

Part 4. What Did We Learn from the Fall 2024 Pilot?

The GE Pilot for Fall 2024 involved:

- 21 faculty
- 150 students
- 7 learning communities (cohorts)
- 12 distinct courses
- 3 themes
- 3 off-campus experiences

The direct financial costs associated with the GE Pilot for Fall 2024 included:

- 6 GE Fellows: 4 TCH for summer work
- 15 GE Faculty: 3 TCH for summer work
- = 69 TCH total for all summer GE Faculty Summer
- 6 GE Fellows and 15 GE Faculty: 1.5 TCH for Fall meetings and collaborations
- 31.5 TCH total for all GE Faculty Fall meetings and collaborations
- = 100.5 TCH total for all GE Faculty Summer and Fall work

Students participating in the GE Pilot who are also part of a Kean University special population:

- EOF - 19
- Bridge to Success - 19
- SUPERA - 0
- Veteran - 2
- CAPS - 77

Summary of Incoming 24FA GE Pilot Student Profiles vs. Non-Pilot GE Students:

Incoming first-time freshman in the GE Pilot were highly comparable regarding high school GPA, gender, ethnicity and race; they differed in first gen status, with the non-GE Pilot students more likely to be first gen.

Summary of Key Positive GE Pilot Outcomes:

1. Instructor Access: GE Pilot students were taught by 0% adjuncts compared to non-Pilot students who had an 85% chance of having only adjunct instructors in their first semester.
2. GPA Metrics: GE Pilot students are less likely to have ended Fall 2024 with a GPA below 2.0
3. Enrollment Metrics: GE Pilot students are more likely to have registered for 12+ credits in Spring 2025.

4. Navigate Alerts: GE Pilot students are less likely to be referred for low quiz grades or missing assignments, and more likely to have useful alerts for excessive absences.
5. Sense of Belonging Survey: GE Pilot students felt more connected to their professors, saw their courses as connected to the real world, and planned to stay enrolled at Kean.
6. Academic Tutoring: GE Pilot students with embedded tutors in ENG*1030 (College Composition) were three times as likely to have had an academic tutoring appointment to support success in their coursework.
7. Advisement: GE Pilot students were more likely to have kept an appointment with their professional advisor.

Summary of GE Pilot Student Experience

Students valued the familiarity, collaboration, and support offered by the learning communities, which enhanced their comfort, social connections, and academic engagement. However, some felt the experience was restrictive due to repeated interactions with the same people, offered a more limited ability to network with peers, and reported theme monotony.

Conclusion: Addressing these concerns by incorporating opportunities for increased peer interactions and more thematic variety could further enhance the program.

Summary of GE Pilot Faculty Experience

Faculty valued the collaborative, innovative, and student-centered aspects of learning communities but highlighted significant challenges, particularly related to workload, coordination, thematic constraints, and composition of students in learning community cohorts. Suggestions for improvement include providing more structural support, increasing flexibility in theme selection, refining the role of embedded tutors, and streamlining the planning and collaboration processes. Faculty reported great potential in the learning community model if these challenges were addressed.

See the appendices for an outline of the pilot sections, their instructors, and the themes used for specific populations of students.