



Engaging the Disengaged: Examining African American Male Student Engagement at Predominately White Public Research Universities

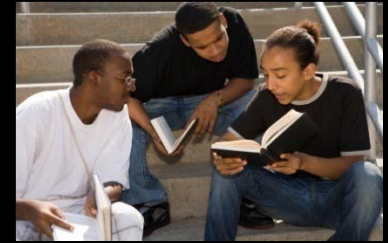
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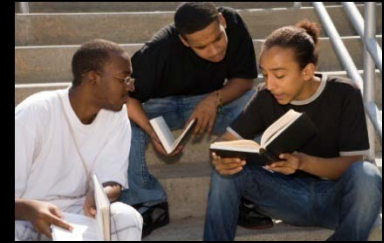
Background Information



- African American males have been categorized as a population at-risk in education.
 - Vanishing from college campuses in the past two decades
 - Experience difficulty in education (i.e. low graduation rates, high rates of placement in special education, etc.)
 - Lag behind peers, cluster at the bottom of academic performance indicator & not "on par with other students
 - Small proportion of students in college -- less than 5% African American males
 - 15% of African American males ages 25-29 hold a bachelor's degree



Methodology: Survey Administration



National Survey of Student Engagement (NSSE)

- Administered Spring 2004 & Spring 2007 via the web
- Measures the constructs of student engagement and satisfaction
- Benchmark Scales —Level of Academic Challenge, Active & Collaborative Learning, Student-Faculty interaction, Enriching Educational Experiences, and Supportive Campus Environment



Methodology: Sampling



Population

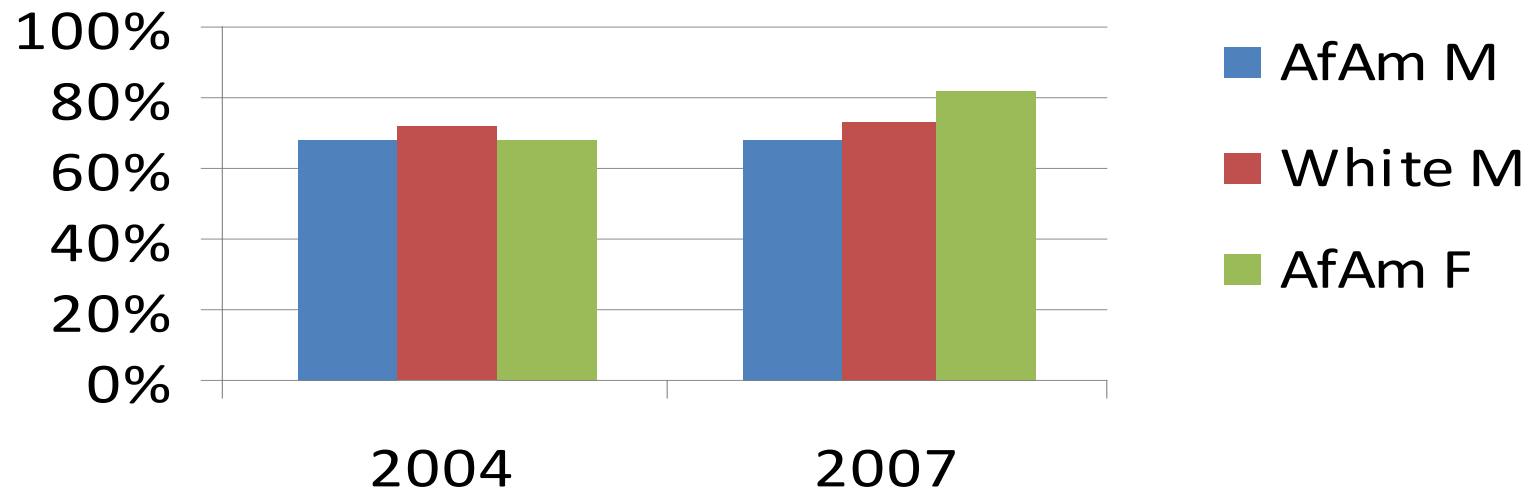
- First Year & Seniors Students
- 17 institutions
- Sample representative of the population

Response Rate – 20% - 40%

Respondent Characteristics



Senior Transfer Status

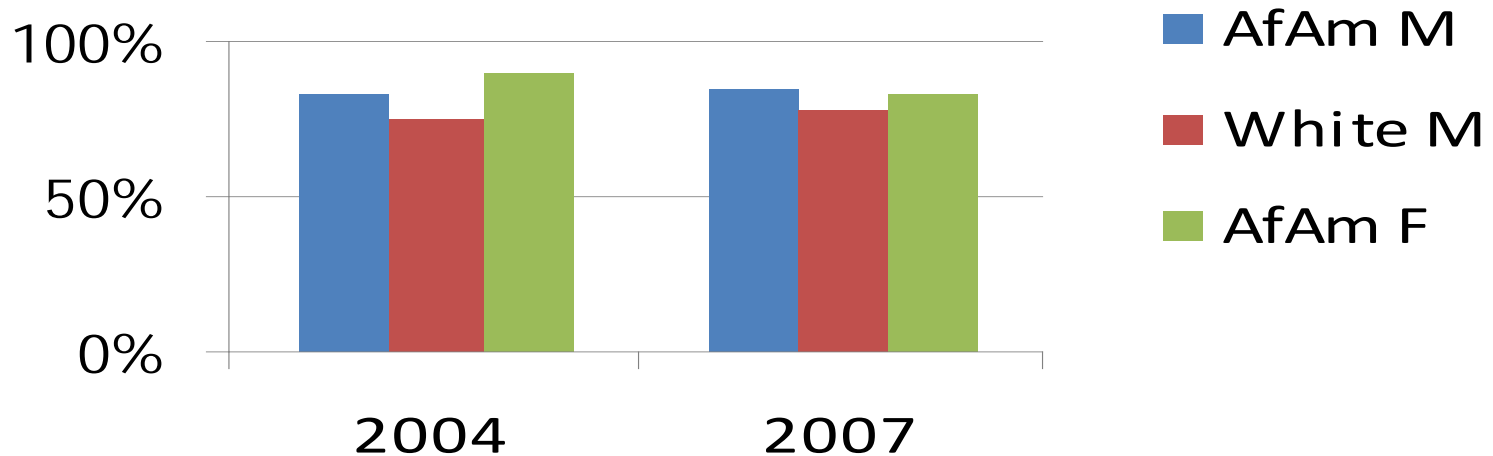




Respondent Characteristics



Living Situation: First Year Dorm or other Campus Housing (not fraternity or sorority house)

