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COMPLETE

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Page 1: Full-Time Faculty Position Form

Q1

Please enter the following:

Department	BPS- Real Estate
Position Title	Real Estate Full Time Faculty

Q2

No, the position has not yet been funded

If this position has already been funded, do your want to continue with the current request?

Page 2

Q3

1. Describe why this position is essential to your program and/or service area. How has the lack of this position impacted your program and/or service area? What will be the impact to the program and/or service area if this position is not filled? (Rubric Criterion 1, 3)(300 words or less)

The RE program has no full time faculty, there is a vacancy. This has limited the growth and development of the program. There is significant student interest and current adjuncts teach to their capacity online. The department has participated in 9 student outreach activities at various high schools in East County. At the majority of these events over 40 students each were interested in the program. Due to such in student interest, a local high school even reached out specifically to the Real Estate program to present to their students, beyond our usual tabling events. Finding adjuncts in the past when we had one retire from a course, lead to the interview of 11 individuals before deciding the best applicant was a current adjunct. It is very difficult to find an adjunct that has sufficient knowledge and activity within the topics and sufficient desire to teach long term. If this position is not filled, then we will face a significant challenge keeping up with industry standards issued by the California Department of Real Estate, which come out on an ongoing basis and require fast response so our courses remain approved giving students the eligibility they need to sit for the state exam. Enrollment and growth of the program cannot occur without full time faculty given the adjuncts are doing as much as they can and the program is currently chaired by Paralegal Studies Faculty.

Within the industry job posting activity is high within San Diego County, 203 when the national average for an area this size is 136 (page 5). https://www.cuyamaca.edu/_resources/assets/docs/about-cuyamaca-college/career-education/realestate.pdf Additionally, Regional employment is on an upward trend and has been steadily increasing despite or perhaps because of COVID. During the pandemic many employees were granted permission to work remotely leading people in San Francisco, NYC, and LA to relocation increasing the number of real estate transactions as people gained flexibility. <https://www.nytimes.com/interactive/2023/06/17/upshot/17migration-patterns-movers.html>

All adjunct faculty in the program have completed professional development related to equity and have implemented trainings within their classroom yet equity gaps persist.

Since then our instructors have begun attempting to close the equity gaps within their classroom:

G. Daunoras: more time for students to obtain the textbook- with low or no cost alternatives suggested; allowing resubmission on weekly written assignments, not grading grammar or spelling, guiding students to on campus resources such as the library, and academic counselors.

S. Yepiz: grants grace periods for students on submissions and with unauthorized collaboration concerns, giving students time to take in what's expected of them and support. She's also completed significant equitable trainings and seminars: 20-21 EMTLI Equity Minded teaching and learning institute 2021 1/27/21 Completed Equity Minded Practices in the Classroom training 8/18/22 Completed CC Managing Academic Integrity in your Classroom 8/18/22 Completed CC Cuyamaca College Student Support Programs and Services training 8/19/22 Completed CC Equitable Retention Practices training 9/23/22 I attended The Bureau of Real Estate Appraisers (BRE) online discussion, "Educational Roundtable—Addressing Cultural Competency and Elimination of Bias." 10/21/22 Attended CCCREEC(California Community College Real Estate Education Center) Junia Howell, Ph.D., Reassessing Equity: Equipping Professionals for Equitable Appraisals Conference Seminar

J. Hafner: removed strict deadlines and penalties on submissions, supporting older versions of the textbook and searching for OER, revised syllabus to reflect equity minded principles, added videos to help explain important subject matter, previews student assignments, promotes tutoring services, increased discussion assignments to promote peer to peer learning, deployed positive curve if the assignment average falls below a "B", drops the lowest quiz grade. He's also completed significant equitable trainings and seminars: o Equity-Minded Teaching Learning Institute (EMTLI) - Cuyamaca College (2021-22) o Equity & Culturally Responsive Teaching and Learning o From Action to Impact, workshop series - Strong Workforce Faculty Institute o Labor Market Information (LMI) Training for Instructors & Counselors o Introduction to Online Teaching and Learning

R. Perez: As a member of the National Association of Realtors Fair Housing Policy Committee, he has incorporated the relevant issues that are at the forefront of the equity space in real estate. He has also completed the following as part of his professional development: Vision for Success Summit: Dismantling Structural Racism; Playing Behind a Screen: The Implicit Bias in Our Colleges.

