

Assurance of Student Learning Reflection 2024-2025

<i>College of Health and Human Services/Gordon Ford College of Business</i>		<i>Sport Management/Department of Marketing</i>	
<i>Esports Management Undergraduate Certificate (1766)</i>			
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Is this an online program? ☐ Yes ☒ No		Please make sure the Program Learning Outcomes listed match those in CourseLeaf. Indicate verification here ☒ Yes, they match! (If they don't match, explain on this page under Evaluation)	

Instructions: For the 2024-25 assessment, we are asking you to reflect on the last three-year cycle rather than collect data. It's important to take time to look over the results from the last assessment cycle and really focus on a data-informed direction going forward. In collaboration with your assessment team and program faculty, review each submitted template from 2021-2024 and consider the following for each Program Learning Outcome, add your narrative to the template, and submit the draft to your **ASL Rep** by **May 15, 2025**.

Program Student Learning Outcome 1

Program Student Learning Outcome	Describe the processes of key participants involved in Esports (for example, the areas of design, production, marketing, distribution, usage, and support)
Evaluation	This PLO is still relevant; most of the courses we offer as part of the certificate touch on aspects of this PLO, including SPM 320, MKT 426, SPM 305, and MKT 220. All of our PLOs were put in place in 2021, and we continue to evaluate their relevancy.
Measurement Instruments	Direct Measure in MKT 426 Marketing Plan and Presentation (as a case study): All the key stakeholders involved in the Esports environment are identified by role and importance in the industry. This is done using current case studies and detailed mind mapping. Case studies involve understanding the problems that occur in the intercommunication of the various participants in the ecosystem and then applying the course material to use critical thinking to develop solutions to those problems. The mind mapping starts with the Esports organization and then branches out to all of those who interact directly or indirectly in the business chain. The heart of marketing is in design, production, distribution, consumer usage and providing support through service and adding value. These concepts are applied and evaluated through case assignments, mind mapping assignments and short essay exams. The instrument used is measuring the desired outcome and the artifacts are appropriate.
Criteria & Targets	Each student will be required to complete semester long case study in the form of traditional case analysis or full marketing plan and strategy development during the semester. The case method is a discussion of real-life situations that business executives have faced. The traditional case requirements follow the Harvard Business school method for case analysis. The marketing plan follows a template given to students at the beginning of the semester. The students will be assigned a current situation within the Esports business

	environment. The students will identify the problem, analyze the root causes, develop three solutions, justify the best solution, and finish with the conclusion and future impact of their recommendation. Each section of the case analysis has a specific point requirement. Application of course concepts, professional writing style, and critical thinking in regard to developing workable solutions will be evaluated. Competency will be demonstrated by a score of 70% or higher on the final case. The criteria for success and targets both remain appropriate.
Results & Conclusion	<u>Results:</u> The results are in line with expectations, as most students showed competency on this SLO. <u>Conclusions:</u> The use of the case study aptly measures the SLO. However, as time passes and esports continues to evolve the specific case study being used in the assessment must also evolve and change. As such, moving forward we will continue to update the case study as needed so that students can aptly demonstrate the knowledge of key processes and participants in esports.
<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	As we work hard to improve our assessment practices and make them more meaningful and effective, we will look to continue to assess how the SLOs are measured and make sure they are relevant to the evolving world of esports. While the crux of this SLO and assessment will remain, improvements/up-dates to the case study will continue to be made. More specifically, we plan to update the case study's topical focus so that it continues to be reflective of the changes/evolution within the world of esports. As these updates are made to the topical focus, we may also update various aspects of the instrument to assure agreement between the measures of the SLO and the case study being used.

Program Student Learning Outcome 2	
Program Student Learning Outcome	Demonstrate knowledge of the expected and required behaviors and competencies, such as ethical best practices and legal expectations relevant to entry into employment in the Esports industry
Evaluation	This PLO is still relevant and is a major focus of SPM 320, as such we continue have continued to evaluate it, specifically in relation to how best practices have evolved over time.
Measurement Instruments	Direct measure in SPM 320: Final Exam/Course Assessment (SPM320): Students will demonstrate their knowledge of core esports competencies through completing an examination at the end of the semester. The examination will consist of multiple choice, short answer, and essay(s) questions designed to measure students' knowledge of the past, present and future of the esports industry, issues in esports, and the intersection of sport law, sport finance, event management, and sport management with esports. We believe the measure instrument is measuring the desired outcome and that the final exam is the best means to see whether students are successfully completing the learning outcome. As the world of esports grows, this assessment has been updated and new questions/items have been added to keep up with the changes. Though this exam is closed notes/book, AI should not be an issue. However, since this class is taught primarily online, it would be naive to state that students are not using AI at times. Better regulations around the test (use of lockdown browsers/time limits, etc.) should be closely monitored to assure that the test is measuring students knowledge and not their ability to ask AI for answers.

