

Examining Student-Faculty Interaction among Black/African American Female Undergraduates:

An In Depth Analysis of NSSE 2008 – 2012 Data

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Abstract

The current study examines student-faculty interaction by employing OLS regression models on a large-scale sample of student engagement survey data to compare Black female interactions with faculty to their Black male, White female, and White male peers. Within-group analyses will reveal impact of various student characteristics among Black women students.

Keywords: Black, women, engagement

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The postsecondary enrollment of African American¹ women has increased over the last 30 years. According to Blalock and Sharpe (2012), from 1980 – 2009 the proportion of first-time first-year Black women collegians has increased from 6 to 8 percent and received the most degrees compared to their non-White female peers for all disciplines and degree levels. Such an increase warrants intentional and in-depth looks at their engagement to better understand attributes related to their success (Chambers & Sharpe, 2012). However, little is known about how Black women navigate college, what factors contribute to their perceived success, and the challenges they face while seeking a postsecondary degree. Moses (1997) stated, “In order to create a more hospitable climate for Black women on the campuses of this country, we must know about their needs and concerns” (p. 23). The purpose of this study is to center, illuminate and examine Black undergraduate women and their interactions with faculty. In particular, we gauge how Black women compare to other groups on campus with regard to their interactions with faculty. We also attempt to better understand why Black women’s engagement with faculty is lower and whether this phenomenon influences their satisfaction.

The Case for Studying Black Women in College

Inarguably, Black women have a presence in higher education. A great deal of literature has highlighted their experiences as faculty members, administrators, and students in graduate and professional schools (Bates, 2007; Benjamin, 1997; Chambers; 2011; Cobham & Patton, 2015; Croom & Patton, 2011-2012; Dowdy, 2008; Gregory, 2001; Guillory, 2001; Harley, 2008; Patitu & Hinton, 2003; Patton & Harper, 2003; Patton, 2009; Williams et al., 2005). Collectively,

¹ We use “African American” and “Black” interchangeably throughout this study to include all students of African descent. Within *The College Student Report*, respondents are offered only one option to self-identify as “Black/African American.” Though recent research suggests more nuanced recognition within Black communities (Jackson & Cothran, 2003; Griffin, del Pilar, McIntosh, & Griffin 2012; Daoud, 2015), we are bound by the survey’s stringent racial/ethnic parameters.

the research points to Black women's constant grappling with race, gender and other markers of identity, the invisibility forced upon their existence, limited (if at all) access to mentors and resources, inequitable pay in comparison to their counterparts; their commitment to mentoring younger generations, a willingness to either express their voices or engage in strategic silence, and their capacity to navigate academic and professional spaces designed to either push them out or keep them out. While presumably, Black women collegians may endure some of these same experiences, researchers often stop short of engaging them as the central focus of research and scholarship. Thus, general understanding about black women's college experiences is limited at best.

The invisibility of Black women's college experiences might be attributed to a few factors. First, the literature focusing on academic success deals primarily with aggregate populations (e.g. Black students, women students). As a result researchers often fail to examine the ways in which collegiate environments attribute to gendered differences between how Black women and Black men experience college. Most often, Black men's experiences are accepted as the dominant narrative for all Black students' experiences. Consider the following example from sociologist L'Heureux Lewis (2010):

If we think about the narrative of mass incarceration, we think about the ways in which black men and black boys have been locked up at increasing rates since the 1980s. While this is true, the fastest growing incarceration rate is among Black and Latino women. And because we haven't thought seriously about what's happening with Black girls and Latina girls, we tend to make the issue of incarceration solely male, and we miss the different ways in which we need to be intervening not just for our young boys, but also our young girls.

Similarly, when gender is the focus of research on academic success, race is often ignored or given limited attention in terms of delineating the unique experiences of Black women.

Oftentimes, white women's experiences serve as the proxy for all women's experiences in college. This conundrum reveals the challenges with educational research and its inability to operate in an intersectional manner that illuminates the dynamic experiences of Black women rather than treating them as invisible. As legal scholar Kimberle Crenshaw argued in a recent Ted talk, "When there's no name for a problem, you can't see a problem. When you can't see a problem, you can't solve it" (see Vasquez, 2016).

