

Analysis of the Role of Continuing Higher Education in the United States

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Contents

Introduction
Purpose of the Study
Methodology
Origins of Continuing Higher Education
Present status of CHE
Factors Affecting the Development of CHE
Case Analysis of Two Extension Programs
The Role of Community Colleges
The Role of Continuing Higher Education in American Society
Discussion and Conclusion

Analysis of the Role of Continuing Higher Education in the United States

Reiko YAMADA*

Introduction

The 1960's and 1970's were marked by the beginnings of major shifts in American higher education. Baby boomers of previous decades entered institutions of higher education in unprecedented numbers. These decades witnessed the development of modern higher education, incorporating planned diversity and universal access. American higher education was transformed from an education for a small elite into a system of mass education.

Following the rapid expansion of mass higher education, however, a large decline during the 1980s in the number of traditional college-age youth forced American higher education to transform yet again. The number of eighteen-year-olds peaked in 1979 at 4.3 million¹ and since then, the population of eighteen-year-olds has dwindled. Most American universities scrambled to maintain enrollments.

American higher education institutions dealt with this crisis by accepting non-traditional students.² These non-traditional students were women and older students and they became an increasing proportion of the regular student body. They participated in American higher education institutions as regular or part-time students in undergraduate as well as graduate programs and continuing higher education (CHE) divisions.

Previous studies concerning non-traditional students in American higher education have mainly focused on their role as part-time students and their effect on community colleges.³ In particular, the social function of community colleges, generally viewed as the leading edge of the opening of higher education has been much analyzed.

On the contrary, there is little research on the social function of CHE.⁴ As adult education develops, the distinction between CHE and lifelong, adult and vocational education becomes more ambiguous; there is considerable confusion and overlap between the different terms. What is the definition of continuing education? Is there any similarity between lifelong education and continuing education? Continuing education refers specifically to post-initial education, including full-time and part-time and both vocational and non-vocational programs.⁵ In this paper, continuing higher education is operationally defined as post-initial

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education including vocational as well as non-vocational courses offered through institutions of higher education.

American CHE institutions are so unique that they resemble to the Japanese private educational sectors in their diverse curriculum and prompt response to market needs. They also resemble Japanese off-the-job-training institutions in offering full-fledged vocational education programs. They serve local communities the same as Japanese higher education institutions do through classes open to the public. However, they are distinctive because they can confer degrees to continuing education students.

Actually, the status of American CHE is not well understood in Japan. As opportunities for lifelong learning expands in Japan, there has been much overlap between the different terms; for instance, continuing education, lifelong learning and lifelong education.

Purpose of the Study

The purpose of this paper is to analyze the role of CHE in American society. Is there any difference in the social function between CHE programs sponsored by four-year colleges and universities and community college programs? Does the role of CHE differ from that of universities or colleges? If so, in what way? And what is the function of CHE in American society?

The paper is organized into three parts. The first part of the paper will present the status of American continuing higher education and explore its developmental factors. Second, case studies of the UCLA Extension and the Harvard Extension will be presented. Then, based on the results of case studies, the social function of CHE in American society will be assessed.

Methodology

Subject

The researcher started field research on extension programs at comprehensive universities and community colleges. Specifically, a case analysis of the UCLA extension⁶ and community college programs in the Los Angeles area was started in the summer of 1993 and 1994. Then, the researcher noticed that it was inappropriate to generalize based on only the results of case analysis of the UCLA Extension, because the types of continuing education programs and the management scale vary. Thus, in the spring of 1995, a case analysis of the Harvard Extension program where liberal arts programs are central in continuing education programs was made.

Instruments

The major instruments of this study are literature review, case studies and interviews. The

UCLA Extension is analyzed through interviews with a vice dean, a marketing manager and a curriculum specialist of UCLA Extension and related documents. Additionally, the researcher observed several Extension program classes. The case analysis of the Harvard Extension program, however, is mainly based on documents obtained from the Harvard Extension School. The theoretical and analytical elements are based on literature reviews.

Origins of Continuing Higher Education

American higher education has grown rapidly since Harvard College was established in 1636.⁷ In the beginning, that American higher education provided general education for a relatively small elite.

The idea of universities offering public lectures goes back to the early 1800s. The first science extension class was open in Rutgers University in 1816.

In the late 1800s, an organized attempt to extend university resources to the community took hold. In 1862, United States congress passed the Morrill Act for the establishment of land grant universities. The federal government earmarked land grant sales to designated states for inaugurating educational programs. Many states founded the public universities with new programs such as agriculture and mining.

Land grant universities' multi-purpose functions included research, education and service to the public. Thus, the emergence of land grant universities accelerated the development of programs for the local public. State universities like Michigan, Minnesota and Wisconsin all offered extension lectures before the 1890s.

