

COASTLINE
COLLEGE



COASTLINE COLLEGE

2019-2020
Annual Program Review

Real Estate

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Internal Analysis: Real Estate

Productivity	2015-16	2016-17	2017-18
College State-Funded Enrollment	63,485	60,149	61,512
Real Estate Enrollment	327	313	377
College Student Resident FTES	6,343.35	5,928.76	6,189.62
Real Estate Resident FTES	29.53	28.53	33.97
Sections	10	10	13
Fill Rate	78.6%	69.6%	64.3%
WSCH/FTEF 595 Efficiency	543	469	438
FTEF/30	0.9	1.0	1.3
Extended Learning Enrollment	0	0	0

The percentage change in the number of Real Estate **enrollments** in 2017-18 showed a substantial increase from 2016-17 and a substantial increase from 2015-16.

The percentage change in 2017-18 **resident FTES** in Real Estate credit courses showed a substantial increase from 2016-17 and a substantial increase in comparison with resident FTES in 2015-16.

The percentage change in the number of **sections** in Real Estate courses in 2017-18 showed a substantial increase from 2016-17 and a substantial increase from the number of sections in 2015-16.

The percentage change in the **fill rate** in 2017-18 for Real Estate courses showed a moderate decrease from 2016-17 and a substantial decrease in comparison with the fill rate in 2015-16.

The percentage change in the **WSCH/FTEF** ratio in Real Estate courses in 2017-18 showed a moderate decrease from 2016-17 and a substantial decrease from 2015-16.

The percentage change in the **FTEF/30** ratio for Real Estate courses in 2017-18 showed a substantial increase from 2016-17 and a substantial increase in comparison with the FTEF/30 ratio in 2015-16.

There was no comparative data in the number of Real Estate **Extended Learning enrollments** in 2017-18 from 2016-17 and no comparative data from 2015-16.

Comparison of Enrollment Trends	2015-16	2016-17	2017-18
College State-Funded Enrollment	63,485	60,149	61,512
Real Estate Enrollment	327	313	377

Modality	2015-16	2016-17	2017-18
Traditional	0.3%	0.0%	0.0%
Online	99.7%	100.0%	100.0%
Hybrid	0.0%	0.0%	0.0%
Correspondence (Cable, Telecourse, Other DL)	0.0%	0.0%	0.0%

Gender	2015-16	2016-17	2017-18
Female	55.7%	60.7%	53.3%
Male	41.6%	38.7%	44.0%
Unknown	2.8%	0.6%	2.7%

Ethnicity	2015-16	2016-17	2017-18
African American	8.3%	6.4%	13.8%
American Indian/AK Native	0.3%	0.0%	0.0%
Asian	45.0%	28.8%	22.8%
Hispanic	6.1%	9.3%	17.8%
Pacific Islander/HI Native	0.0%	0.0%	0.5%
White	28.7%	39.9%	31.3%
Multi-Ethnicity	11.0%	15.7%	12.2%
Other/Unknown	0.6%	0.0%	1.6%

Age Group	2015-16	2016-17	2017-18
19 or Less	1.8%	0.6%	3.7%
20 to 24	11.3%	11.5%	16.4%
25 to 29	19.9%	15.0%	22.0%
30 to 34	12.8%	18.5%	18.8%
35 to 39	11.0%	17.9%	11.7%
40 to 49	16.5%	18.8%	15.6%
50 and Older	26.6%	17.6%	11.7%

Real Estate courses made up 0.6% of all state-funded enrollment for 2017-18. The percentage difference in Real Estate course **enrollment** in 2017-18 showed a substantial increase from 2016-17 and a substantial increase from 2015-16. Enrollment in Real Estate during 2017-18 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 2017-18, Real Estate enrollment consisted of 53.3% **female**, 44.0% **male**, and 2.7% students of **unknown** gender. In 2017-18, Real Estate enrollment consisted of 13.8% **African American** students, 0.0% **American Indian/AK Native** students, 22.8% **Asian** students, 17.8% **Hispanic** students, 0.5% **Pacific Islander/HI Native** students, 31.3% **White** students, 12.2% **multi-ethnic** students, and 1.6% students of **other** or **unknown** ethnicity. The age breakdown for 2017-18 enrollments in Real Estate revealed 3.7% aged **19 or less**, 16.4% aged **20 to 24**, 22.0% aged **25 to 29**, 18.8% aged **30 to 34**, 11.7% aged **35 to 39**, 15.6% aged **40 to 49**, and 11.7% aged **50 and older**.

