FOOTHILL COLLEGE   REAL ESTATE
Program Planning and Review
(650) 949-7240 | http://www.foothill.edu/staff/irs/

Table of Contents

I. Department/Program Mission

1. State the department name and everyone who participated in creating the comprehensive program plan.	Real Estate; John Mummert
2. State the program's mission. If you don't have one, create one.	The Real Estate program offers students opportunities to study the various aspects of the real estate profession while obtaining a Real Estate degree, with a strong emphasis on obtaining certificates and license needed to practice the various specialties within Real Estate.
3. Explain how the program/department mission is aligned with the college mission?	The real estate program provides students with courses that serve both transfer and workforce preparation functions. Students learn the various aspects of real estate from professors who practice the trade. Students may obtain certificates that lead to state required certificates and license in real estate. The program also allows students to pursuing non-real estate degrees to broaden their perspective. Through the real estate program, students will gain knowledge needed top be real estate professionals, and will therefore be better prepared to work in a variety of areas. Students can graduate with an AA degree in the major.

II. Department and Program Description & Data

1. What are your hours of operation?	Our offices open at: Office hours vary by instructor; division is open at 7:30am Closed for Lunch: No ☒ or Yes ☐ If yes, when: Our offices closed at: 4:30pm			
2. What types of classes do you offer, at what locations, and at what times?	Times offered: ☐ Morning (6AM-12PM) ☐ Afternoon (12PM-4PM) ☒ Evening (4PM-10PM)	Locations offered: ☐ FH Main Campus ☒ Middlefield ☐ Off campus	Types Offered: ☒ In Person ☐ Hybrid ☐ Distance	Status Offered: ☒ Credit ☐ Non-credit

3. List current positions and descriptions for all personnel in your area on the chart below (include position titles only, not individual names).

Faculty Positions by Discipline	Full-time Headcount	Part-time Headcount	Brief Description of duties
Position Title	0	0	
Position Title Full time faculty –	0	0	
Position Title Part time faculty	0	6	Teaches Real Estate Courses
Position Title	0		
Management and Classified Positions	**Full-time Headcount**	**Part-time Headcount**	**Brief Description of duties**
Position Title Division Dean	1	0	Works with faculty to ensure curriculum, certifies substitutions, updates curriculum sheets, major requirements are completed.
Position Title Division Administrative assistant	1	0	Provides admin support to issue certificates
Position Title	0	0	
Position Title	0	0	
Student Worker Positions	**Hours per Week**	**Months per Year**	**Brief Description of duties**

Position Title	0.00	0	
Position Title	0.00	0	
Position Title	0.00	0	

4. Given the data, describe the trends in enrollment, FTES, and Average Class size. What are the implications for your department?	Enrollment, FTES, and Average class size have fluctuated a great deal due to the changing economy. In both 2008-2009 and 2009-2010 Real Estate courses will not be offered in Winter and Summer in order to increase the enrollment in classes during Fall and Spring.
5. Student Achievement: Given the data, describe the trends in overall success rates, retention rates, and degrees and certificates awarded. What are the implications for your department?	In looking at the retention and withdrawal data, a couple things stand out. There were less than 200 students enrolled in 2008-09 making the data less reliable in terms of seeing trends. Nevertheless both retention and success rates have increased in the past three years. The number of degrees and certificates is low due most likely to the lack of sufficient course offerings.
6. Student Equity: Given the data, describe the trends with respect to underrepresented students. How will your program address the needs/challenges indicated by the data?	There were less than 200 students enrolled in 2008-09 making the data less reliable in terms of seeing trends. For example, in 2008-09 five students of multiple ethnicities enrolled and one of them withdrew making the success rate 80% for that ethnicity. Nevertheless none of the ethnicities had a success rate less than 80%, so the program does not see a need to address student equity in terms of how faculty deliver material or manage their classes.
7. Given the data, discuss how the FTEF trends and FTEF/FTES ratio will impact your program. Include any need for increasing or reducing your program faculty. What are the implications for your department?	The program faculty for Real Estate is quite small, comprised of only six part-time faculty. The current FTES trend is too small to provide justification to request a fulltime faculty position in Real Estate.
8. Given the data for distance learning, describe the trends related to success, retention, and student satisfaction. Discuss solutions to ensure that rates match or exceed those of comparable traditional format courses.	There are no current faculty who teach online. The online classes delivered online in 2006-07 and prior to that were successful classes. Currently, no RE faculty are willing to teach online without more assurance their work in preparing an online course will be compensated by the class being offered every quarter. The program could use online courses as a means to increase FTES.

