



# Learning Communities Annual Report: FA19 Cohort

***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 first-year student success indicators (e.g., persistence, first fall GPA, first spring GPA) between learning community and non-learning community students for the FA19 cohort. Additionally, this report explores the variation in learning community success over time (FA15 through FA19) and across student demographic attributes.

- Racially Minoritized students and first generation students are underrepresented in most LC's. Problematically, this disproportionate representation is increasing over the last five years. This is because LC representation is not keeping pace with changing representation among all FTFT students. See figures [A.1](#) and [A.2](#) in the appendix.
- LC students typically have better success outcomes compared to the overall cohort.
- Student success metrics (e.g., second fall persistence and GPA) vary by LC. Honors, WCNR, WSCOPE, GV, and HES persist to second fall at a higher rate compared to the FTFT cohort average, and all LCs with the exception of ACE and Key earn a higher first spring GPA. All LCs earn a higher first fall GPA with lower first fall and spring academic probation rates, with the exception of Key.

## Overall Learning Community Success

The LCs included in this report are those with a focus on first-year students (population is limited to first time, full-time (FTFT) students). This includes: 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), as well as those within the College of Natural Sciences (CNS) and Warner

College of Natural Resources (WCNR). Detailed metrics for each of these LCs are provided in separate reports. Over the last five cohorts of FTFT students, about 1/3 of students participate in a LC.

Table 1 displays first-year student success metrics and demographic characteristics by learning community status for the FA19 FTFT cohort. These data, as well as additional metrics, are provided for the five most recent cohorts (FA15-FA19) in [Tables 1](#) and [2](#) of the [Appendix](#).

**Table 1: First-time, Full-time (FTFT) Demographics and Success Rates by Learning Community Status, FA19**

	Headcount	HS GPA	FG	RM	Pell	NR	2nd Fall Persist	1st Fall Term GPA	1st Spring Term GPA	1st Fall Probation	1st Spr Probation
FA19 FTFT Cohort	5,107	3.70	23.4%	28.9%	21.2%	35.8%	85.3%	3.01	3.29	11.3%	5.1%
No LC, residence hall	3169	3.64	20.4%	23.9%	17.8%	38.1%	84.6%	2.95	3.26	12.1%	5.4%
No LC, live off campus	239	3.70	25.9%	28.5%	25.1%	9.2%	82.0%	3.08	3.36	11.3%	1.9%
All Learning Communities	1,699	3.82	28.8%	38.3%	27.1%	35.3%	86.9%	3.10	3.34	9.7%	5.0%
Non-Key, Non-Honors LC	751	3.83	16.1%	26.1%	16.2%	41.8%	87.7%	3.11	3.36	8.4%	3.3%
Honors LC	284	4.25	6.7%	18.0%	10.6%	44.4%	93.7%	3.68	3.75	0.7%	0.0%
Key LC	664	3.61	52.7%	60.8%	46.5%	23.9%	83.1%	2.84	3.13	14.9%	9.1%

About 33% of the FA19 cohort participate in a learning community, which is similar across cohort years. The number of Non-Key, non-Honors LC participants decreased by about 16% in FA19 compared to FA18; Key communities increased slightly during this time by 6%, and Honors by 23% (see [Appendix Table 1](#)).

The proportion of structurally underserved students among learning community participants has changed minimally since FA17; about 29% identify as first gen, 27% are Pell recipients, and 38% are racially minoritized. These identities are overrepresented in the Key LCs compared to other learning communities. Key LCs have the smallest proportion of nonresidents. Students in the Honors LC have the lowest proportion of historically underrepresented characteristics, and the largest proportion of non-residents. Non-Key, Non-Honors LC students are more diverse than Honors, but are less diverse in comparison to the FTFT cohort with a similar representation of nonresidents compared to the Honors LCs. Students who do not participate in an LC but live on campus during their first year are less diverse compared to the FTFT cohort.

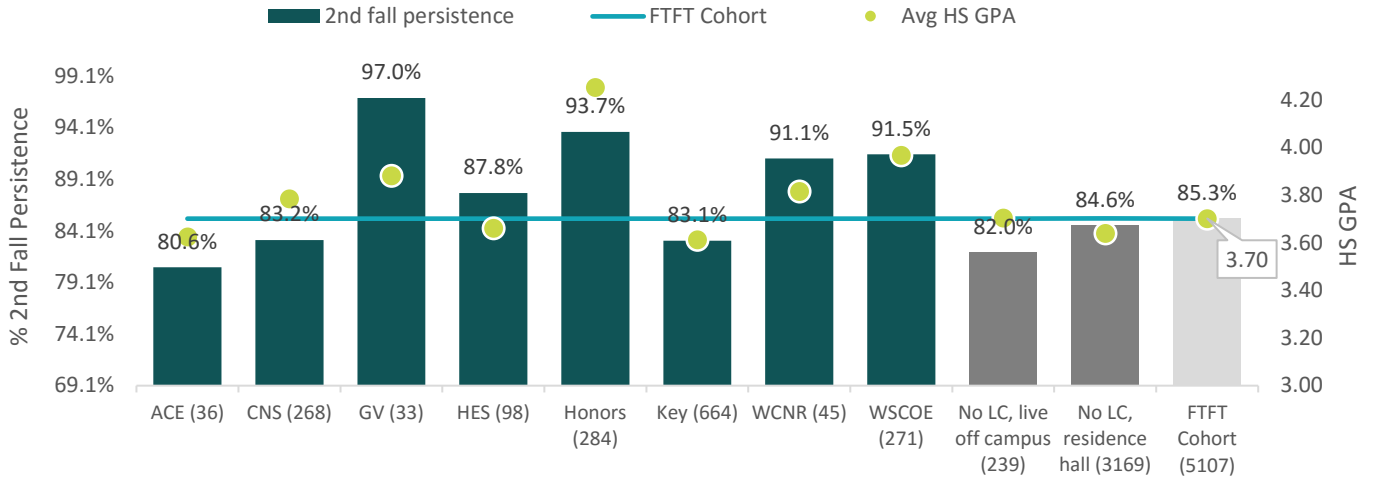
Key students earn a lower GPA during their first and second terms compared to other LC groups and the overall cohort average. Honors LC students are more academically successful than other LCs and the FA19 cohort overall. Non-Key, non-Honors LC students exceed FTFT cohort rates across measures. Non-LC residence hall students persist to second fall below the overall LC rate by about 2 PP, and earn a lower GPA both terms.

