

REAL ESTATE PROPERTY MANAGEMENT
TRAINING AND DEVELOPMENT EDUCATION NEEDS
IN CALIFORNIA COMMUNITY COLLEGE CURRICULUM

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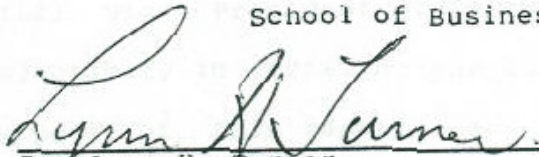
SIGNATURE PAGE

THESIS: PROPERTY MANAGEMENT TRAINING AND
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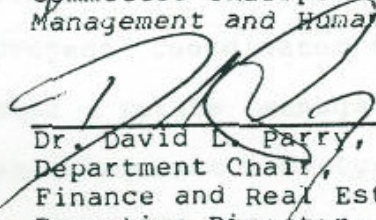
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ABSTRACT

The changing role of property management in the 1980's is due to many factors: (1) the demands of an increased population consisting of varying household structures; (2) increased mobility of society itself; (3) sophisticated operational, fiscal, and governmental demands upon management specialists; (4) greater responsibilities and expectations of property managers in areas of computerization, banking operations, insurance handling, and general asset management. Because of these changes, this study was conducted to determine the type of training and education that persons performing property management functions have and what duties they presently perform. These results should impact curriculum design for college courses in property management in order to make them valid for today's job market.

Data was obtained through the use of a questionnaire survey. Findings indicate that most people working in the position of a property manager have little formal education in property management. Yet, most use the recommended forms, have taken related courses, and hold a California Real Estate license. Consequently, workers perform their duties with some viable level of training. Respondents indicate that most property management courses were taken not as a specific job prerequisite, but for personal satisfaction.

There are pressures in the current California Community College System caused by financial constraints and diminished enrollment. There are demands by the business community that indicates that college curriculum development must better meet the needs of the 1980's business student. The students training must be geared to match current property management duties performed and courses must be offered at the times and locations suited to this specific population.

Recommendations for meeting the dynamic demands of business in the field of property management include: Offer a property management certificate program at the community college level; Allow for some advanced standing for persons who qualify through a work-experience program; offer specific courses in real estate economics, real estate math, computer accounting, principles of business, insurance, plus hands-on computer systems and advanced communications skills, in addition to legal regulations and licensing requirements information. This is demanded by a field that grew from \$235 Billion in asset management in 1981 to over \$534 Billion by 1994.

DEDICATION PAGE

I sincerely wish to thank my family for their assistance in the preparation of this work. Without their understanding and support, this effort would never have seen finished results. Their hours of proof reading, lack of any presence, and financial support is deeply appreciated.

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Chapter 1

INTRODUCTION

In 1956 California Legislature enacted a statute requiring that twenty-five percent of all California Real Estate License fees from real estate brokers and salesmen, effective July 1, 1957, be set aside into the Real Estate Education and Research Trust Fund. The fund is to be used by the California Real Estate Commissioner for "the advancement of education and research in real estate at the University of California, state colleges and junior 1 colleges." ¹ This research project of community college property Management education is an attempt to make an education reassessment appropriate for today's business.

Job demands in real estate have changed, yet in many courses, education remains stagnant. There are increasingly complex job demands within the specific field of real estate property management. This has created the identified need to develop a foundation of education on which to build a career. In order to to meet business needs, students must be provided with knowledge and activities within a career planning program, specific updated job skills, and formalized training.

¹Lyman J. Smith, ed., A Study of Real Estate Education and Research weeds in California, (Calif Dept. of Education, 1959), p. 3.

The role of the community college curriculum must be significant in terms of the relation to the business world in which the working property manager finds himself. According to Lupper, "The need for improved . . . education has become evident to practically all parties concerned with the education process." ²

Statement of the Problem

As a result of declining community college enrollment in many areas of California, and much talk of shortages in resources to fund classes, curriculum development of any program must meet student and industry expectations in order to survive. Current classes contain many courses in a variety of areas which may be out—dated or irrelevant to present job needs and future job demands. In order to analyze the gap between education and the needs of enterprise, a careful review of those working in this capacity must be made. Their level of education and job functions must be surveyed before valid recommendations for future classes can be projected.

Purpose of the Study

The preparation of real estate graduates must be examined from time to time to determine the effectiveness of the program and to determine if education is meeting industry needs. Current classes contain many courses in a variety of areas which may be outdated or irrelevant to present job needs and future job demands. Real Estate graduates were not meeting the industry's needs. Persons coming through the industry via on-the-job training had no place to go to in order to receive additional training or to acquire trainable job skills. Students from within the real estate program at the college level knew very little about the field of property management.

²Dennis A. Lupper, "Leadership in Consumer Education: A New Direction for Voc. Ed.," American Vocational Journal, p. 17.

This study is a result of observing the need to develop training for property managers and the present lack of trained personnel with the foundations of property management knowledge. Through interviewing industry property managers, and surveying the literature in the field, it was found that training and development of the highly specialized property management job-skills within the real estate field was deficient.

The purpose is also to determine their past training, seminars and education completed, present training and duties performed, and future recommendations for classes and availability for classes.

Delimitations and Limitations of the Study

The following sections discuss the delimitations and limitations of this study which was directed at three groups. Responses from this survey were accepted only from persons performing property management job skills.

Delimitations

1. Classes surveyed were upper-level, prerequisite courses of Mt. San Antonio Community College in Walnut, California. The students surveyed were taking either Real Estate Economics or Real Estate Property Management.
 - a. Other college students exist in the real estate college program at this school who did not choose to take these classes.
 - b. Other college students in the real estate program at this college may take the class in the future.
 - c. Other community colleges exist in Southern California with real estate courses who were not surveyed.
 - d. It was felt that the exploration of data must not be biased by qualifying respondents in a field identified as lacking uniform qualifications. If responses were drawn only from that small population

currently identified as certified property managers, it would not reflect the realities of the business world. Responses were accepted only from those persons who were performing in this job function.

2. The survey was directed to only those property management firms who are listed in the 1933 roster of the Institute of Real Estate Management (IREM) list of Certified Property Manager (CPM) designates in Southern California.
 - a. Other property management firms and property managers exist who are not IREM members.
 - b. Other IREM Chapters with members exist throughout the United States who are not members of the Southern California Sections.
 - c. Other property managers exist who have joined membership since 1983.
 - d. Other property managers exist who did not renew their 1983 membership from 1982.
3. This survey was directed only to those licensed real estate agents who attended their Board of Realtors breakfast meeting on one specific day at only four selected Boards in Southern California within the specific area adjacent to Mt. San Antonio Community College. The Board of Realtors used were only: The Covina; The Hacienda-Walnut-Rowland; The Pomona; and, The West San Bernardino County.
 - a. Other agents exist who did not attend on the date of the survey distribution.
 - b. Other agents exist who are not members of any Board of Realtors affiliation.
 - c. Other Boards of Realtors exist in Southern California who were not surveyed.
4. Other on-site employees and property owners exist who manage property and who were not part of the survey.