9. Optional: Provide any additional data relevant to your program. (Indicate the source of the data).	
10. Are you seeing trends that are not reflected in the data cited above? If yes, please explain.	

Summary of Planning Goals & Action Plans				
11. Identify 3-6 operational goals and link them to one or more college strategic initiatives or to your operations.				
Department Operational Goals	**College Strategic Initiatives**			
Identify 3-6 operational goals	Building a Community of Scholars	Putting Access into Action	Promoting a Collaborative Decision-making Environment	Operations Planning
Complete assessment and reflection of SLOs using part-time Real Estate faculty.	☒	☐	☒	☐
Update and rewrite outdated curriculum for the Real Estate Appraisal courses.	☒	☒	☐	☐
Expand course offerings to include greater variety of courses	☐	☒	☒	☐
Improve teaching skills of part-time faculty through professional development.	☒	☒	☒	☒
Create a formal Advisory Board	☒	☐	☒	☐
Publish a Real Estate Brochure	☐	☒	☐	☒

12. What is your plan for accomplishing your goals?		
Department Operational Goals	**Activities**	
Complete assessment and reflection of SLOs using part-time Real Estate faculty.	Continue the work of assessing and reflecting on the course SLOs. As a minimum, this will require pay for part-time faculty to input the work into CMS	
Update and rewrite outdated curriculum for the Real Estate Appraisal courses.	The Appraisal courses (RE 56A and 56B) have been inactivated because the state changed the requirements for Real Estate Appraisal licensing, thus making the courses obsolete. The update is needed in order to strengthen academic teaching to be current or exceed industry standards. Updated curriculum will be designed to better prepare students for their California real estate licensing exams.	

Expand course offerings to include greater variety of courses	Return to the schedule of offering at least 4 or more sections of RE classes each quarter. Collaborate with faculty in other disciplines, such as business to determine course that could serve students needs better.	
Improve teaching skills of part-time faculty through professional development.	Dialogue with faculty about teaching issues they have. Provide professional development opportunities to address teaching issues.	
Create a formal Advisory Board	Hold annual advisory board meetings to discuss the program and its effectiveness.	
Publish a Real Estate Brochure	Create and publish a Real Estate Brochure. This should be done after the curriculum has been updated.	

13. Are additional resources needed to accomplish your department operational goals? If yes, identify the resource, as well as the purpose and rationale for each resource.

Identified Resource	Purpose	If requesting funding, provide a rationale of how each request **supports one or more college strategic initiative and/or supports student learning.**
$5000 nonteaching Pay for a Part-time Faculty member to improve the Real Estate Curriculum NOTE: $1000 of this was funded by Perkins	Funds are requested to pay a part-time faculty member and licensed Appraiser for non-teaching curriculum work to update the course outlines for RE 56A and RE 56B (Appraisal courses) using the latest California State Appraiser Licensing requirements information. The two courses are currently inactivated due to old content in the course outline of records. The CA state requirements for Real Estate Appraiser changed in the past two years. This new information needs to be incorporated into the course outlines for RE 56A and 56B. In addition to updating the course outlines, the course student learning outcomes will be written.	Current and accurate curriculum is essential for the RE program to build **a community of scholars.** The use of a part-time faculty (working with the dean and fulltime faculty) would both contribute to the **community of scholars** and promote a **collaborative decision making environment** in the program. Using a licensed Appraiser would help us **put access into action** by allowing the program to benefit student learning by ensuring up-to-date industry practices and trends are incorporated in the curriculum.

