Program Review and Planning

OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR INSTRUCTIONAL PROGRAMS

Program Review is about documenting the plans you have for improving student success in your program and sharing that information with the community. Through the review of and reflection on key program elements, program review and planning identifies program strengths as well as strategies necessary to improve the academic discipline, program, or service to support student success. With our new Guided Pathways plan, this review becomes even more crucial for the success of our students and college.

We are using the Strengths, Opportunities, Aspirations, Results (SOAR) strategic planning technique to help us focus on our current strengths and opportunities, create a vision of future aspirations, and consider the results of this approach.

BASIC PROGRAM INFORMATION

Academic Year
2018-2019

Are you completing a comprehensive or annual PRP?
Comprehensive

Department Name
Business Administration

Discipline Name
Real Estate (RE)

Department Chair Name
Jackie Martin

Division Name
Arts, Media and Business Administration

Website address for your discipline
https://www.palomar.edu/business

Discipline Mission statement
The Real Estate program at Palomar College program involves the study of California real estate principles, practices, procedures, and law. It offers courses that fulfill the educational requirements to sit for the California Real Estate Salesperson and Broker examinations as well as some educational requirements for the BREA appraisal examination Courses also respond to the educational needs of students interested in related real estate careers or obtaining a general knowledge about real estate.

(click here for information on how to create a mission statement)

Does your discipline have at least one degree or certificate associated with it?
Yes

Are any of your programs vocational (CTE/CE)?
Yes

List all degrees and certificates offered within this discipline.
Real Estate Appraisal License Preparation (CP)
Real Estate Broker License Preparation (AS, CA)
Real Estate Sales Person License Preparation (CP)

Please list the names and positions of everyone who helped to complete this document.
Lakshmi Paranthaman
Jackie Martin

Full-time faculty (FTEF)	**Part-time faculty (FTEF)**
1	1.5

Classified & other staff positions that support this discipline
ADA, ISAIII (with publications, but no tutoring)

Additional hourly staff that support this discipline and/or department
N/A

PROGRAM INFORMATION

PROGRAM OUTCOMES

Begin this section by reviewing the Program Review reports for courses and programs in TracDat. All active course and program outcomes should be systematically assessed over a 3-year cycle.

- **Program** = Leads to a degree or certificate

- **Discipline** = A group of courses within a discipline

*Programs will be able to complete program completion and outcome questions.

How well do your program's learning outcomes communicate the scope and depth of the degree/certificate offered and align with employer and transfer expectations?
Each of the four Real Estate Programs offered align with the outcomes of the program which is to enter the real estate industry as real estate professionals.   The outcomes also communicate the depth of this CTE program in that each degree or certificate helps to prepare the student to pass an industry specific real estate license exam. Employers of course, require these licensees in this field.

Describe your program's plan for assessing program learning outcomes.
The RE Program will use an Excel tracking tool to track students who take the RE exams and those that pass/fail.

All FT and adjunct faculty are asked to assess course SLO's and provide supporting data and their interpretation of that data for course evaluation at periodic intervals (yearly or bi-annually).

Summarize the major findings of your program outcomes assessments.
More work needs to be recorded regarding program assessments. Though our RE program is listed consistently as one of the top ten online RE Programs in the country, and all classes are taught by active, licensed professionals, my addition as the FT faculty member will ensure that assessments are measured on a regular basis.

Reflecting on the major findings you summarized, what are some questions you still have about students' learning in your program that you have not yet been able to address with your outcomes assessments?
Student learning is challenging in CTE Programs where the student body is comprised of a wide range of students, from students who completed high school, to 2 year community college students, to Real Estate professionals returning to the classroom for recency. Some of the more challenging issues are those that relate to students not being prepared in basic skills. There are many resources related to multiple

measures occurring on campus and I plan to tap into these.