Limitations

1. Not all students, property managers, and real estate agents who received the survey chose to respond.
2. Those respondents who did not respond to the survey may represent the ones most affected by the results.
3. The return rate for students was ninety percent; for property managers seventy-five percent; and, for real estate agents only sixty percent.
4. A survey of those who chose not to respond indicated that lack of response was most often due to:
 - a. Lack of interest in the field of property management; irrelevance of results.
 - b. Length of survey and time necessary for completion.

Definition of the Terms

The following terms are defined as they pertain specifically to this study. They are divided into two areas: education terms and real estate terms.

Education Terms

Because education consists of varying levels from elementary school through post-graduate work, the education terms referred to in this study are listed specifically.

College Level Refers to the type of institution at which the course is taught and Level of instructional materials utilized. This study refers to post-secondary or two-year school data.

Community College Also called a junior college, the school offers an Associate of Arts (A.A.) or Science Degree (A.S.) or Certificate. The degreed program consists of courses that may be transferred to a university system towards a higher degree. The Certificate program is one in which the student completes specific vocationally-oriented courses, but not necessarily a balanced, general-education curriculum.

Curriculum A plan of directing the study of a subject with specific courses at a school in preparation for gaining expertise within a field of knowledge.

Real Estate Terms

Certified Property Manager (CPM) An individual is awarded a CPM designation by the Institute of Real Estate Management (IREM) after having completed a set of courses offered by the Institute, shown proof of years of experience in managing property, compiled an extensive research project of a troubled property, passed tests covering skills and knowledge with respect to the industry, acquired expertise in specific areas, and submitted transcripts of educational courses completed.

Institute of Real Estate Management (IREM) A division of the National Association of Realtors (NAR) which specializes in overseeing the development of property management activities.

On-Site Property Manager A person who may or may not be licensed by the State of California, and who is engaged in managing property at the site location.

Property Manager (PM) A person who acts as an agent for the property owner who may or may not be licensed by the State of California, and who may or may not be doing business at the property site location.

Property Owner A person who has legal title to the ownership of real property and who may hire another to manage his property.

Real Estate Agent A person who has passed a state test and has received a California license to practice real estate as a Broker or a Salesperson and whose activity may consist primarily of sales or of management or both.

Organization of the Material

This study is divided into five chapters. The first of these covers what the study included and excluded, with the problem statement and introduction, in addition to the terms and the project purpose. The second chapter- discusses a review of the related research available that pertains to the topic of education, curriculum, instruction and property management-real estate related literature. Chapter Three reviews the procedures used to obtain the findings, of the study. The findings of the study are given in Chapter Four. The final chapter is the summary and conclusion and offers recommendations based on the study's results.

Chapter 2

THE RELATED LITERATURE

Some research has been done in the general area of vocational education courses and work-experience in the community colleges; however, little research has been found related specifically to property management. Consequently, a review of job needs and traditional business education at the college level and in the business community can give some general insight and is indicated in order to assess the suspected deficits in current programs.

Current Job Needs And Business Education History

Business education has its key appeal to people who are preparing themselves as skilled workers for the labor force, and to upgrade work skills for present or future employment.

Employment in the field of property management has greatly increased over the past years due to many factors. First, there are less 'Mom & Pop' ownership and management operations. Many older owners of property needing management are retiring, and seek travel rather than a full-time job of managing their property.

Changes in tax structures relating to ownership of rental property had increased the numbers of people owning and seeking ownership of this depreciable-type property, thus increasing the supply and numbers of properties available for management. Divorcee and single wage earners need both a place to live and shelter for their income, and more and more are purchasing property, needing management. Job transfers, mobility, increased population, varying family structures, and real estate's history of working with inflation have all made the field of property management grow.

People have taken to lifestyles that allow little extra time, let alone the amount of time needed to properly manage property. This has caused a great shift of asset management of a

vast wealth of property to the paid professional. Sophisticated government regulations and laws, complicated tax coded, and intricate bank, computer, and insurance operations have lead many owners to seek outside management assistance. The skills that an outside manager needs must be identified.

The California State Department of Education's Office of Vocational Education, Business Education Unit, has indicated that their 1984 goals for business education are to: 1) examine career interests and aptitudes, 2) investigate career opportunities to determine education requirements for specific careers, and 3) develop job skills.³ Those job skills should include specialized training in property management.

For example, one specific goal of real estate education should be to satisfy the knowledge needs in the handling of rental property. Educational opportunities for brokers and salesmen have in most instances been inadequate. Most institutions have developed programs or parts of programs quite without relationship to what others were doing in the same subject area. There is a need for the development of systematic plans for educational programs in real estate and its related fields.

Research into needed community college level programs in California has been limited due to; lack of research funding, lack of researchers, and lack of data gathering means that are effective and appropriate for real estate and property management projects. "The real estate business has long been aware of inadequacies in both the quantity and quality of educational opportunity and the lack of basic information concerning its operation ."⁴

³ Lyman J. Smith, ed., A Study of Real Estate Education and Research Needs in California, (Calif: Dept. of Education, 1959) , p. 5.

⁴ Smith, op. cit., p. 3.

As Lyon pointed out: "While the sixty-semester-hour AAS degree program contains all information necessary for both salesman and broker licensure, it goes much further toward the technical-vocational division's goal of 'occupational competency'".⁵ Today, community colleges offer options: core courses the first year; advanced specialties in a given option the second year, such as in residential, property management, appraisal, and title operations.

Barrett is quick to point out that real estate education has undergone dramatic changes since the early 1950's when all curriculums underwent scrutiny after the Ford and Carnegie studies were completed. Barrett further states,

Today's industry-wide problems and concerns have led the real estate community to seek more intellectual solutions and a higher degree of professionalism.⁶

There is an increased demand for real estate education due to changes in licensure requirements and the current use of continuing education for license renewal stipulations. For example, in 1985 in order to renew a real estate license, 45 hours of continuing education must be completed, for which 3 of these hours must specifically be an ethics course, and 15 of these hours must be in the area of consumer protection. These legal requirements are currently being met by a diversified number of groups, including professional organizations, private sponsors, franchise organizational training, private schools, as well as the colleges and universities systems.

⁵ Robert Lyon, "Community College Programs: A Blueprint," *J. of R. E. Education*, Fall 1983, p. 25.

⁶ G. Vincent Barrett, "Focal Points for Education," *Journal of Real Estate Education*, Summer 1983, p. 5.

⁷ Jerry Lee Kirks, "Real Estate Broker's Education: Trends and Analysis," unpublished doctoral dissertation, The University of Michigan, 1984, 194 pp.

