

# Professional Golf Management

APRC 2007-2008

Section 1 of 4



Ferris State University  
Academic Program Review  
2008

# **Professional Golf Management Academic Program Review Table of Contents**

Section 1	Overview of the PGM Program
Section 2	Student Demographics
Section 3	Alumni Survey and Perceptions
Section 4	Faculty Survey and Perceptions
Section 5	Advisory Board Survey and Perceptions
Section 6	Student Perceptions/Facilities & Equipment
Section 7	Golf Industry Employment Analysis
Section 8	Golf Industry Strategic Plan
Section 9	PGM Curriculum/PGA Accreditation
Section 10	Conclusions and Recommendations
Appendix A:	PGA Self Study Response
Appendix B:	PGA Response to Program Review
Appendix C:	Curriculum Change Form E and Approved PGM Checksheet
Appendix D:	Reply to the PGA regarding Katke Golf Facility

## **Overview and Background of the PGM Program**

The Professional Golf Management Program (PGM) was established at Ferris State University in 1975 as a non-profit organization. Ferris State University is located in Big Rapids, Michigan, 50 miles north of Grand Rapids. The program is best described as a joint educational venture with the Professional Golfers' Association of America. Students enrolled in the PGM program gain both a Bachelor of Science degree in business from Ferris State University as well as credentials toward membership with the PGA. The PGM program at Ferris State was the first of its kind and was the only one in existence until a similar program was developed in 1985 at Mississippi State University. Since 1985, there have been 18 additional programs added to the PGA/PGM program and sanctioned by the PGA. With twenty schools across the nation, the PGA will likely slow the rate of universities and colleges under review.

The PGM program at Ferris State has been a remarkable success story for the University. The enrollment capacity of the program is 300 students as sanctioned by the PGA. Enrollment rates have been consistently just below the capacity since the last program review in 2002. The program has a well-deserved national reputation for producing outstanding men and women who become leaders in the golf industry and the PGA of America. The program is the leading individual PGM program in the College of Business (COB) and has the largest out-of-state enrollment of any program at Ferris State University.

The program was created based on a handshake agreement between the University representatives and the PGA until 1992. In that year, the PGA of America, along with input from Ferris State and Mississippi State, established a written contractual document. This document was agreed upon and signed by the former Ferris State President Helen Popovich on January 6, 1992. The contents of this document are very concise and govern all aspects of the PGM programs.

The PGA of America visits each PGM endorsed university every four years to evaluate and inspect the PGM program. The Ferris State program was reviewed by the PGA in fall of 2002 and 2006. Except for minor recommendations, the program was found to be in good standing with the PGA evaluation teams.



## **PGM Mission Statement**

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

### **Values:**

The Professional Golf Management Program wants to:

1. Provide students with a broad general education including scientific understanding, quantitative skills, decision-making, cultural enrichment, social and global awareness, marketing, and business.
2. Provide students with the work experience in the golf business through an intensive internship program structured around learning guidelines and objectives.
3. Continue to recruit students and place interns nationally to foster the geographic and cultural diversity of the PGM student group.
4. Provide a unique opportunity that cannot be achieved through the traditional PGA membership route. The PGA endorsed program combines academics (B.S. Business, major Professional Golf Management), internships and the opportunity to complete the PGA Professional Golf Management program (PGA/PGM) requirements.
5. Maintain the endorsement and support of the PGA of America.
6. Provide the golf industry with graduates who have the education and experience to be highly competent golf professionals.
7. Provide opportunities for students to develop leadership skills, golfing ability, and social consciousness through an active Professional Golf

Management Student Association (PGMSA), whose structure and meetings parallel the structure and operation of the PGA.

8. Encourage students to continue with the educational programs of the PGA of America, the PGA Certified Professional and Master Professional program, graduate school, and to encourage lifelong learning.

### **Vision Statements**

Employees, Faculty, Staff, and Students are expected:

1. To achieve 100% placement in the golf profession within six months of graduation from the program.
2. To increase the number of graduates who advance to head professional or general manager positions.
3. To increase students' level of play needed to pass the PGA Playing Ability Test (PAT), which is required for graduation.
4. To increase students' participation in the entire PGM experience including: golf skills, teaching, PGMSA, PGA, academics, professionalism, internships, seminars, and leadership.
5. To improve the overall learning experience and professionalism of the internship program.
6. To continue to plan meetings and communication with other PGA affiliated universities for the benefit of the students and to increase the overall quality of the program.
7. To increase the number of PGM graduates who make leadership contributions in the sectional and national PGA.

## **Program Outcomes**

Graduates are also expected to recognize the dynamic environment of the business world and the importance of lifelong learning. In addition students are expected to possess the outcomes consistent with all other College of Business graduates within their field. Program specific outcomes include:

- Play the game of golf at a high skill level and have passed the PGA playability test
- Apply professional teaching methods and approaches to teach golf clients representing a wide range of personal abilities and goals
- Organize and conduct golf competitions and related special events
- Promote and market the game of golf and ancillary services to the general public using proven research and marketing methods
- Operate a retail store by implementing current and emergent best practices
- Construct and manage an effective team
- Manage all aspects of a golf facility, learning center, and serve in other professional capacities within the golf industry
- Successfully make seamless transitions to other career opportunities in business
- Enjoy industry wide recognition for their expertise and be vigorously recruited by the golf industry

## **Assessment Measures**

Direct assessment measures include three levels of testing conducted by the PGA of America during the student's tenure in the program. Also included is the Playing Ability Test conducted by the PGA of America that is a certification requirement that the student must pass. Passing test scores for the PGA testing are a grade of 70% or higher. Students are also required to pass an interview simulation that includes the presentation of a Senior Portfolio their final semester in the program.

Indirect assessment includes yearly internship evaluations by supervising professionals on all PGM students. Playing ability and participation in the program is also monitored by program coordinator on a semester by semester

basis. Graduate performance within the golf industry is also monitored through alumni relations and success within the golf industry.

### **Assessment Cycle**

PGA testing is conducted at the end of the sophomore year, junior year and senior year. Students must pass all testing to remain in the PGM program. Evaluations of the internship experience are conducted on a yearly basis. The PGM program is assessed by the PGA of America every five years with our next review cycle schedule for the fall of 2011.

### **Assessment data collection**

Program specific assessment data collected on a yearly basis including PGA testing results, student participation in program events and seminars, and internship evaluations. COB efforts of assessment currently underway college wide are also an assessment.

### **Products/Services**

The Professional Golf Management program at Ferris State offers students and graduates excellent opportunities for careers in the golf industry. Alumni are positioned in world-class facilities with titles such as head professional, assistant professional, director of golf, director of instruction, general manager, and golf coach along with many others. The Bachelor of Science degree in Business with concentration in Professional Golf Management serves as the end product of attending the program at Ferris State. However, most graduates are rewarded with tremendous career-oriented opportunities in the golf industry and the service of a unique education.

### **Operating Area/Facilities**

The PGM program operates on the main campus of Ferris State University in Big Rapids, Michigan. The program has a close relationship with the College of Business, Katke Golf Course, and local golf facilities. The program itself is housed in the PGM Office located on the south side of campus. The PGM coordinator, administrative assistant, and secretary all have offices in this building. Many students also take advantage of the indoor practice facility located in the PGM office. Student meetings, recruit visits, and academic advising are completed in this building as well.

## **Target Customers/Markets**

The target market of students for the PGM program is high school golfers who have at least an 8 golf handicap or less. Most students come from Midwest states, but Ferris State has had many students from all over the United States practice their love for the game of golf in Michigan. The program does minimal recruiting and many students choose Ferris because of its excellent reputation as a leader of PGM schools.

## **Customer Value Propositions**

Ferris State prides itself on being a university that has many career-specific degrees that lead to some of the best jobs in the country. Obtaining a PGM degree from FSU is a tremendous way to achieve career goals in the golf industry. With over 1,500 graduates worldwide, the PGM program has set itself apart from the other 19 PGM schools in a positive and productive manner. Students of the program complete 16 months of cooperative education as a PGA intern. While completing the academic PGM degree at Ferris State, students simultaneously complete all three levels of the PGA/PGM work experience and knowledge tests. The program consists of workbooks that require the completion of golf industry-specific activities and successful passing of tests over those activities. Upon graduation, PGM students are eligible for election into PGA membership. Each of the following customer value propositions are directly related to the mission, vision, and value statements:

- The first established PGM program and over 1,500 graduates worldwide
- 16 months of internship opportunities at facilities all over the world
- PGM staff with the experience and knowledge to help you succeed

## **Key Success Factors**

There are many significant factors that lead to the success of the PGM program at Ferris State. Some of those factors include:

- A strong, positive relationship with Ferris State and the College of Business
- The continued dedication and support of the PGA of America
- Reputation as the leader of all PGM schools
- Highly motivated and ambitious students

- Strong leadership of the program including the program coordinator and PGMSA
- The collaboration with other programs on campus and the community of Big Rapids
- Highly successful graduates to maintain strong reputation

### **Supply Base/Contributors**

The PGM program would not be where it is today without the continued support of the PGA of America, PGM alumni, and leaders in the golf industry. Many individuals have given these students the grand opportunity of pursuing their dream jobs in the golf industry. Some of the major contributors to the PGM program at FSU are:

- *The Students* – The hard work and dedication of PGM students has led to the outstanding reputation of the program. Without the students, the program would not exist and the golf industry would be lacking the leaders that are needed.
- *Alumni* – PGM alumni have given back to the program in terms of financial donations and internship opportunities. Many graduates look forward to employing Ferris State interns at their facilities because of the quality of the students.
- *Local Impact* – The community of Big Rapids has been a tremendous supporter of the PGM program. Along with the local community, many of the Michigan Section PGA members have supported the program.
- *Faculty and Staff* – Besides the staff in the PGM Office, the faculty and staff in the College of Business and elsewhere across campus have contributed to the success of the PGM students. Providing real-life examples and tailoring their curriculum towards the golf industry, FSU faculty members are strong supporters of the program.
- *PGA of America* – The PGA of America has used the FSU program as the model PGM school. Ferris State is always the first to implement new ideas into its program.

### **The PGM Program Today**

The Professional Golf Management program at Ferris State has continued its success even with the growing number of PGM universities throughout the country. Graduates of the program are well prepared to meet the rapidly changing needs of the golf industry. With over 1,500 alumni worldwide, the program is

considered to be the leader of the PGM schools. The program was previously housed under the Marketing Department in the College of Business, and in the summer of 2006, became part of the new Sport, Entertainment, and Hospitality Management (SEHM) Department. The new department has allowed for greater collaboration between the programs that all serve the leisure markets of a global economy. PGM Coordinator Matt Pinter also serves as the department head of the SEHM Department.

### **Staffing Needs**

The PGM staff consists of a program coordinator, administrative assistant, secretary, and a program assistant to meet the needs of its students. Matt Pinter is the program coordinator and has been at Ferris State since 1993. Previously, Matt served on the staff at Mississippi State's PGM program. He is a PGA Master Professional and has also served on the PGA's Education Committee to conduct annual reviews of potentially new PGM schools. The program coordinator is the primary liaison between the PGA, Ferris State administration, faculty and staff, and the PGM students. His main responsibilities include budget preparation, policy and procedures implementation, records management, curriculum development and prospective student recruiting. Matt is also the department chair for the Sport, Entertainment, and Hospitality department within the College of Business.

The Administrative Assistant position has been combined with the Internship Coordinator responsibilities found at other PGM schools. The Administrative Assistant is responsible for the management of records and files, data collection and processing, maintenance of activities calendar, internship site evaluations, the evaluation of site professionals, prospective student recruiting, and PGA/PGM checkpoint collaboration. This position also will monitor program accounts, scholarships, the PGA merchandise show travel, activities and scheduling, and assists with the PGM Student Association.

The program Secretary maintains additional contact with prospective students through various activities, organizes the President's Invitational annually, schedules and maintains academic advisement for the program, assists the coordinator to track and coordinate students academically, and assists the program coordinator as assigned. The program secretary also serves as the department secretary for the Sport, Entertainment, and Hospitality department.

## Competitors

There are currently 19 other PGA/PGM universities in the nation. Despite collaboration and sanctions with the PGA of America, competition has become a natural part of prospective PGM student's choice for attending a PGM school. As mentioned in earlier parts of this review, Ferris State was the original PGM University established in 1975. By 1990, there were a total of four PGM schools with Ferris State, Mississippi State, New Mexico State, and Penn State developing the original PGA/PGM programs. In 1999, with the growing popularity of the game of golf, the PGA added five additional programs in Arizona State, Campbell, Coastal Carolina, Florida State, and Methodist. Today, the total of twenty programs across the nation has given PGA facilities and the golf industry a much needed boost in terms of the quality of PGM graduates and knowledge and skills they bring. The following table lists the competitive aspects of each PGM school:

	<u>Location</u>	<u>Year Established</u>	<u>Current Students</u>	<u>Graduation Rate</u>	<u>Total # of Graduates</u>
<b>Ferris State</b>	<b>Big Rapids, MI</b>	<b>1975</b>	<b>269</b>	<b>55%</b>	<b>1,479</b>
Arizona State	Tempe, AZ	1999	168	50%	123
Campbell	Buies Creek, NC	1999	129	25%	76
Clemson	Clemson, SC	2001	55	29%	20
Coastal Carolina	Conway, SC	1999	141	16%	70
Eastern Kentucky	Richmond, KY	2006	21	0%	0
Florida Gulf Coast	Ft. Myers, FL	2005	62	0%	0
Florida State	Tallahassee, FL	1999	60	20%	22
Methodist	Fayetteville, NC	1999	299	26%	133
Mississippi State	Starkville, MS	1985	91	45%	501
New Mexico State	Las Cruces, NM	1987	126	48%	497
North Carolina State	Raleigh, NC	2002	69	21%	9
Penn State	University Park, PA	1990	161	62%	323
Sam Houston State	Huntsville, TX	2005	41	0%	0
University of Central Oklahoma	Edmond, OK	2008	New Program	New Program	New Program
University of CO, Colorado Springs	Colorado Springs, CO	2003	91	11%	5
University of Idaho	Moscow, ID	2002	78	12%	8
Univ. of Nevada-Las Vegas	Las Vegas, NV	2002	62	7%	5
Univ. of Nebraska-Lincoln	Lincoln, NE	2004	100	0%	0
U of Maryland, Eastern Shore	Princess Anne, MD	2008	New Program	New Program	New Program



## Major, Unique, and Special Technology

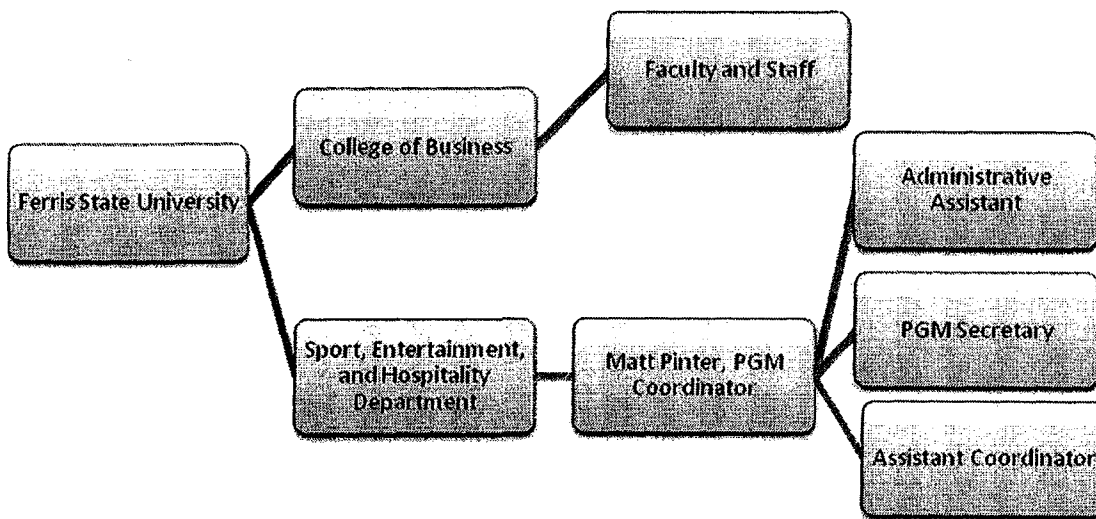
Some of the major, unique, and special technology that the PGM program has implemented includes: a golf club repair facility, V1 video teaching software, golf simulators, and full computer access on campus.

## Nature of Required Equipment

The nature of the required equipment to maintain the program is directly related to the golf industry. The range and golf course on campus, Katke Golf Course, is used as a laboratory for PGM students to further enhance their skills and abilities. Equipment is required for golf instruction, classroom simulations, PGA/PGM work experience activities and several other opportunities for career enhancement.

## Organizational Relationships

The PGM program is organized in a hierarchical relationship with the University:

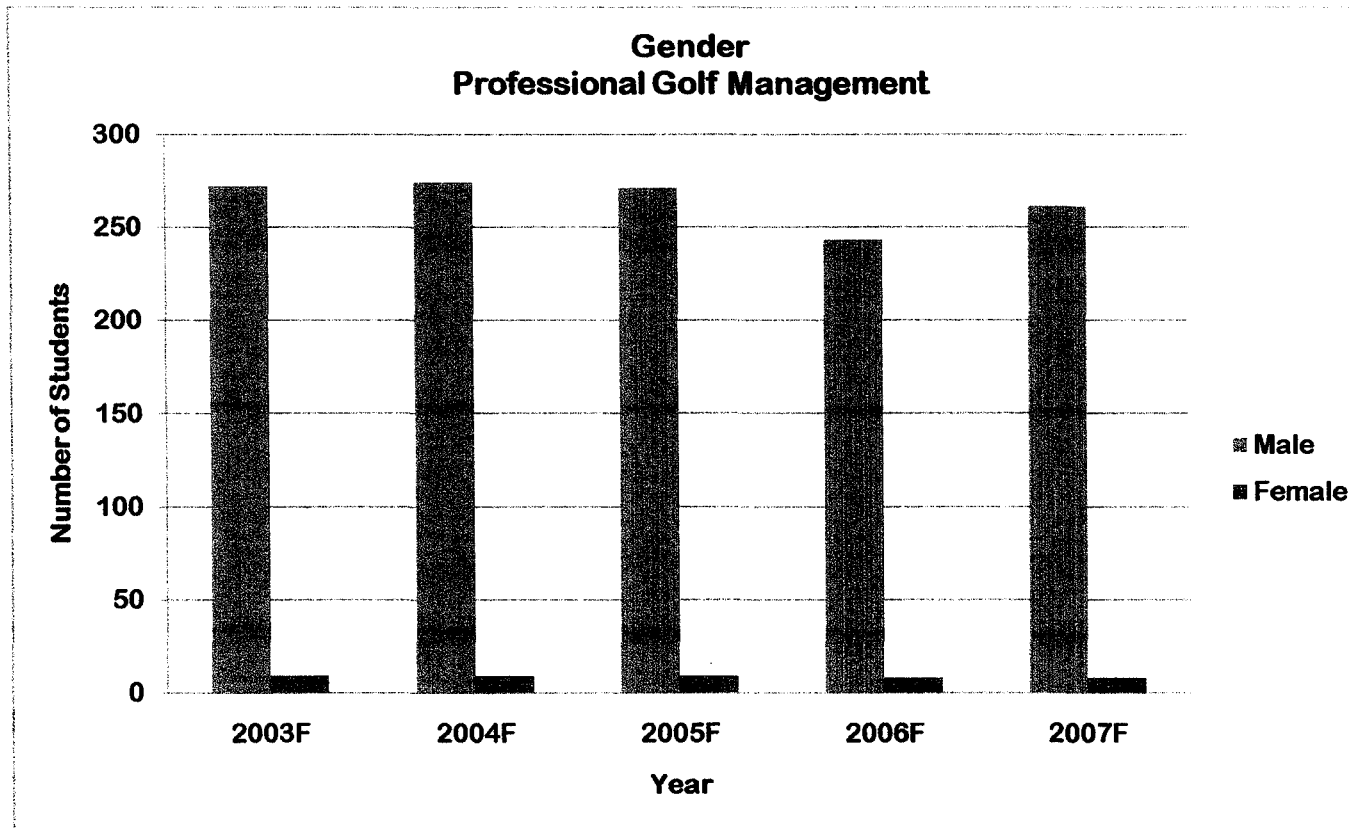


## Strategic Challenges

- Competing with 19 other PGM schools
- Providing excellent internship and educational experiences
- Producing outstanding alumni in the golf industry
- Preparing students for life-long learning opportunities and personal growth

# Professional Golf Management Program Student Profile

## Gender

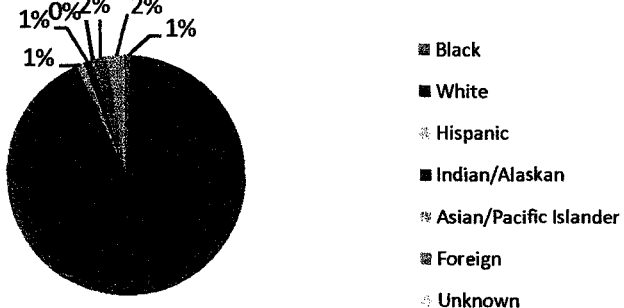


	2003F	2004F	2005F	2006F	2007F
Male	272	274	271	243	261
Female	9	9	9	8	8

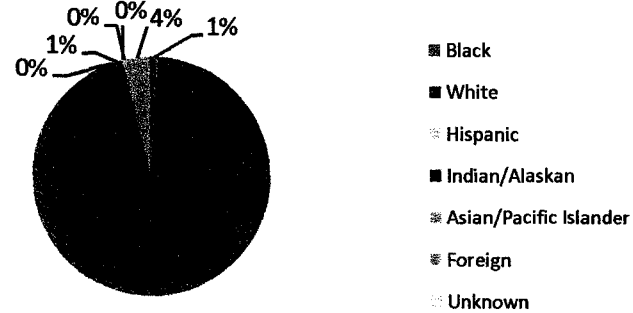
# Professional Golf Management Program Student Profile

## Race/Ethnicity

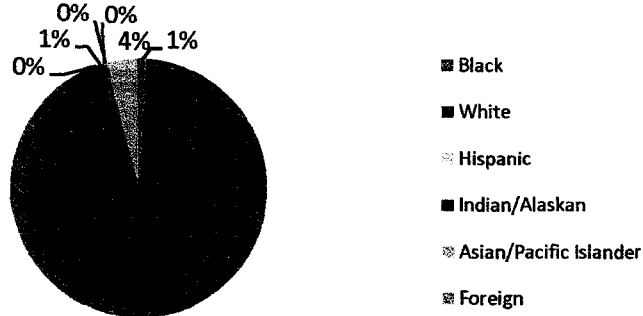
**Race/Ethnicity  
Professional Golf Management  
Fall 2003**



**Race/Ethnicity  
Professional Golf Management  
Fall 2004**

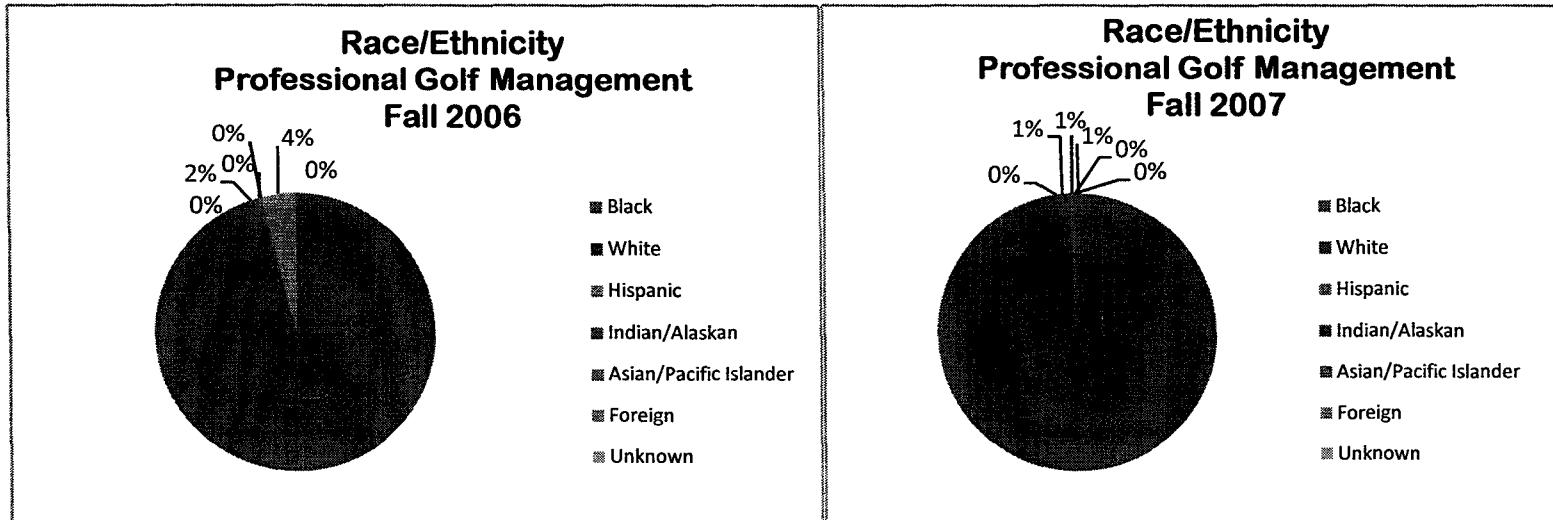


**Race/Ethnicity  
Professional Golf Management  
Fall 2005**



# Professional Golf Management Program Student Profile

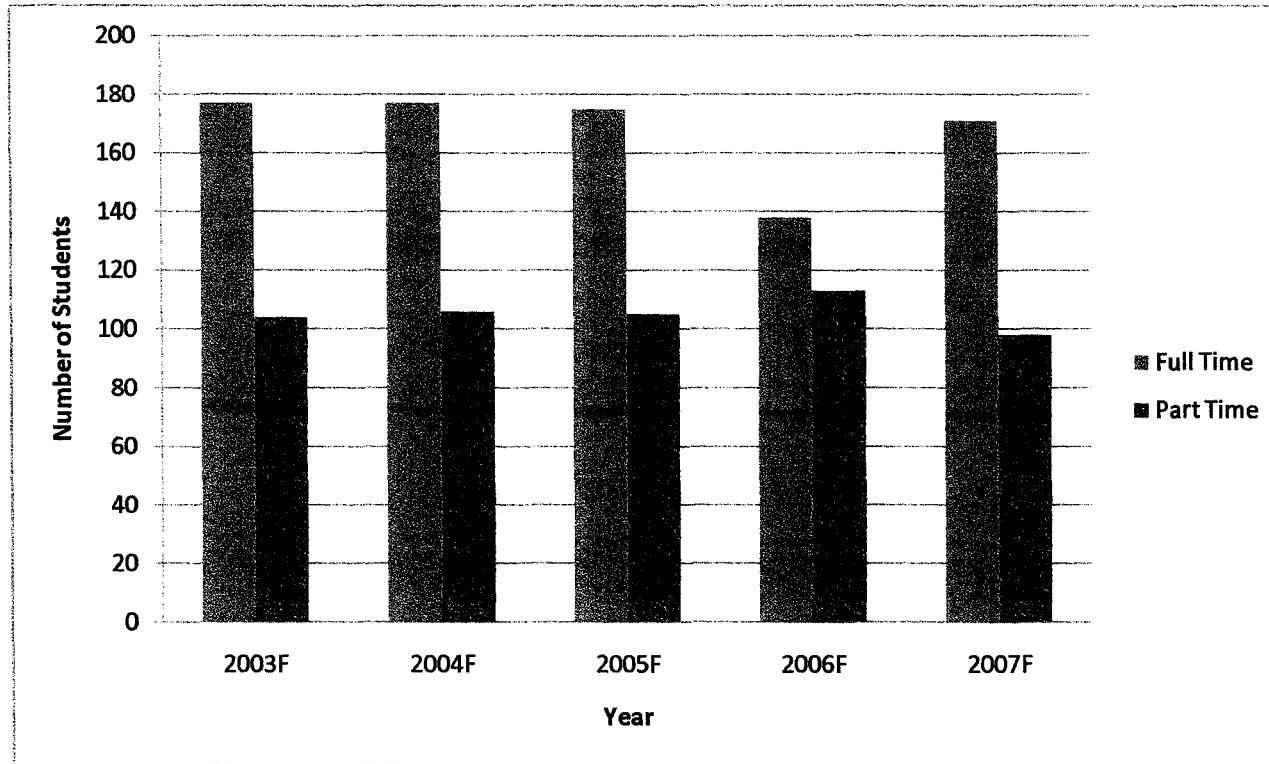
## Race/Ethnicity



	2003F	2004F	2005F	2006F	2007F
<b>Black</b>	2	3	3	1	2
<b>White</b>	260	265	262	235	261
<b>Hispanic</b>	3	0	0	0	0
<b>Indian/Alaskan</b>	3	4	3	4	4
<b>Asian/Pacific Islander</b>	1	1	0	1	2
<b>Foreign</b>	5	0	1	0	0
<b>Unknown</b>	7	10	11	10	0
<b>Total</b>	281	283	280	261	269

# Professional Golf Management Program Student Profile

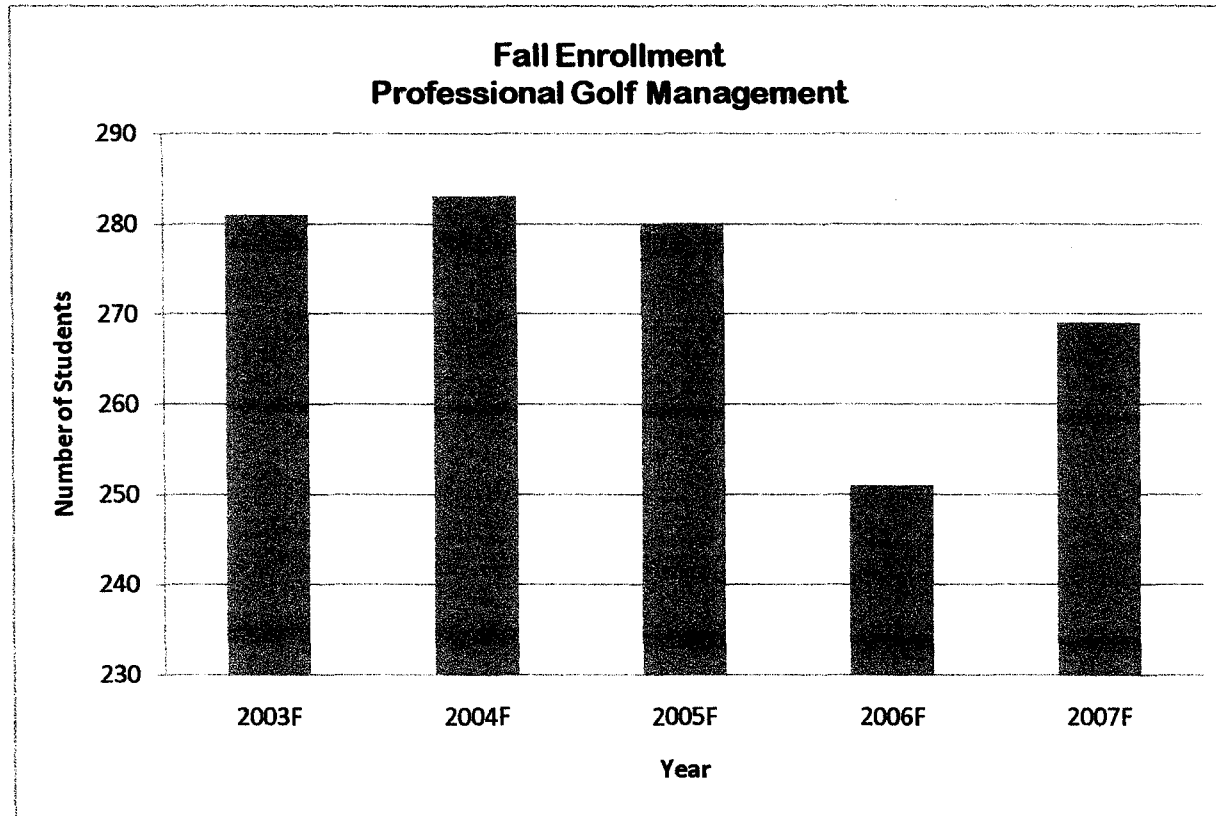
## Full/Part Time Status



	2003F	2004F	2005F	2006F	2007F
Full Time	177	177	175	138	171
Part Time	104	106	105	113	98

# Professional Golf Management Program Student Profile

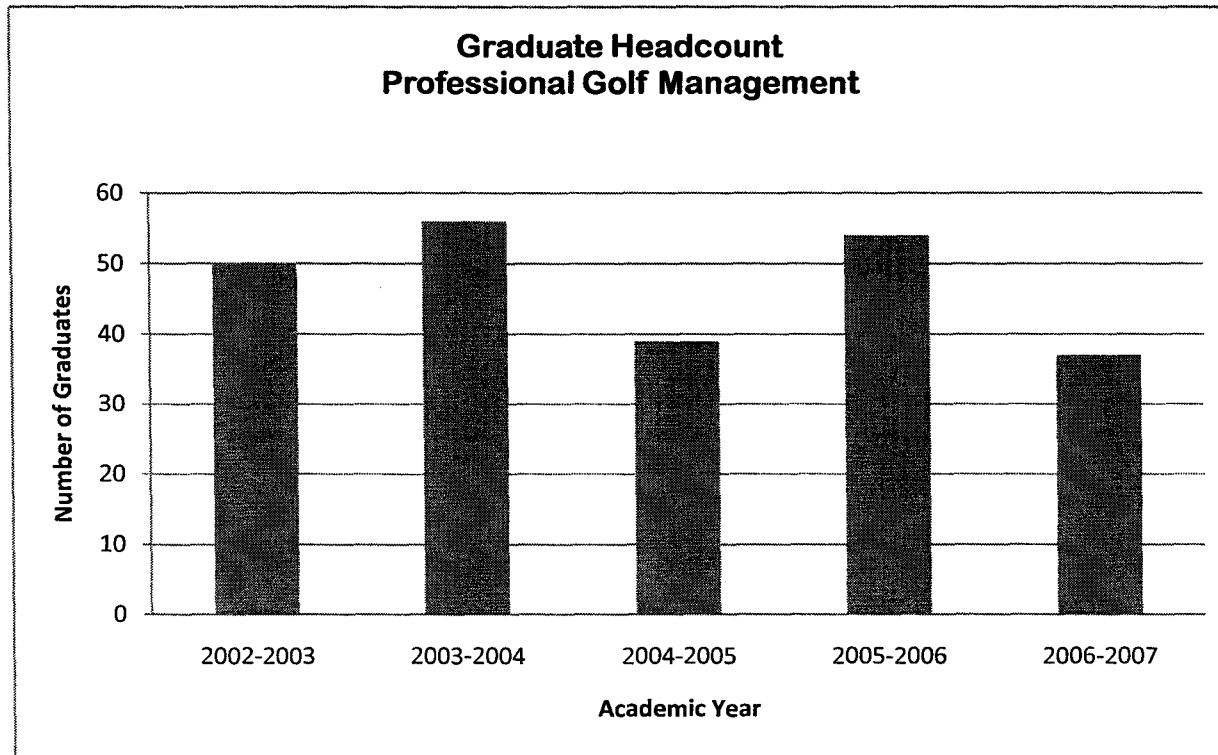
## Total Enrollment



	<b>2003F</b>	<b>2004F</b>	<b>2005F</b>	<b>2006F</b>	<b>2007F</b>
<b>Enrollment</b>	281	283	280	251	269

# Professional Golf Management Program Student Profile

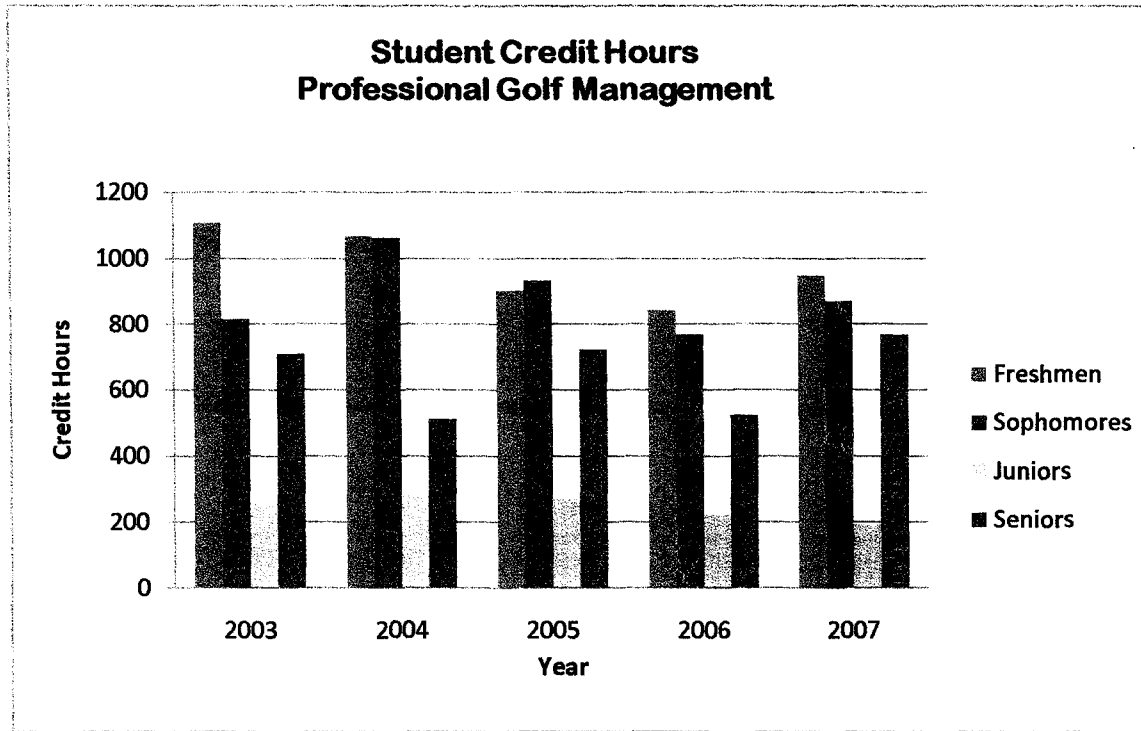
## Graduate Headcount



	<b>2002-2003</b>	<b>2003-2004</b>	<b>2004-2005</b>	<b>2005-2006</b>	<b>2006-2007</b>
<b>Graduates</b>	50	56	39	54	37

# Professional Golf Management Program Student Profile

## Student Credit Hours



	2003	2004	2005	2006	2007
<b>Freshmen</b>	1106	1066	901	843	947
<b>Sophomores</b>	815	1061	932	768	870
<b>Juniors</b>	256	281	270	224	194
<b>Seniors</b>	709	513	723	526	769



# Professional Golf Management Program Student Profile

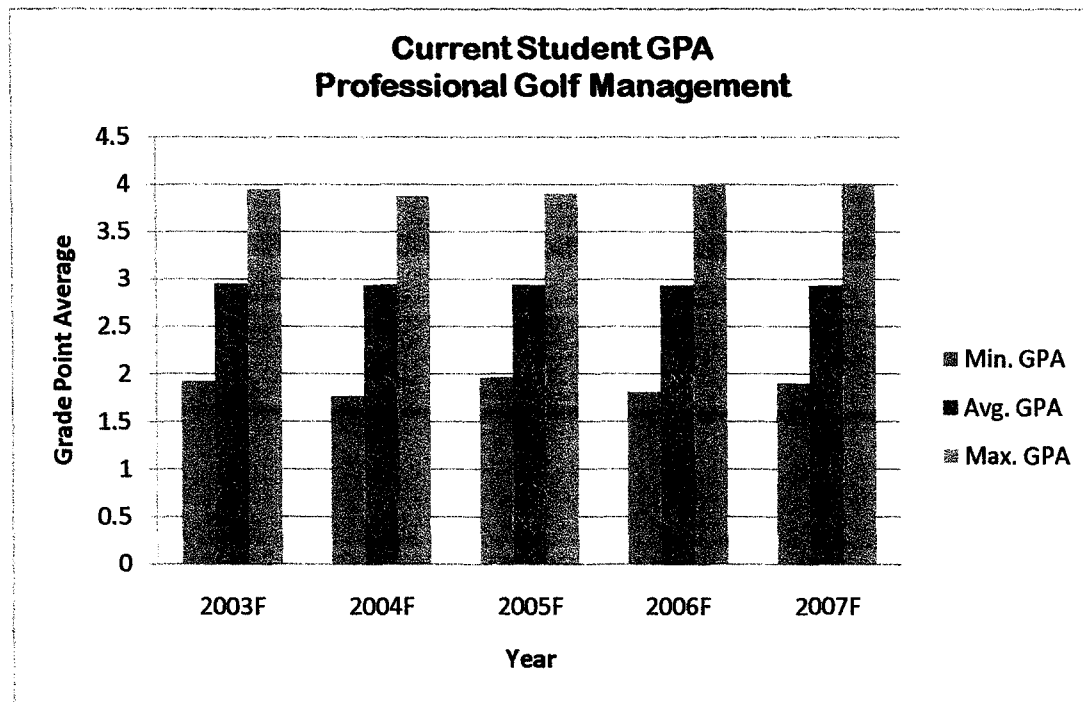
## In/Out of State Residency



	2003F	2004F	2005F	2006F	2007F
<b>Michigan Resident</b>	170	177	177	168	190
<b>Non-Resident</b>	110, 40%	105, 32%	102, 32%	71, 33%	56, 29%
<b>Midwest Compact</b>	1	1	1	12	23

# Professional Golf Management Program Student Profile

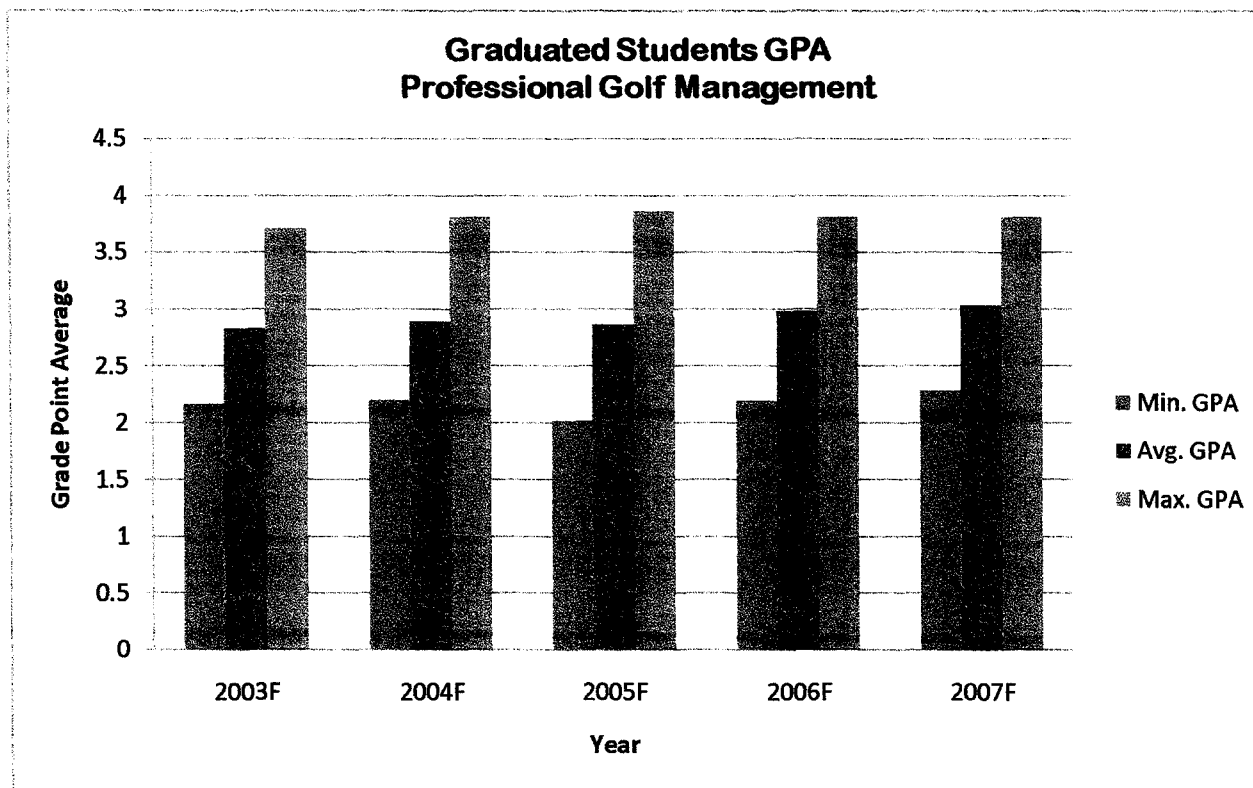
## Current Student Grade Point Average



	2003F	2004F	2005F	2006F	2007F
<b>Min. GPA</b>	<b>1.923</b>	<b>1.763</b>	<b>1.960</b>	<b>1.810</b>	<b>1.9</b>
<b>Avg. GPA</b>	<b>2.95</b>	<b>2.94</b>	<b>2.94</b>	<b>2.93</b>	<b>2.93</b>
<b>Max. GPA</b>	<b>3.950</b>	<b>3.879</b>	<b>3.903</b>	<b>4.000</b>	<b>4.000</b>

# Professional Golf Management Program Student Profile

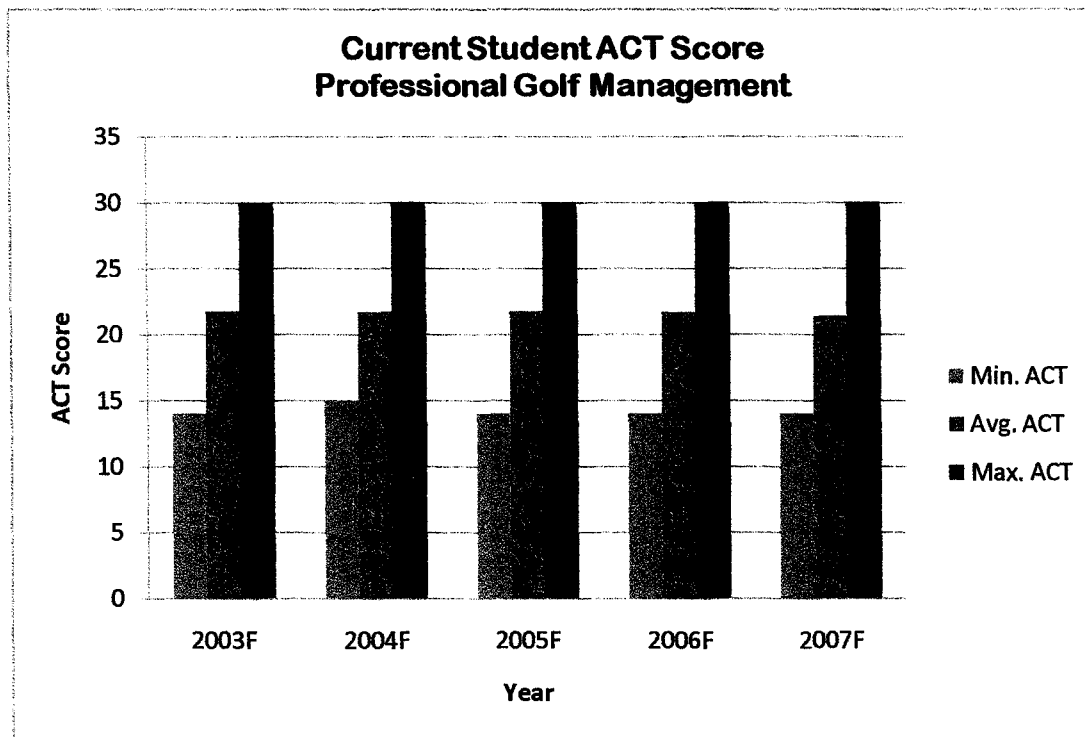
## Graduated Students Grade Point Average



	2003F	2004F	2005F	2006F	2007F
<b>Min. GPA</b>	2.161	2.196	2.016	2.190	2.280
<b>Avg. GPA</b>	2.83	2.89	2.86	2.98	3.03
<b>Max. GPA</b>	3.708	3.811	3.860	3.811	3.810

# Professional Golf Management Program Student Profile

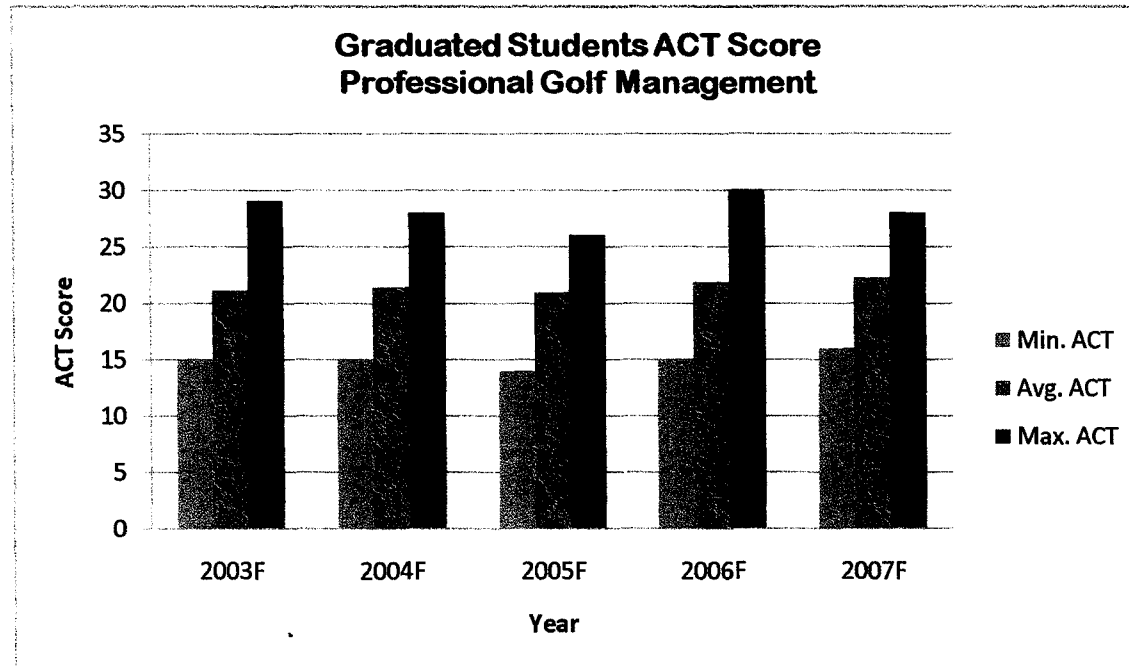
## Current Student ACT Score



	2003F	2004F	2005F	2006F	2007F
<b>Min. ACT</b>	14	15	14	14	14
<b>Avg. ACT</b>	21.76	21.69	21.77	21.69	21.44
<b>Max. ACT</b>	30	30	30	30	30

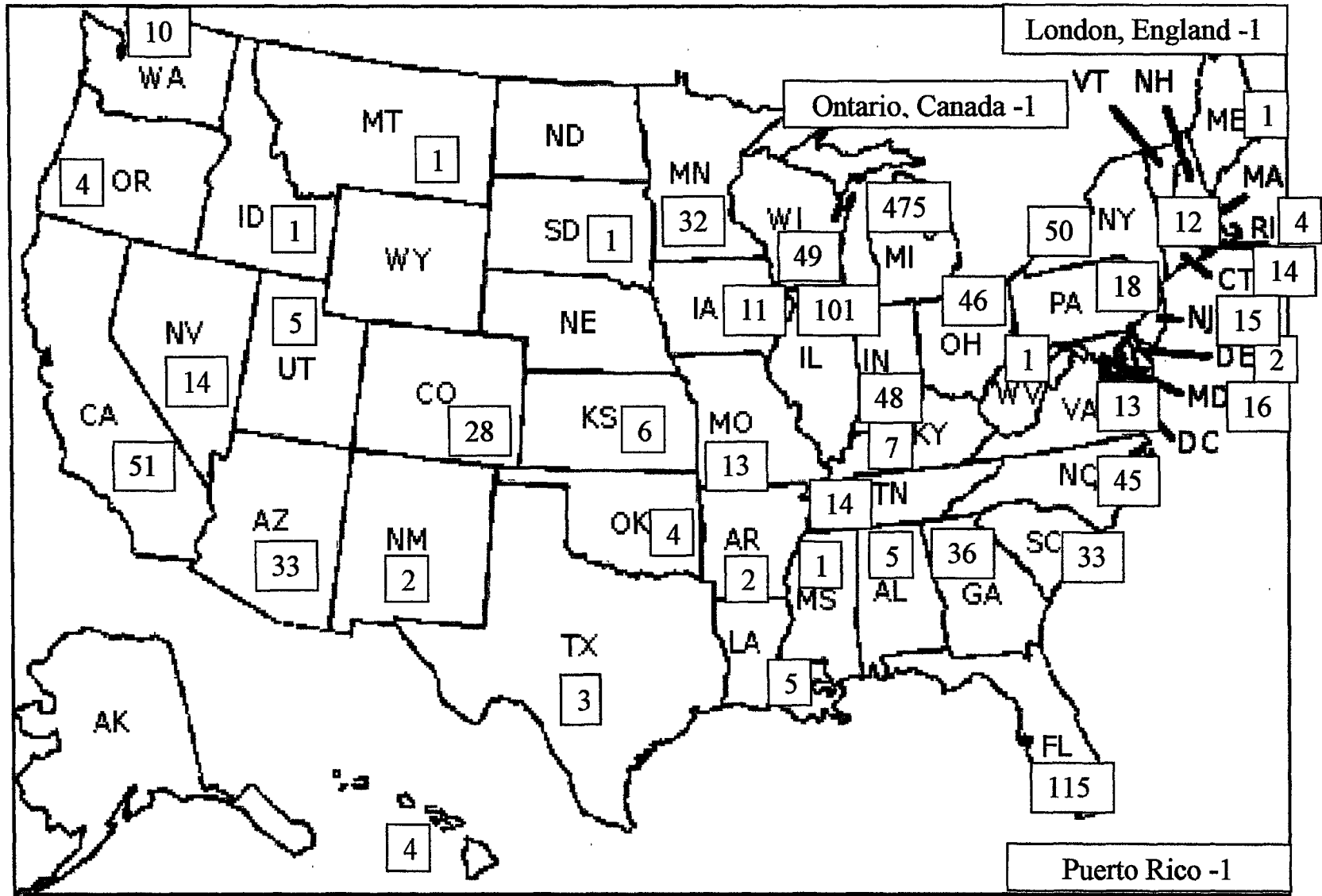
# Professional Golf Management Program Student Profile

## Graduated Student ACT Score



	<b>2003F</b>	<b>2004F</b>	<b>2005F</b>	<b>2006F</b>	<b>2007F</b>
<b>Min. ACT</b>	<b>15</b>	<b>15</b>	<b>14</b>	<b>15</b>	<b>16</b>
<b>Avg. ACT</b>	<b>21.14</b>	<b>21.41</b>	<b>20.97</b>	<b>21.83</b>	<b>22.27</b>
<b>Max. ACT</b>	<b>29</b>	<b>28</b>	<b>26</b>	<b>30</b>	<b>28</b>

## Graduate Profiles – Geographic Distribution



**Ferris State University**  
**Professional Golf Management**

*Enrollment Trends*

The face of the golf industry is rapidly changing and Ferris State PGM is on board with the initiatives and objectives of the PGA of America. The PGA has increased the recruitment and retention of female and minority students into the PGA/PGM academic programs across the United States. Ferris State PGM will push the issue of diversity and creating career paths for all interested students. With low numbers of women and minorities currently in the PGM program, it is crucial that the program continues to attract future PGA Professionals that will represent the program appropriately. Many initiatives such as The First Tee and Play Golf America! will bode well for the future of the golf industry as many more female and minority students are being exposed to the game. Ferris State will continue to work closely with the PGA to establish a diverse academic environment.

