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Section I: Program Overview:

1) State the goals of the program

A. PROGRAM GOALS

Mission:

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

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

Purposes:

- To provide students with an optimal learning environment to prepare for a career in tennis
- To provide students with a broad based educational foundation in business, general education, and tennis.
- To facilitate the development of life skills and personal growth
- To provide students with a competitive edge when they seek employment
- To contribute to the promotion, development, and growth of tennis and industry.

Goals:

- To place 100% of the PTM graduates in marketing/tennis related fields within six months of graduation
- To facilitate certification of students by the United States Professional Tennis Association (USPTA), the program's accrediting body, and United States Tennis Association (USTA) the governing organization of tennis.
- To provide PTM students with the hands-on work experience and training sought by employers.
- To graduate students with skills necessary to succeed in business based career tracks.
- To offer an array of student activities geared toward developing leadership, teamwork, and social and life skills.

2) Explain how and by whom the goals were established

History:

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

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

Originally, goals were established to attract 60 students. The only financial support for the program came from a one-time allocation for advertising. Program direction, promotion, recruiting, teaching, and advising was provided by one person who also served as the Racquet Facility Manager, Men's Tennis Coach, Women's Tennis Coach and Summer Camp Director. Four years after the program started, over 60 students were enrolled in the program and a modest budget was established to operate the program, however, funding for faculty and staff were not available.

Enrollment numbers stayed between 65 -75 through most of the 90's and a Men's and Women's Coach was added with responsibilities for teaching lessons and assisting in PTM classes and functions. The director's responsibilities focused on directing the PTM program, Ferris Tennis Camps, and managing the racquet and fitness center.

In 1999, a new director was hired and remained for 3 years. However, the past director and founder still served as a coordinator for the PTM program while holding the position as the Associate Vice President of Auxiliary Enterprises at Ferris. Through this period the program's enrollment remained relatively consistent around 70 students, but declined in 2002 to 59. New college of business standards changed, admitting some students into pre-business instead of directly into PTM, which might have accounted for the difference.

The third director was hired in 2002, remaining until the summer of 2008. PTM enrollment declined to between 43 -55 students during this time. A reorganization structure was implemented changing the college coaching position to one coach responsible for both men's and women's teams and creating a new position as head tennis professional for the racquet and fitness facility. The college coach was removed from any responsibility and interaction with the PTM classes, but still remained co-director of the Ferris Tennis Camps, while the head tennis professional took on all teaching responsibilities at the club and assisted with PTM classes.

The PTM program had an interim director for 6 month until the 4th and current PTM director was hired in January 2009. At present time, 2010 will mark the 25 anniversary of the PTM program and enrollment has climbing to its highest in 7 years. The Ferris PTM program remains the premier program in the country, which is regarded by the industry as the model for all other programs to follow.

3) How do the goals apply to preparing students for careers in and meeting employer needs in the community/region/marketplace?

The PTM goals prepare students for careers in tennis by providing an optimal learning environment to develop a sound educational foundation in business, marketing, and tennis. Combined with the USPTA tennis-teaching certification, students graduate with a competitive edge when they seek employment.

With the development toward leadership, teamwork, and social skills as well as hands-on work experience and training through internships and workshops, students meet and exceed the needs that employers seek.

4) Have the goals changed since the last program review? If so, why and how? If not, why not?

The first four goals have remained the same since inception of the PTM program and the last program review. The fifth goal; **to offer an array of student activities geared toward developing leadership, teamwork, and social and life skills** was included in the 1996 APR. Although this goal is not listed in the 2002 APR, it still has been fulfilled to some degree through the registered student organization [PTMSA] and program activities. With feedback from tennis industry professionals, goal five was added to develop students for more job related positions emerging in the industry. Entry-level employees are deficient in leadership, teamwork, and social and life skills, according tennis industry feedback and more emphasis should be placed on the fifth goal with current and incoming students to meet the demands of the workforce.

5) Describe the relationship of the program goals to the University's mission, and the departmental, college and divisional strategic plans

There's a strong relationship between PTM program goals and the mission of Ferris State University. We are the national leader of PTM programs in preparing students for successful careers in the tennis industry. We achieve this by maintaining 100% USPTA certification and placement rates of PTM students, building responsible citizenship through volunteer assistance in workshops, USTA projects, research, and student activities that develop leadership, teamwork, and social skills. The PTM program serves and stays on the cutting edge of the tennis industry through its many career-oriented partnerships like the United States Professional Tennis Association (USPTA), United States Tennis Association, Tennis Industry Association and United States Racquet Stringing Association.

B. PROGRAMS VISIBILITY AND DISTINCTIVENESS

1) Describe any unique features or components of the program.

The PTM program is the first, the largest, and the model program of its kind in the country. Today, while several programs are in existence in the United States, Ferris' PTM program is regarded by the industry as the model for others to follow.

"Ferris State was the first four-year Professional Tennis Management (PTM) program to receive accreditation from the USPTA. Its high standards, innovative curriculum and practical internships serve as a model for all other PTM programs in the country."

Fred Viancos, Director of Education, USPTA, Houston, TX

It is also the only program that has an indoor tennis and fitness facility serving as a training laboratory. The Ferris PTM program is the only PTM program that has an on-going internship throughout its academic year, where students complete one of three required Internships-PTMG 191.

2) Describe and assess the program's ability to attract quality students.

The program was the first of its kind in the country and has a great reputation for turning out the best entry-level tennis professional in the industry. This long standing reputation has helped us to acquire some fantastic students both past and present. Students entering the Ferris PTM program today have a lower degree of playing ability. This is due in part to the change in

minimum requirements from the past 4.5 NTRP to the current 4.0 NTPR. This may have been done to increase the target market of potential prospects. Funding for the PTM program is our biggest challenge in reaching prospects. Current enrollment could be enhanced if funding was increased to construct a national marketing program and recruit top prospects for the program and tennis teams. In addition, the strength of the tennis teams have decline, where at one time we consistently won the GLIAC championships for both men and women. Regaining the top spot in the conference would contribute to an increase enrollment of higher caliber tennis players into the PTM program and promote the perception of a higher quality program.

3) Identify the institutions that are the main competitors for prospective students in this program.

Currently there are two other schools that offer a four year bachelor's degree in Professional Tennis Management and one college offering a two year associate's degree. Methodist University in Fayetteville, North Carolina, Hampton University in Hampton, Virginia, and Tyler Junior College in Tyler, Texas. We stand above the competing programs but as previously stated have difficult in reaching and informing prospective students in what we have to offer due to a lack of funding.

a. How are these programs similar and different from the FSU program?

All four year degree programs have been modeled after Ferris State University's PTM program. Methodist University in Fayetteville, North Carolina is similar in the PTM class curriculum. One difference is Methodist is no longer accredited by any tennis certification organization, but does offer certifications in the United States Professional Tennis Association [USPTA] or Professional Tennis Registry [PTR], and give students a choice of either certification. They also allow students more options in majors such as accounting, business administration, financial economics and marketing with a concentration in PTM. We offer a Bachelor of Science degree in Business, with a choice of a marketing or resort management concentration. Another difference is that students do not complete an on-going internship. Methodist's students complete three outside internships where Ferris students must complete an on-going internship during their four years at the Ferris Racquet and Fitness center and two outside internships.

Hampton University in Hampton Virginia offer a USPTA accredited program. They have recently transferred this program from their College of Business to the College of Education and Continuing Studies with a concentration in professional tennis. Very little information can be ascertained including enrollment numbers and program information from contacting the university including the director of program. Their Web site still indicates the program under the College of Business.

Tyler Junior College [TJC] in Tyler, Texas is a two year associate's degree in PTM and is similar in that both programs train students to teach tennis, provide an opportunity for personal player development, and receive college education. We differ in that TJC focuses mainly on teaching tennis, which includes 15 hours a week in their "Train the Trainer" program lab. Our focus is to prepare students for a career in business emphasizing tennis. Ferris' students are much more prepared to receive jobs in many areas of business not just tennis.

b. What can be learned from them that would improve the program at Ferris?

Although Methodist University is not accredited by a particular certification organization, they have an advantage in opening the doors to both trade associations. Currently the USPTA has

about 15,500 members and PTR is expected to hit 14,500 this year with only 1,000 tennis professionals who hold dual membership certifications. Two major benefits would be the ability to market and promote the program through both organization members nearly doubling our current base. However doing so would lose our certification accreditation through the USPTA and may alienate long-term USPTA supporters that may have provided internship opportunities in the past. Another advantage would be the ability to require both certifications upon graduation, which ultimately can produce better quality teaching professionals and add a distinction to Ferris PTM graduates being part of only 1,000 dual certified professionals.

Tyler Junior College historically has develop better on-court teaching professionals do to the heavy concentration of training, 15 hours of tennis-teaching lab work per week. This would be difficult to duplicate without increasing or adding additional PTM classes to our current curriculum.

C. THE PROGRAM REVALANCE

1) Provide a labor market demand analysis: This activity is designed to assess the marketability of future graduates. Reports from the Department of Labor and from industry are excellent sources for forecasting demand on graduates. Request information from your Library Liaison.

There are more than 20,000 types of tennis facilities in the U.S. (resorts, parks & rec, commercial and private clubs, etc). Where there's a court, there's a need for an instructor as well as the other off-court positions such as Club Manager, Pro Shop, Administrative, Court Maintenance, Marketing, Promotion and management positions necessary to run an effective and profitable tennis business. There are an estimated 19,800 tennis specific businesses and organizations that employ more than 114,000 people. Tennis manufacturers make racquets, balls, strings, footwear, apparel, court products and accessories.

Leaders in the tennis industry are worried that tennis businesses are not attracting enough young talent to replace what they call the graying of industry personnel as indicated in the November/December, 2008 article in RacquetSportsIndustry.com (RSI.com) (Generation Next?). This puts graduates of professional tennis management program in demand for the future. The Tennis Industry Association (TIA) has invested time and expense in producing a website careersintennis.com to promoted jobs in the tennis industry featuring PTM programs around the country.

The employment outlook for Professional Tennis Management (PTM) graduates appears to be very favorable, despite overall economic uncertainty. Tennis professionals and workers are categorized in the broader category of "Recreation Workers" by the Bureau of Labor Statistics. This category is projected to increase by 13% between 2006 and 2016. This is also the mean for all occupations.

An important figure was published recently (November 19, 2009) by the Tennis Industry Association (TIA) in a press release, in which it was announced that participation topped 30 million for the first time in two decades and grew in all age groups under 50 and in all ethnicities. Tennis has grown 12% in 2008 and by 25% since 2003, confirming the broader indicators.

Other positive indicators include research conducted by the Sporting Goods manufacturers Association showing tennis to be the fastest growing sport in the country with a 43% increase from 2000-2008 with a one-year increase of 9.6% last year. The Racquet Sports Industry also cites a 15-year high in tennis participation with continued growth expected. An article dated April 1, 2009 in RSI (Why is Tennis Participation Growing?) mentions that there are “700,000 participants in USTA League Tennis, 30,000 participants in Tennis on Campus, and tournament attendance continues to grow” In addition, The TIA’s 2010 Cost of Doing Business report indicated that three quarters of the tennis facilities rate the future of the tennis industry as good or very good. Facilities overall register a net increase in court usage, but at a slower rate than previous survey periods, identifying group lessons/clinics as one of the drivers for increased tennis court usage.

Employment specifics include a number of new positions on the USPTA job postings webpage, 64 in May of 2010 alone. These include Head and Assistant Tennis Professionals, Directors and Coaches, most requiring USPTA certification. Similar postings on the Professional Tennis Registry and TIA –Career in Tennis website include Club Managers, Directors and Coaches, also requiring certification by the USPTA or other nationally recognized organization. These positions are available across the country and in a variety of settings, providing a wide range of opportunity for new and recent program graduates.

Although the recession has affected nearly every part of the economy, increases in participation, growth in courts usage, and group/private lessons indicate the tennis industry to be more recession resilient than most recreation industries. Combined with the demand for tennis industry jobs and career professionals, the marketability for future PTM graduates is higher than ever.

2) Describe and assess how the program responds to emerging issues in the discipline, changes in the labor force, changes in employer needs, changes in student needs, and other forces of change.

Working with and staying in close contact with the many entities of the tennis industry, which include the USPTA, USTA, TIA, PTM internship employers and PTM Advisory Board, has allowed the PTM program to understand the emerging changes that affect the program, industry, and students. These changes are taken into consideration in annual planning of improvements necessary to meet the needs of employers. A good example would be the establishment of a second path within the degree in resort management. This was done through the advice of our advisory board and feedback from the industry.

3) Assess why students come to FSU for the program. Summarize the results of the graduate exit survey and the student program evaluation.

a. How well does the program meet student expectations?

Based upon student responses the program is meeting student expectations. Please reference the graduate student survey results. The results indicate student satisfaction throughout key areas of the program. On a 1-5 scale, most areas were rated a 4 or higher.

b. How is student sentiment measured?

Student’s sentiment is measured from various means, which include SAI, one on one during academic advising, internship reviews, and PTM alumni feedback.

D. PROGRAM VALUE

1) Describe the benefit of the program, facilities, and personnel to the University.

Ferris' PTM program, racquet facility, and personnel has significant benefit to the University

Visibility and Image - Ferris' PTM program has been featured and mentioned frequently in numerous regional, state, national and international consumer and trade publications including USPTA southern, Racquet Sports Industry (RSI), Smash Magazine, and Groundstrokes Canada, which are included in [Appendix I].

Through the faculty survey, faculty members have commented that the PTM program is unique in that it is positioned in the College of Business, has a strong business foundation, it is the best and a leader in the nation.”

Ferris students and grads are placed in locations across the country and around the world and the PTM director has and is scheduled to present at state and regional tennis conferences.

- **Revenue enhancement** – summer tennis camps that are staffed by PTM students and faculty now generate over a \$100,000 per year attracting hundreds students per year to the campus. Over 98% of the participants are from outside Big Rapids and from other states. Students may enroll any term to get a hands-on opportunity to participate in the year-long effort to operate and market these camps. Students will receive internship credit for their work that will be approved by the USPTA.
- **Racquet and Fitness Center** – This facility serves students, staff, and community recreational needs. PTM students staff every area of this facility as part of the PTM program's requirements. Students do not get paid for working at the facility which results in a substantial cost savings – approximately \$50,000 per year in student wages.
- **Tennis Teams** – Ferris Varsity teams benefit greatly by talented PTM students who play on the teams. Ferris is consistently a nationally ranked team and finishes in the top of the GLIAC conference, which again enhances Ferris' image of national excellence.
- **Diversity** – The PTM program has attracted students from 41 states in the US and 14 foreign countries. Students from such diverse backgrounds, cultures, and geographic areas add to the quality of life in Big Rapids and the educational experience for all Ferris students.

2) Describe the benefit of the program facilities, and personnel to the students enrolled in the program.

The Ferris Indoor/Outdoor Racquet and Fitness Center benefits the PTM students because it serves as a working laboratory for their PTM 191 ongoing internship, training facility for player development and classroom for all PTM courses. In addition, tennis industry workshops are held at the racquet facility during the PTM annual banquet and job fair, and it also holds the USPTA Midwest Hall of Fame and library.

"Working in the various departments of the Racquet & Fitness Club has really taught me a great deal about the different facets of a tennis club. The work experience has definitely taught me solid work ethics and how to interact better with the public. Tips and ideas I've learned from working at the Racquet Club have helped me to do a better job on my summer internships."

Daniel Soine, PTM Grad, Past Public Relations Coordinator, USPTA, Houston, TX

The PTM students benefit in numerous ways from the personnel. Both the current PTM director and PTM administrative assistant are graduates of the program, which gives us a great understanding and empathy of each student in completing this program. They are involved with each student at every facet of the program from recruiting prospects to graduating.

The close nit family atmosphere is one of our strong assets as a program that has impacted students not only while here at Ferris but throughout their lives. Many graduates continue to support the program long after graduation either financially, through prospect referrals, returning for our annual banquet and/or hiring PTM students for internships or upon graduation for fulltime employment. Some have written back on what the staff and program meant to them.

- *"The PTM program faced many changes throughout my time at Ferris State; however, a few things stayed true. [PTM administrative assistant] was a permanent fixture during the regime change and kept a level of consistency for the students. When [PTM director] was hired, the process was seamless. [PTM staff] have done a fantastic job of keeping Ferris State's PTM program the premiere school for tennis teaching professionals and will for years to come."*

Kyle Revall, PTM Grad, Candidate for MBA, Ferris State University

- *"The PTM program is a benefit to Ferris; the graduates are consummate professionals and should make Ferris proud. I am currently the head tennis professional for the Queen's Club in London, England; however, due to my education and degree from Ferris State University I'm leaving my current job to work as a stock broker in November. I will be moving back to the states and be based in New York City. Ferris and tennis gave me this chance and I am thankful for it!"*

Carol Robinson, PTM grad, Head Professional, Queens Club, London, England

Unfortunately, the reorganization of the men's and women's tennis coach has removed him from the positive interaction with the PTM students throughout the academic year. Prior to the restructure, the coach played a vital role in developing the necessary skills the PTM students need to be successful. This interaction and leadership has been lost and would greatly benefit the PTM students if it could be regained again.

3) What is the assessment of program personnel of the value of the program to employers? Explain how is this value is determined.

The Ferris PTM program has established a long standing tradition of producing the best entry level tennis professionals in the tennis industry. It is the best program and education one could receive for a career in tennis. PTM graduate are sought after employees and we receive many more job placement opportunities than graduates and often last semester seniors are receiving offers prior to graduation. Below are a couple of quotes from top industry professionals.

- *"I've been extremely pleased with the students that we've hired and I am looking forward to a long lasting relationship with Ferris."*

John Adams, Owner, Quince Orchard Tennis Club, Gaithersburg, MD

- *"The PTM program at Ferris State University is producing the tennis professionals of the future. I was so impressed with these students that the next time I need to hire; it will be a FSU - PTM graduate."*

Will Hoag, USPTA Past President, Coral Ridge Country Club, Fort Lauderdale, FL

4) Describe the benefit of the program, faculty, staff and facilities to entities external to the University (services that faculty have provided to accreditation bodies, and regional, state, and national professional associations; manuscript reviewing; service on editorial boards; use of facilities for meetings, etc.).

Besides serving the University students, employees and surrounding community the Ferris racquet and fitness center and PTM program has hosted several local, state and national events that draw from all over the country. These include the USPTA Indoor National Tennis Tournament, USTA State Rally Ball Championships, Michigan High School Regional Tournament, USTA Wheelchair Workshop/Pro-am and sanctioned tournaments, USPTA Developmental Recreational Workshop, USPTA Certification Exam, and the PTM annual banquet, which brings in some of the top tennis industry speakers in the world.

A two year partnership/sponsorship was just signed with Wilson Sporting Goods, the number one brand in tennis to promote both the PTM program and Ferris summer tennis camps. Our PTM students will be promoting Wilson Products through their internships and have the opportunity to sign sponsorships with Wilson upon graduation of the PTM program. In addition, the tennis industry association is just partnered with the Ferris PTM program. They have donated tennis connect websites for use in training web site development in PTM class curriculum and for the operation of the Ferris racquet and fitness center. We are currently working on an internship that will begin in the summer of 2011.

With demand for graduates greatly exceeding the supply, the PTM program has had a tremendous impact on the tennis industry.

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

Peter Burwash, CEO PBI International, teacher, speaker, and author

- *The PTM program at Ferris State University is exactly what this industry needs. Through my position as executive director of USRSA, I'm in regular communication with clubs and shops across the country as well as all of the major manufacturers and publishers. One of the most common concerns I hear is that there just aren't enough people in this industry with business training. Everyone knows that PTM graduates come out of the program with these skills. The only problem is that there aren't enough graduates each year to fill the demand for qualified tennis business professionals.*

David Bone, Executive Director - USRSA, Publisher - RSI Magazine

5) What services for extra-University general public groups (e.g., presentations in schools or to community organizations) have faculty, staff or students provided? Describe how these services benefit students, program, and community.

The students in the PTM program are involved with community development by volunteering their time for community events through their RSO [PTMSA]. Students also teach tennis at Crossroads Charter Academy and the public schools, assisting the PE teachers with their tennis curriculum during the year, while being supervised by our head tennis professional. This benefits the students in experience with teaching juniors and fulfilling assignments in PTM courses and RSO requirements. The community benefits by increased services, participants benefit by learning the lifelong physical fitness sport of tennis, which has numerous health benefits, while the schools receive needed support to physical education teachers.

The PTM director has been a speaker for the Michigan high school tennis coaches' association workshop, Michigan and Detroit Club Managers Association workshop and scheduled to present at the USPTA Midwest Convention in 2011. These appearances help promote Ferris State University, the PTM program and students.

Section 2: Collection of Perceptions.

The survey sections must include, among others, a discussion of techniques used in collecting the information, difficulties encountered during the surveying process, number and percent of respondents, and analysis of data in accordance with established methodologies. The survey instruments must be designed and distributed, in consultation with Institutional Research and Testing, to reflect general aspects of program review as well as the specific nature of the program itself. All comments should be included, but the names of individuals mentioned should be deleted.

The techniques used in collecting the information... Difficulties encountered during the surveying process... Number and percent of respondents... Analysis of data in accordance with established methodologies.

- A. **Graduate follow-up survey:** The purpose of this activity is to learn from the graduates their perceptions and experiences regarding employment based on program outcomes. The goal is to assess the effectiveness of the program in terms of job placement and preparedness of the graduate for the marketplace. A mailed or e-mailed questionnaire is most preferred; however, under certain conditions telephone or personal interviews can be used to gather the data.

Introduction

Graduates of the PTM program were surveyed in order to obtain information regarding their employment, salary, and evaluation of the components of the program. The survey instrument was adapted from the Placement Office to survey recent graduates. Of the 153 surveys that were mailed, 33 graduates responded.

Key Findings

- Placement
 - 73% of the grads secured jobs before graduation
 - 21% of the grads secured jobs within 3 months.
 - 6% of the grads secured jobs within 6 months
 - All grads secured jobs within 6 months
 - The most common sources of job leads were the PTM office and internships
- Salary
 - 60% of the Graduates earn more than \$60,000
 - Ranges
 - 21% earn less than \$40,000 or more
 - 18% earn \$40,000 - \$60,000
 - 21% earn \$60,000 - \$80,000
 - 24% earn \$80,000 - \$100,000
 - 3% earn \$100,000 - \$120,000
 - 12% earn more than \$120,000
- Areas of the PTM Program – grads were asked to rate various components of the PTM program on a scale of 4 = very satisfied to 1= vary unsatisfied
 - PTM Program Components 3.7
 - PTM Program Staff 3.7

- Tennis Specific Training 3.5
- FSU courses 3.5
- On Internship 3.5

- Greatest Strengths
 - 100% placement record since inception
 - Starting salaries are higher than typical business majors
 - Earning potential is high
 - PTM networking is extremely valuable in seeking employment
 - 46% completed an internship for employer prior to graduation

- Needed Changes
 - More Biomechanics/Anatomy Physiology and Psychology courses
 - Increase tennis-teaching skills and opportunity's
 - Better customer service skills, conflict and hospitality management
 - Training in web site design
 - Offer other majors than marketing
 - More in personal finance, budgeting, management
 - Use Alumni more

The graduates' comments indicated a need for improving students playing ability, a better understanding of anatomy/physiology and biomechanics, and better on-court teaching skills. Also developing soft skills like social and customer service where mentioned.

Representative Comments

In response to: courses you'd like to see implemented program?

- “Conflict management- management opportunities for student in different capacities.”
- “Biomechanics/anatomy.”
- “Customer service or even hospitality. If you want to become a director you need other skills besides teaching.”
- “Hospitality management.”
- “Public speaking courses, communication and professionalism seminars.”
- “More on court instruction classes [drills, rotations, etc.] in early years.”
- “More teaching experience on campus.”
- “Personal finance planning, resume skills, building internships – outside the tennis industry, conflict management.”
- “Sports management sports psychology.”
- “Teaching courses – elementary courses related to child development/behavior.”

- “The art of teaching and teaching methods along with sports psychology and Tournament administration.”
- “Quick start programming, web based programming for club’s.”
- “Web site design, more biology and anatomy courses.”

In response to: items that can be improved/implemented

- “Financial planning – opportunity’s to do more specialized degrees, working paid internships for whole semester, study abroad programs.”
- “Empower the students and give them ownership with the ongoing internship, teach students how to teach, teaching ability is a weak area of the program.”
- “Get across to the current students that they do not know everything about tennis because they’re in the PTM program!”
- “Get students on court as much as possible, daily as possible to teach lessons.”
- “Get the players back into the program.”
- “I recall the kinesiology course being very weak, this is a very important subject and one that should be emphasized.”
- “More alumni involvement, a PTM interactive site for potential PTM and pros.”
- “More management and budget type courses. Overall facility management courses with help as clubs are looking to tennis professionals to manage Sports Centers that include fitness and swim.”
- “Allow for students to declare a major other than marketing.”
- “Quality of workshops, PTM player development requirements, more knowledge about tennis industry.”
- “Expanded to different degree areas, like accounting.”
- “Improve overall tennis ability level of most PTM hours.”
- “Utilized alumni more, like developing an alumni mentor program.”
- “More experienced the tournament’s.”
- More seminars on the constant change in ways of teaching and biomechanics techniques, how to transition out of the court to all job opportunities.”
- “Better play. Too many people going through the program with below average skills. I know you don’t have to be a great player to teach, but you must look like you can play.”

- “Better recruiting efforts to attract top talent of incoming freshmen or new people looking to be pros. This might lead to a lower #'s toward first entry levels, however it would yield a strong crop of industry talent if a better recruiting effort was made.”
- “Continue to preach professionalism on and off court. Personal and business professional behavior and attitude.”
- “Higher quality players and a stronger tennis team.”
- “Higher quality students.”
- “More graduates.”
- “More quality pros.”
- “Stronger teaching skills, management skills, and playing skills.”
- “PTM program does an outstanding job. I believe the industry needs to change and more PTM graduates can be the agents for that change. The industry is not ready for and does not recognize the value of a PTM degree. The industry is still satisfied with a weak and certification.”
- “We need to produce better teaching pros.”
- “PTM director and staff are doing a solid job. I have met a number of students at different offenses, and was pretty impressed. Keep it up.”
- “I love the PTM program and what it stands for. I just think it needs a shot in the arm and how to teach tennis piece of the pie. Students in my opinion should learn a system of instruction and should be able to take that system to the next place they go after graduation.”
- “I strongly recommend more budget and management courses.”
- “Strongly believe in the value of the program. Please use the alumni as a resource for questions/surveys.”

B. Employer follow-up survey: *This activity is intended to aid in assessing the employers' experiences with graduates and their perceptions of the program itself. A mailed or e-mailed instrument should be used to conduct the survey; however, if justified, telephone or personal interviews may suffice.*

Some returned surveys but information is still being evaluated

Introduction

Employers of PTM graduates were surveyed regarding PTM graduate competencies. Competencies that employers felt were most important were identified in a USPTA survey of employers. The six most important competencies identified in the USPTA survey were used for this study.

Key Findings

- PTM Graduate competencies –employers were asked to rate our graduates based on the competencies identified in a USPTA survey on a scale of 5 = excellent to 1 = poor
 - Computer Skills 4.4
 - Professionalism 4.3
 - Written and Oral Communication Skills 4.1
 - Instructional Skills in Private and Group Lessons 3.9
 - Use of Teaching Aids (i.e. ball machine, video, etc.) 3.7
 - Administrative and Management Skills 3.6

Representative Comments

In response to: additional comments

- “We have had two graduates come to our program early in their careers and both did a nice job with beginner adults and juniors. I think it was difficult for them because the rest of the staff played Division 1 tennis and were very good players, so people assumed they were better teachers. Not reality but perception was a problem. Both did a good job for us but did not stay more than a year before moving on. It would be interesting to see if both of them are still in the profession.
- “Having worked with hundreds of tennis pros, we have been extremely satisfied with the coach from the Ferris State PTM program.”
- “I found the PTM graduates all to be very eager. Their skill set upon graduation was very strong yet they all were eager to learn and grow as professionals. The members of the club found them to be invaluable.”
- “Elliott (the graduate we hired) is very talented and an amazing worker and has the potential to do incredible things in the tennis industry.”
- “Graduates have become better over time. I have a graduate now who has been with me for ten years.”
- “Excellent Hire!”

- “The reason for my rating of 3.5 on a few of my answers is because of the variance we had over the last few years in the full time hires. A few have been strong in the computer area, but others not so much, same for the written communication. One in particular was very solid in that area, while another hire was pretty weak. Each person varies, but all in all, we have hired 4 students right out of the PTM program in the last 6 years or so.”
- “More management and administrative training would benefit PTM students. Currently internship give great insight on teaching, however management skills lack during internship and on-going classes during the school year.”
- “Good people. Need to keep improving on communication, though. I’m proud to hire PTM’ers.”
- “I am tough on evaluation – I feel that any professional we hire – whether PTM or new full time tennis professional – they will need to be trained, supervised, and mentored. There is a difference in their education acumen studies/experiences and their real world approach to the profession, they need to be supported and coached that first year of employment. Ferris State PTM students do have a stronger potential to reach – the highest levels of our industry. Because of the groundwork that has been established.”

C. Graduating student exit survey: Graduating students are surveyed every year on an ongoing basis to obtain information regarding quality of instruction, relevance of courses, and satisfaction with program outcomes based on their own expectations. The survey must seek student suggestions on ways to improve the effectiveness of the program and to enhance the fulfillment of their expectations. This survey is mandatory for all program graduates.

Introduction

Graduating seniors and recent graduates of the PTM program were surveyed to provide their feedback and evaluation of the program.

Key Findings

The graduate exit survey asked questions about key areas of the PTM program and students rated the areas on a scale of 5=Excellent to 1=Poor.

- Strengths
 - Professionalism 4.78
 - Preparation to enter the tennis industry 4.78
 - Racquet Repair/Customization 4.78
 - Availability of Instructors/Staff 4.78
 - Networking 4.67
 - Overall Quality of Program Leadership 4.75
 - Quality of Internship Experiences 4.88

- Opportunities for Improvement
 - Competitive/Tournament Opportunities 3.33
 - Biology/Anatomy Courses 2.55
 - Biomechanics 1.67
 - Computer Skills 2.67
 - Food/Beverage Management 1.00

Based upon the responses from graduating seniors and recent graduates the PTM program is preparing students to enter the industry. Graduating students and recent graduates identified key strengths of the program to include internship experiences, opportunity to network, and availability of instructors/staff. These areas have been central to the PTM program since its inception.

Opportunities for improvement included the addition of biology/anatomy and biomechanics courses, more opportunities for competitive/tournament play, and a food/beverage management course. Incorporating an anatomy and biomechanics course into the curriculum would provide students increased confidence and improve abilities to technically correct strokes in instruction. Students also indicated more competitive/tournament play opportunities, which will add to student credibility if they are able to improve their own playing ability.

Representative Comments

In response to: academic course you would like to see implemented

- “More food/beverage classes”
- “Business ethics, further accounting courses, further biomechanics or even an athletic training program incorporated into PTM, more practical computer program training (Not ISYS)”
- “I would like to see a few more tennis classes through the PTM program, once every semester either on or off court”
- “I would like to see more courses related to sport science, physical fitness, anatomy, etc... Some collegiate coaching jobs require some type of a degree in an area like that”
- “Maybe some human resource classes”

In response to: items that can be improved or implemented

- “More about other careers in tennis, more hands-on experience, integration with other programs, certification classes, such as being certified to be officials, or wheelchair instructors”
- “Advertising for the program must be developed to increase numbers, the program needs a better player ability requirement/development program”
- “Student managers brought back, another teaching class, video analysis class”
- “Implement a program in which the students take an active role in marketing the PTM program through social media such as facebook, twitter, myspace, etc... This will be good training for them when they are on their own and have to market themselves or their programs.”
- “Overall quality and utilization of the Racquet Facility”
- “Player development – improve by adding more structure and/or better instructors”
- “Challenge ladders”
- “General upkeep of the racquet facility, observed (by director) on-going internship duties, observed player development (by director)”

Additional Comments:

- “I feel the program has given me tremendous preparation for my career...”
- “Loved every year I was there, I had a great staff that was always looking out for my best”
- “Being a part of the PTM program was the best learning experience of my life”

D. Student program evaluation: Current students are surveyed to obtain information regarding quality of instruction, relevance of courses, and satisfaction with program outcomes based on their own expectations. The survey must seek student suggestions on ways to improve the effectiveness of the program and to enhance the fulfillment of their expectations. This survey should be conducted during the year before the PRP report is submitted.

Introduction

Current PTM students were surveyed regarding their perceptions of the various components of the curriculum and preparation for a career in the tennis industry.

Key Findings

- Student perceptions – students were asked to evaluate the various components of the PTM degree on a scale of 4=Very Satisfied to 1=Very Dissatisfied. Below are the average mean scores.
 - Business Courses (Mktg./Mgmt.) 3.43
 - Workshops 3.29
 - Internships 3.20
 - Advising(Quality/Availability) 3.22
 - General studies courses 3.12

- Key Strengths
 - Opportunities for Networking 3.48
 - Preparation to enter tennis industry 3.43
 - Professionalism 3.62
 - Communication/Public Speaking 3.52

- Opportunities for improvement
 - Biology/Anatomy 2.95
 - Biomechanics Courses 2.63
 - Competitive/Tournament opportunities 2.29
 - Tennis Shop Retailing 2.90

Based upon the responses to the current student survey we feel very confident with the preparation PTM students are receiving during their academic careers. Through an extensive network of tennis professionals and internship opportunities across the country, and a solid business foundation, the PTM program continues to be a national leader in preparation for a career in the tennis industry.

Opportunities for improvement included courses in anatomy and biomechanics which can serve to improve the tennis teaching capabilities and credibility of students. Competitive and tournament play opportunities are also an area of great importance as students must have opportunity to develop and maintain their playing ability to ensure credibility as tennis professionals.

Representative comments

In response to: courses to implement?

- “Biomechanics, basic video/graphic design class for marketing track”
- “Human anatomy should be required”
- “More biomechanics, tournament administration practice, and some type of beverage management class mandatory for both the marketing and resort side so that students know how to handle members/member situations involving alcohol better”
- “Tennis fitness courses: a course that would teach us more about fitness and training aspect of tennis and help us learn to teach that later”

In response to: items to improve or to implement?

- “I feel there needs to be more practice towards the USPTA exam rather than just the one class and it needs to start from our first year here”
- “I think player developments could be improved”
- “Improved player development, and implement harsher consequences for mis-conduct and not showing up for assigned work and/or meetings”
- “Quality of pro shop, education of front desk staff”
- “More people in the program”

In response to strengths of the program:

- “Advancement of career in the tennis industry”
- “Developing networking & professional skills, hands-on learning, and quality of advisors and teachers. Also the family that PTMers develop amongst themselves”
- “Great networking and internships”
- “Great professionalism, great advising, some really good students and alumni, great workshops”
- “Industry exposure, quality internships, access to industry tools, industry support”
- “Networking opportunities, court time availability, paid internships”
- “That this is the best program in the country”

E. Faculty perceptions: *The purpose of this activity is to assess faculty perceptions regarding the following aspects of the program: curriculum, resources, admissions standards, degree of commitment by the administration, processes and procedures used, and their overall feelings. Additional items that may be unique to the program can be incorporated in this survey.*

Introduction

College of Business faculty was surveyed as to their perceptions of the PTM program. Of the College of Business faculty, 25 responded to the survey.

Key Findings

Faculty perception – faculty were asked to rate the PTM program on a scale of 4= strongly agree to 1 = strongly disagree with statements.

- Strengths
 - Consistent with Mission of FSU 3.74
 - Curriculum relevant to objectives 3.61
 - Provides ample opportunity for practical experience 3.76
 - PTM students are prepared to enter the workforce 3.48
- Opportunities for improvement
 - Current operating budget is sufficient 2.89
 - Number of tenure track faculty is sufficient 2.74
 - Adequate resources allocated for coordination/admin 3.30

Based upon faculty responses we feel very confident that the program is meeting objectives and is consistent with the mission of Ferris State. Faculty feedback indicated that the program provides ample opportunities for practical experience and students leave prepared to enter the work force.

Opportunities for improvement as seen by the faculty include the program's operating budget, number of tenure-track faculty, and resources allocated for the coordination/administration of the program. To remain as a national leader in the development of professionals for the tennis industry, it is important to have a sufficient operating budget and recognized tenure-track faculty.

Representative Comments

In response to: program strength?

- “Administered well; strong ties to field; internship component is very strong”
- “Highly talented and motivated students”
- “PTM program fits well at FSU”
- “This program is the leader in the nation.”

- “Unique that it is positioned in the College of Business and has strong business foundation”
- “Best in the nation”

In response to: areas needing improvement?

- “General support for program”
- “More promotion and more help running the program. It’s crazy to expect one person to teach, manage the program, and manage the facilities”
- “Probably financial and other support from the university”
- “Recruitment”
- “The coordinator position should become a faculty tenure track position to better support the program”
- “Update the facility, a true tenure faculty position”

F. Advisory committee perceptions: *The purpose of this survey is to obtain information from the members of the program advisory committee regarding the curriculum, outcomes, facilities, equipment, graduates, micro- and megatrends that might affect job placement (both positively and adversely), and other relevant information. In the event that a program does not have an advisory committee, a group of individuals may be identified to serve in that capacity on a temporary basis.*

Introduction

The PTM program has both an advisory board and advisory panel. The advisory board is made of tennis industry professionals representing several areas of the tennis industry including the USPTA Education Committee, US Tennis Association, Tennis Industry Association, US Racquet Stringing Association, racquet manufactures and directors of tennis at country club, private, public, commercial, and resorts. The purpose of the board is to advise and provided feedback on industry trends and the necessary skill sets and education that are essential for PTM students upon graduation.

The PTM advisory panel consists uniquely of only Ferris PTM graduate in the tennis industry, which includes tennis professionals, tennis directors, college coaches, authors and speaker. The purpose of the panel is to advise and provided insights and feedback on internal decisions that affect the daily operations the program.

While the entities serve as the official advisory board and panel, the program has been fortunate enough to attract many professionals from across the country to conduct workshops and advise the program's faculty and staff regarding industry trends, employer attitudes, and feedback regarding our students' and graduates' performance.

Key Findings

- The quality of graduate are excellent, especially the top 25%,
- Not a sufficient number of graduates each year to meet the growing demands of the tennis industry.
- More students today feel entitled – a bit cocky even – and seemed to approach the world as if it owed them something because they were PTM'ers.
- Form a partnership between the PTM programs to work together to develop uniform curriculum and cooperate in marketing efforts or start satellite Ferris PTM programs at other schools with Ferris calling all the shots.
- Differentiate itself by turning out respectful, hard-working young people with exemplary social, speaking, and writing skills.
- Improve on-court teaching and student's ability to handle themselves in most instructional situations.
- Program strongest asset is an excellent relationship with other associations in the tennis industry.

- Must find a way to promote the program more and better to all USPTA pros so that they may promote the program to their students.
- The USPTA regards Ferris' PTM program as the model for all other programs it grants professional accreditation.

Representative Comments

In response to: Is the PTM program meeting the demands of the tennis industry?

- “Unfortunately, I would have to say not yet. I believe the students are given more than enough opportunity to develop the necessary skills. But, there just aren't enough students coming through the program to fill the demand for interns and grads. Plus, there is always going to be a percentage of students who just coast through and don't develop the skills. I believe the ultimate solution to this will be to continue to recruit more students and grow the program.”