Key LC students have the largest proportion of participants on academic probation during their first fall (15%), followed by non-LC participants living on campus (12%). Key students also have the highest first spring probation rate (9%), which is above the FTFT cohort average. The fall probation rate among all groups increases slightly from FA15 to FA17 with the exception of Honors, and decreases by about 1-2 PP each year in FA18 and FA19. First spring probation rates decline by 1-2 PP each year for most groups, with the exception of Key. The Key communities' spring probation rate increases steadily between FA15 and FA17, decreases slightly (about 2 PP) between FA17 and FA18, and remains steady in FA19 (see [Appendix Table 2](#)).

# Success by Learning Community

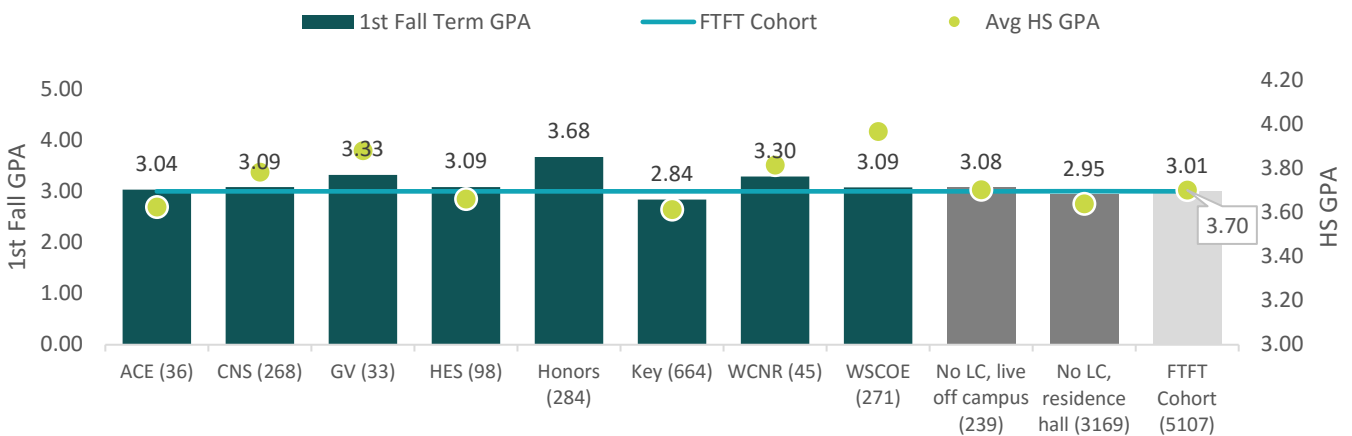
The following figures display second fall persistence, first fall GPA, first spring GPA, and first year academic probation rates by learning community with non-learning community students and the overall FA19 FTFT values provided as points of reference.

**Figure 2: 2<sup>nd</sup> Fall Persistence and HS GPA by Learning Community (FA19 FTFT Cohort)**



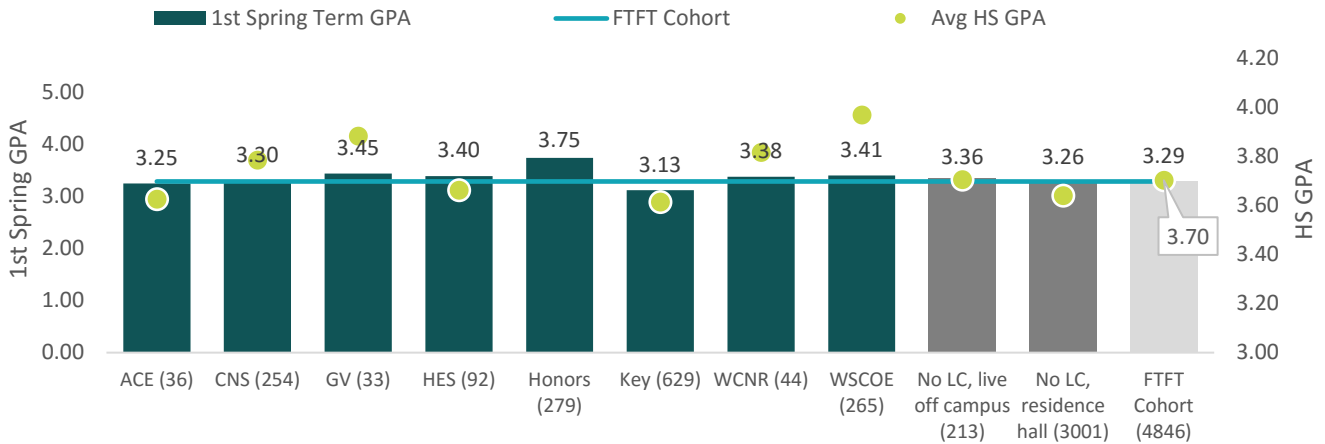
Five learning communities persist to second fall above the FA19 FTFT rate of 85.3% (Honors, 94%; WCNR, 91%; WSCOEE, 92%; Global Village, 97%; HES, 88%). The persistence rate for Key is about 2 PP below the FTFT cohort average (83%); CNS students also persist at about 83%. ACE students persist at the lowest rate (80.6%). The College of Natural Sciences, Global Village, Honors, WCNR, and WSCOEE LC communities have a higher average HS GPA compared to the FA19 cohort.

