What Extent are Historically Black College Graduates Satisfied in the Workplace?

Organizational Development – Term I

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Many are aware that ~~H~~historically ~~B~~black ~~C~~colleges and ~~or~~ ~~U~~universities, also known as HBCUs, have played an important role in the lives of African American college students across the United States of America. Historically, ~~In some cases~~, HBCUs were the ~~have been the~~ only source of higher education for black students.

Even though HBCUs represent only 3% of the nation's institutions of higher learning, they are responsible for graduating nearly one quarter of African Americans who earn undergraduate, masters, and Ph.D., degrees. It is important to note that ~~Yes, more than~~ half of all African American professionals are HBCU graduates (Knight, Davenport, Powell, & Hilton, 2012).

Furthermore, t~~T~~hese institutions have proven to matriculate individuals who obtain employment in the competitive areas such as corporate, research, academic, governmental, and military occupations both in the United States and many parts of the world. More than half of all African Americans are graduates of HBCUs (U.S. Department of Education, White House Initiatives on Historically Black Colleges and Universities, 2001). Nine of the top ten colleges that graduate most African Americans, who go on to earn Ph.D.'s, are HBCUs. Research reveals that 50 percent of the nation's African American public school teachers and 70 percent of African American ~~d~~Dentists are HBCU graduates. Data also shows United Negro College Fund (UNCF~~)~~ members of Spellman College in Georgia ~~(GA)~~ and Bennett College in North Carolina ~~(NC)~~ produce over half the nation's African American female doctorates in all science fields. Xavier

University in Louisiana (LA) is ranked number one nationally in placing African Americans into medical school. The Princeton Review College of the year, Florida A&M University, is known to be one of the number one producers of African Americans with baccalaureate degrees (Black Issues in Higher Education, 2004).

HBCUs appear to be the driving force behind African American graduates, yet in recent years they are known more for their financial struggles. Do the financial concerns of these institutions create barriers that may eventually hinder its graduates from achieving success fully in the work-place?

LITERATURE REVIEW

The history of HBCUs dates back as far as the early 1800s – before the Civil War. Higher education for African American students was virtually non-existent. The 1862 Morrill Act provided land grant colleges in each state, yet many of the white institutions excluded African American students. Schools, such as Oberlin College, in Ohio, and Berea College, in Kentucky, did accept African American students; however, seating was limited. This discrimination prompted legislation to examine the issue. In response to the matter, the Second Morrill Act of 1890 was passed, requiring states to establish separate land grant colleges for those blacks that were being excluded from the then existing land grant. Many of the HBCUs were founded in response to the Second Morrill Act. The Higher Education Act of 1965 established a program for direct federal grants to

HBCUs, including federal matching of private endowment contributions (Higher Education Act of 1965).

HBCUs were originally developed by white philanthropists, states, blacks who had received their freedom, and churches, in an attempt to provide an education to the sons and daughters of former slaves. The first school was moved from Philadelphia to Cheyney, in 1837, were it eventually became Cheyney University of Pennsylvania. Several years later in 1854, Lincoln University was established in Pennsylvania, and in 1856 Wilberforce University came into existence. By 1902, at least 85 schools had been established (UNCF, 1991).

Some blacks who did receive schooling, such as Fredrick Douglass, often studied in informal and sometimes hostile settings. Many aspiring students were left with the burden of teaching themselves. A limited number of students who were on the elementary and secondary school level were able to receive training from the Institute for Colored Children, a program started in the early 1830's by a group of Philadelphia Quakers. Some even credit the Quaker philanthropist, Richard Humphreys, for starting the much needed school. As the black population moved north in the twentieth century, especially during and after World War I, black children were forced, or at least urged, to attend schools that were predominately Negro. This was not too difficult since blacks, in most communities, lived in restricted areas. Many of these schools were started by

churches and consisted of as few as one student and one teacher who met wherever it was feasible to do so (Franklin & Moss, 1988).

