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Teacher and Student Perceptions of the Concept of a Multi-Campus School with a STEM

Home Campus

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Abstract

A classroom is a place filled with many different attitudes and people. Understanding different factors that lead to teacher and student perceptions of how a multi-campus classroom works play a vital role in figuring out how to improve those classrooms and schools. Throughout this study, the researcher was in a year-long clinical teaching placement. The researcher sought to understand how students and teachers view the concept of multi-campus education with the home campus being a STEM school. The researcher also sought to understand how students and teachers thought a multi-campus education could run better. The researcher collected data through surveys, interviews, and a focus group. Qualitative data were analyzed using the constant comparative method finding themes within the data. The researcher found five themes within the data: challenges of multi-campus education, good for everyone, new social interactions, superiority, and traveling.

Teacher and Student Perceptions of the Concept of a Multi-Campus School with a STEM Home Campus

“You’re at Campbell High School; we work hard here. We don’t slack off like you do at Rodgers and Cousins High! This is a real school.” Rachelle (all names have been replaced with pseudonyms) leaned over and said this to a male student who was complaining about how much work I had assigned in class. This comment affected me more than I had thought. From that day on, I wondered what made Rachelle make that comment. If we are being honest, I heard comments like that all the time at the STEM campus where I student taught. Campbell High School is a STEM school that is located at a district campus for leadership and innovation in future technologies. This center focuses on vocation-based learning, allowing students from the two other high schools in the district to learn skills such as welding, carpentry, construction, automotive and culinary. These opportunities give the students who might not attend college a chance to experience and try out vocations they might be interested in. Students who take advantage of this opportunity commute from their home campuses, by bus or car, and have two class periods blocked at the district campus for leadership and innovation in future technologies. One class period is for their vocation-based class, and the other gets filled with an academic class such as history or English. This means that in any history or English class, you can have students from three different campuses in one classroom, all taught by a teacher whose home campus and students operate on a STEM curriculum. This creates many interesting conversations, student work, and classroom culture.

Purpose

The purpose of this study was to examine students' and teachers' perceptions of a multi-campus education. Further, this study examined what students and teachers thought could make a multi-campus education operate better. I deeply wondered about student and teacher thoughts on these things since the day that I arrived at my student teaching placement. The comments and student work that I observed made me wonder how the students view the STEM campus, but also the district campus. This research addressed the following research question along with two sub-questions:

Research Question: What are teachers' and students' perceptions of offering multi-campus learning?

Sub question #1: What challenges do teachers and students believe multi-campus learning presents?

Sub question #2: What do teachers and students believe would make multi-campus learning more successful?

This study took place during my graduate year-long clinical teaching placement. This occurred in a West Texas town of about 127,000 people. My placement was at Campbell High School with a student population of about 350 students. Campbell High School is one of three high schools located within the school district. Campbell High School has a minority enrollment of 43.1%. Their demographic breakdown is as follows: 56.9% White, 32.7% Hispanic, 4.7% Black, 3.2% made up of two or more races, 2.3% Asian, and 0.3% are American Indian/Alaska Native.

Literature Review

There are many ideas in education that change the way the educational world functions. Although seen as one of the most consistent institutions throughout time, the education system is changing. One of the ways that it is changing is by offering multi-campus education to its students and investing in STEM programs. Razi and Zhou (2022) argued that STEM education and programs have become the forefront of an educational movement. STEM education is bigger than just getting people to fill science and technology jobs. In a world where technology is increasing rapidly, the goal of STEM is literacy for all in science, technology, engineering, and math fields (National Research Council, 2014). To provide this education to all, Campbell's Academy for Technology, Engineering, Math, and Science (The Hub) has created a multi-campus secondary school where kids can experience a STEM education for vocation-based learning.

There is an arguable difference between the instruction in a STEM classroom and a non-STEM classroom. STEM classrooms are often focused on project-based learning and require an element of problem-solving and real-world application (Wieselmann et al., 2021). In one study, researchers found that teachers at STEM schools alter their questions and classroom to prompt students to ask more questions and apply those questions to the real-world (Bruce-Davis et al., 2014). This allowed the students to do more thinking on their own and come to conclusions themselves. Students found this way of teaching and learning to be more difficult and challenging, creating a separation between students who are successful in STEM courses and those who are not (Bruce-Davis et al., 2014). Normally, campuses are separated. At Campbell High, there are students from three different schools in one classroom. The ones whose home campus is the STEM school possibly do not struggle as much because they are used to the

instruction methods while those from the other two schools are not. When applying a STEM-designed unit for students, researchers found that students had more of a positive motivation for academics and school (Othman et al., 2022). After interviewing multiple STEM teachers and STEM professionals, researchers found that there do not seem to be any barriers between students being able to perform in a STEM-based school or job (Navy et al., 2021). Most professionals and teachers said that the only thing holding students back is an idea of fear or peer pressure. This would suggest that a growth mindset is essential to succeeding in a STEM course or school (Samuel et al., 2022). Even though multi-campus education draws students from different schools, they are not unequal in ability.

In a multi-campus setting, there are many different types of students and school cultures being mixed. There is a direct link between students' perceptions of school climate and their achievement in school (Demiroz, 2020). A study conducted by Doğru & Yüzbaşıoğlu (2021), showed that educators believe that the climate they create in their classrooms affects the fluidity of students' learning. The way that teachers introduce instruction and conduct curriculum also affects students' attitudes toward their peers and school climate (Bircan & Çalışıcı, 2022). School culture and climate are important to the learning that is taking place in the classroom. Creating and producing a sense of belonging and growth for your students is essential.

