
MEMORANDUM

DATE: November 21, 2002

TO: Academic Senate

FROM: Academic Program Review Council

RE: Recommendations for:
Bachelor of Science Degree in Professional Golf Management

CC: Matthew Pinter, Lee Meadow, Dave Nicol, Laurie Chesley, Thomas Oldfield,
Barbara Chapman

DESCRIPTION OF PROGRAM:

BS Degree in Professional Golf Management

The professional golf management program (PGM) is designed for the student interested in a career in the golf industry as a Professional Golfers Association (PGA) of America member. Initiated in 1975, it was the first such program in the United States to be developed and endorsed by the PGA of America.

The PGM program includes preparation in the following areas: operation of a golf shop (including marketing, merchandising, accounting and small business management); golf course maintenance; public relations; teaching skills; golf rules; custom club repair and fitting; and the organization and conduct of golf events.

This preparation is acquired through on-campus study on the Big Rapids campus along with five semesters of work in a cooperative education program. The required co-op experience of five semesters (16-20 months) gives students the opportunity to work at golf facilities with PGA professionals or in administrative positions in PGA affiliated organizations.

PGM students enrolled in the program are required to enter the PGA of Americas Golf Professional Training Program (GPTP). This program is administered on campus and is also an integral component of the students

internship experience. Starting with the fall class of 1999, students must pass the PGA of Americas Playing Ability Test (PAT) before their graduation date. Most graduates begin their careers as assistant professionals with placement of 100%. After PGA membership, graduates are very competitive in positions such as golf teaching professionals, directors, and pro shop managers.

FSU owns and operates the 18-hole Katke Golf Course that is a state-of-the-art learning center for PGM students. It includes a 40-acre golf training facility with three practice holes and a short game practice area. Katke is managed by a member of the PGA and staffed exclusively by PGM students.

FSU competes in the Great Lakes Intercollegiate Athletic Conference at a NCAA Division II level. PGM students are encouraged to try out for the varsity mens or womens golf teams.

**APRC Recommendations concerning:
BS Degree in Professional Golf Management**

Entrance requirements for this highly-specialized, cross-disciplined program include graduation from high school with a minimum 2.5 GPA and golf skill equivalent to an eight or better golf handicap verified by a PGA golf professional or high school coach. This verification should be attached to the admissions application. Transfer students from other colleges or universities are considered and must also have a minimum 2.5 GPA and no more than 45 applied credits.

Successful completion of this program leads to a bachelor of science degree in business with a major in marketing, professional golf management option. Graduation requires a 2.0 GPA in the major courses, business core courses and overall. Graduates must complete all general education requirements as outlined in the General Education section of this catalog. Also, students must have passed the PGAs Playing Ability Test (PAT) prior to graduation. To complete the math requirement, a graduate must have a minimum math subscore of 24 on the ACT, or successfully complete MATH 115, or pass the proficiency exam.

This program has a fall entry point.

COST INFORMATION:

According to the 1999-2000 report from institutional research:

Total cost per SCH

BS Degree in Professional Golf Management	\$139.14
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Total program cost

BS Degree in Professional Golf Management	\$17,253.10
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RECOMMENDATIONS:

We recommend that the program be continued.

(1) The program has a number of important strengths:

- The emphasis on preparation of students for a career in the professional golf industry by this program is central to the mission of Ferris State University.
- This program was the first of its kind in the country and serves as the model for other programs.
- The program is endorsed by the Professional Golf Association of America (PGA).
- The program has a national reputation for the quality of instruction offered to its students.
- The program is at the capacity set by the PGA.
- The demand for graduates is very high (currently there is 100% placement) even though the golf industry seems to have reached a plateau in growth.
- The starting salary is in the range of \$25,000 to \$35,000 however, with experience there is the strong potential for considerably higher salaries.
- The program has high quality and visible internships.
- Approximately 40% of the PGA members in Michigan are graduates of this program.
- The faculty is highly qualified, well known nationally, and dedicated to the improvement of the program.
- The program has some excellent instructional facilities and resources.
- The quality of instruction, as measured by the surveys of students and graduates, is high.

(2) We recommend that the following steps need to be taken to maintain the quality of these program:

- The PGM Program, the Marketing Department, the College of Business, and the University should develop contingency plans to respond to the changes that will occur in the educational opportunities available to those students who might be attracted to this program. While the PGM program has a well-deserved reputation for quality and is currently at capacity for enrollment, in the coming years it will face increased competition for students as a result of the expansion in the number of programs endorsed by the PGM, particularly at institutions with lower tuition rates.
- The University should review its tuition policy with respect to this program and the Midwest Exchange program.
- The PGM Program, the Marketing Department, the College of Business, and the University should investigate possible sources of scholarship funds, both internal and external (particularly from industry), for students with strong academic credentials. The program currently loses some high quality students due to lower tuition rates available at other institutions in more moderate climates.
- The University should remain committed to upgrading Katke golf course to a level that positively reflects on the PGM program and the University.
- In view of the significant income generated from tuition of the PGM students, the program should be allocated an additional part-time adult position to replace work-study students who currently handle many of the clerical tasks that are required to allow the program to operate more efficiently. This program is highly visible and offers extensive internship activities at prestigious locations throughout the country. If for no other reason than the public relations value to the University, this recommendation should be implemented to assure that this program operates as smoothly and efficiently as possible.
- The University and, in particular, the College of Arts and Sciences, should ensure that an adequate numbers of courses, offered in an appropriate format (12 weeks), are offered during the summer semester. This is essential to enable students in year-around programs like PGM to build a full time schedule in order to complete their education in a timely fashion.

Criteria Summary for BS Degree in Professional Golf Management

BS Degree in Professional Golf Management

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This preparation is acquired through on-campus study on the Big Rapids campus along with five semesters of work in a cooperative education program. The required co-op experience of five semesters (16-20 months) gives students the opportunity to work at golf facilities with PGA professionals or in administrative positions in PGA affiliated organizations.

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internship experience. Starting with the fall class of 1999, students must pass the PGA of Americas Playing Ability Test (PAT) before their graduation date. Most graduates begin their careers as assistant professionals with placement of 100%. After PGA membership, graduates are very competitive in positions such as golf teaching professionals, directors, and pro shop managers.

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This program has a fall entry point.

- **CENTRALITY TO FSU MISSION:**

The BS Degree in Professional Golf Management is central to the mission of Ferris State University. The emphasis on preparation for a career in the Golf industry is in accord with the mission of the University.

- **UNIQUENESS AND VISIBILITY OF PROGRAM:**

The BS in Professional Golf Management was the first of its kind and involves a joint effort with the PGA of America. Currently there are 13 programs sanctioned by the PGA. The program enjoys a national reputation for the quality of the education provided to its students. This program has the largest out-of-state enrollment of any program in the College of Business.

- **SERVICE TO STATE, NATION, WORLD:**

PGM graduates find position throughout the country. Currently approximately 20% accept positions in Michigan. However, many of these individuals do return to Michigan after they have become established in the profession. Currently approximately 40% of the PGM members in the state of Michigan are Ferris graduates.

- **DEMAND BY STUDENTS:**

The program is at its capacity of 300 students and there are a number of students in a pre-PGM track. However, recent discussions by the Professional Golf Association concerning the possible expansion of the number of sanctioned programs to 40 may have a significant impact on future enrollment in this program with respect to both the quantity and quality of students. This will be particularly true if the University continues to apply different standards for out-of-state tuition to students in this program as opposed to other students in the University.

- **DEMAND FOR GRADUATES:**

The demand for graduates is high.

- **PLACEMENT RATE AND AVERAGE SALARY OF GRADUATES:**

Current placement of graduates is 100%. The average starting salary is in the range of \$25,000 to 35,000 with considerable opportunity for increased salary with experience. About 2/3 of the respondents to the graduate survey reported an income of above \$40,000 and of those, 12% reported a salary of over \$120,000.

- **SERVICE TO NON-MAJORS:**

Not applicable

- **QUALITY OF INSTRUCTION:**

The student and graduate surveys rate the quality of instruction as being high. The program is accredited by the Professional Golf Association and received very positive feedback during the most recent site visit.

- **FACILITIES AND EQUIPMENT:**

The program faculty rates the facilities as being very good. Significant improvements to instructional facilities have been made in the past few years. The golf course has state-of-the industry video equipment and an indoor hitting area with five hitting nets and a putting green. Katke golf course, which serves as a laboratory for the program, has some inherent problems related to its original design that need to be addressed.

- **LIBRARY INFORMATION RESOURCES:**

Appear to be adequate.

- **COST:**

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- **FACULTY:**

- **QUALIFICATIONS:**

The faculty is qualified and nationally recognized.

- **PROFESSIONAL AND SCHOLARLY ACTIVITIES:**

The faculty is active in professional organizations and is frequently involved in making professional presentations.

- **QUANTITY:**

The number of faculty is adequate for the current needs of the program.

- **ADMINISTRATION EFFECTIVENESS:**

The program is well run and the University has invested considerable resources into upgrading the facilities during the last few years.

MEMORANDUM

DATE: November 21, 2002

TO: Academic Senate

FROM: Academic Program Review Council

RE: General Recommendations for Programs reviewed in the 2002-2003 review cycle

CC: Vice-Presidents Chapman, Oldfield, and Chesley; All Deans

Approximately one year ago 12 panels charged with reviewing a total of 18 programs were formed. These panels were composed of program faculty and friends of the program. The panels collected information, analyzed that information, and wrote thorough and rigorous reports that detailed the status of the programs. These reports also identified needs of the programs. Based upon the written documents submitted to the Academic Program Review Council, the answers to written questions generated by the Council, and discussion with panel members and program administrators, the APRC has generated specific recommendations for each program reviewed. These recommendations have been submitted as separate memos. On behalf of the entire University, the APRC extends its appreciation and gratitude for the work done by the program review panels.

GENERAL RECOMMENDATIONS

The following recommendations are derived from our collective review of the programs and represent our suggestions for addressing concerns that affect more than one program in the University. A review of general recommendations from previous Academic Program Review Council reports reveals that, although progress has been made, some programs still encounter the same or similar difficulties observed in previous years. It is clear many of these problems must be solved at the institutional level. If a similar recommendation was made previously, the years are indicated in parentheses.

THERE SHOULD BE A MORE THOROUGH PROOFREADING OF THE UNIVERSITY CATALOG BEFORE IT IS PUBLISHED.

At the beginning of each recommendation memo, under the section titled program description, a statement concerning each program is reproduced exactly as it appears in the online catalog. Often, the first impression of the University that is gained by prospective students and the general public is obtained through the Catalog. Therefore, it is a matter of concern when there are misspellings and examples of poor use of language in one of the most visible documents of the University.

THE ANNUAL REPORT ON THE CUMULATIVE IMPACT OF ACADEMIC PROGRAM REVIEW RECOMMENDATIONS SHOULD LIST THE RECOMMENDATIONS MADE BY THE COUNCIL AND THE SPECIFIC ADMINISTRATIVE RESPONSE TO THEM.

The Academic Program Review Council would like to thank Vice-President Chapman for providing the Senate and the Council with an Annual Report on the Cumulative Impact of Academic Program Review, which was in the form of a memo dated August 5, 2002. The Council recognizes that it may not be possible for the University to completely address all of the recommendations made by the Council in a calendar year and appreciates the efforts of the administration to follow up on the issues that are raised. The Council notes, however, that some of the actions taken do not directly correspond to the actual recommendations of previous Councils. For the sake of clarity of communication, the Council requests that in future updates, starting with the current review cycle, there be a list of the specific recommendations of the Council and the administrative response to them (2001-2002). There is a precedent for this in the memo from Teshome Abebe, former Provost and Vice-President for Academic Affairs dated July 30, 1996 in which he provided a status report on the progress that had been made concerning the Senate-approved APRC recommendations for programs reviewed in 1995-1996.

OTHER DIVISIONS OF THE UNIVERSITY SHOULD BE REVIEWED WITH RESPECT TO THE QUALITY OF SERVICE THAT THEY PROVIDE TO ACADEMIC PROGRAMS AND THE EDUCATIONAL MISSION OF THE UNIVERSITY. FEED BACK CONCERNING THE OUTCOME OF THESE REVIEWS SHOULD BE SUPPLIED TO THE ACADEMIC SENATE AND THE ACADEMIC PROGRAM REVIEW COUNCIL.

The Council appreciates the decision by the administration to develop a review process for University Advancement and Marketing and the computer consortia. The council would like to point out, however, that the focus of these reviews as described in the memo from Dr. Chapman dated August 5, 2002 does not completely address the concerns of previous Academic Program Review Councils. Hopefully the QI2000+ Committee mentioned in the document will establish a thorough process of review of divisions in the University that support and serve academic programs so that, when problems arise because of policy or implementation of policy, a mechanism will be in place to correct the problems and allow affected programs input in the development of new policies. The purpose of this request is to ultimately improve the quality of academic programs (2000-2001, 2001-2002).

THE UNIVERSITY SHOULD REVIEW THE POLICIES ASSOCIATED WITH THE ISSUING OF STUDENT ID CARDS AND THE PROCEDURES FOR ASSIGNING STUDENT BARCODES.

Students still have trouble accessing library databases from off-campus. Barcode numbers needed for database login are not tracked when ID's are issued so students must call the library to have their barcode entered before they can access the databases from off-campus. The FLITE staff has worked diligently to alleviate some of these problems, however, much of the difficulty could be avoided by coordination between Telcommunications and FLITE.

THE UNIVERSITY AND, IN PARTICULAR, THE COLLEGE OF ARTS AND SCIENCES, SHOULD ENSURE THAT AN ADEQUATE NUMBERS OF COURSES, OFFERED IN AN APPROPRIATE FORMAT (12 WEEKS), ARE OFFERED DURING THE SUMMER SEMESTER.

The curricular design in several of the colleges (particularly Allied Health and Business) requires that students build a full load schedule during the summer. While offering courses of varying lengths during the summer may be convenient for faculty, such an arrangement makes it extremely difficult for students to achieve a full load of classes. That in turn may cause the student to choose a course based on the timeframe in which it is offered rather than the its educational value.

THE UNIVERSITY SHOULD REQUIRE THAT THE ADMINISTRATIVE PROGRAM REVIEW FORMS SHOULD BE FILLED OUT ACCURATELY AND COMPLETELY.

The Administrative Program Review documents provided to the council by the program panels varied significantly with respect to their completeness and reliability. In several cases, questions on the form were not answered and data related to enrollment according to class standing and the number of graduates in a given year was not listed. The Council relies heavily on this document in assessing the status and viability of each program.

THE DESIGN AND DISTRIBUTION OF SURVEYS FOR ACADEMIC PROGRAM REVIEW SHOULD BE PROCESSED THROUGH A CENTRAL UNIVERSITY OFFICE WITH INPUT FROM THE PROGRAM REVIEW PANEL.

The academic program review process relies extensively on information gathered through surveys. It is apparent to the council that this type of activity should be coordinated through a central office, which provides services to panels for programs undergoing review. Most program faculty are not trained or experienced in survey methodology. This often results in poorly designed surveys, low response rate, and information of dubious validity. This problem is compounded by the fact that other divisions within the University are sending out different surveys, in many cases to some of the same individuals. It is true that different divisions within the University may be interested in obtaining different kinds of information, however there is certainly a basic core of information that is important to all units within the University. A standardized survey form should be designed and distributed utilizing established survey methodology. This form should allow individual programs or units in the University to ask additional specific questions related to information unique for their needs. The staff of this central office should provide support for follow up procedures to ensure adequate response rates. They should also assist the program review panels in the use of applicable statistical procedures to insure proper interpretation of the data.

THE UNIVERSITY NEEDS TO HAVE A CENTRAL DATABANK THROUGH WHICH ALUMNI AND GRADUATES OF PROGRAMS ARE TRACKED.

Most panels reported that significant numbers of surveys were returned due to an incorrect address. There is no question that in this mobile society it is difficult to keep track of individuals, however, if there is a cooperative approach to collecting data from various sources on campus, it should be possible to increase the reliability of existing databases.

INSTITUTIONAL RESEARCH SHOULD COMPILE THE INFORMATION REQUIRED BY PROGRAM FACULTY AND ADMINISTRATORS FOR THE PROGRAMS UNDERGOING THE ACADEMIC PROGRAM REVIEW PROCESS.

The document titled Academic Program Review: A Guide for Participants lists some specific types of information that are required for the review process. Currently, the seeking out and collecting of relevant programmatic information on an individual basis is an inefficient process and is an inordinately consuming use of program faculty and administrator's time. The previous Academic Program Review Council did meet with a representative from Institutional Research last spring to discuss their methods of data collection and how they arrived at their interpretation of the data. At that time, this individual expressed a willingness to work with the Panels in obtaining the information that they need. The current Academic Program Council should develop a specific list of the information that is required and communicate this to the staff in Institutional Research. The council requests administrative approval for this expansion of duties by the staff of Institutional Research (2001-2002).

THE UNIVERSITY SHOULD CONTINUE TO EXPLORE WAYS IN WHICH IT CAN HELP PROGRAMS MAINTAIN AND ACQUIRE NEW EQUIPMENT AS THE NEEDS OF INDUSTRY CHANGE.

The Council appreciates the response of the administration documented in Dr. Chapman's August 5, 2002 memo to previous recommendations concerning maintenance and acquisition of equipment. The Council also recognizes there is no way that the University can fund all of the equipment requirements of all of the programs at the University. With a few exceptions, most of the programs reviewed this cycle had adequate facilities and equipment. However, concern was expressed by several program panels related to funding for maintenance, replacement of equipment items, and the purchase of new equipment. Updating of computers to handle increasingly sophisticated software continues to be a problem. The University should continue to provide support for the maintenance of equipment and establish funds the upgrading of equipment. The procedures for requesting such funds should be widely communicated throughout the campus. In addition, the University should continue to encourage and support the efforts of faculty and program administrators as they seek off campus sources of equipment and resources. (1995-1996, 1997-1998, 1998-1999, 1999-2000, 2001-2002)

THE UNIVERSITY SHOULD INVEST IN PROGRAM SPECIFIC ENROLLMENT AND RECRUITING EFFORTS:

The current guidelines for the academic program review process require the APRC to evaluate enrollment in programs as a part of the review process. Low enrollment in a program does have a direct impact on program cost and faculty productivity (as defined by the business operations of the University), particularly in programs that are laboratory and technology intense. Low enrollment does not necessarily have a direct relationship to the quality of education that is delivered to students.

As far as the Academic Program Review Council was able to determine, at least with respect to the programs that were reviewed this year, low enrollment levels were unrelated to the quality of instruction, the availability of jobs in the field, the potential salaries of employees in the field, and even the availability of financial aid in the form of scholarships to students. Some of the under-enrolled programs that were reviewed this year have few or no competitors in the state of Michigan and in some cases in the country. The faculty in several

of these under-enrolled programs has made an intensive recruiting effort, which seems to have had only a limited impact on increasing student numbers. On the other hand, new degree initiatives in the College of Education and Human Services and in the College of Arts and Sciences have resulted in programs with rapidly increasing enrollments but limited opportunities in the job market. The difference seems to be the visibility of programs to prospective students.

It has become apparent to the members of the Council, particularly those who have served several years, that allocating a few marketing dollars to a program with enrollment difficulties and creating an attractive brochure does little to increase student numbers. Asking faculty to spend increasingly more time in recruitment efforts is not a particularly productive or effective approach to solving the problem. Typically faculty members have had little, if any, training in marketing techniques, demographic analysis, and brochure design. Most faculty members choose teaching because of their love of their subject area and their desire to share their knowledge with students, not because of an interest in the marketing of their program to prospective students.

If the University is truly committed to its historic mission of preparing students for a career and wishes to continue to serve the state of Michigan by providing graduates who are prepared to work in vital areas of our economy such as heavy industry or health care and yet maintain the fiscal viability of the University, it must address the issues related to the marketing low enrollment programs at an institutional level. It must supplement the efforts of faculty and administrators in programs with low enrollment through the use of institutional resources for focused marketing that increases the visibility of low enrollment programs and increases the awareness on the part of prospective students that many of the programs at Ferris State University lead to career options in vital industries in which high paying jobs are going unfilled.

THE ACADEMIC SENATE SHOULD REVIEW ITS CHARGE TO THE ACADEMIC PROGRAM REVIEW COUNCIL.

The Academic Program Review Council has begun the second round of program review. It is time to review and to reevaluate the criteria that are utilized as the basis for recommendations that are listed in the document *Academic Program Review: A Guide for Participants*. The academic program review process should focus on the quality of instruction offered in each program. Some of the criteria mentioned previously seem to have a marginal relationship to that goal, at best. For example, the focus on enrollment, productivity, cost of instruction, demand for graduates and the salaries they achieve are certainly of interest and importance to the administration. The question that arises is whether the academic program review process is the appropriate medium to collect and tabulate that data. Perhaps the academic program review process should focus more directly on what skills or competencies are required of graduates, how effectively programs deliver instruction that provides students with those skills and competencies, how the programs assess the skills and competencies of their students and graduates, and what hinders the programs in their attempts to fulfill their responsibilities to their students.

