THE LIVED EXPERIENCES OF AFRICAN AMERICAN UNDERGRADUATE STUDENTS

WITH FORMATIVE AND SUMMATIVE ASSESSMENTS AT A PREDOMINANTLY

WHITE INSTITUTION: A HERMENEUTIC PHENOMENOLOGICAL QUALITATIVE

STUDY

by

Virgil Clyde Phillips Jr.

Liberty University

A Dissertation Presented in Partial Fulfillment

Of the Requirements for the Degree

Doctor of Philosophy

Liberty University

2024

THE LIVED EXPERIENCES OF AFRICAN AMERICAN UNDERGRADUATE STUDENTS

WITH FORMATIVE AND SUMMATIVE ASSESSMENTS AT A PREDOMINANTLY

WHITE INSTITUTION: A HERMENEUTIC PHENOMENOLOGICAL QUALITATIVE

STUDY

by Virgil Clyde Phillips Jr.

A Dissertation Presented in Partial Fulfillment

Of the Requirements for the Degree

Doctor of Philosophy

Liberty University, Lynchburg, VA

2024

APPROVED BY:

Darren D. Howland, Ph.D., Committee Chair

Breck Perry, Ph.D., Committee Member

Abstract

The purpose of this qualitative study was to investigate the lived experiences of African American undergraduate students who have taken formative and summative assessments while attending a predominantly white institution. The theory guiding this study is Albert Bandura's social cognitive theory as it relates to its main three elements of person, behavior, and environment. The research framework for this qualitative study was hermeneutic phenomenology, which focuses on obtaining, describing, and interpreting lived experiences of individuals. The central research question asks, "What are the experiences of African American undergraduate students attending a predominantly white institution (PWI) taking summative and formative assessments?" The setting was a predominantly white institution in Virginia. The sample was twelve African American undergraduate students between the ages of 18 to 21 who were members of the organization centered around multicultural student services, specifically the multicultural Greek council and the National Pan-Hellenic Council (NPHC). Data collection was conducted through three methods, individual interviews, focus group, and a journal prompt. The data analysis approach was accomplished through thematic analysis. The thematic findings for this study were performance anxiety with sub-themes being on edge, high expectations, and feeling not wanted, lack of cultural competence with sub-themes racial discrimination and need to assimilate, marginalization with sub-themes loneliness and misunderstood, multifaceted with sub-themes authenticity in minority spaces, ambiguous relationships, lack of external culture, and political environment, university confliction with sub-themes lack of university intercultural and global awareness, university intercultural and global awareness, and division in minority.

Keywords: African American undergraduate students, predominantly white institution, formative assessment, summative assessment

Copyright Page

Dedication

I dedicate this dissertation to my family, my wife, Amouri Phillips, daughter, Alaya Phillips, parents, Virgil and Annette Phillips Sr., and sister, Taylor Phillips.

To my wife, Amouri Phillips, you have been a source of support and motivation for me throughout this process. Thank you for your sacrifices and your patience. I am blessed to have you as a partner in life, I love you!

To my daughter, Alaya Phillips, may this serve as evidence of trusting God, having faith, dedication, and hard work. Keep God first, dream big, and strive for your goals.

To my parents, Virgil and Annette Phillips Sr., you have always taught me to keep God first and to strive towards my goals. Thank you for your love, support, motivation, and for teaching me to be humble and to bless others with what God has blessed you with.

To my sister, Taylor Phillips, thank you for being a motivating factor throughout this process. Continue to persevere, exceed expectations, and surpass your goals.

To my relatives, friends, and others who shared encouraging words and advice, thank you.

Above all, I dedicate this dissertation to my Lord and Savior, Jesus Christ, whom I place my faith in and who always gives me strength and wisdom in everything I do.

Acknowledgments

I would like to express my deepest appreciation to my committee chair, Dr. Darren D. Howland, who was more than generous with his expertise and precious time. A special thank you for your countless hours of reading, teaching, and patience throughout this process. Thank you so much for your continued encouragement and your devotion to the Lord. Also, I want to thank Dr. Breck Perry for agreeing to serve as my committee member. Thank you for providing your time and commitment throughout this process. To the Dr. Howland and Dr. Perry cohort, thank you and you all have been the best! I want to acknowledge my friends and colleagues who have influenced me to pursue my Doctor of Philosophy degree. It has truly been a blessing to be able to highlight the experiences of African American undergraduate students attending predominantly white institutions. Please do not take it personally if you were not mentioned or acknowledged but know that I am appreciative all the same. Again, thank you to all who served as an inspiration, motivator, and believer throughout this entire process.

Table of Contents

List of Tables

List of Figures

List of Abbreviations

National Pan-Hellenic Council (NPHC)

Predominantly White Institution (PWI)

Quick Response (QR)

Black, Indigenous, People of Color (BIPOC)

CHAPTER ONE: INTRODUCTION

Overview

The representation of African American undergraduate students at predominantly white institutions continues to be inadequate across the United States (The Journal of Blacks in Higher Education, 2021). Among the African American undergraduate students that attend predominantly white institutions, there is an overwhelming feeling of racism and bias (DeLaney et al., 2022). African Americans attending a predominantly white institution and experiencing racial bias influence the feelings, behaviors, and environmental factors of African American undergraduate students and their success. This research will answer the central research question, what are the experiences of African American undergraduate students attending a predominantly white institution taking summative and formative assessments? The experiences of African American undergraduate students attending a predominantly white institution will be described and examined through this hermeneutic phenomenological study. Chapter One presents an overview of the hermeneutic phenomenological study and the topic, including its and general summary. The historical context regarding African Americans and higher education throughout the United States is discussed. The social and theoretical context is considered, including how the proposed research will add to and refine the existing literature. A clear and concise description of this hermeneutic phenomenological study's problem and purpose statement will follow. The significance of the hermeneutic phenomenological study is discussed through three aspects, theoretical, empirical, and practical. The research questions and the chapter will be summarized by highlighting key elements.

Background

The background of this hermeneutic phenomenological study will be discussed through

the historical, social, and theoretical context. The historical context of African Americans and higher education began during slavery and has progressed to its current state. The social context of African Americans attending predominantly white institutions influences several groups within higher education. The theoretical context of African Americans attending predominantly white institutions is centered around the existing literature. It also emphasizes how the proposed research will add to and refine the current literature.

Historical Context

Higher education has been an ever-evolving aspect within the United States and holds a historical context. The creation of higher education developed from another educational structure called learning societies. Learning societies in the United States began before the 1800s, but the growth of learning societies did not occur until 1880 (Goldin & Katz, 1999). Learning societies became the foundation for higher education in colleges and universities. Following the growth of learning societies, the development of higher education, such as colleges and universities, began before 1900 (Goldin & Katz, 1999). The expansion of learning societies overlapped with the growth of colleges and universities throughout the United States around the late 1800s and early 1900s.

African Americans have withstood an uphill battle to obtain knowledge and education dating back to slavery (Norwood & Norwood, 2022). Despite African Americans being prohibited from learning during slavery, African Americans received education from other parties, including abolitionists and other educated African Americans (Institute for Higher Education Policy, 2010). As colleges and universities were formed, African Americans were banned from attending these institutions. Education for African Americans experienced a breakthrough after the Civil War, which resulted in the founding of Historically Black Colleges

and Universities and increased student enrollment (Institute for Higher Education Policy, 2010).

Higher education expanded across the United States by separating Historically Black Colleges and Universities (HBCUs) and predominantly white institutions (PWIs). The change and integration of higher education being separate for African Americans was finalized in 1954 with *Brown v. Board of Education*; African Americans began attending PWIs in 1962 (Institute for Higher Education Policy, 2010). Yet, despite the leaps in higher education for African Americans, African American undergraduate students are still experiencing obstacles such as achievement gaps.

Social Context

The social context of this hermeneutic phenomenological study is centered around who is affected by this problem and who may benefit from or use this proposed research. The primary category of people affected by this problem is African American undergraduate students. This problem directly affects African American undergraduate students because they are enduring the lived experiences of attending predominantly white institutions. African American undergraduate students' feelings and behaviors have been altered due to their experiences attending predominantly white institutions, including environmental factors (Johnson-Ahorlu, 2012; Patterson, 2021). This problem may affect predominantly white institutions because their enrollment numbers could decrease due to the lack of a safe environment for African American undergraduate students. The lack of equality and respect has the potential to remain the same among white professors teaching at predominantly white institutions and their interaction with African American undergraduate students (Patterson, 2021).

African American undergraduate students may benefit from this research because the implementation of this may provide African American undergraduate students with a safe, free-

of-racist environment. The secure environment for African American undergraduate students may allow interactions with summative and formative assessments without the feeling of isolation or judgment. Predominantly white institutions may have the opportunity and the tools to create a safe and welcoming environment for current and potential African American undergraduate students. Through the formation of this safe environment for African American undergraduate students, other undergraduate students may adapt to this new approach.

Theoretical Context

The theoretical context of this hermeneutic phenomenological study is centered on the existing literature, how the current research might add, and how the proposed study will refine the existing literature. The existing literature is extensive and is ultimately centered on African American students in the classroom. African American students in the classroom and their lack of success have primarily been the focus of existing literature. The negative perception of African American students not having the mental capacity to equate to their white counterparts has been examined in the existing literature (Scott et al., 2019). At the collegiate level, the current literature focuses on the lived experiences of African American undergraduate students. The lived experiences included loneliness, exclusion, and emptiness (Patterson, 2021). The existing literature also discussed the racial environment and racism endured by African American undergraduate students at predominantly white institutions.

The proposed research will add to the literature by showing the current setting for African American undergraduate students at predominantly white institutions. The existing literature has proven that racism is prevalent in predominantly white institutions (Patterson, 2021). The proposed research will provide an updated version of the racial climate at the specific predominantly white institution. Another advantage is showing how attending predominantly

white institutions affect African American undergraduate students in summative and formative assessment. The effect on the social environment for African American undergraduate students is shown through research. However, it has yet to offer the relation to their success in the classroom specific to summative and formative assessments. The value of the proposed research is through showing the application of Bandura's social cognitive theory (Khudzari et al., 2019). The application of the social cognitive theory will be demonstrated in education and at the collegiate level.

Problem Statement

The problem is that African American undergraduate students have negative experiences at predominantly white institutions stemming from environmental factors that influence their feelings and behaviors, directly influencing their interaction in summative and formative assessments (Lake, 2021). While African American undergraduate students have representation in higher education, the percentage is less than 15% (Lake, 2021). When examining predominantly white institutions (PWIs) nationwide, diversity is scarce surrounding African American undergraduate students, representing more than 700,000 (The Journal of Blacks in Higher Education, 2021). More than half of these African American students attend undergraduate at predominantly white institutions (Lake, 2021). The previous statement implies a high level of diversity across all 5,193 predominantly white institutions (Education Unlimited, 2019). Unfortunately, this assumption is incorrect because the number of African American undergraduate students across all predominantly white institutions equates to an average of 1.3% African American undergraduate students at each predominantly white institution.

Racism within the United States has always been prevalent throughout history and even the present. Within the last five years, racism has become more overt, and racial uproars are

more prevalent (Onwumechili, 2022). Racism affects higher education and, specifically, predominantly white institutions. African American undergraduate students are among the minority groups that experience this racial bias at predominantly white institutions (DeLaney et al., 2022). The experience of racial bias at predominantly white institutions has a negative influence on African American undergraduate students' feelings, behaviors, and environment (Patterson, 2021). African American undergraduate students have experienced racism within their classroom environment surrounding their peers, professors, and the perception that professors have of them (Scott et al., 2019). The environmental factors that African American undergraduate students experience are paired with feelings of isolation and the potential responsive behavior of not finishing college (Banks & Dohy, 2019).

The feelings, behaviors, and environmental factors that African American undergraduate students experience while attending predominantly white institutions play a role in the interaction and success of summative and formative assessments. Summative assessments are vital in higher education and serve as a tool for comparing success among college students (Kamara & Dadhabai, 2022). In contrast, formative assessments focus on group work and the application of the learned material in an effort for continuous improvement (Kamara & Dadhabai, 2022). While research studies have been conducted on African American undergraduate students and their experiences at predominantly white institutions, there has been limited research on how their experiences, feelings, and behaviors influence their success in the classroom regarding formative and summative assessments. This hermeneutic phenomenological study will describe and interpret the lived experiences of African American undergraduate students attending a predominantly white institution and the influence on formative and summative assessments.

Purpose Statement

The purpose of this hermeneutic phenomenological study was to investigate the lived experiences of African American undergraduate students attending a predominantly white institution and the affect on formative and summative assessments. An assessment was generally defined as an evaluation or measurement of a learner's knowledge (Ahmed et al., 2019). Formative assessment was generally defined as group work, and summative assessment was generally defined as tests, exams, and quizzes (Ahmed et al., 2019). The theory guiding this study is the social cognitive theory which Albert Bandura developed as "it suggests that learning occurs in a social context with a dynamic and reciprocal interaction of a person, environment, and behavior" (LaMorte, 2018, para. 1). The lived experiences of African American undergraduate students and the affect of academic success through personal feelings, behaviors, and environment is the goal of this study.

Significance of the Study

The significance of this hermeneutic phenomenological study is encompassed through three aspects. The three aspects are theoretical significance, empirical significance, and practical significance. Each aspect will show the relevance of the proposed research in this hermeneutic phenomenological study.

Theoretical

The theoretical perspective regarding the significance of this study is concentrated around one theory, social cognitive theory. Albert Bandura developed the social cognitive theory. This theory is centered around three aspects, person, behavior, and environment (Khudzari et al., 2019). Each of these aspects plays a vital role in supporting and influencing African American undergraduate students' learning abilities. Person, behavior, and the environment all work

simultaneously, benefiting the learner to be comfortable with individual summative and group formative assessments (Movchan, 2018). The findings from the research questions will provide insight into African American undergraduate students and their experiences at a predominantly white institution regarding their involvement with formative and summative assessments. Overall, the findings will show the affect of how the environmental factors and the feelings of African American undergraduate students at a predominantly white institution are intertwined with their academic success.

Empirical

The empirical perspective regarding the significance of this hermeneutic phenomenological study is immersed around how this hermeneutic phenomenological study is similar to other studies and how this hermeneutic phenomenological study will add to the literature. This hermeneutic phenomenological study is like other studies through the research aspect of highlighting the feelings and experiences of African American undergraduate students while attending a predominantly white institution. However, this hermeneutic phenomenological study will add to the literature by focusing on the feelings and experiences of African American undergraduate students and the direct influence on their ability to interact in summative and formative assessments.

Practical

The practical perspective regarding the significance of this hermeneutic phenomenological study is enfolded around its benefit. The four-year university located in Virginia under the pseudonym Blake Smith University and other predominantly white universities and colleges throughout the United States may also benefit from this hermeneutic phenomenological study. This hermeneutic phenomenological study may benefit all

predominantly white universities and colleges, including Blake Smith University, because it will highlight and emphasize the lived experiences of African American undergraduate students at predominantly white universities and colleges. Through these lived experiences, predominantly white institutions and colleges will see how this directly influences African American undergraduate students' ability to interact in summative and formative assessments. Predominantly white institutions may be able to implement policies that provide African American undergraduate students with a positive experience that overcomes racism and stereotypes and strengthens inclusivity.

Research Questions

The research questions are all prefaced and aligned with the problem and purpose statements. The gap within the existing literature is identified through the research questions. The central research question will serve as the foundation, followed by the sub-questions, which provide strength and support.

Central Research Question

What are the experiences of African American undergraduate students attending a predominantly white institution (PWI) taking summative and formative assessments?

Sub-Question One

What are the lived experiences of African American undergraduate students attending a predominantly white institution (PWI)?

Sub-Question Two

How do African American undergraduate students describe their behaviors while attending a predominantly white institution (PWI)?

Sub-Question Three

How do African American undergraduate students describe the environment that influences African American undergraduate students who attend a predominantly white institution (PWI)?

Definitions

All definitions in this section are mentioned and supported throughout the literature.

1. *Formative Assessment* – A formative assessment happens while a student is being taught about a subject, rather than at the end of a year or unit of work, to check their progress (e.g., group work, group projects, etc.) (Cambridge Dictionary, 2020)

2. *Summative Assessment* – (the ability to have) a clear, deep, and sometimes sudden understanding of a complicated problem or situation (Cambridge Dictionary, 2021) from the student's perspective (e.g., tests, quizzes, exams, etc.)

3. *Predominantly White Institutions* –institutions that are identified by having most White students within their student population (Sage Knowledge, 2021)

Summary

The problem surrounding this hermeneutic phenomenological study is focused on African American undergraduate students, their lived experiences at predominantly white institutions, and the affect it has on summative and formative assessments. The purpose is to investigate the lived experiences of African American undergraduate students attending a predominantly white institution and the effect on formative and summative assessments. The purpose of this hermeneutic phenomenological study will be fulfilled by implementing the research questions. The findings that will emerge from the research questions will be advantageous to the overall field of study, higher education.

These research questions were prefaced and guided by the social cognitive theory that was created by Albert Bandura (Beauchamp et al., 2019). Incorporating the historical context allows for the research questions to benefit the social context, including those affected by this problem and those who may benefit from or use this research. Building upon the existing literature will enhance the theoretical context of this hermeneutic phenomenological study. The research within this hermeneutic phenomenological study combined with the individual contexts will display the true significance of this hermeneutic phenomenological study.

CHAPTER TWO: LITERATURE REVIEW

Overview

A systematic review of the literature was conducted to investigate the topic of the lived experiences of formative and summative assessments taken by African American undergraduate students at a predominantly white institution. This chapter presents a review of the current literature related to the topic of study. The social cognitive theory is discussed, followed by the specific relevant theory, social cognitive theory. This theory is discussed in detail surrounding its past and current application. The synthesis of recent literature surrounding African American students' lack of success in the classroom is included in the second section. There is a critical review of formative and summative assessments. African American students are explicitly examined as undergraduate students and the issues they are experiencing. It discusses policies, campus involvement, and the political aspect of the campus environment at predominantly white institutions. In conclusion, a gap in the literature is identified, creating the necessity for the current study.

Theoretical Framework

The leading theory that guides this study is the social cognitive theory that Albert Bandura developed. The social cognitive theory is extensive and stems from an older theory that Albert Bandura also developed. The components within the social cognitive theory have allowed it to be applied on a universal level. Application of this theory has been and is currently being utilized in several ways.

Albert Bandura focused on specific aspects, including behavior, the person, and the environment, which he called "triadic reciprocal causation" (Beauchamp et al., 2019, p. 110). The triangulation of these factors is now known as the social cognitive theory. The social

learning theory and the social cognitive theory have set the foundation for many other studies, techniques, methods, projects, and theories to be created and add to the ongoing evolution of observational learning.

Social Cognitive Theory

The social cognitive theory, developed by Albert Bandura, plays a significant role in the foundation of this study. The social learning theory originates from the social cognitive theory, which focuses on learning throughout society (Khudzari et al., 2019). The theory centers around a specific concept, self-efficacy, which believes that individuals can achieve their specific goals in a setting conducive to learning (Khudzari et al., 2019). Social Cognitive Theory confirms that three specific elements must all be present, equal, and reciprocated in a social setting for learning to occur (Khudzari et al., 2019). Figure 1 and Appendix C shows the three individual elements that must interconnect for learning and self-efficacy to occur (Pajares, 2012).

Figure 1

Social Cognitive Theory Visual
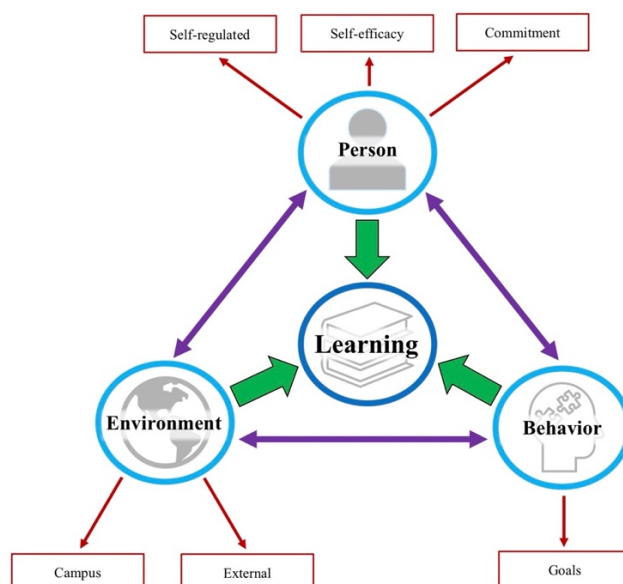
Derived from Pajares, F. (2012, September 8). *Overview of Social Cognitive Theory and of Self-Efficacy*. Emory University. Retrieved from

http://people.wku.edu/richard.miller/banduratheory.pdf

Each element within the social cognitive theory is critical and vital to the overall theory. The first factor of person may be better known as self and has three individual elements that comprise this factor (Khudzari et al., 2019). The first element within person is "self-regulated learning strategies" (Khudzari et al., 2019, p. 154). Learning strategies are an essential element because learners must be self-regulated to be successful. If a learner is self-regulated, they are instilled with the confidence or efficacy they will need to achieve (Zimmerman et al., 1992). This self-regulation of learning has an influence on their ability to reach their goals and attain knowledge (Zimmerman et al., 1992). The second element within person is "self-efficacy perceptions of performance skill" (Khudzari et al., 2019, p. 154). The perception of self-efficacy speaks to the standards that the learner has set for themselves. If the learner believes they have the ability and opinion that they are achieving their goals, they will have a higher perception of their performance. The third element within person is "commitment to academic goals" (Khudzari et al., 2019, p. 154). Commitment speaks to the motivation within the individual and aligns with their performance and self-regulation. The learner will have a higher chance to reach their academic goals if they have intrinsic motivation.

The next factor is behavior which is linked directly to goals. The factor of behavior is aligned with self-regulation within the individual and their goals (Khudzari et al., 2019). Goals positively affect an individual's behavior due to their connection to their personal success (Zimmerman et al., 1992). This connection to their goals directly responds to their cognition

(Zimmerman et al., 1992). The aspect of goals set by learners correlates to other aspects of life outside of education.

The last factor is the environment which includes various aspects that influence student learning (Khudzari et al., 2019). The environment factor is arguably the most crucial in the triad because it has the most influence. Both person and behavior are influenced and dependent on the environment (Khudzari et al., 2019). Considering the circumstances of the learning environment, it can be assumed that students will be drastically influenced (Khudzari et al., 2019). With the right environment, learners will be able to absorb the content, hence preventing effective learning.

Given the factors that present an effective learning environment, there is still concern surrounding the effectiveness of the behavior being learned (Nickerson, 2022). This sentiment aligns with Bandura's thoughts that experience is the only method by which behavior can be learned (Nickerson, 2022). To gauge whether a behavior has been learned or not, one must look at the model and the observer through four factors (Nickerson, 2022). The first factor to determine if a behavior is learned is attention. The factor of attention is set on the precedent that the learners' attention must be obtained by the model for the behavior to be perceived as essential and a need for observational learning (Groenewald, 2021). This is an essential step because the observer will need to acknowledge and recognize this as a necessary behavior. The second step is retention which focuses on the learner's memory (Fitzgibbons, 2019). Regarding any experience in life and for retention to take place, the experience must be memorable, impressionable, and long-lasting (Fitzgibbons, 2019). When referring to retention, the learner must be able to recall the experience by replicating it cognitively or by recreating the scenario tangibly (Fitzgibbons, 2019). The third step is moving past retention and more toward

reproduction which focuses on executing the behavior that was observed (Kurt, 2020). Repetition is the center of this step in which the observer should continuously repeat this behavior so that it genuinely becomes a learned behavior. The last step is motivation, centered around the learners' want and ability to reproduce the behavior (Cherry, 2021). The factor of motivation can be strengthened with the utilization of punishment and reinforcement (Cherry, 2021). The learned behavior may also be strengthened and solidified because of the observers having reinforcements and punishment with the associated behavior.

Historical Use of Social Cognitive Theory

The social learning theory establishes a foundation for the social cognitive theory's universal effect. Bandura's social cognitive theory has been utilized to focus on career development in high school youth. Applying the social cognitive theory to the field of study, career development in high school youth, provided insight into the differences between minority students and their counterparts (Ali & Menke, 2014). Like other studies that apply the social cognitive theory, career development acknowledges each factor. The difference in career development is that it only focuses on the aspects of person and environment (Ali & Menke, 2014; Lane, 2014). Before focusing on these two social cognitive theory factors, it was suggested that minority students had lower goals and career aspirations than their counterparts (Jackson et al., 2006).

Historically, this stood true when looking at career development among youth, but it was without value in considering the environment or other influences. The function of social cognitive theory was to consider multiple variables that all influence career development among youth. These variables include the foundation of social cognitive theory, self-efficacy, career goals, career expectations, and how students see barriers (Ali & Menke, 2014; Linsenmeyer &

Rahman, 2021). Implementing the social cognitive theory and considering the other variables, career development among high school youth was able to make significant insights. These insights found that barriers within career development for high school youth were more synonymous among minorities than with their counterparts (Ali & Menke, 2014). Despite minorities being more synonymous with barriers, they had higher levels of self-efficacy in achieving their goals and exceeding their expectations centered around their career (Ali & Menke, 2014; Church et al., 1992).

Current Use of Social Cognitive Theory

The social cognitive theory has made a long-lasting impression on several fields and is still prevalent in its influence currently. The college environment surrounding academic advising is presently influenced by the social cognitive theory (Conklin et al., 2013; Erlich & Russ-Eft, 2011). In academic advising, college students are expected to develop and create an academic plan to guide them throughout their collegiate career (Conklin et al., 2013; Erlich & Russ-Eft, 2011). This argument is based on the social cognitive theory and its components of self-regulated learning and self-efficacy (DiBenedetto & Bembenutty, 2013; Erlich & Russ-Eft, 2011). The context of self-regulated learners is centered around learners who can set individual goals and achieve them (Erlich & Russ-Eft, 2011). Self-efficacy and self-regulated learning must progress over time through four levels (DiBenedetto & Bembenutty, 2013; Erlich & Russ-Eft, 2011). The first level of progression is through observational learning, which can be connected to the first academic advising meeting (Erlich & Russ-Eft, 2011). Following this level, the learner will attempt to imitate or follow the strategic academic plan discussed with the academic advisor (Erlich & Russ-Eft, 2011). Management is the basis for the third level, where the learner will assess and monitor their progress (Erlich & Russ-Eft, 2011). When the learner reaches the final

level, they should be able to implement the academic plan regardless of the circumstances throughout their college career (Erlich & Russ-Eft, 2011). Throughout the progression of self-efficacy and self-regulated learning, the academic advisor plays a role into this in which they can promote this growth through four sources (Erlich & Russ-Eft, 2011). Forethought and intervention are the beginning of the sources in which the academic advisor identifies the learner's goals and an academic plan for the learner (Erlich & Russ-Eft, 2011; Reader, 2018). Once the academic plan has been identified, the academic advisor provides feedback on the learner's performance and gains an understanding of the learner's choice of the academic plan (Erlich & Russ-Eft, 2011; Reader, 2018). Currently, the social cognitive theory has influenced the field of academic advising through self-learning and self-efficacy (Erlich & Russ-Eft, 2011).

