Article Critique Worksheet  
Emily Lane

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| Part I: Descriptive Article Summary |
| APA Reference: |
| Perna, L. Miem, J., Gerald, D., Baum, E, Rowan, H. and Hutchens, N. (2006). [The Status of Equity for Black Undergraduates in Public Higher Education in the South: Still Separate and Unequal](http://ezaccess.libraries.psu.edu/login?url=http://www.jstor.org/stable/40197407). *Research in Higher Education*, Vol. 47, No. 2, 197-228 |
| Purpose of the Article: |
| Initial examination of equity for Blacks in enrollment and bachelor’s degree completion at public higher education institutes in the 19 southern and southern border states. The analyses regarding the status of, progress made, and affect governing bodies have on equity in enrollment and bachelor’s degree completion for Blacks at public higher education institutions in the 19 southern and border states are descriptive only with not attempt to identify the causes of the current status or observed trends. |
| Main Conclusion: |
| At some points between 1991 – 2001 some progress in some states has been made in the equity in enrollment and bachelor’s degree completion for Blacks at public higher education institutions, but there are still substantial inequities. These inequities reveal no clear pattern of differences based upon the category of civil rights oversight. The status of equities of Blacks varies by institutional sector with inequities being most prominent at the state’s public flagship institutions. The equality index showed the most improvement in Blacks inequities in enrollment and bachelor’s degree completion within the public Historically Black Colleges or Universities. |
| Important Terms Defined: |
| Office of Civil Rights (OCR)  19 southern and southern border states  Title VI  Integrated Postsecondary Education Data System (IPEDS)  Ways of assessing race/ethnic equity in higher education: comparing outcomes across groups, focusing on relative levels of under- or over-representation, or comparing the representation of blacks in a particular population with the representation of blacks among a reference population. This paper “calculates the participation rate as the number of students of a particular racial/ethnic group who are enrolled in college in a given year divided by the number of individuals of that racial/ethnic group in the 18-29 year old population.  The Academic Equity Scorecard  Retention indicators  Historically Black Colleges and Universities (HBCUs)  Predominately White Institutions (PWIs)  Enrollment Equity Index  Public Flagship Institutions |
| Evidence Supporting Main Conclusion: |
| The author referenced past studies that supported the methods of data collection. The presentation of data is clear in the tables included. The equity index used is clearly defined with the equity index being 1. Any factors that reflect bias are stated and additional data comparisons are provided to compensate for possible bias. |
| Other Persuasive Arguments Presented: |
| Why this study relevant to all readers: “Attention to equity in outcomes is in the public interest not only because of desegregation requirements rooted in social and legal justice, but also because of projected labor market demands for college-educated workers and projected demographic trends” |
| Summary: |
| Black students are not equally represented or equally successful in higher education. Over the years of 1991-2001 data regarding equity in enrollment and bachelor’s degree completion for blacks at public higher education institutions in the 19 southern and southern border sates was collected. Data is collected from the Integrated Postsecondary Education Data System, and the population under review is Black and White students who have graduated high school and are between the ages of 18-25. The current status of equity in these states has been found to be slowly improving but substantial inequities still prevail. Progress in degree completion and student retention equity has been most substantial in four year Historically Black Colleges and Universities. Unfortunately, no data suggests statistically significant equity within states who are actively under the influence of the Office of Civil Rights or under court order. |
| Part II: Your Critical Analysis of the Article |
| List any reactions you have to the article. Do you agree with the author? Why or why not? |
| I do agree with the author. The data was clear and their purpose was not overstated. The author clearly defined the study as being “descriptive only with no attempt to identify the causes of the current status or observed trends over time” (208). The author also compares various higher education sectors to ensure that the data they provide is not easily skewed. The data and analysis of the data addressed the initial research questions. |
| What is the strongest part of the author’s argument? |
| The strongest part of the author’s argument is the comparison of equity in HBCUs to PWIs. This data suggests a connection to cultural influences and the influence of support from the universities. It provides a statistical foundation for additional studies. |
| Identify what part of the author’s argument you think is mistaken or not supported by the evidence. If you agree with the author, consider identifying what you consider to be the weakest point of the argument. |
| I think the weakest point of the argument is the analysis of governing bodies influence. Further data could have been presented to support the conclusion that they do not play an statistically significant role in the equity of Black students’ retention and completion of university. |
| What is your position on this issue? If you find the author's argument compelling, suggest other evidence that might support the same conclusion. |
| I support the author’s conclusion that there has been improvements, but there are still substantial inequities within higher education. The most compelling evidence is the large timeframe of data, and the collection of data from the pool of high school graduates within a certain age group. I would like to see this evidence compared to older Black students and students who have taken semesters or years off. I would also like to see some qualitative data suggesting cultural reasons for the progression of equity of Black students in some southern states but not others. |
| What additional questions does the article raise from your perspective? |
| The article presented some of the states, including North Carolina, in a positive light with statistically significant improvements in equity. In my experience, there are still significant inequities within higher education towards Blacks. I question what other factors could be analyzed to show the inequities within higher education towards Black students. What factors made the HBCUs so much better at retaining Black students? Was there more support for struggling students? Was it simply the culture of being surrounded by other driven students from the same cultural background? |