

## #3

INCOMPLETE

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Page 1: I. Program Overview and Update

### Q1

I.1 Department(s) Reviewed:

Real Estate (B&PS)

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### Q2

1.2 Lead Author

Mary Sessom

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### Q3

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

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

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### Q4

I.4 Dean/Manager:

Larry McLemore

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**Q5**

I.5 Program Update: Please summarize the changes, additions, and achievements that have occurred in your program since the last program review was submitted. To access your 2020 program review, visit the Program Review webpage.

We discussed revamping the Real Estate webpage to include additional information on the availability of the required classes for the broker's license requirements for the state examination.

We also discussed the viability of the hybrid classes. Instructors thought many students enjoyed the hybrid classes similar to the quarterly unit compared to the 18 week semester. They have an accelerated drop date which can make it difficult for students to remember.

We have a high number of students this FA20 semester, which is fueled by the hot Real Estate market.

In order to increase student retention and the certificate/degree program, all RE faculty agreed to list the Real Estate webpage and other Real Estate courses taught at Cuyamaca on our Syllabi.

Last year we discussed the addition of possible (highlighted) classes in order to meet all educational requirements for the Broker's license.

1. Real Estate Practice; and
2. Legal Aspects of Real Estate; and
3. Real Estate Finance; and
4. Real Estate Appraisal; and
5. Real Estate Economics or Accounting\*; and
6. Three courses from the following list:
  - o Real Estate Principles
  - o Business Law
  - o Property Management
  - o Escrow
  - o Real Estate Office Administration
  - o Mortgage Loan Brokering and Lending
  - o Advanced Legal Aspects of Real Estate
  - o Advanced Real Estate Finance
  - o Advanced Real Estate Appraisal
  - o Computer Applications in Real Estate
  - o Common Interest Developments

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Page 2: II. Assessment and Student Achievement

**Q6**

II.A.1 Is your program following the assessment plan on file with the SLO Coordinator (or Outcome Assessment Committee)?

**Yes, the assessment plan is on file, but work is needed to update the plan**

**Q7**

Respondent skipped this question

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

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Page 3: II. Assessment and Student Achievement

**Q8**

You indicated either 1) the department assessment plan is on file, but work is needed to update the plan, or 2) the department has no assessment plan on file and/or the program is not currently following assessment plan II.A.1a Please describe how your program is adjusting (or developing) its assessment plan to ensure all courses are assessed within the assessment 4-cycle:

The new Assessment Plan is not completed by the time for this Annual Program Review.

RE 190 was assessed through FA19. All students were performing above the 70% discipline threshold but the faculty discussion centered around teach students how to review for exams. The faculty also discussed allowing use of the textbook and any other resources in the online exams.

RE 191 was assessed through SP17. While the success rate was over 70% in all assessed semesters, the discussion centered around performing the laboratory exercises in groups of twos.

RE 192 was last assessed in AP 2017. The RE faculty determined that more math concepts would have to be taught in this RE Finance class. This has given rise to RE joining the other CE disciplines in working with MATH to custom a math class for CE.

RE 193 was assessed through FA19. The success rate was over 70% however, on discussion with RE faculty, it was decided to revise the SLOs for this course. Those were proposed 12/13/2019.

RE 194 was assessed through SP18 with a success rate of over 70%. The faculty discussion pointed out that more practice tests to acclimate students to using the capitalization techniques for appraising income or multi-family properties.

RE 201 was assessed through FA19 with students achieving the 70% success threshold. Faculty comments "With the exception of the final (last SLO) assessed, students had the option to attempt each quiz twice. I believe this resulted in a skewed SLO results being much higher than normal passing grades for the first 2 SLO's. Essay questions can also just be cut & pasted from the book for an online class. Grades were much higher than normal. Unsure if this had to do with students passing off information to each other or the availability of the book and multiple attempts at the quiz. "(01/03/2020)

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Page 4: II. Assessment and Student Achievement

**Q9**

II.A.2 Please provide an analysis of your Student Learning Outcomes (SLOs) findings over the past year and what changes, if any, were made as a result. This may include, for example, changes to departmental practices, program improvements, and/or professional development opportunities over the past year. \*If the department did not complete assessments during the COVID-19 public health crisis, please note that here and provide additional context.

