

Comprehensive Program Review

A. Department Information

Mission

Please enter your department's mission statement here.

Our mission is to empower, educate and qualify students to sit the CA Department of Real Estate license exam to attain employment in the real estate field. This licensing path includes essential ethics development for socially responsible leadership in the community.

The real estate department is focused on providing students with high quality, equitable, and low-cost approaches to attaining their real estate goals.

How does your program mission statement relate to the mission, vision and values of the college? (<https://www.deanza.edu/about-us/mission-and-values.html>)?

De Anza's Real Estate department lines up well with De Anza College Missions statement. Our program offers equity-based approaches to help students develop their intellect, character, and abilities to realize their targeted goals within the real estate field.

Program Goals

Enter 1-3 goals for your department to be achieved by spring 2027. Each annual reflection will ask your department to report on progress in meeting your goals. Each goal should be aligned to your department's mission and the college mission. All resource requests and personnel requests should be aligned with your program's mission and goals.

Goal title	Goal description	Responsible parties	Collaboration with	Guided Pathways engagement	What evidence will be used to monitor progress?	How will you assess achievement of the goal?
Low cost REST courses and materials	Provide equitable low or no-cost options for students to complete three required Real Estate courses to qualify for the DRE real estate license exam.	Mark Sherby	Intero Real Estate and our Real Estate advisory committee	Ongoing	Monitor student progress in their completing credit and noncredit certificates using various office of research inquiry tools.	Certificate completion statistics

Changes Imposed by Internal/External Regulations or Factors

Are there factors unique to your program that may affect your enrollment, success rates or staffing that RAPP should be aware of? (e.g., curriculum changes, program reorganization, noncredit curriculum, loss of personnel, legislative mandates, etc.)

none.

B. Enrollment Trends

Enrollment Variables and Trends

Enrollment Trends Business/Computer Systems - Real Estate-DA						
	2018-19	2019-20	2020-21	2021-22	2022-23	5-yr %Inc
Unduplicated Headcount	267	341	479	634	664	148.7%
Enrollment	409	536	835	1,187	1,291	215.6%
Sections	9	13	16	28	44	388.9%
WSCH	545	715	1,113	1,151	893	63.8%
FTES (end of term)	37	48	75	78	60	62.2%
FTEF (end of term)	0.9	1.3	1.5	2.3	2.4	175.9%
Productivity (WSCH/FTEF)	621	556	736	502	369	-40.6%

In the data table above, what does the Enrollment trend indicate? For definitions of enrollment terms, please see the glossary (<https://www.deanza.edu/ir/documents/Glossary.pdf>).

- the data trend shows an increase in Enrollment
- the data trend shows a decrease in Enrollment
- the data trend shows no change and/or flat in Enrollment

Reflect on Enrollment Trends

Discuss the factors that would help the college understand your programs' enrollment trends. How may these trends align with your program mission and goals?

Enrolments have increased every year for 5 years with a 215% total increase in enrolments. Many innovations including 100% online program and noncredit CalDRE-approved courses have increased demand for our program. Dedicated faculty have helped grown the real estate program.

CTE Programs - Statewide and Regional Labor Market Trends

CTE Programs Only

- Review and summarize the Lightcast Analyst Occupational Outlook data for your CTE program (<https://foothilldeanza.sharepoint.com/:f:/s/dactedepartments/EiRTueQ8GrNLqtlQw2twpsBMFCs7X5djTVeo6Jss3W0Jg?e=1ybpMY>).
- 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.

2. Industry trends show a flattening of demand for real estate jobs through 2026.

3. Our Advisory Committee has recommended increasing our noncredit course ratio to reach as many students as possible with tuition-free courses. We have also followed the recommendations for noncredit certificate which has been very popular.

D. Course Success

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Course Success

Real Estate-DA

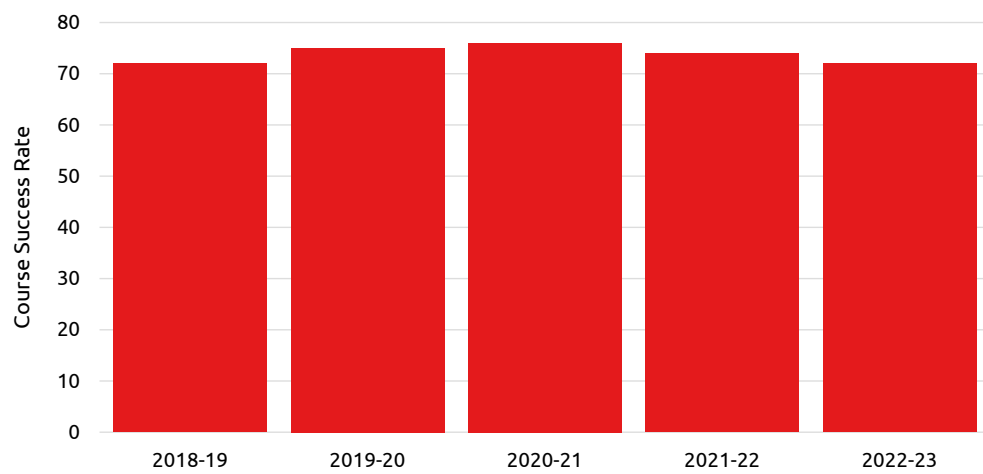
Who uses this report:

All users who want to further explore their enrollment or course success data.