Dave Bone, Executive Director, USRSA, Publisher RSI Magazine

- “I'm not in a position to answer this. When I was involved with PTM, it was a wonderful feeder for entry-level positions in tennis, be they sales, teaching, marketing, or others. The students were proud to be PTM'ers, and took it very seriously that they represented the PTM program to the outside world. As the years passed, I noticed that the students seemed to feel entitled – a bit cocky even – and seemed to approach the world as if it owed them something because they were PTM'ers. The early hunger had gone away, and seemed to be replaced by arrogance. This, by the way, was not only true of the students, but of certain program directors. “

Jill Fonte, Owner, Jill Fonte & Associates, Certified Executive Coach/Speaker

- “In my opinion, the PTM program's number one goal would be to deliver well rounded tennis professionals into the industry. Everyone should be able to go on a court and handle themselves in most instructional situations after four years of being in the program. If the program could deliver that, I would feel it would meet the demands of the industry, because the industry needs more qualified, versatile tennis professionals. But at this time, I would say that this is not happening, and maybe could never happen; maybe my vision is unrealistic. I have always felt that there was 25% of the students I would consider hiring full time, another 25% I would consider hiring for internships, and the other 50% I have been unimpressed with. Closing that gap and improving the quality of the student, to me, is where most of the opportunity lies.”

Jim Fleming, USPTA, Vice President, Baseline Tennis

- “I believe the grads of the program are of a higher competency than many of the first-time professionals in the industry so the quality of the grads is excellent. My perception is that the program is not turning out many tennis professionals as grads are finding jobs elsewhere within the industry. I hope my perception is incorrect.”

Fred B. Viancos, Director of Professional Development, USPTA

- “Yes! Demand for good PTM students far exceeds the supply. The industry is very well served by PTM.”

Steve Smith, Past Director of PTM Tyler Tech, Owner Tennismith.com

- “Yes. All facets of the industry are covered.”
Scott Schultz, Ferris PTM founder, USTA Director of Recreational Tennis

In response to: what direction should be taken or changes in the PTM program to maintain a leadership role amongst other PTM programs in the nation?

- “I believe it would make sense to form a partnership between the PTM programs to work together to develop uniform curriculum and cooperate in marketing efforts. As the biggest program, Ferris should have a great deal of influence in this partnership. But, if the programs all work together to improve, all of the programs should benefit. If this idea isn’t practical, then it might make more sense to start satellite Ferris PTM programs at other schools with Ferris calling all the shots.”

Dave Bone, Executive Director, USRSA, Publisher RSI Magazine

- “Regardless of what the other programs are offering academically, PTM can differentiate itself by turning out respectful, hard-working young people who are more motivated by opportunity than by the immediate paycheck. I also feel that PTM can differentiate itself by offering the industry graduates with exemplary social skills. This takes some training, as many of today’s young people do not speak, write or otherwise present themselves particularly well.”

Jill Fonte, Owner, Jill Fonte & Associates, Certified Executive Coach/Speaker

- “Since I am not familiar with what is happening at other PTM programs, I cannot speak in regard to how the program stacks up against others. But in my eyes, Ferris was the first program in the country (I think) but it has always been considered the leader in my eyes..... I think the number one thing to do is produce better students. And better students will come from better recruiting efforts, and strong partnerships with organizations that can help bring attention to the program and what it has to offer..... I am not familiar with the requirements a student needs to get into the program, but maybe those should be raised? Tough to do when you are probably measured by enrollment numbers and retention numbers, as you may not want to turn people away. But in the end, the quality of the student and the commitment level of the student to really get the most out of the program comes from the character and motivation of the individual..... More “blue chippers” in the program would really change the dynamic of the program as a whole. It would become more competitive, students would be more driven to succeed, and potential employers will be excited to get involved in the program because they see the potential for their operations if they could land some of these graduates. I have always felt that the more involved we were in the program, the better chance we had to hire the best students. More industry leaders will get involved if the quality of the students improve.”

Jim Fleming, USPTA, Vice President, Baseline Tennis

- “The grads should have strong teaching and programming backgrounds to effectively enter the club job market.”

Fred B. Viancos, Director of Professional Development, USPTA

- “I think the number one hat for those entering the tennis industry is the hat of the ‘teacher’. Therefore, a major emphasis should be on developing occupational competency and skill sets for teaching all levels of play.”

Steve Smith, Past Director of PTM Tyler Tech, Owner Tennismith.com

- “Ferris’ PTM program is the first, the largest and the best. It is the standard by which all other PTM program are measured. It isn’t a sound bite, it’s a fact and everyone in the tennis industry will say the same thing.”

Scott Schultz, Ferris PTM founder, USTA Director of Recreational Tennis

In response to: How do you feel about the effectiveness of the PTM staff and PTM director?

- PTM Staff – “The staff is very effective considering they are trying to do a lot with very little. The biggest disappointment is that they have not been able to get the alumni more involved as recruiters and financial contributors. I believe the staff needs to start explaining the importance of this to the students while they are still in the program and then remind them after they graduate.”

- PTM Director – “Derek is only one year into his position and is still learning how things work in an academic bureaucracy. But, based on my visits to campus, I would say he seems to have connected with the students on a personal level. This is something I have felt was necessary. Now, we’ll have to see if he can work through all the red tape to implement the changes necessary to grow the program.”

Dave Bone, Executive Director, USRSA, Publisher RSI Magazine

- PTM Director – “Derek has always been the exemplary graduate to which I’ve referred above. I’m delighted that he’s the “Scott Schultz” of today. He is, in my opinion, the first PTM director since Scott who can do an outstanding job with the program.”

Jill Fonte, Owner, Jill Fonte & Associates, Certified Executive Coach

- PTM Staff – “I have had very little interaction with the staff, except for Collin, and he has always been fantastic.

- PTM Director – “Derek, I know you have very little time in the gig so far, so evaluating your effectiveness is difficult. In many ways, you are probably still learning the job and the entire political process of working within a large university. But in regard to the effectiveness of the Director as a whole, I felt RJ did a great job of selling the program to potential students, and I think he ran some decent numbers for enrollment once he got rolling, and that was positive. I feel that Tom struggled with recruiting/enrollment and that is obviously my theme in areas to improve. As far as I am concerned, the measure of success for the director should be based on a variety of items, but the top two are: **RECRUITING QUALITY STUDENTS** and **DELIVERING VERSATILE, WELL ROUNDING PROFESSIONALS**. And how that could be measured is through enrollment numbers, retention of students all four years, and authentic feedback from all professionals who hire students for internships and who hire graduates for full time positions. Those evaluations of the students/graduates are critical to how the director will drive the program and improve each individual student.”

Jim Fleming, USPTA, Vice President, Baseline Tennis

- PTM Staff – “My experience has been very positive.”

- PTM Director – “The current director is new but I feel strongly that he will improve the program.”

Steve Smith, Past Director of PTM Tyler Tech, Owner Tennismith.com

- PTM Director – “Ferris is very fortunate to have Derek Ameal. I speak with many, many alums and all have commented on how has reached out to them and kept them involved with the program. Ferris needs to do what it can to keep Derek.”

Scott Schultz, Ferris PTM founder, USTA Director of Recreational Tennis

In response to: Do you feel that the PTM program has effectively relationships in the tennis industry?

- “Absolutely. I believe this is the program’s strongest benefit. If it wasn’t for the program’s relationships and reputation in the industry, I wouldn’t be where I am now and I believe this applies to most of the alumni. Once again, the biggest disappointment is the trouble the program has in getting financial support from the industry. But, as the program becomes bigger and more of its alumni climb ladders in the industry, I hope this will improve.

Dave Bone, Executive Director, USRSA, Publisher RSI Magazine

- “I think so, but I don’t know of all the relationships that exist. I would say relationships with clubs that hire students for internships and then just grind them on the court and don’t take them under their wing, nurture and educate them are NOT effective relationships. Any of those should just go away. Qualifying the people hiring the interns is important. You know you can count on some people to really develop an intern, but can you count on everyone? The relationships with those hiring for internships is critical.....”

Jim Fleming, USPTA, Vice President, Baseline Tennis

- “Yes, but it could have a bigger presence among USPTA professionals. We must find a way to promote the program more and better to all USPTA pros so that they may promote the program to their students.”

Fred B. Viancos, Director of Professional Development, USPTA

- “Yes, most definitely.”

Steve Smith, Past Director of PTM Tyler Tech, Owner Tennismith.com

- “Yes, this has never really been an issue for the PTM program.”

Scott Schultz, Ferris PTM founder, USTA Director of Recreational Tennis

In response to: any additional comments?

- “Often in a survey like this, we tend to dwell on the negative and I do want to go on record and say there are many positives. Derek, I do think you are a great fit of the job and I look forward to seeing the momentum build as you have more time under your belt.
- Collin is great and could be a big asset in the recruiting process, which to me is critical. If the two of you are really partners in the recruiting, it would make a great team (you probably already are but I am just typing my thoughts.....). The banquet weekend is always an awesome showcase for the program. Would love to see more USPTA pros from the surrounding states attend. Hit some homeruns with a big speaker and try to draw the crowds. Incorporate respected professionals or industry leaders in your curriculum. Give some of us a specific topic to deliver, review it with us so you are comfortable with it, and let us come in and teach a class or two. It will build the

relationships with PTM supporters/companies that want to hire, it will take some strain off you to deliver in the classroom and it will keep the students perspective on the program fresh as new people come in once in awhile to “teach”. Maybe they would come in on a Wednesday, teach a class Wednesday afternoon or early evening and then stay overnight, spend time with Derek and rest of staff on Thursday morning, and then do a short presentation at PTMSA on Thursday morning about their company, job opportunities followed by the standard interviews Thursday afternoon.“

➤ **Jim Fleming, USPTA, Vice President, Baseline Tennis**

- “To make an understatement, tennis needs more programs that have the same purpose and mission as Ferris State’s Professional Tennis Management program.”

Steve Smith, Past Director of PTM Tyler Tech, Owner Tennismith.com

- “Despite the view of the PTM program in the industry and the quality of the director, my observation is that the program numbers are low, the camp numbers are low, and the club is not being run as well as it should. My understanding is that the varsity coach has no responsibility to the PTM program. The PTM director doesn’t have direct control of the camps.” The PTM Director doesn’t have the autonomy to hire/fire staff based on expectations/results of the staff. If this is the case, it’s a recipe for disaster. The PTM program will not be successful under this structure. If anyone from the committee would like to discuss this further I’m happy to do so.

Scott Schultz, Ferris PTM founder, USTA Director of Recreational Tennis

Section 3: Program Profile:

Include Administrative Program Review document in this section. Provide the number and percentage for the variable addressed for each of the years since inception (for new programs) or the last program review.

A. PROFILE OF STUDENTS

1) Student Demographic Profile.

a) Gender, race/ethnicity, age (use annual institutional data).

Marketing/Professional Tennis Management

Term	Enrolled	Male	Female	Unknown	Hispanic	Asian/Pac Islander	White	Foreign
200608	43	31	12	4	0	1	36	2
200708	44	37	7	0	1	3	39	1
200808	46	32	14	0	1	3	41	1
200908	34	21	13	1	1	1	31	0

***Data courtesy of Institutional Research & Testing

Pre-Marketing/Professional Tennis Management

Term	Enrolled	Male	Female	Black	Hispanic	Asian/Pac Islander	White	Foreign
200808	6	5	1	1	0	0	5	0
200908	17	15	2	1	0	0	14	0

***Data courtesy of Institutional Research & Testing

b) In-state and out-of-state.

Term	Resident	Midwest Compact	Non-Resident
200508	31	18	6
200608	32	9	2
200708	27	11	6
200808	27	8	11
200908	21	6	7

***Data courtesy of Institutional Research & Testing

c) Full-time and part-time.

Marketing/Professional Tennis Management

Term	Full Time	Part Time
200608	43	0
200708	43	1
200808	45	1
200908	33	1

Pre-Marketing/Professional Tennis Management

Term	Full Time	Part Time
200808	6	0
200908	17	0

***Data courtesy of Institutional Research & Testing

d) Attend classes during the day, in the evenings, and on weekends.

Students attend classes during the day, in the evenings, and on weekends, based upon availability of required COB courses and program requirements.

e) Enrolled in classes on- and off-campus.

Term	Fresh On	Fresh Off	Soph On	Soph Off	Junior On	Junior Off	Senior On	Senior Off
200408	11	0	15	0	11	0	15	0
200508	17	0	12	0	11	0	16	0
200608	13	0	10	0	6	0	14	0
200708	14	0	10	0	12	0	8	0
200808	17	0	12	0	3	0	14	0
200908	2	0	16	0	12	0	4	0

***Data courtesy of Institutional Research & Testing

f) Enrolled in 100% on-line and/or mixed delivery courses.

We currently have no students enrolled in 100% on-line courses. Many of the COB courses are offered as mixed delivery courses. Each student completes the COB core coursework as well as the prescribed Marketing or Resort Management concentration courses. Students completing summer internships will take 100% on-line courses based upon availability and summer workload.

g) Discuss how the information presented in (a) through (f) impacts the curriculum, a. scheduling, and/or delivery methods in the program.

The information presented in (a) through (f) has minimal impact on the curriculum, scheduling, and/or delivery methods in the program. As indicated above students are primarily traditional students, taking classes on the main Big Rapids campus and completing degree requirements as full time students.

2) Quality of Students.

a) What is the range and average GPA of all students currently enrolled in the program? ACT? Comment on this data.

Range & Average GPA of Current Students:

Marketing/Professional Tennis Management (MPTM)

Year	Average	Min. GPA	Max. GPA
2009-2010	2.84	2.01	4.0

Pre-Marketing/Professional Tennis Management (PPTM)

Year	Average	Min. GPA	Max. GPA
2009-2010	2.68	1.41	3.85

Total Combined MPTM & PPTM

Year	Average GPA	Min. GPA	Max GPA
2009-2010	2.79	1.41	4.0

Range & Average ACT of Current Students:

MPTM

Year	Average	Min. ACT	Max. ACT
2009-2010	21	12	32

PPTM

Year	Average	Min. ACT	Max. ACT
2009-2010	22	16	28

Total Combined MPTM & PPTM

Year	Average GPA	Min. GPA	Max GPA
2009-2010	21.5	12	32

The range and average GPA and ACT scores of current students are up slightly from the previous two years. This reflects an increased emphasis from PTM staff on academic performance.

- b) What are the range and average GPA's of students graduating from the program? ACT? Comment on this data.

Range & Average GPA of Graduating Students:

Year	Average GPA	Min. GPA	Max. GPA
2004-2005	3.02	2.547	3.790
2005-2006	3.12	2.494	3.849
2006-2007	2.85	2.14	3.581
2007-2008	2.70	2.11	3.27
2008-2009	2.64	2.04	3.259

Year	Average ACT	Min. ACT	Max. ACT
2004-2005	21.00	15	25
2005-2006	22.00	19	24
2006-2007	20.00	15	23
2007-2008	20.80	18	25
2008-2009	19.50	13	24

The range and average GPA of graduating students has declined. It is difficult to ascertain why graduating student GPA & ACT scores have declined and demonstrates the need for stronger emphasis on academic performance.

- c) In addition to ACT and GPA, identify and evaluate measures that are used to assess the quality of students entering the program.

In addition to ACT scores and GPA, the PTM program utilizes letters of recommendation from High School coaches/teachers and USPTA teaching professionals to assess the quality of students entering the program. The program also utilizes the National Tennis Rating Program playing standards when assessing incoming students playing ability as well as United State Tennis Association tournament state, regional, and national rankings. In addition, further on-court assessment of playing ability is conducted by PTM staff in evaluating the playing ability of incoming students.

- d) Identify academic awards (e.g., scholarships or fellowships) students in the program have earned. Comment on the significance of these awards to the program and students.

Students in the PTM program have received numerous scholarships including, the Ed Harris Memorial Honors Program scholarship, Founder's Scholarship, Dean's Scholarship, Spanish Scholarship, Lions Club Scholarship, and Academic Excellence transfer scholarship. In addition to these scholarships, many students earn scholarships available through the PTM program annually. These achievements and scholarships demonstrate the PTM student's commitment to excellence in the classroom as well as within the program.

- e) What scholarly/creative activities (e.g., symposium presentations, other presentations or awards) have students in the program participated in? Comment on the significance of these activities to the program and students.

Students in the PTM program are active with in the Professional Tennis Management Student Association, participated in The Big Event, organize and run Kids Night Out Events for the community, actively participate in the honors program, have provided service at the Grand Rapids Food and Wine Festival, volunteer time at the local Big Rapids schools assisting with the tennis curriculum and classes, have volunteered and worked as assistant coaches for the local high school tennis teams, and are active participants in the university intramural programs. These activities demonstrate a diverse student population and diverse interests, with a commitment to service and excellence.

- f) What are other accomplishments of students in the program? Comment on the significance of these accomplishments to the program and students.

3) Employability of students.

- a) How many graduates have become employed full-time in the field within one year of receiving their degree? Comment on this data.

100% of the graduates that responded back in our survey were in employed within 6 months of graduation.

- b) What is the average starting salary of graduates who become employed full-time in the field since inception (for new programs) or the last program review? Compare with regional and national trends.

54% of the graduate that responded to our survey received \$35,000 or more as a starting salary, of which 27% received more than \$45,000 as their starting salary.

- c) How many graduates have become employed as part-time or temporary workers in the field within one year of receiving their degree? Comment on this data.

All graduates were employed full time in their field within 6 months after graduation.

- d) Describe the career assistance available to the students. What is student perception of career assistance?

Our internships are extremely valuable in procuring jobs upon graduation. 45% of the grads surveyed completed an internship or work for this employer prior to graduation. When ask to indicate their level of satisfaction concerning the quality of career advising, 67% of graduates were very satisfied and 24% were somewhat satisfied. Career assistance

- e) How many graduates continue to be employed in the field? Comment on this data.

88% of the graduates are continuing in the tennis industry. Reasons for those that have left the industry where because of injury, hours and time requirements and more interested in business , but less jobs in that area of the tennis industry.

f) Describe and comment on the geographic distribution of employed graduates.

PTM graduate are located throughout the US, predominately in major tennis hotbeds like the New England, New York and Washington areas, Midwest, Southern and Florida.

g) How many students and/or graduates go on for additional educational training? (Give annual average.) Comment on this data.

N/A

h) Where do most students and/or graduates obtain their additional educational training? Comment on this data.

N/A

B. ENROLLMENT

1) What is the anticipated fall enrollment for the program?

Current enrollment in the PTM program is 48 students. With continued contact and correspondence to the 36 current applicants and with 15 students currently signed up for orientation, the program anticipates a Fall 2010 enrollment of 60-70 students.

2) Have enrollment and student credit hour production (SCH) increased or decreased since the last program review? Supply a table and comment on any enrollment trends.

Year	Enrollment
2003-2004	50
2004-2005	52
2005-2006	56
2006-2007	43
2007-2008	44
2008-2009	46
2009-2010	34

Year	SCH/FTEF
2002-2003 (Last Program Review)	1,351.22
2008-2009	966.35

Enrollment and student credit hour production has decreased slightly since the last program review. The enrollment figures reflect students admitted directly into PTM and is not inclusive of the additional students admitted as Pre-PTM students. Students not meeting the COB or PTM program requirements are not directly admitted into PTM, but rather Pre-PTM. Total enrollment for the PTM program has remained consistently around 50 students since the last program review.

3) Since the last program review, how many students apply to the program annually?

Annual Applicants to the PTM Program

Year	Applied
2003	52
2004	44
2005	43
2006	37
2007	38
2008	40
2009	37
2010	42

4) Of those who apply, how many and what percentage are admitted?

Percentage of Applicants Admitted

Year	Number	% Admitted
2003	23	44%
2004	20	45%
2005	20	47%
2006	22	59%
2007	33	87%
2008	33	83%
2009	25	68%

5) Of those who are admitted, how many and what percentage enroll?

Percentage of Admitted that Enroll

Year	Enrolled	Percentage
2003	18	90%
2004	21	91%
2005	20	100%
2006	14	64%
2007	18	55%
2008	23	70%
2009	17	68%

6) What are the program's current enrollment goals, strategy, and efforts to maintain/increase/decrease the number of students in the program? Please explain.

It is the program's goal to have an enrollment of 100 students in the program within the next 3-5 years. Efforts to increase the number of students in the program include:

- Continued and new partnerships with industry organizations (USPTA, USTA, TIA, Midtown, Wilson)
- Promotion through FSU summer camps
- Increased visibility and relationships with High School Tennis Coaches
- Increase visibility through local, regional, and national publications
- Increase visibility through social media (Facebook, Twitter, Blog)
- Utilize Alumni/Graduate network & referrals
- Extensive Recruitment Process Plan

C. PROGRAM CAPACITY

1) What is the appropriate program enrollment capacity, given the available faculty, physical resources, funding, accreditation requirements, state and federal regulations, and other factors? Which of these items limits program enrollment capacity? Please explain any difference between capacity and current enrollment.

The appropriate program enrollment capacity and goal would be 100 students. Our current staff and physical resources would limit the enrollment capacity pass this point. As mentioned previously, funding is our biggest challenge and limits program enrollment capacity the most. The highest number of students in the PTM program since its beginnings in 1986 was 89 students in 1992. Our current enrollment at the end of the 2010 fall semester was 48 students with an expected incoming class estimated to increase our numbers to between 60 -70 students. As in the philosophy of the SEHM department, quality of incoming students is stressed over the quantity. Sacrificing quality to increase our numbers has a negative effect on retention and graduation rates, as well as jeopardizing a long and hard earned reputation in the tennis industry from producing the best entry-level for tennis professionals. In evaluating graduating student's range and average GPA and ACT scores, there has been a decline as indicated in [Section 3: A) Profile of Student, 2) Quality of Students, question B]. This has lead to an increase emphasis in academic performance as indicated in [Section 3: A) Profile of Student, 2) Quality of Students, question A].

D. RETENTION AND GRADUATION

1) Give the annual attrition rate (number and percent of students) in the program.

Please reference Retention and Graduation Rates provided by Institutional Research and Testing.

2) What are the program's current goals, strategy and efforts to retain students in the program?

The PTM program's current goal and its long standing commitment is to further enhance and increase the number of one-on-one interactions between the program staff and students. The strategy includes increasing student/staff interaction through academic advising sessions, classroom, player development sessions, workshops/seminars, and daily interactions through the on-going internship at the FSU Racquet Facility. Through increased interaction it will enable and ensure that academic, social, financial, and schedule issues or problems that might affect retention will be identified and resolved as quickly as possible.

3) Describe and assess trends in number of degrees awarded in the program.

Year	Graduate Headcount
2003-2004	13
2004-2005	10
2005-2006	11
2006-2007	10
2007-2008	5
2008-2009	10

Degrees awarded in the program remains consistent, with an average of 10 degrees awarded each year. It is anticipated that this trend will continue with opportunities for a slight increase as the program grows and given the academic standing of the current student population.

4) How many students who enroll in the program graduate from it within the prescribed time? Comment on any trends.

Approximately 35% of the students who enroll in the PTM program graduate within 4 years. Through increased interaction and communication between students and PTM staff, as mentioned above, it is the intention to improve retention and the percentage of students completing the degree within the prescribed time.

5) On average, how long does it take a student to graduate from the program? Please comment.

Students graduate from the PTM program in 4 to 5 years on average. Graduation in less time does occur in the case of transfer students. In cases where students take longer than 4 years to graduate, this can be attributed to a number of factors including academic performance, personal reasons, financial, and poor scheduling/sequencing of courses. Each semester students receive academic advising to ensure proper scheduling and sequencing of courses, but do not always adhere to the prescribed schedule.

E. ACCESS

1) Describe and assess the program's actions to make itself accessible to students. Use examples such as off-site courses, accelerated courses or other types of flexible learning, use of summer courses, multiple program entry points, e-learning, mixed delivery courses, scheduling.

At this time the PTM program is accessible to students' only through on-site courses at the Big Rapids campus and online summer classes. All PTM courses used Ferris Connect in a mixed delivery. Although plans indicated in the 2002 APR were to offer classes over the internet to tennis professionals worldwide, offer certificate programs, and have articulation agreements with colleges in foreign countries have not materialized.

2) Discuss what effects the actions described in (1) have had on the program. Use examples such as program visibility, market share, enrollment, faculty load, computer and other resources.

The Ferris PTM program still remains the largest of its kind in the country and program visibility has stayed constant with increasing enrollment expected for the fall of 2010.

3) How do the actions described in (1) advance or hinder program goals and priorities?

Reasons why the 2002 APR plans were not carried out are available. However, by offering internet classes and certificate programs could have a negative effect in reducing on-campus enrollment and dilute PTM degree.

F. CURRICULUM. The curriculum review section must also contain appropriate check sheets and example syllabi, which may be attached as an appendix.

1) Program requirements. Describe and assess the program-related courses required for graduation. As part of the graduation requirements of the current program, list directed electives and directed General Education courses. Provide the rationale for these selections. Indicate any hidden prerequisites (instances where, in order to take a program-required course, the student has to take an additional course. Do not include extra courses taken for remedial purposes).

Students must meet all requirements set forth by the College of Business to earn their Bachelor of Science degree in Business with a concentration in Marketing or Resort Management. Additional program requirements must be met including completing 30 weeks of internships and pass the USPTA certification exam with a Professional 1 or Professional 2 rating. Admission and graduation requirements are listed in [Appendix 9].

2) Has the program been significantly revised since the last review, and if so, how?

Based on recommendations of our advisory board and tennis industry experts the program now offers an additional career track since the last APR review in resort management. The program worked closely with college of business professors to integrate tennis related course material into their curriculums.

3) Are there any curricular or program changes currently in the review process? If so, what are they?

There are no curricular or program changes currently in review process for the PTM program.

4) Are there plans to revise the current program within the next three to five years? If so, what plans are envisioned and why?

There are plans to revise the current program within the next 3 - 5 years. These changes would include combining the 172 Racquet Repair and 372 Tournament Administration class materials under one 3 credit course and converting the current tournament administration course into to Tennis Industry Operations. This course would focus on more tennis specific aspects of running a tennis facility, industry and club operations such as facility layout and design, hiring, determining lesson and clinic fees, etc. These industry specific areas are extremely relevant and will be covered in more detail to attract more non-traditional students for management positions as well as improving graduates opportunity's for upward mobility.

G. QUALITY OF INSTRUCTION

1) Discuss student and alumni perceptions of the quality of instruction.

Alumni's perception to the satisfaction in business courses (Mktg/Mgmt) was 3.5 out of 4.0 and students rated business courses 3.4 out of 4.0. Comments from the alumni suggested students should receive more in personal finance, budgeting, management. Both students and alumni indicated strongly need to increase the quality of anatomy and biomechanics courses. Alumni also felt strong about the need to improve current student's tennis teaching skills.

2) Discuss advisory committee and employer perceptions of the quality of instruction.

The employers and advisory committee did not directly comment on the quality of the instruction, and overall were very positive on their evaluations of PTM graduates, with remarks such as, "I found the PTM graduates all to be very eager. Their skill set upon graduation was very strong yet they all were eager to learn and grow as professionals. The members of the club found them to be invaluable."

Some comments, through the survey and remarks of overall abilities, suggest improvements in a couple areas. The employers' survey scored PTM graduates lowest in their management and administrative skills. One employer wrote, "More management and administrative training would benefit PTM students. Currently internship give great insight on teaching, however management skills lack during internship and on-going classes during the school year." An advisor wrote, "Improve on-court teaching and student's ability to handle themselves in most instructional situations."

3) What departmental and individual efforts have been made to improve the learning environment, add and use appropriate technology, train and increase the number of undergraduate and graduate assistants, etc.?

The major focus for the PTM program is to stay on the cutting edge of technology in the tennis industry. With the support Tennis Industry Association and their donation of TennisConnect websites; PTM 372 Tournament Administration has included training in building and maintaining web sites used in the tennis industry. Furthermore, TennisConnect is used in the operation at the racquet facility and part of the PTM students PTM 191 on-going internship.

Dartfish Video software has been purchased and is used for video analysis. This is cutting edge technology and is used for video analysis in the past summer and winter Olympics. Dartfish is used as part of our teaching techniques courses and there are plans to incorporate this into our player development program for the fall of 2010.

Additional changes have been made in both PTM 182 Beginning Teaching Techniques and PTM 272 Advance Teaching Techniques. Improvements and increases in training time were made for students to improve their understanding and skill development in teaching specific stroke progressions. These changes were necessary to improve students' learning and teaching abilities.

4) Describe the types of professional development have faculty participated in, in efforts to enhance the learning environment (e.g. Writing Across the Curriculum; Center for Teaching and Learning, etc.).

The PTM program director is pursuing his master's degree in Career and Technical Education instructor [ECTC]. The PTM program's head tennis professional has just finished her MBA here at Ferris in May of 2010. The PTM staff has also participated in customer service training through Summer University as well as other training courses offered at Ferris throughout the year.

5) What efforts have been made to increase the interaction of students with faculty and peers? Include such items as developmental activities, seminars, workshops, guest lectures, special events, and student participation in the Honors Program Symposium.

The PTM program requires all PTM students to participate in PTM registered student organization, which is made up of an executive board that is elected by the student body. A chairperson is appointed for social, recruitment, intramural, education and fund-raising committees. The student organization is very active in planning events and activities throughout the year to increase the interactions of students. Faculty members, top industry professionals and Alumni have participated as guest lecturers in PTM courses, workshops, and at the annual PTM banquet. Class assignments have also increased interaction with PTM graduates.

6) Discuss the extent to which current research and practice regarding inclusive pedagogy and curriculum infuse teaching and learning in this program.

The USPTA current position on teaching allows individuals the freedom of not conforming to one standard method of teaching, allowing instructors to have the ability to teach the student whichever way is best for their learning style. However, as beginning teaching instructors many students improve their teaching through a base methods/teaching progression understanding. This has been lacking in the tennis course curriculum. Therefore, there has been a major effort to include several teaching organizations materials including but not limited to USPTA into the current tennis curriculum.

7) What effects have actions described in (5) and (6) had on the quality of teaching and learning in the program?

Part of our success as a program is due in part because of the great interactions that are created between the students and experienced faculty, alumni and industry professionals. The willingness to share of their time, energy and experience of these dedicated professionals has added a tremendous value to the teaching and learning of the program. Students have already begun to improve their on-court teaching skills and confidence through the use of more training in teaching progressions.

H. COMPOSITION AND QUALITY OF FACULTY. *Describe and assess the composition of the faculty teaching courses in the program.*

1) List the names of all tenured and tenure-track faculty by rank.

Derek Ameal is the PTM director. Currently there are no tenured or tenure-track faculty for the PTM program. However, the model of our program is to work with the faculty of the university to set learning outcomes, assessment measures, and deliver the required courses for a bachelor's of science degree in marketing or resort management.

a) Identify their rank and qualifications.

Derek Ameal, the new PTM director was hired in January 2009 and is an administrative employee. He is a Ferris PTM graduate with a BS in Marketing, USPTA P1 and PTR professional, USTA High Performance Coach, and Certified Speed Agility and Quickness Instructor. Derek has a career tennis professional with 25 years of experience as a tennis professional, director of tennis, trainer and consultant. [Vita in Appendix 12]

b) Indicate the number of promotions or merit awards received by program faculty since the last program review.

N/A

c) Summarize the professional activities of program faculty since inception or the last program review (attendance at professional meetings, poster or platform presentations, responsibilities in professional organizations, etc.).

The PTM director is a current member of the USPTA and is P1 certified. He has been a speaker for the Michigan high school tennis coaches' association workshop, Michigan and Detroit Club Managers Association workshop in 2009 and scheduled to present at the USPTA Midwest Convention in 2011.

2) Workload

a) What is the normal, annualized teaching load in the program or department? Indicate the basis of what determines a "normal" load. On a semester-by-semester basis, how many faculty have accepted an overload assignment?

PTM director workload:

FALL		
Course	Title	Credits
PTM 101:	FSUS/PTM orientation	1 credit
PTM 172:	Racket Repair/Customization	1 credit
PTM 272:	Advanced Teaching Techniques	2 credits
PTM 372:	Tournament and Event Administration	2 credits
SPRING		
Course	Title	Credits
PTM 182:	Beginning Teaching Techniques	2 credits
PTM 472:	Tournament and Event Administration	2 credits

SUMMER

Course	Title	Credits
PTM 191:	PTM Co-op	2 credit
PTM 292 or 293:	PTM Co-op	2 credit
PTM 392 or 393:	Summer Academy Co-op	2 credits

b) List the activities for which faculty receive release time.

N/A

3) Recruitment

a) What is the normal recruiting process for new faculty?

N/A

b) What qualifications (academic and experiential) are typically required for new faculty?

N/A

c) What are the program's diversity goals for both gender and race/ethnicity in the faculty?

N/A

d) Describe and assess the efforts being made to attain goals in (c).

N/A

4) Orientation. Describe and assess the orientation process for new faculty.

N/A

5) Reward Structure: e.g., salary, professional development funds, travel funds, UCEL and FSUGR incentive money

N/A

a) Describe the reward structure in the program/department/college as it relates to program faculty. Indicate the type of reward and eligibility criteria.

N/A

b) Does the existing salary structure have an impact on the program's ability to recruit and retain quality faculty?

N/A

c) Is the reward structure currently in place adequate to support faculty productivity in teaching, research, and service? If not, what recommendations would you make to correct the situation.

N/A

d) Is enhancing diversity and inclusion a component of the reward structure? Please explain.

N/A

6) Graduate Instruction (if applicable)

N/A

a) List all faculty teaching graduate courses.

N/A

b) What percentage of graduate courses is taught by non-tenure-track faculty? Please comment.

N/A

c) What are the program's (or department's) criteria for graduate faculty?

N/A

d) Have all graduate faculty (including non-tenure-track faculty) met the criteria? Please comment.

N/A

7) Non-Tenure-Track and Adjunct Faculty.

N/A

a) Please provide a list for the last academic year of full-time non-tenure-track and adjunct faculty who taught courses in the program. For full-time non-tenure track faculty, indicate the length of their appointments and the number of years of service at the University. Comment on the program's ability to retain non-tenure-track faculty.

N/A

b) What percentage of program courses is taught by the faculty in (a)? What courses are they teaching? Please comment.

N/A

c) Describe the required qualifications (academic and experiential) for faculty listed in (a). Indicate if all faculty have met the criteria, and if not, what is being done to resolve the situation?

N/A

d) Does the program consider the current use of non-tenure-track faculty to be appropriate? Why or why not?

N/A

e) If the program is accredited, what position if any does the accrediting body have regarding the use of non-tenured and adjunct faculty?

The position of the accrediting body (USPTA) for the PTM program is that the PTM director must hold a USPTA P1 or master professional rating and have necessary experience to prepare students for a career in tennis.

I. SERVICE TO NON-MAJORS

Describe and assess the impact that delivery of service courses offered by the program or the department has on the program.

a) Identify and describe the General Education service courses provided by the program faculty for other departments at FSU.

The PTM program does not provide general education service courses for other departments at FSU.

b) Identify and describe any non-General Education service courses or courses required for other programs. Comment on your interaction with the departments or programs for which the courses are provided.

The PTM program does not provide any non-general education service courses that are required for other programs.

c) Discuss the impact of the provision of General Education and non-General Education courses has on the program.

N/A

d) Does the program plan to increase, decrease, or keep constant its level of service courses? Explain.

N/A

J. DEGREE PROGRAM COST AND PRODUCTIVITY DATA

Submit Institutional Research and Testing data. Comment on the data.

Introduction

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

The program also generates higher than normal revenues because one-third of the students are from out-of-state and the program operates one of the most successful summer tennis camp programs in the Midwest.

Key Findings

- Productivity
 - 188 hours from .22 faculty and ratio of 966.35
 - 2nd most productive in the College of Business
 - 4th most productive in the University
- Cost
 - 123 hours which cost \$21,345.44 and a ratio or \$173.54
- Revenues
 - FSU tennis academies staffed by PTM faculty and students produced nearly 3.8 million dollars over the last 18 years.

<u>Year</u>	<u>Gross \$</u>	<u># of Campers</u>
1992	\$125,405	464
1993	\$142,211	511
1994	\$178,547	621
1995	\$191,547	677
1996	\$237,234	727
1997	\$226,796	749
1998	\$244,873	688
1999	\$243,697	694
2000	\$271,930	762
2001	\$309,337	765
2002	\$241,524	645
2003	\$291,725	610
2004	\$211,805	418
2005	\$240,885	474
2006	\$196,215	410
2007	\$190,859	306
2008	\$138,542	318
<u>2009</u>	<u>\$112,390</u>	<u>254</u>
Total	\$3,795,522	10,093

K. ASSESSMENT AND EVALUATION

Describe and evaluate the program's assessment mechanisms.

1) List and describe what variables are tracked and why when assessing the effectiveness of the program (e.g. mastery of essentials of subject area, graduation rates, employment rates, pass rates on professional exams).

The PTM program tracks placement, retention/graduation, and pass and fail on the professional USPTA exams.

2) Provide trend data for the variables listed in (1). Compare the data to accreditation benchmark standards if applicable, or provide some other type of assessment of the data.

Trend data is very difficult if not impossible to provide because we are one of a very few PTM programs in the country. We base the trend data mostly on our own history than national trends because other programs are few, inconsistent, and have unreliable data.

3) Describe how the trend data in (2) is used to assess the rigor, breadth, and currency of the degree requirements and curriculum.

Again, because we are one of only 2 to 3 programs in the country, our trend data is evaluated by using our advisory board members, alumni within the industry, and contacts in the industry as a sounding board.

4) Describe how the trend data in (2) is used to assess the extent to which program goals are being met.

As an example, feedback from the tennis industry has indicated a greater need for improvement of playing ability of PTM graduates. That information was taken into consideration when restructuring our player development/tennis academy program.

L. ADMINISTRATION EFFECTIVENESS

1) Discuss the adequacy of administrative and clerical support for the program.

The PTM program has a fulltime PTM administrative assistant who carries out the administrative and clerical duties for the program. Additional assistance is also provided when needed from the SEHM department's administrative assistants.

2) Are the program and/or department run in an efficient manner? Please explain.

The PTM program is a part of the Sports, Entertainment, and Hospitality Management (SEHM) department of the College of Business. The PTM director reports directly to the chairperson of SEHM, Matt Pinter. SEHM department meetings are held monthly and PTM program meetings are held semi-monthly to ensure goals are being met and the program and department are running efficiently and effectively.

3) Are class and teaching schedules effectively and efficiently prepared? Please comment.

All classes are taught by the PTM director who evaluates each class during and after the class and semester. Any changes needed are indicated and made prior to teaching the next semester the class is taught. Updates to the syllabi are made the semester prior to create an effective and efficient process.

4) Are students able to take the courses they need in a timely manner? Please comment.

PTM student meets with their academic adviser [PTM director and/or PTM administrative assistant] each semester to discuss their academic courses for the following semester and completion of their degree. An on-going check sheet [Appendix 9] is filed with the academic adviser and updated after each meeting with the student. The student then receives their updated check sheet at the completion of the academic advising meeting. This process allows students to be able to take the courses they need in a timely manner.

Section 4: Facilities and equipment

A. INSTRUCTIONAL ENVIRONMENT

1) Are current classrooms, labs, and technology (both on-campus and at off-site locations) adequate? Explain.

The Ferris racquet and fitness center serves as a laboratory for the PTM program. All PTM classes are held at this on-campus site. The PTM classroom is adequate for holding the current student body and is equipped with audiovisual, computer and projection capabilities.

2) How does the condition of current facilities impact program delivery? Explain.

The current facility does provide a classroom setting which could be improved. Improvements would include an enclosed classroom to prevent distractions from nearby tennis courts. Currently, when a class is in session the courts can not be sold due to distractions of the class. An enclosed classroom would allow for better learning and greater access to the tennis courts. This could also increase court time revenues, by utilizing the courts which are now empty while classes are in session.

