

Student Learning Outcomes Matrix

Identify Each Student Learning Outcome and Measurement Tool(s)	Identify Benchmark	Total Number of Students Observed	Total Number of Students Meeting Expectation	Assessment Results: Percentage of Students Meeting Expectation	Assessment Results: Does not meet expectation Meets expectation Exceeds expectation Insufficient data
B.S. Sport Management - Residential					
PLO 1: Incorporate the Christian worldview into decision making within sport management (2025-2026)					
Measure 1 SETM 499 Ethical Analysis Assignment (Residential, Direct)	80% of students will be able to achieve 3 out of 4 for each sub-category (SC) of the rubric	41 students observed	SC 1: 38	SC 1: 92.68%	Exceeds expectations
			SC 2: 38	SC 2: 92.68%	
			SC 3: 38	SC 3: 92.68%	
Measure 2 SETM 499 Internship Evaluation (Residential, Indirect)	75% of students will score at least 3.75 out of 5 on each sub-category (SC) of the Likert Scale	60 students observed	SC 1: 59	SC 1: 98.33%	Exceeds expectations
			SC 2: 60	SC 2: 100%	
			SC 3: 60	SC 3: 100%	
			SC 4: 59 One student received N/A on this subcategory	SC 4: 100%	
			SC 5: 60	S5 5: 100%	
PLO 2: Recommend research-based managerial practices for sport organizations (2024-2025)					
Measure 1 SMGT 302 Sport/Athletic Facility Research & Design Assignment (Initial Assessment 2024-2025) (Residential, Direct)	80% of students will be able to achieve 3 out of 4 for each sub-category (SC) of the rubric	73 students observed	SC 1: 34	SC 1: 47%	Does not meet expectations
			SC 2: 29	SC 2: 40%	
			SC 3: 29	SC 3: 40%	
Measure 1 Reassessment (Fall 2025) SMGT 302 Sport/Athletic Facility Research	80% of students will be able to achieve 3 out of 4 for each sub-category	32 Students observed	SC 1: 24	SC: 75%	Partially meets
			SC 2: 25	SC 2: 78.13%	
			SC 3: 27	SC 3: 84.38%	

& Design Assignment (Residential, Direct)	(SC) of the rubric				
Measure 2 SETM 499 Internship Final Evaluation (Residential, Indirect)	75% of students will score at least 3.75 out of 5 on each sub-category (SC) of the Likert Scale	SC 1: 42 students observed	SC 1: 35	SC 1: 83.33%	Exceeds Expectations
		SC 2: 42 students observed	SC 2: 35	SC 2: 83.33%	
Measure 1: SETM 499 Ethical Analysis Assignment (Residential, Direct)					
Sub-Category (SC) Title: • SC 1: Identification of ethical dilemma • SC 2: Application of Christian worldview • SC 3: Critical reflection on ethical dilemma					
Notes: None					
Measure 2: SETM 499 Internship Evaluation (Residential, Indirect)					
Sub-Category (SC) Title: • SC 1: Demonstrates good judgment on work related decisions • SC 2: Displays patience and self-control during work • SC 3: Demonstrates consideration for others' viewpoints • SC 4: Demonstrates courtesy in working with the public • SC 5: Shows respect for others in relationships with public and co-workers					
Notes: None					
Measure 1: SMGT 302 Sport/Athletic Facility Research & Design Assignment (Reassessment)					
Sub-Category (SC) Title: • SC 1: Selection of Sources • SC 2: Use of Research • SC 3: Application of Research					
Action Plan: Update Assignment Instructions for the Research option within the ADA and Risk Management Sections. Update Assignment Rubric to emphasize the research component.					
Term Action Plan Implemented: Fall 2025					
Term/Year for Reassessment: Fall 2025					
Notes: Students met expectations on one of the three subcategories of the reassessment rubric. Even though two subcategories did not meet expectations, improvement in the percentage of proficient students was observed (e.g., SC 1: 47% improved to 75% and SC 2: 40% improved to 78.13%).					

Action Plan 2: A required in-class workday will be added to include additional training and use of the SPORTDiscus database to support students in the selection of research and application of research. These two concepts are related as appropriate selection of research support relevant application.

