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Melissa Newell* (mnewell@iona.edu) and **Fabiana Cardetti**. *Investigating Mathematical Needs and Helpful Support Strategies through the Perspectives of Students and Tutors*.

Peer tutors and students spend hours together at quantitative learning centers (QLCs) on college campuses each week. The hours they spend at QLCs are filled with questions about various mathematics courses and topics, with homework assistance and with test preparation. Within these hours, peer tutors gain insights into the students' experiences with mathematics that instructors are not always privy to. In this talk, we will present the results of a study that addressed 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? We were particularly interested in considering the perspectives of the tutors and students at a QLC. Our talk will give particular focus to interesting comparisons we found between these two perspectives. The study followed a mixed methods design. Quantitative data was collected through two surveys, one sent to students who visited the university's QLC and one that was sent to students enrolled in calculus 1, 2, and two business mathematics courses. Qualitative data was collected through the two surveys, observations of tutoring sessions and semi-structured interviews with seven tutors and four students. (Received September 17, 2019)