A great deal of literature exists examining Black female faculty, administrators, and graduate and professional students (Bates, 2007; Benjamin, 1997; Chambers, 2011; Cobham & Patton, 2015; Croom & Patton, 2011–2012; Dowdy, 2008; Gregory, 2010; Harley, 2008; Notics & Henson, 2003; Patton & Harper, 2003; Patton, 2009; Williams et al., 2005).

General understanding of Black female collegiate experiences is limited:
- Literature on academic success deals primarily with aggregate populations (e.g., Black students or women students) without specific reference to intersection of racial and gendered identities
- Looming discourses about "success" of Black women collegians related to rate of degree attainment:
  - "Superwoman" and "black girl magic" stereotypes leave the presumption that Black women are "resilient" and a "model minority" unchecked (Patton & Croom, in press; Rosales & Person, 2003; Kaba, 2008)
Student-Faculty Interactions in College

- Positive student interactions with faculty have significantly positive impact on student experiences, academic performance, and retention (Kim & Sax, 2009; Kuh & Hu, 2001; Lundberg & Schreiner, 2004; Sax, Bryant, & Harper, 2005)
- Previous studies using the National Survey of Student Engagement (NSSE) have found that African American women tend to be more engaged than their peers; yet, consistently less engaged than their Black male peers in the area of SFI (Harper, Karimi, Bridge, and Hayek, 2004; Chambers and Poock, 2011)

Yet, these studies are limited by:
- Institutional type (i.e., Historically Black Colleges and Universities, as observed by Harper et al., 2004); and
- Traditionally aged, full-time students (Chambers and Poock, 2011)

Neither study:
- Examines the 6 individual items that comprise the NSSE Student-Faculty Interaction Benchmark score;
- Employs within-group analyses

Study Purpose

- Center, illuminate and examine Black female undergraduates and their interactions with faculty;
- Gauge how they compare to other racial/sex groups; and
- Understand factors for engagement among Black female students
Research Questions & Analyses

1. Do significant differences in student-faculty interaction still exist between Black female students and their Black male and White peers? (ANOVAs)

2. What areas of student-faculty interaction, if any, remain significantly lower for Black female students than their peers? (OLS; SFI/items are outcomes)

3. What impact do select student characteristics have on student-faculty interactions among Black female students? (OLS; SFI/items are outcomes)

What impact do select student characteristics have on satisfaction among Black female students? (OLS; satisfaction items are outcomes)

Data & Sample

- National Survey of Student Engagement (NSSE)
  - Measures the time and effort that first-year and senior students put in to educationally purposeful activities, perceptions of their educational experience, and estimates of how undergraduates spend their time
  - 2008-2012 administrations
  - 1,312 four-year bachelor’s-granting institutions
  - 54 institutions were HBCUs
  - 341,858 respondents
  - 26.6% Black females (n = 91,039)
  - 10.6% Black males
  - 40.1% White females
  - 22.5% White males

Measures: Student-Faculty Interaction (SFI)

- In your experience at your institution during the current school year, about how often have you done each of the following? (Very often, Often, Sometimes, Never)
  - Discussed grades or assignments with an instructor
  - Talked about career plans with a faculty member or advisor
  - Discussed ideas from your readings or classes with faculty members outside of class
  - Received prompt written or oral feedback from faculty on your academic performance
  - Worked with faculty members on activities other than coursework
    - committees, orientation, student life activities, etc.

- Which of the following have you done or do you plan to do before you graduate from your institution? (Done, Plan to do, Do not plan to do, Have not decided)
  - Work on a research project with a faculty member outside of course or program requirements
Measures: Satisfaction

- Mark the box that best represents the quality of your relationships with people at your institution (1=Unavailable, unhelpful, unsympathetic to 7=Available, Helpful, Sympathetic)
- Relationships with faculty members
- How would you evaluate your entire educational experience at this institution? (Excellent, Good, Fair, Poor)
- If you could start over again, would you go to the same institution you are now attending? (Definitely yes, Probably yes, Probably no, Definitely no)

