



REAL ESTATE PROGRAM REVIEW

2007

Review Team

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Start here... Go anywhere!

REAL ESTATE PROGRAM REVIEW

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REAL ESTATE PROGRAM REVIEW

Executive Summary

Coastline Community College's Real Estate Program is designed to prepare individuals for a variety of careers in real estate, including sales, brokering, lending, loan processing, underwriting, title insurance, and appraisal. The program offers a 27-unit Certificate of Achievement in Real Estate Brokering and Certificates of Completion in Real Estate Lending and Real Estate Sales. Students may take courses to prepare for the Real Estate Salesperson Exam, the Real Estate Brokers Exam, and/or the Real Estate Appraisal State Certification.

Enrollments in the program are cyclical—depending in large measure on the strength of the real estate market. Enrollments between Fall 1999 and Fall 2006 reached a peak in Spring 2003 (55 FTES). A decline in enrollments in Spring 2006 (35 FTES) and Fall 2006 (20 FTES) coincides with an overall decline in local and national property values and sales.

To date, all courses have been offered through site-based classes—most of which are held at Coastline's Costa Mesa and Garden Grove Centers. About half the classes scheduled each semester are offered in Weekend College. The program operates with a nominal budget, but the industry's growing use of technology will require additional instructional emphasis on technology-training needs as well as access to computer labs and specialized software and online services.

The program is staffed entirely by part-time faculty, about 70% of whom have been with the college for 20 or more years and many of whom are nearing retirement. The Dean of Career and Technical Education oversees the program, and numerous leadership changes in that position over the past three years have impacted on the program's ability to pursue desired goals. In spite of these obstacles, all of the program's curriculum was reviewed and updated in 2006 to include identification of expected student learning outcomes. Two classes initiated assessment of newly-identified expected SLOs in Fall Semester 2006.

Student satisfaction with the quality of instruction as well as overall program quality is extremely high (95-96%). Vietnamese students now represent the single largest ethnic group (32%) in the Real Estate Program, and 97% of all students express satisfaction with the extent to which faculty and staff meet the needs of culturally diverse students.

Five-year program goals include:

1. Establish a professional advisory committee.
2. Develop new courses (advanced escrow and finance, homeowner association management, and exchange and taxation).
3. Develop online courses.
4. Purchase a mobile notebook computer lab and wireless router.
5. Develop a faculty recruitment plan.
6. Develop a team-teaching/mentoring program to prepare new instructors.
7. Develop a cooperative initiative with other academic disciplines to provide students with hands-on marketing experience that would benefit the Real Estate Program.
8. Develop a placement program in cooperation with the One-Stop Centers.
9. Continue work on assessing and mapping student learning outcomes at course and program levels.



REAL ESTATE PROGRAM REVIEW

Program Review Process

The Program Review process began in May 2006 with an orientation for the lead faculty member and the program's dean. Subsequent to that meeting, student and faculty surveys were prepared by Coastline's Instructional Researcher in consultation with lead faculty member, Buzz Chambers. The student and faculty surveys were originally deployed in Fall 2006 and redeployed in Spring 2007 to increase the number of respondents. The student survey had 85 respondents (out of an unduplicated semester enrollment of 155 students). Four of the programs 10 active faculty responded to the faculty survey.

Description

Overview

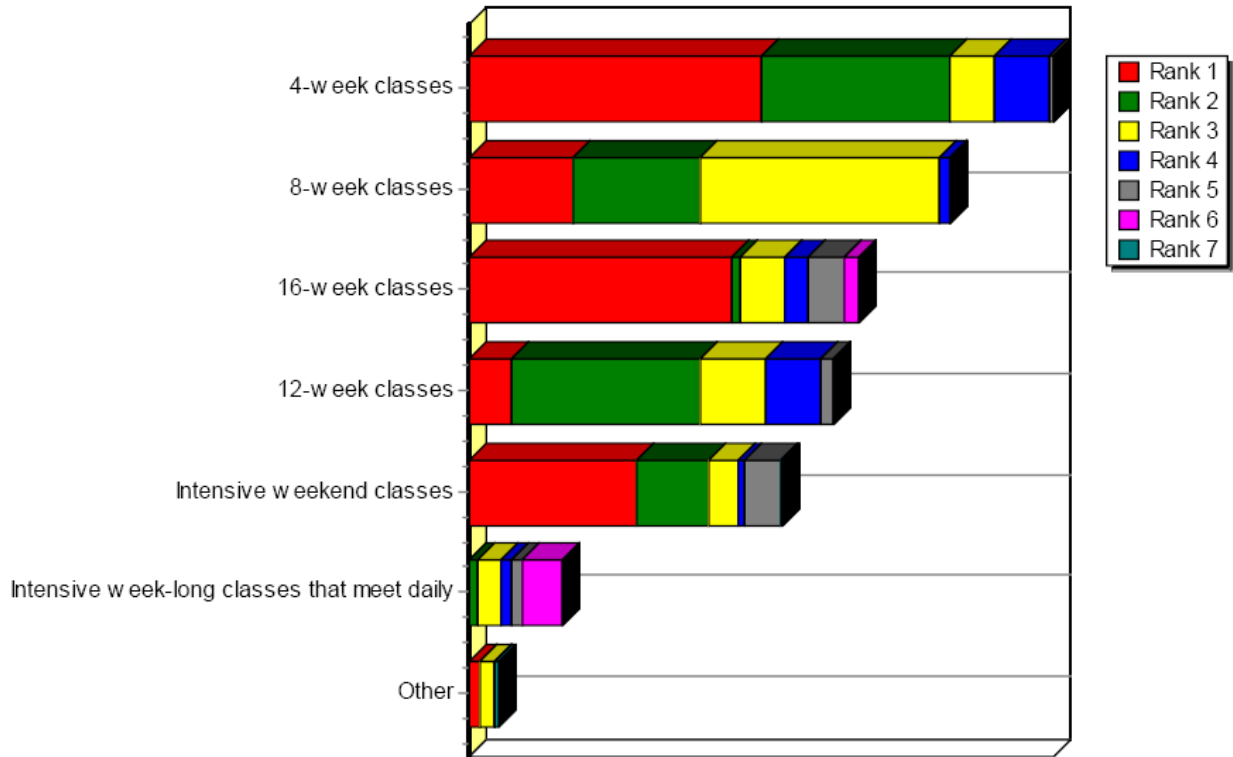
Real Estate is one of 16 vocational programs offered at Coastline Community College and has been offered since the college's founding in 1976. The program is designed to prepare individuals for a variety of careers in real estate, including sales, brokering, lending, loan processing, underwriting, title insurance, and appraisal.

Real estate licensing does not require a college degree but does require individuals to be at least 18 years of age and of good moral character. Individuals seeking a sales or brokers license must complete specified courses in addition to successfully passing a state exam. Course requirements within Coastline certificates are aligned to satisfy state licensing requirements. Courses also may be used to satisfy continuing education licensure requirements.

To date, all of Coastline's real estate classes have been offered through site-based classes, but students and faculty alike have expressed considerable interest in adding online courses. Most of the courses in recent years have been offered at the Costa Mesa Center through Weekend College and at the Garden Grove Center in the evening. In Summer 2006, classes were offered for the first time at the Le-Jao Center.

The Weekend College format in which many of the real estate courses are offered has been quite successful. Responses to a question on the student survey in which students were asked to rank their preferred scheduling formats were somewhat ambiguous though. "Four-week classes" were ranked the highest, but "intensive weekend classes" were ranked fifth. Not clear is whether students who indicated a preference for four-week classes want classes to meet during the week or on weekends.

Eight-week classes were the second-ranked choice of survey respondents. Sixteen week classes, which ranked third overall, received the second-highest number of votes as first choice.



Coastline’s Real Estate Program is staffed entirely by part-time faculty. About 70% of the faculty have been with the college more than 20 years. The remaining 30% have been with the college less than 5 years.

Though many public and private institutions offer real estate training, Coastline’s program includes some hands-on courses in loan processing and underwriting that are unique to the field. Coastline’s Real Estate Program attracts students from within and beyond the Coast Community College District, occasionally even drawing students willing to commute from the Palmdale/Lancaster area, San Diego County or even as far away as San Jose.

Certificate Requirements

Coastline offers a 27-unit Certificate of Achievement in Real Estate Brokering. In addition, the program has developed and is offering Certificates of Completion in Real Estate Sales and Real Estate Lending and offers courses to prepare individuals for the Real Estate Appraisal state certification.

Real Estate Brokering Certificate of Achievement

The certificate in real estate brokering is an overall comprehensive program that will provide the student with unlimited career opportunities. The program courses are designed to enable the student to reach his/her professional goals with the knowledge and skills to meet the demands, and succeed in a rapid paced environment.

REQUIRED COURSES	Units
1. R.E. 100 Real Estate Principles	3.0
2. R.E. 110 Real Estate Legal Aspects	3.0
3. R.E. 120 Real Estate Practice	3.0
4. R.E. 130 Real Estate Appraisal 1	3.0
5. R.E. 140 Real Estate Finance	3.0
6. R.E. 160 Real Property Management	3.0
7. Choose <i>three</i> of the following:	
a. Bus. 110 Legal Environment of Business	3.0
b. R.E. 105 Mortgage and Lending in California	3.0
c. R.E. 125 Real Estate Development Management	3.0
d. R.E. 165 Computer Skills for Real Estate	3.0
e. R.E. 352 Real Estate Loan Processing	3.0
f. R.E. 356 Real Estate Loan Underwriting	3.0
Total certificate units	27.0

Real Estate Lending Certificate of Completion

This certificate program will provide the student with knowledge and skills to advance their career in the lending industry. The content and the requirements can apply to both, entry-level and the more experienced student.

REQUIRED COURSES	Units
1. R.E. 100 Real Estate Principles	3.0
2. R.E. 105 Brokering and Lending in California	3.0
3. R.E. 120 Real Estate Practice	3.0
4. R.E. 140 Real Estate Finance	3.0
5. Choose <i>two</i> of the following:	
a. R.E. 110 Real Estate Legal Aspects	3.0
b. R.E. 130 Real Estate Appraisal 1	3.0
c. R.E. 352 Loan Processing	3.0
d. R.E. 356 Loan Underwriting	3.0
e. R.E. 281-284 Work Based Learning	1.0-4.0
f. Escrow 300 Escrow 1/Procedures	3.0
Total certificate units	18.0

Real Estate Sales Certificate of Completion

This certificate program will provide a comprehensive and competitive edge in the fast-paced real estate sales profession. The student will have entry-level knowledge and skills to quickly adapt and manage the variety of day-to-day business transactions, and tasks.

REQUIRED COURSES	Units
1. R.E. 100 Real Estate Principles	3.0
2. R.E. 120 Real Estate Practice	3.0
3. Choose <i>one</i> of the following:	
a. R.E. 105 Brokering and Lending in California	3.0
b. R.E. 110 Real Estate Legal Aspects	3.0
c. R.E. 130 Real Estate Appraisal 1	3.0
d. R.E. 140 Real Estate Finance	3.0
e. R.E. 160 Real Property Management	3.0
f. Escrow 300 Escrow 1/Procedures	3.0
Total certificate units	9.0

Instructors of some classes are also offering Certificates of Completion for individual courses (e.g., Real Estate 105, 140, 352, and 356) to reward and encourage students.

Curriculum Review

Lead faculty member Buzz Chambers worked with other program faculty and the program's dean to update the program's curriculum. The two banking courses the college has been offering have been converted to real estate (352 and 356). Revised course outlines, which include course-level student learning outcomes and assessment methods, were submitted to and approved by the college Curriculum Committee in Fall 2006. A complete list of the program's courses and the status of each course is included in the appendix.

Need

The need for trained realtors and loan personnel is very high and always will be. One primary reason for this is the turn-over of personnel in the industry. The California Department of Real Estate estimates that the profession has a 70% turn-over the first year. That is, for every 100 people that enter the industry, we lose 70 the first year. The industry continues to have attrition over the next two years so that by the end of the third year, the turn-over is as high as 90%. There are many reasons agents fail or opt out of the business: no business plan, no marketing plan, new agent is unable to handle rejection, and/or insufficient cash reserves to stay the course for a minimum of two years. Because of these factors, we must continue to educate the students and develop new material to stay abreast of the every changing profession.

The U.S. Department of Labor Bureau of Labor Statistics reports in the *Occupational Outlook Handbook* (<http://www.bls.gov/oco/ocos120.htm>):

Employment of real estate brokers and sales agents is expected to **grow about as fast as average** [increase 9 to 17 percent] for all occupations through the year 2014, because of the increasing housing needs of a growing population, as well as

the perception that real estate is a good investment. Relatively low interest rates should continue to stimulate sales of real estate, resulting in the need for more agents and brokers. In addition, a large number of job openings will arise each year from the need to replace workers who transfer to other occupations or leave the labor force. However, job growth will be somewhat limited by the increasing use of technology, which is improving the productivity of agents and brokers. For example, prospective customers often can perform their own searches for properties that meet their criteria by accessing real estate information on the Internet. The increasing use of technology is likely to be more detrimental to part-time or temporary real estate agents than to full-time agents, because part-time agents generally are not able to compete with full-time agents who have invested in new technology. Changing legal requirements, such as disclosure laws, also may dissuade some who are not serious about practicing full time from continuing to work part time.

This occupation is relatively easy to enter and is attractive because of its flexible working conditions; the high interest in, and familiarity with, local real estate markets that entrants often have; and the potential for high earnings. Therefore, although gaining a job as a real estate agent or broker may be relatively easy, beginning agents and brokers may face competition from their well-established, more experienced counterparts in obtaining listings and in closing an adequate number of sales. Well-trained, ambitious people who enjoy selling—particularly those with extensive social and business connections in their communities—should have the best chance for success.

