently on academic freedom (each instructor can teach virtually any materials in the class, rather than follow prescribed study guides containing uniform information) and no flex or other credit given for completing the paperwork it may currently be impossible to accomplish approval under the current administration at ECC. To aid in enrollment, which increases ECC income and aids in the financial stability of the program, online education will be discussed later in this report as it was not in the 1993 program recommendation which is being addressed in this section.

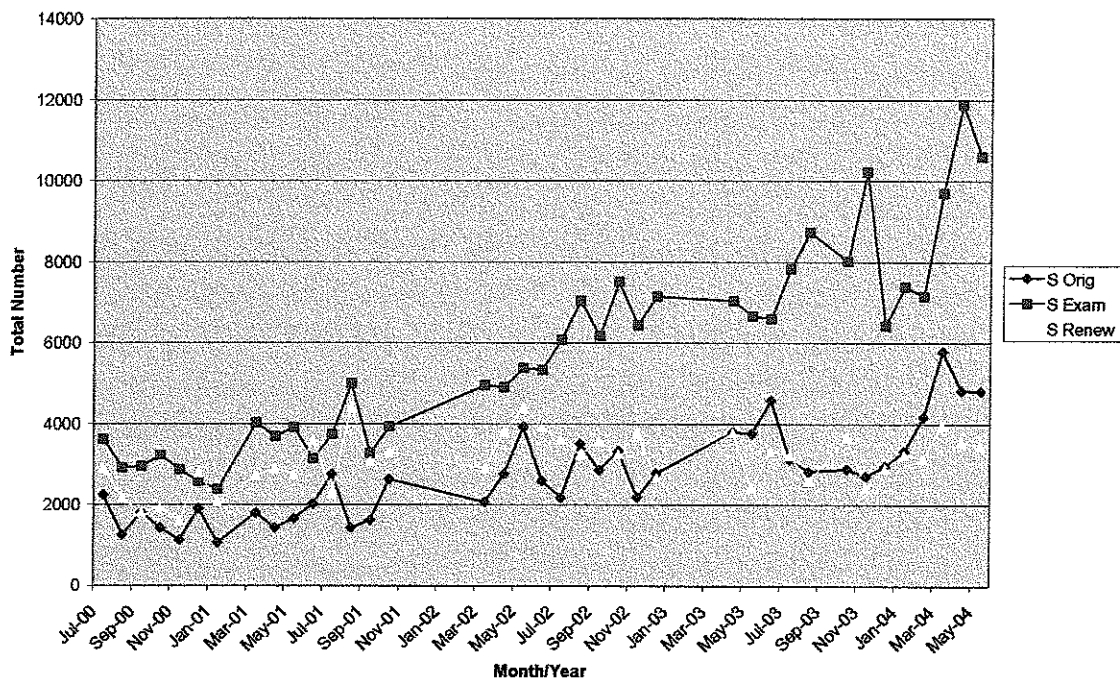
Criteria Eight: Governance and administration. It was recommended that the department be given a low level position of real estate department chair with 20% reassignment time to coordinate the department activities, administer the campus duties, the off-campus business and industry matters that reflect the interaction with community, associations and individual offices. The duties were to create and maintain the RE student database, conduct ongoing surveys of students and serve on the education committee of various groups. This recommendation has not been and is not likely to be implemented.

II. Program Statistics

Robert Russell, the first Board of Trustees President, is quoted as saying: “As far as the program for the vocational courses, we had meetings with the heads of the different businesses around. We got with them and discussed the types of programs we should teach—what they needed and what they wanted. Of course, we wanted to conform to the needs of the community.” Likewise, Donald Green, one of the original teachers at ECC, stated: “The original concept of the school was that it was to be a vocational school.” The RE vocational program reflects the fluctuations of the general real estate business cycle. During times of low demand for housing, the RE department has suffered very low enrollment; likewise, during periods of very high demand, the RE department has not been able to offer the number of sections in demand by students due to ECC budget constraints.

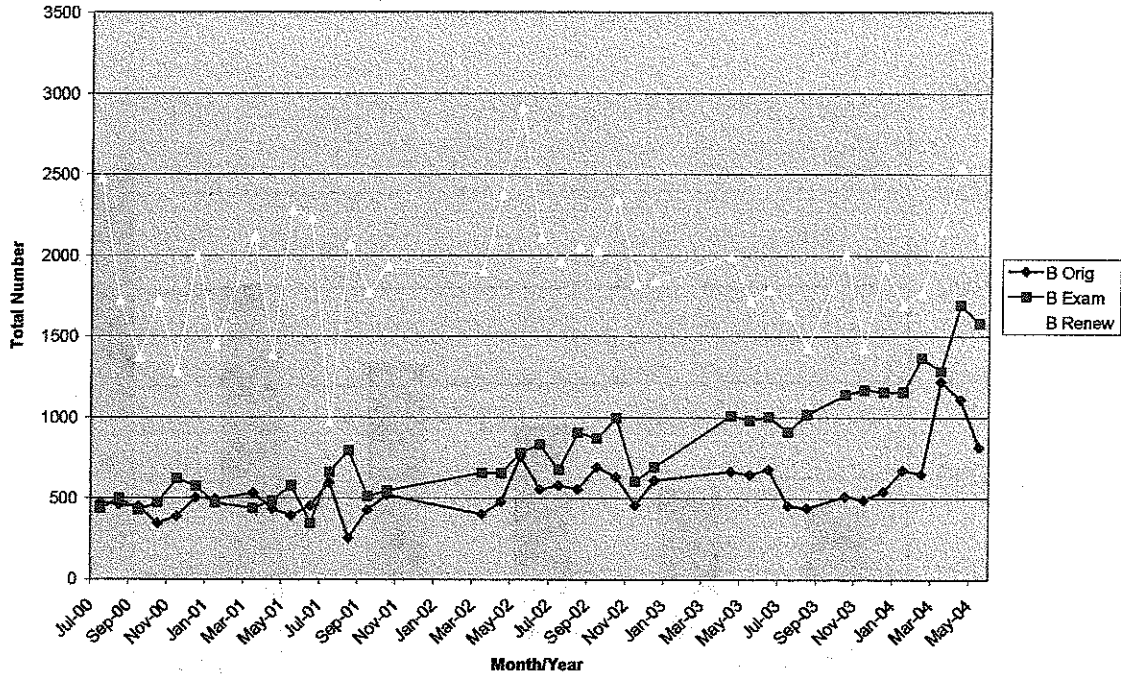
DRE Salesperson and Broker License: Over the past few years, the number of state DRE salesperson and broker license applications has increased significantly, as is shown in the next two charts. For the last three quarters of 2000 about 3000 people took the salesperson exam, but by 2004 about 10,000 took the exam. ECC prepares individuals to take the state salesperson exam, as represented by the top line on the next chart. The chart also indicates the number of salesperson license renewals for the bottom line showing from 2000 to 2004, and shows the number of salesperson obtaining an original DRE salesperson license as the middle line from 2000 to 2004.

Salesperson License Applications



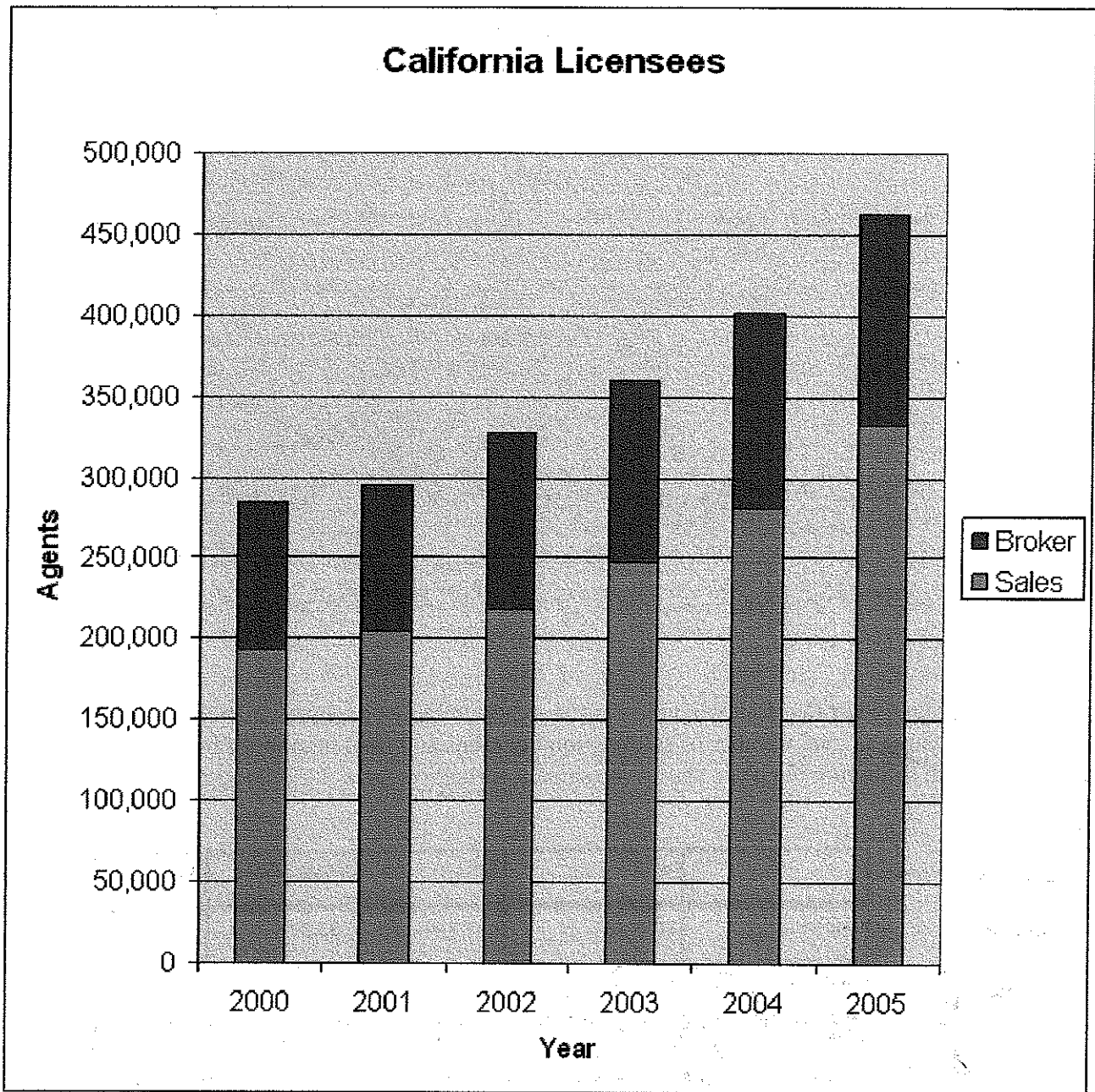
The top line on the chart that follows indicates the number of individuals who renewed their existing DRE broker license. The middle line from 2001 through 2004 shows the number of individuals who took the DRE broker examination. For the last three quarters of 2000 about 500 people took the DRE broker exam, but by 2004 about 1500 took the exam. ECC prepares individuals to take the state broker exam. The bottom line shows the number of individuals who obtained an original DRE broker license.

Broker License Applications



The next chart that follows indicates the total number of licensees in 1999 through 2005, showing the total number of salesperson licensees and total number of broker licensees. The graph following the chart shows the same information from 2000 through 2005.

	As of	Total	Salespersons	Brokers
California	11/01/05	462,774	333,374	129,400
California	09/01/04	402,184	282,205	119,979
California	09/10/03	360,477	247,164	113,313
California	9/6/02	327,712	218,326	109,386
California	10/17/01	311,990	204,990	89,938
California	7/1/99	284,695	193,240	91,455

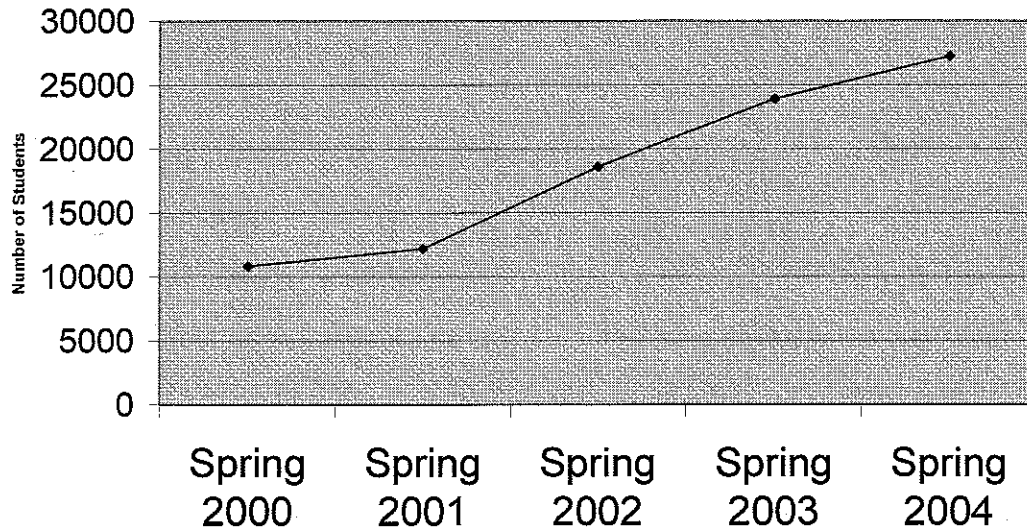


In the chart above, the data was obtained from the ARELLO organization, a nationwide real estate licensing organization. The top line indicates the total number of DRE salespersons licensees in California from July 2000 through May 2004 and the bottom line indicates the total number of DRE broker licensees. The combined total number of all DRE state licensees in 2000 was just over 300,000 and by mid 2004 had risen to just under 400,000. The state indicated an increase of over three times for the salesperson and broker DRE license exams administered. The RE courses at ECC prepare individuals for the state exam.

California Community Colleges Real Estate Enrollment: The chart below indicates the enrollment at the statewide California community colleges for real estate classes, indicating

the number of students enrolled, as reported to the California Chancellor's office. A substantial increase in total number of students is obvious where just over 10,000 students were enrolled in 2000 and just under 30,000 were enrolled statewide in 2004.

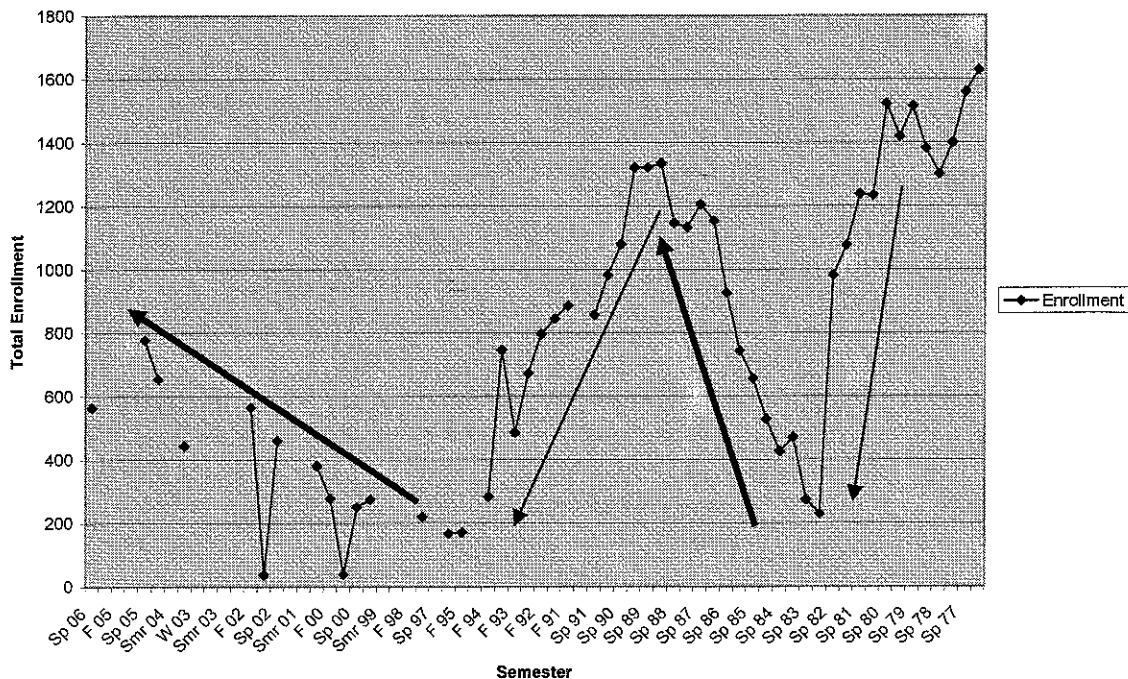
Enrollments in Real Estate Programs for California Community Colleges



State of California, California Community Colleges, Chancellor's Office

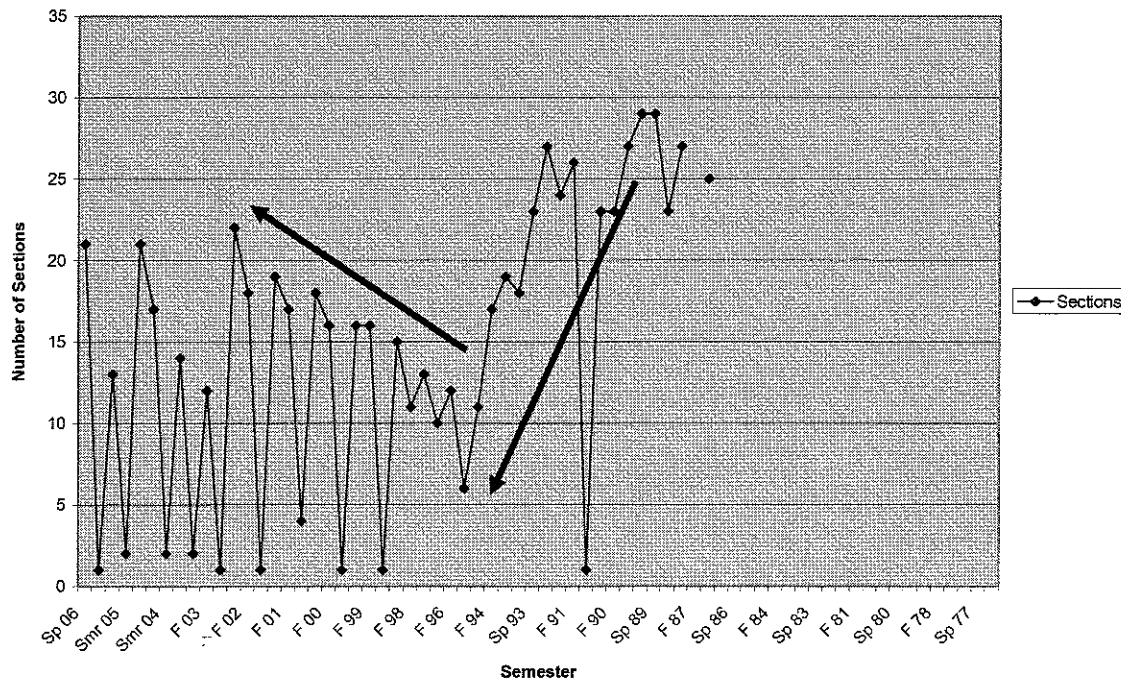
El Camino College Real Estate Enrollment: The two charts that follow indicate the ECC enrollment. The first is the total number of students enrolled in the RE program at ECC for the year. The second chart is the number of sections offered. The number of sections offered determines the number of students enrolled. The demand for real estate classes is cyclical and needs to be scheduled as such. From the peak of over 1600 students in the late 1970s, the next peak was over 1300 students in the late 1980's and well over 1000 students would probably have completed ECC real estate courses if they had been scheduled. Due to budget constraints, instructors were turning away large number of students from 2000 to 2004, when enrollment doubled from about 300 students to a peak of just under 700 students. The low dips shown reflect the summer semester, which was limited to only one or two sections.

