Instructional Program Review 2018/19 (Comprehensive)

Real Estate

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Table of Contents

General Information (Instructional Program Review 2018/19 (Comprehensive))

2018/19 Instructional Program Review

Program Review Data and Resources

Submission Information (REQUIRED)

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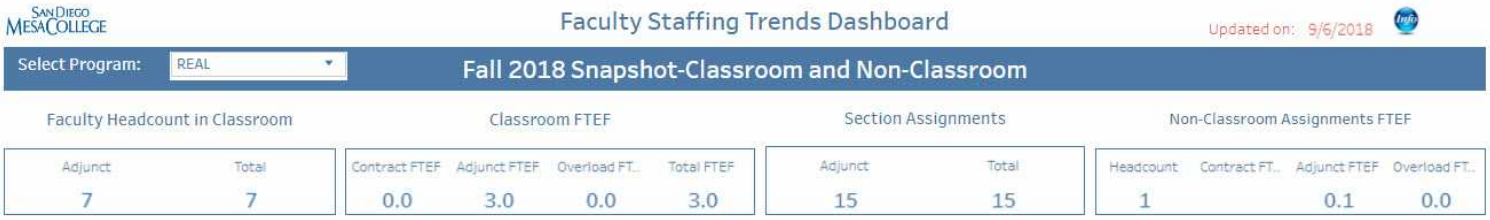
Is this a CTE program? **Yes**

Faculty/staff (REQUIRED)



- Number of T/TT Faculty: 0
- Number of Adjunct Faculty: 7
- Number of sections taught by T/TT Faculty: 0
- Percent of FTEF taught by T/TT Faculty: 0
- Percent of CLASSROOM FTEF taught by Adjunct Faculty: 3.0
- Percent of NON-CLASSROOM FTEF taught by Adjunct Faculty: 0.1
- Section Assignments: 15
- Number of Pro-Rata Faculty: 0

Please refer to attached Fall 2018 REAL Faculty Staffing Trends Dashboard as well as the Fall 2018 Campuswide Faculty Staffing Trends Dashboard.

File Attachments:

1. **Fall 2018 - Campuswide - Faculty Staffing Trends Dashboard.pdf** (See appendix)
2. **Fall 2018 - REAL - Faculty Staffing Trends Dashboard.pdf** (See appendix)

Program Mission (REQUIRED)

This academic year we have updated our Program Mission to better address the major components of the College Mission, while accurately reflecting the direction and spirit of our program.

PROGRAM MISSION

The mission of the Real Estate Program is to advance Career Technical Education (CTE) and achievement by developing flexible pathway for students from diverse communities to fulfill the educational requirements for State real estate licensure, complete a real estate A.S.degree or transfer to CSU.

ALIGNMENT OF PROGRAM MISSION TO COLLEGE'S MISSION

The Real Estate program mission aligns with the College's mission of supporting workforce development and job training in Career Technical Education (CTE) and transfer education as well as supporting a curriculum embracing the needs of the College's diverse student population. The Program Mission supports multiple College Strategic Directions and Goals, namely:

1. Deliver, advance, and support an inclusive teaching and learning environment that enables all students to achieve their educational goals.
2. Build and sustain a sense of community that extends across campus and constituencies, nurturing collaboration, learning, growth, and diversity.
3. Build and sustain pathways in support of the comprehensive community college mission.

Program Overview (REQUIRED)

Form: 2018/19 Comprehensive Program Review Instructional Program Overview Section (See appendix)

File Attachments:

1. **Chancellor's Office Fall 2018 - Highest Real Estate Enrollment Colleges.docx** (See appendix)
2. **Meeting Minutes - Mesa Real Estate Advisory Board.docx** (See appendix)

Curriculum (REQUIRED)

Form: 2018/19 Comprehensive Program Review Instructional Curriculum Section (See appendix)

Outcomes and Assessment (REQUIRED)

Form: 2018/19 Comprehensive Program Review Instructional Outcomes and Assessment Section (See appendix)

File Attachments:

1. **Real Estate Program Schedule for CLO Assessment.docx** (See appendix)

Program Analysis (REQUIRED)

Form: 2018/19 Comprehensive Program Review Instructional Program Analysis Section (See appendix)

File Attachments:

1. **Perkins Core Indicators by 6-Digit Top Code (2018)- California Community Colleges Chancellor's Office - CTE (Perkins IV).pdf** (See appendix)
2. **REAL Retention Rate by Course - 2017 - 2018.pdf** (See appendix)
3. **REAL Success Rate by Course 2017-2018pdf.pdf** (See appendix)
4. **REAL Success Rate by Demographics 2017-2018.pdf** (See appendix)
5. **San Diego County Real Estate Labor Market Information.docx** (See appendix)
6. **Strong Workforce Program Metrics - MESA - REAL - 2016-2017 Report.docx** (See appendix)
7. **Why the Real Estate Industry is a Diversity Champion.docx** (See appendix)

Program Goals (REQUIRED)

Real Estate Program Goal Set 2018-2019

Goal

Goal	Mapping
Career Pathways Broaden and enhance career exploration and planning by offering new real estate courses such as Mortgage Loan Brokering and Lending (3.00 units) and Alternative Careers in Real Estate (1.00 unit) to allow students to explore divergent opportunities to widen student perspectives of the industry.	**CA- Mesa College Strategic Directions and Goals:** Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 1.4, Strategic Goal 4.1, Strategic Goal 4.2, **CTE 2018/19:** Strong Workforce Recommendation 2, Strong Workforce Recommendation 3, Strong Workforce Recommendation 7, Strong Workforce Recommendation 8, Strong Workforce Recommendation 9, **Institutional Learning Outcomes 2016/17:** Communication, Critical Thinking, Information Literacy, Professional & Ethical Behavior
Student Success Develop work-based real estate internship program.	**CA- Mesa College Strategic Directions and Goals:** Strategic Goal 1.4, Strategic Goal 3.2, Strategic Goal 3.3, **CTE 2018/19:** Strong Workforce Recommendation 1, Strong Workforce Recommendation 7, **Institutional Learning Outcomes 2016/17:** Communication, Critical Thinking, Information Literacy, Professional & Ethical Behavior
Professional Development Provide professional development opportunities for CTE adjunct faculty to maintain industry and program relevance and provide registration fees and travel reimbursement up to $2,000 per adjunct per academic year.	**CA- Mesa College Strategic Directions and Goals:** Strategic Goal 1.1, Strategic Goal 1.6, Strategic Goal 2.1, Strategic Goal 2.3, Strategic Goal 4.1, Strategic Goal 4.2, Strategic Goal 5.1, Strategic Goal 5.2, **CTE 2018/19:** Strong Workforce Recommendation 11, Strong Workforce Recommendation 15, Strong Workforce Recommendation 9, **Institutional Learning Outcomes 2016/17:** Communication, Critical Thinking, Global Consciousness, Information Literacy, Professional & Ethical Behavior

Action Plans for Non CTE Programs (REQUIRED)

Project Plan for CTE Programs Only (REQUIRED)

Form: 2018/19 Comprehensive Program Review Instructional CTE Project Plan Section (See appendix)

Closing the Loop (REQUIRED)

Form: 2018/19 Comprehensive Program Review Instructional Closing the Loop (See appendix)

Form: "2018/19 Comprehensive Program Review Instructional Program Overview Section"

Created with : Taskstream
Participating Area: Real Estate

(REQUIRED) Program name

Real Estate

(REQUIRED) Program strengths

Discuss strengths of the program.

Per the most recent Chancellor's Office Real Estate Enrollment statistics obtained from **Data Mart,** our San Diego Mesa College Real Estate Program **ranked # 3 in the state** with 380 enrollments for Spring 2018, the most recent available data. Currently 69 out of 114 Community Colleges offer real estate courses.

