**Curriculum Renewal:**

**Analysis and Action Plan Template**

| **Program Coordinator:**  | **Charlie McGee** | **School:** | **Justice & Business Studies** |
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| **Program Code:** | **SG** | **Date Completed:** | **October 30th 2013** |
| **Program Name:**  | **Sporting Goods Business** |

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| **A. Analysis of Indicators**Note: data is **not** recorded in this section of the template.**Reflect on, and discuss, the following indicators in the context of the curriculum and program:**   |
| 1. **Industry / Sector Trends**
	1. Are there new or emergent *industry or sector* related issues and trends identified over the past year and their potential impact on the program?
* **Mergers & Acquisitions: Canadian Tire buying the Forzani Group (Sport Chek, National Sports, Atmosphere, Nevada Bobs) & Pro Hockey Life has dramatically affected the sporting goods retail landscape**
* **There is a trend away from sales & marketing & more emphasis is being placed on business requirements for operations and supply chain management (SAP)**
* **A period of transition over the next 5-10 years of employees retiring from the industry and companies & retailers beginning succession plans**
	1. What are the Advisory Committee recommendations from the past year that will affect the positioning, nature, or scope of the program?
* **Emphasis on Inventory Management Systems (i.e. SAP)**
* **Product Management Skills**
* **Microsoft Office Skills with an emphasis on Excel**
	1. What information / observations has been generated via faculty and staff professional development, engagement in sectoral and profession associations, and involvement in community and employer networks connected to the field?
* **See comments from 1.1**
* **Fall 2013 Re-launch of the Canadian Sporting Goods Association (CSGA) – dormant for a number of years**
* **Opportunity to partner with the CSGA or independent retailer buying groups for corporate training opportunities**
	1. Are there new or changing employment trends in the industry or sector?

• **Moving away from sales & marketing requirements and a greater need for staff to have supply chain & product management skills as well as international trade/business skills*** 1. What are the curriculum issues / strengths that have been identified by employers pertaining to graduate job readiness?
	+ **A greater emphasis needs to be placed on business math (discussion w Julia Godawa Re; Hospitality Math) and a better understanding of international business, global supply chain & product management**
	+ **Strengths include industry specific training, co-op (potential for applied projects) and interaction with SG alumni**
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| **2. Curriculum Development*** 1. Have there been any curriculum changes in the last year such as changes in course content and course materials, course / program outcomes, innovative delivery approaches, assessment practices, applied learning experiences, e-learning / blended learning? If yes, please provide details.
	+ **There have been no changes to the curriculum**
	+ **Fall 2013 – Introduced the Sporting Goods Industry Speaker Series. 10 program supporters have donated their time and are speaking to the students about different areas of the industry so that students can expand their areas of interest while building their network.**
	+ **2 new computer based simulations will be introduced in the winter 2014 semester. MIKE Bikes for Sporting Goods Product Knowledge II & Retail Entrepreneur simulation for Retail Essentials. This will provide the students global and applied learning experiences.**
	+ **During the next schedule PAC meeting Jan 2014) we will be discussing co-op, success and struggles, and if participating in the Fleming Applied Agency would be more beneficial to the students**
	1. Does the current curriculum align with the college’s e-learning strategy? Deliverables/ measurements that align with the strategy?
	+ **Not at this time. We will be exploring possible blended or e-learning strategies in the future and it will be discussed at the SGB PAC meeting in January.**
	1. Are there any recent or anticipated initiatives that promote student pathways including dual credits, partnerships with high schools, program laddering, and university transfer / articulations, continuing education?
	+ **A number of institutions have been explored and contact has been made with Sheffield Hallam University in the UK regarding their BSc (Honours) International Sport Business Management (top up) degree. They are currently exploring the potential and if there is a fit or not.**
	+ **SGB has aligned with other program in the school to help to allow the integration of students with other programs. This provides students the opportunity to continue their education by transferring into the 3rd year of business programs including Business Administration, Business Administration – Marketing and International Trade. Students then have the opportunity continue their education by applying to Universities that Fleming College has articulation agreements with.**
	1. Are there any new competitor programs and/or re-positioning of existing programs?
* **No changes have been made with other sports management, marketing or administration programs.**
* **Fleming College still has the only Sporting Goods Business program in Canada**
	1. Are there any new or changing provincial standards, standards for accreditation, credentials, and / or industry or sector certifications over the past year?
* **There are no changes to provincial standards, standards for accreditation, credentials, and / or industry or sector certifications over the past year.**
	1. What is the progress made from the last curriculum renewal initiative?
* **Please reference section 2.1**
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| **3. Applied Learning*** 1. Does the current program contain a discrete Applied Learning opportunity for students? If yes, which category of Applied Learning is fulfilled?

