
MEMORANDUM

DATE: November 21, 2002

TO: Academic Senate

FROM: Academic Program Review Council

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

CC: Scott Schultz, Lee Meadow, Dave Nicol, Laurie Chesley, Thomas Oldfield,
Barbara Chapman

DESCRIPTION OF PROGRAM:

BS Degree in Professional Tennis Management

Ferris State University's innovative professional tennis management (PTM) program, the first of its kind in the USA, was established in 1986 in conjunction with the United States Professional Tennis Association (USPTA). Today the Ferris program, which is USPTA accredited, is used as the industry model for other programs.

At Ferris State, skilled male and female tennis players can combine their interest in tennis with academic preparation that leads to a career in the tennis industry. The PTM program encourages excellence in all aspects of the sport and provides a solid, well-rounded business foundation in addition to the marketing core. Successful completion of this four-year program leads to a bachelors degree in business, with a major in marketing. Additionally, all Ferris graduates become USPTA certified tennis professionals upon graduation.

Hands-on workshops with industry experts from across the country come to Ferris campus to speak with students on topics ranging from sport science to club management. In addition to helping Ferris students stay at the cutting edge of tennis and business knowledge, these workshops and seminars allow students to network with people who are willing to help further their careers upon graduation.

Paid internships are arranged for students in the PTM program. The curriculum includes two semesters of work at locations across the country in addition to academic study on campus.

Students have unlimited opportunities to work with outstanding tennis professionals and managers at country clubs, public tennis clubs, resorts and other tennis facilities. Many times, graduates are hired at clubs that employed them as interns.

With a placement rate of 100% since its inception, the PTM program is a gateway to great career opportunities. Ferris PTM program has attracted students from 14 countries with job placements from England to New Zealand. In addition to traditional business careers, Ferris PTM grads are well prepared for careers such as tennis teaching professionals, tennis directors, club managers, camp directors, pro shop managers, manufacturers sales representatives and tennis industry administrators.

**AFRC Recommendations concerning:
BS Degree in Professional Tennis Management**

FSU owns and operates the modern Racquet and Fitness Center on campus. The facility is used as a learning laboratory for PTM students and is managed by a USPTA Master Professional. PTM students have free, unlimited access to the facilities including indoor and outdoor courts, racquetball, state-of-the-art fitness center, aerobics area, pro-shop, resource center and computer lab.

FSU competes in the Great Lakes Intercollegiate Athletic Conference at a NCAA Division II level. PTM students are encouraged to try out for the varsity tennis team or participate in the player development program that arranges challenge matches.

Entrance requirements for this highly specialized cross-disciplined program include graduation from high school with a 2.0 GPA or better, a certified NTRP rating of 4.0 or better and a letter of recommendation from a USPTA professional or high school coach. 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. 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.

COST INFORMATION:

According to the 1999-2000 report from institutional research:

Total cost per SCH

BS Degree in Professional Tennis Management	\$140.33
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Total program cost

BS Degree in Professional Tennis Management	\$17,401.18
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RECOMMENDATIONS:

We recommend that the program be continued.

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

- The emphasis of this program on preparation of students for a career in the professional tennis industry 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 United States Professional Tennis Association (USPTA).
- The program has a national reputation for the quality of instruction offered to its students.
- The program has a strong enrollment.
- The demand for graduates is very high (currently there is 100% placement). Currently there are approximately 5 jobs open for each graduate of the program. Approximately 70% of the students have a job before they graduate.
- The average salary of 2001 graduates of the program was \$55,850.
- The internships in the program are well paid and often are in prestigious locations.
- The faculty is highly qualified, well known nationally, and dedicated to the improvement of the program.

- The program has excellent instructional facilities and resources.
- The quality of instruction, as measured by the surveys of students and graduates, is high.
- The high quality summer tennis camps provide an excellent learning experience for students in the program and are an excellent public relations activity for the University.
- The corporate involvement in providing publicity for these camps is a model that may have application to other programs in the University.

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

- The PTM program should review its curriculum and consider adding rigor to the PTM courses.
- The program should reconsider its policy of offering all of the PTM courses on a credit-no credit basis.
- The program should continue to investigate the feasibility of establishing a corporate relationship for marketing the program. This may prove to be model that is applicable to other programs at the University.
- The program faculty and staff should continue to be actively involved in the USPTA and maintain relationships with industry.
- The program faculty should continue to investigate the feasibility of offering certificate programs.
- The program faculty should continue with its efforts in offering classes on-line.
- The University and the College of Business should consider an increase in general fund support to previous levels to facilitate making improvements in the facilities and equipment and to strengthen recruiting efforts.

Criteria Summary for BS Degree in Professional Tennis Management

BS Degree in Professional Tennis Management

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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. 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.

- **CENTRALITY TO FSU MISSION:**

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

- **UNIQUENESS AND VISIBILITY OF PROGRAM:**

The BS in Professional Tennis Management was the first of its kind and is endorsed by the USPTA. The PTM program is the largest such program in the Country. Students come from 41 states and 12 countries.

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

A significant number of graduates take positions in Michigan, but many find positions throughout the United States.

- **DEMAND BY STUDENTS:**

The program consistently enrolls 20-25 new students per year. Program has exceeded the goal of 60 for total enrollment. In 2002, 58% of the students were from Michigan.

- **DEMAND FOR GRADUATES:**

There is a high demand for Ferris graduates, who have a competitive edge in the job market. There are approximately 5 jobs open per graduate.

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

According to the graduate survey, 64% secured jobs before graduation and 34% obtained jobs within 6 months of graduation. The average fulltime salary in 2001 of the graduates was \$55,850. The average starting salary of 2001-2002 graduates was \$43,220. This is approximately the same as the average salary of a non-Ferris tennis professional who has been in the field for a number of years.

- **SERVICE TO NON-MAJORS:**

Does not serve non-PTM majors.

- **QUALITY OF INSTRUCTION:**

According to survey data, alumni employers and students rate the quality of instruction as high.

- **FACILITIES AND EQUIPMENT:**

The Racquet and Fitness Center is a world-class multi-sport club that serves FSU students and 500 dues paying members. The facilities include 14 tennis courts, 4 racquetball courts, a fitness center, and a pro shop. It has extensive audio, video, and teaching equipment, much of which was donated by industry manufacturers.

- **LIBRARY INFORMATION RESOURCES:**

The program has, in the Racquet and Fitness center, one of the most extensive publication, audio, and video libraries in the country.

- **COST:**

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- **FACULTY:**

- **QUALIFICATIONS:**

The faculty is highly qualified.

- **PROFESSIONAL AND SCHOLARLY ACTIVITIES:**

The faculty is active in professional organizations.

- **QUANTITY:**

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

- **ADMINISTRATION EFFECTIVENESS:**

The program operates efficiently and effectively and appears to have significant administrative report.

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

Questions for APR Panel
BS Degree in Professional Tennis Management

Please identify the individuals that served on your panel.

- Scott Schultz, PTM Coordinator
- Tom Daglis, PTM Director
- Dick Hansen, Professor, Marketing Dept.
- R.J. Tessier, Director of Certification and Testing, USPTA
- Fred Viancos, Director of Professional Development, USPTA
- Dave Bone, Executive Director, USRSA

Please list the primary skills, abilities, and knowledge base that you expect that a graduate of your program would possess.

- Ability to teach tennis to most ages and skill levels up to a 4.0 NTRP level
- Ability to string racquets from all tennis manufacturers
- Ability to administer tennis events, leagues and tournaments
- Ability to manage tennis operations and facilities
- Possess strong communication and social skills and have a cultural foundation in the world in which we live

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.

- Ability to teach tennis to most ages and skill levels up to a 4.0 NTRP level
 - PTM 182, PTM 272, PTM 472, all internships and workshops
 - Competence defined by standardized USPTA certification test and USTA Sport Science exam
- Ability to string racquets from all tennis manufacturers
 - PTM 172
 - Competence defined by standardized USRSA competency test and certification test
- Ability to administer tennis events, leagues and tournaments
 - PTM 372
 - Competence defined by USPTA certification test and successful completion of course that requires operating tournaments and events.
- Ability to manage tennis operations and facilities
 - All business courses in the curriculum
- Possess strong communication and social skills and have a cultural foundation in the world in which we live
 - All general education courses in the curriculum

Please summarize the relationship between the USPTA 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.

- A copy of the USPTA accreditation document has been distributed.
- In general, the USPTA is the accrediting body for PTM courses. We have a very strong relationship as is reflected in our evaluations. To maintain this relationship, we need to be actively involved with the USPTA and fulfill requests they have from time to time. We benefit from this relationship in many ways including but not limited to: visibility for the program, access to top internships and jobs, access to the latest teaching material, access to speakers and sponsors.

Who are your competitors?

- The following institutions have PTM programs:
 - Hampton University
 - Methodist University
 - Queens College
 - Technical College of the Low Country
 - Tyler College

Several other institutions have contacted the USPTA about starting PTM programs.

On page 1 of the overview in the next to the last paragraph, the document states that goals were established 60 students. It goes on to say that the only financial support for the program came from a one time-allocation for advertising. What was the source of this funding?

- The source of these funds is unknown.

Why is the cap listed as 100 in the administrative report?

- This is based on the size of our tennis facility and class size. If there were more than 100 PTM students, we would need to address these issues.

How many students do you accept into the program each year?

- Typically, 20 to 30 new students each year.

What are the criteria for admission?

- The COB changed their admission requirements effective 2002 fall semester, which requires 2 of the following: 2.5 high school GPA, ACT Reading and ACT Math of 19 or above.

What is your freshman enrollment for this fall?

- 18 Students

How many females do you have in the program?

- 16 Females are currently in the PTM program

What is your attrition rate and how do you adjust for attrition?

- Our attrition rate is approximately 50%
- We try to minimize our attrition rate by: attending PTM Student Association meetings weekly, meeting individually with students at least twice per semester, calling students as soon as we know they are having problems, encouraging them to participate in the club teams, and intervening when we think they need assistance.

What are the limitations on your class size?

- For classes that do not require courts, we could accommodate up to 50 students.
- For classes that require courts, we can accommodate up to 36 students.

The administrative program review for 2001 found in appendix 1 does not give a break down of students by classification (Freshman, Sophomore, etc.). Please supply us with those numbers. Please supply us with the placement percentages for FY98 and FY01. Please discuss your attrition rate. How many graduates did you have in 2002?

- 2001 Breakdown of students: 20 Freshmen, 23 Sophomores, 10 Juniors, and 16 Seniors.
- 2002 Breakdown of students: 18 freshmen, 16 sophomores, 8 juniors, and 23 seniors.
- 100% Placement for FY'98 and 100% Placement for FY01.
- 13 PTM Graduates in 2002.

Please discuss the area of concern found in the administrative program review with regard to General Fund support for the program.

- The PTM program was targeted for “enhancement” after the last program review. However, support for the program has actually dropped from nearly \$13,000 in the early 1990s to only \$5,000 currently.

Please describe the distribution of income from summer tennis camps. How much of that income goes to support the program.

- 100% of the profit from the summer camps goes to the Racquet Facility. The facility funds many things that the PTM program benefits from including facility enhancements, equipment purchases and support for PTM recruiting.

When was the last meeting of the Advisory committee?

- September 2002

Describe the internship at the Racquet and Fitness Center. How is this supervised and evaluated.

- PTM students work approximately 400 hours at the Racquet Facility to receive credit for an internship (similar to off-campus internships). Students work in several departments of the club including front desk, fitness, lesson programs, activities, maintenance, stringing and administration.
- The PTM Director and his staff supervise the on-going internship. Students are thoroughly trained at the beginning of the year and have an extensive performance evaluation conducted by their supervisor each semester.

How are off campus internship sites chosen and supervised?

- Off campus sites must complete a request form to have a PTM intern work at their facility. These are collected throughout the year and are available to all PTM students at any time. Students may then apply for jobs they see that interest them if they are qualified, or our staff will actively recruit students for internships that they feel best meet the employer and student goals. Students are required to get approval to go on an internship by the PTM Director.
- Students are required to attend a pre-internship meeting to discuss learning objectives, their internship portfolio, and their internship evaluation that must be completed before receiving credit for the internship.

Do you do site visits?

- Yes. It is not possible to visit all the sites due to budget constraints and because they are located all over the US. Several times per year, a trip is scheduled specifically for visiting internship sites in key locations - DC area, Chicago, New York. However, when the PTM Coordinator or PTM Director are traveling on behalf of the USTA or USPTA, an effort is made to extend the trip by a day or two to visit PTM interns, grads and employers.

Is working at the summer tennis camps a separate internship?

- Yes. Students have a choice of working the tennis camp internship or an off-campus internship.

On page 3 of the overview, the document mentions certificate programs. What would be required to obtain this certification?

- This has not been determined at this point and will require further work. In general, we would not seek to re-create courses that already exist. Rather, we would take courses that exist and package them as a PTM certificate.

What plans do you have to implement the needed changes mentioned on page 5? What hindrances do you face?

- All of the suggested changes that our staff agrees with have been made including more workshops, getting students involved with USTA and USPTA, club matches, alumni support, increased recruiting efforts, clay court workshops, computer/video equipment and off court internships.

On page 8 a reference is made to credit-no credit grading? What is the grading practice in your courses?

- PTM Courses are graded on a credit-no credit basis.

Please explain the reference in the faculty perceptions to "feeding" found in the last paragraph on page 9.

- Feeding is a term used by tennis professionals that refers to hitting tennis balls to students during lessons and drills.

Please explain the statement on page 14 that students can use the Racquet and Fitness facility at no cost.

- Actually, all FSU students have access to the facility at no cost (other than the student recreation fee that is charged to all students including PTM students).

Who teaches the PTMG courses?

- Scott Schultz is the instructor for all PTM courses. The Racquet Repair Course (PTMG-172) is delivered via CD-ROM and Internet that was produced by Scott Schultz and aided by a weekend workshop delivered by the USRSA.
- Additionally, the PTM director and both tennis coaches help with the courses by making presentations and assisting with classes.

How is it accomplished with .22 FTE?

- Clearly, .22 does not reflect the hours spent teaching courses or administrating the program. The division of Administration and Finance (Rick Duffett) has allowed Scott Schultz (PTM associate professor and Assoc. VP for Administration and Finance) and Tom Daglis (PTM Director) to spend much more time on the PTM program than is currently being funded by Academic Affairs at the .22 levels. In reality, Administration and Finance funds the majority of the teaching and administrative costs associated with the PTM program.

Please describe the Administrative structure of the PTM program and of the Racquet and Fitness Center.

- All College of Business administrative duties as they relate to the PTM program are the responsibility of Scott Schultz. These would include curriculum issues, departmental meetings and responsibilities assigned by the department head or dean.
- Tom Daglis is primarily responsible for day-to-day administration of the PTM program at the Racquet Facility. This would include recruiting, supervising the laboratory (Racquet Facility), advising, internships, workshops, PTM activities, events, and PTM Student Association.
- Scott Schultz and Tom Daglis are both involved in placing interns and graduates, and representing the program at tennis industry functions.

On page 15, the need for racquet diagnostic and stringing equipment. How is the course currently taught?

- The Racquet Repair Course (PTMG-172) is delivered via a CD-ROM/Internet that was produced by Scott Schultz and aided by a weekend workshop delivered by the USRSA.
- This is the first distance education course in the tennis industry that can be taken from anywhere in the world.

Please elaborate on the proposed curriculum changes designed to address weaknesses in the program mentioned on page 16. What has been proposed and what changes have been made?

- New this year to our curriculum will be the use of digital video and editing equipment to aid in teaching tennis. Additionally, every course will require student presentations to improve their communication skills and workshops will be provided to improve teaching and communication skills.

Why was information from the marketing program not included in appendix 10?

- It was an error and will be sent over before the program review meeting.

What is the rationale for including the Professional Tennis Management curriculum in the Marketing department?

- At the time the PTM program was proposed, it was felt that the easiest and quickest way to get the program approved would be to follow the PGM curriculum, which was also in the Marketing Department.
- Ideally, it would be beneficial for students to have the flexibility to substitute some marketing classes with other marketing or management course that already exist.

Please provide your perspective on the student comments related to deadlines for assignments and concerns over cancelled classes. Also, how do you interpret the rating of the students to questions 16 and 20 on the SAI forms?

- We make every effort to make sure deadlines are clear. Many of the deadlines are then reinforced on our PTM Course web site and also on the PTMSA agenda. PTM classes are never cancelled. Our perspective on this is that the student that made this comment was not paying attention.

Do PTM students from the Midwest states qualify for the Midwest exchange program and reduced out-of-state tuition?

- Yes

Professional Tennis Management

Program Review Report

September 2002

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OVERVIEW

The Academic Program Review document for the Professional Tennis Management (PTM) program is the result of an extensive analysis of the program committee consisting of Ferris faculty and staff, PTM graduates, advisory committee members and tennis professionals. The committee's charge was to assess the program's effectiveness, strengths, weaknesses, and make recommendations for the future.

Overall, the committee found the PTM program to be very unique and one that serves the University and tennis industry well. It is highly visible on a national and even international level, has stable enrollment and an extremely high demand for its student interns and graduates. The PTM program and its staff are held in high regard by the industry and serve as the industry model for other PTM programs to follow.

Due to the strong reputation, the program has in the industry and the demand for its graduates, the PTM program has opportunity for growth. The committee has developed recommendations which would address this potential and ensure that Ferris State's PTM program maintain its current stature as the first, the largest, and the best program of its kind, anywhere in the world.

HISTORY

The PTM program began in the fall of 1986. At the time, it was the only such program of its kind in the United States. Ferris administrators and faculty in the College of Business and Marketing Department developed the curriculum patterned after Ferris' highly successful Professional Golf Management program.

The United States Professional Tennis Association (USPTA), an association that certifies tennis professionals, was asked to review the curriculum and endorse the program. The USPTA board of directors voted unanimously to endorse and promote the program in the fall of 1986.

Originally, goals were established to attract sixty students. The only financial support for the program came from a one-time allocation for advertising. Program direction, promotion, recruiting, teaching, and advising was provided by one person who also served as Racquet Facility Manager, Men's Tennis Coach, Women's Tennis Coach, and Summer Camp Director. Four years after the program started, over sixty students were enrolled in the program and a modest budget was established to operate the program, however, funding for faculty and staff were not available.

Today, while several such programs are in existence in the United States, Ferris' PTM program is regarded by the industry as the model for others to follow. *Fred Viancos, Director of Education for the USPTA is quoted as saying "The PTM program at Ferris State University remains the standard by which all other PTM programs are measured."*

MISSION

The mission of the PTM program is to prepare students for a wide variety of careers in marketing/tennis and provide them with the necessary skills to succeed in their profession and in life.

IMPACT ON THE UNIVERSITY

Ferris PTM program has had a significant effect on many areas of the University.

- Visibility and Image – Ferris’ PTM program has been featured frequently in numerous state and national consumer and trade publications including the New York Times, Chicago Tribune, and Racquet magazine. Ferris students and graduates are placed in the best tennis locations across the country and around the world.
- Revenue Enhancement – Summer tennis camps that are staffed by PTM students and faculty now generate \$300,000 per year. They attract over 700 students per year to the campus and are larger than Michigan State’s and U of M’s programs combined. According to NIKE Camps, the Ferris State Summer Tennis Camp is one of the largest in the US. Over 95% of the participants are from outside Big Rapids, many from other states. Students may enroll any term to get hands-on opportunity to participate in the year long effort to operate and market these camps. Students receive internship credit for their work that will be approved by the USPTA.
- Racquet and Fitness Center – This facility serves students, staff, and community recreational needs. PTM students staff every area of this facility as part of the PTM program’s requirements. Students receive academic credit (PTMG 192) for this assignment but do not get paid for working at the facility. This results in a substantial cost savings of approximately \$50,000 per year in student wages.
- Tennis Teams – Ferris varsity teams benefit greatly by talented PTM students who play on the teams. Ferris is perennial national power in tennis that enhances Ferris’ image of national excellence.
- Diversity – The PTM program has attracted students from 41 states and 12 foreign countries. Students from such diverse backgrounds, cultures, and geographic areas add to the quality of life in Big Rapids and the educational experience for all Ferris students.

IMPACT ON THE TENNIS INDUSTRY

With demand for graduates greatly exceeding the supply, the PTM program has had a tremendous impact on the tennis industry. Peter Burwash, an internationally recognized teacher, speaker, and employer said, *“The PTM program at Ferris State University is vital in the effort to raise the standards of today’s tennis industry. In the coming years, they will have an influence on the direction our industry goes.”*

IMPACT ON INDIVIDUALS

There is nothing the PTM faculty and staff is prouder of, or feels is more important, than the impact the PTM program has had on individual's lives. Most graduates stay in touch, many have written heartfelt letters, and some have indicated how much this program has changed their life.

A PTM graduate living in Greenwich, Connecticut said, "I can't thank you enough for what you (PTM Director) and the PTM program have done for me. I come from a blue-collar family where both of my parents work. Now, I earn more than both of them combined and can pay for them to go on a vacation at my expense, instead of the other way around. The PTM program is the best thing that ever happened to me."

One of our international PTM graduates wrote, "The PTM program is a benefit to Ferris, the graduates consummate professionals and should make Ferris proud. I am currently the Head Tennis Professional for the Queens Club in London, England; however, due to my education and degree from Ferris State University I am leaving my current job to work as a Stockbroker in November. I will be moving back to the states and be based in New York City. Ferris and tennis gave me this chance and I am thankful for it!"

VISION FOR THE FUTURE

There are many internal and external forces that will have an impact on the future of this program at Ferris State. They include funding, competition from other universities, changes in certification requirements, and the health of the tennis industry.

Tennis went through a huge growth period in the 1970s, a decline in the 1980s, and now it is slowly growing again. Manufacturers and industry associations have teamed-up to commit millions of dollars over the next five years to the growth of the game of tennis. The industry is also working to raise the standards of tennis professionals through mandatory continuing education requirements and apprenticeships that will be required before a person can become a certified tennis professional. These efforts are likely to succeed which will prove to be very beneficial to the future of the program.

The PTM program is ahead of its time, offering degrees in business/tennis before the USPTA even started mandating basic continuing education to its career professionals. The tennis industry now realizes the importance of recruiting bright men and women to careers in tennis, identifying career tracks for them, and developing educational programs for all tennis professionals that provide competencies employers are looking for. Therefore, in the short term, it is expected that enrollment will remain somewhat constant while standards for tennis professional certification are raised.

In an effort to increase enrollment and enhance the image of the University the PTM program has made recommendations to increase marketing efforts. The PTM program plans to offer classes over the Internet to tennis professionals worldwide, offer certificate programs, and have articulation agreements with colleges in foreign countries. Ferris can expect its PTM program to remain as the first, the largest, and the best program of its kind, anywhere in the world.

GRADUATE FOLLOW-UP SURVEY

Introduction

Graduates of the PTM program were surveyed in order to obtain information regarding their employment, salary, and evaluation of the components of the program. The survey instrument was adapted from the survey used by the Placement Office to survey recent graduates. Of the 203 surveys that were mailed to the graduates of 1988 through 2002, 66 graduates responded.

Key Findings

- **Employment**
 - 94% of the grads are currently employed full-time
 - 64% of the grads secured jobs before graduating
 - 34% of the grads secured jobs within 0-6 months
 - 2% of the grads secured jobs within 6-12 months
 - The most common source of job leads for graduate's first position was the PTM office and other graduates of the PTM program.
- **Compensation - All Graduates**
 - The average full-time 2001 salary of all our graduates was \$55,850
 - The average anticipated full-time 2002 salary of our graduates is \$60,150
 - The average full-time 2001 salary for Director's of Tennis is \$63,600
 - The average full-time 2001 salary for Head Professional is \$67,900
 - The average full-time 2001 salary for Staff Professional is \$40,400
 - The average full-time 2001 salary for non-tennis teaching is \$48,500
 - 81% of the grads have health care benefits.
 - 68% of the grads have retirement benefits.
 - 43% of the grads have other benefits such as meals, housing, car, etc.
- **Compensation - 2001-2002 Graduates**
 - The average starting full-time salary is \$43,220.
 - 67% started out as staff professionals
 - 22% started out as a head professional
 - 11% started out in a non-teaching position
- **Type of Facility**
 - 52% of the grads work for a private tennis facility
 - 25% of the grads work for a public tennis facility, resort, park or college
 - 23% of the grads work in other than a tennis facility
 - 48% of the grads have responsibility for buying merchandise and they average \$252,000 per year in purchases.

- 100% of the grads who responded, indicated yes to the question - Has your FSU/PTM degree been beneficial to you?
- **Components of the PTM program**
 - Grads were asked to rate the various components of the PTM program on a scale of 5 = very valuable to 1 = not beneficial

Other	4.8*
Internships	4.7
PTM Courses	4.5
Work Assignment at Rac. Fac.	4.5
Workshops	4.3
Support	4.3
Business Courses	4.2
General Studies	3.4

*25 out of the 62 grads rated this component and of those who did, 23 rated it a 5.

- 82% of the grads rated internships as being highly beneficial.
- **Greatest Strengths**
Internships, networking with alumni, industry contacts, speakers, banquet workshops, highly accessible court time and space, working at the Racquet Facility, the PTM staff, the friends you make and the support provided.
- **Needed Changes**
More workshops, get students involved with USTA & USPTA sooner, more teaching workshops, support team travel outside of the varsity team, more alumni support like helping to recruit students for the program, increase the level of incoming students, more on court maintenance and construction, how to use computer/video programs for charting and scouting, broader perspective on how the education can be applied to other sports/marketing/business related relationships, negotiation training, leadership courses, more professionalism, more off-court internships.

Representative Comments

“The PTM program is a benefit to Ferris, the graduates consummate professionals and should Ferris proud. I am currently the Head Tennis Professional for the Queens Club in London, England; however, due to my education and degree from Ferris I am leaving my current job to work as a stockbroker in November. I will be moving back to the states and be based in New York. Ferris and tennis gave me this chance and I thankful for it!”

“I had excellent internships and have remained close to fellow PTMers and I attribute some of my success to that.”

“The program meets and exceeds everything Woodbridge Ferris stood for. Thank you for everything, the above and beyond support was greatly needed and more importantly, appreciated.”

EMPLOYER SURVEY

Introduction

PTM Employers were surveyed regarding our graduate's competencies. Competencies that employers felt were most important as identified in a USPTA survey used for this study. Of the surveys that were mailed to employers, 41 responded.

Key Findings

PTM graduate competencies – employers were asked to rate our graduates based on the competencies identified in a USPTA survey on a scale of 5 = excellent to 1 = poor, with the following results:

▪ Professionalism	4.6
▪ Computer skills	4.5
▪ Instructional skills in private and group lessons	4.5
▪ Written and oral communication skills	4.4
▪ Use of teaching aids, such as ball machines, video analysis	4.3
▪ Administrative and management skills	4.2

Representative Comments

- “He has excellent teaching skills and communication ability. Furthermore, he is very eager to tackle additional responsibilities and go above and beyond the call of duty.”
- “I feel that the PTM program thoroughly prepares today's professional to handle a multitude of skills and positions necessary to thrive in this competitive industry.”
- “He has done a great job recently.”
- “Excellent teacher but more importantly, a person and role model.”
- “Several students have lacked the confidence of public speaking (addressing a group clinic) or meeting adult students with positive eye contact. Not a lot of practical experience in managing a tournament!”
- “Graduates need better administrative skills upon graduation.”
- “I think more emphasis could be in group-lessons – structure and managing larger amounts of kids especially. Somehow, making sure they keep up teaching all year – not just in the PTM classes. They could also look the part a bit better. I know it's hard to monitor college students with this though. I would still hire 80% of the students I know in the program. Some should not be there though.”

