

Learning Community Annual Report: FA18 Cohort

Learning communities (LC) at CSU support student success by providing supportive, academically-focused environments for cohorts of students. Through curricular and complementary co-curricular learning experiences, LC members progress toward becoming more successful students as well as empowered and engaged individuals on campus and in the community. As transitioning to college life can be challenging for many students, most LCs limit membership to first year students, though some also allow transfer students and others are reserved for continuing students only. This LC Annual Report includes those LCs with a focus on first-year students and compares first time, full-time (FTFT) LC students to FTFT students that are not in a LC.

Consistent with previous annual reporting, this report examines first-year student success indicators (e.g., freshman retention, first fall GPA, first spring GPA) between learning community and non-learning community students for the FA18 cohort. Additionally, this report explores the variation in learning community success across the FA13 through FA18 cohorts and how learning community participation is related to CSU's gap closing efforts.

The LCs included in this report include Arts and Creative Expression (ACE); Walter Scott, Jr. College of Engineering LC (WSCOPE); Global Village (GV); Health and Exercise Science LC (HES); Honors Residential LC (Honors), Key Communities (Key); and the Leadership Development Community (LDC), as well as several LCs within the College of Natural Sciences (CNS) and the Warner College of Natural Resources (WCNR). Detailed metrics for each of these LCs are provided in separate reports.

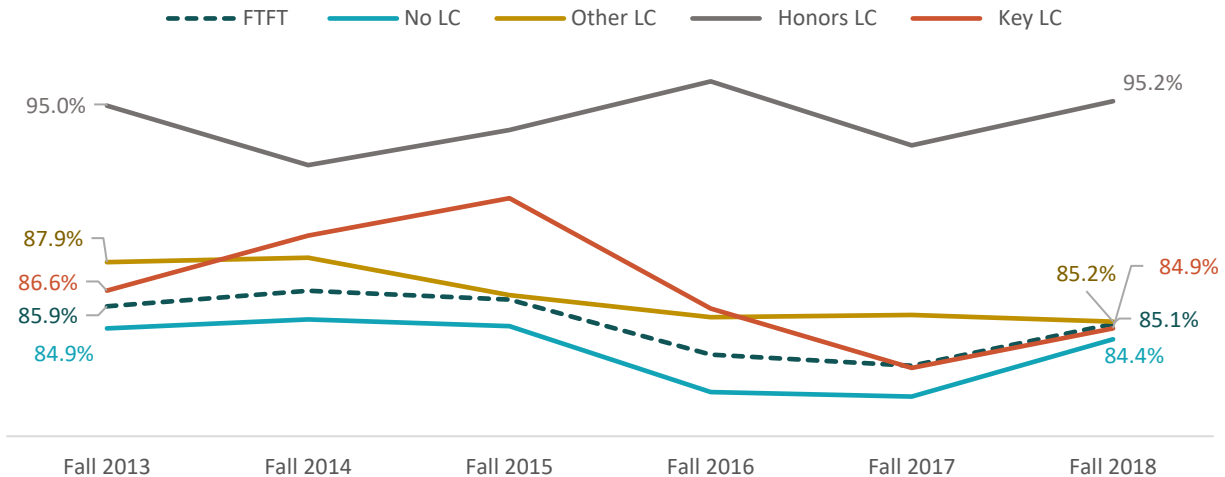
Key Findings

- About one-third of each FTFT cohort participate in a learning community; this has remained consistent over time.
- The proportion of students within learning communities who identify as racially minoritized, Pell, or first generation has increased over time. Between 2013 and 2018, the proportion of racially minoritized students increased by more than 10 PP. Key communities serve the largest proportion of diverse students.
- The proportion of non-residents in learning communities increased significantly from 2017 to 2018; about 36% of all LC participants are non-residents in 2018 compared to 29% in 2017.
- Student success metrics (e.g., second fall persistence and GPA) varied by LC; generally, about half of LCs perform above the FTFT cohort average.
- LC students typically persist at higher rates compared to the overall cohort average; however, this is primarily due to the Honors LC.

Overall Learning Community Success

Figure 1 displays the second fall persistence rates for the FA13 through FA18 FTFT cohorts.

Figure 1: Second Fall Persistence of First-time, Full-Time Cohorts by LC Status



Similar to previous years, FA18 Honors LC students persisted to second fall at a higher rate compared to all other categories at 95.2%. Non-Key, Non-Honors (Other LC) students persisted at approximately the same rate as the FA18 FTFT cohort rate (~85%), which is about one PP above the rate for students who did not participate in an LC (84.4%). With the exception of Honors LC students, differences between the remaining groups are minimal. Second fall persistence rates increased by about 2 PP for LCs overall from 2017 to 2018.

Table 1 displays the first-year student success metrics and demographic characteristics by learning community status for the FA18 FTFT cohort. These data, as well as additional metrics, are provided for all available cohorts (FA13-FA18) in [Appendix A: Demographics and Success Rates by Learning Community Status](#) (p.7).

