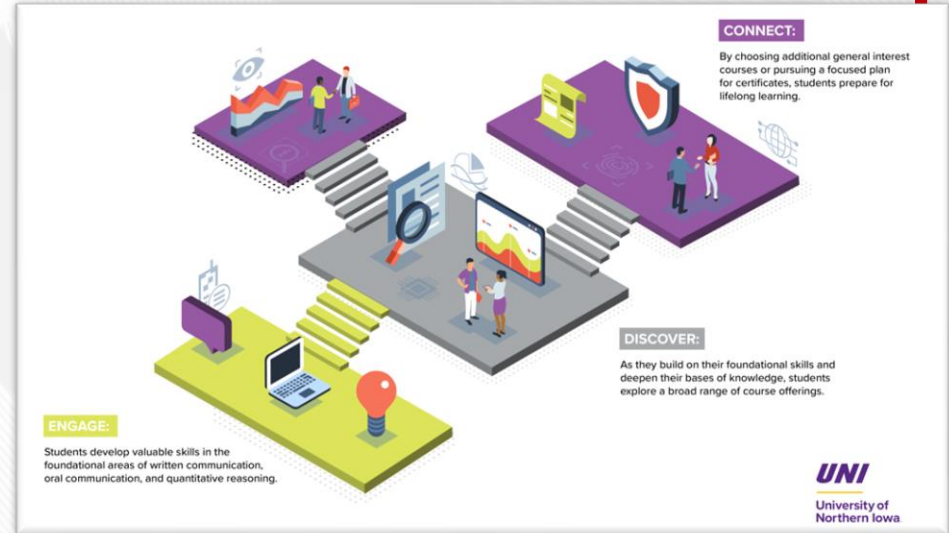


# Curriculum and Consequence

Learning, Inequality, and Policy

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December 1, 2023



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# Connecting through the Curriculum



**“There is no  
space to be  
Queer in my  
classes”**





# Agenda

Overview of my research

Curriculum and Consequence

- Guided Pathways Reform
- Students' Experiences of Reformed Guided Pathways

Next Steps at Wisconsin



# The Organization and Administration of Undergraduate Education

# Focal Areas of Interest



Curriculum Making and Policy



Curriculum Navigation and Student Networks



Enactment of Curriculum through Teaching Technologies



# Structural Inequality in Undergraduate Curriculum

Radical Equity and  
Minority Absorption  
(Ferguson, 2012)

Socio-structural  
perspective on  
educational debts  
(antonio, 2012; Ladson  
Billings, 2006)



# **May I Add Some Data to the Discussion?** Negotiating Data Politics Through General Education Reform



Bronx Community College  
MTH10

4

Baruch College   Brooklyn College   City College   College of Staten Island   Hunter College   John Jay College of Criminal Justice   Lehman College   Medgar Evers College   New York City College of Technology   Queens College   York College

CREDITS	0	0	4	4	0	3	4	0	4	4	0
DESIGNATION	NONE *	NONE	ELECTIVE	COURSE MTH123	NONE	COURSE MAT105 **	ELECTIVE	NONE	COURSE MAT1315	ELECTIVE	NONE *

CREDITS	3	2	3	3	3	3	2	3	3	3
DESIGNATION	ELECTIVE	COURSE MATH 1021 **	ELECTIVE	COURSE MTH123 ***	COURSE MATH101	COURSE MAT104	COURSE MTH130 **	ELECTIVE	COURSE MATH113	ELECTIVE

A student who transfers having completed an associate degree may receive elective credits.

\*The remaining credit from the original course may transfer as an elective credit.

\*\*The equivalent course is worth four credits, but only the three from the original course will transfer.

Source: City University of New York Transfer Information & Program Planning System

One Math Course,  
Various Valued in a  
Single System  
*Chronicle of Higher  
Education, 10/15/10*

# Conceptual Framework

- **Credential Society (Collins, 1979)**
- **Fractured governance systems (Taylor, 2022)**
- **Audit culture and datafication (Merry, 2016)**
- **Faculty & the perversity of analysis (Slaughter, 1997)**

# Methodology

- **Historical Case Study**
- **471 documents from 1962-2015**
- **Constructed a timeline and then developed a historical narrative (Schrag, 2021)**



# Methodology

- Iterative cycles of open and focused coding
- Analysis of data-driven and curriculum making corpus
- Memos regarding emerging themes
- Member checking with current CUNY faculty involved in Pathways Reform

## Data Talk vs Curricular Conversation

In fact, what is indeed striking about the report is that in many cases the recommendations are not backed up by the data. So what do we do here?

