Learning Communities 5-Year Summary Report

Learning Communities (LC) at Colorado State University are a high-impact practice that bring students together around a common purpose to enrich learning, provide a sense of community, and empower them to become engaged campus and global citizens.

Learning Communities are strategically defined cohorts of students brought together around a common purpose with structured integration within and between **curricular** and **co-curricular** elements. In alignment with the CSU Student Success Initiatives, Learning Communities will explicitly focus on equity and serve students who are first generation to college, racially minoritized, and/or limited income.

The goals of CSU's Learning Communities are to:

- Create holistic learning environments and intentional curricular and co-curricular experiences developed through collaborative efforts between Academic and Student Affairs.
- Provide students an opportunity to experience a High Impact Learning practice and therefore increase academic performance and student learning.
- Explicitly respond to goals relating to closing equity gaps
- Increase a sense of community among participants.
- Foster smooth academic and social transitions to college.

Executive Summary

This report examines how first-time, full-time (FTFT) learning community students compare to one another and their peers, both at CSU broadly and to non-learning community students with similar backgrounds, along key demographic attributes (e.g., racially minoritized, Pell, etc.) as well as student success indicators (e.g., persistence, CSU GPA, etc.). This report highlights differences between learning community groups and non-learning community groups from the FA16 cohort up through the FA20 cohort, with a focus only on FA16 through FA19 cohorts for student success outcomes.

Given the breadth of learning community programs at CSU and the diverse students they attract, this report aims to draw the most apt and relevant comparisons by splitting apart and regrouping learning community (LC) students together into 5 primary groups throughout the report.

1) Key Communities, *n=2,872*
2) College of Natural Sciences Outreach and Social Justice Community (CNS OSJ), *n=176*
3) Honors Communities, inclusive of both Academic Village and Edwards Hall, *n=1,247*
4) Engineering Community, *n=1,358*
5) Other Learning Communities, *n=2,418*

For additional context, the characteristics of students in these five groups are benchmarked against all FTFT students in cohorts FA16 through FA20, referred to as "CSU Overall" (*N=24,667*), as well as appropriate reference groups where relevant (defined in more detail below).

Key Findings

Demographic Attributes

- Racially Minoritized (RM), First Generation (FG), and Pell students are highly overrepresented in Key and CNS OSJ relative to CSU Overall. In addition, over the five-year period of study, growth in the representation of these structurally underserved groups in Key and CNS OSJ outpaces that of CSU Overall.

- In contrast, RM, FG, and Pell students are underrepresented among Honors and Engineering LCs compared to CSU Overall, and representation of these students does not keep pace with representation at the university more broadly between FA16 and FA20 cohort years.

- Representation of RM, FG, and Pell students in the 9 Other LCs slightly exceeds that of Honors and Engineering LCs, but still falls below that of CSU Overall. Along RM and FG representation in particular, Other LCs have not kept pace with CSU Overall in later cohort years.

- Honors and Engineering students earn notably higher high school (HS)/Transfer GPAs relative to students at CSU Overall, while students in CNS OSJ and Other LCs average slightly higher GPAs relative to all FTFT CSU students. In contrast, Key students average HS/Transfer GPAs that fall roughly 0.08 points below that of the mean CSU student until the FA20 cohort, at which point their mean HS/Transfer GPAs are equal (3.72).

- Given the differences in representation of structurally underserved students across LC groups, we construct more appropriate reference groups with which to compare students along success outcomes such as 2nd fall persistence, 1st spring mean CSU GPA, and 1st spring probation rates.

Student Success Outcomes

- Relative to their reference group, Key students generally outperform their demographically similar peers in both 2nd fall persistence rates and 1st spring mean CSU GPA, though their advantage shrinks somewhat in the FA19 cohort due mostly to larger rises in persistence and mean GPA among the Key Reference group as compared with previous cohort years. Key students average roughly a 10% 1st spring probation rate from FA16 through FA19, which only exceeds that of their Key Reference peers (6.8%) in the FA19 cohort year.

- CNS OSJ students hold a fairly stable 9pp higher persistence rate over their reference group counterparts across all cohort years collectively. However, when it comes to 1st spring mean CSU GPA and 1st spring probation rates, CNS OSJ students experience greater cohort year to cohort year fluctuations. The vast swings in performance outcomes reflect the relatively small cohort sizes (~35 students) of the CNS OSJ program. Still, by the FA19 cohort, CNS OSJ students hold both higher mean GPAs (by 0.15 points) and have a lower share of students on academic probation (by 8pp) relative to their reference group.

- Despite sharing similar demographic compositions, academic performance among the Honors LCs differs notably from that of Engineering LC students. Honors students' 2nd fall persistence hovers around 95%, while their 1st spring mean GPAs average 3.70 and their probation rates are essentially zero. Though Engineering students do experience 2nd fall persistence rates of about 90%, their 1st spring mean GPAs track about right in line with the CSU Overall average at 3.02 and their probation rates exceed that of CSU Overall up until the FA19 cohort year when they drop to 2.3%.

- Other LC students persistence into their 2nd fall semester at around the same rate as students at CSU Overall (84%), but they overperform in terms of 1st spring mean GPAs and 1st spring probation rates relative to Engineering LC students in cohorts FA16 through FA18. By FA19, they exceed their CSU Overall peers in mean GPA by 0.10 points (at 3.28) and are slightly less likely to be on academic probation by 1.3pp (at 3.8%).

Demographic Attributes of Learning Communities

The learning communities (LCs) included in this report are those with a focus on FTFT first-year students. To draw more apt comparisons between LCs, we differentiate between them based on the background of the students they typically serve. This means that we distinguish LC students into 5 overall groups. Key Communities (n=2,872) and CNS OSJ (n=176) LCs represent the most diverse community of students along demographic lines. Meanwhile, the Honors Residential LC (n=1,247) and the Walter Scott, Jr. College of Engineering LC (n=1,358) represent students with higher, on average, pre-college achievement measures (e.g., high school GPA). Our final category, Other LCs (n=2,418), refers to the other 9 learning communities on campus including: the other 3 housed within CNS, the Arts and Creative Expression, Global Village, Health and Exercise Science LC, and the Warner College of Natural Resources. Table A.1 in the Appendix summarizes means along demographic attributes for each of the 9 learning communities contained within the broader Other LC grouping, separately, by cohort year and overall.

Figure 1 shows the number of students in each of the primary LC groupings in our analysis by cohort year.

