PROGRAM DIRECTOR SELF-STUDY REPORT

For

B.S. DEGREE IN GOLF ENTERPRISE MANAGEMENT (GEM)

Submitted by

Program Director: Kris Schoonover

Report authored by

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School of Hospitality Leadership
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Submission Date November, 2010

EXECUTIVE SUMMARY

The Golf Enterprise Management B.S. Degree Program (GEM) has an official Fall 2009 enrollment of 180 students. The Program has two delivery degree tracks; on-campus and online. The on-line, Customized Instruction track has been suspended as of fall 2010 with a directive by the Provost that a clear timeline for reactivating the program be submitted in the near future. Assessments are obtained from the students, faculty and industry partners on a regular basis and routinely shared as appropriate. The Program is relatively new but all assessment data strongly indicate that the goals and objectives of the Program are being met and in most cases, exceeded. Indeed, the popularity of the GEM Program as measured by student numbers—in relation to program/faculty resources—may be the primary challenge. Enrollment management will be necessary to assure that industry-relevant quality instruction is established as the cornerstone of this professional degree program.
1. MISSION AND DEGREE

1.1 Describe how the program relates to UW-Stout’s Mission and Goals.

University of Wisconsin-Stout, as a special mission institution, serves a unique role in the University of Wisconsin System. UW-Stout is characterized by a distinctive array of programs leading to professional careers focused on the needs of society. The B.S. degree in Golf Enterprise Management was initiated in January 2006, following the Board of Regents’ approval of this new program in October, 2005.

The Golf Enterprise Management program reflects the mission of the University in many ways. The program leads to a degree in expertise that is needed and valued by golf industry professionals. The curriculum is composed of learning experience that combines theory, practice and experience via well defined internships. The GEM program integrates humanities, arts, and sciences into its array of courses. The students are routinely engaged in active learning through hands-on teaching strategies, problem based learning, and industry expertise discussions.

The Golf Enterprise Management program is UW-Stout’s response to encouragement by the golf industry to address their management needs. The degree program provides comprehensive education with courses in business, customer service, food and beverage and retail management, in addition to golf-specific content in customer development and retention, golf course design and turf management.
The program is focused on developing business management skills related to golf. The program is not about playing the game of golf, but rather about the business of golf.

The mission of the University of Wisconsin-Stout is a career-focused comprehensive polytechnic university where diverse students, faculty and staff integrate applied learning, scientific theory, humanistic understanding, creativity and research to solve real-world problems, grow the economy and serve a global society.

The GEM program shares and reflects UW-Stout’s enduring goals:

1. Offer high quality, challenging academic programs that influence and respond to a changing society.
2. Preserve and enhance our educational processes through the application of active learning principles.
3. Promote excellence in teaching, research, scholarship and service.
4. Recruit and retain a diverse university population.
5. Foster a collegial, trusting and tolerant campus climate.
6. Provide safe, accessible, effective, efficient and inviting physical facilities.
7. Provide responsive, efficient, and cost-effective educational support programs and services.

The mission of the B.S. in Golf Enterprise Management at UW-Stout is to provide students with a comprehensive, multidisciplinary education with emphases on business, marketing, customer service, food, beverage, and retail management, in addition to content specific to the management of golf-industry businesses. State-of-the-art technologies, laboratories and internships create applied learning experiences to prepare students for management positions upon graduation.

2. DESCRIPTION OF THE PROGRAM

2.1 Curriculum Design

The B.S. in Golf Enterprise Management is designed to prepare graduates for entry-level management positions, with a primary focus on the management of golf course properties. The program has been planned to address the need in the golf industry for employees with a comprehensive baccalaureate education in business, customer service, food, and beverage and retail management, in addition to golf-specific content in customer development and retention, golf course design, and turf management within the 124 credit degree program. The curriculum includes 42 credits in general education, including advanced courses in mathematics and economics; 53 credits in professional studies focused on golf business management, hospitality and tourism, and turf management; and 29 elective credits guided by faculty advisement to meet students’ professional goals. The program includes existing curriculum from UW-Stout, three new courses in golf management at UW-Stout, and three new courses in turf management developed in collaboration with UW-River Falls.
2.1.1 State the program objectives.

