



Learning Community Annual Report (FA16 Cohort)

The purpose of this report is to compare first-year student success indicators (freshman retention, first fall GPA, and first spring GPA) between learning community and non-learning community students, while considering index and other demographic variables. Additionally, this report explores the variation in learning community success across the FA13 through FA16 cohorts and how learning community participation is related to CSU's gap closing efforts.

Overall Learning Community Success

Table 1 displays the FA16 first-year student success metrics as well as demographic variables by learning community status. Please note that learning community students who are not part of the first-time, full-time (FTFT) cohort are not included in this report. These data are provided for all available cohorts (FA13-FA16) in Appendix A.

Table 1.

Demographics and Success of FA16 First-Time, Full-Time (FTFT) Cohort by Learning Community Status								
	Cohort Size	Average Index	First Generation (%)	Racially Minoritized (%)	Pell (%)	2 nd Fall Persistence	First Fall GPA	First Spring GPA
No Learning Community	3243	114	20%	21%	19%	82.2%	2.86	2.89
All Learning Communities	1596	119	27%	31%	24%	86.5%	3.04	2.96
Non-Key, Non-Honors LC	873	120	19%	22%	17%	84.5%	2.93	2.84
Key LC	469	110	48%	56%	43%	84.9%	2.89	2.82
Honors LC	254	133	12%	17%	13%	96.1%	3.72	3.63
FA16 FTFT Cohort	4839	116	22%	25%	20%	83.6%	2.92	2.92

The following summarizes some important differences by learning community status:

- ✚ About 33% of the FA16 FTFT freshman cohort is in a learning community.
 - This proportion has been relatively stable (around 31-3%) for the last three cohorts and increased from 25% in FA13. This growth in the percent of the FTFT cohort in a learning community is among the non-Key and non-Honors communities. The growth in Key communities has kept the proportion of FTFT students served by Key around 9%. Although, in the FA16 cohort, 10% of students are served by Key.
 - Among all learning community students, about 29% are in a Key Community and 16% are in the Honor's Learning Community. These proportions have been relatively stable since FA14.
- ✚ First generation (FG), Pell recipients, and racially minoritized (RM) students are overrepresented in learning communities compared to the overall population.
 - The representation of RM students is about 25% in FA16, which is about 5 percentage points (PP) higher than FA13-FA15 cohorts. On the other hand, the representation of FG and Pell students in learning communities decreased in FA16 compared to prior cohorts.



