



2009-10 ACCESS CALIFORNIA STATE STUDENT ASSOCIATION

Access: Increasing Access to a Quality Education at the California State University

Background

The California State University (CSU) is designed to ensure access to a higher education for the people of California. Strategically situated throughout California, the 23 campuses currently educate almost 460,000 students and graduate 82,000 students into the workforce each year.

Due to the current fiscal outlook, as well as a grim outlook for years to come, the CSU administration has enacted several measures to manage a \$564 budget shortfall from the state of California general fund. Included are a state university fee increase of 32% for the 2009-10 academic year, which results in a 280% increase since 2000, or a total of \$4,026 per academic year; the implementation of employee furloughs for faculty, staff and administration, resulting in most employees taking two unpaid days off per month; and decreases in course offerings and student support services.

While these measures are designed to maintain a balance among access, affordability and quality, the system will inevitably experience an overall reduction in student enrollment of 40,000 students by the fall of 2011, decreased access for students from middle-income households and underserved communities, and fewer educational resources at the campus level.

Goal: Increase and Improve Use of Electronic Resources

Need

The California economy relies on a qualified workforce produced by the CSU. Seeing as the 2009-10 budget shortfall results in cuts to CSU faculty, courses and student services, it is important to identify, ensure and promote access to the resources that currently exist on each campus. Furthermore, the California Legislature's consistent divestment in all segments of public education requires that each system strategically review its current capabilities, and increase and improve access to resources that

enhance the learning experience. Campus stakeholders can collaborate to improve and better communicate the availability and quality of technology as a learning tool.

Advocacy/Strategy

- Conduct systemwide audit on use of and access to electronic learning material such as iTunes U, E-Books, and electronic learning communities.
- Conduct systemwide audit on Computer Lab and Library operating hours.

Student Action

- Implement student-organized faculty training session on the use of technology (social media, iTunes U, Hybrid Courses) in education once each semester (can be a workshop, faculty presentation, panel of students and professors, etc.)
- Increase access to student unions, computer labs and libraries.
- Publish a list of professors who utilize progressive and effective methods of technology as an incentive for new implementation.
- Implement a comprehensive communications plan to better publicize the availability of existing resources to students.
- Action will be lead by the Multicultural Caucus



2009-10 AFFORDABILITY CALIFORNIA STATE STUDENT ASSOCIATION

Affordability: Making the People's University Affordable for all Californians

Background

The California Master Plan for Higher Education established in 1960 that all qualified Californians should have the opportunity to enroll in affordable, quality institutions of higher education. The resulting investment in public higher education, including the California State University, provided opportunities for the people of California to thrive and made the economy prosperous.

However, according to the National Center for Public Policy and Higher Education, since the 1980s the commitment to the Master Plan has eroded steadily. Recent history demonstrates that the Master Plan is a promise that the state honors only in the best of economic times, and subtly sacrifices in years of budget problems.

Additionally, the combination of hard economic times, expenditure mandates and tax-cutting measures have constrained revenue growth and limited discretionary funding available to the state. As a result, this makes the funding for the CSU volatile. In the past eight years state leaders have committed less and less support into the CSU system. To make up for the cuts, systemwide mandatory student fees have increased each year since 2001, with the exception of the 2006 election year. This means fees have more than doubled – from \$1,427 in 2001-02 to \$4,026 in 2009-10.

The increase in student fees does not come close to filling the gap in programs and services left by deep budget cuts. While students and families pay more for college each year, it has not resulted in improved classes, more course sections, better advising, or faster time to graduation. In other words, students are paying more and getting less.

Goal #1: Establish a Lobby Corps on Each Campus

Need

The mission of Lobby Corps is to ensure that each Associated Students (AS) has the ability to organize, outreach and educate their student bodies on issues impacting

higher education. In order to effectively accomplish our campaign goals in 2009-10, CSSA must establish a Lobby Corps on each campus.

Advocacy/Strategy:

- Expand CSSA resources for Lobby Corps action
- Conduct Lobby Corps trainings open to each campus
- Increase and maintain communication between campuses
- Create an external network of CSU Lobby Corps
- Encourage AS's to effectively market Lobby Corps on their respective campuses
- Connect with local community and alumni groups at each campus
- Recruit and retain students by building relationships
- Connect campuses with a Lobby Corps to those without a Lobby Corps
- Brand Lobby Corps
- Identify legislators that continuously vote to cut higher education

Action:

- Ensure maximum participation at CSSA Lobby Corps Clinic in October
- Encourage campuses to conduct lobby corps clinics using the tools and information gained from the CSSA Lobby Corps Clinic
- Create online Lobby Corps database
- Action will be lead by Government Relations Team

Goal # 2: Find/Establish Policy for Stable General Funding for the CSU system

Need

Recent reports have highlighted the need for more college-educated workers, yet the state's General Fund has been unable to consistently provide adequate funding for University of California (UC), California State University (CSU) and California Community College (CCC) to meet this demand. As a result, student fees have skyrocketed, quality has decreased and the cost of a post-secondary education is unstable.