The action research study I conducted captured a unique school environment that is only becoming more common. I sought to understand students' and teachers' perceptions of offering a multi-campus education. I then also investigated students' and teachers' perceptions of what makes a multi-campus education work better. In an ever-evolving world filled with technology, there seems to be more and more of a need for STEM jobs and students (White & Shakibnia, 2019). Kelly (2012) argued that it is our job to teach the context of STEM to students and other

teachers to fully enhance STEM in the education field. Very few studies have been published about multi-campus education. The uniqueness of this research and campus is something that will contribute to the research field in many ways. This study provides a way for people and teachers to learn about the different ways that STEM and multi-campus education functions and ways that teachers and students think it could be better. This study also encouraged students to think about the way they viewed their peers within their own school and from other schools in the district.

Methods

This action research project took place in a U.S. History and Economics high school classroom. Data collection methods consisted of surveys, focus groups, interviews, and journaling. These data collection methods provided me with qualitative data that was then analyzed using the constant comparative method. I gained consent from students and parents through a signed permission form and then students were randomly selected to participate in the interviews.

Participant Selection

The study took place during my year-long clinical teaching placement for the M.Ed. in Teaching and Learning. The potential participants of this study included about seventy-five students and about 47 teachers. There were about seventy-five students that came to the classroom between the first and eighth periods. I gave all of the potential participants a permission form that included a parent letter. I obtained parent permission signatures and then participant signatures through an assent form. Twenty-six students consented to participate in the research project. The consent forms were sent out to all of the staff at The Hub. Ten of these forty-seven consented to participate in the study. The demographic breakdown of the students

were as follows: 47.8% White, 36.4% Hispanic, 11.3% Black, 4.2% made up of two or more races, and 0.3% American Indian/Alaska native. The teacher demographics were as follows: 80% White, 10% Hispanic and 10% Black.

Data Collection

The data collection period took place over a four-week time period. Surveys were useful because they allowed me to ask a large group of students the same questions (Hubbard & Power, 2003). A survey was sent out to all my classes (see Appendix A), and there was also a separate survey sent out to all of the teachers (see Appendix B) at the STEM school. There were some struggles with finding time for teachers and students to fill out a survey, but a survey was most beneficial in getting a well-rounded view of how the participants felt about multi-campus education. The survey consisted of five Likert scale questions and three open-ended questions.

The second type of data collection that I used was interviews. I conducted six interviews at least twelve minutes long, and they consisted of open-ended questions (see Appendix C). The interviews were only conducted with students that I had randomly selected. I interviewed two to three students from each campus and then two to three students from the STEM school. This meant that two to three students from the STEM school were interviewed and two to three students from each non-STEM school were interviewed, for a total of six interviews. The third type of data collection that I used was a focus group using open-ended questions (Hendricks, 2017) (see Appendix C). The focus group consisted of ten teachers and was twenty-five minutes long. The teachers that were chosen for the focus group were randomly selected. The focus group allowed me to get insights into what teachers thought about how they could bridge the gap between the types of students in their classroom and how multi-campus education can run better. All of the audio recordings for the interviews and focus groups were transcribed. Journaling was

also utilized in the data collection period. Journaling was done twice a week during the four-week data collection period. Journaling was fifteen minutes long for each journaling session. The journaling reflected what I was observing in my classroom.

Data Analysis

After collecting and transcribing all of the qualitative data, I used the constant comparative method to analyze the data and create codes. (Hubbard & Power, 2003). Data that was coded included student surveys, teacher surveys, focus groups, journaling, and student interviews. To code data, I first created level 1 codes, which gave me a first insight into the material. I did this for the first 20% of the data (Tracy, 2013). After creating the first seventeen level 1 codes, I used them to sort the remaining 80% of the data into the same codes. After analyzing the qualitative data, I further broke down the level 1 codes into level 2 codes. This allowed me to further generalize my level 1 codes into smaller, more manageable ones. These level 2 codes gave me a synthesis of all my codes. To keep my codes organized, I created a codebook with all the level 1 and level 2 codes (see Appendix D). Throughout the research, I created and kept a page-long memo of the level 2 codes that were reflections on the data that I collected. Then, I created an index of all the rest of those codes. The index kept a list of all the codes and gave examples of them.

Regarding the quantitative data, I used descriptive statistics to look into the data from the Likert scale questions on the survey. I generated a chart for all the questions from the survey and recorded each participant's response.

Findings

After data collection and analysis of surveys, interviews, and journaling, the following level 2 codes emerged: challenges of multi-campus education, good for everyone, new social interactions, superiority of STEM students, and traveling.

Challenges of a Multi-Campus Education

Where there is a positive, there is usually a negative. From the start of my research, I had assumed and been informed that most of the feedback I would get about multi-campus education would be negative. As I started my data collection and analysis, I quickly became aware of what the overall feeling of students and teachers was about multi-campus education. Throughout all the data, there seems to be a big focus on the challenges of a multi-campus rather than the positive outcomes.

The biggest theme that was extracted from the data was student behavior. Although this is a problem or challenge in most educational environments, students and teachers who were a part of the home STEM campus said that this was never a problem before multi-campus education. For background, multi-campus education was implemented within the district a year and a half ago in August of 2021. So, students and teachers have still been adjusting to a new school and system. Students and teachers both felt as if their school culture was changed because of students from other schools and the behaviors that came with them. Student behavior has a drastic effect on an educational environment, and students from the STEM home campus did not think differently. As one student, Beth, expressed, “You feel like some of your privileges and rights maybe have been revoked because of students from the other campuses and their behavior.” Beth responded this way in an interview to the question of how she felt about students

from other schools. Many students echoed this for multiple reasons about decisions that were made when a multi-campus education was implemented within the district.

