



2017-2018
Comprehensive Program Review
Real Estate

Table of Contents

Executive Summary	1
Section 1: Program Planning	2
Section 2: Human Capital Planning	16
Section 3: Facilities Planning	17
Section 4: Technology Planning	17
Section 5: New Initiatives	18
Section 6: Prioritization	19

Executive Summary

Coastline Community College's Real Estate Program is designed to prepare individuals for a variety of careers in real estate, including sales, brokering and lending. The program offers a 24-unit Real Estate Studies Certificate of Achievement and Certificates of Specialization in Real Estate Lending and Real Estate Sales. Students may take courses to prepare for the Real Estate Salesperson and Brokers Exams.

Enrollments in the program are cyclical depending upon the strength of the real estate market. Faculty and brokers explain that when there are a lot of homes to sell, there is a greater need for realtors. Enrollments last year were slightly higher and coincides with a small bump in local and national property values and sales.

All courses are offered as online courses and all certificates can be earned online. The goal is to improve the courses with media and incorporate the current devices used in real estate in the office and in the field.

The program is entirely part-time faculty with a department chair and Dean of Career and Technical Education oversees the program.

Student satisfaction with the quality of instruction and program quality is about the same between satisfied and very satisfied. There were three times as many female respondents as male, six students identified as white and of the other five students, one identified each with African-America, Hispanic, Vietnamese, other Asian and other. Education levels ranged from high school diploma to master's degree, with three AA degrees and three Bachelor's degree. These two factors indicate remarkable diversity among the respondents. Also, the majority of respondents were taking courses only at Coastline.

Section 1: Program Planning:

Mission Statement

To prepare students for a career in the Real Estate by giving them the opportunity to learn the fundamental real estate principles including finance, property management, practices, mortgage lending and legal aspects. This preparation will better prepared students to pass the state license exam and become a valued realtor or lender in the industry.

Overview

The Real Estate program at Coastline Community College is designed to prepare individuals for a variety of careers in real estate, including sales, brokering, lending, loan processing, title insurance, and appraisal.

The program currently has three part-time instructors. The courses are offered online and all of our instructors work in the sales, finance, brokering or legal areas of real estate. We work with our industry partners to develop relationships that will lead to potential positions in the field.

Real estate licensing does not require a college degree but does require individuals to be at least 18 years of age. Individuals seeking a sales or broker's license must complete specified courses in addition to successfully passing a state exam.

Course requirements within Coastline certificates are aligned to satisfy state licensing requirements. Courses also may be used to satisfy continuing education licensure requirements.

Internal Analysis: Real Estate

ENROLLMENT AND FTES:

The number of enrollments in Real Estate courses in 2015-2016 showed a **slight increase (1.0% to 4.9%)** from 2014-2015 and a **substantial increase ($\geq 10.0\%$)** in comparison with the number of enrollments in 2013-2014.

The FTES in Real Estate credit courses in 2015-2016 showed **minimal to no difference** from 2014-2015 and a **substantial increase ($\geq 10.0\%$)** in with in comparison with FTES in 2013-2014.

EFFICIENCY (NUMBER OF SECTIONS, FILL RATE, FTEF/30, WSCH/FTEF):

The number of sections in Real Estate courses in 2015-2016 showed a **substantial increase ($\geq 10.0\%$)** from 2014-2015 and a **substantial increase ($\geq 10.0\%$)** in comparison with the number of sections in 2013-2014.

The fill rate in Real Estate courses in 2015-2016 showed a **slight increase (1.0% to 4.9%)** from 2014-2015 and a **slight increase (1.0% to 4.9%)** in comparison with the fill rate in 2013-2014.

The FTEF/30 ratio in Real Estate courses in 2015-2016 showed **minimal to no difference** from 2014-2015 and a **substantial increase ($\geq 10.0\%$)** in comparison with the FTEF/30 ratio in 2013-2014.

The WSCH/FTEF ratio in Real Estate courses in 2015-2016 showed a **slight decrease (-1.0% to -4.9%)** from 2014-2015 and a **moderate increase (5.0% to 9.9%)** in comparison with the WSCH/FTEF ratio in 2013-2014.