Depending on the degree or transfer goals of our students, they have the choice of three different GE pathways:

- [Associate Degree GE Requirements](#)

- [CSU GE Requirements](#)

- [IGETC Requirements](#)

Palomar College has identified a set of General Education/Institutional Learning Outcomes, which represent the overall set of abilities and qualities a student graduating from Palomar should possess.[Click here for a link to Palomar's GE/ILOs.](#)

How do the courses in your discipline support General Education/ Institutional Learning Outcomes? In your response, please specify which GE/ILO(s) your discipline supports.
Our program learning outcomes and respective courses are aligned with the GE/ILOs as follows:
1.   GE/ILO 2: Computation
     a. RE PLO 5 - Explain & evaluate methods of financing real estate purchases and obtaining real estate loans.
          i.   RE 100 and 115 address this PLO, however RE 105 is dedicated to the subject of RE Finance.
     b. RE PLO 6 - Analyze factors that affect real estate values and the real estate market.
          i.   RE 100, 105, 110, 111, 115, 120 & 150 as well as ECON 100 or 102

2.   GE/ILO 3: Creative, Critical, and Analytical Thinking
      a. RE PLO 5 - Explain & evaluate methods of financing real estate purchases and obtaining real estate loans.
          i.   RE 100 and 115 address this PLO, however RE 105 is dedicated to the subject of RE Finance.
     b. RE PLO 4 - Identify & evaluate real estate sales and marketing techniques.
          i.   RE 100, 120 & 140 have elements of this, however RE 115 is a required course focused on this area.
     c. RE PLO 6 - Analyze factors that affect real estate values and the real estate market.
          i.   RE 100, 105, 110, 111, 115, 120 & 150 as well as ECON 100 or 102

3.   GE/ILO 4: Community, Multicultural/Global Consciousness and Responsibility
     a. RE PLO 3 - Identify & Evaluate ethical and procedural problems that arise in residential real estate sales transactions   and methods for preventing and resolving these issues.
          i.   All RE courses address particular issues – especially dealing with agency, disclosure, and truthfulness in marketing.

4.   GE/ILO 5: Foundation Knowledge of Discipline
      a. RE PLO 1 - Understand real estate terminology, the structure of the real estate industry, and the relationships between buyers, sellers, brokers, appraisers, lenders, and escrow officers.
          i.   All RE courses support this learning objective & GE/ILO.
     b. RE PLO 2- Demonstrate knowledge of federal, state and local laws related to real estate and the real estate profession.
          i.   All RE courses except economics support this PLO and GE/ILO objective.
     c. RE PLO 4 - Identify & evaluate real estate sales and marketing techniques.
          i.   RE 100, 120 & 140 have elements of this, however RE 115 is a required course focused on

this area.

Summarize the major findings from your course outcomes assessments that are related to the General Education/Institutional Learning Outcomes that your discipline supports.
Our assessment data shows that students are meeting the 70% threshold for passing the courses in appraisal and real estate finance, which test on skills in computation, in all courses which test on analytical thinking and foundation knowledge of discipline, as well as community responsibility in being tested on important ethical rules related to the practice of real estate.

PROGRAM COMPLETIONS

Student success is at the core of what we do in assisting students in achieving their goals.

The Chancellor's Office Vision for Success stresses the importance of Program Completion as a major goal for our students. In addition, transfer and career readiness are key components of Palomar College's mission statement. This year, our funding formula has also changed reflecting this emphasis, providing additional funding as a function of the number of completions.

In this section we will identify a program standard and a stretch goal (what you would like to move toward) for program completions.

The standards represent the lowest number of program completions deemed acceptable by the College. In other words, if you were to notice a drop below the set standard, you would seek further information to examine why this occurred and strategies to increase completions.

In this section we will identify a program standard and a stretch goal (what you would like to move toward) for programs.

List the number of completions for each degree/certificate for the previous year.
2017-18

AA/AS 0
Certificate CAL 1
Certificate CPE 8

Total = 9

Have your program completions Increased, decreased, or stayed the same over the last 5 years?
Increased

What factors have influenced your completion trends?
Increased from 2013-2017, then decreased the past year.

We experienced an increase in certificates and degrees in 2015-16 and 2016-17, at 18 each of these years, and a decrease in 2017-18, down from 18 to 9. This could be influenced by high housing prices and low supply, so fewer students enrolling.

Lakshmi input here.

Are the courses in your discipline required for the completion of other degrees/certificates?
No

Do you have programs with 7 or fewer completions in the last 5 years?

No

What is your program standard for program completion?
70.0%

Why did you choose this standard?
We have aligned our course success rates with that of the College's institutional standard for course success rates, as we
believe this is a good baseline for measuring student success in our courses.

What is your Stretch goal for program completion?
75.0%

How did you decide upon your stretch goal?
With a FT faculty member in place to help grow the program and advise students towards completion this seemed like a reasonable goal.

ENROLLMENT TRENDS

Palomar College uses the WSCH/FTEF ratio as one indicator of overall efficiency in addition to the overall fill-rate for courses.

