

# #3

**INCOMPLETE**

**Collector:** Email Invitation 1 (Email)  
**Started:** Friday, December 08, 2023 2:52:14 PM  
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**First Name:** Joan  
**Last Name:** Rettinger  
**Email:** brihays07@gmail.com  
**Custom Data:** Real Estate  
**IP Address:** 72.197.208.87

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## Page 1: I. Program Overview and Update

### Q1

1. Department(s) Reviewed:

BPS- Real Estate

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### Q2

2. Lead Author:

Joan Rettinger, Esq.

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### Q3

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

Greg Daunoras, Rafael Perez, John Hafner, Susan Yepiz

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### Q4

4. Dean/Manager(s):

George Dowden

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### Q5

5. Initial Collaboration Date with Manager/Dean:

Enter the initial date you met **10/12/2023**  
with your dean to discuss  
your program review using  
this format: MM/DD/YYYY

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**Q6**

6. Program Update (Required): Please summarize the changes, additions, and achievements that have occurred in your program since the last program review. You can access 2022 program reviews on the program review webpage.

Since the last program review, we drafted ACP Degree maps, revised our course rotation, revised curriculum to be SB 1495 compliant and updated with the DRE.

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Page 2: II. Assessment and Student Achievement

**Q7**

**Yes**

7. Did your program complete and submit SLO assessment in the last year? If you are unsure, check the most recent updates on your program's SLO Assessment Updates.

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**Q8**

7a. Which SLOs did you assess in the last year? If you did not assess in the last year, please share why, including whether your program is experiencing barriers to assessment or data submission, and/or if your program would benefit from outcomes and assessment support.

Last year we assessed RE 190, RE 191, RE 193, RE 194, and RE 201.

Our program would potentially be able to start offering RE 197 and RE 204, thus completing all of the assessments if we were to bring on new full-time faculty. They could promote the individual courses with more attention, leading to more of them running and then being able to be assessed in proper rotation. Currently we are deactivating the courses given the historic low enrollment when previously attempting to offer them.

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**Q9**

8. Please share any outcomes assessment projects your program has worked on in the last year, including SLOs on Canvas, PLOs by ACP, Equitable Assessment Strategies (innovative collective/common assessments, project-based, work-based learning, student-centered, etc.), or other.

In the last year, we have incorporated WBL into our SLOs in various courses. Additionally, we have adopted policies to comply with SB1495 which increase student-centered instructional activities including role playing as both a consumer and real estate professional and a deeper coverage of implicit bias.

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**Q10**

**Respondent skipped this question**

OPTIONAL: You may upload a copy of any assessment-related documents here. If you have an Excel sheet, please convert it to one of the supported files listed below before submission.

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Page 3: II. Assessment and Student Achievement

**Q11**

9. Please discuss any equity gaps in access or success

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.

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**Q12**

10. What action will the department or discipline take to address these equity gaps? If equity gaps have been reduced or eliminated, please share what the program did to achieve this. If equity gaps still exist, consider the specific steps your department will take to address equity gaps.

The RE department has taken significant trainings on equity in education, namely:

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 She attended The Bureau of Real Estate Appraisers (BREA) 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.

We will continue to implement these trainings to reduce the equity gaps for effected groups namely: AfricanAmerican, Hispanic/Latino, Middle Eastern/North African, and Multiple Races/Ethnicities.

**Q13**

11. How has this data impacted the goals set in your previous comprehensive program review?

The data has impacted our goals from the previous comprehensive program review from FA21. In FA21 we wrote our last comprehensive program review with the following goals: (1) Commence work on Retention and closing equity gaps, (2) Build Program Reputation, (3) Explore Curriculum changes to accommodate the DRE's new requirements for an Appraiser's license, (4) Create a One-Stop-Shop for Salesperson and Broker's Licenses. We have taken steps to work on retention and closing equity gaps in light of the data. This can be seen as we did not have an equity gap in FA 22 for retention of African American Students, success in Asian students, or retention of multiple races/ ethnicities. Clearly there is still lots of work to do, but RE is making progress towards their goal of supporting all students.

**Q14**

12. Please describe the most significant or impactful ways your program worked across the college to advance the college's vision of equity, excellence and social justice through education over the past year.

Our program has worked across campus to advance the college's vision of equity, excellence and social justice through education over the past year by supporting our student as she stepped into her role as Student Trustee at the GCCCD Governing Board. Additionally, RE adjuncts also often step up to be present and a resource to students at various events on campus for potential incoming high school students and career fairs showing students that a career in real estate is accessible for everyone. Of course we could have a bigger impact on campus and perhaps help students on campus with larger issues of housing through a seminar or specific event directed at the larger campus.

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**Q15**

13. What challenges is your program still experiencing due to the disruption of operations caused by the pandemic and the need to offer services in various modalities?

Our program moved to fully online during the pandemic and this has been a great path forward for our students in increased enrollment within the RE program. We are not still experiencing challenges due to the pandemic.

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**Q16**

Respondent skipped this question

OPTIONAL: Please upload any documentation you would like to include as part of your responses to this section of the program review.

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Page 4: II. Assessment and Student Achievement continued

**Q17**

Yes

11. Does your department offer classes that are approved distance education courses?

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Page 5: DE Course Success Rates

**Q18**

12. 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.

There were only online sections, so there is no data to compare.

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Page 6: III. Previous Goals: Update

**Q19**

Previous Goal 1:

Build program reputation

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**Q20**

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

Previous Goal 1:

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Page 7: III. Previous Goals: Update continued

**Q21**

**Respondent skipped this question**

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

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**Q22**

**Respondent skipped this question**

Do you have another goal to update?