Understanding one's culture is important when attempting to assess an individual's issues. When studying the lives of others, people often become judgmental when the individuals who are being observed exhibit behaviors in which they are unfamiliar. The Afrocentric pPerspective helps societal members better understand the different ways in which African Americans interact within society. This perspective, first of all, humanizes a people who have been depicted, by society, as being a lowly people who lack integrity, values, and education. This perspective also brings to the forefront the exceptional strengths and resilience of an oppressed people who were traditionally born into the poorest of situations, which were generally the result of social dysfunctioning, due primarily to internal deficits and character disorder. The Afrocentric pPerspective also brings to light the social reality of what it means to be black in America by placing primacy on the strengths and uniqueness of a differential population group of people who demanded their place in a society which refused to embrace them but instead, developed roadblocks and stepping stones that would eventually dig graves for a generation of people who had yet been conceived (Harper, 2007).

HBCUs were built with the Afrocentric pPerspective in mind. During the time when education was more of an honor than a privilege, HBCUs were born. These historically built artifacts were like tokens of appreciation given to a people in a

conscious free effort. The states had already established the importance of education

without taking into consideration its black counterparts. Since it had been agreed upon

that education, especially higher education, was not optional, politicians had to creatively

place African Americans in an educational arena that had not yet been designed. Finally,

the states agreed to establish colleges and universities for the African American people in

hopes that others would recognize the generous gesture; however, the gesture was mostly

a mirage. HBCUs were merely educational images that defined the struggle of African

American daily living. The institutions were normally built in the worst areas. Their

facilities were often in poor condition and the academic programs were generally not as

competitive as the white institutions, yet African American students who attended the

schools did so with dignity and pride. Throughout history, these colleges have had to

satisfy the aspirations of their students and the demands of a society that offered only

limited support for HBCUs and its graduates. Over the years, these schools have had to

face numerous obstacles and criticisms (Harper, 2007).

     Allen and Jewell (2002) wrote that "the black struggle for citizenship,

self-determination, and personhood in this society," and those who fight these battles

often find themselves "revisiting the same battlefields." These authors also discussed how

many of these schools had traditionally enrolled students who had been rejected by other

universities due to issues such as financial, social, or academic deficiencies. These are

the same institutions that were known for graduating students like Booker T. Washington,

who went on to establish the Tuskegee Institute, and WEB Dubois, an African American sociologist, historian, civil rights activist, and author, who wanted equal rights for blacks.

Robin White Goode, an editor for Black Enterprise, wrote the article "The HBCU Debate: Are Black Colleges & Universities Still In?" The article discussed how critics believed HBCUs to be race-based institutions that are inferior and in need of a new mission. However, Goode continued by saying how the black universities and colleges were responsible for the black middle class in today's economy. (Goode, 2011)

Being forced to strive in an unfamiliar world, with morals and values, which contradict that which had been deemed acceptable has been one of the main challenges for African Americans. This is the epitome of the Afrocentric perspective. Portraits of an oppressed people, who have had to excel in a world where equality was refused and opportunity was given more as a treat than a requirement, yet the outcome of that particular group of people still led the labor market, by mere percentages, to reflect that of a perspective which demands the world to first remember the past of a people who refused to quit. It then demands others to view the leadership skills and educational endeavors of this particular people as being just as important or valid as that of their white counterparts. The Afrocentric pPerspective also shows how impossible it is to take an effective social history of an individual without the understanding of the social history or their social group.

The African American dream had come true. Colleges like the Hampton Normal and Agricultural Institute, Booker T. Washington's Alma Mater, were affording African American students the opportunity to partake in the best vocational programs in the nation. Exposure to such programs inspired Booker T Washington to establish his own school, the Tuskegee Institute. The school quickly became famous for its practical curriculum and focus on preparing blacks for many agricultural and mechanical trades. W.E.B. Dubois, another HBCU alumnus, attended Fisk University. The matriculation of this institution led Dubois to the understanding that it was essential for blacks to receive training in the arts and sciences, as well as the agricultural and mechanical trades, in order to mold African American leaders and teachers for the next generation.

Predominately black colleges increased from one in 1854 to more than one hundred by the middle of the next century. During this time period, the only types of institutions of higher learning that existed for blacks were church-related colleges, privately endowed colleges, and public colleges (Franklin & Moss, 1988).

In 1965, Congress passed the Higher Education Act. This was the first time Negro institutions of higher learning were officially recognized by the federal government. They were collectively called HBCUs and defined as an institution that was established prior to 1964, whose principal mission was, and is, the education of black Americans. Under this Act, HBCUs were mandated to be accredited by a nationally recognized accrediting agency or association, determined by the Secretary of Education,

to be a reliable authority as to the quality of training offered or is, according to such an agency or association, making reasonable progress toward accreditation (Higher Education Act of 1965). With the passage of the Higher Education Act, came federal financial support for the advancement of these institutions.

