

## Assurance of Student Learning Report 2023-2024

College of Health and Human Services/Gordon Ford College of Business	Sport Management/Department of Marketing
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Esports Management Undergraduate Certificate (1766)

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<b>Is this an online program?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Please make sure the Program Learning Outcomes listed match those in CourseLeaf . Indicate verification here <input checked="" type="checkbox"/> Yes, they match! (If they don't match, explain on this page under <b>Assessment Cycle</b> )
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*Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages. Add more Outcomes as needed.*

**Program Student Learning Outcome 1: Describe the processes of key participants involved in Esports (for example, the areas of design, production, marketing, distribution, usage, and support)**

<b>Instrument 1</b>	Direct: Case study in MKT 426
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Based on your results, check whether the program met the goal Student Learning Outcome 1.	<input checked="" type="checkbox"/> <b>Met</b>	<input type="checkbox"/> Not Met
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**Program Student Learning Outcome 2: Demonstrate knowledge of the competencies involved in Esports (for example, ethical best practices and legal expectations relevant to entry into employment in the Esports industry)**

<b>Instrument 1</b>	Direct: Assessment in SPM 320
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Based on your results, check whether the program met the goal Student Learning Outcome 2.	<input checked="" type="checkbox"/> <b>Met</b>	<input type="checkbox"/> Not Met
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**Program Student Learning Outcome 3: Apply socio-cultural concepts representing the diverse microcosm of Esports**

<b>Instrument 1</b>	Direct: Stakeholder project in SPM 320
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Based on your results, check whether the program met the goal Student Learning Outcome 3.	<input type="checkbox"/> Met	<input checked="" type="checkbox"/> <b>Not Met</b>
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**Assessment Cycle Plan:**

All three SLO Outcomes were assessed in this cycle and will continue to be assessed each year moving forward.

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)			
Measurement Instrument 1	<b>Marketing Plan and Presentation (as a case study): MKT 426</b> 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.			
Criteria for Student Success	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.			
Program Success Target for this Measurement	Sample size = 20% of students enrolled in the Esports Management Certificate who are enrolled in this course. Competency will be demonstrated by a score of 70% or higher on the final case.	Percent of Program Achieving Target	100% ( <i>n</i> = 4)	
Methods	Following the completion of the assignment, the course professor will grade each, calculating specifically the percentage of points each student earned on the assignment. Students earning between 70-79% on the assignment 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.			
Based on your results, highlight whether the program met the goal Student Learning Outcome 1.			<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Not Met
Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn't, and plan going forward)				
<b>Results:</b> The results are in line with what was expected as they follow previous semesters' outcomes.				
<b>Conclusions:</b> Moving forward, we will look at various methods that might be employed to move us closer to accomplishing the goal. For example, we will examine potentially adding study guides to the course and/or adding in review activities. We will also look at the material that was missed to determine if there are any trends in subject matter that students struggled with and assess the teaching of that material accordingly.				

**Plans for Next Assessment Cycle:** The examination described above will be the final exam for MKT 426 course and will be assigned each semester the course is taught. However, the program success target will be assessed once every other academic year. The next assessment will be at the end of the 2023-24 academic year

Program Learning Outcome/Competency 2			
<b>Program Student Learning Outcome</b>	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		
<b>Measurement Instrument</b>	<b>Final Exam/Course Assessment (SPM320)</b>  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.		
<b>Criteria for Student Success</b>	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.		
<b>Program Success Target for this Measurement</b>	Overall competency = The assignment is worth 150 points. Students will earn 105/150 or 70% to demonstrate competency. 28 out of 38 in the spring 44 out of 51 in fall	<b>Percent of Program Achieving Target</b>	<b>Overall competency =</b> In total, 72 out of 89 students (80.8%) met the goal of earning 70% or better on the assignment. With a class average of 77.3% The four students who were enrolled in the certificate averaged an 87.8 % on the final exam with all four earning above a 70%
<b>Methods</b>	In the academic year 2023-2024, SPM 320 was offered one time. In total 89 students enrolled in the class (four of which were enrolled in the certificate). When evaluating the Final Exam, 72 students earned greater than 70% on the exam, with the class average being 80.8 % (which was 3.5% higher than the previous year). Breaking down the class by their letter grade, 20 students earned an A, 31 students earned a B, 21 students earned a C, 17 students earned a D or F. The four students who were enrolled in the certificate program averaged 87.8 % on the final exam with all four earning above a 70%. Thus, while we met the competency goal for those enrolled in the certificate, overall, we have thus fallen short of our stated goal of having all students in the course demonstrate competency the course material on the final exam as 9		

