

2022-23 Program Review Template

Directions for Lead Writers: Please use this template to complete your Unit's Program Review for this cycle. After you complete this template, please click [here](#) to upload this word document.

Click [here](#) to view our Glossary of Terms.

Other Resources:

[Program Review Handbook](#)

[Acronym Dictionary](#)

[Resource Link Library](#)

[Mesa 2030](#)

[Program Review Archives](#)

DEI Discussions: as part of your reflection with your unit, a workgroup has developed a Diversity, Equity, Inclusion, and Accessibility Discussion Guide. Please use this in your unit-level discussions as we move toward becoming more diverse, equitable, inclusive, and accessible through intentional and ongoing campus-wide reflections and revisions of policies and practices.

View the guide [here](#). Have reflections or feedback to share? Click [here](#).

<i>Program Information & Executive Summary</i>		
Prompt	Guidance	Program Response
Describe the successes and challenges your unit has faced since the last comprehensive review.		Since the summer of 2020 and due to the most recent pandemic, all Real Estate courses have been offered online. At first, this represented a challenge to our department because not all faculty were used to this modality. However, our department was not affected as much as others that offered the majority of their classes in a Face-to-Face modality. Before the pandemic, the vast majority of Real Estate courses were been offered online already and only a handful of courses were on campus. Therefore, after the pandemic shut down our campus, most of our faculty were ready to offer all of our Real Estate courses online. Nonetheless, we did suffer a decline in enrollment. On average, we have experienced an 10% annual decline in enrollment since fiscal year 17/18. In addition, although

		<p>the current contract faculty lead for Real Estate is a contract faculty member in the business department, he has limited experience in the residential Real Estate field, which tends to be the concentration among the majority of students. Moreover, he has been trying to grow and lead the entrepreneurship program as well, including developing the newly introduced Small Business Virtual Incubator at Mesa College. We need someone who can dedicate more time and effort into the program and could potentially teach more Real Estate courses as well.</p>
<p>If applicable, describe any major curricular or service changes your unit has engaged in and the impact of those changes since the last comprehensive review.</p>	<p>Optional</p>	<p>Due to recently passed legislation in California, AB1495, two courses (Real Estate Practice and Legal Aspects of Real Estate) had to be modified to comply with the new law. The additions were:</p> <p>REAL 120 (Real Estate Practice) – added the following:</p> <ul style="list-style-type: none"> a. Student Learning Objective: <ul style="list-style-type: none"> 15. Describe the impact of implicit, explicit and system bias on consumers. 16. Recognize and describe actionable steps to addressing one's own implicit biases. b. Outline of Topics section: <ul style="list-style-type: none"> XIII. Implicit bias – <ul style="list-style-type: none"> A. Implicit bias, explicit bias and systemic bias. B. Historical and social impacts of those biases. C. Impact of implicit, explicit, and system bias on consumers. D. Recognition and actionable steps to address one's own implicit biases. <p>REAL 105 - Legal Aspects of Real Estate - added the following:</p> <ul style="list-style-type: none"> a. Student Learning Objective: <ul style="list-style-type: none"> 11. Describe Fair Housing laws and important exceptions to the laws b. Outline of Topics section: <ul style="list-style-type: none"> V. Federal and State Housing Laws c. Appropriate Outside Assignments: <ul style="list-style-type: none"> Problem-solving exercises dealing with Fair Housing Laws, including role playing as both consumer and real estate professional.

If applicable, describe the impact of any new resources (human, fiscal, etc.) on the unit and/or action plan implementation.	Optional	n/a
Please confirm that the department has reviewed the Course Learning Outcomes listed in CurricuNet for each course and verify accuracy.	Select One	<input checked="" type="checkbox"/> Reviewed and accurate <input type="checkbox"/> Reviewed not accurate, update in progress <input type="checkbox"/> Reviewed not accurate, need support
Data Reflection		
Prompt	Guidance	Program Response
Describe the trends you see in your program/service area's data.	<p>Instructional Data you may consider: enrollment trends, course & program learning outcomes, Institutional Learning Outcomes, course success and retention rates, degree completion, transfer, employment, labor market analysis, other data relevant to your unit's work</p> <p>Service/Admin Area Data you may consider - service usage, service access, demand for services, student service/administrative unit outcomes, types of services offered and used, headcount of services usage, trends in reason for service use, other data relevant to your unit's work</p>	<p>As mentioned before, we had a 10% average decline in enrollment since fiscal year 17/18. According to Mesa College's Course Outcomes website, in fiscal year 17/18, we had a total of 1262 students enrolled in the Real Estate courses and in fiscal year 21/22, we only had 794 students enrolled. From fiscal year 17/18 - 18/19, we experienced an 8% decline, from 18/19 – 19/20 we experienced a 16% decline, from 19/20 – 20/21, we experienced a 13% decline and from 20/21 – 21/22 we experienced a 5% decline. Although the Real Estate industry is highly cyclical and its success highly influences the number of students who want to pursue a real estate license, the pandemic was also an important factor. During the past few years, there has been a lot of uncertainty in the markets and a lack of homes available for sale discourages many students from entering the field.</p> <p>Nonetheless, according to the Chancellor's Office Management Information System, San Diego Mesa College's Real Estate program served about 75% of all Real Estate students in FY20/21 in the San Diego Community College District and 34% from the entire San Diego/Imperial Counties region. It is an important program in San Diego County serving thousands of potential and current Real Estate professionals in the region.</p>