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Page 8: III. Previous Goals: Update continued

**Q23**

**Eliminate equity gaps in course success (passing grade in class)**

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

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**Q24**

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).

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.

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**Q25**

**New faculty position**

What resources, if any, are needed to achieve this goal? Please select all that apply. Links to request forms are included below. All resource requests are due on the program review deadline.

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**Q26**

**Yes**

Do you have another goal to update?

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Page 9: III. Previous Goals: Update continued

**Q27**

1. Previous Goal 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.

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**Q28**

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

3. Goal Status

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Page 10: 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 11: III. Previous Goals: Update (If Applicable) continued

**Q31**

**Increase equitable access (enrollment)**

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

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**Q32**

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).

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.

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**Q33**

What resources, if any, are needed to achieve this goal? Please select all that apply. Links to request forms are included below. All resource requests are due on the program review deadline.

**New faculty position,**

Other, please specify::

In addition to the full time faculty who can shepherd real change in the department we also need an RE educational contractor to being working on these tasks now while we hire so that the BREA process can move forward.

**Q34**

Do you have another goal to update?

**Yes**

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Page 12: III. Previous Goals: Update continued

**Q35**

1. Previous Goal 3:

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

**Q36**

3. Goal Status

**Not Started**

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Page 13: III. Previous Goals: Update continued

**Q37**

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

**Respondent skipped this question**

**Q38**

Do you have another goal to update?

**Respondent skipped this question**

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Page 14: III. Previous Goals: Update continued

**Q39**

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

**Increase persistence eliminate equity gaps (re-enrolling the subsequent semester or year)**

**Q40**

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).

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.

**Q41**

What resources, if any, are needed to achieve this goal? Please select all that apply. Links to request forms are included below. All resource requests are due on the program review deadline.

**New faculty position,**

Other, please specify::

In addition to the full time faculty who can design and maintain the website for the students, we also need an RE educational contractor to being working on these tasks now while we wait to hire FTF.

**Q42**

Do you have another goal to update?

**Yes**

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Page 15: III. Previous Goals: Update continued

**Q43**

1. Previous 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)

**Q44**

3. Goal Status

**Not Started**

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Page 16: III. Previous Goals: Update continued

**Q45**

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

**Respondent skipped this question**

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Page 17: III. Previous Goals: Update continued

**Q46**

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

**Increase equitable access (enrollment)**

**Q47**

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).

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.

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**Q48**

**New faculty position**

What resources, if any, are needed to achieve this goal?  
Please select all that apply. Links to request forms are included below. All resource requests are due on the program review deadline.

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Page 18: IV. New Goals

**Q49**

**Yes**

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

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Page 19: IV. New Goals continued

**Q50**

1. New Goal 1:

Hire FTF in the RE department.

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**Q51**

**Increase hiring and retention of diverse employees to reflect the students and communities we serve**

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

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**Q52**

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

A full-time instructor will improve equitable student access, eliminate equity gaps, increase persistence, increase completion, and increase hiring and retention of diverse instructors.

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**Q53**

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

Student data shows there is work to do in recruiting diverse students to the program, and in eliminating equity gaps in success and retention.

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**Q54**

5. 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).

Submit the instructor request form

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**Q55**

6. How will this goal be evaluated?

Objectively we will be able to evaluate if new faculty is hired next year or not.

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**Q56**

**New faculty position**

What resources, if any, are needed to achieve this goal?  
Please select all that apply. Links to request forms are included below. All resource requests are due on the program review deadline.

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**Q57**

**No**

Do you have another New Goal?

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Page 20: IV. New Goals continued

**Q58**

**Respondent skipped this question**

1. New Goal 2:

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**Q59**

**Respondent skipped this question**

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

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**Q60**

**Respondent skipped this question**

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

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**Q61**

**Respondent skipped this question**

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

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**Q62** Respondent skipped this question

5. 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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**Q63** Respondent skipped this question

6. How will this goal be evaluated?

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**Q64** Respondent skipped this question

What resources, if any, are needed to achieve this goal? Please select all that apply. Links to request forms are included below. All resource requests are due on the program review deadline.

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**Q65** Respondent skipped this question

Do you have another New Goal?

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Page 21: IV. New Goals continued

**Q66** Respondent skipped this question

1. New Goal 3:

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**Q67** Respondent skipped this question

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

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**Q68** Respondent skipped this question

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

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**Q69** Respondent skipped this question

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

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**Q70** Respondent skipped this question

5. 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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**Q71** Respondent skipped this question

6. How will this goal be evaluated?

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**Q72** Respondent skipped this question

What resources, if any, are needed to achieve this goal? Please select all that apply. Links to request forms are included below. All resource requests are due on the program review deadline.

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**Q73** Respondent skipped this question

Do you have another New Goal?

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Page 22: IV. New Goals continued

**Q74** Respondent skipped this question

1. New Goal 4:

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**Q75** Respondent skipped this question

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

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**Q76** Respondent skipped this question

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

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**Q77** Respondent skipped this question

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

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**Q78**

Respondent skipped this question

5. 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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**Q79**

Respondent skipped this question

6. How will this goal be evaluated?

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**Q80**

Respondent skipped this question

What resources, if any, are needed to achieve this goal? Please select all that apply. Links to request forms are included below. All resource requests are due on the program review deadline.

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Page 24: Final Check

**Q81**

Respondent skipped this question

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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