Also having smart technologies which are available in the college of Business classrooms would allow for efficient transition from multiple systems.

The current condition of the racquet facility which serves as the laboratory for the PTM program is in need of several minor and major capital improvements. With competing PTM programs in warmer climates it is imperative that our facility maintains the ability to attract and retain top students. As the premier PTM program in the country, the aesthetic appearance of the facility makes it difficult to recruit new prospective students and retain existing students. Refer to Appendix 8 for a list of major and minor capital improvements currently needed at the facility.

4) Describe the program's projected needs with respect to instructional facilities.

To remain the premier program, the instructional facilities will need to keep pace with current technologies such as smart technologies as in the college of business classrooms as well as minor and major improvement in the building.

5) Describe current plans for facilities improvements and indicate their status.

An energy analysis & audit was conducted in 2009 and is available to the committee upon request. Areas are cited for improvement and repair, but as of now no action has taken place due to funding.

6) Describe how proposed changes or improvements to facilities would enhance program delivery.

An enhanced facility and classroom will improve our ability to recruit and retain students as well as deliver a quality educational environment.

B. COMPUTER ACCESS AND AVAILABILITY

1) Outside of computers in faculty and staff offices, identify the computing resources (hardware and software) that are allocated to the program.

A PTM equipment list is included Appendix 8, which also includes additional equipment and teaching aids for the PTM program.

2) Discuss how these resources are used.

Students use the computers in the resource center as well as PTM equipment and aids for assignments and homework.

3) Discuss the adequacy of these resources and identify needed additional resources.

Currently the resources available are adequate, but in need of replacement as well as additional software necessary to remain current.

4) Does an acquisition plan to address these needs currently exist? Describe the plan. Has it been included in the department or college's planning document?

Currently an acquisition plan is under development and will be available winter 2011.

5) Discuss the efficacy of online services (including WebCT) available to the program.

All PTM classes use Ferris Connect to help of the mixed delivery format.

6) Discuss the adequacy of computer support, including the support for on-line instruction if applicable.

Support is adequate.

C. OTHER INSTRUCTIONAL TECHNOLOGY

1) Identify other types of instructional technology resources that are allocated or available to the program.

The Ferris racquet and fitness center is equipped with TennisConnect website technology for operational purposes of the facility and training for our PTM 191 ongoing internship. Additional sites are available and donated by the TIA for PTM 372 Tournament Administration.

Dartfish video analysis software is used for PTM 272 Advancing Teaching Techniques to break down biomechanical aspects of stroke product for learning and teaching purposes. Additional uses are planned for the player development training of the fall of 2010.

Playmate ball machine is a state of the art machine with remote control capabilities and programmable features in height, speed, spin, and placement. An additional hydraulic lift allows the machine to be positioned for serving.

Sportwall is an interactive tennis backboard that is programmed electronic the offer skill and training with a variety of measurable improvements. Placed in a formal racquetball court, the Sportwall allows an athlete to improve in reaction time, footwork, focus and concentration, ball control placement, visual/motor organization, agility and flexibility, and sensory integration.

2) Discuss how these resources are used.

TennisConnect is a Web Site Builder that contains an online tennis court scheduler for our facility. This system allows multi-administrator/security system with page groups member administration for use of the Ferris Student Recreation Center/Racquet and Fitness Center and contact manager (online player database). It has an interactive calendar including online enrollment, player matching (Find-a-Game), group email (including distribution lists, player reports, unlimited sending volume and frequency), and stringing and demo center for managing facility operations, which is used in training for the PTM 191 ongoing internship.

The Playmate ball machine and Sportwall are used in tennis course, player development and available for rent to the customers of the racquet facility.

3) Discuss the adequacy of these resources and identify needed additional resources.

TennisConnect a Tennis Industry Association product and Dartfish are two of the state-of-the-art computer and video software products available today. The playmate ball machine and sports wall are considered to the best products in their category on the market today.

Additional resources needed would be a replacement of 3 video cameras that are outdated or in need of repair. The PTM classroom needs to be updated with smart technology as used in the college of business classrooms with an addition of an overhead projector and remote capability for a DVD.

4) Does an acquisition plan to address these needs currently exist? Describe the plan. Has it been included in the department or college's planning documents?

An acquisition plan does not currently exist, but is under development with plans for completion by winter 2011.

5) Discuss the impact of adequacy of other types of instructional technology resources and support of these resources on the program.

College of business classroom, computer labs and recourses.

D. LIBRARY RESOURCES

1) Discuss the adequacy of the print and electronic and other resources available through FLITE for the program.

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

2) Discuss the service and instruction availability provided by the Library faculty and staff with respect to the needs of the program.

All material in the library is available to be checked out by PTM students and USPTA Midwest tennis professionals.

3) Discuss the impact of the budget allocation provided by FLITE to your program. Is the budget allocation adequate? Explain.

N/A

Section 5: Conclusions

Based on data analysis derived from Sections 2-4 and on the collective wisdom and judgment of the PRP. In arriving at these conclusions, the PRP should summarize the relationship of the program to each of following specific categories and any other categories it deems appropriate:

A. RELATIONSHIP TO FSU MISSION

The relationship of the PTM program to the FSU mission is an excellent fit and very central to the University mission. The University mission statement is to be a national leader in providing opportunities for innovative teaching and learning in career-oriented, technological and professional education. The PTM program is unique being one of the only programs of its kind in the country and is a national leader since its inception.

B. PROGRAM VISIBILITY AND DISTINCTIVENESS

The PTM program is one of the most unique and visible programs at Ferris. The PTM program was the first of its kind in the United States and serves as the model for all other such programs with a great reputation for turning out the best entry-level tennis professional in the industry.

The program's visibility is worldwide. Students from 41 states and 14 foreign countries have come to Ferris for the PTM program. The PTM program has been featured in numerous state, national, and international publications. Additionally, Ferris grads are proud of their relationship with Ferris and frequently send local press releases about new positions they have taken which invariably highlight the fact they are Ferris State University, PTM graduates.

C. PROGRAM VALUE

The program adds value to the university in enrollment to the college of business and recognition and acclaim as the national leader of PTM programs in the country. It is considered the best program of its kind in the nation and brings Ferris State University recognition and acclaim. There is great demand for PTM graduates with a continuing 100% placement record. The PTM program serves the tennis industry and is well represented in Michigan in the United States. PTM interns and grads work throughout country as tennis professionals, facility managers, owners, manufactures reps, coaches, marketing reps and professionals outside of tennis. PTM interns and grads work at every type of tennis facility including country clubs, resorts, commercial clubs, and public parks.

D. ENROLLMENT

Enrollment in the PTM program since its inception has remained constant with approximately 20 new students every year. This is surprisingly low considering a record of 100% placement,

Increasing enrollment of the PTM program is the number one goal and every effort is being made with the limited staff, funding and recourses. The new Great Lakes Scholarship will help in recruiting students from the selected states, however the program is in need of additional

funding to promote and market the program. Our biggest challenge is getting the word out that this program exists and is the best program in the world for a career in the tennis industry.

E. CHARACTERISTICS, QUALITY AND EMPLOYABILITY OF STUDENTS

Since its inception, the PTM program has placed 100% of its graduates within six months of graduation. The demand for graduates is so strong, most graduates have several job offers before graduating – 73% secure a job before graduation, 21% within three months and the remaining 6% within 6 months.

Clearly, Ferris PTM graduates have a competitive edge in the job market with 60% of the graduates earning more than \$60,000 per year. Many PTM graduates have earned top positions in the tennis industry and some are on the USTA, USPTA and TIA committees and boards determining the future of tennis in the United States. Demand for Ferris PTM graduates is one of the strongest aspects of the PTM program. The PTM program has acquired a long standing reputation for training the best entry level tennis professionals.

F. QUALITY OF CURRICULUM AND INSTRUCTION

Ultimately, quality is measured by employers' assessment of our graduates' competencies in areas that are important to them and overall were very positive on their evaluations of PTM graduates. More emphasis in management and administrative as well as on-court teaching were suggestions from advisors and employers.

Graduate surveys rated PTM courses and business courses as above average with a 3.5 on a scale of 4=very satisfied to 1=not satisfied. PTM components were rated 3.7. Student surveys, while just slightly lower than graduates, indicated very similar ratings to that of the graduates.

One concern though is that most of the comments regarding instructional quality had to do with a better understanding of biomechanics/anatomy physiology from both graduates and students. Many graduates point to the students needing to improve their on-court teaching abilities, playability, social, and professional skills. This will important to meet the grounding demands of the industry and to maintain the Ferris PTM program's position in the tennis industry.

G. COMPOSITION AND QUALITY OF THE FACULTY

Since the program's inception, the PTM Director has had significant responsibilities other than the PTM program. This has required him to report to a minimum of two, and sometimes three, department heads, and university divisions. Therefore, the potential for administrative chaos has always been present.

The sole faculty member for the PTM program has a dual reporting responsibility that has been an advantage to the program. He reports to the Sports Entertainment Hospitality Management Department Head and the Vice President for Auxiliary Enterprises. The current administrative structure, while somewhat confusing and abnormal, allows for synergy among the PTM program, the Athletic program, summer tennis academies, and the Racquet & Fitness Center.

The PTM Director is currently enrolled the ECTE program in pursuit of a Masters degree in Education. He is a past graduate of the PTM program and a 25 year career professional with a dual certification at the highest level in the USPTA and PTR. In addition, he holds a certification as a USTA high performance coach, is a certified speed, agility, and fitness instructor, and is recognized as an expert in training and fitness for tennis players.

The PTM Program Director's Vita is in Appendix 12.



Earn a College Degree in Tennis!

by Tom Daglis, USPTA Master Professional

When I tell prospective students and parents that they can earn a college degree in tennis, I often get the same response ... a look of puzzlement.

Well, this concept does exist and it is at the forefront of the tennis industry via the Professional Tennis Management program at Ferris State University in Big Rapids, Michigan. The Ferris State PTM program is the largest four-year program accredited by the United States Professional Tennis Association. This degree is for real ... students who complete the requirements leave Ferris State University with a Bachelor of Science degree in Professional Tennis Management and it is an integral part of the College of Business and the Sports, Entertainment, and Hospitality Management Department.

Make no mistake however, this is a business degree. In addition to common general education courses, all students must complete the 30 credits of business core courses, the 16 credits of Professional Tennis Management courses and select

another 30 credit concentration in either Marketing or Resort Management. Graduates will leave Ferris State University as certified teaching professionals after completing the USPTA certification test in their final senior semester!



Why earn a degree in tennis? The answer is simple....it is a lucrative market and is globally a billion dollar industry. Plus, it gives credence to the old saying, "do something you love, and you will never work another day in your life"! The graduates of the Ferris State PTM program find job opportunities as tennis teaching professionals, club managers, tennis manufacturing representatives, college and high school tennis coaches, tennis administrators, and tennis marketing and public relations positions. While at Ferris State, students will complete one on-site internships and two off-site internships to gain valuable experience in the real world...and by the way...these are paid internships. Students will often earn enough money during a summer internship to pay their next year's tuition! The on-site internship takes place all four years during their studies in the program. Students will work at the university racquet and fitness center learning all the club skills necessary to operate a successful tennis operation, such as Front Desk Operations, Pro Shop Inventory, Racquet Repair & Customization, Activities & Programming, and of course, on court teaching. The university has relationships with many of the top tennis clubs, country clubs, resorts and tennis public facilities where students may interview for summer positions to learn the respective business at that particular tennis entity. Often, upon graduation, students will receive job offers from one of their former employers!

The students in the Ferris State PTM program are entrenched in all aspects of the tennis business. They will learn about



clay court maintenance operations, event and tournament management, all of the new tennis teaching techniques, and the latest tennis software packages, giving each student the tools to be successful in the tennis industry. Students have the opportunity to work on their own tennis games when attending PTM Player Development sessions and they are able to interact with their peers as members of

the PTMSA, Professional Tennis Management Student Association, a registered student organization on campus.

All in all, tennis rules in the Ferris State PTM program. You might want to talk to some of the top tennis people in the industry, but don't be surprised if they tell you, "I am a Ferris State PTM Graduate"!



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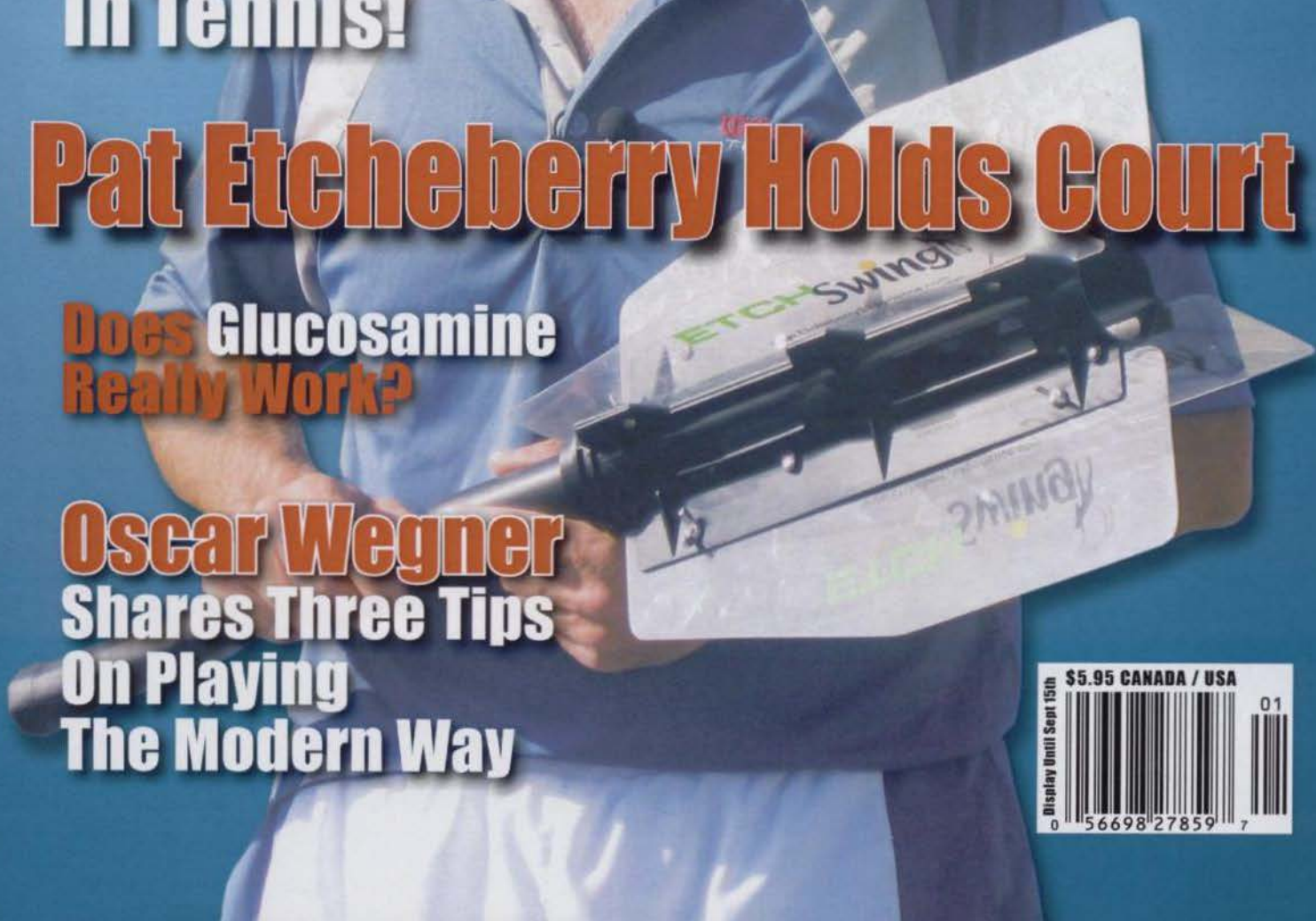
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ON-THE-JOB TRAINING

Internships offer positives for students, your business, and the tennis industry.

BY MARY HELEN SPRECHER

It's all about the American Dream: Kid comes out of college, lands an entry-level job and starts working in his or her chosen field.

But what if the kid's dream is a job in the tennis industry? Maybe this grad loves the game but is realistic about his or her ability: a competitive career isn't in the cards, but another tennis-related job could be. Maybe as a teaching pro. Maybe in media coverage of the sport. Perhaps in tournament management, sales or service of equipment, design or construction of facilities. There are a lot of job possibilities out there, but how can you get a foot in the door?

"It's interesting," says Glenn Arrington, who manages the USTA's Tennis On Campus program. "We keep getting notes from kids, saying, 'This is what I'd really like to do, work in tennis, so what can I do to get a job?' We do want more people to be teaching professionals, but we also want to be able to say, 'Did you know that there are lots of opportunities in tennis, and how much you can make?'"

The question, then, becomes how to get from Point A (loving tennis) to Point B (having a full-time career in it). The answer, say members of the industry, is for the student to seek out an internship in a segment of the tennis industry that interests him or her. The dynamic, they add, is that in many cases, a down economy, combined with a desire to grow the game, has resulted in a number of opportunities for grads and students. Internships are out there, and in all probability, will multiply in number.

"I think the market for internships is

growing," says David Benjamin, executive director of the Intercollegiate Tennis Association. "I think it's infinitely harder for people leaving college to find positions, and the people who are in those positions are holding onto them longer, and companies are hiring fewer people. A lot of companies are downsizing, and internships offer the opportunity to have a good person work for you and learn."

THE CHANCE TO DO MORE

The ITA offers one full-time internship position that lasts for a year. It is a paid slot, adds Benjamin, but the pay isn't extravagant. The

intern, therefore, has to be devoted to the field, and has to be interested in making the most of the learning experience. The ITA, he adds, as a relatively small organization, is able to provide interns with a variety of experiences in the tennis industry, including the organization and management of national and regional championships, working with rankings, interacting with members and watching the day-to-day workings of the office and its personnel, and the way employees work with other organizations and governing bodies in the sport.

And that, says Jodi Neuhauser, sales and marketing manager of Tennis Company (which publishes Tennis Magazine, Smash Magazine, USTA Magazine and others) is one of the chief appeals of an internship. Her company offers summer internship programs in both its editorial and business departments.

"Internships offer students the ability

Offering Internships

Want to give a kid a peek at the tennis industry? Here are a few tips:

- ▶ **Credit Risk:** Establishing an internship program isn't hard, but getting colleges to give credit for it can be challenging. A local college may be able to help you develop a program, or can at least make you aware of those who are interested.
- ▶ **Just Do It:** Alternatively, non-credit internships (for work experience only) can be offered during school breaks or over the summer.
- ▶ **The Job:** Have enough meaningful work to keep an intern busy and learning. Talk with staff beforehand to create schedules and responsibilities.
- ▶ **Learn Interns' Interests:** "We find out what they're interested in—marketing, event planning, etc.," says Schaechterle, who then tries to help customize a learning experience with Wilson.
- ▶ **Marketing:** List your internship on the ITA's Careers In Tennis website (careersintennis.com).
- ▶ **Spread the Word:** Talk to coaches of college tennis teams, to pros at clubs and others who would have contact with student-athletes who might be interested.

to explore a number of career opportunities in the safe environment of a college education," says Neuhauser. "Students who have had multiple internships by the time they graduate from college not only have a more defined career path, but also have had the experiences needed in the publishing world to contribute immediately."

Some programs, which run during spring or summer months, can be accomplished while students are still enrolled in college. World TeamTennis used the USTA's Tennis On Campus program as a recruitment tool for its internship program, and was able to find a number of undergrads who were exactly what organizers were looking for.

"The idea was to attract and retain the best and brightest young minds for the tennis industry," says Bill Mountford, senior vice president of WTT. "This is a tricky business to break into, and providing foot-in-the-door opportunities for young people is part of the responsibility to our sport that WTT takes seriously."

THE ELECTRONIC AGE

WTT interns wrote press releases, did grant applications, and researched venues for events. They also helped with websites and player blogs. In other organizations, such as Tennis Company, interns manage Facebook profiles, Twitter accounts and interact with junior players online. The fact that a younger generation has a better grasp of technology than many established executives has made their skills especially marketable. Other media outlets also have found having tech-savvy interns to be an asset.

"It's valuable for employers, given how fast communication is changing. Younger folks are so embedded with technology that they can bring a lot to the table," says Jennifer Arianas, director of tennis industry public relations at the Tennis Channel. "In our department, all interns have played tennis, and they like to stay connected to the tennis world." Like WTT, the Tennis Channel uses a number of interns, and spreads them among various departments, including production, marketing and others.

Tennis manufacturing companies also offer opportunities. Wilson Sporting Goods Co. offers two types of internships: one during the summer and one during the school year. Its three-month summer program uses an application process that the ITA coordinates. According to Adam Schaechterle, Wilson's tour and juniors manager, Americas, one of the summer internships is open to a student-athlete who has worked to promote tennis in the area. A second is offered to a team manager.

"There are opportunities in marketing, sales, promotions, product development, event planning, graphic design and more," Schaechterle says. "And while you're interning, you have the opportunity to be exposed to many of these different career paths. This is a great opportunity to open a college student's eyes."

For students already on a career path in tennis, internships

can offer real-world experience that supplements their curriculum. Derek Ameel, the Professional Tennis Management program director at Ferris State University in Big Rapids, Mich., notes that each student in the program is required to complete three internships in order to graduate.

"One of the internships is ongoing with our Ferris Racquet and Fitness Center, accumulating 400 hours in the four years as a student," he says. "The two outside internships are mainly done during the summers at various country clubs, resorts, private and public racquet facilities, park and recreation departments, manufacturers, tennis companies, and tennis industry organizations."

EXTERNAL CHALLENGES FOR INTERNSHIPS

Internships vary greatly among organizations in terms of pay (some do, some don't), complexity of the application process (some are formal and rigorous, others less so) and willingness of a college to promote the internship to its students, or to offer academic credit for it. Schaechterle was successful at establishing a relationship with Northwestern University, and as a result, the college's career center forwards resumes of qualified students who are interested in Wilson internships before the start of each academic quarter.

One of the problems for those seeking internships has been the fact that many colleges and students remain unaware of the programs offered because there has been no centralized location where such information is stored. The Tennis Industry Association, in its Careers In Tennis initiative (www.careersintennis.com) is

working to create a mechanism that will make interested students and grads aware of the various opportunities in the tennis industry, including internships.

The website creates a pipeline to help move potential industry members toward opportunities. (While the segment of the site that relates to available internships is still under construction, TIA Executive Director Jolyn de Boer is working with organizations and corporations in the industry to supply information that can be posted.)

Ultimately, says Arianas, internships can and do lead those who are interested back into the industry. She should know.

"I think it's an extremely valuable experience, and I'm speaking from personal

experience," she says. "My first job was as an intern after college. I was working with the Virginia Slims Championship, and one of the things I wound up doing was following the tournament director around and doing everything she needed. That meant making sure all the flowers and trophies were in place, that the music was cued up, that the nameplates were on the box seats—everything. I had experience with doing everything from sponsorship services to operations."

Bill Mountford, who expects to expand the WTT internship program in years to come, doesn't doubt the value of the program, nor its potential impact. "I expect that someday there will be an industry leader who eventually emerges from this internship program, and we will be able to say, 'Do you remember when...?'"

No Business is Too Small

Think your business is too small to offer internships? Think again. Whether you run a tennis facility or a retail shop, or are a court construction company, CTA, NJTL or park and rec, an internship with your organization can offer students a wealth of experience, and a leg up in getting started in this industry.

No matter what size your business is, bringing in an intern can provide you with an affordable and enthusiastic worker, and they get a chance to gain valuable experience in a field that they hope to grow into. And, you'll be helping this industry build for its future.

Check with local colleges to see if there are programs that could offer college credit, and again, make sure you have meaningful work for an intern.

PROFESSIONAL TENNIS MANAGEMENT



Derek Ameal
PTM Director

Ferris State University: In 1986, the first 4-year Professional Tennis Management (PTM) program was established at Ferris State University (FSU) with the endorsement of the United States Professional Tennis Association (USPTA). Today the Ferris program, which is USPTA accredited, is the premiere program and industry model for other programs.

Ferris graduates become USPTA certified and receive a Bachelor of Science degree in Marketing or Resort Management with an emphasis in PTM.

The FSU Racquet and Fitness Center has 4 indoor, 2 clay and 10 hard outdoor courts, which serves as a learning laboratory where industry experts present hands-on workshops. Topics range from cutting edge sport science to leadership and club management, and allow students to network with people who are willing to help further their careers upon graduation. Students have free, unlimited access to the facility courts, racquetball, fitness center, pro-shop, computer lab and resource center. In addition, playing opportunities exist on the FSU Division II tennis teams, college club team and PTM Tennis Academy. Program admittance requirements are a 2.0 GPA or better, a NTRP 4.0 or better and a playing ability recommendation from a coach or certified professional.

Students are required to complete two paid internships.

They work with outstanding tennis professionals, managers, and administrators at various types of tennis facilities, organizations, and manufacturing companies. Many times, graduates are hired at clubs that employed them as interns, and tennis professionals have encouraged their students to attend the PTM program and hired them after graduation.

With a 100% job placement record since its inception, the Ferris PTM program has attracted students from 14 countries with job placement from England to New Zealand. The PTM program provides exceptional career opportunities such as tennis teaching professionals, club managers, tennis directors, manufacturer sales representatives and tennis industry administrators as well as traditional business careers.

If you have prospective students interested in making their passion their profession, please contact Derek Ameal, PTM Director at ameeld@ferris.edu and gather more information about Ferris State and the Professional Tennis Management program at the website www.Ferris.edu/ptm.



TENNIS U

WANT A JOB IN THE TENNIS BUSINESS?
MAKE IT YOUR MAJOR

DAN FARRUGIA USED a personal connection to land a job in tennis. The 21-year-old Cornell University student asked his buddy on the ATP tour, Sam Querrey, whom he's known since elementary school, if he needed an intern. So Farrugia spent last summer as Querrey's gofer, gripping racquets, doing secretarial work, and jet-setting around the country, all for 3 percent of his boss' prize winnings.

But unless you know someone like Querrey (unlikely) or have his blinding serve (highly unlikely), there's a more sure-fire way to a career in tennis—make it your college major.

Professional Tennis Management programs prepare students for careers like teaching pro, tennis director, and other positions at tennis facilities. Four schools in the U.S. offer PTM degrees according to the Tennis Industry Association: Ferris State University in Michigan, Methodist University in North Carolina, Tyler Junior College in Texas, and Virginia's Hampton University.

"The PTM curriculum is a unique blend of nationally accredited

business classes and tennis industry classes," says Pete Petersen, PTM director at Methodist, which prepares students to meet certification requirements of the USPTA and PTR, the two major tennis-teaching organizations, and provides internships in the industry. "By the time the curriculum and internships are completed, the graduate is very employable."

PTM programs are offered through the schools' business departments, so students take accounting, economics, marketing and management courses. They also take more tennis-centric classes like tournament administration, facility management, racquet stringing and court maintenance. "The classes are directly related to the tennis industry, which makes the program very unique," says Derek Ameel, PTM director at Ferris State. "It sets these students apart from [other] people going into the industry."

The internships, many of which are paid, are particularly helpful. It's

there, in the resorts, academies and pro shops, where students can hone the skills to manage a club, become a teaching professional or work with tennis equipment. "Our basic student is somebody who has a love and passion for the game of tennis," Ameel says. "They understand that, 'I'm not going to be a pro player earning my money on the tour, but I want to be involved in tennis.'"

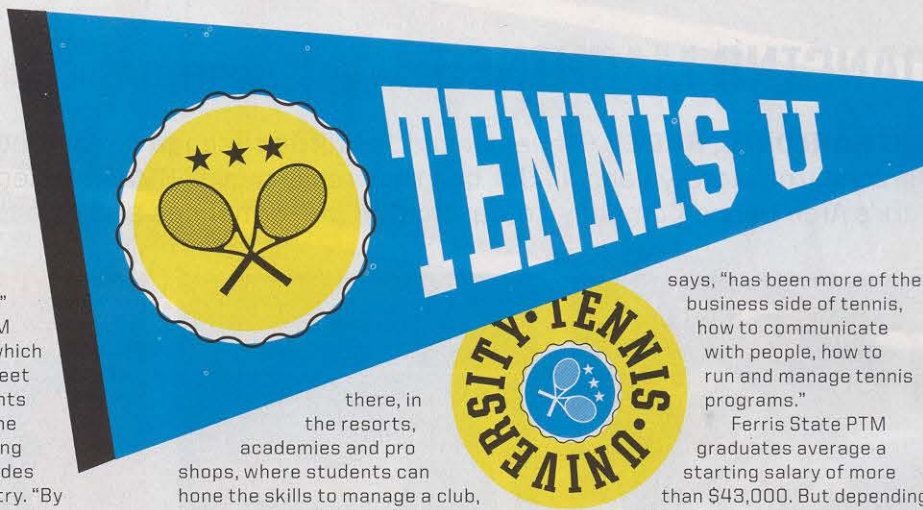
Darren Lavallee, a graduate of Methodist's PTM program, felt that way as a student. Today, he's the director of tennis at the Old Greenwich Tennis Academy, in southeastern Connecticut. Lavallee used the knowledge he obtained at school, and through networking, another plus of PTM studies, to help develop his current program. "What has helped me the most about PTM," Lavallee

says, "has been more of the business side of tennis, how to communicate with people, how to run and manage tennis programs."

Ferris State PTM graduates average a starting salary of more than \$43,000. But depending on location, experience and overall ability, teaching pros can earn upwards of \$60,000 or \$70,000, says Bruce Levine, general manager of Courtside Racquet Club in Lebanon, N.J., and TENNIS Magazine racquet adviser. "It's somewhat of an entry-level position when you get out of school, but PTM gives graduates a leg up to get ahead quicker, because they've been exposed to people in the industry."

The saying, "It's not what you know, it's who you know," is undoubtedly important when looking for work. Just ask Farrugia. But in an industry as specialized as tennis, what you know can definitely give you an edge, too.

—ED MCGROGAN



BY THE NUMBERS... JUSTINE HENIN



27 AGE
5-FOOT-5 3/4 **HEIGHT**

20

MONTHS, THE DURATION OF HER RETIREMENT



5 PLAYERS WHO HELD THE NO. 1 SPOT WHILE SHE WAS GONE (MARIA SHARAPOVA, ANA IVANOVIC, JELENA JANKOVIC, SERENA WILLIAMS AND DINARA SAFINA)

\$

19.5 MILLION CAREER PRIZE MONEY

TWO

NUMBER OF TIMES SHE PICKED UP A RACQUET FOR THE FIRST 13 MONTHS SHE WAS OFF THE TOUR

#1

RANKING FROM MARCH 2007 THROUGH MAY 2008 (WHEN SHE RETIRED)



41

SINGLES TITLES

6-7

LIFETIME RECORD AGAINST SERENA WILLIAMS BEFORE HER BRIEF RETIREMENT

122

FASTEST SERVE SPEED (RECORDED AT THE 2005 FAMILY CIRCLE CUP)

amount raised for earthquake victims from the Hit for Haiti exhibition before the Australian Open. >>> **17,000**: The number of fans at the event, which was organized by Roger Federer and included Rafael Nadal, Novak D

FERRIS STATE UNIVERSITY

PTM APR - Alumni

As part of the Academic Review Process (APR), the Professional Tennis Management Program is asking PTM 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.

	Very Dissatisfied	Somewhat Dissatisfied	Somewhat Satisfied	Very Satisfied
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"/>
Tennis instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clay Court/Racquet Repair	<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 tennis 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 PTM program.

	Very Dissatisfied	Somewhat Dissatisfied	Somewhat Satisfied	Very Satisfied
Racquet & Fitness Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tennis Courts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PTM office facility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PTM 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 USPTA Certification	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PTM 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"/>
Tennis industry perception of FSU- PTM	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your perception of FSU-PTM	<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 tennis game	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of tennis instructors/staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q3 How many times did you attempt the USPTA Exam before passing it?

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

	Very Dissatisfied	Somewhat Dissatisfied	Somewhat Satisfied	Very Satisfied
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-PTM degree gave you in the following areas.

	Very Dissatisfied	Somewhat Dissatisfied	Somewhat Satisfied	Very Satisfied
Tennis Shop retailing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tennis 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"/>
Racquet Repair/Customization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rules of tennis	<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 PTM work experience gave you in the following areas.

	Very Dissatisfied	Somewhat Dissatisfied	Somewhat Satisfied	Very Satisfied
Tennis Shop retailing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tennis 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"/>
Racquet repair	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rules of tennis	<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 tennis industry, please answer Q7 and Q8. If you are currently in the tennis industry, please skip to Q9.

Q7 Please indicate your level of satisfaction with the preparation you received from the PTM 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 tennis industry?

Q16 Current Age

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

Q17 Did you complete an internship or work for this employer prior to graduating?

- Yes
- No

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

Q18 How many months did it take you to obtain your first employment after graduating?

- Before graduation
- 0-3 months
- 3-6 months
- 6-12 months
- Over 12 months

Q11 What do you as a professional feel would make the PTM program more effective to meet the needs of the tennis industry and reputation of the USPTA?

Q19 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

Q12 Please use this space for additional comments.

Q20 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

Demographics

Q13 Program Graduation Date

Q21 Attended FSU as an

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

Q14 USPTA Certification level

- Not currently in tennis industry
- P1
- P2
- P3

Q15 Gender

- Male
- Female

Q22NTRP rating upon entry into PTM program

Q23What (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
- PTM scholarships
- Outside scholarships
- Other

Please Specify:

Thank you for your time and input.

Reset

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FERRIS STATE UNIVERSITY

March 3, 2010

Dear PTM Graduates,

Every four years as a part of the university's process of continual evaluation and quality improvement the Professional Tennis Management program undergoes an Academic Program Review. This process allows the PTM program and university to evaluate program successes and opportunities for improvement. We had initially started this process a couple of years ago, but due to the transition between PTM Directors we were unable to complete the initial process.

We are now asking for PTM program alumni to take a few minutes to fill out the graduate survey contained within this message. The information provided will help us in telling the incredible story of the PTM program at Ferris State and allow us to point to the incredible success and viability of our degree program as demonstrated through your accomplishments and feedback.

