



# Campus Connections Overview

Campus Connections (CC) is a multidisciplinary service-learning course at CSU where undergraduate students serve as mentors to youth. Participation in this course is associated with higher levels of student and institutional success as shown by the following results:

- ✚ CC participation is associated with higher persistence rates, higher graduation rates, faster degree completion and higher cumulative GPAs.
  - Among graduates, 81.7% of CC participants graduate within 4 years while only 65.5% of non-participants graduate in 4 years.
  - CC participation is associated with 0.32 to 0.57 points higher cumulative GPAs, depending on the year considered.
  - Participation in Campus Connections is associated with nearly a 5 percentage point (PP) increase in persistence to second fall and a 23 PP increase in 4 year graduation rates.
  - Prior studies have shown that CSU student participation in Campus Connections is associated with 63% lower odds of dropping out of CSU in any given year and 127% higher odds of graduating. This study shows that those higher odds have held for cohorts that are more recent.
  - These higher odds of persistence and graduation result in about 27 more students graduating within four years from each first-time, full time cohort. For CSU, this contributes to about a half of a percentage point towards our overall 4 year graduation rate, which is not unsubstantial for a large university with student success goals for increasing timely graduation.
- ✚ CC participation is associated with higher levels of Reflective and Integrative Learning as measured by the National Survey of Student Engagement (NSSE). CC participants are substantially more likely to report the following:
  - They included diverse perspectives in course discussions more often than non-participants.
  - They tried to better understand someone else's views by imagining how an issue looks like from his or her perspective more often than non-participants.
  - They connected their learning to societal problems or issues more often than non-participants.
- ✚ CC participation is associated with higher levels of Discussions with Diverse Other as measured by NSSE. CC participants are substantially more likely to report the following:
  - They had discussions with people of a race or ethnicity other than their own more often than non-participants
  - They had discussions with people from an economic background other than their own more often than non-participants.
- ✚ CC participation is associated with higher Perceived Gains as measured by NSSE. CC participants are substantially more likely to report gains in being an informed and active citizen and in acquiring job- or work-related knowledge and skills compared to non-participants.
- ✚ Campus Connections has been recognized by multiple awards and recognitions, including:
  - High Impact Practice from the CSU Institute for Learning & Teaching (TILT)
  - Community Engagement Award from the CSU College of Health and Human Sciences
  - Outstanding Engagement from the CSU College of Health and Human Sciences
  - Exceptional Innovation in Service-Learning from the CSU Institute for Learning & Teaching (TILT)
  - Corporation for National & Community Service as a National Service Impact Challenge Finalist



# Campus Connections Demographics and Success Outcomes

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Campus Connections (CC) is a multidisciplinary service learning course at CSU where undergraduate students serve as mentors to youth. Students from all majors work one-on-one with youth ranging from 11-18 to tackle a broad range of challenges. Youth are referred from schools, the juvenile justice system, human services, or directly from family members, and work with their mentors to establish goals for positive growth.

Student mentors spend four hours once a week with their mentee in a group setting to provide academic support and career planning, encourage positive social skills development, assist with goal setting, and implement wellness programming. Strong bonds are developed over the 12 week program between mentors and mentees. Graduate-level family therapists and experienced mentors serve as coaches to provide support and guidance for undergraduate mentors during Campus Connections.

This report is divided into two sections: the first section focuses on demographic patterns among CC participants and the second section focuses on success outcomes related to CC participation.

## Population

CC participation is measured in two ways: 1) students enrolled in courses affiliated with CC programming and 2) students not enrolled in one of these courses but identified by the CC program as having participated in the program (such as HDFS interns). Data provided by Campus Connections was integrated with data in the system of record for this report to evaluate student demographics and success outcomes in association with participation in CC. Students can participate in CC more than once and students who participate in CC multiple times generally take on a leadership role in the terms following their initial participation. This study includes students that participated CC between SP10 and FA17.

For the first section of the report examining demographic patterns among CC participants, all CC participants are included in the population considered. For the second section focusing on success outcomes, the population considered includes all first-time, full-time (FTFT) undergraduate students from the FA07 through FA16 cohorts. In this way, the second section compares success outcomes between CC participants and non-participants while the first section focuses on demographic patterns among CC participants without comparing patterns to those among non-participants. About 24% of CC participants are transfer students or graduate students that aren't in the FTFT cohort and the second section does not include the full population of CC participants like the first section does.

## Limitations

It is important to note that the statistical analyses in this report are limited to bivariate analyses and do not control for all of the variables that might particularly influence the association between CC participation and student success outcomes. A [prior report](#) related to CC outcomes utilized multivariate approaches to assess this association. While the current report doesn't use a multivariate approach, the findings support the multivariate findings in the prior report.



