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.

Anticipated Results

- Institutional Support
- Persistence
- Counter Spaces
- Faculty and Peer Influence

Discussion

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

“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 46th 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.