Please follow the link below to fill out the survey: (Link may have to be copy/pasted into your browser)

http://www.ferris.edu/admissions/testing/survey/ptm_apr_alumni.htm

Thank you,

Collin Cadwell, PTM Administrative Assistant
Professional Tennis Management
Ferris State University

PTM APR...Alumni

Frequencies

Prepared by: Institutional Research & Testing, 06/10

Statistics

	N		Mean	Median	Std. Deviation
	Valid	Missing			
q1a Biology/Anatomy courses	32	1	3.19	3.00	.780
q1b Marketing courses	33	0	3.73	4.00	.517
q1c Management courses	33	0	3.58	4.00	.561
q1d Biomechanics courses	32	1	3.00	3.00	.842
q1e Computer skills	33	0	2.91	3.00	.765
q1f Writing skills	33	0	3.21	3.00	.600
q1g Comm/Public speaking skills	33	0	3.42	4.00	.792
q1h Interpersonal skills	33	0	3.73	4.00	.517
q1i Tennis instruction	33	0	3.67	4.00	.736
q1j Clay Court/Racquet Repair	32	1	3.47	4.00	.842
q1k Professionalism	33	0	3.82	4.00	.465
q1l Preparation to enter tennis industry	33	0	3.73	4.00	.574
q2a Racquet & Fitness Center	33	0	3.70	4.00	.529
q2b Tennis Courts	32	1	3.78	4.00	.420
q2c PTM office facility	31	2	3.71	4.00	.529
q2d PTM Practice facility	33	0	3.70	4.00	.529
q2e Content of seminars/workshops	33	0	3.70	4.00	.529
q2f Number of seminars/workshops	33	0	3.76	4.00	.502
q2g Preparation for USPTA Certification	33	0	3.82	4.00	.465
q2h PTM Student Association	33	0	3.76	4.00	.435
q2i Opportunities for networking	33	0	3.79	4.00	.415
q2j Tennis industry perception of FSU-PTM	33	0	3.58	4.00	.708
q2k Your perception of FSU-PTM	33	0	3.64	4.00	.549
q2l Quality of Graduates/Professionals	33	0	3.42	3.00	.614
q2m Opportunity for competition	33	0	3.64	4.00	.603
q2n Development of YOUR tennis game	33	0	3.58	4.00	.663
q2o Availability of tennis instructors/staff	33	0	3.61	4.00	.704
q3 Attempt USPTA Exam before passing	33	0			
q4a Availability of advisor	33	0	3.76	4.00	.502
q4b Quality of academic advising	32	1	3.41	4.00	.712
q4c Quality of career advising	33	0	3.55	4.00	.754
q4d Availability of internship experience	33	0	3.76	4.00	.561
q4e Helpfulness of office staff	33	0	3.91	4.00	.292
q4f Number of office staff	33	0	3.82	4.00	.392
q4g Overall quality of program leadership	33	0	3.76	4.00	.502

Statistics

	N		Mean	Median	Std. Deviation
	Valid	Missing			
q5a Tennis Shop retailing	32	1	3.06	3.00	.801
q5b Tennis instruction	32	1	3.69	4.00	.644
q5c Customer service	32	1	3.66	4.00	.602
q5d Racquet Repair/Customization	32	1	3.75	4.00	.440
q5e Rules of tennis	32	1	3.56	4.00	.669
q5f Management skills	32	1	3.34	4.00	.827
q5g Tournament operations	32	1	3.25	3.00	.880
q6a Tennis Shop retailing	33	0	3.12	3.00	.740
q6b Tennis instruction	33	0	3.70	4.00	.637
q6c Customer service	33	0	3.70	4.00	.529
q6d Racquet repair	33	0	3.55	4.00	.617
q6e Rules of tennis	33	0	3.52	4.00	.667
q6f Management skills	33	0	3.39	4.00	.704
q6g Tournament operations	33	0	3.18	3.00	.769
q7a Transition into current career	12	21	3.58	4.00	.515
q7b Skills/Knowledge for current industry	12	21	3.42	3.50	.669
q7c Quality/Usefulness of degree	12	21	3.33	3.00	.651
q8 Why leave the tennis industry	33	0			
q9 Courses like to see implemented into prog	33	0			
q10 Few items that can be improved/implemented	33	0			
q11 What would make the PTM prog more effective	33	0			
q12 Additional comments	33	0			
q13 Program Graduation Date	33	0			
q14 USPTA Certification level	33	0	2.09	2.00	.579
q15 Gender	32	1	1.22	1.00	.420
q16 Current Age	33	0			
q17 Complete an internship/work for this employer	33	0	1.55	2.00	.506
q18 Months take to obtain first employment	33	0	1.33	1.00	.595
q19 Current annual income	33	0	3.06	3.00	1.600
q20 Approximate starting income	32	1	3.66	4.00	1.096
q21 Attended FSU as an	33	0	1.39	1.00	.496
q22 NTRP rating upon entry into PTM program	33	0			
q23 Financial aid received	27	6	3.37	3.00	1.713
q23a Fin Aid: Other specified	33	0			

Frequency Table

q1a Biology/Anatomy courses

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	1	3.0	3.1	3.1
	Somewhat Dissatisfied	4	12.1	12.5	15.6
	Somewhat Satisfied	15	45.5	46.9	62.5
	Very Satisfied	12	36.4	37.5	100.0
	Total	32	97.0	100.0	
Missing	System	1	3.0		
Total		33	100.0		

q1b Marketing courses

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Dissatisfied	1	3.0	3.0	3.0
	Somewhat Satisfied	7	21.2	21.2	24.2
	Very Satisfied	25	75.8	75.8	100.0
	Total	33	100.0	100.0	

q1c Management courses

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Dissatisfied	1	3.0	3.0	3.0
	Somewhat Satisfied	12	36.4	36.4	39.4
	Very Satisfied	20	60.6	60.6	100.0
	Total	33	100.0	100.0	

q1d Biomechanics courses

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Dissatisfied	11	33.3	34.4	34.4
	Somewhat Satisfied	10	30.3	31.3	65.6
	Very Satisfied	11	33.3	34.4	100.0
	Total	32	97.0	100.0	
Missing	System	1	3.0		
Total		33	100.0		

q1e Computer skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	2	6.1	6.1	6.1
	Somewhat Dissatisfied	5	15.2	15.2	21.2
	Somewhat Satisfied	20	60.6	60.6	81.8
	Very Satisfied	6	18.2	18.2	100.0
	Total	33	100.0	100.0	

q1f Writing skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Dissatisfied	3	9.1	9.1	9.1
	Somewhat Satisfied	20	60.6	60.6	69.7
	Very Satisfied	10	30.3	30.3	100.0
	Total	33	100.0	100.0	

q1g Comm/Public speaking skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	1	3.0	3.0	3.0
	Somewhat Dissatisfied	3	9.1	9.1	12.1
	Somewhat Satisfied	10	30.3	30.3	42.4
	Very Satisfied	19	57.6	57.6	100.0
	Total	33	100.0	100.0	

q1h Interpersonal skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Dissatisfied	1	3.0	3.0	3.0
	Somewhat Satisfied	7	21.2	21.2	24.2
	Very Satisfied	25	75.8	75.8	100.0
	Total	33	100.0	100.0	

q1i Tennis instruction

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	1	3.0	3.0	3.0
	Somewhat Dissatisfied	2	6.1	6.1	9.1
	Somewhat Satisfied	4	12.1	12.1	21.2
	Very Satisfied	26	78.8	78.8	100.0
	Total	33	100.0	100.0	

q1j Clay Court/Racquet Repair

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	1	3.0	3.1	3.1
	Somewhat Dissatisfied	4	12.1	12.5	15.6
	Somewhat Satisfied	6	18.2	18.8	34.4
	Very Satisfied	21	63.6	65.6	100.0
	Total	32	97.0	100.0	
Missing	System	1	3.0		
Total		33	100.0		

q1k Professionalism

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Dissatisfied	1	3.0	3.0	3.0
	Somewhat Satisfied	4	12.1	12.1	15.2
	Very Satisfied	28	84.8	84.8	100.0
	Total	33	100.0	100.0	

q1l Preparation to enter tennis industry

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Dissatisfied	2	6.1	6.1	6.1
	Somewhat Satisfied	5	15.2	15.2	21.2
	Very Satisfied	26	78.8	78.8	100.0
	Total	33	100.0	100.0	

q2a Racquet & Fitness Center

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Dissatisfied	1	3.0	3.0	3.0
	Somewhat Satisfied	8	24.2	24.2	27.3
	Very Satisfied	24	72.7	72.7	100.0
	Total	33	100.0	100.0	

q2b Tennis Courts

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Satisfied	7	21.2	21.9	21.9
	Very Satisfied	25	75.8	78.1	100.0
	Total	32	97.0	100.0	
Missing	System	1	3.0		
Total		33	100.0		

q2c PTM office facility

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Dissatisfied	1	3.0	3.2	3.2
	Somewhat Satisfied	7	21.2	22.6	25.8
	Very Satisfied	23	69.7	74.2	100.0
	Total	31	93.9	100.0	
Missing	System	2	6.1		
Total		33	100.0		

q2d PTM Practice facility

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Dissatisfied	1	3.0	3.0	3.0
	Somewhat Satisfied	8	24.2	24.2	27.3
	Very Satisfied	24	72.7	72.7	100.0
	Total	33	100.0	100.0	

q2e Content of seminars/workshops

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Dissatisfied	1	3.0	3.0	3.0
	Somewhat Satisfied	8	24.2	24.2	27.3
	Very Satisfied	24	72.7	72.7	100.0
	Total	33	100.0	100.0	

q2f Number of seminars/workshops

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Dissatisfied	1	3.0	3.0	3.0
	Somewhat Satisfied	6	18.2	18.2	21.2
	Very Satisfied	26	78.8	78.8	100.0
	Total	33	100.0	100.0	

q2g Preparation for USPTA Certification

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Dissatisfied	1	3.0	3.0	3.0
	Somewhat Satisfied	4	12.1	12.1	15.2
	Very Satisfied	28	84.8	84.8	100.0
	Total	33	100.0	100.0	

q2h PTM Student Association

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Satisfied	8	24.2	24.2	24.2
	Very Satisfied	25	75.8	75.8	100.0
	Total	33	100.0	100.0	

q2i Opportunities for networking

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Satisfied	7	21.2	21.2	21.2
	Very Satisfied	26	78.8	78.8	100.0
	Total	33	100.0	100.0	

q2j Tennis industry perception of FSU-PTM

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	1	3.0	3.0	3.0
	Somewhat Dissatisfied	1	3.0	3.0	6.1
	Somewhat Satisfied	9	27.3	27.3	33.3
	Very Satisfied	22	66.7	66.7	100.0
	Total	33	100.0	100.0	

q2k Your perception of FSU-PTM

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Dissatisfied	1	3.0	3.0	3.0
	Somewhat Satisfied	10	30.3	30.3	33.3
	Very Satisfied	22	66.7	66.7	100.0
	Total	33	100.0	100.0	

q2l Quality of Graduates/Professionals

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Dissatisfied	2	6.1	6.1	6.1
	Somewhat Satisfied	15	45.5	45.5	51.5
	Very Satisfied	16	48.5	48.5	100.0
	Total	33	100.0	100.0	

q2m Opportunity for competition

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Dissatisfied	2	6.1	6.1	6.1
	Somewhat Satisfied	8	24.2	24.2	30.3
	Very Satisfied	23	69.7	69.7	100.0
	Total	33	100.0	100.0	

q2n Development of YOUR tennis game

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Dissatisfied	3	9.1	9.1	9.1
	Somewhat Satisfied	8	24.2	24.2	33.3
	Very Satisfied	22	66.7	66.7	100.0
	Total	33	100.0	100.0	

q2o Availability of tennis instructors/staff

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	1	3.0	3.0	3.0
	Somewhat Dissatisfied	1	3.0	3.0	6.1
	Somewhat Satisfied	8	24.2	24.2	30.3
	Very Satisfied	23	69.7	69.7	100.0
	Total	33	100.0	100.0	

q3 Attempt USPTA Exam before passing

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	1	3.0	3.0	3.0
	1	28	84.8	84.8	87.9
	2	1	3.0	3.0	90.9
	once	2	6.1	6.1	97.0
	Once	1	3.0	3.0	100.0
	Total	33	100.0	100.0	

q4a Availability of advisor

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Dissatisfied	1	3.0	3.0	3.0
	Somewhat Satisfied	6	18.2	18.2	21.2
	Very Satisfied	26	78.8	78.8	100.0
	Total	33	100.0	100.0	

q4b Quality of academic advising

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Dissatisfied	4	12.1	12.5	12.5
	Somewhat Satisfied	11	33.3	34.4	46.9
	Very Satisfied	17	51.5	53.1	100.0
	Total	32	97.0	100.0	
Missing	System	1	3.0		
Total		33	100.0		

q4c Quality of career advising

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	1	3.0	3.0	3.0
	Somewhat Dissatisfied	2	6.1	6.1	9.1
	Somewhat Satisfied	8	24.2	24.2	33.3
	Very Satisfied	22	66.7	66.7	100.0
	Total	33	100.0	100.0	

q4d Availability of internship experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Dissatisfied	2	6.1	6.1	6.1
	Somewhat Satisfied	4	12.1	12.1	18.2
	Very Satisfied	27	81.8	81.8	100.0
	Total	33	100.0	100.0	

q4e Helpfulness of office staff

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Satisfied	3	9.1	9.1	9.1
	Very Satisfied	30	90.9	90.9	100.0
	Total	33	100.0	100.0	

q4f Number of office staff

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Satisfied	6	18.2	18.2	18.2
	Very Satisfied	27	81.8	81.8	100.0
	Total	33	100.0	100.0	

q4g Overall quality of program leadership

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Dissatisfied	1	3.0	3.0	3.0
	Somewhat Satisfied	6	18.2	18.2	21.2
	Very Satisfied	26	78.8	78.8	100.0
	Total	33	100.0	100.0	

q5a Tennis Shop retailing

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	1	3.0	3.1	3.1
	Somewhat Dissatisfied	6	18.2	18.8	21.9
	Somewhat Satisfied	15	45.5	46.9	68.8
	Very Satisfied	10	30.3	31.3	100.0
	Total	32	97.0	100.0	
Missing	System	1	3.0		
Total		33	100.0		

q5b Tennis instruction

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Dissatisfied	3	9.1	9.4	9.4
	Somewhat Satisfied	4	12.1	12.5	21.9
	Very Satisfied	25	75.8	78.1	100.0
	Total	32	97.0	100.0	
Missing	System	1	3.0		
Total		33	100.0		

q5c Customer service

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Dissatisfied	2	6.1	6.3	6.3
	Somewhat Satisfied	7	21.2	21.9	28.1
	Very Satisfied	23	69.7	71.9	100.0
	Total	32	97.0	100.0	
Missing	System	1	3.0		
Total		33	100.0		

q5d Racquet Repair/Customization

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Satisfied	8	24.2	25.0	25.0
	Very Satisfied	24	72.7	75.0	100.0
	Total	32	97.0	100.0	
Missing	System	1	3.0		
Total		33	100.0		

q5e Rules of tennis

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Dissatisfied	3	9.1	9.4	9.4
	Somewhat Satisfied	8	24.2	25.0	34.4
	Very Satisfied	21	63.6	65.6	100.0
	Total	32	97.0	100.0	
Missing	System	1	3.0		
Total		33	100.0		

q5f Management skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	1	3.0	3.1	3.1
	Somewhat Dissatisfied	4	12.1	12.5	15.6
	Somewhat Satisfied	10	30.3	31.3	46.9
	Very Satisfied	17	51.5	53.1	100.0
	Total	32	97.0	100.0	
Missing	System	1	3.0		
Total		33	100.0		

q5g Tournament operations

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	2	6.1	6.3	6.3
	Somewhat Dissatisfied	3	9.1	9.4	15.6
	Somewhat Satisfied	12	36.4	37.5	53.1
	Very Satisfied	15	45.5	46.9	100.0
	Total	32	97.0	100.0	
Missing	System	1	3.0		
Total		33	100.0		

q6a Tennis Shop retailing

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Dissatisfied	7	21.2	21.2	21.2
	Somewhat Satisfied	15	45.5	45.5	66.7
	Very Satisfied	11	33.3	33.3	100.0
	Total	33	100.0	100.0	

q6b Tennis instruction

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Dissatisfied	3	9.1	9.1	9.1
	Somewhat Satisfied	4	12.1	12.1	21.2
	Very Satisfied	26	78.8	78.8	100.0
	Total	33	100.0	100.0	

q6c Customer service

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Dissatisfied	1	3.0	3.0	3.0
	Somewhat Satisfied	8	24.2	24.2	27.3
	Very Satisfied	24	72.7	72.7	100.0
	Total	33	100.0	100.0	

q6d Racquet repair

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Dissatisfied	2	6.1	6.1	6.1
	Somewhat Satisfied	11	33.3	33.3	39.4
	Very Satisfied	20	60.6	60.6	100.0
	Total	33	100.0	100.0	

q6e Rules of tennis

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Dissatisfied	3	9.1	9.1	9.1
	Somewhat Satisfied	10	30.3	30.3	39.4
	Very Satisfied	20	60.6	60.6	100.0
	Total	33	100.0	100.0	

q6f Management skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Dissatisfied	4	12.1	12.1	12.1
	Somewhat Satisfied	12	36.4	36.4	48.5
	Very Satisfied	17	51.5	51.5	100.0
	Total	33	100.0	100.0	

q6g Tournament operations

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Dissatisfied	7	21.2	21.2	21.2
	Somewhat Satisfied	13	39.4	39.4	60.6
	Very Satisfied	13	39.4	39.4	100.0
	Total	33	100.0	100.0	

q7a Transition into current career

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Satisfied	5	15.2	41.7	41.7
	Very Satisfied	7	21.2	58.3	100.0
	Total	12	36.4	100.0	
Missing	System	21	63.6		
Total		33	100.0		

q7b Skills/Knowledge for current industry

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Dissatisfied	1	3.0	8.3	8.3
	Somewhat Satisfied	5	15.2	41.7	50.0
	Very Satisfied	6	18.2	50.0	100.0
	Total	12	36.4	100.0	
Missing	System	21	63.6		
Total		33	100.0		

q7c Quality/Usefulness of degree

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Dissatisfied	1	3.0	8.3	8.3
	Somewhat Satisfied	6	18.2	50.0	58.3
	Very Satisfied	5	15.2	41.7	100.0
	Total	12	36.4	100.0	
Missing	System	21	63.6		
Total		33	100.0		

q8 Why leave the tennis industry

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		25	75.8	75.8	75.8
	currently in industry	1	3.0	3.0	78.8
	I am no longer teaching tennis on the current however I heavily involved in the Tennis Industry working for the #1 racquet brand worldwide - Wilson Sporting Goods Co.	1	3.0	3.0	81.8
	Not interested in the tennis industry any more because of the working hours.	1	3.0	3.0	84.8
	Serious injury to my knee. I was fortunate enough to take my interpersonal and sales skills into the financial services industry. I'm very grateful for the presentation skills I learned while teaching tennis!	1	3.0	3.0	87.9
	Still in it	1	3.0	3.0	90.9
	The time requirements were not conducive to maintaining the family life that I wanted. And I wasn't going to move to stay in the industry.	1	3.0	3.0	93.9
	Was interested in the business part of the industry; however, found less opportunities there. While looking for opportunities, fell into my current career path. Feel like the PTM / BS degree prepared me with several possible career paths.	1	3.0	3.0	97.0
	Went into teaching	1	3.0	3.0	100.0
	Total	33	100.0	100.0	

q9 Courses like to see implemented into prog

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	6.1	6.1	6.1
-conflict management -management opportunities for students in different capacities	1	3.0	3.0	9.1
Biomechanics/Anatomy	1	3.0	3.0	12.1
Budget classes - they had one before me, but then I didn't get to do it. Maybe Retail as well..	1	3.0	3.0	15.2
Communication and professionalism seminars	1	3.0	3.0	18.2
Courses related to education. Tennis teaching professionals need to understand how youth and adults (at different ages) learn and how we can make it easier for them to learn to play tennis. It's not just what to teach, but how to teach and why.	1	3.0	3.0	21.2
Courses were pretty complete.	1	3.0	3.0	24.2
customer service or even hospitality. if you want to become director you need other skills besides teaching	1	3.0	3.0	27.3
food and beverage management	1	3.0	3.0	30.3
Getting back to the basics in networking and proper communication skills with Alumni and Key Industry partners.	1	3.0	3.0	33.3
hospitality management	1	3.0	3.0	36.4
I do not have a list of classes to list. More public speaking courses and management classes are a must.	1	3.0	3.0	39.4
I think that the racquet repair class/string class should be required for everyone to take each year.	1	3.0	3.0	42.4
International Business, Foreign Language, Philosophy and Ethics	1	3.0	3.0	45.5
Management/Budget Courses Retail/Inventory/Cost Control Course	1	3.0	3.0	48.5
More accounting. Tournament operations.	1	3.0	3.0	51.5
More in depth clay court maintenance Life after tennis (Money Management)	1	3.0	3.0	54.5
More management classes.	1	3.0	3.0	57.6
more management courses tennis instruction courses tournament admin courses	1	3.0	3.0	60.6
More on court instruction classes (drills, rotations,etc...) in the early years.	1	3.0	3.0	63.6
More selling skills. Even if the graduate never leaves the tennis industry, these skills will be beneficial forever! As I recall, there was only one Sales course.	1	3.0	3.0	66.7
More teaching experience on campus	1	3.0	3.0	69.7
nutrition,	1	3.0	3.0	72.7
Personal Financial Planning Resume Skills Building Internships- Outside of tennis industry Conflict Management	1	3.0	3.0	75.8

q9 Courses like to see implemented into prog

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Public Speaking / Presentation Skills. While the PTM program provides many opportunities for this, I think more practice/feedback is important.	1	3.0	3.0	78.8
	Quickstart Programming Web based programming for clubs	1	3.0	3.0	81.8
	Sports Management Sports Psychology	1	3.0	3.0	84.8
	Teaching Courses-Elementary Courses related to child development/behavior	1	3.0	3.0	87.9
	The art of teaching and teaching methods along with sports psychology	1	3.0	3.0	90.9
	Tournament administration	1	3.0	3.0	93.9
	Video analysis, web design	1	3.0	3.0	97.0
	Web site design, more biology/anatomy courses	1	3.0	3.0	100.0
	Total	33	100.0	100.0	

q10 Few items that can be improved/implemented

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		7	21.2	21.2	21.2
	**Financial Planning **Opportunity to do more sepcialized degrees, but those that workshops that are not repeated for 4 years in a row(i.e. Etcheberry Training). **Working paid internships for a whole semester, instead of summer employment (i.e.study abroad programs)	1	3.0	3.0	24.2
	As far as retail goes, maybe do something like one of the Marketing classes does (Plank), does her window showings. All pro shops are different, and I just didn't get to grasp a whole lot, need to empower PTM students more with the pro shop.	1	3.0	3.0	27.3
	Being away for a while, it is very hard to speak about any improvements; while a PTM student, I was very happy with the program though.	1	3.0	3.0	30.3
	competitive opportunities for non-team members.	1	3.0	3.0	33.3
	Empower the students and give them ownership with the on-going internship Teach students how to teach, USPTA does not educate students on how or what to teach. Teaching ability is a weak area of the program.	1	3.0	3.0	36.4
	Get across to the current students that they do not know everything about tennis just because they are in the PTM program!	1	3.0	3.0	39.4
	Get students on the court as much as possible. Daily if possible to teach lessons.	1	3.0	3.0	42.4
	get the players back into the program	1	3.0	3.0	45.5
	great program	1	3.0	3.0	48.5

q10 Few items that can be improved/implemented

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	I recall the Kinesiology course being very weak. This is a very important subject and one that should be emphasized.	1	3.0	3.0	51.5
	I would love to see the PTM program expand into different areas of degrees. I graduated in 2003, and I have no idea why a student can't go into the PTM program and get their degree in Accounting. If Ferris could offer any degree within the college of business, it would be for the school and the program.	1	3.0	3.0	54.5
	It is hard for me to tell the overall involvement of the alumni. What can be done to keep the alum involved on a more regular basis?	1	3.0	3.0	57.6
	Less emphasis on just passing the USPTA Certification Exam and more emphasis on the game itself studied from different regional philosophies.	1	3.0	3.0	60.6
	Marketing staff	1	3.0	3.0	63.6
	Modernization and improvement of the condition of the racquet and fitness facility	1	3.0	3.0	66.7
	More alumni involvement A PTM interactive site for potential PTM'ers and pros	1	3.0	3.0	69.7
	More Management and Budget type courses. Overall Facility management courses would help as more clubs are looking to tennis professionals to manage sportscenters that include fitness and swim.	1	3.0	3.0	72.7
	More variety of speakers. Early on, almost every weekend was filled with classroom and on-court learning. I don't know the quantity now, but probably needs to be a bit more.	1	3.0	3.0	75.8
	need to do an internship not tennis related. Too many people need other skills or go outside tennis	1	3.0	3.0	78.8
	overall tennis ability level of most PTMers.	1	3.0	3.0	81.8
	Possibly allow for students to declare a major other than marketing.	1	3.0	3.0	84.8
	quality of workshops PTM player development requirements more knowledge about tennis industry	1	3.0	3.0	87.9
	Team coaching skills	1	3.0	3.0	90.9
	The level of play at the program needs to be increased. The better player & tennis instructor you are makes you more marketable upon graduation.	1	3.0	3.0	93.9
	There are such great alumni in this program - and it seems as though those out of the tennis industry are not utilized very well. I believe there are many opportunities to involve the alum in the development of the current students. Idea: Development of an alumni mentor program.	1	3.0	3.0	97.0

q10 Few items that can be improved/implemented

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Would like to see a larger facility. Hard to learn and play on only 4 courts. Would like to see more of an emphasis on the 'nuts and bolts' of how to teach tennis.	1	3.0	3.0	100.0
	Total	33	100.0	100.0	

q11 What would make the PTM prog more effective

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		5	15.2	15.2	15.2
	-Students need more experience with tournaments (how to set them up and run, especially high level tournaments) -Organization of private lessons and implementation	1	3.0	3.0	18.2
	**More seminars on the constant changing ways of teaching and biomechanic techniques **How to transition out of on court to off court job opportunities	1	3.0	3.0	21.2
	1st year PTM students should not be allowed to seek outside of FSU internships; I believe their quality and professionalism would be a lot greater if they spent their first summer working under tutelage of the headcoach/facility coach/director/office staff.....	1	3.0	3.0	24.2
	A more dynamic client base to teach and hone skills on before being thrust into the realm of the hard to please customer.	1	3.0	3.0	27.3
	Better play. Too many people going through the program with below average skills. I know you don't have to be a great player to teach but you must look like you can play.	1	3.0	3.0	30.3
	Better Recruiting efforts to attract top talent of incoming freshman or new people looking to be pro's. This might lead to lower #'s towards first entry levels however it would yeild a strong crop of industry talent if a better recruiting effort was made.	1	3.0	3.0	33.3
	Career advice and choices. Just because you have PTM in your pocket doesn't mean that you can leave the program and EXPECT THINGS. Hard work and networking are still vital. This point needs to get across somehow?	1	3.0	3.0	36.4
	Constantly find ways for all of the students in the program to interact at various trade shows throughout the US.	1	3.0	3.0	39.4
	Continue to "preach" professionalism - on and off the court. Personal and business professional behavior and attitude.	1	3.0	3.0	42.4
	Graduate teaching pros with greater experience in a broader spectrum of employment opportunities - not all country clubs.	1	3.0	3.0	45.5
	Higher quality players and a stronger tennis team	1	3.0	3.0	48.5
	Higher quality students	1	3.0	3.0	51.5

q11 What would make the PTM prog more effective

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	I feel it has to be tough right now for full programs like PTM, because the industry is moving towards quick, easy certification, and not high quality like 4-year PTM programs	1	3.0	3.0	54.5
	I think the PTM program already has a strong reputation. If you are looking to increase awareness, I would recommend a PR campaign highlighting the successes of some of the graduates.	1	3.0	3.0	57.6
	Job shadowing. Possibly run the club for 3 months or something? Risky, but possibly a good learning experience - maybe just a month? I'm sure this is along the lines of internship, but I spent 6 months with my director of tennis and learned most of the ropes. Some things are trial and error, but I was definitely prepared when I took over when she left.	1	3.0	3.0	60.6
	Keep providing the students with real life industry experience.	1	3.0	3.0	63.6
	Look the part- no piercings, shave, no visible tatoos, etc. Also, the PTM program should team with the USPTA National Endorsee (Head). To me, that looks bad right now as PTM is with a different company currently (Wilson).	1	3.0	3.0	66.7
	More graduates	1	3.0	3.0	69.7
	more quality pros	1	3.0	3.0	72.7
	networking with other professionals.	1	3.0	3.0	75.8
	Perhaps getting the name out more at Junior regional and national tournaments rather than just high schools.	1	3.0	3.0	78.8
	Staying up with the latest movments of the industry in regards to teaching and programming. Working on more web-based initiatives that students can learn to market programs (ex. tennis connect) and creating FSU's own site that will draw players and pros to help educate and promote FSU's PTM program. In other words, a site to get potential PTM students to access for playing info, but at the same time will educate them on t the PTM program	1	3.0	3.0	81.8
	stronger teaching skills, management skills, and playing skills	1	3.0	3.0	84.8
	students need to be better players	1	3.0	3.0	87.9
	That is a good question that I do not have an answer for. More PR couldn't hurt	1	3.0	3.0	90.9
	The biggest thing I notice in some new instructors is they need to learn to control groups and make classes flow better. Drills should have purpose. Young pros don't always understand that telling someone what they did wrong doesn't mean they understand how to make the correction.	1	3.0	3.0	93.9

q11 What would make the PTM prog more effective

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	The PTM program does an outstanding job. I believe the industry needs to change and more PTM graduates can be the agents for that change. The industry is not ready for and does not recognize the value of a PTM degree. The industry is still satisfied with a weekend certification.	1	3.0	3.0	97.0
	We need to produce better teaching pros. The PTM Alumni have a good understanding of the industry and they are professional, but very few are developing players who can really play at a high level. We have Alumni who are Pros of the Year in their respective section and people love what they do, but can they really get their students to hit the ball better	1	3.0	3.0	100.0
	Total	33	100.0	100.0	

q12 Additional comments

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		22	66.7	66.7	66.7
	Derek Ameel and the PTM staff is doing a solid job. I have met a number of students at different conferences, and was pretty impressed. Keep it up!	1	3.0	3.0	69.7
	Derek is the right guy for the job running the PTM Program. I have been hiring students from there for years, and have seen a decline in the number of quality students. I am sure he can help bring the program back to what it was in the past.	1	3.0	3.0	72.7
	I enjoyed my time at FSU. it is so hard to look in the future and know what you need to do in school	1	3.0	3.0	75.8
	I love PTM and what it stands for. I just think it needs a shot in the arm in the how to teach tennis piece of the pie. Students in my opinion should learn a system of instruction and should be able to take that system (organized plan) to the next place they go to after graduation	1	3.0	3.0	78.8
	I really would urge students to do internships in different clubs and areas. That is where you find your niche and what you like, what you are good at, etc. Anything hands-on is very good.	1	3.0	3.0	81.8
	I strongly recommend more budget and management courses. All students should leave with the ability to manage a yearly budget, forecast and also be able to provide short and long term goals for the overall clubs future success.	1	3.0	3.0	84.8
	I think that Derrick has the program headed in the right direction	1	3.0	3.0	87.9

q12 Additional comments

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	I was very pleased with the education I received at Ferris State and as a member of the first PTM class. I was offered a job with my first internship employer. I stayed for a second internship with them but chose to return to Ferris to graduate. No regrets.	1	3.0	3.0	90.9
	Strongly believe in the value of this program. Please use the alumni as a resource for questions / surveys. Thank you!	1	3.0	3.0	93.9
	There are thousands of parents and kids who spend countless amounts of money traveling and playing tennis growing up who love tennis and want to stay connected with the sport. Do much more recruiting from those higher level tournaments rather than just random high school tennis players who have no other options.	1	3.0	3.0	97.0
	There needs to be more awareness of this fantastic program at the national level. It cannot flourish as it should if it is populated by students only from around the Great Lakes. A more diverse student body will translate into a more diverse regional awareness across the United States.	1	3.0	3.0	100.0
Total		33	100.0	100.0	

q13 Program Graduation Date

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	'05	1	3.0	3.0	3.0
	12/12/2008	1	3.0	3.0	6.1
	1989	2	6.1	6.1	12.1
	1991 (last year)	1	3.0	3.0	15.2
	1993	3	9.1	9.1	24.2
	1996	2	6.1	6.1	30.3
	1997	2	6.1	6.1	36.4
	1999	1	3.0	3.0	39.4
	2001	1	3.0	3.0	42.4
	2003	4	12.1	12.1	54.5
	2005	2	6.1	6.1	60.6
	2007	2	6.1	6.1	66.7
	Fall of 1997	1	3.0	3.0	69.7
	June 1988	1	3.0	3.0	72.7
	May 1989	1	3.0	3.0	75.8
	May 1992	1	3.0	3.0	78.8
	May 1994	1	3.0	3.0	81.8
	May, 1989	1	3.0	3.0	84.8
	May, 1990	1	3.0	3.0	87.9
P1	1	3.0	3.0	90.9	

q13 Program Graduation Date

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	September 1993	1	3.0	3.0	93.9
	Spring 1988	1	3.0	3.0	97.0
	W2000	1	3.0	3.0	100.0
	Total	33	100.0	100.0	

q14 USPTA Certification level

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not currently in tennis industry	4	12.1	12.1	12.1
	P1	22	66.7	66.7	78.8
	P2	7	21.2	21.2	100.0
	Total	33	100.0	100.0	

q15 Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	25	75.8	78.1	78.1
	Female	7	21.2	21.9	100.0
	Total	32	97.0	100.0	
Missing	System	1	3.0		
Total		33	100.0		

q16 Current Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		1	3.0	3.0	3.0
	24	1	3.0	3.0	6.1
	25	2	6.1	6.1	12.1
	26	1	3.0	3.0	15.2
	27	1	3.0	3.0	18.2
	29	2	6.1	6.1	24.2
	30	2	6.1	6.1	30.3
	32	2	6.1	6.1	36.4
	33	1	3.0	3.0	39.4
	34	1	3.0	3.0	42.4
	36	3	9.1	9.1	51.5
	37	1	3.0	3.0	54.5
	39	1	3.0	3.0	57.6
	40	3	9.1	9.1	66.7
	41	1	3.0	3.0	69.7
	42	2	6.1	6.1	75.8
	43	5	15.2	15.2	90.9
	44	2	6.1	6.1	97.0
45	1	3.0	3.0	100.0	
Total		33	100.0	100.0	

q17 Complete an internship/work for this employer

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	15	45.5	45.5	45.5
	No	18	54.5	54.5	100.0
	Total	33	100.0	100.0	

q18 Months take to obtain first employment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Before graduation	24	72.7	72.7	72.7
	0-3 months	7	21.2	21.2	93.9
	3-6 months	2	6.1	6.1	100.0
	Total	33	100.0	100.0	

q19 Current annual income

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	\$40,000 or less	7	21.2	21.2	21.2
	\$40,001-\$60,000	6	18.2	18.2	39.4
	\$60,001-\$80,000	7	21.2	21.2	60.6
	\$80,001-\$100,000	8	24.2	24.2	84.8
	\$100,001-\$120,000	1	3.0	3.0	87.9
	\$120,001 or more	4	12.1	12.1	100.0
	Total	33	100.0	100.0	

q20 Approximate starting income

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	\$15,001-\$25,000	6	18.2	18.8	18.8
	\$25,001-\$35,000	8	24.2	25.0	43.8
	\$35,001-\$45,000	9	27.3	28.1	71.9
	\$45,001 or more	9	27.3	28.1	100.0
	Total	32	97.0	100.0	
Missing	System	1	3.0		
Total		33	100.0		

q21 Attended FSU as an

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	In-state student	20	60.6	60.6	60.6
	Out -of-state student	13	39.4	39.4	100.0
	Total	33	100.0	100.0	

q22 NTRP rating upon entry into PTM program

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		1	3.0	3.0	3.0
	3.0	1	3.0	3.0	6.1
	3.5	1	3.0	3.0	9.1
	4.0	5	15.2	15.2	24.2
	4.5	11	33.3	33.3	57.6
	4.5 or above - played on team	1	3.0	3.0	60.6
	5.0	8	24.2	24.2	84.8
	5.5	3	9.1	9.1	93.9
	6.0	1	3.0	3.0	97.0
	dont' recall	1	3.0	3.0	100.0
	Total	33	100.0	100.0	

q23 Financial aid received

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Federal aid	6	18.2	22.2	22.2
	Aid from financial institutions	1	3.0	3.7	25.9
	FSU scholarships	8	24.2	29.6	55.6
	PTM scholarships	6	18.2	22.2	77.8
	Outside scholarships	1	3.0	3.7	81.5
	Other	5	15.2	18.5	100.0
	Total	27	81.8	100.0	
Missing	System	6	18.2		
Total		33	100.0		

q23a Fin Aid: Other specified

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		23	69.7	69.7	69.7
	A couple grants, some financial aid, and mostly tennis scholarship.	1	3.0	3.0	72.7
	Family	1	3.0	3.0	75.8
	Federal aid	1	3.0	3.0	78.8
	I received FSU scholarships, PTM scholarship (1st year or maybe 1st semester), and then I was on the tennis team and received scholarships. I was also on reciprocity being from Wisconsin.	1	3.0	3.0	81.8
	Merit academic scholarships	1	3.0	3.0	84.8
	none	1	3.0	3.0	87.9
	PTM Scholarship, Federal Aid, and Work Study	1	3.0	3.0	90.9
	ratiola scholarship	2	6.1	6.1	97.0
	Varsity Tennis Team Partial Scholarship for one semester.	1	3.0	3.0	100.0
	Total	33	100.0	100.0	

FERRIS STATE UNIVERSITY

PTM APR - Current Students

The PTM Department of Ferris State University is conducting a survey of current PTM students to be used in the continuing development and improvement of the PTM program. Thank you for taking the time to complete this survey. Your answers will be of great help in determining the future direction of the program.

Q1 **Program Entry Date (Fall of what year?)**

Q2 **Anticipated Graduation Date**

Q3 **Gender**

- Male
- Female

Q4 **Attend FSU as an**

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

Q5 **NTRP Rating upon entry into PTM program**

Q6 **Which of the following types of financial aid (if any) have you received while a student at FSU? (Please select all that apply.)**

- Federal aid
- Aid from financial institution
- FSU scholarship(s)
- PTM scholarship(s)
- Outside scholarship(s)
- Other

Please Specify:

Q7 **Please indicate your level of satisfaction with the preparation FSU is giving you in each of the following areas.**

	Very Dissatisfied	Somewhat Dissatisfied	Somewhat Satisfied	Very Satisfied
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"/>
Tennis instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clay Court knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Food & Beverage Management	<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 tennis industry

Q8 Please indicate your level of satisfaction with the preparation the FSU-PTM degree is giving you in each of the following areas.

	Very Dissatisfied	Somewhat Dissatisfied	Somewhat Satisfied	Very Satisfied
Tennis Shop Retailing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tennis 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"/>
Racquet Repair/Customization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rules of Tennis	<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"/>

Q9 Please indicate your level of satisfaction with each of the following aspects of the PTM program.

	Very Dissatisfied	Somewhat Dissatisfied	Somewhat Satisfied	Very Satisfied
Racquet & Fitness Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tennis Courts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pro Shop	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PTM Office 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 USPTA Certification	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The PTM 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"/>
Tennis industry perception of FSU-PTM	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your perception of FSU-PTM	<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"/>
Competitive/Tournament opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Development of YOUR tennis game	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of tennis instructors/staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q10 Please indicate your level of satisfaction with each of the following Staff aspects of the PTM program.

	Very Dissatisfied	Somewhat Dissatisfied	Somewhat Satisfied	Very Satisfied
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 experiences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of internship experiences	<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"/>
Overall quality of program leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q11 Are you working towards a minor or certificate with your PTM degree?

- Yes
- No

Q13 What other academic courses would you like to see implemented into the PTM program at Ferris State University? Please list all.

Q14 Please list a few items that can be IMPROVED or IMPLEMENTED in the PTM program.

Q15What do YOU as a student feel are the strengths of the PTM program?

Q16What do YOU as a student feel would make the PTM program more effective to meet the needs of the tennis industry and reputation of the USPTA?

Q17Please use this space for additional comments.

Thank you for your time and feedback.