The Academic Program Review Council, 2002-2003

Jack Buss, Arts and Sciences , Chair
Douglas Fonner, Arts and Sciences
Carrie Forbes, Library and Information Services
Michael P Keating, Optometry
Richard Kowalkoski, University College
Jim Mayhew, Allied Health Sciences
Connie L Morcom, Education and Human Services
Norwood "Woody" Neumann, Pharmacy
Dan Skurski, Technology
William Smith, Business
Randy Stein, Technology

Please identify the individuals that served on your panel.

Matt Pinter, Chair, Marilyn Keigley, Caroline Stern, Jean Shaw, Stuart Travis, Cheri Mulich from the PGA of America, and William Shriver, PGM Alumni Association President.

Please list the primary skills, abilities, and knowledge base that you expect that a graduate of your program would possess. A graduate of the Ferris State University PGM program will have a broad based general education as stated on Page 2 of the program review, Overview section. Program specific skills and abilities would include: the ability to play the game of golf at a highly skilled level, the ability to teach the game of golf to players of all skill levels, the ability to organize and conduct golf tournaments in a professional manner, the ability to retail and manage a small business, and the ability to oversee a maintenance operation and a food and beverage operation at a golf facility.

For each skill, ability or knowledge base listed above, identify the major component(s) of this curriculum that are designed to develop that characteristic in your graduate.

The program specific skills are addressed throughout the curriculum in such classes as: the PGMG 101 and 102, the retailing sequence, the business core, the new teaching class on line to begin this summer, RFIM 207 and HLTH125. In addition to these classes, students receive actual on-the-job training as they complete the required internship component of the program. They also complete extensive reports and work experience requirements for the PGA and are tested on this material at PGA conducted checkpoints.

Please summarize the relationship between the PGA and Ferris State University. What obligations does Ferris have in order to maintain this relationship? Does Ferris receive any benefits from this relationship beyond a selling point to attract students? If so, please elaborate.

The relationship between Ferris State University and the PGA of America is a contractual agreement that contains specific requirements for each party. Ferris receives PGA endorsement and the ability to deliver the PGA training program to our students which substantially shortens their post graduate requirements for membership into the PGA.

On page 1 of the overview the review document indicates that you have a cap of 300 students. Why is the cap set at 300? How do you maintain a level at this cap through out the 4 years that an incoming class of students would be in the program? How many students do you accept into the program each year? What is your freshman enrollment for this fall? How many females do you have in the program? What is your attrition rate and how do you adjust for attrition?

The cap is set at 300 by the PGA of America in the contractual agreement. We adjust to the cap each year through freshman admissions. Each fall we admit between 75 to 85 new students as determined by total enrollment at that time. Currently 12 females are enrolled in the program and our attrition rate ranges from 30% to 50%.

What are the eligibility requirements for entry into the program? Please discuss the waiting list and the criteria used to move a student from the waiting list into the program. Typically, how long will a student be on the waiting list? Do these students start as a first semester freshman or are they able to come in with advanced placement credits?

Eligibility for admission to the PGM program is based on three criteria. ACT score must be a 19 composite, and College of Business bachelor degree program entrance requires ACT score of 19 in Math and/or Reading; high school or higher education (12 credits or more) GPA of 2.5 or higher; verification of handicap by a PGA Professional, USGA, or golf coach of 8 or less.

Criteria being considered for admission is then scored for competitive entry into the program. If an applicant meets all requirements, has their criteria in by March 1, and scores 25 or better, they are admitted to the program for fall admission.

Applicants who do not score 25, do not meet the criteria, or have missing criteria when being considered for admission are placed in Pre-PGM until the applicant qualifies for admission. Applicants who meet all the minimum standards for admission and score less than 25 or meet all requirements after March 1 are placed on a wait list. The wait list will list applicants with top scores first (as opposed to date criteria submitted first).

Once the available spaces within the program are determined, applicants on the wait list are contacted and moved into the program for fall admission. Applicants' time spent on the waiting list varies for each circumstance. Applicants can change their position on the wait list by improving their score, ie: retaking the ACT for a higher composite, improving winter semester or final high school cumulative GPA. Applicants may be moved from the wait list into the program at any time after March 1 until classes start in August.

Many factors affect spaces available in the program, ie: Graduation of students in December and May, students completing the program August, applicants previously considering Ferris changing their mind and choosing another college (often to stay at a community college first year), academic dismissal of current enrolled students and students deciding to make a program change.

Generally 80 - 85 students are admitted to the program every fall. Transfer students are accepted if they meet the College of Business transfer policy (Math 115, English 150 and cultural enrichment or social awareness credits) and do not exceed 45 transferable (specific to PGM curriculum) credits. The purpose for the limitation of transfer credits is the ability to integrate five semesters of internship and the Golf Professional Training Program (PGA of America portion of program).

Approximately how many of your students in each freshman class are from the state of Michigan?

For fall 2001, 41 of 85 freshmen were from the state of Michigan. In 2002, 55 of 85 were from Michigan.

The overview mentions that the PGA plans to sanction as many as 40 programs over the next ten years. Many of the alumni comments suggest that they are not in favor or this level of expansion. What do you see as the implications for the PGM program and Ferris if this expansion does take place?

I would anticipate a decline in the number of students enrolled in the program as there is a fixed pool of eligible applicants and with the expansion of choices we will lose students to other institutions as this expansion takes place.

On page 2 of the overview, the PGA playability Test is mentioned. When in the curriculum is this given and what happens to students that do not pass this test? Students take the test their first year in the program and continue to take it until they pass. If a student is unable to pass the test during their tenure at Ferris they are given two more years to pass after they graduate.

In item 4 on page 2 of the overview there is mention of teaching skills. Frequent reference was made to the need for better preparation for teaching by the alumni. Please describe the new course that will begin the summer of 2003 (page 1 of the curriculum review).

This is a new class developed to meet this concern. The PGA of America's teaching methodology will be covered along with other aspects of instruction and motor learning.

Please discuss the comments made by alumni related to availability of computers. Is access to computers a problem? Is video equipment available for students to analyze their swing? What type of facilities do you have for practice in inclement weather?

I am not aware of a current problem for PGM students and computer access. Many improvements have been made campus-wide to address technology access for all students. Katke has two computers for PGM student use and the PGM Center has two, along with two printers. The golf course has state-of-the-industry video equipment that is used to assist in teaching golf to PGM students. Currently an indoor hitting area exists at the PGM Center with five hitting nets and a putting green, and use of a video camera to observe golf swing. Long term plans call for heated outside hitting stalls to be constructed at the golf course.

Please explain what, if any relationship exists between the PGM program, the golf team, the golf pro, and the management of the Katke golf course. Since Katke is a public facility, are there any restrictions that this places on instruction?

All identified parties work together to further enhance the program. The coordinator of the PGM program oversees the golf operations and has input into the operation of the facility. Both the Golf Professional and Golf Coach are PGM graduates and both work with the coordinator in certain aspects of the program. The majority of members of both golf teams are PGM students. The PGM students are given priority treatment at the golf course and to date there have been no major problems with access to the facility.

The administrative report indicates that, at least for some years the placement of graduates is in the 94+% range. What is your placement rate? In general, how and where do students obtain jobs? Does the PGA have a placement office or do students just send our resumes? Approximately how many of your graduates take jobs in Michigan?

Current placement of our graduates is 100%. Placement is done through the PGM office and students obtain permanent positions prior to their graduation. Although it varies on the graduation time, I would approximate around 20% of graduates accept positions in Michigan.

Please describe the cooperative education experiences. How are these supervised? How are internship sites selected? Are the internships paid? Do you do site visits?

Students do five semesters of internships over the course of the program. These five semesters are broken into three internships. One internship consists of one semester and two internships last two semesters each. The interns are supervised by PGA members at their respective facilities. All internships are paid positions and interns are typically working 40 to 50 hours a week. Sites are selected through a data base of jobs and currently sites outnumber students four to one. I visit a large number of local sites each year and try and visit regional areas on a revolving basis. I call all the sites throughout the semester to visit with the Supervising professional and the intern.

In the recommendations, the travel budget is mentioned. What types of activities are supported by the travel budget?

The travel budget supports internship site visits, and attendance at major golf meetings and merchandise shows.

What is your analysis of the quality of the Katke golf course as an instructional facility?

The Katke golf course is a very good instructional facility. The driving range and pro shop are both outstanding facilities. A master plan of improvements has been developed for the golf course and as a result continuous improvements are being made on a yearly basis.

Please discuss the organizational structure of management and instruction in the PGM program. How are the responsibilities divided? The duties listed under the responsibilities of the PGM Coordinator of the program appear to be quite extensive. Is there a need for another faculty member? What are the implications if something happens to the lone faculty member? Please explain the fund raising duties for the coordinator position.

The PGM program is a Marketing degree in the College of Business. The program is staffed by a coordinator, an administrative assistant, and a secretary. Both the administrative assistant and the secretary do an outstanding job and perform above and beyond their job descriptions. Duties generally can be divided as the coordinator does academic advising, fundraising, internship placement, recruiting, and is general point of contact for the program. The administrative assistant works extensively with internship placement, alumni affairs, and assists students with advising. The secretary helps in all these areas and also handles the day to day operations of the office. Our office has been accused of coddling students and to that charge we plead guilty. Our goal is to help our students in any way we can. The PGM program requires considerably more interaction between students and PGM staff than many because of the intensive internship and PGA components of the program. At the current time I do not feel the need for another faculty

position but would recommend the establishment of a permanent part time position for the office. Currently we use student help that is funded by the federal work study program. This is a hit or miss situation of staffing and the position this person fills is one that is needed. Additional funding to insure this position is always funded would allow for a more efficient operation in the PGM office.

If the lone faculty member were to leave, the program would continue, but would probably struggle for a period. The PGM programs are still unique and the coordinator here brings to the job a skill set that no other PGM program or coordinator possesses. The fundraising the PGM coordinator does is to raise funds for scholarships and to support the PGM Laboratory (Golf Course) and programmatic needs. Examples of fundraising efforts are the annual President's Invitational, and soliciting industry support.

In appendix A the document from the PGA discusses the option of an AAS degree. Is that an option that Ferris should consider?

At the current time the PGA of America has no plans to implement an AAS degree. When and if they do make that decision we should investigate.

Do PGM students from the Midwest states qualify for the Midwest Exchange Program and reduced out-of-state tuition?

No, the PGM program is the only undergraduate program at Ferris State University excluded from this program.

Professional Golf Management Program Review

September, 2002

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Overview and Background of the PGM Program

The Professional Golf Management Program (PGM) was established at Ferris State University in 1975. The program is best described as a joint educational venture with the PGA of America. Students enrolled in the PGM program gain both a bachelor of science degree in business from Ferris State University and also experience credits toward membership with 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, eleven additional programs have been sanctioned by the PGA. The current ten year master plan of the PGA of America calls for additional colleges and universities to be sanctioned with an eventual total number of sanctioned programs at 40.

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. 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 in the COB.

The program was created based on a handshake agreement between the University representatives 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 the former Ferris President Helen Popovich on January 6, 1992. The contents of this document are very concise and govern all aspects of the PGM programs (Document available at the PGM Center).

The PGA of America visits each PGM endorsed university every four years to evaluate and inspect the PGM program. The Ferris State program was reviewed by the PGA in October of 1998, and except for minor recommendations, was found to be in good standing by the PGA evaluation team.

PGM Mission Statement

The mission of the Professional Golf Management program is to prepare students for a variety of careers in the golf profession. The 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 the work experience in the golf business through an intensive internship program structured around learning guidelines and objectives.
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 increase the number of PGM graduates who make leadership contributions in the sectional and national PGA.

ADMINISTRATIVE PROGRAM REVIEW: 2001

(final version – 10/24)

Program/Department: Professional Golf Mgmt **Date Submitted:** 12/12/2001

Please provide the following information:

Enrollment

	Fall 1997	Fall 1998	Fall 1999	Fall 2000	Fall 2001
Tenure Track FTE	1.0	1.0	1.0	1.0	N/A
Overload/Supplemental FTEF					
Adjunct/Clinical FTEF (unpaid)					
Enrollment on-campus total*	287	290	293	297	298
Freshman	78	73	71	54	72
Sophomore	65	85	80	86	51
Junior	58	45	68	73	71
Senior	81	87	74	84	104
Masters					
Doctoral					
Pre-Professional Students					
Enrollment off-campus*	0	0	0	0	0
Traverse City					
Grand Rapids					
Southwest					
Southeast					

*Use official count (7-day)

If there has been a change in enrollment, explain why:

Capacity:

Estimate program capacity considering current number of faculty, laboratory capacity, current equipment, and current levels of S&E.

300 students

What factors limit program capacity? The PGA only allows 300 majors at a time.

Financial

Expenditures*	FY 97	FY 98	FY 99	FY 00	FY 01
Supply & Expense		14,296	\$13,689	\$543,994	
Faculty Prof. Development					
General Fund					\$745
Non-General Fund					\$155
UCEL Incentives					0
FSU-GR Incentives					0
Equipment					
Voc. Ed. Funds					0
General Fund		\$8,960	\$7,228	\$3,335	\$165
Non-General Fund				\$4,074	0
UCEL Incentives					0
FSU-GR Incentives					0

*Use end of fiscal year expenditures.

ADMINISTRATIVE PROGRAM REVIEW: 2001

If you spent UCEL and FSU-GR incentive money for initiatives/items other than faculty professional development and equipment, what were they? Explain briefly. Please also include amounts spent on each initiative/item.

UCEL funds were used for:

- DECA membership for student recruiting purposes - \$700
- College of Business Display for student recruiting purposes - \$204

Revenues	FY 97	FY 98	FY 99	FY 00	FY 01
Net Clinic Revenue					0
Scholarship Donations			\$1,600	\$3,000	\$15,000
Gifts, Grants, & Cash Donations		\$22,280	\$15,135	\$20,356	\$20,465
Endowment Earnings					0
Institute Programs/Services					\$116,663
In-Kind			\$2,160		\$1,250

Other

	AY 96/97	AY 97/98	AY 98/99	AY 99/00	AY 00/01
Number of Graduates* - Total	76	48	49	48	N/A
- On campus	76	48	49	48	
- Off campus	0	0	0	0	0
Placement of Graduates	98%		100%	94%	
Average Starting Salary	\$23,000		\$28,000	\$27-35,000	
Productivity - Academic Year Average	428	384	501.14	518.18	562.50
- Summer	399	324	268	340.91	300
Summer Enrollment	213	205	219	226	229

* Use total for full year (S, F, W)

1. a) Areas of Strength:

- Integration of Golf Professional Training Program into curriculum
- Program was the first of its kind in nation
- Curriculum, staff and internship program
- Golf facilities

b) Areas of Concern and Proposed Action to Address Them:

- The expansion of PGM programs in the USA, from 4 to 11
- Program costs for out of state students *as best as we can tell, we are the most expensive of all the public universities (except Penn State) in our tuition and fees charged for out-of-state students*
- Adequate funding of PGM laboratory

2. Future goals (please give time frame)

- Establishment of scholarships to offset out-of-state tuition (Fall 2002)
- Continue to use reputation and Alumni to assist with recruiting

3. Other Recommendations:

- Academic Affairs recognizes the golf facility as an integral component of a quality nationally-recognized program and insures funding at a level to maintain facility as a state-of-the-art laboratory

4. Does the program have an advisory committee?

Yes, and the coordinator is an active member of sanctioning body (PGA) and talks frequently with industry leaders and golf professionals

ADMINISTRATIVE PROGRAM REVIEW: 2001

- a) **If yes, when did it last meet?** October 2001
- b) **If no, why not? By what other means do faculty receive advice from employers and outside professionals?**
- c) **When were new members last appointed?**
New members were appointed in October and December of 2001
- d) **Are there non-alumni/ae on the committee? How many?**
Yes, currently five

5. Does the program have an internship or other cooperative or experiential learning course? Yes

- a) **If yes, is the internship required or recommended?** Required, 5 semesters
- b) **If no, what is the reason for not requiring such an experience?**

6. Does the program offer courses through the web? No

- a) **Please list the web-based (fully delivered through the internet) courses the program offered last year?**
- b) **Please list the web-assisted (e.g., WebCT) courses the program offered last year.**

7. What is unique about this program?

- a) **For what distinctive characteristics is it known in the state or nation?** The program was the first of its kind and is regarded as the leader in this field
- b) **What are some strategies that could lead to (greater) recognition?**

8. Questions about Program Outcomes Assessment (attach additional sheets, if necessary): see attachments

- a) **What are the program's learning outcomes?** The program-specific outcomes include students completing PGA of America membership requirements to include: playing ability test, levels one and two of the Golf Professional Training Program. Graduates of the program are prepared to become PGA professionals and managers of golf facilities, learning centers and other industry related jobs. *Other than the PGA outcomes addressed, I would expect our graduates to also possess the same learning outcomes as the other graduates with Marketing degrees.*
- b) **What assessment measures are used, both direct and indirect?** The students are tested every two years by PGA of America officials
- c) **What are the standards for assessment results?** Students must score 70% or more on all tests
- d) **What were the assessment results for 2000-01?** All students graduating have met these requirements
- e) **How will / how have the results been used for pedagogical or curricular change?** Areas of weakness are addressed through curriculum change. The addition of classes to the curriculum such as Biology 114 and PGMG 340 are specific classes to assist the students with learning objectives required by the PGA of America

ADMINISTRATIVE PROGRAM REVIEW: 2001

9. Questions about Course Outcomes Assessment:

- a) Do all multi-sectioned courses have common outcomes? Not applicable
- b) If not, how do you plan to address discrepancies?
- c) Do you keep all course syllabi on file in a central location? Yes, in the Department Office

*If you have questions about the outcomes assessment portions of this survey, please contact Laurie Chesley (x2713).

Form Completed by Matt Pinter, Program Coordinator/Stuart Travis, Chair, Marketing Department
Name and Title

Reviewed by Dean _____
Name and Date

The following document is attached as additional information. This information was provided in October 2000.

STUDENT OUTCOMES ASSESSMENT
October 2000

1. Program Name: B.S. in Professional Golf Management

2. Responsibility/Timelines:

Short-term (one-year):

1. internship evaluation done by students and focus groups to meet with students each year to discuss and evaluate internship experience
2. student exit surveys done in capstone course

Long-term (three years):

1. completion of the Golf Professional Training Program (GPTP) work experience kits 1 and 2
2. graduate surveys and completion of the PGA requirements within one year of graduation date
3. participation in the use of ETS – major field test in business to test the business core curriculum

Program Contact Person: Matt Pinter

3. Program Goals/Objectives:

Goal 1. Continue 100% placement within 6 months of graduation from PGM program.

Expected Outcomes: Placement rate will continue at current level.

Goal 2. To insure PGM program is meeting demands of the golf industry.

Expected Outcomes: Continued solicitation from industry for graduating students

Goal 3. To insure PGM students pass PGA's GPTP Checkpoints

Expected Outcomes: 90% pass rate

4. Program Assessment Tools:

Students

Tests
Cases/Presentations
Projects

Courses

Projects
Presentations
Exit survey in MKTG 499
ETS – field test in business

Major

ADMINISTRATIVE PROGRAM REVIEW: 2001

Pass Playing Ability Test (PAT)

Placement rates

That students are able to secure positions outside of golf industry and also succeed entering graduate programs

5. Distribution of Assessment Results/Data Analysis

The data can be found in the Department offices and the office of the Program Coordinator located at the PGM Center.

6. Use of Results:

Integrate golf-based software into accounting and computer classes.

7. Future Plans:

Increase recruiting efforts and visibility to ensure full enrollment is maintained.

Continue to work closely with the PGA of America to remain in compliance with PGA program requirements.

Incorporate new PGM laboratory into selected marketing and retailing classes as a hands-on learning experience.

Increase funding for PGM laboratory to enable facility to remain state of art with regards to technology and golf industry.

Name: Matthew D. Pinter

Rank: Professor

Tenure/Non-Tenure: Tenure

Department or Division: College of Business/Marketing/Professional Golf Management

Teaching Experience:

Areas of Involvement (in teaching)

1975-1978: Albuquerque Public Schools, New Mexico, Substitute Teacher

1986-1993: Mississippi State University, Instructor: *Golf Course Operations, Golf Classes Coordinator, Professional Golf Management*
One of three instructors on PGM Administrative Committee, which developed all policies and guidelines for PGM program.

1993

to present: Ferris State University, Professor of Marketing, PGM Coordinator

Education Background:

1974 B.S., Northern Michigan University
Major: Education, Secondary Education

1993 M.S., Mississippi State University
Major: Education, Sports Administration

Prior Experience not in Education:

1986-1993 Director of Golf Operations
Mississippi State University
Starkville, MS

1982-1986 Director of Golf/General Manager
Cielo Vista Municipal Golf Course
El Paso, TX

1982-1986 Head Golf Professional
White Sands Missile Range Golf Course
New Mexico

Professional Memberships:

Currently:

Professional Golfer Association of America, Master Professional
Michigan Section, PGA of America

Formerly:

Gulf States Section, PGA of America
Southern Turf Grass Association
Mississippi Turf Grass Association

Professional Meetings Attended:

Michigan Section PGA Annual Meeting: 1993 - 2002
Gulf States Section PGA Annual Meeting: 1986 - 1992
PGA of America National Meeting: 1986 - 1990
Mississippi Turf Grass Association Annual Meeting: 1986 - 1992
Southern Turf Grass Association Annual Meeting: 1986 - 1992

Paper Presented:

“Effect of Strength Training and Flexibility on Clubhead Speed and Accuracy in the Golf Drive.” Master’s thesis presented in March 1993, National Association of Health, PE, Recreation and Dance Regional Meeting, Washington, DC.

