Black Men's Experiences at Predominantly Black Institutions (PBIs) and Historically Black Colleges and Universities (HBCUs) : A 30-Year Interpretative Meta-Synthesis

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Abstract
Several studies on Black men in colleges and universities focused heavily on quantitative measurements of their enrollment, retention or attrition, and graduation rates. In contrast, limited research shed light on their qualitative experiences on college/university campuses. Of those, many found that African American male students face unique challenges at predominantly white colleges, including feelings of invisibility, microaggressions, and a dearth of Black faculty. This study takes a different angle to fill the gap by studying the Black men's experiences at PBIs and HBCUs. Utilizing a Black Male College "Choice" Framework (BMCCF), three reoccurring themes were identified to describe the experiences of Black men at both PBIs and HBCUs: family, psychological, and institutional. Overall, the study found close similarities in the Black Men's experiences between PBIs and HBCUs. Implications for future research are also suggested.

Keywords: Black Men, Meta-Synthesis, PBIs, HBCUs, College Experiences.

Introduction

The U.S. Census Bureau adopted the "Majority-minority" phrase to connote the forecasted demographic shift in the future decades of 2050 or 2060, whereby the proportion of white population is estimated to be less than 50 percent of the total U.S. population. In other words, the current majority (of white population) would become minority and the mixed group (of various minority affiliations) would transition into majority. Regardless of arguments about the certainty and timing of this transition (see for example, Alba, 2018), such a shift is likely to open new opportunities as well as to create new challenges to academic institutions, especially to the secondary and post-secondary institutions that primarily serve minority students [1]. Extant research suggests that Black students have less access to a quality education in comparison to other ethno-racial groups [2]. Recent data shows that Black students have lower high school graduation rates (75%), lower college completion rates (40%), and lower college enrollment rates (37%) when compared to their white counterparts (88%, 64%, and 42%), respectively [3-5]. More recently, considering a global pandemic (COVID-19), students who were participating in higher education were forced to shift to either online instruction or dropout of school altogether [6].

College enrollments of Black men have remained stagnant for the last few decades. They constitute five percent of all students enrolled in colleges [2,7,8]. Despite such stagnant college enrollments, literature shows that Black men's academic aspirations to attend college is quite similar to that of any other ethno-racial group [9,10]. Rothon et al. (2011) found that minorities aspire to attend college at a higher rate than their white peers, even within the context of perceived barriers and structural constraints [11,12]. For example, Black men routinely face such stereotypical terms as Lazy, unintelligent, and unmotivated which are partly or wholly responsible for their under-preparedness for post-secondary education. An anti-deficit approach is used to combat those negative images of Black men. Allen (1992) asserted that Black students in particular do well in environments in which they feel supported [12]. Other studies also mentioned the importance of Historically Black Colleges and Universities (HBCUs) in promoting the success of Black men by creating a warm culture and friendly environment [13-15,17]. However, the enrollment of Black men at HBCUs declined by six percent during 1997–2007, and since 2007 there has been a seventeen percent decrease [2,18]. This decline in HBCU enrollment for Black men might have been caused by the expansion of higher education institutions to include additional Minority Serving Institutions (MSIs) such as Predominantly Black Institutions (PBIs) along with the competition to enroll Black students (especially Black athletes) at Predominantly White Institutions (PWIs).

Predominantly Black institutions (PBIs) and Historically Black Colleges and Universities

Predominantly Black institutions (PBIs) are a relatively new Minority Serving Institutions (MSIs) that received federal designation in 2007 [19]. With the emergence of these PBIs came targeted programming and support for students of color, to include Black men [19]. Although markedly similar to HBCUs, PBIs were not founded to serve Black students, as HBCUs were [20]. In contrast to HBCUs, PBIs do not address the specific needs of Black stu-dents the way HBCUs do [21]. However, these institutions bring about a unique set of circumstances, and there is a further need to explore them and how students of color experience them. PBIs receive federal funding if institutions meet the criteria outlined in Table 1. Once the criteria are met, the institutions become eligible to apply for finding in the following areas: (1) Science, technology, engineering, or mathematics (STEM); (2) health education; (3) internationalization or globalization; (4) teacher preparation; and (5) improving educational outcomes of African American males [22].

