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Edward J Conjura* (conjura@tcnj.edu), Department of Mathematics and Statistic, The College of New Jersey, PO Box 7718, Ewing, NJ 08628, and **Cathy Liebars**, same as above. *A Case Study of Assessment of the Academic Major and the Quantitative Reasoning Component of the Liberal Learning Curriculum at The College of New Jersey and Its Possible Application Elsewhere*. Preliminary report.

Prior to 2004, Assessment at The College of New Jersey was primarily driven by external accreditation bodies. While some departments were veterans at gathering information and using it as evidence of curricular effectiveness, others tended to rely on piecemeal data and anecdotal evidence to judge the quality of the job done. However, the winds of change were strong and loud. The Middle States Commission on Higher Education made assessment the backbone of revised standards. Also, in 2003 the college began a complete academic transformation. Degree requirements were changed (120 credits to 32 units); General Education/Liberal Learning (LL) was overhauled; and, academic majors were redefined with fewer courses that were transformed to become more intensive. New features, such as optional fourth meeting hours and required capstone experiences were introduced.

This paper chronicles work done in receive training on assessment, and facilitating an assessment agenda for the Math/Stat major and Quantitative Reasoning within LL. It focuses on the benefits derived from participation in SAUM/PREP workshops and accomplishments such as an On-Line Graduate Survey, a Major Program Goals Matrix (by Course), development of an Assessment Process Matrix, and assessment of Liberal Learning. (Received September 20, 2006)