\_\_\_ Field Work (Indirect Supervision)\_\_\_ Field Work (Direct Supervision)**\_X\_ Co-op**\_\_\_ Applied Project / Applied Research Project* 1. In the winter of 2014, Fleming College will ask all programs with Applied Learning opportunities to align to an agreed upon framework. To confirm program alignment, please complete the appropriate Applied Learning Framework Checklist and attach it to this document. After completing the checklist, please answer the following: Is the program in alignment with the Applied Learning Framework? If no, what are the strategies in place to bring the program into alignment?
* **No**
	1. If the answer to 3.1 is no, are there plans to create a discrete Applied Learning opportunity for students within this program? Why or why not?
* **We will be discussing applied learning opportunities at the PAC meeting in January 2014**
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| **3. Student and Graduate Satisfaction**3.1 Key performance indicators # 4, 8, 9, and 11 (see Appendix of Curriculum Guide for a description of these).* **KPI4: 94.18% of students are satisfied with Generic & Vocational Learning Outcomes. Other programs within the system hold an average of 86.71% for a difference of +7.47%. SG has a benchmark gap difference with the college of +6.02%.**
* **KPI8: 83.17% of students reported satisfaction with their learning experience. Other programs within the system hold an average of 80.82% for a difference of +2.35%.SG has a benchmark gap difference with the college of +3.09%.**
* **KPI9: Student satisfaction with teachers indicates 75.15% satisfaction within the program. Other programs indicated 74.42%.**
* **KPI11: 88.72% of graduates reported satisfaction with the SG program. Other programs within the system hold an average of 83.04% for a difference of +5.68%. SG has a benchmark gap difference with the college of +5.45%.**

3.2 Review and discuss student retention on a semester by semester basis over the past year.* **Fall 2012 Semester IV – 19 started the semester and 21 were enrolled in semester V- Winter 2013**
* **Fall 2012 Semester I – 26 students started and 15 continued to semester II - Winter 2013**
* **Spring 2013 Semester III (co-op) – 17 students enrolled**
* **Fall 2013 Semester III – 18 students returned for semester IV - Fall 2013**
* **Fall 2013 Semester I – 12 students were enrolled in semester I - Fall 2013**
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| **B. Curriculum Strengths and Challenges** Summarize the curriculum strengths and challenges identified by the team.  |
| **Strengths*** **Uniqueness: one-of-a-kind program – only one in Canada that focuses on the sports equipment industry**
* **Strong alumni & PAC support and connections within the sports industry**
* **Ability to integrate and share resources and classes with other business programs**

**Weaknesses*** **Because of the programs uniqueness it can be “lost” amongst others sports related programs**
* **Students securing Co-ops has been a challenge because of our schools and the students are location. Most of the industry is located in larger urban centres and most students are from outside the GTA**
* **Lack of learning skills and abilities (math, communications) of the students who enroll in SG.**
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| **C. Action Plan**Identify priority actions for the next year and the rationale for their inclusion. For each, indicate the project lead, and the proposed timelines for completion. **What resources are required to complete the action plan, i.e., software, equipment, and training?**  |
| **Enrollment – Project Lead Charlie McGee*** **Due to the declining enrollment in SG, the faculty will continue with enrolment strategies including student’s expos, Ontario College Information Program as well as high schools visits with sports/business high skills majors. Faculty will continue working closely with Fleming Marketing and targeted advertising campaigns (OFSSA magazine, Fan 590, targeted and specific e-mail campaigns)**
* **Timeline: continuing**

**Co-op vs. applied agency - Project Lead Charlie McGee*** **Research and review the success & struggles of co-op and determine if SG students joining the Fleming Applied Agency would be a more effective and beneficial learning experience.**
* **Timeline: Spring 2014**

 **Articulation Agreement(s) – Project Lead Charlie McGee*** **Continue researching potential articulation agreements with Universities for the SG program**
* **Follow up and cultivate relationship with Sheffield Hallam University in the UK with the goal of having an agreement in place with this or another institution in the 2014 calendar year.**
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| **D. Deferred Actions**Record any issues that will need to bemonitored, researched, or deferred for future action. |
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| **E. Attach an updated Program Curriculum Map to your report**  |
| Please file an updated Program Curriculum Map in folder named Program Curriculum Map.: **S:\shared data\CLT\School Name\Program Name\Program Curriculum Map** |