Enrollment By Semester



The chart below shows the number of sections offered for each semester according to the printed schedule of classes, even though some classes may have been dropped due to low enrollment. The chart reflects that instead of offering courses according to demand for the course, as was done from 1995 to 2002, a set pattern of courses was offered for Spring and a set pattern for Fall. The 1990 dip reflects when real estate courses were moved to community services. The dips from 1998 to 2006 reflect summer semester, where only one or two sections were offered. Each one class is set for 44 students.

Sections Offered by Semester



In summary, between 1994 and 2005 the chart above should have reflected course offerings reflecting a steady increase, ending with at least 25 offerings at the end of that cycle, rather than a set pattern of spring and set pattern of fall offerings. The extra real estate courses that would have filled would have increased the statistics numbers for the business division, in which the real estate program is currently associated. During that time the college experienced budget constraints that did not allow the full potential of the department to meet the then current demand for real estate course. The enrollment chart shows that the real estate department works in peaks and valleys reflecting the non-campus marketplace. The cycle will include another future decrease in demand at some point in the future, just as a future recovery in enrollment will again occur.

The number of RE department offerings should be determined by market demand, within budget. For example, as of July 1, 2003 the DRE salesperson license requires individuals to complete Real Estate Practice (RE13). The course offerings were as follows:

Semester	RE13 Offerings
F 03	1
S 04	2
F 04	2
S 05	4
F 05	2
S 06	4

The faculty who taught RE13 turned away enough students for one or two additional sections in Fall 2003. The current ECC system has no tracking system for the number of students who wish to add a section but are unable to add due to the class already being fully enrolled. The closest measurement of extra demand is the wait list, which reflects a maximum of 10 students. From 2002 through 2004 the enrollment statistics sheets indicated individuals on the wait list for many sections, including RE13. The class size is scheduled as 44 students per class; however, many sections indicate enrollment exceeding the maximum by as much as 10 students per class. Thus, the enrollment reflects 100% or higher. Yet, when RE 13 is offered in Spring 2006 with four sections instead of two sections, as per the prior semester and after the market has already turned downward, the percentage of enrollment reflects as being only 50% for that class. The overall department then appears to have only 75% enrollment in Spring 2006. Yet, if one less section were offered for RE13, and if sections were combined, as occurred in the 1980s, the total would then reflect a higher percentage enrollment. By offering too many sections, and not canceling low enrollment sections and combining classes, the department figures will appear to reflect lower enrollment percentages for the program. Since the department no longer schedules sections, this is outside the control of any faculty within the department.

The number of total seats used on the August 2004 enrollment statistics sheets shows 654 seats used out of 17 sections offered, while the February 14, 2006 Spring 2006 enrollment statistics sheet shows 777 seats used out of 21 sections, with Spring 2005 clearly having 123 more students than 2004. The February 20, 2006 Spring 2006 enrollment statistics report shows 564 seats taken with 21 sections offered. Since this number is about 100 less students than the 2004 enrollment that had only 17 sections offered, clearly the 21 sections needed to have classes combined. The Fall 2006 number of sections should be reduced to reflect the new trend, using prior enrollment numbers to reflect the number of sections that should be offered, rather than a set pattern for Spring and a set pattern for Fall. Looking back at prior enrollment figures of projected attendance should reflect the number of sections offered. Thus the department enrollment figures would not reflect only 75% enrollment.

B. Demand: FTES by Course/Program

	Nov 03	Sept 04	Oct 05
Actual WSCHÉ/FTE	910.67	689.17	814.70
Real Estate Max WSCHÉ/FTE	755.74	756.05	758.11
Real Estate FTES/FTE Ratio	28.45	21.53	25.45

1. **Given the data, can you recognize any trends in the course demand in any of the program's courses?** Yes. The above chart shows program viability.

The following chart indicates the Fall enrollment for the past 11 years, with the first number being the number of sections offered for that course The second number indicating the number of students enrolled for that course for that semester. Any missing number is due to the report writer not having the data.

Course	F 95	F 96	F 98	F 99	F 00	F01	F02	F03	F04	F05
RE11	2-69	2-71	2-40	4-118	4-94	3	4-200	4	6-251	5
RE12A	1-35	2-33	1-28	1-26	1-35	2	2-95	1	1-45	1
RE12B										
RE13	1-22	1-7	1-20				1-48	1	2-90	2
RE14A		1-24		1-32				1	1-45	1
RE14B										
RE16	1-11			1-21		1	1-30		1-44	
RE17						1				
RE19			1-11	1-19	1-28	1	1-51			
RE21			1-8					1	1-41	1
RE25A				1	1	1	1-19			
RE25B										
RE25C								1	1-19	
RE25D										
RE25E				1-11	1-7		1-14	1	1-11	
RE25F			1-0	1-12	1-12	1	1-18			
RE26		1-16							1	1
RE27										
RE30		2-17			1				1-23	
RE31	1-34		1-12		1-32	1	1-43	1	1-40	1
RE32										
RE40				1-21	1-33	1	1-47		1-45	1
RE41										
RE42				1-15	1-8	1	1	1		
RE43						1				
RE50										
RE90		3	3	3	3	3	3			

The following chart indicates the Spring enrollment for the past 12 years, with 0 meaning that the course was offered Online as distance education, with the first number being the

number of sections offered for that course, and the second number indicating the number of students enrolled for that course for that semester. Missing numbers are due to the report writing not having the data.

Course	S97	S98	S99	S00	S01	S02	S03	S04	S05	S06
RE11	2	2-88	4	4-97	3-144	4-176	5	4-195	6-270	6-209
RE12A	1	1-29	1	1-25	1-34	1-33	1	1-38	3-84	2-53
RE12B										
RE13	1		1	1-44	1-42	1-47	1	2-86	4-153	4-82
RE14A	1	1-36	1		1-51	1-49			1-45	2-55
RE14B								1-29	1-15	1-22
RE16									1-45	1-23
RE17					1		1			
RE19	1	1-24					1	1-34	1-45	1-32
RE21				1-16	1-17	1-23				
RE25A		1-O	1		1-18	1	1	1	1-22	1-0
RE25B										
RE25C			1	1-18	1-26		1			
RE25D				1-7	1	1				
RE25E		1-O	1		1-20	1	1			
RE25F		1-O					1			
RE26		1-14		1				1		
RE27										
RE30			1-O			1-35				
RE31				1-12	1	1-23	1	1-34	1-35	1-22
RE32										
RE40	1	1-26	1		1-28	1-44	1		1-45	1-58
RE41				1-2	1	1	1	1-28	1-18	1-8
RE42				1		1-27	1	1		
RE43						1-3				
RE50										
RE90										
RE95/96	3	3	3	3	3	3	5			

From 1986 to 1993 the RE program offered between 23-29 sections per semester, with Fall 1995 the lowest with only 6 sections that was followed by growth from 1996 to 2002 when 10 to 19 sections offered, and most recent 2003 to 2006 having 13 to 22 sections offered. The peak in program enrollment was 1976 with 29 ECC RE sections filled, then again in 1989 with 1321 students, and again in 2003-4. The lowest enrollment was 1982 with only 229 students, and again in 1993-95 enrollment dropped to just under 500 students in the RE program.

The department feels that many additional courses could have been offered that would have filled during the most recent peak period of demand. However, budget constraints limited the

offerings. The FTEs mirror the enrollment figures that are used to document demand. The enrollment information suggests that instructors enrolled more students than maximum class size in some semesters relative to the amount of sections offered. The demand for RE classes continues to be strong through the end of 2005. The strongest indicator of demand for real estate classes is the direct tie to interest rates for real property loans, which is outside the control of ECC or the RE department. Predicting the trends is ECC business.

2. What are you doing to respond to trends?

a. Weekend College: Alternative methods of delivery, such as a weekend program, have been somewhat successful, following other community colleges who offer various programs. One program at another community college in Orange County offers course completion in five weeks, with students attending every Friday night and all day Saturday. Their students can complete the 3 required DRE courses in one semester. ECC's RE program has offered two eight week Saturday courses for many semesters and these courses have had a high fill rate. Many student in real estate prefer short term classes.

b. Online Delivery: In 1995/6/7, ten RE courses were submitted and approved for online, distance education delivery. In 2000, three more real estate classes were approved for online delivery, and three already approved ones updated. In Spring 2006 another five have been submitted to the Distance Education Advisory Committee (DEAC) for approval for online delivery.

RE11 was not among those approved prior to 2006 for online delivery because it was questionable if OREA would accept online courses at that time. In addition, there was also issues with some four-year institutions on accepting the RE11 Cal-State (CSU)-transfer course if the method of delivery was online. It was felt that ECC could have negative consequences if a student took such RE course but was later denied approval at another place. OREA and higher education institutions now accept an online version. It is anticipated that RE11 (Principles) will be offered in Fall 2006 in an online version, which is expected to increase or stabilize enrollment. For the Spring 2007 semester RE13 (RE Practice: required for DRE salespersons and DRE broker licensees) is submitted for approval to be offered. The following semester, Fall 2007, RE40 (Appraisal, for OREA licensees, DRE broker licensees and DRE salesperson licensees) has been requested to be approved for instructor teaching load and is submitted for approval.

c. Demand/Classroom Availability: Due to budget limitations, only about 20 courses were offered on campus because of limited classroom availability, especially during the past years. In light of the projected years of construction on campus, all disciplines will be limited in class offerings on campus due to limited space.

d. Satellite Location: Many RE classes in the past were offered at the local Association of Realtors® (AOR) over a long period of time. Using their heating, air conditioning, parking, lighting, seating and facilities, this location reduced the overhead costs for ECC. The location also allowed students who would not drive to the campus at night to take RE courses nearer home. The most important feature of holding classes at their facility was the direct ties to

their membership of real estate licensees, their education committee support and a relationship with their executive officer and their Board of Directors. This audience was extremely important during the recent general election for Proposition E for their support on the bond for construction of ECC future facilities, as the ECC buildings reflect local property tax increases. The following chart indicates courses taught at the AOR showing the semester, the course and the instructor who taught the class.

Semester	Course	Instructor
Sp 1991	RE 13 – Practice	Grogan
Fall 1991	RE 13 – Practice	Fredericks (Grogan)
Sp 1992	RE14A- Finance	Fowler
Fall 1992	RE 13 – Practice	Fredericks
Sp 1993	RE14A- Finance	Fowler
Fall 1993	RE14A- Finance	Grogan
Sp 1994	RE 13 – Practice	Fredericks
Fall 1994	RE 13 – Practice	Grogan
Sp 1999	RE 13 – Practice	Grogan
Fall 1999	RE 11 – Principles-Saturday	Grogan
Fall 1999	RE 11 – Principles- Tuesday	Grogan
Sp 2000	RE 11 – Principles- Tuesday	Grogan
Sp 2000	RE 13 – Practice - Thursday	Grogan
Fall 2000	RE 11 – Principles-Saturday	Grogan
Fall 2000	RE 11 – Principles- Tuesday	Grogan
Fall 2000	RE 11 – Principles - Thursday	Grogan
Sp 2001	RE 11 – Principles- Tuesday	Grogan
Sp 2001	RE 13 – Practice - Tuesday	Grogan
Fall 2001	RE 11 – Principles- Tuesday	Grogan
Sp 2002	RE 13 – Practice - Tuesday	Grogan

From 2000 to 2006 RE courses have been offered at the Inglewood Center to accommodate students living north of the campus. The Inglewood One Stop has been an asset to the RE program and business division offerings. However, several off-site factors need to be reviewed. First, the cost for use of the off campus facility needs to be taken into account for future review when budget constraints are a serious consideration. Also, access to the classroom needs to be addressed. The ECC staff and the classroom instructor is not allowed to have a key to classroom doors and was locked out at one meeting due to the building staff not being at their station when the class returned from lunch. Key access must be made available for any classroom instructor.

Semester	Course	Instructor
Fall 2000	RE 12A – Legal Aspects	Kirnbauer
Fall 2002	RE 12A – Legal Aspects	Kirnbauer
Sp 2003	RE 11 – Principles-Saturday	Grogan
Sp 2004	RE 13 – Practice - Saturday	Fredericks
Fall 2004	RE 13 – Practice - Saturday	Staff
Sp 2005	RE 12A – Legal Aspects	Staff
Sp 2005	RE 13 – Practice - Monday	Staff
Fall 2005	RE 11 – Principles - Thurs	Fredericks
Sp 2006	RE 13 – Practice - Thurs	Fredericks

Each future course offering location is being evaluated for possibility of encouraging increased enrollment to match existing demand.

3. Should a recommendation be written addressing the data? Yes.

Most individuals who prefer online delivery may be taking courses at other institutions and would not be part of the ECC RE survey. The results may be different for those students not surveyed. ECC has available an online survey software that should be set up for use for the RE program to obtain data for scheduling, planning, budgeting, faculty needs and facility considerations. The following recommendations are proposed:

- a. Offer at least one online section per semester in addition to RE 11, to include: RE 13, RE 14A and RE 25 and RE 40.
- b. Match projected enrollment numbers to the number of sections that should be offered by offering only those sections that show the department fill rate at 80% or higher.
- c. Provide funding to support online delivery of sections.
- d. Utilize satellite locations: off campus opportunities to offer courses at the larger real estate offices that have classrooms or at industry trade association facilities as well as the Inglewood One Stop to reach an audience that prefers to avoid the long drive to campus, campus parking issues and campus location from these satellite locations.
- e. Maintain an online entry and exit survey of student data.
- f. Devise a tracking system for students who are turned away and cannot register or cannot add a class to determine demand for a class to better judge the number of sections offered the following semester.

C. Offerings: Fill Rate

Real Estate Census Date Fill Rate		
Nov 2003	Sept 04	Oct 05
120.5%	103.0%	107.48%

1. Given the data, is the program in a growth mode? Yes, though Fall 2005.

The following table indicates when classes were offered in the past, indicating the year across the top of the chart. The AM indicates that the beginning time of the class was before noon. The PM indicates a class that had a start time of 6PM, 6:30PM or 7PM. The Sat indicates a Saturday class, referred to in other sections as weekend college. Online indicates that the course was offered through distance education. The total represents the total number of all sections offered that year for Spring and Fall and does NOT include summer school or winter semester offerings. The AOR indicates that the course was held at the South Bay Association of Realtors® on Arlington Avenue, one stoplight West of Crenshaw Blvd and one building South of Sepulveda Blvd., far South of the campus. Inglwd indicates that the course was held at the Inglewood One-Stop in the building across from the Inglewood Police Department just north of Manchester.

	98	99	00	01	02	03	04	05
AM	2	2	2	2	2	2	3	5
PM	14	20	20	21	23	21	21	27
Sat	0	3	4	6	6	6	7	2
Online	3	11	0	0	0	0	0	0
Total	19	15	26	29	31	17	14	34
AOR	0	3	5	3	2	0	0	0
Inglwd	0	0	0	0	1	1	2	3
CoOpEd	6	6	6	6	6	5	0	0

The decrease in total number of classes offered has been due to ECC budget constraints from the state, and not from lack of demand for program course offerings. The rise and fall in both the price and demand for housing and loans, including refinancing which involve using an appraiser will determine the future demand and the continued growth of the RE program.

2. What adjustments are indicated?

The number of sections offered suggests that more students were enrolled in fewer sections in the past. Demand for classes continues to be strong through Fall 2005. The RE instructors work hard with impacted classes and those with a wait list to accommodate students who were not able to pre-register, but who wish to add a RE course, as allowed by room size and fire marshal seat count. Likewise when a shortage of students is caused by outside market conditions, faculty work hard to attract students to ECC RE classes. Rooks actively recruits students from Compton, Cerritos and Long Beach college district areas to ECC for the Advanced Appraisal and Advanced Finance classes that are not offered or available at other local colleges, thus assisting in enrollment in ECC classes. DeLuca has personally gone to Hawthorne Blvd real estate offices to meet with managers and market the Inglewood Real Estate Practice class for agents in those real estate offices located near that location. Grogan has continued to obtain a free booth at the South Bay Association of Realtors® annual Trade Fair with college information made available to attract working professionals to ECC in RE courses and the college in general, for themselves and their family. Most all full time and adjunct faculty have continued to share manning the booth table at that event. This is a huge outreach to the community to promote classes. Derf Fredericks continues to work with the

ECC Alumni Association, and as Past President of the South Bay Association of Realtors ® he continues to network to attract students to ECC and to obtain contributions for the various scholarships and other areas of support from the community.

3. Should a recommendation be written that addresses the data? Yes.

Adjustments should be made to decrease the number of class offerings to match the enrollment figures projected in the coming downturn in the real estate market expected from 2006 to 2010, as part of the normal cycle of the business which will reflect in enrollment demand for classes. Online offerings should help stabilize enrollment.

- Match the number of sections offered with projected enrollment
- Offer classes at off campus locations: The one-stops and the local Association of Realtors® facilities
- Increase online offerings, beginning with RE 11, then add RE13 then RE40 then RE14
- Offer weekend college for working professionals who desire to take classes during the day, when they are not at their job.

The more flexible the program and the greater the opportunity for students to complete courses when and where students want courses will be a key to the future enrollment, FTES and fill rate.

D. Scheduling: Student Satisfaction with Scheduling

1. Are there time periods of high student demand which are not being addressed?

The ECC Fall and Spring semesters are 16 weeks in length, with the Winter semester 5 weeks long and Summer semester runs for 6 weeks. Student survey Question #42 asked that on a scale of 1 to 5 with 1 being least desirable and 5 being most desirable, which semester that the student prefers to take RE courses, with results shown in the table below. With 28% desiring the 5 week Winter session and 23% preferring the 6 week Summer session, plus another 23% wanting weekend courses, which are 8 weeks in length, this represents that a large number of students prefer to complete RE courses in a time period less than a full 16 week semester. The bulk of students still prefer Fall and Spring semester.

	1-Least	2	3	4	5-Most
Fall/Spring	15%	3%	9%	8%	64%
Winter	24%	14%	19%	16%	28%
Summer	24%	15%	26%	23%	23%
Weekends	44%	11%	14%	9%	23%

Student survey Question #43 asked that during the regular semester when would the student like to have the RE courses offered, with less than 5% indicating Friday days only, Monday evenings and Friday evenings; between 5% and 10% indicated Saturday days and Thursday

evening; between 10% and 15% indicated MWF days, Tuesday evenings, and Wednesday evening; and, the majority at 48% indicating Tuesday/Thursday days.