At the turn of the century, land grant universities started to provide agriculture and engineering-based vocational education programs to local citizens. As these programs became prevalent, the role of continuing education as the service provider to the local public expanded and by the beginning of the 20th century, extension or continuing education divisions furnished vocational education programs to the community.

In addition, the passage of the Morrill Act clarified three missions for American universities. The first mission of American universities is to promote quality research with more emphasis on applied technology and basic research which will lead to economic development. The second mission is to teach students who will contribute to American society. The third mission is rather different from the first two; American universities also need to extend the results of research and teaching to local communities.

Present Status of CHE

The professional association like the NUCEA (National University Continuing Education Association) was founded in 1915 to develop the quality and quantity of continuing education. While only 22 colleges joined when it was first founded, the number of member universities and colleges has increased gradually and it reached 500 in 1992.

The association diversified as research and four-year comprehensive universities and community colleges joined.⁸ The scale of continuing education is also diverse ranging from small scale divisions attached to departments to large scale self-supporting divisions. Overall, most large urban continuing education units in the East and West are not attached to universities.⁹ American institutions of higher education awarded nearly 11,000 certificates to people with baccalaureate degrees in 1986-87 as shown in Table 1. Most of these certificates are awarded by continuing education divisions. It is noteworthy that the majority of people being awarded these certificates have higher education backgrounds. For instance, 60 percent have baccalaureate degrees, and 40 percent of them have master's degrees.¹⁰

Rank	Program Category	Total	Men No	(%)	Women No	(%)
1	Business and Management	4,647	3,989	85	658	15
2	Education	3,596	1,228	34	2,341	66
3	Theology	504	353	70	151	30
4	Health Sciences	264	117	44	147	56
5	Liberal/General Studies	205	109	53	96	47
6	Social Sciences	187	117	62	70	38
7	Multi/Interdisciplinary Studies	135	81	60	54	40
	Psychology	135	40	29	95	71
9	Computer/information Sciences	133	63	47	74	53
10	Law	126	52	41	74	59

Table 1: College/University Post-Baccalaureate Certificate Awardees: 1986-87

Source: National Center for Education Statistics: Completions in Institutions of Higher Education, 1986-87 NCES 90-322.

Table 1 indicates that the majority receive certificates in business and management or education. The existence of support systems for professional organizations and mandatory state retraining education for some profession has greatly influenced the increased number of certificates in these fields.

International Foundation of Employee Benefits Plans surveyed 1865 member companies about benefits offered to employees in 1990.¹¹ The results of the survey show that more than

