

Keywords

Black Students,
Community College,
1-Year Persistence Rates,
Stayed,
Transferred

Received: October 18, 2017

Accepted: November 3, 2017

Published: November 25, 2017

Differences in the 1-Year Persistence Rates by Student Institutional Status for Black Students at Texas Community Colleges: A Statewide Multiyear Investigation

Sheldon Moss, John R. Slate

Department of Educational Leadership, Sam Houston State University, Huntsville, USA

Email address

sxm069@shsu.edu (S. Moss), jrs051@shsu.edu (J. R. Slate)

Citation

Sheldon Moss, John R. Slate. Differences in the 1-Year Persistence Rates by Student Institutional Status for Black Students at Texas Community Colleges: A Statewide Multiyear Investigation. *AASCIT Journal of Psychology*. Vol. 3, No. 3, 2017, pp. 25-33.

Abstract

In this investigation, the 1-year persistence rates of Black students in Texas community colleges were analyzed for the 2007-2008 through the 2014-2015 academic years. Of particular interest was whether the 1-year persistence rates of Black students differed by their institutional status (i.e., stayed at the same community college or transferred to a different community college). Inferential statistical analyses revealed the presence of statistically significant differences in the 1-year persistence rates of Black students in Texas community colleges by institutional status in the 2008-2009, 2009-2010, 2010-2011, and 2013-2014 academic years. The 1-year persistence rates were higher for Black students when they stayed at the same community college than when they transferred to a different community college in the 2007-2008 through the 2014-2015 academic years. Implications and recommendations for future research were discussed.

1. Introduction

The United States has long been the envy of the world in regard to higher education, student access, and the superior academic quality of its programs [1]. Unfortunately, the global dominance of the United States with respect to college enrollment and degree attainment has diminished [2]. The United States currently ranks 12th among developed nations in the percentage of degrees awarded, however, the United States had the highest graduation rate in the world just a generation ago. Soon after taking office, former-President Obama declared that the United States must have the best educated, most competitive workforce to lead the 21st century and in order to do so needed to have the highest quantity of college graduates in the world by 2020 [1]. To reach the President's goal, the entire higher education sector must work together to increase the number of students graduating from college each year. Community colleges will play an integral role because enrollments continue to climb each year and college programs with shorter durations can help make up ground in areas where the United States has fallen behind other countries [3, 4, 2].

The open door policy of community colleges grants access to individuals interested in pursuing a postsecondary education. People who want to achieve a higher education have the opportunity to pursue their dream [5]. In fall 2012, 45% of all undergraduate

students in the United States attended community colleges. Community college enrollment is steadily increasing across the nation with 13 million students attending 1,132 institutions. These students represent diverse populations coming from low socioeconomic areas across the country [6]. Many of the students enrolled in community colleges are students of color, nontraditional students, veterans, special needs students, and part-time students [5].

For the United States to remain globally competitive, it will depend on a large percentage of its population obtaining skills from community colleges [3]. The future success of this country is dependent on creating lively and engaged citizens. Therefore, it is essential to educate this large diverse population by providing the tools to succeed in the global economy [7]. Community colleges are popular choices because they are affordable and accessible, however they face tremendous challenges in helping Black, Hispanic, and low-income students transfer to 4-year institutions [8]. Although open access is an important part of the community college mission, success is measured by student persistence, transfer, and graduation rates [9].

According to [10], 75% of all White students graduating from high school will immediately enroll in college, whereas only 35-50% of Black students will immediately enroll in college after high school. Although Black students have greater access to higher education by attending community colleges compared to 4-year institutions, only one out of four students transfer to 4-year institutions and just 16% of Black students who are enrolled in community colleges persist to graduation [11, 12]. As such, community colleges play an integral role in not only helping Black students obtain associate degrees but, more importantly, as a pathway for Black students to earn bachelor degrees [10, 13]. Moreover, community colleges serve as an open door for Black and Hispanic students wishing to pursue a higher education [5].

The success rates of Black students will need to improve for the United States to take the lead in the number of college graduates and meet former-President Obama's 2020 challenge [14]. Black college students face many obstacles on their road to obtaining a college degree. Many Black students are first-generation college students who experience difficulty adjusting to college life. Black students often need additional help learning college culture and becoming familiar with the resources available to help them succeed and persist through college [15, 16, 10]. According to the [17], "Many minority groups, including traditionally disadvantaged groups, are participating in school and college in record numbers. However, the fastest growing populations in the United States are those minority groups with the lowest level of educational attainment" (p. 18).

Community colleges need to engage in collaborative efforts to increase student success among students of color because Black and Hispanic students comprise a large percentage of the community college student population in the United States [16, 11, 18]. Student persistence is a major concern of 4-year institutions and community colleges across

the country. Several authors (e.g., 19, 10, 20, 13] have established that the percentage of students who actually remain in college and complete their degrees is much smaller than the percentage of students who initially enroll in college. Current attrition rates are almost 30% for students who enter 4-year institutions and over 50% for students who enter community colleges. Consequently, many of these students will leave within their first year of enrollment [21].

