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Learning Community Annual Report (FA15 Cohort)

The purpose of this report is to compare first-year student success indicators (freshman retention, first fall GPA, and first spring GPA) between learning community and non-learning community students considering index and other demographic variables. Additionally, this report notes how the FA15 cohort varies from last year's report on the FA14 cohort of learning community students.

Table 1 displays the first-year student success metrics as well as demographic variables by learning community status. Please note that learning community students who are not part of the FTFT cohort are not included in this analysis.

Table 1.

Demographics and Success of FA15 First-Time, Full-Time (FTFT) Cohort by Learning Community Status								
	Cohort Size	Average Index	FG (%)	Minority (%)	Pell (%)	Freshman Retention	First Fall GPA	First Spring GPA
No Learning Community	3207	113	25%	19%	22%	85.0%	2.85	2.84
All Learning Communities	1456	119	26%	27%	24%	88.7%	3.09	3.02
Non-Key, Non-Honors LC	800	119	21%	21%	19%	86.4%	2.93	2.87
Key LC	411	111	44%	44%	39%	90.3%	3.07	2.93
Honors LC	245	133	12%	18%	13%	93.9%	3.61	3.64
FA15 FTFT Cohort	4663	115	26%	21%	23%	86.2%	2.92	2.90

The following summarizes some important differences by learning community status:

- ✚ About 31% of the FA15 first-time, full-time freshman cohort is in a learning community.
 - There is a slight decrease in the proportion of FTFT students in a learning community in FA15 compared to FA14 (31% compared to 34%)
 - Among all the learning community students, about 28% are in a Key Community and 17% are in the Honor's Learning Community.
- ✚ First generation, Pell recipients, and minority students are well represented in learning communities compared to the overall population.
 - The representation of these groups is relatively stable between the FA14 and FA15 cohorts.
 - These groups are overrepresented in the Key Community and underrepresented in the Honors Learning Community.
 - Among the other learning communities the proportional representation of minority students is within a couple percentages points (PP) to the proportional representation among the non-learning community students; however, first generation students and Pell recipients are underrepresented in other learning communities compared to non-learning community students .
- ✚ Learning community students typically have a higher average index (119) compared to both non-learning community students (113) and CSU's overall average (115).
 - Generally, the average index for learning community students has been relatively stable between the FA14 and FA15 cohorts. However, the average index for Key learning communities increased by 1 index point in FA15 compared to FA14.



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- Health and Exercise Science (HES) students have the lowest average index (110) and Honors students have the highest average index (133). The learning communities that have an average index below the CSU's overall average are HES, Key, Arts and Creative Expressions (ACE), Global Village (GV), and Leadership Development Community (LDC).

- ✚ Overall students in learning communities are retained at a higher rate (88.7%) than non-learning community students (85.0%).
 - The FA15 overall learning community retention rate is similar to the FA14 learning community retention rate (88.7 compared to 88.6). The Key retention rate increased 1.2 PP in FA15 (compared to FA14) and the Honors retention rate increased by 1.6 PP. The other learning communities (non-Key, non-Honors) retention rate decreased by about .8 PP.
 - Four learning communities (GV, Outdoor Leadership (OL), CNSLC, EG- Edwards) have retention rates that are below the FTFT overall retention rate. Among these communities, GV is the only community that has an average index that is not above the overall CSU average index.
 - Eight learning communities have retention rates that exceed the FTFT overall rate. Key, HES, and ACE are among these communities and have a lower than average index.
 - HES has the lowest average index among all the learning communities and the HES retention rate is 88.5, which is only .2 of a PP below the overall learning community retention rate and is 2.3 PP higher than FTFT overall rate.

- ✚ Overall students in learning communities have a higher fall term GPA (3.09) compared to students not in a learning community (2.85).
 - The FA15 GPA among FA15 learning community students is higher than the FA14 learning community GPA among FA14 learning community students (3.09 compared to 3.05).
 - Six (Honors-Edwards, Honors-AV, Natural Resources and Sustainability (NRS), OL, ACE, and Key) learning communities have a fall GPA that are higher than overall FTFT fall GPA. Among these four, Key is the only community that has a lower than average index.