Employment of real estate brokers and sales agents often is sensitive to swings in the economy, especially interest rates. During periods of declining economic activity and increasing interest rates, the volume of sales and the resulting demand for sales workers falls. As a result, the earnings of agents and brokers decline, and many work fewer hours or leave the occupation altogether.

California projects a growth of 22.2% (5,600 new positions) for real estate sales agents between 2004 and 2014. Annual openings due to growth are projected to be 560 with an additional 500 openings due to separations. Real estate brokers are expected to experience a 13.3% growth (1,500) for the same ten-year period with 150 openings per year due to growth and 230 annual openings due to separations.

[\(http://www.labormarketinfo.edd.ca.gov/\)](http://www.labormarketinfo.edd.ca.gov/)

As noted in the *Occupational Outlook Handbook*, the industry is becoming more and more computerized. This presents challenges for the college in ensuring that students entering the profession are prepared to work not only on desktop computers but also from cell phones, iPods, laptops, and other emerging technologies. Students must also know how to use industry software and online resources in the performance of real estate tasks.

Upcoming changes in requirements for taking the real estate salesperson exam should create additional demand for some Coastline courses. As of October 2007, individuals will have to complete Real Estate Principles, Real Estate Practice, and one other course *before* they are permitted to take the state salespersons exam.

Coastline has an additional drawing card for other courses in the program. Though many colleges and private schools in and around Orange County offer real estate courses, Coastline's Real Estate 352 Loan Processing and Real Estate 356 RE Loan Underwriting are unique in type and delivery. The only other school in Southern California that teaches loan

processing is the American School of Mortgage Banking, which teaches the course as a one-week (5 full days) straight lecture course at a cost of \$595. Conversely, Coastline's classes are taught in the Weekend College format—45 hours plus computer time, introducing students in Real Estate 352 to current computer software systems (Calyx Point and Encompass), which are used by 90% of the industry. The American School of Mortgage Banking does not provide any training on these systems.

Similarly, Coastline teaches Real Estate 356 RE Loan Underwriting using a combination of classroom lecture and discussion in addition to computer-based training with Federal National Mortgage Association (FNMA or Fannie Mae)—training that provides students with a large variety of test cases that they enter into the computer and for which they receive immediate feedback telling them if, based on the scenario, the applicant is eligible for the loan.

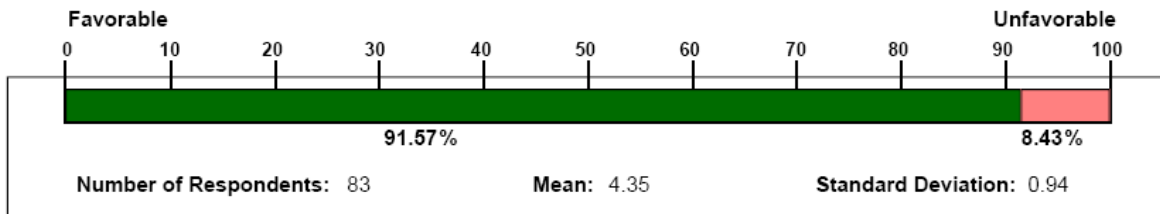
Resources

Most of Coastline's real estate classes are held in traditional classrooms, some of which are equipped with smart podiums and/or an instructor computer and projector. When computers are required for particular class sessions, students are taken to a computer lab at the site where the class is being held (generally Costa Mesa or Garden Grove). Some respondents to the student survey expressed the desire for increased computer access for specific classes, and three of the four respondents to the faculty survey indicated dissatisfaction with the specialized instructional equipment/software (e.g., computers and software related to real estate). Faculty members concur with the students' expressed interest in more computer access, including access to industry software and online services.

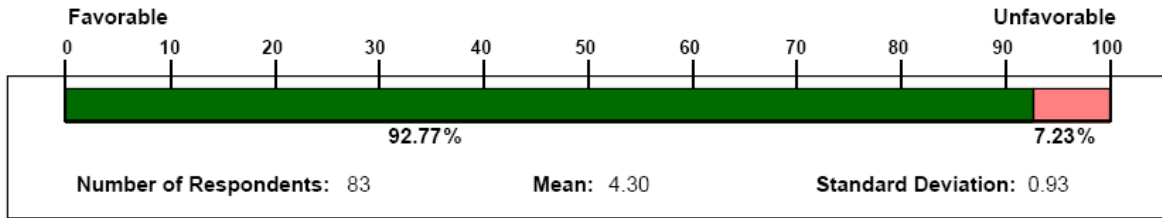
The program currently uses little else in the way of specialized equipment or software but does maintain an annual subscription to Calyx Point (loan origination software). Encompass, which is the other leading loan origination program used by the industry, is provided to the program free of charge. Access to the Multiple Listing Service (MLS) via subscription would be desirable.

Students, in general, are quite satisfied with instructional facilities and equipment, with 92-93% indicating they are either very satisfied or somewhat satisfied. As might be expected based on the aging condition of the Costa Mesa Center, the majority of dissatisfaction came from students at that center (5 students at the Costa Mesa Center expressing dissatisfaction but only 1 student each at Garden Grove and Le-Jao).

General Satisfaction - Adequacy of instructional facilities



General Satisfaction - Quality of general instructional equipment



As one student commented about the Costa Mesa Center:

Having been a student at CSUF and Concordia University, it was difficult to adjust to an environment such as the Costa Mesa Center. I felt like I was in elementary school again. With minimal A/V equipment available in the facility, it was hard to view the instructor's PPT lecture and also to listen to the instructor because of all the noise from other students mingling outside taking their breaks.... Please consider building a facility in the Costa Mesa area to attract more students to your college.

Although students were less pleased with the overall condition of the Costa Mesa Center, that site was still identified as a preferred location by 59% of the student survey respondents, followed by the Garden Grove Center at 52%. (Note: Students were asked to rate each site and delivery option as Preferred, OK, Not Preferred, or Don't Know; therefore, a student could mark more than one site or delivery mode as "Preferred.")

The program is staffed entirely by part-time instructors and includes faculty with different areas of expertise in the real estate field. The program is under the direction of the Dean of Career and Technical Education (CTE) and receives its primary support from the Area Facilitator and Senior Secretary who work with the CTE Dean.

Partnerships

The Real Estate Program has not had an active professional advisory committee for the past five years. Numerous leadership changes at the dean level in recent years and reliance on an entirely part-time faculty have handicapped the program in this area. In lieu of an advisory committee, the program has relied on guidance from faculty within the program—all of whom work within the industry.

The program does benefit from a relationship with Ellie Mae, which provides their Encompass loan origination software to the program free of charge. In addition, the college, through the Contract Education Office, works with the National Notary Association to offer a fee-based class to prepare individuals for the state notary exam.

Developing partnerships to provide experiential opportunities for students would present significant challenges. By state law (Department of Real Estate), individuals must be licensed to do real estate sales, lending, and property management. Loan processing and underwriting do not require the person to have any type of license as these areas of expertise are arrived from years of experience in the field.

Professional Development

The four faculty members who responded to the Program Review survey indicated that they participate in a variety of professional development activities. All four indicated that they attend the General Faculty Meeting (aka All-College Meeting); and three, including the program's lead faculty member, have participated in student learning outcomes training.

In which of the following professional development activities have you participated within the past two years? (Mark all that apply.) Respondents: 4

CCC General Faculty Meeting	4	100.00 %
Discipline-related workshops	4	100.00 %
Technology-related workshops	2	50.00 %
Student learning outcomes workshops/training	3	75.00 %
Membership in professional associations	2	50.00 %
Professional conferences	1	25.00 %
Other classes	1	25.00 %
Professional training	2	50.00 %
Discipline-related reading	1	25.00 %
Technology-related reading	2	50.00 %
Total Responses	22	100 %

All of Coastline’s real estate faculty work within the industry. Maintaining the currency of a real estate license requires all real estate professionals to receive 45 hours of continuing education plus additional courses in ethics, trust funds, environmental hazards, survey, real estate, and taxes every four years. In addition to pursuing continuing education, some members of our faculty are also authors of textbooks being used throughout California and other parts of the nation. Faculty-written texts include *Property Management* by Joe DeCarlo and *Mortgage Brokering and Lending* by M.C. “Buzz” Chambers.

In addition, a number of our faculty either own or have owned their own business in the past. This gives them a personal insight in the operation of the real estate business.

Quantitative Elements

Course Data

All Real Estate classes are site-based and are currently offered at two locations: the Costa Mesa Center and the Garden Grove Center.

Over the seven and a half-year period in which enrollments were analyzed, Real Estate reached its highest enrollments in Spring 2003 when the program filled over 600 seats at census and generated almost 55 FTES. Since that peak, enrollments have been on something of a rollercoaster—dropping in 2003 to 33.4 FTES, rising again in Fall 2004 to 45.4, then dropping, rising, and dropping again in subsequent semesters. Fall 2006 FTES, at 19.6, were at the second lowest point for the period studied and represented a 47% decline from Fall 2005.

Enrollments in the Real Estate Program are directly linked to the vitality of the real estate market and will likely continue to decline as the real estate market continues to change. Property values hit their peak in 2006 in Orange County and are now on a steady decline. (The median price of a home in Orange County is currently \$620,000, down from \$680,000 in November of 2006. In addition, the affordability index for the county is now 11%, down from 14% in 2006.)

Courses that in 2003-04 had 108 students (with students away), now, in Spring 2007, have 32 students. As one would expect from this enrollment drop, average class sizes have

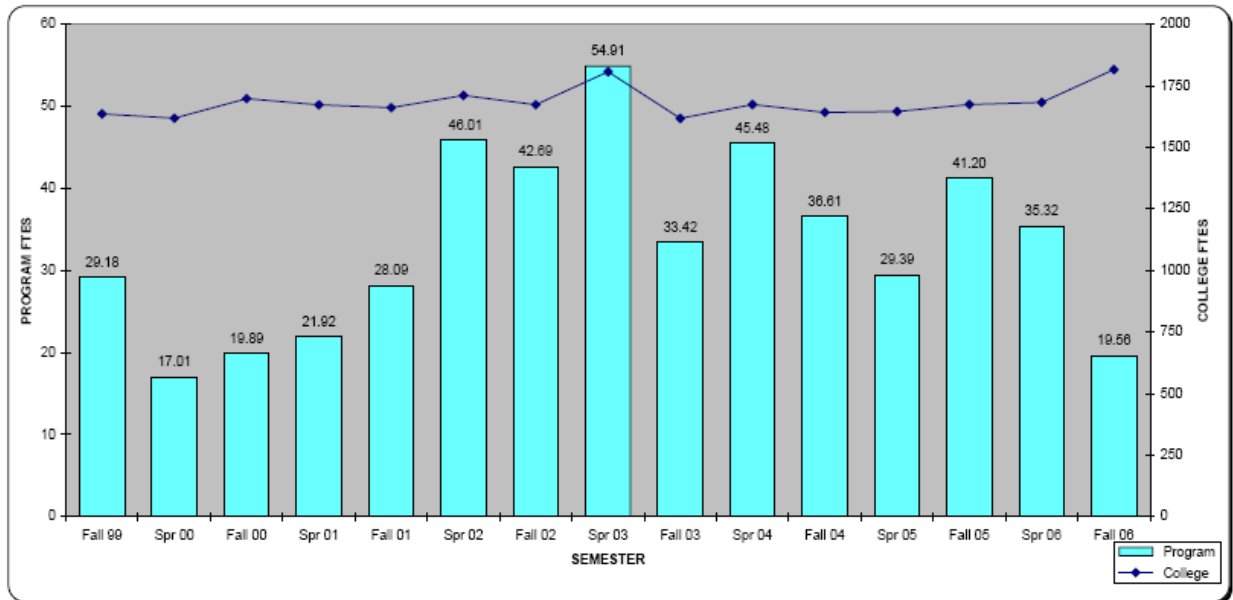
declined in recent semesters. In Fall 2006, the average class size (25) was the lowest for the seven and a half year period—less than half the average size in 2003-04.