$2500 nonteaching pay to have the SLO assessment cycle completed for all courses	Hire faculty to do the necessary SLO work required to complete the SLO assessment cycle. This was begun by two part-time faculty in the Spring of 2009.	SLOs are key part of having current and accurate curriculum. This is essential for the RE program to build **a community of scholars.** The use of a part-time faculty (working with the dean and fulltime faculty) would both contribute to the **community of scholars** and promote a **collaborative decision making environment** in the program.
$200	Hold annual advisory board meetings. Provide lunch to advisory board members	An annual advisory board meeting is vital to maintain program currency and to communicate the presence of our program within the Real Estate professional community. This meets the strategic goal of **operations planning** by providing an opportunity to annually review and update program curriculum. By engaging Real Estate professionals in the curriculum development process, this advisory board meeting will promote **a collaborative decision making environment.** An advisory board also **builds a community of scholars** by bringing a group of Real Estate professionals together to evaluate the program curriculum and discuss job opportunities for program graduates.
$2500	Create and publish a Real Estate Brochure. This should be done after the curriculum has been updated	A brochure would improve the outreach of the program. This would help us **put access into action** by being available to more students.

III. Curriculum	
Curriculum Overview	
1. How does your curriculum address the needs of diverse learners?	Real Estate courses are normally offered face-to-face sections in the evening. Courses allow for a variety of different types of assessment depending on the specific topic. However, the lack of online and hybrid classes means that some needs of potential students are not met.
2. How does your curriculum respond to changing community, student, and employer needs?	Because of a lack of a fulltime faculty member, the Real Estate curriculum has not always kept pace with the changes needed for the students. The current deficiency of the Appraisal courses is a good example of that. Individual faculty members work hard to provide updated course materials and assessments that give students critical thinking and analytical skills that relate to the discipline of Real Estate.
3. How does your curriculum support the needs of other certificates or majors?	RE classes provide potential support courses for business and economics.
4. Do your courses for the major align with transfer institutions?	RE courses are CSU transferable.
5. Do your courses have appropriate and necessary prerequisites? Identify any challenges and plans to address the challenges.	No identified issues.
6. Review the attached curriculum report for currency. What is your plan to address the deficiencies? (Consider: Title V, course deactivation, updated prerequisites, cross-listed courses, measuring student learning outcomes, curriculum sheets, certificates and degrees).	Title 5 updates must be done on most courses. The lack of fulltime faculty member results in delay in performing both SLO assessment cycles and Title V updates. Funds to improve the most deficient courses are part of this program review.
7. Does your program offer distance education courses?	No.
8. If you offer distance education courses, list one or two short examples of how your distance education courses provide for effective interaction between students and faculty.	NA
9. If you offer distance education courses, list one or two short examples of how your distance education courses provide for effective interaction among students.	NA
College Skills (Pre-collegiate) Overview (Data Available Fall 2009-filling out this section is optional)	

10. What college skills should a student have before entering your program?	
11. Given the data, comment on the effectiveness of the assessment and placement of college skills students into your program. (For MATH, ENGL and ESL only).	
12. In what ways are you addressing the needs of the college skills students in your program?	
13. How are faculty in your program collaborating with other disciplines and services to meet the needs of college skills students?	
Program Mapping	
14. If applicable, identify any sequence of courses that are part of your program. List in the order that they should be taken by students.	For any professional licensing and certificates RE 50 must be completed.
15. For your courses that are part of a sequence – are the student learning outcomes well aligned with the next course in the sequence? Please work with the college researcher to answer this question - once your sequence of courses is identified.	This SLO work is delayed due to the lack of a fulltime faculty member.
16. If applicable, describe any capstone course, signature assignment (project, service learning, portfolio), or exam that demonstrates knowledge, skills, and abilities, indicating successful program completion?	NA
Course Scheduling & Consistency	
17. Given available data, describe the trends in the scheduling of morning, afternoon, and evening classes, as well as Friday, Weekend, and distance education classes. Comment on the feasibility of offering classes at non-standard times.	RE courses do well in the evenings because most students are employed and cannot take morning or afternoon classes. Several years ago we tried Friday all day classes with minimal success. The demand for RE classes has diminished greatly due to the economy making the offering of classes at non-standard times very risky. Another issue to is the lack of licensed appraisers to teach classes. Distant education sections were offered years ago and are limited by the lack of faculty trained in ETUDES and willing to invest the time to learn ETUDES and properly teach in the online environment without a promise of more assignments online.