**Figure 3: First Fall Term GPA and HS GPA by Learning Community (FA19 FTFT Cohort)**



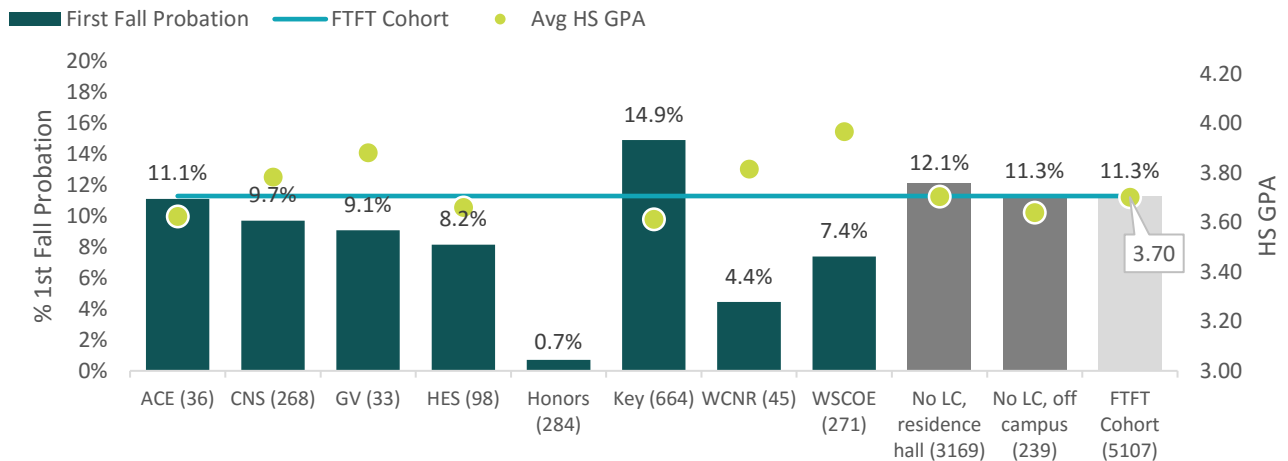
The majority of LCs' first fall end of term GPA is above the FTFT cohort average (3.01) and the No LC, residence hall average (2.95) with the exception of Key (2.84).

**Figure 4: First Spring Term GPA and HS GPA by Learning Community (FA19 FTFT Cohort)**



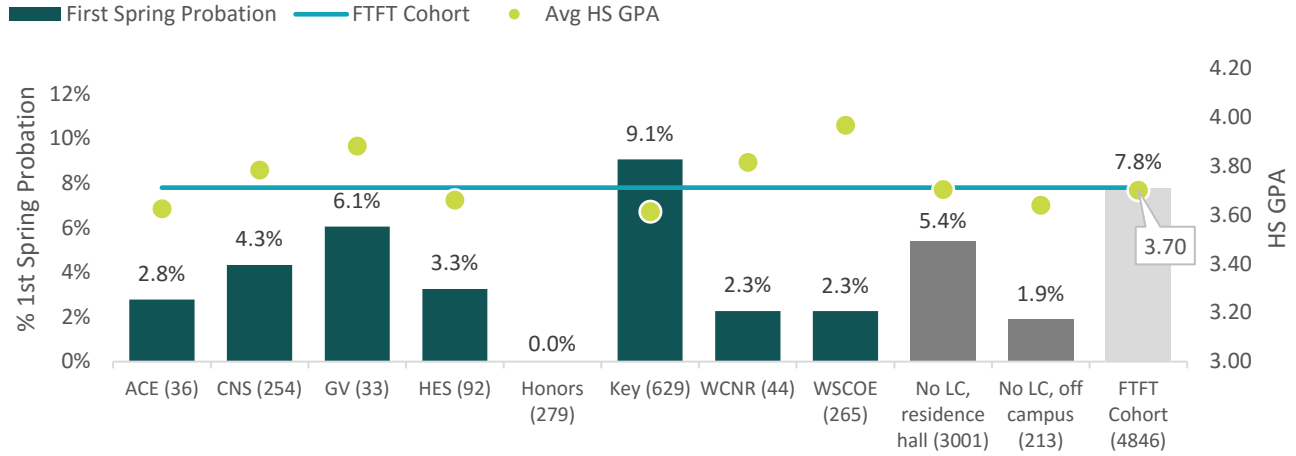
Six LCs have end of term spring term GPAs above the overall cohort average (3.29) and non-LC residence hall students (3.26). These include GV (3.45), Honors (3.75), WCNR (3.38), WSCOPE (3.41), HES (3.40), and CNS 3.30). The average for ACE students (3.25) is slightly lower than the FTFT cohort, and Key participants' average GPA is the lowest across groups (3.13).

**Figure 5: First Fall Academic Probation Rates by Learning Community (FA19 FTFT Cohort)**



The majority of learning communities have a first fall academic probation rate below the FA19 FTFT cohort (11%) and the No LC residence hall group (12%). Key communities exceed the overall cohort rate by about 4 PP (15%).

Figure 6: First Spring Academic Probation Rates by Learning Community (FA19 FTFT Cohort)



The majority of learning communities have first spring probation rates below the overall FTFT cohort rate (8%) with the exception of Key (9%).

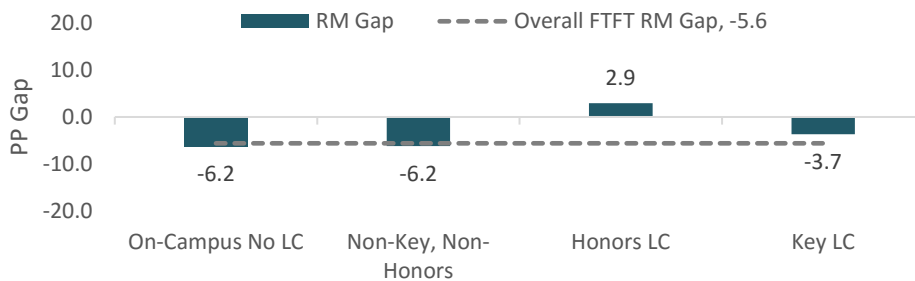
## Persistence Rate Differences by Demographic Group

This section discusses the difference in second fall persistence rates by cohort across demographic groups. Percentage point differences between the groups are calculated as the group with the stated attribute minus the group without the attribute (e.g., RM rate minus the non-RM rate).

### Racially Minoritized vs. Non-Minoritized

Table 3 shows second fall persistence by racially minoritized status. Gaps by RM status and LC group for the FA19 cohort are displayed in Figure 7.

