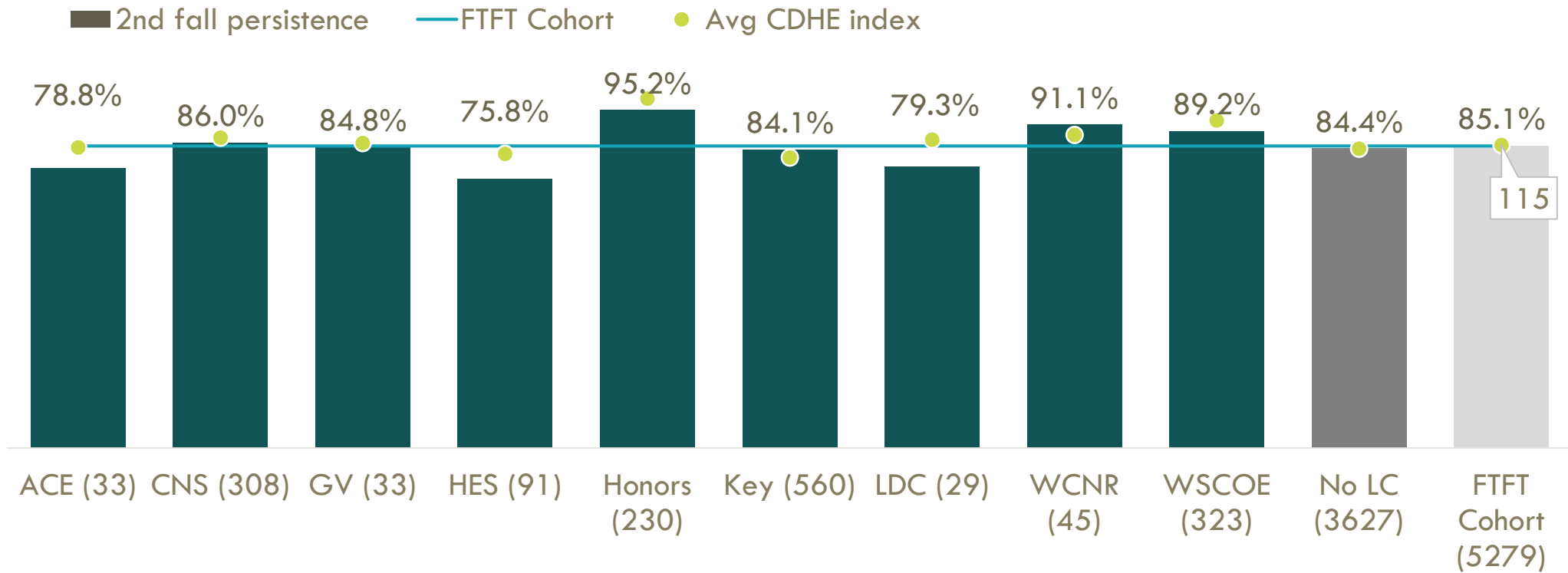# LEARNING COMMUNITY NSSE RESULTS, 2019
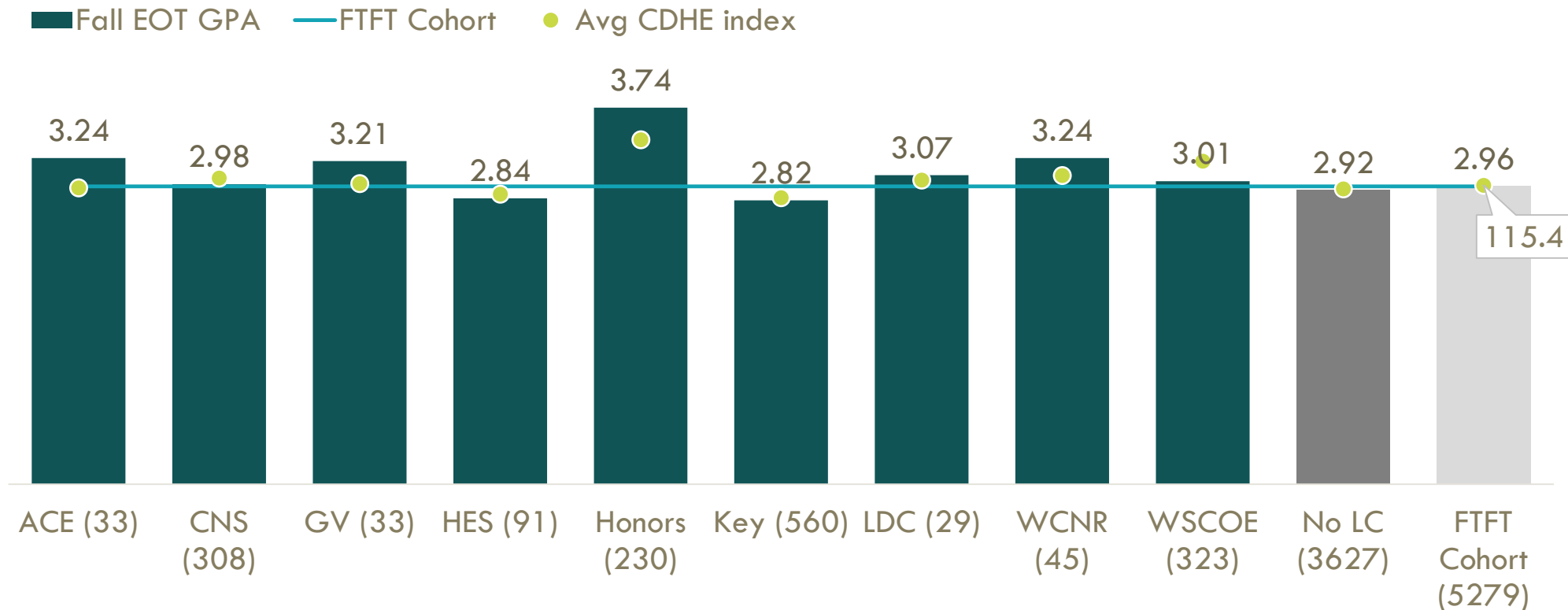