Students and teachers also expressed the frustration of a multi-campus education and the effects of student behavior on the pace of their instruction. They were quick to point out that students from the other two schools in the district (non-stem) acted differently and would need direction three or four times before they could move on to the next thing. One teacher named Amber, put it this way:

I've got one class period that is very heavily, Rodgers High and Fields students with a sprinkling of Campbell students. And that has been my most difficult class because the majority of them are students that need me standing right there telling them what to do. As you can imagine, this slows the teaching and learning process down for the whole classroom, causing a disruption in the development of students which can be a struggle and a major morale downer for teachers and students.

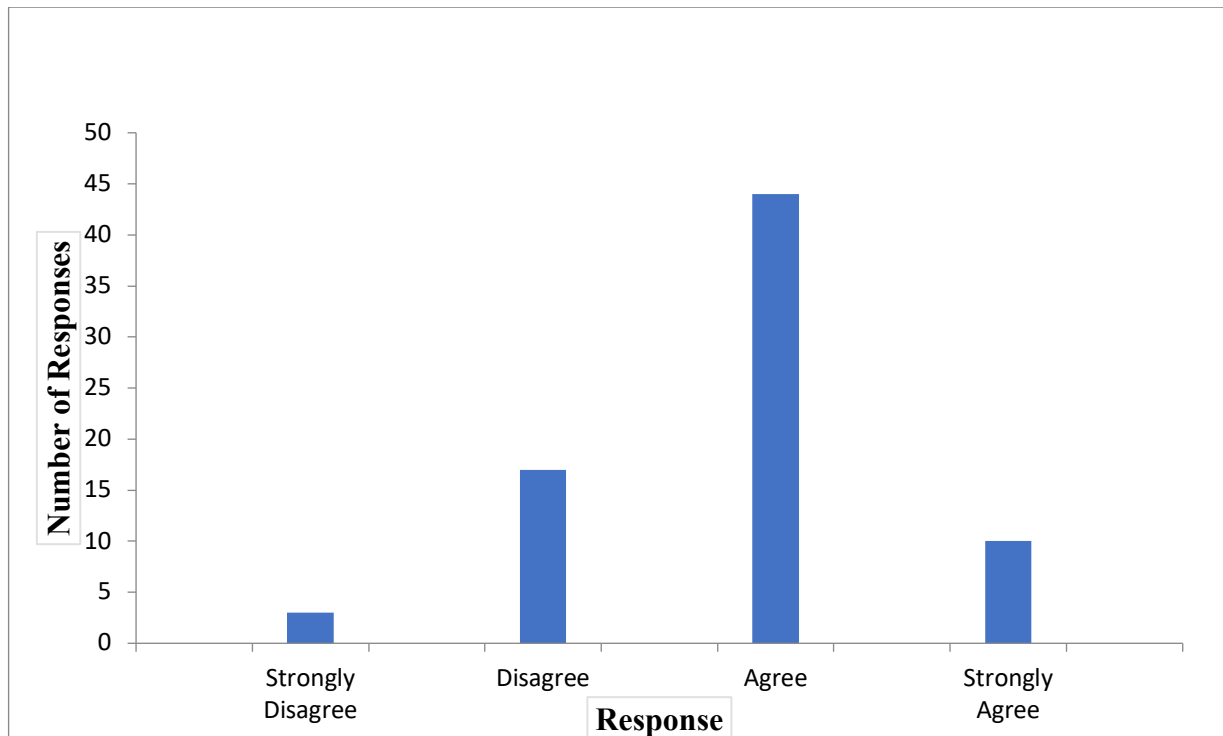
Since the beginning of the data collection, I had anticipated asking students and teachers what could improve a multi-campus education. Most of the teachers and students responded with witty remarks such as, "Where do I begin," or "Oh boy." From the thematic analysis, it was clear to me that both students and teachers had perceptions of what could be improved to offer a better version of multi-campus education. Most of the responses had a theme to them of separating students based on the school that they call their home campus. To me, it was ironic that the way students and teachers thought they could improve multi-campus education was to not actually integrate the campuses or students.

Good for Everyone

The whole reason for the district creating “The Hub” and implementing a multi-campus educational setting was to give students a more vocational-centered education. The district also decided to relocate the STEM school (Campbell High School) to the same location as The Hub. The Hub is a state-of-the-art facility that offers welding, construction, electrical, and automotive classes for students who might not decide to pursue college after high school. Throughout all the research, students and teachers did not fail to mention that the purpose of a multi-campus education in this district was beneficial to all the students. As you can see from the graph, the majority of students that took the survey either “agreed” or “strongly agreed” with the notion that a multi-campus education was beneficial to all students involved (see Figure 1).

Figure 1

Offering a Multi-Campus Education is Good for All Students Involved



Note. This graph shows the number of students that thought offering a multi-campus education was good for all students involved.

Students acknowledged the unique and special opportunities that students have been given because they attend The Hub. In all of the six interviews conducted with students, they mentioned the opportunity for vocational learning in some shape or form. Benson put it this way:

I think that you know, so now we have like awesome opportunities at The Hub. I think that the facilities are just, it's something that like, you know, students 10 or 15 years ago would be like, that's like, incredible, you guys have that, because I'm in the graphic design pathway, kind of field, and the AV studios and all the recording equipment, it's like professional grade equipment that students are getting to use before they even go to college.

