

## Research Question

- How do **African American** female undergraduates **persist** from their sophomore to junior year at **Predominantly White** Institutions?

## Background

- There is a need for support and equity for underserved communities.
- There is a steady **increase** in the enrollment rates of African American women in PWIs; their rates of degree attainment are **not** consistent. (National Center for Education Statistics 2019)
- **Persistence** = **academic** and **social** integration.

## Methodology

### Participants

- 20 **Self-Identified** African American female undergraduates

### Recruitment and Setting

- PWI located in New Jersey; recruitment through surveys

### Data Collection and Analysis

- Qualitative Phenomenological Study
- Semi-structured **interviews**
- Video record, transcribed, Critical Race Theory and Intersectionality Theory used to interpret the **themes** in data.

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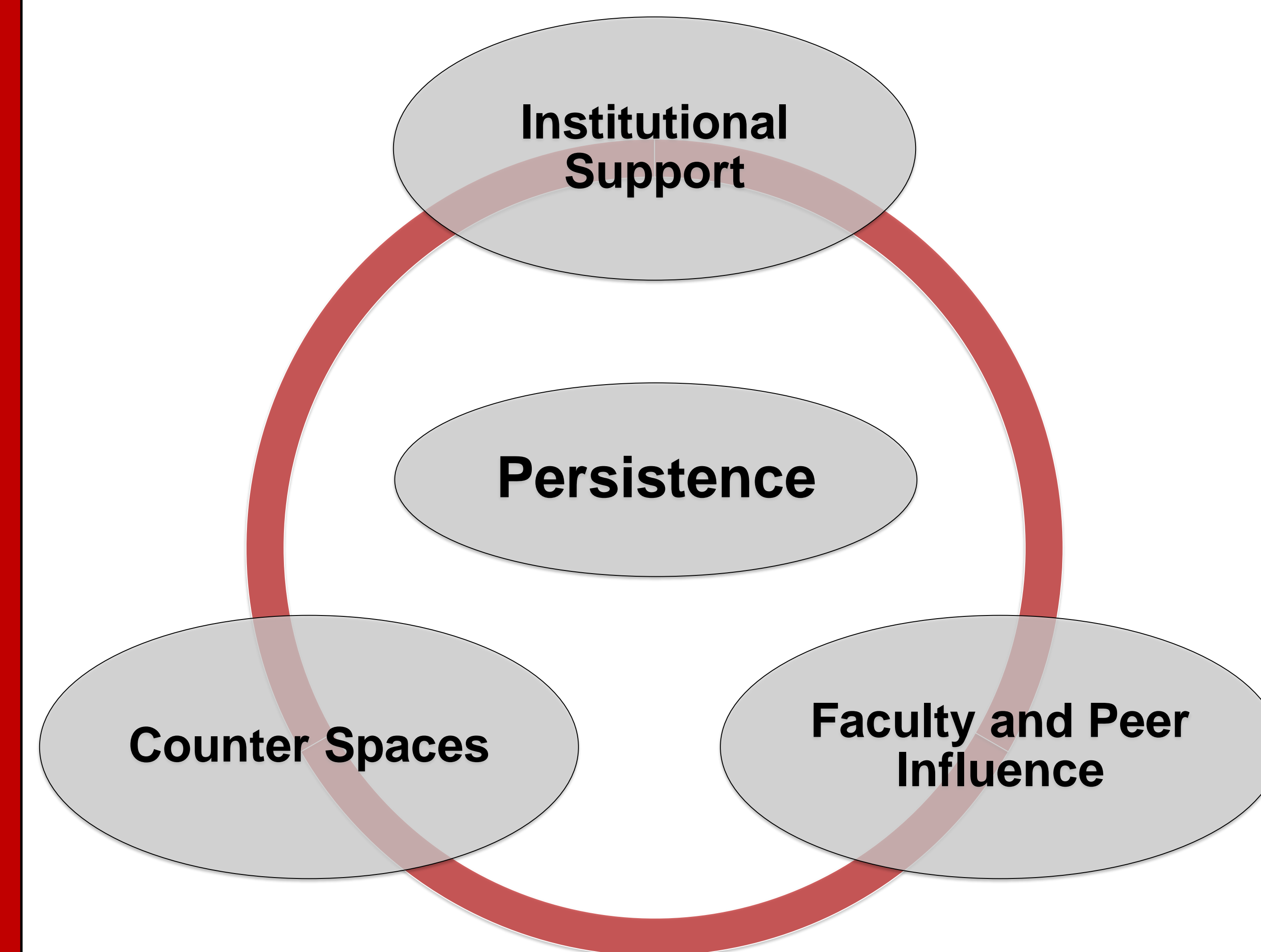
# African American Women and Persistence in Predominantly White Institutions

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Executive Order On Advancing Racial Equity and Support for Underserved Communities Through the Federal Government

**“The triumph can’t be had without the struggle”**  
**Wilma Rudolph (1989)**

## Anticipated Results



## Discussion

**Racial and Gender Microaggressions**

In and out of academic spaces from both peers and faculty

**Use of a Counter Space**

Involvement in Black student organization/ Black Greek organization

## Significance

PWIs **must** create race and gender specific programs geared towards addressing the needs of African American women and educating the community on the existing institutional sexism and racism within the University. This ties back to the recent executive order from the 46<sup>th</sup> president of the United States that has been created and enforced in order to advance racial equity and support for underserved communities through the federal government.