Substantial progress has been made over the past four decades in enrolling traditionally underrepresented groups in universities and community colleges in the United States [22]. During this timeframe, the total college enrollment grew by approximately 40%, whereas the enrollment of Black and Hispanic students increased by almost 150% [23]. Even though college enrollment is increasing each year, persistence rates continue to be a problem for Black students. All students of color, but especially Black students, graduate at a substantially lower rate than White students [24].

The low persistence and completion rates of Black students and the increasing racial gaps in graduation rates suggest that far too many Black students are not acquiring the needed skills, knowledge, and resources to succeed in college [14]. Lunenburg [25] noted that the academic achievement gap between groups of different socioeconomic statuses is related to parents' education level, financial resources, preschool readiness, and the quality of education received at the pre-secondary and secondary level. In fact, students from more affluent backgrounds are more likely to have better resources, parents with higher education attainment, and attended higher quality schools prior to college [25].

Higher education leaders and policymakers need a better understanding of factors contributing to Black college student success [26]. According to [27], college students who were more prepared to take college level courses were more likely to persist past the first year than students who were not prepared to take college level courses. Therefore, it is essential that Black students receive assistance to help them adjust to college in the first year. Resources such as academic advising, tutoring, and counseling programs may assist underprepared Black students to succeed in college [27].

In a recent quantitative study, [18] analyzed the persistence and graduation rates of Texas community college students by ethnicity/race (i.e., White, Black, Hispanic, and Asian students) for the 2000 through the 2010 academic years. They documented that graduation and persistence rates increased over the 10-year span for White, Black, Hispanic, and Asian students. In the 2010 academic year, Black students had the lowest persistence and graduation rates, whereas Asian students had the highest persistence and graduation rates in 2010. Spangler and Slate [18] concluded that educational leaders and policymakers need to develop and to implement policies to improve community college graduation and persistence rates.

Pascarella and Terenzini [28] provided evidence that first-year experience programs increase college persistence from

the first to second year in college. Students who participated in the first year seminar were more likely to graduate within four years than those students who did not participate. The authors concluded that persistence rates increased for students participating in first-year experience programs regardless of ethnicity, age, and gender. Positive outcomes were delivered in reference to student-faculty collaboration, extracurricular activity, and an increase in academic fulfillment [28].

In a very recent investigation, [29] analyzed the 1-year persistence rates of Black and White students enrolled in Texas community colleges in the 2000 and 2013 academic years. Specifically, a comparison was made between Black and White students who stayed at the same Texas community college and Black and White students who transferred to a different Texas community college. Moss and Slate [29] documented that persistence rates were statistically significantly higher when Black and White students stayed at the same community college than when they transferred to a different community college. Of note in their study was the

much lower persistence rates of Black students in comparison to White students when they stayed or transferred to a different community college.

In a similar analysis, but at the 4-year university level, [30] examined the 1-year persistence rates of students in Texas 4-year public universities for the 2000 and 2011 academic years. Data were obtained from the Texas Higher Education Coordinating Board Interactive Accountability System on Black, White, Hispanic, and Asian students. Persistence rates for students who stayed at the same university were statistically significantly higher in the 2000 and 2011 academic years in comparison to students who transferred to a different institution. Furthermore, students who transferred to a different university after the first year had very low persistence rates. Students, regardless of race/ethnicity, are more likely to persist if they remain at the same 4-year institution [30] or at the same 2-year institution [29] than if they transfer to a different institution. Table 1 contains a summary of studies on differences in 1-year persistence rates of Black students.

Table 1. Summary of Studies on Differences in 1-Year Persistence Rates of Black Students.

Author(s)	Year	Topic	Outcome
Moss & Slate	2016	1-year persistence rates of Black and White students in Texas community colleges in 2000 and 2013	Persistence rates were statistically significantly higher when Black and White students stayed at the same community college than when they transferred
Spangler & Slate	2015	Persistence and graduation rates of Texas community college students by ethnicity/race	Policies to improve community college graduation and persistence rates need to be developed.
Fauria & Slate	2014	1-year persistence rates of students in Texas 4-year public universities for 2000 and 2011	Students, regardless of race are more likely to persist if they remain at the same 4-year institution
Pascarella & Terenzini	2005	First-year experience programs increase college persistence	Persistence rates increased for students in first-year experience programs regardless of ethnicity, age, and gender

1.1. Statement of the Problem

In 1990 the United States ranked first in the world in 4-year degree completion among 25-34 year olds, but now has fallen out of the top 10 [31]. A consequence of this demise is that income equality has grown rapidly because the current number of college graduates are not keeping pace with the demand for new college graduates. To address income inequality and achieve economic efficiency, the United States must increase the number of postsecondary educated workers to make up ground on other developed nations [32]. As result, former-President Obama challenged the nation to produce 8 million more graduates by the year 2020. To achieve this ambitious goal, community colleges will have to increase the number of associate degrees and certificates they award students by 5 million [33].

