



PLUS Program Executive Summary

Academic Year 2024-2025

Table of Contents

Program Overview & History	1
Professional Staff 2023-2024	2
CRLA Certification & Training	2
Student Employment Guidelines	2-3
Yearly Program Highlights	3
Services Details	3-4
Academic Coaching Academic Summary	6-9
Study Groups Academic Summary	10-13
Tutoring Academic Summary	14-17
Virtual Reality Academic Summary	18-19
Program Outcomes	20
Conclusion	21



Program Overview & History

The Program Leading to University Success (PLUS) is an academic support program that first began offering peer-led study groups to students at Eastern Washington University in the fall of 1992.

Study Groups are typically offered for 100 and 200 level courses that have been identified as being historically difficult for students based on DFW rates and student/faculty feedback.

In Fall 2010, contract-based, one-on-one peer tutoring was introduced. In Winter 2011, PLUS joined the Western eTutoring Consortium (WeTC), providing our students online access to tutors at college and universities across the Western United States.

In 2012, PLUS moved to the main floor of the JFK Library to serve as a partner in the Learning Commons. A dynamic and free-form students earning 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.

In September 2018, peer academic coaching was introduced as a service students could self-request. In July 2020, PLUS joined the Academic Success and Academic Planning Team, which reports to the Office of the Provost.

In Fall 2022, PLUS partnered with CurioXR's program to provide free virtual reality to EWU students.

Professional Staff 2024-2025
Director of PLUS



Caroline Dias, M.A.

Retention Specialists



Samer Alrayes, M.A. , M.F.A.
Academic Coaching &
Virtual Reality



Brent Olinger, M.A.
Tutoring



Anna Tadlock, M.A.
Study Groups

Graduate Student Assistants



Jessica Doner
GSA



Koby Hines
GSA



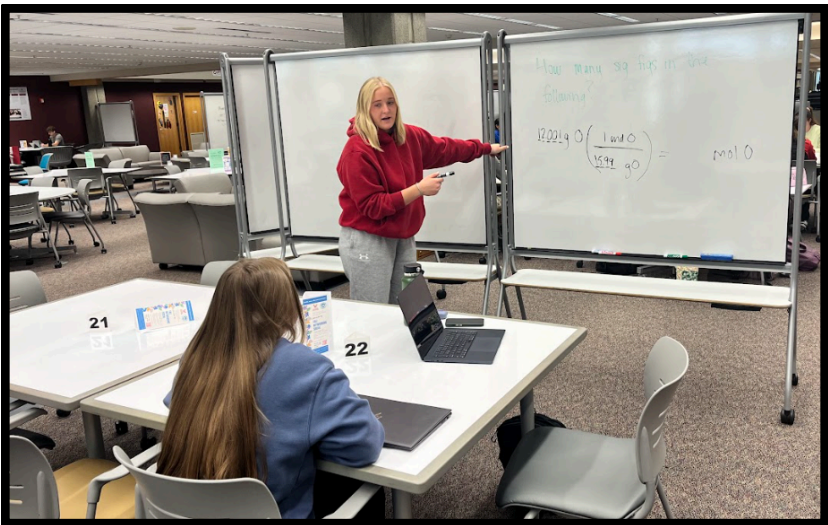
Logan Hamilton
GSA

CRLA Certification & Training

PLUS is internationally certified through the College Reaching and Learning Association (CRLA) for tutor training through levels 1,2, and 3. Each training session covers a student success strategy and best practice that can be implemented and/or shared with peers in PLUS sessions, including but not limited to the following topics:

Learning Theories
SMART Goal Setting
Grit & Growth Mindset

Working with Special Populations
Cognitive Learning Strategies
Active Learning Strategies



PLUS student employees are required to complete levels 1 and 2 . To become a certified tutor for either level, they must complete 10 training hours and meet a minimum of 30 contact hours per quarter. Upon completion, the students receive a certificate that can be added to a professional portfolio. Students can then choose to pursue their level 3 certificate to become a Master Tutor.

New academic coaches are considered coaches-in-training during their first quarter of employment. During their first term, they complete levels 1, 2, and 3, and shadow veteran coach's sessions giving them hands-on experience before independently coaching their peers.

Student Employment Guidelines

Requirements

Student employees who apply, interview, and are hired as PALs and/or tutors through the PLUS program received at least a 3.3 in the course, maintain a 3.0 or higher overall GPA, have sophomore standing or higher, and have received a faculty recommendation. They demonstrate leadership qualities, excellent communication skills and a willingness to help others.

Student employees who apply, interview, and are hired as academic coaches must have and maintain an overall 3.3 or higher GPA and at least have sophomore standing.

Supervision

Student employees are directly supervised by the retention specialists who coordinate PLUS services. GSAs will also assist as needed.

Assessment

PLUS student employees must attend certified CRLA 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 GSAs conduct observations of student employees. A performance rubric is utilized and an observation follow-up meeting is scheduled for 15 minutes in which the observer reviews the rubric with the student employee and identifies what went well in the session and what can be improved. We call it a "praise and polish" approach.

Additionally, students attending PLUS session are asked to complete an end-of-quarter survey 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 PLUS student employees respectively via email. These surveys are completely anonymous.

Yearly Program Highlights

Curio XR Expansion

In the Spring 24 quarter, Caroline and Samer joined Curio XR for the national virtual ACTLA conference. They presented on how the Curio XR app can be used during Chemistry tutoring sessions.

PLUS has also expanded their partnership with Curio XR to help add more subjects to the app. Samer is currently working with them to develop more English content to help students when writing their essays. Additionally, the math department along with PLUS

student employees have shared with Curio XR chemistry and math ideas to help them develop more content for those subjects.

At the end of the Spring 24 quarter, PLUS was awarded funding to buy more headsets and expand the usage of virtual reality headsets. With these new headsets, PLUS has been able to serve EWU students at both the Cheney and Spokane campuses. PLUS has already partnered with faculty partners to utilize headsets inside of the classroom. With the new headsets, PLUS is able to have more virtual reality tutoring sessions for EWU students starting the Fall 24 term. During the 24-25 academic year, PLUS went into full partnership with BIOL A&P series. Samer along with a handful of student employees and the two GSAs went to Dr. Bradley Fillmore's BIOL labs and facilitated over 1,000 virtual reality contact hours to his students. For the 25-26 academic year, PLUS is planning to work with and to attend more BIOL A&P lab classes, work with OCTH, and CHEM.

Tutoring

PLUS Tutoring is where students work with their fellow peers to better understand course material. This is a student-focused service where students meet with a tutor to ask questions.

