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Melissa Haire* (melissa.haire@uconn.edu), Department of Mathematics, University of Connecticut, 341 Mansfield Road U1009, Storrs, CT 03254, and **Fabiana Cardetti**. *How are we meeting their needs? Investigating Students' Use of a Quantitative Learning Center*. Preliminary report.

Given the combination of inadequate preparation for success in college mathematics and a lack of motivation and/or mathematical confidence in students, institutions of higher education have experimented with various approaches to support their students. One response has been the creation of quantitative learning and support centers (QLCs). While this is only one approach to address the problems mentioned, it is significant since these centers often attract many students from across disciplines who need additional mathematics help. Since QLCs have become so prevalent, it is important that we find ways to transfer what we learn from studying them to improving practice not only within the QLCs themselves but also in our teaching, office hours, and general interactions with and support of our students. This presentation will discuss results from a study guided by the following questions: (1) Which mathematical learning challenges do students identify as reasons for visiting a QLC, (2) How do these challenges compare to those identified by tutors, and (3) Which tutoring strategies seem most helpful in addressing these challenges? The results are based on our analyses of survey responses and interview transcripts from students and tutors, as well as observations of tutoring sessions. (Received September 26, 2017)