

Toward Equity in Degree Completion
Three More Bold Moves for the CSU

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A Bold Move Toward Equity

The
New York
Times

California Today: A 'Seismic Change' at Cal State




Every year, more than a third of all freshmen enrolled in California State University are required to take remedial classes in math or English.

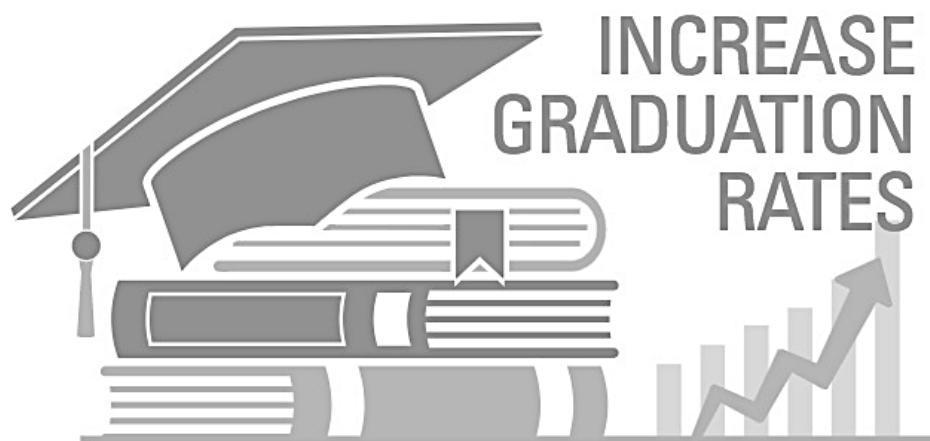
Starting next fall, those courses will be gone.



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An Ambitious, Yet Attainable Goal

GRADUATE AN ADDITIONAL
500,000
students by **2025** 



Next Bold Move 1

Systematically Assessing and Eradicating Racism

How Racism Undermines Completion

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

Shaun R. Harper¹, Edward J. Smith¹,
and Charles H. F. Davis III¹

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.

1-23

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Next Bold Move 2

Matching Faculty and Student Demographics



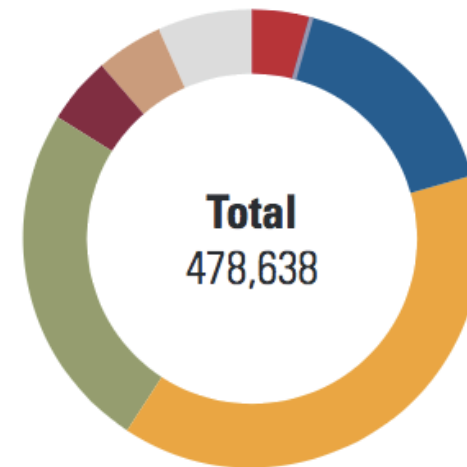
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Equity Without Equity?

“Educates the most ethnically, economically and academically diverse student body in the nation.”

“Much like the students we serve every day, the faculty and staff of the California State University are exceptionally diverse and talented, making the CSU a special place to both work and learn.”

