

Professional Golf Management

APRC 1996-1997

Section 1 of 2

**Professional
Golf
Management**

**B.S. Marketing, Professional Golf
Management**

**PROGRAM REVIEW
December 1996**

To: Program Review Committee
From: Matt Pinter (Chair), Bud Short, Marilyn Keigley, Caroline Stern,
Jan Gilpin (PGA), Kaaren Denyes
Subject: PGM Program Review
Date: December 15, 1996

The PGM review committee respectfully submits the following document to the Program Review Committee for consideration of recommended changes. Overall, the PGM program is one of the best of the four Professional Golf Management programs in the country. However, to remain competitive and provide adequate career opportunities, the review committee has made some critical recommendations. The PGM program greatly contributes to the pride of the College of Business due to its *national recognition, career opportunities, and dollar contribution* generated in tuition from a high out-of-state student body.

The PGM review and analysis contained in this document is organized according to the following outline. Additional extensive support documents are available in the PGM office and are cited in this document.

- I. Introduction and Background of Professional Golf Management (PGM)
- II. Current Status of the PGM Program--Curriculum, Facilities, and Staff
- III. Summary Findings of Surveys
 - A. PGM Advisory Board Survey
 - B. Alumni Survey
 - C. Student Survey
 - D. Faculty Survey
- IV. Summary of Market, PGA, Facilities, and Curriculum
 - A. Facilities and Laboratory (Katke)
 - B. Evaluation of PGA GTP (Golf Professional Training Program) requirements
 - C. Labor Market Analysis
 - D. Curriculum Analysis
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- VI. Strengths and Weaknesses of the PGM program
- VII. Recommended Changes to PGM Program
 - A. Curriculum
 - B. Facilities
 - C. Staff

Terms: PGA - Professional Golf Association, PGM - Professional Golf Management, GTP - Golf Professional Training Program (through PGA).

I. Introduction and Background of PGM

The Professional Golf Management Program (PGM) was established at Ferris State University in 1975. The program is best described as a joint venture with the PGA of America. Students enrolled in the PGM program gain both a business degree from Ferris State University and also experience credits toward membership in the PGA. The Ferris program was the first of its kind and was the only one in existence until a similar program was started in 1985 at Mississippi State University. Since the Mississippi State program, two additional programs have been sanctioned by the PGA. These programs are located at Pennsylvania State University and New Mexico State University.

The PGM program at Ferris State has been a remarkable success story for the University. It has grown to the point where it is at capacity for enrollment (300 students) and, at the time of this document, has a waiting list of one year for admission. The program has a well deserved national reputation for producing outstanding men and women who become leaders in the golf industry and the PGA of America. The program is the leading individual program in the College of Business (COB) and has the largest out-of-state enrollment of any program at Ferris State.

The program was created by basically a handshake agreement between Ferris and the PGA until 1992. In 1992 the PGA of America, along with input from Ferris State and Mississippi State established a written contractual document. This document was agreed upon and signed by former President Popovich on January 6, 1992. The contents of this document are very concise and govern all aspects of the PGM programs. (Document available at PGM center)

The PGA of America visits each PGM university every three years to evaluate and inspect the PGM programs. The Ferris State program was reviewed in May of 1994 and except for very minor recommendations, was found to be in good standing by the PGA evaluation team.

The Mission Statement for the PGM program is as follows:

The mission of the Professional Golf Management program is to prepare students for a variety of careers in the golf profession. This mission is accomplished by offering a diverse array of specialized marketing courses and hands-on, golf-related workshops. It is also accomplished through the endorsement of the Professional Golf Association of America (PGA) and a unique internship program which allows students to obtain advance credit toward PGA membership.

Purposes:

1. To provide students with a broad general education including scientific understanding, quantitative skills, decision-making, cultural enrichment, social and global awareness, marketing, and business.
2. To provide students with work experience in the golf business through an intensive internship program structured around learning guidelines and objectives.
3. To continue to recruit students and place interns nationally to foster the geographic diversity of the PGM student group.
4. To provide a unique opportunity that cannot be achieved through the traditional PGA membership route. The PGA endorsed program combines academics (B.S., Marketing), golf workshops, and internships to give students a competitive edge.
5. To maintain the endorsement and support of the PGA.
6. To provide the golf industry with graduates who have the education and experience to be highly competent golf professionals.
7. To provide opportunities for students to develop leadership skills, golfing ability and social consciousness through an active Professional Golf Management Student Association (PGMSA), whose structure and meetings parallel the structure and operation of the PGA.
8. To encourage students to continue with the educational programs of the PGA needed for Class A status, the PGA Master Professional program, and/or graduate school and to encourage lifelong learning.

Goals

1. To achieve 100% placement in the golf profession within six months.
2. To increase the number of graduates who advance to head professional or general manager positions.
3. To increase students' level of play needed to pass the PGA playability test (P.A.T.) and to increase students' ability to meet other PGA requirements needed for membership in the PGA.
4. To increase students' participation in the entire PGM experience (golf skills, teaching, PGMSA, PGA, academics, professionalism, internships, workshops, and leadership.)
5. To improve the overall learning experience and professionalism of the internship program.

6. To continue to plan meetings and communication with other PGA affiliated universities (New Mexico State, Penn State, and Mississippi State) for the benefit of the students and to increase the overall quality of the program.
7. To increase the number of PGA graduates who make leadership contributions in the sectional and national PGA.

II. Current Status of the PGM Program

Curriculum

- Aligns with PGA requirements by a written contract with FSU
- Provides depth of business and marketing courses (see checksheet in Appendix B)
- Includes specialized courses such as beverage management, biology, and biomechanics
- Includes special seminars such as teaching and club repair
- Aligns with GPTP--Golf Professional Training Program (PGA requirements, Appendix I)
- Includes multiple golf internships

Facilities and Equipment

- The PGM Center - office space, 5 indoor nets for hitting balls, artificial putting green, conference room, and 3 Pentium computers
- Katke Golf Course - minimum pro shop with minimum teaching facilities (no range greens for hitting, no heated area, 1 practice sand trap, limited chipping practice area)

Staff

- Secretary who does much administrative work, including working with internships
- PGM Coordinator who does everything connected with PGM program:
 - recruiting
 - PGM 101 & 102 classes
 - advisor to 285 PGMers
 - golf instruction
 - supervises and runs internship program
 - alumni relations
 - PGA liaison & PGA member (requires extra duties)
 - GPTP faculty which review PGA 100-page experience kits
 - currently involved in major fundraising for PGM
 - oversees and coordinates all other PGM activities such as workshops, meetings, PGA show in Florida, President's Golf Tournament

III - Surveys

Advisory Board Survey -- Summary of Findings (Complete Findings in Appendix A)

See Advisory Board list in Appendix E.

1. Do you feel additional staffing is needed to manage the PGM program and internships? What staff should be added, if any?

Response Summary

YES - unanimous. The entire advisory board was in total agreement that the current staff is doing a great job, but is greatly understaffed. Suggestions ranged from an assistant coordinator, alumni executive, internship coordinator, to additional secretary help.

2. Is the PGM program meeting the demands of the golf industry? If not, what changes should be made?

Response Summary

YES- FSU is meeting the demands of the profession top due to the fact that the PGA has moved toward all PGA professionals coming from PGM programs. There has been a great drop out of PGA pros who aren't connected with PGM/GPTP programs due to new PGA requirements of GPTP. Therefore, FSU is on top because soon all PGA pros will come from PGM programs.

NO - We do need to work on continuing excellent relations with the PGA and staying current with changes with GPTP.

Changes- There is a definite need for more staff in PGM program to handle all the work (internships, PGA, alumni, recruiting, and teaching). We need to add/improve student skills in: general management, retailing, club construction, teaching, tournaments, PGM golf library, turf classes, expanded career paths.

3. If you were running the PGM program, what would be the ideal setup?

Response Summary

More staff is a priority need. PGM Coordinator, Head Pro, Alumni Executive Director, Executive Secretary, Assistant PGM Coordinator, Course Superintendent would be among the possible positions added..

Facilities: Having a heated driving range, computerized golf screen, classrooms, better clubhouse with PGM housed at Katke, improved practice facility--learning center & range, history and information on PGM program displayed in pro shop, improved pro shop/learning lab (it should always be one of the 100 Best Golf Shops in America), course

capable of hosting NCAA national championship, and more exposure to industry people would all keep the program current with our academic competition and with industry standards.

4. What direction should be taken to maintain a leadership role in the 4 PGM programs in the United States?

Response summary

There is an urgent need to upgrade facilities such as the PGM office, Katke, driving range. In order to continue our commitment to excellence, we need to be proactive if FSU is to keep its status as the Harvard of PGM programs, we need increased financial and facility support from the University. The trend is toward corporate-owned golf facilities, so the PGM needs to stress “general manager” proficiencies, not just player and teacher skills.

5. How do you feel about the effectiveness of the College of Business staff and their support? Effectiveness of the PGM staff?

Response Summary

All agree that there needs to be more funding and support from the College of Business and the University. PGM has brought national recognition and prestige and much money to the school and the school has not put that money back into the PGM program to keep up with technology and teaching facilities necessary to produce quality graduates.

Secretary--excellent. She is actually operating as an ad hoc administrative assistant who is crucial to managing the program.

PGM Coordinator--the best in the country, especially given the demands placed on him. His demonstrated strengths are his excellent support - both academically and socially, for the students his expertise in golf as a sport and a profession, his extensive connections with industry that have yielded literally thousands of dollars in gifts to the University, and his effectiveness as a liaison to the endorsing professional society, and his dedication to serving alumni and building the FSU student/alumni network.

6. Does the PGM staff have effective relationships within the industry?

Response Summary

YES. All agree--continue to show industry the impact our graduates have. The PGM staff has an extraordinary record of responding to the industry needs while helping to shape the industry's future. This leadership role is continuously recognized by the PGA and the network of golf professionals as evidenced by out-of-state student referrals to the PGM program, industry and professional gifts and scholarships, recognition in professional publications and in requests for more successful continuing education opportunities offered through FSU.

PGM Student Survey - Summary of Results

(Complete Findings in Appendix A)

The top items rated by students on a 1-5 scale regarding ratings of PGA/PGM and how well FSU prepares students were as follows (5 is excellent):

- 4.7 Internships
- 4.5 Preparation to enter golf/business
- 4.4 Golf industry view of PGM program
- 4.4 Perception of the PGM program
- 4.4 Professionalism as a golfer
- 4.3 PGM Academic advising
- 4.3 PGA's view of the PGM program

Middle items were:

- 4.1 Content of golf workshops
- 4.0 PGM center
- 4.0 Marketing courses
- 3.9 Golf facilities
- 3.8 Number of golf workshops
- 3.7 Biology courses
- 3.7 Communication skills
- 3.6 Writing skills

At the low end were:

- 3.5 Interpersonal skills
- 3.5 Management courses
- 3.4 Golf teaching
- 3.0 Biomechanics courses
- 2.8 Computer skills

Open-ended Responses

How is FSU doing to prepare you? If area was low, suggest a solution.

There is a need to improve the biomechanics course and expand teaching workshops.

Explain why you rated some items low.

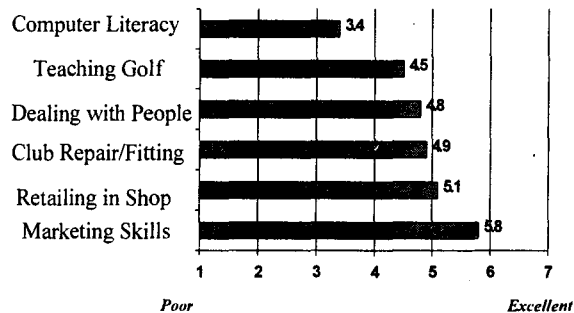
Computer classes need to be more hands-on. There should be more seminars on teaching. The golf course is less than satisfactory. "We are the #1 PGM school in the country. Please start supporting us like we are!"

Need additional staff?

There was a split in answers. Some said no because Matt and Jean are doing such a great job but at great personal expense. Others said yes because there is so much work to do. Alumni and Advisory Boards were "more likely" to say that we should add more staff, because they are now working in the industry and look back on how much work was really involved and compare it to what they are now doing.

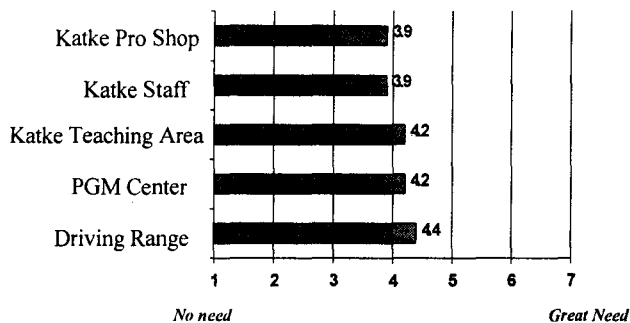
Alumni Survey (n=106)- Summary of Findings (Complete Findings in Appendix A)

How well did the PGM degree prepare you?



The chart shows that alumni feel very prepared regarding marketing skills. They feel least prepared in computer skills.

What areas in PGM need improvement?



The chart indicates that according to PGM alumni the low areas include the Katke Golf Course pro shop and staff, according to PGM alumni. There is a lot of room for improvement since a “7” is excellent and FSU has been the academic standard for years and is considered the “Harvard of PGM schools.”

Demographic Summary

- The 106 alums ranged from 1979 to 1995 in year graduates
- Age ranged from 22 to 51
- 68 Head Professionals, 9 Assistant Professionals, 12 Directors of Golf
- 31 had incomes up to \$40,000, while 26 ranged from \$80,000 to over \$120,000

Summary of Open-ended Responses

Alumni (n=106) responded heavily to the open-ended questions. Below is a summary of answers that were mentioned repeatedly by graduates.

Strengths of the PGM Program/Alumni Comments

- ◆ Internship Program
- ◆ Networking and Friends
- ◆ Marketing and Retail Background/Degree
- ◆ Strength of Curriculum
- ◆ Seminars/Guest Speakers/Workshops

- ◆ Other significant responses include: overall experience, facilities, PGA affiliation, Student Associations, and Job Placement
- ◆ Jean Shaw and Matt Pinter

Items Liked Least

- ◆ Lack of Seminars and Speakers
- ◆ Ease of Admission into the Program and its Curriculum (including Computer Accessibility)
- ◆ Quality of Internships
- ◆ Lack of Emphasis of the Business Aspect of Golf
- ◆ Golf and Practice Facilities

What do you as a professional feel would make the PGM program more effective to meet the PGA and industry demands?

