PLUS | Program Leading to University Success
Eastern Washington University

start something **big**

PLUS Program Executive Summary

Academic Year 2015-2016

Prepared by Alyson Rode

Retention Specialist

PLUS Mission: To enhance the quality of university student scholarship and support the achievement of students' academic and career goals through peer-based collaborative study groups, one-on-one tutoring, eTutoring, and student success programming

EWU expands opportunities for personal transformation through excellence in learning.

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Message from PLUS Staff

Welcome to PLUS! Whether you are a seasoned colleague, faculty member, campus partner, or a new EWU student or parent, the Program Leading to University Success (PLUS) welcomes you. We are a student-centered retention program that provides free academic support to Eastern students via peer-led study groups, one-on-one tutoring, and eTutoring.

Our student employees are trained through an internationally recognized tutor certificate program provided by the College Reading and Learning Association (CRLA) to deliver exceptional customer service to their peers, fostering the growth of academic and life skills to help students become active and independent learners who pass their courses, complete general education requirements, and graduate with a degree.

If you are unfamiliar with the PLUS Program, this executive summary will serve as a guide to the services we provide, our objectives for academic year 2015-2016, and assessment results - both quantitative and qualititative.

This is an exciting time for the PLUS program. With a new director at the helm, Michelle Galey, we are pursuing a strategic plan for our program in line with EWU's strategic plan, completing a needs assessment, and setting defined standards, outcomes, and assessment for our program to better demonstrate efficacy and efficiency in helping students persist quarter to quarter and be retained year to year.

By nurturing strong relationships with our closest allies in providing academic assistance to EWU students – our fellow faculty and staff - we are better able to accomplish our goals. As such, we intend on building and strengthening partnerships campuswide in the next academic year.

Sincerely,

Alyson Rode, Retention Specialist and Program Coordinator

Professional Staff 2015-2016

Director

-Verlinda Washburn, Director – retired Dec 15

-Amee Sutton, Interim Director – retired June 16

-Alyson Rode, Interim Director – through Aug 16

Retention Specialists

-Theresa Davis, Spokane Services and eTutoring

-Tracy Durbin, Pathways Program

-Weiwei Huang, One-On-One Tutoring

-Alyson Rode, PLUS Study Groups

Left to Right: Weiwei, Alyson, Amee, and Tracy

Graduate Student Program Specialists

-Maria Bazzell – Graduate Student Assistant (GSA)

-Danielle Bentow – PLUS Study Groups

-Christopher Porter – One-On-One Tutoring

Program Overview and History

The *Program Leading to University Success* (PLUS) is an academic support program that first began offering study groups to students at Eastern Washington University in the fall of 1992; it is based on a model of peer-assisted study sessions called Supplemental Instruction (SI) created by Dr. Deanna Martin at the University of Missouri Kansas-City in 1973.

Study groups are typically offered for 100 and 200 level courses that have been identified as being historically difficult for students based on the rate of D, W, and F course grades received, as well as student and faculty feedback.

In the fall of 2010, contract-based, one-on-one tutoring was introduced, and in the winter of 2011, the PLUS program joined the Western eTutoring Consortium, providing our students online access to tutors at colleges and universities across the Western United States.

In 2012 PLUS moved to the main floor of JFK Library to serve as a partner in the Learning Commons, a dynamic and free-form student learning space containing moveable whiteboard tables, chairs and rolling whiteboards.

Extended evening hours were added in 2015. In October of 2016, library management was restructured to include the Learning Commons and specifically the PLUS program.

CRLA Certification and Training

PLUS received and renewed International Tutor Training Program Certification (ITTPC) through the College Reading and Learning Association (CRLA) for Levels I, II, and III (see Appendix). Each training session covers a student success strategy and best practice that can be implemented and/or shared with peers in tutoring or study group sessions, including but not limited to the following topics:

Time Management	Critical Thinking
Effective Communication	Goal Setting
Campus Resources	Test Anxiety
Active Learning	Learning Styles
Probing Questions	Study Skills

One-on-one tutors and study group facilitators are required to complete Levels I and II. To become a certified tutor for either level, they must complete 10 training hours and meet a minimum of 25 student contact hours per quarter. Upon completion of the requirements, the students receive a certificate that can be added to a professional portfolio.

Some tutors/facilitators choose to pursue their Level III certificate to become an Advanced or Master Tutor/Facilitator, completing course or discipline-specific resource guides for future peer leaders so they can "pay it forward" and knowledge is maintained in staffing transitions when they graduate.

Student Employment Guidelines

Requirements

Student employees who apply, interview, and are hired as facilitators and/or tutors through the PLUS program received at least a 3.0* in the course, maintain a 3.0* or higher overall GPA, have sophomore standing or higher, and have received an endorsement or recommendation from a faculty member (see link here). They demonstrate leadership qualities, excellent communication skills, and a willingness to help others.

*Effective fall quarter 2016, the minimum course grade and GPA requirement were raised to a 3.3. Hiring student employees who meet the minimum requirement has not been an issue.

Supervision

Student employees are directly supervised by one or two retention specialists that coordinate PLUS services. Graduate students may assist as needed.

Assessment

Student employees must attend certified ITTPC training sessions in their first quarter of employment to gain proficiency in their peer support role by learning best practices.

To assess whether these best practices are being implemented in learning sessions, retention specialists and graduate students conduct quarterly observations of student employees when they are in a session. A performance rubric is utilized (see Appendix)

and an observation follow-up meeting is scheduled for 15 to 30 minutes in which the direct supervisor reviews the rubric with the student employee and identifies what went well in the session and what can improve.

Additionally, students attending study group and tutoring sessions are asked to complete mid-quarter and end-of-quarter surveys (see Appendix) providing both quantitative and qualitative data on the efficacy and quality of service provided by PLUS. The complete results of each survey are provided to facilitators and tutors respectively via email. Any names provided within the comments are removed prior to dissemination.

Yearly Program Highlights

Winter Wear Clothing Drive

The PLUS program won first place in the Winter Wear Clothing Drive sponsored by the Office of Community Engagement (OCE) in Jaunary of 2016. Student employees helped decorate the donation box placed in Showalter Hall.