Independent Variables/Controls

- Class standing
- Transfer status
- Enrollment status
- Fraternity/Sorority
- Athlete
- Grades
- First-generation status
- Enrollment in all online courses
- Attending an HBCU

Black/African American Female Undergraduates: A Profile

- More representation in Social Sciences (19.2%) and Business (19.3%)
- Less representation in Engineering (1.7%) and Physical Sciences (2.2%)
- Tend to be older
- Tend to have lower grades
- Larger proportions are first-generation (65.6%)
- Larger proportions completed courses online (41.3%)
- More often are transfer students (36.7%)
- Represent a large proportion of students at HBCUs (73.4%)
RQ1: Do differences in SFI exist between Black female students and their Black male and White peers?

- Black females experienced more SFI than White peers but less than Black males ($p < .001$)
- On select individual items, Black females ($p < .001$)
  - More frequently:
    - Discussed grades or assignments with instructors than all peers
    - Talked about career plans with instructors than White peers
    - More frequently received prompt feedback on academic performance than White males
  - Less frequently:
    - Discussed ideas from readings or classes with instructors outside of class than all peers
    - Worked with faculty members on activities other than coursework than Black males

RQ1: Satisfaction Items

- Black/African American females had lowest ratings of:
  - Quality of relationships with faculty compared to White female ($p < .001$)
  - Evaluation of their entire educational experience compared to all peers ($p < .001$)
  - Reporting likelihood of attending the same institution compared to all peers ($p < .001$)

RQ2: What areas of SFI are lower for Black female students after controlling for student and institution characteristics?

- Black females
  - Overall, experienced more SFI than White peers, although less than Black males
  - More frequently:
    - Discussed grades or assignments with instructors than all peers
    - Discussed ideas with instructors outside of class than White females (although less frequently than Black males)
    - Discussed ideas from readings or classes with instructors outside of class than all peers
    - Worked with instructors on activities other than course work than White peers (although less frequently than Black males)
    - Had more positive relationships with faculty than White peers (although less positive relationships than Black males)
RQ3: What impact do select student characteristics have on SFI among Black female students?

- Consistently positive predictors of increased SFI:
  - First-year class
  - Full-time enrollment
  - Member of a sorority
  - Athlete
  - Higher GPA
  - Attending an HBCU

- Negative predictor on some aspects of SFI:
  - Being a transfer student
  - Distance education

RQ3 (cont'd): What impact do select student characteristics have on satisfaction among Black female students?

- Consistently positive predictors of increased satisfaction:
  - Higher GPA
  - First-generation student
  - Taking courses online

- Consistently negative predictors of satisfaction:
  - First-year class
  - Being an athlete
  - Attending an HBCU

Discussion & Implications

- Findings suggest Black/African American female undergraduates are engaged in SFI
  - More interactions with their White peers
  - Still fall behind in some areas compared to their Black male peers
  - Limited engagement with faculty outside of the classroom

- Yet...
  - Still evaluated overall educational experiences lower than peers
  - Quality of interactions with faculty lower than peers
  - Likelihood to start at the same institution again lower than peers
Discussion & Implications (cont’d)

• Demographic findings have significant implications:
  • Suggests that Black female undergraduate population
    has a notable number of students who are older, have
    transferred (not first-time), and enrolled in distance
    education
  • Implications on how researchers and the general public
    makes sense of Black women’s “success” in college
  • Greater enrollment in all online coursework may signal a
    need for support in college choice and support services
    in the for-profit sector
  • Distance education decrease quality interactions
    between Black females and their instructors, leading to
    decreases in engagement

Questions?