COURSE SUCCESS RATE:

The course success rate in Real Estate courses in 2015-2016 showed a **moderate decrease (-5.0% to -9.9%)** from 2014-2015 and a **moderate decrease (-5.0% to -9.9%)** in comparison with the course success rate in 2013-2014. The course success rate from 2015-2016 showed a **moderately lower rate (-5.0% to -9.9%)** than the college success average* (**66.6%**) and showed a **slightly higher rate (1.0% to 4.9%)** than the institutional-set standard* (**56.6%**) for credit course success.

TERM RETENTION RATE:

The term retention rate in Real Estate courses in 2015-2016 showed **minimal to no difference** from 2014-2015 and a **slight decrease (-1.0% to -4.9%)** in comparison with the term retention rate in 2013-2014. The term retention rate from 2015-2016 showed a **moderately lower rate (-5.0% to -9.9%)** than the college retention average* (**83.3%**) and showed a **slightly higher rate (1.0% to 4.9%)** than the institutional-set standard* term retention (**70.8%**) for credit courses.

AWARDS (DEGREES AND CERTIFICATES):

The number of degrees in Real Estate in 2015-2016 showed **no previous data** from 2014-2015 and showed **no previous data** in comparison with the number of degrees awarded in 2013-2014.

The number of certificates in Real Estate in 2015-2016 showed a **substantial decrease ($\geq -10.0\%$)** from 2014-2015 and showed a **substantial increase ($\geq 10.0\%$)** in comparison with the number of certificates awarded in 2013-2014.

MODALITY:

In 2015-2016 **none (0%)** of the Real Estate courses were offered as **cable** courses, while **none (0%)** of the courses were offered in **correspondence**, **none (0%)** of the courses offered were **hybrid**, **All (100%)** of the courses offered were **online**, **none (0%)** of the courses offered were **self-paced**, **none (0%)** of the courses offered were **telecourse**, and **none (0%)** of the courses were offered in **traditional in-person** setting.

GENDER

In 2015-16 there **was NOT a disproportional impact** in Real Estate course success rates for *female students*; and there **was NOT a disproportional impact** in Real Estate course success rates for *male students*.

AGE GROUPS

In 2015-2016 there **was NOT a disproportional impact** in Real Estate course success rates for students *less than 20 years old*; there **was NOT a disproportional impact** in Real Estate course success rates for students *20 to 24 years old*; there **was a disproportional impact** in Real Estate course success rates for students *25 to 29 years old*; there **was NOT a disproportional impact** in Real Estate course success rates for students *30 to 34 years old*; there **was NOT a disproportional impact** in Real Estate course success rates for students *35 to 39 years old*; there **was NOT a disproportional impact** in Real Estate course success rates for students *40 to 49 years old*; there **was NOT a disproportional impact** in Real Estate course success rates for students *50+ years old*.

RACE/ETHNICITY

In 2015-2016 there **was a disproportional impact** in Real Estate course success rates for *African American* students; there **was a disproportional impact** in Real Estate course success rates for *American Indian* students; there **was NOT a disproportional impact** in Real Estate course success rates for *Asian/Pacific Islander* students; there **was NOT a disproportional impact** in Real Estate course success rates for *Hispanic/Latino* students; there **was NOT a disproportional impact** in Real Estate course success rates for *White/Non-Hispanic* students; there **was a disproportional impact** in Real Estate course success rates for *Multi-race* students; there **was NOT a disproportional impact** in Real Estate course success rates for students who have *declined to state their race/ethnic identity*.

Note: Disproportional Impact is calculated via the Proportionality Index Method with an 80% threshold for negative impact. This method is a measure of representational equity of each subgroup to its initial proportionality at the beginning of the term. Proportionality Index Method compares the demographic characteristics of those who successfully completed the course to the demographics characteristics of the same group that enrolled in the course at the beginning of the term. Proportions of less than 80% are flagged as experiencing disproportional impact.

Implications of Change

The Real Estate department hired a new part time instructor for Fall 2016 to teach the finance and mortgage lending courses. He brought innovative ideas to contribute towards desired success rates in the real estate program especially dealing with workforce development and badging. We are still in the process of developing a plan and how to add the badging process to Canvas. Then we would need to train the other faculty to support the badging module.

One challenge for this department, in the past, is there are the same courses in multiple certificates but not consistent core courses. The advisory board suggested re-evaluating the core courses that would be required across certificates. We are still getting suggestions from our advisory board on how to actually streamline the offerings effectively, so the pathway to salesperson or broker is more efficient. Trends in real estate have moved towards increased technology integration, mobile devices and tablets for leads, sales and processing. Many agencies are now including drone footage/video for marketing purposes and to add the wow factor.