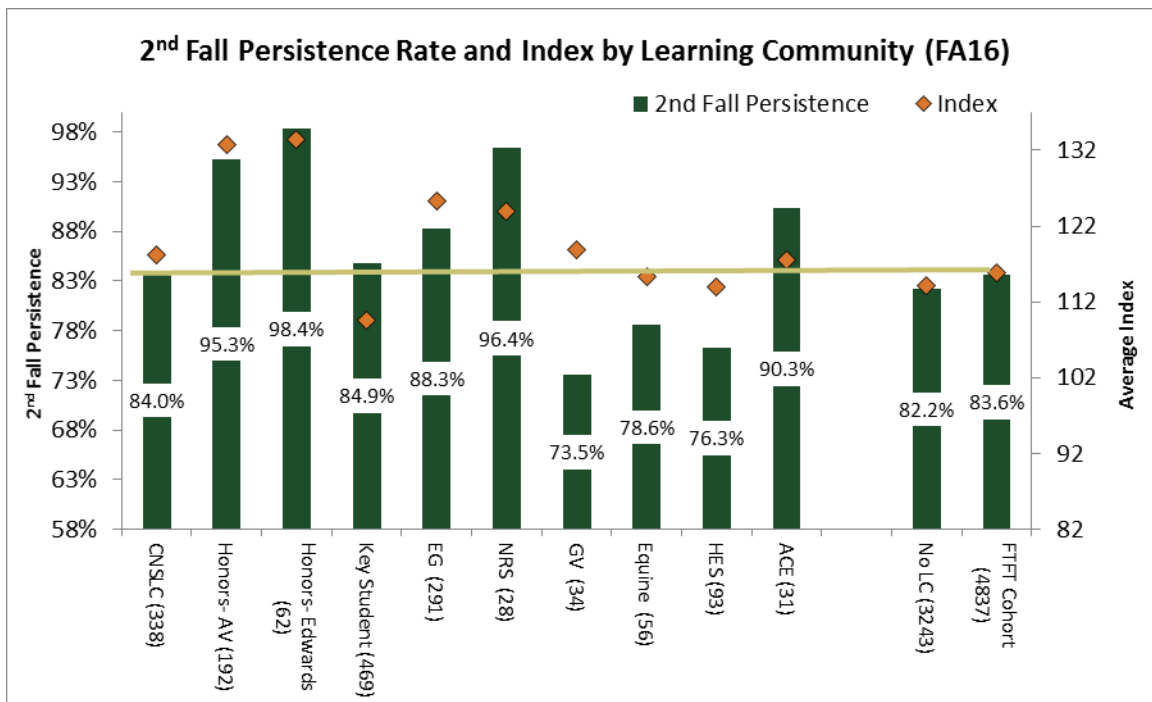
- FG, Pell and RM students are consistently overrepresented in the Key Community and underrepresented in the Honors Learning Community.
- Among the non-key, non-honors learning communities the proportional representation of RM students is within a couple PP to the proportional representation among the non-learning community students; while, FG students and Pell recipients are underrepresented in non-key, non-honors learning communities compared to non-learning community students.
- ✚ Learning community students typically have a higher average index (119) compared to both non-learning community students (114) and CSU's overall average (116).
 - Generally, the average index for learning community students has been relatively stable across the cohorts. However, in FA16 the average index for Key decreased about a 1.4 index points and increased for all other learning communities by 1.1 index points compared to FA15.
- ✚ Overall students in learning communities persist to the second fall at a higher rate (86.5%) than non-learning community students (85.0%).
 - Overall at CSU, second fall persistence rates decreased in FA16 compared to FA15. Among learning community students the rate decreased 2 PP and among non-LC students the rate decreased 3 PP.
 - Within learning communities, second fall persistence increased for Honors students but decreased for all other Learning communities. Compared to FA15, Key communities had a second fall persistence rate drop of 5.4 PP and non-Key, non-Honors learning communities had a second fall persistence rate drop of 1.3 PP in FA16.
- ✚ Overall students in learning communities have a higher first fall term GPA (3.04) compared to students not in learning communities (2.86).
 - The first fall term GPA among FA16 learning community students is lower than it has been since FA13. This decrease entirely due to Key because the first fall GPA for the FA16 Key cohort is only 2.89, which is a decrease of about .2 grade points from the FA15 Key cohort.
- ✚ Overall students in learning communities have a higher spring term GPA (2.96) compared to students not in a learning community (2.89).
 - The first spring term GPA among FA16 learning community students is lower than it has been since FA13. All learning communities had a decrease in their first spring GPA among the FA16 cohort compared to the FA15 cohort.



Success by Learning Community

The subsequent three figures display this information by learning community with non-learning community students and the overall FA16 FTFT values provided as references. Figure 1 displays the second fall persistence rate (shown on primary y-axis) with average index (shown on the secondary y-axis). Please note that the gold line represents the overall rate so communities with rates above or below the overall FTFT FA16 persistence rate are easily identified. The data by learning community are provided in table A.2 in the appendix.

Figure 1.