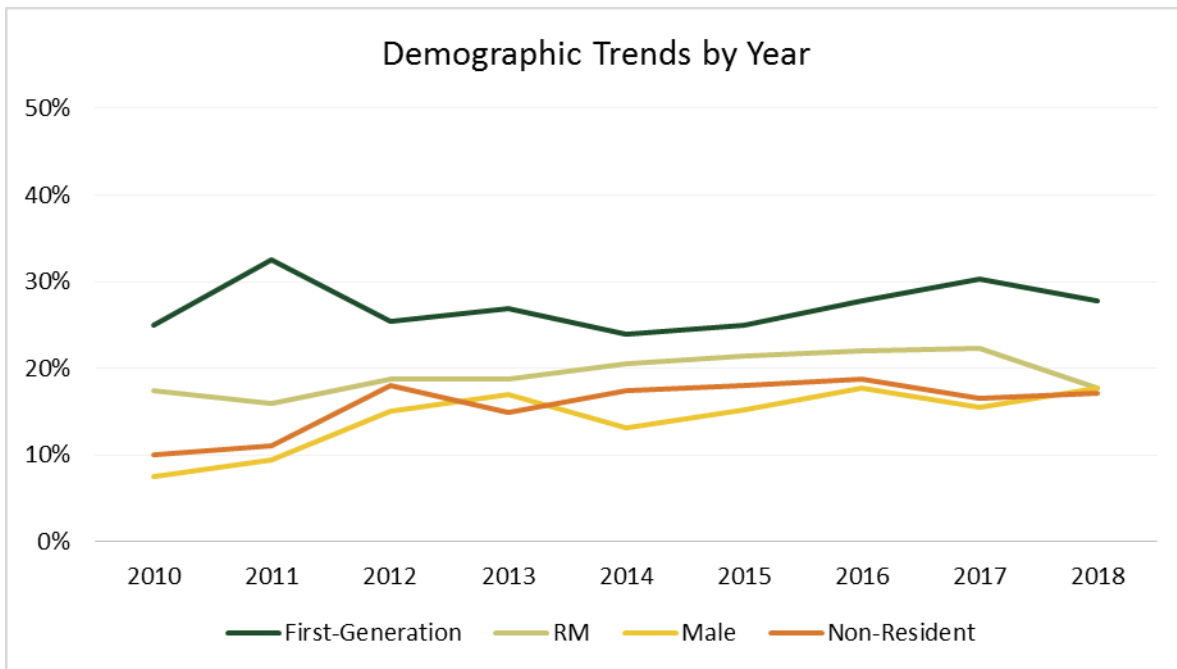
# Campus Connections Demographics

The following charts show demographic patterns among Campus Connections participants for each full year (Summer, Fall, Spring) between Spring 2010 and Spring 2018. Please note that many students participate in Campus Connections across multiple terms and these demographic trends include those students multiple times across terms. The information presented in this brief will be compiled with additional information focusing on student success measures as the analyses are completed throughout this semester.

## Demographic Patterns Over Time

Figure 1 shows several demographic trends by year, including the percentage of first-generation college students, racially minoritized (RM) students, males, and non-residents who participated in Campus Connections.

Figure 1.



The percentage of first-generation college students in Campus Connections has stayed relatively stable over this time period; about 3 out of 10 Campus Connections students are first-generation students in recent years. The percentage of Campus Connections participants who are RM students has risen over time, largely due to the increase in the percentage of Hispanic/Latino students (see Appendix A for more information about race/ethnicity trends and general Campus Connections participant counts). In terms of males and non-residents, the percentage of these students has also risen over time.

Compared to CSU demographic rates overall, first-generation and RM students are overrepresented among Campus Connections participants. Non-residents and males are underrepresented among Campus Connections participants compared to CSU students overall.



Figure 2.

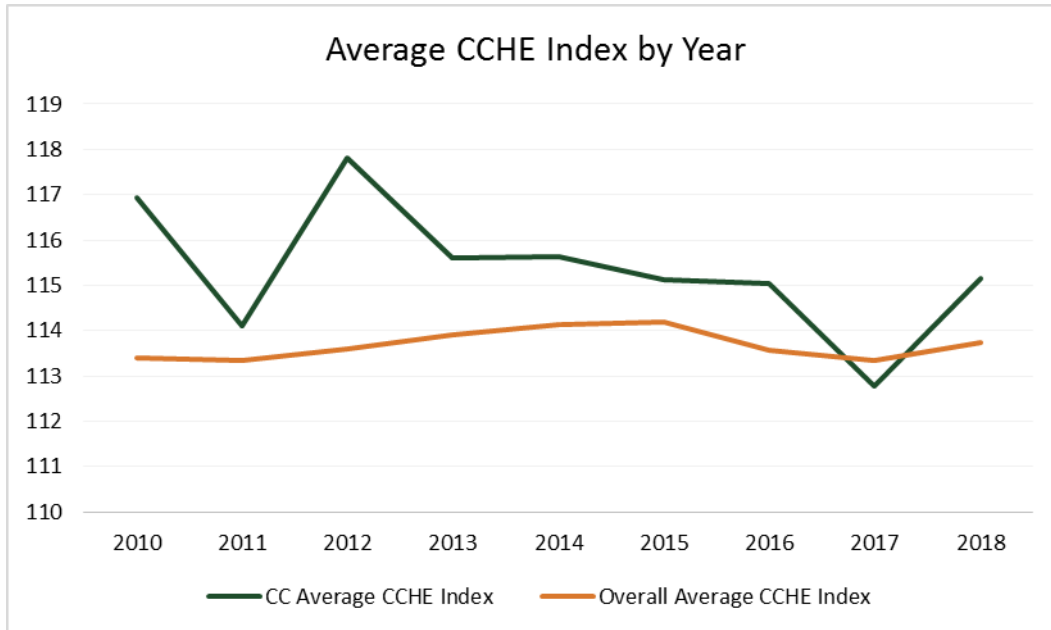


Figure 2 reports average CCHE index scores (a measure of academic preparedness calculated from a student’s high school percentage rank or GPA and standardized test scores – ACT or SAT) by year for Campus Connections participants. Average scores vary by year and have declined by about 2 points over this time period. Overall CSU CCHE index scores have remained fairly steady over this time frame. Campus Connections participants had higher average CCHE index scores compared to CSU students overall in earlier years of the program and have slightly lower scores/about the same scores compared to overall scores in recent years.