Although the PGM program has remained competitive through the addition of 19 other PGM schools, we do expect a drop in enrollment of approximately 10 to 15 students for fall of 2008. There are a finite number of high school graduates that meet the PGA/PGM program entrance requirements. The continued addition of PGM schools will decrease enrollment numbers not only at Ferris State, but at the other 19 PGA sanctioned schools in the United States.

## Summary of Survey Responses

*Alumni Survey: (242 responses)*

### Strengths                      Mean Score

Office Staff	3.83
Internship Experience	3.80
Program Leadership	3.74
Availability of Advisor	3.74

### Opportunities for Improvement                      Mean Score

Golf Instruction	2.76
Computer Skills	2.90
Biomechanics Courses	2.91
Availability of Golf Instructors	2.93

### Conclusion

Based on responses from the alumni of the PGM program, we feel very confident with the position of the program within the golf industry. With the most graduates and highest graduation rate of any PGM school, our program continues to be the leader of all the PGM schools. We found our strengths to be the helpfulness and availability of the office staff, the internship experiences, and the overall program leadership. These strengths have served as the core for a successful PGM program for the last thirty-three years. To meet the requirements of the PGA of America, additional staff is needed to provide the best experience possible for each PGM student.

Some opportunities for improvement within the PGM program at Ferris State include: golf instruction, computer skills, biomechanics courses, and the availability of golf instructors. Alumni overwhelmingly believe in the importance of golf instruction in the everyday life of a golf professional. Additional staff support and golf instruction curriculum including a player development program should be implemented to give PGM students the confidence and skills needed to teach the game.





**FERRIS STATE UNIVERSITY**  
**PROFESSIONAL GOLF MANAGEMENT**

February 22, 2008

Dear FSU PGM Alumni:

Ferris State will be conducting a mandatory review of our program this Spring/Summer. As part of this review, we are required to submit survey results from our alumni, students, employers, and faculty to explore attitudes, opinions, and possible areas of improvement of our PGM program. Because of graduates like you, we are proud to say that our program continues to be the leader among all PGA/PGM universities.

Our staff would greatly appreciate your participation in completing this survey by Friday, March 14, 2008. We have included a copy of the survey and a return envelope requiring no postage for your convenience. If you would prefer to take the survey online, you may do so at the following address:

[http://www.ferris.edu/admissions/testing/survey/pgm\\_apr\\_alumni.htm](http://www.ferris.edu/admissions/testing/survey/pgm_apr_alumni.htm)

Thank you for your participation in this very important process. Go Bulldogs!

Sincerely,

Matt Pinter, Master Professional  
PGM Coordinator

Enclosures

# FERRIS STATE UNIVERSITY

## PGM APR - Alumni

As part of the Academic Review Process (APR), the Professional Golf Management Program is asking PGM graduates to please take just a few minutes to complete this survey. Your responses will help us strengthen and improve the program.

**Q1** Please indicate your level of satisfaction with the preparation you received from FSU in the following areas.

	<b>Very Dissatisfied</b>	<b>Somewhat Dissatisfied</b>	<b>Somewhat Satisfied</b>	<b>Very Satisfied</b>
Biology/Anatomy courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Marketing courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Management courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Biomechanics courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computer skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication/Public speaking skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interpersonal skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Golf instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Turfgrass knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professionalism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Preparation to enter golf industry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q2** Please indicate your level of satisfaction with the following areas of the PGM program.

	<b>Very Dissatisfied</b>	<b>Somewhat Dissatisfied</b>	<b>Somewhat Satisfied</b>	<b>Very Satisfied</b>
Katke practice facilities/lab	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Golf Facilities/Katke Golf Course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PGM office facility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PGM Practice facility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Content of seminars/workshops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Number of seminars/workshops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Preparation for PGA/PGM Checkpoints	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PGM Student Association	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities for networking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Golf industry perception of FSU-	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

PGM				
Your perception of FSU-PGM	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of Graduates/Professionals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunity for competition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Development of YOUR golf game	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of golf instructors/staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Preparation for Playing Ability Test	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q3 How many times did you attempt the PAT before passing it?**

**Q4 Please indicate your level of satisfaction with the following areas of the PGM program staff.**

	<b>Very Dissatisfied</b>	<b>Somewhat Dissatisfied</b>	<b>Somewhat Satisfied</b>	<b>Very Satisfied</b>
Availability of advisor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of academic advising	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of career advising	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of internship experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helpfulness of office staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Number of office staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall quality of program leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q5 Please indicate your level of satisfaction with the preparation the FSU-PGM degree gave you in the following areas.**

	<b>Very Dissatisfied</b>	<b>Somewhat Dissatisfied</b>	<b>Somewhat Satisfied</b>	<b>Very Satisfied</b>
Golf Shop retailing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Golf instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Customer service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Club repair/fitting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rules of golf	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Management skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tournament operations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q6 Please indicate your level of satisfaction with the preparation the PGA/PGM (GPTP) work experience checkpoints degree gave you in the following areas.**

	<b>Very Dissatisfied</b>	<b>Somewhat Dissatisfied</b>	<b>Somewhat Satisfied</b>	<b>Very Satisfied</b>
Golf Shop retailing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Golf instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Customer service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Club repair/fitting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rules of golf	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Management skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tournament operations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you are not currently in the golf industry, please answer Q7 and Q8. If you are currently in the golf industry, please skip to Q9.

**Q7** Please indicate your level of satisfaction with the preparation you received from the PGM program in the following areas.

	Very Dissatisfied	Somewhat Dissatisfied	Somewhat Satisfied	Very Satisfied
Transition into current career	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Skills/Knowledge for current industry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality/Usefulness of degree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q8** Why did you leave the golf industry?

**Q15** Gender

- Male
- Female

**Q16** Current Age

**Q9** What other courses would you like to see implemented into the PGM program at Ferris State University? Please list all.

**Q17** Current annual income

- \$40,000 or less
- \$40,001-\$60,000
- \$60,001-\$80,000
- \$80,001-\$100,000
- \$100,001-\$120,000
- \$120,001 or more

**Q10** Please list a few items that can be improved or implemented in the PGM program.

**Q18** Approximate starting income (within one year of graduation date)

- \$15,000 or less
- \$15,001-\$25,000
- \$25,001-\$35,000
- \$35,001-\$45,000
- \$45,001 or more

**Q11** What do you as a professional feel would make the PGM program more effective to meet the needs of the golf industry and

**Q19** Attended FSU as an

- In-state student
- Out-of-state student

reputation of the PGA?

**Q12 Please use this space for additional comments.**

**Demographics**

**Q13 Program Graduation Date**

**Q14 Current Professional Classification**

- Not currently in golf industry
- A-1 Head Golf Professional
- A-4 Director of Golf
- A-6 Teaching Professional
- A-8 Asst. Golf Professional
- Other

Please Specify:

**Q20 USGA handicap upon entry into PGM program**

**Q21 What (if any) financial aid did you receive while a student at FSU? Please indicate all that apply.**

- Federal aid
- Aid from financial institutions
- FSU scholarships
- PGM scholarships
- Outside scholarships
- Other

Please Specify:

**Q22 Have you continued your education after graduating from Ferris?**

- Yes
- No

**Q23 If yes, which of the following best describes your continuing education?**

- Master's
- Ph.D.
- Certified PGA Professional Program
- Master PGA Professional Program
- Other

Please Specify:

**Thank you for your time and input.**

# PGM APR...Alumni

## Frequencies

Prepared by: Institutional Research & Testing, 06/08

## Statistics

	N		Mean	Median	Std. Deviation
	Valid	Missing			
q1a Biology/Anatomy courses	239	3	3.22	3.00	.671
q1b Marketing courses	242	0	3.52	4.00	.619
q1c Management courses	241	1	3.34	3.00	.695
q1d Biomechanics courses	238	4	2.91	3.00	.741
q1e Computer skills	240	2	2.90	3.00	.819
q1f Writing skills	242	0	3.10	3.00	.720
q1g Communication/Public speaking skills	242	0	3.28	3.00	.736
q1h Interpersonal skills	242	0	3.26	3.00	.679
q1i Golf instruction	242	0	2.88	3.00	.935
q1j Turfgrass knowledge	242	0	3.13	3.00	.778
q1k Professionalism	242	0	3.64	4.00	.595
q1l Preparation to enter golf industry	242	0	3.56	4.00	.630
q2a Katke practice facilities/lab	241	1	3.17	3.00	.820
q2b Golf Facilities/Katke Golf Course	241	1	3.00	3.00	.832
q2c PGM office facility	242	0	3.35	3.00	.726
q2d PGM Practice facility	240	2	3.03	3.00	.901
q2e Content of seminars/workshops	241	1	3.37	3.00	.695
q2f Number of seminars/workshops	242	0	3.24	3.00	.702
q2g Preparation for PGA/PGM Checkpoints	239	3	3.52	4.00	.640
q2h PGM Student Association	241	1	3.42	4.00	.685
q2i Opportunities for networking	241	1	3.61	4.00	.630
q2j Golf industry perception of FSU-PGM	241	1	3.68	4.00	.601
q2k Your perception of FSU-PGM	241	1	3.64	4.00	.603
q2l Quality of Graduates/Professionals	240	2	3.56	4.00	.624
q2m Opportunity for competition	240	2	3.50	4.00	.593
q2n Development of YOUR golf game	240	2	3.10	3.00	.829
q2o Availability of golf instructors/staff	241	1	2.93	3.00	.809
q2p Preparation for Playing Ability Test	241	1	3.05	3.00	.843
q3 Number of PAT attempts before passing	242	0			
q4a Availability of advisor	239	3	3.74	4.00	.542
q4b Quality of academic advising	239	3	3.51	4.00	.697
q4c Quality of career advising	239	3	3.46	4.00	.792
q4d Availability of internship experience	239	3	3.80	4.00	.487
q4e Helpfulness of office staff	239	3	3.83	4.00	.436
q4f Number of office staff	239	3	3.69	4.00	.545
q4g Overall quality of program leadership	239	3	3.74	4.00	.552
q5a Golf Shop retailing	237	5	3.35	3.00	.702
q5b Golf instruction	237	5	2.76	3.00	.868
q5c Customer service	237	5	3.39	4.00	.703
q5d Club repair/fitting	237	5	3.02	3.00	.856
q5e Rules of golf	237	5	3.17	3.00	.775
q5f Management skills	237	5	3.30	3.00	.735
q5g Tournament operations	237	5	3.13	3.00	.814

## Statistics

	N		Mean	Median	Std. Deviation
	Valid	Missing			
q6a Golf Shop retailing	224	18	3.17	3.00	.734
q6b Golf instruction	224	18	2.94	3.00	.861
q6c Customer service	223	19	3.27	3.00	.729
q6d Club repair/fitting	224	18	3.11	3.00	.810
q6e Rules of golf	223	19	3.19	3.00	.760
q6f Management skills	223	19	3.22	3.00	.750
q6g Tournament operations	224	18	3.21	3.00	.761
q7a Transition into current career	137	105	3.31	3.00	.793
q7b Skills/Knowledge for current industry	136	106	3.19	3.00	.830
q7c Quality/Usefulness of degree	136	106	3.23	3.00	.886
q8 Why did you leave the golf industry?	242	0			
q9 Other courses like to see	242	0			
q10 Items that can be improved or implemented	242	0			
q11 Things to make program more effective	242	0			
q12 Additional comments	242	0			
q13 Program grad date	242	0			
q14 Current professional classification	239	3	3.25	3.00	1.924
q14a Classification Other specified	242	0			
q15 Gender	233	9	1.02	1.00	.130
q16 Age	242	0			
q17 Current annual income	238	4	2.83	2.00	1.705
q18 Approximate starting income	239	3	2.51	2.00	.916
q19 Attended FSU as an	236	6	1.46	1.00	.499
q20 USGA handicap upon entry into PGM program	242	0			
q21 Financial aid received	169	73	2.80	2.00	1.907
q21a Financial aid Other specified	242	0			
q22 Continued education after graduation	237	5	1.78	2.00	.412
q23 Best describes continuing ed	50	192	3.00	3.00	1.666
q23a Continuing ed Other specified	242	0			

## Frequency Table

### q1a Biology/Anatomy courses

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	3	1.2	1.3	1.3
	Somewhat Dissatisfied	24	9.9	10.0	11.3
	Somewhat Satisfied	129	53.3	54.0	65.3
	Very Satisfied	83	34.3	34.7	100.0
	Total	239	98.8	100.0	
Missing	System	3	1.2		
Total		242	100.0		

### q1b Marketing courses

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	3	1.2	1.2	1.2
	Somewhat Dissatisfied	7	2.9	2.9	4.1
	Somewhat Satisfied	93	38.4	38.4	42.6
	Very Satisfied	139	57.4	57.4	100.0
	Total	242	100.0	100.0	

### q1c Management courses

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	6	2.5	2.5	2.5
	Somewhat Dissatisfied	13	5.4	5.4	7.9
	Somewhat Satisfied	116	47.9	48.1	56.0
	Very Satisfied	106	43.8	44.0	100.0
	Total	241	99.6	100.0	
Missing	System	1	.4		
Total		242	100.0		

### q1d Biomechanics courses

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	6	2.5	2.5	2.5
	Somewhat Dissatisfied	59	24.4	24.8	27.3
	Somewhat Satisfied	124	51.2	52.1	79.4
	Very Satisfied	49	20.2	20.6	100.0
	Total	238	98.3	100.0	
Missing	System	4	1.7		
Total		242	100.0		



**q1e Computer skills**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	14	5.8	5.8	5.8
	Somewhat Dissatisfied	52	21.5	21.7	27.5
	Somewhat Satisfied	119	49.2	49.6	77.1
	Very Satisfied	55	22.7	22.9	100.0
	Total	240	99.2	100.0	
Missing	System	2	.8		
Total		242	100.0		

**q1f Writing skills**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	6	2.5	2.5	2.5
	Somewhat Dissatisfied	34	14.0	14.0	16.5
	Somewhat Satisfied	133	55.0	55.0	71.5
	Very Satisfied	69	28.5	28.5	100.0
	Total	242	100.0	100.0	

**q1g Communication/Public speaking skills**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	5	2.1	2.1	2.1
	Somewhat Dissatisfied	26	10.7	10.7	12.8
	Somewhat Satisfied	108	44.6	44.6	57.4
	Very Satisfied	103	42.6	42.6	100.0
	Total	242	100.0	100.0	

**q1h Interpersonal skills**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	5	2.1	2.1	2.1
	Somewhat Dissatisfied	17	7.0	7.0	9.1
	Somewhat Satisfied	129	53.3	53.3	62.4
	Very Satisfied	91	37.6	37.6	100.0
	Total	242	100.0	100.0	

**q1i Golf instruction**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	19	7.9	7.9	7.9
	Somewhat Dissatisfied	64	26.4	26.4	34.3
	Somewhat Satisfied	85	35.1	35.1	69.4
	Very Satisfied	74	30.6	30.6	100.0
	Total	242	100.0	100.0	

**q1j Turfgrass knowledge**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	8	3.3	3.3	3.3
	Somewhat Dissatisfied	35	14.5	14.5	17.8
	Somewhat Satisfied	116	47.9	47.9	65.7
	Very Satisfied	83	34.3	34.3	100.0
	Total	242	100.0	100.0	

**q1k Professionalism**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	2	.8	.8	.8
	Somewhat Dissatisfied	9	3.7	3.7	4.5
	Somewhat Satisfied	62	25.6	25.6	30.2
	Very Satisfied	169	69.8	69.8	100.0
	Total	242	100.0	100.0	

**q1l Preparation to enter golf industry**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	4	1.7	1.7	1.7
	Somewhat Dissatisfied	6	2.5	2.5	4.1
	Somewhat Satisfied	82	33.9	33.9	38.0
	Very Satisfied	150	62.0	62.0	100.0
	Total	242	100.0	100.0	

**q2a Katke practice facilities/lab**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	10	4.1	4.1	4.1
	Somewhat Dissatisfied	34	14.0	14.1	18.3
	Somewhat Satisfied	103	42.6	42.7	61.0
	Very Satisfied	94	38.8	39.0	100.0
	Total	241	99.6	100.0	
Missing	System	1	.4		
Total		242	100.0		

**q2b Golf Facilities/Katke Golf Course**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	15	6.2	6.2	6.2
	Somewhat Dissatisfied	38	15.7	15.8	22.0
	Somewhat Satisfied	120	49.6	49.8	71.8
	Very Satisfied	68	28.1	28.2	100.0
	Total	241	99.6	100.0	
Missing	System	1	.4		
Total		242	100.0		

**q2c PGM office facility**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	5	2.1	2.1	2.1
	Somewhat Dissatisfied	21	8.7	8.7	10.7
	Somewhat Satisfied	100	41.3	41.3	52.1
	Very Satisfied	116	47.9	47.9	100.0
	Total	242	100.0	100.0	

**q2d PGM Practice facility**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	16	6.6	6.7	6.7
	Somewhat Dissatisfied	46	19.0	19.2	25.8
	Somewhat Satisfied	94	38.8	39.2	65.0
	Very Satisfied	84	34.7	35.0	100.0
	Total	240	99.2	100.0	
Missing	System	2	.8		
Total		242	100.0		

**q2e Content of seminars/workshops**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	5	2.1	2.1	2.1
	Somewhat Dissatisfied	15	6.2	6.2	8.3
	Somewhat Satisfied	108	44.6	44.8	53.1
	Very Satisfied	113	46.7	46.9	100.0
	Total	241	99.6	100.0	
Missing	System	1	.4		
Total		242	100.0		

**q2f Number of seminars/workshops**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	6	2.5	2.5	2.5
	Somewhat Dissatisfied	19	7.9	7.9	10.3
	Somewhat Satisfied	127	52.5	52.5	62.8
	Very Satisfied	90	37.2	37.2	100.0
	Total	242	100.0	100.0	

**q2g Preparation for PGA/PGM Checkpoints**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	2	.8	.8	.8
	Somewhat Dissatisfied	13	5.4	5.4	6.3
	Somewhat Satisfied	82	33.9	34.3	40.6
	Very Satisfied	142	58.7	59.4	100.0
	Total	239	98.8	100.0	
Missing	System	3	1.2		
Total		242	100.0		

**q2h PGM Student Association**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	4	1.7	1.7	1.7
	Somewhat Dissatisfied	15	6.2	6.2	7.9
	Somewhat Satisfied	98	40.5	40.7	48.5
	Very Satisfied	124	51.2	51.5	100.0
	Total	241	99.6	100.0	
Missing	System	1	.4		
Total		242	100.0		

**q2i Opportunities for networking**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	1	.4	.4	.4
	Somewhat Dissatisfied	16	6.6	6.6	7.1
	Somewhat Satisfied	59	24.4	24.5	31.5
	Very Satisfied	165	68.2	68.5	100.0
	Total	241	99.6	100.0	
Missing	System	1	.4		
Total		242	100.0		

**q2j Golf industry perception of FSU-PGM**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	3	1.2	1.2	1.2
	Somewhat Dissatisfied	8	3.3	3.3	4.6
	Somewhat Satisfied	53	21.9	22.0	26.6
	Very Satisfied	177	73.1	73.4	100.0
	Total	241	99.6	100.0	
Missing	System	1	.4		
Total		242	100.0		

**q2k Your perception of FSU-PGM**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	3	1.2	1.2	1.2
	Somewhat Dissatisfied	7	2.9	2.9	4.1
	Somewhat Satisfied	63	26.0	26.1	30.3
	Very Satisfied	168	69.4	69.7	100.0
	Total	241	99.6	100.0	
Missing	System	1	.4		
Total		242	100.0		

**q2l Quality of Graduates/Professionals**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	2	.8	.8	.8
	Somewhat Dissatisfied	11	4.5	4.6	5.4
	Somewhat Satisfied	77	31.8	32.1	37.5
	Very Satisfied	150	62.0	62.5	100.0
	Total	240	99.2	100.0	
Missing	System	2	.8		
Total		242	100.0		

**q2m Opportunity for competition**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	2	.8	.8	.8
	Somewhat Dissatisfied	6	2.5	2.5	3.3
	Somewhat Satisfied	102	42.1	42.5	45.8
	Very Satisfied	130	53.7	54.2	100.0
	Total	240	99.2	100.0	
Missing	System	2	.8		
Total		242	100.0		

**q2n Development of YOUR golf game**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	10	4.1	4.2	4.2
	Somewhat Dissatisfied	41	16.9	17.1	21.3
	Somewhat Satisfied	103	42.6	42.9	64.2
	Very Satisfied	86	35.5	35.8	100.0
	Total	240	99.2	100.0	
Missing	System	2	.8		
Total		242	100.0		

**q2o Availability of golf instructors/staff**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	11	4.5	4.6	4.6
	Somewhat Dissatisfied	54	22.3	22.4	27.0
	Somewhat Satisfied	116	47.9	48.1	75.1
	Very Satisfied	60	24.8	24.9	100.0
	Total	241	99.6	100.0	
Missing	System	1	.4		
Total		242	100.0		

**q2p Preparation for Playing Ability Test**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	10	4.1	4.1	4.1
	Somewhat Dissatisfied	50	20.7	20.7	24.9
	Somewhat Satisfied	100	41.3	41.5	66.4
	Very Satisfied	81	33.5	33.6	100.0
	Total	241	99.6	100.0	
Missing	System	1	.4		
Total		242	100.0		

**q3 Number of PAT attempts before passing**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		22	9.1	9.1	9.1
	0	15	6.2	6.2	15.3
	1	87	36.0	36.0	51.2
	12	2	.8	.8	52.1
	2	58	24.0	24.0	76.0
	3	18	7.4	7.4	83.5
	4	18	7.4	7.4	90.9
	5	9	3.7	3.7	94.6
	6	5	2.1	2.1	96.7
	7	2	.8	.8	97.5
	8	1	.4	.4	97.9
	9	3	1.2	1.2	99.2
	N/A	2	.8	.8	100.0
Total	242	100.0	100.0		

**q4a Availability of advisor**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	4	1.7	1.7	1.7
	Somewhat Satisfied	50	20.7	20.9	22.6
	Very Satisfied	185	76.4	77.4	100.0
	Total	239	98.8	100.0	
Missing	System	3	1.2		
Total		242	100.0		

**q4b Quality of academic advising**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	5	2.1	2.1	2.1
	Somewhat Dissatisfied	13	5.4	5.4	7.5
	Somewhat Satisfied	75	31.0	31.4	38.9
	Very Satisfied	146	60.3	61.1	100.0
	Total	239	98.8	100.0	
Missing	System	3	1.2		
Total		242	100.0		

**q4c Quality of career advising**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	8	3.3	3.3	3.3
	Somewhat Dissatisfied	21	8.7	8.8	12.1
	Somewhat Satisfied	64	26.4	26.8	38.9
	Very Satisfied	146	60.3	61.1	100.0
	Total	239	98.8	100.0	
Missing	System	3	1.2		
Total		242	100.0		

**q4d Availability of internship experience**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	2	.8	.8	.8
	Somewhat Dissatisfied	3	1.2	1.3	2.1
	Somewhat Satisfied	36	14.9	15.1	17.2
	Very Satisfied	198	81.8	82.8	100.0
	Total	239	98.8	100.0	
Missing	System	3	1.2		
Total		242	100.0		

**q4e Helpfulness of office staff**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	2	.8	.8	.8
	Somewhat Satisfied	34	14.0	14.2	15.1
	Very Satisfied	203	83.9	84.9	100.0
	Total	239	98.8	100.0	
Missing	System	3	1.2		
Total		242	100.0		

**q4f Number of office staff**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	2	.8	.8	.8
	Somewhat Dissatisfied	4	1.7	1.7	2.5
	Somewhat Satisfied	59	24.4	24.7	27.2
	Very Satisfied	174	71.9	72.8	100.0
	Total	239	98.8	100.0	
Missing	System	3	1.2		
Total		242	100.0		



**q4g Overall quality of program leadership**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	3	1.2	1.3	1.3
	Somewhat Dissatisfied	4	1.7	1.7	2.9
	Somewhat Satisfied	46	19.0	19.2	22.2
	Very Satisfied	186	76.9	77.8	100.0
	Total	239	98.8	100.0	
Missing	System	3	1.2		
Total		242	100.0		

**q5a Golf Shop retailing**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	5	2.1	2.1	2.1
	Somewhat Dissatisfied	16	6.6	6.8	8.9
	Somewhat Satisfied	106	43.8	44.7	53.6
	Very Satisfied	110	45.5	46.4	100.0
	Total	237	97.9	100.0	
Missing	System	5	2.1		
Total		242	100.0		

**q5b Golf instruction**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	19	7.9	8.0	8.0
	Somewhat Dissatisfied	68	28.1	28.7	36.7
	Somewhat Satisfied	102	42.1	43.0	79.7
	Very Satisfied	48	19.8	20.3	100.0
	Total	237	97.9	100.0	
Missing	System	5	2.1		
Total		242	100.0		

**q5c Customer service**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	3	1.2	1.3	1.3
	Somewhat Dissatisfied	21	8.7	8.9	10.1
	Somewhat Satisfied	93	38.4	39.2	49.4
	Very Satisfied	120	49.6	50.6	100.0
	Total	237	97.9	100.0	
Missing	System	5	2.1		
Total		242	100.0		

**q5d Club repair/fitting**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	13	5.4	5.5	5.5
	Somewhat Dissatisfied	45	18.6	19.0	24.5
	Somewhat Satisfied	103	42.6	43.5	67.9
	Very Satisfied	76	31.4	32.1	100.0
	Total	237	97.9	100.0	
Missing	System	5	2.1		
Total		242	100.0		

**q5e Rules of golf**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	8	3.3	3.4	3.4
	Somewhat Dissatisfied	30	12.4	12.7	16.0
	Somewhat Satisfied	112	46.3	47.3	63.3
	Very Satisfied	87	36.0	36.7	100.0
	Total	237	97.9	100.0	
Missing	System	5	2.1		
Total		242	100.0		

**q5f Management skills**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	4	1.7	1.7	1.7
	Somewhat Dissatisfied	27	11.2	11.4	13.1
	Somewhat Satisfied	101	41.7	42.6	55.7
	Very Satisfied	105	43.4	44.3	100.0
	Total	237	97.9	100.0	
Missing	System	5	2.1		
Total		242	100.0		

**q5g Tournament operations**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	8	3.3	3.4	3.4
	Somewhat Dissatisfied	41	16.9	17.3	20.7
	Somewhat Satisfied	101	41.7	42.6	63.3
	Very Satisfied	87	36.0	36.7	100.0
	Total	237	97.9	100.0	
Missing	System	5	2.1		
Total		242	100.0		

**q6a Golf Shop retailing**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	6	2.5	2.7	2.7
	Somewhat Dissatisfied	26	10.7	11.6	14.3
	Somewhat Satisfied	115	47.5	51.3	65.6
	Very Satisfied	77	31.8	34.4	100.0
	Total	224	92.6	100.0	
Missing	System	18	7.4		
Total		242	100.0		

**q6b Golf instruction**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	16	6.6	7.1	7.1
	Somewhat Dissatisfied	42	17.4	18.8	25.9
	Somewhat Satisfied	106	43.8	47.3	73.2
	Very Satisfied	60	24.8	26.8	100.0
	Total	224	92.6	100.0	
Missing	System	18	7.4		
Total		242	100.0		

**q6c Customer service**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	6	2.5	2.7	2.7
	Somewhat Dissatisfied	19	7.9	8.5	11.2
	Somewhat Satisfied	107	44.2	48.0	59.2
	Very Satisfied	91	37.6	40.8	100.0
	Total	223	92.1	100.0	
Missing	System	19	7.9		
Total		242	100.0		

**q6d Club repair/fitting**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	10	4.1	4.5	4.5
	Somewhat Dissatisfied	32	13.2	14.3	18.8
	Somewhat Satisfied	105	43.4	46.9	65.6
	Very Satisfied	77	31.8	34.4	100.0
	Total	224	92.6	100.0	
Missing	System	18	7.4		
Total		242	100.0		

**q6e Rules of golf**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	7	2.9	3.1	3.1
	Somewhat Dissatisfied	26	10.7	11.7	14.8
	Somewhat Satisfied	108	44.6	48.4	63.2
	Very Satisfied	82	33.9	36.8	100.0
	Total	223	92.1	100.0	
Missing	System	19	7.9		
Total		242	100.0		

**q6f Management skills**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	7	2.9	3.1	3.1
	Somewhat Dissatisfied	22	9.1	9.9	13.0
	Somewhat Satisfied	108	44.6	48.4	61.4
	Very Satisfied	86	35.5	38.6	100.0
	Total	223	92.1	100.0	
Missing	System	19	7.9		
Total		242	100.0		

**q6g Tournament operations**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	8	3.3	3.6	3.6
	Somewhat Dissatisfied	22	9.1	9.8	13.4
	Somewhat Satisfied	109	45.0	48.7	62.1
	Very Satisfied	85	35.1	37.9	100.0
	Total	224	92.6	100.0	
Missing	System	18	7.4		
Total		242	100.0		

**q7a Transition into current career**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	6	2.5	4.4	4.4
	Somewhat Dissatisfied	10	4.1	7.3	11.7
	Somewhat Satisfied	56	23.1	40.9	52.6
	Very Satisfied	65	26.9	47.4	100.0
	Total	137	56.6	100.0	
Missing	System	105	43.4		
Total		242	100.0		

**q7b Skills/Knowledge for current industry**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	6	2.5	4.4	4.4
	Somewhat Dissatisfied	18	7.4	13.2	17.6
	Somewhat Satisfied	56	23.1	41.2	58.8
	Very Satisfied	56	23.1	41.2	100.0
	Total	136	56.2	100.0	
Missing	System	106	43.8		
Total		242	100.0		

**q7c Quality/Usefulness of degree**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	8	3.3	5.9	5.9
	Somewhat Dissatisfied	17	7.0	12.5	18.4
	Somewhat Satisfied	47	19.4	34.6	52.9
	Very Satisfied	64	26.4	47.1	100.0
	Total	136	56.2	100.0	
Missing	System	106	43.8		
Total		242	100.0		

**q8 Why did you leave the golf industry?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		154	63.6	63.6	63.6
	\$\$, did not want to work weekends/holidays or seven days a week.	1	.4	.4	64.0
	1) Family life 2) money 3) retirement	1	.4	.4	64.5
	90 hrs/wk with very low pay. \$16,000 per year.	1	.4	.4	64.9
	Bad hours, bad pay, no time off, not enough time to play golf	1	.4	.4	65.3
	Better opportunity came along outside of golf.	1	.4	.4	65.7
	Better opportunity financially.	1	.4	.4	66.1
	Better opportunity with a job in marketing. Better hours, more money, etc.	1	.4	.4	66.5
	Burnout, more money, lifestyle change	1	.4	.4	66.9
	Called to ministry. Didn't have good examples of quality golf pros in my last internships & first job out of college. The guys at those first few jobs seemed to be burned out & didn't reflect the golf industry the same way we were taught in school.	1	.4	.4	67.4
	Decided to choose a career that was inside and not seasonal.	1	.4	.4	67.8
	Dishonesty among employers. They promised benefits/compensation & didn't deliver.	1	.4	.4	68.2
	Financial potential and personal time	1	.4	.4	68.6
	Financial reasons	2	.8	.8	69.4
	First & foremost it's a career you need to be passionate about & my heart was no longer in it. Second, there are plenty of careers that much PAY MORE & require less of a time commitment. Third, one day I want somebody else pulling my clubs out of my trunk.	1	.4	.4	69.8
	Great opportunity to leave industry, less hours, much higher pay	1	.4	.4	70.2

### q8 Why did you leave the golf industry?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Had an opportunity to get into sales, first within the golf industry.	1	.4	.4	70.7
Higher salary outside of golf industry, better, more steady work schedule.	1	.4	.4	71.1
Hours & pay	1	.4	.4	71.5
Hours & pay didn't match up	1	.4	.4	71.9
Hours, pay & career progression	1	.4	.4	72.3
I did not & answered Q7 by mistake.	1	.4	.4	72.7
I found the hours were much less & the benefits were better on the retail side of the business.	1	.4	.4	73.1
I had a bad course & mgmt company I worked for.	1	.4	.4	73.6
I left the industry because I was never able to pass the PAT. My level 2 book was rejected to my surprise after passing Pinter's inspection. My degree has proven worthless in the real world.	1	.4	.4	74.0
I wanted to live in Nothern MI, WI, or MN & the golf season here is too short. I enjoy what winter has to offer in the North & did not want to travel South to find work in the winter months.	1	.4	.4	74.4
I wasn't willing to move out of Michigan upon graduation & couldn't find the right career opportunity here in Michigan.	1	.4	.4	74.8
Immediately after graduation (Dec. 2000), I accepted a position with Morgan Stanley & have happily remained there since. I feel that the PGM program prepared me for a wide range of career opportunities. I VIEW MY INTERNSHIP EXPERIENCES AS THE KEY DRIVING FORCE IN MY YOUNGER PROFESSIONAL LIFE.	1	.4	.4	75.2
It's a lousy industry to be in in terms of working hours & proportionate pay.	1	.4	.4	75.6
Valid It was a love/hate relationship. I loved the job, members & key involvement in day to day operations. However, living in a northern climate, it wasn't conducive to a lifestyle I wanted to live. Working 60 hrs/week in the summer wasn't going to work for me. My wife is a school teacher...need I say more?	1	.4	.4	76.0
It wasn't for me at the time. I will get back into this industry, but only through ownership.	1	.4	.4	76.4
Joined the family business.	1	.4	.4	76.9
Lack of money due to out of state student loans, but got back into teaching after 6 months.	1	.4	.4	77.3
Lack of pay in the industry	1	.4	.4	77.7
Long hours, low pay! I want to be the member, not the pro.	1	.4	.4	78.1
Long hours, low pay. Tough for a long term career, better opportunities elsewhere.	1	.4	.4	78.5
Long hours, low wages, no benefits	1	.4	.4	78.9
Long hours,ayscale, management aspects, customer service	1	.4	.4	79.3
Long hours, working holidays, poor health benefits, little pay	1	.4	.4	79.8
Low pay, high turnover	1	.4	.4	80.2
Low pay, long hours, had to go south if you want to work in the golf business in the winter.	1	.4	.4	80.6
Low pay, LOONG hours, wasn't a good fit for a family life.	1	.4	.4	81.0
Make more money & be able to play more. I wish someone had told me to look at all different types of golf facilities instead of private clubs.	1	.4	.4	81.4
Minor in resort and hotel management which helped my career. Small Business.	1	.4	.4	81.8

q8 Why did you leave the golf industry?

	Frequency	Percent	Valid Percent	Cumulative Percent
Money	2	.8	.8	82.6
Money and corporate lean on golf industry in the southwest.	1	.4	.4	83.1
Money and hours.	1	.4	.4	83.5
Money, hours of work, family.	1	.4	.4	83.9
More money, great opportunity in different industry.	1	.4	.4	84.3
More money, less weekends at work.	1	.4	.4	84.7
More money, more time with my famly, weekends & holidays off!!	1	.4	.4	85.1
My golf skills are not as good as my marketing skills, so I decided to pursue marketing & now own my own marketing agency instead of a golf shop.	1	.4	.4	85.5
N/A	1	.4	.4	86.0
Needed secure job that allowed year round employment and higher wages with benefits.	1	.4	.4	86.4
No	1	.4	.4	86.8
Not enough money	1	.4	.4	87.2
Not enough money & lack of benefits.	1	.4	.4	87.6
Not enough money & too many hours.	1	.4	.4	88.0
Not on purpose, was let go when Management Company was fired.	1	.4	.4	88.4
Not satisfied w/ career. Wanted out of retail and customer service. Wanted more time for my family, more money and better benefits	1	.4	.4	88.8
Opportunity for higher income & better work hours	1	.4	.4	89.3
Opportunity in a different field, less hours, higher pay.	1	.4	.4	89.7
Opportunity in a different industry, transition was easy because of Ferris preparation	1	.4	.4	90.1
Overall I felt the golf business was not for me in the long run, I felt I could use my golf mgmt skills in a different trade and thrive. I didn't like what I saw as a future for a club pro.	1	.4	.4	90.5
Pay vs hours worked	1	.4	.4	90.9
PGA has dropped the ball. 3 years ago as head professional I advertised an assistant position for \$23,000. I had over 100 applications including some past head professionals. PGA has oversaturated the market with too many "average" professionals who will take any job for little money.	1	.4	.4	91.3
Poor quality of individuals working in industry. There were to many people that made immoral decisions & attempted to force my hand down a path I didn't agree with. Also, there are a lot of persons content with mediocrity within the sections that added a primadona persona to the profession. The hours & poor work/life balance was another factor as well.	1	.4	.4	91.7
Poor quality of life due to work schedule. Few opportunities for advancement.	1	.4	.4	92.1
Pursue a career in real estate.	1	.4	.4	92.6
Salary was greater in long run in another industry.	1	.4	.4	93.0
Schedule/low pay/slowdown of industry in southeast Michigan.	1	.4	.4	93.4
Seasonal work, long hours, economy, too many golf courses, loss of integrity and tradition of game.	1	.4	.4	93.8
Small number of head pro positions available each season. Was dissatisfied of assistant pro wages. Wanted to make more money. I would still be in the golf industry. I truly miss the golf industry.	1	.4	.4	94.2
Still in the industry.	5	2.1	2.1	96.3

Valid

### q8 Why did you leave the golf industry?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	The club industry is too demanding & the job security is very poor. I needed to move into something that pays accordingly to raising a family while giving me the opportunity to spend time with them.	1	.4	.4	96.7
	The decision was based off of applying an advanced degree to earn a greater income. Golf market/industry continues to be down & jobs are accepted at very low offers based on experience.	1	.4	.4	97.1
	The number of hours required to work & the lack of loyalty to professionals specifically at private clubs.	1	.4	.4	97.5
	There is more money elsewhere.	1	.4	.4	97.9
	Too many hours, not enough pay	1	.4	.4	98.3
	Too many people in industry. Very difficult to make a good income.	1	.4	.4	98.8
	Too much supply/competition in the local market kept salaries low, plus my wife did not want to move to where jobs were available/offered... neither did I really.	1	.4	.4	99.2
	Wanted a better quality of life & the opportunity to triple salary outside of business.	1	.4	.4	99.6
	Wanted job that was more accommodating to family structure-weekends/hours worked. Compensation - golf industry very low paying profession at any level assistant jobs.	1	.4	.4	100.0
	Total	242	100.0	100.0	

### q9 Other courses like to see

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		80	33.1	33.1	33.1
	A better course for instruction/teaching basics.	1	.4	.4	33.5
	A club repair class	1	.4	.4	33.9
	A couple golf instruction classes. An event planning class.	1	.4	.4	34.3
	A course on golf instruction (hopefully with guest instructors) & perhaps club repair.	1	.4	.4	34.7
	A course to give the new students a realistic perspective on the world & preparing them to work hard to achieve things while eliminating their sense of entitlement. The death of the current generation entering the workforce.	1	.4	.4	35.1
	A few more computer classes. Some classes touch on these certain things. A class specifically on Excel, Powerpoint & Corel Draw.	1	.4	.4	35.5
	A full class dedicated to biomechanics & the art of teaching.	1	.4	.4	36.0
	A humanities-like class that is titled "the history of golf". There were fellow students that didn't know who Donald Ross was! More info about the industry from architecture to how the equipment companies operate. A class about how to handle your golf specific business that covers meeting with reps, dealing with invoices & discounting. A class that gave an overview of the top selling point of sale systems, handicap systems & tournament programs. This would add to the students' marketability.	1	.4	.4	36.4
	A more detailed class for budgeting & not just about golf shop open to buys.	1	.4	.4	36.8
	A second Course on Golf Instruction	1	.4	.4	37.2
	Additional teaching classes, staff management.	1	.4	.4	37.6



**q9 Other courses like to see**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Advance Nutrition classes; Pre-MBA courses for management (include high profile speakers that focus on the industry experience)	1	.4	.4	38.0
	An actual retailing class with inventory help & tournament organization more of the business side of golf.	1	.4	.4	38.4
	Better accounting, investment, job negotiations, web site development, self promotion.	1	.4	.4	38.8
	Better financial management courses. More focus on teaching the game for those interested.	1	.4	.4	39.3
	Better, more realistic financial management courses, better tournament skills prep courses	1	.4	.4	39.7
	Business Management (dealing with employees/building relationships/communicating/effective management) saw a GREAT seminar--"Intergenerational Leadership Insights & Strategies" by Haydn Shaw of FranklinCovey Business (Golf) Accounting--tie together the standard Accounting courses with real life use of implementing through Point of Sales systems & all its modern functional uses (inventory, gift certificates, credit, book, merchandise sales, group sales, etc.)	1	.4	.4	40.1
	Business planning, financial management	1	.4	.4	40.5
	Buying & purchasing, budget management, food & beverage management, overall facility management	1	.4	.4	40.9
	Calligraphy	1	.4	.4	41.3
	Calligraphy, graphic arts, accounting more geared towards financial statements in the golf business	1	.4	.4	41.7
	Classes in receiving grants & low interest loans for start up businesses. A few more classes in Restaurant & Bar Management because this has become another big income area with the slowdown of the golf course industry.	1	.4	.4	42.1
	Classes that are more program specific; i.e., clubfitting, tournament operations, budgets, etc.	1	.4	.4	42.6
	Club Management	1	.4	.4	43.0
	Club Repair, Merchandising, Management in the real world not big box companies, Teaching classes, classes on how the mind works & why, more communication classes.	1	.4	.4	43.4
	Computer program emphasizing Excel	1	.4	.4	43.8
	Conflict Management, public speaking.	1	.4	.4	44.2
	Contemporary Club Management, more teaching courses, more writing, business, & speaking courses, less marketing.	1	.4	.4	44.6
	Delegation & consulting analysis	1	.4	.4	45.0
	Different opportunities in golf industry	1	.4	.4	45.5
	E-mail Marketing Environment Effects & Energy Conservation Opportunities on Golf Courses Basic Food Preparation	1	.4	.4	45.9
	Ethics training, Applied Management courses should be geared toward smaller facilities, as opposed to larger corporate settings.	1	.4	.4	46.3
	Family planning, retirement planning & time management	1	.4	.4	46.7
	Ferris needs to offer many more classes on management. Not just what management is, but more on how to be an effective manager. I spend more time managing people than anything else.	1	.4	.4	47.1
	Finance courses	1	.4	.4	47.5
Finance courses, Golf Instruction course	1	.4	.4	47.9	
Fitness Health & Wellness in Golf	1	.4	.4	48.3	

**q9 Other courses like to see**

	Frequency	Percent	Valid Percent	Cumulative Percent
	1	.4	.4	48.8
	1	.4	.4	49.2
	1	.4	.4	49.6
	1	.4	.4	50.0
	1	.4	.4	50.4
	1	.4	.4	50.8
	1	.4	.4	51.2
	1	.4	.4	51.7
	1	.4	.4	52.1
	1	.4	.4	52.5
	1	.4	.4	52.9
	1	.4	.4	53.3
	1	.4	.4	53.7
	1	.4	.4	54.1
	1	.4	.4	54.5
Valid	1	.4	.4	55.0
	1	.4	.4	55.4
	1	.4	.4	55.8
	1	.4	.4	56.2
	1	.4	.4	56.6
	1	.4	.4	57.0
	1	.4	.4	57.4
	1	.4	.4	57.9
	1	.4	.4	58.3

**q9 Other courses like to see**

	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	I would like to see a course specifically geared towards GPTP test preparation. The attitude conveyed during my time at FSU was that the checkpoints really weren't that difficult, & I found out the hard way that they were. I do not think you can prepare a PGM student enough for these, especially when at the same time, the student is fulfilling marketing requirements from Ferris. I mean, even as an alum and PGA member, I would be willing to come and speak about the GPTP.	1	.4	.4	58.7
	I would like to see a more detailed class list for retailing & merchandising that will help students understand the difference the golf industry has as oppose to the retail industry.	1	.4	.4	59.1
	I would like to see a semester long Rules of Golf/Tournament Operations class introduced. I also think a calligraphy class could be made available as an art elective. I thought the turf management class was great & think a 2nd class with additional hands on opportunity & training would be beneficial for golf pros. I think a human resources class on interviewing, terminations, evaluations, etc. would be very helpful.	1	.4	.4	59.5
	I would like to see more accounting & management courses	1	.4	.4	59.9
	I would like to see more management course related to golf. Private & public facilities may be vastly different but a management course tailored to "small businesses" would be very helpful.	1	.4	.4	60.3
	Improve playing ability standards	1	.4	.4	60.7
	In my opinion it would be very beneficial to have a second level of turf grass & a more in-depth golf instruction class that implements video technology throughout.	1	.4	.4	61.2
	Inventory control, more public speaking, more budget training (managing)	1	.4	.4	61.6
	It was years ago (1993) that I graduated, but I work with golf pros on a daily basis & their computer knowledge & business intelligence/strategic thinking skills are poor, even some FSU grads :(	1	.4	.4	62.0
	Learning more about how to run a business or start a business.	1	.4	.4	62.4
	Management classes, Money Management class	1	.4	.4	62.8
	Management teaching golf	1	.4	.4	63.2
	Marketing your facility, tournament programs	1	.4	.4	63.6
	More about other businesses that are available to someone with a sales & marketing degree as well as the PGA background	1	.4	.4	64.0
	More accounting & food & beverage	1	.4	.4	64.5
	More accounting & management classes.	1	.4	.4	64.9
	More accounting courses focused on retail management. More focused case studies such as Katke's operational numbers & budgets.	1	.4	.4	65.3
	More Advertising & Business Management courses.	1	.4	.4	65.7
	More classes dealing with the golf swing & how it works. More food & beverage involvement to make our grads more rounded.	1	.4	.4	66.1
	More classes on business management & business financial management. Preparing you to be a business manager.	1	.4	.4	66.5
More classes on owning own business/golf shop, golf course design/renovation	1	.4	.4	66.9	
More computer classes	1	.4	.4	67.4	
More courses of teaching & psychology of teaching	1	.4	.4	67.8	

**q9 Other courses like to see**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
More courses that would have to do with running a golf course or golf shop.	1	.4	.4	68.2
More employee management, budgets	1	.4	.4	68.6
More emphasis on financial acumen (forecasting/budgeting)	1	.4	.4	69.0
More F&B, Turf & Teaching programs	1	.4	.4	69.4
More finance courses	1	.4	.4	69.8
More financing courses.	1	.4	.4	70.2
More focus on budget & fiscal responsibility. Staffing plans, merchandising plans, etc.	1	.4	.4	70.7
More Food & Beverage, more Interpersonal Communications, Management	1	.4	.4	71.1
More golf instruction-maybe 2 classes of instruction w/ Matt instead of 1.	1	.4	.4	71.5
More golf instruction	2	.8	.8	72.3
More golf shop retailing & merchandising	1	.4	.4	72.7
More hands on info, teaching, merchandising, customer service classes, or seminars.	1	.4	.4	73.1
More having to do with instruction.	1	.4	.4	73.6
More human resource classes	1	.4	.4	74.0
More in-depth retailing practices (seminar); Teaching the game (seminar)	1	.4	.4	74.4
More instructional classes	1	.4	.4	74.8
More instructional clinics. Helping better prepare the grad for teaching the game. These experiences are typically very few while on internship	1	.4	.4	75.2
More into overall management of a club. Into food & beverage operation & interaction between different levels of leadership	1	.4	.4	75.6
More investment/finance courses.	1	.4	.4	76.0
More management classes, psychology of teaching classes, club management classes, ending the basic human anatomy. The club management classes I took were very applicable to this profession.	1	.4	.4	76.4
More management courses & courses on teaching the golf swing.	1	.4	.4	76.9
More management type classes (i.e., budgeting, scheduling, hiring, etc.)	1	.4	.4	77.3
More Management, more Finance, more second language, more networking	1	.4	.4	77.7
More management/workplace resolutions, customer relations, writing classes/English, HR type classes	1	.4	.4	78.1
More Merchandising, Teaching, Rules, Tournament Operations.	1	.4	.4	78.5
More on Turf Grass	1	.4	.4	78.9
More overseas opportunity.	1	.4	.4	79.3
More personnel management (HR) courses & more business/mgmt courses.	1	.4	.4	79.8
More public speaking & networking courses.	1	.4	.4	80.2
More public speaking courses. Maybe more hands-on golf instruction.	1	.4	.4	80.6
More real life marketing, how to start your own golf business, direct response marketing	1	.4	.4	81.0
More sales-very good overall business degree though.	1	.4	.4	81.4
More small business management. Including payroll management, tax management, etc.	1	.4	.4	81.8

q9 Other courses like to see

	Frequency	Percent	Valid Percent	Cumulative Percent
More stuff about "golf"	1	.4	.4	82.2
More teaching	1	.4	.4	82.6
More teaching classes or an extension of the golf instruction course.	1	.4	.4	83.1
More teaching, more biomechanics	1	.4	.4	83.5
More turfgrass education, player development as part of curriculum, Rules of Golf as part of curriculum	1	.4	.4	83.9
More weekend workshops with top 100 teachers, tournament prep work. We only had 4 weekend workshops, there should be more than that.	1	.4	.4	84.3
Multiple facility management, International Facility Management requirement to learn Spanish, emphasis on bringing new golfers & juniors to the game.	1	.4	.4	84.7
N/A	4	1.7	1.7	86.4
None, the list was great	1	.4	.4	86.8
Not sure	1	.4	.4	87.2
Offer additional golf teaching seminars. You may have already does this since I graduated in 1999.	1	.4	.4	87.6
Ones that are helpful to the problems I have listed above.	1	.4	.4	88.0
Personal Finance	1	.4	.4	88.4
Personal finance for young professionals, investing, entrepreneurial skills	1	.4	.4	88.8
Personal Finance, cash flow for business, business credit/cash flow	1	.4	.4	89.3
Physical Training programs, more teaching experience, Financing (more to do with golf, not business)	1	.4	.4	89.7
Practical business courses. Managing inventories, budgets, payroll, taxes, and politics.	1	.4	.4	90.1
Psychology	1	.4	.4	90.5
Public speaking	1	.4	.4	90.9
Purchasing, more salesmanship type classes, management (difficult people, crisis situations)	1	.4	.4	91.3
Retailing	1	.4	.4	91.7
Rules of golf, tournament operations, club repair, maximizing opportunities	1	.4	.4	92.1
Scoreboard Calligraphy	1	.4	.4	92.6
See Q11.	1	.4	.4	93.0
Show importance of practice.	1	.4	.4	93.4
Some form of critical thinking, real life problem solving.	1	.4	.4	93.8
Some opportunity to learn more about facilities management & food & beverage management.	1	.4	.4	94.2
Some sort of money mgmt class would be very beneficial, as I may have avoided a bit of credit card debt!!!	1	.4	.4	94.6
Specific classes in regards to Teaching the Golf Swing, Business Planning, possible classes on owning your own business.	1	.4	.4	95.0
Specific club repair, club fitting	1	.4	.4	95.5
Swing theory, golf course accounting, tournament operations, golf specific marketing cases.	1	.4	.4	95.9
Teaching golf	1	.4	.4	96.3
Teaching golf & drills. Leadership/personal development. More emphasis on golf all around.	1	.4	.4	96.7