Employee, Tutor, and Facilitator of the Month

Program coordinators helped determined which outstanding office aides, tutors and facilitators would be recognized as recipients of the PLUS Student Employee, Facilitator or Tutor of the Month certificates. They received a copy of their certificate, and also took a photo with the program director (and possibly their supervisor) to be posted on the Learning Commons Facebook site.
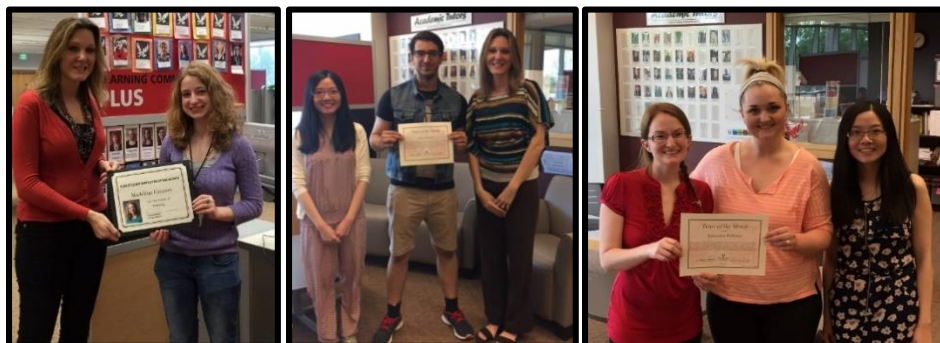
GRE Prep Seminar

PLUS sponsored a GRE exam preparation seminar in both the fall and spring quarters led by Dr. Julia Smith, a faculty member in the Anthropology department. In total, 82 students attended with 314 total contact hours.

	Fall 2015	Spring 2016	Totals
Students Attending	33	49	82
Contact Hours	135	179	314

Service Presentations and Tabling

In the Spring of 2016, Weiwei Huang and Alyson Rode attended the Life Skills II course for sophomore students in athletics programs, led by Jim Fitzgerald and Laurie Morley. Weiwei and Alyson discussed PLUS and Learning Commons services as well as the working gears for academic success: time management, organization, and people, and completed a SMART goals worksheet with them.

In 2015-2016, professional staff and graduate students tabled and/or presented at many events on campus, including firstSTEP, Transfer and Running Start orientations, Neighborfest, and Admitted Student Day.

Study Groups Summary

Study groups are peer-facilitated collaborative learning sessions for a given course. They occur twice per week (50 minutes each) in the Learning Commons of JFK Library or in classrooms across campus.

Study group facilitators integrate content and learning strategies into their sessions, including a review of lecture notes, textbook readings, problem-solving exercises, and pair or team-based activities that promote active learning and collaboration. They do not re-lecture or introduce new material but rather add structure to study group sessions.

Student attendees gain confidence in mastering content, develop critical thinking skills, learn how to ask questions of their peers and instructors, and apply new learning strategies. Like other supplemental instruction programs, PLUS study groups target courses rather than specific student populations and attract students from differing ability and culture groups.

Students can attend however many sessions they choose during the quarter as attendance is not mandatory.

"I can freely discuss course material with those who are taking/taken the course in way that in class lecturing often doesn't permit" – Mid-Quarter Survey Response, Fall 2015

One-On-One Tutoring Summary

Students interested in receiving one-on-one tutoring assistance must fill out a [request form](#) on our website and agree to the terms of our tutoring agreement. In short, they must come to all scheduled sessions on time and prepared with questions and any course materials (textbook, class notes, etc.) that are necessary for the tutor to best assist them.

The tutor and tutee meet two to three hours a week, which is equal to a 20 to 30 hour commitment for the quarter. A minimum of 15 tutoring hours are required to meet contract.

All tutoring sessions occur in the Learning Commons. Students are assigned to an available tutor and most communicate via phone or email prior to sessions. Many request the same tutor to assist them in a course sequence the following quarter.
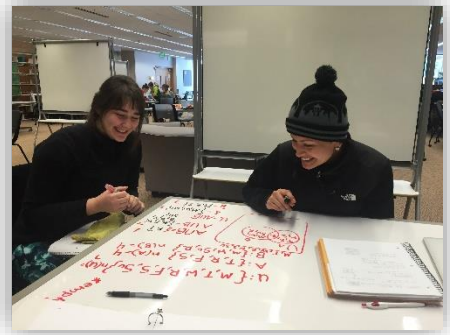
"It was just great that within my sessions I could speak freely and ask questions because from day one my tutor made me feel comfortable around him when working together" – End of Quarter Survey Response, Spring 2016

Program Assessment Academic Year 2015-2016

Objectives – Study Groups

- Serve 2,000 students
- Employ 30 facilitators per quarter
- Provide 30 study groups per quarter
- Partner with 35 faculty members
- Facilitators will complete CRLA training
- Students that attend five or more sessions in a quarter will average a 0.5 or higher course grade than their peers in the course who do not attend
- The rate of DWF grades for students attending study groups will be lower than that of students who do not attend
- On a scale of 1 to 5, Strongly Disagree to Strongly Agree, student responses to the following survey questions will average a score of 4 or higher:
  - I leave PLUS Groups sessions feeling better about the material and my own abilities
  - Participating in PLUS Groups is really helping me improve my grade

Objectives – One-On-One Tutoring

- Serve 200 students
- Employ 30 tutors per quarter
- Maintain 100 contracts per quarter
- Tutors will complete CRLA training

- Students who meet the tutoring contract (15+ hours) will achieve higher course grades relative to students who initiate tutoring but do not meet the contract
- Most students who are retaking a course and meet the contract will pass their course with a 2.0 or higher
- On a scale of 1 to 5, Strongly Disagree to Strongly Agree, student responses to the following survey questions will average a score of 4 or higher:
  o I leave tutoring sessions feeling better about the material and my own abilities
  o Participating in tutoring is really helping me improve my grade

Outcomes for Both Services

- Students will find the peer assistance provided by PLUS to be effective and meet their needs
- Facilitators and tutors will implement best practices for student success in their sessions through:
  o Encouraging active and independent learning
  o Fostering collaboration among student peers
  o Helping develop critical thinking and reasoning skills

