NORTHAMPTON
COMMUNITY COLLEGE

To: Dr. Marc Singer, Provost and Vice President of Academic and Student Affairs

From: David Schweiger, Director of CAHSM

Date: June 13, 2024

Re: Executive Summary: Sport Management associate degree

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The Sport Management Associate in Arts (AA) program at Northampton Community College (NCC) aims to equip students with essential business knowledge and industry-specific skills necessary for various careers in the sports sector. This includes positions in intercollegiate/interscholastic athletics, professional sports, recreation, community-based organizations, corporate brands, and governing bodies. The program emphasizes a balance between theoretical understanding and practical application, ensuring students are well-prepared for either immediate employment or transfer to four-year institutions to complete their bachelor's degrees. The curriculum integrates key areas such as sport marketing, public relations, sponsorship, facilities and events, and market segmentation. The program culminates in a 225-hour sport management internship, providing students with invaluable hands-on experience. This practical component is complemented by guest speakers and industry engagement, which enhance students' learning and networking opportunities.

Through the work of Dr. Joseph Mahan, an esteemed Professor of Instruction at Temple University (STHM) who holds more than two decades of classroom experiencing focusing on sport marketing, industry research, current issues in sport management, a thorough audit was conducted on our program.

The external review highlighted that the program learning outcomes (PLO's) need to be more comprehensive and reflective of program-level objectives rather than course-level outcomes. Recommendations were made to revise these outcomes to align more closely with standards expected of graduates from similar programs at both the associate and bachelor's degree levels.

The program has shown potential for growth, with specific goals set to increase enrollment and rebrand the degree to "Sport and Recreation Management" during the 2024-2025 academic year. Additionally, the establishment of a student-led organization for Sport Management is planned to foster community and enhance the student experience.

The program is staffed by adjunct faculty members with significant expertise in higher education administration and sports management. The credentials of faculty members, such as those from Kutztown University, Temple University, Northeastern University and East Stroudsburg University, support the program's educational goals.

An assessment plan has been proposed, outlining a schedule from Fall 2024 to Fall 2028 to evaluate various outcomes including diversity, ethical questions, communication, problem-solving, and technology. This structured approach aims to ensure continuous improvement and alignment with educational standards and industry requirements.

The program's opportunities for improvement include expanding partnerships with local and national sports organizations to enhance internship and experiential learning opportunities. Specifically, the program staff plans to conduct annual trips to the Lehigh Valley Iron Pigs as well as the Philadelphia Phillies, Eagles and Flyers for the students to tour the facilities, meet the staff and gain in-depth experience within these organizations. Additionally, incorporating emerging trends in sports technology, analytics, and management into the curriculum will also make the program more attractive to prospective students and better prepare graduates for the evolving job market.

Challenges identified include the need for more comprehensive data on student outcomes, such as interviews, surveys, graduation, and transfer data, to effectively evaluate the program's impact. Additionally, establishing a stronger connection between the program and NCC's strategic focus areas (SFAs) is necessary to enhance the program's mission and direction.

Some highlights to share within the program are articulation agreements being established and/or updated with several local universities to provide our students with seamless transitions in their academic journey, a significant amount of recruitment and outreach work to local high schools to bolster enrollment and program awareness and, finally, the establishment of an annual Sport Management Symposium to attract local high school students to the program and NCC as a whole.

Recommendation & Action Plan

The program staff concur with the recommendation and support the program's continuation.

Key goals for the future include:

1. **Rebranding the degree program to "Sport and Recreation Management"** by the end of 2024.
2. **Establish new program learning outcomes** in order to align with rebranding and to be more comprehensive.
3. **Creating and sustaining a student-led organization** specifically for Sport Management by the end of 2024.
4. **Increasing enrollment** through targeted marketing and recruitment efforts.
5. **Creation of assessment plan**

The Sport Management AA program at NCC is positioned to provide substantial educational and professional benefits to its students. By addressing the identified opportunities and challenges, the program can enhance its offerings and better serve the needs of its students and the broader sports industry. The continuation and expansion of this program are recommended to capitalize on the growing demand for skilled professionals in the sports management field.

Northampton Community College

Sport Management AA Degree

Academic Program Review 2019 - 2023

June 2024

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Table of Contents

I.   Introduction

A. Provide the current purpose of the program.

Though sports are often referred to as entertainment, the world of sports is also a world of business that includes a variety of job titles and responsibilities. Skills that are utilized in the industry range from marketing and public relations to accounting and negotiating. Because the career field can also be extremely competitive, students are encouraged to complete four semesters at NCC and then transfer to a four- year institution to complete a bachelor's degree program. You can earn an associate's degree from Northampton after four semesters of full-time study and enter the workforce at the entry level, however to be the most competitive job candidate possible, a bachelor's degree in the field is recommended.

The curriculum combines the theory and practice that cover all aspects of professional and intercollegiate athletics.

B. How does the program advance the mission or strategic focus areas (SFAs) of the college? (Reflect on the program's curriculum, success rates, etc. to highlight where the program specifically promotes one or more of the SFAs)

NCC has a plethora of strategic focus areas, one of them being to foster diversity and global engagement. As such it is essential for students to understand the current trends and needs in the market and doing so requires a focus on DEI. A diverse perspective into the industry allows the student to be better prepared and informed for the global demands of the industry. A snapshot of some of the lessons from our Sport Marketing course are as follows:

· Most notably, for the students final project, they are grouped together to develop a marketing plan for a new expansion sports franchise in a designated city. Part of the requirement is a focus on how they would connect with diverse industry partners for sponsorships and how they would share their understanding of market segmentation to connect with their diverse consumer population.

· Chapters 3, 4, and 5 we explore that very diversity (gender, race, age, socio-economic) as we discuss 'Understanding the Sport Consumer,' 'Market Research' and 'Market Segmentation'

· Chapter 9 and 10, students (Public Relations and Sponsorships respectively) students are then required to submit for their third assignment of class, an analysis of a sports website with one focus being, how does the site connect with a diverse consumer population and how do they promote the different aspects of the Sports Product with them.

C. Comment on awards, honors, noteworthy accomplishments, or unique features related to the program during the review period.

The program has not received specific awards or honors within the scope of this audit review timeline, however the staff plan to enhance the program continuously in order to receive such acknowledgment. We are looking to establish a student award with one of our industry partners in the future.

D. Catalog Description

1.   The current program catalog description is included in **Appendix A**: Program Description.

2.   Does this description accurately describe the current program?

Yes   **X**   No _____

If No, what changes does the program review committee recommend? Explain reasons for any recommended changes.

N/A

F. Previous Program Review

1.   Provide the date of the last program review: **June 19, 2019**

2.   List the recommendations from that review and indicate the extent to which these recommendations have been implemented. Indicate "I" for recommendations implemented, "IP" for those in progress, and "NI" for those not implemented. For those recommendations not implemented, please explain the circumstances.

Table 1. Status of Recommendations from Last Program Review

Recommendation	Status
Build relationships with industry partners in the region for student experiential learning opportunities, field trips, guest speakers and professional development.	**I & IP**
Seek faculty that have more industry experience and contacts to facilitate student preparedness.	**I & IP**
Plan for a program director to oversee practicum opportunities and partnerships, and maintain relationships with four-year transfer partners.	**I & IP**
Continue to seek out articulation agreements and leverage those relationships to help market the NCC program for the student's first two years.	**I & IP**

II.   Program Outcomes

A. Program-Level Student Learning Outcomes (see **Appendix B**: Program-Level Learning Outcomes).

1.   Have the PLOs been updated or revised since the last program review?

Yes _____   No   **X**

2.   If yes, briefly explain the rationale for the changes (e.g., improving assessability, conforming to best practices, etc.)