Students were asked the time of day that they prefer to take classes. Question #44 showed that for day classes 38% of students indicated before 10 am; 46% indicated 10 am to 1 pm and 16% indicated 1-4 pm. Question #45 asked about evening classes and 18% of students indicated 4-7 pm; 49% indicated 6-9 pm; 25% indicated 6:30-9:40 pm and only 7% indicated 7-10 pm. Over the past several years 5-8% of classes have been scheduled to begin prior to 10 AM, 8-10% scheduled between 10AM and 2PM and 5-8% offered all day Saturday (usually 9am to 4 pm). The majority of classes in the RE program, about 77%, are scheduled on Monday, Tuesday, Wednesday or Thursday with a start time of 6:00, 6:30 or 7:00 PM.

a. For Winter Session classes, Question #46 asked students what their preference for class schedule would be and less than 10% indicated 5 Saturdays at 10 hours a day, 4 days a week, meeting 2 hours and 25 minutes each, and 2 nights per week meeting 5 hours per night; with 16% preferring 4 nights a week, 2 hours and 25 minutes each, and meeting 1 time per week, with the highest preferences being 22% prefer meeting 3 times per week on Mon, Wed & Fri, or meeting 2 times per week on Mon/Wed or Wed/Fri. This allows students to read and do homework before the next class meeting date and time allowing for better preparation.

b. For Summer Session classes, Question # 47 asked students what their preference for class schedule would be and less than 15% indicated through online instruction via distance education; 19% prefer 6 Saturdays meeting 8 hours a day; 19% indicated 4 nights per week meeting 2 hours each; and 33% indicating 2 nights per week for four hours per night. This is mostly likely attributable to the older student audience for the RE program where babysitting or parent sitting may be an issue in addition to students who may prefer to go to school one night, study on the off night, then repeat this cycle to allow more time for reading and studying in between new class material presentation.

c. For weekend classes, Question # 48 asked students their preference for class schedule and less than 10% indicated 8 hours on Saturday, plus 4 hours on Sunday afternoon for 4 weeks; over one-third indicated 4 hours on Friday night plus 8 hours on Saturdays for 4 weeks; and 57% indicated 8 hours on Saturday for 8 weeks. The weekend program is geared for the working adult and for those who have a domestic partner who can care for their home and family on a Saturday, freeing the individual's time to allow for taking an ECC class. The survey did not address asking if the student would prefer taking 2 classes at a time on Saturdays rather than one at a time. Currently the program usually offers the first eight weeks of RE Principles and the second eight weeks of Real Estate Practice or some other real estate course. Sometimes RE Principles is offered the second 8 weeks for those who did not enroll in time for the beginning of the semester. Another configuration that might be considered is offering Real Estate Principles 9am to noon on Saturday for the full length of the semester then offering Real Estate Practice from 1pm to 4pm on Saturday for the full semester. This configuration would be less tiresome on the faculty. The courses could be team taught, giving more variety to lecture presentation to the students, and it would allow students to complete the legislatively mandated courses required by new DRE licensees.

d. Attending other colleges: Question #17 of the student survey asked if the individual was attending another college; and if yes, Question #18 asked what 4-year with Question #19 asking which community college. Question #20 asks how many units student are taking at another college and Question #21 asks why they are attending another college. The results are shown below.

Only 8% of students indicated they were attending another college, with 92% indicating they were not. Of those who are, a few attend UCLA, CSU Dominguez Hills or CSU Long Beach, or Cerritos, LA Harbor, Compton, and Long Beach City College. Of those attending another community college, more attend Santa Monica or LA southwest than the other community colleges listed. Of the almost 10% who responded, 55% are taking 1-6 units, 35% are taking 7-12 units and 10% are taking 13-18 units while taking ECC RE classes.

Although 86% of the students indicated they were not attending elsewhere, of those who were, the reasons were ECC schedule conflicts with classes needed, classes needed were not offered at ECC; more support services were available elsewhere; and, to complete required classes faster for licensing.

e. Community Services: In addition, the ECC Community Education and Professional Development area of the college offers many courses, including pre-real estate, appraisal survey or real estate related courses. This audience is already coming to the campus to take a class on the topic they are interested in learning more about. Courses such as real estate investing or preparing for a career in appraisal are offered in short term seminar-type presentations. When these courses are offered a flyer with all the real estate credit course should be made available to students in those courses, a bulletin board showing real estate classes for the credit courses, and the courses should be listed on the wall for students to read during class breaks, before or after the class. The credit courses should capture available ECC C/E students by working with existing campus resources.

2. **How could such demand be addressed?** Yes.

Over 60% of students prefer to take classes during the Spring and Fall semesters. A large percentage desire to take RE courses in a less-than-16 week time period. The college is looking at changing the start dates for semesters. Enrollment has dropped since beginning the Fall semester in mid August when many people vacation and the weather is very hot with many classrooms without air conditioning. Enrollment has dropped since Spring semester begins in February partially because students can start at surrounding colleges in early January and complete classes by May, whereas ECC ends in June. Many colleges have two summer sessions, where ECC has only one due to the Winter session. The administration and Academic Senate and others are reviewing the start and end dates which would affect enrollment for ECC RE classes. The department has been offering more day classes for the full-time day students, which has lowered the average age of the student in the program. Day classes have also allowed graveyard shift works and those desiring to take classes while their children are in school to take RE classes.

When the department submitted the proposed schedule of classes, from the 1980s and 1990s by Fowler and through only 2000 by Grogan, the department coordinated scheduling with adjunct and adjusted for market conditions. The courses were set to be offered on a “track” that was in place so that students could depend on when to schedule, in advance, courses they wanted to take or courses they needed to take to complete a degree or certificate for their studies. The arrows listed below are either a match of specific faculty with the class they teach, or a tie of a 3 unit course with a ½ unit or 1 unit computer component class. The following schedule was in place:

Fall		Spring
RE11	←-----→	RE11
RE12A	←-----→	RE12A
		↙ RE13
		↘ RE25C
RE14A	←-----→	RE31
RE25E	↘	
RE19	↘	↙ RE21
RE25F	↘	↙ RE25E
RE 16		↘ RE26
		↘ RE25B
RE40	←-----→	RE 41
RE25A	↘	
RE42	←-----→	RE43

Since this time, many of the above classes have been inactivated and the scheduled changed. For example, the following Fall 06 schedule is now in place:

Mon: 2 evening classes, Tues 4 evening classes, Wed 3 evening classes, and Thurs 4 evening classes. Tuesday and Thursday evenings may have classes competing with each other as enrollment decreases, whereas Monday and Wednesday evening classes could possibly more evenly distribute class offerings. Also, weekend college has only Principles offered when Practice is now a state license requirement.

As each semester is proposed in the scheduling process, the outside market trends should be consulted to predict trends as reflected by shifts in interest rate, number of individuals taking the DRE state salesperson license examination and similar outside indicators. The projected enrollment should then be used to determine the number of sections to be offered. Classes with low enrollment should be combined so that the percentage of fill rate and resulting FTES figures more accurately reflects acceptable numbers that make the institution viable in meeting expenses.

3. Should a recommendation be written addressing this area? Yes

- Revert back to having the department preparing the proposed schedule of classes to more accurately reflect demand and anticipated enrollment and time of class offering to accommodate student demand, and not instructor

availability, or room availability, always subject to approval by the administration employees

- Combine low enrollment classes to bring up FTEs
- Market credit courses to non-credit, Community Education real estate students
- Use an online survey course exit survey to determine future demand
- Prepare real estate credit marketing materials for community services real estate related courses
- Support beginning Fall semester in September, eliminating Winter session, starting Spring semester in January, and having two summer sessions, if such option is made available by ECC

D. Retention and Success

Question #6 of the student survey asked if the RE course currently being taken was the first class taken in the Business Division. It was assumed that students who had completed many other courses might have better study habits, which might lead to greater retention and success in RE courses. About 47% of student indicated that this was their first class taken in the Business Division and 53% indicated it was not.

Question #7 of the student survey asked whether or not the student was taking their first class in the RE department. 64% indicated that it was and 36% indicated that it was not.

1. Retention

The state reporting system defines “success” in terms of the number of students who complete a course with a grade of A, B or C. The RE department defines success as the number of students who obtain a state license, or a job using real estate skills or purchase real property as a result of being a knowledgeable consumer from information obtained from taking a RE course. Below is a chart showing the retention rate for RE courses.

The figures shown on the California Community College Chancellor’s site are as follows <http://www.cccco.edu/divisions/tris/mis/reports.htm> :

Semester	Enrollment	Percent Retained
Spring 2001	420	83.07%
Spring 2002	480	74.38%
Spring 2003	513	76.02%
Spring 2004	495	78.18%
Spring 2005	767	74.97%

a. Given the data, what trends are observed?

The real estate program has a retention rate of between 74% and 83%.

b. Should a recommendation be written addressing the data?

Continue to provide as many sections as financially possible and combine classes under-enrolled to increase the retention and success rate for students. Many classes add more students than the number of students who appear on the original, first-day roster. RE courses that are scheduled should be not be cancelled until the first class meeting to determine actual demand and enrollment attendance.

The state examination pass rate is just over 50% for DRE salesperson and less than 50% for DRE broker examinations. The ECC success rate is about 75%. It appears that the audience of students is a unique set of individuals with a high rate of failure. Because the state DRE salesperson examination costs about \$25 and because the cost of one ECC course to complete the required RE11 is less than \$100, many people begin the RE program due to low initial investment, but less complete individual classes, certificates, degree to finish the program. The industry has long said that it is too easy to get a state license. Courses such as RE11, RE Principles, are supposed to weed out those who might be less than professional or ethical, those who do not have the job skills to succeed, and those who should obtain much more education before being able to work in the business. Many existing licensees feel that the purpose of basic Real Estate Principles (RE11) is to stop people from getting into the business, and these industry professionals feel the retention and completion rates should be no more than 50% of those who begin the RE program. The previous Real Estate Commissioner, also an attorney, stated at the educational advisory committee meeting that the pass rate for first attempt state license takers should more closely mirror the first attempt bar exam test takers, which is only about a 20% to 25% pass rate. The leaders of the government agency that gives the state license is in conflict with the educational institutional goals for utilization of assets, such as building rooms and faculty. ECC demands a much higher success rate than 20-25% for educational programs.

2. Success Rate

a. Given the data, what trends are observed?

The RE program has more relevance in meeting community desires for aiding students in being knowledgeable consumers. The RE program has found attraction with older, re-entry students and those being down-sized from prestigious aerospace and engineering jobs. In addition, the RE program concentrates on vocational, employable job skills needed to pass a state license examination in creating employable job skills.

Question #1 of the student survey asked for each ECC RE student to indicate the highest level of education attained. The results indicate that about 3% completed high school outside the United States and almost 3 ½% earned a high school equivalency (GED), with another almost 10 ½% having completed only high school. This indicates that the combined total of about 17% of the RE students in the program have only up to a high school graduation education. Another almost 32% have already completed about 1 year of college. Almost 13% have already attained the two-year associate's degree. The largest group, those having completed a bachelor's degree is just under 30%, with about 10% having received a higher education degree of either the Master's, PhD, or J.D. This was evident when the state required a differential fee, as shown in the chart below. This means that this particular ECC

program must try to attain student success where over 50% of students have already achieved a degree equal to (associate/bachelor) or higher than the associate degree that the college offers. The RE program students do not consider success to be the obtaining of an ECC college degree in this vocational program.

Real Estate Department - Differential Fee Enrollment		
<u>COURSE</u>	<u>FALL 1991</u>	<u>SPRING 1992</u>
RE11	74	99
RE12A	43	31
RE13	36	19
RE14A	34	38
RE14B	13	0
RE15A	22	31
RE15B	15	12
RE16	0	14
RE19	16	9
RE21	16	27
RE25A(50E)	7	1
RE25D (24)	8	13
RE27	0	0
RE95/96	0	0
Total in Program	284/885	294/844
Total in School	5,093	5,125
Percent of		
Department	32%	35%
Percent of School	5.6%	5.78%

Question #2 of the student survey asks the purpose of the student attending ECC RE classes. About 6% indicated they are preparing to transfer to another college or university. About 14% indicate they want to learn on-job skills even though the RE cooperative career education course has been inactivated. These are the individuals described as taking courses to become “knowledgeable consumers” with the intent of understanding a real estate transaction for their own personal use as citizens within the community portion of the term “community college”. Another just under 20% indicated they took the course to maintain a state license they already have, or to improve skills for the same job or to prepare for job advancement, which are all vocational, career objectives. The highest response were the almost 62% who indicated the purpose for attending the ECC RE course was to prepare for a new career, which is reflected in the CalWorks, adult re-entry student and career re-training student.

Question #5 of the student survey asked the educational goal for the student attending ECC RE courses, which was asked to validate the responses given for Question #2. The instructions were to mark all that apply, so that many students marked more than one category. The results indicated that about 19% want to transfer with an associate degree with

just under 2% indicating to transfer without the associate degree. These two groups indicate that about 20% plan to transfer with an associate's degree when answering this question, whereas only about 6% indicated transfer in Question #2. The goal for about one-third of students is to obtain the real estate certificate, with another over 8% wanting the appraisal certificate. Over one-third of the RE students desire a certificate. The largest single category was the over 53% of respondents who state that their goal is to obtain state licensing. The question did not ask which of the two DRE licenses or the four OREA licenses. About 40% indicated their goal was to become a knowledgeable consumer for personal use and another almost 30% wanted personal knowledge for investments.

Question #2 asked the purpose for taking ECC RE courses and Question #5 asked their educational goal, are discussed above. Question #10 asked students what was their purpose in taking the particular class in which they were enrolled. The results are indicated as a percentage.

Q#10: Reason taking current class:	%
Obtain state license (DRE = 96.55%)(OREA=3.45%)	53.55
Knowledgeable consumer to buy/sell/manage property	43.86
Employment	15.09
Required for your major	12.98
Career advancement	11.23
Other	6.67
Q#10: Reason taking current class:	%
Defer student loan payment	4.21
Receive financial aid	2.11
Recommended by a counselor or other advisor	1.40
Retraining	.35

Question #11 asked students to indicate their career goal at the time of attendance of ECC RE courses if long-term goals were the same or different from short-term goals. The results indicated the following information:

Q#11: Career goal	%
Obtain state license (DRE salesperson=62%)(DRE broker=38%) (OREA trainee=21%)(OREA residential=38%) (OREA certified resid=7%)(OREA cert general=35%)	56.38
Future employment	46.81
Retraining/new career	28.01
Supplementing current employment	14.89
Current employment	11.35
Pay increase	9.22
Promotion	4.26
Qualifying for/or/keeping existing job	2.84
Retraining from disability	2.48
Anticipating lay off/termination	2.13

Question # 14 of the student survey asked whether or not the individual already holds a real estate license. 16% indicated that they did and 84% indicated that they did not. The results of this question is why many students would not indicate the desire to receive continuing education (C/E) credit for the course since they do not have a license to renew.

To accomplish their goal, most students are taking two real estate courses during one semester. Each RE course is usually 3 units for one course, with two courses being 6 units. Question #3 of the survey for the just under 300 ECC RE students who completed the survey asked the student how many units they try to maintain to accomplish their goal, while Question #8 asks how many units they are currently taking at ECC, with the following results shown as a percentage:

Question #3		Question #8		
Units trying to maintain	Q# 3- %		Units currently taking	Q # 8 - %
0 – 3	22.65			
4 – 6	33.80		1-6	64.71
7 – 9	16.72		7-12	28.72
10 – 12	17.77		13-18	6.23
13 +	9.06		19-22	.35

b. Should a recommendation be written addressing the data? Yes.

- Given the opportunity, the program could maintain more consistent enrollment and stabilize retention and success if more sections are offered online and off campus as the majority of ECC RE students tend to take two classes each semester.
- Some measurement, other than the number of students who obtain an associate degree, must be implemented to ascertain student success for the RE program.

III. Curriculum

ECC wishes its students to be prepared for gainful employment after graduation. It's curriculum, therefore, must reflect essential curriculum that contains course content to achieve employable job skills. From the 123 courses offered the first semester in 1947 and the workings of the "General Curriculum Committee" under Bill Harless in the early 1950's, the college today has greater demand for classes than ECC is able to provide. With limited resources, ECC decides which programs grow, diminish or remain the same by the course offerings allowed and the curriculum process. Ideally, ECC must also consider other aspects when considering curriculum development. Realistically, components such as funding, facilities and availability of qualified, specialized instructors must be taken into account. The RE program has prided itself on currency and relevance of curriculum with the strong support of the late Dr. Hata, then Vice President of Instruction when the previous dean recommended that the program be terminated.

A. Course and Content

The ECC RE program gives learners the opportunity to select from specialty fields that are available within the industry, with options as a real estate assistant, loan agent, appraiser, salesperson or broker. Lacking is the large field of real property management. Students may select among real estate courses offered to obtain a certificate or degree. The following information is divided into two sections: Real estate courses and non-real estate courses that are part of the degree or certificate. The data is then followed by students indicating their ECC major.

Real Estate Courses: The results indicated the following information in answering Question #4 of the student survey where students were asked about course enrollment:

RE 11 – Real Estate Principles: 48% of those surveyed were currently enrolled in this class; 35% of all students surveyed had already completed RE11 at ECC; about 15% had completed this course at another school and less than 2% planned to take it at ECC. RE11 is not a hard prerequisite for other real estate courses, and of those surveyed it appears that most students do take RE11. Some department faculty indicated that RE 11 should be a hard pre-requisite for other courses, which it was in the 1980s. The survey data indicated that about 15% of the students would be required to repeat taking RE11 at ECC when they had already taken the course through another avenue, and it would be unlikely that these students would repeat the course since a degree is not the objective for most students. The requirement for a hard prerequisite confirms the last program review data that the program would have a large drop in enrollment if RE 11 were enforced as a prerequisite for other courses. The data shows that most students do complete RE11 anyway since it is required prior to taking the state examination for the DRE real estate sales license, or for those who will later obtain the ECC certificate or college degree which require the course.

RE 12A – Legal Aspects of Real Estate: just under 40% were enrolled in the course at the time of the survey and another just under 40% indicated they plan to take this course at ECC. With the new DRE requirement that all license renewals in the future have a course in Risk Management, which was spurred by the Errors and Omissions (E & O) insurance industry, this could provide additional student enrollment if the course outlined is updated to include the factors for risk management by indicating such in the course description. Another 15% indicated they had already completed the course at ECC with about 9% of ECC RE students having already completed the course at another school.

RE 12B – Selected Problems in Real Estate Law: About 16% indicated they had already completed this course at another school, while 2% said they completed the course at ECC, even though the course has not been offered for some time. RE12B would be excellent for offering special topics on problem areas for licensees, such as ethical issues, kickbacks and referrals with lenders in light of federal HUD/RESPA disclosure requirement, title related personnel, risk management, Easton vs. Strassburger and similar disclosure problems. Some department faculty discussed inactivation of this course due to infrequency of offering the course and the course not being one of the approved by DRE for salesperson licensees, and

the shortage of faculty to teach the course. However, 75% of students surveyed plan to take the course at ECC, if offered.

RE 13 – Real Estate Practice: 13% indicated they have already completed the course at another school and just under 20% have already completed it at ECC. Just under 40% were currently enrolled in the course and about 30% indicated they planned to take the course at ECC. This survey was taken prior to the state regulation requiring completion of RE practice within 18 months of the DRE original salesperson license. The RE department faculty, Grogan, sat on the DRE commissioner's education panel at the point in which the decision was made to ratify requiring real estate practice for new licensees. The commission was steering towards requiring RE12A because of all the litigation with licensees where half the contracts were left blank or had incorrect completion of pre-printed forms. The panel of educators, including the ECC faculty member, advised that even though the then commissioner was an attorney, RE faculty do not want to educate students in the unauthorized act of practicing law or giving legal advice. If the point was to teach new agents to complete the CAR forms correctly, then the course that covers this material is real estate practice, which the commissioner had never taken—law school requires only one class in real property. The commissioner agreed and the panel unanimously voted to require Real Estate Practice. It is projected that a higher number of students will seek to take this course now that it is mandated. To project enrollment, statistics should be kept to track those who complete RE11 and then enroll in RE13 as a monitoring device for demand on the number of sections that should be offered for this course.

RE 14A – Real Estate Finance I: About 13% have completed the course at another school and 15% have already completed it at ECC. About 16% were currently enrolled in the course and 57% plan to take the class at ECC. This shows strong demand for the course.

RE 14B – Real Estate Finance II: Less than 10% had taken this course anywhere, while 11% were enrolled in the course at the time of the survey. 80% plan to take the course at ECC in the future, when offered.

RE 15A, now RE40 – Real Estate Appraisal I: About 11% had completed this course at another school with 27% already having completed it at ECC. About 13% were enrolled at the time of the survey, with 50% indicating they plan to take the course at ECC.

RE 15B – now RE41 – Real Estate Appraisal II: Less than 14% have completed the course anywhere, with 11% currently enrolled. About 76% plan to take the course at ECC.

It should be noted here that the previous 4 courses require high math competency to succeed.

RE 15C – now RE42 – Real Estate Appraisal Standards/Ethics, commonly referred to as USPAP within the real estate community. Just under 25% had already completed this course, with almost 75% indicating they had planned to take the course at ECC. The course required for each of the four levels of appraisal licenses but has recently been inactivated.

