



2020-21
Annual Program Review

Real Estate

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Section 1: Program Planning

Internal Analysis and Program Effectiveness: Real Estate

Productivity	2014-15	2015-16	2016-17	2017-18	2018-19
State-Funded Enrollment	61,279	63,824	60,164	61,368	59,444
Subject State-Funded Enrollment	321	327	313	377	308
State-Funded Resident FTES	6,073.30	6,343.88	5,929.28	6,189.33	6,104.88
Subject Resident FTES	28.89	31.18	28.53	34.53	28.42
Sections	8	10	10	13	14
Fill Rate	78.3%	78.6%	69.6%	64.1%	48.9%
WSCH/FTEF 595 Efficiency	572	543	469	438	334
FTEF/30	0.9	0.9	1.0	1.3	1.4
Extended Learning Enrollment	0	0	0	0	0

The percentage change in the number of Real Estate **enrollments** in 2018-19 showed a substantial decrease from 2017-18 and a slight decrease from 2014-15.

The percentage change in 2018-19 **resident FTES** in Real Estate credit courses showed a substantial decrease from 2017-18 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 2018-19 showed a moderate increase from 2017-18 and a substantial increase from the number of sections in 2014-15.

The percentage change in the **fill rate** in 2018-19 for Real Estate courses showed a substantial decrease from 2017-18 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 2018-19 showed a substantial decrease from 2017-18 and a substantial decrease from 2014-15.

The percentage change in the **FTEF/30** ratio for Real Estate courses in 2018-19 showed a moderate increase from 2017-18 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 2018-19 from 2017-18 and no comparative data from 2014-15.

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%

Comparison of Enrollment Trends	2014-15	2015-16	2016-17	2017-18	2018-19
State-Funded Enrollment	61,279	63,824	60,164	61,368	59,444
Subject State-Funded Enrollment	321	327	313	377	308

Modality	2014-15	2015-16	2016-17	2017-18	2018-19
Traditional	5.0%	0.3%	0.0%	0.0%	0.0%
Online	95.0%	99.7%	100.0%	100.0%	100.0%
Hybrid	0.0%	0.0%	0.0%	0.0%	0.0%
Correspondence (Cable, Telecourse, Other DL)	0.0%	0.0%	0.0%	0.0%	0.0%

Gender	2014-15	2015-16	2016-17	2017-18	2018-19
Female	59.5%	55.7%	60.7%	53.3%	50.6%
Male	39.3%	41.6%	38.7%	44.0%	49.0%
Unknown	1.2%	2.8%	0.6%	2.7%	0.3%

Ethnicity	2014-15	2015-16	2016-17	2017-18	2018-19
African American	11.8%	8.3%	6.4%	14.1%	14.9%
American Indian/AK Native	0.3%	0.3%	0.0%	0.0%	0.0%
Asian	35.8%	45.0%	28.8%	22.8%	30.2%
Hispanic	12.1%	6.1%	9.3%	17.8%	12.0%
Pacific Islander/HI Native	0.0%	0.0%	0.0%	0.5%	0.0%
White	29.6%	28.7%	39.9%	31.0%	28.2%
Multi-Ethnicity	7.8%	11.0%	15.7%	12.2%	12.0%
Other/Unknown	2.5%	0.6%	0.0%	1.6%	2.6%

Age Group	2014-15	2015-16	2016-17	2017-18	2018-19
19 or Less	4.7%	1.8%	0.6%	3.7%	5.2%
20 to 24	12.8%	11.3%	11.5%	16.4%	19.1%
25 to 29	17.1%	19.9%	15.0%	21.8%	17.5%
30 to 34	14.0%	12.8%	18.5%	18.8%	13.6%
35 to 39	12.5%	11.0%	17.9%	11.7%	8.8%
40 to 49	16.2%	16.5%	18.8%	15.9%	16.6%
50 and Older	22.7%	26.6%	17.6%	11.7%	14.9%
Unknown	0.0%	0.0%	0.0%	0.0%	0.0%