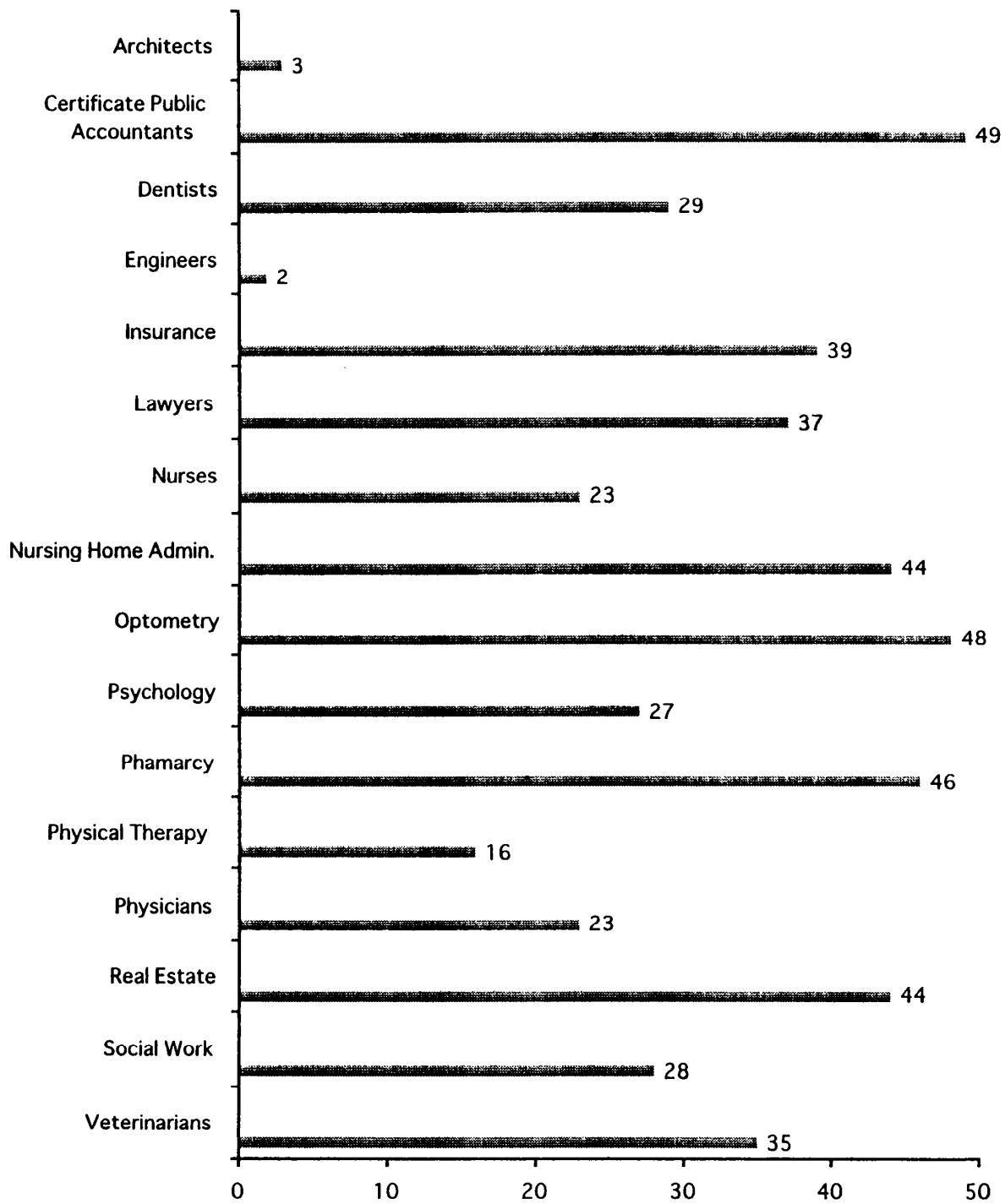


Figure 1: Number of States Requiring Continuing Education, by Profession 1993

Source: Louis Phillips and Associates; "1993 Mandatory Continuing Education Update," Summer 1993 Newsletter

90 percent of the companies currently offer continuing education as an employee benefit and 97 percent of the companies plan to provide this benefit by the year 2000.

As the US population continues to grow slowly, diversify and grow older, employers are increasingly turning to employee benefits such as child care, flextime and family leave and continuing education to attract and retain workers. Among them, continuing education is considered to be the most important benefit to employees.

This might be explained by the fact that business entities regard continuing education as retraining opportunities to improve the quality of their workers and certificates as effective criteria for determining the qualification of recruits.

Also, state mandated continuing education for professionals might explain its importance. Mandatory professional continuing education usually requires professionals to complete a designated number of hours of study through an approved institutions of higher education when renewing state licenses for their profession. Figure 1 shows the number of states requiring continuing education by profession. For instance, 49 out of 50 states mandate continuing education for certified public accountants. Continuing education for lawyers are mandated by 39 states. States demonstrate increased interest in the quality of continuing education for professionals and professions place a premium on education and training as a way to ensure that professionals maintain competencies in specialized fields. Continuing education is essential for professionals in the fastest growing and highly technical fields for keeping abreast of the latest developments and practices in their fields.

Factors Affecting the Development of CHE

Here, we need to examine factors affecting the latest development in CHE. The 1960s were a watershed decade for the development of CHE. First, the adoption of a new manpower policy aimed at expanding the American economy together with federal legislation such as the Manpower and Development Act of 1962 and the Vocational Education Act of 1963, all expanded continuing education programs.

In the late 1960s and early 1970s, American society experienced a great transformation. The development of aerospace, munitions and computer-related industries created the need for workers with new skills. Daniel Bell delineates a marked and steady rise in the proportion of the workforce that is classified as professional-technical workers or experts in the twentieth century.¹² The 1970s accelerated this trend and the role of occupational expertise became institutionalized. New occupational expertise requiring sophisticated skills, knowledge and complicated training emerged. In a complex society, this expertise is inseparable from credentialism, for one has no alternative, but to rely on indicators such as credentials.

Credentialism presupposes an organized training system, and a method of certifying and titling potent specialists by professional associations, by the state, or employers, consumers or teachers. Credentials are effective ways to select prospective workers for it guarantees minimal abilities in the workforce.¹³ The emergence of credentialism thus triggered the development of continuing education.

Second, legislation of the Higher Education Act of 1965 and the Adult Education Act of 1966 greatly developed programs for Americans with educational inadequacies. With funding from the government, extensive Adult Basic Education Programs were established throughout the country to correct those inadequacies.

Third, demographic changes in American society greatly influenced the advancement of CHE. The dramatic rise in levels of educational attainment during these two decades is evident in the number of college graduates. For instance, while only 12 million had a college degrees in 1970, 32 million had college degrees in 1989.¹⁴ Also, the number of college graduates climbed from 934,800 in 1985 to more than 1.04 million in 1990, an average rate of increase of 3.9 percent.

It is presumed that people with higher educations are more motivated to continue education¹⁵. Simultaneously, the proportion of female students in higher education has been rapidly increasing and the number of female students passed the number of male students in 1991.¹⁶ Now, female students are viewed as the best potential CHE candidates.

