

The image shows the cover of a report. It has a light green background with a darker green rectangular box in the center. Inside the box, the text is white and reads: "A MASTER PLAN for HIGHER EDUCATION IN CALIFORNIA 1960-1975".

A MASTER PLAN
for
HIGHER EDUCATION
IN CALIFORNIA
1960-1975

Master Plan for Higher Education

**Presentation to UC Regents
January 19, 2005**

What is the Master Plan?

- A statewide policy and planning framework first implemented in 1960 to accommodate enrollment growth and meet state needs by providing high-quality postsecondary institutions
- Master Plan is a living/evolving document, last reviewed from 1999-2004
- Each review has reaffirmed its core tenets/goals
- Goals include access, affordability, equity, and quality

History: California in late 1950s

- **Constraints on state resources:**
 - end of postwar surpluses
 - tax increase rejected by Legislature
- **Huge enrollment growth projected:**
 - from 226,000 to 661,000 by 1975
- **Lack of coordination/planning:**
 - 22 competing legislative proposals to establish new state colleges

Proposal for a Master Plan

UC President Kerr proposed that governing boards initiate planning effort to:

- Prevent unnecessary program/degree duplication to limit taxpayer expense
- Offer access to all qualified residents who could benefit from postsecondary education

Legislature supported the effort and imposed a moratorium on new campuses until plan completed

Original Master Plan

- Within a year, report was completed and adopted by governing boards in December 1959
- The plan recommended putting provisions into the State Constitution
- Instead, many key provisions codified in statute in April 1960 (Donahoe Higher Education Act)

Master Plan is a living document



Key features of the Master Plan (1 of 3)

- **Differentiation of Mission & Functions**
 - to ensure quality and efficient allocation of resources
 - limits the no. of campuses offering high-cost doctoral and professional education programs
 - greater focus on undergraduate education at CSU and CCCs
 - cost structure enables universal access

Differentiation of function

UC

- State's primary academic agency for research
- Undergraduate, graduate, & professional education
- Sole authority for doctoral degrees (CSU able to offer joint doctorates)
- Sole authority for instruction in law, medicine, dentistry, and veterinary medicine

Differentiation of function

CSU

- Undergraduate education, graduate, and professional education through the Master's degree
- Teacher education
- Faculty research consistent with the primary mission of instruction
- Doctorates jointly with UC or an independent institution

Differentiation of function

Community Colleges

- Academic & vocational instruction through the first two years of undergraduate education (lower division)
- Remedial instruction
- English as Second Language (ESL) courses
- Adult noncredit instruction
- Community service courses
- Workforce training services

Key features of the Master Plan (2 of 3)

- **Principle of access**
 - to all who can benefit
 - state's responsibility to fund access
- **Differential admissions pools**
 - to ensure high standards and to encourage students to take lower division at the community colleges
- **Community College transfer**
 - ensures universal access and route to 4-year segments
 - 60:40 ratio to preserve access for all eligible transfers

Key features of the Master Plan (3 of 3)

- **Governance structure**
 - independent lay board for each public segment
- **Statutory coordinating body (now CPEC)**
 - for on-going planning
- **Student choice among segments**
 - facilitated by portable Cal Grant awards
 - to maximize use of independent (private) enrollment capacity
- **Affordability**
 - ensured through fee and financial aid structure and state funding commitment