The federal government continued to increase its support for HBCUs after 1965. In 1971, the Carnegie Commission on Higher Education defined the roles for HBCUs as an institution to assume leadership in outreach programs of consultation and service to the black community, to stimulate the interest of black youth in higher education, to serve as custodians for the archives of black Americans, and as centers for both the systematic study of the black man's problems and achievements, and the interpretation of his aspirations and responses to life as represented in his literature and art, to develop and expand programs of education and occupational retraining for black adults, to continue developing alternate programs to provide improved postsecondary education for students whose preparation for college falls short of requirements of conventional institutions of higher learning and to assume leadership in the development of techniques of overcoming handicaps in the educationally disadvantaged (Carnegie Commission, 1971).

The attendance at HBCUs has increased substantially, as did the financial support and funding from the government and individual philanthropists such as John D. Rockefeller and Andrew Carnegie. Moreover, The HBCUs also gained credibility and respect when the Southern Association of Colleges and Schools began formally surveying

and accrediting them in 1928. The black colleges afforded its students the opportunity to participate in campus life, among men and women who looked alike yet came from various walks of life. The black institutions became a form of social network for the African American community (Purnell, 2012).

<div align="center">African American Graduates Attending HBCUs</div>

HBCUs have been the primary source of post – secondary education for African American students. In spite of their financial struggle and relative lack of resources, these institutions are known for providing a supportive environment conducive to personal and academic development, as evidenced in higher levels of student achievement. The significance of HBCUs has been well documented. However, recent court decisions challenge these institutions' continued ability to fulfill their historical mission (Outcalt & Skewes–Cox, 2002).

Much research on the effects of college suggest that earning a bachelor's degree significantly influences one's economic success and labor market outcome such as earnings, job security and prestige of one's occupation (Ehrenberg & Rothstein, 1994). A report from the U.S. Department of Education (2000) indicated that a bachelor's degree recipient earned between 1.6 and 2 times more than those who only attended high school.

Research has revealed that African American college graduates were at a disadvantage with respect to post graduate earnings and occupational status and that in spite of their small progressions, the black unemployment rate is more than two times

that of White Americans. It is clear that African Americans face significant disadvantages with respect to labor market outcomes, yet it is less clear just why this is the case (Leondar-Wright, 2004).

Elton Mykerezi and Bradford Mills, professors and assistant professors in the College of Agriculture and Life Sciences, completed an innovative study which sought to find the economic impact of HBCUs. They viewed previous studies by Ehrenberg and Rothstein (1994) and Constantine (1995, 1998) who used data from the National Longitudinal Study of the High School Class of 1972 to examine the impact of HBCU attendance, relative to attendance of other colleges, on the wages of blacks. Ehrenberg and Rothstein (1994) found a 0-12% wage loss for HBCU attendees in comparison to their counterparts who attended other four year colleges and universities.

Mykerezi and Mills also reported how Constantine (1995) revealed data which reported HBCU attendees had a 38% higher wage earning than their counterparts who went to predominantly white institutions. The professors also discussed data obtained from Constantine (1998) which reported black males, who matriculated from HBCUs, had a 7% higher wage earning than the African American students who attended non-HBCUs, and that there was a 25% overall higher wage increase for the general population of black males with HBCU attendance.

Data collected also reported a 15% higher increase among African American students who attended HBCUs when compared to those who attended other colleges and universities (Mykerezi & Mills, 2008).

Mykerezi and Mills also retrieved data from a more recent cohort of blacks in the 1979 National Longitudinal Survey of Youth. The study examined the impact of HBCU attendance on the initial post-college wage, on the most recent survey wage observation, and on the average annual growth rate in wages. (2008)

According to Maxwell (1994), black – white wage earnings and wage inequality has risen since the mid 1970's. He confirms that black men made tremendous gains in their economic status in the 1940's, 1950's and the 1960's but as of the 1970's that success came to an all-time low. "In 2001, the typical Black household had a net worth of just $19,000 (including home equity) compared with $121,000 for Whites" (Muhammad et al, 2004, p. 1).