	students fell below the goal of 70%. However, given the improvements we saw over last academic year where the class average was a 78.6% and that the percentage of students who reached competency improved from 78.6% to 80.8%, we can confidently state that we are moving in the right direction in achieving the SLO fully.	
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.	<input checked="" type="checkbox"/> Met	Not Met
Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn't, and plan going forward)		
<p><b>Results:</b> Overall, the results of the assessment show that all Esports Management Certificate students enrolled in SPM 320 “demonstrated 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” (Competency 2) through achieving greater than a 70% on the final exam.</p>		
<p><b>Conclusions:</b> The results indicate that the improvements in lectures and additional assignments asking students to demonstrate competency throughout the semester successfully improved students learning and retention of the material as a 3.5% increase in the percentage of overall students passing the exam was realized. In references to those in the ESPM Certificate there were also improvements found in the overall average on the exam from the previous year.</p>		
<p><b>Plans for Next Assessment Cycle:</b> Moving forward, we continue to refine lectures and assignments throughout the year and work to assure students have the ability to ask questions and speak to the professor if they are struggling (this is especially important in the fall semester when the course is offered online).</p>		

Program Learning Outcome/Competency 3	
<b>Program Student Learning Outcome</b>	Articulate and apply concepts representing the diverse microcosm of Esports and its effects upon society and culture
<b>Measurement Instrument</b>	<p><b>Stakeholder Assignment (SPM 320)</b></p> <p>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 student's 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 (Please see attached outline labeled “Stakeholder Analysis Project” for more specific details). 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.</p> <p>The professor will grade the report in accordance with the project description provided in the attached pages labeled “Stakeholder Analysis Project”.</p>
<b>Criteria for Student Success</b>	<p>Sample size = 20% of students enrolled in the Esports Management Certificate who are enrolled in this course.</p> <p>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</p>

	<p>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.</p> <p>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.</p>		
<b>Program Success Target for this Measurement</b>	<p>Overall competency = The assignment is worth 100 points. Students will earn 70/100 or 70%</p> <p>For each of the 4 sub-sections (identification, power &amp; interest, mapping, and stakeholder understanding) students earn 70% or higher.</p>	<b>Percent of Program Achieving Target</b>	<p><b>Overall competency</b> = In total, 68 out of 89 students (76 %) met the goal of earning 70% or better on the assignment.</p> <p>Two of the four students who were enrolled in the certificate met the target.</p> <p><b>Category Competency for certificate students</b></p> <p><b>Identification</b> – Average score = 14.75 out of 20 (73.75%)</p> <p><b>Power &amp; interest</b> – Average score = 13.5 out of 20 (67.5%)</p> <p><b>Mapping</b> – Average score = 9.25 out of 20 (46.25%)</p> <p><b>Understanding</b> – Average score = 19.69 out of 30 (65.62%)</p> <p><i>Note: The remaining 10 points is earned through writing a conclusion section as outlined in the assignment</i></p>
<b>Methods</b>	<p>In the academic year 2023-2024, SPM 320 was offered two times. In total 89 students enrolled in the class (with 4 being in the certificate). When evaluating the Stakeholder Analysis Assignment, 68 students earned more than 70%, with the class average being 72.13%. This average is slightly misleading though as 12 students failed to complete the assignment and thus received a zero (0). Removing those students, 88% of the students demonstrated competency, and the class average was 83.4%.</p> <p>When examining the 4 sections of the assignment (i.e., identification, power and interest, mapping, and stakeholder understanding), all four students enrolled in the certificate program demonstrated competency as they achieved greater than 70% on each section. The breakdown of those students grades on each of the subsections is as follows:</p> <ul style="list-style-type: none"> <li>- Student 1 – Stakeholder Paper = 60% (identification of stakeholders = 95%; power and interest = 80%; mapping = 0%; stakeholder understanding = 70%)</li> <li>- Student 2 – Stakeholder Paper = 90 % (identification of stakeholders = 100%; power and interest = 95%; mapping = 85%; stakeholder understanding = 90%)</li> <li>- Student 3 – Stakeholder Paper = 98% (identification of stakeholders = 100%; power and interest = 95%; mapping = 100%; stakeholder understanding = 97%)</li> </ul>		