Valid

# Professional Golf Management

APRC 2007-2008

Section 2 of 4

**q9 Other courses like to see**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Teaching, customer service, computer skills, tournament prep & a broader range of turf classes.	1	.4	.4	97.1
	Teaching, Tournament operation: How to ru golf net eventman and tpp	1	.4	.4	97.5
	The PGM at FSU is great. CHANGE NOTHING! Matt Pinter should never be allowed to leave!	1	.4	.4	97.9
	Time Management, Human Resources, Commercial Real Estate	1	.4	.4	98.3
	Today, I feel that more food & beverage classes would be very helpful to the new students. In addition, even though they do not think so, having more agronomic courses would be helpful. Lastly, managing employees, human resources, etc.	1	.4	.4	98.8
	Turf grass was too "specific". General understanding would be fine. Also, having PGM interns working outside for a semester would not be a bad idea. Would make them understand what needs to happen every day at a golf course.	1	.4	.4	99.2
	Web page design, overview of human resources	1	.4	.4	99.6
	Would love to see a course on golf instruction	1	.4	.4	100.0
	Total	242	100.0	100.0	

**q10 Items that can be improved or implemented**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		103	42.6	42.6	42.6
	?	1	.4	.4	43.0
	A better golf course, I know Matt Pinter is working on that.	1	.4	.4	43.4
	A better indoor practice facility is critical in getting students to come to Ferris since more schools in the south are offering the PGM program.	1	.4	.4	43.8
	A great program. I think we need to continue to promote our #1 PGM program & encourage alumni to consider FSU grads first when possible. This will always keep FSU's program on top.	1	.4	.4	44.2
	Again, I'm not 100% familiar with the current curriculum, but an emphasis on marketing and business development/strategic thining is a must for the industry going forward. The golf industry does not need any more merchandisers/retailers, it needs strategic thinkers who can help contribute to growing the game in their local community.	1	.4	.4	44.6
	At Ferris: More emphasis on playing ability. Playing is a factor for private country clubs	1	.4	.4	45.0
	Better customer service programs; better teaching/instruction seminars that focus on one on one teaching & aren't so reliant on computers & teaching aids.	1	.4	.4	45.5
	Better players	1	.4	.4	45.9
	Better preparation to teach golf.	1	.4	.4	46.3
	Better trained interns	1	.4	.4	46.7
	Better ways for students to visit local courses & view operations & buying & sales.	1	.4	.4	47.1
	Better winter practice facilities. Mandatory tournament participation, more golf course specific instruction in classes.	1	.4	.4	47.5
	Better winter practice facility. Seperate facility for FSU Golf.	1	.4	.4	47.9

**q10 Items that can be improved or implemented**

	Frequency	Percent	Valid Percent	Cumulative Percent
Business courses	1	.4	.4	48.3
Change internship format so upperclassmen work in golf shop.	1	.4	.4	48.8
Checkpoint preparation	1	.4	.4	49.2
Club repair facilities could always be updated with top of the line equipment so our grads come out with more knowledge. Indoor facilities for practicing could be improved so they have heated bays on the range at Katke.	1	.4	.4	49.6
Clubs that have proven to be great intern hosts should have special consideration when in need of an intern.	1	.4	.4	50.0
Communication to clubs around about the internship program. There are many courses out here that could use good help. The experience is important.	1	.4	.4	50.4
Conduct a 'Best/Worst Practices' round table discussion following internships. Much of what I learned on internships was not what to do but also what not to do (or things I didn't want to see myself do as a Head Professional)	1	.4	.4	50.8
Definitely more teaching classes, the ones now are pretty basic, at least when I went through.	1	.4	.4	51.2
Element classes that aren't going to help us in our golf future.	1	.4	.4	51.7
Enforce more participation policies for PGMSA events, tournaments, social gatherings, workshops & seminars. Create golfer development programs for PGM members.	1	.4	.4	52.1
Find a way to get more people involved in the PGMSA (no easy task)!! Find a way to get more networking done. The best internship I had was working for the Michigan Section PGA Office, just because of the connections and impressions I was able to make on the right people.	1	.4	.4	52.5
Finding a positive/constructive way to give students a honest appraisal of what life will be like as an assistant or apprentice; i.e., long hours, lower pay.	1	.4	.4	52.9
Focus more on instruction & the importance of good play	1	.4	.4	53.3
Focus on making sure that new interns are focused on learning the business of golf, & not so much focused on teaching & playing the game. Teach them how to be more like a GM of a club. Less on getting a good paying job working outside.	1	.4	.4	53.7
For international students, insist that they graduate during an internship if they plan on staying in the U.S. I had a great job offer & was denied a work permit partly due to the fact that I graduated while in school & was allowed the student visa for a year upon graduation as I'd used it up during my internships. I spent all this money in the U.S. & then am denied entrance into the country to do what I love, where I wanted to do it. I had lawyers & a sponsor, but they still wouldn't let me in. I was very frustrated!!	1	.4	.4	54.1
Give more opportunities to teach individuals, teach what it takes to get a head professional position	1	.4	.4	54.5
Golf course practice facilities which was done after I left.	1	.4	.4	55.0
Golf instruction for the PGM students themselves & teaching them to teach	1	.4	.4	55.4
Golf instruction programs while I was attending were non-existent.	1	.4	.4	55.8
Good seminars rather than advertisements for companies	1	.4	.4	56.2
GPTP needs to be revised.	1	.4	.4	56.6
I believe the overall curriculum was great, but there could be more programs that focus on specific job tasks that face the golf pro.	1	.4	.4	57.0

Valid



### q10 Items that can be improved or implemented

	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	I can't think of much to change, I am very satisfied with my education experience at FSU & with the PGM program.	1	.4	.4	57.4
	I don't know what is currently available.	1	.4	.4	57.9
	I feel there need to be more guidelines in terms of playing & playing in tournaments. I also feel that the professionals on campus should start some game improvement clinics or work sessions.	1	.4	.4	58.3
	I felt that the additon to some of the above courses would be great. Comming out of FSU I feel that it experience is our number one downfall in comperison to a PGA/PGM Apr. I think we need to blance this by being extreamly educated in areas such as Rules and Tournament Ops. Expertise in these areas can open up doors to a young professional faster than others because they are specialty areas. I think this can be done with classes and seminars.	1	.4	.4	58.7
	I found the PGM programs very satisfying & well organized. They went above my expectations & helped me on many occasions.	1	.4	.4	59.1
	I learned alot there. I would just like to see some more management type classes specifically related to the golf industry. Maybe there is now too,I graduated in 2000.	1	.4	.4	59.5
	I think on a whole the classes are great but there should be more golf classes ala the teaching class & turfgrass class	1	.4	.4	59.9
	I think that it is a great program how it is.	1	.4	.4	60.3
	I think the PGM could get more invloved with local USGA events to help aid students in Tournament Operations.	1	.4	.4	60.7
	I think the PGM program is great although I believe that there is room for improvement from a teaching standpoint. Even if the pro chooses his/her career in the shop, it would be a huge advantage if each PGM student is a good teacher upon graduation. I feel it would be a large advantage.	1	.4	.4	61.2
	I would've like to have seen more speakers & seminars when I was there in the early 90's. More feedback from key grads in the form of getting them back to FSU to discuss real life.	1	.4	.4	61.6
	I would like to see more golf instruction, cause & effect.	1	.4	.4	62.0
	Improve facilities (golf course/practice), mandatory tournaments clinics	1	.4	.4	62.4
	Improved education on the golf swing & teaching skills	1	.4	.4	62.8
	In my time, preparation for fiscal management of an entire golf operation.	1	.4	.4	63.2
	Integration of GPTP into program, graduate as PGA Member	1	.4	.4	63.6
	Internship & golf companies	1	.4	.4	64.0
	Investment classes for ownership of a golf course.	1	.4	.4	64.5
	Involving all members as equals	1	.4	.4	64.9
	It's good	1	.4	.4	65.3
It has been so long since I have attended, I know many of them have been accomplished. Matt Pinter has been a tremendous asset & has elevated our program! Jean Shaw was also a tremendous asset & was great to deal with!	1	.4	.4	65.7	
It may have already been addressed since my last trip to Ferris in 1993, but better indor practice facilities & great emphasis placed on game improvement (requirements)	1	.4	.4	66.1	
It sounds like the PGM program has evolved with the addition of the New PGA/PGM program that has helped upgrade the education for a future golf pro going to FSU for PGM.	1	.4	.4	66.5	

**q10 Items that can be improved or implemented**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Katke could be improved, get more golfers focused on improving their game	1	.4	.4	66.9
	Katke has already been improved. There should be more emphasis on the major components of the business. I would have also liked to have someone around to help us with our games. If you were not on the team, it was difficult to find someone who knew enough about the swing to be helpful.	1	.4	.4	67.4
	Katke is an embarrassment!	1	.4	.4	67.8
	Katke made me quit playing golf. Its not up to notch compared to other courses by PGM schools.	1	.4	.4	68.2
	Keeping curriculum relevant & current to the industry	1	.4	.4	68.6
	Make entrance strict & weed out the poor students more.	1	.4	.4	69.0
	Make it harder	1	.4	.4	69.4
	Mandatory golf tournaments, help with the Michigan PGA Section (tournaments, bookwork side), ability to help run section events, bring back graduates for seminars to discuss the importance of being involved in the program & in your section.	1	.4	.4	69.8
	Mandatory participation in seminars. Get kids involved!	1	.4	.4	70.2
	Matt Pinter has done a tremendous job with the PGM program since I left.	1	.4	.4	70.7
	May be available now but a strength & conditioning program to align with the golf swing. Started regimented program after college & it proved very effective in terms of conditioning & overall golf game.	1	.4	.4	71.1
	More about visual merchandising & what to do & how to start a business.	1	.4	.4	71.5
	More accounting & mgmt classes, more seminars on teaching.	1	.4	.4	71.9
	More actual business classes as well as tournament org.	1	.4	.4	72.3
	More alumni involvement	1	.4	.4	72.7
	More class work with golf instruction to educate the students better for graduation to teach golf in the field.	1	.4	.4	73.1
	More classes and & seminars focused on teaching.	1	.4	.4	73.6
	More courses specific to the golf industry.	1	.4	.4	74.0
	More customer relations experience/practice, retailing, business management	1	.4	.4	74.4
	More emphasis on teaching theory/approach-income can be greatly increased due to better teaching/marketing of lessons.	1	.4	.4	74.8
	More followup on work experience kits.	1	.4	.4	75.2
	More golf clinics & have the students participate & put them on.	1	.4	.4	75.6
	More golf instruction & club fitting material.	1	.4	.4	76.0
	More golf instruction stuff.	1	.4	.4	76.4
	More golf instruction. If I hadn't had the opportunity to work with top 100 instructor, my value would be weak.	1	.4	.4	76.9
	More golf intensive classes such as golf instruction	1	.4	.4	77.3
	More hands on experience at the golf course facility prior to internships.	1	.4	.4	77.7
	More involvement in the opeartions while interns-too often kids are only there for 3-4 months & therefore the pro is hesitant to loop the students in. Students should have metrics to base their performance on while on the intern.	1	.4	.4	78.1
	More leadership/management seminars above the FSU classes.	1	.4	.4	78.5
	More on Teaching Golf	1	.4	.4	78.9

**q10 Items that can be improved or implemented**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
More professional opportunities & fellowship opportunities beyond the weekend parties. I found it difficult to interact & network with other students at events that didn't include alcohol.	1	.4	.4	79.3
More seminars & better attendance required at those seminars. More emphasis in rules and teaching.	1	.4	.4	79.8
More seminars on teaching golf. Bring in more of the world best teachers so they can learn form the best.	1	.4	.4	80.2
More teaching experience.	1	.4	.4	80.6
More usage of head golf professionals in aiding their assistants through the program, more management courses	1	.4	.4	81.0
More work with area & statewide juniors & underprivileged potential golfers work with students to insure that they have solid accounting fundamentals with regards to profits & losses & budgeting as it relates to the golf industry.	1	.4	.4	81.4
Need more seminars on golf instruction, club repair, & rules of golf.	1	.4	.4	81.8
Never felt comfortable seeking guidance from the PGM office. Possibly could have scheduled meetings a few times per year.	1	.4	.4	82.2
None	3	1.2	1.2	83.5
Not familiar with current curriculum	1	.4	.4	83.9
Not much	1	.4	.4	84.3
Not much, I really enjoyed the program as a whole. As with most things its all what you make of the situation.	1	.4	.4	84.7
Not to formally deter people from the industry, but reality has to be addressed on the front end (hours, poor wages, lack of vacation, etc).	1	.4	.4	85.1
Nothing, don't let Mr. Pinter go away or the program is screwed.	1	.4	.4	85.5
Nothing. It is a real well rounded program.	1	.4	.4	86.0
Offer guidance on golf-related career opportunities outside of the traditional golf professional experience.	1	.4	.4	86.4
Offer more guest speakers covering a variety of topics.	1	.4	.4	86.8
PGM program PGA policies-plenty!	1	.4	.4	87.2
PGM program is great, possibly more teaching seminars with top 10 to 50 instructors. I know they are expensive, but I would be willing to help donate to offset the costs. I feel other would do the same if they were solicited to do so.	1	.4	.4	87.6
PGM students should be coached through the process. There is no reason that I couldn't pass the PAT. No one ever cared that I didn't pass.	1	.4	.4	88.0
Please bring real world situations for golf into the class rooms rather than talking about Wal-Mart all the time.	1	.4	.4	88.4
Post graduate assistance in industry, differentiate Ferris as the Harvard of PGM schools	1	.4	.4	88.8
Program is great!	1	.4	.4	89.3
Psych & physical education	1	.4	.4	89.7
Quality of the golf course.	1	.4	.4	90.1
Renovate Katke	1	.4	.4	90.5
Require facilities to provide interns greater exposure to all aspects of golf operations.	1	.4	.4	90.9
Retail training was good, but more detail on retail presenation would be helpful. As mentioned above, more detail on business financial mgmt.	1	.4	.4	91.3

**q10 Items that can be improved or implemented**

	Frequency	Percent	Valid Percent	Cumulative Percent
Reviewing the curriculum, implenting certain classes & dropping others. Provide more game improvement opportunities for students.	1	.4	.4	91.7
See above	1	.4	.4	92.1
See Q9	2	.8	.8	93.0
So many things have changed since I was in the program, but I think I would like to see more interns working for graduates.	1	.4	.4	93.4
Students go into the internships blind, so more info on the internship job duties would be helpful.	1	.4	.4	93.8
Teaching	1	.4	.4	94.2
Teaching was the major thing out of the program, most internships only deal with jr golf.	1	.4	.4	94.6
Teaching, club repair & turfgrass	1	.4	.4	95.0
Teaching, more rules preparation	1	.4	.4	95.5
The advertising classes could use more practical experience	1	.4	.4	95.9
The golf course needs improvement	1	.4	.4	96.3
The golf course needs some serious revamping. I realize this is costly, but we are supposed to be prepared to go out & work the finest facilities there are. Shouldn't we be playing on one daily?	1	.4	.4	96.7
Valid The ISYS class was pretty pointless	1	.4	.4	97.1
The PGM facility on campus could use funds to improve the computer work stations & indoor practice areas.	1	.4	.4	97.5
The post job fair hiring process needs to be changed. A "check -up" call from the PGM office during the actual internship of their students would be great. I think the internships are truly the largest reflection of a PGM programs. I think other universities are beating Ferris to the punch-it should not be that way.	1	.4	.4	97.9
The use of alumni	1	.4	.4	98.3
They are improving now-practice facility, etc.	1	.4	.4	98.8
Warmer weather	1	.4	.4	99.2
When I was there, the focus was so much on retail. I felt I was below the curve when it came to understanding the golf swing & understanding certain drills for certain problems, which what lessons wanted.	1	.4	.4	99.6
Work more with industry vendors for career paths. Traditional professional jobs at clubs have been progressively getting worse over the years. There are a glut of people applying for the same country club jobs because there are far too many PGA members.	1	.4	.4	100.0
Total	242	100.0	100.0	

### q11 Things to make program more effective

		Frequency	Percent	Valid Percent	Cumulative Percent
		107	44.2	44.2	44.2
	Actively building relationships with all of the facilities you are sending interns to. Being at a first class, private club in Chicago I can tell you the HP has never received a call/visit/personal letter from the University. Personal touches like that would go a mile in building a reputation. Maybe the current PGM students could help in contacting the individual facilities just to check in.	1	.4	.4	44.6
	Additional leadership/management training. One of the most important roles that a PGA pro has is dealing effectively with staff. Additional training in this area will allow the FSU grad to be more effective following graduation.	1	.4	.4	45.0
	Allowing more students into the program without a waiting list.	1	.4	.4	45.5
	Although it's unrealistic, the elimination of those not proceeding through a PGM program to enter the apprentice program would aid in removing some of the riff-raff & poorly motivated individuals.	1	.4	.4	45.9
	Anything you can do to make the students better players.	1	.4	.4	46.3
	As listed in Q9	1	.4	.4	46.7
	Better golf facilities for practice & a better attitude amongst students.	1	.4	.4	47.1
	Better players to come out of FSU.	1	.4	.4	47.5
	Better playing facilities, both indoor & Katke. Use course & indoor facilities, especially in MI, as a selling point. Currently neither of them are going to really influence anyone's decision in a positive way.	1	.4	.4	47.9
	Better practice facility for the winter months	1	.4	.4	48.3
Valid	Bring more real world scenarios into the class room. Talk more about what is occurring at the PGA national meetings & why. Have more discussions about the economy. Start up arguments, have debates. Get the kids thinking about the market & what they can do to stand out & be successful. Get them to think outside of the box because the golf industry changes & they can't be left behind.	1	.4	.4	48.8
	Broader internship opportunity with more responsible opportunities-but I also know this would be a risk at each facility, too.	1	.4	.4	49.2
	Business management, customer relations	1	.4	.4	49.6
	Business, business, business. Not too many people care if you can play or teach. They want to know you will make them profitable!	1	.4	.4	50.0
	Complete golf instruction course, mandatory practice sessions	1	.4	.4	50.4
	Constant training & making sure that FSU is only producing solid golf professionals	1	.4	.4	50.8
	Continue to improve education.	1	.4	.4	51.2
	Course in budget management	1	.4	.4	51.7
	Cut out classes such as music culture & other electives that have nothing to do with the industry. There were a lot of classes that were a waste of time & money. Take classes more structured around what type of PGA classification you want to go in.	1	.4	.4	52.1
	Emphasize mastery of the concepts of proven technologies (web & email marketing, reservations, point of sale, accounting, handicap & tournament applications) & how they can be used to extend & promote a facility & drive rounds & revenue.	1	.4	.4	52.5
	Ferris does a great job at this	1	.4	.4	52.9

**q11 Things to make program more effective**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Focus as much as possible on business. Many students feel that your ability to play golf will carry you, but in most cases playing golf has very little to do with it. It's a business & running a profitable business is what counts.	1	.4	.4	53.3
	Focus more on club repair and turfgrass.	1	.4	.4	53.7
	Golf industry trends, PGA is a little "stuffy".	1	.4	.4	54.1
	Grads need to come out of school & immediately be able to be inserted in the operation essentially running the business. FSU could help students negotiate better comp packages from the outset as well.	1	.4	.4	54.5
	Graduates are very prepared for the "real world".	1	.4	.4	55.0
	Great reputation	1	.4	.4	55.4
	Have higher paying jobs available straight from graduation to compete with other industries.	1	.4	.4	55.8
	Higher standards for graduation & playing ability.	1	.4	.4	56.2
	How we have to market more/effectively	1	.4	.4	56.6
	I believe all students should participate in the club management minor; it is very beneficial for the industry.	1	.4	.4	57.0
	I believe that we should be offering the internship programs to leading companies within the golf industry. It is in the best interest of the students & PGA members to offer a broad learning experience to what is available to PGA pros.	1	.4	.4	57.4
	I believe there should be more opportunities for students to gain further knowledge related to specific job tasks.	1	.4	.4	57.9
	I feel that Ferris does a great job. The internship experiences prepared me very well for my career.	1	.4	.4	58.3
	I feel the golf industry & PGA already have great respect for FSU & their students.	1	.4	.4	58.7
	I felt from the beginning that the PGA should have left the PGM program alone. FSU was the founding father of the program, therefore all other programs should have followed in FSU's footsteps.	1	.4	.4	59.1
	I think students aren't necessarily seeking out jobs that will give them the best experience; instead, they're looking for big names to have on their resume at the expense of a quality experience.	1	.4	.4	59.5
	I think that its very effective & allows the students to prepare & see what they are getting into.	1	.4	.4	59.9
	I think that students need more hands on work experience at golf facilities as opposed to bookwork/theory. I feel that I learned far more through internships & working at facilities than I did from studying books.	1	.4	.4	60.3
	I think that the internships do the best job as well as the book work on top of the school work	1	.4	.4	60.7
	I think that the program is very effective if you advance through it in a positive way.	1	.4	.4	61.2
I think that we set a very high standard.	1	.4	.4	61.6	
I think the GPTP materials need to be implemented into an educational program to be available to current PGM students. Other PGM schools require their students to take GPTP classes in the particular areas they are going to be tested on at checkpoints.	1	.4	.4	62.0	
I think the newer programs need better leadership. Ferris had great leadership & respect for the industry.	1	.4	.4	62.4	

### q11 Things to make program more effective

	Frequency	Percent	Valid Percent	Cumulative Percent
I think the number of PGM schools is high to the number of jobs available (quality)	1	.4	.4	62.8
I think the PGM program needs more interaction with the PGA faculty early on. The first time a student sees the PGA faculty in person is usually at Level 1 checkpoint. They need to be prepared & experience firsthand the strict standards & ideals of the PGA before then. Mr. Pinter does a good job communicating that, but I think actually experiencing it firsthand would better prepare students. Also, the level of attention on Thursday morning at 8:00 a.m. in Business 111 is just not there.	1	.4	.4	63.2
I think the program is doing a great job as is.	1	.4	.4	63.6
I think the program is great & prepared an individual for the golf industry.	1	.4	.4	64.0
I think there should be a hard playing ability test. Too many people want to get in the business but can't play worth a crap & just keep taking the test until they pass or cheat to pass it. It should be harder!	1	.4	.4	64.5
I think they are doing a good job. Maybe more info about managerial positions & outlooks could be highlighted, instead of so much entry level info.	1	.4	.4	64.9
I think using the internships (possibly 2-3 of the semesters of internships) as a "project research" opportunity. It could be an in-depth analysis of a tournament program, junior program, first tee, golf shop sales at an award winning golf shop. Whatever would be applicable to that property A 5 +/- page report to be reviewed & possibly be shared with the property. Makes it more than a 'job' & would likely help in the workbook & checkpoint experience.	1	.4	.4	65.3
I would have loved the opportunity to better my game while in college. Instruction from staff.	1	.4	.4	65.7
Improvement plan to advance the teaching abilities of the graduates.	1	.4	.4	66.1
Informing the students of the realization that once they are members, the PGA is concerned only with getting their yearly dues & constantly modifying the professional industry to further line their pockets, by creating ridiculous "certified" programs that professionals are brainwashed into believing are necessary to get better jobs.	1	.4	.4	66.5
Innovative ideas as how to stimulate growth of the golf industry along with bettering the salaries of the professionals involved.	1	.4	.4	66.9
Internship coordination & communication needs to be more effective. Students need to be versed in as many areas as possible to be truly efficient in the industry upon graduation.	1	.4	.4	67.4
It fits a lot of needs right now. Just needs more accountability for grads to teach others how to achieve success.	1	.4	.4	67.8
Just continue the level of excellence & maintain high entry standards.	1	.4	.4	68.2
Katke made me quit playing golf. It's not up to notch compared to other courses by PGM schools.	1	.4	.4	68.6
Keep growing as a program	1	.4	.4	69.0
Learn the golf company business; ex marketing, golf clubs	1	.4	.4	69.4
Make sure the students are prepared for thier internships. Sit them down,talk about your expectations for them,FSU repuration on the line. I currently hire 2 interns per year (from a local pgm program, would love a fsu student) and they are not ready. No one at that school sits the students down and gets them focused on appearance, professionalism,punctuality,etc...	1	.4	.4	69.8

Valid

### q11 Things to make program more effective

	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	Make the course load/GTPP program more difficult to offset some of the supply of average entry level applicants	1	.4	.4	70.2
	Making the students more well rounded in all aspects of running a club. Food & beverage, financials, human resources, agronomics.	1	.4	.4	70.7
	Managing people skills	1	.4	.4	71.1
	Marketing Research hands-on.	1	.4	.4	71.5
	More ability to manage staff & how to deal with staff situations.	1	.4	.4	71.9
	More classes that are golf related, including a golf shop merchandising program, maybe at Katke's golf shop with great retailers like Bud or Nordstrom professionals.	1	.4	.4	72.3
	More emphasis on general management is needed, from finance to insurance-this is the future of the industry.	1	.4	.4	72.7
	More experience in behind the scenes portion of business (budgeting, merchandising, staffing, etc.)	1	.4	.4	73.1
	More focus on developing our golf games, whether in a class setting or otherwise.	1	.4	.4	73.6
	More golf instruction & club fitting material. If we don't have any internships where teaching is available, we don't have any experience when we graduate.	1	.4	.4	74.0
	More hands-on in & around Katke	1	.4	.4	74.4
	More hands on in the area of golf instruction experience. I think it has improved since I was there in the early '90s.	1	.4	.4	74.8
	More hands on training in the management of people. Students serving as Rules Officials in PGM events. More classes on teaching & club repair (this might have already taken place). When I attended FSU we had 21 hours, in a three day weekend, to learn everything we could about clubfitting & teaching. A semester class or 2 on the topics might give students a better understanding.	1	.4	.4	75.2
	More in-depth teaching instruction. Have students give more lessons on internships, or have a teaching internship where they go to an academy for one internship & all they do is teach & learn first-hand from quality instructors.	1	.4	.4	75.6
	More Interpersonal Communications (Public Speaking), more Teaching of Golf courses, Merchandising & Rules of Golf.	1	.4	.4	76.0
	More involvement in PGA events.	1	.4	.4	76.4
	More on the job experience.	1	.4	.4	76.9
	More professors and advisors such as Matt Pinter. Many young professionals lack organization and accountability. Experience in the golf industry demands these traits, learning this in school will help PGM grads be on the same level as an PGA/PGM Aprt. that has learned from years of experience and mistakes.	1	.4	.4	77.3
	More real world experiences. Guidelines for each internship as far as where the course should staff you based on which internship you are on.	1	.4	.4	77.7
	More realistic expectations on the industry. I just interviewed a grad student this past winter. Because he was a FSU PGM grad & soon to be a PGA member, he brings more value to me than other employees. Here is the truth, a five year employee has far greater value to me than a new hire. I understand his thoughts but he has no idea about the reality of the situation.	1	.4	.4	78.1
More strict standards for admission & graduation. I know guys in my class that should not have made it past freshman year.	1	.4	.4	78.5	



q11 Things to make program more effective

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
More well rounded interns & only send out interns that best represent FSU.	1	.4	.4	78.9
N/A	7	2.9	2.9	81.8
N/A; I think Ferris was able to meet the demands of the industry.	1	.4	.4	82.2
Need to become more corporate oriented-the industry is drastically changing.	1	.4	.4	82.6
Needs to have us more prepared to instruct straight out of school	1	.4	.4	83.1
None	1	.4	.4	83.5
Not having the intern leave in the middle of the season. Another program allows their students to stay until the first week of October & then catch back up at school. I am of the opinion that this is a huge advantage when looking for an intern.	1	.4	.4	83.9
Not much, I just feel that instruction is a part of the business that the program & the PGA both don't touch on enough. It is an aspect of the business that can separate one candidate from another & teaching is a cornerstone for all golf professionals, both historical and modern.	1	.4	.4	84.3
Nothing	1	.4	.4	84.7
Nothing, we have the best program w/ the best networking opportunities available. People just have to take advantage of that.	1	.4	.4	85.1
On top of requiring PGM students to play in a minimum number of tournaments each year, it would benefit everyone to require each student to run or assist in at least one tournament in some form each year.(Tournament Director, Rules Official, Starter, Course Advisor, etc.)	1	.4	.4	85.5
PGA needs to update book work for real world life. The club fitting manual still shows how to replace wooden shafts & twine for hosels.	1	.4	.4	86.0
Place greater emphasis on overall club management.	1	.4	.4	86.4
Practical management skills that pertain to our unique industry	1	.4	.4	86.8
Prepare jr. & sr. for the job. Starting after school full-time is a lot different than internships	1	.4	.4	87.2
Preparing potential professionals for other facets of careers in golf - course design, sales, etc.	1	.4	.4	87.6
Producing more grads with stronger people, relationship skills.	1	.4	.4	88.0
PROFESSIONALISM. More accomplished golfing background, certified instructions or club fitters	1	.4	.4	88.4
Program is great!	1	.4	.4	88.8
Real estate developement & how it relates to the golf course	1	.4	.4	89.3
Reducing the number of golf schools. There is a perception in the industry that there are too many PGM & other type schools. Good jobs are becoming more scarce & the industry is more saturated than ever. Competition is a good thing, but the perception is decreasing.	1	.4	.4	89.7
Reminding students you will work long hours in the golf industry.	1	.4	.4	90.1
Requirement for learning Spanish. Emphasis towards general management of facilities, with more classes or workshops based on multiple facility management.	1	.4	.4	90.5
Retailing & Golf instruction courses	1	.4	.4	90.9
Same as above	1	.4	.4	91.3
See above	3	1.2	1.2	92.6

### q11 Things to make program more effective

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
Sending the best interns to the best clubs throughout the country. I know it may be tough for some kids to spread their wings & move to other areas outside the midwest, but it is important for the program to be more "national" when it comes to interns. Too many Penn State students get great internship experience at the prominent clubs on East Coast; Ferris students should be competing for those jobs as well.	1	.4	.4	93.0
Specialize in something (i.e., teaching, tournaments, industry company)	1	.4	.4	93.4
Specifics for marketing & PR in the golf business. Financial management, understanding your consumer & return on investment understanding.	1	.4	.4	93.8
Stiffer rules for entry in to the PGA	1	.4	.4	94.2
Stricter academic & playing standards for admission	1	.4	.4	94.6
Stricter testing & demands for qualification.	1	.4	.4	95.0
Students need to be more prepared for golf instruction upon graduation.	1	.4	.4	95.5
Teaching	1	.4	.4	95.9
The customers wants to play better. The new professionals will want to be experts in teaching. Getting a few top instructors to do more clinics & courses would help a lot. The retail aspect will be learned on the job.	1	.4	.4	96.3
The PGA is promoting more experience in the business side, less is put on playing. I honestly believe you need more business & retailing skills to survive.	1	.4	.4	96.7
The program needs to hold itself out as advanced. Employers are all seeking experts. Allow students to become that expert & start down the road as Master Professional or certified Professional while there. Open these also up to alumni.	1	.4	.4	97.1
Total facility management	1	.4	.4	97.5
We come out of the PGA/PGM program with intentions on going to a golf course but we would look a lot better if we had a couple of courses on instruction.	1	.4	.4	97.9
Why so many schools necessary-all it means is the average salary in the industry will continue to decline when clubs or facilities realize they can get as many equally qualified candidates for any position at any time.	1	.4	.4	98.3
With all the PGM programs now, Ferris needs to be in more publications & be know all around as "the best".	1	.4	.4	98.8
With the demand of grads coming out with their Class 'A' status, I think it's vital to make them more experienced before graduating. Whether that's through more strict guidelines for interns (putting responsibility on the Professionals too, not just the students), more mandatory learning seminars, whatever we can do to make our grads more experienced than other schools. FSU's PGM needs to set the standard in the industry since we were the originators.	1	.4	.4	99.2
Work more on leadership development & all around personal development. Focus more on golf itself. Current affairs regarding golf. Much better golf course!	1	.4	.4	99.6
Workshops on how to become better players. Mental aspects of the game.	1	.4	.4	100.0
Total	242	100.0	100.0	

### q12 Additional comments

		Frequency	Percent	Valid Percent	Cumulative Percent
		177	73.1	73.1	73.1
	95% of the classes I took don't apply to what I'm doing today. Had there been more classes structured around what I was interested in, I'd have excelled much quicker.	1	.4	.4	73.6
	All in all a great experience.	1	.4	.4	74.0
	As an alum, I would love to assist a current student in learning more about the business through an internship experience. It has been difficult to acquire an intern even given the fact that I am an alum & know I offer a valuable experience.	1	.4	.4	74.4
	Being a PGA member in West Michigan, I have attempted to pursue other careers. I would stress that to "be prepared" for other options if golf opportunities takes a downturn.	1	.4	.4	74.8
	Excellent program! The PGM staff made this program work! Matt Pinter keeps this program ALIVE!	1	.4	.4	75.2
	Excellent program. Allowed me to have the confidence in starting my own business.	1	.4	.4	75.6
	FSU's PGM is great on its reputation alone. We need to continue to adapt to the golf professional marketplace & currently that is becoming more of a bottom line business than ever before. Continue to develop core classes & drive these as key to golf professionals success.	1	.4	.4	76.0
	GPTP did not apply when I attended Ferris.	1	.4	.4	76.4
	Great experience. Internships are what it's all about!	1	.4	.4	76.9
	Great program-keep up the GOOD WORK!!!	1	.4	.4	77.3
Valid	Great program but very happy to be out of the golf business. I enjoy playing more now than I did when I was in the business.	1	.4	.4	77.7
	GREAT program. Some simple changes will keep Ferris the best program in the country!	1	.4	.4	78.1
	I'm embarrassed to be a grad when I seen these interns come play my course. I don't tell them I am an alumni, instead let them embarrass themselves by acting all "high & mighty" because they go to Ferris. I love the education I received & would do it all over again. I just wish someone would inform the students that FSU student does not equal "Almighty Golf Pro".	1	.4	.4	78.5
	I'm not sure how interns are now. But when I was there, all of my interns were outside jobs. I know that is my fault, my last year it should have been mandatory that I find an internship that was mostly a job inside in the golf shop.	1	.4	.4	78.9
	I attended FSU for 5 years. I got to know the staff at the PGM Office very well. I was sad & disappointed to see that Lori Armstrong is not there anymore. She would always drop what she was doing to help me out. She was very friendly and she was very enjoyable to be around. To me she was a big part of me being happy in the PGM program because I never lived in Brophy/McNerny, so it was hard and I was somewhat shy about going to the PGM Office. I think that it was a mistake letting her leave FSU's PGM Office.	1	.4	.4	79.3
	I don't know if some of these questions are truly answerable for people that did not go through the GPTP (that went through the "old" way).	1	.4	.4	79.8
	I enjoyed my time at Ferris State, Katke Golf Course & in the PGA program.	1	.4	.4	80.2

q12 Additional comments

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	I feel that having the students graduate with their Class "A" has its positives and negatives. I know we can't change the policy because it's the PGA's decision, but I feel we can better prepare the students for what to expect. I know they do not have enough experience when they graduate, but they feel they are "owed" something because of their status with the PGA. It's almost like the PGA took away the value of obtaining your Class "A". For example, at my facility we created a workbook that each intern (no matter what level internship) is responsible for completing during their stay. It covers merchandising, tournament ops, teaching, club repair, & playing requirements. All are important aspects of them bettering themselves as a professional. It's taking the GTPP books & shrinking them to key factors that they can take with them to either complete their books or use as a reference in the future at other facilities. We want them to not just leave with our name on their resume, but leave with the experience to put them ahead of their peers.	1	.4	.4	80.6
	I feel that the program itself is being pushed by its long lasting reputation & that's a good thing. Now we need to show the current students how to take pride in their program. What will separate us from the other schools. We have a great advisor in Mr. Pinter & he is a great motivator. Now the kids need to take pride in participation & understand that this is a profession that takes commitment & pride.	1	.4	.4	81.0
	I feel the networking opportunities is the number one reason why FSU succeeds over the rest of the country. It was a success for me & I will never forget it.	1	.4	.4	81.4
	I have been dissatisfied with my degree from Ferris and my overall experience. I have made some lifelong friends through my time there, but that doesn't pay my student loans. I have been in trouble ever since I graduated in 2005 and no one has called even once since then to see if I was alive or dead. It's great that I spent over \$55k over 4.5 yrs and have little to show for it except my Sallie Mae bill.	1	.4	.4	81.8
	I just feel that the PGA has made a huge mistake by increasing the number of PGM schools. I feel this way because when I started at Ferris back in 1999 there were only a few schools & being accepted into a PGM school was a very big deal in that you were 1 of 500 students. Now there are over 20 schools & to get into a PGM program now you are 1 of 3000 students. All the PGA is trying to do is make more money & not trying to produce the best golf pros possible. FSU was the best time of my life & I very much appreciate everything that Mr. Matt Pinter & the entire staff did for me. I just hope that Ferris continues to be very selective & continues to produce the best possible golf pros.	1	.4	.4	82.2
	I love Mike Mignano	1	.4	.4	82.6
	I love the fact that I can say that I graduated FSU's PGM program. However, I have heard so many comments about problems with interns at different facilities. Every program is going to have problems with certain interns. I think it is how the university deals with these problems that makes the difference. I can tell you that from some discussions I have had with various professionals, Ferris is not leading the industry in these situations. I would be extremely proud & happy to help in any way I can.	1	.4	.4	83.1
	I loved it!	1	.4	.4	83.5

### q12 Additional comments

	Frequency	Percent	Valid Percent	Cumulative Percent
I loved my time at FSU & would recommend it to anyone looking to go through a PGM program.	1	.4	.4	83.9
I personally think that the PGM Alumni Association is lacking in benefits to the alumni. Events are designed around golf tournaments when we have alumni who are successful in so many areas of the golf industry and we fail to use their talents to help the students and alumni. I feel that we should have an annual summit that includes golf but also includes continued education for MSR points by FSU Alumni who are industry leading in their particular area. Students should be allowed to attend to network and listen to FSU alumni and learn from them. As a whole I do not feel we take advantage of our 30+ years of graduates.	1	.4	.4	84.3
I think Mr. Pinter & his staff do a great job preparing us all for life after the PGM program.	1	.4	.4	84.7
I think you all are doing a great job overall.	1	.4	.4	85.1
I truly enjoyed the program at Ferris & the opportunities I gained from it. Unfortunately, when you are in the program you live under an umbrella of what really occurs within the business.	1	.4	.4	85.5
I wish someone would have been truthful about the pros & cons of being a pro at a country club. The PGA is a terrible organization & I hope Michael Moore does an expose on them soon.	1	.4	.4	86.0
It's a great program but it needs more real life golf industry training. I would have a class that works at the golf course once a week in the morning. Checking customers in, pulling carts, rangers. Have the class for two hours. Have the students take turns waking up at 4:00 to shadow & work for the ground maintenance once a week. They need to get involved & have some real life experience.	1	.4	.4	86.4
Valid It bothers me to say this but I have been extremely impressed with many students from Methodist. They seem to be VERY well trained & even more professional. They seem to have more "golf" training in their program.	1	.4	.4	86.8
Katke golf course & clubhouse were re-done after I graduated so my answers were not as good as they would be had I been in school after the renovations. Also, the section regarding the GPTP program does not apply as I went through the old program.	1	.4	.4	87.2
Keep in mind FSU has only one way to go in the "rankings" of PGM programs. Keep out-working everyone else.	1	.4	.4	87.6
Keep standards high	1	.4	.4	88.0
Keep up the great standard & reputation of the FSU program. The one thing I would change is to not graduate students level 3. It's amazing how many people it weeds out who do not have enough initiative to go out & get level 3 on their own. It is good the PGM helps you through the first 2 levels but 3 should be done on your own. There is no way that students have enough experience when they graduate college, with only internships under their belts, to be Class A pros. It is not good for the PGA & I think Ferris should be a school that stands up for that.	1	.4	.4	88.4
Maintain a healthy internship program!!!	1	.4	.4	88.8
Matt & his staff were very accommodating in every way. A great program at a somewhat not great area of country.	1	.4	.4	89.3
Matt is one of the best advisors you can have for this program. Not just for the PGM, but for life as well.	1	.4	.4	89.7
Matt Pinter is a great leader for the program. Even though I left the golf business, I wouldn't have the opportunities that I have now without graduating in PGM.	1	.4	.4	90.1

### q12 Additional comments

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
Matt Pinter is a huge asset to the program! His guidance led me in choosing some great internships that helped grow my knowledge of the golf industry.	1	.4	.4	90.5
My overall experience at FSU was great, even though the campus barely resembles the campus that I remember. It is great to see FSU grow. Jean Shaw is the best thing that ever happened to the PGM program at FSU. Matt Pinter is a great guy & is still remembered fondly by PGM grads at FSU as well as Mississippi St. Either way, Go Bulldogs!!	1	.4	.4	90.9
Needed better practice facility at the time. Need better golf course conditions. Need more one on one instruction for those looking to improve their games.	1	.4	.4	91.3
None.	1	.4	.4	91.7
One thing that disappointed me in general was the cost because I was technically an out of state student. I lived 1 mile from the Michigan border, but had to pay out of state tuition. I wish the PGM program would push for better tuition incentive programs.	1	.4	.4	92.1
Overall I had a great experience at Ferris. Matt Pinter and his staff are the BEST.	1	.4	.4	92.6
Overall the program is excellent. The time & effort that the staff puts towards each student's needs is second to none. If the students don't have a great learning experience at FSU, it is most likely because they did not make the appropriate effort.	1	.4	.4	93.0
Overall very pleased with the resources & opportunities offered.	1	.4	.4	93.4
Overall, the PGM was a great experience for me, I do recall coming out even after multiple interns & thinking to myself that there were a lot of basics I should have had under my belt upon graduation that I did not, especially looking back on it now.	1	.4	.4	93.8
PGA is becoming a organization for the "elite few" & far from an organization that "takes" care of its own. Why not lose the not for profit status? Why not provide its members with better benefits which would offset trained PGA Professionals competing for \$25,000 a year jobs.	1	.4	.4	94.2
PGM program is a great major at FSU, it would be nice if the university would allocate more funds to the program for constant improvements of both the course & the PGM building. If I am not mistaken the PGM program has more out of state students than any other program at FSU. That is a lot of extra revenue for FSU.	1	.4	.4	94.6
Please share the results of the survey with the respondents-if possible.	1	.4	.4	95.0
Put some money into the PGM office, it's out of date.	1	.4	.4	95.5
So happy that I went through the program. Learned quickly that I had to learn a lot of important things on my own as denoted above. It would be great if we were rewarded for filling this surveys out by getting to see the results/report when it was all completed.	1	.4	.4	95.9
Some of these questions specific to GTPT are not relevant as my graduation dates were during the business school era.	1	.4	.4	96.3
Thank you.	1	.4	.4	96.7
The best experience is the internships. I would like to have been more prepared on items like wage & labor, human resources, due diligence, etc.	1	.4	.4	97.1
The competition for the program is growing & if they don't get into FSU they might consider another university.	1	.4	.4	97.5

### q12 Additional comments

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	The internship experience is so valuable. This sort of practical experience should be included in all college majors.	1	.4	.4	97.9
	The overall program is great.	1	.4	.4	98.3
	The PGA's approval of the numerous PGM programs has diluted the quality of entry level PGA Apprentices. This excess supply has had negative impact on wages, playing ability, teaching ability, service standards & facility management.	1	.4	.4	98.8
	The playing ability test should be harder!!	1	.4	.4	99.2
	There should be more training involving overall facility management, ie: F & B classes, more turf classes. These will make us as professionals more well rounded and help with job security. It will differentiate us as FSU grads from other programs.	1	.4	.4	99.6
	When I look back I was not real happy with the head of the PGM program. It was nice to see a new face when Matt took over. It was time for a change at that point.	1	.4	.4	100.0
	Total	242	100.0	100.0	

### q13 Program grad date

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		11	4.5	4.5	4.5
	1989	1	.4	.4	5.0
	1992	5	2.1	2.1	7.0
	1993	9	3.7	3.7	10.7
	1994	11	4.5	4.5	15.3
	1995	7	2.9	2.9	18.2
	1996	14	5.8	5.8	24.0
	1997	8	3.3	3.3	27.3
	1998	3	1.2	1.2	28.5
	1999	9	3.7	3.7	32.2
	2000	7	2.9	2.9	35.1
	2001	9	3.7	3.7	38.8
	2002	5	2.1	2.1	40.9
	2003	10	4.1	4.1	45.0
	2004	8	3.3	3.3	48.3
	2005	5	2.1	2.1	50.4
	2006	3	1.2	1.2	51.7
	2007	2	.8	.8	52.5
	Aug, 1994	1	.4	.4	52.9
	Aug, 1996	1	.4	.4	53.3
	Aug, 1999	1	.4	.4	53.7
	Aug, 2000	1	.4	.4	54.1
	Aug, 2002	1	.4	.4	54.5
	Aug, 2003	1	.4	.4	55.0
	Aug, 2004	1	.4	.4	55.4
	Aug, 2005	1	.4	.4	55.8
Aug, 2006	2	.8	.8	56.6	
Dec, 1993	1	.4	.4	57.0	

q13 Program grad date

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Dec, 1994	1	.4	.4	57.4
	Dec, 1995	4	1.7	1.7	59.1
	Dec, 1996	3	1.2	1.2	60.3
	Dec, 1997	4	1.7	1.7	62.0
	Dec, 1999	4	1.7	1.7	63.6
	Dec, 2000	5	2.1	2.1	65.7
	Dec, 2001	5	2.1	2.1	67.8
	Dec, 2002	3	1.2	1.2	69.0
	Dec, 2003	3	1.2	1.2	70.2
	Dec, 2004	4	1.7	1.7	71.9
	Dec, 2005	8	3.3	3.3	75.2
	Dec, 2006	7	2.9	2.9	78.1
	Dec, 2007	8	3.3	3.3	81.4
	Dec, 2008	1	.4	.4	81.8
	Fall, 1993	1	.4	.4	82.2
	Fall, 1996	1	.4	.4	82.6
	Fall, 2006	1	.4	.4	83.1
	Fall, 2007	1	.4	.4	83.5
	Jan, 2000	1	.4	.4	83.9
	Jan, 2007	1	.4	.4	84.3
	May, 1992	1	.4	.4	84.7
	May, 1993	3	1.2	1.2	86.0
	May, 1994	1	.4	.4	86.4
	May, 1995	4	1.7	1.7	88.0
	May, 1996	3	1.2	1.2	89.3
	May, 1997	2	.8	.8	90.1
	May, 1998	3	1.2	1.2	91.3
	May, 1999	2	.8	.8	92.1
	May, 2000	2	.8	.8	93.0
	May, 2002	3	1.2	1.2	94.2
	May, 2003	3	1.2	1.2	95.5
	May, 2004	2	.8	.8	96.3
	May, 2005	3	1.2	1.2	97.5
May, 2006	2	.8	.8	98.3	
May, 2007	2	.8	.8	99.2	
May, 2008	1	.4	.4	99.6	
Summer, 2006	1	.4	.4	100.0	
Total	242	100.0	100.0		



**q14 Current professional classification**

		<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Valid	Not currently in golf industry	67	27.7	28.0	28.0
	A-1 Head Golf Professional	50	20.7	20.9	49.0
	A-4 Director of Golf	11	4.5	4.6	53.6
	A-6 Teaching Professional	12	5.0	5.0	58.6
	A-8 Asst. Golf Professional	65	26.9	27.2	85.8
	Other	34	14.0	14.2	100.0
	Total	239	98.8	100.0	
Missing	System	3	1.2		
Total		242	100.0		

**q14a Classification Other specified**

		<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
		201	83.1	83.1	83.1
	A-13 General Manager	3	1.2	1.2	84.3
	A-14 Director of Instruction	5	2.1	2.1	86.4
	A-15	2	.8	.8	87.2
	A-20	2	.8	.8	88.0
	A-21 Tournament Director	1	.4	.4	88.4
	A-24 Membership Director	1	.4	.4	88.8
	A-24 Retail Manager	1	.4	.4	89.3
	A-9	1	.4	.4	89.7
	Affiliate Professional Business includes club repair, building and fitting as well as instruction	1	.4	.4	90.1
	Business Development Officer	1	.4	.4	90.5
	Buyer	1	.4	.4	90.9
	Class A "Inactive"	1	.4	.4	91.3
	Director Sales & Business Development	1	.4	.4	91.7
	General Management Superintendent	1	.4	.4	92.1
	General Manager/President	1	.4	.4	92.6
	Head Professional at Promontory's Nicklaus Signature Course	1	.4	.4	93.0
	Head Professional, A-8, Director of golf didn't pay the dues difference	1	.4	.4	93.4
Valid	I am a Teaching Professional at the #13 Golf School in the Country, Dana Rader Golf School in Charlotte, NC.	1	.4	.4	93.8
	I own my own Golf Travel Company.	1	.4	.4	94.2
	I think I am an A-13, currently working as the EVP of a management company overseeing 80 clubs	1	.4	.4	94.6
	I was an A-1 Head Professional for 5 years in Birmingham, AL, spent 1 year as a sales rep. for MacGregor Golf in MS & LA, now I work as a pharmaceutical sales rep. in IN.	1	.4	.4	95.0
	In the pharmaceutical industry	1	.4	.4	95.5
	Inactive waiting on change	1	.4	.4	95.9
	Matt and Jean were great!	1	.4	.4	96.3
	Morgan Stanley, Wealth Advisor	1	.4	.4	96.7
	Not currently elected to membership but waiting for A-8 status.	1	.4	.4	97.1
	PGA A-4 & Club Manager, CMAA	1	.4	.4	97.5
	Presently unattached	1	.4	.4	97.9
	Sales with dental company	1	.4	.4	98.3
	Still have card as an A-21	1	.4	.4	98.8
	Still maintain my PGA Membership - I am currently inactive.	1	.4	.4	99.2
	VP Product Management EZLinks Golf, Inc. EZLinks is a Software/Technology provider to Golf Operators worldwide.	1	.4	.4	99.6
	Will complete Level 3 this year	1	.4	.4	100.0
	Total	242	100.0	100.0	

**q15 Gender**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	229	94.6	98.3	98.3
	Female	4	1.7	1.7	100.0
	Total	233	96.3	100.0	
Missing	System	9	3.7		
Total		242	100.0		

**q16 Age**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		15	6.2	6.2	6.2
	22	1	.4	.4	6.6
	23	13	5.4	5.4	12.0
	24	16	6.6	6.6	18.6
	25	14	5.8	5.8	24.4
	26	17	7.0	7.0	31.4
	27	8	3.3	3.3	34.7
	28	17	7.0	7.0	41.7
	29	18	7.4	7.4	49.2
	30	10	4.1	4.1	53.3
	31	17	7.0	7.0	60.3
	32	11	4.5	4.5	64.9
	33	14	5.8	5.8	70.7
	34	14	5.8	5.8	76.4
	35	12	5.0	5.0	81.4
	36	17	7.0	7.0	88.4
	37	17	7.0	7.0	95.5
	38	5	2.1	2.1	97.5
	39	5	2.1	2.1	99.6
	42	1	.4	.4	100.0
Total		242	100.0	100.0	

**q17 Current annual income**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	\$40,000 or less	63	26.0	26.5	26.5
	\$40,001-\$60,000	66	27.3	27.7	54.2
	\$60,001-\$80,000	37	15.3	15.5	69.7
	\$80,001-\$100,000	25	10.3	10.5	80.3
	\$100,001-\$120,000	14	5.8	5.9	86.1
	\$120,001 or more	33	13.6	13.9	100.0
	Total	238	98.3	100.0	
Missing	System	4	1.7		
Total		242	100.0		

**q18 Approximate starting income**

		<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Valid	\$15,000 or less	26	10.7	10.9	10.9
	\$15,001-\$25,000	103	42.6	43.1	54.0
	\$25,001-\$35,000	80	33.1	33.5	87.4
	\$35,001-\$45,000	23	9.5	9.6	97.1
	\$45,001 or more	7	2.9	2.9	100.0
	Total	239	98.8	100.0	
Missing	System	3	1.2		
Total		242	100.0		

**q19 Attended FSU as an**

		<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Valid	In-state student	128	52.9	54.2	54.2
	Out -of-state student	108	44.6	45.8	100.0
	Total	236	97.5	100.0	
Missing	System	6	2.5		
Total		242	100.0		

**q20 USGA handicap upon entry into PGM program**

		<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Valid		7	2.9	2.9	2.9
	+1	1	.4	.4	3.3
	0	10	4.1	4.1	7.4
	0.7	1	.4	.4	7.9
	0.8	1	.4	.4	8.3
	1	4	1.7	1.7	9.9
	1.7	1	.4	.4	10.3
	10	1	.4	.4	10.7
	2	21	8.7	8.7	19.4
	2.1	1	.4	.4	19.8
	2.7	1	.4	.4	20.2
	2.8	2	.8	.8	21.1
	3	21	8.7	8.7	29.8
	3.0	2	.8	.8	30.6
	4	25	10.3	10.3	40.9
	4.0	2	.8	.8	41.7
	4.2	1	.4	.4	42.1
	4.5	3	1.2	1.2	43.4
	4?	1	.4	.4	43.8
	5	34	14.0	14.0	57.9
	5.0	1	.4	.4	58.3
	5.1	1	.4	.4	58.7
	5.2	1	.4	.4	59.1
	5.6	1	.4	.4	59.5
	6	40	16.5	16.5	76.0
	6.0	3	1.2	1.2	77.3
	6.1	1	.4	.4	77.7
	6.5	2	.8	.8	78.5
	7	15	6.2	6.2	84.7
	7.0	1	.4	.4	85.1
	7.5	2	.8	.8	86.0
	7.8	1	.4	.4	86.4
	8-10	1	.4	.4	86.8
8	28	11.6	11.6	98.3	
8.0	1	.4	.4	98.8	
9	2	.8	.8	99.6	
None	1	.4	.4	100.0	
	<b>Total</b>	<b>242</b>	<b>100.0</b>	<b>100.0</b>	

**q21 Financial aid received**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Federal aid	72	29.8	42.6	42.6
	Aid from financial institutions	16	6.6	9.5	52.1
	FSU scholarships	22	9.1	13.0	65.1
	PGM scholarships	19	7.9	11.2	76.3
	Outside scholarships	13	5.4	7.7	84.0
	Other	27	11.2	16.0	100.0
	Total	169	69.8	100.0	
Missing	System	73	30.2		
Total		242	100.0		

**q21a Financial aid Other specified**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		195	80.6	80.6	80.6
	All of the above	1	.4	.4	81.0
	Also scholarships, parent loan & RA position	1	.4	.4	81.4
	Athletic	1	.4	.4	81.8
	Deans Scholarship/Honors Program	1	.4	.4	82.2
	Did not receive any	1	.4	.4	82.6
	Federal aid & FSU scholarships	1	.4	.4	83.1
	Federal aid, aid from financial institutions, FSU scholarships & outside scholarships	1	.4	.4	83.5
	Federal loans, private loans	1	.4	.4	83.9
	Federal student loans & a PGM scholarship my last semester	1	.4	.4	84.3
	FSU scholarships, PGM scholarships, student loans	1	.4	.4	84.7
	FSU, PGM & outside scholarships	3	1.2	1.2	86.0
	GI Bill	2	.8	.8	86.8
	Golf scholarship	1	.4	.4	87.2
	Golf Team	1	.4	.4	87.6
	Golf team member-received a scholarship my jr & sr year	1	.4	.4	88.0
	Golf team scholarship	2	.8	.8	88.8
	High school scholarships, private scholarships, FSU scholarship	1	.4	.4	89.3
	I had to take out student loans	1	.4	.4	89.7
	Loans	1	.4	.4	90.1
	Loans as well	1	.4	.4	90.5
	None	8	3.3	3.3	93.8
	One scholarship while attending	1	.4	.4	94.2
	Parents	4	1.7	1.7	95.9
	Pell grants	1	.4	.4	96.3
	PGM scholarships & outside scholarships	2	.8	.8	97.1
	Residential Life scholarship	3	1.2	1.2	98.3
	Self-funded summer jobs	1	.4	.4	98.8
	Sports scholarship	1	.4	.4	99.2
	US Army College Fund	1	.4	.4	99.6
Work study	1	.4	.4	100.0	
Total		242	100.0	100.0	

**q22 Continued education after graduation**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	51	21.1	21.5	21.5
	No	186	76.9	78.5	100.0
	Total	237	97.9	100.0	
Missing	System	5	2.1		
Total		242	100.0		

**q23 Best describes continuing ed**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Master's	17	7.0	34.0	34.0
	Certified PGA Professional Program	16	6.6	32.0	66.0
	Other	17	7.0	34.0	100.0
	Total	50	20.7	100.0	
Missing	System	192	79.3		
Total		242	100.0		

**q23a Continuing ed Other specified**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		219	90.5	90.5	90.5
	Accelerated business classes	1	.4	.4	90.9
	Both Master's degree & 3 certified professional areas	1	.4	.4	91.3
	Cerified PGA Program, CMAA Certification, AGM	1	.4	.4	91.7
	CFP	1	.4	.4	92.1
	Criminal Justice	1	.4	.4	92.6
	Grad school for Banking	1	.4	.4	93.0
	Haven't completed CPP, but am currently working toward.	1	.4	.4	93.4
	I have become certified on Golf Operations	1	.4	.4	93.8
	Library has been downloaded, testing to follow in the near future.	1	.4	.4	94.2
	MBA	3	1.2	1.2	95.5
	Mutual Funds Investment courses	1	.4	.4	95.9
	No specific dregrees, but licenses	1	.4	.4	96.3
	Professional certifications	1	.4	.4	96.7
	Reading books	1	.4	.4	97.1
	Seminars	1	.4	.4	97.5
	Series 7.63.64.65 MASD	1	.4	.4	97.9
	Series 7.66.LAH	1	.4	.4	98.3
	Specific industry training	1	.4	.4	98.8
	Teaching seminars & other development workshops	1	.4	.4	99.2
	TPI certification	1	.4	.4	99.6
	Watchmaking	1	.4	.4	100.0
	Total	242	100.0	100.0	

## Summary of Survey Responses

### *Faculty Survey(10 responses)*

<u>Strengths</u>	<u>Mean Score</u>
Program guided by effective advisory board	4.00
Program quality compares favorably	4.00
Student prepared to enter workforce	3.70
Courses relevant to program objectives	3.70

<u>Opportunities for Improvement</u>	<u>Mean Score</u>
Current Budget Sufficient	2.14
Instructional facilities/equipment sufficient	2.38
Number of tenure-track faculty sufficient	2.57

### Conclusion

Based on responses from the faculty involved with the PGM program, the PGM staff is confident that the program is meeting objectives and is consistent with the mission of Ferris State. We found our strengths with the faculty to be an effective advisory board, favorable program quality, student preparation, and relevant courses. Strong program leadership, internship experiences, and a business core are what set us apart from the other PGM programs in the country.

