#1

COMPLETE

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Page 1: I. Program Overview and Update

Q1

I.1. Department(s) Reviewed:

Real Estate

Q2

I.2. Lead Author:

Mary Sessom

Q3

I.3. Collaborator(s) - List any person that participated in the preparation of this report:

Susan Yepiz; Rafael Perez; Greg Daunoras; Steve Wilson; John Hafner, Pat Newman

Q4

1.4. Dean/Manager:

Larry McLemore

Q5

Initial Collaboration Date with Dean:

Enter the initial date you met **08/12/2021** with your dean to discuss your program review using this format: MM/DD/YYYY

Page 2: II. Program Reflection and Description

Q6

II.1. Provide your program's mission statement:

The Real Estate program does not have a mission statement.

Q7

II.2. How is this program advancing the college mission, vision and values?

A majority of the faculty members in RE, all of whom are part time, have taken the @One training in equity in the classroom and other courses.

The program is constantly monitoring the Department of Real Estate's rules and regulations to ensure that the degrees and certificates offered will lead students to a career in Real Estate. All of the faculty are active in the profession and continue to update their skills as required by the Department of Real Estate (DRE). The communities we serve are foremost in the planning of any updates or improvements
to the program. We also have RE faculty on teams for the OER Anti-racism project. Several faculty members attended the Fall 2021 California Community Colleges Real Estate Education Center Conference. Details on how the program advances the values of the college will be shown in subsequent sections of this document.

Q8

II.3. How does your program support the college's strategic goal of implementing guided pathways?

It is important for the reader to understand that most students coming into the program do so because they want to have a career as a sales agent. In order to do that, they need to pass one of the Department of Real Estate's (DRE's) exams, either the Sales exam or the Broker's exam. Anyone wishing to take either exam must take classes prescribed by the DRE. In order to take the sales exam, a student only needs three classes.   Very few students get degrees/certificates. Implementing Guided Pathways is more difficult with students who are only onboard for 1, maybe 2 semesters, however long it takes for them to take their 3 classes. To give some context:

In FA 20 we had an enrollment of 212. Retained 183 of which 155 were successful. I assume those are unduplicated.

In SP 21 we had an enrollment of 199. We retained 173. Out of those 152 were successful

In 20-21, which should encompass FA20 and SP21, we awarded 3 degrees, 2 Broker's License certificates and 3 RE certificates.

I took this back to 16-17.

In FA16, we had 145 enrolled, 125 retained of which 107 were successful.

In SP 17, we had 145 enrolled, 133 retained and 117 successful.

We awarded 4 degrees, 0 broker's license and 6 RE certificates.

That translates into 4.4 % degrees/certificates awarded in 16-17 and 1.7% degrees/certificates in 20-21 of all successful students

This appears to buttress the observation that RE students are 3 and done (required 3 RE classes for exam).

The pathway is primarily set by the DRE. The program makes sure that the information on the college website is up to date, that the instructors are up to date on their continuing education hours and that the RE community is consulted on significant curriculum changes. Every instructor is hands-on with guiding students in the choosing of the one elective they take in RE.

Advising is done at the beginning of a student's journey when they are sent to the program by counseling or self-referred. The classes are small so the students tend to form a cohort just by the nature of the required classes and the size of each class. This makes it easier for a student to stay on the path.

The internship program and individual advising by faculty help each student transition from school to the DRE exam to the profession.

A survey of RE students to help the reader understand the type of student in RE classes is uploaded in the Student Achievement section.

Q9   Yes

II.4. Is the program description in the current college
catalog up to date and accurate?

Page 3: III. Course Curriculum, Assessment and Student Success

Q10   **Yes**

III.1. Access the Five Year Curriculum Review Cycle
(requires GCCCD login). Have all of your active courses
outlines been reviewed within the last five years?

Q11

III.2. Please list any planned changes from the current semester forward for curriculum (courses, degrees, and/or
certificates) and the rationale for those changes (e.g., labor market data, advisory committee recommendations, transfer
institution changes, industry trends, statewide transfer model curriculum).

There will be some steps taken towards implementing Work Based Learning in the SLO's and possibly beyond in the course outline of
record. This will be done when faculty are trained in WBL.

Q12

III.3. How is your program meeting the needs of students, and/or articulation with four-year institutions?