	<ul style="list-style-type: none"><li>- Student 4 – Stakeholder Paper = 0% (identification of stakeholders = 0%; power and interest = 0%; mapping = 0%; stakeholder understanding = 0%) – <i>NOTE: This student failed to complete the assignment</i></li><li>-</li></ul> <p>Taken together, the sample reveals that the average for “Identification of stakeholders” was 14.75 out of 20 (73.75%); “Power and interest” was 13.5 out of 20 (67.5%); Mapping was 9.25 out of 20 (46.25%); and Stakeholder understanding was 19.69 out of 30 (65.62%)</p>	
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.	<input type="checkbox"/> Met	<input checked="" type="checkbox"/> Not Met
Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn’t, and plan going forward)		
<p><b>Results:</b> Overall, the results of the assessment show that half of the certificate students were able to “articulate and apply concepts representing the diverse microcosm of Esports and its effects upon society and culture” (Competency 3) through achieving greater than a 70% stakeholder analysis. The two students that did not meet the goal failed to do so because they either did not complete a section of the assignment (see Student 1) or did not turn in the assignment at all (see Student 4).</p> <p><b>Conclusions:</b> Looking at only those students in the certificate program, we need to do better to make sure all students complete the assignment in full. Though we place the assignment and the due date on Blackboard, in the syllabus, and remind them through a weekly email, it may serve to send an additional reminder to all students the day the assignment is due just to assure students not only have knowledge of the assignment but also the due date. This will hopefully help with the issues we experienced this year.</p> <p><b>Plans for Next Assessment Cycle:</b> Moving forward, even though we place the assignment and the due date on Blackboard, in the syllabus, and remind them through a weekly email, it may serve to send an additional reminder to all students the day the assignment is due just to assure students not only have knowledge of the assignment but also the due date. This will hopefully help with the issues we experienced this year.</p>		

\*\*\* Please include Curriculum Map (below/next page) as part of this document

## CURRICULUM MAP TEMPLATE

<b>Program name:</b>	Esports Management Undergraduate Certificate
<b>Department:</b>	Sport Management/Department of Marketing
<b>College:</b>	CHHS/GFCB
<b>Contact person:</b>	Stacey Forsythe/Patricia Todd
<b>Email:</b>	<a href="mailto:stacey.forsythe@wku.edu">stacey.forsythe@wku.edu</a> / <a href="mailto:patricia.todd@wku.edu">patricia.todd@wku.edu</a>

### KEY:

**I = Introduced**

**R = Reinforced/Developed**

**M = Mastered**

**A = Assessed**

			Learning Outcomes		
			LO1:	LO2:	LO3:
			Describe the processes of key participants involved in Esports (for example, the areas of design, production, marketing, distribution, usage, and support)	Demonstrate knowledge of the competencies involved in Esports (for example, ethical best practices and legal expectations relevant to entry into employment in the Esports industry)	Apply socio-cultural concepts representing the diverse microcosm of Esports
Course Subject	Number	Course Title			
MKT	220	Basic Marketing Concepts		I	I
SPM	305	Sport Event Management	I	I	
SPM	320	Esports Management	R	M, A	M, A
MKT	322	Integrated Marketing Communications	R	R	
MKT	426	Esports Marketing and Branding	M, A	R	R