Clark Kerr in 1999 on the access commitment

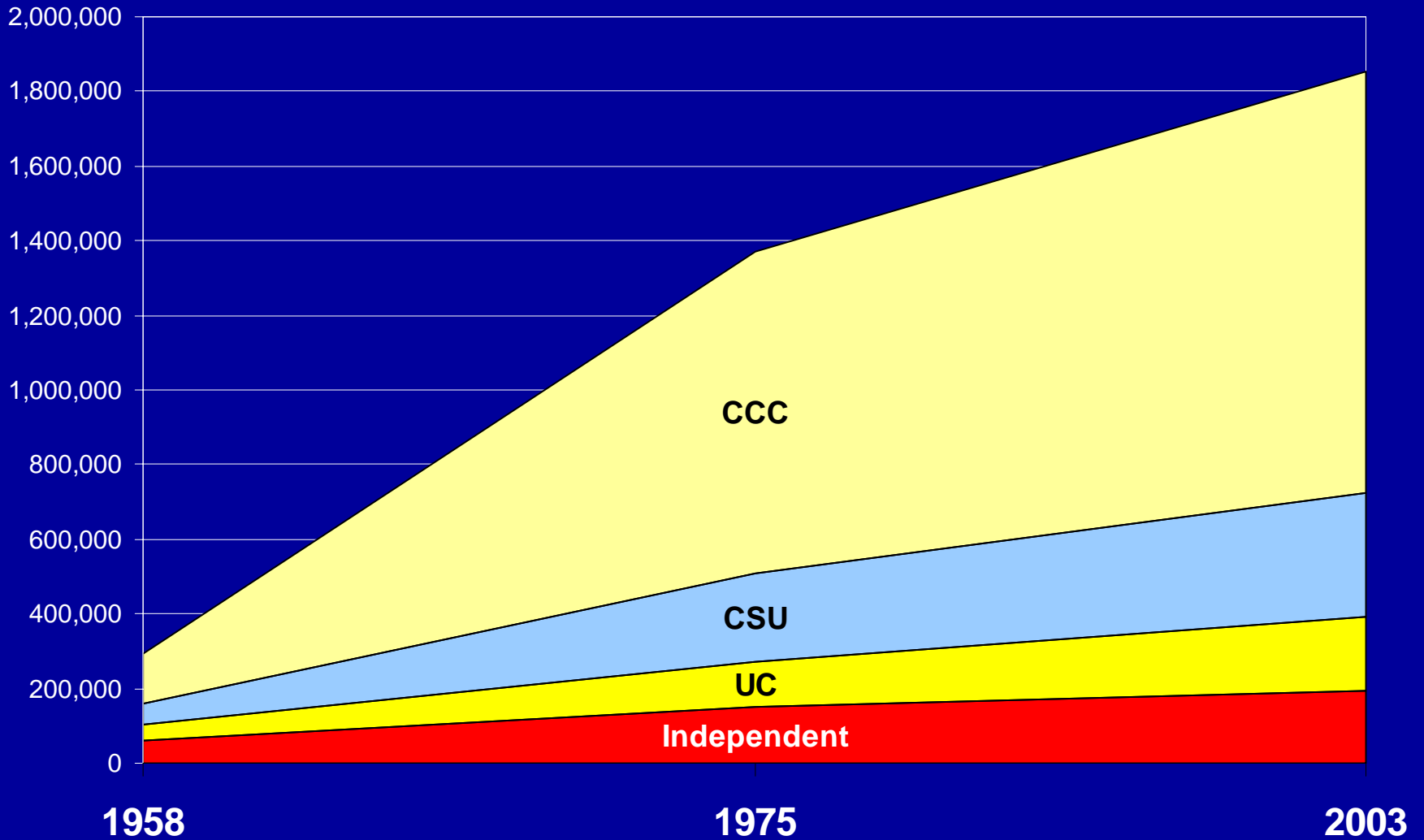
“[I]t was the first time in the history of any state in the United States, or any nation in the world, where such a commitment was made—that a state or a nation would promise there would be a place ready for every high school graduate or person otherwise qualified. It was an enormous commitment, and the basis for the Master Plan.”

From August 24, 1999 testimony to Joint Master Plan Committee

Has it been a success? (1 of 2)

- Access promise succeeded beyond all expectations—it is the provision best understood and supported by the general public
- Actual 1975 enrollment of 1.4 million was double original Master Plan estimate
- A much higher proportion of California's population—in every ethnic group and by gender—is in college now compared to 1960
- 60 new public campuses were built