This profession does not require a four year degree. One can enter and be successful without it. The only four year institutions that
have anything using the words "Real Estate" are in the CSU's business degrees with an emphasis in Finance and there is one class
we teach which is an upper division Real Estate Principles at SDSU. USD has a RE BA but that is geared toward large scale real
estate development.

        However, we are not operating this program in a vacuum. Here is a quote from one of our RE instructors, Rafael Perez: "If
collaboration with institutes of higher education is part of the program review I'm currently working with the Terner Center for housing
innovation at UC Berkeley on a working group for accessory dwelling unit finance."

Q13

III.4. Please upload the most recent version of your program's course SLO assessment plan. Click here for
an Assessment Plan Template

RE SLO Assessment results Four Column 08-10-21.pdf (258.4KB)

Q14

III.5. Please provide a high-level analysis of your SLO findings over the past year and discuss what changes, if any,
were made as a result. Include any student learning-related successes and challenges that SLO results have revealed
for your department.

The assessments being done in RE are a combination of Objective and Subjective (mainly essays) type of work.   Generally, the 75%
mark of success was exceeded in all but the 191 and 194 which have had inconsistent assessment. The program believes that this
75% mark needs moved to 78% in order to meet the college's overall goal of 77% success.

RE 191 needs assessed on a more regular basis as does RE 194.

Page 4: IV. Degree and Certificate Programs

Q15   **Yes**

IV.1. Does your program offer any degree/certificate
programs?

Page 5: IV. Degree and Certificate Programs

Q16

IV.2. For each degree and certificate, indicate how many awards were conferred in the past 5-years.

IV.2. Degrees and Certificates.docx (13.2KB)

Q17

IV.3. Please indicate when each degree and certificate was last reviewed and updated (semester):

RE Degree/Certificate   SP 21
Broker's Certificate   SP 21

Q18   **Yes**

IV.4. Can students complete the degree/certificate
requirements within a 2-year period?**Requirement of Title
5, California Code of Regulations and Accreditation
Standard II.A.

Q19

IV.5. How are you currently assessing your PLOs?*Note: The college requires assessment of PLOs within a 4-year
cycle

Most SLOs are mapped to PLOs. Thus, PLOs are assessed when SLOs are assessed. Trac Dat contains the results of the mapping.
There are a couple of classes that need SLOs rewritten as there is one PLO to which none of their SLOs map.

Q20   If No, briefly explain the plan to revise:
                                                                        The PLOs were rewritten in 201-2022 for the BPS ACP and
IV.6. Are the PLOs in the catalog an accurate reflection of   mapping of SLOs to these PLOs will be completed after
the department or discipline's current learning objectives?   final approval from Curriculum. Current SLOs to PLOs are
                                                                        mapped.

Page 6: IV. Degrees and Certificate Programs continued

Q21   **Yes**

IV.7. Are the PLOs mapped to the course SLOs?

Page 7: IV. Degree and Certificate Programs continued

Q22

IV.8. The College has set a 2024 goal of reaching a 77% course success rate (students passing with a grade A, B, C or P out of those enrolled at census) for the College as a whole. What is your department or discipline's 4-year (2024-25) goal for success rate across all courses in the department or discipline and how has the department of discipline's success rate across all courses changes within the past 4-years?

The program's goal seeks to meet or exceed the college's course success rate in all classes offered.
The success rates across all courses from FA16 – SP21 was 75%.
If one was to exclude FA20 and SP21 the success rate was 75.25%
The rate of success in this program has remained relatively stable.
There was an outlier in the success rates and that would be the FA18 when it hit a low of 64%. If that semester was excluded the success rate for this program would be at 77.3%.

Q23

IV.9. What other qualitative or quantitative data (from any source) is the program using to inform its planning for this comprehensive program review? Please reference additional internal or external data, such as retention and enrollment, student survey results, focus groups, student throughput, or other data, if there are any notable trends.

Retention Notable Trend

From FA16-SP21, the lowest retention rate hit was 78%. The anomalous part of this trend was FA18 when retention fell to 78% which also coincided with the lowest success rate of 64%. The low rate can partly be explained by a brand new RE instructor who has since taken training and has success and retention rates in line with the rest of the program.