Figure 1. Participation rates among FTFT by LC Group and Cohort Year

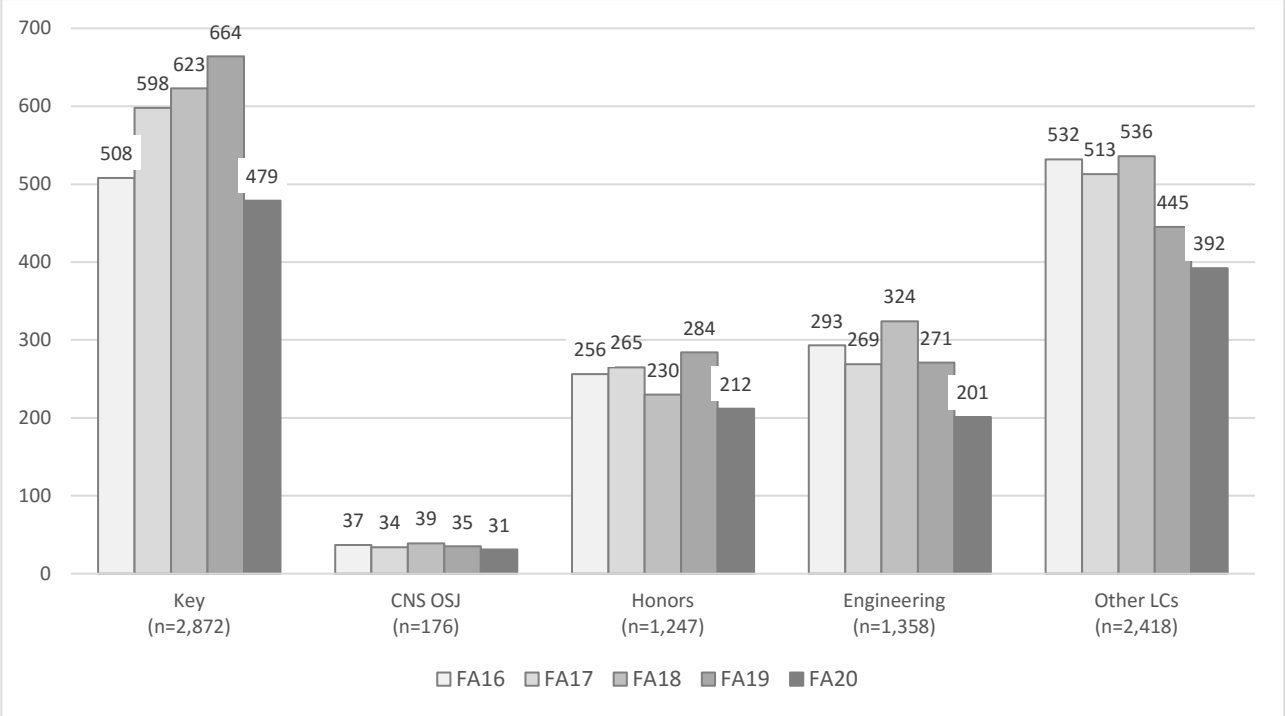


Figure 2 displays RM representation among FTFT students by LC group and cohort year (Table 1 below summarizes means along key demographic dimensions for each of our 5 LC groups of interest by cohort year and overall).

Figure 2. RM Representation Among FTFT by LC Group and Cohort Year

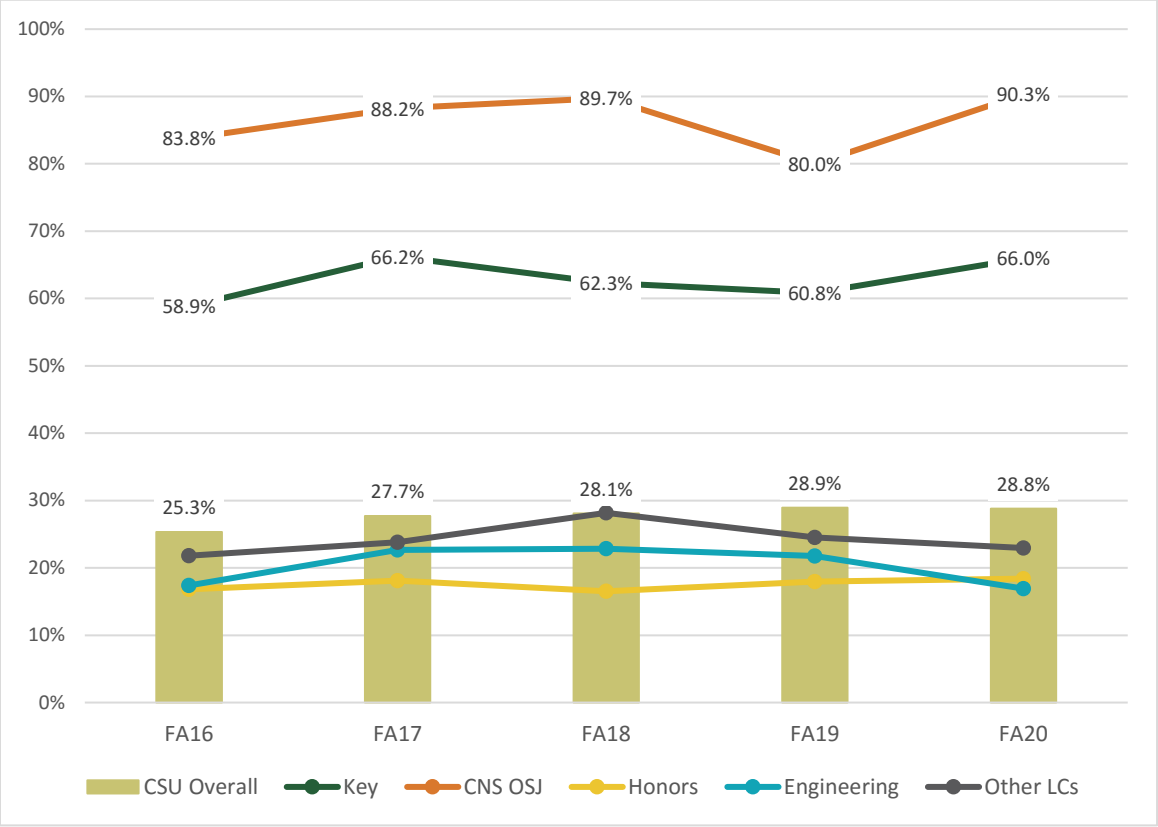
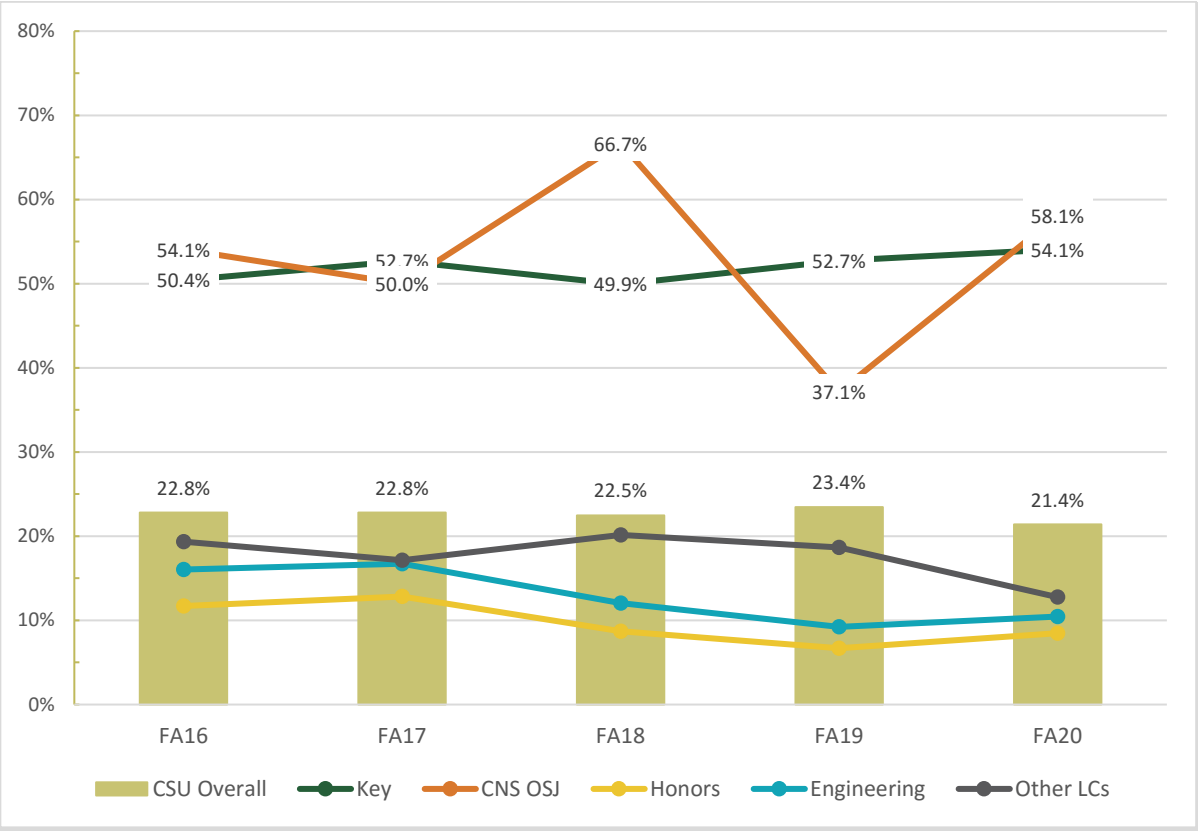


Figure 2 shows that from the FA16 cohort to the FA20 cohort, RM representation at CSU Overall grew by 3.5pp. Over these cohort years, RM representation in Key and CNS OSJ far exceeds that of CSU Overall and the other LC groups in our analysis. Moreover, RM representation increased in both Key (by 6.5pp) and CNS OSJ (by 7.1pp) over the five-year period.

