

CALIFORNIA STATE UNIVERSITY, EAST BAY
FACILITATING GRADUATION EXEMPLARS

#11 Adoption of Strategies for Student Success

Cal State East Bay has initiated an Early Alert Program which is a fully electronic mid-term progress report for faculty to inform students about their progress in class. The system is available to faculty the first day through the end of the fifth week of the term. This “early alert” gives students time to avail themselves of services and resources (tutoring, advising, counseling, meeting with professor, etc.) that can help if they are experiencing difficulty.

The goals of the early alert system are: 1) to improve quality of student work in class; 2) to increase student retention and progress to degree; 3) to increase FTE; 3) greater awareness and utilization of campus support programs by students; 4) to enhance advising by faculty and staff advisors; and 5) to increase interaction between students and faculty.

The early alert system uses Blackboard to create a class roster which includes a performance comment pull-down menu and a free flow text box. The performance comment selected from the pull-down menu and the free flow text are embedded in an electronic message which is sent overnight to the student via Horizon (our student email system). In addition to performance comments, the electronic message lists campus support programs and provides a link to their Web sites.

A new screen (190) was created and added to the university’s student information system for use by faculty and staff advisors. Within twenty-four hours the performance comments from the pull-down menu that are entered in Blackboard are moved to Screen 190.

#4 Strengthen GE and Life/Career Goal Clarification for Lower Division Students

All freshmen at CSU East Bay are required to take two one unit General Studies courses. The second of these (GS 1012) focuses on major and career exploration. Freshmen who are undeclared participate in a series of information sessions with faculty who represent every major on the campus. The undeclared students then identify two or three majors of interest and interview faculty, senior students, and alumni about what the major means to them and how it has affected them. Students who have identified a major explore career options related to the major. While the undeclared students are participating in the faculty sessions on majors, the declared students take a workshop with our Career Development Center. That is followed with a research assignment to explore the requirements for particular career options.