We continue to show a slight decrease in the types of certificates earned due to the fluctuation of the housing market and home availability. The plan is to revisit the purpose of our certificates, what the new target audience might be and how we implement new strategies to market the courses. We will also research the companies that provide short online broker/lender courses or for relicensing. The plan is to hire another new part time instructor, so we can schedule the remaining two courses offered in a RE certificate each term.

Academic Year	2013-14	2014-15	2015-16
CENSUS Enrollment	269	321	326
FTEs	25.0	30.0	29.8
FTEF30	0.8	0.9	0.9
WSCH/FTEF	508	568	543
Sections	8.0	8.0	9.0
Fill Rate	78.0%	78.3%	80.5%
DEGREES AND CERTIFICATES			
Associate Degrees	0	0	0
Certificates	0	0	4
STUDENT DEMOGRAPHICS			
GRADED Enrollment*	272	313	325
GENDER			
Female	57.0%	59.4%	55.4%
Male	42.3%	39.3%	41.8%
Unknown	0.7%	1.3%	2.8%
AGE at TERM			
Less than 19	3.7%	4.5%	1.8%
20 to 24	14.3%	12.8%	11.4%
25 to 29	16.5%	17.6%	20.0%
30 to 34	11.8%	14.4%	12.9%
35 to 39	14.3%	12.5%	11.1%
40 to 49	21.0%	16.0%	16.6%
50 and Older	18.4%	22.4%	26.2%
RACE/ETHNICITY			
African American	12.5%	11.8%	8.3%
American Indian	1.1%	0.3%	0.3%
Asian/Pacific Islander	29.0%	35.1%	44.9%
Hispanic/Latino	19.5%	19.8%	13.5%
2 or More Race	1.5%	0.0%	4.3%
White	35.3%	30.0%	28.0%
Unknown	1.1%	2.9%	0.6%
INSTRUCTIONAL MODALITY			
Cable	0.0%	0.0%	0.0%
Correspondence	0.0%	0.0%	0.0%
Hybrid	0.0%	0.0%	0.0%
Online	94.1%	94.9%	100.0%
Self-Paced	0.0%	0.0%	0.0%
Telecourse	0.0%	0.0%	0.0%
Traditional	5.9%	5.1%	0.0%
SUCCESS & RETENTION			
Course Success (A, B, C, P)	63.6%	62.9%	59.4%
Course Retention (A-F, P, NP)	77.6%	75.5%	75.7%

* Note: **GRADED ENROLLMENTS** excludes Zero Unit Lab enrollments since there is only 1 Grade issued across 2 or more CRNs.

Academic Year	2013-14	2014-15	2015-16
GRADED ENROLLMENT	272	313	325
-Overall Success Rate	63.6%	63.9%	59.4%
-Overall Retention Rate	77.6%	76.0%	75.7%

STUDENT DEMOGRAPHICS			
GENDER			
Female	155	186	180
Male	115	123	136
Unknown	2	4	9

<u>Success Rate</u>			
- Female	64.5%	65.6%	62.2%
- Male	62.6%	61.0%	54.4%
- Unknown	50.0%	75.0%	77.8%

<u>Retention Rate</u>			
- Female	76.8%	76.3%	80.0%
- Male	79.1%	75.6%	69.1%
- Unknown	50.0%	75.0%	88.9%

Academic Year	2013-14	2014-15	2015-16
GRADED ENROLLMENT	272	313	325
-Overall Success Rate	63.6%	63.9%	59.4%
-Overall Retention Rate	77.6%	76.0%	75.7%

AGE at TERM			
Less than 19	10	14	6
20 to 24	39	40	37
25 to 29	45	55	65
30 to 34	32	45	42
35 to 39	39	39	36
40 to 49	57	50	54
50 and Older	50	70	85

Success Rate			
Less than 19	90.0%	42.9%	50.0%
20 to 24	48.7%	57.5%	56.8%
25 to 29	44.4%	61.8%	38.5%
30 to 34	53.1%	62.2%	66.7%
35 to 39	82.1%	61.5%	52.8%
40 to 49	75.4%	64.0%	61.1%
50 and Older	66.0%	75.7%	75.3%