Maxwell (1994) continued by saying that even though there have been many suggestions and explanations given as to why the economic drop occurred, a growing body of literature shows the increase between the black and white earnings has been among the less educated. He argued that quality education was more beneficial than quantity education. Many African Americans are graduating vastly, with multiple degrees, yet the quality of education still appears to be questionable.

Quentin Wright Ed.D, of Mountain View College and Ron Newsom, Ph.D., of University of North Texas, conducted the study; "An Alternative Way to Conceptualize African American Job Satisfaction," attempted to examine job satisfaction by way of job retention. Their findings revealed there were conceptual gaps which made it difficult to utilize research when comparing job satisfaction to job retention. Their belief is if one is satisfied with their job, they will stay longer. The study attempted to evaluate job satisfaction among African American faculty. The data presented in this particular study proved to be unbalanced due to heavy focus on negative experiences. The study tended to conceptualize satisfaction in a manner that is more breadth than depth based. The focus was mainly on the faculty's general satisfaction toward a variety of factors instead of in depth analyses of what motivates or fulfills a faculty member (Wright & Newsom, 2010).

Other national studies, such as" Influences on Labor Market Outcomes of African American College Graduates," also attempted to decipher relationships between job satisfaction and collegiate experiences. The data provides evidence which supports the belief that college graduates earn higher annual salaries than high school graduates (Pascarella & Terenzini, 1991, 2005). There have been studies on the effect of college which suggest receiving a bachelor's degree can definitely be the key to obtaining competitive salaries, prestigious careers and job security (Ehrenberg & Rothstein, 2008).

For years, African Americans have had to fight for the opportunity to receive an education. Once the opportunity was granted, and higher education became possible, it was still at a cost. The institutions and programs granted to African Americans face challenges and criticisms which suggested the HBCU experience was simply an educational past time viewed as being irrelevant, and in many cases questionable. In search of better opportunities and avenues to escape negative stigmas that had not only embraced the identity of HBCUs, but the identity of the entire African American race, many African American students gave into the ideology that attending predominantly white colleges and universities would afford them better opportunities, greater academic recognition, as well as higher wage earnings. Yet, the data that has been collected regarding African American college students attending predominantly white institutions revealed conflicting data.

Many African American students have chosen to attend predominantly white colleges or universities (PWI) due to negative stigmas which have followed HBCUs over the years. Allison Sinanan revealed data from a study regarding African American male perceptions of social and academic engagement at four year predominantly white institutions of higher learning in Southern New Jersey. The study explored perceptions of the academic, social and institutional forces that shaped the success for African American male students attending a four year predominantly white college in southern New Jersey. The study utilized an interview-based qualitative research method to examine the social

and academic experiences of the African American male students. Researchers closely observed the students experience while they were in attendance at the small, predominantly white, liberal arts college. They felt it was vital to view collected data which revealed the African American male students' experienced perceptions which included the lack of belonging, feelings of social and personal isolation (Hine, Hine & Harold, 2004; Patton 2005), and feelings of negativity toward faculty. The researchers believed such experiences could have been credited as being significant barriers on the learning experiences of the students (Sinanan, 2012).

Karega (2010) wondered if such an occurrence was simply another racial attempt to discourage African Americans from attending predominantly white institutions. It was Karega's belief that to separate and categorize individuals based on the color of their skin, was a racial tactic that had flooded the streets of the African American communities since their existence.

Jake Simmons, an Angelo State University professor, conducted a study published in Communication Education, a journal of the National Communication Association, which attempted to examine the African American College experience of a small sample of African American College Students who had reported they had experienced racial tension between black and white students. The data was collected from three predominantly white institutions which included a Midwestern private institution, a Midwestern public institution, and a Southwestern public university. Research reported

that tension involving white fraternity members wearing black faces at parties was experienced on all three campuses. The study also reflected findings which reported the students felt as though their blackness was too black for the whiteness of the institution (Simmons, Lowery-Hart, Wahl, & McBride, 2013).