The demographic composition of th U.S. has also changed. The proportion of Whites is declining, instead, the proportion of minorities such as Asians, Blacks and Hispanics is growing.¹⁷ Shifts in the demographic composition have created demands for new occupations such as bilingual teachers and counselors for minorities and these in turn have led to the development of continuing education programs.

Case Analysis of Two Extension Programs

(1) UCLA Extension

Organization

In this section, the case analysis of the UCLA Extension will be presented. The UCLA Extension is major urban continuing education institution that sponsors large programs. Thus, the results of this case analysis will be beneficial for further CHE research.

UCLA (University of California, Los Angeles) is one of nine campuses in the University of California system. It is a prestigious research and comprehensive university.

Extension courses provided on the nine campuses of the UC system totaled approximately 13,000 classes with 400,000 registered students in 1995. The UC extension system is the largest, most diversified continuing education division in the U.S.. The UCLA Extension is ranked at

the top of the UC system for its quality and quantity.

The UCLA Extension Division is a self-supporting entity. Its total budget in 1993 amounted to 31.43 million dollars. In the 1960s, the Extension Division received one fourth of its budget in subsidies, but no subsidies have been given since 1970.

According to Freedman¹⁸, it is necessary to see how the extension is structured and to analyze it in two different contexts: (1) the division of responsibilities among the continuing education departments and (2) the assignment of responsibility between the continuing education department and the campus academic units.

The UCLA Extension is led by the extension dean who has the same authority as academic deans when determining the budget, policy and overall curriculum development and enrollment policy. There are units that deal with financial matters, marketing, student services, program management, and course curriculum. UCLA extension divides up the work by divisions effectively.

Whether authority or responsibility should be focused in a central office or should be more diffused is an issue relevant here. Authority or responsibility in this question concerns administration, power over programs, staff and money. On paper, management at the UCLA Extension is centralized, but in practice, it is somewhat decentralized. Centralized management requires that all continuing education activities be channeled through a central office headed by an administrator. The UCLA Extension administrator is in charge of a single campus-wide continuing education budget, supervises a separate professional and support staff, and makes all instructional appointments. Centralized management of the UCLA Extension is characterized in following ways: (1) The extension dean is responsible for comprehensive administrative policy and strategic plans. (2) The extension dean approves programs that are planned by curriculum specialists.

However, decentralized management is more commonly observed in the area of program development. For instance, curriculum specialists have total responsibility for planning programs in cooperation with marketing specialists. Since market demand and service to the local public are prioritized when programs are planned, market research and other special marketing techniques become vital. The UCLA Extension organization, thus, consists of professionals in various fields. Curriculum specialists hold doctoral degrees in adult education and marketing specialists have MBA degrees.

Types of Program

Programs at the UCLA Extension are classified into three types. The first type is categorized as the degree acquisition program, the second is the career program and the third is categorized as the non-credit program. As Freedman states, CHE must be principally con-

cerned with relatively advanced levels of study.¹⁹ To institutions of higher education, there are two important questions regarding quality; the perception and the necessity to maintain the image of the four-year college or university. Thus, institutions of higher education are expected to cope mostly with material that is complex and difficult and therefore requires a substantial educational background. To maintain collegiate-level programs, there is less concern about the quality of the programs. For these reasons, on the whole, continuing education programs offered by UCLA Extension are college-level.

Here, let me examine the types of programs. Although students can enroll in courses in the degree acquisition program, students cannot obtain any academic degrees within this program. The UCLA Extension itself does not confer any degree on its students. Thus, if students desire to register as regular undergraduate or graduate students later at some institutions of higher education such as UCLA, other universities in the UC system or other four-year colleges, credits accumulated through the degree acquisition program at the UCLA Extension can be counted towards a regular university program. Presently, courses labeled undergraduate degree credit courses may be applied to the general educational requirements of the bachelor of arts. Thus, courses under this category are limited to liberal arts, social science or arts courses offered in the regular university program offers.

The career program consists of career related courses which issue certificates and which provide special occupational training courses. Career programs in university continuing education meets the goals and needs of professional associations, industry and government. Continuing education career programs sometimes lead people towards middle management positions after completion.

The non-credit program includes leisure, sports-related and other courses. Sometimes remedial or preparatory courses are included in the non-credit program. These courses are different from other credit-based courses in the UCLA Extension. Yet, these courses represent only a small proportion of the total continuing education program. People in charge of administration of UCLA Extension explain that they value these recreational courses as a service to the local people.

There were 4,500 courses offered and 110,000 registered students in 1994. Courses listed in the Extension Catalog have become more varied in the last five years. In particular, courses leading to certificates in the career programs have increased rapidly. The rise in career related certificate programs supports the importance of certificates as qualifications or screening devices, since the academic level of these courses guarantees that people attending them have the potential or skills needed for a certain job, as Collins (1979) argues in his book , "Credential Society".