Community colleges are very important to the American higher education system because these institutions academically prepare students to receive a 2-year degree or higher and provide workforce training [34]. The mission of community colleges is to be accessible to all students by having an open door policy for admission [35, 36]. Because community colleges serve a diverse student population with economic, social, and academic needs, they serve a larger percentage of students needing financial assistance, and an

increased number of students requiring remedial or developmental courses [37].

Although college enrollment has increased steadily over the last 30 years, more graduates are needed to complete former-President Obama's 2020 plan. In spite of enrollment increases, substantial gaps exist between Black and White students in terms of enrollment [10]. Furthermore, only 25% of students in poverty complete college [31]. Although community colleges provide greater access to higher education for Black students, persistence rates continue to be a problem [12].

According to the National Collegiate Retention and Persistence to Degree Rates Report [38], the 1-year national persistence rate is 55% at community colleges. In terms of Black students at community colleges, only 16% persist to graduation [12]. Complete College America [39] reported that only 7.5% of Black students over the age of 25 complete an associate degree within three years. Even lower is the persistence to graduation rates, 2.6%, for Black students who are enrolled part-time [39]. In recent news, the seven regional accrediting agencies announced that they would engage in collaborative efforts to examine closely low graduation rates at community colleges and universities. Community colleges with graduation rates under 15% over four years and 4-year institutions with graduation rates under 25% over six years will have to report on how they plan to improve or risk losing accreditation [40].

1.2. Purpose of the Study

The purpose of this study was to examine the 1-year persistence rates of Black students in Texas community colleges for the 2007-2008 through the 2014-2015 academic years. Specifically addressed were the 1-year persistence rates by student institutional status (i.e., stayed or transferred) for Black students in Texas community colleges. As such, the extent to which differences were present in the 1-year persistence rates of Black students who either stayed at the same Texas community college or transferred to a different Texas community college was ascertained. Through the analysis of 8 years of Texas statewide data, any trends that were present were identified.

1.3. Significance of the Study

Persistence rates continue to be a concern for Black students in higher education across the United States [12]. In the State of Texas, Black students are graduating at a substantially lower rate than White students in community colleges despite increased access. It is imperative that community colleges help Black students address the academic, financial, and social issues they face as college students [41]. Texas community colleges must implement strategies that remove barriers that are preventing Black students from succeeding in college. Results that were obtained provide important information on 1-year persistence rates of Black students in Texas community colleges. The results of this study may assist higher education administrators and leaders with respect to their decision-making regarding policies to help improve the persistence rates of Black students in Texas community colleges.

1.4. Research Questions

In this study, the following research questions were addressed: (a) What is the difference in the 1-year persistence rates by student institutional status (i.e., stayed or transferred) for Black students who were enrolled in Texas community colleges? and (b) To what extent are trends present in the 1-year persistence rates by student institutional status (i.e., stayed or transferred) for Black students who were enrolled in Texas community colleges? The first research question was repeated for the 2007-2008, 2008-2009, 2009-2010, 2010-2011, 2011-2012, 2012-2013, 2013-2014, and 2014-2015 academic years. The second research question involved results from all 8 academic years.

2. Method

2.1. Research Design

In this study a non-experimental causal-comparative research design was used [42, 43]. The independent variable cannot be manipulated in non-experimental, causal comparative research. The archival data that were used herein represented events that had already occurred [43]. The independent variable that was analyzed was the

institutional status of Black students in each of the academic years of data analyzed herein. As noted previously, institutional status was whether a student stayed at the same Texas community college for one year or whether a student transferred to a different Texas community college after one year. The dependent variables that were present in this investigation were the 1-year persistence rates of Black students. A total of 8 years of Texas statewide data were available for analysis.

2.2. Participants and Instrumentation

Archival data on all Texas community colleges were obtained for the 2007-2008 through the 2014-2015 academic years from the Texas Higher Education Coordinating Board Interactive Accountability system. Within the Texas Higher Education Coordinating Board dataset, 68 institutions are labeled as community colleges, and nine institutions are labeled as community college districts. Each of these community colleges and community college districts is required by the Texas Higher Education Coordinating Board to report the 1-year persistence rates, along with other data, of students by ethnicity/race. These data are then aggregated by the Texas Higher Education Coordinating Board and made publicly available at the Texas Higher Education Coordinating Board Interactive Accountability System.

The instrument used for this study was the Texas Higher Education Coordinating Board Interactive Accountability database. The Texas Higher Education Coordinating Board maintains a vast database comprising statistical data in a wide range of areas for every community college in Texas. Included in these data are persistence rates of Black students. Every Texas public community college, with the inclusion of descriptive statistical data, is represented in this comprehensive database.

3. Results

Prior to conducting inferential statistics to determine whether differences were present in the 1-year persistence rates by institutional status of Black students enrolled in Texas community colleges, checks were conducted to determine the extent to which these data were normally distributed [44]. Although some of the 1-year persistence rate data were not normally distributed, a decision was made to use parametric dependent samples *t*-tests to answer the research questions. Statistical results will now be presented by academic years.