Publications

“Effect of Strength Training and Flexibility on Clubhead Speed and Accuracy in the Golf Drive,” Research Quarterly, Spring 1993

Other Research Activity:

Consultant to Ram Golf Inc. in field testing new product, 1986-1993
Consultant to Avon Rubber and Plastics, Golf Division 1994-present

Consulting:

University of Michigan, Athletic Department
Assisted in development of Mission Statement and Business Plan for University golf facilities.

State of Mississippi
Assisted in development of state operated golf facilities in state parks.

Professional Growth Activities:

Attendance at a number of seminar workshops and conferences, 1982-present.
Specific areas include teaching of golf, custom club fitting, computer applications in the golf industry, golf course design, driving range development, club repair, golf shaft performance, motor learning and teaching of golf, golf grip performance and construction, golf club performance characteristics, and other golf related topics.

Teach and play golf professionally as a PGA Master Professional

Seminars, Training Programs, etc., Conducted for Business and Golf Industry:

1994

to present: Member of the PGA of America Golf Professional Training Program Faculty.
Teach 12 to 14 daylong seminars a year on topics including, Golf Management, Interpersonal Skills, Customer Relations, Supervising and Delegating, and Career Enhancement.

1985-1989: PGA of America National Education Committee member

1990

to present: PGA of America Education Steering Committee member

Professional Presentations, Speeches, etc.:

Golf Course Owners Association of America Spring Meeting, Grand Rapids, MI - guest speaker
Michigan PGA Fall Meeting, Lansing, MI - guest speaker
Biomechanics, Ferris State University, Big Rapids, MI - class guest speaker each semester
Guest Speaker Resort/Recreation and Tourism Class, Ferris State University, annually
Landscape Architecture classes, Mississippi State University, Starkville, MS - guest speaker
Elder Hostel Golf Camp, Katke Golf Course, Big Rapids, MI - guest speaker
Numerous Rotary Clubs in both Mississippi and Michigan

Institutional Services Performed:

University-wide Committees: Substance Abuse Committee, Search Committee, Dean of Business, Recreation Facilities Committee, Athletic Planning Committee, Golf Course Planning Committee

College-Wide Committees: Search Committee— Marketing Department Chair, Internship Committee, Future Committee, Member Promotion and Merit Committee, Tenure Committee
Advisor: Professional Golf Management Student Association

Recognition and Honors:

Top 15 Golf Instructors in Michigan GOLF DIGEST, August 2000
Horton Smith Award winner, Michigan PGA 1999, 2000, 2001
Horton Smith Award winner, Gulf States PGA 1989
Nominated for M.A.G.B. Distinguished Faculty Award, 1997

Professionally Related Community Activities:

Assisted with Girl Scouts "Learn Golf" program
Developed community golf lessons sponsored by PGM Student Association
Worked with middle school physical education classes to provide golf clinics at the University golf course
Sponsor Michigan Amputee Golf Tournament at University Golf Course
Host high school Regional Golf Championship
Have made numerous presentations on golf related topics to local and regional professional organizations.

Documented Practical Experience:

Practical experience outside of teaching includes: Twenty years as a PGA of America member; the management of three fiscally successful golf operations; the instruction of thousands of golfers of all skill levels, and the training of six assistant professionals that all have progressed in their careers to head professional positions. Direct supervisor for the design and development of a golf facility that upon completion won national awards. Assisted in the development of golf instructional camps and have competed professionally at the highest levels of competition. Currently one of less than 200 recognized PGA Master Professionals from an Association with over 26,000 members and apprentices. Recognized as an expert in the golf industry and have been quoted and interviewed in numerous golf periodicals including, GOLF SHOP OPERATIONS, GOLF ILLUSTRATED, PGA MAGAZINE, GOLF WORLD, EXECUTIVE GOLFER, AND GOLF DIGEST. Beginning December 1997 I assumed the position of overseeing the Katke Golf Course. Since then I designed and developed a master plan that includes the construction of a new teaching and learning facility, and a new PGM learning Laboratory. These changes have allowed a total integration of the academic and PGA of America components of the PGM program to allow a better educational experience for PGM students.

Consulting Experience:

As previously noted, worked with the University of Michigan to develop a Mission Statement and Business Plan for their golf facilities. Integrated theory with practical delivery that once implemented, becomes an excellent learning tool for PGM students in the classroom. Assisted the State of Mississippi with the development of golf facilities throughout their state park network using a practical application of marketing research principles.

Scholarly Activity:

Served the PGA of America as an education expert since 1986. Assisted in the curriculum development and implementation of the Golf Professional Training Program and have served on its faculty since its inception. Served as Chair for the PGA Education Committees and Scholarship Committees. Currently serve on the Membership, Education and Constitution Committees for the Michigan PGA.



FERRIS STATE UNIVERSITY

April 16, 2002

Dear PGM Alumni:

The PGM program at Ferris State University is undergoing the Academic Program Review Process this year. Every program at Ferris State University is reviewed on a four-year cycle as a means for self-improvement and staying current within the existing demands of the market place.

You have been chosen through a random selection to assist us with the process. Please take the time to fill out the enclosed questionnaire and return it to us in the enclosed envelope. Your timely completion of this survey is very important to the continued success of the PGM program.

Jean and I thank you in advance for your cooperation.

Sincerely,

Matt Pinter, Coordinator
Professional Golf Management
Ferris State University

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	<input type="checkbox"/>
A8 Assistant Professional	<input type="checkbox"/>
A6 Teaching Professional	<input type="checkbox"/>
A4 Director of Golf	<input type="checkbox"/>
Other _____	

4. Gender Male Female

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

Alumni Survey Demographics

The following information is based on the population of 107 PGM alumni

<u>Year Graduated</u>	<u>Number</u>	<u>Percent</u>	<u>Age</u>	<u>Number</u>	<u>Percent</u>
1979	1	0.9%	22	6	5.6%
1980	1	0.9%	23	6	5.6%
1981	2	1.9%	24	6	5.6%
1982	1	0.9%	25	5	4.7%
1983	6	5.6%	26	6	5.6%
1984	4	3.7%	27	6	5.6%
1985	6	5.6%	28	7	6.5%
1986	4	3.7%	29	4	3.7%
1987	1	0.9%	30	7	6.5%
1988	1	0.9%	31	7	6.5%
1989	6	5.6%	32	9	8.4%
1990	1	0.9%	33	1	0.9%
1991	4	3.7%	34	2	1.9%
1992	4	3.7%	35	6	5.6%
1993	4	3.7%	36	3	2.8%
1994	10	9.4%	37	2	1.9%
1995	9	8.4%	39	2	1.9%
1996	7	6.5%	40	4	3.7%
1997	9	8.4%	41	7	6.5%
1998	5	4.7%	42	3	2.8%
1999	8	7.5%	43	3	2.8%
2000	4	3.7%	44	3	2.8%
2001	9	8.4%	45	1	0.9%
			47	1	0.9%
Total	107	100.0%		107	100.0%
Number Missing	0		Total	107	100.0%
			Number Missing	0	

<u>Job Classification</u>	<u>Number</u>	<u>Percent</u>	<u>Gender</u>	<u>Number</u>	<u>Percent</u>
Head Professional	49	45.8%	Male	106	99.1%
Assistant Professional	22	20.6%	Female	1	0.9%
Teaching Professional	5	4.7%			
Director of Golf	11	10.3%	Total	107	100.0%
Other	20	18.7%	Number Missing	0	
Total	107	100.0%			
Number Missing	0				

Alumni Survey

Demographics

Income	Number	Percent
0 - \$40,000	36	33.6%
\$40,001 - \$80,000	38	35.5%
\$80,001 - \$120,000	20	18.7%
Over \$120,000	13	12.2%
Total	107	100.0%
Number Missing	0	

Alumni Survey

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

Alumni Survey Strengths of PGM Program

PGM Alumni Comments:

Internships	65
Marketing and Retailing/Business Degree	58
Networking	56
PGM Profs/Staff	26
Reputation	20
Access to Range/Golf facilities	17
Program Coordinator -- Matt Pinter	16
Seminars/guest speakers/workshops	14
PGM secretary- Jean Shaw	11
Experience into the golf business	9
Alumni Presence/help	8
Placement	6
Camaraderie	6
Hands on training	6
Preparation for the GPTP/GPTP	5
College Life	5
Special golf specific programs	5
Curriculum	4
Smaller class size	4
Opportunities	4
Being the oldest PGM program	3
PGMSA & PGMAA	3
Link with PGA	3
Competition with other PGM students	2
Variety of subjects offered	2
Developing quality golf professionals	2
Leadership skills and development	2
PGM tournaments	2
President Sederberg support/Administration	2
Winter Golf Internships	1
Level I/II while in school	1
Quarters(rather than semesters)	1
25 years of success	1
Quality of students	1
Exposure	1
Respect we get in the work place	1
Advancement in attaining class "A" status	1

Alumni Survey

List a few items regarding what liked least about the PGM program.

Alumni Survey Items Liked Least

PGM Alumni Comments:

Weather	16
Location	13
Condition of Katke	12
Lack of teaching preparation	11
Needed more help working on my own game	9
Not more classes related to sales, budgeting mangagement, psych and business planning	8
Out of state tuition	6
Not enough golf related classes	8
Too many students in program	7
Better core classes	6
Lack of specialty classes offered	5
Semesters	5
Professors/Staff	4
More financial training	3
Getting good internships	4
Campus needs more activities	3
GPTP	2
Not being able to golf all year	2
Living accomodation	2
Needed more seminars	2
Starting pay	2
Work experience	1
Students had copies of old exams not fair	1
Too long (4.5 years and no breaks)	1
Condition of office	1
Wider variety of speakers involved in golf business	1
Alumni tournament	1
PGMSA should be mandatory	1
More PGA specific education	1
Communication classes too basic	1
Should place more interns with graduates	1
Lack of computer involvement	1
Short term employment	1
No classroom teaching	1
Too many schools	1
Reputation	1

Alumni Survey

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

Alumni Survey

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

More work insight on the day-to-day work such as tournaments and merchandising (although Bud was good).

Increase emphasis on networking.

Keep the PGA from expanding more golf programs. Makes for a tougher market.

More of an emphasis on customer service and business aspect of our industry. Also better training on turf.

The program needs more classes dealing with computers and technical support. Also, need more interview training and portfolio information. Learn how to sell yourself. It would help to have more day-to-day training. Sometimes internships don't cover this.

Customer service 101.

More training in teaching.

Have a 4 credit class called "Basics of being a golf professional!" Would include instruction on tournament administration, course marking, calligraphy, club repair, business communications, and merchandising basics.

Academic wise I feel Ferris and PGM does a great job preparing you for the future. The drawback is that we do not put out a large number of playing professionals. The good players of today would probably pass up Ferris and go to a PGM school in the south to play year round.

Prepare students more for the business world and employee training.

More budgeting of golf shop specific buying plan.

More education in teaching golf – weekend sessions through PGM program.

Need to tailor the program to be a little more general manager mentality.

More influence on swing mechanics rather than biomechanics. Also to be more knowledgeable in teaching.

Fewer programs in nation. Would be great to advertise for intern and receive one. More management classes.

Place more emphasis on teaching. Make graduates more prepared to teach after graduation. Teaching is a great way for a professional to set himself/herself apart from everyone else.

Continued success with offering of outstanding internship options; Encourage interns to travel and experience all aspects of golf business...private, resort, public sales, etc.; Continued work during enrollment towards PGA membership.

Timing on internships. More knowledge regarding budget management. Increase retail management training. More classes on agronomy.

More education. We as professionals are being asked to do more. Young coming out should have knowledge in multiple areas.

More classes on the roles of golf. Tournament opportunities and teaching.

Far too many PGM schools now for too few jobs. Too much supply for just a little demand.

Make sure students understand the importance of management in our business. Also contract negotiations! Keep focusing on teaching and playing of the game. Club fitting also very important.

Golf is over saturated. There will be a high demand for specialties such as marketing/selling golf courses. Also teaching is huge in our industry.

Golf industry involved in program to donate time and money.

Get in with some of the manufacturers. Some different avenues to be able to get into the golf industry are sales or marketing and management.

More computer training should be more golf schools to improve your game.

More classroom work that is directly focused on what the PGA does in the GPTP training.

More teaching skills should be taught.

Make it tough on these kids. It's not easy out there.

The PGM program needs to produce more accomplished players and teachers. I think the business aspect is well rounded.

I feel that it should be mandatory that at least one semester of internship be spent at a teaching academy or teaching school.

Elimination of some programs. A set limit on number of programs throughout country and making these select schools premier programs.

Split the program to make people either professionals of shop, professional teachers or professional merchandisers.

Find a way to make internships more flexible (time wise). Spring and Fall tough to get interns sometimes.

Teach the students about Code of Ethics. Example – To call the golf course before they show up to play.

Needs a little help with things to keep students interested in the winter. Better nets, putting green, etc.

Quarters instead of semesters might make the timing for interns in the northern climates more convenient.

I don't think considering what we as golf professionals do, need all the basic classes; i.e. – biology, logic, English, etc. I think this would shorten the program and reduce the dropout rate. I know a lot of guys didn't finish the program because they ran out of money.

Offer more seminars that include past alumni speaking about their experience in the business.

Possibly a class on teaching golf, that is more in depth than the seminars.

Hold classes on golf instruction, club repair, etc., more golf related classes to separate Ferris from other PGM schools, with the same marketing degree. If we haven't already, we need to take full advantage of the new facilities at Katke, much like the new PGA learning center in FL.

Continue to work on areas like membership relations, negotiations, how to deal with a boardroom setting, interviewing and golf course design.

Make the curriculum more relevant to being golf professionals and what we actually do. Force interns to learn something. By the time they are on their last internship they should be much more qualified than the ones we have had.

More instruction on how to be a good golf instructor.

Keep your standards high. I remember a quote I saw a few years ago that I've used in interviews. "FSU is considered the Harvard of the golf business." Have some

improvement on internships. Students would be required to stay a summer and work with some of their quality instructors that could be associated with a golf school.

Mandatory calligraphy seminars – tournament seminars (how to set-up and run, etc.), how to interview, club fitting.

Computer workshops, club fitting workshops, stronger emphasis on teaching.

Better work ethic training.

More knowledge of food and beverage management. I feel PGA professionals need to get prepared for general management type positions. Also other avenues within golf for internships.

More management classes (Upper/Senior level), better preparation for teaching methods – relating to students

More emphasis on teaching. The golf industry curriculum more specialized. More level 3 & 4 internships.

Try to incorporate Dale Carnegie on similar public speaking seminars into classes (Above and beyond university classes.)

I would like to see more emphasis in finance and turf grass. I see more PGM grads that will be in charge of total operations and it's imperative that they understand the logistics of the club as a whole.

Teach the students to be general managers, food and beverage, hospitality, better accounting skills, computer – PowerPoint etc., Behavior management, interpersonal skills courses.

Classes on a broader spectrum of the golf operation like maintenance, development, and architecture.

Drop some of the required classes that do not pertain to business and add classes on the golf swing, club fitting, merchandising, sales etc. Take some of the new PGA certification courses and make those required classes.

Bring in PGA professionals to give more “real world” knowledge of merchandising/teaching/budgeting. For example, bring in a merchandiser to compliment what's being taught in retailing classes.

I think the business is moving into more GM/golf professionals. I believe that the students today are a little too one-dimensional. Need more club management experience. More computer classes, a teacher to help students with their game. Give them a better understanding of what to expect when the graduate.

Go back to quarters would be a big help. A lot of courses need quality help for 8 to 9 months.

Time for interns more available. Seemed quarter system fit the golf industry better.

Eliminate all the other weaker PGM programs.

Get students to become better players. Anyone can be a golf pro, but he/she must take their game more seriously.

More focus on classes for effective "creative marketing," versus textbook. Also deal with clients that are not happy, basically "deal with people classes."

Require internships at different facilities.

Tougher playing and teaching standards prior to graduation.

Six month internships. Prep interns at school.

Continue to educate future professionals about the importance of developing good business skills. Educate to manage overall operations, including food and beverage, grounds maintenance, etc.

Try to keep the students up to date with the ever-changing industry; make sure they learn a lot about computers.

A better understanding of the value of networking. And just because you have a PGM degree and/or are a PGA member, do not expect a "job."

Adding more depth into some of the specialty classes or even a second or third PGM only class. More issues relating to the PGA.

Offer some golf specific classes, teach kids better networking skills.

The attitudes and appearance of students seem to lack some professionalism. Raise the bar on grooming standards.

Go back to quarters.

The PGA needs to use this education avenue better. They accredit the university but do not assist the student by going through the accredited university like they used to do. Give the students the incentive to get a degree while earning credits towards the PGA membership like before.

More class work emphasis on business finance/accounting principles. More “real-world” finance experience, rather than simply book work. Learning and understanding budgets and budget preparation.

Prepare students to be more of a manager of a business not just a golf professional. Less focus on teaching.

Emphasis on both your core education and the opportunity/necessity of continued education for further involvement within the industry.

More product knowledge provided to students. A clear understanding of customer service expectations provided.

I personally believe that the PGA is allowing too many people to become members. The PGM program needs to make the enrollment more difficult. Anyone that goes through the program should bar none be the best.

Teach the history of the game and why it is important to uphold its traditions and values, and get students exposed to more club managers and superintendents.

Management rather than marketing.

Real life computer, management and inventory skills.

Educate PGM students that they must have patience in this industry.

It has been such a long time, I feel the PGA seminars have helped to improve the teaching, club fitting and merchandising aspects.

More and more speakers on “real-golf” items. How to manage people, goal setting, more “executive” skills training.

Ability for students to be self-motivated to learn about every aspect of their job.

I feel the program would benefit with more difficult entry standards. However, there is a lot more competition so this will never happen.

College of business professors being able to apply in class assignments and projects to golf shop situations.

Higher academic and playing standards.

Visual merchandising was great but a class where you had to help order/receive/display merchandise in the golf shop would be great.

More demanding requirements for entry to drive up salaries and drive out clowns.

Alumni Survey
PGM degree preparation: need for improvement

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

Not much on teaching golf besides GPTP.

Need more turf classes.

My interns didn't deal with club repair. My computer skills were self taught and each system is different. Need more overall training at school.

In my opinion the extent to which the individual could prepare him/herself relied on the individual. Every opportunity to achieve was available.

Teaching definitely needs to be addressed better.

It's all up to the person. I could've worked harder.

On the job internships were the best!

Introduce students to different teaching philosophies.

Continue seminars in all areas.

Retail management needs more priority.

Teaching needs lots of work.

Internships should be more hands-on from the facility that you are at.

More teaching.

Only had to take one computer class!

A lot comes from experience. Hard to teach.

Club repair is irrelevant. Computer literacy is the most important.

I feel it was an excellent education for becoming a Pro. Some areas you have to learn over time like teaching. The courses at the university were a big help. They should teach a class on sign making.

Needed more than a weekend of club repair. Teaching and cart repair.

Computers weren't the necessity that they are today.

Need to develop something to educate students about the political nature of clubs.

Add more group experiences where interns share experiences from their internship. These could help others.

Someone should teach a class about golf instruction.

A few more PR classes may not hurt.

Must come up with teaching curriculum. I have seen too many PGM guys that pretend to teach but have no clue.

No club fitting experience.

I know that my degree from Ferris opened many doors. I think that is all you want from a degree is a chance to show your skills.

Teaching just takes time; It would be hard to have enough time and practice.

Marketing and retailing prepared me very well.

Fitting was not done in the industry much while I attended FSU. I am sure it is much better now.

Computer literacy wasn't as important back then.

Didn't give highest possible score because there is always room for improvement. Love the program!

Marketing major was excellent. Needs more concentration in budgeting, human (personnel) relations issues, and management.

We had no computer classes required when I attended school.

Club fitting – didn't do any.

Internships extremely important towards education.

More golf specific marketing concepts.

Club repair – have better teacher/student ration. Workshops were good, but a smaller class size would have been better.

Retailing classes were fantastic.

Computers were not part of the program.

Should require more people skills classes.

Love to see a real retail computer in house to train on.

Incorporate more management classes as well as finance classes.

More customer service orientation.

Club repair is almost non-existent anymore.

Computers have become a major part of our business. I think the impression is that computers are not that important in our industry from a Ferris State perspective.

GPTP helped with the above areas more than university classes. Consider offering an elective that offers community service as a form of teaching golf, club repair and other areas for students to fine tune skills.

Stress teaching more. It is our expertise.

More on teaching and video.

Marketing needs work in college of business.

Most learned on internship. Teaching golf in class would be great.

Most of the above was learned on internship.

More emphasis could be placed upon teaching.

FSU needs to continue to upgrade facilities to continue as a leader.

Great job with the new golf shop and range. Now you need to focus on the course.

Wonderful!

Great facilities.

Great Practice Area/Golf Shop

Need more improvements on golf course.

I think the improvements to the range and golf shop have been great and were long overdue. The golf course is another matter. I think the course needs a tremendous amount of attention to bring it up to where it should be in staying competitive with other PGM program facilities.

Better than the shack we used.

Need to make sure the maintenance budget is large enough to maintain high quality grass surface.

Short game area is pathetic.

I think more staff for the PGM program can only make the program stronger.

