

1023-Z1-1684 **Kimberly M Vincent*** (vincent@math.wsu.edu), Dept. of Mathematics, WSU, PO Box 643113, Pullman, WA 99164-3113. *Quantitative Literacy (QL) in the Major at a large University.*

There are a handful of programs in the US embedding Quantitative Literacy (QL) in the Major. Many programs are at small private colleges. This project studied the impact of QL in the Major at a large post baccalaureate university with approximately 16,000 students. Four departments participated in this study. The presenter will briefly describe the preparation and support provided for faculty, and then summarize the students' response to the program. Both the faculty and students recognized the importance of embedding QL projects in the major. For example, each participating faculty member was asked to include at least one QL project; all included 3 or more as they recognized the students needed to do the mathematics themselves and do it frequently, in order to develop the habit of mind that is part of being quantitatively literate. Each participating faculty continues to embed QL in their courses. Both quantitative and qualitative data was collected to analyze students' perceptions of the program and their benefits. Students' confidence using and recognition of QL concepts improved. Students reported gains in their ability to use, analyze, and interpret quantitative data as a result of the projects embedded in their classes. Implications and recommendations will be discussed. (Received September 26, 2006)