Figure 7. 2<sup>nd</sup> Fall Persistence Gaps by LC Group and RM Status (FA19 FTFT Cohort)

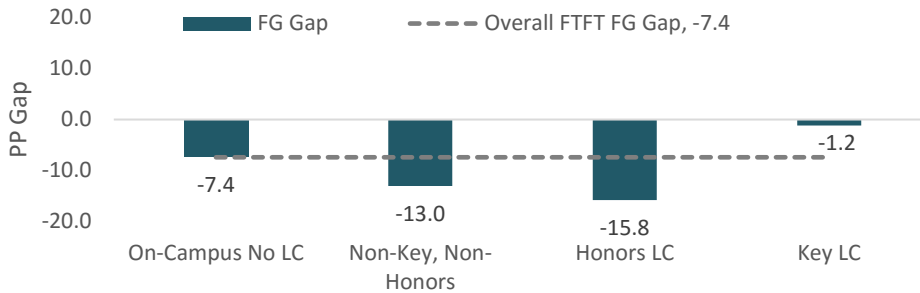


With the exception of the Honors LC, racially minoritized students persist to their second fall at a lower rate. The gap is largest for non-Key, non-Honors LCs at 6 PP (83% versus 89%). Among Key students in the FA19 cohort, the gap is 3.7 PP, in contrast to almost equal rates among RM and non-RM Key students in the FA18 cohort. Among students who live on campus but do not participate in an LC, RM students persist at a 6 PP lower rate (80% versus 86%). RM Honors LC students persist at a 3 PP higher rate (96%) compared to non-RM Honors students (93%).

## First Generation vs. Continuing Generation

[Table 4](#) shows the persistence rates by first generation status across LC groupings; gaps are depicted for the FA19 cohort in Figure 8.

**Figure 8. 2<sup>nd</sup> Fall Persistence Gaps by LC Group and FG Status (FA19 FTFT Cohort)**

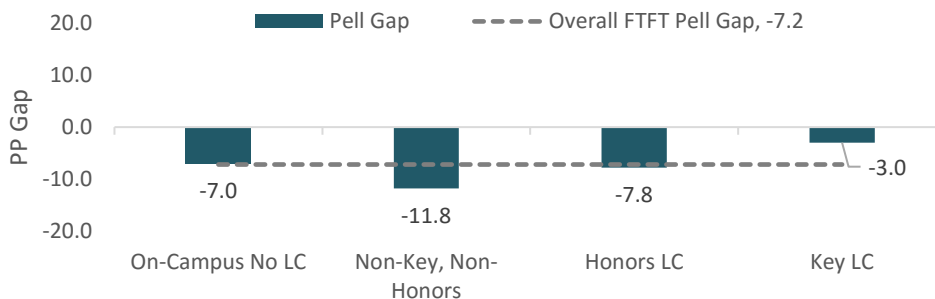


In comparison to the FA18 cohort, gaps increase significantly across all LC groups, with the exception of Key, for whom the gap is about 1 PP (83% compared to 84%) and changes by less than 1 PP across the two cohorts. Among non-Key, non-Honors LCs, the gap doubles from 6.7 PP to 13 PP. First gen Honors LC students persist 5 PP above the continuing gen rate for FA18; in FA19, average persistence is almost 16 PP lower compared to continuing gen students. Among non-LC students living in the residence halls, first gen students persist at a rate that is 7 PP lower (79%) compared to continuing gen students (86%).

## Pell vs. Non-Pell Recipients

[Table 6](#) shows the persistence rates by first generation status across LC groupings; gaps are depicted for the FA19 cohort in Figure 9.

**Figure 9. 2<sup>nd</sup> Fall Persistence Gaps by LC Group and Pell Status (FA19 FTFT Cohort)**

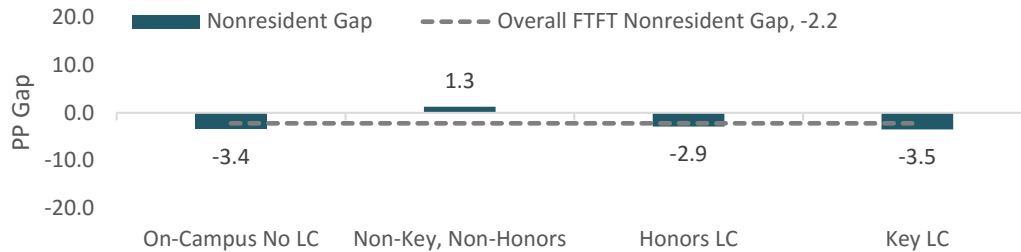


The gap is smallest among Key LC students at 3 PP; Key Pell recipients persist at about 82%, compared to 85% for Key non-Pell students. This gap is smaller compared to the FA18 cohort (6 PP). Among other LC groups, the gap between Pell and non-Pell increases. Non-Key, non-Honors Pell students persist at a 12 PP lower rate (78%) compared to non-Pell students (90%); this gap is about 8 PP for FA18. Among Honors LC students, Pell recipients persist at an 8 PP lower rate (87% compared to 95%); in FA18, groups persist at about the same rate (95%). This is due to a drop in persistence among Pell Honors students by 8 PP from FA18 to FA19 (95% versus 87%). Among non-LC students living in the residence halls, Pell students persist at a 7 PP lower rate (79%) compared to non-Pell students (86%).

## Residents vs. Non-Residents

[Table 5](#) shows the persistence rates by residency across LC groupings; gaps are depicted for the FA19 cohort in Figure 10.

**Figure 10. 2<sup>nd</sup> Fall Persistence Gaps by LC Group and Nonresident Status (FA19 FTFT Cohort)**



Nonresident LC students persist at a lower rate compared to residents within the Honors (3 PP) and Key LCs (3.5 PP), and at a slightly higher rate within non-Key, non-Honors communities (1 PP). This is a shift from previous years among non-Key and non-Honors LCs in that resident students typically persist at higher rates. Among FA18 cohort Key students, residents persist at a slightly lower rate (1 PP); in FA19, resident persistence is similar, but nonresident persistence drops by 5 PP, contributing to the positive gap.