B. Program-Level Performance Indicators

1. Describe the key indicators used to assess the quality and effectiveness of your program relative to its core purpose and the college mission. Best practice is to utilize 8-10 key performance indicators.

At a minimum, provide data related to retention, persistence, completion, and transfer/job-placement/licensure in **Appendix C**: Program-Level Performance Indicator Data (year over year trend data for the last five years). Then select four to five other indicators as applicable to include in **Appendix C**: Program-Level Performance Indicator Data as well. Suggestions include:

- Indicators of Student Success
- Transfer/job-placement
- National, state, or disciplinary benchmarks
- Student Satisfaction/Feedback, including CCSSE data
- Alumni Survey (conducted by Institutional Research)
- Employer Feedback/Placement Reports (Career Services)
- Other benchmarks as appropriate

Please consult the data provided through the program review website and discuss the unique indictors that demonstrate how your program is fulfilling its purpose as well as supporting the overall institution and/or other programs (i.e., STEM courses supporting Allied Health programs).

III.   Environmental Scan

A. Identify current program-related local, regional and national trends.

The Sport Management environment in the local, regional, and national landscape is fast-growing and continuously evolving. In the immediate surrounding area of Northampton Community College, there are several strong sport industry organizations, companies and departments that have been established over the past years, causing sport-related jobs to increase. Specifically, the following entities are all within 30-miles of campus:

- **Lehigh University Athletics**
- **Moravian University Athletics**
- **Lafayette College Athletics**
- **East Stroudsburg University Athletics**
- **Lehigh Valley Iron Pigs**
- **Lehigh Valley Phantoms**

These local sport organizations indicate that the surrounding community wants to engage with sport to varying degrees. It is a tremendous benefit to our program for such organizations to be in such proximity for our students to gain industry experience. Also, it gives our program a chance to be a leading major for students to attend.

Regionally, NCC's main campus is situated an estimated 80 miles from New York City and an estimated 70 miles from Philadelphia, thus providing our program an opportunity to expose our students to a plethora of professional sport organizations, non-profits and other leaders in the sport industry.

On a national scale, the sport industry continues to grow, becoming more robust in the areas of access to play, exposure, marketing, branding and business opportunities. One of the ways in which we've seen national growth stems from the movement of name, image and likeness (NIL) opportunities for college student-athletes. As a result of the legislation change, college student-athletes may now monetarily capitalize on their NIL, providing substantial business opportunities and widespread recognition for those who engage in these contracts.

B. What has the program done to respond to these trends?

The efforts of the program staff have been focused on responding to these trends in a few ways. Namely, exposing our current students to the various sport-related organizations, opportunities and network of individuals that hold positions within these spaces. This has been achieved by taking some of our students to the Lehigh Valley Iron Pigs facility to meet the staff, sit in on a discussion panel and participate in a tour of the entire stadium.

We will continue to expose our students to various local and regional sport-related organizations to provide them with experiential learning opportunities.

C. Does the program have any external transfer articulation or joint admissions agreements?

Yes   **X**   No _____

If yes, complete Table 2.

Table 2. Top five program-to-program articulation agreements.

Name of the Institution	Type of Agreement	Average number of student who transfer	Date agreement was last reviewed or updated
Keystone College	**Sport Management**	**Unknown**	**9/29/23**
East Stroudsburg University	**Sport Management**	**Unknown**	**2/19/24**
York College	**Sport Management**	**Unknown**	**Under Review**
Temple University	**Sport Management**	**Unknown**	**Under Review**
DeSales University	**Sport Management**	**Unknown**	**Under Review**

Have any problems been encountered concerning the transferability of courses?

Yes _____   No   **X**

If yes, specify the nature of these problems.

D. Does the program have any inbound articulation agreements?

Yes _____   No   **X**

If yes, complete Table 3.

Table 3. Inbound articulation agreements. **N/A**

Name of the Institution	Type of Agreement	Average number of student who transfer here each year	Date agreement was last reviewed or updated

E. Does the program have any community partnerships or other associations or memberships of note?

Yes _____   No **X** _____

If yes, describe the nature of these relationships

F. Does the program have an advisory committee?

Yes **X** _____   No _____

If yes, list the names and affiliations of the advisory committee members:

Rebecca May, Assistant Athletic Director/SWA, Moravian University Athletics
Taryn Gall, Associate Athletic Director for Compliance and Administration/SWA, Lehigh University Athletics
Scott Blair , Sport Management Adjunct Faculty - VP of DEI, B. Braun
Adrian Yaguez, Sport Management Adjunct Faculty & Head Baseball Coach , NCC
Jordan Perrine, Director, Corporate Sponsorships, LV Iron Pigs
Jaedock Lee, Professor of Sport Management, Department Chair, Graduate Coordinator & Internship Coordinator, ESU

G. How often does the advisory committee meet? - **Once per semester**_____
Minutes from the last two meetings are in **Appendix D**: Advisory Committee Minutes.

H. Specify advisory committee contributions to the program's growth and development, including recommended curricular changes.

The Sport Management advisory committee was formed in the Fall of 2023. The committee has only had one meeting to date, however has contributed in the following ways:

• **Reviewed current course outlines and provided suggestions for updating.**
• **Analyzed enrollment data and brainstormed on how to recruit and retain students.**
• **Members have served on multiple panels and/or served as a classroom speaker.**
• **Provided network connections to broaden the opportunities for our current student's internship placements.**

IV. Curriculum

A. Curriculum Matrix

1. The program's most recent curriculum matrix for the program's learning outcomes can be found in **Appendix E**: Curriculum Matrix.

2. The key abilities matrix (see **Appendix F**: Key Abilities Program Matrix) indicates how the program satisfies NCC's general education core requirements.

3. Based on the curriculum matrix review, are there any changes that need to be considered?

    Yes ___X___   No _____

    If so, describe these changes.

    The staff has taken steps to rebrand the program and add a recreation component to the curriculum, namely creating two recreation-based courses and renaming the program to "Sport and Recreation Management". We feel strongly that these changes will help in broadening the opportunities that our students have and provides the program a more holistic approach to the world of sport.

B. Program and co-curricular maps are in **Appendix G**: Program Map and **Appendix H**: Co-curricular Map.

1. Based on the program map, validate the adequacy of the organized, intentional, sequential learning experiences.

    The program map offers students a comprehensive pathway to obtain a substantial amount of knowledge in the sport and recreation industry in specific areas such as marketing, sales and revenue generation, facility management and data analytics. From guest speakers to planned networking trips, the curriculum is bolstered with professional development opportunities that complement each class.

2. Based on the co-curricular map, discuss the relationship between student learning and co-curricular experiences.

    No current co-curricular maps created. Staff will work on this in 2024.

    Sport Management staff works directly with students registered under the Sport Management major to offer student learning opportunities. No current student organization is dedicated solely to Sport Management. The creation of such student organization is an initiative that the staff will work on in 2024.

3. Are there any changes to the program map or co-curricular map that need to be considered?

    Yes _____   No __**X**__

    If so, describe these changes.

C. Discuss experiential opportunities for students within your program (e.g., internship, capstone, career research courses, service learning, etc.).

As part of the program's curriculum, we require our students to complete an internship class and complete over 225 hours of work in the sport industry. This class is designed to provide the student's in-depth hands-on learning that will build a foundation of experience.

1. Based on a review of these opportunities, are there any changes that need to be considered?

<div align="center">Yes ___**X**___   No _____</div>

If so, describe these changes.

A significant impactful change includes expanding our internship partners to diversify student opportunities for their internship placements.

D. Modality Awareness

1. If courses are being offered in online or hybrid formats, discuss the assessment of the effectiveness of these formats.

We approach the Sport Management degree program courses in a hybrid manner. Some courses are offered in-person, blended or fully online and asynchronous. Based on this approach, we can meet students' needs and desires for their learning experience.

