

# 2022-2023 Comprehensive Instructional Program Review - RE Latest Version

2022-2023 Comprehensive Instructional Program Review

## Program Overview and Goals

### Mission and Alignment : Version by **Brady, Mary Ellen** on **04/19/2023 20:58**

**Cerritos College Mission Statement:** Cerritos College provides its diverse student population with high-quality, comprehensive instructional programs and support services through clear, equity-minded pathways to their educational goals. In doing so, the college develops culturally competent students with the knowledge, skills, and values that prepare them to be productive members of their local and global communities.

Explain how your program supports the College's Mission.

The Cerritos College Real Estate Department provides each and every student with the most comprehensive and up to date curriculum taught by practicing real estate professionals.

Opportunities are presented to Cerritos College students for scholarships offered by the California Association of Realtors, and the state Real Estate Endowment Fund, in addition to two different real estate certificates and an AA Degree in Real Estate. Licensing is the ultimate goal in which the majority of students are pursuing. The Real Estate Department offers a real estate career internship program, which acts as a job placement for those students who go on to obtain a real estate salesperson's license.

### Degrees and Certificates : Version by **Brady, Mary Ellen** on **04/19/2023 20:58**

List the degrees and certificates the program offers as well as the number of units or courses required to complete the program.

#### **Real Estate Certificate of Achievement 18/19 units:**

RE 101 Real Estate Principles (3 Units)

RE 173/174 Real Estate Occupational Work Experience/Career Internship (3/4 Units)

#### **Choose 12 units from the following:**

RE 50 Computer Applications in Real Estate (3 Units)

RE 52 Mortgage Loan Brokering and Lending (3 Units)

RE 120 Real Estate Finance (3 Units)

RE 125 Legal Aspects of Real Estate (3 Units)

RE 130 Real Estate Practices (3 Units)

RE 131 Introduction to Real Estate Appraisal (3 Units)

#### **California Real Estate Certificate of Achievement: State Requirements 24/26 units:**

RE 101 Real Estate Principles (3 Units)

RE 120 Real Estate Finance (3 Units)

RE 125 Legal Aspects of Real Estate (3 Units)

RE 130 Real Estate Practices (3 Units)

RE 131 Introduction to Real Estate Appraisal (3 Units)

RE 160 Real Estate Economics (3 Units)

#### **Electives: Select a minimum of 6 units from the following courses:**

RE 50 Computer Applications in Real Estate (3 Units)

RE 52 Mortgage Loan Brokering and Lending (3 Units)

RE 173/174 Real Estate Occupational Work Experience/Career Internship (3/4 Units)

LAW 111 Business Law (3 Units)

ACCT 100 Introduction to Accounting (3 Units)

ACCT 101 Fundamentals of Accounting I (4 Units)

#### **AA degree in Real Estate 60 units:**

Meet the requirements for the California Real Estate Certificate and complete six units from the following: BA 121, BCOT 147, FIN 125, RE 51, RE 53, RE 140, or RE 151 and complete General Education requirements and electives to achieve a minimum of 60-degree applicable units.\*

\*The course to complete the AA degree will be updated to go to curriculum in the Fall 2023.

### Six-Year Program Goals : Version by **Brady, Mary Ellen** on **05/16/2023 20:07**

#### **Previous Goals for the Real Estate Department:**

1. Increase the number of certificates and AA degrees in Real Estate. This goal was accomplished through promoting the certificates and AA degree within the classrooms, through emails, and at job fairs and other student events. Assistance of a clerical employee hired and was paid for through Strong Workforce funding; this goal was achieved. However, the clerical employee has retired at the end of Fall 2022.
2. Establish a system to track Real Estate students to ensure they are on the pathway to either a certificate and/or an AA Degree in Real Estate. The clerical employee acted as a liaison between the Real Estate Department at Cerritos College and the Department of Real Estate to provide a tracking number for each of the real estate courses, at Cerritos College, as to develop a system to track students' progress toward the certificates, the AA Degree in Real Estate, and passing the state exam. However, 2020-2022 proved to be challenging for the Department of Real Estate and this project was put on hold. The testing sites closed for the real estate salesperson's exam and the broker's exams at four of the five locations for 3-4 months due to COVID-19. The one site closed for the exams for both the broker's and salesperson's exams for nearly 10 months due to Covid-19. Once the exam sites were opened (4 of the 5) there was a major backlog of applications for both exams. It took nearly 18-months to clear out the backlog, since there were only four sites open, once the sites were opened, and testing resumed. The Department of Real Estate offices also closed for about four months. The priority, once employees of the Department of Real Estate were slowly coming back to the offices full-time, were to implement Covid protocols for sanitizing the test sites after each use. Mail was not being handled at that time, so the requests which were sent to the Department of Real Estate requesting course ID numbers was deemed a low priority at that time.
3. Offer an exam preparation course for the students competing the coursework to apply for and take the state exam. The Department Chair reached out to a well-established exam prep company and had meetings and conversations regarding this goal. The meetings produced a plan to work with Community Education and "rent" out the space for weekend exam prep courses. The Department Chair arranged a meeting with the person in charge at Community Ed and the owner of the company, who would be providing the instructors, and course materials for the weekend exam prep courses for the state exam. Unfortunately, it all came down to money. 70% of what the weekend prep course brought in would be charged for the

space by Community Ed. The company owner did not see this as profitable for their business.

4. Offer real estate courses through Distance Education. This was accomplished with the requirements for Distance Education beginning in Fall 2020,

5. Minimum enrollment was accessed for each of the real estate courses offered. There is greater demand for courses offered through Distance Education whereas minimum enrollment is no longer an issue.

6. Increase the number of real estate sections offered. This has been accomplished, since there is more of a demand for real estate classes through Distance Education.

7. Full-time hire is still needed in order to help the Real Estate Department at Cerritos College grow.

Program Goal	College's Goals Supported (Goal A - Goal F)	Status (not started; in progress; on hold; cancelled; completed; continued)	Action Plans/Timelines/Resource Needs
Improve the number of certificates and AA degrees offered as compared to other community colleges offering certificates and AA degrees in real estate and not other programs at Cerritos College.	College Goal Supported (Goal A)- Strengthening the culture of completion	Not started	Begin Fall 2023 and complete by Spring 2026
Hire a full-time instructor.	College Goal Supported (Goal C)-Promoting Leadership and Staff Development	Not started	Begin Fall 2023
Hire a clerical employee with knowledge of the real estate curriculum, good communication skills, and to act as a liaison between the Real Estate Department at Cerritos College and the Californian Department of Real Estate	College Goal Supported (Goal A and Goal C)-Strengthening the culture of completion and promoting leadership and staff development	Not started	Begin Spring 2023
Deactivate real estate courses no longer being offered.	College Goal Supported (Goal A)- Strengthening the culture of completion	in progress	Spring 2023
Have the college advertise real estate courses	College Goal Supported (Goal A and Goal B)-Strengthening the culture of completion and ensuring program alignment by strengthening partnerships	Not started	Begin Fall 2023
Include Real Estate as a career pathway	College Goal Supported (Goal A, Goal C and Goal D)-Strengthening the culture of completion, promoting leadership and staff development, and improving internal and external communications	in progress	Begin Spring 2023
Offer the Real Estate curriculum 100% online.	College Goal Supported (Goal A, Goal B, Goal C, and Goal D)-Strengthening the culture of completion, ensuring program alignment by strengthening partnerships, promoting leadership and staff development, and improving internal and external communication	in progress	Begin Fall 2023
Host the California Community Colleges Real Estate Education Center	College Goal Supported (Goal B, Goal C, and Goal D)-Ensuring program alignment by strengthening partnerships, promoting leadership and staff development, and improving internal and external communication	Not started	Apply in Spring 2024 and commit for 3-years