Students interested in receiving tutoring assistance complete a request form on the PLUS website and agree to the terms of the tutoring commitment. In short, they are expected to come to all scheduled sessions on time and prepared with questions and any course materials that are necessary for the tutor to best assist them.

The tutor and tutees meet two hours a week. Meeting the commitment is based off of hours and the when students are placed into the tutoring groups. Tutors expect to have three to six students in their tutoring sessions.

All tutoring sessions occur in the Learning Commons and Catalyst building in Spokane. Students are assigned to an available tutor and must communicate via text or email prior to sessions. Many request the same tutor to assist them in a course sequence the following quarter.

Study Groups

Study Groups are peer led collaborative learning sessions for a given course. Study Group Leaders meet with their assigned faculty to create lesson plans. This makes Study Groups a faculty-focused service.

They occur twice per week (50 minutes each) on a drop-in basis in both the Cheney and Spokane campuses, serving both semester and quarter programs.

Content and learning strategies are built into sessions, including a review of lecture notes, textbook readings, problem-solving exercises, and pair- or team-based activities that promote active learning and collaboration. During sessions, students have the opportunity to ask questions and receive feedback.

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. PLUS study group sessions target courses rather than specific student populations. Students can attend any sessions they choose during the term as attendance is not mandatory.

Academic Coaching

Academic Coaching can be defined as the one-to-one or small group process of helping a student to assess their current study habits and assisting them in building general, transferable skills for use throughout their academic career and beyond. Coaches provide students with academic support in order to help them develop their college level skills. Coaching targets several populations of students on campus and specializes in helping students such as first-year college students, first-generation students, and students on academic warning/probation/returning from dismissal. Coaches usually meet once per week with students individually with their coachees. These skills include but are not limited to the following:

- | | |
|---------------------------|---------------------------|
| Motivation | Test Strategies |
| Emotional Wellness | Study Skills |
| Time Management | Stress and Anxiety |

Academic Coaching has also expanded to providing drop-in services for EWU’s Native American students. It has been hugely successful as shown in the winter and spring quarters there have been a total of 40 drop-in academic coaching sessions.



“

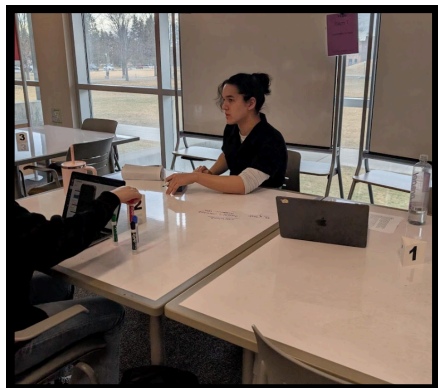
Jessica and Jayden did a great job. Both were great listeners and helped greatly with any questions I had.

Jessica helped me turn my calculus grade around after having 2 bad first exams with many different recommendations on resources I could use and study techniques I could use to better understand the content.

”

End of Quarter Survey Response, 2024-2025





"I had a good experience and was able to learn new strategies to use academically and outside of school. I really appreciated all the help and guidance. It really made a difference and Logan overall helped me stay on track and it was nice to have a conversation outside my circle as well that it me see things at a different perspective, thank you for making the quarter a good one!"

End of Quarter Survey Response, 2024-2025

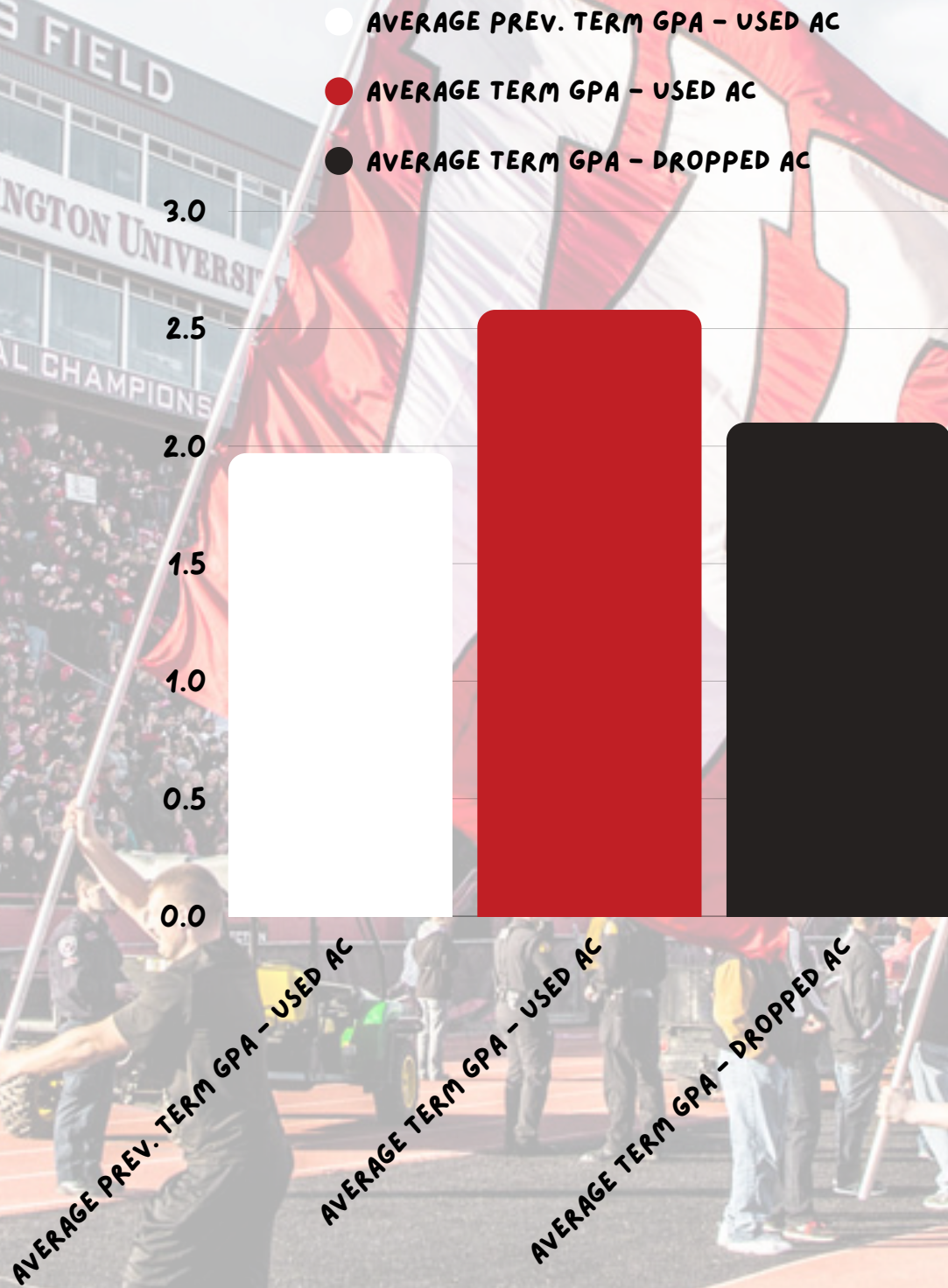
2024-2025 PLUS Academic Coaching Academic Year Summary