Some opportunities for improvement within the PGM program at Ferris State include: budgetary needs, instructional facilities/equipment, and the number of tenure-track faculty. The faculty overwhelmingly believes in the importance of a sufficient budget in order to maintain the strong reputation the program has built. They also believe that instructional facilities including an improved winter practice facility is needed in order to compete with other PGM schools. The addition of program faculty and staff is needed to meet the curriculum requirements of the PGA of America.



**FERRIS STATE UNIVERSITY**  
Professional Golf Management  
2008  
Faculty Survey

**As part of the Academic Program Review, the Professional Golf Management Program is asking faculty members to take a few minutes to fill out this survey regarding the program.**

**Q1** For each item listed below, please choose the option that best represents your perception.  
(On the same four point scale)

- a. The Professional Golf Management Program is consistent with the mission of FSU.
- b. The program curriculum includes courses relevant to program objectives
- c. The program and its curriculum are regularly reviewed to insure that they remain current
- d. The program is guided by an effective advisory board
- e. The quality of the PGM program at Ferris compares favorably with similar programs across the nation
- f. Program faculty provides students with appropriate academic advising
- g. Program faculty provide students with appropriate advising about career planning and placement
- h. Program faculty provide students with appropriate classroom activity
- i. The FSU administration supports the program
- j. The current operating budget is sufficient to meet program needs
- k. The number of tenure-track faculty is sufficient to meet program needs
- l. Instructional facilities and equipment are sufficient to meet program needs
- m. Library and research resources are sufficient to meet program needs
- n. The number of clerical and support staff is sufficient to meet program needs
- o. The program has adequate resources allocated for coordination and administration
- p. The department and university provide program faculty sufficient opportunities and support for professional development
- q. PGM students conduct themselves professionally and diligently in class
- r. PGM students compare favorably with other College of Business students
- s. PGM students are prepared to enter the workforce
- t. The PGM program provides ample opportunities for practical experience.

Q2

What do you see as the strengths of the Professional Golf Management Program?

Q3

What do you see as the areas needing improvement?

Q4

If you have additional comments that might assist in the program review process, please include them here.

## PGM APR...Faculty

### Frequencies

Prepared by: Institutional Research & Testing, 05/08

### Statistics

	N		Mean	Median	Std. Deviation
	Valid	Missing			
q1a Program consistent with FSU mission	10	0	3.70	4.00	.949
q1b Courses relevant to program objectives	10	0	3.70	4.00	.949
q1c Prog/curr regularly reviewed	10	0	3.50	4.00	.972
q1d Guided by effective advisory board	8	2	4.00	4.00	.000
q1e Prog quality compares favorably	9	1	4.00	4.00	.000
q1f Faculty provide appropriate academic advising	10	0	3.50	4.00	.972
q1g Faculty provide appropriate career advising	10	0	3.60	4.00	.966
q1h Faculty provide appropriate classroom activity	10	0	3.60	4.00	.966
q1i Administration supports the program	9	1	3.11	3.00	1.054
q1j Current budget sufficient	7	3	2.14	2.00	.900
q1k Number of tenure-track faculty is sufficient	7	3	2.57	3.00	.535
q1l Instructional facilities/equipment are sufficient	8	2	2.38	2.50	.744
q1m Library/research resources are sufficient	8	2	3.13	3.00	.354
q1n Number of clerical/support staff is sufficient	9	1	2.78	3.00	.833
q1o Adequate resources allocated	7	3	2.71	3.00	1.380
q1p Dept/univ provide fac sufficient pro dev opp's	8	2	3.00	3.00	.926
q1q Students conduct themselves professionally/diligently in class	10	0	3.20	3.50	.919
q1r Students compare favorably with other COB students	10	0	3.50	4.00	.707
q1s Students are prepared to enter the workforce	10	0	3.70	4.00	.949
q1t Prog provides ample opportunities for practical experience	10	0	3.70	4.00	.949
q2 PGM program strengths	10	0			
q3 Areas needing improvement	10	0			
q4 Additional comments	10	0			

## Frequency Table

### q1a Program consistent with FSU mission

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	10.0	10.0	10.0
	Strongly Agree	9	90.0	90.0	100.0
	Total	10	100.0	100.0	

### q1b Courses relevant to program objectives

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	10.0	10.0	10.0
	Strongly Agree	9	90.0	90.0	100.0
	Total	10	100.0	100.0	

### q1c Prog/curr regularly reviewed

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	10.0	10.0	10.0
	Somewhat Agree	2	20.0	20.0	30.0
	Strongly Agree	7	70.0	70.0	100.0
	Total	10	100.0	100.0	

### q1d Guided by effective advisory board

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	8	80.0	100.0	100.0
Missing	System	2	20.0		
Total		10	100.0		

### q1e Prog quality compares favorably

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	9	90.0	100.0	100.0
Missing	System	1	10.0		
Total		10	100.0		

**q1f Faculty provide appropriate academic advising**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	10.0	10.0	10.0
	Somewhat Agree	2	20.0	20.0	30.0
	Strongly Agree	7	70.0	70.0	100.0
	Total	10	100.0	100.0	

**q1g Faculty provide appropriate career advising**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	10.0	10.0	10.0
	Somewhat Agree	1	10.0	10.0	20.0
	Strongly Agree	8	80.0	80.0	100.0
	Total	10	100.0	100.0	

**q1h Faculty provide appropriate classroom activity**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	10.0	10.0	10.0
	Somewhat Agree	1	10.0	10.0	20.0
	Strongly Agree	8	80.0	80.0	100.0
	Total	10	100.0	100.0	

**q1i Administration supports the program**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	10.0	11.1	11.1
	Somewhat Disagree	1	10.0	11.1	22.2
	Somewhat Agree	3	30.0	33.3	55.6
	Strongly Agree	4	40.0	44.4	100.0
	Total	9	90.0	100.0	
Missing	System	1	10.0		
Total		10	100.0		

**q1j Current budget sufficient**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	20.0	28.6	28.6
	Somewhat Disagree	2	20.0	28.6	57.1
	Somewhat Agree	3	30.0	42.9	100.0
	Total	7	70.0	100.0	
Missing	System	3	30.0		
Total		10	100.0		

**q1k Number of tenure-track faculty is sufficient**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Disagree	3	30.0	42.9	42.9
	Somewhat Agree	4	40.0	57.1	100.0
	Total	7	70.0	100.0	
Missing	System	3	30.0		
Total		10	100.0		

**q1l Instructional facilities/equipment are sufficient**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	10.0	12.5	12.5
	Somewhat Disagree	3	30.0	37.5	50.0
	Somewhat Agree	4	40.0	50.0	100.0
	Total	8	80.0	100.0	
Missing	System	2	20.0		
Total		10	100.0		

**q1m Library/research resources are sufficient**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Agree	7	70.0	87.5	87.5
	Strongly Agree	1	10.0	12.5	100.0
	Total	8	80.0	100.0	
Missing	System	2	20.0		
Total		10	100.0		

**q1n Number of clerical/support staff is sufficient**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Disagree	4	40.0	44.4	44.4
	Somewhat Agree	3	30.0	33.3	77.8
	Strongly Agree	2	20.0	22.2	100.0
	Total	9	90.0	100.0	
Missing	System	1	10.0		
Total		10	100.0		

**q1o Adequate resources allocated**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	20.0	28.6	28.6
	Somewhat Disagree	1	10.0	14.3	42.9
	Somewhat Agree	1	10.0	14.3	57.1
	Strongly Agree	3	30.0	42.9	100.0
	Total	7	70.0	100.0	
Missing	System	3	30.0		
Total		10	100.0		

**q1p Dept/univ provide fac sufficient pro dev opp's**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	10.0	12.5	12.5
	Somewhat Agree	5	50.0	62.5	75.0
	Strongly Agree	2	20.0	25.0	100.0
	Total	8	80.0	100.0	
Missing	System	2	20.0		
Total		10	100.0		

**q1q Students conduct themselves professionally/diligently in class**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Disagree	3	30.0	30.0	30.0
	Somewhat Agree	2	20.0	20.0	50.0
	Strongly Agree	5	50.0	50.0	100.0
	Total	10	100.0	100.0	

**q1r Students compare favorably with other COB students**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Disagree	1	10.0	10.0	10.0
	Somewhat Agree	3	30.0	30.0	40.0
	Strongly Agree	6	60.0	60.0	100.0
	Total	10	100.0	100.0	

**q1s Students are prepared to enter the workforce**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	10.0	10.0	10.0
	Strongly Agree	9	90.0	90.0	100.0
	Total	10	100.0	100.0	

**q1t Prog provides ample opportunities for practical experience**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	10.0	10.0	10.0
	Strongly Agree	9	90.0	90.0	100.0
	Total	10	100.0	100.0	

**q2 PGM program strengths**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		2	20.0	20.0	20.0
	First, the program is unusually well administered. Secondly and related to the first, it has high standards and it is devoted to those standards at all times, on issues both big and small. Students and quality are put first, always. Its relationships with employer stakeholders and the PGA are carefully cultivated and first rate. It's alumni network is also carefully cultivated and first rate.	1	10.0	10.0	30.0
	History is our number one strength along with Matt Pinter and his staff. They do an excellent job at working with each student needs and giving them the skills needed to be successful in the golf industry.	1	10.0	10.0	40.0
	It is a unique program.	1	10.0	10.0	50.0
	Leadership Professionalism High Expectations/Standards National Recognition	1	10.0	10.0	60.0
	Matt Pinter and his staff; camaraderie and discipline in the program; caliber of students	1	10.0	10.0	70.0
	The clear delivery of student performance expectations by Matt Pinter. A dedicated and very hard working administrative staff. A well networked and supportive advisory board developed through Matt Pinter's efforts. A strong leader at the helm-the PGM program would not be what it is today without the direction, knowledge and skills of Matt Pinter.	1	10.0	10.0	80.0
	The quality of the students is excellent. They generally are strong academically and are great students personally. The PGM students participate in class and are a fun group of students. Matt Pinter is wonderful role model and leader.	1	10.0	10.0	90.0
	The talent of the students and administration.	1	10.0	10.0	100.0
	Total	10	100.0	100.0	



### q3 Areas needing improvement

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		4	40.0	40.0	40.0
	Additional support mechanisms for the program including clear budget allocations for infrastructure development, professional development and additional clerical staff. Proper funding for this highly successful program is painfully lacking and is necessary for continued growth and improvement.	1	10.0	10.0	50.0
	Matt Pinter needs more help/resources to be both department head and program coordinator. PGM is one of the COB's premier programs-recognized as leader in the field. Sports, Entertainment & Hospitality Management has more students than any other department in the College of Business yet seems to receive the least resources and support.	1	10.0	10.0	60.0
	More dedication by the students to attending class, even when the weather is conducive to playing golf. Students even joke about certain students taking "dog days" just to play.	1	10.0	10.0	70.0
	Out-of-state student tuitions must be lowered to make the program more competitive with those of other universities. The high out-of-state tuitions MAY have made some sense when we were the only PGM program in the country, but not now. To attract the best and brightest students, we need to offer competitive tuition rates. That is, we need to stop offering disincentives, especially given the competition the program now faces from other universities, including, I must point out, those which are in more favorable climates for the major than we are.	1	10.0	10.0	80.0
	PGM students move as a pack, which is a strength but also a weakness--they test the limits on "sharing"/cheating much more than others; they sometimes take a superior attitude which faculty must take time to dispel.	1	10.0	10.0	90.0
	The biggest area that needs improvement is the practice facilities for the winter months, which is in the works to being fixed. The students are very limited to what they can work on during the winter months in Michigan and by offering outdoor hitting stations in the winter will only improve on the program.	1	10.0	10.0	100.0
	Total	10	100.0	100.0	

**q4 Additional comments**

		<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Valid		6	60.0	60.0	60.0
	I do not have info to answer several of the questions. That is why they are blank.	1	10.0	10.0	70.0
	I feel it is very important that every student understands the importance of playing at a high level when they are in school and when they become a PGA Professional. Offering heated hitting stations will only help this cause.	1	10.0	10.0	80.0
	I have left blank those areas which I do not know about. There should have been this option as one of the choices fore each question.	1	10.0	10.0	90.0
	The PGM program is THE model of what a Ferris program should be, especially a COB program. Its administrators set the bar high and do not listen to reasons or excuses for why "good enough" is a reasonable substitute for highest quality. Where i have not checked responses in statements A through T, it is because I lack sufficient information to make a judgement.	1	10.0	10.0	100.0
	<b>Total</b>	10	100.0	100.0	

**FERRIS STATE UNIVERSITY**  
Professional Golf Management  
2008  
Advisory Board Survey

**Please Type in response under Question. Thanks.**

- 1. Is the PGM program meeting the demands of the golf industry?**
  
  
  
  
  
  
  
  
  
  
- 2. What direction should be taken or changes implemented in the PGM program to maintain leadership role amongst the other PGM programs in the nation?**
  
  
  
  
  
  
  
  
  
  
- 3. How do you feel about the effectiveness of:**
  - a. The PGM Staff**
  
  
  
  
  
  
  
  
  
  
  - b. The PGM Coordinator**
  
  
  
  
  
  
  
  
  
  
- 4. Do you feel that the PGM program at Ferris has effective relationships within the golf industry?**

FERRIS STATE UNIVERSITY  
Professional Golf Management  
2008  
Advisory Board Survey

Please Type in response under Question. Thanks.

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

I have always felt that the PGM program was the sensible alternative to the PGA Apprentice Program. That is not to say that the Apprentice Program was not producing quality candidates for jobs as golf professionals, but the PGM Program is funneling college graduates with a variety of targeted skills into an industry that needs a wide variety of people who can do more than give golf lessons or shoot low scores.

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

I wish I were closer to the day to day operations of the program so I was more qualified to answer this question. I do know that I have had discussions with a lot of my peers in the industry and we feel that more PGM Programs should offer students a path to get into the trade side of the business. There is a critical lack of qualified sales rep's, customer service staff and other skill positions on the manufacturing side of the business that are manned by people who have no real golf skills.

3. How do you feel about the effectiveness of:

- a. The PGM Staff

Need to play more golf.

- b. The PGM Coordinator

Need to play more golf.

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

I think the staff does a good job of reaching out to the industry to get support for the program.

5. Please feel free to add any additional comments on the Ferris PGM program.

**FERRIS STATE UNIVERSITY**  
Professional Golf Management  
2008  
Advisory Board Survey

Please Type in response under Question. Thanks.

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

I think the overall brand itself is badly diluted down in "most" of the trade's mind with 20+ schools all vying to essentially accomplish the same thing. Much better off with 3-4 schools each with a specific focus and strength. Each having a much stronger alumni base and overall effectiveness.

YES I think the PGM program properly prepares the student golfer to be several notches higher in talent, experience, maturity and scope of thinking. Of course there at X % who flop but I see PGM graduates (Ferris) really making a difference nationally and slowly gaining better job marketshare.

I do think the PGM schools need to CHANGE their approach and focus on GROWING the game / participation via creative ways. The PGM grad must really know how to RUN THE BUSINESS from wall to wall including Food & Beverage, Fitness, Lodging, etc. A Master Pro / GM combo.

IF PGM is the future of Professional Golf Staffing and it should be with 20+ Schools then it should challenge the way the PGA of America runs itself.

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

Like successful Basketball or Football programs, the successful graduate has a real chance of being drafted and go big-time per NBA, NFL. EXACT same approach with FERRIS STATE as the program that PLACES grads in the best clubs/jobs nationally ..... A STEP ABOVE in all aspects. Glorify this via all collateral as THE PROGRAM ... period.

Perhaps Ferris OFFERS a MBA with F&B/Finance tilt in conjunction with the PGM degree and one graduates as truly a FORCE in competing for the very best jobs in the country. Tie in the Tennis students as well. SIX years will instantly differentiate and ATTRACT the serious-minded career types. Hell who wants to leave College anyway and leaving at 24 instead of 22 is SMART as well.

Maybe FERRIS strives for leadership in CLUB Mgt of all kinds anchored by the credibility in Golf and Tennis. Mr. Eisler ELEVATES it a notch or three.

**Start a "Cannot Miss" type gathering once annually that puts 30-40% of grads in one place at one time. FILM this and dare the best in the country to not come!**

**Perhaps the guidelines to GET IN are toughened up, create a WAIT IN LINE aura.**

**3. How do you feel about the effectiveness of:**

- a. The PGM Staff I am not sure who the STAFF is other than the folk(s) that assist in the PGM Office. Of course Jean dominated things professionally and socially in her tenure and that was effective. Perhaps that same expectation is brewing with the current staff ?**

**Is it time for a FULL TIME Golf Tech type guy that truly teaches the students how to TECHNICALLY teach so they have that skill Set whether they use the exact approach or not ... FOUNDATION.**

- b. The PGM Coordinator With Dr. LeClair and Matt Pinter we have two leaders with two different approaches who are well-liked and very respected. I CAN SAY the title is LAME ..... maybe Director of PGM, Dean, or V.P. CLUB Management Curriculum.**

**Is the role at Ferris State trumpeted down at PGA Headquarters by the Coordinator ? In order to be truly MORE effective the TOOLS to do so ARE the Ferris PGM Students ..... make them premier and the program has the history and clout to do so.**

- 4. Do you feel that the PGM program at Ferris has effective relationships within the golf industry? Of course, too many to mention but lets TAKE IT UP a few notches.**

- 5. Please feel free to add any additional comments on the Ferris PGM program. Could be a TIPPING POINT of sorts in taking the Ferris PGM program to higher Levels in terms of the curriculum, the PR, the social networking, and funding.**

**It is all about \$\$\$ and perhaps the Board of Regents can be SOLD on investing in taking a proven product with little risk TO THE NEXT LEVEL to separate itself from the PGM rift raft nationally. More prestige and income for Ferris, more prestige and income for the Ferris PGM grads and BECAUSE WE CAN !!!!!**

**Penn State or Mississippi State cannot build on this tradition ..... Yet.**

**FERRIS STATE UNIVERSITY**  
Professional Golf Management  
2008  
Advisory Board Survey

**Please Type in response under Question. Thanks.**

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

**Yes,**

**The supply of interns now equals the demand. Interns can be recruited and depended upon to meet the growing needs of our Resort and Private golf operations.**

- 2. What direction should be taken or changes implemented in the PGM program to maintain leadership role among the other PGM programs in the nation?**

**Internship flexibility – continue to customize the timeframe that interns can be available for Sunbelt locations and return back to school.**

**Continue the Marketing Degree... however (if possible) increase the student's exposure to Retail Management and F&B subject matter.**

**Increase the amount of agronomic educational programs within the curriculum.**

- 3. How do you feel about the effectiveness of:**

**a. The PGM Staff – very pleased with the entire Ferris State staff.**

**b. The PGM Coordinator – outstanding.**

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

**Yes... for job placement.**

- 5. Please feel free to add any additional comments on the Ferris PGM program.**

**Yes... Ferris State as well as other PGM universities needs to do a better job of recruiting more females and minorities.**

**FERRIS STATE UNIVERSITY**  
Professional Golf Management  
2008  
Advisory Board Survey

**Please Type in response under Question. Thanks.**

- 1. Is the PGM program meeting the demands of the golf industry? The Ferris State program appears to be meeting the demands of the golf industry. While I cannot comment precisely on how effective the program is for other companies and other areas of the industry, I can say with 100% certainty that Ferris is effective for the instruction community and more specifically for GolfTEC. Ferris, Penn State, and Mississippi State have by far the best graduates. Those students come out with a much broader skill set and general understanding of the industry.**

**Answered a different way, Ferris State, other PGM Universities, and the PGA PGM program have an opportunity to fulfill even more of the demand of the industry because there is a shortfall of quality assistant golf professionals. I don't think this is specifically Ferris' problem, but might create an opportunity.**

- 2. What direction should be taken or changes implemented in the PGM program to maintain leadership role among the other PGM programs in the nation? I would assume that some of the obvious things are being done – recruit/admit highest possible quality applicants, continue to evolve the curriculum to stay current with industry, etc. I would submit two basic suggestions. First, continue to introduce the students to more technology. While this answer is a bit self serving, I firmly believe the opportunities will continue to be on the technology side of golf – GPS, software (tee time management, business management, etc), club fitting, operations, etc. If a student can understand how to apply technology to the golf industry he/she will have tremendous opportunities. Second, continue to leverage the Ferris State network. No matter how many new PGM Universities come on-line, and no matter how many new improvements they offer (golf course, club labs, etc) no one can ever replicate the 20 (or whatever it is) year head start Ferris has on all other schools. Tapping into the powerful and influential group of people will continue to help Ferris be the leader in the industry.**

- 3. How do you feel about the effectiveness of:**

- a. The PGM Staff – Best I can tell very good. I expect other Ferris grads can comment much more accurately than I can on this subject.**
  
- b. The PGM Coordinator – Outstanding. Best in the country.**



- 4. Do you feel that the PGM program at Ferris has effective relationships within the golf industry? Yes, but as I answered in question #2 this is an area that should get additional attention and development.**
  
- 5. Please feel free to add any additional comments on the Ferris PGM program. Now that there are 19 PGM Universities, it is more important than ever for the schools to work on their own identity and branding. It will take more work to do this, but it is imperative that PGM schools create a brand. Is Harvard the best business school in the country? Most people would say "yes." However, I would guess that the quality of many other top universities is right there (Northwestern, Yale, Stanford, or a variety of other top schools). The difference is brand recognition. This is always easier said than done as it takes many elements to go into being the leader. Ultimately no matter what happens with PGA PGM, the PGM Universities, or any other initiatives good or bad that the PGA of America pushes out, Ferris should continue to push the envelope on the brand.**

**I believe this is what your survey request is all about – how to improve what is already one of the top two or three PGM Universities in the country.**

**FERRIS STATE UNIVERSITY**  
Professional Golf Management  
2008  
Advisory Board Survey

**Please Type in response under Question. Thanks.**

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

**I do believe they are. In this day, it is so important for the golf professional to be well educated in all aspects of the business – marketing to recruit new players and retain current ones, business to understand the ins and out of budgets and how the whole facility works and manages day to day. However, the playing ability and teaching aspect still need to be upheld since this is the only thing that sets apart the golf professional from being just a businessman.**

**2. What direction should be taken or changes implemented in the PGM program to maintain leadership role among the other PGM programs in the nation?**

**Stress the importance of what the school can do for them – the comraderie and networking that is provided by being active in the association and the school itself. Make sure that Ferris has access to as many internships as possible. Keep enlisting past alumni to stay on board and support the school through these. Ferris is still the best school to attend as a PGMer – why, because it is the founder. Keep providing the opportunities for the students and Ferris can stay on top.**

**3. How do you feel about the effectiveness of:**

**a. The PGM Staff**

**Haven't been active enough with them to give a legitimate answer.**

**Sorry!!**

**b. The PGM Coordinator**

**Think Matt does a great job. Very personable, listens to his students and past graduates. The students appreciate his input and help which means so much.**

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

**Yes, it is apparent when doing business daily. It seems that fellow PGM students try to work with each other whenever possible. Ferris seems to be greeted with nothing but good comments whenever the name is mentioned.**

**5. Please feel free to add any additional comments on the Ferris PGM program.**

**FERRIS STATE UNIVERSITY**  
Professional Golf Management  
2008  
Advisory Board Survey

**Please Type in response under Question. Thanks.**

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

**In my opinion the PGA programs are providing the most qualified club professionals to the industry. Todays markets require so much more than ever before so training becomes even more important.**

**2. What direction should be taken or changes implemented in the PGM program to maintain leadership role among the other PGM programs in the nation?**

**I am not aware that a new or different diretions is needed, but we must always keep looking for ways to improve.**

**3. How do you feel about the effectiveness of:**

**a. The PGM Staff**

**Of those that I have met I know them to be very good.**

**b. The PGM Coordnator**

**I guess he could use a better golf game,**

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

**YES**

5. **Please feel free to add any additional comments on the Ferris PGM program. Matt, thank you for the chance and continued best of luck.**

**Ken Lindsay**

**Graduate Exit Survey Summary:**  
(38 responses)

Strengths                      Mean Score (1 to 5 Scale)

Availability of Advising	4.87
Helpfulness of office staff	4.87
Availability of Internship	4.84
Preparation for industry	4.55

Opportunities for Improvement                      Mean Score

Biomechanics Course	2.89
Katke Golf Course	3.05
Katke Golf Shop/Lab	3.29
Practice Facility	3.45

Conclusion

Based on responses from the graduating seniors of the PGM program, we feel very confident with the preparation PGM students receive during their academic careers. We found our strengths to be the helpfulness and availability of the office staff, the internship experiences, and the preparation for the golf industry. These strengths have served as the core for a successful PGM program for the last thirty-three years. To meet the requirements of the PGA of America, additional staff is needed to provide the best experience possible for each PGM student.

Some opportunities for improvement within the PGM program at Ferris State include: Katke Golf Course/Practice Facility and biomechanics courses. We found that graduating seniors would like to see more sport psychology/physiology courses implemented in the program to improve the golf instruction curriculum. They overwhelmingly believe in the importance of golf instruction in the everyday life of a golf professional. Additional staff support and golf instruction curriculum including a player development program should be implemented to give PGM students the confidence and skills needed to teach the game.

**FERRIS STATE UNIVERSITY**  
Professional Golf Management  
2007 - 2008 Graduating Seniors  
Student Survey

Q1

Program Entry Date: Fall \_\_\_\_\_

Anticipated Graduation Date: \_\_\_\_\_

Q2

Gender:

Male

Female

Q3

I Attend Ferris State as an:

In-State Student

Out-of-State Student

Q4

USGA Handicap upon entry into PGM program: \_\_\_\_\_

Q5

What (if any) financial aid have you received while a student at FSU?  
(Check all that apply)

Federal Aid

Aid from Financial Institution

Ferris State University Scholarships

Professional Golf Management Scholarships

Outside Scholarships

Other: \_\_\_\_\_

Q6

**Please rate how well Ferris State University is preparing you in the following areas (Please Circle):**

	Poor		Average		Excellent	
Biology/Anatomy Courses	1	2	3	4	5	N/A
Marketing Courses	1	2	3	4	5	N/A
Management Courses	1	2	3	4	5	N/A
Biomechanics Courses	1	2	3	4	5	N/A
Computer Skills	1	2	3	4	5	N/A
Writing Skills	1	2	3	4	5	N/A
Communication/Public Speaking Skills	1	2	3	4	5	N/A
Interpersonal Skills	1	2	3	4	5	N/A
Golf Instruction	1	2	3	4	5	N/A
Turfgrass Knowledge	1	2	3	4	5	N/A
Food and Beverage Management	1	2	3	4	5	N/A
Professionalism	1	2	3	4	5	N/A
Preparation to enter Golf Industry	1	2	3	4	5	N/A

Q7

**How well is the FSU-PGM degree preparing you in the following areas?:**

	Poor		Average		Excellent	
Golf Shop Retailing	1	2	3	4	5	N/A
Golf Instruction	1	2	3	4	5	N/A
Customer Service	1	2	3	4	5	N/A
Club Repair/Fitting	1	2	3	4	5	N/A
Rules of Golf	1	2	3	4	5	N/A
Management Skills	1	2	3	4	5	N/A
Tournament Operations	1	2	3	4	5	N/A

**How well is the PGA/PGM(GPTP) work experience checkpoints preparing you in the following areas:**

	Poor		Average		Excellent	
Golf Shop Retailing	1	2	3	4	5	N/A
Golf Instruction	1	2	3	4	5	N/A
Customer Service	1	2	3	4	5	N/A
Club Repair/Fitting	1	2	3	4	5	N/A
Rules of Golf	1	2	3	4	5	N/A
Management Skills	1	2	3	4	5	N/A
Tournament Operations	1	2	3	4	5	N/A
Food and Beverage Management	1	2	3	4	5	N/A

Q8

**Please rate each of the following aspects of the Professional Golf Management program:**

	Poor		Average		Excellent	
Katke Practice Facility	1	2	3	4	5	
Katke Golf Course	1	2	3	4	5	
Katke Golf Shop/Lab	1	2	3	4	5	
PGM Office Facility	1	2	3	4	5	
PGM Practice Facility	1	2	3	4	5	
Content of Seminars/Workshops	1	2	3	4	5	
Number of Seminars/Workshops	1	2	3	4	5	
Preparation for PGA/PGM Checkpoints	1	2	3	4	5	N/A
The PGM Student Association	1	2	3	4	5	



**Please rate each of the following aspects of the Professional Golf Management program (Continued):**

	Poor		Average		Excellent
Opportunities for Networking	1	2	3	4	5
Golf Industry Perception of FSU-PGM	1	2	3	4	5
Your perception of FSU-PGM	1	2	3	4	5
Quality of Graduates/Professionals	1	2	3	4	5
Competitive/Tournament Opportunities	1	2	3	4	5
Development of YOUR Golf Game	1	2	3	4	5
Availability of Golf Instructors/Staff	1	2	3	4	5
Preparation for Playing Ability Test	1	2	3	4	5

Have you successfully passed the Playing Ability Test?

Yes  After how many attempts? \_\_\_\_\_

No

Q9

**Please rate each of the Staff aspects of the PGM program:**

	Poor		Average		Excellent	
Availability of Advisor	1	2	3	4	5	
Quality of Academic Advising	1	2	3	4	5	
Quality of Career Advising	1	2	3	4	5	
Availability of internship experiences	1	2	3	4	5	
Quality of internship experiences	1	2	3	4	5	N/A
Helpfulness of office staff	1	2	3	4	5	
Number of office staff	1	2	3	4	5	
Overall quality of program leadership	1	2	3	4	5	

Q10

Are you working towards a minor or certificate with your PGM degree?

Yes

If so, which of the following?

Club Management Minor

Club Management Certificate

Culinary Management Certificate

Hotel Management Certificate

Other: \_\_\_\_\_

No

Q11

What other academic courses would you like to see implemented into the PGM program at Ferris State University? Please list all.

---

---

---

Q12

Please list a few items that can be IMPROVED or IMPLEMENTED in the PGM program.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Q13

What do YOU as a student feel would make the PGM program more effective to meet the needs of the golf industry and reputation of the PGA?

---

---

---

---

---

Q14

Additional Comments:

---

---

---

---

---

---

---

---

### *Graduate Exit Survey Summary:*

#### Strengths                      Mean Score (1 to 5 Scale)

Availability of Advising	4.87
Helpfulness of office staff	4.87
Availability of Internship	4.84
Preparation for industry	4.55

#### Opportunities for Improvement                      Mean Score

Biomechanics Course	2.89
Katke Golf Course	3.05
Katke Golf Shop/Lab	3.29
Practice Facility	3.45

#### Conclusion

Based on responses from the graduating seniors of the PGM program, we feel very confident with the preparation PGM students receive during their academic careers. We found our strengths to be the helpfulness and availability of the office staff, the internship experiences, and the preparation for the golf industry. These strengths have served as the core for a successful PGM program for the last thirty-three years. To meet the requirements of the PGA of America, additional staff is needed to provide the best experience possible for each PGM student.

Some opportunities for improvement within the PGM program at Ferris State include: Katke Golf Course/Practice Facility and biomechanics courses. We found that graduating seniors would like to see more sport psychology/physiology courses implemented in the program to improve the golf instruction curriculum. They overwhelmingly believe in the importance of golf instruction in the everyday life of a golf professional. Additional staff support and golf instruction curriculum including a player development program should be implemented to give PGM students the confidence and skills needed to teach the game.

## PGM APR...Current Students

### Frequencies

Prepared by: Institutional Research & Testing, 06/08

### Statistics

	N		Mean	Median	Std. Deviation
	Valid	Missing			
q1 Program Entry: Fall of	38	0			
q2 Anticipated Graduation Date	38	0			
q3 Gender	38	0	1.05	1.00	.226
q4 Attend as	38	0	1.29	1.00	.460
q5 USGA Handicap entering PGM	37	1	5.373	6.000	2.0165
q6a FinAid: Federal aid	38	0	.58	1.00	.500
q6b FinAid: Aid from bank/CU	38	0	.21	.00	.413
q6c FinAid: FSU scholarship(s)	38	0	.32	.00	.471
q6d FinAid: PGM scholarship(s)	38	0	.21	.00	.413
q6e FinAid: Outside scholarship(s)	38	0	.34	.00	.481
q6f FinAid: Other	38	0	.24	.00	.431
q6g FinAid: Other specified	38	0			
q7a Biology/Anatomy courses	38	0	3.58	4.00	.758
q7b Marketing courses	38	0	4.21	4.00	.777
q7c Management courses	38	0	4.08	4.00	.749
q7d Biomechanics courses	28	10	2.89	3.00	.994
q7e Computer skills	38	0	3.45	4.00	.891
q7f Writing skills	38	0	3.82	4.00	.926
q7g Comm/Public speaking skills	38	0	3.95	4.00	.837
q7h Interpersonal skills	38	0	4.16	4.00	.679
q7i Golf instruction	38	0	4.13	4.00	.741
q7j Turfgrass knowledge	38	0	4.16	4.00	.886
q7k Food & Beverage Mgmt	38	0	4.03	4.00	.915
q7l Professionalism	38	0	4.42	5.00	.793
q7m Prep to enter golf industry	38	0	4.55	5.00	.602
q8a Deg: Golf Shop Retailing	38	0	4.16	4.00	.718
q8b Deg: Golf Instruction	38	0	3.89	4.00	.798
q8c Deg: Customer Service	38	0	4.32	4.00	.574
q8d Deg: Club Repair/Fitting	38	0	3.87	4.00	.875
q8e Deg: Rules of Golf	38	0	4.00	4.00	.735
q8f Deg: Management Skills	38	0	4.26	4.00	.724
q8g Deg: Tournament Operations	38	0	3.87	4.00	.777
q8h Work: Golf Shop Retailing	38	0	4.08	4.00	.673
q8i Work: Golf Instruction	38	0	4.05	4.00	.769
q8j Work: Customer Service	38	0	4.26	4.00	.685
q8k Work: Club Repair/Fitting	38	0	4.00	4.00	.870
q8l Work: Rules of Golf	38	0	4.13	4.00	.741
q8m Work: Management Skills	38	0	4.11	4.00	.727
q8n Work: Tournament Operations	38	0	4.08	4.00	.712
q8o Work: Food/Bev Mgmt	38	0	3.95	4.00	.804
q9a Katke Practice Facility	38	0	3.95	4.00	.868
q9b Katke Golf Course	38	0	3.05	3.00	.769
q9c Katke Golf Shop/Lab	38	0	3.29	3.00	.835

## Statistics

	N		Mean	Median	Std. Deviation
	Valid	Missing			
q9d PGM Office Facility	38	0	3.87	4.00	.935
q9e PGM Practice Facility	38	0	3.45	3.00	1.083
q9f Content of seminars/workshops	38	0	4.29	4.00	.654
q9g Number of seminars/workshops	38	0	3.89	4.00	.894
q9h Prep for PGA/PGM Checkpoints	38	0	4.53	5.00	.557
q9i PGM Student Association	38	0	4.37	5.00	.852
q9j Opportunities for networking	38	0	4.74	5.00	.503
q9k Golf industry perception of PGM	38	0	4.71	5.00	.515
q9l Your perception of PGM	38	0	4.71	5.00	.460
q9m Quality of grads/professionals	38	0	4.68	5.00	.471
q9n Competitive/Tourn opportunities	38	0	4.32	4.00	.702
q9o Development of YOUR golf game	38	0	4.24	4.00	.751
q9p Availability of instructors/staff	38	0	3.97	4.00	.944
q9q Prep for Playing Ability Test	36	2	4.00	4.00	.986
q10 Successfully passed PAT	38	0	1.03	1.00	.162
q11 After how many attempts	38	0			
q12a Availability of advisor	38	0	4.87	5.00	.343
q12b Quality of acad advising	38	0	4.76	5.00	.590
q12c Quality of career advising	38	0	4.76	5.00	.634
q12d Availability of internship	38	0	4.84	5.00	.437
q12e Quality of internship	38	0	4.74	5.00	.446
q12f Helpfulness of office staff	38	0	4.87	5.00	.343
q12g Number of office staff	38	0	4.76	5.00	.542
q12h Overall quality of prog leadership	38	0	4.87	5.00	.414
q13 Working toward minor/cert	38	0	1.76	2.00	.431
q14a Club Mgmt Minor	38	0	.13	.00	.343
q14b Club Mgmt Certificate	38	0	.00	.00	.000
q14c Culinary Mgmt Certificate	38	0	.03	.00	.162
q14d Hotel Mgmt Certificate	38	0	.00	.00	.000
q14e Other	38	0	.00	.00	.000
q14f Other minor/cert specified	38	0			
q15 Other classes like to see	38	0			
q16 Items to improve/implement	38	0			
q17 Make program more effective	38	0			
q18 Additional comments	38	0			

## Frequency Table

### q1 Program Entry: Fall of

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2003	28	73.7	73.7	73.7
	2004	10	26.3	26.3	100.0
	Total	38	100.0	100.0	

### q2 Anticipated Graduation Date

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Aug, 2007	1	2.6	2.6	2.6
	Dec, 2007	24	63.2	63.2	65.8
	May, 2007	2	5.3	5.3	71.1
	May, 2008	11	28.9	28.9	100.0
	Total	38	100.0	100.0	

### q3 Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	36	94.7	94.7	94.7
	Female	2	5.3	5.3	100.0
	Total	38	100.0	100.0	

### q4 Attend as

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	In-state student	27	71.1	71.1	71.1
	Out-of-state student	11	28.9	28.9	100.0
	Total	38	100.0	100.0	

**q5 USGA Handicap entering PGM**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.0	1	2.6	2.7	2.7
	1.0	1	2.6	2.7	5.4
	2.4	1	2.6	2.7	8.1
	3.0	4	10.5	10.8	18.9
	4.0	5	13.2	13.5	32.4
	5.0	4	10.5	10.8	43.2
	6.0	8	21.1	21.6	64.9
	6.7	2	5.3	5.4	70.3
	7.0	6	15.8	16.2	86.5
	8.0	5	13.2	13.5	100.0
	Total	37	97.4	100.0	
Missing	System	1	2.6		
Total		38	100.0		

**q6a FinAid: Federal aid**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	16	42.1	42.1	42.1
	Selected	22	57.9	57.9	100.0
	Total	38	100.0	100.0	

**q6b FinAid: Aid from bank/CU**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	30	78.9	78.9	78.9
	Selected	8	21.1	21.1	100.0
	Total	38	100.0	100.0	

**q6c FinAid: FSU scholarship(s)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	26	68.4	68.4	68.4
	Selected	12	31.6	31.6	100.0
	Total	38	100.0	100.0	

**q6d FinAid: PGM scholarship(s)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	30	78.9	78.9	78.9
	Selected	8	21.1	21.1	100.0
	Total	38	100.0	100.0	

**q6e FinAid: Outside scholarship(s)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	25	65.8	65.8	65.8
	Selected	13	34.2	34.2	100.0
	Total	38	100.0	100.0	

**q6f FinAid: Other**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	29	76.3	76.3	76.3
	Selected	9	23.7	23.7	100.0
	Total	38	100.0	100.0	

**q6g FinAid: Other specified**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		29	76.3	76.3	76.3
	Educational Loans	1	2.6	2.6	78.9
	MEAP	2	5.3	5.3	84.2
	MET	1	2.6	2.6	86.8
	Outside student loans	1	2.6	2.6	89.5
	Parents	3	7.9	7.9	97.4
	Student Loans	1	2.6	2.6	100.0
	Total	38	100.0	100.0	

**q7a Biology/Anatomy courses**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	3	7.9	7.9	7.9
	Average	13	34.2	34.2	42.1
	4	19	50.0	50.0	92.1
	Excellent	3	7.9	7.9	100.0
	Total	38	100.0	100.0	

**q7b Marketing courses**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	1	2.6	2.6	2.6
	Average	5	13.2	13.2	15.8
	4	17	44.7	44.7	60.5
	Excellent	15	39.5	39.5	100.0
	Total	38	100.0	100.0	



**q7c Management courses**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Average	9	23.7	23.7	23.7
	4	17	44.7	44.7	68.4
	Excellent	12	31.6	31.6	100.0
	Total	38	100.0	100.0	

**q7d Biomechanics courses**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Poor	2	5.3	7.1	7.1
	2	9	23.7	32.1	39.3
	Average	7	18.4	25.0	64.3
	4	10	26.3	35.7	100.0
	Total	28	73.7	100.0	
Missing	System	10	26.3		
Total		38	100.0		

**q7e Computer skills**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Poor	1	2.6	2.6	2.6
	2	4	10.5	10.5	13.2
	Average	13	34.2	34.2	47.4
	4	17	44.7	44.7	92.1
	Excellent	3	7.9	7.9	100.0
	Total	38	100.0	100.0	

**q7f Writing skills**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Poor	1	2.6	2.6	2.6
	2	1	2.6	2.6	5.3
	Average	11	28.9	28.9	34.2
	4	16	42.1	42.1	76.3
	Excellent	9	23.7	23.7	100.0
	Total	38	100.0	100.0	

**q7g Comm/Public speaking skills**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	1	2.6	2.6	2.6
	Average	11	28.9	28.9	31.6
	4	15	39.5	39.5	71.1
	Excellent	11	28.9	28.9	100.0
	Total	38	100.0	100.0	

**q7h Interpersonal skills**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Average	6	15.8	15.8	15.8
	4	20	52.6	52.6	68.4
	Excellent	12	31.6	31.6	100.0
	Total	38	100.0	100.0	

**q7i Golf instruction**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	1	2.6	2.6	2.6
	Average	5	13.2	13.2	15.8
	4	20	52.6	52.6	68.4
	Excellent	12	31.6	31.6	100.0
	Total	38	100.0	100.0	

**q7j Turfgrass knowledge**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Poor	1	2.6	2.6	2.6
	Average	6	15.8	15.8	18.4
	4	16	42.1	42.1	60.5
	Excellent	15	39.5	39.5	100.0
	Total	38	100.0	100.0	

**q7k Food & Beverage Mgmt**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Poor	1	2.6	2.6	2.6
	Average	9	23.7	23.7	26.3
	4	15	39.5	39.5	65.8
	Excellent	13	34.2	34.2	100.0
	Total	38	100.0	100.0	

**q7l Professionalism**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	2	5.3	5.3	5.3
	Average	1	2.6	2.6	7.9
	4	14	36.8	36.8	44.7
	Excellent	21	55.3	55.3	100.0
	Total	38	100.0	100.0	

**q7m Prep to enter golf industry**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Average	2	5.3	5.3	5.3
	4	13	34.2	34.2	39.5
	Excellent	23	60.5	60.5	100.0
	Total	38	100.0	100.0	

**q8a Deg: Golf Shop Retailing**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	1	2.6	2.6	2.6
	Average	4	10.5	10.5	13.2
	4	21	55.3	55.3	68.4
	Excellent	12	31.6	31.6	100.0
	Total	38	100.0	100.0	

**q8b Deg: Golf Instruction**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	2	5.3	5.3	5.3
	Average	8	21.1	21.1	26.3
	4	20	52.6	52.6	78.9
	Excellent	8	21.1	21.1	100.0
	Total	38	100.0	100.0	

**q8c Deg: Customer Service**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Average	2	5.3	5.3	5.3
	4	22	57.9	57.9	63.2
	Excellent	14	36.8	36.8	100.0
	Total	38	100.0	100.0	

**q8d Deg: Club Repair/Fitting**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	3	7.9	7.9	7.9
	Average	8	21.1	21.1	28.9
	4	18	47.4	47.4	76.3
	Excellent	9	23.7	23.7	100.0
	Total	38	100.0	100.0	

**q8e Deg: Rules of Golf**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Average	10	26.3	26.3	26.3
	4	18	47.4	47.4	73.7
	Excellent	10	26.3	26.3	100.0
	Total	38	100.0	100.0	

**q8f Deg: Management Skills**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	1	2.6	2.6	2.6
	Average	3	7.9	7.9	10.5
	4	19	50.0	50.0	60.5
	Excellent	15	39.5	39.5	100.0
	Total	38	100.0	100.0	

**q8g Deg: Tournament Operations**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	1	2.6	2.6	2.6
	Average	11	28.9	28.9	31.6
	4	18	47.4	47.4	78.9
	Excellent	8	21.1	21.1	100.0
	Total	38	100.0	100.0	

**q8h Work: Golf Shop Retailing**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	1	2.6	2.6	2.6
	Average	4	10.5	10.5	13.2
	4	24	63.2	63.2	76.3
	Excellent	9	23.7	23.7	100.0
	Total	38	100.0	100.0	

**q8i Work: Golf Instruction**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	1	2.6	2.6	2.6
	Average	7	18.4	18.4	21.1
	4	19	50.0	50.0	71.1
	Excellent	11	28.9	28.9	100.0
	Total	38	100.0	100.0	

**q8j Work: Customer Service**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Average	5	13.2	13.2	13.2
	4	18	47.4	47.4	60.5
	Excellent	15	39.5	39.5	100.0
	Total	38	100.0	100.0	

**q8k Work: Club Repair/Fitting**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Poor	1	2.6	2.6	2.6
	Average	8	21.1	21.1	23.7
	4	18	47.4	47.4	71.1
	Excellent	11	28.9	28.9	100.0
	Total	38	100.0	100.0	

**q8l Work: Rules of Golf**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Average	8	21.1	21.1	21.1
	4	17	44.7	44.7	65.8
	Excellent	13	34.2	34.2	100.0
	Total	38	100.0	100.0	

**q8m Work: Management Skills**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	1	2.6	2.6	2.6
	Average	5	13.2	13.2	15.8
	4	21	55.3	55.3	71.1
	Excellent	11	28.9	28.9	100.0
	Total	38	100.0	100.0	

**q8n Work: Tournament Operations**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	1	2.6	2.6	2.6
	Average	5	13.2	13.2	15.8
	4	22	57.9	57.9	73.7
	Excellent	10	26.3	26.3	100.0
	Total	38	100.0	100.0	

**q8o Work: Food/Bev Mgmt**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	1	2.6	2.6	2.6
	Average	10	26.3	26.3	28.9
	4	17	44.7	44.7	73.7
	Excellent	10	26.3	26.3	100.0
	Total	38	100.0	100.0	

**q9a Katke Practice Facility**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Poor	1	2.6	2.6	2.6
	Average	9	23.7	23.7	26.3
	4	18	47.4	47.4	73.7
	Excellent	10	26.3	26.3	100.0
	Total	38	100.0	100.0	

**q9b Katke Golf Course**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	10	26.3	26.3	26.3
	Average	16	42.1	42.1	68.4
	4	12	31.6	31.6	100.0
	Total	38	100.0	100.0	

**q9c Katke Golf Shop/Lab**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	6	15.8	15.8	15.8
	Average	18	47.4	47.4	63.2
	4	11	28.9	28.9	92.1
	Excellent	3	7.9	7.9	100.0
	Total	38	100.0	100.0	

**q9d PGM Office Facility**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	3	7.9	7.9	7.9
	Average	10	26.3	26.3	34.2
	4	14	36.8	36.8	71.1
	Excellent	11	28.9	28.9	100.0
	Total	38	100.0	100.0	

**q9e PGM Practice Facility**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Poor	2	5.3	5.3	5.3
	2	4	10.5	10.5	15.8
	Average	14	36.8	36.8	52.6
	4	11	28.9	28.9	81.6
	Excellent	7	18.4	18.4	100.0
	Total	38	100.0	100.0	

**q9f Content of seminars/workshops**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Average	4	10.5	10.5	10.5
	4	19	50.0	50.0	60.5
	Excellent	15	39.5	39.5	100.0
	Total	38	100.0	100.0	

**q9g Number of seminars/workshops**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	3	7.9	7.9	7.9
	Average	8	21.1	21.1	28.9
	4	17	44.7	44.7	73.7
	Excellent	10	26.3	26.3	100.0
	Total	38	100.0	100.0	

**q9h Prep for PGA/PGM Checkpoints**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Average	1	2.6	2.6	2.6
	4	16	42.1	42.1	44.7
	Excellent	21	55.3	55.3	100.0
	Total	38	100.0	100.0	

**q9i PGM Student Association**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	2	5.3	5.3	5.3
	Average	3	7.9	7.9	13.2
	4	12	31.6	31.6	44.7
	Excellent	21	55.3	55.3	100.0
	Total	38	100.0	100.0	

