

Department of Middle Grades and Secondary Education

Report and Recommendations Related to the Middle Grades Program that is delivered at all sites using Distance Learning Technology

Background Information:

The Middle Grades Program is designed to prepare students for certification to teach one or two content areas grades 5 – 9. Since 2002 there have been a number of changes in the Middle Grades Program. There is a growing demand for Middle Grades teachers particularly in the areas of Mathematics, Social Studies, English and exceptionalities.

The number of students enrolled in the Middle Grades Program at Morehead State University has continued to grow over the past 6 years:

2002-2003 – 86
2003-2004 – 77
2004-2005 – 96
2005 – 2006 - 101
2006-2007 – 132
2007-2008 - 151

During that same time period the number of Middle Grades faculty members has fluctuated:

- 2002 -2003 6 , 4 full-time Tenured or Tenure Track and 2 Adjuncts
- 2003 – 2008 3 full-time tenure or Tenure Track
- 2008-2009 4 full-time tenured or Tenure track

In order to continue to deliver this teacher preparation program to students throughout the service region there was a shift from face-to-face delivery of courses to ITV Delivery of courses. Using this distance learning technology faculty, with the support of one technician at each off-campus center, are now able to teach the required Middle Grades courses to all students at the same time. The use of “Distance Learning” technology seems to have contributed to the steady increase in enrollment in this program. As enrollment has increased so has the average class size. More specifically, the average number of students enrolled in the three required middle grades program courses has increased from 8 per class in 2002-2003 to 35 per class since 2006-2007.

Using ITV course delivery has made it possible to efficiently reach all Middle Grades candidates, regardless of their location. This report is designed to address program quality. Is the student experience at regional centers (Ashland, Jackson, and Prestonsburg) comparable to the experience of students who complete this program at Morehead?

Review of Program Delivery

All Middle Grades courses are delivered using ITV technology. Faculty members deliver these classes from the Morehead campus to students at Ashland, Jackson, Prestonsburg and Hazard. Students at Morehead have face-to face contact with course instructors.

Review of data related to the performance of student enrolled at each site:

Middle Grades Program

Enrollments in Middle Grades required Distance Learning Classes by Section

<i>Semester Enrollments</i>	<i>S 10</i>	<i>F 09</i>	<i>S 09</i>	<i>F 08</i>	<i>S 08</i>	<i>F 07</i>
<i>Course and Section Number</i>						
EDMG 306 (200)Morehead	9	13	19	12	11	13
(202) Ashland	4	5	9	6	7	9
(204)P'burg	3	5	7	5		6
(209) Jackson	9	6	4	6	10	
EDMG 332 (001) Morehead	24					
EDMG 332 ITV Sections			11		16	
(202) Ashland	5		10		9	
(204) P'burg	4		1		7	
(209) Jackson	4		6		2	
EDMG 347(200) Morehead	10	11	18	11	10	9
(202) Ashland	3	3	8	5	8	8
(204) P'burg	5	5	5	6		5
(209) Jackson	5	6	2	5	10	

It is important that it be noted that students enroll in course sections that have a seat. They might in fact take the course at another location. This is particularly true for students on the Morehead campus.

Middle Grades Transfer Candidates Performance Data on Admission to the Teacher Education Program

ACT:

GPA:

Praxis Pass Rate:

Analysis of the comparability of regional center programs with on campus programs. Factors to be considered include the following:

Comparability Factors	Ashland	Hazard	Prestonsburg
Mode(s) of delivery: MSU students face to face.	ITV	ITV	ITV
Access to comparable or roughly comparable content classes at the local community college campus, or as offered by other MSU departments	Do not know about program comparability for General Education courses	Do not know about program comparability for General Education courses	Do not know about program comparability for General Education courses
Instructors (full-time tenure-track, full-time instructor, and adjunct etc.).	No Middle Grades faculty at Ashland. MSU based Full-time TT faculty deliver required Middle Grades Courses to all campuses simultaneously	No Middle Grades Faculty at Hazard. MSU based Full-time TT faculty deliver required Middle Grades Courses to all campuses simultaneously	NO Middle Grades faculty at Prestonsburg. MSU based Full-time TT faculty deliver required Middle Grades Courses to all campuses simultaneously
Advising. MSU Students direct access face-to-face easy to come during office hours. Email, and phone options Student Input (See Survey) 73% indicated that they were satisfied or highly satisfied with advising. 94% indicated that they knew their program requirements. 84% knew where to get assistance when they had questions about their program.	Full time staff member who functions as advisor. MG faculty advisor available on-line, by phone, and face-to-face.	Part-time advisor on- site. MG faculty advisor available on-line, by phone, and face-to-face.	Part-time advisor MG faculty advisor available on-line, by phone, and face-to-face.
Field experience issues. ESU staff responsible for placement of students attending MSU campus. MG faculty input given to better ensure quality placement.	Ashland advisor is responsible for placing students. When Students select placement, there are faculty concerns about quality of placement and student performance/ evaluations in schools.	When students select placement, there are concerns about quality of placement and student performance/evaluations in schools.	When students Select placements there are concerns about the quality of placement and student performance /evaluations in schools.