## Assessment Report and Data Analysis

### Assessment Report (Part 1: Assessment Table) : Version by Brady, Mary Ellen on 04/19/2023 20:09

Missing data from the following courses:

RE 50: Computer Applications in Real Estate (one class only)

RE 52: Mortgage Loan Brokering and Lending

RE 131: Intro to Real Estate Appraisal

RE 151: Fundamentals of Escrow (both classes)

RE 157: Real Estate Investments missing data for sixth CSLO (for one class only)

Course by SLO	Expected Performance	Performance
RE50 - Computer Applications in Real Estate		

Course by SLO	Expected Performance	Performance
Students will complete real estate forms online, desktop, and with a mobile app. (Active from 2019 FA)	100.00%	0.00%
Students will be able to use social media outlets for their real estate business. (Active from 2019 FA)	100.00%	0.00%
Students will be able to create a buyer's net sheet. (Active from 2019 FA)	100.00%	0.00%
Students will be able to originate a seller's net sheet. (Active from 2019 FA)	100.00%	0.00%
Students will utilize zipforms and the Central Regional Multiple Listing Service (CRMLS) as a tool for their real estate business. (Active from 2019 FA)	100.00%	0.00%
RE50 - Introduction to Real Estate Software		
Students complete real estate forms online. (Active from 2013 FA)	100.00%	96.77%
The student will develop a Market Analysis, also known as a CMA, for the seller which provides information regarding the suggested list price of the home. (Active from 2013 FA)	100.00%	96.77%
Students build a market analysis for a seller. (Active from 2013 FA)	100.00%	96.77%
Students analyze renting versus buying. (Active from 2013 FA)	100.00%	96.77%
Students formulate a seller's net sheet. (Active from 2013 FA)	100.00%	96.77%
Students create a buyer's net sheet. (Active from 2013 FA)	100.00%	93.55%
RE52 - Mortgage Loan Brokering and Lending		
Students will formulate a method to determine the steps in processing a loan utilizing the buyer's credit report. (Active from 2019 FA)	100.00%	77.14%
Students will list five reasons why loans are refused by institutional lenders. (Active from 2019 FA)	100.00%	80.00%
Students will list the seven requirements for a California broker's license. (Active from 2019 FA)	100.00%	80.00%
Students will describe five prohibited activities for a foreclosure consultant. (Active from 2019 FA)	100.00%	77.14%
RE101 - Real Estate Principles		
Students will distinguish the difference between personal property and real property. (Active from 2019 FA)	100.00%	92.61%
Students will list the mandated disclosures in a real estate transaction for a single family residence. (Active from 2019 FA)	100.00%	72.02%
Students will identify the requirements for a salesperson's exam. (Active from 2019 FA)	100.00%	68.54%
Students will categorize the requirements for a broker's license. (Active from 2019 FA)	100.00%	84.68%
RE120 - Real Estate Finance		
Students will explain how to apply best practices in accounting, taxation, and finance to make sound real estate investments. (Active from 2019 FA)	100.00%	57.43%
Students will be discuss and apply concepts in real estate practices and institutions (Active from 2019 FA)	100.00%	58.06%
Students will be able to compare and contrast specific characteristics as they impact Real Estate investments and financing. (Active from 2019 FA)	100.00%	66.67%
Students will describe three characteristics of mortgage lenders. (Active from 2019 FA)	100.00%	55.81%
RE125 - Legal Aspects of Real Estate		
Students will analyze the pros and cons of the 1986 Tax Reform Act regarding real estate transactions. (Active from 2019 FA)	100.00%	84.62%

Course by SLO	Expected Performance	Performance
Students will recognize many legal difficulties, before they arise, in order to avoid possible lawsuits. (Active from 2019 FA)	100.00%	74.51%
Students will formulate a method to determine the steps in ethical behavior. (Active from 2019 FA)	100.00%	83.17%
Students will explain the importance of real estate disclosures. (Active from 2019 FA)	100.00%	67.65%
RE130 - Real Estate Practice		
Students will analyze and prepare required documents for a listing presentation. (Active from 2019 FA)	100.00%	67.86%
Students will be able to review and comprehend escrow documentation, preliminary title reports, property inspection reports, and termite reports. (Active from 2019 FA)	100.00%	95.42%
Students will be able to define and discuss acts prohibited by fair housing laws, including steering, blockbusting, and redlining and describe real estate activities permissible under Real Estate Settlement Procedures Act (RESPA) (Active from 2019 FA)	100.00%	89.68%
Students will be able to identify various sources of lead generation, understand the limitations under the "Do Not Call" list and assemble a personal "sphere of influence" list. (Active from 2019 FA)	100.00%	96.25%
Students will be able to prequalify buyers, identify institutional lenders, differentiate between primary and secondary financing sources, and understand real estate financing regulations. (Active from 2019 FA)	100.00%	88.64%
Students will be able to describe the basis of real estate tax assessments, identify various tax exemptions, illustrate the benefits of an installment sale and estimate tax benefits of home ownership. (Active from 2019 FA)	100.00%	92.05%
RE131 - Introduction to Real Estate Appraisal		
Students will analyze a Uniform Appraisal Report (Active from 2017 SP)	100.00%	0.00%
Students will be able to list the requirements for a Trainee License (Active from 2017 SP)	100.00%	0.00%
Students will be able to list the requirements for a Certified Residential License (Active from 2017 SP)	100.00%	0.00%
Students will be able to list the requirements for a Certified General License (Active from 2017 SP)	100.00%	0.00%
RE131 - Introduction to Real Estate Appraisal		
Students analyze a Uniform Appraisal Report. (Active from 2013 FA)	100.00%	0.00%
Students list the requirements for an appraiser's Trainee license. (Active from 2013 FA)	100.00%	0.00%
Students list the requirements for an appraiser's Residential license. (Active from 2013 FA)	100.00%	0.00%
Students list the requirements for an appraiser's Certified Residential license. (Active from 2013 FA)	100.00%	0.00%
Students list the requirements for an appraiser's Certified General license. (Active from 2013 FA)	100.00%	0.00%
RE140 - Real Estate Property Management		
The student, upon completion of this course will be able to prepare a management plan for a ten-unit apartment complex. (Active from 2019 FA)	100.00%	48.48%
Students will be able to list the general duties of a property manager. (Active from 2019 FA)	100.00%	50.00%
Students will be able to identify characteristics of population which affect the real estate market. (Active from 2019 FA)	100.00%	39.39%
Students will analyze the legal requirements for an on-site property manager. (Active from 2019 FA)	100.00%	40.91%