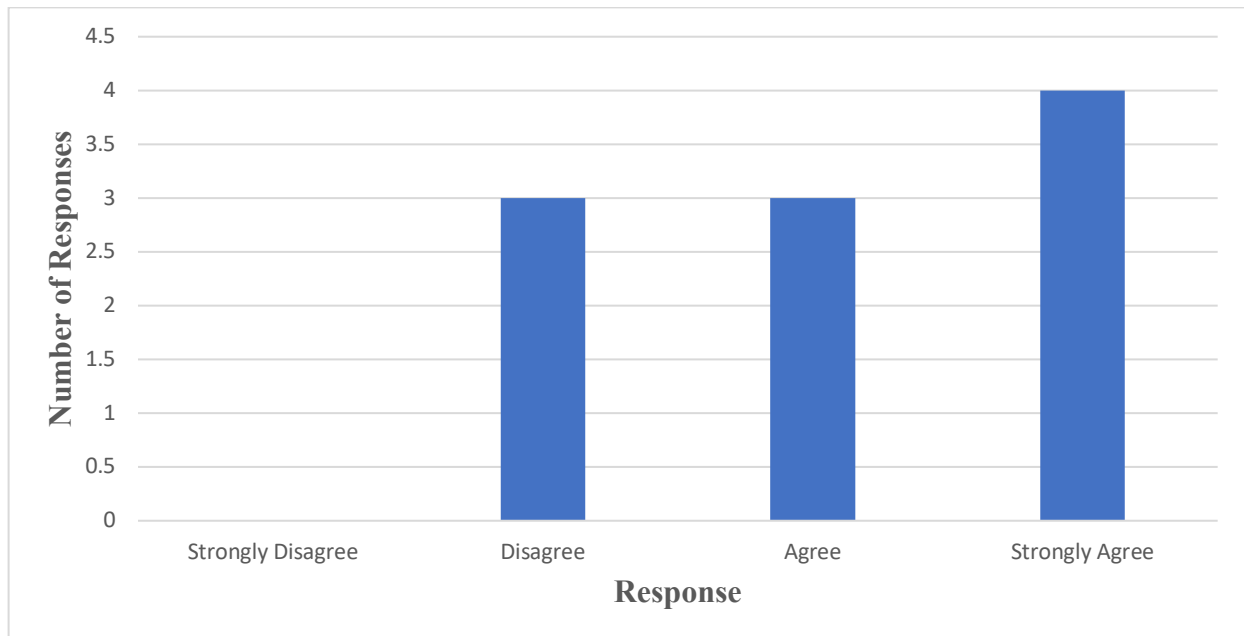
Exposing students to a variety of vocational opportunities combined with experiential learning is influential in the development of students who are pursuing college and students who do not plan to attend post-secondary education. Teachers also echoed the same sentiment but with some reserve. In the teacher focus group, a statement came up about the benefits of giving the students so many options for their learning. In response, the engineering teacher, Amber, stated that giving students options was not beneficial to students because they tell them they can explore all of the options. She put it like this:

But I think because of our opportunity and trying to satisfy all the students, we aren't making the kids make those decisions in a more risk-free environment. So that they don't have that hard decision-making skill afterward. So but I think it's great for them to have the opportunity, but it's a double-edged sword.

While some teachers agreed with Amber about students having too many choices, the surveys still showed that many teachers thought that a multi-campus education was overall beneficial for all of the students (see Figure 2).

Figure 2

Multi-Campus Education Presents its Challenges but Is Overall Worth It for Student Outcomes



Note. This graph visualizes how many teachers thought that multi-campus education presented challenges but was overall worth it for student outcomes.

New Social Interactions

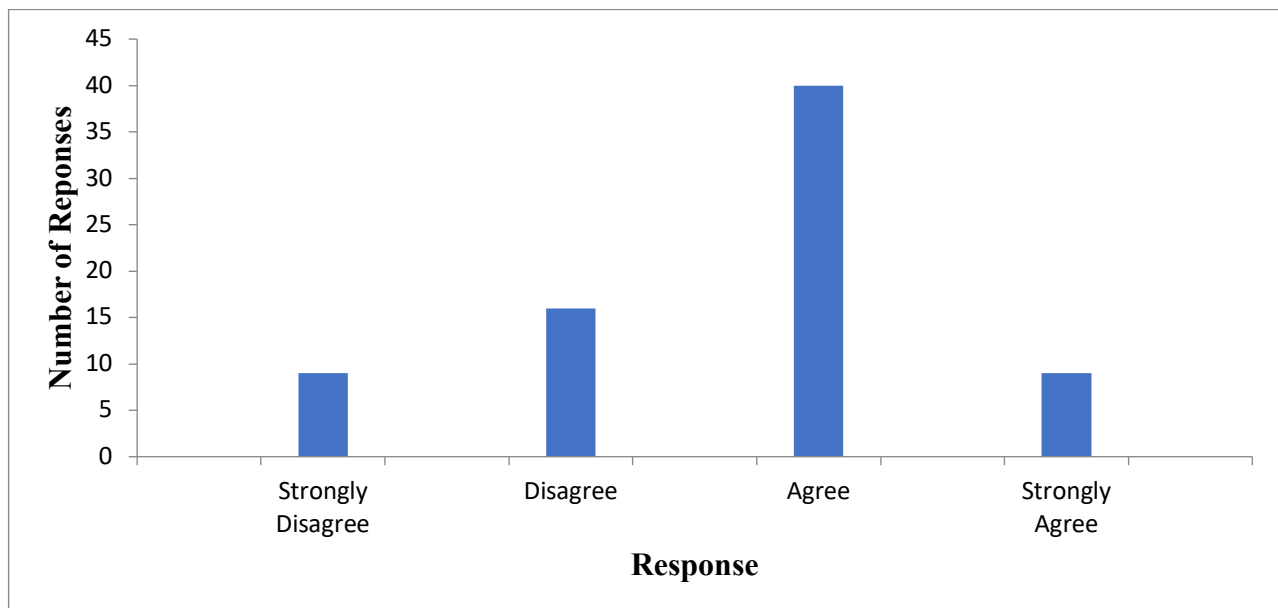
As one would probably assume, when you take students from three different schools and condense them into one campus, you are going to have a considerable amount of social interaction. Especially with the number of students coming and going, kids are going to be exposed to many new things. Students expressed that they thought the interactions were beneficial for themselves, and it opened them to new perspectives about things that they might not have thought about before. Both Rodgers High School and Fields High School are comprised of students from different backgrounds, political views, and perspectives. Campbell, however, is more geared toward students who have similar interests, hobbies, and viewpoints. So, when

