

De Anza College

Program Review – Annual Update Form – Fall 2025

1. Department/Area Name: Real Estate
2. Name of individual(s) completing the form: Mark Sherby
3. Briefly describe how your area has used the feedback from the Comprehensive Program Review and Annual Program Review Update provided by RAPP members over the past two years (if unsure, request the feedback form from your dean/manager).

Regarding the question in our program review feedback on the many innovations of the real estate needing “more detail”:

Among our real estate innovations are several new marketing initiatives designed to boost enrollment. We collaborated with the Marketing Department to produce a series of videos, including De Anza student testimonials, interviews with successful graduates, and a video series featuring the department chair. These videos have been prominently featured on social media and the De Anza website. We attribute the maintenance of our strong enrollment numbers to these efforts, especially given the current statewide trend of declining real estate program enrollments.

We're actively addressing equity gaps by using department meetings to develop and implement new delivery methods. For example, we are exploring targeted applications of AI tools to enhance equity and learning success among disproportionately impacted (DI) students. AI will be utilized to offer simplified explanations of complex real estate terms, develop sample response outlines for analysis questions, draft rubric language that clearly translates complex assignment goals into plain and actionable student steps, and clarify assignment instructions. These efforts will ultimately boost the success and course completion rates by providing customized academic support. We've received very positive student feedback on the RSI-based assignments we developed, which leverage the new strategies learned in RSI training.

Regarding program review feedback, we addressed suggestions for ZTC and the expansion of access to disproportionately impacted students by leveraging the library reserve checkout system. In alignment with Zero Textbook Cost (ZTC) recommendations and the goal of supporting disproportionately impacted students, we significantly enhanced student awareness and use of our library reserve textbook program through informing students significantly ahead of the course start date with additional reminders.

Results to Date:

This initiative has facilitated over 500 student textbook checkouts across five real estate subjects. Students have realized cumulative savings of more than \$24,000.

Next Steps & Leadership:

We are now purchasing additional core textbooks for courses not currently featured at the reserve desk to further expand access. We proudly served as the lead campus department in pioneering this library reserve approach, which provides a no-cost option for our students. Departments have since contacted us for guidance and are adopting our successful library reserve free textbook model.

By combining free textbooks (available through the reserve program and ZTC integration) with our tuition-free noncredit classes, many of our courses are now 100% cost-free (Textbook and tuition). Furthermore, we have integrated OER/ZTC materials into two of our courses such as ZTC 'Real Estate Career Introduction' and *Real Estate Careers and Sustainable Property Management*. Currently, faculty member Amber Hatter is investigating ZTC textbook conversion specifically for the Real Estate program with our De Anza Grants Coordinator for a grant opportunity.

Based on comprehensive/Annual program reviews we have followed our Advisory Board's recommendation for DRE license exam preparation. Specifically, we have also expanded the lending program to include study materials for the state licensing exam. Building on the success of this initiative, we are now dedicating resources to offer a preparatory course designed to help students successfully pass the Department of Real Estate (DRE) exam. Also, per our Advisory Board's recommendation, we are developing as a department a module that will help students understand the costs involved in being a real estate agent in the field.

Withdrawal Rate:

Regarding student withdrawal rates, we have identified a significant number of fraudulent enrollments that have historically distorted our data. We have addressed this issue as a department and faculty have been implementing week 1 assignments to attempt to weed out fraudulent enrollment. While we observe encouraging signs of improvement, this remains an ongoing challenge because fraudulent accounts have become more difficult to detect.

The Regular and Substantive Interaction (RSI) requirements have been successfully adopted by all faculty in the REST program. While integrating interactive RSI exercises and COR content ensures compliance, this shift has created a complex dynamic: the increased rigor and information density can be difficult for some students to process. Overall, the department views this as a positive evolution. Faculty will, however, require time to find the optimal balance between meeting rigorous RSI standards and maintaining student success through clear, simple course design. We will continue to monitor withdrawal rates as our courses stabilize following the combined impact of RSI implementation and the reduction of fraudulent student enrollments.

We conducted a student survey to measure interest and effectiveness, and the feedback was overwhelmingly positive and enthusiastic. Nearly all students who utilized the zero-cost textbook loan program Strongly Agreed that access to free textbooks positively impacts their ability to succeed and complete the course. Furthermore, students unanimously Strongly Recommended that the department continue allocating funds to the program, noting its crucial role in facilitating reading, learning, and course completion.

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

We are working with the California Community College Real Estate Education Center (CCREEC) consortium to offer valuable support for faculty. Through this partnership, all Real Estate (REST) instructors who teach courses involving form regulations receive free access to California Association of REALTORS (CAR) ZipForms.

We have initiated the development of a new course specifically designed to help students pass the DRE licensing exam. The curriculum cycle for this course is now complete, and it is scheduled to be taught starting Fall 2026. This initiative directly addresses a key recommendation from our advisory committee.

We have increased connections with industry partners, specifically brokers Intero and Keller Williams. Our collaboration with Intero included creating a video (in partnership with the Marketing Department) that features their successful former students. Additionally, we partnered with Keller Williams to host a career night event, which helped students gain a clearer understanding of the diverse options within the real estate job market.

We have successfully incorporated LibreTexts' free Zero Textbook Cost (ZTC) materials into most of our REST courses. This integration includes specific titles such as *Real Estate Careers* and *Sustainable Property Management*.

Provide a summary of the progress you have made on the goals (i.e., OKRs for Student Services) identified in your last program review (as included in the comprehensive program review or annual program review update).