For the 2007-2008 academic year, the parametric dependent samples *t*-test did not reveal a statistically significant difference in the 1-year persistence rates, $t(69) = 1.62, p = .11$, between Black students who stayed at the same Texas community college and Black students who transferred to a different Texas community college after one year. The 1-year persistence rates were similar for Black students who stayed at the same Texas community college and for Black students who transferred to a different Texas community college. Readers are directed to Table 2 for the descriptive statistics for this analysis.

Table 2. Descriptive Statistics for the 1-Year Persistence Rates by Institutional Status for Black Community College Students in Texas in the 2007-2008 Academic Year.

Institutional Status	n of community colleges	M	SD
Stayed	70	42.94	12.75
Transferred	70	36.63	32.28

Concerning the 2008-2009 academic year, the parametric dependent samples *t*-test revealed a statistically significant difference in the 1-year persistence rates, $t(69) = 5.41$, $p < .001$, between Black students who stayed at the same Texas community college and Black students who transferred to a different Texas community college after one year. This difference represented a large effect size (Cohen's *d*) of 0.91 [45]. The 1-year persistence rates of Black students who stayed at the same Texas community college were almost 15% higher than the 1-year persistence rates of Black students who transferred to a different Texas community college. Table 3 contains the descriptive statistics for this analysis.

Table 3. Descriptive Statistics for the 1-Year Persistence Rates by Institutional Status for Black Community College Students in Texas in the 2008-2009 Academic Year.

Institutional Status	n of community colleges	M	SD
Stayed	70	45.78	13.19
Transferred	70	26.50	26.86

With respect to the 2009-2010 academic year, the parametric dependent samples *t*-test revealed a statistically significant difference in the 1-year persistence rates, $t(70) = 2.81$, $p < .001$, between Black students who stayed at the same Texas community college and Black students who transferred to a different Texas community college after one year. This difference represented a small effect size (Cohen's *d*) of 0.44 [45]. The 1-year persistence rates of Black students who stayed at the same Texas community college percentage rates were almost 10% higher than the 1-year persistence rates of Black students who transferred to a different Texas community college. Revealed in Table 4 are the descriptive statistics for this analysis.

Table 4. Descriptive Statistics for the 1-Year Persistence Rates by Institutional Status for Black Community College Students in Texas in the 2009-2010 Academic Year.

Institutional Status	n of community colleges	M	SD
Stayed	71	42.47	12.72
Transferred	71	32.12	30.87

For the 2010-2011 academic year, the parametric dependent samples *t*-test revealed a statistically significant difference in the 1-year persistence rates, $t(70) = 3.00$, $p < .001$, between Black students who stayed at the same Texas community college and Black students who transferred to a different Texas community college after one year. This difference represented a medium effect size (Cohen's *d*) of 0.50 [45]. The 1-year persistence rates of Black students who stayed at the same Texas community college percentage rates were 10% higher than the 1-year persistence rates of Black

students who transferred to a different Texas community college. Readers are directed to Table 5 for the descriptive statistics for this analysis.

Table 5. Descriptive Statistics for the 1-Year Persistence Rates by Institutional Status for Black Community College Students in Texas in the 2010-2011 Academic Year.

Institutional Status	n of community colleges	M	SD
Stayed	71	43.66	13.30
Transferred	71	31.90	30.28

Concerning the 2011-2012 academic year, the parametric dependent samples *t*-test did not reveal a statistically significant difference in the 1-year persistence rates, $t(70) = 0.88$, $p = .38$, between Black students who stayed at the same Texas community college and Black students who transferred to a different Texas community college after one year. The 1-year persistence rates were similar for Black students regardless of their institutional status. Table 6 contains the descriptive statistics for this analysis.

Table 6. Descriptive Statistics for the 1-Year Persistence Rates by Institutional Status for Black Community College Students in Texas in the 2011-2012 Academic Year.

Institutional Status	n of community colleges	M	SD
Stayed	71	40.16	12.31
Transferred	71	36.88	32.42

With respect to the 2012-2013 academic year, the parametric dependent samples *t*-test did not reveal a statistically significant difference in the 1-year persistence rates, $t(71) = 1.31$, $p = .19$, between Black students who stayed at the same Texas community college and Black students who transferred to a different Texas community college after one year. Similar 1-year persistence rates were present for Black students regardless of their institutional status. Revealed in Table 7 are the descriptive statistics for this analysis.

Table 7. Descriptive Statistics for the 1-Year Persistence Rates by Institutional Status for Black Community College Students in Texas in the 2012-2013 Academic Year.

Institutional Status	n of community colleges	M	SD
Stayed	72	38.14	13.42
Transferred	72	33.46	30.25

For the 2013-2014 academic year, the parametric dependent samples *t*-test revealed a statistically significant difference in the 1-year persistence rates, $t(71) = 3.47$, $p = .001$, between Black students who stayed at the same Texas community college and Black students who transferred to a different Texas community college after one year. This difference represented a medium effect size (Cohen's *d*) of 0.55 [45]. The 1-year persistence rates of Black students who stayed at the same Texas community college were almost 15% higher than the 1-year persistence rates of Black students who transferred to a different Texas community college. Delineated in Table 8 are the descriptive statistics for this analysis.