Q24

IV.10. Please review the college-wide and program data sets, which have identified equity gaps based on the following criteria: 3% n=10 students/enrollments. Which groups are experiencing equity gaps in your program? Please discuss all equity gaps identified in the data.

RE is a program with relatively small average enrollments which means the equity gaps can vary significantly. For example, a look at the On Campus class for SP21 showed 3 African-American students with a retention and success rate of 100%. On the other hand, SP17 for the same demographic group showed 7 enrolled with a retention rate of 100% but a success rate of 57% but no equity gap flagged.

The equity gaps are difficult to understand. For example, in FA20 there was an equity gap in African-Americans in a success rate of 75% but only 15 students of the 18 that were retained. The equity gaps in the Hispanic/Latino demographic made more sense as the cohorts were larger. For example in FA17 there were 30 retained students of which 21 were successful for a success rate of 62%. That is a significant gap.

What I don't want to lose sight of is how gender factors into equity gaps. There were always more female students than males. However, the overall success rate for females was 72% compared to 79% for males. Based on the data I analyzed for the Strong Workforce Institute, intersectionality plays a role in student success.

I had requested data on the success of low-income students and non-low-income students for the college and the RE program. Here is what was reported:

Institutional Data

There was no significant difference between the institution-wide success rates of low-income students (76%) and non-low-income students (77%) between Fall 2017 and Spring 2021.

Between Fall 2017 and Spring 2021, low-income African American/Black students, Asian students, Hispanic/Latinx students, Middle Eastern students, Native American students, and Pacific Islander students experienced equity gaps in success rates when compared to the student reference group (low-income White students). African American/Black students experienced the largest equity gap in success rates.

Real Estate Data

When comparing the success rates of low-income students and non-low-income students in Real Estate courses, some interesting findings emerged. Between Fall 2017 and Spring 2021, low-income students in Real Estate courses experienced lower success rates (72%) than the college-wide student population (76%). Non-low-income students experienced higher success rates (80%) than the college-wide student population (77%).

In Fall 2019, low-income students experienced lower success rates in Real Estate courses (70%) when compared to non-low-income students (90%). However, in Fall 2020, the opposite pattern emerged. Low-income students experienced higher success rates (75%) when compared to non-low-income students (69%).

It is difficult to know the source of this significant change. Perhaps online courses were easier to attend for the low-income students in FA20 because of the work from home situation? Maybe the fact that all classes were online made it easier to attend for there were no childcare issues?

In any case, the equity gaps in success persisted for Low Income African American students (66%), Hispanic/Latinx (70%), and White students (75%) over this review time period. The exception was the cohort of 51 Middle Eastern students (88%) for whom data was not collected over the entire time period.

Q25

IV.11. What department/discipline (or institutional) factors may be contributing to these lower rates of success for these groups of students?

The program did move the two required courses for the DRE Sales Exam from 16 weeks on campus to short term hybrid classes. Students wanted to be able to finish their required 3 classes for the DRE exam in one semester. This shift from on campus to hybrid (online/on-campus) to hybrid with synchronous zoom meetings could be a factor.

The small size of the African American cohorts would also be impacted more significantly by 1 or 2 student failures. The size of the groups ranged from 9-23 over the data collection time frames. Compare this to the Hispanic/Latino cohorts, 22-67, and the White groups, 53-78, where the failure of a couple students would not have as much statistical impact.

Q26

IV.12. What action will the department or discipline take to address these equity gaps in the short-term (next year) and long-term (next four years)? Consider the specific steps your department will take to address equity gaps and discuss any plans for diversifying department faculty in alignment with the GCCCD Board Resolution 20-015.

This program has 5 PT instructors. All are actively working professionals. Of these 5, there is one white female and one Latinx male. All instructors have been with the program for several years. There is no intent to add additional classes at this time so there is no need to hire additional instructors. If one is needed in the future, the program will follow the District's hiring procedures.

There is a very small pool of non-white and Hispanic/Latino professionals to draw from for instructors. It is unknown if the many regional associations can be of assistance.

Here are nationwide Real Estate Agent statistics by race: *

   White, 74.2%
   Hispanic or Latino, 12.3%
   Asian, 6.4%
   Black or African American, 5.0%
   Unknown, 1.8%
   American Indian and Alaska Native, 0.3%

By Gender:

Female, 53.7%
Male, 42.1%
Unknown, 4.2%

Here's an interesting bit of information that no one asked for ☺ 22% of all Real Estate Agents are LGBT.