The GEM program provides a comprehensive and challenging academic experience that prepares graduates who are leaders in the golf business profession by meeting the following program objectives:

**General Education Objectives**

- Develop effective reading, writing, speaking and listening skills and be able to utilize contemporary communications systems.
- Formulate logical and mathematical reasoning related to various branches of knowledge.
- Acquire knowledge and skills essential to one’s physical and mental well being.
- Think creatively, analyze critically, synthesize clearly and act responsibly.
- Develop a critically examined value system and a personal code of ethics.

**GEM Professional Skills Objectives**

- The GEM program offers a broad exposure to all facets of the business of golf industry through its interdisciplinary curriculum.
- The GEM program offers a model of excellence by including exposure to golf industry best practices.
- The GEM program immerses students in experiential learning through its well defined co-ops and internships.
- The GEM program will recruit and retain students representing diverse populations.

The following General Education learning outcomes will be achieved:

- Recognize and appreciate the collective heritage, ideas and values of a multicultural world and demonstrate sensitivity to socio-cultural diversity and the interdependence of groups in society.
- Understand and appreciate the creativity and imagination expressed in the fine and performing arts to provide a basis for lifelong aesthetic experience.
- Comprehend and value the natural and physical sciences and their impacts on society.
- Recognize and appreciate the inter-relationship between the ideological, sociological and technological adaptive systems and their impact on the human experience and the environment.
- Understand the development and consequences of the behavior of individuals, groups and institutions in the context of major social, economic and political forces.
- Cultivate a historical and political consciousness.
- Value learning as a lifelong process.
The following GEM professional skills learning outcomes will be achieved:

- Analyze major trends in the golf industry, including tourism, consumer interests, course ownership and management, and golf retail business.
- Distinguish the missions of principal national and international associations in the golf industry.
- Understand golf facility operations from perspectives of resort, private, municipal, and daily fees courses.
- Apply business, accounting, and marketing principles to meet management needs of golf enterprises.
- Develop and apply strategies for attracting new customers and retaining existing customers of golf operations.
- Apply the principles of turf management, soil science and environmental science to the layout, design and management of golf courses.
- Integrate the knowledge and skills obtained in the courses in the GEM curriculum through practical experiences in the golf industry.

2.1.2 List the indicators that are monitored to determine the need for program revision, including but not limited to program enrollment, student retention or student graduation rates.

**COURSE ASSESSMENT**

A course and instructor assessment instrument approved by the Department members is used in every course offered by the Department of Hospitality and Tourism which includes the majority of the GEM-specific courses. These evaluations solicit specific information as to how the student rates the text and learning material, the methods of instruction, the instructor’s knowledge of the subject matter, and the learning experience as a whole. For each of the 18 questions, percents, frequency, mean and standard deviation is computed and displayed. All written comments are provided to the instructor. This information on course content and process, and instructor effectiveness is utilized in a variety ways including self-improvement and input for Department personnel recommendations. The Program Director uses the information to access the outcome of the Program-related courses. Student feedback for most of the courses in the Program has been extremely positive. Of importance, this assessment process has been helpful in identifying problems of various degrees of importance that were resolved.

**ASSESSMENT AND PROGRAM EVALUATION**

Students in the Golf Enterprise Management Program will be assessed primarily through traditional exams, projects and grades. In addition, students will develop and submit a portfolio containing evidence and artifacts demonstrating their achievement of the general education and professional skills learning outcomes. The portfolio will include employer and faculty mentor evaluations from the student’s two cooperative education or field experiences, as well as a self-evaluation of performance in the position by the student. The cooperative education/field experience papers written by the student will become part of the portfolio and will be assessed by
the faculty mentor on the integration of the knowledge and skills obtained through the practical experiences in the golf industry. Ongoing program evaluation will occur through meetings and discussions with the Program Committee and the Golf Enterprise Management Board of advisors.

**INTERNSHIP ASSESSMENT**

The GEM Program includes two required internships. Each is expected to reflect 320 hours of supervised employment within a golf-related business. As a condition for being an internship site, each on-site supervisor must complete an assessment of the student at the midpoint and at the end of the internship using the Co-op Education Employer Evaluation form. This written form includes rating scales on a variety of job performance skills and personal characteristics. All evaluations are returned to Career Services and the Program Director. In addition, the student interns are also required to submit mid and end-of-internship evaluations of their employment experience. These reports focus attention on specific job responsibilities, the relationship of the curriculum to their job responsibilities, how the internship affected them personally and how the internship influenced their chosen career. These reports are used by the Program Director to help advise students and select additional internship sites.