Figure 3.

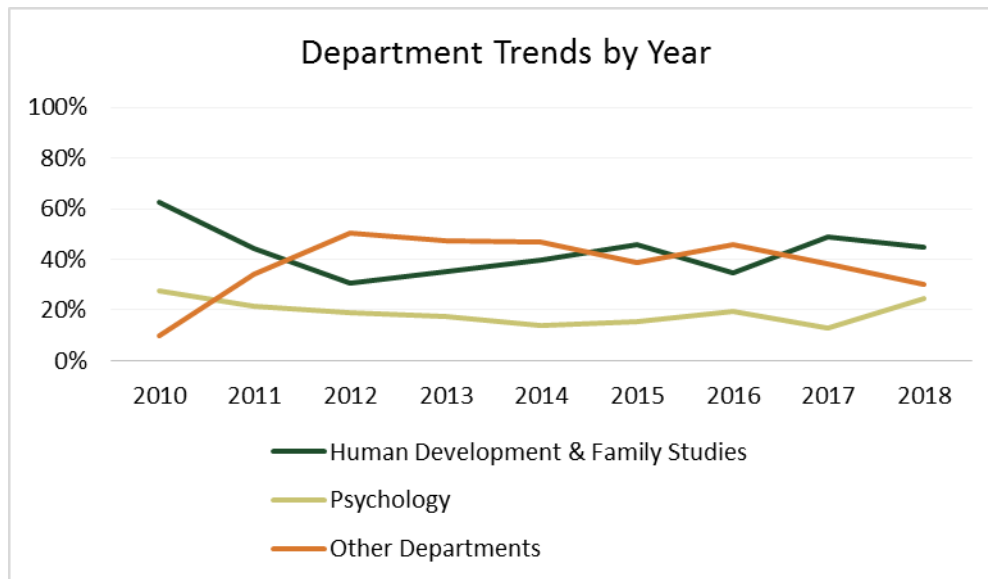




Figure 3 shows the changes in student representation by department over time. This chart shows three trend lines: Human Development and Family Studies and Psychology are the top two departments represented each year and the third trend line groups all other departments together as a comparison to the primary two departments. As expected, the majority of Campus Connections participants are from the HDFS department. The proportion of participants from the Psychology department has stayed relatively stable over time. Departments that are highly represented among the “Other” category vary by year and term, but the School of Social Work, Sociology, and Health and Exercise Science are consistently represented within this category. Please see Table A.3 in Appendix A for specific counts on student participation by department.








# Campus Connections Success Outcomes

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The purpose of this section is to describe the association between CC participation and student success outcomes (persistence, graduation, GPA, student engagement) among first-time, full-time undergraduate cohorts at CSU.

## Student Success Outcomes

Student success is measured across the following variables:

-  Persistence (2<sup>nd</sup>, 3<sup>rd</sup>, and 4<sup>th</sup> fall semesters)
-  Graduation (4, 5, and 6 year)
-  Time to graduation
-  Grade point averages
-  NSSE student engagement indicators

Time to graduation is measured by counting the number of terms between the time a student enrolls at CSU and graduates (including summer terms, regardless of enrollment). CC participants are compared to non-participants on this measure by comparing the median (50<sup>th</sup> percentile) of the number of terms to graduation between each group.

The grade point average outcome is measured using the end of fall cumulative undergraduate GPA for a specific year, limited to students who persisted that far in their time at CSU. This section compares GPAs between students who participated in CC in the year(s) prior to the GPA measure and those who did not participate in CC by that time point.

This section includes information on several different NSSE measures that relate to outcomes we might expect students to gain from participating in CC programming. Tables 11 and 12 focus on 2 engagement indicators (Reflective and Integrative Learning; Discussions with Diverse Others), as defined by NSSE, that ask students several items related to their experience and engagement on campus. Table 13 looks at students' self-reported (perceived) gains in a variety of skill areas related to a positive college experience and preparation for post-college life. Because CC courses are service-learning courses, we would expect CC participation to be associated with higher gains in these engagement-related outcomes since national literature using NSSE data has established a positive association between high-impact practices like service-learning courses and outcomes like student engagement and persistence.

## Data

The population included in this section includes first-time, full-time undergraduate students from the FA07 through FA16 cohorts. Students could participate in CC between SP10 and FA17. These parameters narrow the total population of CC participants because some CC participants are transfer students, are enrolled part-time while they participate, and some participants are graduate students. In addition, one student is excluded from the CC participant population because the only time they participated in CC was beyond their 6<sup>th</sup> year at CSU – this



student is considered a non-participant because the outcomes considered in this section all occur within students' first 6 years at CSU.

In total, this section includes 1,358 CC participants out of the total participant population of 1,784 students (transfers, graduate and part-time students included), meaning that 76.1% of the CC participant population is represented in this section. Restricting the population in this way, however, allows for a better comparison between CC participants and students who do not participate in CC during their first six years at CSU. In this way, this data is better suited for evaluating the association between CC participation and student success outcomes.