Another reason for the disparate attention given to Black undergraduate women is the looming discourses related to their "success." Given that Black women earn more degrees than their male counterparts, they are automatically presumed to be successful. Conversely, Black men are situated as having major problems that can be solved through research. This line of thinking has contributed to an overwhelming amount of resources and emphases directed toward Black undergraduate men. Moreover, the research and scholarship on Black men in college has catapulted over the last few years in ways unimaginable where Black women are concerned (Harper, 2012). Washington (as cited in Giddings 1984) stated, "The quest of Black men to achieve manhood has always inspired the highest respect, but the equivalent struggle of the Black women has hardly been acknowledged-except by Black women writers" (p. 354). It is important to clarify however, that our argument is not against Black men. Instead we are challenging the patriarchal structure of the discourses that pit Black men and women against one another or dismiss the experiences of black women altogether.

A third reason for the failure to center black undergraduate women in research is related to "superwoman" stereotypes, and more recently the "blackgirlmajiic" trope that has been used to

describe Black women. Patton and Croom (in press) stated:

While the purpose of the Black Girl Magic message across Black women's communities is rooted in self-empowerment and uplift, the message has also been mishandled and used as a trope to diminish the complexity of its meaning for Black women, who are almost always forced to define and redefine themselves beyond stereotypical notions of resilience and success.

Such ideas, while deemed positive to the extent that Black women are positioned as successful, indicate that Black women are strong, unbreakable or somehow superhuman. With characteristics such as these, Black women in college and in general are presumed to have the capacity to make it on their own despite the odds. Rosales and Person (2003) stated, "The myth that black women have achieved high levels of educational...attainment over the past twenty years may contribute to the lack of attention by colleges and universities" (p. 53). In other words, Black women may be perceived as victims of their own success or touted as a "model minority" (Kaba, 2008).

Winkle-Wagner (2015) contends that existing research promotes a "narrowing down" of the experiences of Black college women and calls for a revamping of research on this population. Comparative studies juxtaposing outcomes of Black women to other groups can be helpful and offer useful findings (Winkle-Wagner, 2015). However, relying solely on Black-White comparisons and foregoing within-group analyses, many studies fail to center the experiences of Black women and promote deficit-minded conclusions and approaches "where Black women are assumed to be individually lacking" (Winkle-Wagner, 2015, 190). Given the limited scope of research on Black women, more studies are needed to learn how they experience college,

particularly how they engage within their campus environments and the implications for their ultimate success in college.

In recent years, a cadre of scholars have conducted research and written scholarly works to bring greater attention to black undergraduate women's experiences. For example, Porter (Porter & Dean, 2015; Porter & Maddox; Porter, in press) has written about Black women's identity development in college, while Patton (Patton & McClure, 2009; Patton & Simmons, 2008) has written about the role of spirituality as a coping mechanism in college and multiple dimensions of identity for Black, lesbian women at HBCUs. Chambers (2011; Chambers & Sharpe, 2012) has edited two volumes on Black women's collegiate experiences and Winkle-Wagner (2008; 2009a; 2009b) has written about raced and gendered inequities facing Black women in college. As this body of research continues to grow, attention must also be directed toward understanding Black women's engagement in college. While a larger narrative suggests Black women are successful, the contexts for how institutions foster this success have not been addressed in the research. Instead, research findings indicate that Black women who experience success must rely on their own capacity to cope and be resilient. Simply stated, Black women's success is likely occurring with limited support from their institutions. Examining the context and type of engagement among Black women in college, provides the necessary data to prompt postsecondary institutions to not only recognize the challenges Black undergraduate women confront as they pursue their degrees, but also provide the necessary support to help them thrive in college.

