

De Anza College

Program Review – Annual Update Form

1. Briefly describe how your area has used the feedback from the Comprehensive Program Review provided by RAPP members (if unsure, request the feedback form from your dean/manager).

The REST department utilized feedback from the Comprehensive Program Review to explore and implement strategies that help students successfully pass the Real Estate license exam upon completing the three DRE-required courses. Additionally, the department has taken steps to address systemic equity gaps by incorporating fair housing role-play assignments—both student-to-student and instructor-to-student—to shape the mindset of future realtors. All real estate students are also required to engage in bias studies as part of their equity training.

To further support accessibility and equity, we are actively exploring alternative textbooks and remain committed to using low- or no-cost materials whenever possible. Furthermore, our advisory committee has played a key role in guiding us to integrate new 2024 federal and state laws into the curriculum, a goal we have successfully achieved.

Looking ahead, our previous department model curriculum is being replaced with new RSI standards, which will be implemented for each REST course Winter 2025 (RSI Part 2). While we are investigating new textbooks to replace our previous interactive model curriculum, few options currently meet our needs. The search for suitable materials continues.

Below is our revised mission statement below as recommended by RAPP to invoke enthusiasm and excitement for our area.

Revised Mission Statement:

Our mission is to inspire and equip students with the knowledge, skills, and confidence to excel in the California Department of Real Estate license exam, unlocking exciting career opportunities in the dynamic real estate industry. We are passionate about fostering ethical leadership and empowering students to make a meaningful impact in their communities through socially responsible practices. The Real Estate Department is dedicated to delivering high-quality, accessible, and affordable education, ensuring every student has the tools and support needed to achieve their real estate dreams and build a brighter future.

We have updated our Goals evidence and how we will assess achievements as follows for next year as shown in bolded text:

Goal title	Goal description	Responsible parties	Collaboration with	Guided Pathways engagement	What evidence will be used to monitor progress?	How will you assess achievement of the goal?
Low cost REST courses and materials	Provide equitable low or no-cost options for students to complete three required Real Estate courses to qualify for the DRE real estate license exam.	Mark Sherby	Intero Real Estate and our Real Estate advisory committee	Ongoing	Student survey feedback on affordability impact on students willingness to continue to enroll, persist or complete the course. Track enrollment and completion rates specifically for low-cost or no-cost real estate core courses.	Faculty will annually review cost savings data and student surveys to evaluate program effectiveness. Results from this survey will inform course design and/or resource allocation decisions. Cost savings will be analyzed to determine their correlation with increased enrollment or completion rates

2. Describe any changes or updates that have occurred since you last submitted program review (comprehensive program review [submissions](#))

- The Real Estate Department has created several marketing videos, featuring an interview with department chair Mark Sherby and testimonials from top-performing real estate agents who are proud graduates of De Anza's Real Estate program. These videos showcase the success of our alumni and the excellence of our program. They are actively promoted across platforms such as YouTube, Instagram, Facebook, and X (formerly Twitter). Over the past two years, the department has worked closely with the marketing team to produce these impactful videos, aiming to enhance outreach, engagement, and enrollment.
- REST faculty have shared and engaged in meaningful connections through online social media platforms. For example, the "Real Estate Professors" group on Facebook has become a powerful hub for collaboration with other California real estate educators. These platforms offer a variety of valuable resources, including textbook recommendations, RSI materials, equity-based exercises and many other tools that enhance real estate instruction.
- The Real Estate (REST) department collaborated with Career Technical Education to design a marketing flyer aimed at promoting the REST program. This flyer is intended for distribution at high schools and other promotional events to increase awareness, enrollment and interest in our REST program.
- As department chair, Mark Sherby was featured in *USA Today* in an article addressing housing affordability. This national recognition serves as valuable, free publicity for De Anza College's Real Estate program, showcasing its relevance and impact on critical real estate issues.
- The REST department has made RSI a central focus, with faculty engaging in both formal meetings and informal discussions to share resources and support one another. This collaborative effort has been a major priority for the department, requiring significant time and energy. Recognizing the transformative potential of impactful RSI strategies, the department is committed to enhancing student engagement while promoting equity

and success. For over six months, the RSI initiative has remained the department's top priority, reflecting its importance to our mission.

Provide a summary of the progress you have made on the goals identified in your last program review (as included in the comprehensive program review).

- We are offering equitable, low-cost and no-cost options for students to complete most of the three required Real Estate courses needed to qualify for the DRE real estate license exam. Students can checkout textbooks all quarter long from the library reserve desk effectively giving them free textbook access for our core classes.
 - As part of a new pilot program, we are now offering additional no-cost resources to help students prepare for the real estate exam. Students can borrow a DRE exam preparation question book from the library reserve desk. This book provides targeted practice questions designed to help students succeed on the DRE exam. We will determine from student feedback whether this program should be expanded.
 - The REST department has explored the use of OER and ZTC materials through participation in the CCCREEC conference (California Community College Real Estate Education Center). One promising resource under evaluation is the *Real Estate Career Introduction* OER/ZTC textbook, which offers a comprehensive introduction to real estate careers. The department is assessing its potential integration into the real estate curriculum, aiming to enhance accessibility, reduce student costs, and support equitable learning opportunities.
3. If your goals are changing, use this space to provide rationale, or background information, for any new goals and resource requests that you'll be submitting that were not included in your last program review.

