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Existing data shows that there is usually a big difference between students' online homework grades and the corresponding in-class test/quiz grades in undergraduate mathematics courses. In this study, multiple undergraduate math courses have been selected to study the efficacy of online help tools, and the relationship between the students' online engagement and their grades from the in-class tests/quizzes. Additionally, the data has been collected from these courses to study the relationship among the online homework grades, the number of attempts made in the homework, and the grades from the corresponding in-class test/quizzes. In this presentation, we will share some preliminary results obtained from our studies. (Received February 13, 2018)