Although the college efficiency goal is 525 WSCH/FTEF and 85% fill-rate (minimal), there are many factors that affect efficiency (i.e. seat count / facilities / accreditation restrictions).

This information can be found by going to the "Program" page in the [PRP Data Dashboard](#).

What was your efficiency trend over the last 5 years? Was it expected?
Fill rate decreased from 81%, 83%, to 75%, 77% and in 2017-18 79%.
WSCH/FTEF increased overall from 423 in 2013-14 to 493 in 2017-18, up significantly from 386 in 2015-16.

The decrease in efficiency is a rather small margin but will be addressed through scheduling.

What factors have influenced your efficiency trends?
RE is a smaller program and enrollment depends upon what is happening in the industry.

Are there particular courses or programs that are not getting sufficient enrollment, are regularly cancelled due to low enrollment, or are not scheduled at this time? What is contributing to this issue? Does this level of efficiency meet the needs of the program and the district?
No not at this time.

The Chancellor's Office Vision for Success stresses the importance of reducing equity gaps through faster improvements of underrepresented groups.

ACCJC also requires that colleges establish institutional and program level standards in the area of success rates. These standards represent the lowest success rate deemed acceptable by the College. In other words, if you were to notice a drop below the rate, you would seek further information to examine why the drop occurred and strategies to address the rate.

[Click on this link to review the course success rates (A, B, C, or Credit) for your discipline.](#)

In this section we will identify a course success rate standards and a stretch goal (what you would like to move toward) for programs.

Course Success Rates by gender, age, ethnicity, special population, location, and modality (You can access the Student Equity Plan on the SSEC website https://www2.palomar.edu/pages/ssec/)

COURSE INFORMATION

COURSE SUCCESS AND RETENTION

What is your program's standard for Discipline COURSE Success Rate?
70.0%

Why did you choose this standard?
70% - In alignment with college's course success rate, as well as the DRE licensing exam minimum for passing the California Salesperson Exam.

Has your overall course SUCCESS rates increased, decreased, or stayed the same over the last 5 years?
Increased

Was this expected?
The success rates for the five year trend are 72%, 72% 71%, 71% and 73%. This is consistent and above the 70% program standard.

What is your Stretch goal for COURSE success rates?
75.0%

How did you decide upon the goal?
Same rationale as for our program goal of 70%.

Have your overall course RETENTION rates increased, decreased, or stayed the same over the last 5 years?
Increased

Was this expected? Please explain.
We are pleased.
Retention rates are high.
The retention rates over this five year period are:
87%, 88%, 93%, 93%, 92%

Are there differences in success or retention rates in the following groups? (choose all that apply)

Are there differences in success/retention between on-campus and online courses?
Yes

Do you have any best practice methods you use for online courses to share with the community?
Early outreach to students who fall behind or score poorly on an assignment and several sources of practice/review for course learning. I'd love to learn about best practices from other faculty.

Please explain.
Online courses have a lower success rate than on-campus classes, however, the gap in success rates is

inline with the gap for online courses in general. (https://www.ppic.org/press-release/online-courses-in-community-colleges-see-major-growth-but-student-success-rates-lag/). This may be due to the challenges of asynchronous communication and slower recognition of the need for faculty intervention. It may also be due to self-selection variables of students for online courses, a diminished sense of accountability without classmate/faculty relationships, difficulty with self-pacing for students, etc. Additional resources for pedagogical training and technology support for online courses may be helpful in improving online courses, in general.

COURSE OUTCOMES

How is course assessment coordinated across sections and over time?
All FT and adjunct faculty are asked to assess course SLO's and provide supporting data and their interpretation of that data for course evaluation at periodic intervals (yearly or bi-annually).

How have you improved course-level assessment methods since the last PRP?
We collected course-level assessment data from faculty in Spring 2018 to ensure data compliance in all recently offered courses, and mapped all courses to newly articulated program level outcomes in Fall 2018 with adjunct faculty input.

Summarize the major findings of your course outcomes assessments.
We are meeting or exceeding the 70% pass rate with a "C" or better in all recently offered real estate courses, which is the minimum grade is required to meet the educational pre-requisite standard for DRE and BREA licensing purposes.
The course level SLO's indicate an attainment of programmatic learning outcomes for foundational knowledge, computation, and analysis and problem solving/critical reasoning, but have not yet been mapped to assess outcomes based on ethics in the newly created PLO's.