18. Are required courses scheduled in appropriate sequence to permit students to complete the program in the prescribed length of time? If yes, describe the rationale upon which the sequence is based. If no, what is the plan to change the scheduling pattern? What are the barriers that prohibit implementation of the changes? Explain.	The RE course schedule is constrained by fluctuating student demand. RE 50 and 51 are the fundamental courses and are offered each quarter that RE classes are offered. The other more specialized classes are scheduled once a year. Lack of RE 56A means that students must get some core courses at other colleges and petition those courses to get a AA from Foothill.	
19. How does the department determine that classes are taught consistently with the course outline of record?	Administrative evaluations of the part-time faculty help ensure that the course outline of record is being followed. Occasional faculty dialogues allow the faculty to point out any possible issues they hear from students in subsequent classes (if a topic was missed in a class).	
Summary of Planning Goals and Action Plans		
20. What are your goals with respect to curriculum and how will those goals be measured?	The primary curriculum goals of the RE program are to rewrite the Appraisal courses, improve all course outlines of record, and the complete the SLO assessment cycle.	
21. Are additional resources needed to accomplish your curriculum goals? If yes, identify the resource, as well as the purpose and rationale for each resource.		
Identified Resource	Purpose	If requesting funding, provide a rationale for how each request **supports one or more college strategic initiative and/or supports student learning.**

$5000 nonteaching Pay for a Part-time Faculty member to improve the Real Estate Curriculum NOTE: $1000 of this was funded by Perkins	Funds are requested to pay a part-time faculty member and licensed Appraiser for non-teaching curriculum work to update the course outlines for RE 56A and RE 56B (Appraisal courses) using the latest California State Appraiser Licensing requirements information. The two courses are currently inactivated due to old content in the course outline of records. The CA state requirements for Real Estate Appraiser changed in the past two years. This new information needs to be incorporated into the course outlines for RE 56A and 56B. In addition to updating the course outlines, the course student learning outcomes will be written.	Current and accurate curriculum is essential for the RE program to build **a community of scholars.** The use of a part-time faculty (working with the dean and fulltime faculty) would both contribute to the **community of scholars** and promote a **collaborative decision making environment** in the program. Using a licensed Appraiser would help us **put access into action** by allowing the program to benefit student learning by ensuring up-to-date industry practices and trends are incorporated in the curriculum.	
$2500 nonteaching pay to have the SLO assessment cycle completed for all courses	Hire faculty to do the necessary SLO work required to complete the SLO assessment cycle. This was begun by two part-time faculty in the Spring of 2009.	SLOs are key part of having current and accurate curriculum. This is essential for the RE program to build **a community of scholars.** The use of a part-time faculty (working with the dean and fulltime faculty) would both contribute to the **community of scholars** and promote a **collaborative decision making environment** in the program.	

IV. Student Learning Outcomes	
Student Learning Outcome Assessment	

1. **Be sure and complete your student learning outcomes assessment for each course online through the C3MS system. When the program review form is online, the resources that you tie to your student learning outcomes will be included here on this form.**

2. Are additional resources needed to accomplish your student learning outcome goals that were not included in C3MS report? If yes, identify the resource, as well as the purpose and rationale for each resource.

Identified Resource	Purpose	If requesting funding, provide a rationale for how each request **supports one or more college strategic initiative and/or supports student learning.**
$2500 nonteaching pay to have the SLO assessment cycle completed for all courses	Hire faculty to do the necessary SLO work required to complete the SLO assessment cycle. This was begun by two part-time faculty in the Spring of 2009.	SLOs are key part of having current and accurate curriculum. This is essential for the RE program to build **a community of scholars.** The use of a part-time faculty (working with the dean and fulltime faculty) would both contribute to the **community of scholars** and promote a **collaborative decision making environment** in the program.