Institutional Research, Planning, and Effectiveness
November 12, 2019
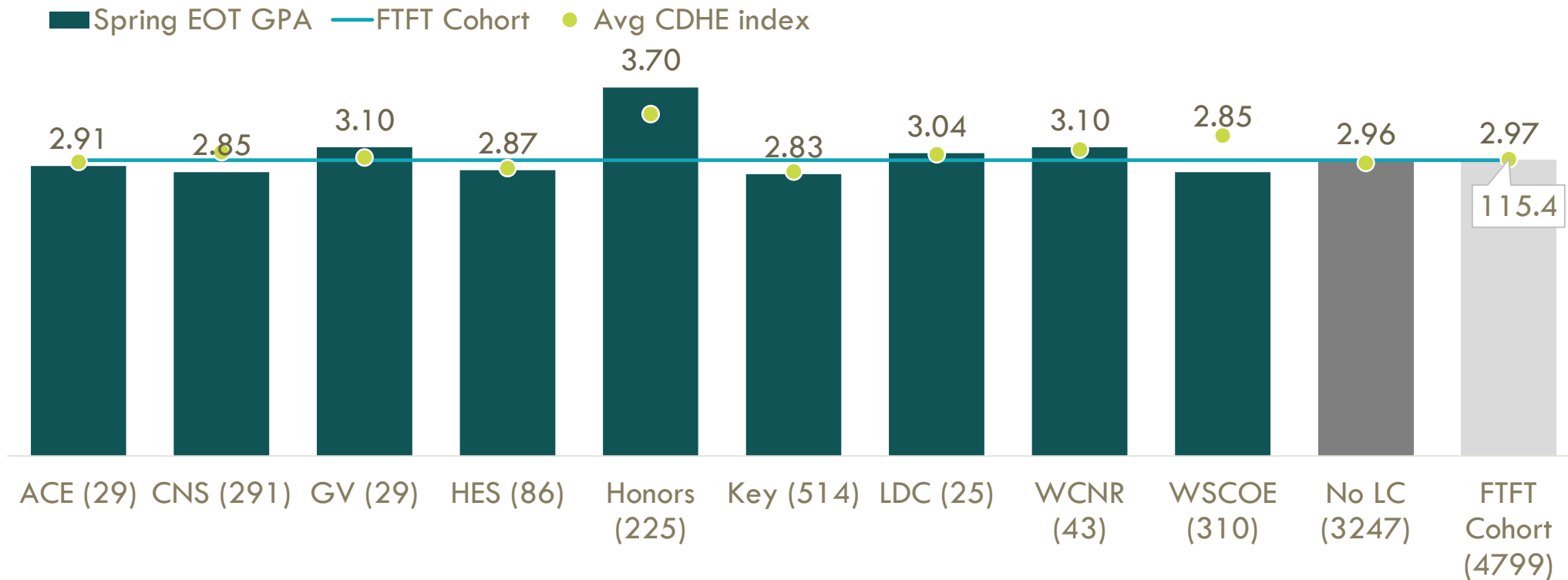