2. Are there any changes to these formats that need to be considered?

<div align="center">Yes ___**X**___   No _____</div>

If so, describe these changes.

Based upon growing interest and feedback from the students, the program may consider hosting all classes in both in-person and online modalities for various students to access and successfully complete the program courses.

V.   Assessment

A. Append the current version of the program's Assessment Plan (Appendix I: Assessment Plan).

B. Using Table 4, provide a summary of the assessment activity that has occurred since the last program review.

Table 4. PLO Assessment

Program Learning Outcomes (include all program outcomes that are listed in the College Catalog)	Describe how the outcome has been assessed in the last five-year period.	What have been the results of that assessment?
Be able to apply the principles and functions of management to a sport management related venue.	**Assessment data is limited, due to no dedicated program manager nor faculty to accumulate data.**	**N/A**
Be able to use sport marketing knowledge to construct and implement a comprehensive plan for a collegiate event as a member of a planning group.	**N/A**	**N/A**

| Be able to use both current and historical data in order to make a connection between sport and societal issues. | N/A | N/A |
| Students will design a cohesive integrated marketing communications campaign, effectively combining the marketing mix elements of product, price, promotion and place (distribution). | N/A | N/A |

C.   What programmatic changes have been implemented as a result of recent programmatic assessment activities?

> **Assessment data is limited, due to no dedicated program manager nor faculty to accumulate data.**

D.   Identify desired changes as a result of programmatic assessment that have yet to take place.

> **Assessment data is limited, due to no dedicated program manager nor faculty to accumulate data. As a result of this, the program staff will begin building this data to gain more insight into how students are retaining the class material and if any changes need to be made.**

VI.   Students

A.   Describe full-time and part-time enrollment trends since the last program review or the past five years.

Due to the pandemic and no designated program manager to support the Sport Management degree program, we have seen a decline in enrollment over the past 5 years.

Table 5. Student Enrollment Data

Academic Year	2022-23	2021-22	2020-21	2019-20	2018-19
FALL					
Full-Time	41	45	57	56	61
Part-Time	23	21	13	14	23
Total Fall	64	66	70	70	84
SPRING					
Full-Time	29	27	36	45	47
Part-Time	21	20	11	15	20
Total Spring	50	47	47	60	67

B. Describe enrollment trends regarding student age, gender, race, and socio-economic status since the last program review or the past five years.

Table 6. Student Demographic Data

Academic Year (FALL)	2022	2021	2020	2019	2018
RACE/Ethnicity*					
American Indian or Alaska Native	0	0	0	0	0
Asian	1	1	0	0	0
Black or African American	24	23	24	15	29
Hispanic	12	12	15	10	18
Native Hawaiian or other Pacific Islander	0	0	0	0	0
Non-Resident Alien	0	0	1	0	0
Two or more Races	1	3	2	4	5
White	15	20	28	41	32
Unknown or Declined to Answer	9	7	0	0	0

Academic Year (FALL)	2022	2021	2020	2019	2018
Sex					
Male	54	57	62	64	77
Female	8	9	8	6	7
Not Declared	2	0	0	0	0

*Unreported races or ethnicities had less than 2 during all reporting periods.

C. Describe any concerns the program review committee has regarding: (1) any enrollment trends mentioned above or (2) other enrollment-related issues.

Based on the enrollment trends, the staff has concerns regarding maintaining a steady influx of students to continuously fill course sections. Over the past year and a half, there has been a slight uptick in our Intro to Sport Management enrollment, however, ensuring that an upward trend continues is a top priority.

D. Has the program instituted any methods or materials to encourage and increase applications by <u>new</u> students since the last program review or the past five years?

Yes   **X**   No _____

If yes, please describe any initiatives.

The staff has implemented new marketing materials and have distributed these materials both electronically as well as physically to several local high schools. Additionally, the staff has conducted in-person recruiting visits to several high schools and has attended multiple college fairs. The staff has established an annual event title NCC Sport Management Symposium and will host 50+ local high school students for a day of learning from an industry panel, hearing about the Sport Management degree program at NCC, taking a tour of the Bethlehem campus, etc.

E.   Has the program instituted any methods or materials to encourage and increase the recruiting of <u>continuing</u> students to choose this program major or emphasis?

<div align="center">Yes   <u> **X** </u>   No <u>   </u></div>

If yes, please describe any initiatives.

The staff has conducted outreach to NCC students within the Business degree program as well as the students designated as General Studies and have shared marketing materials with them. Additionally, the staff has initiated experiential learning that may attract current NCC students to the program. Namely, the staff will be taking several students to a Phillies Networking Night that includes free transportation, panel discussion, networking session and attending a baseball game.

F.   Comment on graduation rates since the last program review or the past five years.

This data is limited, due to not employing a designated program manager for this degree program.

G.   Comment on transfer rates for students who have and who have not graduated from the program.

This data is limited, due to not employing a designated program manager for this degree program.

H.   Discuss your program's engagement with and impact of new student orientation, advising, tutoring support, library services, disability support, student life, and career services.

Our staff works directly with career services to provide additional support for our current degree students. Specifically, advising is a cornerstone of our support system, with dedicated advisors who provide personalized academic and career guidance, helping students to navigate their educational pathways effectively. Our tutoring support is robust, featuring peer tutoring, study groups, and online resources designed to enhance learning and academic performance across all disciplines.

We collaborate closely with the library services to integrate information literacy into our curriculum, empowering students to utilize research tools effectively. Our commitment to inclusivity is demonstrated through comprehensive disability support, ensuring all students have equal access to educational opportunities. Engagement with student life is encouraged through numerous extracurricular activities, fostering a vibrant campus community. Lastly, our career services offer a range of resources including internships, resume workshops, and networking events, which prepare students for successful post-graduate careers.

VII.   Physical and Financial Resources

A.   Comment on the availability, adequacy, and use of learning tools, such as computer software, instructional media, laboratories, studios, etc.

Our program is well-equipped with a diverse array of learning tools that significantly enhance the educational experience. We ensure the availability of cutting-edge computer software and instructional media, which are integral to both in-person and remote learning environments. These resources include industry-standard applications and interactive platforms that facilitate a deeper understanding of course material.

B.   Discuss the adequacy of (1) instructional space, (2) office space, (3) instructional supplies, and (4) equipment for the program.

The adequacy of our instructional space is evidenced by modern, well-maintained classrooms and lecture halls that are designed to facilitate both traditional and interactive teaching methods.

Our office space is equally sufficient, providing faculty and staff with private, well-furnished offices that foster productivity and accessibility for student consultations. Instructional supplies are consistently replenished and include everything from basic materials to specialized equipment required for specific courses, ensuring that both instructors and students have the necessary resources to achieve academic objectives.

C.   Discuss library resources.

The library resources are extensive and designed to support the diverse academic needs of the student body. The library boasts a robust collection of books, e-books, scholarly journals, and multimedia resources, ensuring that students and faculty have access to a wide range of academic materials. These resources cover various disciplines, providing comprehensive support for research and coursework.

In addition to the physical collections, the library offers numerous online databases and research tools, accessible both on and off-campus, which greatly enhance the ease of finding and utilizing information. The library staff is highly knowledgeable and provides valuable services, including research assistance, information literacy instruction, and interlibrary loan services. Study spaces within the library are well-appointed, offering quiet areas for individual study as well as collaborative spaces for group work.

D.   Comment on the role of marketing and public relations in supporting the program.

Marketing and public relations play a crucial role in supporting the Sport Management associate degree program by enhancing its visibility and attractiveness to prospective students. Through targeted marketing campaigns, the program can effectively highlight its unique strengths, such as industry-relevant coursework, internship opportunities, and partnerships with sports organizations. These campaigns utilize various channels, including social media, digital advertising, and traditional media, to reach a broad audience and communicate the value of a Sport Management degree.