RE 16 – Real Estate Economics: Over 20% have completed the course and about 22% were enrolled in the course at the time of the survey, with about 55% indicated they planned to take the course at ECC.

RE 17 – Real Estate Exchange and Taxation: 20% indicated they had taken the course at another school. The instructor who formerly taught this class at ECC is teaching this course at a nearby college (LA Harbor) and attracting ECC student to that campus due to the infrequency of offering this course at our institution. None were currently enrolled. About 78% indicated they plan to take the course..

RE 18 – Real Estate Office Administration: One-third of students indicated they have completed this course at another school. None had completed the course or were enrolled since it has not been offered in some time at ECC. Two-thirds indicated they plan to take this course. The course has been inactivated.

RE 19 – Real Property Management: Less than one-fifth (20%) have completed the course anywhere and about 30% were currently enrolled in the course. About 53% indicated they plan to take the course at ECC.

RE 20 – Real Estate Syndication: This course is infrequently offered at ECC, however about 94% indicated they plan to take the course at ECC, if offered.

RE 21 – Real Estate Investment: About 13% have already completed the course, and about 85% plan to take it at ECC.

RE 25 – Real Estate Computer Applications: About one-fifth (20%) have completed the course at ECC and about 6% have taken it at another college, while less than 5% were currently enrolled in the course somewhere. Over 70% plan to take the course at ECC. The course was recently changed to combine all software applications formerly offered in RE24, RE 30, RE 25A, RE25B, RE25C, RE25D, RE25E and RE25F, formerly ½ or 1 unit courses with student notification prior to inactivation for the scheduled RE25A course, causing confusion. Both ECC and DRE recently approved RE25 content as a 3 unit college course.

RE 26 – Principles of Escrow: About one-fourth (25%) have completed the course at ECC with less than 5% having completed it at another school. About 70% plan to take the course at ECC.

RE 27 – Escrow Practice: One-fourth (25%) indicated they have completed the course at ECC and three fourths plan to take the course at ECC.

RE 28 – Escrow Problems: Just under one-third (30%) indicated they completed this course at ECC and about 73% plan to take it at ECC.

RE 31 – Mortgage Loan Brokering and Lending: Just under one-third (30%) have already completed this course at ECC, and just under 5% have completed it at another school. Just

under 20% were enrolled in the course at the time of the survey, with just under 50% stating they plan to take the course at ECC.

RE 32 – Real Estate Loan Processing: Almost all (96%) indicated they plan to take the course at ECC, while none are currently enrolled nor have completed the course at another school.

RE43 – USPAP Update. This course has been inactivated.

RE95/96 – Cooperative Career Education: Two-thirds (67%) indicated that they plan to take the course at ECC, but the course was discontinued for the RE program. Many have found that the on-the-job training, when it was offered, gave students the much needed experience towards seeking to succeed in the real estate industry. Both appraisers and real estate salespersons must provide the government licensing agency proof of hours of experience in the business, which is best documented through a neutral intermediary, such as ECC.

In addition, the California Association of Realtors ® (CAR) has proposed legislation to change the requirement for the broker license which affect demand for the cooperative career education demand. The current legislation requires an individual seeking a California broker license to:

- pass the state exam for the broker of 200 questions with 75% or better;
- completes eight approved courses
- have experience by any one of the following:
 - (1) obtaining the salesperson license and working full time for two years of the last five years under a licensed broker, or
 - (2) obtaining the salesperson license and working full time for only one year of the past five years under a licensed broker (which may be obtained as two years part time to equate to one year full time), plus the Associate degree, or
 - (3) hold a Bachelor degree and have no experience as a licensed salesperson.

The change that DRE is taking through the legislative process would eliminate (3) above so that each broker would be required to have actual experience and not just the college degree. Many individuals who have the broker license today have never practiced real estate and do not have any experience, such as many attorneys who teach real estate. The Bachelor degree did not have to be in business or contain any business, real estate or related courses. The only requirements were the eight specifically approved courses, such as real estate practice, legal aspects of real estate, real estate finance and real estate appraisal. Real estate principles is not a required course for the broker license, but only for the DRE salesperson license. With the new experience requirement for the broker license, those individuals who already have obtained the Bachelor or higher degree will seek to document experience working in real estate, which could be met through the cooperative career education course. In addition, those licensees in the business who seek a real estate assistant want many of the attributes that a person with a Bachelor degree would have mastered, such as time management, marketing and personal salesmanship, writing and math skills and job dependability.

Numbers shown as %	Completed at ECC	Completed at another school	Plan to take at ECC	Currently enrolled
RE 11	35.25	14.94	1.53	42.28
RE 12A	15.27	9.16	38.17	37.40
RE 12B	2.27	15.91	75.00	6.82
RE 13	18.50	13.29	29.48	38.73
RE 14A	14.91	12.28	57.02	15.79
RE 14B	7.81	1.567	79.69	10.94
RE 15A (RE40)	27.08	10.42	50.00	12.50
RE 15B (RE41)	8.11	5.41	75.68	10.81
RE 15C (RE42)	11.76	11.76	73.53	2.94
RE 16	6.85	16.44	54.79	21.92
RE 17	2.50	20.00	77.50	0.00
RE 18	0.00	33.33	66.67	0.00
RE 19	9.78	8.70	52.17	29.35
RE 20	6.25	0.00	93.75	0.00
RE 21	11.27	1.41	84.51	2.28
RE 25	19.61	5.88	70.59	3.92
RE 26	24.49	4.08	69.39	2.04
RE 27	25.00	0.00	75.00	0.00
RE 28	27.27	0.00	72.73	0.00
RE 31	28.36	4.48	47.76	19.40
RE 32	3.85	0.00	96.15	0.00
RE 95/96	11.11	11.11	66.67	11.11

Non-Real Estate Courses: The results indicated in the following chart below indicates the answer for Question #4 of the student survey. These courses outside the major of are intended to support the required RE program courses in the understanding of contract law, forms of real estate ownership (partnerships, trusts, etc.), communications (English and communications courses, mathematics (business math and accounting), construction related information (blueprint reading and CADD for appraisal, design and remodeling), selling skills (marketing and advertising), and management (self-employed licensees). Due to the number of RE students who have already obtained a higher degree, a large number of students have already completed many ECC business courses at another school. Of those who plan to take courses at ECC, it is hoped that this information will be reflected in future scheduling of classes. The results will be shared with other ECC departments for their future planning of classes.

Numbers shown as %	Completed at ECC	Completed at another school	Plan to take at ECC	Currently enrolled
Law 5 – Contracts	35.29	17.65	37.25	9.80
Law 6 – Agency,Partnershp	43.48	13.04	43.48	0.00
Law 12 – Probate Procedure	28.57	4.76	61.90	4.76
Law 18 – Wills, Trusts	33.33	7.41	59.26	0.00
Bus 1A – Accounting	29.85	29.85	29.85	10.45
Bus 12 – Advertising	0.00	16.67	83.33	0.00
Bus 13 – Personal Selling	0.00	20.00	80.00	0.00
Bus 14 – Marketing	9.09	45.45	45.45	0.00
Bus 15 – Bus Math	27.27	42.42	27.27	3.03
Bus 20 – Bus Mgmt	6.45	35.48	51.61	6.45
Bus 24 – Sm Bus Mgmt	12.50	45.83	41.67	0.00
Bus 25 – Intro to Bus	6.25	65.63	18.75	9.38
Bus 26 – Bus Finance	0.00	55.00	45.00	0.00
Bus 27- Eff English for Bus	0.00	55.56	44.44	0.00
Bus 28 – Written Bus Com	4.35	56.52	39.13	0.00
Bus 29 – Oral Bus Com	5.26	42.11	52.63	0.00
Const 11-Blueprint Reading	16.67	0.00	83.33	0.00
CADD 5-Computer Aided Design/Drafting	15.00	50.00	35.00	0.00

College Major. Question #9 of the student survey asks students to indicate their major. Many ECC RE students indicated “undeclared.” Not many students actually indicate that their major is real estate even though survey respondents indicated their major is real estate.

Major	%
Real Estate	43.95
Undeclared	19.28
Business	16.59
Behavior & social science	4.93
Fine arts	2.69
Humanities	2.69
Life sciences	1.79
Health sciences	1.79
Physical sciences	1.35
Accounting	1.35
Computer science	1.35
Physical education	.90
Technical arts	.90
Math or computer science	.45
Management	0.00
Office administration	0.00

A survey of two groups of outside-the-campus, industry specialists was obtained. This first group consists of local real estate practitioners who form the ECC RE Advisory Committee. The group met in Fall 2004. The second group consists of those who attended the REEC Conference held October 29, 2004. Those attending are real estate educators, licensed appraisers, active loan brokers, real estate brokers, private school educational providers, online educational providers, real estate salespersons and the state licensing agencies that include the DRE, OREA, chancellor's office, the Appraisal Foundation personnel and others. Those who attended and completed the survey indicated the data that follows:

- column 1 is the date the DRE put the class on their approved list of college courses,
- column 2 is the name of the course and the ECC course number,
- column 3 is whether the course is required for the broker or required for the salesperson license;

- columns 4, 5 and 6 are ECC Advisory Committee respondents
- columns 4 and 5 are whether their college has approved the course (4=No)(5=Yes); and,
- column 6 is if they want the course approved at ECC, where 0% indicates that it is probably already approved at ECC;

- columns 7, 8, and 9 are REEC respondents:
- column 7 is whether the course is approved at the college where they teach,
- columns 8 and 9 are if they want the course approved at the college where they teach, with 0% indicating that the course is probably already approved at their college.

1	2	3	4	5	6	7	8	9
Date	Course	Req	4ECC	4ECC	5ECC	4REEC	4REEC	5REEC
Dec 1970	RE13 Practice	B & S	Yes 100%	No 0%	Yes 0%	Yes 95%	No 5%	Yes 15%
Dec 1970	RE12A Legal	B	Yes 100%	No 0%	Yes 0%	Yes 95%	No 5%	Yes 10%
1972	RE14A Finance	B	Yes 100%	No 0%	Yes 0%	Yes 95%	No 5%	Yes 5%
1972	RE 40 Appraisal	B	Yes 100%	No 0%	Yes 0%	Yes 95%	No 5%	Yes 5%
1973	RE16 Econ or IA Acctg	B	Yes 80%	No 0%	Yes 0%	Yes 94%	No 6%	Yes 12%
1973	RE11 Prin	S	Yes 100%	No 0%	Yes 0%	Yes 95%	No 5%	Yes 0%
1973	Law 5 Contracts		Yes 80%	No 0%	Yes 0%	Yes 100%	No 0%	Yes 6%
1973	RE19 PropMgt		Yes 100%	No 0%	Yes 0%	Yes 80%	No 20%	Yes 27%
1973	RE26 Escrow		Yes 60%	Yes 40%	Yes 0%	Yes 84%	No 16%	Yes 0%
1973	RE18 OffAdm		Yes 40%	No 20%	Yes 20%	Yes 25%	No 75%	Yes 33%
1994	RE31 MLB		Yes 60%	No 20%	Yes 20%	Yes 36%	No 64%	Yes 36%
1973	RE12B AdvLaw		Yes 40%	No 20%	Yes 0%	Yes 27%	No 73%	Yes 0%
1/98	RE 41 AdvAppl		Yes 60%	No 0%	Yes 20%	Yes 85%	No 15%	Yes 0%
1973	RE 14B AdvFin		Yes 80%	No 0%	Yes 20%	Yes 30%	No 25%	Yes 0%
2002	RE25 Computer		Yes 20%	No 40%	Yes 40%	Yes 25%	No 75%	Yes 0%
7/04	RE 29 CID		Yes 0%	No 60%	Yes 20%	Yes 10%	No 90%	Yes 50%
1/03	RE43 USPAP		Yes 80%	No 0%	Yes 20%	Yes 40%	No 60%	Yes 27%
4/1974	RE21 Investmt		Yes 60%	No 0%	Yes 20%	Yes 42%	No 58%	Yes 25%
	RE Math		Yes 0%	No 60%	Yes 40%	Yes 8%	No 92%	Yes 50%
	FinCalcul & PDAs		Yes 0%	No 60%	Yes 40%	Yes 0%	No 100%	Yes 58%
12/2001	RE Asst		Yes 60%	No 0%	Yes 20%	Yes 0%	No 100%	Yes 50%

1. Courses Not Offered

a. Given the data, are there courses that should be inactivated?

In the 2005-6 college catalog, RE18 and RE 95/96 were previous inactivated.

The RE25 letter series (A,B,C,D,E and F) courses were offered as first attempts at a hybrid type of computer course. One section was offered on campus and another section was offered online. The two courses were combined for the faculty teaching load. The purpose was to accommodate student access at a time when most ECC students did not own or did not have access to a computer. Students could enroll in either on campus or online versions of the course, and some did transfer from one to the other. To deal with student access for students who then did not have a computer, the on campus version was offered. For those agents who wanted to use their business computer, the online version was preferred. Several computer courses were offered, initially, when flexibility was easier. All computer courses have now been inactivated, and all materials combined into one RE25 course. By the end of Fall 2005, the following courses were recommended to be inactivated: RE25A, RE25B, RE25C, RE25D, RE25E, RE25F, RE30, RE42 and RE43.

b. If there are courses not offered in the last three years that you do not wish to inactivate, what reasons are there to keep them active?

RE 17 should remain as an active course because when it is offered, the course fills. Finding a qualified instructor who is current and up-to-date on the topics of the course, and not offering the course in conflict with tax-preparation season (spring semester) would benefit enrollment. The course should remain active for future enrollment needs as future legislation is expected to change, such as in the past when the Tax Reform Act of 1986 was enacted, that would again peak demand to update people on new tax law changes in relationship to the affects taxes has on real estate investments.

c. Should a recommendation be written addressing the data?

The ECC RE curriculum has been kept current with campus needs to meet the state mandated changes in license laws. This has accounted for the high activity in RE curriculum. It is recommended that the RE department continue to keep current with both DRE and OREA license laws in curriculum for courses and topic offerings. The department is considering whether to comply with new legislation to complete the OREA matrix grid to accommodate appraisal students and meet 2008 new guidelines. Since it takes 2 years to get any course, certificate or degree through the existing curriculum committee process, 2006 is a watershed year for making decisions regarding the appraisal program. The college counselors have indicated high demand requests for information on the appraisal certificate and degree and courses within the program to prepare individuals for a career as an appraiser. Counsellors have requested to be invited to any meeting that changes real estate curriculum as they feel their input is invaluable. Whereas there are over 400,000 DRE licensees in California, there are only about 20,000 appraisers to perform all the appraisal reports needed for purchase/sales, refinances and probate work.

2. Course Revisions and Additions

For the table below the first column reflects the ECC course number and Column 2 states the initials of the individual person and the date that each course was originated. The name of the person for each initial is listed at the end of this paragraph. Column 3 has an A if the course

is still Active, or an I if the course has been Inactivated. The chart that follows this table shows the date of inactivation. Columns 4 through 7 show the dates for course revisions. The initials represent the name of the individual responsible for revision, updating course content, meeting Title V updates and taking the process through the Division Curriculum Committee (DCC) and the College Curriculum Committee (CCC). The current process takes about a two (2) years. The initials represent: FF=Frank Fowler, DG=Donna Grogan, MB=Mike Botello, CK=Carl Kimbauer, DH=Donald Hill, MG=Mark Graham, RP=R.Pass, WD=W.Davies, Jr., A/DG=Abelson/DG, B/DG= Bliss/DG, C/DG=Capotosto/DG.

1	2	3	4	5	6	7
Course	Originated	A or I	Revised	Revised	Revised	Revised
RE11	FF 1973	A	DG 1992	DG 11/1995	DG 2/2000	
RE12A	MB 4/1988	A	MB 12/1989	DG 9/1997		
RE12B	RP 11/1973	A	MB 4/1988	MB 11/1991	DG 2/1999	
RE13	FF 11/1991	A	DG 11/1994	DG 9/1997		
RE14A	FF 1/1991	A	DG 12/1991	DG 11/1994	DG 9/1997	
RE14B	FF 12/1991	A	DG 1/1992	DG 11/1994	DG 2/1997	DG 2/1999
RE16	FF 12/1991	A	Dg 1/1992	DG 12/1994	DG9/1997	
RE17	CK & WD 9/1965	A	MB 4/1888	FF 12/1991	DG 2/1999	DG 11/2001
RE 18	FF 9/1973	I	FF 4/1988	DG 12/1991	FF 1/1992	DG 2/1999
RE19	FF 9/1973	A	FF 4/1988	DG 1/1992	DG 11/1994	DG 11/1999
RE 20	MB 4/1988	I	MB 1/1992	DG 12/1992		
RE21	FF 4/1974	A	FF 4/1988	DG 1/1992	DG 11/1999	DG 2/2000
RE 24	DG 12/1993	I	FF 1/1992	DG 9/1993		
RE 25	DG 9/1993	A	DG 12/1994	DG 4/2002	DG 10/2004	DG 10/2005
RE25A	FF/DG 1/1992	I	DG 11/1999	DG 11/2001	A/DG Fall 2002	DG 11/2005
RE25B	FF/DG 1/1992	I	DG 11/2001			
RE25C	FF/DG 1/1992	I	DG 11/1999	DG Fall 2003		

Course	Originated	A or I	Revised	Revised	Revised	Revised
RE25D	DG 12/1991	I	I	FF 1/1992	DG 11/2001	B/DG Fall 2002
RE25E	FF/DG 1/1992	I	I	C/DG Fall 2002	DG 4/2003	
RE25F	DG 12/1991	I	FF 1/1992	DG 11/1999	DG Nov 2001	B 4/2002 DG 4/2003
RE26	RP 4/1988	A	FF 11/1991			
RE27	RP 4/1888	A	FF 11/1991	DG 2/1999		
RE28	RP 4/1988	I	FF 11/1991			
RE29	DG Spring 2006		PENDING			
RE30	DG 9/1993	I	DG 11/1994	DG 4/2002	DG 9/2004	
RE31	DG 11/1993	A	DG 12/1994			
RE32	DG 12/2001	A				
RE40	DH 8/1973	A	FF 4/1988	DG 11/1991	DG 9/1997	
RE41	DH 8/1973	A	MG 8/987	FF 4/1988	DG 11/1991	DG 9/1997
RE42	DG 1/1992	A	DG 9/1997	DG Fall 1999		
RE43	DG 11/1999	A	DG 3/2000			
RE50	FF 8/1989	A	DG 1997	DG 12/1991	FF 1/1992	DG 9/1997
RE90	DG 12/2001	A	DG 2001			
RE95/96	\					

The following table indicates course number, followed by the approval number obtained in 1995 by the Office of Real Estate Appraisal (OREA), the date a course was inactivated if such occurred, and the initials of the party taking the course to curriculum committee and the date the course was approved for online, distance education method of delivery (P=Pending).

Course	OREA C/E #	Date inactivated	Online Version
RE11	95ECC002*		MB Sp 2006 P
RE12A	95ECC001*		
RE12B			
RE13			DG 9/97&3/2000
RE14A	95ECC003*		DG 9/1997
RE14B	95ECC004*		
RE16	95ECC005*		DG 9/1997
RE17			
RE 18		Jan 2002	
RE19	95ECC009*		DG Sp 2006 P
RE 20		May 1999	
RE21			
RE 24	95ECC006*	February 1993	
RE 25			DG Sp 2006 P
RE25A	95ECC011*	Dec 2005	DG 11/1995 & DG 11/1996
RE25B		Dec 2005	DG 11/1996
RE25C		Dec 2005	DG 6/2000
RE25D		Dec 2005	DG 11/1996
RE25E		Dec 2005	DG 11/1996
RE25F		Dec 2005	DG 11/1996
RE26			DG Sp 2006 P
RE27			
RE28		May 1999	
RE29			
RE30		Dec 2005	4/1996 & 2/2000
RE31			DG Sp 2006 P
RE32			
RE40	95ECC007*		DG 3/2000
RE41	95ECC008*		DG 3/2000
RE42	95ECC010*		DG 9/1997 & 3/2000
RE43			
RE50			
RE90			

*Note that the OREA Topic Matrix was completed January 6, 1992.

a. Are there course outlines that should be revised?