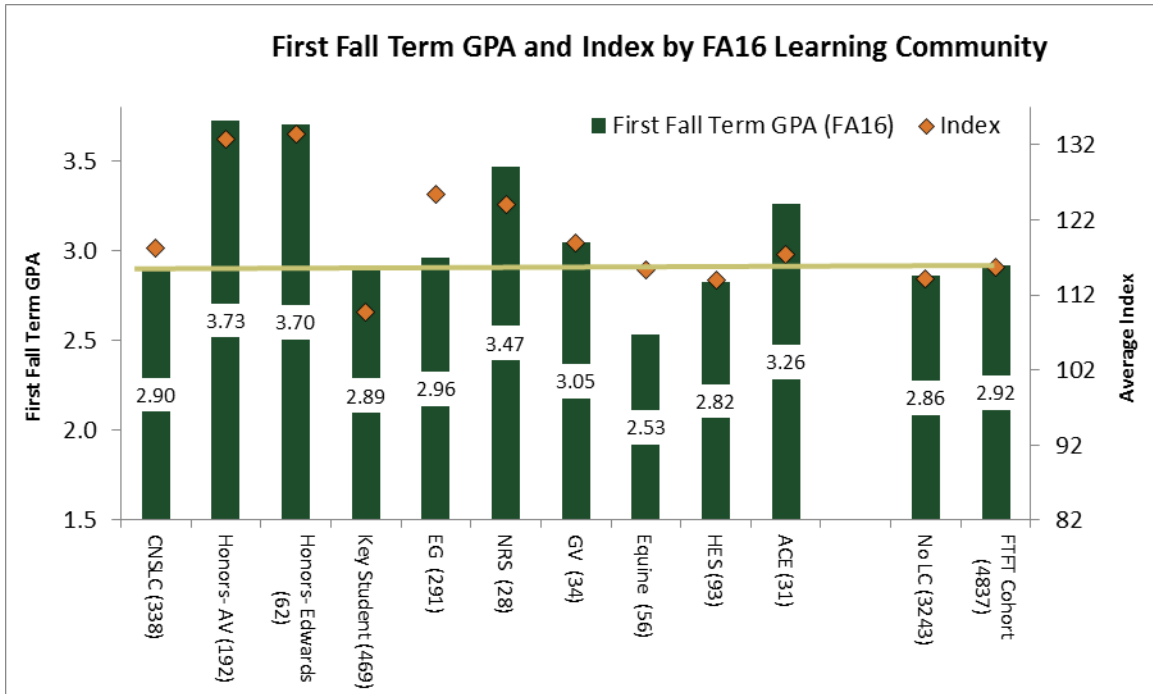


- ✚ The majority of learning communities (7 of the 10) have retention rates that exceed the FTFT overall rate. Key is the only one of these communities to have a lower than average index.
- ✚ Global Village (GV), Equine, and Health & Exercise Science (HES) have 2nd fall persistence rates that are below the FTFT overall retention rate. Among these three communities, GV is the only community that has an average index that is well above the overall CSU average index.
- ✚ Key students have the lowest average index (110) and Honors students have the highest average index (133). Only two other communities, Equine and HES, have index scores that are at or below the overall FA16 FTFT average index.



Figure 2 displays the CSU first fall term GPA (shown on primary y-axis) with average index (shown on the secondary y-axis) for the FA16 cohort by learning community. Please note that the gold line represents the overall FTFT first fall GPA so communities with GPA above or below the average are easily identified.

Figure 2.

