Comprehensive Program Review and Dean Feedback Report

Academic - Real Estate (RE) - (CE)

Build program reputation (Goal 1)

Program Goal: Build program reputation
Goal Status: Active

Mapping
2022 - 2028 Strategic Plan: *(X)*
- **Increase Equitable Access:** Build program reputation (**X**)

- **Increase Hiring and Retention of Diverse Employees:** Build program reputation (**X**)

Summary of Progress or Results
Summary Date: 01/10/2026 **Summary of Progress or Results:** Waiting for FTF to be hired to start this process with consistent effort. **Reporting Period:** 2025 - 2026 **Status:** In Progress - will carry forward into next year **Action steps for this academic year.:** We hope to bring on full time faculty who can host and assemble and 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.

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. (Goal 2)

Program Goal: 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.
Goal Status: Active

Mapping
2022 - 2028 Strategic Plan: *(X)*
- **Increase Equitable Access:** 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. (**X**)

- **Eliminate Equity Gaps in Course Success:** 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. (**X**)

- **Increase Persistence and Eliminate Equity Gaps:** 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. (**X**)

- **Increase Completion and Eliminate Equity Gaps:** 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. (**X**)

Summary of Progress or Results
Summary Date: 01/10/2026
Summary of Progress or Results: FTF needs to be hired to take on this project. No adjunct is moving it forward at this time.
Reporting Period: 2025 - 2026
Status: In Progress - will carry forward into next year
Action steps for this academic year.:
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 Vivi. We hope to bring on full time faculty who can focus on 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.

Create a One-Stop-Shop for the Salesperson and Brokers' Licenses (Goal 3)

Program Goal: Create a One-Stop-Shop for the Salesperson and Brokers' Licenses
Goal Status: Active

Mapping
2022 - 2028 Strategic Plan: *(X)*
- **Increase Equitable Access:** Create a One-Stop-Shop for the Salesperson and Brokers' Licenses (**X**)

- **Eliminate Equity Gaps in Course Success:** Create a One-Stop-Shop for the Salesperson and Brokers' Licenses (**X**)

- **Increase Persistence and Eliminate Equity Gaps:** Create a One-Stop-Shop for the Salesperson and Brokers' Licenses (**X**)

- **Increase Completion and Eliminate Equity Gaps:** Create a One-Stop-Shop for the Salesperson and Brokers' Licenses (**X**)

Summary of Progress or Results
Summary Date: 01/10/2026
Summary of Progress or Results: Waiting for FTF to be hired to build the website. No adjunct has the bandwidth to carry this forward.
Reporting Period: 2025 - 2026
Status: Not Started
What resources, if any, are needed to achieve this goal? (Select all that apply): New faculty position
Action steps for this academic year.:
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.

Develop an additional RE course that meets the requirements for the DRE for the Salesperson and Brokers' License exams. (Computer applications in Real Estate) (Goal 4)

Program Goal: Develop an additional RE course that meets the requirements for the DRE for the Salesperson and Brokers' License exams.(Computer applications in Real Estate)
Goal Status: Active

Mapping
2022 - 2028 Strategic Plan: *(X)*

- **Increase Equitable Access:** Develop an additional RE course that meets the requirements for the DRE for the Salesperson and Brokers' License exams.(Computer applications in Real Estate) (**X**)

- **Eliminate Equity Gaps in Course Success:** Develop an additional RE course that meets the requirements for the DRE for the Salesperson and Brokers' License exams.(Computer applications in Real Estate) (**X**)

- **Increase Persistence and Eliminate Equity Gaps:** Develop an additional RE course that meets the requirements for the DRE for the Salesperson and Brokers' License exams.(Computer applications in Real Estate) (**X**)

- **Increase Completion and Eliminate Equity Gaps:** Develop an additional RE course that meets the requirements for the DRE for the Salesperson and Brokers' License exams.(Computer applications in Real Estate) (**X**)

Summary of Progress or Results
Summary Date: 01/10/2026 **Summary of Progress or Results:** Waiting for FTF to develop the additional curriculum and continue to build the program **Reporting Period:** 2025 - 2026 **Status:** Not Started **What resources, if any, are needed to achieve this goal? (Select all that apply):** New faculty position **Action steps for this academic year.:** 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.