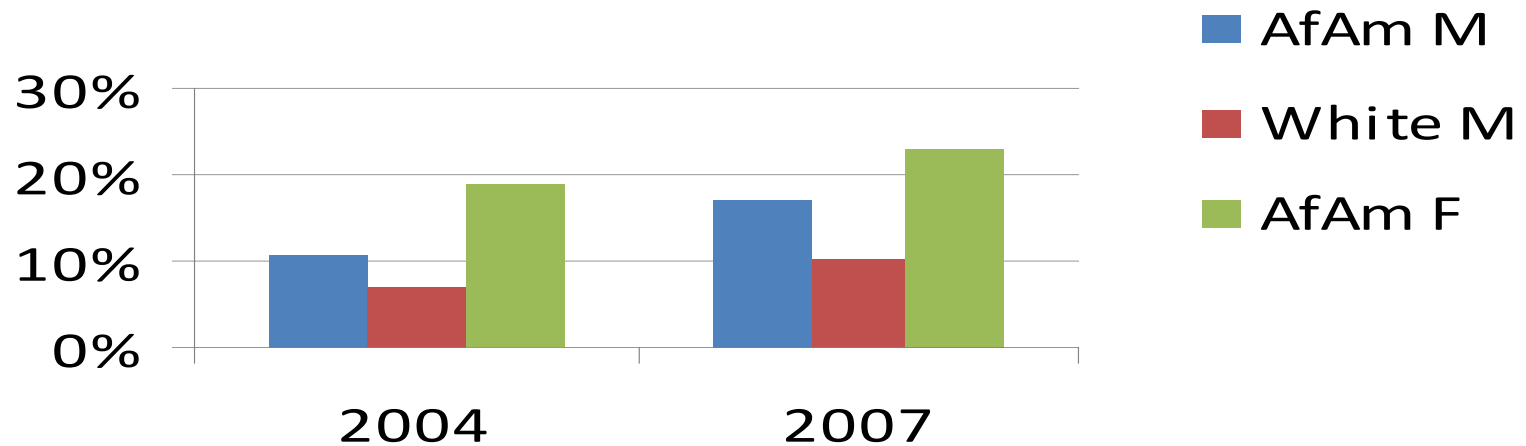




Respondent Characteristics



Living Situation: Senior Dorm or other
Campus Housing (not fraternity or sorority
house)