Simmons also pointed out data where the African American students elaborated on how they struggled with being proud of themselves and their race when attempting to fit into the whiteness of their institution, and how they did not feel comfortable speaking out in class because they were worried their dialect would be different than that of their white counterparts. The study reflected on personal stories of some of its participants. One story was about an individual who reported being afraid to participate in a class discussion about a Toni Morrison novel which resonated with the African American community. The individual explained how he thought such a discussion would consequently characterize him as being a black man, attempting to have a typical black conversation, about a black writer in the presence of a white audience. Simmons pointed out how the study was a reflection of how predominantly white institutions were, yet again, guilty of not protecting its African American students from racism (Simmons, 2013).

Another story included the incident which took place on the campus of the predominantly white Florida State University. Emotions erupted when a white student, named Mandy Thurston, took it upon herself to extend a racially verbalized welcome

statement which said, "Welcome to FAMU, oh I mean FSU!" The student then posted three monkeys on the blog as a representation of what she thought of those African American students attending her predominantly white institution.

Theoretical Framework

Maslow's Motivational Theory (1943) proposed a positive theory of human motivation that was based on his studies of successful people, including his own mentors. Maslow criticized traditional psychological methods of developing theories based on studies of deviant or dysfunctional people, and he developed a theory of behavior motivation based on the concept of self-actualization. Prior to Maslow's groundbreaking work in the area of motivation, social scientists generally focused on distinct factors as biology, achievement, or power to explain and attempt to predict human behavior and its underlying motivations (Huitt, 2009). Maslow stated that the most important component of his theory was that it supplements the Freudian pessimism and neo-behaviorist relativism with positive and empirically grounded theories of human behavior, motivation, and development (Hoffman, 1988).

Maslow (1943) proposed a hierarchy of human needs as the first theory of Behavior Motivation. Within his model, there were five sets of needs or goals which include physiological, safety, love, esteem, and self-actualization. The basic needs were organized in an order according to relative prepotency. As the basic needs were met,

higher needs emerged as primary motivators of behavior. The most salient need

dominated the organism and motivated behavior. These needs should not be considered

singular or exclusive when a proponent need dominates behavior because other needs

may continue to influence the person even though certain needs emerge as primary

motivating factors that underlie human behavior (Maslow, 1943).

Gratification of needs is as important as deprivation in Maslow's model, because

gratification is the means through which higher needs develop prepotency. Maslow

(1943) proposed that the physiological, safety, love, and esteem needs cease to be

primary motivators of behavior once they are satiated. Maslow described how a hungry

man may willingly surrender his need for self-respect in order to stay alive but once he

can feed, shelter, and clothe himself, he becomes likely to seek higher needs, and will not

trade his self-respect for food in the absence of extreme circumstances (Hoffman, 1988).

These four basic needs are considered to be deficiency needs. He mentioned how the

individual feels nothing if they are met, but feels anxious if they are not met. When

deficiency needs are met, Maslow proposed that they cease to motivate behavior. He

offered the following example: suppose you like eating a good steak. You may relish the

first one and even enjoy eating a second, but eventually you know that too much steak

will make you nauseous (Maslow, 1996). Maslow believed that higher needs could be

differentiated from deficiency needs because the higher needs continue to motivate

behavior when they are satisfied.

Self-actualization, the pinnacle of Maslow's hierarchy, is considered to be a growth need, which continues to motivate behavior after it is satisfied. Self-actualization has been described as reaching one's full potential, and it is self-perpetuating because it has no predetermined end point. Maslow quipped that people never get bored with growth; the thrill never wears off, and the satisfaction of growth needs leads to further pursuit of growth (Maslow, 1996). Maslow described the growth needs in his personal journal as nothing that the process of growing is itself tasty and feels good (Maslow, 1979). The growth or being needs, feed themselves, and partial satisfaction leads to continued efforts to self-actualize to an even greater extent. Maslow (1943) described human beings as being perpetually wanting animals because as one desire is satisfied, another one pops up to take its place. When needs are not met, negative consequences can ensue. Threats to the satisfaction of needs can also be damaging to human beings. Maslow (1943) asserted that threatening these basic human goals or the defenses that protect them are perceived as a psychological threat that can harm the individual's ability to function. He differentiated between minor and serious threats to basic needs since frustration of unimportant desires does not usually produce psychopathology, while deprivation of basic needs may lead to psychological damage or the creation of compensatory defense mechanisms.