STUDENT EVALUATION

Introduction

The Professional Tennis Management (PTM) students evaluate the courses every semester with two instruments, an internal written class evaluation form and the College of Business (COB) Assessment of Instruction survey.

Key Findings

- The COB Student Assessment of Instruction Survey asked students to rate questions regarding the PTM class on a scale of 5 = Strongly Agree to 1 = Strongly Disagree.

The average score for the following questions:

- Course activity helped me learn material 4.4
 - Connections made to real situations 4.5
 - Material presented in clear manner 4.4
 - I was able to get help if needed 4.4
 - Instructor genuinely interested 4.7
 - Instructor was well prepared 4.4
 - Instructor receptive to student views 4.4
-
- The overall average score of the 2000-2001 COB Student Assessment of Instruction for all PTM classes was 4.2
 - The average total score for PTMG-101 Orientation to PTM class was 4.2
 - The average total score for PTMG-182 Beginning Teaching Techniques class was 4.4
 - The average total score for PTMG-272 Advanced Teaching Techniques class was 4.3
 - The average total score for PTMG-372 Tournament Administration class was 4.1

- Below are the comments from the evaluation distributed to students at the end of the semester, which asked them to respond to the following questions:

What part of this class was most valuable?

Discussing the issues of tennis, actually running a tournament/event, being on-court actually teaching and running drills, I now have a better understanding of how to set up a drill, running the TMS program because it is a very useful tool, all of the projects were interesting and I learned things I otherwise wouldn't have.

What part of this class was least valuable?

The internet presentations, organizational skills and class scheduling, TMS because we should have done it at a computer lab to gain hands-on experience, I think it was all valuable but maybe not interesting, class lectures, watching the staff demonstrate every drill, we did the same things over and over, we should have progressed into lessons, not enough on-court instruction

Representative Comments

“I think an idea would be to pick a controversial topic in the tennis industry to discuss in class each week.”

“I loved this class and I think it is huge in relation to future real-world situations and jobs.”

“I would like to see a grading system instead of a credit/no credit system.”

“More attention given to those students that are less skilled and needing help.”

“This class showed me how planning, organization, objective, and promoting an event will help you be successful.”

FACULTY PERCEPTIONS

Introduction

Faculty and staff from the College of Business and PTM program were surveyed regarding our student's competencies. Competencies that employers felt were most important as identified in a USPTA survey were used for this study. Of the surveys that were mailed to faculty and staff fourteen responded.

Key Findings

- Faculty and staff rated our program based on the competencies identified in a USPTA survey on a scale of 5 = excellent to 1 = poor, with the following results:
 - Please assess the curriculum as it addresses written and oral communications. 4.1
 - Please assess the curriculum as it addresses marketing, administrative, and management skills. 4.1
 - Please assess the curriculum as it addresses teaching and instructional skills in private or group lessons. 4.1
 - Please assess the curriculum as it addresses professionalism, conduct, And interpersonal skills. 3.9
 - Please assess the curriculum as it addresses technological skills with ball machines, videotaping, and computers. 3.9

Representative Comments:

PTM consists of well-mannered, professional, mature, and capable students. PTM is an internationally recognized, successful/professional degree program endorsed by the USPTA – a noteworthy alliance.

Not very familiar with the “inner workings” of your curriculum.

I would like to see us do three things in the future... One, hold students more accountable for missed assignments, lateness, missed work hours, etc. It seems they can and do, just make up things at the end of the semester – that seems to be counterproductive. Two, I think we can do a lot more in our PTM 101 classes. More hands on things, like feeding, teaching, etc. It is too easy. Three, we should add a few more classes for choice but also to make our students more well rounded (like junior development classes, feeding classes, etc.) Tom Daglis is an awesome leader who can take this program to the next level.

ADVISORY COMMITTEE PERCEPTIONS

Introduction

The PTM program at Ferris State University is professionally accredited through the United States Professional Tennis Association, the largest and oldest organization of tennis teaching professionals worldwide. The USPTA National Education Committee continues to serve as the PTM program's advisory committee and completes an independent evaluation of each of the accredited programs in the country. Currently, there exists three PTM programs operating with this accreditation. Accreditation guidelines and the most recent evaluation are included in Appendix 6.

The USPTA National Education Committee remains very supportive of the PTM program and is current with its operations through frequent contact by the USPTA Board of Directors and members of the USPTA National Education Committee. The USPTA is instrumental in promoting the program through print media in AddVantage magazine, their national publication and USPTA divisional publications. In addition, many board and committee members have personally come to Ferris State to conduct workshops and seminars for our PTM students. Other industry leaders and specialists have participated and presented key workshops for the educational enhancement of our students, on an annual basis. This contact with relevant industry experts provides an excellent opportunity for PTM students to understand the latest trends and developments in today's tennis market.

Key Findings

- Ferris State University is the largest and oldest four year program of its kind. The USPTA holds the Ferris State PTM program in a very favorable position and considers it to be the model program in the United States.
- The USPTA continues to have the past Ferris State PTM Director serve on the National Education Committee and the current Ferris State PTM Director is an ad hoc member of this committee. Both PTM affiliates have a recognized national presence in the tennis industry and political arena which will prove to be an asset to the program.
- The new appointed Ferris State PTM Director is a member of the USPTA Board of Directors and a USPTA Master Professional and therefore enables an excellent channel for communication between the USPTA and Ferris State.
- Industry leaders and employers continue to support the Ferris State PTM program and believe in our product of prepared graduates as a premier source for hiring prospects.
- The Professional Tennis Management program continues to boast of a 100 percent placement rate for graduates into the tennis industry and remains the only PTM program to do so. Job opportunities include a variety of tennis related jobs in addition to tennis teaching positions.
- Contacts and relationships have been and continue to be established to broaden the range of tennis related jobs. Companies such as Gamma Sports, USPTA World Headquarters, USTA Midwest Section are examples of established relationships.

- The pro shop has been renovated and updated to display merchandise in a more professional retail manner, which includes: more modern fixtures and tract lighting for merchandise accents.
- The completion of the bubbled clay courts allows another dimension to the PTM laboratory and enables workshops such as “Clay Court Maintenance” to be held onsite.
- Evaluation of the current curriculum is ongoing and consideration for enhancing computer skills, playing ability and communication skills is in progress.
- A noted key finding is the recognition by the industry that Ferris State PTM graduates are not only qualified applicants in the job market, but have also developed quality personal characteristics and people skills.
- Tennis industry and manufacturers are involved in the PTM program in the capacity of sponsorships and/or contribution of cash and equipment donations and the provision of educational speakers for PTM workshops. Negotiations are ongoing with numerous past and future sponsors.

Representative Comments

“I have had the good fortune to work with a number of Ferris State PTM students over the years. All have been well versed in the trade but more importantly they all had terrific attitudes which in every business is the key to success.” – **Mr. Kurt Kamperman, President, Tennis Industry Association**

“It is our belief that the program (PTM) plays a critical role in the development of various aspects of the tennis profession and the overall success of the tennis industry as a whole.” - **Mr. Tim Heckler, CEO, USPTA**

“The PTM program at Ferris State University is the best thing that ever happened to my career. I would not be where I am now if not for all the people I met and all the information I learned as part of the program. Before I entered the program I was just a good, solid teaching pro with a decent reputation in my town. By the time I graduated, I had clubs from all over the country offering me jobs. All that I learned at Ferris also helped me to work my way off the courts sooner and develop my skills as a manager in the tennis industry. The PTM program helped me to kick-start a career in the field that I love more than any other. PTM was also great for me on a personal level. I formed friendships in the program that will last me a lifetime and I genuinely look forward to returning every year to meet the new students and catch up with my fellow grads.”- **Mr. David Bone, Executive Director, USRSA (United State Racquet Stringing Association)**

“Ferris State was the first four-year PTM program to receive accreditation from the USPTA. It’s high standards, innovative curriculum, and practical internships serve as a model for all other PTM programs in the country.” – **Mr. Kirk Anderson, former Director of Education, USPTA**

"Aloha, I have had the opportunity to visit the Ferris State PTM program and to interact with the students both on and off-court. I am impressed not only with the professionalism of the overall program, but with the additional life lessons which are emphasized. Ferris State's PTM program is more than an academic preparation in business marketing coupled with tennis industry fundamentals. It is a program which prepares young men and women to be successful in life." **Mr. Dave Porter, 1st Vice President, USPTA**

"The PTM program at Ferris is producing the tennis professionals of the future. I was so impressed with these students that the next time I need to hire, it will be a Ferris PTM graduate."
– **Mr. Will Hoag, Immediate Past President, USPTA**

"The PTM program at Ferris State University is vital in the effort to raise the standards of today's tennis industry. In the coming years, they will have an influence of the direction our industry goes." – **Peter Burwash, President, Peter Burwash International**

LABOR MARKET ANALYSIS

Introduction

Sources for data regarding the labor market were determined through independent reports from the Tennis Industry Association and Sports Marketing Survey, USA. This data was compiled in 2002. Information was accumulated into the following categories: Region (West, Midwest, Northeast, South); City Size (<100K, 100K-250K, 250K-1M, 1M>); Professional Certification Classification; Job Title; Age; Gender; Teaching Experience; Player Rating; Current Job Longevity; Type of Facility Employed; Time Allocations; Teaching Rates; Total Annual Compensation; Benefits; Level of Job Satisfaction; Future of Tennis Industry.

Participation trends were determined through studies taken from 2001 Tennis Industry Association/U.S. Tennis Association data. Comparisons include: Early vs. Late Starter Participants; New vs. Experienced Player Participation; Participation by Gender and Age.

Growth trends in the club business were determined through the 2002 IHRSA (International Health, Racquet & Sportsclub Association). Data includes comparisons in revenues generated and membership growth.

Key Findings

- Participation trends show that the tennis industry continues to be a market that attracts all ages and is an activity that allows for longevity in the consumer's active lifestyle. This demonstrates that the market is strong and will continue to provide for opportunities in the job market.
- The 2002 IHRSA Report designates a 10.2 % median growth and 12.8% mean growth over last year. This indicates that the club business is healthy and once again will continue to create the demand for PTM graduates.
- In 2002 the average total annual compensation from all sources for the tennis professional by region was:
 - West: \$47,478.34
 - Midwest: \$42,306.07
 - Northeast: \$38,492.41
 - South: \$42,784.62
 - Total: \$42,504.92
- In 2002 the average total annual compensation from all sources for the tennis professional with less than 5 years teaching experience is \$28,556.65
- The average full-time 2001 salary of all PTM grads is \$55,850
- The average anticipated full-time 2002 salary of PTM graduates is \$60,150
- The highest reported compensation for a PTM grad is \$140,000

FACILITIES AND EQUIPMENT ANALYSIS

Introduction

The Racquet and Fitness Center at Ferris State University is a world-class multi-sport club that serves all of the students at FSU (at no cost), over 500 (dues-paying) members, as well as nationally-ranked men's and women's tennis teams. In addition to being a fully functioning multi-sport club, it serves as a laboratory for students in the Professional Tennis Management program. The facility's mission is to ensure a high quality learning environment for PTM students by providing practical application of club operations, while enhancing recreational and revenue-producing activities for the University. The center falls under the direction of the "Auxiliary Enterprises" department in the division of Administration and Finance.

The Racquet and Fitness Center offers 14 tennis courts (6 indoor and 8 outdoor), 4 racquetball courts, a fitness center (featuring cardiovascular equipment, free weights, weight lifting equipment, personal trainers, plus a full-size professional aerobics studio), a pro shop, tanning, massage, racquet stringing, tennis lessons, 5 faculty offices, the largest adult and junior tennis camps in the state, and a resource center/classroom for PTM students. The resource center serves as a classroom for 4 different classes, which are part of the PTM degree. It also has extensive audio, video, and teaching equipment that students are welcome to use seven days per week as well as the largest library of tennis publications in the Midwest.

The facility has undergone many improvements over the last 5 years. Some of the improvements include 4 new outdoor hard courts and 2 new indoor clay courts under a bubble. Also, one racquetball court has been converted into office space as well as space for tanning and massage. The new outdoor courts offer more opportunities for students, faculty, members, and PTM students to develop their tennis skills and have fun. They also allow for larger junior and adult tennis camps, which generate revenue for the university. The new indoor clay courts create 50% more court availability during the cold winter months. They also allow students, faculty, members, and PTM students to play on another type of court surface. Finally, they give the PTM students an opportunity to gain practical experience in maintaining clay courts. This is a skill that helps many of them when they leave campus for internships and jobs after graduation and even helps some students get jobs they wouldn't have been eligible for otherwise.

The facility has also gained many new pieces of valuable equipment. The facility recently acquired video equipment, apple computers, and software that has already been used to develop the industry's first cd/internet racquet service training course. Students will be able to utilize the latest equipment and software to become better tennis teachers. The facility has also acquired many new teaching aids to assist in running the camps, teaching club lessons, and developing the PTM students' teaching skills. Most of the valuable new teaching aids (including 4 new top-rate ball machines and 16 teaching carts) were donated to the facility by industry manufacturers.

With all that the facility offers, it is nearly an ideal laboratory for PTM students. The facility offers an experience very similar to what the interns and grads experience off campus. This gives them a competitive edge as they seek employment. The only limitations are a small, underutilized pro shop, lack of squash and paddle courts, and the lack of professional equipment for diagnosing and servicing tennis equipment.

PTM students all work four hours per week at the center from the time they enroll in the program until the time they graduate. Students work in the fitness area, front desk, pro shop, tennis lessons, and market programs/memberships. Juniors and seniors also have the opportunity to serve as student managers of these various departments. The students are not paid for their work, but receive internship credit toward their degrees.

Key Findings

- PTM students collectively work over 10,000 hours per year at the center for no pay, resulting in a \$70,000 cost savings for the university.
- The facility should have squash and paddle courts to keep up with industry trends.
- The facility should have professional racquet diagnostic and stringing equipment.
- The facility should enlarge the pro shop and increase marketing to help the pro shop develop into a profitable operation.
- Recent renovations include four outdoor hard courts, and two indoor clay courts.
- Tennis manufacturers donate over \$10,000 annually in cash and equipment to support the program and the facility.

CURRICULUM EVALUATION

Introduction

Ferris faculty and the USPTA developed the curriculum for the PTM program in 1986. The curriculum was modeled after Ferris' Professional Golf Management program.

The USPTA is the professional accrediting body and must approve all changes to the curriculum. Every four years, the USPTA also conducts an extensive evaluation of the PTM program. As a result of the USPTA evaluation and this program review, curriculum changes were proposed to address weaknesses in the program. A copy of the PTM program sheet, and course descriptions are in Appendix 9.

Key Findings

- Completion of the curriculum leads to the following:
 - Bachelor degree in Marketing Degree
 - USPTA Certification
 - USTA Sport Science Certification
 - USRSA Certification (optional)
 - Red Cross Emergency Responder Certificate

- Put more emphasis on:
 - Tennis Teaching
 - Communication skills
 - Technology in its use in teaching

- Offer a PTM certificate for students not interested in a retailing emphasis

ENROLLMENT TRENDS

Introduction

When the program started in 1986, the goal for total enrollment was established at sixty students. The program surpassed this goal several years ago and today it maintains a steady enrollment. The program attracts students from across the country and around the world. To date, students have come from 41 states and 12 foreign countries.

However, the student demand for the program does not meet the employer demand for the graduates. With a placement record of 100%, high starting salaries, and locations to work across the country; the potential for growth is very favorable. Efforts by the tennis industry to raise the standards of certification for tennis professionals should help the program's effort to attract more students.

Key Findings

- The enrollment from 1996 to present is as follows:

Year	1996	1997	1998	1999	2000	2001	2002
# of Students	65	73	74	71	69	75	59*

- The enrollment from 1993 to the present is as follows:
 - Program percentage of in-state students for 2002, 58%
 - Program percentage of out-of-state students for 2002, 36%
 - Program percentage of international students for 2002, 6%

*In 2002, students who did not meet the new COB standards for admission were not admitted directly into PTM, but into pre-business. It is believed that this accounts for the decline in enrollment for 2002.

PROGRAM PRODUCTIVITY AND COST ANALYSIS

Introduction

Data was examined from the offices of Institutional Studies and Life Long Learning to assess the program's productivity. The PTM program excels at productivity, low cost, and high revenues. This is due in part by the fact that only a .22 FTE load has been allocated to teach all PTM classes, direct the program, manage the laboratory, and operate the summer tennis camps.

The program also generates higher than normal revenues because more than one-half of the students are from out-of-state and the program operates one of the largest summer tennis camp programs in the United States.

Key Findings

- Productivity
 - 2001 SCH/PTEF F+W: 1,014.63
 - 2001 SCH/PTEF F+W: 1,117.07
 - 2002 SCH/FTEF F+W: 1,351.22
 - Highest productivity (sch/ftef) in the College of Business
 - Highest productivity (sch/ftef) in the University

- Revenues
 - FSU tennis academies staffed by PTM faculty and students have produced over 1.5 million dollars over the last eleven years:

<u>Year</u>	<u>Gross \$</u>	<u># of campers</u>
1992	125,405	464
1993	142,211	511
1994	178,547	621
1995	191,547	677
1996	237,234	727
1997	226,796	749
1998	244,873	688
1999	243,697	694
2000	271,930	762
2001	309,337	765
2002	<u>241,524</u>	<u>654</u>
Total	\$1,566,142	4,312

***Nearly 90% of the gross revenues from tennis academies stay within the University, providing a substantial net profit for the Racquet Facility, Holiday Inn, and Residential Life. Also, providing income opportunities for Ferris students and staff.**

CONCLUSIONS

Centrality to FSU Mission

The University mission statement is “to be a national leader in providing opportunities for innovative teaching and learning in career-oriented, technological and professional education.” The PTM program is very central to this mission.

Uniqueness and Visibility

The PTM program is one of the most unique and visible programs at Ferris. The PTM program was the first of its kind in the United States and serves as the model for other such programs.

The program’s visibility is worldwide. Students from 41 states and 12 foreign countries have come to Ferris for the PTM program. The program has been featured in numerous state and national publications. Additionally, Ferris graduates are proud of their relationship with Ferris and frequently send local press releases about new positions they have taken which invariably highlight the fact that they are Ferris State University, PTM graduates.

Service to State and Nation

The PTM program serves the tennis industry and is well represented in Michigan and the United States. PTM interns and grads work throughout the country as tennis professionals, facility managers, owners, manufacturer reps, coaches, marketing reps and professions outside of tennis. PTM interns and grads work at every type of tennis facility including exclusive country clubs, commercial clubs, resorts and public parks.

Demand by Students

Enrollment in the PTM program since its inception has remained constant with 20-25 new students each year. Considering a record of 100% placement, starting wages of over \$43,000 per year, and an enviable working environment; it is believed that student demand could increase over time.

Tennis industry efforts to recruit young career professionals and mandate continuing education and apprenticeships should help in the program’s effort to increase enrollment. The program needs to be proactive in trying to increase student demand and increase efforts in this regard. Increased recruiting efforts to attract more students are listed in the appendix.

Quality of Instruction

Ultimately, quality is measured by employers’ assessment of our graduates’ competencies in areas that are important to them. In this regard, the employer survey indicated that of the six competencies they feel are most important, PTM graduates scored very high with a range of 4.2 to 4.6 on a scale of 5=excellent to 1=poor in all six competencies.

Graduate surveys rated PTM courses at 4.5 and business courses at 4.2 as above average on a scale of 5 = highly beneficial to 1= not beneficial. General studies courses were rated with a 3.4.

Graduate Demand and Placement

Since its inception, the PTM program has placed 100% of its graduates. The demand for graduates is so strong, most graduates have several job offers before graduating – 64% secure a job before graduation, 34% within 0-6 months, and the remaining 2% within 6-12 months.

Clearly, Ferris PTM graduates have a competitive edge in the job market. Their average salary the first year out of the program is \$43,220 per year, as compared to the industry average of \$28,557 for tennis professionals with less than 5 years teaching experience. The average salary of our graduates is 24% higher than the national average for 2001, with an anticipated increase according to our graduates of 7%. Demand for Ferris PTM graduates is one of the strongest aspects of the PTM program.

Service to non-majors

The PTM program does not serve non-PTM majors.

Facilities and Equipment

The PTM program has an outstanding laboratory for its program that was reflected by the Advisory Committee and USPTA evaluation. The PTM staff has done an excellent job in creating a hands-on learning environment and generating revenue for the University. Summer camps that are staffed by PTM students and faculty generate over \$300,000 per year. Approximately 90% stays within the University generating a sizable profit for the Racquet Facility, Holiday Inn and Housing.

Library Information Resources

Thanks to donations from the USPTA, USTA, and individuals; the PTM program has one of the most extensive publication, audio, and video libraries in the country.

Cost

A .22 faculty FTE staffs the PTM program and produces a SCH/FTEF of 1,351 - which is the most productive at the University. The .22 FTE also helps produce over \$300,000 per year in summer tennis camp revenues.

Faculty Professional and Scholarly Activities

Since founding the program in 1986, Scott Schultz has earned a Master's Degree in Education, Level I and II Sport Science Certification, and has been a speaker at regional, national, and international tennis conventions.

He currently serves on the USPTA National Education Committee and chairs the College Curriculum Committee. Additionally, he currently serves as the President and CEO of the USTA Midwest Section with a budget over \$5,000,000, a staff of 27 employees and hundreds of volunteers. All of the positions above are volunteer positions.

On these committees, he has advocated mandatory education programs for all certified tennis professionals and proposed creating an apprenticeship program that would be mandatory for all tennis professionals seeking certification.

Additionally, he produced the first ever on-line instructional tennis course that was sponsored by Wilson. He developed the first nation-wide tennis professional compensation survey in conjunction with the Tennis Industry Association.

Administrative Effectiveness

The sole faculty member for the PTM program has a dual reporting responsibility that has been an advantage to the program. He reports to the Marketing Department Head and the Vice President for Administration and Finance. His title is Associate Professor, PTM and Assoc. Vice President, Auxiliary Enterprises.

Administrative responsibilities are handled by the PTM Director/Racquet Facility Manager, who reports to the faculty member. This position is funded 100% by the Racquet Facility. The administrative structure, while somewhat confusing and abnormal, allows for synergy among the PTM program, the athletic program, summer tennis camps, and the Racquet and Fitness Center, that actually is a strength of the program, because they all report to the faculty member.

RECOMMENDATIONS

Recommendation I

It is recommended that the PTM program develop and offer a PTM certificate that would include the following existing courses:

- PTMG 101 1 credit
- PTMG 172 1 credit
- PTMG 182 2 credits
- PTMG 272 2 credits
- PTMG 292 2 credits
- PTMG 372 2 credits
- PTMG 392 2 credits
- PTMG 472 2 credits

Rationale

Some current and prospective students have expressed an interest in taking a PTM track that is not as focused on retailing as the current PTM major requires. Offering a certificate in PTM would enhance recruiting and retention of students that want to be in the tennis industry but major in other business fields.

Offering a certificate may also attract tennis professionals who already have a bachelor degree but want to upgrade their tennis teaching competencies.

Expected Outcomes

The goal would be to have a PTM certificate in place by fall of 2004

Associated Expenses and Revenues

This could be accomplished without any increased expenses. However, it would be helpful to promote the new certificate to the tennis industry. Promoting the certificate with direct mail and advertising in trade publications.

A direct mail campaign to 16,000 people would cost approximately \$6,050. An advertisement in Tennis Magazine that would run for 6 months would cost \$4,800.

Increased revenue would come from an increase in the number of PTM students.

Proposed Timeline

Immediately

RECOMMENDATIONS

Recommendation II

Outsource, or partner with a major marketing company to promote the PTM program.

Rationale

NIKE has expressed an interested in marketing the PTM program. At no risk to Ferris, they would develop and implement an international marketing campaign to attract students to the PTM program at Ferris and pay for the entire cost.

They would expect to be paid based on results – the increase in students enrolled in the PTM program. Their proposal would be to share with Ferris the revenue generated by an increase in enrollment.

NIKE has the ability to market the program in ways that Ferris can not. Ferris allocates only \$2,500 in general fund S&E support for the PTM program which all goes to marketing. NIKE would make a huge financial commitment to market the program. Additionally, NIKE would use their existing distribution channels, web sites, sales force, media ads, direct mail, etc. to market the program.

We have already partnered with NIKE to market our tennis camps and the relationship has proved positive.

Clearly, a company like NIKE is not interested in this partnership to increase their revenue. Even the most successful program would not have any financial impact on a company the size of NIKE. They are however very impressed with the PTM program and would like to be affiliated with us.

While there would be details to work out, the PTM program is seeking approval of the “concept” of partnering with a company like NIKE for marketing the program.

Expected Outcomes

- Increased exposure for Ferris State University and PTM
- Increased number of PTM students by 50%

Associated Expenses and Revenues

Under this partnership, Ferris would not be responsible for any marketing cost. Fees paid to NIKE would only come from an increased number of students.

Proposed Timeline

Immediately

RECOMMENDATIONS

Recommendation III

Increase internal efforts to market the PTM program

Rationale

The PTM program at Ferris State University is the best program of its kind in the US. Most PTM students have jobs before they graduate and the students that don't have jobs before they graduate typically don't because it is their choice. There is a huge demand for PTM grads. The average starting salary of a PTM grad is \$715 more a year than the industry. The average wage of all PTM grads is \$13,345 more than the industry. Internships for PTM students are so plentiful, jobs that pay over \$1,000 with room and board and weekends off are left unfilled!

The only weakness to the program is that it is not supplying the industry with enough interns and grads. The following recruiting efforts will be taken to increase the number of students:

PTM director and both coaches each travel to 2 tournaments per year to talk directly with parents and prospective students about PTM and/or teams. The goal is to arrange a campus visit.

Host a Midwest USPTA Invitational Tournament at the Racquet Facility for mid-ranked and district ranked 16 & 18 year old tennis players.

Contact key high school coaches by phone, letter, or convention asking them to set the stage for us to contact a prospective student.

Contact PTM employers by phone and letter asking them to set the stage for us to contact a prospective student.

Sponsor tennis tournaments – reply cards, posters, t-shirts.

Continue advertising in Tennis Magazine monthly.

Send a mailing to USTA 16 & 18 year olds east of the Mississippi

Expected Outcomes

An increase in the number of PTM students by 10%

Associated Expenses and Revenues

Implementing these efforts to market the PTM program will cost \$14,600.

The program would have to realize an addition of 1 non-resident student to recover these expenses associated with these marketing efforts.

Proposed Timeline

Immediately

Program Review Panel Evaluation Form

(PRP: complete this form and include with your report)

Program: PTM Averages

Instructions: Circle the number which most closely describes the program you are evaluating.

1. Student Perception of Instruction

Average Score 4.67

5	4	3	2	1
---	---	---	---	---

Currently enrolled students rate instructional effectiveness as extremely high.

Currently enrolled students rate the instructional effectiveness as below average.

2. Student Satisfaction with Program

Average Score 4.5

5	4	3	2	1
---	---	---	---	---

Currently enrolled students are very satisfied with the program faculty, equipment, facilities, and curriculum.

Currently enrolled students are not satisfied with program faculty, equipment, facilities, or curriculum.