- ◆ A Greater Number of Golf and Business related classes
- ◆ Tougher qualifications for entry into the program
- ◆ More Top-Shelf Speakers and an Increased Number of Workshops and Seminars
- ◆ Greater Emphasis on Teaching Skills
- ◆ More Internships with greater overall diversity (From grounds maintenance to PGA Tour)
- ◆ Return to Quarters (Rather than having Semesters)
- ◆ Upgraded, More Technologically Advanced Facilities

How well did the PGM degree prepare you for the following: Rate the following on need for improvement in these areas:

- ◆ Improve the Condition of the Facilities (They should be the best)
- ◆ Better Targets on the Range
- ◆ Should be able to Teach and Observe golf to PE classes
- ◆ Greater tie-in between Katke and the PGM program

Compared to golf industry standards and the facilities available at FSU, what do we need to add/change: regarding the PGM facility?

- ◆ More Audio-Visual teaching equipment and Instruction
- ◆ An Indoor practice and teaching facility
- ◆ Greater emphasis on the computerization of golf
- ◆ An improved club fitting and repair program
- ◆ An Increase in the number of PGM Staff

Compared to golf industry standards and the facilities available at FSU, what do we need to add/change: regarding the golf and range (Katke) facilities?

- ◆ Improve the Practice Facility/Short Game area
- ◆ Build a new Clubhouse and Pro Shop
- ◆ Improve the condition of the Course and add more trees, hazards, etc.
- ◆ Have more teaching aids and video equipment available in the clubhouse

Faculty Survey - Summary of Findings

(Complete answers in Appendix A)

The faculty survey was entirely open-ended; responses are summarized below.

1. Comment on how you perceive the value of PGM to the Marketing Department and to the College of Business.

All responses were extremely positive: extremely valuable, nationally recognized program, fits with FSU mission, outstanding young men and women, unique program, produces faithful alumni, and has 100% placement.

2. What is your general perception of PGM students?

Bright, self confident, pride in program, self motivated, professional, higher “life” skills, some can be somewhat cocky.

3. What additional staff, technology, or resources are needed, if any, to make the PGM program better?

All agree need more staff, especially help for internships. Need latest software for instruction.

4. What additional resources are needed to keep the FSU program as one of the best in the country?

State-of-the-art teaching center, facilities need upgrade, video equipment, more staff, money, learning lab.

5. Is Matt Pinter responsive to faculty and the marketing department regarding communication, requests, or suggestions from faculty?

All agree -- excellent! Team player, very responsive.

6. How can the PGM program be improved?

Need more staff, computers, camera equipment, implement the suggestions of Matt Pinter.

Summary of Facilities, GPTA, Labor Market, and Curriculum Findings

Facilities and Laboratory

PGM Center

The PGM center located at 1506 Knollview in the old Knollcrest commons is an adequate facility for the administrative portion of the program. The facility includes a reception room with a reception area, the coordinators office, and a conference room. Included in the center are an indoor putting green, five indoor hitting stations, and a computer lab with three Pentium 133 computers.

PGM Laboratory (Katke Golf Course)

The PGM laboratory (Katke Golf Course) is an area where improvements are greatly needed. The golf course is a good design, but like all golf courses built 25 years ago it is in need of improvements. The golf shop is no longer meeting the needs of the program or the golf course. The facility has no area for club storage and the resale area at best is inadequate. This area should be state-of-the-art and at the present time is not. The practice facilities are like the golf course; potentially they could be outstanding, but at the present time are in need of improvements. Because of its proximity to the Holiday Inn, the PGM laboratory is one of the first impressions visitors receive of FSU. With the PGM program's national reputation and status as a key program at Ferris, the PGM laboratory should be "state-of-the-art" to reflect its importance to the University. The present condition of the PGM laboratory is such that this is not the impression being made.

If the PGM program is to continue its role as the leader and even to remain competitive in the golf industry, improvements to the PGM laboratory are absolutely essential.

Note: Many Michigan public universities have facility capabilities better than FSU, such as Grand Valley's heated range stalls, but FSU has the only PGM program in the state.

Evaluation of PGA GPTP Requirements

In 1993 the PGA of America instituted sweeping changes to the apprentice training program for membership into the PGA. The new program was named the Golf Professional Training Program (GPTP) and with this new program came changes to the PGM programs as well. Prior to this new program, PGM students were required to work at least six months after graduating and attend and pass a Business School examination prior to obtaining membership. With the advent of the GPTP, the PGA of America made the decision to have PGM students also complete all requirements of the GPTP.

The GPTP is comprised of numerous learning activities, including on-the-job training, self study courses, video presentations, and seminars. It incorporates three levels of study, as well as checkpoints at the completion of each level to ensure subject comprehension. Upon successfully completing all three levels, an apprentice must pass comprehensive knowledge tests, undergo work experience interviews, and surpass minimum standards established for a practical on-the-job examination.

The PGA advertised for faculty to deliver this program and received over 800 applications nationwide. From this group the PGA selected 30 instructors to be trained in the methodology to teach this new program. The PGM coordinator at Ferris State was among the group selected for this faculty. The Ferris PGM program is the only PGM program whose coordinator serves on this GPTP faculty. The end result of this for Ferris PGM students is that coordination of these new requirements into the existing academic program has been done as smoothly as possible.

A major new component of the GPTP for PGM students is the requirement of self study courses and the development of a work experience kit. This kit is comprised of various work experience requirements that PGM students must prepare and present to PGA GPTP faculty for evaluation. These work experience kits are very lengthy documents numbering over 100 pages and the PGM coordinators are now required to make sure these documents are complete and correct. When one considers the size of the PGM program and the number of work experience kits that need to be reviewed on a yearly basis, the new amount of work and time required of the coordinator is very significant; but the advantage it provides to our students is immense.

The new GPTP requirements went into effect for PGM students in the fall of 1994. The flow chart in Appendix F demonstrates how we have incorporated the GPTP into our existing academic program. The PGM program at FSU is two years into the process and up to this point we have been very accurate with our estimate of how this new program would fit into the PGM program. The GPTP's major impact on the Ferris PGM program is additional work for both the PGM students and the PGM coordinator.

(PGA/GPTP proposed delivery chart -- Appendix G)

Labor Market Analysis and Trends

Golf in the United States doubled in popularity during the seventies and eighties. Since the 1980's around 25 million Americans have been described as "golfers." The following information was extracted from National Golf Foundation's (NGF) reports. These statistics are broad-based and must be considered like other general economic data. Small ups and downs may or may not be indicative of real trends. It is clear, however, that the boom in golf participation leveled off in the nineties. It is equally apparent that golf has proven not to be just a passing fad. The continued increase in spending, even as the participants and rounds remained flat, seems to also indicate that golf is firmly entrenched, particularly with "core golfers" who really drive the market opportunity.

In 1995, the average "golfer" was approximately 40 years old, had an average household income of \$56,200, played for nearly 15 years, and got in approximately 19 rounds. Averages for "core golfers" were 45 years old, \$58,100 in income, 18 years of playing and 36.5 rounds. While golfers may tend to be very discriminating, both as to price and quality, it is broadly perceived that the typical customer at higher quality golf courses is willing and able to regularly pay for a good golfing experience and is not likely to be easily discouraged from playing golf by economic cycles of short-term changes in disposable income.

The overall demographics indicate a strong current market for golf. The market for golf appears to have the potential to grow even broader and deeper with (1) the moving of the huge "baby boom" generation through middle age, (2) the increases in life expectancies together with the appropriateness of golf as a continuing recreational activity for an aging population, and (3) the expanding participation by females, minorities, and lower income individuals. If the recent golf participation rates by age group remain constant as the 77 million "baby boomers" who began turning 50 in 1996 move through their years with more disposable income and leisure time, the effects on the golf market will be very positive. If larger percentages of "baby boomers" are more comfortable with and attracted to golf than prior generations, the effects can be even greater.

Another positive trend is that of junior golf. The annual rate of increase in this segment has led all others in annual rate of increase since 1991. This second wave of boomers consists of children born between 1977 and 1994. It numbers 72 million, which puts it on a par with the original boom. While this important segment already appears to be making its presence felt, it has the potential to make an even bigger impact as its members move into their 20's and 30's.

While the golf industry as a whole appears to be healthy and vibrant, the role of the golf professional in the industry is ever changing. The once traditional role of the PGA professional is more and more becoming one of specialization. Many of our graduates who have been in the marketplace over the past ten years have moved from the traditional role they were trained for into specialized areas. These include positions in corporate golf as general managers of clubs, teaching specialists, and in golf related areas such as manufacturing and

retailing. It is vital to the health of the program that we adapt our curriculum and structure to proactively respond to these new trends.

Curriculum Analysis

Marketing Curriculum

As seen in the PGM course checksheet in Appendix B, general education requirements are met, College of Business requirements are met, and a depth of marketing courses are offered. As stated in the surveys, students and alumni feel very prepared in the marketing and retail areas. Computer skills need improvement; most of these are golf related and are addressed in the following section.

Golf Related Curriculum

The PGM curriculum at this time seems to be meeting the basic needs of our students. As the role of the golf professional changes, the curriculum needs to be sensitive to these changes and able to adapt to them. Potential changes in the near future would include more computer training and more emphasis on total management of the golf facility. We do not recommend that new classes be created to meet these needs; but instead, existing classes should be focused on the golf and recreation market. The College of Business and its faculty and leadership have been informed of the concerns of the PGM Coordinator and are prepared to act in a proactive way to respond to these market trends and demands.

Currently under implementation:

1. Computer needs: Handicomp and MSI (working with Bob Fortune)
2. Accounting and computers (working with Dick Hanna)
3. Biology--created more hands-on in BIOL 114 (worked with Dept. Chair)
4. Beverage management changes to help learn more skills for General Manager career (worked with Tony Agbeh)

IV Program Profile Document

The program profile document is a part of the program review process. The information listed in the outline below will assure that all aspects of the outline have been addressed in this document. If already covered in this document, a referral is made.

I. Purpose of program

A. *Goals/mission* (see page 3 Mission and Introduction)

B. *Compatible with roles and mission of FSU.* The PGM program has 100% placement and offers a hands-on, career-oriented degree. The size of Ferris and the mission of Ferris make this program a perfect fit.

C. *How is it integrated with other FSU programs?* Our PTM, PGM, and MIM degrees are well received in their respective industries. The combination of business, marketing, and specific golf related areas make PGM a natural in the College of Business. A few PGM students who end up changing majors have little to lose when they move into the B.S., Marketing degree and are able to complete FSU with a degree that still leaves them options within the golf industry such as sales or retailing.

D. *How is the program integrated with programs at other institutions?* We are unique to Michigan and this niche is a cash cow for Ferris. The PGM program is monitored, along with three other universities mentioned, by the PGA.

A. *How does the program serve society?* PGM internships range from Michigan to nearly every state in the U.S. PGM graduates find careers in many aspects of golf--from head professional, to golf director, to IZOD executive. In northern Michigan alone, 60 new golf courses were started this summer. The Governor has named Rick Smith as "The Michigan Pro," in recognition that golf and other resort activities are critical to Michigan's economy. Tourism and automotive are number one and number two for the State of Michigan. Rick Smith is Director of Golf at Treetops, one of the "top" nationally recognized teaching professionals in the nation. He is actively involved in PGM through providing internships at the Treetops Resort.

II. Resources of the program

A. Personnel

1. Faculty - Matt Pinter, tenured (See Resume Appendix D)
2. FTE overload. (N/A)
3. Off-campus programs. none
4. Administration--Matt Pinter is faculty, but has multiple administrative duties as coordinator of the program as already listed on page 5
5. Support staff -Jean Shaw, Secretary Level 2
6. Advisory committee (PGA members, see Appendix E) Very active and provides input and direction for the PGM program

B. Instructional resources

1. Facilities (see page 12)

2-6. Budgets: (Supplies and expense budget, equipment-acquisition budget, travel budget, professional development budget)

The PGM program is one of ten programs in the Marketing Department which is under one budget. (See Appendix F Budget.)

Grants - Matt Pinter is actively involved in raising \$1.2 million with American Brands to fund a new golf facility.

7. Library resources - small amount at PGM center, some in Timme Library

C. Describe faculty activities other than instruction

Matt Pinter, PGM Coordinator, has a different situation than most faculty. Most of his duties involve running the program, as previously mentioned--internships, advising, recruiting, and coordinating with the PGA of America. See attached resume for complete list of activities and responsibilities and page 5 of this report.

III. Enrollment, recruitment, retention, productivity and teaching costs

A. Enrollment -Fall of each year

(source-Admissions Office 7th day count)

1992 - 383

1993 - 431

1994 - 329

1995 - 280

1996 - 285

PGM Graduates:

1991 - 63

1992 - 64

1993 - 62

1994 - 79

1995 - 76

Note: With the new PGA contract, stipulates we cannot go above 300. There are 70-80 PGM students on a waiting list in any given year (pre PGM). This waiting list is currently around 70.

Employability is extremely high (100% placement)

See salaries of graduate survey in Appendix A, Alumni Survey.

B. Recruitment & Retention

There have always been more applicants for this program than FSU can admit. A pre-PGM status allows students to start their business program (70 waiting to get in). This is a unique program with high demand. There are no problems with retention in this program. The PGMSA is the student association of the PGM program. There is one faculty advisor for all 285 students, Matt Pinter.