Our program RE overall in FA 2022 has a higher retention rate (93%) than the college (89%) overall. Additionally our student success

rate is 71% compared to the college at 73% showing that overall RE is doing well, but has room to continue growing. When reviewing the demographics of the various groups within RE in FA 22, we find that women are slightly more successful (74%) and have a slightly higher retention rate (94%) than men (success 66% and 90% retention) within the department and comparable to the campus as a whole at W (74/90) and M (72/89). Men could be more successful within the department and women met or exceeded the campus as a whole. We have equity gaps in success with African-American Students as our department was at 57% and the campus as a whole was at 64%. However the retention rate within the program are higher than campus for this group. We have equity gaps with retention of Asian students as we are at 90% which is the same as the campus for retention and higher than white non-Hispanic students. We have equity gaps with retention Hispanic/Latino students as we are at 91% which is higher than as the campus for retention at 89% and higher than white non-Hispanic students 89%. We have equity gaps with success Hispanic/Latino students as we are at 71% which is higher than as the campus for retention at 68% and higher than white non-Hispanic students 74%. We have equity gaps with retention Middle Eastern or North African students as we are at 88% which is lower than as the campus for retention at 91% and higher than white non-Hispanic students 89%. We have equity gaps with success Middle Eastern or North African students as we are at 67% which is lower than as the campus for retention at 78% and higher than white non-Hispanic students 74%. The success rate difference is more significant. We have equity gaps with success Multiple Races/Ethnicities students as we are at 60% which is lower than as the campus for success at 75% and higher than white non-Hispanic students 74%. The success rate difference is more significant with this group. The addition of an equity-minded instructor will support the college's strategic plan and reduce equity gapes in this critically needed area.

The program needs leadership with a dedicated focus to implement changes such as those directed in SB 1495 which is an update to the course requirements of the CA DRE which led to curriculum changes, syllabi updates and communication with the California DRE. It is critical we stay in compliance with all state rules regarding real estate education to ensure our courses stay of value to our students and the community. SB1495 is just on example of a change that the industry is making to ensure that Real Estate Professionals are prepared to support diversity and equity and to help correct issues of the past that occurred with situations such as redlining communities.

Q4

2. What are the racial and gender demographics of the faculty within your program? What steps will your program take to ensure this position will promote faculty diversity to reflect the students the college serves, for example: (Rubric Criterion 1)- Participating in professional development related to equity and diversity in hiring- Participating in professional development related to equal employment opportunity (EEO)- Completing EEO Representative Training- Employing strategies to recruit diverse applicants(300 words or less)

The current adjunct faculty for real estate include 1 women, and 3 men. They include 1 Hispanic male 25%, 2 Caucasian males 50% and 1 Caucasian females 25%.

Our student population is on par with campus in that we are more female than male at 56F/44M%. Racially our students population is approx. 9% African American, 1% American Indian, 4% Asian, 31% Hispanic, 9% middle eastern, less than 1% Pac Islander, 36% white, and 7% multiple races, approx. 2% are unknown.

Our faculty could reflect students more if we added an African American middle eastern or another Hispanic female instructor. The discipline lacks gender equity.