- ✚ Overall students in learning communities have a higher spring term GPA (3.02) compared to students not in a learning community (2.84).
 - The SP16 GPA among FA15 learning community students is higher than the SP15 learning community GPA among FA14 learning community students (3.02 compared to 2.94).
 - Five learning communities have a spring GPA that falls below the overall GPA. Among these five learning communities, CNSLC and EG- Edwards stand out because of their higher average index scores.
 - HES, LDC, EG-Edwards, and Honors- AV are communities with spring GPA that is higher than their fall GPA. HES had the largest average increase in the spring compared to fall (about .14 grade points).
 - GV and NRS are learning communities with the largest drop in their spring GPA compared to fall. Both communities had an average decrease of about .24 grade points.



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The subsequent three figures display this information by community with non-learning community and the overall CSU values provided as references.

Figure 1.

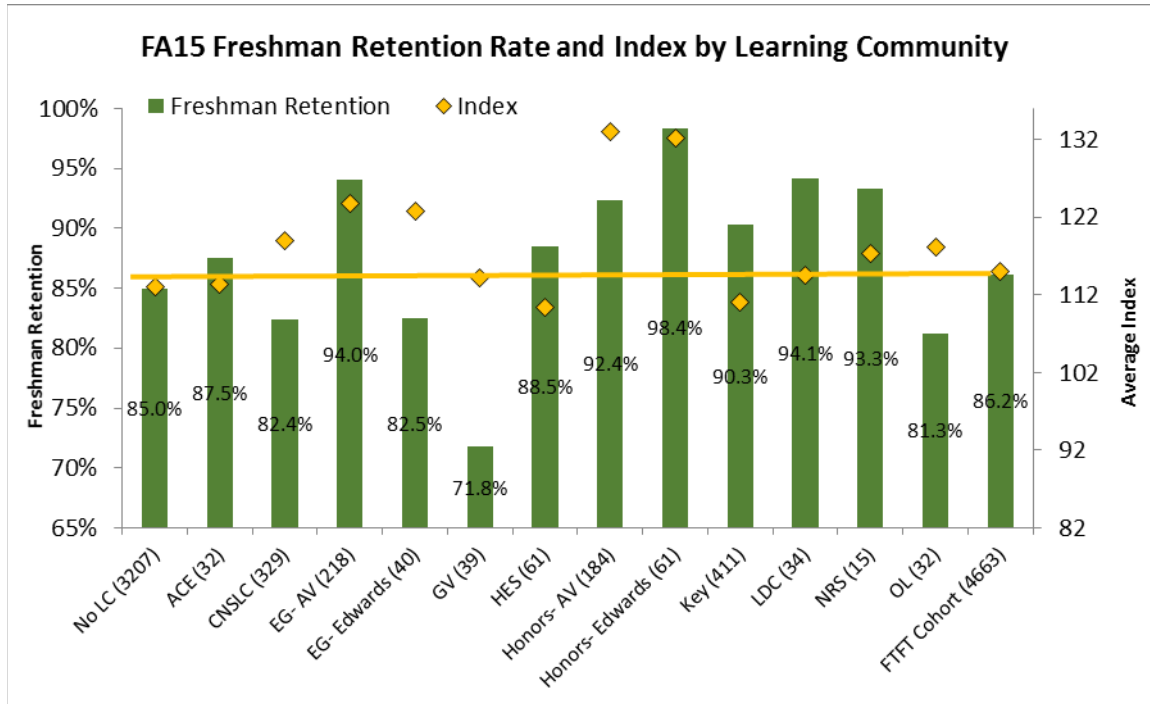
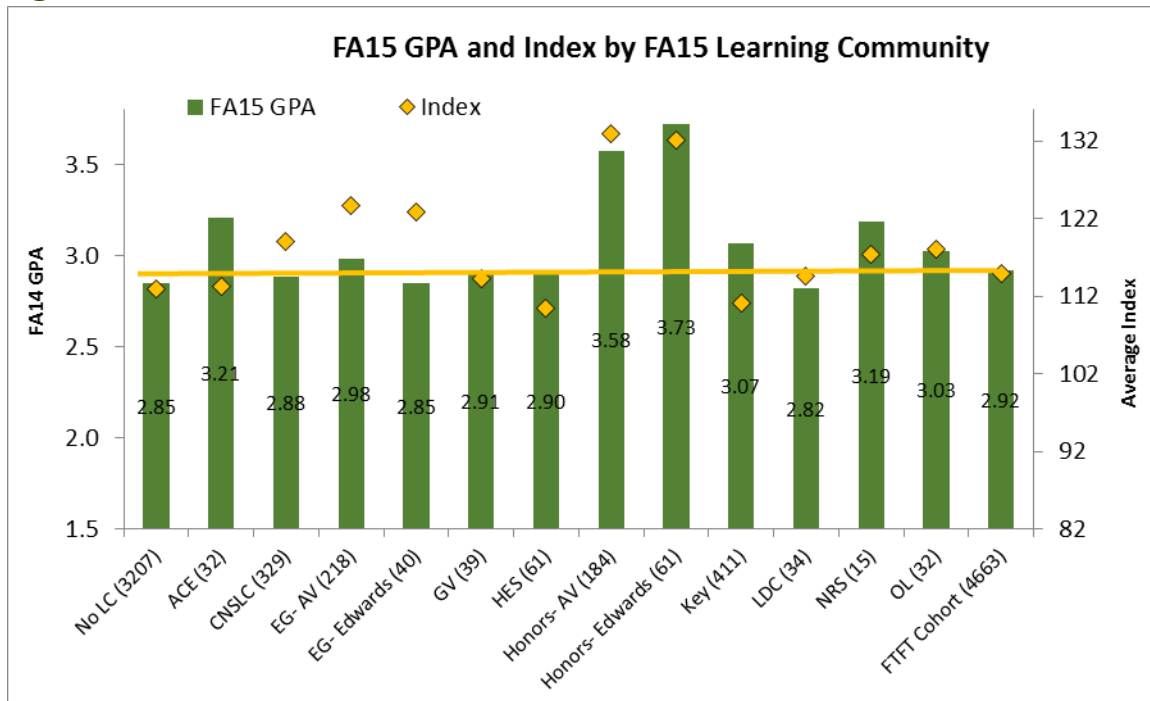