Course by SLO	Expected Performance	Performance
RE151 - Fundamentals of Escrow		
Students will identify various deeds. (Active from 2019 FA)	100.00%	0.00%
Students will explain the fees on a seller's settlement statement. (Active from 2019 FA)	100.00%	0.00%
Students will explain the fees on a buyer's settlement statement. (Active from 2019 FA)	100.00%	0.00%
Students will describe the tax consequences in a 1031 Tax Deferred Exchange. (Active from 2019 FA)	100.00%	0.00%
RE151 - Fundamentals of Escrow		
Students identify various deeds. (Active from 2013 FA)	100.00%	0.00%
Students explain the fees on a seller's settlement statement. (Active from 2013 FA)	100.00%	0.00%
Students explain the fees on a buyer's settlement statement. (Active from 2013 FA)	100.00%	0.00%
Students describe the tax consequences in a 1031 Tax Deferred Exchange. (Active from 2013 FA)	100.00%	0.00%
RE157 - Real Estate Investments		
Students will analyze three investment properties and the return on each investment. (Active from 2019 FA)	100.00%	40.43%
Students will be understand the advantages and disadvantages of investing in real estate. (Active from 2019 FA)	100.00%	68.85%
Students will be able to evaluate the risks of an income property investment. (Active from 2019 FA)	100.00%	65.57%
Students will be able to name at least three tax benefits for purchasing income property. (Active from 2019 FA)	100.00%	58.93%
Students will be able to calculate before and after tax cash on the rate of return. (Active from 2019 FA)	100.00%	42.55%
Students will be able to calculate the rate of return on the cash investment (ROI). (Active from 2019 FA)	100.00%	22.22%
RE160 - Real Estate Economics		
Students will identify a piece of property and report on the economic trends that make the property valuable now (Active from 2019 FA)	100.00%	58.18%
Students will demonstrate how economic factors have an effect on supply and demand (Active from 2019 FA)	100.00%	55.36%
Students will characterize major economic issues in the current real estate market (Active from 2019 FA)	100.00%	55.36%
Students will categorize influences on real estate development (Active from 2019 FA)	100.00%	56.36%
RE160 - Real Estate Economics		
Demonstrate knowledge of how economic factors such as supply and demand have positive and negative effects on all types of real estate. (Active from 2013 FA)	100.00%	68.75%
RE172 - Real Estate Occupational Work Experience/Career Internship		
Students will create a Comparative Market Analysis for a seller. (Active from 2019 FA)	100.00%	92.86%
Students will prepare for and hold an open house. (Active from 2019 FA)	100.00%	92.86%
Students will formulate a seller's net sheet. (Active from 2019 FA)	100.00%	85.71%
Students will originate a buyer's net sheet. (Active from 2019 FA)	100.00%	85.71%
RE173 - Real Estate Occupational Work Experience/Career Internship		
Students will create a Comparative Market Analysis for a seller. (Active from 2019 FA)	100.00%	100.00%

Course by SLO	Expected Performance	Performance
Students will prepare for and hold an open house. (Active from 2019 FA)	100.00%	100.00%
Students will formulate a seller's net sheet. (Active from 2019 FA)	100.00%	100.00%
Students will originate a buyer's net sheet. (Active from 2019 FA)	100.00%	100.00%
RE174 - Real Estate Occupational Work Experience/Career Internship		
Students will create a Comparative Market Analysis for a seller. (Active from 2019 FA)	100.00%	75.00%
Students will prepare for and hold an open house. (Active from 2019 FA)	100.00%	75.00%
Students will formulate a seller's net sheet. (Active from 2019 FA)	100.00%	75.00%
Students will originate a buyer's net sheet. (Active from 2019 FA)	100.00%	75.00%
RE52 - Mortgage Loan Brokering and Lending		
Students formulate a method to determine the steps in processing a loan utilizing the buyer's credit report. (Active from 2013 FA)	100.00%	0.00%
Students list five reasons why loans are refused by institutional lenders. (Active from 2013 FA)	100.00%	0.00%
Students list the seven requirements for a California broker's license. (Active from 2013 FA)	100.00%	0.00%
Students describe five prohibited activities for a foreclosure consultant. (Active from 2013 FA)	100.00%	0.00%
RE101 - Real Estate Principles		
Students distinguish the difference between personal property and real property. (Active from 2013 FA)	100.00%	87.87%
Students list the mandated disclosures in a real estate transaction for a single family residence. (Active from 2013 FA)	100.00%	67.28%
Students identify the requirements for a salesperson's exam. (Active from 2013 FA)	100.00%	81.55%
Students categorize the requirements for a broker's license. (Active from 2013 FA)	100.00%	89.66%
RE120 - Real Estate Finance		
Students describe three characteristics of mortgage lenders. (Active from 2013 FA)	100.00%	66.29%
Students explain how to apply best practices in accounting, taxation, and finance to make sound real estate investments. (Active from 2013 FA)	100.00%	55.68%
Students discuss the concepts in the loan process. (Active from 2013 FA)	100.00%	79.31%
Students compare and contrast specific characteristics as they impact real estate investments and financing. (Active from 2013 FA)	100.00%	75.00%
RE125 - Legal Aspects of Real Estate		
Students analyze the pros and cons of the 1986 Tax Reform Act regarding real estate transactions. (Active from 2013 FA)	100.00%	50.00%
Students recognize several legal difficulties, before they arise, in order to avoid possible lawsuits. (Active from 2013 FA)	100.00%	44.19%
Students formulate a method to determine the steps in ethical behavior. (Active from 2013 FA)	100.00%	44.19%
Students explain the importance of real estate disclosures. (Active from 2013 FA)	100.00%	44.19%
RE130 - Real Estate Practice		

Course by SLO	Expected Performance	Performance
Students define and discuss acts prohibited by fair housing laws, including steering, blockbusting, and redlining. (Active from 2013 FA)	100.00%	74.27%
Students analyze and prepare required documents for a listing presentation. (Active from 2013 FA)	100.00%	76.74%
Students review and comprehend escrow documentation, preliminary title reports, property inspection reports, and termite reports. (Active from 2013 FA)	100.00%	76.70%
Students identify various sources of lead generation, understand the limitations under the "Do Not Call" list and assemble a personal "sphere of influence" list. (Active from 2013 FA)	100.00%	79.77%
Students prequalify buyers, identify institutional lenders, differentiate between primary and secondary financing sources, and understand real estate financing regulations. (Active from 2013 FA)	100.00%	76.92%
Students describe the basis of real estate tax assessments, identify various tax exemptions, illustrate the benefits of an installment sale and estimate tax benefits of home ownership. (Active from 2013 FA)	100.00%	80.95%
RE140 - Real Estate Property Management		
Students prepare a management plan for a 10-unit apartment complex. (Active from 2013 FA)	100.00%	8.33%
Students list the general duties of a property manager. (Active from 2013 FA)	100.00%	8.33%
Students identify characteristics of population which affect the real estate market. (Active from 2013 FA)	100.00%	8.33%
Students analyze the legal requirements for an on-site property manager. (Active from 2013 FA)	100.00%	8.33%
RE157 - Real Estate Investments		
Students analyze three investment properties and the return on each investment. (Active from 2013 FA)	100.00%	88.89%
Students assess the advantages and disadvantages of real estate as an investment. (Active from 2013 FA)	100.00%	100.00%
Students evaluate the risks of particular properties as investments. (Active from 2013 FA)	100.00%	57.14%
Students name at least three tax benefits for purchasing income property. (Active from 2013 FA)	100.00%	73.33%
Students calculate before and after tax cash on the rate of return. (Active from 2013 FA)	100.00%	100.00%
Students determine the internal rate of return on an investment. (Active from 2013 FA)	100.00%	0.00%
RE172 - Real Estate Occupational Work Experience/Career Internship		
Students create a Comparative Market Analysis for a seller. (Active from 2013 FA)	100.00%	71.43%
Students prepare for and hold an open house. (Active from 2013 FA)	100.00%	72.73%
Students formulate a seller's net sheet. (Active from 2013 FA)	100.00%	65.00%
Students originate a buyer's net sheet. (Active from 2013 FA)	100.00%	65.00%
RE173 - Real Estate Occupational Work Experience/Career Internship		
Students create a Comparative Market Analysis for a seller. (Active from 2013 FA)	100.00%	89.66%
Students prepare for and hold an open house. (Active from 2013 FA)	100.00%	90.00%
Students formulate a seller's net sheet. (Active from 2013 FA)	100.00%	89.66%

Course by SLO	Expected Performance	Performance
Students originate a buyer's net sheet. (Active from 2013 FA)	100.00%	89.66%
RE174 - Real Estate Occupational Work Experience/Career Internship		
Students create a Comparative Market Analysis for a seller. (Active from 2013 FA)	100.00%	100.00%
Students prepare for and hold an open house. (Active from 2013 FA)	100.00%	100.00%
Students formulate a seller's net sheet. (Active from 2013 FA)	100.00%	100.00%
Students originate a buyer's net sheet. (Active from 2013 FA)	100.00%	100.00%

## Assessment Report (Part 2: Assessment Responses) : Version by Brady, Mary Ellen on 05/16/2023 19:06

The Students Learning Outcomes will be assessed every three years:

Explain the frequency (i.e., when and how often) and content of assessment process (e.g., planning, data collection, and results) for the program (e.g., department meetings, advisory boards, etc.). Also, describe the process for reviewing and discussing outcomes data.