<p>Student Input (See survey) 72% indicate that field experiences are arranged and at the appropriate level. 60% indicated that they did their own placement. 83% of the students indicated that time was well spent during field experiences. 80% of students indicated that they were satisfied with the setting of their field experiences. 63% were supervised by MSU faculty or staff during field experiences</p>			
<p>Communication between faculty and students MSU ease if access both ways due to the fact that there is the option to connect directly in classroom. Faculty perception is that there is more interaction with students enrolled in on campus sections of ITV courses and with Advisees on MSU campus.</p> <p>Student Input: 94 % felt they were able to communicate effectively with their instructors. 87% of student indicated that their instructors know them. 84% indicates that they receive sufficient feedback from the faculty.</p>	<p>Middle grades faculty have an open door policy and are available during office hours or other hours that an appointment is scheduled. For students who are comfortable with email or phone there is in fact Access to course instructor/advisor. Face to face is always an option and it would mean the student would need to travel to MSU Campus to interact directly with teacher/advisor.</p>	<p>Middle grades faculty have an open door policy and are available during office hours or other hours that an appointment is scheduled. For students who are comfortable with email or phone there is in fact Access to course instructor/advisor. Face to face is always an option and it would mean the student would need to travel to MSU Campus to interact directly with teacher/advisor.</p>	<p>Middle grades faculty have an open door policy and are available during office hours or other hours that an appointment is scheduled. For students who are comfortable with email or phone there is in fact Access to course instructor/advisor. Face to face is always an option and it would mean the student would need to travel to MSU Campus to interact directly with teacher/advisor.</p>
<p>Availability of critical resources. MSU Human Resources are</p>	<p>Human Resources:</p>	<p>Advisor 1/2 time.</p>	<p>Advisor1/2 time.</p>

<p>available when students have a concern or question that needs to be answered (Department faculty, chair, Dean, and Assistant Dean, ESU director and staff.</p> <p>Classroom support materials: Library and Faculty materials readily accessible.</p>	<p>Staff member advisor/field placement on site daily.</p> <p>Classroom Support Materials: Faculty: Not always available or the amount available not always sufficient for number enrolled in course Students (survey) Classroom materials support concerns: Mathematics manipulatives (45% satisfaction), access to children’s literature (66% satisfaction) 75% or higher satisfaction with access to information, testing or materials needed to be successful in course or program.</p>	<p>Same</p>	<p>Same</p>
<p>Technology and Technician Support Dependable or access to trouble shooters</p>	<p>Technology and Technicians: More dependable than other sites.</p> <p>Faculty</p> <p>Sometimes one technician is fulfilling a support role for two different classes during the same time period. This situation compromises the effectiveness of ITV delivery for both classes.</p>	<p>Faculty</p> <p>Distance Learning technology not always functioning throughout an entire class period. The length of time of the disruption varies greatly and could extend to an hour or more of class time. Technicians not always prepared to offer effective support. Sometimes do not show on time and sometimes don’t show at all. Resolving this problem is difficult because on-site staff not always available to tend to technology problems in a timely fashion.</p> <p>Sometimes one technician is fulfilling a support role for two different classes</p>	<p>Faculty</p> <p>Distance Learning technology not always functioning throughout an entire class period. The length of time of the disruption varies and greatly and could extend to an hour or more of class time. Technicians not always prepared to offer effective support. Sometimes do not show on time and sometimes don’t show at all. Resolving this problem is difficult because on-site staff not always available to tend to technology problems in a timely fashion.</p> <p>Sometimes one technician is fulfilling a support role for two different ITV</p>