This Study's Use of Social Cognitive Theory

The social cognitive theory will help to shape this hermeneutic phenomenological study by focusing on the details within the theory. The necessity of an effective learning environment influences self-efficacy and students' ability to reach their goals. This theory also influences the research questions that include each individual factor, person, behavior, and environment and how they influence African American students taking formative and summative assessments. The overall influence will be analyzed through interview questions, focus groups, and journal writing. The social cognitive theory will provide direction in recognizing the lived experiences of African American students at a PWI and its influence on the effectiveness of formative and summative assessments.

Specifically, the social cognitive theory will inform the hermeneutic phenomenological study based on each individual factor. This will guide the hermeneutic phenomenological study in how the students experience the essence of each factor. In addition, the social cognitive theory

will add to this hermeneutic phenomenological study because it analyzes person, behavior, and environment, specifically through the effectiveness of formative and summative assessments.

<div align="center">**Related Literature**</div>

The related or existing literature is the foundation of this hermeneutic phenomenological study. This literature will provide insight into what has been researched and the present gaps in the literature. The existing literature begins with a broad overview of African American students' experience with success in the classroom and continues with a breakdown of formative and summative assessments. It will then focus on African American undergraduates and their specific issues. The policies, campus involvement, and political environment at predominantly white institutions will be discussed along with this. Finally, all aspects will be reviewed collectively to identify the gap in the literature.

General Overview of Social Learning

Albert Bandura's social cognitive theory was developed in the 1950s and first began its influence in the field of psychology (Beauchamp et al., 2019). Despite its most common name, social cognitive theory, it was first developed and known as the social learning theory. Both the social learning theory and the social cognitive theory are based on the behaviors of individuals. Bandura utilized the social learning theory to focus on aggression in individuals through observation (Bandura et al., 1963; Hart & Kritsonis, 2006). The social learning theory, much like any other theory, is based on three assumptions. The first assumption that this theory was based upon is that aggression is a learned behavior (Bandura et al., 1963; Hart & Kritsonis, 2006). This assumption mimics any other behavior, such as kindness and empathy. The second assumption posits that learning occurs through observation (Bandura et al., 1961; Hart & Kritsonis, 2006). Observation plays a role in the sole foundation of Bandura's theory. The third assumption argues

for the implementation of symbols and how learning occurs by forming ideas and values (Hart & Kritsonis, 2006). Bandura implemented the three assumptions to create and guide the social learning theory and its focus on aggression. The basis of Bandura's theory suggests that aggression will be displayed when aggression is observed with reinforcement (Bandura et al., 1961; Bandura et al., 1963; Hart & Kritsonis, 2006).

Albert Bandura tested the social learning theory utilizing an experiment that is well-known, the Bobo Doll Study (Hart & Kritsonis, 2006). This experiment centered around children and argued that if children saw aggressive actions, the chances that they would have aggressive behaviors would increase (Bandura et al., 1961; Bandura et al., 1963; Hart & Kritsonis, 2006). Given that the argument of this study had been proven in previous experiments, Bandura added another aspect to this study which was media (Hart & Kritsonis, 2006). The media that was utilized in this study was film and had two methods, humans, and cartoons, with an effort to see which was more effective (Hart & Kritsonis, 2006). Throughout the experiment, Bandura identified aggressive behaviors and other variables (Hart & Kritsonis, 2006). Bandura made a long-lasting contribution to the field of psychology through the findings by pinpointing these variables in this experiment. The findings focused on three variables, how strong the behavior was instigated, how cruel the punishment was, and how similar the types of stimuli were (Grusec, 1992). The other findings focused on the development of aggressive behavior, the provocation before the action, and how it is sustained (Bandura et al., 1961; Bandura et al., 1963; Hart & Kritsonis, 2006).

Albert Bandura was able to build upon the findings of the social learning theory and follow the same basis that learning can be gained through observations and not solely through experiences (Bandura et al., 1963; Hart & Kritsonis, 2006). Through this study, Bandura

demonstrated that learning through observation was successful with the application of

consequences (Bandura et al., 1963; Hart & Kritsonis, 2006). Through the historical use of the

social learning theory, Bandura realized that this needs to be expanded and examined other

aspects of this theory (Beauchamp et al., 2019). With this awareness and recognition that the

social learning theory did not capture all aspects, Albert Bandura focused on specific aspects,

including behavior, the person, and the environment, which he called the "triadic reciprocal

causation" (Beauchamp et al., 2019, p. 110). The triangulation of these factors is now known as

the social cognitive theory. The social learning theory and the social cognitive theory have set

the foundation for many other studies, techniques, methods, projects, and theories to be created

and add to the ongoing evolution of observational learning.

  With any application of the social cognitive theory, the triad of factors is all analyzed and

accounted for. Along with the factors of person, behavior, and environment, the foundational

element of self-regulation around learning has been examined in online learning. When

intertwining social cognitive theory and online learning, each factor has an association, a person

with a learner's motivation, behavior with learning strategies, and the environment with the

online learner's demand response (Wang & Lin, 2007). The motivational aspect of the factor,

person, is comprised of three components when looking at online learning. Expectancy, value,

and affective are the three components that influence learners in an online learning environment

(Wang & Lin, 2007). Another level of person is through group work, including performance

(Park & Shin, 2022; Wang & Lin, 2007). The learning strategies focused on in behavior consist

of planning the strategies, monitoring the strategies, and then regulating the strategies (Wang &

Lin, 2007; Zhou et al., 2021). Learners in an online learning environment must plan strategically

to meet their expectations within that course. After implementing this planning strategy, they

must monitor their results to see if the strategy is effective. Finally, the learner must regulate the planning and monitoring strategies to make any changes for success. These strategies are equally important for self-regulated learners and are critical to their success (Swafford et al., 2021; Wang & Lin, 2007). The factor of the environment is focused on continuous improvement. When looking at online learners, the continuous improvement process was centered around two methods, feedback and assessment (Wang & Lin, 2007). Along with continuous improvement and the goal of student success, the concept of observational learning was critical, which is mentioned in the social cognitive theory (Wang & Lin, 2007). Applying the social cognitive theory in an online learning environment identified the most vital components in each factor, person, behavior, and environment (Mulvaney, 2020; Wang & Lin, 2007).

The social cognitive theory continues to influence the college environment, not just through academic advising but through learning placement and entrepreneurship. The likelihood of learners being entrepreneurs if they are placed in a business environment can be analyzed through the social cognitive theory (Nwosu et al., 2022). Placement learning in a business environment gives students the tools and skills to become entrepreneurs (Gazdula & Atkin, 2017; McConnell, 2010; Nwosu et al., 2022). The social cognitive theory is linked to the business environment of place learning because the business environment allows the learner to make social connections (Nwosu et al., 2022). The factor of person in the social cognitive theory influences the learner's behaviors in the business-placed learning environment through their age, sex, etc., because these aspects will alter their perception of the environment (Nwosu et al., 2022). The triad of these factors in the business environment influences the self-efficacy of the learner's ability to become an entrepreneur (Nwosu et al., 2022; Okolie et al., 2022). Given that the social cognitive theory is built upon goals and the learners' ability to achieve those goals, it

can explore the learners' plan to become an entrepreneur while considering the factors of behavior, person, and environment (Nwosu et al., 2022). The social cognitive theory has contributed to the ongoing research in the field of college, precisely placed learning. The contribution of the social cognitive theory is centered around the cognitive factors of person, behavior, and environment and their influence on entrepreneurship through placed learning in a business environment (Garcia et al., 2019; Nwosu et al., 2022)

African American Student's Classroom Experience

Across America and throughout history, African American students have had different experiences in the classroom than their counterparts. It has been proven that there is a consistent achievement gap between African American students and White students (Quinn, 2020). Teachers across America have allowed their personal biases to infiltrate the classroom in how they view students, specifically African American students being viewed more negatively (Ferguson, 2003; Scott et al., 2019). This achievement gap can be attributed to several aspects, one of which is centered around expectations. Generally, it has been shown that teachers' expectations are lower than usual when related to low-income schools (Kellow & Jones, 2008; Scott et al., 2019). This belief is an unfair assumption and aligns with the negative view of African American students since they are overrepresented in low-income schools (Bradshaw et al., 2010; Scott et al., 2019). Despite the poverty status of the school, teachers, regardless of race, believe that African American students have a lower ability to complete work and that the work itself is lower than their counterparts (Patterson, 2021; Scott et al., 2019). The achievement gap can also be attributed to the profession of teaching intertwined with racism (Johnson-Ahorlu, 2012; Merolla & Jackson, 2019; Moon & Singh, 2015; Moreu & Brauer, 2022). The likelihood of the teacher and student being of the same race directly influences the achievement gap

(Ingersoll & Collins, 2019; Morgan, 2019; Scott et al., 2019). Despite African American students making up a large portion of the student population, this does not translate to the teachers, with less than 5% African American ethnicity (Cizek, 1995; Scott et al., 2019). This is perpetuated in school districts where there are mostly African American students because teachers are less likely to be experienced (Scott et al., 2019). Given the differences in race between students and teachers, a disciplinary gap multiplies the suspension rate among African American students compared to White students (Gopalan & Nelson, 2019; Gregory et al., 2016; Monroe, 2005; Scott et al., 2019). Considering the difference in expectations and teachers across America, it has been proven that African American students have different classroom experiences regarding a higher probability of negative feedback, more intensive classroom punishments, including suspensions, and the lack of good instruction (Lindsay & Hart, 2017; Morris & Perry, 2016; Scott et al., 2019).

The achievement gap across America continues to be prevalent among African American students in high schools. The stereotype threat perpetuates the achievement gap among African American high school students (Baker et al., 2020; Moreu & Brauer, 2022). The stereotype threat "is the threat that members of a stigmatized group experience when they believe that they may, by their performance in a domain of relevance, confirm a negative stereotype about themselves and members of their group" (Kellow & Jones, 2008, p. 95). The media has confirmed and spread the stereotype threat concerning standardized tests (Kellow & Jones, 2008; Steele & Aronson, 1995; Taylor & Walton, 2011). Standardized test across America is the largest source of stereotype threat for African American high school students since it is a direct measure of success on the most significant scale (Kellow & Jones, 2008).

Given that the media has continued this negative association with African American students, it can be confirmed that stereotype threat takes place with any test that is of value (Taylor & Walton, 2011; Tomeh & Sackett, 2022). Four factors have been identified through the stereotype threat in this process. With the effects of stereotype threat present, African American students are influenced internally by their expectations and abilities to achieve success (Kellow & Jones, 2008). Through their self-perception, some African American students have gravitated to achievement or performance-avoidance goals (Brodish & Devine, 2009; Kellow & Jones, 2008). African American high school students are more likely to develop anxiety in response to accepting the damaging stereotype threat (Kellow & Jones, 2008; Tomeh & Sackett, 2022). Even if African American students do not accept the stereotype threat, they are still aware of it, which can still negatively influence their ability to be effective test takers (Brodish & Devine, 2009; Kellow & Jones, 2008; Steele & Aronson, 1995). Finally, it has been shown that if teachers are aware of the students' race before a test, it can trigger stereotype threat and, as a result, confirm that standardized tests have lower scores for African American students than their White counterparts (Kellow & Jones, 2008).

The negative experience of African American students in the classroom continues through high school and is still prevalent at the collegiate level. Both sexes of African American students are influenced negatively, but despite African American women outnumbering African American males, African American male students are affected negatively at a higher rate (Noguera, 2003; Schmidt, 2009; Smith et al., 2007). The low rate of African American male students graduating from high school and attending college is the cause of African American male students being outnumbered (Schmidt, 2009; Steele, 1992). African American male students are at the lowest graduation rate. African American male students who decide to attend

college; less than 30% of them graduate within the six-year range (Moreu & Brauer, 2022; Schmidt, 2009, Steele, 1992). The insignificant number of African American males who enter college are usually unprepared, resulting in the graduation rate (Schmidt, 2009). There are several reasons why African American male students are attributed to low graduation rates, including cost, admission requirements, and lack of representation (Adedoyin, 2022; Perna, 2000). The most apparent reason that can be attributed to African American male students and their lack of collegiate success is the surrounding culture. The culture of African Americans has traits that can negatively influence their academic success (Noguera, 2003; Schmidt, 2009; Steinberg et al., 1992). Perception is the center of culture, and the traits are focused on social acceptance, including but not limited to toughness and standoffishness (Schmidt, 2009). African American male students embody these cultural traits throughout their collegiate career, including classroom discussions and group projects, in which they are unlikely to ask for help or want to work with others (Schmidt, 2009; Steinberg et al., 1992). This personification of these cultural traits affects African American students' perception of college with a feeling of having to prove themselves and their right to be there (Schmidt, 2009). To overcome this feeling, colleges should aim to provide a sense of inclusiveness for African American male students, which will result in higher success (Foxx, 2021).

African American Undergraduate Student Issues

African American students across all levels of education have had a classroom experience, unlike their counterparts. This is not only limited to the classroom but has expanded to the overall educational experience and has become more prevalent at the collegiate level. Among African American undergraduate students, African American undergraduate males have endured racism and stereotypes while attending a predominantly white institution (PWI) (Foxx,

2021, Patterson, 2021, Dancy et al., 2018). The bigotry that African American male undergraduate students face directly correlates to the college stress that they endure. College for any student is demanding and requires the student to manage their time between academics and social life, but it is more challenging when experiencing discrimination (Smedley & Myers, 1993). Attempting to be academically successful and socially involved, African American male undergraduate students can experience psychological stress due to the complexities of attending a predominantly white institution (Lewine et al., 2021; Patterson, 2021). This prejudice affects not only their education but also their campus experience with recreation and leisure activities as it pertains to their overall campus engagement (Allen, 1992; Patterson, 2021). These factors within the external environment all influence African American male students and how they grow and develop. African American male undergraduate students may be unable to build the confidence and determination to find and sustain long-lasting relationships on campus due to the discrimination they encounter (Hausmann et al., 2007; Patterson, 2021; Walton & Cohen, 2011). Due to the abundance of racism that African American male undergraduate students receive, they cannot connect with the campus and their peers (Patterson, 2021). The difficulty of connection, constant microaggressions, and the lack of representation on campus present a struggle to find the desire or the ability to participate in the campus opportunities designed for white students (Hotchkins, 2016; Nadal, 2014). As a response to the inability to have campus engagement through campus resources, African American male undergraduate students found solace in each other through leisure and recreation activities (Harper & Quaye, 2007; Hausmann et al., 2007). White students supported by campus engagement and activities benefit through their personal growth regarding confidence, interpersonal skills, relationships, and achievement (Patterson, 2021).

The consistent racism and stereotype at the collegiate level affect the personal growth of African American male undergraduate students and their overall education and further contribute to the opportunity or achievement gap (Johnson-Ahorlu, 2012; Moreu & Brauer, 2022). The focus of the opportunity or achievement gap between African American and white undergraduate students within education at the collegiate level is the grade point average (Cohen et al., 2006; Harper & Quaye, 2007; Johnson-Ahorlu, 2012). The grade point average within education has been used as an accurate method to compare student success (Lewine et al., 2021; Noble & Sawyer, 2002). However, the severity of the opportunity gap within the college cannot be ignored due to the influence occurring at the beginning of college in the first year (Johnson-Ahorlu, 2012). The opportunity or achievement gap reflects academic success amongst students of different races and perpetuates deceptive stereotypes of African American undergraduate students regarding their character and ability to accomplish goals (Kellow & Jones, 2008; Moreu & Brauer, 2022). These deceptive stereotypes surrounding African American undergraduate students are strengthened through faculty at the collegiate level (Ancis et al., 2000; Smith et al., 2007; Solorzano et al., 2000). Faculty view African American undergraduate students with lower academic expectations resulting in them not graduating (Dee, 2005; Gershenson et al., 2016; Kellow & Jones, 2008). With this mindset, faculty believe that African American undergraduate students cannot study in demanding majors and instead direct them to easier, undemanding majors (Johnson-Ahorlu, 2012). African American undergraduate students are also forced to easier majors due to their inability to gain faculty support (Johnson-Ahorlu, 2012). This lack of faculty support was not only regarding their major but was also occurring in the classroom (Banks & Dohy, 2019; Cabrera et al., 1999; Smedley & Myers, 1993). This occurrence in the classroom surrounded instances of racism, usually from peers (Chatters, 2018).

Considering both the lack of college engagement and the opportunity gap due to the lack of faculty support, this directly influences the persistence of African American undergraduate students regarding retention and graduation rates (Milner, 2012; Moreu & Brauer, 2022; Schmidt, 2009). Despite historically black colleges and universities (HBCUs) experiencing this, predominantly white institutions are experiencing the issue of keeping African American undergraduate students enrolled and graduating more significantly (Hunn, 2014; Jones & William, 2006; Love, 2008). The issue surrounding retention and graduation rates with African American undergraduate students has heightened, resulting in this group being the least likely to graduate (McElderry, 2022; Moreu & Brauer, 2022). There are a plethora of reasons supporting the harm behind these rates. The feeling of isolation or ostracization amongst African American undergraduate students can influence their learning, resulting in more profound feelings of dropping out, lack of performance, or disconnection (Baber, 2012; Lett & Wright, 2003; Love, 2008). Professors play a significant role in the long-lasting effects of retention and graduate rates. Often, African American undergraduate students cannot learn effectively due to the lack of relatability of the curriculum and the professors being predominantly white (Jagers, 2017; Sinanan, 2016). The failure of white professors to relate and connect with African American undergraduate students at predominantly white institutions could stem from the belief that these students are inferior to their white counterparts (Parker et al., 2016; Patton & Catching, 2009). This belief has a more profound influence on African American undergraduate students when a lack of preparation for work on the collegiate level already exists (Allen & Griffin, 2006; Caire, 2009; Schmidt, 2009). African American undergraduate students' lack of preparation for college work is deeply rooted in their confidence, initiative, and desire for college (Banks & Dohy, 2019).

Policies for African American Undergraduate Students

Policies surrounding African American undergraduate students at predominantly white institutions should be implemented to overcome the academic issues surrounding these students. The principal academic problems concerning African American undergraduate students are surrounding graduation and retention rates compared to White students (Brown et al., 2022; Huerta, 2022; Moreu & Brauer, 2022; Schmidt, 2009; Taffe, 2022). When considering the retention and graduation rates surrounding African American undergraduate students it is often associated with underachieving students, but high-achieving students should receive the same attention. It can be argued that high-achieving African American undergraduate students need more support surrounding their academics and social campus life to sustain their success in repelling racism and stereotypes (Carthell et al., 2020). Therefore, specific actions must be ensured for predominantly white institutions to retain and adequately support African American undergraduate students (Carthell et al., 2020). These actions include collaborating with African American undergraduate students, fostering relationships with faculty, and incorporating study groups and support services (Banks & Dohy, 2019; Patterson, 2021; Schmidt, 2009).

Along with these actions, high-achieving African American undergraduate students should have the opportunity for leadership events and opportunities that support their social and academic campus experience (Carthell et al., 2020). Some retention programs have been deemed successful for African American undergraduate students. (Brooms, 2018). These programs support African American undergraduate students at predominantly white institutions through their collegiate careers and transition before entering college (Carthell et al., 2020). The key to these successful retention programs is that they are multifaceted, with tiers connected to one another (Carthell et al., 2020). Faculty connections, retention, training for transition after college,

the refining of skills, and knowledge of academic resources are all individual facets that are related to ensuring the success of African American undergraduate students (Ellington & Frederick, 2010; Ghebreyessus et al., 2022; Palmer & Young, 2009). Due to the abundance of resources within this retention program, African American undergraduate students have specific requirements to ensure that these students gain minimal benefit (Carthell et al., 2020).

More predominantly white institutions nationwide are implementing programs focused on overcoming barriers to African American undergraduate student persistence rates (Banks & Dohy, 2019). Georgia State University is a predominantly white institution that has implemented a program for persistence rates that focuses on specific aspects such as assignments and finances (Banks & Dohy, 2019). This program tackles these aspects by placing students together where they discuss commonalities, resulting in the confidence to navigate college (Banks & Dohy, 2019). In addition, this program notifies students of poor performance throughout their courses to ensure the success of and increase the African American undergraduate student graduation rate (Banks & Dohy, 2019). The University of Texas aims to overcome persistence rates by focusing on African American undergraduate students likelier to drop out using mathematical analysis (Banks & Dohy, 2019). To overcome these predictions, African American undergraduate students connect with faculty consistently to gain resources throughout their college careers (Banks & Dohy, 2019; Carthell et al., 2020; Druery & Brooms, 2019). Arizona State University follows a similar program to Georgia State University by following and alerting students when their behavior is harmful, resulting in an improved graduation rate (Banks & Dohy, 2019). Indiana University Purdue University Indianapolis utilized a different approach concentrating on students' strengths and interpersonal relationships (Banks & Dohy, 2019). Coaches who guide and communicate with African American undergraduate students throughout

their college career to lead them to graduation were utilized at Indiana University-Purdue University Indianapolis (Banks & Dohy, 2019). Throughout this relationship, coaches guide African American undergraduate students through academics and life skills of self-efficacy and time management (Banks & Dohy, 2019). Another university in the Midwest built its program on the foundation of first-year students in identifying their strengths, as well as the students were working amongst their support group of friends and faculty to further those strengths (Banks & Dohy, 2019).

Campus Involvement for African American Undergraduate Students

The experience of African American undergraduate students at a predominantly white institution is highly influenced by their campus involvement. The first year for African American undergraduate students at a predominantly white institution can be overwhelming due to the lack of other African American students (Hausmann, 2007; Parker et al., 2016; Patterson, 2021). This feeling of desperation will force African American undergraduate students to conform in attempts to join White organizations, which results in unfair treatment and lack of inclusiveness (Jaggers, 2020; Park, 2014). Many African American undergraduate students are then overwhelmed with the feeling of isolation unless they are determined enough to find and connect with the few other African American undergraduate students (Patterson, 2021). Negative interactions with faculty follow these feelings of isolation and desperation. African American undergraduate students at a predominantly white university are surrounded by White students and are often ostracized in the classroom when they ask questions. The negativity is from White students and the faculty, who are often nervous or uneasy when interacting with African American undergraduate students due to the underlying racism (Patterson, 2021). White students at a predominantly white institution have feelings of comfortability to not only make

microaggressions but to engage in blatant racism within the classroom, dorm halls, and other public places on campus (Fernandez, 2014; Harwood et al., 2012; Moragne-Patterson & Barnett, 2017). African American undergraduate students endure racism not only at the personal level but also at the institutional level. The financial burdens that African American undergraduate students encounter directly influences their involvement on campus and in social life (Bennett et al., 2021). Many African American undergraduate students affected by financial struggles cannot enjoy social activities such as going out with friends, eating off campus, or engaging in extracurricular sports due to financial commitment (Patterson, 2021).

One of the keys to African American undergraduate students having a successful college career is to increase their campus involvement (Banks & Dohy, 2019; Druery & Brooms, 2019; Huling, 2018). African American undergraduate students continue to encounter consistent racism, hostility, and stereotypes from all parties on campus they interact with, which results in feelings of isolation (Druery & Brooms, 2019; Jaggers & Iverson, 2012; Leath et al., 2022; McGee & Kruger, 2022). Through adverse circumstances, African American undergraduate students strive to find belonging to retain their education and graduate (Druery & Brooms, 2019; Patterson, 2021; Schmidt, 2009). While not all predominantly white institutions have produced specific African American programs, they have given these students the space to create their programs that are centered around African American undergraduate students, coined as "Black male initiative (BMI) programs" (Druery & Brooms, 2019, p. 330). The BMI programs dismantle the racist environment at predominantly white institutions by creating a space for African American undergraduate students to engage in peer conversation and have direct support with the goal of integration academically and socially (Druery & Brooms, 2019). BMI programs offer a more structured environment for African American undergraduate students than socially

meeting with one another. This structure provides African American undergraduate students with several opportunities to develop leadership and interpersonal skills, such as workshops and conferences (Grier-Reed, 2010). Outside of this structure, African American undergraduate students can relax and take a step back from the pressures of a predominantly white institution and discuss issues they face on a much broader level, such as the workforce, religion, gender, race in America, etc. The University of Illinois Springfield has implemented BMI programs on their campus with the sole goal of providing resources for men of color (Druery & Brooms, 2019). The University of Virginia has also integrated BMI programs with a more centralized topic surrounding the academic and social aspects of African American undergraduate male students (Druery & Brooms, 2019).

Political Environment for African American Undergraduate Students

The current political environment at predominantly white institutions can be linked to the past political climate throughout the United States. The past political environment of the United States is associated with racism and plantation beliefs (Brown, 2022). This slavery plantation environment stems from the history of college presidents being slave owners and how they used slaves for upkeep across the "campus," otherwise known as the plantation (Brown, 2022; Dancy et al., 2018). This increased expectation of labor surrounding African Americans has continued throughout history and is still prevalent in today's environment with undergraduate students (Dancy et al., 2018). Both men and women African American undergraduate students have political plantation stereotypes following them in today's campus climate. Overall, the constant narrative of African American undergraduate students is that their success is attributed to their ability to play sports (Dancy et al., 2018; Hill, 2019). African American undergraduate women are expected to serve as a helping hand for both African American and White students (Dancy et

al., 2018). In opposition to this, African American undergraduate men are on a higher pedestal and seen as a form of entertainment and a money sign (Hill, 2019). At certain predominantly white institutions, African American undergraduate men are the institution's foundation and can be attributed to the success of athletics (Dancy et al., 2018; Hill, 2019). Despite African American undergraduate men and women's contributions to predominantly white institutions, they are not provided a safe environment (Kahl et al., 2013; Maffini & Dillard, 2022; Parker et al., 2016; Senreich & Williams-Gray, 2021). Other student races are ensured their safety at predominantly white institutions through institutional policies, while African American undergraduate students endure violence without assistance (Dancy et al., 2018).

The political environment for African American undergraduate students has forced them to the option of political activism in the hope of seeing results. For African American undergraduate students to engage in political activism, they must be confident that positive action will be the outcome due to the history of continued prejudice (Swank, 2012). Political elections align with the change of political activism, but African American undergraduate students are hesitant to participate due to the lack of change following political elections (Porter & Bratter, 2015; Swank, 2012). Outside of these aspects, some African American undergraduate students could participate in political activism in college but do not due to three aspects (Swank, 2012). African American undergraduate students may not choose to participate in political activism due to a lack of interest, but others do not participate because they were not asked due to isolation (Swank, 2012; Taylor & Olswang, 1997). The primary reason African American undergraduate students do not participate in political activism is that they simply cannot (Swank, 2012). Most African American undergraduate students are on the lower end of the socioeconomic environment experiencing financial burdens, etc., which result in their inability to

participate in political activism (Brooks, 2015; Swank, 2012). These African American undergraduate students with financial struggles are more likely to study easier majors that do not prompt political engagement. Undergraduate students of other races may study more advanced majors that spark interest in the political environment and encourage political activism (Swank, 2012). When examining the political activism landscape at a predominantly white institution, factors such as personal history, gender, upbringing, and race play a role and affect the likeliness of participation in political activism (Fridkin et al.,2016; Swank, 2012). Despite the several obstacles that African American undergraduate students faced regarding involvement in political activism, they were still more active than their White counterparts (Swank, 2012). African American undergraduate students took the initiative in political activism and participated in meetings, conversed with Congress, and participated in community organizations (Swank, 2012).