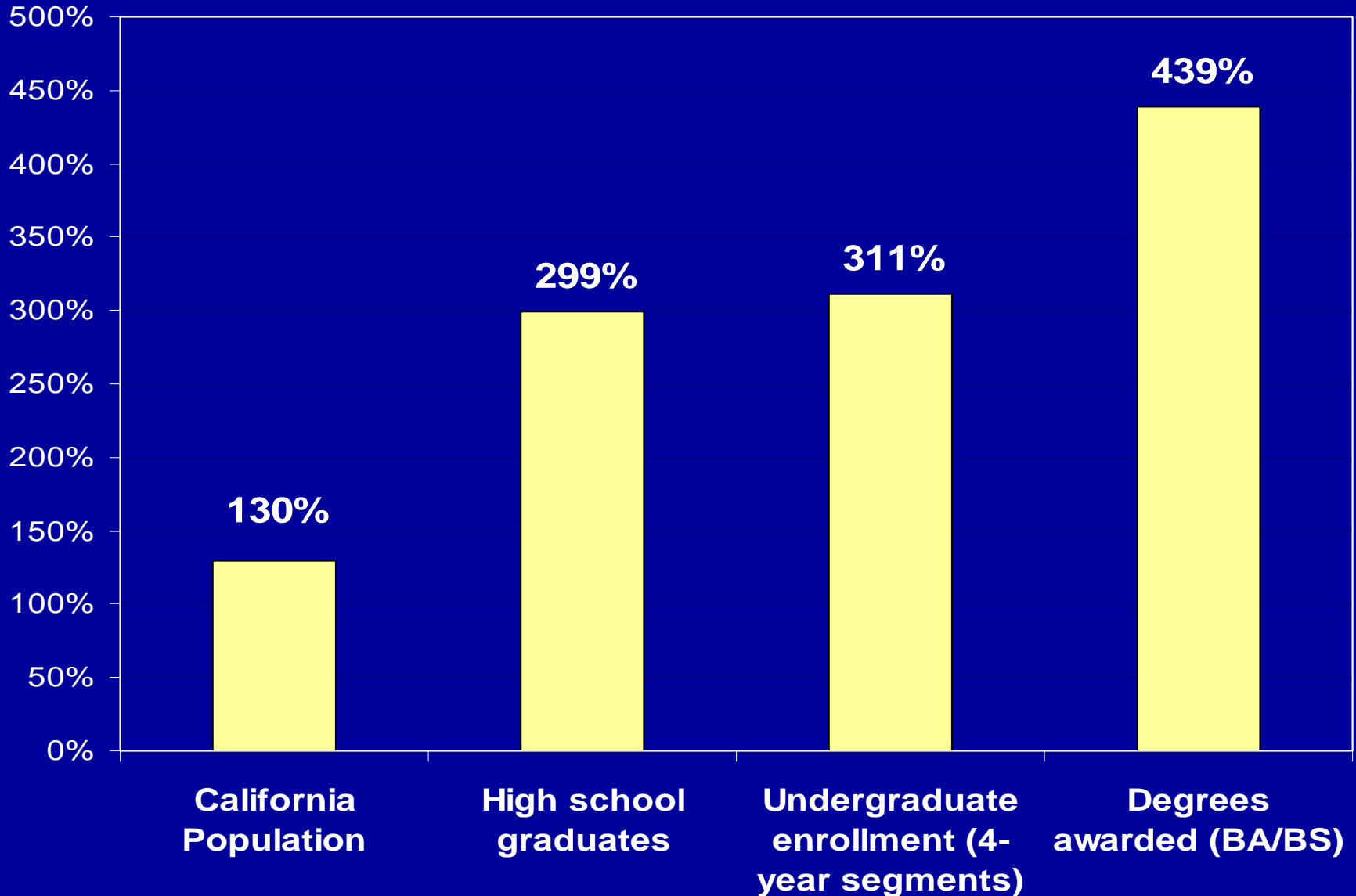
Total Enrollment (FTE) by Segment, 1958 to 2003



Has it been a success? (2 of 2)

- Efficiency increased—high school graduates increased 300% while BA/BS degrees awarded increased 440%
- Quality increased despite rapid growth
- California's economic strength based on:
 - university-generated research and intellectual property
 - a highly-trained workforce