Real Estate courses made up 0.5% of all state-funded enrollment for 2018-19. The percentage difference in Real Estate course **enrollment** in 2018-19 showed a substantial decrease from 2017-18 and a slight decrease from 2014-15. Enrollment in Real Estate during 2018-19 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 2018-19, Real Estate enrollment consisted of 50.6% **female**, 49.0% **male**, and 0.3% students of **unknown** gender. In 2018-19, Real Estate enrollment consisted of 14.9% **African American** students, 0.0% **American Indian/AK Native** students, 30.2% **Asian** students, 12.0% **Hispanic** students, 0.0% **Pacific Islander/HI Native** students, 28.2% **White** students, 12.0% **multi-ethnic** students, and 2.6% students of **other** or **unknown** ethnicity. The age breakdown for 2018-19 enrollments in Real Estate revealed 5.2% aged **19 or less**, 19.1% aged **20 to 24**, 17.5% aged **25 to 29**, 13.6% aged **30 to 34**, 8.8% aged **35 to 39**, 16.6% aged **40 to 49**, 14.9% aged **50 and older**, and 0.0% **unknown**.

Success and Retention: Real Estate

Comparison of Success Rates	2014-15	2015-16	2016-17	2017-18	2018-19
State-Funded Success Rate	65.4%	66.7%	68.6%	70.9%	72.2%
College Institution Set Standard Success Rate	55.4%	55.5%	56.7%	58.3%	59.8%
Subject Success Rate	62.9%	59.2%	59.4%	55.6%	49.0%

Modality	2014-15	2015-16	2016-17	2017-18	2018-19
Traditional	56.3%	0.0%	-	-	-
Online	63.2%	59.4%	59.4%	55.6%	49.0%
Hybrid	-	-	-	-	-
Correspondence (Cable, Telecourse, Other DL)	-	-	-	-	-

Gender	2014-15	2015-16	2016-17	2017-18	2018-19
Female	64.6%	61.9%	61.1%	60.5%	53.2%
Male	60.0%	54.4%	57.0%	48.8%	45.0%
Unknown	75.0%	77.8%	50.0%	70.0%	0.0%

Ethnicity	2014-15	2015-16	2016-17	2017-18	2018-19
African American	39.5%	25.9%	40.0%	34.6%	30.4%
American Indian/AK Native	0.0%	0.0%	-	-	-
Asian	74.3%	62.3%	66.7%	62.8%	50.5%
Hispanic	60.5%	55.0%	44.8%	34.3%	40.5%
Pacific Islander/HI Native	-	-	-	0.0%	-
White	64.2%	64.9%	64.0%	67.5%	66.7%
Multi-Ethnicity	60.0%	61.1%	51.0%	65.2%	32.4%
Other/Unknown	25.0%	50.0%	-	83.3%	62.5%

Age Group	2014-15	2015-16	2016-17	2018-19	2018-19
19 or Less	40.0%	50.0%	100.0%	71.4%	43.8%
20 to 24	56.1%	56.8%	75.0%	48.4%	36.1%
25 to 29	61.8%	38.5%	63.8%	54.9%	50.0%
30 to 34	62.2%	66.7%	53.4%	63.4%	59.5%
35 to 39	61.5%	52.8%	66.1%	43.2%	48.1%
40 to 49	64.0%	61.1%	37.3%	52.5%	52.9%
50 and Older	72.6%	74.4%	67.3%	65.9%	56.5%
Unknown	-	-	-	-	-