Reflecting on the major findings you summarized, what are some questions you still have about students' learning in your courses that you have not yet been able to address with your outcomes assessments?
Whether the state board education requirements for licensing provide adequate preparation for professional success, particularly for younger students who may lack life experience for context with regard to loans and basic consumer finance, mortgages, contracts/leases, economic cycles, etc. Also, it is not clear whether the student market will bear additional requirements by an academic institution when there are numerous competing test preparation courses available online at relatively low cost and whether efforts to increase education preparation or to slow the pace from fast track courses to full semester courses actually increase student completion/success rates.

What are some improvements in your courses that have been, or can be, pursued based on the key findings from your course learning outcomes assessments?
How to provide additional options for learning to students who are struggling with difficult concepts in a format that is accessible to them.

PROGRAM CURRICULUM ALIGNMENT, MAPPING, SCHEDULING, & PLANNING

The Chancellor's Office Vision for Success stresses the importance of decreasing the average number of units accumulated by CCC students earning degrees.

Palomar College's Guided Pathways plan includes clarifying paths for students by sequencing course offerings so that they support scaffolding and timely completion. Our goal is to ensure learning through:

- The mapping and assessment of clear program outcomes that are also aligned to employer and/or transfer institution expectations.

- Engaging and applied learning experiences.

- Effective instructional practices to support students in achieving success.

How do your course outcomes help your students achieve their program outcomes?
The accomplishment of course objectives should ultimately lead to the accomplishment of program objectives. We will updating our course objectives in the next year to align with the new C-ID model curriculum for real estate.

How do your degree maps and scheduling strategy ensure scaffolding (how all parts build on each other in a progressive, intentional way)? How do you share the maps with students?
The RE Salesperson certificate and RE appraisal certificate both fold into the AS in Real Estate and the RE Broker's Certificate. The scheduling strategy emphasizes the core required courses in the RE salesperson certificate, RE Broker's certificate and the AS in Real Estate - RE 100 & RE 115 in the fall, spring, and often in the summer. The basic appraisal course is also offered once in the fall and spring, however some of the upper level courses in the appraisal certificate are only offered once per year.

What is your departmental strategy on how you schedule your courses including the time of day you offer courses? Do you use fast track or block scheduling (putting required classes near each other) to organize required classes (Particularly to meet the needs of disproportionately impacted students)?
We use fast track as well as full-semester scheduling for evening courses as well as a large number of online courses for scheduling flexibility. We do not currently offer day courses, although we tried to offer one in Spring 2019 which did not fill.

How do you work with other departments that require your course(s) for program completion?
These programs are specific to Real Estate and our department.

Does your discipline offer cross-listed courses?
No

Are there curriculum concerns that need to be resolved in your department? What are they?
No. Almost all curriculum updates have been completed across all disciplines in the Business Administration Department.

Are there courses that should be added or removed from your program - please explain?
We streamlined and updated all RE courses/programs within the past few years, in accordance with BRE standards.

However, there are newly approved RE C-ID numbered courses that Professor Paranthaman will need to update in the next curricular cycle.

How is the potential need for program/course deactivation addressed by the department?
Program deactivation is addressed in our very in-depth curriculum review process. Our department has done a good job with streamlining programs and creating stackable programs.

If those changes result in deactivating "old" programs we discuss at a department meeting and vote on it.

Is your department pursuing non credit or not-for credit options at this time?

Yes

Are there areas you would like to expand?
We do not currently have a noncredit option, although we have talked about the possibility of a non-credit exam prep course for students taking DRE and BREA exams.

Click here for information about [Noncredit](#) and [Community Education](#)

Is your department offering online classes?
Yes

How do you consider student needs when determining which classes and how many classes should be offered online versus face-to-face?
We use fill rate data as evidence of student scheduling needs to determine whether courses should be offered online or face to face. The required RE 100 and RE 115 classes are offered online and face to face each semester.

Describe other data and/or information that you have considered as part of the evaluation of your program
We must consider external accreditation requirements of the California Department of Real Estate, the California Bureau of Real Estate Appraisers, as well as the Appraisal Foundation, which sets Congressionally authorized standards and qualifications for real estate appraisers on the national level.

CAREER AND LABOR MARKET DATA

The Chancellor's Office Vision for Success stresses the importance of increasing the percent of exiting students who report being employed in their field of study. It is important for us to consider how **_all_** of our programs connect to future careers.

Go to this website https://www.onetonline.org/ and enter your discipline in the bubble on the top right for ideas about potential occupations. Click on an example to see more detail.