Table 1: First-time, Full-Time (FTFT) Demographics and Success Rates by Learning Community Status, FA18

	Headcount	CCH Index	First Gen	RM	Pell	Non-resident	Persist to 2nd fall	Fall EOT GPA	Spring EOT GPA	First Fall Probation	First Spring Probation
FA18 FTFT Cohort	5,279	115.5	22.5%	28.1%	21.3%	36.7%	85.1%	2.95	2.96	13.2%	7.8%
No Learning Community	3,528	114.2	19.4%	22.6%	18.5%	37.2%	84.4%	2.90	2.96	14.3%	7.8%
All Learning Communities	1,751	118.1	28.7%	39.1%	27.1%	35.9%	86.4%	3.04	2.97	11.0%	7.8%
Non-Key, Non-Honors LC	899	119.8	19.2%	28.9%	18.0%	41.4%	85.2%	3.01	2.87	10.3%	8.8%
Honors LC	230	133.1	8.7%	16.5%	8.3%	44.3%	95.2%	3.74	3.70	1.3%	0.9%
Key LC	622	110.3	49.8%	62.2%	47.3%	24.9%	84.9%	2.82	2.82	15.4%	8.8%

About 33% of the FA18 cohort participated in a learning community. This is similar to previous cohorts, despite an increase in cohort size. Non-Key, non-Honors LCs have doubled in size from FA13 to FA18, while Key communities have increased by about 36% (see [Appendix A, Table 1](#)).

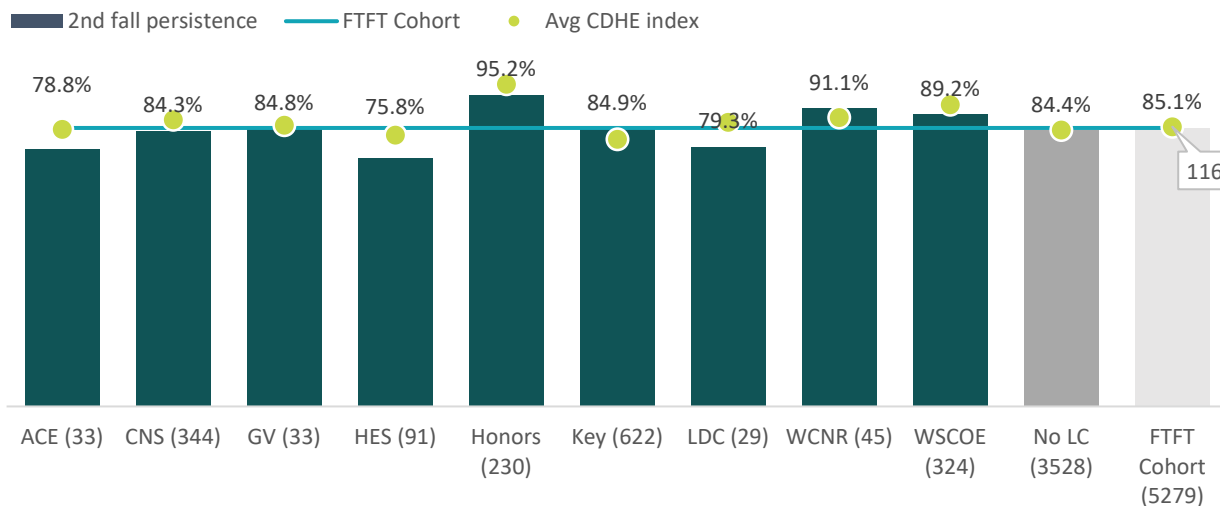
Overall, the proportion of racially minoritized, first generation, and Pell recipients among learning community participants has increased over time. These identities are overrepresented in the Key LCs compared to other learning communities, as well as students who do not participate in an LC and the FA18 cohort overall. Key LCs have the smallest proportion of nonresidents and a lower GPA during their first and second terms. Students in the Honors LC have the lowest proportion of historically underrepresented characteristics, the largest proportion of non-residents, and tend to be more academically successful than other LCs and the FA18 cohort overall. These trends have remained consistent across time.

Key and HES LC students have the largest proportion of participants on academic probation during their first fall (15%), while ACE students have the largest proportion during their first spring (13%). Both Key and HES LC students exceeded the FA18 FTFT cohort rate as well as the No LC rate in FA18. In SP19, ACE, Global Village, HES, Key, and WSCOEE exceeded the FTFT cohort and No LC rate. Key students in the FA17 FTFT cohort exceeded the overall cohort fall probation rate for the first time by about 2 PP. The fall probation rate among all groups increased slightly from FA15 to FA17 with the exception of Honors, and decreased by about 1-2 PP from FA17 to FA18. First spring probation rates have been declining by 1-2 PP each year for most groups, with the exception of Key. The Key communities’ spring probation rate increased steadily between FA15 and FA17, and decreased slightly (about 2 PP) between FA17 and FA18 (see [Appendix A, Table 2](#)).