MSI Designation	Department of Education Legislation	Eligibility (Racial)	Income Eligibility
Alaska Native/ Native Hawaiian-Serving Institutions	317(b) of the HEA, 20 U.S.C. 1059d (b)	20% Alaska Native students/10% Native Hawaiian students	Not applicable
Asian American/Native American Pacific Islander-Serving Institutions	320 (b) and 371 (c)(2) of the HEA, 20 U.S.C. 1059g (b) and 1067 q(c)(2)	10% Asian American and Native American Pacific Islander students	50% low income
Historically Black Colleges and Universities	Part B of the HEA, 20 U.S. Code 1067q	Not applicable	Not applicable
Hispanic-Serving Institutions	502 of the HEA, 20 U.S.C. §1101a	25% Hispanic students	50% low income
Native American-Serving Non-tribal Institutions	319(b) and 371(c)(8) of the HEA; 20 U.S.C. 1059f(b) and 1067q(c)(8)	10% Native American students	Not applicable
Predominantly Black Institutions	318(b) and 371(c)(9) of the HEA; 20 U.S.C. 1959e(b) and 1067q(c)(9)	40% Black students	50% low income
Tribal Colleges and Universities	316 of the HEA; 20 U.S.C. 1059c	Not applicable	Not applicable

Note. Information is from the U. S. Department of Education, Lists of postsecondary institutions enrolling populations with significant percentages of undergraduate minority students, n.d., https://www2.ed.gov/about/offices/list/ocr/edlite-minorityinst.html.

Table 1: *Description of MSIs*

Currently, there are 104 PBIs, which account for 3% of all post-secondary institutions; however, they enroll nearly 9% of all Black college students [19]. They, unlike HBCUs (which are mission-based institutions that were born out of affirmative discrimination by federal government), do not have mission statements to serve Black American students. Yet, they follow HBCUs in their efforts to educate many low-income and first-generation Black students, who may otherwise not have access to college education [18,19,23-29]. The purpose of this qualitative interpretative meta-synthesis was to compare the experiences of Black men who are enrolled in Predominantly Black Institutions (PBIs) and Historically Black Colleges and Universities (HBCUs).

Conceptual Framework

The Black Male College "Choice" Framework (BMCCF) is used in this study out of a need for a focused framework that centered on the uniqueness, complexity, and marginalization of Black men specifically in the collegiate decision-making process [30]. In addi-tion, this framework challenges the traditional idea of "choice" as it relates to Black men. From previous research, the experience of Black men pursuing higher education and persisting until graduation is unique and a focused plan is needed to aid Black men in entry and completion of college degree [31-33]. The literature shows that most students who attend Predominantly Black Institutions (PBIs) or Historically Black Colleges and Universities (HBCUs) are students of color, nontraditional, and attend for convenience [30]. This model is comprised of existing theories and concepts to offer a deeper understanding of the collegiate "choices" of Black men who attend PBIs, as there are no college choice frameworks that specifically and intentionally focus on Black men [30]. BMC-CF is comprised of African American Male Theory (AAMT), Community Cultural Wealth Theory (CCW), and Iloh's (2019) model of college-going decisions and trajectories [34]. Although, this model was developed to focus on the collegiate "choices" of Black men it is also applicable in this study, comparing the experiences of PBI and HBCU Black male students. Figure 1.
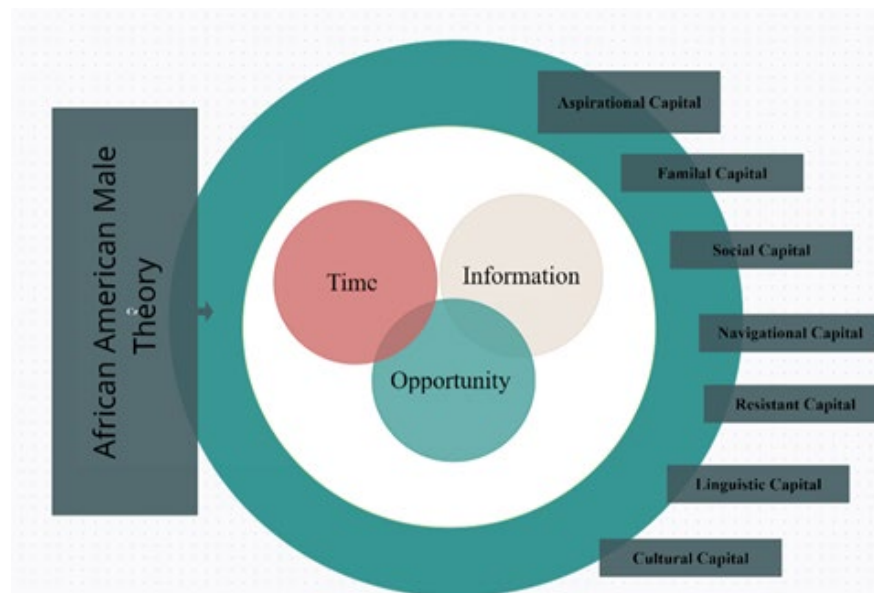
Figure 1: The Black Male College Choice Framework (BMCCF), Second Iteration. (James, 2022).