Campbell students were forced to interact with students from the other two schools in town, there was some friction and animosity that took place.

As I dove into the interviews, the surveys, and the focus groups, I could tell that the way students thought about their social interactions had an impact on the way that they perceived their school or classmates. Overall, with the addition of the three campuses into one, students felt like they did have a better opportunity to gain a new perspective, and the new social interactions they were having positively enhanced their education. In her interview, Beth put it like this: “Adjusting with other students who learn differently and who interact with students completely differently. It did change a lot of things with some students that were less social, to be more social and more people having more friends.” Adjusting to a multi-campus education was hard for students from the STEM campus, but the surveys clearly showed that many students thought that a multi-campus education produces an overall positive benefit for student learning and the school environment (see Figure 3).

Figure 3

A Multi-Campus Education Has Enhanced my Learning and School Environment for the Better

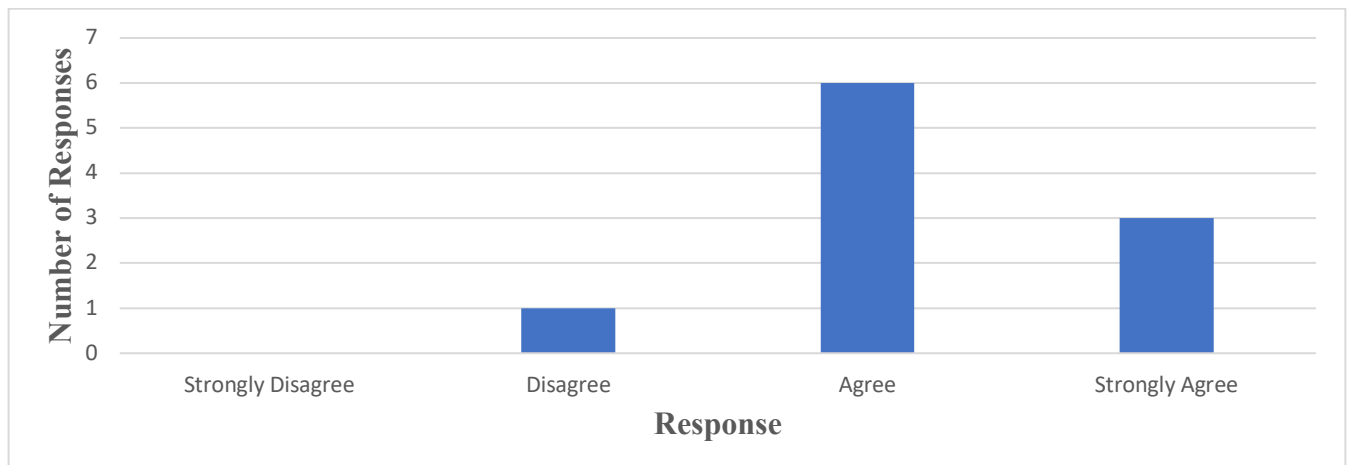


Note. This graph visualizes how many students thought that a multi-campus education has enhanced their learning and school environment for the better.

Teachers also saw the positives in all the new social interactions that come along with a multi-campus education. During the focus group and teacher surveys, there was a strong theme of teachers being positive and encouraged by the interactions that they have seen between the students at The Hub. One of the phrases that came up in the focus group was “A rising tide rises all boats.” Obviously, teachers have a very limited view of all the interactions that happen between students, but from what they saw, they were encouraged that students who might be more apathetic towards school, were being encouraged and motivated by the students whose home campus is Campbell. While this is great news some teachers did express concern that the opposite would happen on occasion too, and students who would normally be hard workers and fast finishers would slow down and not be as motivated to get work done. Overall, the general consensus was that a multi-campus education did produce positive academic results for students from all three different campuses (see Figure 4).

Figure 4

A Multi-Campus Education Produces Positive Academic Results for Students from All Three Campuses



Note. This graph shows the number of teachers that thought a multi-campus education produced positive academic results for students from all three campuses.

