

COASTLINE COLLEGE

2018-2019 Annual Program Review

Real Estate

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Internal Analysis

Productivity	2014-15	2015-16	2016-17
College State-Funded Enrollment	61,418	64,029	60,242
Real Estate Enrollment	322	329	313
College Student Resident FTES	6,073.20	6,343.35	5,928.76
Real Estate Resident FTES	29.17	29.53	28.53
Sections	8	9	10
Fill Rate	78.3%	80.5%	69.6%
WSCH/FTEF 595 Efficiency	572	543	469
FTEF/30	0.9	0.9	1.0
Extended Learning Enrollment	0	0	0

The percentage change in the number of Real Estate **enrollments** in 2016-17 showed a slight decrease from 2015-16 and a slight decrease from 2014-15.

The percentage change in 2016-17 **resident FTES** in Real Estate credit courses showed a slight decrease from 2015-2016 and a slight decrease in comparison with resident FTES in 2014-15.

The percentage change in the number of **sections** in Real Estate courses in 2016-17 showed a moderate increase from 2015-16 and a substantial increase from the number of sections in 2014-15.

The percentage change in the **fill rate** in 2016-17 for Real Estate courses showed a substantial decrease from 2015-16 and a substantial decrease in comparison with the fill rate in 2014-15.

The percentage change in the **WSCH/FTEF** ratio in Real Estate courses in 2016-17 showed a substantial decrease from 2015-16 and a substantial decrease from 2014-15.

The percentage change in the **FTEF/30** ratio for Real Estate courses in 2016-17 showed a substantial increase from 2015-16 and a substantial increase in comparison with the FTEF/30 ratio in 2014-15.

There was no comparative data in the number of Real Estate **Extended Learning enrollments** in 2016-17 from 2015-16 and no comparative data from 2014-15.

Comparison of Enrollment Trends	2014-15	2015-16	2016-17
College State-Funded Enrollment	61,418	64,029	60,242
Real Estate Enrollment	322	329	313

Modality	2014-15	2015-16	2016-17
Traditional	5.0%	0.3%	0.0%
Online	95.0%	99.7%	100.0%
Hybrid	0.0%	0.0%	0.0%
Correspondence (Cable, Telecourse, Other DL)	0.0%	0.0%	0.0%

Gender	2014-15	2015-16	2016-17
Female	59.6%	55.9%	60.7%
Male	39.1%	41.3%	38.7%
Unknown	1.2%	2.7%	0.6%

Ethnicity	2014-15	2015-16	2016-17
African American	11.8%	8.2%	6.4%
American Indian/AK Native	0.3%	0.3%	0.0%
Asian	36.0%	45.3%	28.8%
Hispanic	12.1%	6.1%	9.3%
Pacific Islander/HI Native	0.0%	0.0%	0.0%
White	29.5%	28.6%	39.9%
Multi-Ethnicity	7.8%	10.9%	15.7%
Other/Unknown	2.5%	0.6%	0.0%

Age Group	2014-15	2015-16	2016-17
19 or Less	4.7%	1.8%	0.6%
20 to 24	12.7%	11.2%	11.5%
25 to 29	17.1%	19.8%	15.0%
30 to 34	14.0%	12.8%	18.5%
35 to 39	12.4%	10.9%	17.9%
40 to 49	16.1%	17.0%	18.8%
50 and Older	23.0%	26.4%	17.6%

Real Estate courses made up 0.5% of all state-funded enrollment for 2016-17. The percentage difference in Real Estate course **enrollment** in 2016-17 showed a moderate decrease from 2015-16 and a moderate decrease from 2014-15. Enrollment in Real Estate during 2016-17 showed 0.0% of courses were taught **traditional (face-to-face)**, 100.0% were taught **online**, 0.0% were taught in the **hybrid** modality, and 0.0% were taught in the **correspondence (cable, telecourse, and other distance learning)** modality.

In 2016-17, Real Estate enrollment consisted of 60.7% **female**, 38.7% **male**, and 0.6% students of **unknown** gender. In 2016-17, Real Estate enrollment consisted of 6.4% **African American** students, 0.0% **American Indian/AK Native** students, 28.8% **Asian** students, 9.3% **Hispanic** students, 0.0% **Pacific Islander/HI Native** students, 39.9% **White** students, 15.7% **multi-ethnic** students, and 0.0% students of **other** or **unknown** ethnicity. The age breakdown for 2016-17 enrollments in Real Estate revealed 0.6% aged **19 or less**, 11.5% aged **20 to 24**, 15.0% aged **25 to 29**, 18.5% aged **30 to 34**, 17.9% aged **35 to 39**, 18.8% aged **40 to 49**, and 17.6% aged **50 and older**.