Retention Rate			
Less than 19	100.0%	71.4%	66.7%
20 to 24	59.0%	82.5%	81.1%
25 to 29	71.1%	74.5%	67.7%
30 to 34	68.8%	68.9%	73.8%
35 to 39	87.2%	71.8%	75.0%
40 to 49	86.0%	78.0%	70.4%
50 and Older	82.0%	80.0%	84.7%

Academic Year	2013-14	2014-15	2015-16
GRADED ENROLLMENT	272	313	325
-Overall Success Rate	63.6%	63.9%	59.4%
-Overall Retention Rate	77.6%	76.0%	75.7%

RACE/ETHNICITY			
African American	53	62	44
American Indian	79	110	146
Asian	34	38	27
Hispanic/Latino	4	0	14
Pacific Islander	3	8	2
White	96	94	91
Unknown	3	1	1

Success Rate	53	62	44
African American	56.6%	59.7%	68.2%
American Indian	62.0%	77.3%	62.3%
Asian	55.9%	39.5%	25.9%
Hispanic/Latino	100.0%	0.0%	14.3%
Pacific Islander	100.0%	25.0%	50.0%
White	67.7%	64.9%	68.1%
Unknown	100.0%	0.0%	0.0%

Retention Rate			
African American	77.4%	67.7%	90.9%
American Indian	77.2%	85.5%	74.7%
Asian	70.6%	73.7%	63.0%
Hispanic/Latino	100.0%	0.0%	35.7%
Pacific Islander	100.0%	62.5%	50.0%
White	78.1%	73.4%	80.2%
Unknown	100.0%	0.0%	100.0%

Academic Year	2013-14	2014-15	2015-16
GRADED ENROLLMENT	272	313	325
-Overall Success Rate	63.6%	63.9%	59.4%
-Overall Retention Rate	77.6%	76.0%	75.7%

INSTRUCTIONAL MODALITY			
Cable	0	0	0
Correspondence	0	0	0
Hybrid	0	0	0
Online	256	297	325
Self-Paced	0	0	0
Telecourse	0	0	0
Traditional	16	16	0

Success Rate

Cable			
Correspondence			
Hybrid			
Online	63.7%	64.3%	59.4%
Self-Paced			
Telecourse			
Traditional	62.5%	56.3%	0.0%








Retention Rate

Cable			
Correspondence			
Hybrid			
Online	78.1%	76.1%	75.7%
Self-Paced			
Telecourse			
Traditional	68.8%	75.0%	0.0%

Survey Results

The faculty and students were surveyed in spring 2017. The data in Appendix A shows that the majority of students in the program were satisfied that the content met their expectations. Over 90% of students were satisfied with the interaction and quality of online courses in the program.

Market Assessment

Total People Employed in the Region 				
	Current Year (2014)	5 Years Ago (2009)	5 Year Change (2009-2014)	5 Year Trend
Requires a Bachelor's or Higher				
Appraisers and Assessors of Real Estate (132021)	1,158	1,244	-87	
On-The-Job Training, No College Required				
Property, Real Estate, and Community Association Managers (119141)	5,417	5,092	325	
Real Estate Brokers (419021)	2,631	2,671	-41	
Real Estate Sales Agents (419022)	8,648	9,083	-436	
Projected Regional Job Openings 				
	Projected 5 Year Openings (2014-2019)		Projected Average Annual Openings (2014-2019)	
Requires a Bachelor's or Higher				
Appraisers and Assessors of Real Estate (132021)	132		26	
On-The-Job Training, No College Required				
Property, Real Estate, and Community Association Managers (119141)	729		145	
Real Estate Brokers (419021)	175		35	
Real Estate Sales Agents (419022)	560		112	
Median Regional Annual Salary 				
	Entry Level Salary		Median Salary	
Requires a Bachelor's or Higher				
Appraisers and Assessors of Real Estate (132021)	\$43,680		\$55,764	
On-The-Job Training, No College Required				
Property, Real Estate, and Community Association Managers (119141)	\$37,398		\$59,862	
Real Estate Brokers (419021)	\$34,008		\$68,515	
Real Estate Sales Agents (419022)	\$28,309		\$41,516	

In order to protect the identity of individual students, asterisks are displayed when fewer than ten students are in the data set.

Advisory boards for the real estate department meet at least twice during the academic year. Participants range from part-time faculty members, career exploration agencies, realtor agencies and hiring agencies. Suggestions were made as to what other partners would be effective. Strong Workforce initiatives were discussed and using resources such as LaunchBoard to determine if our programs align

with jobs in the market. Increased attendance at CA Association of Realtor meetings to recruit more advisory members.

