EXAM SUMMARY

SUPPLEMENTAL SPORT MANAGEMENT TOPICS

Undergraduate and Graduate Academic Degree Levels

July 2020

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PEREGRINE
GLOBAL SERVICES

ACADEMICS • LEADERSHIP • PUBLICATIONS

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EXAM SUMMARY

Introduction

Peregrine Academic Services, the higher education division of Peregrine Global Services, provides assessment services for performing direct assessment of learning outcomes for several academic disciplines. The online exams are used to evaluate retained student knowledge in relation to the academic program's learning outcomes.

This document outlines the Sport Management (SM) topics which may be used to complement the Business Administration comprehensive exam.

These supplemental Sport Management topics are designed for use by US-based schools and programs.

Validity and Reliability

Peregrine Academic Services places a high priority on ensuring the validity and reliability of the assessment services. These practices begin at the design stage and continue through beta-testing, and with ongoing regularly scheduled quality reviews. A summary of these approaches is provided at the end of this document. For additional information regarding the reliability process, please refer to the following peer-reviewed article:

Oedekoven, O. O., Napolitano, M., Lemmon, J., & Zaiontz, C. (2019). Determining test bank reliability. *Transnational Journal of Business, 4*(Summer), 63-74.

Testing Process

The exams include 10 questions for each exam topic. Each exam is unique as questions are selected at random from the test bank of over 200 questions per topic. Institutions select the topics to be included in the exam to align with the learning outcomes and program curriculum.

Available Exam Topics

The specific topics for this assessment service that are available for use with a customized assessment are:

- Contemporary Issues in Sport Marketing Management
- Organization and Administration of Sport and Recreation Management
- Sociology of Sport Management

Subjects and Example Questions

The following pages include the specific subjects included with the topics along with example questions for the topic. These specific questions have been inactivated within the test bank and are shown in this document only to illustrate the types of questions that are presented to learners.

Test bank questions are written and proofed by terminally degreed, subject matter experts from accredited institutions who have teaching experience with the specific discipline. The criteria for a test bank question include:

- Test questions may be questions or (incomplete) statements.
- All multiple-choice format with 4 possible responses and only one correct response.
- All responses must be plausible and not misleading.
- "All of the Above" (or similar) or "None of the Above" or "A & C" responses are not used.
- All incorrect responses are assigned Response Distractors:

Response Distractor	Student's response indicates they…
Fact-based error	…do not know the fact(s).
Concept-based error	…misunderstood the concept.
Conclusion-base error	…reached an incorrect conclusion.
Interpretation-based error	…incorrectly interpreted the question.
Calculation-based error	…made an error with a math-related calculation.

Contemporary Issues in Sport Marketing and Management

Subjects:

- Managing and Promoting Sport Products

- Promotions and Sponsorships

- Research Tools, Marketing, Sport Products

- Sport Marketing

Example Questions:

In which of the following budgeting approaches can the previous year's sales most strongly influence the current year's advertising budget?

A. all-you-can-afford

B. percentage of sales

C. competitive parity

D. zero-based budgeting

Correct Response: B

The grouping of fans according to size of purchase, frequency of purchase, and loyalty is the basis of

_____ segmentation.

A. demographic

B. psychographic

C. behavioral

D. benefit

E. lifestyles

Correct Response: C

Organization and Administration of Sport and Recreation Management

Subjects:

- Facility and Fiscal Management

- Human Resource Management in Sport and Recreation

- Legal Environment of Sport and Recreation Management

- Management of Sport Programs

Example Questions:

Industrial fitness programs are looking for _____.

    A. biomechanical specialists

    B. athletic trainers

    C. exercise science/physiology experts

    D. coaches

    E. female physical educators

Correct Response: C

The tournament that is the most economical from the standpoint of time is the _____.

    A. double elimination

    B. ladder

    C. round robin

    D. pyramid

    E. single elimination

Correct Response: E

Sociology of Sport Management

Subjects:

- Deviance in Sport
- Gender and Sport
- History of Sport
- Race and Ethnicity
- Social Class
- Sociology of Sport
- Sport and Children
- Sport and Politics
- Sport and Socialization
- Sport and the Economy
- Sport and the Media
- Violence in Sport

Example Questions:

Recent biological and genetic research suggests that _____.