## Conclusions

Learning communities continue to serve a diverse population of students, especially within Key communities. 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 second fall at a higher rate with a higher average first year GPA compared to the overall student average, as well as students who live on campus but do not participate in a learning community. However, this is due primarily to the Honors LCs. Among non-Key, non-Honors communities, WCNR, WSCOE, GV, and HES perform above the FTFT cohort rates for each success measure.

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. Therefore, this report is not intended to provide a comprehensive evaluation of each individual community. Rather, this report offers an overview of the associations between LC participation and first year success indicators.

# Appendix: Demographics and Success Rates by Learning Community Status

The following tables 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 1: First-time, Full-Time (FTFT) Demographics by Learning Community Status**

		Headcount		HS GPA	Female	FG	Pell	NR	RM	SRS	C4E	Hisp Latinx	Amer Ind	Black	Asian/ Haw/ Pac Is
FA15	Overall	4,728	100.0%	3.59	53.2%	25.9%	20.5%	30.4%	21.7%	2.0%	N/A	12.9%	1.9%	3.7%	5.4%
	On Campus No LC	2,998	63.4%	3.51	52.8%	25.2%	19.5%	31.4%	18.5%	2.1%	N/A	10.9%	1.8%	3.0%	4.7%
	Off Campus No LC	236	5.0%	3.62	44.5%	28.4%	22.0%	11.0%	20.3%	0.8%	N/A	11.9%	3.8%	1.7%	5.1%
	All Learning Communities	1,494	31.6%	3.74	55.4%	27.0%	22.0%	31.5%	28.2%	1.9%	N/A	16.9%	1.7%	5.4%	6.7%
	Non-Key, Non-Honors LC	802	17.0%	3.72	48.0%	21.2%	16.5%	34.4%	20.9%	1.0%	N/A	12.7%	1.5%	2.0%	6.1%
	Honors LC	246	5.2%	4.21	70.3%	11.8%	10.6%	38.2%	17.9%	0.0%	N/A	7.7%	0.8%	1.2%	10.2%
	Key LC	446	9.4%	3.54	60.5%	45.7%	38.3%	22.4%	47.1%	4.7%	N/A	29.4%	2.7%	13.7%	5.8%
FA16	Overall	4,916	100.0%	3.62	56.1%	22.8%	20.8%	31.8%	25.3%	12.5%	7.8%	14.8%	2.1%	4.7%	6.8%
	On Campus No LC	2,540	51.7%	3.55	56.9%	18.4%	16.9%	32.1%	20.2%	13.3%	3.0%	11.9%	1.7%	3.1%	5.8%
	Off Campus No LC	750	15.3%	3.53	50.4%	26.5%	24.4%	33.3%	25.6%	11.1%	6.8%	13.7%	2.0%	3.1%	10.7%
	All Learning Communities	1,626	33.1%	3.76	57.4%	28.0%	25.2%	30.6%	33.2%	12.0%	15.8%	19.9%	2.9%	7.9%	6.4%
	Non-Key, Non-Honors LC	862	17.5%	3.76	51.9%	19.7%	17.4%	34.1%	23.0%	6.6%	5.0%	13.0%	2.9%	4.9%	5.8%
	Honors LC	256	5.2%	4.24	74.6%	11.7%	12.1%	37.1%	16.8%	0.0%	5.1%	9.0%	0.4%	2.0%	6.3%
	Key LC	508	10.3%	3.53	58.1%	50.4%	44.9%	21.5%	58.9%	27.2%	39.6%	37.2%	4.1%	16.1%	7.5%
FA17	Overall	4,983	100.0%	3.62	53.9%	22.8%	21.9%	33.4%	27.7%	12.5%	8.4%	17.2%	2.8%	4.6%	6.9%
	On Campus No LC	2,568	51.5%	3.57	54.0%	17.3%	17.0%	37.1%	20.8%	11.1%	2.9%	12.8%	1.9%	2.5%	6.2%
	Off Campus No LC	736	14.8%	3.51	48.4%	26.4%	26.1%	30.3%	25.5%	16.7%	5.8%	14.9%	3.1%	4.9%	7.5%
	All Learning Communities	1,679	33.7%	3.75	56.1%	29.7%	27.4%	29.2%	39.1%	12.8%	18.1%	25.0%	4.1%	7.5%	7.8%
	Non-Key, Non-Honors LC	816	16.4%	3.75	51.0%	18.4%	15.8%	34.7%	26.1%	5.8%	4.8%	14.7%	2.9%	3.4%	9.1%
	Honors LC	265	5.3%	4.25	73.2%	12.8%	14.3%	37.0%	18.1%	0.0%	3.0%	11.7%	2.6%	1.1%	4.2%
	Key LC	598	12.0%	3.54	55.5%	52.7%	49.0%	18.2%	66.2%	28.1%	43.0%	45.0%	6.4%	15.9%	7.7%
FA18	Overall	5,280	100.0%	3.65	53.8%	22.5%	21.4%	36.7%	28.1%	14.4%	9.7%	16.9%	3.3%	4.6%	7.3%
	On Campus No LC	3,250	61.6%	3.58	53.6%	18.6%	17.6%	39.3%	22.5%	15.3%	4.6%	12.9%	2.8%	3.2%	7.3%
	Off Campus No LC	278	5.3%	3.63	42.4%	27.7%	28.4%	11.9%	23.0%	18.0%	8.3%	13.3%	2.2%	2.5%	9.7%
	All Learning Communities	1,752	33.2%	3.77	55.9%	28.8%	27.2%	35.9%	39.2%	12.2%	19.3%	24.9%	4.5%	7.4%	7.1%
	Non-Key, Non-Honors LC	899	17.0%	3.77	51.8%	19.2%	18.0%	41.4%	28.9%	7.6%	7.1%	16.7%	3.9%	5.2%	6.9%
	Honors LC	230	4.4%	4.29	74.8%	8.7%	8.3%	44.3%	16.5%	0.0%	4.8%	7.0%	2.2%	2.2%	7.0%
	Key LC	623	11.8%	3.59	54.9%	49.9%	47.4%	24.9%	62.3%	23.3%	42.2%	43.3%	6.1%	12.4%	7.4%
FA19	Overall	5,107	100.0%	3.70	57.0%	23.4%	21.2%	35.8%	28.9%	10.9%	8.3%	17.2%	3.9%	4.7%	7.6%
	On Campus No LC	3,169	62.1%	3.64	56.5%	20.4%	17.8%	38.1%	23.9%	11.0%	3.6%	14.0%	3.2%	3.3%	7.3%
	Off Campus No LC	239	4.7%	3.70	48.5%	25.9%	25.1%	9.2%	28.5%	16.3%	3.3%	18.4%	4.6%	2.1%	7.9%



