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**Jerry C Obiekwe\*** (Accessx@uakron.edu), P. O. Box 411, Orrville, OH 44667. *The Validity of Assessing College Algebra Learning Outcomes from a Conceptual point of View: Implications to deep and surface learning.*

Course level assessment is a prevalent theme in colleges and universities across this nation when it comes to student learning. The legislators are demanding it, the accrediting board agencies require it, and the institutions we serve mandate it. Their reasoning is to continuously show evidence of student achievement at the course level, which ties into quality of instruction and institutional effectiveness. However, the interesting thing about course level assessment is that it can take different forms because its definition appears to be open-ended. Instructional personnel tend to do course level assessment based on their interpretation of the concept. The fundamental issue about assessment is that whatever method one chooses to apply, regarding students' proficiency in the stated learning outcomes, one must be sure that it is valid, that way the evidence that evolves from the evaluation can be considered authentic. This paper will discuss a course level assessment methodology employed in assessing college algebra learning outcomes. Its implications to deep and surface learning will also be presented. (Received August 31, 2007)