For the portion of this section that utilizes NSSE data, the population includes senior NSSE respondents from the 2016 NSSE survey. Because of this restriction in the data, CC participants who meet these requirements are represented in the data but it is important to note that not all CC participants from the larger population are included in the NSSE data because they were not part of the NSSE sample. A total of 68 CC participants are represented in the NSSE data used for this section.

### Methodology

The longitudinal nature of persistence and graduation outcomes and the varying time points in which students participate in CC make the analyses in this section complicated from a methodological standpoint. In order to appropriately compare persistence and graduation outcomes, this section limits the sample to those students who persisted to the spring prior to the persistence measure (measured in the fall) and the spring prior to the graduation measure (measured in the summer). Furthermore, in order to fairly compared CC participants with non-participants across success measures, students are considered CC participants if they participated in CC prior to the success outcome. In this way, the analyses avoid incorrectly grouping students in the CC participant category if they participated in CC after the outcome measure and not before.

### Demographics

Table 1 displays the demographic attributes by whether a student participated in Campus Connections. Students who ever participated in CC are included in the CC Participant group.

**Table 1. Demographics by Campus Connections Participation**

	Headcount	Average CCHE Index	% Female	% Nonresident	% First Generation	% Pell	% Racially Minoritized
<b>Did Not Participate in CC</b>	42837	114.6	54.2%	25.0%	24.4%	19.8%	18.6%
<b>CC Participant</b>	1358	116.2	86.2%	19.2%	26.4%	22.3%	20.4%

The average index score for students who participate in CC is 1.6 points higher compared to the average index among students who do not participate in CC. Female students are overrepresented among CC participants compared to non-participants and nonresident students are underrepresented among CC participants. First-generation college students, Pell Grant recipients, and racially minoritized students are about equally represented across both groups but are a slightly higher proportion of CC participants compared to non-participants.

These demographic differences, particularly the overrepresentation of females among CC participants, have certain implications for what we might expect in reference to the association between CC participation and student success outcomes. To be specific, the most recent IRP&E report investigating [associations between student attributes and success](#) shows that female students at CSU are more likely to graduate within 4, 5, and 6 years as compared to male students after controlling for other demographic and academic preparedness



variables. The report also shows that male and female students are retained at about the same rate. Considering these findings, we might expect CC participants to have a higher graduation rate compared to non-participants because of the higher proportion of female students among CC participants but we would not initially expect this demographic composition to influence persistence rates by CC participation status.

### Campus Connections Participation Patterns

Table 2 presents the distribution of CC participants across the number of terms in which they participate in CC.

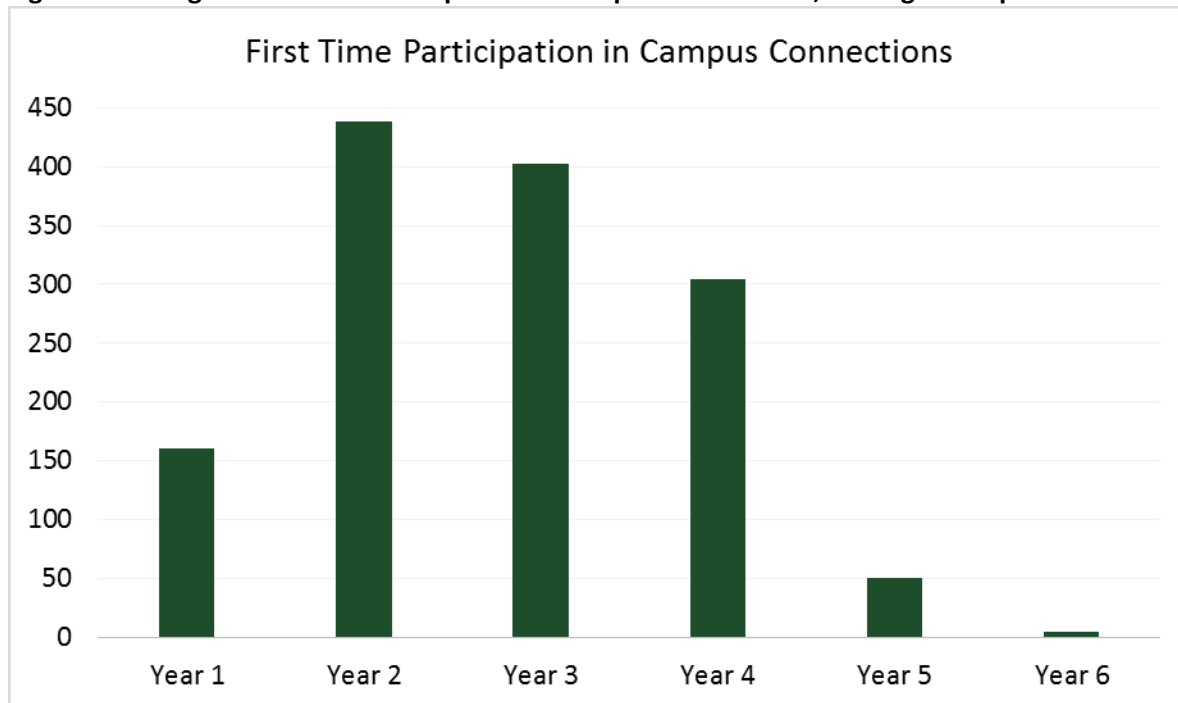
**Table 2. Count of Terms Students Participated in Campus Connections, Among Participants**

# of Terms	Count	%
1	1120	82.5%
2	179	13.2%
3	41	3.0%
4	14	1.0%
5	3	0.2%
6	1	0.1%

Among CC participants, the vast majority of students (82.5%) participate in CC for 1 term. Nearly 96% of CC participants participate in CC 1 or 2 terms during their college career.