    A. the concept of race has little or no biological validity

    B. people in different races have many deep biological differences

    C. popular racial classification systems are valid biological tools

    D. races have always existed and will always exist in some form

Correct Response: A

Children are most likely to have negative experiences in elite, specialized sport training programs when

    _____.

    A. the income of adults depends of the performance of the children

    B. coaches use training methods previously used in communist countries

    C. children are encouraged to quit when they have injuries

    D. child athletes rebel against coaches and take over their own training

        Correct Response: A

Assessment Service Validity and Reliability

The programmatic assessment services provided by Peregrine Academic Services, the higher education division of Peregrine Global Services, are used to assess retained knowledge of students at various academic degree levels. Schools deploy these services to evaluate the effectiveness of their academic programs, identify areas for improvement, and demonstrate program outcomes to external stakeholders.

Peregrine places a high priority on ensuring the validity and reliability of the assessment services. These practices begin at the design stage and continue through beta-testing, and with ongoing regularly scheduled quality reviews. The following outlines the approaches used to ensure ongoing validity and reliability.

> *Validity* refers to the extent to which the test banks and the services measure the phenomena under consideration.

> *Reliability* refers to the extent to which the exam results are repeatable and therefore data sets can be compared over time.

Design Features that Impact Validity and Reliability

The following features apply to all assessment services.

- Exam scoring is 100% objective using automated marking.

- Each exam viewed by a student is unique using a random selection of questions from the test bank in random topic order.

- Each exam has timed response periods for questions. When the user navigates away from the exam screen, the screen fades, a message appears informing the user that he/she has left the exam window and the questions are timed.

- Students are unable to copy/paste from the exam window.

- Abandoned exams are excluded from summary reports.

Ensuring Ongoing Validity and Reliability

Validity

To ensure test bank validity, the following measures were adopted when the initial test banks were created. The same principles are use with subsequent changes to the test banks.

- The specific accreditation or certification requirements related to learning outcomes evaluation were used to determine the topics and subjects for the test banks.

- Current teachings for each topic were considered regarding the foundational level of each test bank.

- Exam questions were written and reviewed by academic professionals within each discipline. Similar subject matter experts are used with subsequent editing and for new questions.

- Each topic has questions designated for 4-8 subjects per topic to help ensure appropriate breadth of coverage and allow for specific learning outcomes measurement.

- Exam responses are either correct or incorrect, with only one possible right choice. Scores are determined by summarizing the percent correct: per subject, per topic, and by total score.

Reliability

Peregrine contracted with external experts to design a comprehensive and statistically sound approach to measuring assessment service reliability. A *Reliability Report* is generated for each assessment service for its scheduled periodic review. The report generates data for several reliability metrics and the data for each are compared with acceptability criteria to determine which test questions should be modified or replaced.

Subject matter experts in the field are then contracted to modify/replace the targeted questions. Hence, the assessment service is regularly reviewed and improved to ensure ongoing reliability.

Reliability is determined by measuring *Item Difficulty*, *Item Discrimination,* and *Question Interchangeability.*

Item Difficulty refers to the percentage of students who answer questions correctly. Data are generated by topic and for each question. The target Item Difficulty is 60 percent correct with an acceptable range of 35–80 percent.

Item Discrimination refers to how well a question distinguishes between those students with more knowledge (higher overall exam scores) from those with less knowledge. Two measures are used: *Discrimination Index* and *Point-Biserial Correlation*.

For a given question, the Discrimination Index compares the scores of students with high overall test scores with students with low overall test scores. The scale is -1 to +1, with higher values indicating that a given question better distinguishes between high and low performing students. A value of ≥ 0.20 is considered acceptable. Point-Biserial Correlation is equal to Pearson's Correlation Coefficient between the scores on the

entire exam and the scores on a specific question. A score of ≥ 0.10 is considered acceptable. When assessing the quality of questions, both the Discrimination Index and the Point-Biserial Correlation Coefficient are reviewed.

Question Interchangeability refers to the ability to substitute a question in the test bank with another without significantly affecting the total score that an individual would receive on the exam. This is determined using Cohen's Effect Size *d* calculated based on a two-tailed *t*-test comparing the total score for all students who had that question in their exam versus the total score of the students who did not have that question in their exam. The scale is 0 - 1.0, and a score of < 0.20 is considered acceptable.