Success by Learning Community

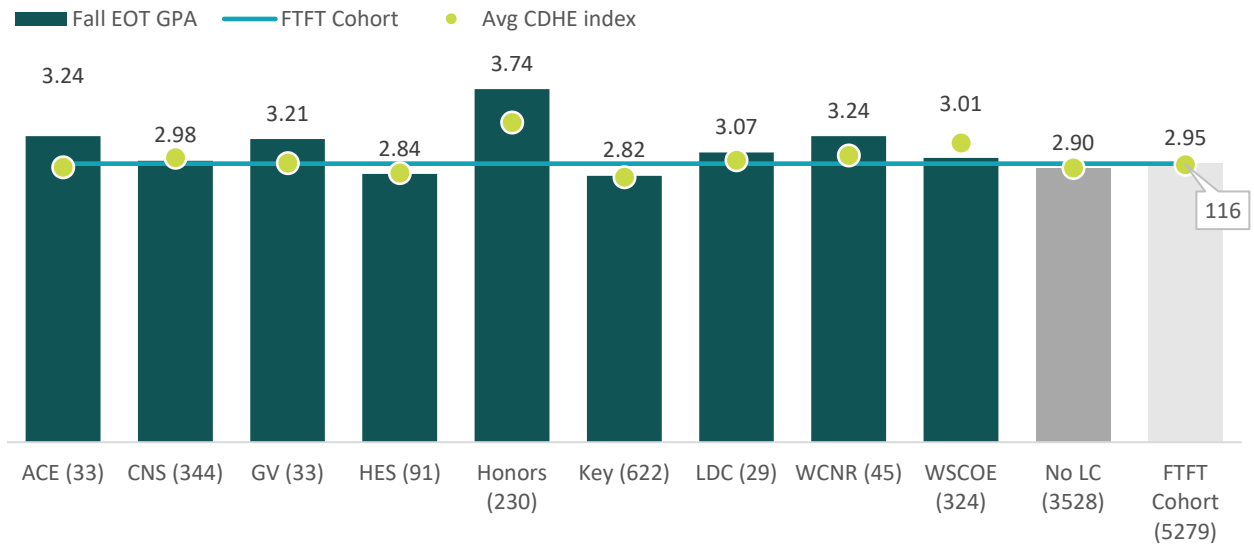
The following four figures display second fall persistence (Figure 2), first fall GPA (Figure 3), first spring GPA (Figure 4), and first year academic probation rates (Figure 5) by learning community with non-learning community students and the overall FA18 FTFT values provided as points of reference. In each of these figures, the lighter blue line represents the overall FA18 FTFT cohort rate or GPA so communities with rates or GPAs above or below the overall cohort are easily identified.

Figure 2: Second Fall Persistence and Index by Learning Community FA18



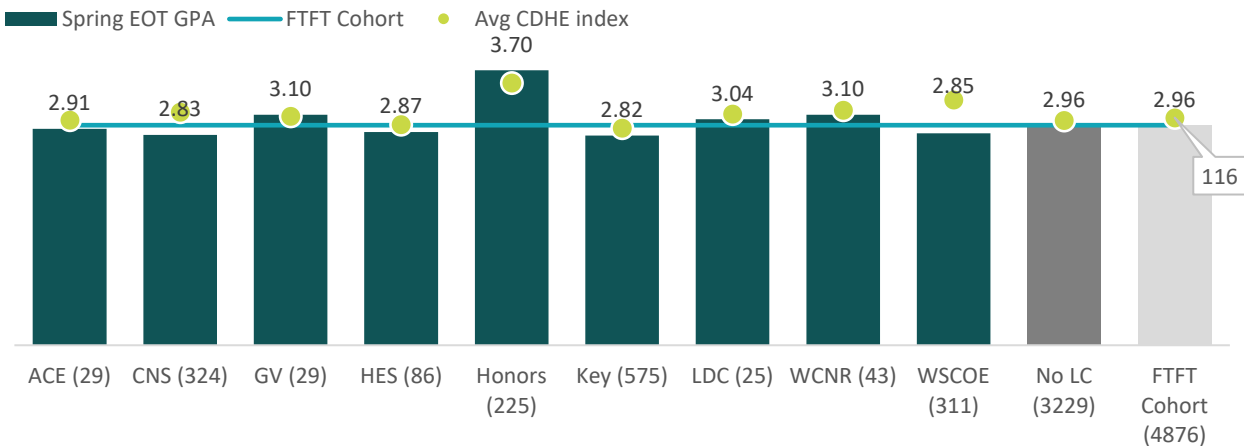
Three learning communities persisted to second fall above the FA18 FTFT rate (Honors, 95%; WCNR, 91%; and WSCOEE, 89%). In addition to these LCs, College of Natural Sciences, and the Leadership Development Community had higher indexes compared to the FA18 cohort. Similar to 2017, the persistence rate for Key LC is roughly equal to the FTFT cohort average.

Figure 3: First Fall Term GPA and Index by Learning Community FA18



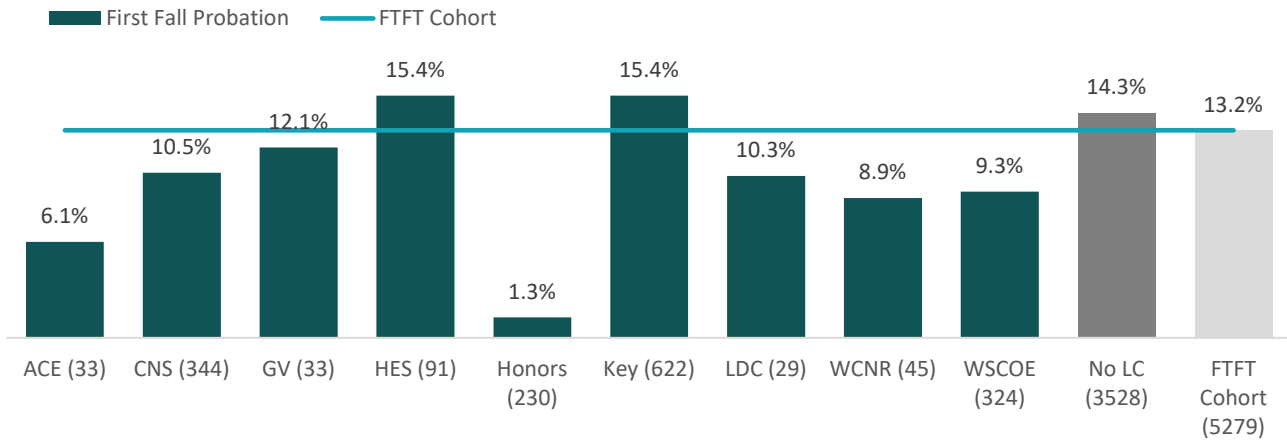
The majority of LCs’ first fall end of term GPA was above the FTFT cohort average (2.95), with the exception of HES (2.84) and Key (2.82). Similar to 2017, FA18 Key students’ GPA is below the overall cohort average as well as the no LC average (2.90).