Student-Faculty Interactions in College

One strategy for examining Black women's engagement in college is by measuring the extent to which they interact with faculty. Numerous studies have shown that positive faculty-

student interactions have a significantly positive impact on student experiences, academic performance, and retention (Kim, & Sax, 2009; Kuh & Hu, 2001; Lundberg & Schreiner, 2004; Sax, Bryant, & Harper, 2005). Drawing specifically from the findings of Harper, Karini, Bridges, and Hayek (2004) and Chambers and Pooch (2011), African American women generally tend to be more engaged than their peers. However, African American women consistently were less engaged than their African American male peers in the area of student-faculty interaction. Harper et al. suggests that African American males may have more interaction with faculty in order to “compensate for their lower levels of course preparation” (p. 278). However, without a deeper look at individual items attributed to Student-Faculty Interaction Benchmark scores within the National Survey for Student Engagement (NSSE), we still lack clarity on what drives more frequent interactions between Black men and their faculty and what prompts decreased levels of interaction for Black women and faculty. Previous studies using NSSE data to observe engagement among African American women students have been limited by institutional type (i.e., Historically Black Colleges and Universities, as observed by Harper et al., 2004), traditionally aged, full-time students (Chambers and Pooch, 2011), 1 to 2 years of data, and aggregated benchmark scores (Harper et al., 2004; Chambers and Pooch, 2011). Neither study examined the 6 individual items that sum the NSSE Student-Faculty Interaction Benchmark score, nor do they employ within-group analyses (Winkle-Wagner, 2015).

In direct reference to previous research using NSSE data, the current study examines the largest sample of Black college women ($n = 91,039$) and centers their engagement with faculty. As a result, a major contribution of this study to existing research is the employment of within-group analyses. Within-group analyses on Black college women presents a methodological challenge. Winkle-Wagner (2015) states that researchers are often limited by small sample sizes

within large-scale quantitative projects, citing increased margins of error and problems with generalizability. Findings from this study will begin to illuminate differences of student-faculty interaction among Black college women based on class standing, transfer status, enrollment (i.e., full-time versus part-time), sorority/fraternity membership, being a student athlete, GPA, first-generation status, complete enrollment in distance education, and enrollment at an HBCU. The following study seeks to examine student-faculty interaction more deeply by using a large-scale sample of student engagement survey data to compare Black female interaction with faculty to their Black male, White female, and White male peers.

Methodology

Guiding Research Questions

Our study addresses the following research questions:

1. Do significant differences in student-faculty interaction still exist between Black female students and their Black male and White peers?
2. What areas of student-faculty interaction, if any, remain significantly lower for Black female students than their peers?
3. What impact do select student characteristics have on student-faculty interactions *among* Black female students? What impact do select student characteristics have on satisfaction *among* Black female students?

Data Source

The data used in this study are from the 2008, 2009, 2010, 2011, and 2012 administrations of *The College Student Report*, the questionnaire of the National Survey of Student Engagement (NSSE). NSSE is a survey administered annually which collects information about undergraduate engagement in educationally purposeful activities and

perceptions of their educational experiences at their current institution. Results from the questionnaire provide estimates of how undergraduates spend their time and perceived gains from attending their institution. In the five years, NSSE was administered to undergraduates at 1,312 institutions.

All student- and institutional-level identifiers have been removed to protect student and institution identity. The dataset includes a 20 percent random sample of all first-year and senior White (non-Hispanic) respondents from U.S. institutions. All first-year and senior Black / African American respondents attending U.S. institutions during the timeframe were included. All survey items from the questionnaire were included. Four additional institutional characteristics were also included: (1) Carnegie classification; (2) size; (3) control (i.e., private versus public); and (4) whether or not an institution is a Historically Black College and University (HBCU). Seven hundred and ninety-two institutions were private, while the remaining 520 were public. There were 54 HBCUs represented in the dataset.

Sample

The overall sample for this study consists of data from over 341,858 respondents. Of which, 91,039 were Black/African American females, consisting of 26.6 percent of the total sample. Black/African American males, White (non-Hispanic) females, and White (non-Hispanic) males represented 10.6, 40.1, and 22.5 percent of the sample, respectively. These students held a wide variety of academic disciplines with the largest representation in Business (17.1%). For more details about this sample, see Tables 1 and 2. Additional analysis of student characteristics in the sample can be found in the results section.