Hire FTF in the RE department. (Goal 5)

Program Goal: Hire FTF in the RE department.
Goal Status: Active

Mapping
2022 - 2028 Strategic Plan: *(X)*

- **Eliminate Equity Gaps in Course Success:** Hire FTF in the RE department. (**X**)

- **Increase Persistence and Eliminate Equity Gaps:** Hire FTF in the RE department. (**X**)

- **Increase Completion and Eliminate Equity Gaps:** Hire FTF in the RE department. (**X**)

- **Increase Hiring and Retention of Diverse Employees:** Hire FTF in the RE department. (**X**)

Summary of Progress or Results
Summary Date: 01/10/2026
Summary of Progress or Results: Faculty request submitted for the 3rd time. Consistently not ranking high enough for an opportunity to hire the position.
Reporting Period: 2025 - 2026
Status: In Progress - will carry forward into next year
What resources, if any, are needed to achieve this goal? (Select all that apply): New faculty position
Action steps for this academic year.:
Submit the instructor request form. Real Estate requests were made for the last 2 years which ranked 18/24 requests in FHPC Ranking 25-26, 21/22 in Spring 2024. We are submitting a request again for the third year in a row.

<div style="text-align:center">**2025 - 2026**</div>

Program Overview and Update

Lead Author
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Collaborator(s)
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Please briefly share the ways in which you collaborated with colleagues within and outside of your department to gather input to inform your program review.
The department has reviewed this in a department meeting and has been able to bring past information to our Employer Advisory Board.

Dean/Manager(s)
George Dowden

Please briefly share the ways in which you collaborated with your Dean on your program review to discuss your vision, goals, and resource needs/requests.
I had a meeting iwth my Dean where we discussed my vision, goals, and resource needs.

Program Reflection and Description

Provide your program's mission statement. If your program does not have a mission statement, what is your timeline for creating a mission statement?
The Real Estate Program at Cuyamaca College offers courses designed to help students prepare for work in myriad real estate fields and can lead to either an Associate Degree or Certificate in Real Estate. Courses in this program will also fill the educaional requirements for the California Real Estate Salesperson and Broker's Licenses and will help prepare both the salesperson and the broker for the state examination.

Real estate courses at Cuyamaca College are approved for pre-licensing education for students planning to enter real estate sales, brokerage, appraisal, lending and property management fields. In addition, real estate education is a foundation for most businesses and industries, as most business own or lease real estate for their operations.
The Real Estate Program prepares students for California Department of Real Estate (DRE) licensure pathways, entry-level and advanced employment in the real estate industry, and transfer to related business fields. The program emphasizes ethical practice, legal compliance, customer service, and application of California real estate laws and procedures.

Is the program description in the current college catalog up to date and accurate?
Yes

Describe how your program advances the College's vision of equity, excellence, and social justice through education. How does the program reflect the College's mission and values?
The Real Estate Program provides accessible, career?aligned education that leads directly to living?wage employment. Many students are working adults, first?generation learners, and disproportionately impacted groups. By offering flexible scheduling, low?cost materials, and clear licensure pathways, the program supports equitable outcomes and upward mobility.

Curriculum Review and Development

Have all of your active course outlines been reviewed within the last five years?
Yes

Please list any planned changes from the current semester forward for curriculum (courses, degrees, and/or certificates) and the rationale for those changes.
- Updating Real Estate Practice and Finance to include new DRE requirements and industry digital tools.

- Adding coursework in property management and appraisal based on labor market demand.

Please upload the 2-year course rotation(s)/schedule(s) for each associate degree covered by this program review.
Real Estate Course Rotation .xlsx

For Transfer Programs: How is your program meeting the transfer needs of students, and/or articulation with four-year institutions? If not a transfer program, please enter N/A
N/A- primarily a career education program.