V. Departmental Engagement		
1. What standing committees, if any, does your department maintain? What are the committee charges and membership?	None	
2. What interdepartmental collaboration beyond college skills has your department been involved in during the past 4 years?	The part-time faculty participate in part-time faculty events.	
3. What has your department done since its last program review to establish connections with schools, institutions, organizations, businesses, and corporations in the community?	None	
4. In what ways if any, are you or have you worked with area high schools to align curriculum from the high school to your course?	None	
5. In what ways if any, are you working with CSU's, UC's, private, or out-of-state institutions to align courses and develop articulation agreements?	None	
Summary of Planning Goals and Action Plans		
6. What are your goals with respect to departmental engagement and how will those goals be measured?	Without a fulltime faculty member departmental engagement is very difficult for the RE program.	
7. Are additional resources needed to accomplish departmental engagement goals? If yes, identify the resource, as well as the purpose and rationale for each resource.		
Identified Resource	Purpose	If requesting funding, provide a rationale for how each request **supports one or more college strategic initiative and/or supports student learning.**
$200	Hold annual advisory board meetings. Provide lunch to advisory board members	An annual advisory board meeting is vital to maintain program currency and to communicate the presence of our program within the Real Estate professional community. This meets the strategic goal of **operations planning** by providing an opportunity to annually review and update program curriculum. By engaging Real Estate professionals in the curriculum development process, this advisory board meeting will promote **a collaborative decision making environment.** An advisory

		board also **builds a community of scholars** by bringing a group of Real Estate professionals together to evaluate the program curriculum and discuss job opportunities for program graduates.
$2500	Create and publish a Real Estate Brochure. This should be done after the curriculum has been updated	A brochure would improve the outreach of the program. This would help us **put access into action** by being available to more students.

VI. Professional Development	
1. List a sampling of professional development activities that faculty and staff have engaged in during the last two years.	Adjunct faculty are professionals in the field of Real Estate and must maintain their licenses and certification. They are constantly doing professional development in the area of Real Estate. The deficiency for the Real Estate faculty is the lack of teaching and pedagogy professional development.
2. What opportunities does your department take to share professional development experiences with colleagues?	Occasional faculty dialogues allow for professional development exchanges between RE faculty.
3. In what ways have faculty shared, discussed, and used professional development activities to improve program effectiveness?	Faculty have discussed ideas to improve program effectiveness, but without a fulltime faculty member to pull all ideas together or to call a meeting, most ideas do not get acted upon.
4. In what ways have staff shared, discussed, and used professional development activities to improve program effectiveness? What professional development needs do you have in the coming years?	NA
5. Are there unmet or upcoming professional development needs among faculty in this program? If yes, then please explain a proposed plan of action for addressing this need and any necessary resources.	As Real Estate professionals many of the faculty can use teaching and pedagogy professional development. The plan is for them to participate in division-wide or college wide professional development opportunities.
Summary of Planning Goals and Action Plans	
6. What are your goals with respect to professional development and how will those goals be measured?	Improved student learning measure through the SLO assessment cycle and student feedback.
7. Are additional resources needed to accomplish professional development goals? If yes, identify the resource, as well as the purpose and rationale for each resource.	