Methodology

The study employed Qualitative Interpretive Meta-Synthesis (QIMS). Its purpose is to synthesize a group of studies centered around the same or related topic to obtain a deeper understanding of its common themes wherein the position of each individual study is changed from an individual pocket of knowledge of a phenomenon into part of a web of knowledge about the topic. Such a synergy among the studies is useful to create a new, deeper and broader understanding of the topic under investigation [35]. Often times, qualitative studies include small samples, which are subjective to the criticism of non-representativeness of their corresponding populations, thereby their lack of generalizability to the population from which the samples were drawn. In QIMS, the sample size is not determined by the number of studies but rather the number of participants [36]. There are four components of the QIMS method:1. instrumentation; 2. sampling the literature; 3. data extraction; and 4. translation of data into a synergistic understanding of the phenomenon under study [35].

Instrumentation

Eliminating bias, bracketing, and epcohe is often difficult to achieve in qualitative research [37]. Although this can almost never be completed perfectly the following will provide a brief description of our credibility to conduct this study [38].

First Author: I am a Black woman who currently teaches at an HBCU. As a student, I attended an HBCU in Georgia for Bachelor's and Master's degrees. In addition, I have worked at two public PBIs in the state of Georgia and have conducted research on the experiences of Black men at public PBIs.

Second Author: I am a naturalized Asian-American, taught at both private and public HBCUs for over 40 years, conducted extensive research (qualitative and quantitative) on African Americans and

published journal articles, books chapters, encyclopedia entries, and books; directed several Master's theses, and doctoral dissertations, and served as overseas examiner for foreign doctoral dissertations; and, administered several grants that involved African American issues.

Sample of the Literature

To locate scholarly articles, ERIC Ebscohost, and Google Scholar were searched for titles and abstracts containing a combination of the following terms: African Americans, Black, Historically Black College and University (HBCU), Predominantly Black Institution (PBI), phenomenology, ethnography, narrative, and qualitative. Inclusion criteria were those studies: (a) addressed experience of undergraduate African American/Black college students; (b) only sampled undergraduate African American college students attending HBCU's or PBI's; (c) were conducted in the United States, and (d) were qualitative in nature. publication dates were limited to 1993-2023 to encompass a thirty-year review.

A total of 264 articles were retrieved and examined for inclusion. After reviewing the articles and eliminating duplicates. With 10 studies remaining, the authors reviewed titles and abstracts to decide which studies should be examined closer. After the examination, five studies remained. The other five studies were removed for the following reasons: (a) the sample consisted of quantitative data (b) the setting was at a predominantly white institution or (c) the sample included college graduates. Studies that included Black women were not eliminated if there was also qualitative data including the experience of Black men on campus. Table 2 provides a description of the demographics of each study. It should be noted that there is currently only one study that examines the college choice/experience of Black men at Predominantly Black Institutions (PBI) (James, 2022) [30].

Author, Year	Data Collection Strategy	N	Age	Recruitment and Location
James (2022)	Semi-structured interviews	6	19+	Georgia State, Medgar Evers College Chicago State
Roebuck and Murty (1993)	Interviews	75	N/A	Alabama, Georgia, Louisiana, and Mississippi
Irvine (2019)	Demographic survey and semi-structured telephone interviews	10	18-28	Undisclosed historically Black university
Harper and Gasman (2008)	Semi-structured interviews	76	N/A	Albany State, Cheyney State, Florida A&M, Norfolk State, North Carolina Central, Tennessee State, Clark Atlanta, Fisk, Hampton, Howard, Morehouse, Tuskegee
Palmer, Davis, and Maramba (2010)	In-depth interviews	11	21	HBCU in an urban metropolitan city in a U.S. mid-Atlantic state

Table 2: Demographics of Five Studies Included in the Qualitative Interpretive Meta-Synthesis

Data Extraction

This step involves extracting original themes from the five studies chosen as displayed in Table 3. To maintain the integrity of the studies included we used the original language the authors used to extract themes. This ensured that the original researchers' interpretations were preserved in using the data for this study.