In contrast, RM representation among the Honors and Engineering LCs does not keep track with RM representation at CSU Overall across cohort years, instead hovering approximately 10pp and 7pp below the FTFT university mean, respectively. Over the five-year period, RM representation grew 1.6pp for Honors and decreased slightly by 0.5pp for Engineering. Meanwhile, RM representation in the 9 Other LCs hovers closer to that of CSU Overall, although it does not keep pace in later cohort years. From FA16 to FA20, RM representation among Other LCs grows slightly by 1.2pp.

The general patterns displayed in Figure 2 for RM representation among LC groups generally carry over to representation of the other two structurally undeserved characteristics under focus: FG and Pell. Figure 3 displays FG representation while Figure 4, below, displays Pell representation among FTFT students by LC group and cohort year.

Figure 3. FG Representation among FTFT by LC Group and Cohort Year



FG representation among CSU Overall stays stable over time at about 23%, decreasing slightly by 1.4pp over the five-year period. Meanwhile, FG representation among both Key and CNS OSJ is significantly higher than that of other groups and outpaces growth at CSU Overall from FA16 to FA20. FG representation among Key grows by 4pp and among CNS OSJ by 3.7pp. Even with the notable volatility in FG representation among CNS OSJ LC students between FA18 (a high of 66.7%) and FA19 (a steep drop to 37.1%), representation climbs back up again in FA20 to 58.1%. Given the small cohort size of CNS OSJ (averaging 35 students per year), these large changes in FG proportion reflect relatively small changes in actual student counts.

In the Honors and Engineering LCs, FG students are underrepresented relative to CSU Overall in each cohort year, and particularly so in later cohort years. Over the five-year period, FG representation declines among Honors by 3.2pp and among Engineering by 5.6pp. Again, FG representation among the Other LCs does not keep pace with that of CSU Overall, especially in later cohort years, declining by 6.6pp over the five-year period. By FA20, the share FG among Other LCs (12.8%) falls nearly 9pp below the share FG among CSU Overall (21.4%).

Unlike the previous figures, Figure 4 only displays Pell representation for FA16 through FA19 cohorts due to incomplete data for the FA20 cohort thus far.

Figure 4. Pell Representation among FTFT by LC Group and Cohort Year

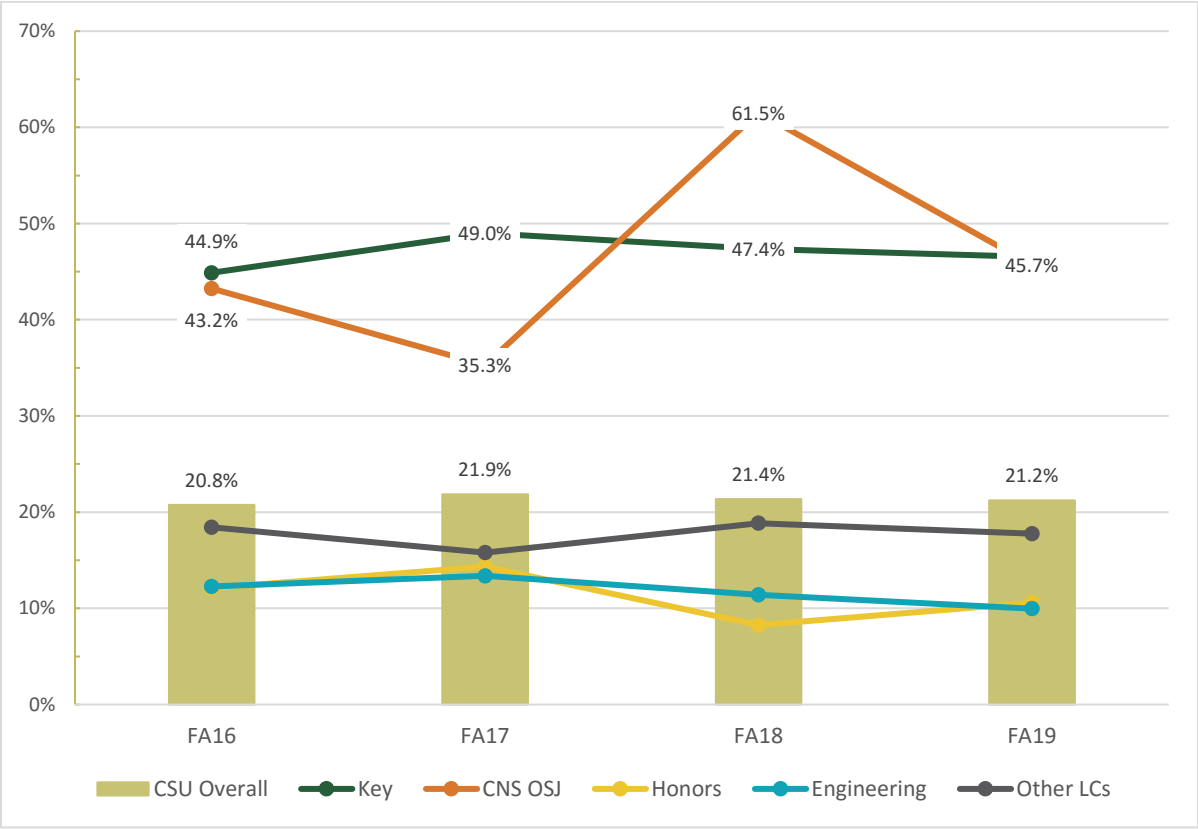


Figure 4 shows that Pell representation among CSU Overall, like FG representation, hovers around 21% for each cohort year, increasing slightly by 0.5pp from FA16 to FA19. Among Key and CNS OSJ groups, Pell students are highly overrepresented relative to CSU Overall, and grow at slightly faster rate over time by 1.7pp and 2.5pp, respectively. The CNS OSJ group experiences a similar volatility to FG representation when it comes to Pell representation in FA17 (35.3%) and FA18 (61.5%) before stabilizing back down in FA20 (45.7%). However, these changes, again, reflect small shifts in actual student counts.

Pell representation among Honors and Engineering LCs move roughly in tandem with one another over time, averaging at about 10% over the four cohort years. Although Pell students are underrepresented in both of these groups relative to CSU Overall, and their shares decline by 1.5pp and 2.3pp from FA16 to FA19. In contrast, Pell representation among the Other LC group stays relatively flat over time and keeps closer pace with rates observed for CSU Overall in later cohort years. Still, over the four-year period, Pell representation declines by 0.7pp.

As a final measure of demographic attributes, Figure 5 plots the mean HS/Transfer GPA among FTFT students by LC group and cohort year.