The percentage difference in the **course success rate** in Real Estate courses in 2018-19 showed a substantial decrease from 2017-18 and a substantial decrease from 2014-15. When comparing the percentage point difference in the Real Estate 2018-19 course success rate to the College's overall success average* (72.2%) and the institution-set standard* (59.8%) for credit course success, the Real Estate **course success rate** was substantially lower than the **college average** and substantially 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 2018-19, the success rate was no comparative data for **traditional (face-to-face)** Real Estate

courses, a minimal difference for **online** courses, no comparative data for **hybrid courses**, and no comparative data 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 2018-19, the success rate was a slight increase for **female** students in Real Estate courses, a slight decrease for **male** students, and a substantial decrease for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall Real Estate success rate for 2018-19, the success rate was a substantial decrease for **African American** students in Real Estate courses, no comparative data for **American Indian/AK Native** students, a slight increase for **Asian** students, a moderate decrease for **Hispanic** students, no comparative data for **Pacific Islander/HI Native** students, a substantial increase for **White** students, a substantial decrease for **multi-ethnic** students, and a substantial increase for students of **other** or **unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall Real Estate success rate for 2018-19, the success rate was a moderate decrease for students aged **19 or less** in Real Estate courses, a substantial decrease for students aged **20 to 24**, a minimal difference for students aged **25 to 29**, a substantial increase for students aged **30 to 34**, a minimal difference for students aged **35 to 39**, a slight increase for students aged **40 to 49**, a moderate increase for students aged **50 and older**, and no comparative data for students of unknown age.

Comparison of Retention Rates	2014-15	2015-16	2016-17	2017-18	2018-19
State-Funded Retention Rate	82.3%	83.4%	83.7%	85.1%	86.1%
College Institution Set Standard Retention Rate	70.1%	70.0%	70.9%	71.1%	72.3%
Subject Retention Rate	75.5%	75.5%	80.5%	78.5%	76.3%

Modality	2014-15	2015-16	2016-17	2017-18	2018-19
Traditional	75.0%	0.0%	-	-	-
Online	75.5%	75.7%	80.5%	78.5%	76.3%
Hybrid	-	-	-	-	-
Correspondence (Cable, Telecourse, Other DL)	-	-	-	-	-

Gender	2014-15	2015-16	2016-17	2017-18	2018-19
Female	75.7%	79.6%	81.6%	79.5%	81.4%
Male	75.2%	69.1%	78.5%	77.1%	71.5%
Unknown	75.0%	88.9%	100.0%	80.0%	0.0%

Ethnicity	2014-15	2015-16	2016-17	2017-18	2018-19
African American	73.7%	63.0%	70.0%	69.2%	54.3%
American Indian/AK Native	0.0%	100.0%	-	-	-
Asian	83.2%	74.7%	78.9%	77.9%	81.7%
Hispanic	71.1%	95.0%	75.9%	67.2%	73.0%
Pacific Islander/HI Native	-	-	-	0.0%	-
White	73.7%	76.6%	82.4%	85.5%	82.8%
Multi-Ethnicity	64.0%	75.0%	85.7%	89.1%	78.4%
Other/Unknown	62.5%	50.0%	-	100.0%	75.0%

Age Group	2014-15	2015-16	2016-17	2018-19	2018-19
19 or Less	66.7%	66.7%	100.0%	85.7%	75.0%
20 to 24	82.9%	81.1%	91.7%	74.2%	75.0%
25 to 29	74.5%	67.7%	80.9%	78.0%	70.4%
30 to 34	68.9%	73.8%	75.9%	74.6%	71.4%
35 to 39	71.8%	75.0%	82.1%	79.5%	74.1%
40 to 49	78.0%	70.4%	72.9%	83.1%	86.3%
50 and Older	78.1%	83.7%	83.6%	81.8%	80.4%
Unknown	-	-	-	-	-

The percentage difference in the **course retention rate** in Real Estate courses in 2018-19 showed a slight decrease from 2017-18 and a slight increase from 2014-15. When comparing the percentage point difference in the Real Estate 2018-19 course retention rate to the College's overall retention average* (86.1%) and the institution-set standard* (72.3%) for credit course retention, the Real Estate **course retention rate** was moderately lower than the **college average** and slightly higher than the **institution-set standard** for credit course retention.