Figure 4 builds on Table 2 by showing the timing of first participation in CC, among CC participants. Instead of evaluating first time participation by term, Figure 4 groups participation by year (fall, spring, summer).

**Figure 4. Timing of First Time Participation in Campus Connections, Among Participants**







The median first year of CC participation is year 2 and year 2 is also the highest represented year in the distribution. CC participants commonly first participate in CC during their 3<sup>rd</sup> and 4<sup>th</sup> years at CSU as well. Some participants first participate in CC during their first year and very few first participate during years 5 and 6.

## Student Success by Campus Connections Participation

This section explores associations between participating in CC and student success outcomes. Each outcome is addressed in its own section.

### Persistence

Table 3 displays persistence rates by whether students participated in CC prior to the persistence measure. Persistence measures are limited to students who persisted to the spring prior to the persistence measure. For instance, 3<sup>rd</sup> fall persistence rates are limited to students who persisted to their 2<sup>nd</sup> spring term at CSU. In a similar fashion, CC participation is measured only in the year(s) preceding the persistence measure. For example, a student is considered a CC participant for the 2<sup>nd</sup> fall persistence measure if they participated in CC during their 1<sup>st</sup> year at CSU and a student is considered a CC participant for the 3<sup>rd</sup> fall persistence measure if they participated in CC either during their 1<sup>st</sup> or 2<sup>nd</sup> year at CSU.

**Table 3. Persistence Rates by Campus Connections Participation**

	2nd Fall Persistence	3rd Fall Persistence	4th Fall Persistence
<b>Did Not Participate in CC in Prior Year(s)</b>	89.0% (41,734)	93.4% (31,155)	96.8% (25,022)
<b>Participated in CC in Prior Year(s)</b>	93.8% (160)	96.7% (520)	98.5% (780)
<b>PP Difference</b>	4.8	3.3	1.7

Across all persistence measures, CC participants have higher persistence rates. The percentage point (PP) gap between these 2 groups is largest for 2<sup>nd</sup> fall persistence and decreases in size for 3<sup>rd</sup> and 4<sup>th</sup> fall persistence measures. There is a 4.8 PP gap by CC participation for 2<sup>nd</sup> fall persistence, but a 3.3 PP gap for 3<sup>rd</sup> fall persistence, and a 1.7 PP gap for 4<sup>th</sup> fall persistence. As a note, we expect a decreasing gap in PP differences for these persistence rates because this table limits the sample to students who persisted to the spring prior and programs will have less of an impact on these rates as students persist further along their time in college.

Tables 4 and 5 are modeled after Table 3 but focus on persistence rates among specific majors. Table 4 displays persistence rates among students majoring in Human Development and Family Sciences (HDFS) during the term prior to the persistence measure; Table 5 displays persistence rates among Psychology majors. These majors are 2 of the largest majors that participate in CC programming and are, therefore, the focus of these tables.

**Table 4. Persistence Rates by Campus Connections Participation among HDFS Majors**

	2nd Fall Persistence	3rd Fall Persistence	4th Fall Persistence
<b>Did Not Participate in CC in Prior Year(s)</b>	90.3% (546)	93.5% (1,284)	96.8% (1,082)
<b>Participated in CC in Prior Year(s)</b>	94.1% (17)	95.7% (184)	99.0% (295)
<b>PP Difference</b>	3.8	2.2	2.2

**Table 5. Persistence Rates by Campus Connections Participation among Psychology Majors**

	2nd Fall Persistence	3rd Fall Persistence	4th Fall Persistence
<b>Did Not Participate in CC in Prior Year(s)</b>	86.9% (1,693)	92.7% (1,444)	94.9% (1,122)
<b>Participated in CC in Prior Year(s)</b>	96.9% (32)	97.9% (95)	96.3% (136)
<b>PP Difference</b>	10.0	5.2	1.4

Both Tables 4 and 5 reflect similar persistence patterns as shown in the overall table. CC participants have higher persistence rates across all persistence measures, with the largest PP difference in the 2<sup>nd</sup> fall persistence measure and the difference diminishing over time. Participating in CC is associated with larger PP differences among Psychology majors compared to HDFs majors for 2<sup>nd</sup> fall and 3<sup>rd</sup> fall persistence rates but a smaller PP difference in 4<sup>th</sup> fall persistence. Please note the small sample size for CC participants in these specific majors (as indicated by the number in the parentheses next to each percent measure), particularly when considering 2<sup>nd</sup> fall persistence. Such small sample sizes make percentages much more volatile than they would be with a larger sample of students.

## Graduation

Table 6 displays graduation rates by CC participation using similar methodology as Table 3 in the Persistence section. For example, the difference in 4-year graduation rates is compared among students who persist to their 4<sup>th</sup> spring semester, across CC participation status.

**Table 6. Graduation Rates by Campus Connections Participation**

	4-Year Graduation	5-Year Graduation	6-Year Graduation
<b>Did Not Participate in CC in Prior Year(s)</b>	57.3% (21,006)	90.7% (17,319)	97.1% (14,163)
<b>Participated in CC in Prior Year(s)</b>	80.6% (939)	96.7% (823)	99.5% (644)
<b>PP Difference</b>	23.3	6.0	2.4

Similar to persistence differences between CC participants and non-participants, CC participants have higher graduation rates across all graduation outcomes considered and the PP gap in the earliest graduation measure is largest with a diminishing PP gap in subsequent graduation measures. There is a 23.3 PP gap by CC participation for 4-year graduation, but a 6 PP gap for 5-year graduation, and a 2.4 PP gap for 6-year graduation.

