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Melissa Newell*, Department of Mathematics, University of Connecticut, 341 Mansfield Road U1009, Storrs, CT 06269-1009, and **Fabiana Cardetti**. *Investigating Students' Mathematical Challenges and Corresponding Successful Support Strategies at a Quantitative Learning Center.*

At institutions of higher education many students make use of quantitative learning centers (QLCs) that support them in mathematics courses and other quantitative courses. Students that visit QLCs span across disciplines and backgrounds and have varied interest in mathematics. Often the support at a QLC is supplied through peer tutoring and these tutors' experiences provide them with insights into the students' needs that others may not have. Thus, through studying the practices and events within these centers we can garner valuable knowledge about students' mathematical challenges and corresponding successful support strategies. This presentation will discuss findings from a study addressing the questions: (1) What are the mathematical needs of the students who visit a QLC, and (2) What tutor strategies help students understand the mathematical topics they seek help with? The findings are based on analysis of two surveys distributed at a large, public research university, one to students who visited the university's QLC and one that was distributed to all students enrolled in calculus I, II, and two business math courses. Findings are also based on qualitative analysis of tutoring observations and interviews with students and tutors. (Received September 25, 2018)