Placement tracking is still challenging and we are hoping to find more effective tools or practices to improve workforce placement tracking through improved relationships with local realtors.

Student (SLOs) and Program Student Learning Outcome (PSLOs)

In recent discussions with real estate faculty we explored various models to collect SLO data and to determine how to assess outcomes using a common tool. Some focus will be on accessing a common assessment for workplace ready skills outlined in the real estate license exam. Faculty also discussed creating model/core courses in real estate so all student learning outcomes can be addressed with continuity and effective, rich assessments.

As more faculty are trained and becoming more proficient in using Canvas, discussions touched on creating common rubrics in Canvas to share across courses and instructors. All faculty were encouraged to create more extensive test banks for more effective randomizing of questions. Also, encouraged to create projects instead of relying on objective tests.

Curriculum Review

Table Curriculum Review

Course	Date Reviewed	Status
RE C100	Submitted 2/2013	Approved for Fall 2013
RE C120	Submitted 2/2013	Approved for Fall 2013
RE C130	Submitted 2/2013	Approved for Fall 2013
RE C352	Submitted 2/2013	Approved for Summer 2013
RE C356	Submitted 2/2013	Approved for Fall 2013
RE C140	Submitted 4/2013	Approved for Fall 2013
RE C110	Submitted 9/2015	Approved for Spring 2016
RE C160	Submitted 9/2015	Approved for Spring 2016
RE C105	submitted 3/2017	Approved for Fall 2017

Real Estate Certificates at Coastline College

Real Estate Studies Certificate of Achievement **24 units**

REQUIRED COURSES

RE C100 Real Estate Principles 3.0

RE C110 Real Estate Legal Aspects 3.0

RE C120 Real Estate Practice 3.0

RE C130 Real Estate Appraisal 1 3.0

RE C140 Real Estate Finance 3.0

RE C160 Real Property Management 3.0

RE C352 Real Estate Loan Processing 3.0

RE C356 Real Estate Loan Underwriting 3.0

Real Estate Broker Certificate of Achievement **24 units**

REQUIRED COURSES

RE C100 Real Estate Principles 3.0

RE C105 California Mortgage Loan Brokering and Lending 3.0

RE C110 Real Estate Legal Aspects 3.0

RE C120 Real Estate Practice 3.0

RE C130 Real Estate Appraisal 1 3.0

RE C140 Real Estate Finance 3.0

RE C160 Real Property Management 3.0

RE C352 Real Estate Loan Processing 3.0

Real Estate: Lending and Mortgage Brokering Certificate of Specialization **15 units**

REQUIRED COURSES

RE C100 Real Estate Principles 3.0

RE C120 Real Estate Practice 3.0

RE C140 Real Estate Finance 3.0

RE C352 Real Estate Loan Processing 3.0

RE C356 Real Estate Loan Underwriting 3.0

Real Estate: Property Salesperson Certificate of Specialization **9 units total**

REQUIRED COURSES

RE C100 Real Estate Principles 3.0

RE C120 Real Estate Practice 3.0

ELECTIVES Select one 3 unit course from the following:

RE C110 Real Estate Legal Aspects 3.0

RE C130 Real Estate Appraisal 1 3.0

RE C140 Real Estate Finance 3.0

RE C160 Real Property Management 3.0

External Compliance

The Real Estate Program ensures that all instruction and planning is in agreement with college, district and accreditation goals. The program is also in compliance with state sanctioned licensure exam requirements and procedures.

Progress on Initiative(s)

Table Progress on Forward Strategy Initiatives

Initiative(s)	Status	Progress Status Description	Outcome(s)
Establish a professional advisory committee consisting of real estate faculty and members from the various fields of real estate, escrow, title, lending, exchange and taxation, and property management; hold a minimum of two meetings per year	Completed	This year's advisory group was consistent with the previous year's group (same members) Need to recruit new members	Findings were in alignment with program goals to develop a new course in media.
Develop new courses	Completed	One RE instructor retired in Spring and hired one instructor for Fall 2016 to teach the unstaffed course.	Framework outline built for new course in using media/video in Real Estate (drones)
Develop online courses for all real estate offerings.	Completed	Faculty hired to create the RE Legal Aspects, RE Property Management and RE Finance courses online	Six of six courses developed in an online format
Develop a plan to recruit new real estate instructors	Completed	Dept chair is working with the advisory group and local businesses to recruit new instructors and course developers.	Hired two new part time instructors in 2016-2017
Develop a team-teaching/mentoring program to prepare new instructors	In Progress	Promote Academic Quality Rubric for course development while creating an online program	

Program Planning and Communication Strategies

Faculty discussed how to approach SLO data collection during the last discipline meeting. Most recently at the Fall All College Meeting, we formed a five-year plan to assess and re-access SLOs to report data and revisions.