E. Program costs and income.

Table 7. Financial Data

	FY2023	FY2022	FY2021	FY2020	FY2019
Program Income					
Tuition	296,148	287,220	311,445	333,395	347,958
Local Reimb	59,127	58,647	58,492	56,364	59,128
Operating Reimb	141,310	138,255	143,165	136,700	138,317
Stipend Reimb	-	-	-	-	-
Total Income	496,585	484,122	513,102	526,459	545,403
Program Costs					
Direct Costs	300,289	217,063	220,226	216,552	240,526
Indirect Costs	259,661	256,941	250,174	250,001	270,009
Total Costs	559,950	474,004	470,400	466,553	510,535
FTE	53.37	52.66	59.14	65.55	70.37
Income per FTE	9,305	9,193	8,676	8,031	7,751
Cost per FTE	10,492	9,001	7,954	7,117	7,255
Inst Avg Cost per FTE	9,778	10,058	8,901	7,820	7,933
Rank	48 of 126	109 of 126	111 of 138	104 of 135	98 of 133
Income over Expense	(63,365)	10,118	42,702	59,906	34,868

1. Describe how the program is financed, including college budget (if any) as well as any grants that have been received over the past five years, and outline any major expenses over the past five years.

    Operational budget through tuition. No specific equipment or expenses.

2. If possible, analyze the program's cost-effectiveness (i.e., does current/projected student enrollment cover the cost of faculty, supplies, etc. and/or are the faculty staff, space and/or facilities appropriate for the current/projected enrollment).

    From 2019-2022 income from student fees covered the program's costs. With the hiring of a full-time Program Manager in 2023, the cost of running the program increased substantially (over $80,000.00), which has caused a considerable increase in the cost per FTE. Over the next 2-3 years the recruitment plan that has been developed will build enrollment in the Sport Management program to generate income to offset the increased cost of operating the program.

VIII. Human Resources

A. Briefly describe Program Leadership and oversight.

The program director serves in an oversight position for the degree program and serves a supervisor to the program manager. The director and manager work in tandem to ensure operations run smoothly and effectively.

B. Report the numbers of full-time and part-time faculty, professional staff, and clerical staff currently associated with the program.

Table 8. Faculty Demographic Data

Academic Year	Last Review	Current Review
2019 - 2023	**3 Part-Time Instructors** **2 Professional Staff** **2.5 Clerical Staff**	**3 Part-Time Faculty** **3 Professional Staff** **1 Clerical Staff**

1. Note any changes that have occurred in these numbers since the last program review or the previous five years.

    Over the past five years, there has been an addition made to the program. Specifically, a Program Manager has been hired to provide the program with more support.

2. Briefly explain how these changes have affected the program.

    The addition of the Program Manager has allowed for several benefits for the degree program. Namely, the hiring of this position has improved operational organization and communication, enhanced strategic planning and development, supported student engagement and promoted adaptability to the education landscape. Overall, the addition of the program manager has contributed significantly to the success and effectiveness of the program by providing leadership, organization, and strategic direction.

C. What is the ratio of full-time to part-time faculty? What percentage of (1) day sections, (2) traditional evening/weekend sections, (3) distance education/hybrid sections, and total sections are taught by full-time faculty. Comment on the levels of full-time, part-time faculty, and professional or clerical staff.

100% of our faculty is part-time. Some courses are offered in-person, blended or fully online and asynchronous. From Spring 2020 until Spring 2023, the staff has worked hard to recruit and retain students through this program.

Specifically, the following is a breakdown of our course offering modalities:

SPRT101 Introduction to Sport Management – 50% - online & 50% - in-person

SPRT120 Sport Marketing– 100% online

SPRT125 Sport Sales and Revenue Production - 100% online

SPRT152G Sport in Society – 100% online

SPRT162 Facility and Event Management– 50% - online & 50% - in-person

D. Faculty Expertise/Experience

1. Northampton hires faculty members who are well-credentialed (see **Appendix J**: Teaching Faculty Credentials) and understand and embrace the open-access mission of the community college.

2. How do faculty in this program promote academic excellence through professional development, scholarship, and service?

   Our faculty promote academic excellence through experiential learning, panel discussion, hot topic debates and discussions, providing new material and news in the ever-evolving world of sports and hosting guest speakers to provide additional insight.

IX. Analysis of Findings

A. Based upon the data collected in this document, discuss the strengths and weaknesses of your program. *For example: do students' progress successfully through courses; are staffing/equipment/facilities needs filled; are assessment efforts successful; etc.*

   A previous weakness of the degree program was the absence of direct support from a program manager for several years. As of January of 2023, this weakness has been mitigated, however the effects of this absence continue to be seen. Specifically, the absence of recruitment efforts, marketing implementation, evolution of curriculum and an execution of exploratory experiences for the current students has reduced the momentum and strength of the program. As these efforts are now being conducted, the program will build toward seeing the effects of such progress.

   One strength of the program is its proximity to exceptional sports organizations. Another strength is how knowledgeable our faculty is. We have extraordinary faculty members who have a significant amount of experience in the sport industry, which provides a great foundation for our students.

B. Based on the data collected in this document, discuss the opportunities for improvement available to your program and the internal and external challenges your program faces. *For example: is the program in demand; are graduates employable/able to transfer; what is the future plan for this program; etc.*

   The degree program has endless opportunities and is well-positioned to be very successful. One key opportunity for improvement is expanding partnerships with local and national sports organizations. By fostering these relationships, the program can offer more internships and hands-on experiences, which are crucial for student development and employability. Additionally, incorporating emerging trends in sports technology, analytics, and management into the curriculum can make the program more attractive to prospective students and better prepare graduates for the evolving job market.

   What additional data that is currently not available would have been helpful to evaluate this program effectively?

   There are several areas of information that are not currently available to the staff that would be extremely beneficial. Specifically, student interviews, surveys, graduation and transfer data, and qualitative data are not readily available to analyze.

X.   External Review Report

Refer to **Appendix K**: External Review Report for the external/accreditor review report.

XI.   Action Plan

A.   Identify 2-3 program goals for the future.

1.   Goal – **Rebrand degree program to "Sport and Recreation Management".**

   i.   Timeframe: **EOY 2024**

   ii.   Responsible Party(ies): **Program Manager**

   iii.   Resource Implications: **Potential to add more adjunct faculty.**

2.   Goal – **Create and sustain student-led organization specifically for Sport Management.**

   i.   Timeframe: **EOY 2024**

   ii.   Responsible Party(ies): **Program Manager**

   iii.   Resource Implications: **Funding and subsequent resources for a student-led organization to operate successfully.**

3.   Goal – **Increase enrollment for Sport Management degree program.**

   i.   Timeframe: **Continuous**

   ii.   Responsible Party(ies): **Program Manager**

   iii.   Resource Implications: **Marketing material, funding for recruitment efforts and resources to host events in order to bolster enrollment.**

The recommendation is for continuation of program.

Shannon Raymond

_____   _____
Shannon Raymond   Gary Guidetti
Program Manager, Hospitality & Sport Mgmt.   Associate Dean, School of Business & Industry

Sport Management, Associate in Arts

Narrative

Students earning an associate degree in Sport Management will gain solid business knowledge and industry-specific skills designed to help prepare for a career in sport, including areas of intercollegiate/interscholastic athletics, professional sport, recreation/community-based organizations, corporate brands, and governing bodies. The curriculum drives students to develop and enhance critical industry skills, including marketing, sales and revenue generation, event and facility management and business communication.

According to the U.S. Bureau of Labor Statistics, employment of postsecondary education administrators (including sports administration) is expected to grow 9 percent from 2014 to 2024, faster than the average for all occupations. In 2015, the North American professional sports market was a $64 billion industry, according to Statista. By 2019, Forbes projects that figure will reach a staggering $73.5 billion. That is only one segment of the global industry.