Results – Study Groups

- Served 2,285 students, employed 101 facilitators, provided 112 study groups, and partnered with 121 faculty members
- All facilitators completed CRLA training
- Students who attended 5+ sessions per quarter achieved a course grade difference of **0.53** compared to their peers in class who did not attend*
    - *While a direct causal link cannot be drawn between session attendance and course grades, the results are still suggestive. It is also recognized that motivation may serve as a mediating factor.
- The PLUS course grade average (5+ sessions) was a **3.17**, with the non-PLUS average equaling 2.64 and the overall course average equaling 2.76
- The overall PLUS DWF rate was **11%** and the non-PLUS DWF rate* was 19%
    - *Number of students in course who obtained D, W, and F grades relative to total number
- 166 and 149 students responded to mid-quarter and end-of-quarter surveys respectively
    - The average response to the question, "I leave PLUS Groups sessions feeling better about the material and my own abilities" was a **4.6/5** for both surveys
    - The average response to the question, "Participating in PLUS Groups is really helping me improve my grade" was a **4.5/5** and a **4.6/5** respectively
    - Most student responses at mid-quarter were from those who had attended 1-3 sessions (75/166), whereas students who had attended 10+ sessions responded the most at the end of the quarter (54/149)

2015-2016 PLUS Study Groups Academic Year Summary

Category	Fall 2015	Winter 2016	Spring 2016	Total
# Individual Students Served	810	741	734	2,285
# Faculty Assisted	40	37	44	121
# Group Facilitators	37	30	34	101
# Study Groups Offered	33	37	42	112
# Study Group Sessions	594	608	625	1,827
Student Contact Hours	3,532	3,198	2,732	9,462
% Students Attending Study Groups*	28%	23%	20%	23%
PLUS (All Attending) Course Grade Average	2.89	2.92	2.97	2.93
Non-PLUS Course Grade Average	2.66	2.60	2.66	2.64
Course Average	2.77	2.78	2.73	2.76
PLUS (All Attending) Grade Difference	0.23	0.33	0.31	0.29
PLUS (5+ Sessions) Course Grade Average	3.18	3.08	3.23	3.17
Non-PLUS Course Grade Average	2.66	2.60	2.66	2.64
Course Average	2.76	2.78	2.73	2.76
PLUS (5+ Sessions) Grade Difference	0.52	0.48	0.57	0.53
% PLUS DWF Rate	11%	13%	9%	11%
% Non-PLUS DWF Rate	19%	19%	19%	19%

*Of the students enrolled in courses included in the analysis

Results – One-On-One Tutoring

- Served 365 students, employed 107 tutors, and maintained 400 contracts
- All tutors completed CRLA training
- Students who met the tutoring contract (15+ hours) averaged a **2.56** course grade, while students who initiated tutoring but did not meet the contract averaged a 2.20 course grade
    - **77%** of students who met contract received a passing grade of 2.0 or higher
- **69%** of students who met contract and were retaking a course passed with a 2.0 or higher
- 194 and 156 students responded to mid-quarter and end-of-quarter surveys respectively
    - The average response to the question, "I leave tutoring sessions feeling better about the material and my own abilities" was a **4.6** and a **4.5** (partial data) respectively
    - The average response to the question, "Participating in tutoring is really helping me improve my grade" was a **4.5** and a **4.7** (partial data) respectively
    - Most student responses at mid-quarter were from those who had attended 4-6 or 7-9 sessions (both 60/156)

2015-2016 One-On-One Tutoring Academic Year Summary

Category	Fall 2015	Winter 2016	Spring 2016	2015-2016 Totals
Individual Students Served	86	130	149	365
Number of Contracts	98	143	159	400
Number of Tutors	33	37	37	107
Total Hours of Tutoring	1,454	2,138	2,332	5,924
Mean Tutoring Hours Per Student	15	15	15	15
Total Tutoring Requests Received	200	273	257	730
Students Who Met Contract (15+ Hours)	50	87	94	231
& Associated Average Course Grade*	2.39	2.61	2.60	2.56
Students Who Did Not Meet Contract	30	32	32	94
& Associated Average Course Grade*	2.08	2.44	2.10	2.20
Met Contract with Passing Grade	37	66	74	177
% Met Contract with Passing Grade	74%	76%	79%	77%
Met Contract, Course Retake✦	17	16	12	45
Met Contract, Course Retake, Passing Grade (2.0 or higher)	11	11	9	31
% Met Contract, Course Retake, Passing Grade (2.0 or higher)	65%	69%	75%	69%
Withdraws/Drops/Other Cases	18	24	27	69

*For each course a student receives assistance in

✦A course retake is self-reported by students when filling out the online tutor request form

Conclusions

Every year the PLUS team seeks to improve the delivery of academic support services to our students at EWU. We continue to see steady interest and often growing demand for the use of PLUS services. Increased marketing at freshman and transfer student events, as well as referrals from campus partners and fellow students, helps to maintain student awareness and exposure of services.

The continued support of executive level administrators at EWU is an integral part of maintaining the quality and quantity of support we provide to students. This includes professional development opportunities on and off campus at conferences, committees, and so on.

We continue to shape and reshape our program into the 2016-2017 academic year, being mindful of the student success initiatives to be implemented as part of the EWU Strategic Plan.

Appendix

1. CRLA Certification
2. Direct Observation Rubric
3. Mid/End Quarter Survey Questions
4. DWF Grade Comparison Graph
5. Study Group Summary Table by Quarter

![CRLA logo]

International Tutor Training
Program Certification

Program ID #: **US-WA-0937**

Eastern Washington University

Cheney, Washington Campus

Program Leading to University Success (PLUS)

and authorizes the above program to issue certificates to tutors meeting its CRLA-approved requirements for the following program certification level(s):

Level I Certified Tutor, Level II Advanced Certified Tutor

Valid: 01/13/2016 – 01/13/2019

Dorothy Briggs
_____
CRLA President 2015-2016

Roberta Schotka
_____
ITTPC Coordinator

CRLA

International Tutor Training Program Certification

Program ID #: US_WA-0967

Eastern Washington University

Cheney, Washington Campus

Program Leading to University Success (PLUS)

and authorizes the above program to issue certificates to tutors meeting its CRLA-approved requirements for the following program certification level(s):

Level I Certified Tutor, Level II Advanced Certified Tutor, Level III Master Certified Tutor

Valid: 2/2/2016 – 2/1/2017

_____
CRLA President 2015-2016

_____
ITTPC Coordinator

Direct Observation Rubric

Session Criteria	Seen: Yes/ No/ N/A	Comments
A. Beginning the Session:		
1) Arrives on or ahead of time and appears prepared		
2) Attempts to establish or maintain rapport with student through warmth and positivity		
3) Refers to agenda and discusses a Study Skill or Resource		
B. Working Through the Session:		
4) As appropriate, ensures that the student has attempted the homework independently		
5) Uses active and collaborative learning (including board work & practice problems, and team work)		
6) Uses open ended questioning		
7) Psychologically attends to student & provides positive feedback		
8) Uses active listening		
9) Refers student to notes, text, and professors and other resources		
10) Concludes session with productive interaction: summary, goal setting, appointment confirmation, etc.		