3. Advisory Committee Perceptions of Program

Average Score 4.71

5	4	3	2	1
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Advisory committee members perceive the program curriculum, facilities, and equipment to be of the highest quality.

Advisory committee members perceive the program curriculum, facilities, and equipment needs improvement.

4. Demand for Graduates

Average Score 5.0

5	4	3	2	1
---	---	---	---	---

Graduates easily find employment in field.

Graduates are sometimes forced to find positions out of their field.

5	4	3	2	1
---	---	---	---	---

5. Use of Information on Labor Market

Average Score 4.57

The faculty and administrators use current data on labor market needs and emerging trends in job openings to systematically develop program and evaluate the program.

The faculty and administrators do not use labor market data in planning or evaluating the

**Program Review
Panel Evaluation
Form (page 2)**

6. Use of Profession/Industry Standards

Average Score 4.29



Profession/industry standards (such as licensing, certification, accreditation) are consistently used in planning and evaluating this program and content of its courses.

Little or no recognition is given to specific profession/industry standards in planning and evaluating this program.

7. Use of Student Follow-up Information

Average Score 4.33

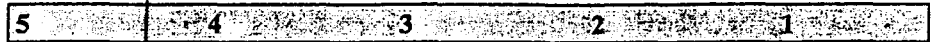


Current follow-up data on completers and leavers are consistently and systematically used in evaluating this program.

Student follow-up information has not been collected for use in evaluating this program.

8. Relevance of Supportive Courses

Average Score 4.29



Applicable supportive courses are closely coordinated with this program and are kept relevant to program goals and current to the needs of students.

Supportive course content reflects no planned approach to meeting needs of students in this program.

9. Qualifications of Administrators and Supervisors

Average Score 5.0



All persons responsible for directing and coordinating this program demonstrate a high level of administrative ability.

Persons responsible for directing and coordinating this program have little administrative training and experience.

10. Instructional Staffing

Average Score 4.83



Instructional staffing for this program is sufficient to permit optimum program effectiveness.

Staffing is inadequate to meet the needs of this program effectively.

**Program Review
Panel Evaluation
Form (page 3)**

11. Facilities

Average Score 4.5

5	4	3	2	1
---	---	---	---	---

Present facilities are sufficient to support a high quality program.

Present facilities are a major problem for program quality.

12. Scheduling of Instructional Facilities

Average Score 4.6

5	4	3	2	1
---	---	---	---	---

Scheduling of facilities and equipment for this program is planned to maximize use and be consistent with quality instruction.

Facilities and equipment for this are significantly under-or-over scheduled.

13. Equipment

Average Score 4.4

5	4	3	2	1
---	---	---	---	---

Present equipment is sufficient to support a high quality program.

Present equipment is not adequate and represents a threat to program quality.

14. Adaption of Instruction

Average Score 4.2

5	4	3	2	1
---	---	---	---	---

Instruction in all courses required for this program recognizes and responds to individual student interests, learning styles, skills, and abilities through a variety of instructional methods (such as, small group or individualized instruction, laboratory or "hands on" experiences, credit by examination).

Instructional approaches in this program do no consider individual student differences.

15. Adequate and Availability of Instructional Materials and Supplies

Average Score 4.17

5	4	3	2	1
---	---	---	---	---

Faculty rate that the instructional materials and supplies as being readily available and in sufficient quantity to support quality instruction.

Faculty rate that the instructional materials are limited in amount, generally outdated, and lack relevance to program and student needs.

PROFESSIONAL TENNIS MANAGEMENT PROGRAM MISSION STATEMENT

The mission of the Professional Tennis Management (PTM) program is to prepare students for a wide variety of careers in marketing/tennis and provide the tennis and leisure industry with a continuous supply of graduates capable of contributing to their profession and society in the State of Michigan, the United States and beyond.

Accredited by the United States Professional Tennis Association (USPTA) as the first four-year program of its kind in the country, this program's mission is accomplished through a unique combination of study and practical experiences designed to meet the needs of employers in this steadily growing industry.

ADMINISTRATIVE PROGRAM REVIEW: 2001

(final version – 10/24)

Program/Department: Professional Tennis Mgmt **Date Submitted:** 12/10/2001

Please provide the following information:

Enrollment

	Fall 1997	Fall 1998	Fall 1999	Fall 2000	Fall 2001
Tenure Track FTE	1.33	.20	.20	.20	.20
Overload/Supplemental FTEF					
Adjunct/Clinical FTEF (unpaid)					
Enrollment on-campus total*	73	74	71	69	75
Freshman					
Sophomore					
Junior					
Senior					
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.

100 students

*We would probably need 1 FTE for every 100 students!

What factors limit program capacity?

Financial

Expenditures*	FY 97	FY 98	FY 99	FY 00	FY 01
Supply & Expense			\$5,809	\$9,572	
Faculty Prof. Development					
General Fund					0
Non-General Fund					\$2,322
UCEL Incentives					0
FSU-GR Incentives					0
Equipment					
Voc. Ed. Funds					0
General Fund					0
Non-General Fund			\$2,909		\$5,089
UCEL Incentives					0
FSU-GR Incentives					0

*Use end of fiscal year expenditures.

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 spent 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			\$10,500		\$10,600
Gifts, Grants, & Cash Donations			\$6,152	\$10,180	\$12,500
Endowment Earnings					0
Institute Programs/Services					\$7,382
In-Kind					0

Other

	AY 96/97	AY 97/98	AY 98/99	AY 99/00	AY 00/01
Number of Graduates* - Total	12	15	6	12	N/A
- On campus	12	15	6	12	N/A
- Off campus	0	0	0	0	0
Placement of Graduates	100%		100%	67%	
Average Starting Salary	\$27,000		\$28-31,000	\$27-40,000	N/A
Productivity - Academic Year Average	147.64	150.75	1,419.51	1,014.63	1,117.07
- Summer	331.29	45.50	96	253.66	282.93
Summer Enrollment	35	31	33	33	37

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

1. a) Areas of Strength:

- 100% placement rate since inception
- Average starting salary range is between \$30,000-\$35,000 per year
- Program is considered, by the USPTA and tennis industry, as the model for others to follow
- *The most recognizable program in the country and being first has probably helped with that*

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

- General Fund support for the PTM program has been reduced from an average of \$23,800 in 1992-96 to \$1,500 today. Promotion of the program has suffered as advertising and promotional costs increase. Alternative methods of promotion and use of the Internet will be used to promote the program instead. Involvement with tennis associations (USTA, USPTA) will be critical to help keep the industry aware of PTM. *I am not sure why – may be relying on income from tennis camps to help fund program expenses*

2. Future goals (please give time frame)

- To increase the PTM program to over 100 students in five years (provided funding for recruiting is secured).

3. Other Recommendations:

4. Does the program have an advisory committee? Yes

- a) **If yes, when did it last meet?** We were scheduled to meet September 18, however, the meeting was cancelled due to the events of September 11.

- 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 are appointed every 2 years
- d) **Are there non-alumni/ae on the committee? How many?**
Yes, six.

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 internships
- b) **If no, what is the reason for not requiring such an experience?**

6. Does the program offer courses through the web?

- a) **Please list the web-based (fully delivered through the internet) courses the program offered last year?**
A course has been developed to be fully delivered via the internet next fall.
- b) **Please list the web-assisted (e.g., WebCT) courses the program offered last year.**
All PTM courses are web-assisted.

7. What is unique about this program?

- a) **For what distinctive characteristics is it known in the state or nation?** The PTM program is considered the first, the largest and the best program of its kind, the tennis industry and the USPTA consider it the model for other programs to emulate. The PTM program has been featured in numerous national publications including the New York Times, Chicago Tribune, Tennis Magazine, and Racquet Magazine.
- b) **What are some strategies that could lead to (greater) recognition?** The key will be to involve our staff and graduates in tennis industry associations.

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

- a) **What are the program's learning outcomes?** Students will learn to teach tennis to all ages and skills, operate a tennis pro shop and/or club, repair racquets, and operate tournaments.
- b) **What assessment measures are used, both direct and indirect?** USPTA certification exam, USTA sports science competency exam and USRSA exam.
- c) **What are the standards for assessment results?** Students must receive a professional 2 rating to graduate from the PTM program and pass the USTA and USRSA exams.
- d) **What were the assessment results for 2000-01?** All PTM students who took the USPTA, USTA and USRSA exams have passed the tests.
- e) **How will / how have the results been used for pedagogical or curricular change?** Results from tests indicate areas of strength and weakness. Areas of weakness are incorporated more into the following year's courses.

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 Scott Schultz, 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 Tennis Management

2. **Responsibilities/Timelines:**

Short-term component (one-year):

1. mentoring with each student
2. academic advising
3. off-campus internship monitoring
4. on-campus internship monitoring
5. student involvement with PTMSA
6. student/graduate surveys
7. newsletters
8. standardized tests
9. capstone experience
10. exit interview and placement data

Long-term component (three years):

1. Curriculum enhancement
2. team teaching of enhanced and new course offerings
3. interactive learning opportunities with tennis industry professionals
4. participation in the use of ETS – major field test in business to test the business core curriculum

Program Contact Person: Scott Schultz

3. **Program Goals/Objectives:**

Goal 1. To place 100% of graduates within six months of graduation

Expected Outcomes: 100% placement of graduates within six months of graduation.

Goal 2. To facilitate certification of students by the United States Professional Tennis Association (USPTA), the program's accrediting body, and the USTA, the governing organization for tennis

Expected Outcomes: Certification of students by professional bodies.

Goal 3. To provide students with hands-on work experience and training sought by employers

Expected Outcomes: Job-ready graduates

4. **Program Assessment Tools:**

1. **Mentoring:** Every student is assigned a staff mentor to regularly meet and discuss career and college growth issues
2. **Academic advising:** Every student is directed to meet with the program academic advisor

ADMINISTRATIVE PROGRAM REVIEW: 2001

3. Off-campus internship monitoring: Every student intern (internships are required for accreditation by the USPTA) is screened for placement, the employer contacted during internship, and assessed by the student and the employer respectively. Work portfolios are required for each intern assignment and evaluated.
4. On-campus internship monitoring: Every student is required by the USPTA internship standards to learn competencies in fitness, front desk, stringing, teaching, marketing, and racquet facilities management. Weekly meetings are held to evaluate each student's tasks and performance on the assigned responsibilities.
5. Student Association (PTMSA): Every student is required to belong to the student association and attend weekly meetings for educational opportunities, professional meetings, workshops, employment opportunities, assigned committee work, and internship responsibilities.
6. Student/Graduate surveys: On an as needed basis and as a part of the Program Review process, students/ graduates have been and are surveyed.
7. Newsletters: Graduates and employers receive informational newsletters on educational, employment, and professional activities.
8. Standardized tests: USTA, USPTA, AND USRSA (United States Racquet Stringers Association) standardized tests are used in each of the applicable PTMG courses.
9. Capstone experience: PTMG 472, USPTA Certification and Testing, is required of every student as a requirement of accreditation and graduation.
10. Exit/Placement: Employment opportunities for internship and after graduation are cataloged and available for student review and individualized consultation with staff. Exit interviews are administered in cooperation with Career Services.
11. ETS – field test in business
12. Exit surveys in capstone course
13. Tests
14. Class evaluations

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 Racquet Facility.

6. Use of Results:

As a result of the 1996 Program Review report, there are 11 additional hours of courses, which have been added to the curriculum. Due to staffing constraints there may be courses, which are not taught until the additional recommended faculty is hired. Ongoing consideration is being given to further curriculum revision.

7. Future Program Planning:

The Professional Tennis Management program is a dynamic educational experience, which utilizes a great variety of assessment tools. An additional tenure track faculty and a funds allocation for upgraded recruitment are being addressed. Courses have been added to the curriculum and revisions are being studied. Ongoing monitoring of student development and placement is the basis for expansion of the program.



All-time Coaching Records

Coach	Year Record	GLIAC Record	Overall	GLIAC Titles
Ray Helsing	1965-75	-	53-39	0
Richard Young	1976-77	-	4-14	0
Mike Kloosterman	1978-79	4-8	13-16	0
Tom Arnold	1980	4-2	15-5	0
Mike Rahaley	1981-82	8-5	23-12	0
Scott Schultz	1983-88, 92	41-0	99-42	7
Scott Frew	1988-91	18-0	50-10	4
Ed Luck	1993-96	24-2	54-19	2
Mike Haber	1997-98	15-2	30-18	0
Paul Marcum	1998-01	25-3	60-25	1

All-Americans

Student/ Athlete	Year	Student/ Athlete	Year
Scott Appledorn	83,84,85	Kurt Hammerschmidt	89,90
Lee Isler	84	Paul Marcum	91
Aga Soemarno	87,88,89	Martin Krbec	00, 01
Karl Johnson	88	Jan Talian	00, 01
Scott Smith	88		

“The Ferris State Tennis Tradition”

The Ferris State University men’s tennis program has been among the nation’s most successful. The Bulldogs have claimed the conference championship 15 out of the last 21 years while also holding high regional and national rankings. The program’s highest finish was fifth in 1988. The 2000-01 team finished third overall in the Midwest Region and 17th overall in the nation.

Ferris has produced nine All-Americans and two NCAA Division II National Doubles Championships in 1989 and 1999.

Quick Facts

Location Big Rapids, Mich. 49307
 Founded/Enrollment 1884/10,930
 Nickname/Colors Bulldogs/Crimson and Gold
 Internet Address www.ferris.edu
 Affiliation NCAA Division II
 Conference Great Lakes Intercollegiate Athletic
 GLIAC Members Ferris State,
 Findlay, Gannon, Grand Valley State, Hillsdale,
 Lake Superior State, Mercyhurst, Michigan Tech,
 Northwood, Wayne State, Northern Michigan,
 Ashland, Saginaw Valley State

What Alumni say:

“Participating in the program was a perfect choice for me. I fulfilled a dream of winning a national championship (1989 NCAA Division II doubles champion), and I currently run my own sports academy.”

Kurt Hammerschmidt 1989-90

“I learned the skills necessary to excel in the “real” tennis world. As a player on the women’s team, I learned how to be a team player and I continue to use the team effort in the tennis business on a daily basis.”

Christin Schumann 1993-96

“Balancing academics with athletics at Ferris gave me the skills needed to succeed in medical school. Also, tennis gave me friends, good times, and memories to last a lifetime.”

Amber Shane 1994-98

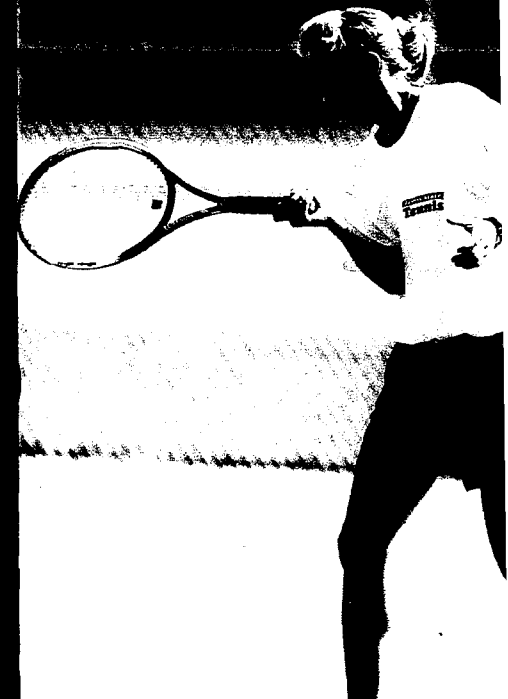
“To be a part of the men’s tennis team and the Professional Tennis Management program for four years was a dream come true. I was able to make a career out of the sport I love. I appreciate what Ferris State University helped me accomplish.”

Paul Marcum 1987-1991

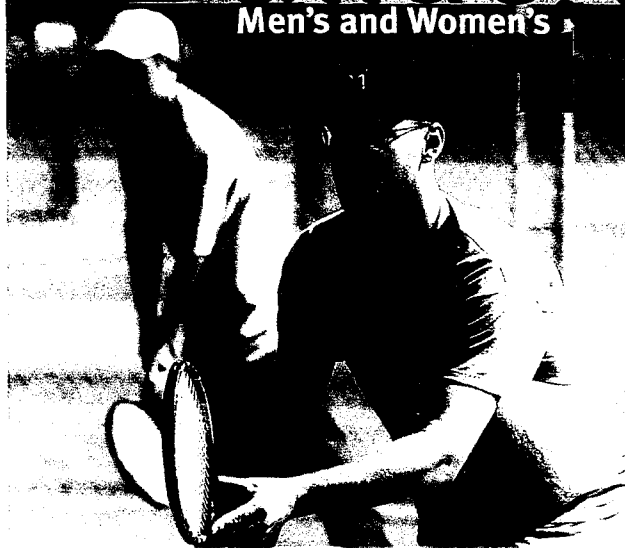
The Ferris State University Racquet Facility

Ferris State owns and operates the Racquet and Fitness Center on campus. The facility includes 6 indoor and 10 outdoor courts, racquetball, state-of-the-art fitness center, aerobics area, and pro shop. New indoor clay courts have also been added.

Racquet & Fitness Facility
 14342 Northland Drive
 Big Rapids, MI 49307-2373
 www.ferris.edu
 231-591-2212



Bulldog
 Men's and Women's



FERRIS STATE UNIVERSITY

NCAA Tournament Qualifiers (Team)

- 1989-90 — NCAA II Championships (7th Place)
- 1990-91 — NCAA Midwest Regional
- 1991-92 — NCAA Midwest Regional
- 1992-93 — NCAA Midwest Regional
- 1993-94 — NCAA Midwest Regional
- 1995-96 — NCAA Midwest Regional
- 1996-97 — NCAA Midwest Regional
- 1997-98 — NCAA Midwest Regional
- 1998-99 — NCAA II Championships
- 1999-00 — NCAA II Championships
- 2000-01 — NCAA II Championships

GLIAC Champions

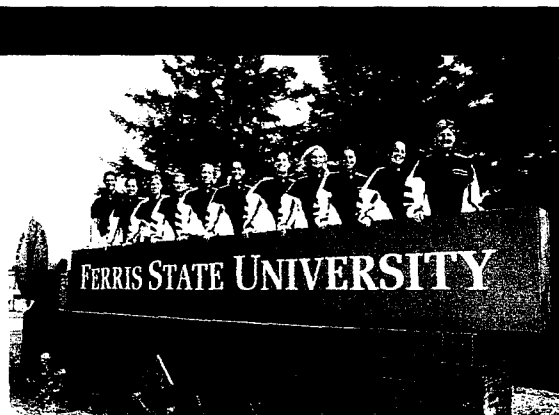
- 1974, 1984, 1985, 1986, 1987, 1988, 1989, 1990, 1991, 1992, 1993, 1994, 1995, 1996, 1997, 1998, 1999, 2000

NCAA Tournament Qualifiers (Individual)

- Effie Mitrovich (1985)
- Effie Mitrovich/Diana Makonnen (1985)
- Tanya Soemarno (1986)
- Tanya Soemarno/Diana Makonnen (1986)
- Kathleen Watch (1987)
- Jody Ventress (1989) (90)
- Jody Ventress/Collette Tremblay (1989)
- Deirdre Keating (1991)

All-time Coaching Records

Coach	Year	GLIAC Record	Overall Record	GLIAC Titles
Gayle Kloosterman	1978	—	6-7-0	0
Mike Kloosterman	1979	—	3-9-0	0
Mike Rahaley	1980-81	17-7	20-9	0
Scott Schultz	1982-87	38-3	50-13-2	4
Scott Frew	1988-91	28-0	42-13	4
Ed Luck	1992-99	83-0	106-35	8
Paul Marcum	2000	0-0	11-3	0
David Ramos	2000-01	14-0	22-6	1



GLIAC Coach of the Year

- Gayle Kloosterman — 1978
- Scott Schultz — 1986, 87
- Scott Frew — 1988, 89, 91
- Ed Luck — 1995, 96, 98

Academic All-Americans

Student/Athlete	Year	Student/Athlete	Year
Lori Maxwell	1987, 88	Natalie Geyer	1988/89
Hulda Grin	2000	Amber Shane	1998
		Jennifer Garvey	2000

“The Ferris State Tennis Tradition”

The Ferris State women's tennis program has a long and storied tradition of winning. Dating back to 1984, the program has won 17 consecutive conference championships and currently holds a 162-consecutive conference dual match winning streak entering the fall 2001 campaign.

Nationally, the program has been ranked in the top 20 for 11 consecutive years and has reached the NCAA Tournament each of those years, with the highest finish being seventh in the country in 1990. The 2000-01 Bulldog team finished the season ranked third in the Midwest Region and 17th overall in the nation.

Not only are the Bulldogs successful on the court, they are also successful in the classroom. Two FSU players were named to the 2001 Intercollegiate Tennis Association Scholar-Athlete Team and the Bulldogs earned 2001 ITA All-Academic Team honors. The team also has produced four Academic All-Americans.

NCAA Tournament Qualifiers (Team)

- 1984-85 - NCAA II Championships (8th Place)
- 1987-88 - NCAA II Championships (5th Place)
- 1990-91 - NCAA II Championships (7th Place)
- 1997-98 - NCAA II Midwest Regional
- 1998-99 - NCAA II Midwest Regional
- 1999-00 - NCAA II Championships
- 2000-01 - NCAA II Championships

GLIAC Champions

- 1982, 1983, 1984, 1985, 1986, 1987, 1988, 1989, 1990, 1991, 1992, 1993, 1994, 1999

NCAA Tournament Qualifiers (Individual)

- Scott Appledorn (1984) (85)
- Lee Isler/Scott Appledorn (1984)
- Aga Soemarno (1987) (88) (89)
- Scott Smith (1988)
- Karl Johnson (1988)
- Karl Johnson/Scott Smith (1988)
- Aga Soemarno/Matt Stanley (1988)
- Kurt Hammerschmidt (1989) (90)
- Aga Soemarno/Kurt Hammerschmidt (1989)
- Paul Marcum (1990) (91)
- Jean Dubrule (1990)
- Kurt Hammerschmidt/Jean Dubrule (1990)
- Mike Haber/Werner Huss (1991) (92)
- Paul Marcum/Scott Anderson (1991)
- Scott Anderson (1991)
- Mike Haber (1991) (92) (93)
- Werner Huss (1991) (94)
- Werner Steyn (1994) - Withdrew
- Werner Huss/Werner Steyn (1994)

GLIAC Coach of the Year

- Mike Rahaley — 1982
- Scott Schultz — 1983, 86, 88
- Ed Luck — 1994
- Paul Marcum — 2000



FERRIS STATE UNIVERSITY

August 15, 2002

Michael Johnson
199 Mass Ave.
Boston, MA 02115

Dear Michael,

This year the PTM program is being reviewed by the College of Business as part of Ferris' accreditation process. I need to know how you are doing in the job market and your input on how to improve the PTM program, along with your employer's input.

I have enclosed a survey for you to complete along with a survey for your employer to complete and send back in the self-addressed, stamped envelopes provided. Please pass them on to your employer for him/her to complete and return. This is an important part of our program accreditation process.

For your convenience the surveys are also available on-line, if you prefer to complete them and send them electronically. They are accessed by going to: www.ferris.edu/ptm/forms

Please return them no later than September 6, 2002, we have a strict timeline that we need to follow. Your surveys will be kept strictly confidential; I will be the only person who sees them. After all the surveys are turned in, I will compile the results and send them to everyone who turns in a survey. I think you will find this very helpful to you to!

Michael, as an alum I want you to continue to get the most out of the PTM program as possible, whether it is calling me for career advise, helping you get a new job, or giving you the first opportunity at hiring our interns.

Sincerely,

Scott Schultz

Enclosures

PTM Alumni Survey

Name: _____

Address: _____

Home Phone: _____

Work Phone: _____ Cell Phone: _____

Year you graduated: _____ E-Mail: _____

1. Are you employed? Yes ___ Full-time ___ Part-time ___
No ___ What has been the length of unemployment? _____

If no, what are the barriers for not being employed?

- a. Not looking for a job right now e. Changing career plans
b. Continuing my education instead f. Can't find any available jobs in my field
c. Low salaries g. Other _____
d. Geographic location of available jobs

2. Did you complete an internship or work for this employer prior to graduating? Yes ___ No ___

3. How many months did it take you to obtain your first employment after graduating?

Before graduating ___ 0-3 mo. ___ 3-6mo. ___
6-12mo. ___ Over 1 yr. ___

4. From what source did you learn of this position?

- a. PTM office d. Trade publication
b. PTM graduate e. FSU placement office
c. Internship f. Other _____

5. Does your employer provide:

- a. Health care benefits _____
b. Retirement _____
c. Other (car, housing, meals, etc.) _____

6. Please indicate which one of the following job titles best describes your position:

- a. Director of Tennis (full time/year round) e. Owner
b. Head Professional (full time/year round) f. Independent Contractor (full time/year round)
c. Staff Professional (full time/year round) g. Pro Shop Manager (full time/year round)
d. Manager (full time/year round) h. Seasonal Only (full time)
i. Part Time

7. We are interested in what PTM graduates earn. Please answer the following as accurately as possible. This information will be kept **strictly confidential**.

Compensation – your estimated annual gross income (before taxes) for a full year of employment.

- a. If you worked the entire year for 2001, what was your total compensation? \$ _____
b. If you plan to work all of 2002, what do you estimate your total compensation will be? \$ _____

8. What is the approximate percentage breakdown of the above amount? (Total must equal 100%)

_____	Salary	_____	Pro Shop Commission
_____	Private Lessons	_____	Stringing
_____	Group Lessons	_____	Other

9. Please indicate the type of facility for which you work:

- a. Private Member Owned
- b. Private for Profit
- c. Public for Profit
- d. Public Park, College, Community Center
- e. Resort
- f. Other _____

10. Do you have any responsibility for purchasing? Yes___ No___
If yes, how much do you buy annually? _____

11. Has your FSU/PTM program been beneficial to you? Yes___ No___

12. Please rate the how beneficial the following educational components of the PTM program were to your career using the following scale:

5 Highly beneficial

4 Very beneficial

3 Somewhat beneficial

2 Not very beneficial

1 Not beneficial

	Highly				Not
a. Advising/support/meetings w/ PTM Director	5	4	3	2	1
b. General studies	5	4	3	2	1
c. Business courses	5	4	3	2	1
d. PTM courses	5	4	3	2	1
e. Working at the Racquet Facility	5	4	3	2	1
f. Workshops	5	4	3	2	1
g. Internships	5	4	3	2	1
h. Other _____	5	4	3	2	1

11. What were the greatest strengths of the PTM program? _____

12. What could be changed to make the program better? _____

13. Any additional comments _____

Thank you for your response and returning this by September 6, 2002!



August 15, 2002

FERRIS STATE UNIVERSITY

Dear PTM Employer,

As a part of an effort to improve our Professional Tennis Management (PTM) program, we are surveying employers of PTM alumni. The purpose is to obtain information on how those persons perform in the job market with their educational background from Ferris State University.

The rating scale for the survey is:

- 5 = excellent
- 4 = very good
- 3 = average
- 2 = below average
- 1 = poor

Please circle the correct response and rate the PTM graduates you have employed on the following:

	Excellent				Poor
1. Written and oral communication skills?	5	4	3	2	1
2. Instructional skills in private and group lessons?	5	4	3	2	1
3. Professionalism?	5	4	3	2	1
4. Administrative and management skills?	5	4	3	2	1
5. Use of teaching aids, such as ball machines, video-taping, etc.?	5	4	3	2	1
6. Computer skills?	5	4	3	2	1

Additional Comments: (use the back if necessary)

**A stamped self-addressed envelope has been provided for your response.
Please return it no later than September 6, 2002.**

Thank you for your time, promptness in completing the survey, and most of all for hiring a PTM alum!