**q9j Opportunities for networking**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Average	1	2.6	2.6	2.6
	4	8	21.1	21.1	23.7
	Excellent	29	76.3	76.3	100.0
	Total	38	100.0	100.0	

**q9k Golf industry perception of PGM**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Average	1	2.6	2.6	2.6
	4	9	23.7	23.7	26.3
	Excellent	28	73.7	73.7	100.0
	Total	38	100.0	100.0	

**q9l Your perception of PGM**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4	11	28.9	28.9	28.9
	Excellent	27	71.1	71.1	100.0
	Total	38	100.0	100.0	

**q9m Quality of grads/professionals**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4	12	31.6	31.6	31.6
	Excellent	26	68.4	68.4	100.0
	Total	38	100.0	100.0	



**q9n Competitive/Tourn opportunities**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Average	5	13.2	13.2	13.2
	4	16	42.1	42.1	55.3
	Excellent	17	44.7	44.7	100.0
	Total	38	100.0	100.0	

**q9o Development of YOUR golf game**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Average	7	18.4	18.4	18.4
	4	15	39.5	39.5	57.9
	Excellent	16	42.1	42.1	100.0
	Total	38	100.0	100.0	

**q9p Availability of instructors/staff**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	3	7.9	7.9	7.9
	Average	8	21.1	21.1	28.9
	4	14	36.8	36.8	65.8
	Excellent	13	34.2	34.2	100.0
	Total	38	100.0	100.0	

**q9q Prep for Playing Ability Test**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Poor	1	2.6	2.8	2.8
	2	2	5.3	5.6	8.3
	Average	5	13.2	13.9	22.2
	4	16	42.1	44.4	66.7
	Excellent	12	31.6	33.3	100.0
	Total	36	94.7	100.0	
Missing	System	2	5.3		
Total		38	100.0		

**q10 Successfully passed PAT**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	37	97.4	97.4	97.4
	No	1	2.6	2.6	100.0
	Total	38	100.0	100.0	

# Professional Golf Management

APRC 2007-2008

Section 3 of 4

**q11 After how many attempts**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		1	2.6	2.6	2.6
	1	11	28.9	28.9	31.6
	2	8	21.1	21.1	52.6
	3	10	26.3	26.3	78.9
	4	3	7.9	7.9	86.8
	5	2	5.3	5.3	92.1
	6	1	2.6	2.6	94.7
	N/A	2	5.3	5.3	100.0
Total		38	100.0	100.0	

**q12a Availability of advisor**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4	5	13.2	13.2	13.2
	Excellent	33	86.8	86.8	100.0
	Total	38	100.0	100.0	

**q12b Quality of acad advising**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	1	2.6	2.6	2.6
	4	6	15.8	15.8	18.4
	Excellent	31	81.6	81.6	100.0
	Total	38	100.0	100.0	

**q12c Quality of career advising**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	1	2.6	2.6	2.6
	Average	1	2.6	2.6	5.3
	4	4	10.5	10.5	15.8
	Excellent	32	84.2	84.2	100.0
	Total	38	100.0	100.0	

**q12d Availability of internship**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Average	1	2.6	2.6	2.6
	4	4	10.5	10.5	13.2
	Excellent	33	86.8	86.8	100.0
	Total	38	100.0	100.0	

**q12e Quality of internship**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4	10	26.3	26.3	26.3
	Excellent	28	73.7	73.7	100.0
	Total	38	100.0	100.0	

**q12f Helpfulness of office staff**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4	5	13.2	13.2	13.2
	Excellent	33	86.8	86.8	100.0
	Total	38	100.0	100.0	

**q12g Number of office staff**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Average	2	5.3	5.3	5.3
	4	5	13.2	13.2	18.4
	Excellent	31	81.6	81.6	100.0
	Total	38	100.0	100.0	

**q12h Overall quality of prog leadership**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Average	1	2.6	2.6	2.6
	4	3	7.9	7.9	10.5
	Excellent	34	89.5	89.5	100.0
	Total	38	100.0	100.0	

**q13 Working toward minor/cert**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	9	23.7	23.7	23.7
	No	29	76.3	76.3	100.0
	Total	38	100.0	100.0	

**q14a Club Mgmt Minor**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	33	86.8	86.8	86.8
	Selected	5	13.2	13.2	100.0
	Total	38	100.0	100.0	

**q14b Club Mgmt Certificate**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	38	100.0	100.0	100.0

**q14c Culinary Mgmt Certificate**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	37	97.4	97.4	97.4
	Selected	1	2.6	2.6	100.0
	Total	38	100.0	100.0	

**q14d Hotel Mgmt Certificate**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	38	100.0	100.0	100.0

**q14e Other**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	38	100.0	100.0	100.0

**q14f Other minor/cert specified**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		35	92.1	92.1	92.1
	Accounting	1	2.6	2.6	94.7
	Food & Restaurant Mgmt	1	2.6	2.6	97.4
	Resort Mgmt Major	1	2.6	2.6	100.0
	Total	38	100.0	100.0	

**q15 Other classes like to see**

	Frequency	Percent	Valid Percent	Cumulative Percent
	2	5.3	5.3	5.3
Advanced Writing, Small Business	1	2.6	2.6	7.9
Certified Professional Program, Teaching courses	1	2.6	2.6	10.5
Club Management	1	2.6	2.6	13.2
Club Management, golf-related courses	1	2.6	2.6	15.8
Finance	1	2.6	2.6	18.4
Food and Beverage, Psychology	1	2.6	2.6	21.1
Get freshmen more involved	1	2.6	2.6	23.7
Get rid of ISYS; more BUSN, ACCT, FINC	1	2.6	2.6	26.3
Global Business, Finance	1	2.6	2.6	28.9
Golf Industry courses	1	2.6	2.6	31.6
Golf Instruction	4	10.5	10.5	42.1
Golf Instruction, Club Repair	1	2.6	2.6	44.7
Golf related	1	2.6	2.6	47.4
GPTP golf courses	1	2.6	2.6	50.0
Integrate MBA into PGM program @ Ferris	1	2.6	2.6	52.6
MKTG, RETG, BUSN	1	2.6	2.6	55.3
Physical Fitness program	1	2.6	2.6	57.9
Psychology	1	2.6	2.6	60.5
Retailing/Merchandising geared towards golf	1	2.6	2.6	63.2
Rules	1	2.6	2.6	65.8
Scoreboards, Playing Ability	1	2.6	2.6	68.4
Specialized minors in golf-related fields	1	2.6	2.6	71.1
Sports Psychology	1	2.6	2.6	73.7
Sports Psychology, Fitness	2	5.3	5.3	78.9
Sufficient curriculum	1	2.6	2.6	81.6
Teaching classes	1	2.6	2.6	84.2
Teaching classes, Merchandising classes	1	2.6	2.6	86.8
Teaching classes, Playing ability	1	2.6	2.6	89.5
Teaching classes, Tournament Ops, Rules classes	2	5.3	5.3	94.7
Teaching courses	1	2.6	2.6	97.4
Teaching, Finance	1	2.6	2.6	100.0
Total	38	100.0	100.0	

Valid

**q16 Items to improve/implement**

	Frequency	Percent	Valid Percent	Cumulative Percent
	5	13.2	13.2	13.2
Add workshops/seminars	1	2.6	2.6	15.8
Better facility, Certified Professional Program	1	2.6	2.6	18.4
Better golf course	1	2.6	2.6	21.1
Better practice areas	1	2.6	2.6	23.7
Golf Related courses	1	2.6	2.6	26.3
Improve indoor facility, collect portfolio information on internship, faster pace for PGA books	1	2.6	2.6	28.9
Improve playing ability	1	2.6	2.6	31.6
Increase participation in PGMSA, better putting greens, redo the PGM Center	1	2.6	2.6	34.2
Katke, core Business classes	1	2.6	2.6	36.8
Katke, Indoor practice facility	2	5.3	5.3	42.1
Mandatory social events	1	2.6	2.6	44.7
More classes related to the work experience books	1	2.6	2.6	47.4
More PGMSA programs	1	2.6	2.6	50.0
More tournament participation	1	2.6	2.6	52.6
PGM Center	1	2.6	2.6	55.3
PGM Center, practice facility	1	2.6	2.6	57.9
PGM practice facility, checkpoint/book preparation	1	2.6	2.6	60.5
PGMSA involvement, teaching sessions	1	2.6	2.6	63.2
PGMSA, Teaching classes, Club Repair	1	2.6	2.6	65.8
Poor College of Business	1	2.6	2.6	68.4
Practice facility	1	2.6	2.6	71.1
Practice facility @ PGM Center	1	2.6	2.6	73.7
Practice greens at Katke, PGM Center	1	2.6	2.6	76.3
Psychology of Teaching, English	1	2.6	2.6	78.9
Require more playing, more golf related courses	1	2.6	2.6	81.6
Sport Psychology Class	1	2.6	2.6	84.2
Teaching classes, GPTP study sessions	1	2.6	2.6	86.8
Teaching instruction, rules of golf, club repair	1	2.6	2.6	89.5
Teaching professionals, V1	1	2.6	2.6	92.1
Teaching, Club Repair, Physical Fitness	1	2.6	2.6	94.7
Tougher on freshmen, tested more on playing skills, club repair, tournament ops and teaching	1	2.6	2.6	97.4
Winter driving range, PGM practice center	1	2.6	2.6	100.0
Total	38	100.0	100.0	

**q17 Make program more effective**

		<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Valid		15	39.5	39.5	39.5
	A better playing atmosphere	1	2.6	2.6	42.1
	Be as involved as possible	1	2.6	2.6	44.7
	Collect more portfolio information when on internship	1	2.6	2.6	47.4
	Continue evolving with industry	1	2.6	2.6	50.0
	Develop teaching/instruction program	1	2.6	2.6	52.6
	Ferris is the PGM leader and I hope the prestige and professionalism continue.	1	2.6	2.6	55.3
	Free meter parking at PGM center	1	2.6	2.6	57.9
	Great opportunities to be successful	1	2.6	2.6	60.5
	Great program	1	2.6	2.6	63.2
	I like it the way it is	1	2.6	2.6	65.8
	Learn more and as much as you can about all aspects	1	2.6	2.6	68.4
	More checkpoint preparation	1	2.6	2.6	71.1
	More coursework at Ferris	1	2.6	2.6	73.7
	More diverse internships, PGA sections, Golf Tec, club companies	1	2.6	2.6	76.3
	More golf related courses	1	2.6	2.6	78.9
	Not have 19 PGM schools	1	2.6	2.6	81.6
	Required informative meetings	1	2.6	2.6	84.2
	Required tournaments	1	2.6	2.6	86.8
	Satisfactory	1	2.6	2.6	89.5
	Send as many students on PGA invited events to experience program	1	2.6	2.6	92.1
Tournaments with other PGM schools	1	2.6	2.6	94.7	
We are well prepared for the golf industry upon completion	1	2.6	2.6	97.4	
We do a lot of internships, I wish we could work longer	1	2.6	2.6	100.0	
<b>Total</b>		<b>38</b>	<b>100.0</b>	<b>100.0</b>	



**q18 Additional comments**

		<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Valid		17	44.7	44.7	44.7
	Excellent program, nice work Mr. Pinter!	1	2.6	2.6	47.4
	Fabulous program, incredible staff.	1	2.6	2.6	50.0
	Great program.	1	2.6	2.6	52.6
	I enjoyed my experience here and four years ago I never thought I would miss FSU.	1	2.6	2.6	55.3
	I loved my experience at the best PGM school in the country.	1	2.6	2.6	57.9
	Matt is God!	1	2.6	2.6	60.5
	Matt Pinter is the finest man I've ever met, he is the reason I came to Ferris.	1	2.6	2.6	63.2
	Mr. Pinter is excellent!	1	2.6	2.6	65.8
	Mr. Pinter is neat.	1	2.6	2.6	68.4
	Mr. Pinter is the man.	1	2.6	2.6	71.1
	Mr. Pinter provides us incredible opportunities.	1	2.6	2.6	73.7
	Overall, great program.	1	2.6	2.6	76.3
	Staff is great! Thank you!	1	2.6	2.6	78.9
	Thank you for all of your help and guidance through my years here!	1	2.6	2.6	81.6
	Thank you for everything!	1	2.6	2.6	84.2
	Thank you, Mr. Pinter!	1	2.6	2.6	86.8
	Thank you.	1	2.6	2.6	89.5
	Thanks for everything.	1	2.6	2.6	92.1
	Thanks, Mr. Pinter!	1	2.6	2.6	94.7
The program is well structured; however, I was unprepared for the little pay offered.	1	2.6	2.6	97.4	
Very good program.	1	2.6	2.6	100.0	
<b>Total</b>	<b>38</b>	<b>100.0</b>	<b>100.0</b>		

**Ferris State University**  
**Professional Golf Management**  
**Student Response Survey**

Please rate the following aspects of the Professional Golf Management Program:

<b>Facilities</b>	<b>Very Dissatisfied</b>	<b>Somewhat Dissatisfied</b>	<b>Somewhat Satisfied</b>	<b>Very Satisfied</b>
Professional Golf Management Office	1	2	3	4
Indoor Practice Facility	1	2	3	4
Club Repair Room	1	2	3	4
Katke Golf Course	1	2	3	4
Katke Golf Course Practice Facility	1	2	3	4
Katke Golf Course Clubhouse/Pro Shop	1	2	3	4
<b>Staff</b>				
Leadership of PGM Program	1	2	3	4
Leadership of Katke GC Head Professional	1	2	3	4
Leadership of Katke GC Superintendent	1	2	3	4
Helpfulness of PGM Program Staff	1	2	3	4
Helpfulness of Katke GC Head Professional	1	2	3	4
Helpfulness of Katke GC Superintendent	1	2	3	4

What aspects of the PGM program would you like to see improved?

Do you believe that the Ferris State PGM staff represents the program well?

Would the addition of a winter practice facility at Katke Golf Course benefit the PGM program?

Please list any additional comments or concerns:

**Ferris State University**  
**Professional Golf Management**  
**Student Response Survey**  
**Summary**

During PGA certification testing (July 25-28, 2008), juniors and seniors in the Professional Golf Management program were given a student response survey to address the facilities and staffing areas of the program. In total, 88 responses were given. The results are as follows:

**Facilities:**

(Scale of 1 to 4)

Professional Golf Management Office	3.784
Indoor Practice Facility	2.784
Club Repair Room	3.068
Katke Golf Course	2.545
Katke Golf Course Practice Facility	3.295
Katke Golf Course Clubhouse/Pro Shop	3.201

**Staff:**

Leadership of PGM Program	3.852
Leadership of Katke GC Head Professional	2.482
Leadership of Katke Superintendent	3.471
Helpfulness of PGM Program Staff	3.875
Helpfulness of Katke GC Head Professional	2.647
Helpfulness of Katke GC Superintendent	3.546

**Strengths:**

Helpfulness of PGM Program Staff	3.875
Leadership of PGM Program	3.852
Professional Golf Management Office	3.784

These three areas of the program speak highly of the dedication and support of the PGM staff on campus. The PGM coordinator, administrative assistant, and secretary have shown tremendous passion and concern for the success of every PGM student. This is an area that must be maintained in order for the program to continue its success.

**Weaknesses:**

Leadership of Katke GC Head Professional	2.482
Katke Golf Course	2.545
Helpfulness of Katke GC Head Professional	2.647

This is an area of concern that should be addressed.

**Aspects PGM students would like to see improved:**

- Teaching Aides (2)
- Winter Practice Facility (7)
- Lower Tuition Rates (3)
- Katke Golf Course Maintenance (10)
- Katke Golf Course Head Professional (6)
- PGMSA Participation (6)
- Study Sessions for Checkpoint (2)
- Internship Placement (4)
- Golf Specific Classes (6)
- Club Repair Equipment (3)

**Do you believe that the Ferris State PGM staff represents the program well?**

(84 responses)

Yes – 84      100%

No – 0      0%

**Would the addition of a winter practice facility at Katke Golf Course benefit the PGM program?**

(82 responses)

Yes – 73      89%

No – 9      11%

## **Facilities and Equipment**

The PGM programs facilities have experienced continual upgrades over the past five years. The golf facility has made improvements to the golf course every year to include, new tee boxes, additional paving of golf cart paths, and improvements to the driving range. There are two dedicated computers to the PGM program at the golf course and a state of the industry video system for the students to use. The PGM center also maintains a club repair and fitting room with current technology for the students to learn on.

Over the past three years through donations the PGM program has acquire a golf library containing a wealth of golf specific books for PGM students to use. This resource is located at the PGM center and students are encouraged to take advantage of this resource.

The PGM office is scheduled for an upgrade this year with new carpet and office furniture, which will be a much needed replacement to the existing décor.

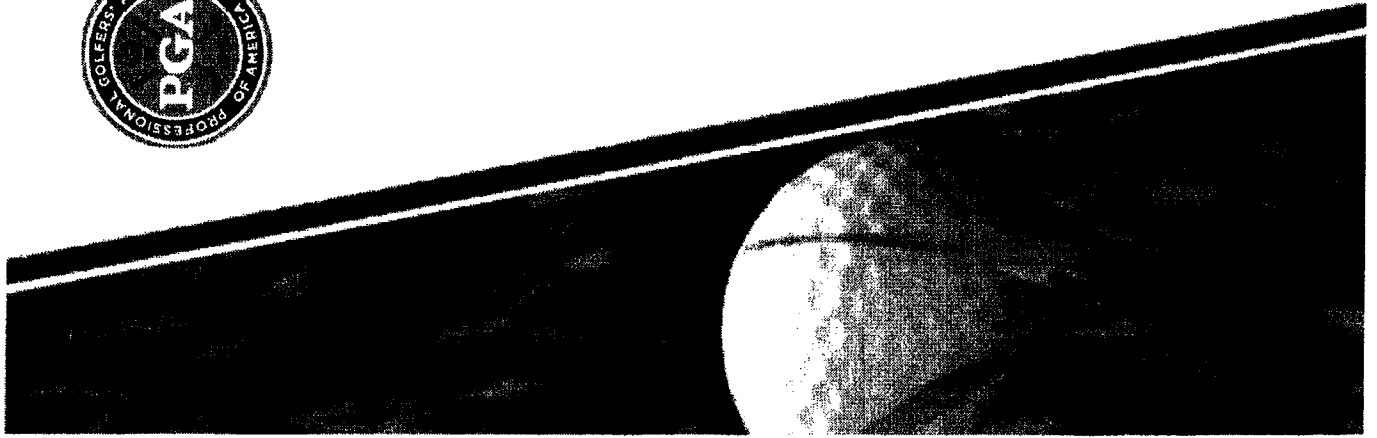
As a member of the PGA accreditation team and PGA member for the past 27 years I have had the opportunity to visit the majority of the sanctioned PGM Schools and review their facilities. I can personally attest to the fact that the Ferris facilities for the PGM program are the envy of the other programs.

The one area that could be improved on would be a heated hitting area housed at Katke Golf Course that PGM students could use during the winter months. Ferris would be looking at an investment (current time) of approximately \$65,000 to add such a facility at this time.



**PGA**<sup>TM</sup>

# PGA EMPLOYMENT



# POPULATION GEOGRAPHY

Region	2002 U.S. Population	% Total 2002 Population	2007 U.S. Population	% Total 2007 Population	% Change 2002-2007
<b>United States</b>	287,888,021		301,621,157		4.8%
<b>Northeast</b>	54,128,785	18.8%	54,680,626	18.1%	1.0%
<b>Midwest</b>	65,094,788	22.6%	66,388,795	22.0%	2.0%
<b>South</b>	103,188,427	35.8%	110,454,786	36.6%	7.0%
<b>West</b>	65,476,021	22.7%	70,096,950	23.2%	7.1%

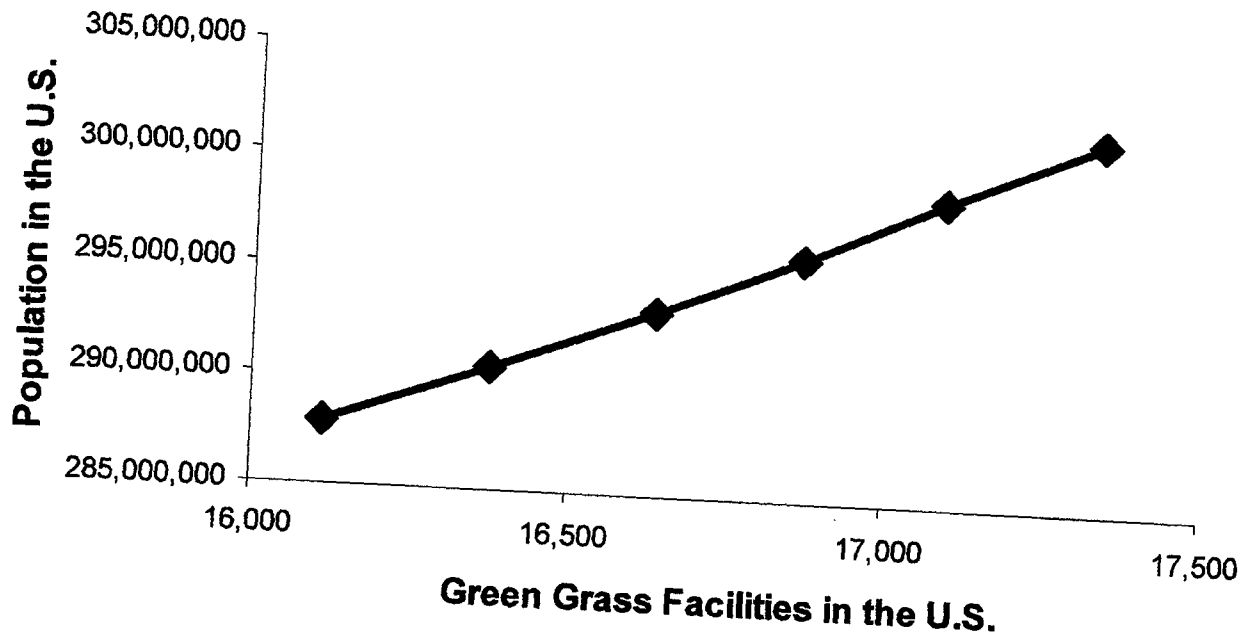
- Total US population grew by 13.7 million from 2002 to 2007.
- The population growth is taking place in the South (7.3 million) and West (4.6 million).



# FACILITIES AND POPULATION

There is an extremely strong positive correlation (0.999) between the number of green grass facilities in the U.S. and the U.S. population.

**Total Green Grass Facilities and Population in the U.S. from 2002 to 2007**





# MEMBER GEOGRAPHY

- The change in the members geographic distribution reflects that of the United States as Sections located in the south and west had the largest member increases.
- The Southwest Section had the largest increase in number of members (166) from 2002 to 2007.
- The big exception was Southern California which had a slight decrease in the number of members.

Section	July 1, 2002	July 1, 2007	Change
Southwest Section	854	1,020	166
South Florida Section	1,184	1,284	100
Carolinas Section	1,389	1,465	76
New England Section	717	792	75
Georgia Section	582	656	74
Colorado Section	504	577	73
North Florida Section	1,075	1,146	71
Unaffiliated Section	142	197	55
Metropolitan Section	520	569	49
Minnesota Section	396	445	49
Illinois Section	571	615	44
Southern Texas Section	554	594	40
Rocky Mountain Section	143	181	38
Utah Section	201	236	35
Philadelphia Section	614	645	31
Middle Atlantic Section	773	803	30
Southern Ohio Section	389	419	30
Wisconsin Section	330	360	30
Northern California Section	792	820	28
New Jersey Section	309	336	27
Tri-State Section	277	303	26
Aloha Section	165	191	26
Kentucky Section	217	242	25
South Central Section	339	357	18
Pacific Northwest Section	803	820	17
Sun Country Section	138	154	16
Indiana Section	412	426	14
Connecticut Section	278	290	12
Iowa Section	178	190	12
Northern Ohio Section	366	377	11
Dixie Section	310	317	7
Northeastern New York Section	136	142	6
Michigan Section	716	719	3
Tennessee Section	402	404	2
Nebraska Section	165	167	2
Central New York Section	150	152	2
Western New York Section	205	200	(5)
Northern Texas Section	540	529	(11)
Southern California Section	1,172	1,159	(13)
Gateway Section	269	256	(13)
Gulf States Section	269	255	(14)
Midwest Section	245	230	(15)



# TYPES OF PGA FACILITIES

- Overall, PGA facilities increased by 6% from 2002 to 2007.
- This increase was due to the increase in the number of Non-Green Grass Facilities, which increased by 131% overall, while Green Grass Facilities decreased by 2% overall.

PGA Facility Type	FY 2002	FY 2007	Change in Number	Percent Change
Indoor Golf Center	66	200	134	203%
Golf Company	296	819	523	177%
Golf Retail Store	123	311	188	153%
Golf School/Golf Academy	185	220	35	19%
Resort	526	547	21	4%
Private	3,438	3,486	48	1%
Municipal/Military/University	1,878	1,879	1	0%
Golf Range	511	480	-31	-6%
Daily Fee/Semi-Private	3,532	3,289	-243	-7%
<b>All Facility Type Totals</b>	<b>10,555</b>	<b>11,231</b>	<b>676</b>	<b>6%</b>



# PGA MEMBERSHIP BY FACILITY TYPE

Facility Type	Member Count		Change
	July 1, 2002	July 1, 2007	
Private	5,633	6,212	579
Golf Companies	1,016	1,412	396
Golf Retail Store	132	351	219
Indoor Golf Center	78	232	154
Resort	979	1,030	51
Golf School	333	362	29
Muni/Mil/Univ	2,710	2,669	(41)
Golf Range	737	628	(109)
Daily Fee	4,490	4,347	(143)
Unknown	470	129	(341)
	<u>16,578</u>	<u>17,372</u>	<u>794</u>

- Most member jobs were added at Private facilities
- Golf Range and Daily fee had the largest member declines



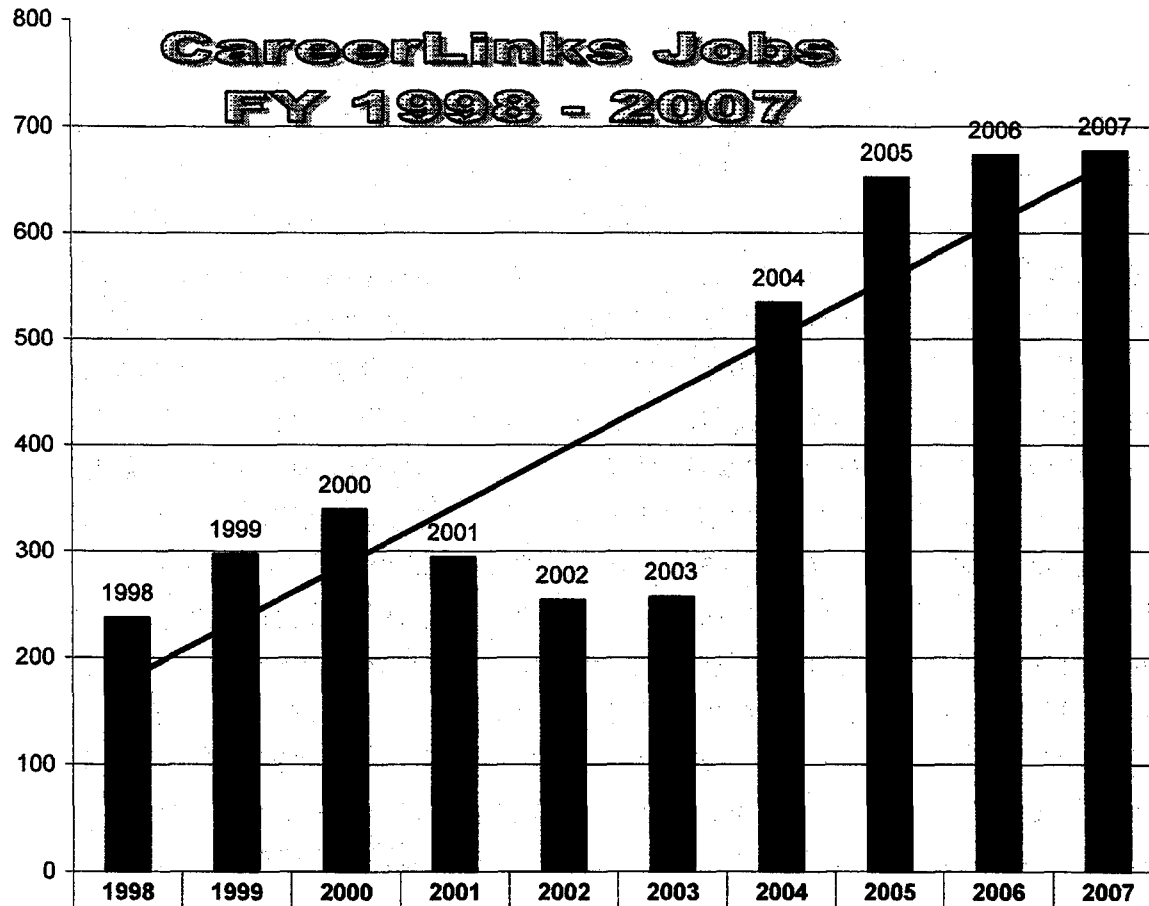
# MEMBERSHIP COUNT

CLASSIFICATION	FY 2002 COUNT	FY 2007 COUNT	NUMBER CHANGE	PERCENT CHANGE
A-4	859	1,418	559	65.1%
LM	2,289	2,660	371	16.2%
A-13	692	1,051	359	51.9%
A-14	292	649	357	122.3%
A-15	100	429	329	329.0%
A-8	2,886	3,079	193	6.7%
IN	405	573	168	41.5%
RM	0	120	120	*
A-20	196	284	88	44.9%
A-6	1,586	1,669	83	5.2%
A-9	282	355	73	25.9%
LMA	73	117	44	60.3%
A-12	78	118	40	51.3%
A-23	28	56	28	100.0%
A-19	59	72	13	22.0%
LMM	31	41	10	32.3%
A-17	10	19	9	90.0%
A-11	143	148	5	3.5%
A-21	83	88	5	6.0%
A-24	205	210	5	2.4%
A-10	24	28	4	16.7%
A-18	22	23	1	4.5%
LMMA	6	7	1	16.7%
A-5	15	15	0	0.0%
A-16	10	10	0	0.0%
A-22	5	4	-1	-20.0%
HM	6	5	-1	-16.7%
A-3	433	429	-4	-0.9%
MP	162	145	-17	-10.5%
A-7	88	48	-40	-45.5%
A-2	435	254	-181	-41.6%
F	461	148	-313	-67.9%
A-1	7,827	6,768	-1,059	-13.5%

- Largest Gains: A-4, A-13, A-14, A-15, A-8
- Largest Losses: A-1, A-2



# CAREERLINKS SEARCH



■ Total CareerLinks Jobs	237	297	339	294	254	257	534	652	673	677
--------------------------	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----



# CAREERLINKS TOP JOB SEARCHES

Job Title	FY02	FY03	FY04	FY05	FY06	FY07
Head Golf Professional	155	141	328	363	322	313
GM	28	31	42	64	75	74
Director of Golf	23	32	46	36	67	56
GM / HP	26	29	47	48	51	61
Other Positions	22	24	71	141	158	173

Other jobs include: Facility Owner, Asst. General Manager, Retail Management, Administrative, Program Manager, Section Executive Director, PGM Directors / Coordinators, etc.

# CAREERLINKS PREFERENCES

## Geographic Preference

- Since 2005 top 8 have stayed consistent:
  1. Carolinas
  2. South Florida
  3. Southwest
  4. Aloha
  5. North Texas
  6. Metropolitan
  7. Southern Cal
  8. Minnesota

## Facility Type Preference

- Since 2005 facility preference has stayed consistent
  1. Private
  2. Semi-private
  3. Resort
  4. Daily Fee
  5. Municipal

# TRENDS IN EXPANDED CAREER PATH MEMBERSHIP

CLASSIFICATION	JOB TITLE	FY02 COUNT	FY07 COUNT	PERCENT CHANGE
A-15	Owner/Mgr. PGA Retail Facility	100	429	329%
A-16	Golf Course Architect/Builder	10	10	0%
A-17	Golf Course Superintendent	10	19	90%
A-18	Golf Media	22	23	5%
A-19	Golf Manufacturer/Distributor Mgmt.	59	72	22%
A-20	Manufacturers Sales Rep.	196	284	45%
A-21	Tournament Director/Manager	83	88	6%
A-22	Rules Official	5	4	-20%
A-23	Club Fitting Specialist	28	56	100%
A-24	Other golf industry	<u>205</u>	<u>210</u>	<u>2%</u>
<b>TOTAL</b>		<b>718</b>	<b>1,195</b>	<b>66%</b>

- Among all membership, expanded career paths increased from 3.6% to 5.7% from 2002 to 2007.
- Within the expanded career paths only, growth in members increased by 66% from 2002 to 2007.
- The classifications with the most significant growth were A-15 and A-20 (329% and 45% respectively).



# Compensation and the Economy

<b>METRIC</b>	<b>2001</b>	<b>2006</b>	<b>% CHANGE</b>
<b>General Manager/COO</b>	<b>\$81,643</b>	<b>\$95,000</b>	<b>16.4%</b>
<b>Director of Golf</b>	<b>\$80,000</b>	<b>\$90,000</b>	<b>12.5%</b>
<b>Head Golf Professional</b>	<b>\$57,050</b>	<b>\$65,000</b>	<b>13.9%</b>
<b>Assistant Golf Professional</b>	<b>\$32,000</b>	<b>\$39,000</b>	<b>21.9%</b>
<b>U.S. Household Income</b>	<b>\$42,228</b>	<b>\$48,201</b>	<b>14.1%</b>
<b>CPI/Inflation</b>			<b>13.8%</b>
<b>U.S. Population</b>	<b>285,112,030</b>	<b>298,754,819</b>	<b>4.8%</b>

- PGA member compensation is strongly correlated with U.S. economy

# EXPAND CAREER PATH TOTAL COMPENSATION

Median Total Compensation	2003	2006	PERCENT CHANGE
A-15 Owner/Mgr. PGA Retail Facility	\$38,000	\$44,000	15.8%
A-16 Golf Course Architect/Builder	\$41,500	\$58,000	39.8%
A-17 Golf Course Superintendent	\$30,000	\$40,000	33.3%
A-18 Golf Media	\$45,000	\$46,000	2.2%
A-19 Golf Manufacturer/Distributor Mgmt.	\$55,000	\$75,000	36.4%
A-20 Manufacturers Sales Rep.	\$55,000	\$72,000	30.9%
A-21 Tournament Director/Manager	\$45,000	\$53,500	18.9%
A-22 Rules Official	*	*	*
A-23 Club Fitting Specialist	\$40,000	\$60,000	50.0%

# HEAD GOLF PROFESSIONAL COMPENSATION BY FACILITY TYPE

<b>Head Golf Professional-Median Total Compensation</b>	<b>2001</b>	<b>2005</b>	<b>% Change</b>
Private Member Owned	\$80,000	\$85,000	6.3%
Private Non-Equity	\$65,000	\$65,000	0.0%
Public Daily Fee	\$46,500	\$50,000	7.5%
Public Municipal	\$54,000	\$55,800	3.3%
Resort	\$49,500	\$53,000	7.1%
Semi-Private Member-Owned	\$54,600	\$55,800	2.2%
Semi-Private Non-Equity	\$47,500	\$50,000	5.3%

# PGA PGM & PGM University Compensation Comparison

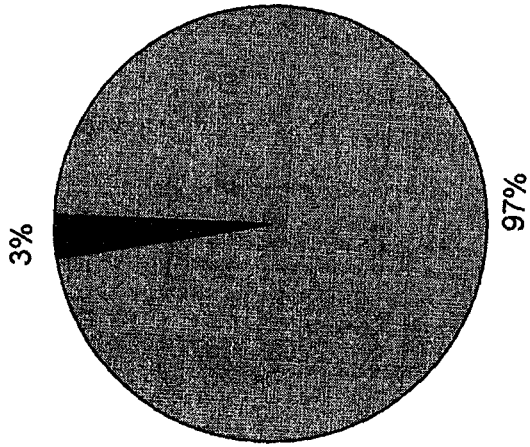
Job Title	PGA University (PGM)		PGA PGM (GPTP)	
	Age	First Year Income*	Age	First Year Income*
Head Golf Professional	27	\$51,000	32	\$49,750
Director of Golf	33	\$72,750	34	\$66,500

\*Median 2005 Income – PGA Compensation Study

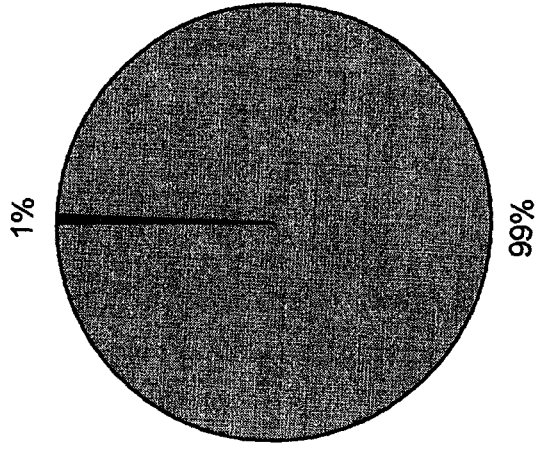


# PGA Professional Employment Rate

PGA Members - Active



PGA Apprentices



■ Employed  
■ Unemployed





---

# PGA Strategic Plan Supply & Demand Update November 2007

---



# PGA Strategic Snapshot

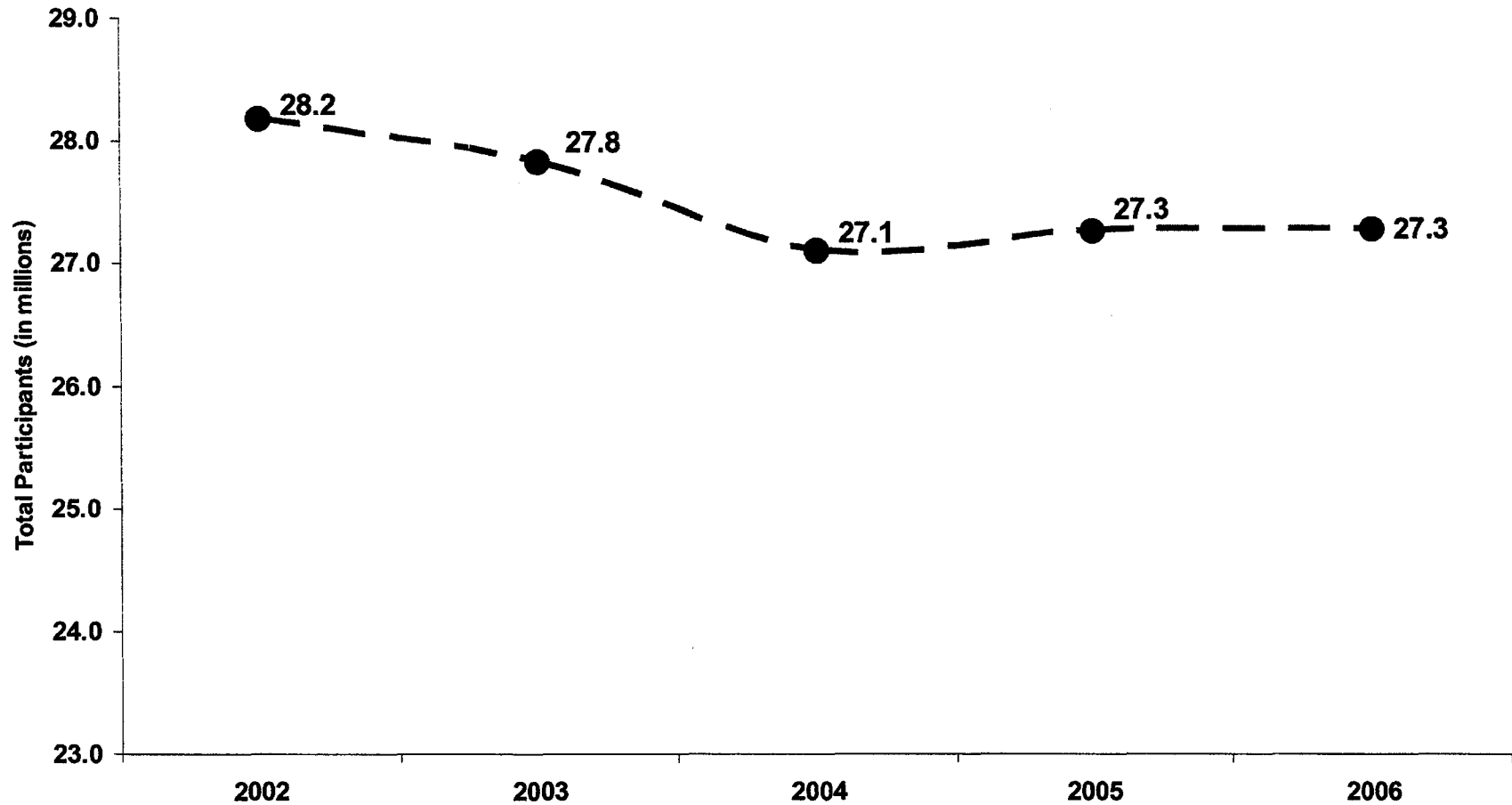
---

- **97% of PGA Member Professionals and 99% of PGA Apprentices are employed in the golf industry**
  - **Median PGA Professional compensation has increased over the prior year**
  - **Golfer demand has slowed contributing to slower facility growth, resulting in slower green grass job growth**
  - **PGA representation at facilities of 18+ holes is strong (72%), but has declined in last five years**
  - **70% of golf ranges, schools, indoor centers and off-course retailers do not employ PGA Professionals**
  - **The number of retiring life members will double over the next ten years increasing the demand for green grass professionals**
  - **PGA Member compensation increases as responsibility increases**
  - **Apprentice growth and new member elections follow green grass demand. 98% of apprentices and 95% of new members are in green grass jobs**
  - **PGM University grads represent 1 in 3 new member elections, earn 22% more than PGA PGM grads at same age, and attain first Head Professional jobs faster**
  - **Minority and women's growth is moderate and will not meet original PGA2011 goals**
-



# Five Year Trend on Golfers

---



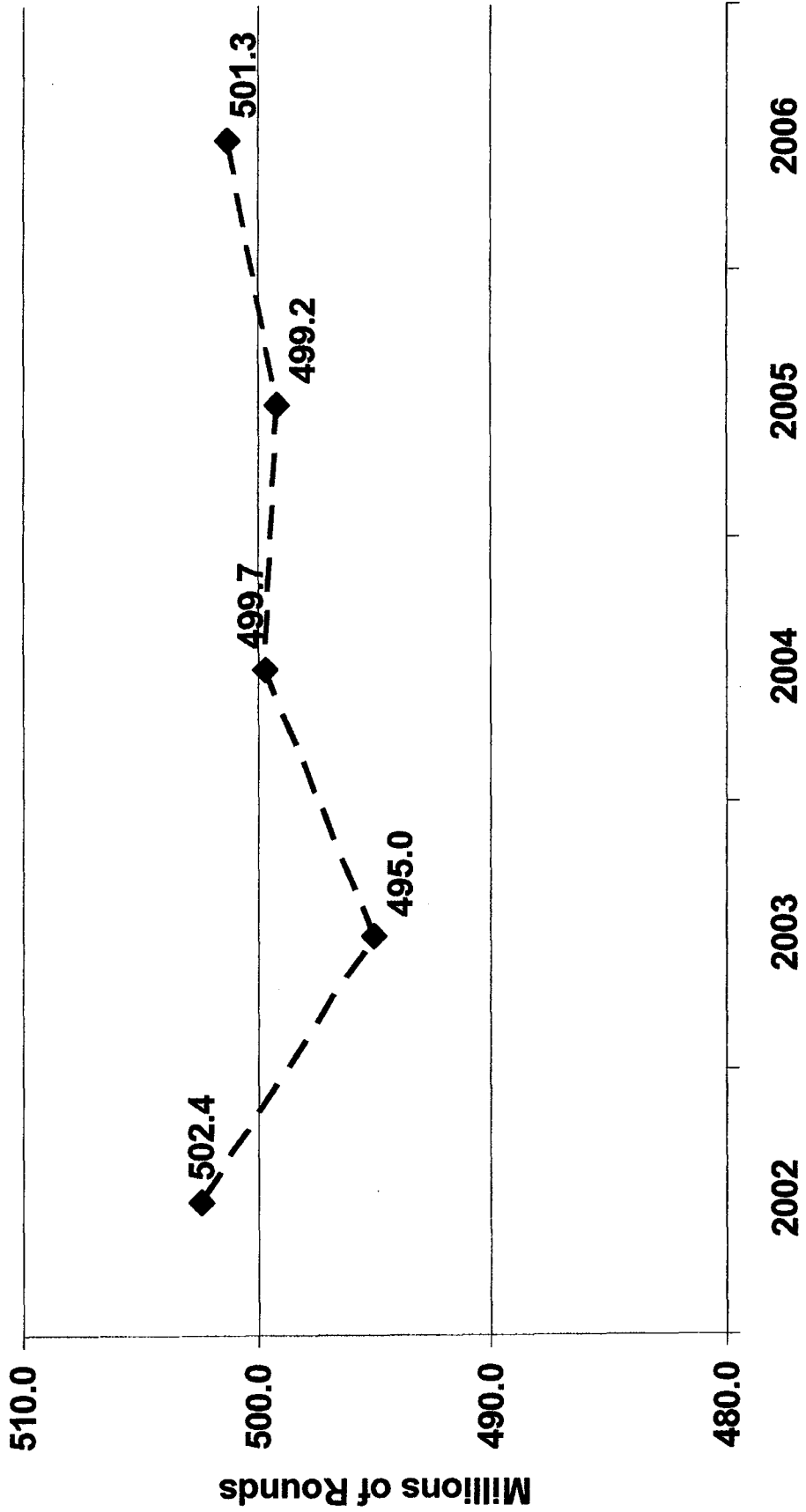
Total Number of Golfers based on blend of NGF, NSGA and SGMA reporting services

---





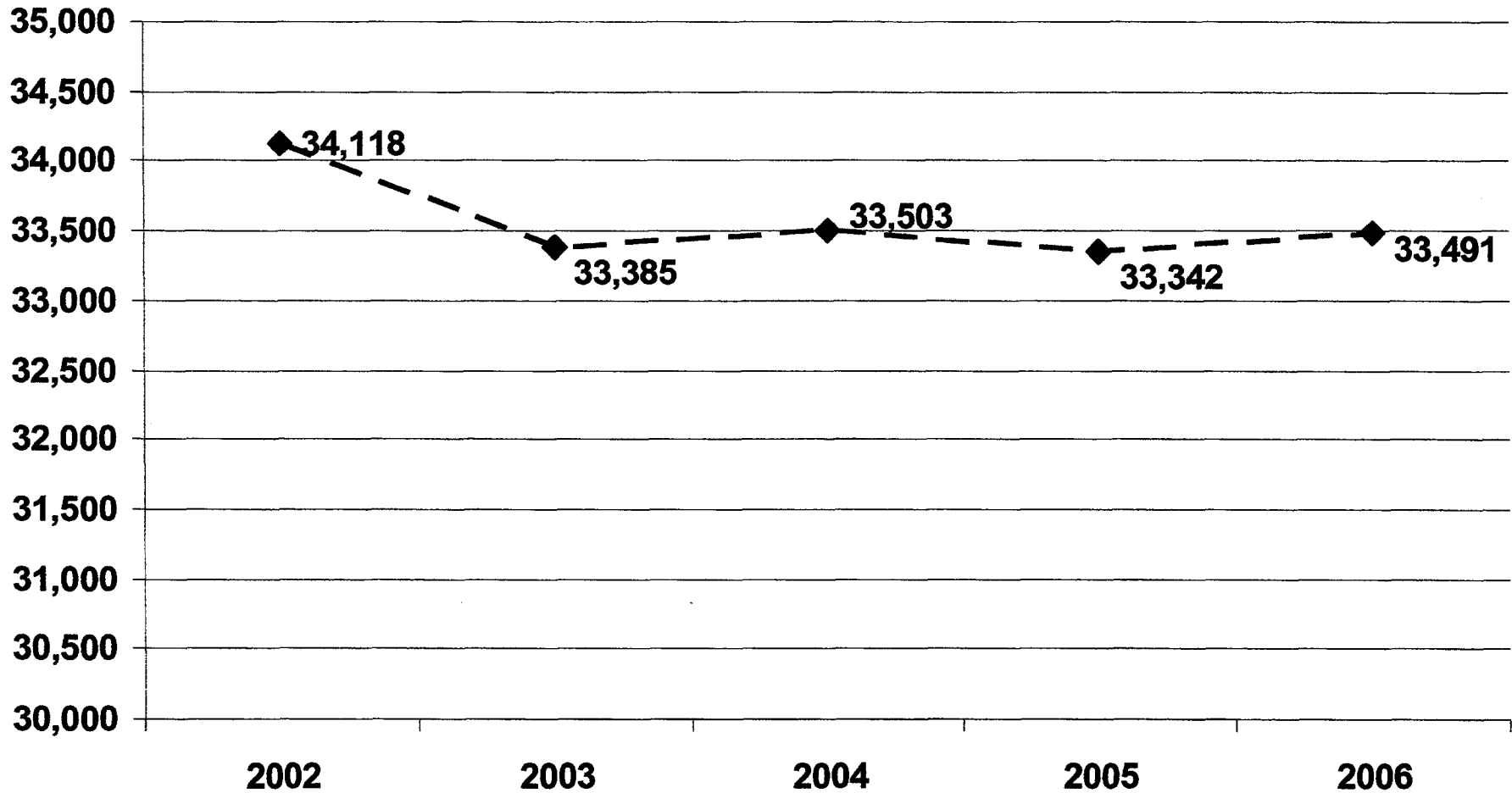
# Five Year Trend on Rounds Played





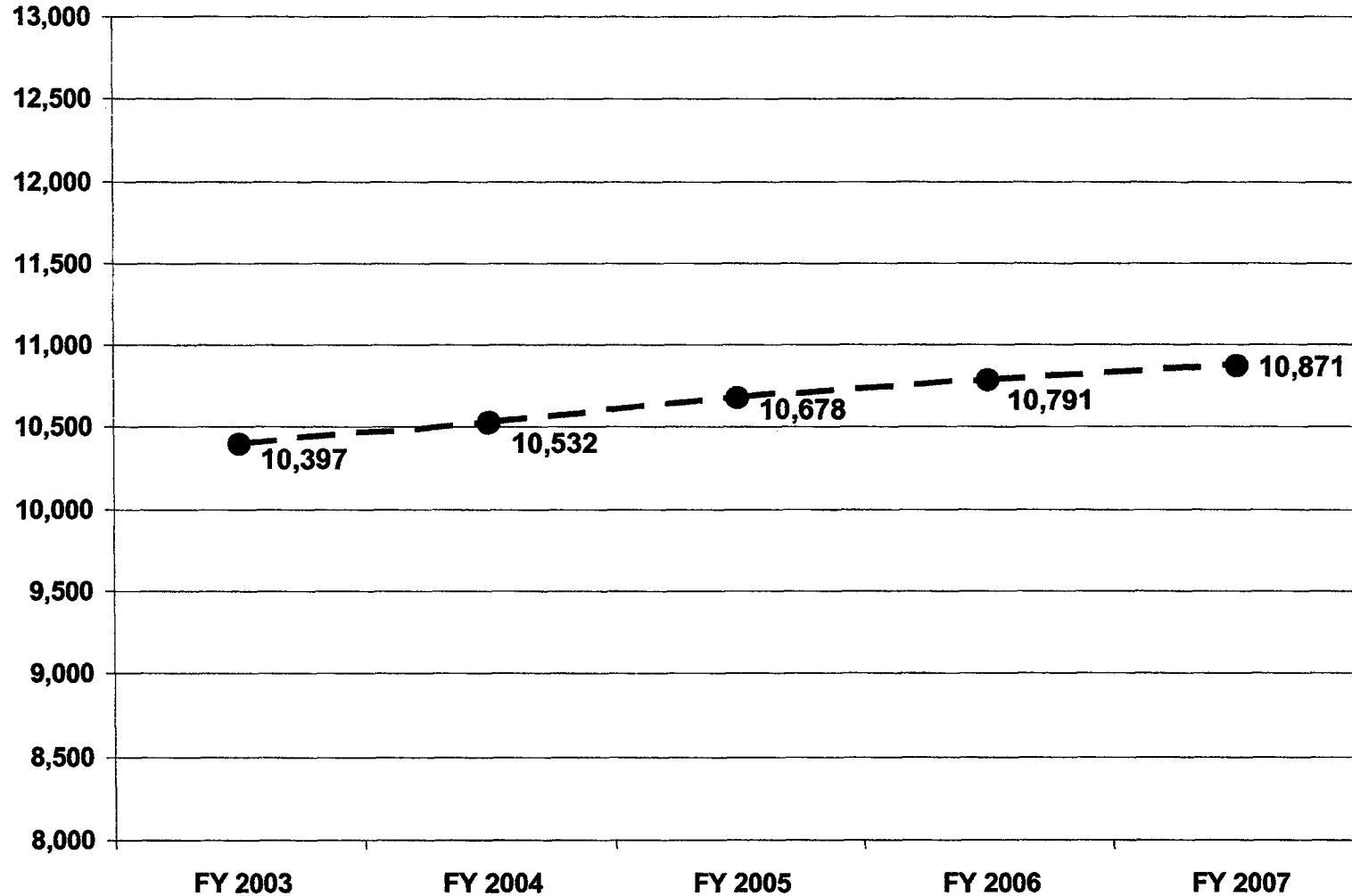
# Five Year Trend on Average Rounds Per Course