Fall 2016 Enrollment by Ethnicity



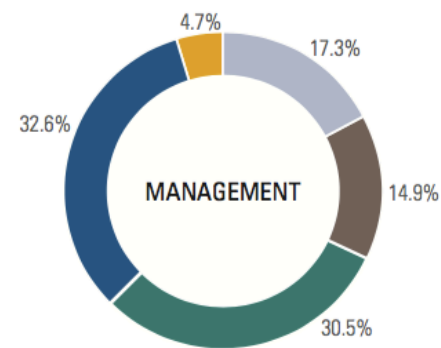
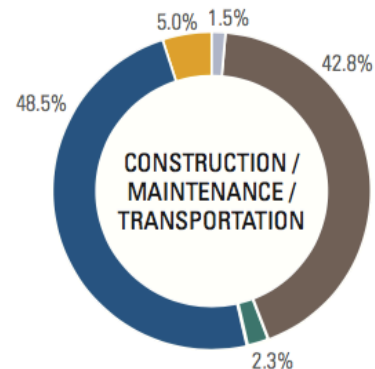
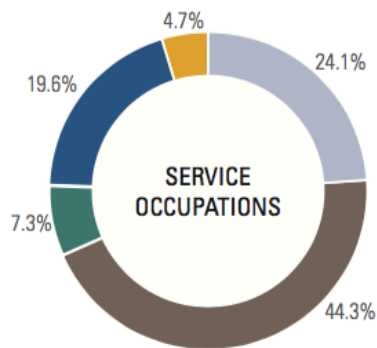
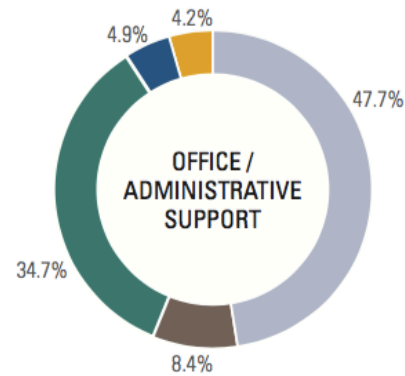
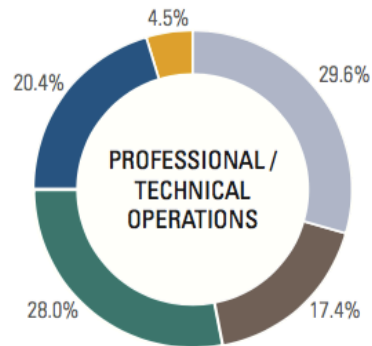
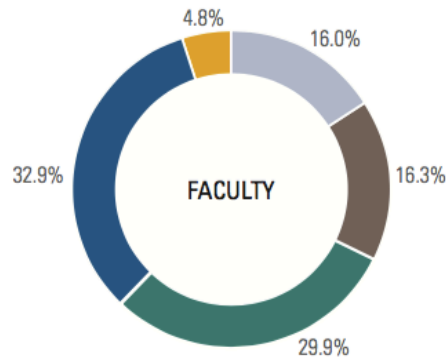
- **African American 4.2%**
20,009
- **American Indian 0.2%**
1,184
- **Asian/Pacific Islander 16.3%**
77,885
- **Hispanic/Latino 38.6%**
184,689
- **White 24.6%**
117,674
- **Other/Unknown 4.9%**
23,245
- **Two or More Races 4.6%**
22,036
- **Nonresident Alien 6.6%**
31,916

Equity Without Equity?