Authors/year	Theme
James (2022)	1. Family Experiences 2. Economic Experiences 3. Institutional Experiences 4. Psychological Experiences
Roebuck and Murty (1993)	1. Racial identification & self-concept 2. Interracial and intraracial perceptions 3. Interracial and intraracial interactions and relationships 4. Perceived social acceptance 5. Perceived racial conflict on campus 6. Psychological comfort level 7. Opportunity structure
Irvine (2019)	1. Family support 2. Observations of others 3. Religious and spiritual faith 4. Encouragement from teachers 5. Mentors and peers 6. Resiliency 7. Strong work ethics 8. Trials or obstacles
Harper and Gasman (2008)	1. Sexuality and sexual orientation 2. Self-representation and expression 3. Positional subordination
Palmer, Davis, and Maramba (2010)	1. Challenges and contributions to participants success 2. Black college racial homogeneity 3. HBCU community and support 4. Peer groups and academic success

Table 3: Themes Extracted from Original Studies

Data Translation

After data is extracted, the next step is to translate themes that were extracted from the five studies listed in Table 3. The themes are combined in a new synergistic way to understand the experiences of Black men enrolled in Predominantly Black Institutions (PBIs) relative to those in Historically Black Colleges and Universities (HBCUs). Synthesis included assessing which themes extracted were similar to one another and integrating them into related categories. After the new themes emerged, translation followed, and a new synergistic understanding was established. According to [39]: (Translation) is the central metaphors and/or concept of each account in their relation to other key metaphors or concepts in that account. It also compares both the metaphors and concepts and their interactions in one account with the metaphors or concepts and their interactions in other accounts. (p. 28).

Triangulation was used to ensure the accuracy of our findings. We triangulated or analysis and sources. In addition, we crosschecked for other potential biases based on our personal, academic, and professional experiences.

Results: Synergistic Understanding

The analysis of the five studies (1 PBI and 4 HBCUs) resulted in three overarching themes: 1. Family, 2. Psychological, and 3. Institutional. Following is an interpretive discussion of each theme.

Theme 1: Family

The first theme that emerged from the literature is family. Almost all participants detailed the impact of family on their collegiate experiences. Specifically, one participant attending a public PBI shared his experience thus:

I would have to say my family, honestly, like whole family, they love the fact that I'm in school, you know, and I think that's the best part is having that support system, you know, behind you cheering you on as you're doing school, because college is very difficult. I'm not going to lie. It can be difficult. It's difficult academically wise and you know, mentally wise, but you know, the support that I have, it makes it a little bit more easier.

Likewise, Black men attending HBCU's found that family encouraged them and played influential roles in their lives as well. A Black man attending a HBCU espoused:

I can honestly say my mom and my dad [encouraged me to achieve]. I don't stay on campus. So, when I go home, I always have an encouraging [word] … [letting me know] I can do it.

Theme 2 Psychological

The second theme gleaned from the literature is how the psychological factors, such as resiliency, sense of belonging, motivation, and persistence contribute to Black men's success at PBIs and HBCUs. The following comment by a Black male student attending a public PBI is illustrative of childhood resilience that ultimately led him to get into college:

I grew up in a single mother household. So, my mom had to work a whole lot to be able to pay the bills. So of course, we had to sacrifice some when it came time to be able to provide. But my childhood was a lot better than a lot of my friends was, so I can't complain.

Regarding resilience on a HBCU campus, one of the participants described his experience as follows:

Never give up. The road is going to get tough; I can guarantee that; it's going to get tough. Nevertheless, you must stick through it and persevere. Also, have a strong mind. You must be mentally and physically prepared for academic success. It will drain you out; it will have you thinking you're going to break down, that it's not for you, but just persevere and think that in the long run, everything will work out for the best.