		Headcount		HS GPA	Female	FG	Pell	NR	RM	SRS	C4E	Hisp Latinx	Amer Ind	Black	Asian/ Haw/ Pac Is
	All Learning Communities	1,699	33.3%	3.82	59.0%	28.8%	27.1%	35.3%	38.3%	9.9%	18.0%	23.0%	5.1%	7.8%	8.3%
	Non-Key, Non-Honors LC	751	14.7%	3.83	53.4%	16.1%	16.2%	41.8%	26.1%	4.8%	4.9%	14.5%	4.4%	3.9%	8.8%
	Honors LC	284	5.6%	4.25	72.5%	6.7%	10.6%	44.4%	18.0%	0.0%	3.5%	9.2%	1.8%	2.1%	6.3%
	Key LC	664	13.0%	3.61	59.6%	52.7%	46.5%	23.9%	60.8%	19.9%	38.9%	38.4%	7.4%	14.6%	8.6%

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

		Headcount		2 <sup>nd</sup> Fall Persist	3 <sup>rd</sup> Fall Persist	1 <sup>st</sup> Fall Term GPA	1 <sup>st</sup> Spring Term GPA	1 <sup>st</sup> Spring 30 Cr	1 <sup>st</sup> Fall Probation	1 <sup>st</sup> Spring Probation
FA15	Overall	4,728	100.0%	86.2%	77.6%	2.92	2.92	41.9%	12.1%	9.0%
	On Campus No LC	2,998	63.4%	84.9%	75.8%	2.84	2.87	38.0%	13.4%	10.3%
	Off Campus No LC	236	5.0%	86.8%	78.2%	2.96	2.94	35.6%	11.4%	7.6%
	All Learning Communities	1,494	31.6%	89.0%	81.2%	3.08	3.03	50.8%	9.6%	6.7%
	Non-Key, Non-Honors LC	802	17.0%	86.4%	79.8%	2.93	2.91	47.1%	12.5%	8.9%
	Honors LC	246	5.2%	93.9%	88.6%	3.61	3.65	78.9%	2.4%	0.0%
	Key LC	446	9.4%	90.8%	79.6%	3.04	2.90	41.9%	8.5%	6.5%
FA16	Overall	4,916	100.0%	83.7%	74.6%	2.92	2.91	39.9%	13.4%	10.1%
	On Campus No LC	2,540	51.7%	84.3%	75.6%	2.89	2.92	38.1%	13.1%	9.9%
	Off Campus No LC	750	15.3%	74.4%	64.0%	2.70	2.78	29.6%	21.1%	14.3%
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	Honors LC	256	5.2%	96.1%	93.0%	3.72	3.62	83.6%	0.4%	0.0%
	Key LC	508	10.3%	85.8%	75.0%	2.87	2.79	34.3%	12.2%	10.4%
FA17	Overall	4,983	100.0%	83.2%	75.5%	2.88	2.93	38.8%	14.4%	8.8%
	On Campus No LC	2,568	51.5%	83.5%	76.1%	2.86	2.91	37.0%	14.0%	8.6%
	Off Campus No LC	736	14.8%	76.0%	66.6%	2.74	2.82	29.3%	20.2%	11.2%
	All Learning Communities	1,679	33.7%	85.9%	78.4%	2.98	3.00	45.6%	12.4%	8.0%
	Non-Key, Non-Honors LC	816	16.4%	85.5%	78.6%	2.92	2.93	42.8%	13.1%	8.6%
	Honors LC	265	5.3%	93.2%	88.3%	3.66	3.62	77.7%	0.8%	0.0%
	Key LC	598	12.0%	83.1%	73.9%	2.77	2.80	35.1%	16.7%	10.8%
FA18	Overall	5,280	100.0%	85.1%	75.8%	2.95	2.96	40.5%	13.2%	7.8%
	On Campus No LC	3,250	61.6%	84.6%	75.0%	2.90	2.96	37.4%	14.3%	7.9%
	Off Campus No LC	278	5.3%	82.0%	70.5%	2.93	2.97	30.9%	14.0%	6.5%
	All Learning Communities	1,752	33.2%	86.4%	78.0%	3.04	2.96	47.9%	11.0%	7.8%
	Non-Key, Non-Honors LC	899	17.0%	85.2%	77.3%	3.01	2.87	45.9%	10.3%	8.8%
	Honors LC	230	4.4%	95.2%	92.2%	3.74	3.70	81.7%	1.3%	0.9%
	Key LC	623	11.8%	84.9%	73.6%	2.81	2.81	38.4%	15.6%	9.0%
FA19	Overall	5,107	100.0%	85.3%	NA	3.01	3.29	39.9%	11.3%	5.1%
	On Campus No LC	3,169	62.1%	84.6%	NA	2.95	3.26	37.1%	12.1%	5.4%
	Off Campus No LC	239	4.7%	82.0%	NA	3.08	3.36	33.9%	11.3%	1.9%
	All Learning Communities	1,699	33.3%	86.9%	NA	3.10	3.34	46.1%	9.7%	5.0%

		Headcount		2 <sup>nd</sup> Fall Persist	3 <sup>rd</sup> Fall Persist	1 <sup>st</sup> Fall Term GPA	1 <sup>st</sup> Spring Term GPA	1 <sup>st</sup> Spring 30 Cr	1 <sup>st</sup> Fall Probation	1 <sup>st</sup> Spring Probation
	Non-Key, Non-Honors LC	751	14.7%	87.7%	NA	3.11	3.36	47.0%	8.4%	3.3%
	Honors LC	284	5.6%	93.7%	NA	3.68	3.75	72.2%	0.7%	0.0%
	Key LC	664	13.0%	83.1%	NA	2.84	3.13	33.9%	14.9%	9.1%