Continuing Education (C/E). Courses formerly were approved for both DRE and OREA continuing education (C/E) credit for existing licensee renewal. Currently, most courses are approved for only OREA C/E.

Student survey Question #13 asks if students want the course that they are taking to be qualified for state licensee credit for C/E for license renewal. The results indicate that 71% answered yes, with less than 20% indicating a negative response. Less than 8% want DRE C/E credit and only 2% prefer OREA C/E credit.

The RE faculty must decide if they intend to comply with the OREA topic matrix, as was completed in 1992. If the department does, ECC gets free advertising of the appraisal program on the OREA site, which brings many people to inquire about the program. If this is completed, some course outlines might need to be updated. If not, existing course outlines were all revised to meet Title V updates and are current. However, with new legislation concerning Student Learning Objectives (SLOs) the RE department may need to review existing courses, certificates and the degree to comply with SLO requirements.

b. Are these courses inconsistent with current practices in the field? Yes.

On February 20, 2004, the Appraiser Qualifications Board of The Appraisal Foundation adopted changes to the *Real Property Appraiser Qualification Criteria* that will become effective on January 1, 2008. These changes represent the minimum national requirements that each state must implement for individuals applying for a real estate appraiser license or certification as of January 1, 2008. The following chart shows the changes that include increased required education, summarized as follows:

Category	Current Requirements	1/1/08 Requirements	1/1/08 College-Level Course Requirements
License	90 hours	150 hours Including 15 hours USPAP	None
Certified Residential	120 hours	200 hours Including 15 hours USPAP	<u><i>Associate degree or higher</i></u> Or 21 semester units of: Eng Comp; Micro or Macro Econ; Finance; Algebra, Geometry or higher math; Statistics; Into to computers; and Bus or Real Estate law.
Certified General	180 hours	300 hours Including 15 hours USPAP	<u><i>Bachelors degree or higher</i></u> Or 30 semester units of: Eng Comp; Micro or Macro Econ; Finance; Algebra, Geometry or higher math; Statistics; Into to Computers; and Bus or Real Estate law; and 2 elective courses in Accounting, Geography, Ag-economics, Business Management or Real Estate.

c. Should new courses be added to the program? Yes

Common Interest Development (CID):

The California DRE approved this new course for the DRE licensees in 2004. The course would appeal to those seeking the broker license, one of the courses for the new salesperson licensee, and for non-licensee individuals who are part of the large population who have real property ownership in a condominium, time share or serve on the Board of any common area interest, in addition to property management and other personnel who work for common area groups. The course is meant to educate those who own, manage or sell any real property that has a homeowner association. The course is working through the division curriculum committee at this time with the real estate department.

Real Estate Mathematics:

The campus is experiencing a surge of new students who are coming to ECC without adequate math skills needed in the real estate business. RE students have no entry skills testing for placement and many have not completed high school. Under-prepared students strain to learn in many courses, including real estate finance, investments and appraisal. The ECC RE program should use the course outline from Saddleback Community College RE 222 as a model in development a real estate math course that is outside the math department curriculum and not in competition with the business mathematics existing course. Specific skills should be included, such as calculating internal rate of return for competing apartment investment alternatives; determining unpaid loan balance for a variable rate loan after the 48th payment, obtaining pre-qualification ratios for a home buyer using a real property loans application FNMA 1003 form, and establishing blended-rate yield on a block of real estate loans to buy or sell on the secondary money market. The course should include demonstration and use of the three major financial calculators in use in the business, the Hewlett Packard (HP12C or HP10), the Texas Instruments (TI BA RE), and the Calculated Industries line of real estate specific calculators, such as the Real Estate Master or Real Estate Plus II or Real Estate Qualifier Plus. Included in the course would also be Personal Digital Assistants (PDAs) and cell phone calculator programs using real estate math function, using programs such as are used within the real estate industry by professionals.

d. Are adjustments necessary to the conditions of enrollment (Prerequisite, Corequisite, Recommended Preparation, and Enrollment Limitations) for a specific course to increase student success? No.

e. If the program offers a degree and/or certificate, list them and indicate when the requirements were last reviewed?

Degree	Originated	Last Updated
Real Estate Option		Apr 1995
RE Appraisal Option		Apr 1995
Mortgage Brokering Option	Apr 1995	

Certificate	Originated	Last Updated
Real Estate Option	Jan 1992	Mar 1996
RE Appraisal Option	1/6/1992	Mar 1996
Mortgage Loan Brokerage Option	Dec 1995	12/1995
Real Estate Assistant	Nov 1997	

f. Are these degree and/or certificate requirements inconsistent with current practices?

The following is a list of individuals who have recently completed the Real Estate degree:

2004-2005 AS Degrees Real Estate-Real Estate Option

Term		GPA	Units
3	Scott Andrew Johnson	3.08	60.0
1	Alina Pham	3.85	189.0
2	Kelly Tara Frazier	2.35	65.0
3	I. Natalia Parfitt	2.63	151.0
1	Lindauro Ramos Gonzalez	3.16	118.0
1	Robert Loren Brown	2.90	132.0
1	Keith A. Rollins	3.03	87.0
1	Peter Truong	2.94	231.0
3	Lorraine Nada Milojkovich	2.65	98.0

Certificate: RE Appraisal Option: Through the curriculum process, ECC approved courses and a certificate for real estate appraisal that was the model for other community colleges. The RE program certificate was presented at the state REEC conference as the model for other community colleges seeking to enact a similar certificate. The appraisal courses were taught by qualified instructors who had the higher levels of appraisal license (Certified Appraiser), rather than only the DRE broker license, as was previously the criteria for teaching the appraisal courses. However, OREA changed the criteria many times for the staff and the course provider. At first ECC tried to meet the changes by hiring faculty that met the newly updated regulations. But, finally the administration could no longer justify the efforts to meet the criteria so that even though the 2005-6 ECC catalog shows this certificate as an option, the appraisal certificate was unanimously inactivated by the department at the last meeting, in Fall 2005. This is because the required USPAP and USPAP and the Real Estate Appraisal Computer Applications courses were inactivated or not offered. A student would be unable to obtain the certificate due to not being able to take the courses. Several students have indicated they are almost completed with the necessary classes required for this certificate and have received no prior counseling or notice that the appraisal certificate had been eliminated.

The following student most recently completed the Real Estate Appraisal Certificate of Competence:

2004-2005 Certificate of Competence

Real Estate-Real Estate Appraisal Option : Joy C. Fanning

Certificate: RE Assistant Option: Several students have obtained jobs in the field of real estate through the opportunity afforded them in connection with the real estate program whether the student manned the annual trade fair booth at the South Bay Association of Realtors® with their resume in hand, or through the cooperative career education job connection, or by participation in the previously annual golf tournament and scholarship luncheon with employers vying for the opportunity to interact with ECC RE students. There is no current means of tying employers to students at the department level, as was done in the past, and students are currently referred across campus to various other offices, including career placement center, outreach, recruitment coordinator. Thus, the results of placing students with employers as a real estate assistant to an escrow officer, appraiser, sales agent, loan agent or property manager is unknown since no report is generated to the department. There is continued demand in the field for qualified real estate assistants. For example, one agent at ReMax Palos Verdes has 8 real estate assistants, each specializing in a different language or different phase of the business, such as residential, investment, condominium or commercial property. A typical afternoon of visiting open houses in the South Bay by a high ranking DRE official indicated that the real estate assistance typically is at the property and not a licensed agent. This is largely a result of the DRE real estate laws regarding Agency.

The Agency law allows an agent to represent the seller only, or the buyer only, or both parties, as a dual agent. However, the high level of sophistication by property owners in the greater South Bay area is that the seller does not want their agent representing the buyer. The seller wants the agent to only represent them. In this case, then, a seller only agent who has an open house would be prohibited by contract with the seller from representing the buyer. A buyer who entered an open house on their own, without their own buyer-only agent with them, could not be represented by that agent. Therefore, the listing agent does not hold the open house, but rather has a real estate assistant hold the open house. Any buyers who show up without an agent are directed by the assistant to a pre-arranged agent who could represent the buyer. This would most often be a different real estate office since the listing is with the broker and not with the salesperson. A different brokerage firm would have to handle the buyer in the transaction if the seller would not approve a dual agency relationship. Due to ongoing Agency relationship issues, the real estate assistant program, if properly advertised and provided that qualified individuals complete the required training that includes cooperative career education with job placement, receiving college credit for on-the-job training, demand for the real estate assistant program should grow. Without support from ECC, the program should be considered for inactivation.

Certificate: Mortgage Loan Brokerage Option: Students who seek a career in the loan business as a loan agent, processor or similar continue to work towards obtaining the skills needed to succeed in this specialized field of real estate. As reported by the admissions and records office, the following students completed this option:

2004-2005 Certificate of Competence

Real Estate-Mortgage Loan Brokerage Option :

Joy C. Fanning
Frank Richard Allen

Certificate: Real Estate Option: Students who seek the state license as a DRE salesperson or a DRE broker are those who would also qualify to obtain the ECC Real Estate Certificate Option. The following students met the ECC criteria and completed the requirements for the real estate certificate:

2004-2005 Certificate of Competence

Real Estate-Real Estate Option : Frank Richard Allen
Joy C. Fanning
Leilani Marie Jackson

g. Is there a need to create or delete a degree and/or certificate?

Over the years counselors and CalWorks and similar ECC areas have indicated a desire by students for a certificate in the specialized area of real property management.

h. Should any recommendations be written that address the above responses? Yes

- Enact a property management certificate.
- Activate RE 95/96 through a central ECC office that coordinates meeting with employers, outreach and similar ties to the community and professionals.
- Find a way to offer USPAP as an approved course to meet OREA requirements for appraisers.
- Re-activate the appraisal certificate and RE25A.

B. Matriculation

1. What courses have been successfully matriculated and how do you evaluate the current status?

None. Currently, there is no California Articulation Number (CAN) for any RE program course, even though current ECC RE faculty have taught the exact same course at three upper division four year institutions in California (Cal Poly, Pomona, Cal State L.A. and Woodbury University), using the same assignments, textbook, instructor and method of delivery.

2. To what do you attribute the current status of Matriculation and what evidence shows the impact on the program?

The four-year institutions prefer courses in finance and real estate to be upper division courses taken at their institution. This creates difficulty in obtaining approval for the virtually exact same courses to be approved for transfer between the two levels of California colleges systems. The community college teaches these advanced courses because the majority of vocational students seek the state license rather than the four-year degree, of which many ECC RE students have already obtained in a different major, often years before. This was evident when the previous differential fee was enacted that focused on penalizing re-entry,

retraining for down-sized employees, and those retiring from one career and seeking education to begin a new career.

3. **Should any recommendations be written that address the above responses? No.**

C. Articulation

1. Learning Methods

a. What learning methods are incorporated inside and outside the classroom in the program to promote student success?

When the college began in the late 1940's the faculty and the students frequently got together on an informal basis. A former graduate indicated how one professor made a difference by meeting with them individually in a casual atmosphere to discuss the student's goals, desires, dreams and future. That former student claims that the personal interest shown by the faculty caused the student to turn around their life to obtain an "A" in that class and continue on in their education. The current ECC president, Tom Fallo, continues to emphasize how students indicate that a particular instructor made a difference by asking students on the day of graduation which faculty made a difference. The ECC RE faculty have received several personal letter from president Fallo stating such. The head of the Appraisal Foundation in Washington, D.C., John Brennan, is an El Camino College graduate.

The ECC RE program ran a scholarship fund-raiser from 1993 to 2002 for the purpose of integrating campus and industry affiliation as a method to promote student success in a less formal atmosphere. One mortgage loan broker has continued to attend each function held by the RE program and has hired one scholarship winner each year from the event. Each industry representative stood at the meeting and discussed their firm, their part of the real estate business and why a student should be affiliated with their organization. This allowed the ECC RE students to see the industry representative speak before the student is cornered in a business conference room for hiring purposes when the business manager pressures the novice student with a 'canned' set of questions and commitments. This recruitment method allows students to seek those who will promote the success of the student instead of merely the profit of their company. By taking a leisurely walk around a golf course and having lunch with real estate professionals the ECC students are able to gain greater insight into the business and motivation to finish work and continue their real estate education. The professors in attendance are also able to assess the communications skills students will need to succeed in the highly competitive field of real estate. Faculty usually met with industry leaders immediately following the event for an advisory meeting to determine what course content industry expects desire of ECC students who complete classes. The following table indicates the details for the Real Estate department scholarship, except for the noted one time \$10,000 Frank Fowler scholarship fund originated in 2002, now handled completely by the ECC scholarship office. After taking the time, energy and effort to raise funds for real estate students wanting financial assistance and recognition for obtaining a real estate scholarship from

ECC, Grogan is particularly bitter about not seeing the application prior to the annual award and being excluded from the current selection process. The ECC President and district Chancellor asks Grogan at every meeting why the scholarship is no longer in place and he apparently does not know that Grogan is excluded from all matters concerning the use of the funds that she raised and the fund she established. Awards are given to individuals who are more paralegal students or business students rather than those focusing on a career in real estate. Thus, it is doubtful that any future funds will be raised to add to the scholarship fund. However, the department is very proud of the existing fund that allows ECC to use the interest on the funds, rather than the principal, from which to make awards to worthy students—hopefully those students with a primary goal of a career in real estate sales, loans, escrow, property management, appraisal, or similar vocations.

Year	Ind/Gov	Students	Income	Exp	Profit	Scholarships
1993	25	25	\$2814	\$1396	\$1400	7@\$200
1994	26	27	\$3926	\$1318	\$2600	5@\$200
1995	15	20	\$2710	\$1475	\$1234	3@\$200
1996	Unable	To	Locate	This	Data	4@\$200
1997	19	25	\$2070	\$2314	<\$244>	?
1998	11	23	\$2075	\$1809	\$265	3@\$200
1999	17	24	\$3565	\$1896	\$1668	4@\$300
2000	18	11	\$2875	\$2716	\$159	2@\$300
2001	22	14				?
2002	6	37	\$10,000			?

b. Should a recommendation be written addressing the above response? No.

2. Assessment

a. How do you evaluate the extent to which the learning objectives, skills and competencies are being met?

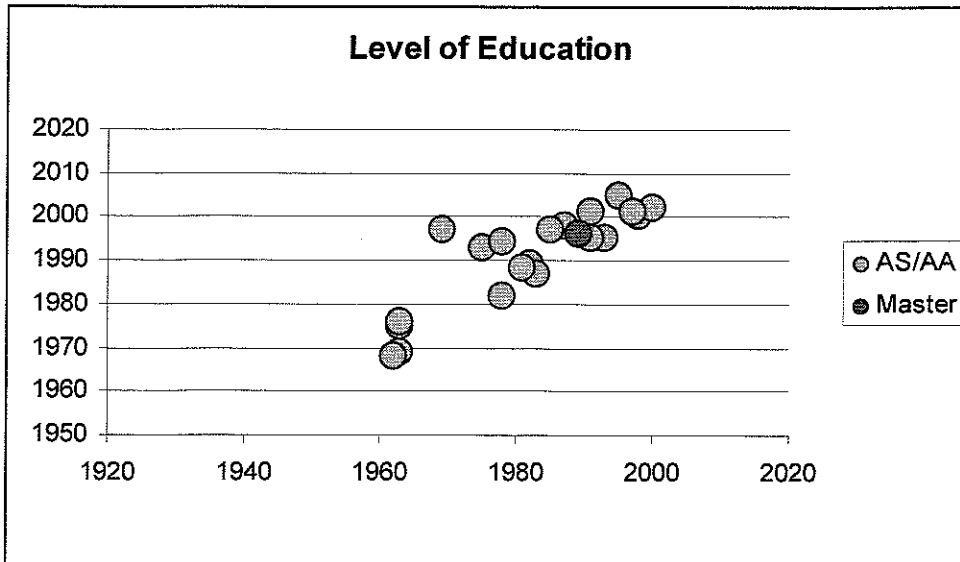
One measure to assess exit skills of students is to determine if they are currently affiliated with professional RE associations or hold professional RE designations. Of the 10% who answered Question #15 about being part of the Association of Realtors, 74% indicated that they were. A few students hold the Graduate of Realtors Institute (GRI), Certified residential broker (CRB) and Society of Industrial Realtors (SIR) designations, with some having attached the Accredited Buyer Realtor (ABR), or Certified Commercial Industrial Manufacturing (CCIM) designation when answering Question #16.

b. How do you use the results of the above evaluation to improve student learning and the quality of the program?

Students who complete classes at the college that mirror professional designation course content are better prepared for success within the industry. The skills and competencies of

the industry are known by licensed brokers who have worked in the field. Faculty members who are licensed brokers or certified appraisers have better knowledge than those who do not on the learning objectives needed by students who plan to work in the field. Students who do not receive these skills will end the course being a knowledgeable consumer with far better understanding of a transaction in which they may become involved than a students who has not completed a real estate course.

c. Should a recommendation be written addressing this area?



The graph above indicates the year in which the student completed their associate or master's degree, obtained from Question #1 of the student survey. The longer ago (1960-1990) that students completed programs indicates the older age of ECC RE students. It also indicates the need for addressing the different learning styles based upon the differences between baby boomers and the Gen-Xers. The math competencies, reading skills, study habits and type of instruction would vary between the groups. Some ECC instructors are "story tellers" basing key learning points on a story which the learner can associate and thus retain for memory. Other instructors are "bottom line" delivery communicators giving end results methods of delivery. Some instructors are more structured, while some tend to wander over various topics knowing that the final learning ties the pieces together. The use of the state study guides, where appropriate, helps with consistency in improving student learning for the state exam, especially for instructors who are new to the teaching process, without formal education or training in educational pedagogy.

Assessment evaluation is based upon success by the knowledgeable consumer audience in their ability to competently complete a real estate transaction; by pass rate of ECC students who take one of the six state exams; and by course grade.

D. Instruction and Assessment

1. Active Learning

a. How is instruction delivered and to what extent is technology utilized in student learning?

The majority of on-campus classroom instructors are using multi-media presentations, utilizing technology in the classroom, such as Power Point and Internet real estate web sites, in addition to lecture. Some publishers have web sites where instructors can log in with a password to access instructor materials, such as forms, Power Point presentation materials, test banks and more that the RE faculty use. Some publishers have a disc available with the textbook for use by students and instructor.

Students exams use the Scantron testing forms, to simulate the DRE state license examination. They are also given group projects to complete outside of class with peers, are encouraged to interview licensed practitioners and attend industry conferences, conventions or seminars, and often perform oral presentations to verbalize college-level critical thinking skills, as well as demonstrate proficiency in mathematical skills.

A full-time faculty member had utilized the ECC web board, which included such areas as industry employers, real estate associations, biographies of all RE faculty, program course outlines of record and specific course assignments, including syllabus, projects, tests, instructor communications contact information and much more. Unfortunately, ECC did not fund the updated software for this easy to upload method of student communications that has been a severe loss to specific RE courses. ECC indicates the need for all such materials to instead be placed on individual faculty home pages, which requires hours of training to learn new software in addition to the intense amount of time commitment to practice learning not-common software, and the lack of quick and easy flexibility in uploading student materials quickly. Individual instructors are devoting extensive time for computer training for online, homepage and other technology needs as a result of the ECC changes made by various other campus factions.

Some RE faculty have created their own homepage with the new OMNI software, which required additional training. For some classes, the syllabus and RE forms have been placed on that site. The RE department homepage has been updated during 2005 and 2006 to link the department homepage to the individual faculty homepages. Links are also being made to add back much of the same information that was formerly available on the web board. The former web board had needed updating of materials and the transition to OMNI coincided to bring the materials current for Spring 2006. The OMNI materials and program review are both conducted by Grogan with hopes of completion by July 2006. Both projects are awaiting response from Botello and several adjunct faculty so that their feedback and comments may be included in the finish works.