Awards	2014-15	2015-16	2016-17
College Awarded Degrees	1,882	2,109	2,220
Real Estate Degrees	0	0	0
College Awarded Certificates	748	644	602
Real Estate Certificates	7	5	4

The percentage change in the number of Real Estate **degrees** awarded in 2016-17 showed no comparative data from 2015-16 and no comparative data from the number of degrees awarded in 2014-15.

The percentage change in the number of Real Estate **certificates** awarded in 2016-17 showed a substantial decrease from 2015-16 and showed a substantial decrease in comparison with the number of certificates awarded in 2014-15.

Comparison of Success Rates	2014-15	2015-16	2016-17
College State-Funded Success Rate	65.4%	66.7%	68.1%
College Institution Set Standard Success Rate	55.3%	55.4%	56.7%
Real Estate Success Rate	62.9%	59.2%	59.4%

Modality	2014-15	2015-16	2016-17
Traditional	56.3%	0.0%	-
Online	63.2%	59.4%	59.4%
Hybrid	-	-	-
Correspondence (Cable, Telecourse, Other DL)	-	-	-

Gender	2014-15	2015-16	2016-17
Female	64.6%	61.9%	61.1%
Male	60.0%	54.4%	57.0%
Unknown	75.0%	77.8%	50.0%

Ethnicity	2014-15	2015-16	2016-17
African American	39.5%	25.9%	40.0%
American Indian/AK Native	0.0%	0.0%	-
Asian	74.3%	62.3%	66.7%
Hispanic	60.5%	55.0%	44.8%
Pacific Islander/HI Native	-	-	-
White	64.2%	64.9%	64.0%
Multi-Ethnicity	60.0%	61.1%	51.0%
Other/Unknown	25.0%	50.0%	-

Age Group	2014-15	2015-16	2016-17
19 or Less	40.0%	50.0%	100.0%
20 to 24	56.1%	56.8%	75.0%
25 to 29	61.8%	38.5%	63.8%
30 to 34	62.2%	66.7%	53.4%
35 to 39	61.5%	52.8%	66.1%
40 to 49	64.0%	61.1%	37.3%
50 and Older	72.6%	74.4%	67.3%

The percentage difference in the **course success rate** in Real Estate courses in 2016-17 showed a minimal difference from 2015-16 and a moderate decrease from 2014-15. When comparing the percentage point difference in the Real Estate 2016-17 course success rate to the College's overall success average* (66.6%) and the institution-set standard* (56.6%) for credit course success, the Real Estate **course success rate** was moderately lower than the **college average** and slightly higher than the **institution-set standard*** (56.6%) for credit course success.

When comparing the percentage point difference between instructional modalities to the overall Real Estate success rate for 2016-17, the success rate was not applicable for **traditional (face-to-face)** Real Estate courses, minimally different for **online** courses, not applicable for **hybrid courses**, and not applicable for **correspondence (cable, telecourse, and other distance learning)** courses.

When comparing the percentage point difference between genders to the overall Real Estate success rate for 2016-17, the success rate was slightly higher for **female** students in Real Estate courses, slightly lower for **male** students, and moderately lower for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall Real Estate success rate for 2016-17, the success rate was substantially lower for **African American** students in Real Estate courses, not applicable for **American Indian/AK Native** students, moderately higher for **Asian** students, substantially lower for **Hispanic** students, not applicable for **Pacific Islander/HI Native** students, slightly higher for **White** students, moderately lower for **multi-ethnic** students, and not applicable for students of **other** or **unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall Real Estate success rate for 2016-17, the success rate was substantially higher for students aged **19 or less** in Real Estate courses, substantially higher for students aged **20 to 24**, slightly higher for students aged **25 to 29**, moderately lower for students aged **30 to 34**, moderately higher for students aged **35 to 39**, substantially lower for students aged **40 to 49**, and moderately higher for students aged **50 and older**.

