This study of the peer-led team learning (PLTL) program at CSU Channel Islands investigated the correlation of gender, entry type, ethnicity, workshop, pell, and intensity with respect to passing. The workshops span from Fall 2012 to Fall 2016. Intensity was measured by the peer leaders’ observation of the students’ attendance and participation in weekly meetings. Passing was categorized as a grade of C or higher in the class corresponding to the PLTL program. Gender and entry type were found to have no significant correlation with passing. However, ethnicity, workshop, pell, and intensity were found to have a significant correlation with passing. (Received July 11, 2017)