**HOW ASSESSMENT INFORMATION IS SHARED**

The Program Director is in frequent contact with each of the GEM course instructors. All relevant data are distributed to the appropriate faculty and the advisory board members. Everyone involved with the GEM Program recognizes its potential and that it is still in its “formative stage” wherein continuous improvement is vital.

**ENROLLMENT**

In May of 2008 there were 155 students in the major. The fall 2010 semester enrollment for GEM (primary major only) is listed as 186. The on-campus GEM program has approximately 152 students enrolled. The on-line delivery GEM program has approximately 31 students enrolled. Summer 2010 internships totaled 61 students. For your information a partial list of golf country clubs providing internships to our students is listed here.

- Hazeltine National Golf Club, Chaska, MN
- Atlantic Gold Club, Bridgehampton, NY
- Interlachen Country Club, Edina, MN
- The Los Angeles Country Club, Beverly Hills, Ca
- Boca West Country Club, Boca Raton, FL
- Bulls Eye Country Club, Wisconsin Rapids, WI
- Milwaukee Country Club, River Hills, WI
- Troy Burne Golf Club, Hudson, WI
- Gray Hawk Golf Club, Scottsdale, AZ
- Desert Mountain Properties, Scottsdale, AZ
- Maui Jim, Scottsdale, AZ
- Dallas Country Club, Dallas, TX
• Shore and Country Club, Norwalk, CT
• Spooner Golf Club, Spooner, WI
• FORE Reservations Corporate Office, Burr Ridge, IL
• Tood Valley Golf Course, Pleasant Hill, IA
• Hawk’s Landing Golf Club, Verona, WI
• Ballyneal Golf and Hunt Club, Holyoke, CO

2.1.3 What distance educational opportunities are provided in your program? Does the UWSA “Distance Education Standards for Academic and Student Support Services” apply to your program? If so, what evidence of educational effectiveness exists for these experiences? What does this evidence show?

The distance education component of the GEM Program is, at present, the source of major concern. The Golf Enterprise Management Program and its primary source of courses, the Department of Hospitality and Tourism and the newly created School of Hospitality Leadership are on the threshold of unprecedented growth, recognition and accomplishment. The GEM program is new; it is the product of an ongoing close relationship with a thriving sector of tourism. GEM also represents an innovative and cooperative effort to establish on-campus and on-line degree options, addressing two distinct student markets. The increase in numbers of enrolled students in a few short years in both program options indicates that the program is on the right track. This same growth in numbers also documents the immediate priority that we need to manage enrollment so as to assure that existing Program resources are not overwhelmed.

While the idea of offering both an on-campus and an on-line version of the same program has existed as an idea for sometime, GEM is among the first to actually do it. Execution of this dual delivery format requires that cooperation, communication, agreement and oversight take place between the departments that offer the on-campus courses and Continuing Education (customized instruction) which is responsible for the administration of the on-line courses. Indeed, the Board of Regents approval of the program clearly included the expectation that both forms of access would be fundamental.

In the Spring 2010 semester Kris Schoonover requested that her duties as Program Director be modified, due in part to the increasing numbers of students in each of the GEM delivery options and in order to provide her time to progress toward her Ph.D., an academic achievement necessary for advancement at UW-Stout.

As indicated in an email from Donna Stewart to Julie Furst-Bowe dated September 2, 2010, replicated directly below, a cooperative agreement among faculty in the Department of Hospitality and Tourism was proposed and approved.

From: Stewart, Donna
Sent: Thursday, September 02, 2010 3:10 PM
To: Furst-Bowe, Julie
Cc: Schoonover, Kristine; Upchurch, Randall; Klippel, Robert; Davies, Bob;
     Metelka, Charles
Julie—
As there has been a good deal of discussion about coverage of the GEM program needs for the coming year, I wanted to let you know how this has been resolved. Kris will continue to serve as the program director and will focus her efforts this year on developing the DE student population, develop resources for the program and work on her doctorate. Bob Davies will advise the on campus students, with input from Kris on any really unique issues, and Charlie Metelka will draft the Assessment and PRC reports. Any questions, please let me know.
Thanks.
Donna

On September 28, 2010, the following memo was sent/received, again approving the newly proposed division of duties.