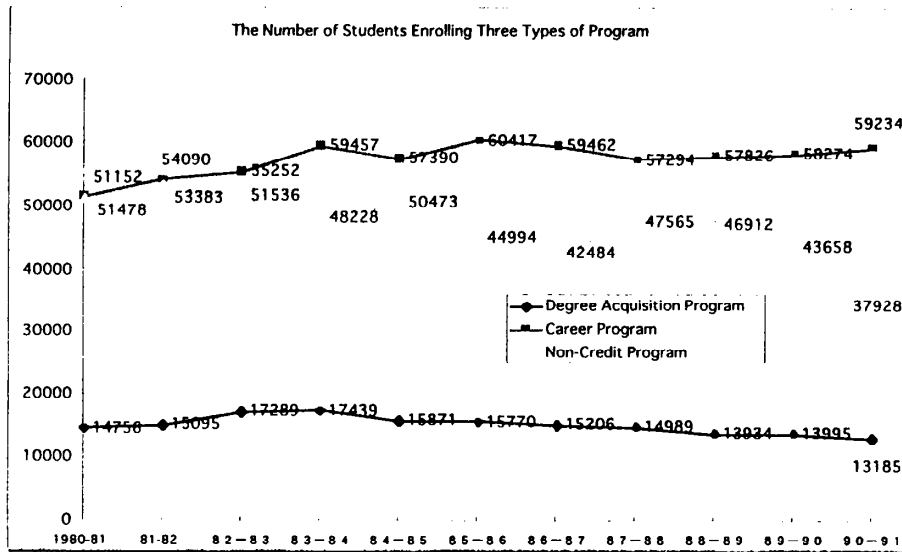


Figure 2: Enrollment in Three Programs

Source: UCLA Extension Statistical Data Obtained from UCLA Extension

On the contrary, humanities and social science courses in the degree acquisition program have decreased.

Figure 2 graphs the changes from 1980 to 1991 for the three programs. Students in degree acquisition program steadily accounted for 10 percent of the total. The non-credit program showed a gradual decrease. In 1981-82, 53,000 students took non-credit courses, but they dropped to 38,000 in 1990-91.

Student Characteristics²⁰

Seventy percent of the students in the UCLA Extension had baccalaureate degrees and fifteen percent of them had higher academic degrees or professional certificates in 1992. Although people have received more education throughout the country, the proportion of people with higher educational background is declining in the Los Angeles area. This phenomenon is a result of the remarkable migration of Whites with higher education backgrounds from West Los Angeles to the suburbs of Los Angeles. Much of the migration is due to their distressed over safety concerns and irritation with a worsening public education system. West Los Angeles used to be an affluent middle-class residential area, but now immigrants have started to reside in this area. In 1982, the proportion of people with masters degree in this area accounted for 29 percent; in 1994, it decreased to 15 percent.²¹ Despite fewer people with higher educational backgrounds in this area, the administration of the UCLA Extension has not changed its policy towards the academic level of its Extension programs and students targeted. The academic level of the Extension programs continues to be college-level and people with

baccalaureate degrees are targeted.²²

Most extension students are in their early 30s.²³ While UCLA Extension offers some preparatory courses for high school students and college students who wish to enroll graduate courses, courses are mainly aimed at adults ranging from their mid-twenties through their retirement years. As the breakdown shows, the student population over sixty drops suddenly.

As discussed above, the proportion of female students is growing rapidly in regular university bodies.²⁴ Similarly, more than half of CHE students (55–60%) are women at the UCLA Extension. The average income of CHE students is over \$35,000, almost the same as the national average.

In terms of race and ethnicity, the greatest number of participants is White, 85 percent. Six percent are Asians and 3 percent are Blacks and Hispanics, respectively. While the proportion of minority students at UCLA regular student body is increasing rapidly,²⁵ the proportion of minority students in the CHE program is still underrepresented. The lack of financial aid and programs that are not designed for the minority population are assumed to be the reasons for this underrepresentation.

(2) Harvard Extension Programs

A major difference was found between the Harvard Extension and the UCLA Extension programs. Namely, the UCLA Extension does not confer any academic degrees, on the contrary, the Harvard Extension School awards academic degrees to CHE students. Here in this section, the programs of Harvard Extension will be discussed.

The Harvard Extension School has an 86-year history of offering part-time study in the evenings on an open-enrollment basis. In 1909, President A. Lawrence Lowell of Harvard founded the academic evening program of the University Extension as an experiment in what he termed “popular education” for the “many people in our community who have not been to college, but who have the desire and the aptitude to profit by so much of a college education as, amid the work of earning their living, they are able to obtain.”²⁶ In that year, the Harvard Extension School offered 16 courses and enrolled 863 women and men from the community. The present Harvard Extension was developed on the basis of President Lowell’s “popular education”. The Harvard Extension School currently offers courses in 40 fields and enrolls 13,000 students annually.