The most basic set of human needs are the physiological needs which include eating, drinking, breathing, and excretion (Maslow, 1943). In Maslow's hierarchy, the

basic needs are the most proponent and they completely dominate the organism when they are not met (Maslow, 1943). Human beings strive to achieve a state of homeostasis, which consists of physiological stability and psychological consistency (Maslow, 1943). Eating, drinking, sleeping, and other activities maintain physical homeostasis, and behaviors that seek satisfaction of physiological needs contribute to a sense of balance and predictability for human beings. When physiological needs dominate the organism, behavior is fundamentally different than when other needs motivate behavior. When physiological needs are unsatisfied, they preoccupy the organism. When physiological needs are met, a new set of needs relating to safety emerges as the primary motivators of behavior (Maslow, 1943).

Physical safety, financial security, protection from harm, and obtaining adequate materials to sustain survival are considered to be safety needs within this framework. Safety needs involve the human yearning for a predictable, orderly world in which unexpected and unfamiliar things are rare. When safety is threatened, a person becomes singularly focused on averting danger and quickly restoring security. When one is engaged in safety-motivated behavior, the singular focus of the organism is intense because everything else appears less important when confronted with a threat to physical or psychological safety. Safety needs are especially proponent during the early years (Maslow, 1943). If the physiological and safety needs are fairly well satiated, the love, affection and belongingness needs emerge to motivate behavior (Maslow, 1943).

The love needs have been described in terms of social relationships, connection with other people, and belonging to groups or partnerships. Maslow (1943) was careful to differentiate between the love needs and sexuality. Love needs are greater than a physiological desire to procreate because they represent a human yearning for emotional connection that is imbued with a different quality than sexual desire. It is not enough for human beings to simply receive love. People must have the opportunity to love and beloved. (Maslow, 1979).

Social bonding, including the development of friendships, partnerships, and group affiliations are important components that synthesize to satiate social needs. Seeking meaning and connection with other human beings represents the core of social needs, and a variety of different types of relationships are necessary to fully satisfy the love needs. The sense of belongingness is crucial for human beings, who evolved as pack animals, dependent upon the group for survival. Modern people strive to belong to something larger than them: membership in a marriage, a family, a club, a school, a team, a country, a society, or other groups can provide this sense of belongingness and gratify some of the social needs. There can be significant damage to an individual's psychosocial functioning when love and belongingness needs are thwarted or seriously threatened. The deprivation of love needs can increase or reduce future love-seeking behaviors, depending on the individual, the circumstances, and the environment. When the

physiological, safety, and love needs are somewhat satisfied, a set of needs relating to

esteem and self-respect emerge as primary determinants of human behavior.

The esteem needs include the desire for a high and accurate estimation of the self,

as well as the need for others to appraise the individual as worthy. Esteem of others is

differentiated from love or social relationships in Maslow's theory. In this model, the

opinions of others about one's self are considered to be a higher level of human need than

simple human contact. Self-esteem is the other important component of esteem needs.

The need for self-esteem is not simply a desire to think well about one's self, but it must

be firmly based in order to fully satisfy the self-esteem needs. Firmly-based self- esteem

is grounded in the real capacity, achievements, and respect from others that an individual

maintains (Maslow, 1943). These needs have been described as a desire for self-respect

based on accurate assessment by one's self and other trusted people.

The development of self-esteem and ego strength leads to feelings of

self-confidence, worth, strength, and capability and these emotions propel behavior

toward the higher goals (Maslow, 1943). People who have satisfied their esteem needs

tend to be hugely productive and well adjusted. People who are frustrated in their esteem

needs may cope with these difficult experiences by withdrawing and becoming

discouraged or they may create psychological defense mechanisms such as

self-aggrandizement to cope with the deprivation they experience in this area. When

physiological, safety, love, and esteem needs are fairly well satisfied; self-actualization needs emerge as primary motivators of behavior.

Maslow's Motivational Theory attempts to explore the entire being of a person in retrospect to how they interact within their environment. The theory suggests that people can obtain their highest possible goals if all their desired needs have been met. The Motivational Theory will be used in this paper to examine the effects of wage earnings African American college students attending HBCUs when compared to their counterparts who attended predominantly white institutions (PWIs). When seeking employment, which offers the highest levels of wage earnings, researchers have reported many factors must be present. Maslow's motivation theory clearly supports the fact that obtaining the highest level of needs often results in individuals reaching their highest human potential.