When comparing the percentage point difference between instructional modalities to the overall Real Estate retention rate for 2018-19, the retention rate was no comparative data for **traditional (face-to-face)** Real Estate courses, a minimal difference for **online** courses, no comparative data for **hybrid courses**, and no comparative data 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 2018-19, the retention rate was a moderate increase for **female** students in Real Estate courses, a slight decrease for **male** students, and a substantial decrease for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall Real Estate retention rate for 2018-19, the retention rate was a substantial decrease for **African American** students in Real Estate courses, no comparative data for **American Indian/AK Native** students, a moderate increase for **Asian** students, a slight decrease for **Hispanic** students, no comparative data for **Pacific Islander/HI Native** students, a moderate increase for **White** students, a slight increase for **multi-ethnic** students, and a slight decrease for students of **other** or **unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall Real Estate retention rate for 2018-19, the retention rate was a slight decrease for students aged **19 or less** in Real Estate courses, a slight decrease for students aged **20 to 24**, a moderate decrease for students aged **25 to 29**, a slight decrease for students aged **30 to 34**, a slight decrease for students aged **35 to 39**, a moderate increase for students aged **40 to 49**, a slight increase for students aged **50 and older**, and no comparative data for students of **unknown** age.

Equity

Based on the results of enrollment, success and retention, the access and equity gaps will be addressed through further professional development to promote equity-minded teaching with the goal of cultivating inclusive experiences that empower all students to achieve their full academic and workforce realities. Provide instructors with materials and tools to apply principles of culturally responsive teaching to explore core teaching values, teaching practices and revise accordingly to ensure all diverse needs of our students are met with compassion and humanizing interactions online. Incorporate the resources and open dialog available through the college's [Student Equity plan](#).

Achievement

“Achievement gaps occur when one group of students (e.g., students grouped by race/ethnicity, gender) outperforms another group and the difference in average scores for the two groups is statistically significant.” (NAEP) The achievement gaps appeared higher for **African American** students in Building Codes Technology courses, not evident for **American Indian/AK Native** students, moderately lower for **Asian** students, slightly higher for **Hispanic** students, not applicable for **Pacific Islander/HI Native** students, and slightly higher for **White** students.

Program Efficiency

Based on your review of the data trends above (e.g., enrollment, FTES, FTES/FTEF, fill rate) please provide an analysis of efficiency gaps and accomplishments.

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

Summarize SLOs, PSLO findings, and faculty dialog (including participants). Summarize your conversations related to course and programmatic change(s) and include anticipated outcomes. Note: if PSLO data is less than 10 students, identify an alternative method for direct assessment. Use the SLO and PSLO data dashboards.

SLO Assessment and Plan

Course	SLO	Method(s) of Assessment	Participant(s) in the Planning Discussion	Recommended Changes
		Project/Exams	Faculty, dean department chair	none
		Project/Exams	Faculty, dean department chair	none
		Project/Exams	Faculty, dean department chair	none

PSLO Results

PSLO	Method(s) of Assessment	Participant(s) in the Planning Discussion	Recommended Changes
	Project/Exams	Faculty, dean department chair	none
	Project/Exams	Faculty, dean department chair	none
	Project/Exams	Faculty, dean department chair	none

Aggregate Real Estate Program Student Learning Outcomes (PSLOs) 2015-2019

Real Estate PSLOs	N	Able and Confident	Able and Somewhat Confident	Able and Not Confident	Not Able
Be prepared to list, market, show, rent, lease and/or sell a property.	1	100.0%	0.0%	0.0%	0.0%
Demonstrate ability to apply common knowledge of loan processing and underwriting.	1	100.0%	0.0%	0.0%	0.0%
Guide buyers or sellers with the purchase or sale process, including identifying and articulating issues, ensuring compliance with laws, coordinating inspections and appraisals, negotiating, and helping clients understand financing options.	1	100.0%	0.0%	0.0%	0.0%
Select and complete appropriate real estate forms, including listing agreements, purchase contracts, and cost sheets.	0	0	0	0	0

There are not enough respondents (less than 10) to the aggregate post-graduation survey for the Real Estate Program to produce meaningful data.