Comparison of Retention Rates	2014-15	2015-16	2016-17
College State-Funded Retention Rate	85.7%	86.1%	85.8%
College Institution Set Standard Retention Rate	70.1%	69.9%	73.2%
Real Estate Retention Rate	75.5%	75.5%	80.5%

Modality	2014-15	2015-16	2016-17
Traditional	75.0%	0.0%	-
Online	75.5%	75.7%	80.5%
Hybrid	-	-	-
Correspondence (Cable, Telecourse, Other DL)	-	-	-

Gender	2014-15	2015-16	2016-17
Female	75.7%	79.6%	81.6%
Male	75.2%	69.1%	78.5%
Unknown	75.0%	88.9%	100.0%

Ethnicity	2014-15	2015-16	2016-17
African American	73.7%	63.0%	70.0%
American Indian/AK Native	0.0%	100.0%	-
Asian	83.2%	74.7%	78.9%
Hispanic	71.1%	95.0%	75.9%
Pacific Islander/HI Native	-	-	-
White	73.7%	76.6%	82.4%
Multi-Ethnicity	64.0%	75.0%	85.7%
Other/Unknown	62.5%	50.0%	-

Age Group	2014-15	2015-16	2016-17
19 or Less	66.7%	66.7%	100.0%
20 to 24	82.9%	81.1%	91.7%
25 to 29	74.5%	67.7%	80.9%
30 to 34	68.9%	73.8%	75.9%
35 to 39	71.8%	75.0%	82.1%
40 to 49	78.0%	70.4%	72.9%
50 and Older	78.1%	83.7%	83.6%

The percentage difference in the **retention rate** in Real Estate courses in 2016-17 showed a moderate increase from 2015-16 and a moderate increase from 2014-15. When comparing the percentage point difference in the Real Estate 2016-17 retention rate to the College's overall retention average* (85.8%) and the institution-set standard* (73.2%) for credit course success, the Real Estate **retention rate** was moderately lower than the **college average** and moderately higher than the **institution-set standard*** for credit course success.

When comparing the percentage point difference between instructional modalities to the overall Real Estate retention rate for 2016-17, the retention rate was not applicable for **traditional (face-to-face)** Real Estate courses, minimally different for **online** courses, not applicable for **hybrid courses**, and not applicable for **correspondence (cable, telecourse, and other distance learning)** courses.

When comparing the percentage point difference between genders to the overall Real Estate retention rate for 2016-17, the retention rate was slightly higher for **female** students in Real Estate courses, slightly lower for **male** students, and substantially higher for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall Real Estate retention rate for 2016-17, the retention rate was substantially lower for **African American** students in Real Estate courses, not applicable for **American Indian/AK Native** students, slightly lower for **Asian** students, slightly lower for **Hispanic** students, not applicable for **Pacific Islander/HI Native** students, slightly higher for **White** students, moderately higher for **multi-ethnic** students, and not applicable for students of **other or unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall Real Estate retention rate for 2016-17, the retention rate was substantially higher for students aged **19 or less** in Real Estate courses, substantially higher for students aged **20 to 24**, minimally different for students aged **25 to 29**, slightly lower for students aged **30 to 34**, slightly higher for students aged **35 to 39**, moderately lower for students aged **40 to 49**, and slightly higher for students aged **50 and older**.







*Note: College term success and retention averages and institution-set standards are computed annually and recorded in the college Key Performance Indicators (KPI) Scorecard.

Data Source: Banner Student Information System

Calculation Categories

Language	Range
Minimal to No Difference	< 1.0%
Slight Increase/Decrease	Between 1.0% and 5.0%
Moderate Increase/Decrease	Between 5.1% and 10.0%
Substantial Increase/Decrease	> 10.0%

Market Assessment

Total People Employed in the Region 				
	Current Year (2015)	5 Years Ago (2010)	5 Year Change (2010-2015)	5 Year Trend
Requires a Bachelor's or Higher				
Appraisers and Assessors of Real Estate (132021)	1,220	1,261	-42	
On-The-Job Training, No College Required				
Property, Real Estate, and Community Association Managers (119141)	5,334	5,026	307	
Real Estate Brokers (419021)	2,253	2,261	-9	
Real Estate Sales Agents (419022)	7,284	7,439	-156	
Projected Regional Job Openings 				
	Projected 5 Year Openings (2015-2020)		Projected Average Annual Openings (2015-2020)	
Requires a Bachelor's or Higher				
Appraisers and Assessors of Real Estate (132021)	161		32	
On-The-Job Training, No College Required				
Property, Real Estate, and Community Association Managers (119141)	793		158	
Real Estate Brokers (419021)	177		35	
Real Estate Sales Agents (419022)	563		112	
Median Regional Annual Salary 				
	Entry Level Salary		Median Salary	
Requires a Bachelor's or Higher				
Appraisers and Assessors of Real Estate (132021)	\$42,827		\$58,364	
On-The-Job Training, No College Required				
Property, Real Estate, and Community Association Managers (119141)	\$38,397		\$59,841	
Real Estate Brokers (419021)	\$33,280		\$53,040	
Real Estate Sales Agents (419022)	\$28,642		\$43,056	
In order to protect the identity of individual students, asterisks are displayed when fewer than ten students are in the data set.				