The following websites are for CTE related data:

- [Centers of Excellence](#) (many other data resources besides supply and demand) Password: GetLMI

- [LaunchBoard](#)

- [LaunchBoard Resource Library](#)

- [Chancellor's Office Data Mart](#)

- [San Diego Workforce Partnership](#)

- [State of CA EDD](#)

- [Career One Stop](#)

What kinds of careers are available for people who complete your programs (and/or transfer)? (Refer to link above) Are there any new or emerging careers and if so how would the new or emerging careers impact your future planning?
Real Estate Sales Agent, Real Estate Broker, Mortgage Broker, Loan Officer, Real Estate Appraiser/Assessor, Financial Examiner, Real Estate Paralegal/Legal Assistant, Real Estate Investment Analyst, Property Manager, Asset Manager, Construction and Building Inspectors, Post-secondary

Education Teacher, Title Examiners, Abstractors & Searchers, Small Business Brokers, Real Estate Investor

What are the associated knowledge, skills, abilities (KSA's) needed for the occupations listed above? (click examples in the link above to get ideas)
Knowledge
Knowledge of (1) federal, state and local laws related to real estate and the real estate profession, (2) economic and accounting principles and practices, the financial markets, banking and the analysis and reporting of financial data, (3) materials, methods, and the tools involved in the construction or repair of houses, buildings, or other structures such as highways and roads, (4) principles and methods for showing, promoting, and selling products or services, (5) structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar, (6) arithmetic, algebra, geometry at a minimum and calculus, statistics, and more advanced math for careers like appraisal and planning, (7) business and management principles involved in strategic planning, resource allocation, human resources modeling, leadership technique, production methods, and coordination of people and resources, and (8) administrative and clerical procedures and systems such as word processing, managing files and records, (9) applied computer, software, and technology proficiency.
Skills:
Active Listening, Problem-Solving, Collecting & Analyzing Data/Information, Customer Service, Coordination, Communication (Verbal and Written), Reading Comprehension, Negotiation, Persuasion, Teaching/Explaining the Meaning of Information to Others, Judgment & Critical Thinking, Mathematical Reasoning, Organizational, Planning and Time-Management skills, Clerical, Computer and Administration skills, Active Learning, Self-Motivation & Persistence
Abilities:
Oral Comprehension, Oral Expression, Written Comprehension, Problem Sensitivity, Speech Clarity, Speech Recognition, Inductive and Deductive Reasoning, Near Vision (especially for Inspection/Appraisal)

How does your program help students build these KSA's?
Course reading, lectures, exams, research papers, problems for application of learning, some courses offer collaborative learning exercises in class, professional panels/interviews

Have you incorporated work based learning (work experience, internships, and/or service learning) into your program?
No

Do you want more information about or need assistance integrating work-based learning into your program?
No

How do you engage with the community to keep them apprised of opportunities in your program?
In addition to our annual community advisory meeting, we regularly meet with individuals currently working in real estate for input as well as local real estate organizations. Many of our adjunct faculty are currently working as real estate professionals in the community outside of their teaching. We also recently wrote advertising copy to highlight our real estate program in our course catalog and work with Palomar News for coverage related to the program.

What is the regional three-year projected occupational growth for your program(s)?
Employment of real estate brokers and sales agents is projected to grow 6 percent from 2016 to 2026, about as fast as the average for all occupations.

There will be a continued demand for real estate brokers and sales agents, since people turn to them when looking for a larger home, relocating for a new job, and for other reasons. Employment is projected to grow along with the real estate market.

The millennial generation will be entering the prime working-age and household-forming age cohort over the next decade. This generation has delayed home ownership because of financial and personal considerations. Therefore, their entry into the housing market should increase demand for real estate agents and brokers.

An improving job market and rising consumer spending also will drive demand for brokers and agents to handle commercial, retail, and industrial real estate transactions.

However, tighter credit regulations and increasing real estate prices may cause some people to continue renting as opposed to entering the housing market.

The real estate market is highly sensitive to fluctuations in the economy, and employment of real estate brokers and agents will vary accordingly. In periods of economic growth or stability, employment should grow to accommodate people looking to buy homes and businesses looking to expand office or retail space. Alternatively, during periods of declining economic activity or rising interest rates, the amount of work for brokers and agents will slow and employment may decline.

