DEVELOPING AN INSTRUMENT TO ASSESS RETENTION

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Do we know if our students still know what we intended them to know? If, in a B-school setting, faculty have but one course to prepare students for work in more advanced core and discipline-specific courses, what fundamental concepts must be retained and how can these concepts be best taught to increase the likelihood retention occurs? Moreover, how can questions best be worded to assess this? The poster discusses the goals and objectives used in developing a 53-question instrument designed to assess retention of fundamental concepts needed by B-school students to be literate consumers and users of statistics throughout their lifetime experiences. A subset of the questions is displayed and an analysis of four pilot-tests of the retention instrument given to graduating senior classes is presented. In developing the retention instrument, the intent was to build on the very important pedagogical contributions of the ARTIST project, which enables a broad-based assessment of statistical literacy, reasoning and thinking in introductory courses while in progress.