PLUS Mid-Quarter and End-of-Quarter Student Survey Questions 2015-2016

To Note: GoogleForms was used to create and distribute the surveys. The link was shortened and customized using **www.tinyurl.com** to create an alias.

1. Who is your group facilitator/tutor?

2. What course are you attending a PLUS Group/tutoring for?

3. Which instructor are you taking the course with?

4. What other resources, if any, are you using besides PLUS Groups/tutoring to help you succeed in this course?

5. About how many times have you attended PLUS Groups/tutoring this quarter?
   a. 1-3
   b. 4-6
   c. 7-9
   d. 10+

6. Choose the statement that best describes your PLUS Groups/tutoring attendance:
   a. I only attend when the facilitator/tutor is having an exam/test review.
   b. I attend sporadically, whenever I get a chance.
   c. I attend constantly on particular days, trying to keep a schedule.
   d. I attend regularly, but not on any particular schedule.
   e. Other
7. If you answered "Other" to the previous question, please describe:

8. When did you begin attending PLUS Groups/tutoring this quarter?
   a. At the beginning of the quarter (weeks 1-4)
   b. In the middle of the quarter (weeks 5-7)
   c. At the end of the quarter (weeks 8-10)

9. Why did you begin attending PLUS Groups/tutoring? (check all that apply)
   a. I heard about it in class from the facilitator/tutor, and it sounded helpful.
   b. I heard about it in class from my professor, and it sounded helpful.
   c. I heard about it from other students in the class, and I think it sounded helpful.
   d. I am having difficulty understanding the material by just going to class.
   e. I think it will be a good idea to get some additional support.
   f. I think it will be a good idea in preparation for upcoming exams/tests.
   g. To get extra credit from my professor.
   h. Other

On a Scale of 1 to 5, 1: Strongly Disagree, 5: Strongly Agree

10. My facilitator/tutor makes me feel welcome/comfortable in her/his sessions.

11. I can easily approach my facilitator/tutor and ask questions.

12. My facilitator/tutor incorporates learning techniques into her/his sessions.

13. I can apply the learning techniques I am learning in PLUS Groups/tutoring to help me with other courses.

14. I understand the course material better because of how the PLUS Groups are conducted.

15. It would be better if PLUS Groups/tutoring sessions were longer than 50 minutes.

16. I enjoy the collaborative, peer-oriented environment that PLUS Groups/tutoring creates.

17. I leave PLUS Group/tutoring sessions feeling better about the material and my own abilities.

18. Participating in PLUS Groups/tutoring is not really helping me improve my grade.

Short Answer

19. What does your facilitator/tutor do particularly well that allowed you to feel more comfortable with learning the material?

20. What is one thing your facilitator/tutor could improve on?

21. List two things you really enjoy about the PLUS Groups/tutoring program.

22. Would you more regularly attend PLUS Group/tutoring sessions in the future, if they were offered on evenings (after 5 PM) or weekends?

23. General Comments.

Rate of DWF Grades among Study Group Participants and Non-Participants

Rate of DWF Grades Academic Year 15-16

% DWF Rate

	FALL 2015	WINTER 2016	SPRING 2016
Non-PLUS	19%	19%	19%
PLUS	11%	13%	9%
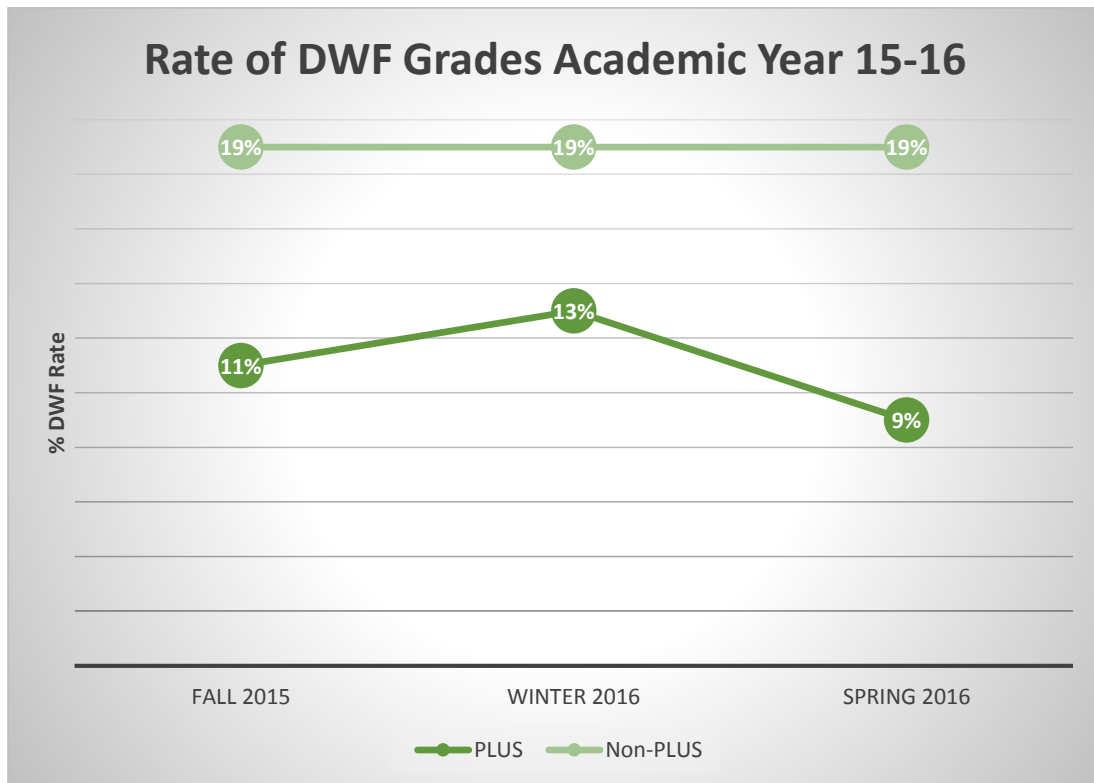
●—— PLUS   ●—— Non-PLUS

Rate of DWF Grades among PLUS Groups and non-PLUS Groups participants.