Provide a summary of advisory board suggestions and market data

Advisory boards for the real estate department meets at least twice during the academic year. Membership includes part time faculty members, career exploration agencies, realtor agencies and hiring agencies. Suggestions were made based on current market data indicating an increased need for property, real estate and CA managers, but a decrease in need for appraisers. This data partially steered the conversation concerning whether to update or suspend the appraisal course.

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 from a completion or graduation standpoint. The plan is to integrate information from our apprenticeship partners with a short survey embedded into the online courses related to work experience or placement.

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

In recent discussions with our real estate faculty we discussed the option to collect SLO data and to determine how to assess outcomes using a common tool. There is continued discussion concerning creating a common assessment for workplace ready skills outlined in the RE certification test. Faculty also discussed creating 'department level shared' courses (faculty collaboration), so all student learning outcomes can be addressed with continuity and effective, authentic assessments.

Another discussion 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, instructors are encouraged to create projects instead of relying on objective tests to measure workplace readiness as part of the course outcomes.

PSLO Report

There were no responses to the 2016-2017 post-graduate survey for the Real Estate Program.

Curriculum Review

Summarize curriculum activities in the past year, providing dates of revisions, new course adoptions, and/or course deletions. Present a list of current degree(s)/certificate(s) and write a summary on new any degree or certificate discontinued over the past year.

Table Curriculum Review

Course	Date Reviewed	Status
REC100	3/16/2018	Effective Fall 2018
REC105	3/16/2018	Effective Fall 2018
REC110	3/16/2018	Effective Fall 2018
REC120	3/16/2018	Effective Fall 2018
REC130	3/16/2018	Effective Fall 2018
REC140	3/16/2018	Effective Fall 2018
REC160	3/16/2018	Effective Fall 2018
REC281-REC284	3/16/2018	Effective Fall 2018
REC352	3/16/2018	Effective Fall 2018
REC356	3/16/2018	Effective Fall 2018

Real Estate Certificates at Coastline College

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

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

Progress on Initiative(s)

Table Progress on Forward Strategy Initiatives

Initiative(s)	Status	Progress Status Description	Outcome(s)
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.	In progress	Delay in hiring - lack of qualified candidates in the pool. Two candidate interviews set up for Summer 2018 to begin in Fall	Awaiting final interview for RE instructor to develop two courses.
Develop and produce department/shared course in real estate principles. (Fall 2018) Coordinate the online department/shared course development (faculty cohort) to	In progress	Met with advisory and faculty: discussed draft outline and team membership.	Framework outline for the principles course was drafted.

Initiative(s)	Status	Progress Status Description	Outcome(s)
ensure content is not duplicated and that instructional strategies and SLO distribution is diversified.			
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.	In progress	Original drone course instructor was switched in the summer for the fall term. Awaiting information from the new instructor. In discussions with DGA department for possible catalog cross listing.	Reviewing new drone course

Response to Program/Department Committee Recommendation(s)

Progress on Recommendations

Recommendation(s)	Status	Response Summary
Explore the use of drones, social media, digital graphic applications, and mobile technologies in Real Estate.	Partially completed	Reviewing drone instructor course with faculty and probability of updating RE certificate.
Explore partnerships with local real estate companies, ReMax, Century 21 etc. to provide internal education	Partially completed	Faculty are researching new companies, as well as creating a shared list of their memberships.
Complete the full assessment of Real Estate course curriculum.	Completed	See curriculum review section

Program Planning and Communication Strategies

Faculty discussed how to approach SLO data collection during the last discipline meeting. Most recently at the Spring discipline meeting, and discussed the 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 key workplace ready skills outlined by the state real estate license exam and those in our certificate programs. Faculty determined the common assessment that would be most effective.

Faculty continue to discuss developing additional department/shared courses in Real Estate so all student learning outcomes can be addressed with continuity and an effective, rich common assessment.

Implications of Change

Suggestions from the advisory board (plus faculty) led us to reevaluate the core courses that would be required across certificates. Considering there is currently a decrease in need for independent appraisers, there is discussion surrounding removing or suspending the appraisal course.

Efforts are underway to streamline the current pathway to salesperson or broker is be more efficient. We continue to struggle to meet the need to address current trends in real estate which 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. This increases the need to bring additional experts/instructors to develop curriculum.

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 previous plan included an additional part time instructor and the process is underway to be in place by fall 2018.