REAL ESTATE PROGRAM (Including Banking and Escrow)
Seven and a Half-Year Summary of Enrollments and FTES

PROGRAM AND COLLEGE DATA	1999-00		2000-01		2001-02		2002-03		2003-04		2004-05		2005-06		2006
	FALL 992	SPRING 993	FALL 002	SPRING 003	FALL 012	SPRING 013	FALL 022	SPRING 023	FALL 032	SPRING 033	FALL 042	SPRING 043	FALL 052	SPRING 053	FALL 062
FTES															
Program	29.18	17.01	19.89	21.92	28.09	46.01	42.69	54.91	33.42	45.48	36.81	29.39	41.20	35.32	19.56
College	1636.13	1618.98	1698.32	1673.35	1661.61	1711.58	1673.54	1807.53	1617.98	1674.51	1642.30	1646.21	1674.27	1683.10	1816.55
Program as % of College	1.8%	1.1%	1.2%	1.3%	1.7%	2.7%	2.6%	3.0%	2.1%	2.7%	2.2%	1.8%	2.5%	2.1%	1.1%
Program Sections															
Total Sections Scheduled	15	11	9	11	11	14	12	15	8	14	11	11	15	15	12
Sections Cancelled	1	4	0	0	1	0	0	1	0	2	0	2	1	1	1
Sections (adjusted for concurrent/canc./co-op.)	10	4	7	9	8	12	10	12	6	10	9	7	12	12	9
Avg. Enroll. All Classes	27	41	33	27	40	47	51	50	59	55	49	47	44	33	25
Seat Count at Census															
Program	301	166	235	249	325	575	516	610	359	552	440	332	528	402	232
College	17,816	17,444	17,491	16,858	16,944	16,213	16,043	17,053	15,500	16,243	15,776	15,899	15,927	16,188	17,220
Program as % of College	1.7%	1.0%	1.3%	1.5%	2.0%	3.5%	3.2%	3.6%	2.3%	3.4%	2.8%	2.1%	3.3%	2.5%	1.3%
Seat Count at Semester End															
Program	220	130	182	204	270	421	404	514	309	407	326	268	368	323	185
College	14,699	14,334	14,336	14,562	13,326	13,405	13,193	13,895	12,673	12,998	12,915	12,964	12,829	13,239	14,418
Program as % of College	1.5%	0.9%	1.3%	1.4%	2.0%	3.1%	3.1%	3.7%	2.4%	3.1%	2.5%	2.1%	2.9%	2.4%	1.3%
Attrition (Cens. to End Seats)															
Program	26.9%	21.7%	22.6%	19.1%	16.9%	26.8%	21.7%	15.7%	13.9%	26.3%	25.9%	19.3%	30.0%	19.7%	20.3%
College	17.5%	17.8%	18.0%	13.6%	16.4%	17.3%	17.8%	18.5%	18.2%	20.0%	18.1%	17.4%	19.5%	18.2%	16.3%

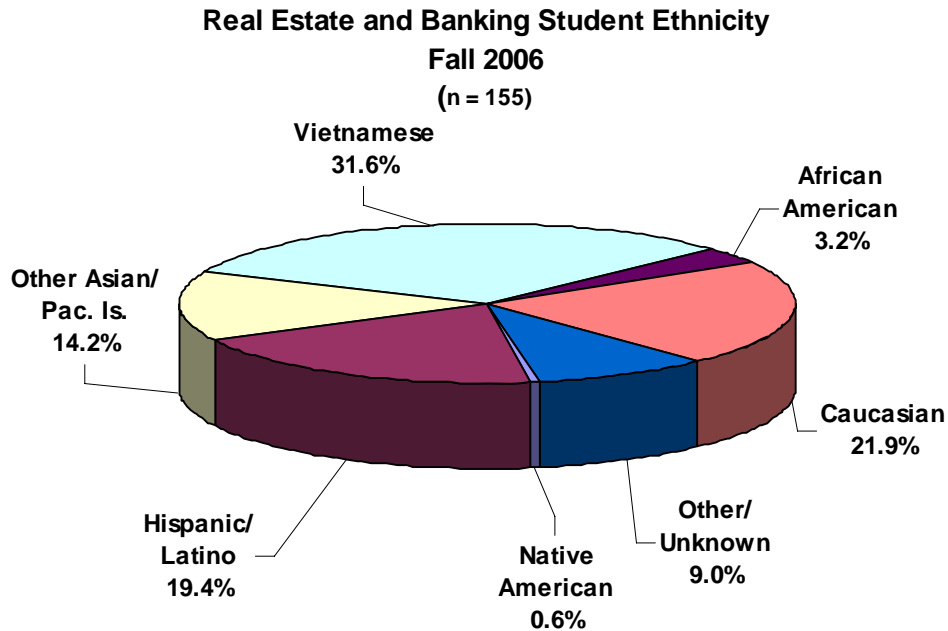
Source: ADATERM reports

FTES	Fall 99	Spr 00	Fall 00	Spr 01	Fall 01	Spr 02	Fall 02	Spr 03	Fall 03	Spr 04	Fall 04	Spr 05	Fall 05	Spr 06	Fall 06
Program	29.18	17.01	19.89	21.92	28.09	46.01	42.69	54.91	33.42	45.48	36.81	29.39	41.20	35.32	19.56
College	1636.13	1618.98	1698.32	1673.35	1661.61	1711.58	1673.54	1807.53	1617.98	1674.51	1642.30	1646.21	1674.27	1683.10	1816.55
% of College	1.8%	1.1%	1.2%	1.3%	1.7%	2.7%	2.6%	3.0%	2.1%	2.7%	2.2%	1.8%	2.5%	2.1%	1.1%

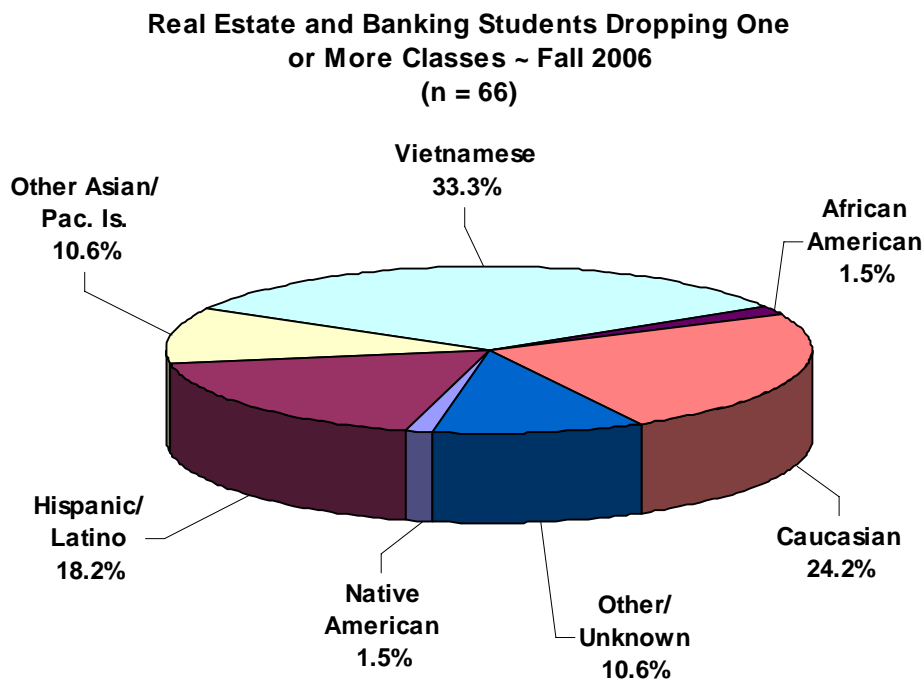


Student Elements

In Fall 2006, the Real Estate Program had an unduplicated enrollment of 155 students. The program's student population is very ethnically diverse, with underrepresented groups accounting for 69% of the program's students. Vietnamese students represent the largest single ethnic group (31.6%). Though the majority of students (67.6%) responding to the student survey indicated that English is their primary language, this also means that for more than 32%, English is *not* their primary language.

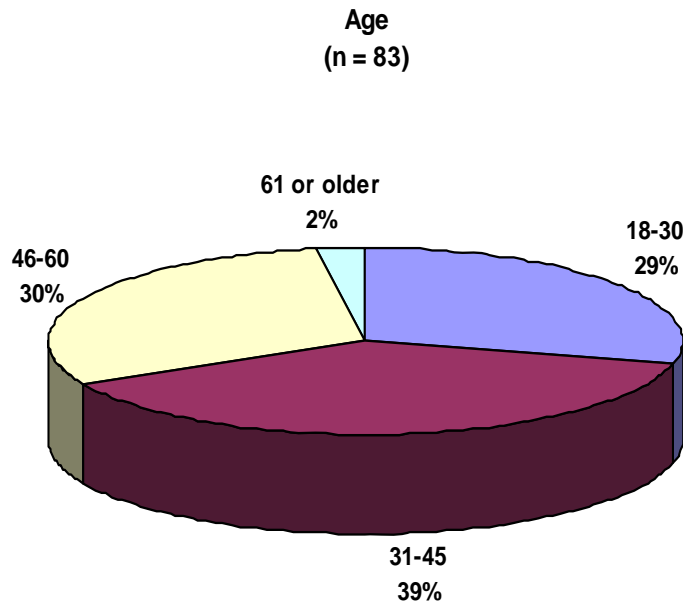


The ethnic breakdown of students who dropped one or more classes in Fall 2006 is not substantially different than the overall ethnic representation in the Real Estate Program.



Although women represented a larger percentage of survey respondents (54%), during any given term, men and women enroll in nearly equal numbers.

The age range of students in the Real Estate Program is quite broad and diverse. Based on survey responses, students fell almost equally into three primary categories: 18-30, 31-45, and 46-60. Only two respondents indicated that they were over 60.



Nearly 58% of the survey respondents are working full time, and 12% are working between 21-30 hours per week. A substantial percentage (23%), however, reported that they were not working at the time the survey was administered.

The majority of students enrolled in Real Estate classes (68%) reported that they were attending only Coastline. Twenty-one percent said they were also enrolled at Orange Coast, and 14% at Golden West.

Are you currently enrolled at another college in addition to your Coastline classes?
(Mark all that apply.)

Respondents: 72

Golden West College	9	12.50 %
Irvine Valley College	1	1.39 %
Orange Coast College	13	18.06 %
Santa Ana College	1	1.39 %
Santiago Canyon College	1	1.39 %
Other community college	3	4.17 %
A four-year college or university	2	2.78 %
No: Enrolled only at Coastline	51	70.83 %
Total Responses	81	100 %

Cost Data

The Real Estate Program has no full-time faculty and does not have a department chair. Lead faculty members do not receive any compensation for their work on curriculum or program development. This limits program growth and vitality.

The program generally employs about six to seven part-time faculty members each semester.

In Fall 2006, revenues from apportionment based on FTES generated by the program were about 2.4 times greater than the cost of instructional salaries (not including benefits).

Fall 2006 Faculty Salaries and Apportionment Revenues

Part-time Faculty Salaries	Apportionment Revenue	Net Revenue
\$35,696	\$84,049	\$48,353

In addition to expenditures for normal printing of classroom materials, the program spends \$250 each year for Calyx Point, loan origination software. Encompass, a competing product, is provided free of charge to the college by the software's publisher, Ellie Mae. Faculty would like to see the allocation for software and equipment (specifically, a mobile computer lab) expanded so that they can provide greater access to software and online resources and more hands-on technology training, both of which will become increasingly important as the industry's reliance on technology grows.

Program Outcomes

Student Learning Outcomes

[Provide narrative to discuss the process used by faculty in identifying expected course and program-level outcomes and in deciding how to measure learning outcomes. Discuss progress in mapping course and program learning outcomes to college core degree-level outcomes. Succinctly summarize and analyze actual student learning outcomes. Include completed four-column Student Learning Outcome Assessment Cycle (SLOAC) forms.]

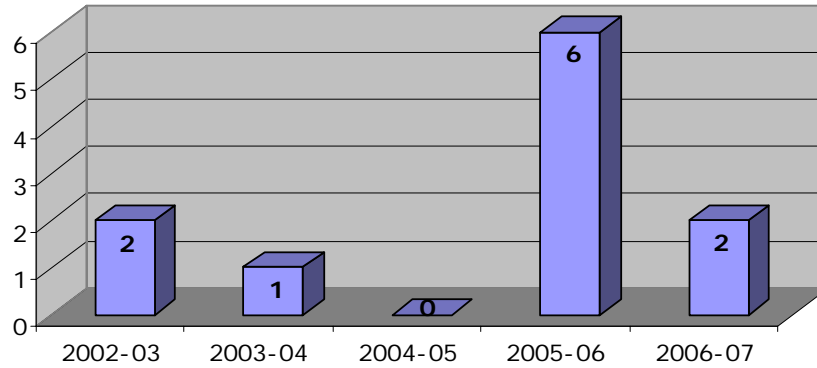
Student learning outcomes assessment was piloted in Real Estate 352 and 356 in Fall 2006 and is continuing in Spring 2007. (The Student Learning Outcomes Assessment report for both courses is included in the appendix.) Analysis of the process used for documenting student learning outcomes indicates that the methods faculty use for assessing outcomes will need to become more formalized in order to more fully substantiate conclusions.

In other initiatives to assess SLOs, the program, with support from the Instructional Researcher, is developing a brief survey to determine if students who completed RE 100 in Fall 2006 or Spring 2007 took the RE Sales Exam and, if so, whether or not they passed the exam. Students will also be asked for input about what the college could do to better prepare them for the exam.

Other Student Outcomes

Data provided by Coastline's Graduation Clerk indicates that a very limited number of students are obtaining a Real Estate Certificate. The 2005-06 year saw the highest number of award recipients (6) during that five-year period. In the preceding year, no certificates were awarded.

Real Estate Certificates

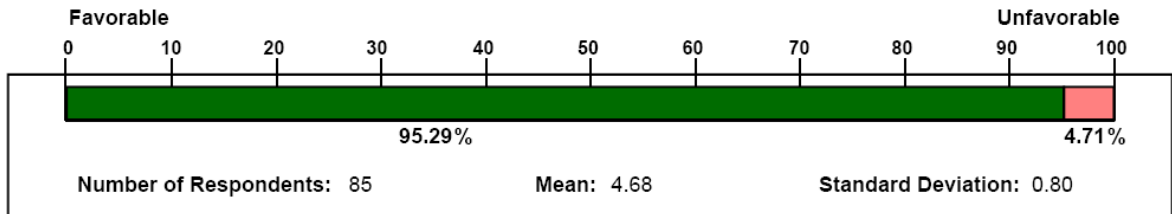


Course attrition rates for the program are typically higher than the college-wide average attrition in credit classes. Only twice in the past 15 semesters was the attrition rate in real estate classes below the college average.