Table 8. Descriptive Statistics for the 1-Year Persistence Rates by Institutional Status for Black Community College Students in Texas in the 2013-2014 Academic Year.

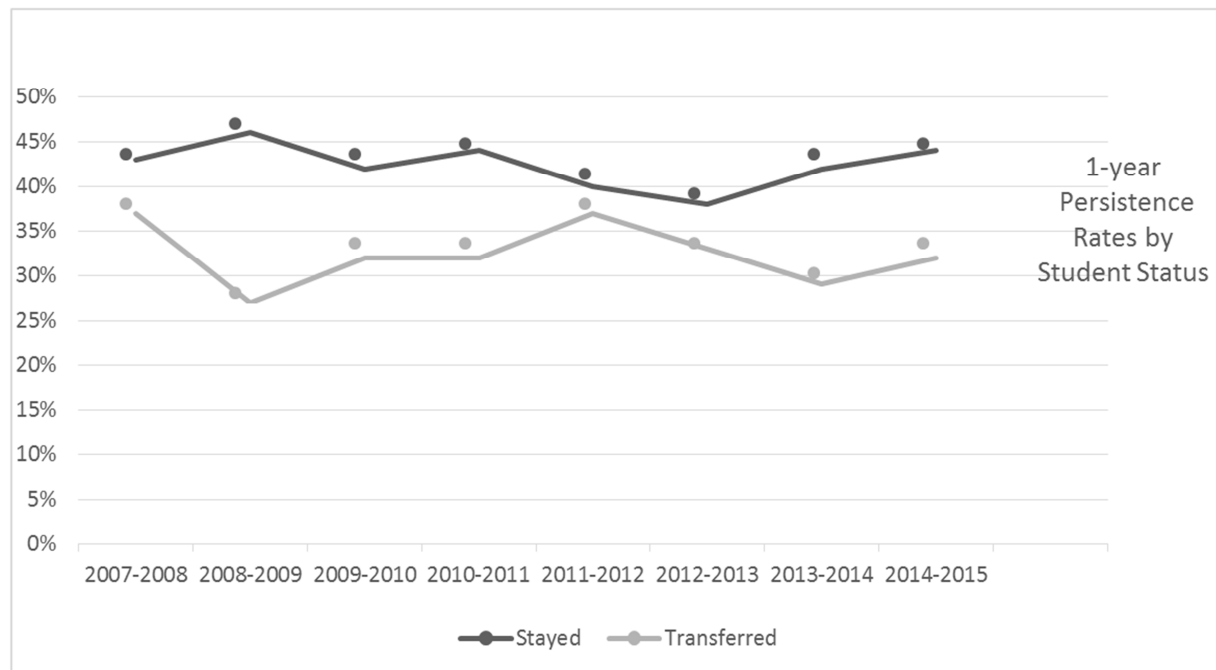
Institutional Status	n of community colleges	M	SD
Stayed	72	42.29	13.62
Transferred	72	29.49	29.78

Concerning the 2014-2015 academic year, the parametric dependent samples *t*-test revealed a statistically significant difference in the 1-year persistence rates, $t(71) = 3.00$, $p = .003$, between Black students who stayed at the same Texas community college and Black students who transferred to a different Texas community college after one year. This difference represented a medium effect size (Cohen's *d*) of 0.52 [45]. The 1-year persistence rates of Black students who stayed at the same Texas community college were almost 15% higher than the 1-year persistence rates of Black students who transferred to a different Texas community college. Table 9 contains the descriptive statistics for this analysis.

Table 9. Descriptive Statistics for the 1-Year Persistence Rates by Institutional Status for Black Community College Students in Texas in the 2014-2015 Academic Year.

Institutional Status	n of community colleges	M	SD
Stayed	72	44.30	15.07
Transferred	72	31.89	30.27

The final research question regarding an analysis of all eight years of data for Black students who stayed at the same community college and for Black students who transferred to a different community college will now be addressed. As revealed in Figure 1, trends were present in the 1-year persistence rates by student institutional status (i.e., stayed or transferred) for Black students who were enrolled in Texas community colleges. The 1-year persistence rates of Black students who stayed at the same Texas community college were consistently higher than the 1-year persistence rates of Black students who transferred to a different Texas community college. Over an 8-year period, the 1-year persistence rates of Black students who stayed at the same Texas community college varied somewhat, but over the 8-year time period, increased by only 1%. During the same 8-year period, the 1-year persistence rates of Black students who transferred to a different Texas community fluctuated, however, readers should note that the 1-year persistence rates for Black students who transferred decreased by 5%.

**Figure 1.** Trends in the 1-year persistence rates of Black students who stayed or transferred to a different Texas community college in the 2007-2008 through the 2014-2015 academic years.