Noted above for each individual course.

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Page 5: II. Assessment and Student Achievement

**Q10**

II.B.1. What progress has been made in your program to address the institutional goals set around student success and equity? (2019 Equity Plan) If qualitative or quantitative data is available, please summarize any findings.

Overall, the success rate in RE is in line with the college. The retention rate is lower which coincides with the fact our students are professionals many who work during the day (88% college vs 86.5% for RE). Students, who after a few weeks feel Real Estate is not for them, tend to drop.

Overall, the discipline has few equity gaps and, where it does, those gaps are still lower than the college's in terms of Retention and Success. For example,

The College had a total in all Fall semesters for African-American students in Success of 61% for an equity gap of 19%. The RE program had a total in Success for that same population of 77% with no equity gap as the White Non-Hispanic had a total success rate of 74%. The total enrollment in RE for African American students was 5.25% and for the college 5.35%.

If we look at the Retention and Success equity gaps for Hispanic/Latinos students we see that the college has retention of 80% and in success of 68%. The RE program had retention of 83% and success of 73%.

Equity gaps exist in the program but they can be handled with new strategies to be employed by faculty. The department Chair, Pat Newman, and a RE instructor, Susan Yepiz, completed the Strong Workforce Institute on Equity teaching and will hold training during the department and disciplines professional development meetings.

Many students are testing the waters of Real Estate to see if it is a profession for them before they decide to take other courses or complete the class.

The 5 year trend for Degrees awarded took a huge leap in 2019-2020. It could be explained by the very active real estate market. It is critical to remember that a student completing 3 classes at the RE program are eligible to sit for the Sale's Examination. Most students are in the program to complete those 3 classes.

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**Q11**

II.B.2 In light of the goals set in your program review, what are your plans to improve equitable student outcomes (success, retention, persistence, graduation, etc.) in the coming year?

What spoke to faculty was the pass rate, which overall is acceptable. However, these RE courses are professional development courses, built specifically for Real Estate professionals. Those who find it is not for them, sometimes just drop off, not completing the course.

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Page 6: II. Assessment and Student Achievement

**Q12**

Yes

Do you offer distance education (online) courses? (excluding emergency remote teaching in 2020)?

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Page 7: II. Assessment and Student Achievement

**Q13**

II.C.1 If there were differences in success rates for distance education (online) versus in-person sections of program courses in your last comprehensive program review, what has the department done to address these disparities? If online and in-person sections had comparable success rates, please describe what the program did to achieve that.

The total averages for all semesters was 79% for on-campus and 72% online in terms of Success Rate.  
The total averages for all semesters was 89% for on-campus and 82% online in terms of Retention.

As a total average, there were 254 more students enrolled on campus than online which may account for the difference in the rates for Success and Retention.

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**Q14**

II.C.2 What mechanisms are in place to ensure regular and effective contact? For resources, see Cuyamaca Guide to Best Practices in Online Teaching

The department regularly includes reminders at department meetings as to how to ensure regular and effective contact. The consistent voluntary student evaluations as well as those done by peers on the schedule prescribed by the Contract keep an eye on this vital aspect of effective online learning.

RE faculty talked about the Marco/Polo app for students who want immediate access to the professor but are afraid to send an email or speak out in class with all their peers listening. That will be discussed in the January, 2021 discipline meeting.

We also discussed as a discipline putting in place a time frame for responses to students of 24-72 hours.

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Page 8: III. Previous Goals: Update

**Q15**

Goal 1:

Additional classes to satisfy the Broker's license requirements.

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**Q16**

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

Goal Status

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Page 9: III. Previous Goals: Update continued

**Q17**

**Respondent skipped this question**

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

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**Q18**

**Respondent skipped this question**

Do you have another goal to update?

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Page 10: III. Previous Goals: Update continued

**Q19**

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).

Some Business & Professional Studies classes have been cut this semester due to Covid-19 issues/concerns. Adding additional classes at this time does not seem consistent with present college culture but a course such as RE Economics may be one of the first to be added.

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**Q20**

**Yes**

Do you have another goal to update?

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Page 11: III. Previous Goals: Update continued

**Q21**

Goal 2:

Revamp RE 204 – RE Office Administration

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**Q22**

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

Goal Status

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Page 12: III. Previous Goals: Update continued

**Q23**

**Respondent skipped this question**

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

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**Q24**

**Respondent skipped this question**

Do you have another goal to update?