Formative Assessment

Formative assessment is a particular concept in which it is "a planned, ongoing process used by all students and teachers during learning and teaching to elicit and use evidence of student learning to improve student understanding of intended disciplinary learning outcomes and support students to become self-directed learners" (Beard, 2021, para. 2). This type of assessment benefits students throughout the entire course and allows them to have continuous improvement. There are two types of formative assessments: unconstrained, which aligns with classroom participation or group discussions, and arranged, which is aligned with evaluating student knowledge through tests and exams (Kamara & Dadhabai, 2022; Llosa et al., 2022). Both types of formative assessments aim to provide feedback and foster continuous improvement to improve student success (Dohms et al., 2020). Students generally have an added layer of comfort, knowing that their learning is accompanied by assistance from their teachers. Teachers

recognize this comfort layer due to students' actions throughout the classroom regarding their openness to making an error or their initiative (Kamara & Dadhabai, 2022; Young, 1990). Students can gain deeper insight and knowledge surrounding their coursework through formative assessment. Using formative assessments is beneficial for students achieving on the lower end or having academic struggles since it allows for continuous improvement (Bakula, 2010; Kamara & Dadhabai, 2022).

Regardless of the type, formative assessments benefit students' academic achievement. Academic achievement represents the outcome of what students have learned, which can also be presented as a learning outcome. While summative assessment has been proven to have a positive influence on academic achievement, there is another type of assessment that is beneficial. Formative assessment has also been shown to have a positive effect on academic achievement for students (Andersson & Palm, 2017; Kamara & Dadhabai, 2022; William, 2006).

Along with the influence on academic achievement, teacher perception, and student insight are equally crucial in formative assessments. The trust of teachers in formative assessment is vital for success. Over the years, teachers have seen the success of formative assessment because it allows them the ability to meet the needs of all students by giving them the freedom to alter their instruction (Bergeron, 2020; Brink & Bartz, 2017). Students do not just receive generalized feedback but feedback that is more tailored to their academic needs when the instructional methods are tailored to be more individualized (Brink & Bartz, 2017; Harvey, 2003; Kohler et al., 2008). Student buy-in is equally vital because it directly correlates to formative assessment success. Formative assessment is receptive to students through their grasp of the academic content (Bennett, 2011; Brink & Bartz, 2017; Stiggins, 2005).

Student insight was similar to teacher perception by having a positive effect on formative assessment. It has been proven that students are open to formative assessment because of the benefit of active learning, such as critical thinking (Dixson & Worrell, 2016; Jamil & et al., 2018). Several aspects have been identified to influence student insight regarding formative assessment, such as engagement. Engagement is an equally important aspect in influencing student insight surrounding formative assessment. Students have witnessed the benefit of formative assessment through engagement with their peers by gauging their learning with others (Clark, 2008; Jamil & et al., 2018; Ketonen et al., 2020). The use of engagement through formative assessment has proven to be advantageous for students by allowing discussions and active learning with peers (Hudson & Bristow, 2006; Jamil & et al., 2018 Ketonen et al., 2020).

Through literature, formative assessment has been examined in different sorts, including self and peer grading. This method allows for continuous improvement throughout the course for revisions (Andrade et al., 2009; Sanchez et al., 2017). While this method of formative assessment may not provide short-term or immediate improvement, it does show sustained improvement for students. In addition, it has been shown that students who participate in self and peer grading gain long-term benefits such as better understanding and recollection of learning material (Albano et al., 2017; Sadler & Good, 2006; Sanchez et al., 2017). This can be very beneficial for students at the collegiate level who are given comprehensive exams due to the perception of the exam not being significant (Sanchez et al., 2017).

Summative Assessment

Summative assessments are universal in education regardless of the level. Students can be compared on a national, state, and local level through summative assessments. "Summative assessments are evaluations of what a student has learned at the end of a given period (e.g.,

semester or training course)" (Exam Soft, 2019, para. 2). Formative assessments differ from summative assessments through the ability to the comparison of students. Not only can students who are relatively close to one another be compared, but various types of students can also be compared across states (Kamara & Dadhabai, 2022; Sotardi & Brogt, 2020). However, these assessments only provide a snapshot of a student's level of education, which could be compared to memorization. Despite the chance for memorization, summative assessments have been utilized to represent students learning regarding a specific course or topic (Kamara & Dadhabai, 2022; Kibble, 2017). While this provides insight into the information obtained by the student, it does not assess the ability of the student to apply this information. Given that summative assessments do not focus on application and only on valuation, once students have passed summative assessments, it is equivalent to having complete knowledge of the course (Kamara & Dadhabai, 2022; McTighe & O'Connor, 2005).

Despite not evaluating the ability of students to apply this knowledge, summative assessments are beneficial in education. Summative assessments provide students with a goal to aim for pertaining to their grades. Summative assessment has been proven through research to show its positive effect on academic achievement. Through research and historical context, summative assessment has been seen to have the most influence on student learning (Joughin, 2010; Kamara & Dadhabai, 2022). This type of assessment is directly correlated to academic achievement because it is a good indication of the knowledge level of students.

Even though summative assessments are influential towards academic achievement, student insight plays a role in this aspect. Student insight values fairness regarding summative assessment. Students have shown concern about fairness regarding summative assessment because it is the sole assessment used for grading (Darabi & Rasooli, 2022; Trotter, 2006). The

single-use of summative assessments can falsely depict student knowledge of the subject. It has been revealed that students would prefer several different types of assessment to provide a complete depiction of their achievement (Brookhart, 2001; Clarkeburn & Kettula, 2012; Dolin et al., 2018; Harlen & James, 1997). This allows for all students to be catered to within assessments in education. The catering to students allows for individualization in how students learn and are assessed (Darabi & Rasooli, 2022). This is important, especially if students' assessments are not accompanied by feedback. Within research surrounding summative assessments, students have concerns about the feedback they receive and the usefulness of the feedback (Darabi & Rasooli, 2022; Schmidt et al., 2020). Students cannot improve their learning without the use of feedback in the formative aspect when utilizing summative assessments.

The use of formative assessment has influenced teachers in grading their students. Teachers have been shown to provide a more accurate grade with direct feedback when they know the student's overall performance through formative assessments (Ahmed et al., 2019; Matthews & Noyes, 2016). Along with the assistance of direct feedback, teachers can provide a more accurate grade regarding summative assessments due to their understanding of the learning abilities of their students (Ahmed et al., 2019; Glazer, 2014). Among teachers in education, it has been proven that they can make better judgments surrounding summative assessments when they have complete insight into the students' function in the classroom (Ahmed et al., 2019; Kealey, 2010; Looney, 2010).

Low-level formative practices are integrated with summative assessments throughout research. These low-level formative practices allow students to be more conscious about their learning using self-assessment (Nieminen, 2020; Sanchez et al., 2017). Another popular type of self-assessment that is utilized is self-grading. Self-grading is also aligned with students being

conscious since it allows students to make conclusions affecting their grades (Sadler & Good, 2006; Sanchez et al., 2017). The practice of self-grading can be counterproductive because of the shift in focus to grades. (Nieminen, 2020). Even though this form of summative assessment may be grade-focused, it is still prominent in education because the views surrounding the student transform from only a participant to someone who provides insight into their academic success and progression (Nieminen, 2020). This challenge to teachers is accompanied by benefits that enhance the students learning.

Summary

A systematic review of the literature was conducted to investigate the topic of the lived experiences of African American undergraduate students with formative and summative assessments at a predominantly white institution. This chapter presented a review of the current literature related to the topic of study. The overarching theory is Albert Bandura's social learning theory which served as the foundation for observational learning (Hart & Kritsonis, 2006). The social learning theory has evolved throughout history into the social cognitive theory focusing on cognitive behaviors (Khudzari et al., 2019). The social cognitive theory concentrates on learning, specifically observational, as well as self-efficacy throughout society (Khudzari et al., 2019). Learning within the social cognitive theory emphasizes three aspects, person, which is individualized; behavior, which is linked to goals; and environment, which are the external factors (Khudzari et al., 2019).

Recent literature surrounding African American students' lack of success in the classroom is synthesized in the second section. The core of the lack of success in the classroom for African American students is the achievement gap between African American and White students (Scott et al., 2019). This achievement gap is perpetuated through several aspects, such

as teachers' expectations surrounding African American students and the lack of it (Scott et al., 2019). This affects both formative and summative assessments for African American students. African American undergraduate students have negative experiences throughout their collegiate careers while attending predominantly white institutions. Due to these negative experiences, African American undergraduate students cannot make connections and succeed throughout college. Ultimately the graduation and retention rates surrounding African American undergraduate students are affected negatively compared to other student races (Banks & Dohy, 2019). Despite how the experiences of African American undergraduate students have been documented and examined, a gap in the literature still exists. This gap in the literature pertains to the social influences of African American undergraduate students at predominantly white institutions surrounding assessments and the social cognitive theory. This hermeneutic phenomenological study will provide theoretical value by showing how each factor of the social cognitive theory is essential to the overall learning and influence of African American undergraduate students. This hermeneutic phenomenological study can be implemented in several ways throughout education.

CHAPTER THREE: METHODS

Overview

The purpose of this hermeneutic phenomenological study was to investigate the lived experiences of formative and summative assessments on African American undergraduate students attending a predominantly white institution. This chapter has several sections, the first two guiding the hermeneutic phenomenological study, the research design, and the research questions. The settings and participants portion of the hermeneutic phenomenological study is included in the following section. The research positionality, including the interpretive framework, is discussed. The procedures regarding the Institutional Review Board (IRB) and three types of data collection plans were discussed. This chapter closes by examining trustworthiness and the aspects that support this, including credibility, transferability, dependability, confirmability, ethical considerations, and a chapter summary.

Research Design

This study's research design is qualitative, which encompasses "the collection of data in a natural setting" (Creswell & Poth, 2018, p. 8). This study aligns with this definition and will study participants in their natural settings. Qualitative research designs also are "sensitive to the people and places under study" (Creswell & Poth, 2018, p. 8). There was not be any changes or alterations to the participants or the setting in which this study takes place. Qualitative research designs ensure "data analysis that is both inductive and deductive and establishes patterns or themes" (Creswell & Poth, 2018, p. 8).

The research design was a phenomenology study. Phenomenology focuses on the practice or actions of the participant as a person and the experiences of everyday life (Van Manen, 2014). With the focus of phenomenology being on practice, there are several aspects in which

phenomenology has been applied, including education, healthcare, and therapy counseling (Van Manen, 2014). The research design of this phenomenology study is appropriate because the foundation of this study is centered on obtaining the lived experiences of African American undergraduate students and understanding these lived experiences. The data collection methods within this phenomenology study are aligned with understanding lived experiences by expressing these experiences by African American undergraduate students. This phenomenology research design applies to this study because it allows the researcher to state their personal connection to this phenomenon (Creswell & Poth, 2018). The researcher can state the biases and focus on the study centered around African American undergraduate students (Creswell & Poth, 2018).

A hermeneutic phenomenological framework was utilized for this study because it emphasizes lived experiences in practice and permits me, as the researcher, to describe and interpret the lived experiences. Examining and reflecting on the lived experiences and the constructs summarizes the aspect of hermeneutic phenomenological (Van Manen, 2014). The hermeneutic phenomenological study was conducted at a four-year university located in Virginia named Blake Smith University. The participants' voices were heard through the research questions, and I was able to interpret the phenomenon through the hermeneutic phenomenological study. The lived experiences are collected through an open-ended process, including the data collection method questions and the understanding of the phenomenon (Van Manen, 2014). The interconnection of the process is open-ended, and collecting valuable information through lived experiences will work together to create a theme that gathers the essence (Moustakas, 1994).

Research Questions

The research questions are all prefaced and aligned with the social cognitive theory. The central research question will serve as the foundation, followed by the sub-questions. The sub-questions will provide strength and support.

Central Research Question

What are the experiences of African American undergraduate students attending a predominantly white institution (PWI) taking summative and formative assessments?

Sub-Question One

What are the lived experiences of African American undergraduate students attending a predominantly white institution (PWI)?

Sub-Question Two

How do African American undergraduate students describe their behaviors while attending a predominantly white institution (PWI)?

Sub-Question Three

How do African American undergraduate students describe the environment that influences African American undergraduate students who attend a predominantly white institution (PWI)?

Setting and Participants

The setting and participants within this hermeneutic phenomenological study are essential to the reader. The purpose of the setting is to provide the reader with a clear depiction of where the study is taking place. The purpose of the participants is to provide the reader with a description of who partook in this study. Both the setting and participants were described in detail, along with the criteria for participation in the study.

Site (or Setting)

This hermeneutic phenomenological study took place at a four-year university located in Virginia named Blake Smith University. Blake Smith University has a total enrollment of 22,166, with an undergraduate enrollment of 20,070, according to the National Center for Education Statistics (2022). Undergraduate enrollment amongst sex is disproportionate, with men at 42.3% and women at 57.7%. Refer to Table 1 and Appendix C.

Table 1

Undergraduate Enrollment

Enrollment	Total
Total enrollment	22,166
Undergraduate enrollment	20,070
Total	42,236

Table 2

Percentage of Undergraduate Enrollment by Gender

Undergraduate Gender	Percent
Men	42.3%
Women	57.7%
Total	100%

Blake Smith University's undergraduate statistics are disparaging and show insight into the lack of diversity. According to the National Center for Education Statistics (2022), Blake Smith University's student population is 75.1% White students, and Black or African American students have a representation of 4.7%. Refer to Table 2 and Appendix D.

Table 3

Percentage of Undergraduate Enrollment by Race/Ethnicity

Undergraduate Race/Ethnicity	Percent
American Indian or Alaskan Native	0.1%
Asian	4.9%
Black or African American	4.7%
Hispanic/Latino	7.2%
Native Hawaiian or other Pacific Islander:	0.1%
White	75.1%
Two or more races	4.9%
Race/Ethnicity	1.7%
Non-resident alien	1.2%
Total	100%

This hermeneutic phenomenological study did not occur within a particular major or department at Blake Smith University. There are levels in the organizational structure within Blake Smith University. Department chairs and directors are included in the administration. Faculty and instructors include professors, associate professors, teaching assistant professors, and instructors. Staff and academic advisors include the executive director, administration specialist, and academic advisors. Graduate assistant includes Doctor of Philosophy students who serve as graduate assistants.

Participants

The twelve participants in this hermeneutic phenomenological study were African

American undergraduate students aged 18 to 21. The African American undergraduate students recruited for this hermeneutical study did not have a preface for major studies. Participants were recruited through a student organization centered around multicultural student services. The organization centered around multicultural student services focuses on enhancing Blake Smith University students' college experience, specifically Blake Smith University students of color, through programs and events. Within multicultural student services, most of the recruitment was focused on the multicultural Greek council and the National Pan-Hellenic Council (NPHC). The multicultural Greek council includes the cultural Greek letter organizations at Blake Smith University, and the National Pan-Hellenic Council (NPHC) includes the African American sorority and fraternity organizations. A flyer was posted in the office of multicultural student services containing a Quick Response (QR) code. This QR code was linked to Jotform to obtain basic demographic information such as the participant's first and last name, university academic major, age, and academic classification.

Convenience sampling was utilized, which allowed the researcher the autonomy to select individuals who are easily reachable out of a large population (McCombes, 2019). Convenience sampling also allowed the researcher to be clear and concise about the research questions to gain insight into the topic of the study (Gaille, 2020). This type of non-probability sampling method is beneficial because it not only provides information and knowledge about the participants, but it also provides insight into additional aspects that influence the overall group (Gaille, 2020).

Recruitment Plan

This hermeneutic phenomenological study sought to understand the lived experiences of African American undergraduate students with formative and summative assessments at a predominantly white institution. The participants were chosen using a non-probability sampling

method. Within this method, convenience sampling was utilized, which allows the researcher the autonomy to select individuals who are easily reachable out of a large population (McCombes, 2019). The sample pool consisted of African American undergraduate students attending Blake Smith University aged 18 to 21 and who are members of the organization centered around multicultural student services, specifically the multicultural Greek council and the National Pan-Hellenic Council (NPHC). A flyer was posted in the organization's office that centers around multicultural student services with a Quick Response (QR) code. This QR code was linked to Jotform to obtain basic demographic information such as the participant's first and last name, major of study, age, and academic classification. The sample size of twelve participants consisted of African American undergraduate students who were recruited until saturation is reached. Saturation is reached through interviewing when themes are consistently shown and usually occurs after five participants (InterQ, 2022). The individual interviews were conducted with all African American undergraduate student participants. The focus group was held with five of the interviewed African American undergraduate student participants. The journal prompt was completed by the African American undergraduate student participants. Both the individual interviews and focus groups were conducted via Microsoft Teams. Recordings and transcripts of the interviews and focus groups were gathered using Microsoft Teams. The journal prompt was sent via Jotform and was completed by the participant within 72 hours or three business days.

<div align="center">**Researcher's Positionality**</div>

Researcher positionality includes both my interpretive framework and philosophical assumptions. Interpretive framework "may be paradigms, or beliefs that the researcher brings to the process of research, or they may be theories or theoretical orientations that guide the practice of research" (Creswell & Poth, 2018, p. 22). Ontological, epistemological, and axiological are all

aspects of philosophical assumptions.

Interpretive Framework

The interpretative framework that I relate to as a researcher is social constructivism. Social constructivism is based on the participants' world, experiences, and the ability of the researcher to understand (Creswell & Poth, 2018). Understanding the world within this framework is done through experiences and individual responses. The essence of the phenomenon about the life world is formed through the responses to open-ended questions. The implementation of open-ended questions provides the researcher the opportunity to understand the participant through their input (Creswell & Poth, 2018). The use of open-ended questions were completed through interviews, focus groups, and journal prompts. It is important that by utilizing open-ended questions, the individuals' backgrounds can be considered to understand their lived experiences better. After gathering the collected data, it is vital for the interpretation to be considered to understand the essence of the African American student's lived experiences with formative and summative assessments while attending a predominantly white institution.

Philosophical Assumptions

Philosophical assumptions are an essential aspect of any qualitative research design. These assumptions are influential and have guided my thought process throughout this study in which they serve as the foundation of the study's problem and the research following it. Three types of philosophical assumptions show how my values and belief systems align.

Ontological Assumption

The ontological assumption aligns with being an open-minded researcher and is defined as the view of reality (Creswell & Poth, 2018). The focus surrounding ontological assumption is

being open to knowing that there are different perspectives in life. This idea includes considering the experiences of the participants and understanding that they may be different (Creswell & Poth, 2018). My ontological position is that it may provide me with the most inclusive outlook. This assumption supports that there is not just one point of view but many that stem from gathering information from different perspectives. Not only does this provide the reader with different perspectives, but it also provides me with a more comprehensive understanding of the phenomenon.

Epistemological Assumption

The epistemological assumption aligns with submerging myself within the research and is defined as the comprehension of reality (Creswell & Poth, 2018). The submersion of me as a researcher in this study includes an attachment to the research and closeness to the participants. While being immersed in the research and close to the participants may create attachment, this may also provide me with a better understanding of the participant. This closeness may bestow upon me an ability to ascertain a deeper insight into understanding not only the participant but their experiences and how they are connected. Throughout this study, due to my closeness, I will hold myself accountable through credibility so that I do not lose the ability to distinguish reality and the information provided by the participant.

Axiological Assumption

The axiological assumption aligns with demonstrating where I stand within the research through my values and morals and is defined as the values in research (Creswell & Poth, 2018). My axiological assumption as a researcher is that I align with this assumption in which I have biased opinions regarding this topic of study. I am an African American male and attended Blake Smith University as an undergraduate, so I have experience with the topic of study. I must hold

myself accountable so that I do not allow my biases to determine the outcome of the study, but instead, I allow the research and data to tell the outcome.

Researcher's Role

My role in this hermeneutic phenomenological study serves as the researcher. The relationship between me as the researcher and the participant does not extend beyond that in which I do not have any authority over them. I will only serve as a researcher in this setting and do not work directly within the setting. One bias aspect is that I attended Blake Smith University as an undergraduate student and am aware of the racism and stereotypes that African American undergraduate students endure. My assumption is that African American undergraduate students at the predominantly white institution of Blake Smith University have experiences by way of personal, behavioral, and environmental that have a negative influence on their ability to perform on summative assessments or formative assessments such as in a group setting. Overall, my role as a researcher within this hermeneutic phenomenological study design aligns with the data collection and data analysis methods in allowing the open-ended questions to guide the research findings.

Procedures

The procedures are vital to the hermeneutic phenomenological study because they will inform the reader of the permissions. These permissions include the approval of the Institutional Review Board (IRB) and the site and participants' permissions. The procedures will also include the recruitment plan, which details the specifics of the sample.

Data Collection Plan

Data collection is arguably an essential aspect of the hermeneutic phenomenological study. This aspect allowed me to gather precise and valuable data to construct the hermeneutic

phenomenological study. Several data collection methods can be utilized throughout the hermeneutic phenomenological study. The key to using data collection methods in a hermeneutic phenomenological study is "using multiple, not just single, sources of evidence" (Creswell & Poth, 2018, p. 112). Once the data collection methods are identified, and the data is gathered, the data should be analyzed. The analysis will provide insight into the research through specific patterns and themes (Creswell & Poth, 2018).

Individual Interviews

Individual interviews were used in this qualitative research. The researcher can gain an understanding and useful material into this phenomenon by utilizing individual interviews (Van Manen, 2014). Individual interviews are appropriate for this qualitative research by providing insight into the students' perspectives on the research questions regarding their feelings and experiences at a predominantly white institution. The questions were open-ended, allowing students to provide their insight. The interview was completed via Microsoft Teams during the semester at a four-year university located in Virginia named Blake Smith University. Refer to Table 4 and Appendix G.

Table 4

Individual Interview Instrument

Questions
Questions including Introduction and Assessment
1. Please introduce yourself, including your year and major. (CRQ)
2. Describe your experiences as African American at a predominantly white institution, specifically working in a group setting. (CRQ)

3. Describe your feelings about being African American when taking an exam, quiz, or test? (CRQ)

Questions including Lived Experiences and Feelings

4. Describe your overall experiences of being African American at a predominantly white institution. (SQ1)

5. Describe your campus experiences of being African American at a predominantly white institution. (SQ1)

6. Describe your experiences of being African American at a predominantly white institution with faculty. (SQ1)

7. Describe your experiences of being African American at a predominantly white institution with administration. (SQ1)

Questions including Behaviors

8. Explain your feelings about being African American at a predominantly white institution. (SQ2)

9. Describe your feelings about being African American in the classroom. (SQ2)

10. Describe your feelings about being African American and interacting with your teachers in the classroom. (SQ2)

11.Describe your feelings about being African American and interacting with your peers in the classroom. (SQ2)

Questions including Environment

12. What factors in your environment impact your experience of being African American at a predominantly white institution? (SQ3)

13. How does family support impact your experience of being African American at a

predominantly white institution? (SQ3)

14. How does community support impact your experience of being African American at a

predominantly white institution? (SQ3)

Question one will serve as an introductory question for me to become familiar with

African American undergraduate students and will address the central research question. This

will allow me to understand better African American undergraduate students and their

backgrounds, which may align with their views. Questions two and three will address the central

research question. Both questions will provide insight into African American undergraduate

students and formative and summative assessments. Question four will address sub-question one

in providing understanding specifically into the lived experiences. Questions five and six will

address sub-question two. These questions will allow the students to express their feelings

pertaining to attending a predominantly white institution and while in the classroom. Question

seven will address sub-question three, which concentrates on the factors in the environment and

how they have influenced African American undergraduate students.

Individual Interview Data Analysis Plan

The data analysis procedure that was utilized for interviews is theme analysis. Theme

analysis within phenomenology focuses on finding meaning throughout the participant's

experiences (Van Manen, 2014). This method of data analysis is thorough in that the researcher

"can treat texts as sources of meaning at the level of the whole story; at the level of the separate

paragraph; and at the level of the sentence, phrase, expression, or single word" (Van Manen,

2014, p. 320). All questions within the interview are open-ended and align with the theme

analysis method because the premise can be found through the participant's lived experiences. Within the method of theme analysis, there are three approaches to complete this method. This hermeneutic phenomenological study will utilize the selective reading approach in which the researcher concentrates on each sentence or a couple of sentences at a time (Van Manen, 2014).

Each African American undergraduate student's response was recorded for every open-ended interview question. Once every African American undergraduate student's response has been recorded, there are several steps to complete the process of thematic analysis. When looking at the individual interview, the researcher can begin to point out important aspects within the text by identifying the theme (Van Manen, 2014). The important aspects should align with the overarching theme, and the researcher will need to "interpret what the significant theme(s) are that seem to emerge from the narrative as you read it against the backdrop of your research question—the "lived experience phenomenon" of your study" (Van Manen, 2014, p. 254). Following the editing of the individual interviews, each interview is examined by each line to see its relevance to the topic of study and includes codes to summarize (Van Manen, 2014). Each significant insert will have a one- or two-word code that will represent or summarize that insert. To gain the overarching phenomenological themes, the researcher will look further into these codes by organization and grouping (Van Manen, 2014). I will cluster the repetitive codes and identify the themes and subthemes. Each individual code was defined to ensure that the reader has a clear understanding (Huberman & Miles, 1983). The completing of coding by each specific line, allows for a better understanding and identification of the themes (Huberman & Miles, 1983).

Focus Group

A focus group was used in this qualitative research. The researcher can gain

understanding and useful material into this phenomenon by utilizing a focus group (Van Manen, 2014). A focus group is appropriate for this qualitative research because it may support and strengthen the insight into African American undergraduate students' feelings and experiences at a predominantly white institution. The questions within the focus group may provide African American undergraduate students the opportunity to have an open dialogue with other African American undergraduate students with similar experiences. The focus group was completed via Microsoft Teams during the semester at a four-year university located in Virginia named Blake Smith University. Refer to Table 5 and Appendix H.

Table 5

Focus Group Instrument

Questions
Questions including Assessment
1. Describe your experiences about being African American at a predominantly white institution and working in a group setting. (CRQ)
2. Describe your feelings about being African American at a predominantly white institution when taking an exam, quiz, or test. (CRQ)
Questions including Lived Experiences and Feelings
3. Describe your experiences and feeling being African American at a predominantly white institution. (SQ1)
Questions including Behaviors
4. Describe your feelings about being African American at a predominantly white institution in class. (SQ2)
Questions including Environment

5. Discuss the factors in your environment and how they impact your experience of being

African American at a predominantly white institution. (SQ3)

_____

Group questions one and two will address the central research question. These group questions

will allow African American undergraduate students to discuss their experiences in the group

setting and taking summative assessments. Group question three will address sub-question one,

allowing African American undergraduate students to discuss their experiences and feelings in

depth. Group question four will address sub-question two, in which African American

undergraduate students will discuss the behavioral outcomes surrounding their feelings about

being in class. Group question five will address sub-question three, in which African American

undergraduate students will identify environmental factors and their influence.

