#18

COMPLETE

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Page 1: I. Program Overview and Update

Q1 Department(s) Reviewed:

Real Estate

Q2 Lead Author and Participants: Please list any person who participated in the preparation of this report.

Mary Sessom (Primary), Susan Yepiz, Rafael Perez, Steve Wilson, Greg Daunoras

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Q3 Dean/Manager:

Larry McLemore

Q4 Program Update: Please summarize the changes, additions, and achievements that have occurred in your program since your last program review was submitted. To access your 2019 program review, visit the Program Review webpage.

We have added more online classes and a new PT instructor.

From our part time instructor, Rafael Perez: "… I was recently recognized as a "Lowrider Roll Model." See link for episode. I talk about Cuyamaca at 10:50-11:45
https://youtu.be/XQeIHg7nXxQ"

Page 2: II. Assessment and Student Achievement

Q5 1. Do you have a course Student Learning Outcome (SLO) assessment plan on file with the Student Learning Outcome and Assessment Committee (SLOAC)?If you have not already done so, you can submit your program's assessment plan to SLO Coordinator, Tania Jabour, at tania.jabour@gcccd.edu.   **Yes**

Q6 OPTIONAL: You may upload a copy of your SLO assessment plan for SLOAC here. If you have an Excel sheet, please convert to one of the supported files listed below before submission.

Respondent skipped this question

Q7 2. Please provide an analysis of your Student Learning Outcomes (SLO) findings and what changes, if any, were made as a result.

The methods of assessments in all RE classes ranged from objective style questions, essays, laboratory exercises (e.g. Counter Offer), and presentations. By and large, the student success rate on all SLOs in all classes ranged from 79% to 98%. There were some anomalies in the RE Appraisal class. The first year of this period had a new instructor and the results were 65%. As the instructor gained in experience her rates are now in the 80%. She has made changes based on the assessment results. For example, SP18, "Instructor Notes & Comments Use additional practice tests to acclimate students using the capitalization techniques for appraising income or multi-family properties. (06/12/2018)":.

What appears to be consistent in classes such as Worker's Compensation (PARA 170) and RE 192 (RE Finance) is that basic math needs to be revisited.

Q8 3. Does your department or discipline offer any degrees and/or certificates?

Yes

Page 3: II. Assessment and Student Achievement

Q9 4. How are you currently assessing your PLOs?

Mapped to SLOs

Q10 5. Are your PLOs in the catalog an accurate reflection of the department or discipline's current learning objectives?To access the College Catalog Associate Degree Programs and Certificates section, click here.

Yes

Q11 6. Are the PLOs mapped onto the course SLOs? If you require assistance, please contact Madison Harding in the IESE Office at madison.harding@gcccd.edu

Yes

Page 4: II. Assessment and Student Achievement

Q12 Referencing the last 5 years of data, discuss the changes in course success rate since the last program review (annual or comprehensive) report.

A one year time span between each annual review can be greatly skewed by one semester of data. A better way to track success rates is over the entire 5 years compared to the last Comprehensive Review.

RE currently has a five year average success rate of 75.5%. It has had peaks and valleys (83% in SP18 and 64% FA18) but generally it tracks positively in the 70 percentiles.

A look back at the Pilot Comprehensive Review from 16-17 reveals how far this program has come.

From the 16-17 CPR: average 62.38%

F/10 61.5%
F/11   58.6%
F/12 62.1%
F/13 63.4%
F/14 66.3%

Q13 Considering the college's 2024 goal of increasing course success rates to 77%, discuss how your department/discipline will help meet that goal.

We believe this program is on the correct path. We have a stable core of part time instructors who are active in their professional specialties and have been with the college for over 4 years. We are constantly revising curriculum to meet the requirements of the market and the Department of Real Estate. This keeps both faculty and students interested and motivated.

Q14 Please describe any equity gaps, in which specific groups (e.g., by gender and ethnicity) have success rates lower than that of the department or discipline overall.