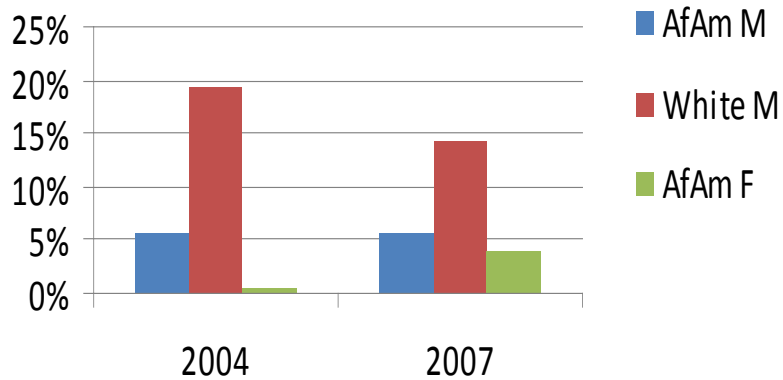




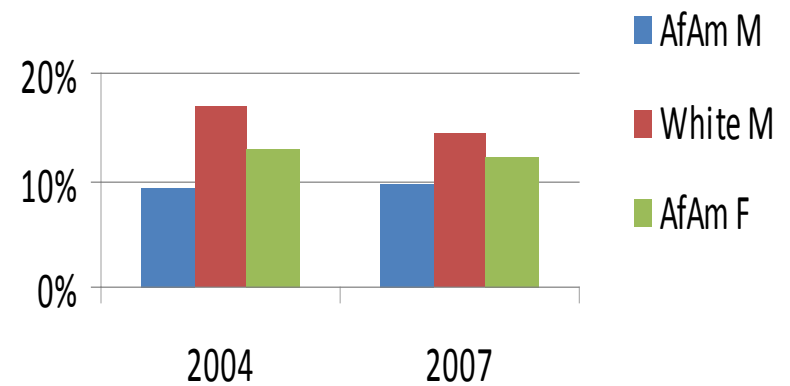
Respondent Characteristics



Member of Fraternity/Sorority - First Year



Member of Fraternity/Sorority - Senior

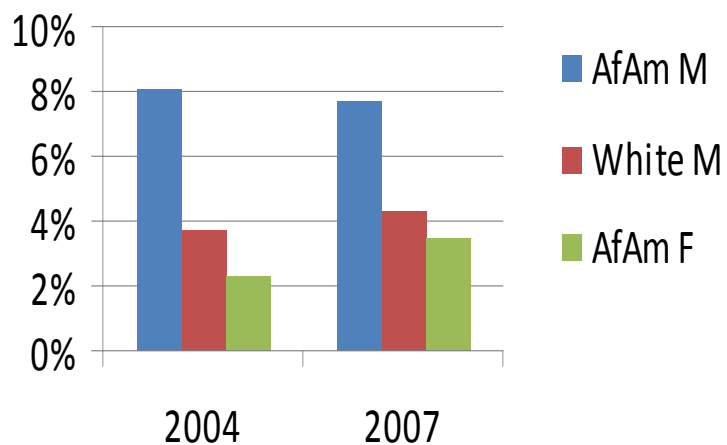




Respondent Characteristics



Student Athlete - First Year



Student Athlete - Senior

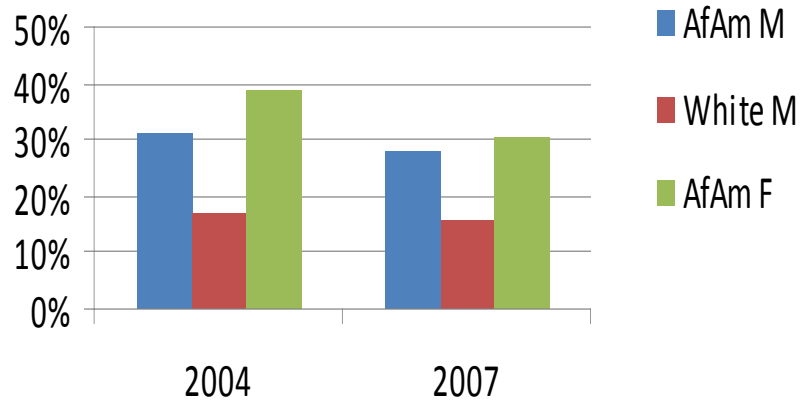




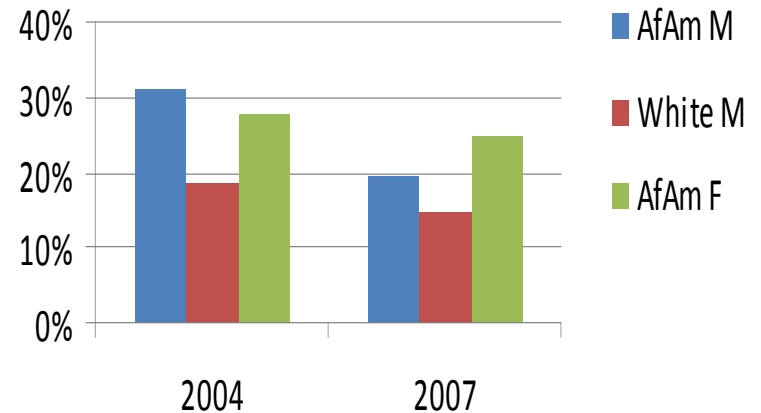
Respondent Characteristics



Father's Educational Attainment (no college)
First Year Students



Mother's Educational Attainment (no college)
First Year Students