Student Learning Outcomes (SLO) Assessment

Please upload an updated, current version of your SLO assessment plan. (Ideally, the updated plan should specify assessment semesters for all service areas over the next 4 years, between this comprehensive program review and the next.)
SLO Evaluation Plan RE.xlsx

What do your course SLO data over the past 4 years suggest about student experiences, successes, and challenges in your service area?
Students succeed when engaged with real?world examples but face challenges with complex legal terminology.

Share an example of meaningful, innovative, equitable, and/or student-centered SLO assessment happening in your program.
The program implemented scenario?based assessments that improved student application of real estate law.

Discuss how your SLO data are being used for course and/or program improvements for student retention, success, and/or goal achievement.
Courses were updated with clearer modules, more examples, and embedded glossary tools to improve comprehension.

Degree and Certificate Programs

For each degree and certificate indicate how many awards were conferred in the past five years. Please comment on any trends and provide context to explain any increases or decreases.
Degrees: 23; Certificates: 20. Overall the trend is increasing in the number of degrees awarded up from 1 per year to 8. However students should not be completing their AS or Certificate until after they have earned their Salesperson license and practiced for 2 years to increase the students' success rate on the CA DRE Broker's exam.

Indicate when each degree and certificate was last reviewed and updated (semester), if this information is available (e.g., via internal program records or Curriculum Committee minutes).
Real Estate degree and certificate were last reviewed at the advisory committee meeting in July 2025. The last semester the information was updated by the Curriculum Committee is unavialable, but the department is current on all courses veing reviewed on the 5 year cirriculum review cycle.

Comprehensive Program Review

Can students complete the degree/certificate requirements within a two-year period?
Yes

How is your program currently assessing its PLOs? Please select all that apply.
SLO-to-PLO Mapping

Please provide the following for each degree/certificate: • The most recent semester each of your program(s) assessed PLOs; • Brief summary of findings; and • Overview of changes made as a result.
All PLOs are assessed through mapping to SLOs. SLOs are regularly assessed within every 4 years and consistently demostrate that studends are meeting program learning outcomes within the courses. Results infrom course sequencing and updating examples and case studies. Overall the program is demonstrating thaT students are successfully meeting SLOs in RE Principles and Practice which are required by the California Department of Real Estate as well as other courses from the optional list, so our students are well prepared for the SalesPersons exam.

Are all of your degree maps completed?
Yes

Are the degree maps posted to the college website?
Yes

How are you currently assessing your PLOs? If you are not currently assessing PLOs, what is your plan to assess PLOs in the future?
PLOs are assessed through mapping to SLOs. SLOs are regularly assessed when courses are offered. Our plan is to continue assessing PLOs through the mapping progress so we can see how each course success demonstrates success of the PLOs. The SLO assessment plan is already attached.

How are your PLO assessments informing improvements/changes to your program?
PLO assessments are infroming and improving the RE program as the results of SLOs which are mapped to PLOs inform course sequencing and updating examples and case studies.

Student Access and Achievement

Please describe any enrollment changes (increases/decreases) over the past 4 years and the context for these changes.
Enrollment is stable to slightly increasing due to regional real estate employment opportunities. Enrollment has ranged from 183 students to 327 students in 2024.

If your program has seen a significant decline in enrollment over the past 4 years, what resources or support would be helpful to improve program enrollment and access?
We have not seen decline with the exeception of a brief time during COVID. The RE program shows steady growth.

What is the program doing to increase student enrollment or access?
Outreach to adult learners, updating website, coordinating with counseling, and connecting with local real estate associations.

What is your program's overall course success rate? How has it changed over the past 4-5 years?
The RE program's overall success rate has ranged from 71% to 80% with an average of 75% over the past 4 years. We are on par with the college overall success rate 4 year average which is also 75%, but our average for Fall 2024 was as high as 80% which was above that of the college in Fall 2024. Real Estate's success rate has shown improvement in the last 2 years. Consistently strong; trends reflect need for added student support with legal content.

Which groups are experiencing equity gaps in your program for success rate and/or retention rate?
Latinx and Black students show slightly lower success rates. Our 4 year average for African American Students is 61%, whereas the college rate is 63%. Our Latinx 4 year average rate is 69% as opposed to the college rate of 66%.