The new clubhouse and teaching facility are fine additions and well over due.

Need someone on hand to help out with golf swing and game besides Matt or Mike.

Outstanding improvements.

Katke has made great improvements.

Fantastic, continue the process to stay ahead of the competition.

From some areas of the range, it's difficult to see your shots land.

Alumni Survey

Suggested changes to golf range and kitchen facilities

Alumni Survey

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

Regarding the golf range (Katke) facilities?

I think we all know that the conditions of Katke's golf course are substandard, with the prominence of our program. Katke is nothing to be proud of.

I hear they are great after the changes.

I like it very much.

Covered – heated range tee.

Sprinkler heads.

Golf range is great.

Much improved.

Great facility.

Keep improving course conditions.

I am very happy with the improvements made to the practice facility.

It sounds like the changes were right on the mark.

This has really become a great facility.

Need indoor practice facility.

Target greens area for team practice only.

Indoor and covered areas.

Range and practice area is great. Perhaps a redesign or renovation of the course.

The renovations came out great.

In 1993 it lacked appropriate short game area and teaching area to assist PGM students in working on their teaching.

Increase golf course maintenance budget, by a lot.

Possibly improve the look of the course through new cart paths, improve golf carts and storage of them.

Build a large putting green and practice bunkers for students.

Video equipment for swing analysis.

Teaching aids and the knowledge to use them.

Tournament setup or management.

Very nice range.

Nothing, now that the renovations have been completed.

The range is great along with the new golf shop. Katke could always improve, with better superintendent, budget, and staff (grounds dept.).

Need better short game area, need better golf balls, and need better level playing range.

Continue to upgrade and add new technology or industry trends. The facility should always have the current trends and latest and greatest.

Golf range is fine. No changes needed.

Improve tees and fairways.

Better short game area.

Improvements have been very good. Continue to improve.

Keep investing money into the future. No holds barred attitude. Keep being the best and demand alumni participation and contributions.

Heated hitting areas for the PGM student during the winter season.

Heated hitting stalls. Short game area, with bunkers and room to chip.

Golf course could use the same face lift the club house and range received. Improvements on upkeep to match the prestige of the PGM program.

Use their budget more wisely.

Video lesson capabilities.

Better target greens (mounding) and more of them.

Bathroom facilities on golf course – more water coolers.

A video center.

Ok!

Make sure all efforts are made to improve facility, especially golf course on a continual basis with the purchase of the latest technology that becomes available.

Better short game facility.

The range is great.

New range appeared to be excellent. Large trees, short course, bunker complex, teaching area are all important. Proponent of reversing nines back to their original configuration in 90's if that hasn't already happened. #18 ending at hotel should be #9.

Video teaching systems. For example: A-star Video Learning System.

The new facility is great.

The new range is wonderful, great practice facility for students. Just hope that they know what they have. Continue improvements and keep Ferris at the top.

Facilities are great.

Target greens.

The greens on the practice range need to be more receptive to shots. A bit more like a real green.

Daily maintenance of the course. More watering, mowing, etc.

Alumni Survey
Suggested changes: PGM facility

Alumni Survey

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

Regarding the PGM facility?

Internship information needs to be online rather than in a folder to make it more accessible and a bit more high tech.

Go back to terms, not semesters. Easier for golf pro to schedule interns for work.

Such an outstanding program should have a championship golf course that would attract the better golfers. The PGM then would have a greater rate of P.A.T. passes.

Facilities are wonderful.

Students need much more experience in teaching. The majority of students are coming out of school with little or no teaching experience.

Computer help with all different software donated for training by vendors. Run tournaments using these programs would help kids going into first jobs.

Something to allow PGM students to work on their games in winter months, heated stalls, better indoor practice facility.

The facilities are good compared to the other schools I have seen. Need to know the customer better and go after the core base very aggressively.

Video and TV for teaching. A hot tub and steam room would be nice. ☺

Appeared to be adequate in 1999.

You don't need to change anything.

It is my understanding many changes are already happening. Development of a more qualified and well-rounded professional is critical.

Integrate hands on teaching with students.

Indoor putting, state of the art career computer access lab.

Better club repair.

We need more computers in the center.

Continue on course improvements or a possible addition of 9 holes on land adjacent to Katke.

I would like to see more of the business golf side taught. That too might be more internship. Take time to review the internships and level 1 and 2.

Need to develop program for dealing with member committees.

Provide better video equipment to be used in the PGM center during the winter months. Also improve the club repair facility.

Haven't seen the workshop in a while. It used to be kind of small for club repair classes.

Needs a little help with things to keep the students interested in the winter.

A golf simulator for playing rounds in the winter.

Addition of more computers for GPTP in the PGM facility.

The improvements are very nice.

Nice outdoor scoreboard like we had before. Everything is very nice.

Add golf library, purchase golf course design software to allow PGM students to practice designing a golf course.

Better professors who teach relevant courses.

Get a state of the art club fitting and repair room.

More technology, internships, should be available on-line, more communication to alumni on what we can do to help.

I know that the top-notch programs in the north now have excellent indoor facilities. Not only that but fitness and analyses facilities.

Possibly the need for a better indoor facility.

Up to date club repair facilities.

Keep up with industry trends.

Increase computer access, need to communicate with industry leaders, need video equipment indoor to teach.

Computer classes – More, web based classes.

Improved resource library for students to learn about the business.

Strong practice facility, good education department. It seems you are making these improvements.

Modern office technology.

Greatly improve club repair facility. Students need to keep up with the manufacturers and club repair techniques in the industry.

Add to indoor facilities; include video equipment and state of the art teaching software. A simulator would help. The winters are long.

All was good in 1993. I'm sure it is better now.

Create a better way to advertise jobs/internships. It seems like you are still using the same books we had in 1980.

I thought it was good.

Update facilities for teaching and technology. Give students a place to meet and call home.

Separate computer labs for PGM students for classes and swing analysis.

More indoors practice facilities.

Focus on computer skills, running a business, career path that aims at placing students in areas that they can grow and less on getting a job.

Up to date video equipment, more effort to visit with and share ideas with other programs. We can always learn, whether it is what to do or what not to do.

Indoor hitting area with video.

Increase golf course maintenance budget. Improve the standard level of course condition at Katke. We need to compare our golf course with every other PGM program, therefore we need our course to be in excellent condition.

Continue to make the FSU program stand out! Only accept the best of the best. Enroll those who are serious about the industry and have a passion for it.

Inventory management skills and management/business skills.

To make students the best they can be, the resources should be the best they can be.

Indoor practice facility.

More computers.

I like it very much.

Better indoor teaching facilities for long winters.

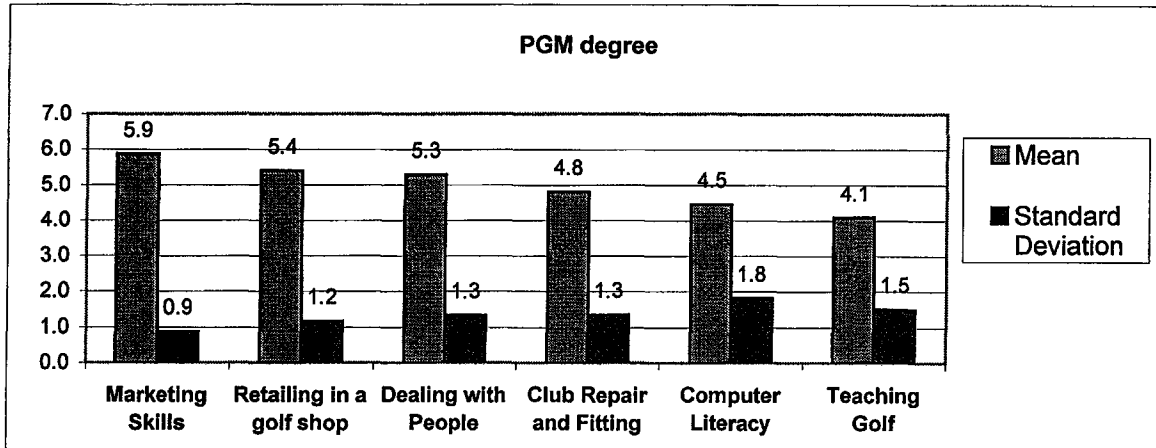
The PGM center and staff are fantastic! Matt, Jean and Lorie are what make Ferris PGM the best. I am proud to have been there.

Alumni Survey

Means and Standard Deviations

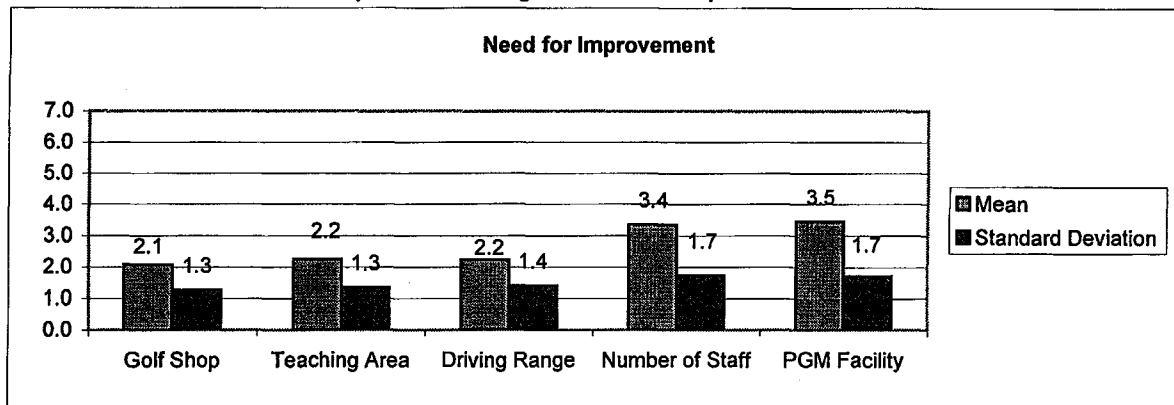
Variable	Mean	Std Deviation	Valid Responses
Marketing Skills	5.9	0.9	107
Retailing in a golf shop	5.4	1.2	107
Dealing with People	5.3	1.3	107
Club Repair and Fitting	4.8	1.3	107
Computer Literacy	4.5	1.8	106
Teaching Golf	4.1	1.5	107

1-7 Scale 1 - Poor 7 - Excellent



<u>Variable</u>	<u>Mean</u>	<u>Std. Deviation</u>	<u>Valid Responses</u>
Golf Shop	2.1	1.3	75
Teaching Area	2.2	1.3	75
Driving Range	2.2	1.4	77
Number of Staff	3.4	1.7	98
PGM Facility	3.5	1.7	97

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



Fifty-nine percent of respondents have noticed improvements at the Katke Golf Course.

Alumni Survey (n=107) – Summary of Findings (Complete Findings in Appendix A)

Table 1

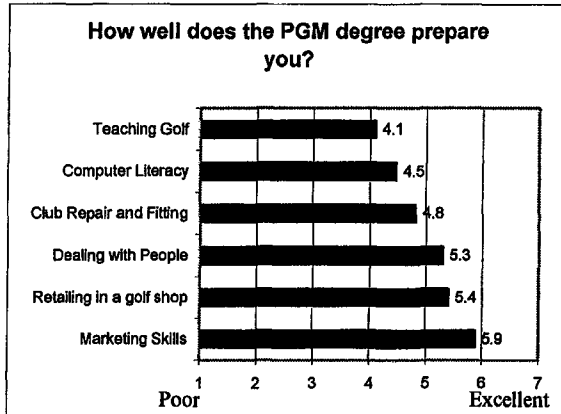


Table 1 shows that alumni feel very prepared regarding marketing skills. They feel least prepared in teaching golf.

Table 2

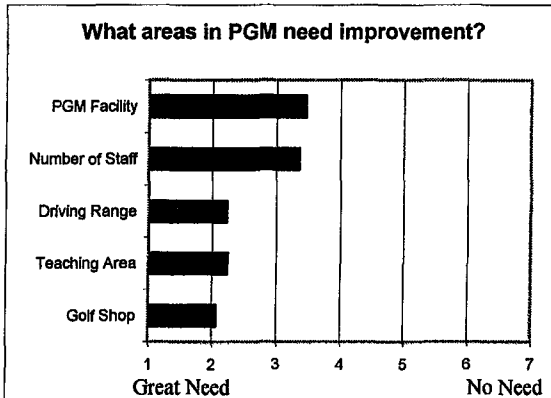


Table 2 indicates that the golf shop, teaching area and driving range need improvement.

Demographic Summary

- The 107 alumni graduation dates ranged from 1979 to 2001
- Age ranged from 22 to 47
- 49 Head Professionals, 22 Assistant Professionals, 11 Directors of Golf
- 36 had income up to \$40,000, while 33 ranged from \$80,000 to over \$120,000

Summary of Open-ended Responses

Alumni (n=107) responded heavily to open-ended questions. Below is a summary of answers that were mentioned repeatedly by graduates.

Strengths of the PGM Program/Alumni Comments

- Internships
- Marketing and Retailing/Business Degree
- Networking
- PGM Profs/Staff
- Reputation
- Access to Range/Golf facilities
- Program Coordinator – Matt Pinter
- Seminars/guest speakers/workshops
- PGM secretary- Jean Shaw

Items Liked Least

- Weather
- Location
- Condition of Katke
- Lack of teaching preparation
- Needed more help working on my own game
- Not more classes related to sales, budgeting management, psych and business planning
- Not enough golf related classes
- Too many students in program
- Out of state tuition

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

- More training in teaching
- More computer skills
- Tougher program and tougher qualifications to get into the program
- Return to quarters
- A greater number of golf and business related classes

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

- Need more teaching skills
- More hands on internships
- Improve the facilities

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

- More computers
- Improve indoor facilities
- More audio-visual teaching equipment and instruction

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?

- Need better short game area and better level playing range
- Heated hitting areas
- Better maintenance of the course
- Have more teaching aids and video equipment available in the clubhouse

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.

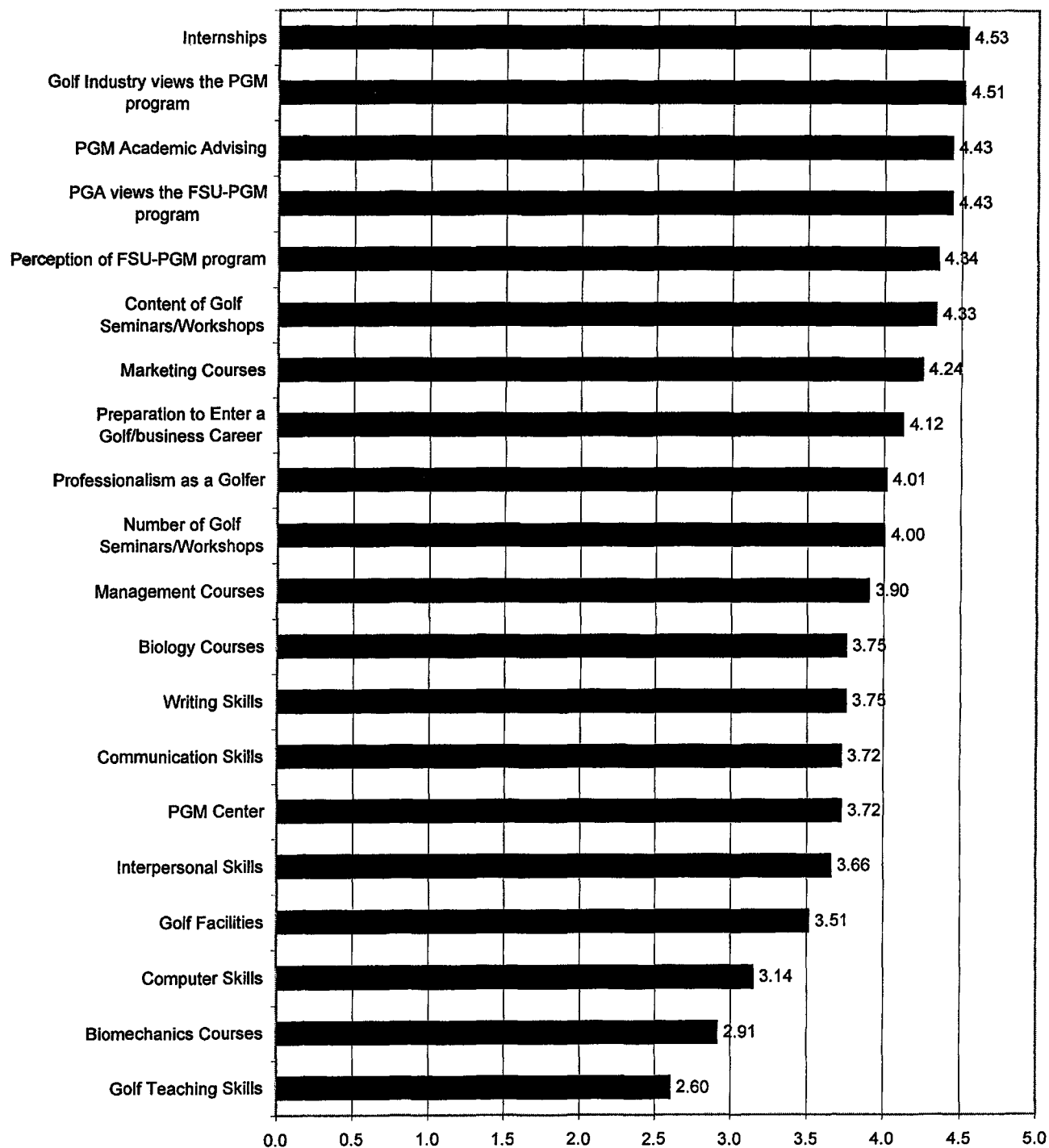
	Poor				Excellent
Internships	1	2	3	4	5
Golf Facilities	1	2	3	4	5
PGM Center	1	2	3	4	5
PGM Academic Advising	1	2	3	4	5
Content of Golf Seminars/Workshops	1	2	3	4	5
Number of Golf Seminars/Workshops	1	2	3	4	5
Your perception of the FSU-PGM program as a whole	1	2	3	4	5
How you think the PGA views the FSU-PGM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

Incorporate a teaching class that actually deals with the basics through detail analysis of the golf swing.

More communications courses and more teaching.

Instruction classes.

Relate biomechanics more to golf and not weight-training.

Computer skills using spreadsheets for play analysis would be useful.

More courses in the basic computer skills.

PGM courses to go over books and elements of the golf business in place of some other unneeded courses.

Biomechanics was story time. Not very educational.

There was no teaching on internships.

PGM Student Survey

Rate the following:

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

We do not or have not had any formal training or experience, not including internships.

PGM center could have better practice area and putting green.

Not many teaching opportunities. Accounting courses are weak.

Need teaching classes.

PGM center needs a better club repair room or materials.

Golf facilities, better conditions with greens on course and practice greens.

More seminars, really think they help and benefit our careers.

Katke greens.

Turf grass is a terrible class.

We don't learn professionalism and the PGM center should be as elaborate as a fine country club clubhouse.

Offer at least one golf intensive class each year of school. Classes could include teaching, club fitting/repair, tournaments, and golf course and facility design.

More involvement in work sessions for GPTP work.

Katke is unprofessional. Every customer should have to wear proper golf attire. It would represent our program and facility better. The course also needs to be improved.

More funding for the course.

Merge our classes with the GPTP program.

More info should be available regarding the different golf-related professions inside the golf industry.

PGM Student Survey – Summary of Results

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):

4.53	Internships
4.51	Golf industry view of PGM program
4.43	PGM academic advising
4.43	PGA views the FSU-PGM program
4.34	Perception of FSU-PGM program
4.33	Content of golf seminars/workshops
4.24	Marketing Courses

Middle Items were:

Content of Golf Seminars/Workshops	4.33
Marketing Courses	4.24
Preparation to Enter a Golf/business Career	4.12
Professionalism as a Golfer	4.01
Number of Golf Seminars/Workshops	4.00
Management Courses	3.90
Biology Courses	3.75
Writing Skills	3.75

At the low end were:

Communication Skills	3.72
PGM Center	3.72
Interpersonal Skills	3.66
Golf Facilities	3.51
Computer Skills	3.14
Biomechanics Courses	2.91
Golf Teaching Skills	2.60

Open-ended Responses

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

Classes on teaching and computer skills are needed. There is also a need to improve the biomechanics class.

Explain why you rated some items low.

There should be more seminars and classes related to teaching and the golf course and facilities needs to be improved.

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.

Dear 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.

Extremely valuable to the College of Business.

Cash cow- huge asset.

I think the program brings in a significant number of good quality students and is, therefore, valuable to the College of Business.

Some...obviously, the number of students is a plus. Relatively bright students.

The PGM Program is extremely valuable to the College of Business and to the University. The program attracts high quality students that become great ambassadors for Ferris upon graduation.

An outstanding area of the Marketing Department.

A premier program for Ferris, the College of Business, and Michigan.

The PGM program fits the FSU mission.

Very recognizable and vital program.

Excellent national identity for FSU and the College of Business.

PGM Faculty Survey

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

Intelligent, somewhat lazy.

High achievers, in that they know what career choice is as a freshman, and they are motivated and focused on that goal.

Better than average.

Generally very good, very bright.

Good students.

Above average students.

Bright sometimes, but arrogant (about missing class material). Friendly, but "above" other students attitude (and occasionally faculty). Still not a healthy attitude toward drinking.

