# Annual Update Report

Academic - Real Estate (RE) - (CE)

**Build program reputation (Goal 1)**

**Program Goal**: Build program reputation
**Goal Status**: Active

| Summary of Progress or Results |
|---|
| **Summary Date:** 09/23/2024 <br> **Summary of Progress or Results:** TBD <br> **Reporting Period:** 2024 - 2025 <br> **Status:** In Progress - will carry forward into next year <br> **Action steps for this academic year.:** <br> 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

| Summary of Progress or Results |
|---|
| **Summary Date:** 09/23/2024 <br> **Summary of Progress or Results:** TBD <br> **Reporting Period:** 2024 - 2025 <br> **Status:** In Progress - will carry forward into next year <br> **Action steps for this academic year.:** <br> 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

| Summary of Progress or Results |
| --- |
| **Summary Date:** 09/23/2024<br>**Summary of Progress or Results:** TBD<br>**Reporting Period:** 2024 - 2025<br>**Status:** Not Started<br>**Action steps for this academic year.:**<br>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

| Summary of Progress or Results |
| --- |
| **Summary Date:** 09/23/2024<br>**Summary of Progress or Results:** TBD<br>**Reporting Period:** 2024 - 2025<br>**Status:** Not Started<br>**Action steps for this academic year.:**<br>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

| Summary of Progress or Results |
|---|
| **Summary Date:** 09/23/2024 |
| **Summary of Progress or Results:** TBD |
| **Reporting Period:** 2024 - 2025 |
| **Status:** Not Started |
| **Action steps for this academic year.:** |
| Submit the instructor request form |

## Program Overview and Update

**Lead Author**
Joan Rettinger, Esq.

**Collaborator(s)**
Greg Daunoras, Rafael Perez, Lori Namazi, Tracy Braxton

**Dean/Manager(s)**
George Dowden

**Please summarize the changes, additions, and achievements that have occurred in your program since the last program review.**
Since the last program review we have hired two new adjunct faculty, held our advisory committee meeting, revised curriculum and revised our course rotation.

## Assessment and Student Achievement

**After looking at the SLO information for the past year in Nuventive Improve, are you are on track for the 4-year assessment cycle?**
Yes

**Which courses have not been assessed in the last 4 years?**
RE 197, it may face deactivation as the course never sustained enrollment sufficient to be offered.

**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.**
Our PLOs are all mapped to SLOs so they are all assessed regularly when our SLO assessments are completed. We have also adopted WBL in many courses and have adjusted RE 191 to stay compliant with SB 1495.

## Student Achievement

**Please discuss any equity gaps in access or success.**
Equity gaps in retention and success exist with the RE student population but is improving. We are demonstrating gaps with African American students, but our previous equity gaps with Asian, Hispanic, and Middle Eastern students appears to have been corrected.

Our program RE overall in FA 2023 has a lower retention rate (88%) than the college (89%) overall. Additionally, our student success rate is 74% compared to the college at 75% 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 23, we find that women are slightly more successful (75%) and have a slightly higher retention rate (89%) than men (success 73% and 87% retention) within the department and comparable and not significantly different to the campus as a whole at W (89/75) and M (89/75). 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 55% and the campus as a whole was at 61%. However the retention rate shows we are doing stronger than the campus within the program numbers being are higher (89%) than campus (85%) for this group.

**What action will the department or discipline take to address these 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.
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 of 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. We have already seen success in closing the gaps for Hispanic/Latino, Middle Eastern/North African, and Multiple Races/Ethnicities.

**Please describe any enrollment changes (increases/decreases) over the past year and the context for these changes.**
Enrollment has significantly increased over the past year increasing from 194 in Fall of 2022 to 297 in Fall 2023, a 53% increase. Courses are offered fully online to meet our students where they seek to take courses and are using OER when possible. Additionally, we continue to work with community partners. We have been responding to and presenting at various local high schools based upon student requests and interest. Finally, we have been participating in campus tours. It appears all of the department's efforts to engage potential students have been paying off as students are enrolling in much high numbers than previous years.

**What has this data revealed about the progress of the program review goals you set?**
This data has revealed that there is significant demand for the program and profession. The program goals have made very little progress as there is no full time faculty in the department and adjuncts are generally working to capacity while allowing for increased class caps. We have made little progress towards building the program's reputation, but the adjuncts are making an effort when they participate in industry events. We have done minimal work on BREA requirements as there is no full time faculty. We have made no progress on developing a website to support our students. We have made no progress on developing additional courses.
We did submit a request for full time faculty but ended up with a ranking of 21 out of the 22 new full time faculty positions on the Faculty Hiring Priorities Committee Spring 2024 list. The Faculty Hiring Priorities Committee Spring 2024 list does not show progress towards resolving equity issues on campus as CE faculty represent under 15% of the faculty on campus, but manage approximately 30% of the enrollments for the campus. The FHPC shows little preference for the need to fix the gap in faculty hiring as the list ranks the bottom 4 positions as all CE and includes 7 out of the top 10 ranked positions from non CE departments. The data shows us that the program could flourish with support and leadership of full time faculty.
Data is showing that by imposing upon the full time faculty of the BPS department and having excessive demand responded to by adjuncts the RE department can be maintained while campus turns a blind eye to CE needs.

# 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?**
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 course 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.

## Annual Update

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 self-assessment that encourage students to seek timely additional help.

## Program Goals

## Submission

**Program Review response is complete and ready for review.**
Yes - Response complete and ready for review