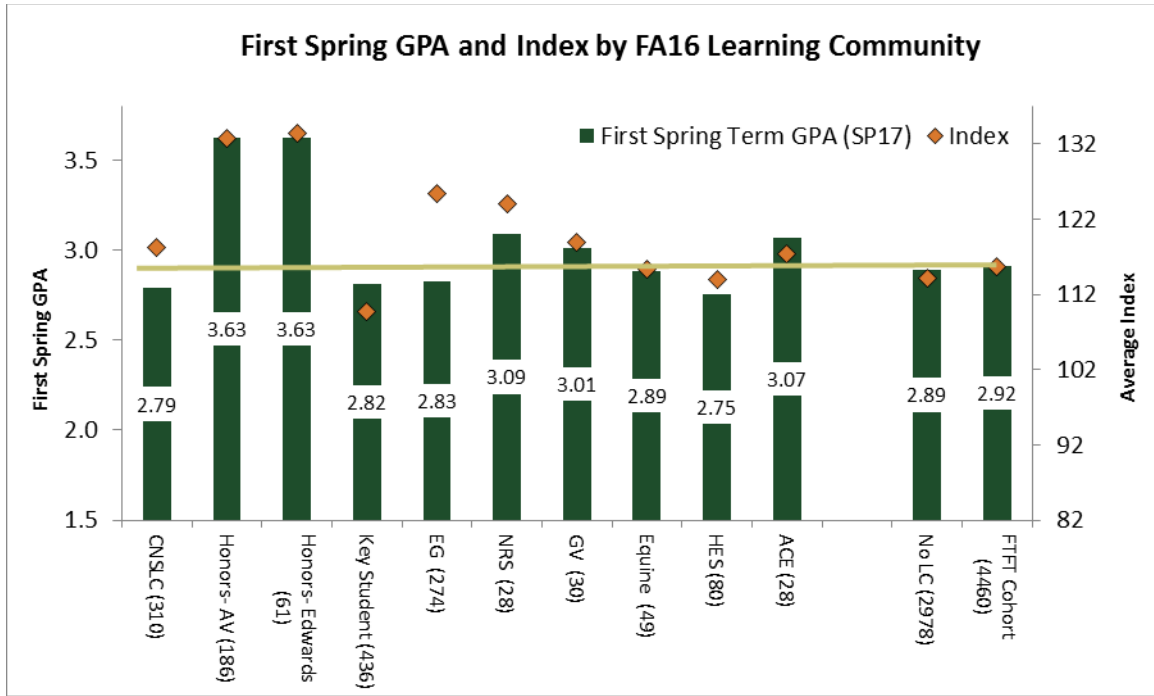


- Honors (both Academic Village and Edwards), Engineering, Natural Resources & Sustainability (NRS), GV, and Arts & Creative Expressions (ACE) have an average fall GPA that are higher than the average FTFT fall GPA. All six of these communities have a higher than average index.



Figure 3 displays the first spring term GPA (shown on primary y-axis) with average index (shown on the secondary y-axis) for the FA16 cohort by learning community. Please note that the gold line represents the overall GPA so communities with GPA above or below the overall GPA are easily identified. Please note that cohort sizes are reduced to only students who persist to the end of their first spring semester.

Figure 3.



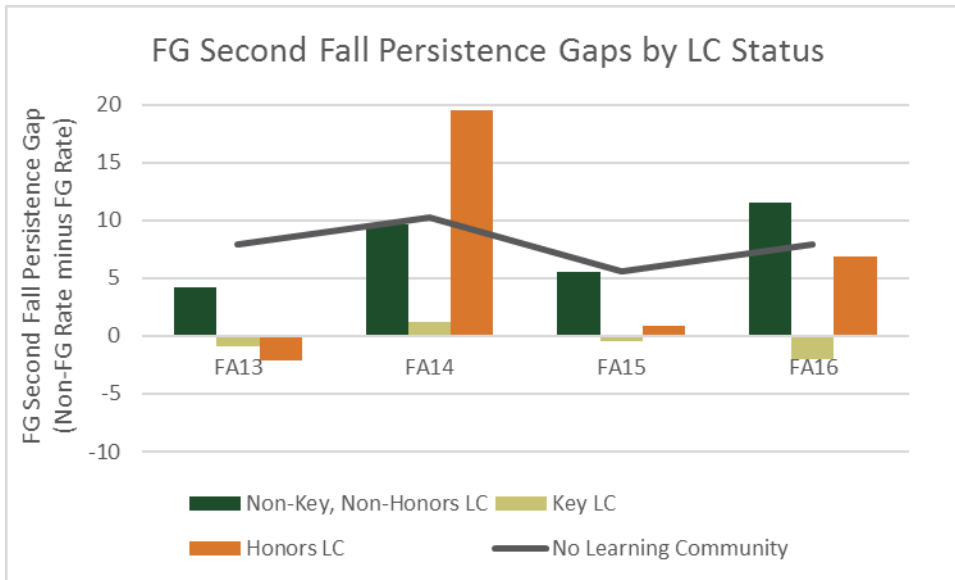
- Five Learning communities have a spring GPA that falls above the FTFT average spring GPA. All five of these communities have a higher than average index.
- Five learning communities have a spring GPA that falls below the FTFT average spring GPA. Among these five learning communities, the lower average first spring term GPA in the College of Natural Sciences (CNSLC), EG, and HES is partially account for with their higher average index scores.
- Equine is the only community to increase their average spring GPA compared to their average fall GPA.
- Honors, EG, CNSLC, NRS, and ACE all had relatively (larger than a tenth of a grade point) large decreases in spring GPA compared to their fall average.