---





# Five Year Trend on Total # of 18+ Hole Facilities





# PGA Professional Employment

---

- **72% of the 10,775 golf course facilities with 18 or more golf holes employ PGA Professionals (12,534 PGA Members and 5,747 Apprentices)**
  - **While new facility development has slowed in the last two years, roughly 80% of the new facilities with 18 or more holes employ PGA Professionals**
  - **Only 22% of the 4,645 9-hole golf facilities employ PGA Professionals (1,103 PGA Members and 324 Apprentices)**
  - **Only 30% of the 3,874 alternative golf facilities, including off-course retail, employ PGA Professionals (1,376 PGA Members and 301 Apprentices)**
  - **As of July 1, 2007 there were 1,167 PGA Members and 139 Apprentices in an expanded career path classification**
  - **PGA Professional employment is very high as 97% of active PGA members and 99% of PGA Apprentices are currently employed in the golf industry**
-



# PGA Facility Penetration @ Facilities with 18+ Holes – June 2007

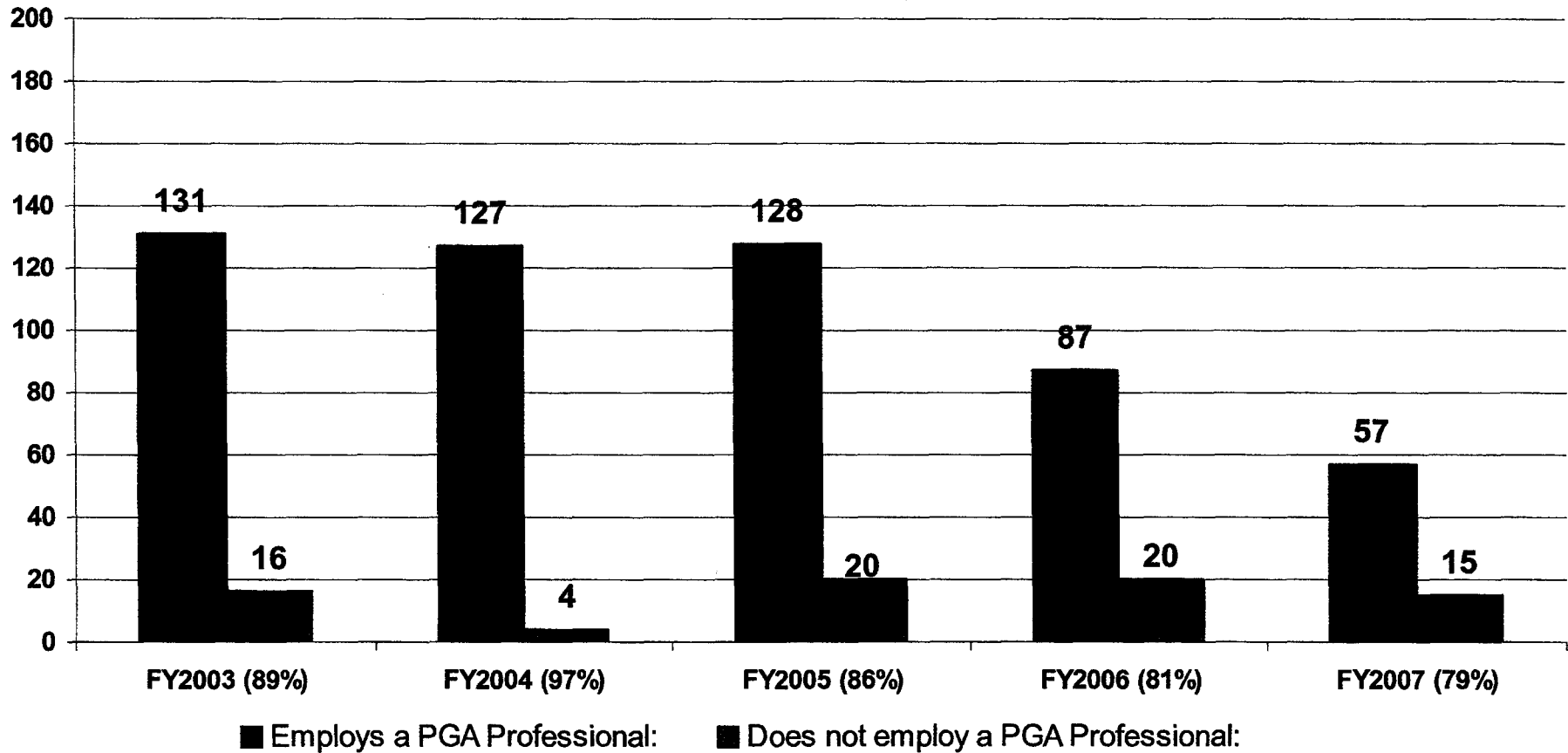
---

	<u>Percent with PGA Pro</u>	<u>Facilities w/ PGA Pro</u>	<u>Facilities w/o PGA Pro</u>	<u>Total Facilities</u>
<b><u>Golf Course Facilities:</u></b>				
Private Equity	87.3%	2,199	321	2,520
Private Non-Equity	85.3%	1,149	198	1,347
Daily Fee/Semi-Private	60.4%	3,034	1,991	5,025
Government/Municipal	72.2%	1,074	414	1,488
Other	74.2%	293	102	395
<b>Total</b>	<b>71.9%</b>	<b>7,749</b>	<b>3,026</b>	<b>10,775</b>
<b><u>By Number of Holes:</u></b>				
18 Holes	70.7%	6,777	2,811	9,588
27 Holes	75.5%	475	154	629
36 Holes	88.4%	397	52	449
45+ Holes	91.7%	100	9	109

As of 6/18/07



# PGA Presence at New 18+ Hole Facilities





# PGA Presence @ 9 Hole Facilities

---

<u>Facility Type:</u>	<u>Percent with PGA Pro</u>	<u>Facilities w/ PGA Pro</u>	<u>Facilities w/o PGA Pro</u>	<u>Total Facilities</u>
Private Equity	20.9%	230	871	1,101
Private Non-Equity	27.4%	71	188	259
Daily Fee/Semi-Private	19.0%	478	2,041	2,519
Government/Municipal	29.5%	203	484	687
Other	35.4%	28	51	79
<b>Total</b>	<b>21.7%</b>	<b>1,010</b>	<b>3,635</b>	<b>4,645</b>



# PGA Presence @ Alternative Golf Facilities

---

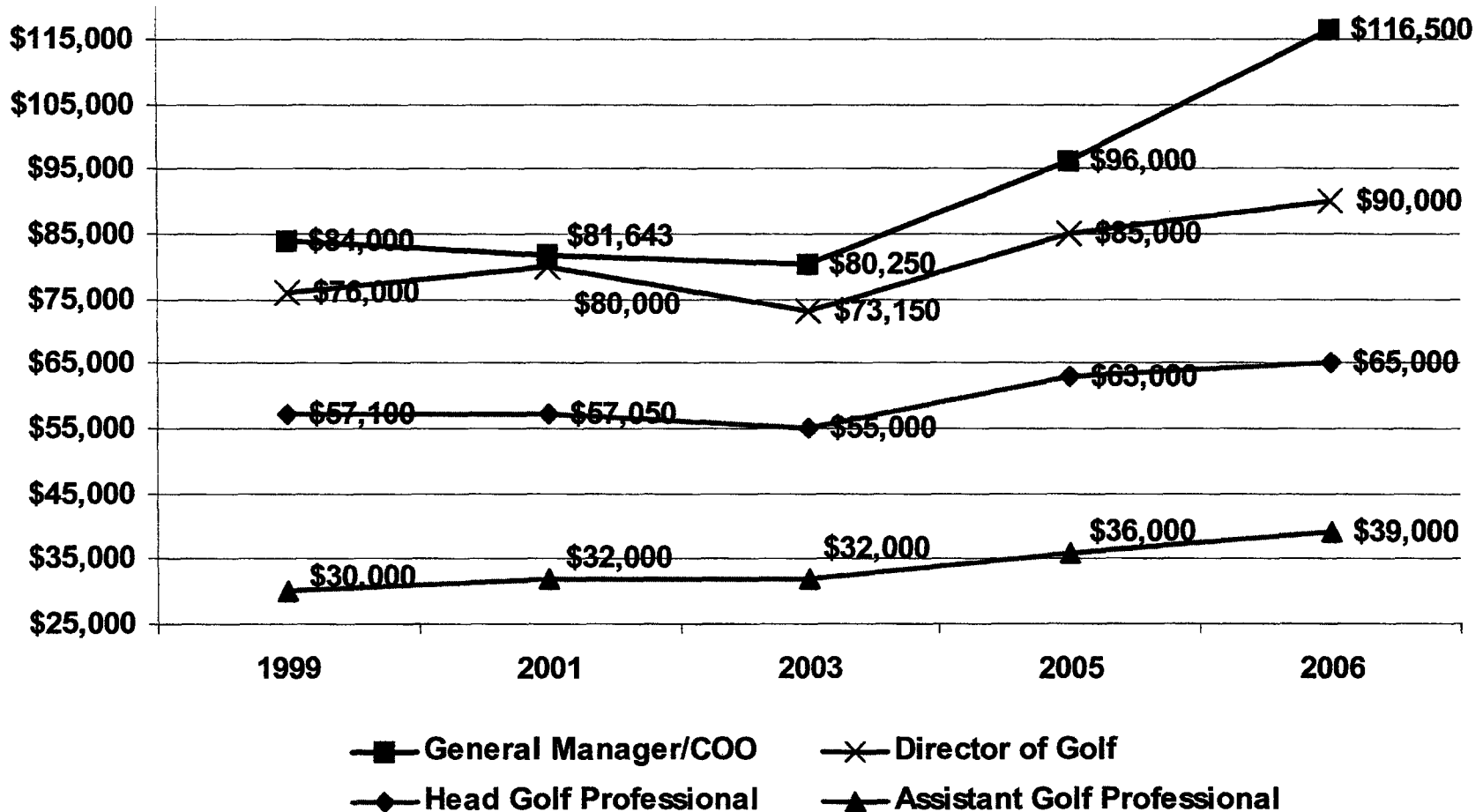
	<u>Percent with PGA Prof.</u>	<u>Facilities w/ PGA Prof.</u>	<u>Facilities w/o PGA Prof.</u>	<u>Total Facilities</u>
<b><u>Alternative/Other Facilities:</u></b>				
<b>Golf Range</b>	<b>35.1%</b>	<b>446</b>	<b>825</b>	<b>1,271</b>
<b>Golf School/Academy</b>	<b>41.4%</b>	<b>140</b>	<b>198</b>	<b>338</b>
<b>Indoor Golf Center</b>	<b>33.7%</b>	<b>90</b>	<b>177</b>	<b>267</b>
<b>Off Course Retail</b>	<b>19.2%</b>	<b>383</b>	<b>1,615</b>	<b>1,998</b>
<b>Other</b>	<b>8.1%</b>	<b>16</b>	<b>182</b>	<b>198</b>
<b>Total</b>	<b>30.2%</b>	<b>1,075</b>	<b>2,997</b>	<b>3,874</b>





# Compensation by Career Path

Median Total Compensation





# PGA PGM & PGM University Compensation Comparison

---

Job Title	PGA University (PGM)		PGA PGM (GPTP)	
	Age	First Year Income*	Age	First Year Income*
Head Golf Professional	27	\$51,000	32	\$49,750
Director of Golf	33	\$72,750	34	\$66,500

Median 2005 Income – PGA Compensation Study

---



# PGA Professional Growth

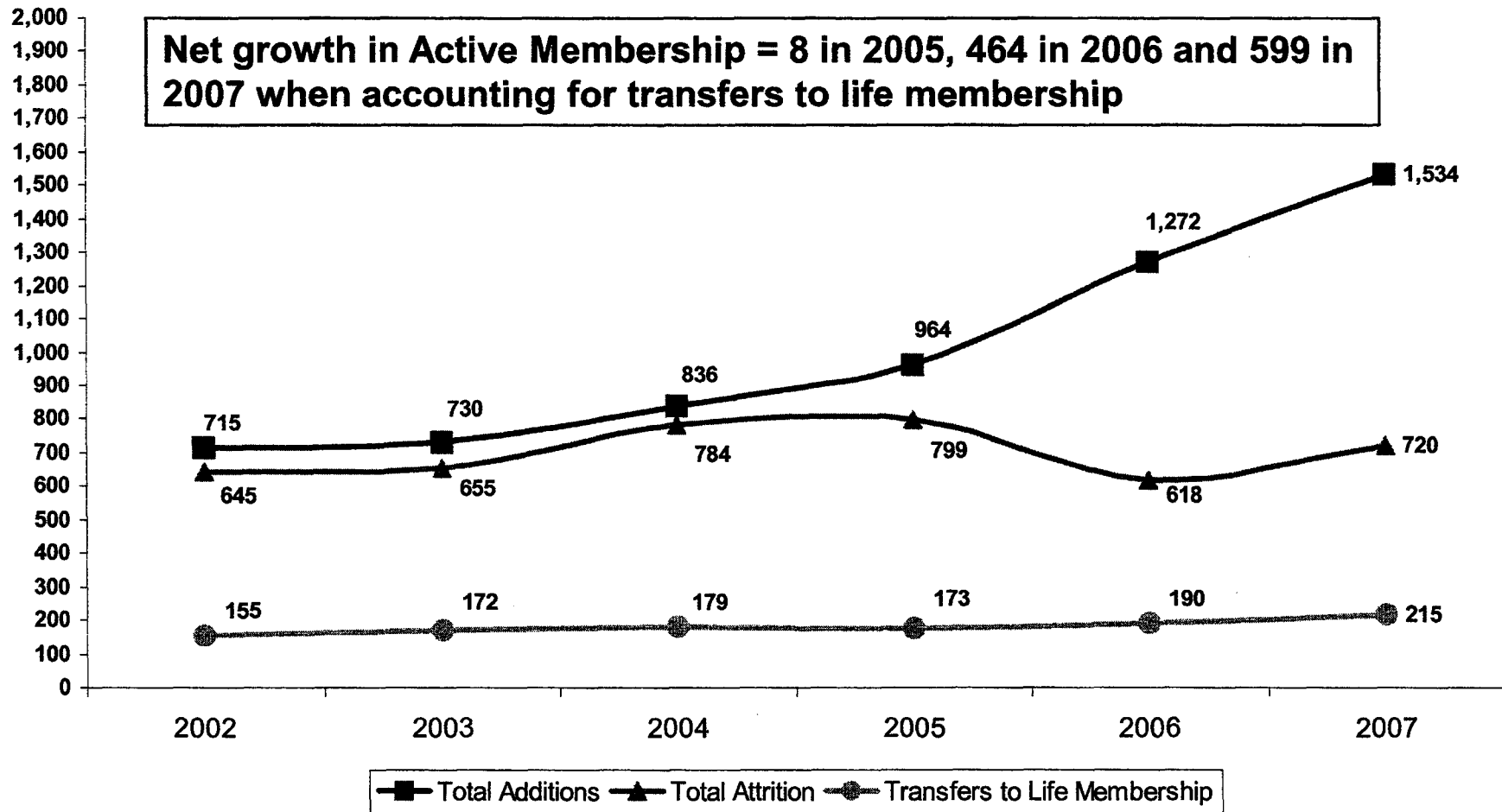
---

- After several years of flat membership growth, PGA membership additions reached a nine-year high of 1,534 in 2007, with a net gain of 599 professionals for the year
- 60% of the member elections (633 apprentices) in 2007 are through the PGA PGM Apprentice program
- Another 29% of member elections (304 students) are attributed to PGA University graduates
- As apprentice elections increase, total apprentices have decreased with total apprentices reaching a 7-year low
- PGM Universities reached record levels of total students, new students and graduates attaining PGA membership



# PGA Member Activity

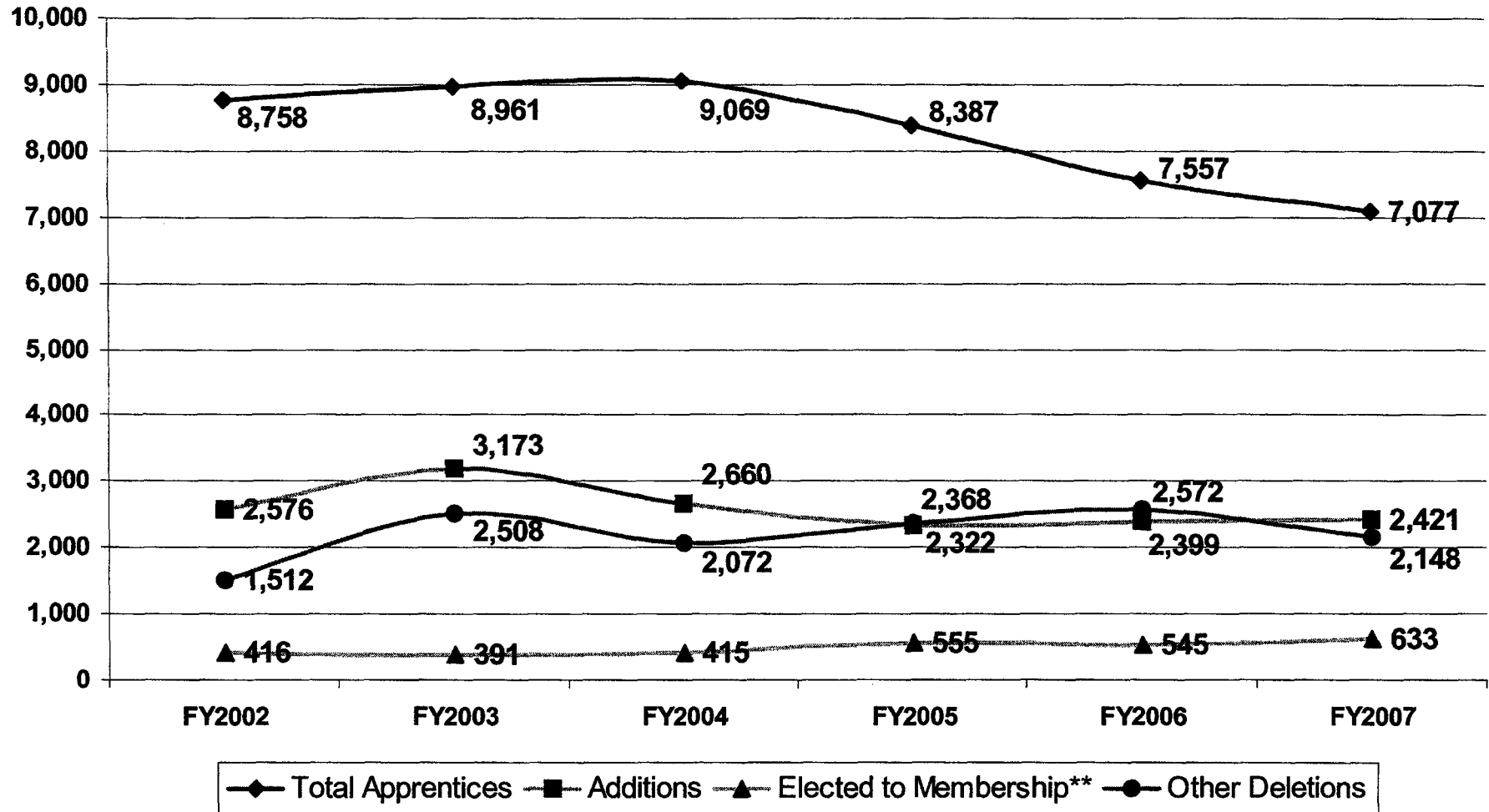
PGA Membership, Elections & Attrition



**Note: Additions include elections, re-instated and re-established**



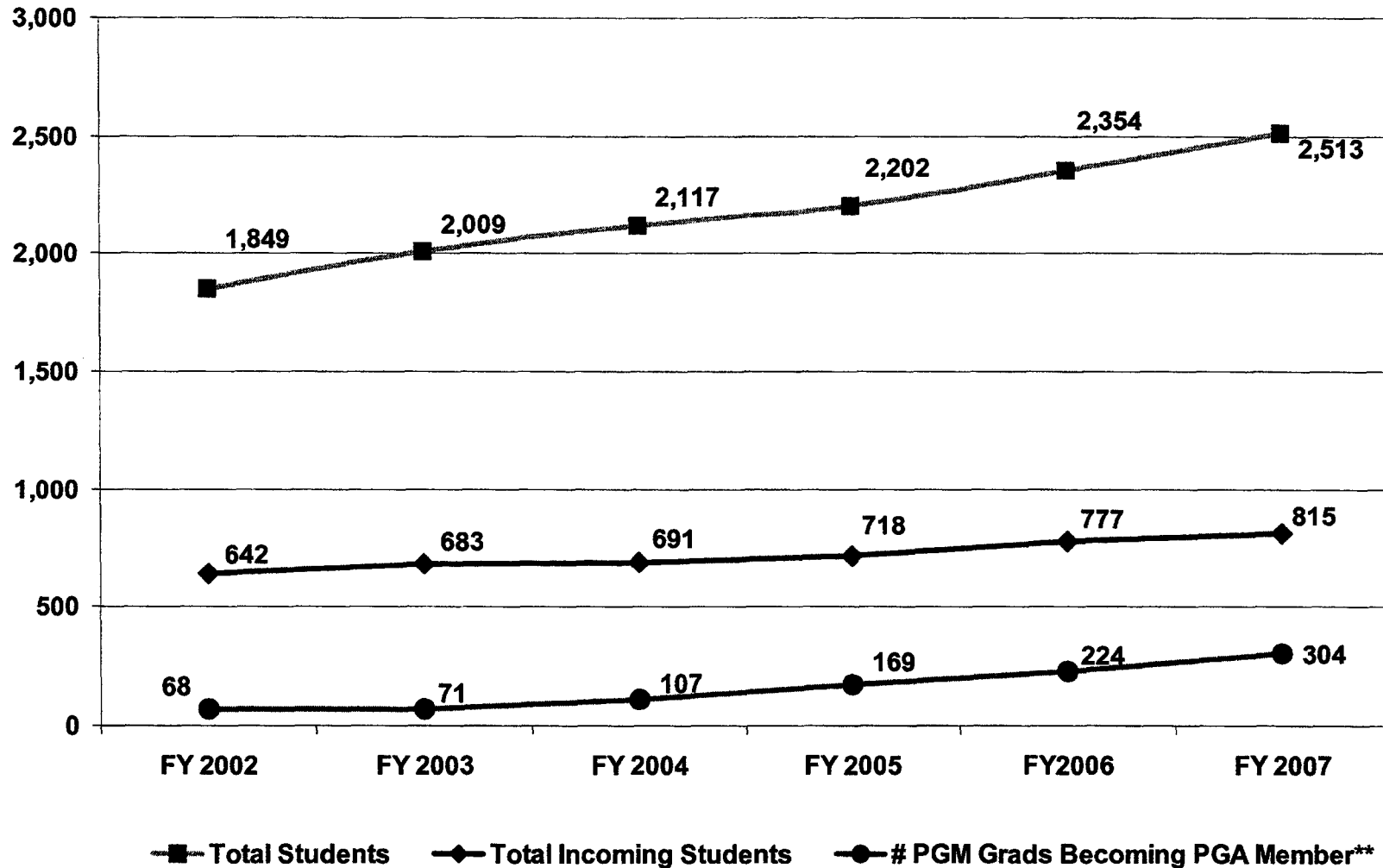
# PGA Apprentice Activity



**\*\*Elections to Membership excludes PGM Students who moved to Apprentice Classification prior to election**



# PGM Univ. Student Matriculation to Membership



\*\*Includes PGM Students who moved to Apprentice Classification prior to election



# PGA Professional Supply vs. Demand

---

- Non-member facilities with 18 or more golf holes provide the opportunity for an additional 4,636 PGA Member jobs and 2,096 Apprentice jobs
  - Non-member 9-hole facilities provide the opportunity for an additional 3,943 PGA Member jobs and 1,143 Apprentice jobs understanding that compensation is a factor
  - Non-member alternative facilities provide the opportunity for an additional 3,361 PGA Member jobs and 627 Apprentice jobs understanding that compensation is a factor
  - The combined opportunity at non-member facilities represents an additional 11,941 PGA Member jobs and 3,866 Apprentice jobs. The PGA would require an average of 1,580 new Professionals a year for 10 years to fill this completely
  - Over the next 10 years, the combination of 1,700 positions from retiring Life Members and a projected 1,400 positions at new facilities with 18 or more golf holes will increase demand for additional professionals at the rate of 310 positions per year
-



# PGA Professional Demand/ Opportunity @ 18+ Hole Facilities

## Total Demand Assuming 100% Penetration

<u>Facility Type:</u>		<u>Member Jobs</u>	<u>Apprentice Jobs</u>	<u>Total Jobs</u>
Private Equity		4,460	2,066	6,526
Private Non-Equity	Every 100 golf course facilities generates 232 PGA Professional Jobs	2,452	1,212	3,664
Daily Fee/Semi-Private		7,337	3,317	10,654
Government/Municipal		2,277	908	3,185
Other		<u>644</u>	<u>340</u>	<u>984</u>
<b>Total</b>		<b>17,170</b>	<b>7,843</b>	<b>25,013</b>





# PGA Professional Demand/ Opportunity @ 9-Hole Facilities

---

## Total Demand Assuming 100% Penetration

<u>Facility Type:</u>		<u>Member Jobs</u>	<u>Apprentice Jobs</u>	<u>Total Jobs</u>
Private Equity		1,101	308	1,409
Private Non-Equity	Every 100 9-hole facilities generates 140 PGA Professional Jobs	295	106	401
Daily Fee/Semi-Private		2,771	781	3,552
Government/Municipal		776	240	1,016
Other		<u>103</u>	<u>32</u>	<u>132</u>
<b>Total</b>		<b>5,046</b>	<b>1,467</b>	<b>6,513</b>

---



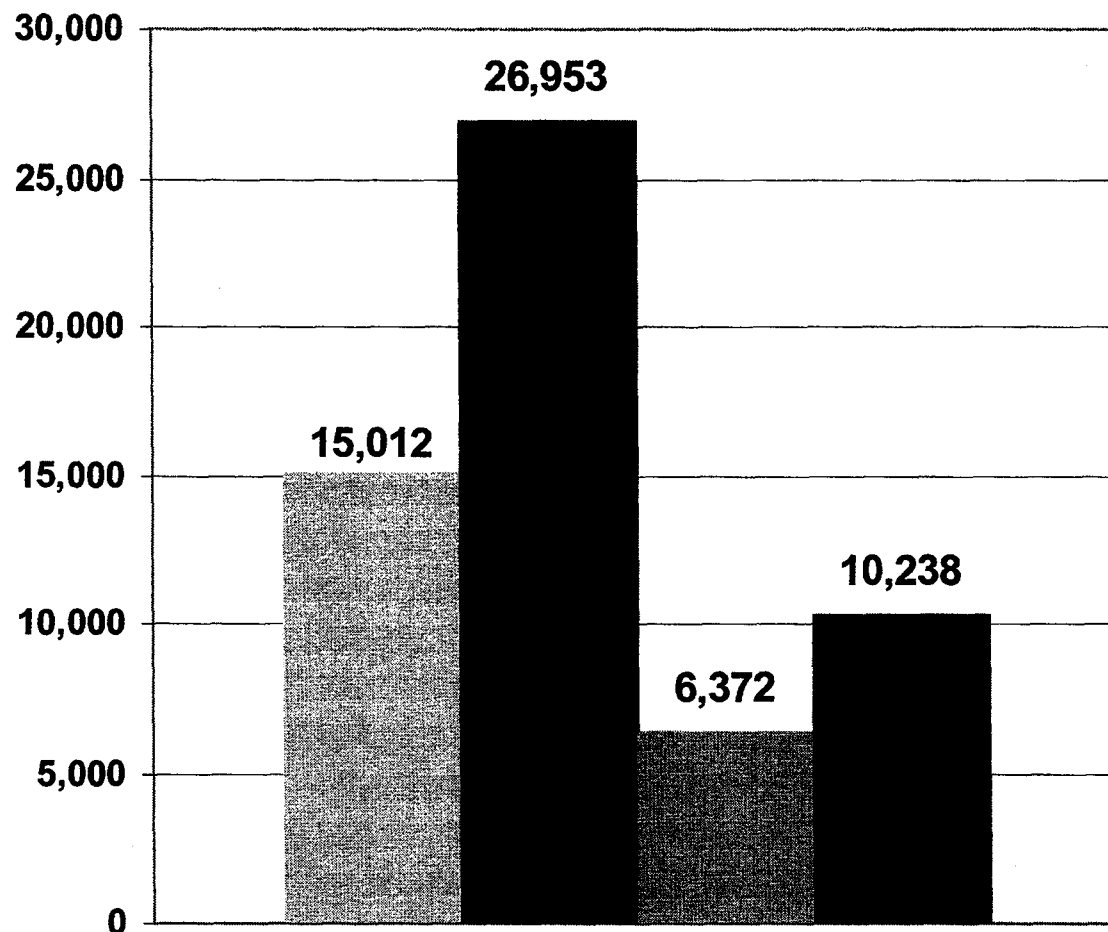
# PGA Professional Demand/ Opportunity @ Alternative Facilities

## Total Demand Assuming 100% Penetration

<u>Facility Type:</u>		<u>Member Jobs</u>	<u>Apprentice Jobs</u>	<u>Total Jobs</u>
<b>Golf Range</b>		<b>1,703</b>	<b>445</b>	<b>2,148</b>
<b>Golf School</b>	Every 100 alternative facilities generates 146 PGA Professional Jobs	<b>588</b>	<b>122</b>	<b>710</b>
<b>Indoor Golf Center</b>		<b>328</b>	<b>142</b>	<b>470</b>
<b>Off-Course Retail</b>		<b>2,118</b>	<b>219</b>	<b>2,337</b>
<b>Other</b>		<b><u>222</u></b>	<b><u>61</u></b>	<b><u>283</u></b>
<b>Total</b>		<b>4,737</b>	<b>928</b>	<b>5,665</b>



# Sum Total PGA Member Supply & Demand @ All Facilities



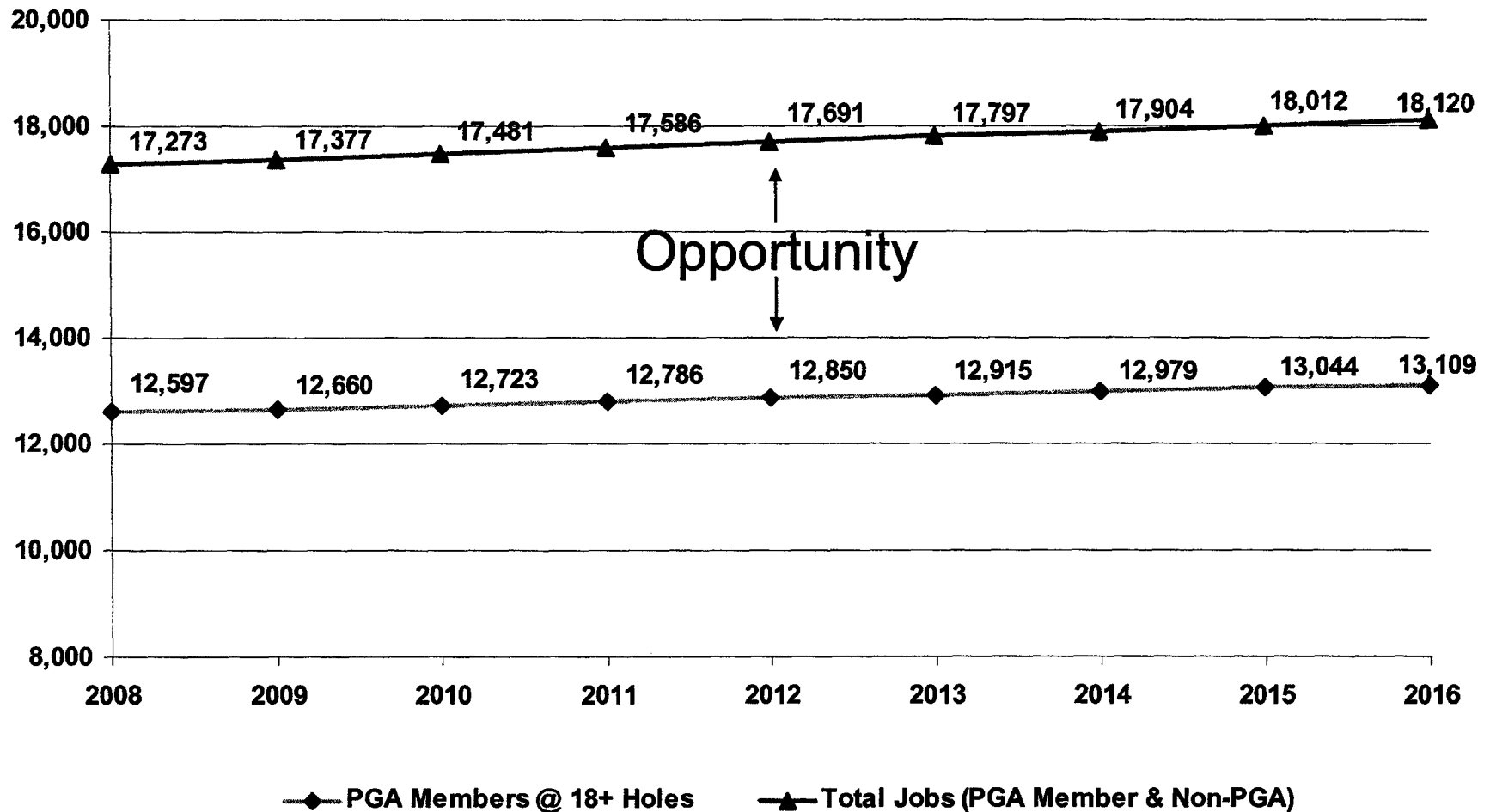
**Current Opportunity for 11,941 PGA Member Jobs & 3,866 Apprentice Jobs @ all facilities**

- # of PGA Members
- Potential Mbr. Jobs
- # of PGA Appr.
- Potential Appr. Jobs



# Member Supply & Demand @ 18+ Hole Facilities

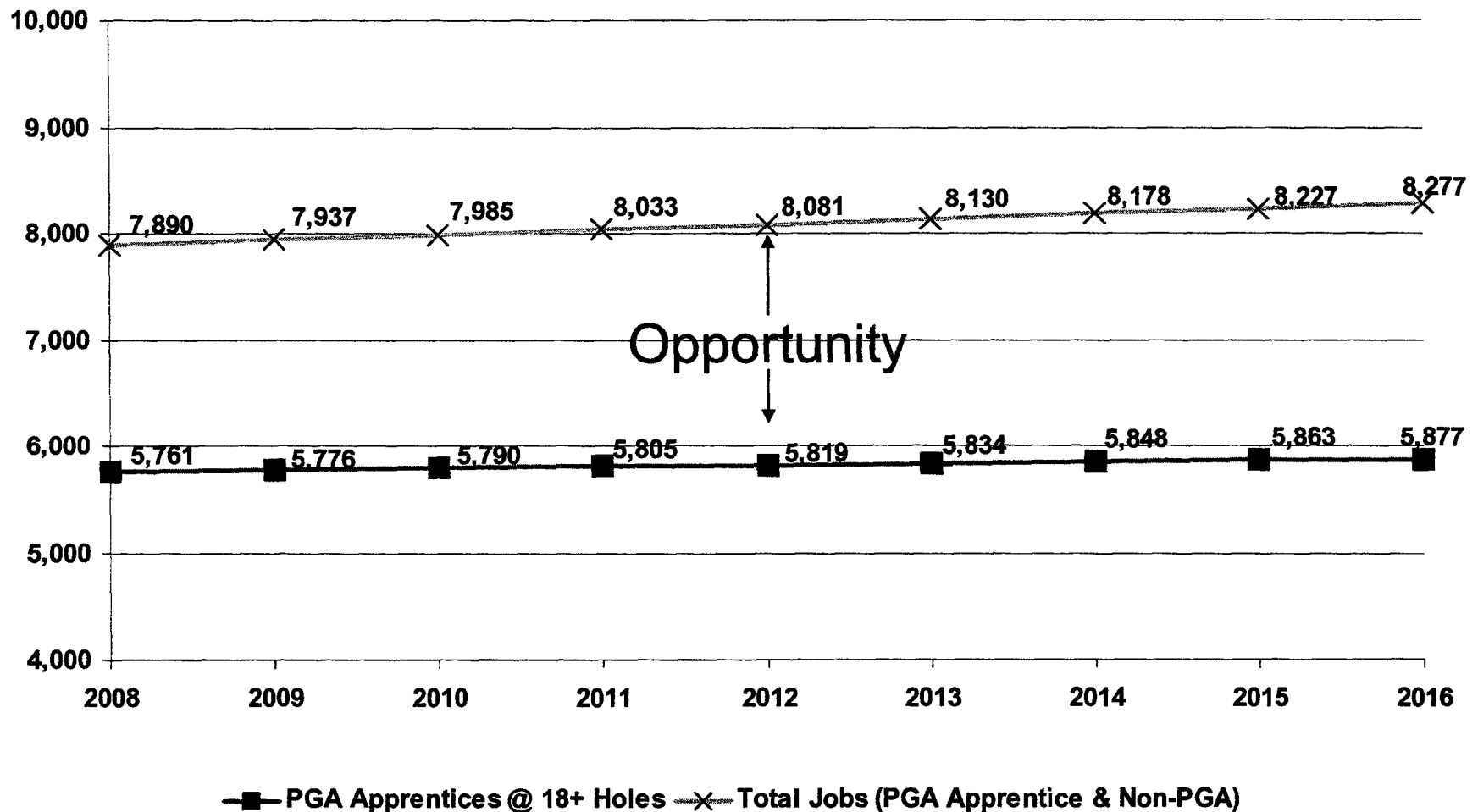
(Assuming Moderate Facility Growth ~ 66 Facilities/Year)





# Apprentice Supply & Demand @ 18+ Hole Facilities

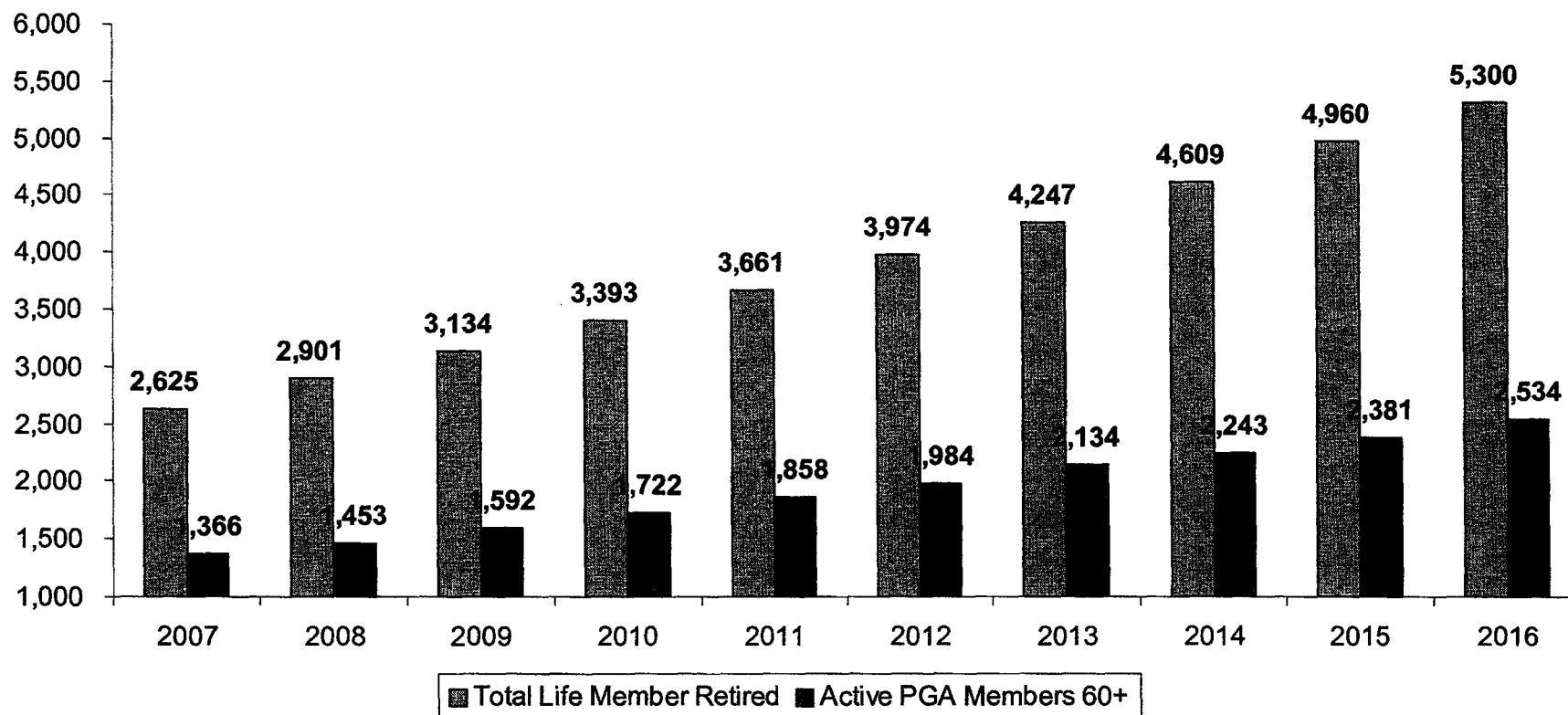
(Assuming Moderate Facility Growth ~ 66 Facilities/Year)





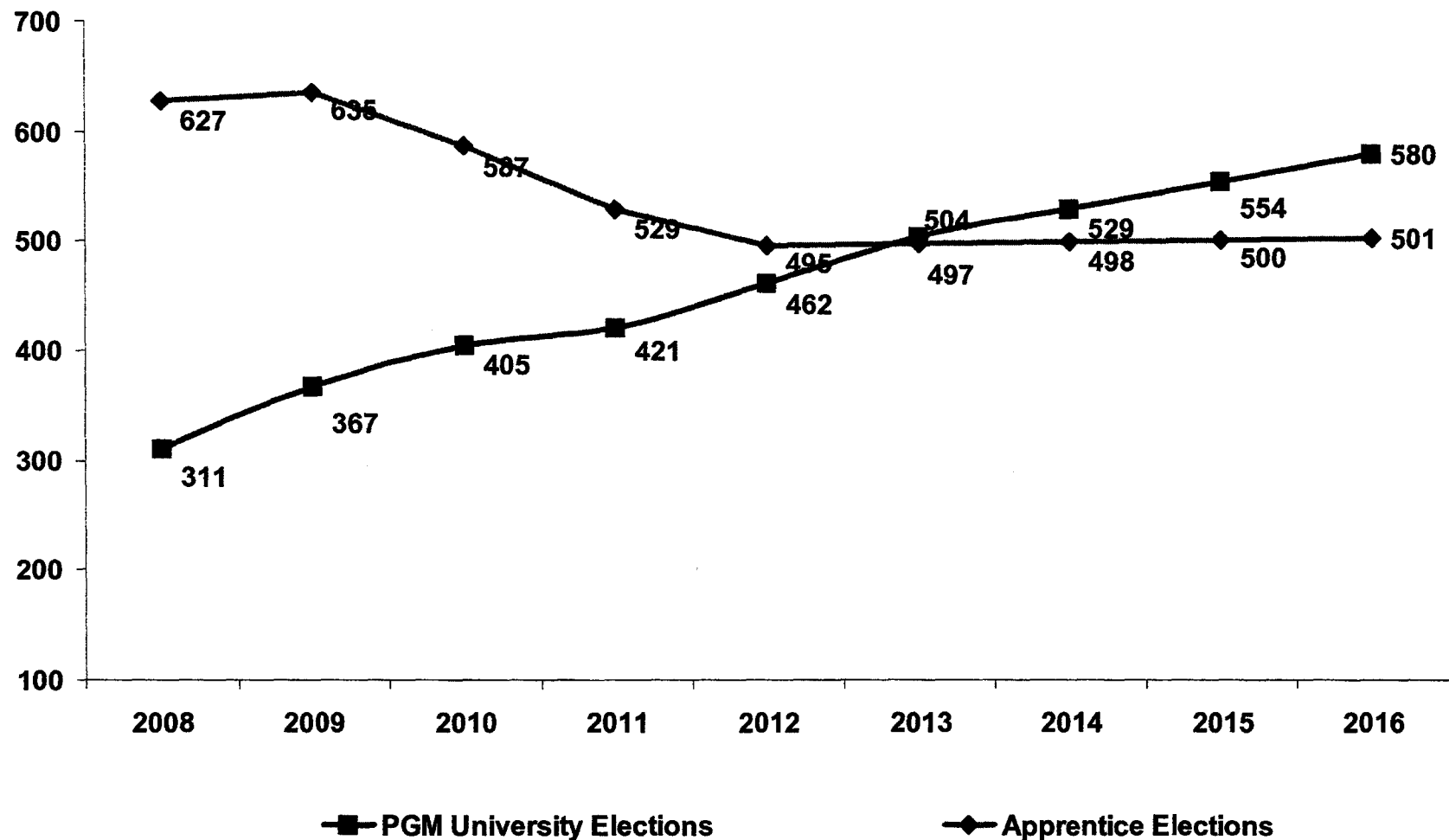
# PGA Life Member Projections

**PGA Life Members &  
Active Members Ages 60+  
2007-2016**





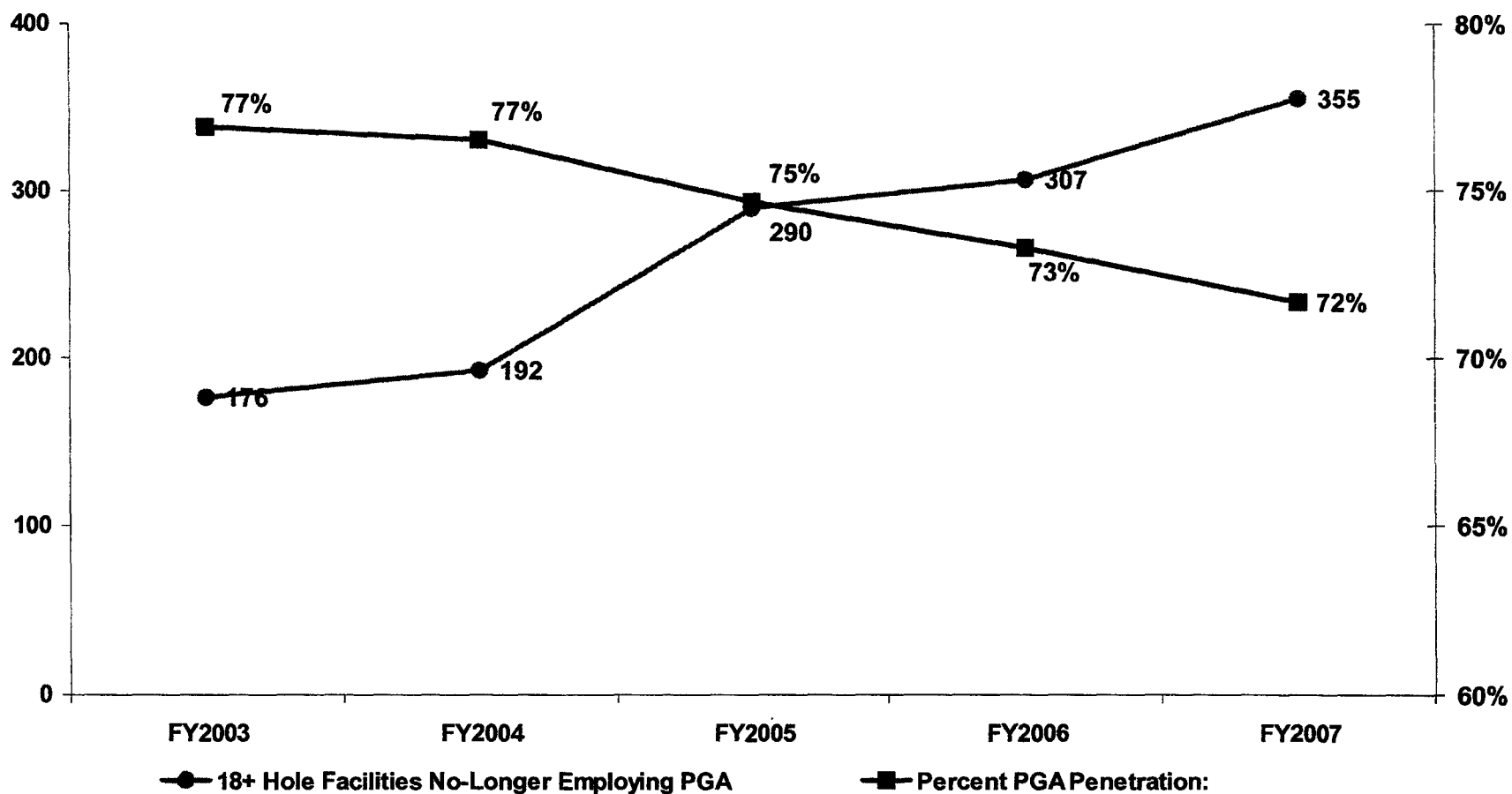
# PGA PGM & PGA University Election Estimates



Apprentice Elections represent 7% of Total Apprentices 5 years prior



# Why Is the PGA's Presence at 18 Hole Facilities Declining?







# # of Former PGA 18+ Hole Facilities – 2002 to 2007

---

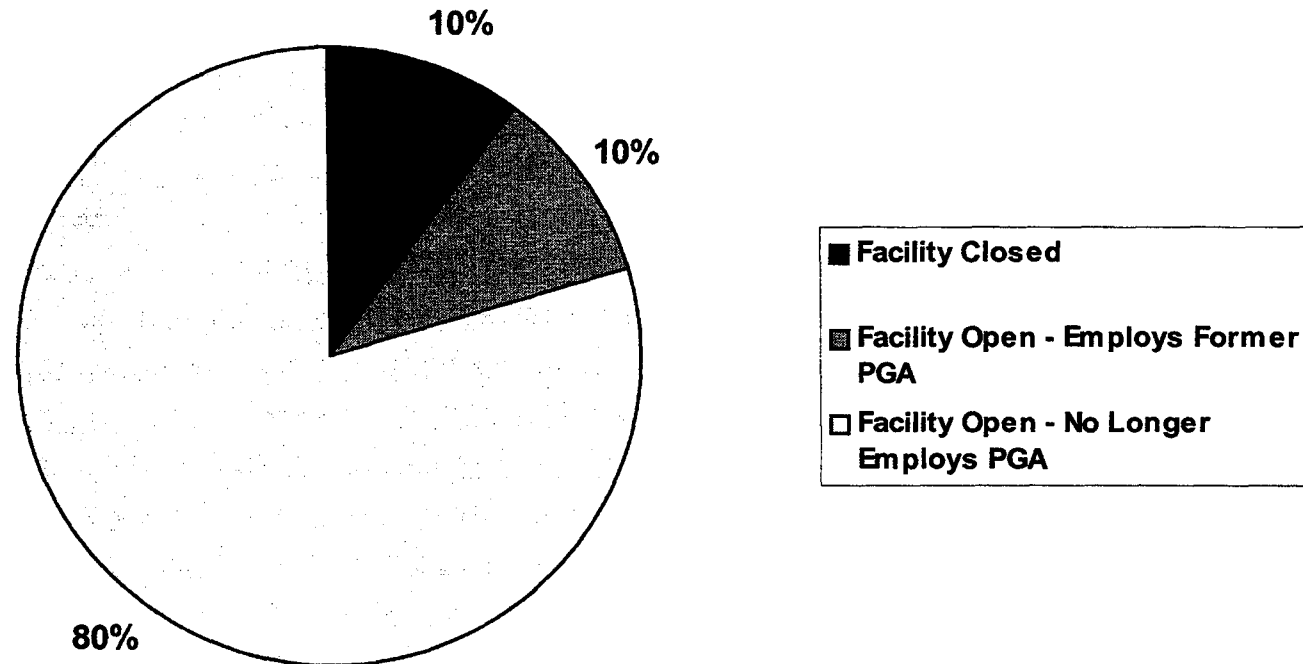
Aloha Section	9	Northeastern New York Section	11
Carolinas Section	103	Northern California Section	29
Central New York Section	22	Northern Ohio Section	53
Colorado Section	17	Northern Texas Section	34
Connecticut Section	13	Pacific Northwest Section	36
Dixie Section	31	Philadelphia Section	58
Gateway Section	39	Rocky Mountain Section	3
Georgia Section	51	South Central Section	44
Gulf States Section	41	South Florida Section	38
Illinois Section	31	Southern California Section	49
Indiana Section	46	Southern Ohio Section	24
Iowa Section	13	Southern Texas Section	53
Kentucky Section	29	Southwest Section	31
Metropolitan Section	20	Sun Country Section	9
Michigan Section	98	Tennessee Section	35
Middle Atlantic Section	51	Tri-State Section	43
Midwest Section	15	Unaffiliated Section	33
Minnesota Section	37	Utah Section	6
Nebraska Section	15	Western New York Section	22
New England Section	35	Wisconsin Section	41
New Jersey Section	18		
North Florida Section	72		

---



# Snapshot of Former PGA Facilities – Carolinas & South Florida PGA

---



Based on 129 Facilities in Carolinas and S. Florida Sections

Eight of ten facilities where we have lost membership no longer employ the PGA Professional