C. Productivity and Teaching Costs (See Appendix C)

IV. Effectiveness of the program

A. Curriculum

1. Graduation requirements (See FSU Catalog-must have 2.0 in major courses business core courses, and overall)

2. Course sequence (See Checksheet in Appendix B)
 3. Minor changes are made each year as needed (See Curriculum page 15)
- B. Quality of the program. "Harvard of the PGM schools"
1. See page 3, background of PGM program in affiliation with PGA.
Performance is primarily assessed by the PGM Advisory Board interaction and the PGA site visits to review the PGM program. Also, performance is assessed through departmental review, faculty input, alumni contacts and feedback.
 2. Quality issues include beginning PGM course, teaching seminars, and advising.
 3. Student performance - assessed through PGA GPTP requirements, PGA playing test, and career positions (See Alumni survey, career titles and salaries - See Appendix A)
 4. Quality of instruction measured - PGM feedback and surveys
 5. Course content kept current --marketing/business courses kept current through departmental processes. (See page 15)
 6. Success of grads (see #3 above)

C. Strengths and weaknesses of the program (See Pages 19-23)

V. Actions taken and future prospects (SEE RECOMMENDATIONS Pages 19-23)

A. Assessment of actions taken

1. Measures taken to correct weaknesses and emphasize strengths
2. Results in response to measures executed.

B. Future measures needed to enhance program

(See pages 19-23 recommended changes)

1. Environmental factors (political, administrative, competitive)
(See Labor Market Analysis and GPTP on pages 13 and 14)
 - a. impact on the program
 - b. measures needed to enhance the program
(See recommendations, page 19-23)

Strengths, Weaknesses, and Recommendations

Strengths

- PGM is the first program of its kind in the world
- PGM has a contractual agreement with the PGA of America
- PGM program the only one in Michigan universities
- PGM fits the Ferris mission
- Ferris' PGM program serves Michigan and the Midwest (3 others include Mississippi State, Penn State, and New Mexico)
- The Ferris PGM program is a nationally recognized leader in the golf industry
- PGM has **100% placement**
- Although starting salaries are relatively low (1994-95 - \$18, 129), within 2-5 years there is a tremendous jump in salary for first assistant or head pro positions; as seen from the survey of alumni **25% currently make \$80,000 to over \$120,000**
- **Enrollment** since 1984 has been very strong (282, 280, 292, 291, 310, 328, 354, 371, 383, 431, 329, 280, 285); to maintain integrity of the program, the PGA has now capped enrollment to 300; and there are always 70-80 taking classes at Ferris that are on a PGM waiting list
- With high steady enrollment, and high out-of-state enrollment over all these years, PGM has made a great dollar contribution to FSU
- 129 Out-of-state and 156 in-state students brought in **\$3.1 million** in tuition and room & board for 1995-96 - this jumps to \$3.6 million with 50+ pre PGM students
- Using the above enrollment figures, the PGM program has generated somewhere between \$40-\$60 million dollars for Ferris
- Retention has not been a problem; 70% graduate who start the program; many who do not stay in PGM conveniently switch to marketing or marketing sales to complete their business degree (many continue to pay out-of-state tuition)
- PGM Coordinator, Matt Pinter, is a **PGA Master Professional** (only 150 of 22,000 PGA members and apprentices)
- Matt Pinter is very active in sectional and national PGA business and activities and is well known and respected throughout the golf industry
- Results of all surveys are extremely positive regarding Matt Pinter and say that he is the backbone of the FSU PGM program
- Because of Matt Pinter's contacts and the highly specific degree area, most students get jobs through Matt Pinter or internship contacts
- Matt Pinter, through his personal contacts, generated over \$75,000 (value) for Katke this year in FREE fertilizer, mowers & range equipment, and range balls.
- Matt Pinter is also one of a very select group of **faculty on the national GPTP staff** of the PGA

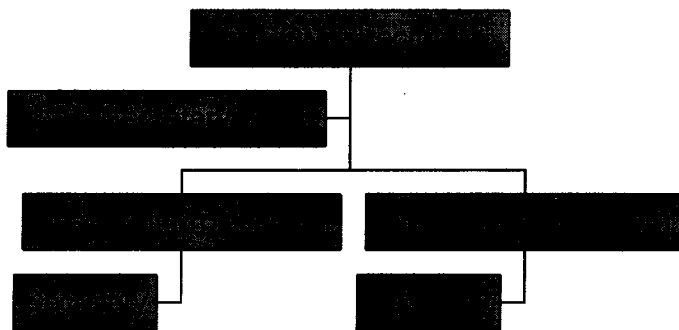
- PGM students contribute to the community through golf instruction, clothing drives, host Big Brothers tournament, for 14 years hosted the Amputee Tournament.
- ***Matt Pinter wears many hats that make the program a success although this is also a weakness listed as follows because he is spread so thin:***
- As Full Time **Tenured Faculty**, Matt Pinter
 - * teaches PGMG 101, 1 cr., 80 students
 - * teaches PGMG 102, 1 cr., 80 students
 - * Advises 285 PGM students
 - * Teaches golf to PGMers as much as time will allow
 - * Oversees and runs various seminars for club repair, teaching, and others
- As **PGMSA Advisor**, Matt Pinter
 - * Advises the officers and 285 members of the PGMSA
 - * Holds weekly meetings
- As **Internship Coordinator**, Matt Pinter
 - * Maintains working relationships with hundreds of golf professionals at golf courses all over the U.S.
 - * Oversees internship placement and monitoring of 285 students
 - * Each of **285 students are required to complete 5 (2 cr. each) internships** over the course of 4 to 4 1/2 years at FSU; in other words $285 \times 5 = 1,425$ internships (Note that in some areas of FSU that a faculty assigned to **27 internships** is considered a full load with NO TEACHING)
- As a **Fund-raiser**, Matt Pinter
 - * Currently raising \$1.2 million to renovate Katke facilities to bring up to industry standards
 - * \$20,000 Scholarships annually, \$14,000 alumni dev. fund
 - * Coordinates annual Sept. President's Golf Tournament (raised \$20,000 in 2 yrs)
- As **GPTP faculty**, Matt Pinter
 - * Reviews 100 page document kits of PGM students and PGA apprentices from around the country
 - * Attends national meetings
- As **PGM recruiter**, Matt Pinter
 - * Interviews prospective students and their parents
 - * Recruits at various PGA functions such as the PGA show in Florida
- As **PGM Alumni Director**, Matt Pinter
 - * Maintains alumni relations and other duties
- As **PGA Liaison**, Matt Pinter
 - * Keeps updated on PGA activities to continue to update the PGM program
 - * Coordinates the PGM, PGA review process; every 4 years
 - * Coordinates the PGM Advisory Board
- Jean Shaw, secretary for 12 years, has been a tremendous asset to the program. She is revered by the students and alumni. Fortunately, her dedication takes her way beyond her job description. She helps out in most areas of PGM where needed in this understaffed environment (internships, revolves schedule problems, and much more).

- All **surveys of faculty, staff, advisory board, and alumni** indicate the great strength and notoriety of the PGM program with high levels of satisfaction in: PGM national recognition, internship program, marketing and retailing skills, and overall program
- Loyal PGM alumni
- Katke range and facility provide a somewhat adequate area for practice, teaching and learning lab for the PGM students

Weaknesses

- Even though PGM serves Michigan, the Midwest, and the U.S., PGM students are the only students in the MIDWEST to pay full tuition.
- Although PGM generates very high tuition dollars for FSU, little has been returned to the program to keep it as a nationally recognized leader
- Surveys indicate a great need for more PGM staff
- Surveys indicate a great need for Katke facilities to be improved
- Surveys indicate a great need for better integration of PGM students and Katke golf staff
- Surveys indicate a great need for better integration of the PGM program requirements and the Katke facility
- **PGM is severely understaffed**
- **Some equipment is outdated (such as the one video camera)**
- **Because of being understaffed all the functions of the PGM Coordinator are being done as best as can be done with time allowed for one person to handle**
- 21 years ago, in 1975 when the program started, one coordinator was adequate--although not ideal because of the heavy internship emphasis of the program
- When Mississippi State University started their PGM program in 1985, the PGA helped set it up to better manage the **220 students compared to FSU's 285.**
- *A comparison of the two state public university follows:*

Mississippi State University-PGM



Ferris State University-PGM



- The Head Pro at Mississippi helps with GPTP requirements, teaching, providing internships, running seminars, provides a pro shop lab, teaching facility, and other functions
- In other words, at Mississippi, three full time people (with 3 secretaries) are doing the work done by Matt and Jean. Their Director is tenured faculty with no teaching duties.

Recommended Changes to the PGM Program

Curriculum

The present PGM curriculum is meeting the needs of the PGM students. Areas that have changed or in the process of change include:

1. The establishment of a new PGM Class, PGMG 102, that deals specifically with the GPTP requirements for PGM students. This proposal is on tract to become a course for the fall of 97.
2. More integration of GPTP self studies into existing academic classes. This has already been accomplished in a new biology class and a food service class.
3. The establishment of a computer class that deals more specifically with the golf industry and golf software is an area that was mentioned in many surveys.
4. More time needs to be spent with the students working on their golfing skills.

Facilities

- The laboratory facilities for the PGM students are an area that needs extensive improvements.
- A new PGM facility should be built at the golf course that would include locker rooms, club storage area, classrooms, and a state of the art resale area that would reflect the importance of this program to Ferris State University.

- The driving range and the golf course are also in need of many improvements. A golf course planning committee is currently working with a golf course construction firm to prepare a master plan for the golf facilities. Upon completion of this master plan funds should be made available to make the improvements detailed in this plan.
- The Katke golf course should be a showplace for the PGM program. For the past 21 years while the PGM program generated millions of dollars for the University, the golf facility has been neglected and not upgraded as the important learning laboratory component of the PGM program. A **serious change** in the way this facility is looked at is necessary for the program to maintain its leadership role.

Equipment

- Up-to-date video teaching equipment
- In-door range or heated range (especially to compete with the PGM programs in the south)

Staff

- The PGM program is severely understaffed. One faculty member and one secretary are currently doing 300 internship placements a year, advising 300 students, teaching two classes, in charge of placement of graduates, alumni relations, fundraising, student organization advisor, conduct teaching seminars on weekends, oversee tournament and playing requirements for PGM students, serve on university committees, and involved in developing new academic programs. (Listed extensively in strengths and weaknesses above). It is impossible for the current staff to accomplish all these tasks.
- All surveys from all groups make staffing the number one shortcoming of the program.
- At the **very minimum** there needs to be at least one additional staff member for the PGM program. There are a number of possible options. A closer association with the learning laboratory and its staff is certainly an area where help might be available. There would be tremendous advantages in

better integration of the golf course and the PGM program. This would insure the PGM program would always be the number one priority of the golf course.

- Internship Coordinator for the 285 PGM students, each having 5 internships (1,425 over 4 years) !! (remember there are full load/full time faculty who have only about 30)
- Secretary for the Internship Coordinator

List of Appendices

Appendix A Advisory Board, Student, Alumni, & Faculty Surveys

Appendix B PGM Course Checksheet

Appendix C Productivity and Teaching Costs

Appendix D Resume, Matt Pinter, PGM Coordinator

Appendix E List of PGM Advisory Board

Appendix F Budgets

Appendix G GPTP Flow Chart

APPENDIX A

Surveys:

- 1. Advisory Board**
- 2. Alumni**
- 3. Students**
- 4. Faculty**

Dear Professional Golf Management Advisory Board Member,



The PGM program is currently undergoing review for improvements. *Every* program at Ferris is reviewed periodically. The review process usually helps validate what we are doing right and discover what funding or resources we might need to provide a better program. Please answer the following open-ended questions so that we might use **your expertise** to help us grow and better serve the PGA and golf industry. It is extremely important that you take time to answer each of the following six questions. **Thank you very much for participating.**

Sincerely,

Matt Pinter, PGM Coordinator

1. A) Do you feel that additional staffing is needed to manage the PGM program and its internships? (Current staff includes Matt Pinter, coordinator and Jean Shaw, secretary.)

B) What staffing should be added, if any? (explain why)

2. A) Is the PGM program meeting the demands of the golf industry?

B) If not, what changes should be made?

3. If you were running the PGM program at Ferris State, what do you feel would be the ideal set up for a high quality PGM program? (Ideal set up regarding staffing, facilities, internships, etc.)

4. What direction should be taken or changes implemented in the PGM program to maintain a leadership role among the four PGM programs in the U.S.? (Are there any market trends that might impact the PGM program?)

5. How do you feel about the effectiveness of:

A. The College of Business staff & their support of the PGM program?

B. The PGM staff (secretary)?

C. The PGM Coordinator?

6. Do you feel that the PGM staff at Ferris has effective relationships within the golf industry (PGA pro's, manufacturers, and golf suppliers)? Explain and please state any ideas for enhancing relationships.

THANK YOU!

Advisory Board Survey Survey Responses

1. A) Do you feel that additional staffing is needed to manage the PGM program and its internships? (Current staff includes Matt Pinter, coordinator and Jean Shaw, secretary)

Yes

Emphatically, YES!!!! The program needs 2 - 5 more people in various capacities.

Yes, additional staffing is needed. Jean Shaw would make a great assistant coordinator because she has been around the University and the program for at least 13 years that I am aware of and she always had the respect of the students and alumni.

Yes, new staff would help to organize a complex program which has to work with four outside environments: FSU, PGA, students and alumni.

YES!

Advisory Board Survey

Survey Responses

B) What staffing should be added, if any? (Explain why)

- 1) Assistant coordinator - FSU relations, PGA relations, daily operations
- 2) Internship coordinator - supervise current and recruit new facilities
- 3) Receptionist / Jean's assistant - telephone, typing, bookkeeping, etc.

I would add an assistant coordinator for the program to keep track of the internship student's progression through the months they are away from school. This would free up Matt to concentrate more on the students on campus as well as to interview prospective students to allow into the program.. Also to better involve himself with the golf industry and FSU alumni.

Staffing definitely needs to be improved. I would add the following staff:

- Assistant PGM coordinator
- Receptionist/secretary
- Graduate assistant (part-time)
- PGM Alumni Executive Director

Add another secretary (full time to be shared with golf course operations).
Add assistant coordinator to travel to internship sites to evaluate job and student's performance.

1. Field representative - monitor progress of interns on the job
2. Office staff person to communicate with intern training status supervisions - i.e. emphasize responsibilities of those hiring interns.

Advisory Board Survey Survey Responses

2. A) Is the PGM program meeting the demands of the golf industry?

Golf industry needs more entry level jobs like we provide. With new GPTP it won't be long before all professionals will come from PGM programs.

Somewhat

I would say we are about 75% of the way there and as far as preparation either through a PGM school or the GPTP I would say a definite advantage is given to the PGM students because they receive a four year college degree.

We are currently meeting all the demands of the golf industry, but the future holds many battles which we must take on (PGA relations, GPTP, etc.).

Yes and no

Advisory Board Survey

Survey Responses

B) If not, what changes should be made?

We will need additional staff to accomplish all our goals.

Having been a student and now a Head Golf Professional at a private country club and from speaking with other alumni I feel that we need to better prepare the students for both their internships as well as their first assistant professional positions after graduation. When I went on my first internship I was not prepared for what I was about to go through and what would be expected of me.