Please refer to attachment labeled **Chancellor's Office Fall 2018 Update - Highest Real Estate Enrollment Colleges.**

Despite overall falling community college enrollments statewide, a large measrure of our enollment strength is due to the large number of online real estate courses offered by our program.. Of all fifteen sections offered, 87 percent of our courses are offered online with staggered 8W1 and 8W2 start dates. This conveniently allows our studenta to complete the three (3) courses needed for the real estate salesperson license all within the same semester while still fully employed in their current occupation.

(REQUIRED) Program challenges

Discuss challenges to the program.

Currently, the state's roughly $6.7 billion in general funding for community colleges is based on enrollment numbers. But in an attempt to make good on the system's goal for increasing increasing degree and certificate production, boosting transfers to the state's public universities, and curbing achievement gaps among underrepresented students, the new funding formula in three years would tie 40 percent, or almost $2.5 billion, of state support to measures of performance funding.

Since the majority of our real estate students do not seek A.S. degrees nor transfer to CSUs, this places our predominately real estate licensure driven program at a disadvantage. Furthermore, since our real estate certificates were deactivated in 2010, our program will be unable to measure student success using certificate production metrics.

(REQUIRED) External influences

Discuss external influences (Collegewide and beyond).

Signals of the next economic recession begin to creep across the San Diego regional market as it continues its long recovery from the 2008 recession and financial crisis. One of these signals is interest rate action. Fixed rate mortgage (FRM) interest rates are rising steadily in 2018, causing home sales volume to fall back and prices to follow.

Further, residential construction has yet to gain any momentum in San Diego. Additionally with the threat of another ballot measure to repeal the Cost a Hawkins Act and impose strict statewide rent control likely to appear again on the ballot in 2020, multi-family development has halted due to economic uncertainty.

Home sales volume in San Diego County saw its last significant increase in 2015, which was 12% higher than 2014. This boost was partly due to lower mortgage rates in 2015 and to the area's relatively swift jobs recovery. Since then, sales volume as continued at a relatively flat-to-down rate.

The forecast for home sales volume in the years following 2018 is more of the same. Higher interest rates and economic uncertainty will continue to hold back sales volume in 2019, with volume continuing to decrease well into 2020 when the next housing recession is forecasted to arrive. After volume and prices bottom in 2020, it is anticipated that homebuyers will return in greater numbers to push the housing market to its next boom, expected in 2021-2023.

(REQUIRED) Areas of Focus

Describe one or more areas that your department is focusing on. You will refer to this response in the Program Analysis Section.

One major area of focus for our real estate program is encouraging real estate program faculty to stay abreast of the latest advances in educational research and pedagogical practices by providing quality, evidence-based ideas with high impact. While our all adjunct program faculty bring a wealth of subject matter expertise to our students, adjuncts could greatly benefit from participating in professional development workshops such as the annual Online Teaching Conference (OTC), @ONE training, the Summer Part-Time Faculty Leadership Institute sponsored by the Academic Senate for California Community Colleges as well as Mesa College's own Onlineology workshops developed by Instructional Design Coordinator Katie Palacios.

Adjunct faculty David Johnston and Lee Steidel have both personally attended and benefitted from the online techniques and strategies disseminated by Katie Palacios in her free Onelineology workshops.

The Following Questions are for CTE Programs ONLY.

Enter "not applicable" if your program is not CTE.

_____

(REQUIRED) Describe how the program's industry partners (including advisory committee) assist with program improvement including curriculum advice, obtaining equipment, providing internships and finding or providing other funding (limit 500 characters) (P.N. 1.b.). Please upload Advisory Committee minutes from the last year here.

Enter "not applicable" if your program is not CTE.

The following industry partners have generously agreed to participate in Zoom interviews with faculty highlighting RE Alternative Career Exploration to provide insights: Bob Abelson, Vicente "Vinnis" Enriquez, Randy Lipsey and Eva Stresemann.

Eva Stresemann provided information on a new career website www.CareersBuildingCommunities.org

For further detail please refer to attached document **Meeting Minutes - Real Estate Advisory Board.**

(REQUIRED) Describe how your program connects to High Schools, Universities and Continuing Education, creating career pathways in your field. Include articulation, specific projects, collaboration with teachers/professors, etc. (limit 500 characters) (P.N. 3)

Enter "not applicable" if your program is not CTE.

Student career outreach at the high school and earlier level can be useful in educating younger students about the different CTE options available and showcase the value of future real estate careers. Starting in Fall 2019, new contract faculty can make a concerted effort to inform local HS students as to the benefits of our Mesa Real Estate Program. Holding an annual RE Career Job Fair is another alternative to introduce high school students to our program as well.

Form: "2018/19 Comprehensive Program Review Instructional Curriculum Section"

Created with : Taskstream
Participating Area: Real Estate

(REQUIRED) Program Name

Real Estate

(REQUIRED) What degrees and certificates are offered?

Our program offers an AS degree in Real Estate. All Mesa Real Estate Program certificates were officially deactivated in the Fall 2010.

(REQUIRED) How many of each degree and certificate have been earned in the past 4 years?

In the past four years, 27 A. S. degrees have been earned in Real Estate, broken down by year as follows:

2014 - 2105: 3

2015 - 2016: 7

2016-2017: 11

2017 - 2018: 6

No real estate certificates have been earned in the past four years since all Mesa College real estate certificates were deactivated in 2010

(REQUIRED) If you have no (or very few) degrees/certificates, what other paths do you offer? (for example, GE, transfer)

The majority of the program's students enroll in our courses to retool for a new career or to qualify for licensure for hiring purposes.

While students in the Real Estate Program could chose to transfer to a four-year school in order to pursue more advanced studies of real estate, most tend to approach their real estate studies with the mindset of a career technical program providing an avenue toward licensure. Anecdotal evidence suggests the majority of our program students are pursuing real estate as a second career or as a vehicle to personal real estate investment in order to achieve financial independence. Students can complete the degree within two years, as all

required courses are offered in the proper sequence for students to complete within a four semester time frame. Students who plan to transfer to a four-year college or university are required to select the Business Administration major in lieu of Real Estate.

There is currently no statistical information available for the pass rate of Mesa students on real estate state licensing exams. Such information would be beneficial for enriching course content consistent with changing industry standards as well as for staying competitive with proprietary online real estate schools who promote high license pass rates.

(REQUIRED) Have you developed any new courses in the past 4 years? Please give details.

No, however the following new courses have been recommended and have received unanimous approval from our Real Estate Advisory CommittEe:

(1) A 3 unit Loan Brokering course would round out our offerings; and

(2) A 1 or 1.5 unit Alternative Real Estate Careers course would enable students to explore different opportunities in real estate to provide them with wider perspectives of the industry above and beyond commissioned real estate sales.

(REQUIRED) Have you made other curricular changes? (for example, renumbering, sequence change, co-reqs or pre-reqs)

AB 705 Requisite Review (Effective January 1, 2018)

Our Program recommends that real estate advisories be removed. PR Lead writer Lee Steidel was a speaker at the Fall 2018 CCC Real Estate Education Conference on a panel entitled "What's Working in Real Estate Education" and the entire panel concurred that real estate advisories are not necessary.

Saddleback College, which has one of the highest real estate enrollments in the State along with Mesa, has no real estate course advisories. This is further supported by the fact that Fullerton College has not had real estate advisories for the past 105 years.

Our Mesa Data Warehouse statistics reflect that our Mesa REAL 110 Appraisal and 130 Property Management courses have produced the highest rates of student success in our Mesa real estate program, despite the fact that these two courses specifically require the highest degree of math and critical thinking skills to complete assignments. In fact the instructor of these two courses notes that many appraisal and property management students do not even know how convert a decimal to a percentage prior to talking these courses. However the instructor provides support for her students via personal instructor videos and one-on-one Zooming sessions.