The PGM students are the highest quality students we have at Ferris State University.

Very bright, well motivated, well trained.

Smarter than most Ferris students, but also rather impressed with themselves.

Good program, well managed. In my discussion with other programs as I travel around the country, Florida State, Penn State, all respect our program here at Ferris.

Full of themselves, and reasonably capable.

High caliber.

Mature, "street smart"- generally polite/considerate, hard working, (some exceptions!)

PGM Faculty Survey

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

I am not in a position to recognize additional needs.

More publicity.

A large bubble range for winter.

Another staff faculty besides Matt Pinter, so he can direct some time to teach more ins and outs of the golf business.

Continued physical improvements at Katke would be helpful to attract and retain students.

None that I know of.

Matt has a one man show. He needs additional staff to help with additional responsibilities.

Director should know this- make a case for the program.

PGM Faculty Survey

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

I don't know.

National recognition in college golf competition? Bring national/regional golf tournaments to Katke?

A large bubble range for winter, because of all the new competition in the southern states!!

Don't charge out of state tuition.

Funding to pay a person to assist Matt Pinter.

Continued physical improvements at Katke would be helpful to attract and retain students.

I am not familiar enough to know.

More exposure to PGA play.

Support it.

Technological update, the building needs uplift.

PGM Advisory Committee

- Jim Dewling, Honorary President
Michigan Section PGA
32744 Five Mile Rd.
Livonia, MI 48154
- Bill Rogers, President
Michigan Section PGA
32744 Five Mile Rd.
Livonia, MI 48154
- William Shriver, PGM Alumni Association President
Arcadia Bluffs Director of Golf
14710 Northwood Hwy.
Arcadia, MI 49613
- Mike Hodgins, Manager/Head Professional
Katke Golf Course
Ferris State University
1003 Perry St.
Big Rapids, MI 49307
- Jimmy Glass, Vice President Sales
Izod Club
105 Coventry Ln.
Wyomissing, PA 19610
- Bill Nault, Director, Golf Operations
Marriott Golf
7001 Lake Ellenor Dr.
Suite 200
Orlando, FL 32809
- John Bond, President
Imperial Headwear
5200 E. Evans Ave.
Denver, CO 80222
- Robert Ortwein, State Relations Officer, State of Michigan
Office of the Auditor General
201 N. Washington Square, 6th Floor
Lansing, MI 48913

ADVISORY BOARD SURVEY
Survey Responses

1. Is the PGM program meeting the demands of the golf industry?

Yes, it seems to send a well prepared individual into the industry,

As an alum, I am very proud of the improvements to the PGM facilities.

I think so, would like to see the students do interns for manufacturers.

Yes, however as the industry changes, the program also must change to meet the changing demands.

2. What direction should be taken or changes implemented in the PGM program to maintain a leadership role amongst the other PGM programs in the US?

Keep doing what you are doing.

Stress the importance of General Manager positions for future graduates.

Let them know it's about the Business of Golf.

Make sure they are aware that the golf business is in a very dynamic state with jobs becoming more all-encompassing and good managers are in demand.

Make students aware that the jobs for the old traditional golf pro who just plays and teaches are shrinking, and more business-minded managers are what the industry is demanding.

3. How do you feel about the effectiveness of:

A. The PGM staff (administrative assistant, secretary)

Jean Shaw is great. Lori is a wonderful addition.

They both seem to do a terrific job.

Jean has always done an excellent job and is much appreciated for what she does. Her experience and dedication is vital to its success.

I am new on the board but most impressed with Lori's professionalism and help.

A real strength of the program.

B. The PGM Coordinator

Matt Pinter is the best PGM coordinator in the country.

Matt has a great reputation throughout golf industry.

Great relationship with students. Excellent individual.

4. Do you feel that the PGM program at Ferris has effective relationships within the golf industry?

No program is better known or respected than the Ferris program.

You are the original and still the best.

Once again, I am new on the board, but the Ferris program carries a great national reputation. Matt Pinter is well known and respected throughout the golf industry.

Ferris PGM alumni are everywhere. As a VP of a major company in the golf business I am constantly amazed by how many Ferris PGM alums I come across in my travels.

The Golf Market

The game and business of golf has enjoyed tremendous growth over the past fifty years, increasing from 3.5 million in 1950 to fully 26.5 million in 1998. Though this growth has come in waves, the game has grown more than seven-fold in terms of participants since 1950, making it one of the most widely enjoyed leisure pastimes in the United States. Much of this growth has been fueled by the growth of public access golf facilities. In 1950 nearly two out of three golf courses were restricted to members and their guests. Today, that ratio has reversed as public access golf courses now represent over 70% of all golf facilities in the United States (McKinsey, 1999). There are a total of 17,108 golf courses in the U.S. today, including par-3 and executive length courses with 72% being open to the public. The five states having the most golf courses are: 1. Florida, 2. California, 3. Michigan, 4. Texas, and 5. New York. Michigan is the leader in public golf holes available (McKinsey, 99). There is a certified PGA Professional employed at only 60% of these golf courses (HTI, 1997).

Golfers spent \$22.2 billion in 1999 on equipment and fees, \$16.3 billion on green fees and dues, and \$2.5 billion on golf club purchases in the United States. The economic impact of golf is very significant. In 1998, an initiative cosponsored by the Michigan Jobs Commission, Department of Travel and Tourism, and the Michigan Golf Task Force, conducted an economic impact study on golf in Michigan. The findings demonstrate that the golf industry in Michigan supports 15,000 jobs with wages paid of \$184 million. The sales generated at these facilities generate revenue of \$506 million, which produce local and state taxes of \$33 million (does not include sales and income taxes). The overall contribution of all segments of the golf community to the state's economy for Michigan comes to \$980 million (Gould, 1998).

There are some warning clouds on the horizon of this "golf boom." Although the industry has gained 1.5 to 3 million new golfers per year in the last three years, it has lost nearly an equal number through a failure to convert interest into commitment. This implies that the industry has not been able to effectively deliver an "experience" that motivates the average golfer to play more often. The strong economic growth in the business of golf over the past decade has been driven by increases in per capita spending generated by the thriving American economy. Whether these increases will continue in the more recessional economic times remains to be seen. In certain areas, the recent explosive growth of new golf courses has outpaced the growth of new golfers resulting in fewer golfers per course. From a business standpoint, this excess supply has meant declining utilization rates for golf courses (McKinsey, 1999).

There are many positive indicators for the future growth of golf in America. Over the next decade, the combination of both natural population growth and favorable demographic changes almost ensures that the number of golfers and rounds played will continue to grow at steady rates of 1% to 2% per year. There exists, though, a huge latent demand of 41 million Americans who want to play or play more. The stimulation of even a small portion of this demand reservoir could translate to growth rates in rounds

played of 3% to 4% (McKinsey, 1999). What is needed to tap into these 41 million people, are qualified golf Professionals/Managers who will run effective programs (e.g. for women and juniors) and improve the quality of the management and marketing of these facilities (HTI, 1997).

This growth of the golf industry is prompting an evolution of roles and responsibilities for the PGA Professional. The game of golf has evolved from a social/recreational outlet for the very wealthy, to a game for the masses. The game of golf has now become the *business of golf*. With this growth come new challenges and opportunities that PGA Professionals must be prepared for, now more than ever, PGA Professionals are being asked and expected to play major leadership roles in the golf industry's evolution.

Job Market for PGM Graduates

The major growth areas for employment in the golf industry have opened new doors of opportunity for qualified candidates. The most prominent new opportunities for PGA Professionals are for general manager positions. Golf facilities are looking for PGA Professionals to serve as the Chief Operating Officer. The PGA Professional who becomes a general manager/COO is removed from the management of the day-to-day golf activities and becomes more aware of the "big-picture." General Managers are accountable for all areas of the facility, ensuring synergy in all club departments and activities. The General Manager position requires an individual who is able to oversee all aspects of the golf operation and operate a profitable business (Henry, 2001). Over and over again, emphasis is being placed on sound business skills as an important attribute for golf professionals to possess.

Skill in running a business is very similar to skill in playing golf.

Selecting the right club and keeping your goal set firmly on besting the competition are elementary rules to the game. The same is true in business: however, the strategies and tools are constantly changing. With the introduction of new technologies, redefined business to business relationships, and increasing regulations governing the workplace, the way we accomplish the essentials of employment and administration is drastically changing daily (Cacchione, 2001).

Mark McCormick, founder and President of International Management Group, a leader in the golf course management field states:

Golf is more of a business today than it has ever been. A course is no longer just a place to kill a few hours on Saturday afternoon. For the most part, we expect of our course what we expect from other service: quality, service, professionalism and value. Our directors of golf are now business people. We go after highly trained general managers, who can provide the sort of leisure experience and profitability required of the position (Johnson, 2000).

In an interview with Jim Dewling, President of Total Golf, Inc., the largest golf course leasing company in Michigan, Mr. Dewling states:

We need people with basic business skill who are able to become general managers at our facilities. I try and hire Ferris PGM grads first because of their business background and PGA training that is part of the program (personal interview, 2002).

The PGA makes this statement concerning the future of the golf industry:

Three or four decades ago, many PGA professionals graduated from the school of hard knocks, gaining much of their knowledge from years of on-the-job training. Today, PGM schools are producing business-savvy, college educated, PGA Professionals prepared to manage golf facilities throughout the 21st century (Graves, 2001).

Robert Dedham, CEO of Club Corp., a golf course management business with 1.7 billion in assets states:

We found that a PGA Professional who has good, solid business skills, it's very easy for them to move into general management and become very successful, as opposed to someone who comes from a food and beverage background and doesn't have any golf background (Gordon, 2001).

References

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Evaluation of Facilities and Equipment

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 coordinator's office, and a conference room. Included in the center are an indoor putting green, four indoor hitting stations, a club repair area, and a computer lab with two computers and a shared printer.

PGM Laboratory (Katke Golf Course)

The PGM Laboratory has undergone tremendous improvements over the past four years. Improvements include a new driving range/teaching area, a new clubhouse that includes a retail area and classroom, and continual improvements to the golf course. The facility has changed from a weakness to strength for the program.

Staff

The PGM staff includes the following positions:

PGM Coordinator whose duties include:

- Recruiting;
- PGM 101, 102 & 340 classes;
- Advisor to 290 PGM students;
- Golf Instruction;
- Supervises and assists with internship program;
- Advisor to PGMSA;
- Supervise Administrative Assistant & Secretary;
- Alumni relations;
- PGA liaison & active PGA member (require extra duties);
- GPTP faculty member for PGA of America; and
- Fund raising.

PGM Administrative Assistant whose duties include:

- Assists Coordinator,
- Assisting with internship program,
- Assisting with alumni relations, and
- Coordinating major PGA activities.

PGM Secretary whose duties include:

- Operations for PGM office, and
- Assists with all aspects of PGM program.

Curriculum Review

The Professional Golf Management program at Ferris State University is housed in the College of Business (COB) Marketing Department and graduates students with a B.S. in business degree. Students take all required COB core courses and, in addition, have specified courses in areas that integrate with the PGA of America's Golf Professional Training Program (GPTP) and its learning objectives. Specialized courses include Biology of Turfgrass, Food and Beverage Management, and Fundamentals of Golf Instruction (see Appendix A). The curriculum also includes a rigorous internship component that is cited in all performance data as one of the many strengths of the program.

The internship program for PGM results in 275 to 300 internship placements per academic year. The internships include sites across the United States and international sites in Australia and Jamaica. All placements are arranged through the PGM office and include a precise and monitored process beginning with internship requests, contact with the professionals and facilities, and signed agreements. During the semester of internship, contact is made with the supervisor for feed-back on work performance. Upon the interning student's returning to campus, post-internship evaluations by both student and internship supervisor are collected for a final evaluation meeting with Coordinator Matt Pinter. The time and effort involved are considerable.

Teaching the game of golf to people of all skill levels is an area that has been cited as one that requires more attention. Working with the COB, a new course has been developed and will begin Summer of 2003. This course will address PGA of America teaching methodology and objectives.

PGA of America GPTP

In 1993, the PGA of America instituted sweeping changes for membership into the PGA. A new program was launched with the name Golf Professional Training Program (GPTP). With the advent of this new program, the PGA also requires all PGM schools to incorporate the learning objectives into their PGM programs.

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 (see Appendix B). Upon successfully completing all three levels, an apprentice must pass comprehensive knowledge tests, undergo work experience interviews, and achieve the minimum standard established for practical on-the-job examination.

The PGM coordinator has been involved with the development of this program from its inception. He served on the curriculum committee during the developmental stage and was selected as one of 30 faculty from over 800 applicants to become an instructor of the program. The Ferris PGM program is the only PGM program whose coordinator serves on the GPTP faculty. The end result of this for Ferris' PGM students is that coordination of these new requirements into the existing academics program has been done as smoothly and efficiently as possible (see Appendix C).

A major 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 faculty for evaluation. These work experience kits are very lengthy documents numbering well over 150 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 amount of work and time required are very significant factors: but the advantage provided to our students is immense.

Name _____ Social Security # _____ Starting Date _____

**SEQUENCE SHEET FOR
B.S. BUSINESS – PROFESSIONAL GOLF MANAGEMENT
Fall 2001**

FIRST YEARFall Semester

PGMG 101 – Orient. To Pro. Golf Mgmt.	1 _____
ENGL 150 – English 1	3 _____
PSYC 150 – Introduction to Psychology	3 _____
COMM 121/105 – (choose one)	3 _____
RETG 229 – Visual Merchandising	3 _____
General Education Elective (see note 3)	3 _____
	16

Winter Semester

PGMG 102 – Golf Pro. Training Prog. Orient. [PGMG 101]	1 _____
BIOL 109 – Basic Human Anatomy & Psy.	4 _____
Cultural Enrichment (see note 4)	3 _____
ECON 221 – Economics 1 [MATH 110 or proficiency]	3 _____
MKTG 231 – Professional Selling [Comm 121 highly recommended]	3 _____
	14

Summer Semester

PGMG 192 – Cooperative Education 1	2 _____
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SECOND YEARFall Semester

ENGL 211/250 - (choose one) [ENGL 150]	3 _____
Cultural Enrichment (see note 4)	3 _____
ECON 222 – Economics 2 [ECON 221]	3 _____
ACCT 201 – Accounting 1 [MATH 110/C- or better]	3 _____
ADVG 222 – Principles of Advertising	3 _____
	15

Winter Semester

ACCT 202 – Accounting 2 [ACCT 201/C- or better]	3 _____
Cultural Enrichment (see note 3)	3 _____
MKTG 321 – Principles of Marketing [ECON 221]	3 _____
PSYC 310 – Psychology of Teaching [PSYC 150]	3 _____
STQM 260 – Introduction to Statistics [Math 115]	3 _____
	15

Summer Semester

PGMG 292 – Cooperative Education 2	2 _____
------------------------------------	---------

NOTES

1. Check if Playing Ability Test (PAT) is passed _____
2. Prerequisites shown in brackets [].
3. MATH 115 or MATH 115 proficiency is needed for graduation. If MATH is needed it should be taken as a general education elective.
4. You must take 3 cultural enrichment courses.

Select three courses from the following subject areas, including one at the 200 level or above. One course MUST meet the Global Consciousness requirement: ARCH 244, ARTH, ARTS, COMM 231, ENGL 322, FREN, GERM, HIST, HUMN, LITR, MUSI, SPAN, THTR

5. You must register for internships.

B.S. Business – Professional Golf Management

THIRD YEAR

Fall Semester

PGMG 392 – Cooperative Education 2 _____

Winter Semester

RETG 337 – Principles of Retailing [MKTG 321] 3 _____

ENGL 325 – Advanced Bus. Writing [ENGL 211, 250] 3 _____

ISYS 321 – Business Information Systems 3 _____

[ACCT 202, MKTG 321, MGMT 301, BLAW 321]

MGMT 301 – Applied Management 3 _____

[Junior standing or permission of professor]

MGMT 370 Quality/Operations Mgmt. [STQM 260] 3 _____

15

Summer Semester

RETG 339 – Retail Merchandising [RETG 337] 3 _____

BIOL 114 – Biology & Maint. Of Turfgrass 4 _____

BLAW 321 – Contracts and Sales 3 _____

PGMG 340 - Fundamentals of Golf Instruction 2 _____

[BIOL 109, MKTG 321]

General Education Elective 4 _____

16

FOURTH YEAR

Fall Semester

PGMG 492 – Cooperative Education 4 2 _____

Winter Semester

PGMG 493 – Cooperative Education 5 2 _____

Summer Semester

FINC 322 – Financial Management [ACCT 202, MATH 115] 3 _____

HLTH 125 – Responding to Emergencies 2 _____

MKTG 425 – Marketing Research [MKTG 321, STQM 260] 3 _____

MKTG 473 – Marketing Cases & Problems [MKTG 321] 3 _____

RETG 438 – Retail Management [RETG 339] 3 _____

14

FIFTH YEAR

Fall Semester

ADVG 485 – Retail Promotion 3 _____

[RETG 337, ADVG 222 or consent of professor]

BUSN 499 – Interdisciplinary Integrating Experience 3 _____

[FINC 322, ISYS 321, MGMT 370, MKTG 321, & last semester senior]

MKTG 322 – Consumer Behavior [MKTG 321, PSYC 150] 3 _____

RFIM 207 – Beverage Management 3 _____

12

127 CREDIT HOURS ARE REQUIRED FOR GRADUATION

GRADUATION REQUIREMENTS: A cumulative grade 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.

Professional Golf Management Golf Professional Training Program (GPTP) At – A – Glance

Pass PAT

Prior to graduation

Fall Semester

PGM Orientation Class
Commitment to GPTP
Order Level 1 material

*Material cost to be determined
PGA of America*

Winter Semester GPTP Class

Receive Level 1 material

Level 1 Courses

Self – Study

*Constitution
Rules of Golf
Tournament Operations
Golf Car Fleet Management
Introduction of Teaching
Golfer Development Programs
Golf Club Design & Repair
Career Enhancement*

Level 1 Checkpoint

(must be complete prior to graduation)

Knowledge Tests

*Constitution
Rules of Golf
Tournament Operations
Golf Car Fleet Management
Intro to Teaching/Golfer
Development
Career Enhancement*

Skills Simulations

*Rules of Golf
Tournament Operations –
Computer
Golf Club Design & Repair
Work Experience Interviews*

Level 2 Courses

Seminars

*Analysis of the Swing
Business Planning & Operations
Customer Relations*

Self Study

*Business Communications
Turfgrass Management
Electives***

Level 2 Checkpoint

(must be complete prior to graduation)

Knowledge Tests

*Analysis of the Swing
Business Planning & Operations
Customer Relations
Turfgrass Management
Electives***

Skills Simulations

*Analysis of the Swing
Customer Relations
Work Experience Interviews*

Level 3 Courses

Seminars

*Supervising & Delegating
Swing Concepts of Teaching
Merchandising & Inventory
Management*

Self Study

*Food & Beverage Control
Electives***

Level 3 Checkpoint

*To be completed at PGA site
Port St. Lucie, Florida*

Knowledge Tests

*Merchandising & Inventory
Management
Supervising & Delegating
Food & Beverage Control
Swing Concepts of Teaching
Electives***

Skills Simulations

*Swing Concepts of Teaching
Food & Beverage
Work Experience Interviews*

Final Experience

*Employment Interview
Challenge – Response
Presentation*

Graduation

Electives**

<u>PGA Electives</u>	<u>Outside Electives</u>
<i>Golf Course Design</i>	<i>CPR & First Aid</i>
<i>Golf Facility Design</i>	<i>Public Speaking</i>
<i>Golf Range Mgmt</i>	
<i>Caddie Program Mgmt</i>	

Required to complete two electives, one must be a PGA elective
HLTH 125 and COMM 105 or 121
completes Outside Elect. Requirement



Ferris State University

PGM Progression of

Academics, Internships & the Golf Professional Training Program (GPTP)

Freshman

Sophomore

Junior

Senior

Fall
Academic
Purchase GPTP
Level 1 Material

Fall
Academic or Internship

Fall
Internship

Fall
Internship

Winter
Academic
GPTP 102

Winter
Academic

Winter
Academic

Winter
Internship

Summer
Internship
Playing Ability Test

Summer
Internship

Summer
Academics
Level 1 Checkpoint &
Seminars

Summer
Academics
Level 2 Checkpoint &
Seminars

For PGA Membership:
Complete Level 3 & eight months of employment[†] after graduation.