From: Klipple, Robert
Sent: Tuesday, September 28, 2010 4:00 PM
To: Frust-Bowe, Julie
Cc: Stewart, Donna; Upchurch, Randall; Metelka, Charles; Schoonover, Kristine
Subject: PRC review – GEM Program

Hi Julie,
As you know, the GEM program is up for PRC review this academic year. Kris Schoonover, as PD for GEM, is responsible for the preparation associated with this review. However, I have asked Kris to spend this academic year focusing on the development of the on-line portion of the GEM program. As such, this will leave her with limited time to devote to the PRC review. With this in mind, I request your approval to appoint Charlie Metelka as the PRC review coordinator for the GEM program.
I look forward to your decision regarding this matter.
Gene

At the October 1, 2010, meeting of the Department of Hospitality and Tourism members, Chancellor Sorenson announced that the on-line customized instruction component of the GEM program would be suspended until further notice.

On October 21, 2010, Donna Stewart sent the following email:

From: Stewart, Donna
Sent: Thursday, October 21, 2010, 1:17 PM
To: Metelka, Charles; Applied Research center; Coker, Janice
Subject: RE: Golf Enterprise Management (GEM) Assessment of the major report

Readers—
I would note that given the decision this fall to suspend new admissions into the on line GEM program, that the expectations for Kris (noted in the report) for this fall have
changed somewhat since the beginning of the semester. Rather than recruitment new online students, she will be working with the current CI students to complete their degrees. Thanks—
Donna

On October 26, 2010, Kris Schoonover sent the following information to those listed in the replication of the memo below for the purpose of documenting strong continuing support for the on-line GEM program.

Date: Friday, October 26, 2010
To: Provost Furst-Bowe, Dean Klippel, and Associate Dean Stewart
From: Randy Upchurch, Director School of Hospitality Leadership
       Kris Schoonover, Program Director Golf Enterprise Management
RE: Golf Enterprise Management Online

This memo documents the strong continuing support for the Online GEM program. UW System Board of Regents Program Approval: Article 1.5 stated “This program will be developed to be available in a distance education as well as residential on-campus program.” The GEM Advisory Board has voiced their unanimous support to have an Online GEM Program offering. Mike Tinkey, Director CEO National Golf Course Owners Association; Frank Romano, Executive Board Member, NGCOA and owner of three courses in Wisconsin, along with Harry Ipema, Owner of Fore Reservation, leading golf software point of sales and reservation system in the industry.

Since implementation Fall 2008 Gem Online revenue has increased each year with a current October 2010 cash balance of $93,134. All indication is that substantial growth will continue.

Enrollment:

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1. Graduates from GEM Online, placement 100% within the golf industry.
2. GEM Online admissions have increased each of five semesters.

Since Fall 2008 the Online GEM program has developed articulation agreements which are consistent with UW-Stout goals. These articulation agreements include:

- Professional Golfers Career College (PGCC), California, Florida, South Carolina – 40% of GEM Online (PGCC graduates) agreement signed November 2008 (All PGCC are ONLINE)
- Florida Gateway College, January 2011
• PGA of America: California, Florida, South Carolina, College of the Desert (COD), California, pending approval from COD Advisory Board.

Agreements would be online enrollment due to geographic location of schools.

On November 3, 2010, Shelly Hendrickson, Administrative Assistant to the Vice Chancellor emailed official notice to Kris Schoonover that the CI component of the GEM Program was suspended until further notice. That same day Kris Schoonover emailed Julie Furst-Bowe as replicated below and received a reply email which is also replicated below.

From: Furst-Bowe, Julie
Sent: Wednesday, November 03, 2010 9:35 AM
To: Schoonover, Kristine
Subject: RE: CI Program Approval – Golf Enterprise Management

Kris,
I had requested that Gene and Donna meet with you and I had made this request in writing. I had also spoken with Gene personally about our conversation. Although I believe they made the decision to suspend the online program based on a solid rationale and because they were concerned about your workload, I am concerned about the lack of open communication and discussion. I would also like to see a clear timeline for “re-activating” the program. When the MS in Hospitality and Tourism was suspended, I was told that it was only for a semester, or a year at the most, until a new program director was identified. Five years later, there has been no attempt to resume this program.

Julie

From: Schoonover, Kristine
Sent: Wednesday, November 03, 2010 8:53 AM
To: Furst-Bowe, Julie
Subject: FW: CI Program Approval – Golf Enterprise Management

Julie
As you suggested, an Action Plan was developed and was to have been presented on Nov. 8, 2010 to COM administration, showing support for GEM CI. COM administration declined this meeting.