Figure 5. Mean HS/Transfer GPA among FTFT by LC Group and Cohort Year

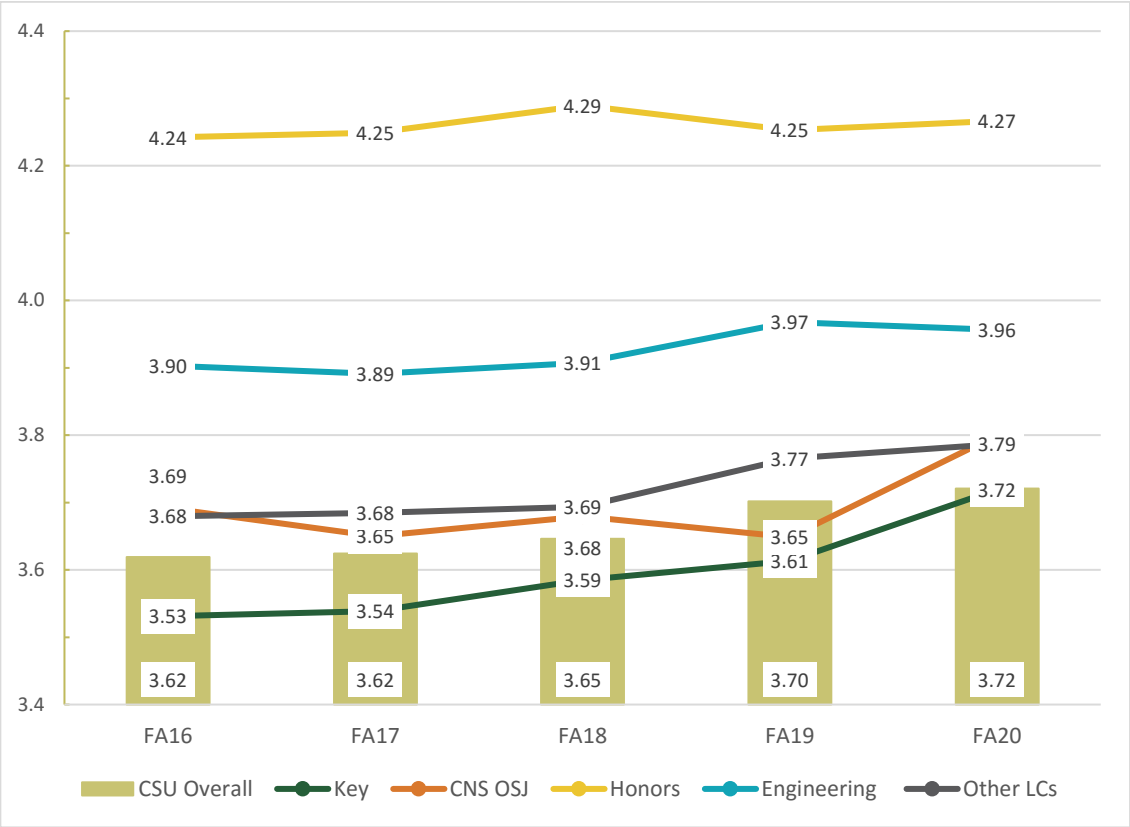


Figure 5 illustrates that, when taken altogether, the mean HS/Transfer GPA among FTFT students at CSU has climbed 0.10 points, from 3.62 to 3.72 from FA16 through FA20 cohorts. The mean GPA among Key students has also climbed over these cohort years, increasing steadily from 3.53 in FA16 to closing the gap with CSU Overall in FA20 to also reach 3.72. Meanwhile, CNS OSJ students hold mean GPAs hovering between 3.65 and 3.69 in FA16 through FA19 before climbing to 3.79 in FA20.

Alternatively, students in the Honors LCs group average a 4.26 GPA over all cohort years, while Engineering students average a 3.92 GPA over time, pulled upward by the slight increase in mean GPA in both FA19 and FA20. Finally, students in the Other LC group maintain a mostly higher mean HS/Transfer GPA relative to both Key and CNS OSJ, until FA20 when the CNS OSJ mean catches up to the Other LCs at 3.79. Moreover, Other LCs mean GPA exceeds that of CSU Overall for all cohort years – including in later cohort years – which represents a notable exception to the patterns observed for RM, FG, and Pell representation metrics.

The section demonstrates the important variation in student demographic backgrounds between different LCs on CSU's campus and how representation of certain students has kept pace, or not kept pace, with changes observed at the university overall between FA16 and FA20. It is important to keep all these differences in group attributes in mind when interpreting differences in student success outcomes, given the correlation between students' demographic background and their rates of persistence as well as academic performance.

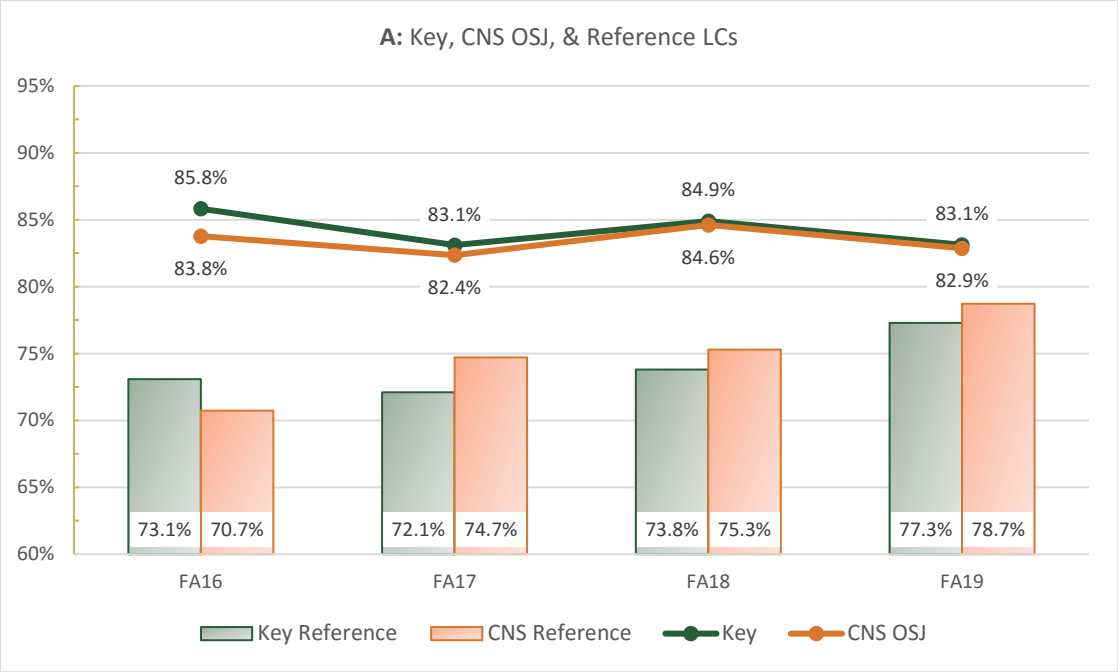
Student Success Outcomes of Learning Communities