Identified Resource	Purpose	If requesting funding, provide a rationale for how each request **supports one or more college strategic initiative and/or supports student learning.**

VII. Support Services		
Support Services		
Consider the support services needed by your program when reflecting over the following questions		Comments or explanations of barriers and solutions.
1. Is there adequate clerical or administrative support for this program?	**Yes** | No	
2. Are there sufficient college and departmental computer labs available to support this program?	**Yes** | No	
3. Are the library and media resources provided by the college sufficient to support up-to-date program instruction?	**Yes** | No	
4. Are adequate services provided in compliance with program needs for meeting health and safety guidelines?	**Yes** | No	
5. Are the custodial services to this program in compliance with program needs for meeting health and safety guidelines?	**Yes** | No	
6. Are accommodations for students with disabilities adequate, including alternative media, testing, and tutorial?	**Yes** | No	
7. Are general tutorial services adequate?	**Yes** | No	
8. Are academic counseling and advising services available and/or adequate to support students enrolled in the program?	**Yes** | No	
9. Do students have access to and can they effectively use appropriate information resources?	**Yes** | No	All classes are at Middlefield campus, which provide excellent support to students.
10. Specifically related to distance learning, do you have appropriate faculty support services and/or effective training for faculty teaching online?	**Yes** | No	NA
Marketing & Outreach		
11. What impact do you feel the college catalog, class schedule, and online schedule of classes have on marketing your program? Does the marketing accurately reflect your program, requirements, and services available?		The impact of the Heights versus the online schedule is unknown (which do the students use more?). The Real Estate program needs a brochure.
12. What impact does the college or departmental website have on marketing your program?		Unknown
13. Is there any additional assistance from marketing that would benefit your program? If yes, explain.		Unknown

14. If you were to collaborate with the Outreach staff, what activities would be beneficial in reaching new students?	Greater visibility to the Real Estate program	
Programs, clubs, organizations, and special activities for students		
15. List the clubs that are designed specifically for students in this program. Describe their significant accomplishments.	NA	
16. List any awards, honors, scholarships, or other notable accomplishments of students in this program.	NA	
Summary of Planning Goals and Action Plans		
17. What are your goals with respect to support services and how will those goals be measured?	NA	
18. Are additional resources needed to accomplish your support services goals? If yes, identify the resource, as well as the purpose and rationale for each resource.		
Identified Resource	Purpose	If requesting funding, provide a rationale for how each request **supports one or more college strategic initiative and/or supports student learning.**
$2500	Create and publish a Real Estate Brochure. This should be done after the curriculum has been updated	A brochure would improve the outreach of the program. This would help us **put access into action** by being available to more students.

VIII. Career and Technical Education Programs		
Response to Labor Market Demand		
1. How does your program meet labor market demand? Cite specific examples and sources.	RE program provides classes that allow students to earn certificates that directly relate to requirements needed to obtain a Real Estate Broker's and Salesperson's license.	
2. Given the number of enrollments projected for the program and necessary to support the program, are there enough openings locally to permit placement of the expected number of graduates?	The volatility of the real estate market makes this projection difficult. Student self select whether they want to obtain a certificate or the AA degree. Many students return years later to complete the degree.	
3. Has the job market been: declining slowly? steady? growing slowly? growing rapidly? newly emerging?	Volatile	
4. What is the average starting salary a student can expect to make after completing a certificate or degree?	Over $11 per hour	
5. What is the projected average percentage of salary increase in 2 years? 4 years?	Unknown	
Response to Program Credibility/Viability		
6. If advanced degrees are typically needed for career advancement, will the courses required for this program transfer towards completion of the requirements for those degrees?	Yes	
7. If yes, are the courses in your program aligned and/or articulated with the four-year institutions.	No	
8. Will this preparation permit students to stay current in their field? Does the program teach basic principles and theory, as well as applications? Is it current? Is it of sufficient rigor to assure the capacity to continue to follow the literature and learn new techniques? Is it of sufficient generality to allow for later shifts in career?	Yes	
9. Does this preparation provide a significant secondary expertise to primary careers? If yes, explain the purpose of the training – is it designed primarily or in part to meet the needs of those already employed for upward mobility, entrepreneurship, or other career upgrade?	NA	