The PGM program needs to take a look at the rapidly changing industry and make sure our energies are focused in the right directions. In addition to the current curriculum, we need to add/improve classes on the following:

- Golf club general management
- Food and beverage operations
- Improve the OHT/Turf classes to have a more practical approach to turf. Get experts in from Michigan State, Penn State to evaluate the classes and give their thoughts on what should be in the classes. I would have liked to have more classes on course drainage, bunker renovations, pesticides, fertilizers, chemicals, etc.
- Golf club construction. In the rapidly changing environment, we need more information.
- Manufacturing of golf apparel. How many students know what a double mercerized, two-ply, yarn dyed shirt is??? How it is made, etc.
- More on teaching the game. We simply do not get enough. Practical experience would be nice.
- More on tournament operations.
- More on the history of the game. The PGM program at Ferris State should have a phenomenal library of information for the PGM students to utilize.

We need more exposure to “expand career paths” such as club management, etc.

Advisory Board Survey Survey Responses

3. If you were running the PGM program at Ferris State, what do you feel would be the ideal set-up for a high quality PGM program? (Ideal set-up regarding staffing, facilities, internships, etc.)

Staffing - see previous

Facilities - heated driving stalls on range, computerized golf screen indoors, own classroom

Internships - go back to quarters instead of semesters

Facilities: Build/develop a state of the art clubhouse/learning center at the golf club. Move the PGM offices out to the golf course. Have an unprecedented practice facility that would enable students the real opportunity to develop their game in the winter months. Heated stalls that allow them to hit balls to an outdoor practice range, indoor putting facilities, etc.

The clubhouse should contain the history of the program. (It should drip history.) The golf shop should be state of the art. Nothing but the best in displays, merchandise, and staffing. It should **always** be one of the 100 Best Golf Shops in America.

The golf course needs to be upgraded and rebuilt in certain areas. It should be capable of hosting an NCAA national championship. In fact, a second 18 wouldn't hurt.

Staffing: This is a "brief" job description for the PGM program

- **PGM Coordinator:** Visiting students on internships. Reviewing applications, teaching the PGM 101 class, everything involved with the PGM program must be reported to Matt Pinter.
- **Head Golf Professional:** Responsible for instructing the students on the game of golf. Running the golf team impartially and making sure they contend for the national championship annually. Teaching the students how to effectively run a national championship annually. Teaching the students how to effectively run a tournament. A model/father figure for the students.
- **PGM Alumni Executive Director:** This person would be responsible for raising money, running surveys, keeping up to date with our most important sales people - our alumni.
- **PGM Executive Secretary:** THE GLUE!!!
- **Assistant PGM Coordinator:** Responsible for the day to day operations of the program. Securing strong internships, attending industry show, etc.
- **Course Superintendent:** Responsible for developing curriculum, keeping the course in phenomenal shape, maintaining OSHA standards, etc.

Advisory Board Survey Survey Responses

- **Receptionist/Secretary: The basics**

Add an assistant coordinator, continue to upgrade the PGM student facilities to include the latest in computer software and hardware, better indoor practice facilities, create a library of books and videos on everything including instruction, club fitting and merchandising.

a) Staff - coordinator, assistant coordinator, intern coordinator, secretary, receptionist, student assistants (one or two)

b) Facilities - state of the art office, practice area, computer lab and golf library at the golf course

c) Internships - make the host professional follow guidelines that better educate students.

1. State of the art golf facility - range, learning center, shop
2. Weekly exposure to industry people - manufacturers, etc.
3. Staffing needed to communicate w/ golf profession

Advisory Board Survey Survey Responses

4. What direction should be taken or changes implemented in the PGM program to maintain a leadership role among the four PGM programs in the U.S.? (Are there any market trends that might impact the PGM program?)

Upgrade present facility - office, golf course, range

Leadership role - new state of the art facility, additional staff and FSU continued and additional support. (\$\$\$)

Market trends - PGA restrictions!! The stronger we are the harder it will be to get rid of us.

One big market trend I see is in the growing population of corporate owned golf facilities. Another trend is the growing number of large off course discount golf shops. The golf professional needs to concentrate on his members and keep them happy through personal service in order to retain them as customers for the golf shop. Get involved in club fitting systems to show your expertise in the business.

If we take the role of being proactive and anticipating the needs of the industry we will be light years ahead of the other programs. If we are going to use the phrase "The Harvard of the PGM programs", then we better act like the Harvard. That means we make it very difficult to get into the program. Make the kids realize they are part of something special and unique and they are lucky to be there. Eliminate the open enrollment. Have one class of new student a year and make the review process more stringent.

I cannot stress enough that golf professionals need to be more than players and teachers. They need to position themselves to be the general managers at clubs, etc. The industry is rapidly changing from the professional owning his/her shop to being more corporate driven.

Better all around offering of food and beverage, turf management, small business management and public relations.

Advisory Board Survey Survey Responses

5. How do you feel about the effectiveness of:

A. The college of Business staff & their support of the PGM program?

Not observed

What support? The COB doesn't realize how good they have it with the PGM students. Over a million in tuition fees a year!! We help fund the School of Business. There are many teachers who are excellent. Bud Short, Doneth, Monty, just to name a few. However, the leadership of the School of Business needs work.

I can only speak from my perspective while I was at FSU. The School of Business and its Dean barely gave the PGM program the time of day and the respect that it deserves. Whether they realize it or not the PGM program has brought in millions of dollars over the years as well as much notoriety to the school itself.

Need to focus on two areas:

Personal skills - membership relations (customer service)

employee relations (coworkers)

How to hire/employ people - employee management

Advisory Board Survey Survey Responses

B) The PGM staff (secretary)?

Excellent

She deserves more than what we pay her!! She is an assistant coordinator true and true.

Jean has always done an excellent job and is much appreciated for what she does. Her work load over the years has been immense but she always gets it done with a smile.

Jean is the glue. If we lost her, the program would fall apart.

Her experience and dedication to the program is vital to its success (previously and in the future).

Advisory Board Survey

Survey Responses

C. The PGM Coordinator?

Has done a great job to update and instill new ideas in the program. Great relationships with students.

Matt Pinter is going to be the person to get the program pointed in the right direction. If you lose Matt, you lose the best PGM coordinator in the country. (The Knute Rockne of the PGM programs.)

I believe Matt was a welcome addition to the program and he wasted no time assuming the responsibilities and taking charge of the program. Also with his industry connections he has helped bring further recognition to the school and the program.

We need to find a way to make him sign a life-long contract!! Excellent individual!!

Excellent

Advisory Board Survey Survey Responses

6. Do you feel that the PGM staff at Ferris has effective relationships within the golf industry (PGA pro's, manufacturers, and golf suppliers)? Explain and please state any ideas for enhancing relationships.

Yes! Enhance by increasing exposure to industry leaders through campus visitation, etc.

The PGM program has the respect of the golf industry except from the PGA's own staff in Florida. I forget sometimes who makes the decisions.

Yes, I also believe that Matt should continue to utilize his number one asset in the industry which is the FSU PGM Alumni and our connections and partnerships throughout the golf business. I would continue to ask for the alumnus assistance in building partnerships for the program.

I feel our relationship is very good with the industry.

Much better than it used to be. Continue to show industry the impact our graduates will have.

PGM Alumni Survey

Thank you for participating in this PGM survey. Please answer the following questions and drop the survey in the convenient prepaid envelope.



1. Year you graduated 19 _____ 2. Age _____

3 Professional Classification

A1 Head Professional
A8 Assistant Professional
A6 Teaching Professional
A4 Director of Golf
Other _____

4. Gender Male Female

5. Income 0-\$40,000
 \$40,001 - \$80,000
 \$80,001 - \$120,000
 over \$120,000



List a few items regarding what you consider the **strengths** of the PGM program.

1. _____ 3. _____
2. _____ 4. _____

List a few items you **liked least** about the PGM program.

1. _____ 3. _____
2. _____ 4. _____

What do ***YOU as a professional*** feel would make the PGM program MORE effective to meet PGA and industry demands? _____

Please "follow through".....**OVER** ⇒



How well did the PGM degree prepare you for the following:

	<i>poor</i>						<i>excellent</i>
1. Retailing in a golf shop	1	2	3	4	5	6	7
2. Teaching golf	1	2	3	4	5	6	7
3. Dealing with people	1	2	3	4	5	6	7
4. Club repair and fitting	1	2	3	4	5	6	7
5. Computer literacy	1	2	3	4	5	6	7
6. Marketing skills	1	2	3	4	5	6	7

Comments on any of the above _____

Rate the following on need for improvement in these areas:

	<i>no need to improve</i>						<i>great need to improve</i>
7. Number of staff working in the PGM program	1	2	3	4	5	6	7
8. The PGM student/staff facility	1	2	3	4	5	6	7
9. Katke Lab facilities:							
Driving range	1	2	3	4	5	6	7
Teaching area	1	2	3	4	5	6	7
Golf shop	1	2	3	4	5	6	7

Comments on any of the above _____

Your personal answers on the following questions are CRITICAL to help us make future financial decisions. Please take a moment to continue.

Compared to golf industry standards and the facilities available at FSU, what do we need to add/change:

 regarding the PGM facility ? _____

 regarding the golf and range (Katke) facilities? _____

Thank you very much!!!!

Professional Golf
Management

APRC 1996-1997

Section 2 of 2

Alumni Survey Demographics

The following information is based on the population of 106 PGM alumni.

<u>Year Graduated</u>	<u>Number</u>	<u>Percent</u>	<u>Age</u>	<u>Number</u>	<u>Percent</u>
1979	2	1.9%	22	2	1.9%
1980	2	1.9%	23	5	4.7%
1981	5	4.7%	24	3	2.8%
1982	5	4.7%	25	4	3.8%
1983	10	9.4%	26	5	4.7%
1984	9	8.5%	27	2	1.9%
1985	9	8.5%	28	4	3.8%
1986	8	7.5%	29	5	4.7%
1987	6	5.7%	30	7	6.6%
1988	4	3.8%	31	6	5.7%
1989	12	11.3%	32	6	5.7%
1990	8	7.5%	33	8	7.5%
1991	3	2.8%	34	7	6.6%
1992	5	4.7%	35	11	10.4%
1993	5	4.7%	36	12	11.3%
1994	5	4.7%	37	2	1.9%
1995	6	5.7%	38	6	5.7%
Total	104	98.0%	39	4	3.8%
<i>Number Missing</i>	2		40	1	90.0%
			41	2	1.9%
			51	1	90.0%
			Total	103	97.2%
			<i>Number Missing</i>	3	

<u>Job Classification</u>	<u>Number</u>	<u>Percent</u>	<u>Gender</u>	<u>Number</u>	<u>Percent</u>
Head Professional	68	65.1%	Male	102	96.2%
Assistant Professional	9	8.5%	Female	1	0.9%
Teaching Professional	2	1.9%	Total	103	97.1%
Director of Golf	12	11.3%	<i>Number Missing</i>	3	
Other	13	12.3%			
Total	104	98.1%			
<i>Number Missing</i>	2				

Alumni Survey Demographics

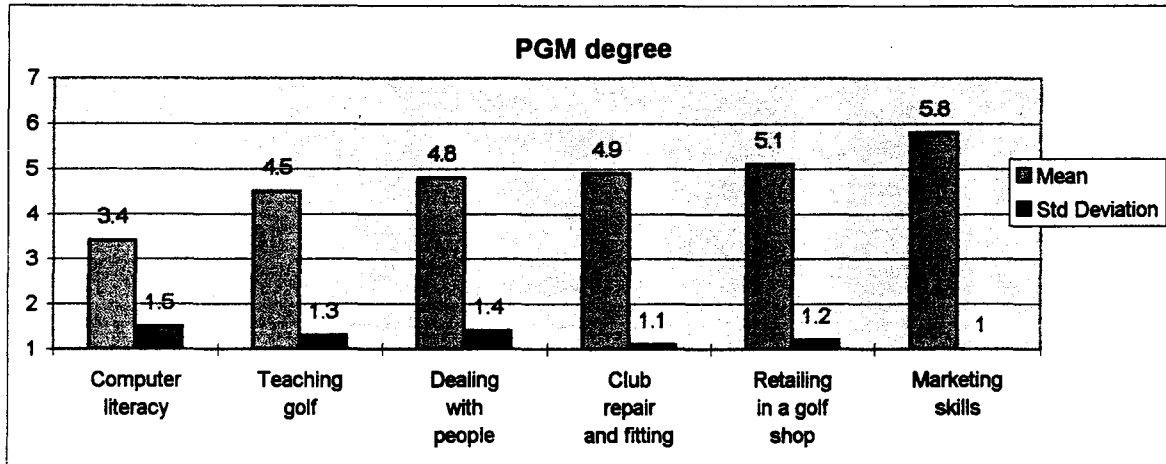
<u>Income</u>	<u>Number</u>	<u>Percent</u>
0-\$40,000	31	29.2%
\$40,001 - \$80,000	46	43.4%
\$80,001 - \$120,000	21	19.8%
over \$120,000	5	4.7%
Total	103	97.2%
<i>Number Missing</i>	3	

Alumni Survey

Means and Standard Deviations

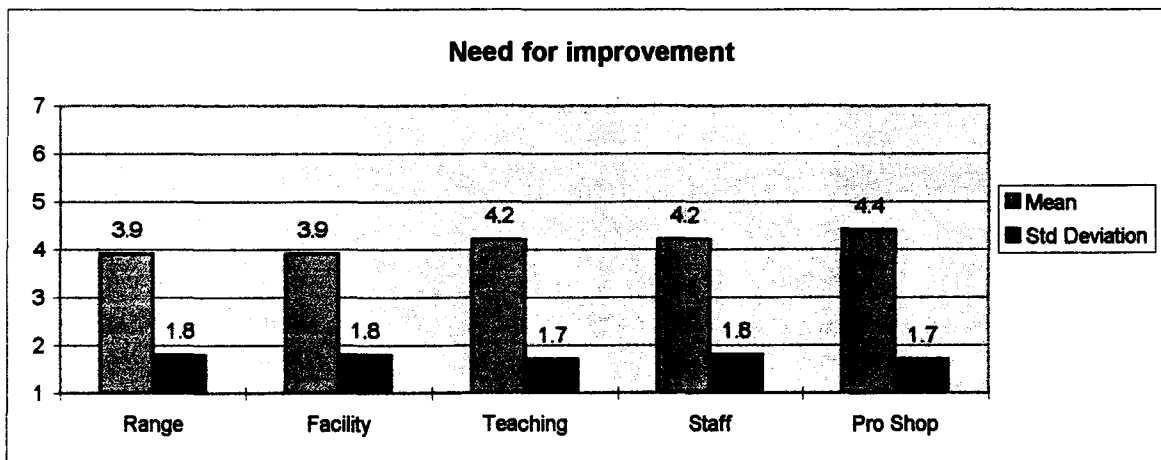
<u>Variable</u>	<u>Mean</u>	<u>Std Deviation</u>	<u>Valid Responses</u>
Computer literacy	3.4	1.5	104
Teaching golf	4.5	1.3	105
Dealing with people	4.8	1.4	102
Club repair and fitting	4.9	1.1	105
Retailing in a golf shop	5.1	1.2	104
Marketing skills	5.8	1	105

