Achieving Racial Equity and Black Student Success

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A Critical Race Case Analysis of Black Undergraduate Student Success at an Urban University

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Abstract

Presented in this article is a case study of Black students' enrollment, persistence, and graduation at Cityville University, an urban commuter institution. We combine quantitative data from the University's Office of Institutional Research and the U.S. Department of Education with qualitative insights gathered in interviews with students, faculty, and administrators. We then use tenets, theses, and propositions from Critical Race Theory to analyze structural problems that undermine persistence and degree completion, sense of belonging, and academic achievement for Cityville's Black undergraduates.

Case
Study

Typical
Approaches to Equity

- No data on campus racial climate

- Imprecise notions of equity

- No discussion of race in meetings

- The production of raceless equity reports

- Emphasis entirely on students' deficits

- Too little emphasis on classroom racism

- Too little emphasis on workplace racism

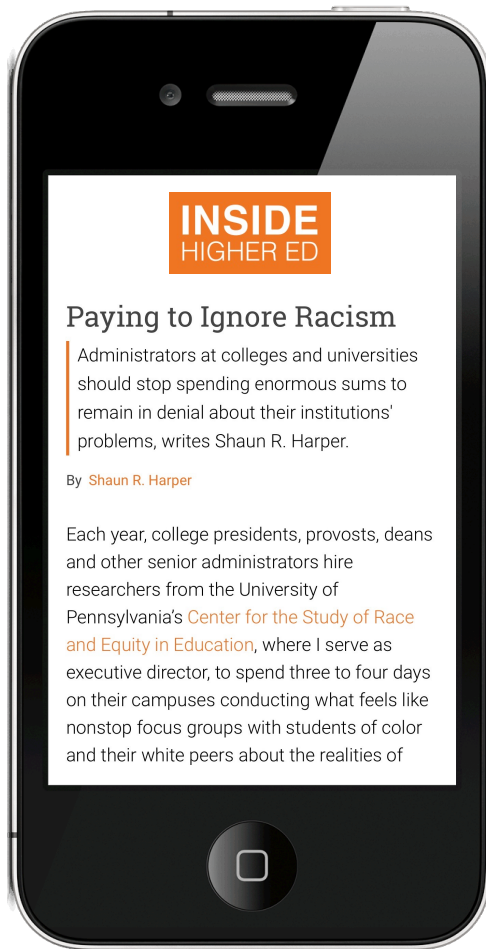- No remediation of racial illiteracy

Actions

for Racial Equity

1. Specifying racial equity.

2. Investing in reparations for historical negligence, inequity, and harm.

3. Strategy and intentionality.

4. Curricular mapping and integration.

5. Assessing campus racial climate and making strategic use of the data.

Also

Still Unfortunately,
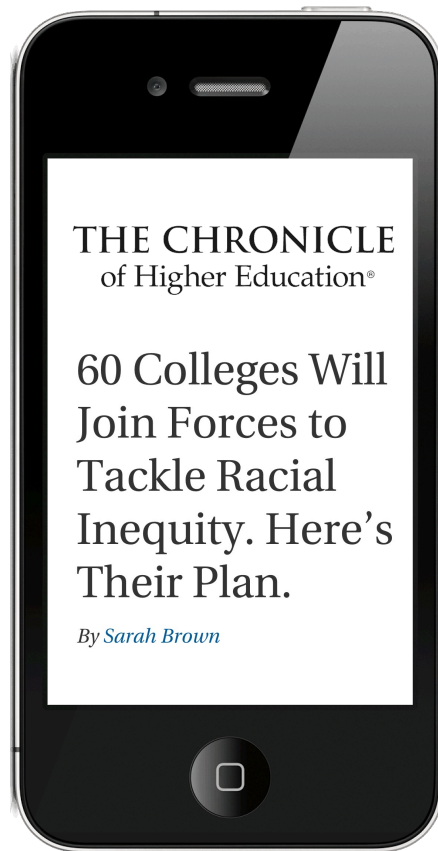Inexcusably Typical

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6. Policy analyses and revisions.

7. Exchanging deficit lenses for stocktaking of faculty practices, reframing growth mindset.

8. Accountability for demonstrable progress on racial equity goals.

9. Professional learning experiences that develop racial literacy and help faculty, staff, and administrators become more highly skilled.

Two Racial Equity Professional Learning **Alliances**

THE CHRONICLE
of Higher Education®

60 Colleges Will Join Forces to Tackle Racial Inequity. Here's Their Plan.

By Sarah Brown

Los Angeles Times

Community college presidents aim to address 'tremendous racial inequities' on campuses

Students walk between classes at Los Angeles City College (Los Angeles Times)

By PALOMA ESQUIVEL | STAFF WRITER

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