		<p>According to Real Estate program data extracted from San Diego Mesa's College's Course Outcomes Dashboard from FY16/17 to FY21/22, we found the following success and retention ratios results:</p> <p>Overall Campus Success rate: 73.1% Business & Technology School Success rate: 71.3% Real Estate Program Success rate: 66%</p> <p>Course success rates: Online = 65%; On Campus = 71%; Overall: 66% Course retention rates: Online = 82%; On Campus = 86%; Overall: 85%</p> <p>Awards by Program from FY15/16 to FY21/22=80 (AS=79, Certificate=1)</p>
<p>Describe any equity gaps you see in these data. Are there differences and/or patterns observed by demographics (e.g. race/ethnicity, gender, age, etc.)?</p>	<p>Equity gaps refer to disparities in educational outcomes and student success metrics across race/ethnicity, socioeconomic status, gender, and other demographic traits and intersectionalities.</p>	<p>According to Real Estate program data extracted from San Diego Mesa's College's Course Outcomes Dashboard from FY16/17 to FY21/22, we found the following equity gap results:</p> <p>Black/African American population: Online course success ratio = 48%; On Campus = 50%; Overall: 49% Retention: Online = 80%; On Campus = 78%; Overall: 80%</p> <p>Latinx population: Online course success = 61%; On Campus = 68%; Overall: 62% Retention: Online = 84%; On Campus = 80%; Overall: 83%</p> <p>For reference: Overall Campus Success rate: 73.1% Business & Technology School Success rate: 71.3% <u>Real Estate Program Success rate: 66%</u></p> <p>Course success rates: Online = 65%; On Campus = 71%; Overall: 66% Course retention rates: Online = 82%; On Campus = 86%; Overall: 85%</p>

		<p>We noticed a significant decrease in success rates in the Black/African American (49%) and Latinx populations (62%) compared to the overall campus success rate at 73.1%.</p> <p>The Real Estate profession is one of the few careers that can help students accumulate wealth without having to complete a formal degree. It has been a great pathway for populations of color and immigrants to increase their wealth and make a difference for their families.</p>
Describe the discussion(s) that took place about the unit's learning outcomes assessment data.	Department Outcomes Coordinators (DOCs) facilitate a department wide discussion on learning outcomes data each year during "Outcomes Across Campus". DOC's may helpful in supporting this section.	In collaboration with all the Real Estate faculty, we reviewed and discussed program learning outcomes last year to make sure students are meeting these outcomes.
<i>Practice Reflection</i>		
Prompt	Guidance	Program Response
Describe current practices your unit has engaged in that you believe impact the above data trends and equity gaps.	Items to consider: new actions specifically focused on issues of equity, major curricular changes, professional learning, policy or process changes, data-informed unit dialogue, community outreach.	Due to the pandemic, it has been challenging to do community outreach and promote the program outside the college. However, in 2020 we organized a real estate panel where four professionals in various fields (residential and commercial Real Estate, business sales and property management) discussed trends, careers and success stories in the industry. In addition, we organized a Latinx event in 2020 where we invited a successful Latino Real Estate broker to discuss his career. By doing these types of events, along with other promotional communications around campus, we attract more students into the program.
What other factors (internal or external) might also impact the above data trends and equity gaps?	Items to consider: legislative changes, fiscal changes, staffing changes, recruitment, hiring, and retention practices.	As mentioned before, the Real Estate industry is highly volatile and government actions, such as the most recent increase in interest rates, affordable housing initiatives etc. highly affect our enrollment. When Real Estate sales decline, due to the negative effects of some of these measures, students are less likely to pursue a career in Real Estate.
<i>Unit Goals and Action Plans</i>		

Prompt	Guidance	Program Response
Unit Goals	Goals should connect to Data and Practice Reflections. Goals should be Specific, Measurable, Attainable, Relevant, and Time-bound.	<p>Goal 1: Hire a contract faculty to lead the program by FY24-25.</p> <p>Goal 2: Increase promotional efforts starting in the Fall 2023..</p> <p>Goal 3: Increase outreach in the Real Estate community and with K-12 institutions as soon as we hire a new contract faculty for Real Estate.</p>
Mesa2030 Roadmap Strategic Objective (SO) Alignment	Review Mesa2030 and the Roadmap to Mesa2030 , only link to SO's that your goal clearly and intentionally is meant to contribute to, each goal should link to 1 or more SOs	<p>Goal 1:</p> <p>SO: Develop a proactive hiring plan that includes a review of advertising, screening, and interviewing with a goal of establishing a diverse and competent workforce that is reflective of the student population and the local community.</p> <p>SO: Evaluate and improve Diversity, Equity, and Inclusion practices in classroom environments, campus activities, departments, schools, and administrative units.</p> <p>Goal 2:</p> <p>SO: Develop pathways that provide students with clarity about degree, certificate, and transfer requirements.</p> <p>SO: Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes.</p> <p>Goal 3:</p> <p>SO: Expand partnerships with K-12 institutions to enhance program offerings and increase access for minoritized students.</p> <p>SO: Expand intersegmental pathways to create a seamless transition between Mesa and k-12, non-credit, Universities, and careers.</p>

Identify specific actions your program/service area will engage in to accomplish this goal.	Examples may include: policy or practice changes; unit initiatives, curricular changes, etc.	<p>Goal 1</p> <ol style="list-style-type: none"> 1. Submit a Resource Request to the hiring committee and hire a new contract faculty. 2. If approved, promote the position in the Real Estate community. <p>Goal 2</p> <ol style="list-style-type: none"> 1. Coordinate with Mesa College's Communications department to design and implement a new promotional campaign to advertise the program around campus and the community. 2. <p>Goal 3</p> <ol style="list-style-type: none"> 1. Coordinate with Mesa College's Outreach and Community Relations department to design a strategy and outreach to local High Schools and Real Estate firms and organizations. 2.
Does this Action Plan require resources	if yes, complete resource request form	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Lead Writer and Manager Information		
Lead writer Name(s)	Eduardo Landeros	
Name of Program/Unit	Real Estate	
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