Term Action Plan Implemented: Fall 2026

Term/year for Second Reassessment: Fall 2026

Measure 2: SETM 499 Internship Final Evaluation (Residential, Indirect)

Suggested Action Plan: None

Sub-Category (SC) Title:

- SC 1: Demonstrates effective leadership techniques
- SC 2: Ability to conduct research and evaluate information using appropriate methods

Notes: None

PLO 3 (2023-2024)

Evaluate Processes and policies for achieving the desired outcomes of sport organizations

Measure 1 SMGT 404 UW-W (Residential, Direct)	75% of students will be able to achieve 3 out of 4 for each subcategory (SC) of the rubric	67 students observed	SC 1: 63	SC 1: 94%	Exceeds expectations
			SC 2: 60	SC 2: 90%	
			SC 3: 53	SC 3: 79%	
Measure 2 SETM 499 Internship Evaluation (Residential, Indirect)	75% of students will score at least 3.75 out of 5 on each sub-category (SC) of the Likert scale	42 students observed	SC 1: 40	SC 1: 95%	Exceeds expectations
			SC 2: 41	SC 2: 98%	
			SC 3: 41	SC 3: 98%	
			SC 4: 41	SC 4: 98%	

Measure 1: SMGT 404 UW-W (Residential, Direct)

Sub-Category (SC) Title:

- SC 1: Rationale for model selected
- SC 2: Application of model
- SC 3: Analysis of organizational effectiveness

Suggested Action Plan: None

Notes: None

Measure 2: SETM 499 Internship Evaluation (Residential, Indirect)

Suggested Action Plan: None

Sub-Category (SC) Title:

- SC 1: Produces adequate quality of work on assigned projects
- SC 2: Demonstrates good judgment on work related decisions

- SC 3: Demonstrates skills specific to the internship
- SC 4: Performs quality work

Note: Sport management students continue to perform well in their internships.

Notes: 1) You may have more or fewer SLOs than shown above. 2) You may measure an SLO only once, but only with a direct measure. Measuring an SLO more than once is a better practice. 3) If you use a cycle different from measuring all SLOs once a year, include ALL SLOs in your OAP and indicate when the most recent data was collected. 4) Replicate the matrix for any degree program with different SLOs or different measurement tools at all degree levels and identify accordingly.

Student Learning Outcomes Matrix Narrative:

Your outcomes assessment plan must include, at minimum, two direct and two indirect measures across ALL student learning outcomes (not for each SLO). **All SLOs must be measured at least once by a direct measure.** Some measurement tools will be used to measure more than one student learning outcome. Below, narrate how you “**close the loop**” by describing any **changes and improvements you made and plan to make as a result of your assessment activity**:

- Address ALL SLOs – those that meet or exceed expectations and those that do not.
- Explain why you have measures with insufficient data.
- Describe how this outcomes assessment data drives curricular and other decisions.
- Describe how have you improved/changed this year based on this data (close the loop).

1. Address ALL SLOs – those that meet or exceed expectations and those that do not.

Response

Assessment data was provided for ALL PLOs in the Student Learning Outcomes Matrix above.

^COSMA uses Student Learning Outcome: SLO, Liberty uses Program Learning Outcome: PLO

2. Explain why you have measures with insufficient data.

Response

No measures have insufficient data.

3. Describe how this outcomes assessment data drives curricular and other decisions.

Response

There are multiple assessments that met the target(s). When an assessment meets the target, there are no additional, required actions. However, it is common for faculty to continually review course content and make revisions in response to changes in the discipline, industry standards, or student learning needs.

For assessment plans that do not meet the target, action plans are developed and reassessment is completed. Action plans often include revisions to assignment instructions, grading rubrics, and/or other course content. Curricular changes continue until the assessment target is met. Each change remains in the course and becomes the new baseline for instruction.

4. Describe how you have improved/changed this year based on this data (close the loop).

Response

The following curricular changes were made in response to the assessment data presented in the Student Learning Outcomes Matrix above and have remained in the course(s):

SMGT 302 (Residential), Initial Assessment AY 2024-2025 – Did Not Meet

Note: Original assessment plan was to use SETM 415, but the assignment was facilitated as a group assignment, so we transitioned to a different assignment in SMGT 302 to ensure assessment of individual students.

Action Plan: Update Assignment Instructions for the Research option within the ADA and Risk Management Sections. Update Assignment Rubric to emphasize the research component.

Reassessment took place in Fall 2025.

During the reassessment, students met the 80% target on one of the three subcategories. Even though two subcategories did not meet expectations, improvement in the percentage of proficient students was observed (e.g., SC 1: 47% improved to 75% and SC 2: 40% improved to 78.13%).

A second action plan has been developed and will be implemented with the second reassessment will occurring in Fall 2026.

Action Plan 2: A required in-class workday will be added to include additional training and use of the SPORTDiscus database to support students in the selection of research and application of research. These two concepts are related as appropriate selection of research support relevant application.