Superiority

Out of all the codes, this is the one that most surprised me in terms of student and teacher perceptions of multi-campus education. For context, Campbell students used to be their own little community and school before a multi-campus education. The majority of people paid little attention to them, and they operated mostly on their own. When moved to The Hub, a lot of the students and teachers grew frustrated because that feeling of community were ripped from them. At The Hub, the students from Campbell High School seemed to have a sort of superiority complex. When asked what they thought could improve education at The Hub, students were quick to mention things along the lines of, “Don’t let students from other campuses come here,” or “Let only the smart kids who were at the old campus be here.” This was also echoed in many of the student surveys. Students who were at the old campus and who experienced the transition to the new building were quick to say that the old campus was better, and they did not like the new campus. This was certainly interesting because they still agreed that the campus benefited all students who attended. In some ways, the teachers also retained a certain superiority complex. During the focus group, they often spoke highly of the students from Campbell High School, while negatively speaking about the students from Rodgers High and Fields. For example, take this quote from the teacher focus group:

I kind of feel bad, though, like, because I almost treat them (Rodgers High and Fields students) like, special because I know that they need extra help. And so I'm always coming over like, like this, “Where are the other kids?” I'm like, “You better get busy.” Yeah, you know, like, I won’t say nicer, but I pay more attention to them.

The Campbell teachers often felt like they needed to respond to students' needs from Rodgers High and Fields more than their students from Campbell. The students and teachers attributed a couple of reasons for this. First, the curriculum that Campbell uses is unique. They are a STEM school, so a lot of the teachers use a curriculum that is project-based. The students that attend The Hub from Rodgers High and Fields are not used to this type of curriculum, which could contribute to their lack of motivation in the classroom. This would also potentially explain why some teachers perceived those students the way they did.

Traveling

Students who come from Rodgers High or Fields are required to travel. Students can take the bus or drive themselves from their home campus to The Hub. The students who drive themselves usually end up getting food or taking their time to get to The Hub, and the busses are usually running late. Another element of traveling between classes is that the students are blocked into two classes at The Hub which means they have built-in travel time into their schedule. Students will leave class around fifteen minutes early, and then walk into their class on their next campus around ten minutes late. As you can imagine, this has caused many frustrations for teachers.

Students miss essential direct instruction time and then teachers have to re-teach content and directions because students travel. Between teachers and students, complaints about traveling and their perceptions of how it affects their education appeared over sixty-eight times in the data. Both students and teachers perceived that travel is the root cause of many issues. Because of travel, students miss content, have differences in instruction, and do not get valuable tutoring hours. This problem was identified by teachers and students, both acknowledging that there has to be a better way to manage traveling between campuses for a multi-campus education

to be more successful. In the teacher's focus group, Tim mentioned that maybe the solution should be to have all of the fancy tools for vocational learning available at every campus. He said it like this: "But I really think just that what we need is like five Campbells throughout our district." If students were able to have a set-up of vocational and experiential learning tools at their home campus, eliminating the need to travel, then student learning might be more successful. Yet, this would then eliminate multi-campus education.

Implications for Teachers

The data was clear; students and teachers both felt that offering a multi-campus education was influential and essential to students' opportunities and outcomes. There were varying opinions on how a multi-campus education should be run, but it was an overwhelming majority that concluded it was necessary. Students and teachers react differently to having students from three different classrooms in one school. There are new social interactions that come from offering a multi-campus education, and this has caused some students to think they are better than others academically and socially. Students and teachers think that traveling to a single campus for an education causes many problems, and there needs to be a better logistical solution to get students to and from campuses.

The concept of multi-campus education can look many ways depending on one's district, town, or state. Although a niche study and subject, there are many implications for teachers to take away from this action research project. First, I would like to touch on the importance of the students that come in the door. All of the preparation we do as teachers, administrators, and board members is for improving student development. Our choices about schools and resources should be aimed toward what will benefit the students the most. When asked about what could improve a multi-campus education, most teachers responded in a way that emphasized whatever

would help students learn easier and more efficiently. Student-centered learning should always be at the forefront of an educator's mind. Knowing that the staff at Campbell was committed to that and is continuing that is comforting. I think that it is important for teachers.

Second, the way that we treat every student that comes into the door matters. Often, we are comfortable in our classes, classrooms, schools, and campuses. From studying the concept of multi-campus education, I could see how student and teacher attitudes affected students from different campuses. One comment that stuck out to me came up in one of the interviews was when a student said, "The teachers at Campbell are different. They just care." As an educator, this made me wonder what was so different between teachers at Campbell and teachers at the other two schools in the district. Could it really be that teachers at Campbell care more than teachers at the other two schools? It likely boils down to the support that the teachers are given at Campbell compared to the other schools. Administrators should make sure that they are supporting their teachers because it will make an impact on how students perceive their school and their attitudes toward academics. Educators in a multi-campus environment, make sure that you are doing all that you can to work on your differentiation in instruction and accommodations for students of all different learning styles. Teachers, do not be intimidated by the students that come through the door; rather, get excited about the prospect of becoming a better teacher by having students with different learning styles and motivations.

At the heart of this research is how students and teachers perceive and interact in a multi-campus educational environment. Both students and teachers thought that offering a multi-campus education was beneficial to all of the students involved and many examples of positive moments or experiences were given. Students have been given the opportunity to experience vocational learning and have had the chance to experience things that they may never have

gotten to experience in a normal school district. Other students are able to experience things like welding, construction, and electrical which prepares them in high school for what they will do directly after high school instead of pursuing post-secondary education. This is very valuable to them and can set them two, three, or four years ahead of their peers that do not get to attend a place like The Hub. Students acknowledged these experiences and understand the importance of them. However, in order to receive opportunities like these, they might have to give up things like tutoring and class time. Both of these things are valuable to succeeding and learning how to work hard no matter what setting they are in.