Awards	2015-16	2016-17	2017-18
College Awarded Degrees	2,047	2,221	2,213
Real Estate Degrees	0	0	0
College Awarded Certificates	600	602	628
Real Estate Certificates	5	4	7

The percentage change in the number of Real Estate **degrees** awarded in 2017-18 showed no comparative data from 2016-17 and no comparative data from the number of degrees awarded in 2015-16.

The percentage change in the number of Real Estate **certificates** awarded in 2017-18 showed a substantial increase from 2016-17 and showed a substantial increase in comparison with the number of certificates awarded in 2015-16.

Success and Retention

Comparison of Success Rates	2015-16	2016-17	2017-18
College State-Funded Success Rate	66.7%	68.6%	70.4%
College Institution Set Standard Success Rate	55.6%	56.7%	58.3%
Real Estate Success Rate	59.2%	59.4%	55.6%

Modality	2015-16	2016-17	2017-18
Traditional	0.0%	-	-
Online	59.4%	59.4%	55.6%
Hybrid	-	-	-
Correspondence (Cable, Telecourse, Other DL)	-	-	-

Gender	2015-16	2016-17	2017-18
Female	61.9%	61.1%	60.5%
Male	54.4%	57.0%	48.8%
Unknown	77.8%	50.0%	70.0%

Ethnicity	2015-16	2016-17	2017-18
African American	25.9%	40.0%	34.6%
American Indian/AK Native	0.0%	-	-
Asian	62.3%	66.7%	62.8%
Hispanic	55.0%	44.8%	34.3%
Pacific Islander/HI Native	-	-	0.0%
White	64.9%	64.0%	67.5%
Multi-Ethnicity	61.1%	51.0%	65.2%
Other/Unknown	50.0%	-	83.3%

Age Group	2015-16	2016-17	2017-18
19 or Less	50.0%	100.0%	71.4%
20 to 24	56.8%	75.0%	48.4%
25 to 29	38.5%	63.8%	54.9%
30 to 34	66.7%	53.4%	63.4%
35 to 39	52.8%	66.1%	43.2%
40 to 49	61.1%	37.3%	52.5%
50 and Older	74.4%	67.3%	65.9%

The percentage difference in the **course success rate** in Real Estate courses in 2017-18 showed a moderate decrease from 2016-17 and a moderate decrease from 2015-16. When comparing the percentage point difference in the Real Estate 2017-18 course success rate to the College's overall success average* (70.4%) and the institution-set standard* (58.3%) for credit course success, the Real Estate **course success rate** was substantially lower than the **college average** and slightly lower than the **institution-set standard** for credit course success.

When comparing the percentage point difference between instructional modalities to the overall Real Estate success rate for 2017-18, 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 2017-18, the success rate was slightly higher for **female** students in Real Estate courses, moderately 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 success rate for 2017-18, 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, substantially lower for **Pacific Islander/HI Native** students, moderately higher for **White** students, moderately higher for **multi-ethnic** students, and substantially higher for students of **other** or **unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall Real Estate success rate for 2017-18, the success rate was substantially higher for students aged **19 or less** in Real Estate courses, moderately lower for students aged **20 to 24**, minimally different for students aged **25 to 29**, moderately higher for students aged **30 to 34**, substantially lower for students aged **35 to 39**, slightly lower for students aged **40 to 49**, and substantially higher for students aged **50 and older**.

Comparison of Retention Rates	2015-16	2016-17	2017-18
College State-Funded Retention Rate	83.4%	83.7%	85.1%
College Institution Set Standard Retention Rate	69.9%	70.9%	71.1%
Real Estate Retention Rate	75.5%	80.5%	78.5%

Modality	2015-16	2016-17	2017-18
Traditional	0.0%	-	-
Online	75.7%	80.5%	78.5%
Hybrid	-	-	-
Correspondence (Cable, Telecourse, Other DL)	-	-	-

Gender	2015-16	2016-17	2017-18
Female	79.6%	81.6%	79.5%
Male	69.1%	78.5%	77.1%
Unknown	88.9%	100.0%	80.0%

Ethnicity	2015-16	2016-17	2017-18
African American	63.0%	70.0%	69.2%
American Indian/AK Native	100.0%	-	-
Asian	74.7%	78.9%	77.9%
Hispanic	95.0%	75.9%	67.2%
Pacific Islander/HI Native	-	-	0.0%
White	76.6%	82.4%	85.5%
Multi-Ethnicity	75.0%	85.7%	89.1%
Other/Unknown	50.0%	-	100.0%