The following updates to CurricUNET were made by K. Lee Steidel and Kris Kinney and will incorporated into our 2019-2010 catalog:

REAL 101

This course is a study of the economics and transfer of land ownership. Emphasis is placed on the roles and responsibilities of the broker, the owner and the purchaser in the buying and selling of property. This course is designed for students majoring in real estate and anyone interested in the principles of real estate. This course applies toward the State's educational requirements for the real estate salesperson's license examination and as an elective for the broker's license exam. This course is intended for current or future real estate professionals.

REAL 105

This course is a study of California Real Estate law. Emphasis is placed on the practical application of the law to legal problems arising from real estate transactions; statutory enactment and case law; legal instruments; zoning ordinances; and city and county planning decisions. This course applies toward the State's educational requirements for the broker's examination and as an elective for the real estate salesperson's license exam. This course is intended for current or future real estate professionals.

REAL 110

This course is a study of basic appraisal principles, market analysis, and highest and best use. Topics include an overview of real property concepts and characteristics; legal consideration; value influences; real estate finance; types of value; economic principles;
real estate markets and analysis; and ethics in appraisal practice. Course content also includes the tools needed to properly collect and analyze market data including market segmentation and disaggregation; supply side analysis; demand analysis; and highest and best use. This course applies toward the State's educational requirements for the broker's examination and the real estate appraiser trainee examination, and as an elective for the real estate salesperson's license exam. This course is intended for current or future real estate professionals.This course is intended for investors and current or future real estate professionals.

REAL 115

This course is a study of real estate finance. Emphasis is placed on the types of real estate lenders, the sources of income for lending purposes, and buyer qualifications. This course is designed for students majoring in real estate and for anyone interested in real estate finance. This course applies toward the State's educational requirements for the broker's examination and as an elective for the real estate salesperson's license exam. This course is intended for current or future real estate professionals.

REAL 120

This course examines the principles of real estate practice as they pertain to day-to-day operations in a real estate office. Topics include listings, valuations, prospecting, selling, financing, exchanges, taxation, and specialized brokerage operations. Professional and ethical activities are stressed. This course applies toward the State's educational requirements for both the broker's and the real estate salesperson's examination. This course is intended for current or future real estate professionals.

REAL 125

This course deals with trends and factors that affect the value of real estate; the nature and classification of land economics; the development of property, construction, and subdivision; economic values and real estate evaluation; real estate cycles and business fluctuations; residential market trends; and real property and special purpose property trends. This course applies toward the State's educational requirements for the broker's examination and as an elective for the real estate salesperson's license. This course is intended for current or future real estate professionals.

REAL 130

This course is a practical approach to the principles and practices of managing income properties. Emphasis is placed on marketing, leasing, and maintenance of real property. This course is designed for students majoring in real estate and anyone interested in real property management. This course applies toward the State's educational requirements for the broker's examination and as an elective for the real estate salesperson's license exam. This course is intended for current or future real estate professionals. This course is intended for investors and current or future real estate professionals.

The Following Questions are for CTE Programs ONLY.

Enter "not applicable" if your program is not CTE.

_____

(REQUIRED) List any licensure and/or accreditation associated with your program.

Enter "not applicable" if your program is not CTE.

All seven (7) of the real estate courses offered in our program apply toward the California Department of Real Estate (DRE) educational requirements for the broker's license exam and/or the real estate salesperson's license exam. Additionally, REAL 110 Appraisal also applies toward the Bureau of Real Estate Appraiser (BREA) educational requirements for the appraiser license exam.

(REQUIRED) Indicate the program TOP codes for your AA, AS, COA and COPs.

Please find TOP Code Link in the Directions.

Enter "not applicable" if your program is not CTE.

0511.00 Real Estate - Theory and techniques of buying, selling, appraising, renting, managing and leasing real property. Includes marketing, financing government regulations, and legal aspects of real estate and land economics.

(REQUIRED) Indicate the SOC codes and title associated with your program's AA, AS, COA and COPs.

Please find SOC Code Link in the Directions.

Enter "not applicable" if your program is not CTE

49-9022 Real Estate Sales Agents

11-9141 Property, Real Estate, and Community Association Managers

13-2021 Assessors

41-9021 Real Estate Brokers

13-2021 Appraisers, Real Estate

(REQUIRED) Select the sector associated with your program.

Link to sectors list: In process of being developed

- Small Business

Form: "2018/19 Comprehensive Program Review Instructional Outcomes and Assessment Section"

Created with : Taskstream
Participating Area: Real Estate

(REQUIRED) Program name

Real Estate

(REQUIRED) We are halfway through our 6-year cycle. Is your department/program on target to complete CLO assessment by Spring 2022? Please attach your schedule for CLO assessment, with explanations as needed.

Refer back to Direction #3 on how to attach documents.

Yes, our program is on target to complete CLO assessments by Spring 2011. As a CTE program we are required to assess our CLOs every two years. Please see attached **Real Estate Program Schedule for CLO Assessment**.

(REQUIRED) Please list your PLOs.

Real Estate Program Learning Outcomes

Students who complete the Real Estate Program will be able to:

• Explain, analyze, interpret and synthesize real estate concepts, principles and data to evaluate problems, theses, arguments and evidence and to develop supportable conclusions.

• Effectively articulate and respond to real estate information using recognized modes of real estate communication.

• Recognize and respect the real estate opinions and perspectives of others to enable effectively working with superiors, peers, and subordinates in organized group or team settings.

• Identify, interpret, and apply industry ethics and standards of practice to real estate dealings and transactions.

(REQUIRED) What progress have you made in your PLO assessment? Please attach your schedule, with explanations as needed.

Refer back to Direction #3 on how to attach documents.

In June 2017 Charlie Lieu successfully rectified the prior mapping errors made when Shad Jeffires erroneously mapped CLOs (then SLOs) to Business Law instead of Real Estate. No changes have been made to our PLOs since 2014/2015. In February 2014 Ed Helscher recommended that both the old PLOs and CLOs drafted by Shad Jeffries prior to 2010 be redrafted to better align with Bloom's taxonomy. The revised PLOs and their alignment with CLOs and ILOs is working well at this time.

(REQUIRED) What have your completed assessments revealed about your courses or program?

The assessments completed from 2016/17 to 2017/18 have been of great assistance to the program in reflecting on Action Plans to increase student success. Since 87% of our course sections are offered online, this has helped us formulate action plans to enhance future student success which we hope to increass by 2% per year. One of the biggest changes we have made in our online programs is to add Zoom sessions to our courses. We are currently using Zoom sessions as follows:

(1) To hold sychonous office hours by having our students drop into our Zoom Rooms during our designated officee hours or by appointment, as needed.

(2) To impletment one-on-one for tutoring

(3) To achieve social presence, engagement and collaboration required in online classes for students to feel a building of community rather than a feelings of online isolation.

(REQUIRED) If issues or problems were identified, what is your plan for implementing change?

During Spring 2018, four sections of REAL 101 were offered. Three sections were online courses taught by Tahmina Morshed and the remaining fourth section was an on-campus live course taught by Greg Daunoras. Only Greg Daunoras provided his assessments findings, rubric, assessment measures and action plan. After repeated reminders and follow-up by our Real Estate DOC over a period of **seven (7)** entire months, Tahmina Morshed failed to submit any of her (a) assessment findings, (b) rubric, (c) assessment measures and/or (d) action plan as requested for program upload to Taskstream. Another scheduled CLO assessment of REAL 101 is scheduled for Spring 2019.
Dean Danene Brown will be notified for further action should such issues persist.

(REQUIRED) Based on your assessments, have you identified resource needs?

- None

Please provide any other comments.

Our current CLOs displayed below are not the CLOs which appear in our official Course Outlines.

