

De Anza College

Instructional Annual Program Review 2021-22

Instructions: The first column is section and question number, followed by ask without explanation The third column fully describes the information that the IPBT is requesting. The blank or fourth column is where you will type your response. Save program review as a Word document. This is the document you will send to your Dean. It will be posted on the De Anza website in pdf format.

In addition to this document, please also submit to your Dean the Resource Request spreadsheet making sure facilities requests are on “Facilities” tab and large-ticket items are on Large-ticket Items” tab.

Due: Friday May 6, 2022

	Information Requested	Explanation of Information Requested.	Enter your answers here
	Department Name:	Real Estate	
	Program Mission Statement:	How does your program mission statement relate to the mission of De Anza College and our Institutional Core Competencies”? (https://www.deanza.edu/about-us/mission-and-values.html).	<p>Mission Statement: To provide students a thorough understanding of the California real estate market from a buyer’s, seller’s and real estate professionals perceptive. This knowledge gained through our real estate courses leads to attaining the California Department of Real Estate Salesperson license. Our goal is to offer low-cost courses that lead to high paying jobs in the real estate field.</p> <p>Our mission relates to the De Anza Mission statement and core competencies by developing student intellect helping students realize achievable goals, develop communication and</p>

			expression, character and master Information literacy in the real estate field.
I.A.1	What is the Primary Focus of Your Program?	Choose from General Education, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment or N/A	Career/Technical
I.A.2	Choose a Secondary Focus of Your Program.	Choose from General Education, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment or N/A	Personal enrichment
I.B.1	# Certificates of Achievement Awarded	State the number of Certificates of Achievement awarded during the 2020-21 academic year. Please refer to: https://www.deanza.edu/ir/AwardsbyDivision.html . If you do not offer Certificates of Achievement please state "none offered".	two
I.B.2	# Certificates of Achievement-Advanced Awarded:	State the number of Certificates of Achievement - Advanced awarded during 2020-21 academic year. Please refer to https://www.deanza.edu/ir/AwardsbyDivision.html If you do not offer Certificates of Achievement" please state "none offered".	two
I.B.3	# ADTs (Associates Degrees for Transfer) Awarded	State the number of Associate Degree Transfer awarded by your department during the 2020-21 academic year. Please refer to	Not applicable

		https://www.deanza.edu/ir/AwardsbyDivision.html . If you do not offer Associate Degree Transfer, please state “none offered”.	
I.B.4	# AA and/or AS Degrees Awarded:	State the number of Associate of Arts or Associate of Science degrees awarded during the 2020-21 academic year. Please refer to https://www.deanza.edu/ir/AwardsbyDivision.html .-If you do not offer Associate of Arts or Associate of Science Degree, please state “none offered”.	two
I.B.5.	Trends in # Total Awards	If applicable to your program, has total number of certificates and degrees increased, decreased or stayed the same? What thoughts do you have on these changes?	The number of certificates issued have stayed the same over the years. Students complete our course for the main purpose of becoming a real estate agent. This is their goal. There is not much motivation for students to attain our certificate because the salesperson license is what will get them a job.
I.B.6.	Strategies to Increase Awards	What strategies (1, 2, 3. . .) does your department have in place to ensure students are obtaining awards when it is applicable to their educational goal? (e.g., Outreach, In-reach, graduation workshops, collaborations with other offices, etc.)	We are now offering noncredit courses and a corresponding salespersons certificate. This is a much more practical certificate because students will complete the same courses towards our salesperson certificate that they need to complete for their official salesperson license. As a result, we expect the number of certificates to increase over time.
I.C.1	CTE Programs: Review of Perkins Core Indicator and SWP Outcomes Metrics	Review the most recent Perkins Core Indicator and SWP Outcomes Metrics data for your program(s). Cite planned interventions and activities to	https://www.calpassplus.org/LaunchBoard/Home.aspx Our students who are Economically disadvantaged achieved retention and placement 17.8 percent above the negotiated level. We feel this success is due to our decision to offer all of our course online which opened