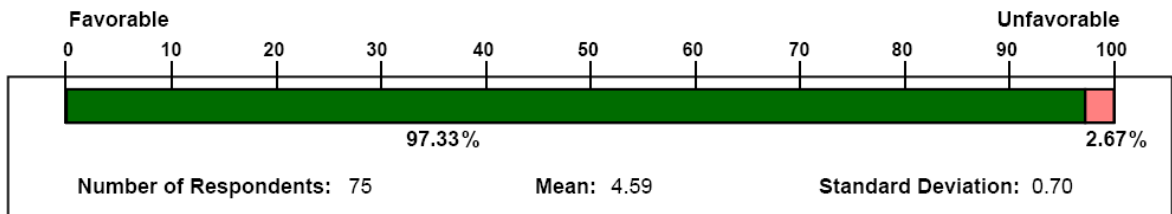
Student Satisfaction

Based on responses to the student survey, students were overwhelmingly satisfied with most aspects of the program. More than 95% of survey respondents were either "Very Satisfied" or "Satisfied" with the quality of instruction and the extent to which faculty and staff meet the needs of culturally diverse and non-traditional students.

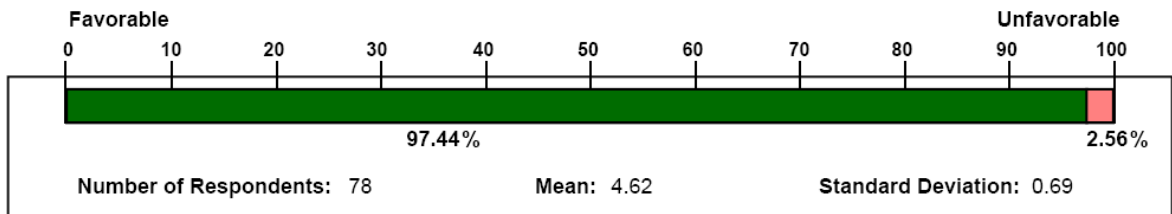
General Satisfaction - Quality of instruction



General Satisfaction - Extent to which faculty and staff meet the needs of culturally diverse students

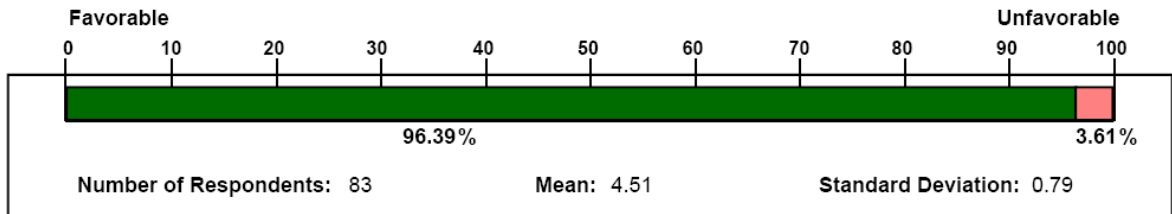


General Satisfaction - Extent to which faculty and staff meet the needs of non-traditional students (e.g., older adults, working adults, etc.)

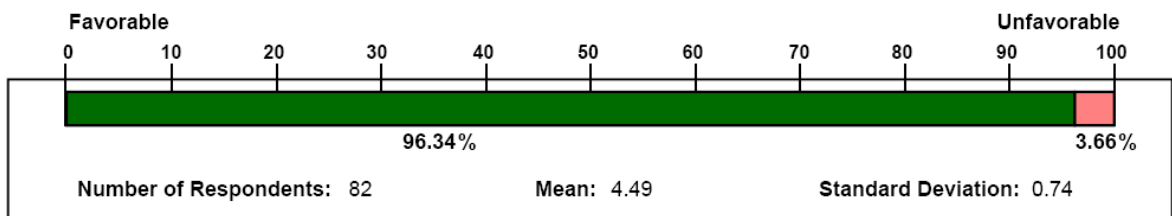


Respondents to the student survey also indicated high levels of satisfaction with overall program quality and with their own success in the program, with more than 96% giving a favorable rating.

General Satisfaction - Overall quality of the program



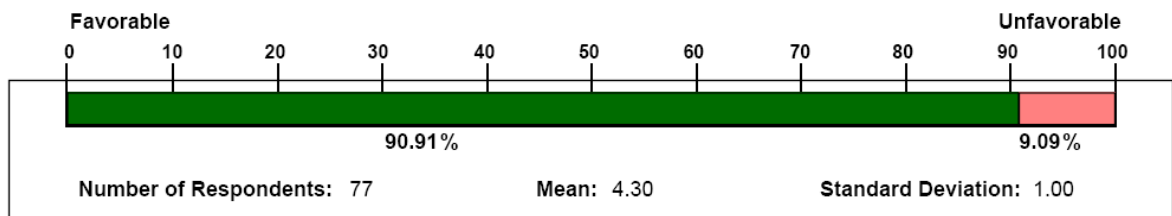
General Satisfaction - Your own success in the program



All survey respondents indicated satisfaction with staff support for the program and classes.

Satisfaction, though still strong, was slightly lower with the variety of classes. Ninety-one percent of survey respondents indicated satisfaction. Among the course suggestions made by students were courses in real estate investing, calculating income tax and completing tax returns, and advanced commercial real estate. Some students also expressed an interest in more hands-on job experience related to sales, conducting open houses, and loan preparation.

General Satisfaction - Variety of classes



Conclusions

Students are overwhelmingly satisfied with the quality of instruction offered in Coastline's Real Estate Program and only slightly less satisfied with instructional facilities. Students and faculty both would like to see the variety of classes expanded and access to computers and industry-related software and online services increased.

Enrollments in the program are cyclical—depending in large measure upon the strength of the real estate market—and, for many local students, are also tied to the local of the student's residence. Classes offered at the Garden Grove Center tend to attract students at and beyond the north boundaries of our district, Le-Jao draws from Westminster and north

Huntington Beach, and the Costa Mesa Center attracts students from Costa Mesa, east Huntington Beach, Fountain Valley, and Newport Beach.

The program has a small but dedicated group of long-time faculty members and a limited number of newer faculty, a condition that will present particular staffing challenges as older faculty members soon begin to retire. (Note: It has been reported that by the year 2010, 90% of the current faculty at community colleges will be gone (retirement and normal attrition due to other causes). The Real Estate Program must start now to locate and train new instructors to take over as the current ones leave.

The program has made good progress in updating course outlines to include expected student learning outcomes and has taken preliminary steps to begin assessing outcomes. Much work still needs to be done to assure that all outcomes in all courses are being measured, that program-level outcomes are identified, and that course-level outcomes are mapped to program-level outcomes.

Recommendations

To be competitive, Coastline's Real Estate Program will need to assure that the program is preparing students for the growing use of technology within the industry. The program recommends that the college identify and allocate resources to support this initiative.

Additionally, the college needs to expand marketing and outreach efforts for the program. Simply listing courses in the class schedule cannot be the only form of advertising for the Real Estate Program. Because of the uniqueness and delivery format of Coastline's real estate classes, students often come from outside the District. The program encourages the college's marketing department to develop flyer and ads for distribution in Orange, Los Angeles, Riverside, San Bernardino, and San Diego counties.

The program also recommends that the college purchase and/or reallocate an existing enclosed mid-size truck/van to be used as a mobile bookstore. At the beginning of each semester or session, this vehicle could be used to go out to the different college sites and distribute the books to the students. The vehicle could also be used to transport a mobile wireless computer lab to different sites.

Goals

Progress on Prior Goals

Numerous leadership changes in recent years at the dean level have limited the progress that was made on many of the prior goals. The long-time Career and Technical Education (CTE) Dean retired in 2004 and was replaced by an interim dean for a year. A new dean was subsequently hired but transferred to one of our sister colleges in less than a year and a half. In the short time that he was at Coastline, however, he assisted the program in updating all current real estate curriculum, developing three new certificate options, and gaining Curriculum Committee approval. He also added to the part-time faculty and, in general, put life back into the program.

A progress report on prior goals and recommendations follows.

Self-Review Goals

1. Survey the industry to ascertain the need for web-based classes in real estate.

The program did not specifically survey industry representatives, but feedback from faculty and students (30% of current students) indicates an interest in online real estate classes. Development of online classes has been identified as one of the new five-year goals for the program.

2. Create a closer partnership with our sister colleges to coordinate schedules.

This has not been done. The program is staffed entirely by part-time faculty, all of whom work full-time in the real estate profession and have limited time to pursue community and program development initiatives. The program is dependent on the CTE Dean for providing leadership in this area. Numerous leadership changes have negatively impacted on progress in this area.

3. Continue to support the steady growth in the program by experimenting with classes at new locations.

Though the program primarily uses the Costa Mesa and Garden Grove Centers, the program has offered a Real Estate Principles class at Le-Jao in the past year. The extent to which different locations can be used without diluting enrollments will continue to be examined.

4. Work with Vietnamese Chamber of Commerce to learn about special training needs for this population in the field of real estate.

No progress has been made in this area. Again, the limited availability of part-time faculty impacts on community outreach efforts.

Steering Committee Recommendations

1. Explore how to better address the disconnect between certificate course package and courses desired.

Certificate options receive limited promotion. Some faculty actively promote certificates to their students; others do not. Most students seem more interested in course-by-course recognition.

2. Explore how to incorporate computerization in the industry into the curriculum.

The program has added instruction in Calyx Point and Encompass loan origination software and accessing free online resources (e.g., MLS.com). Increased availability to computer labs and additional software and subscriptions to online services would further support instruction in this area.

3. Explore designing a VESL (vocational ESL) course as additional one-half or one or so units to drill on RE vocabulary, etc. as course supp.

This recommendation has not been accomplished. The program recognizes that it needs more Vietnamese and Hispanic instructors to better respond to changing demographics within the district.

4. Investigate other time and delivery packages.

The program has identified development of online courses as a new five-year goal.

5. Explore ways to provide diversity training for faculty to assist in curriculum modification and instructional delivery.

Because part-time faculty are working in the industry, they have little time to devote to college training. The program would like to see better use of semester meetings for this type of training as well as for computer training (e.g., smart podiums, etc.).

6. Work with Student Services and C-Tools (and possibly STAR faculty) to facilitate vocational, academic counseling, tutorial services, job placement services, and student skills training (each of which had interest levels on the student survey of 56-81%).

Some faculty do refer students to One-Stop, with some success on the part of the students. Faculty would like to see One-Stop staff and counselors come out to real estate and other vocational classes in the evening and on weekends.

7. Develop more community partnerships and revitalize the advisory committee.

This remains a goal that will be pursued when the new CTE Dean is in place.

8. Recruit faculty with new and far-reaching future ideas on course revisions and creation.

This remains a goal.

9. Work with OCC and GWC as appropriate to reach more students.

Coastline is in a competitive mode with these colleges, so this goal remains a challenge.

10. Follow up with students to determine how many go on to obtain license.

Coastline's Instructional Researcher, in collaboration with the Real Estate Program's lead faculty member, is developing a brief survey to follow up on 2006-07 students.

11. Continue to explore how to capture the real estate continuing education student.

This remains a goal along with other marketing needs.

12. Search out other appropriate agencies or associations with which to partner on endeavors of mutual interest.

No progress has been made on this recommendation. The number of competitors among realty firms presents challenges.

13. Perhaps there are some new curriculum ideas to be gleaned by doing a phone and catalog survey of any other programs in Los Angeles and Orange counties.

This has not been done.

14. As opportunities occur, try to expand staff diversity with hiring of Vietnamese and Hispanic instructors.

The program has not had many opportunities to expand the staff. The program, however, recognizes the need to expand the diversity of faculty but has experienced difficulty in finding realtors from the Vietnamese community who want to teach.

New Five-Year Goals

Many items need to be addressed over the next five years.

1. Establish a professional advisory committee consisting of real estate faculty and members from the various fields of real estate, escrow, title, lending, exchange and taxation, and property management; hold a minimum of two meetings per year.
2. Develop new courses in the areas of:
 - a. Escrow—Contact the California Escrow Association to use their material in Escrow I, Escrow II, Escrow III.
 - b. Advanced Finance—The text needs to be written.
 - c. Homeowner Association Management--Material used for Condominiums and Planned unit developments.
 - d. Exchange and Taxation
3. Develop online courses in all subject areas of real estate.
4. Purchase a mobile notebook computer lab with wireless router (e.g., the Dell portable computer system with 25-30 notebook computers).
5. Develop a plan to recruit new real estate instructors in anticipation of current long-time faculty members retiring as well as to improve the program's ability to respond to the changing demographics within the district.
6. Develop a team-teaching/mentoring program to prepare new instructors, many of whom, though experts in the field of real estate, will likely have had no prior teaching experience and/or teacher training.
7. Work with other departments within the college to develop a program that will assist in meeting the marketing needs of the Real Estate Program while providing students with hands-on experience in their field. For example: Use the students in marketing classes to develop news ads, flyers, poster, etc. to promote the Real Estate Program. Use the English department, business students, and language departments to assist in the development of marketing material, including development of materials in Korean, Spanish, English, and Vietnamese among other languages.
8. Develop a placement service in cooperation with the One-Stop Centers to assist students in locating employment upon completion of courses and certificates.
9. Continue work on student learning outcomes by identifying program-level outcomes, mapping course-level outcomes to program outcomes, developing specific assessment plans and methodologies for each course, conducting assessments, documenting results, and using results to improve outcomes.

Blank Survey

Real Estate Faculty 2006

1. At which location are you currently teaching classes in this program? (Mark all that apply.)

(Choose all that apply)

- 1. Coastline Costa Mesa Center
- 2. Coastline Garden Grove Center
- 3. Coastline Le-Jao Center in Westminster
- 4. Other

2. Table 1 General Satisfaction - Variety of classes

(Choose one)

- 1. Very satisfied
- 2. Somewhat satisfied
- 3. Somewhat dissatisfied
- 4. Very dissatisfied
- 5. Don't know or N/A

3. Table 1 General Satisfaction - Adequacy of instructional facilities

(Choose one)

- 1. Very satisfied
- 2. Somewhat satisfied
- 3. Somewhat dissatisfied
- 4. Very dissatisfied
- 5. Don't know or N/A

4. Table 1 General Satisfaction - Quality of general instructional equipment (audio-visual, instructor classroom computer, etc.)