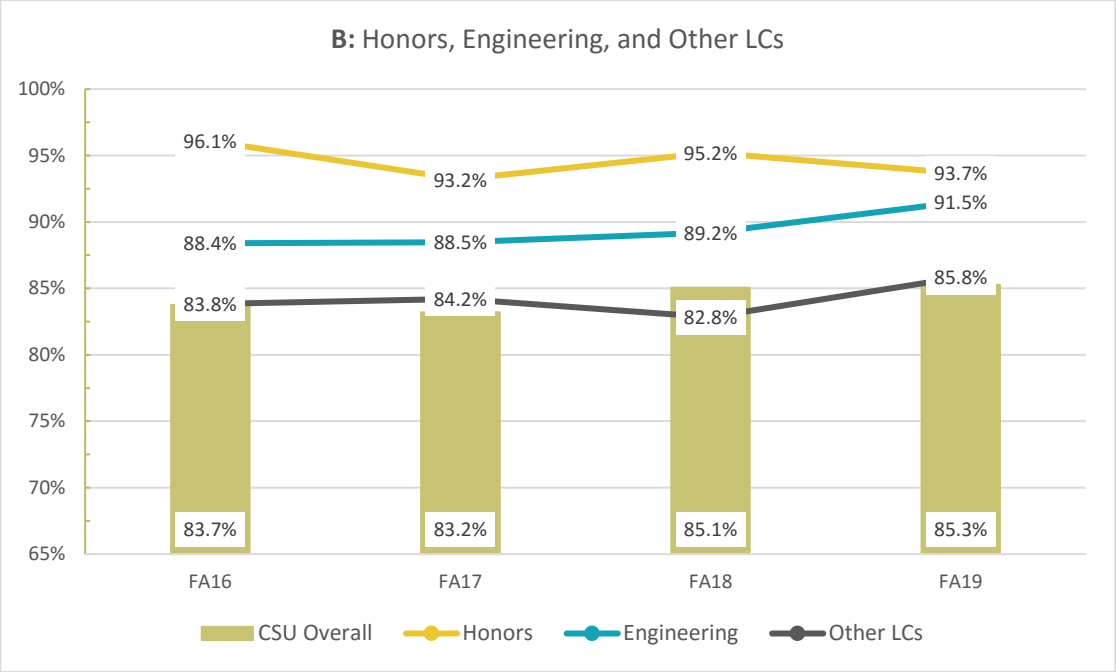
We define the "Key Reference" group as FTFT students with at least two structurally underserved characteristics (RM, FG, or Pell) and who are neither participants in a learning community nor in a Community 4 Excellence (C4E) program. We define the "CNS Reference" group along identical lines with the additional caveat that reference group members must also be enrolled in the College of Natural Sciences in their first fall semester. These parameters yield us 1,835 students in the Key Reference group and 393 students in the CNS Reference group. Table 2 summarizes the demographic attributes of these reference groups with respect to RM, FG, and Pell status as well as HS/Transfer GPA. Table 4 displays the same metrics for CSU Overall and 2 reference groups that we create to serve as more apt comparison groups for both the Key and CNS OSJ groups, separately, given their overrepresentation of structurally underserved students as compared with Honors, Engineering, and the Other LCs more broadly.

In defining the reference groups in a broad manner, we face limitations in matching Key and CNS OSJ students to their most comparable student counterparts outside of a learning community. We observe this somewhat in Table 2 where the RM share in the Key Reference group exceeds that of Key by about 12pp on average, while the RM share in the CNS OSJ Reference group falls below that of the CNS OSJ group by about 15pp on average. Meanwhile, both reference groups exceed their matched group in FG share and Pell share by about 27-32pp on average. A more precise approach such as propensity score weighting has the advantage of potentially improving student matching in reference group creation. However, for purposes of clarity and timing, we stick with our broadly defined reference groups for now.

Figure 6 displays persistence rates among FTFT by LC group and cohort year from FA16 up through FA19. The top panel (6A) displays rates for Key and CNS OSJ against their respective reference groups (as columns), while the bottom panel (6B) displays rates for Honors, Engineering, and Other LCs benchmarked against CSU Overall as their reference group.

Figure 6: 2nd Fall Persistence Among FTFT by LC Group and Cohort Year





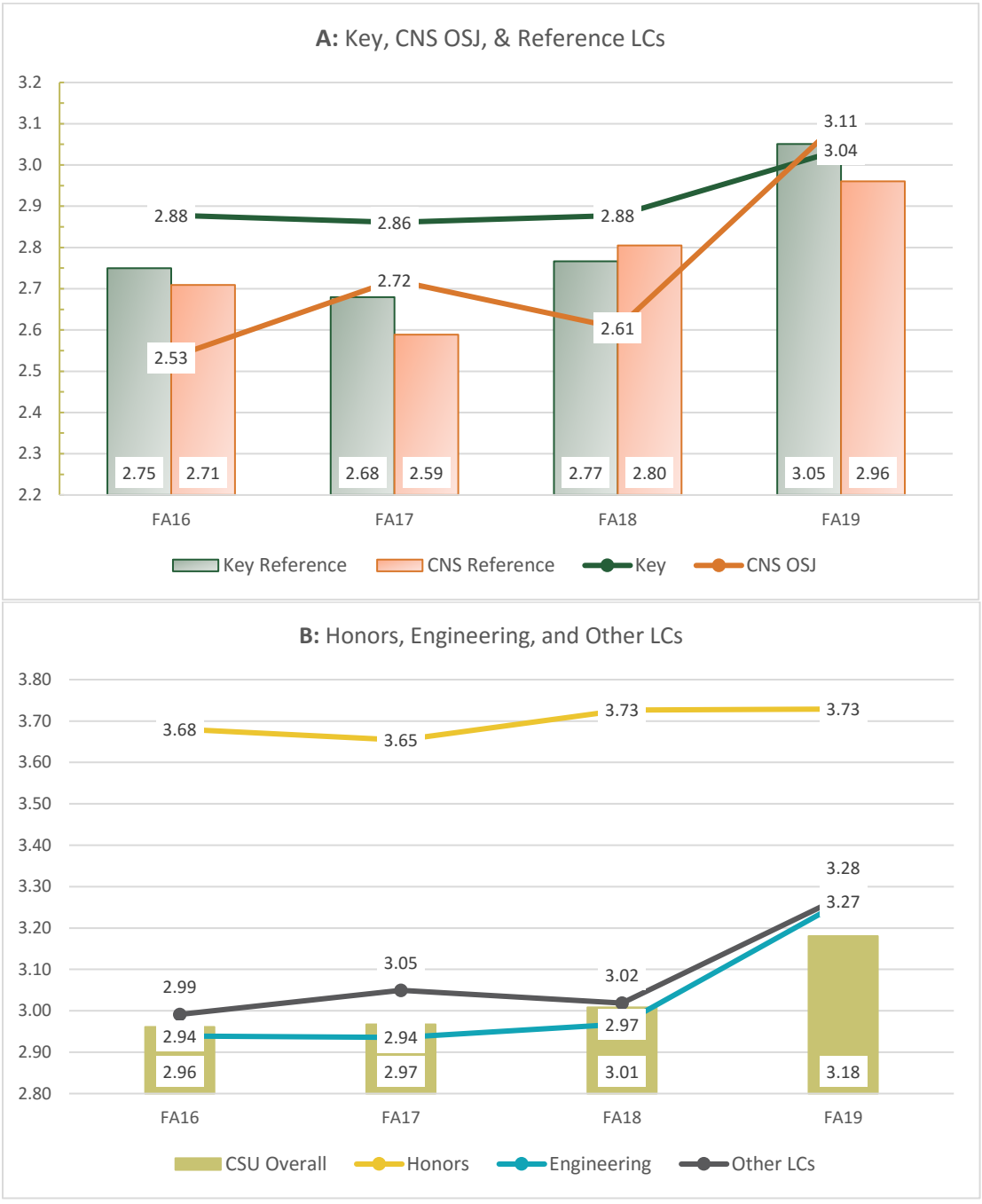
Both Key and CNS OSJ students hold higher 2nd fall persistence rates relative to their reference group peers in all cohort years, though the gap does close by FA19 due mostly to higher persistence rates among students in the reference groups. Still, on average, Key students hold about a 10pp higher and CNS OSJ students hold about a 9pp higher persistence rate over their reference counterparts across all cohort years collectively.

Panel 6B shows that both Honors and Engineering LC students average higher 2nd year persistence rates than the average CSU student by about 10pp and 5pp, respectively, while students in the Other LC group persist at about the same rate as the mean CSU student across all cohort years.

Table 3 summarizes comprehensive measures of persistence, CSU GPA, and probation status by each of the LC groups of primary interest in this analysis.

Figure 7 displays 1st spring mean CSU GPA among FTFT by LC group and cohort year from FA16 up through FA19. As before, panel 7A displays GPA means for Key, CNS OSJ and their reference groups, while panel 7B below it displays GPA means for the 3 other LC groups and CSU Overall.