What is being done at the program level to assist students with job placement and workforce preparedness?
Career Programming
In Fall 2018, Professor Paranthaman coordinated a real estate career panel to talk about their respective careers and roles during the escrow process. The panel consisted of a Real Estate Broker of Record, a Mortgage Broker, an Escrow Officer, and a Transaction Coordinator. She also hosts webinars with real estate professionals in her online courses, for example, with the Chief Growth Officer for Keller Williams and a Vice-President of the Appraisal Institute. She makes these live webinars available to any current real estate student. Some faculty also offer extra credit for informational interviews with legal professionals and for attending professional events with local law organizations.

Career Resources
Professor Paranthaman created informational interviewing and resume guides with scripts and step-by-step instructions for Palomar real estate students, in addition to an extensive list of local professional real estate organizations that offer free or low-cost student memberships. Some faculty provide extra credit for participation in professional real estate events to encourage networking.

Expanding Work Experience Opportunities/Internships
Professor Paranthaman is scheduled to meet with a local real estate brokerage to discuss potential internship opportunities for students interested in exploring real estate sales careers. She would also like to work with the BREA to discuss the creation of case based and clinical education for students to earn appraisal hours toward their licensing requirements and local city zoning/permitting offices to establish internship opportunities. She would also be interested in exploring whether there might be property management opportunities on campus if Palomar College moves forward with its plans to create on-campus housing.

When was your program's last advisory meeting held? What significant information was learned from that meeting?
April 12th 2019 at Urge, San Marcos, CA. Business and Industry Advisory Roundtable.

The Advisory Program in the business department brings in professionals from the community to advise the department administration and discipline experts on potential internship opportunities as well as to provide input on needed skills for professional success or new programs.

Advisors recently recommended that we consider offering technical courses for professional software like

Argus for real estate valuation or LoopNet/MLS for real estate sales in addition to business courses for real estate salespeople as they will be running a small business in building their sales career in addition to social media courses. (We do currently teach how to use the MLS for listings but cannot provide actual access to unlicensed individuals and a license can be expensive).

What are the San Diego County/Imperial County Job Openings?
2012-2022, Long Term

Job Title	Industry	Job Openings	Job Postings
Property, Real Estate, and Community Association Managers	Community and Civic Organizations	94	629
Property, Real Estate, and Community Association Managers	Financial Services and Real Estate	839	629
Appraisers and Assessors of Real Estate	Financial Services and Real Estate	73	35
Real Estate Brokers	Financial Services and Real Estate	178	80
Real Estate Sales Agents	Financial Services and Real Estate	450	476
Title Examiners, Abstractors, and Searchers	Financial Services and Real Estate	171	4
Title Examiners, Abstractors, and Searchers	Professional and Technical Services	46	4

Job Openings Total: 1,852

Program Goals

In the previous sections, you identified opportunities for improvement. Using these opportunities, develop 3-year SMART goals for your department. Goals should be Specific, Measurable, Attainable, Relevant, Time-Specific. Ensure your goals align with the mission of your department and/or the College's strategic plan.

Please list all discipline goals for this three-year planning cycle. Click here for previous PRPs and goal information.

Goals

Goal 1

Brief Description
Update Real Estate Courses of Record to Align with new C-ID model courses

Is this a new or existing goal?
New

How will you complete this goal?
Draft updates to courses of record based on areas of difference with new C-ID model courses

Outcome(s) expected (qualitative/quantitative)
Updated drafts for school approval

How does this goal align with your department mission statement, the college strategic plan, and

This should help our goal of teaching effectiveness and student learning by ensuring an updated, relevant curriculum and easier transfer to other schools within California through articulation agreements (which furthers transfer to 4 year universities, if applicable for real estate courses).

Expected Goal Completion Date
1/15/2020

Goal 2

Brief Description
Update course SLO's and map them to PLO's in TracDat

Is this a new or existing goal?
New

How will you complete this goal?
Update SLO's with adjunct faculty input (and also alignment with C-ID model courses and external licensing organization criteria) and research measurable assessment methods.

Outcome(s) expected (qualitative/quantitative)
Write and update new course SLO's and tie to PLO's in TracDat.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?
This should help our goal of teaching effectiveness and student learning by ensuring comprehensive assessment of learning objectives.

Expected Goal Completion Date
6/15/2020

STAFFING AND RESOURCE NEEDS

Instructions

1. Refer to Strategic Plan.
2. See Data.
3. See career info (In PRP)

Are you requesting additional full-time faculty?
No

Are you requesting additional Staff, CAST or AA?
No