NOTE: The unfortunate situation outlined above remains unresolved as of this date and effectively halts the documented and potential growth of this program. Internal administrative concerns can certainly be resolved without punishing our students and our industry partners.
2.1.4 Give examples and explain the ways in which the program committee functions and contributes to the program.

The complete GEM Program Advisory Committee met for the first time on campus in the fall of 2007. It met again on April 30, 2009. At that meeting the board members strongly endorsed the need for a food and beverage course in the core program, the need to find a balance between program growth and internship opportunities and the permanent placement of graduates. They also endorsed the trend of GEM students to add a business minor; an option that is already part of the GEM core. Distance education /on-line was also endorsed as a way to target persons already employed in the golf industry. The committee members recognized the need for scholarships and continued support for the University as GEM enrollments continue to increase.

Several meetings have been held with available/selected members of the Advisory Committee on varied topics including fund raising for scholarships, curriculum, laboratory development, and student /graduate placement. Being a new program, Kris Schoonover and other faculty members sought opportunities to promote the program, identify new internship sites, and involve more golf industry professionals at golf industry shows, the National Golf Course Owners Association meetings and similar professional gatherings. It is important to note that since its inception leaders in the golf industry have been partners in the GEM program. Their support, advice, and concerns are vital.

2.1.5 UW-Stout programs are presented through an approach to learning which involves combining theory, practice and experimentation (Mission Statement). Briefly describe the components of your program where students participate in scholarly activity including research, scholarship, development and creative endeavor.

Virtually every GEM program course incorporates experiential learning. Be it Turf Management (GEM 250), Technology/software applications, Hospitality Marketing and sales (HT 344) or any of the majority of other courses, UW-Stout’s commitment indeed hallmark of hands-on learning is evidenced. The overall purpose of the GEM degree is employment as an industry professional and the students in the major share in this objective. The requirement of two internships, one midway in their education and more rigorous experience as a senior reinforces this learning process.

Finally, the GEM program was developed in large part because individuals now in the industry recognize that success in the industry will depend upon ones ability to interpret/conduct research, to have a commitment to continued development of ones knowledge and to creatively adjust to an ever-changing business environment.

2.1.6 Does your program currently have an accreditation or certification agency that reviews the program? If so, which agency and to what extent do they influence the structure of the curriculum?

At this point the GEM program is not externally accredited or certified.

2.2 Faculty/Academic Staff Expertise
2.2.1 List the key people in the curriculum. A key instructor is one who teaches at least one required professional course in your program.

The principal instructors for the GEM program are Kris Schoonover, full time faculty; Howie Samb, full time academic staff and coach of the UW-Stout’s Woman’s Golf team; Dr. Jonathan Behling, part time adjunct faculty, and James Buyze, part time adjunct faculty.

Changes have occurred in personal responsibilities since the inception of the GEM program. The Department of Hospitality and Tourism is now housed in the College of Management. Tom Franklin, the original Program Director of GEM retired in 2008-9. Kris Schoonover was then appointed Program Director for both the on-line and on-campus delivery of the GEM program. As detailed in section 2.1.3 of this report, Kris Schoonover’s responsibilities were adjusted, per her request, by Donna Stewart as noted in an email dated September 2, 2010, wherein “Kris will continue to serve as the program director and will focus her efforts this year on developing the DE (distance education) student population, develop resources for the program and work on her doctorate. Bob Davies will advise the on-campus students, and Charlie Metelka will draft the Assessment and PRC reports.” This charge was modified via an October 21, 2010, email from Donna Stewart which states:

I would note that given the decision this fall to suspend new admissions into the on line GEM program, that the expectations for Kris (noted in the report) for this fall have changed somewhat since the beginning of the semester. Rather than recruitment new on line students, she will be working with the current CI students to complete their degrees. Thanks—

2.2.2 What additional areas of faculty/academic staff expertise are currently needed?

The GEM program is, to a significant degree, part of the Department of Hospitality and Tourism. As the GEM program increases in enrollment added responsibilities, in the form of student advisement and course enrollment numbers are evident. There is concern about the future as the Department of Hospitality and Tourism presently has three programs all increasing in popularity and enrollment; GEM Property Management and GEM, all of which add substantially to the workload responsibilities of the faculty and to the shear capacity of the classrooms. Specific to GEM, the fact of the matter is that as of fall 2010 186 students are justifiably expecting specific professional expertise when the core faculty consists of less than three full time equivalent faculty!