Figure 7: 1st Spring Mean CSU GPA Among FTFT by LC Group and Cohort Year

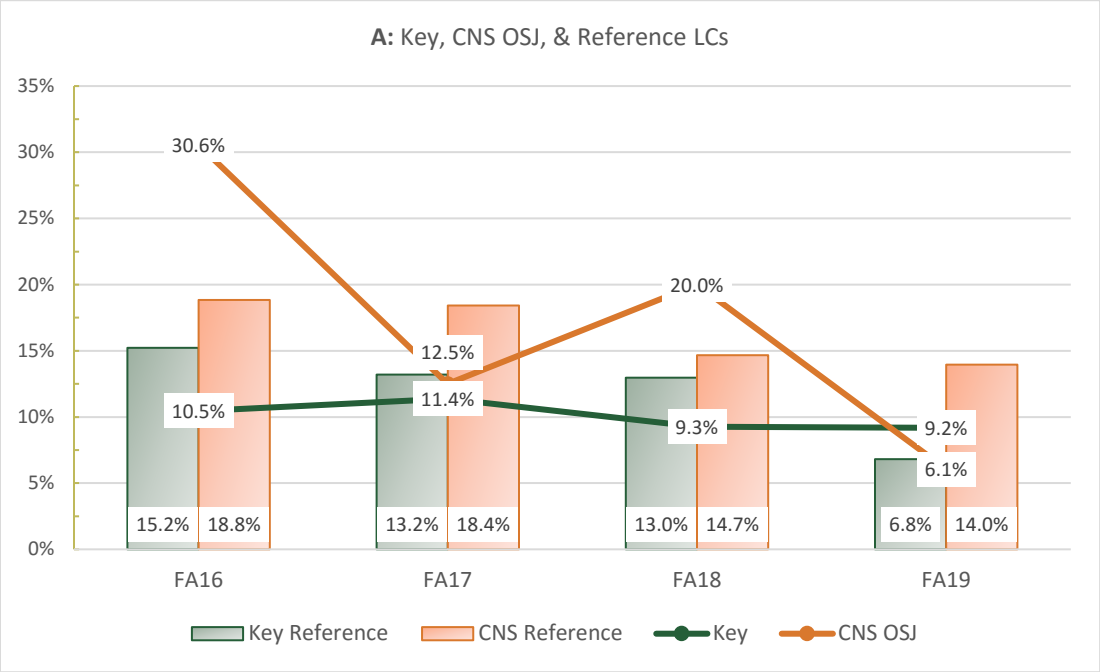


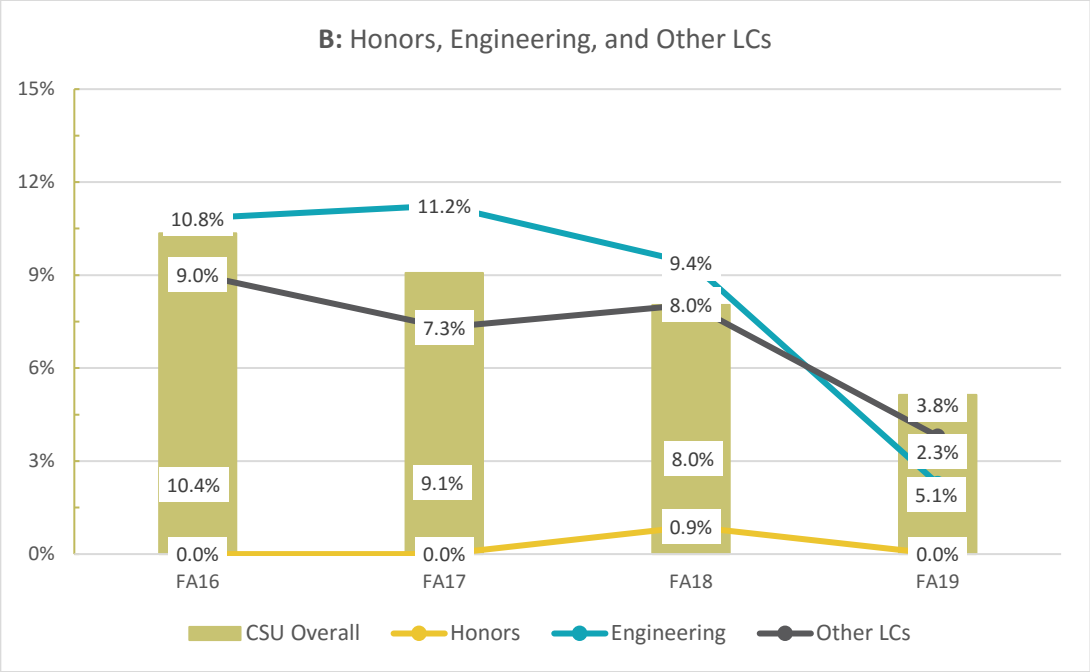
Panel 7A shows that Key students earn a 1st spring mean GPA that exceeds that of their reference peers from 0.11 to 0.18 points until converging at around 3.04 in the FA19 cohort as Key Reference group performance rises sharply, exceeding the rise in Key mean GPA. For CNS OSJ students, 1st spring mean GPAs fluctuate sharply by cohort year while rising steeply to 3.11 in the FA19 cohort. Over time, mean GPA for CNS OSJ students has somewhat tracked with mean GPA for the CNS Reference Group. However, like the CNS OSJ learning community, the CNS Reference group also experiences wide cohort year to cohort year variation.

Panel 7B shows that Honors students vastly overperform not only relative to the CSU Overall mean GPA but also relative to their peers in the Engineering LC group and Other LC group. Their earned GPA of 3.70 remains fairly consistent over all cohort years, though the advantage Honors students hold over other students narrows slightly in the FA19 cohort as the 1st spring mean GPA increases for the other learning community students. Engineering students earn GPAs that track just slightly below those of the average FTFT CSU student, while Other LC students earn GPAs that track slightly above, until the FA19 cohort in which the mean GPA of both groups rises to about 0.10 points above that of the CSU Overall mean.

Figure 8 displays 1st spring probation rates among FTFT by LC group and cohort year from FA16 up through FA19, with panels 8A and 8B laid out in a similar format as Figures 6 and 7.

Figure 8: 1st Spring Probation Among FTFT by LC Group and Cohort Year





Panel 8A shows that 1st spring probation rates for Key students stay relatively stable across FA16 through FA19 cohorts at around 10% and only exceed that of the Key Reference group in FA19 by less than 3pp. The probation pattern for CNS OSJ students is less clear cut, as the probation rate fluctuates vastly from cohort year to cohort year, peaking at 30.6% and falling to as low as 6.1% in the FA19 cohort. Given small CNS OSJ cohort sizes, these swings in academic probation shares reflect relatively small changes in actual student counts. Meanwhile, the CNS Reference group does have steadily decreasing probation rates over these same cohort years.

Panel 8B shows that Honors LC students have a probation rate of essentially 0%, while both Engineering and Other LC groups experience probation rates of about 8.5% and 7.2%, respectively, across all cohort years. In the case of these two groups, their probation rates track fairly evenly with the rate at CSU Overall, with the share on academic probation within the Engineering LC remaining slightly higher than the share at CSU Overall until the FA19 cohort year. For that cohort year, the probation rate for Engineering students plummets to 2.3% even as the rate university-wide also shrinks noticeably to 5.1%.

Conclusion

Learning communities continue to serve a diverse population of students, especially within Key Communities and the CNS OSJ learning community. Honors and Engineering LCs have the lowest proportion of students from structurally underserved backgrounds while the Other LC group – comprised of the other 9 learning communities on campus – has RM, FG, and Pell representation that tracks closer to that of CSU Overall. Still, these LCs do not appear to keep pace with CSU Overall along RM and FG representation in later cohort years.