   *https://www.zippia.com/real-estate-agent-jobs/demographics/

Q27

IV.13. What did your program learn from the transition to remote teaching and operations over the past year? How can this be used to improve the student experience in the future?

This program had only 2 hybrid classes prior to the transition to remote teaching. The move of these two was easy as they already were 49% online. The program is now fully online with some synchronous meetings and intends to remain that way for enrollment and student success reasons. The data for hybrid does not exist as these courses were probably coded as DE even though offered as hybrid.

Q28

OPTIONAL DOCUMENT UPLOAD 1: Please upload any data-related documents you would like to attach to your program review using the button below. PDF and Word documents may be uploaded.

Survey of Cuyamaca College Real Estate Students - Fall 2021.pdf (200KB)

Q29   **Respondent skipped this question**

OPTIONAL DOCUMENT UPLOAD 2: Please upload any
other data-related documents you would like to attach to
your program review using the button below. PDF and
Word documents may be uploaded.

Page 8: IV. Degree and Certificate Programs continued

Q30   **Yes**

Does your program offer courses via distance education
excluding emergency remote teaching in 2020-21 (classes
that would have been taught in person, if not for the
pandemic)?

Page 9: IV. Degree and Certificates Programs continued

Q31   **Yes**

IV.14. Are there differences in success rates for distance
education (online) versus in-person sections?

Q32

IV.15. If there are differences in success rates for distance education (online) versus in-person classes, what will the program do to address these disparities?

The data collected is highly suspect for any Fall classes. For example, in FA19 there were 2 people enrolled in on campus classes for all the program! In SP19 there were 74 enrolled and SP20 there were 35 enrolled. Where are the 2 hybrid classes?

The differences between on-campus and online success ranges from 10-15% lower in online. However, more instructors have taken the equity training and now have more experience with online as they have taken the DE classes so they can teach fully online.

Instructors have observed that students are not "self pruning" in online classes as they did in the on-campus classes resulting in more unsuccessful results.

Q33

IV.16. What mechanisms are in place to ensure regular effective contact (Guided to Best Practices in Online Teaching) within online courses across the discipline or department?

I like to let the instructor voice be heard once in a while in this missive.

 This is from Susan Yepiz:
 "I send weekly announcements, grade assignments weekly for quick feedback, answer any questions and emails within 24 hours. I hold Monday office hours and give positive & constructive feedback on assignments.".

The balance of the instructors do things very similar. We want to note that the Accessibility Superstar sent on October 13, showed that the top instructor that has a course that scored over 98% was Steve Wilson, RE.

Q34

IV.17. What innovative tools and strategies are you using in your online courses to engage students and support student success?

From Susan Yepiz who also participated in the Strong Workforce training:

"I send out welcome emails as well as a "Tell me about yourself" ice breaking activity at the beginning of the semester discussion. Hoping to encourage discussions & let them know they are not alone in this online class. I send out a Zoom meeting self-scheduler for students to meet me (not required) and chat privately and discuss classwork, career goals, schedules."

Page 10: IV. Degree and Certificate Programs continued

Q35   **Yes**

IV.18. Is your program a career education program (e.g., does it prepare student to directly enter the workforce)?

Page 11: IV. Degree and Certificate Programs continued

Q36

IV.19. Please share your observations about the employment rate for your program over the past several years.

This is an impossible question to answer even with just anecdotal observations. Most students are here for the three classes to sit for the Sales exam so that student bond with a RE instructor is generally not formed. A few students report their success both on the exams and in the profession but this is not enough to judge the employment rate.

The following has been shared with me by instructors Susan Yepiz and Greg Daunoras.

"I get about 1-2 emails a year from students wanting to brag about passing their state exams! I provide them with self-study exams for them to study with and they make sure & let me know if they pass. A few students have gone into business together and added other students to their office staff."

"Because of COVID, there is little evidence (at the moment) that our students are getting employed. Real Estate offices are still not generally open to the public. Realtors seldom, if ever, go to their office because they work from home. Open Houses remain non-existent. I saw one this past weekend for the first time in 18 months. One way to study this is to wait 2 or 3 semesters and run every student name that completed our class(es) on the DRE website to see if they're licensed. In the past it was around 28 - 32 percent of the students got their license within 3 semesters."