Teachers also recognize the immense and special opportunity that a multi-campus is to students. The teachers at Campbell have risen to the occasion by doing what it takes to provide a rigorous and sound education to students from all three campuses. Yes, they are feeling the pressures of more work and adjustment to a new system, but they are dedicated to making multicampus education work for all of the students that walk into the classroom. Teachers at Campbell perceive multi-campus education as valuable and beneficial to the students, they are just aware that multiple things could be done to make it run more efficiently and be more successful.

Between both students and teachers, there are a lot of thoughts on what could improve multi-campus education. The teachers think that instead of having all the cool resources and tools on one campus, they should split them up and make everything available at every campus in the district. This would allow more students to have the opportunity for vocational and experiential learning instead of the ones that have time in their schedule to travel to The Hub. This would help students be able to get the support they need in school and the experience they need for the real world. So, is the solution to multi-campus education not offering multi-campus

education? It makes one wonder about the way that schools and districts are funded and if it would even be possible to have state-of-the-art technology available at every campus. Students that are originally from Campbell have high standards for each other and admittance to the school. They think that only the brightest or most capable students should be let into The Hub. Although I do not think that this is the solution, it is a good reminder to teachers everywhere to keep on pushing to teach kids about how some students have different needs and that we learn in communities, not as individuals.

As one could imagine, throughout reading and listening to responses from students and teachers, many different thoughts were formulated. Since only the juniors and seniors at Campbell got to experience the new and innovative campus called “The Hub,” I wonder what it would look like to send the survey to the underclassmen who had never had the experience of the old campus and all that they knew was The Hub. The biggest question that came from the research was that if a multi-campus education was even necessary for a student to be exposed to different types of people or experiences for their jobs. Both come naturally within a school culture, so it seems the funds to provide a space could have been allocated better to provide students with the same experiences at their home campus. This would eliminate the need to travel which causes a lot of the root problems that derive from offering a multi-campus education. I also wondered what a multi-campus education would look like if the home STEM campus implemented the same curriculum as the other schools in the district or vice-versa.

Multi-campus education is a valuable tool. Helping kids achieve and work hard towards their dreams is a high calling, and a multi-campus education at The Hub has enabled students to dream bigger and become better. I truly believe that these students will change the world because of the opportunity they have been given at The Hub.

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Appendix A

Multi-Campus Education Survey- Students

Directions: Circle the answer that best reflects your answer to the question.

1. Offering a multi-campus education is good for all students

Strongly Disagree	Disagree	Agree	Strongly Agree
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2. A multi-campus education has enhanced my learning and school environment for the better

Strongly Disagree	Disagree	Agree	Strongly Agree
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3. There are no challenges that arise from offering a multi-campus education

Strongly Disagree	Disagree	Agree	Strongly Agree
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4. Offering a multi-campus education to students is beneficial for all students

Strongly Disagree	Disagree	Agree	Strongly Agree
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5. I feel more challenged in academics because I am at a STEM school

Strongly Disagree	Disagree	Agree	Strongly Agree
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Answer the following sentence stems!

6. When I am at the Lift, I am challenged because....

7. Some positives outcomes from offering a multi-campus education are...

8. Some challenges that come from the Lift offering a multi-campus education are...

9. Something that could change to make education better at the Lift would be....

Appendix B

Multi-Campus Education Survey- Teachers

Directions: Circle the answer that best reflects your answer to the statement

1. Offering a multi-campus education takes more work than being a teacher for a group of students that come from one campus

	Disagree	Agree	Strongly Agree
Strongly Disagree			

2. A multi-campus education enhances students' learning

	Disagree	Agree	Strongly Agree
Strongly Disagree			

3. Multi-campus learning presents challenges but is overall worth it for students' outcomes

	Disagree	Agree	Strongly Agree
Strongly Disagree			

4. A multi-campus education produces positive academic results for students from all three campuses

	Disagree	Agree	Strongly Agree
Strongly Disagree			

5. A multi-campus education produces positive social results for students from all three campuses

Strongly Disagree	Disagree	Agree	Strongly Agree
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Answer the following sentence stems!

Offering a multi-campus education is challenging because....

Offering a multi-campus education would be more successful if.....

Two things that are great about offering a multi-campus education are.....

Appendix C

Interview and Focus Group Questions

Student Interview Protocol

1. How has a multi-campus education helped you become a better student?
2. What are some things that you think about that make being at a school with students from three different schools challenging?
3. How is your campus different from other schools?
4. In what ways is the Lift academically the same as the other campuses in the district?
5. What are some ways that you are challenged at the LIFT academically?
6. How do you think the Lift is enhancing your education?
7. What are some challenges that arise from a multi-campus education for you?
8. For you, what are some positive aspects of offering a multi-campus education?
9. What are some ways that the LIFT could make a multi-campus education more successful?

Focus Group Protocol- Teachers

1. How does offering a multi-campus education affect your teaching?
2. How does having a blend of three different schools in terms of students affect your teaching?
3. Explain some of the dynamics between different students from different schools in your classroom.
4. How do the bussing schedules affect your classroom teaching and time?
5. Explain how you have seen a multi-campus education positively change your teaching.
6. Explain how you have seen a multi-campus education negatively affect your teaching.
7. What are some ways that you have seen your students benefit from a multi-campus education?
8. How do you think each campus is changed from offering multi-campus learning?
9. What are some ways that the LIFT could make a multi-campus education more successful?