Criteria & Targets	All students will be required to complete the examination at the end of the semester. Following the completion of the assignment, the course professor will grade each, calculating specifically the percentage of points each student earned on the examination. Students earning between 70-79% on the exam will be defined as demonstrating competency, with those students earning 80-89% being defined as above average, and those students earning a 90% or higher demonstrating a mastery of the information. Students failing to earn above a 70% will be defined as failing to meet the competency standard. The goal is for each student to earn a minimum score of 70%. It is expected that several students will demonstrate an above average competency, and a few will demonstrate mastery. The criteria for success and targets both remain appropriate.
Results & Conclusion	Results: The results are in line with expectations, as most students showed competency on this SLO. Conclusions: Overall the instrument used for this assessment measured the SLO well. The one potential issue we must consider moving forward is the use of AI tools by students during the exam. The use of these tools becomes problematic as it becomes impossible for us to discern whether the instrument measured students' knowledge or merely their ability to use AI. As such, we need to consider to include protections (i.e., lockdown browsers, time limits, etc.) to limit threats to validity.
<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	As we work hard to improve our assessment practices and make them more meaningful and effective, we will look to continue to assess how the SLOs are measured and make sure they are relevant to the evolving world of esports. Since the instrument used to measure SLO2 is the final exam for the course, the timing of the assessment will remain the same. However, it will be important to continue to update the instrument so it focuses on the most up-to-date and relevant aspects of the esports industry. We would like to add an additional tool/instrument to this SLO though. More specifically, the National Federation of State High School Associations offers a free online course created by industry professors. The course teaches students best practices for high school esports, discusses ethical dilemmas, and touches on potential issues within esports. The course concludes with students taking a multiple choice test, upon completion of which students are awarded a competition certificate. While the world of esports expands outside of high school sports, we believe completion of this course demonstrates knowledge of the expected and required behaviors and competencies, such as ethical best practices and legal expectations relevant to entry into employment in the Esports industry (i.e., SLO2).

Program Student Learning Outcome 3	
Program Student Learning Outcome	Articulate and apply concepts representing the diverse microcosm of Esports and its effects upon society and culture
Evaluation	This PLO is still relevant; most of the courses we offer as part of the certificate touch on various aspects of this PLO, specifically SPM 320, and MKT 426. As the microcosm of sports evolves and grows we have continued to monitor this.
Measurement Instruments	Direct Measure in SPM 320:

	Stakeholder Assignment: Students will demonstrate an understanding of core concepts within esports through completing a stakeholder analysis. The analysis will be on an esports organization or issue that the student chooses. Following the students identification of the principle organization they will be asked to prepare an official report in which they identify key stakeholders, assess the power and interests of the identified stakeholders, map out the interactions of the identified stakeholders, and assess the motivation and influence of the stakeholders on the organization/issue identified. The final project will be presented to the professor in a professional manner and students will be asked to share their work with the class and lead a class conversation on their organization/issue. This leaves the students with an appropriate artifact that demonstrates their competency and the learning outcome. To measure students learning outcome a rubric is used to assess each aspect of a stakeholder analysis that is appropriate and at present does not need to be adjusted. This is still the best manner to measure students' knowledge and ability to assess the vast microcosm that is the esports industry. In terms of AI, there is potential for students use AI to complete this assignment, but we have not made any changes based on that to the assignment. Moving forward this will need to be assessed and it may be appropriate to have students complete a second half of this assignment that incorporates the use of AI.
Criteria & Targets	Sample size = 20% of students enrolled in the Esports Management Certificate who are enrolled in this course. All students will be required to complete the examination at the end of the semester. Following the completion of the assignment, the course professor will grade each, calculating specifically the percentage of points each student earned on the examination. Students earning between 70-79% on the exam will be defined as demonstrating competency, with those students earning 80-89% being defined as above average, and those students earning a 90% or higher demonstrating a mastery of the information. Students failing to earn above 70% will be defined as failing to meet the competency standard. The goal is for each student to earn a minimum score of 70%, it is expected that several students will demonstrate an above average competency, and a few will demonstrate mastery. The criteria for success and targets both remain appropriate.
Results & Conclusion	Results: Overall the results were in line with expectations, as the vast number of students obtained a minimum score of 70%. Nothing particularly stood out this specific assessment over the last three. Conclusions: The overall assignment worked well to measure the SLO. The major change around this assessment was moving it up on the course calendar to be due mid-year rather than at the end of the semester. The course was structured so that the first half focuses on the world of esports and application of business principles (e.g., culture, organizational structure, stakeholders, etc.) to that world. The second half of the semester focus on the different sectors of esports (e.g., law, event management, facility management, etc.). Since stakeholder analyses (i.e., the measure tool we use to gauge this SLO) is taught in the first half of the semester, after year 1 we moved the assignment up so that it corresponded better with the lectures/readings. This helped students we believe to better demonstrate their understanding of the outcome we sought to measure.

<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	Plans for Next Assessment Cycle: As we work hard to improve our assessment practices and make them more meaningful and effective, we will look to continue to assess how the SLOs are measured and make sure they are relevant to the evolving world of esports. For SLO3, we want to consider adding to the assignment, and incorporating AI. More specifically, adding an portion to th assessment that will require students to complete their own stakeholder analysis, use AI to create a stakeholder analysis, and then assess the strengths and weaknesses of theirs versus AIs. This will allow the student to only demonstrate SLO 3, but will also help them learn how to use AI for their benefit while pointing out the potential short comings.
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To add more outcomes, if needed, select the table above and copy & paste below.