4. Discussion

Presented in this investigation was the extent to which differences existed in the 1-year persistence rates by student institutional status (i.e., stayed or transferred) of Black students in Texas community colleges. Eight years of archival data from the Texas Higher Education Coordinating

Board Interactive Accountability System were obtained and analyzed to determine whether the 1-year persistence rates of Black students in Texas community colleges differed by student institutional status. In this study, 70 Texas community colleges provided data that were analyzed in the 2007-2008 through the 2008-2009 academic years and 71 Texas community colleges provided data that were analyzed in the

2009-2010 through the 2011-2012 academic years. Finally, 72 Texas community colleges provided data that were analyzed in the 2012-2013 through the 2014-2015 academic years.

For the eight academic years of data that were analyzed, statistically significant differences were present in the 2008-2009, 2009-2010, 2010-2011, and 2013-2014 academic years. Even when the results were not statistically significant, the 1-year persistence rates of Black students who stayed at the same community college in Texas were higher than the 1-year persistence rates of Black students who transferred to a different Texas community college. In this investigation, the 1-year persistence rates of Black students who stayed at the same Texas community college ranged from a low of 38% to a high of 46%. In contrast, the 1-year persistence rates of Black students who transferred to a different Texas community college ranged from a low of 27% to a high of 37%. Readers are referred to Table 10 for a summary of results for the 1-year persistence rates of Black students by their institutional status in Texas community colleges across all eight academic years.

Table 10. Results for the 1-Year Persistence Rates by Institutional Status for Black Community College Students in Texas in the 2007-2008 Academic Year Through the 2014-2015 Academic Year.

Academic Year	Effect Size	Higher Persistence Rate
2007-2008	N/A	Stayed
2008-2009	Large	Stayed
2009-2010	Small	Stayed
2010-2011	Medium	Stayed
2011-2012	N/A	Stayed
2012-2013	N/A	Stayed
2013-2014	Medium	Stayed
2014-2015	N/A	Stayed

4.1. Connections with Existing Literature

Researchers [30, 29, 28, 18, 27] have previously analyzed the persistence rates of Black students. In this multiyear, statewide investigation, the 1-year persistence rates of Black students in Texas community college were higher when they stayed at the same Texas community college than when they transferred to a different Texas community college. These results were consistent with [29] wherein persistence rates were statistically significant higher when Black students stayed at the same Texas community college than when they transferred to a different Texas community college. Similarly, [30] documented that Black students were more likely to persist in the first year if they stayed at the same Texas 4-year university than if they transferred to a different 4-year university.

4.2. Implication for Policy and Practice

In this analysis, the 1-year persistence rates of Black students in Texas community colleges were lower when they transferred to a different community college after the first year than when they stayed at the same community college. Although community colleges have measures in place to contribute to student success, persistence rates continue to be

low [46]. Even though access to community colleges is not an issue, Black students persisting to graduation is a major concern [47]. Community colleges need to be proactive and are encouraged to conduct an audit of the 1-year persistence rates of their Black students. Community colleges with low 1-year persistence rates need to examine their programs to determine what changes need to be made. Community colleges with high 1-year persistence rates need to examine their programs to determine what components are effective, and then to share their efforts with other community colleges.

Based upon these program evaluation efforts, higher education leaders will have to make a concentrated effort to provide resources to help these students succeed inside and outside the classroom [14]. Academic advisors at community colleges need to communicate with Black students and ascertain how they can keep them enrolled. Black students often face adversity dealing with life hardships that cause them to drop out seek a full-time job while going to school. In addition, they are often unprepared for college and struggle to get out of developmental courses because their high school curriculum did not prepare them adequately for the rigor of college courses [48]. Community colleges that have transfer students need to develop programs to address their transfer student needs. Based on the results of this empirical investigation, [18]'s recommendation that policies to improve the persistence rates of Black students at Texas community colleges need to be developed is supported.

4.3. Recommendations for Future Research

In this multiyear, statewide investigation, differences in the 1-year persistence rates by student institutional status for Black students at Texas community colleges were examined. Given the low 1-year persistence rates of Black students revealed in this study, researchers should consider extending this study to other underrepresented student groups such as Hispanic students to determine the degree to which results from this investigation are generalizable to other ethnic/racial groups. In addition, the 1-year persistence rates of Asian, White, and international students should be investigated to determine the degree to which these two ethnic/racial groups persist in community colleges. Another recommendation is to replicate this investigation in other states to ascertain whether the results of Black students' 1-year persistence rates discussed previously are generalizable to other states. Because the data analyzed herein were from all Texas community colleges, researchers are encouraged to examine each community college results to identify Texas community colleges that have high 1-year persistence rates for Black students who stay and for Black students who transfer. Then qualitative and or mixed-methods research studies could be conducted to ascertain the reasons why these community colleges are successful. Similar investigations could be conducted into the Texas community colleges with the lowest 1-year persistence rates of Black students. For this study, quantitative data were used. Accordingly, researchers should consider conducting qualitative studies to gain insight from Black students, faculty, staff, and educational leaders into

reasons why Black students transfer to different institutions. Moreover, the reasons why 1-year persistence rates are low for Black students who transfer merit examination.