Measures

From 2000 – 2012, NSSE used Benchmarks of Effective Educational Practice to examine the multi-dimensional nature of student engagement. Student –Faculty Interaction (SFI) is an “index that measures extent of talking with faculty members and advisors, discussing ideas from classes with faculty members outside of class, getting prompt feedback on academic performance, and working with faculty on research projects” (NSSE, 2012). Student responses to six separate items are then combined to create a mean score for SFI. In addition to means of SFI and individual items, select items indicating student relationships with faculty and overall satisfaction with their educational experience are also indicated.

The following items are included in the SFI index score:

- 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

Other outcome items of interest are as follows:

- 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*)

Analyses

Student, academic, and institutional characteristics were compared between all race/ethnicity and sex groups in the 2008 – 2012 administrations of NSSE. Since Black/African American females are the center point of this study, all descriptive statistics are presented with reference to this group. Within group statistics are represented in the final column of Tables 1 and 2 to more deeply describe the Black/African American female respondents. To answer the first question, items on the core NSSE survey about student-faculty interaction, relationships with faculty, and overall satisfaction were compared using ANOVAs for Black/African American female, Black/African American male, White female, and White male respondents (Tables 3, 4 and 5). For the remaining questions, ordinary least squares regression models were developed to observe effect of being an Black/African American female on SFI score, items in the SFI index, and overall satisfaction. In all models, either SFI, select component items of SFI, or items about satisfaction were the dependent variables. Independent variables included student class standing, transfer status, enrollment status, fraternity or sorority membership, athlete status,

grade point average, first-generation status, enrollment in all online courses, and attendance at an HBCU. To answer the second research question, race/sex identification was additionally included as an independent variable (Table 6). Separate models were employed to examine within-group differences for the third research question (Tables 7 and 8).

Results

Although a demographic profile was not part of the research questions for this study, many interesting differences were found in the descriptives of students. Among Black/African American females, the largest academic disciplines represented were the Social Sciences (19.2%) and Business (19.3%). However, they are very noticeably underrepresented in Engineering and the Physical Sciences, as only 1.7% and 2.2% Black/African American females, respectively, identified these disciplines as their primary majors. Though most Black/African American females within the sample are traditionally aged (60.3% are less than 19 to 23 years), they consistently represented a majority of students within older age groups. Black/African American females represented 43.3% of all students aged 30 – 39, 45.3 % of students aged 40 – 55, and 47.4% of students aged 55 and older.

While an overwhelming majority of Black/African American females have grades of B or higher (72.8%), a concerning trend emerges when observing lower grades across groups. Of all students in all four of the lowest grade groups, Black/African American women consistently represent a majority: 35.7% at B-, 41.8% at C+, 40.9% at C, and 48.3% at C- or lower. A majority of Black/African American female students were first-generation (65.6%), even though they represented little over a third (36.0%) of all first-generation students in the sample. Likewise, though only 9% of Black/African American female students indicated they completed all of their courses online, Black/African American females represented an overwhelming

majority of all distance education students at 41.8%. These findings are particularly consistent with recent studies on students at for-profit colleges (Iloh & Toldson, 2013; Iloh, 2016).

Black/African American (33.1%) and White (34.7%) females were more likely to have transferred to their current institutions than their male peers. Of the 36.7% Black/African American females that indicated they began postsecondary education elsewhere, 11.9% had vocational training, 31.1% began at a community or junior college, and 43.2 started at another four-year institution. Though 20.9% of Black/African American females attended HBCUs, they consisted of 73.4% of all students at HBCUs.

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

Means and standard deviations for the Student-Faculty Interaction (SFI) raw scores can be found in Table 3. Focusing on the differences between Black/African American female and the other racial/ethnic and sex identities, scores between the groups were found to be statistically significant ($p < .001$). Though there was minimal difference between mean scores, Black females rated their interactions with faculty higher than White females and males, 41.7 versus 39.36 and 39.29, respectively. Black males rated their experiences with faculty highest with their mean score of 43.18. These findings are consistent with Harper et al. (2004) and Chambers and Pooch (2011).

