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Availability and Quality of Resources and Their Effect on Continuance to Higher Education

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Availability and Quality of Resources and Their Effect on Continuance to Higher Education

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Introduction

Today's students are the future medical staff, mechanics, scientist, teachers, chefs, pilots, business owners and accountants, and the list goes on. In 2018, 67% of all students in the state of Virginia who had graduated with a high school diploma enrolled in higher education. While this may seem like a decently large number of students from the general population, this percentage decreases for students that are considered "economically disadvantaged" to 52% enrollment (Figure 1). Over the years, there has been an increased need for many fields that require at least a bachelor's degree or a degree from a technical school. There are many hardy studies out there that have looked at resources effect on students' academic performances, but there are none that look to see if the resources, or lack of, have an effect on students seeking higher education, whether the plan to higher education be collegiate or a technical institute. It has been shown that increase in spending per student led to increased academic performance (Gigliotti and Sorensen 2018). With the need for workers with degrees and just an overall goal of equity of education, it is important to know if resources play a role in students seeking higher education.



Specific Aim

- To determine which resources influence student's confidence and continuance to higher education
- To determine the effects of increased funding



Previous Research

- Four different categories of resources: operations, instructional support, instruction, and leadership
- Social economic status plays a large role in student achievement (Archibald 2006)
- Funding for resources broken into staff salaries and instructional
- It has been stated that increasing student achievement in school can lead to larger economic benefits (Carnoy, Ngware, and Oketch 2015)
- It is also acknowledged that resources play a larger role in learning within poorer areas
- Students that attended schools that had more extracurricular activities and more learning space resources, such as dedicated labs and libraries, scored higher on math tests that students of the same SES in schools without these resources (Chudgar et al 2015)

Subgroup	Total number of students in the cohort earning a federally recognized high school diploma		Students who enrolled in any Institution of Higher Education (IHE) within 16 months of earning a federally recognized high school diploma		Students who enrolled in a 4-year public Institution of Higher Education (IHE) within 16 months of earning a federally recognized high school diploma		Students who enrolled in a 4-year private Institution of Higher Education (IHE) within 16 months of earning a federally recognized high school diploma		Students who enrolled in a 2-year Institution of Higher Education (IHE) within 16 months of earning a federally recognized high school diploma	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
All Students	85899	57725	67	28905	34	8652	10	20168	23	
Female	43225	31599	73	16277	38	4858	11	10464	24	
Male	42674	26126	61	12628	30	3794	9	9704	23	
American Indian	265	167	63	70	26	27	10	70	26	
Asian	6084	5292	87	3393	56	565	9	1334	22	
Black	18868	11298	60	5257	28	1900	10	4141	22	
Hispanic	10102	5826	58	2024	20	598	6	3204	32	
Native Hawaiian	142	87	61	43	30	11	8	33	23	
White	46448	32340	70	16716	36	5116	11	10508	23	
2 or More	3990	2715	68	1402	35	433	11	878	22	
Economically Disadvantaged	27329	14190	52	4838	18	1844	7	7488	27	
Limited English Proficient Students	5182	2820	54	689	13	184	4	1947	38	
Students with Disabilities	7216	3256	45	746	10	446	6	2064	29	

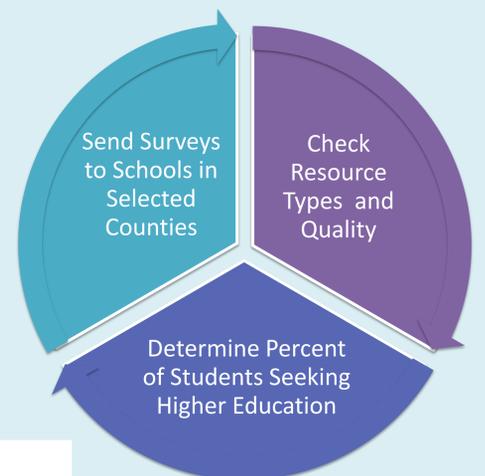
Figure 1. Virginia Department of Education Higher Education Enrollment. The figure above outlines subgroups of students as well as the whole student body of Virginia that graduated in 2018 with a recognized high school diploma and plans to attend higher education in general, then number and percent

Expected Results and Implications

- Higher SES areas will have higher percent of students who plan to attend higher education
- Increasing funding in low SES counties will give students more equitable opportunities in education
- Increased funding will increase confidence, therefore closing the gap in the percent of students from low and high SES areas that attend higher education
- Results can be used to create a more equitable learning experience

Methods

Year One and Two:



Student Survey
Please circle the best answer

Year in school	Freshman	Sophomore	Junior	Senior
Plans after graduation	Two Year school	Four year school	Technical School	Certification program
Do you feel that you are prepared for higher education?	No	Somewhat	Yes	

With the following statements, choose the best answer with 1 being not at all and 5 being very comfortable.

I can use Microsoft office: 1 2 3 4 5

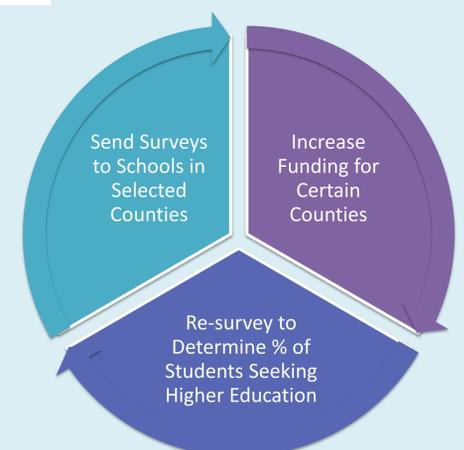
I can present in front of the class: 1 2 3 4 5

I can use Prezi: 1 2 3 4 5

I know how to use BlackBoard: 1 2 3 4 5

I know how to use Canvas: 1 2 3 4 5

Year Three and Four:



Resources

- Archibald, S., 2006. Narrowing in on educational resources that do affect student achievement. *Peabody Journal of Education*, 81(4), pp.23-42.
- Carnoy, M., Ngware, M. and Oketch, M., 2015. The role of classroom resources and national educational context in student learning gains: comparing Botswana, Kenya, and South Africa. *Comparative Education Review*, 59(2), pp.199-233.
- Chudgar, A., Chandra, M., Iyengar, R. and Shanker, R., 2015. School resources and student achievement: Data from rural India. *Prospects*, 45(4), pp.515-531.