Close

Submit

PTM APR...Current Students

Frequencies

Prepared by: Institutional Research & Testing, 04/10

Statistics

	N		Mean	Median	Std. Deviation
	Valid	Missing			
q1 Program Entry Date	21	0			
q2 Anticipated Graduation Date	21	0			
q3 Gender	21	0	1.43	1.00	.507
q4 Attend FSU as an	21	0	1.38	1.00	.498
q5 NTRP Rating upon entry	21	0			
q6a Fin aid: Federal aid	18	3	.72	1.00	.461
q6b Fin aid: Aid from financial institution	18	3	.28	.00	.461
q6c Fin aid: FSU scholarship(s)	18	3	.61	1.00	.502
q6d Fin aid: PTM scholarship(s)	18	3	.33	.00	.485
q6e Fin aid: Outside scholarship(s)	18	3	.33	.00	.485
q6f Fin aid: Other	18	3	.06	.00	.236
q6g Fin aid: Other specified	21	0			
q7a Biology/Anatomy courses	21	0	2.95	3.00	.669
q7b Marketing courses	21	0	3.52	4.00	.602
q7c Management courses	21	0	3.33	3.00	.577
q7d Biomechanics courses	19	2	2.63	3.00	.761
q7e Computer skills	20	1	2.85	3.00	.875
q7f Writing skills	21	0	3.29	3.00	.463
q7g Communication/Public speaking skills	21	0	3.52	4.00	.512
q7h Interpersonal skills	21	0	3.48	3.00	.512
q7i Tennis instruction	21	0	3.43	4.00	.676
q7j Clay Court knowledge	21	0	3.33	3.00	.730
q7k Food & Beverage Management	21	0	2.67	3.00	.730
q7l Professionalism	21	0	3.62	4.00	.498
q7m Preparation to enter tennis industry	21	0	3.43	3.00	.598
q8a Tennis Shop Retailing	20	1	2.90	3.00	.968
q8b Tennis Instruction	20	1	3.40	3.00	.598
q8c Customer Service	20	1	3.40	3.00	.503
q8d Racquet Repair/Customization	20	1	3.45	4.00	.686
q8e Rules of Tennis	20	1	3.25	3.00	.786
q8f Management Skills	20	1	3.35	3.00	.587
q8g Tournament Operations	20	1	2.85	3.00	.813
q9a Racquet & Fitness Center	21	0	3.10	3.00	.625
q9b Tennis Courts	21	0	2.90	3.00	.889

Statistics

	N		Mean	Median	Std. Deviation
	Valid	Missing			
q9c Pro Shop	21	0	2.43	2.00	.598
q9d PTM Office Facility	21	0	3.38	3.00	.590
q9e Content of seminars/workshops	21	0	3.33	3.00	.658
q9f Number of seminars/workshops	21	0	3.24	3.00	.831
q9g Preparation for USPTA Certification	20	1	3.15	3.00	.745
q9h The PTM Student Association	21	0	3.24	3.00	.889
q9i Opportunities for networking	21	0	3.48	4.00	.750
q9j Tennis industry perception of FSU-PTM	21	0	3.29	3.00	.561
q9k Your perception of FSU-PTM	21	0	3.33	3.00	.730
q9l Quality of graduates/professionals	21	0	3.33	3.00	.577
q9m Competitive/Tournament opportunities	21	0	2.29	2.00	1.056
q9n Development of YOUR tennis game	21	0	2.86	3.00	.727
q9o Availability of tennis instructors/staff	21	0	3.24	3.00	.831
q10a Availability of advisor	21	0	3.38	4.00	.921
q10b Quality of academic advising	21	0	3.05	3.00	.805
q10c Quality of career advising	21	0	3.24	3.00	.768
q10d Availability of internship experiences	21	0	3.10	3.00	.889
q10e Quality of internship experiences	21	0	3.29	3.00	.784
q10f Helpfulness of office staff	21	0	3.19	3.00	.814
q10g Overall quality of program leadership	21	0	3.19	3.00	.873
q11 Working towards a minor/certificate	21	0	1.71	2.00	.463
q12a Which: Club Management Minor	4	17	.00	.00	.000
q12b Which: Club Management Certificate	4	17	.25	.00	.500
q12c Which: Culinary Management Certificate	4	17	.00	.00	.000
q12d Which: Hotel Management Certificate	4	17	.00	.00	.000
q12e Which: Other	4	17	.75	1.00	.500
q12f Which: Other specified	21	0			
q13 Other courses like to see implemented	21	0			
q14 Items that can be IMPROVED or IMPLEMENTED	21	0			
q15 Strengths of program	21	0			
q16 Make program more effective	21	0			
q17 Additional comments	21	0			

Frequency Table

q1 Program Entry Date

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	07	2	9.5	9.5	9.5
	2006	3	14.3	14.3	23.8
	2007	2	9.5	9.5	33.3
	2008	3	14.3	14.3	47.6
	2009	6	28.6	28.6	76.2
	Fall 09	1	4.8	4.8	81.0
	Fall 2007	3	14.3	14.3	95.2
	Fall 2008	1	4.8	4.8	100.0
	Total	21	100.0	100.0	

q2 Anticipated Graduation Date

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	11	1	4.8	4.8	4.8
	2010	2	9.5	9.5	14.3
	2011	1	4.8	4.8	19.0
	2012	5	23.8	23.8	42.9
	5/10	1	4.8	4.8	47.6
	5/15/2013	1	4.8	4.8	52.4
	Fall 2010	1	4.8	4.8	57.1
	Fall 2011	1	4.8	4.8	61.9
	May 2011	1	4.8	4.8	66.7
	Spring 2011	4	19.0	19.0	85.7
	Spring 2012	1	4.8	4.8	90.5
	spring 2013	1	4.8	4.8	95.2
	Spring 2013	1	4.8	4.8	100.0
	Total	21	100.0	100.0	

q3 Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	12	57.1	57.1	57.1
	Female	9	42.9	42.9	100.0
	Total	21	100.0	100.0	

q4 Attend FSU as an

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	In-state student	13	61.9	61.9	61.9
	Out-of-state student	8	38.1	38.1	100.0
	Total	21	100.0	100.0	

q5 NTRP Rating upon entry

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		2	9.5	9.5	9.5
	3.0	1	4.8	4.8	14.3
	3.5	1	4.8	4.8	19.0
	4.0	11	52.4	52.4	71.4
	4.5	2	9.5	9.5	81.0
	5.0	1	4.8	4.8	85.7
	n/a	2	9.5	9.5	95.2
	N/A	1	4.8	4.8	100.0
	Total	21	100.0	100.0	

q6a Fin aid: Federal aid

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	5	23.8	27.8	27.8
	Selected	13	61.9	72.2	100.0
	Total	18	85.7	100.0	
Missing	System	3	14.3		
Total		21	100.0		

q6b Fin aid: Aid from financial institution

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	13	61.9	72.2	72.2
	Selected	5	23.8	27.8	100.0
	Total	18	85.7	100.0	
Missing	System	3	14.3		
Total		21	100.0		

q6c Fin aid: FSU scholarship(s)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	7	33.3	38.9	38.9
	Selected	11	52.4	61.1	100.0
	Total	18	85.7	100.0	
Missing	System	3	14.3		
Total		21	100.0		

q6d Fin aid: PTM scholarship(s)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	12	57.1	66.7	66.7
	Selected	6	28.6	33.3	100.0
	Total	18	85.7	100.0	
Missing	System	3	14.3		
Total		21	100.0		

q6e Fin aid: Outside scholarship(s)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	12	57.1	66.7	66.7
	Selected	6	28.6	33.3	100.0
	Total	18	85.7	100.0	
Missing	System	3	14.3		
Total		21	100.0		

q6f Fin aid: Other

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	17	81.0	94.4	94.4
	Selected	1	4.8	5.6	100.0
	Total	18	85.7	100.0	
Missing	System	3	14.3		
Total		21	100.0		

q6g Fin aid: Other specified

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		21	100.0	100.0	100.0

q7a Biology/Anatomy courses

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Dissatisfied	5	23.8	23.8	23.8
	Somewhat Satisfied	12	57.1	57.1	81.0
	Very Satisfied	4	19.0	19.0	100.0
	Total	21	100.0	100.0	

q7b Marketing courses

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Dissatisfied	1	4.8	4.8	4.8
	Somewhat Satisfied	8	38.1	38.1	42.9
	Very Satisfied	12	57.1	57.1	100.0
	Total	21	100.0	100.0	

q7c Management courses

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Dissatisfied	1	4.8	4.8	4.8
	Somewhat Satisfied	12	57.1	57.1	61.9
	Very Satisfied	8	38.1	38.1	100.0
	Total	21	100.0	100.0	

q7d Biomechanics courses

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	2	9.5	10.5	10.5
	Somewhat Dissatisfied	4	19.0	21.1	31.6
	Somewhat Satisfied	12	57.1	63.2	94.7
	Very Satisfied	1	4.8	5.3	100.0
	Total	19	90.5	100.0	
Missing	System	2	9.5		
Total		21	100.0		

q7e Computer skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	2	9.5	10.0	10.0
	Somewhat Dissatisfied	3	14.3	15.0	25.0
	Somewhat Satisfied	11	52.4	55.0	80.0
	Very Satisfied	4	19.0	20.0	100.0
	Total	20	95.2	100.0	
Missing	System	1	4.8		
Total		21	100.0		

q7f Writing skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Satisfied	15	71.4	71.4	71.4
	Very Satisfied	6	28.6	28.6	100.0
	Total	21	100.0	100.0	

q7g Communication/Public speaking skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Satisfied	10	47.6	47.6	47.6
	Very Satisfied	11	52.4	52.4	100.0
	Total	21	100.0	100.0	

q7h Interpersonal skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Satisfied	11	52.4	52.4	52.4
	Very Satisfied	10	47.6	47.6	100.0
	Total	21	100.0	100.0	

q7i Tennis instruction

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Dissatisfied	2	9.5	9.5	9.5
	Somewhat Satisfied	8	38.1	38.1	47.6
	Very Satisfied	11	52.4	52.4	100.0
	Total	21	100.0	100.0	

q7j Clay Court knowledge

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Dissatisfied	3	14.3	14.3	14.3
	Somewhat Satisfied	8	38.1	38.1	52.4
	Very Satisfied	10	47.6	47.6	100.0
	Total	21	100.0	100.0	

q7k Food & Beverage Management

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	1	4.8	4.8	4.8
	Somewhat Dissatisfied	7	33.3	33.3	38.1
	Somewhat Satisfied	11	52.4	52.4	90.5
	Very Satisfied	2	9.5	9.5	100.0
	Total	21	100.0	100.0	

q7l Professionalism

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Satisfied	8	38.1	38.1	38.1
	Very Satisfied	13	61.9	61.9	100.0
	Total	21	100.0	100.0	

q7m Preparation to enter tennis industry

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Dissatisfied	1	4.8	4.8	4.8
	Somewhat Satisfied	10	47.6	47.6	52.4
	Very Satisfied	10	47.6	47.6	100.0
	Total	21	100.0	100.0	

q8a Tennis Shop Retailing

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	1	4.8	5.0	5.0
	Somewhat Dissatisfied	7	33.3	35.0	40.0
	Somewhat Satisfied	5	23.8	25.0	65.0
	Very Satisfied	7	33.3	35.0	100.0
	Total	20	95.2	100.0	
Missing	System	1	4.8		
Total		21	100.0		

q8b Tennis Instruction

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Dissatisfied	1	4.8	5.0	5.0
	Somewhat Satisfied	10	47.6	50.0	55.0
	Very Satisfied	9	42.9	45.0	100.0
	Total	20	95.2	100.0	
Missing	System	1	4.8		
Total		21	100.0		

q8c Customer Service

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Satisfied	12	57.1	60.0	60.0
	Very Satisfied	8	38.1	40.0	100.0
	Total	20	95.2	100.0	
Missing	System	1	4.8		
Total		21	100.0		

q8d Racquet Repair/Customization

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Dissatisfied	2	9.5	10.0	10.0
	Somewhat Satisfied	7	33.3	35.0	45.0
	Very Satisfied	11	52.4	55.0	100.0
	Total	20	95.2	100.0	
Missing	System	1	4.8		
Total		21	100.0		

q8e Rules of Tennis

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Dissatisfied	4	19.0	20.0	20.0
	Somewhat Satisfied	7	33.3	35.0	55.0
	Very Satisfied	9	42.9	45.0	100.0
	Total	20	95.2	100.0	
Missing	System	1	4.8		
Total		21	100.0		

q8f Management Skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Dissatisfied	1	4.8	5.0	5.0
	Somewhat Satisfied	11	52.4	55.0	60.0
	Very Satisfied	8	38.1	40.0	100.0
	Total	20	95.2	100.0	
Missing	System	1	4.8		
Total		21	100.0		

q8g Tournament Operations

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	1	4.8	5.0	5.0
	Somewhat Dissatisfied	5	23.8	25.0	30.0
	Somewhat Satisfied	10	47.6	50.0	80.0
	Very Satisfied	4	19.0	20.0	100.0
	Total	20	95.2	100.0	
Missing	System	1	4.8		
Total		21	100.0		

q9a Racquet & Fitness Center

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Dissatisfied	3	14.3	14.3	14.3
	Somewhat Satisfied	13	61.9	61.9	76.2
	Very Satisfied	5	23.8	23.8	100.0
	Total	21	100.0	100.0	

q9b Tennis Courts

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	1	4.8	4.8	4.8
	Somewhat Dissatisfied	6	28.6	28.6	33.3
	Somewhat Satisfied	8	38.1	38.1	71.4
	Very Satisfied	6	28.6	28.6	100.0
	Total	21	100.0	100.0	

q9c Pro Shop

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	1	4.8	4.8	4.8
	Somewhat Dissatisfied	10	47.6	47.6	52.4
	Somewhat Satisfied	10	47.6	47.6	100.0
	Total	21	100.0	100.0	

q9d PTM Office Facility

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Dissatisfied	1	4.8	4.8	4.8
	Somewhat Satisfied	11	52.4	52.4	57.1
	Very Satisfied	9	42.9	42.9	100.0
	Total	21	100.0	100.0	

q9e Content of seminars/workshops

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Dissatisfied	2	9.5	9.5	9.5
	Somewhat Satisfied	10	47.6	47.6	57.1
	Very Satisfied	9	42.9	42.9	100.0
	Total	21	100.0	100.0	

q9f Number of seminars/workshops

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Dissatisfied	5	23.8	23.8	23.8
	Somewhat Satisfied	6	28.6	28.6	52.4
	Very Satisfied	10	47.6	47.6	100.0
	Total	21	100.0	100.0	

q9g Preparation for USPTA Certification

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Dissatisfied	4	19.0	20.0	20.0
	Somewhat Satisfied	9	42.9	45.0	65.0
	Very Satisfied	7	33.3	35.0	100.0
	Total	20	95.2	100.0	
Missing	System	1	4.8		
Total		21	100.0		

q9h The PTM Student Association

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	1	4.8	4.8	4.8
	Somewhat Dissatisfied	3	14.3	14.3	19.0
	Somewhat Satisfied	7	33.3	33.3	52.4
	Very Satisfied	10	47.6	47.6	100.0
	Total	21	100.0	100.0	

q9i Opportunities for networking

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Dissatisfied	3	14.3	14.3	14.3
	Somewhat Satisfied	5	23.8	23.8	38.1
	Very Satisfied	13	61.9	61.9	100.0
	Total	21	100.0	100.0	

q9j Tennis industry perception of FSU-PTM

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Dissatisfied	1	4.8	4.8	4.8
	Somewhat Satisfied	13	61.9	61.9	66.7
	Very Satisfied	7	33.3	33.3	100.0
	Total	21	100.0	100.0	

q9k Your perception of FSU-PTM

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Dissatisfied	3	14.3	14.3	14.3
	Somewhat Satisfied	8	38.1	38.1	52.4
	Very Satisfied	10	47.6	47.6	100.0
	Total	21	100.0	100.0	

q9l Quality of graduates/professionals

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Dissatisfied	1	4.8	4.8	4.8
	Somewhat Satisfied	12	57.1	57.1	61.9
	Very Satisfied	8	38.1	38.1	100.0
	Total	21	100.0	100.0	

q9m Competitive/Tournament opportunities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	6	28.6	28.6	28.6
	Somewhat Dissatisfied	6	28.6	28.6	57.1
	Somewhat Satisfied	6	28.6	28.6	85.7
	Very Satisfied	3	14.3	14.3	100.0
	Total	21	100.0	100.0	

q9n Development of YOUR tennis game

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	1	4.8	4.8	4.8
	Somewhat Dissatisfied	4	19.0	19.0	23.8
	Somewhat Satisfied	13	61.9	61.9	85.7
	Very Satisfied	3	14.3	14.3	100.0
	Total	21	100.0	100.0	

q9o Availability of tennis instructors/staff

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Dissatisfied	5	23.8	23.8	23.8
	Somewhat Satisfied	6	28.6	28.6	52.4
	Very Satisfied	10	47.6	47.6	100.0
	Total	21	100.0	100.0	

q10a Availability of advisor

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	1	4.8	4.8	4.8
	Somewhat Dissatisfied	3	14.3	14.3	19.0
	Somewhat Satisfied	4	19.0	19.0	38.1
	Very Satisfied	13	61.9	61.9	100.0
	Total	21	100.0	100.0	

q10b Quality of academic advising

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Dissatisfied	6	28.6	28.6	28.6
	Somewhat Satisfied	8	38.1	38.1	66.7
	Very Satisfied	7	33.3	33.3	100.0
	Total	21	100.0	100.0	

q10c Quality of career advising

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Dissatisfied	4	19.0	19.0	19.0
	Somewhat Satisfied	8	38.1	38.1	57.1
	Very Satisfied	9	42.9	42.9	100.0
	Total	21	100.0	100.0	

q10d Availability of internship experiences

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	1	4.8	4.8	4.8
	Somewhat Dissatisfied	4	19.0	19.0	23.8
	Somewhat Satisfied	8	38.1	38.1	61.9
	Very Satisfied	8	38.1	38.1	100.0
	Total	21	100.0	100.0	

q10e Quality of internship experiences

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	1	4.8	4.8	4.8
	Somewhat Dissatisfied	1	4.8	4.8	9.5
	Somewhat Satisfied	10	47.6	47.6	57.1
	Very Satisfied	9	42.9	42.9	100.0
	Total	21	100.0	100.0	

q10f Helpfulness of office staff

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	1	4.8	4.8	4.8
	Somewhat Dissatisfied	2	9.5	9.5	14.3
	Somewhat Satisfied	10	47.6	47.6	61.9
	Very Satisfied	8	38.1	38.1	100.0
	Total	21	100.0	100.0	

q10g Overall quality of program leadership

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	1	4.8	4.8	4.8
	Somewhat Dissatisfied	3	14.3	14.3	19.0
	Somewhat Satisfied	8	38.1	38.1	57.1
	Very Satisfied	9	42.9	42.9	100.0
	Total	21	100.0	100.0	

q11 Working towards a minor/certificate

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	6	28.6	28.6	28.6
	No	15	71.4	71.4	100.0
	Total	21	100.0	100.0	

q12a Which: Club Management Minor

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	4	19.0	100.0	100.0
Missing	System	17	81.0		
Total		21	100.0		

q12b Which: Club Management Certificate

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	3	14.3	75.0	75.0
	Selected	1	4.8	25.0	100.0
	Total	4	19.0	100.0	
Missing	System	17	81.0		
Total		21	100.0		

q12c Which: Culinary Management Certificate

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	4	19.0	100.0	100.0
Missing	System	17	81.0		
Total		21	100.0		

q12d Which: Hotel Management Certificate

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	4	19.0	100.0	100.0
Missing	System	17	81.0		
Total		21	100.0		

q12e Which: Other

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	1	4.8	25.0	25.0
	Selected	3	14.3	75.0	100.0
	Total	4	19.0	100.0	
Missing	System	17	81.0		
Total		21	100.0		

q12f Which: Other specified

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		17	81.0	81.0	81.0
	Psychology	1	4.8	4.8	85.7
	Resort Management	1	4.8	4.8	90.5
	Spanish	1	4.8	4.8	95.2
	Spanish Minor	1	4.8	4.8	100.0
	Total	21	100.0	100.0	

q13 Other courses like to see implemented

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		8	38.1	38.1	38.1
	- Dartfish	1	4.8	4.8	42.9
	Advanced Selling MKTG 434	1	4.8	4.8	47.6
	Biomechanics, basic video/graphic design class for marketing track	1	4.8	4.8	52.4
	Computer skills courses	1	4.8	4.8	57.1
	Human Anatomy should be required	1	4.8	4.8	61.9
	More biomechanics, tournament administration practice, a some type of beverage management class mandatory for both the Marketing and Resort side so that kids know how to handle members/member situations involving alcohol better.	1	4.8	4.8	66.7
	More Marketing courses	1	4.8	4.8	71.4
	More marketing.	1	4.8	4.8	76.2
	more of like a drill class where we just learn drills	1	4.8	4.8	81.0
	Public Relations, more Advertising classes	1	4.8	4.8	85.7
	some form of video analysis	1	4.8	4.8	90.5
	something with high level players	1	4.8	4.8	95.2
	Tennis fitness courses: a course that would teach us more about the fitness and training aspect of tennis and help us learn to teach that later in the industry.	1	4.8	4.8	100.0
	Total	21	100.0	100.0	

q14 Items that can be IMPROVED or IMPLEMENTED

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	9.5	9.5	9.5
- Tournament Administration Course	1	4.8	4.8	14.3
Better representation of PTM students.	1	4.8	4.8	19.0
Better speakers - get outside of the grads, they are good, but they aren't necessarily industry leaders.	1	4.8	4.8	23.8
Different PD drills each time. They can get rather boring when we do the exact same thing for more than one week	1	4.8	4.8	28.6
I feel there needs to be more practice towards the USPTA exam rather than just the one class and it needs to start from our first year here.	1	4.8	4.8	33.3
I think player developments could be improved.	1	4.8	4.8	38.1
I think student input should be taken more seriously. Student input is always welcomed by advisors, however, not many students see results from their input. It is the careers of students that are going to be affected by this program, so our input should be taken seriously if we see small areas that could be improved upon.	1	4.8	4.8	42.9
Improve PD, and implement harsher consequences for mis conduct and not showing up for assigned work and/or meetings.	1	4.8	4.8	47.6
in advanced teaching techniques have us do more on court and teaching how to run a program and more drills to do	1	4.8	4.8	52.4
More individual attention during player development. It seems that people are more concerned about getting check marks than actually improving their game.	1	4.8	4.8	57.1
more people in the program	1	4.8	4.8	61.9
More time spent with students in PTM classes	1	4.8	4.8	66.7
on-going internship: no real direction, just free labor for racquet club availability of director, does not go above and beyond to make extra time for students outside of regular office hours some form of checks and balances from the COB to make sure PTM director is following the universities rules and not making up his own	1	4.8	4.8	71.4

q14 Items that can be IMPROVED or IMPLEMENTED

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	PD's - This spring semester there is a lack of teaching and guidance from the student instructors running the drills. I think that there should be more involvement from senior/juniors in running and actually teaching the PD sessions or more time with Amy, Collin, or Derek on court. The teaching staff needs to be more assertive into actually helping students improve. Not just throwing the drill out, resting on the bench, and tallying check marks. There needs to be a greater emphasis on fulfilling your work responsibilities at the front desk. There are some people that choose to not show up, and they aren't even missed because of how poorly we are scheduled to work. That being said the scheduling needs to be adjusted to get quality work out of students, not just making sure that they are signed up for the required number of hours. It is especially common with Varsity Team members to get shifts where they aren't needed and there are (please excuse my language) a "cluster-fu ck" of people working that aren't needed. They also habitually show up very late or slack off without any worry of discipline. This doesn't pertain to all team members.	1	4.8	4.8	76.2
	Quality of pro shop, education of front desk staff	1	4.8	4.8	81.0
	Start working on primary problems with lessons during beginning or advanced teaching techniques. It's hard to go straight into certification and not know how to pinpoint those items.	1	4.8	4.8	85.7
	Student involvement in Pro Shop implementations.	1	4.8	4.8	90.5
	The USPTA class needs to be junior year, and take the test junior year. So there is the chance to upgrade your senior year. There needs to be more communication from the to the students.	1	4.8	4.8	95.2
	We don't do any volunteer work for PTMSA, we could be more organized and do more fundraisers. For example I see other student organizations do fundraisers for Haiti and we've done NOTHING for them, why not?	1	4.8	4.8	100.0
	Total	21	100.0	100.0	

q15 Strengths of program

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	9.5	9.5	9.5
advancement of career in tennis industry	1	4.8	4.8	14.3
desire of the students to succeed. Quality leadership	1	4.8	4.8	19.0
Developing networking/professionals skills, hands-on learning, and quality of advisors and teachers. Also, the family that PTMers develop amongst themselves.	1	4.8	4.8	23.8
Great networking, and internships.	1	4.8	4.8	28.6
Great professionalism, great advising, some really good students and alumni, great workshops	1	4.8	4.8	33.3
I feel that the strengths of PTM are the preparation and networking opportunities that students experience. There are many conventions and workshops where PTM students get to see the most prominent people in the tennis industry, and we are able to network with these people and get our names into the industry. We also have a great network from PTM graduates that are always welcome to talk with current PTM students and help them along. We get so much extra experience and preparation from the PTM program that most tennis professionals do not, and it gives PTM students and graduates a huge advantage in the industry.	1	4.8	4.8	38.1
Industry exposure, quality internships, access to industry tools, industry support.	1	4.8	4.8	42.9
internship/ alumni network	1	4.8	4.8	47.6
Internships, workshops, networking, PTM classes	1	4.8	4.8	52.4
networking	2	9.5	9.5	61.9
networking opportunities, court time availability, paid internships	1	4.8	4.8	66.7
Some of the strengths of the PTM program are the diverse student backgrounds and how we are all able to connect and bond with one another. Because of the size of our program we are able to form a tight connection with people and I believe that this is important because in the future we will have friends all over the country. There is hardly a single ptm student I know that I don't think I will be friends or at least keep in contact with in the future.	1	4.8	4.8	71.4
Teaching, and playing, networking and hands on experience with the workshops.	1	4.8	4.8	76.2
That it is the best program in the country.	1	4.8	4.8	81.0
The hands on experience and networking the program has to offer.	1	4.8	4.8	85.7
The seminars, but only if good speakers are present. The small classroom sizes. The internship opportunities.	1	4.8	4.8	90.5

q15 Strengths of program

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	We have some great speakers that come to the program, but I wish that more could come throughout the year to see us.	1	4.8	4.8	95.2
	With PTM you get as much as you put into it. There is always someone to help you and always something more to learn. But it starts with you as a student putting the effort in.	1	4.8	4.8	100.0
	Total	21	100.0	100.0	

q16 Make program more effective

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		6	28.6	28.6	28.6
	A more unified student body and more willingness to learn from the students	1	4.8	4.8	33.3
	Additional PTM classes so that students have a PTM class every semester	1	4.8	4.8	38.1
	Better playing ability from PTM students.	1	4.8	4.8	42.9
	Grads should be graduating with a P2 or P1 status and I with how small the tennis industry is, its interesting how little people know of it.	1	4.8	4.8	47.6
	have requirements to get into ptm	1	4.8	4.8	52.4
	help us learn what is new in the industry, not just the basics on how to run a lesson	1	4.8	4.8	57.1
	I believe the PTM program would be more effective if we spent more time on court and less time in class. I understand that there is no way to bypass the business classes, and I acknowledge that they are useful, but I believe that we would become better tennis professionals if we spent most of the time on court with hands on experience.	1	4.8	4.8	61.9
	I feel we should take more classes for the USPTA Test rather than just the last semester before you take it, it's a hard test so there should be more preparation to it than just one semester.	1	4.8	4.8	66.7
	I think that the PTM program would be more effective if we worked harder on player development. Another big thing that I think would help students is if we made the drill books and the student internship portfolio's more accessible.	1	4.8	4.8	71.4

q16 Make program more effective

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	I think the foundation of the PTM program here is great, however, I think it would be a lot more respectable in the eyes of the tennis industry and the USPTA if the program were larger; there needs to be a larger effort to recruit more students for the PTM program. The PTM program is quite small and not many people know about it at all; there are even many people that attend Ferris that have no idea what the PTM program is, let alone people from other cities in Michigan or other states. All PTM students could help in this effort and create a marketing campaign for the PTM program, as it would directly affect our futures as PTM grads.	1	4.8	4.8	76.2
	More emphasis on how to fix a problem that we see when teaching. We are given the tools to know how to make a lesson plan or to find the problem, but we are not necessarily taught what to do to fix the problem	1	4.8	4.8	81.0
	Need more real life experience at Ferris. We get more out of our internships then we do at the Racquet & Fitness Center. The classes that we are taking for PTM specifically aren't preparing us enough for the industry. Everything we do focuses on teaching and not enough about the business/tournament side of the industry. We need more incentive to do a good job in the clinics. We see it as a waste of time and we don't get too much out of them.	1	4.8	4.8	85.7
	needs a lot more promotion around the country	1	4.8	4.8	90.5
	Stronger individual involvement, dedication from individual students.	1	4.8	4.8	95.2
	They should introduce the book and use it sooner than right before we take our USPTA certification exam.	1	4.8	4.8	100.0
	Total	21	100.0	100.0	

q17 Additional comments

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		14	66.7	66.7	66.7
	Derek has done a wonderful job with the situation he came into. Collin has been there all four years I have and has never steered me wrong, his door is always open, and has helped me grow as a person, not just a tennis instructor.	1	4.8	4.8	71.4
	I believe the PTM program is a great program, and I have been, overall, happy with how everything I am getting out of the program since I've been here.	1	4.8	4.8	76.2
	I LOVE PTM!	1	4.8	4.8	81.0
	I love this program.	1	4.8	4.8	85.7
	ISYS 321 is not worth taking	1	4.8	4.8	90.5
	The director needs to be part of the USPTA and I think it should be a requirement for the director to be a certified tester.	1	4.8	4.8	95.2
	the ptm program has undergone major changes in the last year, some good some bad, most of the details have not been communicated very well by the director leaving many in the dark and uneasy about where the program is headed. Open communication would definitely be a huge help from this point on.	1	4.8	4.8	100.0
	Total	21	100.0	100.0	

FERRIS STATE UNIVERSITY

PTM APR - Faculty

The PTM Department of Ferris State University is conducting a survey of PTM faculty members to be used in the continuing development and improvement of the PTM program. Thank you for taking the time to complete this survey. Your answers will be of great help in determining the future direction of the program.

Q1 Please indicate your level of agreement with each of the following statements.

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

Q2What do you see as the strengths of the PTM program?

Q4If you have additional comments that might assist in the program review process, please include them here.

Q3What do you see as the areas needing improvement?

Thank you for your time & feedback.

Reset

Submit

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PTM APR...Faculty

Frequencies

Prepared by: Institutional Research & Testing, 04/10

Statistics

	N		Mean	Median	Std. Deviation
	Valid	Missing			
q1a Consistent with the mission of FSU	23	2	3.74	4.00	.864
q1b Curriculum courses relevant to objectives	23	2	3.61	4.00	.891
q1c Prog & curr regularly reviewed to insure remain current	22	3	3.55	4.00	.739
q1d Guided by effective advisory board	19	6	3.47	4.00	.772
q1e Quality of prog compares favorably with similar programs across the nation	19	6	3.47	4.00	.964
q1f Faculty provide appropriate academic advising	21	4	3.43	4.00	.811
q1g Faculty provide appropriate career planning/placement advising	20	5	3.50	4.00	.761
q1h Faculty provide appropriate classroom activity	19	6	3.58	4.00	.769
q1i FSU administration supports the program	21	4	3.43	4.00	.870
q1j Current operating budget is sufficient	18	7	2.89	3.00	.758
q1k Number of tenure-track faculty is sufficient	19	6	2.74	3.00	.991
q1l Instructional facilities/equipment are sufficient	20	5	3.25	3.00	.786
q1m Library/research resources are sufficient	16	9	3.25	3.00	.775
q1n Number of clerical/support staff is sufficient	20	5	3.30	4.00	.923
q1o Prog has adequate resources allocated for coord/admin	20	5	3.30	3.50	.801
q1p Dept/univ provide prog faculty sufficient opportunities/support for pro development	21	4	3.29	3.00	.784
q1q PTM students conduct themselves professionally & diligently in class	21	4	3.43	4.00	.811
q1r PTM students compare favorably with other College of Business students	22	3	3.41	3.50	.734
q1s PTM students are prepared to enter the workforce	21	4	3.48	4.00	.814
q1t Prog provides ample opportunities for practical experience	21	4	3.76	4.00	.700
q2 Strengths of the PTM program	25	0			
q3 Areas needing improvement	25	0			
q4 Additional comments	25	0			

Frequency Table

q1a Consistent with the mission of FSU

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	8.0	8.7	8.7
	Strongly Agree	21	84.0	91.3	100.0
	Total	23	92.0	100.0	
Missing	System	2	8.0		
Total		25	100.0		

q1b Curriculum courses relevant to objectives

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	8.0	8.7	8.7
	Somewhat Agree	3	12.0	13.0	21.7
	Strongly Agree	18	72.0	78.3	100.0
	Total	23	92.0	100.0	
Missing	System	2	8.0		
Total		25	100.0		

q1c Prog & curr regularly reviewed to insure remain current

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	4.0	4.5	4.5
	Somewhat Agree	7	28.0	31.8	36.4
	Strongly Agree	14	56.0	63.6	100.0
	Total	22	88.0	100.0	
Missing	System	3	12.0		
Total		25	100.0		

q1d Guided by effective advisory board

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	4.0	5.3	5.3
	Somewhat Agree	7	28.0	36.8	42.1
	Strongly Agree	11	44.0	57.9	100.0
	Total	19	76.0	100.0	
Missing	System	6	24.0		
Total		25	100.0		

q1e Quality of prog compares favorably with similar programs across the nation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	8.0	10.5	10.5
	Somewhat Agree	4	16.0	21.1	31.6
	Strongly Agree	13	52.0	68.4	100.0
	Total	19	76.0	100.0	
Missing	System	6	24.0		
Total		25	100.0		

q1f Faculty provide appropriate academic advising

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	4.0	4.8	4.8
	Somewhat Disagree	1	4.0	4.8	9.5
	Somewhat Agree	7	28.0	33.3	42.9
	Strongly Agree	12	48.0	57.1	100.0
	Total	21	84.0	100.0	
Missing	System	4	16.0		
Total		25	100.0		

q1g Faculty provide appropriate career planning/placement advising

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	4.0	5.0	5.0
	Somewhat Agree	7	28.0	35.0	40.0
	Strongly Agree	12	48.0	60.0	100.0
	Total	20	80.0	100.0	
Missing	System	5	20.0		
Total		25	100.0		

q1h Faculty provide appropriate classroom activity

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	4.0	5.3	5.3
	Somewhat Agree	5	20.0	26.3	31.6
	Strongly Agree	13	52.0	68.4	100.0
	Total	19	76.0	100.0	
Missing	System	6	24.0		
Total		25	100.0		

q1i FSU administration supports the program

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	4.0	4.8	4.8
	Somewhat Disagree	2	8.0	9.5	14.3
	Somewhat Agree	5	20.0	23.8	38.1
	Strongly Agree	13	52.0	61.9	100.0
	Total	21	84.0	100.0	
Missing	System	4	16.0		
Total		25	100.0		

q1j Current operating budget is sufficient

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	4.0	5.6	5.6
	Somewhat Disagree	3	12.0	16.7	22.2
	Somewhat Agree	11	44.0	61.1	83.3
	Strongly Agree	3	12.0	16.7	100.0
	Total	18	72.0	100.0	
Missing	System	7	28.0		
Total		25	100.0		

q1k Number of tenure-track faculty is sufficient

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	12.0	15.8	15.8
	Somewhat Disagree	3	12.0	15.8	31.6
	Somewhat Agree	9	36.0	47.4	78.9
	Strongly Agree	4	16.0	21.1	100.0
	Total	19	76.0	100.0	
Missing	System	6	24.0		
Total		25	100.0		

q1l Instructional facilities/equipment are sufficient

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	4.0	5.0	5.0
	Somewhat Disagree	1	4.0	5.0	10.0
	Somewhat Agree	10	40.0	50.0	60.0
	Strongly Agree	8	32.0	40.0	100.0
	Total	20	80.0	100.0	
Missing	System	5	20.0		
Total		25	100.0		

q1m Library/research resources are sufficient

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	4.0	6.3	6.3
	Somewhat Agree	9	36.0	56.3	62.5
	Strongly Agree	6	24.0	37.5	100.0
	Total	16	64.0	100.0	
Missing	System	9	36.0		
Total		25	100.0		

q1n Number of clerical/support staff is sufficient

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	4.0	5.0	5.0
	Somewhat Disagree	3	12.0	15.0	20.0
	Somewhat Agree	5	20.0	25.0	45.0
	Strongly Agree	11	44.0	55.0	100.0
	Total	20	80.0	100.0	
Missing	System	5	20.0		
Total		25	100.0		

q1o Prog has adequate resources allocated for coord/admin

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Disagree	4	16.0	20.0	20.0
	Somewhat Agree	6	24.0	30.0	50.0
	Strongly Agree	10	40.0	50.0	100.0
	Total	20	80.0	100.0	
Missing	System	5	20.0		
Total		25	100.0		

q1p Dept/univ provide prog faculty sufficient opportunities/support for pro development

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Disagree	4	16.0	19.0	19.0
	Somewhat Agree	7	28.0	33.3	52.4
	Strongly Agree	10	40.0	47.6	100.0
	Total	21	84.0	100.0	
Missing	System	4	16.0		
Total		25	100.0		

q1q PTM students conduct themselves professionally & diligently in class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	4.0	4.8	4.8
	Somewhat Disagree	1	4.0	4.8	9.5
	Somewhat Agree	7	28.0	33.3	42.9
	Strongly Agree	12	48.0	57.1	100.0
	Total	21	84.0	100.0	
Missing	System	4	16.0		
Total		25	100.0		

q1r PTM students compare favorably with other College of Business students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	4.0	4.5	4.5
	Somewhat Agree	10	40.0	45.5	50.0
	Strongly Agree	11	44.0	50.0	100.0
	Total	22	88.0	100.0	
Missing	System	3	12.0		
Total		25	100.0		

q1s PTM students are prepared to enter the workforce

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	4.0	4.8	4.8
	Somewhat Disagree	1	4.0	4.8	9.5
	Somewhat Agree	6	24.0	28.6	38.1
	Strongly Agree	13	52.0	61.9	100.0
	Total	21	84.0	100.0	
Missing	System	4	16.0		
Total		25	100.0		

q1t Prog provides ample opportunities for practical experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	4.0	4.8	4.8
	Somewhat Agree	2	8.0	9.5	14.3
	Strongly Agree	18	72.0	85.7	100.0
	Total	21	84.0	100.0	
Missing	System	4	16.0		
Total		25	100.0		

q2 Strengths of the PTM program

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		13	52.0	52.0	52.0
	Administered well; strong ties to field; internship component is very strong	1	4.0	4.0	56.0
	Best in the nation	1	4.0	4.0	60.0
	Great coordinator and Administrative Assistat and the internship component.	1	4.0	4.0	64.0
	Highly talented and motivated students.	1	4.0	4.0	68.0
	It has a good reputation, but I don't know much at all about the curriculum. The students are pretty friendly.	1	4.0	4.0	72.0
	Multiple internships and good solid leadership that works well with the PGA. A high level of engagement with their field.	1	4.0	4.0	76.0
	Program Coordinator with strong industry experience.	1	4.0	4.0	80.0
	The PTM program fits well at FSU	1	4.0	4.0	84.0
	This program is the leader in the nation.	1	4.0	4.0	88.0
	Unique academic program nationwide.	1	4.0	4.0	92.0
	Unique that it is positioned in the College of Business and has a strong business foundation	1	4.0	4.0	96.0
	USTA accreditation Seasoned professionals on the staff Full marketing degree plus tennis for majors Dedicated and enthusiastic advisory board/alumni	1	4.0	4.0	100.0
	Total	25	100.0	100.0	

q3 Areas needing improvement

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		13	52.0	52.0	52.0
	general support for program	1	4.0	4.0	56.0
	Get the students to understand that it is a BUSINESS degree.	1	4.0	4.0	60.0
	I don't know.	1	4.0	4.0	64.0
	More promotion and more help running the program. It's crazy to expect one person teach, manage the program, and manage the facilities.	1	4.0	4.0	68.0
	none	1	4.0	4.0	72.0
	Probably financial and other support from the University.	1	4.0	4.0	76.0
	PTM students conduct themselves professionally & diligently in class SOME ARE AWESOME AND SOME ARE LAZY	1	4.0	4.0	80.0
	Recruitment	1	4.0	4.0	84.0
	Rigorous attendance. Students seem to decide that it is okay not to attend all of the time.	1	4.0	4.0	88.0
	The coordinator position should become a faculty tenure track position to better support the program	1	4.0	4.0	92.0
	This distictive program needs and deserves more support for recruitment.	1	4.0	4.0	96.0
	Update the facility, a true tenure faculy position.	1	4.0	4.0	100.0
	Total	25	100.0	100.0	

q4 Additional comments

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		17	68.0	68.0	68.0
	I don't think I have enough information to fill out this survey.	1	4.0	4.0	72.0
	I had no idea about questions b through h. Prefer answering questions about how I view them as students in my class.	1	4.0	4.0	76.0
	I have no knowledge of the PTM program, and therefore can't comment. I don't teach any PTM students.	1	4.0	4.0	80.0
	I've spoken with the new guy hired last year a few times and he's a great addition to Ferris. I'd like to see him get more support in managing a huge work load so he can be successful.	1	4.0	4.0	84.0
	Please note that this respondent left several of the "click on" questions unanswered. In each case, this should be taken as a "Don't Know" response. For example, I don't know what the PTM operating budget is; therefore, don't know if it is sufficient.	1	4.0	4.0	88.0
	Some questions, e.g. d e f j and k, should have an answer of "I don't know" because it is information I do not have. Please make this a choice for an answer on your next survey.	1	4.0	4.0	92.0
	The questions I left unanswered were because I don't know the answer. You need to have a "I don't know" or N/A choice.	1	4.0	4.0	96.0
	this program has so much potential. With its strong camps in the summer, and successful alumni....they just need to keep this racquet facility cutting edge to draw in the students from around the world.	1	4.0	4.0	100.0
	Total	25	100.0	100.0	



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To Whom It May Concern:

As the trade association for tennis, the TIA represents all the "stakeholders" in the sport, and one of our responsibilities is to ensure the ongoing health of the industry and its businesses. Attracting young talent is very important for future growth and attracting young qualified and trained talent is an asset that Ferris State University's Professional Tennis Management program provides.

Derek Ameen has been a leader in his focus to provide this valuable training and opportunities for his students. The curriculum developed for Ferris State University PTM students encompasses all aspects of what it takes to be a successful professional both on-and off the court and delivers the necessary skills, tools, and resources for FSU students to find success in the tennis industry.

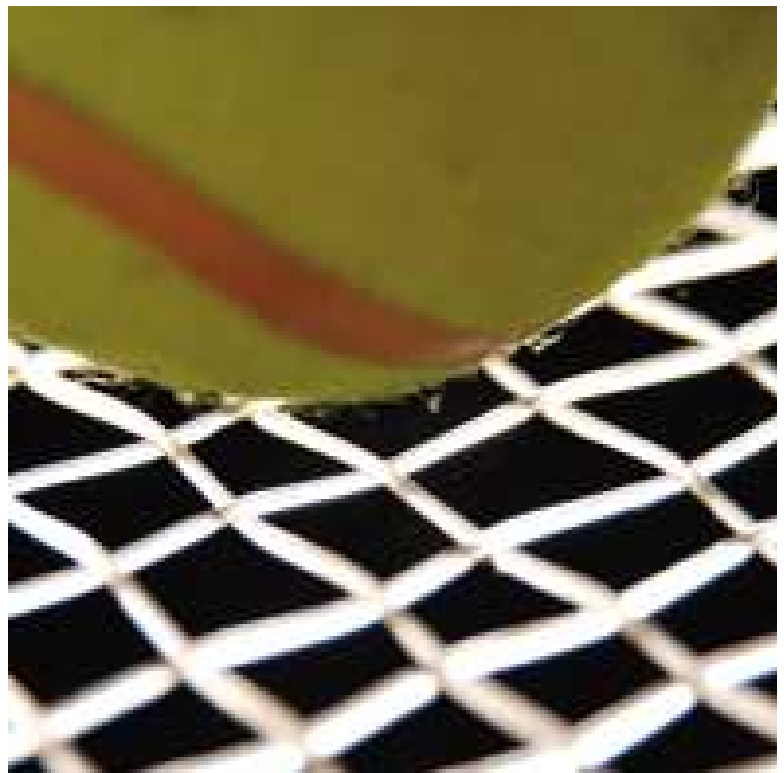
The TIA has a longstanding mission and commitment to promoting the growth and economic vitality of tennis. The Ferris State University PTM program provides a benchmark by which we can urge other colleges and universities to consider including tennis as a part of their degree offerings. Not only is FSU providing a quality core of graduates, but we have seen an increased awareness of these efforts under Mr. Ameen's direction and consider FSU as a valued partner in the tennis industry.