Focus Group Data Analysis Plan

This hermeneutic phenomenological study will utilize the holistic reading approach in

which the researcher concentrates on the complete text (Van Manen, 2014). The responses and

interactions were recorded as African American undergraduate students respond to the focus

group questions. Once the responses and interactions between every African American

undergraduate student have been recorded, there are several steps to complete the process of

thematic analysis. When looking at the focus group responses, the researcher can read the text

entirely and begin to connect it to the research through an overarching phrase (Van Manen,

2014).

Theme analysis within phenomenology focuses on finding meaning throughout the

participant's experiences (Van Manen, 2014). This method of data analysis is thorough in that the

researcher "can treat texts as sources of meaning at the level of the whole story; at the level of

the separate paragraph; and at the level of the sentence, phrase, expression, or single word" (Van Manen, 2014, p. 320). All questions within the focus group are open-ended and align with the theme analysis method because the premise can be found through the participants' experiences. The insert was analyzed by each line and was coded by utilizing a one- or two-word code that will serve as a summary. To gain the overarching phenomenological themes, the researcher will look further into these codes by organization and grouping (Van Manen, 2014). I will cluster the repetitive codes and identify the themes and subthemes. Each individual code was defined to ensure that the reader has a clear understanding (Huberman & Miles, 1983). The completing of coding by each specific line, allows for a better understanding and identification of the themes (Huberman & Miles, 1983).

Journal Prompt

The required data source that was used in this qualitative research is a journal prompt. This type of data source in phenomenology is utilized by the researcher to gain understanding and useful material to gain insight into this phenomenon (Van Manen, 2014). Participants' perspectives may be enriched because they have the opportunity and time to draft a well-thought-out response through journal prompts. This journal prompt may allow African American undergraduate students to think deeper into their experiences and provide a rich submission. The participants will complete the journal prompts electronically during the semester at a four-year university located in Virginia named Blake Smith University. Refer to Table 6 and Appendix I.

Table 6

Journal Prompt Instrument

Questions including Assessment
Within 250-400 words, please describe your feelings, experiences, and environmental factors

of being African American at a predominantly white institution and how this impacts your

test-taking and participation in class group settings. (CRQ)

The journal prompt will address all research questions which concentrate on the

overarching theme of the hermeneutic phenomenological study. The responses of African

American undergraduate students may provide true insight into the effectiveness of summative

and formative assessments. African American undergraduate students will have the opportunity

to combine their feelings, experiences, and environmental factors to submit a concise

representation.

Journal Prompt Data Analysis Plan

The data analysis procedure used for the journal prompt is theme analysis. Theme

analysis within phenomenology focuses on finding meaning throughout the participant's

experiences (Van Manen, 2014). This method of data analysis is thorough in that the researcher

"can treat texts as sources of meaning at the level of the whole story; at the level of the separate

paragraph; and at the level of the sentence, phrase, expression, or single word" (Van Manen,

2014, p. 320). The journal prompt question was open-ended and aligned with the theme analysis

method because the premise can be found through the participant's experiences. Within the

method of theme analysis, there are three approaches to complete this method. This hermeneutic

phenomenological study will utilize the detail reading approach in which the researcher

concentrates on each sentence or a couple of sentences at a time (Van Manen, 2014).

African American undergraduate students' responses to the journal prompt was recorded

electronically. Once every African American undergraduate student's response and interaction

have been recorded, there are several steps to complete the process of theme analysis. When

looking at the journal prompt responses, the researcher can begin to remove sentences or input that do not serve value so that all information in the journal prompt is applicable (Van Manen, 2014). The completing the removal of all invaluable data, the remaining experience should align with the overarching theme, and the researcher will need to "interpret what the significant theme(s) are that seem to emerge from the narrative as you read it against the backdrop of your research question—the "lived experience phenomenon" of your study" (Van Manen, 2014, p. 254). Following the editing of the journal prompt responses, the responses are then examined by each line to see their relevance to the topic of study and include codes to summarize (Van Manen, 2014). To gain the overarching phenomenological themes, the researcher will look further into these codes by organization and grouping (Van Manen, 2014).

Data Synthesis

Each type of data collection was analyzed to represent a cogent body of data. This hermeneutic phenomenological study will utilize the holistic theme analysis approach to synthesize the data. Each research question was addressed through open-ended interview questions, open-ended focus group questions, and a journal prompt. Below represents how each research question was addressed through individual interviews.

- Central research question – questions one through three

- Sub-question one – questions four through seven

- Sub-question two – questions eight through eleven

- Sub-question three – questions twelve through fourteen

I examined the responses and produce codes. The codes produced from the individual interview responses were then grouped together to form multiple themes for the African American undergraduate student experience through individual interviews (Van Manen, 2014).

Each research question will also be addressed through the focus group questions below.

- Central research question – questions one and two

- Sub-question one – question three

- Sub-question two – question four

- Sub-question three – question five

I examined the responses and produce codes. The codes produced from the focus group responses will then be grouped together to form multiple themes for the African American undergraduate student experience through the focus group (Van Manen, 2014).

All research questions were finally addressed through the journal prompt. The researcher will examine the responses and produce codes. The codes produced from the journal prompt responses will then be grouped together to form multiple themes for the African American undergraduate student experience through the journal prompt (Van Manen, 2014).

I produced multiple themes for each data collection method. The themes for each data collection method were examined and synthesized to find common themes and subthemes. Once the common themes and subthemes are identified, each theme and subtheme were explained and discussed. The description of each theme and subtheme will allow the reader to understand and grasp the participants' essence fully. Following this, the themes and subthemes were analyzed and associated with the respective research question. Finally, the themes and subthemes were applied to the theory. Once all themes and subthemes are identified and explained, the researcher will focus on reflexivity. Reflexivity is centered around bias and subjectivity (Roulston & Shelton, 2015). The researcher returned to the research and data to ensure that it is correct, updated, and free of bias surrounding the researcher's role (Roulston & Shelton, 2015).

Trustworthiness

The qualitative research in a hermeneutic phenomenological study through trustworthiness must be validated by the reader. Trustworthiness in a qualitative hermeneutic phenomenological study must meet specific criteria that support and strengthen the study (The Farnsworth Group, 2022). Along with these aspects, ethical considerations were analyzed throughout this hermeneutic phenomenological study.

Credibility

Credibility addresses qualitative research and its validity or truth concerning the findings (The Farnsworth Group, 2022). Credibility is a subset category that ensures the trustworthiness of the overall article and is critical to the strength of the plausibility of the hermeneutic phenomenological study (Lincoln & Guba, 1985). There are two methods in which credibility was confirmed, the first being triangulation and the second being member checking.

Triangulation

Triangulation is the process in which researchers utilize different methods of data collection to provide insight and evidence for the research (Bhandari, 2022). The three data collection methods, individual interviews, focus groups, and journal prompts, accomplished triangulation. While Bandura's social cognitive theory was utilized throughout this hermeneutic phenomenological study, it was analyzed in its three areas: person, behavior, and environment.

Member Checking

Member checking is a technique in which researchers utilize the participants to verify the information they initially provided in the data collection method (Lincoln & Guba, 1985). While member checking allows participants to verify their information, it also allows them to clarify their intentions (Lincoln & Guba, 1985). Member checking was accomplished through the

transcription of individual interviews and focus groups. An insert of participants' transcription from the individual interviews and focus groups was provided for confirmation or clarification. All amendments were included in the research upon receipt of participants' inserts.

Transferability

Transferability captures the entirety of the hermeneutic phenomenological study and its ability to be applied to other contexts surpassing time and settings (The Farnsworth Group, 2022). Given that this subset category of trustworthiness cannot be guaranteed, unless by the reader, I must ensure that the methods are detailed in the hermeneutic phenomenological study. Transferability was completed in this hermeneutic phenomenological study by ensuring there is a thorough explanation of all aspects in this hermeneutic phenomenological study, including findings, data collection methods, and data analysis methods (Lincoln & Guba, 1985).

Dependability

Dependability focuses on the results of the hermeneutic phenomenological study findings and its consistency (The Farnsworth Group, 2022). The dependability of the hermeneutic phenomenological study is equivalent to credibility (Lincoln & Guba, 1985). Describing the process is assured through dependability. The three data collection methods, individual interviews, a focus group, and journal prompts, were discussed in detail. The implementation of these data collection methods, the selection of participants, and the selection of the setting have been detailed through an in-depth description.

Confirmability

Confirmability concerns the researcher and the overall study and the separation between the two concerning assumptions and biases (The Farnsworth Group, 2022). This subset category of trustworthiness is vital in studies because this may have a positive or negative influence on the

research findings. Confirmability was achieved through an audit trail compiled of all records. Raw data, including recordings, transcriptions, and documents, were stored to be included in the audit trail (Lincoln & Guba, 1985). A breakdown of the themes, research results, and data collection instruments was kept to ensure credibility (Lincoln & Guba, 1985). The triangulation of individual interviews, focus group, and journal prompts were utilized to achieve confirmability in this hermeneutic phenomenological study.

Ethical Considerations

Several ethical considerations were considered in this hermeneutic phenomenological study. Participants were identified for ethical considerations. Site consent was obtained through IRB approval. The consent for participants was obtained for each participant via electronic consent form. The participants were informed about the study, could ask questions, and confirmed that they understood (Human Research Protection Program, 2022). This consent form contained a section informing the participant that the study is voluntary and that they could withdraw at any time.

The confidentiality of both the site and participants was examined for ethical consideration. The site was given a pseudonym, and the participants were given aliases. Aliases allow the researcher to fully incorporate all data collected while ensuring confidentiality (The University of British Columbia, 2021). The data throughout this study was secured electronically through a password-encrypted laptop.

Risks and benefits were studied for ethical consideration. One benefit that participants may gain is their ability to provide honest input through individual interviews, a focus group, and journal prompts. Another benefit that participants may gain is seeing the affect of attending a predominantly white institution on other participants. One risk associated with this hermeneutic

phenomenological study is technology risks that could result in the computer not working. A mitigation factor for this risk is to have secondary dates for data collection methods

Permissions

The main level of permission that I will need to complete for this hermeneutic phenomenological study is IRB approval. Through the IRB approval process, there will either be approval or denial for this hermeneutic phenomenological study to occur. Another level of permission is with the participants. Participant consent was obtained through telephonic and electronic consent forms as options. The informed consent form included all details about the hermeneutic phenomenological study, including a section that mentions the voluntary condition. The IRB approval letter was included in the appendix. The appendix also includes the informed consent form and all data collection instruments. All information will exclude personal information.

Summary

Several aspects discussed throughout this chapter support the reasoning for this hermeneutic phenomenological study. Hermeneutic phenomenological is centered on the complete participant experience and not just one individual scenario (Moustakas, 1994). The foundation of the historical context, the basis of the theoretical framework, data collection methods, data analysis methods, and the results all contribute to the study. The data collection techniques, including individual interviews, a focus group, and a journal prompt, each provide in-depth information that will influence this hermeneutic phenomenological study. The data analysis strategies for the data collection methods will effectively depict the data through thematic analysis. Cohesion will occur within this hermeneutic phenomenological study by including several aspects.

CHAPTER FOUR: FINDINGS

Overview

The purpose of this hermeneutic phenomenological study is to investigate the lived experiences of formative and summative assessments on African American undergraduate students attending a predominantly white institution. This chapter covers the findings from the data analysis beginning with a breakdown and description of the participants. The data explains the description of themes and subthemes. It follows with a description of the outliers within the data. The research questions addressed the development of the themes and subthemes. This chapter closes with a summary recapping the participants, themes, subthemes, and research questions.

Participants

The participants in this hermeneutic phenomenological study are African American undergraduate students aged 18 to 21. Participants were recruited through a student organization centered around multicultural student services which focuses on enhancing Blake Smith University students' college experience, specifically Blake Smith University students of color. Within multicultural student services, most of the recruitment was focused on the multicultural Greek council and the National Pan-Hellenic Council (NPHC) which includes Greek letter organizations and African American sorority and fraternity organizations at Blake Smith University. Refer to Table 7 and Appendix J for undergraduate participants.

Table 7

Undergraduate Participants

Undergraduate Participant	Major Area of Study	Minor Area of Study	Student Classification
Ashley	Health Sciences	Business & Honors Interdisciplinary	Sophomore
Auston	Media arts and design	Communications	Senior
Ava	Neuroscience	Pre-Medicine	Junior
Bethany	Biology	Honors and Pre-Dentistry	Senior
Bianca	Media Arts and Design with a concentration in Journalism	none	Senior
Brianna	Accounting	Human Resource Development	Senior
Fred	Business management/accounting	none	Senior
Joel	Economics	Human resource and development	Senior
Landon	Physics	Math and Astronomy	Junior
Omar	Health Sciences	none	Senior
Patricia	Justice Studies	Honors	Senior
Whitney	Nursing & Health Science	none	Senior

Results

The thematic results of this study addressed the lived experiences of formative and summative assessments of African American undergraduate students attending a predominantly white institution. The themes and sub-themes were produced by utilizing the thematic analysis

by Van Manen (2014). The hermeneutical framework theorized by Van Manen (2016) was used to determine themes according to this study's theoretical framework. The participants completed three data collection methods: individual interviews, a journal prompt, and a focus group. Refer to Table 8 and Appendix K for primary themes and sub-themes.

Table 8

Primary Themes and Sub-Themes

Themes	Sub-Themes
Performance Anxiety	
	Being on Edge
	High Expectations
	Feeling Not Wanted
Lack of Cultural Competence	
	Racial Discrimination
	Sense of Needing to Assimilate
Marginalized	
	Loneliness
	Misunderstood
Multifaceted	
	Authenticity in Minority Spaces
	Ambiguous Relationships
	Lack of External Culture
	Political Environment
University Confliction	
	Lack of University Intercultural and Global Awareness
	University Intercultural and Global Awareness
	Division in Minority

Performance Anxiety

Most of the undergraduate participants expressed that they had experienced some form of performance anxiety while attending Blake Smith University. The performance anxiety undergraduate students described took place in the classroom regarding tests. Whitney stated, "I feel like there's a lot of pressure to do well, and I think it does give me test anxiety." The performance anxiety that was voiced by the undergraduate students not only encompassed test taking, but also through their interactions with professors. Ava shared, "I don't want them to look down on me, and I don't want them to be like, oh, the only black student in the class isn't paying attention, and that's why she's in office hours." Bethany shared similar sentiments: "Sometimes I also will just be quiet in class because I'm not about to make myself look dumb." African American undergraduate students tend to feel more comfortable being vocal when they are confident in the response. Bethany shared, "If it's something in the class that I can speak on, if it's a personal experience or a strict fact that I know, I don't have a problem saying it." The feeling of not wanting to be seen as uneducated, unintelligent, or ignorant by professors supports the overall feeling that African American undergraduate students experience. Bethany continued, "That's also just like my own self having anxiety of like, what if I get this wrong and I don't want anybody else to see me get it wrong." These feelings that undergraduate students have of being uneasy is better known as performance anxiety.

Being on Edge

Being nervous, afraid, and cautious were all used to describe the feeling of being on edge while attending a PWI. The feeling of being on edge by undergraduate participants stemmed from their experiences in the classroom while in the minority. Ava shared, "I guess on edge would be the feeling." Ava continued to describe her experience as draining through the actions

she had to take in the classroom, "I always know to come 15 minutes early, sit in the front of the classroom, never be on my phone, anything like that, anything that my white counterparts are doing that can be disruptive to the learning environment." Ava continued having a feeling of being on edge and not being able to relax due to the consequences, "I know I can't do that because if I do that, I may end up in, like the Dean's office or in some sort of actual trouble."

Along with the external feelings of fear of ramifications, there were also internal feelings that undergraduate students experienced that shaped this feeling of being on edge. Brianna shared, "It's just the more so internal feeling of like having to do more work or not slack in order to like not perpetuate any type of stereotype." Most undergraduate participants described their experiences as trying to overcome any negative connotations or stereotypes. Ava stated, "There's never like a feeling of relaxation and then I'm always like, I have to make sure if I'm answering questions in class, it's the right answer so I don't look stupid in front of my peers." Through consequences, internal feelings, and breaking down stereotypes, minority African American undergraduate students continue to have a feeling of discomfort that places them on edge.

High Expectations

Minority undergraduate students, specifically African Americans attending a predominantly white institution, have higher expectations surrounding them. Some of the undergraduate participants described their experiences as being intimidating or challenging. Joel stated, "It just seems like you almost have to be perfect and it's even amongst your own peers." Not only is there a higher level of expectations to succeed from the professors and administration, but this expectancy is also consistent with their White counterparts. Bethany shared, "I want to do better on different tests or exams because I don't want my teachers to have,

oh, this black girl isn't performing well, or they're not putting in as much effort as my white counterparts." In contrast, other undergraduate students have described their experiences as being motivating and providing them with determination. Whitney shared, "I feel like it's a lot of pressure because I feel like I have to do good in order for future black students to come in class and not have to face so much pressure." The high expectations or sense to succeed may not always be for the students themselves but for the next generation of minority African American undergraduate students. While there are differences in how African Americans internalize their experiences, they all have high expectations, which is synonymous with pressure to succeed.

Feeling Not Wanted

The feeling of not being wanted can be detrimental to any undergraduate student, especially a minority student attending a predominantly white institution. The sentiment of feeling of being not wanted was expressed by undergraduate students as being ignored; Bianca shared, "Like I can say something, and the group won't pay attention or won't listen." The group setting experience can be seen as polarizing and Bianca continued to share that, "The white girl or the white guy in the group can say it and everybody's like, Oh my God, that's such a great idea." Omar shared similar sentiments, "It is kind of difficult when you're in the space where you feel like you're the odd one out, so you don't really feel like your opinion is valued and you don't feel as heard."

The experience of feeling not wanted by African American undergraduate students in a group setting is minuscule in comparison to their overall campus experience. Ashley shared, "I felt like I didn't belong and it's really hard to find a group of friends that are from the same background." That feeling of being disconnected from the campus can force the African American undergraduate student to become distant. In trying to overcome feeling not wanted,

Ashley continued, "Being at a PWI means, you know, a smaller community of African Americans so it's harder to find them."

Lack of Cultural Competence

Due to African American undergraduate students being a minority when attending predominantly white institutions, there is a disconnect in being understood. Undergraduate student participants expressed that the lack of cultural competence primarily occurred among their White peers. Fred shared, "Like when it comes to classmates, like if I say something different, like my words or phrases, they giggle at it because they've never heard of it." African American undergraduate students not being accepted through their language or appearance depicts their ongoing cultural struggles of attending a PWI. Bianca shared her experience,

> I had a scenario like I had braids in and then I took my braids out and came with my hair flat ironed. Literally like this was like 2 days apart within the same week. This girl from one of my groups and one of my classes saw me in the dining hall and then they saw me in class. Later, she was like, oh my gosh, I thought that was you. You just look so different because of your hair.

The experience captures the lack of cultural competence from White undergraduate students and their ability to respect and understand the differences in culture from African American undergraduate students.

Racial Discrimination

Undergraduate participants have expressed their experiences of racial discrimination through many forms, one of which is prejudice. Patricia shared, "They have a tendency to speak in ways that undermine your ability to perform, it may not be a conscious way or might not be

overt, but it definitely appears in their body language." The experiences of prejudice were accompanied by entitlement, bias, and privilege.

White undergraduate students tend to be more comfortable and believe they have a right to attend a PWI more than their African American undergraduate peers. Patricia expressed, "It feels like well for me, we're belittled towards them, like they're superior." This feeling of being belittled is a common sentiment from minority African American undergraduate students due to the privilege of their White peers. Ava shared her experience of seeing her White peers on campus, "One of my white peers will go to the dining hall or something and they are in pajamas or their sleep gear and, like wet hair and stuff." Ava continued with the difference in accountability when it comes to her and other minority students, "But I know if I did that and wore my sleep gear or wore a bonnet to class or wore it to the dining hall, I would be called ghetto and stuff like that." Microaggressions for African American undergraduate participants were not a foreign experience that was expressed through group settings. Omar shared, "Just subliminal language, you can just tell, and even working with groups is difficult." Group settings for African American undergraduate students attending Blake Smith University not only presented racial discrimination but also sexism. Bianca shared, "Another thing is undermining working in peer settings, especially in groups where I'll be the only female in a group and it's all white men the way they try to like mansplain or undermine you."

Sense of Needing to Assimilate

Among African American undergraduate participants, there was an ongoing sense of needing to assimilate into their White counterparts. Minority African American undergraduate students are regularly around their White peers, which compels them to code switch. Code switching was a common term that is utilized amongst African Americans undergraduate

students. Brianna shared, "It's definitely a pressure to not do certain things on campus like, I don't know, just being overly loud or doing stuff like that." This feeling was also shared by Ashley, "I feel like I have to be very proper or sometimes I feel like I can't be myself." Bianca also shared, "When you get into those settings with white people, you kind of have to turn on this persona that you know isn't you, so speaking a lot more proper, just acting not as you are." The need to assimilate or code-switch amongst African American undergraduate participants stems from a fear of being judged. Ashley shared, "I might be judged or because I know how some professors can be because they will be blatantly honest in class, and I definitely feel like I have to act a certain way when I am around them." This fear of judgment for African American undergraduate students is not only from their peers but experienced from their professors as well.

Marginalization

Most of African American undergraduate participants expressed feelings of being marginalized while attending Blake Smith University. Omar shared, "It's definitely interesting because when you're in that space would definitely feel alienated." African American undergraduate students experienced this feeling of insignificance from several aspects, one of which being their professors. Bianca shared, "Sometimes I have struggles going up and asking professors for help, especially going up to white professors cause it's like, ok, they might think I'm stupid." Bianca continued with her experience of being marginalized in the classroom, "They might think this is a topic that all the other students understood, but the one black girl in the class doesn't understand it." African American undergraduate participants also expressed the feelings of being marginalized from their White counterparts. Landon shared, "There's been a lot of things where people have been saying, oh we don't want to put him in a position just because he's black or things like that."

Loneliness

Loneliness and isolation are synonymous feelings that African American undergraduate students voiced through their experiences of attending a PWI. African American undergraduate students communicated that they experienced loneliness primarily in the classroom. Bianca shared, "And then you come in and realize, ok, I'm the only black person in this class, and that happens more often than not." The realization for minority African American undergraduate students that they are alone in the classroom can force them into separation. Ava related to this experience on a deeper level by sharing, "I have the isolating experience of being the only black girl in like my entire major." The undergraduate participants not only experienced loneliness in the classroom but also in various types of group settings. Joel shared, "My first year, I was the only African American in my suite." Undergraduate can be a humbling and lonely experience for African American undergraduate students. Auston shared, "Our teacher was like find partners for this project. That was kind of difficult for me because, I don't know you people, you guys don't look like me." This more intense experience of loneliness is better known as alienation for minority African American undergraduate students.

Misunderstood

African American undergraduate students attending a PWI are displaced and disconnected from their culture. This displacement resulted in African American undergraduate participants having a shared feeling of being misunderstood in all areas on campus. Auston shared, "I already didn't know anybody, I was the only black kid in that setting. So, it was kind of difficult for me to figure out how to navigate and build those relationships." Due to the African American undergraduate participants not being able to be understood, this prevented them from being able to coerce themselves within the campus environment, specifically with

their peers and professors. Fred shared, "I feel like it's harder to ask for teachers' help and stuff before you take the test. It's like I don't want to be seen as anything different or be seen as dumb."

Multifaceted

Across the African American undergraduate participants, there was a continued representation of their overall undergraduate experience being multifaceted. Being African American attending Blake Smith University, participants had double-sided experiences, with some being good, "I do understand it is a privilege to be there" stated Whitney. Despite acknowledging this privilege and opportunity, Whitney continued, "But also, confusing." This confusion is a communal feeling amongst African American undergraduate students due to their lack of being understood or accepted on campus.

Other participants had similar experiences while attending Blake Smith University, with some being positive. In the face of racial discrimination, loneliness, and being judged, Omar was still able to have a progressive experience in which he stated, "I've enjoyed it." While it was enjoyable at times, this happiness was overshadowed by the overall experience that Omar had throughout his undergraduate academia. Omar shared, "I would definitely say it's not something I would want to experience again if I had the chance to."

Authenticity in Minority Spaces

Within any PWI, African American undergraduate students search for a sense of community through organizations on campus and other African American undergraduate students. Patricia shared her initial feelings, "I would say I felt kind of left out at first." Patricia continued with her experience stating, "Overall, I would say there aren't a lot of black students on campus, so once you find your people and find your spaces where you are welcome, it does

get better." The African American undergraduate participants all expressed a shared feeling of being able to be their true self when being in safe spaces amongst students who share their culture. Bethany expressed, "Now, being at a PWI where I found my people and have been able to be unapologetically myself, I love being in that group of people."

Finding a sense of community as an African American undergraduate student is vital to their academic success. Joel shared, "The black community, we hold each other accountable and help each other out, even when people don't realize they need help. So, then you can be a little guiding hand sometimes to push them along without them even realizing." The safe spaces that African American undergraduate participants were able to find solace are not only essential for academic success but also for their social well-being. The African American undergraduate participants shared feelings of motivation and culture. Joel shared, "I just say overall, everyone supports everyone, I feel very much supported." The community of support for African American undergraduate participants is foundational.

Ambiguous Relationships

Relationships are an important aspect of African American undergraduate students lives. The relationships that are built provide the African American undergraduate participants with a support system. Within African American culture, the relationship that provides a foundation is family. Whitney shared, "It really made me strong within my identity, and even though I go to a PWI, I don't try to change to fit the narrative of the PWI. I stay with what I've grown up with because it was so much instilled into me." Joel shared a similar sentiment, "I mean, I feel supported, but it's not like a direct thing. It's more like if I need it, I can get it, or like it it's there." A secondary relationship that African American undergraduate participants relied heavily on is their friends. Bethany shared, "I am blessed to be able to have open and honest conversations

with my friends at school that have become like family to me, that I would normally have with my family at home." The positive relationships that African American undergraduate students form provide them with a stable foundation. Bethany shared, "It is motivating to get support from bond ends, my real family, and the ones I've chosen."

Some of the African American undergraduate participants shared a contrasting experience with their family relationships. Joel expressed, "I would say my parents aren't as active within my college life as much as other people probably." Without support or with minimal support from family or friends, African American undergraduate students must rely on their independence and self-motivation. Ashley shared, "So, I've kind of always been on my own. My parents are, but aren't in my life that much, so I really had to figure things out by myself and just be tough about everything." This truly highlights the ambiguity of familial relationships for African American undergraduate participants.