Students generally study either to fill specific requirements for employment or as a general desire to achieve academic goals.⁸

Community college education should be designed to meet occupational needs of students and fulfill licensing requirements set by the state. The needs have not yet been met as was pointed out by Townshend-Zellner.⁹

Business Education Curriculum

The answers to the question "What should be taught?" lead to a variety of responses depending upon whether educators, writers, scholars, employers, trainers, or students answer the question, Dr. Edgeworth conducted a study of the business core course requirements. He surveyed graduates from Florida State University to indicate the degree of benefit of a subject area as it relates to their business career, and found the following order:

- (1.) Accounting;
- (2.) Communication;
- (3.) Finance;
- (4.) Economics;
- (5.) Management;
- (6.) Business Law;
- (7.) Quantitative Methods;
- (8.) Marketing
- (9.) Risk and Insurance.

⁸ Ronald L. Racster, The University's Role In Continuing Education,"Journal of Real Estate Education, Fall 1984.

⁹ Norman Townshend-Zellner, "The Need for Real Estate and Housing; Education at the Secondary Level: Case Study of A Selected Group of Los Angeles and Orange County High Schools," DISS. California State University, Fullerton, 1975, p. 5.

Furthemore, the community college curriculum must consist of courses that are transferrable to the university or colleges. Planty and Freeston gave these reasons as advantages of a university education:

1. The university brings together in one class people from a variety of :Life experiences and occupational fields.
2. Few business organizations can afford to hire a staff of well trained, educated, experienced specialists, within office walls.

Often the subject areas most used are least taught. For example, computer accounting and insurance operations are used almost daily by the property managers, but are optional, electives for the current real estate student under current programs. The major emphasis of education should relate to employment duties so that graduates of any program are qualified to perform their responsibilities from the courses completed. Although additional, specific training will be needed at any job, graduates must have acquired minimum skills in order to receive their degrees.

10 H. C. Edgeworth, Dr., "Curriculum Feedback," Collegiate News and Views, Iiay 1971, p. 14.

11 Earl G. Planty and J. Thomas Freeston, Developing Management Ability, (New York: 1974), N. 181.

It is necessary for business education curriculum to be evaluated in order to keep pace with current trends. As

Prentice states,

In spite of the magnitude of the criticism, little empirical research has been conducted to determine the changes required to improve the business curriculum. First, a school must determine the needs of both students and the business community; second, the current business curriculum must be evaluated to determine how well it meets the unfulfilled needs of students and the business community.¹²

In studies as early as 1963¹³ and 1969¹⁴, it was found that there exists a need for field based experiences for real estate education. These needs especially exist for property management preparation training.

Current instructional development methods include use of textbook printed used in the industry. Also, lectures, coaching, and playing, case presentation/discussion, and conference methods are appropriate to the dissemination of the necessary data.

12 Marjorie G. Prentice, "An Empirical Search For A Relevant Management Curriculum," Collegiate News & Views, Winter 1983-84, p. 25.

13 Andrew L. Pierovich and Harry O. Bain, A Survey of California's Real Estate Industry -- It's Characteristics and Information Sources, (Berkeley: Institute of Urban and Regional Development) , p. 4.

14 Raymond G. Schultz, A Study of Real Estate Research and Education Needs in the Long Beach, California Region, (Calif: School of Business Administration, California State College at Long Beach), Oct. 1969, p. 7.

Course content, content knowledge, and presentation are imperative to the growth and development of students, practitioners, administrators, and the public. Buchman contends that instructors must be up-to-date, as well. She states:

Though content and content knowledge are presupposed by the concept of teaching, the content knowledge of teacher cannot be assumed. The requirements for breadth and depth of content knowledge should be taken as regulative principles, as standards of excellence for the profession.

Summary

In order for any educational program to have relevance, it must relate to the industry, the professionals of the trade, to the community, the public's needs, and to education as a whole. The development of curriculum depends on community support, industry input, and instructor dedication. More than just a study of education levels of those performing these jobs must be made, and is needed to provide valid vocational education. Rather, a study of actual work duties performed is essential. This study is specifically indicated in the area of property management, an area long neglected by the current educational system.

Margaret Buchman, *The Flight Away From Content in Teacher Education and Training*, U.S. Educational Resources Information Center, ERIC Document ED 202 802 (October, 1981) , p. 4.

RESEARCH DESIGN AND PROCEDURES

This chapter discusses the methodology used to determine the research gathering process. The research project was a result of a variety of needs: Namely, the college dilemma over what should be taught in real estate, property management education, at what level, is it transferable, and should course content be uniform. Booner states: "Real estate educators must make certain that their course is plotted towards optimal dissemination of skills and knowledge that are needed by professional practitioners."¹⁶

The research design and procedures used in the preparation of the data is reviewed. A discussion of methods used and questionnaire development procedure is presented. A description of the sample pre-test population and final survey population will be given, followed by a description of the letter of transmittal. The chapter concludes with a summary statement.

Methodology

A questionnaire was used, which was designed to assess the past training and job function of practitioners in the field of property management and to survey those seeking career knowledge of property management. Students management functions in one form or another. This should were included in this study because student needs are a valid part of determining college classes. Also, all students responding indicated that they performed property point out the disparity of this new and growing field.

¹⁶ John T. Sooner, "Advances in Industry Education," *Journal of Real Estate Education*, Winter, 1983-4, p. 5.

The purpose of questions was to determine respondents' past training, seminars attended, and education completed, plus present training and duties performed, in order to make recommendations for future classes. The questions were taken from on-the-job observations in a property management office. A list of duties performed, services offered, forms used in their operation, and number and type of units managed was gathered. Also, respondents were questioned regarding current academic courses offered by colleges, why they might take classes, and when was the best time for them to attend.

The overall goal was to determine property management curriculum to meet the needs of industry by supplying qualified, trained individual student graduates from a comprehensive, overall community college program.

Research Design

Once the problem had been clearly defined, an initial set of questions was ascertained. These were analyzed for potential impact. After multiple revisions, a finalized preliminary questionnaire was drawn up. A population of three separate groups was determined to impact this area of interest: First, persons functioning as Certified Property Managers (CPM's); Second, California licensed real estate agents who perform in this function; and, Third, students taking property management classes (who were licensed real estate agents or property owners)

It was determined that questions would reflect reality best, because both interviews and personal observation formats might well be biased. This preliminary questionnaire was then pre-tested on a small sample population representing all three target groups. Results were wade accordingly. Persons were asked if they had problems understanding the layout or the questions. At this point, some questions were eliminated, others were reworded for clarity, and some regrouped or moved to a different page of the survey. Reformatting and redesigning of some of the items resulted in the final form of the survey. The finalized questionnaire was

then distributed to the actual participants for whom the survey was designed to study. Responses were statistically analyzed for input. Recommendations of this paper are based on that data collected.

Some of the data are from students of hit. San Antonio Community College. This college offers a real estate certificate program and degree, which includes property management as a course in the elective area for those wishing to specialize or for those seeking information in this area. The data gathered should assist the school in not only their real estate program, but specifically in the property management field. In addition, the data should be of assistance to the California Real Estate Education Department.