Fall
Academic



COLLEGE OF BUSINESS
ENROLLMENT PROFILE
Fall Semester

Program	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	% of 02
Advertising	201	170	147	92	84	66	71	78	77	87	63	61	2.6%
E-Commerce	0	0	0	0	0	0	0	0	0	0	0	1	0.0%
Hotel Management	78	78	68	56	59	34	24	25	22	19	15	9	0.4%
Marketing	294	277	136	175	157	166	141	148	91	136	144	117	5.0%
Music Industry Management	0	0	0	0	1	10	15	35	49	59	99	116	4.9%
Professional Golf Management	371	383	431	329	280	262	287	290	293	297	298	286	12.2%
Professional Tennis Management	86	89	74	70	69	65	73	74	71	69	75	59	2.5%
Public Relations	100	70	61	46	38	38	34	33	39	55	64	69	2.9%
Resort Management	0	0	0	0	0	0	0	0	3	13	17	24	1.0%
Retailing	40	32	30	26	20	16	16	17	17	5	3	0	0.0%
Sales	109	130	97	65	39	36	33	39	43	0	0	0	0.0%
Visual Design and Web Media	8	20	37	35	36	36	29	36	42	43	46	41	1.7%
Restaurant & Food Ind. Mgt. (A.A.S.)	171	141	104	95	57	62	56	56	51	40	41	38	1.6%
Retailing (A.A.S.)	68	42	27	15	10	4	4	2	6	2	0	0	0.0%
Visual Design & Web Media (A.A.S.)	142	115	102	80	70	84	100	106	100	121	99	95	4.0%
E-Commerce Certificate	0	0	0	0	0	0	0	0	0	0	0	1	0.0%
Pre-Professional Golf Management	0	0	0	0	0	0	0	0	37	37	58	25	1.1%
Pre-Visual Design & Web Media	0	0	0	0	0	0	0	0	1	0	0	1	0.0%
MKT DEPARTMENT TOTALS	1668	1547	1314	1084	920	879	883	939	942	983	1022	943	40.1%

ON CAMPUS TOTALS	3923	3443	2760	2213	1986	1851	1836	1963	2068	2155	2280	2042	86.9%
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GRADUATE TOTALS	*	*	*	69	63	69	109	118	37	34	47	61	2.6%
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B.S. Degree	51	58	63	40	57	56	36	31	53	46	41	42	1.8%
Certificate	0	0	0	0	0	0	0	0	0	0	0	0	0.0%

AEAS DEPARTMENT TOTALS	51	58	63	40	57	56	36	31	53	46	41	42	1.8%
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B.S. Degree	0	0	0	0	0	15	61	52	91	78	54	44	1.9%
Certificates	0	0	0	0	0	0	0	0	0	0	0	12	0.5%

CIS DEPARTMENT TOTALS	0	0	0	0	0	15	61	52	91	78	54	56	2.4%
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B.S. Degree	166	167	144	143	137	100	86	102	105	119	103	97	4.1%
Certificate												7	0.3%

MGT DEPARTMENT TOTALS	166	167	144	143	137	100	86	102	105	119	103	104	4.4%
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COLLEGE OF BUSINESS

ENROLLMENT PROFILE

Fall Semester

Programs	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	00	01	02
Bachelor Degrees (B.S.)																							
Accelerated Business	0	0	0	0	0	0	0	2	0	2	1	0	0	0	0	0	1	1	0	0	0	0	0
Accountancy	433	467	484	413	359	345	373	351	332	335	345	365	284	206	158	149	117	96	94	96	93	76	
Accountancy/Finance	38	52	53	35	33	51	40	44	52	54	56	54	45	28	15	18	19	23	22	17	12	9	
Advertising	113	122	129	111	107	128	139	139	163	194	225	201	170	147	92	84	66	71	78	77	87	63	
Business Administration	714	817	809	758	665	629	637	670	724	682	661	625	541	416	282	239	180	175	195	186	201	265	
Business Economics	1	7	6	5	5	5	11	15	20	15	17	15	4	0	0	0	0	0	0	0	0	0	
Computer Information Systems	329	363	490	599	609	439	349	298	242	232	236	249	187	192	186	179	197	201	212	262	309	314	
IS/Accountancy	135	158	194	248	250	175	110	96	69	58	49	54	42	35	36	29	31	20	27	28	17	17	
IS/Management	62	86	86	130	141	121	89	77	71	65	68	61	44	35	17	16	11	8	16	10	11	9	
IS/Marketing	10	18	20	45	45	28	31	24	26	25	21	19	13	6	4	2	2	5	5	9	5	4	
Finance	39	45	44	37	48	64	73	64	66	67	77	83	73	53	40	39	24	27	37	38	36	47	
Hotel Management	30	28	44	45	44	45	45	34	45	43	59	78	78	68	56	59	34	24	25	22	19	15	
Human Resources Management	63	52	43	36	54	53	57	61	44	33	39	47	46	34	23	28	42	32	61	58	48	48	
Insurance	32	41	32	40	29	32	31	31	43	40	35	42	44	16	14	9	12	12	14	10	8	5	
Insurance/Real Estate	18	15	16	13	8	16	9	16	17	27	37	30	21	20	15	12	14	14	11	11	4	4	
Integrated Resource Management	26	33	44	48	45	48	38	43	56	57	46	42	26	17	20	9	3	4	3	3	6	7	
International Business	11	18	31	42	56	68	69	61	45	44	51	66	79	62	55	53	42	46	34	27	37	30	
Management	164	190	219	218	221	226	243	256	256	279	272	260	205	139	95	70	74	69	69	53	59	52	
Marketing	169	206	218	210	208	217	252	266	219	245	257	294	277	136	175	157	166	141	148	91	136	144	
Music Industry Management	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	10	15	35	49	59	99	
Pre-Professional Golf Management	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	37	37	58	
Pre-Visual Design and Web Media	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	
Professional Golf Management	304	292	295	300	282	280	292	291	310	328	354	371	383	431	329	280	262	287	290	293	297	298	
Professional Tennis Management	0	0	0	0	0	0	24	54	62	59	69	86	89	74	70	69	65	73	74	71	69	75	
Public Relations	0	2	14	35	45	52	63	73	73	65	80	100	70	61	46	38	38	34	33	39	55	64	
Office Automation Systems	45	53	52	43	48	46	38	47	49	37	27	24	28	24	21	8	5	2	1	0	0	0	
Quality and Productivity Mgt.	4	3	8	3	4	5	5	5	9	8	5	5	8	4	2	1	2	2	0	0	0	0	
Resort Management	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	13	17	
Retailing	47	62	60	68	63	54	52	52	71	57	49	40	32	30	26	20	16	16	17	17	5	3	
Sales	62	88	94	83	98	104	125	149	135	124	119	109	130	97	65	39	36	33	39	43	0	0	
Small Business Management	66	85	72	63	55	56	70	71	76	76	69	81	79	50	35	42	42	40	43	43	42	29	
Visual Design and Web Media	0	0	0	0	0	0	0	0	4	21	16	8	20	37	35	36	36	29	36	42	43	46	
TOTALS	2915	3303	3557	3628	3522	3287	3265	3290	3279	3272	3340	3409	3018	2418	1912	1686	1547	1500	1619	1636	1708	1798	
Programs	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	00	01	02

PGM Schools and Cost Comparison

The success of PGM program graduates has been recognized by the PGA of America and a large expansion of the programs has been planned for the future. In the PGA of America's Vision 2011 (see Appendix A), a ten year planning document, continued expansion of PGM programs to 40 colleges and universities along with two-year associate degrees are stated goals.

There are currently 13 PGA sanctioned programs drawing from the same relatively small pool of applicants. As the PGA expands the programs to their goal of 40 four year institutions plus two year programs this pool will certainly diminish. The impact of this expansion is likely to result in decreased enrollment, especially for our out of state student population.

We currently rank in the middle of costs for out of state students when compared to the other sanctioned programs (see Appendix B). Tuition reductions for highly qualified out of state students may be one method of combating this increased competition. Regardless, this expansion of the sanctioned PGM programs is an issue that will impact all existing programs. We have significant advantages to market. We are the most highly regarded program in the nation, and we are the first in the nation. However, the bottom line is, it will become increasingly difficult to attract out of state students without significant changes.

PGA 2011

Unveiled to delegates at the 2001 Annual Meeting held this past November, the PGA 2011 direction has us poised for another decade of startling growth. With a focus on three primary areas - membership, growth of the game and asset management - PGA 2011 gives us a vision of where the Association is headed and spells out a number of ways in which The PGA will assert its leadership in the industry. The underlying goal of this direction is to improve the economic well being of PGA Professionals.

Among the goals of this new strategy are:

- Provide PGA Professionals the training and employment services necessary to assume the leading positions at America's golf courses, increasing the number of PGA Directors of Golf ten-fold in the next decade.
- Grow Golf Retirement Plus to more than \$100 million earned and invested for participating PGA Professionals and introduce this savings program to future member during the GPTP.
- Increase by 50 percent the number of golf facilities which employ PGA Professionals.
- Revamp the existing PDP system to more accurately reflect the standards and skills required by industry employers. This will provide employers with input on training programs and gain the endorsement of the Association and its members.
- Ensure that our Association more closely mirrors America, with a goal of 2,200 women PGA Professionals and 2,200 minorities becoming PGA members.
- Assert our leadership through The PGA's growth-of-the-game initiatives introducing millions of new customers to golf with billions of dollars of benefit for the industry.
- Be proactive in addressing the growing number of aging members of The PGA. By 2011 there will be some 5,000 Life Members. Increased tournament opportunities, assisted-care living facilities at PGA Village, and mentoring opportunities to supplement retirement income are just some of the examples of opportunities that will be explored. We also need to realize that this growing segment of seasoned PGA Professionals can be a tremendous resource to younger members.
- **Continued expansion of the Professional Golf Management Program to a targeted 40 colleges and universities. It is our hope, also, to provide not just a four-year degree, but also a two-year associates degree. We also will strive to recruit junior players to PGM programs.**
- Grow our PGA Endowment Fund to \$200 million, allowing us to fully endow future costs of new program development.

Each of these PGA 2011 initiatives will have a positive impact on PGA Professionals. Now begins the work of turning the vision, this direction, into a workable plan that can be implemented. Our national board, PGA Section leaders, our committees, expert consultants and our capable staff will all have input to the plan. As an interested member, you can contribute also by staying connected to PGALinks.com to learn more about PGA 2011.

Appendix B

Tuition Costs Per Semester

	<u>In State</u>	<u>Out State</u>
ARIZONA STATE UNIVERSITY EAST (1999) Fees - \$39.00 per semester	\$1254.00	\$5514.00
CAMPBELL UNIVERSITY (1999) Access Fee - \$410.00 per semester	\$6420.00	\$6420.00
CLEMSON UNIVERSITY (2001) Golf fee - \$29.00 per 18 holes	\$2917.00	\$6466.00
COASTAL CAROLINA UNIVERSITY (1999)	\$2175.00	\$5880.00
FERRIS STATE UNIVERSITY (1975) Golf fee - \$50.00 per semester	\$2667.00	\$5413.00
FLORIDA STATE UNIVERSITY (1999) Fees - \$150.00 per semester	\$1269.00	\$6041.00
METHODIST COLLEGE (1999) Fees - \$1500.00 per yr. paid at the beginning of semester	\$7420.00	\$7420.00
MISSISSIPPI STATE UNIVERSITY (1985) Fees - \$850.00 1 st semester \$350.00 for remaining semesters	\$1793.00	\$2271.00
NEW MEXICO STATE UNIVERSITY (1987)	\$1500.00	\$5007.00
NORTH CAROLINA STATE UNIVERSITY (2002)	\$1914.00	\$7555.00
PENN STATE UNIVERSITY (1990) Golf fee - \$680.00 + per semester Support fees - \$386.00 per semester	\$3527.00	\$7590.00
UNIVERSITY OF IDAHO (2002) Golf fee - \$100.00 per semester	\$1522.00	\$4882.00
UNIVERSITY NEVADA-LAS VEGAS (2002) Golf fee - \$400.00 per semester	\$1500.00	\$5200.00

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	<u>Student Credit Hours</u>				<u>Full Time Equated Faculty</u>				<u>SCH/FTEF</u>			
		Summer	Fall	Winter	F + W (a)	Summer	Fall	Winter	Avg F + W (b)	Summer	Fall	Winter	F + W (a / b)
<u>College of Business</u>													
<u>Marketing</u>													
MIMG	2000-01	12.00	81.00	4.00	85.00	0.00	0.75	0.33	0.54		108.00	12.00	156.92
MKTG	1996-97	923.00	1,827.00	2,019.00	3,846.00	3.94	9.60	10.54	10.07	234.55	190.22	191.59	381.88
MKTG	1997-98	682.00	1,860.00	2,125.00	3,985.00	3.17	9.61	9.05	9.33	214.95	193.63	234.72	427.13
MKTG	1998-99	685.00	1,977.00	2,088.00	4,065.00	2.30	8.53	7.32	7.92	297.83	231.77	285.32	512.99
MKTG	1999-00	723.00	2,061.00	2,163.00	4,224.00	2.75	8.50	7.50	8.00	262.91	242.47	288.40	528.00
MKTG	2000-01	789.00	1,980.00	1,917.00	3,897.00	3.00	8.00	7.00	7.50	263.00	247.50	273.86	519.60
PGMG	1996-97	399.00	313.00	115.00	428.00	1.00	1.00	1.00	1.00	399.00	313.00	115.00	428.00
PGMG	1997-98	324.00	253.00	131.00	384.00	1.00	1.00	1.00	1.00	324.00	253.00	131.00	384.00
PGMG	1998-99	268.00	283.00	158.00	441.00	1.00	0.88	0.88	0.88	268.00	321.59	179.55	501.14
PGMG	1999-00	300.00	307.00	149.00	456.00	0.88	0.88	0.88	0.88	340.91	348.86	169.32	518.18
PGMG	2000-01	264.00	326.00	169.00	495.00	0.88	0.88	0.88	0.88	300.00	370.45	192.05	562.50
PREL	1996-97	56.00	110.00	93.00	203.00	0.33	1.08	1.20	1.14	169.18	102.01	77.21	177.84
PREL	1997-98	10.00	129.00	126.00	255.00	0.07	0.75	0.87	0.81	142.67	172.00	145.56	315.67
PREL	1998-99	8.00	102.00	132.00	234.00	0.00	0.75	1.00	0.88		136.00	132.00	267.43
PREL	1999-00	6.00	129.00	171.00	300.00	0.00	0.77	0.75	0.76		167.70	228.00	394.94
PREL	2000-01	9.00	232.00	177.00	409.00	0.00	1.00	1.00	1.00		232.00	177.00	409.00
PTMG	1996-97	74.00	107.00	52.00	159.00	0.22	1.00	1.15	1.08	331.29	107.00	45.07	147.64
PTMG	1997-98	52.00	101.00	100.00	201.00	1.14	1.33	1.33	1.33	45.50	75.75	75.00	150.75
PTMG	1998-99	48.00	197.00	94.00	291.00	0.50	0.20	0.20	0.20	96.00	960.98	458.54	1,419.51
PTMG	1999-00	52.00	142.00	66.00	208.00	0.20	0.20	0.20	0.20	253.66	692.68	321.95	1,014.63
PTMG	2000-01	58.00	139.00	90.00	229.00	0.20	0.20	0.20	0.20	282.93	678.05	439.02	1,117.07

Table II

Degree Program Costing
Total Program Cost Ranked High to Low
1999-00

Program Name	Program Credits Required	Total Instructor Cost*	Total Dept Cost**	Total Dean's Cost***	Total Program Cost
Music Industry Management BS	124	\$15,649.98	\$3,669.70	\$1,357.81	\$20,677.49
Pharmacy BS (Professional Yrs 1,2 & 3)	94	\$12,613.89	\$4,198.66	\$3,685.12	\$20,497.67
International Business BS	127	\$16,256.01	\$2,760.69	\$1,453.11	\$20,469.80
Resort Mgmt/Lodging Management Concentration BS	127	\$15,162.50	\$3,648.80	\$1,639.56	\$20,450.86
Nuclear Medicine Technology BS	125	\$13,869.51	\$3,984.66	\$2,497.06	\$20,351.22
Construction Management (Commercial/Indust Track) BS	131	\$13,903.75	\$4,296.59	\$1,929.98	\$20,130.32
Recreation Leadership & Mgt/Sports Management Track	128	\$14,221.99	\$3,287.55	\$2,493.97	\$20,003.50
Tech & Professional Comm (Multimedia Writing Track) BS	121	\$15,342.58	\$3,121.34	\$1,478.92	\$19,942.84
Automotive Service Technology AAS	68	\$14,295.35	\$4,396.06	\$1,151.77	\$19,843.18
Finance BS	125	\$15,469.11	\$2,815.04	\$1,441.42	\$19,725.57
Applied Mathematics (Actuarial Science Track) BS	120	\$15,255.01	\$2,890.51	\$1,573.42	\$19,718.93
Computer Information Systems BS	124	\$14,606.23	\$3,623.80	\$1,469.12	\$19,699.16
Tech & Professional Comm (Computer Info Writing Track) BS	121	\$15,051.48	\$3,094.17	\$1,452.70	\$19,598.35
Applied Mathematics (Statistics Track) BS	120	\$14,938.82	\$3,014.58	\$1,643.50	\$19,596.90
Resort Mgmt/Facilities Planning Mgmt Concentration BS	125	\$14,232.58	\$3,639.98	\$1,721.65	\$19,594.20
Tech & Professional Comm (Sci & Medical Writing Track) BS	121	\$14,736.57	\$3,165.75	\$1,567.80	\$19,470.12
Recreation Leadership & Mgt/Outdoor-Adv Edu Track BS	128	\$13,421.10	\$3,403.83	\$2,551.09	\$19,376.02
Insurance BS	124	\$14,301.81	\$3,413.88	\$1,654.36	\$19,370.05
Applied Speech Communication BS	126	\$14,846.93	\$2,967.94	\$1,509.47	\$19,324.34
Tech & Professional Comm (Technical Journalism Track) BS	121	\$14,747.21	\$2,950.30	\$1,512.94	\$19,210.44
Recreation Leadership & Mgt/Leisure Service Track BS	128	\$13,286.71	\$3,356.94	\$2,521.12	\$19,164.78
Biology Education BS	122	\$12,152.89	\$4,990.72	\$1,977.70	\$19,121.32
Dental Hygiene AAS	77	\$8,671.39	\$8,562.98	\$1,873.16	\$19,107.53
Recreation Leadership & Mgt/Corp Fitness-Well Track BS	128	\$13,088.59	\$3,356.08	\$2,616.18	\$19,060.85
Applied Mathematics BS	120	\$14,507.19	\$2,868.53	\$1,570.66	\$18,946.38
Opticianry AAS	68	\$15,156.72	\$2,021.15	\$1,758.08	\$18,935.95
Marketing/Sales BS	124	\$13,964.90	\$3,530.29	\$1,439.70	\$18,934.89
Insurance/Real Estate BS	124	\$14,183.07	\$3,175.35	\$1,545.74	\$18,904.16
Resort Mgmt/Marketing Concentration BS	126	\$13,380.02	\$3,639.84	\$1,681.83	\$18,701.68
Automotive Body AAS	63	\$13,611.72	\$3,947.55	\$1,053.61	\$18,612.87
Heavy Equipment Technology AAS	67	\$13,214.42	\$4,083.81	\$1,095.22	\$18,393.45
Applied Mathematics (Operations Research Track) BS	120	\$13,623.49	\$3,087.60	\$1,679.92	\$18,391.01
Advertising BS	125	\$13,267.38	\$3,615.46	\$1,430.45	\$18,313.29
Public Administration BS	124	\$13,123.56	\$3,251.27	\$1,926.02	\$18,300.84
Technical and Professional Communication BS	121	\$14,116.53	\$2,613.59	\$1,368.14	\$18,098.26
Applied Mathematics (Computer Science Track) BS	120	\$13,070.50	\$3,270.10	\$1,727.60	\$18,068.21