REAL 101 PRINCIPLES

- CLO #1: Differentiate and apply the responsibilities of agency relationships
- CLO #2: Evaluate and explain the different types of estates and ways of hold title to real property
- CLO #3: Illustrate and apply current Fair Housing regulations and identify legal and ethical violations

REAL 105 LEGAL ASPECTS

- CLO #1: Identify, interpret and explain the basic legal facts to competently assist clients in real estate dealings

- CLO #2: Interpret and evaluate the legal principles applicable to operating a real estate business
- CLO #3: Apply and explain real estate legal principles in ethical relationships with buyers, sellers and agents

REAL 110 APPRAISAL

- CLO #1: Identify and apply basic Valuation Principles that support real property value
- CLO #2: Analyze, interpret and conclude to a final reconciled value of a property using the three approaches to value, as applicable
- CLO #3: Research, recognize and apply current market conditions and trends using reliable data sources

REAL 115 FINANCE

1. CLO #1: Identify and explain major government activities in real estate, including state and federal agencies and legislation
2. CLO #2: Evaluate and explain qualifying both the buyer and the property
3. CLO #3: Assess real estate financing challenges and discuss possible solutions

REAL 120 PRACTICE

- CLO #1: Identify and apply real estate business ethics from the Realtor Code of Ethics and explain ethics violations
- CLO #2: Create a digital listing presentation and apply modern selling techniques
- CLO #3: Analyze sources of potential listings and apply the use of a CMA in obtaining a listing

REAL 125 ECONOMICS

- CLO #1: Identify, analyze and explain the basic economic principles of capitalism
- CLO #2: Analyze and interpret the dynamics of the real estate market
- CLO #3: Understand and explain the real estate development process

REAL 130 RE PROPERTY MANAGEMENT

- CLO #1: Evaluate, apply, interpret and communicate regional market research used in developing a Property Management Plan
- CLO #2: Identify and effectively articulate the performance objectives of a property manager
- CLO #3: Compare, contrast and explain the management of various property types

Form: "2018/19 Comprehensive Program Review Instructional Program Analysis Section"

Created with : Taskstream
Participating Area: Real Estate

(REQUIRED) Program name

Real Estate

(REQUIRED) Using the data dashboards, discuss how students are doing in your program. Please refer to indicators of success, retention, persistence, etc.

STUDENT SUCCESS

Only two of our seven real estate courses have attained student success rates above the campuswide student success rate of 72% during 2017 - 2018.

The two real estate courses with the highest success rates are online **REAL 130 Property Management** with a success rate of **81%** and online **REAL 110 Appraisal** with a success rate of **77%.**

The two real estate courses with the lowest success rates are online **REAL 105 Legal Aspects** with success rate of **38%** and online **REAL125 RE Economics** with a success rate of **55%**. According to the instructor for REAL 105 and REAL 125, the material for these courses is not time-released which may be a significant factor in why the majority of students fail to complete discussions and written assignments required to pass the course. This is particularly true in light of our 6-year collegewide goal of reaching a 74 percent overall course success rate.

Please refer to the **REAL Success Rate by Course 2017-2018** attachment for further details.

EQUITY GAP ANALYSIS

An equity gap analysis of our program's course success rates during 2016-2017 reflects the following:

By ethnicity, our program's **African American** students experience a -**19%** success rate below average and our **Latinx** students experience a -**7%** course success rate below average

By age, our program's 18 - 24 year olds experience a 7% course success below average.

Please refer to the **REALSuccess Rate by Demographics 2017-2018** attachment for further details.

Please refer to the **REALSuccess Rate by Demographics 2017-2018** attachment for further details.

RETENTION

Our program course retention rates averaged a respectable 83% during 2017 - 2018.

The two real estate courses with the highest retention rate were online **REAL 130 Property Management** with a retention rate of **91%** and online **REAL 115 Finance** with a retention rate of **89%.**

Please refer to the **REAL Retention Rate by Course 2017-2018** attachment for further details.

(REQUIRED) How does your program help to prepare students for success beyond your classrooms?

Success beyond the classroom in our CTE program involves engaging our students in critical thinking exercises and activities that apply new knowledge gained to real life scenarios rather than merely focusing on passing a real estate licensing exam. Employers want to hire people who have ethics, integrity, are team players, can "think on their feet" and who are socially responsible. Our program seeks to hone such social responsibility in our students and to inspire them with the *curiosity* which will result in a commitment to lifelong learning. And as William Butler Yeats so aptly stated "Education is not the filling of a pail, but the lighting of a fire."

(REQUIRED) Given your stated area(s) of focus in your program overview section, has your program introduced new or different actions that may have affected changes in these indicators? Please describe.

Our all adjunct faculty could greatly benefit from participating in professional development workshops such as the annual Online Teaching Conference (OTC), @ONE training, the Summer Part-Time Faculty Leadership Institute sponsored by the Academic Senate for California Community Colleges.

In June 2018 the lead writer encouraged adjunct faculty to reflect on new action plans to improve course indicators from the prior academic year. I also introduced a Syllabus Comparison exercise technique I learned in a profession development course that ensures that students carefully read the syllabus the first week of class. Instead of giving students a boring "Syllabus Quz," ask students to compare and contrast the syllabus for the subject real estate course with another real estate course they're taking. What things are included in the subject syllabus that may differ? What policies are in the subject syllabus that may be different from their syllabus in another course? An added benefit of this action plan item is that it sets the bar for the level of critical thinking the instructor expects student throughout the course. .

(REQUIRED) Has your program introduced any new actions specifically focused on issues of equity? Please describe.

Our program has introduced new actions specifically focused on equity through the introduction of a Curriculum Transformation Syllabus. After attending a one week long workshop entitled *Inclusive Excellence Development Seminar* facilitated by Dr. Susan Shaw of Oregon State University, adjunct faculty Lee Steidel disseminated the following positive changes that can be made by creating and adopting a syllabus fostering classroom inclusivity by adding the following statements:

Diversity Statement

This course strives to create an affirming climate for all students including underrepresented and marginalized individuals and groups. Diversity encompasses differences in age, color, ethnicity, national origin, gender, physical or mental ability, religion, socioeconomic background, veteran status, sexual orientation, and marginalized groups. I believe diversity

is the synergy, connection, acceptance, and mutual learning fostered by the interaction of different human characteristics.

Netiquette Guidelines for Creating a Diverse Space for Challenging and Productive Conversations

- Value the experiences, abilities, and knowledge each person brings to class.
- Assume the best of others in the class and expect the best from them.
- Be aware of the impact of sexism, racism, ableism, ethnocentrism, classism, heterosexism, ageism, xenophobia, transphobia, anti-Semitism, and islamophobia on the lives of class members.
- Listen actively. This involves paying close attention to what each speaker says without thinking of a response while the person is still speaking. It may also involve asking clarifying questions. These questions are meant to probe and shed new light, not to minimize or devalue comments.
- Challenge ideas not people.
- Engage in dialogues with your peers and instructor, not debates.
- Be open to new ideas and experiences that challenge you.
- Encourage others, especially as they are working through issues.
- Be willing to change.

Additional actions taken by program faculty include incorporating new classroom assignments focusing on the importance of diversity in the real estate industry. Adjunct Lee Steidel added a diversity awareness assignment to her online classes consisting of using the video platform Flipgrid to discuss student reflections on a recent Forbes article entitled “Why the Real Estate industry is a Diversity Champion” (See attached article.)

(REQUIRED) Describe the trends in enrollment for your program. What changes might you foresee in the next 2-3 years?

Our high enrollment rate is one of our real estate program's greatest strenghts. Out of 69 community colleges in California offering a real estate program, our Mesa Real Estate Program is number 3 in state in terms of enrollments.