We are evaluating our current resources to determine if augmentation or new resources will be needed based on the continuing success of our textbook and student guide we provide as a library reserve desk resource. Goals have not changed.

4. Describe the impact to date of previously requested resources (personnel and instructional equipment) including both requests that were approved and were not approved. What impact have these resources had on your program and measures of student success or client satisfaction? What have you been able to and unable to accomplish due to resource requests that were approved or not approved?

We have successfully requested course textbooks for several REST classes, along with a DRE exam prep study guide designed to help students prepare for and pass the DRE licensing exam. These investments in resources have yielded significant success and tangible benefits for students as follows:

- **Advancing Student Equity:** The textbook resources have had a significant impact on promoting student equity, with the unwavering support of Dean Manisha playing a crucial role in this achievement.

- **Student Library Book Loan Program:** Approximately 130 textbooks have been loaned to students through this program, eliminating the financial burden of students purchasing required materials.
- **Student Feedback:** Students have expressed enthusiastic gratitude for the no-cost textbook program. When paired with our noncredit real estate courses, many students have shared that their entire pathway to earning a real estate license is virtually free. This initiative has significantly increased accessibility and affordability, empowering students to achieve their real estate career goals at minimal cost.

5. How have these resources (or lack of resources) specifically affected disproportionately impacted students/clients?

Disproportionately impacted students are the primary beneficiaries of the resources we have requested. The availability of textbooks at the library reserve desk and the Real Estate license exam study guides has significantly reduced financial barriers, enabling these students to pursue their real estate license with mostly free or low-cost materials. These resources have made the program more accessible and equitable, supporting students who might otherwise face challenges in affording essential educational tools.

6. Refer back to your Comprehensive Program Review under the section titled Assessment Cycle as well as the SLO website (<https://www.deanza.edu/slo/>) for instructional programs. In the table below provide a brief summary of one learning outcome, the method of assessment used to assess the outcome, a summary of the assessment results, a reflection on the assessment results, and strategies your area has or plans to implement to improve student success and equity. If your area has not undergone an assessment cycle, please do so before completing the table below.

Table 1. Reflection on Learning Outcomes (SLO, AUO, SSLO)

Learning Outcome (SLO, AUO, SSLO)	REST 55: Create property management marketing plan.
Method of Assessment of Learning Outcome (please elaborate)	Exam – Course Test/Quiz Exam questions are mapped to SLO. Quiz statistics in Canvas are then used to assess SLO.

Summary of Assessment Results	Approximately 70% of the class met expectations. While satisfactory, this number can improve significantly. A review of the exam questions mapped to SLO shows findings that we believe will help overall success rates.
Reflection on Results	The class does have a high drop rate, but this is not terribly concerning given that half the students take the class as a non-credit non-gradable class. In addition, the class is primarily taken by those who intend to sit for the Department of Real Estate Salesperson Licensing exam and pursue a career in real estate, many of whom change their minds or postpone their plans.
Strategies Implemented or Plan to be Implemented (aka: enhancements)	Review SLO assessment questions and either re-write them if they are deemed unfair or confusing or create additional content/assignments to enhance student learning on the relevant topics.

Done? Please email this form to your dean/manager.

7. Dean Manager Comments:

The revised mission statement effectively communicates the department’s dedication to student success, ethical leadership, and community impact while highlighting accessibility and career readiness in the real estate industry. The department’s proactive initiatives, such as offering noncredit courses and lowering textbook costs through low- or no-cost options, have made the real estate courses more accessible, especially for disproportionately impacted students. The department offers students an affordable path toward completing their real estate courses and preparing for the DRE licensing exams by providing exam preparation resources. By removing financial barriers and promoting accessibility, the department faculty are empowering all students to pursue and achieve their real estate career goals and succeed, regardless of their financial circumstances.

Incorporating bias studies and fair housing role-play assignments into the curriculum is crucial for shaping future realtors with a strong sense of ethical responsibility. These initiatives prepare students not only for success in the licensing process but also for making a meaningful impact in their communities through socially responsible real estate practices. The department’s outreach efforts are commendable, including creating impactful marketing videos that showcase success stories and testimonies of top-performing alumni. The department chair’s views on housing affordability were also recognized in USA Today, providing national exposure for our college.

I fully support the department's goals to advance student equity, offer low-cost textbook options, and expand the curriculum by offering a new DRE exam prep course. I wish to take this opportunity to thank all our Real Estate faculty for all their hard work and dedication.