* Instructor Cost - Salary & Fringe

** Department Cost - Departmental Level Non Instructor Compensation, Supplies and Equipment

*** Dean's Cost - Dean's Level Non Instructor Compensation, Supplies and Equipment

Table II

Degree Program Costing
Total Program Cost Ranked High to Low
1999-00

Program Name	Program Credits Required	Total Instructor Cost*	Total Dept Cost**	Total Dean's Cost***	Total Program Cost
Optometry OD (Professional Yrs 1,2,3,4)	163	\$60,093.28	\$10,036.16	\$15,992.48	\$86,121.92
Computer Networks & Systems (Embedded Systems Tra	136	\$47,348.74	\$6,858.64	\$1,959.62	\$56,166.99
Pharmacy/All Options Pharm.D. (Professional Yrs 1,2,3	149	\$33,628.52	\$6,808.79	\$6,081.66	\$46,518.97
Indust & Environ Hlth Mgmt (Haz Waste Mgt option) BS	130	\$32,879.95	\$8,953.40	\$2,388.62	\$44,221.98
Biotechnology BS	130	\$39,269.91	\$3,804.29	\$1,050.37	\$44,124.57
Indust & Environ Hlth Mgmt (Gen Env Hlth option) BS	134	\$26,855.76	\$9,503.97	\$2,660.85	\$39,020.58
Indust & Environ Hlth Mgmt (Indust Hyg option) BS	127	\$26,743.05	\$8,039.68	\$2,251.79	\$37,034.51
Training in Business and Industry BS (Yrs 3 & 4)	99	\$30,916.64	\$3,870.73	\$1,850.05	\$36,637.42
Computer Networks & Systems (Communications Track)	136	\$26,895.94	\$6,858.64	\$1,959.62	\$35,714.20
Television Production BS	128	\$17,262.36	\$14,808.07	\$2,629.60	\$34,700.03
Indust & Environ Hlth Mgmt (Indust Safety option) BS	121	\$23,373.11	\$7,592.70	\$2,224.96	\$33,190.78
Computer Networks & Systems (Indust Automation Track	136	\$22,970.34	\$6,858.64	\$1,959.62	\$31,788.59
Computer Networks & Systems (Info Systems Track) BS	137	\$22,601.98	\$6,609.92	\$1,965.30	\$31,177.20
Surveying Engineering BS	137	\$23,810.59	\$4,710.41	\$2,056.58	\$30,577.59
Health Information Management BS	123	\$22,996.43	\$4,614.53	\$2,721.07	\$30,332.03
Accountancy/Computer Information Systems BS	140	\$20,428.34	\$4,111.50	\$1,552.82	\$26,092.66
Health Care Systems Administration BS	128	\$19,078.65	\$4,533.55	\$2,445.88	\$26,058.08
Business Education/General Business BS	158	\$16,421.69	\$5,906.87	\$2,867.73	\$25,196.29
Business Education/Marketing/Distributive Edu BS	155	\$15,678.76	\$6,537.67	\$2,916.15	\$25,132.58
Medical Technology (Career Mobility) BS (Yrs 3 & 4)	72	\$17,890.52	\$5,579.43	\$1,376.92	\$24,846.87
Accountancy/Finance BS	137	\$19,824.05	\$3,446.70	\$1,538.48	\$24,809.23
Computer Information Systems/Management BS	153	\$17,453.77	\$4,316.89	\$1,840.57	\$23,611.23
Computer Information Systems/Marketing BS	145	\$17,170.32	\$4,503.17	\$1,735.13	\$23,408.62
Medical Laboratory Technology AAS	69	\$14,509.25	\$7,120.86	\$1,680.53	\$23,310.63
Chemistry Education BS	152	\$15,066.86	\$5,639.30	\$2,367.30	\$23,073.46
Mathematics Education BS	144	\$15,145.24	\$5,074.07	\$2,407.76	\$22,627.07
Public Relations BS	124	\$16,909.99	\$3,688.75	\$1,498.32	\$22,097.05
Resort Mgmt/Facilities Operations Mgmt Concentration E	128	\$16,416.02	\$3,773.89	\$1,780.55	\$21,970.45
Construction Management (Highway/Bridge Track) BS	131	\$15,419.70	\$4,296.59	\$1,929.98	\$21,646.27
Tech & Professional Comm (Publication Mgmt Track) BS	121	\$16,718.85	\$3,298.97	\$1,575.15	\$21,592.97
English Education BS	144	\$14,301.64	\$4,857.49	\$2,329.29	\$21,488.42
Accountancy (Public Accounting Track) BS	124	\$16,402.93	\$3,521.23	\$1,508.58	\$21,432.74
Accountancy (Cost/Managerial Track) BS	124	\$16,148.15	\$3,676.02	\$1,592.02	\$21,416.18
Applied Biology (Environmental Biology Track) BS	127	\$16,396.46	\$3,655.83	\$1,108.39	\$21,160.67
Tech & Professional Comm (Automotive Writing Track) B	121	\$15,593.63	\$3,906.46	\$1,612.50	\$21,112.59
Accountancy (Professionally Directed Track) BS	124	\$16,025.61	\$3,512.05	\$1,518.35	\$21,056.01

* Instructor Cost - Salary & Fringe

** Department Cost - Departmental Level Non Instructor Compensation, Supplies and Equipment

*** Dean's Cost - Dean's Level Non Instructor Compensation, Supplies and Equipment

Table II

Degree Program Costing
Total Program Cost Ranked High to Low
1999-00

Program Name	Program Credits Required	Total Instructor Cost*	Total Dept Cost**	Total Dean's Cost***	Total Program Cost
Music Industry Management BS	124	\$15,649.98	\$3,669.70	\$1,357.81	\$20,677.49
Pharmacy BS (Professional Yrs 1,2 & 3)	94	\$12,613.89	\$4,198.66	\$3,685.12	\$20,497.67
International Business BS	127	\$16,256.01	\$2,760.69	\$1,453.11	\$20,469.80
Resort Mgmt/Lodging Management Concentration BS	127	\$15,162.50	\$3,648.80	\$1,639.56	\$20,450.86
Nuclear Medicine Technology BS	125	\$13,869.51	\$3,984.66	\$2,497.06	\$20,351.22
Construction Management (Commercial/Indust Track) BS	131	\$13,903.75	\$4,296.59	\$1,929.98	\$20,130.32
Recreation Leadership & Mgt/Sports Management Track	128	\$14,221.99	\$3,287.55	\$2,493.97	\$20,003.50
Tech & Professional Comm (Multimedia Writing Track) BS	121	\$15,342.58	\$3,121.34	\$1,478.92	\$19,942.84
Automotive Service Technology AAS	68	\$14,295.35	\$4,396.06	\$1,151.77	\$19,843.18
Finance BS	125	\$15,469.11	\$2,815.04	\$1,441.42	\$19,725.57
Applied Mathematics (Actuarial Science Track) BS	120	\$15,255.01	\$2,890.51	\$1,573.42	\$19,718.93
Computer Information Systems BS	124	\$14,606.23	\$3,623.80	\$1,469.12	\$19,699.16
Tech & Professional Comm (Computer Info Writing Track) BS	121	\$15,051.48	\$3,094.17	\$1,452.70	\$19,598.35
Applied Mathematics (Statistics Track) BS	120	\$14,938.82	\$3,014.58	\$1,643.50	\$19,596.90
Resort Mgmt/Facilities Planning Mgmt Concentration BS	125	\$14,232.58	\$3,639.98	\$1,721.65	\$19,594.20
Tech & Professional Comm (Sci & Medical Writing Track) BS	121	\$14,736.57	\$3,165.75	\$1,567.80	\$19,470.12
Recreation Leadership & Mgt/Outdoor-Adv Edu Track BS	128	\$13,421.10	\$3,403.83	\$2,551.09	\$19,376.02
Insurance BS	124	\$14,301.81	\$3,413.88	\$1,654.36	\$19,370.05
Applied Speech Communication BS	126	\$14,846.93	\$2,967.94	\$1,509.47	\$19,324.34
Tech & Professional Comm (Technical Journalism Track) BS	121	\$14,747.21	\$2,950.30	\$1,512.94	\$19,210.44
Recreation Leadership & Mgt/Leisure Service Track BS	128	\$13,286.71	\$3,356.94	\$2,521.12	\$19,164.78
Biology Education BS	122	\$12,152.89	\$4,990.72	\$1,977.70	\$19,121.32
Dental Hygiene AAS	77	\$8,671.39	\$8,562.98	\$1,873.16	\$19,107.53
Recreation Leadership & Mgt/Corp Fitness-Well Track BS	128	\$13,088.59	\$3,356.08	\$2,616.18	\$19,060.85
Applied Mathematics BS	120	\$14,507.19	\$2,868.53	\$1,570.66	\$18,946.38
Opticianry AAS	68	\$15,156.72	\$2,021.15	\$1,758.08	\$18,935.95
Marketing/Sales BS	124	\$13,964.90	\$3,530.29	\$1,439.70	\$18,934.89
Insurance/Real Estate BS	124	\$14,183.07	\$3,175.35	\$1,545.74	\$18,904.16
Resort Mgmt/Marketing Concentration BS	126	\$13,380.02	\$3,639.84	\$1,681.83	\$18,701.68
Automotive Body AAS	63	\$13,611.72	\$3,947.55	\$1,053.61	\$18,612.87
Heavy Equipment Technology AAS	67	\$13,214.42	\$4,083.81	\$1,095.22	\$18,393.45
Applied Mathematics (Operations Research Track) BS	120	\$13,623.49	\$3,087.60	\$1,679.92	\$18,391.01
Advertising BS	125	\$13,267.38	\$3,615.46	\$1,430.45	\$18,313.29
Public Administration BS	124	\$13,123.56	\$3,251.27	\$1,926.02	\$18,300.84
Technical and Professional Communication BS	121	\$14,116.53	\$2,613.59	\$1,368.14	\$18,098.26
Applied Mathematics (Computer Science Track) BS	120	\$13,070.50	\$3,270.10	\$1,727.60	\$18,068.21

* Instructor Cost - Salary & Fringe

** Department Cost - Departmental Level Non Instructor Compensation, Supplies and Equipment

*** Dean's Cost - Dean's Level Non Instructor Compensation, Supplies and Equipment

Table II

Degree Program Costing
Total Program Cost Ranked High to Low
1999-00

Program Name	Program Credits Required	Total Instructor Cost*	Total Dept Cost**	Total Dean's Cost***	Total Program Cost
Quality & Productivity Management BS	124	\$12,973.88	\$3,429.04	\$1,656.69	\$18,059.61
Marketing BS	124	\$13,114.52	\$3,426.30	\$1,402.64	\$17,943.46
Printing & Digital Graphic Imaging Technology AAS	63	\$13,647.03	\$3,146.57	\$1,051.07	\$17,844.67
Resort Mgmt/Rec & Leadership Mgmt Concentration BS	125	\$12,543.24	\$3,361.71	\$1,929.68	\$17,834.64
Elect/Electron Engr Tech (Communications) BS (Yrs 3 & 4)	68	\$13,480.20	\$3,346.34	\$991.75	\$17,818.28
Human Resource Management BS	122	\$13,728.47	\$2,729.61	\$1,355.84	\$17,813.92
Elect/Electron Engr Tech (Indust Auto) BS (Yrs 3 & 4)	68	\$13,381.19	\$3,388.62	\$1,002.66	\$17,772.48
Applied Biology BS	127	\$12,726.50	\$3,486.91	\$1,317.20	\$17,530.61
Business Administration BS	123	\$13,171.65	\$2,901.77	\$1,453.24	\$17,526.66
Professional Tennis Management BS	124	\$12,310.41	\$3,633.38	\$1,457.39	\$17,401.18
Social Work BSW	128	\$13,392.14	\$2,726.20	\$1,212.41	\$17,330.75
Professional Golf Management BS	124	\$12,124.89	\$3,633.93	\$1,494.27	\$17,253.10
Nursing AAS	72	\$11,057.93	\$4,399.63	\$1,775.55	\$17,233.11
Applied Biology (Pre-Dentistry Track) BS	127	\$12,416.24	\$3,560.69	\$1,201.16	\$17,178.09
Restaurant and Food Industry Management AAS	64	\$14,469.27	\$1,914.59	\$739.91	\$17,123.78
Small Business Management BS	123	\$12,554.83	\$3,080.87	\$1,433.39	\$17,069.09
Management BS	123	\$12,618.24	\$3,013.70	\$1,433.80	\$17,065.74
Applied Biology (Pre-Physical Therapy Track) BS	127	\$12,502.16	\$3,408.41	\$1,145.18	\$17,055.75
Operations Management BS	125	\$12,548.55	\$3,019.36	\$1,439.01	\$17,006.92
Applied Biology (Pre-Medicine Track) BS	127	\$12,290.06	\$3,507.55	\$1,172.93	\$16,970.54
Allied Health Education BS (Yrs 3 & 4)	100	\$9,644.47	\$4,666.31	\$2,292.53	\$16,603.30
Automotive Service Tech (General Motors ASEP opt) AA	68	\$10,989.49	\$4,396.06	\$1,151.77	\$16,537.32
Automotive Service Technology (Ford ASSET opt) AAS	68	\$10,989.49	\$4,396.06	\$1,151.77	\$16,537.32
Automotive Service Technology (Chrysler Apprentice opt)	68	\$10,989.49	\$4,396.06	\$1,151.77	\$16,537.32
Manufacturing Engineering Technology BS (Yrs 3 & 4)	79	\$11,126.07	\$4,054.68	\$1,321.12	\$16,501.87
Wage Earning Home Economics Education BS (Yrs 3 & 4)	98	\$9,457.41	\$4,664.41	\$2,258.19	\$16,380.02
Applied Biology (Pre-Veterinary Medicine Track) BS	122	\$12,007.29	\$3,270.22	\$1,102.26	\$16,379.77
Facilities Management BS (Yrs 3 & 4)	67	\$13,223.96	\$2,141.20	\$993.99	\$16,359.15
Elect/Electron Engr Tech (Digital) BS (Yrs 3 & 4)	68	\$11,861.36	\$3,400.07	\$991.75	\$16,253.18
Technical Education BS (Yrs 3 & 4)	98	\$9,091.96	\$4,596.56	\$2,221.49	\$15,910.02
Nursing BSN (Yrs 3 & 4)	84	\$10,363.44	\$3,941.31	\$1,530.42	\$15,835.17
Manufacturing Tooling Technology AAS	68	\$11,265.13	\$3,306.14	\$1,116.94	\$15,688.21
Industrial Electronics Technology AAS	67	\$10,807.55	\$3,775.47	\$1,039.25	\$15,622.27
Visual Communication BS (Yrs 3 & 4)	64	\$12,619.85	\$2,173.48	\$737.56	\$15,530.88
Welding Engineering Technology BS (Yrs 3 & 4)	73	\$11,142.30	\$3,165.18	\$1,076.22	\$15,383.69
Technical Drafting and Tool Design AAS	67	\$10,879.22	\$3,067.49	\$1,050.86	\$14,997.57

* Instructor Cost - Salary & Fringe

** Department Cost - Departmental Level Non Instructor Compensation, Supplies and Equipment

*** Dean's Cost - Dean's Level Non Instructor Compensation, Supplies and Equipment

Table II

Degree Program Costing
Total Program Cost Ranked High to Low
1999-00

Program Name	Program Credits Required	Total Instructor Cost*	Total Dept Cost**	Total Dean's Cost***	Total Program Cost
Heavy Equipment Serv Eng Tech/Maint opt BS (Yrs 3 & 4)	66	\$10,530.58	\$3,164.94	\$1,013.13	\$14,708.66
Architectural Technology AAS	66	\$10,783.34	\$2,397.34	\$1,063.53	\$14,244.21
Respiratory Care AAS	69	\$10,146.31	\$2,248.93	\$1,839.59	\$14,234.83
Plastics Engineering Technology BS (Yrs 3 & 4)	64	\$10,174.99	\$3,019.21	\$1,022.12	\$14,216.32
HVACR Technology AAS	67	\$10,708.23	\$2,453.47	\$1,039.72	\$14,201.41
Quality Engineering Technology BS (Yrs 3 & 4)	68	\$10,186.74	\$2,909.00	\$1,059.32	\$14,155.05
Welding Technology AAS	67	\$9,501.02	\$3,281.74	\$1,083.61	\$13,866.38
Product Design Engineering Technology BS (Yrs 3 & 4)	68	\$9,388.33	\$3,199.16	\$1,045.19	\$13,632.68
Rubber Technology AAS	64	\$10,042.03	\$2,384.20	\$861.43	\$13,287.66
Health Information Technology AAS	63	\$9,071.68	\$2,585.81	\$1,536.65	\$13,194.14
CJ/Law Enforcement option BS (Yrs 3 & 4)	67	\$7,961.68	\$3,248.54	\$1,925.99	\$13,136.21
Rubber Engineering Technology BS (Yrs 3 & 4)	65	\$8,951.54	\$2,772.27	\$1,083.18	\$12,806.99
Heavy Equipment Serv Eng Tech/Mfg Opt BS (Yrs 3 & 4)	66	\$8,500.84	\$3,141.41	\$996.19	\$12,638.44
Printing Management BS (Yrs 3 & 4)	64	\$8,984.80	\$2,412.85	\$899.79	\$12,297.44
Plastics Technology AAS	64	\$8,684.33	\$2,589.28	\$875.85	\$12,149.46
Hotel Management BS (Yrs 3 & 4)	63	\$9,514.16	\$1,845.95	\$674.47	\$12,034.58
Surveying Technology AAS	60	\$9,234.87	\$1,851.37	\$855.84	\$11,942.09
Civil Engineering Technology AAS	63	\$8,816.10	\$2,121.21	\$960.72	\$11,898.03
Master of Educ-Curriculum & Instruc/Secondary Cert opt	36	\$8,112.09	\$2,335.66	\$1,147.97	\$11,595.72
Nuclear Medicine Technology AAS	66	\$7,613.65	\$2,194.43	\$1,742.03	\$11,550.12
HVACR Engineering Technology BS (Yrs 3 & 4)	64	\$8,343.96	\$2,195.55	\$994.94	\$11,534.45
Child Development AAS	65	\$7,133.83	\$2,851.31	\$1,533.44	\$11,518.58
Automotive and Heavy Equipment Mgt BS (Yrs 3 & 4)	67	\$7,060.59	\$3,199.28	\$972.85	\$11,232.71
Mechanical Engineering Technology AAS	65	\$7,505.84	\$2,636.25	\$907.09	\$11,049.18
Info Systems Mgmt/Quality Improvement Emphasis MS	31	\$9,301.16	\$1,184.51	\$373.49	\$10,859.16
Industrial Chemistry Technology AAS	63	\$8,615.78	\$1,717.52	\$519.96	\$10,853.25
CJ/Corrections option BS (Yrs 3 & 4)	65	\$6,407.52	\$2,753.54	\$1,602.25	\$10,763.30
Info Systems Mgmt/Information Systems Emphasis MS	31	\$9,184.29	\$1,184.51	\$373.49	\$10,742.29
Pre-Engineering AS	73	\$8,386.59	\$1,427.38	\$671.63	\$10,485.60
Pre-Optometry AS	88	\$7,380.66	\$2,319.40	\$711.40	\$10,411.45
Building Construction Technology AAS	63	\$7,300.15	\$2,121.21	\$960.72	\$10,382.08
Radiography AAS	78	\$5,364.12	\$2,602.02	\$2,307.30	\$10,273.44
Ornamental Horticulture Technology AAS	60	\$7,751.70	\$1,970.56	\$520.17	\$10,242.43
Collegiate Skills Program AA	60	\$5,539.02	\$1,598.01	\$3,052.21	\$10,189.24
CJ/Generalist option BS (Yrs 3 & 4)	64	\$5,780.98	\$2,683.92	\$1,493.97	\$9,958.87
Legal Assistant AAS	64	\$7,613.84	\$1,545.86	\$786.41	\$9,946.11

Instructor Cost - Salary & Fringe

Department Cost - Departmental Level Non Instructor Compensation, Supplies and Equipment

*** Dean's Cost - Dean's Level Non Instructor Compensation, Supplies and Equipment

Table II

Degree Program Costing
Total Program Cost Ranked High to Low
1999-00

Program Name	Program Credits Required	Total Instructor Cost*	Total Dept Cost**	Total Dean's Cost***	Total Program Cost
Visual Communication AAS	66	\$6,659.49	\$2,030.72	\$706.59	\$9,396.81
Career and Tech Educ/Career & Tech Instr MS	32	\$6,223.80	\$2,081.70	\$1,023.39	\$9,328.90
Career and Tech Educ/Postsecondary Admin MS	31	\$6,178.47	\$2,087.05	\$1,029.08	\$9,294.60
Real Estate AAS	63	\$6,761.80	\$1,513.32	\$713.94	\$8,989.06
Career and Tech Educ/Human Resource Dev MS	31	\$6,055.36	\$1,917.53	\$948.35	\$8,921.24
Career Exploration AA	60	\$5,418.35	\$1,456.45	\$2,026.39	\$8,901.20
Pre-Law AA	60	\$6,613.30	\$1,394.93	\$739.83	\$8,748.06
Pre-Teaching (Elementary or Secondary) AA	63	\$6,014.57	\$1,826.04	\$890.23	\$8,730.84
Career and Tech Educ/Administrative Cert MS	32	\$5,241.13	\$2,231.89	\$1,103.75	\$8,576.76
Pre-Criminal Justice AA	64	\$5,491.95	\$1,950.56	\$980.61	\$8,423.13
Criminal Justice Administration MS	30	\$6,150.65	\$1,397.31	\$752.41	\$8,300.38
Pre-Technical & Professional Communications AA	60	\$5,690.35	\$1,642.17	\$823.68	\$8,156.20
Directed Studies AA	60	\$5,453.80	\$1,392.87	\$1,257.03	\$8,103.71
General Business AAS	63	\$5,769.87	\$1,491.46	\$674.93	\$7,936.26
Career and Tech Educ/Educational Technology MS	32	\$5,375.55	\$1,683.75	\$726.91	\$7,786.21
Pre-Social Work AA	60	\$5,332.23	\$1,607.87	\$748.36	\$7,688.47
Pre-Science AS	60	\$5,462.07	\$1,569.01	\$646.70	\$7,677.79
Pre-Mortuary Science AS	68	\$5,436.23	\$1,622.27	\$605.85	\$7,664.36
Pre-Public Administration AA	60	\$5,150.72	\$1,452.07	\$980.54	\$7,583.33
Master of Educ-Curriculum & Instruction/Subject Area op	32	\$5,083.70	\$1,681.21	\$809.12	\$7,574.03
Pre-Pharmacy AS	61	\$5,144.98	\$1,451.11	\$502.74	\$7,098.82
Liberal Arts AA	60	\$5,043.87	\$1,266.11	\$758.43	\$7,068.42
Applied Speech Communication AA	60	\$5,100.58	\$1,270.08	\$607.39	\$6,978.05
Mainframe Computer Certificate	13	\$3,892.61	\$496.73	\$156.63	\$4,545.97
Public Relations Certificate	12	\$3,564.87	\$475.30	\$144.58	\$4,184.75
Advanced Studies in Investment Analysis Certificate	12	\$3,291.74	\$259.00	\$144.58	\$3,695.32
Quality Technology Certificate	12	\$2,422.31	\$732.53	\$235.59	\$3,390.43
Performance Machining Certificate	12	\$1,931.31	\$947.46	\$235.59	\$3,114.37
Insurance Certificate	12	\$2,353.06	\$467.19	\$226.04	\$3,046.30
Hotel Management Certificate	12	\$2,312.86	\$475.30	\$144.58	\$2,932.74
Advertising Certificate	14	\$2,183.55	\$554.52	\$168.67	\$2,906.74
Construction Field Engineering Certificate	15	\$1,666.61	\$669.54	\$294.49	\$2,630.64
International Business Certificate	12	\$2,199.17	\$259.00	\$144.58	\$2,602.75
Forensics Sciences/Clinical Crime Investigation Certifica	12	\$2,057.86	\$420.02	\$96.26	\$2,574.13
Performance Motorsports Certificate	10	\$1,292.79	\$789.55	\$196.33	\$2,278.67
Construction Project Management Certificate	12	\$1,496.08	\$535.64	\$235.59	\$2,267.31