PLUS Study Group Summary Report Fall 2015

Course	Class Enrollment	Number Attended	Percent Attended	Number of Session Hours Offered	Student Contact Hours	Mean Grade PG (4 pt)	Mean Grade non-PG (4 pt)	Mean Grade PG/Non (4 pt)	Mean Grade PG 5+ Sessions	Diff Mean Grade PG 5+/Non	#DWF/#PG			PG DWF Rate	#DWF/#Non-PG			Non-PG DWF Rate
ACCT 252 - 01	71	24	34%	17	132	3.00	2.80	0.20	3.10	0.30	1	by	24	4%	10	by	47	21%
Accounting Total	*71*	*24*	*34%*	*17*	*132*	*3.00*	*2.80*	*0.20*	*3.10*	*0.30*	*1*	*by*	*24*	*4%*	*10*	*by*	*47*	*21%*
BIOL 100 - 01-08	122	38	31%	34	190	2.50	2.20	0.30	3.10	0.90	8	by	38	21%	26	by	84	31%
BIOL 115 - 01	26	12	46%	9	18	3.00	2.60	0.40			1	by	12	8%	3	by	14	21%
BIOL 171 - 03	95	36	38%	16	249	2.60	2.60	0.00	3.10	0.50	2	by	36	6%	11	by	59	19%
BIOL 172 - 01	82	18	22%	15	51	2.80	2.40	0.40	3.70	1.30	2	by	18	11%	12	by	64	19%
BIOL 232 - 01-16	392	202	52%	46	714	3.60	3.20	0.40	3.90	0.70	6	by	202	3%	15	by	190	8%
Biology Total	*717*	*306*	*43%*	*120*	*1222*	*2.90*	*2.60*	*0.30*	*3.45*	*0.85*	*19*	*by*	*306*	*6%*	*67*	*by*	*411*	*16%*
CHEM 100 - 01-02	121	35	29%	30	92	3.00	2.90	0.10	2.90	0.00	1	by	35	3%	14	by	86	16%
CHEM 151 - 01-04	204	59	29%	62	392	1.80	1.60	0.20	2.00	0.40	29	by	59	49%	76	by	145	52%
CHEM 152 - 01	55	23	42%	17	58	2.90	2.00	0.90	3.10	1.10	1	by	23	4%	9	by	32	28%
CHEM 161 - 01-02	179	58	32%	47	196	2.60	2.00	0.60	2.30	0.30	13	by	58	22%	41	by	121	34%
CHEM 162 - 01	64	19	30%	16	56	2.50	2.40	0.10	2.90	0.50	3	by	19	16%	13	by	45	29%
CHEM 163 - 01	64	41	64%	19	376	3.20	2.90	0.30	3.40	0.50	2	by	41	5%	2	by	23	9%
Chemistry Total	*687*	*235*	*34%*	*191*	*1170*	*2.67*	*2.30*	*0.37*	*2.77*	*0.47*	*49*	*by*	*235*	*21%*	*155*	*by*	*452*	*34%*
CHIN 101 - 01	17	8	47%	16	41	3.60	3.60	0.00	3.90	0.30	0	by	8	0%	1	by	9	11%
Chinese Total	*17*	*8*	*47%*	*16*	*41*	*3.60*	*3.60*	*0.00*	*3.90*	*0.30*	*0*	*by*	*8*	*0%*	*1*	*by*	*9*	*11%*
CSBS 320 - 03	43	4	9%	16	18	3.40	3.20	0.20	3.60	0.40	0	by	4	0%	2	by	39	5%
College of Beh& Soc Sci Total	*43*	*4*	*9%*	*16*	*18*	*3.40*	*3.20*	*0.20*	*3.60*	*0.40*	*0*	*by*	*4*	*0%*	*2*	*by*	*39*	*5%*
DESN 368 - 01	26	16	62%	14	59	3.20	3.10	0.10	3.70	0.60	2	by	16	13%	0	by	10	0%
Design Total	*26*	*16*	*62%*	*14*	*59*	*3.20*	*3.10*	*0.10*	*3.70*	*0.60*	*2*	*by*	*16*	*13%*	*0*	*by*	*10*	*0%*
DSCI 346 - 01-02	72	28	39%	33	136	2.60	2.50	0.10	3.10	0.60	4	by	28	14%	8	by	44	18%
Decision Science Total	*72*	*28*	*39%*	*33*	*136*	*2.60*	*2.50*	*0.10*	*3.10*	*0.60*	*4*	*by*	*28*	*14%*	*8*	*by*	*44*	*18%*
EENG 160 - 02	30	5	17%	15	32	3.60	3.00	0.60	3.70	0.70	0	by	5	0%	2	by	25	8%
Electrical Engineering Total	*30*	*5*	*17%*	*15*	*32*	*3.60*	*3.00*	*0.60*	*3.70*	*0.70*	*0*	*by*	*5*	*0%*	*2*	*by*	*25*	*8%*
FREN 101 - 01	27	9	33%	14	23	2.60	3.20	-0.60	3.70	0.50	0	by	9	0%	0	by	18	0%
French Total	*27*	*9*	*33%*	*14*	*23*	*2.60*	*3.20*	*-0.60*	*3.70*	*0.50*	*0*	*by*	*9*	*0%*	*0*	*by*	*18*	*0%*
GEOL 100 - 01-05	388	50	13%	31	161	3.40	2.60	0.80	3.40	0.80	0	by	50	0%	40	by	338	12%
Geology Total	*388*	*50*	*13%*	*31*	*161*	*3.40*	*2.60*	*0.80*	*3.40*	*0.80*	*0*	*by*	*50*	*0%*	*40*	*by*	*338*	*12%*
HIST 106 - 02	67	7	10%	11	11	3.00	2.60	0.40			0	by	7	0%	11	by	60	18%
History Total	*67*	*7*	*10%*	*11*	*11*	*3.00*	*2.60*	*0.40*			*0*	*by*	*7*	*0%*	*11*	*by*	*60*	*18%*
MTHD 106 - 01-02	45	14	31%	16	39	2.30	2.40	-0.10	3.60	1.20	3	by	14	21%	7	by	31	23%
Mathematics - Dev. Total	*45*	*14*	*31%*	*16*	*39*	*2.30*	*2.40*	*-0.10*	*3.60*	*1.20*	*3*	*by*	*14*	*21%*	*7*	*by*	*31*	*23%*
MATH 141 - 02-03	84	25	30%	14	134	2.20	1.60	0.60	2.20	0.60	9	by	25	36%	31	by	59	53%
Mathematics Total	*84*	*25*	*30%*	*14*	*134*	*2.20*	*1.60*	*0.60*	*2.20*	*0.60*	*9*	*by*	*25*	*36%*	*31*	*by*	*59*	*53%*
MENG 201 - 01	30	12	40%	18	74	2.80	2.90	-0.10	2.50	-0.40	1	by	12	8%	2	by	18	11%
Mechanical Engineering Total	*30*	*12*	*40%*	*18*	*74*	*2.80*	*2.90*	*-0.10*	*2.50*	*-0.40*	*1*	*by*	*12*	*8%*	*2*	*by*	*18*	*11%*
PHYS 151 - 03	52	16	31%	20	127	2.30	2.80	-0.50	2.50	-0.30	1	by	16	6%	4	by	36	11%
Physics Total	*52*	*16*	*31%*	*20*	*127*	*2.30*	*2.80*	*-0.50*	*2.50*	*-0.30*	*1*	*by*	*16*	*6%*	*4*	*by*	*36*	*11%*
PSYC 100 - 01, 03	461	43	9%	26	90	3.20	3.10	0.10	4.00	0.90	2	by	43	5%	57	by	418	14%
Psychology Total	*461*	*43*	*9%*	*26*	*90*	*3.20*	*3.10*	*0.10*	*4.00*	*0.90*	*2*	*by*	*43*	*5%*	*57*	*by*	*418*	*14%*
SOCI 101 - 02-03	50	8	16%	22	63	3.80	3.60	0.20	3.90	0.30	0	by	8	0%	1	by	42	2%
Sociology Total	*50*	*8*	*16%*	*22*	*63*	*3.80*	*3.60*	*0.20*	*3.90*	*0.30*	*0*	*by*	*8*	*0%*	*1*	*by*	*42*	*2%*
Grand Total	**2867**	**810**	**28%**	**594**	**3532**	**2.89**	**2.66**	**0.23**	**3.18**	**0.52**	**91**	**by**	**810**	**11%**	**398**	**by**	**2057**	**19%**