Faculty continue to review SLO data and revise as needed. Plans are underway to schedule virtual meetings during the term to discuss findings. We can now align outcomes to the key workplace ready skills outlined for the state real estate license exam and those in our certificate programs. Faculty will determine the common assessment that would be most effective.

Faculty also discussed creating master (model/core) courses in Real Estate so all student learning outcomes can be addressed with continuity and an effective, rich common assessment.

Forward Strategy

Considering the advisory board suggestions and recommendations, these are the goals for the Real Estate program:

- I. Develop a model course with faculty and design team.
With support from instructors, the advisory board and guidance from the Faculty Success Center, we will develop a model real estate principles course.
- II. Revise courses to include technology used for real estate to include mobile and social media
Data from the California Association of Realtors indicates that the real estate industry has transitioned into using digital media, devices and apps to find leads, sell a home or even buy a home. The courses need to include these skill sets.
- III. Explore using drones in real estate marketing.
The majority of agencies and real estate offices are hiring drone operators, video editors and designers to create marketing video pieces and media to promote business and sales. Plan is to partner with our digital graphics department for short courses or workshops detailing this marketing process.
- IV. CCCC partnerships with badging for real estate program.
Workforce Development Project/21st Century Skills: Badges are issued by organizations or communities like LaunchPath using an open standard. Students can collect badges from multiple sources and display them on job applications and LinkedIn. These badges can lead to job opportunities, support lifelong learning, and unlock new possibilities.

Section 2: Human Capital Planning

Staffing

Table 2.1 Staffing Plan

Year	Administrator	Management	F/T Faculty	P/T Faculty	Classified	Hourly
Previous year 2016-17	Dean			1 dept chair 3 faculty		
Current year 2017-18	Dean			1 dept chair 4 faculty		
1 year 2018-19	Dean			1 dept chair 4 faculty		
2 years 2019-2020	Dean			1 dept chair 4 faculty		
3 years 2020-2021	Dean			1 dept chair 5 faculty		

Since this department only has part-time faculty, the challenge continues to be finding part-time faculty to maintain the schedule needed to offer courses for certificate completion. We did hire a new part-time faculty member in fall 2016, to teach finance and mortgage and lending. In order to meet current workforce demands for marketable skills, technology literacy and changes in skill levels, as specified by the advisory board, it would be a top priority to hire at least one more part-time instructor over the next year and another by 2020.

Professional Development

Table 2.2 Professional Development

Name (Title)	Professional Development	Outcome
Faculty and/or Dept Chair	Summer Institute @ Coastline	Teaching and learning training
Faculty and/or Dept Chair	Online Teaching Conference	Discussed with faculty at discipline meeting
Faculty	Industry specific meetings	ongoing
Faculty and/or Dept Chair	Guided Pathway Training	ongoing
Faculty and/or Dept Chair	SLO Training/Canvas	ongoing
Faculty and/or Dept Chair	Canvas Apps Training	ongoing

Forward Strategy

Over the next five years, the Real Estate department plans to:

- Hire two additional part-time faculty members to teach new courses including devices and social media
- Provide more comprehensive online training to improve course quality
- Provide industry professional development opportunities to include conferences, focus groups and certification updates.

Section 3: Facilities Planning

Facility Assessment

At this time, there aren't any facility changes or requests as the Real Estate program is offered entirely online.

Forward Strategy

Based on the modality of the program and reflection of the forward strategies, it is not expected that the program will require a physical location.

Section 4: Technology Planning

Technology Assessment

This program is entirely offered online. Technology needs would be ongoing such as new software instructors need to learn and we would also install the software in student labs. Additionally, we will research and explore new apps or tools to use in Canvas.

There is a need for ongoing training for faculty, so they will continue to learn more about rubrics and assessments in the LMS. The training and course review strengthened our online courses, with a focus on regular substantive interaction accompanied by academic rigor and promoting student success, retention and completion.