The Cerritos College Real Estate Department currently employs one full-time instructor, who is the Department Chair, and five part-time instructors, with an emergency hire for a second nine-week class for Spring 2023. The Department Chair has monthly meetings with adjunct faculty that are discussed with the adjunct faculty. Minutes are typed and provided to the Division offices monthly. Discussion revolves around student retention, success rates, Student Learning Outcomes (SLO's) and SLO assessments, textbooks, and various other topics including but not limited to the modifications that occur regularly in the real estate industry and how to be sure the students are provided this information.

The Real Estate Department Chair arranges for one Real Estate Advisory Committee meeting each Spring and Fall semester. It is the Department Chair who prepares the agenda and oversees the meetings. Nearly all adjunct faculty are on this committee. The additional Advisory Committee members are informed as to the success of the real estate students and the course offerings for the semester. Many of the members are mentors for the students enrolled in the real estate internship program. All of the real estate adjunct faculty members are working professionals and are acquainted with the real estate industry changes.

Describe the process for development of plan for improvement and summarize the changes that discipline faculty plan to implement based on the analysis of the student learning and program effectiveness. Provide specific examples.

Most recently, there has been legislation passed which requires specific course content to one of the required classes for the Real Estate Salesperson's license and the Real Estate Broker's license. In one of the Real Estate Department meetings, implementation of this course content and the required role play, of which not even the Department of Real Estate can guide us on how to fulfill this task, was discussed. There were suggestions and examination of the requirements which resulted in Department Chair updating the Real Estate Practice (RE 130) course syllabus. The results being updating one of the SLO's for Real Estate Practice (RE 130), the implementation of the role play, which has yet to be established, and additional course material, to be supplied by the Department Chair, to each instructor who will be teaching this course, Real Estate Practice (RE 130). This information was submitted to the California Department of Real Estate and the Department Chair is waiting for approval before moving forward. Input was appreciated from the adjuncts, as they are all working Real Estate professionals.

## Data Analysis of Program Data : Version by Brady, Mary Ellen on 05/16/2023 21:45

The Tableau dashboards displayed an error message:

Server Error in '/' Application.

*The resource cannot be found.*

**Description:** HTTP 404. The resource you are looking for (or one of its dependencies) could have been removed, had its name changed, or is temporarily unavailable. Please review the following URL and make sure that it is spelled correctly.

**Requested URL:** /errors/404.aspx

### Success Rates by Race and Ethnicity

Row Labels	Sum of Enrollment Success Count	Sum of Graded Count	Success rate
American Indian or Alaskan Native	1	1	100%
Asian	26	31	84%
Black or African American	50	88	57%
Decline to State	15	27	56%
Hispanic or Latino	206	308	67%
Native Hawaiian or Other Pacific Islander	0	0	N/A
Two or More Races	3	5	60%
White	31	38	82%
<b>Grand Total</b>	<b>332</b>	<b>498</b>	<b>67%</b>

Describe your student demographics (race/ethnicity, gender, age, and others that might be relevant). Consider the following questions when writing your response:

- How do the demographics of your program and its related courses compare with the college as a whole?
- Have they changed over time?

The majority of the students attending Cerritos College, who identify as Hispanic or Latino make up 67% of the enrollment as of 2022. This figure nearly falls in line with the number of students who identify themselves as Hispanic or Latino enrolled in real estate classes at approximately 62%.

According to the Cerritos College Environmental Scan, published in January 2017, the increases in the number of those students identifying as Hispanic or Latino is directly attributed to the increase in the Hispanic/Latino population in the immediate service areas and the adjacent service areas.

Headcount (unduplicated) and enrollment (duplicated) in the program. Consider the following questions when writing your response:

- Identify enrollment trends.
- Have there been an increase or decrease in enrollment in the last year?
- Are there differences in trends when you disaggregate the data (e.g., online versus face-to-face, demographics, special populations, etc.)?
- How will enrollment trends affect staffing decisions?

The unduplicated head count shows an increase in enrollment during the 2020-2021 academic year for those students identifying as Hispanic or Latino. This is the largest population of student enrollment in the real estate classes. During the 2021-2022 academic year there was a decrease, about one class-size of 28 students. The second largest population, but much lower than the Hispanic/Latino population, is the students who identify as Black or African American. These students have had a steady increase until the 2020-2021 academic year and then there was a slight decrease by five students.

All other student populations remained about the same from 2016-2022.

Since the spring of 2020, when all students went online due to the pandemic, there was an increase in the online population because there were no on-ground classes. The maximum fill rates are being achieved through the offering of online real estate classes. Very few on-ground classes are offered for real estate because the classes cannot reach the minimum required fill rate.

With the increase in student demand for real estate classes to be offered online, additional classes are being added to the schedule for spring 2024. The Real Estate Department at the college is in the process of interviewing additional adjunct instructors who are either certified to teach online or willing to become certified to teach online.

Discuss the program's success and retention rates, addressing any performance gaps if success rates are lower for disproportionately impacted students. Consider the following questions when writing your response:

- How have the success and retention rates changed over time?
- Are there particular courses that have particularly low rates and may prove a barrier to program completion?

The success rates for those students who identified as American Indian and Native Hawaiian have dropped off since the 2016-2017 academic year. However, Native Hawaiian students increased their success rates from 2020-2021 through the 2021-2022 academic year.

Students who identified themselves as Asian, are now exceeding the success rates from the 2016-2017 academic year, when success rates for this group of students was in the 80 percent range.

Those students who identified as Black or African American saw a drop-in success rates during the 2018-2019 academic year. However, an increase in success rates was identified between 2019-2021 and then a slight drop has been indicated during the 2021-2022 academic year.

Students identifying as Hispanic or Latino have been the most consistent group remaining in the 60-65% range from 2016-2022.

Those students identifying as White have success rates that dropped significantly during the 2019-2020 academic year. But between 2020-2021 there was an increase in success rates, followed by another decrease during 2021-2022 academic year.

Regarding the courses that may have low success rates, all courses, with the exception of Real Estate Investments and Real Estate Work Experience/Career Internship courses are either required by the California Department of Real Estate for either the real estate salesperson's license or the real estate broker's license. Students should be completing the required courses with a "D" or better on the student's transcripts to qualify for the educational requirements for both the real estate salesperson's license and the real estate broker's license. A "D" is the lowest grade accepted on a student's transcript by the California Department of Real Estate.

With regards to success and retention rates, what is the program doing or planning to do to close performance gaps and address student equity? Consider the following question when writing your response:

- Are there differences in success rates across delivery method (e.g., face-to-face compared to online)?

Some of the strategies to improve success and retention rates will be to find different ways to connect to the students, provide encouragement to help balance the students' priorities, overcome challenges collaboratively, and monitor the students' progress throughout the semester. Information regarding additional student services is available in the course syllabus if the student needs support outside the scope of what can be provided by the instructor. In addition, the Real Estate Department can recruit student ambassadors, who are recent graduates of the Real Estate Program, to speak to current students about their successes and challenges and to help current students visualize their potential future in the Real Estate industry.