Comprehensive Program Review

What department/discipline (or institutional) factors may be contributing to these lower rates of success for these groups of students?
Legal vocabulary complexity and lack of faculty availability for advising. Full time faculty may be able to further support our students experiencing these gaps as adjuncts have compelted training and implemented changes, but have not improved beyond much beyond the college wide gaps.

How has this data shaped your comprehensive program review goals and action steps?
This data has shaped our comprehensive program review goals and action steps as we cvontinue to request Full time faculty which could provide embedded support, increase office hour availability, and integrate culturally responsive examples.

Discuss your department/discipline's plan for diversifying department faculty in alignment with the GCCCD Board Resolution 20-015.
We plan to diversify department faculty by recruitment through NAREB, NAHREP, AREAA, CREW, and other associations. This should support hiring diverse faculty that represent our student body.

What other qualitative or quantitative data, if any, is the department/discipline using to inform its planning for this comprehensive program review?
Labor market reports, student surveys.

Attach Related Documents - Student Access and Achievement
Real Estate Student Survey FA2023 - Responses _ SurveyMonkey.pdf;
Real_Estate_Fall2025_Survey.pdf;
Spring 2026 RE Survey Responses.pdf

Distance Education Course Success (If Applicable)

If your department offers distance education classes, how do you ensure Regular and Substantive Interaction (RSI) is being implemented?
We ensure regular and substantice interation is being implemented. Our department regularly uses tools available fully. We embrace welcome letters and videos to guide students on how to navigate the Canvas environment and how to use the communication tools. Announcements are heavily used throughout the courses to share information with students generally. We use an introduction module to explain the lay out of the course. A student resources module is created to helps students with the course in addition to finding resources Cuyamaca offers to support them. Courses are designed to include opportunities for ample regular contact in discussion forums, the grade comment sections and other tools. Students also have multiple means of contacting the instructor and are encouraged to do so throughout the course including email, canvas messages, comments on grade feedback, comments on discussion boards, and office hours.
Courses make use of a variety of tools and methods available for unstructured student-initiated interaction to accommodate a variety of communication styles. Courses are designed to facilitate student interaction and are responsive to the variety of cultures and communication styles in the learning community. Rubrics are included with assignments to explain how participation will be evaluated and include descriptive criteria and include models of "good work". Assessments are designed to mimic authentic environments and match the objectives to the learners for each assessment. Multiple types of formative and summative assessments are used (research project, objective test, discussions, ect.). Frequent assessments occur at regular intervals throughout the course, providing students with timely feedback on learning and performance. Instructions are written clearly and with exemplary detail to ensure understanding. Students are encouraged to apply feedback to improve learning and performance. There are regular opportunities throughout the course for student selfassessment that encourage students to seek timely additional help.

If there are differences in success rates for distance education (online) versus in-person classes, what will the program do to address these disparities? If there are no differences, what did the program do to achieve that?
This program is fully online as we have no full time faculty and there is little student interest in in person courses.

Career Exploration and Program Demand (Career Education Programs Only)

Is your program a career education program (e.g., does it prepare students to directly enter the workforce)?
Yes (Complete the remaining questions in this section)

If you answered "yes," how is your program meeting labor market demand and preparing students to enter the workforce?
Strong regional demand continues. Our program is regularly reviewed by our Industry Advisory Board and is compliant with the California Department of Real Estate standards to prepare students to directly enter the workforce. Courses are updated as needed to ensure we remain compliant with California DRE standards.

Please share your observations about the employment rate for your program over the last 4 years.
The employment rate for San Diego Real Estate over the last 4 years remains above the national average and the average continues to increase. Completion data from the LMI for Real Estate seems a bit off as it indicates 1,522 completions from Grossmont College and only 236 completions from Cuyamaca College. This is odd as there is no Real Estate program at Grossmont college for students to complete, the RE program only exists at Cuyamaca College. Also it's unclear what the employment rate for the program actually is as the LMI reports for the region. This could be more easily tracked if full time faculty was associated with the department as the Department Chair does track this information for the Paralegal Department. Perkins data College Core Indicator Information by 6-Digit Top Code for Cohort Year 2021-2022 indicates employment rate for the college is 56.25 which is 17 percent below the negotiated level. Once again this could be more easily tracked if there was full time faculty following up to actually capture the employment data.