		<p>enhance student and program outcomes.</p> <p>Perkins Core Indicator Reports provided by Margaret Bdzil. Cal-PASS Launch board SWP Metrics: https://www.calpassplus.org/LaunchBoard/Home.aspx</p>	<p>up the opportunity for students to take our classes from all disadvantaged communities. We are implementing further improvement to disadvantaged families by providing tuition-free noncredit courses. Our overall CTE Cohort retention and placement is 17.9 percent above negotiated levels. We believe this success is due to our curriculum using the latest instructional learning theories of interactivity. The employment CTE cohort 1.7 percent below negotiated level. This due to time required for students to train in the Real Estate field to find success. We are working on delivering noncredit courses, free books, interactive learning, templates for all faculty to increase our Cohort employment. We are also working on an internship program with Interio.</p>
I.C.2	CTE Programs: Labor Market Demand and Industry Trends:	<p>Review and summarize statewide and regional labor market (LMI) data for occupations that are closely aligned with your program. Cite current industry trends. Provide an overview of your program advisory committee's recommendations relating to existing and new course and certificate/degree offerings. Cite additional data when applicable.</p> <p>California EDD LMI Info: https://www.labormarketinfo.edd.ca.gov/cgi/dataanalysis/areaselection.asp?tablename=occpri</p>	<p>California employment will have 10,840 jobs in 2018-2028.</p> <p>San Jose-Sunnyvale-Santa Clara MSA regional LMI show that for 2018-2028 that the growth we be 700 jobs.</p> <p>Our advisory committee recommended that we offer as many noncredit courses as possible. They were very impressed with our program's 60% growth rate over the last year and encouraged us to apply for grants to attain free books for our students. As a result, some of our courses are 100% free which is great help to improve student equity.</p>
I.D.1	Academic Services and Learning Resources: # Faculty Served	Only for programs that serve staff or students in a capacity other than traditional instruction, e.g.,	Not applicable

		tutorial support, service learning, etc. State number of faculty served per year (Fall, Winter and Spring): Provide number from previous year, and # increase or decrease. To the extent possible, specify what data you used to arrive at this number.	
I.D.2	Academic Services and Learning Resources: # Students Served	Only for programs that serve staff or students in a capacity other than traditional instruction, e.g., tutorial support, service learning, etc. State number of students served per year (Fall, Winter and Spring): Provide number from previous year APRU, and # increase or decrease. To the extent possible, specify what data you used to arrive at this number.	Not applicable
I.D.3	Academic Services and Learning Resources: # Staff Served	Only for programs that serve staff or students in a capacity other than traditional instruction, e.g., tutorial support, service learning, etc. State number of staff served per year (Fall, Winter and Spring): Provide number from previous year APRU, and # increase or decrease. To the extent possible, specify what data you used to arrive at this number.	Not applicable
I.E.1	Full Time Faculty (FTEF)	For ALL programs: State the number of FTEF assigned to your department/program. Refer to your program review data sheet:	1.5 FTEF

		https://www.deanza.edu/ir/program-review.20-21/index.html .	
I.E.2	# Student Employees	If applicable to your program, state number of student employees and if there were any changes between number this academic year and the previous two academic years.	No student employees
I.E.3	Full Time Load as a %	State the percentage of courses taught by full-time faculty (exclude overload). Refer to your program review data sheet. https://www.deanza.edu/ir/program-review.20-21/index.html or access within the program review tool.	13% percent taught by full time faculty for load.
I.E.4	# Staff Employees	If applicable to your program, state number of staff employees and if there were any changes. ONLY report the number of staff that directly serve your program. Deans will make a report regarding staff serving multiple programs.	We have no staff
I.E.5	Changes in Employees/Resources	Briefly describe how any increase or decrease resources/employees (exclude teaching faculty) has impacted your program. What strategies does your program have in place to ensure students are being supported and able to reach their full capacity when faced with these changes and challenges? (e.g. Mentors,	No changes in employees or resources so there has been no impact.