The Real Estate Department at Cerritos College is only offering two classes during the spring 2023 semester face-to-face out of 18. Any of the other face-to-face classes scheduled were either canceled or moved to online. During the fall 2022 semester only four classes out of 19 were offered face-to-face with only one class making the minimum number of students required. The success rates indicate that there is little to no difference between the success on face-to-face students and online students.

Discuss conclusions drawn from the program data, assessments (SLOs), and/or other data. Indicate any specific responses or programmatic changes based on the data.

There is always room for improvement in any department. Success rates for the students should be 60% or better for the required courses for the state exams, which is a passing grade to qualify for the exams.

Recent statistics have indicated a drop in student population for all colleges. I am attributing any decrease in the real estate student population to this recent development, within the last year.

There is a new challenge for the Real Estate Practice instructors beginning January 1, 2024, with SB 1495, regarding implicit bias. This is the first time in the history of real estate licensing in California, since 1917, that a legislation has been passed that dictates what we, as instructors are to teach and how we are to teach it. Not only do we have to include implicit bias in our curriculum, but we also must have the students participate in role play. This will probably be done using zoom for the online classes. Details are being worked out, and a pilot course being offered in the summer 2023. See below:

March 22, 2023

Cerritos College Attn: Mary Ellen Brady, Real Estate Department Chair 11110 Alondra Blvd Norwalk, CA 90650

Dear Mary Ellen Brady:

We have received your letter dated February 28, 2023 requesting that the California Department of Real Estate (DRE) review the requirements for completing Real Estate Practice at Cerritos College, to determine if this course complies with Senate Bill 1495. Senate Bill 1495 is effective January 1, 2024, and requires all Real Estate Practice offerings to include the subject matters of Implicit Bias and Fair Housing. The Fair Housing subject matter must include a component of participatory interaction, whereby the student role plays as both the consumer and the real estate professional. The Real Estate Practice course is required for all individuals qualifying for the Real Estate examination. We have determined that Cerritos College's Real Estate Practice course with the included subject matters of Implicit Bias and Fair Housing (with a component of participatory interaction) complies with Senate Bill 1495. This approval applies to students enrolling into Real Estate Practice with Cerritos College on the date of February 28, 2023, or later.

If you have any further questions regarding this matter, please contact me directly at the phone number listed above.

Sincerely, Patrick Dunne-Phillips

Manager- Licensing, Education and Research

**Currently, the Department Chair is waiting for curriculum to approve this change. It was indicated this will happen Fall 2023.**

## Curricular Course Review : Version by **Brady, Mary Ellen** on **05/10/2023 22:01**

Provide the curriculum course review timeline to ensure all courses are reviewed at least once every six years.

All active real estate courses have been approved for Distance Education during 2020-2021.

Explain any course additions to current course offerings.

None.

Explain any course deletions and inactivations from current course offerings.

Courses which have not been taught in five or more years will be deactivated beginning Fall 2023.

Discuss how well the courses, degrees, and/or certificates meet students' transfer or career training needs. Consider the following questions:

- Have all courses that are required for the program's degrees and certificates been offered during the last two years? If not, has the program established a course offering cycle?
- How has degree and/or certificate completion changed over time?
- Are there sufficient completers compared with the size of your program?

All courses that are required for the Real Estate Certificates and the Real Estate AA Degree have been offered during the last two years.

The two certificates and the AA Degree have either remained the same or slightly improved. The reason for the low number of certificates and the AA degree is because this is not a requirement in the real estate industry. The California Department of Real Estate requirements for the Real Estate Salesperson's license are the following courses: Real Estate Principles (RE 101) and Real Estate Practice (RE 130) to be completed and passed along with one additional real estate course from the approved California Department of Real Estate (DRE) list found on the DRE website.

The California Department of Real Estate requires the following courses to meet the educational criteria for the Real Estate Broker's license. The following five courses are required: Real Estate Practice (RE 130), Real Estate Finance (RE 120), Real Estate Appraisal (RE 131), Real Estate Economics (RE 160) and Legal Aspects of Real Estate (RE 125). Three additional courses must be completed from the California Department of Real Estate (DRE) approved course list found on the (DRE) website.

However, all instructors are asked to encourage students to enroll in the additional courses to complete the requirements for the certificates and the Real Estate AA Degree, which is non-transferrable.

Most students who complete the AA Degree, usually have an AA degree or higher in another discipline.

Are any licensure/certification exams required for program completion or career entry?

- If so, what is the pass rate among graduates?
- Set an attainable, measurable goal for pass rates and identify any applicable performance benchmarks set by regulatory agencies.

There are two state exams. The Real Estate Salesperson's state exam and the Real Estate Broker's state exam, which need to be passed and a background check completed before a license is issued. The state exam is difficult, and the pass rate is approximately 50% on the salesperson's exam, and approximately 55% on the broker's exam, according to the California Department of Real Estate.

As of this IPR, there is no way to track which Cerritos College students are passing the state exam, unless they contact any of the Real Estate instructors at Cerritos College. The Department Chair and the previous hourly employee have been working with the California Department of Real Estate to work out a system to track the Cerritos College students who pass the state exams. There has not been a formula developed as of this IPR.

## Program Reflection

### Six-Year Program Reflection : Version by **Brady, Mary Ellen** on **05/16/2023 21:45**

Provide an analysis of your program throughout the last six years, reflecting on student demographics and enrollment. Reflect on any changes you would like to see in your program in the next six years.

The changes that would be welcomed is support from the college in the way of advertising. The college provides no advertising for the real estate program, outside of the course catalog or semester schedule. The real estate department has spent many years creating and distributing flyers advertising real estate classes. Some support from the college would go a long way. One of the Real Estate Work Experience mentors has been advertising on Facebook each time an intern from the program joined his office. It would be great if all the mentors advertised Cerritos College Real Estate interns on social media. Students should be recruited as ambassadors of the Real Estate Program and asked to share their experiences. Students should be recruited from all age groups and ethnicities. Real estate is generally a change in career profession. Most high school students do not have enough life experience to venture into real estate, unless a family member or close family friend is already involved in real estate. However, the Real Estate Department Chair would have to create a medium for these students to share these experiences. Another full-time instructor would be able to assist in the additional tasks needed to keep the program growing.

What is the six-year trend of degrees and certificates awarded? Is there anything you can do to help increase the number of students who acquire degrees and/or transfer?

There is a slight chance of an increase in certificates and degrees over the next six-years. This can be accomplished through promotion by Real Estate instructors at the college. If the California Department of Real Estate requires a certificate or degree for either the Real Estate Salesperson's license or the Real Estate Broker's license this would help to increase the number of certificates awarded to students.

Encouraging those students who already have an AA degree or higher, to move forward to complete the major requirements to fulfill the AA Degree in Real Estate is the best way to increase the number of certificates or degrees.

There are only five colleges in the state of California that offer a degree in Real Estate. This has been researched.

Were there any unplanned events (positive or negative) that affected your program? If so, what were they and how did they affect the program?

The biggest unplanned event was COVID-19. All classes were moved from on-ground to online. All instructors, full-time and adjuncts, had to become certified to teach online, if they had not been certified before the pandemic. The Real Estate Department at Cerritos College has lost two adjunct faculty due to not being able to make the transition to online, as the courses were destined to be taught. A third adjunct instructor may also may not be able to complete the challenging and time-consuming training. This has led to needing an emergency hire for Spring 2023. Special permission was granted to allow an adjunct to teach over the required number of classes allowed and if the emergency hire was not approved, the Real Estate Department Chair would have had to gain permission to teach over the overload. The Real Estate Department is stretched to capacity for instructors. A hiring pool is started but with only one full-time instructor, not everything can be accomplished in a timely manner.

The positive that came out of COVID-19 is all the Real Estate course offering of the active classes for Real Estate have been approved for DE. Enrollment is increasing each semester due to the number of online classes offered. The on-ground classes are struggling to maintain a minimum number of students, but this is after asking special permission to allow the on-ground classes to run with the lower than required minimum.