Types of Program

Like the UCLA Extension, the Harvard Extension program is classified into three programs; degree, non-credit and certificate. While the UCLA Extension does not offer academic degrees, the Harvard Extension sponsors academic degree programs ranging from Associate in

Arts (AA) and Bachelor of Liberal Arts (ALB), to Master of Liberal Arts (ALM) in 20 fields of concentration, and several graduate certificate programs.

There is a clear difference regarding emphasis on different programs between the UCLA Extension and the Harvard Extension. While the Harvard Extension prioritizes liberal arts fields, the UCLA Extension is vocational-oriented, as shown in the small scale of its liberal arts programs.

The Associate in Arts (AA) and Bachelor of Liberal Arts (ALB) degrees are designed for working adults who desire a liberal arts education. Students who wish to obtain an ALB can apply to take courses at Harvard College as Special Students. The undergraduate program provides a foundation from which to advance a career or embark upon post-graduate studies. The field is limited to the natural sciences, social sciences, and the humanities.

The Master of Liberal Arts (ALM) in Extension Studies started in 1980 in response to growing public interest in an accredited liberal arts degree at the graduate level. This liberal arts degree derives from the interdisciplinary options. The ALM degree may be pursued in one of the fields listed below:

Table 2: Fields for ALM Degree

Anthropology & Archaeology
Biology
Celtic Languages & Literature
Classical Civilizations
Dramatic Arts
English & American Literature & Language
Fine Arts
Foreign Literature
French Language & Literature
Government
History
History of Science
Linguistics
Literature & Creative Writing
Psychology
Religion
Russian & East European Studies
Spanish Language
Studio Arts, Film, & Photography
Women's Studies

Requirements and academic standing for the degree programs at the Harvard Extension resemble the standards of the regular program of Harvard University. Candidates of the degree programs are required to maintain good academic standing and the degree programs no longer have open enrollment.

The certificate programs at the Harvard Extension are small scale, unlike the UCLA Extension. Presently, four certificate programs at the graduate level are offered.

Although degree and certificate programs are available, it should be noted that fewer than 10 percent of students become candidates. Most of Extension students enroll for a course or two each year for personal enrichment and professional development.

Student Characteristics

Students of CHE at Harvard are singularly well-educated: nearly 75 percent of them have bachelor's degrees, 20 percent of them have graduate degrees, and one in twenty-five have doctorates. The average age of continuing students is 32 years and the median age is 29 years. The majority of continuing education students (60 percent) are women.

Although more than 40 percent of the students reside in the community around Harvard University, some students commute from other communities outside Boston and even farther. Therefore, although the Harvard Extension primarily serves the local community in Cambridge and Boston, the area it serves is expanding.

As the student characteristics indicate, the Harvard Extension program today is less committed to "popular education," in real terms. That is, education is made available to people in the community through evening classes and open enrollment for all ages. Now, it serves well-educated people. Open enrollment is sometimes limited and tuition is relatively expensive.

The Role of Community Colleges

In recent decades, community colleges have taken a position alongside four-year colleges and universities as clearly recognized institutions of postsecondary education. Community colleges provide low-cost, but competent quality of postsecondary educational opportunities for diverse students ranging from traditional aged college students and high school dropouts to working adults and senior citizens. Community colleges provide an important entrance to institutions of higher education for low income students and ethnic minorities. For low income students and underrepresented minorities who wish to enter four year colleges and universities, community colleges serve as transitions through their transfer programs. They provide vocational programs for working adults who wish to obtain specific skills. Recently, some of community colleges in urban area became the stepping stone to transfer four year colleges and

university.²⁷

The level of programs offered at community colleges is not same as that of continuing education programs at four year colleges and universities. The level is aimed at people with baccalaureate degrees. Vocational programs in community colleges are diversified, and provide technical and practical training, but the content of the curricula is not aimed at developing leadership and management skills and not designed to develop critical thinking.

Tuition is cheaper than tuitions for CHE programs at four-year colleges and university. Community colleges also sponsor extension or continuing education programs. Those programs consist of sports and leisure courses for community people ranging from infants to seniors. The tuition of these programs is one fourth of the tuition for continuing education programs at four-year colleges and universities.

Students enrolling in community college extension programs are mostly senior citizens, mothers with infants and working adults. Their educational background is lower than that of students enrolling in continuing education programs at four year colleges and universities. Thus, the social function of community colleges and CHE programs is quite different in American society.

The Role of Continuing Higher Education in American Society

This paper analyzed case studies of the UCLA Extension and the Harvard Extension programs and community colleges. In examining the continuing education programs of two prestigious universities, we found some similarities and differences. Both programs²⁸ are independently managed by talented and professional administrators. Both programs serve the community through various non-credit courses. Both programs offer high-quality and diversified post-baccalaureate courses for people with higher educational backgrounds. As was discussed above, there is a clear difference between community college programs and continuing higher education programs at four year college and universities regarding their roles in American society.