Unlike many other programs, we have not experienced significant slowing enrollment trends. However I alluded in slowing trends in residential real estate under External Influence in the Program Overview section.

Signals of the next economic recession begin to creep across the San Diego regional market as it continues its long recovery from the 2008 recession and financial crisis. One of these signals is interest rate action. Fixed rate mortgage (FRM) interest rates are rising steadily in 2018, causing home sales volume to fall back and prices to follow.

Further, residential construction has yet to gain any momentum in San Diego. Additionally with the threat of another ballot measure to repeal the Cost a Hawkins Act and impose strict statewide rent control likely to appear again on the ballot in 2020, multi-family development has halted due to economic uncertainty.

Home sales volume in San Diego County saw its last significant increase in 2015, which was 12% higher than 2014. This boost was partly due to lower mortgage rates in 2015 and to the area’s relatively swift jobs recovery. Since then, sales volume as continued at a relatively flat-to-down rate.

The forecast for home sales volume in the years following 2018 is more of the same. Higher interest rates and economic uncertainty will continue to hold back sales volume in 2019, with volume continuing to decrease well into 2020 when the next housing recession is forecasted to arrive. After volume and prices bottom in 2020, it is anticipated that homebuyers will return in greater numbers to push the housing market to its next boom, expected in 2021-2023.

(REQUIRED) Are there any data sets that are not already provided in the dashboards that you could use to inform your program?

No.

(REQUIRED) In what ways can the college support your program in our effort to encourage major and career exploration early on in a student's college experience?

Outreach programs to local high school students regarding the benefits of our CTE real estate program could provide the opportunity for junior and senior high school students to enroll in our introductory REAL 101 and 120 course to promote early career exploration.

The Following Questions are for CTE Programs/Services ONLY.

Enter "not applicable" if your program/service is not CTE.

(REQUIRED) For CTE programs ONLY: Provide specific labor market information showing: 1) Number of jobs available or projected in San Diego County 2) Number of other institutions offering the program 3) How many Mesa students completed the program in the last three years 4) The pay rates for those in the industry (limit 500 characters) (P.N.2.A)

Enter "not applicable" if your program is not CTE.

Please refer to attachment entitled **San Diego County Real Estate Labor Market Information.**

(REQUIRED) For CTE Services ONLY: How are CTE students identified and tracked for service? (limit 500 characters) (P.N.2.B)

Enter "not applicable" if your service is not CTE.

Tracking real estate students in our CTE program is problematic since DRE does not cooperate with the Chancellor's Office regarding student real estate licenses issued and Launchboard does not accurately provide tracking due to independent contractor status of RE Salespersons and Broker. The only means of tracking these students is though collecting self-employment data and working with EDD.

(REQUIRED) For CTE programs/services ONLY: Upload the report from Launchboard that includes at least three (3) of the following Strong Workforce metrics for your BASELINE year.

Please use the Cal-PASS Plus Launchboard Link available in the Directions.

Refer back to Direction #3 to #6 on how to attach documents.

Strong Workforce Program Metrics
a. Number of Enrollments
b. Number of students Who Got a Degree or Certificate
c. Number of Students Who Transferred
d. Percentage of Students Employed in Two Quarters After Exit
e. Percentage of Students Employed in Four Quarters After Exit
f. Median Earnings in Dollars Two Quarters After Exit
g. Percentage of Students Who Achieved a Job Closely Related to Field of Study
h. Percentage Change in Earrings
i. Percentage Who Attended a Living Wage.

Enter "not applicable" if your program/services is not CTE.

Please refer to attached Strong Workforce Program Metrics - MESA - REAL - 2016-2017 Report

(REQUIRED) For CTE programs/services ONLY Upload the report from the CCCO Perkins site for the College Aggregate Core Indicator Information by 6 digit TOP Code.

Please use the Core Indicator Reports Link available in the Directions.

Refer back to Direction #3 to #6 on how to attach documents.

Enter "not applicable" if your program/service is not CTE.

See attached Perkins Core Indicators by 6-Digit Top Code (2018) Report.

Form: "2018/19 Comprehensive Program Review Instructional CTE Project Plan Section"

Created with : Taskstream
Participating Area: Real Estate

(REQUIRED) Program or Service Name

Real Estate Program

Strong Workforce

_____

(REQUIRED) Description: Describe your project and your project outcomes.

Project outcomes include improving the quality, accessibility and utility of real estate career opportunities, providing new course curriculum development, publishing relevant labor market analytic data and professional development support for adjunct faculty.

(REQUIRED) What needs motivate this project?

Needs for student success, dissemination of real estate career pathways and staff development motivate this project.

(REQUIRED) Risks: Describe the associated risks that may prevent successful completion of your project.

With respect to the Internship Program, the lack of a contract faculty advisor may prevent successful project completion. Also major housing recession may restrain the availability of industry partners to provide real estate internship opportunities to students.

(REQUIRED) Investments: Briefly describe investments you will make and explain how these will result in improved performance in the Strong Workforce Metrics.

The program will invest in program marketing materials to employers for internship opportunities, subscriptions to real estate labor market analytics (e.g., Emsi) and adjunct faculty professional development including conference/seminar registration and travel expense reimbursement of up to $2,000 per adjunct per year to enhance teaching practices, diversity and inclusivity training or to maintain industry and program relevance. Any remaining funds could be used to purchase third party software and apps for integration into Canvas real estate program courses once the Canvas LMS is officially launched.

(REQUIRED) Major Activities & Outcomes

Major activities and outcomes will include posting updated labor market analytics to our Mesa real estate program website to foster informed career development, adjunct faculty professional development to increase student success, and marketing our program to local employers for internship opportunities to enable students to obtain job experience for future employment.

Perkins

_____

(REQUIRED) Describe the program project's intent and how it addresses SLO's and how it aligns with Program Review. (P.N.1.A) (limit 500 characters).

No Perkins funding requested

(REQUIRED) Briefly describe program improvement issue(s) concerning the program's TOP code and cite specific examples. Include the specific deficits provided in the Perkins Core Indicator Report (CIR) data for the program by referring to those below the state negotiated levels and special populations (P.N.4.A) (limit 2000 characters).

No Perkins funding requested

(REQUIRED) Briefly describe how the issue(s) will be addressed (objectives) specifically referencing activities in Perkins. Explain how deficits described in the response above will be rectified by planned program improvements (P.N.4.B.1) (limit 2000 characters).

No Perkins funding requested

Perkins for Services ONLY

_____

(REQUIRED) Describe the assistance this service will support the success of CTE students (P.N.2.C) (limit 500 characters).

Not applicable.

(REQUIRED) Explain what evaluation measures will show the success of the service (P.N.2.B and P.N.3.B) (limit 500 characters).

Not applicable.

(REQUIRED) Briefly describe the service improvement issue(s) that requires funding (P.N.4.A.2) (limit 2000 characters).

Not applicable.

(REQUIRED) Briefly describe how the service issue(s) will be addressed (objectives) specifically referencing activities. (P.N.4.B.2) (limit 2000 characters).

Not applicable.

Form: "2018/19 Comprehensive Program Review Instructional Closing the Loop"

Created with : Taskstream
Participating Area: Real Estate

(REQUIRED) Program name

Real Estate

(REQUIRED) Which one(s) of the following were received in past year?

- Faculty

(REQUIRED) How have these resources benefited your program and your students?

A fulltime business faculty with real estate experience was recently hired. He will become involved with the real estate program next semester. The benefit to the program and students is that there will be a fulltime faculty presence on campus. This will provide consistency for students.