The Black men in these studies heavily relied on resilience to experience academic success and the make them unflappable as it related to academic and lifestyle hardships. Alongside resilience Black men on both PBI and HBCU campuses detailed how motivation and persistence added to their experiences. One participant on a HBCU campus explained:

Although managing one's time is not simple, it's related to success. … Managing your time … just being prepared for the little things like studying for your exams, studying for your finals, not waiting until the last minute" [is important to success].

Similar response was given by a participant from PBI campus in relation to his experience about time management:

I have been working on my time management. I started going to therapy last year, getting more exercise, and spending more time outside in nature. [to persist in college].

Theme 3 Institutional

The final theme that emerged from the literature involved institutional factors that Black men experience on both PBI and HBCU campuses. These institutional experiences are associated with: faculty/staff experiences, financial aid, racial homogeneity, campus involvement, and the campus community.

Black men on HBCU campuses described some faculty and staff as being "invisible" and being unchallengeable as it relates to political topic. Their views on Black administrators on a HBCU campus are representative of the following remarks:

They are the cream of the crop and I'm proud of them. But we don't see much of them because they are too busy. I get to see my dean once in a while. You have to be a student leader or in big trouble to see the higher ups. I see my department head more as a professor than as an administrator.

Additionally, another participant stated:

A lot of times I feel like the faculty and the staff, and the administration are the adults, and the students are the children. The safest thing to do is not confront them on much of anything and stay in a child's place. If you don't, there will be consequences.

Although, some participants can identify a power struggle with HBCU faculty and staff, the general consensus across studies is

that HBCU faculty and staff are supportive in their educational pursuits. This support is also seen on PBI campuses as well.

Here, it's more ... personal, it's more relationship-building ... it's very easy for you to go to your teacher and be like [sic], Listen, I'm not understanding, and half the time they will take time out to help you. So, I think that's what it is – it's the smallness of the classes, and the close feeling – you can really get to kind of know your teachers. ... They talk to me and encourage me to succeed.

In addition, to faculty and staff experiences, financial aid was widely discussed. One participant at a HBCU stated:
Financial resource[s] ... for [many] people ... is the reason they stop school. And [at the university] if you don't have your money by a certain date, the school tends to drop your schedule.

A participant at a public PBI campus stated: "I ended up choosing Georgia state because it was a lot more affordable than the HBCU." Financial aid is impactful on a Black student's ability to attend and persist through college.

Racial homogeneity has also been identified as a consistent positive experience among Black men on HBCU and PBI campuses. One participant at a HBCU stated:
Seeing other Black people [makes] us want to succeed too. Like so much of society, the white campuses show us as scavengers ... they show us as not intelligent. Corporate America shows us what they want us to see, and they show people what they want us to be thought [of as], and I don't like that. But when I came to the [university] ... I saw Black people. I saw Trinidadian people. I saw people from all shades of Black ... who [are] motivated [and] driven for success.

Another Participant at a PBI stated
In terms of the African American community at first, you know, I've been to like PWIs and like, you know, their way of portraying the African American community is always, oh, one way or another. And then as I started getting older and I started seeing, like everything, I learned that the African American community, isn't just how these people portray us were way more than that. We are academically gifted, we this and that. It kind of twisted my mind. And again, you know, you get exposed to so much stuff you don't know. What's true and what's not true. Do we have to walk with a sag? Do or are we as academically gifted as these people are not trying to portray us as, and then of course, as I got older, I started one of course. I saw my mom get her doctorate. All these Black men and women who have done so much in terms of academics. I learned that I'm more than just how people portray us as I can be an, I can be a smart man. I can do this.

Finally, the elements that also appeared under the institutional experiences are that of the HBCU community and campus involvement. Attending an HBCU has often been described as loving, warm, and a positive "experience". Participants described the inspiration of the community as follows:

I think it's ... a male seeing another male doing something that he wants to do. Frank is [on] the university council, and he came down to my [residence hall] one time. A lot of people said I want to be a lawyer. I want to be a doctor, but you don't see any Black lawyers, you don't see any Black doctors, how feasible [is it] to ever reach that goal if you don't see anyone that ... [is Black] like you? So, when he came down, that guy is young, man. He's a lawyer really, in actuality that's instant inspiration because you're like, if he could do it, I could do it, he ... [is Black] just like me. So, I think males on campus, Black males in general, on a college level, if you see someone doing something that you want to do, it will inspire you to do it.