I reviewed the DRE's pass-fail rates for all examinees hoping there was information about the schools where the examinees took classes. The California State Department of Real Estate publishes aggregate figures only, with no breakdown of pass/fail rates by school at https://dre.ca.gov/Stats/2019-2020.html(link is external) If I could figure out our pass rates then perhaps I could guesstimate on how many graduates might be working.

From FY 2019-20, there were 41,249 exams administered, but only 17,396 people passed the California real estate exam and became a licensed salesperson. That's around a 42% pass rate for test takers. It was the lowest rate in the last 5 years. However, again it wasn't broken down by school.

Q37

IV.20. What is the institution-set standard for your program's employment rate? The institution set standard is what you would consider the lowest acceptable employment rate for your program (or "floor").

None Most people in RE are independent contractor and, in the case of agents and brokers, working on commission. A note on this data page (https://docs.google.com/document/d/1If9z8yjoJt2Wh6761z125B8L5ezfAsmm/edit) says " For some occupational fields, such as accounting, real estate or cosmetology, the validity of placement based on UI employment data is suspect and practitioners should be aware of whether their programs should be expected to enter UI covered employment or self-employment."

Employment rates for reporting year 2013/14 - 2020/21 ranged from a low of 41% to a high of 80%.

Q38

IV.21. What would you like your program's employment rate to be, ideally (stretch goal)?

We have no goal based on lack of any reliable data. If these sorts of questions are going to be on all comprehensive program reviews, then perhaps the college could look into finding ways to track former students. I know the PARA program tracks graduates as part of the ABA approval requirements.

Real Estate and Rental and Leasing jobs are currently at 3,863 in the East County subregion and predicted to experience a 2% decline (3790) by 2030. (EMSI data)

Page 12: IV. Career Exploration and Program Demand (All Programs)

Q39

IV.22. What is your program doing to prepare students for successful transition (e.g. transfer and career readiness)? Please include information on how your program is helping students explore careers in your program area.

Our instructors explore career options within their classes.

From our Appraisal instructor:" Explore the other Real Estate classes, especially those who are ready to start looking for a RE job to take the internship course. I invite them to BOMA meetings or Appraisal Institute trainings, SCA seminars."

From our Principles and Finance instructor: "I know for a fact that all of us are constantly discussing, reminding students of the many opportunities in Real Estate beyond residential sales. There's property management, community management (of HOA Condos), loan officers and loan originators and loan processors, underwriters, escrow officer, title officer, appraiser, work with contractors, real estate developers, and in recent years I'm reminding them of government work. Cities, Counties, States and the Federal Government (and Airport Authorities !!!!) have leasing agents, real estate professionals, assessors, etc. Lots of opportunities in civil service."

Here is a question I can answer. ☺ The program has had a busy internship class for 15+ years. In addition, RE 204, Real Estate Office Administration, was reworked to be a lecture based/job shadowing course. Covid has intervened to delay the offering of this course. The goal of this course was to expose each student to various types of real estate professionals as a way to explore careers in the field outside of each specialty course.

Q40

IV.23. What do the latest labor market data reveal about the careers (including those for transfer students) for which your program prepares students? Consider what career information you would share with students on a career or transfer pathway in your area. Labor market data may be sourced from the California Employment Development Department. You can also contact the Institutional Effectiveness, Success, and Equity Office to access additional labor market information related to your program.

A critical note to share again, is that sales agents and brokers are independent contractors or self-employed who generally are paid by commission. Thus, the wage information is extremely limited.

See attached Chart

Q41

OPTIONAL - If your program has labor market data to include in your program review, please use the upload button to attach the file.

IV.23.docx (15.1KB)

Page 13: IV. Strengths, Challenges & External Influences

Q42

IV.24. Please describe your program's strengths.