Means and standard deviations for individual SFI items can be found in Table 4. Mean scores for this item set were low to moderate across all race/sex categories. Again focusing on the differences between Black or African American female students and the other racial/ethnic and sex identities, many statistically significant differences were found. Black/African American female students more frequently discussed grades or assignments with instructors and

received prompt feedback on academic performance ($p < .001$). Black/African American female students less frequently discussed ideas with faculty outside of class or worked on a research project than their male peers ($p < .001$). When asked to rate the quality of relationships with faculty, Black/African American females reported the lowest mean scores compared to their peers (Table 5). Though they evaluated their entire experience as “good” and indicated they would probably attend the same institution if they could start over, Black/African American female students consistently has the lowest means scores on these items (Table 5).

2. What areas of student-faculty interaction, if any, remain significantly lower for Black female students than their peers?

Standardized regression coefficients from all models can be found in Tables 6 through 8. Table 6 displays the results of a regression model with SFI score as the dependent variable where Black/African American females served as the reference group. Each model controlled for class standing, if the student transferred from another institution, full-time enrollment, membership in a social fraternity or sorority, if the student is an athlete, grade point average, first-generation status, enrollment in all online courses, and attendance at an HBCU. When controlling for these variables, White students reported less interactions with faculty compared to Black women. In fact, White students in the sample had consistently fewer interactions across individual items compared to their Black female peers. Consistent with findings from Harper et al., Black men experienced more faculty interaction than their Black female peers, both in SFI score and across individual items except for discussing grades on assignments and receiving feedback on academic performance.

3. What impact do select student characteristics have on student-faculty interactions *among* Black female students? What impact do select student characteristics have on satisfaction *among* Black female students?

Looking at additional demographics and attendance at an HBCU for Black female students, we see some consistently positive predictors of increased student faculty interaction (Table 7). Being a first year, enrolled full-time, member of a sorority, an athlete, having a higher GPA, and attending an HBCU were all positive indicators of increased student-faculty interaction ($p < .001$). Being a transfer student had some notable negative impact on aspects of student-faculty interaction such as discussing ideas outside of class, talking about career plans, and working with faculty outside of coursework ($p < .001$). Distance education largely had a negative impact on student-faculty interaction for Black female students ($p < .001$).

Accounting for the same student characteristics, we observed some overlap of positive predictors of increased satisfaction for Black female students. Higher GPA's, being a first-generation student, and taking courses online are positive predictors of increased satisfaction for Black females. Being a first year, an athlete, and attendance at an HBCU were consistent predictors for being less satisfied with their educational experience. Though not found to be statistically significant, being a transfer student had a negative impact on evaluation of the educational experience only. Being enrolled full-time was a negative indicator on if the student would attend the same institution again ($p < .001$).

Discussion and Implications

The findings of this study suggest Black women are engaged on their campuses in relation to faculty engagement. While they interact with faculty more often than white students, they still lag behind Black men in terms of student-faculty interactions. Moreover, Black women

had limited engagement with faculty outside the classroom, which suggests they may not have robust opportunities for internships, research projects and other programmatic efforts that promote student-faculty engagement beyond the classroom. This is especially relevant given the finding that Black women were still lowest in terms of more quality interactions with faculty. The finding that Black women speak with their faculty about grades and receive prompt feedback suggests Black women take their academics seriously and are willing to seek assistance from faculty; but also indicates that institutions, faculty in particular need to either implement or increase opportunities to promote engagement with Black women undergraduates.

Interestingly, the demographic findings point to a Black, female population that is older, has transferred from one institution to another, and enrolls in distance education programs. This finding has significant implications for how researchers and the general public make sense of Black women's "success" in college. While Black women surely outpace Black men in degree attainment, their presence in online, for-profit institutions may signal a need to for support with regard to college choice. Literature suggests for-profit institutions can be predatory in nature and in their attempts to lure first-generation students of color as well as other minoritized populations. Students who choose for-profits are often left with significant debt, which may place them in a difficult economic bind when the whole purpose for pursuing the degree was for students to secure (or sustain) employment to improve their economic standing. For-profit institutions or distance education, though seemingly accessible options, may actually be detrimental for Black women who are older, working, and possibly caring for their families because they may not provide the necessary credentialing to assist them economically. Furthermore, distance education options decrease interactions between Black women and their instructors, ultimately decreasing Black women's engagement. Institutions that offer distance

education courses must be mindful about how they train faculty to engage with students and the need to emphasize strategies that will increase interactions for Black women.