Please describe any recent achievements in your program by faculty and staff who have won awards or distinctions, new projects your program has implemented, committee work, professional development work, conference presentations, community engagement, or recently published work.

Most recently, the Department Chair secured the approval, from the California Department of Real Estate to offer the updated Real Estate Practice course which is required for both the real estate salesperson's license and the real estate broker's license.

Real Estate faculty will be providing two zoom meetings at the end of the spring 2023 semester to assist students in completing the application for the real estate salesperson's exam. Exam dates can be delayed approximately three months or longer if the application is not filled out properly.

Most of the real estate faculty attend a minimum of two conferences, for professional development, during the academic year. The conference most widely attended is the California Community College Real Estate Educators Conference.

High schools are holding career fairs again and the real estate department at Cerritos College just had a booth a few weeks ago at Paramount High School.

25 scholarships were awarded to 14 students for the 2022-2023 academic year from the Real Estate Endowment Fund. Cerritos College students have consistently had the largest number of scholarships awarded for more than 10 years than any other community college in the state.

Provide a status update on goals from the last program review cycle.

The goals set for 2016-2017:

**Address the low number of AA Degrees and Certificates.** Although students have been encouraged to pursue any of the certificates or AA Degree, most students are reluctant to do so. Only three classes are needed to fulfill the educational requirement to apply for and take the state real estate salesperson's exam. I strongly encourage my students to continue their education. Those students who already possess an AA Degree or higher are more apt to follow through with the AA degree or certificates.

**Establish a system to track Real Estate students to be sure they are on the pathway to either a Certificate and/or an AA Degree in Real Estate.** This did not happen. While working with the California Department of Real Estate to establish a numbering system for each class completion certificate offered, the pandemic arrived. During the pandemic the Department of Real Estate closed and discontinued testing for a period of time. Contacts that we were working with either left or transferred to a new position and this process will have to begin again at a later date when more assistance is available, preferably, another full-time instructor.

**Help to offer a prep course to those students preparing for the state exam.** This goal failed. A meeting was arranged by the Department Chair of Real Estate and one of the successful schools that offers a real estate exam prep with a weekend crash course. The meeting did not go well with Community Ed and the owner of the company, due to a monetary disagreement.

**Offer Distance Education classes.** Distance Education courses were approved on an emergency basis at the beginning of the pandemic. However, there was a tremendous amount of work done by all, which includes the instructors and curriculum committee, to have the real estate courses approved for permanent Distance Education approval.

**Assess the minimum class size and cancellation policies for real estate classes at Cerritos College.** This was discontinued due to the fact that nearly all real estate classes are offered online, and the minimum enrollments are exceeded for these classes. Previously, enrollment was dropping with all face-to-face classes and campaigning was done each semester to make the minimum enrollment for face-to-face classes.

**Increase the number of Real Estate sections being offered.** This was achieved. In fall 2016 only 14 classes were offered for real estate 19 classes in real estate were offered in spring 2023. This does not include the classes that were cancelled due to low enrollment face-to face.

If applicable, describe the resources the program received from the last review cycle and the impact it had on the program?

No Value

## Resource Requests

### Faculty Resource Request(s) : Version by **Brady, Mary Ellen** on **05/30/2023 16:07**

Need a full-time hire to assist in growing the Real Estate Department.

Program/Department/Division:

Real Estate Department/Business Division

Title of instructor position:

Full time-instructor is needed to assist in growing the Real Estate program.

Priority:

1. Critical (mission critical or must have)
2. Important (creates value and efficiency for program)
3. It can wait (would be nice if the money is available)

1. Critical

Is this position:

- New (not in the current budget)
- Replacement (in the current budget, currently vacant or will be vacant in the next budget year)
- Full-Time Temporary
- Conversion (grant to general fund)

This full-time position will be new.

Cost estimate:

\$70,000 or more per year for an additional full-time faculty member.

Occurrence:

- Recurring expense
- One-time augmentation

This will be a recurring expense.

Funding source:

- Instructional equipment
- Perkins
- Grants/contracts
- Vintage
- General fund (Program 100)
- Categorical – Equity
- Categorical – 3SP
- Categorical – Other
- Other funding

General fund or other funding

Provide a summary and rationale for this position. Explain how the position will help the program better meet its goals.

A full-time instructor will assure fewer, if any, disruptions in course organization, materials, and provide a motivated instructor to keep students interested in the course subject matter.

The full-time instructor will:

1. Assist in increasing the number of certificates and AA degrees in Real Estate. This goal was accomplished through promoting the certificates and AA degree within the classrooms,

through emails, and at job fairs and other student events.

2. Establish a system to track students' progress toward the certificates, the AA Degree in Real Estate, and passing the state exam.
3. Work with the Real Estate Department Chair in establishing an exam preparation course for the students who are interested in taking the state real estate exam.
4. An additional full-time instructor will help increase the number of real estate sections offered.
5. A full-time hire is needed in to help the Real Estate Department at Cerritos College grow.

If this position is not filled, what is the potential impact to student success?

Instructor shortages can significantly depress student achievement, as classes could be cancelled due to the vacancy or unprepared part-time hires, who are not knowledgeable in the subject matter. This creates an unstable environment for the students, which can result in poor performance by the students or worse, the students will drop the course.

## Classified Resource Request(s) : Version by **Brady, Mary Ellen** on **05/24/2023 22:10**

A clerical employee is needed to be hired, as the previous hourly employee retired as of December 2022.

Program/Department/Division:

Real Estate/Business Division

Position requested:

A clerical employee is needed.

Priority:

1. Critical (mission critical or must have)
2. Important (creates value and efficiency for program)
3. It can wait (would be nice if the money is available)

Critical importance

Is this position:

- New (not in the current budget)
- Replacement (in the current budget, currently vacant or will be vacant in the next budget year)
- Full-Time Temporary
- Conversion (grant to general fund)

Replacement

Cost estimate:

Approximately \$13,000.00 for the salary of a clerical employee.

Occurrence:

- Recurring expense
- One-time augmentation

Recurring expense.

Funding source:

- Instructional equipment
- Perkins
- Grants/contracts
- Vintage
- General fund (Program 100)
- Categorical – Equity
- Categorical – 3SP
- Categorical – Other
- Other funding

Strong Workforce

Provide a summary and rationale for this position. Explain how the position will help the program better meet its goals.

Support staff needs to be a liaison between the real estate department at the college and the California Department of Real Estate. To assist the real estate instructors in the creation of flyers to support the real estate program. Promote the Real Estate certificates and the AA Degree. Staff is needed to continue to build a real estate database of real estate companies who will provide a mentorship for students who wish to enroll in an internship.

If this position is not filled, what is the potential impact to student success?

If this position is not filled, the connection between the California Department of Real Estate and the Cerritos College Real Estate Department may be lost.

There will not be anyone available to establish a database for the mentors of the Real Estate Work Experience Program, and thereby the students will be losing out on opportunities for employment.

## Other Staffing Resource Request(s) (e.g., Manager, Confidential, etc.) : Version by **Brady, Mary Ellen** on **05/10/2023 22:35**

Program/Department/Division:

No Value

Position requested:

No Value

Priority:

1. Critical (mission critical or must have)
2. Important (creates value and efficiency for program)
3. It can wait (would be nice if the money is available)

No Value

Is this position:

- New (not in the current budget)
- Replacement (in the current budget, currently vacant or will be vacant in the next budget year)
- Full-Time Temporary
- Conversion (grant to general fund)

No Value

Cost estimate:

No Value

Occurrence:

- Recurring expense
- One-time augmentation

No Value

Funding source:

- Instructional equipment
- Perkins
- Grants/contracts
- Vintage
- General fund (Program 100)
- Categorical – Equity
- Categorical – 3SP
- Categorical – Other
- Other funding

No Value

Provide a summary and rationale for this position. Explain how the position will help the program better meet its goals.