Lack of External Culture

African American undergraduate participants shared a concern about the lack of external culture on the campus at their PWI. One aspect that the African American undergraduate participants stated, was that there was a lack of external culture in fashion. Bianca shared the lack of acceptance for African American fashion, "Wearing pajamas to class, I would never do something like that because I already know if I walk in wearing pajamas, everybody would look at me crazy." Bianca continued as she expressed the difference in fashion acceptance amongst her peers, "But if Johnny walked in with pajamas on because he just came from a frat party the night before, it would be okay." African American undergraduate students perceived a lack of ability to express themselves through fashion the same way that their White counterparts are able

to without judgment. African American undergraduate participants expressed their dislike of having to hide their culture. Brianna shared,

> Heavy on the hair part because I remember I had some full locks and they were really long and people kept on asking me is that is that your real hair? Is that your real hair? Oh, can I touch it? Can I touch it? So that made me feel like, dang, let me just try to wear my natural hair.

Fashion and hair are two basic elements for African American undergraduate students and how they express who they are in their culture.

Political Environment

Some of the participants expressed their concerns regarding the political environment and its influence on their educational environment. The Supreme Court ruling to overturn affirmative action significantly affected education across all colleges and universities throughout the United States. Bianca expressed, "I think today's Supreme Court ruling definitely shows just like a culmination of what it means to be a Black student at a PWI, just a black person in white spaces in general." While this ruling affected current African American undergraduate students attending a PWI, it also will affect future African American students. Bianca shared, "I think we kind of saw today this is one step of moving backward in history and not seeing black people or people of color want to get educated in general." The participants expressed that this has deepened their feelings of fear, being marginalized, as well as determination and motivation.

University Confliction

Universities and colleges that are classified as PWIs have an obligation to make African American undergraduate students feel welcomed and comfortable. African American undergraduate participants shared that there was conflict among the university regarding

intercultural and global awareness efforts. Bianca shared the following about Blake Smith University, "Faculty of color and administrators of color are coming into the university." African American undergraduate students feel more comfortable and are more confident when having faculty or administration who look like them. Bianca shared contrasting comments, "I've heard things that are happening behind the scenes with the administration in terms of a lot of them aren't liking the diversity efforts that are trying to be pushed, a lot of them are leaving the university." This is the epitome of university conflict at Blake Smith University and how African American university participants are affected.

Lack of University Intercultural and Global Awareness

African American undergraduate participants expressed a lack of university intercultural and global awareness at Blake Smith University. Bethany shared, "I mean, I think a lot of higher up professions anyway, there aren't a lot of black teachers." The disassociation that African American undergraduate students experience within the classroom matures into isolation. Ava shared, "It's a very isolating experience when you don't see yourself in any other classroom, or you never have a professor that looks like you, so it's a very lonely experience." African American undergraduate students may feel ignored or disregarded at PWIs due to the lack of effort by the university. Participants expressed that there was an absence of response from the university and administration regarding diversity and change. Ava shared, "When you bring up an issue where you feel like you're being targeted, it just feels like they just kind of like push things under the rug." Ava continued with her reasoning behind the lack of university intercultural and global awareness, "They're okay with having minority student's voices not be heard and being uncomfortable on campus because we are the minority, and the people that don't look like us, are the ones bringing the money to the school."

University Intercultural and Global Awareness

Intercultural and global awareness efforts by PWIs can have a major influence on current African American undergraduate students, as well as future minority students. African American undergraduate students expressed that there were several ways in which Blake Smith University displayed diversity efforts. Bethany shared, "There was one who was the Dean of the College of Science and Math, and I ended up working in her lab, and she was a black woman." Brianna shared another way in which university intercultural and global awareness was shown, "At one point it was the buildings, but they changed the name of one of the buildings that was a slaveowner name, which is good." While this action may seem insignificant, it can have a lasting influence on the comfortability of African American undergraduate students. Patricia shared, "I can say when I did have a black professor this past semester, she was more helpful, and she wanted to see me succeed." These diversity changes at PWIs have a more direct influence on African American undergraduate students.

Division in Minority

Few African American undergraduate student participants expressed that there was division among minority students at a PWI, specifically African American undergraduate students. Auston shared, "There's a lack of unity and togetherness among us, which can be pretty disheartening." Auston continued, "My college experience is shaped by the division within the black community on campus." The sentiment of division across the African American community was shared by other undergraduate students. Brianna shared, "I feel like there's a tad bit of competition within our own community because we know there's not a lot of us. It's like a competition to show your place within the community." This type of behavior can be detrimental to the success of the small minority undergraduate student population at PWIs.

Research Question Responses

The research questions within this hermeneutic phenomenological study are all aligned and support the social cognitive theory. This hermeneutic phenomenological study focused on one central research question followed by three sub-questions. Refer to Table 9 and Appendix L for primary themes and sub-themes linked with research questions.

Table 9

Primary Themes and Sub-Themes Linked with Research Questions

Themes	Sub-Themes	Research Question
Performance Anxiety		Central Question
	Being on Edge	Central Question
	High Expectations	Central Question
	Feeling Not Wanted	Central Question
Lack of Cultural Competence		Sub Question 1
	Racial Discrimination	Sub Question 1
	Sense of Needing to Assimilate	Sub Question 1
Marginalized		Sub Question 2
	Loneliness	Sub Question 2
	Misunderstood	Sub Question 2
Multifaceted		Sub Question 3
	Authenticity in Minority Spaces	Sub Question 3
	Ambiguous Relationships	Sub Question 3
	Lack of External Culture	Sub Question 3
	Political Environment	Sub Question 3
University Confliction		Sub Question 3
	Lack of University Intercultural and Global Awareness	Sub Question 3
	University Intercultural and Global Awareness	Sub Question 3
	Division in Minority	Sub Question 3

Central Research Question

The Central Research Question for this hermeneutic phenomenological study is, what are the experiences of African American undergraduate students attending a predominantly white institution (PWI) taking summative and formative assessments? Performance anxiety is the theme that African American undergraduate students stated they experienced with summative and formative assessments. The theme of performance anxiety was followed by three sub-themes: being on edge, high expectations, and feeling not wanted.

Most of the African American undergraduate students stated there were several instances in which they experienced performance anxiety. The African American undergraduate students described the performance anxiety as being smart or taking place in the classroom. Whitney shared, "It makes you feel like you have to prove yourself, even though no one ever said you have to be smart, but it feels like you have to prove yourself." This unspoken pressure that African American undergraduate students are experiencing is a constant in their minds. Patricia shared, "If they're answering the questions faster than I am, or if they're done with their example that I am on, it can be like a little overwhelming." These feelings are directly connected to their group work and testing. Patricia shared, "I feel like I don't know anything, and they just finished the test in like 10 minutes." This feeling of performance anxiety can influence the academic outcome of African American undergraduate students.

The feeling of being on edge was a constant feeling that was expressed by the undergraduate participants. African American undergraduate students did not express that this feeling was specific to one area at a PWI but was throughout the campus. Bianca shared, "it's unfortunate that, you know, you have to seek out those spaces just because you're not comfortable in your environment." While the feeling of being on edge was described by

participants as being nervous, hesitant, or cautious, the leading description was one of being uncomfortable. Ashley shared "I think when it comes to smaller classes that I have, sometimes it can feel uncomfortable because there have been times that I am the only person of color."

Experiencing performance anxiety and having the feeling of being on edge has created an internal sense of high expectations for African American undergraduate students. Having high expectations of oneself as an African American undergraduate student can present itself in many ways. The undergraduate participants expressed that these high expectations influenced them most within the classroom. Landon shared, "I feel like a lot of times with group settings, I have to show that I'm qualified more than somebody else would for a physics major." The pressure surrounding high expectations can increase due to the type of major and the isolation that is experienced by African American undergraduate students. Omar shared, "I took the challenge on myself to stand out and start speaking out in classes because I am like 99% of the time, the only black dude in my class." Despite the personal responsibility of high expectations, African American undergraduate participants expressed the feeling of not being wanted. Whitney shared,

> They do tours all year and they don't go into the black lounge or the multicultural service center, they just point at it and walk by. But any other space they walk into, they talk to the people and ask them to give a few words about the space.

The statement supports that African American undergraduate students experience the feelings of not being wanted throughout the campus. Patricia shared, "Sometimes when I'm suggesting certain options for the group, it feels as if mine are kind of looked over in they don't think it's educated enough." There is a consistent experience of performance anxiety among African American undergraduate participants that occurs within summative and formative assessments.

Sub-Question One

      The research sub-question one for this hermeneutic phenomenological study is, what are the lived experiences of African American undergraduate students attending a predominantly white institution (PWI)? Through data analysis, the lack of cultural competence, was identified as a theme that African American undergraduate participants expressed as their lived experiences. Racial discrimination and the sense of needing to assimilate were sub-themes that African American undergraduate participants expressed as their lived experiences.

      Cultural competence is vital for predominantly white institutions to ensure their minority groups feel included. While it is essential for PWIs, this is a complex concept to implement within the student population at a minuscule level. Patricia shared, "My freshman year, I was overwhelmed because I felt like these students did not care about the racism, cultural differences, and struggles I would face in the classroom and on campus." African American undergraduate participants expressed that the racial discrimination they experienced was throughout the university with their White peers. Bianca shared, "This is my first time having a white roommate. She was so rude. Like she didn't talk to anybody. She was very standoffish. We would speak to her. She wouldn't speak back." Other African American undergraduate participants expressed the same sentiments about experiencing racism on campus. Ashley shared, "People can be rude when it comes to just being in line at like a Chick-fil-A or something. People kind of push you around and stuff and act like you're not there."

          The lack of cultural competence and the encounters with racial discrimination imposed the sense of needing to assimilate on the African American undergraduate students. Fred shared, "Just cause it's like I don't know how I should present myself, if I should present myself like I guess more proper." The participants expressed similar feelings of not being able to

be themselves and having to present in another fashion in an attempt to be accepted. Omar shared, "It's like I have to really be aware of what I'm saying, because now I'm the representation of what they see as blackness in the classroom." African American undergraduate students have a continued sense of needing to assimilate in hopes that they would be accepted as a result of combatting the lack of cultural competence and racial discrimination while attending a PWI.

Sub-Question Two

How do African American undergraduate students describe their behaviors while attending a predominantly white institution (PWI) is research sub-question two for this hermeneutic phenomenological study. African American undergraduate participants expressed marginalization, loneliness, and being misunderstood as themes and sub-themes for their behaviors while attending a PWI. African American undergraduate participants expressed their feelings of being ignored. Ashley shared, "It's more of the students that tend to not understand my background which can be frustrating, but I have to tell myself that I do go to a PWI and not everyone is learning about diversity and inclusion."

In response to being marginalized, African American undergraduate students faced loneliness. Bethany shared, "I'm usually the only person who is African American, or even just a person of color in my group, especially in biology, there's not a lot of us." When African American undergraduate students are studying in a major that is primarily occupied by their White peers, it can be unwelcoming in group settings. Ava expressed, "It's very difficult because a lot of my colleagues and my peers are white men." The experience of loneliness among the undergraduate participants can be deepened when feelings of being misunderstood are involved. Patricia shared, "I would say working in a group setting, it feels like I'm being looked over, especially in a group setting, and there's been many cases where I'm the only African American

person." Whitney shared similar sentiments, "The fact that I am a person of color, it does make it harder when we are required to work in groups and in that type of setting." Being marginalized and feelings of loneliness and being misunderstood are disadvantageous behaviors which can influence African American undergraduate students negatively.

Sub-Question Three

The research sub-question three for this hermeneutic phenomenological study is, how do African American undergraduate students describe the environment that influences African American undergraduate students who attend a predominantly white institution (PWI)? African American undergraduate participants described their environment through two themes, multifaceted and university conflict. The sub-themes that followed were authenticity in minority spaces, ambiguous relationships, lack of external culture, political environment, lack of university intercultural and global awareness, university intercultural and global awareness, and division in minority.

Most of the African American undergraduate participants expressed that their experience attending Blake Smith University was multifaceted. Whitney shared her positive experiences, "The feeling to me is confusing cause one minute I'm in the spaces where it's people that look like me, you know, it's fun." In contrast, Whitney shared, "I step out of that bubble that we've made for people of color and for black students. It's like dang, it kind of smacks you in the face like, yeah, I go to a PWI." This statement displays that there are moments within their educational journey that African American undergraduate students find enjoyable. The undergraduate participants expressed that their ability to be their true self emerged from their engagement within minority spaces. Omar shared, "Last year they did give us a much bigger space. It did feel a lot more inclusive because it felt like we were being seen." African American

undergraduate students were able to find authenticity when interacting with one another. Ava expressed, "The black student community is very good because we all stick together." Outside of the relationships amongst themselves, the African American undergraduate students conveyed that they experienced ambiguous relationships with their family. Brianna shared the following about attending Blake Smith University, "Coming from a long line of HBCU state graduates, they kind of weren't happy at all that I chose to go." Despite the disapproval, most of the participants expressed the foundation that they received from their families. Bianca shared, "My dad definitely is very pro-black. My mom is too, and them teaching how to just present myself." Regardless of the support or disappointment that African American undergraduate participants experienced with their families, the need to have a strong foundation in their culture is evident due to the lack of external culture attending a PWI. Brianna shared,

I'm not going to just go out and wear my bonnet versus if I go to the store, I probably just pop the bonnet on and be fine. But I'm just not going to walk on campus like that, because I don't want the looks and stuff like that.

This lack of external culture supports the alienation and lack of acceptance that African American undergraduate students endure attending a PWI.

The recent political environment surrounding higher education has affected African American undergraduate students. The outcome of the Supreme Court overturning affirmative action directly affects African American undergraduate participants. Brianna shared,

Today's ruling made me self-reflect because I know for my college applications and scholarships, I chose not to put my race, I just put other and I ended up getting a partial scholarship through January. So now I'm like, was it a mistake? Did they really mean to give it to me or does my name sound white enough that they kind of just assumed?

African American undergraduate participants expressed their concerns surrounding current and future minority undergraduate students attending a PWI. With this ruling and concern, it is the responsibility of the university to implement intercultural and global awareness. The undergraduate participants expressed that there was university confliction at Blake Smith University. African American undergraduate students expressed that there were instances in which Blake Smith University had shown intercultural and global awareness. Joel shared, "In regards to faculty, a lot of the faculty I've talked to, they're very open when it comes to supporting diversity, equity and inclusion." Bianca had similar sentiments by sharing, "I had a black professor, she was amazing." The implementation of intercultural and global awareness at a PWI, allows for African American undergraduate students to feel a sense of inclusion. Within any setting, there may also be rejection to change, specifically in higher education at PWIs. The undergraduate participants expressed a lack of university intercultural and global awareness at Blake Smith University. Ava shared,

> Administration is pretty much the same with authority. They just wipe things under the rug. Even if you make a huge fuss about it, unless they feel like they're going to lose money from it, they're okay with letting students get hurt in the process.

African American undergraduate students will continue to feel like an afterthought if there are not actions to make them a priority. The division within the university can be widespread in which it can influence the student body as well. Few of the African American undergraduate participants mentioned there being division among minority students. Auston shared, "Despite all of us being black and all of us being a part of that same overall umbrella, there's not that kind of cohesive sense of community because there's a lot of judgment." Experiencing an environment that is multifaceted and contains university confliction can be

draining for African American undergraduate students, ultimately influencing their social and educational well-being.

Summary

Each aspect discussed within this chapter provided detailed information about the results for this hermeneutic phenomenological study. This chapter began with an overview of the participants and continued with an explanation of results for each theme and sub-theme originating from the participants shared experiences. The results contained five themes which are performance anxiety with sub-themes being on edge, high expectations, and feeling not wanted, lack of cultural competence with sub-themes racial discrimination and need to assimilate, marginalization with sub-themes loneliness and misunderstood, multifaceted with sub-themes authenticity in minority spaces, ambiguous relationships, lack of external culture, and political environment, university confliction with sub-themes lack of university intercultural and global awareness, university intercultural and global awareness, and division in minority. The chapter closes with an analysis of how the thematic findings address the central research question and sub-theme research questions.

CHAPTER FIVE: CONCLUSION

Overview

The purpose of this hermeneutic phenomenological study was to investigate the lived experiences of formative and summative assessments on African American undergraduate students attending a predominantly white institution. Chapter Five began with an interpretation of findings followed by implications for policy and practice. The theoretical and empirical implications were then discussed and followed by the limitations and delimitations. The chapter concluded with recommendations for future research.

Discussion

This section discussed in detail the findings of this hermeneutic phenomenological study. Theoretical sources, empirical sources, and evidence from the study support the findings that were discussed. This section also discusses implications for policy and practice, theoretical and empirical implications, limitations and delimitations and the recommendations for future research.

Summary of Thematic Findings

The purpose of this hermeneutic phenomenological study was to investigate the lived experiences of African American undergraduate students with formative and summative assessments attending a predominantly white institution. There were 12 African American undergraduate participants who expressed their lived experiences by completing three data collection methods, individual interviews, a journal prompt, and a focus group. The results contained five themes which are performance anxiety with sub-themes being on edge, high expectations, and feeling not wanted, lack of cultural competence with sub-themes racial discrimination and need to assimilate, marginalization with sub-themes loneliness and

misunderstood, multifaceted with sub-themes authenticity in minority spaces, ambiguous relationships, lack of external culture, and political environment, university confliction with sub-themes lack of university intercultural and global awareness, university intercultural and global awareness, and division in minority.

Interpretation of Findings

The theory that directed this hermeneutic phenomenological study was the social cognitive theory which focused on environment, person, and behavior (Pajares, 2012) by Albert Bandura. Convenience sampling was utilized within this study because it allowed the researcher to be selective with individuals in a larger population (McCombes, 2019). There was a total of 12 African American undergraduate students who participated. These African American undergraduate students were members of the organization centered around multicultural student services, specifically the multicultural Greek council and the National Pan-Hellenic Council (NPHC) at Blake Smith University. Participants expressed their lived experiences through individual interviews, a focus group, and a journal prompt. Van Manen's (2014) thematic analysis was utilized to analyze the data that was collected by coding and grouping into themes. The themes that were produced described the lived experiences of African American undergraduate students with formative and summative assessments attending a PWI.

The first finding of this study revealed that there was a higher level of expectations for African American undergraduate students attending a PWI in which they need to prove themselves academically. The need to show that African American undergraduate students can be successful academically is directly linked to the performance anxiety that they experience while attending a PWI. The performance anxiety that African American undergraduate students experience is fueled by their feelings of being on edge. Given that African American

undergraduate students are not comfortable and have experience of not being wanted at a PWI heightens the chances of them not being able to succeed academically. A conclusion can be derived that the academic environment that African American undergraduate students attending a PWI is not conducive to their academic success and places an added layer of pressure regarding expectations.

The second finding of this study revealed that there was a lack of acceptance among African American undergraduate students attending a PWI. The lack of acceptance stems from the lack of cultural acceptance that African American undergraduate students experience. Through the lack of cultural acceptance, there are ongoing experiences of racial discrimination through microaggressions, prejudice, and privilege. It can be concluded that the racially motivated campus environment that African American undergraduate students are disposed to through their experiences with their White counterparts, professors, and administration, has constructed the idea of needing to assimilate in an effort to be accepted.

The third finding of this study revealed that African American undergraduate students had a complex experience throughout their undergraduate journey. The complexity of African American undergraduate students' educational experience never allows them to be completely integrated to enjoy the experience. African American undergraduate students are misunderstood throughout their undergraduate experience which results in being isolated, alienated, and lonely ultimately speaking to their complexity. It can be concluded that the disposition of insignificance towards African American undergraduate students can result in disassociation and stunt the progression of their social cognition and ability to function effectively in group settings. The fourth finding of this study revealed that there was a lack of unity at the PWI. The differences among the university regarding intercultural and global awareness efforts can be

alarming to African American undergraduate students and their perception of belonging. African American undergraduate students experience division among themselves in an effort to stand out and solidify their place at a PWI. It can be concluded that the division between the university and the division among minority groups on campus can be overwhelming for African American undergraduate students, adding to the obstacles they have to overcome to achieve success.

Performance Anxiety

Performance anxiety is a common feeling that undergraduate students experience while in the classroom. This feeling of performance anxiety is intensified when being an African American undergraduate student attending a PWI. Being an African American undergraduate student attending a PWI can be daunting with a higher level of responsibility. African American undergraduate students take on the responsibility of breaking down stereotypes for their entire race. Given that African American undergraduate students are serving as the representation for all African Americans, they are usually on edge while attending a PWI. This feeling of being uncomfortable combined with the mindset that African American undergraduate students have, places an extra level of pressure that presents itself in performance anxiety.

The performance anxiety that African American undergraduate students experience is heightened due to external influences. One of the external influences is African American undergraduate students feeling not wanted while attending a PWI. This feeling can cripple African American undergraduate students in their ability to exceed expectations or propel them into failure.

Lack of Cultural Competence

Racial discrimination is a common occurrence across the country for African Americans and other minority groups. The racial discrimination that African Americans experience can be

detrimental and amplified at a PWI due to the feeling of confinement within the campus environment. From the African American undergraduate students' experiences, there were several types of racial discrimination. Prejudice and bias were both experienced by African American undergraduate students primarily by their peers. Entitlement and privilege were also common experiences that their White counterparts benefited from across campus. This sense of power that their White counterparts benefited from allowed them to be sexist and use microaggressions against African American students attending the PWI. The constant experience of microaggressions and sexism can be mentally exhausting for African American undergraduate students regarding their social and academic success.

The racial discrimination that African American undergraduate students experience at a PWI stems from the lack of cultural competence. This lack of cultural competence combined with a sense of privilege allows White undergraduate students to ignore and disregard African American undergraduate students. Not only do African American undergraduate students experience racial negativity and judgment from their White peers, but they also experience it with their White professors. Due to the constant negativity, African American undergraduate students attempt to find solace in the need to assimilate through code-switching. African American undergraduate students may or may not find comfort in assimilation, regardless of the outcome it can be damaging to their cultural connection and who they are.

Marginalization

African American undergraduate students attending a PWI have an experience of marginalization. The feeling of being seen as insignificant is synonymous with African American undergraduate students' overall experience. The campus and classroom experience of African American undergraduate students and their interactions with their White peers and

professors create an environment of loneliness. The feeling of loneliness emerges from African American undergraduate students' experiences in classroom group settings and not belonging. Some of the African American undergraduate students expressed that they are isolated within their major area of study due to being one of the few African American undergraduate students. Before the alienation that African American undergraduate students experience, they attempt to build relationships with their White counterparts and professors. Due to the lack of cultural connection, African American undergraduate students are usually misunderstood. African American undergraduate students attending a PWI must explain themselves and their culture to their White counterparts and professors. Given that African American undergraduate students are misunderstood and isolated, they can have a difficult undergraduate experience while attending a PWI.

Multifaceted

Being an African American undergraduate student attending a PWI is complex with an experience that can be described as multifaceted. One side of the African American undergraduate student experience is undesirable due to the lack of external culture. External culture for African American undergraduate students includes fashion, food, and hair which allow them to be comfortable in their environment. Without the comfortability of African American undergraduate students at a PWI, their chances of personal growth and academic success decrease. Along with the lack of external culture, African American undergraduate students must cope with the effects of the political environment. The new political environment has now embraced the overturning of affirmative action which will not only affect current African American undergraduate students but future African American undergraduate students as well.

Despite the negativity that African American undergraduate students attending a PWI face, they can find positivity in their experience. One level of positivity that African American undergraduate students attending a PWI have is through their family and friend support. Family and friend support are essential in the foundation for African American undergraduate students by serving as motivation for success. African American undergraduate students are also able to find comfort and relief in minority spaces at a PWI. The safe spaces for minority students at a PWI are significant for the African American community. Although African American undergraduate students endure the lack of external cultural and the influence of the political environment, it is crucial for PWIs to dedicate a safe space for African American undergraduate students to be their authentic selves.

University Confliction

In today's climate, African American undergraduate students who are attending a PWI experience the struggle within the university firsthand. PWIs have a responsibility to make their undergraduate students feel comfortable which includes their African American undergraduate students, but there is conflict within universities. African American undergraduate students attending Blake Smith University expressed that there was a lack of university intercultural and global awareness. African American undergraduate students feel ignored and isolated when there is none or a minimal amount of diversity among professors and administration. Blake Smith University is trying to overcome this stigma and create a welcoming environment for African American undergraduate students through diversity efforts regarding professors and the campus environment. Due to the nominal amount of African American undergraduate students attending Blake Smith University, there is an unspoken sense of competition in the African American community that creates division.

Implications for Policy or Practice

This section will discuss in detail the implications for practice and policy. The implications for practice and policy that were discussed in this section originate from the findings in this hermeneutic phenomenological study. The recommendations for practice and policy can be implemented into PWIs across the nation as an enhancement for minority student population, specifically African American undergraduate students.

Implications for Policy

Policy for African American undergraduate students has been progressive over the years, until recently with the overturning of affirmative action by the Supreme Court. With the change in policy for African American undergraduate students, progressive policy is necessary for the advancement of African American undergraduate students at PWIs. The findings within this hermeneutic phenomenological study produced and support the implications for policy. The initial implication is that PWIs may also benefit from the hiring of more Black, Indigenous, People of Color faculty and staff. The hiring of more BIPOC faculty and staff at PWIs may also address the lack of inclusivity amongst African American and other minority undergraduate students. The additional hiring of BIPOC faculty and staff may also increase the comfortability and success of African American undergraduate students attending PWIs.

Continuing education courses for faculty and staff may also be beneficial for all PWIs across the nation. For the continuing education courses to be fulfilled, the courses should be centered around intercultural and global awareness. The requirement for continuing education courses may be set annually by PWIs across the nation. The implementation of the continuing education course for faculty and staff members at PWIs may create a more inclusive and welcoming environment at PWIs for African American and other minority undergraduate

students. This new environment at PWIs may also be created by requiring all faculty and staff to be interculturally and globally aware of how to communicate with African American and other minority undergraduate students.

PWIs across the nation may also strive to have an all-encompassing campus environment. This policy would imply that there be a club or group that has the sole purpose of allowing African American, other minority, and all undergraduate students the opportunity to discuss with one another about their intercultural and global experiences. The clubs or groups should be centralized on campus and not concealed or placed on the outer edge which alludes to African American and other minority undergraduate students feeling ignored. Through the implementation, African American and other minority undergraduate students may also feel important, appreciated, and heard while attending a PWI.

Implications for Practice

Higher education institutions, specifically PWIs have a responsibility to make all their undergraduate students feel comfortable and included. PWIs have an opportunity to take ideas and transform them into practice on their campuses. The findings within this hermeneutic phenomenological study produced and support the implications for practice. The initial implication for practice within Blake Smith University is a simplistic one. Blake Smith University should collect input from African American undergraduate students to implement changes. The collection input from African American undergraduate students can be gathered through campuswide meetings with open-ended questions. Another way in which this input can be gathered is through the use of surveys which can be anonymous from their African American undergraduate students. This practice implication is simple, yet it may also provide Blake Smith

University with a direct understanding of the needs and wants of the African American undergraduate student population.