2.3 Facilities

2.3.1 What special facilities and/or capital equipment currently available are utilized and how do they strengthen this program? What additional facilities (special classrooms, labs, additional space involving minor construction) have been requested and has that been filled?
The Department of Hospitality and Tourism has provided the GEM program students with a dedicated classroom/lab which has served to showcase the GEM program for students and visitors. Industry donations provided the funds to modify the classroom as necessary.

2.4 Resources for the Program

2.4.1 Evaluate as to currency/up-to-datedness, quality, relevance, and quantity of the library resources to support the program. List or describe any information or service needs created over the past three years by concentration and course changes and include a brief statement as to how these needs have been met by the library.

The library personnel have been responsive to all requests for new material and access to existing information sources. The GEM students are increasingly skilled at utilizing the internet as a data source due in large part to the concentrated efforts of instructional faculty.

2.4.2 List any special resources used to meet program and/or student needs such as: Academic Computing, Instructional Technology Services for curriculum materials development, ASPIRE, Research center, Media Self-Instruction Lab, Academic skills Center, etc. List or describe any other resources which are needed to meet the program objectives with a brief statement as to how these would enhance or maintain the concentration quality.

2.5 Assessment in the Major

2.5.1 Attach your most recent Assessment in Major report.

3. Supply evidence of the quality of the graduates of the program.

3.1 Describe the demand for graduates and anticipated changes or trends in such positions/roles.

The general outlook for the future of golf course businesses in the United States remains positive. There are more than 16,000 golf courses in the United States alone. Minnesota and Wisconsin rank among the leading states in the country for numbers of holes per capita, numbers of players, and best courses. As a result, management careers in the golf industry are accessible and the salaries are attractive. Salaries do vary with location, experience and the type of golf facility. Salaries in locations where golf courses are open throughout the year are higher. Program graduates from 2007-2008 reported a 100 percent employment rate with entry salaries ranging from $20,000 to $63,000. The average salary was $48,000.

In addition to careers in golf course management, graduates of the GEM program will be prepared for entry-level management within corporations that manage multiple courses, golf retail businesses, tourism businesses, and many other golf-related businesses.

On September 27, 2003, the National Golf Course Owners Association (NGCOA) Board of Directors voted unanimously to endorse the development of a degree in Golf Enterprise Management at UW-Stout. According to Mike Hughes, Executive Director, “This is the only
endorsement of the kind ever conferred by the National Golf Course Owners Association and was only given after much consideration. We believe that your institution is a perfect match for this program because of its hospitality programs, the excellent customer service offerings, the emphasis on applied learning and the distance learning capability.”

The following quotations should serve to document the need for GEM:

“As an owner of multiple golf courses, we are most mindful of the need for a new generation of golf course people. This new business opportunity is focused on the learning of solid business practices, and principled leadership. The new program being planned at UW-Stout builds on the premise of preparing future candidates for entry-level management positions in our industry.” Henry B. DeLozier, Vice President – Golf, Pulte Homes, Inc.

“Troon Golf is the largest third-party manager of golf facilities in the world. Today we have approximately 140 courses under active management or development and about 8,000 employees.

We are enthusiastic supporters of college-level programs such as the one the University of Wisconsin-Stout is trying to achieve with its Golf Enterprise Management Degree program. We particularly see its distance-learning enabled function as a viable tool for helping to further develop our young working managers and supervisors.” Hud Hinton, President, Chief Operating Officer, Troon Golf

“In Awarding a keystone grant of $100,000.00 The Toro Giving Program recognized UW-Stout as uniquely qualified to begin this new degree program because of its international reputation in Hospitality and Tourism, Retail Merchandising, and Service Management degrees which were complementary and currently in place.” Jeff LeFever, Sr. Marketing Manager, Golf, The Toro Company

“The golf industry has seen many changes over the past five years, but none will ultimately be as important to long-term success as the transition to golf as a business focused on financial profitability and yield management. With this transition comes a need for professionals with business acumen, and specifically a keen understanding of financials, marketing, economics and sales. At the same time, the tradition of golf needs to be maintained, and a strong focus on player development, agronomy, and customer service is at the forefront.” Margie Taylor, President and Founding Partner, SITEWIRE

3.2 Interpret the data from the Institutional Research Office follow-up studies.
3.3 Interpret the major results from your Specific Program Survey.