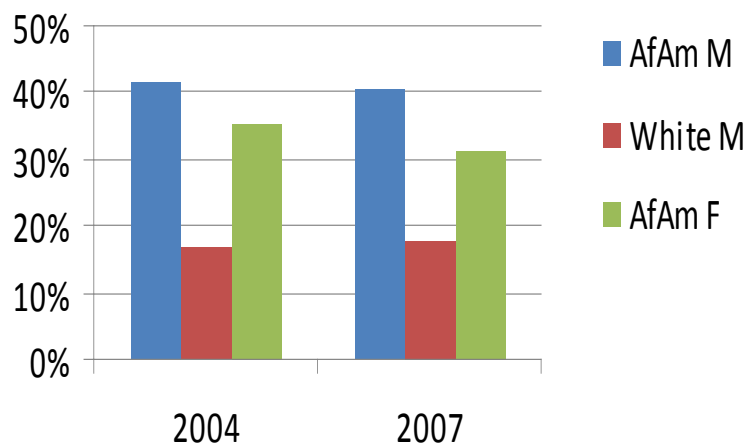




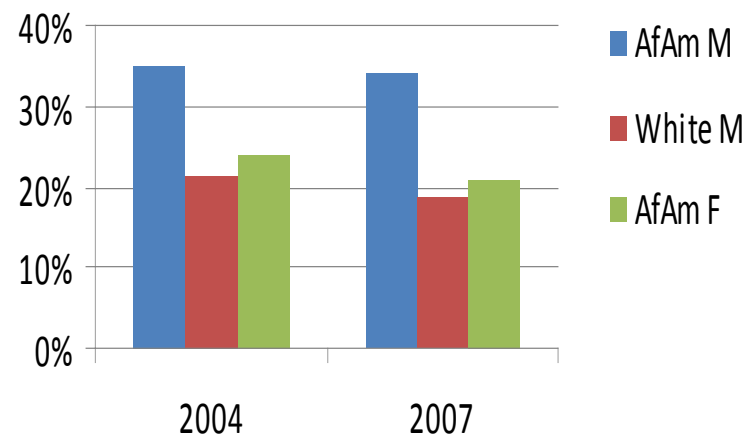
Respondent Characteristics



Father's Educational Attainment (no college) Senior Students



Mother's Educational Attainment (no college) Senior Students





Methodology: Data Analysis



- Scale Development
- T-Test
- Regression



Methodology: Data Analysis



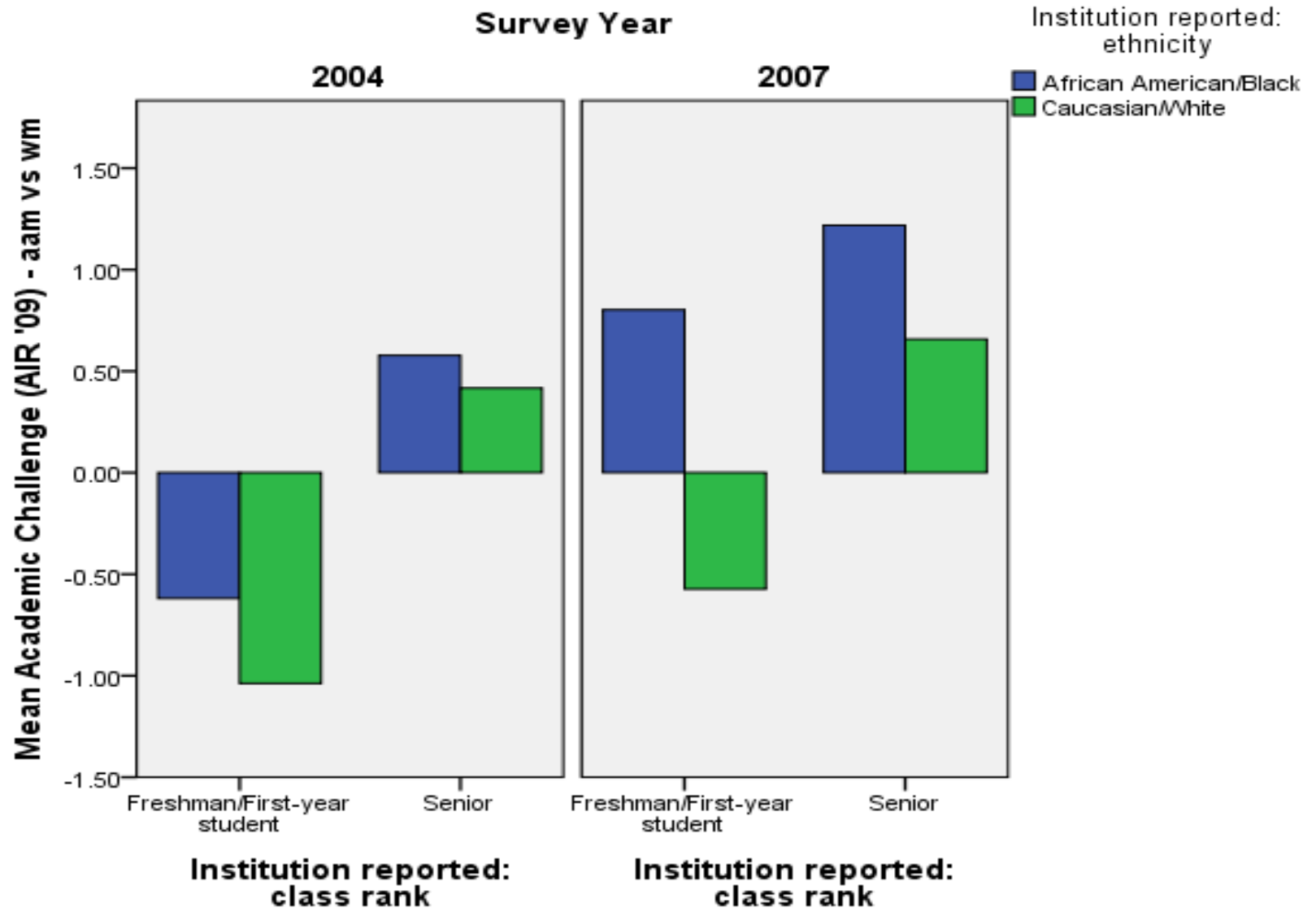
- Academic Challenge (AC)
- Active & Collaborative Learning (ACL)
- Student-Faculty Interaction (SFI)
- Supportive Campus Environment (SCE)
- Enriching Educational Environment (EEE)
- Gains
- Satisfaction