**Table 3: Minoritized Status Second Fall Persistence Gaps by LC Status**

		FA15		FA16		FA17		FA18		FA19	
On Campus Cohort overall	Non-minoritized	86.8%	3,516	86.5%	3,112	86.2%	3,055	86.5%	3,584	87.0%	3,459
	Minoritized	84.2%	976	82.3%	1,054	80.0%	1,192	82.1%	1,418	81.5%	1,409
	PP gap	-2.6%		-4.2%		-6.2%		-4.4%		-5.6%	
On Campus No LC	Non-minoritized	85.7%	2,444	85.5%	2,026	85.0%	2,033	85.7%	2,518	86.1%	2,411
	Minoritized	81.2%	554	79.6%	514	77.8%	535	80.9%	732	79.9%	758
	PP gap	-4.5%		-5.9%		-7.3%		-4.8%		-6.2%	
All Learning Communities	Non-minoritized	89.3%	1,072	88.4%	1,086	88.5%	1,022	88.4%	1,066	89.2%	1,048
	Minoritized	88.2%	422	84.8%	540	81.9%	657	83.4%	686	83.3%	651
	PP gap	-1.1%		-3.6%		-6.6%		-5.0%		-6.0%	
Non-Key, Non-Honors LC	Non-minoritized	87.5%	634	87.5%	664	87.2%	603	87.5%	639	89.4%	555
	Minoritized	82.1%	168	78.3%	198	80.8%	213	79.6%	260	83.2%	196
	PP gap	-5.4%		-9.2%		-6.5%		-7.9%		-6.2%	
Honors LC	Non-minoritized	93.6%	202	95.8%	213	93.1%	217	95.3%	192	93.1%	233
	Minoritized	95.5%	44	97.7%	43	93.8%	48	94.7%	38	96.1%	51
	PP gap	1.9%		1.9%		0.7%		-0.6%		2.9%	
Key LC	Non-minoritized	90.3%	236	83.7%	209	87.1%	202	85.1%	235	85.4%	260
	Minoritized	91.4%	210	87.3%	299	81.1%	396	84.8%	388	81.7%	404
	PP gap	1.2%		3.6%		-6.1%		-0.3%		-3.7%	

**Table 4: First Generation Status Second Fall Persistence Gaps by LC Status**

		FA15		FA16		FA17		FA18		FA19	
On Campus Cohort overall	Non-first generation	87.4%	3,333	86.6%	3,243	86.3%	3,304	85.9%	3,892	87.2%	3,733
	First generation	82.9%	1,159	81.5%	923	77.9%	943	82.8%	1,110	79.7%	1,135
	PP gap	-4.5%		-5.1%		-8.4%		-3.1%		-7.4%	
On Campus No LC	Non-first generation	86.4%	2,242	85.5%	2,073	85.2%	2,124	85.2%	2,644	86.1%	2,524
	First generation	80.4%	756	78.8%	467	75.7%	444	81.8%	606	78.8%	645
	PP gap	-5.9%		-6.7%		-9.5%		-3.4%		-7.4%	
All Learning Communities	Non-first generation	89.5%	1,091	88.4%	1,170	88.4%	1,180	87.4%	1,248	89.3%	1,209
	First generation	87.6%	403	84.2%	456	80.0%	499	83.9%	504	81.0%	490
	PP gap	-1.9%		-4.2%		-8.4%		-3.5%		-8.3%	
Non-Key, Non-Honors LC	Non-first generation	87.5%	632	87.1%	692	87.7%	666	86.5%	726	89.8%	630
	First generation	82.4%	170	78.2%	170	76.0%	150	79.8%	173	76.9%	121
	PP gap	-5.1%		-8.9%		-11.7%		-6.7%		-13.0%	

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		FA15		FA16		FA17		FA18		FA19	
Honors LC	Non-first generation	94.0%	217	96.9%	226	93.1%	231	94.8%	210	94.7%	265
	First generation	93.1%	29	90.0%	30	94.1%	34	100.0%	20	78.9%	19
	PP gap	-0.9%		-6.9%		1.0%		5.2%		-15.8%	
Key LC	Non-first generation	90.5%	242	84.1%	252	86.2%	283	84.6%	312	83.8%	314
	First generation	91.2%	204	87.5%	256	80.3%	315	85.2%	311	82.6%	350
	PP gap	0.7%		3.4%		-5.9%		0.6%		-1.2%	

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

		FA15		FA16		FA17		FA18		FA19	
On Campus Cohort overall	Resident	87.6%	3,082	86.4%	2,853	85.8%	2,804	86.8%	3,095	86.3%	3,063
	Non-resident	83.1%	1,410	83.2%	1,313	81.8%	1,443	82.7%	1,907	84.0%	1,805
	PP gap	-4.5%		-3.2%		-4.1%		-4.1%		-2.2%	
On Campus No LC	Resident	86.2%	2,058	85.2%	1,725	85.6%	1,615	86.4%	1,972	85.9%	1,963
	Non-resident	82.0%	940	82.5%	815	80.0%	953	81.8%	1,278	82.5%	1,206
	PP gap	-4.1%		-2.7%		-5.7%		-4.6%		-3.4%	
All Learning Communities	Resident	90.6%	1,024	88.4%	1,128	86.1%	1,189	87.4%	1,123	86.8%	1,100
	Non-resident	85.3%	470	84.5%	498	85.3%	490	84.6%	629	87.1%	599
	PP gap	-5.3%		-3.8%		-0.8%		-2.9%		0.3%	
Non-Key, Non-Honors LC	Resident	88.6%	526	86.6%	568	86.3%	533	87.9%	527	87.2%	437
	Non-resident	82.2%	276	83.0%	294	84.1%	283	81.5%	372	88.5%	314
	PP gap	-6.3%		-3.6%		-2.2%		-6.4%		1.3%	
Honors LC	Resident	95.4%	152	98.8%	161	92.8%	167	96.1%	128	94.9%	158
	Non-resident	91.5%	94	91.6%	95	93.9%	98	94.1%	102	92.1%	126
	PP gap	-3.9%		-7.2%		1.1%		-2.0%		-2.9%	
Key LC	Resident	91.6%	346	86.7%	399	83.6%	489	84.6%	468	84.0%	505
	Non-resident	88.0%	100	82.6%	109	80.7%	109	85.8%	155	80.5%	159
	PP gap	-3.6%		-4.1%		-2.9%		1.2%		-3.5%	