Procedures

This section outlines the questionnaire, the two survey groups--the pre-test population, and the final sample population, and the transmittal letter (Appendix A) .

Questionnaire

The study used a questionnaire as the instrument to survey all groups and to gather the necessary data for the research project. The questionnaire method of gathering was used as the research instrument because of the ease of distribution in a wide geographic area, ease of tabulation of quantifiable data, and because of its wide acceptance for collecting and reporting data throughout education, industry, and governmental organizations.

The pretest group questionnaire can be found in Appendix B at the end of this paper. From the input of the pretest data, a finalized questionnaire was designed. The finalized questionnaire was designed with a format that would be easy to return. It was folded when received, and pre-addressed to increase the rate of response. The exterior had a place to check if respondents wanted the results of the survey. A copy of the final questionnaire can be found in Appendix C at the end of this paper.

Pre-Test Population

The pre-test sample population consisted of the following composition: Group 1 was made up of students from a class at California Polytechnic University, Pomona, California; Group 2 had two persons working in a property management firm; and, Group 3 contained five real estate agents. A distribution of the pre-test sample group is shown in table 1, as follows:

Table 1

Sample Group Distribution

Group	Number Sent	Number Returned	% of Return
Students at Calif. Polytechnic Univ., Pomona	20	20	100
Property Managers at Ontario, Calif., firm	2	2	100
Licensed real estate agents	3	3	100
TOTAL	25	25	100

Final Sample Population Group

The final sample population group consisted of the following composition as described below. The first groups were students at Mt. San Antonio College; fifty surveys were mailed to students from previous real estate economics and real estate property management classes; thirty were given to students the first day of class. A total of eighty were distributed, with 60 surveys returned.

The second group was mailed to a selected industry group in Southern California which was compiled from the 1983 roster of Certified Property Managers (CPM's) in the Orange County Chapter of the Institute of Real Estate Management (IREM-OC). The CPM designation is acquired by criteria, which require five years of experience managing property. Twenty surveys were mailed to these industry professionals and fifteen were returned.

The third group consisted of California licensed real estate agents who are members of Local Board of Realtors in Southern California: the Rowland-WalnutHacienda Board, the Pomona Board, and the West San Bernardino Board. The distribution was entirely in person at a monthly breakfast meeting of their organization. The questionnaires were distributed during the meeting, and collected afterwards by student assistants. A total of seventy-five surveys were distributed, with a return rate of twenty-five surveys.

Many of the persons in the first group are also agents on a Board, and that all persons in group two are members of some Board as part of their requirement for receiving the CPM designation. The distribution and profile for the final sample population group are shown in Table 2.

Of the 175 total surveys dispersed (80 students, 20 professionals, and 75 real estate agents), a total of 100 were returned (60 students, 15 professionals, and 25 real estate agents) for a return rate of 57 percent.

Table 2
Survey Distribution and Response

Group	Number Sent	Number Received	% of Return
Mt. San Antonio College Students	380	60	75
Certified Property Managers, So. Calif., Orange County	20	15	75
Board of Realtor Agents	75	25	33
TOTAL	175	100	57

Letter of Transmittal

In May of 1984 a letter of transmittal was developed. This letter of transmittal was mailed with the final survey questionnaire to the selected groups of the study on October 1, 1984.

The cover Letter asks each person to take time to help determine what duties and skills they perform in training others. The letter explains that this will be used to determine curriculum development at the college Level. The letter further identifies that the researcher is an instructor at Mt. San Antonio Community College. A copy of the letter is located in Appendix A.

Summary

The professional practitioner has a variety of needs which education must meet. In order to access the variety of skills used, present level of education, and personal needs of those seeking education, a property management questionnaire was designed. This was done by initially distributing a pre-cursor survey to a small pre-test population. After revisions, the finalized questionnaire was then dispersed to the sample population chosen along with a letter of transmittal. Surveys were sent to three select groups: the first were students, the second were industrial professionals, and the third were real estate agents who participate in both of the two previous groups.

Chapter 4

FINDINGS

This chapter is an analysis of the data compiled for this study, the Real Estate Property Management Training and Development Education Needs in California Community College Curriculum Survey. The fifteen questions analyzed is presented below. Based upon the 100 usable questionnaires returned from the 175 distributed, there was a return rate of 57 percent.

The first portion of the questionnaire asked the respondents for information concerning their current activities (Tables 4 through 7) which follows. The second portion presents the information obtained about educational classes (Tables 8 through 12) . The third portion of the questionnaire indicates the findings about the personal information of the respondent (Tables 13 through 16). Based upon the data presented as a total of 100 surveys, the numbers shown, indicate both the actual number of responses and the percentage of responses of the total sample.

Analysis of Current Activities

Current Duties

This first page of the questionnaire asked for data of current duties of the respondents and about their firm: number of people, time being in business, forms used, and type of units managed. That information is presented on the following pages.

Current Property Management Duties Performed

Duties	College Students	Property Managers	Real Estate Agents	Total
Place advertising	15	12	7	34
Show vacant units	19	12	9	40
Clean vacant units	5	4	3	12
Type correspondence.	9	5	8	22
Clean common area	2	4	0	6
Serve notices	14	10	2	26
Use accounting system	8	12	8	28
Give financial advice	3	7	7	22
Appear in court	9	8	4	21
Make bank deposit	10	8	7	25
Complete rental agreement	28	12	10	50
Complete walk-thru	18	9	8	35
Set rent rate amount	14	15	9	38
Quote rent rate prices	24	14	9	47
make repairs	5	5	5	15
Order supplies	4	8	6	18
open/sort mail	4	4	6	14
Collect rent(s)	15	11	6	32
Do credit check	9	12	7	28
Refund deposits	7	10	6	23
Write newsletter	2	1	0	3
Solicit property	10	9	4	23
Attend meetings	8	12	4	24
Balance checkbook	7	1	8	16
File legal forms	7	6	4	17
Handle insurance	4	7	6	17
Handle escrows	18	2	11	31
Syndicate/Develop	4	6	1	11

As shown in Table 3, half the number of respondents complete rental agreements, which are legal binding documents, called a contract. About half, 47 percent, quote rental rate prices. In California, this requires a California real estate license unless the person is the property owner or an on-site Resident Manager or a salaried employee of a property management firm, developer, owner, or builder.

Over one-third of the respondents set the rental rate price, 38 percent; complete a

walk-thru, 35 percent; and place ads, 34 percent. In addition, the respondents indicated that they show the vacant units, 40 percent, which requires a license with the same exceptions as stated above.

Of the 100 respondents, 25 percent or more collect rents (320) , handle escrows (31%) , do credit reports (280) , use an accounting system (280) , serve the legal notices (26%), and make bank deposits (250).

Of the 100 respondents, over one-fifth do the following duties: Attend meetings (240) , solicit properties (236), refund deposits (230), give financial advice (22%), type correspondence (22%), and appear on court evictions (21%).