The Sport Management program fosters professionalism, personal branding, networking and learning through experience. Students will be prepared for a career in the sport industry by classroom learning supplemented with experiences, guest speakers and internships. All Sport Management students will complete a 225 hour sport management internship.

Transfer Information: East Stroudsburg University, DeSales University, Bloomsburg University, Pennsylvania State University, West Chester University, Kutztown University, Temple University, York College

Career Information: Management Position in Sport

Appendix B: Program-Level Learning Outcomes ....↰

Graduates of the program will be able to:

- Be able to apply the principles and functions of management to a sport management related venue.

- Be able to use sport marketing knowledge to construct and implement a comprehensive plan for a collegiate event as a member of a planning group.

- Be able to use both current and historical data in order to make a connection between sport and societal issues.

- Students will design a cohesive integrated marketing communications campaign, effectively combining the marketing mix elements of product, price, promotion and place (distribution).

Appendix C: Program-Level Performance Indicator Data ....↩

Year	Total Students [a]	Total Retained [b]	Total Graduated [c]	Total Transferred [d]	% retention [e]
2021	78	39	10	3	57
2020	70	28	8	16	45
2019	70	26	7	12	41
2018	84	26	6	19	33
2017	89	34	6	19	41

a. Enrollment as of Fall census date
b. Stayed at NCC and was still in the same major the following year census (these students will be part of the following year total enrollment number)
c. Graduated prior to following year census
d. Graduated and transferred to another institution prior to following year census
e. Percent of total students either graduated or still at NCC

Sport Management Degree

Graduate Survey Results

Number of Graduates	Continuing Education	Employed	Job Hunting	Not Seeking Employment	Moved	No Report
11	3	2	0	0	0	6
	60%	40%	0%	0%	0%	

Transfer Program

	2022	2021	2020	2019	2018
Number of graduates	11	10	7	9	10
Continuing education	3	4	4	7	9
Employed	2	1	1	1	1
Job Hunting	0	0	0	0	0
Not Seeking Employment	0	0	0	0	0
Moved	0	0	0	0	0
No Report	6	5	2		0

* Empty cells indicate no data listed/no response. Please contact Career Services for further information.

Institutions to Which Graduates Transferred

Bloomsburg University
DeSales University
East Stroudsburg University
Kutztown University
Millersville University
Mitchell College
Moravian College
Northampton Community College
Ottawa University
Temple University
The Ohio State University
West Chester University

Appendix D: Advisory Committee Minutes ....↰

From 2017-2022, an advisory board was non-existent. The first advisory for Sport Management was held in the Fall of 2023.

Attached below Advisory Minutes from Fall 2023.

Meeting Minutes
Welcome & Introductions – Attendees

Shannon Raymond	Adrian Yaguez
David Schweiger	Jordan Perrine
Rebecca May	Jaedock Lee
Taryn Gall	Lou-Anne Finn
Gary Guidetti	

History of the Program
Enrollment Trends

Current State of the Program
Required Courses
Program Outcomes
Internship Partners
- Begin partnering with Moravian University for student internship opportunities.
- Begin partnering with DeSales for student internship opportunities.

Articulation Agreements
- Begin draft of articulation agreement with Moravian University
- Begin draft of articulation agreement with DeSales

Committee Discussion & Looking Ahead
- Career Paths for Students – What are they and how do we tell these stories?
- NCC staff has requested a list of all graduates and their journeys after graduation.
- NCC staff have begun to compile this information themselves and have recently featured a graduate of the program in a commercial.
- Build out survey that graduates can complete.
- Focus on changing demographics in higher education and cost valuation of NCC vs 4-year institutions.
- Exploring the option of offering a certificate in Sport Management, Sport Marketing, etc.
- Making paths more visible
- Bolster list of internship opportunities (semi-pro sports teams, local businesses, etc)
- Utilize NCC Athletics for more opportunities.
- Promoting professionalism within each student (Can they sell themselves).
- Build out mentorship program amongst the students.
- Build out Sport Management Student Club.
- Explore the option of changing course titles to become more attractive to students.
- Opening course customization.

Appendix E: Curriculum Matrix.. ↰

Name of the Academic Program: **Sport Management AA**   Academic School: **Business & Industry**

Completed by: **Shannon Raymond**   Date: **March 2024**

I = Introduce; R = Reinforce; M = Emphasize Mastery

Program Learning Outcomes *(Upon completion of the program, students will be able to...)*	SPRT 101	SPRT 120	SPRT 162	SPRT 125	SPRT 250	BUSA 221G	BUSA 205
1. Apply the principles and functions of management to a sport management related venue.	I	I	R	I	M	M	M
2. Use sport marketing knowledge to construct and implement a comprehensive plan for a collegiate event as a member of a planning group.	I	I	R	I	M	M	M
3. Use both current and historical data in order to make a connection between sport and societal issues.	I	I	R	I	M	M	M
4. Design a cohesive integrated marketing communications campaign, effectively combining the marketing mix elements of product, price, promotion and place (distribution).	I	I	R	I	M	M	M

Appendix F: Key Abilities Program Matrix .... ↩

The five Gen Ed Key Abilities help students navigate the world. In each class they take, they should expect to be challenged to develop and deepen their key abilities. After they graduate, these abilities will help them continue learning, adapt to change, and become citizens who can make wise choices and contribute to their communities.

1. *Communicate*
   o *Students are able to share their ideas powerfully and clearly.*
     ▪ *Uses appropriate, relevant, and compelling content and sources that illustrate knowledge and understanding of the topic.*
     ▪ *Assignment is organized and understandable. Distinct intro, body, and conclusion, as appropriate for the discipline.*
     ▪ *Language is clear and understandable. Executes assignment within conventions of a specific discipline, including source citation.*
2. *Analyze and Solve Problems*
   o *Students are able see and solve the problems around them, using solid data to draw and communicate reasonable conclusions.*
     ▪ *Identify and understand an issue, concept, or problem, any data needs, and constraints that have to be considered in order to analyze an issue or solve a problem. Students recognize multiple perspectives*
     ▪ *Use various tools, representations, notation, etc. to help them organize data and see relationships or identify assumptions related to the issue, concept or problem*
     ▪ *Evaluate any conclusions drawn, implications made, or plans for solving a problem, including evaluating any assumptions and any evidence gathered.*
3. *Use Technology*
   o *Students are able to select and ethically use appropriate technology to create, communicate and discover.*
     ▪ *Effectively select and use the appropriate technology applications or resources to accomplish specific goals.*
     ▪ *Be an active and responsible participant in online communities.*
     ▪ *Understand the legal and ethical facets of technology in a global society.*
4. *Understand Diversity*
   o *Students are able to understand how each individual's experiences shape our society, and how societies, in turn, shape the way local and global resources are used.*
     ▪ *Explain how the range of human differences shape the historical and current formation of artistic, economic, social, scientific, cultural or political institutions*
     ▪ *Explain how individuals experience equality and inequality with a society, its institutions or its cultures*
     ▪ *Analyze how individuals and institutions have addressed persistent global challenges, including physical resources and social values.*
5. *Engage in Ethical Questions*
   o *Students are able to identify ethical choices, consider alternatives and consequences, and choose actions and choose actions keeping in mind everyone affected.*

Indicate in the table below the program courses in which a key ability is assessed ("**A**"- Assessed) – if possible, identify the specific assignment/activity in which the key ability is assessed. Focus on the required courses and designated program electives.