Table 7 shows measures of time to graduation among bachelor degree recipients by the number of times a student participates in CC. One row shows the median terms to graduation. The median terms to graduation represent the 50<sup>th</sup> percentile for the count of terms (including summer terms and regardless of enrollment) from a student's first term at CSU to their graduation term. Remaining rows show the percent of students who graduated in the specific time frame indicated in the row. Table 7 only includes students in this sample who graduated during this time period.

**Table 7. Time to Graduation by Number of Terms Participated in Campus Connections, Among Graduates**

<b>No. of Terms Participated in CC</b>	<b>None</b>	<b>One Term</b>	<b>Two Terms</b>	<b>Three or More Terms</b>
Headcount	18535	760	135	43
Median Terms to Graduation	11	11	11	11
4-year Graduation	65.5%	81.3%	80.7%	90.7%
4.5-year Graduation	15.0%	11.3%	14.1%	4.7%
5-year Graduation	15.1%	5.9%	4.4%	4.7%
5.5-year Graduation	2.4%	0.9%	0.0%	0.0%
6-year Graduation	2.0%	0.5%	0.7%	0.0%

Table 7 shows that the median terms to graduation does not change based on the level of CC participation among this group of college graduates. Across all groups considered, the 50<sup>th</sup> percentile of students are graduating in 11 terms, which means that these students are graduating during their 4<sup>th</sup> spring semester. It is important to remember here that 50% of these students graduate in the same or fewer terms (shorter time to degree) and 50% use the same or more terms to graduate (longer time to degree).

While the median terms to graduation do not change by the number of terms in which students participate in CC, a higher percentage of students who participate in CC—especially if they participate in CC for three or more terms—graduate in 4 and 4.5 years compared to non-participants. Whereas 80.5% of non-participants graduate within 4.5 years, 92.6% of one term participants, 94.8% of two term participants, and 95.4% of three or more term participants Graduate within 4.5 years.

## Grade Point Averages

Tables 8, 9, and 10 display the end of fall cumulative undergraduate GPAs by CC participation in prior year(s). Each table presents the overall average GPAs for the sample, followed by average GPAs among HDFS majors and Psychology majors, respectively. These tables investigate the association between CC participation and GPA; it is important, however, to note that a positive association between GPA and CC participation does not automatically mean that participating in CC causes higher GPA – it is just as likely that students with higher GPAs are more likely to participate in CC.

**Table 8. Second Fall End of Term Cumulative GPA by Prior Year Campus Connections Participation**

	<b>Overall GPA</b>	<b>HDFS Majors</b>	<b>Psychology Majors</b>
<b>Did Not Participate in CC in Prior Year</b>	2.96	3.10	3.00
<b>Participated in CC in Prior Year</b>	3.53	3.47	3.55
<b>Grade Point Difference</b>	0.57	0.37	0.55

**Table 9. Third Fall End of Term Cumulative GPA by Prior Years Campus Connections Participation**

	<b>Overall GPA</b>	<b>HDFS Majors</b>	<b>Psychology Majors</b>
<b>Did Not Participate in CC in Prior Years</b>	3.04	3.08	3.02
<b>Participated in CC in Prior Years</b>	3.43	3.43	3.43
<b>Grade Point Difference</b>	0.39	0.35	0.41

**Table 10. Fourth Fall End of Term Cumulative GPA by Prior Years Campus Connections Participation**

	Overall GPA	HDFS Majors	Psychology Majors
<b>Did Not Participate in CC in Prior Years</b>	3.07	3.09	3.05
<b>Participated in CC in Prior Years</b>	3.39	3.36	3.41
<b>Grade Point Difference</b>	0.32	0.27	0.36

Cumulative GPA averages are consistently higher among CC participants compared to non-participants, regardless of the fall term considered. The gap in GPA is largest in the 2<sup>nd</sup> fall and diminishes over time. GPA gaps are smaller by CC participation status among HDFS majors compared to overall gaps and GPA gaps among Psychology majors are similar to overall gaps. Please note, this analysis does not control for students' GPAs prior to CC participation, so this does not show a causal connection between CC participation and higher GPAs.

### NSSE Outcomes

Tables 11, 12, and 13 show 3 different groups of items from the NSSE data taken from the following sections in the survey: 1) Reflective and Integrative Learning, 2) Discussions with Diverse Others, and 3) Perceived Gains. All items are Likert-type scales that ask students to self-report how often they did something (Tables 11 and 12) or to what extent they thought they gained a skill (Table 13) while at CSU. This section uses data from students who were seniors in Spring 2016 and who had taken the NSSE that term.

Table 11 presents the percent of students who replied Often/Very Often to items related to Reflective and Integrative Learning by CC participation status.