Category	Fall 2024	Winter 2025	Spring 2025	Total
Overall				
Total # of Requests	227	95	80	402
# of Coaches	13	8	16	37
# of Long-Term Commitments	45	54	43	142
# of Short-Term Coaching Students	9	6	8	23
# of Long-Term Commitments Met*	21	32	27	80
% of Commitments Met	46%	59%	63%	56%
% Met Commitment & 2.0+ Term GPA	83%	81%	78%	83%
# of Commitments Not Met	25	22	16	63
% of Commitments Not Met	54%	41%	37%	44%
# of Short-Term Commitments Met*	3	1	3	7
% of Short-Term Commitments Met	33%	17%	4%	30%
# of Short-Term Commitments Not Met	6	5	5	16
# of drops	170	35	34	239
# of Coach Contact Hrs.	332	352	288.25	972.25

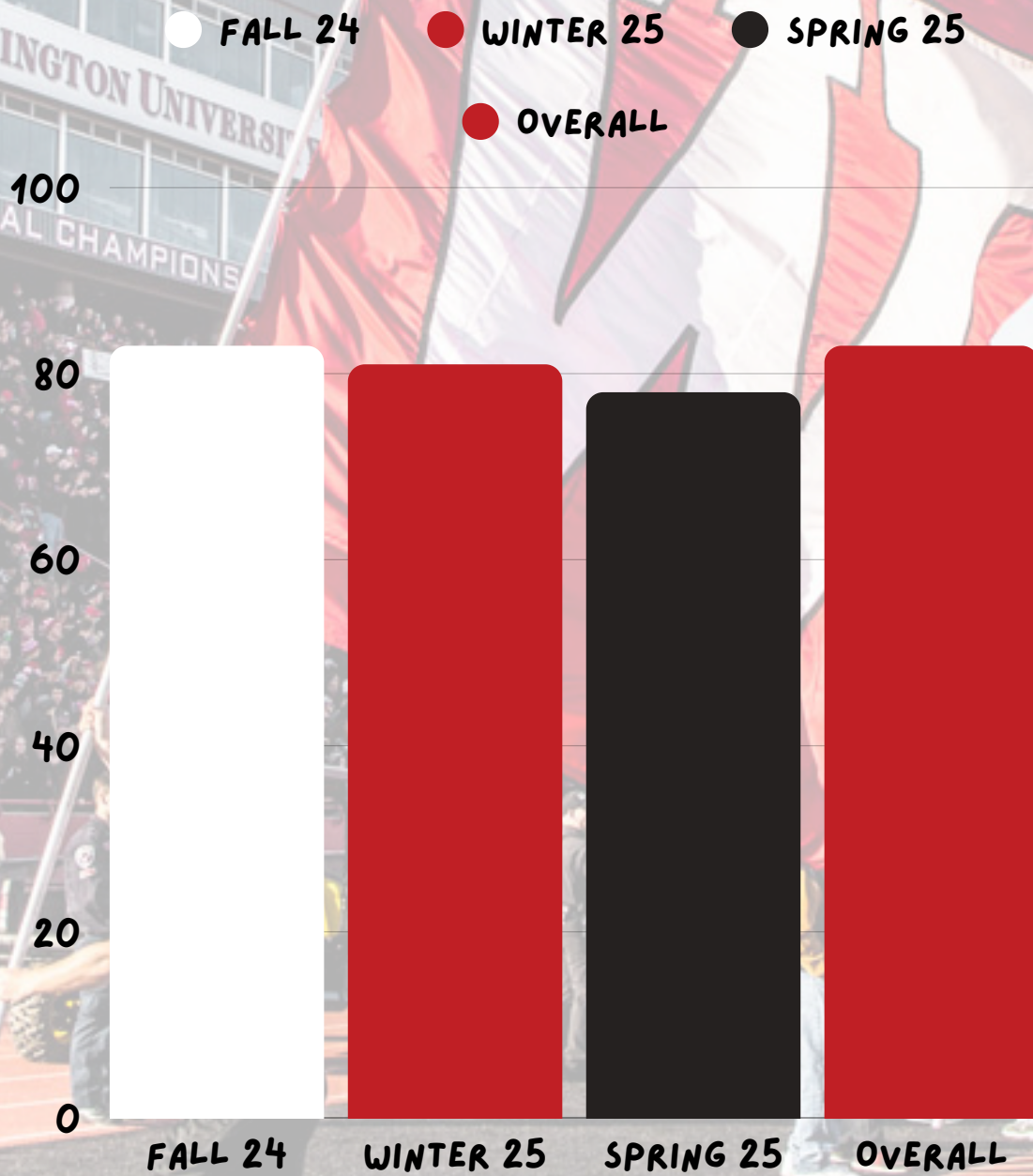
GPA & Retention				
Average Prev. Term GPA - Used AC	2.11	1.7	2.24	1.97
Average Term GPA - Used AC	3.03	2.58	2.49	2.58
Average Term GPA - Dropped AC	2.45	2.7	1.9	2.1
Retention % of Students that Used AC	92%	83%	63%	66%
Academic Coaching Presentations				
# of Presentations	27	11	1	39
# of Students With Duplicates	601	319	20	940
# of Students Without Duplicates	582	289	20	891
Academic Alert/Warning/Dismissal				
# of Students	1	27	18	46
# of Students GPA increase	1	22	13	36
Prev. Term GPA	1.3	1.1	1.41	1.24
Current Term GPA	2.03	2.14	1.94	2.08

***Academic Coaching retention data for Spring 25 is as of 6/26. We are expecting the retention number to increase as we get closer to Fall 25. The retention number will be updated before the start of the academic year.

ALL ACADEMIC COACHING REQUESTS



% OF COMMITMENT MET & 2.0+ GPA



"I LOVED having Lexi!! She was a friend as well as a tutor, and I always loved coming. She helped with more than just psychology, and really made me feel supported at Eastern. Dustin was very friendly and very helpful. He was a great teacher! He prioritized what we wanted to learn and helped walk us through the steps of how we can apply what we learned to our lives and education. It was a lot of fun being in his group!."