Over 10 percent, but less than 20 percent, of the respondents currently or recently perform the following duties: Order supplies (18%), handle insurance (17a) , file legal forms (17%) , balance the checkbook (16%) , make repairs (15%) , open/sort mail (14%) , clean the vacant unit (12%), and syndicate/develop (11%).

The duties performed by less than 10% of the respondents were few. The only two items at this lowest level were cleaning pools, walks, common areas at 5%, and writing a newsletter at 3%.

The variations between the groups of the top five duties performed by each group are shown in Table 4. Of these top five, all groups placed advertising, showed vacant units, completed rental agreements, and quoted prices within this group. Two of the three groups performed the following duties within the top five choices: use accounting system, set rental rate price, collect rents, do credit check, and handle escrows. Many similarities were found between job duties performed by each of the three groups.

Current Firm

KIND OF FIRM	College Students	Property Managers	Real Estate Agents	Total
Building Owner	8	9	5	22
Management Firm	6	13	2	21
Real Estate Agent	18	11	18	47
Apartment Complex	0	1	1	2
Bank/Institution	7	1	0	8
Government Office	0	0	0	0
Utility Company	12	0	1	13
other:	0	1	0	1
NUMBER OF PEOPLE PER MONTH Performing Services On Managed Property				
At The Property Site	24	271	108	403
At The Office Site	456	206	85	747
As Contractors	132	497	105	734
YEARS YOUR FIRM HAS ENGAGED IN PROPERTY MANAGEMENT SERVICES				
2 or Less	14	1	3	18
3 to 5	7	5	1	13
6 to 10	1	3	1	5
Over 10	6	9	8	23

Forms Used

In conjunction with the duties that respondents stated they did, operations typically involve the day-to-day use of forms within the property management business. These range from legal contracts, such as the rental agreement, to possible checklists, such as inventory lists.

Table 6 shows that of the 100 responses concerning the forms currently used by them and their firms, almost half (46%) use a lease agreement and/or a month-to-month rental agreement (41%) contract. Among the student group, it makes little difference which contract is used (25% lease; 22% month-to-month) ; while the second group of property managers use annual leases far more (13% lease; 9% month-to-month); and this is reversed with real estate agents where month-to-month contracts are used more (6% lease; 12% month-to-month).

The next most used form is a written walk-thru form used for an occupancy inspection prior to possession, representing 37 percent of the respondents. This was the most important contract that is signed between the tenant/occupant and the owner or his agent (property manager or real estate agent). The main written contract between the owner and the agent is a management contract. Only 26 percent of respondents use written management contracts; the majority of these (16%) are property managers.

As would be suspected, the handling of funds is the area of most importance after the contract with the tenant or owner. This involves using an accounting system of some kind, and these systems use many forms, i.e. payroll ledgers, checks for disbursements, deposit slips, and rent rolls. The amount of forms used depends upon whether the system uses a manual or computer/automated accounting format. Only 42 percent of the respondents stated which system they used, 55 percent use a manual accounting system and 45 percent use a computer accounting system.

Of the six other forms that respondents were given a choice of, more than 10 percent and less than 20 percent indicated used these: House rules (20%); inventory checklist (19%); Multiple-Listing/Board of Realtors forms (17%); pet agreement (16%); waterbed agreement (14%); and pool rules (10%)

The four most used forms by the first group of student-respondents were as follows: Annual Lease, written walk-thru/move-in, , month-to-month contract, manual accounting. The second group of property manager-respondents indicated their four most used forms were as follows: Management contract, month-to-month contract, computer accounting, and house rules. The last group of real estate agent-respondents listed their first two most used forms as being the following: Annual lease, Multiple Listing Service/Realty Board forms.

Table 6

Forms Used

Form	College Students	Property Managers	Real Estate Agents	Total
Month- to Month	22	13	6	41
Annual lease	25	9	12	45
Waterbed agrmt.	7	4	3	14
Walk-thru	23	8	a	37
Inventory	6	7	6	19
Mgmt. Contract	6	16	4	26
Pet agreement	6	5	5	16
House rules	4	10	6	20
Pool rules	2	6	2	10
MLS/Board forms	7	3	7	17
Manual accounting	11	6	6	23
Computer accounting	5	13	1	19

Units Managed

For every type of unit managed, (apartments, mobile homes, commercial, industrial,

mini-warehouses and other--single-family homes, etc.), the individual person manages more units than the firm they work for manages. As is listed in Table 7, real estate agents manage less of any of the kinds of property, followed by the property managers, with the most respondents being those in the group consisting of the students. There are more homes and apartments; these two are the largest categories of property managed.

Table 7

Units Managed

	College Student	Property Managers	Real Estate Agents	Total
Type	By You / By Firm	By You / By Firm	By You / By Firm	By You / By Firm
Apartments	33/24	8/11	8/3	49/38
Mobile Homes	32/23	3/4	0/0	35/27
Commercial units	31/24	11/13	2/2	44/39
Industrial units	33/23	8/10	0/5	41/38
Mini-warehouses	32/23	5/5	0/0	37/28
Other	38/27	8/9	6/4	52/40

Analysis of Education Information

The second portion of the questionnaire was concerned with the courses the respondents had taken, the courses they would like to take, and the courses they recommend that a property manager should take and must take. In addition, respondents were asked to indicate why they would take more courses and where they would prefer to take these courses. Lastly, respondents were asked to indicate the time of day and day of the week that they would best like to have the courses offered. Tables 8 through 12 show these results.

College Classes

As can be seen in Table 3, the highest numbers of respondents have completed a course in real estate principles, 72 percent, followed by the course of real estate law at 60 percent. Other courses completed over 50 percent were real estate finance at 45 percent, real estate appraisal at 52 percent and real estate property management at 52

percent. Below 50 percent were, real estate economics and real estate practice, each at 44 percent. All other courses were less than 25 percent: Ethics/Professional conduct (24%); accounting/bookkeeping (24%) ; real estate investment planning (23%) . All other business courses were less than 20 percent: Business law (19%) ; escrow/title (17%) ; real estate math and business English (15% each); Typing/business machines, marketing, salesmanship (14% each); business math and principles of business (13% each); business communications (11%); computer accounting (8%); and, the least taken class is credit administration (30).