In conclusion, this study fills a small gap in the literature with regard to Black undergraduate women's engagement, particularly related to their interactions with faculty. As noted earlier, much more research is needed that centers Black women and focuses on their collegiate experiences. While this study supports the notion that Black women have a presence in higher education and achieve some measure of success, they still face challenges in terms of interacting with faculty outside the classroom and the limited engagement that occurs for the majority of Black women who participate in online courses. If institutions are truly committed to diversity and student support, they will make concerted efforts to properly train faculty to promote greater engagement with Black women and all students. Moreover, online programs and courses will be structured to promote rather than decrease interactions between Black women collegians and their faculty.

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EXAMINING STUDENT-FACULTY INTERACTION AMONG BLACK WOMEN
UNDERGRADUATES

Table 1. Select Student Demographic Characteristics

		Black/African American Female	Black / African American Male	White Female	White Male	Within Group Proportion ^a
		(Row %)				(Column %)
Current Classification	First-Year	27.4	11.4	39.7	21.5	46.3
	Senior	26.1	9.9	40.6	23.3	53.7
Age	≤ 19	24.5	10.1	42.9	22.5	34.6
	20 -23	19.3	8.3	46.4	26.0	25.7
	24 – 29	30.4	13.5	30.8	25.3	11.1
	30 – 39	43.3	14.0	26.9	15.8	13.4
	40 - 55	45.3	15.0	27.6	12.1	13.5
	55 ≤	47.4	15.2	24.3	13.1	1.6
Residence	Campus housing	24.3	10.5	42.3	22.9	36.2
	Walking distance	15.7	9.2	44.7	30.4	8.5
	Driving distance	30.8	10.2	38.9	20.1	45.4
	Fraternity/ Sorority house	3.8	5.3	42.2	48.7	0.1
	None	44.0	15.3	27.0	13.7	9.8
First-Generation	Yes	36.0	12.7	34.6	16.7	65.6
	No	17.7	8.4	45.8	28.1	34.4
Sorority/ Fraternity	Yes	17.7	10.7	45.3	26.2	6.7
	No	27.6	10.5	39.7	22.1	93.3
Athlete	Yes	13.6	16.3	39.9	30.3	4.3
	No	27.8	10.0	40.3	21.8	95.7

a. Within group proportions refer to Black/African American female students.

EXAMINING STUDENT-FACULTY INTERACTION AMONG BLACK WOMEN
UNDERGRADUATES

Table 2. Select Academic and Institutional Characteristics

		Black/African American Female	Black / African American Male	White Female	White Male	Within Group Proportion ^a
Academic Characteristics (Row %)						(Column %)
Enrollment	< Full-time	36.3	11.7	33.7	18.3	14.9
	Full-time	25.5	10.4	41.0	23.0	85.1
Grades	A	19.3	6.2	51.5	22.9	16.8
	A-	17.9	6.7	50.9	24.5	12.4
	B+	28.0	10.1	39.3	22.6	21.2
	B	30.0	12.1	35.1	22.8	22.4
	B-	35.7	16.8	25.7	21.8	10.7
	C+	41.8	19.7	20.4	18.2	9.2
	C	40.9	20.6	18.8	19.7	4.8
	C- or lower	48.3	21.5	15.8	14.4	2.5
Distance Education	Yes	41.8	14.5	28.8	15.0	9.9
	No	25.4	10.2	41.2	23.2	90.1
First-time Entering College	Started at Current Institution	24.0	9.8	42.6	23.7	63.3
	Started Elsewhere	33.1	12.3	34.7	19.8	36.7
Other Postsecondary Education	Vocational	43.0	13.7	25.7	17.6	11.9
	Community College/Jr. College	32.9	11.1	36.2	19.8	31.1
	Another 4-year College	32.6	13.2	34.4	19.7	23.2
Major	Arts and Humanities	17.9	7.9	50.2	24.0	8.2
	Biological Sciences	27.8	8.6	42.0	21.5	8.1
	Business	29.4	14.1	31.4	25.1	19.3
	Education	22.6	4.9	60.4	12.2	7.8
	Engineering	8.3	19.2	15.6	56.9	1.7
	Physical Sciences	18.0	10.3	36.1	35.7	2.2
	Professional (other)	36.8	5.8	48.2	9.2	16.6
	Social Sciences	35.0	8.6	40.3	16.1	19.2
Other	26.0	15.1	32.7	26.2	16.0	