Program Awards

Awards	2014-15	2015-16	2016-17	2017-18	2018-19
Degrees (Coastline Total)	1,609	1,893	2,074	2,025	2,188
Subject Degrees Awarded	0	0	0	0	0
Certificates (Coastline Total)	692	600	602	628	709
Subject Certificates Awarded	7	5	4	7	5

The percentage change in the number of Real Estate degrees awarded in 2018-19 showed no comparative data from 2017-18 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 2018-19 showed a substantial decrease from 2017-18 and showed a substantial decrease in comparison with the number of certificates awarded in 2014-15

Post-Graduation Outcomes

Post Grad Outcomes	2013-14	2014-15	2015-16	2016-17	2017-18
9+ CTE Units	28%	26%	32%	30%	24%
Earned a Livable Wage	68%	59%	51%	59%	Not Available
Median Annual Earnings	\$50,230	\$44,000	\$37,968	\$46,680	Not Available
Number of Students that Transferred	< 10	< 10	< 10	< 10	< 10

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

External Analysis: Market Assessment

[Bureau of Labor Statistics](#)

Advisory boards for the real estate department meets at least twice during the academic year (virtually). 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. Next, we will pursue a certificate in appraising.

Strong Workforce Program Metrics, LaunchBoard, was used to determine how our program aligns with jobs in the current market. (<https://www.calpassplus.org/Launchboard/SWP.aspx>)

Attendance at Organization of Real Estate Appraisers (OREA) meetings was recommended to obtain current information for the course and to recruit advisory members.

[Labor Market Statistics](#)

Estimated Employment and Projected Growth Real Estate					
Geographic Area (Estimated Year-Projected Year)	Estimated Employment	Projected Employment	Numeric Change	Percent Change	Job Openings
California (2016-2026)	49,900	54,400	4,500	9.0	43,600
Los Angeles County (2016-2026)	14,330	16,270	1,940	13.5	13,400

Employment of real estate brokers and sales agents is projected to grow 2 percent from 2019 to 2026, slower than the average for all occupations. Demand for these workers will continue, because people turn

to real estate brokers and sales agents when looking for a home, such as to buy a larger home or to relocate for a job.

The median annual wage for real estate brokers was \$59,720 in May 2019. The median annual wage for real estate sales agents was \$48,930 in May 2019.

Progress on Initiative(s)

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	Completed one new course
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/On Hold	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 and Department Review Committee Recommendation(s)

Recommendation(s)	Status	Response Summary
Explore the use of drones, social media, digital graphic applications, and mobile technologies in Real Estate.	Partially completed In progress	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 In progress	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, dean and chair discussed the approach to SLO data collection in relationship to the five-year plan to assess and re-assess course SLOs revisions. Faculty determined the need for revisions based on industry changes for real estate procedures, software or legal guidelines. 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. The challenge is the program must use industry sanctioned manuals. Possible scholarships for book allowances are being furthered explored.

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 real estate licensing regulations and those in our certificate programs. Faculty determine the most effective assessment for each course that ultimately prepares the student for the real estate 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

Program faculty and department chair were involved in college meetings and work groups throughout last year. Pandemic issues disrupted the process with meeting coordination and attendance with hopes of increased participation in fall and spring.

Implications of 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. Since our two certificates were updated and the loan processing and underwriting courses were suspended, the appraisal course taught by our new instructor is gaining traction and may lead to a licensing program in appraising.

Our efforts over the past year to streamline the pathway to salesperson or broker, and adding the appraisal course will hopefully result in a slight increase in certificates to be awarded. The goal continues to be increase technology integration such as mobile devices and tablets for leads and sales. 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 (drones).

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. We will continue to revisit marketing strategies to identify new target audiences for students and advisory members. We are exploring an appraisal licensing certificate.

