

Abstract Submitted
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People Like Me: Intersectional Identity Development in a Physics LA Program¹ XANDRIA QUICHOCHO, JESSICA CONN, ERIN SCHIPULL, ELEANOR CLOSE, Texas State University — Identity development is critical to student retention in physics degree programs. Historically, studies on physics identity and student retention in Physics Education Research have largely ignored the unique experiences of women of color and LGBTQ+ women. We use a blended theoretical framework of Communities of Practice and Hyater-Adams et al.s Critical Physics Identity to analyze interviews with women of color and LGBTQ+ women in the Texas State University physics program, all of whom had experience in the Physics Learning Assistant (LA) program. When asked to describe elements supporting their success in physics, all interview subjects named the LA program. Through the narrative analysis of these interviews, we examine the effects and impact the LA program has on multiply-marginalized students. We will present data highlighting the academic and social programmatic elements of the LA program that aid in the physics identity development, physics community participation, and academic success of these students.

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