1 - 7 Scale 1=poor 7=excellent



<u>Variable</u>	<u>Mean</u>	<u>Std Deviation</u>	<u>Valid Responses</u>
Range	3.9	1.8	91
Facility	3.9	1.8	98
Teaching Staff	4.2	1.7	89
Staff	4.2	1.8	96
Pro Shop	4.4	1.7	89

1 - 7 Scale 1=no need to improve 7=great need to improve



Alumni Survey

Strengths of PGM Program

PGM Alumni Comments:

Internship Program	71
Networking and Friends	44
Marketing and Retail Background/Degree	36
Strength of Curriculum	26
Seminars/Guest Speakers/Workshops	26
Reputation of Program	18
Overall Experience	8
Golf Facilities	7
PGA Affiliation	6
Student Association	6
Job Placement	6
Exposure to Golf Industry	5
Program Coordinator - Matt Pinter	5
Tournament Play	5
Educational Opportunities	4
Alumni Association	4
Quality/ Diversity of Students	4
Instructors/Staff	4
Knowledge of Industry	4
Experiencing Different Facilities	3
Seeing the Country/Travel	3
PGM Secretary - Jean Shaw	3
Results	2
Golf Course	2
Organizational Skills	2
Practical/On-the-Job Experience	2
Goal Orientation	1
Class Schedules	1
Competition with Other Schools	1
Terms	1
Business School	1
Focus Given to Business Side of Golf	1
Professionalism	1

Alumni Survey

Items Liked Least

PGM Alumni Comments:

Winter	22
Location/Big Rapids	9
Not Enough Hands-on Seminars and Speakers	9
Curriculum	7
Too Easy to Get into Program	7
Quality of Internships	6
Computer Accessibility and Training	5
Not Enough Stress on Business Aspect of Golf	4
Golf Facility	4
Not Enough Emphasis on Teaching	4
Practice Facility	3
Playing Availability to Students	3
Change From Quarters to Semesters	3
Semesters Limit Availability of Interns	3
Quality of Ferris Instructors	2
Residence Halls/Campus Food	2
OHT Class	2
Networking	2
Interns Not Treated with Respect at Courses	2
Internships Need to be Monitored	2
Classes Not Focused Enough on Golf Business	2
Lack of University Support	2
Poor Involvement Between FSU & Katke	2
Paying For Internship Credit	2
Not Enough Information on Rules and Handicaps	2
Political	1
Not Enough Golf Courses	1
Internships - Too Many Hours	1
Lack of Interpersonal Relations Classes	1
No Calligraphy Class	1
No turf internship	1
Placement Upon Graduation	1
Not Enough Management Training	1
Length of Internship (too short)	1
Students Who Enter Program to Play (not learn) Golf	1
Time of Year of Alumni Tournament	1
Ferris Administration	1
Students Sent on Internships Without Enough Knowledge	1

Alumni Survey Items Liked Least

Campus Too Spread Out	1
Preparation of Playing Ability	1
Need Resume and Interview Training	1
Election of the E-Board	1
Way Scholarships are Awarded	1
Parties	1
Lack of Participation and Professionalism	1
Degree Doesn't Help Get Head Pro Position	1
Program Understaffed	1
Lack of Financial Help Available	1
Student's Abusing PGM Privileges	1
Lack of Focus on Customer Service	1
PGM, GPTP, and Apprentice Programs Teach Same Info.	1
Not Enough Good Golf Instructors	1
Cost of Internships (Housing)	1
Too Limited Geographically	1
Not Enough Golf Instruction	1
Not Enough Visual Merchandising Training	1

Alumni Survey

What do YOU as a professional feel would make the PGM program **MORE** effective to meet the PGA and industry demands?

Mandatory golf-related classes or seminars (calligraphy, tournament operation, handicapping) **MORE GOLF!**

Participation of more PGA affiliated golf clubs. Also more education in customer service, how to handle upset customers, managerial and leadership skills, wage and hour laws, etc.

Increased playing regulations. The education is superior and the reputation is growing in confidence.

Make qualifications tougher.

Develop more golf curriculum classes.

Bring more professionals in as guest speakers, make everyone work a few days a week on the golf course, better understanding of accounting, work with computers and popular software. Business law class should be required.

Playing and teaching skills important, also merchandising, job negotiations, and people skills. Bring in best speakers possible, bad intern schedules, quarters were much better.

More accounting, business communications and public speaking. Higher standards for entry.

Need to get the Alumni to help in more effective ways of recruiting. When any student shows interest in the program, they should be sent a list of grads in the area and the local alumni should arrange a meeting.

More teaching experience is needed by students coming out of the PGM program. Need more teaching seminars, three day class is not enough.

Prepare students that the golf business is a people business that requires **HARD WORK**. Let kids know that they don't start at the top.

Require every student to intern as a grounds maintenance worker.

More instruction with the PGA.

A larger supply of fall interns.

More seminars conducted by in field PGA professionals.

Alumni Survey

Return to terms so that we in the northern region can use interns.

Getting the PGA to work with and promote PGM programs - stop treating them as a step-child.

Be more demanding of the student, have them pass test on the rules, tournament. Preparation, calligraphy and other golf items to get credit.

OHT classes should provide more info. into the general maintenance practices associated with golf courses and the importance of strong relationships between Head Pro. And Superintendent. (Plant biology which will almost certainly never be used is a waste of time.)

Go back to quarters.

More marketing.

Education is great - however, work more on teaching/coaching and playing skills.

Continue to raise the criteria for allowing kids in the program. We need just the cream of the crop as saturated as the business is getting.

We are becoming more of a management and organization position.

The commitment of the host professional and the intern needs to continue beyond the actual internship. Contact needs to be maintained and communication of operational changes and ideas should continue.

More realistic view of all clubs, not just big resorts.

More classes in course maintenance and food and beverage management, the industry is going to more of a club professional club manager position.

The workshops I attended were valuable, but could have been more demanding. Provide students tougher quizzes and tests.

Better players, male and especially female, better internship times.

Tell students that only 20% of them will get a job in this industry.

Make sure PGM students remain on the "cutting edge" of new trends in the business. Establish contacts with golf courses.

Alumni Survey

Diversity during internships, i.e. credit not only for working at golf courses but possible credit for working with USGA, PGA Tour or approved Mfg. This may lend diversity to our competitive industry.

With programs like professional golf teacher association, I think the PGM program should amplify its efforts to have graduates have a more extensive teaching background.

Make students better players. More demanding requirements for entry. Require more management classes.

Wage and hour guidelines.

Definite structure of job classifications. Set up interview dates.

Classes in budgeting and cost control.

More curriculum to encourage more business classes higher than 200 level as well as more retail management and small business.

Good golf operations training to include computer skills, inventory management, accounting, wage and hour knowledge.

More detailed review of internships to retain knowledge of expertise.

Tighter standards with more specific training from computer POs stations for golf to customer relations (people skills).

Continue to keep the students up to date with all the latest changes that are happening in the PGA. Also try to make sure that everyone gets involved, not the same guys all the time.

Open the studies up to a broader scope of the entire golf business, not just on becoming a "PGA Club Pro".

We need tighter requirements of the internship directors. They must educate the student to the best of their ability.

Have first rate professionals come in yearly to teach specialty topics (i.e. Bill Straughnsbaugh doing teaching credits).

Publicize to PGA professionals more information stating that we should contact the PGM program for potential candidates for employment. This job placement should help graduates of the program.

More workshops involving golf industry using PGA professionals as instructors.

Alumni Survey

Availability of students for internships... are we placing students at all the clubs interested in having an intern? What percent? Alumni would like to know.

Add seminars about merchandising, marketing, payroll, business planning. The graduates coming out today need to be more prepared.

More seminars on teaching, rules and tournament management.

The ability to place students in advanced areas of the profession such as teachers and shop managers earlier in internships. Anybody with no golf experience can run carts and clean clubs. I think these internship opportunities are not what the program should be about. I would like to see more emphasis on the business aspects of what the job is about not the menial tasks. How many graduates could formulate an operational budget for a ½ million dollar public facility within three years of graduation? How many could go to the bank and produce a pro-forma to start their own business? I had a hard time when I graduated and learned more in six months after receiving my first head professional position than I did the whole time I was enrolled at Ferris.

More required on campus workshops and seminars - especially teaching.

Don't get me wrong, Doc did the best he could, but new aggressive and progressive attitudes and methods in the program must be helping.

More class and training for tax law and the role of a CPA in small businesses.

More emphasis on teaching education and computer training.

Less enrollment with more specialized jobs. The quality of people is diluted by the amount of people accepted into the PGM.

Develop teaching skills of students more. Teaching may be the last area where "discounters" can't compete with the PGA Professional.

More direct, hands-on salesmanship training.

Return to trimester to fit the golf business needs better.

More recertification points needed and requiring students to play in more of the PGM tournaments.

More classes directly applied to the golf business.

There is very little I would change. Maybe more teaching seminars.

Alumni Survey

People management skills, business skills, computer skills, merchandise and inventory control, and teaching and playing skills will separate the PGM grad from everyone else.

More on-course maintenance practice, work on grounds crew part time to see what that aspect of the golf business is comprised of.

More emphasis on golf - teaching, playing. Interns need to work at successful, top-notch clubs. I have heard (and fought) the rumors in the industry that PGMers are great in regard to outside operations, and weaker in actual assistants duties (communication, playing ability, maturity, etc.).

More work with computers, eagle handicap, accounting and bill paying programs.

Classes in customer service, dealing with the public and printing.

Make entry requirements more stringent, too many lousy golfers who cheated to get in.

The industry needs managers - more management classes - financial and personal real estate and finance courses.

Stress the importance of exceptional customer service, professionalism, attitude, attention to detail. Make Katke a good example to follow.

State of the art learning and teaching center, range program (new construction) and internships with manufacturers in the golf industry (Cobra, Titleist, etc.).

Up-grade internships, more responsibility - video resume for interns to send to Pros.

Don't let GPTP people push down program. PGM program is so much better for gaining an understanding about the golf industry.

Continue to update and increase education. Do more golf seminars - role playing - use info. from GPTP program.

Instead of having just one week workshops, they should be full semester classes. Make more people get involved in the PGMSA.

Focus on helping young professionals understand the service business and actually running the "business" of golf.

I know most of the student's are right out of high school and have never had a job before they go out on an internship. I feel that they should make sure that they conduct themselves in a professional manor when they are in the work place. "Do not cause harm to the program" and learn in each situation. I have heard from some members in the North Florida PGA that they would not hire an intern from Ferris again.

Alumni Survey

Instill in students a desire to excel in professionalism.

To be the best you need to have the best facilities. The PGM program needs to be updated into the 90's with computer training.

More concentration on financing and shop accounting procedures. As golf becomes more corporate vs. fraternity, we must be more accountable.

Importance of being a good player should be stressed a little more.

More emphasis on actual golf shop operations - what it is going to take to get started (i.e. financing, don't overbuy the first year, start up costs, etc.). More workshops.

We need a better OHT program, more business focus and more focus on running an entire facility.

Have interns work at different types of facilities (i.e. resort, private, semi-private, daily fee).

Be more realistic regarding future employment opportunities and earning potential for future graduates.

Go back to trimesters.

Become more aggressive outside the state of MI. In the industry I hear people talk more about the other schools.

Give PGM grads a bigger head start in GPTP or make it tougher for non PGM grads.

Train employees to work registers, computers, mark golf course, research rules sheets, do not assume they will learn this on internship.

Higher emphasis on computer knowledge. Also teaching technique, make sure no one is teaching "off the wall" techniques. Try to get everyone using the same fundamentals.

Be more choosy on who gets into the program.

Being from the midwest, we need to get our interns in around March 15th to April 15th. Current system does not work for us. Would have a great program here for interns if that was not the case.

Alumni Survey

***How well did the PGM degree prepare you for the following:
Rate the following on need for improvement in these areas:***

Comments on 1-9...

Golf course is good, make it better by conditioning, charge more.

Head Professional is not a supporter.

Cannot comment! I haven't seen the facility in over 10 years.

I have only been back once since I graduated and really can't give an honest answer.

Update facilities.

Everything that is available in the market place from teaching to merchandising should be available at Ferris. Should be on the cutting edge.

Be required to teach and observe golf to PE classes.

Better short game area needed.

Most of these things do not affect alumni.

Katke golf shop.

The PGM program has not been "in the news" as it needs to be to help educate future employers.

If the areas need to improve get experts - not just Matt and Jean - to make the improvements.

Increase the students work assignments rather than pay other students to work at the Kat.

A graduate should have the head professional job at Katke (although current professional does a fine job).

Need a new clubhouse facility.

Jean can't do it all! Get her some help!!

Better targets on range.

Alumni Survey

Katke has always been behind in the times. Head Professional has never made PGMers feel welcome or offered us any amenities.

I'm really not on site enough to evaluate properly. If FSU is trying to provide the best in PGA professional training, it should have the best facilities. They have improved a lot since I was at Ferris.

Accessibility to range, help with golf game.

Great facility.

An educational atmosphere is necessary for improvement in all areas of golf.

The shop has definitely changed for the better in the last 10 years.

Bigger pro shop - funded by program to teach pro shop merchandising.

I wasn't aware Katke had a teaching area.

Target greens on range would be nice.

Golf shop!

Facilities are better now vs. then.

State of the art golf, learning and teaching center.

Should be the best.

Katke's facilities need to be radically improved.

Katke poor for such an outstanding program.

We should set up a golf shop on campus and use it as a classroom. Teach practical applications directly associated with the golf industry.

Must get more computer knowledge into program.

Remodel golf shop (update to the '90's).

Most areas are best learned away from class.

All are adequate but can always be improved.

