

Maine Community College System
Five Year Program Review

College: Central Maine Community College
CIP: 50.1001

Program: Esports Management
Credentials: Associate in Applied Science (AAS)

Review Team: Tobby Bragdon, Betsy Libby, Michael Henry, Eric Berg, Rachel King, Chris Thoma, Marc Gosselin, Jeffrey Green, Brianna Doyle, Pearl Violette

Date: January 22nd, 2024

Period of Review: AY 2018/2019-2022/2023

Program Overview:

1) **Program description** (*from the most recent college catalog*):

The Associate in Applied Science Degree in Esports Management will prepare students for positions in the esports industry. The goal is to provide students with the skills necessary to fulfill the growing need for business professionals in Esports. Esports is an organized form of competitive video gaming. Competitions are typically multi-player video games between professional gamers, organized both online and offline. Esports spectators attend or live stream events.

2) **Program Learning Outcomes: all program learning outcomes are expected to be assessed within the five-year cycle. Please attach an Assessment Data and Reflection Template for each program learning outcome. Explain how the department used the assessment results to improve teaching, learning, and the curriculum.**

List the program learning outcomes:	Method of assessment: list the courses and activities/assignments used to assess the learning outcomes
<ol style="list-style-type: none">1. Apply critical thinking and problem solving techniques in an esports environment.2. Utilize effective management and supervisory skills to organize teams, groups and individuals in esports and business.3. Utilize technology to analyze business problems and construct appropriate solutions.4. Diagnose marketing and management related issues and plan future actions.5. Demonstrate interpersonal, written, and presentation skills required for successful employment in the esports industry.	

3) Credentials Awarded within the IPEDS year, i.e. July 1-June 30:

Credentials Awarded					
Credential	AY1819	AY1920	AY2021	AY2122	AY2223
AAS	--	--	1	2	1

4) Program Graduates Employed:

Number of Completers with any Wage Data	--
% of Completers with any Wage Data	--
# of Completers with First Year Earnings	--
Median First Year Earnings	--

- No wage data available

5) Partnerships, collaborations, associations and memberships

a) Advisory Meeting Dates and Attendance (past 3 years)

<i>Date(s) of Meeting</i>	<i># of college attendees</i>	<i># of Non-college attendees</i>
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-- Esports does not have an established advisory committee

b) Program external accreditation, associations, and memberships (if applicable):

6) Other Indicators of student success, direct and/or indirect, which may include:

	AY1819	AY1920	AY2021	AY2122	AY2223
Licensure/certification pass rates (if applicable)	n/a	n/a	n/a	n/a	n/a
Program Advisory Committee Member Survey (on scale of 1-5 averaged):	--	--	--	--	--
Program Curriculum	--	--	--	--	--
Technical currency of the program	--	--	--	--	--
Preparation of program graduates for work in the field	--	--	--	--	--
Communication from program administration/faculty	--	--	--	--	--
Overall quality of the program	--	--	--	--	--
Other (please specify):	--	--	--	--	--

7) Student demographics:

Admissions					
	AY1819	AY1920	AY2021	AY2122	AY2223
Fall Applications	--	29	29	19	22
% chg in Fall Applicants from PY	--	--	0%	-34%	16%
Enrolled (Yield)	--	11	8	6	10
% chg in Enrolled from PY	--	--	-27%	-25%	67%

Student Enrollment ¹					
	AY1819	AY1920	AY2021	AY2122	AY2223
Unduplicated Headcount Enrolled in Program	--	14	14	13	21
% chg in Headcount from PY	--	--	0%	-7%	62%
Enrolled Credit Hours	--	203	160	147	259
% chg in Credit hours from PY	--	--	-21%	-8%	76%
FTE	--	14	11	10	17
% chg in FTE from PY	--	--	-21%	-9%	70%

¹ = students within the program in the fall of the academic year

Student Success					
Cohort Year	AY1819	AY1920	AY2021	AY2122	AY2223
Cohort Enrollment	--	18	9	7	17
Retained to the next semester	--	50%	44%	71%	76%
Retained to the next year	--	28%	22%	86%	41%
100% of program time	--	11%	0%	14%	
150% of program time	--	17%	0%		
200% of program time	--	17%			
Transfer Rate (non-graduates) ²	--	11%			
Transfer Rate (graduates)	--	11%			
Enrolled in Another Program ²	--	0%			
Graduated from Another Program ²	--	6%			

². Determined at the maximum graduation point in this table, i.e. 200%

8) Strengths, challenges, and planned steps for continuous improvement: In your summary assessment you should reference sections of this review that informs the plan.