Question #25 asked students what computer software that they are familiar with or that they have used or that they want to learn. This information was to be used for curriculum development for the new real estate computer applications course. In addition, lecture classes with internet access could address what the student wanted to learn. The answer to the

question shown in percentage indicates what software needs may arise for the RE department or computer information system and office administration departments.

Competency in the Microsoft suite:

Software	Familiar with	Have used	Want to learn
MS Explorer	70.12	20.72	12.75
MS Word	74.82	28.78	5.04
MS Excel	62.96	32.96	12.22
MS Power Point	53.08	25.77	25.38
MS Access	36.49	32.88	35.59
MS Outlook	56.96	27.00	21.10

Competency with Time Management and Calendar software:

Software	Familiar with	Have used	Want to learn
ACT	16.80	10.40	75.20
Goldmine	9.35	7.48	85.05
Lotus Organizer	13.01	16.26	73.98
Top Producer	10.53	7.02	85.96
Agent 2000	12.24	4.08	84.69
Photo Shop	37.27	24.22	38.51

Competency with Personal Digital Assistants (PDAs):

Software	Familiar with	Have used	Want to learn
Palm	33.09	21.32	49.26
iPAQ	14.29	15.31	71.43
Blackberry	20.18	13.76	67.89
Handspring	10.34	11.49	79.31

Competency with Accounting software:

Software	Familiar with	Have used	Want to learn
Quicken	29.71	30.86	43.43
QuickBooks	25.48	22.29	56.05
MS Money	26.35	17.57	58.11

Competency with Financial Calculators:

Software	Familiar with	Have used	Want to learn
Texas Instrument (TI-RE)	39.10	30.13	31.41
Hewlett Packard (HP)	38.41	28.66	35.98
RE Qualifier (Plus)	25.22	19.13	61.74

Competency with Property Management software:

Software	Familiar with	Have used	Want to learn
Tenant Pro	7.35	1.47	91.91
Yardi	9.60	3.20	90.40

Competency with Real Estate Loan software:

Software	Familiar with	Have used	Want to learn
Calyx-Point	8.28	2.07	91.03
Genesis	4.41	7.35	90.44

Competency with Appraisal software:

Software	Familiar with	Have used	Want to learn
A-La-Mode	10.14	11.59	80.43
Bradford & Robbins	0.83	6.61	94.21

Competency with Multiple Listing Service (MLS) , Internet & ECC software:

Software	Familiar with	Have used	Want to learn
MLS software	15.86	17.93	66.21
Internet provider	49.64	25.18	25.18
Email provider	54.67	24.00	21.33
ECC online	57.79	27.92	14.29

b. Should a recommendation be written addressing this area? Yes.

Furnish each full-time RE faculty with their own ECC laptop computer to be used for classroom presentations, grade record keeping and uploading of final grades to the admissions and records office, develop online sources, create RE materials such as study guide materials, textbooks and supplements for projects, in addition to communications via email to ECC employees and for campus and online/distance education students. It is recommended that ECC maintain a pool of faculty who can operate and teach and show students the use of real estate specific software programs.

A recommendation is made to retain current industry real estate software. For example, the most used software is WinForms, created by the California Association of Realtors® and approved by the California Bar Association. This software contains over 90% of all residential real estate sales forms used by agents in a transaction and also has about 25% of all rental forms used in real property residential rentals. The software has the contractual and disclosure forms most often used in California. Students in Real Estate Practice (RE13) are

required to completed some of these forms as part of their class assignments. The courses is required by the state license agency for all new DRE salesperson licensees. The computer instructor should obtain CAR permission to use the software for instructional purposes.

A recommendation is made to maintain a property management software system for both contract forms (WinForms could be used) and computer accounting, as should be used with Real Property Management (RE 19). The current IPM, Realty Automation version may be continued for classroom use, with written permission of the software firm continuing to allow ECC to use the software for teaching purposes.

It is recommended that a real estate loan specific software program, such as Point, Calyx software be available for courses such as Mortgage Loan Brokerage (RE31) and Real Estate Finance I (RE14A) and Advanced Real Estate Finance (RE14B), such is available at competing Orange County community colleges that teach loan processing.

A recommendation is made to have appraisal software available for the URAR condo, single family residence, and small income property, in printable format. The current Click Forms version is dated, but continues to be acceptable only if the software company allows permission for ECC to use it for teaching purposes and if it will print in the current labs. The existing software often does not work with updated ECC computer labs and new versions of Office or Windows or printer drivers, causing conflict with classroom use.

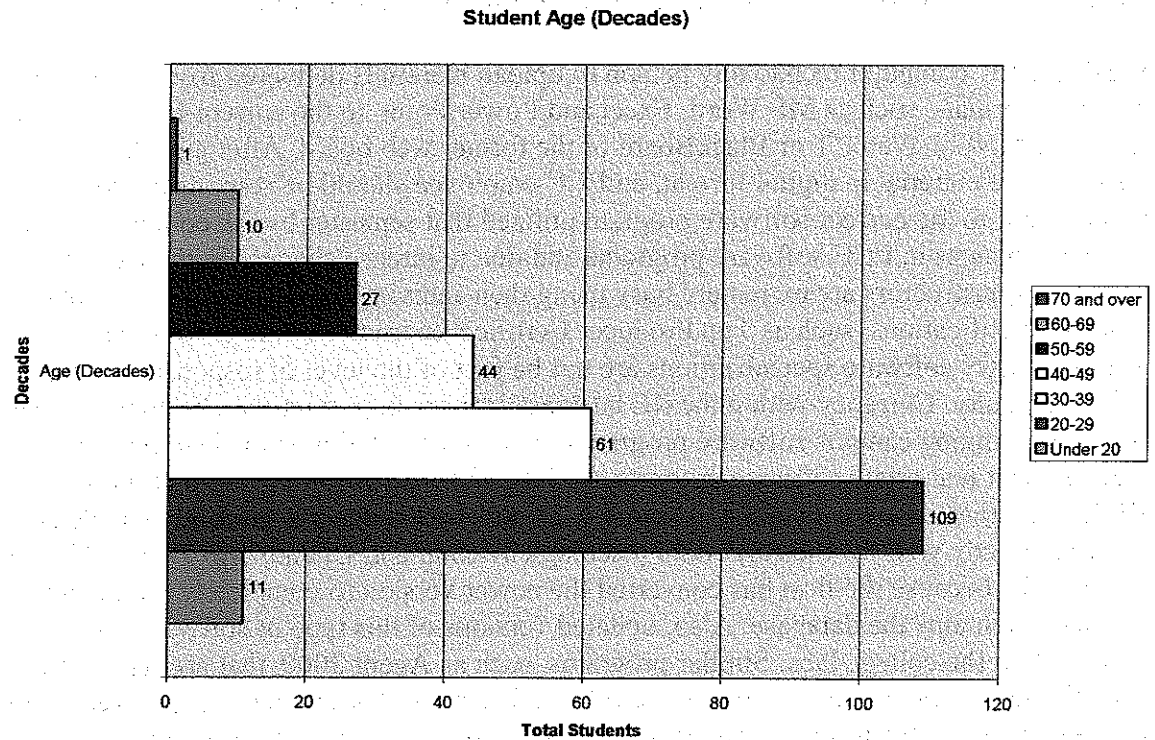
Fund an ECC computer technology person to upload materials delivered from faculty in common formats, such as MS Word, Excel and Power Point, to the current ECC technology, such as OMNI or Web CT or BlackBoard or the former web board. After a professor develops the material in digital format, an ECC employee should be responsible for uploading it to the current software program utilized that semester by the college. Due to ongoing changes in ECC software programs and due to intense changes in the RE related businesses, instructors are extremely busy using their individual time to obtain and maintain industry certifications, such as Top Producer Certified Instructor or the ePro designation. These industry software specializations are not be part of the level of responsibility for existing faculty. Currency within the RE business is more important than keeping current on the ever-changing campus software programs. A recommendation is made to have a contact management real estate software program available for instruction in conjunction with RE13, RE25 and other courses. The ECC Version 6.27i of Top Producer is currently usable and works perfectly well for the classroom teaching environment. Updating to 7.0 would mean a per user fee because the firm has converted the newer version to completely online, where the firm maintains the database. Also, updated versions of this type of software often do not work within the college labs. Similar programs, such as Agent 2000, that are real estate specific need to be part of the real estate college degree so that graduates are current in real estate software at the time of graduation or completion of a certificate or program.

2. Assessment

Much has been written about the various learning styles, pedagogy and assessment tools for differing audiences. This report does not attempt explain each of the styles, and no grid is

being furnished to indicate what research has shown to be the best method for the different age groups, ethnic groups, gender differences, etc. The next graph indicates the age groups of the real estate students surveyed. The same number of ECC RE students are under 20 as are 60 or over, with the vast majority in the 20 to 30 year old age group, and a large group in the 30 to 39 age group. The average age of the student in the program was close to 40 at the last program review in 1993/4 and is currently age 34. Evaluation methods need to reflect the memorization abilities, practical application, mentorship, group study, state-exam scantron testing, written and oral report and research methods most appropriate for the age group of the current students. Instructors who have studied the methods of student learning by age may value the information contained in the following graph.

Because the age of the student in the ECC RE program is older than the general college population, it is important to address the different learning styles for different age group learners to better be student focused. The experiences of the baby-boomers compared to the X-generation must be addressed when considering time for class offerings, course content, but most of all method of delivery. The cognitive domain learner outcomes relate to knowledge; and, psychomotor domain learner outcomes relate to skills; while, affective domain learner outcomes are related to attitudes, behaviors and values. The following chart shows the breakdown of the age groups for the ECC RE students from the student surveys obtained in Fall 2004.



The new accreditation standards require identification of student learning outcomes (SLOs) for courses, programs, degrees and certificates and are used for assessment of the progress in achieving results, making improvements and ongoing systematic evaluation cycles. By definition, a SLO is a clear statement of what students will be able to do outside the classroom as a result of what they have learned.

Grogan has attended an October 2004 presentation by Julie Stark on El Camino College SLOs, a FACCC SLO conference by Janet Fulks and Kate Pluta of Bakersfield College, December 2004 SLO Task Force at El Camino College for Business and January 2005 SLO conference to comply with program review and SLO requirements.

a. What is the method of evaluation used for the courses and program?

1) **RE courses:** Typically enrollment in other RE program courses is a result of the number of students who complete RE Principles (RE11). One method of evaluating a program is by the number of students enrollment at the point of the first census, which reflects demand. Another method of evaluation of a course is by the completion rate. However, because students often have taken an equivalent of Real Estate Principles at a private school or real estate company and have often taken the state examine but did not pass, when a student repeats the materials by taking the ECC RE11 course, they often do not complete the course or other courses within the program due to their goal of obtaining the state license by any possible method. The SLO for RE 11 is that upon completion of the course the student will be able to pass the state DRE examination on their first attempt. The SLO for other RE courses is that upon completion of the course the student will be able to meet the course objective, such as upon completion of RE 19, property management, the student would be able to legally fill a vacancy; upon completion of RE26 the student would be able to compile a set of escrow instructions; upon completion of RE31 the student would be able to process a loan application and perform pre-qualification using the loan application data received from the client.

2) **RE program:** To assess the success of the program, an ongoing survey would need to be maintained. It is possible to obtain the number of Certificates issued and the number of Degrees completed, as indicated in the chart below which indicates a slight increase in the number of individuals who have completed the degree program or have obtained a certificate. However the numbers shown that have actually completed the certificate or degree are vastly inadequate in evaluating the program since more students in the program are interested in obtaining the state license or purchasing a property than are interested in conventional educational measurements. The following is a list that indicates the year, then the number of individuals who obtained a degree in real estate: (1988/9-15) (1989/90-7) (1990/1-7) (1991/2-6) (1992/3-10) (1993/4-5) (1995/6-7) (1996/7-5) (1997/8-3) (1998/9-0) (1999/2000-3) (2000/1-2) (2001/2-3) (2002/3-1) (2003/4-5) and (2004/5-9).

The following is a list that indicates the year, then the number of individuals who obtained a certificate in real estate: (1986/7-3) (1987/8-3) (1988/9-5) (1989/90-2) (1990/1-3) (1991/2-5) (1992/3-13) (1993/4-10) (1995/6-0) (1996/7-0) (1997/8-2) (1998/9-2) (1999/2000-0) (2000/1-0) (2001/2-0) (2002/3-0) (2003/4-0) and (2004/5-6).

To adequately evaluate the program, the names of students in the program would have to be matched against the DRE and OREA online licensee records to obtain the numbers of students who successfully passed the state license and actually completed the process for having a real estate license. From discussion with students, vast numbers of ECC RE students

pass the state exam but do not major in real estate, and therefore do not complete the college degree at ECC.

Degree	95	96	97	98	99	00	01	02	03	04
Real Estate	7	5	2	0	3	2	2	0	3	9
Appraisal							1	1	2	
Loan Brokering			1							
Certificate										
Real Estate			1	1						3
Appraisal				1						1
Loan Brokerage										2
RE Assistant										

Question #22 asked students if they plan to obtain a real estate certificate/degree at ECC and 70% indicated yes, while 30% indicated no.

Students were then asked in Question #23 what area of specialization in real estate that they planned to focus on as a career, with the following results: 80% indicated real estate, indicating mostly likely a career in residential sales; 28% indicated a career in the real estate loan business, with 16% indicating appraisal and 8% indicating real estate assistant. Question #24 was a follow-up question that asked if students were interested in employment as a real estate assistant and 57% indicated yes while 43% indicated no. Of the 57% interested in employment as an assistant, only 25% wanted full time, while 75% wanted part time work.

The SLOs, shown on page 85, for the RE department programs indicate that upon completion of an ECC degree or certificate of competency the student will be qualified to obtain employment in the real estate field.

b. Given the data, what results are observed?

The current license status, level of education, and “publish or perish” motto carried down from the four-year institution to ECC’s two-year college all indicate that ECC reflects faculty that improve student learning due to faculty preparation and industry professional work.

c. Should a recommendation be written addressing this area? No.

IV. Program Requirements

A. Instructional Support

Question #26 of the student survey asked the student to indicate from a list of ECC support services which were helpful as it pertains to the RE course. The results indicated that about

one third indicated “none” from the list of 20 services listed. About 53% indicated the library, followed by about 20% from the Puente Program. Responses between 6% and 8% indicated the EOP&S/CalWorks program, counseling, the learning resource center and the honors transfer program. Those that ranged between 2% and 5% included the music library, first year experience, learning communities, special resource center, assessment/testing office, transfer center, project success, basic skills study center, library orientation, learning and special resources and the scholarship office.

Question #27 asked students which computer labs they used on a regular basis, and 84% indicated “none.” The LMTC computer commons received 6%, the Inglewood center about 4%, the keyboarding center, writing lab and math & science lab all about 3% . All other labs were less than 3%.

1. What key instructional support is available to the department and program?

Bookstore: In the past years, the full-time faculty have always worked closely with the bookstore staff to have one textbook for each course, irrelevant of which instructor would be teaching the course, along with coordinating the publishing of the real estate project used by most adjunct. In recent semesters, however, each faculty has selected their own textbook, often confusing students when trying to understand the bookstore marking for each separate instructor. With discontinuation of students using one real estate project for various different classes, the updating and adjunct team work on the various aspects of the project has been terminated. The book buyers at the ECC bookstore have always been extremely helpful and supporting in working directly with the faculty on RE department issues. For example, when the department submitted bookstore requisitions with numbers of students indicated and far fewer materials ended up available in the bookstore than students actually enrolled during the first week of classes, the full-time professor has always gone personally to the bookstore for a materials count and checked with adjunct on enrollments to assure that students could, in fact, obtain materials. The past problems were caused because the number of sections were not enough for the high demand for some classes, such as RE11, and those instructors who taught at the beginning of the week, with classes beginning on Monday, Tuesday or Wednesday, would have those students purchase most all of the inventory in the bookstore. The class that would begin off campus or on Saturday would not have enough materials. When a re-order was made, the materials would not be available most often until the 3rd week of a semester. For an 8 week, Saturday only class, this was not acceptable. Therefore, close, direct communications minimized the negative impact that would have befallen students.

Library: Having only 861 volumes in the 1948 library collection to today’s Schaurman Library facility has been an awesome asset to ECC. A multi-storied structure today, the building houses a full technology basement floor with TV studios and online/distance education offices, conference rooms for study groups, an instructor technology training center with the office for flex credit, media preparation and software training, in addition to periodicals and books. The reference librarians are one of the positive features of ECC with orientation classes available for any instructor. The real estate economics course has used this feature for many semesters after discovering how many students are not familiar with the research facilities available through the campus library for obtaining data on census tract

demographics and economic indicators, as well as national and international trends. Some real estate faculty have not used the library assistance programs, but if sought by the RE faculty and students, the library has proven to be an important part of the instructional process.

A group of real estate publications has been requested to be maintained by the library and available for student use, such as the California Association of Realtors® and the National Association of Realtors® periodicals. The reserve room has received frequent donations of real estate textbooks so that students who cannot obtain necessary class materials at the beginning of a semester may use the two-hour limited checkout of such items. Those students on financial aid who do not receive textbook funding until well into a semester but who are attending classes regularly from the beginning use these books. Upon completion of real estate principles, student who desire to review potential test questions in preparation for the state examination will check out real estate practice, real estate finance and real estate appraisal textbooks from the reserve room, and use the photocopier for the sample tests found at the end of many texts as a study guide. Students who have trouble understanding the class materials presented are often directed to use a different RE textbook on the same subject that may be available in the library reserve room to see if studying a different style of delivery of information would enhance understanding and learning of the topic.

Disabled: Some students with learning disabilities have taken RE courses. Those with visual impairment have been successful in completing the program have then become gainfully employed in processing real estate loan payments using the enhancement readers available through the learning resources center. Many students identified as having dyslexia and similar learning problems have faired well in the RE program.

Computer Labs: When most 3 unit RE courses had an independent ½ unit or 1 unit computer lab specializing in real estate industry software, the RE program remained steadfastly flexible in accommodating all other computer classrooms by scheduling classes when the computer labs were not in use by CIS, OA or other faculty groups. This meant that RE computer courses were offered on Friday evenings or early afternoons, when most adults are working. The courses often required Internet access and few ECC labs could accommodate the needed specifications, therefore the RE computer courses were offered in few locations, and most often in BSCI 320 and/or 322. Now that more labs on campus accommodate Internet access, more locations will become available. The previous business division computer technician, Dave Murphy, was one of the greatest assets to the program by coordinating the lab updates with the specialized RE software programs to make sure the computer labs worked. Although the rooms and support staff have been adequate for the program faculty, student support has been nil. No student computer lab aids or tutors have ever been available for the RE program. Students who enroll in the previous RE computer courses most often complain about there being no open lab time available in the rooms where the software is installed so they have no additional time that they can work on assignments or complete sheer practice time. The faculty have worked with other non-business division instructors who utilize the same room to allow students to work on unused machines during other classes without causing disruption to that class. This faculty-to-faculty interaction has

been the only method available to date as there have been no funds available for campus lab personnel to man these few classrooms where the RE software has been installed.

ECC Vehicles & Buildings: The best learning for students within the appraisal program is to actually measure and write up an appraisal report using a physical building. In the past, the RE faculty completed the required ECC vehicle driving program for the purpose of transporting students in the school van to a nearby residential property for the appraisal class. Thereafter, instead of using a school vehicle, students met at the property in lieu of a meeting on campus, during the regularly scheduled class time, using their own transportation. This has led ECC district students to meet at property located within other college district boundaries, which is frowned upon by administration, and also gives rise to the issue of student safety for ECC students when taken into unfamiliar neighborhoods of Long Beach, Compton, and South Central Los Angeles. The physical inspection appraisal, although made optional by the instructor, greatly enhances student learning.