Request Forms

- **BARC & Facilities Requests**
- **Classified Position Request**
- **Faculty Position Request**

Reviewers

Liaison's Review

Form: Instructional Program Liaison's Review 2018/19 (Comprehensive)

Manager's Review

Form: Instructional Program Manager's Review 2018/19 (Comprehensive)

Appendix

A. **Fall 2018 - Campuswide - Faculty Staffing Trends Dashboard.pdf** (Adobe Acrobat Document)
B. **Fall 2018 - REAL - Faculty Staffing Trends Dashboard.pdf** (Adobe Acrobat Document)
C. **2018/19 Comprehensive Program Review Instructional Program Overview Section** (Form)
D. **Chancellor's Office Fall 2018 - Highest Real Estate Enrollment Colleges.docx** (Word Document (Open XML))
E. **Meeting Minutes - Mesa Real Estate Advisory Board.docx** (Word Document (Open XML))
F. **2018/19 Comprehensive Program Review Instructional Curriculum Section** (Form)
G. **2018/19 Comprehensive Program Review Instructional Outcomes and Assessment Section** (Form)
H. **Real Estate Program Schedule for CLO Assessment.docx** (Word Document (Open XML))
I. **2018/19 Comprehensive Program Review Instructional Program Analysis Section** (Form)
J. **Strong Workforce Program Metrics - MESA - REAL - 2016-2017 Report.docx** (Word Document (Open XML))
K. **Why the Real Estate Industry is a Diversity Champion.docx** (Word Document (Open XML))
L. **Perkins Core Indicators by 6-Digit Top Code (2018)-California Community Colleges Chancellor's Office - CTE (Perkins IV).pdf** (Adobe Acrobat Document)
M. **REAL Retention Rate by Course - 2017 - 2018.pdf** (Adobe Acrobat Document)
N. **REAL Success Rate by Course 2017-2018pdf.pdf** (Adobe

Acrobat Document)

O. **REAL Success Rate by Demographics 2017-2018.pdf** (Adobe Acrobat Document)
P. **San Diego County Real Estate Labor Market Information.docx** (Word Document (Open XML))
Q. **2018/19 Comprehensive Program Review Instructional CTE Project Plan Section** (Form)
R. **2018/19 Comprehensive Program Review Instructional Closing the Loop** (Form)

Chancellor's Office Fall 2018 Update
Real Estate Education Enrollment Statistics
Created by K. Lee Steidel on December 1, 2018 from Data Mart-
http://datamart.cccco.edu/Courses/Default.aspx
67 of 114 Community Colleges Offering Real Estate Courses – Spring 2018

Highest Real Estate Enrollment Colleges

College	Real Estate Enrollment Spring 2018
1. San Francisco	514
2. Saddleback	440
3. San Diego Mesa	380
4. West LA	344
5. Glendale	335
6. El Camino	300

Prepared by K. Lee Steidel from Data Mart data 12-01-2018

SAN DIEGO MESA COLLEGE

Faculty Staffing Trends Dashboard

Updated on: 9/6/2018

Select Program: All

Fall 2018 Snapshot-Classroom and Non-Classroom

Faculty Headcount in Classroom

Tenure/ TT	Adjunct	ProRata	Total
227	573	18	818

Classroom FTEF

Contract FTEF	Adjunct FTEF	Overload FT..	Total FTEF
167.7	254.8	41.1	463.6

Section Assignments

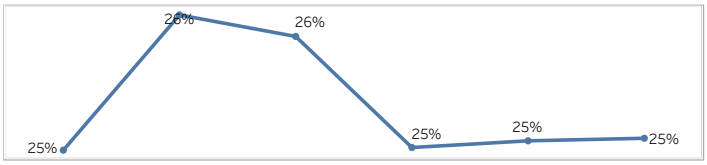
Tenure/ T..	Adjunct	Pro Rata	Total
905	1,078	27	2,010

Non-Classroom Assignments FTEF

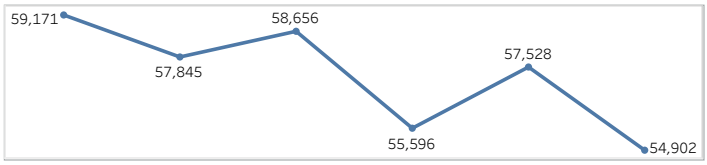
Headcount	Contract FT..	Adjunct FTEF	Overload FT..
214	77.1	22.1	7.5

Faculty and Department Trends-Classroom Instruction

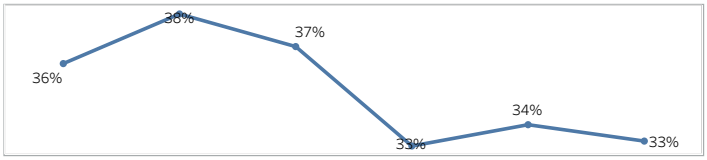
% of Faculty Headcount that is Tenure/TT



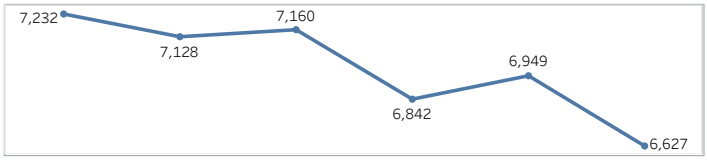
Total Enrollments



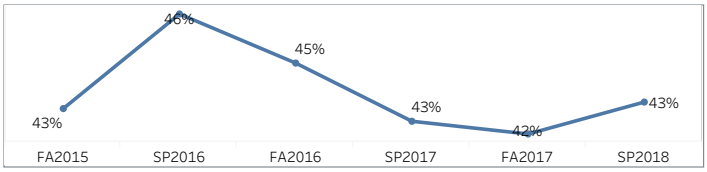
% of Total FTEF that is assigned to a Tenure/TT Faculty as part of their contract load



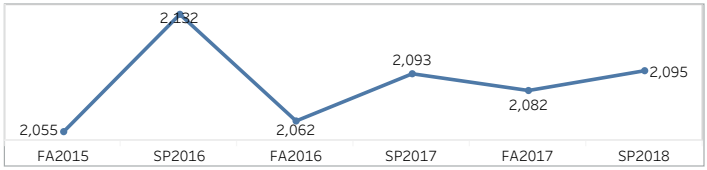
Total FTES



% of Sections with a Tenure/TT faculty assigned



Valid Sections Offered



San Diego Mesa College

Faculty Staffing Trends Dashboard

Updated on: 9/6/2018

Select Program: REAL

Fall 2018 Snapshot-Classroom and Non-Classroom

Faculty Headcount in Classroom

Adjunct	Total
7	7

Classroom FTEF

Contract FTEF	Adjunct FTEF	Overload FT..	Total FTEF
0.0	3.0	0.0	3.0

Section Assignments

Adjunct	Total
15	15

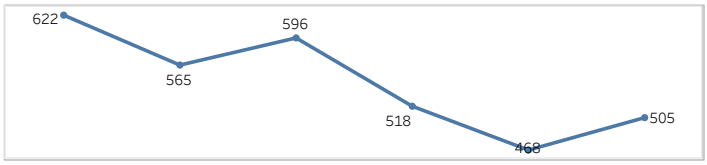
Non-Classroom Assignments FTEF

Headcount	Contract FT..	Adjunct FTEF	Overload FT..
1		0.1	0.0

Faculty and Department Trends-Classroom Instruction

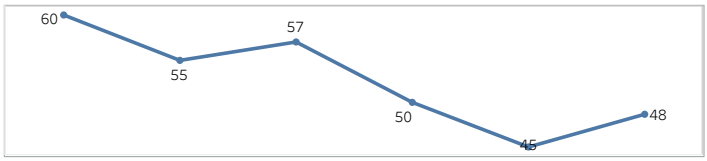
% of Faculty Headcount that is Tenure/TT

Total Enrollments



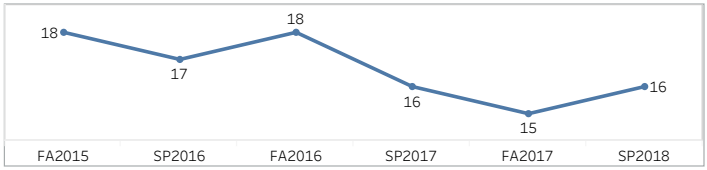
% of Total FTEF that is assigned to a Tenure/TT Faculty as part of their contract load

Total FTES



% of Sections with a Tenure/TT faculty assigned

Valid Sections Offered



REAL ESTATE ADVISORY BOARD

SAN DIEGO MESA COLLEGE
SCHOOL OF BUSINESS & TECHNOLOGY

MEETING AGENDA

November **9, 2017 - 2:00 P.M.**

I. Call to Order:

2:08 pm S-305 by Lee Steidel

II. Welcome and Introductions:

Robert Abelson, Tina Ngo Bartel, Mary Ellen Brady, Joseph Chu, Vicente "Vinnie" Enriquez, Carly, Glova, Randy Lipsey, Kelly Puppione, Monica Romero, Amy Ruiz, Aster Shum, Lee Steidel, Eva Stresemannn, Valerie Swanson, Doug Taber, Alan Townsend. A quorum was met.