Program Strengths:

- Growth of Esports Industry Worldwide:
 - The recognition of the global growth of the Esports industry is a significant strength for the program. This trend indicates a potential increase in job opportunities and industry relevance for students graduating from the program.
- CMCC's Varsity Esports Athletic Program:
 - The existence of a varsity esports athletic program at CMCC is a notable strength. This not only provides students with opportunities for competitive gaming but also enhances the overall profile of the program within the institution.
- Impressive Esports Arena at CMCC:
 - The presence of a great esports arena is a key strength for the program. A well-equipped and aesthetically pleasing gaming environment contributes to a positive and immersive experience for students, potentially attracting more participants.
- Spring Esports Event:
 - The organization of a Spring Esports Event is a positive highlight. Such events can foster a sense of community among students, provide networking opportunities, and showcase the talents of the program's participants.

These strengths contribute to the attractiveness and competitiveness of the Esports program at CMCC. Leveraging these positive aspects can further enhance the program's reputation and appeal to prospective students.

Challenges:

- Employment Opportunities in Esports in Maine:
 - The state of Maine poses a challenge as it lacks significant employment opportunities in the field of Esports, which may affect the program's ability to provide job prospects for graduates.
- Absence of Esports Champion in the Business Department:
 - The program faces a setback as there is no designated Esports champion within the Business Department. This has impacted the program's visibility and support within the department.
- Inconsistent Instructors:
 - The program has experienced a lack of consistent instructors, leading to variations in teaching styles, curriculum delivery, and overall program stability.
- Incorrect Initial Marketing:
 - The initial marketing strategy for the program was flawed, resulting in a mismatch between the program's offerings and the expectations of prospective students.
- Transition from In-Person to Online Due to Covid:
 - The program had to adapt quickly to external circumstances, moving from in-person to online format during its second semester due to the COVID-19 pandemic. This transition presented challenges for both students and instructors.
- Fluctuations between Online and In-Person:
 - The program has experienced multiple shifts between online and in-person formats, due to significant changes in instructor availability. This inconsistency may impact the overall student experience.
- Discrepancies in Class Description and Content:
 - There is a mismatch between the class description and the actual content taught in the program. This misalignment could lead to confusion among students and impact the quality of education provided.
- Overemphasis on Esports Classes:
 - The program seems to have an issue with an overabundance of Esports classes, potentially limiting the diversity of courses offered. This could affect the overall breadth of education provided to students.

Planned steps for continuous improvement:

Appointment of a Full-Time Instructor and Champion:

- The proposal to hire a full-time instructor and designate a champion for the Esports program is a strategic move.
 - This individual could play a crucial role in promoting the program, providing consistent leadership, and actively engaging with the Esports community. Networking with the industry can enhance opportunities for students' post-completion, addressing the current lack of a program champion.

- Refocusing the Spring Esports Event:
 - The decision to return the Spring Esports Event to its original intent of a high school tournament indicates a commitment to aligning the event with its initial purpose. This move can bring clarity to the event's goals, potentially attracting a specific audience and fostering stronger connections with the high school community.

These planned steps show a proactive approach to addressing the challenges identified and capitalizing on the program's strengths. The emphasis on leadership, community engagement, and event alignment demonstrates a commitment to continuous improvement and overall program enhancement.

Five-year Assessment Plan for Student Learning Outcomes

Esports Management

March 2024

Name of Program or General Education Domain

Date

Learning goal:

Student learning outcomes:	Academic year during which assessment will occur	Source(s) and type of assessment artifact(s) that will be collected (e.g.: embedded questioning, capstone assignments, standardized testing, performance observation, portfolio reviews, etc.)	Method(s) to be used for assessing artifact(s)	Assessment Goal (targets/criteria) for direct measure	Assessment Outcome (<i>Number of Students Achieving an "acceptable" or better</i>)	Assessment Goal was:		
						Met	Not Met	Pending Review

Most significant assessment findings? (Pedagogical, instructional, curricular changes). Please report on actions taken and on ongoing assessment plans.