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Curtis D. Bennett* (cbennett@lmu.edu), Department of Mathematics, Loyola Marymount University, Los Angeles, CA 90045, and **Jacqueline M. Dewar**. *How does mathematics contribute to a liberal education?*

The study of mathematics, especially in a mathematics major, is often sold as being a great foundation for any career because of the logical thinking and problem solving skills it is touted to develop (Paulos, 1995; Tucker, 2011). Our study investigated a far less pragmatic question: How does mathematics contribute to a liberal education? We wanted to find out what students transferred from their mathematics classes to other disciplines or to their daily lives (Agresto, 2002). Our subjects included approximately 30 mathematics majors at a medium-sized comprehensive university. In addition to gathering student perspectives through survey, interviews and a focus group, we interviewed humanities and education faculty who had taught some of these math majors. Expectations that mathematics majors would carry the problem solving skills gained in the major over to other domains or daily life were partially supported. But evidence also pointed to an unexpected result regarding the major's influence on nontechnical writing. These findings may have applications to quantitative literacy or first-year-seminar courses. (Received September 22, 2011)