End of Quarter Survey Response, 2024-2025



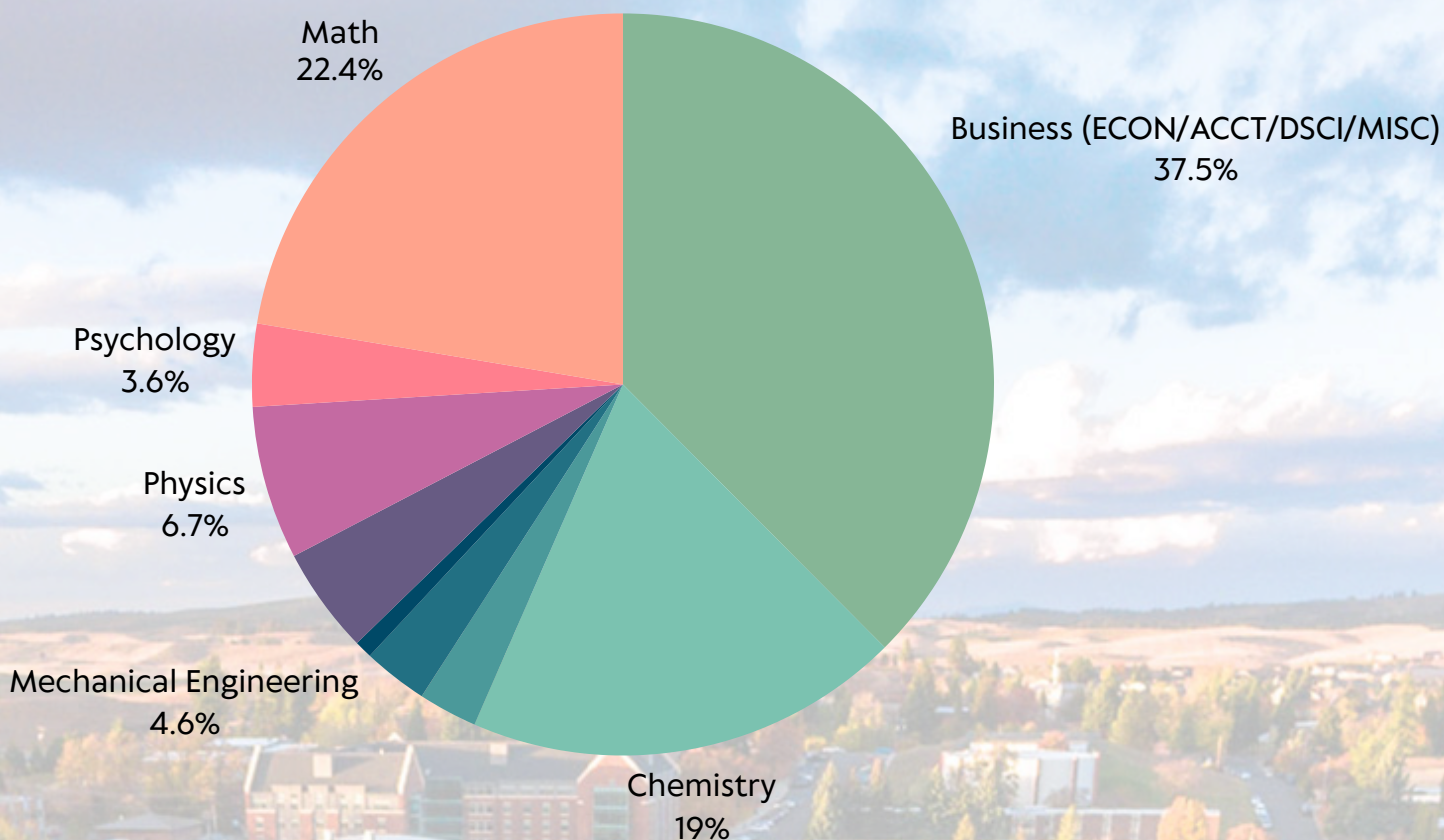
2024-2025 PLUS Study Groups Academic Year Summary

Note: Fall 2024 & Spring 2025 include both Quarter and Semester Statistics

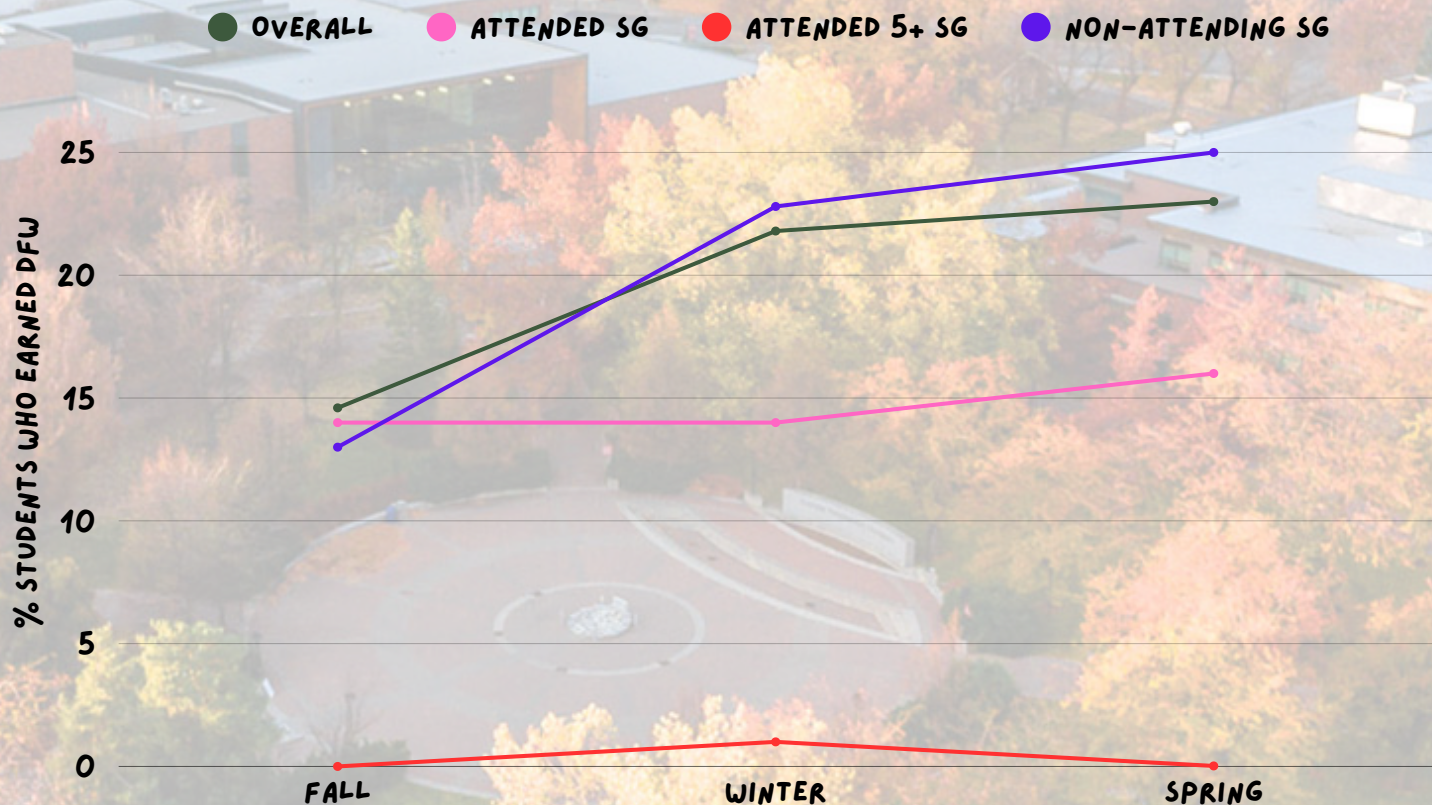
Category	Fall QTR 2024	Fall SEM 2025	Winter QTR 2025	Spring SEM 2025	Spring QTR 2025	Total*
Total Number Students Served	110	279	163	128	125	805
# Total Unique Students Served	104	158	152	91	119	624
# Faculty Assisted	11	8	20	6	14	59
# SG Leaders	9	8	15	5	10	47
# Total SG Sessions/Hours Offered	150	212	175	92	143	772
# Student Contact Hours	409	2466	518	679	423	4494
% Students Attending SG	13%	83%	15%	61%	18%	22%
SG (All Attending) Course Grade Average	2.9	3.53	3.09	3.3	2.62	3.09
Non-SG Course Grade Average	2.72	3.4	2.68	3.4	2.67	2.97
Course Average	2.71	3.52	2.72	3.36	2.65	2.99