What is this report:

This report is an extension of the Program Review Data Sheet. It has additional student characteristics and users can compare two groups of students at the same time.

Limits:



Limits:

Measures: Enrollments and Course Success Rate and Success Count

	2018-19			2019-20			2020-21			2021-22			2022-23		
	Enrollments	Course Success Rate	Success Count	Enrollments	Course Success Rate	Success Count	Enrollments	Course Success Rate	Success Count	Enrollments	Course Success Rate	Success Count	Enrollments	Course Success Rate	Success Count
Measures	409	72%	296	536	75%	404	835	76%	634	1,187	74%	878	1,291	72%	926

Data loaded 17-Aug-2023

In the data table above, what overall trends are you seeing in Course Success?

- the data trend shows an increase in Course Success
- the data trend shows a decrease in Course Success
- the data trend shows no change in Course Success

Exploring Course Success Rate Trends

1. What could be factors that influence success rates in your department?
2. What strategies does your department have in place to increase or maintain current success rates?
3. Are there other trends that you see when exploring different courses in the same department (How to access success rates by course: https://www.deanza.edu/ir/documents/How_to_Access_Your_Program_Review_Data.pdf)
4. How do course success rate trends align with your program goals?

1. Our department went 100% online in 2019 and the success rate increased (and enrolments).
2. An online REST Canvas template and syllabus template have been created to share with faculty to help strengthen our success rate and policy consistency. All existing and new instructors have the Canvas template available to them. We also attribute the high success rate to seasoned faculty who are strong in teaching online courses.
3. In reviewing other trends, the REST department increased success rates during the pandemic. We believe that trend is due to our fully online course approach that we had developed prior to the pandemic.

Course Success with Disproportionate Impact (credit and non-credit)

Limits: 2022-23

Who uses this report:

All users who want to explore student equity and disproportionate impact in course success.

What is this report:

This report highlights student groups with a negative percentage point gap and student groups experiencing disproportionate impact. Data reflects credit sections. Student groups with "N/A" enrollment denotes suppressed data.

How to interpret the data:

A negative percentage point gap means a student group has a lower success rate than the comparison group consisting of all students not in the student group being examined. When a student group is experiencing disproportionate impact, this means that (1) there is a negative percentage point gap and (2) this gap is unlikely to be due to chance. Programs are encouraged to prioritize discussions and address the student groups experiencing disproportionate impact.

New features:

To display only student groups with disproportionate impact, click on the link "Click here to show only groups with disproportionate impact." To add a comparison unit that is one level higher (e.g., course level compared to department level), **be sure to select a college, division, department or course**, then click on the link "Click here to show and compare disproportionate impact with [X]".

Success rate

The number of students receiving an A, B, C or P grade divided by the total number of students receiving a grade. Rate is rounded.

Comparison success rate

The success of all students except for the group being examined (e.g., the comparison success rate for Latinx students is the success rate of all students who are not Latinx). Rate is rounded.

Additional successes needed to erase percentage point

This value provides a way for practitioners to think of gaps in terms of student successes, and illustrates the number of additional successes needed to avoid a percentage point gap.

Legend:

Yellow: Student groups experiencing a negative percentage point gap that is not statistically significant
Orange: Student groups experiencing disproportionate impact according to the Percentage Point Gap Minus One (PPG-1) method¹
 Currently showing all groups. [Click here to show only groups with disproportionate impact.](#)

[Click here to show and compare disproportionate impact with .](#)

Hide cells with fewer than students

Business/Computer Systems - Real Estate-DA						2022 Summer to 2023 Spring
Number of sections: 44						
Student group	Enrollment at census	Student group success rate	Comparison success rate	Percentage point gap	Chart	Additional successes needed to erase percentage point gap
All Students (Real Estate-DA, 44 sections)	1,291	72%	72%	0		
Asian	521	79%	67%	+12		
Black	68	59%	72%	-14		10
Filipinx	47	57%	72%	-15		7
Latinx	359	63%	75%	-13		46
Native American	14	57%	72%	-15		3
Pacific Islander	N/A					
Unknown ethnicity	63	78%	71%	+6		
White	212	76%	71%	+5		
Female	737	73%	71%	+2		
Male	500	70%	73%	-3		16
Non-Binary	0					
Unknown gender	54	78%	71%	+6		
Foster youth	N/A					
Individuals with disabilities	10	90%	72%	+18		
Low Income	625	66%	77%	-11		67
Not Low Income	666	77%	66%	+11		
Veterans	16	50%	72%	-22		4