Persistence Rate Gaps by Demographic Group

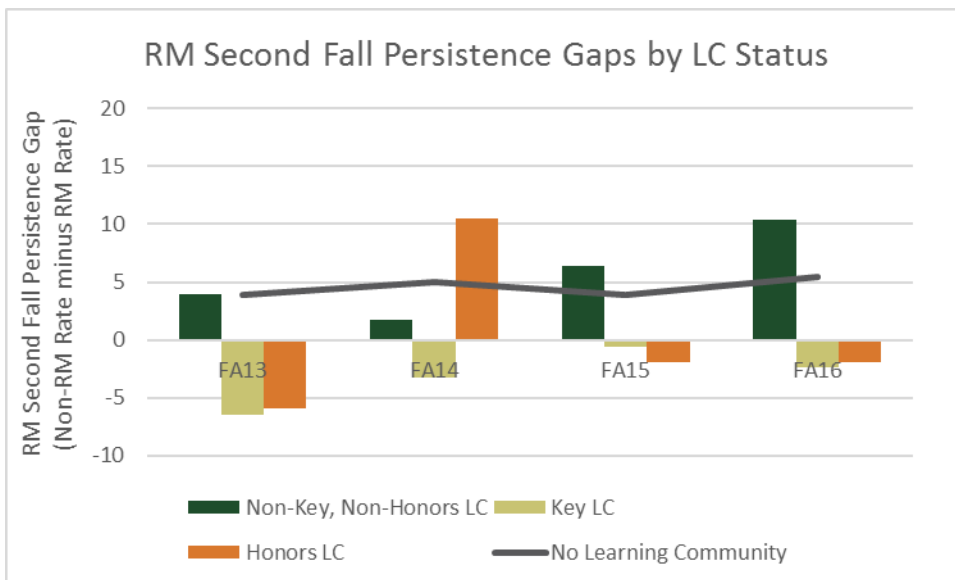
This section shows the difference in second fall retention rates by cohort across demographic groups. The figures show the PP differences between the groups that do not have the stated attribute minus the groups with the attribute (e.g. non-first generation retention rate minus first generation retention rate). This information is available in table format in Appendix B.

Figure 3.



The FG gaps are negligible for Key students and, on average, lower for Honors students compared to students not in a learning community. The FA14 Honors gaps have been explored (report [link](#)) and appear to be a one-year anomaly. The FG gaps for students in non-Key, non-Honors learning communities are relatively similar compared to students not in a learning community (7.7 PP gap average over the four cohorts compared to 7.9 PP gap).

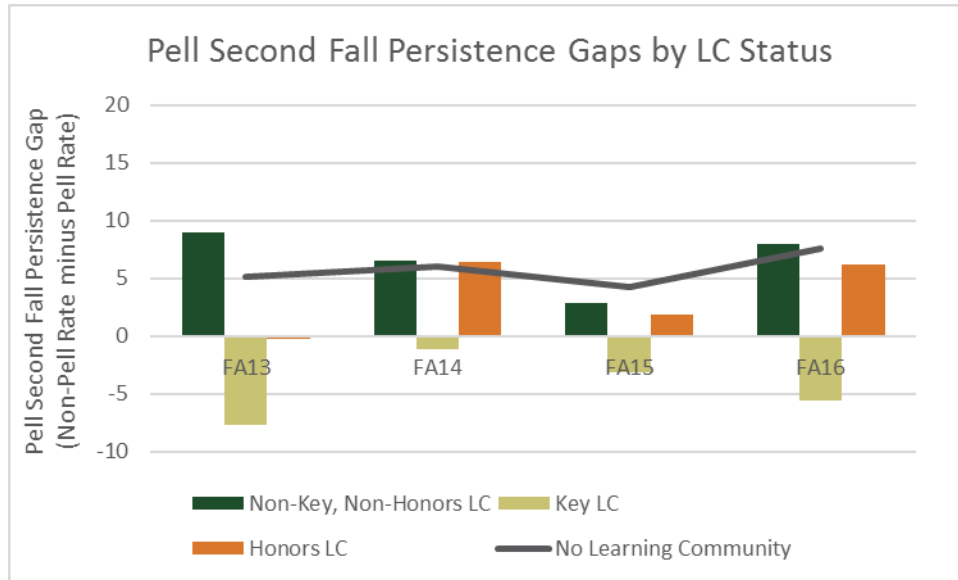
Figure 5.



The RM gaps are negative (by an average of 3 PP) for Key students indicating that RM Key students persist at higher rate than non-RM Key students. On average, the RM gaps are negligible for Honors students (FA14 is an anomaly). However the gaps are slightly larger for non-Key, non-Honors learning community students compared to non-learning community students (5.6 PP gap compared to a 4.6 PP gap averaged over the four cohorts)



Figure 6.



