

Extended Education at College and its Outcomes: An Introduction

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The field of extended education covers a large range of educational extra-curricular activities over the life course, including but not limited to school support programs, community-based after school classes, and supplementary education (Stecher, 2018; Stecher & Maschke, 2013). Especially the rapid growth of private supplementary education markets across the world caused a stir among researchers of diverse disciplines including education, sociology, economics and psychology (Baker, 2020; Entrich, 2020; Entrich & Lauterbach, 2021; Gordon Györi, 2020; Kim & Jung, 2019). The explicit aim underlying supplemental forms of education to improve school performance, increase the chances of admittance to advantageous educational tracks or institutions, or provide individuals with the opportunity to acquire cultural capital of different sort and valuable additional qualifications beside formal degrees ultimately led to the deserved recognition as a significant part of modern mass education (Aurini, Davies, & Dierkes, 2013; Bray, 2020; Park, Buchmann, Choi, & Merry, 2016).

Surprisingly enough, though, with few exceptions research interest is limited to extended education at the various school levels. Given the observed unequal uptake and resulting (assumed) unequal distribution of the returns to supplementary education at school for educational pathways and status attainment (Bae, Park, Kwak, Cho, & Jung, 2019; Bae & Stecher, 2019; Bray, 2017; Buchmann, Condron, & Roscigno, 2010; Byun, Chung, & Baker, 2018; Entrich, 2018, 2020; Entrich & Lauterbach, 2019; Kornrich & Furstenberg, 2013; Schneider, Hastings, & LaBriola, 2018), we know surprisingly little about the determinants and effects of extended education at college.

Similar to various types of supplementary education inside and outside of school (e.g., private tutoring and cram and prep schools, also known as “shadow education”; clubs, sports, music and arts, but also international school exchange programs and so forth), there exist a range of supplementary educational practices at the higher education levels in all countries. These practices include quite prominent examples of supplementary, extra- and co-curricular education that are meant to improve the student’s academic progress and subsequent labor market outcomes, such as study abroad (Ogden, Streitwieser, & Van Mol, 2020), internships (Hoyle & Deschaine, 2016), research projects, academic support programs and private tutoring, but also involvement in fraternities/sororities, sports/athletics, and clubs etc. (Johnson & Stage, 2018; Kuh, 2008; Mitra & Sarkar, 2019). While topics such as study abroad received major attention from researchers, only little research explicitly deals with the students’ other non-regular educational activities at college and their actual outcomes. Even though these

practices are now widely and increasingly used across the world, it is neither clear whether participation in these practices leads to the anticipated effects nor who reaps the possible benefits of extended education at college.

To make a first step towards bridging this lack of knowledge, the present special issue of the *IJREE* focuses on participation in different forms of extended education at college and its various outcomes. To clarify when and under which conditions different forms of extended education at college might actually prove beneficial for individuals' educational pathways, their personal development, skills and relationships, as well as labor market outcomes, the three contributions in this special issue provide new findings on the role of extended education for individual educational opportunities, educational and career paths, and social inequality across a diverse set of societies.

Entrich and Byun focus their analysis on the potential role of a variety of high-impact educational practices for social inequality in the United States. Following a discussion about the recent adaptation of practices deemed especially effective to prepare college students for their careers in the 21st century (i. e. study abroad, internships, research and community-based projects, culminating senior experience, and mentoring programs), the authors examine socioeconomic disparities in participation in these high-impact practices at college and their impact on the individuals' labor market outcomes. Based on social reproduction and job competition theories, hypotheses are derived and tested using large-scale national representative data from the 2002 Education Longitudinal Study (ELS:2002), which tracked high school sophomores through college into the labor market and allows to measure effects on early career occupation and income. Among other things, the main findings show significant social selectivity in supplementary education participation at college without the generally expected positive outcomes. Only internships exert a positive effect on employment and income. The additionally reported interaction effects of supplementary education and family background on the graduates' likelihood of employment suggests that although socially disadvantaged students may have fewer opportunities to participate in supplementary education at college, they tend to benefit more from their participation. Important to highlight are also the additionally found effects of supplementary education at high school on participation in high impact practices at college, which indicate that students with former experience with extended education at school may appreciate the value of such an additional investment and thus be more inclined to invest in similar practices at college. This analysis also provides first evidence on the often suggested (but unproven) long-term effects of supplementary education at school and college for labor market outcomes.

In the second article, *Sabharwal* seeks to shed light on public academic support programs at the higher education institutions in India, focusing on students from the socially and economically most disadvantaged groups, i. e. female students from disadvantaged social background coming from rural areas. Rather than presenting an empirical analysis based on a specific national data set, the author provides a rich overview of a combination of quantitative and mixed-methods studies and statistics from India. In doing so, two questions guide the review analysis. First, what academic challenges face the most disadvantaged students in higher education in India? And second, what supplementary academic support exists for these students to succeed in college? Findings show significant barriers to compete with high socioeconomic status families, which considerably increased their investments in supplementary tutoring outside regular classrooms over the last decades to boost their children's academic performance. On-campus state supported academic support programs create supportive

learning opportunities for the most disadvantaged students and thus helps to reduce this inequality at college in India. With all the barriers in access to state-supported supplementary instruction the most disadvantaged students may face, the role of these classes for higher inclusion cannot be neglected. The Indian example impressively shows how effective state measures in the light of more inclusive education can reduce inequality at the higher education level.

In the third article, *Jon, Kim and Byun* examined South Korean university students' intercultural interactions with other (co-national, local, or international) students while studying abroad and how these interactions affected their study abroad outcomes. The data for analysis come from a panel study which followed undergraduate students from Korea University who participated in international student exchange programs. The authors found that active engagement in on-campus extracurricular activities helped the students to build better social networks with other international students, while off-campus activities such as part-time jobs, internships, or community service also promoted friendship with local students. Finally, frequent interaction with other international students and participation in regular instead of special classes for international students was positively associated with the students' intercultural competence, personal development, and career development. Through their innovative study the authors were able to show the importance of extended education activities as an opportunity to accumulate valuable cultural capital, which is highly relevant for their individual and career development.

Overall, all three contributions provide fresh evidence on a rather neglected part of extended education research and highlight rather positive outcomes for individual pathways, careers, and the potential for more inclusive higher education systems in three highly diverse national settings. The presented findings call for more research in other domains and in specific types of extended education at college in different countries and in cross-country comparison.

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