Gen Ed (Key Abilities) Learning Outcomes *(Upon completion of the program, students will be able to...)*	SPRT 101	SPRT 120	SPRT 125	SPRT 162	SPRT 250	BUSA 221G	BUSA 205
Communicate: Share their ideas powerfully and clearly.	I	I	I	R	M	M	M
Analyze and Solve Problems: See and solved the problems around them, using solid data to draw and communicate reasonable conclusions.	I	I	I	R	M	M	M
Understand Diversity: Understand how each individual's experiences shape our society, and how societies, in turn, shape the way local and global resources are used.	I	I	I	R	M	M	M
Engage in Ethical Questions. Identify choices, consider alternatives and consequences, and choose actions keeping in mind everyone affected.	I	I	I	R	M	M	M
Use Technology. Select and ethically use appropriate technology to create, communicate, and discover.	I	I	I	R	M	M	M

Please note: Not every course will address every program learning outcome.

Sports Management- Associate in Arts (2021-2022 Catalog)

Developmental Education Courses *(if required)*			
☐	ACLS050	Introduction to Academic Literacy	
☐	ENGL027	Writing Skills Workshop	

☐	MATH020	Pre-Algebra
☐	MATH022	Elementary Algebra
☐	MATH026	Intermediate Algebra

SEMESTER-BY-SEMESTER PROGRAM MAP FOR FULL-TIME STUDENTS
Courses are listed in preferred order of completion
Plans can be modified to fit student needs by adding more semesters
Choose your courses with your Advisor.

Location: B= BETH, M= MROE, S=SBTH, E= ESTN, D= DIST *subject to change

	complete	Course #	Course Title	Credits	Gen Ed	Fall	Winter	Spring	Summer	Pre-requisites / Co-requisites
Semester 1	☐	COLS101	College Success	1		B, M, D	----	B, M, D	D	
	☐	CMTH102	Introduction to Communication	3	Comm	B, M, D, E	----	B, M, D, E	B, M, D	
	☐	ENGL101	English I	3	Comm	B, M, D	----	B, M, D	B, M, D	PRE: English placement policy
	☐	SPRT101	Introduction to Sport Management	3		B, D		B, D		
	☐	CISC101	Introduction to Information Technology	3	CL	B, M, D	----	B, M, D	B, M, D	
	☐	MATH150	Introductory Statistics (D)	3	QL	B, M, D	D	B, M, D	B, M, D	PRE: MATH022 or Math placement policy
			Total Semester Credits:	16						
Semester 2	☐	PSYC103	Introduction to Psychology	3	SSHB	B, M, D		B, M,D	B, M, D	PRE: ENGL101 Eligibility
	☐	ENGL151R	English II	3		B, M	----	B, M	----	PRE: ENGL101
	☐	SPRT120	Sport Marketing	3						
	☐	SPRT162	Facility Management & Event Planning	3		B, D	----	B, D		
	☐		Math or Science Elective	3/4	QL or Sci	B, M, D	----	B, M, D	B, M, D	Depends on course selected
			Total Semester Credits:	15/16						
Semester 3	☐	BUSA221G	Business Communication	3		B, M, D		B, M, D	B, M, D	PRE: ENGL151 and CMTH102
	☐	ECON201	Macroeconomics	3		B, M, D	---	B, M, D	B, M, D	
	☐	CMTH205	Public Speaking	3		B, D	----	B, D	----	PRE: ENGL101
	☐	SPRT125	Sport Sales & Revenue Production	3		B	----	B	----	
	☐		AH General Education Elective	3	AH	B, M, D	D	B, M, D	B, M, D	Depends on course selected
			Total Semester Credits:	15						
Semester 4	☐	BUSA205	Management Fundamentals	3		B, M, D	----	B ,M, D		
	☐	SPRT250	Sport Management Practicum	3		B	----	B	----	PRE: SPRT101, SPRT120, SPRT125, SPRT162
	☐		SIT General Education Elective	3	SIT	B, M, D	D	B, M, D	B, M, D	Depends on course selected
	☐		SIT or SSHB General Education Elective	3	SIT, SSHB	B, M, D	D	B, M, D	B, M, D	Depends on course selected
	☐		Science Elective	4	Science	B, M, D	D	B, M, D	B, M, D	Depends on course selected
			Total Semester Credits:	16						
			Total Degree Credits	62/63						

General Education Requirements		
☐	MATH150	Diversity
☐	BUSA221G	Writing Intensive
☐		Writing Intensive

• Completion of BUSA 221G satisfies the Writing Intensive program-related requirement. In addition, students must take one General Education Elective in a Writing Intensive (WI) section.

• One course should be designated as Diversity and Global Awareness (D).

*It is the student's responsibility to be knowledgeable of NCC graduation requirements and to verify transfer requirements with the 4-year institution. Courses listed on the program map are based upon the assumption that prerequisites and courses taken in previous semesters will be successfully completed

Arts & Humanities (AH)

ARTA 100 Art and Visual Thinking
ARTA 101 Art History Survey
CMTH 110 Introduction to the Theatre
CMTH 111 Acting I
CMTH 115 Technical Theatre
CMTH 117 Stagecraft
CMTH 126 The Communication Arts
CMTH 189 Stage Voice and Movement
CMTH 190 Stage Production
CMTH 206 Directing
CMTH 211 Plays: Classical to Contemp. (G-WI)
CMTH 212 Acting II
CMTH 218 Theatre Portfolio
CMTH 220 Introduction to Film
CMTH235 Understanding Culture Through Fiilm
DANC 101 Dance History
DANC 110 Ballet I
DANC 120 Modern Dance I
DANC 130 Jazz I
DANC 210 Ballet II
DANC 220 Modern Dance II
DANC 230 Jazz II
ENGL 201 British Literature I (G-WI)
ENGL 203 Shakespeare (G-WI)
ENGL 205 American Literature I (G-WI)
ENGL 211 Plays: Classical to Contemp. (G-WI)
ENGL 215 Multicultural Adolescent Lit (G-WI)
ENGL 250 Latin American Literature (G-WI)
ENGL 251 British Literature II (G-WI)
ENGL 253 Creative Writing
ENGL 255 American Literature II (G-WI)
ENGL 256 Modern Poetry (G-WI)
ENGL 257 20th Century Lit by Women (G-WI)
ENGL258 Fiction Writing
ENGL 260 Contemporary Literature (G-WI)
ENGL 264 Irish Literature (G-WI)
ENGL 265 African-American Literature (G-WI)
ENGL 267 Poetry Writing
HUMA 121 The American Work Experience (G-WI)
HUMA 140 Intro to Women & Gender Studies (G-WI)
HUMA 150 Nature of the Environment
HUMA210 Creativity and the Origin of Ideas
JOUR 101 Journalism and Society
Modern Language - All MDLA Courses
MUSC 101 Introduction to Music
PHIL 111 On Death and Dying (G-WI)
PHIL 121 World Religions
PHIL 201 Introduction to Philosophy
PHIL 202 Ethics and Moral Problems (G-WI)
PHIL 204 Asian Philosophies
PHIL 211 Ancient Philosophy
PHIL 215 Modern Philosophy
PHIL220 Existentialism
PHIL 225 What is Freedom?