Advocacy/Strategy:

- Obtain economic impact information through CSSA taskforce
- Share campus successes
- Ensure communication, accountability and support
- Promote fiscal responsibility and efficient spending
- Establish relationships with other nonprofit organizations, chambers of commerce, and city and local governments.
- Encourage campuses to develop self-sustaining student services
- Incorporate creative advocacy methodologies
- Promote scholarship options

- Educate students on affordability issues
- Draft and sponsor legislation
- Support current bills that would establish stable funding for the CSU
- Identify key lawmakers
- Establish relationships with legislators
- Host candidate events
- Identify key talking points and messaging
- Increase student voter turnout through voter registration

Action

1. Urge members of the legislature to adopt and gain public support for AB 656 (Torrico), which imposes a 9.9% oil and gas severance tax, and directs the proceeds of this tax to the California Higher Education Fund (CHEF) to be allocated annually to the UC, CSU and CA Community Colleges by enacting the following:

- Generate video to demonstrate how declining college affordability is impacting students
- Encourage campuses to conduct in-district lobby visits
- Coordinate press conference/rally after key committee votes
- Encourage each Associated Students to adopt a resolution in support of AB 656
- Author and submit letters to the editor and/or opinion pieces to keep the public informed about declining support for higher education and how AB 656 is a solution
- Action will be lead by the Government Relations Team

Action:

2. Coordinate large-scale student march that will generate media attention and public support for higher education funding stabilization

- Partner with the University of California Student Association (UCSA) and Student Senate for California Community Colleges (SSCCC) to ensure multi-segment student involvement
- Coordinate outreach and recruitment efforts on each campus by educating students; utilize publicity and promotion tools such as producing and disbursing save-the-date cards and organizing on-campus events
- Action will be lead by the Government Relations Team



**2009-10 QUALITY
CALIFORNIA STATE STUDENT ASSOCIATION**

Quality: Improving the Quality of Academic Advising

Background

In August 2005 Chancellor Charles B. Reed issued Coded Memorandum AA-2005-21 regarding facilitating graduation. He recognized, "With increased graduation efficiency and rates, CSU campuses may accommodate more Californians who seek a university degree, while assuring that publicly provided resources are wisely invested."¹

Academic advising is a service which seeks to explain academic policies and procedures, as well as provide information about general education requirements and major requirements, as well as provide mentorship opportunities with the goal of graduating students. In January 2005 Academic Senate CSU reiterated a clear set of guidelines for campuses to use in developing campus policies and taking action to improve the quality of advising². With the average time to degree being six years for CSU students, there appears to be room for improvement; academic advising is an effective means to this end.

Given the current financial position of the CSU due to an unprecedented decline in state funding, an efficient progress to degree is necessary now more than ever. Each student should be fully aware of the graduation requirements at his/her campus and what the most efficient pathway to the degree is. With graduation being a key component of enrollment management, enabling students to complete degree requirements in a direct manner is not only in the interest of administrators aiming to manage enrollment and generate considerable savings by cutting the time to degree, but also within the interest of students paying steadily increasing state university and campus based fees.

Additionally, there is reduced flexibility allowed to students in regard to course scheduling and many courses are not as readily available as in years past. Without proper academic advising, a student could easily delay graduation by a full year by neglecting to enroll in a required course. A student could potentially fall short of completing the requirements for a second major and/or minor in conjunction with the primary degree objective and be conferred a degree-due to recent changes in Title 5-

thus missing an opportunity to broaden their educational foundation and better prepare for a career. Perhaps equally unfortunate, mentorship opportunities for students are being lost due to the increasingly disproportionate number of students per tenured or probationary faculty. It is difficult to measure quantitatively the impact a professor can have on a student through serving as a mentor and advisor, although personal testimonies and qualitative research suggests such relationships are invaluable. Similarly it is difficult to recognize faculty for the mentorship aspect of advising.

Goal: Improve Student Academic Advising

Need

- To provide accurate advising to students in a timely manner
- To make advising resources readily available and accessible to students
- To improve outreach in order to make students aware of advising resources
- To increase the use of technology in advising
- To implement a graduation road map specific to each student
- To provide formal and informal faculty recognition for advising
- To increase the number of tenured or tenure track faculty in order to ease the disproportionate ratio of students per tenured or probationary faculty members
- To increase collaborative efforts amongst advisors at the level of the campus and systemwide administration

Advocacy/Strategy

- Research available advising resources at each of the 23 campuses
- Research the use of technology for advising purposes at each of the 23 campuses
- Define weaknesses and deficiencies, as well as best practices in advising
- Encourage formal recognition of faculty for advising and mentorship
- Promote increased student outreach to utilize advising resources
- Promote increased use of technology in advising and advising outreach
- Encourage CSU administration to continue to monitor and report campus progress in implementing recommended measures to improve the quality of academic advising

Student Action

- All CSU Associated Students shall publish (ASI website, resolution, newsletter) an academic advising resource document to identify the weaknesses and best practices in their campus' advising model.
- All CSU Associated Students will request administrative support from campus academic advising faculty and staff in order to create awareness of existing resources, increase the use of technology, and improve outreach efforts.
- ASI and Academic Advising Centers can begin collaborating on an annual Academic Advising Resource Fair.

- CSSA will incorporate faculty recognition for advising and mentorship into their annual awards honoring a trustee, campus president, and system-level administrator.
- Action will be led by the University Affairs Committee

¹ Coded Memorandum AA-2005-21

² AS-2690-05 / AA – January 20-21, 2005