SG (All Attending) Grade Difference	0.2	0.01	0.37	0.03	0.03	0.13
SG (5+ Sessions) Course Grade Average	3.27	3.53	3.31	3.33	2.81	3.25
SG (5+ Sessions) Grade Difference	0.56	0.02	0.59	0.03	0.16	0.27
% DFW Overall Rate	14.60%	0.01	21.80%	0.03%	23%	17%
% Non-SG DFW Rate	13%	0	22.80%	0.03%	25%	15%
%SG DFW 1-4 Sessions	14.00%	0	14%	0	16.00%	2%
%SG DFW 5-9 Sessions	0	0	1%	0	0.02%	0%
%SG DFW 10+ Sessions	0	0	0	0	0	0%
% Students Retained Programs Using SG (SEM ONLY)		98%			96%	97%

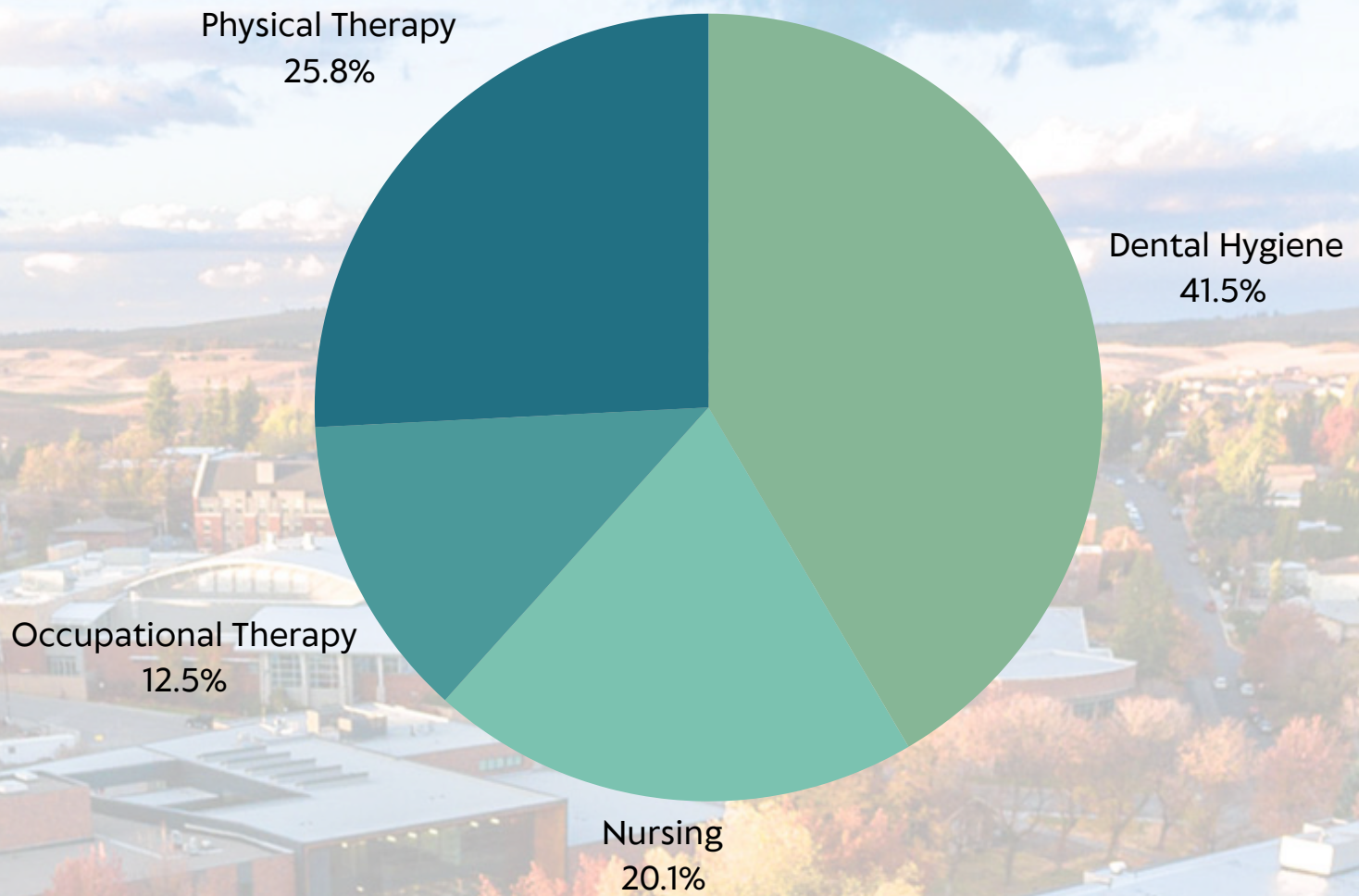
QUARTER: WHO DID WE SERVE?