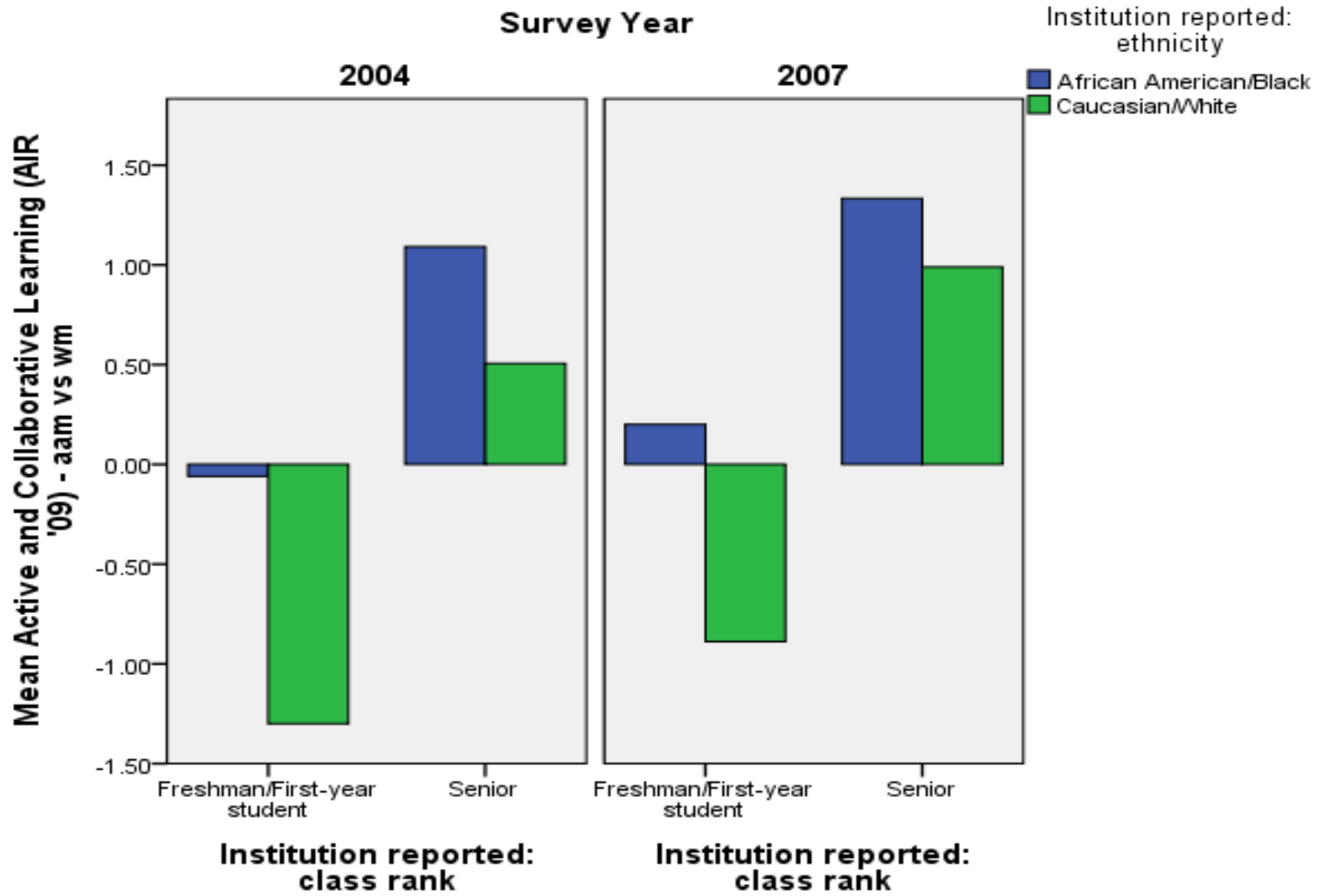


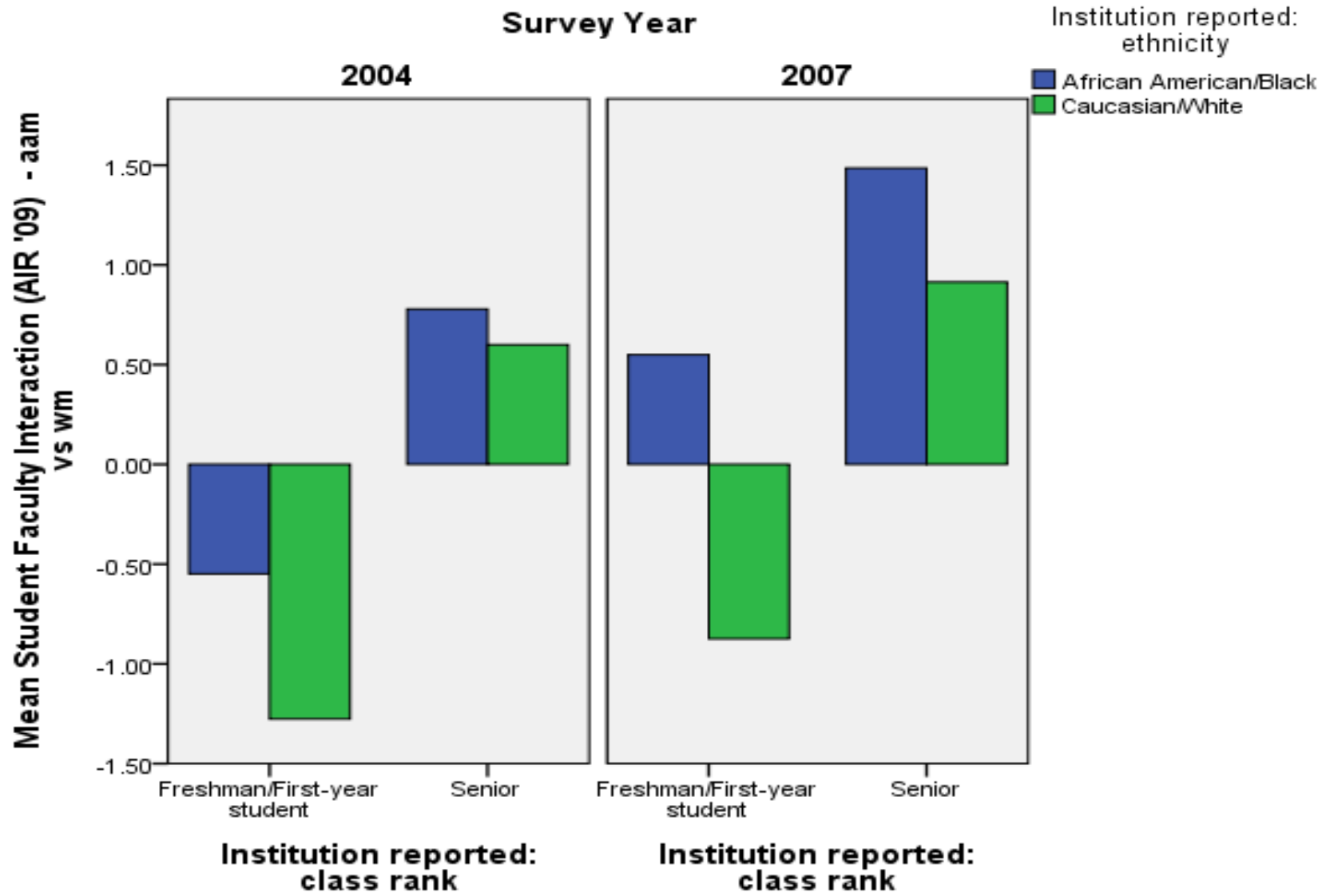
Data Analysis: Results