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Page 13: III. Previous Goals: Update continued

**Q25**

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).

This revamped course will have visits to various RE offices as a component to it. Prudence dictates that the onsite component is not feasible now but this will be continued next year. The curriculum work is completed.

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**Q26**

**No**

Do you have another goal to update?

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Page 14: III. Previous Goals: Update continued

**Q27**

**Respondent skipped this question**

Goal 3:

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**Q28**

**Respondent skipped this question**

Goal Status

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Page 15: III. Previous Goals: Update continued

**Q29**

**Respondent skipped this question**

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

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**Q30**

**Respondent skipped this question**

Do you have another goal to update?

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Page 16: III. Previous Goals: Update continued

**Q31**

**Respondent skipped this question**

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).

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**Q32**

**Respondent skipped this question**

Do you have another goal to update?

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Page 17: III. Previous Goals: Update continued

**Q33**

**Respondent skipped this question**

Goal 4:

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**Q34**

**Respondent skipped this question**

Goal Status

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Page 18: III. Previous Goals: Update continued

**Q35**

**Respondent skipped this question**

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

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Page 19: III. Previous Goals: Update continued

**Q36**

**Respondent skipped this question**

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).

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Page 20: IV. New Goals

**Q37**

**Yes**

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

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Page 21: IV. New Goals continued

**Q38**

New Goal 1:

Commence Work on Retention and Closing Equity Gaps

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**Q39**

**Organizational Health**

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

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**Q40**

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

This Goal speaks directly to the 3 checked goals. Retention is part of "Keeping Students on the Path" of guided pathways, while all type of this work is aimed towards the student success which helps keep the organization healthy.

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**Q41**

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

This was informed by the data collected by the college for use in this annual program review.

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**Q42**

Action steps for this 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 computer hardware).

The Department Co-Chairs and a RE faculty member completed the Strong Workforce Institute training on Equity. These faculty members will conduct an in-house training during department and discipline meetings.

It is critical to note that this discipline is housed in Business & Professional Studies. This department has been significantly hurt by the loss of FT faculty. The disciplines of Economics, Paralegal Studies, Real Estate and Surveying have no FT faculty members which means that significant improvements in any work in RE will be carried by PT faculty, all of which work full time outside of the college.

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**Q43**

How will this goal be evaluated?

Data collection by the college

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**Q44**

**No**

Do you have another new goal?

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Page 22: IV. New Goals continued

**Q45**

**Respondent skipped this question**

New Goal 2:

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**Q46**

**Respondent skipped this question**

Which College Strategic Goal does this department goal most directly support?

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**Q47**

**Respondent skipped this question**

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

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**Q48**

**Respondent skipped this question**

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

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**Q49**

Respondent skipped this question

Action steps for this 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 computer hardware).

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**Q50**

Respondent skipped this question

How will this goal be evaluated?

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**Q51**

Respondent skipped this question

Do you have another new goal?

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Page 23: IV. New Goals continued

**Q52**

Respondent skipped this question

New Goal 3:

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**Q53**

Respondent skipped this question

Which College Strategic Goal does this department goal most directly support?

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**Q54**

Respondent skipped this question

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

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**Q55**

Respondent skipped this question

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

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**Q56**

Respondent skipped this question

Action steps for this 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 computer hardware).

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**Q57**

Respondent skipped this question

How will this goal be evaluated?

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**Q58**

Respondent skipped this question

Do you have another new goal?

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Page 24: IV. New Goals continued

**Q59**

Respondent skipped this question

New Goal 4:

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**Q60**

Respondent skipped this question

Which College Strategic Goal does this department goal most directly support?

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**Q61**

Respondent skipped this question

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

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**Q62**

Respondent skipped this question

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

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**Q63**

Respondent skipped this question

Action steps for this 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 computer hardware).

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**Q64**

Respondent skipped this question

How will this goal be evaluated?

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Page 25: V. Resources Needed to Achieve Goal(s)

**Q65**

My program is currently not requesting any resources at this time

What resources is your program requesting this year to achieve the program's goal(s)?

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Page 27: Final Check

**Q66**

**I am ready to submit my program review**

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

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