QUARTER: DFW RATES



SEMESTER: WHO DID WE SERVE?





"She was amazing and explained statistical problems in a way that made it easier to understand why we were doing certain tests and what they actually meant. My stats teacher is amazing, but Lexi helped a lot because she was able to explain things in a simpler way that was significantly easier to understand."

End of Quarter Survey Response, 2024-2025

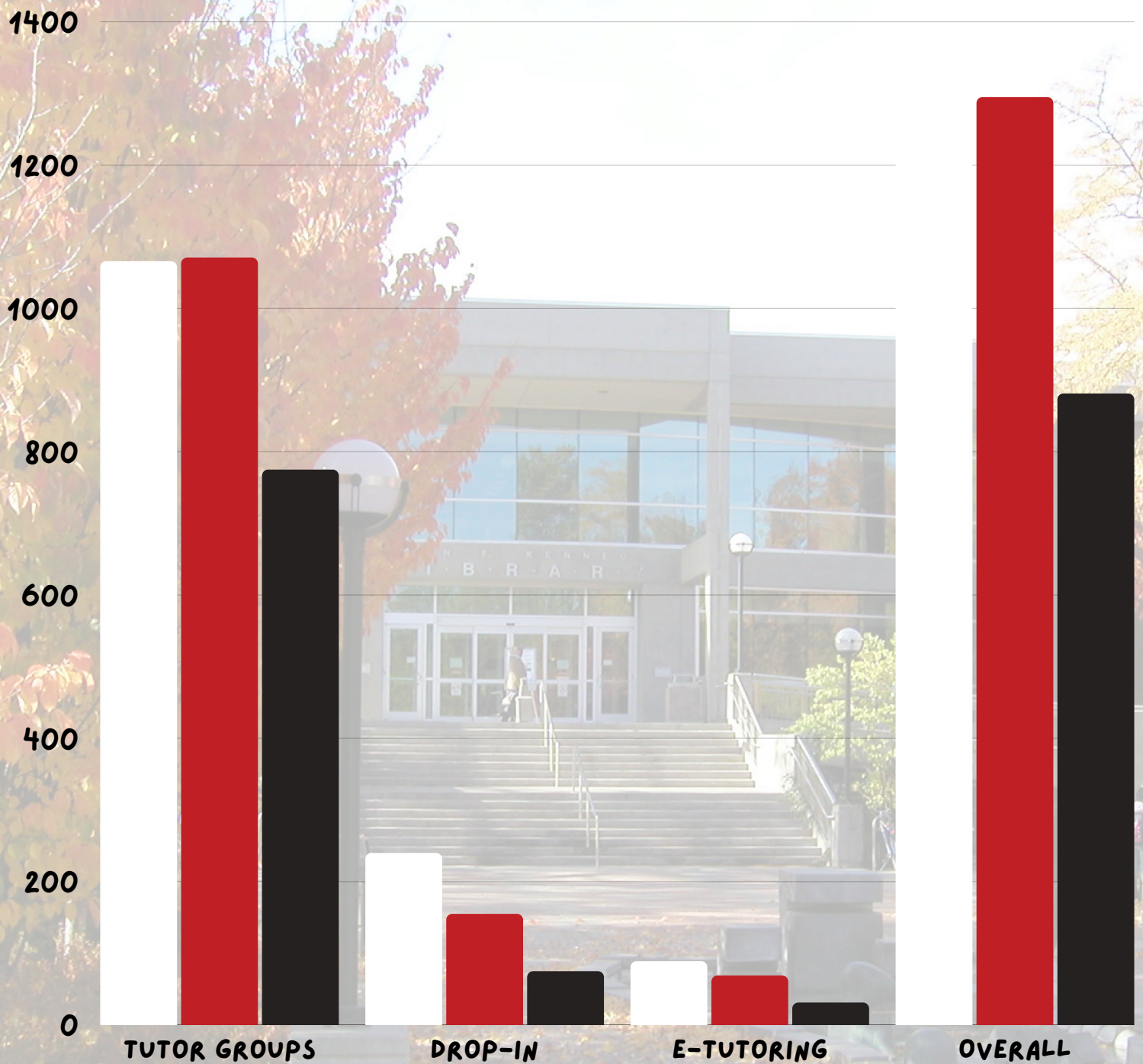
2024-2025 PLUS Tutoring Academic Year Summary

Category	Fall 2024	Winter 2025	Spring 2025	Total
Total Number of Students Served	274	212	172	658
Total Tutor Commitment Matches	132	123	121	376
Total Number of Commitments	93	99	76	268
Total Number of Requests Received	467	365	304	1136
Total Drop-In Students Served	96	58	24	178
Total e-Tutoring Students Served	38	31	21	90
Total Unique Students Served	249	177	152	578
Total Number of Tutors	26	27	23	76
Total Contact Hours	1395	1295	881.25	3571.25