Societies & Institutions Over Time (SIT)

CMTH 221 History of Broadcasting
GEOG 101 World Geography
GEOG 151 Geography of the U.S. and Canada (G-WI)
GLBL 130 Intro to Global Studies
GLBL 160 Field Experience & Acad Research in GS
GLBL 230 Global Studies Capstone
HIST 103 Ancient and Medieval History
HIST 113 American History I (G-WI)
HIST 121 The Black Experience (G-WI)
HIST 123 African Civilization
HIST 140 Modern Chinese History
HIST 153 Found of Mod Euro History, 1300-1815 (G-WI)
HIST 163 American History II
HIST 165 The American Experience of Warfare (G-WI)
HIST 166 Civil War and Reconstruction (G-WI)
HIST 168 History of the Middle East (G-WI)
HIST 173 Mod European History, 1815 to Present (G-WI)
HIST 183 Modern American History 1945-Present
HIST 210 History of Mod Science, 1859 to Present
HIST 211 History of Pennsylvania
INTS 201 Implementing Sustainable Energy System...
INTS 202 The Architecture of the City: Classic to Contemp.
POLS 101 Introduction to Political Science
POLS 105 American Constitutional Law (G-WI)
POLS 110 American National Government (G-WI)
POLS 150 Peace Studies & Conflict Resolution (Study Abroad)
POLS 170 Politics of Modern Turkey (Study Abroad)
POLS 202 International Relations
POLS 205 Women and Politics (G-WI)
POLS 251 State and Local Government (G-WI)
SOCA 102 Cultural Anthropology (G-WI)
SOCA 105 American Ethnicity
SOCA 160 Issues in Contemp.Genocide & Mass Violence

Scientific Study of Human Behavior (SSHB)

ECON 201 Macroeconomics
FDST110 Food and Identity
GEOG 121 Environmental Sustainability (G-WI)
GEOG 140 Investigating Climate Change)
GEOG 271 Intro to Geographic Info Systems
HUMA 250 Research Methods in Social Sciences (G-WI)
INTS 250 Study Abroad
PSYC 103 Introduction to Psychology (G-WI)
PSYC 205 Research Methods
PSYC 230 Introduction to Health Psychology
PSYC 235 Dev Child Psychopathology
PSYC 245 Cognitive Psychology
PSYC 255 Abnormal Psychology
PSYC 258 Developmental Psychology (G-WI)
PSYC 265 Psychology of Sex and Gender
SOCA 103 Principles of Sociology (G-WI)
SOCA 125 Sociology of Families (G-WI)
SOCA 210 Sociology of Gender

Mathematics (Quantitative Literacy QL)

MATH 120 Nature of Mathematics
MATH 140 College Algebra
MATH 145 Trigonometry
MATH150 Introductory Statistics
MATH160 PreCalculus
MATH 165 Applied Calculus
MATH 175 Calculus with Review (part 1)
MATH 176 Calculus with Review (part 2)
MATH 180 Calculus I
MATH 181 Calculus II
MATH 210 Calculus III
MATH 211 Differential Equations

Science (SCI)

BIOS 104 Field Ecology
BIOS 105 Contemporary Biology (G-WI)
BIOS 107 Biology I
BIOS 110 In Your Genes: Intro to Mod Genetics
BIOS 115 Essentials of Biology
BIOS 126 Environmental Science
BIOS 150 Biology II
BIOS 160 Human Biology
BIOS 180 Introduction to Forensic Science
BIOS 202 Microbiology for Allied Health
BIOS 204 Human Anatomy and Physiology I
BIOS 206 General Ecology
CHEM 105 Chemistry in Contemporary Society
CHEM 120 General Chemistry I
CHEM 135 Chemistry of Life
GEOG 150 Astronomy
GEOG 210 Weather and Climate
GEOL 201 Physical Geology
PHYS 101 Physics I
PHYS151 Physics II
PHYS 152 Physical Science II
PHYS 215 Physics for Science and Engineering I
PHYS 225 Physics for Science and Engineering II

Writing Intensive Gen Ed Courses (WI)

BIOS105G Contemporary Biology
CMTH 211G Plays: Classical to Cont
ENGL 201G British Literature I
ENGL 203G Shakespeare
ENGL 205G American Literature I
ENGL 211G Plays: Classical to Contemporary
ENGL 215G Multicultural Adolescent Literature
ENGL 250G Latin American Literature
ENGL 251G British Literature II
ENGL 255G American Literature II
ENGL 256G Modern Poetry
ENGL 257G 20th Century Lit by Women
ENGL 260G Contemporary Literature
ENGL 264G Irish Literature
ENGL 265G African-American Literature
GEOG 121G Environmental Sustainability
GEOG 151G Geography of the US & Canada
HIST 113G American History I
HIST 121G The Black Experience
HIST 153G Found of Mod Euro Hist (1300-1815)
HIST 165G The American Experience of Warfare
HIST 166G Civil War and Reconstruction
HIST 168G History of the Middle East
HIST 173G Mod Euro History, 1815 to Present
HUMA 121G The American Work Experience
HUMA 140G Intro to Women & Gender Studies
HUMA250G Research Methods in the Social Sciences
PHIL 111G On Death and Dying
PHIL 202G Ethics and Moral Problems
POLS 105G American Constitutional Law
POLS 110G American National Government
POLS 205G Women and Politics
POLS 251G State and Local Government
PSYC 103G Introduction to Psychology
PSYC 258G Developmental Psychology
SOCA 102G Cultural Anthropology
SOCA 103G Principles of Sociology
SOCA 125G Sociology of Families

Appendix H: Co-curricular Map ....↰

<mark>Until now, a co-curricular map was not created for the Sport Management AA degree.</mark> Please see the co-curricular map below:

PROGRAM NAME: AY 2024-2025	SPORT MANAGEMENT			
	0-15 credits	**16-30 credits**	**31-45 credits**	**46+ credits**
Get the Courses You Need	Take the following courses: SPRT Introduction to Sport Management (3) CISC101 Introduction to Information Technology (3) MATH150 Introductory Statistics (3) ENGL101 English I (3) CMTH102 Intro to Communications (3) COLS101 College Success (1) 16 credits *For details on course requirements, see the Program Map.*	Take the following courses: SPRT120 Sport Marketing SPRT162 Facility Management & Event Planning (3) PSYC103 Introduction to Psychology (3) ENGL151R English II (3) Math or Science Elective (3/4) 15-16 credits *For details on course requirements, see the Program Map.*	Take the following courses: BUSA221G Business Communications (3) ECON201 Macroeconomics (3) CMTH205 Public Speaking (3) SPRT125 Sport Sales & Revenue Production (3) AH General Education Elective (3) 15 credits *For details on course requirements, see the Program Map.*	Take the following courses: BUSA Management Fundamentals (3) SPRT250 Sport Management Practicum (3) SIT General Education Elective (3) SIT or SSHB General Ed Elective (3) Science Elective (4) 16 credits *For details on course requirements, see the Program Map.*
Engage with the Spartan Experience	~ SPRT Mgmt (SM) Program New Student Orientation ~ Academic Plan ~ NCC and National Scholarships ~ Community Service	~ NCC and National Scholarships ~ Study Abroad ~ Community Service	~ NCC and National Scholarships ~ Community Service	~ NCC and National Scholarships ~ Community Service
Get Ready for Life after Completion – Career Readiness	~ Guest Speakers & Site Visits	~ Guest Speakers & Site Visits	~ Guest Speakers & Site Visits ~ Resume Development ~ Attend SM Practicum Workshop to learn about Internship requirements	~ Experiential Learning— SM Mgmt. Practicum ~ Apply for a FT job
Get Ready for Life after Completion – Transfer Readiness	~ Speak to your advisor about possible SM majors/careers ~ Gain knowledge of transfer agreements including: ESU, Temple, Keystone, York College and Penn State	~ Attend Transfer Day Event ~ Visit with the Transfer Advisor to begin to make a transfer plan ~ Choose electives that will transfer and fulfill elective requirements	~ Visit Transfer Advisor to gain knowledge of the transfer application process ~ Visit/Interview at transfer institutions. Begin to narrow your selection	~ Apply for Graduation ~ Apply for transfer to a college or university at the beginning of the semester ~ Ask a professor(s) for an "excellent" reference

Appendix I: Assessment Plan ....↩

No assessment plan developed. Program only consisted of adjuncts during the 2019-2023 time period.

Below is the proposed assessment plan.