*Abbreviation: PLUS Group (PG)

PLUS Study Group Summary Report Winter 2016

Course	Class Enrollment	Number Attended	Percent Attended	Number of Session Hours Offered	Student Contact Hours	Mean Grade PG (4 pt)	Mean Grade non-PG (4 pt)	Mean Grade PG/Non (4 pt)	Mean Grade PG 5+ Sessions	Diff Mean Grade PG 5+/Non	#DWF/#PG			PG DWF Rate	#DWF/#Non-PG			Non-PG DWF Rate
ACCT 252 - 01, 02	132	15	11%	16	95	3.60	3.20	0.40	3.60	0.40	0	by	15	0%	7	by	117	6%
Accounting Total	132	15	11%	16	95	3.60	3.20	0.40	3.60	0.40	0	by	15	0%	7	by	117	6%
ANTH 345 - 01	23	18	78%	19	75	2.70	2.30	0.40	2.80	0.50	1	by	18	6%	1	by	5	20%
Anthropology Total	23	18	78%	19	75	2.70	2.30	0.40	2.80	0.50	1	by	18	6%	1	by	5	20%
BIOL 100 - 01-08	149	60	40%	28	361	3.40	2.50	0.90	3.60	1.10	1	by	60	2%	22	by	89	25%
BIOL 115 - 01	17	12	71%	10	51	2.90	0.65	2.25	3.10	2.45	2	by	12	17%	4	by	5	80%
BIOL 172 - 02	117	34	29%	16	108	2.60	2.30	0.30	2.60	0.30	7	by	36	34%	20	by	83	24%
BIOL 173 - 01	70	28	40%	14	175	3.10	2.60	0.50	3.20	0.60	3	by	28	11%	6	by	42	14%
BIOL 233 - 01-15	371	104	28%	38	325	3.80	3.40	0.40	3.90	0.50	1	by	104	1%	20	by	267	7%
BIOL 310 - 01	63	16	25%	16	76	3.20	2.80	0.40	3.30	0.50	2	by	16	13%	5	by	47	11%
Biology Total	787	254	32%	122	1096	3.17	2.38	0.79	3.28	0.91	16	by	256	6%	77	by	533	14%
CHEM 121 - 01	64	13	20%	18	41	2.10	1.60	0.50	2.10	0.50	4	by	13	31%	27	by	51	53%
CHEM 151 - 02	74	12	16%	16	45	2.50	2.30	0.20	2.90	0.60	4	by	12	33%	18	by	62	29%
CHEM 152 - 03	63	26	41%	19	193	2.30	1.90	0.40	2.60	0.70	7	by	26	27%	11	by	37	30%
CHEM 161 - 01-02	132	38	29%	36	109	2.40	2.20	0.20	2.80	0.60	11	by	38	29%	31	by	94	33%
CHEM 162 - 01-03	185	84	45%	53	405	2.70	2.20	0.50	2.90	0.70	16	by	84	19%	29	by	101	29%
CHEM 163 - 01	39	29	74%	18	195	3.20	2.20	1.00	3.10	0.90	3	by	29	10%	3	by	10	30%
Chemistry Total	557	202	36%	160	988	2.53	2.07	0.47	2.73	0.67	45	by	202	22%	119	by	355	34%
CHIN 102 - 01	14	8	57%	16	32	3.60	3.30	0.30	3.70	0.40	0	by	8	0%	1	by	6	17%
Chinese Total	14	8	57%	16	32	3.60	3.30	0.30	3.70	0.40	0	by	8	0%	1	by	6	17%
CSBS 320 - 01	42	4	10%	13	16	3.10	3.30	-0.20	4.00	0.70	0	by	4	0%	3	by	38	8%
College of Beh& Soc Sci Total	42	4	10%	13	16	3.10	3.30	-0.20	4.00	0.70	0	by	4	0%	3	by	38	8%
DSCI 346 - 01	58	41	71%	19	132	2.50	2.00	0.50	2.60	0.60	7	by	41	17%	7	by	17	41%
Decision Science Total	58	41	71%	19	132	2.50	2.00	0.50	2.60	0.60	7	by	41	17%	7	by	17	41%
EENG 310 - 01-02	29	12	41%	14	34	3.20	3.30	-0.10	3.00	-0.30	0	by	12	0%	0	by	17	0%
Electrical Engineering Total	29	12	41%	14	34	3.20	3.30	-0.10	3.00	-0.30	0	by	12	0%	0	by	17	0%
FREN 102 - 01	20	5	25%	18	24	3.50	3.30	0.20	3.80	0.50	0	by	5	0%	2	by	15	13%
French Total	20	5	25%	18	24	3.50	3.30	0.20	3.80	0.50	0	by	5	0%	2	by	15	13%
GEOL 100 - 02-05	373	31	8%	35	111	3.10	2.90	0.20	3.50	0.60	0	by	31	0%	26	by	342	8%
Geology Total	373	31	8%	35	111	3.10	2.90	0.20	3.50	0.60	0	by	31	0%	26	by	342	8%
GERM 102 - 01-02	36	11	31%	19	68	3.50	3.00	0.50	3.50	0.50	0	by	11	0%	5	by	25	20%
German Total	36	11	31%	19	68	3.50	3.00	0.50	3.50	0.50	0	by	11	0%	5	by	25	20%
MTHD 104 - 01-07	294	32	11%	16	90	1.60	1.90	-0.30	2.40	0.50	13	by	32	41%	92	by	262	35%
MTHD 106 - 01-03	94	13	14%	24	70	2.30	2.40	-0.10	2.40	0.00	3	by	13	23%	13	by	81	16%
Mathematics - Dev. Total	388	45	12%	40	160	1.95	2.15	-0.20	2.40	0.25	16	by	45	36%	105	by	343	31%
MATH 141 - 01-04, 06	208	18	9%	15	39	2.60	2.30	0.30	2.80	0.50	2	by	18	11%	54	by	190	28%
MATH 211 - 01-02	75	11	15%	18	50	3.00	3.00	0.00	2.70	-0.30	0	by	11	0%	5	by	64	8%
Mathematics Total	283	29	10%	33	89	2.80	2.65	0.15	2.75	0.10	2	by	29	7%	59	by	254	23%
MENG 201 - 01	26	8	31%	18	30	2.40	3.10	-0.70	2.50	-0.60	3	by	8	38%	1	by	18	6%
Mechanical Engineering Total	26	8	31%	18	30	2.40	3.10	-0.70	2.50	-0.60	3	by	8	38%	1	by	18	6%
PHYS 132 - 01-03	107	19	18%	19	54	3.00	2.80	0.20	2.30	-0.50	2	by	19	11%	11	by	88	13%
PHYS 151 - 01	55	5	9%	15	22	3.20	3.00	0.20	3.70	0.70	0	by	5	0%	8	by	50	16%
PHYS 152 - 02	56	19	34%	18	117	2.70	2.70	0.00	3.00	0.30	4	by	19	21%	4	by	37	11%
Physics Total	218	43	20%	52	193	2.97	2.83	0.13	3.00	0.17	6	by	43	14%	23	by	175	13%
SOCI 101 - 02-03	249	15	6%	14	55	3.90	3.50	0.40	4.00	0.50	0	by	17	0%	1	by	92	1%
Sociology Total	249	15	6%	14	55	3.90	3.50	0.40	4.00	0.50	0	by	17	0%	1	by	92	1%
Grand Total	3235	741	23%	608	3198	2.92	2.60	0.33	3.08	0.48	96	by	745	13%	437	by	2352	19%

*Abbreviation: PLUS Group (PG)