When it comes to student success outcomes, Key students appear to overperform relative to their reference group, as do CNS OSJ students relative to their reference group, despite some cohort year to cohort year fluctuations that reflect relatively small changes in a small cohort size. Honors and Engineering students also experience higher student success outcomes relative to students at CSU Overall, especially those in Honors LCs. Other LC students persist at about the same rate as students at CSU Overall into their 2nd fall, but hold both higher mean CSU GPAs and lower probation rates in their 1st spring semesters.

Tables

Table 1. Demographic Attributes Among FTFT by LC Group and Cohort Year

LC Group	Headcount	RM	FG	Pell	HS/Transfer GPA
Key Communities	**2872**	**62.8%**	**51.9%**	**46.9%**	**3.59**
FA16	508	58.9%	50.4%	44.9%	3.53
FA17	598	66.2%	52.7%	49.0%	3.54
FA18	623	62.3%	49.9%	47.4%	3.59
FA19	664	60.8%	52.7%	46.5%	3.61
FA20	479	66.0%	54.1%		3.72
5-year change (PP)*		7.1	3.7	1.7	0.19
CNS Outreach and Social Justice Community	**176**	**86.4%**	**53.4%**	**46.4%**	**3.69**
FA16	37	83.8%	54.1%	43.2%	3.69
FA17	34	88.2%	50.0%	35.3%	3.65
FA18	39	89.7%	66.7%	61.5%	3.68
FA19	35	80.0%	37.1%	45.7%	3.65
FA20	31	90.3%	58.1%		3.80
5-year change (PP)		6.5	4.0	2.5	0.11
Honors	**1247**	**17.6%**	**9.7%**	**11.3%**	**4.26**
FA16	256	16.8%	11.7%	12.1%	4.24
FA17	265	18.1%	12.8%	14.3%	4.25
FA18	230	16.5%	8.7%	8.3%	4.29
FA19	284	18.0%	6.7%	10.6%	4.25
FA20	212	18.4%	8.5%		4.27
5-year change (PP)		1.6	-3.2	-1.5	0.02
Engineering Community	**1358**	**20.5%**	**13.0%**	**11.8%**	**3.92**
FA16	293	17.4%	16.0%	12.3%	3.90
FA17	269	22.7%	16.7%	13.4%	3.89
FA18	324	22.8%	12.0%	11.4%	3.91
FA19	271	21.8%	9.2%	10.0%	3.97
FA20	201	16.9%	10.4%		3.96
5-year change (PP)		-0.5	-5.6	-2.3	0.05
Other Learning Communities	**2418**	**24.3%**	**17.9%**	**17.7%**	**3.72**
FA16	532	21.8%	19.4%	18.4%	3.68
FA17	513	23.8%	17.2%	15.8%	3.68
FA18	536	28.2%	20.1%	18.8%	3.69
FA19	445	24.5%	18.7%	17.8%	3.77
FA20	392	23.0%	12.8%		3.79
5-year change (PP)		1.2	-6.6	-0.7	0.11

Notes: *For Pell representation, the 5-year change is actually a 4-year change (FA19 minus FA16). The 5-year change in HS/Transfer GPA is in decimal units.

Table 2. Demographic Attributes Among FTFT by Reference Group and Cohort Year

LC Group	Headcount	RM	FG	Pell	HS/Transfer GPA
CSU Overall	**24667**	**27.8%**	**22.6%**	**21.3%**	**3.66**
FA16	4916	25.3%	22.8%	20.8%	3.62
FA17	4983	27.7%	22.8%	21.9%	3.62
FA18	5280	28.1%	22.5%	21.4%	3.65
FA19	5107	28.9%	23.4%	21.2%	3.70
FA20	4381	28.8%	21.4%		3.72
5-year change (PP)		3.4	-1.4	0.5	0.10
Key Reference Group	**1835**	**74.4%**	**79.3%**	**74.6%**	**3.55**
FA16	379	70.2%	77.8%	74.1%	3.50
FA17	423	70.0%	77.8%	75.2%	3.51
FA18	397	72.0%	75.1%	76.3%	3.53
FA19	458	74.2%	77.7%	72.7%	3.62
FA20	178	100.0%	100.0%		3.59
5-year change (PP)		29.8	22.2	-1.4	0.09
CNS Reference Group	**393**	**71.2%**	**85.8%**	**74.7%**	**3.61**
FA16	82	62.2%	81.7%	76.8%	3.60
FA17	87	73.6%	87.4%	73.6%	3.50
FA18	85	64.7%	87.1%	70.6%	3.62
FA19	94	69.1%	79.8%	77.7%	3.69
FA20	45	100.0%	100.0%		3.62
5-year change (PP)		37.8	18.3	0.8	0.01

Notes: *For Pell representation, the 5-year change is actually a 4-year change (FA19 minus FA16). The 5-year change in HS/Transfer GPA is in decimal units.

Table 3. Student Success Outcomes Among FTFT by LC Group and Cohort Year

		Persistence			CSU GPA				Probation Flag			
LC Group	Headcount	1st SP	2nd FA	3rd FA	1st FA	1st SP	2nd FA	3rd FA	1st FA	1st SP	2nd FA	3rd FA
Key Communities	**2872**	**94.7%**	**84.2%**	**74.1%**	**2.85**	**2.92**	**2.95**	**2.97**	**15.0%**	**10.0%**	**6.8%**	**4.3%**
FA16	508	94.9%	85.8%	75.0%	2.88	2.88	2.88	2.94	12.2%	10.5%	7.7%	4.1%
FA17	598	94.5%	83.1%	73.9%	2.79	2.86	2.88	2.93	16.7%	11.4%	6.8%	4.4%
FA18	623	94.7%	84.9%	73.6%	2.83	2.88	2.90	3.03	15.6%	9.3%	6.0%	
FA19	664	94.7%	83.1%		2.86	3.04	3.12		14.9%	9.2%		
FA20	479				3.14							
CNS Outreach and Social Justice Community	**176**	**94.5%**	**83.4%**	**66.4%**	**2.74**	**2.73**	**2.85**	**2.86**	**19.3%**	**17.6%**	**13.1%**	**8.9%**
FA16	37	97.3%	83.8%	67.6%	2.57	2.53	2.74	2.93	27.0%	30.6%	14.8%	8.7%
FA17	34	94.1%	82.4%	64.7%	2.69	2.72	2.78	2.77	14.7%	12.5%	7.4%	9.1%
FA18	39	92.3%	84.6%	66.7%	2.70	2.61	2.69	2.86	17.9%	20.0%	16.7%	
FA19	35	94.3%	82.9%		2.93	3.11	3.21		17.1%	6.1%		
FA20	31				3.36							
Honors	**1247**	**98.4%**	**94.5%**	**91.1%**	**3.70**	**3.70**	**3.68**	**3.67**	**0.8%**	**0.2%**	**0.4%**	**0.4%**
FA16	256	98.4%	96.1%	93.0%	3.72	3.68	3.66	3.66	0.4%	0.0%	0.4%	0.0%
FA17	265	98.1%	93.2%	88.3%	3.66	3.65	3.64	3.65	0.8%	0.0%	0.0%	0.9%
FA18	230	98.7%	95.2%	92.2%	3.74	3.73	3.68	3.72	1.3%	0.9%	0.9%	
FA19	284	98.2%	93.7%		3.68	3.73	3.73		0.7%	0.0%		
FA20	212				3.60							
Engineering	**1358**	**96.2%**	**89.4%**	**81.9%**	**2.99**	**3.02**	**3.05**	**3.07**	**10.3%**	**8.5%**	**6.1%**	**4.0%**
FA16	293	95.6%	88.4%	80.5%	2.96	2.94	2.97	3.02	11.6%	10.8%	4.8%	4.6%
FA17	269	94.4%	88.5%	82.2%	2.86	2.94	2.95	3.05	13.0%	11.2%	7.0%	3.2%
FA18	324	96.9%	89.2%	83.0%	3.01	2.97	3.00	3.14	9.3%	9.4%	6.4%	
FA19	271	97.8%	91.5%		3.09	3.27	3.29		7.4%	2.3%		
FA20	201				3.19							
Other Learning Communities	**2418**	**94.3%**	**84.1%**	**74.8%**	**3.04**	**3.08**	**3.10**	**3.15**	**10.9%**	**7.2%**	**4.4%**	**1.3%**
FA16	532	93.0%	83.8%	72.4%	2.99	2.99	3.02	3.12	11.3%	9.0%	5.8%	0.8%
FA17	513	93.6%	84.2%	77.6%	2.96	3.05	3.04	3.13	13.1%	7.3%	3.3%	1.8%
FA18	536	95.0%	82.8%	74.6%	3.03	3.02	3.05	3.19	10.4%	8.0%	3.9%	
FA19	445	95.7%	85.8%		3.14	3.28	3.34		8.3%	3.8%		
FA20	392				3.37							