PROFESSIONAL TENNIS MANAGEMENT
 Raquet & Fitness Center
 14342 Northland Drive, Big Rapids, MI 49307-2373
 Phone 231 591-2219 Fax 231 591-5018

Student Assessment of Instruction Report

Semester: 2002 Winter Course: PTMG182 Section: 001 Record Count: 17 Report date: 5/14/2002

	Avg	SA(5)		A(4)		N(3)		D(2)		SD(1)		Omit
		N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N
1 Expectations for assignments communicated	4.4	6	35	11	65	0	0	0	0	0	0	0
2 Course activity helped me learn material	4.6	10	59	7	41	0	0	0	0	0	0	0
3 Graded projects returned in reasonable time	4.1	4	25	10	62	2	12	0	0	0	0	1
4 Course was well organized	4.4	8	50	7	44	1	6	0	0	0	0	1
5 Connections made to real situations	4.6	11	65	6	35	0	0	0	0	0	0	0
6 Instructor followed course outline	4.5	9	53	7	41	1	6	0	0	0	0	0
7 Material presented in clear manner	4.6	11	65	5	29	1	6	0	0	0	0	0
8 Graded materials covered major points	4.4	7	41	9	53	1	6	0	0	0	0	0
9 Helpful examples to explain application	4.6	10	59	7	41	0	0	0	0	0	0	0
10 Instructor genuinely interested	4.8	13	76	4	24	0	0	0	0	0	0	0
11 Instructor was well prepared	4.8	13	76	4	24	0	0	0	0	0	0	0
12 I was able to get help if needed	4.5	9	53	8	47	0	0	0	0	0	0	0
13 Instructor put effort in teaching	4.6	10	59	7	41	0	0	0	0	0	0	0
14 Instructor available outside of class	4.4	8	47	8	47	1	6	0	0	0	0	0
15 Instructor interested in student learning	4.6	11	65	6	35	0	0	0	0	0	0	0
16 I had to work to complete requirements	3.5	2	12	8	47	3	18	4	24	0	0	0
17 Instructor enthusiastic about subject	4.6	11	65	6	35	0	0	0	0	0	0	0
18 Instructor receptive to student views	4.8	12	75	4	25	0	0	0	0	0	0	1
19 Instructor stimulated my interest	4.7	12	71	5	29	0	0	0	0	0	0	0
20 Subject matter in course is difficult	3.0	2	12	4	24	4	24	6	35	1	6	0
21 I was interested in subject before	4.6	11	65	6	35	0	0	0	0	0	0	0
22 I rate this as an excellent course	4.5	8	47	9	53	0	0	0	0	0	0	0
23 I rate this instructor as excellent	4.8	13	76	4	24	0	0	0	0	0	0	0
24 I was required to take this course		0	0	0	0	0	0	0	0	17	100	0
25	0.0	0	0	0	0	0	0	0	0	0	0	17
26	0.0	0	0	0	0	0	0	0	0	0	0	17
27	0.0	0	0	0	0	0	0	0	0	0	0	17
28	0.0	0	0	0	0	0	0	0	0	0	0	17
29	0.0	0	0	0	0	0	0	0	0	0	0	17

Grand Average (Items 1-23): 4.4

Ferris State University

Student Assessment of Instruction Report

Semester: 2002 Winter Course: PTMG272 Section: 001 Record Count: 11 Report date: 5/14/2002

	Avg	SA(5)		A(4)		N(3)		D(2)		SD(1)		Omit
		N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N
1 Expectations for assignments communicated	4.3	4	36	6	55	1	9	0	0	0	0	0
2 Course activity helped me learn material	4.5	6	55	4	36	1	9	0	0	0	0	0
3 Graded projects returned in reasonable time	4.0	2	18	7	64	2	18	0	0	0	0	0
4 Course was well organized	4.1	4	36	4	36	3	27	0	0	0	0	0
5 Connections made to real situations	4.6	8	73	2	18	1	9	0	0	0	0	0
6 Instructor followed course outline	4.2	2	18	9	82	0	0	0	0	0	0	0
7 Material presented in clear manner	4.5	5	45	6	55	0	0	0	0	0	0	0
8 Graded materials covered major points	4.3	4	36	6	55	1	9	0	0	0	0	0
9 Helpful examples to explain application	4.3	5	45	4	36	2	18	0	0	0	0	0
10 Instructor genuinely interested	4.9	10	91	1	9	0	0	0	0	0	0	0
11 Instructor was well prepared	4.6	7	64	4	36	0	0	0	0	0	0	0
12 I was able to get help if needed	4.6	7	64	4	36	0	0	0	0	0	0	0
13 Instructor put effort in teaching	4.5	5	45	6	55	0	0	0	0	0	0	0
14 Instructor available outside of class	4.4	6	55	3	27	2	18	0	0	0	0	0
15 Instructor interested in student learning	4.6	7	64	4	36	0	0	0	0	0	0	0
16 I had to work to complete requirements	3.3	1	9	4	36	4	36	1	9	1	9	0
17 Instructor enthusiastic about subject	4.5	6	55	4	36	1	9	0	0	0	0	0
18 Instructor receptive to student views	4.5	6	55	4	36	1	9	0	0	0	0	0
19 Instructor stimulated my interest	4.1	3	27	6	55	2	18	0	0	0	0	0
20 Subject matter in course is difficult	3.2	0	0	3	27	7	64	1	9	0	0	0
21 I was interested in subject before	4.6	7	64	4	36	0	0	0	0	0	0	0
22 I rate this as an excellent course	4.2	4	36	5	45	2	18	0	0	0	0	0
23 I rate this instructor as excellent	4.5	5	45	6	55	0	0	0	0	0	0	0
24 I was required to take this course		0	0	0	0	0	0	0	0	11	100	0
25	0.0	0	0	0	0	0	0	0	0	0	0	11
26	0.0	0	0	0	0	0	0	0	0	0	0	11
27	0.0	0	0	0	0	0	0	0	0	0	0	11
28	0.0	0	0	0	0	0	0	0	0	0	0	11
29	0.0	0	0	0	0	0	0	0	0	0	0	11

Grand Average (Items 1-23): 4.3

Ferris State University
Student Assessment of Instruction

Semester: 1999 Fall Course: PTMG272 Section: 001 Record Count: 17 Report date: 12-06-1999 First/Last #: 11194 /11207

	Avg	SA(5)		A(4)		N(3)		D(2)		SD(1)		Omit N
		N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	
1 Expectations for assignments communicated	4.1	5	29	10	59	1	6	1	6	0	0	0
2 Course activity helped me learn material	4.6	12	71	3	18	2	12	0	0	0	0	0
3 Graded projects returned in reasonable time	3.9	4	24	8	47	5	29	0	0	0	0	0
4 Course was well organized	4.3	6	35	10	59	1	6	0	0	0	0	0
5 Connections made to real situations	4.5	10	59	6	35	1	6	0	0	0	0	0
6 Instructor followed course outline	4.4	8	47	7	41	2	12	0	0	0	0	0
7 Material presented in clear manner	4.4	8	47	8	47	1	6	0	0	0	0	0
8 Graded materials covered major points	4.2	6	35	9	53	2	12	0	0	0	0	0
9 Helpful examples to explain application	4.6	10	59	7	41	0	0	0	0	0	0	0
10 Instructor genuinely interested	4.8	14	82	3	18	0	0	0	0	0	0	0
11 Instructor was well prepared	4.5	9	53	7	41	1	6	0	0	0	0	0
12 I was able to get help if needed	4.5	10	59	5	29	2	12	0	0	0	0	0
13 Instructor put effort in teaching	4.5	9	53	8	47	0	0	0	0	0	0	0
14 Instructor available outside of class	4.6	11	65	5	29	1	6	0	0	0	0	0
15 Instructor interested in student learning	4.7	12	71	5	29	0	0	0	0	0	0	0
16 I had to work to complete requirements	3.5	5	29	2	12	7	41	3	18	0	0	0
17 Instructor enthusiastic about subject	4.5	9	53	7	41	1	6	0	0	0	0	0
18 Instructor receptive to student views	4.5	10	59	5	29	2	12	0	0	0	0	0
19 Instructor stimulated my interest	4.2	7	41	7	41	3	18	0	0	0	0	0
20 Subject matter in course is difficult	2.9	2	12	3	18	5	29	5	29	2	12	0
21 I was interested in subject before	4.8	14	82	3	18	0	0	0	0	0	0	0
22 I rate this as an excellent course	4.3	7	41	8	47	2	12	0	0	0	0	0
23 I rate this instructor as excellent	4.6	12	71	4	24	1	6	0	0	0	0	0
24 I was required to take course (Y=1,N=2)		1	6	0	0	0	0	0	0	16	94	0
25	0.0	0	0	0	0	0	0	0	0	0	0	17
26	5.0	1	100	0	0	0	0	0	0	0	0	16
27	0.0	0	0	0	0	0	0	0	0	0	0	17
28	0.0	0	0	0	0	0	0	0	0	0	0	17
29	0.0	0	0	0	0	0	0	0	0	0	0	17

Grand Item Average (Item 1-23): 4.3

Student Assessment of Instruction Report

Semester: 2001 Fall Course: PTMG372 Section: 001 Record Count: 21 Report date: 12/14/01

	Avg	SA(5)		A(4)		N(3)		D(2)		SD(1)		Omit
		N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N
1 Expectations for assignments communicated	4.0	7	33	11	52	1	5	1	5	1	5	0
2 Course activity helped me learn material	4.1	9	43	6	29	5	24	1	5	0	0	0
3 Graded projects returned in reasonable time	3.9	5	25	10	50	4	20	0	0	1	5	1
4 Course was well organized	4.0	6	29	10	48	4	19	1	5	0	0	0
5 Connections made to real situations	4.2	9	43	7	33	5	24	0	0	0	0	0
6 Instructor followed course outline	4.2	5	24	15	71	1	5	0	0	0	0	0
7 Material presented in clear manner	4.0	5	24	12	57	4	19	0	0	0	0	0
8 Graded materials covered major points	4.0	6	29	11	52	3	14	0	0	1	5	0
9 Helpful examples to explain application	4.1	8	38	9	43	3	14	1	5	0	0	0
10 Instructor genuinely interested	4.5	12	57	8	38	1	5	0	0	0	0	0
11 Instructor was well prepared	4.3	7	33	13	62	1	5	0	0	0	0	0
12 I was able to get help if needed	4.0	5	24	10	48	6	29	0	0	0	0	0
13 Instructor put effort in teaching	4.1	7	33	10	48	3	14	1	5	0	0	0
14 Instructor available outside of class	4.0	7	33	8	38	5	24	1	5	0	0	0
15 Instructor interested in student learning	4.3	10	48	8	38	2	10	1	5	0	0	0
16 I had to work to complete requirements	3.3	3	14	4	19	10	48	4	19	0	0	0
17 Instructor enthusiastic about subject	4.3	8	38	11	52	2	10	0	0	0	0	0
18 Instructor receptive to student views	4.3	8	38	11	52	2	10	0	0	0	0	0
19 Instructor stimulated my interest	4.0	6	29	9	43	6	29	0	0	0	0	0
20 Subject matter in course is difficult	2.6	1	5	1	5	9	43	8	38	2	10	0
21 I was interested in subject before	4.4	11	52	8	38	2	10	0	0	0	0	0
22 I rate this as an excellent course	3.7	5	24	7	33	6	29	3	14	0	0	0
23 I rate this instructor as excellent	4.2	6	29	14	67	1	5	0	0	0	0	0
24 I was required to take this course		0	0	0	0	0	0	0	0	21	100	0
25	0.0	0	0	0	0	0	0	0	0	0	0	21
26	0.0	0	0	0	0	0	0	0	0	0	0	21
27	0.0	0	0	0	0	0	0	0	0	0	0	21
28	0.0	0	0	0	0	0	0	0	0	0	0	21
29	0.0	0	0	0	0	0	0	0	0	0	0	21

Grand Average (Items 1-23): 4.0

Student Assessment of Instruction Report

Semester: 2000 Fall Course: PTMG372 Section: 001 Record Count: 14 Report date: 1/2/01

	Avg	SA(5)		A(4)		N(3)		D(2)		SD(1)		Omit
		N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N
1 Expectations for assignments communicated	4.4	5	38	8	62	0	0	0	0	0	0	1
2 Course activity helped me learn material	4.1	4	29	7	50	3	21	0	0	0	0	0
3 Graded projects returned in reasonable time	3.5	2	15	3	23	8	62	0	0	0	0	1
4 Course was well organized	3.6	2	14	6	43	5	36	1	7	0	0	0
5 Connections made to real situations	4.3	6	43	6	43	2	14	0	0	0	0	0
6 Instructor followed course outline	3.9	3	23	6	46	4	31	0	0	0	0	1
7 Material presented in clear manner	4.1	3	23	8	62	2	15	0	0	0	0	1
8 Graded materials covered major points	3.9	3	23	6	46	4	31	0	0	0	0	1
9 Helpful examples to explain application	4.3	4	31	9	69	0	0	0	0	0	0	1
10 Instructor genuinely interested	4.7	10	71	4	29	0	0	0	0	0	0	0
11 Instructor was well prepared	4.0	4	29	6	43	4	29	0	0	0	0	0
12 I was able to get help if needed	4.5	7	54	5	38	1	8	0	0	0	0	1
13 Instructor put effort in teaching	3.9	4	31	5	38	3	23	1	8	0	0	1
14 Instructor available outside of class	4.6	8	57	6	43	0	0	0	0	0	0	0
15 Instructor interested in student learning	4.6	8	62	5	38	0	0	0	0	0	0	1
16 I had to work to complete requirements	3.1	3	21	2	14	5	36	2	14	2	14	0
17 Instructor enthusiastic about subject	4.5	6	46	7	54	0	0	0	0	0	0	1
18 Instructor receptive to student views	4.2	5	38	6	46	2	15	0	0	0	0	1
19 Instructor stimulated my interest	4.1	5	36	6	43	3	21	0	0	0	0	0
20 Subject matter in course is difficult	2.7	2	15	1	8	4	31	3	23	3	23	1
21 I was interested in subject before	4.4	6	43	7	50	1	7	0	0	0	0	0
22 I rate this as an excellent course	3.8	3	21	8	57	1	7	1	7	1	7	0
23 I rate this instructor as excellent	4.4	7	50	6	43	1	7	0	0	0	0	0
24 I was required to take this course		0	0	0	0	0	0	0	0	12	100	2
25	1.0	0	0	0	0	0	0	0	0	2	100	12
26	0.0	0	0	0	0	0	0	0	0	0	0	14
27	0.0	0	0	0	0	0	0	0	0	0	0	14
28	0.0	0	0	0	0	0	0	0	0	0	0	14
29	0.0	0	0	0	0	0	0	0	0	0	0	14

Grand Average (Items 1-23): 4.1

Student Assessment of Instruction Report

Semester: 2001 Fall Course: PTMG101 Section: 001 Record Count: 22 Report date: 12/14/01

	Avg	SA(5)		A(4)		N(3)		D(2)		SD(1)		Omit
		N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N
1 Expectations for assignments communicated	4.2	8	36	12	55	1	5	1	5	0	0	0
2 Course activity helped me learn material	4.3	10	45	10	45	1	5	1	5	0	0	0
3 Graded projects returned in reasonable time	3.7	3	14	10	45	9	41	0	0	0	0	0
4 Course was well organized	4.2	9	41	9	41	4	18	0	0	0	0	0
5 Connections made to real situations	4.5	12	55	8	36	2	9	0	0	0	0	0
6 Instructor followed course outline	4.2	8	36	11	50	3	14	0	0	0	0	0
7 Material presented in clear manner	4.5	10	45	12	55	0	0	0	0	0	0	0
8 Graded materials covered major points	4.3	8	38	12	57	1	5	0	0	0	0	1
9 Helpful examples to explain application	4.3	8	36	12	55	2	9	0	0	0	0	0
10 Instructor genuinely interested	4.4	11	50	9	41	2	9	0	0	0	0	0
11 Instructor was well prepared	4.2	8	36	11	50	3	14	0	0	0	0	0
12 I was able to get help if needed	4.2	8	36	11	50	3	14	0	0	0	0	0
13 Instructor put effort in teaching	4.3	10	45	8	36	4	18	0	0	0	0	0
14 Instructor available outside of class	4.3	7	32	14	64	1	5	0	0	0	0	0
15 Instructor interested in student learning	4.2	8	36	11	50	3	14	0	0	0	0	0
16 I had to work to complete requirements	3.2	2	9	6	27	9	41	4	18	1	5	0
17 Instructor enthusiastic about subject	4.4	9	41	12	55	1	5	0	0	0	0	0
18 Instructor receptive to student views	4.2	6	27	14	64	2	9	0	0	0	0	0
19 Instructor stimulated my interest	4.4	10	45	10	45	2	9	0	0	0	0	0
20 Subject matter in course is difficult	2.0	0	0	0	0	8	36	7	32	7	32	0
21 I was interested in subject before	4.4	13	59	6	27	2	9	0	0	1	5	0
22 I rate this as an excellent course	4.2	8	36	11	50	3	14	0	0	0	0	0
23 I rate this instructor as excellent	4.5	11	50	10	45	1	5	0	0	0	0	0
24 I was required to take this course		0	0	0	0	0	0	0	0	21	100	1
25	1.0	0	0	0	0	0	0	0	0	2	100	20
26	0.0	0	0	0	0	0	0	0	0	0	0	22
27	0.0	0	0	0	0	0	0	0	0	0	0	22
28	0.0	0	0	0	0	0	0	0	0	0	0	22
29	0.0	0	0	0	0	0	0	0	0	0	0	22

Grand Average (Items 1-23): 4.1

Student Assessment of Instruction Report

Semester: 2000 Fall Course: PTMG101 Section: 001 Record Count: 18 Report date: 1/2/01

	Avg	SA(5)		A(4)		N(3)		D(2)		SD(1)		Omit
		N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N
1 Expectations for assignments communicated	4.4	10	56	6	33	2	11	0	0	0	0	0
2 Course activity helped me learn material	4.3	8	44	8	44	2	11	0	0	0	0	0
3 Graded projects returned in reasonable time	3.9	5	28	7	39	6	33	0	0	0	0	0
4 Course was well organized	4.4	7	41	9	53	1	6	0	0	0	0	1
5 Connections made to real situations	4.5	11	61	5	28	2	11	0	0	0	0	0
6 Instructor followed course outline	4.0	6	35	5	29	6	35	0	0	0	0	1
7 Material presented in clear manner	4.5	10	56	7	39	1	6	0	0	0	0	0
8 Graded materials covered major points	4.1	5	28	10	56	3	17	0	0	0	0	0
9 Helpful examples to explain application	4.4	8	44	10	56	0	0	0	0	0	0	0
10 Instructor genuinely interested	4.8	15	83	3	17	0	0	0	0	0	0	0
11 Instructor was well prepared	4.6	11	61	6	33	1	6	0	0	0	0	0
12 I was able to get help if needed	4.5	11	61	5	28	2	11	0	0	0	0	0
13 Instructor put effort in teaching	4.3	8	44	8	44	2	11	0	0	0	0	0
14 Instructor available outside of class	4.5	11	61	5	28	2	11	0	0	0	0	0
15 Instructor interested in student learning	4.6	11	61	6	33	1	6	0	0	0	0	0
16 I had to work to complete requirements	2.9	2	11	0	0	12	67	3	17	1	6	0
17 Instructor enthusiastic about subject	4.6	12	67	4	22	2	11	0	0	0	0	0
18 Instructor receptive to student views	4.6	12	67	4	22	2	11	0	0	0	0	0
19 Instructor stimulated my interest	4.4	9	50	7	39	2	11	0	0	0	0	0
20 Subject matter in course is difficult	2.1	1	6	0	0	6	33	4	22	7	39	0
21 I was interested in subject before	4.7	15	83	1	6	2	11	0	0	0	0	0
22 I rate this as an excellent course	4.4	11	61	4	22	3	17	0	0	0	0	0
23 I rate this instructor as excellent	4.7	14	78	3	17	1	6	0	0	0	0	0
24 I was required to take this course		0	0	0	0	0	0	0	0	17	100	1
25	3.0	1	50	0	0	0	0	0	0	1	50	16
26	0.0	0	0	0	0	0	0	0	0	0	0	18
27	0.0	0	0	0	0	0	0	0	0	0	0	18
28	0.0	0	0	0	0	0	0	0	0	0	0	18
29	0.0	0	0	0	0	0	0	0	0	0	0	18

Grand Average (Items 1-23): 4.3

PTMG 101 2001-2002 EVALUATION

What part of this class was most valuable?

- ◆ Scott and RJ's advice and knowledge. They really know what they're doing.
- ◆ I liked all of our projects because they were interesting and I learned things I otherwise wouldn't have.
- ◆ I really liked the out of class assignments because it got us involved in the industry. The "Dream Job" and "Call a Former PTMer" assignments were great because they got us thinking about possible internships/jobs.
- ◆ The fact that we looked at every aspect and covered most topic of teaching tennis.
- ◆ (3) I feel the most valuable part was simply learning a lot about the tennis industry.
- ◆ Watching the videos and listening to comments on the program. It gave me more confidence and direction.
- ◆ Researching the Internet to see what is out there in the tennis industry.
- ◆ (2) "Call a Former PTMer" was very valuable.
- ◆ Public speaking in front of the class because communication is important in teaching tennis.
- ◆ I thought it worked good to ease us into the PTM program.
- ◆ I liked the open discussions.
- ◆ Helping people communicate and the research that we did.
- ◆ Interacting with the other students and listening to their views.
- ◆ The presentation on the overhead about the pay in the industry.

What part of this class was the least valuable?

- ◆ The student presentations.
- ◆ I think it was all valuable, but maybe not interesting.
- ◆ (3) Some of the pointless homework assignments, which did not seem necessary.
- ◆ The USPTA and USTA papers.
- ◆ I think this class was all valuable to our futures.
- ◆ I think the class time could be used better so that the students would get more out of it.

Comments:

- ◆ Excellent ideas for this course.
- ◆ It was a good class and I liked it.
- ◆ This is a great orientation class that was very helpful.
- ◆ (2) This is a good class!
- ◆ This is a great opening class to PTM and I feel that it is very effective.
- ◆ Interesting class, I learned a lot in different areas of the tennis industry.
- ◆ I thought the entire class was helpful.
- ◆ More instruction from pros and qualified players.
- ◆ Better player development.
- ◆ I think an idea would be to pick a controversial topic in the tennis industry to discuss in class each week.
- ◆ Assignment due dates should stand as they were stated to the class. You shouldn't take the sob stories that half of the class comes up with because it's unfair to other students.

PTMG 101 2000-2001 EVALUATION SUMMARY

WHAT PART OF THIS CLASS WAS MOST VALUABLE?

- (7) Discussing the issues of tennis.
- (4) Calling the graduates.
- (3) Talking about the industry helped me a lot.
- (2) Learned organization.
- (2) I liked the role playing that we did.
- Getting to know fellow PTMers and Scott and RJ.
- Talking about jobs in tennis management.
- I liked the communication between professors and students.

WHAT PART OF THIS CLASS WAS LEAST VALUABLE?

- Purchasing the day planners.
- A few of the lectures.
- More time should have been spent on learning the ball machines.
- The whole web site thing.
- I could have done without some of the Internet presentations.
- Organizational skills and class scheduling.
- We should have done more on-court sessions.
- The class was too low level for many of us; we need a more advanced class.

COMMENTS:

- (2) It was a good class and I learned a lot.
- (2) I enjoyed this class very much.
- (2) It was very helpful.
- Good for the inexperienced and people who are unaware of the network of people.
- Good beginner class, I enjoyed the knowledge instructors had to offer.

1999 Winter Class Evaluation – PTMG 182

What Part of this class was most valuable?

- (7) The on-court, that is the best way to learn this stuff
- (7) On-court actually teaching and running drills
- The tests themselves, I learned more by trying it, then going over mistakes I made (as opposed to detailed instruction on how to teach a lesson
- (3) Sport Science and videos
- (2) When the class was on-court and we had to teach a drill to the class...it helped a lot when you critiqued us.
- By far the most valuable part was the on court work with graded feedback from the instructor
- All of the lectures that were about drills, how to set them up and run them.
- The testing of the drill. Learning to run a drill.
- When we learned about “professionalism”
- The Sport Science book was great reading, it would be a great book to read many times because of the valuable lessons.

What part of this class was least valuable?

- Grading
- Sports Science Test
- (2) No comment (left it blank)
- The setting up a drill stuff. I'd rather learn how to teach and how to correct strokes so that I will be a better coach... when I get a lesson, I look for a coach who can really help me with my game, I don't care how they set up drills!
- Too much time on drills
- I did not attend a class that I would consider invaluable
- (2) Everything was valuable
- The grading system could have been on a regular scale (i.e.; A, B, C,...) just so we could get an idea of how well we did.
- Probably the class lectures, I think you lose a lot of people when you lecture for too long.
- Can't think of anything
- The day spent watching the video, if I had wanted to watch the video I would have borrowed it. I would rather see the students spending more time developing their own drills and skills
- The lack of discipline when things are turned in late
- (4) Being upstairs. I feel that being and doing more mock tests would have helped more.
- Not really letting students know what to wear the next week to class, beginning of year was good, but less informed about it towards the end of the year.
- Sometimes when you guys lectured you gave us too much stuff to remember at once.
- The Final!
- Definitely having to work at the fitness center
- I can't remember any of the lectures, so I'd have to say they weren't too valuable

Comments:

- (2) I would like to see a grading system instead of a credit/no credit system.
- More attention given to those that are seen to be less skilled and needing help
- (6) No Comment (left blank)
- We should spend more time teaching
- Should focus more on technique
- I enjoyed the class
- It was a good class and I learned a lot

- Since it was my first time teaching, it helped me feel comfortable in groups
- Learning the steps in how to set up a drill helped and will make interning this summer easier
- More on court activities would be better
- This course needs to be as much on court learning as possible with lots of instructor feedback
- Had a great time, class was fun and educational at the same time
- Might want to have the students do more feeding during the course to get more experience
- This year was great, thanks, loved the on court teaching
- Thanks for all your help this year
- I think more information needs to be covered in Sports Science
- I like just about everything in this course with the exception of the final, I don't think it was worth coming to.
- Need more on court time
- Everything is very useful

PTMG-182 EVALUATION

2001 Winter Semester

1. Did this course prepare you to set up a drill at your 1st internship?

(7) Yes, it did.

Yes, but I thought we should have spent more time setting up drills.

It helped me develop a "better timed" fee.

Yes, I never thought about it as in depth as we did in class.

Yes, I now have a better understanding of how to set up a drill.

we should have kept looking at stroke analysis, feeding technique, & explaining the purposes of different drills.

Yes, but I don't think we practiced enough teaching students.

It helped me w/ professionalism, feeds, communications, service, & racquet swing analysis.

Yes, now I feel prepared enough to teach a drill.

Yes, the drill set up sheets will help a lot.

Yes, the steps are good to follow, but we should develop our own format.