The Harvard Extension seems to take a more traditional approach to curricula development and program selection. Harvard Extension values liberal arts courses which is one of the core of American universities. It confers associate, bachelor, and master degrees in the liberal arts program sponsored by its extension. Its career programs are limited and small in number. Therefore, the Harvard Extension plays a role as external degree conferring institution. In this sense, the Harvard Extension follows the tradition of "popular education" for people more closely than the UCLA Extension does.

On the contrary, the UCLA Extension places more emphasis on its post-baccalaureate

vocational program. It does not confer any academic degrees and the proportion of liberal arts courses in its entire program is declining. Instead, it sponsors large and diverse post-baccalaureate career programs for working adults and professionals. It customizes special courses for employees of the public as well as private sectors. Also, it incorporates retraining courses for professionals to renew their licenses. The certificates conferred through the UCLA Extension are highly regarded as qualifications for promotion and recruitment by enterprises.

The curricula of the career programs are very practical and up to date as represented by courses such as interior design, environmental design, entrepreneurial business and bilingual teacher and counselor. While the regular university and professional school curricula has limits in how it can respond to market demand and student need because of their commitment to academic research and quality, the UCLA Extension can easily and quickly respond to market and student demand without worrying about demands for academic research.

The UCLA Extension functions as off-the-job-training for employees or a retraining institution for professionals.

Although some differences are found between two Extensions, both CHE institutions function to serve to the people in their communities with higher educational backgrounds and there is a clear difference regarding the roles of community colleges and CHE institutions. It can be summarized that each institution has a targeted population and social role.

Discussion and Conclusion

Comparing regular four year colleges and universities and continuing education institutions, Clark concluded that the marginality issue of continuing higher education remains unsolved. Marginality can be defined as peripheral and supplemental to the central mission of a university. Are relatively successful CHE programs at UCLA and Harvard marginal?

The concept of lifelong learning has become prevalent. At present, CHE can sponsor programs that traditional universities cannot. It can infuse currents of change from the larger society into the academic world. It can transmit of values and academic discipline to the larger society. It can be the bridge between academy and the community. In fact, observing the large and successful continuing education programs, marginality issue may no longer be a relevant issue. However, it is too early to state whether CHE has become an integral and central part of universities in America.

In this paper, an example of external degrees conferred by the Harvard Extension was presented. Although degree conferment from continuing education division is valuable, the average rate of degree candidates is less than 10 percent annually. Unfortunately, the researcher lacked the opportunity to evaluate the external degrees conferred by the Harvard Extension and examine how those people with Harvard Extension degrees utilize them. It is

difficult to determine if external degrees are stepping stones for promotion or recognized qualifications.

The UCLA Extension does not appear to be free from the marginal issue either. As presented before, UCLA curriculum is diverse and attractive to many people in various fields. It has launched interdisciplinary programs in the humanities and developed innovative programs for company executives. However, once the programs have become successful, they are often incorporated into the regular university or professional school curriculum.²⁹ Also, few UCLA regular faculty are positively involved in the Extension program.³⁰ Minority students are still underrepresented in comparison with their representation in the regular university body.

Thus, CHE still partly remains in the margin of universities, although they are successful in scale and in getting societal recognition. However, with the rapid rise of people with higher educational backgrounds and the transformation of a manufacturing based society to an information based society, the demand for CHE will definitely grow.

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¹⁰NUCEA. (1994). *Lifelong Learning Trends:A Profile of Continuing Higher Education*. Washington: NUCEA. p.27

¹¹The breakdown of respondents representing a cross–section of the business community is as follows. 21 percent employed fewer than 500 workers, 49 percent employed 500–499, and 30 percent employed 5,000 or more.

¹²Bell, Daniel. (1976). *The Coming of Post–Industrial Society*. New York:Basic Books.

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¹⁶The proportion of female students at four–year colleges and universities exceeded 54 percent in 1991.

¹⁷Whites accounted for 78 percent of the U.S. labor force in 1992. In the same year, Blacks occupied 11 percent of the labor force; Hispanics 8 percent; and Asians 3 percent.

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¹⁹Freedman, Leonard. (1987). *Quality in Continuing Education*. San Francisco:Jossey–Bass.

²⁰Please refer to the results of case studies of the UCLA Extension in Yamada, Reiko. “America no Keizoku Koto Kyoiku no Shakaiteki Kino”, *Nihon Shogai Kyoikugakkai Nenpo*, 16, 1995. pp123–135.

²¹This statistic is based on an interview with the Vice Dean of UCLA Extension, Michael Bley.

²²Vice Dean of UCLA Extension Michael Bley explained it in this way.

²³The breakdown of students is as follows. 17–23, 8%, 24–29, 25%, 30–35, 24%, 36–40, 12%, 40–50,18%, 50–60, 11%, over 60s, 2%. This statistic is drawn from *The report for UCLA Extension Students 1985*. UCLA Extension.