No Value

If this position is not filled, what is the potential impact to student success?

No Value

## Professional Development Resource Request(s) : Version by **Brady, Mary Ellen** on **05/24/2023 22:10**

Explain and justify the program's training and professional development needs. Explain how the training/professional development will help the program better meet its goals.

Faculty, both full and part-time attend professional development events regularly. For example, the California Community College Real Estate Educators Conference, the California Association of Realtors expo and conferences and local associations seminars and events.

Profession development will keep the faculty updated on new and upcoming changes to the real estate profession pertaining to the laws, regulations, educational requirements, and improvements to the program that can be made through networking ideas and suggestions.

Professional Development Resource Request(s):

There is no cost to attend the California Community College Real Estate Educator's conference, since the pandemic all conferences are via Zoom.

There is no fee for faculty to attend California Association of Realtor Expo. However, the seminars provided during the conference may have fees to enter seminars at a fee of \$50,00-\$200.00 per session.

The local Association/Board of Realtors may charge a fee for a seminar between \$50.00-\$300.00 per session.

Priority:

1. Critical (mission critical or must have)
2. Important (creates value and efficiency for program)
3. It can wait (would be nice if the money is available)

N/A

Cost estimate:

N/A

Occurrence:

- Recurring expense
- One-time augmentation

N/A

Funding source:

- Instructional equipment
- Perkins
- Grants/contracts
- Vintage
- General fund (Program 100)
- Categorical – Equity
- Categorical – 3SP
- Categorical – Other
- Other funding

N/A

## Facilities Resource Request(s) : Version by **Brady, Mary Ellen** on **05/30/2023 16:14**

Identify and justify any facilities and equipment needs. Explain how it will help the program better meet its goals. If possible, indicate other disciplines who may share this space.

Real Estate weekend crash course at Community Ed Center.

What impact will this have on student success? What is the consequence of not getting this request fulfilled?

The students will be more fully prepared to take on the real estate exam. Students will possibly fall into the 50-percentile range of failing the state exam.

Facilities Resource Request(s):

Community education facilities is where the weekend crash course will be held upon completion of negotiation with outside vendor and community education coordinator. Cost to be determined at a future date.

Priority:

1. Critical (mission critical or must have)
2. Important (creates value and efficiency for program)
3. It can wait (would be nice if the money is available)

N/A

Cost estimate:

Approximately, \$250.00 per student who takes the weekend crash course.

Occurrence:

- Recurring expense
- One-time augmentation

N/A

Funding source:

- Instructional equipment
- Perkins
- Grants/contracts
- Vintage
- General fund (Program 100)
- Categorical – Equity
- Categorical – 3SP
- Categorical – Other
- Other funding

N/A

## Technology and Software Resource Request(s) : Version by **Brady, Mary Ellen** on **05/16/2023 22:01**

Identify and justify technology and software needs. Explain how it will help the program better meet its goals. If possible, indicate other disciplines who may share the technology and/or software.

Need real estate calculators, approved by Dean and Strong Workforce but now I am told the calculators do not meet ADA approval, so no students get a calculator.

What impact will this have on student success? What is the consequence of not getting this request fulfilled?

N/A

Technology and Software Resource Request(s):

N/A

Priority:

1. Critical (mission critical or must have)
2. Important (creates value and efficiency for program)
3. It can wait (would be nice if the money is available)

N/A

Cost estimate:

N/A

Occurrence:

- Recurring expense
- One-time augmentation

N/A

Funding source:

- Instructional equipment
- Perkins
- Grants/contracts
- Vintage
- General fund (Program 100)
- Categorical – Equity
- Categorical – 3SP
- Categorical – Other
- Other funding

N/A

## Other Resource Request(s) : Version by **Brady, Mary Ellen** on **05/24/2023 22:10**

Identify and justify any other needs. Explain how it will help the program better meet its goals.

Stipend or hourly pay at their teaching rate for those adjuncts who work beyond their teaching hours at career fairs, developing and creating material for career fairs and other activities to encourage the students to enroll in real estate classes, and advertising the real estate courses they are teaching, contacting and being involved with potential mentors for the Real Estate Work Experience/Career Internship students, and any other activities promoting the real estate classes at Cerritos College on their own time.

What impact will this have on student success? What is the consequence of not getting this request fulfilled?

Increased student enrollment through promoting the Real Estate Program at Cerritos College. If this request is not fulfilled, fewer new students will be attracted to the college, since there is no other advertising of the real estate courses offered at the college.

Other Resource Request(s):

N/A

Priority:

1. Critical (mission critical or must have)
2. Important (creates value and efficiency for program)
3. It can wait (would be nice if the money is available)

This is important that the adjuncts be compensated for their efforts. The college is very fortunate to have adjuncts who are working in various areas of the real estate industry and who can keep students up to date on the most current events.

Cost estimate:

\$2500.00 per semester should be available for any assistance for the adjuncts.

Occurrence:

- Recurring expense
- One-time augmentation

Recurring expense that can be rolled over from semester to semester, if all \$2,500 is not used during a semester.

Funding source:

- Instructional equipment
- Perkins
- Grants/contracts
- Vintage
- General fund (Program 100)
- Categorical – Equity
- Categorical – 3SP
- Categorical – Other
- Other funding

No Value

## Prioritized Resource Request Recommendations

Resource request:	Priority:	Cost estimate:	Program goal alignment:
undefined	undefined	undefined	undefined

## Career Technical Education (CTE) Supplemental Questions : Version by Brady, Mary Ellen on 04/20/2023 23:19

How strong is the labor market demand for the program? Utilizing labor market data, describe changes in demand over the last six years and discuss the occupational outlook for the next six years.

According to the Bureau of Labor Statistics, overall employment of real estate brokers and sales agents is projected to grow **5 percent** from 2021 to 2031, about as fast as the average for all occupations. About **54,800** openings for real estate brokers and sales agents are projected each year, on average, over the decade (<https://www.bls.gov/ooh/sales/real-estate-brokers-and-sales-agents.htm>).

Also, according to the Bureau of Labor Statistics (<https://www.bls.gov/oes/current/oes419022.htm#st>), the average income for Real Estate agents in the state of California is \$73,450. California is one of the top earning states for Real Estate agents. Hard work is essential to high salaries, however. While the average represents a high number, the salary range for California Real Estate agents (<https://www.aceableagent.com/career-center/california/how-much-do-real-estate-agents-make-in-california/>) falls between \$24,970 on the low end and \$123,700 for top earners. In order to become a top earner, agents must commit time, energy, and money. Like any career, real estate agents who build a solid foundation of hard work will find the most success. The first few years are essential for real estate agents – it is important to lay groundwork with marketing and networking. Some first-time agents may be discouraged when they see their cash flowing out more than in, but persistence will eventually pay off. After your first deal is closed and you've built a solid network, your sales will pick up as your experience grows. The most successful real estate agents are those that have been in the business for 10-20+ years as they have had time to learn the tricks of the trade. Once you've obtained your California real estate license, you've got a long road to success ahead of you. If you are persistent with hard work, marketing, and networking, you could become one of the top earners in the state, making 6+ figures annually. A career in real estate is an exciting opportunity to earn a substantial salary and grow as a well-rounded professional. Many real estate agents are self-motivated entrepreneurs that possess qualities such as honesty, integrity, and strong communication skills. If you have the drive for success and passion for great customer service, you can very easily become one of the top real estate agents in California.