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Allison BrckaLorenz
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References


Table 2. Select Academic and Institutional Characteristics

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Black</th>
<th>African American</th>
<th>Hispanic</th>
<th>White</th>
<th>Other</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>Research University (very high and high research activity)</td>
<td>21.9</td>
<td>9.6</td>
<td>40.4</td>
<td>28.1</td>
<td>22.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Doctoral</td>
<td>38.4</td>
<td>13.8</td>
<td>31.1</td>
<td>18.7</td>
<td>10.7</td>
<td>100.0</td>
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<td>Masters</td>
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<td>10.6</td>
<td>41.5</td>
<td>19.9</td>
<td>45.8</td>
<td>100.0</td>
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<td>Bachelor's</td>
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<td>10.4</td>
<td>41.1</td>
<td>22.6</td>
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<td>Control</td>
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<td>14.4</td>
<td>33.9</td>
<td>22.9</td>
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<td>100.0</td>
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<td>42.7</td>
<td>27.0</td>
<td>100.0</td>
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<td></td>
<td>Private</td>
<td>24.9</td>
<td>13.0</td>
<td>42.6</td>
<td>26.5</td>
<td>100.0</td>
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<td>1,500</td>
<td>23.8</td>
<td>9.0</td>
<td>41.1</td>
<td>22.1</td>
<td>100.0</td>
</tr>
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<td></td>
<td>2,500 - 4,000</td>
<td>27.2</td>
<td>10.9</td>
<td>40.2</td>
<td>21.8</td>
<td>100.0</td>
</tr>
<tr>
<td></td>
<td>5,000 - 8,000</td>
<td>32.9</td>
<td>12.1</td>
<td>30.0</td>
<td>18.8</td>
<td>100.0</td>
</tr>
<tr>
<td></td>
<td>10,000 or more</td>
<td>23.3</td>
<td>9.7</td>
<td>40.9</td>
<td>25.7</td>
<td>100.0</td>
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<td>HBCU</td>
<td>Yes</td>
<td>75.9</td>
<td>24.5</td>
<td>3.4</td>
<td>0.7</td>
<td>20.9</td>
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<tr>
<td></td>
<td>No</td>
<td>22.8</td>
<td>8.5</td>
<td>40.4</td>
<td>24.3</td>
<td>79.1</td>
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Notes: For group proportions refer to Table 2. (continued) Select Academic and Institutional Characteristics

Table 2: Mean and Standard Deviation for Student Faculty Interaction Items by Sex and Racial/Ethnic Identification

<table>
<thead>
<tr>
<th>Item/Category</th>
<th>Black Male</th>
<th>Black Female</th>
<th>African American Male</th>
<th>African American Female</th>
<th>Hispanic Male</th>
<th>Hispanic Female</th>
<th>White Male</th>
<th>White Female</th>
<th>Other Male</th>
<th>Other Female</th>
<th>Total Male</th>
<th>Total Female</th>
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</thead>
<tbody>
<tr>
<td>Classroom expectations</td>
<td>2.10*</td>
<td>2.00</td>
<td>2.29*</td>
<td>2.00</td>
<td>3.00</td>
<td>2.50</td>
<td>3.00</td>
<td>2.50</td>
<td>3.00</td>
<td>2.50</td>
<td>2.50*</td>
<td>2.50*</td>
</tr>
<tr>
<td>Tabled about course plans with faculty members or advisors</td>
<td>2.16</td>
<td>2.46</td>
<td>2.38</td>
<td>2.06</td>
<td>2.50</td>
<td>2.30</td>
<td>2.50</td>
<td>2.50</td>
<td>2.50</td>
<td>2.50</td>
<td>2.50*</td>
<td>2.50*</td>
</tr>
<tr>
<td>Students felt that their faculty members cared about their academic success</td>
<td>2.25</td>
<td>2.00</td>
<td>2.50</td>
<td>2.50</td>
<td>2.50</td>
<td>2.50</td>
<td>2.50</td>
<td>2.50</td>
<td>2.50</td>
<td>2.50</td>
<td>2.50*</td>
<td>2.50*</td>
</tr>
<tr>
<td>Students felt that their faculty members cared about their overall success</td>
<td>2.20</td>
<td>2.50</td>
<td>2.40</td>
<td>2.50</td>
<td>2.50</td>
<td>2.50</td>
<td>2.50</td>
<td>2.50</td>
<td>2.50</td>
<td>2.50</td>
<td>2.50*</td>
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Notes: For group proportions refer to Table 2.
### Research Question 1 (cont’d)