1. What part of the course did you enjoy most and benefit the best from?

When we went on court and set up drills

The on court, movies, and evaluating strokes

Learning the correct way to set up drills

I liked playing when the other students were doing their drill

Hands on practice with a pro on your court and stroke analysis

How to set up a more effective drill and communicate better

The teaching, the drills, but most importantly the stroke analysis

The structured lesson plans and teaching

Getting on court to work on my confidence in explaining & setting up drills

Teaching and video analysis

The drill practice, learning new drills, setting them up, and practicing them yourself

Having us go on court in groups

I enjoyed the feeding drills, once I learned the right way.

On court practice with drilling and lesson planning

I learned the most when on court, it was easier to understand.

The video and steps to setting up

I enjoyed the session on teaching aids, it was beneficial.

2. What part of the course or work on the court was not beneficial?

(8) Nothing

The out dated stroke analysis

The on court talks ran long and there was a lot of down time

It was all beneficial and will be useful in the future

The professionalism-customer information should be one of the first things we learn in PTMG 101.

PTM 101 should do the Sport Science exam.

Watching someone else teach

Side stuff that did not pertain to teaching techniques

The competency test did not teach me anything new

Watching the staff demonstrate every drill, should let students play at times

3. Comments:

We should watch tennis on TV more (matches & match strategy)

Teach more new stuff, I haven't learned anything new

(7) I really enjoyed the class.

More input about what I need to improve on, how, and why

I think there should be more time for those who are inexperienced with teaching

PTMG-272 EVALUATION

2001 Winter Semester

1. What part of this course did you enjoy most and benefit the best from?

The personal experiences that were shared by Paul, Dave, R.J. and Scott
Being able to buy the book that we were interested in, as long as it's taken seriously.

(6) System 5

(5) On court work

(6) Video analysis

Working in groups

The lessons that we taught on court

The video camera

The book because it let me grow.

The opinions of our pros is always extremely valuable.

Watching and learning from the pros who shared drills, demos, etc.

The different learning tools

Lesson plans

2. What part of this course or work on the court was not beneficial?

Dave's teaching aids were too much at one time.

It seemed like we improvised every week.

The book report

Classroom work was hard to comprehend because it wasn't explained on court w/ a demo

We talked about a lot of the same things from last year

The final

Should have taught more, worked on our feeding skills

(2) It was beneficial/useful

The report, should have done a longer presentation w/ visuals instead of a paper

When we had to do another drill progression after we've been doing it all last year & this year

We did the same things over and over

Some comments from instructors were too nice

We were constantly setting up drills, we should've progressed to lessons

Not enough on court instruction

Short lesson time

3. What can we do to improve this class?

Work on our feeding

Tape a lesson in January and see how we've improved in April

Should stress planning more, a well planned class always goes more smoothly

More innovative drills on teaching, make it more interesting

More talk from pros about their experiences

(3) Do more on court

Teach more using System 5

Let us teach a lesson for more than six minutes

Discuss more drills

(2) Video camera more

(2) The class skipped around too much

Do more progression

Teach more to students instead of our classmates

Have pros do a group lesson how they would do it

Allow everyone to teach a session for 20-30 minutes applying what they've learned

4. Comments

Good stuff

This class needs to be made a step up from 172

Allow us to implement an actual lesson plan for more than five minutes

Overall a good class

(2) I enjoyed the class

No final

2001 FALL EVALUATION - PTMG 372

What part of this class was most valuable?

- ◆ Participating in the tournament and hearing everyone's ideas for a tournament.
- ◆ Going to the girl's regional seeding meeting was valuable because it showed us how to figure out seeds which is one of the most important aspects of a draw.
- ◆ The work we did in teams because it is a great experience to work with others and accomplish a goal by having specific responsibilities so that others count on you to do your part.
- ◆ (7) Actually running a tournament/event.
- ◆ The hands on project we did to make up our own tournament. Also we went to a different club and worked there which was a good experience.
- ◆ (2) Putting together the tournament project on paper and on the court.
- ◆ (5) Running the TMS system and getting to understand it because it will be a very useful tool when we start working.
- ◆ Running the mixer in Grand Rapids for our class assignment because I found this to be a valuable experience because nothing teaches you better than experience.
- ◆ I think that all of the events were valuable, especially the woman's HS regional, our own event, and the TMS. I thought the class could run Paul's tournament more with the draw aspect as well.
- ◆ Running the regional tournament because it gave us hands on experience.
- ◆ Doing a budget for the tournament was a good experience.

What part of this class was the least valuable?

- ◆ Going through the TMS project because I found it very confusing.
- ◆ We didn't have much responsibility during the girls regional.
- ◆ The talk from RJ about running his event because we can't relate to it because it is on too big of a scale for us to appreciate. If we were going to run an event of that magnitude it might be worth it.
- ◆ The girls regional because there was only a small group of people that did anything to help with the event. So some people had to do two events, while others did not.
- ◆ The girls regional because if one or two groups had helped it would have been easier, but too many people did not show up or were standing around.
- ◆ The girls regional because only some people learned while some slacked off and did not.
- ◆ TMS because we should have done it at a computer lab.
- ◆ The girls regional needed more structure. Maybe you should have us work in shifts instead of all day with people coming and going.
- ◆ (2) The way that the TMS was presented to us because it would have been more helpful if we all worked on it together in a computer lab.
- ◆ I would have liked more hands on experience with the TMS.
- ◆ Working in groups.
- ◆ TMS, I don't feel like any of us really learned the system.
- ◆ The professor evaluations and the class on Wednesday before Thanksgiving.

- ◆ The draw sheet that we had to do on the TMS was pointless. I think we would've learned more if we could have done a draw by hand and figured out seeds and scheduling manually.
- ◆ Coming to class when we weren't even doing anything.

Comments:

- ◆ I loved this class and think it is huge in relation to future real-world situations and jobs.
- ◆ This is a useful class, but it would be nice if it were focused more on different tournament formats or if we could all have an individual assignment to come up with a creative and unique tournament.
- ◆ I think we should make more than just one tournament.
- ◆ TMS system should be presented to us in a lab where everyone can be doing it as the instructor is going through it.
- ◆ Let us pick our groups.
- ◆ Good class which will help during internship.
- ◆ Working in groups to run a function was a great help.
- ◆ Maybe you should hand out some instructions with the TMS assignment that would help.
- ◆ We had a lot of class time wasted. There were many cancelled classes that could have been filled in a useful way.
- ◆ I think that this class and the people in it should be responsible for their actions. Everyone knows that in many of the groups, it was only certain people that made the group pass.
- ◆ I think you should make it a one-hour class that meets every time.
- ◆ This class showed me how planning, organization, objectives, and promoting an event will help you be successful.



FERRIS STATE UNIVERSITY

Dear Professor,

August 2002

As part of the program evaluation of the Professional Tennis Management program, we are assessing the faculty and administrative perceptions of the program. The United States Professional Tennis Association, which accredits the program, has identified job competencies which employers consider important. The assessment is to determine how, from the faculty perspective, those competencies are being addressed in our curriculum. A copy of the course requirements is attached for your reference.

The assessment scale for the survey is:

- 0 = Don't have PTM students/don't know**
- 1 = Poor**
- 2 = Below average**
- 3 = Average**
- 4 = Very Good**
- 5 = Excellent**

- Please assess the curriculum as it addresses written and oral communication skills:

0 1 2 3 4 5

- Please assess the curriculum as it addresses teaching and instructional skills in private or group lessons:

0 1 2 3 4 5

- Please assess the curriculum as it addresses professionalism, conduct, and interpersonal skills:

0 1 2 3 4 5

- Please assess the curriculum as it addresses marketing, administrative, and management skills:

0 1 2 3 4 5

- Please assess the curriculum as it addresses technological skills with ball machines, videotaping, and computers:

0 1 2 3 4 5

Please list your comments on any particular component of the curriculum:

Please return the completed form to Scott Schultz, Associate Professor – Prakken 151

PROFESSIONAL TENNIS MANAGEMENT
 Raquet & Fitness Center
 14342 Northland Drive, Big Rapids, MI 49307-2373
 Phone 231 591-2219 Fax 231 591-5018



April 13, 2000

Mr. Scott R. Schultz
Vice President of Auxiliary Enterprises/PTM Coordinator
Ferris State University
Raquet and Fitness Center
14342 Northland Drive
Big Rapids, MI 49307-2373

Dear Scott:

On behalf of David Porter, I want to thank you and everyone associated with the Ferris State University PTM program for the wonderful hospitality during our visit. It was a pleasure for me to finally see the PTM program "up close" and meet some of the students. It was very impressive to see the closeness of both past and current students of your program.

I will put together a report for the Education Committee outlining the recommendations we spoke about and forward you a copy. During the April meeting of the Board of Directors and Executive Committee, a decision will be made on the accreditation for Ferris State University. Until then, if you have any questions or concerns please let me know.

In accordance with the accreditation process, I am enclosing my expenses for the visit for your review. Please make the payment to USPTA and submit the reimbursement to Theresa Weatherford here at the World Headquarters.

Again, thank you for your hospitality. I look forward to speaking with you soon. Please extend a thank you to R.J., Diane and Jan.

Sincerely,

UNITED STATES PROFESSIONAL TENNIS ASSOCIATION, INC.


Fred B. Viancos
Director of Professional Development

Enclosure: Expense Report

cc: David T. Porter, Ed.D
R.J. Tessier, Professional Tennis Management Director
Theresa Weatherford, USPTA
Ferris State University file

USPTA
Professional Tennis Management Program
Evaluation Checklist and Report

Institution: Ferris State University

Location: Big Rapids, MI

Date: April 13, 2000

Evaluation team: David T. Porter, Ed.D, Fred Viancos, Director of Professional Development.

School or college of business: The College of Business offers a Bachelor of Science degree in business marketing with as emphasis in professional tennis management.

Placement services: Every graduate has obtained employment within six months. Internships are available in a wide variety of clubs and locations, including some abroad. Ferris State students and graduates have a good reputation in the marketplace leading to a greater supply of internships than students. Students are looking for more variety of jobs within the industry, not just teaching opportunities.

Comments: Contacts should be established with different organizations and associations to create a wider range of jobs within the industry. Administrative internships exist at many organizations, and management companies as well as manufacturers might have more marketing related internships.

Tennis facilities: Ferris State University owns and operates the tennis facility. The Racquet and Fitness Center has both indoor and outdoor courts and is an excellent facility for the PTM program. The addition of new amenities for members will give students a better understanding of services available at most facilities around the country.

As mentioned in the 1995 report, the pro shop remains the weakest area of the facility. The space available is not sufficient to properly display merchandise or carry sufficient inventory to give students a true sense of retail operations.

The proposed plan for clay courts would be a welcomed addition. This would give the students a great introduction into court maintenance.

Comments: The Racquet and Fitness club is an excellent facility and serves the needs of the PTM program well. The pro shop problem is one that is not easily solved. Maybe students can do part of the internship at the university bookstore since it carries retail items that closely resemble what would be carried in a pro shop. This could be a good reason to have the bookstore carry more tennis related items.

Tennis teams: Ferris State University men's and women's tennis teams are national powers having captured conference titles for most of the 1980's and 1990's and been ranked among the best teams in the nation. The women have won the Great Lakes Intercollegiate Athletic Conference the last 16 years and have not lost a conference match during that time. The teams are currently ranked nationally and are looking forward to qualifying for nationals in 2000.

There is a tennis club and student association for those who do not play on the college teams to have the opportunity to play matches.

Staff: Scott Schultz is the professor and PTM program coordinator. He is a Ferris graduate and has been associated with the program since its inception. He is directly responsible for much of the success the program has had and continues to have. He is USPTA-certified Professional 1.

R. J. Tessier is the director of the PTM program and has made quite an impact to the program in a short time. He oversees all aspects of the day-to-day administration of the program and the tennis center. He is in charge of recruiting students, teaching PTM courses, the internship program, advising students and developing strong industry relations. He is a USPTA-certified Master Professional and has vast experience in USPTA testing and certification.

Diane Maguire is the programs administrative assistant. She assists in the management of the tennis center and the PTM program. She is the contact for the internship program and initiates all special activities for the program. She has been at Ferris since 1989 and associated with the program since 1992.

Wendy Oertling is the fitness coordinator and she supervises the operational activities of the front desk, maintenance, marketing and pro shop areas.

Paul Marcum is the head coach for both the men's and women's tennis teams. He is responsible for the adult and junior tennis programs at the tennis center. He also assists with the PTM courses and developing student relations. He is a graduate of the PTM program and has been the head coach since 1998. He is USPTA certified Professional 1.

Comments: It is the commitment of the staff and their genuine interest in the students that makes this program so successful. It is very impressive to see the loyalty and commitment from the former students to the program.

Curriculum: PTM students graduate with a Bachelor of Science in Business Marketing with a concentration in professional tennis management.

Ferris State is currently evaluating the curriculum and will be revising it. The faculty is looking to raise the level of communication skills, playing ability, computer skills, and language skills of future students. They are also striving to increase the total number of students in the PTM program.

Comments: PTM students will benefit greatly from developing foreign language skills, better communication skills and enhanced computer skills. There should be an emphasis placed on these areas as well as the more beneficial areas of the curriculum to the students such as the internships and the courses within their major. Getting the rest of the faculty involved in tennis, through the lesson program we discussed, and having the current PTM students make presentations in other classes, will help them improve their communication skills and assist in the recruitment of new students. There should be some emphasis on teaching children in one of the teaching technique courses. The "Complete Guide to Little Tennis" and the Little Tennis Web site are excellent resources.

Resources: There are several scholarships and grants available for PTM students. Approximately 70 percent of students at Ferris State University receive financial aid.

Both the community and former students take great pride in supporting the program. The program is also supported by the usual medium such as Internet, advertising, fliers, direct mail, and the reputation earned from internships.

Comments: Ferris State University is the model by which all Professional Tennis Management Programs should be judged. The support from the university, community and specifically the former students is why the program is so successful. The involvement of Scott Schultz is another major reason for the success of the program. The hiring of R.J. Tessier has proved to be beneficial in the recruitment of students, which should keep Ferris at the forefront of PTM programs. The facilities are excellent and provide a great learning environment. Also the workshops conducted continue to be a great learning experience to the students. Though the pro shop is a weakness for the program, using the bookstore as a possible learning ground could be helpful. There needs to be an emphasis on how to teach children in either of the teaching technique courses. The suggestion would be to include it in the Advanced Teaching Techniques course. Increasing the level of overall skills students will need is effective in not only producing better students, but also in helping recruit more and better students. There should be an effort made to place interns in other jobs and fields within the tennis industry not just teaching internships. Again, it should be stressed that the Ferris State PTM program is producing not only qualified tennis-teaching professionals, but also quality individuals.



May 26, 2000

Mr. Scott R. Schultz
Vice President of Auxiliary Enterprises/PTM Coordinator
Ferris State University
Racquet and Fitness Center
14342 Northland Drive
Big Rapids, MI 49307-2373

Dear Scott:

Congratulations! On behalf of the USPTA Board of Directors and the Education Committee, it is my distinct privilege to inform you of their decision to extend Ferris State University's USPTA accreditation of the Professional Tennis Management program.

This is a four-year accreditation and Ferris State must undergo another evaluation and accreditation process in Spring 2004.

Scott, the graduates of Ferris State are a testament to the excellent job you and your staff do year in and year out. The Professional Tennis Management program at Ferris State remains the standard by which all other PTM programs are measured, and we look forward to our continued relationship.

Again, congratulations and I look forward to speaking with you soon.

Sincerely,

UNITED STATES PROFESSIONAL TENNIS ASSOCIATION, INC.

Fred B. Viancos
Director of Professional Development

cc: Board of Directors
Education Committee
R.J. Tessier, PTM Director
Ferris State file



August 2, 2001

R. J. Tessier
Director, PTM Program
Ferris State University
14342 Northland Drive
Big Rapids, MI 49307

Dear R. J.:

As you know, USPTA has devoted much time and effort to evaluating and accrediting PTM programs like that of Ferris State, and has worked hard in assisting Ferris State and others develop PTM programs. Ferris State's relationship with USPTA has been exemplary and one we wish to continue for many years to come.

Due to an unfortunate circumstance earlier this year with another PTM program, we have now incorporated the requirement, which in the past was implied, that USPTA be established as the only tennis-teaching association to accredit or endorse the PTM program into the accreditation process.

This letter only serves as formal notification that an implied policy that Ferris State has followed diligently in the past is now in writing.

I look forward to our continued association, and to visiting Ferris State again in the near future. Please feel free to contact me directly if I can be of any further assistance with any questions or concerns you may have.

Sincerely,

UNITED STATES PROFESSIONAL TENNIS ASSOCIATION, INC.

Fred B. Viancos
Director of Professional Development

cc: David T. Porter, Ed.D., Education Committee chair
Scott Schultz, Associate Vice President of Auxiliary Enterprises

File: Ferris State University

3535 Briarpark Drive, Suite One • Houston, TX 77042

Participation Trends

(These are out-takes from TIA/USTA 2001 Participation study conducted fall of 2001)

Late Starters

Late starters (those taking up the game after the age of 19) are possibly the best long term prospect for tennis. They play more and buy more.

Late Starters represent a third of adult players

Early Starter
(start under 10) 24%

Start 11 to 18
41%



Late Starter (start 19+) 35%

• Comparison of Early vs. Late Starters - Adults only

	Start under 10	Start 19 +
Male	60%	43%
Female	40%	57%
Under 35	66%	32%
Over 35	34%	68%
Play 4~10	21%	18%
Play 11~20	44%	25%
Play 21+	35%	56%
Beginner	11%	27%
Intermediate	63%	56%
Advanced	25%	18%
Tennis is favorite sport	24%	44%
Other sport favorite	44%	18%
Private	32%	50%
Public	53%	42%
Racket buyer	36%	42%
Shoe buyer	60%	72%
Clothing buyer	68%	70%
Paid for lesson	8%	25%
Read magazine	24%	35%
Played in a league	17%	36%
Income > \$50000	39%	45%
Average Income	\$63,389	\$70,374
Average Age	34.3	48.6
Average age started	8.3	31.0

• Comparison of New vs. Experienced Players - Adults only

	New player <5yrs	Exp player 11+yrs
Male	47%	60%
Female	53%	40%
Under 35	84%	39%
Over 35	16%	61%
Play 4~10	46%	19%
Play 11~20	30%	29%
Play 21+	24%	52%
Beginner	52%	13%
Intermediate	43%	64%
Advanced	4%	23%
Tennis is favorite sport	19%	36%
Other sport favorite	35%	33%
Private	25%	39%
Public	65%	49%
Racket buyer	51%	39%
Shoe buyer	65%	68%
Clothing buyer	57%	70%
Paid for lesson	19%	14%
Read magazine	23%	31%
Played in a league	23%	25%
Income > \$50000	35%	50%
Average income	\$49,548	\$71,531
Average age	28.2	44.5
Average age started	26.4	17.4

Late starters are relatively more likely to:

- be female
- be aged over 35
- play 21+ times per year
- say tennis is their favorite sport
- play at private facilities
- buy racquets, shoes
- pay for lessons
- play in leagues
- earn over \$50,000

Females aged 25-44 are the most likely target to take up tennis and become long term players.

New adult players are relatively more likely to:

- be female
- be under 35
- play 4-10 times a year
- rate themselves as beginners
- play on public facilities
- buy racquets

• Participation by Gender and Age

Male vs. Female - Adults only

	Male	Female
Under 35	52%	51%
Over 35	48%	49%
Play 4~10	24%	22%
Play 11~20	32%	30%
Play 21+	44%	47%
Beginner	13%	28%
Intermediate	63%	60%
Advanced	24%	11%
Tennis is favorite sport	27%	40%
Other sport favorite	44%	22%
New player <5yrs	9%	12%
Int. player 5-10yrs	11%	23%
Exp. player 11+	80%	65%
Private	31%	41%
Public	55%	50%
Racket buyer	47%	40%
Shoe buyer	71%	55%
Clothing buyer	67%	67%
Paid for lesson	6%	25%
Read magazine	29%	30%
Played in a league	20%	27%
Income > \$50000	48%	44%
Average income	\$71,125	\$65,388
Average age	40.4	39.5
Average age started	17.1	20.9

Juniors vs. Adults

	Junior (<19)	Adults
Male	46%	55%
Female	54%	45%
Under 35	100%	52%
Over 35	-	48%
Play 4~10	41%	23%
Play 11~20	26%	31%
Play 21+	32%	46%
Beginner	26%	20%
Intermediate	72%	62%
Advanced	2%	18%
Tennis is favorite sport	13%	33%
Other sport favorite	54%	34%
New player <5yrs	67%	11%
Int. player 5-10yrs	24%	16%
Exp. player 11+	9%	73%
Private	6%	36%
Public	78%	53%
Racket buyer	59%	43%
Shoe buyer	46%	64%
Clothing buyer	65%	67%
Paid for lesson	22%	15%
Read magazine	22%	30%
Played in a league	29%	23%
Avg household income	\$67,313	\$68,647
Average age	15.0	40.0
Age started	10.7	18.8

Female adult players are relatively more likely to:

- rate themselves as a beginner
- say tennis is their favorite sport
- have paid for a lesson
- have started tennis later

The socio-economic profile of junior players mirrors that of adults players

Junior players are relatively more likely to:

- * be female
- * play 4-10 times per year
- * be a beginner or intermediate
- * say another sport is their favorite
- * play at public facilities
- * buy a racquet
- * pay for a lesson



GROWTH CONTINUES DESPITE ROCKY ECONOMY

The total number of health and sports clubs in the United States grew by just over 2% during the first six months of 2002, reaching 18,203 facilities in July. The number of health clubs and gyms in the U.S. has increased consistently over the past five years, up 39% from 13,097 businesses in 1997. This news follows the announcement that consumer demand for health clubs remained strong in 2001, growing by approximately 3% to 33.8 million U.S. members as of January of this year.

In its annual industry data survey of North American health and sports clubs, IHRSA found that the clubs surveyed grew their total revenues by 5.8% (median) in 2001, and remained profitable last year. The survey of 244 clubs found that median club earnings before interest, taxes, depreciation and amortization improved slightly to 17.8% of total revenues, compared to 16.9% for 2000.

This is a particularly positive indicator for the health club industry on the heels of recent economic news from the Commerce Department that the U.S. economy slowed in the second quarter of 2002 compared to the first quarter. Consumer spending was also down with growth of just 1.9% versus 3.1% in the first quarter.

According to the IHRSA Index, however, clubs fared well in the second quarter (Figure 5). Revenue for the 16 club companies participating in the IHRSA Quarterly Index Tracking Study grew by an average (mean) 12.8% in the second quarter of 2002 as compared to the same quarter in 2001. Median growth was 10.2%. The study, conducted for IHRSA by Ernst & Young LLP, provides a snapshot of U.S. health club industry performance.

Clearly, Americans are still using their disposable income—even though they have less of it—to join health clubs.

According to a June 2002 research report from analysts at BNP Paribas, the health club industry continues to perform well, outperforming many other sectors and has proven to be more resilient. The industry's ability to change and improve its product over the years to better serve the needs of the consumer has resulted in a shift of viewing health clubs as a need rather than a luxury.

Save \$\$\$ on IHRSA Convention

Register for IHRSA's 22nd Annual International Convention & Trade Show by October 15 and pay \$349 for a three-day registration and only \$50 more for a four-day registration. The fee includes continental breakfast, two receptions, workshops, seminars, the trade show, and more. The rates go up after October 15, so register now by visiting www.ihrsa.org/meetings/convention, or call 1-800-228-4772 (US and Canada) or 617-951-0055.

*IHRSA's 22nd Annual
International Convention &
Trade Show*

February 26-March 1, 2003

San Francisco, California

**FIGURE 5: COMPARATIVE RESULTS OF 2001 AND 2002
FOR THE QUARTER ENDING JUNE 30**

		June 2001	June 2002	Median and Mean Percent Growth
Total Revenue	Median	\$5,256,500	\$6,195,540	10.2%
	Mean	\$11,428,575	\$12,956,160	12.8%
Dues Revenue	Median	\$4,387,000	\$5,258,613	10.5%
	Mean	\$8,414,038	\$9,411,287	12.0%
Non-Dues Revenue	Median	\$1,085,000	\$1,258,677	16.2%
	Mean	\$2,984,193	\$3,487,905	15.8%
Same Store Sales Revenue	Median	\$4,587,750	\$5,534,098	5.7%
	Mean	\$9,277,992	\$10,762,726	16.0%

Note: The numbers shown above are medians and means of the 16 companies involved in the survey. The "Median and Mean Percent Growth" column reflects the median and the mean percentage growth for all 16 companies.

ihrsa
trend report

YOUNG AND OLD DRIVE MEMBERSHIP GROWTH

At first glance, it seems that membership growth for the 18-34 age demographic has remained virtually flat over the past five years, according to the 2002 *IHRSA/ASD Health Club Trend Report*. Divide the group into two segments, however, and a different picture emerges. The 25-34 age segment has decreased by 14% since 1997, while the 18-24 age segment grew by 28% in the same period (Figure 6).

Similarly, dividing the 35-54 age demographic into two groups reveals that the younger segment (age 35-44) experienced a slight decrease (4%) in membership from 1997 to 2001. Conversely, the 45-54 age segment grew by 55%. At the same time, membership among the youngest (age 6 to 17) and oldest (age 55+) groups jumped 64% and 65%, respectively.

Overall, the 25-44 age segment accounted for 40% of all members in 2001—down from 53% in 1997. In the same period, membership “share” increased from 25% to 34% among the 45+ age group (Figure 7).

It is not lack of interest that has driven the decrease in the 25-34 age group; 18.9% of all Americans in this age group belong to health clubs—the highest of any age demographic. Rather, the 25-34 age population as a whole is smaller relative to other age segments (Figure 8).

Since the inception of the *IHRSA/ASD* study in 1987, the combined 18-34 age group consistently has had more members per 100 people than any age group. As it has with every age group, the number has inched higher every year (Figure 9). This trend shows no signs of abating. With over 70 million Americans now aged 6 to 24, health clubs can expect strong growth in the young adult market over the next decade and beyond. At the other end of the age spectrum, health-conscious Baby Boomers will also continue to flock to health clubs as they march into retirement.

WITH OVER 70 MILLION AMERICANS NOW AGED 6 TO 24, HEALTH CLUBS CAN EXPECT STRONG GROWTH IN THE YOUNG ADULT MARKET OVER THE NEXT DECADE AND BEYOND.

FIGURE 6: MEMBERSHIP GROWTH BY AGE SEGMENT (1997-2001)

	1997	2001	Five-year Change (%)
<18	2,519,000	4,138,000	64%
18-24	3,736,000	4,766,000	28%
25-34	7,869,000	6,777,000	(14%)
35-44	7,161,000	6,894,000	(4%)
45-54	3,595,000	5,556,000	55%
55+	3,425,000	5,637,000	65%
Total	28,305,000	33,768,000	19%

FIGURE 7: PERCENTAGE OF ALL MEMBERS BY AGE (1997 AND 2001)

	1997	2001
<18	9	12
18-24	13	14
25-34	28	20
35-44	25	20
45-54	13	17
55+	12	17

FIGURE 8: MEMBERS AS PERCENT OF U.S. POPULATION AGE 6+ (2001)

	Members	Population	Percent
<18	4,138,000	50,703,000	8.2
18-24	4,766,000	27,157,000	17.5
25-34	6,777,000	35,916,000	18.9
35-44	6,894,000	44,132,000	15.6
45-54	5,556,000	37,938,000	14.6
55+	5,637,000	55,190,000	10.2
Total	33,768,000	251,036,000	13.5

FIGURE 9: HEALTH CLUB MEMBERSHIP PER 100 PEOPLE (1987 AND 2001)

	1987	2001
<18	3.4	8.2
18-34	13.4	18.8
35-54	9.5	15.2
55+	3.2	10.2

Source: 2002 *IHRSA/ASD Health Club Trend Report*



One Hundred Million
Members by 2010



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Catherine Masterson McNeil, Editor

IHRSA is a nonprofit trade association
representing more than 6,500 health,
racquet and sportsclubs worldwide.