5. Conclusion

The purpose of this research study was to determine the extent to which differences were present in the 1-year persistence rates of Black students in Texas community colleges by institutional status. Data were analyzed for the 2007-2008 through the 2014-2015 academic years. Statistically significant differences were present in the 2008-2009, 2009-2010, 2010-2011, and 2013-2014 academic years. The 1-year persistence rates were higher for Black students who stayed at the same Texas community college and much lower for Black students who transferred to a different Texas community college in the 2007-2008 through the 2014-2015 academic years. Educators face a tremendous challenge to help increase the persistence rates of Black students. Former President Obama challenged the entire nation to help improve the college graduation rates within the United States. To achieve this goal, community colleges need to do better job of helping students achieve success. By improving the persistence and success rates of Black students in community colleges, the nation will be one step closer to reaching former President Obama's goal.

References

- [1] Duncan, A. (2010). Obama's goal for higher education. *Forbes*. Retrieved from <http://www.forbes.com/2010/08/01/america-education-reform-opinions-best-colleges-10-duncan.html>
- [2] Strayhorn, T. L., & Johnson, R. M. (2014). Black female community college students' satisfaction: A national regression analysis. *Community College Journal of Research and Practice*, 38, 534-550.
- [3] Martin, K., Galentino, R., & Townsend, L. (2014). Community college student success: The role of motivation and self-empowerment. *Community College Review*, 42, 221-241. doi: 10.1177/0091552114528972.
- [4] PR Newswire. (2009, July). *Meeting the Obama challenge: Bring all higher ed assets to bear*. Retrieved from <http://www.prnewswire.com/news-releases/meeting-the-obama-challenge--bring-all-higher-ed-assets-to-bear-62217962.html>
- [5] Nevarez, C., & Wood, J. L. (2010). *Community college leadership and administration: Theory, practice, and change*. New York, NY: Peter Lang.
- [6] American Association of Community Colleges. (2014). *Fast facts*. Retrieved from <http://www.aacc.nche.edu.ezproxy.Shsu.edu/AboutCCc/Documents/Facrs14%5Fdata%5FR2.pdf>
- [7] Colby, A., Ehrlich, T., Beaumont, E., & Stephens, J. (2003). *Educating citizens: Preparing America's undergraduates for lives of moral and civic responsibility*. San Francisco, CA: Jossey-Bass.
- [8] Rainey, M. (2010). Community colleges face challenge in helping minority students succeed. *Insight into Diversity*, 6-8.
- [9] Everett, J. E. (2015). Public community colleges: Creating access and opportunities for first-generation college students. *Delta Kappa Gamma Bulletin*, 81 (3), 52-58.
- [10] Strayhorn, T. L. (2011). Traits, commitments, and college satisfaction among Black American community college students. *Community College Journal of Research & Practice*, 35, 437-453. doi: 10.1080/10668920801901282.
- [11] Provitera-McGlynn, A. (2005). Report examines 2 year/4-year disconnect: Proposes ways to strengthen transition. *The Hispanic Outlook in Higher Education*, 15, 34-35.
- [12] U. S. Department of Education. (2006). *The condition of education 2006*. Washington, DC: U. S. Government Printing Office.
- [13] Wood, J. L. (2012). Leaving the 2-year college: Predictors of Black male collegian departure. *Journal of Black Studies*, 43 (3), 303-326. doi: 10.1177/0021934711424490.
- [14] Price, V., & Tovar, E. (2014). Student engagement and institutional graduation rates: Identifying high-impact educational practices for community colleges. *Community College Journal of Research and Practice*, 38, 766-782. doi: 10.1080/10668926.2012.719481.
- [15] Barnett, E. A. (2010). Validation experiences and persistence among community college students. *Review of Higher Education*, 34 (2), 193-230.
- [16] Museus, S. D., & Quaye, S. J. (2009). Toward an intercultural perspective of racial and ethnic minority college student perspective. *Review of Higher Education*, 33, 67-94.
- [17] College Board. (2010). *The educational crisis facing young men of color: Reflections on four of dialogue on the educational challenges of minority males*. Retrieved from <http://www.Advocacy.collegeboard.org/sites/default/files/educational-crisis-facing-young-men-of-color.pdf>
- [18] Spangler, M. J., & Slate, J. R. (2015). Texas community college graduation and persistence rates as a function of student ethnicity. *Community College Journal of Research and Practice*, 39, 741-753. doi: 10.1080/10668926.2013.878261.
- [19] McKinney, L., & Burrige, A. B. (2015). Helping or hindering? The effects of loans on community college student persistence. *Research in Higher Education*, 56, 299-324.
- [20] Tinto, V. (1993). *Leaving college: Rethinking the causes and cures of student attrition*. Chicago, IL: University of Chicago Press.
- [21] Berger, J., & Braxton, J. (1998). Revising Tinto's interactionist theory of student departure through theory elaboration: Examining the role of organizational attributes in the persistence process. *Research in Higher Education*, 39, 103-119.
- [22] Kinzie, J., Gonyea, R., Shoup, R., & Kuh, G. D. (2008). Promoting persistence and success of underrepresented students: Lessons for teaching and learning. *New Directions for Teaching & Learning*, 2008 (115), 21-38.
- [23] Li, X. (2007). *Characteristics of minority-serving institutions and minority undergraduates enrolled in these institutions*. Washington, DC: National Center for Education Statistics.