Student Learning Outcomes Matrix

Identify Each Student Learning Outcome and Measurement Tool(s)	Identify Benchmark	Total Number of Students Observed	Total Number of Students Meeting Expectation	Assessment Results: Percentage of Students Meeting Expectation	Assessment Results: Does not meet expectation Meets expectation Exceeds expectation Insufficient data
M.S. Sport Management - Residential					
PLO 1 Integrate the Christian worldview into decision-making within sport management (2025-2026)					
Measure 1 SMGT 501 Mid Term Exam: Youth Sports (Residential, Direct)	80% of students will achieve at least a 3 out of 4 on each subcategory of the rubric.	12 Students observed	SC 1: 10	SC 1: 83.33%	Partially meets
			SC 2: 7	SC: 58.33%	
			SC 3: 2	SC 3: 16.67%	
Measure 2 SMGT 699 Internship Evaluation (Residential, Indirect)	80% of students will score at least 3.75 out of 5 on each sub-category (SC) of the Likert scale	18-19 students observed	SC 1: 18/19	SC 1: 94.73%	Exceeds expectations
			SC 2: 18/19	SC 2: 94.73%	
			SC 3: 19/19	SC 3: 100%	
			SC 4: 17/18 1 N/A	SC 4: 94.44%	
			SC 5: 18/18 1 N/A	SC 5: 100%	
Measure 1: SMGT 501 Mid Term Exam: Youth Sports					
Sub-Category (SC) Title: - SC 1: Identification and Description of Youth Sports Model - SC 2: Development of Relevant Core Values - SC 3: Incorporation of Scripture Support					
Suggested Action Plan:					
Action Plan description: Update assignment instructions to include additional details regarding expectations for core values and scriptural support. - Implementation term/year: Fall 2026, Residential B-term - Term/year for reassessment: Fall 2026, Residential B-term					
Note: No additional notes					
Measure 2: SMGT 699 Internship Evaluation (Residential, Indirect)					
Suggested Action Plan: No suggested changes at this time.					

Assessment Rubric Sub-Category (SC) Titles:

- SC 1: Demonstrates good judgment on work related decisions
- SC 2: Displays patience and self-control during work
- SC 3: Demonstrates a consideration for others' viewpoints
- SC 4: Demonstrates courtesy in working with the public
- SC 5: Shows respect for others in relationships with public and co-workers

Note: Sport management students continue to perform well in their internships.

Measure 1 - Reassessment SMGT 504 Article Critique (Residential, Direct)	70% of students will be able to achieve 3 out of 4 for each sub-category (SC) of the rubric	12 students observed	SC 1: 12	SC 1: 100%	Exceeds Expectations
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Measure 1: SMGT 504 Article Critique (Residential, Direct) Reassessment (2023-2024)**Sub-Category (SC) Title:**

- SC 1: Biblical Concepts

Evidence of Improvement: The original assessment was conducted in 2022-2023 and the students did well on most of the subcategory skills, but had room for improvement in the integration of Biblical Concepts subcategory. In 2023-2024 the assignment instructions were modified to provide students with a list of articles from which to choose and this modification supported biblical integration. The assignment instructions were also revised to include clarity regarding the expectation of how many verses to incorporate. The reassessment was conducted in Spring 2024 and the students fully met the target for the Biblical Concepts subcategory, evidencing that the curricular improvement was successful. We intend to keep the modified assignment instructions as a part of the curriculum.

Notes: For reassessments, only the subcategory not meeting the target was assessed this cycle.

PLO 2 (2024-2025)

Evaluate and present scholarship relevant to sport management based on the knowledge of literature, research, and industry best practices

Measure 1 SMGT 505 Sport Law Project Annotated Bibliography Assignment (Residential, Direct)	80% of students will be able to achieve 3 out of 4 for each sub-category (SC) of the rubric	11 students observed	SC 1: 10	SC 1: 90.91%	Exceeds Expectations
			SC 2: 11	SC 2: 100%	
			SC 3: 11	SC 3: 100%	
Measure 2	80% of students will score at least	SC 1: 14 students observed	SC 1: 13	SC 1: 93%	Exceeds Expectations

SMGT 699 Internship Final Evaluation (Residential, Indirect)	3.75 out of 5 on each sub-category (SC) of the Likert scale	SC 2: 14 students observed	SC 2: 13	SC 2: 93%	
Measure 1: SMGT 505 Sport Law Project Annotated Bibliography Assignment (Residential, Direct) Suggested Action Plan: None Sub-Category (SC) Title: - SC 1: Annotated bibliography includes 10 academic sources - SC 2: Academic sources are connected to the Sport Law Project topic - SC 3: Summary paragraphs support integration into the Sport Law Project Notes: None					
Measure 2: SMGT 699 Internship Final Evaluation (Residential, Indirect) Suggested Action Plan: None Sub-Category (SC) Title: - SC 1: Demonstrates effective leadership techniques - SC 2: Ability to conduct research and evaluate information using appropriate methods Notes: None					
PLO 3 (2023-2024) Develop appropriate strategies, policies, and solutions that address the desired outcomes of sport organizations					
Measure 1 SMGT 506 Written Assignment Sport Organization Revenue and Expenses (Residential, Direct)	80% of students will be able to achieve 3 out of 4 for each subcategory (SC) of the rubric	1 student observed	SC 1: 1	SC 1: 100%	Exceeds expectations
			SC 2: 1	SC 2: 100%	
			SC 3: 1	SC 3: 100%	
Measure 2 SMGT 699 Internship Evaluation (Residential, Indirect)	80% of students will score at least 3.75 out of 5 on each sub-category (SC) of the Likert scale	SC 1: 17 students observed	SC 1: 17	SC 1: 100%	Exceeds expectations
		SC 2: 16 students observed (one supervisor listed N/A as the response)	SC 2: 16	SC 2: 100%	