While the average real estate agent in California makes around \$75,000, California is a very large state and the real estate market varies from area to area. Multi-million-dollar homes in Los Angeles and other areas mean there are real estate agents making well above the average salary. Star real estate agents in the state of California can make millions annually (<https://www.thebalance.com/how-much-do-real-estate-agents-make-1798888>). These agents need to average at least \$50 million in sales annually with an average commission of 2%. While these numbers may seem out of reach, if you are a real estate agent in California your chances of multi-million-dollar sales are higher than any other state (<https://www.kapre.com/resources/real-estate/how-to-make-1-million-in-your-first-year-selling-real-estate-article-1/>). Becoming a rock star real estate agent depends on your skill, your location, and your connections. Agents practicing in areas like Los Angeles and Beverly Hills are more likely to earn higher sales. As a real estate agent in California, the dream of a lavish life is within reach. If you're wondering how much the average real estate agent in California makes, you'll be happy to know that the Golden State is one of the best places to practice real estate. While you may not become a multi-million dollar rockstar agent, the chances of earning \$60,000 or more annually are higher in California than in many other states.

How does the program address needs that are not met by similar programs in the college's region/service area? Identify and describe any distinctive component of the program and/or unique contributions.

The Cerritos College Real Estate Department is the only Real Estate program in the state of California to offer a real estate internship program. There are a total of 28 students currently enrolled during the Spring 2023 semester.

The Real Estate Investment course is unique to only Cerritos College.

All other coursework is comparable or exceeds other colleges in the region's service area.

What is the success, completion, and employment rates for students in the program? Identify the standards set by the program for each metric and discuss any factors that may impact the metrics for students in the program. Based on the program's benchmarks, describe the status of any action plans for maintaining/improving the metrics.

Currently there is not a method available to track students who become licensed and then become employed in the real estate profession.

The Real Estate Work Experience/Career Internship Program is the only limited method available at this time to track students who enter the real estate profession. In general, mentors or students inform the Department Chair when the student is hired into the office in which they interned. One of the mentors worked with between 12-15 students every semester and was very proud of the fact that all but one intern joined the office over a period of years. With the pandemic, it changed the methodology by which the interns achieved their required hours. Since the end of the restrictions, brought on by the pandemic, there has been a greater demand, by the students, to enroll in the Real Estate Work Experience/Career Internship program. As the program grows, the need for mentors grows. Most mentors will take 1-4 students. The mentor who took 12-15 students had a very large office and offered specialized training for the interns. However, this changed since the pandemic and only 1-5 students are now interning at this office. There are currently eight mentors available to offer internship in their offices. In the past an appraiser was available to mentor 1-2 students per semester, but that was eliminated due to a change in the appraiser licensing laws and liability involved. Students, interested in mortgage loan brokering are able to intern in a mortgage loan broker's office, although this is usually limited to 1-2 students and the location of the office, in Orange County. But it is still available none the less. One student knew someone in a title company and was able to intern at that company for a semester and was hired. There was a student interning at the Rancho Southeast Association of Realtors, and I was asked if they could hire him permanently. The students can continue the internship, if paid, but they will have to put in more hours. Another broker, who had an intern in their full-service office, the office did listings, sales, escrows, lending, and termite inspections, asked if he could hire a student to become trained as an escrow officer. Again, the student had to intern additional hours once paid.

Attempts were made, through the California Department of Real Estate, to track students from Cerritos College, who passed the state exam. A tracking number was to be assigned, by the Department of Real Estate, to each real estate course offered. All the required documentation was sent to the Department of Real Estate to be reviewed, such as course outline of record and a copy of the syllabus as per their request. This attempt was done before the pandemic and then again after people went back to their "normal" activities. The contacts that were previously secured at the Department of Real Estate have either left or moved to another department and no longer handle this request. Tracking students who pass the exam is 100% dependent on the student notifying their instructor or the Department Chair.

List any licensure/certification exam(s) required for entry into the workforce in the field of study and report the most recent pass rate(s) among program graduates. Identify performance benchmarks set by regulatory agencies and based on the program's benchmarks, describe the status of any action plans for maintaining/improving the pass rates.

**From the California Department of Real Estate website:**

### Requirements to Apply for a Real Estate Salesperson License

To obtain a real estate salesperson license, you must first qualify for and pass a written examination. Those who pass the examination are provided a license application which must be submitted to and approved by the DRE.

This license is required of individuals who conduct licensed real estate activities as described in the Real Estate Law (<https://www.dre.ca.gov/Publications/RealEstateLaw.html>) under the supervision of a licensed broker. A license may also be obtained by a person who does not immediately intend to be employed by a broker. However, a salesperson without an responsible broker may not perform acts requiring a real estate license.

#### GENERAL REQUIREMENTS

- **Age:** You must be 18 years of age or older to be issued a license.
- **Residence:** If you are not a California resident, see Out-of-State Applicants (<https://www.dre.ca.gov/Examinees/OutOfState.html>).
- **Honesty:** Applicants must be honest and truthful. Conviction of a crime may result in the denial of a license.

#### COURSE REQUIREMENTS

Successful completion of three college-level courses is required to qualify for a real estate salesperson examination:

1. **Real Estate Principles**, and
2. **Real Estate Practice\***, and
3. **One** course from the following list:
  - o Real Estate Appraisal
  - o Property Management
  - o Real Estate Finance
  - o Real Estate Economics
  - o Legal Aspects of Real Estate
  - o Real Estate Office Administration
  - o General Accounting
  - o Business Law
  - o Escrows
  - o Mortgage Loan Brokering and Lending
  - o Computer Applications in Real Estate
  - o Common Interest Developments

*\*Note: Effective January 1, 2024, any real estate practice course submitted for purposes of qualifying to take a real estate license exam, must include components on implicit bias and fair housing. Additionally, the fair housing component must include an interactive participatory component where the applicant role plays as both the consumer and the real estate professional.*

### Requirements to Apply for a Real Estate Broker License

To obtain a real estate broker license, you must first qualify for and pass a written examination. Those who pass the examination are provided a license application which must be submitted to and approved by the DRE.

#### GENERAL REQUIREMENTS

- **Age:** You must be 18 years of age or older to be issued a license.
- **Residence:** If you are not a California resident, see Out-of-State Applicants (<https://www.dre.ca.gov/Examinees/OutOfState.html>).
- **Honesty:** Applicants must be honest and truthful. Conviction of a crime may result in the denial of a license.
- **Experience:** Either, a minimum of two years full-time licensed salesperson experience within the last five years, or two years of unlicensed equivalent experience, or a four-year degree with a major/minor in real estate is required. For further information, see Documenting Experience Requirements for the Broker Examination (<https://www.dre.ca.gov/examinees/BrokerExperience.html>).

#### COURSE REQUIREMENTS

Applicants for a real estate broker license examination must have successfully completed the following eight statutorily required college-level courses:

1. **Real Estate Practice\***; and
2. **Legal Aspects of Real Estate**; and
3. **Real Estate Finance**; and
4. **Real Estate Appraisal**; and
5. **Real Estate Economics or Accounting\*\***; and
6. **Three** courses from the following list:
  - o Real Estate Principles
  - o Business Law
  - o Property Management
  - o Escrow
  - o Real Estate Office Administration
  - o Mortgage Loan Brokering and Lending
  - o Advanced Legal Aspects of Real Estate
  - o Advanced Real Estate Finance
  - o Advanced Real Estate Appraisal
  - o Computer Applications in Real Estate
  - o Common Interest Developments

*\*Note: Effective January 1, 2024, any real estate practice course submitted for purposes of qualifying to take a real estate license exam, must include components on implicit bias and fair housing. Additionally, the fair housing component must include an interactive participatory component where the applicant role plays as both the consumer and the real estate professional.*

*\*\*Note: If both Real Estate Economics and Accounting are taken, only two courses from the above group are required.*