*-Dr. Terrance Martell, University Faculty Senate Meeting in response to Pathways Report*

## Separating Learning from Pedagogy

You could learn while you are a matriculated student in a Tuesday/Thursday 10–11:20 a.m. course in your local community college, or you could learn ...on the beach

*-EVC Alexandra Logue, Inside Higher Ed Editorial*



# Unification: Ending local pedagogical and curricular practices



# Audit cultures yield audit curriculum

▼ **SCB 101:** Topics in Biological Sciences

LaGuardia CC

▼ **BIO 1000:** Biology Elective Credit

Lehman College

▼ **BIO 101:** Introduction to the Science of Biology

Medgar Evers College

▼ **BIO 1100:** Human Biology

NYC College of Technology

▼ **BIOL 499:** Biology Elective Credit

Queens College

Grade Requirement for Queensborough CC course: D or above.

▼ **FCSW 1000:** Scientific World

School of Labor & Urban Studies

▼ **FCSW 1000:** Scientific World

School of Professional Studies

# Student Success Transfer Dyads

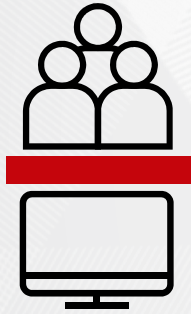


Dyad 8 Year Bachelor's Completion Rate: 8%  
*-Department of Education, 11/9/23*



**Life Science  
Guided Pathways  
Course Network  
at Suburban CC**





# **Guided Pathways and Transfer Advice Networks**

A Campus Ecological Network  
Perspective on Unequal Outcomes

# Conceptual Framework

Institutional Agents (Stanton-Salazar, 2011)

Influence on STEM transfer trajectories (Wang, 2021)

Campus Ecological Networks (Brown & Smith, 2024)

- Core Discussion Network (Small, 2017)
- Modality and virtual micro-systems (Navarro & Tudge, 2022)



# Methodology

- Longitudinal network study of Life Science student cohorts
- Pre- and post- test surveys each semester
- Annual retrospective interview

## **Network Instruments:**

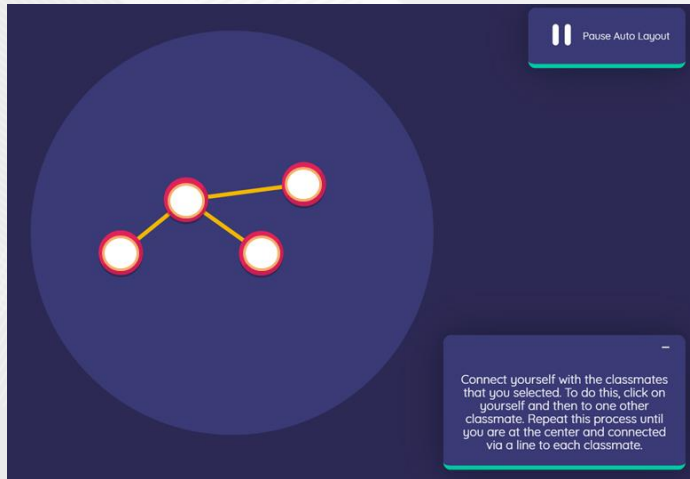
- Core Discussion Network (Small, 2017)
- Unequal Networks (Bidart et al., 2021)

# Methodology

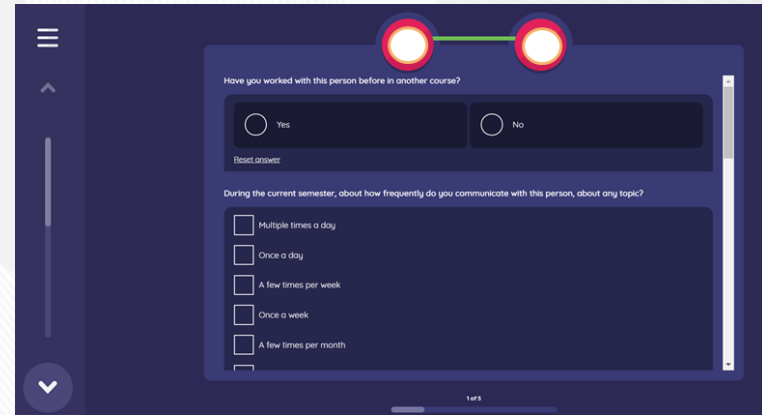
- Open and focused coding of interviews, network visualizations, and open ended survey responses
- Developed student and network profiles
- Member checking with students and instructors
- Triangulation through multiple sources of data