Percent changes, California 1958 to 2002



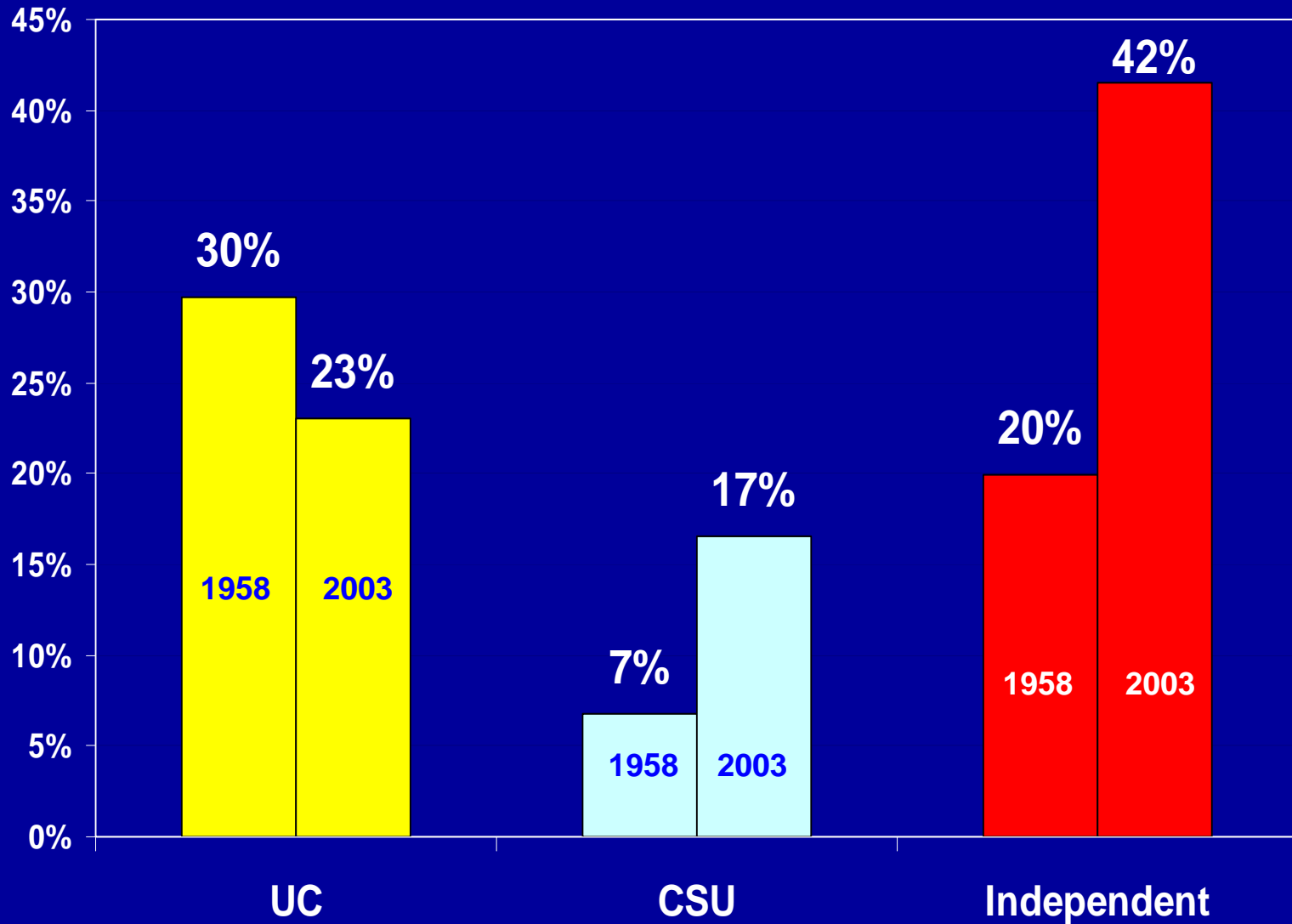
Graham & Diamond, *The Rise of American Research Universities*, 1997

“No aspect of our revised class of Research 1 universities is more arresting than the inclusion of all eight general campuses of the University of California... [T]he Master Plan...reserved the research and doctoral training function to the multicampus UC system... Much of the UC success may be attributed to the distinctive allure of California’s climate, economy, and cultural mystique in the postwar era. But considerable credit must also go to the state’s visionary higher education policy, as codified in the 1960 Master Plan.”

Changes in enrollment patterns since 1960

- UC's proportion of CA baccalaureate degrees stable at between 25 and 30 percent
- UC share of CA doctoral degrees declined slightly from 54 to 50 percent
- UC enrolled 45 percent of CA graduate students in 1960
- Today we enroll 24 percent, primarily due to growth in Master's and professional degrees at CSU and independent (private) sector

Proportion of Graduate Students WITHIN Segment Change from 1958 to 2003



Master Plan challenges/threats (1 of 2)

- Social and economic changes
 - greater demand for higher education
 - increasingly global economy
 - more diverse society
- Demographic challenges
 - issue of access
 - differential participation rates
 - ethnic/racial diversity not keeping pace

Master Plan challenges/threats (2 of 2)

- Declining State financial support
- Preserving affordability
- Proposals to change or abolish Master Plan coordinating agency (currently CPEC)
- Maintaining mission distinctions
- Transfer and joint doctoral programs require coordination across segments

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