(Choose one)

- 1. Very satisfied
- 2. Somewhat satisfied
- 3. Somewhat dissatisfied
- 4. Very dissatisfied
- 5. Don't know or N/A

5. Table 1 General Satisfaction - Quality of specialized instructional equipment/software (e.g., computers and software related to real estate)

(Choose one)

- 1. Very satisfied
- 2. Somewhat satisfied
- 3. Somewhat dissatisfied
- 4. Very dissatisfied
- 5. Don't know or N/A

6. Table 1 General Satisfaction - Staff support for the program and classes

(Choose one)

- 1. *Very satisfied*
- 2. *Somewhat satisfied*
- 3. *Somewhat dissatisfied*
- 4. *Very dissatisfied*
- 5. *Don't know or N/A*

7. Table 1 General Satisfaction - Extent to which faculty and staff meet the needs of culturally diverse students

(Choose one)

- 1. *Very satisfied*
- 2. *Somewhat satisfied*
- 3. *Somewhat dissatisfied*
- 4. *Very dissatisfied*
- 5. *Don't know or N/A*

8. Table 1 General Satisfaction - Extent to which faculty and staff meet the needs of non-traditional students (e.g., older adults, working adults, etc.)

(Choose one)

- 1. *Very satisfied*
- 2. *Somewhat satisfied*
- 3. *Somewhat dissatisfied*
- 4. *Very dissatisfied*
- 5. *Don't know or N/A*

9. Table 1 General Satisfaction - Overall quality of the program

(Choose one)

- 1. *Very satisfied*
- 2. *Somewhat satisfied*
- 3. *Somewhat dissatisfied*
- 4. *Very dissatisfied*
- 5. *Don't know or N/A*

10. Table 1 General Satisfaction - Your own success teaching in the program

(Choose one)

- 1. *Very satisfied*
- 2. *Somewhat satisfied*
- 3. *Somewhat dissatisfied*
- 4. *Very dissatisfied*
- 5. *Don't know or N/A*

11. General Satisfaction: If you indicated that you were "Dissatisfied" or "Very Dissatisfied" with any of the above items, please explain your concerns.

12. Please rank the following scheduling formats for Real Estate, Banking, and Escrow classes with "1" representing the format you most prefer, "2" representing your second choice, "3" your third choice, etc. Use each ranking number only once.

(Rank the following from 1 to 7)

- 1. 16-week classes
- 2. 12-week classes
- 3. 8-week classes
- 4. 4-week classes
- 5. Intensive weekend classes
- 6. Intensive week-long classes that meet daily
- 7. Other

13. Please rank the delivery formats in which you prefer to teach Real Estate, Banking, or Escrow classes.

(Rank the following from 1 to 4)

- 1. Classroom
- 2. Online
- 3. Hybrid (combination of classroom and online)
- 4. Other

14. Table 2 Importance of Specific SLOs - Sell, for a fee, real estate owned by others, performing all transactions in compliance with real estate law and fair housing laws.

(Choose one)

- 1. Very important
- 2. Important
- 3. Less important
- 4. Not important

15. Table 2 Importance of Specific SLOs - Compare a property with similar properties that have recently sold in order to determine competitive market price.

(Choose one)

- 1. Very important
- 2. Important
- 3. Less important
- 4. Not important

16. Table 2 Importance of Specific SLOs - Act as intermediary in negotiations between buyers and sellers over property prices and settlement details.

(Choose one)

- 1. Very important
- 2. Important
- 3. Less important
- 4. Not important

17. Table 2 Importance of Specific SLOs - Generate lists of properties for sale, their locations, and descriptions, and available financing options using computer technology.

(Choose one)

- 1. Very important
- 2. Important
- 3. Less important
- 4. Not important

18. Table 2 Importance of Specific SLOs - Check work completed by loan officers, attorneys, and other professionals for accuracy and completion.

(Choose one)

- 1. *Very important*
- 2. *Important*
- 3. *Less important*
- 4. *Not important*

19. Table 2 Importance of Specific SLOs - Facilitate financing of property purchases.

(Choose one)

- 1. *Very important*
- 2. *Important*
- 3. *Less important*
- 4. *Not important*

20. Table 2 Importance of Specific SLOs - Arrange for title searches to determine whether clients have clear property titles.

(Choose one)

- 1. *Very important*
- 2. *Important*
- 3. *Less important*
- 4. *Not important*

21. Table 2 Importance of Specific SLOs - Prepare documents such as representation contracts, listing agreements, purchase agreements, closing statements, deeds, and leases.

(Choose one)

- 1. *Very important*
- 2. *Important*
- 3. *Less important*
- 4. *Not important*

22. Table 2 Importance of Specific SLOs - Confer with escrow companies, lenders, home inspectors, and pest control operators to ensure that terms and conditions of purchase agreements are met before closing dates.

(Choose one)

- 1. *Very important*
- 2. *Important*
- 3. *Less important*
- 4. *Not important*

23. Table 2 Importance of Specific SLOs - Demonstrate awareness of current income tax regulations, local zoning, building and tax laws, and growth possibilities in area where property is located.

(Choose one)

- 1. *Very important*
- 2. *Important*
- 3. *Less important*
- 4. *Not important*

24. Are there other skills or learning outcomes that you think are important for individuals completing a certificate program in real estate?

25. Table 3 Methods Used for Assessing SLOs - Participation

(Choose one)

- 1. *Frequently*
- 2. *Sometimes*
- 3. *Rarely*
- 4. *Not at all*

26. Table 3 Methods Used for Assessing SLOs - Objective tests (multiple choice, true/false, short answer, etc.)

(Choose one)

- 1. *Frequently*
- 2. *Sometimes*
- 3. *Rarely*
- 4. *Not at all*

27. Table 3 Methods Used for Assessing SLOs - Skill demonstration

(Choose one)

- 1. *Frequently*
- 2. *Sometimes*
- 3. *Rarely*
- 4. *Not at all*

28. Table 3 Methods Used for Assessing SLOs - Essay tests

(Choose one)

- 1. *Frequently*
- 2. *Sometimes*
- 3. *Rarely*
- 4. *Not at all*

29. Table 3 Methods Used for Assessing SLOs - Case studies

(Choose one)

- 1. *Frequently*
- 2. *Sometimes*
- 3. *Rarely*
- 4. *Not at all*

30. Table 3 Methods Used for Assessing SLOs - Individual projects

(Choose one)

- 1. *Frequently*
- 2. *Sometimes*
- 3. *Rarely*
- 4. *Not at all*

31. Table 3 Methods Used for Assessing SLOs - Group projects

(Choose one)

- 1. *Frequently*
- 2. *Sometimes*
- 3. *Rarely*
- 4. *Not at all*

32. Table 3 Methods Used for Assessing SLOs - Report of application of knowledge/skill to daily life

(Choose one)

- 1. *Frequently*
- 2. *Sometimes*
- 3. *Rarely*
- 4. *Not at all*

33. Table 3 Methods Used for Assessing SLOs - Pre and post tests of abilities

(Choose one)

- 1. *Frequently*
- 2. *Sometimes*
- 3. *Rarely*
- 4. *Not at all*

34. Table 3 Methods Used for Assessing SLOs - Portfolios

(Choose one)

- 1. *Frequently*
- 2. *Sometimes*
- 3. *Rarely*
- 4. *Not at all*

35. Are there any other methods you use to assess student learning outcomes?

36. In which of the following professional development activities have you participated within the past two years? (Mark all that apply.)

(Choose all that apply)

- 1. CCC General Faculty Meeting
- 2. Discipline-related workshops
- 3. Technology-related workshops
- 4. Student learning outcomes workshops/training
- 5. Other workshops
- 6. Membership in professional associations
- 7. Professional conferences
- 8. Graduate classes/program
- 9. Other classes
- 10. Professional training
- 11. Discipline-related reading
- 12. Technology-related reading
- 13. None of the above
- 14. Other

37. What steps, if any, have you taken to incorporate student learning outcomes (SLOs) into your course? (Mark all that apply.)

(Choose all that apply)

- 1. I haven't yet identified expected student learning outcomes.
- 2. I am attempting to identify expected SLOs but need some assistance.
- 3. I am working with other faculty in my discipline to identify expected SLOs.
- 4. I have identified expected SLOs.
- 5. I have updated my course outline(s) to include expected SLOs.
- 6. I have developed a plan for assessing SLOs.
- 7. I have assessed students based on expected SLOs.
- 8. I use results from SLO assessments to modify my instruction.

38. Are there other real estate, banking, or escrow courses that you would like Coastline to offer?

39. As part of this review, the Real Estate Program will be identifying new five-year goals for the program. Please suggest one or more goals that you believe would be important for the program to pursue.

40. Do you have any other comments or suggestions for improving the Real Estate Program at Coastline?

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Location and General Satisfaction: Count/Percent Real Estate Faculty 2006

	Count	Percent
At which location are you currently teaching classes in this program? Respondents: 4 (Mark all that apply.)		
Coastline Costa Mesa Center	3	75.00 %
Coastline Garden Grove Center	2	50.00 %
Total Responses	5	100 %
Table 1 General Satisfaction - Variety of classes Respondents: 4		
Very satisfied	3	75.00 %
Somewhat dissatisfied	1	25.00 %
Total Responses	4	100 %
Table 1 General Satisfaction - Adequacy of instructional facilities Respondents: 4		
Very satisfied	1	25.00 %
Somewhat satisfied	2	50.00 %
Very dissatisfied	1	25.00 %
Total Responses	4	100 %
Table 1 General Satisfaction - Quality of general instructional equipment (audio-visual, instructor classroom computer, etc.) Respondents: 4		
Very satisfied	1	25.00 %
Somewhat dissatisfied	2	50.00 %
Very dissatisfied	1	25.00 %
Total Responses	4	100 %
Table 1 General Satisfaction - Quality of specialized instructional equipment/software (e.g., computers and software related to real estate) Respondents: 4		
Very satisfied	1	25.00 %
Somewhat dissatisfied	3	75.00 %
Total Responses	4	100 %
Table 1 General Satisfaction - Staff support for the program and classes Respondents: 4		
Very satisfied	3	75.00 %
Very dissatisfied	1	25.00 %
Total Responses	4	100 %

Location and General Satisfaction: Count/Percent Real Estate Faculty 2006

Count Percent

Table 1 General Satisfaction - Extent to which faculty and staff meet the needs of culturally diverse students Respondents: 4

Very satisfied	3	75.00 %
Somewhat satisfied	1	25.00 %
Total Responses	4	100 %

Table 1 General Satisfaction - Extent to which faculty and staff meet the needs of non-traditional students (e.g., older adults, working adults, etc.) Respondents: 4

Very satisfied	3	75.00 %
Somewhat satisfied	1	25.00 %
Total Responses	4	100 %

Table 1 General Satisfaction - Overall quality of the program Respondents: 4

Very satisfied	3	75.00 %
Somewhat dissatisfied	1	25.00 %
Total Responses	4	100 %

Table 1 General Satisfaction - Your own success teaching in the program Respondents: 4

Very satisfied	3	75.00 %
Somewhat satisfied	1	25.00 %
Total Responses	4	100 %

General Satisfaction Comments

Real Estate Faculty 2006

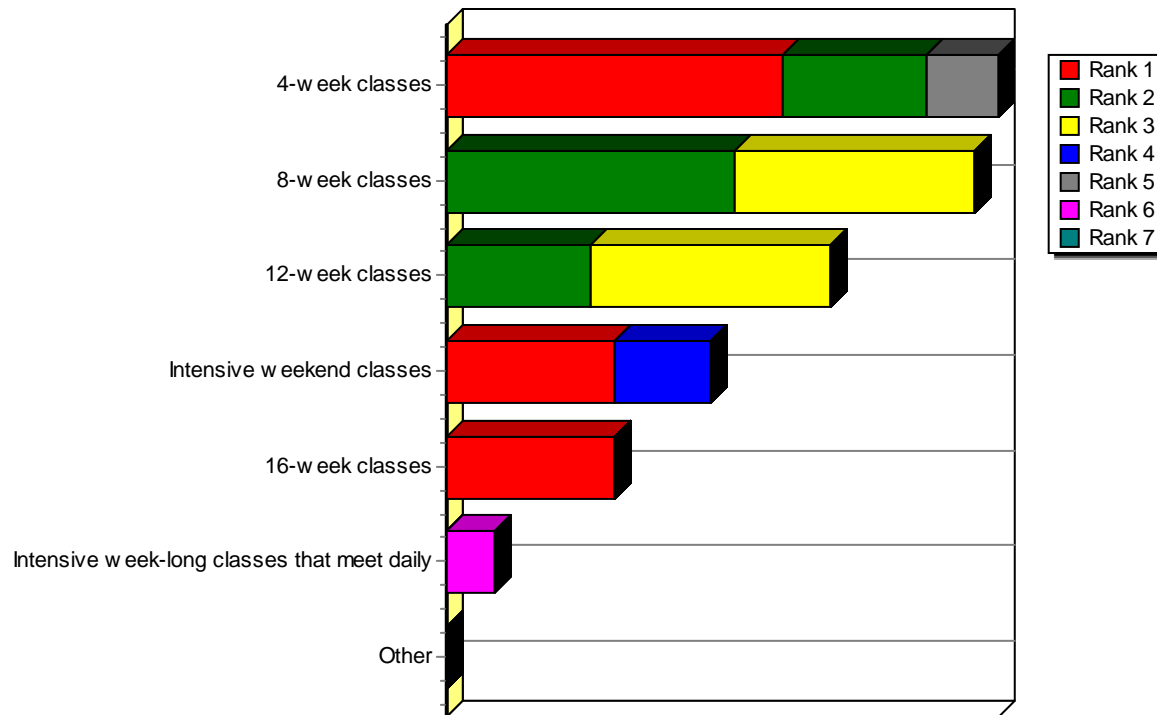
Question: General Satisfaction: If you indicated that you were "Dissatisfied" or "Very Dissatisfied" with any of the above items, please explain your concerns.