Age Group	2015-16	2016-17	2017-18
19 or Less	66.7%	100.0%	85.7%
20 to 24	81.1%	91.7%	74.2%
25 to 29	67.7%	80.9%	78.0%
30 to 34	73.8%	75.9%	74.6%
35 to 39	75.0%	82.1%	79.5%
40 to 49	70.4%	72.9%	83.1%
50 and Older	83.7%	83.6%	81.8%

The percentage difference in the **retention rate** in Real Estate courses in 2017-18 showed a slight decrease from 2016-17 and a slight increase from 2015-16. When comparing the percentage point difference in the Real Estate 2017-18 retention rate to the College's overall retention average* (85.1%) and the institution-set standard* (71.1%) 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 2017-18, 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 2017-18, the retention rate was slightly higher for **female** students in Real Estate courses, slightly lower for **male** students, and slightly higher for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall Real Estate retention rate for 2017-18, the retention rate was moderately lower for **African American** students in Real Estate courses, not applicable for **American Indian/AK Native** students, minimally different for **Asian** students, substantially lower for **Hispanic** students, substantially lower for **Pacific Islander/HI Native** students, moderately higher for **White** students, substantially higher for **multi-ethnic** students, and substantially higher for students of **other or unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall Real Estate retention rate for 2017-18, the retention rate was moderately higher for students aged **19 or less** in Real Estate courses, slightly lower 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**, slightly higher 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.				

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 'status quo' need for property, real estate and CA managers, but an increase in need for appraisers. This data partially steered the conversation updating the appraisal course, which lead to hiring a new part time faculty member to teach the course.

Strong Workforce Program Metrics, LaunchBoard, was used to determine how our program aligns with jobs in the current market. Attendance at Organization of Real Estate Appraisers (OREA) meetings was recommended to obtain current information for the course and to recruit advisory members.

Placement tracking is still challenging from a completion or graduation standpoint. The plan is to integrate information gather from a short survey embedded into the online courses related to work experience or placement.

Table Post Grad Data


Real Estate	2013-14	2014-15	2015-16
Employed after Leaving Coastline	75%	87%	61%
Earned a Livable Wage	61%	60%	56%
Number of Students that Transferred	12	14	20

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

The real estate faculty discussed in Spring 2019 what the most effective strategy would be to collect SLO data. Instead of using a common tool across the curriculum, the discussion vetted that individual assessments in line with the correlating industry certificate preparation materials are most effective. There is only one section offered for each course so each instructor determines the most effective authentic assessment which will assess the SLOs with continuity and extended reliability.

As in previous conversations, all faculty were encouraged to create more extensive test banks for extended 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.

Table X SLO Assessment and Plan



Student Learning Outcome Reporting Schedule

Assessment (A) and Reassessment (R)

Term: Subject:

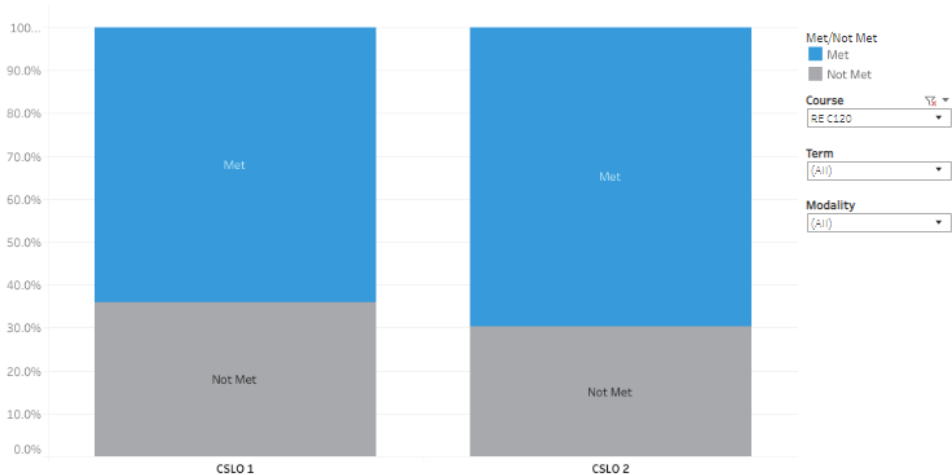
Program: Course:

Program	Subject	Course	Title	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022
Real Estate	Real Estate	RE C100	Real Estate Principles			A			R					
		RE C105	California Mortgage Loan Brokering and Lending				A			R				
		RE C110	Real Estate Legal Aspects					A			R			
		RE C120	Real Estate Practice					A			R			
		RE C130	Real Estate Appraisal 1									A		R
		RE C140	Real Estate Finance				A			R				
		RE C160	Real Property Management			A			R					
		RE C281	Work Based Learning										A	R
		RE C282	Work Based Learning										A	R
		RE C283	Work Based Learning										A	R
		RE C284	Work Based Learning										A	R
		RE C352	Real Estate Loan Processing										A	R
		RE C356	Real Estate Loan Underwriting										A	R



SLO Assessment Results

Course Selected: RE C120



Met/Not Met	CSLO 1	CSLO 2
Met	16	16
Not Met	9	7

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	Title	Term Reviewed	Status
RE C100	Real Estate Principles	SP19	Active
RE C105	California Mortgage Loan Brokering and Lending	SP19	Active
RE C110	Real Estate Legal Aspects	SP19	Active
RE C120	Real Estate Practice	SP19	Active
RE C130	Real Estate Appraisal 1	SP19	Active
RE C140	Real Estate Finance	SP19	Active
RE C160	Real Property Management	SP19	Active
RE C281	Work Based Learning	SP19	Active
RE C282	Work Based Learning	SP19	Active
RE C283	Work Based Learning	SP19	Active
RE C284	Work Based Learning	SP19	Active
RE C352	Real Estate Loan Processing	SP19	Suspended
RE C356	Real Estate Loan Underwriting	SP19	Suspended

Real Estate Loan Processing and Underwriting courses were suspended and will be retired. Enrollment for these two courses declined, as well as demand in the market. It wasn't feasible to justify the cost of software and/or updates. Due to changes in the mortgage/loan processing software, state and federal mandates and financial parameters for determining loan eligibility, the majority of skills are acquired from the individual lending companies/institutions.

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 18 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 18 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 9 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 X Progress on Forward Strategies

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 2019	Complete	Hired new PT faculty to teach Appraisal, Finance and Property course	Awaiting final interview for RE instructor to develop two courses.
Develop and produce department/shared course in real estate property management. (spring 2019). Coordinate the online department/shared course development (faculty cohort) to ensure content is not duplicated and that instructional strategies and SLO distribution is diversified.	In-Progress	Met with advisory and faculty: discussed draft outline and team membership for property management	Framework outline for the principles course was drafted.
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	Awaiting information concerning a new drone instructor. In discussions with DGA department for possible catalog cross listing.	Revising new drone course to meet industry changes

Response to Program/Department Committee Recommendation(s)

Table X 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 appraisal companies to provide current information	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

At each discipline meeting, faculty, dean and chair discuss the approach to SLO data collection in relationship to the five-year plan to assess and re-assess course SLOs revisions. Faculty determine the need for revisions based on industry changes for real estate policies, software or legal guidelines. An example is reviewing the state real estate commissioner materials as contained in the California Code of Regulations and all faculty agree as to when to upgrade to the new version to save student's as much as possible. Ongoing efforts are being made to procure or create open education resources for the same reason, as faculty are mindful of the cost of materials can be a barrier.

We continue 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 determine the most effective assessment for each course that ultimately prepares the student for the broker or salesperson license exam.

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 career aligned assessments.

Coastline Pathways Need some 'guidance'

Describe the program's involvement in Coastline Pathways over the past year.

Implications of Change

Summarize the findings from the program analysis and outline areas of opportunity for change.

With the changes in real estate requirements and curriculum, the advisory board (plus faculty) led us to reevaluate the core courses that would be required across certificates. Two certificates were updated as the loan processing and underwriting courses were suspended. The appraisal course updated and a part time instructor was hired to teach that course.

Our efforts over the past two terms in streamlining the current pathway to salesperson or broker, and adding the appraisal course allows us to show a slight increase in certificates awarded . The goal is to increase technology integration such as mobile devices and tablets for leads and sales. 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. The challenge here is to find an instructor for the course who is free during the day when it is light out.

Taking into account the fluctuation of the housing market, interest rate and home availability, we are encouraged that with the appraisal course being offered again and the removal of the other two courses, we will continue to increase the number of certificates awarded. The plan is to again revisit marketing strategies to identify new target audiences for students and advisory members. 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 we did hire one instructor in Spring 2019.