Section 2: Human Capital Planning

Staffing

Table 2.1 Staffing Plan

Year	Administrator	Management	F/T Faculty	P/T Faculty	Classified	Hourly
Previous year 2017-18	Dean			1 Chair 4 PT faculty		
Current year 2018-19	Dean			1 Chair 4 PT faculty		
1 year 2019-20	Dean			1 Chair 6 PT faculty		
2 years 2020-21	Dean			1 Chair 6 PT faculty		
3 years 2021-22	Dean			1 Chair 6 PT faculty		

Professional Development

Provide a description of the program's staff professional development participation over the past year. Include evidence that supports program constituents participating in new opportunities to meet the professional development needs of the program.

Table 2.2 Professional Development

Name (Title)	Professional Development	Outcome
Faculty and/or Dept Chair	Summer Institute @ Coastline	Teaching and learning training
	Online Teaching Conference	Discussed/shared trends with faculty at discipline meeting
	InstructureCon - Canvas	Increased skill level
	Guided Pathway Training	ongoing
	SLO Training/Canvas	ongoing
	Canvas Apps Training	ongoing
	Civitas Training	ongoing
Faculty	Industry specific training or conferences	ongoing

Section 3: Facilities Planning

Facility Assessment

The Real Estate Program is delivered entirely online.

Section 4: Technology Planning

Technology Assessment

All courses for the Real Estate program are delivered online using Canvas. Faculty are in the process of creating two additional courses to be developed for online delivery, so there is still a need for training on new features deployed in Canvas to promote student success, retention and completion.

At this time, the department continues to research options for mobile apps and devices to enhance the traditional broker, sales and lender skills necessary in the Real Estate field. To train faculty on the mobile suite of products, we will need to acquire an iPad Pro and Surface Pro 4 tablet for related training.

With information from the New World of Work initiative and Doing What Matters (CCCCO partnerships), we continue to explore pathways, partnerships and developing a badging system to integrate with industry. (There is a badging system (Badgr) available through our OEI partnership which we are beginning to investigate)

The district now has a district wide license for Camtasia 2018, Snagit and Relay, 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.

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 summer 2018 to teach processing courses by Fall 2018.

Initiative 2: Develop and produce department/shared course in real estate principles. (Spring 2018)
Coordinate the online course 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 continue partnership with the digital graphics department to integrate their 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 support? Select one

- Student Success, Completion, and Achievement
- Instructional and Programmatic Excellence
- Access and Student Support
- Student Retention and Persistence
- Culture of Evidence, Planning, Innovation, and Change
- Partnerships and Community Engagement
- Fiscal Stewardship, Scalability, and Sustainability

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 department/shared course

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 Fall 2018, integrate new course (drone marketing) by developing a pilot course by Spring 2019 to offer by Fall 2020.

Section 6: Prioritization

List and prioritize resource requests that emerge from the initiatives. 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
Develop and produce department/shared course in real estate principles. (Spring 2018) Coordinate the online course development (faculty cohort) to ensure content is not duplicated and that instructional strategies and SLO distribution is diversified.	Professional Development, Tablets and teaching application	3,500	One-time	No	External Research	Instructional and Programmatic Excellence	2019-20	1
Write new curriculum for using drone technology in real estate courses. The RE department will continue partnership with the digital graphics department to integrate their course using drone technology.			One-time	No	External Research	Instructional and Programmatic Excellence	2019-20	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

Data Glossary

Enrolled (Census): The official enrollment count based on attendance at the census point of the course.

FTES: Total full-time equivalent students (FTES) based on enrollment of resident and non-resident students. Calculations based on census enrollment or number of hours attended based on the type of Attendance Accounting Method assigned to a section.

FTEF30: A measure of productivity that measures the number of **full-time faculty** loaded for the entire year at 30 Lecture Hour Equivalents (15 LHEs per fall and spring terms). This measure provides an estimate of full-time positions required to teach the instruction load for the subject for the academic year.

WSCH/FTEF (595): A measure of productivity that measures the weekly student contact hours compared to full-time equivalent faculty. When calculated for a 16 week schedule, the productivity benchmark is 595. When calculated for an 18 week schedule, the benchmark is 525.

Success Rate: The number of passing grades (A, B, C, P) compared to all valid grades awarded.

Retention Rate: The number of retention grades (A, B, C, P, D, F, NP, I*) compared to all valid grades awarded.

Fall-to-Spring Persistence: The number of students who completed the course in the fall term and re-enrolled (persisted) in the same subject the subsequent spring semester.

F2S Percent: The number of students who completed a course in the fall term and re-enrolled in the same subject the subsequent spring semester divided by the total number of students enrolled in the fall in the subject.