Hierarchical Structure Management of California Higher Education and Its Use for Reference

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Abstract. California enjoys the highest development level of education in the United States. According to the Master Plan 1960, California public higher education has formed a tertiary structure. Performing their respective duties, the universities and colleges have mutual cooperation and constitute an organic public higher education system. In many provinces of China, a Master Plan for Higher Education like that of California is warmly welcome, in the perspective of avoiding the unbalanced allocation of educational resources and the waste caused by the disorderly competition.

Introduction

The improved education system in the United States provides a guarantee for the healthy development of education in the United States. Universities seek perfection in different development directions and provide talents for the society. A university of the same type in different schools shall have its own tasks, on the premise of its positioning, fully implementing personalized development, which is beneficial to avoid the homogenization development and vicious competition of universities.

Located on the west coast, California is not only the most developed and most populous state in the United States, but also is a state with the highest development level of education in the United States. Featured education organization structure has been generally referred to in the world. There are numerous prestigious universities like Stanford university and California institute of technology and some private universities Research universities, along with California state university and many community colleges, although with different objectives, they develop in a way of making their advantages complementary to each other, greatly influenced by Master Plan 1960.

Analysis of California Higher Education Hierarchy

Under the guidance of the Master Plan 1960, CA, USA, the public higher education in California has formed a tertiary structure higher education systems (see Figure 1). Located at the highest level (top) is the system of University of California, California state university system is at the second level (tower), and community college system is at the third level (base).

UC system is a research-oriented university system, which has a total of 11 campuses. The famous Berkeley Branch University and Los Angeles University belong to this system. UC system has a high reputation in the United States and the world, and it is the best advanced education system in the world. UC system is the primary academic institution supported by the state government for scientific research and applied research. It is not governed by the state government and enjoys the constitutional autonomy.

CSU system includes a total of 24 campuses, mainly teaching and researching universities. State universities accept direct state administration. Teaching is its primary function, and all facilities in the school, including scientific research, are strictly required to be consistent with the primary function.

CCC are all teaching colleges, which was first incorporated into the higher education sector in the overall program in the Master Plan of 1960 and provided two-year teaching. Community college system is in the third level of higher education system. All scientific research is oriented towards
improving teaching quality. There are now a total of 119 campuses, forming the cornerstone of the development of California higher education (See Form1).

California public higher education system includes both research university system cultivating high level scientific research personnel and vocational training institution for applied talents needed for social and economic development and culture system at all levels. Within the scope of their respective duties, they have mutual cooperation and constitute an organic public higher education system of the state.

The University of California system has dozens of research centers and affiliated institutions, bringing together a large number of world-class academic elite. It has become a banner of the American public research university. The State University System is focused on California's economic and social development in terms of the subject setting, personnel training scientific research, and has made important contributions for the prosperity and economic and social development of California. The basic education offered by the Community College System has extensive and far-reaching significance. It offers opportunities for more people to receive higher education, employment training and occupation changing training, so that they get a higher and more stable income; it provides a rich cultural and entertainment education services to the community, to enhance people's spiritual life; it provides more technical talents, middle management personnel for the enterprises and creates more and more valuable taxpayers for society, reducing social support, pressure relief and security expenses, and adding to prosperity and social stability.

Figure 1. Pyramid-type Structure of the California Higher Education Hierarchy.

Higher Education System Function Stratification in California

University of California, California's leading academic research institution, provides undergraduate, postgraduate and professional education, enjoys the right to grant doctor's degree and teaching jurisdiction in law, medicine, dentistry and veterinarian; State university system offers undergraduate, postgraduate, professional and teaching education. It is authorized to carry out relevant scientific research, and can award doctoral degree with the university of California; Community colleges offer career guidance, education for the first two years of undergraduate education, compensational education, and adult non-credit courses, community service courses, and human resource training service (See Form1).
Form 1. Three-level Public Higher Education System of California Satae, USA.