<table>
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<tr>
<th>Research Question 1 (cont’d)</th>
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<tbody>
<tr>
<td>Table 5. Means and Standard Deviations for Satisfaction Items by Select Sex and Racial/Ethnic Identification</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Satisfaction with residence hall</td>
</tr>
<tr>
<td>how close you live to your friends</td>
</tr>
<tr>
<td>how accommodating your institution is</td>
</tr>
<tr>
<td>had much trouble making new friends</td>
</tr>
<tr>
<td>overall satisfaction with this university</td>
</tr>
<tr>
<td>whether you are satisfied with your academic preparation</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
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</table>

### Research Question 2

<table>
<thead>
<tr>
<th>Research Question 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Table 6. Standardized Regression Coefficients for Student-Faculty Interaction Score and Individual Items by Select Sex and Racial/Ethnic Identification</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Satisfaction with residence hall</td>
</tr>
<tr>
<td>how close you live to your friends</td>
</tr>
<tr>
<td>how accommodating your institution is</td>
</tr>
<tr>
<td>had much trouble making new friends</td>
</tr>
<tr>
<td>overall satisfaction with this university</td>
</tr>
<tr>
<td>whether you are satisfied with your academic preparation</td>
</tr>
</tbody>
</table>

Note. Controlling for all other variables that matter if the student deviates from another institution, full-time undergraduate student and as a result define those who matter if the university have a greater degree of satisfaction, for example, in the median score, group degree average, first-year GPA, and the like. |

### Research Question 3a

<table>
<thead>
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<tbody>
<tr>
<td>Table 7. Standardized Regression Coefficients for Student-Faculty Interaction Score and Items for Black African American Female Students</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Black African American Female</td>
</tr>
<tr>
<td>Note.</td>
</tr>
</tbody>
</table>

Note. Controlling for all other variables that matter if the student deviates from another institution, full-time undergraduate student and as a result define those who matter if the university have a greater degree of satisfaction, for example, in the median score, group degree average, first-year GPA, and the like.
### Research Question 3b

Table 4. Standardized Regression Coefficients for Satisfaction Items for Black/African American Female Students

<table>
<thead>
<tr>
<th>Item</th>
<th>Coefficient</th>
<th>Standard Error</th>
<th>t-value</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>How would you evaluate your overall educational experience at this institution? (1=Not at all, 5=Extremely satisfied)</td>
<td>3.23***</td>
<td>0.03****</td>
<td>0.03****</td>
<td>Probable yes</td>
</tr>
<tr>
<td>Transfer</td>
<td>-2.93</td>
<td>0.06**</td>
<td>0.06**</td>
<td>Probable no</td>
</tr>
<tr>
<td>Transfer</td>
<td>0.03</td>
<td>0.03</td>
<td>0.03</td>
<td>Definitely no</td>
</tr>
<tr>
<td>SAT</td>
<td>0.03</td>
<td>0.03</td>
<td>0.03</td>
<td>Definitely no</td>
</tr>
<tr>
<td>SAT</td>
<td>0.03</td>
<td>0.03</td>
<td>0.03</td>
<td>Definitely no</td>
</tr>
<tr>
<td>GPA</td>
<td>0.11***</td>
<td>0.03****</td>
<td>0.03****</td>
<td>Probable yes</td>
</tr>
<tr>
<td>First Generation</td>
<td>0.008**</td>
<td>0.002***</td>
<td>0.002***</td>
<td>Probable yes</td>
</tr>
<tr>
<td>Sleeve Education</td>
<td>0.03**</td>
<td>0.002***</td>
<td>0.002***</td>
<td>Probable yes</td>
</tr>
<tr>
<td>Overall</td>
<td>0.11***</td>
<td>0.03****</td>
<td>0.03****</td>
<td>Probable yes</td>
</tr>
</tbody>
</table>

* p < 05, ** p < 10, *** p < 01