¹The PPG-1 method follows the CCCC method for calculating disproportionate impact. Disproportionate impact is when (1) a student group's PPG value is less than -2 (e.g., -3, -4, -5, etc.) and (2) the absolute PPG value is greater than the calculated margin of error. PPG is calculated by comparing a student group's success rate against the success rates of all students except for the group being examined (e.g., Latinx PPG is Latinx success minus the success of all students except for Latinx students).

In the data table above, what does the data indicate about the Success rate of various ethnic groups within your department compared to the comparison group for the most recent academic year? (i.e., as displayed in the Percentage point gap column)

The Percentage point gap between Asian students and all other students shows:

- there is no gap (e.g., 0)
- there is a negative gap of 5-percentage points or less (e.g., -5)
- there is a negative gap greater than 6 percentage points (e.g., -6)
- there is a positive percentage point gap (e.g., +2)

The Percentage point gap between Black students and all other students is:

- there is no gap
- there is a negative gap of 5-percentage points or less
- there is a negative gap greater than 6 percentage points
- there is a positive percentage point gap

The Percentage point gap between Filipinx students and all other students is:

- there is no gap
- there is a negative gap of 5-percentage points or less
- there is a negative gap greater than 6 percentage points
- there is a positive percentage point gap

The Percentage point gap between Latinx students and all other students is:

- there is no gap
- there is a negative gap of 5-percentage points or less

- there is a negative gap greater than 6 percentage points
- there is a positive percentage point gap

The Percentage point gap between White students and all other students is:

- there is no gap
- there is a negative gap of 5-percentage points or less
- there is a negative gap greater than 6 percentage points
- there is a positive percentage point gap

The Percentage point gap of one additional group of your choice:

- there is no gap
- there is a negative gap of 5-percentage points or less
- there is a negative gap greater than 6 percentage points
- there is a positive percentage point gap
- not applicable

Exploring Gaps in Successful Course Completion by Ethnicity

1. What differences do you see in successful course completion rates by ethnicity?
2. What are your thoughts on these differences?
3. Are there other trends that you see when drilling into the data that may be important for your department to explore (e.g., foster youth, individuals with disabilities, low income, veterans)?
4. Which additional student group did you choose to explore and why?
5. How do these trends align with your program's mission and goals?

1. We see gaps in several of the targeted ethnic groups in course completion rates.
2. The success rate gaps for the REST department seem to mirror the success rate gaps found in De Anza College's overall success rates. These persistent gaps continue for years which is disheartening. We continue our efforts to address these gaps.
3. The low-income category shows an -11% gap.
4. We chose this group to explore because this grouping crosses over many ethnicities. As a department we continue to address these gaps with innovations to reduce education costs specifically for our low income students, which can help many underrepresented groups.

Teaching and Learning Strategies

1. What teaching and learning strategies might be helpful in narrowing any gaps in successful course completion?
2. How do the listed teaching and learning strategies align with your program's mission and goals?

1. Course completion gaps can be narrowed offering curriculum that contains interactive content to engage students. Also providing students with instructor videos could strengthen our courses and increase completion rates.
2. Our teaching and learning strategies align very well with our equity goals.

Trends in Awards

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Degrees and Certificates by Ethnicity

Real Estate-DA

Who uses this report:

All users who need degree and certificate data.

What is this report:

This report provides the degree and certificate counts by college, division and department. Additionally, all users could explore degree and certificate awarded by ethnicity and gender.

Measures: Awards

Award Group	Ethnicity	2018-19	2019-20	2020-21	2021-22	2022-23
Associate in Arts	Asian	1		1	3	3
	Black			1		1
	Filipinx					1
	Latinx	2	1		7	3
	White		1		1	2
	Unknown ethnicity					1
Total		3	2	2	11	11
Credit Certificate-Transcriptable	Asian	1		1	4	
	Black				2	
	Filipinx	1				
	Latinx	1			3	5
	White	1		1	2	2
Total		4	0	2	11	7
Noncredit Certificate	Asian				22	44
	Black				1	1
	Filipinx				1	2
	Latinx				5	7

	Native American					1
	Pacific Islander					1
	White				3	13
	Unknown ethnicity				1	3
	Total	0	0	0	33	72
Total		7	2	4	55	90

Data loaded 24-Oct-2023

In the data table above, what are the trends in regard to the number of awards within your program?