The Pell gaps are again negative (by an average of 4 PP) for Key students. On average, the Pell gaps are about 3.5 PP for Honors, which is smaller than non-learning community Pell gap. The PP gap is about 1 PP larger for non-Key, non-Honors learning community students compared to non-learning community students (6.6 PP gap on average across the four cohorts compared to a 5.7 PP gap).

These results suggest that across all three attributes the gaps are better for Key and Honors students compared to non-learning community students. However, on average, RM and Pell students that are not in a learning community do better than RM and Pell students that are in a non-Key, non-Honors learning communities.

Conclusions

Learning communities serve a diverse group of students and have higher persistence rates and first fall term GPAs compared to non-learning community peers. About a third of FTFT students are in a learning community; therefore, these communities contribute significantly to CSU’s first-year student success metrics. From FA13 through FA16, learning community students have always had a higher second fall persistence rate compared non-learning community students. However, there is considerable variation within the learning communities because not all the individual learning communities have consistently higher persistence rates compared to CSU’s overall FTFT second fall persistence rate.

Key learning communities consistently have smaller gaps by first generation, racially minoritized and Pell recipient status compared to the gaps among non-learning community students. This is not true for learning communities once Key is isolated from the group. The differences in these gaps by individual learning community are an important indicator regarding the variation in success by community at CSU.

It is important to acknowledge that each learning community is going to have program and learning outcomes that are specific to the major or type of student they intend to serve. These outcomes are essential in terms of assessing the community’s success but these types of outcomes are not captured in the system of record (and cannot be evaluated by IRP&E). Therefore, this report is not intended to provide a comprehensive evaluation of each individual community. Rather, this report offers an overview of how learning communities positively contribute to first year grades and persistence to the second year.



Appendix A

This section provides the historic data for the information presented in table 1 and Figures 1 through 3.

Table A.1

First-time, Full-Time (FTFT) Demographics and Success Rates by Learning Community Status

Cohort Term /LC Status	Headcount	Index (AVG)	First Generation (%)	Racially Minoritized (%)	Pell Recipient (%)	2nd Fall Persistence	First Fall Term GPA	First Spring Term GPA
FA13 (FTFT)	4,373	115.2	24.0%	20.4%	21.2%	85.9%	2.92	2.88
No Learning Community	3,280	113.5	23.6%	18.8%	20.5%	84.7%	2.85	2.85
All Learning Communities	1,093	120.3	25.1%	25.1%	23.2%	89.5%	3.17	2.99
Non-Key, Non-Honors LC	479	120.2	17.7%	13.4%	13.6%	89.4%	2.94	2.74
Honors LC	237	133.4	13.1%	14.8%	8.9%	94.9%	3.64	3.58
Key LC	377	112.2	41.9%	46.4%	44.6%	86.2%	3.07	2.93
FA14 (FTFT)	4,284	115.2	23.8%	20.5%	20.8%	86.6%	2.91	2.93
No Learning Community	2,850	113.2	22.8%	17.8%	19.6%	85.5%	2.84	2.90
All Learning Communities	1,434	119.2	25.6%	25.8%	23.1%	88.7%	3.06	2.98
Non-Key, Non-Honors LC	791	118.9	21.4%	19.1%	18.5%	87.5%	2.92	2.85
Honors LC	246	133.3	11.4%	14.6%	12.2%	92.3%	3.62	3.57
Key LC	397	111.1	42.8%	46.1%	39.0%	88.9%	3.00	2.88
FA15 (FTFT)	4,663	115.0	25.6%	21.2%	20.3%	86.2%	2.92	2.93
No Learning Community	3,201	113.0	25.2%	18.5%	19.6%	85.1%	2.85	2.87
All Learning Communities	1,462	119.1	26.5%	27.2%	21.9%	88.4%	3.08	3.05
Non-Key, Non-Honors LC	806	119.1	22.2%	21.3%	17.4%	85.9%	2.92	2.92
Honors LC	245	132.8	11.8%	18.0%	10.6%	93.9%	3.61	3.65
Key LC	411	111.1	43.6%	44.0%	37.5%	90.3%	3.07	2.93
FA16 (FTFT)	4,839	115.8	22.3%	24.7%	20.3%	83.6%	2.92	2.92
No Learning Community	3,243	114.1	20.0%	21.5%	18.7%	82.2%	2.86	2.89
All Learning Communities	1,596	119.1	26.8%	31.1%	23.7%	86.5%	3.04	2.96
Non-Key, Non-Honors LC	873	120.2	19.5%	21.9%	16.6%	84.5%	2.93	2.84
Honors LC	254	133.0	11.8%	16.9%	12.6%	96.1%	3.72	3.63
Key LC	469	109.6	48.4%	56.1%	42.9%	84.9%	2.89	2.82