Sincerely,

Jolyn de Boer

Tennis Industry Association, Executive Director

COST OF DOING BUSINESS: TENNIS FACILITIES



2010

Cost of Doing Business



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Executive summary

The cost of doing business analysis for tennis facilities operating in 2009 yields some positive results mixed with some outcomes that reflect the nature of operating a business during difficult economic times.

		2005	2007	2009
Tennis facilities saw net increases (% saying increase - % saying decrease) in numbers of members, numbers of regular players and tennis court usage.				
However compared to previous survey periods the rate of increase was lower in all categories.				
Changes in number of Members	% saying increase	59%	52%	44%
	% saying decrease	9%	11%	24%
Changes in Number of regular players	% saying increase	64%	57%	55%
	% saying decrease	6%	7%	30%
Tennis Court Usage	% saying increase	68%	62%	60%
	% saying decrease	5%	7%	13%

	2005	2007	2009
18% increase in average tennis revenue / court.	\$26,860/ct.	\$27,462/ct.	\$31,823/ct.
76% of facilities rate the outlook for the tennis industry as <i>good</i> or <i>very good</i> , representing a 7% increase from 2005.	71%	77%	76%
75% of facilities operate on a year round basis.	72%	74%	75%
Average number of participants in introductory / beginners programs was up 16% since 2005 and 50% since 2007.	49	38	57
Retention rate of introductory programs for new players / beginners remains high.	65%	61%	65%
Average 'all inclusive' membership dues are 25% lower compared to 2005.	\$2,553	\$2,509	\$1,903
Average tennis only membership dues are 15% lower since 2005.	\$729	\$768	\$617
Profit/loss ratio is down 50% since 2005.	6%	8%	3%
Facilities increased peak-time court fees.	\$21	\$23	\$25
Hours scheduled for Cardio / Fitness tennis is up 13% since 2005.	3.9	4.4	4.4
53% more of the facilities that have a tennis specific website, now have their programming listed on their website	62%	63%	95%

1 METHODOLOGY

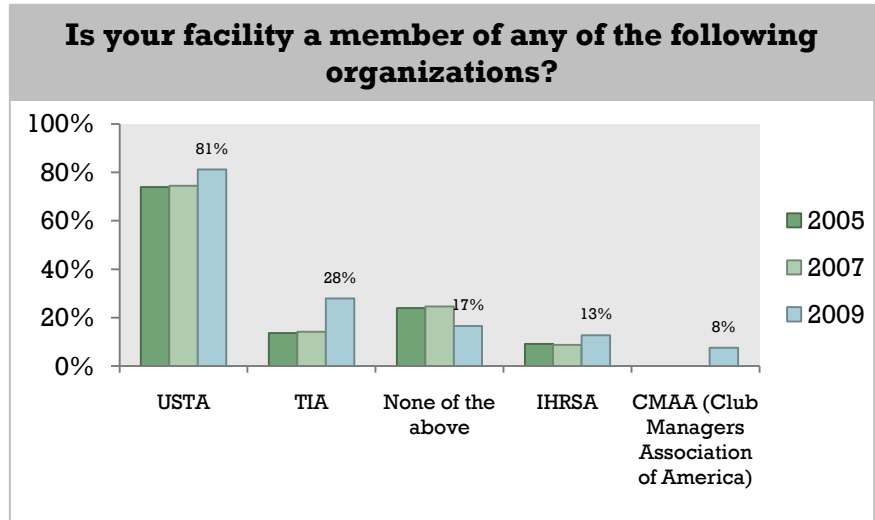
- Surveys were answered online. A sample of facilities from the TIA database were selected and sent an electronic link for the survey via email.
- The survey was “live” during the period Fall 2009 to Year-end 2009.
- A total of 421 interviews were completed.
- Results were weighted by facility size to match the profile of tennis facilities in the United States.
- Cross tabulations have been included in this report to provide insight into the range of variation across different types of facilities. The cross tabulations are for different facility types and different sizes of facilities.

2 GENERAL INFORMATION: TRENDS 2005/2007/2009

2.1 Facility Membership Of Tennis Organizations

Q. Is your facility a member of any of the following organizations?

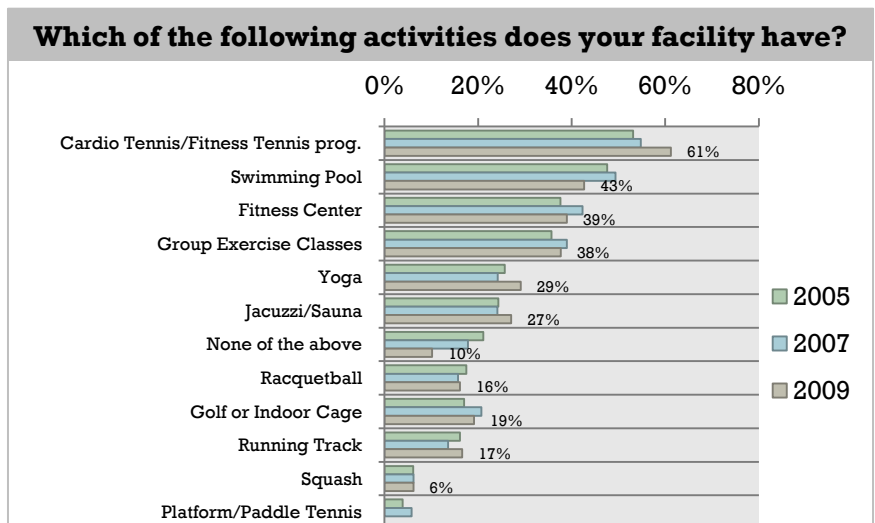
Four out of five facilities are members of the USTA



2.2 Activities Facility Provides

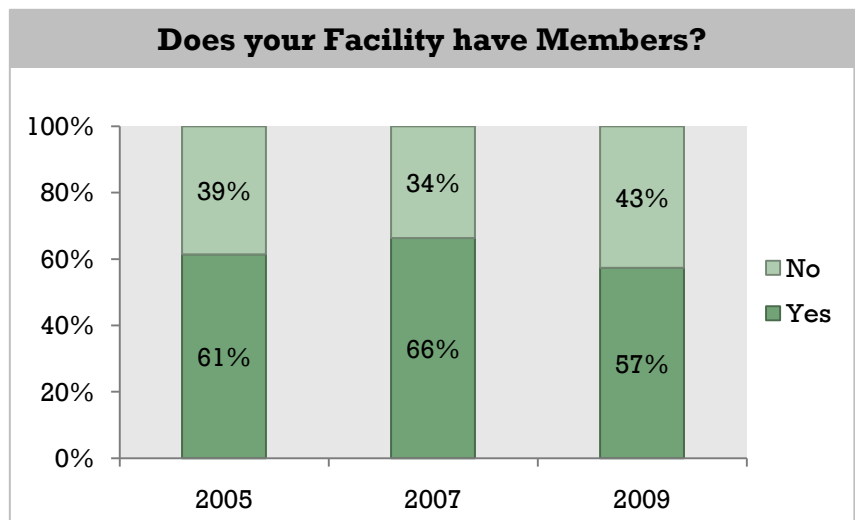
Q. Which of the following activities does your facility have?

Cardio Tennis / Fitness tennis program is the most popular activity provided by facilities.



2.3 Facility Members

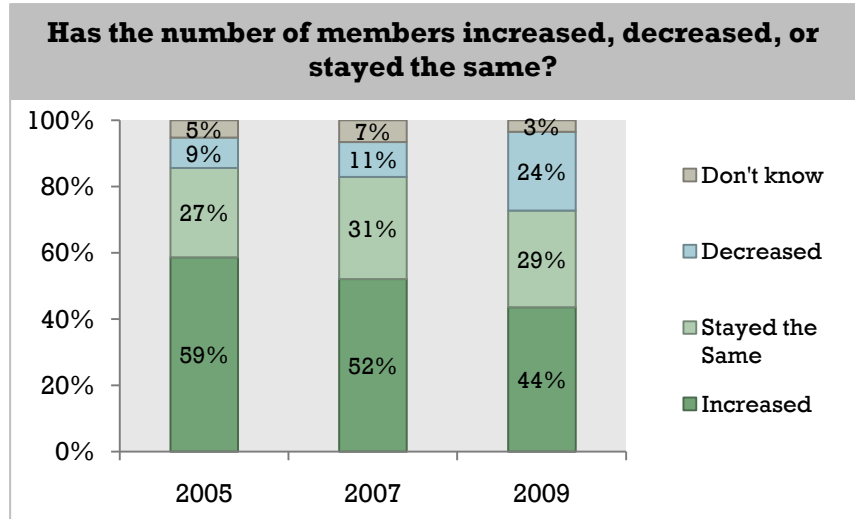
Q. Does your facility have members?



2.4 Membership Changes

Q. Has the number of members increased, decreased, or stayed the same?

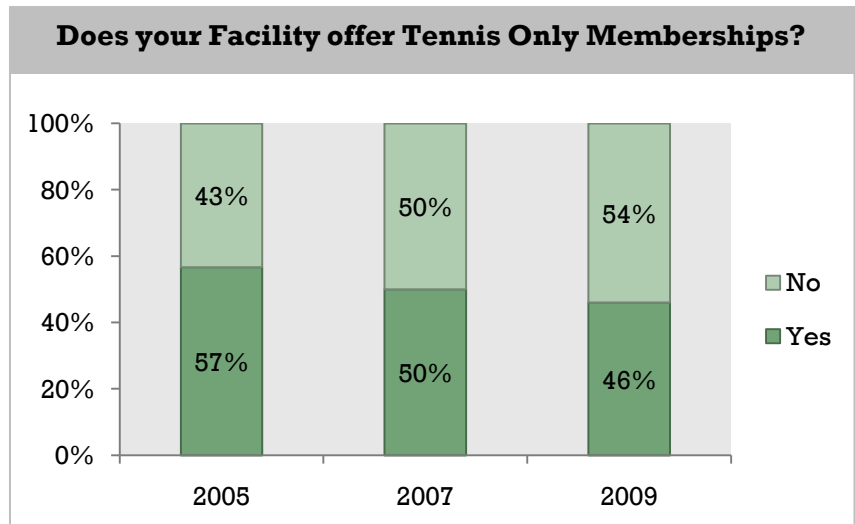
Membership numbers are still increasing, but the rate of increase is lower than previous survey periods.



2.5 Facility Offers Dedicated Tennis Only Memberships?

Q. Do you offer a tennis ONLY membership?

Fewer facilities offering dedicated tennis only memberships.



2.6 Average Membership Dues

Q. What are your annual membership dues?

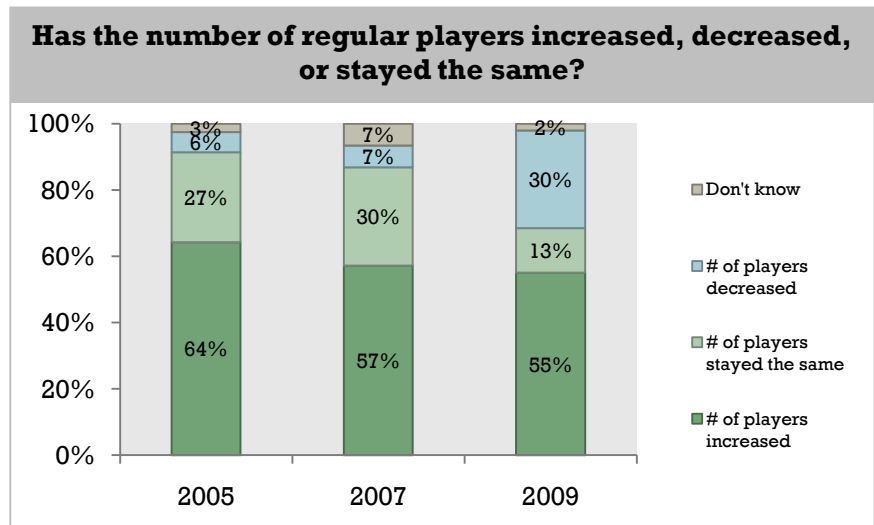
Average membership prices (tennis only and all inclusive) decreased since 2007.



2.7 Changes In Number Of Regular Players

Q. Has the number of regular tennis players increased, decreased or stayed the same?.

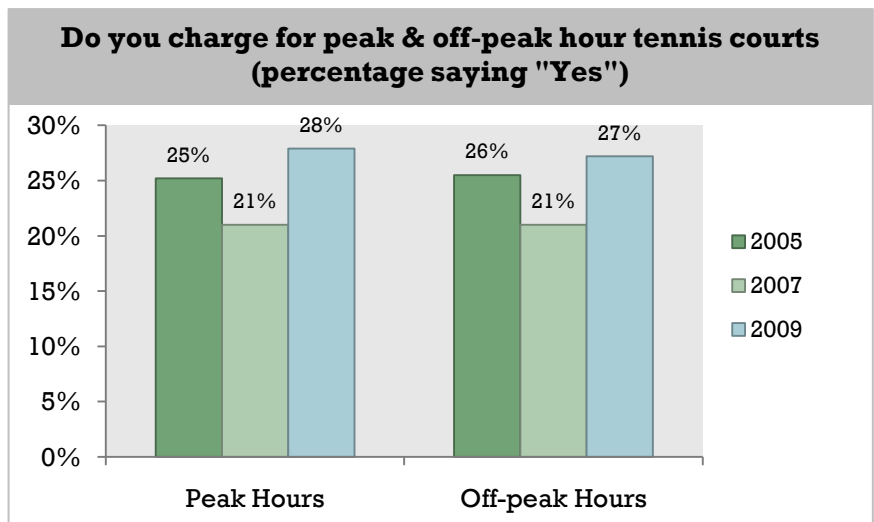
Overall still a net increase in the number of regular players, however, similar to membership numbers, the rate of increase regular players is down compared to previous survey periods.



2.8 Charge-For-Use Policy: Tennis Court Usage.

Q. Do you charge for peak & off-peak hour tennis courts?

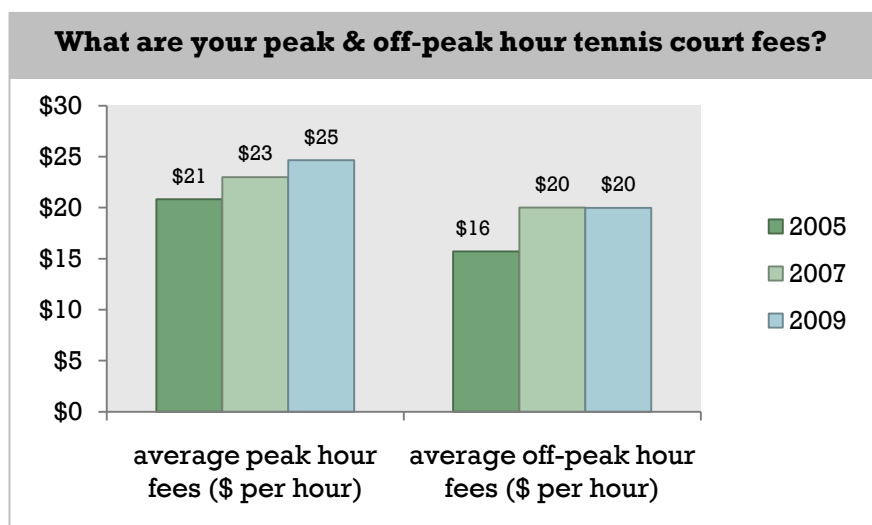
More facilities are charging for both peak and off-peak hour usage of courts.



2.9 Peak & Off-Peak Hour Rates For Tennis Courts

Q. If yes, what are your peak hour court fees? (\$ per hour)

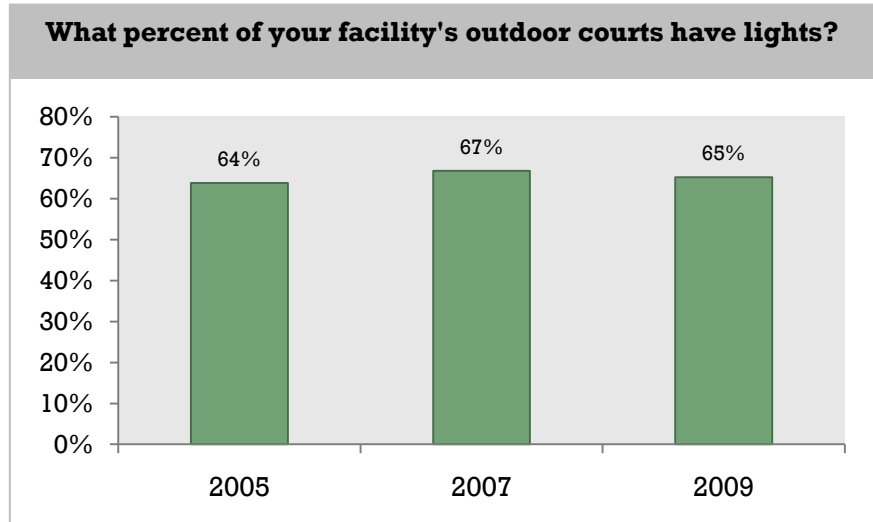
Hourly rates for peak time usage increased by nearly 9% since 2007. Off peak court charges remained the same.



2.10 Outdoor Court Lighting Provision

Q. What percent of your facility's outdoor courts have lights?

Equipping approximately two thirds of all outdoor courts with lighting seems to be the standard adhered to by facilities across all survey periods.

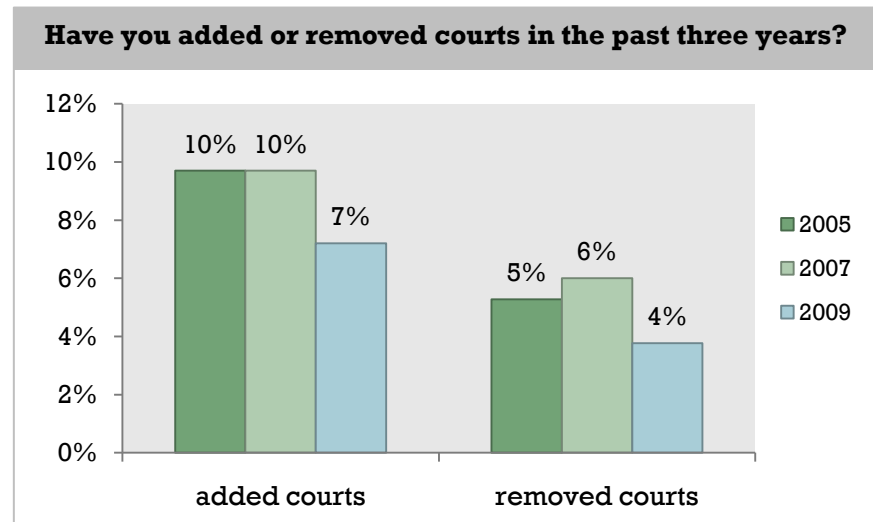


2.11 Facility Court Additions/Reductions

Q. Have you added or removed courts in the past three years?

When facilities add, average # of courts added = 4.3

When they remove, average # of courts removed = 2.6

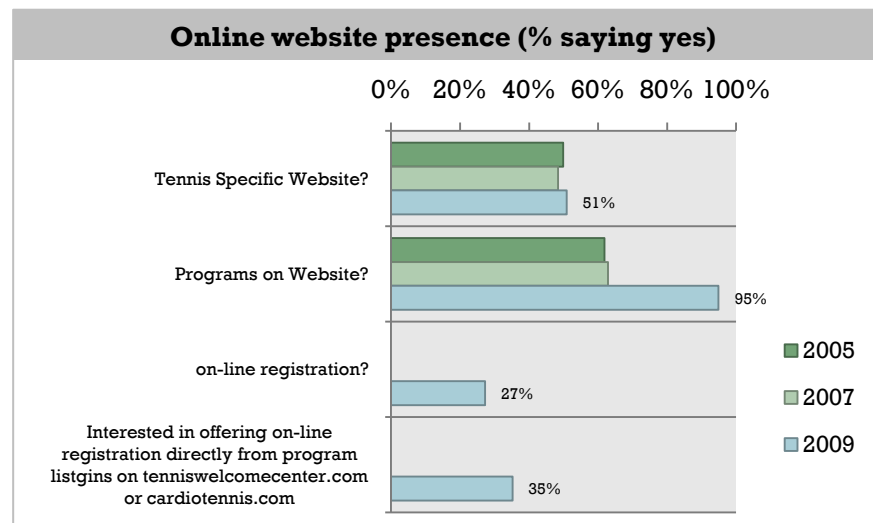


2.12 Online / Website Presence for Facility

Q. does your facility have a tennis specific website? If yes, do you have programming listed on the website?

Q. Do you currently use on-line registration? Would you be interested in offering on-line registration directly from your program listings on tenniswelcomecenter.com or cardiotennis.com?

Facilities are more technology savvy, with a big percentage increase in the number of them publishing their programming on their websites.



2.13 Facility Matchmaking Activities & Methods Used

Q. Does your facility offer matchmaking activities?

If so, which methods do you use?

Offering matchmaking activities is popular with almost half of the facilities across all survey periods.

Emailing members has emerged as the most popular form of matchmaking service offered by facilities and increased substantially since 2007.

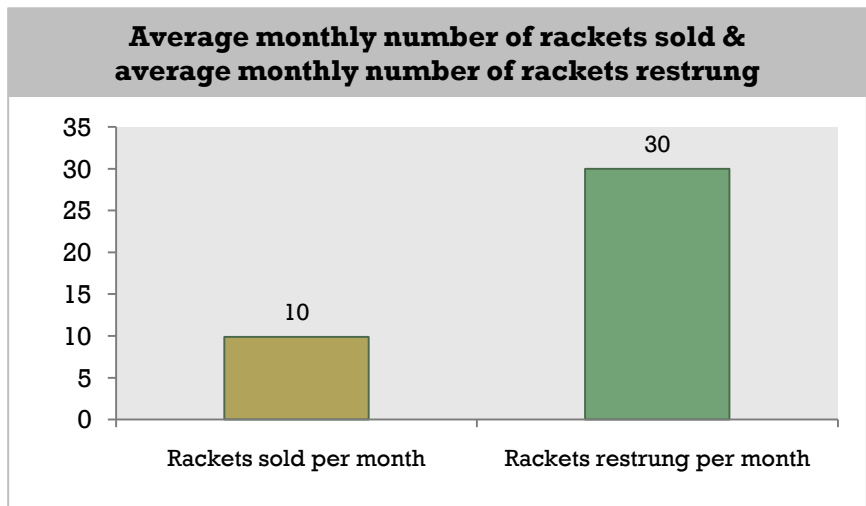


2.14 Average Monthly Racket Sales and Restringing

Q. On average, how many racquets do you sell each month?

Q. In a typical month, how many racquets do you re-string?

In a typical month during 2009, an average facility is expected to sell 10 rackets and restring 30 rackets.

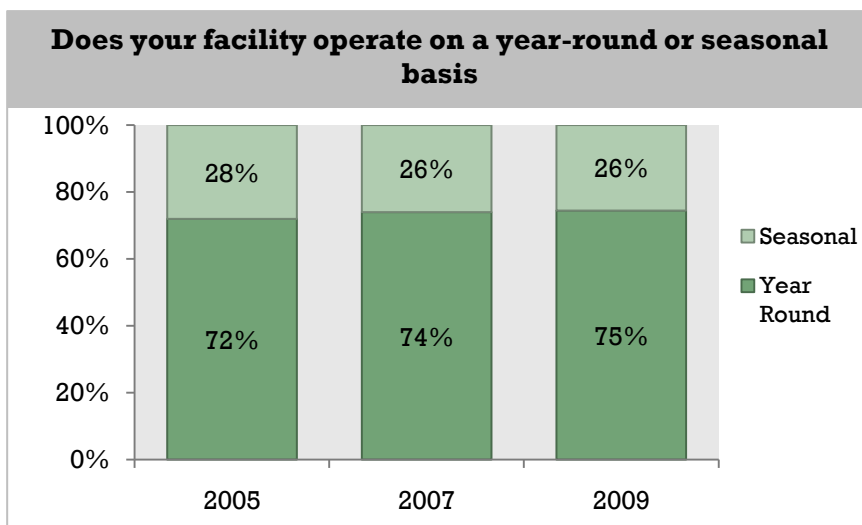


3 TENNIS PROGRAMMING

3.1 Annual Operation

Q. Does your facility operate year-round or on a seasonal basis?

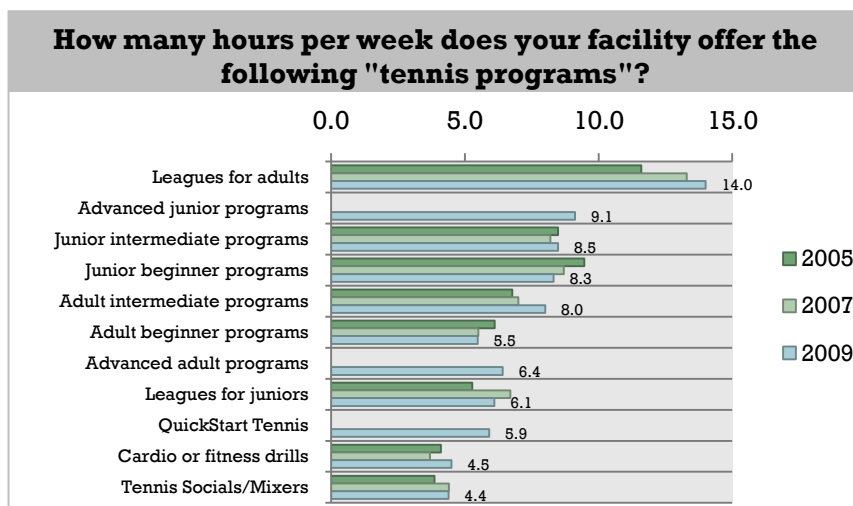
Three quarters of facilities operate on a year round basis.



3.2 Hours Per Week Tennis Programs Are Provided

Q. How many hours per week does your facility offer the following "tennis programs"?

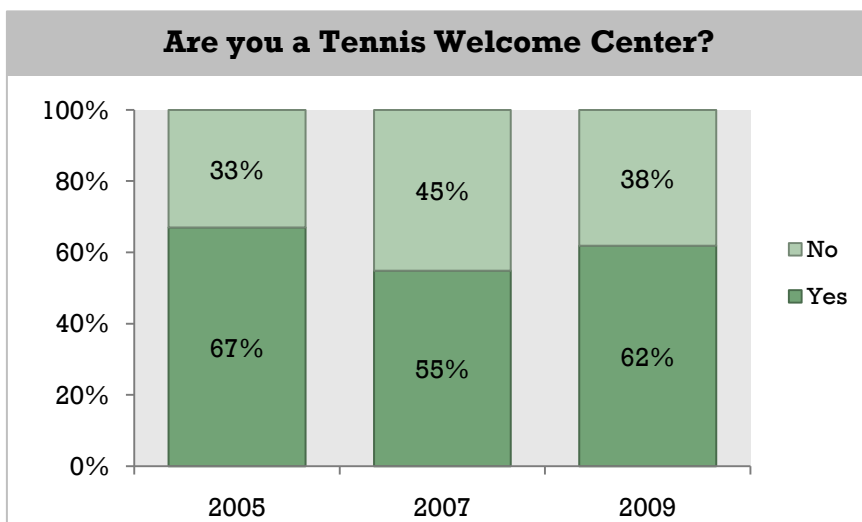
Adult leagues are highly prioritized and in all survey periods received the highest allocation of scheduled hours.



3.3 Tennis Welcome Center

Q. Are you a Tennis Welcome Center?

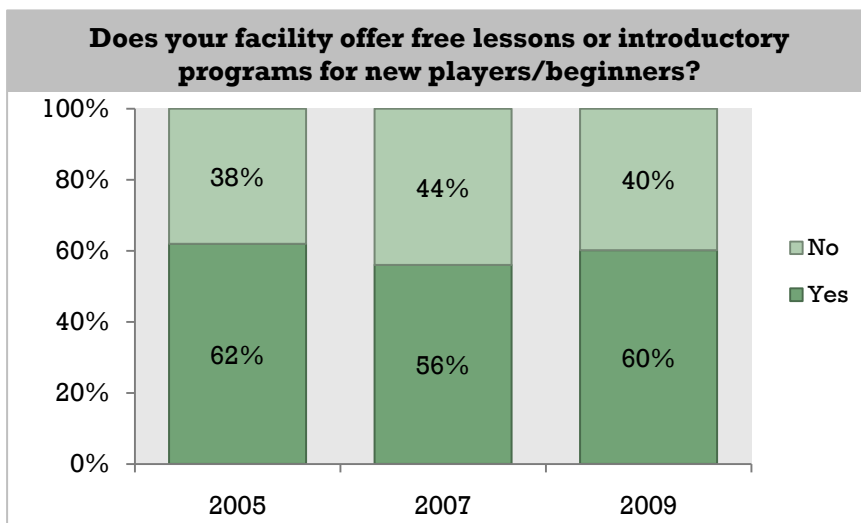
Nearly two thirds of facilities are tennis welcome centers.



3.4 Free Lessons Or Introductory Programs For New Players / Beginners

Q. Does your facility offer free lessons or introductory programs for new players/beginners?

60% of facilities offer introductory programs or free lessons for beginners/new players.

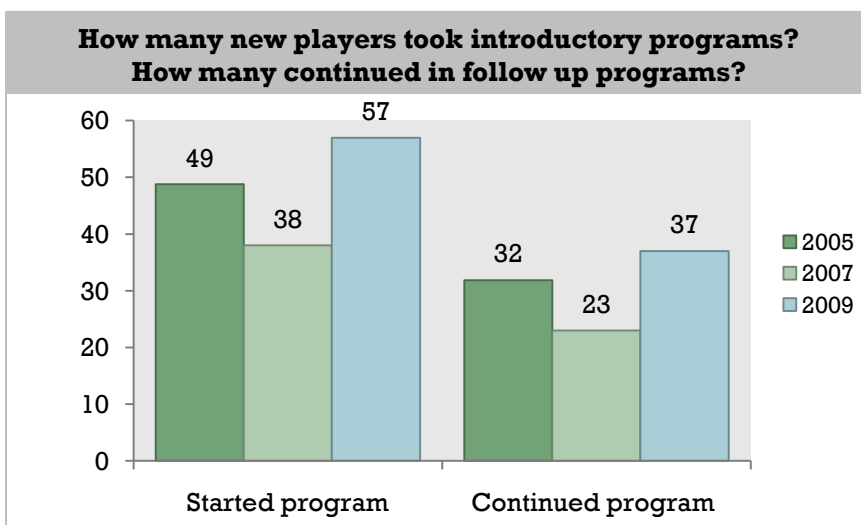


3.5 Number Of New Players / Beginners Participating In Introductory Programs

Q. How many new players / beginners took these programs this year?

Q. How many people continued in follow up programs?

Year	Retention rate
2005	65%
2007	61%
2009	65%

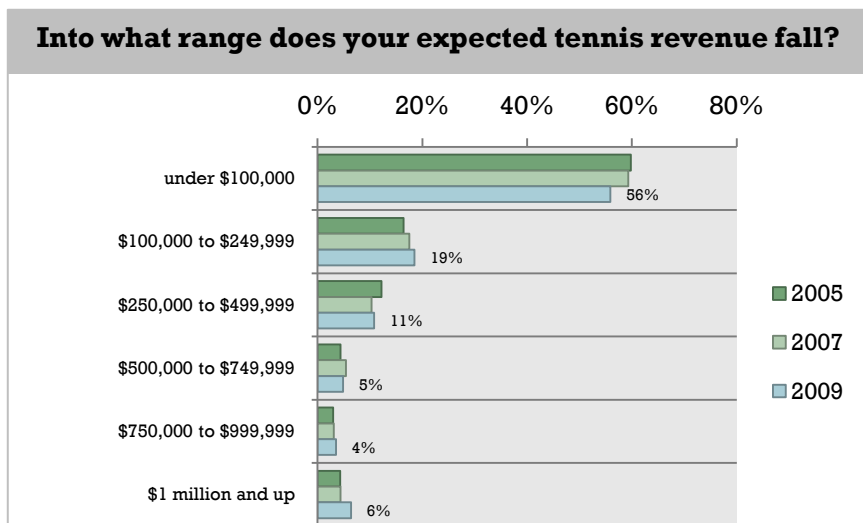


4 OPERATIONAL COST

4.1 Expected Tennis Revenue

Q. In what range is your expected 2009 tennis revenue? (include all tennis revenue: dues, court fees, tennis retailing, lessons, programs etc)

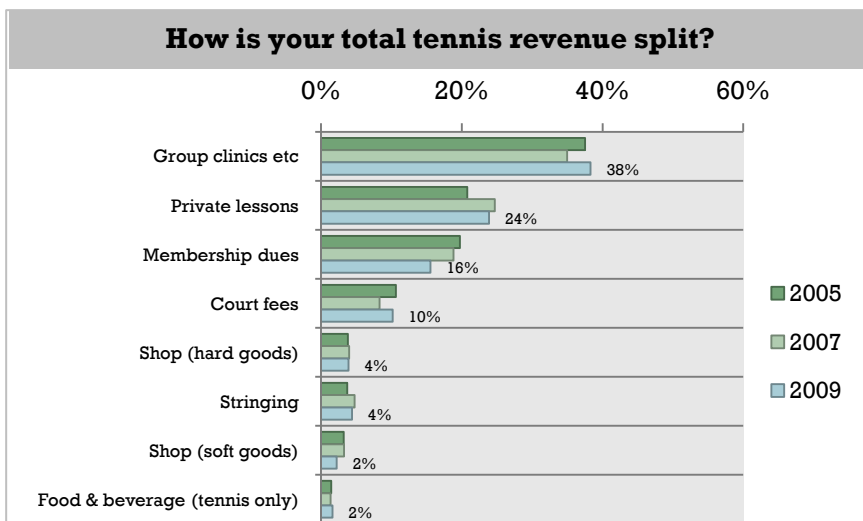
Over half of the facilities project an expected annual revenue of under \$100k.



4.2 Breakdown Of Total Tennis Revenue

Q. How is your total tennis revenue split? (as a percentage of total revenue)

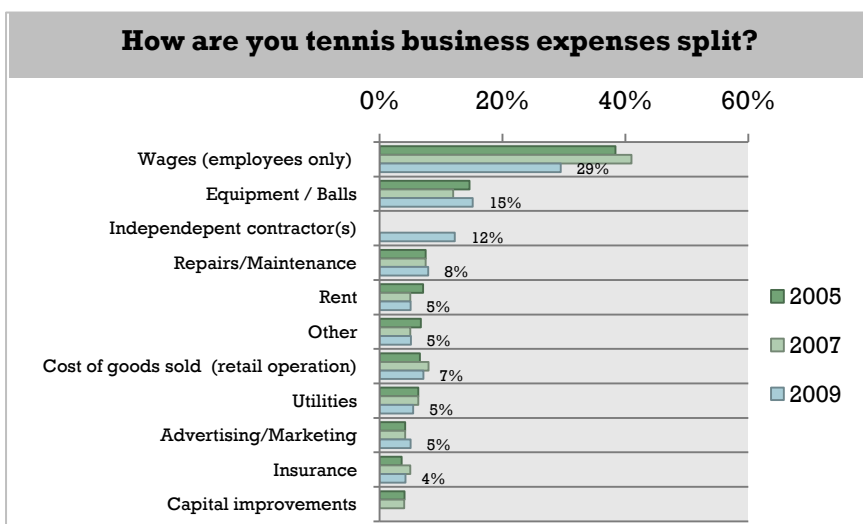
Group clinics and private lessons combined account for over 60% of expected tennis revenue.



4.3 Breakdown Of Tennis Business Expenses

Q. How are your tennis business expenses split?

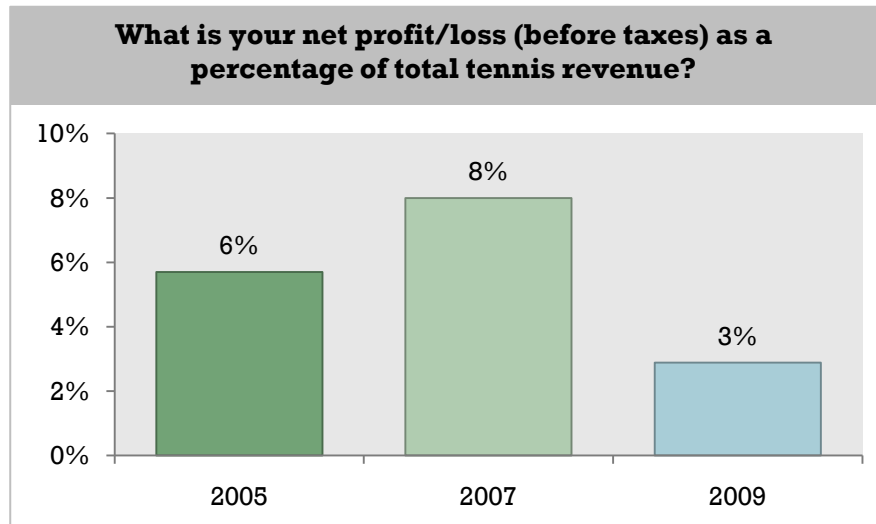
Comparing wages + independent contractors (in 2009) to “wages” in previous survey periods shows that wages consistently account for approximately 40% of tennis related business expenses.



4.4 Profit / Loss Estimation Before Taxes

Q. What is your net profit/loss (before taxes) as a percentage of total tennis revenue?

2009's profit / loss highlights the difficulty for tennis facilities to turn a healthy profit in a recession economy.

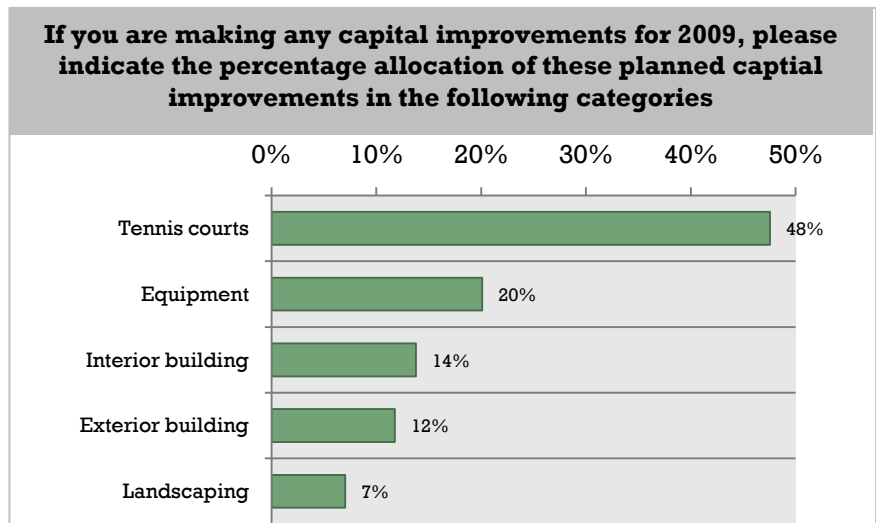


4.5 Allocation Areas For Capital Improvements

Q. If you are making any capital improvements for 2009, please indicate the percentage allocation of these planned capital improvements in the following categories?