Figure 4: First Spring Term GPA and Index by Learning Community FA18



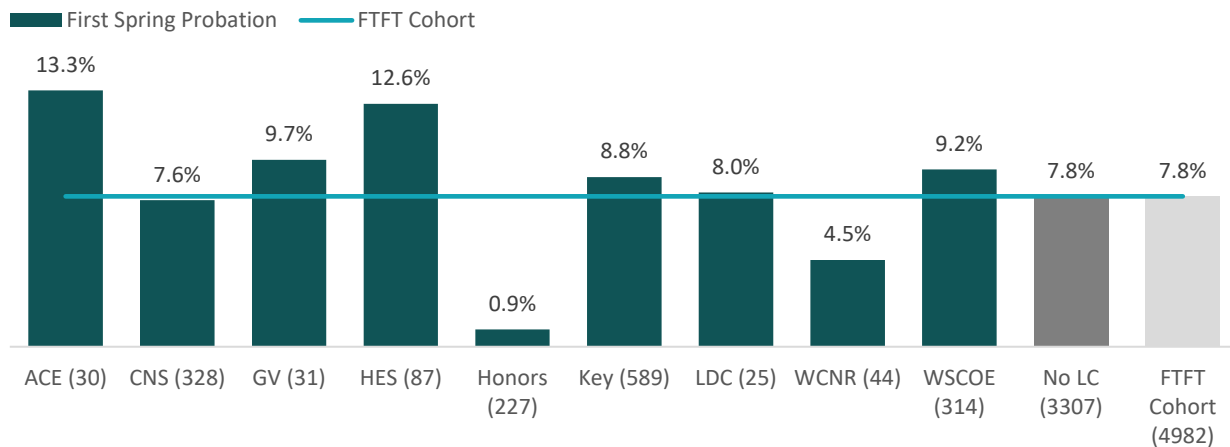
Four LCs had spring GPAs above the overall cohort average of 2.96, including GV (3.10), Honors (3.70), LDC (3.04).

Figure 5: First Fall Academic Probation Rates by Learning Community FA18



The majority of learning communities have a first fall academic probation rate that is below that of the FA18 FTFT cohort (13%) and the No LC group (14%). Key communities (15%) and HES (15%) are above the overall cohort rate.

Figure 6: First Spring Academic Probation Rates by Learning Community FA18



The majority of learning communities have first spring probation rates that are roughly equal to or above the overall FTFT cohort rate (8%). However, it is important to note that several communities have very small headcounts (ACE, GV, LDC, WCNR), making these probation rates volatile.

Persistence Rate Gaps by Demographic Group

This section discusses the difference in second fall retention rates by cohort across demographic groups. PP differences between the groups are calculated as 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 at the end of Appendix A.

Racially Minoritized vs. Non-Minoritized

Across all learning communities, racially minoritized students persisted to their second fall at a lower rate. This gap was smallest within the Honors LC, in which RM students persisted at 94.7%, compared to 95.3% for non-

RM. The largest gap is largest for non-Key, non-Honors LCs at 8 PP (87.5% v. 79.6%). Among Key students in the FA18 cohort, the gap is almost zero, in contrast to a large gap in 2017 (6 PP). Until the FA17 cohort, Key RM students persisted at a higher rate compared to Key non-RM students.

First Generation vs. Continuing Generation

With the exception of the Honors LC, first generation students tend to persist at a lower rate compared to continuing generation students. First gen Honors LC students persisted at 100%, compared to 95% of continuing gen students. The persistence gap is negligible for Key students (0.6 PP), and largest between the non-Honors, non-Key LCs (7 PP). In comparison to the FA17 cohort, gaps have decreased across all groups.

Pell vs. Non-Pell Recipients

Pell recipients tend to persist at between 6 and 8 PP lower compared to non-Pell students across all groups, with the exception of Honors LC students. Pell recipients in the Key LCs have typically persisted at a higher rate compared to non-Pell students, but now persist at 6 PP lower (82% compared to 88%). This is a significant gap increase compared to the FA17 cohort (82% vs. 88%).

Residents vs. Non-Residents

The proportion of non-residents who participate in learning communities has increased from about 27% of all participants in FA13 to 36% in FA18. Resident LC students persist at a higher rate compared to non-residents, with the exception of FA18 cohort Key students. This is a change from previous years, in which resident Key students persisted at higher rates. The largest positive gap for residents in FA18 is among the non-Honors, non-Key LC groups (88% compared to 82%); the smallest positive gap is between Honors (96% vs. 94%).

Conclusions

Learning communities continue to serve a diverse population of students, especially within Key communities. Between 2013 and 2018, the proportion of racially minoritized, Pell recipient, and first generation students who participated in learning communities increased, particularly for racially minoritized students. The Honors LC has the lowest proportion of diverse characteristics compared to non-Honors, non-Key LCs and Key. Averaged together, learning communities tend to persist to their second fall at a higher rate with higher average first year GPAs compared to the overall student average and those who don't participate in a learning community. However, this is due primarily to Honors LC. Among non-Key, non-Honors communities, success measures vary in relationship to the overall cohort average and the non-LC average.

It is important to acknowledge that each learning community has program and learning outcomes that are specific to the major or type of student the LC intends 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. Demographics and Success Rates by Learning Community Status

The following table display characteristics of the FTFT cohorts in this study. Reported percentages for racial and ethnic classifications are not mutually exclusive as students may identify with more than one racial or ethnic group.