Outcome Assessed	Fall 2024	Spring 2025	Fall 2025	Spring 2026	Fall 2026	Spring 2027	Fall 2027	Spring 2028	Fall 2028
Diversity Outcome	Evaluate & Plan	Assess	Analyze & Document	Showcase		Evaluate & Plan	Assess	Analyze & Document	Showcase
Ethical Q's Outcome		Evaluate & Plan	Assess	Analyze & Document	Showcase		Evaluate & Plan	Assess	Analyze & Document
Communication Outcome			Evaluate & Plan	Assess	Analyze & Document	Showcase		Evaluate & Plan	Assess
Analyze/Solve Problems Outcome				Evaluate & Plan	Assess	Analyze & Document	Showcase		Evaluate & Plan
Technology Outcome					Evaluate & Plan	Assess	Analyze & Document	Showcase	

List in the table below which outcome(s) you plan to assess and report on each year -- program learning outcomes (PLOs) and Gen Ed/Key Ability Outcomes. Annual assessment planning will be completed each Spring with assessment collection and analysis completed the following Fall and/or Spring. Assessment activities should be taking place each semester.

The table below will ultimately contain ALL program learning outcomes and ALL Gen Ed Outcomes. It can either be completed at once to guide annual assessment planning or completed annually as you engage in the annual planning process. All PLOs must be represented in this table by the end of 5 years.

	Program Learning Outcomes (PLOs) (list the PLO # and the corresponding course # where PLO will be assessed)	Gen Ed / Key Ability Outcomes (list the Gen Ed Outcome and the corresponding course # where it will be assessed)
AY 2024-2025	PLO #1 – Sport 101	Diversity
AY 2025-2026	PLO #2 – Sport 120	Ethical Q's
AY 2026-2027	PLO #3 – Sport 162	Communication
AY 2027-2028	PLO #4 – Sport 101	Analyze & Solve Problem
AY 2028-2029	PLO #5 – Sport 250	Technology

Step four: As you review your Program Learning Outcomes (PLOs) and assessment plans, review your programs for DEI work. Do your PLOs include language that demonstrates a commitment to diversity, equity, and inclusion? Please see the DEI rubric for more information (and complete if you haven't done so already). The Program Level DEI Rubric can be located on the CTLT webpage: https://ctlt62.wixsite.com/ctlt/deirubrics

Appendix J: Teaching Faculty Credentials ....↰

Preferred Name	Position	Highest Degree	School Name	Degree	Field of Study
Scott Blair	Adjunct Faculty, Sport Management	MED	Kutztown University of Pennsylvania	MED	Higher Education Administration
			Kutztown University of Pennsylvania	BSE	Secondary Education
Shannon Raymond	Adjunct Faculty, Sport Management	MED	Temple University	MED	Higher Education Administration
			Temple University	BA	Sport & Recreation Management
Adrian Yaguez	Adjunct Faculty, Sport Management	MED	East Stroudsburg University of Pennsylvania	MED	Health Education
			DeSales University	BS	Sports Management
			Northampton County Area Community College	AA	Sports Management
Walter Rickard	Adjunct Faculty, Sport Management	MS	Northeastern University	MS	Master of Sports Leadership
			William Paterson University of New Jersey	BS	Exercise and Movement Science

Appendix K: External Review Report ....↰

TEMPLE UNIVERSITY

School of Sport, Tourism and Hospitality Management

Gary Guidetti

Associate Dean, Business and

Technology Northampton

Community College 3835 Green

Pond Road Bethlehem, PA 18030

Dean Guidetti:

I have completed my audit of the Sport Management AA Degree at Northampton Community College. My review and recommendations are below. Included in my findings is information from the *Academic Program Review 2019-2023* document, syllabi from courses in the program, the program's website as well as an initial conversation with the Program Manager.

Introduction

- The stated purpose appears to be appropriate and a fit for a program of this nature.
- The program's connection to the strategic focus areas (SFAs) of NCC is a bit thin; the report demonstrates a focus on DEI but fails to connect to other SFAs.
- ***Recommendation***
  - ***Establish a stronger connection between the program and SFAs. This will aid in building a clearer mission and direction for the program going forward.***

Program Outcomes

- The Program Learning Outcomes (PLOs), provided in Appendix B, are not broad enough to be considered appropriate program-level objectives. The third one ("…use both current and historical data…") is closest; however, all four would be more appropriate as course-level outcomes. It is critical to establish broader PLOs that can serve as a framework for required courses in the program.

- *Recommendation*
    - *Rewrite PLOs for this program to be more reflective of standards to be expected of program graduates. One suggestion would be to refer to PLOs from other sport management programs at either the Associate's or Bachelor's degree levels.*

Environmental Scan

- The program appears to have established strong relationships with local/regional industry partners for the purposes of creating experiential learning opportunities for students.
- The articulation agreements with four-year institutions seem solid.
- Establishment of an advisory committee is a plus; no data provided regarding meetings or work done by this group to date.
- *Recommendations*
    - *Continue to deepen existing relationships and expand to include other local/regional partnerships in the sport industry. This will serve to strengthen the experiential nature of this program.*
    - *Look to update/solidify the articulation agreements currently under review.*
    - *Continue to engage with the advisory committee as a way to improve curricular offerings as well as stay current on industry and higher education trends.*

Curriculum

- The curriculum matrix provided in Appendix E needs to be revisited after revising/changing the PLOs (as recommended above). As is, the matrix inappropriately attributes every PLO in each course.
- Review of the syllabi for courses in the program revealed quite a bit of consistency across instructors in terms of course learning objectives and assessment mapping. This is a particularly strong asset.
- Another strength is the recognition of the importance of experiential learning opportunities.
- The requirement of 225 hours of work experience as part of the internship is a high bar to set; no data present regarding how many students satisfy this requirement.
- *Recommendations*
    - *Revise curriculum matrix to better reflect how each course connects to specific PLOs. It is not typical for each course to include ALL PLOs.*
    - *Continue to enhance the modalities of instruction as it would appear this would meet student interest as well as current trends in higher education.*

Assessment

- As indicated in the report, there is no existing Assessment Plan and there has not yet been a concerted effort to collect assessment data. As such, a detailed review of this aspect is not possible.
- ***Recommendation***
  - *** I would strongly recommend creating an Assessment Plan and establish a regular data collection system. Assessment data can be critical to the efficiency and effectiveness of an academic program.***

Students

- Enrollment has been on a downward trend for the past five years, as indicated in the report.
- A review of this report does indicate that there is a strategy in place for bolstering program enrollment, including internal and external outreach efforts.
- ***Recommendations***
  - ***Continue implementation of recruiting and marketing efforts. Engagement of the advisory committee can assist with further developing recruitment strategies.***

Physical and Financial Resources

- There appear to be sufficient resources and support available to sustain the program.
- The report indicates that program costs have increased, with income dropping slightly. Certainly this would seem to be largely due to recent enrollment challenges.
- ***Recommendation***
  - ***Continue to focus on student recruitment efforts and streamlining costs (to the extent possible) in order to address budget shortfalls.***

Human Resources

- The addition of a Program Manager seems to be a critical hire toward sustainability of the program.
- Use of part-time faculty can certainly provide financial advantages over full-time faculty. Limiting turnover—to the extent possible—and developing instructional capabilities of faculty is critical.
- ***Recommendation:***
  - ***If available, providing professional development opportunities (e.g., teaching workshops) for part-time faculty can improve classroom instruction skills and provide tips/techniques toward improving delivery and student engagement.***

Conclusion

The general takeaway from this review is that the Sport Management A.A. Degree at NCC, despite facing challenges typical of other higher education institutions, appears to be well- positioned to continue to offer a quality education experience to those students aspiring to work in the sport industry. The curriculum is solid, as are the relationships between the program and both industry partners and four-year institutions.

I offer the above recommendations for the continued growth and sustainability of this degree program.

Respectfully submitted,

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