I've encountered problems with some of the students not being able to get into certain computer programs, i.e. Calyx, where passwords don't work and certain locations are locked out where I can't get into certain areas on the program to show the class on how to set up templates or show how to add company's name, how to add additional employees and adding additional vesting on how they're holding title to property, to name a few.

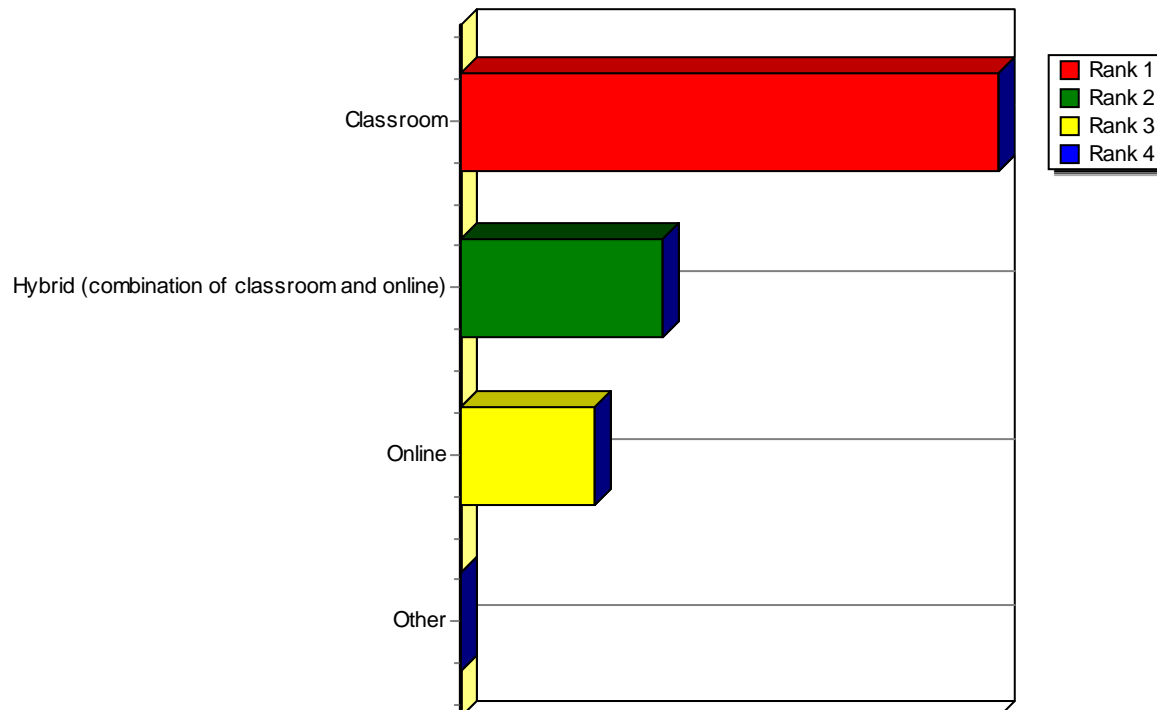
Bar Chart of Ranking Responses

Real Estate Faculty 2006

Please rank the following scheduling formats for Real Estate, Banking, and Escrow classes with "1" representing the format you most prefer, "2" representing your second choice, "3" your third choice, etc. Use each ranking number



Please rank the delivery formats in which you prefer to teach Real Estate, Banking, or Escrow classes.



Importance of Specific SLOs: Count/Percent

Real Estate Faculty 2006

	Count	Percent
Table 2 Importance of Specific SLOs - Sell, for a fee, real estate owned by others, performing all transactions in compliance with real estate law and fair housing laws.		
	Respondents: 4	
Very important	1	25.00 %
Less important	1	25.00 %
Not important	2	50.00 %
Total Responses	4	100 %
Table 2 Importance of Specific SLOs - Compare a property with similar properties that have recently sold in order to determine competitive market price.		
	Respondents: 4	
Very important	1	25.00 %
Important	3	75.00 %
Total Responses	4	100 %
Table 2 Importance of Specific SLOs - Act as intermediary in negotiations between buyers and sellers over property prices and settlement details.		
	Respondents: 4	
Very important	1	25.00 %
Less important	1	25.00 %
Not important	2	50.00 %
Total Responses	4	100 %
Table 2 Importance of Specific SLOs - Generate lists of properties for sale, their locations, and descriptions, and available financing options using computer technology.		
	Respondents: 4	
Very important	3	75.00 %
Important	1	25.00 %
Total Responses	4	100 %
Table 2 Importance of Specific SLOs - Check work completed by loan officers, attorneys, and other professionals for accuracy and completion.		
	Respondents: 4	
Very important	3	75.00 %
Important	1	25.00 %
Total Responses	4	100 %

Importance of Specific SLOs: Count/Percent

Real Estate Faculty 2006

Count Percent

Table 2 Importance of Specific SLOs - Facilitate financing of property purchases. Respondents: 4

Very important	3	75.00 %
Less important	1	25.00 %
Total Responses	4	100 %

Table 2 Importance of Specific SLOs - Arrange for title searches to determine whether clients have clear property titles. Respondents: 4

Very important	3	75.00 %
Important	1	25.00 %
Total Responses	4	100 %

Table 2 Importance of Specific SLOs - Prepare documents such as representation contracts, listing agreements, purchase agreements, closing statements, deeds, and leases. Respondents: 4

Very important	2	50.00 %
Not important	2	50.00 %
Total Responses	4	100 %

Table 2 Importance of Specific SLOs - Confer with escrow companies, lenders, home inspectors, and pest control operators to ensure that terms and conditions of purchase agreements are met before closing dates. Respondents: 4

Very important	3	75.00 %
Important	1	25.00 %
Total Responses	4	100 %

Table 2 Importance of Specific SLOs - Demonstrate awareness of current income tax regulations, local zoning, building and tax laws, and growth possibilities in area where property is located. Respondents: 4

Very important	1	25.00 %
Important	1	25.00 %
Not important	2	50.00 %
Total Responses	4	100 %

Other Desirable SLOs

Real Estate Faculty 2006

Question: Are there other skills or learning outcomes that you think are important for individuals completing a certificate program in real estate?

Adding a home inspection course and escrow, and if possible, besides escrow I, but also escrow 2 and 3 which is not that easy to come by at different colleges. One perfect location to obtain these books is through the California Escrow Association, Sacramento, which have textbooks for all 3 level of escrow and finding the right instructors to teach all 3 courses.

Home inspection and Escrow 2 and 3

Assessment Methods: Count/Percent

Real Estate Faculty 2006

	Count	Percent
Table 3 Methods Used for Assessing SLOs - Participation		
Respondents: 4		
Frequently	4	100.00 %
Total Responses	4	100 %

Table 3 Methods Used for Assessing SLOs - Objective tests (multiple choice, true/false, short answer, etc.)		
Respondents: 4		
Frequently	4	100.00 %
Total Responses	4	100 %

Table 3 Methods Used for Assessing SLOs - Skill demonstration		
Respondents: 4		
Frequently	2	50.00 %
Sometimes	1	25.00 %
Rarely	1	25.00 %
Total Responses	4	100 %

Table 3 Methods Used for Assessing SLOs - Essay tests		
Respondents: 4		
Frequently	1	25.00 %
Sometimes	2	50.00 %
Rarely	1	25.00 %
Total Responses	4	100 %

Table 3 Methods Used for Assessing SLOs - Case studies		
Respondents: 4		
Frequently	3	75.00 %
Not at all	1	25.00 %
Total Responses	4	100 %

Table 3 Methods Used for Assessing SLOs - Individual projects		
Respondents: 4		
Frequently	2	50.00 %
Not at all	2	50.00 %
Total Responses	4	100 %

Table 3 Methods Used for Assessing SLOs - Group projects		
Respondents: 4		
Not at all	4	100.00 %
Total Responses	4	100 %

Table 3 Methods Used for Assessing SLOs - Report of application of knowledge/skill to daily life		
Respondents: 4		
Frequently	2	50.00 %
Sometimes	1	25.00 %
Rarely	1	25.00 %
Total Responses	4	100 %

Assessment Methods: Count/Percent

Real Estate Faculty 2006

	Count	Percent
Table 3 Methods Used for Assessing SLOs - Pre and post tests of abilities	Respondents: 4	
Sometimes	3	75.00 %
Rarely	1	25.00 %
Total Responses	4	100 %
Table 3 Methods Used for Assessing SLOs - Portfolios	Respondents: 4	
Not at all	4	100.00 %
Total Responses	4	100 %

Other Assessment Methods

Real Estate Faculty 2006

Question: Are there any other methods you use to assess student learning outcomes?

Each students personal experience in the profession on a daily basis.

Student personal experiences

Professional Development/SLOs: Count/Percent

Real Estate Faculty 2006

	Count	Percent
In which of the following professional development activities have you participated within the past two years? (Mark all that apply.)	Respondents: 4	
CCC General Faculty Meeting	4	100.00 %
Discipline-related workshops	4	100.00 %
Technology-related workshops	2	50.00 %
Student learning outcomes workshops/training	3	75.00 %
Membership in professional associations	2	50.00 %
Professional conferences	1	25.00 %
Other classes	1	25.00 %
Professional training	2	50.00 %
Discipline-related reading	1	25.00 %
Technology-related reading	2	50.00 %
Total Responses	22	100 %

What steps, if any, have you taken to incorporate student learning outcomes (SLOs) into your course? (Mark all that apply.)	Respondents: 4	
I haven't yet identified expected student learning outcomes.	1	25.00 %
I have identified expected SLOs.	2	50.00 %
I have updated my course outline(s) to include expected SLOs.	3	75.00 %
I have developed a plan for assessing SLOs.	3	75.00 %
I have assessed students based on expected SLOs.	2	50.00 %
I use results from SLO assessments to modify my instruction.	3	75.00 %
Total Responses	14	100 %

Course Recommendations, Goals, and Comments

Real Estate Faculty 2006

Question: Are there other real estate, banking, or escrow courses that you would like Coastline to offer?

Escrow 1, 2 & 3, home inspection course, appraisal 2, advance finance (finance 2).

Common Interest Developments

Home inspection, Escrow 2 and 3, Appraisal 2, and Finance 2

Question: As part of this review, the Real Estate Program will be identifying new five-year goals for the program. Please suggest one or more goals that you believe would be important for the program to pursue.

1. finalize certificate requirements

2. increase enrollment in program

no comment.

Question: Do you have any other comments or suggestions for improving the Real Estate Program at Coastline?

We need to start training new instructors (team teach) so that they are able to take over as a number of our

RE staff have been with the college for over 20 years and are ready to retire.

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Real Estate Students 2006

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Location, Goals, Expectations: Count and Percent Real Estate Students 2006

	Count	Percent
At which location does your current real estate, banking, or escrow class(es) meet? (Mark all that apply.)	Respondents: 85	
Coastline Costa Mesa Center	59	69.41 %
Coastline Garden Grove Center	28	32.94 %
Coastline Le-Jao Center in Westminster	1	1.18 %
Other	2	2.35 %
Total Responses	90	100 %
How many real estate, banking, and escrow courses have you taken at Coastline?	Respondents: 85	
None	4	4.71 %
This is my first	28	32.94 %
2	26	30.59 %
3	10	11.76 %
4	9	10.59 %
5 or more	8	9.41 %
Total Responses	85	100 %
Why are you taking a course in the Real Estate Program? (Mark all that apply.)	Respondents: 84	
To satisfy A.A. degree requirements	7	8.33 %
To satisfy general education requirements for transfer	4	4.76 %
To earn a certificate	25	29.76 %
To prepare for a a real estate exam	31	36.90 %
To satisfy continuing education requirements	10	11.90 %
For personal interest	40	47.62 %
Other	12	14.29 %
Total Responses	129	100 %
Which best describes your occupational goal?	Respondents: 85	
Real Estate Sales	24	28.24 %
Real Estate Broker	29	34.12 %
Real Estate Finance	6	7.06 %
Real Estate Appraiser	1	1.18 %
Escrow Officer	1	1.18 %
Mortgage Broker	9	10.59 %
Other	15	17.65 %
Total Responses	85	100 %

Location, Goals, Expectations: Count and Percent Real Estate Students 2006

	Count	Percent
To what extent does the content of your current course meet your expectations?	Respondents: 85	
The course is even better than I expected	40	47.06 %
The course is pretty much what I expected	41	48.24 %
The course is not what I expected	4	4.71 %
Total Responses	85	100 %

Expectations Comments

Real Estate Students 2006

Question: You indicated that the course is not what you expected. In what ways does the course not meet your expectations?

Did not like the teacher who taught it and decided to drop course.

For the first time after i attended coastline college for so many years, this is the first teacher i have to say it does not fit.

Mr. [instructor's name removed] fist didn't explain the detail in the deeper layer which lot of his exam came out that way. i figured out that's not too bad if i concentrate on the textbook materials.