		embedded tutors, extended lab hours, instructional support, non-credit support, etc.)	
	Enrollment		
II.A	Enrollment Trends	<p>What changes in enrollment have you seen in the last three years? Refer to https://www.deanza.edu/ir/program-review.20-21/index.html or access within the program review tool. You do not need to list enrollments; rather reflect on enrollment trends. What strategies does your department have in place to increase or maintain current enrollment trends?</p>	<p>We've had a 60% increase in enrollments. If taking into account noncredit, our enrollment has increased 100%.</p> <p>We are providing free books using strong workforce funds. We are also using curriculum templates for all faculty to teach using the same method. We are offering all our courses online and we are offering noncredit classes which mirror all our credit classes. All this has led to increased enrolments, and we expect the enrolments to grow further. While college enrolments have been down, the real estate department has doubled enrolments.</p>
II.B.	Enrollment Trends for disproportionately impacted student groups	<p>Using the program review data tool, what is the enrollment of African American, Latinx, Filipinx, and Pacific Islander students as a percentage of your entire program compared to other student groups in campus-wide percentages? You do not need to list enrollments, but rather reflect on what the trends look like.</p> <p>Link to equity plan and strategic plans</p> <ol style="list-style-type: none"> 1. What could be contributing to the differences? 	<p>Enrolment trends for disproportionately impacted student groups show that the REST department has an overall increased enrolment of over 60%. We have successfully a strong growth in our impacted student population.</p> <p>African American student enrolments has doubled.</p> <p>Our Latinx population almost tripled in the last three years.</p> <p>As our program has grown, targeted group growth has been elevated significantly especially in the Latinx group. To continue this positive trend, we are now making changes to our program in a dramatic way that will affect all targeted populations:</p>

		<p>2. What strategies does your department have in place to increase or maintain enrollment of these student groups?</p> <p>Are there other trends that you see when drilling into the data that may be important to explore?</p>	<ol style="list-style-type: none"> 1. We have implemented interactive learning software in all our classes 2. We give free interactive software in some of our classes 3. We have implemented noncredit tuition free courses 4. Our classes are homogeneous and re-designed for student success 5. All our courses are 100% online
II.C.	Overall Success Rate	<p>What changes in student success rates have you seen in the last three years? You do not need to list success rates, rather reflect on trends in success rates.</p> <ol style="list-style-type: none"> 1. What could be factors that influence success rates? Please refer to: https://www.deanza.edu/ir/program-review.20-21/index.html 2. What strategies does your department have in place to increase or maintain current success rates? 	<p>The REST department success rates have improved over the last 3 years. The rate has gone UP from 72% to 76%</p> <p>Why our success rate has improved:</p> <ol style="list-style-type: none"> 1. We have implemented interactive learning software in all our classes 2. We give free interactive software in some of our classes 3. We have implemented noncredit tuition free courses 4. Our classes are homogeneous and re-designed for student success 5. All our courses are 100% online <p>Because of these strategies we expect success rate to improve further in 2022.</p> <p>We are in the process of implementing an internship program and working on partnerships with industry and CCCREEC (California Community Colleges Real Estate Education Center)</p>