Section 2: Human Capital Planning

Staffing

Table X Staffing Plan

Year	Administrator /Management	F/T Faculty	P/T Faculty	Classified	Hourly
Previous year 2018-19	Dean		1 Chair 6 PT faculty		
Current year 2019 - 2020	Dean		1 Chair 6 PT faculty		
1 year 2020-2021	Dean		1 Chair 7 PT faculty		
2 years 2021-2022	Dean		1 Chair 7 PT faculty		
3 years 2022-2023	Dean		1 Chair 8 PT faculty		

Professional Development

Provide a description and associated outcomes of the program’s 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 X Professional Development

Name (Title)	Professional Development	Outcome
Faculty and/or Dept Chair	Microsoft webinars/Conferences	Teaching and learning training
Faculty and/or Dept Chair	Online Teaching Conference	Discussed/shared trends with faculty at discipline meeting
Faculty and/or Dept Chair	InstructureCon - CANVAS	Augmented instructional strategies using CANVAS
Faculty and/or Dept Chair	Coastline Pathway Training	ongoing
Faculty	Industry specific training or conferences	ongoing
Faculty and/or Dept Chair	SLO Training in Canvas	ongoing
Faculty and/or Dept Chair	Canvas Apps Training	ongoing
Faculty and/or Dept Chair	Civitas, Net Tutor, NameCoach, Proctorio Training	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, we will see if we can acquire an iPad Pro and Surface Pro 4 tablet for related training.

As a consortium college of the Online Education Initiative (OEI), we have access to the digital badging system called, Badgr. Preliminary pilot projects indicate the need for establishing a consistent digital credential system to implement across our CTE programs, especially those without industry certifications. With information from the New World of Work and Future of Work initiatives we continue to explore pathways, partnerships and developing a badging system to integrate with industry.

The district now has a district wide license for Camtasia 2019, Snagit 2019 and Relay, so instructors can develop interactive online materials. With accessibility as a priority, faculty are encouraged to move their own 'instructor created' videos from YouTube to Relay to take advantage of the accurate, ADA compliant captions. We plan to implement continuous course improvement workshops to explore the options available in CANVAS for the instructors to integrate additional videos into their courses which include quizzes built-in, creating an authentic assessment opportunity.

Section 5: New Initiatives

Initiative: Expand our part time faculty pool to teach in the Real Estate Program.

Hire one additional part time instructors by summer 2020 to teach one of the new courses by Fall 2020.

Initiative 2: Develop and produce department/shared course in real estate principles. (Spring 2020)

Coordinate the online course development (faculty cohort) to ensure content is not duplicated and that instructional strategies and SLO distribution is diversified.

Initiative 3: Continue our partnership with the digital graphics department to integrate their drone technology course into the RE curriculum. (Delayed due to finding an instructor to teach the drone course)

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 Educational Master Plan objective does the initiative support? Select all that apply

- Increase student success, retention, and persistence across all instructional delivery modalities with emphasis in distance education.
- Provide universal access to student service and support programs.
- Strengthen post-Coastline outcomes (e.g., transfer, job placement).
- Explore and enter new fields of study (e.g., new programs, bachelor's degrees).
- Foster and sustain industry connections and expand external funding sources (e.g., grants, contracts, and business development opportunities) to facilitate programmatic advancement.
- Strengthen community engagement (e.g., student life, alumni relations, industry and academic alliances).
- Maintain the College's Asian American and Native American Pacific Islander Serving Institution (AANAPISI) designation and pursue becoming a designated Hispanic Serving Institution (HSI).

How does this initiative play a part in Coastline Pathways? Need guidance

What evidence supports this initiative? Select all that apply

- 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:

TBD

What is the anticipated outcome of completing the initiative?

Increased enrollment with the implementation of updated certificates and program. Increased job placement due to increased certificates awarded, would also be an anticipated outcome.

Provide a timeline and timeframe from initiative inception to completion.

Hire part time faculty member by summer 2020, integrate new course (drone for real estate marketing) by developing a template course by Fall 2020 to offer by Spring 2021.

Section 6: Prioritization

List and prioritize resource requests based on the requests from the initiatives

Initiative	Resource(s)	Est. Cost	Funding Type	Health, Safety Compliance	Evidence	College Goal	To be Completed by	Priority
Develop RE department shared courses	Training, development apps, tablets		One-Time	No	Internal Research; SLOs	Instructional and Programmatic Excellence	2020-21	1
Create new course	Faculty Center		One-Time	No	Internal Research; SLOs	Instructional and Programmatic Excellence	2020-21	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 service 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