The RE program has been trying to locate a campus building that would be suitable for the appraisal class. The freestanding, new police department was a first choice due to proximity to the business division and classrooms used for teaching appraisal and other real estate courses. Due to security, a second choice was selected and inquiry was made for the freestanding childcare facility located on the south side of campus nearest the student parking lot. A lack of campus cooperation then led to investigation of the freestanding trailers used for community services and similar programs, but were found unsuitable for the RE program. A check with the construction technology program was also found not appropriate. The RE department is still trying to obtain an available campus structure that would be appropriate for use for classes within the program.

ECC Technology Support: At various times all personnel have experienced frustration with interruption with ongoing technology at ECC and there is no reason that this will cease in the future. Therefore, the RE faculty must be flexible in relying on ECC technology for anything that would affect student grades. For example, the reliance on the former web board that supported class assignments is no longer supported by the college and cannot be a stable source of use. The email, list serve, going from Web CT to BlackBoard for online delivery and the new homepage software are part of ongoing changes that RE faculty will have to accommodate or chose not to use for classroom materials. As publishers have more materials available online using BlackBoard or similar software, it will become less necessary in the future for RE faculty to have to know software programs and can rather concentrate on their specific and topics of expertise. In the meantime, some RE faculty personally like to use and know the various software programs that ECC teaches through the Faculty Development Office and the Innovation Center, often for flex credit for learning to use the new, real estaste specific software programs.

Tutors: Many RE students have an initial lack of confidence in their math skills. This may be due to the high number of more mature students who have not had a math class in 10, 20 or 30 years; but, as a re-entry student, these students are trying hard to succeed. Students in the program have requested that tutors be made available on numerous occasions. Yet, if RE students go to the math tutor labs, they are told they cannot get help on basic algebraic or

investment account problems because they are not enrolled in a course that begins with “Math.” Students of the college believe the math tutors are tutors for the college and not just for the math department. Some pool of tutors for RE students and possibly business math and accounting students should be available using ECC support. Both math tutors and a pool of advanced real estate students should have a location available for use by students to work with other students within the business division, such as the mostly unused business conference room. Students are not allowed to remain in empty classrooms after a class ends so that they can work in groups on projects, helping each other on math, or to tutor each other on advanced concepts in real estate, even when the room has no class meeting during the next period of time. When a faculty member is not present in the room, students may not be left unattended in a classroom. The ECC RE students, however, seek a place to meet and work together.

Email: Many students are not aware that they have an email address at the college when they enroll in classes and should be printed on the “add” slip where the form states that the student should put in the name, student ID number, phone and email address. This would increase student usage if the space contained a place for on campus and off campus email address. The campus software “spam block” is not compatible with the program. Most persons who work on the campus do not want to get unsolicited email from loan firms offering refinance rates, or from real estate sales agents trying to do business with school employees who have not asked for real estate assistance, or similar type spam advertising and solicitation. However, when ECC blocks the words that relate to these fields, the RE department misses many emails from students seeking information about the program or already enrolled in the program who have an off campus email address that is a real estate loan or sales firm. Firms seeking to employ students and send an email flyer to the RE faculty are often blocked from receiving wanted emails with attachments. Some students who travel during a semester will try to email homework to a RE professor with an attachment, and the faculty cannot receive or open the attachment. This is a department specific problem that is not a campus wide issue and although IS has been made aware of the problem, the department has not been invited to be part of any discussion that would alleviate the problem. Yet, unwanted “Viagra” and similar ads do get through the ECC spam blockers to fill email where a great deal of time must be spent to delete the huge amount of unsolicited emails. The ECC software should have training available on use of ECC software, including filtering, folders, outlook, and adding specific addresses to be blocked, in addition to the existing faculty development courses currently available. For example, the “real_estate” email address receives over 100 emails a day due to the name. Yet, no one off campus would know a specific professor’s name within a program, and having to get information by knowing the name of a person is not effective. The main homepage desperately needs a “search” box where a person could type in “real estate” and immediately go to the RE department home page, without having to go to “academic” then “business” then , etc, etc, etc. Less layers are needed to short cut the process so people can go directly to the information they seek.

Homepage: If ECC removes the web board, ECC staff should be trained to upload the information to the new software format, be it a homepage software or other means of digital format. The individual ECC departments should not be responsible for changing the digital data format. Some method for scanning a page and uploading, such as was available by using

the web board, should be made available. The new homepage requires writing the information in the software's format or linking to digital materials that must be available in files. The 2006 RE department homepage that carries the former web board information, with updates made through Spring 2006 semester will be a continued asset to the RE department. The ECC counselors have remarked at what a helpful tool this has been when working with students.

Reproduction and paper supplies: The faculty were issued code numbers and limited on the number of copies allowed per semester as a cost savings. Copy paper for the department is now centralized and not business division specific supplies expense so the code is not monitored as punitively. The copy center has been cooperative, and although the department generates FTES but does not have a segregated budget, all copy center orders for reproduction have been adequately handled. The former publishing in a flyer format of proposed RE class scheduling requested from repro for handouts at the local real estate trade fair and real estate conferences or gatherings has been denied when sent to repro in some past semesters, especially in light of online courses available.

2. Do you have some instructional support needs that are not being met?

A non-real estate campus group obtained funds for printing some "real estate" brochures. They designed and printed slick-paper materials without consultation with department faculty. A "for sale by owner" type cover was placed on the brochure front, which the licensed real estate community finds highly offensive. ECC created the wrong image for the RE program. An appraiser is prohibited from showing people on the photos of property used for an appraisal report. A lender will refuse a loan package that contains photos of people and not just the property. The MLS will not submit pictures containing people (even photos sitting in frames on a table inside a home) to the Internet. It has been found by HUD that any person shown in such photo is, in fact, a form of discrimination, just as the lack of other persons in the photo would be the same due to the inclusion or the exclusion. The college should not use funds to print materials that are in violation of the practices within the business. In reality, the department is not competing with professionals in the business, but trying to support their efforts for better education of their business. Marketing and advertising of what the ECC RE program has to offer to the public and industry professional should be increased and always submitted to and received by the RE department personnel.

3. Should a recommendation be written to address your needs? Yes.

- Make space available for student tutoring, maybe rotated with faculty present to conduct their "office hour" in that space rather than their faculty office, including time for faculty to sit in a computer lab so that students may have access to a location where real estate software is available, up to a maximum of 2 hours per week.
- Never print any materials, advertising or marketing without the faculty of the department seeing it in advance and being included in discussion of the content. Never allow faces of any people on the brochure, only homes, blueprints, buildings or similar, to simulate the legal requirements used in the industry.

- Obtain permission to use one ECC freestanding building for RE class projects, especially the appraisal class.
- Enact a RE department budget to include marketing materials that are approved by the RE full-time faculty and reviewed by the adjunct faculty for comments

B. Facilities and Equipment

1. Does the program make effective use of its facilities and equipment?

The classrooms have recently been updated with newer computers, Internet connection, DVD players, VCR players, speakers in the classroom corners, overhead projector with high lumens and large screen. The faculty offices and classrooms have inadequate controls for heating, ventilating and air conditioning, as well as poor lighting. The worst ergonomic lighting is fluorescent tubes, which are in the majority of the existing business division facilities, both faculty offices and classrooms.

2. Are adequate facilities, equipment and supplies available for the program?

Background: It has been said that if one looked at a dentist's room or a surgery room of 100 years ago, a patient of today would not recognize it, but that any student visiting Knott's Berry Farm viewing a one-room classroom would readily know the classroom since it has changed little in 100 years. This is no longer valid as technology is moving the classroom to include large monitor screens, audio speakers and computer equipment. However, the RE program is currently part of the business division building, one of the older campus structures, and lacks any resemblance to a real estate office or a typical business office.

A campus tour today would not reveal the desolate swamp property and military surplus materials first used in the temporary barracks in September 1946. Willie Weber, early business instructor indicated that the accounting room had old navy tables that were designed to go in ships that had no legs and ECC welders made legs. The existing classrooms have either no American flag, or one that now has yellow and white strips. This tends to trivialize the basic education beliefs on which this country was founded by showing no respect for what the U.S. stands for to students who are often the first generation college attendee.

Structural Safety: Since ECC is constructed on a swamp over adobe, one concern about the physical building structure is the effects of liquefaction and the safety surrounding faculty and students when a major earthquake occurs. ECC contracted with Howard Morgridge, the original architect for the campus master plan for building, who was chief architect from 1946 through 1970 and created the business division building, referred to as the commerce building on the original bid date of June 1953 at 23,337 square feet and a cost estimated at \$389,235. This means that the structure was originally erected using lead-based paint, especially around the metal window frames, and with asbestos materials that cannot be completely remediated by remodeling the existing building. The pipes in the existing building has been an ongoing cost to the college in that the faculty restrooms leak almost constantly losing thousands of gallons of water over the years. At times no potable drinking fountain worked in the business division faculty offices area.

The outside, public bathrooms for the business division building, intended for student use, face the south parking lot and are jokingly termed “the homeless restroom” since the facilities are so accessible by non-students. On weekends, when classes are in session and the doors are unlocked, people using the campus parking for access to the Rodium off-campus swap meeting are often seen using these restrooms. Athletic groups frequent the campus on weekends for various tournaments and often use these restrooms for changing clothes and similar non-intended uses. After classes in the evenings, from 9 p.m. to 11 p.m., if the janitorial staff is not outside these facilities, it is deemed by students that it is unsafe to enter these restrooms. The faculty most often directs students in the evenings and weekends to use the interior, newer restrooms available in the Music building.

The current facilities are not acceptable. The current structure was slated to be replaced with the new bond, Prop E, that the real estate community supported. Then, due to rising costs of cement, steel and other construction costs, that plan was taken off the table, reinstated, then again put aside. The business division building needs to be torn down and replaced so that all faculty of the division can work in one place with modern, healthy facilities. Wireless Internet connections should be available in every business classroom.

Existing faculty offices offer inadequate electrical outlets for today’s technological uses as plugs are needed for portable computer, printer, clock/radio and similar standard office equipment. Faculty office heating and cooling systems have been an ongoing problem for years. All HVAC was turned off for the weekends when faculty had a Saturday class in the building. No professional ductwork cleaning has been performed in many years, spreading germs and generating poorer health among faculty and student in the classrooms. Synergism is created at other learning institutions when faculty offices are pulled together. Students can interact when faculty are located together. With a new and modern structure, students, faculty and administrators would have higher levels of pride in their working environment which always is reflected in the final outcome for quality of the student’s experience at ECC.

A water leak from the roof area in Business 3 classroom, directly over the new faculty-computer teaching work station has been an ongoing problem. A faculty arrives to teach a class and finds a tarp of plastic placed for the work station to keep the rain off the computer equipment, thus inhibiting the ability to teach. Business 5 classroom has a leak in the roof and the wall between rooms Bus 3 and Bus 5. During winter storms the rug was covered with water. Now the issue of mold is a concern of many students who studied that very topic in that classroom. Loose asbestos floor tiles in the hall, directly outside the entry door, alerts students of hazardous materials issues. These topics are part of the course content topics for discloses required within the field of real estate. The students who have sensitive allergies have been more vocal about the smell of the mold than other individuals.

Health issues: Of primary concern by various faculty using the building is the cleaning of the ductwork due to increased allergy and breathing sensitivity by individuals in this decade. The rooms within the business division do not have adequate thermostat controls for working conditions. To conserve energy, weekend classes often find that no heat in winter and no air conditioning in summer is available because the entire building is shut off. Faculty who work

during late evening office hours, on weekends after classes or at other times to use their assigned faculty office work place to prepare lesson plans, use computer intranet wiring connections or meet with students find that the space most often has no heat. Working in frigid conditions may cause colds and other health issues.

Having served on the former Facilities Improvement Team (FIT), one RE faculty was concerned about untreated wood in buildings where infestation from termites has been a previous concern for wood cabinets, wood desks, wood chairs, and computer wiring when fleas seek heat. The RE program had the first classes using Windows technology in the business division, where Room 10 was slated for use. Due to the then-damaged wood cabinets had the then dean allow the class to be taught in BUSC 320 where new Internet access was available and the computer terminals would support the industry-donated RE software programs. Since the 1993-4 program review, the wood cabinets have been removed from BUS 10.

Technology needs: Students need to be able to use their laptop computers in the classroom to take notes and download files transmitted by the instructor with network wireless connection and physical ergonomically correct seating, lighting and desktops. The use of PDA technology for student calendars downloading the entire course assignments, projects and due dates should be available in the near future to compete with other opportunities students have to learn the course content of the RE program. Adequate down lighting, HVAC and computer capacity are lacking in the current facilities.

The RE software includes ongoing demand for classroom versions and updates of:

1. Winforms, latest version with current contracts and forms for use with RE11, RE12A, RE13, RE14, RE21 and RE25.
1. Property management software, including the latest version of IPM (Realty Automation and QuickBooksPro for use with RE13, RE19, RE21 and RE25.
1. ClickForms, URAR appraisal software, Condo and Small Income, or WinTotal for use with RE 21, RE25, and all the RE40s appraisal series.
1. Top Producer or Agent 2000 that includes real estate contact management, calendar, flyers, advertising, and follow-up system that includes email capability for use with RE11, RE13, RE19, RE21, and RE25.
1. Calyx software, POINT, or similar FNMA approved loan package software including pre-qualification, 1003 loan application processing and loan documents capability for use with RE11, RE13, RE14A, RE31 and RE25.

Parking: In addition to the business division building and classroom issues, some campus-wide facilities problems interfere with student success and instruction. At the 1993-4 program review, the parking lot on south side of the business building structure was able to be used by faculty with limited parking for students. With the construction of the new police building, already inadequate parking was further diminished. Many business division faculty has indicated that this situation has impacted classroom teaching. If a class begins after 8 a.m., there is virtually no parking near their work. They may have to park on the other side of campus, lugging books, student papers, the school laptop computer, and other materials great

distances that may be physically challenging for many faculty members. Sometimes they are late for some classes and campus police have instructed faculty to park in the 20 minute, green parking spaces in front of the campus police building. Most recently, the faculty parking along the curb on Crenshaw Blvd nearest the police building has been made available for non-faculty use, further exasperating the situation. A new, multi-story parking structure is planned for the campus, but each site is extremely far from the business building—namely, the southwest corner of the campus, beside the existing 2-story parking structure and beside the tennis courts, and mid-campus on the farthest north side of campus, along Manhattan Beach Blvd. Neither alleviates the parking problems at Crenshaw and Redondo Beach Blvds for business faculty.

In addition, the lack of parking is affecting instruction in that many RE courses are held in the evening. Of those offerings, the classes usually begin at either 6 or 6:30 pm. Student need to park across the bridge between 5:40 or 6:10 pm to allow time to secure their vehicle, load school supplies for class, visit the restrooms before class, and be seated when class begins. Instead, the parking lot south of the business building allows student parking after 7 p.m. without having a faculty sticker. The lot has been “free” after 7 p.m. for many years, and therefore, many students do not attempt to arrive at campus until 7pm so they can park nearest the building where their class is held. Speaking with students has shed light that some are older with hip, knee or weight issues and do not wish to walk from across the bridge. Others have indicated safety issues concerning when class is out and having to walk across the bridge to the student parking lot from 9:30 to after 10 p.m. Although campus police have mobile carts and cadets available, many students do not know that they may obtain a ride to their car using this campus asset. The carts are very often seen driving around campus after 9 p.m. with 2 cadets talking to each other or with one cadet and one younger student engrossed in conversation, apparently oblivious to a person engaged in the senior waddle (defined as walking with a side-to-side motion due to lack of mobility). As a result, student may arrive at 7:05 p.m. for their evening class, missing important class materials and disrupting class. Students will often ask another student who was in attendance for notes or information, which further interferes with classroom presentation and disrupts class, in addition to the possibility of obtain miss-information for their fellow student.

3. Are the facilities and equipment adequately maintained?

As budget allows, the division has strongly supported equipment upgrades in all classrooms which greatly enhances the delivery of materials and supports faculty efforts. In addition, Dave Murphy has been previously assigned on a full-time basis to the computer needs of the business division, having the computer information systems (CIS) and office administration (OA) departments as part of the division. This has meant that the specialized RE software, donated by industry at no cost to ECC, has been properly installed and maintained in the best possible manner. Mr. Murphy has looked ahead at potential problems when upgrading systems and has had an ongoing commitment to keep faculty informed of any computer classroom changes that might affect the level of instruction.

Although often placed in incorrect locations, the new equipment in the business division rooms will greatly enhance the useful life of the facilities. Faculty work stations include a

tabled counter, raised stools and computer equipment, including classroom internet access. However, for those with knee problems, sitting on a high stool with knees pulled down may be harmful ergonomically. OSHA requires personnel behind the counter at a 7-11 store to have rubber mats available for the job requirement of prolonged period of standing. The space behind the new faculty work stations would be greatly enhanced, along with all standing areas in front of marker and chalk boards.

4. Should a recommendation be written addressing the data? Yes.

- Although the equipment is currently acceptable, the facilities concerns need to be included in the campus master building plan with RE classes taught in a new building with wireless Internet access.
- Parking and student safety issues should be immediately addressed.
- RE classes should be scheduled in the same rooms so that the bulletin boards may be used to post proposed class schedules, scholarship deadlines, job offerings, seminars, conferences, conventions and similar real estate related materials for students.
- Have at least one business division classroom sit up to simulate an actual business office that could be used for instructional purposes for the class.
- Obtain new American flags that show respect for the U.S. and the property rights that accompany the form of government that this country stands for, especially as ECC and the program increase students who have vast experiences with other countries.

C. Staffing

1. How do the program numbers compare to a like semester to the previous program review?

From 1949 on the ECC population had greater student enrollment in the Fall semester each year than in the Spring semester. As the district population grew, so did attendance at ECC. In the 1950's 50 percent of the graduates of the high schools in the El Camino area were attending ECC, in addition to others who wanted a college education, such as returning veterans using their VA educational entitlement benefits. Today's students may attend several different colleges to obtain the courses required to meet their educational goals, commonly referred to as the freeway commuters who reside in another college district area but work near the campus. District lines are now fuzzy and local district population is no indicator of enrollment.

The ECC RE program enrollment has always shown a direct reflection of the real estate industry rise and fall in the marketplace. During the past 20 years, the department enrollment, like the market recession, has had periods of low enrollment: Fall 1970 (479), Fall 1982 (229), Spring 1983 (273), Fall 1983 (470), Spring 1984 (426) and Fall 1993 (486). Conversely, the department has experienced times when not enough sections could be

offered due to budget constraints of college-wide funding issues when demand for real estate courses is reflected in periods of high enrollment: Fall 1996 (1626), Spring 1979 (1515), Fall 1988 (1334). The enrollment cycle had lows in the early 1970's and early 1980's lows and early 1990's when market values of property showed a 20% decrease in value. Conversely, during the peak, the real estate department offered about thirty sections in a variety of topics. Enrollment was at its highest in the 1974-1980 period with an average of 1377 students per semester over the 14 semester period; and, the 1986-1989 period, with an average of 1230 students over the seven semester period; and, the 1996-2005 period with an average of more than 500 students per year over the 20 semester period. When the market activity and sales prices turn upward, there is a steady growth in enrollment, reflecting the rise in number of licensees and sales market activity. When the market indicates an increase in sales prices and number of licensees and market activity, the real estate department should respond to the increased demand for real estate courses by increasing the number of course offerings.

2. What do the program data indicate? Comment on any trends or unusual data.

Although the first instructors at ECC came from local high school teachers in 1946-7, the current criteria for a RE professor has been increased to require years of actual experience in addition to education. Finding teachers has never been a problem throughout the history of ECC. Its location, reputation and competitive salary schedule guaranteed that, in almost every case, more applications were received than could be filled. Mr. Forrest Murdock, first ECC president and Dr. Stuart Marsee, former ECC president developed minimum academic requirements for faculty members. The fact that so many students have returned to ECC to work in various positions is a credit to the high regard students have for their college.