It is important to first know that the enrollments in some specific groups are changing. African Americans are enrolling at a 6.5% decreasing trend over these five years. Enrollment with Hispanic/Latinos is also decreasing at 41% over the five year period. White enrollment has also been decreasing, landing at 22% less over these five years.

 However, the students over 40+ are enrolling with a 17% increase.

The success rates in these demographic groups are very similar. The over all department success rate is 72%. African-American students succeed at the rate of 68%, Hispanic/Latino at the rate of 69%, and White students at the rate of 74%. The two largest enrolled demographic groups, Hispanic and White have a 5% difference in their success rates.

Q15 What department/discipline (or institutional) factors may be contributing to these lower success rates for these groups of students?

This is a difficult question to answer.

The African American students comprise 8.3% of the entire number of students during the 5 year period. It is difficult to know if the declining enrollment for this demographic is due to the lower success rate or some other factors. The same comment can be made for the Hispanic students.

Q16 What specific steps will the department of discipline take to address these equity gaps in the 2020/21 academic year?

It is difficult to address any "issue" unless one has some idea of what is contributing to the issue.

Some of the PT Real Estate faculty will be taking part in the ETLC @One Equity Training.

It is revealing to look at the success rates by demographics and DE. For this time period, African-American student on-campus had an average success rate of 62%. Fully online had a success rate of 95% (small group). Hispanic students on-campus had a success rate of 70% and online success rate of 63%. White students had an on-campus success rate of 75% and online success rate of 72%. The enrollment numbers for the White group was twice that of Hispanics and seven times higher than that of African-American students. This impacts significantly the success statistics.

Here is the conundrum: More RE classes are being taught 100% online with a significant increase in enrollment. Does the program go for enrollment? Does the program go for equity? The success rates are trending measurably upwards with the changes to the program that don't include online classes.

We feel we need to stay the course with what we have been doing while continuing to monitor the success rates of our different demographics. We will continue with the online program as well. We must find the balance between enrollment to keep this program viable in order to serve the needs of the community and making sure all our students are successful.

Q17 How do these steps inform the long-term department or discipline goals that you are setting in this annual program review?

This is the entire game here.

Q18 In what way does your department/discipline work across instruction and student services to advance the college's student success & equity goals?

Committee service
Professional Development
Career Services when they are fully available
Tutoring
Demonstrated synergy with PARA including sharing instructors and marketing

Q19 OPTIONAL: If you would like to attach any charts or additional documentation (aside from the program review report prepared by the IESE Office), please upload it using the button below.   **Respondent skipped this question**

Page 5: II. Assessment and Student Achievement

Q20 Do you offer distance education (online) courses?   **Yes**

Page 6: II. Assessment and Student Achievement

Q21 Are there differences in success rates for distance education (online) versus in-person sections?   **Respondent skipped this question**

Q22 If there are differences in success rates for distance education (online) versus in-person sections, what will the discipline or department do to address theses disparities?

This is a repeat of #5 above. It is revealing to look at the success rates by demographics and DE.

For this time period, African-American student on-campus had an average success rate of 62%. 100% online had a success rate of 95% (small group). Hispanic students on-campus had a success rate of 70% and online success rate of 63%. White students had an on-campus success rate of 75% and online success rate of 72%. The enrollment numbers for the White group was twice that of Hispanics and seven times higher than that of African-American students. This impacts significantly the success statistics.

Here is the conundrum: More RE classes are being taught 100% online with a significant increase in enrollment. Does the program go for enrollment? Does the program go for equity? The success rates are trending measurably upwards with the changes to the program that don't include online classes. We feel we need to stay the course with what we have been doing while continuing to monitor the success rates of our different demographics. We will continue with the online program as well. We must find the balance between enrollment to keep this program viable in order to serve the needs of the community and making sure all our students are successful.