Table 4. Student Success Outcomes Among FTFT by Reference Group and Cohort Year

		Persistence			CSU GPA				Probation Flag			
LC Group	Headcount	1st SP	2nd FA	3rd FA	1st FA	1st SP	2nd FA	3rd FA	1st FA	1st SP	2nd FA	3rd FA
CSU Overall	**24667**	**94.2%**	**84.3%**	**75.3%**	**2.95**	**3.03**	**3.08**	**3.12**	**13.1%**	**8.1%**	**5.0%**	**2.8%**
FA16	4916	93.9%	83.7%	74.6%	2.92	2.96	3.02	3.10	13.4%	10.4%	5.3%	2.6%
FA17	4983	93.7%	83.2%	75.5%	2.88	2.97	3.01	3.08	14.4%	9.1%	4.7%	2.9%
FA18	5280	94.4%	85.1%	75.8%	2.95	3.01	3.04	3.18	13.2%	8.0%	5.0%	
FA19	5107	94.9%	85.3%		3.01	3.18	3.24		11.3%	5.1%		
FA20	4381				3.16							
Key Reference Group	**1835**	**90.5%**	**74.2%**	**62.3%**	**2.68**	**2.82**	**2.91**	**2.96**	**20.3%**	**11.8%**	**6.4%**	**5.1%**
FA16	379	90.2%	73.1%	64.1%	2.66	2.75	2.87	2.94	18.2%	15.2%	4.9%	4.5%
FA17	423	90.3%	72.1%	60.0%	2.57	2.68	2.79	2.91	23.2%	13.2%	7.0%	5.6%
FA18	397	90.2%	73.8%	63.0%	2.63	2.77	2.82	3.02	24.2%	13.0%	7.2%	
FA19	458	91.0%	77.3%		2.82	3.05	3.12		16.2%	6.8%		
FA20	178				3.14							
CNS Reference Group	**393**	**90.5%**	**75.0%**	**60.2%**	**2.70**	**2.77**	**2.88**	**2.96**	**22.4%**	**16.3%**	**8.6%**	**6.1%**
FA16	82	86.6%	70.7%	63.4%	2.65	2.71	2.80	2.80	22.0%	18.8%	3.7%	7.5%
FA17	87	92.0%	74.7%	55.2%	2.52	2.59	2.66	2.92	27.6%	18.4%	10.0%	4.3%
FA18	85	89.4%	75.3%	62.4%	2.79	2.80	2.86	3.14	20.0%	14.7%	11.7%	
FA19	94	93.6%	78.7%		2.77	2.96	3.15		20.2%	14.0%		
FA20	45				3.42							

Appendix

Table A.1. Demographic Attributes Among FTFT by Other LC Group and Cohort Year

LC Group	Headcount	RM	FG	Pell	HS/Transfer GPA
Arts and Creative Expression Community	**157**	**28.7%**	**19.7%**	**19.7%**	**3.58**
FA16	31	19.4%	19.4%	19.4%	3.63
FA17	32	37.5%	34.4%	21.9%	3.49
FA18	33	27.3%	15.2%	21.2%	3.58
FA19	36	30.6%	22.2%	30.6%	3.63
FA20	25	28.0%	4.0%		3.59
5-year change (PP)*		8.6	-15.4	-19.4	-0.04
CNS Learning Community	**1121**	**21.4%**	**18.1%**	**15.4%**	**3.73**
FA16	304	19.4%	18.8%	17.4%	3.67
FA17	244	22.5%	16.4%	14.8%	3.69
FA18	234	27.4%	17.9%	20.5%	3.73
FA19	197	20.3%	19.3%	18.3%	3.80
FA20	142	15.5%	18.3%		3.81
5-year change (PP)		-3.9	-0.4	-17.4	0.14
CNS Sustainability Community	**93**	**23.7%**	**10.8%**	**11.8%**	**3.82**
FA17	35	20.0%	14.3%	17.1%	3.81
FA18	34	29.4%	11.8%	14.7%	3.77
FA20	24	20.8%	4.2%		3.91
4-year change (PP)		0.8	-10.1	-17.1	0.10
CNS Women in Natural Sciences Community	**132**	**31.1%**	**18.2%**	**8.3%**	**3.84**
FA18	37	37.8%	27.0%	16.2%	3.78
FA19	36	27.8%	13.9%	13.9%	3.84
FA20	59	28.8%	15.3%		3.88
3-year change (PP)		-9.0	-11.8	-16.2	0.11
Global Village Community	**174**	**39.7%**	**14.4%**	**18.4%**	**3.73**
FA16	35	40.0%	17.1%	25.7%	3.73
FA17	46	34.8%	10.9%	13.0%	3.72
FA18	33	39.4%	24.2%	24.2%	3.67
FA19	33	51.5%	18.2%	27.3%	3.88
FA20	27	33.3%	0.0%		3.66
5-year change (PP)		-6.7	-17.1	-25.7	-0.07
Health and Exercise Science Community	**444**	**25.2%**	**19.6%**	**11.3%**	**3.62**
FA16	93	21.5%	19.4%	12.9%	3.60
FA17	82	24.4%	20.7%	19.5%	3.59
FA18	91	26.4%	23.1%	14.3%	3.55
FA19	98	23.5%	18.4%	9.2%	3.66
FA20	80	31.3%	16.2%		3.71
5-year change (PP)		9.7	-3.1	-12.9	0.11
Leadership Development Community	**57**	**28.1%**	**24.6%**	**17.5%**	**3.79**
FA17	28	17.9%	14.3%	10.7%	3.83
FA18	29	37.9%	34.5%	24.1%	3.75
Year change (PP)		20.1	20.2	13.4	-0.08

Natural Resources and Sustainability Community	**122**	**14.8%**	**15.6%**	**18.0%**	**3.81**
FA16	29	10.3%	13.8%	20.7%	3.91
FA17	31	16.1%	16.1%	22.6%	3.70
FA18	25	20.0%	24.0%	16.0%	3.74
FA19	23	13.0%	17.4%	21.7%	3.84
FA20	14	14.3%	0.0%		3.90
5-year change (PP)		3.9	-13.8	-20.7	-0.01
Outdoor Leadership Community	**116**	**21.6%**	**15.5%**	**16.4%**	**3.78**
FA16	38	36.8%	28.9%	31.6%	3.78
FA17	15	13.3%	6.7%	0.0%	3.80
FA18	20	5.0%	10.0%	15.0%	3.71
FA19	22	22.7%	18.2%	18.2%	3.79
FA20	21	14.3%	0.0%		3.83
5-year change (PP)		-22.6	-28.9	-31.6	0.04

Notes: *Pell data is incomplete for the FA20 cohort, so this is reflected in how the change in PP for Pell representation is calculated for LCs with FA20 students. For HS/Transfer GPA, the change in time is in decimal units.