We'd recruit and request advertisement for the positions at multicultural real estate organizations such as: AREAA – San Diego

<https://areaa.org/sandiego/>(link is external)

NAHREP – San Diego

<http://nahrepsandiego.org/>(link is external)

NAHREP – La Jolla

<http://nahreplajolla.org/>(link is external)

NAHREP – North County San Diego

<http://nahrepnorthcountysd.org/>(link is external)

NAREB – San Diego Realtist for Democracy in Housing

Q5

3. How will this position improve student learning and achievement, and close equity gaps in access and outcomes in your program? What steps are you taking to close equity gaps in access and outcome, for example: (Rubric Criterion 2)- modify curriculum to reflect the college's diverse student population- close equity gaps- ensuring equitable access to courses that have pre-requisites- removing barriers for students, especially those from historically marginalized groups- adopt/create no cost/low cost textbooks and course materials(300 words or less)

This position will hopefully increase the number of courses we can offer to students and have dedicated faculty that can lean in to close the equity gaps that persist in the program. All the current adjuncts have completed equity training and have implemented steps from those trainings in their classroom and we have yet to see the equity gaps close within our African American, Hispanic, Middle Eastern and Multiple Race students. Adding more faculty that reflects one or more of these groups would allow students to see themselves reflected in the instructors and hopefully more in the material developed for instruction. Having dedicated full time faculty would mean more time could be spent on course development to more effectively implement the trainings and find new ways to hopefully close the gaps.

No Real Estate courses have pre-requisites for enrollment, but there is a minimum of 3 courses that need to be completed to sit for the Salesperson exam and a minimum of 8 courses to complete to sit for the Broker's exam. Increasing the frequency we can offer courses with additional faculty would mean that more of our students could achieve eligibility for these career starting and advancing exams without delay that could more significantly hurt students already facing equity issues and historically marginalized groups. Our course rotation schedule is available at <https://www.cuyamaca.edu/academics/academic-and-career-pathways/business-and-professional-studies/files/re-course-rotation.pdf> The average RE student does not complete the full program, but it is structured so students can complete the degree if desired within 2 years.

We would like to develop a Computer Applications in Real Estate Course which would help provide more opportunities for students to complete a DRE required topic, potentially increasing their success on the CA DRE exams. Our RE students could always turn to private industry to complete their RE courses for the exam very quickly. Many private for profit training companies exist with a goal of having students ready to complete the exam within 1 month. We have been adjusting our class duration to offer more 8 week courses to meet the student demand to enter the workforce even shorter than 1 full semester. This course would also be very beneficial to historically marginalized groups who have more limited access to technology and basic professional office skills as it would increase their exposure and training in common computer applications within the Real Estate Industry to become proficient and successful when they eventually join the workforce. It would make our students more marketable when starting out as they would be familiar with common software and tools in a way that many starting salespersons are not as it's an optional area of study for the exam.

Full time faculty could also help move no cost textbooks forward for our Real Estate Department. Adjunct members of faculty in RE have met with the OER team regarding the development of additional OER materials and the burden is far too much for our current adjunct population to take on given their current additional workloads within the area of practice. There are currently 9 courses within the RE department. Out of the 9 courses currently only 1 is able to make use of OER resources for students. Ideally we would develop at least 2 additional so that students could complete the 3 required courses for the CA DRE exam without the additional textbook cost being required. Our program is of great support to historically marginalized and lower income students because the cost is so much less than the private institutions offering competing courses. This would allow us to greater support students choosing our program due to their more limited means succeed and join the workforce to help elevate their futures and that of their family as well. The real estate industry provides an opportunity to earn compensation above the COL Adjusted for San Diego County, so this is a great path for upward mobility for our students. (Page 8- https://www.cuyamaca.edu/_resources/assets/docs/about-cuyamaca-college/career-education/realestate.pdf)

San Diego County also has very racially diverse Real Estate industry professionals, higher than the national average, showing that this industry has taken steps, and is continuing to take steps to ensure that there is equity within the industry and is actively attempting to end any past wrongdoing/ redlining that occurred. (Page 11 and 12 https://www.cuyamaca.edu/_resources/assets/docs/about-cuyamaca-college/career-education/realestate.pdf) This is a very welcoming industry for diverse populations, so there is room to further develop curriculum to support students entry into this industry.

Q6

4. Has there been or is there evidence to demonstrate that there will be an increase in student demand for your programs and/or services? How are students being adversely impacted without this position? Please discuss supporting data from recent semesters. For example, enrollment trends, waitlist pressures, or wait time for appointments and support services, students served, etc. as they apply to this position. (Rubric Criterion 2)(300 words or less)

The department has participated in 9 student outreach activities at various high schools in East County. At the majority of these events over 40 students each were interested in the program. Due to such in student interest, a local high school even reached out specifically to the Real Estate program to present to their students, beyond our usual tabling events.