PERCENTAGE OF FULL-TIME EMPLOYEES WITHIN OCCUPATIONAL GROUPS* BY GENDER AND ETHNICITY Fall 2016

**Refer to Technical Notes and Glossary for the definitions of the Occupational Groups.*

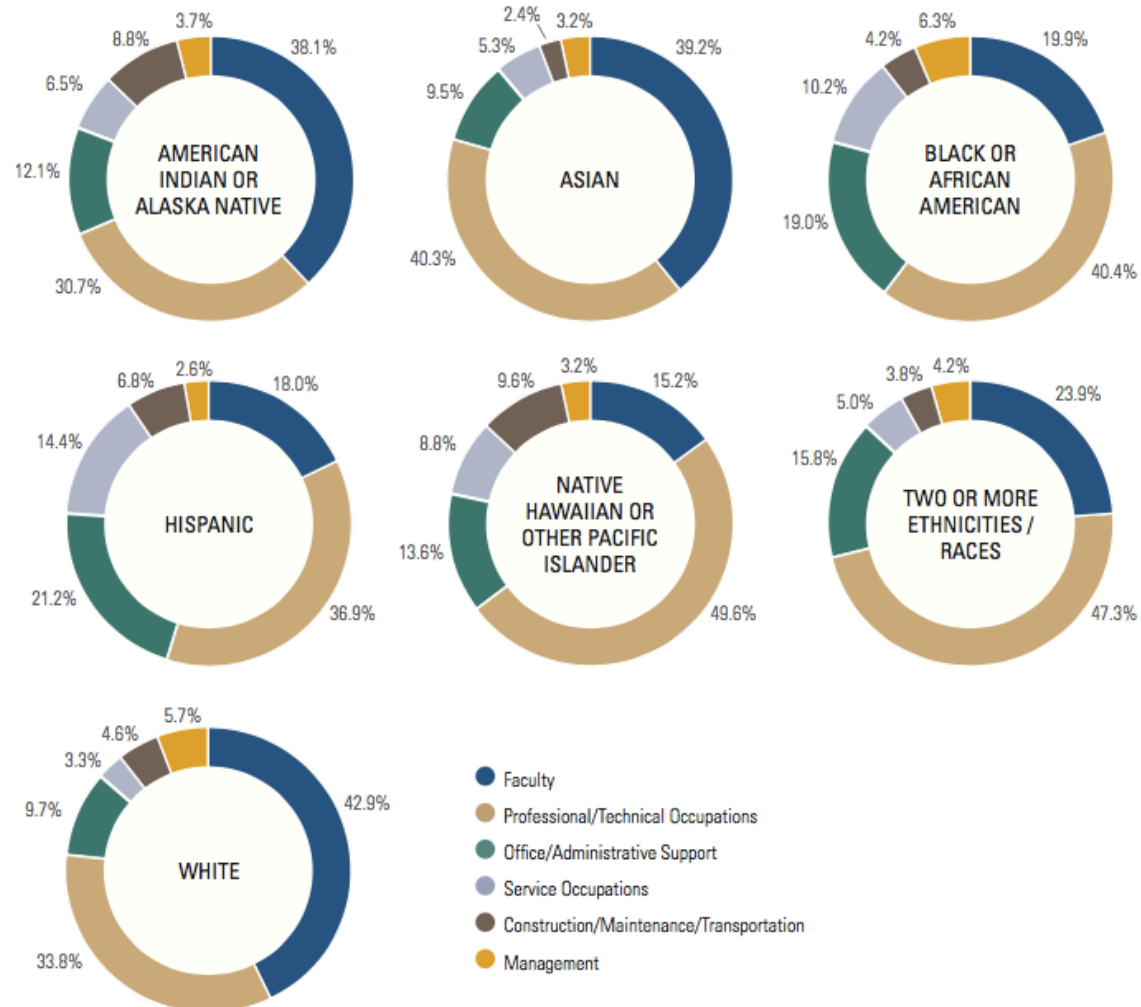
- White Male
- White Female
- Minority Male
- Minority Female
- Race/Ethnicity/
Gender Unknown



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Equity Without Equity?