Q23 What mechanisms are in place to ensure regular and effective contact within online courses across the discipline or department?

Faculty evaluations and professional development

Page 7: III. Previous Goals: Update (If Applicable)

Q24 Would you like to provide an update for your previous program review goal(s)?   **Yes**

Page 8: III. Previous Goals: Update (If Applicable) continued

Q25 Previous Goal 1:

Goal 1: from the last Comprehensive review with comments

17) Describe your program's vision for the future (please provide short-(3 years or less) and long-term (4-6 years) goals

 a) Short Term (<3 years)-

(i)In the next three years the Real Estate Department at Cuyamaca will continue to build a reputation in the real estate community as the premiere community college to gain a real estate education. (Continuing)
(ii)We will build this reputation through:1.Community Networking 2.Intern placement 3.Quality Classroom and online experience 4.Creating students who are well prepared to gain a state license and launch their successful real estate careers (1-4 done and continuing) 5.We will begin to build an "Alumni Network" of professionals who completed their real estate education at Cuyamaca, and invite graduates to present at events or in the classroom. (In progress but not a focus)
(iii)The program will adjust to the changed mortgage lending environment and provide opportunities for students to explore the career path via the Real Estate Internship course. (done and continuing)
(iv)The program will expand opportunities for property management experience by adding property management opportunities to the Real Estate Internship course. (done)

.b)Long Term (4-6 years)-

(i)The department is respected statewide for our students success in the workplace 1.Through the Real Estate Internship Program a variety of disciplines (Real Estate Sales, Escrow, Appraisal, Banking/Finance, Business, Entrepreneurship, Architecture, and others) will have related cross discipline real estate experience opportunities through an expanded RE 250 Internship program. (done and continuing)
(ii)The department is a trusted source for community, media and local leadership as it relates to being experts in the real estate field. (done and continuing)
(iii)We develop relationships with the real estate departments at 4 year institutions and provide support and resources for our students who aim to receive bachelor's degrees to be prepared to continue their studies at the local institutions that have real estate programs like San Diego State and University of San Diego (no longer a goal. A FT instructor could take this on)

Q26 Which College Strategic Goal does this department goal most directly support? **Guided Student Pathways**

Q27 Please describe how this goal advances the college strategic goal identified above.

These goals were not part of the previous Comprehensive Program Review

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Q28 Goal Status **In Progress - will carry this goal forward into next year**

Page 9: III. Previous Goals: Update (If Applicable) continued

Q29 Please describe the results or explain the reason for deletion/completion of the goal: **Respondent skipped this question**

Q30 Do you have another goal to update? **Respondent skipped this question**

Page 10: III. Previous Goals: Update (If Applicable) continued

Q31 Please describe action steps for the year: **Respondent skipped this question**

Q32 How will this goal be evaluated?   **Respondent skipped this question**

Q33 Do you have another goal to update?   **No**

Page 11: III. Previous Goals: Update (If Applicable) continued

Q34 Previous Goal 2:   **Respondent skipped this question**

Q35 Which College Strategic Goal does this department goal most directly support?   **Respondent skipped this question**

Q36 Please describe how this goal advances the college strategic goal identified above.   **Respondent skipped this question**

Q37 Goal Status   **Respondent skipped this question**

Page 12: III. Previous Goals: Update (If Applicable) continued

Q38 Please describe the results or explain the reason for deletion/completion of the goal: **Respondent skipped this question**

Q39 Do you have another goal to update?   **Respondent skipped this question**

Page 13: III. Previous Goals: Update (If Applicable) continued

Q40 Please describe action steps for the year: **Respondent skipped this question**

Q41 How will this goal be evaluated?   **Respondent skipped this question**

Q42 Do you have another goal to update?   **Respondent skipped this question**

Page 14: III. Previous Goals: Update (If Applicable) continued

Q43 Previous Goal 3:   **Respondent skipped this question**

Q44 Which College Strategic Goal does this department goal most directly support?   **Respondent skipped this question**