Table 8

Courses Respondents Have Taken

Course	College Students	Property Managers	Real Estate Agents	Total
R.E. Law	32	14	14	60
R.E. Econ	23	11	10	44
R.E. Appraisal	26	13	13	52
R. E. Finance	29	10	15	54
R.E. Practice	20	11	13	44

R.E. Principles	45	11	16	72
R.E. Prop. Mgmt.	30	14	8	52
Escrow/title	6	6	5	17
Ethics/Prof	4	10	10	24
R.E. Invest	11	6	6	23
R.E. Math	7	6	2	15
Bus. Law	6	7	6	19
Bus. Math	4	7	2	13
Bus. Comp	4	5	2	11
Bus. English	6	4	5	15
Acctg/Bkkpg.	9	8	7	24
Computer Acctg.	2	4	2	8
Credit Admin.	2	0	1	3
Prin. of Bus.	3	4	6	13
Typing/Bus. Mach.	3	5	6	14
Marketing	3	5	6	14
Salesmanship	4	6	4	14
Insurance	2	2	0	4

The next part of the questionnaire asked respondents to indicate what property management college classes that they would want to take. While the courses already taken ranged from 0 to 60 percent of the total survey, with the bulk between 20 and 50 percent, all responses for additional courses were less than 20 percent. The results are shown in Table 9. The highest indication was for real estate investment planning at 19 percent, followed by real estate property management at 18 percent. Tied at 17 percent were computer accounting and real estate economics. Next was real estate finance at 14 percent, followed by real estate practice and principles of business, each at 11%, then escrow/title at 10 percent. All of the remaining courses were below 10 percent.

Table 9

Courses Respondents Want To Take

Course	College Students	Property Managers	Real Estate Agents	Total
R.E. Law	7	2	1	10
R.E. Econ	10	2	5	17
R.E. Appraisal	6	1	2	9
R. E. Finance	7	3	4	14
R.E. Practice	6	2	3	11

R.E. Principles	3	1	1	5
R.E. Prop. Mgmt.	14	1	3	18
Escrow/title	4	1	5	10
Ethics/Prof	1	3	3	7
R.E. Invest	10	2	7	19
R.E. Math	3	3	3	9
Bus. Law	4	2	2	8
Bus. Math	4	2	2	8
Bus. Comp	3	2	3	8
Bus. English	3	2	2	7
Acctg/Bkkpg.	2	1	3	6
Computer Acctg.	7	3	7	17
Credit Admin.	4	2	2	8
Prin. of Bus.	5	2	4	11
Typing/Bus. Mach.	2	2	1	5
Marketing	3	2	1	6
Salesmanship	3	2	2	7
Insurance	6	1	4	11

The last two sections of this question concerned itself about inquiring as to what the respondent would recommend for other persons to take in college classes for property management. Respondents were asked specifically what should be taken and what must be taken for a property manager. Table 10 shows these results.

Of the twenty-three courses recommended for property managers, the only courses that received responses greater than 12 percent were real estate property management, real estate economics, and real estate math. No single course listed under the category of what a property manager must take received a rating of 10 percent.

When combining both choices of what a property manager should take or must take, several classes were rated between 15 and 20 percent. These courses were real estate law, real estate property management, real estate economics, real estate practice, ethics/professional conduct, accounting/bookkeeping, and computer accounting.

Table 10

Courses Property Managers Should/Must Take

Course	College Students	Property Managers	Real Estate Agents	Total
	Should/ Must	Should/ Must	Should/ Must	Should/ Must
R.E. Law	2/0	7/4	3/4	12/8
R.E. Econ	2/0	7/4	1/3	10/7
R.E. Appraisal	2/0	6/4	1/3	9/7
R. E. Finance	2/0	6/4	1/3	9,,47
R.E. Practice	2/0	5/4	2/4	9/8
R.E. Principles	2/0	5/3	2/3	9/6
R.E. Prop. Mgmt.	2/1	7/3	2/4	11/8
Escrow/title	2/0	2/1	1/2	5/3
Ethics/Prof	2/0	7/4	1/3	10/7
R.E. Invest	2/0	6/3	1/1	9/4
R.E. Math	2/0	7/3	2/2	11/5
Bus. Law	2/0	5/3	2/1	9/4
Bus. Math	2/0	5/1	1/2	8/3
Bus. Comp	2/0	5/1	0/1	7/2
Bus. English	2/0	4/1	0/1	6/2
Acctg/Bkkpg.	2/0	5/3	3/3	10/5
Computer Acctg.	2/0	5/3	3/2	10/5
Credit Admin.	2/0	2/2	1/1	5/3
Prin. of Bus.	2/0	4/4	1/1	7/5
Typing/Bus. Mach.	2/0	2/3	1/2	5/5
Marketing	2/0	4/3	1/1	7/4
Salesmanship	2/0	4/3	1/1	7/4
Insurance	2/0	4/2	2/2	8/4

Why and Where To Take Courses

This section asks respondents why they would take college courses. As shown in Table 11, all groups indicated that personal satisfaction was the greatest reason to take a college course (57%). The second most often response among the first group, students, was to qualify for their existing job. The second group, property s managers, indicated that their second choice

was to get a promotion at their present job, while the third group of real estate agents had a tie for second. They indicated responses to qualify for existing jobs and qualify for a different job. The second choice by the combination of all groups was to qualify for their same job.

Also shown in Table 11 is where the respondents would prefer to take property management courses. The majority of respondents (59%) prefer to take the courses at a two-year college certificate program school. None of the respondents indicated that they would take any courses at a high school level. The student group represented 45 percent of this preference; and the real estate agents preferred a two-year school. The property manager group preferred taking courses at a trade association.

Overall, the indication is that there is over 50 percent positive response that respondents would take property management courses at a two-year college certificate location for the reason of receiving their own personal satisfaction. The lowest response of the choices was to receive a pay increase on their present job.

Table 11•
Why and Where To Take Courses

WHY Take Courses	College Students	Property Managers	Real Estate Agents	Total
1.Promotion on present Job	7	7	4	18
2.Pay Increase on present Job	8	3	6	17
3.Qualify for Existing Job	11	3	7	21

4. Qualify for a Different Job	8	5	7	20
5. More personal Satisfaction	28	14	15	57
WHERE To Take Courses				
1. Trade Association Meetings	0	10	3	13
2. High School Level	0	0	0	0
3. Adult Education Class	7	5	6	18
4. 2-Year College Certificate	45	6	8	59
5. 4-Year College program	4	6	5	15

Time and Day To Take Courses

This section gives the distribution on the total responses as to day of week and time of day that would be best to attend a property management course. The breakdowns by individual groups showed no major significance, and are therefore not represented. The results of this information are presented in Table 12.

Table 12
Day and Time of Classes

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
8-11 am	7	4	5	5	4	7
9-12 noon	5	3	4	3	2	8
12-3 pm	2	1	1	0	1	
1-4 pm	2	2	1	0	1	5
2-5 pm	2	1	1	1	0	3
3-6 pm	3	2	3	3	1	2
4-7 pm	6	6	5	5	0	1
6-9 pm	11	10	13	10	2	1
7-10 pm	21	27	39	19	5	2

Analysis of Personal Information

The third portion of the questionnaire was concerned with the personal information about the respondents: schooling completed, seminars attended, present on-the-job training, current property management employment, and real estate license status. The results of this information is presented in Tables 13 through 16.