Table A.2

First-time, Full-Time (FTFT) Demographics and Success Rates by Individual Learning Community

Cohort Term /LC Status	HDCT	Index (AVG)	First Generation (%)	Racially Minoritized (%)	Pell Recipient (%)	2nd Fall Persistence	First Fall Term GPA	First Spring Term GPA
FA13 LC Students								
Arts and Creative Expression	34	115.0	23.5%	23.5%	23.5%	88.2%	3.01	2.90
Engineering	279	123.4	14.0%	11.1%	10.0%	91.8%	2.96	2.62
Equine	59	117.0	22.0%	18.6%	3.4%	94.9%	2.81	2.86
Global Village	44	116.3	20.5%	11.4%	27.3%	84.1%	3.07	2.90
Health and Exercise Science	32	114.9	25.0%	15.6%	28.1%	84.4%	2.97	2.98
Honors-Academic Village	190	133.3	13.7%	13.2%	6.8%	93.7%	3.65	3.58
Honors-Edwards Hall	47	133.6	10.6%	21.3%	17.0%	100.0%	3.61	3.59
Key Academic	132	111.1	46.2%	50.0%	53.0%	86.4%	2.99	2.87
Key Explore	103	111.9	38.8%	38.8%	36.9%	82.5%	3.11	2.94
Key Health Professions	72	115.3	40.3%	41.7%	41.7%	88.9%	3.07	2.90
Key Service	70	111.1	40.0%	55.7%	42.9%	88.6%	3.15	3.07
Natural Resources and Sustainability	31	114.2	25.8%	12.9%	19.4%	71.0%	2.86	2.92
FA14 LC Students								
Arts and Creative Expression	30	116.7	26.7%	16.7%	20.0%	93.3%	3.13	3.36
College of Natural Science LC	329	117.0	20.7%	21.6%	18.5%	87.2%	2.90	2.80
Engineering	268	123.2	16.4%	13.1%	13.4%	91.0%	2.90	2.79
Equine	48	113.8	35.4%	20.8%	33.3%	79.2%	2.76	2.83
Global Village	56	116.4	32.1%	26.8%	21.4%	83.9%	3.17	3.03
Health and Exercise Science	30	116.7	23.3%	16.7%	13.3%	86.7%	3.04	3.24
Honors-Academic Village	195	133.1	10.8%	15.4%	10.3%	92.8%	3.62	3.56
Honors-Edwards Hall	51	134.2	13.7%	11.8%	19.6%	90.2%	3.63	3.60
Key Academic	132	111.6	44.7%	47.7%	39.4%	95.5%	2.99	2.93
Key Culture, Comm, and Sport	9	104.4	66.7%	77.8%	55.6%	77.8%	2.96	2.48
Key Explore	135	108.3	40.7%	47.4%	38.5%	84.4%	2.94	2.87
Key Health Professions	64	115.6	39.1%	35.9%	31.3%	81.3%	3.02	2.68
Key Service	57	112.6	43.9%	45.6%	45.6%	94.7%	3.14	3.02
Natural Resources and Sustainability	30	116.7	23.3%	33.3%	36.7%	73.3%	2.71	2.56
FA15 LC Students								
Arts and Creative Expression	32	113.3	25.0%	21.9%	18.8%	87.5%	3.21	3.15
College of Natural Science LC	329	119.0	24.3%	25.5%	19.1%	82.4%	2.88	2.86
Engineering	258	123.6	13.6%	16.3%	13.2%	92.2%	2.96	2.95
Equine	55	114.8	38.2%	23.6%	27.3%	85.5%	2.76	2.96
Global Village	39	114.3	46.2%	30.8%	25.6%	71.8%	2.91	2.67
Health and Exercise Science	61	110.4	21.3%	13.1%	13.1%	88.5%	2.90	3.09
Honors-Academic Village	184	133.0	10.9%	16.8%	9.2%	92.4%	3.58	3.67
Honors-Edwards Hall	61	132.2	14.8%	21.3%	14.8%	98.4%	3.73	3.61
Key Academic	136	111.1	47.1%	45.6%	40.4%	91.2%	3.12	2.92
Key Culture, Comm, and Sport	21	110.7	19.0%	38.1%	38.1%	85.7%	3.03	3.03
Key Explore	127	109.4	46.5%	39.4%	40.2%	89.8%	3.08	2.91
Key Health Professions	62	114.9	41.9%	50.0%	33.9%	87.1%	2.92	2.91
Key Service	65	110.5	40.0%	46.2%	29.2%	93.8%	3.10	2.97
Natural Resources and Sustainability	32	118.1	12.5%	18.8%	12.5%	81.3%	3.03	2.92
FA16 LC Students								
Arts and Creative Expression	31	117.5	19.4%	19.4%	19.4%	90.3%	3.26	3.07
College of Natural Science LC	338	118.3	21.9%	26.0%	19.8%	84.0%	2.90	2.79
Engineering	291	125.4	15.5%	17.2%	12.0%	88.3%	2.96	2.83
Equine	56	115.4	30.4%	21.4%	19.6%	78.6%	2.53	2.89
Global Village	34	118.9	17.6%	38.2%	23.5%	73.5%	3.05	3.01
Health and Exercise Science	93	114.0	19.4%	21.5%	12.9%	76.3%	2.82	2.75
Honors-Academic Village	192	132.8	13.0%	18.2%	10.9%	95.3%	3.73	3.63
Honors-Edwards Hall	62	133.4	8.1%	12.9%	17.7%	98.4%	3.70	3.63
Key Academic	136	109.6	57.4%	68.4%	45.6%	86.8%	2.89	2.80
Key Civic Community	59	109.5	49.2%	47.5%	47.5%	78.0%	2.74	2.70
Key Culture, Comm, and Sport	21	109.3	38.1%	38.1%	23.8%	81.0%	3.07	2.98
Key Explore	125	107.4	43.2%	48.8%	37.6%	82.4%	2.81	2.83
Key Health Professions	66	112.7	59.1%	60.6%	48.5%	90.9%	3.07	2.83
Key Service	62	111.4	30.6%	53.2%	43.5%	87.1%	2.94	2.85
Natural Resources and Sustainability	28	124.0	10.7%	7.1%	21.4%	96.4%	3.47	3.09