OCCUPATIONAL PROFILE OF FULL-TIME EMPLOYEE HEADCOUNT BY ETHNICITY
Fall 2016



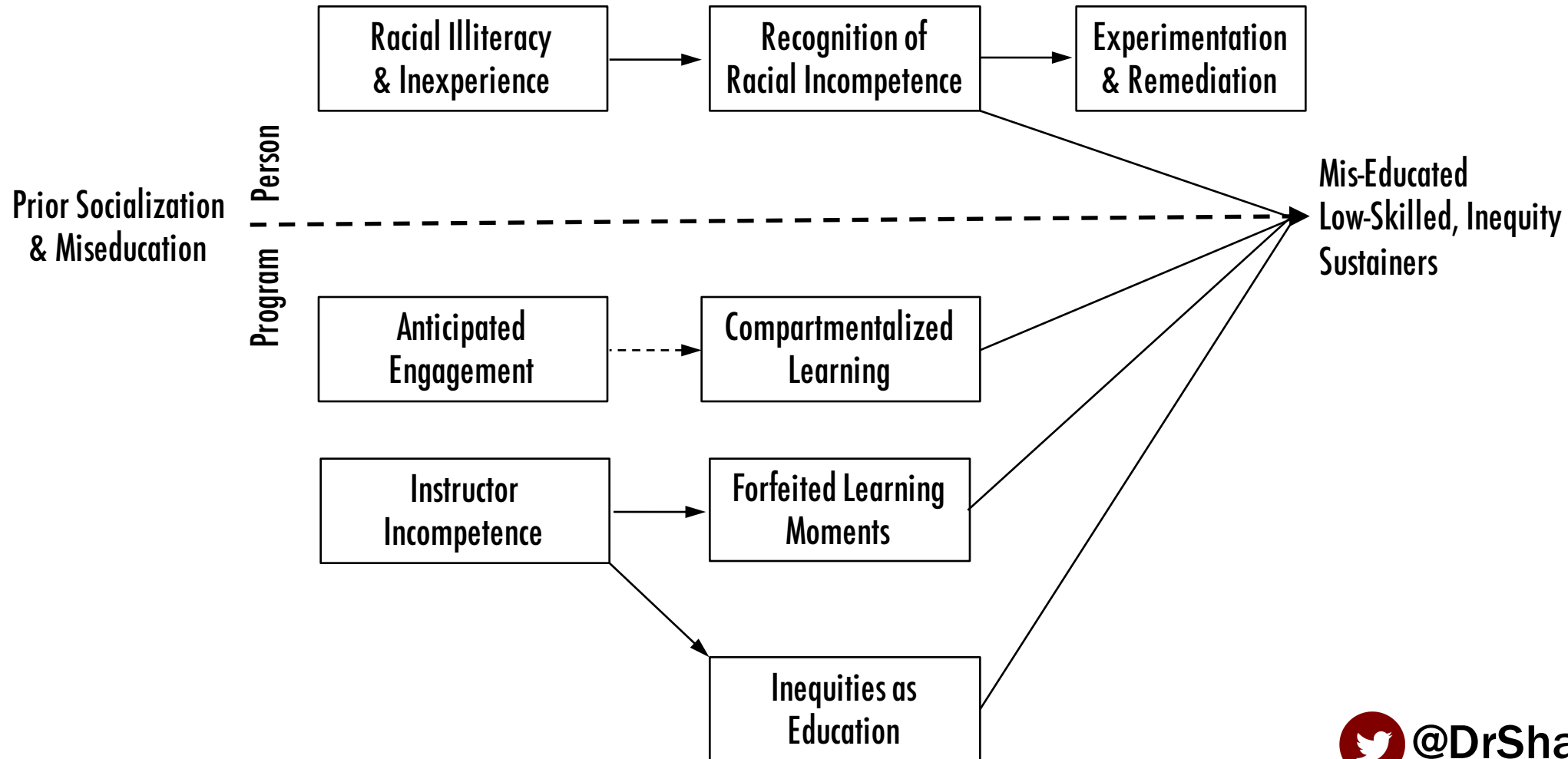
Next Bold Move 3

Remediating Equity Incompetence



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Learning to Do Equity



Learning to Do Equity



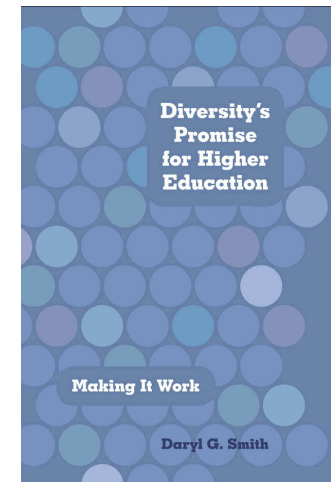
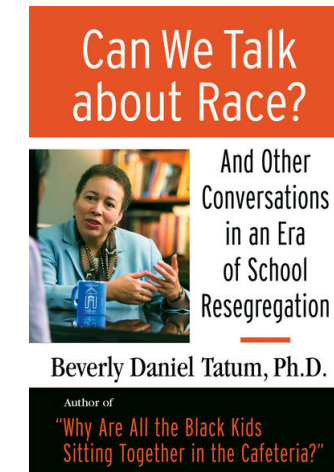
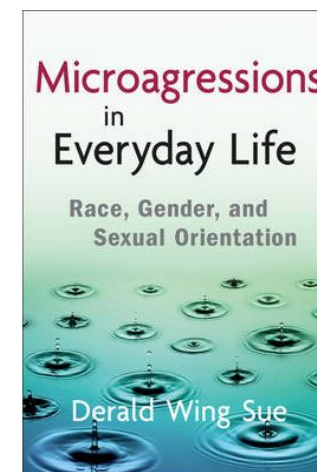
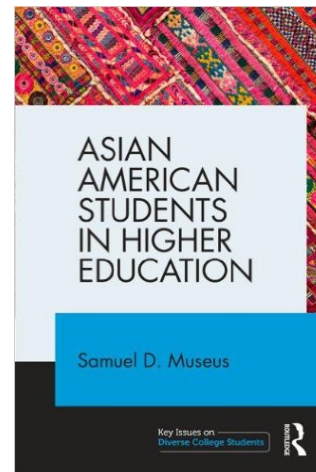
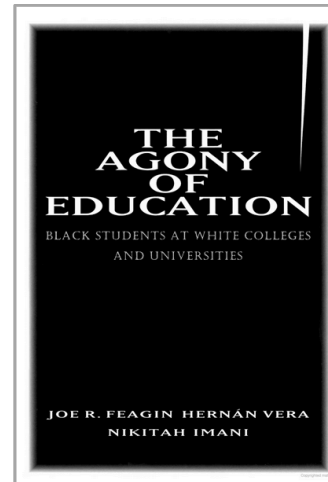
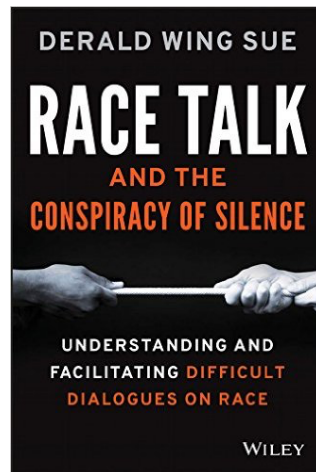
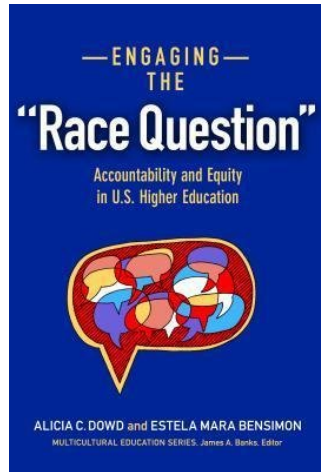