**Table 11. Percent of Students Reporting Often/Very Often – Reflective and Integrative Learning**

Reflective and Integrative Learning	Non-Participant (n = 1,670)	CC Participant (n = 66)	PP Difference
Connected ideas from your courses to your prior experiences and knowledge	84.7%	89.1%	4.4
Included diverse perspectives in course discussions or assignments	44.9%	69.2%	24.3
Combined ideas from different courses when completing assignments	75.3%	77.3%	2.0
Learned something that changed the way you understand an issue or concept	70.4%	76.9%	6.5
Examined the strengths and weaknesses of your own views on a topic or issue	63.6%	80.0%	16.4
Tried to better understand someone else's views by imagining how an issue looks like from his or her perspective	68.0%	86.2%	18.2
Connected your learning to societal problems or issues	61.6%	73.8%	12.2

Table 11 shows that CC participants report Often/Very Often at a higher rate across all measures of Reflective and Integrative Learning. The item with the largest PP difference is how often students “included diverse perspectives in course discussions or assignments”: 69.2% of CC participants report they included diverse perspectives often or very often, compared to 44.9% of non-participants. The item with the second largest PP difference is how often students “tried to better understand someone else’s views by imagining how an issue looks like from his or her perspective”: 86.2% of CC participants report they tried to better understand someone else’s views in this way often or very often, compared to 68% of non-participants.

The NSSE data includes a cumulative measure for engagement indicators (Reflective and Integrative Learning is one of these indicators) that takes into account all of the survey items that comprise that indicator. On average, CC participants score 41.4 on this cumulative measure, which is 3.4 points higher than the average score among non-participants (38.0).



Table 12 presents the percent of students who replied Often/Very Often to items related to discussions with diverse others by CC participation status.

**Table 12. Percent of Students Reporting Often/Very Often – Discussions with Diverse Others**

Discussions with Diverse Others	Non-Participant (n = 1,596)	CC Participant (n = 63)	PP Difference
Had discussions with people of a race or ethnicity other than your own	56.3%	73.0%	16.7
Had discussions with people from a different economic background other than your own	66.9%	77.8%	10.9
Had discussions with people with religious beliefs other than your own	67.6%	77.4%	9.8
Had discussions with people with political views other than your own	67.8%	69.8%	2.0

Table 12 shows that CC participants report Often/Very Often at a higher rate across all measures of Discussions with Diverse Others. The item with the largest PP difference is how often students “had discussions with people of a race or ethnicity other than your own”: 73% of CC participants report they had discussions with people of a different race or ethnicity often or very often, compared to 56.3% of non-participants. The item with the second largest PP difference is how often students “had discussions with people from a different economic background other than your own”: 77.8% of CC participants report they had discussions with people of a different economic background often or very often, compared to 66.9% of non-participants.

Discussions with Diverse Others is also an engagement indicator for which NSSE provides a cumulative score that takes into account all items within the indicator. On average, CC participants score 42.7 on this cumulative measure, which is 4.6 points higher than the average score among non-participants (38.1).

Table 13 presents the percent of students who replied Quite a Bit/Very Much to items related to the degree to which students made gains in the area (Perceived Gains) by CC participation status. Please note that a positive PP difference indicates that CC participants have a *higher* percentage reporting Quite a Bit/Very Much compared to non-participants and a negative PP difference indicates that CC participants have a *lower* percentage reporting Quite a Bit/Very Much compared to non-participants.

**Table 13. Percent of Students Reporting Quite a Bit/Very Much – Perceived Gains**

Perceived Gains	Non-Participant (n = 1,534)	CC Participant (n = 61)	PP Difference
Writing clearly and effectively	65.6%	56.5%	-9.1
Speaking clearly and effectively	61.7%	68.3%	6.6
Thinking critically and analytically	84.4%	88.5%	4.1
Analyzing numerical and statistical information	66.3%	50.8%	-15.5
Acquiring job- or work-related knowledge and skills	64.9%	78.7%	13.8
Working effectively with others	68.4%	80.3%	11.9
Developing or clarifying a personal code of values and ethics	55.1%	60.7%	5.6
Understanding people of other backgrounds	49.4%	54.1%	4.7
Solving complex real-world problems	61.2%	60.7%	-0.5
Being an informed and active citizen	51.3%	67.2%	15.9



Table 13 shows that CC participants report Quite a Bit/Very Much at higher rates across most measures related to Perceived Gains. The item with the largest PP difference where CC participants have a higher rate of reporting quite a bit or very much is students' perceived gains in "being an informed and active citizen": 67.2% of CC participants report gains in being an informed and active citizen compared to 51.3% of non-participants. The item with the second largest (positive) PP difference is students' perceived gains in "acquiring job- or work-related knowledge and skills": 78.7% of CC participants report gains in acquiring this kind of knowledge compared to 64.9% of non-participants.

## Conclusion

Among CC participants, the vast majority of students (82.5%) participate in CC for 1 term. Nearly 96% of CC participants participate in CC 1 or 2 terms during their college career. The median first year of CC participation is year 2 and year 2 is also the highest represented year in the distribution. Compared to CSU demographic rates overall, first-generation and RM students are overrepresented among Campus Connections participants. Non-residents and males are underrepresented among Campus Connections participants compared to CSU students overall.

CC participation appears to be associated with positive student success outcomes. Students who participate in CC have higher persistence rates, higher graduation rates, faster time to graduation, higher cumulative GPAs, and a positive association with several NSSE constructs compared to students who do not participate in CC. These positive associations, however, do not control for other factors that might influence this relationship like demographic attributes or prior academic preparedness. It is important to note that while CC participation appears to be related to positive success outcomes, it is unclear whether participation promotes these outcomes or whether high-performing students are more likely to participate in CC in the first place.