III. Real Estate Program Vision and Mission Statement:

Please review this and it guides the work that we do. (handout)

Would like to ensure the growth of the program, especially with the growing real estate market in San Diego.

The Real Estate Advisory Board will provide guidance to the College Dean, chairs, faculty, students and staff in the following areas:

- Provide advice and support to the Real Estate Program on existing and proposed educational and academic programs
- Give guidance and provide strategies to identify potential, mutually beneficial external partnerships between the College and potential community partners
- Identify potential areas of interest by our community partners to disseminate real estate industry information to our students to increase awareness of available real estate career pathways
- Assist in the identification of local, regional, state and national market trends and projections within the industry that impact the college and its students
- Identify potential education and service activities that would impact the general public and specific populations
- Assist in the identification and development of strategies to publicize the education and service activities of the College
- Help to maintain and enhance the local, regional and state reputation the College presently enjoys in its career technological education
- Assist in the preparation of our students to be more successful in transitioning to real estate career opportunities
- Promote and embrace diversity, equity and excellence in the real estate education of those we serve

IV. Overview of the Real Estate Program:

Data sheet (handout)

Program has grown by leaps and bounds since 2015. It was always strong but stronger now.

8 Classes (101, 105, 110, 111, 115, 120, 125, 130) But we think that a lot of students would want a 1 unit class that explores alternative careers in real estate. 90% of Mesa's Real Estate classes are online. VOTE: Unanimous.

Entrepreneurial mindset (handout)

V. New Business

A. Current Real Estate Labor Market Research Report and Indicators (get PPT from Tina)

Tina Ngo – used to work for SDWP – monies from federal government to invest in the region. Now data for CoE. Labor Market Data – BLS (government sources).

5 occupation break downs. Loan Officers, Property, Real Estate and Community Association Managers, Real Estate Sales Agents,, Real Estate Brokers, Appraisers and Assessors of Real Estate. People who are employed at companies who report employee info.

Extended Proprietors vs. Self-Employed Worker (1099)

Future trends does not take into account changes in technology or policy changes. Thus these are very conservative numbers.

Industry input – people don't want to leave their full time positions because of health benefits so they keep their regular jobs and are involved in real estate on the side.

Figuring out labor market demand – number of jobs, then retiring and growth.

Industry input – since real estate tends to be a longer term career (it don't retire at 60) then the LMI are off because the opening are based on age range of employees in currently in the market and the standard predictive retirement age.

Wage information (hourly)

Industry Input – we work more than 40 hours a week.

B. Industry Wants and Needs

Discussion:

It doesn't look like there is a huge growth for careers in the industry.

Commercial vs Residential – is there a difference in salaries.

Industry has a lot of property manager needs. For commercial – especially for experienced.

What certifications are important for property managers – none in San Diego - really looking for experience.

With mulit-family units, they need maintenance people ($18-$20 / hr) Maintenance techs and supervisors. Some have been lost to disaster areas like FL and TX. High skilled labor in high in demand.

C. Future Trends and Real Estate Technology

John Burns Real Estate Consulting states that Southern CA is slightly overvalued (SD – 3%). Once interest rates reach the 6% level, we will see a steeper decline in residential values.

Technology trends – like drone technology for a property exterior "fly by" for foreclosure properties and other appropriate circumstances

Finance side - ARGUS Enterprise is the industry standard software solution that enables better transaction-focused decisions and forecasting for commercial real estate. (Training in Argus is offered by USD and by UCLA Extension.).

Appraisal Institute indicates that Airbnb's are over inflating residential rental prices. Arbnb are taking rentals off the market. Only seeing 3% rate increases.

Larger real estate brokerages develop their own proprietary software.

D. Discussion of Proposed New Courses

In property management ,Yardi ad AppFolio are industry standard software platforms for real estate property management. , top producer, (Lee I don't know how to spell these). Recommend fundamentals. Seeing how MLS and all the technologies within it. If an agent can hit the ground running. Only 1 in 10 make it through the year and only 85% after 3 years. Fundamentals – like how do you summaries and sell. How do you do a CAP rate. Most sales people are not Math people! The ability to talk to people, ask questions, curiosity. Program agents to go step by step.

Cerritos – work experience course. Some students don't think they need all the courses – they think they can do it alone.

Personality tests (it was on the corporate side, not the franchise side) .

We are teaching through CAR forms – but the industry seems to be doing a lot of forms training. The changes in forms also causes issues.

Ethics – it is a basic skill (it is fundamental) – issues about desperation. Dual agency is a hot topic right now as well, And conflict of interest.

Keller Williams uses DISC personality tests on the corporate side for predictive analytics of its new hires to differentiate the use of divergent prospecting techniques by personality typing. Having a mentor and seasoned agent to guide new hires through their first 5 transactions is a key to successful training.

E. Real Estate Career Pathways and Industry Partnerships

?

VI. Other Business

Rent Control – Issues if it is repealed.

Would anyone would like to an interview, a zoom – and then it is recorded. Randy, Eva, Dr. Vinnie, Carly,

Quick announcement Doug – a forum by SD Apartment Association 11/15 10:30 SD Performing Arts Center.

VII. Adjournment at 3:02

REAL ESTATE PROGRAM SCHEDULE FOR CLO ASSESSMENT

SPRING 2019
The following courses will have their CLOs assessed:
REAL 101
REAL 115
REAL 110
REAL 115

FALL 2019
The following courses will have their CLOs assessed:
REAL 105
REAL 120
REAL 125

SAN DIEGO MESA COLLEGE

Select Term

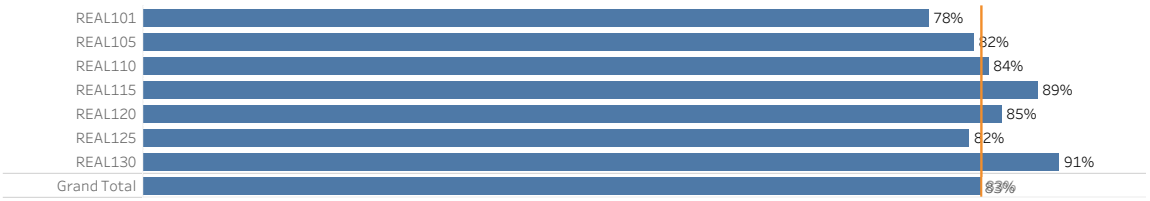
Multiple values

Select Program

REAL

Retention Rate by Course: SU17, FA17, SP18 Inter and 1 more, REAL

Single Difference Line - Filtered group compared to All course success rate (adjusts with each selected filter)



Additional Filters

Ethnicity
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- [x] Black/African American
- [x] Filipino
- [x] Latinx
- [x] Native American
- [x] Pacific Islander
- [x] White
- [x] Unreported
- [x] Other

Gender
- [x] Female
- [x] Male
- [x] Unreported

Age Group
- [x] Under 18
- [x] 18 - 24
- [x] 25 - 29
- [x] 30 - 39
- [x] 40 - 49
- [x] 50 and >
- [x] Unreported

First Gen Status
- [x] First Generation
- [x] Not First Generation
- [x] Unreported

Note: As filters may constrict groups to very small numbers, the cell count must be 10 or higher to display results.