Q45 Please describe how this goal advances the college strategic goal identified above.   **Respondent skipped this question**

Q46 Goal Status   **Respondent skipped this question**

Page 15: III. Previous Goals: Update (If Applicable) continued

Q47 Please describe the results or explain the reason for deletion/completion of the goal: **Respondent skipped this question**

Q48 Do you have another goal to update?   **Respondent skipped this question**

Page 16: III. Previous Goals: Update (If Applicable) continued

Q49 Please describe action steps for the year: **Respondent skipped this question**

Q50 How will this goal be evaluated?   **Respondent skipped this question**

Q51 Do you have another goal to update?   **Respondent skipped this question**

Page 17: III. Previous Goals: Update (If Applicable) continued

Q52 Previous Goal 4:   **Respondent skipped this question**

Q53 Which College Strategic Goal does this department goal most directly support?   **Respondent skipped this question**

Q54 Please describe how this goal advances the college strategic goal identified above.   **Respondent skipped this question**

Q55 Goal Status   **Respondent skipped this question**

Page 18: III. Previous Goals: Update (If Applicable) continued

Q56 Please describe the results or explain the reason for deletion/completion of the goal: **Respondent skipped this question**

Q57 Do you have another goal to update?   **Respondent skipped this question**

Page 19: III. Previous Goals: Update (If Applicable) continued

Q58 Please describe action steps for the year: **Respondent skipped this question**

Q59 How will this goal be evaluated?   **Respondent skipped this question**

Q60 Do you have another goal to update?   **Respondent skipped this question**

Page 20: III. Previous Goals: Update (If Applicable) continued

Q61 Previous Goal 5:   **Respondent skipped this question**

Q62 Which College Strategic Goal does this department goal most directly support?   **Respondent skipped this question**

Q63 Please describe how this goal advances the college strategic goal identified above.   **Respondent skipped this question**

Q64 Goal Status   **Respondent skipped this question**

Page 21: Copy of page: III. Previous Goals: Update (If Applicable) continued

Q65 Please describe the results or explain the reason for deletion/completion of the goal: **Respondent skipped this question**

Page 22: Copy of page: III. Previous Goals: Update (If Applicable) continued

Q66 Please describe action steps for the year: **Respondent skipped this question**

Q67 How will this goal be evaluated?   **Respondent skipped this question**

Page 23: IV. New Goals (If Applicable)

Q68 Would you like to propose any new goal(s)?   **Yes**

Page 24: IV. New Goals (If Applicable) continued

Q69 New Goal 1:

New Goal 1:

 Explore curriculum changes to accommodate the DRE's new requirements for an Appraiser's license which changed from a BA to an AS in RE, Business, Accounting, Finance, or ECON.

Q70 Which College Strategic Goal does this department goal most directly support?   **Guided Student Pathways**

Q71 Please describe how this goal advances the college strategic goal(s) identified above.

This will allow students in any of the above listed majors to have another option to consider as a career path.

Q72 Please indicate how this goal was informed by SLO (student learning outcome) assessment results, PLO (program learning outcome) assessment results, student achievement data, or other data:

It was not. It was informed by labor market data and the advisory committee.

Q73 Action steps for this year:

Identify stipend money to hire one of the RE faculty members, all of whom are adjunct, to gather more details on how these changes can be implemented in the entire department.

Q74 How will this goal be evaluated?

Study all work accomplished in the January, 2021 discipline meeting.

Q75 Do you have another new goal?   **Yes**

Page 25: IV. New Goals (If Applicable) continued

Q76 New Goal 2:

1.   Revise the Broker's license degree and certificate courses to bring them into compliance with the Department of Real Estate's requirements.

Q77 Which College Strategic Goal does this department goal most directly support?   **Organizational Health**

Q78 Please describe how this goal advances the college strategic goal(s) identified above.