Section 2: Human Capital Planning

Staffing

Year	Administrator /Management	F/T Faculty	P/T Faculty	Classified	Hourly
Previous year 2019 - 2020	CTE Dean and Associate Dean		1 Chair 3PT faculty		
Current year 2020 - 2021	CTE Dean and Associate Dean		1 Chair 3 PT faculty		
1 year 2021-2022	CTE Dean and Associate Dean		1 Chair 4 PT faculty		
2 years 2022-2023	CTE Dean and Associate Dean		1 Chair 5 PT faculty		
3 years 2023-2024	CTE Dean and Associate Dean		1 Chair 5 PT faculty		

With only part-time faculty, the challenge is how to grow the program and maintain the schedule needed to offer courses for certificate completion. 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 a at least one part-time instructor each year until there five PT instructors.

Professional Development

Over the past year, the college has offered varied opportunities for professional development during the school year and up until last spring, (Pandemic) when all conferences and training are online. The virtual Zoom trainings and meetings are more efficient to accommodate the department’s part-time faculty and their work and family schedules.

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	Digital Learning Day	February International ‘Day’
Faculty and/or Dept Chair	Can*Innovate	@ONE offers one day of free online workshops for teaching and learning
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	Net Tutor and Camtasia & Knowmia Training	
Faculty and/or Dept Chair	Equity and Culturally Responsive teaching training	ongoing

Section 3: Facilities Planning

Facility Assessment

All courses/programs are offered completely online so there are no apparent facility changes or needs.

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 may need to acquire an iPad Pro and Surface Pro 4 tablet for related training.

The continued district sitewide license for TechSmith products which include, Camtasia, Snagit and Knowmia (Relay) gives faculty the opportunity to create screenshots, capture movement on the computer screens and edit the video to produce tutorials or short movies, including closed captions. Instructors are developing more videos that are interactive with quizzes and commenting. We continue to schedule continuous course improvement workshops to encourage varied assessments. Faculty are gradually moving their create videos to Knowmia from YouTube for consistency and security.

Cloud computing, virtual desktops and “laptops on loan” for students, faculty and staff are more essential due to working and learning from home. (Pandemic related) For our department, since all are PT instructors, they rely on their own equipment. They are surveying students to target the most urgent needs.

Section 5: Ongoing/New Initiatives

Initiative: Hire additional part time Real Estate instructor in Spring 2021 to develop appraisal program or teach other courses by Fall 2021.

Describe how the initiative supports the college mission:

It supports the college mission by providing experienced instructors to develop new courses and revise existing courses, which is a direct outcome of building stronger relationships with real estate professionals, expanding our advisory board, and offering a focused pathway.

What college goal does the initiative support?

- Reduce all student equity gaps regarding access and achievement (Equity)
- Increase student completion and achievement outcomes by 20% (Achievement)
- Strengthen College collaboration, communication, continuous learning, and community engagement (Engagement)
- Further develop, adopt, and adapt innovative practices and technologies that advance student success and institutional effectiveness (Innovation & Effectiveness)

How does this initiative play a part in Coastline Pathways?

This initiative plays a part in clarifying the student's path and exploring existing job opportunities while completing the college and real estate licenses/certificates.

What evidence supports this initiative? Select all that apply

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

Describe how the evidence supports this initiative.

Industry and state recognized certificate/license for real estate salesperson and broker

Recommended resource(s) needed for initiative achievement:

Existing courses and hire one part-time instructor.

What is the anticipated outcome of completing the initiative?

The ability to complete the certificate program successfully and gain marketable skills for job placement.

Provide a timeline and timeframe from initiative inception to completion.

Hire additional part time instructor in Spring 2021 to revise curriculum and teach RE courses for fall 2021.

Section 6: Prioritization

List and prioritize initiative requests.

Initiative	Resource(s)	Est. Cost	Funding Type	Health, Safety Compliance	Evidence	College Goal	Complete By	Priority
Hire additional part time instructor in Spring 2021 to revise curriculum and teach RE courses by Fall 2021	Existing updated courses and hire one part-time instructor.				External Research (Academic literature, market assessment, audit findings, compliance mandates)	Increase student completion and achievement outcomes	2021	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

Complete 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.