Internships are a big strength.

Alumni Survey

Need to concentrate more on moving into the 21st century.

All areas should be the best for any PGM program.

Alumni Survey

**Compared to golf industry standards and the facilities available at FSU, what do we need to add/change:
regarding the PGM facility?**

More audio-video equipment, better club repair area, new nets for the cages, an office for Jean.

Golf course needs work

PGM library with computers, tv & vcr's, a place to go to study, relax, and learn about the business.

I would like to see a state of the art winter practice and office facility to promote the industry leading program in America.

Increase winter activities, dome on range.

Indoor teaching facility with video and latest technology, golf library.

Expand to offer computer sites (internet) practice, video, library, etc.

Teaching facility, club testing.

Need computer analysis and teaching facility.

Involve students in planning as the golf industry changes, i.e. computer lab/golf software - graphic arts - teaching, etc.

Indoor facility to hit balls and putt.

The more computers you can expose the student to, the better.

Organize and improve visual appearance of office and outside (of office).

The facility served our needs well.

More video instruction.

Much more emphasis should be applied to running the business, this could be a lab or a PGMSA store. While our education is very good, students need to learn practical business practices to help the adjustment from student to business person.

Computer center to do "golf related projects".

Alumni Survey

Allow Matt and Jean a full time assistant, more legwork possibly needed to check out facilities that want an intern - a personal visit by Matt to a new facility would be helpful to assure a good intern position.

I feel that the facilities both on campus and a Katke are much up to standard and it was a treat to be a part of it during my education.

Doing a better job at "keeping up the Jones". As a student, I thought keeping up to date looked easy, it is NOT! Are student involved in updating equipment and materials?

More hands on in the pro shop at the Kat. Let them work for benefits in exchange for actual job behind the counter.

Club fitting system.

Detail club fitting program i.e. Slazenger, Hogan.

Put PGM facility with new golf shop - create area for students to work on their games, study area, and a computer center.

Alumni to come in to really explain what these young men and women are getting into in the business.

Go to Mississippi State and take notes.

Need to make a 24 hour study/computer terminal facility. Encourage more self study club repair. Get a golf library or teaching library to encourage learning the game from a teaching stand point.

More access to video/high tech. Teaching, fitting equipment.

It has always been in a food commons building. It seems time to have a freestanding site at Katke that is truly modern for training, etc.

It's already very well organized and user friendly, keep up the great work.

Improvements have been made since the last time I was there, keep getting better.

A state of the art learning center - teaching, retailing, industry participation.

Should have computer labs available to only PGM students - that also have software pertinent to golf industry, i.e. how to use tournament program, point of sale, and internet.

Haven't been back in a long time, at the time it was adequate and I understand it has greatly improved.

Alumni Survey

Send interns to courses with alumni. I feel it is not right to send students to non-Ferris alumni facilities before courses with alumni who have supported the program.

Get online staff for off campus internships.

I think this would be better located if it was at the golf course with teaching facilities, lab area, club repair, and PGM clubhouse.

Automated t-time systems experience. Is present video top shelf? If not, improve.

PGM only computer lab, video and book library of golf publications.

Improve teaching program so that all graduates are excellent in golf instruction and coaching.

Computers, golf trac handicapping computers.

More hands on classwork!!

As a whole it has been much improved with the move to the new building. I don't see much to be improved in this area.

More computers.

More reading materials, manuals, video, library.

Club repair, teaching.

Add more staff to allow Jean and Matt to focus on programs critical areas.

Excellent facility.

Video equipment for learning to use for teaching and training. Importance of training programs and management must be stressed, the skills of golf operations were great. Management role playing will help students.

Concentrate on having a video library.

A complete club fitting area. Access to any video equipment - video golf library, etc. Books make up more events - each student must run two or three events to graduate. More computer programs.

Classes need to target specific job responsibilities - some of the class load turned out to be useless in the real world.

Alumni Survey

Teaching equipment and possibly a fitting system. Books on teaching golf in library.

State of the art teaching and clubfitting center. Graduates need cutting edge knowledge regarding fitting, custom clubs and teaching.

More staff, more resources. It should be a golf library, environment, recruiting tool.

Go back to quarters rather than semesters.

Have a business "center" at PGM facility. PGMers would have access to computers, fax, phones, video to help communicate with past/future employers and PGA.

Golf store classroom, have class on course, have students cut cups, cut greens, bunkers, board room set up, to show how to prepare for meeting. Explain how a board works.

Video analyzing groups on the golf swing. More rules seminars within program, meet in PGM office and have question and answer sessions.

Golf library, research center. The marketing of golf stretches over the entire golf industry public/private/resort, a class/lab/seminar added to the program would be beneficial.

Modernize the look. That is true of the entire campus, but the PGM center needs a face lift.

Alumni Survey

**Compared to golf industry standards and the facilities available at FSU, what do we need to add/change:
regarding the golf and range (Katke) facilities?**

Better conditioning at the golf course, better range balls.

Better practice facility - hitting areas expanded, video equipment (A-Star), better range balls, and teaching aids. Most of this equipment could be donated by the vendors.

The course is fair for the budget but lacks the quality the PGM program projects.

Excellent - events could be run more professionally.

Dome the range.

Should be a state of the art facility.

Needs to be expanded and redesigned.

Great facilities.

A good teaching and driving range is a must.

More teaching aids i.e. video analysis, computer models, etc.

You must encourage the students to play and participate in golf at Ferris, it should be a requirement. (A lot more trees on course)

Head Pro does a poor job of merchandising - increase emphasis on exterior of club house maintenance and repair.

Get the community involved with the students - full teaching facility, hotel packages, etc.

Add more staff to help individual students learn to teach golf - under supervision of Head Professional retain a top teacher for this purpose - add one quality instructor, it would add to the program.

I feel the facilities both on campus and at Katke are much up to standard and it was a treat to be a part of it during my education.

Every position I've been in pace of play was a major concern. It never appeared to be a concern at Katke. I like the physical changes in the facility.

Good facility, course and range.

Alumni Survey

The only thing would be improvement on the range, the guys have it pretty good.

Great facilities but need a new clubhouse which will benefit the PGM program and the University financially.

Target greens, computer video teaching and learning equipment.

New golf shop! Put a teaching/practice facility for PGM students. Add practice holes for beginners.

Range needs improvement with target greens.

Hire teaching professionals to work with students - students would pay some money for lessons.

Start over - give it a new attitude. It should welcome PGMers and make us proud, not another number passing through.

The golf facility and golf course are pretty nice for a University facility.

Head Pro has done a great job with keeping up with the latest trends and fashion, the range is great and has plenty of room, it's a great facility to practice on.

Using the shop as a model merchandising experience for all students on campus.

Golf course is O.K., range is sub-standard.

A national working relationship should be upheld.

Updated pro shop, hope plans for teaching center go through, cart storage and level tees.

Better manicuring of course to use as a recruitment tool. Outdoor heated range for winter use. A facility that everybody in the world wants to play more than once.

Golf shop could be used as a retailing lab for students - redesign and update to a more modern use.

Range and ball quality was always poor.

Improved short game practice area.

Nighttime range? Maintenance of the course could be upgrades to get it to the next level. College course examples, ASU., UNM, etc.

I always enjoyed playing the course and would like to play in again in the near future.

Alumni Survey

Short game area.

The facilities are fantastic, but there needs to be high tech teaching aids, i.e. computers, cameras, etc. Teaching can't be learned through books, it has to come through experience.

More classes directly applied to golf business.

There is very little I would change. Maybe more teaching seminars.

People management skills, business skills, computer skills, merchandise and inventory control, and teaching and planing skills will separate the PGM grad/PGA member from everyone else.

We need to have a golf course so that when people come to play they see the quality golf course that goes along with the best program in the country.

I would like to see the clubhouse upgrades - as I believe plans are in the works. No problems on the golf course.

Add another golf course.

Update! Update! Update! Golf course is sub-par for the finest PGM program in the world.

Clubhouse - maintenance - each intern should work on course, mow green, rake bunkers.

Need to turn the golf product in regards to service and neatness into more high end public. Meaning professionalism and service. Attention to detail - attitude.

New range - target greens, tee area, bunkers (green & fairway) and a fairway golf course - better equipment combined with more staff.

Very good.

It never seemed like a good relationship between the program and the staff. Golf course was a good test.

The range with teaching center should be a vital facility at Ferris. Afterall, this is a program developing teaching professionals.

The facilities are fine except the building is a little small.

Range needs to be bigger with larger area for trouble shots, bunkers, chipping, etc.

Alumni Survey

Ball picker.

A disgrace! Clean house, bulldoze the building and make it right.

Better and more complete working proshop to better serve as an example and training ground for young PGM students.

Conditions of golf course. Private range or tee for PGM only. Have teaching equipment available. Better quality range balls and practice tee. Free or very inexpensive.

Make target greens for practice. Allow PGM students to teach more often, anytime they can arrange a lesson. We need the experience.

Improve putting green.

Better short game area teaching and room in clubhouse with video equipment.

Have not been back to play the course in five years, not an expert. Updated machines for course and more staff. The course is a reflection of the program and the university as well. We could stand to improve this area if for no reason than to help bring in the future PGMers.

Dear PGM Student,



The PGM program is currently undergoing review. *Every* program at Ferris is reviewed periodically. The review process usually helps validate what we are doing right and discover what funding or resources we might need to become a better program. Please answer the following questions so that we can continue with successful strategies and make improvements. THANK YOU for participating.

Thank you,
Matt Pinter, PGM Coordinator

Rate how FSU is doing to prepare you in the following areas.

	Poor				Excellent
Biology Courses	1	2	3	4	5
Biomechanics Courses	1	2	3	4	5
Marketing Courses	1	2	3	4	5
Management Courses	1	2	3	4	5
Computer Skills	1	2	3	4	5
Writing Skills	1	2	3	4	5
Communication Skills	1	2	3	4	5
Interpersonal Skills	1	2	3	4	5
Golf Teaching Skills	1	2	3	4	5
Professionalism as a Golfer	1	2	3	4	5
Preparation to Enter a Golf/business Career	1	2	3	4	5

If any of the above were low, please suggest a solution to make improvements:

Rate the following.

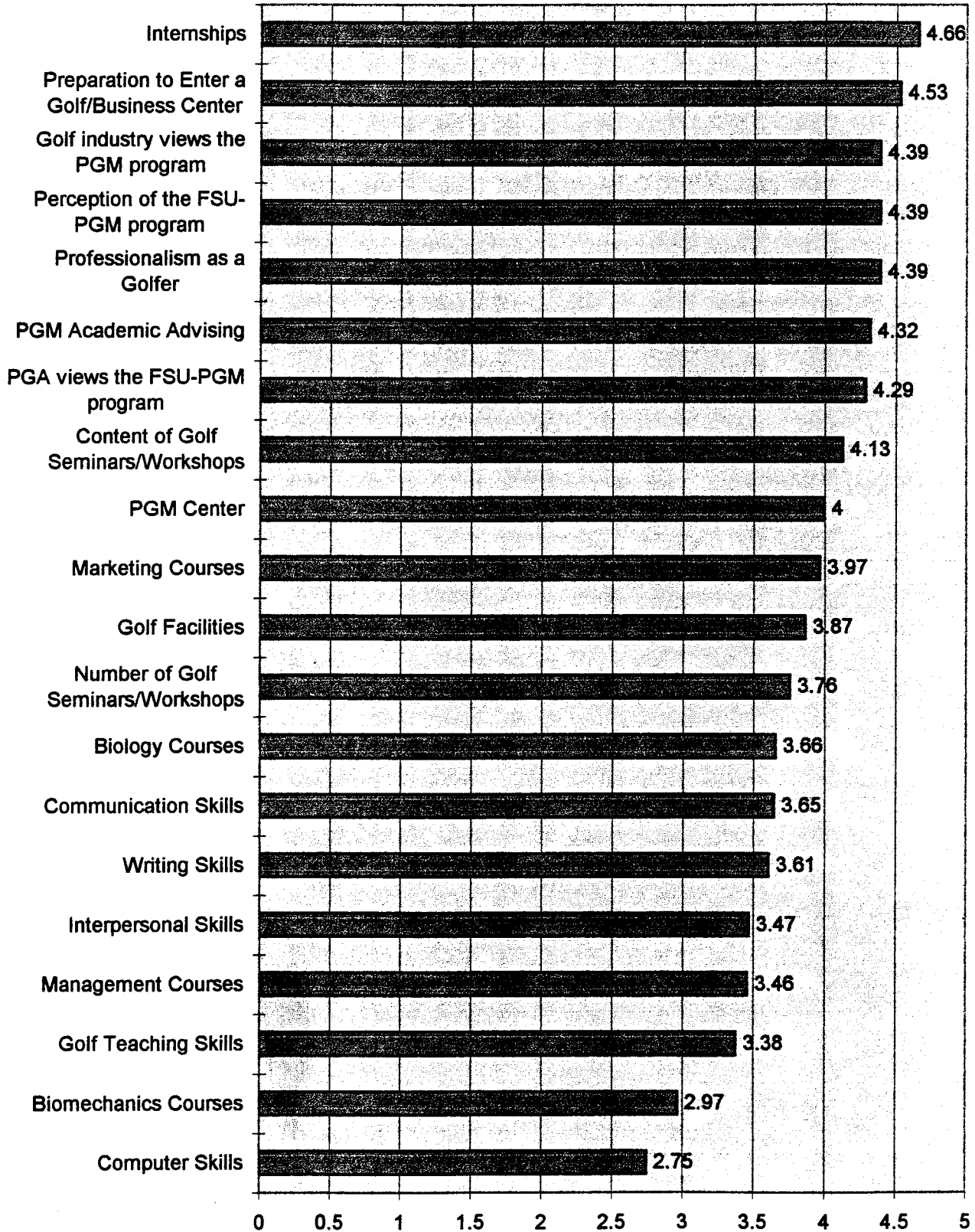
	Poor				Excellent
Internships	1	2	3	4	5
Golf Facilities	1	2	3	4	5
PGM Center	1	2	3	4	5
PGM Academic Advising	1	2	3	4	5
Content of Golf Seminars/Workshops	1	2	3	4	5
Number of Golf Seminars/Workshops	1	2	3	4	5
Your perception of the FSU-PGM program as a whole	1	2	3	4	5
How you think the PGA views the FSU-PGM program	1	2	3	4	5
How you think the golf industry views the PGM program	1	2	3	4	5

If any of the above items are low, explain why. Also, please suggest a solution.