3. How does the FT/PT ratio benefit or harm the program?

One benefit for the flexibility of the RE faculty is that this current method reflects the market demand for increased number of classes or decreased student enrollment, which reflect the real estate business cycle. The Full-Time real estate faculty consists of Grogan as one, and Botello as one-third to one-half, as his teaching assignments in the Law department are usually at least one-half his teaching load. The current Part Time faculty consists of six members (Bliss, Capotosto, DeLuca, Fredericks, Rooks and Westhoff). This puts the FT/PT ratio at 1.5/6 which equals 25%. According to AB1725 the ratio is to be 75% full time faculty with no more than 25% adjunct faculty. The chart below shows the number of sections offered in the semester, not including any CoOperative career education course offering, and the number of sections taught by full time faculty and number of sections taught by adjunct.

Semester	# of sections	# by FT	# by PT
Sp 06	21	7	14
Fall 05	13	6	7
Sp 05	21	6	15
Fall 04	17	6	11
Sp 04	14	6	8
Fall 03	12	6	6
Sp 03	17	6	11
Fall 02	15	6	9
Sp 02	16	6	10
Fall 01	14	6	8
Sp 01	15	7	8
Fall 00	13	6	7
Sp 00	13	6	7
Fall 99	12	6	6
Sp 99	12	7	5
Fall 98	8	7	1
Sp 98	11	9	2
Fall 97	10	6	4
Sp 97	7	6	1
Fall 96	9	8	1
Sp 96			
Fall 95	6	6	0
Sp 95	8	6	2
Fall 94	12	7	5
Sp 94	19	10	9
Fall 93	19	10	9
Sp 93	25	15	10

a. Department Meetings. The RE department meetings, usually held on Flex Day each semester, or in the past was held before or after either the annual scholarship fund raiser or South Bay AOR® Trade Fair, have had the following in attendance as is shown in the chart below, according to the minutes that were located. The first chart shows the full time faculty in attendance and any person acting in an administrative capacity. The second chart shows the attendance by the adjunct RE faculty members. Any year with no data shown indicates that the information was not available or that a meeting was not held.

Administration and full-time faculty department meeting attendance is indicated in the following table. The column headings with initials indicates the following individuals: MB=Michael Botello; DG=Donna Grogan; SA=Aota (Faculty Coordinator 3/94 & Norbert Maler Coordinator 8/96); FF=Fowler; NH=Hata (V.P./Instruction); OH= Hadley (former Dean/Business); VR=Rapp (current Dean of Business).

Date	MB	DG	SA	FF	NH	OH	VR
F05	x	x					x
04							
03							
02							
01							
8/00		x					
1/00	x	x			x		x
Date	MB	DG	SA	FF	NH	OH	VR
99							
98							
8/97	x	x					
F96	x	x					
1/95	x	x					
8/95	x	x					
3/94		x	x				
1/94	x	x	x				
9/93		x	x			x	
8/93	x	x					
2/91		x	x	x		x	

Adjunct RE faculty attendance at department meeting is shown in the table that follows. The column headings with initials indicates the following individuals:
A=Abelson; B=Bliss; BC=Carroll; PC=Cabalse; D=DeLuca; E=Ellis; F=Fredericks;
H=Holman; K=Kimbauer; M=Maier; RR=Rooks; SR=Reyburn.

Date	A	B	BC	PC	D	E	F	H	K	M	RR	SR
F05					x						x	
04												
03												
02												
01												
8/00	X							x	x			
1/00	X	x				x		x				x
99												
98												
8/97												
F96												
1/95												
8/95												
3/94			x				x			x		
1/94			x	x			x					
9/93			x							x		
8/93			x									
2/91			x									

The RE department had high participation and interaction among all faculty when regular meetings were held with full and adjunct faculty present, in the past. ECC changed the adjunct meeting to an evening orientation with only adjunct, and since enactment of that policy, adjunct have not wanted to take the time to attend another campus meeting the following day on flex day, which is mandatory for the full-time but not for the adjunct faculty members. Therefore, because the adjunct had an orientation (covering record keeping, the copy center, add/drop policy and general ECC policies), their valuable input has been absent on the mandatory flex day when department meetings are scheduled. In the past phone calls and letters went to each adjunct to invite them to this meeting and valuable information and interaction had more participation, which is missing at the current time and should be reinstated. Some faculty feel that the unilateral decision by administration in major changes to the department functioning has created almost non-existent communications between RE faculty.

b. Department agenda and minutes. The department agenda and discussion items are listed below for various years when adjunct and full-time met more frequently. The department set their own schedule of classes, which were always subject to change due to enrollment and, of course, required dean and vice president of instruction approval. Today, the department is not allowed to submit the proposed schedule of classes under the current micro-management. The dean sets all schedules and for all faculty. The full time RE faculty often do not know the names of the adjunct until the last minute as the schedule of classes often says “staff” which does not leave enough time to notify the adjunct of a department meeting prior to the beginning of the semester. Further, not knowing which faculty are teaching until the last minutes often means that there is no dialog between the full time and that adjunct on textbook and materials selection. The faculty always discussed the textbooks to be ordered, for which Grogan always signed for adjunct and faculty used one book for each class, no matter which instructor. This greatly diminished the ordering problems for the bookstore, which have occurred in more recent semesters. Today, of course, each faculty selects their own text, which differs between some individuals. Items discussed were who would “man” the annual AOR® Trade Fair booth, discussion of the annual scholarship fund raiser, ECC campus committee assignments, curriculum and much more.

RE Department Minutes Headers—items discussed:

Topic	F05	2/04	8/00	1/00	8/97	8/96	8/95	1/95	8/94	3/94	1/94	8/93	9/93	8/92	2/91
Class schedule		X		X	X	X	X	X	X	X	X		X	X	X
Textbook					X	X						X		X	X
Adjunct					X		X								X
Scholarship		X					X		X				X		
RE Club					X	X	X	X							
Committee assignments						X	X						X		
Dist. Educ						X									
Budget						X									
Trade Fair				X		X				X		X		X	
Strategic plan-Inst goals						X							X		
AOR EdCom & classes							X			X				X	
C/E		X		X			X	X	X				X	X	
Computer internet homepage				X			X							X	
Online courses	X						X								
Credit by exam							X			X					
Curriculum	X			X				X					X	X	
Program Review	X							X	X	X			X		
Advisory committee								X		X				X	X
Load balancing								X							
Advertising								X							
Certificates	X								X						
REEC (guides, committees)		X		X					X					X	X
Cancel class notify									X						
Guest speakers									X						
Bumping rights										X					
RE dept brochure										X				X	X

4. Do you have a faculty-mentoring program? If so, describe.

The philosophy of the of the RE program under the tenured leadership of the late Frank Fowler was to have each RE faculty member take all the courses within the program either before teaching or while teaching a RE course. His faculty-mentoring program consisted of each instructor knowing the body of content, the teaching style, and the strengths of fellow RE faculty. He would often begin an individual as a “guest speaker” in the various real estate classes, such as Fowler did with Bliss and Westhoff, current adjunct. This led to program consistency and strong camaraderie among RE faculty members. When Fowler recruited Keegan, a computer instructor, to develop and teach the first real estate computer program at ECC, Keegan was “strongly encouraged” to take the other real estate courses. Keegan has since moved on to administrator of a computer program that helps faculty learn technology.

When RE program enrollment decreased to a point where the entire real estate student population only supported one faculty member, a variety of classes were offered to allow students to complete a certificate or degree or to obtain the broker license. The Spring and Fall class offerings were alternated so that a student could complete the educational goal. This meant that the one faculty member had to have four preparations, to offer eight classes a year, even though the faculty contract indicated that a faculty member was to have no more than three preparations. Numerous students were grateful for being able to complete their RE education at ECC because of this policy. The number of preparations led to the development of one real estate project scenario for all classes except the Legal Aspects of Real Estate (RE12A) course. Using the scenario of a single man purchasing a condominium in Cerritos, then later marrying and the couple using the proceeds from the sale of the Cerritos condo to purchase a single family home in Lomita allowed students to see the same transaction from varying points of view held in the real estate community. In RE principles the learner was taught to read a property profile, which is similar to a preliminary title insurance report, issued in virtually all real estate transaction. In RE practice students wrote all the contract paperwork for these transactions. In RE finance, the learner handled all pre-qualification and calculating ratios to lead to loan documents. In RE Escrow students prepared the escrow instructions for the same transaction. In RE appraisal students prepared an appraisal report on the condo where too many comparable sales data were given and on the residential home where virtually no comparable sales data was available for subject property. In RE Economics students learned how to study a city, area and region economic factors, such as school district, incorporated city and proximity to surrounding cities with highly differing basic characteristics. Math problems and in-depth study were all carried out on the same physical property. Each faculty was mentored by being given the scenario, the questions directed at the scenario for the particular class they were teaching, and using student feedback on learning experiences. Each faculty was asked to add to, alter and personalize the scenario for there own class. When the scenario was updated, each instructor was asked for current data, such as rates, ratios, forms, practices, etc., in their individual area of expertise. A lot of extra time was devoted to keeping the data current and including the student and instructor feedback.

The RE program emphasis has currently been directed to academic freedom where each instructor primarily develops and uses their own individual materials. Whereas Fowler had

all faculty use the REEC student study guides for consistency of delivery in the program, new faculty are not mentored or encouraged to use the guides. Helpful for the first year instructor or those who are relatively inexperienced, the full-time RE professor has provided each new faculty with a copy of the Power Point presentation materials, should they wish to use this method of delivery. The newer faculty have initially used them (DeLuca, Westhoff) for RE principles and practice, whereas the more experienced instructors (Rooks) who teach at many different colleges over the course of many years do not. The scenario developed for consistency has been abandoned due to current enrollment growth and a wide diversity of instructors.

If a position of RE department chair were developed, as was recommended in the 1993-4 program review, a RE program mentoring outline should be developed to cover the various areas, such as OMNI training for faculty homepage (syllabus, coursework assignments, additional class materials), and online admission office reporting for progress reports and final grades, in addition to campus email and similar items that are part of ECC adjunct information.

5. How does the faculty maintain currency in the field?

Unlike when the initial faculty meetings were held in the late 1940's at Del's bar-restaurant, a short distance from Alondra Park, where the back room was always called The El Camino Room, today's faculty have specialized conferences available, in addition to the flex training available through campus venues. When Murdock called Willis Weber to be the first person in charge of the Business-Technology area, the emphasis was on general business skills that included typing, dictation, shorthand and supervision, rather than the specialized vocational area of real estate.

a. Real Estate Education Center. The state's Real Estate Educator's Conference was moved from being located at a more distant location to the current Culver City hotel so as to be near the ECC campus to allow the former dean and all adjunct faculty ease in attending. Although the former dean did not attend nor support the program (a recommendation was made by the former dean during a period of low enrollment to dissolve the program), the former ECC Vice President, Nadine Hata, did attend the local meeting and give support to the program at the statewide conference. Dr. Hata maintained currency in real estate matters when attending the conferences, while mixing with other administrator and real estate faculty (viewing conference presenters for future employment as adjunct, meeting textbook authors, hearing state regulators explain the market trends and the regulations for licensees). Most ECC RE faculty attend the conference which provides updates on number of licensees, the pass rate for those who take the state examination for licensure, DRE and OREA agency reporting to instructors, textbook review for adoption for courses, technology presentations and the interaction that occurs when faculty from different colleges who teach the same course mix. A wealth of information is always available at such meetings and most faculty attend. In recent years, the attendance has been opened to ECC students who have gained insightful information from hearing the Bob Bruss legal update or the state license agency explanation of upcoming changes in legislation. Many ECC student have attended.

b. El Camino College Computer Training. ECC provides many excellent opportunities for computer training for RE faculty through staff development and the innovation center. Dr Grogan has taught and taken online courses as part of her Pepperdine degree, as well as served for many years on the ECC distance education committee. Botello has completed the campus “How to Teach Online” course with training on online delivery in preparation for future course offerings using this method of delivery. It is anticipated that since most every RE course has been previously designed (1997) for online delivery, that the current faculty is now learning how to actually offer the course online. Many RE faculty have completed various courses. Some instructors, such as Bliss, have taken the ECC e-commerce classes to aid in his teaching of the computer application courses, while others have taken the ePro industry courses. Botello, Grogan, Bliss, DeLuca and Fredericks have completed the ECC “OMNI” course for learning the new homepage software.

ECC is currently using only Blackboard for the immediate future. As this is being written, ECC is looking at yet several additional online delivery software systems that would cost the college less. Most faculty will not change to new software every 2 to 3 years, due to the time to develop and transfer the course materials. However, many publishers are offering Blackboard and other online materials so that individual faculty may not need to develop and design custom course information entirely on their own, with only one person’s limited area of experiences. The publishers appear to be letting one or two faculty develop initial course materials, such as Power Point, textbooks and study guide materials, then using other real estate instructors to add exercises, updates, specialized topics and similar due to the nature of segregated real estate expertise among practitioners. Then the publishers are hiring non-real estate firms whose only job is expertise in curriculum development, graphic artists, learning theories and professional publishing with much more interactive exercises and learning modules. Group consensus will be greater than individual development in the not too distant future as publisher resources far exceed the time and expertise an individual can create. With continued emerging technologies, and with the high degree of computerization in all finance and real estate activity, the RE faculty must continuously expect to adapt to future changes, and thus must maintain industry currency to be effective in delivery of the course materials and for advisement to students seeking RE knowledge.

c. Student Learning Outcomes (SLOs). Grogan has attended many training classes in October 2004 and January 2006 on the topic of SLOs that must be written for the department. The SLOs are to focus on results and are different from course objectives in that they involve trait analysis, rubrics and norming, as well as assessment reports. For example, while individual course SLOs differ in some areas, the SLOs for the RE program objectives include:

- Integrate concepts of real estate transactions, such as the sales phase, escrow, the loan process, appraisal and title insurance policy.
- Provide real estate consumer knowledge to students from the general public to:
 - Formulate methods of ownership
 - Distinguish real property from personal property
 - Plan investment strategies and management skill requirements
 - Evaluate differing loan options

- Demonstrate critical thinking problem solving by organizing and prioritizing real estate tasks, responsibilities, duties and crisis management issues
- Differentiate between differing areas within the real estate industry, such as appraisal, loan brokerage, property management, commercial, sales and similar
- Adhere to the legal and ethical standards of the National Association of Realtors® Code of Ethics and the Uniform Standards of Professional Appraisal Practices.

The following chart indicates the ECC RE SLOs:

Real Estate Department Student Learning Objectives - 2006

I	II	III	IV
Expanded Statement of Institutional Purpose	Program Student Learning Outcomes	Assessment Method and Criteria for Success	Assessment Results
<p>Relevant College Goal: To provide a comprehensive, broad range of high-quality courses and programs to enable students to pursue their educational objectives and career goals.</p> <p>Real Estate Department Goal: To provide quality, affordable, accessible real estate instruction regularly, "24/7," i.e., summer, spring, and fall, for students and community members, as well as learners in the Southern California area and throughout the state of California, the greater United States and the rest of the world, of diverse ages, races, ethnicities, religions, gender, and other factors, and to be presented by knowledgeable, talented, effective real estate licensed appraiser and broker instructors.</p>	<p>1. Students will meet their career preparation goals as well as qualify for a state licensing exam. (Examples: Students will qualify for the state real estate salesperson's license examination; will qualify for the state real estate broker's license examination; will qualify for the state real estate appraisal examination.)</p>	<p>1. At the end of a semester via an online survey of class completers, 70% of the students who respond to an online survey will indicate that the course(s) they took helped them to meet their career goals.</p>	

I	II	III	IV
Expanded Statement of Institutional Purpose	Program Student Learning Outcomes	Assessment Method and Criteria for Success	Assessment Results
	<p>2. Students will demonstrate meeting their personal and/or consumer education goals. (Examples: Students will indicate better preparation for making a decision for a home purchase or sale transaction; students will indicate better preparation for completing real estate finance or refinance transactions; students will indicate better preparation for making rental and property management transactions; students will indicate better preparation for a real property appraisal activity.)</p>	<p>2. At the end of the semester via an online survey of class completers, 80% of students who respond to an online survey will report meeting their personal or consumer education goals through the course(s).</p>	

I	II	III	IV
Expanded Statement of Institutional Purpose	Program Student Learning Outcomes	Assessment Method and Criteria for Success	Assessment Results
	<p>3. Students will evaluate their professional improvement objectives as having been met. (Examples: Students will indicate that they will be able to improve their job performance or that they are more qualified for either a hierarchical or lateral career move.)</p> <p>4. Students' will demonstrate mastery of course-specific concepts and skills.</p>	<p>3. At the end of the semester via an online survey of class completers, 80% of reporting students will report meeting their professional improvement objectives through the course(s).</p> <p>4. 80% of completing students will demonstrate greater understanding of course concepts as assessed by pre-post tests at course level.</p>	

d. Licensee Continuing Education (C/E). One method of maintaining currency is that all RE faculty hired require that faculty hold a DRE or OREA license. In order to maintain a license, the individual must complete mandatory continuing education (C/E) within the field of real estate. Thus, faculty who maintain an active real estate license also obtain currency when renewing their license, just as some faculty who are a member of the California Bar Association also maintain currency with C/E, although legal updates may include no specific real estate updates. The C/E for medical or legal professionals does not contain the same course content as C/E required by DRE and OREA.

Question #28 of the student survey asked if the student felt that their instructor should hold a valid real estate license, with over 95% indicating yes and less than 5% indicating a no. The current minimum qualifications is for a real estate broker or law degree.

At the October 2004 REEC Conference real estate instructors completed a survey about minimum qualifications for real estate instructors. One question asked if they believed that an Office of Real Estate Appraisal (OREA) licensee is qualified to teach a College Curriculum real estate course, and 52% indicated yes, 29% responded no and 14% did not mark any answer. The ECC RE Advisory committee in Fall 2004 responded with 40% yes and 60% no.

A second question on this topic asked which level of licensed appraiser should be approved to teach college curriculum real estate courses with the instruction to mark all that apply and respondents answered: 10% none; 10% trainee; 24% residential; 52% certified residential and 52% certified general appraiser. The ECC RE Advisory Committee responded in Fall 2004 with 40% certified residential and 60% certified general appraisal licensee.

e. Minimum Qualifications. According to the ECC announcement for part-time instructor for real estate issued October 4, 2000 with closing date of November 6, 2000, the current minimum qualifications for RE faculty requires that the individual have at least the following, as a minimum:

- Bachelor's degree in Business and DRE broker license or OREA certified general appraisal license
- AND minimum of two years practice in brokerage, lending, appraising or escrow

Question #29 asked students how many years of experience their real estate instructor should have and a survey conducted at the October 29, 2004 conference of the REEC asked the current minimum number of years of experience in the real estate field that CCC RE instructors should have. The current minimum qualifications is for 6 years. The results are shown in percentage below:

Years	ECC students	REEC instructors
2	14%	0
3	0	19%
4	0	5%
5	40%	24%
6	6%	14%
7	40%	14%
8	0	5%
9	0	0
10	0	19%

Question #30 asked students the level of education that their real estate instructor should have and about 30% indicated a bachelor's degree, 26% a master's, about 8% an associate and 5% a doctorate. The current minimum qualifications reads:

“Required Qualifications: Bachelor degree in business plus a real estate broker’s license or real estate appraisal license, and, two years full time experience as a certified California real estate appraiser; OR

Associate degree in real estate, business or real estate appraisal and six years full time experience as a California real estate broker or a certified California real estate appraiser.”

Question #30 also asked students the level of license that their instructor should have, with just under 20% indicating license or status, over 7% only the broker license, 3.35% attorney only with a law degree and the other responses were less than 1% for any appraisal license.