---



# Why PGA Minority and Women Membership is Important

---

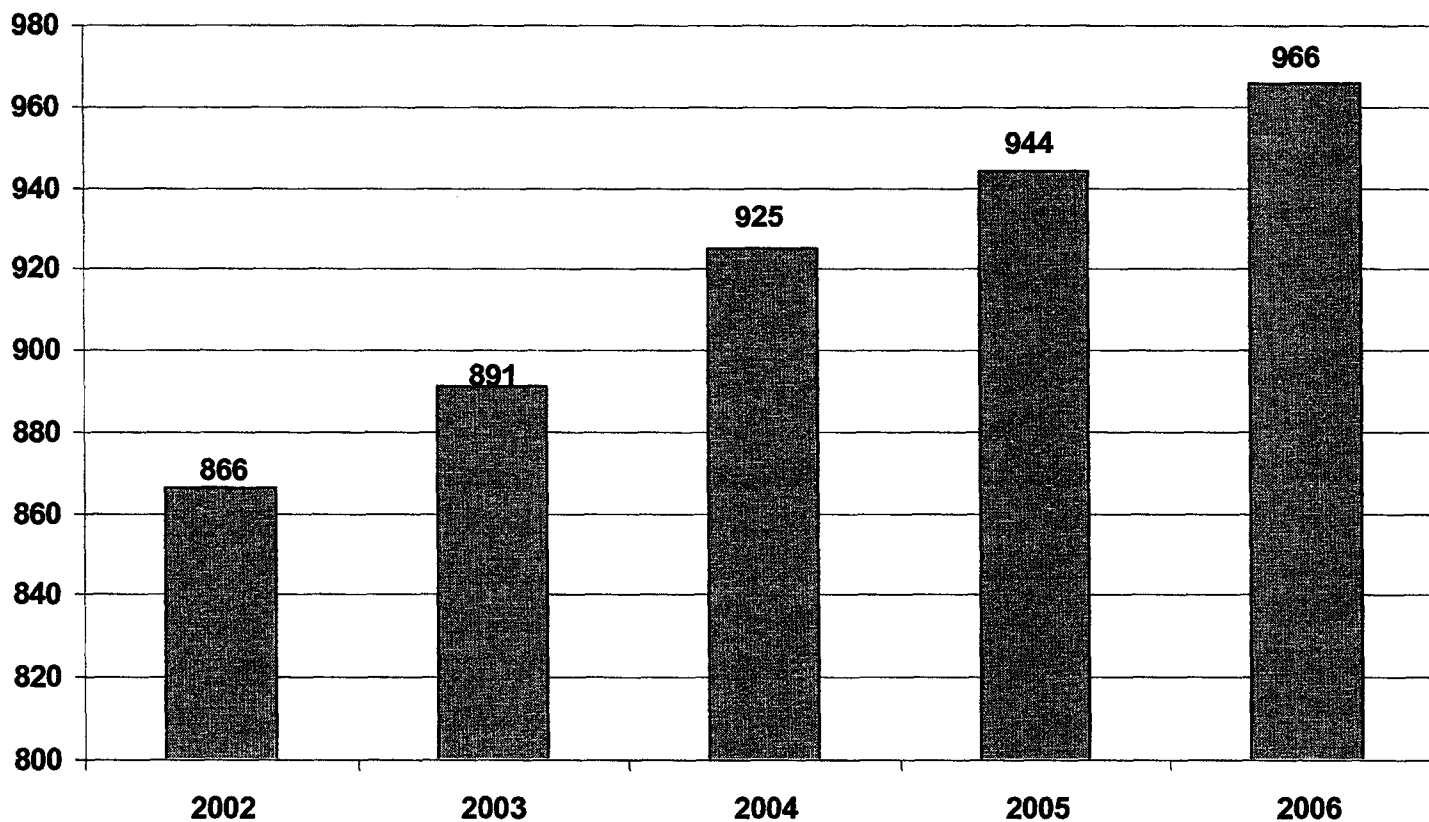
	All	Caucasian	African American	Asian American	Hispanic American
Men	19.6%	22.1%	7.4%	18.0%	6.9%
Women	5.2%	6.0%	3.4%	8.3%	2.1%



# Minority Professional Trend

Total Minority PGA Professionals  
2002-2006

12% increase in minority  
professionals from 2002-06

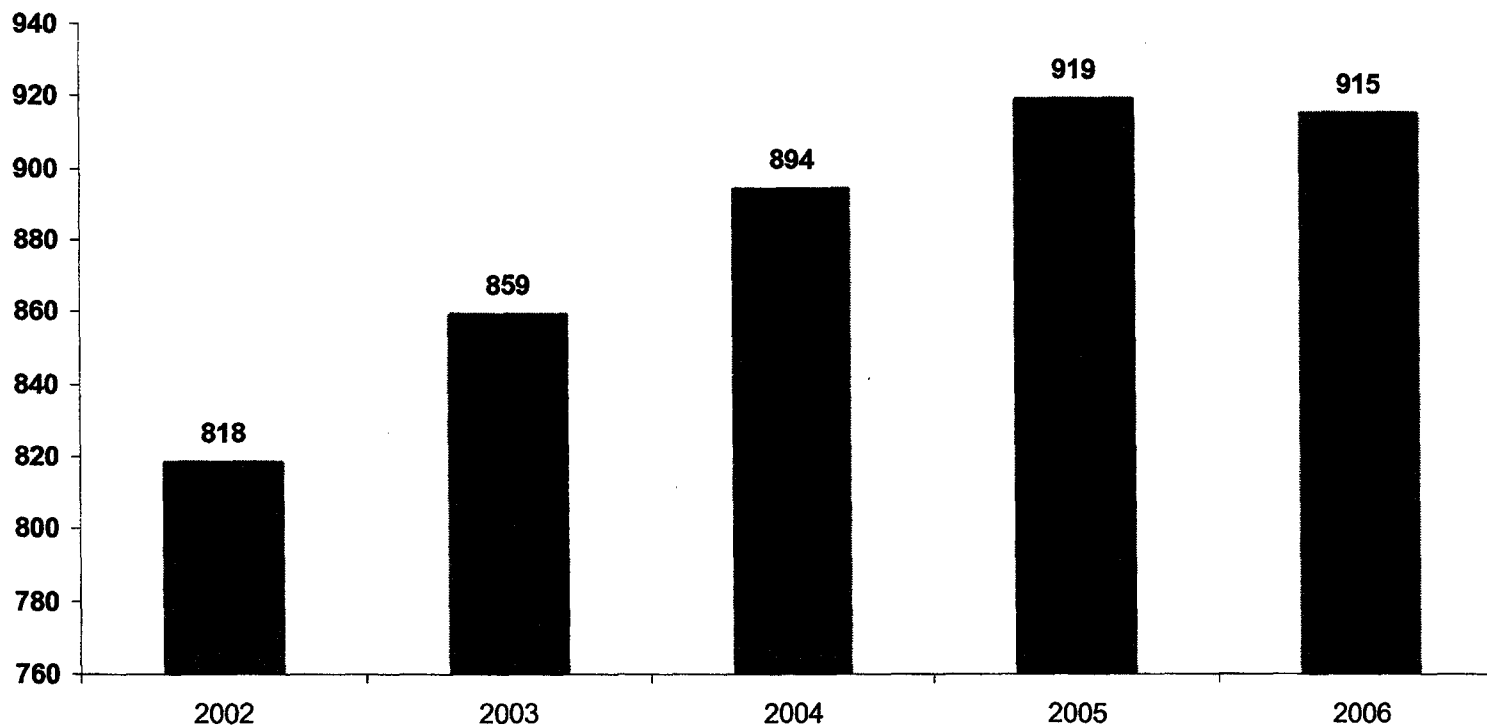




# Women Professional Trend

---

Women PGA Professionals  
2002- 2006





# PGA Strategic Assessment

---

- **PGA Growth of the Game efforts are key to sustaining the future vitality of golf. Junior golf development and accessible golf instruction for new players is proven to increase retention and participation.**
  - **PGA must halt the erosion of representation at 18+ hole facilities and regain a presence at former PGA-staffed facilities. With the growth of new facilities slowing, job growth must come from current non-PGA facilities.**
  - **If The PGA desires 100% penetration at all facilities it would require as many as 1,900 new PGA Professionals per year for 10 years; If PGA desires 100% penetration at all 18+ hole facilities it would require 670 new PGA Professionals per year; If PGA desires 100% penetration at new 18+hole facilities it would require 140 PGA Professionals per year**
  - **The PGA must determine if representation at nine-hole and alternative facilities is a priority. If it is not, who will be introducing new players to the game at these facilities?**
  - **The growing number of retired PGA Professionals presents an opportunity for growth of the game and mentorship support. How can this group be mobilized?**
  - **The PGA Minority and women's growth is moderate and will not meet original PGA 2011 goals. If golf is going to attract more women and people of color, The PGA's membership must be more diverse**
-

## Curriculum Review

The Professional Golf Management program at Ferris State University is housed in the Sports, Entertainment, and Hospitality Management department within the College of Business. Graduates of the PGM program obtain a Bachelor of Science degree in Business. Students take all required College of Business core courses and complete additional requirements from The PGA of America to become PGA members upon graduation. Along with the Business core, specialized courses to include Turfgrass Management, Food and Beverage Management, and Fundamentals of Golf Instruction. The curriculum also includes three required internships totaling five semesters that is cited in all performance data as a strength of the program.

The internship program for PGM students includes 230 to 275 internship placements on a yearly basis. Students complete internships at the best golf facilities in the United States and internationally. All placements are arranged through the PGM office and include a precise and monitored process beginning with internship requests, contact with the supervising golf professionals and facilities, and signed agreements. During the semester of internship, contact is made with the supervisor for feed-back on job performance and a written evaluation form. Upon their return to campus, student interns complete post-internship evaluations and meet with the program coordinator to discuss the internship supervisor's review of the internship.

The addition of the Fundamentals of Golf Instruction and two new courses scheduled to go on line this academic year are PGA mandated changes. These courses will deliver more of The PGA of America learning objectives in a formal classroom environment. Text and areas of assessment for these courses will be PGA materials and standardized testing used at all PGA/PGM schools. These classes will also incorporate PGA work experience activities as part of the class requirement.

As the PGA moves to allow the sanctioned PGM schools to deliver and test their students as part of formal University classes with plans to completely change their delivery of educational material in the coming years, these classes allow us the flexibility to adapt quickly to the coming changes.

Name \_\_\_\_\_ Starting Date \_\_\_\_\_

CWID: \_\_\_\_\_ Katke #: \_\_\_\_\_

**SEQUENCE SHEET FOR  
B.S. BUSINESS – PGA/PGM™ PROFESSIONAL GOLF MANAGEMENT – FERRIS STATE UNIVERSITY**

***FIRST YEAR***

Fall Semester

PGMG 101 – Orientation to PGM	1 _____
ENGL 150 – English I	3 _____
PSYC 150 – Introduction to Psychology	3 _____
COMM 121 – Fund. of Public Speaking	3 _____
Cultural Enrichment (see note 4)	3 _____
Math 115 (see note 3)	3 _____
	<b>16</b>

Spring Semester

PGMG 201 – PGA/PGM™ Level 1 Study I [PGMG 101]	2 _____
BIOL 109 – Basic Human Anatomy & Phys.	4 _____
Cultural Enrichment (see note 4)	3 _____
ECON 221 – Economics 1 [MATH 110 or proficiency]	3 _____
MKTG 231 – Professional Selling [Comm 121]	3 _____
	<b>15</b>

Summer Semester

PGMG 192 – Internship 1	2 _____
-------------------------	---------

***SECOND YEAR***

Fall Semester

ENGL 211/250 - (choose one) [ENGL 150]	3 _____
Cultural Enrichment (see note 4)	3 _____
ECON 222 – Economics 2 [ECON 221]	3 _____
ACCT 201 – Accounting 1 [MATH 110/C- or better]	3 _____
MKTG 321 – Principles of Marketing	3 _____
	<b>15</b>

Spring Semester

ACCT 202 – Accounting 2 [ACCT 201/C- or better]	3 _____
ADVG 222 – Principles of Advertising	3 _____
MGMT 301 – Applied Management	3 _____
PGMG 202 – PGA/PGM™ Level 1 Study II [PGMG 201]	2 _____
RETG 337 – Principles of Retailing [MKTG 321]	3 _____
	<b>14</b>

Summer Semester

PGMG 292 – Internship 2	2 _____
-------------------------	---------

**NOTES**

1. Check if Playing Ability Test (PAT) is passed
2. Prerequisites shown in brackets [ ].
3. Use as General Education Elective if you have 24 or higher ACT score.
4. You must take 3 cultural enrichment courses. Select three (3) courses from the cultural enrichment subject areas, including one at the 200 level or above. Consult: <http://www.ferris.edu/htmls/academics/gened/cultcourses.html>
5. You must register for internships (PGMG 192, 292, 392, 492, and 493) in the semester they are taken.



<b>B.S. Business – PGA/PGM™ Professional Golf Management</b>
--

**THIRD YEAR**Fall Semester

PGMG 392 – Internship 3                    2 \_\_\_\_\_

Spring Semester

BLAW321 – Contracts and Sales            3 \_\_\_\_\_

FINC 322 – Financial Management        3 \_\_\_\_\_

[ACCT 202, MATH 115]

STQM 260 – Introduction to Statistics [Math 115]    3 \_\_\_\_\_

MKTG 322 Consumer Behavior            3 \_\_\_\_\_

[STQM 260, MKTG 321]

General Education Elective              4 \_\_\_\_\_

**16**Summer Semester

ISYS 321 - Business Information Systems    3 \_\_\_\_\_

[ACCT 202, MKTG 321, MGMT 301]

MKTG 425 – Marketing Research        3 \_\_\_\_\_

[MKTG 321, PSYC 150]

ENGL 325-Advanced Bus. Writing [ENGL 211, 250]    3 \_\_\_\_\_

PGMG 340 - Fundamentals of Golf Instruction    2 \_\_\_\_\_

[BIOL 109, MKTG 321]

MKTG 476 – Marketing Strategy        3 \_\_\_\_\_

[Senior year or approval of professor]

**14****Checkpoint 1****125 CREDIT HOURS ARE REQUIRED FOR GRADUATION**

**GRADUATION REQUIREMENTS:** A cumulative grade point average of 2.00 or better in **each** of the following categories: (1) All course work taken; (2) All course work taken in the major; (3) all course work taken in the business core.

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

**FOURTH YEAR**Fall Semester

PGMG 492 – Internship 4                    2 \_\_\_\_\_

Spring Semester

PGMG 493 – Internship 5                    2 \_\_\_\_\_

Summer Semester

MGMT 310 – Small Business Management    3 \_\_\_\_\_

BUSN 499 – Interdisciplinary Integrating Experience    3 \_\_\_\_\_

[FINC 322, ISYS 321, MGMT 370, MKTG 321, &amp; senior status]

MGMT 370 – Quality/Operations Mgmt.[STQM 260]    3 \_\_\_\_\_

BIOL 114 – Biology &amp; Maint. of Turfgrass    4 \_\_\_\_\_

**13****Checkpoint 2****FIFTH YEAR**Fall Semester

MGMT 373 – Human Resource Management    3 \_\_\_\_\_

RFIM 207 – Beverage Management        3 \_\_\_\_\_

MKTG 441 – International Marketing G        3 \_\_\_\_\_

[MKTG 321, senior status]

RETG 339 – Retail Merchandising        3 \_\_\_\_\_

**12****Checkpoint 3**



# Ferris State University

## PGM Progression of

### Academics, Internships & the PGA Professional Golf Management Program



Students are required to follow the schedule below to insure all requirements are met for graduation

#### Freshman

#### Sophomore

#### Junior

#### Senior

**Fall**  
Academic  
Purchase PGA/PGM™  
Level 1 Material

**Fall**  
Academic

**Fall**  
Internship

**Fall**  
Internship

**Winter**  
Academic  
PGMG 102

**Winter**  
Academic

**Winter**  
Academic

**Winter**  
Internship

**Summer**  
Internship  
Playing Ability Test

**Summer**  
Internship

**Summer**  
Academics  
Level 1 Checkpoint

**Summer**  
Academics  
Level 2 Checkpoint

**PGM Graduation and PGA Membership:**

Complete PGA/PGM™ Levels 1, 2 & 3 and pass PAT

**Fall**  
Academic  
Level 3 Checkpoint

# PGA Professional Golf Management Program (PGA/PGM™)

At – A – Glance

**Pass PAT**  
(Required for graduation)

**Fall Semester**

- PGM Orientation Class
- Commitment to PGA/PGM™
- Order Level 1 material
- Pay material fee-\$560

**Spring Semester**  
PGMG 102 Class  
(Receive Level 1 material)

**Level 1 Courses**

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

**Electives**

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

Required to complete two electives, one must be a PGA elective

\*HLTH 125 and COMM 105 or 121 completes requirement

**Level 1 Checkpoint**  
(Required for graduation)

**Knowledge Tests**

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

**Skills Simulations**

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

**Level 2 Courses**

**Seminars**

Analysis of the Swing  
Business Planning & Operations  
Customer Relations

Business Communications  
Turfgrass Management  
Electives\*\*

**Cost:**

- Checkpoint \$ 415
- Level 2 Material \$ 360
- Seminars 3 @ \$140 each \$ 420

**Total \$1,195**

**Level 2 Checkpoint**  
(Required for graduation)

**Knowledge Tests**

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

**Skills Simulations**

Analysis of the Swing  
Customer Relations  
Work Experience Interviews

**Level 3 Courses**

**Seminars**

Supervising & Delegating  
Swing Concepts of Teaching  
Merchandising & Inventory Management

Food & Beverage Control  
(RFIM 207 fulfills requirement)  
Electives\*\*

**Cost:**

- Checkpoint \$ 415
- Level 3 Material \$ 260
- Seminars 3 @ \$140 each \$ 420

**Total \$1,095**

**Level 3 Checkpoint**  
(Required for graduation)

**Knowledge Tests**

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

**Skills Simulations**

Swing Concepts of Teaching  
Experience Interviews

**Final Experience**

Employment Interview  
Challenge – Response  
Presentation

Graduation

**Cost:**

- Checkpoint/ Final Experience \$850
- Final Experience Ratake if Needed \$410

\*\*Electives may be completed at either Level 2 or Level 3

## **Accreditation Status of program by PGA of America**

The Ferris PGM program is reviewed on a five year cycle by the PGA of America accreditation team. The last review of the program took place in October of 2006. The self study document prepared by the PGM staff is included in Appendix A.

Results of the accreditation visit included recommendations by the PGA of America for a change in curriculum to include more integration of The PGA of America Learning Objectives, into existing classes and development of new classes to address this concern. It was also recommended that these classes be taught by someone other than the current Program Coordinator (Appendix B). There were also minor issues with the Katke Golf Course facility that were cited as areas to be improved (Appendix B).

At this time many of the issues have been resolved. The curriculum has been changed and approved by the Academic Senate that has added classes to address PGA concerns (Appendix C). The golf course issues have been addressed and corrected (Appendix D). The additional staffing for instruction has been resolved for the short term, but this current solution is not a permanent fix to this requirement.

To meet compliance with the PGA a shared position was created through athletics, golf operations, and the PGM program to fund this position. This has proven to be a makeshift solution at best as the individual hired currently is required to perform duties at three different locations for three different supervisors.

## **Conclusions**

The Ferris State University PGM program has served as an excellent example of the Ferris Mission for the past 33 years. The program is considered the national leader in PGA sanctioned Professional Golf Management programs. The Ferris program continues to be the only program of its kind in Michigan and one of only twenty nationwide.

As of this writing, the program currently has admitted two more freshmen for the fall 08 class than the previous year, with total enrollment projected for fall 08 to exceed 260 students. This is a small decrease from previous years and is attributed to the expansion by the PGA to 20 schools. This is an increase of seven additional universities since the 2003 survey.

Improvements at the PGM Laboratory (Katke Golf Course) continue. Improvements include: new teeing areas, improved irrigation, addition of state of the art instruction technology to the golf course, and the addition of a PGM specific library with over 250 books, which have come on line since 2003. As noted in the student survey, there are increasing requests for heated hitting area for the winter season. Initial cost estimates for a suitable facility range in the \$65,000 amount.

As the student profile demonstrates, PGM student exceed the average Ferris student in entering ACT scores and with a graduation rate of 55% far exceed the Ferris norm. The program enjoys 100% employment of its graduates, and is the first source of employers for many leading golf industry companies and golf facilities.

The curriculum continues to change to satisfy the demands of the PGA accreditation team. It remains a business based degree with specialized course areas that meet the demands of the College of Business and the PGA.

The PGM staff is continually sited as strength by all constituents as all data collected for this report demonstrated. The PGM coordinator is the only coordinator in the country to hold a PGA membership rank of Master Professional and his tenure with PGA sanctioned PGM programs is the longest in PGA history.

All these factors combine to make the Ferris program the model that all other PGM programs emulate. To maintain this position the program must aggressively respond to the addition of sanctioned programs and The PGA of America's call for more diversity.

## **Recommendations**

1. The current shared assistant position should become permanently funded as an assistant coordinator position through academic affairs. As departmental concerns take more and more time for both the program coordinator and secretary, an additional staff member is needed to assist with the program on a full time basis. Duties for this position would include, recruiting, retention, assisting with golfer development, and web page development.
2. Provide funding to purchase a heated practice facility (approx \$65,000) to meet recommendations of the PGA, alumni, and faculty to have ability to practice year around in order to compete with other PGM schools in warmer climates.
3. To increase the diversity of the program additional funds must be supplied to assist in scholarship incentives and recruiting. Current staffing and budget do not allow this type of initiative at present time.
4. Less than satisfactory evaluation by students concerning Head Professional should be addressed.

# Professional Golf Management

APRC 2007-2008

Section 4 of 4

# FERRIS STATE UNIVERSITY



Professional Golf Management Program Self Study  
PGA/PGM™ Accreditation Review  
July, 2006



## Table of Contents

Introduction.....	3
Accreditation.....	3
Citizenship .....	3
Golf Course.....	3
Golf Course Maintenance .....	5
Curriculum .....	6
Playing Ability Test (PAT).....	7
Program Academic Position .....	8
Co-Op/Internship Program.....	8
Students.....	10
Administration .....	11
PGA/PGM™ Staff.....	11
Faculty.....	13
Facilities.....	13
PGA/PGM™ Checkpoints.....	14
Instructional Resources and Support .....	14
Financial Support.....	15
<b>APPENDIX A: PGM Policies and Procedures Manual</b>	
<b>APPENDIX B: Katke Golf Course Policy and Procedures</b>	
<b>APPENDIX C: Katke Maintenance Policy and Procedures Compliance Review Letter</b>	
<b>APPENDIX D: PGM Check Sheet Course Syllabi</b>	
<b>APPENDIX E: Student Handbook Addendum for PGM Students</b>	
<b>APPENDIX F: PGM and Golf Course Budgets and Accounts</b>	

The following self study document has been prepared for The PGA of America in advance of the September 2006 accreditation visit. The Criteria and Standards of the PGA/PGM™ Degree programs were used as the basis for both content and format. Each PGA standard and associated criteria is presented followed by a statement outlining Ferris State University's PGA/PGM™ program compliance with the standard. Supporting material is noted in relevant compliance statements and presented in attached appendices.

#### ACCREDITATION:

Four-year degree granting institution accredited for general collegial purposes by one of the following regional accrediting agencies:

Middle State Association of Colleges and Schools  
New England Association of Colleges and Schools  
North Central Association of Colleges and Schools  
Northwest Association of Colleges and Schools  
Southern Association of Colleges and Schools  
Western Association of Colleges and Schools

#### Ferris State University PGM Compliance

Ferris State University is accredited by the North Central Association of Colleges and Schools. The next scheduled accreditation visit by this organization is 2010-11.

#### CITIZENSHIP:

To become a member of The PGA of America, an individual must either be a US citizen or a resident alien. PGA/PGM™ schools are accredited to produce PGA members. Individuals who are not US citizens or do not have a resident alien card should not be recruited and should be discouraged from enrolling in a PGA/PGM™ program.

#### Ferris State University PGM Compliance

All interested individuals who do not meet the prescribed criteria for PGA membership are thoroughly informed of The PGA of America requirements prior to enrolling in the program. Students not meeting The PGA of America criteria for membership who choose to enroll are required to sign the International Student Statement (Appendix E) that specifically states The PGA of America criteria for membership. At the present time, all students in the Ferris State PGA/PGM™ program are citizens of the United States.

#### GOLF COURSE:

##### Facility:

- Course must be regulation length with a minimum of 18 holes.
- Course must be school owned or obligated under long-term contract (minimum of 5 years) to provide sufficient access for PGA/PGM™ students.

- PGA member must be employed as Head Professional or Director of Golf and serve as role model for PGA/PGM™ students.
- Course must have a practice facility adequate to accommodate PGA/PGM™ students.
- Facility must have the ability to incorporate a “Model Golf Shop” and Player Development program at their facility and provide an implementation plan.

### Ferris State PGM Compliance

Ferris State University owns and operates Katke Golf Course. The course serves as the learning laboratory for the PGA/PGM™ students. The course is an excellent 18 hole facility that hosts Michigan Section PGA events, state competitions, and NCAA Championship competitions. The Head Professional, the Assistant Professional, the Course Superintendent and the Golf Coach are all PGA of America members and all assist in some capacity with the PGA/PGM™ program. The facility has been rated one of the top 50 range facilities in the Midwest and includes practice holes, a short game area, and a 40 acre driving range. The golf shop is operated with state of the art retailing and tournament software and maintains a buying plan that is integrated into existing retailing classes taught by College of Business faculty. The Golf Course Superintendent teaches the turf grass lab component and the golf operations actual financial numbers and budgets are used in the class as examples. The entire golf operations are viewed as an academic laboratory for our PGA/PGM™ students. Students are encouraged to complete work experience activities at the course and all operations and financial statements are made available to students to assist in this area. The professional staff provides Player Development programs through a weekly tournament schedule and instructional clinics on a weekly basis. During the off-season, the Ferris PGM center has an indoor practice area that includes 4 hitting bays, one equipped with a ball launch monitor and one with a V-1 video instructing system. The area also includes an indoor putting and chipping green.

### PGA/PGM™ Student Access:

- PGA/PGM™ students must have access to play and practice the game of golf when not in classes.
- PGA/PGM™ student access must be provided on a daily basis and on weekends.
- PGA requires a schedule of PGA/PGM™ student access and supplemental activities be submitted by October 1<sup>st</sup> of each year.

### Ferris State PGM Compliance

The Katke Golf Course serves as a learning laboratory for the PGA/PGM™ program. As such PGA/PGM™ students have unlimited access to the golf course and practice facility. A tournament schedule that features 18 hole stroke play events every weekend school is in session has been developed exclusively for the PGA/PGM™ students in conjunction with the Player Development program. A supplemental schedule of student access and activities is submitted every September as directed by The PGA of America. In addition

to access of the university course, PGM Student Association members have playing privileges at a dozen area courses.

#### Golf Shop:

- Golf shop must be under the direct supervision of a Class “A” PGA member.
- Assistant Professionals must also be PGA members or apprentices enrolled in the PGA’s Professional Golf Management program (PGM). (PGA/PGM™ students working in this capacity are exempt.)
- Golf shop must be managed and operated as “Model Golf Shop” capable of serving as a learning laboratory for the PGA/PGM™ program.
- Golf Professional must have developed and implemented a current written operations manual.

#### Ferris State PGM Compliance

The Katke Golf Course is managed by a Class A member of the PGA who is also an alumnus of the Ferris PGA/PGM™ program. The current Assistant Professional is also a PGA member and alum of the Ferris PGM program. The golf shop is a focal point and model operation for the PGA/PGM™ program at Ferris State University. Learning objectives of the Business Operations component of the program are an integral part of course operations, including a buying plan, budgeting, and forecasting. PGM students are encouraged to use the facility and staff as a resource in completing work experience requirements. The head professional and course superintendent are both involved with the program and serve as advisors and role models. The Golf Shop Policy and Procedures manual is attached in Appendix B.

#### GOLF COURSE MAINTENANCE:

- Course Superintendent must be qualified in all areas of golf course development and maintenance.
- School must provide adequate equipment and supplies to maintain course.
- Course should be utilized as learning laboratory for PGA/PGM™ students.
- All federal, state, and OSHA regulations must be met in operation and maintenance of golf course.
- Course Superintendent must have developed and implemented a written operations and training manual for personnel development and maintenance of the golf course.
- Golf courses not owned by the university/college shall be maintained in the highest standard with adequate equipment.

#### Ferris State PGM Compliance

The Katke Golf Course Superintendent, Mr. Doug McLeod, is a member of The PGA of America and the Golf Course Superintendents Association of America. Mr. McLeod teaches the laboratory component of the required PGM Turf Grass course (BIOL 114). He also assists in the Player Development program and has assisted in the Golf for Business and Life class. The Turf Grass class is taught at the course and includes many hands on aspects and budgeting challenges of a golf maintenance operation. Golf course

equipment has undergone major capital expenditures over the past four years with the purchase of new mowing units and other needed equipment. The golf course has been inspected and found to be in compliance with federal, state and OSHA regulations, per the Ferris State University safety officer (Appendix C). The Maintenance Manual is also included in Appendix C for your review.

### CURRICULUM:

- PGA/PGM™ program will be a baccalaureate degree program with an academic major compatible with the industry of golf. (i.e., Business/Hospitality/Recreation)
- Learning objectives and work experience activities of the PGA Professional Golf Management (PGM) will be incorporated into the curriculum.
- A minimum of 16 months of Co-op/Internship placements at facilities recognized as eligible employment by the PGA of America will be required for experiential learning. It is required that at least one of the experiences takes place at a green grass location
- An appropriate course in turf grass management is also required as part of the curriculum. This course includes an internship experience to expose PGA/PGM™ students to work on the golf course.
- An appropriate course or courses in food and beverage management is/are required by the PGA as part of the curriculum. A minimum of four weeks of internship or lab experience in food and beverage management is also required.
- School must provide PGA a sequential course of study for the PGA/PGM™ program from freshman through senior years including all PGM requirements and checkpoints.
- Each entering PGA/PGM™ class shall be considered a cohort for matriculating through the levels of the PGM Program.
- Any curriculum or organizational changes that impact upon the PGA/PGM™ program must be shared with the PGA.
- A Golf for Business and Life program should be offered in conjunction with the PGA/PGM™ program at all accredited PGM schools. The premise of this program is to offer the opportunity for young men and women (primarily college juniors and seniors) to develop their golfing skills so that they can use golf as a business tool upon graduation. This program is a PGA Growth of the Game initiative.

### Ferris State PGM Compliance

The Ferris PGA/PGM™ leads to a Bachelor of Science degree in the College of Business. Learning and work experience objectives of The PGA of America are integrated into the curriculum to sequentially fit the checkpoint schedule as is detailed in Appendix D. All PGA/PGM™ students must successfully complete three internship experiences totaling 16-18 months of full time work experience that meets PGA guidelines. At least two of these experiences must take place at green grass facilities. An appropriate turf grass class is a required component of the curriculum (BIOL 114) with the lab component taught at our Katke Golf Course by the Course Superintendent as detailed in Appendix D. An appropriate food and beverage class is included in the curriculum that includes hands on lab experience as detailed in Appendix D. The Ferris PGA/PGM™ program has always followed a structured cohort format. Students are required to stay within their academic class throughout the program.

A Golf for Business and Life program was incorporated through a PGA of America grant in 2005. The course was taught by the professional staff and PGA/PGM™ students. Plans call for this class to be offered on a continual basis and integrated into an existing golf class currently offered at the University. The class will be taught by PGA members with assistance from PGA/PGM™ students. The Ferris PGA/PGM™ program is also very involved with the PGA Growth of the Game initiative in other ways. On an annual basis, the golf operations along with the Ferris PGA/PGM™ program host the following events:

- Women's Day in Golf held at Katke Golf Course
  - PGA Professionals provide lessons in putting, driving, etiquette, chipping
- Golf at Lunch (for beginners) promoted each April – held at PGM center
  - Leads into course opening and encouragement for continued interest
- Community golf clinics hosted by PGA/PGM™ students on weekends
- Girl Scouts and Golf program
- The largest junior golf program in area, Mecosta County Junior Golf program
- Free Golf Day with free instruction by PGA/PGM™ students
- The program and golf course are very proud of our promotion of golf and work within the Michigan Section PGA

#### PLAYING ABILITY TEST (PAT):

- PAT is a requirement for membership in The PGA of America and for graduation with the PGA/PGM™ designation.
- Students should not be admitted or retained in a program that does not demonstrate the ability or inclination to pass the PAT.
- **Students must participate in a PAT one time during their first year in the PGA/PGM™ program. For years two and beyond, students must participate in a PAT a minimum of two times per year with encouragement to participate in a third PAT until the PAT test is passed.**
- The PGA shall provide the University with a roster of students successfully completing the PAT, including a roster of all attempts by every current PGA/PGM™ student on April 1, September 1 and November 1 of each year or upon request.
- Entrance into the PGA/PGM™ program is predicated on one of the three items:
  - Verification of handicap of 12 or less
  - Verification of playing ability by a PGA Professional
  - Verification of playing by a high school coach

The PGA of America also grants the director the latitude of decreasing the standard of handicap to admit students who he/she believes has the capabilities of succeeding in this program by completing all academic and PGA/PGM™ requirements including the PAT.

#### Ferris State PGM Compliance

The PGA of America requirements for graduation with the PGA/PGM™ designation are thoroughly reviewed and a Graduation Requirement form is signed by all incoming

freshman students and placed in their student file (Appendix E). This form specifically states the PAT component for the degree. Students who do not demonstrate the ability or inclination to pass the PAT or participate in the Player Development Tournament program are counseled out of program prior to their third internship experience. Students are required to participate in the PAT one time during their first year, and a minimum of twice a year after the first year until successful. PAT status of students is reviewed as part of their internship evaluation with the PGA/PGM™ Coordinator. Ferris PGA/PGM™ program admission requires verification by a PGA Professional, established USGA Handicap, or verification by a high school coach of an eight or lower handicap.

#### PROGRAM ACADEMIC POSITION:

- School must position the PGA/PGM™ program at no less than an academic specialty.
- School must recognize PGA/PGM™ program as part of overall academic offering in official publications.
- PGA/PGM™ specialty must be indicated on the diploma and/or transcript of graduates meeting all requirements of the PGA accredited program.
- In order to receive the PGA/PGM™ designation, students must complete Level 3 of the PGA's PGM program prior to graduation (incoming class, Fall 2004)
- School must not offer alternate golf management program or recognition on the diploma or transcript for students failing to meet all requirements of PGA accredited program.

#### Ferris State PGM Compliance

The PGA/PGM™ program is positioned as a specialty degree that leads to a B.S. in Business with sanctioning by The PGA of America. The program is the flagship program in the Sports, Entertainment, and Hospitality Management department in the College of Business. Students meeting all program requirements graduate with the PGA/PGM™ designation indicated on the diploma and transcripts. A Graduation Requirement form (Appendix E) is signed by all PGA/PGM™ students in the first semester of their first year in the program that details all of the requirements for the degree, including the Level 3 completion.

#### CO-OP/INTERNSHIP PROGRAM:

- Co-op/Internships must follow the eligible employment guidelines outlined in the Constitution.
- Co-op/Internship should occur at least three times at different types of settings. It is required that at least one internship experience takes place at a green grass location.
- Students must complete at least 16 months of full time (40 hours per week) co-op/internships prior to completion of the program.
- School must not place co-op/intern student who is not in good standing.
- Before placement, school must initiate an agreement stipulating the specific intern work experiences anticipated for each student. This contract or agreement must be validated in writing by the host professional, the school and the student prior to placement.

- Schools must conduct a thorough evaluation of each co-op/internship site prior to placement of students and this evaluation should be written and on file.
- Schools must require each host professional to complete a detailed evaluation of each student's performance during the placement.
- School must require that each student complete a detailed evaluation of the co-op/internship site and experience upon return to campus.
- School must conduct meeting with student to compare evaluations and take necessary remedial action to resolve any performance problems.
- Student records must contain both host professional's evaluation of student and student's evaluation of site.
- School must submit to PGA list of interns and place of employment each semester.
- Negative site evaluations by students must be investigated prior to future placements.

### Ferris PGM Compliance

The internship component of the Ferris State PGA/PGM™ program has consistently received outstanding reviews by students, alumni and employers. It is considered a strength of the PGA/PGM™ program and serves as a model for other programs within the College of Business. All PGA/PGM™ students complete three internships at different settings with at least two being a green grass location. Students are required to complete a minimum of 16 months of full time employment at facilities that meet the eligible employment guidelines outlined in The PGA of America Constitution. Students must be in good academic and programmatic standing to be placed in an internship. All PGA/PGM™ students sign the PGM Internship Guideline form (Appendix E) in the first semester of their first year in the program that details all of the requirements for their internships and placed in their student file. Prior to placement each student signs a written Internship Agreement form (Appendix A) detailing the position and stating the PGA/PGM requirements the student will complete on the internship. This agreement is then signed by the PGM Coordinator and the supervising professional. Potential intern sites are required to complete detailed job descriptions and level of internship is then determined by PGA/PGM™ Coordinator.

During internships all active sites are contacted by PGA/PGM™ Coordinator and supervising professional and interning students are interviewed to insure learning objectives are being met. At completion, all supervising professionals are required to submit a detailed evaluation of student performance on the internship. Once the student returns to campus, they are required to complete an evaluation of the internship experience and schedule a meeting with the PGM Coordinator. At this one-on-one meeting with students, the internship experience is discussed at length and the supervising professional's evaluation of the student is reviewed. Students must also present all required work experience activities that were completed during the internship. Student's standing in the program and PGA status are also discussed and program plan is confirmed through graduation. Negative site evaluations by students are investigated and if the evaluation is confirmed sites are deleted from the internship data base (Appendix A).



## STUDENTS:

- Director must have written policies and procedures for admission, retention and dismissal of students from the PGA/PGM™ program including all PGM requirements.
- Director must limit student admission to not more than 100 per year with a maximum of 300 total students in the program at any given time.
- A minimum of 30 students must be enrolled in the PGA/PGM™ program at the end of the second year.
- School must require a USGA handicap card or a letter signed by a PGA professional or high school golf coach stating that an applicant for the PGA/PGM™ program has a handicap of twelve or less. Copies of the card and/or letter should be on file with the Admissions' Office and in the student's PGA/PGM™ file.
- Director should make every effort to verify each student's playing ability prior to formal admission to the program.
- School must provide a program of student advisory to assist students in making informed academic decisions regarding PGA/PGM™ program.
- School must provide the opportunity for students to form a PGA/PGM™ Student Club or Association.
- Student records must be maintained in compliance with accepted confidentiality practices.
- Students should participate and be involved in the policy-making process for the PGA/PGM™ program.
- Career assistance must be provided to the PGA/PGM™ students for job placement.
- PGA/PGM™ students may form their own PGA/PGM™ Student Association within school guidelines.
- A PGA/PGM™ student has 8 years to obtain PGA membership from the first day of registration into the PGA/PGM™ program (effective 9-2002).

## Ferris State PGM Compliance

Written policies and procedures for admission, retention and dismissal of students from the PGA/PGM™ program are detailed in the 77 page Ferris State University Student Handbook (<http://www.ferris.edu/htmls/administration/StudentAffairs/Studenthandbook/>) as well as in the Student Handbook Addendum for PGA/PGM™ Students (Appendix E). The Ferris program currently has 210 students enrolled and anticipates an entering freshman class of 70-80 students. The Ferris program requires a USGA Handicap card, or a letter signed by a PGA professional, or a high school golf coach stating that an applicant for the PGA/PGM™ program has a handicap of eight or less. Copies of this verification are available on the campus mainframe computer through a Docushare system. The Ferris program prides itself on its programmatic and career advising to our students. All students are required to meet with the PGA/PGM™ Coordinator on a semester basis to review their status in the program. Weekly informational meetings are also held as a means to communicate with PGA/PGM™ students. All students on campus are required to attend and participated in a specified number of these meetings and evening PGM seminars. Student records are maintained in compliance with accepted confidentiality practices, Federal guidelines for privacy, and the University privacy policies. The PGA/PGM™ students at Ferris State have their own student association.

The Professional Golf Management Student Association is a professional Registered Student Organization (RSO) with the University that meets weekly. The students elect their own executive officers and the PGA/PGM™ Coordinator serves as the faculty advisor. The association is a professional organization and assists with many golf promotional events during the course of an academic year. The Professional Golf Management Student Association executive board serves as an advisory group for policy-making within the Ferris PGA/PGM™ program. Career assistance is provided by the PGA/PGM™ office and is continued throughout the students post graduate career.

#### ADMINISTRATION:

- School must have a clearly identifiable unit charged with management of PGA/PGM™ program.
- PGA/PGM™ unit must be under the direct supervision of a qualified full time Director.
- School must provide a detailed budget, which indicates sufficient allocation of financial, capital and personnel resources to adequately support the PGA/PGM™ program, included in this budget are revenue, expenses and assumptions.
- PGA/PGM™ unit must have a written and implemented comprehensive policy and procedures manual addressing all aspects of the PGA/PGM™ program from admission to graduation including all checkpoints.

#### Ferris PGM Compliance

The Ferris PGA/PGM™ program is housed in the Sports, Entertainment, and Hospitality Management department. The PGA/PGM™ program is under the direct supervision of a PGA/PGM™ Coordinator who holds the rank of full professor at the University and is a PGA Master Professional. The PGM program Budget is included in Appendix F and the Policies and Procedures are included in Appendix A.

#### PGA/PGM™ STAFF:

PGA/PGM™ unit must be staffed with a minimum of three full time persons to include a Director, Coordinator of Co-op/Internship and an Administrative Assistant. The PGA/PGM™ Director must be hired 1 year in advance of the program opening; Internship Coordinator 6 months in advance; Administrative Assistant no later than the starting date of the first class.

#### PGA/PGM™ Unit Director:

PGA/PGM™ unit Director shall be responsible for the operation of the unit including, but not limited to:

- Primary liaison between PGA, school administration, faculty and student
- Budget preparation and maintenance
- Policy and procedures implementation
- Records management

- Curriculum development management and evaluation
- Prospective student recruiting
- Personnel policies and procedures as related to the PGA/PGM™ program

PGA/PGM™ Co-op/Internship Coordinator:

PGA/PGM™ Co-op/Internship Coordinator shall be responsible for all aspects of the PGA/PGM™ Co-op/Internship including, but not limited to:

- Co-op/Internship site evaluation for selection of placement of PGA/PGM™ students
- Evaluation of site professionals to insure interns are being assisted in the completion of specific work experience activities
- Monitoring site professionals' evaluation of PGA/PGM™ interns
- Monitoring PGA/PGM™ interns' evaluation of working conditions and activities of co-op/internship site during placement
- Maintaining appropriate documentation on file regarding co-op/internship sites, placements, and evaluations.
- Prospective student recruiting
- Each entering PGA/PGM™ class shall be considered a separate cohort for purposes of progress through the PGM checkpoints. Any exceptions shall be an emergency in nature and approved in writing by the PGA/PGM™ Director with a plan for rejoining the cohort schedule. The PGA shall be notified of any such exception.

PGA/PGM™ Unit Administrative Assistant:

The PGA/PGM™ Unit Administrative Assistant shall be responsible for assisting in all aspects of the program including, but not limited to:

- Management of records and files
- Data collection and processing
- Communication channels between all involved parties
- Maintenance of PGA/PGM™ activities calendar

Ferris State PGM Compliance

The Ferris PGA/PGM™ program is staffed by three full time employees. University policy lists the three positions as a Program Coordinator, a Program Administrative Assistant, and a Program Secretary. Specific duties of each position mimic The PGA of America guidelines with minor differences. PGA/PGM™ internship placement and evaluations are a shared duty the PGA/PGM™ Coordinator and PGA/PGM™ Administrative Assistant. The internship component of the program is considered a critical part of the program. The PGA/PGM™ Coordinator, because of his background and understanding of the golf industry assists in all aspects of the internship process, especially with the site evaluations, interactions with The PGA of America supervising professionals, and internship reviews. The PGA/PGM™ Coordinator also teaches the learning

objectives and knowledge base in the areas of Tournament Operations, Golf Car Fleet Management, and the PGA Constitution.

The Ferris PGA/PGM™ Administrative Assistant additionally monitors program accounts, scholarship disbursement as it applies, coordination of PGA merchandise show travel, activities and scheduling, monitors the PGA/PGM™ Student Association activity (to follow University Policies and Procedures), and assists the Program Coordinator with duties as assigned.

The PGA/PGM™ Secretary additionally maintains contact with prospective students through various activities, most of which is the [PGM@ferris.edu](mailto:PGM@ferris.edu) email from the program website, organizes main program fundraiser event annually, schedules and maintains academic advisement for the program, assisting the coordinator to track and coordinate students to remain in cohort academically, and assists the PGA/PGM™ Coordinator as assigned.

#### FACULTY:

- Faculty shall be qualified in their area of designated responsibilities.
- Faculty assigned full time to the PGA/PGM™ program shall hold a minimum of a baccalaureate degree from a regionally accredited institution.
- Any faculty teaching a specific PGA/PGM™ course (either in it's entirety or as part of university curriculum) shall meet the qualification and standards devised by The PGA, including complete attendance at each seminar (PGA taught) a minimum of twice.

#### Ferris State PGM Compliance

All faculty at Ferris State University are qualified in their area of designated responsibilities. All faculty assigned full time to the PGA/PGM™ program hold a minimum of a Masters degree from a regionally accredited institution. All faculty teaching a specific PGM course meet the qualifications and standards devised by The PGA of America including complete attendance at each seminar (PGA taught) a minimum of twice.

#### FACILITIES:

- Office space sufficient to accommodate the PGA/PGM™ unit must be allocated.
- Classroom facilities must be allocated to service the total curriculum of the PGA/PGM™ program.
- Conference space must be available for large and small group meetings and seminars for PGA/PGM™ activities.
- The following facilities must be provided: classrooms, golf club design and repair lab, computer lab and audiovisual equipment per specified guidelines necessary to conduct the program.

### Ferris State PGM Compliance

The Ferris PGA/PGM™ program has excellent facilities for the administration of the program. These accommodations include, office space including a small meeting room, indoor practice area consisting of four hitting bays, putting green, and computer lab. The PGA/PGM™ Center also houses a club repair facility that has recently undergone a complete upgrade and includes state-of-the-art tools and fitting equipment. The College of Business building accommodates PGA/PGM™ groups from 20 to 150 students with all rooms possessing internet conductivity and other appropriate teaching aids. The golf course facility also includes a classroom for the PGA/PGM™ program and office space and computers for the PGA/PGM™ students.

### CHECKPOINTS:

- Space for 16 students should be available for each simulation offered in conjunction with a PGA/PGM™ checkpoint.

### Ferris State PGM Compliance

Ferris State has adequate space available for all simulations required for all PGA/PGM™ checkpoints.

### INSTRUCTIONAL RESOURCES AND SUPPORT:

- Support services must be provided including, but not limited to:
  - Secretarial-clerical
  - Duplicating
  - Computer availability for students and staff
  - Telephone/Fax capability
- Instructional resources must be available to implement the total curriculum of the PGA/PGM™ program.
- Special services must be available for individuals with disabling conditions.
- Library and reference materials must be available and sufficient to support all aspects of the PGA/PGM™ curriculum including, but not limited to:
  - Books and current periodicals
  - Reports
  - Microfilm/microfiche
  - Electronic access of published and unpublished data

### Ferris State PGM Compliance

The Ferris State University PGA/PGM™ program is fully equipped with computer, fax machines, duplicating machines and telephone services sufficient to support the day-to-day operations of the program. The College of Business building meets all the technological requirements outlined in The PGA of America's criteria and standards for PGA/PGM™ programs. The College of Business and all other academic buildings on the Ferris campus meet and/or exceed all ADA guidelines for accessibility. Ferris State also offers reasonable accommodations for students with verifiable disabilities.

Library resources are also more than sufficient of support all aspects of the PGA/PGM™ curriculum. In addition to the Ferris Library for Information Technology and Education (FLITE), which is a state-of-the-art building that opened in 2001 housing over 300 public-access computers, periodicals, books, microfiche and equipment, we also have a golf specific library housed in the PGA/PGM™ Center with over 100 golf books, periodicals, and videos for student use.

#### FINANCIAL SUPPORT:

- School must commit on an annual basis sufficient funds to maintain the golf course and golf operations at a level appropriate to serve as a model for PGA/PGM™ students.
- School must commit, on an annual basis, sufficient funds to support the PGA/PGM™ unit and its activities including necessary travel for PGA/PGM™ staff to PGA/PGM™ activities and co-op/internship site evaluations.
- Funds Allocated to PGA/PGM™ unit, program, and golf course operations shall be detailed annually in an operating budget.

#### Ferris PGM Compliance

Funding allocations for the PGA/PGM™ program at Ferris State University, as detailed in Appendix F, are sufficient to support all administrative operations of the PGA/PGM™ program including, but not limited to, travel, recruiting, equipment purchase and maintenance. Recruiting for the program includes advertising in regional junior golf publications, hosting state and regional high school competitions at our golf course, and working with our alumni base to recruit suitable candidates for the program.



## **EVALUATION OF PGA/PGM™ PROGRAM**

### **FERRIS STATE UNIVERSITY**

**September 26-28, 2006**

The PGA of America conducted an on-site review of the Professional Golf Management Program (PGA/PGM™) at Ferris State University on September 26-28, 2006. This review was performed in accordance with PGA Standards for the Organization and Operation of Accredited PGM Programs. The Standards require that the PGA conduct an on-site visit at least every four years to verify that the program is being operated professionally and in accordance with the Criteria and Standards as agreed upon and approved.

The Evaluation Committee was composed of the following individuals:

Cheri Tschetschot, Manager, PGA/PGM™ Colleges & Universities  
PGA of America

Mark Black, PGA Master Professional

Jerry Hogge, PGA Member  
PGA/PGM™ Director, Methodist College

Elmer L. Knight, Ph.D.  
Education Consultant, PGA of America

## **Ferris State University Personnel:**

The following individuals were involved in the review of the program:

Dr. David Eisler, President, Ferris State University  
Dr. Michael Harris, Vice President for Academic Affairs and Professor  
of Political Science  
Dr. David Nicol, Dean, College of Business  
Mr. Matt Pinter, PGA/PGM™ Coordinator  
Mr. Thomas Kirinovic, Director, Athletic Department  
Mr. Kevin Tucci, PGA Head Professional, Katke Golf Course  
Ms. Diane Maguire, PGA/PGM™ Administrative Assistant  
Ms. Lori Armstrong, PGA/PGM™ Secretary  
Mr. Doug McLeod, Golf Course Superintendent, Katke Golf Course  
Mr. Bradley Bedortha, Head Men's and Women's Golf Coach  
Ms. Jean Shaw, PGA/PGM™ Alumni Relations Coordinator  
Dr. Michael Cooper, Department Chair, Marketing Department  
Ms. Julie Doyle, Professor and Coordinator of Hospitality  
Management  
Ms. Becky Kowalkowski, Educational Counselor for College of  
Business  
Ms. Linda Plank, Assistant Professor, Marketing  
Dr. Caroline Stern, Associate Professor, Languages and Literature  
Mr. John Vanderploeg, Professor, Biology

The Committee conducted a lunch meeting with PGA/PGM™ students representing several classes and the PGA/PGM™ Student Association.

## **OVERVIEW:**

The PGM program, which addresses the People, the Business and the Game of Golf, is viewed by the PGA of America to be the quality academic preparation necessary for membership into the Association and future leadership of the PGA and the golf industry. The PGA of America anticipates that the Business Degree program at Ferris State University, combined with an academic focus on the concise knowledge base of the PGA/PGM™ program will provide the knowledge and practice needed for success in the golf industry. The golf shop, golf course and the agronomic areas, in addition to the



varied facilities experienced during the sixteen months of required internships, are all considered to be learning laboratories for this program.

The Accreditation Standards address programmatic areas considered to be critical for any successful program. The PGA considers the PGA/PGM™ program as a partnership with the University and therefore the Standards, for the most part, are process Standards. The PGA does have certain content requirements such as a "hands-on" or laboratory experience in the required courses for Turfgrass Management and Food and Beverage Management. In addition, the PGA requires that the curriculum include credit-bearing courses that provide explicit instruction in the discreet knowledge base, learning objectives and work experience activities for each of the three levels of the PGM program.

There are certain essential tools for success in the industry that the PGA feels should be integrated into both the academic program and real life laboratory experiences. This is the reason the PGA puts strong emphasis on the organization, operations and communications of the academic program in tandem with the "Model Golf Shop", golf course operations and at least sixteen months of structured internships at different levels and different type golf facilities.

The golf industry has expanded in recent years to incorporate multiple career opportunities. The PGA of America has stayed ahead of the curve and offers PGA membership in twenty-four different career paths. The University based PGA/PGM™ programs reflect the PGA of America's focus on developing PGA members for the management opportunities in the industry both present and future. However, a vital component of the historical definition and culture of a PGA member has been an elevated playing ability. This expectation remains, and therefore a major component of the PGA accredited program is the availability of golf course access for practice and play for the entire four and one half years of the student's program.