Additionally, enrollment in RE has been consistently growing. In FA 23, we offered 8 sections of courses. Of those 8 sections 3 had to have the class max increased and all met the minimum enrollment to run. In SP 24 we are also offering 7 courses currently with 2 having already reached their maximum capacity. We cannot add a sufficient number of additional courses without onboarding additional faculty. We regularly have waitlists for courses and instructors attempt to support additional students through increasing class maximums to the highest they feel they can comfortably support that number being in the 60s on occasion. Typical waitlist number range from 5-15 students depending on the topic.

Our FTES are also very strong in the RE department, ranging from 79% to 110% from 2019-2022. We also regularly exceed the institution-set WSCH/FTEF standard of 460, averaging 568 over the last 4 years.

Q7

5. Which program review goal(s) is this request supporting? Please state how the position will help advance the specific goal(s). Please explain how this position would support historically marginalized groups. (Rubric Criterion 3)

The program Review goals for RE are 1) build program reputation, 2) Explore curriculum changes to accommodate the DRE's new requirements for the Appraiser's license which changed from a BA to an AS in RE, Business, Accounting, Finance or ECON 3) Create a One-Stop-Shop for the Salesperson and Brokers' Licenses 4) Develop an additional RE course that meets the requirements for the DRE for the Salesperson and Brokers' License exams. (Computer applications in Real Estate).

This position would help move all program review goals forward.

Goal 1- We need FTF to help move building the program reputation forward in the RE community. Adjunct faculty have been contacted regarding this goal and an SPA was drafted in SP23, but we were unable to move forward. Our adjuncts are too busy to help conduct advisory committee meetings and network on the program's behalf. Full time faculty could attend industry meetings publicizing the program and help develop an advisory committee that helped spread praise of our program and graduates. We hope to bring on full time faculty who can host and assemble an advisory board as well as participate in various events in the real estate community to help build the program reputation. Community networking has not occurred. Graduate student survey, and employer focus group has also not moved forward nor has any social media posts on the RE department's behalf. Adjuncts have worked hard to improve the online course experience and have focused on eliminating equity gaps there.

Goal 2- Full time faculty is needed to explore curriculum changes to accommodate the DRE's new requirements for the Appraiser's license which changed from a BA to an AS in RE, Business, Accounting, Finance or ECON. Initial research has been done on the DRE/BREA's requirements, but we still need the SPA RE Educational contractor to begin working with BREA to walk them through our current courses and regain this certification. This person should work closely with the Vivi/the articulation officer.

We hope to bring on full time faculty who can look over this BREA certification and begin networking with appraisers as our students will need internships/apprenticeships to successfully enter this career. Community networking has not occurred.

Goal 3 Create a One-Stop-Shop for the Salesperson and Brokers' Licenses, Adjunct faculty have been contacted regarding this goal and an SPA was drafted in SP23, but we were unable to move forward. We need a new FTF member to take point in moving the web design of the OneStop-Shop Forward and keeping it up to date. We hope to bring on full time faculty who can develop and keep this website goal up to date as it will likely greatly increase the number of students who see the full path forward in the career beyond the salesperson's exam.

Goal 4 Develop an additional RE course that meets the requirements for the DRE for the Salesperson and Brokers' License exams. (Computer applications in Real Estate). Adjunct faculty have been contacted regarding this goal and none are willing to take on this task of writing curriculum. FTF in BPS (Paralegal) do not have the time to draft this curriculum due to the ABA needs and impending site visit. We hope to bring on full time faculty who can develop the course and continue to grow the department allowing students to see the full path forward in the career beyond the salesperson's exam.