20% of facilities planned capital investment during 2009

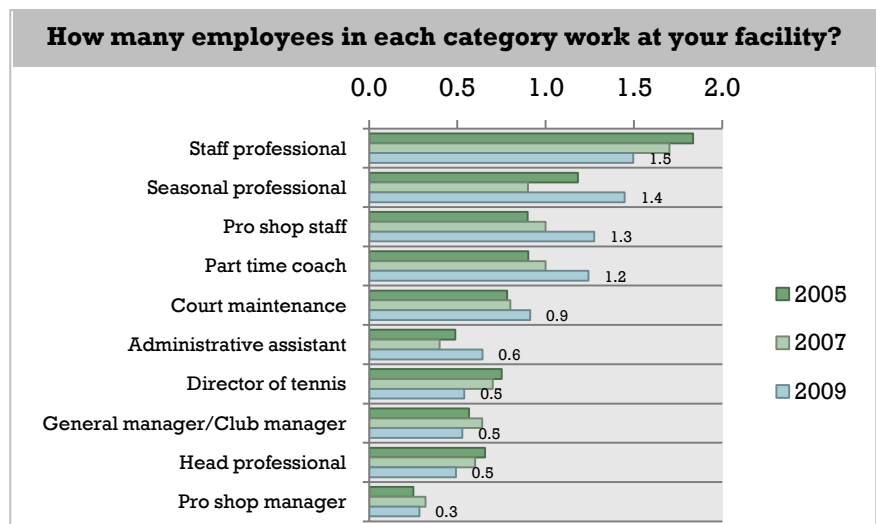
Average estimated dollar figure for capital improvements = **\$199k**



4.6 Number Of Employees In Each Category At Facility

Q. Please indicate how many employees in each category work at your facility. Enter the number of "full time equivalent staff" (FTE)

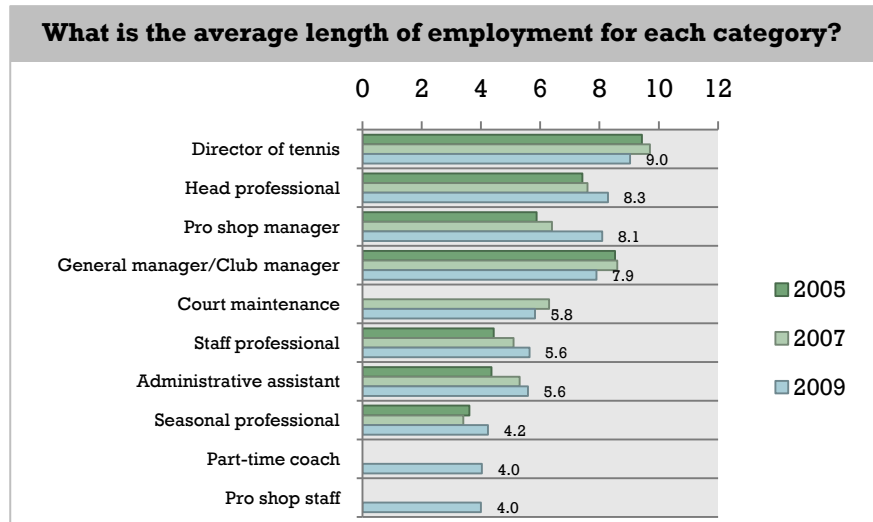
The 2009 results indicate the number of seasonal pros & administrative assistants had the highest percentage increase since 2007. Largest percentage decrease was for the director of tennis position.



4.7 Average Length Of Employment For Each Job Category

Q. Please list average length of employment (in years) for each category?

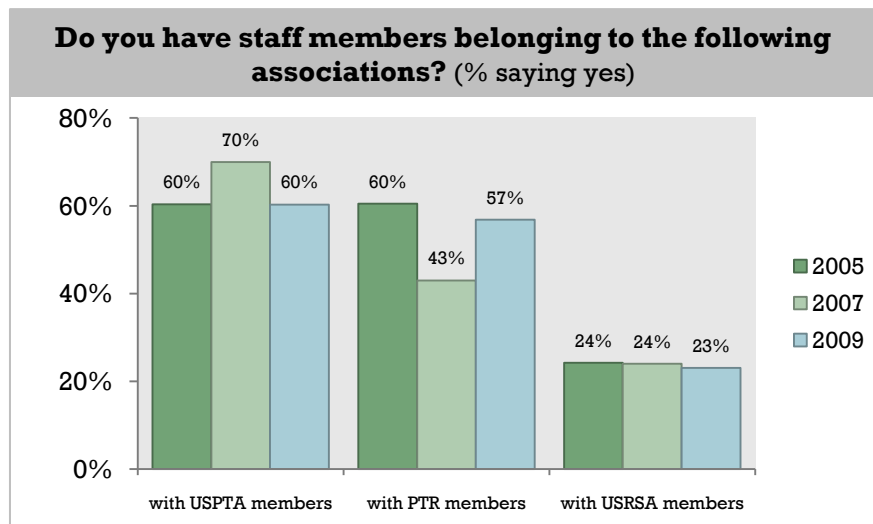
Positions that had the highest percentage increase (since 2007) in average length of employment are Pro shop managers and seasonal professionals.



4.8 Staff Affiliation With Tennis Associations

Q. Do you have staff members associated with the following tennis associations?

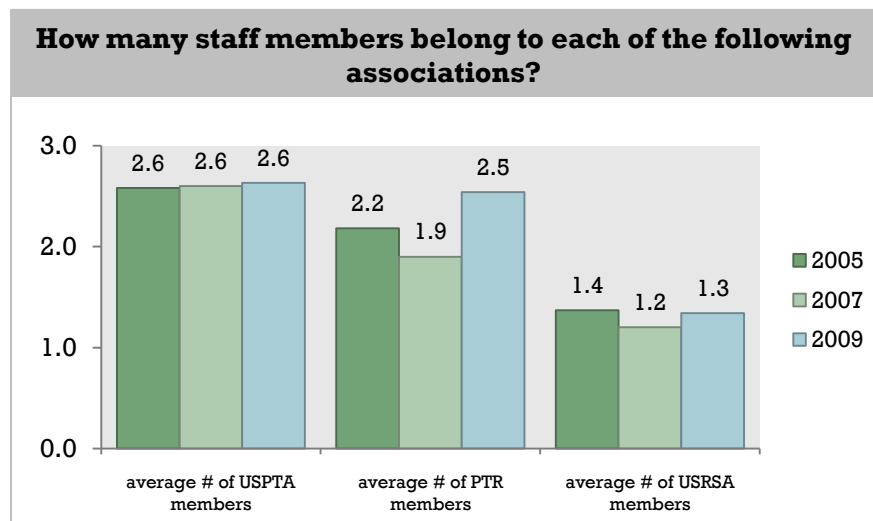
Nearly 60% of all tennis facilities have staff affiliated with a tennis coaching organization.



4.9 Numbers Of Staff Members Affiliated With The Following Tennis Associations

Q. How many staff members belong to each of the following associations?

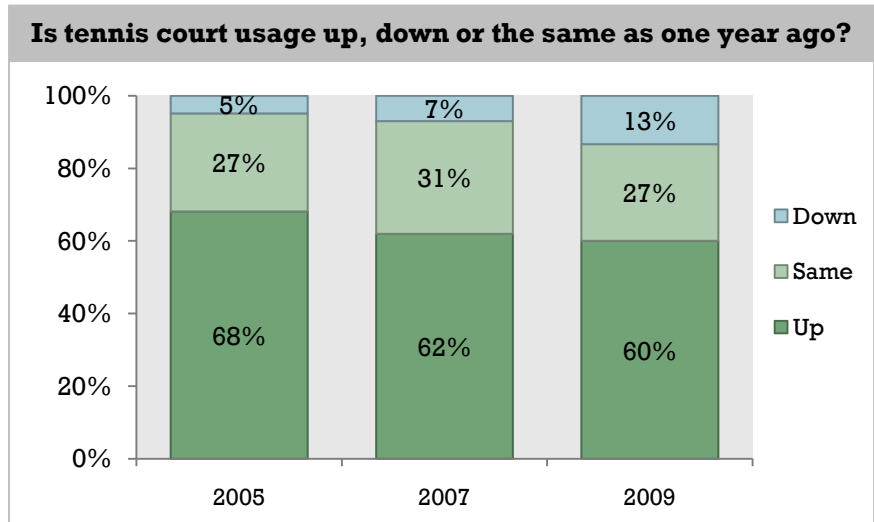
A typical facility will have two to three staff members affiliated with each USPTA and the PTR.



4.10 Tennis Court Usage Estimation

Q. Is tennis court usage up, down or the same as one year ago?

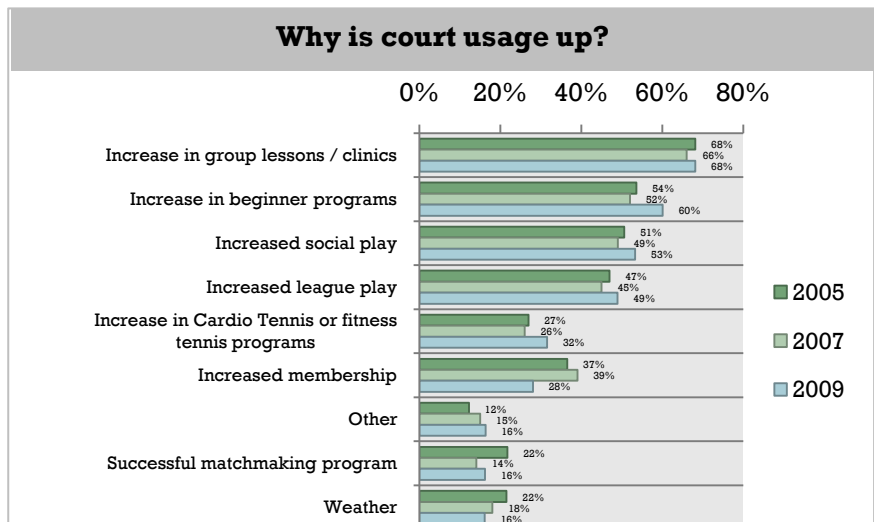
Facilities overall register a net increase in court usage, but at a slower rate than previous survey periods. This is a common theme between court usage, and changes in numbers of members and regular players.



4.11 Reasons For Increase In Tennis Court Usage

Q. Why is court usage down? (Select all that apply)

Group lessons/clinics identified as one of the drivers for increased tennis court usage.

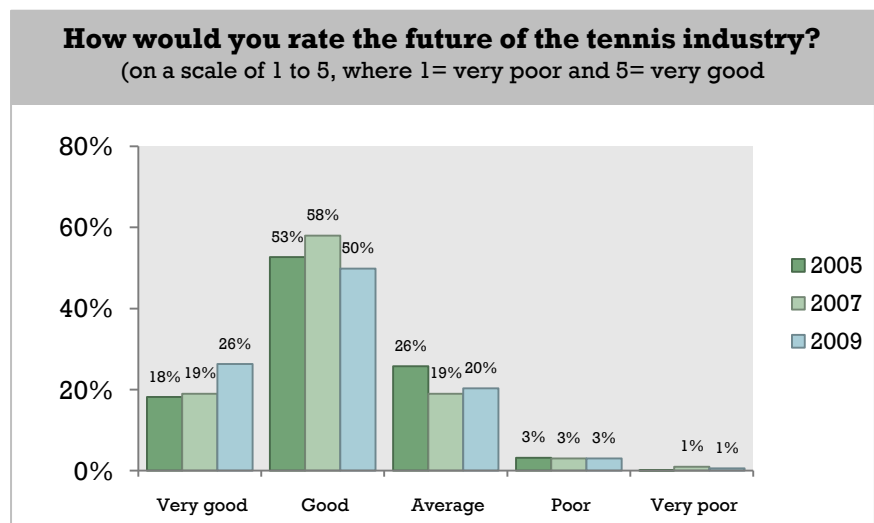


4.12 Future Outlook For Tennis Industry

Q. How would you rate the future of the tennis industry? Where: 1= very poor & 5= very good

More than three quarters of the tennis facilities rate the future of the tennis industry as good or very good.

Average rating = 4.0



5 GENERAL INFORMATION: 2009 DATA

Cross tabulated results follow, variations across different ‘types’ of facilities and different ‘sizes’ (number of courts at facility) of facility.

5.1 Facility Organization Membership

Q. Is your facility a member of any of the following organizations?

	TOTAL	Facility Type					# of courts			
		Public Parks	College/School	Commercial	Private	Other	3 or less	4~6	7~10	11+
CMAA (Club Managers Association of America)	8%	-	-	3%	31%	3%	2%	9%	11%	7%
IHRSA (International Health, Racquet and Sportsclub Association)	13%	5%	-	35%	18%	9%	2%	11%	10%	25%
TIA (Tennis Industry Association)	28%	28%	16%	40%	27%	29%	24%	22%	26%	42%
USTA (United States Tennis Association)	81%	83%	68%	90%	85%	86%	65%	78%	85%	96%
None of the above	17%	16%	36%	6%	11%	10%	33%	19%	13%	2%

5.2 Activities Provided By Facility

Q. Which of the following activities does your facility have?

	TOTAL	Facility Type					# of courts			
		Public Parks	College/School	Commercial	Private	Other	3 or less	4~6	7~10	11+
QuickStart Tennis	63%	70%	35%	73%	59%	64%	55%	60%	61%	77%
Cardio Tennis or Fitness Tennis program	61%	55%	31%	79%	67%	74%	41%	61%	70%	68%
Swimming Pool	43%	19%	15%	44%	76%	63%	22%	47%	45%	50%
Fitness Center	39%	12%	26%	57%	56%	58%	16%	43%	39%	51%
Group Exercise Classes	38%	17%	11%	58%	56%	50%	20%	44%	34%	47%
Yoga	29%	12%	6%	52%	41%	37%	12%	33%	26%	40%
Pilates	28%	10%	4%	47%	42%	41%	8%	35%	24%	39%
Jacuzzi/Sauna	27%	3%	2%	45%	38%	49%	12%	32%	21%	39%
Golf or Indoor Cage	19%	0%	8%	10%	52%	30%	10%	25%	22%	15%
Running Track	17%	11%	26%	21%	11%	20%	4%	21%	12%	25%
Racquetball	16%	10%	9%	34%	12%	21%	2%	15%	19%	25%
Squash	6%	0%	2%	15%	6%	12%	0%	6%	7%	10%
Platform/Paddle Tennis	6%	4%	0%	5%	8%	7%	2%	9%	5%	4%
Climbing wall	4%	0%	7%	9%	1%	8%	0%	6%	5%	4%
None of the above	10%	13%	36%	1%	2%	6%	22%	6%	11%	6%

5.3 Facility Membership

Q. Does your facility have members? How many members do you have?

	TOTAL	Facility Type					# of courts			
		Public Parks	College/School	Commercial	Private	Other	3 or less	4~6	7~10	11+
Yes	57%	23%	23%	85%	97%	62%	22%	62%	70%	66%
How many tennis members do you have?	316	183	99	482	294	291	98	229	349	445
FACILITY BREAKDOWN BY NUMBERS OF MEMBERS										
Less than 100	19%	28%	49%	7%	19%	27%	44%	27%	14%	10%
100~249	33%	45%	39%	24%	38%	35%	56%	37%	34%	27%
250~499	25%	23%	12%	36%	26%	13%	-	24%	34%	27%
500 or more	22%	4%	-	33%	17%	26%	-	11%	17%	37%

5.4 Changes In Membership Size

Q. Has the number of members increased, decreased, or stayed the same over the past 12 months?

	TOTAL	Facility Type					# of courts			
		Public Parks	College/School	Commercial	Private	Other	3 or less	4~6	7~10	11+
Increased	44%	65%	47%	32%	42%	42%	46%	49%	42%	37%
Decreased	24%	8%	9%	35%	24%	26%	18%	27%	18%	27%
Stayed the Same	29%	20%	37%	31%	33%	28%	27%	21%	35%	35%
Don't know	3%	7%	7%	2%	1%	4%	9%	3%	5%	1%

5.5 Tennis Only Membership

Q. Do you offer a tennis only membership?

	TOTAL	Facility Type					# of courts			
		Public Parks	College/School	Commercial	Private	Other	3 or less	4~6	7~10	11+
Yes	46%	78%	49%	44%	40%	40%	55%	40%	48%	50%
No	54%	22%	51%	56%	60%	60%	46%	60%	52%	50%

5.6 Annual Membership Dues

Q. What are your annual dues (\$ per person)?

	TOTAL	Facility Type					# of courts			
		Public Parks	College/School	Commercial	Private	Other	3 or less	4~6	7~10	11+
Tennis only membership	617	261	227	445	1213	505	185	483	527	914
All inclusive membership	1903	468	404	861	2458	3183	1440	1621	1419	2739

5.7 Regular Tennis Players Numbers

Q. How many regular tennis players do you have (playing once a week or more) during the main season?

	TOTAL	Facility Type					# of courts			
		Public Parks	College/School	Commercial	Private	Other	3 or less	4~6	7~10	11+
	181	158	82	337	163	168	67	125	230	314

Q. Has this number increased, decreased or stayed the same over the past 12 months?

	TOTAL	Facility Type					# of courts			
		Public Parks	College/School	Commercial	Private	Other	3 or less	4~6	7~10	11+
Increased	55%	66%	57%	36%	52%	56%	52%	54%	60%	53%
Decreased	13%	5%	8%	25%	17%	13%	8%	16%	12%	14%
Stayed the Same	30%	25%	32%	37%	31%	29%	34%	27%	28%	32%
Don't know	2%	4%	3%	2%	-	2%	6%	2%	-	1%

5.8 Age Categories Of Regular Tennis Players

Q. What percentage of tennis players at your facility fall into the following age ranges?

	TOTAL	Facility Type					# of courts			
		Public Parks	College/School	Commercial	Private	Other	3 or less	4~6	7~10	11+
Under 18 years old	35%	40%	60%	29%	23%	26%	50%	35%	32%	28%
18-34 years old	14%	17%	18%	12%	11%	14%	14%	13%	15%	15%
35-54 years old	28%	25%	16%	34%	31%	30%	23%	28%	29%	30%
55+ years old	23%	18%	6%	26%	36%	29%	14%	24%	24%	28%

5.9 Charge For Court Usage Policy

Q. Do you charge for peak and off-peak hour tennis courts? What are those court fees?

	TOTAL	Facility Type					# of courts			
		Public Parks	College/School	Commercial	Private	Other	3 or less	4~6	7~10	11+
Peak hours										
Yes	28%	16%	8%	56%	18%	46%	4%	27%	30%	47%
No	72%	84%	92%	44%	82%	54%	96%	73%	70%	53%
If yes, what are your peak hour court fees? (\$ per hour)	25	13	25	30	27	20	41	25	24	23

	TOTAL	Facility Type					# of courts			
		Public Parks	College/School	Commercial	Private	Other	3 or less	4~6	7~10	11+
off-peak hours										
Yes	27%	16%	8%	55%	15%	44%	4%	25%	29%	46%
No	73%	84%	92%	45%	85%	56%	96%	75%	71%	54%
A. If yes, what are your off-peak court fees? (\$ per hour)	20	9	16	24	26	16	35	20	21	18

5.10 Number And Type Of Courts

Q. How many tennis courts do you have at your facility?

Q. How many courts have you added/removed in the past three years?

Average # of courts	TOTAL	Facility Type					# of courts			
		Public Parks	College/School	Commercial	Private	Other	3 or less	4~6	7~10	11+
Indoor (year round)	1.5	0.2	0.3	4.6	0.9	1.8	0.2	1.1	2.0	2.7
Outdoor courts (No protection from environment)	7.6	9.1	6.9	5.1	8.6	7.6	1.9	4.4	7.5	17.4
Outdoor courts (under a seasonal bubble)	0.2	0.0	0.1	0.4	0.3	0.1	0.0	0.2	0.1	0.4
TOTAL (Indoor & Outdoor)	9.2	9.3	7.3	10.1	9.8	9.6	2.0	5.7	9.6	20.5
Outdoor tennis courts WITH LIGHTS	5.0	6.5	3.6	5.4	5.2	4.8	1.6	3.1	4.8	10.9
% outdoor courts with lights	65%	71%	51%	98%	59%	62%	84%	68%	64%	61%
% of facilities that added courts	7.2%	0.7%	0.7%	1.2%	1.7%	1.7%	0.2%	1.2%	2.7%	2.7%
Average # of courts added in the last 3 years	4.3	9.8	4.2	2.8	3.9	4.5	2.0	2.8	3.4	6.1
% of facilities that removed courts	4%	1%	1%	-	1%	2%	-	1%	2%	1%
Average # of courts REMOVED in the last 3 years	2.6	2.6	4.0	2.0	1.5	3.0	-	2.4	2.5	3.0

5.11 Facility Technology

Q. Does your facility have a computer and or website?

Does your facility have a tennis specific website?										
	TOTAL	Facility Type					# of courts			
		Public Parks	College/School	Commercial	Private	Other	3 or less	4~6	7~10	11+
Yes	51%	41%	51%	60%	50%	60%	31%	52%	51%	65%
No	49%	59%	49%	40%	50%	40%	69%	48%	49%	35%
If Yes, Do you have your tennis programming listed on the website?										
Yes	95%	100%	79%	98%	96%	92%	93%	99%	92%	91%
No	5%	-	21%	2%	4%	8%	7%	2%	9%	9%
Do you currently use on-line registration?										
Yes	27%	31%	23%	23%	24%	41%	16%	21%	29%	41%
No	73%	69%	77%	77%	76%	59%	84%	79%	71%	59%
Would you be interested in offering on-line registration directly from your program listings on tenniswelcomecenter.com or cardiotennis.com?										
Yes	35%	32%	31%	32%	39%	34%	25%	43%	35%	32%
No	65%	68%	69%	68%	61%	66%	75%	57%	65%	68%

5.12 Facility Matchmaking Services

Q. Does your facility offer tennis matchmaking activities? What match making method do you use?

Does your facility offer tennis "player-making" activities?										
	TOTAL	Facility Type					# of courts			
		Public Parks	College/School	Commercial	Private	Other	3 or less	4~6	7~10	11+
Yes	49%	44%	22%	52%	56%	60%	37%	47%	47%	62%
No	51%	56%	78%	48%	44%	40%	63%	54%	53%	38%
What "player-making" method do you use?										
Full time staff person making phone calls	38%	21%	20%	56%	48%	43%	24%	32%	40%	49%
Part time staff person making phone calls	45%	42%	38%	61%	41%	50%	29%	41%	40%	59%
Email members to set up matches	54%	33%	60%	61%	62%	57%	47%	57%	57%	53%
Online system	15%	19%	22%	19%	11%	14%	6%	13%	19%	19%
Other	14%	30%	20%	3%	7%	13%	24%	11%	13%	15%

5.13 Racket and Restringing Sales

Q. On average, how many racquets do you sell each month?

In a typical month, how many racquets do you re-string?

	TOTAL	Facility Type					# of courts			
		Public Parks	College/School	Commercial	Private	Other	3 or less	4~6	7~10	11+
Average # of racquets sold each month?	10	9	29	9	5	11	16	6	14	7
Average # of racquets re-stringing monthly	30	24	21	40	33	30	17	18	35	45

6 TENNIS PROGRAMMING: 2009 DATA BREAKDOWN

6.1 Operation Duration

Q. Does your facility operate on a year-round basis or on a seasonal basis?

	TOTAL	Facility Type					# of courts			
		Public Parks	College/School	Commercial	Private	Other	3 or less	4~6	7~10	11+
Year Round	75%	64%	47%	97%	77%	89%	61%	70%	76%	90%
Seasonal	26%	36%	53%	3%	23%	11%	39%	31%	24%	10%

6.2 Activity Scheduling

Q. How many hours per week does your facility offer the following "tennis programs"?

	TOTAL	Facility Type					# of courts			
		Public Parks	College/School	Commercial	Private	Other	3 or less	4~6	7~10	11+
Leagues for adults	14.0	13.4	7.2	19.8	12.1	14.3	5.9	9.6	14.2	19.0
Advanced junior programs	9.1	7.4	12.0	13.3	6.0	8.7	8.1	6.6	11.4	10.6
Junior intermediate programs	8.5	6.7	9.0	12.4	6.2	8.2	6.5	6.2	11.0	9.7
Junior beginner programs	8.3	7.2	8.4	12.1	5.6	9.8	7.1	6.0	10.2	10.1
Adult intermediate programs	8.0	6.5	6.7	12.3	7.2	8.2	5.4	5.3	11.5	9.3
Adult beginner programs	5.5	5.5	6.3	8.1	4.0	5.1	5.3	3.7	7.5	5.8
Advanced adult programs	6.4	5.5	9.3	10.1	4.5	5.8	3.6	4.1	10.4	6.8
Leagues for juniors	6.1	5.5	7.7	7.9	5.2	5.8	3.5	4.2	7.3	7.5
QuickStart Tennis	5.9	5.0	9.0	6.3	4.1	7.7	6.0	3.2	8.3	6.4
Cardio or fitness drills	4.5	2.9	9.7	6.4	3.1	4.6	3.0	3.2	7.6	3.8
Tennis Socials/Mixers	4.4	5.0	3.3	6.5	3.2	3.9	4.1	4.2	5.7	3.6

6.3 Tennis Welcome Tennis Status

Q. Are you a Tennis Welcome Center?

	TOTAL	Facility Type					# of courts			
		Public Parks	College/School	Commercial	Private	Other	3 or less	4~6	7~10	11+
Yes	62%	78%	38%	72%	59%	58%	59%	56%	63%	73%
No	38%	22%	63%	28%	41%	42%	41%	44%	37%	27%

6.4 Free Lesson / Introductory Program Provision For Beginners

Q. Does your facility offer free lessons or introductory programs for new players/beginners?

	TOTAL	Facility Type					# of courts			
		Public Parks	College/School	Commercial	Private	Other	3 or less	4~6	7~10	11+
Yes	60%	58%	59%	74%	59%	55%	63%	56%	63%	62%
No	40%	42%	41%	26%	41%	45%	37%	44%	37%	38%

6.5 Participation Numbers In Intro/Beginner Programs

Q. How many new players / beginners took these programs this year? How many people continued in follow up programs?

	TOTAL	Facility Type					# of courts			
		Public Parks	College/School	Commercial	Private	Other	3 or less	4~6	7~10	11+
How many new players/beginners took these programs										
	57.4	64.3	39.9	65.6	21.4	102.0	83.1	42.7	46.2	66.9
How many people continued in follow up programs?										
	37.3	54.6	25.4	36.0	15.4	49.3	49.9	28.3	34.3	42.6

7 OPERATIONAL COSTS: 2009 DATA BREAKDOWN

7.1 Expected 2009 Tennis Revenue

Q. In what range is your expected 2009 tennis revenue? (include all tennis revenue: dues, court fees, tennis retailing, lessons, programs etc)

	TOTAL	Facility Type					# of courts			
		Public Parks	College/School	Commercial	Private	Other	3 or less	4~6	7~10	11+
under \$100,000	56%	78%	95%	19%	43%	46%	86%	67%	53%	23%
\$100,000 to \$249,999	19%	9%	2%	14%	38%	27%	9%	16%	20%	28%
\$250,000 to \$499,999	11%	9%	4%	22%	8%	8%	5%	10%	10%	17%
\$500,000 to \$749,999	5%	2%	-	13%	3%	9%	-	6%	3%	10%
\$750,000 to \$999,999	4%	2%	-	13%	3%	3%	-	1%	5%	8%
\$1 million +	7%	1%	-	19%	6%	8%	-	1%	10%	15%

7.2 Total Tennis Revenue Split

Q. How is your total tennis revenue split? (as a percentage of total revenue - must add to 100%)

	TOTAL	Facility Type					# of courts			
		Public Parks	College/School	Commercial	Private	Other	3 or less	4~6	7~10	11+
Group clinics / tournaments / programs	38.3	50.6	51.9	32.9	25.5	37.1	47.4	39.4	33.3	37.5
Private lessons	23.9	19.6	21.7	20.2	30.6	21.8	29.5	29.1	21.0	16.8
Membership dues	15.6	8.7	9.6	19.7	24.2	12.9	7.7	16.3	21.0	14.3
Court fees	10.2	11.3	7.4	16.4	4.2	13.0	3.8	7.2	11.0	16.7
Stringing	4.4	3.1	6.8	3.9	5.5	4.8	2.7	3.4	5.9	5.4
Shop (hard goods i.e. Racquets)	3.9	3.3	1.9	3.6	4.6	5.8	7.0	2.7	3.8	4.0
Shop (soft goods i.e. Apparel)	2.2	0.9	0.3	2.8	3.5	3.7	0.2	1.6	2.6	3.7
Food and beverage (tennis only)	1.6	2.7	0.7	1.4	1.9	1.2	2.5	0.6	2.2	2.1

7.3 Tennis Business Expenses

Q. How are your tennis business expenses split? (as a percentage of total tennis revenue - should add to 100% - profit/loss can be negative)

	TOTAL	Facility Type					# of courts			
		Public Parks	College/School	Commercial	Private	Other	3 or less	4~6	7~10	11+
Wages (employees only)	29.5	32.6	23.5	30.3	27.0	33.1	19.5	25.3	27.2	42.6
Equipment (includes teaching balls)	15.2	19.4	26.8	8.1	10.6	12.8	22.5	17.5	15.0	8.0
Independent contractor(s)	12.3	12.9	10.8	15.0	13.6	8.6	16.4	13.9	9.6	10.1
Repairs/Maintenance	7.9	7.3	8.5	6.8	11.2	6.0	6.0	7.4	9.6	8.2
Cost of goods sold (retail operation)	7.1	5.9	3.5	6.7	12.6	6.5	5.2	4.7	11.0	7.9
Utilities	5.5	3.0	3.2	9.6	6.5	7.0	1.8	5.6	5.9	7.3
Advertising/Marketing	5.1	5.8	4.5	4.9	3.7	5.3	5.9	4.6	5.4	4.7
Rent	5.0	2.7	7.7	5.8	3.9	5.0	3.4	7.6	6.0	1.9
Insurance	4.2	4.3	2.3	4.5	4.6	4.0	4.1	5.0	3.9	3.7
Other	5.1	3.6	5.6	5.7	3.0	9.0	8.7	4.9	4.9	3.7
NET PROFIT / LOSS (before tax)	3.2	2.8	4.2	2.5	3.6	3.4	6.9	3.3	1.8	2.5
TOTAL (Must equal 100%)	100	100	100	100	100	100	100	100	100	100

7.4 Capital Improvements Allocation

Q. If you are making any capital improvements for 2009, please indicate the percentage allocation of these planned capital improvements in the following categories? (% allocated, if zero enter 0)

	TOTAL	Facility Type					# of courts			
		Public Parks	College/School	Commercial	Private	Other	3 or less	4~6	7~10	11+
Tennis courts	47.5	68.2	45.8	22.9	46.0	53.2	99.7	44.9	41.3	45.3
Equipment	20.1	14.7	45.9	20.9	23.9	13.5	0.5	21.5	25.4	18.6
Interior building	13.8	1.0	1.8	34.0	11.6	11.1	0.0	10.9	14.3	18.8
Exterior building	11.8	10.8	4.4	17.2	9.6	15.0	0.0	14.8	12.0	11.1
Landscaping	7.0	5.6	2.3	5.8	9.1	7.8	0.0	8.2	7.6	6.8
Percentage of facilities planned for capital expenditures in 2009										
	20%	14%	12%	34%	22%	19%	5%	19%	24%	28%
Average amount planned (in \$1000s)										
	199.4	246.0	432.1	94.8	187.4	215.8	341.7	242.1	151.2	177.4

7.5 Number of Employees in Each Category

Q. Please indicate how many employees in each category work at your facility. Enter the number of "full time equivalent staff" (FTE). For example, one Full Time Equivalent equals one individual who works 40 hours per week or two people who each work 20 hours per week, etc.

	TOTAL	Facility Type					# of courts			
		Public Parks	College/School	Commercial	Private	Other	3 or less	4~6	7~10	11+
Staff professional	1.5	1.1	0.7	2.7	1.5	1.4	0.9	1.1	1.9	2.1
Seasonal professional	1.4	1.2	1.8	1.7	1.1	2.3	0.3	1.0	1.5	2.6
Pro shop staff	1.3	1.0	0.8	2.0	1.6	1.3	0.1	0.7	1.4	2.4
Part time coach	1.2	1.1	0.9	1.5	0.7	1.4	0.7	1.0	1.5	1.9
Court maintenance	0.9	1.0	0.5	1.1	0.9	0.8	0.2	0.7	0.8	1.6
Administrative assistant	0.6	0.4	0.2	1.4	0.4	0.7	0.4	0.5	0.6	1.1
Director of tennis	0.5	0.5	0.3	0.7	0.6	0.5	0.4	0.4	0.6	0.7
General manager/Club manager	0.5	0.3	0.4	0.7	0.7	0.6	0.4	0.5	0.6	0.7
Head professional	0.5	0.4	0.3	0.8	0.5	0.5	0.4	0.4	0.5	0.7
Pro shop manager	0.3	0.1	0.1	0.5	0.4	0.3	0.0	0.1	0.4	0.5
Total # of Employees	8.9	7.1	6.0	13.1	8.4	9.7	3.8	6.5	9.8	14.4

7.6 Average Length Of Employment For Each Category

Q. Please list average length of employment (in years) for each category:

	TOTAL	Facility Type					# of courts			
		Public Parks	College/School	Commercial	Private	Other	3 or less	4~6	7~10	11+
Director of tennis	9.0	8.1	7.4	8.6	10.0	8.7	8.2	8.6	8.9	10.0
Head professional	8.3	6.2	9.1	9.3	7.8	9.1	11.8	8.2	8.0	7.2
Pro shop manager	8.1	6.8	0.0	6.8	6.7	12.3	0.0	5.5	8.7	8.5
General manager/Club manager	7.9	6.2	12.3	10.0	6.9	8.7	6.4	7.1	7.8	9.3
Court maintenance	5.8	5.1	6.0	5.1	6.5	7.4	6.2	5.1	6.3	6.0
Staff professional	5.6	6.3	7.8	6.7	4.5	5.6	7.8	5.5	4.7	5.8
Administrative assistant	5.6	5.2	8.4	5.5	6.0	5.1	4.5	4.6	7.0	5.6
Seasonal professional	4.2	5.5	3.8	4.7	3.5	3.3	11.3	4.0	3.2	3.6
Part-time coach	4.0	3.6	5.1	3.5	3.5	4.7	4.6	4.2	3.6	3.8
Pro shop staff	4.0	4.5	1.4	4.9	3.3	4.7	4.5	2.9	5.0	4.0

7.7 Staff Members Affiliation With Tennis Organizations

Q. How many staff members belong to each of the following associations?

	TOTAL	Facility Type					# of courts			
		Public Parks	College/School	Commercial	Private	Other	3 or less	4~6	7~10	11+
PTR	2.5	2.3	1.6	3.2	2.1	2.7	2.1	1.8	2.4	3.9
USPTA	2.6	2.0	1.9	4.0	2.0	3.0	1.2	1.9	2.9	3.7
USRSA	1.3	1.0	1.0	1.8	1.1	1.5	1.3	1.2	1.2	1.5

7.8 Tennis Court Usage

Q. Is tennis court usage up, down or the same as one year ago? By what percent is it up or down?

	TOTAL	Facility Type					# of courts			
		Public Parks	College/School	Commercial	Private	Other	3 or less	4~6	7~10	11+
Up	60%	66%	62%	45%	60%	59%	55%	64%	66%	53%
Same	27%	29%	30%	34%	20%	26%	37%	20%	24%	30%
Down	13%	5%	9%	22%	19%	15%	8%	16%	10%	17%
Average percent court usage is UP										
	18	18	22	15	18	16	23	19	16	14
Average percent court usage is DOWN										
	18	17	25	12	20	22	25	21	17	13

7.9 Reasons For Court Usage Increases

Q. Why is court usage up? (Select all that apply)

	TOTAL	Facility Type					# of courts			
		Public Parks	College/School	Commercial	Private	Other	3 or less	4~6	7~10	11+
Increase in group lessons / clinics	68%	65%	52%	71%	74%	75%	63%	62%	73%	76%
Increase in beginner programs	60%	73%	41%	69%	55%	54%	74%	60%	55%	57%
Increased social play	53%	48%	29%	57%	66%	53%	67%	57%	45%	47%
Increased league play	49%	40%	36%	68%	56%	44%	22%	46%	56%	66%
Increase in Cardio Tennis or fitness tennis programs	32%	28%	4%	49%	35%	46%	26%	27%	41%	31%
Increased membership	28%	17%	13%	37%	51%	26%	15%	30%	33%	29%
Successful matchmaking program	16%	14%	4%	16%	24%	18%	7%	18%	18%	18%
Weather	16%	19%	23%	14%	15%	14%	11%	18%	16%	16%
Other	16%	14%	35%	9%	8%	24%	19%	14%	14%	21%

7.10 Reasons For Court Usage Decreases

Q. Why is court usage down? (Select all that apply)

	TOTAL	Facility Type					# of courts			
		Public Parks	College/School	Commercial	Private	Other	3 or less	4~6	7~10	11+
Decreased membership	47%	0%	19%	65%	74%	31%	60%	37%	64%	44%
Fewer group lessons / clinics	39%	46%	56%	26%	42%	33%	40%	47%	27%	33%
Less league play	37%	23%	19%	55%	45%	27%	0%	42%	46%	44%
Less social play	33%	23%	19%	62%	25%	25%	0%	32%	46%	44%
Weather	29%	23%	37%	26%	39%	8%	0%	32%	36%	33%
Fewer beginners	23%	0%	19%	34%	7%	25%	0%	26%	27%	28%
Decrease in attendance for Cardio Tennis or fitness tennis programs	15%	0%	19%	13%	15%	31%	20%	16%	0%	22%
Less matchmaking activity	7%	0%	0%	6%	7%	8%	0%	11%	0%	11%
Other	19%	77%	44%	7%	7%	19%	20%	21%	18%	17%

7.11 Future Of The Tennis Industry

Q. How would you rate the future of the tennis industry?

	TOTAL	Facility Type					# of courts			
		Public Parks	College/School	Commercial	Private	Other	3 or less	4~6	7~10	11+
1. Very poor	1%	-	-	1%	2%	-	-	-	2%	1%
2. Poor	3%	3%	5%	4%	1%	2%	6%	4%	1%	2%
3. Average	20%	22%	17%	23%	16%	19%	29%	19%	16%	19%
4. Good	50%	50%	45%	54%	58%	46%	41%	47%	51%	61%
5. Very good	26%	25%	34%	18%	22%	34%	25%	30%	31%	18%
Average rating out of 5. Where 1 = very poor and 5 = very good										
	4.0	4.0	4.1	3.8	4.0	4.1	3.8	4.0	4.1	3.9

Capital Improvement

Court Repair/Resurfacing for courts #5 - #9

Consulted with Dan Racey of Racquet Sports May 8, 2009

Option 1:

Repair 1,000 linear feet of existing cracks with a product called up armor crack repair systems and color finish system with 2-3 three layers.

Advantages:

Most inexpensive way to properly repair the cracks create uniform playing surface acceptable for tournament and collegiate play.