<table>
<thead>
<tr>
<th>HE System</th>
<th>Function</th>
<th>Degree Granted</th>
<th>Number</th>
<th>Percentage(%)</th>
<th>Enrollment(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CU System</td>
<td>Research-oriented</td>
<td>Doctor, Master, Bachelor</td>
<td>10</td>
<td>6.9</td>
<td>12.5</td>
</tr>
<tr>
<td>CSU System</td>
<td>Teaching-oriented</td>
<td>Doctor (Jointly awarded), Master, Bachelor</td>
<td>24</td>
<td>15.9</td>
<td>20.8</td>
</tr>
<tr>
<td>CC System</td>
<td>Training-oriented</td>
<td>Associate bachelor</td>
<td>119</td>
<td>77.2</td>
<td>54.2</td>
</tr>
</tbody>
</table>

Enrollment Management of California Higher Education System

On admission, the Master Plan stipulates that all public high school graduates in the top 33.3% gain admission to California State University, about 20% of the enrollment proportion being in the public sector; all public high school graduates in the top 12.5% will be admitted to California University(Figure 2). With an increase in the number of admissions per year, the enrollment ratio of UC is maintained at around 10% in the public sector(see Table 2.1). A large number of educational institutions with a relatively large enrollment scale are community colleges, nearly 60% of the entire public sector. This admission requirement fully ensures the enrollment of high-quality students needed in the research universities, laying the foundation for the construction of University of California as a high level research university.

The Master Plan also gave the State Universities the opportunity to confer a Ph.D. in philosophy with the University of California, giving them academic recognition and fully mobilizing the enthusiasm of State Universities for teaching and research.

The Master Plan establishes a student transfer possibility, stipulating that State Universities will require would-be transfer students who were not eligible on the basis of high school records to present a C (2.0 grade point) average on 60 units of college work and University of California will require transfer students to present a 2.4 grade-point average on 60 or more units(See Figure 2).

The regulations of the enrollment proportion of the three public higher education systems, the cooperation of awarding doctorates jointly by University of California and State Universities and the establishment of the students transfer mechanism for community colleges graduates in California have maintained a reasonable proportion of each system, improved the utilization of educational resources and promoted the cooperation among the public higher education system, achieving a good link between the education in associate and bachelor degrees, guaranteeing fairness for all levels of students enrolled, and meeting the higher education demand for citizens of California.

Figure 2. Path Choice of Senior Middle School Graduates for Higher Education.
The Development of China’s Provincial Higher Education and Problems

Since the enrollment expansion from the beginning of the year 1999, China's higher education has experienced the breakthrough of the enrollment rate, from the elitist education to the popular education stage. While the education system structure has not been adjusted accordingly, every university shares the desire to develop into a comprehensive and high-class one, resulting in the lack of functions and powers of the universities.

In a reasonable higher education system, high-level talents, gradient middle talents and low level talents are all focused and cherished. Therefore, the higher education system should be divided into different functions and different establishment. The recruitment standards, the determination of different professional settings and the talent training plan should be characterized, striving for different levels of talents categories.

With the deepening of reform and opening up, China's provincial level lays much stress on education to meet the development needs of regional social and economic development, as the central government has decentralized the management of education in provincial regions. Thus the provincial government has become the main body of higher education, and has the right of management and decision-making of education in the region.

The ideal model for the development of education is that different universities strive for development to high level and the first class in their respective levels and categories.

China is transforming to an innovative country, in which process it is vital for universities to find their own positioning according to their own historical traditions and resource advantages.

The scientific positioning and classification has promoted the allocation of education resources and realized the optimized effect of limited resources, avoiding disorderly competition and redundant construction. It is conducive to the cooperation and optimization of education institutions in the state, complementary to achieve continuous and healthy development of education. California's distinctive high education system has set up a good model for our provincial higher education development.

Conclusion

In the development of higher education, colleges and universities are faced with the problem of confusion and unclear positioning. Like the problems troubling the development of California public higher education before 1960s, China is currently facing severe contradiction in its higher education development, such as blind upgrading of various colleges and universities, unclear functions and positioning, convergence of development model of faculty development, and lack of development characteristics.

Due to various reasons, it is not easy to solve the problems of the higher education in China, but the development and selection of a good master plan is undoubtedly the top priority. This is also the inspiration that A Master Plan for Higher Education in California may bring to us.

The California public higher education system based on the Master Plan for Higher Education includes both research universities for the cultivation of high level scientific research personnel and teaching and occupation training colleges cultivating applied talents for social and economic development. In the whole system, the performance of duties, mutual cooperation and the pursuit of excellence are practiced at all levels within the respective scope, avoiding the unbalanced allocation of educational resources and the waste caused by the disorderly competition.

References