EXAMINING STUDENT-FACULTY INTERACTION AMONG BLACK WOMEN
UNDERGRADUATES

Table 2 (continued). Select Academic and Institutional Characteristics

		Institution Characteristics (%)					
Carnegie Classification	Research Universities (very high and high research activity)	21.9	9.6	40.4	28.1		22.0
	Doctoral Universities	38.4	13.8	31.1	16.7		10.7
	Master's Colleges and Universities	27.9	10.6	41.5	19.9		45.0
	Baccalaureate Colleges	26.0	10.4	41.1	22.6		20.2
	Other	27.9	14.3	33.9	23.9		2.2
Control	Public	27.5	10.9	38.8	22.8		60.9
	Private	25.6	10.2	42.2	22.0		39.1
Enrollment	Fewer than 1,500	24.9	11.0	42.6	21.6		8.4
	1,500 – 2,499	23.8	9.0	45.1	22.1		10.6
	2,500 – 4,999	27.2	10.9	40.2	21.8		18.7
	5,000 – 9,999	32.9	12.3	36.0	18.8		29.6
	10,000 or more	23.8	9.7	40.9	25.7		32.6
HBCU	Yes	73.4	24.5	1.4	0.7		20.9
	No	22.8	9.5	43.4	24.3		79.1

a. Within group proportions refer to Black/African American female students.

EXAMINING STUDENT-FACULTY INTERACTION AMONG BLACK WOMEN
UNDERGRADUATES

Table 3. Means and Standard Deviations for Student-Faculty Interaction Raw Scores by Select Sex and Racial/Ethnic Identification

	Black / African American Female		Black / African American Male		White Female		White Male	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Student-Faculty Interaction (raw, student-level score)	41.74*	20.95	43.18*	21.57	39.36*	19.77	39.28*	20.25

*. The mean difference is significant across all groups at the $p < .001$ level.

Table 4. Means and Standard Deviations for Student-Faculty Interaction Items by Select Sex and Racial/Ethnic Identification

	Black / African American Female		Black / African American Male		White Female		White Male	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
In your experience at your institution, during the current school year, about how often have you done each of the following (1=Never, 2=Sometimes, 3=Often, 4=Very Often):								
Discussed grades or assignment with an instructor	2.97*	0.91	2.86*	0.89	2.78*	0.88	2.70*	0.86
Talked about career plans with a faculty member or advisor	2.46	0.99	2.48	0.98	2.38*	0.94	2.31*	0.93
Discussed ideas from your readings or classes with faculty members outside of class	2.05*	1.00	2.20*	0.99	1.94*	0.90	2.06*	0.91
Received prompt written or oral feedback from faculty on your academic performance	2.88*	0.88	2.83	0.87	2.84	0.80	2.76*	0.80
Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	1.79	0.99	1.95*	1.01	1.76*	0.92	1.78	0.92

*. The mean difference is significant across all groups at the $p < .001$ level.

EXAMINING STUDENT-FACULTY INTERACTION AMONG BLACK WOMEN
UNDERGRADUATES

Table 5. Means and Standard Deviations for Satisfaction Items by Select Sex and Racial/Ethnic Identification

	Black / African American Female		Black / African American Male		White Female		White Male	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Select the circle that best describes the quality of your relationships with people at your institution: Relationships with faculty members (1=Unavailable, Unhelpful, Unsympathetic to 7=Available, Helpful, Sympathetic)	5.38*	1.42	5.44	1.40	5.52*	1.24	5.44	1.29
How would you evaluate your entire educational experience at this institution? (1=Poor, 2=Fair, 3=Good, 4=Excellent)	3.19*	0.72	3.22*	0.74	3.33*	0.68	3.27*	0.74
If you could start over again, would you go to the <i>same institution</i> you are now attending? (1=Definitely no, 2=Probably no, 3=Probably yes, 4=Definitely yes)	3.15*	0.88	3.18*	0.87	3.31*	0.80	3.26*	0.84

*. The mean difference is significant across all groups at the $p < .001$ level.