Disadvantages:

Possible short term life expectancy and no guarantee that the cracks will not continue beyond the repaired area. Hollow sound when the ball hits the repaired armor crack system.

Life expectancy: 2-3 years

Cost: \$17.00 linear feet of crack repair \$10,000.00 to \$15,000.00 color finishing system
estimated total cost = \$27,000.00 - \$32,000.00

Option 2:

Asphalt repair 1,000 linear feet of existing cracks and hot asphalt overlay.

Advantages:

Uniform playing surface which can repair minor flaws as low spots and the surface as well.

Disadvantages:

It may not prevent the reappearance of cracks for the slab beneath.

Life expectancy: depending on the subsurface layer, 3-5 or more years

Cost: estimated costs to up to \$100,000.00

Option 3:

Grinding the current court surface and relaying asphalt over top.

Advantages:

Closest thing to building new tennis courts.

Disadvantages:

Does not repair subsurface which may lead to cracking in the same areas.

Life expectancy: depending on the subsurface layer

Cost: \$15,000.00 for grinding the surface, estimated costs to exceed that \$100,000.00

Option 4:

Asphalt repair of current cracks, adding a small membrane layer of existing court surface and color finish system of the surface.

Advantages:

Best way to prevent cracking in the future. Create a more cushioned surface preventing less wear and tear on the body. No cracking with longest possible life expectancy.

Disadvantages:

Cost

Life expectancy: possible life expectancy of twenty to 25 years or more

Cost: estimated costs at \$125,000.00

Option 5:

Removing current asphalt, repairing subsurface and laying down new asphalt .

Advantages:

Rebuilding all 5 courts.

Disadvantages:

Cost, will not prevent cracking in the future.

Life expectancy: possible life expectancy of twenty to 25 years or more

Cost: estimated costs to exceed \$150,000.00

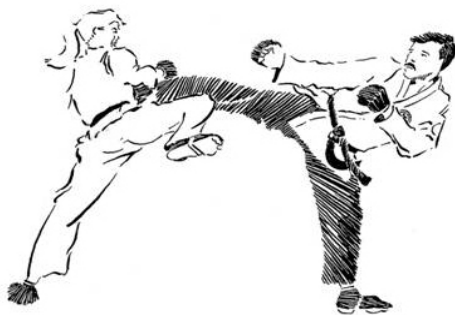
KNIPPER KICKER KICKBOXING

Are you looking for a total body workout that totally kicks butt? How about a way to increase your stamina, flexibility, and strength while listening to your favorite dance mixes?

Then **Knipper Kicker kickboxing**, a co-ed class that combines elements of boxing, martial arts, and aerobics to provide overall physical conditioning and toning is the class for you. Unlike other types of kickboxing, the Knipper Kicker does not involve physical contact of competitors — it's a cardiovascular workout that's done because of its many benefits to the body.

Space is limited to 12

Call to reserve



Days	Time	Instructor
T/TH	7:30 PM	Miles Knipper

12 week Fitness Programs

Sept 13-Dec 4, 2010.

No classes

Nov 25—28, 2010.

Make up held Dec 9-11.

**Payments must be received
before the first class to con-
firm your place in the class.**

Ferris State University Racquet & Fitness Center

14342 Northland Drive
Big Rapids, MI 49304

Phone: 231-591-2212
Fax: 231-591-5018
E-mail: oertlinw@ferris.edu



ferrisracquetandfitness.com

Ferris State University Racquet & Fitness Center

Fall Fitness Program

Sept 13—Dec 4, 2010



**For Questions contact
Wendy (231)591-2218**

ferrisracquetandfitness.com

Fall 2010 Fitness Programs

SPINNING CLASSES



All movements are actual cycling movements. All classes are designed to be challenging and fun.

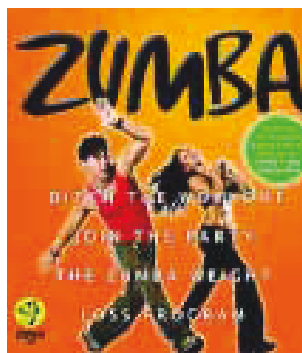
Space is limited. Call to reserve

FEES	2 Times/WK	3 Times/WK
Student	\$50	\$65
Member	\$60	\$85
Non-Member	\$90	\$120

Days	Time	Instructor
M/W/F	5:45 AM	Cindy VanderSloot
M/W/F	8:30 AM	Sue O'Neill-Cook
M/W/F	5:30 PM	Meagan Biller
Sat.	10:30 AM	Meagan Biller

ZUMBA

Zumba® fuses hypnotic Latin rhythms and easy to follow moves to create a dynamic fitness program that will blow you away. Our goal is simple: we want you to want to work out, to love working out, to get hooked. Zumba® fanatics achieve long term benefits while experiencing an absolute blast in one exhilarating hour of caloric-burning, body energizing, awesome movements meant to engage and captivate.



Days	Time	Instructor
T/TH/S	7:00 AM	Kelly Haut
M/W/F	6:30 PM	Kelly Haut
T/TH	6:30 PM	Mariellen Krolikowski

SUPER SCULPT

Proper form and movement will be taught as you sculpt your body using light to moderate weights. This class is designed to work your entire body while improving muscle tone, definition, and endurance. All ages and fitness levels can benefit from this class.

Days	Time	Instructor
T/TH	5:45 AM	Cindy VanderSloot
T/TH	8:30 AM	Sue O'Neill-Cook
T/TH	5:30 PM	Bridget Thompson

Fitness Fee Structure (Zumba, Super Sculpt, Kickboxing)

FSU Student	
2 times / week / 12 weeks	\$ 30.00
3 times / week / 12 weeks	\$ 44.00
Drop-in	\$ 2.00

Member	
2 times / week / 12 weeks	\$ 50.00
3 times / week / 12 weeks	\$ 70.00
Drop-in	\$ 3.00

Non Member	
2 times / week / 12 weeks	\$ 76.00
3 times / week / 12 weeks	\$100.00
Drop-in	\$ 4.00

Membership Rates

Public Membership

Membership	Semester	Summer	Yearly	Yearly Savings
Single	\$210	\$86	\$390	23%
Couple	\$315	\$130	\$585	23%
Junior	\$210	\$86	\$390	23%
Family	\$375	\$145	\$685	23%

Faculty & Staff/Alumni/ Emeriti/ Corporate Membership

Membership	Semester	Summer	Yearly	Yearly Savings
Single	\$140	\$65	\$260	25%
Student Spouse	\$75	\$38	—	0%
Couple	\$210	\$86	\$390	25%
Junior	\$140	\$65	\$260	25%
Family	\$250	\$100	\$455	25%

Alumni/Emeriti — Alumni/Emeriti who disclose their status prior to the start of their membership will receive the Faculty/Staff membership rate.

Day Pass —are available at both facilities at \$5/day for anyone 18 & older, \$3/day for anyone 5-17 years old.

Free Racquetball & Tennis for Members—based on court availability, during the following times: Friday 7—11PM, Saturday 5-11PM, & Sunday 12-3PM.

Payment Plans—Cash, check, or charge for full payment. Monthly payment charged to a credit card every month. Payroll deduction for FSU employees.

Senior Discounts—age 55 and older will receive a 10% discount that will be applied at the time of payment.

Walking Pass—available for senior citizens to use at the SRC, Monday—Friday, 6AM—11AM, for a fee of \$1/day.

FERRIS STATE UNIVERSITY

Racquet & Fitness Center

14342 Northland Drive

Big Rapids MI 49307

Phone: (231) 591-3691

Fax: (231) 591-5018

Contact: Jessica Menold

www.ferris.edu/racquet

Student Recreation Center

401 South Street

Big Rapids, MI 49307

Phone: (231) 591-2679

Fax: (231) 591-3550

Contact: Jane Hardybala

www.ferris.edu/htmls/studentlife/u-rec



FERRIS STATE UNIVERSITY

Racquet & Fitness Center
Student Recreation Center

Membership
Information



Racquet & Fitness Center

(231) 591-2212

Student Recreation Center

(231) 591-2679

Racquet & Fitness Center Services Available

- Aerobics, Fitness, & Spinning Classes
- Cardiovascular Equipment
- Dry Saunas
- Full Service Pro Shop
- Group & Private Lessons
- Jr. & Adult Tennis Clinics
- Magnum Weight Equipment
- Racquetball Courts
- Sportwall
- Tanning
- Tennis Courts (indoor, outdoor, & clay)
- Wallyball

Hours of Operation

Monday—Thursday	5:30AM—11:00PM
Friday	5:30AM—10:00PM
Saturday	8:00AM—10:00PM
Sunday	8:00AM—11:00PM

Summer Hours

Monday—Friday	5:30AM—9:00PM
Saturday & Sunday	9:00AM—6:00PM



Student Recreation Center Services Available

- Cardiovascular Equipment
- Climbing Wall
- Cybox Strength Equipment
- Equipment Rental
- Fitness Classes
- Four Multi-purpose Courts
- Free Weights
- Indoor Track
- Indoor Pool
- Jacuzzi
- Swimming Lessons



Hours of Operation

Monday—Friday	6:00AM—11:00PM
Saturday	9:00AM—9:00PM
Sunday	12:00PM—11:00PM

Hours of operation for the Student Recreation Center fluctuate based on demand. For current hours of operation, please contact the SRC directly at (231) 591-2679.

General Information

The Racquet & Fitness Center and Student Recreation Center (SRC) are here to serve Ferris students & employees, Big Rapids, and the surrounding communities.

The Racquet & Fitness Center is student funded and serves as a laboratory for students in the Professional Tennis Management Program (PTM). PTM students work with the facility to help prepare them for a career in Tennis Management.

Membership Privileges

When using the facilities, members and students must show valid identification. Unauthorized use of identification will result in the loss of privileges.

Memberships are for the entire commitment period and are non-refundable. Full-time FSU employees are only eligible for Faculty & Staff membership rates.

Code of Conduct

While using the facilities, it is expected that all members conduct themselves in a manner that is not offensive to others. Those who violate this policy will be asked to leave and could have their membership privileges revoked.

Children

Minors 17 and under must be under direct supervision of a parent or guardian while in the facilities and need to have a waiver form on file.

Parking

The Racquet & Fitness Center has unrestricted parking. Parking permits are required at SRC. They can be obtained at the FSU Public Safety once your membership card has been issued.

PTM EQUIPMENT LIST

Equipment

- 10 – Ball carts (400 ball capacity)
- 3 – Apple i-Mac computers
- 3 – PC computers
- 2 – Video cameras (1 Sonny & 1 Samsung), 2 tripods, 1 monopod
- 2 – Ball Movers
- 1 – Double headed VCR
- 1 – Lap Top computer
- 1 – Portable cart w/13" TV/VCR monitor for viewing video on court
- 1 – Projector
- 1 – 27' and ** 35" monitor for computer/video display

Teaching Aids

- 83 – Rubber courts markers (spots, triangles, squares, & lines)
- 50 – Foam tennis balls
- 50 – Low pressure tennis balls
- 49 – Cones of varying sizes
- 17 – Medicine balls
- 15 -- Various Pee Wee Toys – 8 beam bags, 5 beach balls, & 2 rope-balls
- 8 – Nylon ropes of varying length to use as court markers
- 8 – Z-balls
- 6 – Pee Wee nets
- 4 – Ball tubes (for ball pickup)
- 4 – Tennis twist machines (ball tossing machines for pee wees)
- 4 – Small ball hoppers (1 150-ball capacity & 3 75-ball capacity)
- 4 – Speed ladders
- 2-- Hoola hoops
- 2 – Sets of "System 5" pole sets for "Ropezone"
- 1 – Odie and Garfiels stand-up targets

Racquet & Fitness Center - Capital Improvements

Minor

1. Remove Wally ball from vent at end of building
2. Repair/Replace front railing along walkway
3. Fix insulation around courts
4. Replace missing and damaged wood in front landscape and deck
5. Repair picture screw holes in walls throughout building and touch up paint
6. Power wash – Front deck, steps, sloping timbers – apply protective sealant
7. Replace screens on pipes exiting building on the north side
8. Fix exit sign behind courts
9. Repaint door to clay courts
10. Patch & Paint
 - a. Aerobics room door
 - b. Racquet ball court walls
 - c. Locker room walls and lockers
 - d. Court railings
 - i. along court #1
 - ii. Stairwell and railings leading upstairs
 - iii. Upstairs railings
 - iv. Fitness railings.

Major

1. Repair roof leaks/Seal exterior walls & ceilings
2. Replace window in weight room
3. Replace/Repair rusted door jamb – front entrance
4. Repair damaged exterior siding
5. Replace/Repair front stairs leading into facility
6. Replace/repair tiles in locker rooms
7. Fix damaged fencing around courts, cement posts into ground
8. Repair and resurface all outside hard courts #5 - #9
9. Replace garage door to courts – right side
10. Expand/Heat bus waiting area
11. Clean/Replace entry flooring
12. Repaint the inside of the building include doors and inside rails



FERRIS STATE UNIVERSITY

Imagine More

Wilson®

Adult Tennis Camps 2010



May 21-23

June 25-27

July 16-18

August 7-9

\$299 per person

Host Hotel: Holiday Inn Hotel & Conference Center - Accommodations not included in camp price. Please call for reservations (231) 796-4400

Team Discount

Team discount rate for four or more, if you play on the same USTA or Club team and register together.

Register Online!

www.ferris.edu/sports/camps

(866) 950-2267

Camp Philosophy

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

Training Methods

FSU tennis camps draw upon the camp directors' 50-plus years of combined experience in coaching all ages and skill levels to provide a curriculum that brings together stroke analysis, stroke production, drill progressions, match play strategy and sport science.

Typical Daily Schedule

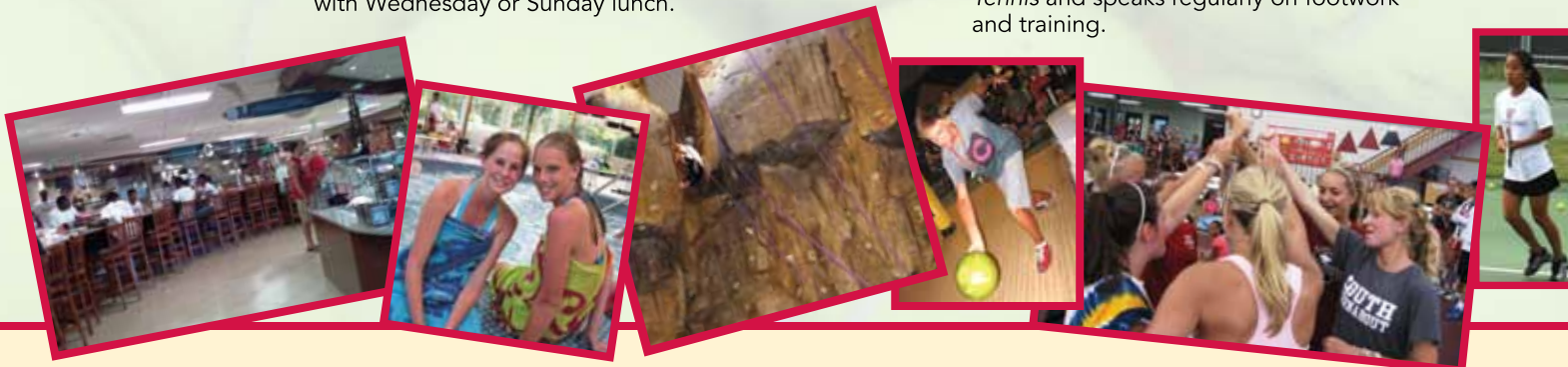
(Times may vary)

7-8:30 a.m.	Wake up/breakfast
8:30 a.m.-12 p.m.	On-court instruction point play/conditioning
12-1:30 p.m.	Lunch/rest/*private lessons
1:30 - 4:30 p.m.	On-court team tennis - match play
4:30-6 p.m.	Dinner/rest/*private lessons
6:30-9 p.m.	Evening activities
10:30 p.m.	In your rooms
11 p.m.	Lights out!

*Additional fee

Evening Activities

Bowling, movies, swimming, basketball, volleyball, kickball, racquetball, ping pong, mini-golf, ultimate frisbee, rock climbing and tennis competition.



Past Participants Say...

In the thousands of camp evaluations we've received over the years, our tennis staff rates the highest of any category. Students in Ferris' Professional Tennis Management (PTM) program (the nation's first bachelor's degree program in tennis) along with international and local collegiate tennis team players serve on the tennis staff. They are tennis career oriented, enjoy their work and serve as good role models for young people. Students get a lot of personal attention.

"I had a GREAT time at Ferris State's tennis camp! From the beginning the coaches were outgoing and friendly. They gave good instruction on the court, and I felt they helped me improve my game. The activities were a nice balance during a week of so much on-court playing time. I was a returning camper of four years, and look forward to making it my fifth next year! Thanks so much for an amazing time!"—S.S., July 2009

"I really enjoyed Ferris State's tennis camp. All the coaches were a lot of fun and gave good advice. This week definitely improved my game. —M.C., August 2009

Camp Directors

Amy Sun—serves as the head professional at the FSU Racquet & Fitness Center. She is a USPTA P-1 professional and earned a degree in Exercise and Sports Science from BYU-Hawaii. Amy was a member of the Chinese National Women's Tennis Team from 1993 to 1995 and competed in Japan, Korea, Thailand and Indonesia.



Alex Palladino - serves as the Ferris State Men's & Women's head tennis coach. He is a USPTA P-1 professional and has worked as a tennis instructor in West Michigan for over 20 years. Alex has an extensive competitive history including two NCAA championships while at Kalamazoo College and seven Midwest Open championships as an adult.



Derek Ameel - is the Ferris PTM program director and manager of the Ferris Racquet & Fitness Center. He is a USPTA P1, USTA High Performance Certified Coach, a Speed, Agility and Quickness instructor and has coached and trained players for over 20 years, from state through ITF world ranked juniors. Derek co-authored *Explosive Power Training for Tennis* and speaks regularly on footwork and training.



Ferris State Tennis Camp Registration

Camper Name _____

Home Address _____

Home Phone _____

Date of Birth (Jrs.) _____ Sex: M / F

Please indicate shoe size: _____

Shoe Color Combination (Check 1 Box)

Men's Black/White/Red or White/Navy/Silver

Women's White/Silver/Green or White/Blue/Silver

Junior Camps (Circle your cost & camp choices)

Cost: \$659 Individual, \$425 Day Camper

June 20-25 Co-ed July 25-30 Co-ed

July 11-16 Girls HS Wk Aug 1-6 Boys HS Wk

July 18-23 Co-ed Aug 8-13 Co-ed

Roommate Request _____

(If you do not request a roommate one will be assigned)

Junior Mini-week Camps (Ages 9-18)

Cost: \$455 Individual, \$345 Day Camper

June 17-20 Co-ed July 8-11 Co-ed

June 27-30 Co-ed July 25-28 Co-ed

*If registering as a team please indicate all team member names:

Payment Information

Person Paying _____

Address (if different) _____

Day Phone _____

E-mail _____

Method of Payment

(We can only accept credit card information through online registration.)

Check payable to **Ferris State Tennis Camp**

Deposit Full Payment

Check# _____

I accept the conditions in the brochure.

Parent Signature _____

Date _____

Non-Profit
Organization
U.S. Postage
PAID
Big Rapids, MI 49307
PERMIT NO. 77

Ferris State Tennis Camps
210 Sports Drive
Big Rapids, MI 49307



Wilson 2010 Tennis Camps

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FERRIS STATE UNIVERSITY
Imagine More

Wilson®

Tennis Camps 2010




2010 Tennis Camps

Junior Weeklong Camps (Ages 9-18)

Sunday at 4 p.m. - Friday at 12 p.m.

June 20-25 Co-ed

July 11-16 Girls High School Week

July 18-23 Co-ed

July 25-30 Co-ed

Aug 1-6 Boys High School Week

Aug 8-13 Co-ed

Prices: \$659 Individual, \$425 Day Camper

Junior Mini-week Camps (Ages 9-18)

June 17-20 Co-ed and July 8-11 Co-ed

Thursday at 4 p.m. - Sunday at 4 p.m.

June 27-30 Co-ed and July 25-28 Co-ed

Sunday at 4 p.m. - Wednesday at 4 p.m.

Prices: \$455 Individual, \$345 Day Camper

Transportation Options

Airport transportation is available from Grand Rapids, Mich. (\$75 each way). Contact us for complete details.



All campers receive a camp t-shirt, water bottle and a FREE pair of Wilson VISION shoes – over \$100 retail value.

Special Wilson Camp Packages available to all participants

The Early Registration Discount for Juniors

Take \$25 off the \$659 Junior Weeklong Camp registration fee, if you register by April 15, 2010.

Team Weeklong Overnight Discount

\$25 per camper team discount for four or more, if you play on the same high school, USTA or Club Team and register together for the Junior Weeklong Overnight Camp.

Camp registrants can combine both discounts. Campers may claim overnight weeklong team discount and early registration discount for a \$50 savings, so get your team together and register early while space is available.

Complete camp payments are due by May 16, 2010. You can register with a \$250 deposit prior to that, payable by check, Visa, MasterCard or Discover and receive an immediate confirmation by e-mail or mail. All registered participants with outstanding balances that have a credit card on file will be automatically billed after this payment deadline, unless directed otherwise by account holder.

We accept new registrations after May 16, 2010, for camps where openings still exist. Registrations after May 16, 2010, require full payment at the time of registration.

Make checks payable and mail to:
Ferris State Tennis Camps
Racquet & Fitness Center
14342 Northland Dr., Big Rapids, MI 49307

Refund Policy

If you have to cancel for any reason, you will receive a credit for 100% of all camp fees paid (deposit or full payment). This credit is good for 2010 and 2011 and is transferable to another family member for any Ferris State Tennis Camp. We must be notified seven days in advance to allow a credit.

Register Online!
www.ferris.edu/sports/camps
(866) 950-2267

E-mail: summercamps@ferris.edu

Find us on 

PTM COURSE DESCRIPTIONS

PTMG 101 - Orientation to Prof Tennis Mgt

Career opportunities, relationship between Marketing and PTM, and the role of the tennis professional in the industry. Orientation to Ferris State University, College of Business, and the Marketing Department. Pre-Requisites: Professional Tennis Management students only. Typically Offered Fall Only

1.000 Credit hours

1.000 Lecture hours

Levels: Undergraduate

Schedule Types: [Lecture](#)

Sports, Entertain, Hospt. Mgmt Department

Course Attributes:

Big Rapids Campus, Big Rapids Tuition**

PTMG 172 - Racquet Repair

The goal of this course is to train students to string and repair racquets. Also, to have a basic understanding of string and frame construction and the effects of these on a player's ability. Pre-Requisites: Professional Tennis Management students only. Typically Offered Fall Only

1.000 Credit hours

1.000 Lecture hours

1.000 Lab hours

Levels: Undergraduate

Schedule Types: [Combination lecture/laboratory](#), Laboratory, Lecture

Sports, Entertain, Hospt. Mgmt Department

Course Attributes:

Big Rapids Campus, Big Rapids Tuition**

PTMG 182 - Beginning Teaching Techniques

Designed to prepare students for their first teaching internship. Classroom instruction of fundamental sports science, lesson plan development, stroke analysis techniques, and drill techniques. Required by USPTA with a 4.0 rating. Pre-Requisites: PTMG 101 & 172 & 4.0 USTA rating. Typically Offered Spring Only

2.000 Credit hours

2.000 Lecture hours

Levels: Undergraduate

Schedule Types: [Lecture](#)

Sports, Entertain, Hospt. Mgmt Department

Course Attributes:

Big Rapids Campus, Big Rapids Tuition**

PTMG 191 - PTM on-going Internship 1

On-going internship in tennis teaching, stringing, marketing, managing, and operating a racquet facility. Required of all PTM majors. Students register once at the beginning of the program, but work under daily supervision until completion of the program, 4 hours per week per semester in residence. In progress grading. Required by USPTA. Pre-Requisites: Professional Tennis Management students only. Typically Offered Fall, Spring, Summer
2.000 Credit hours

Levels: Undergraduate

Schedule Types: [Practicum](#)

Sports, Entertain, Hospt. Mgmt Department

Course Attributes:

Big Rapids Campus, Big Rapids Tuition**

PTMG 272 - Advanced Teaching Techniques

Designed to prepare students for the type of teaching they will encounter as teaching professionals. Classroom instruction of lesson and curriculum planning, assigned research and presentations. USPTA required course. Pre-Requisites: PTMG 182. Typically Offered Fall, Spring
2.000 Credit hours
2.000 Lecture hours

Levels: Undergraduate

Schedule Types: [Lecture](#)

Sports, Entertain, Hospt. Mgmt Department

Course Attributes:

Big Rapids Campus, Big Rapids Tuition**

PTMG 292 - Prof Tennis Mgmt Internship 2

Off-campus cooperative in the field working with tennis teaching professionals. Meets second USPTA cooperative requirement (320 minimum contact hours required by USPTA). Pre-Requisites: PTMG 182. Typically Offered Spring, Summer
2.000 Credit hours

Levels: Undergraduate

Schedule Types: [Practicum](#)

Sports, Entertain, Hospt. Mgmt Department

Course Attributes:

Big Rapids Campus, Big Rapids Tuition**

PTMG 372 - Tournament-Activity Admin

Designed to prepare students for conducting USTA-sanctioned tennis tournaments and tennis activities. Classroom instruction in marketing, budgeting, and planning these activities. Assigned text and handout research, projects, and presentations. 5-6 weekend events. USPTA required course. Pre-Requisites:PTMG 272. Typically Offered Fall Only
2.000 Credit hours
2.000 Lecture hours

Levels: Undergraduate

Schedule Types: [Lecture](#)

Sports, Entertain, Hospt. Mgmt Department

Course Attributes:

Big Rapids Campus, Big Rapids Tuition**

PTMG 392 - PTM Internship 3

Off-campus cooperative in the field working with tennis teaching professionals. Meets second USPTA cooperative requirement (320 minimum contact hours required by USPTA). Pre-Requisites: PTMG 292 and Professional Tennis Management students only. Typically Offered Spring, Summer
2.000 Credit hours

Levels: Undergraduate

Schedule Types: [Practicum](#)

Sports, Entertain, Hospt. Mgmt Department

Course Attributes:

Big Rapids Campus, No Refundable Fees Charged, Big Rapids Tuition**

PTMG 293 - PTM Tennis Academic Intern 2

Faculty-supervised duties include planning, acquisitions, budgeting and teaching in the FSU Fall, Winter and Summer Tennis Academies. Meets second USPTA cooperative requirement (320 minimum contact hours required by USPTA). Pre-Requisites: PTMG 182. Typically Offered Summer Only
2.000 Credit hours

Levels: Undergraduate

Schedule Types: [Practicum](#)

Sports, Entertain, Hospt. Mgmt Department

Course Attributes:

Big Rapids Campus, Big Rapids Tuition**

PTMG 393 - PTM Tennis Academic Intern 3

Faculty-supervised duties include planning, acquisitions, budgeting and teaching in the FSU Fall, Winter and Summer Tennis Academies. Meets second USPTA cooperative requirement (320 minimum contact hours required by USPTA). Pre-Requisites: PTMG 272. Typically Offered Summer Only
2.000 Credit hours

Levels: Undergraduate
Schedule Types: [Practicum](#)

Sports, Entertain, Hospt. Mgmt Department

Course Attributes:
Big Rapids Campus, Big Rapids Tuition**

PTMG 472 - USPTA Certificate Preparation

Classroom instruction using test, manuals, and videotape for USPTA required teaching certification. Assigned research, independent study, and presentations. USPTA required course. Completion of required Professional Tennis Management courses. Pre-Requisites: Completion of all required Prof Tennis Mgmt courses. Typically Offered Fall Only
2.000 Credit hours
2.000 Lecture hours

Levels: Undergraduate
Schedule Types: [Lecture](#)

Sports, Entertain, Hospt. Mgmt Department

Course Attributes:
Big Rapids Campus, Big Rapids Tuition**

What is PTM?

Ferris State University's innovative Professional Tennis Management program, the first of its kind in the United States, was established in 1986 in conjunction with the United States Professional Tennis Association (USPTA).

The USPTA is the country's largest and oldest trade association for tennis professionals. Certification as a USPTA professional provides the credentials necessary to obtain employment as a tennis professional.

At Ferris State, skilled tennis players can combine their interest in tennis with academic preparation that will lead to a career in the tennis industry. Our program features a 4-year Bachelor of Science degree in Professional Tennis Management (PTM) with a student's choice of a Marketing or Resort Management concentration. The PTM program is part of the College of Business and the Sports Entertainment and Hospitality Management Department.

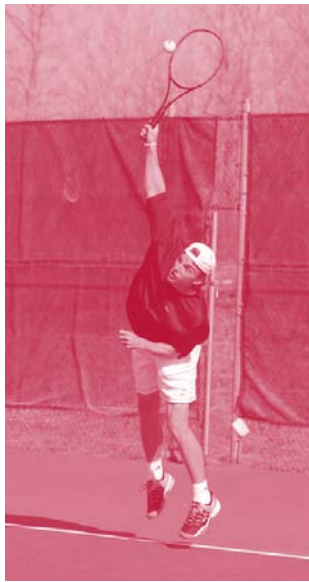


Contact Us:

Ferris State University
Professional Tennis Management
14342 Northland Drive
Big Rapids, MI 49307
www.ferris.edu/ptm
(231)591-2219
Fax (231) 591-5018
E-mail: cadwelc@ferris.edu

Bachelor of Science Degree

Professional Tennis Management



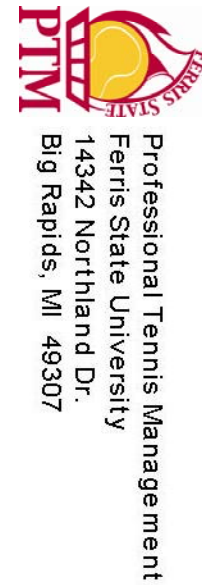
While you're here...

The PTM program is comprised of 7 key components:

- **Academics**
- **USPTA Certification**
- **Player Development**
- **Internships**
- **Workshops**
- **Laboratory**
- **PTM Student Association**

PTM at Ferris State utilizes its experienced staff, industry experts, and cutting-edge technology to deliver these seven components. The program strives to fully educate, train, and prepare students for a career in the tennis industry.

Students in the PTM program at Ferris State receive practical, hands-on experience, both in the classroom and through **paid internships**, arranged at facilities all across the country. Many students upon graduation are hired at the same clubs that employed them as interns.



Professional Tennis Management



www.ferris.edu/PTM

Admission/Graduation Requirements

Admission to the program is granted through a competitive process. Criteria include high school grade point average, ACT composite scores, and playing ability verification from a USPTA professional or high school tennis coach. For complete details visit our website at:

www.ferris.edu/ptm/admission.cfm

Graduation from the PTM program at Ferris will require a student to successfully complete 124 credit hours of a comprehensive business curriculum. Students are required to pass all sections of the USPTA certification exam at the Professional 2 level or higher. Graduates of the program leave as USPTA certified tennis professionals.

Scholarship Information

Ferris State has several scholarship opportunities available for freshmen and transfer students. For full details visit:

<http://www.ferris.edu/admissions/financialaid/>

Academic Scholarships (\$2,000-\$5,000)
Transfer Scholarships (In State Tuition)

PTM Scholarships(\$500-\$2,500)
www.ferris.edu/ptm/admission.cfm



Home of the BULLDOGS!



Player Development

Students enrolled in the PTM program have tremendous opportunities to continue to learn and improve their own tennis game.

Ferris State offers a Men's & Women's Varsity tennis program, which competes in the Great Lakes Intercollegiate Athletic Conference (GLIAC) at a NCAA Division II level. Student are welcome to try out for the varsity squad or can participate on the club team which competes with nearby colleges and clubs.

The PTM program also provides a player development program featuring on-court instruction from the PTM Director and FSU Racquet Facility Head Professional.

Other opportunities to play and compete include a Challenge Ladder, weekly Quad Doubles, and USTA Campus League.

FSU Racquet & Fitness Center

The Racquet & Fitness Center, owned and operated by the University, serves as a laboratory for PTM students. PTM students staff many areas of the club to provide an unmatched learning experience. Students within the program have free, unlimited access to the facilities including: Indoor & Outdoor courts, racquetball, state-of-the-art fitness center, aerobics area, stringing center, ball machine, and the pro shop.

Internships

PTM students are required to complete three internships while enrolled in the program. Internships are arranged with top facilities and organizations from across the country. Facilities include: country clubs, resorts, municipalities, commercial clubs, and tennis camps.

Students gain critical hands-on and practical experience through two off campus internships. The third internship is completed on-campus at the University's very own Racquet & Fitness Center. Many times students will receive full time job offers upon graduation at the facilities where they completed an internship.

All internships are paid opportunities allowing for a complete education, while earning income to help pay for the next year's classes.



Gain Hands-on Experience!

**Racquet repair and
Clay Court maintenance**



Career Opportunities

The PTM program is a gateway to great career opportunities and boasts a **100% job placement rate** since its inception. Ferris graduates are prepared to secure careers in tennis and/or business.

Employment opportunities exist in a variety of capacities:

- USPTA Certified
- Tennis Professional
- Directors of Tennis
- Club Manager
- Camp Director
- Pro Shop Manager
- Manufacturer Sales
- Representative
- Tennis Industry
- Administrator
- Tournament Director
- Plus many other traditional opportunities in business!



100% Job Placement!



Ferris State's PTM is the only 4 year program fully accredited by the USPTA!

davison dietsch mccarthy

1 Ionia Ave SW Grand Rapids, MI 49503

t 616.454.0505

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e ddm@ddmnet.com

t Chicago 630.871.8339

FERRIS STATE UNIVERSITY
PROFESSIONAL TENNIS MANAGEMENT PROGRAM
RECRUITMENT PROCESS ANALYSIS
PROPOSAL
NOVEMBER 1997

Ferris State University Professional Tennis Management Program

Recruitment Process Analysis

FERRIS STATE UNIVERSITY
PROFESSIONAL TENNIS MANAGEMENT PROGRAM
RECRUITMENT PROCESS ANALYSIS
FIRST DRAFT
November 21, 1997

I. Introduction

The Professional Tennis Management (PTM) program at Ferris State University is intent on increasing its enrollment. PTM is currently below capacity and is experiencing a yield rate among program applicants that is lower than the institutional average.

Davison Dietsch McCarthy (DDM) is a marketing counseling firm which works with Ferris State University on a variety of recruitment and marketing issues. This analysis of the PTM recruitment process was conducted at the request of the Director of the Professional Tennis Management program. This document contains several elements:

- A. An analysis of the current recruitment efforts
- B. An overview of the areas in which the recruitment efforts are achieving the desired results
- C. Recommendations for processes that will enhance the recruitment efforts in areas that currently do not achieve the desired results.

The recommendations contained in this document pertain only to the PTM program and the employees of Ferris State University who work directly for that program unless otherwise noted.

II. Analysis of Current PTM Recruitment Efforts

The FSU Professional Tennis Management program recruitment efforts currently focus on 4 distinct audiences:

A. Tennis camp participants

Participants in the FSU tennis camps that exhibit the appropriate tennis acumen and career interest are added to a database maintained by PTM personnel. Contact is made with the prospect, typically through unpersonalized letters, that invite the student to apply for the program. Periodic telephone follow-up is implemented, though not on any type of planned or consistent basis.

B. Coaches / PADS / PTM STUART (NEHANUS)

Coaches of select high school tennis teams throughout Michigan are mailed a letter each year that encourages them to refer senior year athletes to the Ferris PTM program. According to a recent informal survey conducted among current PTM students, the single largest category for referrals was from coaches / club professionals.

C. General populace of FSU applicants

Inquiries from the general population of prospective Ferris students who indicate an interest in the program are referred to PTM officials for future recruitment efforts.

D. Respondents to paid media advertising in *Tennis* magazine

Inquiries that are generated through the placement of a classified advertisement in *Tennis* magazine, a consumer publication, are routed directly to the PTM program.

Prospective students who inquire about PTM are most likely to receive one of two packages in response to their inquiry. One package that is compiled and sent by the FSU Admissions Department to prospects who inquire through traditional recruitment channels will include a personalized letter, 11"x14" program sheet, application and map of campus.

If a prospective student inquires directly to the PTM program, they will receive a package of information that contains up to 10 different pieces of literature accompanied by a personalized letter from the Director of the PTM program. While each piece of information is intended to achieve a specific purpose, many deal with common areas of interest. Only one element of the package, a brochure focusing on PTM, is professionally designed and produced with a promotional intent. All other materials are produced on various 8 1/2"x11" colored sheets by copy machines with an informational or application purpose.

Once a prospective student is sent a packet of information, an attempt is made to initiate an additional contact via telephone. If a prospect elects to apply to the PTM program, their name is added to the database in the Admissions Department. If the prospect does not apply, no further contact is typically attempted.

III. Conclusions Regarding Current PTM Recruitment Efforts

Many of the primary recruitment activities currently undertaken by PTM officials are correct and appropriate as far as they go. Efforts to communicate with the target audiences through a variety of means are all significant. The success of the paid media advertising efforts in generating inquiries is justification for continuing the ad placement. Any and all attempts to establish personal contacts with target audience members are highly effective means of recruiting new students.

Several modifications will be recommended in the following section of this document that will enhance the current recruitment efforts.

IV. Recommendations

Davison Dietsch McCarthy has developed the following recommendations after analyzing the existing PTM program recruitment efforts:

A. An adjustment that can be initiated immediately among all current recruitment activities, with the exception of the *Tennis* ad, is increasing the frequency of the efforts. Examples of this include:

1. Contact with prospective students who indicate an interest in the PTM program must be scheduled every two months either through the PTM program or the Admissions Department. Contact can be made personally, via telephone or mail. Exhibiting an ongoing interest in prospective students underscores the personalized attention students receive in the PTM program.

2. Quarterly contact with coaches and club professionals must be developed with special attention paid to those that regularly refer students to FSU.

B. Create a contact management database that tracks communications with various target audiences. Updates to the database must be made after each subsequent contact.

RECENT PASTE
- OPEN TO BS

davison dietsch mcCarthy

The database must also be segmented by target audience utilizing select screens for simple access to breakout data (i.e. accessing a list of club pros who have referred students to the program within the past 2 years, etc.).

C. Develop a specific recruitment process that is based upon regular contact with specified members of the PTM database, which is consistent with the previous two recommendations. Figure 1 on the following page of this document illustrates one such process.

D. All correspondence must be personalized to the recipient regardless of the target audience. When attempting to establish a rapport with a prospective student or influential secondary target audience member, personalized communication is an effective tactic.

E. When ever possible, the development or enhancement of personal relationships must be encouraged. If, for example, a tennis camp attendee has been identified as a good prospect, the person who established the contact with that student during camp must maintain that relationship.

Developing personal relationships is particularly important with members of the non-student target audiences, such as coaches, club pros and other referral sources. The staff of the PTM program does a fine job of recruiting, especially considering the small size of the staff. Enhanced relationships with referral sources will essentially create a larger "sales force" for PTM and presumably augment the recruitment efforts of the staff.

F. Investigate additional media opportunities for use of classified advertising, which is currently generating inquiries from *Tennis*, or possibly implementing a campaign utilizing fractional space display advertisements. An ad campaign could be structured which aims at generating awareness and inquiries among prospective students, coaches and club professionals. Publications that may be considered include *Racquet*, *Tennis Week* and *Tennis U.S.T.A.*

Davison Dietsch McCarthy welcomes additional input from officials of the Ferris State University Professional Tennis Management Program for the purposes of elaborating upon or making adjustments to this version of the Recruitment Process Analysis.

Professional Tennis Management Program Recruitment Process