Schooling

As shown in Table 13, of the 100 respondents almost half (43%) have completed only high school only. Those completing a two-year college program comprise 62 percent of the total; and 70% completed a four-year college program. Only 11 percent of the total respondents have completed masters' or Doctoral degrees. Only 11 percent of the groups consisting of property managers and real estate agents, have completed either college degree.

Table 13

Education of Respondents

Last School Year Completed	College Students	Property Managers	Real Estate Agents	Total
High School	31	7	5	43
2 year college	7	7	5	19
4 year college	17	4	6	27
Master's degree	4	4	1	9
Doctoral degree	0	2	0	2

Seminars and Training

The real estate industry offers courses and seminars through the Board of Realtors, through continuing education seminars for license renewal, through preparation for obtaining a Broker's license, and for professional designations within specialized fields of pursuit. In addition, there are areas of training from the apartment associations, offering courses in property management training. Lastly, some property management firms offer their own in-house training programs. Table 14 shows the seminars that the respondents have attended and where they obtained their present on-the-job training.

All groups indicated that the Board of Realtors conferences are attended more than any other of the choices. The student group attend State sponsored conferences as their second choice. The property manager group attend the National Association of Realtors (NAR) courses offered by the Institute of Real Estate Management (IREM) series courses as a

second choice, with the Rent Owner's or Apartment Association seminars as third. The real estate agent group chose the same IREM series courses as their second choice.

The respondents indicated that they received their present on-the-job training mostly from real estate agents (38%), or a management firm (27%), representing 65% of the total. All groups indicated basically similar first and second choices.

Table 14

Seminars and Training of Respondents

Seminars Attended	College Students	Property Managers	Real Estate Agents	Total
Rent Owner's/Apartment Assn.	2	9	4	15
State sponsored Conference	5	5	4	14
National sponsored Conference	1	5	3	9
Board of Realtors Conference	15	10	12	37
IREM Series Course	1	12	6	19
Other	1	3	2	6
Present On-The-Job Training From				
Building Owner	8	6	3	17
Management Firm	17	8	2	27
Prior Bldg. Mgr.	1	1	1	3
Real Estate Agent	20	5	12	38
Other	2	6	2	10

Current Employment

Table 15 shows if respondents are currently employed in property management or not, and if this is a full-time or part-time position. Of the 100 respondents, 41 percent are employed on a full-time basis, and another 12 percent on a part-time basis, making a total of 53 percent, over half, presently working in property management. 36 percent of respondents indicated that they are not presently employed in this area, and 11 percent did not indicate any response.

Table 15 indicates a breakdown by group and the total results.

Table 15

Current Property Management Employment

Currently Employed in Property Management	College Students	Property Managers	Real Estate Agents	Total
No	25	1	10	36
Full-Time	21	16	4	41
Part-Time	7	1	4	12
No Response	4	0	7	1

Currently Licensed

The last question of the third portion of the survey asked respondents if they are currently holding a real estate license, the type of License, or if they formerly held a License. Of the respondents, 65 percent hold either a broker (19%) or salesperson (460) license. 35 percent of respondents are not currently licensed. The results of distribution by group and the total are shown in Table 15.

As was indicated in Table 3, 50 percent of respondents complete a rental agreement, yet only 65 percent have a real estate License. Also, 47 percent quote rental rate prices. Both of these job duties require the person to have a current real estate license in California. An exception to this law is that if they are a direct on-site employee of the owner, they may not work on a commission basis.

Table 16

Current Real Estate License

	College Students	Property Managers	Real Estate Agents	Total
Broker	5	8	6	19
Salesman	23	10	8	46
Inactive License	2	0	0	2
Formerly Licensed	0	0	0	0
No license	30	1	2	33

Summary

The first portion of the survey was designed to determine the actual duties performed and the kinds of forms used while performing these duties. The second portion obtained information on the type of education the respondent has had and what they recommend others to have to perform the duties of a property manager. The third portion of the survey was personal information about the respondent's education, training and license.

The current duties of property management activities performed are completing rental agreements (month-to-month or lease) and quoting rental rate prices. Most respondents are licensed real estate agents performing these duties and handle tenant-occupied residential property more than other types.

The majority of respondents have completed a course in real estate principles, real estate law, real estate finance, and real estate property management, real estate appraisal. Few respondents indicated a desire to take additional courses.

Respondents did not make recommendations on what courses property managers should take. Respondents take classes for their own personal satisfaction and prefer to take these at a two-year college on Monday, Tuesday, Wednesday, or Thursday night from 7:00 to 10:00 p.m.

The majority of respondents have already completed a two-year or higher college program. Respondents indicated no significant other training, non-college or at seminars, nor any on-the-job training. Most respondents are currently employed in a property management position and do have a California real estate license, even though most duties do not require a license under current California state laws.

Chapter 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The last chapter of this research report includes a summary of the study, conclusions drawn directly from the reported findings, and a statement of recommendations on the basis of the findings.

Summary

The purpose of this study is to make recommendations for real estate property management curriculum at the community college level. The curriculum must meet currently needed employment skills used in the daily operations on the job.

Chapter 1 stated that the purpose of this study was to determine what activities property managers perform, what education they have had, and their training received in order to establish what curriculum the community college should be offering to prepare property managers for today's job requirements. This chapter also contained the limitations of this study and a definition of the terms used.

Chapter 2 discussed the related research pertaining to the areas of business education history and curriculum. Business education has changed from the past, and students demand curriculum to be relevant and current. Today's students want education to provide employable skills, and real estate education has neglected highly specialized areas, such as property management.

Chapter 3 reviewed the methods, design and procedures. A "Letter of transmittal and questionnaire was distributed to a pre-test sample group prior to the final survey mailing. The survey consisted of three groups: students at Mt. San Antonio Community College, industry-employed property managers, and real estate agents. The final surveys had a 57 percent return rate.

Chapter 4 covered the findings of the surveys. The first portion of the survey asked about current property management activities which revealed that half of the respondents complete rental agreements, split almost equally between month-to-month contracts and annual leases. Almost half quote rental rate prices.

The second portion of the survey asked education information questions. The majorities of students take classes for their own personal satisfaction, and prefer to take these at the two-year college level. The best time for respondents to take the courses are from 7 to 10 p.m. on Monday, Tuesday, Wednesday or Thursday evenings. Over half of the respondents have already completed courses in real estate principles, Law, finance, appraisal and property management.

The third portion of the survey contained personal information about the respondent. It was found that 61 percent of the respondents completed education higher than only a high-school diploma. In addition, 89 percent attend additional seminars. Of the respondents, 65 percent received their present on-the-job training from management firms or real estate agents. Lastly, 53 percent of the respondents are currently employed in property management and 65 percent currently hold real estate licenses.

Chapter 5 contains the summary, draws conclusions and makes recommendations based upon the findings. This is followed by the Appendix, which shows the Letter of transmittal and the questionnaires followed by the bibliography.