LEARNING COMMUNITY STUDENT SUCCESS: 2ND FALL PERSISTENCE
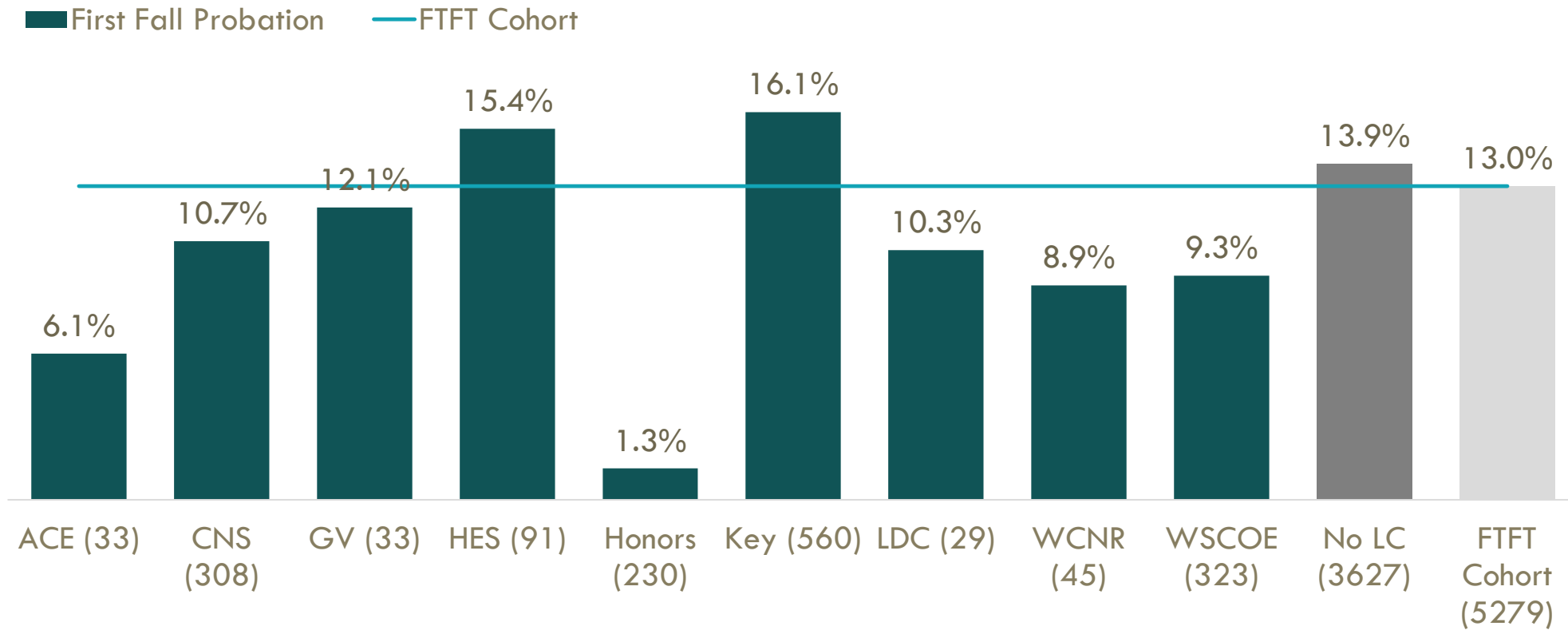
LC STUDENT SUCCESS: 1ST FALL TERM GPA