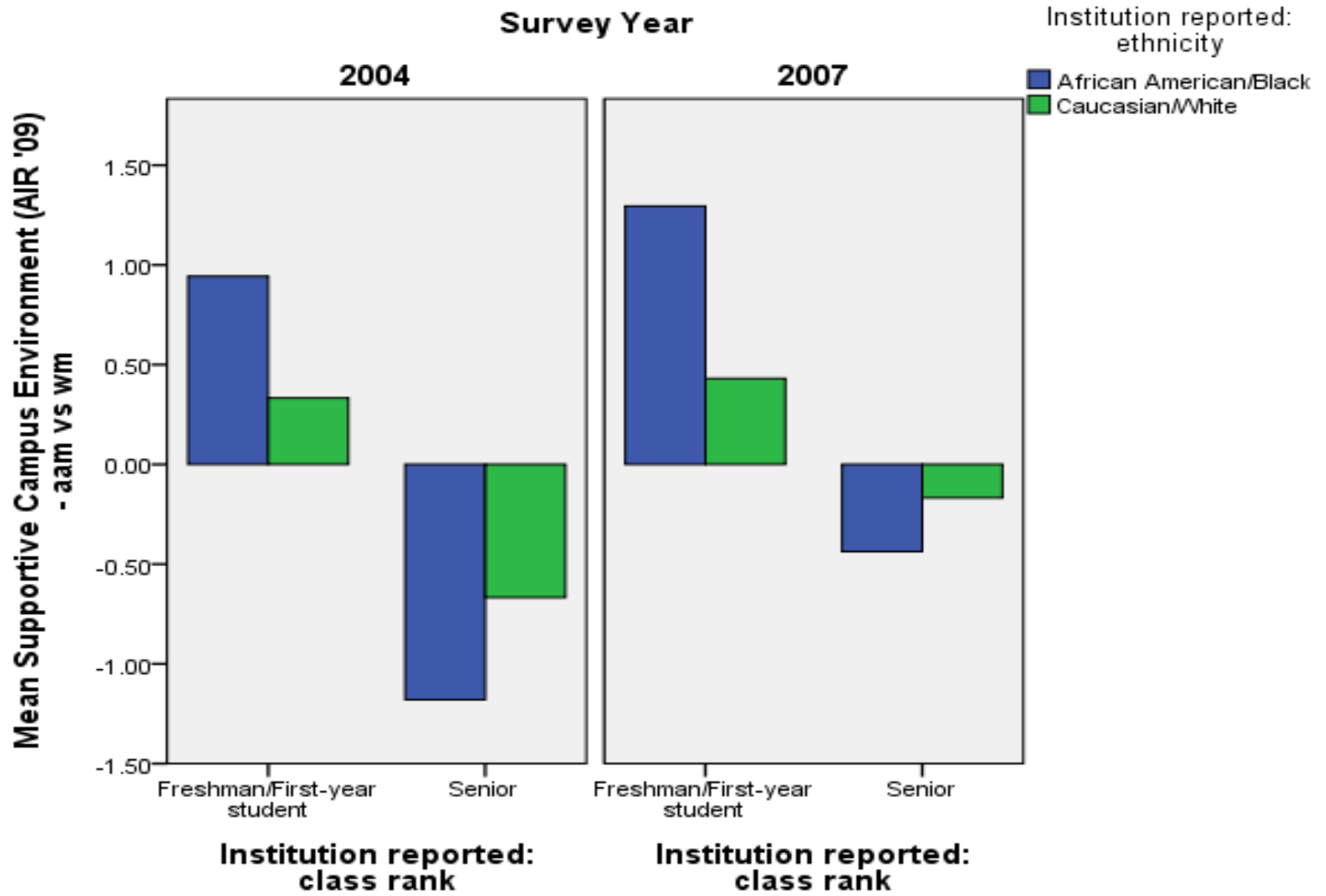


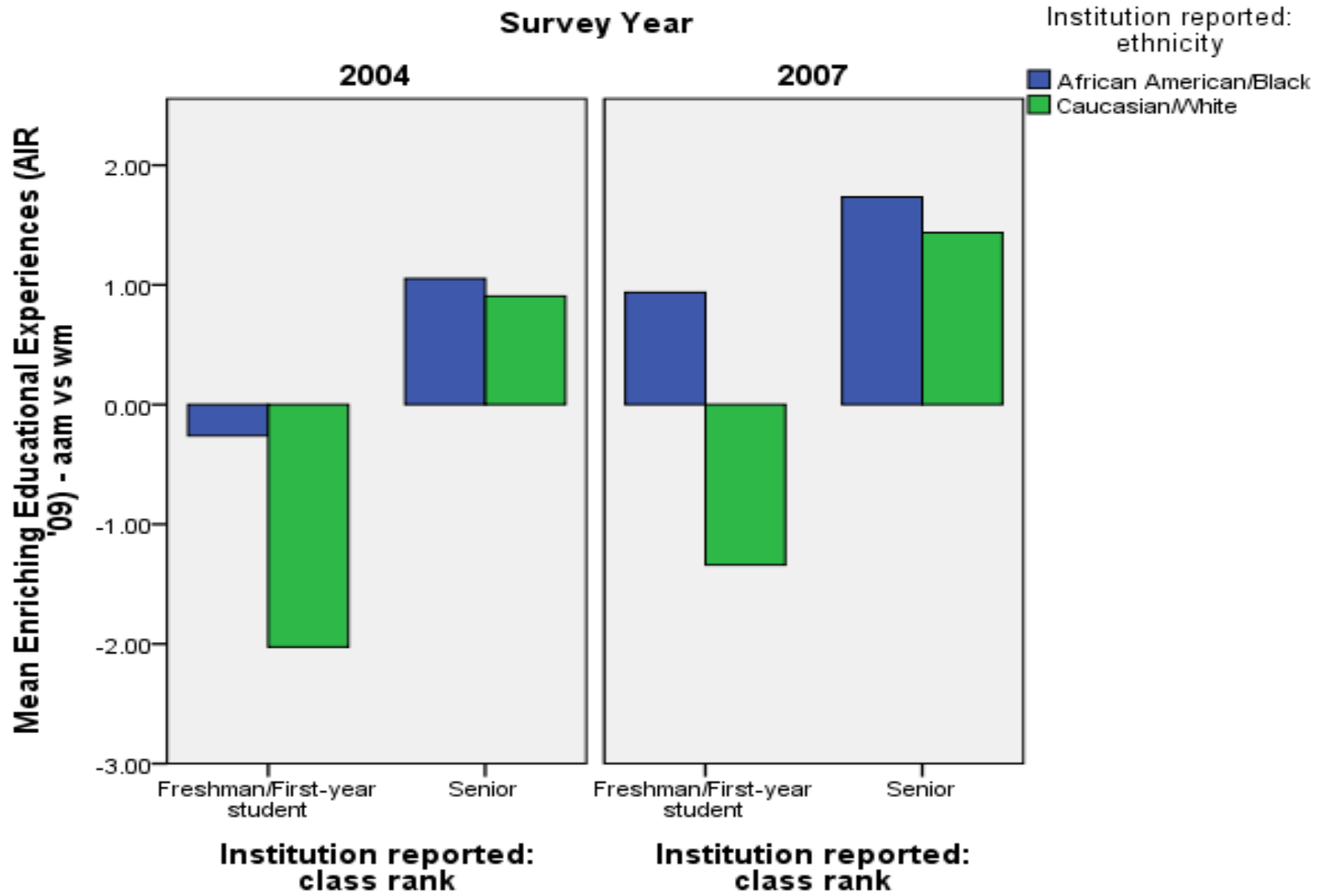
Comparison of African American Males and White Males