## MKT 426 Project WKU Esports Brand Plan

- I. Table of Contents
- II. History and Program Development (5 points)
- III. Current Situation (15 points) Internal and External situation
  - a. Mission, goals, and stakeholders of the university esports program
  - b. SWOT
  - c. Current Content Analysis of Media Platforms
    - i. Discord
    - ii. Instagram
    - iii. Twitter
    - iv. TikTok
    - v. Twitch
    - vi. YouTube
    - vii. Facebook
- IV. Competitive Comparison (choose 2 out of the top 10 collegiate esports programs) (10 points)
- V. Segmentation and Target Market (10 points)
  - a. An overview of the relevant customers of the event and their needs.
    - Define customers and their roles.
    - Explain their needs and expectations
  - b. A plan for market segmentation, target segments and tailored marketing activities for them.
- VI. Branding Plan (15 points)
  - a. Positioning Statement
  - b. Goals
  - c. Communication Objectives
    - i. Strategy
    - ii. Key Message (story)
    - iii. Brand Voice (The distinct personality a brand takes on in its communications).
  - d. A strategy for the acquisition and work with sponsors, particularly including aspects of branding.
    - i. Explain, why sponsors could be interested in a collaboration with the WKU esports, focus on aspects of branding (e.g., meaning transfer, fit, image, brand equity)
    - ii. which sponsors should be targeted and which arguments should be used to acquire them (i.e., what can WKU esports offer to them?)
    - iii. How could sponsors be supported (e.g., activation strategies, evaluation)?
    -
- VII. Implementation (15 points)
  - a. A strategy for digital marketing, especially social media marketing.
    - Which social media could be used, for which marketing goals and which segments?
    - How should they be used (content, frequency, channels, etc.)?
  - a. Mock-ups for social media

- VIII. Evaluation and references (10 points)
- IX. Presentations (20 points)

### **Presentation Guidelines**

1. Everyone must present (Attendance is mandatory for both days of presenting (April 24<sup>th</sup> and April 26<sup>th</sup>) Points will be deducted if you are not in class
2. Presentations will be for 15 minutes (10 minutes for the talk and 5 minutes for Q&A) It is expected that you have rehearsed.
3. Title Slide should include (a) The title of the presentation (b) all team members (introduce yourselves)
4. Points will be deducted for typos and misspelling.
5. Points will be deducted for reading the slides
6. Limit the amount of text on the slides...use bullets or pictures
7. Each slide should have no more than 5 lines; each line should have no more than 5 words.
8. Use font size 24+ for titles and 20+ for body, and no more than two fonts per slide.
9. Dress business casual
10. You should submit your presentation slides as a .pptx (Microsoft PowerPoint format) via Blackboard. The deadline for submission is April 24th @ noon. There will be one submission per group.

## **Esport Stakeholder Analysis**

### **What is a Stakeholder Analysis?**

“Stakeholder analysis has become increasingly popular with a wide range of organisations in many different fields, and it is now used by policy-makers, regulators, governmental and nongovernmental organisations, businesses and the media” (Reed et al., 2009, p. 1933). “This popularity reflects a recognition among managers, policy makers and researchers of the central role of stakeholders (individual, groups, and organizations) who have an interest (stake) and the potential to influence the actions and aims of an organization, project or policy direction” (Brugha & Varvasovszky, 2000, p. 239).

More specifically, a stakeholder analysis is a tool used to define stakeholders and their interests as a means to helping achieve various organizational outcomes (Reed et al., 2009). The World Health Organization (WHO) defined stakeholder analysis as a “process of systematically gathering and analyzing qualitative information to determine whose interests should be taken into account when developing and/or implementing a policy or program” (Schmeer, n.d.)