II.D.	Success, Non-Success and Withdraw Rates for disproportionately impacted student groups	<p>Using the Disproportionate Impact Tool within the Program Review Tool explore differences in success rates by ethnicity, gender and special student populations (foster youth, individuals with disabilities, Veterans and low income students). Of the rows that are highlighted (which indicate there are disproportionate impacts for that group):</p> <ol style="list-style-type: none"> 1. What differences do you see in successful course completion rates? 2. What are your thoughts on these differences? <p>What strategies might be helpful in closing gaps in successful course completion?</p>	<p>Enrolment trends for disproportionately impacted student groups show that the REST department has increased success rates from 60% to 63% for the last few years.</p> <p>Our African American student's success rate has remained stable yet the enrolments have increased.</p> <p>Our LARGE Latinx has improved from 57% to 60% success rate.</p> <p>We see that overall, our department has done well with significantly smaller gaps than with De Anza overall gaps.</p> <p>Low-income students in the REST department have a much smaller equity gap than the overall Low-income gap for De Anza.</p> <p>We are employing a number of methods to close the gaps as follows:</p> <ol style="list-style-type: none"> 1. We have implemented interactive learning software in all our classes 2. We give free interactive software in some of our classes 3. We have implemented noncredit tuition free courses 4. Our classes are homogeneous and re-designed for student success 5. All our courses are 100% online
II.E.	Changes Imposed by Internal/External Regulations	Address program changes implemented as a response to	We have implemented noncredit mirrored courses for all of our REST courses. These noncredit courses have

		changes in College/District policy, state laws, division/department/program level requirements or external agencies regulations? How did the change(s) affect your program? (e.g., any curriculum, reorganization of program AB 705, noncredit curriculum, loss of personnel, etc.)	been approved by California Department of Real Estate which allows students to sit the Salesperson exam when they complete 3 of our noncredit courses. We are the first college in California to be awarded noncredit class to count towards sitting the DRE real estate exam. These noncredit courses have partially caused a dramatic 60% increase in our course enrolments. We also have had to change our curriculum to meet new real estate equity laws. This has been time-consuming, but we are meeting the challenge.
	Equity	In order to meet the goals within our State Equity Plan , Institutional Metrics , and Educational Master Plan , the following section asks you to reflect on questions focused on student equity to help inform our goals._	
III.A.	Equity Plans for groups other than the acknowledged disproportionately impacted groups	Are there other groups of students besides the acknowledged disproportionately impacted groups of African American, Latinx, Filipinx, and Pacific Islander students that your department intentionally focused support for.	Yes, we targeted all disadvantaged groups by offering free eBooks, free interactive learning software, noncredit courses and faculty templates to allow all faculty to offer consistent high-quality real estate courses.
III.B.	Program Success	Describe any events/program changes/successes that you would like to share relative to your equity efforts?	We applied for a Strong Workforce grant to provide students free books for one of our core Real Estate classes. We believe that free books combined with noncredit free class provides an opportunity for targeted populations to attain jobs in the real estate field quickly and at a lower cost than any other community colleges in California. We are the first to

			offer noncredit real estate courses that qualify students to take the real estate salesperson exam.
III.C.	Equity Planning and Support	Has equity work generated any need for resources? If so, what is your request? Include staff/position needs.	We are a small department; no additional resources are needed for our equity goals besides ensuring faculty can have access to up to date templates.
III.D.	Departmental Equity Planning and Progress	Identify which of the following resources you need? How would the resource help? <ul style="list-style-type: none"> • Professional Development – what areas? • Enhanced support for students • Departmental Collaborations • Best Practices • Coaching/Consultation 	Professional development would be helpful for our faculty who struggle with technology. Our program going 100% online has forced our faculty to use Canvas in new ways and there has been some growth pains. We would like to have volunteer tutors for our students.
III.E.	Assistance Needed to close Equity Gap	Would you like assistance with identifying strategies and/or best practices and/or resources to help facilitate student success?	We would like to have funding to continue to update templates for our faculty as software changes for our real estate course. These templates provide interactive learning which increases success and retention rates. We would like to continue the free book program.
	Assessment Cycle	Navigate to https://www.deanza.edu/slo/ and click “TracDat is gone” which will take you to accordion listing SLO assessments under “Student Learning Outcomes and Assessments Summaries by Division:”	
IV.A	SLOAC Summary	Describe an accomplishment or enhancement that resulted from SLO assessment starting with	Our biggest accomplishment as a department has been to create templates that all faculty use to enhance student learning using interactive assignments. This