Table 2: First-time, Full-Time (FTFT) Demographics by Learning Community Status

		Headcount		Index	Female	FG	Pell	NR	Minoritized	Hisp Latinx	Amer Ind	Black/ Afr Amer	Asian/ Haw/ Pac Is
FA13	Overall	4,425	100.0%	115.1	54.5%	24.3%	21.5%	26.0%	20.7%	12.2%	2.5%	3.5%	4.7%
	No Learning Community	3,342	75.5%	113.5	54.5%	23.6%	20.1%	25.9%	18.6%	11.2%	2.4%	2.4%	4.7%
	All Learning Communities	1,083	24.5%	120.0	54.2%	26.4%	25.9%	26.3%	27.1%	15.2%	3.0%	6.9%	5.0%
	Non-Key, Non-Honors LC	448	10.1%	120.3	37.5%	18.1%	16.3%	26.8%	15.0%	9.2%	2.5%	1.1%	3.8%
	Honors LC	238	5.4%	133.4	68.9%	13.0%	8.8%	35.7%	14.7%	5.9%	1.7%	0.8%	6.7%
	Key LC	397	9.0%	111.5	64.2%	43.8%	47.1%	20.2%	48.4%	27.7%	4.3%	17.1%	5.3%
FA14	Overall	4,344	100.0%	115.1	54.8%	24.1%	21.1%	27.7%	21.0%	12.4%	2.0%	3.6%	4.9%
	No Learning Community	2,888	66.5%	113.1	54.3%	23.2%	19.7%	27.0%	18.0%	11.1%	2.0%	2.3%	4.6%
	All Learning Communities	1,456	33.5%	118.9	55.8%	26.0%	23.8%	29.1%	27.0%	15.0%	1.9%	6.2%	5.5%
	Non-Key, Non-Honors LC	788	18.1%	118.9	47.6%	20.6%	18.5%	29.8%	19.4%	12.7%	1.4%	1.9%	4.8%
	Honors LC	246	5.7%	133.3	70.3%	11.4%	12.2%	38.2%	14.6%	7.3%	1.2%	1.2%	5.3%
	Key LC	422	9.7%	110.5	62.8%	44.8%	40.5%	22.3%	48.3%	23.7%	3.1%	17.3%	6.9%
FA15	Overall	4,728	100.0%	114.9	53.2%	25.9%	20.5%	30.4%	21.7%	12.9%	1.9%	3.7%	5.4%
	No Learning Community	3,234	68.4%	113.0	52.2%	25.4%	19.7%	29.9%	18.6%	11.0%	1.9%	2.9%	4.8%
	All Learning Communities	1,494	31.6%	118.9	55.4%	27.0%	22.0%	31.5%	28.2%	16.9%	1.7%	5.4%	6.7%
	Non-Key, Non-Honors LC	802	17.0%	119.3	48.0%	21.2%	16.5%	34.4%	20.9%	12.7%	1.5%	2.0%	6.1%
	Honors LC	246	5.2%	132.8	70.3%	11.8%	10.6%	38.2%	17.9%	7.7%	0.8%	1.2%	10.2%
	Key LC	446	9.4%	110.7	60.5%	45.7%	38.3%	22.4%	47.1%	29.4%	2.7%	13.7%	5.8%
FA16	Overall	4,916	100.0%	115.7	56.1%	22.8%	20.8%	31.8%	25.3%	14.8%	2.1%	4.7%	6.8%
	No Learning Community	3,290	66.9%	114.1	55.4%	20.2%	18.6%	32.4%	21.5%	12.3%	1.7%	3.1%	6.9%
	All Learning Communities	1,626	33.1%	118.9	57.4%	28.0%	25.2%	30.6%	33.2%	19.9%	2.9%	7.9%	6.4%
	Non-Key, Non-Honors LC	862	17.5%	120.4	51.9%	19.7%	17.4%	34.1%	23.0%	13.0%	2.9%	4.9%	5.8%
	Honors LC	256	5.2%	133.0	74.6%	11.7%	12.1%	37.1%	16.8%	9.0%	0.4%	2.0%	6.2%
	Key LC	508	10.3%	109.2	58.1%	50.4%	44.9%	21.5%	58.9%	37.2%	4.1%	16.1%	7.5%
FA17	Overall	4,983	100.0%	115.6	53.9%	22.8%	21.9%	33.4%	27.7%	17.2%	2.8%	4.6%	6.9%
	No Learning Community	3,304	66.3%	114.2	52.8%	19.3%	19.0%	35.6%	21.9%	13.3%	2.2%	3.1%	6.5%
	All Learning Communities	1,679	33.7%	118.2	56.1%	29.7%	27.4%	29.2%	39.1%	25.0%	4.1%	7.5%	7.8%
	Non-Key, Non-Honors LC	816	16.4%	120.0	51.0%	18.4%	15.8%	34.7%	26.1%	14.7%	2.9%	3.4%	9.1%
	Honors LC	265	5.3%	132.6	73.2%	12.8%	14.3%	37.0%	18.1%	11.7%	2.6%	1.1%	4.2%