- [24] Roach, R. (2013). Steady college enrollment growth for underrepresented minorities, college completion rates increasing more slowly. *Diverse Issues in Higher Education*. Retrieved from <http://diverseeducation.com/article/54837/#>
- [25] Lunenburg, F. C. (2015). A free public education for all: Rediscovering the promise. In Sage Publications Inc. (Eds.), *The Sage guide to educational leadership and management* (pp. 273-286). Thousand Oaks, CA: Sage.
- [26] Hussar, W., & Bailey, T. M. (2006). *Projections of education statistics to 2015 (NCES 2006-084)*. Washington, DC: National Center for Education Statistics.
- [27] Stewart, S., Doo Hun, L., & JoHyun, K. (2015). Factors influencing college persistence for first-time students. *Journal of Developmental Education*, 38 (3), 12-20.
- [28] Pascarella, E. T., & Terenzini, P. T. (2005). *A third decade of research. Vol. 2 of how college affects students*. San Francisco, CA: Jossey-Bass.
- [29] Moss, S., & Slate, J. R. (2016). Differences in Black and White students' persistence rates in Texas community colleges by institutional status. *Journal of Basic and Applied Research International*, 13, 206-213. Retrieved from <http://www.ikpress.org/issue/653>
- [30] Fauria, R. M., & Slate, J. R. (2014). Persistence rate differences of university students by race: A within groups comparison. *International Journal of University Teaching and Faculty Development*, 4 (1), 1-10.
- [31] The White House. (2016). *Education knowledge and skills for the future*. Retrieved from <https://www.whitehouse.gov/issues/education/higher-education>
- [32] Carnevale, A. P., Rose, S. J., & Georgetown University, C. W. (2011). The Undereducated American. *Georgetown University Center on Education and the Workforce*. Retrieved from <http://eric.ed.gov/?id=ED524302>
- [33] Templin, R. G. (2011). *America's community colleges: The key to the college completion challenge?* Retrieved from <http://www.acenet.edu/the-presidency/columns-and-features/Pages/America%E2%80%99s-Community-Colleges-The-Key-to-the-College-Completion-Challenge.aspx>
- [34] Cohen, A. M., & Brawer, F. B. (2008). *The American community college* (5th ed.). San Francisco, CA: Jossey-Bass.
- [35] Bissett, H. G. (1995). Selective admissions in community college nursing programs: Ethical considerations. *Community College Review*, 22, 35-46.
- [36] Pusser, B., & Levin, J. (2009). *Re-imagining community colleges in the 21st century: A student- centered approach to higher education*. Washington, DC: Center for American Progress.
- [37] Kolajo, E. (2004). From developmental education to graduation: A community college experience. *Community College Journal of Research and Practice*, 28, 365-371.
- [38] American College Testing. (2011). *National collegiate retention and persistence to degree rates*. Retrieved from <http://www.act.org/research/policymakers/reports/graduation.html>
- [39] Complete College America. (2012, April). *Remediation: Higher education's bridge to nowhere*. Retrieved from <http://www.completecollege.org/docs/CCA-Remediation-final.pdf>
- [40] Kreighbaum, A. (2016). Tougher scrutiny for colleges with low graduation rates. *Inside Higher Ed*. Retrieved from <https://www.insidehighered.com/news/2016/09/21/regional-accreditors-refocus-institutions-low-grad-rates#.V-Lm0F4cWQ8.mailto>
- [41] Moss, S., & Slate, J. R. (2015). Differences in Black students' persistence rates in Texas community colleges by institutional status. *International Journal of University Teaching and Faculty Development*, 5 (3), 1-10.
- [42] Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches*. (3rd ed.). Thousand Oaks, CA: Sage.
- [43] Johnson, R. B., & Christensen, L. (2012). *Educational research: Quantitative, qualitative, and mixed approaches* (4th ed.). Los Angeles, CA: Sage.
- [44] Onwuegbuzie, A. J., & Daniel, L. G. (2002). Uses and misuses of the correlation coefficient. *Research in the Schools*, 9 (1), 73-90.
- [45] Cohen, J. (1988). *Statistical power analysis for the behavioral sciences* (2nd ed.). Hillsdale, NJ: Lawrence Erlbaum.
- [46] Mangan, K. (2014, September). Community colleges test ways to clear students' path to success. *Chronicle of Higher Education*, 61 (4), A10-A11.
- [47] Esters, L. L., & Mosby, D. C. (2007). Disappearing acts: The vanishing Black male on community college campuses. *Diverse Issues in Higher Education*, 24 (14), 45.
- [48] Barnes, W., & Slate, J. R. (2011). Ethnic differences in college-readiness rates: A multi-year, statewide study. *Education and Urban Society*, 20 (10), 1-29. doi: 10.1177/0013124511423775.