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HEALTH CLUB MEMBERS LOG MORE TIME *CONTINUED*

Since income tends to increase with age, this correlates with the shifting demographics of "core" members.

The fact that health club utilization rose in 2001 is a particularly positive indicator for the industry, given the state of the overall U.S. economy. The proven health benefits of exercise coupled with a more health-conscious America are driving people to exercise more. At the same time, the increased professionalism and sense of community cultivated by the health club industry has made clubs a more attractive workout option. With the current news about corporate layoffs, the rocky stock market, and continued concerns about security, going to the health club provides members with a positive means for dealing with the stresses in their lives.

**FIGURE 2: FREQUENCY OF HEALTH CLUB ATTENDANCE
(PERCENT OF TOTAL)**

Days per year	1987	2001
<25	32	25
25-51	19	18
52-99	13	12
100+	31	41
Not reported	5	4

**FIGURE 3: "CORE" HEALTH CLUB MEMBERS BY AGE
(PERCENT OF TOTAL)**

	1988	1997	2001
<18	4	5	7
18-34	53	42	32
35-54	34	39	42
55+	9	14	19

**FIGURE 4: FREQUENT HEALTH CLUB ATTENDANCE BY
HOUSEHOLD INCOME (PERCENT OF TOTAL)**

Income	1997	2001
<\$25,000	17	10
\$25,000-\$49,999	22	24
\$50,000-\$74,999	26	22
\$75,000+	35	44

Source: 2002 IHRSA/ASD Health Club Trend Report

Results Summary

Results as % of total respondents unless specified- 516 respondents as of 10/2/02

Q1. What region of the country are you from?

	Total
West	18.4%
Mid West	21.4%
North East	21.8%
South	38.4%

Q2. What is the size of the city in which you are employed?

<100,000	38.4%
100,000 to 250,000	18.8%
250,000 to 1M	17.1%
Over 1M	25.7%

Q3. What is your USPTA and/or PTR classification?

P1-USPTA	43.3%
P2-USPTA	13.1%
P3-USPTA	2.8%
Professional - PTR	12.1%
Instructor - PTR	8.7%
Associate - PTR	3.4%
Have never been certified	20.7%
Have not renewed certification	3.4%
Other	5.0%

Q4. What is your job title?

Director of Tennis (full time/year round)	38.2%
Head Professional (full time/year round)	10.8%
Staff Professional (full time/year round)	8.9%
Owner	3.7%
Pro/Manager (full time/year round)	8.1%
Independent Contractor (full time/year round)	8.1%
Seasonal Only (full time)	5.7%
Part time	9.3%
Other	7.1%

Q5. What is your age?

Average Age	40.27
<30	17.20%
30-39	28.10%
40+	54.70%

Q6. What is your gender?

Female	15.2%
Male	84.8%

Q7. How many years of teaching experience do you have?

Average # Years	16.31
-----------------	-------

Q8. What is your current NTRP rating?

Average Rating	5.2
----------------	-----

Q9. How many years have you been employed in your current job?

Average # Years	7.69
-----------------	------

Q10. What type of facility do you work for?

Private Member Owned	31.4%
Private For Profit	31.0%
Public For Profit	12.6%
Public Park, College, Community Center	20.3%
Resort	4.6%

Q11. How many courts are there at your primary facility?	
Average Number of Indoor Hard Courts	2.31
Average Number of Indoor Clay Courts	0.27
Average Number of Other Indoor Courts	0.06
Average Number of Outdoor Hard Courts	5.04
Average Number of Outdoor Clay Courts	2.53
Average Number of Outdoor Grass Courts	0.18
Average Number of Outdoor Other Courts	0.04
Q12. What is the % of time spent on the following responsibilities?	
% of time spent on Supervision of Instructors	9.45%
% of time spent On-Court Teaching	44.46%
% of time spent on Court Maintenance	4.40%
% of time spent on Program Development and Supervision	15.63%
% of time spent on Racquet Repair Services	5.42%
% of time spent on Pro Shop Operation	6.22%
% of time spent on Supervision of Social Events and Tournaments	8.31%
% of time spent on Other duties	6.12%
Q13. How many hours do you work per week?	
Average number of hours per week spent On Court Teaching	23.0
Average number of hours per week spent on Off-Court Duties	25.6
Average work week	48.6
Q14. What is the hourly rate charged per person for the following categories?	
Average Hourly rate charged for Private lessons	\$45.53
Average Hourly rate charged for Semi-private lessons - per person	\$29.41
Average Hourly rate charged for Clinics - per person	\$19.17
Average Hourly Court Rate charged (without taking a lesson, clinic)	\$11.75
Q15. What is your total annual compensation from all sources?	
Average Compensation	\$42,505
Q16. What is the approximate percentage breakdown of the above amount?	
Salary	40.2%
Private Lessons	23.7%
Group Lessons	21.5%
Pro Shop Commission	3.5%
Stringing	5.1%
Other	6.2%
Q17. What are the benefits provided by your employer?	
Partial Medical Insurance	17.0%
Disability Insurance	21.7%
Full Medical Insurance	50.0%
Profit Sharing	13.4%
Life Insurance	30.9%
Pro Shop Discount	48.3%
Meals	31.8%
Automobile	5.2%
Professional Development Subsidy	34.7%
Family Club Membership Privileges	46.0%
None	17.2%
Retirement Fund	22.9%
Q18. What is your level of job satisfaction?	
Very Low	2.1%
Low	3.8%
Neutral	11.8%
High	47.9%
Very High	34.5%
Q19. How would you rate the future of the tennis industry?	
Very Low	0.0%
Low	3.1%
Neutral	28.9%
High	40.9%
Very High	27.1%

Tennis Pro Compensation Report 2002



USA UK FRANCE AUSTRALIA KOREA BELGIUM GREECE

1150 South U.S. Highway One; Suite 306; Jupiter, Florida 33477
Tel: (561)745-4477 Fax: (561)745-5384
E-mail: usa@sportsmarketingsurveys.com
www.sportsmarketingsurveys.com

Sports Research Inc. trading as Sports Marketing Surveys USA
Incorporating Morgan-Horan, Inc.

Sports Marketing Surveys
USA

Quality Research for
Management Action

		Region				Yrs teaching experience				City Size				
		Total				<5	5-14	15-24	25+					
	Base	510	94	109	111	196	56	162	147	123	196	96	86	130
Region	West	18.40%	100.00%	-	-	-	12.50%	16.70%	22.40%	17.90%	22.10%	19.80%	17.40%	13.10%
	Mid West	21.40%	-	100.00%	-	-	30.40%	22.80%	15.60%	22.80%	23.60%	12.50%	23.30%	22.30%
	North East	21.80%	-	-	100.00%	-	28.60%	25.30%	19.00%	17.10%	27.20%	18.80%	18.30%	18.50%
	South	38.40%	-	-	-	100.00%	28.60%	35.20%	42.90%	42.30%	27.20%	47.90%	43.00%	46.20%
		Region				Yrs teaching experience				City Size				
		Total				<5	5-14	15-24	25+					
	Base	510	94	107	110	196	56	164	148	124	196	96	87	131
City Size	<100,000	38.40%	45.70%	43.00%	48.20%	27.00%	49.10%	37.80%	34.90%	41.10%	100.00%	-	-	-
	100,000 to 250,000	18.80%	20.20%	11.20%	17.30%	23.50%	23.60%	18.30%	19.90%	16.10%	-	100.00%	-	-
	250,000 to 1M	17.10%	16.00%	18.70%	12.70%	18.90%	10.90%	15.90%	17.10%	21.80%	-	-	100.00%	-
	Over 1M	25.70%	18.10%	27.10%	21.80%	30.60%	16.40%	28.00%	28.10%	21.00%	-	-	-	100.00%
		Region				Yrs teaching experience				City Size				
		Total				<5	5-14	15-24	25+					
	Base	497	92	103	109	191	53	182	145	117	191	95	82	128
Please indicate your USPTA and/or PTR classification														
	P1-USPTA	43.30%	46.70%	43.70%	27.50%	50.30%	7.50%	31.50%	54.50%	66.70%	40.80%	41.10%	47.60%	48.10%
	P2-USPTA	13.10%	8.70%	15.50%	11.00%	15.20%	3.80%	16.00%	17.20%	8.50%	12.60%	11.60%	13.40%	14.10%
	P3-USPTA	2.80%	3.30%	-	4.80%	3.10%	9.40%	3.10%	1.40%	1.70%	1.60%	5.30%	2.40%	3.10%
	Professional - PTR	12.10%	8.70%	3.90%	17.40%	15.20%	3.80%	11.70%	12.40%	16.20%	11.50%	9.50%	17.10%	11.70%
	Instructor - PTR	8.70%	8.70%	6.80%	7.30%	10.50%	11.30%	13.60%	6.20%	5.10%	11.50%	8.40%	6.10%	6.30%
	Associate - PTR	3.40%	2.20%	2.90%	7.30%	2.10%	3.80%	4.90%	2.10%	2.60%	4.70%	2.10%	3.70%	2.30%
	Have never been certified	20.70%	23.90%	22.30%	29.40%	13.10%	50.90%	24.70%	10.30%	10.30%	23.00%	22.10%	18.30%	18.00%
	Have not renewed certification	3.40%	2.20%	6.80%	1.80%	3.10%	-	2.50%	6.20%	1.70%	3.10%	2.10%	3.70%	4.70%
	Other	5.00%	5.40%	6.80%	4.80%	4.20%	9.40%	6.80%	2.80%	1.70%	5.20%	3.20%	2.40%	7.80%

		Region				Yrs teaching experience					City Size			
		Total				<5	5-14	15-24	25+					
Job Title	Base	492	92	99	109	189	51	182	146	120	188	94	85	124
	Director of Tennis (full time/year round)	38.20%	42.40%	35.40%	25.70%	45.50%	15.70%	26.50%	48.60%	51.70%	35.60%	42.60%	41.20%	36.30%
	Head Professional (full time/year round)	10.80%	5.40%	9.10%	8.30%	15.30%	2.00%	15.40%	11.00%	9.20%	7.40%	7.40%	14.10%	16.10%
	Staff Professional (full time/year round)	8.90%	6.50%	8.10%	13.80%	7.90%	7.80%	17.90%	6.80%	0.80%	9.60%	8.50%	5.90%	10.50%
	Owner	3.70%	5.40%	3.00%	3.70%	3.20%	3.90%	3.10%	3.40%	4.20%	4.30%	2.10%	3.50%	4.00%
	Pro/Manager (full time/year round)	8.10%	9.80%	10.10%	8.30%	5.30%	3.90%	4.30%	6.80%	15.00%	7.40%	6.40%	9.40%	9.70%
	Independent Contractor (full time/year round)	8.10%	10.90%	4.00%	6.40%	10.10%	3.90%	9.30%	6.20%	6.70%	6.40%	12.80%	8.20%	7.30%
	Seasonal Only (full time)	5.70%	5.40%	10.10%	10.10%	1.10%	13.70%	7.40%	3.40%	2.50%	10.60%	2.10%	4.70%	1.60%
	Part time	9.30%	6.50%	9.10%	15.60%	7.40%	25.50%	8.60%	6.80%	6.70%	10.10%	9.60%	8.20%	8.90%
	Other	7.10%	7.60%	11.10%	8.30%	4.20%	23.50%	7.40%	4.80%	3.30%	8.50%	8.50%	4.70%	5.80%
		Region				Yrs teaching experience					City Size			
		Total				<5	5-14	15-24	25+					
Age	Base	493	89	106	107	188	54	163	147	123	192	92	85	122
	Mean	40.27	41.66	37.16	39.65	41.78	30.78	33.69	42.17	50.81	40.52	39.93	39.86	40.39
		Region				Yrs teaching experience					City Size			
		Total				<5	5-14	15-24	25+					
Gender	Base	494	90	106	107	188	55	163	147	124	192	92	85	123
	Female	15.20%	16.70%	16.00%	17.80%	12.80%	30.80%	11.70%	13.60%	14.50%	18.80%	15.20%	12.90%	10.60%
	Male	84.80%	83.30%	84.00%	82.20%	87.20%	69.10%	88.30%	86.40%	85.50%	81.30%	84.80%	87.10%	89.40%
		Region				Yrs teaching experience					City Size			
		Total				<5	5-14	15-24	25+					
Yrs of teaching experience	Base	491	89	105	106	188	56	164	147	124	191	92	84	122
	Mean	16.31	16.94	15.49	14.25	17.63	2.02	9.11	18.97	29.14	15.72	15.54	18.04	16.72
		Region				Yrs teaching experience					City Size			
		Total				<5	5-14	15-24	25+					
NTRP rating	Base	464	84	94	103	181	48	161	139	116	182	86	81	114
	Mean	5.2	5.05	5.23	5.18	5.29	4.26	5.37	5.35	5.18	5	5.24	5.41	5.35

		Region				Yrs teaching experience				City Size				
		Total				<5	5-14	15-24	25+					
Yrs. employed current job	Base	483	88	104	103	185	54	161	142	124	188	91	84	119
	Mean	7.69	8.53	6.87	8.27	7.41	3.22	4.26	8.01	13.65	8.07	7.22	7.63	7.45
		Region				Yrs teaching experience				City Size				
		Total				<5	5-14	15-24	25+					
Type of Facility	Base	477	88	102	101	183	53	180	141	121	186	90	83	117
	Private Member Owned	31.40%	23.90%	16.70%	33.70%	42.60%	24.50%	28.80%	39.00%	29.80%	24.70%	37.80%	39.80%	31.60%
	Private For Profit	31.00%	29.50%	40.20%	32.70%	25.70%	15.10%	36.30%	31.90%	30.60%	28.50%	30.00%	27.70%	38.50%
	Public For Profit	12.60%	13.60%	14.70%	12.90%	10.40%	13.20%	11.30%	9.20%	17.40%	11.80%	13.30%	10.80%	14.50%
	Public Park, College, Community Center	20.30%	28.10%	27.50%	13.90%	16.90%	41.50%	17.50%	18.40%	16.50%	25.80%	18.90%	16.90%	14.50%
Resort	4.60%	6.80%	1.00%	6.90%	4.40%	5.70%	6.30%	1.40%	5.80%	9.10%		4.80%	0.90%	
		Region				Yrs teaching experience				City Size				
		Total				<5	5-14	15-24	25+					
Number of Indoor Hard Courts	Base	513	94	109	111	198	56	164	147	124	196	96	87	131
	Mean	2.31	1.84	5.38	2.75	0.69	2.88	2.47	2.39	2.1	2.33	1.91	2.59	2.37
Number of Indoor Clay Courts	Base	0.27	0.06	0.11	0.8	0.27	0.39	0.23	0.34	0.22	0.25	0.19	0.48	0.21
	Mean	0.06	0.02	0.12	0.13	0.02	0.09	0.07	0.05	0.07	0.11	0.02	0.09	0.02
Number of Outdoor Hard Courts	Base	5.04	6.54	5.51	2.17	5.7	6.68	4.61	5.05	6.15	4.73	4.56	5.22	5.69
	Mean	2.53	0.3	1.58	3.3	3.76	1.88	2.86	2.8	2.74	2.45	2.99	3.23	1.92
Number of Outdoor Clay Courts	Base	0.18	0.2	0.02	0.5	0.02	0.18	0.2	0.28	0.07	0.06	0.06	0.32	0.36
	Mean	0.04	0.02	0.07	0.02	0.01	0.07	0.04	0.04	0.03	0.06	0.02	0.03	0.03
Number of Outdoor Grass Courts	Base	0.04	0.02	0.07	0.02	0.01	0.07	0.04	0.04	0.03	0.06	0.02	0.03	0.03
	Mean	0.04	0.02	0.07	0.02	0.01	0.07	0.04	0.04	0.03	0.06	0.02	0.03	0.03

	Total	Region	Yrs teaching experience	City Size	Region	Yrs teaching experience	City Size	Region	Yrs teaching experience	City Size
Hourly rate charged for Private lessons	433	78	93	109	90	144	133	169	189	106
	45.53	48.08	44.05	48.41	43.5	45.63	48.41	44.5	43.46	50.08
Hourly rate charged for Semi-private lessons - per person	420	74	90	105	89	141	130	164	166	104
	29.41	27.88	29.38	27.52	25.72	31.45	27.52	28.38	28.38	38.55
Hourly rate charged for Clinics - per person	412	71	87	105	87	137	128	164	162	104
	19.17	14.98	17.15	15.09	21.8	17.77	15.09	20.38	20.35	23.14
Hourly Court Rate charged (without taking a lesson, clinic)	189	40	38	58	44	52	59	64	74	43
	11.75	10.15	5.68	10.42	14.8	10.9	10.42	14.29	11.99	10.49

		Region				Yrs teaching experience				City Size				
		Total				<5	5-14	15-24	25+					
	Base	418	73	92	93	157	43	140	128	105	165	76	73	103
What is your total annual compensation from all sources?	Mean	42504.92	47478.34	42306.07	38492.41	42784.62	28556.65	30537.74	51627.56	52652.47	37667.56	48220.93	47406.26	42363.7
		Region				Yrs teaching experience				City Size				
		Total				<5	5-14	15-24	25+					
	Base	221	51	48	42	77	19	63	74	63	83	44	45	48
What percentage of total annual compensation is from Salary?	Mean	40.15	30.27	58	40.86	38.03	45.63	25.29	42.05	50.41	44.23	31.27	45.22	36.06
What percentage of total annual compensation is from Private Lessons?	Mean	23.7	32.84	16.13	20.55	24.3	19.83	31.36	25.22	15.75	21.9	26.23	20.67	27
What percentage of total annual compensation is from Group Lessons?	Mean	21.47	21.86	16.46	24.83	21.44	15.63	30.13	17.53	19.24	18.88	23.64	21.64	24.04
What percentage of total annual compensation is from Pro Shop Commission?	Mean	3.47	2.49	2.17	3.19	4.9	1.32	2.79	3.91	4.4	2.64	5.32	3.31	3.44
What percentage of total annual compensation is from Stringing?	Mean	5.05	4.06	2.38	6.52	6.57	9.21	6	4.57	3.49	5.34	6	3.58	5.17
What percentage of total annual compensation is from Other duties?	Mean	6.16	8.47	4.88	4.05	6.77	8.58	4.41	6.73	6.71	7.01	7.55	5.38	4.29

		Region				Yrs teaching experience				City Size					
		Total													
Base		424	78	92	90	162	45	5-14	137	133	107	167	77	77	102
Benefits	Partial Medical Insurance	17.00%	14.10%	18.50%	15.80%	18.50%	11.10%	16.10%	15.00%	23.40%	18.00%	22.10%	11.70%	15.70%	
	Disability Insurance	21.70%	23.10%	28.30%	20.00%	18.50%	28.90%	10.90%	28.60%	24.30%	25.10%	19.50%	16.90%	21.80%	
	Full Medical Insurance	50.00%	44.90%	58.70%	41.10%	52.60%	46.70%	39.40%	58.40%	56.10%	53.30%	38.40%	57.10%	49.00%	
	Profit Sharing	13.40%	12.80%	10.90%	18.90%	12.30%	13.30%	13.10%	16.50%	10.30%	13.80%	9.10%	18.20%	12.70%	
	Life Insurance	30.90%	33.30%	38.00%	24.40%	29.80%	31.10%	22.60%	36.80%	33.60%	33.50%	27.30%	31.20%	29.40%	
	Pro Shop Discount	48.30%	44.90%	62.00%	47.80%	43.20%	46.70%	51.80%	49.60%	43.00%	50.90%	40.30%	42.90%	54.90%	
	Meals	31.80%	30.80%	21.70%	26.70%	41.40%	24.40%	28.50%	39.10%	30.80%	30.50%	23.40%	42.90%	32.40%	
	Automobile	5.20%	6.40%	5.40%	5.60%	4.30%	8.90%	2.20%	7.50%	4.70%	6.80%	2.80%	5.20%	4.90%	
	Professional Development Subsidy	34.70%	37.20%	35.90%	27.80%	37.00%	15.80%	29.20%	40.60%	43.00%	36.50%	28.60%	33.80%	37.30%	
	Family Club Membership Privileges	46.00%	50.00%	58.70%	40.00%	40.10%	28.90%	40.10%	61.90%	54.20%	52.70%	35.10%	44.20%	45.10%	
	None	17.20%	24.40%	7.60%	20.00%	17.30%	20.00%	24.10%	12.80%	13.10%	12.00%	27.30%	15.80%	19.80%	
	Retirement Fund	22.90%	12.80%	28.30%	22.20%	25.30%	17.80%	27.70%	23.30%	18.70%	27.50%	18.20%	15.80%	24.50%	
		Region				Yrs teaching experience				City Size					
		Total													
Base		238	58	50	45	84	28	85	78	67	92	48	46	53	
Level of job satisfaction	Mean	4.09	4.13	3.94	4.22	4.08	3.92	4.03	4.08	4.22	4.04	3.91	4.09	4.32	
	Very Low	2.10%	1.80%	4.00%	-	2.40%	7.70%	-	2.60%	1.50%	4.30%	2.20%	-	-	
	Low	3.80%	5.40%	2.00%	4.40%	3.80%	-	6.20%	3.80%	3.00%	3.30%	6.50%	4.30%	1.90%	
	Neutral	11.80%	8.90%	18.00%	13.30%	9.50%	7.70%	18.50%	9.00%	9.00%	10.90%	15.20%	10.80%	11.30%	
	High	47.90%	48.40%	48.00%	37.80%	52.40%	61.50%	41.50%	52.60%	44.80%	48.70%	50.00%	56.60%	39.60%	
	Very High	34.50%	37.50%	28.00%	44.40%	32.10%	23.10%	33.80%	32.10%	41.80%	34.80%	28.10%	28.30%	47.20%	
		Region				Yrs teaching experience				City Size					
		Total													
Base		225	53	47	43	80	24	63	73	63	86	44	45	50	
Future of tennis industry	Mean	3.92	3.77	3.87	4.12	3.92	3.88	4.08	3.96	3.73	3.98	3.88	3.93	4.02	
	Very Low	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Low	3.10%	3.60%	-	2.30%	5.00%	-	1.60%	2.70%	6.30%	2.30%	6.80%	2.20%	2.00%	
	Neutral	28.90%	30.20%	38.30%	20.90%	27.50%	37.50%	23.80%	28.80%	31.70%	24.40%	34.10%	33.30%	28.00%	
	High	40.90%	50.90%	38.20%	39.50%	37.50%	37.50%	39.70%	38.40%	44.40%	48.50%	43.20%	33.30%	36.00%	
	Very High	27.10%	15.10%	25.50%	37.20%	30.00%	25.00%	34.90%	30.10%	17.50%	28.70%	15.90%	31.10%	34.00%	

PTM EQUIPMENT LIST

Equipment

- 2 - Apple i-Mac computers
- 4 - PC computers, 1 with V-One Tennis Stroke Analysis Software
- 1 - Double headed VCR
- 1 - 27" and **35" monitor for computer/video display
- 2 - Canon Mini-DV, video cameras, 2 tripods, 1 monopod
- 1 - Digital camera behind court one connected to VHS VCR and monitor in closet
- 1 - Portable cart w/13" TV/VCR monitor for viewing video on court
- 3 - Ball Mowers**
- 10 - Ball carts (400 ball capacity)
- 4 - Ball machines, two of which have lifts for serving**

Teaching Aids

- 2 - Sets of "System 5" pole sets for "Ropezone"
- 1 - Set of throw down rubber lines
- 8 - Nylon ropes of varying length to use as court markers
- 8 - Small ball hoppers (150 ball capacity)
- 1 - Stroke trainer
- 1 - Odie and Garfield stand-up targets
- 2 - Speed ladders
- 10 - Hoola hoops
- 50 - Foam tennis balls
- 2 - Ball tubes (for ball pickup)
- 6 - Medicine balls
- 4 - Tennis twist machines (ball tossing machines for pee wees)
- 30 - Cones of varying sizes
- 10 - Rubber courts markers (spots, triangles, squares)
- 8 - Z-Balls
- 4 - Pee Wee nets
- Various Pee Wee Toys- 10 bean bags, 10 Dyno feet

Mission:

The mission of the Racquet and Fitness Center is to ensure a high quality-learning environment for PTM students by providing practical application of club operations, while enhancing recreational and revenue-producing activities for the University.

The Racquet and Fitness Center is the central operational facility for the College of Business's Professional Tennis Management (PTM) program, campus year round recreation, summer and winter Tennis Academies, and Ferris's Varsity Tennis Teams.

10/20/98

Rev.

GOAL 1.

Optimize Financial Resources

MAJOR ACTIVITIES AND PROCESSES

- The Racquet & Fitness Center will submit yearly programming and promotional plans to increase revenue and develop new programs for revenue enhancement.
- Work with University Recreation to develop a membership fee structure and promotional plan to generate the maximum amount of revenue from Faculty/staff.
- Redesign entrance of the Racquet & Fitness Center to ensure all fees are collected.
- Maximize the use of the clay courts to accommodate more members for play and increase the number of players allowed for camps.

EXPECTED OUTCOMES

- Increase net operating revenue from \$27,423 in FY01 to \$30,000 in FY02.

INDICATORS/SOURCES

- Year-end financial statement

REPORTING PROCESS

- To Associate Vice President for Auxiliary Enterprises

RESOURCE REQUIREMENTS

- None

GOAL 2.**Enhance Image of the University****MAJOR ACTIVITIES AND PROCESSES**

- Work as an Executive Board member with both USPTA and the USTA in order to gain recognition for the PTM program and Ferris State University.
- Continue to attend and speak at various workshops and National conventions in order to promote the PTM program and Ferris State University.
- Network with various leaders in the tennis industry in order to maintain high visibility within the industry.
- Continue working as a National Tester for the USPTA in order to stay visible as a leader in the testing process.

EXPECTED OUTCOMES

- Gain national and regional recognition/publicity in and with national associations and their publications.

INDICATORS/SOURCES

- Tennis Week magazine
- Advantage magazine / USPTA publication.
- Midwest Connection.

REPORTING PROCESS

- To Associate Vice President for Auxiliary Enterprises.

RESOURCE REQUIREMENTS

- None.

GOAL 3.**Increase customer satisfaction****MAJOR ACTIVITIES AND PROCESSES**

- Work with University Recreation to provide aerobic and fitness classes to all Ferris students.
- Continue to evaluate every activity/department at the Racquet & Fitness Center.
- Be active in industry associations to stay abreast of latest industry trends so that activities and strategies can be used to improve customer service.
- Redesign the front desk to make checking in more efficient and customer friendly.
- Set up intensive yearly training for student workers.
- Maximize the use of the clay courts to accommodate more members for play and increase the number of players allowed for camps.

EXPECTED OUTCOMES

- Increase the percentage of customer service surveys which rate the facility good to excellent from 75% to 95%.