With support from instructors, the advisory board and guidance from the Faculty Success Center, we will develop a model process technology course. We hired one adjunct instructor who will also be developing their own online course as well as participate on the model course design team. To train faculty on the mobile suite of products, we will need to acquire an iPad Pro and Surface Pro 4 tablet for permit technician or related training.

The district is still looking into purchasing a district wide license for Camtasia so instructors can develop interactive online materials. We plan to implement continuous course improvement workshops to explore the options available in Canvas for the instructors to integrate into their courses.

Forward Strategy

Over the next five years, the Real Estate department plans to:

- Hire one additional part-time faculty members to teach new courses including devices and social media.
- Implement continuous course improvement workshops to explore the options available in Canvas for the instructors to integrate into their courses.
- Develop model courses with FSC support
- Create new curriculum to partner with drone skill instructor/resources
- Provide industry professional development opportunities to include conferences, focus groups and certification updates.

Section 5: New Initiatives

Initiative 1: Expand our part time faculty pool to teach in the Real Estate Program.
Hire one additional part time instructors in SPR 2017 to teach underwriting and processing courses by Fall 2018.

Initiative 2: Develop and produce model course in real estate principles. (Fall 2018)
Coordinate the online master courses development (faculty cohort) to ensure content is not duplicated and that instructional strategies and SLO distribution is diversified.

Initiative 3: Write new curriculum for using drone technology in real estate courses.
The RE department will create a partnership with the digital graphics department to develop a course using drone technology.

Describe how the initiative supports the college mission: It supports the college mission by providing experienced instructors to develop new courses, which is a direct outcome of building stronger relationships with industry partners, such as the California Association of Realtors

What college goal does the initiative align with?

- | | |
|--|--|
| <input type="checkbox"/> Student Success | <input checked="" type="checkbox"/> Partnerships |
| <input type="checkbox"/> Access, Persistence and Retention
Innovation | <input type="checkbox"/> Culture of planning, evidence and inquiry
<input type="checkbox"/> Growth and efficiency |

What College planning document(s) does the initiative align with?

- | | |
|---|-------------------------------------|
| <input checked="" type="checkbox"/> Educational Master Plan | <input type="checkbox"/> Facilities |
| <input checked="" type="checkbox"/> Staffing | <input type="checkbox"/> Technology |

What evidence supports this initiative?

- Learning Outcome (SLO/PSLO) assessment
- Internal Research (Student achievement, program performance)
- External Research (Academic literature, market assessment, audit findings, compliance mandates)

Describe how the evidence supports this initiative.

Based on the emerging partnerships and new curriculum proposed, the advisory board recommended hiring key industry faculty to design, develop and facilitate these model courses.

Recommended resource(s) needed for initiative achievement:

Hire at least two additional part time faculty members within five years.

What is the anticipated outcome of completing the initiative?

Increased enrollment with the implementation of updated certificates and program. Increased job placement would also be an anticipated outcome.

Provide a timeline and timeframe from initiative inception to completion.

Hire another faculty member by Spring 2018, develop new course (drone marketing) for Fall 2018, develop model pilot course by Spring 2019 to offer by Fall 2020.

Section 6: Prioritization

List and prioritize resource requests

Initiative	Resource(s)	Est. Cost	Funding Type	Health, Safety Compliance	Evidence	College Goal	To be Completed by	Priority
Develop RE model courses.	Develop RE model courses.	Non Instructional Assignments		One-Time	No	External Research	Instructional and Programmatic Excellence	

List and prioritize staffing requests. For full-time positions, include a Coast District approved job description.

Initiative	Resource(s)	Est. Cost	Funding Type	Health, Safety Compliance	Evidence	College Goal	To be Completed by	Priority
Hire two additional part time instructors to develop and teach RE courses	Adjunct faculty (2)		Ongoing	No		staffing	Spring 2018	1

Prioritization Glossary

Initiative:	Provide a short description of the plan
Resource(s):	Describe the resource(s) needed to support the completion of the initiative
Est. Cost:	Estimated financial cost of the resource(s)
Funding Type:	Specify if the resource request is one-time or ongoing
Health, Safety Compliance:	Specify if the request relates to health or safety compliance issue(s)
Evidence:	Specify what data type(s) supported the initiative (Internal research, external research, or learning outcomes)
College Goal:	Specify what College goal the initiative aligns with
To be completed by:	Specify year of anticipated completion
Priority:	Specify a numerical rank to the initiative