Further, Roebuck and Murty (1993) observed that HBCU students in their study experienced a more wholesome and beneficial campus life than they would find on a white campus [23]. They also claimed that the HBCU faculty was its greatest asset and immense help to them. A participant enrolled at a PBI expressed his views on institutional community and choice:
I knew I didn't want to go to a PWI and I didn't want to go into too much debt and Georgia State just happened to fall into [the] perfect category for me. PBIs receive the funding and support of PWIs but have the culture of HBCUs.

Campus involvement was also a shared experience among Black male students at PBIs and HBCUs. A participant who was enrolled at a PBI stated: "My Brother's Keeper at Georgia State. It's an initiative to like mentor young Black males coming into school and things. So, through that organization, I had met a lot of people". Another participant attending a PBI discussed:
I hated the [university] when I first came here. I did not like the school ... but once I realized that [I am] here to stay, let me make the best of it. I don't want to lose credits ... so that's when I became really active. That helped me a lot because I felt that I was a part of the university. The thing that was critical to my academic success was simply being involved.

In sum, the foregoing three most prominent themes that appeared in the five studies analyzed were: Family, Psychological, and Institutional. Under the theme family, most participants discussed the importance of family albeit immediate or extended on their collegiate experiences. Participants voicing the contribution of their families appeared most often in the analysis of all studies. Under the theme psychological, resilience, motivation and persistence, and sense of belonging all appeared across the five studies analyzed. The experiences of Black at HBCUs and PBIs, as illustrated herein contributed considerably to their academic and personal well-being. The subcategories of the Institutional theme, such as faculty/staff, racial homogeneity, financial aid, HBCU community, and campus involvement have demonstrated how their positive experiences in these subcategories have contributed to the Black men's success at HBCU and PBI campuses.

Discussion
Through an iterative process of constant comparison among the

five articles in this QIMS, three reoccurring themes emerged as they related to the experiences of Black men who were enrolled in Predominantly Black Institutions (PBI) and Historically Black Colleges and Universities (HBCU). The results from this study contribute to a wider body of research, which suggests that HBCU campuses offer a unique culture presently as well as historically as mission-driven institutions to promote higher education among Black, low-income, and first-generation students. HBCUs are still viable option for many students of color and play a central role in assisting Black students overcome barriers that could disrupt their success [40]. PBIs do not have a historic charter as HBCUs. However, both PBIs and HBCUs are uniquely committed to serving Black students. Students who attend PBIs are more comfortable to transfer to HBCUs because of their transitional ease than to PWIs.

A BMCCF lens was used to discuss the three themes identified across five studies. BMCCF uses African American Male Theory as a lens to view forms of capital unique to people of color: aspirational, linguistic, familial, social, navigational, and resistant, and to view dimensions of time, information, and opportunity [41]. In this QIMS, aspirational, familial, and social capital were identified in conjunction with the information and time dimension.

According to Yosso (2005), aspirational capital refers to resilience, it is the ability to sustain hopes and dreams for the future even in the face of actual or perceived barriers [41]. Using African American Male Theory (AAMT) as a lens to view aspirational capital, tenet four states: African American boys and men are resilient and resistant [42]. Resilience is one of the elements categorized under the psychological theme that Black men on both HBCU and PBI campuses experience. Most participants used some form of aspirational capital to navigate their collegiate experiences. This is not surprising given that people of color have used resilience to counter racism and navigate difficult societal elements to include the arduous history of Black Americans and education.

Familial capital refers to "those cultural knowledges nurtured among familia (kin) that carry a sense of community history, memory, and cultural intuition" [41]. Family was discussed in some capacity with the majority of participants in this QIMS, impacting their collegiate experience substantially. Using a AAMT lens to view familial capital tenant two: there is something unique about being male and of African descent. This lens is used to point out that not all participants had similar experiences with family in their collegiate journey. Some Black men relied more on extended family than immediately family and each familial experience is unique but impacts the collegiate experience.

Social capital was also observed in grouping themes, specifically under that institutional theme. Under this theme participants discussed the importance campus involvement and community. Social capital refers to the network of people or the community that people of color have access to [41]. Using a AAMT lens to view social capital tenant two and three states. State two says that there is something unique about being male and of African descent.

