Running a successful Peer-Led Team Learning (PLTL) Program:

A Positive Impact on Student Retention and on Student Leaders

Dr. Louise Pagotto, Dr. Maria Bautista, Dr. Hervé Collin, and Mrs Amy Patz, M.S. from Kapi'olani Community College,

In collaboration with Dr. James Becvar, Ms. Ann Darnell from the University of Texas at El Paso.

We are here:
Enrollment
Undergraduate  9,102
Mean Age in Years  24.6
Student:Faculty Ratio  18:1
Gender
Men  42.7%
Women  57.3%
Residency
Hawaiian  89.5%
U.S. Mainland  2.6%
U.S. Affiliated  0.5%
Foreign  5.8%
Unknown  1.5%
Exponential Growth in Enrollment in ASNS Program

\[ y = 13.146e^{0.4465x} \]

Persistence Rates

<table>
<thead>
<tr>
<th>Year</th>
<th>Liberal Arts</th>
<th>ASNS</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-2009</td>
<td>60%</td>
<td>62%</td>
</tr>
<tr>
<td>2009-2010</td>
<td>62%</td>
<td>64%</td>
</tr>
</tbody>
</table>
Description of the PLUS Program

- Overview of the program
- PLUS leader role
- Faculty role
- Examples of participating courses at KapCC
Outcomes on participants

Students grade comparison

Average Number of times students attended PLUS sessions

<table>
<thead>
<tr>
<th>Grade</th>
<th>Average Number of times attended PLUS sessions</th>
</tr>
</thead>
<tbody>
<tr>
<td>A and B</td>
<td>5.72</td>
</tr>
<tr>
<td>C, D, F and W</td>
<td>3.22</td>
</tr>
</tbody>
</table>

GPA distribution on participants

<table>
<thead>
<tr>
<th>GPA range</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>GPA between 3 and 4</td>
<td>52%</td>
</tr>
<tr>
<td>GPA between 2 and 3</td>
<td>39%</td>
</tr>
<tr>
<td>GPA below 2</td>
<td>9%</td>
</tr>
</tbody>
</table>

Correlation between the number of times attended and students grade

Outcomes on PLUS leaders

Positive impacts:

- Deepens their knowledge and skills
- Improves their confidence
- Motivates them to move on to a 4-year degree
- Increases their engagement in STEM.

<table>
<thead>
<tr>
<th>Positive impact</th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>My involvement as a PLUS leader enhanced my STEM learning experience at KapCC</td>
<td>60%</td>
<td>40%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>My experience as a PLUS leader helped me to deepen my own understanding of key concepts/methods covered in the sessions</td>
<td>60%</td>
<td>40%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Reviewing key concepts/methods increased my confidence in my ability to be successful in upper level courses in this subject at a 4-year institution.</td>
<td>60%</td>
<td>40%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Being a PLUS leader motivated me to get involved in other STEM related programs and activities</td>
<td>20%</td>
<td>60%</td>
<td>20%</td>
<td>0%</td>
</tr>
<tr>
<td>I felt supported by the faculty member who recruited me to provide the PLUS sessions</td>
<td>80%</td>
<td>20%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>
Lessons Learned

- Faculty engagement is critical.
- Use assessment data to educate new faculty.
- Faculty can use assessment data to motivate students.
- Faculty need to choose effectively PLUS leaders.
- Weekly interaction between Faculty and leaders.
- Adequate physical space is important.

Discussion

- How can a project use unexpected evaluative data to improve the project?
- How best to provide consistent and constant leader training?
- How can successful strategies be adopted to put 'active' into active learning?
- What impact has the experience had on the professional development of the leaders involved?
- How can online material help implementing PLTL sessions into contact time?
- Advantage and disadvantages of implementing optional vs required PLTL/PLUS sessions.