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		Headcount		Index	Female	FG	Pell	NR	Minoritized	Hispanic Latinx	Amer Ind	Black/ Afr Amer	Asian/ Haw/ Pac Is
FA18	Key LC	598	12.0%	109.2	55.5%	52.7%	49.0%	18.2%	66.2%	45.0%	6.4%	15.9%	7.7%
	Overall	5,279	100.0%	115.5	53.8%	22.5%	21.3%	36.7%	28.1%	16.9%	3.3%	4.6%	7.3%
	No Learning Community	3,528	66.8%	114.2	52.7%	19.4%	18.5%	37.2%	22.6%	12.9%	2.7%	3.2%	7.5%
	All Learning Communities	1,751	33.2%	118.1	56.0%	28.7%	27.1%	35.9%	39.1%	24.8%	4.5%	7.4%	7.1%
	Non-Key, Non-Honors LC	899	17.0%	119.8	51.8%	19.2%	18.0%	41.4%	28.9%	16.7%	3.9%	5.2%	6.9%
	Honors LC	230	4.4%	133.1	74.8%	8.7%	8.3%	44.3%	16.5%	7.0%	2.2%	2.2%	7.0%
	Key LC	622	11.8%	110.3	55.0%	49.8%	47.3%	24.9%	62.2%	43.2%	6.1%	12.4%	7.4%

Table 3: First-time, Full-Time (FTFT) Success Rates by Learning Community Status

		Headcount		Persist to 2nd fall	Persist to 3rd fall	Fall EOT GPA	Spring EOT GPA	Completed 30 credits 1st year*		1st Fall Probation	1st Spring Probation
FA13	Overall	4,425	100.0%	85.9%	77.8%	2.91	2.88	44.1%	4,425	11.6%	9.6%
	No Learning Community	3,342	75.5%	84.9%	76.3%	2.85	2.84	40.4%	3,342	12.8%	9.7%
	All Learning Communities	1,083	24.5%	89.0%	82.4%	3.16	2.98	55.6%	1,083	8.0%	9.1%
	Non-Key, Non-Honors LC	448	10.1%	87.9%	79.0%	2.91	2.72	54.2%	448	11.2%	16.3%
	Honors LC	238	5.4%	95.0%	92.0%	3.64	3.58	84.9%	238	0.4%	0.9%
	Key LC	397	9.0%	86.6%	80.4%	3.05	2.91	39.5%	397	9.1%	5.9%
FA14	Overall	4,344	100.0%	86.6%	78.3%	2.91	2.93	41.9%	4,344	12.2%	9.4%
	No Learning Community	2,888	66.5%	85.3%	76.6%	2.84	2.90	37.8%	2,888	13.6%	10.0%
	All Learning Communities	1,456	33.5%	89.1%	81.7%	3.05	2.98	50.1%	1,456	9.6%	8.2%
	Non-Key, Non-Honors LC	788	18.1%	88.1%	80.8%	2.92	2.85	47.7%	788	12.1%	10.1%
	Honors LC	246	5.7%	92.3%	89.4%	3.62	3.57	81.7%	246	1.2%	1.3%
	Key LC	422	9.7%	89.1%	78.7%	2.97	2.87	36.0%	422	10.0%	8.9%
FA15	Overall	4,728	100.0%	86.2%	77.6%	2.92	2.92	41.9%	4,728	12.1%	9.0%
	No Learning Community	3,234	68.4%	85.0%	75.9%	2.85	2.87	37.8%	3,234	13.3%	10.1%
	All Learning Communities	1,494	31.6%	89.0%	81.2%	3.08	3.03	50.8%	1,494	9.6%	6.7%
	Non-Key, Non-Honors LC	802	17.0%	86.4%	79.8%	2.93	2.91	47.1%	802	12.5%	8.9%
	Honors LC	246	5.2%	93.9%	88.6%	3.61	3.65	78.9%	246	2.4%	0.0%
	Key LC	446	9.4%	90.8%	79.6%	3.04	2.90	41.9%	446	8.5%	6.5%
FA16	Overall	4,916	100.0%	83.7%	74.6%	2.92	2.91	39.9%	4,916	13.4%	10.1%
	No Learning Community	3,290	66.9%	82.0%	73.0%	2.85	2.89	36.2%	3,290	14.9%	10.9%
	All Learning Communities	1,626	33.1%	87.2%	77.8%	3.05	2.95	47.4%	1,626	10.3%	8.7%
	Non-Key, Non-Honors LC	862	17.5%	85.4%	74.9%	2.96	2.84	44.4%	862	12.1%	10.5%
	Honors LC	256	5.2%	96.1%	93.0%	3.72	3.62	83.6%	256	0.4%	0.0%
	Key LC	508	10.3%	85.8%	75.0%	2.87	2.79	34.3%	508	12.2%	10.4%
FA17	Overall	4,983	100.0%	83.2%	75.5%	2.88	2.93	38.8%	4,983	14.4%	8.8%

		Headcount		Persist to 2nd fall	Persist to 3rd fall	Fall EOT GPA	Spring EOT GPA	Completed 30 credits 1st year*		1st Fall Probation	1st Spring Probation
FA18	No Learning Community	3,304	66.3%	81.8%	74.0%	2.83	2.89	35.3%	3,304	15.4%	9.2%
	All Learning Communities	1,679	33.7%	85.9%	78.4%	2.98	3.00	45.6%	1,679	12.4%	8.0%
	Non-Key, Non-Honors LC	816	16.4%	85.5%	78.6%	2.92	2.93	42.8%	816	13.1%	8.6%
	Honors LC	265	5.3%	93.2%	88.3%	3.66	3.62	77.7%	265	0.8%	0.0%
	Key LC	598	12.0%	83.1%	73.9%	2.77	2.80	35.1%	598	16.7%	10.8%
	Overall	5,279	100.0%	85.1%	NA	2.95	2.96	40.5%	5,279	13.2%	7.8%
	No Learning Community	3,528	66.8%	84.4%	NA	2.90	2.96	36.8%	3,528	14.3%	7.8%
	All Learning Communities	1,751	33.2%	86.4%	NA	3.04	2.97	48.0%	1,751	11.0%	7.8%
	Non-Key, Non-Honors LC	899	17.0%	85.2%	NA	3.01	2.87	45.9%	899	10.3%	8.8%
	Key LC	622	11.8%	84.9%	NA	2.82	2.82	38.4%	622	15.4%	8.8%