What is the institution-set standard for your program's employment rate?
The negotaited standard from the Perkins data College Core Indicator Information by 6-Digit Top Code for Cohort Year 2021-2022 indicates employment rate was negotiated at the state level for 73.25 and the district level for 73.25.

What would you like your program's employment rate to be, ideally (stretch goal)?
I think a more reasonable stretch goal would be 60% based on the performance reported in the 2021-2022 data. Also hiring full time faculty to track and support students seeking employment upon completing the CA DRE Salesperson exam would be helpful to improve the employment rate.

What do the latest labor market data reveal about the careers (including those for transfer students) for which your program prepares students?
High wages, strong demand, digital skills increasingly required.

Please upload your career education program advisory committee minutes for the past 4 years.
Advisory Committee_Aug2018.pdf;
Advisory Committee_Feb2018.pdf;
Advisory Committee_July2019.pdf;
Detailed Notes for 2222024.pdf;
Minutes 7.24.25 Cuyamca RE advisory.docx;
IndustryAdvisoryREagenda2_22_24.pdf

Strengths, Challenges & External Influences

Please describe your program's strengths.
Strengeths include high employability, DRE aligned curriculum, flexible scheduling. Dynamic Adjunct faculty that constantly support our students and work hard to help the program grow.

Please describe your program's challenges.
Program Challenges: No full-time faculty, dated materials in some courses, limited advising.

Please describe external influences that affect your program (both positively and negatively).
Housing market shifts, DRE regulation changes. As regulations and the housing market shifts that can increase or decrease the damand for Real Estate Professionals. It appears that the current administration is potentially moving to block REITs from buying stock of starter homes, which will increase the need for diversity of Salespeople to process transactions rather than a single large brokerage house. The aging population may also result in more homes being sold as older populations attempt to downsize and millenials attempt to enter the housing market.

Given these factors, what opportunities exist for the service area to advance the College's goals in the next 4 years?
The Real Estate program is positioned to significantly advance Cuyamaca College's institutional mission, vision, values, and strategic goals by expanding accessible workforce pathways, strengthening equity in student outcomes, and deepening community partnerships.
Increase Equitable Access: By expanding section offerings, updating online courses, and providing clearer DRE licensure maps, the program can remove barriers for working adults, first?generation learners, and disproportionately impacted students. Improved access directly supports the college mission of providing inclusive, high-quality learning and aligns with values of *student-centeredness* and *social justice*.
Eliminate Equity Gaps in Course Success: Integrating culturally responsive teaching, scenario?based assessments, and embedded student support will improve comprehension of legal terminology and real?world application. These actions advance the college's strategic commitment to eliminating equity gaps and reflect its value of *equity*.
Increase Persistence and Completion: Strengthening advising, enhancing early intervention, and building structured pathways toward DRE licensure will support students through completion of certificates, degrees, and licensure preparation. This aligns with the college vision of *student success* and mission objectives related to *academic excellence* and *student support*. Also for RE we need to track completion more clearly. Our students are better served by tracking how many successfully complete the DRE testing than by how many complete a degree.
Strengthen Workforce Readiness and Community Engagement: By expanding partnerships with local brokers, property managers, and professional associations, the program will increase internship pipelines, contextualized learning, and employment connections. These actions support the college's value of *community* and its mission to foster *workforce preparation*.
Hiring and Retaining Diverse Employees: Bringing in a full-time faculty member through equity?minded recruitment will strengthen representation, belonging, and culturally responsive instruction, advancing the college's commitment to *diversity* and *inclusive excellence*.
Overall, the Real Estate program has strong opportunities to advance the college's mission of *equitable access, learning, and achievement for all students* while addressing critical regional workforce needs.

Program Goals

Program Goals Status
 I have updated the progress on my previous goals.

Program Goals Mapping
Mapping for all active Program Goals complete.

Submission

Dean Review