Full time faculty could also help move no cost textbooks forward for our Real Estate Department. Adjunct members of faculty in RE have met with the OER team regarding the development of additional OER materials and the burden is far too much for our current adjunct population to take on given their current additional workloads within the area of practice. There are currently 9 courses within the RE department. Out of the 9 courses currently only 1 is able to make use of OER resources for students. Ideally we would develop at least 2 additional so that students could complete the 3 required courses for the CA DRE exam without the additional textbook cost being required. Our program is of great support to historically marginalized and lower income students because the cost is so much less than the private institutions offering competing courses. This would allow us to greater support students choosing our program due to their more limited means succeed and join the workforce to help elevate their futures and that of their family as well. The real estate industry provides an opportunity to earn compensation above the COL Adjusted for San Diego County, so this is a great path for upward mobility for our students. (Page 8- https://www.cuyamaca.edu/_resources/assets/docs/about-cuyamaca-college/career-education/realestate.pdf)

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San Diego County also has very racially diverse Real Estate industry professionals, higher than the national average, showing that this industry has taken steps, and is continuing to take steps to ensure that there is equity within the industry and is actively attempting to end any past wrongdoing/ redlining that occurred. (Page 11 and 12 https://www.cuyamaca.edu/_resources/assets/docs/about-cuyamaca-college/career-education/realestate.pdf) This is a very welcoming industry for diverse populations, so there is room to further develop curriculum to support students entry into this industry.

Q8

6. Is this a new position, replacement for a retirement/upcoming retirement or replacement for internal promotion (faculty to administrator), or replacement for other circumstances? Please explain. (Rubric Criterion 3)(100 words or less)

This is a new position, there has been no full time faculty in the real estate department for several years, if ever.

Q9

7. Which strategic priority/priorities is this request supporting? Please state how the position will help advance the specific priority/priorities and the College's mission, vision and values. Note: the more goals addressed the stronger the request (Rubric Criterion 4) Increase equitable access (enrollment) Eliminate equity gaps in course success (passing grade in class) Increase persistence eliminate equity gaps (re-enrolling the subsequent semester or year) Increase completion and eliminate equity gaps (graduating with a degree/certificate, or transferring) Increase hiring and retention of diverse employees to reflect the students and communities we serve (300 words or less)

This position will increase equitable access and enrollment as we will be better able to meet significant increase students demands for course offerings.

The position would also help eliminate gaps as we'd finally have FTF to dedicate time in implementation of equity training and figure out which methods are most effective for RE students as RE adjunct faculty have been unable to close the equity gaps despite training.

FTF in the department would bring greater consistency for students allowing them to develop deeper relationships and mentorship with faculty which will lead to their greater consideration of career advancement so students may persist after earning their salespersons license and continue to advance to a real estate broker actually increasing the completion rate as well. Student's goals in RE are typically not to complete the degree in short order, as they can sit for the exam in as short as one semester, but after two years of working they could move up which would support increased completion of at least the Broker's Training Certificate. Given the gap in the time students will enter the workforce vs complete a full course of study, having a consistent regular figure who the student has prior contact with due to instruction may help increase the number of students completing their Broker training with Cuyamaca College. The addition of FTF in RE would also increase hiring and retention of diverse employees to reflect the student and community we serve. As previously discussed the RE industry is very diverse, and our student population has a significant presence from the Hispanic, middle eastern and white communities and is majority female. The current adjunct faculty includes only 1 Hispanic male, 2 Caucasian males, and 1 Caucasian female. We have no representation of middle eastern faculty within the department and need to increase the balance of our female faculty. Adding new FTF to the RE department would provide an additional opportunity to bring on and retain more faculty that will reflect our current student population as we plan to advertise within relevant communities as stated above.

Q10

8. Please confirm that you have discussed this faculty position request with the Division Dean and that you understand that Division Deans will be providing feedback to help inform the prioritization process. Note: The Division Dean will be providing feedback to help inform the prioritization process

Yes, I have discussed this position request with the Chair of the Department

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Yes, I have discussed this position request with the Division Dean
Note: The Division Dean will be providing feedback to help inform the prioritization process

Q11

Respondent skipped this question

If you would like to attach data to support your request in light of the rubric criteria, please upload a PDF, Word, or image file using the button below.