Table 4: Minoritized Status Second Fall Persistence Gaps by LC Status

		FA13		FA14		FA15		FA16		FA17		FA18	
Cohort overall	Non-minoritized	86.3%	3,507	87.1%	3,431	86.8%	3,703	84.7%	3,670	84.6%	3,603	86.3%	3,798
	Minoritized	84.5%	916	84.6%	912	84.2%	1,024	80.8%	1,246	79.5%	1,380	82.0%	1,481
	PP gap	-1.80	4,423	-2.5	4,343	-2.6	4,727	-3.9	4,916	-5.1	4,983	-4.3	5,279
No Learning Community	Non-minoritized	85.6%	2,718	86.2%	2,368	85.8%	2,631	83.2%	2,584	83.1%	2,581	85.4%	2,732
	Minoritized	82.2%	622	81.3%	519	81.4%	602	77.8%	706	77.3%	723	80.8%	796
	PP gap	-3.4	3,340	-4.9	2,887	-4.4	3,233	-5.4	3,290	-5.8	3,304	-4.6	3,528
All Learning Communities	Non-minoritized	88.8%	789	89.1%	1,063	89.3%	1,072	88.4%	1,086	88.5%	1,022	88.4%	1,066
	Minoritized	89.5%	294	89.1%	393	88.2%	422	84.8%	540	81.9%	657	83.4%	685
	PP gap	0.7	1,083	0.0	1,456	-1.1	1,494	-3.6	1,626	-6.6	1,679	-5.0	1,751
Non-Key, Non-Honors LC	Non-minoritized	89.0%	381	88.2%	635	87.5%	634	87.5%	664	87.2%	603	87.5%	639
	Minoritized	82.1%	67	87.6%	153	82.1%	168	78.3%	198	80.8%	213	79.6%	260
	PP gap	-6.9	448	-0.6	788	-5.4	802	-9.2	862	-6.4	816	-7.9	899
Honors LC	Non-minoritized	94.1%	203	93.8%	210	93.6%	202	95.8%	213	93.1%	217	95.3%	192
	Minoritized	100.0%	35	83.3%	36	95.5%	44	97.7%	43	93.8%	48	94.7%	38
	PP gap	5.9	238	-10.5	246	1.9	246	1.9	256	0.7	265	-0.6	230
Key LC	Non-minoritized	83.4%	205	87.2%	218	90.3%	236	83.7%	209	87.1%	202	85.1%	235
	Minoritized	90.1%	192	91.2%	204	91.4%	210	87.3%	299	81.1%	396	84.8%	387
	PP gap	6.7	397	4.0	422	1.1	446	3.6	508	-6.0	598	-0.3	622

Table 5: First Generation Status Second Fall Persistence Gaps by LC Status

		FA13		FA14		FA15		FA16		FA17		FA18	
Cohort overall	Non-first generation	87.4%	3,348	88.7%	3,295	87.4%	3,501	85.2%	3,794	84.9%	3,846	85.9%	4,093
	First generation	81.3%	1,075	79.9%	1,048	83.0%	1,226	78.9%	1,122	77.6%	1,137	82.0%	1,186
	PP gap	-6.1	4,423	-8.8	4,343	-4.4	4,727	-6.3	4,916	-7.3	4,983	-3.9	5,279
No Learning Community	Non-first generation	86.8%	2,551	87.9%	2,218	86.5%	2,410	83.8%	2,624	83.3%	2,666	85.3%	2,845
	First generation	79.0%	789	77.0%	669	80.7%	823	75.2%	666	75.7%	638	80.7%	683
	PP gap	-7.8	3,340	-10.9	2,887	-5.8	3,233	-8.6	3,290	-7.6	3,304	-4.6	3,528
All Learning Communities	Non-first generation	89.5%	797	90.5%	1,077	89.5%	1,091	88.4%	1,170	88.4%	1,180	87.4%	1,248
	First generation	87.8%	286	85.0%	379	87.6%	403	84.2%	456	80.0%	499	83.9%	503
	PP gap	-1.7	1,083	-5.5	1,456	-1.9	1,494	-4.2	1,626	-8.4	1,679	-3.5	1,751
Non-Key, Non-Honors LC	Non-first generation	88.8%	367	89.5%	626	87.5%	632	87.1%	692	87.7%	666	86.5%	726
	First generation	84.0%	81	82.7%	162	82.4%	170	78.2%	170	76.0%	150	79.8%	173
	PP gap	-4.8	448	-6.8	788	-5.1	802	-8.9	862	-11.7	816	-6.7	899
Honors LC	Non-first generation	94.7%	207	94.5%	218	94.0%	217	96.9%	226	93.1%	231	94.8%	210
	First generation	96.8%	31	75.0%	28	93.1%	29	90.0%	30	94.1%	34	100.0%	20
	PP gap	2.1	238	-19.5	246	-0.9	246	-6.9	256	1.0	265	5.2	230
Key LC	Non-first generation	85.7%	223	89.7%	233	90.5%	242	84.1%	252	86.2%	283	84.6%	312
	First generation	87.9%	174	88.4%	189	91.2%	204	87.5%	256	80.3%	315	85.2%	310
	PP gap	2.2	397	-1.3	422	0.7	446	3.4	508	-5.9	598	0.6	622