### **Sport management stakeholders**

Within sport management literature, Friedman, Parent, and Mason (2004) note

Stakeholder analysis can be used to identify stakeholders, stakeholder claims, motivations and relative importance, by evaluating stakeholders’ levels of power, legitimacy and urgency related to the issue (Mitchell, Agle & Wood, 1997). These attributes exist at varying levels as an issue develops and solutions are presented over time. In classifying stakeholders based on the attributes of power, legitimacy and urgency, and identifying their underlying needs and expectations, sport managers can more efficiently allocate resources. (p. 1)

More specifically, sport managers use stakeholder analysis to increase the understanding of the organizations environment and identify threats as well as opportunities to the organizations (Friedman et al., 2004). They also use the analysis to help balance the goals, objectives, wants and needs of various stakeholders (Friedman et al., 2004). Such knowledge allows sport managers to interact and communicate more efficiently and effectively with stakeholders and thus optimize the outcome for both the stakeholder and organization at large.

### Assignment Prompt

Imagine the NCAA announces tomorrow that they are going to make esports a varsity, NCAA sponsored sport in 2022. The NCAA will sponsor 3 unique esport leagues (one for Rocket League, one for DOTA, and one for NBA2K). Each league will hold a series or regional competitions throughout the year that schools can attend/play-in for a chance to earn an invitation to the NCAA Esports National Championship. The National Championships will be held yearly for each league, and a national champion will be crowned for each individual league. In addition, the school that averages the greatest performance over the three leagues will be crowned the NCAA Esports Team National Champion.

WKU decides they want to win the team national title within 5 years and set themselves the goal of becoming the best college esport team in the country.

Your assignment is to walk through how university officials might perform a stakeholder analysis to determine who the key stakeholders are and how they might impact/influence WKU in their quest to be the best.

### **Project guidelines (100 points)**

*Based off the above scenario please perform a stakeholder analysis as follows.*

1. Who are the Stakeholders? **(20 points)**
  - a. Identify stakeholders 15 stakeholders for the prompt described above. When identifying them be sure to note whether they are a primary, secondary, or tertiary stakeholder (e.g., Dr. Czekanski – Primary stakeholder)
    - i. At least 8 must be primary stakeholders
    - ii. At least 5 must be secondary stakeholders
    - iii. At least 2 must be tertiary stakeholders
2. Explain the power and interest of each stakeholder you identify. This can be written in the following format: **(20 points)**
  - a. CEO: The power of the CEO is.... The interests of the CEO are...
  - b. COO: The power of the COO is... The interests of the COO are...
3. Develop 2 stakeholder analysis maps. **(20 points)**
  - a. In the first display your findings visually showing where each individual falls in the power interest grid (there are multiple examples online and one in the power point slides you can model your map after).
  - b. In the second show the interaction between each of the stakeholders (there are multiple examples online and one in the power point slides you can model your map after).
4. Develop an understanding of your stakeholders. You need to do this for 3 stakeholders **(30 points)**
  - a. How is the stakeholder affected by the scenario described above?

- b. What financial or emotional interest do they have in the scenario? Is it positive or negative?
  - c. What are 3 things that you think motivates the stakeholder?
  - d. What do you think is the best way of communicating a message to them? Why?
  - e. What do think the stakeholder's current opinion of the NCAA and the decision to add an esports national championship is? Why do you believe they feel this way?
  - f. If you were involved in implementing the National Championship, how would you assure that the stakeholder has a positive view of the NCAA and what they are doing?
  - g. Who else might be influenced by the stakeholder's opinions? Do these people/actors become stakeholders in their own right?
5. Conclude with a summary of your findings. **(10 points)**
- a. What have you learned from this assignment?
  - b. How has this assignment helped you better understand how esport organizations can use stakeholder analysis to their advantage?
  - c. Based on your analysis, do you think the NCAA should consider adding esports? Why or why not?

**This will be a formal report and should be treated as such in the way you format and present the project. Thus, you should proceed as if you were getting paid as a consultant for this report. This should become part of your professional portfolio as an example of your work.**