LC STUDENT SUCCESS: 1ST SPRING TERM GPA
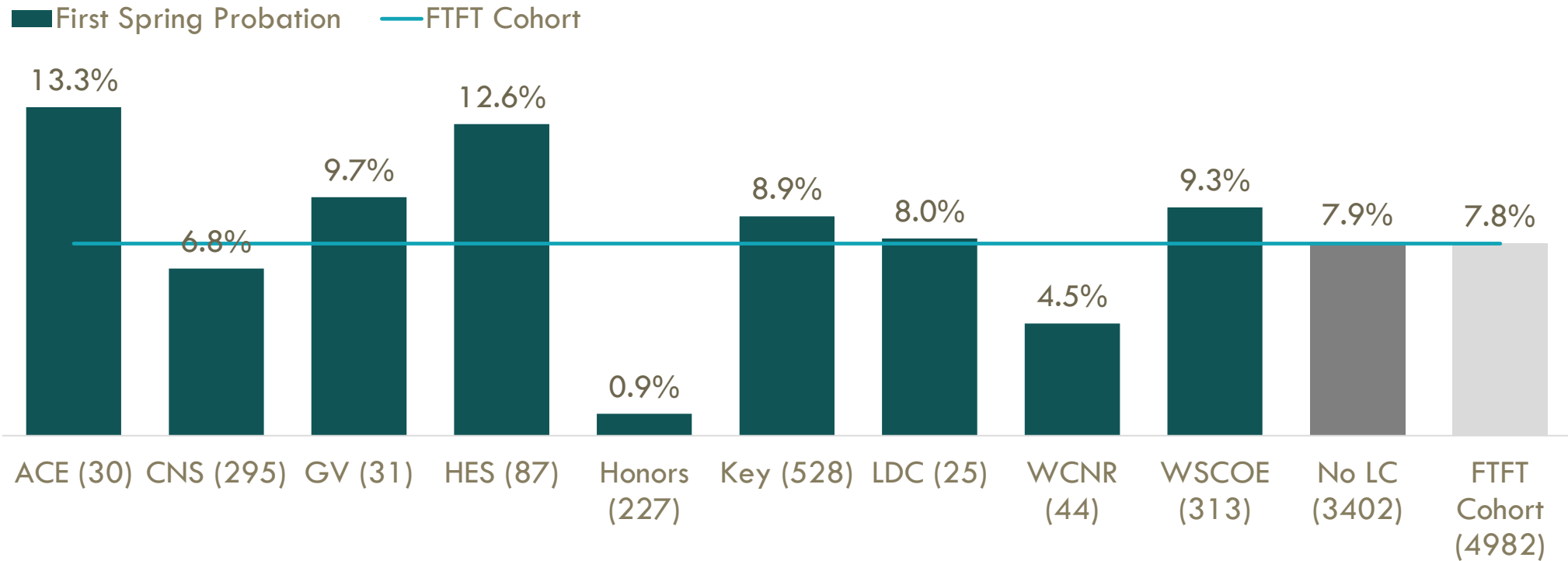
LC STUDENT SUCCESS: FIRST FALL ACADEMIC PROBATION RATES