Figure 2.

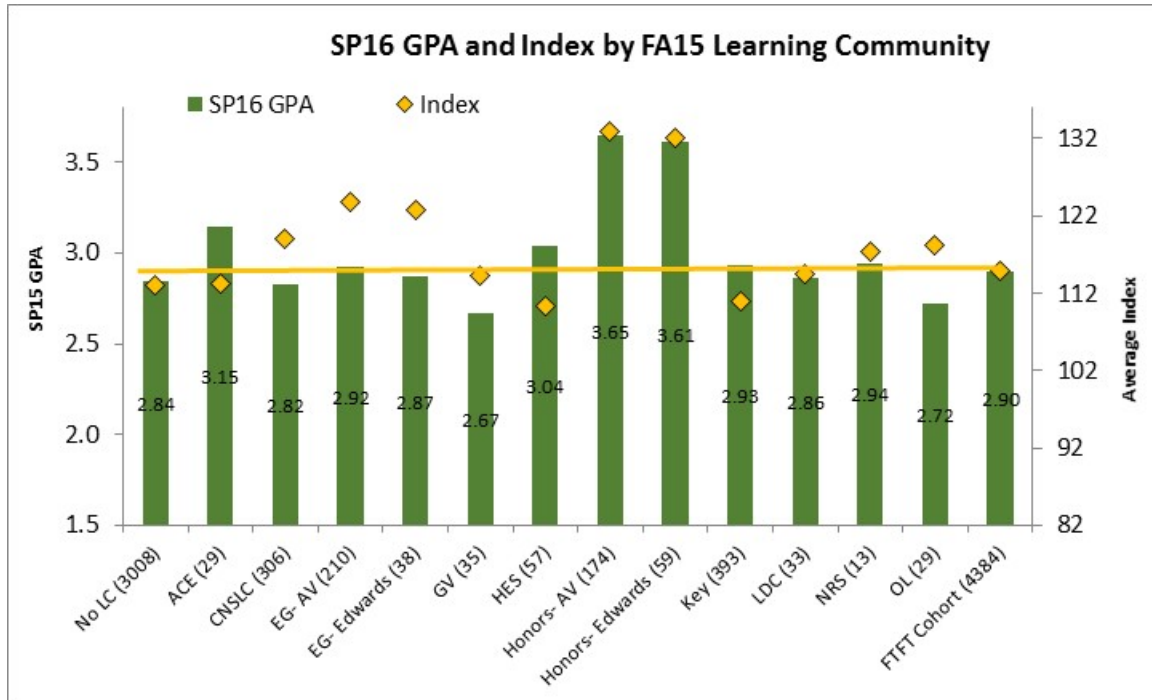




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Figure 3.

Please note that the cohort sizes for figure 3 are reduced because they only include students who persisted to the end of their first spring semester.





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Appendix

This appendix shows the difference in freshman retention rates for the last three LC cohorts across demographic groups. The values showed in the tables are the percentage point (PP) differences between the groups that do not have the stated attribute minus the groups with the attribute (e.g. non-first generation retention rate minus first generation retention rate).

Table A.1

FA15 PP Difference in Freshman Retention			
	FG Gap	Minority Gap	Pell Gap
No Learning Community	5.7	4.2	1.8
All Learning Communities	2.3	1.7	-0.2
Non-Key, Non-Honors LC	5.2	5.5	3.1
Key LC	-0.4	-0.6	-3.7
Honors LC	0.9	-1.9	-0.1
FA15 FTFT Cohort	4.6	2.8	1.1

Among all FA15 LC students the gaps are smaller compared to the gaps for students not in a LC. However, the smaller gap for minority and Pell students is due Key and Honors LC students. The minority and Pell Gaps are larger for students who are in non-key and non-honors LC compared to the gaps for students not in any LC.

Table A.2

FA14 PP Difference in Freshman Retention			
	FG Gap	Minority Gap	Pell Gap
No Learning Community	10.8	5.0	3.1
All Learning Communities	6.0	0.7	0.7
Non-Key, Non-Honors LC	7.4	1.3	2.7
Key LC	1.2	-3.3	-3.3
Honors LC	19.5	10.5	3.6
FA14 FTFT Cohort	9.1	2.9	2.2

In FA14 the gaps are smaller for LC students compared to the gaps for students in not in a LC. The smaller gaps for all demographic groups are mostly due to the Key LC; although, students in non-Key and non-Honors LC have gaps that are slightly smaller than the gaps for students not in a LC. The FA14 Honors gaps have been explored (report [link](#)) and appear to be a one-year anomaly.

Table A.3

FA13 PP Difference in Freshman Retention			
	FG Gap	Minority Gap	Pell Gap
No Learning Community	6.9	2.9	0.7
All Learning Communities	5.8	1.6	0.5
Non-Key, Non-Honors LC	11.2	9.7	5.6
Key LC	-0.9	-6.5	-9.7
Honors LC	-2.1	-5.9	1.4
FA13 FTFT Cohort	6.5	2.2	0.5

In FA13 the gaps are, again, smaller among LC students compared to non-LC students. However, this is mostly due to the Key and Honors LC. The gaps for students in non-Key and non-Honors LC are larger than the gaps for students not in any LC.