This program has been fortunate to have stability in its faculty. All instructors are highly experienced in their respective fields and are working professionals.
Our instructors are also actively engaged with the industry outside of their RE practices. They belong to or are active in:
National Association of Realtors
California Community College Real Estate Education Center
Board member for the Pacific Beach Planning Group and Pacific Beach Town Council.
Pacific Southwest Association of Realtors – Board of Directors
National Association of Realtors – Fair Housing Policy Committee
Casita Coalition – Board of Directors
Sherman Heights Community Center – Board Secretary
National Association of Hispanic Real Estate Professionals
California State Bar Association
Kentucky State Bar Association
Kentucky Real Estate Commission – Licensed Broker
State Board of Equalization Certified Property Tax Appraiser

Q43

VI.25. Please describe your program's challenges.

The biggest challenge always is the tendency of the RE market to change in a relatively short period of time. Due to Covid, the profession is changing in how real estate offices are used or are being discarded.

Another challenge is the students themselves. As one instructor noted "I never thought I'd be teaching sentence structure, grammar & punctuation basics. However, in order for me to analyze my students' critical thinking process in an online platform, written communication is needed.

Q44

IV.26. Please describe external influences that affect your program (both positively and negatively).

The DRE provides support and stability for all real estate professionals. However, the DRE can also be a negative influence as it is a regulatory agency that often promulgates new rules and regulations.

The real estate market also exerts both negative and positive influences. It can be a "hot" market with things booming or the opposite with slow sales and thus low paying employment.

Changing interest rate environment and tight mortgage credit market. Legacy of the financial collapse has left a negative perception of the industry. Financial policies and the market has significant negative impact on the RE profession.

Q45

IV.27. Given these factors, what opportunities exist for the program to advance student success and equity in the next 4 years?

This question is confusing. As to anything Covid related, getting students back to stable schooling and employment will greatly add to their success. The same goes for instructors who are dealing with the changing physical classroom dynamics.

The market and the DRE are above the ability of this program to effect change. What the program can do is give its instructors the resources and support to help them advance student success and equity. This program has no full time instructor so any changes depend on the individual efforts of part time faculty.

Our RE 193 instructor, John Hafner, has proposed to the program consideration of one or more of the following to advance student success and equity.
- "Offering a 2 day crash course prep for the license exams
- Offering a Guarantee - students can retake courses for free until they pass their exam
- Having a specific RE job fair that is only open to students who have completed the program
- If students enroll in RE program to take salesperson's exam then if they later wish to take classes   to prepare for the broker's exam, those courses can be taken for free or heavily discounted.
- Creating online flashcards to help students prepare for their license exams
- Creating free practice tests modeled after the DRE exams"

Page 14: V. Previous Goals

Q46

1. Previous Goal 1:

Commence Work on Retention and Closing Equity Gaps

Q47

2. Which College Strategic Goal does this department goal most directly support? (Check only one)

Student Validation & Engagement

Q48

3. Goal Status

Completed

Page 15: V. Previous Goals continued

Q49

Please describe the results or explain the reason for the deletion/completion of the goal:

The work has been started with RE instructors taking various courses regarding equity and diversity as well as online teaching. It is anticipated the results will be evident in the next Annual Program Review

Q50

Would you like to submit another previous goal?

No

Page 16: V. Previous Goals continued

Q51

Would you like to submit another previous goal?

Respondent skipped this question

Page 17: V. Previous Goals continued

Q52

1. Previous Goal 2:

Respondent skipped this question

Q53

2. Which College Strategic Goal does this department goal most directly support? (Check only one)

Respondent skipped this question

Q54

3. Goal Status

Respondent skipped this question

Page 18: V. Previous Goals continued

Q55

Please describe the results or explain the reason for the deletion/completion of the goal:

Respondent skipped this question

Q56

Would you like to submit another previous goal?

Respondent skipped this question

Page 19: V. Previous Goals continued

Q57

Would you like to submit another previous goal?

Respondent skipped this question

Page 20: V. Previous Goals continued

Q58

1. Previous Goal 3:

Respondent skipped this question

Q59

2. Which College Strategic Goal does this department goal most directly support? (Check only one)

Respondent skipped this question

Q60

3. Goal Status

Respondent skipped this question

Page 21: V. Previous Goals continued

Q61

Please describe the results or explain the reason for the deletion/completion of the goal:

Respondent skipped this question

Q62

Would you like to submit another previous goal?

Respondent skipped this question

Page 22: V. Previous Goals continued

Q63

Would you like to submit another previous goal?