		for this sub-category)			
		SC 3: 17 students observed	SC 3: 17	SC 3: 100%	
		SC 4: 17 students observed	SC 4: 17	SC 4: 100%	
Measure 1: Written Assignment Sport Organization Revenue & Expenses (Residential, Direct) Assessment Rubric Sub-Category (SC) Titles: • SC 1: Identify sources of financial information • SC 2: Revenues are presented • SC 3: Expenses are identified and discussed Suggested Action Plan: No suggested changes at this time. Notes: This course was unable to be offered residentially during this academic year due to low enrollment. The 1 student assessed completed this course as an independent study. Measure 2: SMGT 699 Internship Evaluation (Residential, Indirect) Assessment Rubric Sub-Category (SC) Titles: • SC 1: Produces adequate quality of work on assigned projects • SC 2: Demonstrates good judgment on work related decisions • SC 3: Demonstrates skills specific to the internship • SC 4: Performs quality work Note: Sport management students continue to perform well in their internships.					

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1. Address ALL SLOs – those that meet or exceed expectations and those that do not.

Response

Assessment data was provided for ALL PLOs in the Student Learning Outcomes Matrix above.

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During the 2025-2026 assessment cycle, PLO 1 Integrate the Christian worldview into decision-making within sport management (2025-2026) was assessed using the assessment rubric that included the following categories:

Direct Measure: SMGT 501 Mid Term Exam: Youth Sports

Category 1: Identification and Description of Youth Sports Model: Met

The target was met, with 83.33% of students achieving proficiency. These results indicate that most students were able to accurately identify and describe a youth sport model and demonstrate a strong understanding of the concept.

Category 2: Development of Relevant Core Values: Not Met

The target was not met, with 58.33% of students achieving proficiency. Some students struggled to develop clear and meaningful core values that aligned with their selected youth sport model. Additional examples, guided practice, and feedback may help improve student performance in this area.

Category 3: Incorporation of Scripture Support: Not Met

The target was not met, with only 16.67% of students achieving proficiency. Many students had difficulty identifying relevant scripture and connecting biblical principles to their youth sport model. Additional instruction and examples related to biblical integration may improve future results.

Action Plan

To address the areas that did not meet the target, the assignment instructions will be updated to include additional guidance regarding scripture references and biblical integration. A brief template will also be incorporated to help students develop their core values, definitions, and supporting scripture references. These revisions are intended to provide clearer expectations and improve student performance in the areas of core value development and scripture support.

The action plan will be implemented in Fall 2026, with reassessment scheduled for Fall 2026.

Indirect Measure: SMGT 699 Internship Evaluation

Five assessment categories were evaluated, and all five met the proficiency target of 80%.

The strong results across all categories indicate that students consistently demonstrated professional behaviors aligned with Christian principles, including respect for others, servant

leadership, self-control, and thoughtful decision-making. These findings suggest that students are successfully applying classroom learning and biblical principles in professional settings during their field experiences. The results provide evidence that the program is effectively preparing students to demonstrate Christian character and professional excellence in their interactions and decision-making. Continued emphasis on experiential learning and the practical application of biblical principles should help sustain these positive outcomes.

2. Explain why you have measures with insufficient data.

Response

No measures have insufficient data.

3. Describe how this outcomes assessment data drives curricular and other decisions.

Response

There are multiple assessments that met the target(s). When an assessment meets the target, there are no additional required actions. However, it is common for faculty to continually review course content and make revisions in response to changes in the discipline, industry standards, or student learning needs.

For assessment plans that do not meet the target, action plans are developed and reassessment is completed. Action plans often include revisions to assignment instructions, grading rubrics, and/or other course content. Curricular changes continue until the assessment target is met. Each change remains in the course and becomes the new baseline for instruction.

4. Describe how you have improved/changed this year based on this data (close the loop).

Response

Assignment instructions have been revised to better support students in achieving assessment targets and to ensure alignment between assessment and instructional practice. These revisions have been retained to enhance and sustain student learning outcomes.