UW-Stout’s Applied Research Center conducted five surveys for the purpose of the annual assessment in the major:

1. Key faculty inside department
2. Key faculty outside of department
3. Students (Juniors/Seniors)
4. Average score of student surveys across five majors
5. Program Advisory Board
All of the surveys documented that the GEM program is achieving its objectives and is viewed favorably by each of the constituencies surveyed. (Refer to the Assessment in Major Annual Report 2009-2010 which is attached to this report.)

4. Supply evidence of continuous improvement efforts of the program.

4.1 Describe the strengths and unique features of your program that distinguish it from similar programs. What are the weaknesses of the program?

There are no comparable B.S. programs within the State of Wisconsin, however, we will be articulating with the southwest Wisconsin Technical Golf Course Management program.

There are currently sixteen colleges and universities that offer the Professional Golf Management (PGM) program through the Professional Golfers Association. The only program currently available in the Midwest is at Ferris State University in Michigan. The PGM programs have a player aptitude requirement, i.e., an eight or lower handicap, indicative of a highly skilled golfer. Player aptitude is not a required skill for the proposed B.S. in Golf Management program which will allow greater program access to a wider student audience. Rather UW-Stout’s program places strong emphasis on developing business management skills in food and beverage, retail sales, service management, turf maintenance, human resources, and marketing, including customer development and retention. These skills are in constant demand within this industry. Furthermore, special efforts will continue to be made to recruit women and minorities, which are underrepresented in this industry.

4.2 Submit evidence of program response to the concerns and recommendations in your previous program review.

The GEM program is new and undergoing its first program review. Not applicable.

4.3 In the next seven years, what are the major improvements or changes you plan to implement to improve program quality?

The overriding concern is to resolve the on-line delivery problem outlined in detail earlier in this report. In addition, enrollment management is vital as is the need for additional faculty and adjunct expertise. Industry support depends upon our continued “delivery” of qualified graduates.

5. Attachments

5.1 Submit any other information or documentation that may be helpful to the Planning and Review Committee in reviewing the quality of the program including interpretation of data from Institutional research and PRC data.
5.2 Links of specific program information to be included:

- Program plan sheet
- Current assessment in the major
- Current program advisory committee
- Other items requested by the consultant
Questions for Response by Concentration Coordinators
Of Concentrations under Review If Appropriate

1. DESCRIPTION OF THE CONCENTRATION

State the general and specific objectives of the concentration. 
Give examples and explain the ways in which the advisory committee functions and contributes to the concentration.

Not Applicable

2. FACULTY/ACADEMIC STAFF EXPERTISE

List the principal instructors in the curriculum/concentration. A principal instructor is one who teaches at least one required professional course in the concentration. The faculty and staff you list will be sent a questionnaire regarding the concentration.

What additional areas of faculty/academic staff expertise are needed?

Not Applicable

3. FACILITIES

What special facilities and/or capital equipment currently available are utilized and how do they strengthen this concentration? List or describe any information or service needs created over the past three years by concentration and course changes and include a brief statement as to how these needs have been met by the library.

Not Applicable

4. RESOURCES FOR THE CONCENTRATION

Evaluate as to currency/up-to-datedness, quality, relevance, and quantity of the library resources to support the concentration. List or describe any information or service needs created over the past three years by concentration and course changes and include a brief statement as to how these needs have been met by the library.

List any special resources used to meet concentration and/or student needs such as: Academic Computing, Instructional Technology Services for curriculum materials development, ASPIRE, Research Center, Media Self-Instruction Lab, Academic Skills Center, etc. List or describe any other resources which are needed to meet the concentration objectives with a brief statement as to how these would enhance or maintain the concentration quality.

Not Applicable
5. **SUPPLY EVIDENCE OF THE QUALITY OF THE GRADUATES OF THE CONCENTRATION**

Describe the demand for your graduates and anticipated changes or trends in such positions/roles.

Not Applicable

What are the core competencies in the concentration and how are they evaluated?

Not Applicable

6. **IN THE NEXT SEVEN YEARS, WHAT ARE THE MAJOR IMPROVEMENTS OR CHANGE YOU PLAN TO IMPLEMENT TO IMPROVE CONCENTRATION QUALITY?**

Not Applicable

7. **SUBMIT ANY OTHER INFORMATION OR DOCUMENTATION WHICH MAY BE HELPFUL TO THE PLANNING AND REVIEW COMMITTEE IN REVIEWING THE QUALITY OF YOUR CONCENTRATION.**

Not Applicable