Are additional staff needed to run the PGM program more effectively? Please comment.

Student Survey

Means of Student Survey



PGM Student Survey

Rate how FSU is doing to prepare you in the following areas.
If any of the above were low, please suggest a solution to make improvements:

More interesting and talented professors.

More specialized programs on specifics in the golf business.

Biomechanics could be an excellent class with different instructors.

Need more teaching workshops.

Better teachers in Biomechanics courses, more relative to our situation overall. More specialized classes like Retg. 339, computer classes on what we use, not what industry uses.

Eliminate some classes such as Biomechanics that are not catered to the golf swing and we really learn nothing. Why three levels of English?

More help with individual golf game.

Professionalism is not stressed as much as in the past - E-board should always be in coat and tie.

Computer and communication did not apply to me.

PGM Student Survey

Rate the following:

If any of the above items are low, explain why. Also, please suggest a solution.

Computer classes should be more hands-on learning working with computers. I didn't learn anything in ISYS.

More seminars on teaching not other professionals golf courses.

PGM center - I think there is a proposal.

Golf seminar - more interesting maybe highly mentioned people.

Golf course is less than satisfactory, funds allocated or raised for facility improvement.

PGA isn't 100 percent supportive, too demanding. Industry loves us - thinks we could be better, but it is said we're the best.

Recognition from the PGA needs to be improved in some fashion.

Certain management teachers shouldn't be teaching.

More hands-on teaching techniques, also internships need to provide more opportunity.

PGM center - we are #1 PGM school in country please start supporting us like we are!

PGM Student Survey

**Are additional staff needed to tun the PGM program more effectively?
Please comment.**

No, it seems to be really organized and runs smoothly.

I think Matt and Jean do a tremendous job.

Help for Jean part-time.

No, Matt and Jean do a fine job.

Yes, there is too much to handle for the current staff.

Yes, there is a need for a person to work with the computers.

Absolutely - more than just work study. Need an assistant coordinating person.

They're doing a great job.

No, the current people handle it well.

No! Matt you do a hell of a job.

Maybe, isn't many better than one.


No, Matt and Jean are great.

I think that with all the work that it involves in the PGM office another worker is needed.

No, Matt and Jean are doing an excellent job!!

Dear Marketing Faculty,

Please take a minute to respond to this survey for the PGM program. **Your input is needed** for the program review process. Thank You!

Sincerely,
Matt Pinter 

1. Comment on how you perceive the value of the PGM program to the Marketing Department and the C.O.B..
2. What is your general perception of the PGM students?
3. What additional staff, technology, or resources are needed, if any, to make the PGM program better?
4. What additional resources are needed to keep the FSU program as one of the best in the country?
5. Is Matt Pinter responsive to faculty and the marketing department regarding communication, requests, or suggestions from faculty?
6. How can the PGM program be improved?

RETURN SURVEY TO MATT PINTER: PGM Center KNO-PGM

PGM Faculty Survey

1. Comment on how you perceive the value of the PGM program to the Marketing Department and the College of Business.

Extremely valuable! The number of students is critical to our department. It is a nationally recognized program with high national recognition.

Their higher than average intelligence and dedication to their curriculum is a favorable component in the classroom.

Extremely valuable

Great professional opportunity - good students, unique career path with options. The program fits with FSU Mission.

Economic and professional asset.

An important contribution to a wide assortment of specialized (unique) programs offered at FSU.

Great value - PGM attract many outstanding young men and women to Ferris, has a 100% placement rate and enhances the image of FSU. #1 program at FSU.

Unique program, high student interest, good placement rate, national reputation, produces faithful alumni.

PGM Faculty Survey

2. What is your general perception of the PGM students?

Some are very bright - generally very positive, a few have attitudes.

Brighter than the average FSU student, self-confident, higher than average percentage are egotistical.

Bright, somewhat cocky and very street-smart.

Excellent - poised, polished, professional with good interpersonal skills.

I am new to the university and haven't had the opportunity to "mingle" with the PGM students.

Self-motivated, focused on what they want to do. Consistently find they are above average students.

Much better than average FSU students in terms of aptitude and "life skills".

Proud of program, devoted to both the program and the university, aware of importance of standards.

PGM Faculty Survey

3. What additional staff, technology, or resources are needed, if any, to make the PGM program better?

Matt does the work of three people. He needs more staff. Perhaps a graduate of PGM to handle all the internships.

Don't know - but Director does.

It is my understanding that it is already a very highly thought of program, but it is always smart to compete in high profile tournaments as well as sponsor them.

Additional support staff perhaps dealing with internship activities. Latest software for instruction.

The program needs more staff in the PGM office.

Program is so large that it is very difficult for one person to direct, teach, etc. Program director has many good ideas but no time or resources to implement for university. Excellent support from secretarial staff of one.

PGM Faculty Survey

4. What additional resources are needed to keep the FSU program as one of the best in the country?

State of the art teaching center at Katke and lab where students can put on clinics and make a name for FSU. (Learning lab and showcase golf school.) Hire a PGM graduate to run a golf school learning center.

Support their increasing costs - need ad in magazines to lure students and potential internship sites, also money for advisory groups.

The experts know.

Video taping equipment, instruction software.

Money for additional staff.

Additional staffing, facilities need upgrading.

NAME _____ EXPECTED DATE OF GRADUATION _____

**FERRIS STATE UNIVERSITY
B.S. BUSINESS
PROFESSIONAL GOLF MANAGEMENT - FALL ENTRY**

FIRST YEAR

SECOND YEAR

Fall Semester

PGMG 101 - Orient. to Pro. Golf Mgmt.	1 _____
ENGL 150 - English I	3 _____
PSYC 150 - Introduction to Psychology	3 _____
COMM 121/105 - (choose one)	3 _____
RETG 229 - Visual Merchandising	3 _____
	13

Fall Semester

ENGL 211/250 (choose one) [ENGL 150]	3 _____
Cultural Enrichment (see note 3)	3 _____
ECON 222 - Economics 2 [ECON 221]	3 _____
ACCT 201 - Accounting I	3 _____
ADVG 222 - Principles of Advertising	3 _____
	15

Winter Semester

Free Elective (see note 2)	3 _____
ECON 221 - Economics I	3 _____
ISYS 202 - Principles of Info. Systems	3 _____
BIOL 109 - Basic Human Anatomy & Psy.	4 _____
Cultural Enrichment (see note 3)	3 _____
	16

Winter Semester

ACCT 202 - Accounting 2 [ACCT 201]	3 _____
PSYC 310 - Psychology of Teaching	3 _____
MKTG 321 - Principles of Marketing [ECON 221]	3 _____
Cultural Enrichment (see note 3)	3 _____
MGMT 301 - Applied Management	3 _____
	15

Summer Semester

PGMG 192 - Cooperative Education I	2 _____
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Summer Semester

PGMG 292 - Cooperative Education 2	2 _____
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NOTES

1. Prerequisites shown in brackets [].
2. MATH 115 or MATH 115 proficiency is needed for graduation. If MATH is needed, it should be taken as a free elective.
3. Choose three courses from at least two of the following areas, including one at the 200 level or above. Also, one must meet the Global Consciousness requirements: ARCH 244, ARTS, COMM 231, ENGL 322, FREN, GERM, HIST, HUMN, LITR, MUSI, SPAN, TITR.

B.S. BUSINESS - PROFESSIONAL GOLF MANAGEMENT - FALL ENTRY (continued)

THIRD YEAR

Fall Semester

PGMG 392 - Cooperative Education 3 2 _____

Winter Semester

MKTG 337 - Principles of Retailing 3 _____

ENGL 311 - Advanced Tech. Writing 3 _____

[ENGL 211/250]

BLAW 321 - Contracts & Sales 3 _____

PHED 338 - Biomechanics [BIOL 109] 3 _____

STQM 260 - Introduction to Statistics 3 _____

15

Summer Semester

RETG 339 - Retail Merchandising 3 _____

BIOL 114 - Biology & Maint. of Turfgrass 4 _____

MKTG 231 - Professional Selling 3 _____

Non-Business Elective 3 _____

13

126 CREDIT HOURS REQUIRED FOR GRADUATION

GRADUATION REQUIREMENTS: A cumulative honor point average of 2.00 or better in: (1) All course work taken; (2) All course work taken in the major; (3) All course work taken in the business core.

PLEASE NOTE: STUDENTS WHO RETURN TO THE UNIVERSITY AFTER AN INTERRUPTED ENROLLMENT (NOT INCLUDING SUMMER SEMESTER) MUST MEET THE REQUIREMENTS OF THE CURRICULUM WHICH ARE IN FORCE AT THE TIME OF THEIR RETURN, NOT THE REQUIREMENTS IN EFFECT WHEN THEY WERE ORIGINALLY ADMITTED.

FOURTH YEAR

Fall Semester

PGMG 492 - Cooperative Education 4 2 _____

Winter Semester

PGMG 493 - Cooperative Education 5 2 _____

Summer Semester

MKTG 473 - Marketing Cases & Problems 3 _____

[MKTG 321]

MKTG 425 - Marketing Research 3 _____

[MKTG 321, STQM 260]

FINC 322 - Financial Management 3 _____

OSYS 300 - Adv. Bus. Communications 3 _____

[ENGL 211/250]

HLTH 125 - Responding to Emergencies 2 _____

14

FIFTH YEAR

Fall Semester

MKTG 499 - Marketing Policy 3 _____

[Final Semester]

RETG 438 - Retail Management 3 _____

[RETG 339]

ADVG 485 - Retail Promotion 3 _____

[RETG 337, ADVG 222]

MKTG 322 - Consumer Behavior 3 _____

[MKTG 321, PSYC 150]

FSMT 207 - Beverage Management 3 _____

15

Appendix C

FERRIS STATE UNIVERSITY

Student Credit Hours (SCH), Full Time Equated Faculty (FTEF) and SCH/FTEF Aggregated by Course Prefix within College and Department

Prefix	Year	Student Credit Hours				Full Time Equated Faculty				SCH/FTEF			
		Summer	Fall	Winter	F + W	Summer	Fall	Winter	Avg F + W	Summer	Fall	Winter	F + W
College of Business													
Marketing													
ADVG	1993-94	0.00	1,041.00	960.00	2,001.00	0.00	3.70	3.21	3.45		281.45	299.49	579.65
ADVG	1994-95	312.00	849.00	740.00	1,589.00	1.55	2.75	2.83	2.79	200.86	308.73	261.36	569.40
ADVG	1995-96	153.00	695.00	722.00	1,417.00	0.91	2.72	3.13	2.93	168.92	255.44	230.65	484.36
FSMT	1993-94	0.00	774.00	710.00	1,484.00	0.00	3.08	2.96	3.02		251.63	239.73	491.58
FSMT	1994-95	72.00	741.00	485.00	1,226.00	0.50	2.57	2.48	2.53	144.00	287.79	195.60	485.13
FSMT	1995-96	67.00	586.00	495.00	1,081.00	0.48	2.82	2.36	2.59	139.36	207.66	209.73	417.20
HSMT	1993-94	0.00	268.00	357.00	625.00	0.00	0.92	1.06	0.99		290.03	336.16	629.39
HSMT	1994-95	198.00	184.00	311.00	495.00	1.00	0.70	0.96	0.83	198.00	263.63	324.63	597.85
HSMT	1995-96	56.00	152.00	307.00	459.00	0.27	0.69	1.14	0.92	208.00	218.80	269.34	500.40
MKTG	1993-94	0.00	3,435.00	3,391.00	6,826.00	0.00	11.04	11.18	11.11		311.14	303.43	614.52
MKTG	1994-95	1,783.00	2,781.00	2,616.00	5,397.00	6.57	10.49	10.00	10.24	271.39	265.24	261.65	526.97
MKTG	1995-96	1,155.00	2,394.00	2,286.00	4,680.00	5.58	10.80	11.18	10.99	207.07	221.59	204.42	425.71
PGMG	1993-94	0.00	429.00	380.00	809.00	0.00	1.00	1.00	1.00		429.00	380.00	809.00
PGMG	1994-95	349.00	421.00	361.00	782.00	1.08	1.00	1.00	1.00	322.40	421.00	361.00	782.00
PGMG	1995-96	402.00	318.00	263.00	581.00	1.00	1.00	1.00	1.00	402.00	318.00	263.00	581.00
PREL	1993-94	0.00	309.00	327.00	636.00	0.00	1.12	1.12	1.12		275.07	291.11	566.18
PREL	1994-95	147.00	183.00	229.00	412.00	0.56	0.91	1.20	1.06	261.72	200.73	190.34	389.64
PREL	1995-96	71.00	180.00	180.00	360.00	0.31	1.40	1.25	1.32	229.03	128.76	144.00	271.91
PTMG	1993-94	0.00	74.00	69.00	143.00	0.00	0.00	0.30	0.15			230.00	953.33
PTMG	1994-95	36.00	94.00	70.00	164.00	1.00	0.30	0.30	0.30	36.00	313.33	233.33	546.67
PTMG	1995-96	48.00	108.00	80.00	188.00	0.22	0.22	0.22	0.22	214.89	483.50	358.15	841.65
RETG	1993-94	0.00	575.00	657.00	1,232.00	0.00	2.29	2.17	2.23		251.09	303.23	552.88
RETG	1994-95	315.00	627.00	681.00	1,308.00	1.44	2.50	2.42	2.46	219.51	250.80	281.79	532.07
RETG	1995-96	159.00	591.00	627.00	1,218.00	0.87	2.25	2.25	2.25	181.79	262.67	278.67	541.33

**Alpha Listing of Program Teaching Costs per Student Credit Hours
1995-1996 Data
(Teaching Costs Include Fringes)**

<u>Program Name and Degree</u>	<u>Credit Hours</u>	<u>Total Teaching Cost</u>	<u>Total Teaching Cost / Cr Hrs</u>
Pharmacy/Track-in Pharm.D (Yrs 3,4,5 & 6)	149	\$64,967.08	\$437.49
Plastics Engineering Technology BS (Yrs 3 & 4)	64	\$7,749.78	\$121.09
Plastics Technology AAS	70	\$9,404.37	\$134.35
Pre-Criminal Justice AA	64	\$5,783.19	\$90.36
Pre-Dentistry AS	60	\$5,426.42	\$90.44
Pre-Engineering AS	60	\$5,426.42	\$90.44
Pre-Law AA	60	\$5,528.71	\$92.15
Pre-Medicine AS	60	\$5,426.42	\$90.44
Pre-Mortuary Science AS	60	\$5,455.38	\$90.92
Pre-Optometry AS	60	\$5,455.38	\$90.92
Pre-Pharmacy AS	60	\$5,426.42	\$90.44
Pre-Social Work AA	60	\$5,528.71	\$92.15
Pre-Teaching (Elementary or Secondary) AA	65	\$6,559.11	\$100.91
Pre-Veterinary Medicine AS	60	\$5,448.79	\$90.81
Printing Management BS (Yrs 3 & 4)	64	\$9,889.89	\$154.53
Printing Technology AAS	65	\$15,535.43	\$239.01
Product Design Engineering Technology BS (Yrs 3&4)	69	\$8,470.57	\$122.76
Professional Golf Management BS	126	\$13,551.42	\$107.55
Professional Tennis Management BS	129	\$13,558.52	\$105.10
Public Relations BS	127	\$17,037.27	\$134.15
Quantitative Business BS	125	\$14,831.79	\$118.65
Radiography AAS	78	\$4,529.46	\$58.07

Appendix D

MATTHEW D. PINTER

Ferris State University
1506 Knollview
Big Rapids, MI 49307
(616) 592-2380

124 Ives
Big Rapids, MI 49307
(616) 592-0676

EDUCATION

Mississippi State University, Mississippi State, MS. (August, 1992).
Master of Science, Sports Administration.
Thesis: "Effect of Strength Training and Flexibility on Clubhead
Speed and Accuracy in the Golf Drive."