INDICATORS/SOURCES

- Recreational utilization statistics
- Results of customer satisfaction surveys

REPORTING PROCESS

- To Associate Vice President for Auxiliary Enterprises.

RESOURCE REQUIREMENTS

- None

GOAL 4.**Enhance educational opportunities for students****MAJOR ACTIVITIES AND PROCESSES**

- The Racquet & Fitness Center management will provide PTM students an opportunity to have a multi-faceted hands-on experience on a daily basis by working at the Racquet & Fitness Center. Having students operate the Center will ensure that they have the foundation and experience needed to have a competitive edge when seeking employment.
- The Racquet & Fitness Center will secure state-of-the-art technology and equipment for students to utilize and gain the necessary skills required for success.
- The Racquet & Fitness Center management will conduct a minimum of two personal evaluations each year with every student, thus identifying strengths and weaknesses and developing action plans to improve the student skills as employees.
- The Racquet & Fitness Center will establish a class on clay court maintenance so the PTM students will be familiar with how to care for clay courts when they are on internship.

EXPECTED OUTCOMES

- Increase the number of students who will receive academic credit for their work from 63 in 2002 to 70 in 2003.

INDICATORS/SOURCES

- PTM employee surveys
- USPTA accreditation evaluation.
- Placement statistics gathered from the graduate surveys.

REPORTING PROCESS

- PTM Director, Center Staff and Marketing Department

RESOURCE REQUIREMENTS

- None, other than existing resources.

**Three-Year Plan 2002-2005
Racquet & Fitness Center
Auxiliary Enterprises**

The Racquet & Fitness Center will continue to improve all three of our Auxiliary Enterprise priorities, but our major focus will be on customer service through programming and facility improvements. We will continue to offer a wide selection of inventory in our pro shop, along with adding NIKE products which not only effects customer service but will also generate additional income for the Racquet & Fitness Center. We also plan to construct a juice bar in our pro shop and expand our parking lot again adding to customer service and revenue generated.

With the addition of NIKE as our camp sponsor national exposure will be given to our tennis camps, which will increase the number of participants and the revenue we generate.

Our plan also includes efforts to advertise bus transportation for our summer tennis camps again working to satisfy the customers by offering a convenient method of transportation. Again this not only addressed the customer service priority but also will generate additional income for the Racquet & Fitness Center.

FERRIS STATE UNIVERSITY

STUDENT RECREATION CENTER

RACQUET & FITNESS CENTER

Membership Information

GENERAL INFORMATION

The Racquet & Fitness Center and Student Recreation Center are student funded recreational centers and are intended to serve Ferris students, Ferris employees, and the Big Rapids community.

The Racquet & Fitness Center also serves as a laboratory for students in the Professional Tennis Management (PTM) program. To help them prepare for their careers, PTM students staff the club approximately 120 hours/year.

MEMBERSHIP PRIVILEGES

Members and students must show valid identification and follow proper check-in procedures. Unauthorized use of student ID's or membership cards will result in loss of privileges with no refund.

CODE OF CONDUCT

While using the facilities we expect all members and FSU students to conduct themselves in a manner which is not offensive to others. Members and FSU students must be courteous and respectful. Those who violate this policy will be asked to leave and could have their membership revoked.

HOLIDAY AND BREAK HOURS

Because the majority of our staff are students, we will operate on reduced hours during Ferris breaks. We will try to remain open as many hours as possible. Pool hours will vary depending on staffing.

The facilities will close the following holidays: New Year's Eve and New Year's Day, Easter, Independence Day, Labor Day, Memorial Day, Thanksgiving, Christmas Eve and Christmas Day.

CHILDREN

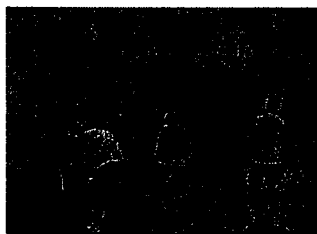
Children 17 and under must be accompanied by an adult at all times while using the Student Recreation Center. Children 17 and under must be accompanied by an adult if they are using the weight equipment at the Racquet & Fitness Center.

MEMBERSHIP CARDS

There will be a \$5 charge to replace a public membership card.

GUEST FEES

All guest fees need to be paid at the individual facilities.



Racquet & Fitness Center

HOURS:

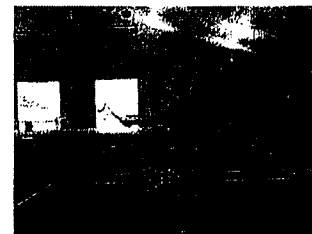
MON-FRI: 5:30 AM-11:00 PM

SAT-SUN: 8:00 AM-11:00 PM

BUSINESS OFFICE: 8:00 AM-5:00 PM

SAT-SUN CLOSED

231-591-2212



FACILITIES AVAILABLE

Aerobics-2,000 sq. ft. aerobic room covered with "aerobaflooring". A variety of fitness classes are

offered. All drop in aerobic classes are \$1 for students, \$2 for members, and \$3 for non-members.

Fitness Center- Cybex modular equipment, 15 pieces of Nautilus equipment, Stairmasters, Cybex recumbent bikes, Concept II rowing machines, Airdyne bikes, Precor Elliptical machines.

Tennis Courts-4 Indoor and 10 outdoor tennis courts and 2 covered clay courts.

Racquetball Courts-3 Glass back courts. 1 enclosed court.

CHECK-IN PROCEDURES

All members must present a membership card at the desk. Students must present a current FSU student I.D.

A 15 minute grace period will be allotted for tennis and racquetball players running late. Beyond the grace period, players may be required to relinquish their court if other players are waiting for a court assignment.

MASSAGE

Certified Massage Therapist Tammy Davenport is available for massage at the Racquet & Fitness Center (by appointment only). Massages can be scheduled for 30-60 minutes. For an appointment call 591-2212.

TANNING

Two SUNVISION tanning beds are available for customer use. Unlimited tanning packages as well as individually priced tanning sessions are available.

GUEST POLICY

Racquet & Fitness Center

A \$5 per day fee is charged for use of fitness room.

RENTALS

Rental equipment is available. Members and students may rent equipment by paying a nominal fee and leaving proper ID.

CHILDREN

Children under 17 must be accompanied by an adult if they are using the weight equipment.

For safety reasons child spectators at the Racquet & Fitness Center are not permitted in the court areas or the weight room and are the responsibility of the accompanying adult.

RACQUETBALL COURT RATES

(Court rates are in addition to membership fees.)

\$3.00 per person for doubles/hour

\$6.00 per person for singles/hour

TENNIS COURT RATES

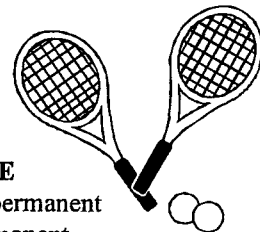
(Court rates are in addition to membership fees.)

\$3.50 per person for doubles/hour

\$7.00 per person for singles/hour

Members are allowed to play tennis and racquetball at no cost during the following times:

Friday	7-11 PM
Saturday	5-11 PM
Sunday	12-3 PM



PERMANENT COURT TIME

Courts can be reserved by semester on a permanent basis by contacting Jan at 591-2212. Permanent court time must be paid in advance. Rates are based on one hour per week for 15 weeks.

Members - \$180/semester

COURT RULES

(Etiquette)

Players should not enter the courts before their court time and must leave when their time has ended and when the next players arrive. **PROFANITY, RACQUET THROWING, AND HITTING THE CURTAINS OR NETS ARE NOT PERMITTED.**

RESERVATION POLICY

Reservations may be made by calling 591-2212.

Reservations may be made up to seven days in advance.

PROTECTIVE EYEWEAR AND ATTIRE

All racquetball players are **REQUIRED** to wear ASTM approved protective eyewear during play. Rental goggles are available. Shirts and shoes are required at all times. Black-soled shoes are not allowed.

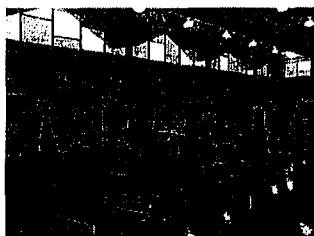
CANCELLATIONS AND NO-SHOWS

Students and members may cancel their court reservations by giving 24-hour advance notice. When 24 hour notice is not given, court fees will be charged if: all courts are booked, and our staff is unable to resell the court. If a student or member does not show up for their court the appropriate fee will be charged.

LOCKERS

Students and members may use the lockers while at the facilities. We recommend that members bring their own locks. The facilities are not responsible for lost or stolen items. Please remove your lock and items when leaving the building.

Student Recreation Center



STUDENT RECREATION CENTER HOURS:

MON-WED: 6:00 AM-11:00 PM
 THURS-FRI: 6:00 AM- 1:00 AM
 SAT: 9:00 AM-8:00 PM
 SUN: 12:00 PM-10:00 PM
 BUSINESS OFFICE: 8:00 AM-5:00 PM
 SAT-SUN CLOSED
 231-591-2679

FACILITIES AVAILABLE

Pool-25 yard pool, hot tub, family changing area and accessibility for the disabled.

Aerobics- Aerobic studios (2) offering classes in floor and step aerobics. Water aerobics are also offered in the pool. All drop in aerobic classes are \$1 for students, \$2 for members and \$5 for non-members.

Climbing Wall-1,000 sq. ft. of climbing wall with 8 lanes and a maximum height of 36 feet.

Indoor Track-Elevated walking, jogging, running track, 4 lanes, 1/9 mile.

Fitness Center-6,000 sq. ft. Cybex strength machines, Elliptical trainers, Concept II rowing machines, Stairmasters, and Trotter bikes (upright and recumbent).

Broadcast Vision-Bring your walkman into the fitness center and tune in (to any one of our 10 televisions) while you are toning up.

Courts-4 multi-purpose courts for basketball, volleyball, and/or badminton.

Weight Room-3,000 sq. ft. of free weight equipment.

GUEST FEES

Guests may purchase a day pass from the University Recreation office inside the SRC. Passes are \$5 for adults and \$3 for children under 17 (children under the age of 17 must be accompanied by an adult pass holder).

WALKING PASS

Senior Citizens (55 and over) may walk the track from 6 am to 11 am, Monday-Friday for a fee of \$1/day.

ROCK CLIMBING WALL

Anyone interested in rock climbing must participate in an instructional class first. There will be a \$40 fee for this class. After completion of the class there will be no charge for rock climbing.

PARKING PERMIT

Parking Permits are **REQUIRED** for the Student Recreation Center. They can be obtained through Public Safety at no cost. Swan parking lot should be used between 8 AM and 5 PM. Other campus parking can be used before 8 AM and after 5 PM with a parking permit.

Racquet & Fitness Center/Student Recreation Center Membership Rate Schedule – 2002/03 Faculty/Staff Dues

Membership Fees	Fall	Winter	Summer	Yearly
Single	\$140	\$140	\$65	\$260*
Student Spouse	\$75	\$75	\$38	\$188*
Couple	\$210	\$210	\$86	\$390*
Jr. (Racquet Center-use only)	\$140	\$140	\$65	\$260*
Family of 3	\$250	\$250	\$100	\$455*
Family of 4	\$280	\$280	\$115	\$520*
Family of 5	\$320	\$320	\$125	\$585*
Emeriti/Alumni	\$140	\$140	\$65	\$260*

*Yearly memberships can only be purchased in the fall semester

Public Dues				
Membership Fees	Fall	Winter	Summer	Yearly
Single	\$210	\$210	\$86	\$390*
Couple	\$315	\$315	\$130	\$585*
Jr. (Racquet Center-use only)	\$210	\$210	\$86	\$390*
Family of 3	\$375	\$375	\$145	\$685*
Family of 4	\$430	\$430	\$170	\$790*
Family of 5	\$480	\$480	\$190	\$885*

*Yearly memberships can only be purchased in the fall semester

Senior Discount

Senior Citizens (age 55 and older) will receive a 10% discount on all membership fees.

PAYMENT PLANS:

**CASH/MASTERCARD/
VISA/DISCOVER:**

All dues can be paid at the time of registration.

**MONTHLY PAYMENT- (MASTERCARD/VISA/
DISCOVER-ONLY)**

We will automatically charge your dues to your bank card on a monthly basis.

FSU PAYROLL DEDUCTION:

By signing the payroll deduction form, membership dues will be deducted automatically from your paycheck.

Why Choose Professional Tennis Management?

Graduation from the Professional Tennis Management program opens up a variety of career paths. In addition to traditional business careers outside of tennis, Ferris PTM graduates are well prepared for careers as tennis teaching pros, tennis directors, club managers, camp directors, pro shop managers, manufacturer sales representatives and tennis industry administrators. With a placement rate of 100 percent since its inception, the PTM program is a gateway to great career opportunities.

Get a Great Job

The PTM program, the first of its kind in the United States, was developed to meet the increasing demand for the well-trained tennis professionals resulting from the rapid growth and computerization of the tennis industry. The United States Professional Tennis Association (USPTA) recommends and accredits the Ferris program and uses it as an industry model for other such programs. The Ferris PTM program has attracted students from 14 countries with job placements from England to New Zealand. The majority of the program's students are from out of state.

The PTM program prepares you for a top entry-level position upon graduation. The program encourages excellence in all aspects of the sport and provides a solid, well-rounded business foundation in addition to the marketing emphasis. Additionally, all PTM students become USPTA-certified tennis professionals upon graduation. Courses include management, marketing, accounting, sales, retail merchandising, computer information, sports law and other business courses. Classes and hands-on workshops in racquet repair, tournament administration and teaching techniques are presented by USPTA experts.

Admission Requirements

Admission is open to high school graduates who demonstrate academic preparedness, maturity and seriousness of purpose with backgrounds appropriate to their chosen program of studies. High school GPA and the mathematics and reading ACT scores will be considered in the admission and placement process.

Students who meet general College entrance requirements but not immediate program entrance requirements will be reviewed on an individual basis and may be accepted by the College of Business in a pre-business program. Upon completion of all prerequisites, admission to the program will be approved. This admission status extends the time required to complete degree requirements.

Because of specialized study in the various programs, students may need additional coursework, which they pursue prior to admission to the College of Business. Such additional preparatory courses may be taken at the University, possibly along with coursework within the college, or at another institution such as a community college.

Applicants to the PTM program must have a 2.5 GPA from high school or a 2.0 GPA from junior college. Students with a lower GPA may be admitted on a probationary basis. Also required is one of the following: NTRP of 4.5, USTA district ranking, proven ability at the high-school level, or a letter of reference from a USPTA professional, tennis coach or school administrator verifying playing ability.

Graduation Requirements

The Professional Tennis Management program at Ferris leads to a bachelor of science degree. Graduation requires a minimum 2.0 GPA in core courses, in the major and overall. Students must complete all general education requirements as outlined in the General Education section of the University Catalog. As part of these requirements, students must either have an ACT math subscore of 24 or better, complete Math 115 or pass a proficiency exam. Students must obtain USPTA P-2 teaching certification in order to graduate.

College of Business programs have met the requirements to qualify for candidacy for accreditation from the Association of Collegiate Business Schools and Programs (ACBSP).

More Information

For more information about this program, write to Professional Tennis Management
 Ferris State University
 14342 Northland Drive
 Big Rapids, MI 49307-2290;
 or call (231) 591-2219.

Required Courses

General Education		Credit Hours
ECON 221	Principles of Economics 1	3
ECON 222	Principles of Economics 2	3
ENGL 150	English 1	3
ENGL 325	Advanced Business Writing	3
MATH 115	Intermediate Algebra	3
PSYC 150	Introduction to Psychology	3
<i>Choose one:</i>		
COMM 105	Interpersonal Communication	3
COMM 121	Fundamentals of Public Speaking	3
<i>Choose one:</i>		
ENGL 211	Industrial and Career Writing	3
ENGL 250	English 2	3
<i>Electives:</i>		
	Cultural Enrichment	9
	Scientific Understanding (with lab)	8
	Social Awareness (300/400 level)	3
	General Education	4
Business Core		
ACCT 201	Principles of Accounting 1	3
ACCT 202	Principles of Accounting 2	3
BLAW 321	Contracts and Sales	3
BUSN 499	Interdisciplinary Integrating Experience	3
FINC 322	Financial Management 1	3
ISYS 321	Business Information Systems	3
MGMT 301	Applied Management	3
MGMT 370	Quality/Operations Management	3
MKTG 321	Principles of Marketing	3
STQM 260	Introduction to Statistics	3
Marketing Major		
ADVG 222	Principles of Advertising	3
ADVG 485	Retail Promotion	3
MKTG 231	Professional Selling	3
MKTG 322	Consumer Behavior	3
MKTG 425	Marketing Research	3
MKTG 473	Marketing Cases and Problems	3
RETG 229	Visual Merchandising	3
RETG 337	Principles of Retailing	3
RETG 339	Retail Merchandising	3
RETG 438	Retail Management	3
Professional Tennis Management Major		
PTMG 101	Orientation to Professional Tennis Management	1
PTMG 172	Racquet Repair	1
PTMG 182	Beginning Teaching Techniques	2
PTMG 191	PTMG Ongoing Co-op 1	2
PTMG 272	Advanced Teaching Techniques	2
PTMG 372	Tournament/Activity Administration	2
PTMG 472	USPTA Certification Preparation and Test	2
<i>Choose one:</i>		
PTMG 292	PTM Co-op 2	2
PTMG 293	PTM Tennis Academy Co-op 2	2
<i>Choose one:</i>		
PTMG 392	PTM Co-op 3	2
PTMG 393	PTM Tennis Academy Co-op 3	2
Related Course		
HLTH 125	Responding to Emergencies	2

Minimum credit hours required for B.S. degree: 126

FERRIS STATE UNIVERSITY

COLLEGE OF BUSINESS

Visit us online at: www.ferris.edu

PROFESSIONAL TENNIS MANAGEMENT CLASSES

PTMG— PTMG GENERAL CREDIT	
College:	College of Business
Department:	Marketing
Credits:	3.00
PTMG-101 ORIENTATION TO PTM	
College:	College of Business
Department:	Marketing
Credits:	1.00
Orientation To Professional Tennis Management. Prerequisites: Professional Tennis Management students only. MPTM. Career opportunities, relationship between Marketing and PTM, and the role of the tennis professional in the industry. Orientation to Ferris State University, College of Business, and the Marketing Department.	
PTMG-172 RACQUET REPAIR	
College:	College of Business
Department:	Marketing
Credits:	1.00
Racquet Repair. Prerequisites: Professional Tennis Management students only. MPTM. The goal of this course is to train students to string and repair racquets. Also, to have a basic understanding of string and frame construction and the effects of these on a player's ability.	
PTMG-182 BEGINNING TEACHING TECHNIQUES	
College:	College of Business
Department:	Marketing
Credits:	2.00
Beginning Teaching Techniques. Prerequisites: PTMG 101 and 172 and 4.0 USTA rating. Designed to prepare students for their first teaching internship. Classroom instruction of fundamental sports science, lesson plan development, stroke analysis techniques, and drill techniques. Required by USPTA.	
PTMG-191 PTM ON-GOING CO-OP 1	
College:	College of Business
Department:	Marketing
Credits:	2.00
Professional Tennis Management On-going Co-op 1. Prerequisites: Professional Tennis Management students only. MPTM. On-going internship in tennis teaching, stringing, marketing, managing, and operating a racquet facility. Required of all PTM majors. Students register once at the	

beginning of the program, but work under daily supervision until completion of the program, 4 hours per week per semester in residence. In progress grading. Required by USPTA.

PTMG-272 ADVANCED TEACHING TECHNIQUES

College: College of Business

Department: Marketing

Credits: 2.00

Advanced Teaching Techniques. Prerequisites: PTMG 182. Designed to prepare students for the type of teaching they will encounter as teaching professionals. Classroom instruction of lesson and curriculum planning, assigned research and presentations. USPTA required course.

PTMG-292 PTM CO-OP 2

College: College of Business

Department: Marketing

Credits: 2.00

Professional Tennis Management Co-op 2. Prerequisites: PTMG 182. Off-campus cooperative in the field working with tennis teaching professionals. Meets second USPTA cooperative requirement (320 minimum contact hours required by USPTA).

PTMG-293 PTM TENNIS ACADEMY CO-OP 2

College: College of Business

Department: Marketing

Credits: 2.00

Professional Tennis Management Tennis Academy CO-OP 2. Prerequisites PTMG 182. Faculty-supervised duties include planning, acquisitions, budgeting and teaching in the FSU Fall, Winter and Summer Tennis Academies. Meets second USPTA cooperative requirement (320 minimum contact hours required by USPTA).

PTMG-372 TOURNAMENT/ACTIVITY ADMINISTRATION

College: College of Business

Department: Marketing

Credits: 2.00

Tournament/Activity Administration. Prerequisites: PTMG 272. Designed to prepare students for conducting USTA-sanctioned tennis tournaments and tennis activities. Classroom instruction in marketing, budgeting, and planning these activities. Assigned text and handout research, projects, and presentations. 5-6 weekend events. USPTA required course.

PTMG-392 PTM CO-OP 3

College: College of Business

Department: Marketing

Credits:	2.00
Professional Tennis Management Co-op 3. Prerequisites: PTMG 292, Professional Tennis Management students only. MPTM. Off-campus cooperative in the field working with tennis teaching professionals. Meets second USPTA cooperative requirement (320 minimum contact hours required by USPTA).	
PTMG-393 PTM TENNIS ACADEMY CO-OP 3	
College:	College of Business
Department:	Marketing
Credits:	2.00
Professional Tennis Management Tennis Academy Co-op 3. Prerequisites: PTMG 272. Faculty-supervised duties include planning, acquisitions, budgeting and teaching in the FSU Fall, Winter and Summer Tennis Academies. Meets second USPTA cooperative requirement (320 minimum contact hours required by USPTA).	
PTMG-397 SPECIAL STUDIES IN PTMG	
College:	College of Business
Department:	Marketing
Credits:	1.00 TO 3.00
Special Studies In Professional Tennis Management.	
PTMG-472 USPTA CERTIFICATION PREPARATION	
College:	College of Business
Department:	Marketing
Credits:	2.00
USPTA Certification Preparation. Prerequisites: Completion of all required Prof Tennis Mgmt courses. Classroom instruction using text, manuals, and videotape for USPTA required teaching certification. Assigned research, independent study, and presentations. USPTA required course.	

COLLEGE OF BUSINESS

ENROLLMENT PROFILE

Fall Semester

Program	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	% of 02
Masters - Accountancy	9	8	3	0	0	0	0	0	0	0	0	0	0.0%
Masters - Information Systems Mgt.	22	21	26	1	6	3	0	2	88	112	151	71	3.0%
GRADUATE TOTALS	31	29	29	1	6	3	0	2	88	112	151	71	3.0%
Accountancy	365	284	206	158	149	117	96	94	96	93	76	77	3.3%
Accountancy/Finance	54	45	28	15	18	19	23	22	17	12	9	7	0.3%
Quality and Productivity Mgt.	5	8	4	2	1	2	2	0	0	0	0	0	0.0%
Accountancy (A.A.S.)	0	0	0	0	0	0	0	0	0	0	11	11	0.5%
AEAS DEPARTMENT TOTALS	424	337	238	175	168	138	121	116	113	105	96	95	4.0%
Computer Information Systems	249	187	192	186	179	197	201	212	262	309	314	227	9.7%
CIS/Accountancy	54	42	35	36	29	31	20	27	28	17	17	13	0.6%
CIS/Management	61	44	35	17	16	11	8	16	10	11	9	3	0.1%
CIS/Marketing	19	13	6	4	2	2	5	5	9	5	4	1	0.0%
Computer Infor. Systems (A.A.S.)	0	0	0	0	0	0	0	0	0	0	20	22	0.9%
CIS DEPARTMENT TOTALS	383	286	268	243	226	241	234	260	309	342	364	266	11.3%
Business Administration	625	541	416	282	239	180	175	195	186	201	254	230	9.8%
Business Admin./Legal Assisting	0	0	0	0	0	0	0	0	0	0	11	20	0.9%
Finance	83	73	53	40	39	24	27	37	38	36	47	35	1.5%
Human Resources Management	47	46	34	23	28	42	32	61	58	48	48	36	1.5%
Insurance	42	44	16	14	9	12	12	14	10	8	5	1	0.0%
Insurance/Real Estate	30	21	20	15	12	14	14	11	11	4	4	0	0.0%
Integrated Resource Management	42	26	17	20	9	3	4	3	3	6	7	9	0.4%
International Business	66	79	62	55	53	42	46	34	27	37	30	28	1.2%
Management	260	205	139	95	70	74	69	69	53	59	52	42	1.8%
Small Bus. & Entrepreneurship	0	0	0	0	0	0	0	0	0	0	0	30	1.3%
Small Business Management	81	79	50	35	42	42	40	43	43	42	29	32	1.4%
General Business (A.A.S.)	33	28	25	88	118	123	145	143	143	143	137	83	3.5%
Legal Assistant (A.A.S.)	96	79	62	33	35	26	29	30	37	21	22	17	6.2%
Pre-Business (A.A.S.)	0	0	0	0	0	0	0	0	0	0	0	104	11.1%
Real Estate (A.A.S.)	13	23	17	10	12	8	5	6	7	8	1	0	20.8%
MGT DEPARTMENT TOTALS	1418	1244	911	710	666	590	598	646	616	613	647	667	38.0%

ADMINISTRATIVE PROGRAM REVIEW: 2001

(final version – 10/24)

Program/Department: Professional Tennis Mgmt **Date Submitted:** 12/10/2001

Please provide the following information:

Enrollment

	Fall 1997	Fall 1998	Fall 1999	Fall 2000	Fall 2001
Tenure Track FTE	1.33	.20	.20	.20	.20
Overload/Supplemental FTEF					
Adjunct/Clinical FTEF (unpaid)					
Enrollment on-campus total*	73	74	71	69	75
Freshman					
Sophomore					
Junior					
Senior					
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.

100 students

**We would probably need 1 FTE for every 100 students!*

What factors limit program capacity?

Financial

Expenditures*	FY 97	FY 98	FY 99	FY 00	FY 01
Supply & Expense			\$5,809	\$9,572	
Faculty Prof. Development					
General Fund					0
Non-General Fund					\$2,322
UCEL Incentives					0
FSU-GR Incentives					0
Equipment					
Voc. Ed. Funds					0
General Fund					0
Non-General Fund			\$2,909		\$5,089
UCEL Incentives					0
FSU-GR Incentives					0

*Use end of fiscal year expenditures.

Camp Philosophy

Our mission is to provide students with a tennis experience that maximizes their performance and increases their enjoyment of the game. To accomplish this, we provide a high-energy learning environment that is safe, positive, and most of all, fun!



Training Methods

Paul Marcum, Dave Ramos, Scott Schultz and R.J. Tessier have drawn upon their nearly 60 years of combined experience in coaching all ages and skill levels to provide a curriculum that combines stroke analysis, stroke production, drill progressions, match play strategy and sport science.



This successful curriculum has been used to train Ferris State's nine NCAA All-Americans and nationally ranked collegiate teams, as well as junior and adult recreational players.

A typical day includes six hours of on-court instruction followed by your choice of two or more hours of instruction or evening activities. No students will be forced to play beyond their limits or go home feeling that they have not played enough tennis.