10. Describe any pre-collegiate or noncredit pathways that exist to direct students into the program?	NA
11. How does this program prepare students for competitive employment?	RE courses prepare students to obtain the necessary licenses to practice in the Real Estate profession.
Advisory Board	
12. List your advisory board members. The list of advisory board members should include their job titles as well as their affiliations, and an accompanying explanation should make clear that the professionals on this committee represent those within the industry who would hire graduates of a proposed CTE program.	Advisory board is an ad hoc group of adjunct faculty members and the dean (Charlie Krackeler, Roger Strom and John Mummert). Dr Sid Davidson was an active member prior to his death in July 2009. A new more formal Advisory Board is needed.
13. List the dates and number of members attending of your most recent advisory board meetings.	June 2009
14. What have been the major outcomes of your advisory board meetings? Of those outcomes, which have been acted upon, and what is your plan of action with regard to other outcomes discussed?	Determine need for the improvement of the curriculum and prioritize that the Appraisal course must be improved first.
Program Accreditation	
15. Is this program subject to approval by specialized state, regional, or national accrediting agencies?	No
16. What is the program's accreditation status?	NA
17. Indicate recommendations of the most recent accreditation evaluation of the program and corrective actions taken or planned. Most recent accreditation report and all additional pertinent documentation and explanations should be available on site for consultant review.	NA
18. Provide a brief analysis of student performance on licensure or board exams on first attempt.	Unknown
19. What indicators does your program use to determine success of our students after completion?	NA
20. Does your program survey employers for satisfaction of our students who have earned a degree/certificate? Provide brief analysis of employer satisfaction.	Adjunct faculty as current and practicing Real Estate professionals provide a check on the quality of our students. There are no known issues with the quality of Foothill Real Estate students.

21. Does the department's analysis of labor market demand, advisory board recommendations, and accreditation status (if applicable) reflect the data?	NA
22. Have any/all issues been identified in the program plan and are they adequately addressed with appropriate action plans? Explain.	Yes, all issues have been addressed in the action plans.

Summary of Planning Goals and Action Plans

23. What are your 4-year goals based on areas identified in the Career and Technical Education section of the program plan and how will those goals be measured?	Improve the Real Estate curriculum – specifically update the Appraisal courses.

24. Are additional resources needed to accomplish career and technical education goals? If yes, identify the resource, as well as the purpose and rationale for each resource.

Identified Resource	Purpose	If requesting funding, provide a rationale for how each request **supports one or more college strategic initiative and/or supports student learning.**
$5000 nonteaching Pay for a Part-time Faculty member to improve the Real Estate Curriculum NOTE: $1000 of this was funded by Perkins	Funds are requested to pay a part-time faculty member and licensed Appraiser for non-teaching curriculum work to update the course outlines for RE 56A and RE 56B (Appraisal courses) using the latest California State Appraiser Licensing requirements information. The two courses are currently inactivated due to old content in the course outline of records. The CA state requirements for Real Estate Appraiser changed in the past two years. This new information needs to be incorporated into the course outlines for RE 56A and 56B. In addition to updating the course outlines, the course student learning outcomes will be written.	Current and accurate curriculum is essential for the RE program to build **a community of scholars.** The use of a part-time faculty (working with the dean and fulltime faculty) would both contribute to the **community of scholars** and promote a **collaborative decision making environment** in the program. Using a licensed Appraiser would help us **put access into action** by allowing the program to benefit student learning by ensuring up-to-date industry practices and trends are incorporated in the curriculum.

$200	Hold annual advisory board meetings. Provide lunch to advisory board members	An annual advisory board meeting is vital to maintain program currency and to communicate the presence of our program within the Real Estate professional community.
		This meets the strategic goal of **operations planning** by providing an opportunity to annually review and update program curriculum. By engaging Real Estate professionals in the curriculum development process, this advisory board meeting will promote **a collaborative decision making environment.** An advisory board also **builds a community of scholars** by bringing a group of Real Estate professionals together to evaluate the program curriculum and discuss job opportunities for program graduates.

