

Beyond Graduation Rates: Conceptualizing Liberatory Outcomes

Dr. Gina A. Garcia, University of Pittsburgh

Motivation

- College students of color continue to have inequitable educational, economic, and post-college (“normative”) outcomes.
- There is a need to assess racial equity and social justice outcomes for students of color, which can be mediators to “normative” outcomes and serve as important standalone justice outcomes.

Project Description

- Collaborate with researchers, educators, and policy intermediaries to reimagine what social justice and racial equity looks like in higher education.
- Use in-depth interviews, artifact analysis, and participatory research to advance a conceptualization of liberatory outcomes.

Context

- Postsecondary institutions use “normative” outcomes to determine success in serving students, yet do not consider racial equity and social justice as important outcomes
- Liberatory outcomes take into consideration outcomes such as critical consciousness, political engagement, and racial identity development as necessary outcomes for racially minoritized students.
- Higher education needs to value knowledge that has historically been excluded.



The goal is to **collaborate** with stakeholders to **conceptualize liberatory educational outcomes** such as **critical consciousness, racial identity development, and social agency** for postsecondary research, practice, and policy.



Project Deliverables

- New knowledge of how liberatory outcomes can be used as indicators of serving racially minoritized students disseminated through academic journals and conferences.
- Tools will be developed for assessing and enacting liberatory outcomes within the college context.
- Policy briefs developed to inform lobbying and change at capitol hill
- The development and submission of proposals to the Spencer Foundation and National Science Foundations.

Potential Impact

- The development of liberatory outcomes will advance how higher education serves racially minoritized students.
- Higher education institutions will have the necessary tools to ensure racial and social justice with tangible indicators and measures.

References and/or Acknowledgements

Freire, P. (2018). *Pedagogy of the Oppressed (50th Anniversary Edition)*. Bloomsbury. (original published in 1970).

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