EXAMINING STUDENT-FACULTY INTERACTION AMONG BLACK WOMEN
UNDERGRADUATES

Table 6. Standardized Regression Coefficients for Student-Faculty Interaction Score and Individual Items by Select Sex and Racial/Ethnic Identification

	Black / African American Male	White Female	White Male
Student-Faculty Interaction Score	0.021***	-0.094***	-0.79***
In your experience at your institution, during the current school year, about how often have you done each of the following (1=Never, 2=Sometimes, 3=Often, 4=Very Often):			
Discussed grades or assignment with an instructor	-0.036***	-0.100***	-0.120***
Talked about career plans with a faculty member or advisor	0.003	-0.070***	-0.090***
Discussed ideas from your readings or classes with faculty members outside of class	0.052***	-0.070***	-0.001
Received prompt written or oral feedback from faculty on your academic performance	-0.015***	-0.064***	-0.083***
Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	0.044***	-0.051***	-0.035***
Select the circle that best describes the quality of your relationships with people at your institution: Relationships with faculty members (1=Unavailable, Unhelpful, Unsympathetic to 7=Available, Helpful, Sympathetic)	0.020***	-0.015***	-0.023***

*. $p \leq .05$; **. $p \leq .01$; ***. $p < .001$

Note: Controlling for all other variables: class standing, if the student transferred from another institution, full-time enrollment, membership in a social fraternity or sorority, if the student is an athlete, grade point average, first-generation status, enrollment in all online courses, and attendance at an HBCU.

EXAMINING STUDENT-FACULTY INTERACTION AMONG BLACK WOMEN UNDERGRADUATES

Table 7. Standardized Regression Coefficients for Student-Faculty Interaction Score and Items for Black/African American Female Students

	SFI Score	Discussed grades	Discussed ideas outside of class	Talked about career plans	Received prompt written or oral feedback	Worked with faculty outside of coursework	Relationship with faculty
Class	0.225***	0.100***	0.110***	0.116***	0.043***	0.125***	0.050***
Transfer	-0.059***	0.011**	-0.015***	-0.067***	0.008*	-0.124***	0.025***
Enrollment	0.087***	0.042***	0.062***	0.085***	0.031***	0.101***	-0.002
Sorority	0.060***	0.031***	0.034***	0.042***	0.018***	0.091***	0.003
Athlete	0.044***	0.018***	0.015***	0.016***	0.015***	0.037***	0.008*
GPA	0.085***	0.038***	0.047***	0.059***	0.109***	0.047***	0.179***
First-Generation	0.018***	0.014***	0.011**	0.007*	0.028***	-0.028***	0.042***
Distance Education	-0.039***	-0.003	-0.071***	-0.058***	0.076***	-0.063***	0.038***
HBCU	0.096***	0.082***	0.090***	0.055***	-0.028***	0.094***	-0.053***

*. $p \leq .05$; **. $p \leq .01$; ***. $p < .001$

EXAMINING STUDENT-FACULTY INTERACTION AMONG BLACK WOMEN
UNDERGRADUATES

Table 8. Standardized Regression Coefficients for Satisfaction Items for Black/African American Female Students

	How would you evaluate your entire educational experience at this institution? (1=Poor, 2=Fair, 3=Good, 4=Excellent)	If you could start over again, would you go to the <i>same institution</i> you are now attending? (1=Definitely no, 2=Probably no, 3=Probably yes, 4=Definitely yes)
Class	-0.028***	-0.035***
Transfer	-0.003	0.032***
Enrollment	0.003	-0.024***
Sorority	0.003	0.006
Athlete	-0.003	-0.027***
GPA	0.110***	0.067***
First-Generation	0.008*	0.022***
Distance Education	0.053***	0.059***
HBCU	-0.113***	-0.095***

*. $p \leq .05$; **. $p \leq .01$; ***. $p < .001$