Northern Michigan University, Marquette, MI. (1974).
Bachelor of Science, Secondary Education.

EXPERIENCE

Ferris State University, Big Rapids, MI
(March 1993-present)

Coordinator, Professional Golf Management / Professor of Marketing

Responsible for administration of 300 student Professional Golf Management Program. Responsible for all academic advising, internship placement, (300 annually), administration of PGA of America Golf Professional Training Program requirements, alumni relations, and placement for PGM program. Secured over \$5,000 in new scholarship funds and initiated fundraising golf tournament that has raised over \$20,000 in the past two years for PGM Program. Serve on numerous University Committees and maintain excellent relationships with the golf industry. Duties also included supervision of eighteen hole university golf course and all staff. Supervised all aspects of golf operations including, staffing, budgeting, maintenance, and marketing promotions. Computerized golf operations and secured over \$75,000 in industry support for golf facility.

Mississippi State University Golf Course, Mississippi State, MS.
(September 1986-February 1993)

Director of Golf Operations/ Faculty Member Health, Physical Education and Recreation Department. Responsible for entire golf operations, including operations budget, course maintenance and building staffs, all golf shop activities, tournaments, and junior golf programs. Responsible for reconstruction of an 18-hole facility with a budget of over 1.2 million dollars. Golf Digest nominated it as best new public course in 1989. Successfully turned operations from a \$70,000 per year loss to a net profit of \$55,000.00. Successful in raising scholarship monies for PGM Program and donations for the golf course; over \$400,000 raised for construction of new proshop. Give numerous lessons to golfers of all skill levels and ages. Teach classes in Golf Course Operations, Golf Classes, PGM workshops; guest lecture in Architecture and Landscape Architecture.

Coordinator, Professional Golf Management Program. One of three people on PGM Administrative Committee that developed all policies and guidelines for program sanctioned by the PGA in 1985; duties include PGM workshops, intern placement with Coop Director, counseling PGM students regarding golf business, monitor playing ability, and general college counselor. Assist in graduate placement.

Cielo Vista Municipal Golf Course, El Paso, TX.
(December 1982-September 1986)

Head Professional/Manager. Responsible for entire golf program, bar, restaurant, and golf shop. Course played 80,000 round of golf per year; prepared annual budget and responsible for book keeping for all aspects of operations; responsible for staff of over 35, including payroll accounting. Constructed new putting green and rebuilt driving range during tenure.

White Sands Missile Range Golf Course, WSMR, NM.
(1978-1982)

Head Professional (1981-1982). Functioned as head professional with direct responsibility for all golf programs, grounds staff, and building staff; prepared both non-appropriated fund and appropriated fund annual budgets and justification of necessary expenditure to recreational services chief. Scheduled all annual golfing events; conducted lessons to golfers of all ages and capabilities; instituted new programs in junior golf and summer golf league.

Assistant Professional (1978-1981). Assisted head professional in all aspects of operations; liaison with contractor in renovation of a 9-hole course, rebuilding greens, installation of new irrigation system, and maintenance of proper work scheduling and quality control of workmanship.

**Albuquerque Public School System, Albuquerque, NM.
(1975-1978)**

Instructed age groups ranging from grades K-12 as a substitute teacher; assigned numerous long-term positions based on the ability to handle difficult situations and maintain control.

GOLF ACHIEVEMENTS

**Member PGA Membership Committee Michigan Section 1994 - present
Horton Smith Award Winner Northern Michigan Chapter 1995, 1996
Qualified and played in Hogan Tour Baton Rouge Open, 1990
Horton Smith Award Winner, Gulf States Section of the PGA, 1989
Member, Governor's Cup Team (top 15 professionals) in Sun Country Section of the PGA, 1981-1984
Qualified and played in Mexican National Open, 1983
Two-year letterman, Northern Michigan University Golf Team, 1969-1971
Ypsilanti Jaycee Champion, 1969**

MEMBERSHIPS/ ACTIVITIES

**Certified PGA of America PAT Administrator 1995 - present
Golf Professional Training Program Faculty Member 1994 - present
Registered PGA Master Professional, September 1992
Registered PGA Class A Professional, 1981-present
PGA National Education Steering Committee, 1990-present
PGA National Education Committee, 1985-1989
Gulf States Section of the PGA, 1986-1993
Gulf States Scholarship Committee, Chairman, 1990-1993
Gulf States Education Committee, Chairman, 1988-1989
Mississippi Professional Golf Association, 1986-1993
Sun Country PGA Board of Directors, 1984-1985
Mississippi Turf Grass Association, 1986-1993
Southern Turf Grass Association, 1986-1993
Vice-Chairman, Starkville Park Commission, 1989-1993
Chairman, Special Events Committee, United Way Campaign, 1989-1993**

UNIVERSITY ACTIVITIES

Member COB Promotion and Merit Committee
Chairman Golf Course Planning Committee
Member Recreational Facilities Committee
Member Athletic Planning Committee
PGMSA Advisor
COB Internship Committee
Member Marketing Department Chair Search Committee
Member College of Business Deans Search Committee

PERSONAL DATA

Born October 12, 1951; married with 2 children; excellent health.

REFERENCES

Available upon request

APPENDIX E

Advisory Board Addresses:

- Tom VanHaaren, Michigan Section PGA President
Forest Lake Country Club, 1401 Club Drive, Bloomfield Hills, MI 48302
810/332-7070
- Wally Sierakowski, Head Professional
Country Club of Jackson, 3135 Horton Rd., Jackson, MI 49203
517/782-5347
- Ron English, Head Professional
Katke Golf Course, Ferris State University, Big Rapids, MI 49307
616/592-3765
- Kaaren Denyes, Acting Marketing Department Head
Ferris State University, Marketing Department, Big Rapids, MI 49307
616/592-2426
- Norm Bennett
1011 Bay St., Delray Beach, FL 33483
407/278-4444
- Matt Gillogly, Head Professional
Princeton Meadows Golfers Club, 70 Hunters Glen Dr., Plainsboro, NJ 08536
609/799-4000
- Mike Hodgins, Head Professional
Oak Ridge Country Club, 2800 Diamond Oaks Dr., Garland, TX 75044
214/530-8008
- Rick Papreck, Vice President
Tommy Armour Golf, 8350 N. Lehigh Ave., Morton Grove, IL 60053
800/723-4653
- Bill Nault, Director, Golf Operations
Marriott Golf, 7001 Lake Ellenor Dr., Suite 200, Orlando, FL 32809
407/850-0077

Appendix F- Budget

College of Business Budget Breakdown

Actual			Line Item Categories	Projected FY:97 Budget	To Date Expense	Current Balance	Line Item Explanation	Dean's Office	GRAD Office	27 Fac	10 Fac	21 Fac	28 Fac
FY:94 Budget	FY:95 Budget	FY:96 Budget								ACIS Dept.	AS&E Dept.	MGT Dept.	MKT Dept.

MATERIALS & SUPPLIES - 3000

280	4	444	Awards/Prizes (3085)	2,000			R & R Coord.	2,000	0	0	0	0	
647	4,598	402	Books (3100)	400				400	0	0	0	0	
45,472	42,927	12,146	Copy Center (3225)	14,000				2,000	800	3,601	1,050	2,814	3,730
5,784	5,441	5,694	Dues (3300)	5,556			Accreditation & Certification	1,583	100	696	225	1,408	1,540
87	1,080	167	Education & Recreation (3325)	250			Misc. Classroom S & E	250	0	0	0	0	
0	1,143	849	Videos (3375)	1,000				50	0	298	99	233	320
2,092	2,123	2,015	Food Service (3425)	2,500			Advisory Committees	900	100	497	100	387	510
2,999	1,312	1,569	Food Purchases (3426)	1,600			FS Program	0	0	0	0	0	1,600
546	524	805	Freight (3450)	1,000				1,000	0	0	0	0	
8,275	6,651	2,497	Lab Supplies (3570)	2,500			VC Program	1,000	0	0	0	0	
-80	502	888	Miscellaneous Expenses (3675)	1,000				1,000	0	0	0	0	1,500
891	0	207	Miscellaneous Supplies (3700)	500				500	0	0	0	0	
18,691	9,843	17,809	Office Supplies (3725)	17,500				2,225	507	4,941	860	3,843	5,120
701	159	148	Photo Supplies (3775)	250			VC Program	0	0	0	0	0	250
12,618	13,315	15,581	Postage (3800)	17,000				4,531	1,250	3,753	655	2,919	3,890
2,833	4,144	6,489	Printing (3825)	7,000			Envelops, Stationery, Etc.	2,500	546	1,323	230	1,029	1,370
7,125	1,472	2,792	Software Purchases (3950)	4,500			As needed	4,500	0	0	0	0	
24,531	11,627	4,299	Equipment <\$500 (3999)	7,500			Replacement - Eq. & Furn.	7,500	0	0	0	0	
133,512	108,865	74,797	Total Materials and Supplies	86,056				31,939	3,303	15,109	3,219	12,633	19,853

TRAVEL - 4000

5,335	3,904	4,831	Out/State Staff (4300)	4,000			PGM = 1,000	3,000	0	0	0	0	1,000
2,663	3,160	11,220	Out/State Faculty (4350)	13,500			PGM = 1,000, PTM - 2,000	0	0	3,510	620	2,730	6,640
1,948	2,885	3,867	In-State Staff (4450)	4,000				3,000	1,000	0	0	0	
1,190	1,807	5,425	In-State Faculty (4475)	9,200			Co-op = 150, Couns. = 200	350	0	2,956	521	2,292	3,080
0	2,895	3,639	Student Recruiting (4500)	5,000			R & R Coord.	5,000	0	0	0	0	
797	1,448	2,102	Student Supervision (4550,75)	1,300			Co-op Coord. & FS/HM	800	0	0	0	0	500
974	205	348	Travel/Field Trips (4800)	500			Student Field Trips	500	0	0	0	0	
12,907	16,104	31,530	Total Travel	37,500				12,650	1,000	6,466	1,141	5,022	11,220

Marketing Dept

College of Business Budget Breakdown

Admin Budget	Admin Budget	Admin Budget	Line Item Categories	Budget	Expans	Balance	Line Item Explanation	Dean's Office	GRAB Office	27 FACIS Dean	14 FACIS MGT	128 FACIS MGT
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CONTRACTUAL SERVICES \$600

38,000	38,000	38,000	Facilities Rental	0				0	0	0	0	0	0
0	0	940	Advertising/Recruiting (5025)	1,000			R & R Coord.	1,000	0	0	0	0	0
9,393	5,591	4,213	Advertising/Public (5050)	4,500			PTM Recruiting Ad	0	0	0	0	0	4,500
375	328	245	Laundry (5450)	350			FS Program	0	0	0	0	0	350
0	2,087	740	Leased Equipment (5591)	1,300			FAX Machines	1,300	0	0	0	0	0
12,070	12,321	10,484	Personal Service Fees (5550, 25, 83, 94)	9,000			PGM = 4,000 PTM = 5,000	0	0	0	0	0	9,000
6,525	6,000	14,824	Software License (5700)	7,500			As needed	7,500	0	0	0	0	0
371	535	1,563	Subscriptions (5750)	1,700				234	125	432	125	338	44
25,282	23,448	23,289	Phone Equipment (5800)	25,000			Rental Charge - Tele Comm	25,000	0	0	0	0	0
14,728	15,328	17,977	Phone Wats (5801, 5802)	20,000				3,200	1,225	5,051	1,323	3,948	5,250
-55	194	-434	Fax Charges (5804)	0				0	0	0	0	0	0
1,020	825	855	Phone Fiber Monthly (5805)	900			FS/IM Program	0	0	0	0	0	900
105,707	102,853	110,498	Total Contractual Services	71,250				38,234	1,350	5,483	1,448	4,284	20,450

MAINTENANCE & REPAIRS \$600

0	274	621	Building Structural (6600)	4,000			Repair, Replace, Service	4,000	0	0	0	0	0
3,271	2,486	4,794	Maintenance/Repair Equip (6650)	5,000			Repair, Replace, Service	5,000	0	0	0	0	0
7,299	621	9,851	Maintenance/Computers (6850)	3,600			Computer Upgrades & Part	3,600	0	0	0	0	0
10,570	3,381	15,466	Total Maintenance & Repair	12,600				12,600	0	0	0	0	0

EQUIPMENT >\$500 <7000

2,080	38,706	13,647	Computer Equipment (7125)	15,000				15,000	0	0	0	0	0
0	0	19,873	Capital Leases (7225)	20,000			Copier Lease	20,000	0	0	0	0	0
0	0	0	Computer Equipment/Lab	0				0	0	0	0	0	0
2,080	38,706	33,320	Total Equipment >\$500	35,000				35,000	0	0	0	0	0

264,776	267,709	265,609	TOTAL S & E EXPENSES	242,406				130,423	5,653	27,058	5,808	21,939	51,500
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Proposed Delivery of GPTP at Ferris State University

