

1135-N1-2740

Phillip L Poplin* (poplinpl@longwood.edu), 201 High Street, Mathematics Department, Farmville, VA 23909, **M Leigh Lunsford** (lunsfordml@longwood.edu), 201 High Street, Mathematics Department, Farmville, VA 23909, and **JoEllen G Pederson** (pedersonjg@longwood.edu), 201 High Street, Department of Sociology, Farmville, VA 23909.
Using Assessment and Early Intervention to Improve Student Success in Introductory Statistics.

In a previously published study we used an assessment tool to identify students who were at-risk of not being successful in our introductory statistics course (Lunsford and Poplin 2011). In this study, we used the tool to identify at-risk students, and then required those students to attend peer tutoring, early in the semester, as an intervention. While we saw a significant increase in student success for all students in this study compared with the previous study, the at-risk students who completed the required tutoring had a significantly higher increase in success than their peers. (Received September 26, 2017)