* Instructor Cost - Salary & Fringe

** Department Cost - Departmental Level Non Instructor Compensation, Supplies and Equipment

*** Dean's Cost - Dean's Level Non Instructor Compensation, Supplies and Equipment

Table II

Degree Program Costing
Total Program Cost Ranked High to Low
1999-00

Program Name	Program Credits Required	Total Instructor Cost*	Total Dept Cost**	Total Dean's Cost***	Total Program Cost
Marketing Research Certificate	12	\$1,707.02	\$385.65	\$144.58	\$2,237.25
Computer Literacy Certificate	12	\$1,581.88	\$478.04	\$171.73	\$2,231.65
Direct Marketing Certificate	12	\$1,555.13	\$475.30	\$144.58	\$2,175.00
Midrange Computer Certificate	12	\$1,536.60	\$458.52	\$144.58	\$2,139.69
Marketing Certificate	12	\$1,514.35	\$475.30	\$144.58	\$2,134.23
Multimedia Production Certificate	12	\$1,454.38	\$475.30	\$144.58	\$2,074.26
AS/400 Programming Certificate	12	\$1,428.92	\$458.52	\$144.58	\$2,032.01
Marketing Sales Certificate	12	\$1,480.69	\$402.64	\$132.50	\$2,015.83
Advanced Studies in Global Logistics Certificate	12	\$1,428.33	\$421.22	\$144.58	\$1,994.13
Manufacturing Operations Management Certificate	12	\$1,244.74	\$431.46	\$167.33	\$1,843.53
Quality Improvement for Managers Certificate	9	\$1,229.20	\$402.44	\$189.90	\$1,821.54
Small Business Management Certificate	12	\$1,270.13	\$362.95	\$144.58	\$1,777.66
Real Estate Certificate	9	\$1,359.44	\$263.65	\$135.59	\$1,758.68
Construction Administration Certificate	12	\$935.34	\$535.64	\$235.59	\$1,706.57
Restaurant and Food Industry Management Certificate	12	\$941.25	\$475.30	\$144.58	\$1,561.13
Athletic Coaching Certificate	10	\$905.44	\$247.60	\$344.92	\$1,497.96
Geographic Information Systems Certificate	6	\$826.32	\$267.82	\$117.80	\$1,211.93

Instructor Cost - *Salary & Fringe*

Department Cost - *Departmental Level Non Instructor Compensation, Supplies and Equipment*

*** Dean's Cost - *Dean's Level Non Instructor Compensation, Supplies and Equipment*

Table I

Degree Program Costing Summary Alpha Listing of Programs 1999-00

Program Name	Prog Crs Req	Total Instructor Cost*	Total Dept Cost**	Total Dean's Cost***	Total Program Cost	Instructor Cost Per SCH	Dept Cost Per SCH	Dean's Cost Per SCH	Total Cost Per SCH
Nursing BSN (Yrs 3 & 4)	84	\$10,363.44	\$3,941.31	\$1,530.42	\$15,835.17	\$123.37	\$46.92	\$18.22	\$188.51
Operations Management BS	125	\$12,548.55	\$3,019.36	\$1,439.01	\$17,006.92	\$100.39	\$24.15	\$11.51	\$136.06
Opticianry AAS	68	\$15,156.72	\$2,021.15	\$1,758.08	\$18,935.95	\$222.89	\$29.72	\$25.85	\$278.47
Optometry OD (Professional Yrs 1,2,3,4)	163	\$60,093.28	\$10,036.16	\$15,992.48	\$86,121.92	\$368.67	\$61.57	\$98.11	\$528.36
Ornamental Horticulture Technology AAS	60	\$7,751.70	\$1,970.56	\$520.17	\$10,242.43	\$129.19	\$32.84	\$8.67	\$170.71
Performance Machining Certificate	12	\$1,931.31	\$947.46	\$235.59	\$3,114.37	\$160.94	\$78.96	\$19.63	\$259.53
Performance Motorsports Certificate	10	\$1,292.79	\$789.55	\$196.33	\$2,278.67	\$129.28	\$78.96	\$19.63	\$227.87
Pharmacy BS (Professional Yrs 1,2 & 3)	94	\$12,613.89	\$4,198.66	\$3,685.12	\$20,497.67	\$134.91	\$44.91	\$39.41	\$219.23
Pharmacy/All Options Pharm.D. (Professional Y)	149	\$33,628.52	\$6,808.79	\$6,081.66	\$46,518.97	\$226.45	\$45.85	\$40.95	\$313.26
Plastics Engineering Technology BS (Yrs 3 & 4)	64	\$10,174.99	\$3,019.21	\$1,022.12	\$14,216.32	\$158.98	\$47.18	\$15.97	\$222.13
Plastics Technology AAS	64	\$8,684.33	\$2,589.28	\$875.85	\$12,149.46	\$135.69	\$40.46	\$13.69	\$189.84
Pre-Criminal Justice AA	64	\$5,491.95	\$1,950.56	\$980.61	\$8,423.13	\$85.81	\$30.48	\$15.32	\$131.61
Pre-Engineering AS	73	\$8,386.59	\$1,427.38	\$671.63	\$10,485.60	\$114.88	\$19.55	\$9.20	\$143.64
Pre-Law AA	60	\$6,613.30	\$1,394.93	\$739.83	\$8,748.06	\$110.22	\$23.25	\$12.33	\$145.80
Pre-Mortuary Science AS	68	\$5,436.23	\$1,622.27	\$605.85	\$7,664.36	\$79.94	\$23.86	\$8.91	\$112.71
Pre-Optometry AS	88	\$7,380.66	\$2,319.40	\$711.40	\$10,411.45	\$83.87	\$26.36	\$8.08	\$118.31
Pre-Pharmacy AS	61	\$5,144.98	\$1,451.11	\$502.74	\$7,098.82	\$84.34	\$23.79	\$8.24	\$116.37
Public Administration AA	60	\$5,150.72	\$1,452.07	\$980.54	\$7,583.33	\$85.85	\$24.20	\$16.34	\$126.39
Pre-Science AS	60	\$5,462.07	\$1,569.01	\$646.70	\$7,677.79	\$91.03	\$26.15	\$10.78	\$127.96
Pre-Social Work AA	60	\$5,332.23	\$1,607.87	\$748.36	\$7,688.47	\$88.87	\$26.80	\$12.47	\$128.14
Pre-Teaching (Elementary or Secondary) AA	63	\$6,014.57	\$1,826.04	\$890.23	\$8,730.84	\$95.47	\$28.98	\$14.13	\$138.58
Pre-Technical & Professional Communications	60	\$5,690.35	\$1,642.17	\$823.68	\$8,156.20	\$94.84	\$27.37	\$13.73	\$135.94
Printing & Digital Graphic Imaging Technology	63	\$13,647.03	\$3,146.57	\$1,051.07	\$17,844.67	\$216.82	\$49.95	\$16.68	\$283.25
Printing Management BS (Yrs 3 & 4)	64	\$8,984.80	\$2,412.85	\$899.79	\$12,297.44	\$140.39	\$37.70	\$14.06	\$192.15
Product Design Engineering Technology BS (Y)	68	\$9,388.33	\$3,199.16	\$1,045.19	\$13,632.68	\$138.06	\$47.05	\$15.37	\$200.48
Professional Golf Management BS	124	\$12,124.89	\$3,633.93	\$1,494.27	\$17,253.10	\$97.78	\$29.31	\$12.05	\$139.14
Professional Tennis Management BS	124	\$12,310.41	\$3,633.38	\$1,457.39	\$17,401.18	\$99.28	\$29.30	\$11.75	\$140.33
Public Administration BS	124	\$13,123.56	\$3,251.27	\$1,926.02	\$18,300.84	\$105.84	\$26.22	\$15.53	\$147.59
Public Relations BS	124	\$16,909.99	\$3,688.75	\$1,498.32	\$22,097.05	\$136.37	\$29.75	\$12.08	\$178.20
Public Relations Certificate	12	\$3,564.87	\$475.30	\$144.58	\$4,184.75	\$297.07	\$39.61	\$12.05	\$348.73
Quality & Productivity Management BS	124	\$12,973.88	\$3,429.04	\$1,856.89	\$18,059.61	\$104.63	\$27.65	\$13.36	\$145.64
Quality Engineering Technology BS (Yrs 3 & 4)	68	\$10,186.74	\$2,909.00	\$1,059.32	\$14,155.05	\$149.80	\$42.78	\$15.58	\$208.16
Quality Improvement for Managers Certificate	9	\$1,229.20	\$402.44	\$189.90	\$1,821.54	\$136.58	\$44.72	\$21.10	\$202.39
Quality Technology Certificate	12	\$2,422.31	\$732.53	\$235.59	\$3,390.43	\$201.86	\$61.04	\$19.63	\$282.54
Radiography AAS	78	\$5,364.12	\$2,602.02	\$2,307.30	\$10,273.44	\$88.77	\$33.36	\$29.58	\$131.71
Real Estate AAS	63	\$6,761.80	\$1,513.32	\$713.94	\$8,989.06	\$107.33	\$24.02	\$11.33	\$142.68
Real Estate Certificate	9	\$1,359.44	\$263.65	\$135.59	\$1,758.68	\$151.05	\$29.29	\$15.07	\$195.41
Recreation Leadership & Mgt/Corp Fitness-Well	128	\$13,088.59	\$3,356.08	\$2,616.18	\$19,060.85	\$102.25	\$26.22	\$20.44	\$148.91
Recreation Leadership & Mgt/Leisure Service T	128	\$13,286.71	\$3,356.94	\$2,521.12	\$19,164.78	\$103.80	\$26.23	\$19.70	\$149.72
Recreation Leadership & Mgt/Outdoor-Adv Edu	128	\$13,421.10	\$3,403.83	\$2,551.09	\$19,376.02	\$104.85	\$26.59	\$19.93	\$151.38
Recreation Leadership & Mgt/Sports Managemen	128	\$14,221.99	\$3,287.55	\$2,493.97	\$20,003.50	\$111.11	\$25.68	\$19.48	\$156.28
Resort Mgmt/Facilities Operations Mgmt Concer	128	\$16,416.02	\$3,773.89	\$1,780.55	\$21,970.45	\$128.25	\$29.48	\$13.91	\$171.64

* Instructor Cost - Salary & Fringe

** Deptment Cost - Departmental Level Non Instructor Compensation, Supplies and Equipment

*** Dean's Cost - Dean's Level Non Instructor Compensation, Supplies and Equipment

Ferris State University
Degree Program Costing 1999 - 2000 (Summer, Fall, and Winter)

College : Business
 Department : Marketing

Program Name: Professional Golf Management BS

Program Credits Required (Total credits to graduate) 124

*Instructor Cost per Student Credit Hour(SCH) (Average for program) \$97.78
 **Department Cost per Student Credit Hour \$29.31
 ***Dean's Cost per Student Credit Hour \$12.05

Total Cost per Student Credit Hour (Average for program) \$139.14

Total Program Instructor Cost (Assumes a student will complete program in one year) \$12,124.89
 Total Program Department Cost \$3,633.93
 Total Program Dean's Cost \$1,494.27

Total Program Cost (Assumes a student will complete program in one year) \$17,253.10

Course ID	Level	Instructor Cost	Dept Cost	Dean's Cost	SCH's Produced	Instructor Cost/SCH	Dept Cost/SCH	Dean's Cost/SCH	Credits Required	Program Instructor Cost	Program Dept Cost	Program Dean's Cost
ACCT201	L	\$212,695	\$89,755	\$28,301	2349	\$91	\$38	\$12	3	\$272	\$115	\$36
ACCT202	L	\$178,062	\$53,647	\$16,916	1404	\$127	\$38	\$12	3	\$380	\$115	\$36
ADVG222	L	\$68,003	\$30,063	\$9,145	759	\$90	\$40	\$12	3	\$269	\$119	\$36
ADVG485	U	\$23,264	\$9,031	\$2,747	228	\$102	\$40	\$12	3	\$306	\$119	\$36
BIOL109	L	\$109,411	\$44,403	\$9,176	1144	\$96	\$39	\$8	4	\$383	\$155	\$32
BIOL114	L	\$13,950	\$6,055	\$1,251	156	\$89	\$39	\$8	4	\$358	\$155	\$32
BLAW321	U	\$102,551	\$31,209	\$17,422	1446	\$71	\$22	\$12	3	\$213	\$65	\$36
COMM105	L	\$210,640	\$44,318	\$23,101	2880	\$73	\$15	\$8	3	\$219	\$46	\$24
CULTELE	E	\$1,544,513	\$261,981	\$148,924	18223	\$85	\$14	\$8	9	\$763	\$129	\$74
ECON221	L	\$177,460	\$22,464	\$27,831	2310	\$77	\$10	\$12	3	\$230	\$29	\$36
ECON222	L	\$101,428	\$10,415	\$12,904	1071	\$95	\$10	\$12	3	\$284	\$29	\$36
ENGL150	L	\$549,468	\$70,827	\$51,473	6417	\$86	\$11	\$8	3	\$257	\$33	\$24
ENGL250	L	\$431,435	\$52,351	\$38,045	4743	\$91	\$11	\$8	3	\$273	\$33	\$24
ENGL325	U	\$124,045	\$15,232	\$11,069	1380	\$90	\$11	\$8	3	\$270	\$33	\$24
FINC322	U	\$160,264	\$28,296	\$15,795	1311	\$122	\$22	\$12	3	\$367	\$65	\$36
FSMT207	L	\$15,127	\$7,011	\$2,133	177	\$85	\$40	\$12	3	\$256	\$119	\$36
HLTH125	L	\$34,570	\$11,093	\$15,452	448	\$77	\$25	\$34	2	\$154	\$50	\$69
ISYS202	L	\$166,583	\$62,817	\$19,807	1644	\$101	\$38	\$12	3	\$304	\$115	\$36
MATH115	L	\$216,098	\$33,517	\$23,895	2979	\$73	\$11	\$8	3	\$218	\$34	\$24
MGMT301	U	\$183,543	\$43,706	\$24,398	2025	\$91	\$22	\$12	3	\$272	\$65	\$36
MKTG231	L	\$103,066	\$38,024	\$11,566	960	\$107	\$40	\$12	3	\$322	\$119	\$36
MKTG321	U	\$138,294	\$58,937	\$17,928	1488	\$92	\$40	\$12	3	\$275	\$119	\$36
MKTG322	U	\$47,168	\$16,873	\$5,133	426	\$111	\$40	\$12	3	\$332	\$119	\$36
MKTG425	U	\$60,400	\$13,308	\$4,048	336	\$180	\$40	\$12	3	\$539	\$119	\$36
MKTG473	U	\$44,909	\$14,497	\$4,410	366	\$123	\$40	\$12	3	\$368	\$119	\$36
MKTG499	U	\$70,464	\$15,685	\$4,771	396	\$178	\$40	\$12	3	\$534	\$119	\$36
NBUSELE	E	\$25,566,953	\$8,225,825	\$5,139,507	203186	\$126	\$40	\$25	3	\$377	\$121	\$76
PGMG101	L	\$1,966	\$3,367	\$1,024	85	\$23	\$40	\$12	1	\$23	\$40	\$12
PGMG102	L	\$1,966	\$2,891	\$880	73	\$27	\$40	\$12	1	\$27	\$40	\$12
PGMG192	L	\$3,539	\$5,704	\$1,735	144	\$25	\$40	\$12	2	\$49	\$79	\$24
PGMG292	L	\$11,404	\$4,832	\$1,470	122	\$93	\$40	\$12	2	\$187	\$79	\$24
PGMG392	U	\$11,404	\$4,991	\$1,518	126	\$91	\$40	\$12	2	\$181	\$79	\$24
PGMG492	U	\$11,404	\$4,040	\$1,229	102	\$112	\$40	\$12	2	\$224	\$79	\$24
PGMG493	U	\$11,404	\$4,119	\$1,253	104	\$110	\$40	\$12	2	\$219	\$79	\$24
PHED338	U	\$19,931	\$5,051	\$7,036	204	\$98	\$25	\$34	3	\$293	\$74	\$103
PSYC150	L	\$264,468	\$85,143	\$33,088	4125	\$64	\$21	\$8	3	\$192	\$62	\$24
PSYC310	U	\$30,470	\$10,093	\$3,922	489	\$62	\$21	\$8	3	\$187	\$62	\$24

Ferris State University
Degree Program Costing 1999 - 2000 (Summer, Fall, and Winter)

College: Business
 Department: Marketing

Program Name: Professional Golf Management BS

Program Credits Required (Total credits to graduate) **124**

*Instructor Cost per Student Credit Hour(SCH) (Average for program) \$97.78
 **Department Cost per Student Credit Hour \$29.31
 ***Dean's Cost per Student Credit Hour \$12.05

Total Cost per Student Credit Hour (Average for program) \$139.14

Total Program Instructor Cost (Assumes a student will complete program in one year) \$12,124.89
 Total Program Department Cost \$3,633.93
 Total Program Dean's Cost \$1,494.27

Total Program Cost (Assumes a student will complete program in one year) \$17,253.10

Course ID	Level	Instructor Cost	Dept Cost	Dean's Cost	SCH's Produced	Instructor Cost/SCH	Dept Cost/SCH	Dean's Cost/SCH	Credits Required	Program Instructor Cost	Program Dept Cost	Program Dean's Cost
RETG229	L	\$60,722	\$17,586	\$5,349	444	\$137	\$40	\$12	3	\$410	\$119	\$36
RETG337	U	\$35,894	\$16,160	\$4,916	408	\$88	\$40	\$12	3	\$264	\$119	\$36
RETG339	U	\$34,718	\$10,100	\$3,072	255	\$136	\$40	\$12	3	\$408	\$119	\$36
RETG438	U	\$25,083	\$7,486	\$2,277	189	\$133	\$40	\$12	3	\$398	\$119	\$36
STQM260	L	\$150,406	\$16,454	\$20,386	1692	\$89	\$10	\$12	3	\$267	\$29	\$36

- * Instructor Cost - *Salary & Fringe* - the actual cost to teach a course
- ** Department Cost - *Departmental Level Non Instructor Compensation, Supplies and Equipment* - departmental average applied to all course prefixes within a department
- *** Dean's Cost - *Dean's Level Non Instructor Compensation, Supplies and Equipment* - college average applied to all course prefixes within a college

Conclusions

Ferris State University will be a national leader in providing opportunities for innovative teaching and learning in career-oriented, technological, and professional education.

Ferris State University Mission Statement

The PGM program is an excellent example of a program that meets the mission statement of the University. It is the National Leader in Professional Golf Management. All data gathered for this review support this reality. Many positive facility and program changes have taken place since the last review in 1996. The PGM laboratory facilities have undergone a complete facelift and additional staff has been added for program support. Obviously, the program should continue to do what it is doing. At the same time, constant monitoring is essential for the program to continue in its leadership position.

Teaching the game of golf was cited by both the current students and alumni as an area in need of more emphasis. A new class has been instituted and will be offered this summer which will deal specifically with the PGA methodology for teaching golf. This class is a first of its kind, and it will address this weakness in the program.

The University has improved the golf facilities tremendously and what was once a weakness has become a strength. Additional funding that will insure the facilities stay state-of-the-industry will be needed as the industry evolves. The golf course serves many populations but its primary goal should be to serve as a working laboratory to offer instruction and practice to PGM students proper golf operational procedures.

The internship program was cited as an outstanding area of the program. While funding is currently adequate for visitations and site reviews, steps should be taken to continue funding at current levels for future years.

The PGM program has been an unqualified success for Ferris State University and the PGA. The PGM program has the benefit of being considered the leader in the field of golf management. The position of being the best is enviable, however, it is also a

challenge to remain the best. Constant programmatic evaluation and interaction with all players in the golf industry, coupled with the ability to adapt to a changing business climate, are essential to continued success.

Recommendations

The PGM program at Ferris State University perfectly fits the mission of being a career oriented, professional, national leader in every sense. It was an original conception for blending academics with the professions in a hands-on clinical setting. The original idea is so successful it has been copied by prominent universities around the nation. We are the leading program in the country and the following recommendations are made with this in mind.

- Maintain budgets (specifically travel) at current level plus inflation over the coming years.
- Continue to fund improvements at Katke Golf Course to insure facility remains state-of-the-industry.
- Develop in-state tuition scholarship for out-of-state applicants with outstanding credentials.
- Continue to evaluate and change curriculum to meet industry demands.

The PGM program has made tremendous strides since the last review in 1996. It is important that this momentum that has been established continue into the future. Any reductions in current levels of support would put our leadership role in jeopardy.