Respondent skipped this question

Page 23: V. Previous Goals continued

Q64

1. Previous Goal 4:

Respondent skipped this question

Q65

2. Which College Strategic Goal does this department goal most directly support? (Check only one)

Respondent skipped this question

Q66

3. Goal Status

Respondent skipped this question

Page 24: V. Previous Goals continued

Q67

Please describe the results or explain the reason for the deletion/completion of the goal:

Respondent skipped this question

Page 25: VI. 4-Year Goals

Q68

1. Goal 1:

Build Program Reputation

Q69   **Organizational Health**

2. Which College Strategic Goal does this department goal
most directly support? (Check only one)

Q70

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

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 from which to gain a real estate education.

We will build this reputation through:
1.Community Networking (Organizational Health)
2.Intern Placement (Student Guided Pathways)
3.Quality Classroom and online experience (Student Validation and Engagement)
4.Graduating students who are well prepared to gain a state license and launch their successful real estate careers (Student Validation & Engagement, Guided Student Pathways, Organizational Health)

Q71

4. Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other qualitative or quantitative data (from any source):

Labor Market data
Internal Surveys

Q72

5. Action Steps for the Next Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g., submit technology request for new laptop computers).

Retain a RE educational contractor to assist with #1 to# 4 as there are no full time faculty to take on these tasks which will include some sort of data collection from graduates as to employment as well as an employer focus groups. These are over and above the assistance of the Advisory Committee.

Q73

6. How will this goal be evaluated?

Enrollment and success rate increases
Tracking of graduate job placement

Q74   **Yes**

Would you like to propose a new, 4-year goal?

Page 26: VI. 4-Year Goals continued

Q75

Goal 2:

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.

Q76   **Guided Student Pathways**

2. Which College Strategic Goal does this department goal
most directly support? (Check only one)

Q77

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

The current workforce of certified appraisers is "aging out". There will be new opportunities for students to join this lucrative profession. But new curriculum needs to happen to conform with the DRE's new requirements. Th exact requirements need to be understood. This will be complementary to Guided Student Pathways.

Q78

4. Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other qualitative or quantitative data (from any source):

Labor Market data

Q79

5. Action Steps for the Next Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g., submit technology request for new laptop computers).

The proposed RE educational contractor from Goal 1 can be given this task

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Q80

6. How will this goal be evaluated?

This will be evaluated by seeing proposed new curriculum in the RE Program.

Q81   **Yes**

Would you like to propose a new, 4-year goal?

Page 27: VI. 4-Year Goals continued

Q82

1. Goal 3:

Create a One-Stop-Shop for Salesperson and Brokers' Licenses

Q83   **Guided Student Pathways**

2. Which College Strategic Goal does this department goal
most directly support? (Check only one)

Q84

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

Students ask many questions about the profession. Updating our Real Estate webpage to advertise a One-Stop-Shop for Salesperson
& Brokers License Course requirements is 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.
The students should be more engaged in searching a particular profession in RE as well as how to achieve that.

Q85

4. Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student
achievement data, or other qualitative or quantitative data (from any source):

Labor market data and anecdotal evidence from department chairs and faculty as to inquiries that this could answer.

Q86

5. Action Steps for the Next Year: If you are requesting resources in order to achieve this goal, please list them below as
action steps and specify the type of request (e.g., submit technology request for new laptop computers).

The RE educational contractor would be hired and asked to write a plan, shepherd it through the process including adding it to the
website and monitoring it for an additional 12 months. Reminder, there is no FT faculty in RE.

Q87

6. How will this goal be evaluated?

If one sees it on the RE website, it is evaluated. ☺

Q88   **No**

Would you like to propose a new, 4-year goal?

Page 28: VI. 4-Year Goals continued

Q89

Goal 4:

Respondent skipped this question

Q90

2. Which College Strategic Goal does this department goal most directly support? (Check only one)

Respondent skipped this question

Q91

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

Respondent skipped this question

Q92

4. Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other qualitative or quantitative data (from any source):

Respondent skipped this question

Q93

5. Action Steps for the Next Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g., submit technology request for new laptop computers).

Respondent skipped this question

Q94

6. How will this goal be evaluated?

Respondent skipped this question

Page 29: Resources Needed to Fully Achieve Goal(s)

Q95

What resources is your program requesting this year to achieve the program's goals? (Check all that apply)

My program is currently not requesting any resources at this time

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Page 31: Final Check

Q96

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