But, it came the worst part, he kept one picking each student and said something unrelated and even need to nod the head his way, that is a big harrassing to student.

That is saying why couple students drew out class after 2nd - no materials, why waste time.

i really got pissed off about his behavior he even answer the queation on email - why left email for,

Thanks the school gives a chance to know how the teacher's doing.

[student's name removed]

Not very systematic and organized.

Cheap, outdated and unnecessary material TEXT.

TIME, IMPORTANCE and DEPTH usage not efficiently managed to better understand the course.

OVER HALF THE CLASS DROPPED OUT BY MID POINT.

I was hoping to learn more about commercial appraisal, not selling houses. And course instructor seemed to steer students away from being a r.e. transactor in general.

Preferred Delivery Modes: Count/Percent

Real Estate Students 2006

	Count	Percent
Table 1 Preferred Locations/Delivery Modes - Coastline Costa Mesa Center Respondents: 73		
Preferred	43	58.90 %
OK	20	27.40 %
Not preferred	8	10.96 %
Don't know or n/a	2	2.74 %
Total Responses	73	100 %

Table 1 Preferred Locations/Delivery Modes - Coastline Garden Grove Center Respondents: 71		
Preferred	37	52.11 %
OK	21	29.58 %
Not preferred	9	12.68 %
Don't know or n/a	4	5.63 %
Total Responses	71	100 %

Table 1 Preferred Locations/Delivery Modes - Coastline Le-Jao Center in Westminster Respondents: 60		
Preferred	17	28.33 %
OK	22	36.67 %
Not preferred	12	20.00 %
Don't know or n/a	9	15.00 %
Total Responses	60	100 %

Table 1 Preferred Locations/Delivery Modes - Online/WWW Respondents: 56		
Preferred	16	28.57 %
OK	11	19.64 %
Not preferred	18	32.14 %
Don't know or n/a	11	19.64 %
Total Responses	56	100 %

Table 1 Preferred Locations/Delivery Modes - Hybrid Class (part in classroom/part online) Respondents: 55		
Preferred	10	18.18 %
OK	17	30.91 %
Not preferred	15	27.27 %
Don't know or n/a	13	23.64 %
Total Responses	55	100 %

Preferred Delivery Modes: Count/Percent Real Estate Students 2006

	Count	Percent
Table 1 Preferred Locations/Delivery Modes - Other		
	Respondents: 28	
Preferred	3	10.71 %
OK	1	3.57 %
Not preferred	1	3.57 %
Don't know or n/a	23	82.14 %
Total Responses	28	100 %

General Satisfaction: Count/Percent

Real Estate Students 2006

	Count	Percent
Table 2 General Satisfaction - Quality of instruction		
Respondents: 85		
Very satisfied	68	80.00 %
Somewhat satisfied	13	15.29 %
Somewhat dissatisfied	2	2.35 %
Very dissatisfied	2	2.35 %
Total Responses	85	100 %

	Count	Percent
Table 2 General Satisfaction - Variety of classes		
Respondents: 84		
Very satisfied	40	47.62 %
Somewhat satisfied	30	35.71 %
Somewhat dissatisfied	4	4.76 %
Very dissatisfied	3	3.57 %
Don't know or N/A	7	8.33 %
Total Responses	84	100 %

	Count	Percent
Table 2 General Satisfaction - Adequacy of instructional facilities		
Respondents: 84		
Very satisfied	45	53.57 %
Somewhat satisfied	31	36.90 %
Somewhat dissatisfied	5	5.95 %
Very dissatisfied	2	2.38 %
Don't know or N/A	1	1.19 %
Total Responses	84	100 %

	Count	Percent
Table 2 General Satisfaction - Quality of general instructional equipment		
Respondents: 85		
Very satisfied	40	47.06 %
Somewhat satisfied	37	43.53 %
Somewhat dissatisfied	3	3.53 %
Very dissatisfied	3	3.53 %
Don't know or N/A	2	2.35 %
Total Responses	85	100 %

	Count	Percent
Table 2 General Satisfaction - Staff support for the program and classes		
Respondents: 85		
Very satisfied	55	64.71 %
Somewhat satisfied	27	31.76 %
Don't know or N/A	3	3.53 %
Total Responses	85	100 %

General Satisfaction: Count/Percent

Real Estate Students 2006

	Count	Percent
Table 2 General Satisfaction - Extent to which faculty and staff meet the needs of culturally diverse students		
	Respondents: 83	
Very satisfied	49	59.04 %
Somewhat satisfied	24	28.92 %
Somewhat dissatisfied	1	1.20 %
Very dissatisfied	1	1.20 %
Don't know or N/A	8	9.64 %
Total Responses	83	100 %
Table 2 General Satisfaction - Extent to which faculty and staff meet the needs of non-traditional students (e.g., older adults, working adults, etc.)		
	Respondents: 85	
Very satisfied	53	62.35 %
Somewhat satisfied	23	27.06 %
Somewhat dissatisfied	1	1.18 %
Very dissatisfied	1	1.18 %
Don't know or N/A	7	8.24 %
Total Responses	85	100 %
Table 2 General Satisfaction - Overall quality of the program		
	Respondents: 85	
Very satisfied	50	58.82 %
Somewhat satisfied	30	35.29 %
Somewhat dissatisfied	1	1.18 %
Very dissatisfied	2	2.35 %
Don't know or N/A	2	2.35 %
Total Responses	85	100 %
Table 2 General Satisfaction - Your own success in the program		
	Respondents: 84	
Very satisfied	47	55.95 %
Somewhat satisfied	32	38.10 %
Somewhat dissatisfied	2	2.38 %
Very dissatisfied	1	1.19 %
Don't know or N/A	2	2.38 %
Total Responses	84	100 %

General Satisfaction Comments

Real Estate Students 2006

Question: General Satisfaction: If you answered "Somewhat dissatisfied" or "Very dissatisfied" to any of the above items, please explain your concerns.

Having been a student at CSUF and Concordia University, it was difficult to adjust to an environment such as the Costa Mesa Center. I felt like I was in elementary school again. With minimal A/V equipment available in the facility, it was hard to view the instructor's ppt lecture and also to listen to the instructor because of all the noise from other students mingling outside taking their breaks. In addition, I felt Mr. [instructor's name removed], the instructor for the [course title removed], was at times condescending to minority students. For instance, during lecture he would call out one particular Asian student and asked whether he understood what he (instructor) was talking about. In my opinion, [instructor's] tone of voice toward the student was unacceptable. Another example was before our first mid-term.

computers were old and many did not work during class

The overall quality of the course/program (RE Loan Processing) needs improvement.

Need more RE classes

I feel that a 16 week course would be a better way to learn this material. Four weeks is a not enough time to absorb all of the information I will need in the real world.

I believe loan processing, R.E. Finance, and Underwriting were really good classes. I wished they were 16wk courses because theres so much information to grasp in such short amount of time. Either way I have learned alot, I just think I could have gotten more out of it if they were 16 wk long courses.

im new this field of work, and they have helped me understan the need and requirements for it.

I am concerned about the availability of computers for Loan Processing.

the selection of RE classes is not extensive, therefore indirectly forcing students to take classes that they are not as interested in just to satisfy their r/e continuing education requirements. i'd like a lot more classes to be available including r/e software classes, etc.

I would like a wider variety of classes to be available every semester so that I would not have to enroll at other colleges to complete the courses I need.

not enuf real estate programs to complete broker lincense

I believe we can learn most when the class sessions are information packed and the time is used very effectively. Not too much down time or leaving early.

MY INSTRUCTORS ARE GREAT. I AM VERY PLEASED TO LEARN FROM THEIR

General Satisfaction Comments

Real Estate Students 2006

Question: General Satisfaction: If you answered "Somewhat dissatisfied" or "Very dissatisfied" to any of the above items, please explain your concerns.

REAL EXPERIENCE IN THE MARKET PLACE.

I wish you allow/encourage a more formal networking opportunity in classes. That's the business is about. Chatting with everyone during breaks and expect to get to know everybody is just impossible.

Instruction is excellent, instructors know information very well.

GREAT COURSES

General disrepair of the classroom.

Demographics: Count/Percent

Real Estate Students 2006

	Count	Percent
Age	Respondents: 83	
18-30	24	28.92 %
31-45	32	38.55 %
46-60	25	30.12 %
61 or older	2	2.41 %
Total Responses	83	100 %
Gender	Respondents: 82	
Male	38	46.34 %
Female	44	53.66 %
Total Responses	82	100 %
Ethnicity	Respondents: 82	
American Indian/Native Alaskan	1	1.22 %
White	16	19.51 %
Black	1	1.22 %
Hispanic	10	12.20 %
Vietnamese	21	25.61 %
Other Asian	27	32.93 %
Decline to State	4	4.88 %
Other	2	2.44 %
Total Responses	82	100 %
Primary Language	Respondents: 83	
English	57	68.67 %
Spanish	2	2.41 %
Vietnamese	13	15.66 %
Other	11	13.25 %
Total Responses	83	100 %
Are you active duty military?	Respondents: 83	
Yes	1	1.20 %
No	82	98.80 %
Total Responses	83	100 %

Demographics: Count/Percent

Real Estate Students 2006

	Count	Percent
What is your current employment status?	Respondents: 85	
Not working	19	22.35 %
Working as a volunteer (non-paid position)	1	1.18 %
Working 20 hours or less per week	5	5.88 %
Working between 21-30 hours per week	9	10.59 %
Working full-time	51	60.00 %

Total Responses 85 100 %

What is your highest level of education?	Respondents: 85	
Less than high school completion	2	2.35 %
High school diploma	24	28.24 %
Associate in Arts degree	22	25.88 %
Bachelor's degree	24	28.24 %
Master's degree	11	12.94 %
Doctorate	2	2.35 %

Total Responses 85 100 %

Are you currently enrolled at another college in addition to your Coastline classes? (Mark all that apply.)	Respondents: 72	
Golden West College	9	12.50 %
Irvine Valley College	1	1.39 %
Orange Coast College	13	18.06 %
Santa Ana College	1	1.39 %
Santiago Canyon College	1	1.39 %
Other community college	3	4.17 %
A four-year college or university	2	2.78 %
No: Enrolled only at Coastline	51	70.83 %

Total Responses 81 100 %

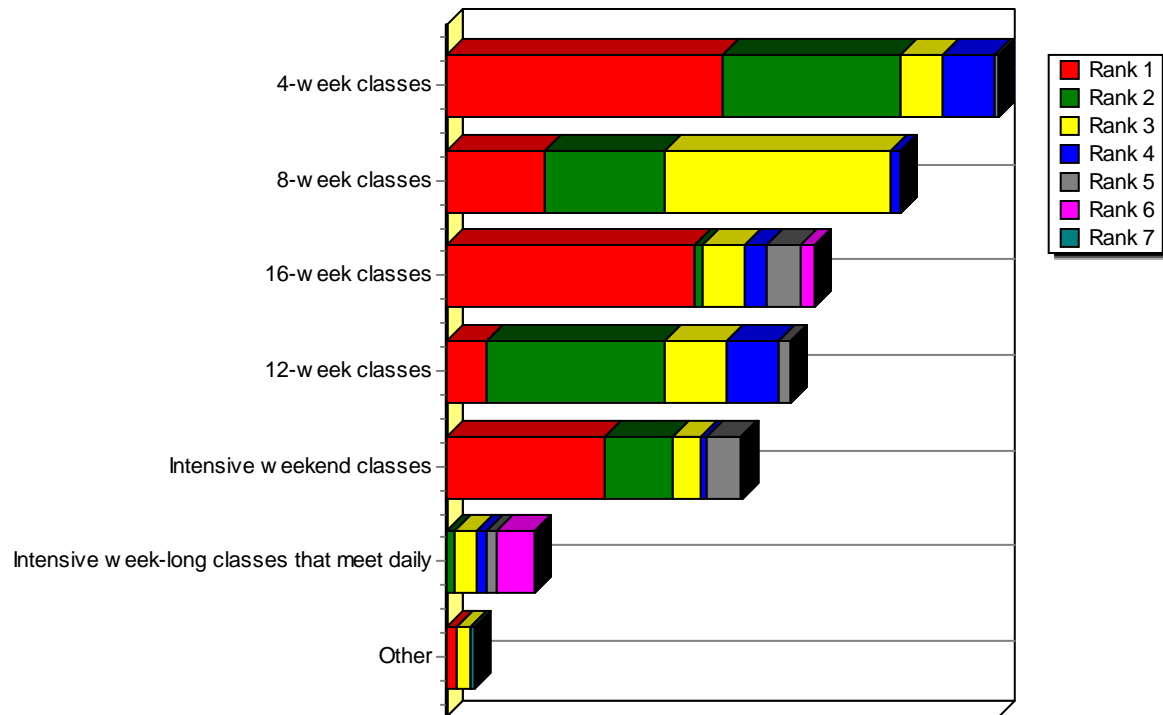
Have you ever dropped out of a Coastline real estate, banking, or escrow class before finishing the course?	Respondents: 62	
Yes	6	9.68 %
No	53	85.48 %
Don't recall	3	4.84 %

Total Responses 62 100 %

Scheduling Preferences: Ranking Responses

Real Estate Students 2006

Please rank the following scheduling formats for real estate, banking, or escrow classes with "1" representing the format you most prefer, "2" representing your second choice, "3" your third choice, etc. Use each ranking number



Listing of "other" Responses by Question

Real Estate Students 2006

Question: At which location does your current real estate, banking, or escrow class(es) meet?
(Mark all that apply.)

Orange Coast

Question: Why are you taking a course in the Real Estate Program? (Mark all that apply.)