The establishment of an intercultural and global training course as a part of undergraduate student orientation each year may also be beneficial for Blake Smith University. The intercultural and global training course would span across all classifications, including incoming undergraduate students. The incoming first-year undergraduate students will complete the intercultural and global training course at in-person orientation when they arrive to the institution. Every classification other than incoming first-year undergraduate students will complete the intercultural and global training course online before returning to the institution. The implementation of the intercultural and global training course may also be advantageous to Blake Smith University by creating well-rounded students. This intercultural and global training course may also be adopted and utilized by other PWIs across the nation to establish inclusive campus environments.

Blake Smith University has adjusted their approach to the involvement of African American undergraduate students on a higher level. The approach to one of the hiring processes at Blake Smith University involved the student body including African American undergraduate students. Blake Smith University held a meet and greet with potential administrators and allowed the student body including African American undergraduate students the opportunity to complete a survey providing feedback. The involvement of the student body including African American undergraduate students in the hiring process may also increase inclusion amongst African American and other minority undergraduate students. Blake Smith University has implemented this extensive and complex implication; however, this may not be conducive for all institutions to implement this into practice.

Empirical and Theoretical Implications

This section will discuss the theoretical and empirical implications of this hermeneutic phenomenological study. The empirical implications discussed within this section are aligned with the findings of this research study. The theoretical implications are also aligned with the findings and were discussed including a figure.

Empirical Implications

The empirical implications that are derived from the findings within this research study focus on summative and formative assessments for African American undergraduate students. The purpose of this hermeneutic phenomenological study is to investigate the lived experiences of African American undergraduate students' formative and summative assessments while attending a PWI. The current literature focused on African American students' lack of success in the classroom across all levels of education. At the higher education level, graduation and retention rates were discussed for African American undergraduate students at PWIs. This research study connects with existing literature through the issue of the achievement gap and how it influences the personal growth of African American undergraduate students (Johnson-Ahorlu, 2012; Moreu & Brauer, 2022). Existing literature merely dives into detail regarding the social factors that play a role in the achievement gap for African American undergraduate students resulting in a gap in literature. This hermeneutic phenomenological study closes that gap by researching the social influences of African American undergraduate students at predominantly white institutions surrounding assessments through the social cognitive theory.

Summative Assessment. Summative assessment is critical within education and serves as the foundation for academic success. Within higher education institutions, summative assessment is vital to displaying a complete understanding of the academic material. At PWIs,

summative assessment is essential or African American undergraduate students to solidify their belonging on campus. The lived experiences of African American undergraduate students with summative assessments are aligned with the empirical literature that focuses on summative assessment.

The thematic findings from the lived experiences of African American undergraduate students attending a PWI included performance anxiety, being on edge, high expectations, and feeling not wanted. Summative assessment has served as the standard for determining if students have a complete understanding of the academic material (Kamara & Dadhabai, 2022; Kibble, 2017). Given that higher education courses are founded on summative assessments, African American undergraduate students have developed performance anxiety. Despite the belief in summative assessments and the performance anxiety that it has created, the understandable flaw within the use of summative assessments is that students can apply memorization. Undergraduate students can retain the information and material for a short period of time to achieve success on summative assessments. Despite the memorization, success was achieved through summative assessments which aligns with prior research. Through research and historical context, summative assessment has been seen to have the most influence on student learning (Joughin, 2010; Kamara & Dadhabai, 2022). Within any higher education institution, undergraduate students tend to discuss the outcomes and answers to summative assessments. Through discussion with their White peers about differences in answers for summative assessments, the performance anxiety and unspoken pressure surrounding high expectations increase for African American undergraduate students. African American undergraduate students may struggle with memorization due to the ongoing external negative issues that they experience at PWIs resulting in a feeling of not being wanted or belonging.

The empirical literature also discusses that undergraduate students expressed a want for multiple types of assessments for their academic success (Brookhart, 2001; Clarkeburn & Kettula, 2012; Dolin et al., 2018; Harlen & James, 1997). The academic outcome of African American undergraduate students may be positively influenced because of utilizing more than summative assessments. Prior research stated that summative assessments have been utilized to represent students learning regarding a specific course or topic (Kamara & Dadhabai, 2022; Kibble, 2017). The current research differs in which African American undergraduate students are experiencing high expectations and are on edge in the classroom to learn and grasp academic material because of the singular use of summative assessments. Individualized learning may also be beneficial to undergraduate students through asking questions and interacting with the professor (Darabi & Rasooli, 2022). Due to the overwhelming feeling, African American undergraduate students have allowed their performance anxiety to be detrimental by not wanting to speak up in class out of the fear of appearing unintelligent to their professors and peers.

Formative Assessment. Formative assessment within education has been considered as an indirect method of understanding academic material. Higher education institutions have become more open to the use of formative assessments in collaboration with summative assessments in assessing academic success. At PWIs, formative assessments are an opportunity for African American undergraduate students to not only display their level of knowledge to their peers but also to be accepted and interact with their White counterparts. The lived experiences of African American undergraduate students with formative assessments are aligned with the empirical literature that focuses on formative assessments.

The thematic findings from the lived experiences of African American undergraduate students attending a PWI included performance anxiety, being on edge, high expectations, and

feeling not wanted. Formative assessment is favorable for continuous improvement among undergraduate students through classroom participation or group discussions (Kamara & Dadhabai, 2022; Llosa et al., 2022; Dohms et al., 2020). The most vital part of formative assessments being successful is the student buy-in. Once undergraduate students witness the benefits of formative assessments they will continue to participate (Clark, 2008; Jamil & et al., 2018; Ketonen et al., 2020).

While African American undergraduate students continue to experience a negative environment at PWIs, the internal sense of high expectations and performance anxiety motivate them to persevere. Prior literature states that formative assessment has also been shown to have a positive effect on academic achievement for students (Andersson & Palm, 2017; Kamara & Dadhabai, 2022; William, 2006). Current research aligns in which African American undergraduate students exceed expectations within formative assessments at PWIs. The reasoning behind African American undergraduate students excelling is due to them having to do more work and serve as a leader to prove to their White counterparts that they belong. Existing literature explains that students have witnessed the benefit of formative assessment through engagement with their peers by gauging their learning with others (Clark, 2008; Jamil & et al., 2018; Ketonen et al., 2020). Regardless of the benefits, the current research contrasts because despite the overextension of African American undergraduate students in formative assessments, White undergraduate students ignore and discredit African American undergraduate students. The interactions between African American and White undergraduate students at PWIs in group settings still prove to be advantageous through active learning (Hudson & Bristow, 2006; Jamil & et al., 2018 Ketonen et al., 2020). Through the lived experiences of African American

undergraduate students with formative and summative assessments while attending a PWI, there is a better understanding that was discussed through this research study's findings.

Theoretical Implications

The theoretical framework that was utilized for this hermeneutic phenomenological study was the social cognitive theory by Albert Bandura. The social cognitive theory focuses on three elements, person, behavior, and environment, each of which must be equal in the social setting for learning to occur (Khudzari et al., 2019). The purpose of this hermeneutic phenomenological study is to investigate the lived experiences of African American undergraduate students' formative and summative assessments while attending a PWI. The lived experiences that African American undergraduate students expressed explain the issues that African American undergraduate students endure at PWIs and how it affects their interaction with formative and summative assessment. Figure 2 and Appendix M show the thematic findings against the theoretical implications.

Figure 2

Theoretical Implications

Person	Behavior	Environment

• Performance Anxiety
  o Being on Edge
  o High Expectations
  o Feeling Not Wanted
	• Marginalization
	  o Loneliness
	  o Misunderstood
		• Lack of Cultural Competence
		  o Racial Discrimination
		  o Sensing of Need to Assimilate
		
		• Multifaceted
		  o Authenticity in Minority Spaces
		  o Ambiguous Relationships
		  o Lack of External Culture
		  o Political Environment
		
		• University Confliction
		  o Lack of University Intercultural and Global Awareness
		  o University Intercultural and Global Awareness
		  o Division in Minority

Person. Person within the theoretical framework is established on three elements, "self-regulated learning strategies, self-efficacy perceptions of performance skill, and commitment to academic goals" (Khudzari et al., 2019, p. 154). Self-regulated students are instilled with the confidence or efficacy they will need to achieve (Zimmerman et al., 1992). The perception of self-efficacy connects to the standards that the student has set for themselves. Commitment is linked to the motivation within the student and aligns with their performance and self-regulation. The thematic findings within this research study indicate that African American undergraduate

students developed performance anxiety while attending Blake Smith University. Despite experiencing performance anxiety, African American undergraduate students have an elevated level of self-efficacy due to their personal high academic expectations. The intrinsic expectations within African American undergraduate students are challenged by their feelings of being on edge, annoyed, and anxious which ultimately affect their confidence and ability to be self-regulated. As a result of African American undergraduate students' confidence being affected, their motivation and commitment to their goals may decrease from their feeling of not being wanted at Blake Smith University. Due to African American undergraduate students being overwhelmed, ignored, and feeling pressure to succeed, their ability to function as a person and be successful is drastically affected.

Behavior. Behavior within the theoretical framework is directly founded on goals. Self-regulation within students is required to meet their goals (Khudzari et al., 2019). The thematic findings within this research study show that African American undergraduate students are marginalized while attending Blake Smith University. Undergraduate students reaching their goals has a direct correlation to their cognition (Zimmerman et al., 1992). Cognition for students can be described as obtaining knowledge and processing information. African American undergraduate students expressed that their lived experiences consisted of being lonely. African American undergraduate students being misunderstood and isolated influences their behavior and produces obstacles in attaining their goals.

Environment. Environment within the theoretical framework serves as the foundation for the social cognitive theory and is comprised of several aspects that influence student learning (Khudzari et al., 2019). The thematic findings within this research study reveal that African American undergraduate students endure a complex environment while attending Blake Smith

University. African American undergraduate students expressed that their experience is multifaceted through relationships, safe safes, and the political environment. The complexity of African American undergraduate students' environment stems from a university that is double-sided with intercultural and global awareness which includes racial discrimination. A substantial effect on undergraduate students can be assumed given the circumstances of their environment (Khudzari et al., 2019). The lack of cultural competence and lack of external culture at PWIs creates an unproductive learning environment for African American undergraduate students. The theoretical framework within the social cognitive theory focuses on three factors that affect learning. The purpose of this hermeneutic phenomenological study is to investigate the lived experiences of African American undergraduate students' formative and summative assessments while attending a PWI. This research study's findings increased awareness of the African American undergraduate students lived experiences attending a PWI with negative factors and how it has affected their interaction with formative and summative assessments.

Limitations and Delimitations

This section will discuss the limitations and delimitations within this hermeneutic phenomenological study. Limitations are inclusive of factors that cannot be controlled by the researcher (Jansen, 2022). Unlike limitations, delimitations are inclusive of factors that the researcher controls through their decision-making.

Limitations

Limitations within any research study focus on the faults or weaknesses within that study (Jansen, 2022). The limitation of this hermeneutic phenomenological study involves research design. This hermeneutic phenomenological study utilized participants who were members of an organization that is centered around multicultural student services. The number of members

within this organization is uncontrolled. This is a limitation because there are other African American undergraduate students attending Blake Smith University who are not involved in this organization but were unable to provide their experiences and participate. Another limitation within this hermeneutic phenomenological study is that it only focused on African American undergraduate students. This is a limitation because there are other minority undergraduate students who attend Blake Smith University whose experiences were not captured. Given that this study was completed at Blake Smith University which is a PWI, the number of African American undergraduate students attending the university at a given time is uncontrolled.

Delimitations

Delimitations within any research study focus on limitations but through the researcher and the focus of the research (Jansen, 2022). The first delimitation within this hermeneutic phenomenological study is utilizing participants who were members of the organization that is centered around multicultural student services. Utilizing participants from this specific organization provided a rich experience due to their extensive campus involvement. Another delimitation within this hermeneutic phenomenological study is that it focused on one university in Virginia. The ability to have a more focused research study is attributed to using one university in Virginia. There are more PWIs within Virginia and across the nation that have African American undergraduate students who have valuable experiences to provide. The last delimitation within this hermeneutic phenomenological study is that it only focused on African American undergraduate students. This hermeneutic phenomenological study was thorough with specific insight into the experiences of African American undergraduate students. While this provided great feedback, other minority groups at Blake Smith University and other PWIs have valuable experiences.

Recommendations for Future Research

Through this hermeneutic phenomenological study and its findings, there is a need for future research. To begin, this hermeneutic phenomenological study can be implemented on a larger scale across the nation. The recreation of this research on a larger scale may also will allow for concise and whole insight across all African American undergraduate students and their experiences. This hermeneutic phenomenological study can be repeated through other minority groups. Other minority groups may also provide valuable perception into their experiences at PWIs.

The division of African American undergraduate students is a recommendation for future research that derived from this hermeneutic phenomenological study. This topic is intriguing because the theory is that the smaller the number of African American undergraduate students at a PWI, the stronger the relationships would be among them. Given that the findings proved this incorrect, it would be interesting to study why that is and how it influences them socially through their undergraduate experience. It would be thought-provoking to study how it influences African American undergraduate students academically regarding group settings and how they prepare for summative assessments.

The lack of external culture may also serve as a recommendation for future research. Through this research study, external culture included hair, food, and fashion for African American undergraduate students. Additional research is needed to determine the importance and what external culture means to African American undergraduate students. Because there is a lack of external culture for African American undergraduate students at PWIs it would be beneficial to see how they are influenced. Research could be focused on the social impression

and their interaction and involvement on campus through organizations, clubs, events, and programs.

Student expectations deriving from this hermeneutic phenomenological study may also serve as a recommendation for future research. The findings in this research study showed that African American undergraduate students need to prove themselves academically due to there being higher expectations. Research is needed that focuses on professors who teach at PWIs and their expectations for African American and other minority undergraduate students. This research may also provide insight into both similarities and differences in expectations for African American and other minority undergraduate students.

Conclusion

The problem that this hermeneutic phenomenological study focused on is that African American undergraduate students have negative experiences at predominantly white institutions stemming from environmental factors that influence their feelings and behaviors, directly influencing their interaction in summative and formative assessments (Lake, 2021). The purpose of this hermeneutic phenomenological study was to investigate the lived experiences of African American undergraduate students' formative and summative assessments while attending a PWI. Data collection with this hermeneutic phenomenological study utilized individual interviews, a focus group, and a journal prompt. Data analysis was completed through Van Manen's (2014) thematic analysis through producing multiple themes for each data collection method. The themes for each data collection method were examined and synthesized to find common themes and subthemes. Once the common themes and subthemes are identified, each theme and subtheme were explained and discussed.

This hermeneutic phenomenological study utilized the social cognitive study through a qualitative research framework when analyzing the lived experience of African American undergraduate students. The findings of this research study contained five themes which are performance anxiety with sub-themes being on edge, high expectations, and feeling not wanted, lack of cultural competence with sub-themes racial discrimination and need to assimilate, marginalization with sub-themes loneliness and misunderstood, multifaceted with sub-themes authenticity in minority spaces, ambiguous relationships, lack of external culture, and political environment, university confliction with sub-themes lack of university intercultural and global awareness, university intercultural and global awareness, and division in minority. The lived experiences that African American undergraduate students provided shared insight into the negative factors that influence their undergraduate experience.

The themes that were produced described the lived experiences of African American undergraduate students with formative and summative assessments attending a PWI. The first finding of this study revealed that African American undergraduate students attending a PWI have a high level of expectation among themselves and have a need to succeed. Another finding of this study revealed that African American undergraduate students attending a PWI are rarely accepted among the university. Additionally, this study revealed another finding in which the undergraduate experience of African American undergraduate students attending a PWI is complex and multifaceted. Lastly, this study revealed that African American undergraduate students experience university conflict at a PWI.

PWIs within higher education, have a responsibility and an enormous opportunity to further progress within higher education by creating welcoming environments for the minority student population. The duty of PWIs within higher education is directly connected to ensuring

that all their undergraduate students feel important and appreciated. The examination of this

research study's findings and the implementation of the recommendations may also equip higher

education institutions with the tools and knowledge to enhance the experience of African

American undergraduate students through increasing inclusion and their likeliness for success.

References

Adedoyin, O. (2022, September 2). What happened to black enrollment? *Chronicle of Higher Education,* 69(1), 1

Ahmed, F., Ali, S., & Shah, R. A. (2019). Exploring variation in summative assessment: language teachers' knowledge of students' formative assessment and its effect on their summative assessment. *Bulletin of Education and Research*, 41(2), 109–119

Albano, G., Capuano, N., & Pierri, A. (2017). Adaptive peer grading and formative assessment. *Journal of E-Learning & Knowledge Society*, 13(1), 147–161.

Alber, R. (2011, February 15). *Why formative assessments matter*. Edutopia. Retrieved from https://www.edutopia.org/blog/formative-assessments-importance-of-rebecca-alber

Ali, S. R., & Menke, K. A. (2014). Rural Latino youth career development: An application of social cognitive career theory. *Career Development Quarterly*, 62(2), 175–186. https://doi.org/10.1002/j.2161-0045.2014.00078.x

Allen, W. R. (1992). The color of success: African American college student outcomes at predominantly white and historically black public colleges and universities. *Harvard Educational Review*, 62(1), 26–44.

Allen, W., & Griffin, K. (2006). Mo' money, mo' problems? High-achieving black high school students' experiences with resources, racial climate, and resilience. *Journal of Negro Education*, 75(3), 478–494.

Alrubail, R. (2015, December 17). *The Power of Peer Feedback*. Edutopia. Retrieved from https://www.edutopia.org/discussion/power-peer-feedback

Ancis, J. R., Sedlacek, W. E., & Mohr, J. J. (2000). Student perceptions of campus cultural climate by race. *Journal of Counseling & Development*, 78(2), 180–185. https://doi.org/10.1002/j.1556-6676.2000.tb02576.x

Andersson, C., & Palm, T. (2017). The impact of formative assessment on student achievement: A study of the effects of changes to classroom practice after a comprehensive professional development programme. *Learning & Instruction*, 49, 92–102. https://doi.org/10.1016/j.learninstruc.2016.12.006

Andrade, H., Buff, C., Terry, J., Erano, M., & Paolino, S. (2009). Assessment-driven improvements in middle school students' writing. *Middle School Journal*, 40(4), 4–12. https://doi.org/10.1080/00940771.2009.11461675

B Online Learning. (2022, January 20). *Cognitive Theory of Elearning*. Retrieved from https://bonlinelearning.com/cognitive-theory-of-elearning/

Baber, L. D. (2012). A qualitative inquiry on the multidimensional racial development among first-year African American college students attending a predominately white institution. *Journal of Negro Education*, 81(1), 67–81. https://doi.org/10.7709/jnegroeducation.81.1.0067

Baker, D. J., Skinner, B. T., & Redding, C. H. (2020, July 1). Affirmative intervention to reduce stereotype threat bias: Experimental evidence from a community college. *Journal of Higher Education*, 91(5), 722–754. https://doi.org/10.1080/00221546.2019.1650582

Bakula, N. (2010). The benefits of formative assessments for teaching and learning. *Science Scope*, 34(1), 37–43.

Bandura, A., Ross, D., & Ross, S. A. (1961). Transmission of aggression through imitation of aggressive models. *Journal of Abnormal & Social Psychology*, 63(3), 575–582. https://doi.org/10.1037/h0045925

Bandura, A., Ross, D., & Ross, S. A. (1963). Imitation of film-mediated aggressive models. *Journal of Abnormal & Social Psychology*, 66(1), 3–11. https://doi.org/10.1037/h0048687

Bandura, A., Ross, D., & Ross, S. A. (1963). Vicarious reinforcement and imitative learning. *Journal of Abnormal & Social Psychology*, 67(6), 601–623. https://doi.org/10.1037/h0045550

Banks, T., & Dohy, J. (2019). Mitigating barriers to persistence: A review of efforts to improve retention and graduation rates for students of color in higher education. *Higher Education Studies*, 9(1), 118–131. doi:10.5539/hes.v9n1p118

Beard, E. (2021, July 20). *What is formative assessment?*. NWEA. Retrieved from https://www.nwea.org/blog/2021/what-is-formative-assessment/

Beauchamp, M. R., Crawford, K. L., & Jackson, B. (2019). Social cognitive theory and physical activity: Mechanisms of behavior change, critique, and legacy. *Psychology of Sport & Exercise*, 42, 110–117.

Bennett, D., McCarty, C., & Carter, S. (2021). Grit, financial stress, and academic success for fgcs. *Journal of Instructional Pedagogies*, 26, 1–16.

Bennett, R. E. (2011). Formative assessment: A critical review. *Assessment in Education: Principles, Policy & Practice*, 18(1), 5–25. https://doi.org/10.1080/0969594X.2010.513678

Bergeron, L. (2020). An investigation into the relationships among middle school teachers'

    beliefs about collaboration, their perceptions of formative assessment, and selected

    teacher characteristics. *Current Issues in Education*, 21(3), 1–18.

Bhandari, P. (2022, January 3). *Triangulation in research | guide, types, examples*. Scribbr.

    Retrieved from https://www.scribbr.com/methodology/triangulation/

Blondeel, E., Everaert, P., & Opdecam, E. (2022). Stimulating higher education students to use

    online formative assessments: The case of two mid-term take-home tests. *Assessment &*

    Evaluation in Higher Education, 47(2), 297–312.

    https://doi.org/10.1080/02602938.2021.1908516

Bradshaw, C. P., Mitchell, M. M., O'Brennan, L. M., & Leaf, P. J. (2010). Multilevel

    exploration of factors contributing to the overrepresentation of black students in office

    disciplinary referrals. *Journal of Educational Psychology*, 102(2), 508–520.

    https://doi.org/10.1037/a0018450

Brink, M., & Bartz, D. E. (2017). Effective use of formative assessment by high school teachers.

    Practical Assessment, Research & Evaluation, 22(8).

Brodish, A. B., & Devine, P. G. (2009). The role of performance–avoidance goals and worry in

    mediating the relationship between stereotype threat and performance. *Journal of*

    Experimental Social Psychology, 45(1), 180–185.

    https://doi.org/10.1016/j.jesp.2008.08.005

Brookhart, S. M. (2001). Successful students' formative and summative uses of assessment

    information. *Assessment in Education: Principles, Policy & Practice*, 8(2), 153–169.

    https://doi.org/10.1080/09695940123775

Brooks, J. E. (2015). The impact of family structure, relationships, and support on African

American students' collegiate experiences. *Journal of Black Studies*, 46(8), 817–836.

https://doi.org/10.1177/0021934715609914

Brooms, D. R. (2018). Bbuilding us up': Supporting black male college students in a black male

initiative program. *Critical Sociology*, 44(1), 141–155.

https://doi.org/10.1177/0896920516658940

Brown, J. T., Kush, J. M., & Volk, F. A. (2022). Centering the marginalized: the impact of the

pandemic on online student retention. *Journal of Student Financial Aid*, 51(1).

Brown, Z. R. (2022). Plantation politics and campus rebellion: power, diversity, and the

emancipatory struggle in higher education. *Professional Educator*, 45(1), 32–34.

https://doi.org/10.47038/tpe.45.01.07

Cabrera, A. F., Nora, A., & Terenzini, P. T. (1999). Campus racial climate and the adjustment of

students to college: A comparison between white students and African-American

students. *Journal of Higher Education*, 70(2), 134–160. https://doi.org/10.2307/2649125

Caire, K. (2009). Educating African American boys. *Education Next*, 9(4), 88.

Cambridge Dictionary. (2022). *Formative*. Retrieved from

https://dictionary.cambridge.org/us/dictionary/english/formative

Cambridge Dictionary. (2021, January 1). *Summative*. Retrieved from

https://dictionary.cambridge.org/us/dictionary/english/summative

Cambridge Dictionary. (2021, March 27). *Insight*. Retrieved from

https://dictionary.cambridge.org/us/dictionary/english/insight

Capella University. (2016, August 7). *Qualitative data analysis methods*. Retrieved from

https://campustools.capella.edu/BBCourse_Production/PhD_Colloquia_C4C/Track_3/ph
d_t3_u06s6_qualanalysis.html

Carthell, A. J., Pittman-Munke, P., Adongo, D., & Jackson, R. L. (2020). A partial review of an

academic retention program and the academic success of African American participants

vs. African American non-participants. *Journal of Negro Education*, 89(4), 423–435.

Chatters, L. J. (2018). Exploring the moderating effects of racial/ethnic socialization, academic

motivation and African American identity on the relation between microaggressions and

mattering of African American students at predominantly white institutions [ProQuest

LLC]. In ProQuest LLC.

Cherry, K. (2021, July 28). *How social learning theory works*. Very Well Mind. Retrieved from

https://www.verywellmind.com/social-learning-theory-2795074

Church, A. T., & And Others. (1992). Self-efficacy for careers and occupational consideration in

minority high school equivalency students. *Journal of Counseling Psychology*, 39(4),

498–508.

Cizek, G. J. (1995). On the limited presence of African American teachers: an assessment of

research synthesis, and ... (cover story). *Review of Educational Research*, 65(1), 78.

https://doi.org/10.3102/00346543065001078

Clark, I. (2008). Assessment is for learning: Formative assessment and positive learning

interactions. *Florida Journal of Educational Administration & Policy*, 2(1), 1–16.

Clarkeburn, H., & Kettula, K. (2012). Fairness and using reflective journals in assessment.

Teaching in Higher Education, 17(4), 439–452.

https://doi.org/10.1080/13562517.2011.641000

Cohen, G. L., Garcia, J., Apfel, N., & Master, A. (2006). Reducing the racial achievement gap: A social-psychological intervention. *Science*, 313(5791), 1307–1310. https://doi.org/10.1126/science.1128317

Conklin, A. M., Dahling, J. J., & Garcia, P. A. (2013). Linking affective commitment, career self-efficacy, and outcome expectations: A test of social cognitive career theory. *Journal of Career Development*, 40(1), 68–83.

