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Labor is Influenced by the Cost of Transportation on Farm Products
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This work has been selected by scholars as being culturally important, and is part of the knowledge base of civilization as we know it. This work was reproduced from the original artifact, and remains as true to the original work as possible. Therefore, you will see the original copyright references, library stamps (as most of these works have been housed in our most important libraries around the world), and other notations in the work. This work is in the public domain in the United States of America, and possibly other nations. Within the United States, you may freely copy and distribute this work, as no entity (individual or corporate) has a copyright on the body of the work. As a reproduction of a historical artifact, this work may contain missing or blurred pages, poor pictures, errant marks, etc. Scholars believe, and we concur, that this work is important enough to be preserved, reproduced, and made generally available to the public. We appreciate your support of the preservation process, and thank you for being an important part of keeping this knowledge alive and relevant. Purpose The purpose of this journal-ready dissertation was to examine the 1-year and 2-year persistence rates of Black students in Texas community colleges for the 2007-2008 through the 2014-2015 academic years. Specifically, the relationship of the 1-year and 2-year persistence rates for Black students as a function of their institutional status (id est, staying or transferring) was analyzed. In addition, the graduation rates of

Black and White students in Texas community colleges for the 2007-2008 through the 2015-2016 academic years were examined. The multiple academic years analyzed permitted a determination to the extent to which trends were present in 1-year persistence rates and 2-year persistence rates of Black students, and graduation rates of Black and White students in Texas community colleges. Method A causal-comparative research design was used for this study. Archival data from the Texas Higher Education Board Interactive Accountability System were downloaded and analyzed in each of the three empirical studies in this journal-ready dissertation. Specifically, archival data were obtained for the 2007-2008 through the 2014-2015 academic years for the 1-year persistence rates and for the 2007-2008 through the 2013-2014 academic years for the 2-year persistence rates of Black students in Texas community colleges. Graduation rate data for both Black and White students in Texas community colleges were obtained for the 2007-2008 through the 2015-2016 academic years. Findings Statistically significant differences were present in 4 of the 8 academic years for Black students' 1-year persistence rates. Black students who stayed at the same community college had higher 1-year persistence rates than Black students who transferred to a different Texas community college. No statistically significant differences were present for Black students' 2-year persistence rates. The 2-year persistence rates were very low for both Black students who stayed and for Black students who transferred to a different community college. Statistically significant differences were revealed in all 9 academic years between the graduation rates of Black and White students. White students had higher graduation rates than Black students in all 9 academic years. Implications for policy and recommendations for research were provided. The electronic version of this dissertation is accessible from <http://hdl.handle.net/20.500.11875/2172>

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