Trends in Associate Degrees awarded show:

- an increase in the number of Associate Degrees awarded
- a decrease in the number of Associate Degrees awarded
- no change in the number of Associate Degrees awarded
- Not applicable

Trends in Associate Degrees for Transfer awarded show:

- an increase in the number of Associate Degrees for Transfer awarded
- a decrease in the number of Associate Degrees for Transfer awarded
- no change in the number of Associate Degrees for Transfer awarded
- Not applicable

Trends in Credit Certificates awarded show:

- an increase in the number of Credit Certificates awarded
- a decrease in the number of Credit Certificates awarded
- no change in the number of Credit Certificates awarded
- Not applicable

Trends in Non Credit Certificates awarded show:

- an increase in the number of Noncredit Certificates awarded
- a decrease in the number of Noncredit Certificates awarded
- no change in the number of Noncredit Certificates awarded
- Not applicable

Reflecting on Trends in Awards

1. What trends do you see across awards in your department?
2. How do the trends in awards align with your program's mission and goals?

1. Trends for all certificates and degrees are increasing.

Reflecting on Award Offerings

1. For each program leading to an award, identify any courses that have not been offered in the last two years. Briefly explain why the courses have not been offered. For courses that will not be offered, how does your program plan to update the program so that students can complete the requirements?
2. Based on a review of course offerings and the number of awards offered and conferred, is your department planning on removing any degrees or certificates from the college catalog? If so, please list those being removed and a short explanation as to why.
3. Does your department have any plans to offer new degrees or certificates? If so, please list and provide a short explanation as to why.

1. All our courses are offered each year.
2. We are not planning to remove any certificates or degrees.
3. All our certificates and degree are increasing the number of certificates awarded. There is no need for increasing the number of certificates offered at this time.

Staffing Trends

Faculty Workload

Faculty Workload Business/Computer Systems - Real Estate-DA						
	2018-19	2019-20	2020-21	2021-22	2022-23	5-yr %Inc
Full Time Load	0.0	0.2	0.2	0.4	0.0	
Full Time %	0.0%	15.6%	13.2%	17.5%	0.0%	
Overload	0.2	0.1	0.2	0.6	0.8	295%
Overload %	23.0%	7.3%	13.2%	26.2%	33.0%	43%
Part Time Load	0.7	1.0	1.1	1.3	1.6	140%
Part Time %	77.0%	77.1%	73.6%	56.3%	67.0%	-13%
Total FTEF	0.9	1.3	1.5	2.3	2.4	176%

What trends do you see in the last five years in regard to the Full Time %? (i.e., percentage of classes being taught by full time faculty, not including overload or summer)

- the data trend shows an increase in Full Time %
- the data trend shows a decrease in Full Time %
- the data trend shows no change in Full Time %

Staffing Needs

Provide a brief overview of your department's staffing needs. Personnel requests are to be submitted on a separate form.

1. What are full time faculty needs to ensure the program's health, growth or vitality?
2. What are classified staffing needs to ensure the program's health, growth or vitality?
3. What strategies does your program have in place to ensure students are being successful when faced with the current staffing ratios?
4. What strategies does your program have in place to retain new faculty, if applicable?

1. No need for increased hiring of full-time faculty staff.
2. No need for increased hiring classified staff.
3. No concerns about staffing. Our health, growth and vitality are right on track without the need for additional staffing.
4. We have created a Canvas template to help new faculty quickly get come up to speed with a successful proven instructional approach that includes engagement, interactivity, and success path for students.

Assessment Cycle

Student Learning Outcomes Assessment Cycle

Navigate to <https://www.deanza.edu/slo/#post> which will take you to an accordion listing of SLO assessments under "Student Learning Outcomes and Assessments Summaries by Division"

1. Summarize the dialogue that has resulted from SLO and/ or PLO assessments.
2. What specific strategies has your department implemented, or plan to implement, based on the results of the SLO/PLO assessments conducted?
3. How do these strategies align with the program's mission and goals.

1. The SLO process has been a dialog discussed at Advisory board meetings and department meetings and has led to ideas to improve our courses in a general way. Most ideas have been adopted.
2. SLO discussions centered on the transition from TracDat to Elumen and the impact of the SLO's for the future. We are implementing equity-based free textbooks and tuition-free courses and model curriculum.
3. These implementations align directly with our department's mission and goals.

Dean/Manager Comments

I fully support the narrative above and also the current mission and direction that the Real Estate Department is taking. The department doesn't have a resource request at this time. Also, notable is that the department successfully offers the entire program online, and also offers noncredit CALDRE-approved courses which have helped in improving enrollment. To help students succeed, they are implementing equity-based free textbooks and tuition-free courses.

STOP. Do not submit form. Please inform your dean/manager when the form is complete. They will submit the form when they have added their comments above.

This form is completed and ready for acceptance.