Conclusions

In the training and development of property managers respondents were asked to assist in assessing college level courses by indicating their activities, education, and training. The results of this study led to the following conclusions:

1. Most people working in the position of a property manager have not been in a formal real estate education program (53%). They have had limited formalized education at

the post-secondary level. Examples of courses they have completed include real estate principles (72%) , real estate law (60%), real estate finance (54a), real estate appraisal (526), and real estate property management (52%) Most people working as a property manager have received their on-the-job training from the building owner, prior building manager, management firm, or real estate agent (35%), rather than from an educational setting. Yet, most use the recommended forms in their operations. Examples of forms include rental contracts (87%) and specialized contracts (79%).

2. Most individuals handle units that are not under the direct supervision of the firm or the broker; and, for these individuals, formal training is even more critical. In every case, the number of units managed by the individual exceeded the number that the firm manages. If all units managed are handled through the broker, the inverse should be true. This may be due to the fact that because of the low profit margin, many "brokers discourage accepting the "Liability for themselves by taking no action. This silent approval of salesperson's/agents handling the type of specialized transactions that are involved in the rental market makes individual agent training essential.

3. A discrepancy exists between the courses taken by respondents and what they recommend for others to take. This may be due to the dissatisfaction with a course they have taken because of text, instructor, or material. Another reason may be due to their perceived relevance of the course when compared to what they gained from the course. A possible reason may also be that as a person gains experience within a field such as property management, over a period of time they change their views on what should be included in a program as they become more advanced.

4. All of the respondents attend seminars in addition to community college courses. Although fairly quick to respond to student body/public/community needs, community colleges need to offer more short courses, with more flexible offerings. Seminar formats, style

and presentation of data may be highly desirable in fulfilling student objectives.

5. Respondents want to take more courses themselves than they indicated that property managers should or must take. Over half (56 percent) want to take courses to yet a promotion, or get a pay raise on their present job. Most importantly, 57 percent indicated that respondents want to take courses for their own personal satisfaction. This may indicate a desire for individual development, but uncertainty about the relevance of course content to the property management discipline.

6. Evening courses at the community college Level are preferred by the respondents of the survey. There was a clear majority by the 59 percent of respondents who prefer to take classes at the two-year coLLe3e Level on Monday through Thursday evenings from 7:00 to 10:00 p.m. with 41 percent of potential students employed full time in property management, then more evening courses should be offered.

7. The survey resulted in the following ranking of courses by perceived importance: real estate principles, real estate practice, real estate finance, real estate investment, real estate economics, real estate law, real estate appraisal, real estate math, principles of business, real estate property management, and insurance.

Recommendations

In order to meet the needs of society, trained professionals are employed in their area of expertise for a particular job. One goal of the community college system is to meet the demands of individuals and the professionals by preparing training, which is succinct and relevant.

The development of community college curriculum to fit these needs was the goal of this research, and from the information obtained from this study, the following recommendations are suggested for those people involved in the field of property management training and education.

1. Property management courses should contain instruction on the completion of forms used in the rental business, especially the rental agreement contracts--annual lease or month-to-month, since over half of respondents use these forms in their current job duties.

2. Since 57 percent of respondents have completed college degrees (2 years or more), property management certificate courses must be geared to licensed agents who have already completed higher education degrees and are not necessarily trying to obtain the AA degree. The program should not necessarily include general education breadth courses as completion requirements. The program validates a need to meet the desire to obtain the industry recommendations for specialists--a certificated program.

3. A program of shorter courses with more flexible offerings should be implemented into the community college system. Community college courses are competing with seminar courses, as all respondents also attended seminars. Current California License renewal Law requires 45 hours of continuing education, which is often offered through the community college System. Yet, over half of respondents attend seminars at other Locations. This may be due to the cost, Location or time frame under which a Licensee fulfills their need to complete their 45 hours.

4. The community college, through community services-type courses, should expand the present offerings. Community colleges may allow other offerors of real estate courses use of their facilities and equipment, and actively solicit attendees of these existing audiences at these courses for the college offerings. License renewal, continuing education, pre-license, and broker preparation courses are all geared to audiences completing different legal requirements that are directed by the Licensing Laws. These audiences must be actively addressed in the community college agendas.

5. Some property management duties are not being addressed by the current curriculum. For example, courses must include hands-on training in filling out forms such as a rental agreement, a management agreement, an application to rent.

6. Some 65 percent of the respondents held a real estate License, and only 17 percent of the respondents were building owners. It appears, therefore, that further investigation should be done regarding the nature of the activities performed by the remaining 18 percent. The current Law requires a person to hold a real estate license if they quote prices or show real estate units in California. Just fewer than 20 percent are possibly not complying with current Law. The property management courses should include licensing regulations and requirements information.

7. An effort should be made to include duties performed (i.e., quoting rental rate prices) with course content (i.e., telephone techniques) in the following areas: setting the rent rate amount, placing advertising-, showing vacant units and completing a walk-through, and doing credit reports. Specific improvements in course content will better qualify students to have employable job skills.

8. Courses should include computerized and manual accounting systems covering the following areas: system selection, uses, checkbook balancing, deposits, refunds, financial investment planning and advice. Property Management operations in the 1930's must compete

with IRS and CPA computer systems. Banking and investment systems have become very sophisticated. The public demands that funding for education be relevant and current. Property management courses must compete against other real estate, business, and non-business allocations or resources. It is recommended that property management education specifically return to the public the trained expertise needed to protect the public's investment in income-producing properties.

9. Training for property managers should address personnel—related issues.

Recommended courses include: personnel relations, Labor laws, government regulations, and employee benefits. The reason for this recommendation is the substantial number of people the respondents reported in their employment. Of the 100 respondents, each month over 400 people are employed at the property site, with over 700 more at the office site, and another 700 are contractors.

10. It is recommended that a program be offered for advanced standing, not to replace traditional real estate programs, but rather as an adjunct to a specific population. This would act as a means of meeting a specific need of the business world. It is required to take specific courses before license approval as either a broker or a salesperson. Of the respondents, 65 percent are already licensed real estate agents and have considerable property management experience. Yet these students, in current college programs, are required to take entry—level courses that they get little out of and resent having to take. There is a real demand for valid classes.

11. The findings conclude that it is recommended that property management curriculum include take the following courses: real estate principles, real estate practice, real estate finance, real estate investment, real estate economics, real estate law, real estate appraisal, real estate math, computer accounting, principles of business, real estate property management, and insurance.

If community college property management curriculum is to meet the needs of the work force, it must include modern, up-to-date courses with high competence in each of its subject areas. An accounting course must include a hands-on manual and computerized system; a Legal course must include completing a rental agreement and contract Law; and, a real estate practices course must include advanced communications skills. Implementing a concrete program solves the existing problem and responds not only to the research found, but also addresses future areas. Innovative programs of the past have included work-study plans, MBA programs, and certificated coursework. Because of technological advancements, real estate education departments must periodically reevaluate their curriculum to keep current with legal regulations, student needs, and industrial demands to meet anticipated future trends.