Students who are interested in seeking a broker's license can take the needed classes here at Cuyamaca. Those classes will be in compliance with the Department of Real Estate.

Q79 Please indicate how this goal was informed by SLO (student learning outcome) assessment results, PLO (program learning outcome) assessment results, student achievement data, or other data:

Market Research and advisory committee

Q80 Action steps for this year:

Identify stipend money to hire one of the RE faculty members, all of whom are adjunct, to complete the needed curriculum work. Once that is completed, then the marketing phase enters which may be in the next academic year.

If the discipline adds additional online/in person classes, we would be able to complete the Broker's license requirements in a one-stop shop situation and set apart our Real Estate program from competitors. Some of the classes we could offer could be;

· Real Estate Economics
· Real Estate Office Management Administration
· Advanced Appraisal
· Real Estate Escrow
  Mortgage Loan Brokerage

Q81 How will this goal be evaluated?

The evaluation will occur when the Curriculum Committee passes the new degree and certificate requirements.

Q82 Do you have another new goal?   **Yes**

Page 26: IV. New Goals (If Applicable) continued

Q83 New Goal 3:

Market a One-Stop-Shop for Salesperson and Brokers Licenses

Updating our Real Estate webpage to advertise a One-Stop-Shop for Salesperson & Brokers License Course requirements would be recommended in order to promote our program. Currently no other community colleges offer a one location 1-2-3 step plan. We hope this could bring an increased interest in Real Estate and a higher enrollment for the college.

Q84 Which College Strategic Goal does this department   **Guided Student Pathways**
goal most directly support?

Q85 Please describe how this goal advances the college strategic goal(s) identified above.

Students will have a clear path to a Broker's license or Sales license.

Q86 Please indicate how this goal was informed by SLO (student learning outcome) assessment results, PLO (program learning outcome) assessment results, student achievement data, or other data:

Market research

Q87 Action steps for this year:

Identify stipend money for PT to do this work.

Q88 How will this goal be evaluated?

When completed

Q89 Do you have another new goal?　　　　　　　**No**

Page 27: IV. New Goals (If Applicable) continued

Q90 New Goal 4:　　　　　　　　　　　**Respondent skipped this question**

Q91 Which College Strategic Goal does this department goal most directly support?　　　**Respondent skipped this question**

Q92 Please describe how this goal advances the college strategic goal(s) identified above.　　　**Respondent skipped this question**

Q93 Please indicate how this goal was informed by SLO (student learning outcome) assessment results, PLO (program learning outcome) assessment results, student achievement data, or other data:　　　**Respondent skipped this question**

Q94 Action steps for this year:　　　　　**Respondent skipped this question**

Q95 How will this goal be evaluated?　　　**Respondent skipped this question**

Page 28: V. Resources Needed to Fully Achieve Goal(s)

Q96 Is the program requesting resources this year to achieve this program goal(s)? (Faculty Resource Needs, Classified Staff Resource Needs, Technology Resource Needs, Supplies/Equipment Resource Needs, Facilities Resource Needs or Other Resource Needs)　　　**Yes**

Page 29: VI. Faculty Resource Needs

Q97 Are you requesting one or more Faculty Positions to achieve this program goal(s)?　　　**No**

Page 31: VIII. Classified Staff Resource Needs

Q98 Are you requesting one or more Classified Positions to achieve this goal?   **No**

Page 33: X. Technology Resource Needs

Q99 Are you requesting technology resources to achieve this goal?   **No**

Page 35: XIV. Supplies/Equipment Resource Needs

Q100 Are you requesting supplies and/or equipment resources to achieve this goal?   **No**

Page 37: XVI. Facilities Resource Needs

Q101 Are you requesting facilities resources to achieve this goal(s)?   **No**

Page 39: Final Check

Q102 Are you ready to submit your program review?If you would like to go back and review a section, select a section a click "Next."   **I am ready to submit my program review**