Table 5. Non-resident Status Second Fall Persistence Gaps by LC Status

		FA13		FA14		FA15		FA16		FA17		FA18	
Cohort overall	Resident	87.2%	3,274	87.8%	3,141	87.7%	3,291	84.7%	3,353	84.6%	3,317	86.5%	3,339
	Non-resident	82.4%	1,149	83.4%	1,202	82.9%	1,436	81.6%	1,563	80.4%	1,666	82.6%	1,940
	PP gap	-4.8	4,423	-4.4	4,343	-4.8	4,727	-3.1	4,916	-4.2	4,983	-3.9	5,279
No Learning Community	Resident	86.0%	2,476	86.2%	2,108	86.4%	2,267	82.9%	2,225	83.8%	2,128	86.0%	2,217
	Non-resident	81.9%	864	83.1%	779	81.8%	966	80.3%	1,065	78.3%	1,176	81.6%	1,311
	PP gap	-4.1	3,340	-3.1	2,887	-4.6	3,233	-2.6	3,290	-5.5	3,304	-4.4	3,528
All Learning Communities	Resident	90.9%	798	91.1%	1,033	90.6%	1,024	88.4%	1,128	86.1%	1,189	87.4%	1,122
	Non-resident	83.9%	285	84.2%	423	85.3%	470	84.5%	498	85.3%	490	84.6%	629
	PP gap	-7.0	1,083	-6.9	1,456	-5.3	1,494	-3.9	1,626	-0.8	1,679	-2.8	1,751
Non-Key, Non-Honors LC	Resident	90.2%	328	90.2%	553	88.6%	526	86.6%	568	86.3%	533	87.9%	527

		FA13		FA14		FA15		FA16		FA17		FA18	
Honors LC	Non-resident	81.7%	120	83.0%	235	82.2%	276	83.0%	294	84.1%	283	81.5%	372
	PP gap	-8.5	448	-7.2	788	-6.4	802	-3.6	862	-2.2	816	-6.4	899
	Resident	94.8%	153	94.7%	152	95.4%	152	98.8%	161	92.8%	167	96.1%	128
Key LC	Non-resident	95.3%	85	88.3%	94	91.5%	94	91.6%	95	93.9%	98	94.1%	102
	PP gap	0.5	238	-6.4	246	-3.9	246	-7.2	256	1.1	265	-2.0	230
	Resident	89.6%	317	90.9%	328	91.6%	346	86.7%	399	83.6%	489	84.6%	467
	Non-resident	75.0%	80	83.0%	94	88.0%	100	82.6%	109	80.7%	109	85.8%	155
	PP gap	-14.6	397	-7.9	422	-3.6	446	-4.1	508	-2.9	598	1.2	622

Table 6: Pell Status Second Fall Persistence Gaps by LC Status

		FA13		FA14		FA15		FA16		FA17		FA18	
Cohort overall	Non-Pell recipient	86.7%	3,471	87.6%	3,428	86.8%	3,760	84.8%	3,895	84.5%	3,894	86.6%	4,152
	Pell recipient	83.0%	952	83.0%	915	84.2%	967	79.8%	1,021	78.4%	1,089	79.4%	1,127
	PP gap	-3.7	4,423	-4.6	4,343	-2.6	4,727	-5.0	4,916	-6.1	4,983	-7.2	5,279
No Learning Community	Non-Pell recipient	85.9%	2,669	86.5%	2,319	85.7%	2,595	83.5%	2,678	83.4%	2,675	85.8%	2,876
	Pell recipient	80.9%	671	80.5%	568	82.0%	638	75.7%	612	75.0%	629	78.2%	652
	PP gap	-5.0	3,340	-6.0	2,887	-3.7	3,233	-7.8	3,290	-8.4	3,304	-7.6	3,528
All Learning Communities	Non-Pell recipient	89.4%	802	89.7%	1,109	89.1%	1,165	87.6%	1,217	87.0%	1,219	88.4%	1,276
	Pell recipient	87.9%	281	87.0%	347	88.4%	329	86.1%	409	83.0%	460	81.1%	475
	PP gap	-1.5	1,083	-2.7	1,456	-0.7	1,494	-1.5	1,626	-4.0	1,679	-7.3	1,751
Non-Key, Non-Honors LC	Non-Pell recipient	89.9%	375	88.9%	642	87.2%	670	86.5%	712	86.6%	687	86.7%	737
	Pell recipient	78.1%	73	84.2%	146	82.6%	132	80.0%	150	79.8%	129	78.4%	162
	PP gap	-11.8	448	-4.7	788	-4.6	802	-6.5	862	-6.8	816	-8.3	899
Honors LC	Non-Pell recipient	94.9%	217	93.1%	216	94.1%	220	96.4%	225	93.0%	227	95.3%	211
	Pell recipient	95.2%	21	86.7%	30	92.3%	26	93.5%	31	94.7%	38	94.7%	19
	PP gap	0.3	238	-6.4	246	-1.8	246	-2.9	256	1.7	265	-0.6	230
Key LC	Non-Pell recipient	82.9%	210	88.8%	251	89.8%	275	83.2%	280	83.3%	305	87.8%	328
	Pell recipient	90.9%	187	89.5%	171	92.4%	171	89.0%	228	82.9%	293	81.6%	294
	PP gap	8.0	397	0.7	422	2.6	446	5.8	508	-0.4	598	-6.2	622