Recreation

After a full day of intensive training, most students want to take advantage of the variety of recreational activities that only a university can offer. Several options are available each evening- from Mock-Rock and bowling, to Karaoke, tubing, movies, basketball and more tennis, if that's what you want! And the tennis staff participates in and supervises all activities.

Meals & Lodging

Adults

Adult students will spend two nights at the newly remodeled Holiday Inn Hotel and Conference Center. Rates are based on double occupancy in guest rooms furnished with individual climate control and remote-controlled color TV. A large indoor pool and whirlpool spa opens onto a patio beside the scenic Katke Golf Course.

Meals are served at Woody's Food & Spirits, a part of the Holiday Inn which exemplifies casual, fine dining. The lounge serves beverages and snacks every day until midnight.

Private rooms are an additional \$82 charge (based on availability), and all rooms are non-smoking unless smoking is requested.

Junior and High School Students

These students will stay Sunday-Thursday nights in the University's modern residence hall suites. Supervision is provided by University housing professionals, as well as the tennis camp counselors. Meals are planned by registered dieticians and served in modern campus facilities starting with Monday breakfast and ending with Friday lunch.

Mini-weeks: Housing is provided Thursday-Saturday nights. Meals for the Mini-weeks include dinner Thursday through lunch on Sunday.



FERRIS STATE UNIVERSITY



Camps

2004

NIKE



PLAYMATE
GAMMA



Listen to what past participants say about our Tennis Camps

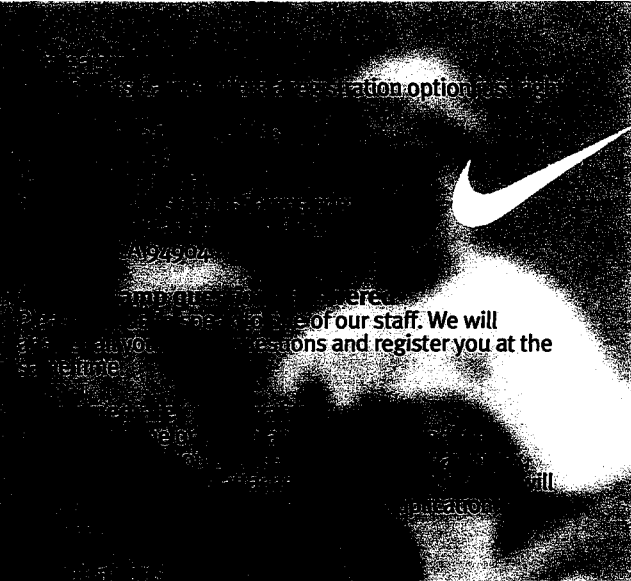
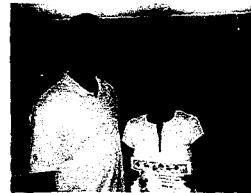
...instructors were fun, were professional, gave attention to all

and ability to see each person's weak areas."

• "The staff is what makes us come back."

Junior Quotes

- "Whenever we needed help they were always there to give advice."
- "The instruction is easy to understand and it was explained well."
- "We drilled first and then applied what we learned to our matches in the afternoon."
- "The instructors were one of the best things about the camp; they were fun to be around."
- "Instructors were very helpful and paid attention to everyone's needs."
- "Everyone was patient while I was learning new things and I appreciated it."
- "It was fun, and at the same time I learned a lot."
- "The staff made the drills easy to understand and always answered any questions."



A deposit of \$200 per week is required for registrations made before May 15, 2002. A payment by VISA or MasterCard is required if you register by phone, fax, or online. Your final payment is due May 15, 2002.

Registrations after May 15, 2002

Full payment of registration fees is required after May 15, 2002. We cannot allow campers into camp before all fees have been paid. We accept registrations right up to the start of camp where openings exist.

Cancellations

If you have to cancel for any reason, we will issue a full camp credit valid for any NIKE Tennis Camp during the 2002 or 2003 camp season. The camp credit is transferable to family members. Cash refunds will be given only with the purchase of Refund Insurance (see below).

Refund Insurance- our "peace of mind" policy

US Sports Camps offers our camp families Refund Insurance for \$30, due at the time of registration. Refund Insurance entitles you to a full refund of camp fees if the cancellation is made more than 14 days before the start of your camp session.

With Refund Insurance, if you cancel within 14 days of your registered session, we will give you a camp credit for all camp fees paid, valid through 2004. Your credit is transferable to a family member or friend and is good toward all US Sports Camps.

If you registered for more than one session of the same sport, your \$30 Refund Insurance covers all sessions.

www.usSportsCamps.com

"One of the 20 Best U.S. Small Business Web Sites" - Inc. Magazine

Visit our easy-to-navigate, award-winning Web site for a "virtual" tour of Nike Sports Camps. You'll find detailed descriptions of all NIKE Sports Camps and up-to-the-minute information on new camps. And last year, over 3,000 campers registered for camps without missing a

2002-2003 Tennis Camp Dates and Codes

May 17 - 19, 2002	Adult Camp	TNARFR
May 31 - June 2, 2002	Adult Camp	
June 7 - 9, 2002*	Adult Camp	
June 14 - 16, 2002*	Adult Camp	
June 21 - 23, 2002	Adult Camp	
*Only Jacuzzi rooms available (\$20 additional/person)		
Individual \$475	Team \$430**	Commuter \$335

Junior Camps (Ages 9-14)

June 9 - 14, 2002	Co-ed Junior Camp	TNXRFR
June 16 - 21, 2002	Co-ed Junior Camp	
June 23 - 28, 2002	Co-ed Junior Camp	
Individual \$495	Team \$450**	Commuter \$315

High School Camps (Ages 14-18)

July 7 - 12, 2002	Co-ed High School	TNXRFR
July 14 - 19, 2002	Co-ed High School	
July 21 - 26, 2002	Co-ed High School	
Individual \$495	Team \$450**	Commuter \$315

High School Camps (Ages 14-18)

July 28 - August 2, 2002	Girls High School	TNXRFR
August 4 - 9, 2002	Girls High School	
Individual \$495	Team \$450**	Commuter \$315

High School Camps (Ages 14-18)

June 27 - 30, 2002	Co-ed Mini Week	TNXRFR
July 11 - 14, 2002	Co-ed Mini Week	
July 18 - 21, 2002	Co-ed Mini Week	
July 25 - 28, 2002	Co-ed Mini Week	
Individual \$315	Team \$285**	Commuter \$245

Jan. 10 - 12, 2003	Adult Camp	TNARFR
Jan. 24 - 26, 2003	Adult Camp	
Feb. 7 - 9, 2003	Adult Camp	
Feb. 14 - 16, 2003	Adult Camp	
Individual \$475	Team \$430**	Commuter \$335

**Team plan requires at least (4) members registered together.

RESUME OF

SCOTT R. SCHULTZ

14710 190th Ave.
Big Rapids, MI 49307
616-592-2219
schultzs@ferris.edu

EDUCATION

M.S. (August 1995) - Ferris State University, Career and Technical Education

B.S. (December 1977) - Western Michigan University - Business/Marketing

PROFESSIONAL EXPERIENCE

Associate Professor, College of Business, Professional Tennis Management Program - Ferris State University, Big Rapids, MI. A tenured teaching and administrative position in the College of Business, responsible for all aspects of this program that leads to a bachelor degree in business, marketing major, and USPTA certification. September 1986 - Present

General Responsibilities

- Teach all Professional Tennis Management courses.
- Direct Co-op and graduate placement for all PTM students.
- Provide supervision, planning and budgeting for the entire PTM program.

Major Accomplishments

- Responsible for founding this program and developing the curriculum in 1986, the first program of its kind in the US.
- Placement rate for graduates of the PTM program has been 100% since it's inception.
- Established internships at resorts, commercial clubs, country clubs, and public facilities across the country.
- Authored the professional accreditation document for colleges and universities seeking accreditation through the USPTA.
- Ferris's PTM program is 1st and largest program of it's kind. The USPTA calls it "the industry model for other universities seeking to offer a PTM program."
- Visibility for Ferris and the PTM program included articles in the New York Times, Chicago Tribune, Detroit News, and other national and regional tennis publications.

Associate Vice President for Administration and Finance - Ferris State University, Big Rapids, MI. A Senior officer in the Division of Administration and Finance, responsible for administration of business functions impacting all areas of the University. February 1996 - Present

General Responsibilities

Direct and administer operations including budgeting, financial initiatives, facilities planning, supervision and leadership for the following business units which represent a \$30,000,000 operation and over 300 employees:

- Intercollegiate Athletics (NCAA Div I and II programs)
- University owned Holiday Inn Hotel and Conference Center
- University owned Barnes and Noble Bookstore
- Residential Life and Housing
- Dining Services
- Racquet and Fitness Club
- Golf Course
- Ice Arena and Sports Complex
- Tot's Place Child Care
- Purchasing (1996-1998)
- Risk Management (196-1998)

Major Accomplishments

- Recommended and assisted with the design of a reorganization of the Division of Administration and Finance leading to increased efficiencies and the creation of "Auxiliary Enterprises".
- Developed strategic and marketing plans for all Auxiliary Units.
- Developed Key Performance Indicators and industry benchmarks for all Auxiliary Units.
- Developed uniform budget and forecasting model for all Auxiliary Units.
- Negotiated multi-million dollar exclusive beverage contract with Coca-Cola.
- Chaired or served on committees responsible for the design and construction of a new Student Recreation Center, Football Field, Convocation Center and Golf Course totaling \$15,000,000.
- Served on negotiating team to contract with Barnes and Noble to operate campus bookstores.
- Negotiated exclusive NIKE sponsorship for Athletics.

Director, Junior and Adult Tennis Camps - Ferris State University, Big Rapids, MI. A combination teaching and administrative position, responsible for all aspects of this resident tennis camp. June 1983 – 1997. (Since 1997, serve in an advisory, supervisory capacity and teach adult camps).

General Responsibilities

- Teach lessons at the camps to juniors and adults of all ages and skill level.
- Hire, train and supervise staff of 15 employees.
- Provide supervision, planning and budgeting for camp operations.

Major Accomplishments

- Responsible for founding junior camp in 1983 and adult camp in 1993.
- Ferris Tennis Camps are now the largest in the state of Michigan and one of the largest in the US attracting over 700 participants per year.

Varsity Men's and Women's Tennis Coach - Ferris State University, Big Rapids, MI. A head coaching position in the Department of Intercollegiate Athletics, responsible for administration of Division II tennis programs. September 1982 - May 1988

General Responsibilities

- Provide overall administration and coaching for Division II tennis teams.

Major Accomplishments

- Developed Men's and Women's programs into perennial NCAA Div. II national powers.
- Led both the Men's and Women's teams to their first ever conference championships.
- Led Men's team to six consecutive conference championships and several NCAA appearances.
- Led Women's team to four consecutive conference championships and several NCAA appearances.
- Ferris athletes earned 7 All-American honors and numerous individual national rankings and conference championships including two NCAA Division II national champions and one runner-up.

TENNIS ASSOCIATION SERVICE

- President, Midwest Tennis Association *
- Committee member, Education Committee, USPTA *
- Chair, College Curriculum Committee, USPTA *
- Coordinator, Collegiate Tennis Committee, USTA
- Chairman, Player Development Committee, Western Tennis Association
- Chairman, Endorsers Committee, Western Tennis Association
- Committee member, Player Development Committee, USTA
- President, Western Michigan Tennis Association
- Committee member, Ranking Committee, ITCA

Note: * represents currently serving

Resume of Scott Schultz

Page 4

AWARDS AND CERTIFICATIONS

- USTA Community Service Award
- USPTA Midwest Coach of the Year Award
- USPTA Midwest Sponsor of the Year Award
- Five time Great Lakes Intercollegiate Athletic Conference Coach of the Year Award
- USPTA, P-1 certification
- USTA, Level I and Level II Sport Science Competency Exams
- Four-year tennis scholarship at Western Michigan University

UNIVERSITY COMMITTEES

- Web Task Force Committee *
- Kendall Merger Task Force Committee *
- Leadership Improvement Committee
- Chair, Athletic Hall of Fame Committee *
- Chair, Student Recreation Center/Convocation Center Construction Committee
- Chair, Exclusive Beverage Committee
- Chair, Campus Signage Committee*
- Y2K Committee
- Housing Strategic Planning Committee
- Athletic Strategic Planning Committee
- Management Development Retreat Committee

Note: * represents currently serving

Vision

- 1st, largest, best, most visible, PTM program in US
- Competitive teams that represent Ferris State Tennis is best possible way
- RF that is “model lab and facility” for PTM students
- Largest, best, most visible camp in the US

Goals for three years:

- 100 PTM students, 100% placement, higher quality student and grad
- Increase customer satisfaction at RF very significantly – pres, staff, ptm, community
- Increase profits at RF (w/summer camps) by 15% (5% per year)

PTM Recruiting Plan

“There is no substitute for focus” – Dennis and Archie Clemens

Bold – top level priority

Bold, Italic – top level priority we haven’t done well

Bold, Italic, Underlined – top level priority we haven’t done

How do we directly contact prospective students for PTM?

- **Tournaments: PTM Director, and Coaches each travel to 2 tournaments per year. Purpose is to directly talk with parents and prospective students about PTM and/or teams. Need to make sure we comply with NCAA guidelines. Goal is to arrange a site visit.**
- **Host a MWUSPTA Invitational Tournament for mid-ranked and district ranked 16s and 18s – November 16 + 17**
- Have PTM students go to high schools and tournaments to directly talk with prospective students.
- Continue to promote PTM at the High School Regional Tournaments we run. Is there a way to leverage this more? Should we be at more regional tournaments?
- Continue to promote PTM at our camps. Is there a way to leverage this more, like arranging visits for campers who say they are interested?

How do we indirectly contact prospective students for PTM?

- *Contact grads by phone and with letter asking them to set the stage for us to contact a prospective student - Scott*
- **Contact key HS Coaches by phone, letter, convention asking them to set the stage for us to contact a prospective student – Dave and Kevin**
- **Contact PTM employers by phone and letter asking them to set the stage for us to contact a prospective student – Tom**
- Ask Admissions about ways that they can better promote PTM around the state (maybe a special contact to a hs coach).

How do we passively contact prospective students?

- **Sponsor tournaments – reply cards, posters, t-shirts**
- **Web – Keep updated, register, pay, etc, for search engines – Scott**
- **Advertise in Tennis – Di**
- **Mailings to 16s and 18s east of Mississippi**
- **Email blasts from NIKE**
- **Get articles in MW News (Scott), other publications (Tom)**
- **Pass out and send reply cards?**
- **Posters?**
- **USPTA? RJ pass out reply cards?**

What do we do when prospective students who contact us?

- *Immediate call to everyone who inquires about the program (via phone, email, etc.) by the PTM Director. The primary goal at this point is it tries to arrange an on-campus visit, preferable during autumn adventure or dawg days.*
- *Follow-up calls after the initial call to reinforce our interest, remove any barriers to admission, etc.*
- *Follow-up calls and/or letter from either the men's or women's coach expressing interest in having student try-out and play for the team or jv team.*

- Grad letter sent to prospective student encouraging them to apply and/or reinforcing their decision to come to the PTM program.
- *Follow-up after acceptance by PTM staff.*

How do we close the deal if we get them here for a visit?

- Get meetings with PTM Director, Coach, Scott, Admissions, other students

How do we close the deal if we can't get them here for a visit?

- Stay on top of progress with admissions, registration, etc.

Sales Pitch

- Jobs – both internships and full-time
- Jobs – both in tennis and outside – create your own!
- Jobs – location
- Jobs – placement, the PTM network
- Education – Ferris and our PTM Staff
- Play on team – everyone

Barriers

- Location, weather
- Cost

MISC

- Review the “process” from contact to registration. Is this understood by everyone? Are there any stages that we tend to lose people? Can we make it better/easier for the student?
- Who else can look at this to give input?

Project management

- Review progress and future plan at each staff meeting - #1 on the agenda
- Everyone does something every week. Set aside ___ hours just for this project.
- 75 % of this needs to happen before Thanksgiving

-PTMSA

- visible, meet and greet
- tom, call everyone who doesn't come
- tom, meet with eboard to set agenda
- let students run meeting.....don't add "filler"

Classes

- review syllabi
- be there to participate
- ss will let you know when you're leading
- help have classroom set up

RF

- get more serious about operating this as a model lab
- raise the standards and then everyone stick to them
 - front desk – no studying, reading, portable radios, eating, etc.
 - maintenance – check each day
 - pro shop
 - programming
- sederburg
- budget projections each month

FSU/PTM RECRUITING-PROMOTION EVENT

OBJECTIVE: Implement a flagship event that will highlight the FSU Racquet Facility, involve the community of Big Rapids, increase national recognition of the FSU/PTM program and target potential PTM students who will actually see and feel the FSU/PTM program.

TITLE: 2003 High School Junior-Senior National Championships

REQUIREMENTS: Must be a High School Junior or Senior for the school year 2003-2004 in the USA. (Annual event)

EVENTS: Boys Singles – FIC, Boys Doubles 128 draw
Girls Singles – FIC, Girls Doubles 128 draw
Boys Doubles – 64 draw
Girls Doubles – 64 draw
Monday, June 30 – Saturday, July 5

ENTRY FEES: \$40 Singles / \$55 Singles/Doubles

GIFTS: Tournament T-shirt and sponsor favors

ACTIVITIES: Player Cookout on Tuesday night
Player Dance on Wednesday night
Player Pizza-FSU Night Thursday night
Sponsor Pro-Am Friday evening

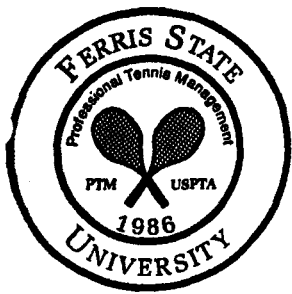
SPONSORS:
Title: (1)Mountain Ice
Presenting: (1)Wilson or Head/Penn
Banner: (6)TBA

SITE: Ferris State University: 10 outside hardcourt; 4 indoor hardcourt; 2 indoor clay;
Big Rapids H.S.: 7 outside hardcourt

AIRPORTS: Fly into Grand Rapids, MI Big Rapids is 50 minutes north.
Fly into Lansing, MI Big Rapids is 90 minutes away.
Fly into Flint, MI Big Rapids is 1 hr, 50 min. away

HOSPITALITY: Holiday Inn Conference Center, Tournament Room Rate; Secure player housing from the Big Rapids community.

TOURNAMENT DIRECTOR: Tom Daglis, USPTA Master Professional



2003

HIGH SCHOOL JUNIOR-SENIOR NATIONAL CHAMPIONSHIPS

Title Sponsor Package

- Your company's name and logo will be displayed courtside throughout the championships on (2) 4'x10' banners, positioned at premium proximity for award presentations.
- Eight invitations to each Player's Party at the Ferris State University Racquet Facility.
- Four spots in the Sponsor Pro-Am for executive use or V.I.P. clients
- Full page ad in the tournament brochure and company name on all tournament entry applications. (Sponsor provides all camera-ready art)
- Your company's name and logo will be carefully designed into the tournament T-shirts.
- Exposure thru numerous print media: *Tennis Week* (national circulation), USPTA Newsletters (17 regional divisions), *Tennis News* (national circulation), *USTA Midwest Magazine* (regional circulation), press releases to newspapers. Exposure thru web media: FSU/Professional Tennis Management webpage, Tennis News webpage.

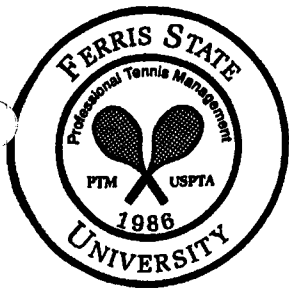


2003

HIGH SCHOOL JUNIOR-SENIOR NATIONAL CHAMPIONSHIPS

Presenting Sponsor Package

- Your company's name and logo will be displayed courtside throughout the championships on (2) 4'x10' banners, positioned at premium proximity for award presentations.
- Four invitations to each Player's Party at the Ferris State University Racquet Facility.
- Two spots in the Sponsor Pro-Am for executive use or V.I.P. clients
- Half page ad in the tournament brochure and company name on all tournament entry applications. (Sponsor provides all camera-ready art)
- Your company's name and logo will be carefully designed into the tournament T-shirts.
- Exposure thru numerous print media: *Tennis Week* (national circulation), USPTA Newsletters (17 regional divisions), *Tennis News* (national circulation), *USTA Midwest Magazine* (regional circulation), press releases to newspapers. Exposure thru web media: FSU/Professional Tennis Management webpage, Tennis News webpage.



2003

HIGH SCHOOL JUNIOR-SENIOR NATIONAL CHAMPIONSHIPS

Banner Sponsor Package

- Your company's name and logo will be displayed courtside throughout the championships on a 3'x6' banner (Sponsor will provide banner).
- Two invitations to each Player's Party at the Ferris State University Racquet Facility.
- One spots in the Sponsor Pro-Am for executive use or V.I.P. client
- Quarter page ad in the tournament brochure. (Sponsor provides all camera-ready art)
- Your company's name and logo will be printed on the tournament T-shirts.

Ferris State University's Professional Tennis Management program, the first of its kind in the United States, was established in 1986 in conjunction with the United States Professional Tennis Association. Today, the Ferris program is used as the industry model for other such programs.

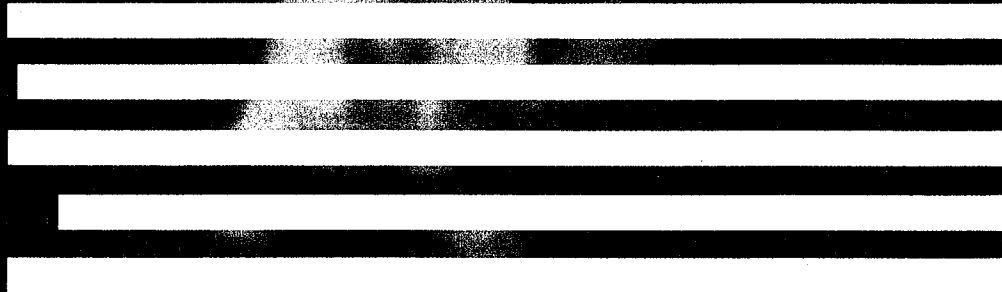
At Ferris, skilled tennis players can combine their interest in tennis with academic preparation that will lead to a career in the tennis industry. The four-year program leads to a bachelor of science degree in business, with a major in marketing. Additionally, all Ferris graduates become certified tennis professionals by the USPTA at the time of graduation.

Approximately 45 percent of the overall study in the PTM program is in business, 30 percent in general studies and 25 percent in courses related to tennis management. Completion of the program leads to a bachelor of science degree in business marketing.



PTM ● ● ●

Professional Tennis Management



FERRIS STATE UNIVERSITY

Combine your interest in tennis with academic preparation and prepare for a career in the tennis industry!

Professional Management



- USPTA Certified Tennis Teaching Professionals
- Tennis Directors
- Club Managers
- Camp Directors
- Pro Shop Managers
- Manufacturer Sales Representatives
- Tennis Industry Administrators
- Many other traditional opportunities in business

The PTM program is a gateway to great career opportunities and boasts a placement rate of 100 percent since its inception. Ferris graduates are prepared to choose careers in tennis and/or business such as:

NO POSTAGE
NECESSARY
IF MAILED
IN THE
UNITED STATES

BUSINESS REPLY MAIL

FIRST-CLASS MAIL PERMIT NO. 8 BIG RAPIDS, MI
POSTAGE WILL BE PAID BY ADDRESSEE

RACQUET FACILITY (4-16073)
FERRIS STATE UNIVERSITY
111 W KNOLLVIEW DR
BIG RAPIDS MI 49307-9930



Professional Tennis Management



FERRIS STATE UNIVERSITY

Program Review Panel Evaluation Form

(PRP: complete this form and include with your report)

Program: _____

Instructions: Circle the number which most closely describes the program you are evaluating.

1. Student Perception of Instruction Average Score _____

5 4 3 2 1

Currently enrolled students rate instructional effectiveness as extremely high.

Currently enrolled students rate the instructional effectiveness as below average.

2. Student Satisfaction with Program Average Score _____

5 4 3 2 1

Currently enrolled students are very satisfied with the program faculty, equipment, facilities, and curriculum.

Currently enrolled students are not satisfied with program faculty, equipment, facilities, or curriculum.

3. Advisory Committee Perceptions of Program Average Score _____

5 4 3 2 1

Advisory committee members perceive the program curriculum, facilities, and equipment to be of the highest quality.

Advisory committee members perceive the program curriculum, facilities, and equipment needs improvement.

4. Demand for Graduates Average Score _____

5 4 3 2 1

Graduates easily find employment in field.

Graduates are sometimes forced to find positions out of their field.

5 4 3 2 1

5. Use of Information on Labor Market Average Score _____

The faculty and administrators use current data on labor market needs and emerging trends in job openings to systematically develop program and evaluate the program.

The faculty and administrators do not use labor market data in planning or evaluating the

**Program Review
Panel Evaluation
Form (page 2)**

6. Use of Profession/Industry Standards

Average Score _____

5 4 3 2 1

Profession/industry standards (such as licensing, certification, accreditation) are consistently used in planning and evaluating this program and content of its courses.

Little or no recognition is given to specific profession/industry standards in planning and evaluating this program.

7. Use of Student Follow-up Information

Average Score _____

5 4 3 2 1

Current follow-up data on completers and leavers are consistently and systematically used in evaluating this program.

Student follow-up information has not been collected for use in evaluating this program.

8. Relevance of Supportive Courses

Average Score _____

5 4 3 2 1

Applicable supportive courses are closely coordinated with this program and are kept relevant to program goals and current to the needs of students.

Supportive course content reflects no planned approach to meeting needs of students in this program.

9. Qualifications of Administrators and Supervisors

Average Score _____

5 4 3 2 1

All persons responsible for directing and coordinating this program demonstrate a high level of administrative ability.

Persons responsible for directing and coordinating this program have little administrative training and experience.

10. Instructional Staffing

Average Score _____

5 4 3 2 1

Instructional staffing for this program is sufficient to permit optimum program effectiveness.

Staffing is inadequate to meet the needs of this program effectively.

**Program Review
Panel Evaluation
Form (page 3)**

11. Facilities

Average Score _____

5	4	3	2	1
---	---	---	---	---

Present facilities are sufficient to support a high quality program.

Present facilities are a major problem for program quality.

12. Scheduling of Instructional Facilities

Average Score _____

5	4	3	2	1
---	---	---	---	---

Scheduling of facilities and equipment for this program is planned to maximize use and be consistent with quality instruction.

Facilities and equipment for this are significantly under-or-over scheduled.

13. Equipment

Average Score _____

5	4	3	2	1
---	---	---	---	---

Present equipment is sufficient to support a high quality program.

Present equipment is not adequate and represents a threat to program quality.

14. Adaption of Instruction

Average Score _____

5	4	3	2	1
---	---	---	---	---

Instruction in all courses required for this program recognizes and responds to individual student interests, learning styles, skills, and abilities through a variety of instructional methods (such as, small group or individualized instruction, laboratory or "hands on" experiences, credit by examination).

Instructional approaches in this program do no consider individual student differences.

15. Adequate and Availability of Instructional Materials and Supplies

Average Score _____

5	4	3	2	1
---	---	---	---	---

Faculty rate that the instructional materials and supplies as being readily available and in sufficient quantity to support quality instruction.

Faculty rate that the instructional materials are limited in amount, generally outdated, and lack relevance to program and student needs.