State three underscores that there is a continuity of African culture, consciousness, and biology that influence the experiences of African American boys and men. Several participants discussed the value and importance of being involved on campus. Specifically, some participants at PBIs discussed the importance of being apart of organizations targeted toward Black men, these organizations have been described as "insightful" and "inspirational".

Lastly, the dimensions of information of time were observed within aspirational, familial, and social capital. According to Iloh (2010) the dimension of information refers to the kind of, quality of, and delivery of information shaping a college-going decision and trajectory. Information gathering varied greatly among participants, factors such as how they were reared, which HBCU or PBI they went to, how active they were on campus, and when they attended school as the QIMS looked at data over a 30-year time span. The dimension of time as defined by Iloh (2019) refers to the "understanding of what has transpired during the course of a person's life" (p. 6) [34]. Using a AAMT lens to view information and time, tenant two states that there is something unique about being male and of African descent. Information and time as it relates to the Black male college experience is unique in comparison to other ethno-racial groups. Black men have high collegiate aspirations but may receive an array of information concerning college. History and the life course of Black men should also be considered when researching Black male collegians.

Implications

The identification and convergence of these three overarching themes (Family, Psychological, and Institutional) of college experience provide durable and identifiable sites for policy makers and intervention by college administrators, faculty, and staff committed to improving the physical, social, and psychological conditions of Black men attending Predominantly Black or Historically Black institutions. By identifying these reoccurring themes in the Black male experience, college faculty and staff at Predominately Black Institutions (PBI) can more easily identify existing policies and practices that could be altered to mirror those of HBCUs. This 30-year Qualitative Interpretative Meta-Synthesis shows that the experiences of HBCU students have remained consistent. Comparing the experiences of Black male PBI students offers room to further support Black men as the U.S. changes demographically forcing more institutions to cater to minority students. Acknowledging that PBIs also play a crucial role in education attainment of Black men is an essential step that prefaces any future progressive policy and/or practice intervention. After this acknowledgment has been made, mandatory professional development training and evaluation involving both HBCU and PBI administrators on how to best serve Black male students on campus will be essential, because they have a common goal of educating Black men albeit historically chartered or federally funded.

Further, acknowledging and publicly rewarding the programmatic work of faculty and administrators who support Black men (e.g., additional stipends, course reductions) can generate new knowl-

edge about how similar institutions can be responsive to Black men in ways that enhance their own educational outcomes, bolster retention which supports institutional status and funding, and encourage Black male students. Similar training and incentives for staff (e.g., resident advisors, graduate advisors, student, affairs professionals, campus police, etc.) should be employed as well. Research implications are innumerable, particularly as they relate to using a QIMS approach to enhance evidence-based practice in the field of education. Currently, there are only a few studies capturing the Black male student experience at HBCUs and only one study capturing the Black male student experiences at PBIS. The synergistic findings of this Qualitative Interpretive Meta-Synthesis suggest a move towards research that foregrounds the characteristics of institutions to locate mechanisms that support success, retention, and well-being of Black men on their campuses in an effort to use evidence to create policies that support them.

Limitations

While this study provides a closer look into the experiences of Black men who are enrolled in Predominantly Black Institutions (PBI) and Historically Black Colleges and Universities (HBCU), some limitations are present. Although we systematically reviewed all known exploratory articles on this topic, only five fit our inclusion criteria. Thus, our sample was larger than the original studies individually, it was constrained by missing variables. One major limitation of this study is that not all available studies were used. Quantitative data is not included in the review. Had we included these, we could have possibly located additional studies that may have led to a broader understanding of the phenomenon. In addition, there is currently only one study that captures the experiences of Black men at PBIs, more research is needed on the Black male experience on PBI campuses.

Conclusion

In the aftermath of the recent U.S. Supreme Court's decision on June 29, 2023, outlawing race-conscious admissions, college administrators who embraced diversity, equity, and inclusion started worrying about their efforts to recruit and retain a diverse student body, and to help students of color feel a sense of belonging. This further compound the existing challenges of Black men on college campuses. Therefore, it is crucial to examine the experiences of Black men instead of focusing merely on statistics of their enrolment, retention, and graduation. This paper filled that gap by examining their experiences at PBIs and HBCUs and found for the most part they have positive experiences. It is our hope that PWIs have some lessons to learn from these findings if they want to increase their efforts to recruit Black men and afford them positive experiences.

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