²⁴Carter, Deborah.J.,Wilson, Reginald. (1993). *Minorities in Higher Education*. American Council on Education. Washington:Office of Minorities in Higher Education.

²⁵According to *Campus Profile of UCLA, 1992*, the proportion of minority students is as follows: American Indian 1%, Black–American 6.1%, Asian American 27.7%, Hispanic Latino–American, 14.4%, White 50.3% and Other 0.3%

²⁶This sentence refers to a message from the Extension Dean, Michael Shinagel. Harvard

University Extension School 1994–95. p.7.

²⁷Cohen, Arthur. M., Florence, Brawer. B.(1982). *The American Community College*. San Francisco:Jossey –Bass.

²⁸Like the UCLA Extension, the Harvard Extension School is managed by professionals with professional degrees.

²⁹For example, the executive MBA program in the UCLA school of management originally started in the Extension program. However, once the program was successful, it was incorporated into the regular professional school program.

³⁰The proportion of regular faculty teaching at the UCLA Extension is lower than that of the Harvard Extension. For example, most of the courses in degree acquisition program are taught by doctoral candidates and young non–tenure faculties. Certificate programs in vocational field are taught by many professionals.

アメリカの継続高等教育の役割分析

山 田 礼 子*

アメリカの高等教育機関が1970年代後半から急激な学生人口減少期を迎えた際に、非伝統型学生を受け入れることによって経営危機を乗り越えてきたことは、広く認識されている。成人学生受け入れ機関としてのアメリカの高等教育研究としては、パートタイム学生の受け入れ制度、プロフェッショナル・スクールに代表されるような大学院への成人の受け入れ制度、成人学習機関としてのコミュニティ・カレッジ研究などがある。上記以外の成人学生受け入れとして、大学の継続教育部門への成人の参加がある。大学の継続教育部門への成人の参加は、エクステンションや Continuing Higher Education と呼ばれ成長著しい部門である。しかしながら大学の継続教育部門の社会での機能、位置づけに関する研究はほとんどなく、しばしば生涯教育、成人教育と同様に取り扱われる場合が多い。

アメリカの継続高等教育部門は、カリキュラムの多様性と学生のニーズへの迅速な対応から見て「日本カルチャースクールの性格」、高度職業関連教育の充実性から見て「職業人の再教育機関的性格」、そして地域社会へのサービスといったアカンタビリティ性から見て「日本の大学の公開講座的性格」を兼ね揃えた教育機関である。

本稿ではこうした点を踏まえながら、アメリカに於ける継続高等教育の社会的機能を以下の点を踏まえながら分析することにする。

(1)アメリカにおける継続高等教育の現状を概観し、その発展要因を考察する。(2)都市型継続高等教育を代表するカリフォルニア大学ロサンゼルス校(以下UCLAと呼ぶ)エクステンション・プログラムとハーバード大学エクステンション・プログラムの事例、及びコミュニティ・カレッジ・プログラムと4年制大学のエクステンション・プログラムとの比較分析を通して、4年制大学の継続高等教育プログラムの特性を明らかにする。(3)上記の分析をもとに、総合大学を中心とした継続高等教育機関の社会での機能、位置づけを考察する。

事例調査の方法としては、エクステンション部門副学部長、エクステンション教育専門家、マーケティング専門家への面接調査および学生調査やカタログなどの資料によるデータ、カリキュラム分析を行う。

現在のUCLAエクステンション・プログラムは、(1)学位取得プログラム(2)プロフェッショナル職業関連プログラム(3)ノン・クレジットプログラムの3つに類型化できる。プログラムの多様化傾向が見られ職業関連型プログラム、特にそのなかでも資格修了型プログラムが増加充実している。こうした傾向は、即戦力となる職業人養成を目指すエクステンション・コースの修了資格がアメリカ社会で評価を受けていると考えられる。

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事例分析結果により、UCLAエクステンション・プログラムは、高学歴者対象の再教育や職業教育機能を果たしている一方、ハーバード大学エクステンション・プログラムは、リベラルアーツ科目をカリキュラムの中心とし、対外学位機関として機能していることが明らかになった。また、コミュニティ・カレッジ・プログラムと総合大学のエクステンション・プログラムには受講料、プログラム内容、受講者の属性に関して、はっきりとした差異が観察され両者は別々の機能を果たしていると考察された。

以上の分析から、継続高等教育機関は、大学が元来積極的に関与しにくい職業人への職業教育や再教育機能を果たし、また、ポピュラー・エジュケーションの伝統を維持しながら、対外学位機関として機能しているといえよう。いいかえれば、大学というアカデミック社会と一般社会との接点としての価値が継続高等教育に見いだされる。しかしながら、継続高等教育部門は、継続高等教育部門が拡大し、大学というアカデミック社会で自立的な位置を占めている現在でも、依然として周辺的な位置づけにあるといえよう。