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Jacqueline M Dewar* (jdewar@lmu.edu), Loyola Marymount University - Dept of Math, 1 LMU Drive - UH 2700, Los Angeles, CA 90045. *Using a knowledge survey for course and program level assessment in mathematics.*

This talk will describe the use of an assessment tool known as a knowledge survey to (1) measure content learning in a quantitative literacy course, and (2) examine student learning outcomes across a three-semester calculus sequence. This assessment instrument deserves wider consideration because it is relatively easy to construct, is quicker and can be more comprehensive than actual pre/post testing, and produces end results that Nuhfer and Knipp (2003) claim to correlate well with performance on final exams. Although biologists Bowers, Brandon and Hill (2005) have questioned the validity of knowledge surveys as a measure of student learning, the author's experience with them seems to corroborate claims of their ease of construction, savings in time, and production of results for program level assessment similar to those found by examining final exams. This presentation will also describe changes made to the QL and calculus courses and time saved in department level assessment efforts as a result of using knowledge surveys. (Received September 07, 2009)