## Appendix A

Table A.1. Campus Connections Participant Counts by Full Year and Term

<b>Year/Term</b>	<b>Count</b>
<b>2010</b>	<b>40</b>
SP10	40
<b>2011</b>	<b>181</b>
FA10	67
SP11	114
<b>2012</b>	<b>271</b>
FA11	140
SP12	131
<b>2013</b>	<b>294</b>
FA12	160
SP13	134
<b>2014</b>	<b>321</b>
SM13	38
FA13	146
SP14	137
<b>2015</b>	<b>289</b>
SM14	23
FA14	115
SP15	151
<b>2016</b>	<b>309</b>
FA15	148
SP16	161
<b>2017</b>	<b>291</b>
FA16	144
SP17	147
<b>2018</b>	<b>158</b>
FA17	145
SP18	13
<b>Total</b>	<b>2154</b>



The majority of Campus Connections participants identify as White. Since 2015, a higher percentage of Campus Connections participants identify as Hispanic/Latino. Table A.2, below, presents yearly counts by race/ethnicity.

**Table A.2**

	Asian	Black	Hawaiian/Pac Islander	Hispanic/ Latino	International	Multi- Racial	Native American	No Response	White
2010				5		1	1	1	32
2011	3	4		19	1	3		8	143
2012	2	15		24	4	10		12	204
2013	6	7	1	27	2	12	2	15	222
2014	9	12		30	2	14	1	16	237
2015	6	6		39	4	11		8	215
2016	6	11	1	40	1	8	2	9	231
2017	3	7		41		12	2	8	218
2018	1	3		15		9		3	127
<b>Total</b>	<b>36</b>	<b>65</b>	<b>2</b>	<b>240</b>	<b>14</b>	<b>80</b>	<b>8</b>	<b>80</b>	<b>1629</b>



**Table A.3. Campus Connections Participant Counts by Department**

	2010	2011	2012	2013	2014	2015	2016	2017	2018	Total
<b>Health and Human Sciences</b>	<b>27</b>	<b>103</b>	<b>126</b>	<b>138</b>	<b>161</b>	<b>155</b>	<b>134</b>	<b>176</b>	<b>93</b>	<b>1113</b>
Human Development & Family Studies	25	80	83	103	127	132	108	142	71	871
School of Social Work		8	15	11	17	10	15	22	9	107
Health and Exercise Science	1	4	17	17	11	5	4	8	8	75
School of Education	1	3	5	2	3	1	4	4		23
Food Science & Human Nutrition		1	5	4	3	5	1		3	22
Health and Human Sciences Intra-College		7								7
Design and Merchandising			1	1		2	2		1	7
Construction Management									1	1
<b>Natural Sciences</b>	<b>11</b>	<b>39</b>	<b>67</b>	<b>71</b>	<b>66</b>	<b>55</b>	<b>77</b>	<b>45</b>	<b>41</b>	<b>472</b>
Psychology	11	39	51	52	44	45	60	37	39	378
Biology			9	8	19	7	9	6	2	60
Mathematics			4	8		1	2			15
Biochemistry & Molecular Bio			1	2	3					6
Chemistry			2	1			3			6
Physics							2	2		4
Natural Sciences Intra-College						2				2
Statistics							1			1
<b>Liberal Arts</b>	<b>2</b>	<b>30</b>	<b>56</b>	<b>61</b>	<b>63</b>	<b>41</b>	<b>49</b>	<b>36</b>	<b>15</b>	<b>353</b>
Sociology	1	1	13	14	18	9	9	9	4	78
English		7	6	9	5	7	6	4		44
Liberal Arts Intra-College		1	5	10	3	4	7	6	1	37
Journalism & Media Communication		1	5	5	9	1	6	4	1	32
Communication Studies		4	4	2	4	5	7	3	2	31
Political Science		4	8	4	4		3	4	2	29
History		3	10	3	2	3	1		2	24
Art and Art History		2	1	5	7	2	1	3	1	22
Languages, Literatures and Cultures		5	1	1	3	3	2	1		16
Economics		1	1	3	3	1	1	1	1	12
Anthropology			2	4	2	3				11
Philosophy	1	1			2		3	1	1	9
Ethnic Studies				1	1		2			4
School Music, Theatre, & Dance						3	1			4
<b>Business</b>		<b>2</b>	<b>6</b>	<b>2</b>	<b>12</b>	<b>12</b>	<b>11</b>	<b>8</b>	<b>3</b>	<b>56</b>
<b>Veterinary Medicine &amp; Biomedical Sci</b>		<b>1</b>	<b>6</b>	<b>11</b>	<b>7</b>	<b>4</b>	<b>11</b>	<b>7</b>	<b>3</b>	<b>50</b>
<b>Intra-University</b>		<b>2</b>	<b>3</b>	<b>5</b>	<b>3</b>	<b>9</b>	<b>18</b>	<b>9</b>		<b>49</b>
<b>Warner College of Natural Resources</b>		<b>3</b>	<b>1</b>	<b>3</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>3</b>	<b>3</b>	<b>28</b>
<b>Agricultural Sciences</b>			<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>2</b>	<b>2</b>		<b>18</b>
<b>Engineering</b>		<b>1</b>	<b>4</b>			<b>3</b>	<b>2</b>	<b>5</b>		<b>15</b>
<b>Grand Total</b>	<b>40</b>	<b>181</b>	<b>271</b>	<b>294</b>	<b>321</b>	<b>289</b>	<b>309</b>	<b>291</b>	<b>158</b>	<b>2154</b>