LC STUDENT SUCCESS: FIRST SPRING ACADEMIC PROBATION RATES

NSSE

Administered every 3-4 years

10 engagement constructs

High-impact practices

Overall satisfaction

Additional Modules:

- First Year Experiences and Senior Transitions
- Inclusiveness and Diversity

Comparing LC and no LC for 2019

- LC: N=713
- No LC: N=1161

NSSE ENGAGEMENT INDICATORS

Academic Challenge
- Higher-order learning
- Learning strategies
- Reflective and integrative learning
- Quantitative reasoning

Peer Learning
- Collaborative Learning
- Discussion with diverse others

Experiences with Faculty
- Student-faculty interactions
- Effective teaching practices

Campus Environment
- Quality of interactions
- Supportive environment

High-Impact Practices

Learning community

Working with a faculty member on a research project

Courses include a community-based service project

First Year Experiences

Academic perseverance

Help-seeking behaviors

Institutional commitment

Inclusiveness & Engagement with Cultural Diversity

Coursework emphasis on diversity

Institutional emphasis on diversity

Institutional support for identities

Belongingness

Engagement in diversity-related activities

ACADEMIC CHALLENGE

LC and non-LC students did not differ significantly across the four engagement indicators ($p<.05$)

Engagement Indicator	LC		No LC
Higher-order learning	39.0		38.6
Learning strategies	38.0		37.9
Reflective and integrative learning	37.6		37.3
Quantitative reasoning	30.4		29.9

LEARNING WITH PEERS

LC students reported greater levels of collaborative learning compared to non-LC peers

Engagement Indicator	LC		No LC
Collaborative learning	38.7*	▲	35.2
Discussions with diverse others	40.9	▬	40.4

*p<.05

EXPERIENCES WITH FACULTY

LC students reported greater levels student-faculty interaction compared to non-LC peers.

- Reported working with faculty on activities other than coursework

Engagement Indicator	LC	No LC
Student-faculty interaction	24.7*	22.5
Effective teaching practices	38.0	38.4

*p<.05

CAMPUS ENVIRONMENT

No significant differences between groups for the overall constructs

- LC students reported greater quality of interactions with student services staff
- Also reported greater institutional emphasis on helping students succeed academically

Engagement Indicator	LC	No LC
Quality of interactions	44.3	44.2
Supportive environment	38.9	38.0

STUDENT SATISFACTION

Both LC and non-LC students report high levels of satisfaction with their experience

Engagement Indicator	LC	No LC
If you could start over again, would you go to the same institution?	91.5%* ▲	87.8%
Do you intend to return next year?	96.3%	95.0%
How would you evaluate your entire educational experience at CSU? (good/very good/excellent)	91.6%	88.7%

*p<.05

HIGH IMPACT PRACTICES

LC students engage in high impact practices at 80%, while non-LC students report 50%

Engagement Indicator	LC	No LC
Participating in a learning community or other formal program where students take 2 or more classes together	71%* ▲	34%
Courses include service-learning	10%	10%
Worked with a faculty member on a research project	56.0%* ▲	42%

*p<.05

FIRST YEAR EXPERIENCES

FIRST YEAR EXPERIENCES

- LC students more likely to seek help with coursework from learning support services and friends or other students
- More likely to study when there were other interesting things to do
- About 25% of both LC and non-LC students reported seriously considering leaving CSU
  - Financial concerns (48%)
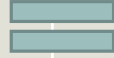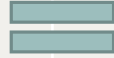 - Personal reasons (50%)

Engagement Indicator	LC	No LC
Engagement in coursework (studied when there were other things to do, asked instructors for help, participated in class discussions, etc.)	2.8	2.8
Difficulty with learning course material, time management, interacting with faculty, etc.	3.2	3.2
Help-seeking	2.1	2.1

INCLUSIVENESS & ENGAGEMENT WITH CULTURAL DIVERSITY

INCLUSIVENESS & ENGAGEMENT WITH CULTURAL DIVERSITY

- LC students reported lower levels of institutional emphasis on helping students develop skills to confront discrimination and harassment
- LC students reported a less supportive environment for political affiliation
- LC students were less likely to agree that they felt comfortable being themselves at CSU
- LC students were more likely to participate in a diversity-related club or organization, and more likely to reflect on their cultural identity

Engagement Indicator	LC		No LC
Coursework emphasis of diversity	2.6		2.6
Institutional emphasis of diversity	3.1		3.1
Supportive environment for diversity (gender identity, sexual orientation, racial/ethnic identity, etc.)	3.0		3.1
Belongingness (comfortable being myself, feel valued, feel like part of the community)	3.1		3.1
Participation in diversity-related activities (events, clubs, reflected on your own cultural identity)	2.0*		1.8

*$p<.05$

CONCLUSIONS

Belonging to a LC is associated with:

- Greater collaborative learning

- Greater student-faculty interaction

- Completing more high-impact practices

LC and non-LC students report their overall first year experience as positive

LC students feel less comfortable being themselves, less supportive environment for political affiliation, less emphasis on helping students develop skills to confront discrimination and harassment