SAN DIEGO MESA COLLEGE

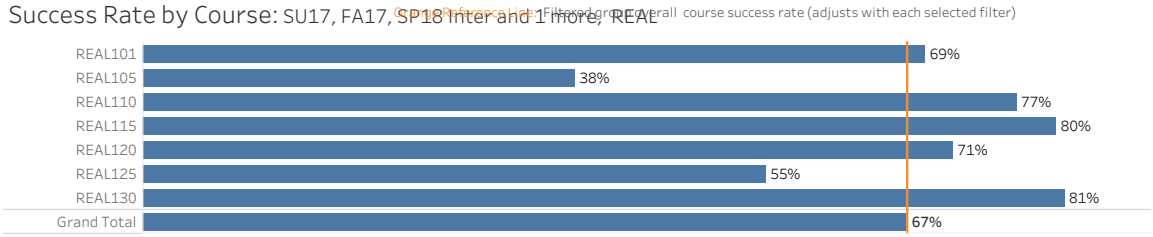
Select Term

Multiple values

Select Program

REAL

Success Rate by Course: SU17, FA17, SP18 Inter and 1 more, REAL



Additional Filters

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- [x] Unreported

First Gen Status
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- [x] Not First Generation
- [x] Unreported

Note: As filters may constrict groups to very small numbers, the cell count must be 10 or higher to display results.

SAN DIEGO MESA COLLEGE

Select Term
Multiple values

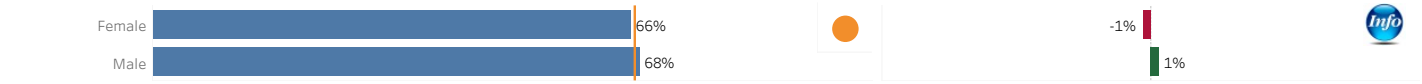
Select Program
REAL

Select Course
Multiple values

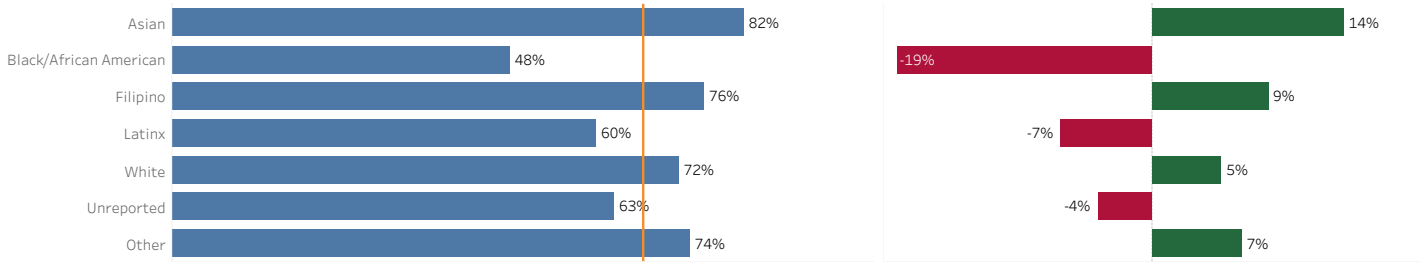
Course Success Rates

Equity Gap Analysis

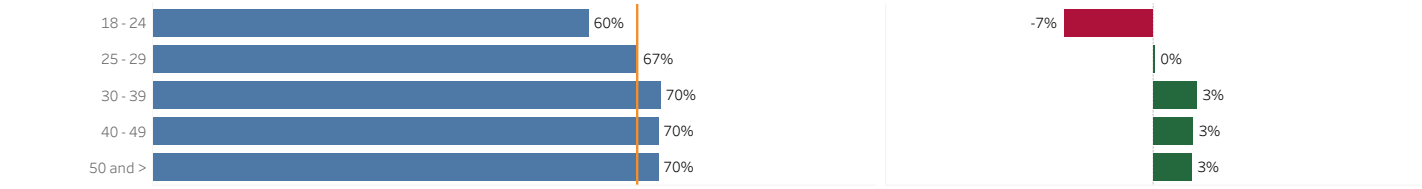
Gender



Ethnicity



Age



Note: As filters may constrict groups to very small numbers, the cell count must be 10 or higher to display results.

San Diego County Real Estate Labor Market Information

3,841 Mesa students completed the Real Estate program in the last three years

Per Launchboard Strong Workforce Program Metrics, **3,841** students have completed our Mesa Real Estate Program in the last three years broken down by year as follows:

2016-2017: 1,408
2015-2016: 1,420
2014-2015: 1,013

There are a total of 69 community colleges in California offering real estate programs.

According to data provided by EMSI, San Diego real estate occupations are expected to increase by 4% between 2015 and 2020. **In 2015, there were a total of 54,865 jobs in the region**. **By 2020, it is estimated that there will be 56,832 jobs, an increase of 1,967.**

Median Hourly Earnings - $24.62

In 2015, there were a total of 7,128 job postings for real estate occupations technicians in the region. Over half of these job postings were for real estate sales agents (3,725 postings) and over 40% were for property, real estate, and community association managers (3,089)

- **Job Postings by Occupation (n=7,128)**

SOC Code	Occupation	Job Postings, FullYear 2015
49-9022	Real Estate Sales Agents	3,725
11-9141	Property, Real Estate, and Community Association Managers	3,089
13-2021	Assessors	188
41-9021	Real Estate Brokers	70
13-2021	Appraisers, Real Estate	56

At the top of the top ten real estate employers hiring real estate professionals were Equity Residential (71 postings), AvalonBay Communities Incorporated (54), and Berkshire Hathaway (51). Only 45% of job postings included the name of the employer.

Top Employers (n=3,180) Employer	Job Postings, Full Year 2015
Equity Residential	71
AvalonBay Communities Incorporated	54
Berkshire Hathaway	51
Extra Space Storage	47
Century 21	46
FPI Management Incorporated	44
CBRE	43
Rent-A-Center	43
Travelers Insurance	42
Coldwell Banker Residential Brokerage	38

The top titles include property manager, community manager, leasing consultant, real estate agent, and assistant manager.

Top Titles (n=7,128) Titles	Job Postings, Full Year 2015
Property Manager	636
Community Manager	487
Leasing Consultant	397
Real Estate Agent	293
Assistant Manager	221
Apartment Management	214

Strong Workforce Program Metrics

San Diego Mesa College || Real Estate (0511) || **2016-2017**

NUMBER OF COURSE ENROLLMENTS: **1,409**

COMPLETED 12+ CTE UNITS IN ONE YEAR: *

COMPLETED 48+ CTE CONTACT HOURS IN ONE YEAR: *

NUMBER OF STUDENTS WHO GOT A DEGREE OR CERTIFICATE: **11**

NUMBER OF STUDENTS WHO TRANSFERRED: *

EMPLOYED IN THE SECOND FISCAL QUARTER AFTER EXIT: *

EMPLOYED IN THE FOURTH FISCAL QUARTER AFTER EXIT: *

JOB CLOSELY RELATED TO FIELD OF STUDY: *

MEDIAN EARNINGS IN THE SECOND FISCAL QUARTER AFTER EXIT: *

MEDIAN CHANGE IN EARNINGS: *

ATTAINED A LIVING WAGE: *