		Spring 2020 through end of Spring 2022.	provides a success path the achieve the SLO's using an engaging, interactive learning approach.
IV.B	Assessment	List the names of the courses in your department (e.g., CIS 22A) that are planned to be assessed by the conclusion of 2021-22 academic year.	We plan to assess our NEW property management course (REST 55) during 2021-2022 academic year.
	Resource Requests		
V.A	Budget Trends	Over the past five academic years, describe impact, if any, of external or internal funding trends that you might be currently dealing with (e.g., COVID demands) upon the program and/or its ability to serve its students. If you don't work with budget, please ask your Division Dean to give you the information.	There have not been any funding issues with our program over the last five years. Our program has grown dramatically in student enrollments and productivity. Our program is well supported by our dean Moaty Fayek but our program is also self-sufficient. We made a decision before the COVID breakout to go fully online which has a dramatic positive impact on our enrolments.
V.B	Funding Impact on Enrollment Trends	Over the past five academic years, describe the impact, if any, of external or internal funding changes upon the program's enrollment and/or its ability to serve its students. Refer to Program Review data sheets for enrollment information:	The past five years we have not had any impact on external or internal funding changes. However, we have used Strong Workforce funds to offer free interactive learning to be continued so that all courses could have a unified look and feel with interactive student learning. As a result of this template funding, further growth would allow new faculty to have their course up and running in a few days.
V.C.1	Faculty Position(s) Needed	Describe each request as: "Replace due to Vacancy", "Growth", or if none state "None Needed Unless Vacancy"	It will benefit the program if there is a full-time faculty managing the program and teaching the core courses.
V.C.2	Justification for Faculty Position(s):	Do you have assessment data available to justify this request for	"None Needed Unless Vacancy".

		a faculty position? If so, provide the SLO/PLO assessment data, reflection, and enhancement that support this need. If not, provide other data to support this need.	
V.D.1	Staff Position(s) Needed	Choose: "Replace due to Vacancy", "Growth", "None Needed Unless Vacancy" Only make request for staff if relevant to your department only. Division staff requests should be in the Dean's summary.	"None Needed Unless Vacancy"
V.D.2	Justification for Staff Position(s):	Do you have assessment data available to justify this request for a staff position? If so, provide the SLO/PLO assessment data, reflection, and enhancement and/or CTE Advisory Board input to support this need. If not, provide other data to support this need.	"None Needed Unless Vacancy"
V.E	Equipment Requests	List all equipment resource needs on the Excel spreadsheet. Be sure to include to justification and costs in appropriate columns.	For requests, see Resource Allocation Requests
V.F	Facility Request	List all facility needs on the spreadsheet. Be sure to include to justification and costs in appropriate columns.	No facility needs. Our program 100% online.
V.G	Other Needed Resources	List any other resource needs on the spreadsheet. Be sure to include to justification and costs in appropriate columns.	For additional requests, see Resource Allocation Requests

V.H.1	Staff Development Needs	Based on what you have written above, what professional development support/resources do you need to achieve your goals?	Faculty are aware of areas they require support in. Our Dean and the PD office work with individual faculty and help them with their professional development needs.
V.H.2	Staff Development Needs Justification	Please provide reasons for your professional development needs. If you have assessment data available to justify this request for professional development, please provide the SLO/PLO assessment data, reflection, enhancement, and/or CTE Advisory Board input, etc. to support this need. If not, provide other data to support this need.	We don't have any staff.
VI.	Closing the Loop	Over the last five years, how did you assess the results of the requested resources, and what were those results? How do you plan to reassess the outcomes after receiving each of the additional resources requested this year	We purchased textbooks for our students with Strong Workforce funds. This purchased combined with noncredit classes and creating instructor templates has increased our enrolments by 60% over the last 5 years.
	Submitted by:	APRU writer's name	Mark Sherby, Chair Real Estate Department
	Last Updated:	Give date of latest update	5/16/22