IX. Resource Planning: Personnel, Technology, Facilities, and Budget	
Faculty	
1. How does your PT/FT ratio impact the program?	Lack of full time faculty member dramatically hinders the Real States program in terms of curriculum currency, professional development and coordination (advisory board).
2. What staffing needs do you anticipate over the next four years. (Consider: retirements, PDL, reassigned time, turnover, growth or reduction of the program)	Need to pay part-time faculty to do the work that would normally be done by a fulltime faculty member. The updating of the Appraisal course needs a licensed appraiser. It is difficult to acquire license appraiser to work on the RE program due to pay rate and lack of available and qualified appraisers.
Classified Staff	
3. What staffing needs do you anticipate over the next four years. (Consider: retirements, PDL, reassigned time, turnover, growth or reduction of the program)	NA
Technology and Equipment	
4. Are the existing equipment and supplies adequate for meeting the needs of the instructional program?	Yes
5. Do you have adequate resources to support ADA needs in your physical and/or online courses and classrooms?	Yes
6. Is the technology used in your distance education courses appropriate to the nature and objectives of your courses? Please explain how it is appropriate or what changes are underway to make it appropriate. Explain.	NA
Technology & Equipment Definitions	
• **Non-instructional Equipment and Supplies:** includes equipment for "office use" that is non-instructional and that is not used in a lab or classroom – it includes non-programmatic equipment for individual instructors and staff, such as a desktop computer for office use. Desktop technology (computers, printers, scanners, faxes) and software requests are processed through your Dean or Director.	
• **Instructional Equipment and Supplies:** includes technology, software, and supplies used in courses or labs, including occupational program equipment. Instructional program equipment requests are prioritized by the department and then by the Dean or Director.	
• **Durable Equipment and Furniture:** includes non-instructional, non-technology equipment (chairs, tables, filing cabinets, vehicles, etc.) necessary to improve the operational functioning of the program/department.	

• **Note:** It is recommended that divisions perform and maintain an inventory of all their technology and equipment.	
Facilities	
7. Are your facilities accessible to students with disabilities?	**Yes**
8. List needs for upgrades for existing spaces	NA
9. List any new spaces that are needed	NA
10. Identify any long-term maintenance needs.	NA
11. Are available general use facilities, such as classrooms, laboratories, and faculty office/work space adequate to support the program? Please explain.	Yes
12. Are work orders, repairs, and support from district maintenance adequate and timely? Please explain.	Yes
Budget	
13. Are the A-budget and B-budget allocations sufficient to meet student needs in your department?	Yes
14. Describe areas where your budget may be inadequate to fulfill program goals and mission.	Need funding to pay part-time faculty to do the Curriculum and SLO work. Need funding to publish a brochure.
15. Are there ways to use existing funds differently within your department to meet changing needs?	No

Summary of Planning Goals and Action Plans		
16. What are your goals with respect to resource planning and how will those goals be measured?	NA	
17. Are additional resources needed to accomplish your resource planning goals? If yes, identify the resource, as well as the purpose and rationale for each resource.		
Identified Resource	Purpose	If requesting funding, provide a rationale for how each request **supports one or more college strategic initiative and/or supports student learning.**

X. Final Summary of Goals, Commitments to Action, and Resource Requests

1. Upon completion of this program plan, provide a comprehensive summary of your goals and action plans for the next 4 years.

Over the next four years, the RE program will continue to provide courses educating students on the Real Estate profession. The volatile market and economy will continue to have a dramatic impact on course offerings. Once the Appraisal courses are improved the program can expand current course offerings to better serve students and to potentially increase the number of students graduating with RE degrees or obtaining certificates. Professional development for all members of the RE faculty will continue to be a need. A new and more formal Advisory Board should be formed to meet at least once per year to dialogue about the program and students needs. The publication of a brochure will help counselors and other outreach specialists to improve access to the program.

2. Final Resource Request Summary: **When the program planning and review form is online – the section below will automatically fill in with your responses from each section.**	Note: If you are requesting resources this year, these items have to be included in your current program review. If you want the college to understand your full range of need, then list every current and upcoming resource need in each section above.

Resource	Purpose	Rationale	Estimated Cost

SEE ATTACHED EXCEL WITH ALL RESOURCE REQUESTS

Supervising Administrator Signature	*Completion Date*