PLUS Study Group Summary Report Spring 2016

Course	Class Enrollment	Number Attended	Percent Attended	Number of Session Hours Offered	Student Contact Hours	Mean Grade PG (4 pt)	Mean Grade non-PG (4 pt)	Mean Grade PG/Non (4 pt)	Mean Grade PG 5+ Sessions	Diff Mean Grade PG 5+/Non	#DWF/#PG	PG DWF Rate	#DWF/#Non-PG	Non-PG DWF Rate
ACCT 251 - 01, 02	117	30	26%	14	67	2.70	2.60	0.10	3.30	0.70	5 by 30	17%	21 by 87	24%
ACCT 252 - 01, 02	126	25	20%	11	41	3.20	3.10	0.10			1 by 25	4%	14 by 101	14%
ACCT 359 - 01	29	23	79%	19	71	3.50	3.40	0.10	3.70	0.30	0 by 23	0%	0 by 6	0%
Accounting Total	*272*	*78*	*29%*	*44*	*179*	*3.13*	*3.03*	*0.10*	*3.50*	*0.50*	*6 by 78*	*8%*	*35 by 194*	*18%*
BIOL 100 - 01-07	114	34	30%	36	278	3.30	2.40	0.90	3.50	1.10	1 by 34	3%	17 by 80	21%
BIOL 171 - 01	100	11	11%	13	38	3.60	2.90	0.70	3.70	0.80	0 by 11	0%	20 by 89	22%
BIOL 172 - 01,02	159	20	13%	26	61	2.80	2.60	0.20	2.70	0.10	0 by 20	0%	13 by 139	9%
BIOL 234 - 01-15	338	84	25%	27	244	3.90	3.60	0.30	4.00	0.40	0 by 84	0%	9 by 254	4%
BIOL 235 - 01-02,04-05	104	25	24%	14	72	3.10	2.60	0.50	3.40	0.80	6 by 25	24%	14 by 79	18%
BIOL 310 - 01	63	17	27%	14	26	2.90	2.90	0.00			2 by 17	12%	6 by 46	13%
Biology Total	*878*	*191*	*22%*	*130*	*719*	*3.30*	*2.88*	*0.42*	*3.48*	*0.60*	*9 by 191*	*5%*	*79 by 687*	*11%*
CHEM 151 - 01	79	19	24%	14	101	2.30	2.30	0.00	2.60	0.30	5 by 19	26%	21 by 60	35%
CHEM 152 - 01	62	6	10%	16	28	3.00	1.80	1.20	3.40	1.60	0 by 6	0%	26 by 56	46%
CHEM 153 - 03,04	97	44	45%	34	306	3.00	2.40	0.60	3.00	0.60	3 by 44	7%	12 by 53	23%
CHEM 161 - 01-02	129	30	23%	28	104	2.80	2.00	0.80	3.20	1.20	5 by 30	17%	35 by 99	35%
CHEM 162 - 01-02	122	37	30%	32	156	2.90	2.20	0.70	3.00	0.80	4 by 37	11%	25 by 85	29%
CHEM 163 - 01-03	166	57	34%	43	207	3.00	2.40	0.60	3.00	0.60	6 by 57	11%	26 by 109	24%
Chemistry Total	*655*	*193*	*29%*	*167*	*902*	*2.83*	*2.18*	*0.65*	*3.03*	*0.85*	*23 by 193*	*12%*	*145 by 462*	*31%*
CSBS 320 - 02-04	152	9	6%	18	24	3.10	3.10	0.00	3.40	0.30	1 by 9	11%	22 by 143	15%
College of Beh& Soc Sci Total	*152*	*9*	*6%*	*18*	*24*	*3.10*	*3.10*	*0.00*	*3.40*	*0.30*	*1 by 9*	*11%*	*22 by 143*	*15%*
CSCD 240 - 01	32	8	25%	16	74	3.00	2.70	0.30	3.30	0.60	0 by 8	0%	2 by 24	8%
Computer Science Total	*32*	*8*	*25%*	*16*	*74*	*3.00*	*2.70*	*0.30*	*3.30*	*0.60*	*0 by 8*	*0%*	*2 by 24*	*8%*
DSCI 245 - 01	60	15	25%	14	39	3.40	2.60	0.80	4.00	1.40	0 by 15	0%	8 by 45	18%