Appendix B

This section shows the difference in second fall retention rates by cohort across demographic groups in table form.

Table B.1

FA16 PP Difference in 2 nd Fall Persistence			
	FG Gap	RM Gap	Pell Gap
No Learning Community	7.9	5.5	7.6
All Learning Communities	6.1	4.6	2.7
Non-Key, Non-Honors LC	11.5	10.4	7.9
Key LC	-2.0	-2.4	-5.6
Honors LC	6.9	-1.9	6.2
FA16 FTFT Cohort	6.8	4.6	5.5

Table B.2

FA15 PP Difference in 2 nd Fall Persistence			
	FG Gap	RM Gap	Pell Gap
No Learning Community	5.6	3.9	4.2
All Learning Communities	2.6	2.1	0.0
Non-Key, Non-Honors LC	5.5	6.4	2.8
Key LC	-0.4	-0.6	-3.1
Honors LC	0.9	-1.9	1.8
FA15 FTFT Cohort	4.6	2.8	2.7

Table B.3

FA14 PP Difference in 2 nd Fall Persistence			
	FG Gap	RM Gap	Pell Gap
No Learning Community	10.3	5.0	6.0
All Learning Communities	7.2	0.8	3.4
Non-Key, Non-Honors LC	9.7	1.7	6.5
Key LC	1.2	-3.3	-1.2
Honors LC	19.5	10.5	6.4
FA14 FTFT Cohort	9.1	2.9	4.9

Table B.4

FA13 PP Difference in 2 nd Fall Persistence			
	FG Gap	RM Gap	Pell Gap
No Learning Community	7.9	3.9	5.1
All Learning Communities	2.5	-0.9	1.2
Non-Key, Non-Honors LC	4.2	3.9	9.0
Key LC	-0.9	-6.5	-7.7
Honors LC	-2.1	-5.9	-0.3
FA13 FTFT Cohort	6.4	2.2	3.9