# Network Canvas Interviewer

## Network Prompts



## Tie Based Prompts

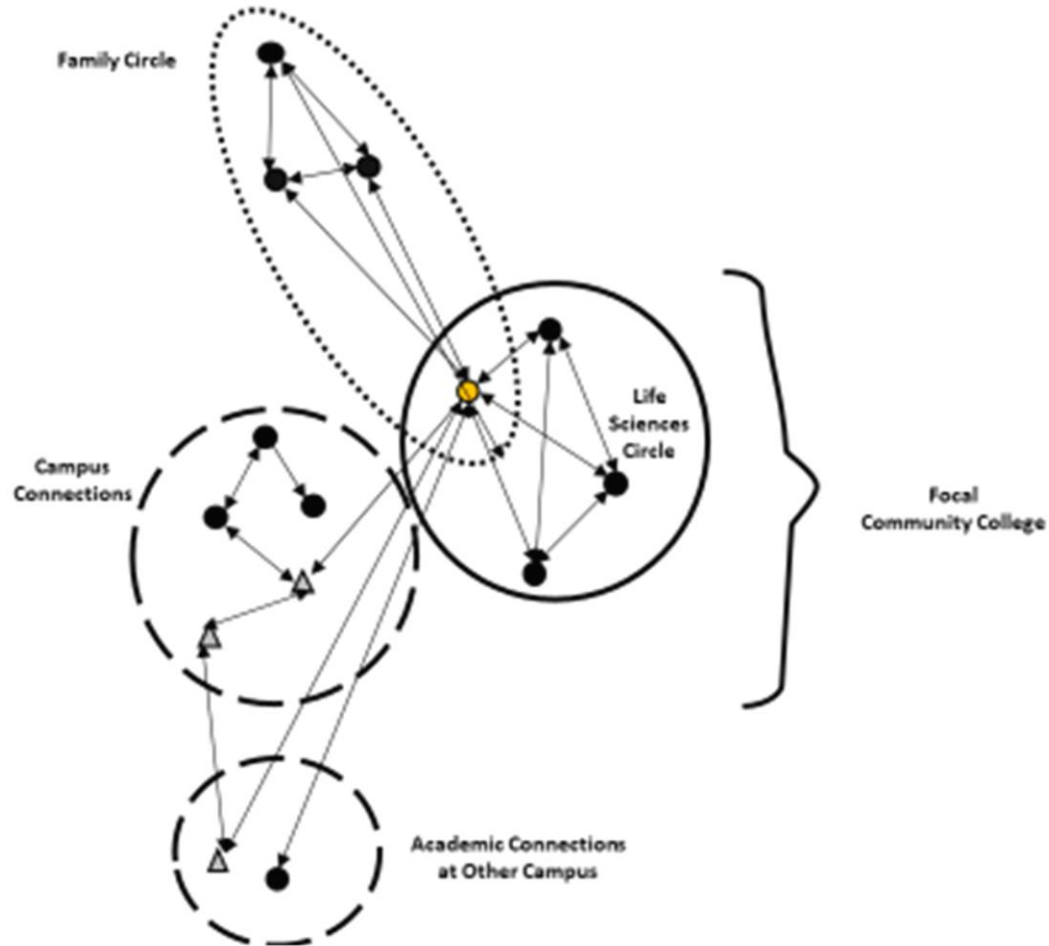




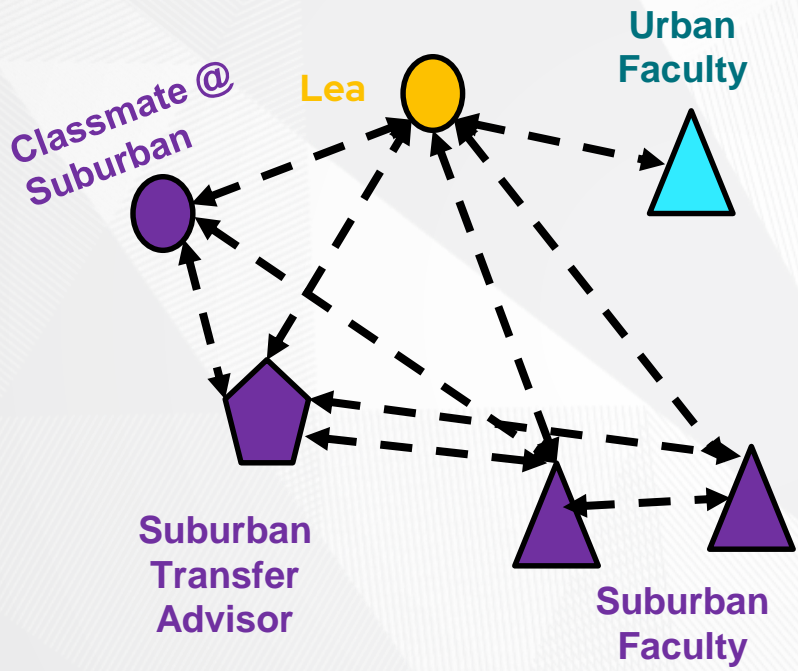
# Lea: 3<sup>rd</sup> Semester Student

- Life Science Pathway
- Chose to start at Suburban CC to wait out 'social distancing' policy
- Member of campus Life Science student organization
- Aspires to a PhD in Bio-Chemistry
- Lives in easy walking distance from Suburban CC