Goal title	Goal description	Responsible parties	Collaboration with....	What evidence have you used to monitor progress?	How have you assessed your goal?	What changes have been made based on the assessment?
Low cost REST courses and materials.	To provide equitable low or no-cost options for students to complete the three required Real Estate courses needed to	Mark Sherby	De Anza Library reserve desk and the Real Estate advisory committee.	Monitor Library reserve loan rate. In two years increase textbook loans tripled. Savings students \$24K in	Goal is still valid as we are working with library who has re-organized their reserve area.	Given the successful utilization and increased capacity of the library reserve area, we are now moving forward with purchasing additional textbooks to

	qualify for the DRE real estate license exam.			book expenses.		expand the scope of the loan program.

5. If your goals (i.e., OKRs for Student Services) are changing or you are adding a new goal(s), please include them below. If new goals require resources, please list requested resources that were not included in your last program review.

Goal title	Goal description	Responsible parties	Collaboration with....	What evidence will you use to monitor progress?	How will you assess achievement of the goal?
Expanded Goal: Provide Low cost material for new course being offered Fall 2026.	To ensure the New DRE Exam Prop course utilizes low cost materials.	Mark Sherby Amber Hatter	De Anza Library reserve desk and the Real Estate advisory committee and REST faculty.	Successful choice of DRE exam textbook that allows textbook reserve status	Successful Textbook implementation and coordination with library reserve desk.

6. Describe the impact to date of previously requested resources (personnel and instructional equipment, facilities/upgrades) including both requests that were approved and were not approved. For example, what impact have these resources had on your program/department/office and measures of student success or client satisfaction and what have you been able to and unable to accomplish due to resource requests that were approved or not approved?

The resources we requested have had a tremendous and quantifiable impact on our students and the real estate program. Specifically, the De Anza RAPP resources saved students over \$24,000 in textbook costs, providing significant support to our disproportionately impacted students. This achievement has solidified our program's reputation for offering zero-cost courses, contributing directly to strong real estate enrollments. We have been able to accomplish our goals so far and will require continued funding to sustain and grow the program's zero-cost offerings.

7. How have these resources (or lack of resources) specifically affected disproportionately impacted students/clients? If you have not requested or received resources, still describe how your area has been able to serve disproportionately impacted students/clients.

Thanks to RAPP resources, the real estate department is directly supporting disproportionately impacted students. Many of our courses now function as Zero Textbook Cost (ZTC) courses, meaning students face zero cost for tuition (in non-credit courses) *and* textbooks. Our immediate goal is to expand this zero-cost structure to include more REST classes.

8. Refer back to your Comprehensive Program Review and Annual Program Review Update from the past two years under the section titled Assessment Cycle or the SLO website (<https://www.deanza.edu/slo/>). 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)	SLO: Describe the events that take place after a purchase and sale agreement is signed
Method of Assessment of Learning Outcome (please elaborate)	Students were provided with instructions to apply what they learned in chapter 6 and 7 of the course textbook to complete a written assessment where they must describe and list the key events after a purchase agreement is signed that includes Escrow and each event must be elaborated and numbered in chronological order.
Summary of Assessment Results	78% of students were able to describe and list the key events after a purchase agreement is signed.
Reflection on Results	Most students met the learning outcome. However, the data indicates that the remaining students either had difficulty sequencing the events correctly or were no longer participating in the class. Most of students who did not meet the outcome had stopped participating.
Strategies Implemented or Plan to be Implemented (aka: enhancements)	To help students master the sequence of events, a visual timeline will be added to the presentation materials to clarify the process.

Please email this form to your dean/manager.

9. Dean Manager Comments:

The Real Estate Department continues to demonstrate thoughtful leadership and a strong focus on student access, equity, and workforce relevance. The department also experienced the loss of a valued faculty member whose industry experience, including her work with Interio, and long-standing commitment contributed significantly to the strength of the program. She will be missed as a colleague by her peers and as a mentor to students.

I want to commend Mark Sherby, the department chair, for the time and care he invests in engaging part-time faculty, encouraging collaboration, and proactively examining industry trends to guide program improvement. This level of coordination and vision has been key to sustaining program quality and responsiveness. His leadership was also reflected in national recognition when, as Chair of the De Anza Real Estate Department, he was featured in *USA Today* in July 2024 in an article addressing housing affordability. This visibility highlights the relevance of the program and brings positive attention to De Anza College's role in addressing critical real estate issues.

The department's equity-centered work around cost reduction is particularly noteworthy. Its leadership in expanding library reserve textbooks, ZTC and OER materials, and no-cost options across both credit and noncredit courses has produced measurable benefits for students and informed similar efforts across campus. These strategies have supported enrollment stability and improved access, especially for disproportionately impacted students.

The program also shows continued alignment with advisory and industry input through expanded partnerships, marketing efforts, and curriculum development focused on licensure preparation. The development of a DRE exam preparation course, exploration of applied and experiential learning opportunities, and consideration of a new internship course reflect an ongoing commitment to preparing students for real-world professional practice. Overall, the department remains innovative, student-centered, and well-positioned to respond to evolving industry needs.

10. Vice President/Associate Vice President Comments:

The Real Estate Department continues to demonstrate exemplary leadership in advancing student access, affordability, and workforce preparation. Through its innovative library reserve textbook program, ZTC integration, and noncredit offerings, the department has eliminated cost barriers for many students and generated more than \$24,000 in textbook savings. These efforts have directly supported disproportionately impacted students and stabilized enrollment in a challenging statewide market. The department's strong advisory board engagement, expanded industry partnerships, and development of a DRE exam preparation course further strengthen career pathways. Faculty leadership in marketing, curriculum innovation, and equity-focused delivery reflects a student-centered and data-informed approach to continuous improvement and workforce relevance.