Previous studies by Ehrenberg and Rothstein (1994) and Constantine (1995, 1998), where data was used from the National Longitudinal Study of the High School Class of 1972 to examine the impact of HBCU attendance relative to their counterparts who attended other four year colleges and universities, revealed black males who attended HBCUs reported 7% higher wages than black attendees at other four year colleges and universities and that wages would be 25% higher for the general college attendee population of black males with HBCU attendees.

Negga, Applewhite, and Livingston (2007) conducted studies which supported the belief that HBCUs offer a better environment for African Americans due to increased social support, availability of professors and close relationship with the faculty (Kim, 2002), racial and ethnic identity enhancement (Phelps, 2001), and an overall satisfaction their college experience and the environment in which the HBCUs promote (Outcalt, & Skewes-Cox, 2002).

Other studies suggested that African Americans who attend predominantly white institutions (PWIs) were exposed to emotional isolation and alienation on campus (Brower & Ketterhagen, 2004), with higher rates of attrition (Outcalt, & Skewes-Cox, 2002) and express lower levels of overall satisfaction when compared to students attending HBCUs (Outcalt, & Skewes-Cox, 2002).

The data source will draw from a larger studies evaluating the effectiveness of attending an HBCU on fFuture wWages of black students, to see if job satisfaction in the workplace is present. If job satisfaction is present, the study seeks to see if that satisfaction is a determining factor due to the quality or quantity of education, the type of disciplines chosen (Math, Sociology, Education, English, Business, and Engineering), one's demographic background, or one's definition of job satisfaction.

Data will also be drawn from the National Center for Education Statistics' Baccalaureate & Beyond Longitudinal Study (B&B:93/97). The Study will follow baccalaureate, master's level and PhD, African American degree completers who

graduated from historically black colleges, as well as those who graduated from predominantly white institutions, over time to provide work experience after college. The data was appropriate simply because the source provides information on a national sample of college graduates.

Is Maslow's theory the only theoretical framework you could find to ground your study?

Also, based on what you found in the review of literature, what do you think your study adds to the body of knowledge that doesn't currently exist? How is the approach of your study different from what has already been written on HBCU graduates? These are the types of questions you would need to think about if this was your dissertation proposal.

Methodology

The data source will be drawn from a larger study which evaluated the effectiveness of attending a Historically Black College or University on fFuture wWages of black students to see if job satisfaction in the workplace is present and if it is present, is the determining factor due to the quality or quantity of education, the type of disciplines chosen (math, sociology, education, English, business, and engineering, one's demographic background, or one's definition of job satisfaction).

Data will also be drawn from the current National Center for Education Statistics' Baccalaureate & Beyond Longitudinal Studies. The sStudy will follow baccalaureate, master's level and PhH. D, African America degree graduates from Historically Black Colleges as well as those who graduated from predominantly white institutions, over time to provide work experience after college (Turner 1996; Turner and Bowen 1990).

Participants will be assessed using NPSAS interviews (a comprehensive research data base surveys) which analyzes and publishes statistics related to education) as an attempt to obtain information regarding demographics to see if there was any correlation between family life, school life and the definition of which was based on individual skills and aspirations and the perceived actual nature of desired employment. Job satisfaction was measured through the National Center for Education Statistics' Baccalaureate and Beyond Longitudinal Study (surveys) (B&B).

How about interviews? Since we have 5 HBCUs in Atlanta (as well as HBCU grads all over this city), I'm surprised that you wouldn't have considered doing one-on-one interviews, focus groups etc.

Weakness of the Study

Major implications may be complicated to obtain in this study due to the fact that determining job satisfaction among the graduates when attempting to make a connection between job satisfaction and choice college attended. Researchers may have to further conceptualize job satisfaction and dissatisfaction. In the future, this study may need to move away from trying to determine which factors are the graduates are mostly satisfied and focus on how the students define satisfaction.

Strength of the Study

This study may also provide implications for future theory. Instead of gauging general satisfaction towards given factors, it may need to focus on what actually fulfils students on their jobs. For example, do the graduates who attended HBCUs predominantly black colleges (HBCU) feel as confident in the work place when compared to those who graduated from predominantly white institutions? Did these students equate their satisfaction or dissatisfaction to the fact that they may or may not have received the same level of educational expose or available opportunity?

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