The PGA Board of Directors has instituted a policy that grants eligibility of membership to persons upon graduation from accredited PGA/PGM™ programs that have satisfied all requirements. Therefore, the PGA anticipates a commitment on the part of the University to ensure that PGA/PGM™ students progress through the PGA/PGM™ knowledge base and checkpoints required for

membership with the same degree of vigor as dedicated to all academic requirements for obtaining the Bachelor's Degree. This may only be accomplished through a formal process designed to provide organized opportunity, sequential instruction, evaluation and advisement. Experience with PGA/PGM™ programs has shown that voluntary, non-credit experiences that address vital aspects of the program act to disincline students from participating in favor of mandatory academic activities.

The Committee in conducting the review of the PGA/PGM™ program at Ferris State University engaged in the following evaluation activities:

- Conducted interview and fact finding meetings with program staff, selected faculty, students and administrators directly involved with the program.
- Reviewed self-study documents, prior correspondence between the PGA and Ferris State University and other documentation regarding the organization and operation of the program.
- Toured academic facilities dedicated to and utilized by the program.
- Visited golf facilities designated as providing player access capability to the PGA/PGM™ program.
- Examined available records relating to student status in the program.

### **COMMENDATIONS:**

The Committee found the Administration including the President, Vice President for Academic Affairs and the Dean of the Business College to be extremely knowledgeable and supportive of the program. The amount of administrative support and commitment was excellent.

The PGA/PGM™ program staff was prepared, cooperative and candid, which greatly facilitated the review process.

The faculty members were extremely knowledgeable and supportive of the program and expressed the overall positive contribution the program makes to the Business College and the University as a whole. The faculty also expressed a willingness and desire to incorporate the PGM discrete knowledge base into existing courses and experiences where relevant. The faculty expressed great admiration for Mr. Matt Pinter and appreciation for his support and involvement with the academic program.

The PGA/PGM™ students interviewed were exceptional in their appearance, attitude and ability to articulate their knowledge and feelings on a variety of issues. They demonstrated a high level of self-confidence and maturity in their interaction with the Committee and with each other. The faculty described the PGA/PGM™ students as being mature, focused and demonstrating leadership qualities.

The Committee found the on-going commitment and involvement of Ferris State University alumni to be exceptional and felt staff should be recognized for their strong nurturing of this valuable network of support for the program.

### **FINDINGS OF THE COMMITTEE:**

The Review Committee generally was pleased with the commitment of Ferris State University to the continued success of the PGA/PGM™ program. The Committee recognized that certain revisions in the Standards have evolved since 1999. However, there were areas identified where the PGA/PGM™ program at Ferris State University has not been revised to reflect changes in the Standards since the program was last reviewed in October 2002. The PGM knowledge base position in the curriculum was of particular concern as was sufficient staff to deliver the program as required. The Committee understands and supports the process that curricular development and revision must take in the University setting. Therefore, it was felt that immediate attention must be focused on course offerings, credit count, sequencing and instructional methodology to be compatible with the objectives of each of the three levels of the PGM program.

The specific findings of the Committee are organized and presented into major sections as detailed in the PGA Standards for the Organization and Operation of Accredited PGM Programs. As is the practice of the Review Committee the findings as to compliance for each Standard may be accompanied with suggestions and/or recommendations.

For the purpose of this report, Suggestions are defined as collegial advice offered for program improvement. Recommendations are actions that must be taken to maintain or achieve full compliance with Standards.

### **ACCREDITATION:**

The Committee finds Ferris State University to be in compliance with the Accreditation Standard, as presented.

### **CITIZENSHIP:**

The Committee finds Ferris State University to be in compliance with the Citizenship Standard, as presented.

### **GOLF COURSE:**

The Committee finds Ferris State University to be in compliance with the Golf Course Standards with the following:

#### **Recommendations:**

- It is recommended that the Player Development Program be revised to include freshman and develop and implement more specific diagnostic and instructional methodology to identify and address individual player weaknesses.
- The maintenance facility is not sufficient to store maintenance equipment and perform maintenance work on equipment at the same time. In addition, the maintenance facility cannot be used as an instructional site (lab) for students if equipment is being stored, i.e., winter or inclement weather conditions. Additional maintenance

space is recommended as a necessity to safely provide for all stated functions of the facility.

- It is recommended that an emergency wash station be established in immediate proximity to the chemical mixing station.
- It is further recommended that an adequate ventilation system be provided in the chemical storage/mixing area.

#### Suggestions:

- Policies and Procedures should be developed and implemented to guide employees in the event of a robbery or other criminal activity at the golf facility.
- Heated hitting stations should be added to the Katke Golf Course practice facility to allow for player practice and development for PGA/PGM™ students from November through early spring. This would be beneficial for recruiting and player development.
- Funds should be budgeted for professional development and continuing education for the PGA Golf Professionals and the Golf Course Superintendent and participation encouraged.

#### CURRICULUM:

The Committee finds that Ferris State University is in Non-Compliance with PGA/PGM™ Standards for Curriculum.

#### Recommendations:

- Upon review of the self-study document, discussion with the Director and Staff, it was determined that the current curriculum does not contain sufficient credit count courses to provide adequate, formal instruction in the discreet knowledge base for each of the content categories in each of the three levels of the PGA/PGM™ program. Successful completion of all three levels is required for graduation with the PGA/PGM™ designation. The Committee

recommendation is that required courses be developed to address each of the categories for each of the three levels of the program. These courses must be comparable in instruction time and credit count as other courses required for the degree. These courses must be designed around identifiable objectives and offered in sequence with the appropriate checkpoint.

- In discussion with staff and students, the Committee determined that the current focus of the instructional program is on completing work experience activities that accompany the various knowledge base modules. These activities are designed to be completed outside of the normal class time. The intent of the Standards is that regularly scheduled class time is to be devoted to instruction in the specifics of the discreet knowledge base.
- The Committee, in their review, determined that through the extensive efforts of the Director utilizing voluntary functions and various required non-credit meetings, students were being encouraged and given opportunity to complete the requirements for PGA membership. However, for the most part, the instructional methodology was a non-credit self-study program exterior to the regular degree program. The recommendation of the Committee is that the PGA/PGM™ requirements be recognized and included in the revised degree program and thus meet both the intent and letter of the Program Approval Standards.
- The Committee, in their review of the syllabus for the Food and Beverage course, RFIM 207, determined that the course was focused primarily on beverage and not a sufficient amount of instruction was devoted to food preparation and management. The recommendation of the Committee is that the course be revised to increase the emphasis on food management instruction including the laboratory experiences. The course syllabi must be revised to reflect the instructional changes.

Suggestion:

- The Committee suggests that, in order to meet the stated recommendations, existing PGM courses could be expanded both in content and credit. Additionally, with the redesign of the program, the possibility could exist to redesign previous marketing course electives into PGA/PGM™ required courses without adding to the overall course count for graduation.

**PLAYING ABILITY TEST:**

The Committee finds Ferris State University to be in compliance with Playing Ability Test Standards, as presented.

Suggestion:

- The Committee suggests that more emphasis be placed on encouraging freshman PGM students to attempt the PAT prior to reporting to campus. This could facilitate the player development process.

**ACADEMIC POSITION:**

The Committee finds Ferris State University to be in compliance with Academic Position Standards.

**COOP INTERNSHIP PROGRAM:**

The Committee finds Ferris State University to be in compliance with Coop Internship Standards with the following:

Recommendations:

- The Committee, after review of the Internship Agreement forms, indicated that all references to self-study must be removed, as this is not an appropriate description of the PGA/PGM™ program.

- The Committee felt that the Internship Agreement form must be revised to indicate specific information regarding the compensation package for each intern while employed.

### Suggestions:

- The Committee suggests that the letter accompanying the Three Party Internship Agreement be revised to be personalized to the host professional.
- The Committee further suggests that this letter be revised to indicate that the Three Party Agreement must be signed and on file prior to the intern reporting on-site.

### STUDENTS:

The Committee finds Ferris State University in compliance with Student Standards with the following:

### Recommendations:

- The Committee after close examination of the required Policy and Procedures Manual recommends that the Manual undergo a major edit and revision. The intent of the Standard is that the Policy and Procedures Manual clearly address all PGA/PGM™ program requirements for graduation. The Committee did not find clear policies and procedures for requirements such as transfer students, cohorts, advisement, fee schedules, eight-year timeline for election to PGA Membership, etc. The intended information is considered crucial for both students and parents to be aware of the scope and rigor of this program. The Committee further recommends that the student signature form also include the specific program graduation requirements.
- The Committee recommends that the PGA/PGM™ Mission Statement be revised to more accurately describe the curriculum and instructional delivery system revisions recommended in this report.



### Suggestion:

- Standards stipulate that certain documentation regarding an enrolling student's playing handicap is to be filed in the Admissions Office and the student's PGA/PGM™ file. The Committee, upon review, was informed that the absence of this documentation for some individuals was due to a communication breakdown between the two offices and a lack of consistent scanning procedure during periods of heavy volume. The Committee suggests that the hard copy of handicap verification be forwarded to the PGA/PGM™ office following DocuShare scanning in the Admissions Office.

### ADMINISTRATION:

The Committee finds Ferris State University to be in compliance with the Administration Standards with the following:

#### Recommendation:

- The Policy and Procedures Manual must be edited and revised. This recommendation was previously noted under the Students section of this report. This manual is intended, in conjunction with University policies and procedures, to address all requirements of the PGA/PGM™ program from admission to graduation including the checkpoints.

### PGA/PGM STAFF:

The Committee finds Ferris State University to be in compliance with the PGA/PGM™ Staff Standards with the following:

The Committee, after careful review of the self-study and candid discussions with Administration, Staff and Faculty determined that the intent of the Staff Standards was not being met. The Committee concluded that, at the time of the review, Mr. Matt Pinter was performing all of the responsibilities listed in the PGA/PGM™ Accreditation Standards for both the Unit Director and the Co-op Internship Coordinator. In addition, Mr. Pinter is listed in the provided

organizational chart as Department Chairperson for the recently organized Sports Entertainment, Hospitality Management Department. The organizational chart also indicates that Mr. Pinter has administrative responsibility for the operation and maintenance of Katke Golf Course. In the review of the PGM instructional process, it was also indicated that Mr. Pinter was the instructor/monitor for all of the PGA/PGM™ academic preparation for the required checkpoints. In summary, the Committee concluded that Mr. Pinter, for all practical purposes, is the PGA/PGM™ program at Ferris State University.

The concerns, which this situation presents for the Committee, in no way are intended to question the tremendous dedication and commitment that Mr. Pinter brings to this program and to Ferris State University. The esteem that he is accorded with program staff, students, fellow faculty and alumni attest to his abilities. However, the fact remains that Ferris State University has a PGA/PGM™ program with an enrollment of 280 plus students from freshman to seniors and in all of the various levels of PGA/PGM™. The Committee is aware of and supports the fact that no other accrediting body would find this an acceptable situation for any program of study.

#### Recommendations:

- The Committee recommends that the current Administrative Assistant job responsibilities be revised to reflect those of Internship Coordinator as defined in the Program Standards.
- In concert with the previous recommendations regarding the revision of existing courses and the development of new credit count courses, the Committee recommends that additional staff be employed with the qualifications to teach the revised curriculum.
- The Committee recommends that regular Business and Marketing faculty be utilized to teach courses in the revised PGA/PGM™ curriculum specifically those related to the various levels of the Business skills of the Golf Industry and the People Skills of the Golf Industry.

- The Committee recommends that Mr. Pinter's primary responsibilities be centered upon the administrative coordination and directing of the program. The Committee fully appreciates and supports the value of Mr. Pinter's continued administrative involvement with both the Golf Course and the new Academic Department.

The Committee feels that diversification of the instructional staff lends more academic credibility to the degree program and reduces the potential of at least temporary disorder to the program and students in the event that either personal or professional decisions create change in leadership.

### **FACULTY:**

The Committee finds Ferris State University to be in compliance with Faculty Standards with the following:

#### **Suggestion:**

- After discussion with regular faculty members from related disciplines, the Committee suggests that PGA/PGM™ staff share, at least on an annual basis, the PGA/PGM™ calendar of important events including PAT tournaments and checkpoint dates.

### **FACILITIES:**

The Committee finds Ferris State University to be in compliance with PGA/PGM™ Facilities Standards, as presented.

### **INSTRUCTIONAL RESOURCES AND SUPPORT:**

The Committee finds Ferris State University in compliance with the Instructional Resources and Support Standards, as presented.

### **FINANCIAL SUPPORT:**

The Committee finds Ferris State University to be in compliance with Financial Support Standards with the following:

### Recommendation:

- The Committee, during discussion with PGA/PGM™ staff, determined that there was no budget or formal recruiting plan to attract top quality students for the PGA/PGM™ program. Recruitment historically has consisted of “word of mouth” and reliance on a relatively strong network of PGA/PGM™ alumni. In light of increased competition from seventeen additional institutions with PGA/PGM™ programs and a desire to attract more high quality individuals for eventual membership in the PGA, the Committee recommends that additional funds be allocated for the development and implementation of a comprehensive plan for recruiting potential PGA/PGM™ students to Ferris State University. Special attention must be given to the recruitment of minorities and women.

### SUMMARY OF COMMITTEE FINDINGS:

The following is a summary of the recommendations of the Committee that must be addressed to maintain or achieve compliance with the PGA/PGM™ Program Standards. In addition, suggestions are included that, in the opinion of the Committee, would strengthen certain aspects of the program.

### Recommendations:

- Include freshman in the Player Development Program and develop and implement more specific diagnostic and instructional methodology to identify and address individual player weaknesses.
- Provide additional space at the maintenance facility to allow for equipment storage and maintenance simultaneously. Provisions for the safe utilization of this area as a learning laboratory also require additional space.
- Establish an emergency wash station in immediate proximity to the chemical mixing station at the golf course maintenance facility.

- Provide for an adequate ventilation system in the chemical storage/mixing area of the maintenance facility.
- Develop and/or implement required courses that address the discrete knowledge base of the PGM program. These courses must address each of the categories in each of the three levels of the program and be designed around identified course objectives, as well as offered in sequence with the appropriate checkpoint. These courses are to be comparable in instruction time and credit count to other courses required for the degree.
- The instructional delivery system for the revised curriculum is to be focused on the knowledge base for each course with accompanying work experience activities to be considered primarily as out of class assignments.
- Revise RFIM 207, the Food and Beverage course, to include additional emphasis on food management. The laboratory experiences must also be revised to reflect the additional focus.
- The Internship Agreement forms must be revised to remove references to the program as self-study.
- Revise the Internship Agreement form to indicate specific information regarding the compensation package for each intern while employed.
- Revise the Policy and Procedures Manual to clearly address all PGA/PGM™ program requirements for graduation.
- Revise the student signature form to indicate the specific program graduation requirements.
- Revise the Ferris State University PGA/PGM™ Mission Statement to accurately describe the curriculum and instructional delivery system revisions as recommended in this report.

- The Committee recommends that Mr. Pinter's day-to-day responsibilities for the PGA/PGM™ program be centered primarily upon the administrative coordination of the PGA/PGM™ program including the Katke Golf Course and the Department Chair position.
- The current Administrative Assistant job responsibilities must be revised to reflect those of the Internship Coordinator as defined in the Standards.
- The Committee recommends additional staff be employed with necessary qualifications to teach the previously recommended revised PGA/PGM™ knowledge base courses.
- Identify regular Business and Marketing faculty qualified and willing to teach courses in the revised PGA/PGM™ curriculum specifically related to the Business and People categories.
- Diversification of the instructional staff is necessary to create academic credibility to the degree program.
- Additional funds are necessary for the development and implementation of a comprehensive plan for the recruitment of potential PGA/PGM™ students to Ferris State University especially minority and female students.

Suggestions:

- Policies and procedures should be developed and implemented to guide employees in the event of a robbery or other criminal activity at the golf facility.
- Heated hitting stations should be added to the Katke Golf Course practice facility to provide for Player Development and practice during the winter. These stations could also be incorporated into other golf classes.

- Funds should be allocated for professional development and continuing education for the PGA Golf Professionals and the Course Superintendent employed by Ferris State University.
- Existing PGA/PGM™ courses can be expanded both in content and credit and previous marketing course electives can be redesigned into PGA/PGM™ required courses to avoid increasing course count for graduation.
- To facilitate the Player Development process, it is suggested that more emphasis be placed on freshman PGA/PGM™ students taking the Playing Ability Test (PAT) prior to arriving on campus.
- It is suggested that the letter accompanying the Three Party Internship Agreement be revised to be personalized to the Host Professional.
- The accompanying letter should also be revised to indicate that the Internship Agreement must be signed and on file prior to the intern reporting on-site.
- The hard copy of the student handicap documentation should be forwarded to the PGA/PGM™ office following DocuShare scanning in the Admissions Office.
- The annual PGA/PGM™ program calendar of events, including PAT tournaments and checkpoints, should be provided to regular faculty members.

## **CONCLUSION**

This report has been compiled in accordance with Standards and Procedures for Program Evaluation as presented by the PGA and accepted by the PGA/PGM™ University. Each section should be reviewed carefully as Ferris State University prepares its response and plans to address the cited areas of concern. The University is required to respond within 30 days regarding plans and timelines for addressing any areas where the Committee cited recommendations.



**FERRIS STATE UNIVERSITY**  
**PROFESSIONAL GOLF MANAGEMENT**

March 5, 2008

Ms. Cheri Tschetschot, Manager  
PGA/PGM™ Colleges & Universities  
PGA Education Center  
8555 Commerce Centre Drive  
Port St. Lucie, FL 34968-3084

Dear Cheri:

I am pleased to inform the PGA accreditation team that the proposed new PGM curriculum has received final approval at the University. I am attaching the new curriculum in a semester check sheet format for your review. It includes the new PGA/PGM Level One courses and the existing courses that will integrate specific PGA/PGM learning objectives in bold type.

With the new PGM courses and check sheet approved, I am now able to update the course syllabi in the highlighted courses to demonstrate the integration of PGA/PGM™ learning objectives into the existing classes. I expect to be able to send the updated syllabi within the next month.

Thank you for your patience and let me know if you have any questions.

Sincerely,

Matt Pinter, PGM Coordinator

MP/dm

Enclosure

Cc: Dr. Tom Oldfield, Interim Vice President of Academic Affairs  
Dr. David Nicol, Dean, College of Business





## Course Outline

- Orientation to Ferris State University.
- The individual's challenges and available assistance for a successful college experience.
- History of the PGM Program.
- Golf on a Global level
- The variety of career opportunities in golf and resume preparation.
- The golf profession: service, merchandising, teaching and playing golf.
- Retailing and the golf professional.
- Personal and Professional financial management.
- The golf professional as a manager.
- How the professional serves.
- The Professional Golfers' Association of America and other organizations in the profession.

## Student Evaluation

Participation in class discussions, class projects, attendance at special presentations and events.

Attendance: Because most of the course responsibilities will take place in class, attendance is absolutely necessary. **More than ONE unexcused absence will result in a grade of NC (no credit).**

The grade will be credit or no credit.

## **PGMG 340**

### **Fundamentals of Golf Instruction Instructor, Matt Pinter**

Time: Summer Semester – Session A or B; 5:00 – 7:05 p.m., T/R Credit: 2

Place: Katke Learning Center

Office: Knollcrest

Phone: 591-2380

Office Hours: 8-12, 1-5 Daily – By Appointment

Text: PGA Teaching Manual by Dr. Gary Wiren, PGA/PGM Teaching Seminar Manual

Grading: Grades will be based on four criteria

1. Quiz grade will comprise 50% of final grade
  2. Mid term and Final will comprise 15% each of final grade
  3. Book Review and Analysis will comprise 10% of final grade
  4. Lesson Presentation will comprise 10% of final grade
- Course will cover all aspects of the PGA/PGM teaching curriculum and learning objectives

#### Course Outline

- I. Motor Learning and Learning Styles
  - a. Physiology of the golf swing
  - b. How people learn
  
- II. Golf Swing Basics
  - a. Laws, principles, and preferences
  - b. Nine ball flights
  
- III. Swing Analysis and Error Corrections
  - a. Video aids
  - b. Teaching aids
  - c. Full swing
  - d. Short game
  
- IV. Structure of a Golf Lesson
  - a. Full Swing
  - b. Short Game
  
- V. Club Fitting and Impact on Instruction
  
- VI. Business of Golf Instruction

**Course Outcomes: At the completion of this course the students will be able to:**

- 1. Understand Ball Flight Laws, Principles and Preferences and identify the relationship between them.**
- 2. Identify and describe Pre-swing and In-swing fundamentals**
- 3. Describe characteristics of a good instructor and be able to demonstrate proper technique and drills for improvement**
- 4. Be able to conduct both short game, full swing, and group lessons in a professional manner**
- 5. Conduct club fitting session and understand impact on golf game**
- 6. Formulate a business plan for a teaching facility**

**NEW COURSE INFORMATION FORM***See Sample: Limit to One Page.***Course Identification:**

<b>Prefix:</b>	<b>Number</b>	<b>Title</b>
<b>PGMG</b>	<b>102</b>	<b>PGA/PGM Level One Study</b>

**Course Description:**

A PGM program specific course to cover introduction to PGA/PGM program Level One courses. Courses covered include, PGA Constitution, Rules of Golf, Golf Car Fleet Management, and Career Enhancement

**Course Outcomes:**

1. Outline basic structure of PGA Constitution to include organizational structure, various governing bodies, and differences in by-laws and regulations.
2. Understand and define concepts central to the Association, the Code of Ethics, and procedures for dealing with violations.
3. Describe rights, and responsibilities of membership and all procedures applying to them.
4. Understand history of the rules of golf and how rules are made and changed.
5. Understand USGA Rules of Golf, be familiar with definitions and appendices, and be able to quickly locate and apply applicable rule for a given situation.
6. Be able to create rules committees, and promote and teach etiquette and rules to golfers of all ability levels.
7. Be able to assess a facility's golf car needs including, size of fleet, equipment requirements and suitable model.
8. Understand golf car fleet revenues, lease versus ownership analysis and essential tasks involved in fleet management.
9. Understand effective safety programs, fleet maintenance, and major issues involved in ownership and revenue sharing.
10. Demonstrate an understanding of the golf industry and identify the skills needed for a successful golf professional
11. Demonstrate an understanding of practical strategies to negotiate a suitable compensation package.
12. Describe the major components of an employment contract, and identify employment and wage, as well as hour laws as they apply to the golf industry.

**Course Outline including Time Allocation:**

- I. PGA Constitution 12 hours
- II. Rules of Golf 12 hours
- III. Golf Car Fleet Management 12 hours
- IV. Career Enhancement 9 hours

**NEW COURSE INFORMATION FORM***See Sample: Limit to One Page.***Course Identification:**

<b>Prefix:</b>	<b>Number</b>	<b>Title</b>
<b>PGMG</b>	<b>202</b>	<b>PGA/PGM Level One Study</b>

**Course Description:**

A PGM specific course to cover introduction to PGA/PGM program Level One courses. Topics covered include: Golfer Development Programs, Golf Club Design and Repair, Tournament Operations, and Level Two Seminar Preparation

**Course Outcomes:**

1. Be able to perform common golf club repairs
  2. Describe golf club design and how it relates to club performance and ball flight
  3. Identify factors associated with a successful club repair operation
  4. Describe reasons for player development programs and identify steps for implementing successful program
  5. Identify, design, and evaluate player development programs for juniors, women and seniors
  6. Describe all aspects of tournament planning
  7. Organize and prepare course, and facility for tournament play
  8. Administer tournament including all logistics for players and spectators, and evaluation of event
  9. Use computer software to administer a tournament
- Evaluation: Objective testing, role playing analysis, case study, and PGA of America Checkpoint testing.
10. Understand and review material required for Analysis of Swing Seminar
  11. Understand and review material required for Business Planning and Operations Seminar
  12. Understand and review materila required for Customer Relations Seminar

**Course Outline including Time Allocation:**

- I. Golf Club Design and Repair 15 hours
- II. Player Development 6 hours
- III. Tournament Operations 15 hours
- IV. Analysis of the Swing 3 hours
- V. Business Planning and Operations 3 hours
- VI. Customer Relations 3 hours

Name \_\_\_\_\_ Starting Date \_\_\_\_\_

CWID: \_\_\_\_\_ Katke #: \_\_\_\_\_

**SEQUENCE SHEET FOR  
B.S. BUSINESS – PGA/PGM™ PROFESSIONAL GOLF MANAGEMENT – FERRIS STATE UNIVERSITY**

***FIRST YEAR***Fall Semester

PGMG 101 – Orientation to PGM	1 _____
ENGL 150 – English 1	3 _____
PSYC 150 – Introduction to Psychology	3 _____
COMM 121 – Fund. of Public Speaking	3 _____
Cultural Enrichment ( <i>see note 4</i> )	3 _____
Math 115 ( <i>see note 3</i> )	3 _____
	<b>16</b>

Spring Semester

<b>PGMG 201 – PGA/PGM™ Level 1 Study I</b> [PGMG 101]	2 _____
BIOL 109 – Basic Human Anatomy & Phys.	4 _____
Cultural Enrichment ( <i>see note 4</i> )	3 _____
ECON 221 – Economics 1 [MATH 110 or proficiency]	3 _____
MKTG 231 – Professional Selling [Comm 121]	3 _____
	<b>15</b>

Summer Semester

PGMG 192 – Internship 1	2 _____
-------------------------	---------

***SECOND YEAR***Fall Semester

ENGL 211/250 - ( <i>choose one</i> ) [ENGL 150]	3 _____
Cultural Enrichment ( <i>see note 4</i> )	3 _____
ECON 222 – Economics 2 [ECON 221]	3 _____
ACCT 201 – Accounting 1 [MATH 110/C- or better]	3 _____
MKTG 321 – Principles of Marketing	3 _____
	<b>15</b>

Spring Semester

ACCT 202 – Accounting 2 [ACCT 201/C- or better]	3 _____
ADVG 222 – Principles of Advertising	3 _____
MGMT 301 – Applied Management	3 _____
<b>PGMG 202 – PGA/PGM™ Level 1 Study II</b> [PGMG 201]	2 _____
RETG 337 – Principles of Retailing [MKTG 321]	3 _____
	<b>14</b>

Summer Semester

PGMG 292 – Internship 2	2 _____
-------------------------	---------

**NOTES**

1. Check if Playing Ability Test (PAT) is passed
2. Prerequisites shown in brackets [ ].
3. Use as General Education Elective if you have 24 or higher ACT score.
4. You must take 3 cultural enrichment courses. Select three (3) courses from the cultural enrichment subject areas, including **one at the 200 level or above**. Consult: <http://www.ferris.edu/htmls/academics/gened/cultcourses.html>
5. You must register for internships (PGMG 192, 292, 392, 492, and 493) in the semester they are taken.







# FERRIS STATE UNIVERSITY

February 2, 2007

Ms. Cheri Tschetschot  
Manager, PGA/PGM™ Colleges & Universities  
PGA Education Center  
8555 Commerce Centre Drive  
Port St. Lucie, FL 34968-3084

Dear Cheri,

Enclosed please find supplemental documents to be included in the Ferris State University response to the PGA of America accreditation report. These documents include:

- First draft of curriculum integration of discreet knowledge base of PGA/PGM™ program
- New syllabi for Food and Beverage curriculum
- New staffing addition job description to PGM program

Please let me know if you have further questions.

Sincerely,

Matt Pinter, Coordinator  
Professional Golf Management  
PGA Master Professional

## **Develop Required Courses to Meet Discrete Knowledge Base of the PGM Program**

The first draft of a proposal to better deliver the discrete knowledge base of the PGM program as required is attached for your review. The draft is in a check sheet format with the classes dealing directly with the PGA/PGM™ knowledge base in bold.

Freshman year Fall semester PGMG 101 will serve as an orientation class and incorporate all Career Enhancement learning objectives.

Freshman year Spring semester PGMG 102 has been expanded to a three hour class and will cover the PGA Constitution, Tournament Operations, Rules of Golf, and Golf Car Fleet Management.

Sophomore year Spring semester PGMG 202 will be added. This course will cover Introduction to Teaching, Golfer Development, and Golf Club Design and Repair.

Spring semester Junior year MGMT 370 will incorporate all learning objectives of Business Planning and Operations.

Summer semester Junior year PGMG 340 will cover all learning objectives of the Introduction and Analysis of the Swing learning objectives.

Summer semester Senior year MKTG 322 will incorporate all learning objectives of the Customer Relations learning objectives and BIOL 114 will incorporate all learning objectives of Turfgrass Management.

Final semester Senior year MGMT 373 will incorporate all learning objectives of Supervising and Delegating, RFIM 207 will incorporate all learning objectives of Food and Beverage Control and RETG 438 will incorporate all learning objectives of Merchandising and Inventory Control.

The process to have these significant changes approved through a University hierarchy will start with a hearing before the College of Business Curriculum Committee for justification and approval. I will be happy to share all documents involved with this process with the PGA. As noted in my original response, this a lengthy process with approvals needed from a College of Business Committee, a University-wide Curriculum Committee, the Faculty Senate, and the Board of Trustees.

Name \_\_\_\_\_ Social Security # \_\_\_\_\_ Starting Date \_\_\_\_\_  
 CWID: \_\_\_\_\_

**SEQUENCE SHEET FOR  
 B.S. BUSINESS – PGA PROFESSIONAL GOLF MANAGEMENT – FERRIS STATE UNIVERSITY**

**FIRST YEAR**Fall Semester

PGMG 101 – Orientation to PGM	1 _____
ENGL 150 – English 1	3 _____
PSYC 150 – Introduction to Psychology	3 _____
COMM 121 – Fund. of Public Speaking	3 _____
Cultural Enrichment ( <i>see note 4</i> )	3 _____
Math 115 ( <i>see note 3</i> )	3 _____
	<b>16</b>

Spring Semester

PGMG 102 – PGA/PGM™ Orientation [PGMG 101]	1 _____
BIOL 109 – Basic Human Anatomy & Phys.	4 _____
Cultural Enrichment ( <i>see note 4</i> )	3 _____
ECON 221 – Economics 1 [MATH 110 or proficiency]	3 _____
MKTG 231 – Professional Selling [Comm 121]	3 _____
	<b>14</b>

Summer Semester

PGMG 192 – Internship 1	2 _____
-------------------------	---------

**SECOND YEAR**Fall Semester

ENGL 211/250 - ( <i>choose one</i> ) [ENGL 150]	3 _____
Cultural Enrichment ( <i>see note 4</i> )	3 _____
ECON 222 – Economics 2 [ECON 221]	3 _____
ACCT 201 – Accounting 1 [MATH 110/C- or better]	3 _____
MKTG 321 – Principles of Marketing	3 _____
	<b>15</b>

Spring Semester

ACCT 202 – Accounting 2 [ACCT 201/C- or better]	3 _____
ADVG 222 – Principles of Advertising	3 _____
PSYC 310 - Psychology of Teaching [PSYC 150]	3 _____
STQM 260 – Introduction to Statistics [Math 115]	3 _____
RETG 337 – Principles of Retailing [MKTG 321]	3 _____
	<b>15</b>

Summer Semester

PGMG 292 – Internship 2	2 _____
-------------------------	---------

**NOTES**

1. Check if Playing Ability Test (PAT) is passed
2. Prerequisites shown in brackets [ ].
3. Use as General Education Elective if you have 24 or higher ACT score.
4. You must take 3 cultural enrichment courses.

Select three courses from the cultural enrichment subject areas, including one at the 200 level or above. One course MUST meet the Global Consciousness requirement. Consult: <http://www.ferris.edu/htmls/academics/gened/cultcourses.html>

5. You **must** register for internships in the same semester(s) as you work.



FERRIS STATE UNIVERSITY COLLEGE OF BUSINESS  
**SPORTS ENTERTAINMENT AND HOSPITALITY MANAGEMENT DEPARTMENT**  
**RFIM 207 BAR & BEVERAGE MANAGEMENT**  
SECTION FOR PROFESSIONAL MANAGEMENT MAJORS

3 Credits T&R 3-4:15 p.m.

**Instructor:** Professor Julie A. Doyle, CHE

**Office Telephone:** (231) 591-2385

**E-mail:** doylej@ferris.edu

**Office Hours:** MTWR 9-12 p.m.

**Office:** 106B West Commons

**Textbook: THE RIGHT MIX:** Published by the Educational Foundation of the National Restaurant Association, 1997/ **Student Manual**

**TIPS Manual**, "Training for Intervention Procedures", Health Communications  
Server Training Certification

**Course Objectives**

Upon completion of the RFIM 207 Beverage Management Course the student will be able to:

1. Identify the benefits and characteristics of a successful food and beverage operation
2. Describe procedures used to help ensure total customer satisfaction
3. Identify and describe the three major types of golf facilities
4. Identify and describe the typical levels of food and beverage service and determine which services are appropriate to a specific facility
5. Describe the stages of menu costing and development
6. Identify and describe the various phases of staffing a food and beverage operation
7. Describe the procedures used to purchase, receive, and store food and beverage supplies
8. Identify and describe critical legal issues affecting food and beverage profitability

**WEEK I**

T 1/9 Introduction: Student Consent and Waiver Form/ Ice Breaker  
R 1/11 Internet Assignments / Chapter 1 Understanding Beer Overview  
*Video module: Beer Handling and Storage*

**WEEK II**

T 1/16 Old Holland Micro Brewery/ Isaac Hartman **Beer Tasting Seminar**  
R 1/18 Cost of Draft Beer exercise (bring calculator)

**WEEK III**

T 1/23 *Video module: Gallo Wines*  
R 1/25 **Wine Tasting Seminar**

**WEEK IV**

T 1/30 **Guest Speaker: Brad Grazyck, Fabiano Brothers, Mt. Pleasant, MI**  
*"The Role of the Distributor with Liquor, Beer and Wine"*  
R 2/1 **No Class/ Tips Exchange**

**WEEK V**

T 2/6 *Beer Internet Student Presentations*  
R 2/8 *Wine Internet Student Presentations*

**WEEK VI**

T 2/13 **Michigan Wine Tasting Seminar**  
R 2/15 Chapter 3 Liquor/Spirits / *Internet Student Presentations*

<b>SU** 2/18 TIPS Certification West Commons 109 12:00 p.m. SHARP!</b> <b>Bring certification booklet with answer sheet.*****</b>
--

**WEEK VII**

T 2/20 <b>Exam 1 Chapters 1-3</b>
R 2/22 <b>No Class Tips Exchange</b>

**WEEK VIII**

T 2/27 Chapter 5 Bar Equipment / **Mixology Seminar** WCO-108 Lab A-K  
R 3/1 Chapter 5 Bar Equipment / **Mixology Seminar** WCO-108 Lab L-Z

**SPRING BREAK**

**WEEK IX**

T 3/13 Liquor/ Spirits / Food Cost Exercise (bring calculator)  
R 3/15 Chapter 6 Keeping the Bar Clean and Safe  
**Guest speaker: Amy Dorey, Occupational Health Consultant**

**WEEK X**

T 3/20 *Internet Student presentations* Liquor/Spirits/Non Alcoholic Beverages  
R 3/22 *Internet Student presentations* Non Alcoholic Beverages  
*Video module: Essence of Coffee*

**WEEK XI**

T 3/27 No Class TIPS Exchange/ (Resort Mgt. Conference, Colorado)  
R 3/29 **EXAM 2 Chapters 4-6 and Guest Speakers**  
Chapter 8 Promoting Your Operation *Video module: Sell More Beer*  
F 3/30 **Gala – “Havana Nights” HICC**

**WEEK XII**

- T 4/3 Chapter 9 Managing Costs and Profits  
Purchasing, Receiving and Storing  
*Video module: Art of Dining*
- R 4/5 NO CLASS – MID-SEMESTER RECESS

### WEEK XIII

- T 4/10 Chapter 8 Promoting Your Operation  
**Guest Speakers: Dean Cohen, Division Mgr Tabletop & Disposables,  
Mascari, Grand Rapids, MI "*Glassware Marketing Seminar*"**

R	4/12	<b>EXAM 3 Chapters 7-9 and Guest Speakers</b>
---	------	---

### WEEK XIV

- T 4/17 **Bar Project Presentations (10 students)**
- R 4/19 **Bar Project Presentations (10 students)**

### WEEK XV

- T 4/24 **Bar Project Presentations (10 students) / PORTFOLIO DUE**
- R 4/26 *Review for Final Comprehensive Exam*

### WEEK XVI

### FINAL EXAMINATION WEEK COMPREHENSIVE FINAL EXAM

Work Experience Activities
----------------------------

1. Students will be able to identify the benefits of the Food and Beverage Operation
2. Students will be able to conduct a customer survey
3. Identify the appropriate levels of food and beverage services at golf facilities
4. develop a labor pro forma
5. develop n estimated potential costs chart
6. Receive and Storage Review
7. Understand the food and beverage regulations in communities

### EVALUATION

#### EXAMS:

There will be four major examinations during the semester. These will be true/false, multiple choice, short answer and fill in the blank. *The final will be a comprehensive exam.*

#### PROJECT:

There will be one project assigned during the semester. Descriptions of project will be discussed in detail during the course.

### **HEALTH INSPECTION REPORT:**

A 1000 word report will be required on "Sanitation and Safety in the Hospitality Industry and Bar Industry".

### **VIDEO MODULES:**

Through out the semester several educational video modules will be viewed to support information that is discussed in the classroom. A typed overview report will be due on each.

### **OBSERVATIONS:**

There will be one bar/lounge operation observation made during the semester . Each student will be responsible to complete a report. Explanation of the written report will be explained in detail.

### **GUEST SPEAKER REPORTS:**

Throughout the semester there will be guest lectures visiting our beverage class presenting a variety of topics. A report will be typed up on each of their presentations.

**Appropriate Business Attire is Required on these Days.**

i.e. shirt (tie optional), nice slacks, sweater; no jeans, hats.

### **INTERNET PRESENTATION:**

Each student will present a topic from the Internet. Explanation of this power point presentation will be explained.

**TIPS CERTIFICATION:** Each student is required to participate in the certification seminar for alcohol awareness and serving techniques. This seminar is scheduled for a 4 and 1 half hour block **on February 18<sup>th</sup>, 2007 at 12 NOON SHARP!** Failure to participate will result in an *incomplete* in the course. If the student for some reason does not pass the certification, retakes are available at a later date.

### **PORTFOLIO: \*\*\*\*\***

**In order to keep each student organized of materials that are graded and turned in, a portfolio is required by each student. In this portfolio will be tabs for each of the evaluation sections listed above. At the end of the semester this portfolio (3 ring binder) will be handed in for credit. Failure to turn portfolio in will result in a failure of this class.** Portfolios will be returned to the student.

    Tabs will be created for the following:

- Guest Speakers
- Internet Presentation
- Video Modules
- Bar Observation
- Health Inspection Report
- In Class Assignments (mixology, beer/liquor costing)

\*\*\*\* Anything written that is handed in must be free of grammatical errors, must have complete sentences and be legible. Assignments of lesser quality will be graded down appropriately. \*\*\*\* All work must be typed. \*\*\*\*\* No late work will be accepted.



## ATTENDANCE POLICY

STUDENTS ABSENT FROM CLASS MORE THAN **THREE** TIMES FOR ANY REASON WILL AUTOMATICALLY RECEIVE AN "F" GRADE FOR THE COURSE IF THE FOURTH ABSENCE OCCURS AFTER THE FINAL DAY FOR "W" GRADES IN THE TERM. This includes occasional illness, personal choice, personal problems, court dates, etc. ( some exceptions are listed below.) if the fourth absence occurs during the "w" grade period, the student may take a "w" in the course.\*

### EXCEPTIONS:

1. Long-term illness with doctor verification
2. Death in the family
3. Serious family emergency

\*Excused students are still responsible for missed classes and must complete designated assignments and turn them in.

### RECAP:

EXAM I \_\_\_\_\_ 80 pts.  
EXAM II \_\_\_\_\_ 80 pts.  
EXAM III \_\_\_\_\_ 80 pts.  
FINAL \_\_\_\_\_ 100 pts.  
Total \_\_\_\_\_ 340pts.

### PROJECT:

1. PRJ.I \_\_\_\_\_ 150pts.

### GUEST SPEAKERS:

1. Fabiano \_\_\_\_\_ 20 pts.  
2. Beer Tasting \_\_\_\_\_ 20 pts.  
3. Wine Tasting \_\_\_\_\_ 10 pts.  
4. Michigan Wine Tasting \_\_\_\_\_ 10 pts.  
5. Dorey \_\_\_\_\_ 20 pts.  
6. Mascari \_\_\_\_\_ 20 pts.  
100 pts.

### OBSERVATION:

1. Bar Operation Observation \_\_\_\_\_ 45 pts.

INTERNET PRESENTATION: \_\_\_\_\_ 100 pts.

GALA \_\_\_\_\_ 100pts.

### VIDEO MODULES:

1. Beer Storage & Handling \_\_\_\_\_ 10 pts.  
2. Gallo Wines Overview \_\_\_\_\_ 10 pts.  
3. Sell More Beer \_\_\_\_\_ 10 pts.  
4. Art of Dining \_\_\_\_\_ 10 pts.  
5. Essence of Coffee \_\_\_\_\_ 10 pts.  
50 pts

TIPS CERTIFICATION credit/no credit \_\_\_\_\_ .

Health Inspection Report : \_\_\_\_\_ 50pts.

IN CLASS ASSIGNMENTS

1. Draft Beer Cost Exercise \_\_\_\_\_ 20 pts.
2. Liquor/Spirits Cost Exercise \_\_\_\_\_ 20 pts.
3. Mixology Seminar \_\_\_\_\_ 25 pts.
- \_\_\_\_\_ 65 pts.

**GRADING SCALE**

1000 - 940	A
939 - 900	A-
899 - 870	B+
869 - 840	B
839 - 800	B-
799 - 770	C+
769 - 740	C
739 - 700	C-
699 - 670	D+
639 - 600	D
599 - 0	F

**STRIVE FOR EXCELLENCE!!**

**FERRIS STATE UNIVERSITY**  
**OFFICE OF HUMAN RESOURCE DEVELOPMENT**  
**POSITION DESCRIPTION**

POSITION TITLE: Assistant Golf Professional Page 1 of 2  
SUPERSEDES: November 20, 2000  
EFFECTIVE DATE: June 3, 2002  
DEPARTMENT(S): Katke Golf Course  
F.L.S.A.: Exempt  
GROUP: Administrative Support (Just Cause)

---

I. SUMMARY OF FUNCTION: Provide direct assistance to the manager/golf professional in the daily operations of the golf course. Assist golf coach with teams and assist PGM coordinator with PGM player development and instruction of PGM specific classes.

II. CHARACTERISTIC DUTIES include the following. Other duties may be assigned.

Essential

1. Teach golf to groups and individuals of various ability levels.
2. Assist in planning and conducting golf tournaments.
3. Assist in the operation of the golf cart fleet, performing required preventative maintenance.
5. Assist in player starting, rangers, and public relations with customers.
6. Assist in the general operation of the golf course and practice facility.
7. Operate computers with various office and POS software operating systems.
8. Assist in inventory control and merchandising using PGA/PGM model golf shop guidelines
9. Assist with the promotion and teaching of summer golf camp program.
10. Ability to work a flexible schedule throughout the golf season.
11. Oversee website development & updating of web and e-commerce content.
12. Assist in Founders Grille operation when needed.
13. Assist in the booking of meetings for the Katke Multipurpose room.
14. Assist in supervising, training, scheduling and discipline of the golf staff.
15. Assist Golf Coach with all aspects of coaching duties
16. Assist PGM Coordinator with player development and instruction of PGM specific classes

III. RESPONSIBILITIES: Reports directly to the PGM coordinator, Head Golf professional, and Golf Coach

IV. REQUIRED QUALIFICATIONS: To perform this job successfully an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Education/Skills

Minimum: Bachelor's degree in business, with PGM degree, and Class A PGA professional.

---

Desirable: Applicant enrolled in Masters program in appropriate field.

Work Experience

Minimum: Two years of golf related work experience including teaching golf lessons.

- V. This description is intended to indicate the kinds of tasks and levels of work difficulty that will be required of this position. It is not intended to limit or in any way to modify the right of any supervisor to assign, direct and control the work of employees under his/her supervision. The use of a particular illustration shall not be used to exclude non-listed duties of similar kind or level of difficulty.

HRD AUTHORIZATION: \_\_\_\_\_ DATE: \_\_\_\_\_



March 8, 2007

Mr. Matt Pinter  
Ferris State University PGA/PGA™ Program  
1506 Knollview Drive  
Big Rapids, MI 49307-2290

Dear Mr. Pinter:

The PGA of America has received Ferris State University's second response, dated February 2, 2007, to the evaluation visit report regarding the review that was conducted on September 26-28, 2006. The response has been reviewed by the PGA Evaluation Committee resulting in the following questions or comments:

PGA EDUCATION CENTER  
8555 COMMERCE CENTRE DR.  
PORT ST. LUCIE,  
FLORIDA 34986-3084  
TELEPHONE: (772) 462-8540  
FAX: (772) 462-8501  
www.PGA.com

### Golf Course

- ◆ As a ventilation system is to be added to the chemical storage/mixing area at the Katke Golf Course Maintenance Facility in Spring 2007, the Team requests written notification when complete.
- ◆ The revised Player Development Program requires students to track tournament statistics in the Fall Semester and upon finalizing the analysis, improvement plans will be developed and incorporated into the Spring Semester. The Team questions if this method provides a more specific diagnosis and instructional methodology to identify and address individual player weaknesses. As well, with the limited playing season, will the Spring Semester offer enough time to adequately provide a successful Player Development Program?

BRIAN WHITCOMB, PGA  
*President*

JIM REMY, PGA  
*Vice President*

ALLEN WRONOWSKI, PGA  
*Secretary*

ROGER WARREN, PGA  
*Honorary President*

---

JOSEPH P. STERANKA  
*Chief Executive Officer*

### Curriculum

- ◆ An anticipated timeline for the approval and implementation of the new and redesigned PGM specific courses into the curriculum should be provided. As well, course syllabus for each of the PGM specific courses indicating which PGM objectives and specific knowledge base covered should be provided as they become available. PGM instructional materials should be listed at least as an instructional source on the syllabus for any course designated as PGM specific.
- ◆ Specific credit count assigned to each of the redesigned and new PGM specific courses should be provided. (The curriculum check-sheet provided had not been revised to reflect the new courses or credit count).

- ◆ While the syllabus for RFIM 207, Bar and Beverage Management lists appropriate objectives for both Food and Beverage, the weekly outline of topics to be covered and assignments still appears to focus solely on Beverage Management. In addition, the PGM Food and Beverage text and manual do not appear as an instructional source on the syllabus.
- ◆ Prior to the integration of the new/redesigned courses in the curriculum, will current PGM students have access to the materials, objectives and knowledge base?
- ◆ Once all curriculum changes have been implemented, the Policies and Procedures Manual will need to be updated to include the changes.
- ◆ The Policies and Procedures Manual submitted with this response contains several areas that should be updated, particularly with regard to the PGA's Acceptable Progress Policy. These changes will be discussed directly with Ms. Diane Maguire, PGA/PGM™ Administrative Assistant.

As noted above, many of the responses for which the PGA Evaluation Team seeks further clarification are directly focused on timelines for implementation of proposed changes to Ferris State University PGA/PGM™ Program.

The Standards regarding the evaluation process state that the PGA may allow the school up to 60 days to take corrective action. Therefore, Ferris State University is expected to comply with the above noted items (or supply specific implementation timelines) within 60 days.

The relationship between the Ferris State University and the PGA of America is positive for both parties and we look forward to its continuation. Thank you for your commitment to the PGA/PGM™ Program.

Please mail five (5) copies of your response to my attention. Please feel free to contact me with any questions at 561.624.8483.

Sincerely,

Chris Hunkler

Chris Hunkler, PGA  
Managing Director, Membership Programs

CH/ct

cc: Dr. David Nicol, Dean, College of Business  
Dr. Michael Cooper, Department Chair, Marketing Department  
Ms. Diane Maguire, PGA/PGM™ Administrative Assistant  
Ms. Lori Armstrong, PGA/PGM™ Secretary  
Mr. Kevin Tucci, PGA Head Professional, Katke Golf Course  
Mr. Doug McLeod, Golf Course Superintendent, Katke Golf Course  
Mr. Bradley Bedortha, Head Men's and Women's Golf Coach  
Dr. Elmer Knight  
Mr. Jerry Hogge, PGA  
Mr. Mark Black, PGA  
Ms. Cheri Tschetschot, PGA



# FERRIS STATE UNIVERSITY

May 4, 2007

Mr. Chris Hunkler, PGA  
Managing Director, Membership Programs  
PGA Education Center  
8555 Commerce Centre Drive  
Port St. Lucie, FL 34986-3084

Dear Mr. Hunkler:

The Ferris State University PGA/PGM™ program is in receipt of the PGA Evaluation Committee letter of March 6, 2007. For ease of reading I will respond to each comment as they are presented in that letter.

## Golf Course

The ventilation system for chemical storage is scheduled for installation on May 4, 2007.

The use of tournament generated statistics to identify areas of needed improvement is a fact based methodology. This method will address areas of a player's game that have demonstrated a need for improvement in a tournament environment. I agree that the golf season never starts early enough in the spring semester. The Player Development program does not end that spring, but instead will continue throughout the students PGM career until successful completion of the Playing Ability Test. Students returning from the first internship will have their PAT scores evaluated during the post internship review and those not successful will be required to continue with the ongoing tournament program and specialized instruction. The program is in the process of hiring another PGA professional to assist in this area. Plans call for this person to be on staff by June 1, 2007.

## Curriculum

The curriculum for the Ferris PGM program is moving forward with major revisions to better integrate the discrete knowledge base of the PGA/PGM™ program. The timeline for the proposed changes is as follows: The revised course sequence sheet will go before the College of Business Curriculum Committee at the first meeting of the fall semester 2007. The proposal will be designated as curricular clean up and as such will hopefully avoid approval at higher levels of the process. If approved as the new proposal stands the revised sequence sheet would go into effect for the spring semester 2008, with the new classes started at this time. Specific classes that are in the process of adding PGA/PGM™ program learning objectives are in bold on the new sequence sheet (Attachment 1). At the current time I am including in this report two, Form E proposed new class forms. These forms are for the new PGA/PGM™ level one classes and contain the learning objectives and the assessment plan for the new classes.



Once approved, syllabi for the courses will be developed and forwarded to the PGA. Internships have been reduced to one hour classes allowing these newly developed classes to be three hour classes.

The flow and delivery of the curriculum, as well as the PGA Learning Objectives incorporated will be as follows:

**First Year – Fall Semester**

PGMG-101 Orientation to PGM – Incorporates Resume Writing and Orientation to PGA/PGM™ Professional Golf Management (see Attachment 2)

**First Year – Spring Semester**

PGMG-102 PGA/PGM™ Orientation – Incorporates PGA/PGM™ Level 1 Study (see Attachment 3)

**Second Year – Spring Semester**

PGMG-202 PGA/PGM™ Level 1 Study – Incorporates PGA/PGM™ Level 1 Study (see Attachment 4)

**Third Year – Summer Semester**

PGMG-340 Fundamentals of Golf Instruction – Incorporates PGA/PGM™ Teaching Curriculum (see Attachment 5)

ENGL-325 Advanced Business Writing – Incorporates Business Writing

**Checkpoint One**

**Fourth Year – Summer Semester**

MGMT-310 Small Business Management - Incorporates Business Planning & Operations (in development)

MKTG-322 Consumer Behavior - Incorporates Customer Relations & Interpersonal Skills (in development)

BIOL-114 Biology & Maintenance of Turfgrass – Incorporates Turfgrass Management (see Attachment 6)

**Checkpoint Two**

**Fifth Year – Fall Semester**

MGMT-373 Human Resource Management – Incorporates Supervising & Delegating (in development)

RFIM-207 Beverage Management - Incorporates Food & Beverage Control (draft, see Attachment 7)

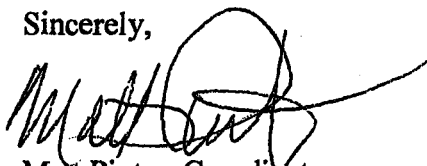
RETG-339 Retail Merchandising - Incorporates Merchandising & Inventory Management (draft, see Attachment 8)

**Checkpoint Three and Final Experience**

All current PGM students will be strongly advised to change to the new sequence sheet. I would expect a very large majority of the current students to make this change, but University policy prevents this from being mandated to all students. The current policy of seminars, study prep sessions, and other "off the transcript events" will continue to be conducted as the program strongly believes in the worth of these events as learning experience for our students.

As the curricular change process starts this fall semester all material required by the University will be forwarded to the PGA Evaluation Team for your review. The Ferris PGA/PGM™ program is very proud of our partnership with the PGA of America. We look forward to working with PGA to improve our program to better prepare our students to meet the demands of the golf industry.

Sincerely,



Matt Pinter, Coordinator  
Professional Golf Management  
PGA Master Professional

MP/dm

Attachments: New Proposed Check Sheet Draft - Attachment 1  
PGMG-101 Syllabus - Attachment 2  
PGMG-102 Form E - Attachment 3  
PGMG-202 Form E - Attachment 4  
PGMG-340 Syllabus - Attachment 5  
BIOL-114 Syllabus - Attachment 6  
RFIM-207 Syllabus - Attachment 7  
RETG-339 Syllabus - Attachment 8

Cc: Ms. Lori Armstrong, PGA/PGM™ Secretary  
Mr. Mark Black, PGA  
Dr. Michael Cooper, Department Chair, Marketing Department  
Mr. Jerry Hogge, PGA  
Dr. Elmer Knight, PGA  
Ms. Diane Maguire, PGA/PGM™ Administrative Assistant  
Dr. David Nicol, Dean, College of Business  
Ms. Cheri Tschetschot, PGA  
Mr. Kevin Tucci, PGA Head Professional, Katke Golf Course