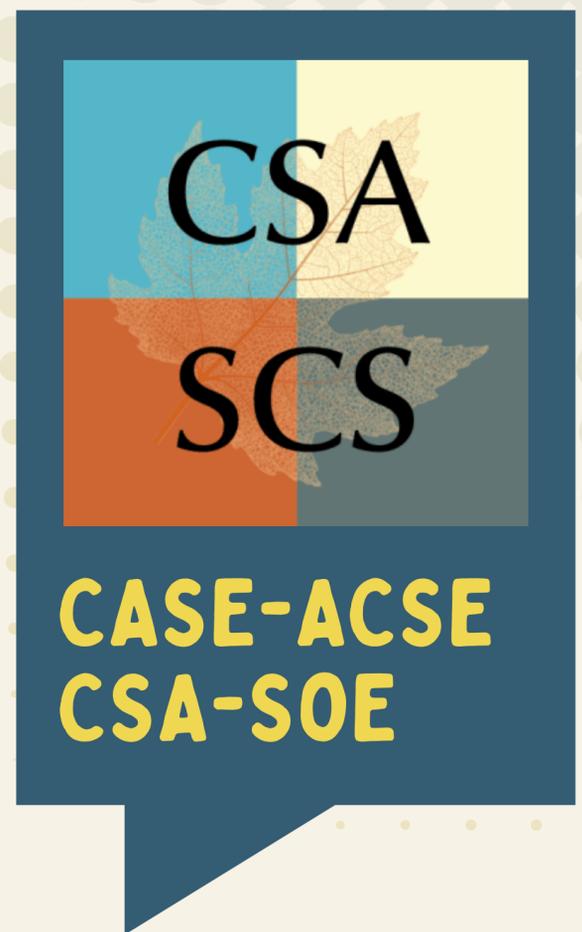


SOCIOLOGY OF EDUCATION WEBINAR SERIES

EDUCATION IN THE AFTERMATH OF A PANDEMIC



THURSDAY MARCH 26
12:00 PM – 1:15 PM EST

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DR. PATRICK DENICE

is an associate professor of sociology at the University of Western Ontario. He applies quantitative methods to the study of inequality in education and the labor market. His research investigates non-traditional and extended pathways to and through postsecondary education, the implications of workplace policies and institutions for workers' wages, and how public-school choice policies shape patterns of racial/ethnic segregation and stratification within and across schools. Some of his recent work has been published in *Demography*, *Social Forces*, and *Sociology of Education*. Dr. Denice earned his PhD in sociology from the University of Washington in 2016 and completed a postdoctoral fellowship at Washington University in St. Louis prior to starting at Western University in 2018.



DR. KAMMA ANDERSEN

recently finished her PhD in Sociology at Western University. Her research focuses on intergenerational mobility, education, and gender inequality in the labour market. Using Danish administrative register data, her PhD examines how family background shapes educational attainment and how gender and parenthood influence career advancement into management and elite professions.

DISRUPTIONS TO HIGH SCHOOL MATH COURSE TAKING TRAJECTORIES DURING THE COVID-19 PANDEMIC

Patrick Denice, PhD,
University of Western Ontario

By now, much research has demonstrated the deep and lasting toll taken on students and their education by the COVID-19 pandemic. Students experienced substantial learning loss, lower test scores in math and reading, and lower rates of high school completion (Liu 2023) and enrollment in college or university. Less is known, however, about how the pandemic affected students' math attainment, particularly as they progressed through high school. This study draws on administrative, student-level data from one U.S. state and estimates multilevel logistic regression models to address the following core research question: How did the COVID-19 pandemic and the shift to remote instruction affect high school students' advancement in math courses? We find that rates of advancement (that is, of taking a higher-level math course in one year compared to the prior year) decreased during the 2020-21 school year—especially among students who spent a greater share of the year in remote instruction. Findings also reveal widening gender, racial, and socioeconomic gaps in math advancement during the pandemic. These disruptions contribute to stratification in two ways: students who do not advance in one grade level are less likely to attain higher levels of math in high school generally, and the variation in disruption by gender, race, and socioeconomic status means some students fall even further behind in subsequent grades.

TRENDS IN POSTSECONDARY ENROLLMENT IN THE US DURING THE COVID-19 PANDEMIC

Kamma Andersen, PhD,
University of Western Ontario

This paper draws on student-level administrative data from one state in the US to describe how trends in postsecondary enrollment changed during the pandemic. First, students were less likely to enroll in postsecondary institutions following high school graduation during the pandemic, and these declines were most prominent among lower-income, Hispanic, and Black students. Second, rates of sustained enrollment in both the immediate year following high school graduation and the next year fell more substantially among lower-income, Hispanic, and Black students during the pandemic than they did among higher-income and White students. Third, students made different decisions about where to enroll: higher-income, White, and Asian students increased their enrollment in public four-year schools, decreased their enrollment in private four-year schools, and were more likely to attend college in-state, whereas lower-income, Black, and Hispanic students experienced broad declines across institutional sectors and locations. These results paint a picture of growing socioeconomic and racial/ethnic inequalities in whether and where students pursued postsecondary education, and highlight the unequal barriers placed on traditionally underserved high school graduates during the pandemic.