# Lea's campus ecology



Key	
● Focal student	↔ Socio-academic
● Student	⋯ Social only
△ Instructor	⋯ Social only
□ Parent Sibling	⋯ Academic only



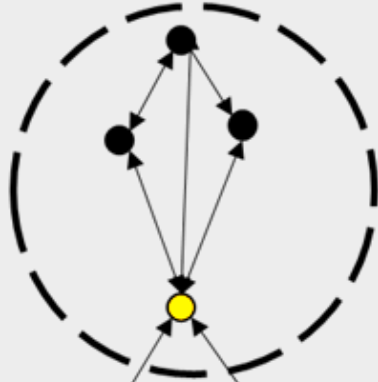
# Lea's Transfer Advice Network



# Dave: 2<sup>nd</sup> Semester Student

- Splits course taking equally between Suburban CC and Urban CC
- Works full time as a home health aide
- Takes courses across the Life Science and Health Science pathway
- Aspires to be a Nurse Practitioner
- Uses public bus systems for commute

Family and  
Friends  
Social Circle



Exam Prep  
Mobile App

Transfer  
Advisor

## Dave and the absence of a network

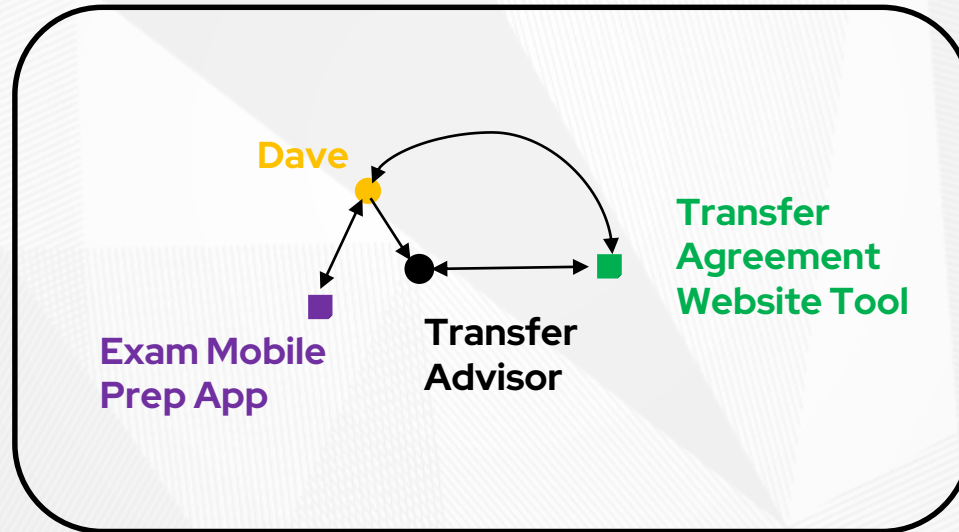
Key	
● Focal student	↔ Socio-academic
● Student	⋯↔ Social only
△ Instructor	↔ Academic only
□ Parent Sibling	↔ Academic only



## Dave and the absence of a network



# Enactment of curriculum through teaching technologies



Dave's Transfer Advice Network

# Non-human actors, tools, and curricular navigation

Transfer  
Agreement  
Website Tool



Exam Mobile  
Prep  
Application



- Not institutional actors
- Anti-Black Box (Benjamin, 2017)
- Opens students up to extraction, isolation, and potential harm depending on the tool

# Future Directions



Ongoing longitudinal research on student networks and curricular navigation

- S-STEM 2022-2029
- Stochastic Actor Based Modeling in HGED
- Department of Education and Transfer Dyad Measures
- College and Beyond II Data



# Future Directions



Curricular Governance  
and Datafication

- Community College Context
- Curricular Outsourcing
- Spencer & ECMC Foundation

# Future Directions



Non-human agents in undergraduate teaching and learning

- NSF Human Technology Frontier
- Holtz Center for STS @ Madison
- ACLS Data Justice Grants

# Curriculum: Structuring Opportunity

- Culture of openness to change through curricular conversation
- Centered on human(e) interaction
- Curriculum as a tool for forming and maintaining community
- Investigating the influence of curricular change and curricular stability on student success





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**Thank You!**

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# Questions?



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