Questions may vary and additional questions may be asked depending on the answers of the participants

Appendix D

Codebook

Code	Level	Definition	Example
New Social Interactions	2	This code defines new social interactions that might arise from three campuses coming into one	"Some positives from offering a multi-campus education are.... School mixing and mingling to create a more diverse and rich student body"
Interactions	1	This code breaks down interactions students might have with students from other schools whether that be negative or positive	"Feeling alienated because you aren't from there"
Number of Students	1	This code takes into account when a student mentions the size of the school and how that affects their education or interactions	"We're having to like overfull overfill classrooms, because I think it's eighth period. Social Studies teacher is like his class is packed full. And I'm like, there's how y'all have like, no room in here. There are so many people in here, this is crazy. There can't be any way that you're engaging this many kids."
Perspectives	1	This code is used when a student talks about different perspectives they gain or are exposed to through the provision of a multi-campus education	"Some positives from offering a multi-campus education are.... Engaging with different students from different backgrounds"
Good For Everyone	2	This code is used when a student or teacher talks about how a multi-education campus is good for all of the people involved	"Two things that are great about offering a multi-campus education are.... Our better students (more serious, and more interested in academic success) often lift the other students up. The more serious students demonstrate, through their actions and attitude, that having higher expectations is the norm."
Options	1	This talk about how there are so many options and opportunities that arise from the provision of a multi-campus	"The numerous options offered to students and a diverse student population expose kids to many different backgrounds and ways of life."

		education	
Future Success	1	Whenever a student mentions how the multi- campus education sets them up for their future, or is prepping them for a job	"So I think because I have the availability to take classes at other campuses that are not offered here, obviously, that opens up more opportunities for learning subjects that could be impactful to my future life."
Experiential Learning	1	This code breaks down when students talk about how the Hub gives them and opportunity to work and use tools that they will need in their real job one day	"But if you never actually sit down and fix a computer, or actually sit down and write some programming code, you don't really know if your knowledge and experience is applicable to different situations, right. Like you can read a book or in computer science, but that's a lot different than practicing computer science, for sure."
Future Success	1	This is whenever something is mentioned that a teacher or student said is similar about the Hub and the different campuses that they come from	"I mean, I think, Fields, there's a lot of similarities more than I'd say there's differences because there's so much like commonality just between high schoolers as a whole."
Teachers Attitudes	1	This code takes into account the times that students and teachers mention teachers' attitudes and how they have impacted their learning and hwo their attitudes contribute to a school environment	"When I am at the Hub, I am challenged because..... The teachers actually care about teaching"
Challenges of Multi-Campus	2	This is whenever students talk about the different challenges that are presented because of a multi-campus education.	"Some challenges that come from The Hub offering a multi-campus education are.... Not being able to go to tutorials for subjects I'm struggling with at my home campus"
Behavior Slows Everyone Down	1	This code talks about how students' behavior slows down the education of others. This may have to do with when students	"Some challenges that come from the Hub offering a multi-campus education are.... Disruptive behavior, punishments for the whole school because of one group, over crowding"

		have to do group projects slower or whatnot because of other students motivations	
Behavior of Students from Other Campuses	1	This code is like the code above in addressing students' behavior in other schools. This code is used whenever a student explicitly mentions a student's behavior from another school.	"You feel like some of your privileges and rights maybe have been revoked because of students from the other campuses and their behavior."
Improvements	1	This code deals with all the student and teacher ideas of what would make multi-campus education run smoother at the main campus hub	"But I really think just that what we need is like five Campbells I throughout our district."
Superiority of Campbell Students	2	This is definitely the most interesting code in the book. As I researched, I noticed a trend of Campbell students thinking they were better than students from the other campuses. This highlights every time a student mentioned that	"Dealing with non-Campbell kids. Campbell students are tolerant, helpful, and friendly, Other are NOT. Cooperation can be tense."
Old Campus	1	This code is when Campbell students mention that their old campus back or the differences in between the new and old campuses	"Something that could make education better at the Hub would be..... If it was possible to bring back the old building from a realistic standpoint I would try and make a way the Hub not feel like a school and more like it used to be."
Homework	1	This code was used anytime homework was mentioned. Homework is used anytime that a student	"I, although I do think homework is a positive thing as it because like the way the human brain works, if you do, like if you see something multiple times, you're better to remember it. And if you only do it in class, that lowers the opportunities that you're able to

		would talk about work that is assigned outside of class	do it."
Higher Standards for Acceptance to Campbell	1	This code was used anytime that someone mentioned or expressed how there should be a higher or more rigorous process of acceptance to Campbell and the STEM campus	"Something that could make education better at the Hub would be..... Limiting students from other campuses based on academics and recommendations and stricter policies to encourage a more positive educational environment"
Project Based Learning	1	This code refers to any time that a student would mention project-based learning. Project-based learning is a certain curriculum that the STEM school in town uses	"When I am at the Hub, I am challenged because..... I mostly feel challenged at the Hub because our school uses a lot of project-based learning which is challenging"
Traveling	2	This code refers to anytime traveling between campuses is mentioned. Traveling happens frequently for students and causes them to miss instruction	"The travel time that students spend on the bus to and from campuses sometimes makes it... gives them less time in the classroom, which is valuable last time, I feel like"
Differences Between Campuses	1	This code mentions the differences between campuses that students mentioned. Because I interviewed students from different schools, this gave me insight into differences between campuses	"Offering a multi-campus education is challenging because.... Different rules/expectations for each campus is confusing to students."
Rigor Between Campuses	1	This code describes students and teachers opinions of what goes on homework and lesson engagement-wise between the campuses based on their perceptions	"And I had a student and non-Campbell student ask, Are we done with a project today? And said, No, we're in the middle of the project. No one's finished anything. And they just have this expectation that we've been doing something for two days, okay, we're done. It's over. We don't keep doing anything. So that was really interesting to me."