DSCI 346 - 01	59	23	39%	17	81	2.40	2.20	0.20	3.30	1.10	6 by 23	26%	10 by 36	28%
Decision Science Total	*119*	*38*	*32%*	*31*	*120*	*2.90*	*2.40*	*0.50*	*3.65*	*1.25*	*6 by 38*	*16%*	*18 by 81*	*22%*
EENG 160 - 01	41	18	44%	15	92	3.20	3.20	0.00	3.10	-0.10	2 by 18	11%	2 by 23	9%
EENG 321 - 01-02	29	11	38%	6	27	3.30	3.20	0.10			0 by 11	0%	1 by 18	6%
Electrical Engineering Total	*70*	*29*	*41%*	*21*	*119*	*3.25*	*3.20*	*0.05*	*3.10*	*-0.10*	*2 by 29*	*7%*	*3 by 41*	*7%*
GEOL 100 - 01-05	428	33	8%	31	78	2.90	2.60	0.30	3.00	0.40	0 by 33	0%	65 by 395	16%
Geology Total	*428*	*33*	*8%*	*31*	*78*	*2.90*	*2.60*	*0.30*	*3.00*	*0.40*	*0 by 33*	*0%*	*65 by 395*	*16%*
GERM 103 - 01-02	28	10	36%	16	46	3.40	3.00	0.40	3.50	0.50	0 by 10	0%	1 by 18	6%
German Total	*28*	*10*	*36%*	*16*	*46*	*3.40*	*3.00*	*0.40*	*3.50*	*0.50*	*0 by 10*	*0%*	*1 by 18*	*6%*
MTHD 104 - 01-05,07,11	264	29	11%	15	45	2.30	2.00	0.30	3.60	1.60	5 by 29	17%	75 by 235	32%
MTHD 106 - 01-03	90	6	7%	23	36	3.00	2.40	0.60	2.50	0.10	0 by 6	0%	16 by 84	19%
Mathematics - Dev. Total	*354*	*35*	*10%*	*38*	*81*	*2.65*	*2.20*	*0.45*	*3.05*	*0.85*	*5 by 35*	*14%*	*91 by 319*	*29%*
MATH 107 - 04, 06-07, 09-10	214	18	8%	15	41	2.80	2.70	0.10	2.60	-0.10	1 by 18	6%	34 by 196	17%
MATH 142 - 02,04,06	105	8	8%	14	36	2.00	2.10	-0.10	2.20	0.10	3 by 8	38%	36 by 97	37%
MATH 310 - 01	41	8	20%	9	16	2.80	2.50	0.30	3.70	1.20	3 by 8	38%	7 by 33	21%
Mathematics Total	*360*	*34*	*9%*	*38*	*93*	*2.53*	*2.43*	*0.10*	*2.83*	*0.40*	*7 by 34*	*21%*	*77 by 326*	*24%*
PHIL 210 - 01	38	21	55%	16	51	3.40	3.20	0.20	4.00	0.80	0 by 21	0%	1 by 17	6%
Philosophy Total	*38*	*21*	*55%*	*16*	*51*	*3.40*	*3.20*	*0.20*	*4.00*	*0.80*	*0 by 21*	*0%*	*1 by 17*	*6%*
PHYS 133 - 01-02	87	16	18%	15	51	2.70	2.80	-0.10	3.10	0.30	2 by 16	13%	11 by 71	15%
PHYS 152 - 01	37	9	24%	16	30	1.90	1.90	0.00	1.70	-0.20	4 by 9	44%	12 by 28	43%
PHYS 153 - 02	54	11	20%	16	55	2.50	2.70	-0.20	3.50	0.80	3 by 11	27%	7 by 43	16%
Physics Total	*178*	*36*	*20%*	*47*	*136*	*2.37*	*2.47*	*-0.10*	*2.77*	*0.30*	*9 by 36*	*25%*	*30 by 142*	*21%*
SOCI 101 - 02-03	112	19	17%	12	110	3.90	3.50	0.40	3.90	0.40	0 by 19	0%	4 by 93	4%
Sociology Total	*112*	*19*	*17%*	*12*	*110*	*3.90*	*3.50*	*0.40*	*3.90*	*0.40*	*0 by 19*	*0%*	*4 by 93*	*4%*
Grand Total	**3676**	**734**	**20%**	**625**	**2732**	**2.97**	**2.66**	**0.31**	**3.23**	**0.57**	**68 by 734**	**9%**	**573 by 2942**	**19%**

*Abbreviation: PLUS Group (PG)