Connolly, G. J. (2017). Applying social cognitive theory in coaching athletes: The power of positive role models. *Strategies: A Journal for Physical and Sport Educators*, 30(3), 23–29. DOI: 10.1080/08924562.2017.1297750

Cornell University. (2018, August 16). *Peer assessment*. Retrieved from https://teaching.cornell.edu/teaching-resources/assessment-evaluation/peer-assessment

Cox, J. (2019, November 7). *Benefits of technology in the classroom*. Teach Hub. Retrieved from https://www.teachhub.com/technology-in-the-classroom/2019/11/benefits-of-technology-in-the-classroom/

Creswell, J. W., & Poth, C. N. (2018). Qualitative inquiry and research design: Choosing among five approaches (4th ed.). Thousand Oaks: CA: Sage Publications. ISBN: 9781506330204

Dancy, T. E., II, Edwards, K. T., & Earl Davis, J. (2018). Historically white universities and plantation politics: anti-blackness and higher education in the Black Lives Matter era. *Urban Education*, 53(2), 176–195. ps://doi.org/10.1177/0042085918754328

Darabi Bazvand, A., & Rasooli, A. (2022). Students' experiences of fairness in summative assessment: A study in a higher education context. *Studies in Educational Evaluation*, 72, N.PAG. https://doi.org/10.1016/j.stueduc.2021.101118

DeBell, A. (2022, February 8). *How to use Mayer's 12 principles of multimedia [examples included]*. LinkedIn. Retrieved from https://www.linkedin.com/pulse/how-use-mayers-12-principles-multimedia-learning-examples-debell

DeBell, A. (2019, December 11). *How to use Mayer's 12 principles of multimedia [examples included]*. Water Bear Learning. Retrieved from https://waterbearlearning.com/mayers-principles-multimedia-learning/

Dee, T. S. (2005). A teacher like me: Does race, ethnicity, or gender matter? *American Economic Review*, 95(2), 158–165. https://doi.org/http://www.aeaweb.org/aer/

DeLaney, E. N., Williams, C. D., Jones, S. C. T., Corley, N. A., Lozada, F. T., Walker, C. J., & Dick, D. M. (2022). Black college students' ethnic identity and academic achievement: examining mental health and racial discrimination as moderators. *Journal of Black Psychology*, 48(1), 100–129. https://doi.org/10.1177/00957984211034268

Delve. (2021, June 8). *What is peer debriefing in qualitative research?*. Retrieved from https://delvetool.com/blog/peerdebriefing

DiBenedetto, M. K., & Bembenutty, H. (2013). Within the pipeline: Self-regulated learning, self-efficacy, and socialization among college students in science courses. *Learning & Individual Differences*, 23, 218–224. https://doi.org/10.1016/j.lindif.2012.09.015

Dixson, D. D., & Worrell, F. C. (2016). Formative and summative assessment in the classroom. *Theory Into Practice*, 55(2), 153–159. https://doi.org/10.1080/00405841.2016.1148989

Dohms, M. C., Collares, C. F., & Tibério, I. C. (2020). Video-based feedback using real consultations for a formative assessment in communication skills. *BMC Medical Education*, 20(1), 57. https://doi.org/10.1186/s12909-020-1955-6

Dolin, J., Black, P., Harlen, W., & Tiberghien, A. (2018). Exploring relations between formative and summative assessment. *In Contributions from Science Education Research. Contributions from Science Education Research*. https://doi.org/10.1007/978-3-319-63248-3_3

Drexel University. (2019, May 24). *How to use technology in the classroom: benefits & effects*. Retrieved from https://drexel.edu/soe/resources/student-teaching/advice/how-to-use-technology-in-the-classroom/

Druery, J. E., & Brooms, D. R. (2019). "It lit up the campus": Engaging black males in culturally enriching environments. *Journal of Diversity in Higher Education*, 12(4), 330–340.

Education Unlimited. (2019, August 5). *How Many Universities & Colleges are in the US?*. Retrieved from https://www.educationunlimited.com/blog/how-many-universities-colleges-are-in-the-us/

Elevate Learning. (2021, August 14). *Mayer's 12 principles of multimedia*. Retrieved from https://www.elevatelearning.org/insights/mayers-twelve-principles-of-multimedia/

Ellington, R. M., & Frederick, R. (2010). Black high achieving undergraduate mathematics majors discuss success and persistence in mathematics. *Negro Educational Review*, 61(1–4), 61–84.

Elmahdi, I., Al-Hattami, A., & Fawzi, H. (2018). Using technology for formative assessment to improve students' learning. *Turkish Online Journal of Educational Technology - TOJET*, 17(2), 182–188.

Erlich, R. J., & Russ-Eft, D. (2011). Applying social cognitive theory to academic advising to assess student learning outcomes. *NACADA Journal*, 31(2), 5–15. https://doi.org/10.12930/0271-9517-31.2.5

Exam Soft. (2019, March 27). *What is summative assessment?*. Retrieved from

https://examsoft.com/resources/what-is-summative-assessment/

The Farnsworth Group. (2022, March 10). *How to achieve trustworthiness in qualitative*

research. Retrieved from https://www.thefarnsworthgroup.com/blog/trustworthiness-

qualitative-research

Farrell, S. (2016, September 25). *28 tips for creating great qualitative surveys*. Nielsen Norman

Group. Retrieved from https://www.nngroup.com/articles/qualitative-surveys/

Ferguson, R. F. (2003). Teachers' perceptions and expectations and the black-white test score

gap. *Urban Education*, 38(4), 460–507. https://doi.org/10.1177/0042085903038004006

Fernandez, A. M. (2014). Exploring the relationship between racial identity, microaggressions,

and academic outcomes among African American students in the classrooms of a

predominantly white campus [proquest llc]. *In ProQuest LLC*.

Fitzgibbons, L. (2019, December). *Social learning theory*. Tech Target. Retrieved from

https://www.techtarget.com/whatis/definition/social-learning-theory

Form Plus. (2021, April 3). *9 types of educational assessment*. Retrieved from

https://www.formpl.us/blog/educational-assessment

FormPlus. (2019, November 15). *7 types of data measurement scales in research*. Retrieved

from https://www.formpl.us/blog/measurement-scale-type

Foxx, K. (2021). Cultivating a sense of belonging: Black students at a predominantly white

institution. *Negro Educational Review*, 72(1–4), 107–129.

Fridkin, K. L., Kenney, P. J., & Crittenden, J. (2016). On the margins of democratic life.

American Politics Research, 34(5), 605–626.

Gaille, L. (2020, February 4). *15 Advantages and Disadvantages of Convenience Sampling*.

Vittana. Retrieved from https://vittana.org/15-advantages-and-disadvantages-of-convenience-sampling

Garcia, P. R. J. M., Sharma, P., De Massis, A., Wright, M., & Scholes, L. (2019). Perceived

parental behaviors and next-generation engagement in family firms: A social cognitive

perspective. *Entrepreneurship: Theory & Practice*, 43(2), 224–243.

https://doi.org/10.1177/1042258718796087

Gazdula, J., & Atkin, C. (2017). Enterprise placements: Factors which support learning and

prolonged attainment in students. *Research in Post-Compulsory Education*, 22(1), 128–143.

Gershenson, S., Holt, S. B., & Papageorge, N. W. (2016). Who believes in me? The effect of

student-teacher demographic match on teacher expectations. E*conomics of Education Review*, 52, 209–224.

Gewertz, C. (2021, July 21). *How can teachers better understand students? A new breed of assessment will try to help*. Education Week. Retrieved from

https://www.edweek.org/teaching-learning/how-can-teachers-better-understand-students-a-new-breed-of-assessment-will-try-to-help/2021/07

Ghebreyessus, K., Ndip, E. M., Waddell, M. K., Asojo, O. A., & Njoki, P. N. (2022). Cultivating

success through undergraduate research experience in a historically black college and

university. *Journal of Chemical Education*, 99(1), 307–316.

Glazer, N. (2014). Formative plus summative assessment in large undergraduate courses: Why

both? *International Journal of Teaching and Learning in Higher Education*, 26(2), 276–286.

Goldin, C. & Katz, L. F. (1999). The shaping of higher education: The formative years in the United States, 1890 to 1940. *Journal of Economic Perspectives*, 13(1), 37–62.

Gopalan, M., & Nelson, A. A. (2019). Understanding the racial discipline gap in schools. *AERA Open*, 5(2).

Grant, A. (2022, March 22). *Documentary analysis: the research method that can level the playing field*. Transforming Society. Retrieved from https://www.transformingsociety.co.uk/2022/03/22/documentary-analysis-the-research-method-that-can-level-the-playing-field/

Gregory, A., Hafen, C. A., Ruzek, E., Amori Yee Mikami, Allen, J. P., & Pianta, R. C. (2016). Closing the racial discipline gap in classrooms by changing teacher practice. *School Psychology Review*, 45(2), 171–191. https://doi.org/10.17105/SPR45-2.171-191

Grier, D., Lindt, S. F., & Miller, S. C. (2021). Formative assessment with game-based technology. *International Journal of Technology in Education and Science*, 5(2), 193–202. https://doi.org/10.46328/ijtes.97

Grier-Reed, T. L. (2010). The African American student network: creating sanctuaries and counterspaces for coping with racial microaggressions in higher education settings. *Journal of Humanistic Counseling, Education & Development*, 49(2), 181–188. https://doi.org/10.1002/j.2161-1939.2010.tb00096.x

Groenewald, R. (2021, February 4). *Social learning theory explained*. Fractus Learning. Retrieved from https://www.fractuslearning.com/bandura-social-learning-theory/

Grusec, J. E. (1992). Social learning theory and developmental psychology: The legacies of Robert Sears and Albert Bandura. *Developmental Psychology*, 28(5), 776–786.

Harlen, W., & James, M. (1997). Assessment and learning: Differences and relationships. *Assessment in Education: Principles, Policy & Practice*, 4(3), 365. https://doi.org/10.1080/0969594970040304

Harper, S. R., & Quaye, S. J. (2007). Student organizations as venues for black identity expression and development among African American male student leaders. *Journal of College Student Development*, 48(2), 127–144. https://doi.org/10.1353/csd.2007.0012

Hart, K. E., & Kritsonis, W. A. (2006). Critical analysis of an original writing on social learning theory: Imitation of film-mediated aggressive models by: Albert Bandura, Dorothea Ross and Sheila A. Ross. *In National Forum of Applied Educational Research Journal,* 19(3), 1-7.

Harvey, L. (2003). Student feedback [1]. *Quality in Higher Education*, 9(1), 3. https://doi.org/10.1080/13538320308164

Harwood, S. A., Huntt, M. B., Mendenhall, R., & Lewis, J. A. (2012). Racial microaggressions in the residence halls: Experiences of students of color at a predominantly white university. *Journal of Diversity in Higher Education*, 5(3), 159–173. https://doi.org/10.1037/a0028956

Hausmann, L., Schofield, J., & Woods, R. (2007). Sense of belonging as a predictor of intentions to persist among African American and white first-year college students. *Research in Higher Education*, 48(7), 803–839. https://doi.org/10.1007/s11162-007-9052-9

Heritage, M. (2007, October 1). *Formative assessment: what do teachers need to know and do?*. Phi Delta Kappan. Retrieved from https://kappanonline.org/formative-assessment-heritage/

Hill, J. (2019). Why black athletes should leave white colleges. *Atlantic*, 324(4), 11–14.

Hotchkins, B. K. (2016). African American males navigate racial microaggressions. *Teachers College Record*, 118(6), 1–32. https://doi.org/10.1177/016146811611800603

Houghton Mifflin Harcourt. (2019, June 19). *How do educators feel about classroom technology?*. Retrieved from https://www.hmhco.com/blog/how-do-teachers-feel-about-classroom-technology

Huberman, A. M., & Miles, M. B. (1983). Drawing valid meaning from qualitative data: Some techniques of data reduction and display. *Quality & Quantity*, 17(4), 281. https://doi.org/10.1007/BF00167541

Hudson, J. N., & Bristow, D. R. (2006). Formative assessment can be fun as well as educational. *Advances in Physiology Education*, 30(1–4), 33–37. https://doi.org/10.1152/advan.00040.2005

Huerta, A. H. (2022). Exploring undergraduate students' emotional vulnerability in men of color programs. *Journal of College Student Development*, 63(1), 51–68. https://doi.org/10.1353/csd.2022.0006

Huisman, B., Saab, N., van den Broek, P., & van Driel, J. (2019). The impact of formative peer feedback on higher education students' academic writing: A meta-analysis. *Assessment & Evaluation in Higher Education*, 44(6), 863–880. https://doi.org/10.1080/02602938.2018.1545896

Huling, L. A. (2018). Understanding African American undergraduate student organization involvement at the university of California, Davis. *In ProQuest LLC*. https://www.proquest.com/docview/2135414874/fulltextPDF/2DA468B5026A4BCCPQ/1?accountid=12085

Human Research Protection Program. (2022). *Obtaining and documenting informed consent*.

    Retrieved from https://irb.ucsf.edu/obtaining-and-documenting-informed-consent

Hunn, V. (2014). African American students, retention, and team-based learning: A review of the

    literature and recommendations for retention at predominately white institutions. *Journal*

    of Black Studies, 45(4), 301–314. https://doi.org/10.1177/0021934714529594

I3-Technologies. (2022, January 14). *10 ways to use technology in the classroom*. Retrieved

    from https://www.i3-technologies.com/en/articles/stories/education/10-ways-to-use-

    technology-in-the-classroom/

Indeed. (2021, July 8). *What is document analysis? (with definition and steps)*. Retrieved from

    https://www.indeed.com/career-advice/career-development/document-analysis

Ingersoll, R., May, H., & Collins, G. (2019). Recruitment, employment, retention and the

    minority teacher shortage. *Education Policy Analysis Archives*, 27(34–39), 1–42.

    https://doi.org/10.14507/epaa.27.3714

Institute for Higher Education Policy. (2010). A snapshot of African Americans in higher

    education. Mini brief. *Institute for Higher Education Policy*.

InterQ. (2022, February 2). *What Is Data Saturation In Qualitative Research?*. Retrieved from

    https://interq-research.com/what-is-data-saturation-in-qualitative-research/

Iowa State University. (2019, July 6). *Peer assessment*. Retrieved from

    https://www.celt.iastate.edu/teaching/assessment-and-evaluation/peer-assessment/

Jackson, M. A., Kacanski, J. M., Rust, J. P., & Beck, S. E. (2006). Constructively challenging

    diverse inner-city youth's beliefs about educational and career barriers and supports.

    Journal of Career Development, 32(3), 203–218.

    https://doi.org/10.1177/0894845305279161

Jagers, A. (2017). African American male students' perceptions of the community college

    experience in rural Louisiana and how it influences graduation and retention rates

    [ProQuest LLC]. *In ProQuest LLC.*

Jaggers, D. L. (2020). Navigating white spaces: examining the lived experiences of black

    undergraduate women involved in historically white student organizations. *Journal of*

    Women and Gender in Higher Education, 13(3), 288–302.

Jaggers, D., & Iverson, S. V. (2012). "Are you as hard as 50 Cent?" Negotiating race and

    masculinity in the residence halls. *Journal of College and University Student Housing*,

    39(1), 186–199.

Jamil, Z., Fatima, S. S., & Saeed, A. A. (2018). Preclinical medical students' perspective on

    technology enhanced assessment for learning. JPMA. *The Journal of the Pakistan*

    Medical Association, 68(6), 898–903.

Jansen, D. (2022, September). *Research Limitations & Delimitations*. Retrieved from

    https://gradcoach.com/research-limitations-vs-delimitations/

Jin-Hua She, Chun Wu, Hui Wang, & Shumei Chen. (2009). Design of an e-learning system for

    technical chinese courses using cognitive theory of multimedia learning. *Electronics &*

    Communications in Japan, 92(8), 1–10. https://doi.org/10.1002/ecj.10204

Johnson-Ahorlu, R. N. (2012). The academic opportunity gap: How racism and stereotypes

    disrupt the education of African American undergraduates. *Race, Ethnicity and*

    Education, 15(5), 633–652. DOI: 10.1080/13613324.2011.645566

Jones, J. D., & William, M. (2006). The African American student center and black student

    retention at a pacific northwest PWI. *Western Journal of Black Studies*, 30(4), 24–34.

Joughin, G. (2010). The hidden curriculum revisited: A critical review of research into the influence of summative assessment on learning. *Assessment & Evaluation in Higher Education*, 35(3), 335–345. https://doi.org/10.1080/02602930903221493

The Journal of Blacks in Higher Education. (2021, December 6). *An Urgent Need to Focus on Retention Programs for African Americans in Higher Education*. Retrieved from https://www.jbhe.com/2021/12/an-urgent-need-to-focus-on-retention-programs-for-african-americans-in-higher-education/

K12ELearning. (2015, November 8). *Cognitive theory of multimedia learning*. Retrieved from http://www.k12elearning.com/multimedia-learning.html

Kahl, J. E., Koenig, A., & Smith, R. (2013). Student reactions to public safety reports of hate crimes. *Journal of Interpersonal Violence*, 28(13), 2713–2730.

Kamara, S. S., & Dadhabai, S. (2022). Assessment factors influencing students' academic achievement. *Journal of Management Information & Decision Sciences*, 25, 1–13.

Kao, S.-F., & Tsai, C.-Y. (2016). Transformational leadership and athlete satisfaction: The mediating role of coaching competency. *Journal of Applied Sport Psychology*, 28(4), 469–482.

Kealey, E. (2010). Assessment and evaluation in social work education: Formative and summative approaches. *Journal of Teaching in Social Work*, 30(1), 64–74. https://doi.org/10.1080/08841230903479557

Kellow, J. T., & Jones, B. D. (2008). The effects of stereotypes on the achievement gap: Reexamining the academic performance of African American high school students. *Journal of Black Psychology*, 34(1), 94–120. 10.1177/0095798407310537

Ketonen, L., Hähkiöniemi, M., Nieminen, P., & Viiri, J. (2020). Pathways through peer
assessment: Implementing peer assessment in a lower secondary physics classroom.
International Journal of Science & Mathematics Education, 18(8), 1465–1484.
https://doi.org/10.1007/s10763-019-10030-3

Khudzari, J. M., Halim, S. 'Adliana A., Lokman, N., & Othman, S. (2019). Social cognitive
theory (sct) and students' failure in bachelor of corporate administration programme.
Asian Journal of University Education, 15(3), 151–162

Kibble, J. D. (2017). Best practices in summative assessment. *Advances in Physiology
Education*, 41(1), 110–119. https://doi.org/10.1152/advan.00116.2016

Kile, N. C. (2021, August 24). *Purposes and benefits of assessment*. ContinuEd. Retrieved from
https://www.continued.com/early-childhood-education/articles/purposes-and-benefits-of-
assessment-23738

Kohler, F., Henning, J. E., & Usma-Wilches, J. (2008). Preparing preservice teachers to make
instructional decisions: An examination of data from the teacher work sample. *Teaching
and Teacher Education: An International Journal of Research and Studies*, 24(8), 2108–
2117.

Kurt, Dr. Serhat. (2020, January 6). *Social learning theory: albert bandura*. Educational
Technology. Retrieved from https://educationaltechnology.net/social-learning-theory-
albert-bandura/

Lake, E. J. (2021, November 15). *A Case Study of Black Students' Perception of Experiential
Learning at PWIs*. National Association of Colleges and Employers. Retrieved from
https://www.naceweb.org/diversity-equity-and-inclusion/trends-and-predictions/a-case-
study-of-black-students-perception-of-experiential-learning-at-pwis/

LaMorte, W.W. (2018). *The Social Cognitive Theory*. Boston University Medical Center.

Retrieved from https://sphweb.bumc.bu.edu/otlt/mph-modules/sb/behavioralchangetheories/behavioralchangetheories5.html

Lane, S. R. (2019). High school career development experiences and career development self-efficacy in the prediction of college major persistence: an application of social cognitive career theory [ProQuest LLC]. *In ProQuest LLC*.

Leath, S., Quiles, T., Samuel, M., Chima, U., & Chavous, T. (2022). "Our community is so small": considering intraracial peer networks in black student adjustment and belonging at PWIs. *American Educational Research Journal*, 59(4), 752–787.

Lett, D. F., & Wright, J. V. (2003). Psychological barriers associated with matriculation of African American students in predominantly white institutions. *Journal of Instructional Psychology*, 30(3), 189–196.

Lewine, R., Manley, K., Bailey, G., Warnecke, A., Davis, D., & Sommers, A. (2021). College success among students from disadvantaged backgrounds: "Poor" and "rural" do not spell failure. *Journal of College Student Retention: Research, Theory & Practice*, 23(3), 686–698. https://doi.org/10.1177/1521025119868438

Lincoln, Y., & Guba, E. (1985). Establishing Trustworthiness. In Naturalistic Inquiry (pp. 289 – 327). Thousand Oaks, CA: SAGE Publications. Retrieved from https://ethnographyworkshop.files.wordpress.com/2014/11/lincoln-guba-1985-establishing-trustworthiness-naturalistic-inquiry.pdf

Lindsay, C. A., & Hart, C. M. D. (2017). Exposure to same-race teachers and student disciplinary outcomes for black students in North Carolina. *Educational Evaluation & Policy Analysis*, 39(3), 485–510. https://doi.org/10.3102/0162373717693109

Linsenmeyer, W., & Rahman, R. (2021). Career motivations and aspirations of dietetic students: applying the social cognitive career theory. *Internet Journal of Allied Health Sciences & Practice*, 19(1), 1–7.

Llosa, L., Grapin, S. E., & Haas, A. (2022). Assessment for English learners: An illustration of four types of formative assessment in a fifth-grade physical science unit. *Science and Children*, 59(3), 58–63.

Looney, J. W. (2011). Integrating formative and summative assessment: Progress toward a seamless system? OECD education working papers, No. 58. *In OECD Publishing (NJ1). OECD Publishing (NJ1)*.

Love, D. (2008). Revitalizing retention efforts for African American college students at predominately white institutions. *Allied Academies International Conference: Proceedings of the Academy of Educational Leadership (AEL)*, 13(2), 41–46.

Maffini, C. S., & Dillard, K. C. (2022). Safe & sound? Perceptions of campus safety for black college students. *Race, Ethnicity and Education*, 25(1), 2–17.

Main, P. (2021, October 29). *Formative assessment strategies: a teacher's guide*. Structural Learning. Retrieved from https://www.structural-learning.com/post/formative-assessment-strategies-a-teachers-guide

Maitland, A., & Gervis, M. (2010). Goal-setting in youth football. Are coaches missing an opportunity? *Physical Education & Sport Pedagogy*, 15(4), 323–343.

Malamed, C. (2016, June 4). *Applying Richard Mayer's Cognitive Theory Of Multimedia Learning*. The Learning Coach. Retrieved from https://theelearningcoach.com/learning/learning-theory-and-multimedia/

Matthews, R., & Noyes, A. (2016). To grade or not to grade: Balancing formative and summative assessment in post-16 teacher trainee observations. *Journal of Further and Higher Education*, 40(2), 247–261.

Mayer RE. (2010). Applying the science of learning to medical education. *Medical Education*, 44(6), 543–549. https://doi.org/10.1111/j.1365-2923.2010.03624

McCarthy, J. (2017). Enhancing feedback in higher education: Students' attitudes towards online and in-class formative assessment feedback models. *Active Learning in Higher Education,* 18(2), 127–141

McCombes, S. (2019, September 19). *Sampling methods | types and techniques explained.* Scribbr. Retrieved from https://www.scribbr.com/methodology/sampling-methods/

McConnell, C. (2010). Placement learning in the creative industries: Engaging students with micro-businesses. *Industry and Higher Education*, 24(6), 455–466.

McElderry, J. A. (2022). Creating practices and strategies towards persistence for undeclared, Black males at Predominately White Institutions (PWIs). *New Directions for Higher Education*, 2022(197), 35–45. https://doi.org/10.1002/he.20425

McGee, T., & Kruger, A. C. (2022). Racial microaggressions and African American undergraduates' academic experiences: preparation for bias messages as a protective resource. *Journal of Black Psychology*, 48(6), 726–750. https://doi.org/10.1177/00957984211067628

McTighe, J., & O'Connor, K. (2005). Seven practices for effective learning. (Cover story). *Educational Leadership*, 63(3), 10–17.

Merolla, D. M., & Jackson, O. (2019). Structural racism as the fundamental cause of the academic achievement gap. *Sociology Compass*, 13(6). https://doi.org/10.1111/soc4.12696

Middleton, F. (2019, September 6). *The 4 types of validity | explained with easy examples*. Scribbr. Retrieved from https://www.scribbr.com/methodology/types-of-validity/

Milner, H. R. (2012). Beyond a test score: Explaining opportunity gaps in educational practice. *Journal of Black Studies*, 43(6), 693–718. https://doi.org/10.1177/0021934712442539

Monroe, C. R. (2005). Understanding the discipline gap through a cultural lens: implications for the education of African American students. *Intercultural Education*, 16(4), 317–330.

Moon, N. S., & Singh, A. A. (2015). In their own voices: adolescent African American males' experiences of the achievement gap. *Journal of School Counseling*, 13(16), 1–36.

Moragne-Patterson, Y. K., & Barnett, T. M. (2017). Experiences and responses to microaggressions on historically white campuses: A qualitative interpretive meta-synthesis. *Journal of Sociology & Social Welfare*, 44(3), 3–26.

Moreu, G., & Brauer, M. (2022). Inclusive teaching practices in post-secondary education: What instructors can do to reduce the achievement gaps at U.S. colleges. *International Journal of Teaching & Learning in Higher Education*, 34(1), 170–182.

Morgan, H. (2019). The lack of minority students in gifted education: hiring more exemplary teachers of color can alleviate the problem. *Clearing House*, 92(4/5), 156–162. https://doi.org/10.1080/00098655.2019.1645635

Morris, E. W., & Perry, B. L. (2016). The punishment gap: School suspension and racial disparities in achievement. *Social Problems*, 63(1), 68–86. https://doi.org/10.1093/socpro/spv026

Moustakas, C. (1994). Phenomenological Research Methods. Thousand Oaks: CA: SAGE Publications. ISBN: 9780803957985

Movchan, S. (2018, April 6). *What makes a good learning environment*. Raccoon Gang. Retrieved from https://raccoongang.com/blog/what-makes-good-learning-environment/

Mulvaney, M. (2020). Discussion groups and multi-formatted content delivery in an online module: effect on students' self-efficacy. *College Student Journal*, 54(1), 88–105.

Nadal, K. L., Yinglee Wong, Griffin, K. E., Davidoff, K., & Sriken, J. (2014). The adverse impact of racial microaggressions on college students' self-esteem. *Journal of College Student Development*, 55(5), 461–474. https://doi.org/10.1353/csd.2014.0051

National Center for Education Statistics. (2022). *Blake Smith University*. Retrieved from https://nces.ed.gov/globallocator/col_info_popup.asp?ID=232423

National Education Association. (2020, June 25). *History of standardized testing in the united states*. Retrieved from https://www.nea.org/professional-excellence/student-engagement/tools-tips/history-standardized-testing-united-states

Nickerson, C. (2022, May 5). *Social cognitive theory: how we learn from the behavior of others*. Simply Psychology. Retrieved from https://www.simplypsychology.org/social-cognitive-theory.html

Nieminen, J. H. (2020). Disrupting the power relations of grading in higher education through summative self-assessment. *Teaching in Higher Education*, 1–16. https://doi.org/10.1080/13562517.2020.175368

Noble, J., & Sawyer, R. (2002). Predicting different levels of academic success in college using high school gpa and act composite score. *ACT Research Report Series*.

Noguera, P. A. (2003). The trouble with black boys: The role and influence of environmental and cultural factors on the academic performance of African American males. *Urban Education*, 38(4), 431. https://doi.org/10.1177/0042085903038004005

Norwood, K. J., & Norwood, R. A. (2022). The root and branches of structural school racism in Missouri: A story of failure by design and the illusion and hypocrisy of school choice. *Washington University Journal of Law & Policy*, *67*, 293–357.