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Learning to Do Equity


- Race is a taboo topic on campus
- Most professionals live largely segregated personal lives outside of work
- Instructors and administrators want to be excellent
- Colleagues value equity
- Few people were ever taught how to do equity
- Few professionals know how to do equity
- Despite personal commitments, inequities persist
- Most are unfamiliar with literature on equity in higher education

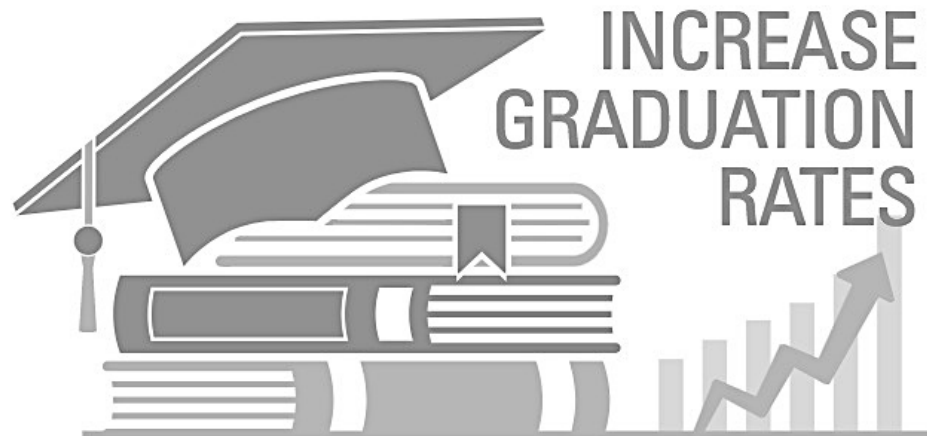


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