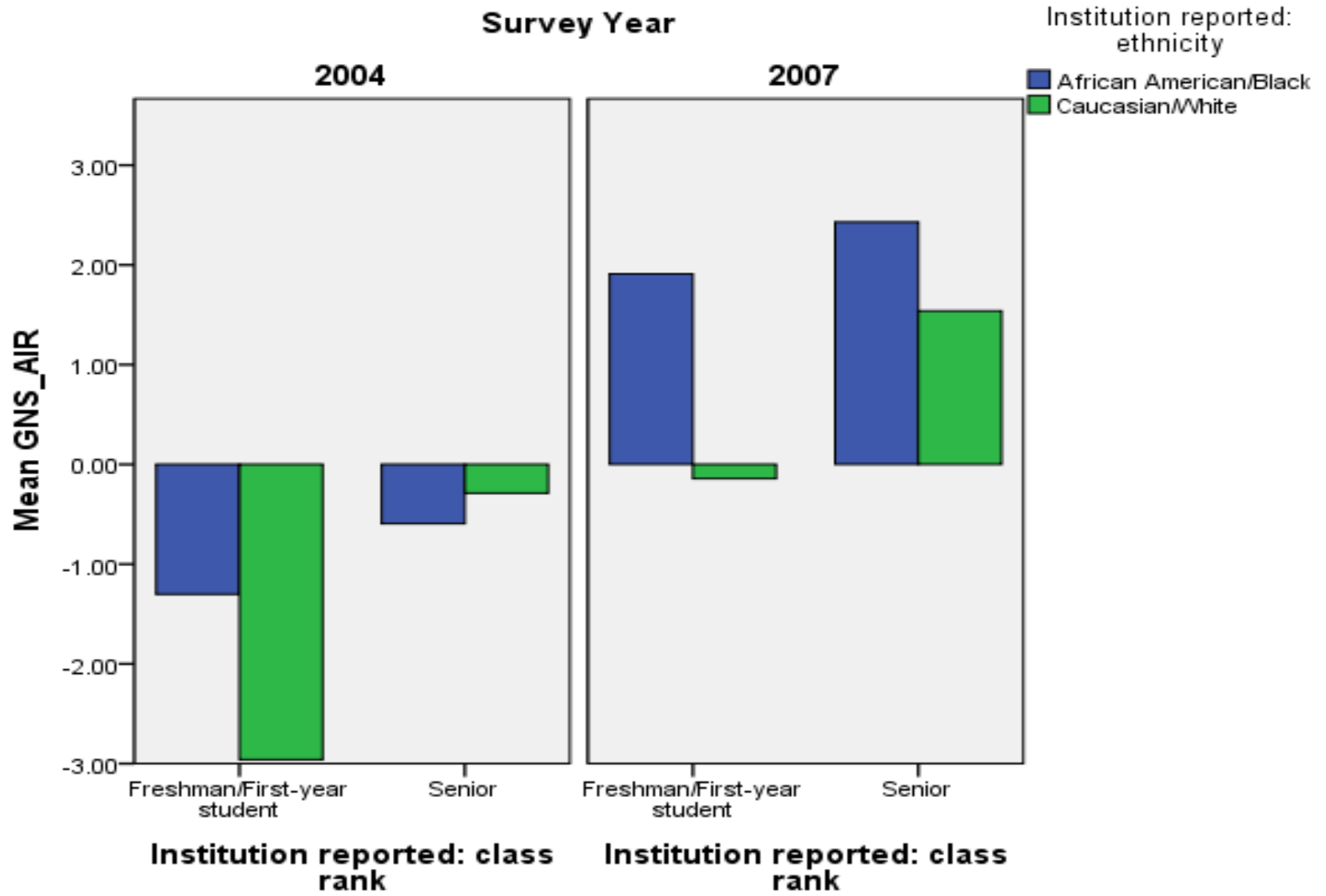


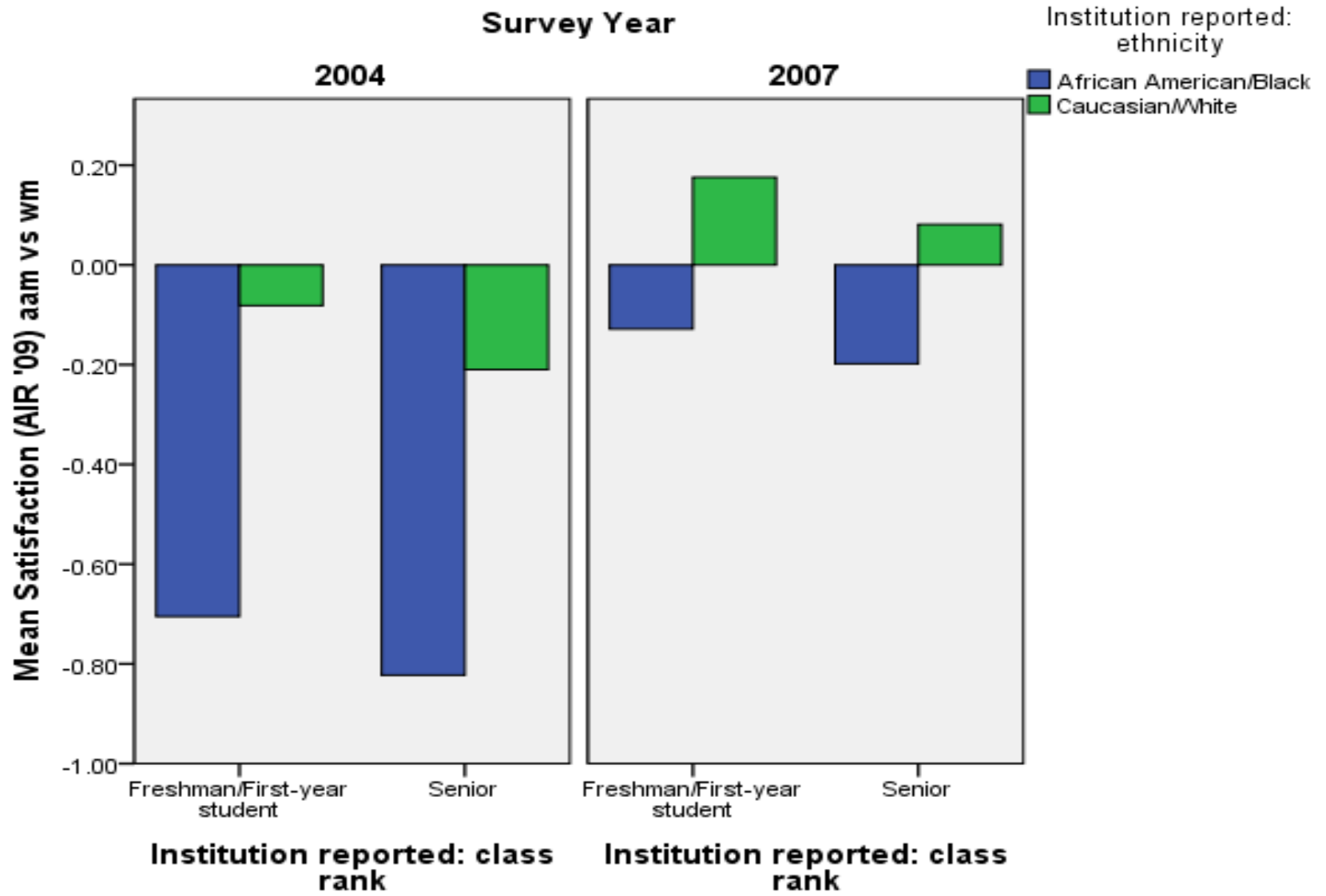










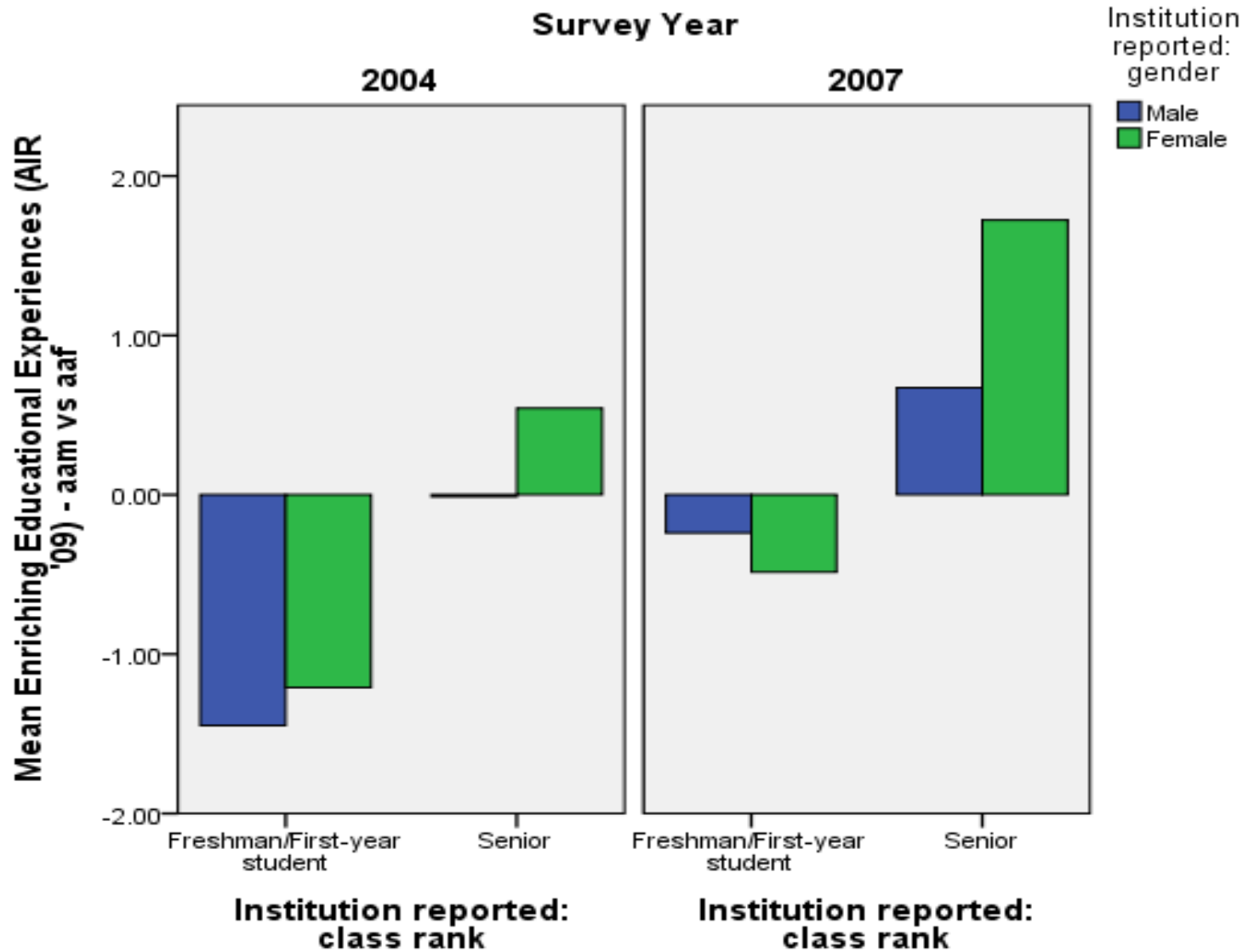




Data Analysis: Results



Comparison of
African American Males and African American Females





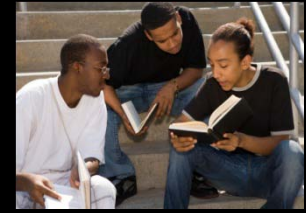
Regression



- **Multivariate Regression**
 - Individual scales as dependent variable and demographic variables as predictors
 - Satisfaction as the dependent variable using demographic variables and other scales as predictors



Further Research



- Are low grades during freshmen year a predictor of retention for African American Males more so than for White Males?
- Does a Supportive Campus Environment act as a mitigating factor on the retention of African American males who have low grades as freshmen?



Recommendations



- 1. University committee should be established to identify African American male students, upon admission.**
- 2. University admissions & registrar's offices should work closely with mentoring staff.**
- 3. Recruit and encourage the participation of African American males on campus.**
- 4. Encourage males to network with a diverse group of students, especially the larger community of African American students.**
- 5. Make and maintain connections with mentors and professionals who share their abilities and interests.**



References



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Questions?