The purpose of this phenomenological research was to examine the intersectionality of race, gender, class, and age and its impact on the situational barriers, intersecting identities and institutional barriers that impact the persistence of adult Black female undergraduates seeking a higher education degree. Ten adult Black women age 25 and older who were enrolled or recently graduated from 4-year public institutions in the State of Massachusetts participated in this study. The researcher merged Collins (1990) theory of intersectionality with Cross’ (1981) CAL model of adult learning to gain further insights into the experiences of adult Black female undergraduates. This study used a modified Van Kaam (1966) method of analysis by Moustakas (1994) to obtain a deeper understanding of their experiences. Findings from this study indicate that the participants experienced barriers related to family circumstances, relationships, health, employment, enrollment status, and financial aid. Despite these barriers the adult Black female undergraduates found strategies to overcome the barriers and persist toward their educational goals.

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