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

		FA15		FA16		FA17		FA18		FA19	
On Campus Cohort overall	Non-Pell recipient	86.9%	3,577	86.6%	3,328	85.7%	3,350	86.8%	3,953	86.9%	3,844
	Pell recipient	83.7%	915	80.9%	838	79.7%	897	79.3%	1,049	79.8%	1,024
	PP gap	-3.1%		-5.7%		-6.0%		-7.5%		-7.2%	
On Campus No LC	Non-Pell recipient	85.8%	2,412	86.0%	2,111	85.0%	2,131	86.0%	2,677	85.9%	2,606
	Pell recipient	81.1%	586	76.0%	429	76.2%	437	77.8%	573	78.9%	563
	PP gap	-4.7%		-10.0%		-8.8%		-8.2%		-7.0%	
All Learning Communities	Non-Pell recipient	89.1%	1,165	87.6%	1,217	87.0%	1,219	88.4%	1,276	89.2%	1,238
	Pell recipient	88.4%	329	86.1%	409	83.0%	460	81.1%	476	80.9%	461
	PP gap	-0.6%		-1.5%		-3.9%		-7.3%		-8.3%	
Non-Key, Non-Honors LC	Non-Pell recipient	87.2%	670	86.5%	712	86.6%	687	86.7%	737	89.7%	629

		FA15	FA16	FA17	FA18	FA19					
	Pell recipient	82.6%	132	80.0%	150	79.8%	129	78.4%	162	77.9%	122
	PP gap	-4.6%		-6.5%		-6.8%		-8.3%		-11.8%	
Honors LC	Non-Pell recipient	94.1%	220	96.4%	225	93.0%	227	95.3%	211	94.5%	254
	Pell recipient	92.3%	26	93.5%	31	94.7%	38	94.7%	19	86.7%	30
	PP gap	-1.8%		-2.9%		1.8%		-0.5%		-7.8%	
Key LC	Non-Pell recipient	89.8%	275	83.2%	280	83.3%	305	87.8%	328	84.5%	355
	Pell recipient	92.4%	171	89.0%	228	82.9%	293	81.7%	295	81.6%	309
	PP gap	2.6%		5.8%		-0.3%		-6.1%		-3.0%	

Figure A.1

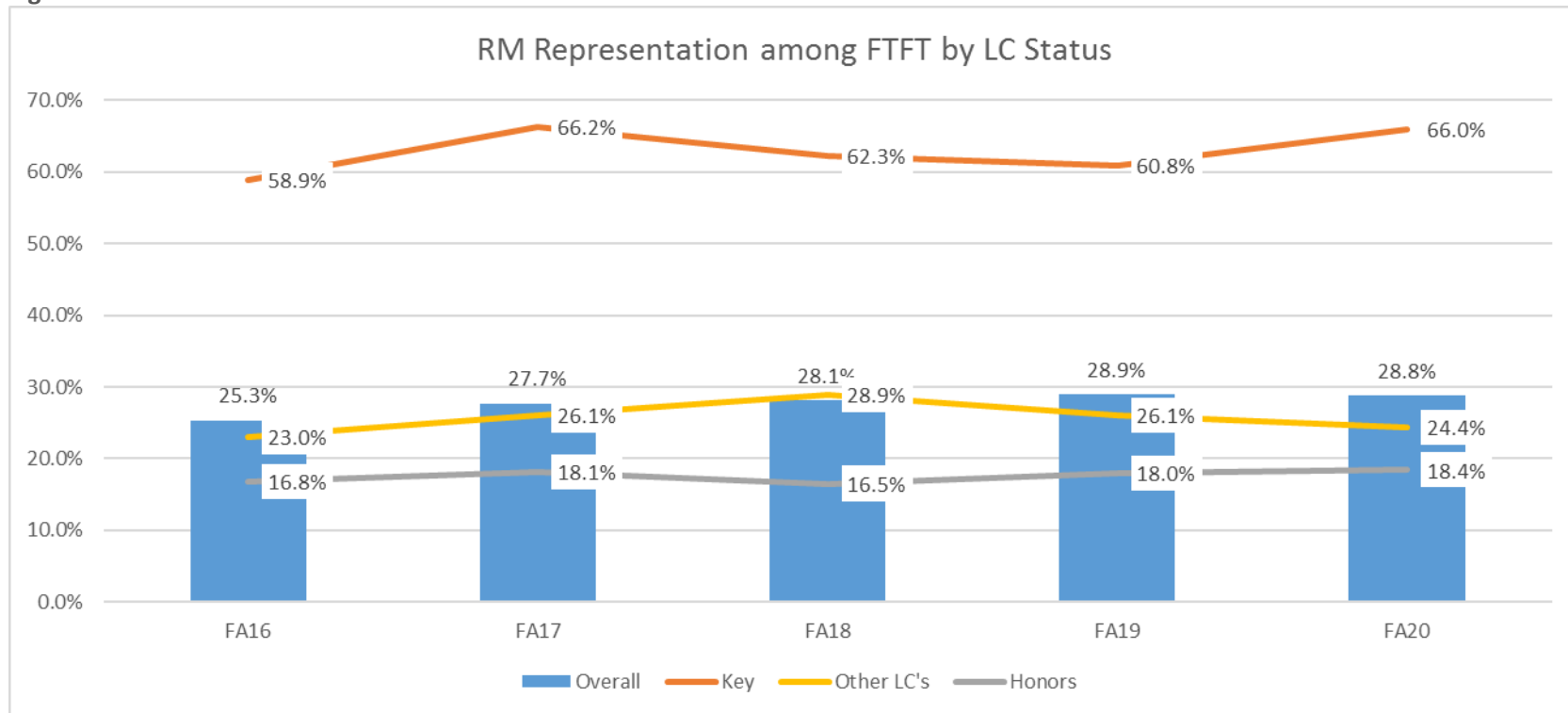


Figure A.2