Career change
carrer advancements
success in RE business
broker prep
for re broker
job development
TO GET BROKERS LICENSE
to pprepare for broker exam
activity with spouse
To understand realstate better.

Question: Which best describes your occupational goal?

Student
RE Underwriter
quality control
to make \$\$\$
pproperty management
property management

Question: Please rank the following scheduling formats for real estate, banking, or escrow classes with "1" representing the format you most prefer, "2" representing your second choice, "3" your third choice, etc. Use each ranking number only once.

online
other intensive classes

Question: Ethnicity

european :)

Question: Primary Language

Korean
chinese
Chinese
tagalog
Chinese
ENGLISH
GUJARATI
Chinise

Other Comments

Real Estate Students 2006

Question: You indicated that you have dropped out of a real estate, banking, or escrow class before completing the course. What is the primary reason you dropped the course?

Instructor [name removed]

Rigorous schedule and family member passing.

It was one of those intensive 4-weekend classes such as Loan Processing, Loan Underwriting, and Mortgage Brokering and Lending.

Personal

Work schedule conflict. enddata

Busy

Question: Is there anything the instructor or college could have done to encourage you or that would have enabled you to successfully complete the course?

I encourage the college to look for another instructor for [course title removed]. One who possesses a professional demeanor and is readily available to meet with students.

No.

It would be better if it's spread out more giving me time to read the book.

No

Other Comments

Real Estate Students 2006

Question: In your own words, please tell us what you most want to learn or accomplish from taking real estate, banking, or escrow courses at Coastline?

To take and pass the CA Real Estate exam.

Originally, my goal was to get my sales license. After doing this, I am now interested in learning more about the different areas of real estate to determine which area interests me the most.

Mortgage Loan Processing

In order to receive an in depth knowledge about the mortgage industry and the different functions that processing, underwriting, escrow, appraisal, etc. has on the industry itself. To be able to obtain a job in the mortgage industry based on the classes that I have taken.

Knowledge and understanding of the Courses.

I would like to have enough training to be able to help my client's best interest while making lots of \$\$\$

Overall knowledge and personal experience

I WOULD LIKE TO LEARN EVERYTHING ABOUT REAL ESTATE & FINANCE TO PREPARE A BROKER LICENSE WHEN I LEAVE MY CURRENT JOB OR EARN EXTRA INCOME IN REAL STATE.

Learn new things

more real life

I really want to understand the concepts of the loan industry. I want to be very good loan officer and have a lot to offer to my employer and customers. Basically I want to know what I'm doing.

to better understand the field of work.

Focusing on the latest updated information to avoid frustration and/or lost time for redoing your developed skills.

real estate finance

Be better informed to take care of clients diligently and responsibly.

a better understanding of real estate in order to be more competent in the field. too many licensed real estate agents know very little. real estate agents need to be more educated and schooled in all kind of areas of real estate, not just limited to filling out the purchase

Other Comments

Real Estate Students 2006

Question: In your own words, please tell us what you most want to learn or accomplish from taking real estate, banking, or escrow courses at Coastline?

or listing agreement.

I intend to complete the courses required to take the broker exam

to satisfied the carrer

To learn what I need to know for the work I am doing. To prepare for getting RE broker's license.

taking class for personal knowledge only

Working towards Broker's license

A btter understanding of real estate law.

broker lincese

Real Estate

I wish that Coastline would offer the second course for Apprasial class.

TO GAIN MORE KNOWLEDGE

different ways on how to develop & maintain clientele

To many things to name learned.

Practical hands-on knowledge that apply to the real-world experience.

course credit for dre

In taking these courses, I hope to make myself a more inquisitive and progressive real estate professional...one that will not end up on the DRE's Real estate bulletin with a suspended license.

I want to learn all aspects of the real estate business to help me understand the industry for my own personal knowledge.

I want to be prepared to enter the field of real estate and to ready myself for the broker exam.I want more knowledge in areas of finance and accounting as they pertain to real estate.

I want to open my own business.

Practical knowledge that can help me get up to speed in the business immediately.

Other Comments

Real Estate Students 2006

Question: In your own words, please tell us what you most want to learn or accomplish from taking real estate, banking, or escrow courses at Coastline?

To get RE Broker license

Personal knowledge

Give creditability to my property management experience

pass the exam

be successfull in the career

To be a bettler Realto.

To go toward the real estate/mortgage field as employment

TO RECEIVED MY REAL ESTATE LICENSE AND BE KNOWLEDGEABLE
ESPECIALLY WHEN BUYING OR SELLING PROPERTIES.

I want to learn and prepare for real life practice as a real estate agent.enddata

I want a review classs in principal to obtain my sale license

not yet

all the contract

just want to know a little about real estate

general knowledge only -- may be able to save money on our next real estate transaction.

what area of real estate has the most potential challenging earning potential

mainly want to better understand the laws of real estate

i would like to get my brokers cert.

Learn real estate to be able to past the state exam

To be able to sell real estate part-time if possible, or to buy investment property outside California if opportunity allows.

just want to know the basics of the real estate world. enough to pass the state board exam

gain knowledge of real estate for property management job.

Other Comments

Real Estate Students 2006

Question: In your own words, please tell us what you most want to learn or accomplish from taking real estate, banking, or escrow courses at Coastline?

to get into the field, and have a better understanding what's going on in the real world

Other Comments

Real Estate Students 2006

Question: Are there other real estate, banking, or escrow courses that you would like Coastline to offer?

real estate investing

N/A

An in depth course on calculating income and tax returns. There aren't any classes in any of the community colleges that I know of thus far that provides such classes as a supplement to RE loan processing and RE loan underwriting. Calculating income and tax returns are one of the most important and difficult tasks needed for these fields, however, it is not easily learned unless you have the work experience.

Hand on experience on a job

All real estate classes not listed.

Yes, networking courses. Building courses. Advance commercial

I WOULD LIKE COURSES THAT WOULD TAKE STUDENTS ON A REAL R.E. SALES OR OPEN HOUSES & LOAN PREPARING.

Hand on Experience on Job

I do not know

Not that I can think of at this time.

not that i can think of.

I'm getting my feet wet, so I wouldn't know.

real estate appraisal

Semester class - Loan Processing

yes, a R/E software class, a RE finance class that isn't cancelled due to low enrollment.

I would like coastline offer notary public.

Escrow courses

I would like to see required courses offered on evenings other than Wednesdays. It seems that most courses in which I am interested are scheduled for Wednesdays.

n/a

Economics in Real Estateenddata

Other Comments

Real Estate Students 2006

Question: Are there other real estate, banking, or escrow courses that you would like Coastline to offer?

no.

no

PRACTICAL SESSIONS OF REAL LIFE EXAMPLES THROUGH GROUP PROJECTS

right now no

Legal Real Estate, Escrow in accelerated format friday night sat all day x 4 wks.

Any courses that incorporate real-life experience on the job.

appraisalenddata

yes, Escrow please.

Finance, accounting, appraisal.enddata

Appraisalenddata

Escrowenddata

Business law

Loan processing/underwritint for your own home and personal R.E. holdings.

no

no idea

Escrow

Mortgage Banking

RE Continuing Education coursesenddata

Escrow

REAL ESTATE LAW

I want finance class for weekend or 8 wks class

n/a

real estate law

don't know yetenddata

Other Comments

Real Estate Students 2006

Question: Are there other real estate, banking, or escrow courses that you would like Coastline to offer?

no

banking

no

na

8 wks loan classesenddata

I would like to consider the appraisal class.

noenddata

Yes, CPM Course next jan.

N/A

Other Comments

Real Estate Students 2006

Question: Do you have any comments or suggestions for improving the Real Estate Program at Coastline?

Please consider building a facility in the Costa Mesa area to attract more students to your college.

4 week weekend only course was difficult b/c of the lack of time to study outside of class. I work 10-12 hrs per day on weekdays and found it difficult to find anytime to study. The only free time I really had was on Sunday, but going by the 3/1 rule (3hrs of study time for every 1 hour of class time), I would have to find 36 hours of study time some where in my week to match the 12hrs of classroom time. It would be most helpful if it was changed to a 5 week weekend course w/the 3rd or 4th week having no class so students can study or catch up on reading.

A genuine reputed text book to begin with OR at least a well-organized, clear and comprehensible, discreet with emphasis and up-dated concised material.enddata

I would like to see the RE Loan Processing, Finance, and Underwriting class on a 16 or 8 week class. There is just too much information to only be on a 4 week class schedule. Also, it would be helpful for these classes have be pre-requisites of each other so there isn't too much repitition for the students that have taken RE loan processing already and has decided to move on to RE underwriting or RE finance. As it is, RE loan processing should come before RE underwriting anyway. This way more material can be covered without having to go over the old material and spending 2 weeks out of a 4 week class doing the same thing for new students who have not taken the other classes.

no

Yes, offer 16 week classes

I love Buzz Chambers hes worth every penny i have spent.

MY INSTRUCTORS ARE VERY EXPERIENCED & I HAVE LEARNED A LOT FROM HIM. NOT JUST FROM THE TEXT BOOKS.

no

It is a wonderful class, learn a lot from experience instructor

Please offer longer courses at Coastline in Costa Mesa!

no, they are doing a great job, and have never stoped to take time after class to help. i am very greatfull to buzz chambers and patty martinez for all your help.

Longer break and lunch time. Just kidding.

Other Comments

Real Estate Students 2006

Question: Do you have any comments or suggestions for improving the Real Estate Program at Coastline?

i wish these classes will be opened at Garden Grove Center

Computers available for loan processing.

YES, no more enrollment requirements. too many interesting classes are cancelled. classes should at least be offered online if not enough people will enroll in the campus classes.

n/a

no

More online courses or variety of hours.

n/a

no.

I have no ideas

MORE REAL LIFE EXAMPLES OF SCENARIOS TO BETTER UNDERSTAND THE INDUSTRY

weekday class times, fri & sats are bit difficult sometimes!

i think a lot of ppl may be more avail if they can have class like mon & wedetc.

more variety of courses offered.

Advise instructors to utilize class time as much as possible.

More aggressive daily lesson plan that requires everyone to challenge themselves to do all the reading, come prepared to class and come prepared to have our understanding tested more often.

This class i am taking is very informative and i learn so much from mr. Buzz Chambers.

None

Perform an actual loan/refin app for yourself

have more availability of classes

no

Other Comments

Real Estate Students 2006

Question: Do you have any comments or suggestions for improving the Real Estate Program at Coastline?

no

I think Mr. Buz is a good and funny Teacher.

Instructor to Check all computer before class begin so all computers are function correctly.

MORE VIDEO AND ON JOB TRAINING

no

n/a

more class

Get instructors that are enthusiastic about being in the real estate profession, instead of instructors that don't want us to be in the profession, or are jaded about the profession themselves.

couldn't get overhead projector to work one time

better audio visual

no

na

I don't see any needs.

None

No



Program Review 2006-07 Validation Report

Real Estate Program

1. Has the program adequately responded to the elements identified in the outline for instructional or student services programs (see appropriate checklist)?

Yes No

If no, note which topics were either omitted or not addressed clearly or substantially enough:

2. List the most important things (issues, trends, concerns, etc.) that are apparent from this report:

- A. The cyclical impact of the real estate market on enrollments, both of which are currently in decline
- B. The need for an active and strong Advisory Committee
- C. The need to develop online courses to meet student needs and remain competitive with the many public and private schools that provide real estate training
- D. The need for instructional technology training for faculty (e.g., smart podiums, development and delivery of online classes)
- E. The need to recruit and prepare new faculty to replace faculty now nearing retirement
- F. The need for marketing and outreach
- G. Changing licensure requirements the program will need to address (e.g., A.A. degree requirement for appraisal)

3. Does the data substantiate the conclusions and recommendations made?

Yes No

If no, note the areas and manner in which data does not match conclusions or recommendations?

- A. The poor survey response rate by faculty (4 out of 10 faculty members) limited the data available for decision-making, particularly since the program does not have an active Advisory Committee.

4. List any realistic suggestions the Steering Committee may have for the program based on information in the self-study.

- A. Set specific deadlines or benchmarks for each of the five-year goals.
- B. Make establishment of a professional advisory committee a top priority in order to bring the program into compliance with vocational education guidelines; hold first meeting in Fall 2007.
- C. Investigate methods for identifying and notifying students of their progress towards fulfilling certificate requirements in order to encourage completion of certificate programs.
- D. Pursue online course development as proposed in the report, by identifying a lead faculty member with responsibility for assuring compliance with Department of Real Estate requirements and for arranging for faculty training for online course development along with stipends for the faculty, all of whom are part-time.
- E. Consult with the Dean of Planning and Development regarding potential grant opportunities to fund purchase of mobile computer lab (that could be shared with other disciplines) as well as online course/program development.

- F. In addition to pursuing placement services with One-Stop, coordinate with the One-Stop Centers on marketing and to encourage non-working students to participate in the Workforce Initiative Act (WIA) Program.
5. List program accomplishments and aspects for which the program should be commended.
- A. Lead faculty member Buzz Chambers is to be commended for his dedication to the program and preparation of a very complete Program Review report.
 - B. Congratulations on the work done in 2006 to revise all of the certificates and curriculum in keeping with licensure requirements and to identify expected student learning outcomes.
 - C. The uniqueness of what the program is providing in Loan Processing and Loan Underwriting and the provision of hands-on computer/software training is to be commended.
 - D. Faculty, many of whom have been with the program for more than 20 years, are to be commended for their commitment to the program, for their work in responding to the needs of an increasingly diverse student population, and for the overall high level of student satisfaction the program has achieved.

Prepared by the Program Review Steering Committee, May 2007