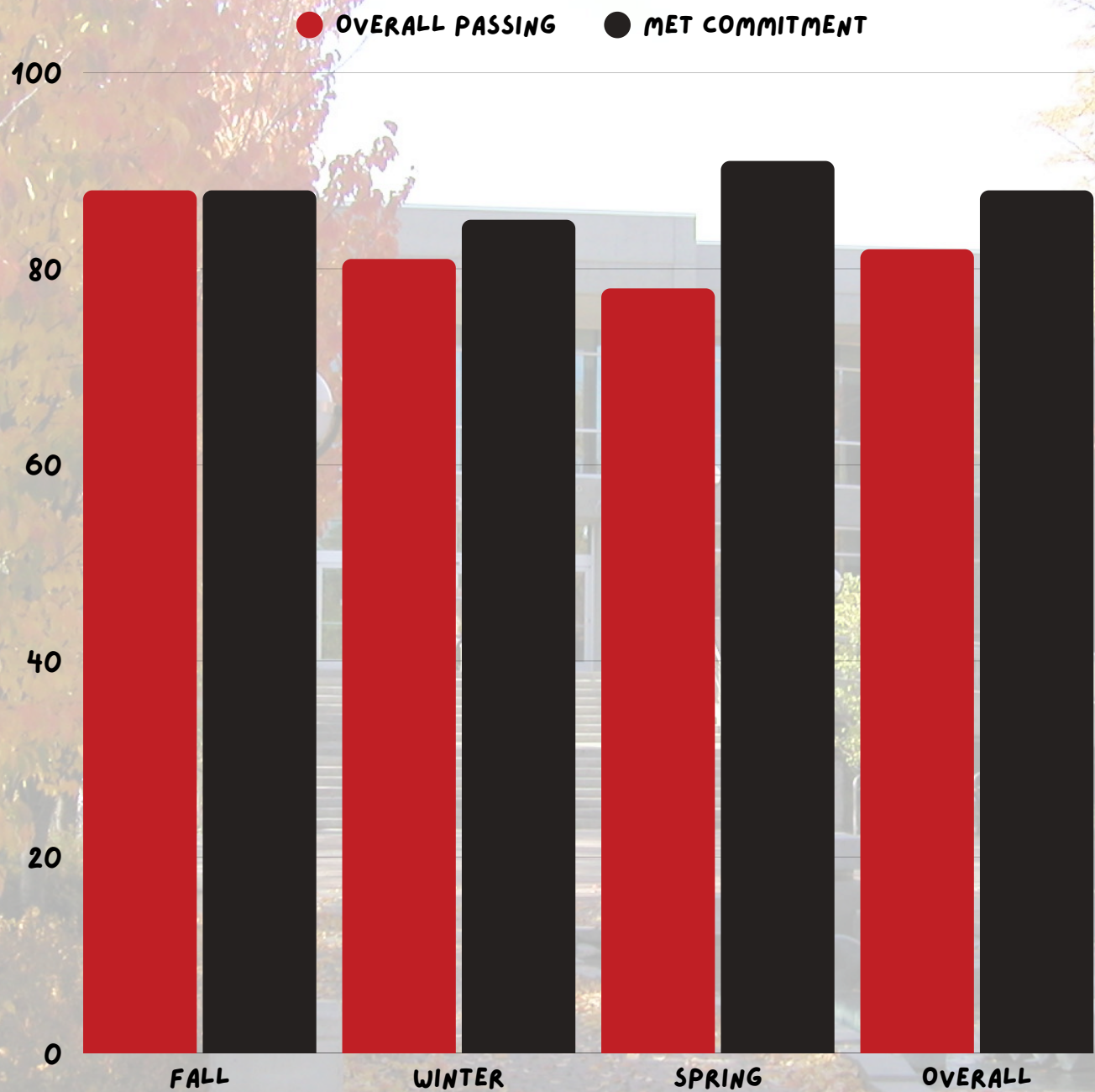
Total Small Group Tutoring Hours	1066	1071	775	2912
Total Drop-In Tutoring Hours	240	155	75	470
Total eTutoring Hours	89	69	31.25	189.25
**Students Who Met Commitment >10 hours)	56	48	34	138
***Students Who did Not Meet Commitment	37	50	42	129
Number of Students with passing grade (C or Better)	82	79	59	220
% of students with passing grade	88%	81%	78%	82%
Met Commitment with Passing Grade	49	41	31	121
% Met Commitment with Passing Grade	88%	85%	91%	88%
Dropped Tutoring After Week 2	47	24	45	116
Non-Committed with no hours	61	55	72	188

***Though there was a lack of student engagement in the Spring 25 quarter, PLUS Tutoring is going to be collaborating more with faculty across campus to help make sure that 25-26 consistently retains student engagement.

CONTACT HOURS, FALL, WINTER & SPRING



SMALL GROUP TUTORING PASSING GRADES PERCENTAGES



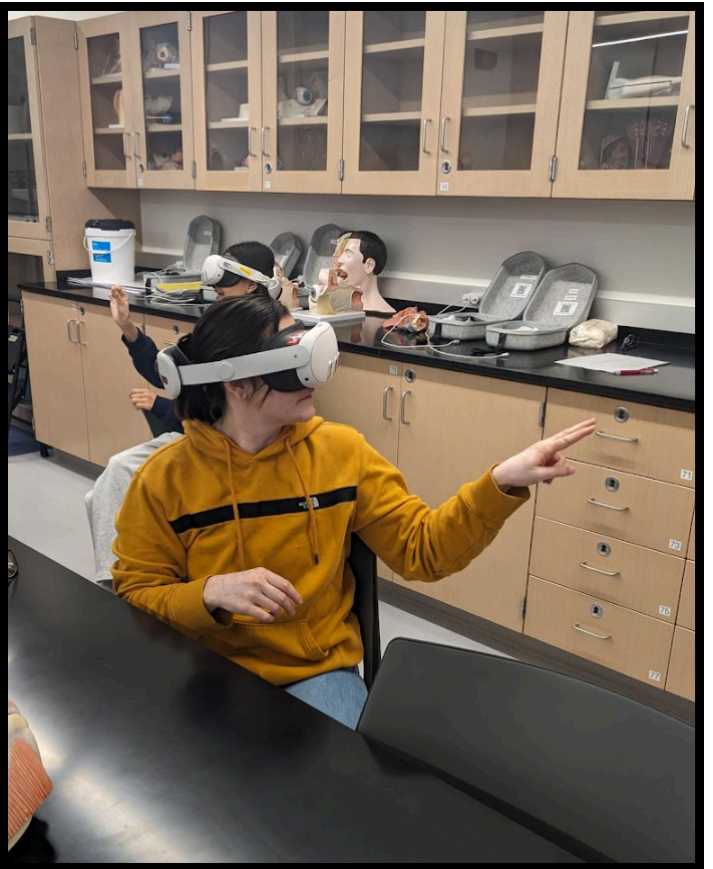
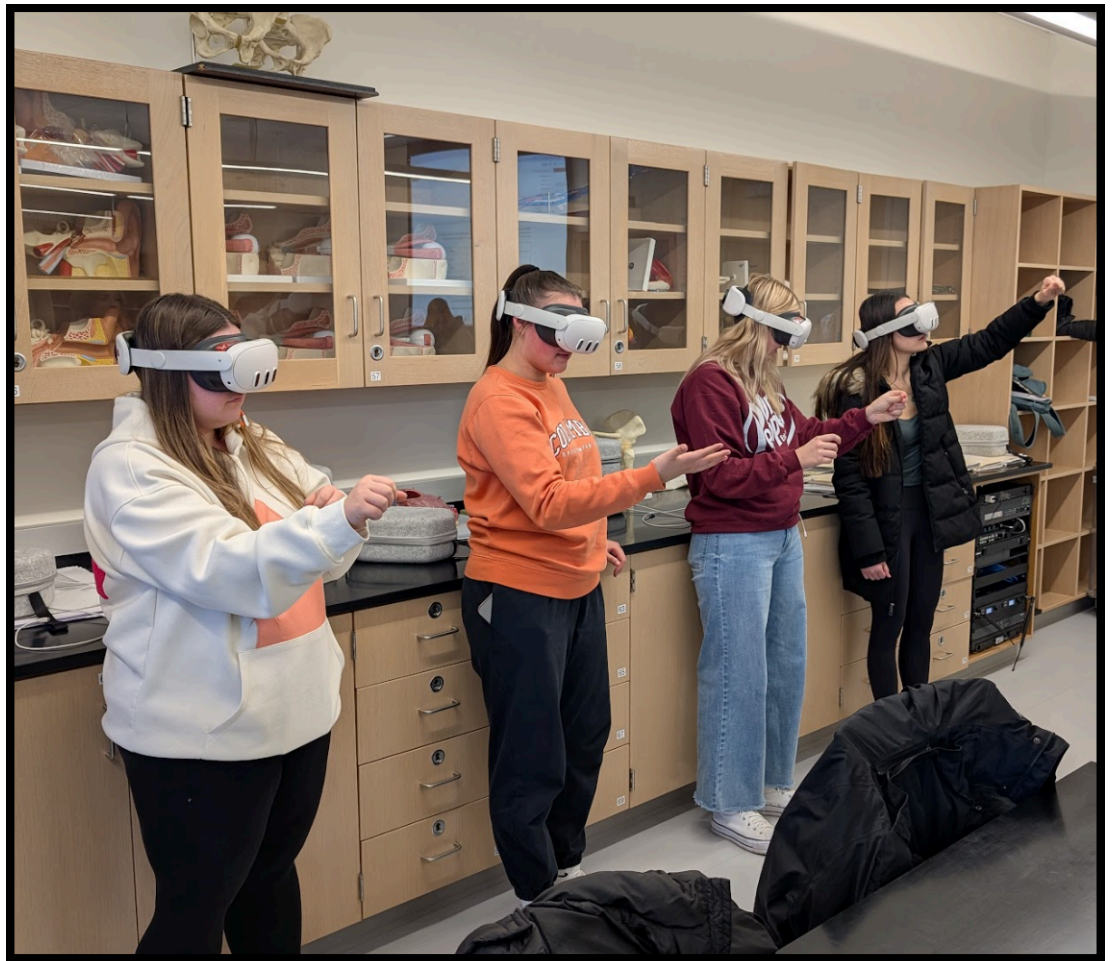


