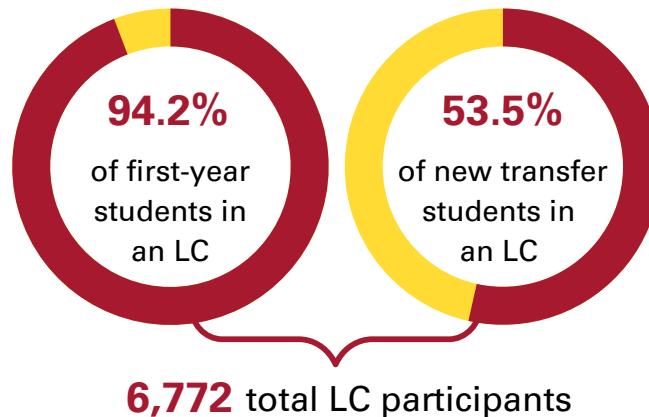


WHO WE ARE

The Learning Community program enhances undergraduates' experience by providing interested students with dynamic, focused communities in which students, staff, and faculty can learn and grow together.



79 Learning Communities
including 21 LCs with a residential
(live-in) option



600+ Peer Mentors

BENEFITS

» Students can take classes together; interact with faculty, staff, and peer mentors; engage in activities outside of class; explore careers; and have the opportunity to live together.



+ 5%

A 5% higher **one-year retention** for the fall 2023 cohort of New Direct from High School (NDHS) LC students than for non-LC students



+ 6%

A 6% higher **six-year graduation** for the fall 2018 cohort of NDHS LC students than for non-LC students

THE PARTICIPANT EXPERIENCE

91% of students were satisfied with the **academic aspects** of their learning community

88% of students were satisfied with the **social activities** in their learning community

91% of students agreed that overall they were satisfied with their **learning community experience**

93% of students would **recommend joining an LC** to a friend or prospective student


88% of students agreed they **felt valued** while participating in their learning community

“ I think the most satisfying aspect of my LC is having classes with my friends and being able to study together. I feel very connected to the people in my major and I never feel alone when I'm struggling with my academics. ”

“ As a transfer student I want[ed] to gain knowledge about what to anticipate and how to effectively be a part of the campus community and engage with fellow students. ”








FALL SEMESTER ACTIVITIES

In the first 12 weeks of the fall semester, learning communities provided:

-  **205** faculty engagement activities
-  **245** student reflections
-  **122** academic success presentations
-  **92** career exploration activities
-  **232** social activities
-  **97** campus resource presentations
-  **185** study group or exam preparation sessions

YEAR-END SUMMARY

During the 2024-2025 academic year, the 61 LCs that completed the Annual Report form provided:

-  **14** service-learning & community service activities
-  **55** campus resource presentations
-  **35** field trips or industry tours
-  **60** single-semester or full-year seminar
-  **26** alumni engagement opportunities
-  **46** career fair preparation opportunities
-  **30** exposure activities to undergraduate research

COORDINATOR ENGAGEMENT



95 Faculty & Staff Coordinators
with a combined average of 8 years
of coordinating experience

92%

of students agreed that they felt
supported by learning community staff

New Initiatives

- The LC Partnership Program paired 30 coordinators across colleges and departments
- A 3-part Peer Mentor Supervisor series of workshops was attended by 10 coordinators

56

coordinators attended LC professional
development events and workshops

13

coordinators participated in the New Coordinator
Onboarding Series

69

participants attended the Mid-Year Institute,
focused on college belonging

90

participants attended in the LC Institute, focused
on peer mentoring as a high-impact experience

Assessment
Committee

Curriculum
Committee

Peer Mentor
Committee

LC Advisory
Committee



**31 individuals dedicated time to enhance the LC experience
through committee during the 2024-2025 academic year.**

PEER MENTOR IMPACT

231 peer mentors received thank-you notes from **385**
mentees during Peer Mentor Appreciation Week

137 new peer mentors attended the two-day,
university-wide training in August

Peer Mentor Survey Highlights

- 97%** agree their peer mentor was **helpful** and
provided them with **useful information**
- 95%** agree their peer mentor **facilitated**
interactions among LC participants
- 97%** agree their peer mentor is **knowledgeable**
about university resources

“[My peer mentor] gave me
individualized advice that
made difficulties easier to
understand and **shared**
efficient study methods that
helped me absorb the
information better.”

“I mentor because I want
others to know they are **never**
alone in their college journey.
I hope to inspire **confidence**,
spark **growth**, and remind
them that there is someone
who **believes in them**.”