Nwosu, H. E., Obidike, P. C., Ugwu, J. N., Udeze, C. C., & Okolie, U. C. (2022). Applying social cognitive theory to placement learning in business firms and students' entrepreneurial intentions. Inte*rnational Journal of Management Education (Elsevier Science)*, 20(1), N.PAG. https://doi.org/10.1016/j.ijme.2022.100602

Okolie, U. C., Elom, C. O., Onajite, G. O., Abonyi, S. O., & Igwe, P. A. (2022). Exploring the link between student placement learning in business organizations and self-employment preparatory behaviors. *Industry and Higher Education*, 36(6), 693–704.

Onwumechili, C. (2022). Donald Trump's America: Communicating the seeds of racism, xenophobia, & persistent conflict. *Howard Journal of Communications*, 33(2), 115–118. https://doi.org/10.1080/10646175.2022.2054300

Pajares, F. (2012, September 8). *Overview of Social Cognitive Theory and of Self-Efficacy*. Emory University. Retrieved from http://people.wku.edu/richard.miller/banduratheory.pdf

Palmer, R. T., & Young, E. M. (2009). Determined to succeed: salient factors that foster academic success for academically unprepared black males at a black college. *Journal of College Student Retention: Research, Theory & Practice*, 10(4), 465–482.

Park, H., & Shin, S. (2022). When does group efficacy deteriorate group performance? Implications of group competency. *Behavioral Sciences*, 12(10), N.PAG. https://doi.org/10.3390/bs12100379

Park, J. J. (2014). Clubs and the campus racial climate: student organizations and interracial friendship in college. *Journal of College Student Development*, 55(7), 641–660.

Parker, W. M., Puig, A., Johnson, J., & Anthony Jr., C. (2016). Black males on white campuses: still invisible men?. *College Student Affairs Journal*, 34(3), 76–92. https://doi.org/10.1353/csj.2016.0020

Patterson, A. F. (2021). "It was really tough"--Exploring the feelings of isolation and cultural dissonance with black American males at a predominantly white institution. *Journal of College Student Retention: Research, Theory & Practice*, 23(1), 55–77. DOI:10.1177/1521025118796633

Patton, L. D., & Catching, C. (2009). "Teaching while black": Narratives of African American student affairs faculty. *International Journal of Qualitative Studies in Education (QSE)*, 22(6), 713–728. https://doi.org/10.1080/09518390903333897

Penney, A., & Schwartz, I. (2019). Effects of coaching on the fidelity of parent implementation of reciprocal imitation training. *Autism: The International Journal of Research and Practice*, 23(6), 1497–1507.

Perna, L. W. (2000). Differences in the decision to attend college among African Americans, Hispanics, and Whites. *Journal of Higher Education*, 71(2), 117–141.

Porter, J. R., & Bratter, J. L. (2015). Investigating race, class and context through historical evidence: Segregation and the ecology of aspirations of black college students in the

1960s south. *Sociological Spectrum*, 35(3), 286–308.
https://doi.org/10.1080/02732173.2015.1021061

Power School. (2021, January 22). *9 benefits of using formative assessment to increase student growth*. Retrieved from https://www.powerschool.com/blog/9-benefits-of-using-formative-assessment-to-increase-student-growth/

Quinn, D. M. (2020). Experimental effects of "achievement gap" news reporting on viewers' racial stereotypes, inequality explanations, and inequality prioritization. *Educational Researcher :A Publication of the American Educational Research Association*, 49(7), 482–492. https://doi.org/10.3102/0013189X20932469

Ramnani, M. (2018, December 5). *Theoretical knowledge vs practical application*. Vesim. Retrieved from https://www.vesim.ves.ac.in/vesimblog/student-blog/185-theoretical-knowledge-vs-practical-application.html

Reader, C. M. (2018). The effectiveness of intrusive advising programs on academic achievement and retention in higher education [ProQuest LLC]. *In ProQuest LLC*.

Robertson, S. N., Humphrey, S. M., & Steele, J. P. (2019). Using technology tools for formative assessments. *Journal of Educators Online*, 16(2).

Roulston, K. & Shelton, S. A. (2015). Reconceptualizing bias in teaching qualitative research methods. *Sage Journals, Qualitative Inquiry*, 21(4), 332–342.
https://doi.org/10.1177/1077800414563803

Sadler, P. M., & Good, E. (2006). The impact of self- and peer-grading on student learning. *Educational Assessment*, 11(1), 1–31. https://doi.org/10.1207/s15326977ea1101_1

Sage Knowledge. (2021, March 18). *Predominantly White Institutions*. Retrieved from https://sk.sagepub.com/reference/africanamericaneducation/n193.xml

Sanchez, C. E., Atkinson, K. M., Koenka, A. C., Moshontz, H., & Cooper, H. (2017). Self-grading and peer-grading for formative and summative assessments in 3rd through 12th grade classrooms: a meta-analysis. *Journal of Educational Psychology*, 109(8), 1049–1066. http://dx.doi.org/10.1037/edu0000190

Schmidt, P. (2009). Colleges seek key to success of black men in the classroom. *Education Digest: Essential Readings Condensed for Quick Review*, 74(7), 4–9.

Schmidt, T., Gazou, A., Rieß, A., Rieß, O., Grundmann-Hauser, K., Falb, R., Schadeck, M., Heinrich, T., Abeditashi, M., Schmidt, J., Mau-Holzmann, U. A., & Schnabel, K. P. (2020). The impact of an audience response system on a summative assessment, a controlled field study. *BMC Medical Education*, 20(1), 218. https://doi.org/10.1186/s12909-020-02130-4

School of Education. (2020, June 25). *How important is technology in education? Benefits, challenges, and impact on students*. Retrieved from https://soeonline.american.edu/blog/technology-in-education

Scott, T. M., Gage, N., Hirn, R., & Han, H. (2019). Teacher and student race as a predictor for negative feedback during instruction. *School Psychology*, 34(1), 22–31. http://dx.doi.org/10.1037/spq0000251

Senreich, E., & Williams-Gray, B. (2021). Factors impacting diverse students' perceptions of the police at two urban colleges. *Journal of College Student Development*, 62(1), 72–89.

Sinanan, A. (2016). The value and necessity of mentoring African American college students at PWI's. *Journal of Pan African Studies*, 9(8), 155–166.

Smedley, B. D., & Myers, H. F. (1993). Minority-status stresses and the college adjustment of ethnic minority freshmen. *Journal of Higher Education*, 64(4), 434–452. https://doi.org/10.2307/2960051

Smith, W. A., Allen, W. R., & Danley, L. L. (2007). "Assume the position ... You fit the description": Psychosocial experiences and racial battle fatigue among African American male college students. *American Behavioral Scientist*, 51(4), 551–578. https://doi.org/10.1177/0002764207307742

Solorzano, D., Ceja, M., & Yosso, T. (2000). Critical race theory, racial microaggressions, and campus racial climate: The experiences of African American college students. *Journal of Negro Education*, 69(1–2), 60–73.

Sotardi, V. A., & Brogt, E. (2020). Influences of learning strategies on assessment experiences and outcomes during the transition to university. *Studies in Higher Education*, 45(9), 1973–1985. https://doi.org/10.1080/03075079.2019.1647411

Steele, C. M. (1992). Race and schooling of black Americans. *Atlantic* (02769077), 269(4), 68.

Steele, C. M., & Aronson, J. (1995). Stereotype threat and the intellectual test performance of African Americans. *Journal of Personality and Social Psychology*, 69(5), 797–811. https://doi.org/10.1037//0022-3514.69.5.797

Steinberg, L., Dornbusch, S. M., & Brown, B. B. (1992). Ethnic differences in adolescent achievement. An ecological perspective. *The American Psychologist*, 47(6), 723–729. https://doi.org/10.1037//0003-066x.47.6.723

Stiggins, R. (2005). From formative assessment to assessment for learning: A path to success in standards-based schools. *Phi Delta Kappan*, 87(4), 324–328. https://doi.org/10.1177/003172170508700414

Swafford, M., Anderson, R., & Wilson, M. (2021). The need for cognition and self-regulated learning in online environments. *CTE Journal*, 9(2), 32–38.

Swank, E. W. (2012). Predictors of political activism among social work students. *Journal of Social Work Education*, 48(2), 245–266. https://doi.org/10.5175/JSWE.2012.200900111

Taffe, N. (2022). He needs to be in a learning community -- learning community, a place of respite and brotherhood while persisting in college. *Journal of College Access*, 7(1), 145–162.

Taylor, C. (2018, May 13). *How bar graphs are used to display data*. Thought Co. Retrieved from https://www.thoughtco.com/what-is-a-bar-graph-3126357

Taylor, E., & Olswang, S. G. (1997). Crossing the color line: African Americans and predominantly white universities. *College Student Journal*, 31, 11–18.

Taylor VJ, & Walton GM. (2011). Stereotype threat undermines academic learning. *Personality & Social Psychology Bulletin*, 37(8), 1055–1067.

Thomas, L. J., Parsons, M., & Whitcombe, D. (2019). Assessment in smart learning environments: psychological factors affecting perceived learning. *Computers in Human Behavior*, 95, 197–207. https://doi.org/10.1016/j.chb.2018.11.037

Tomeh, D. H., & Sackett, P. R. (2022). On the continued misinterpretation of stereotype threat as accounting for black-white differences on cognitive tests. *Personnel Assessment & Decisions*, 8(1), 1–14.

Top Hat. (2020, March 25). *Academic achievement*. Retrieved from https://tophat.com/glossary/a/academic-achievement/

Trotter, E. (2006). Student perceptions of continuous summative assessment. *Assessment & Evaluation in Higher Education*, 31(5), 505–521. https://doi.org/10.1080/02602930600679506

UNC. (2018, April 20). *Qualitative visualization*. Retrieved from https://library.unc.edu/data/qualitative-visualization/

The University of British Columbia. (2019, November 21). *Pseudonymization*. Retrieved from https://researchdata.library.ubc.ca/deposit/anonymize-and-de-identify/data-pseudonymization/

The University of British Columbia. (2018, October 15). *Ideas and strategies for peer assessments*. Retrieved from https://isit.arts.ubc.ca/ideas-and-strategies-for-peer-assessments/

University of New Hampshire. (2021, January 22). *Formative assessment and feedback*. Retrieved from https://www.unh.edu/teaching-learning-resource-hub/assessment-feedback/formative-assessment-feedback

University of Oxford. (2021, February 7). *Peer feedback*. Retrieved from https://www.ctl.ox.ac.uk/peer-feedback

University of Washington. (2020, September 2). *Assessing and improving teaching*. Retrieved from https://teaching.washington.edu/topics/assessing-and-improving-teaching/

Van Manen, M. (2014). Phenomenology of Practice: Meaning-giving Methods in Phenomenological Research and Writing. Walnut Creek: CA: Left Coast Press, Inc. ISBN: 9781611327656

Walsh, K. (2017, June 20). *Mayer's 12 principles of multimedia learning are a powerful design resource*. Emerging EdTech. Retrieved from

https://www.emergingedtech.com/2017/06/mayers-12-principles-of-multimedia-learning-are-a-powerful-design-resource/

Walton, G. M., & Cohen, G. L. (2011). A brief social-belonging intervention improves academic and health outcomes of minority students. *Science*, 331(6023), 1447–1451. https://doi.org/10.1126/science.1198364

Wang, S., & Lin, S. S. J. (2007). The application of social cognitive theory to web-based learning through NetPorts. *British Journal of Educational Technology*, 38(4), 600–612. https://doi.org/10.1111/j.1467-8535.2006.00645.x

Whittemore, J. (2021, November 9). *The evolution of assessments in education*. Study.com. Retrieved from https://study.com/academy/lesson/the-evolution-of-assessments-in-education.html

Wiley University Services. (2016, July 19). *Principles of multimedia learning*. Retrieved from https://ctl.wiley.com/principles-of-multimedia-learning/

Wiliam, D. (2006). Formative assessment: Getting the focus right. *Educational Assessment*, 11(3/4), 283–289. https://doi.org/10.1207/s15326977ea1103&4_7

Wind, D. K. (2018, February 12). *Five ways to make peer feedback effective in your classroom*. Retrieved from https://www.edsurge.com/news/2018-02-12-five-ways-to-make-peer-feedback-effective-in-your-classroom

Young, D. J. (1990). An investigation of students' perspectives on anxiety and speaking. *Foreign Language Annals*, 23(6), 539–553.

Zhou, X., Chai, C. S., Jong, M. S.-Y., & Xiong, X. B. (2021). Does relatedness matter for online self-regulated learning to promote perceived learning gains and satisfaction? *Asia-Pacific*

Education Researcher (Springer Science & Business Media B.V.), 30(3), 205–215.

https://doi.org/10.1007/s40299-021-00579-5

Zimmerman, B. J., Bandura, A., & Martinez-Pons, M. (1992). Self-motivation for academic

attainment: The role of self efficacy beliefs and personal goal setting. *American*

Educational Research Journal, 29(3), 663–676.

https://doi.org/10.3102/00028312029003663

Appendix A

IRB Application

LIBERTY UNIVERSITY
INSTITUTIONAL REVIEW BOARD

May 10, 2023

Virgil Phillips
Darren Howland

Re: IRB Approval - IRB-FY22-23-1104 The lived experiences of African American undergraduate students with formative and summative assessments at a predominantly white institution: A hermeneutic phenomenological qualitative study

Dear Virgil Phillips, Darren Howland,

We are pleased to inform you that your study has been approved by the Liberty University Institutional Review Board (IRB). This approval is extended to you for one year from the following date: May 10, 2023. If you need to make changes to the methodology as it pertains to human subjects, you must submit a modification to the IRB. Modifications can be completed through your Cayuse IRB account.

Your study falls under the expedited review category (45 CFR 46.110), which is applicable to specific, minimal risk studies and minor changes to approved studies for the following reason(s):

7. Research on individual or group characteristics or behavior (including, but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior) or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies.

Your stamped consent form(s) and final versions of your study documents can be found under the Attachments tab within the Submission Details section of your study on Cayuse IRB. Your stamped consent form(s) should be copied and used to gain the consent of your research participants. If you plan to provide your consent information electronically, the contents of the attached consent document(s) should be made available without alteration.

Thank you for your cooperation with the IRB, and we wish you well with your research

project.

Sincerely,

G. Michele Baker, PhD, CIP
Administrative Chair
Research Ethics Office

Appendix B

Informed Consent/Assent Forms

Title of the Project: The lived experiences of African American undergraduate students with formative and summative assessments at a predominantly white institution: A hermeneutic phenomenological qualitative study

Principal Investigator: Virgil Phillips Jr., Doctoral Candidate, School of Education, Liberty University

Invitation to be Part of a Research Study

You are invited to participate in a research study. To participate, you must be an African American undergraduate student aged 18 to 21 and a member of the multicultural Greek council and the National Pan-Hellenic Council (NPHC). Taking part in this research project is voluntary.

Please take time to read this entire form and ask questions before deciding whether to take part in this research.

What is the study about and why is it being done?

The purpose of the study is to investigate the lived experiences of African American undergraduate students attending a predominantly white institution and the impact on formative and summative assessments.

What will happen if you take part in this study?

If you agree to be in this study, I will ask you to do the following:
1. Complete the initial research study demographic information that will take no more than 5 minutes.
2. Participate in a video and audio-recorded individual interview that will take no more than 45 minutes.
3. Participate in a written journal prompt within three days of the individual interview. The journal prompt will take no more than 30 minutes.
4. Participate in video and audio-recorded focus group that will take no more than 1 hour.
5. Complete member checking for inserts through the individual interview and the focus group within five days of receiving inserts. This process will take no more than 1 hour. *Member checking is an opportunity to verify and clarify the information you provided in the research (individual interview and focus group).

How could you or others benefit from this study?

Participants should not expect to receive a direct benefit from taking part in this study.

Benefits to society include how the environmental factors and the feelings of African American undergraduate students at a predominantly white institution are intertwined with their academic success.

Benefits to my discipline include all predominantly white universities and colleges because it will highlight and emphasize the lived experiences of African American undergraduate students at predominantly white universities and college. Also, predominantly white institutions may have the opportunity to implement policies that provide African American undergraduate students with a positive experience that overcomes racism and stereotypes and strengthens inclusivity.

Benefits to the literature include focusing on the feelings and experiences of African American undergraduate students and the direct impact on their ability to interact in summative and formative assessments.

What risks might you experience from being in this study?

The expected risks from participating in this study are minimal, which means they are equal to the risks you would encounter in everyday life. The risks involved in this study include the possibility of emotional and/or psychological stress from being asked to recall and discuss prior experiences or trauma. To reduce risk, I will monitor participants physical reactions while providing their responses. If participants show signs of emotional and/or psychological stress I will move to discontinue the interview if needed.

How will personal information be protected?

The records of this study will be kept private. Research records will be stored securely, and only the researcher will have access to the records.

- Participant responses will be kept confidential by replacing names with pseudonyms.
- Interviews will be conducted in a location where others will not easily overhear the conversation.
- Confidentiality cannot be guaranteed in focus group settings. While discouraged, other members of the focus group may share what was discussed with persons outside of the group.
- Data collected from you may be used in future research studies and/or shared with other researchers. If data collected from you is reused or shared, any information that could identify you, if applicable, will be removed beforehand.
- Data will be stored on a password-locked computer. After three years, all electronic records will be deleted.
- Recordings will be stored on a password locked computer for three years and then deleted. The researcher and members of his doctoral committee will have access to these recordings.

Is study participation voluntary?

Participation in this study is voluntary. Your decision whether to participate will not affect your current or future relations with Liberty University. If you decide to participate, you are free to not answer any question or withdraw at any time without affecting those relationships.

What should you do if you decide to withdraw from the study?

If you choose to withdraw from the study, please contact the researcher at the email address included in the next paragraph. Should you choose to withdraw, data collected from you apart from focus group data will be destroyed immediately and will not be included in this study. Focus group data will not be destroyed, but your contributions to the focus group will not be included in the study if you choose to withdraw.

Whom do you contact if you have questions or concerns about the study?

The researcher conducting this study is Virgil Phillips Jr. You may ask any questions you have now. If you have questions later, **you are encouraged** to contact him at ███████████████. You may also contact the researcher's faculty sponsor, Dr. Darren Howland at ███████████████.

Whom do you contact if you have questions about your rights as a research participant?

If you have any questions or concerns regarding this study and would like to talk to someone other than the researcher, **you are encouraged** to contact the IRB. Our physical address is Institutional Review Board, 1971 University Blvd., Green Hall Ste. 2845, Lynchburg, VA, 24515; our phone number is 434-592-5530, and our email address is irb@liberty.edu.

Disclaimer: The Institutional Review Board (IRB) is tasked with ensuring that human subjects research will be conducted in an ethical manner as defined and required by federal regulations. The topics covered and viewpoints expressed or alluded to by student and faculty researchers are those of the researchers and do not necessarily reflect the official policies or positions of Liberty University.

Your Consent

By signing this document, you are agreeing to be in this study. Make sure you understand what the study is about before you sign. You will be given a copy of this document for your records. The researcher will keep a copy with the study records. If you have any questions about the study after you sign this document, you can contact the study team using the information provided above.

I have read and understood the above information. I have asked questions and have received answers. I consent to participate in the study.

☐ The researcher has my permission to audio and video-record me as part of my participation in this study.
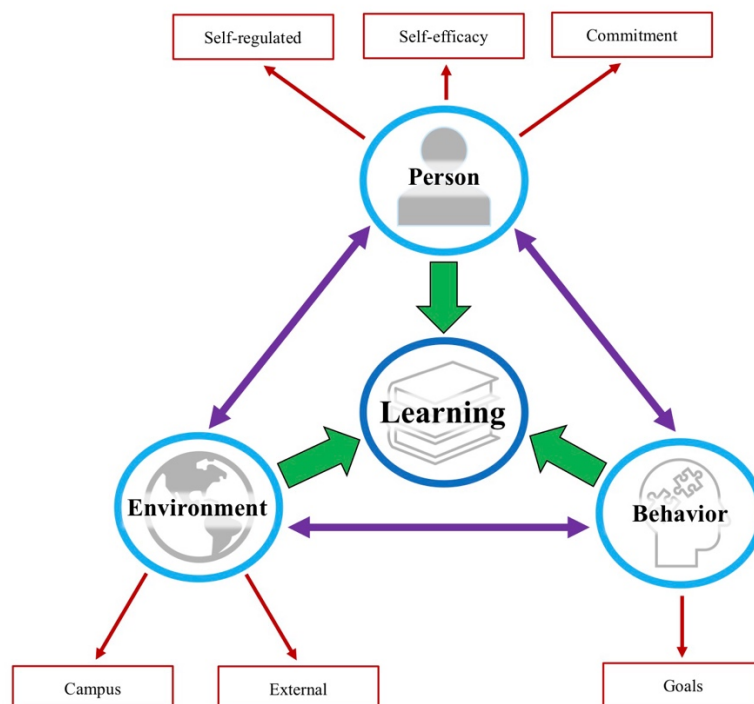
_____

Printed Subject Name

_____

Signature & Date

Appendix C

Social Cognitive Theory Visual

Figure 1

Social Cognitive Theory Visual

(Pajares, 2012)

Appendix D

Fall 2021 Undergraduate Enrollment at Blake Smith University

Table 1.

Undergraduate Enrollment

Enrollment	Total
Total enrollment	22,166
Undergraduate enrollment	20,070
Total	**42,236**

Appendix E

Fall 2021 Undergraduate Enrollment at Blake Smith University by Gender

Table 2.

Percentage of Undergraduate Enrollment by Gender

Undergraduate Gender	Percent
Men	42.3%
Women	57.7%
Total	**100%**

Appendix F

Fall 2021 Undergraduate Enrollment at Blake Smith University by Race/Ethnicity

Table 3.

Percentage of Undergraduate Enrollment by Race/Ethnicity

Undergraduate Race/Ethnicity	Percent
American Indian or Alaskan Native	0.1%
Asian	4.9%
Black or African American	4.7%
Hispanic/Latino	7.2%
Native Hawaiian or other Pacific Islander:	0.1%
White	75.1%
Two or more races	4.9%
Race/Ethnicity	1.7%
Non-resident alien	1.2%
Total	**99.9%**

Appendix G

Individual Interview Instrument

Questions including Introduction and Assessment

1. Please introduce yourself, including your year and major. (CRQ)

2. Describe your experiences as African American at a predominantly white institution, specifically working in a group setting. (CRQ)

3. Describe your feelings about being African American when taking an exam, quiz, or test? (CRQ)

Questions including Lived Experiences and Feelings

4. Describe your overall experiences of being African American at a predominantly white institution. (SQ1)

5. Describe your campus experiences of being African American at a predominantly white institution. (SQ1)

6. Describe your experiences of being African American at a predominantly white institution with faculty. (SQ1)

7. Describe your experiences of being African American at a predominantly white institution with administration. (SQ1)

Questions including Behaviors

8. Explain your feelings about being African American at a predominantly white institution. (SQ2)

9. Describe your feelings about being African American in the classroom. (SQ2)

10. Describe your feelings about being African American and interacting with your teachers in the classroom.

11.Describe your feelings about being African American and interacting with your peers in the classroom.

Questions including Environment

12. What factors in your environment impact your experience of being African American at a predominantly white institution? (SQ3)

13. How does family support impact your experience of being African American at a predominantly white institution? (SQ3)

14. How does community support impact your experience of being African American at a predominantly white institution? (SQ3)

Appendix H

Focus Group Instrument

Questions including Assessment

1. Describe your experiences about being African American at a predominantly white institution and working in a group setting. (CRQ)

2. Describe your feelings about being African American at a predominantly white institution when taking an exam, quiz, or test. (CRQ)

Questions including Lived Experiences and Feelings

3. Describe your experiences and feeling being African American at a predominantly white institution. (SQ1)

Questions including Behaviors

4. Describe your feelings about being African American at a predominantly white institution in class. (SQ2)

Questions including Environment

5. Discuss the factors in your environment and how they impact your experience of being African American at a predominantly white institution. (SQ3)

Appendix I

Journal Prompt Instrument

Questions including Assessment

1. Within 250-400 words, please describe your feelings, experiences, and environment

   factors of being African American at a predominantly white institution and how this

   impacts your test-taking and participation in class group settings. (CRQ)

Appendix J

Undergraduate Participants at Blake Smith University

Table 7

Undergraduate Participants

Undergraduate Participant	Major Area of Study	Minor Area of Study	Student Classification
Ashley	Health Sciences	Business & Honors Interdisciplinary	Sophomore
Auston	Media arts and design	Communications	Senior
Ava	Neuroscience	Pre-Medicine	Junior
Bethany	Biology	Honors and Pre-Dentistry	Senior
Bianca	Media Arts and Design with a concentration in Journalism	none	Senior
Brianna	Accounting	Human Resource Development	Senior
Fred	Business management/accounting	none	Senior
Joel	Economics	Human resource and development	Senior
Landon	Physics	Math and Astronomy	Junior
Omar	Health Sciences	none	Senior
Patricia	Justice Studies	Honors	Senior
Whitney	Nursing & Health Science	none	Senior

Appendix K

Primary Themes and Sub-Themes

Table 8.

Primary Themes and Sub-Themes

Themes	Sub-Themes
Performance Anxiety	
	Being on Edge
	High Expectations
	Feeling Not Wanted
Lack of Cultural Competence	
	Racial Discrimination
	Sense of Needing to Assimilate
Marginalized	
	Loneliness
	Misunderstood
Multifaceted	
	Authenticity in Minority Spaces
	Ambiguous Relationships
	Lack of External Culture
	Political Environment
University Confliction	
	Lack of University Intercultural and Global Awareness
	University Intercultural and Global Awareness
	Division in Minority

Appendix L

Primary Themes and Sub-Themes Linked with Research Questions

Table 9.

Primary Themes and Sub-Themes Linked with Research Questions

Themes	Sub-Themes	Research Question
Performance Anxiety		Central Question
	Being on Edge	Central Question
	High Expectations	Central Question
	Feeling Not Wanted	Central Question
Lack of Cultural Competence		Sub Question 1
	Racial Discrimination	Sub Question 1
	Sense of Needing to Assimilate	Sub Question 1
Marginalized		Sub Question 2
	Loneliness	Sub Question 2
	Misunderstood	Sub Question 2
Multifaceted		Sub Question 3
	Authenticity in Minority Spaces	Sub Question 3
	Ambiguous Relationships	Sub Question 3
	Lack of External Culture	Sub Question 3
	Political Environment	Sub Question 3
University Confliction		Sub Question 3
	Lack of University Intercultural and Global Awareness	Sub Question 3
	University Intercultural and Global Awareness	Sub Question 3
	Division in Minority	Sub Question 3

Appendix M

Theoretical Implications

Figure 2

Theoretical Implications

Person	Behavior	Environment
• Performance Anxiety o Being on Edge o High Expectations o Feeling Not Wanted	• Marginalization o Loneliness o Misunderstood	• Lack of Cultural Competence o Racial Discrimination o Sensing of Need to Assimilate • Multifaceted o Authenticity in Minority Spaces o Ambiguous Relationships o Lack of External Culture o Political Environment • University Confliction o Lack of University Intercultural and Global Awareness o University Intercultural and Global Awareness o Division in Minority