"I think the VR headsets are great for "hands-on" learners! Being able to "grab" certain anatomy like muscles, the heart, etc. was super helpful in getting to know the physical aspects of each thing."

End of Quarter Survey Response, 2024-2025

2024-2025 PLUS Virtual Reality Academic Year Summary

Virtual Reality				
Total # of Contact Hours	352.5	389	261.75	1003.25
Total # w/ Duplicates	408	766	516	1690
Total # w/o Duplicates	354	288	243	885
Fall 23 - Spring 24 Persistence/Retention w/o VR Argos QRT				
Class	Total # of Students	Retention %		
BIOL 232	435	-		
BIOL 233	264	61%		
BIOL 234	292	67%		
Fall 24 - Spring 25 Persistence/Retention w/ VR Argos QRT				
Class	Total # of Students	Retention %		
BIOL 232	311	-		
BIOL 233	268	86%		
BIOL 234	259	83%		
BIOL 230s Avg. GPA w/o & w/ VR Argos				
Term w/o VR	Avg. GPA	Term w/ VR	Avg. GPA	
Fall 23	3.1	Fall 24	3.21	
Winter 24	3.2	Winter 25	3.46	
Spring 24	3.37	Spring 25	3.51	



Outcomes - Tutoring

We've continued above 80% of students that used tutoring passed their class and served 658 unique students this past academic year. Additionally, tutoring accrued 3,571 total contact hours and average over 1,190 hours per quarter with spring slightly lower. Tutoring has proven to be consistently in high demand with PLUS having 1,136 requests.

Outcomes - Study Groups

When students attended 5+ Study Group sessions, their course grade average was 3.25 while those who did not attend Study Groups had an average GPA of 2.97. Additionally, those that attended Study Groups had an average DFW rate of 0% for 5+ sessions, while those that did not attend groups had an average DFW rate of 17%.

Outcomes - Academic Coaching

Academic Coaching helped serve students at both the Cheney and Spokane campuses. Overall, students that utilized Academic Coaching in the 24-25 academic year had a term GPA average of 2.58 when their average previous term GPA was 1.97. When looking at students specifically with an Academic Standing of Alert/Warning/Dismissal, their previous term GPA was 1.24 while the term that they used Academic Coaching averaged to 2.08. Additionally, Academic Coaching increased its total number of contact hours by nearly 200 from the previous school year reaching 972.

“

Koby was very understanding and was a great listener. I expressed what I needed extra support on and I was helped!

End of Quarter Survey Response, 2024-2024

”

Outcomes - All Services

In total, PLUS served the needs of 2,082 students at Eastern Washington University.

- 2,082 unduplicated students | Nearly double last years
 - 2,182 duplicate students used more than one PLUS service
- PLUS had 10,941 contact hours, which is over 2,800 contact hours more than last year. PLUS had 144 end-of-quarter survey completions (Fall, Winter, and Spring terms).
- "I feel like my sessions at PLUS were effective." 4.4/5
 - "I believe that using PLUS resources improved my overall grade and understanding of the material." 94%
 - "Would you recommend the PLUS to other students?" 95% said "Yes"





Conclusion

During the 24-25 academic year, the entire PLUS team (professional staff and student staff) worked diligently to provide services to all EWU students. Their hardwork and dedication were shown with the nearly 11,000 contact hours with EWU students this year.

PLUS expanded their Virtual Reality services by having over a 1,000 contact hours with students in both the Spokane and Cheney campuses. With how successful the virtual reality services were this academic year, the service is being expanded to even more classes.

PLUS services are consciously expanding to support our EWU student population. PLUS will continue its mission to serve students through a variety of services in new and cutting edge ways, so students can receive the support they are looking for in their courses.

“

I truly loved having Macy as my tutor, she was so understanding and genuinely made me a better student. I've never excelled when it comes to math but since I've started tutoring with her I have maintained an A all quarter. I would recommend Macy to anyone struggling in math, she's a great person to work with and has a good way of explaining things.

”

End of Quarter Survey Response, 2024-2025