		during the same time period. This situation compromises the effectiveness of ITV delivery for both classes.	classes during the same time period. This situation compromises the effectiveness of ITV delivery for both classes.
<p>Development of "community of learners." MSU – Good...students have classroom and campus access.</p>	<p>Classroom access good however enrollment often low so tat developing a “sense of community may be limited to MG candidates at a particular site. May be as low as two. Campus access outside of class time is uneven.</p>	<p>Classroom access good however enrollment often low so developing a “sense of community may be limited to MG candidates at a particular site. This may be as low as two. Campus access outside of class time is uneven</p>	<p>Classroom access good however enrollment often low so that developing a “sense of community” may be limited to MG candidates at a particular site. This may be a low as two. Campus access outside of class time is uneven</p>
<p>Ability to address diversity standards. MSU Campus – Working to integrate diversity into Professional Core classes. Currently EDF 211 and into field experience (Assigned by ESU Placement coordinator.</p> <p>Student Input regarding ITV (See survey) 69% were satisfied or highly satisfied that ITV has contributed to their education. 60% indicated that interaction with classmates enhanced their learning experience. 51% indicated that technological problems wasted a lot of class time. 63% indicated that there was adequate technical support. 37% prefer ITV to face to face delivery It should be noted that</p>	<p>The EDF 211 course may be completed at a 2 year college and the course delivered in that campus may not include a diversity component. No way to ensure this experience is completed on transfer. There is a staff member responsible for Field experience placement at Ashland. Self placement for field experience does not include diversity placement. Most schools in the region do not have cultural diversity so travel would be required to make this a possibility.</p>	<p>The EDF 211 course may be completed at a 2 year college and the course delivered at that campus may not include a diversity component. No way to ensure this experience is completed on transfer. There is not a field experience placement staff member at Hazard. Self placement for field experience does not include diversity placement. Most schools in the region do not have cultural diversity so travel would be required to make this a possibility</p>	<p>The EDF 211 course may be completed at a 2 year college and the course delivered at that campus may not include a diversity component. No way to ensure this experience is completed on transfer. There is not a field experience placement person at Prestonsburg. Self placement for field experience does not include diversity placement. Most schools in the region do not have cultural diversity so travel would be required to make this a possibility</p>

<p>students at regional sites were more likely to indicate satisfaction. This may be attribute to ease of access of MSU courses when ITV option is available.</p>			
<p>Other concerns or issues as identified by faculty.</p> <p>MSU faculty: Lack of face-to face contact makes it difficult to have a sense of student dispositions, problems, and concerns. Advising is very uneven. Lack of resources creates problems with effective delivery of classroom learning activities. Distance to travel to off-campus sites is so far that it is not reasonable to travel to these sites throughout the semester: impacts field work and face-to-face contact during classtime. Faculty concern about lack of training prior to using distance learning technology to deliver classes. Learn as you go.</p> <p>Concern that ITV teaching and learning does not meet all faculty or all student teaching/learning preferences.</p> <p>Low enrollments at a site may impact student learning/limits group membership. Student may have only one peer to interact with...and depending on the person (persons) might limit</p>			

<p>learning.</p> <p>Students at regional campus sites know how to mute TV so that the ITV potential is in effect blocked. The teacher cannot change this situation without asking students to restore the sound function so that visual contact is possible. Students can actually leave a site without instructor knowledge.</p>			
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Recommendations for actions and resources needed to bring specific regional campus programs to the level of full comparability. These recommendations should include as much as possible specific budgetary implications.

Ashland, Hazard and Prestonsburg	
Recommendations/ Actions	Budget Implications
Fulltime advisor at all campus centers	
Quality Resources On-site or Better use of interlibrary resources from the MSU campus by faculty and students.	
Reliable access to staff on all campuses to ensure ITV option is on-line or available to trouble shoot. Staff member needs to be available to train and ensure technicians in place during all ITV classes.	
Field Experience	

Placements: might need to be included as a job responsibility for (proposed full time) advisors/staff. The intention is to ensure that all students have a high quality experience and also to ensure that diversity placements are an option.

Faculty recommended an option. It would require an adjustment in the delivery of methods classes to include the need to come to Morehead for 6 class meetings for the purpose of supervision of field experiences and to create a chance to get a handle on student dispositions.

**Student Program Satisfaction Survey
Middle Grades Students – 51 Respondents**

Response Options	1	2	3	4	5	No Response	
Survey Questions							
1. Midle Grades Program		51					
2. Where do you take Most of your classes?	MSU 25	Ashland 9	P'burg 4	Jackson 2	Hazard 9	NA 2	

3. Where taken majority of Gen.Ed And content courses?	MSU 24	Ashland 15	P'burg 11	Jackson 0	Hazard 0	NA 1	
4. How long will it take to complete UG Teacher Cert. Program	Less 4 17	4 years 14	5 years 11	6 years 4	Longer 0	NA 5	
5. Approximate number of credit Hours completed	Less 60 6	60-90 12	90-120 15	120+ 11	St.Tch 6	NA 3	
6, How many courses have you taken Distance Learning?	0 3	1-2 19	3-5 17	6-8 4	9+ 6	NA 2	
Program Experiences	1.Strongly Disagree	2.Disagree	3.Neutral	4.Agree	5. Strongly Agree	No Response	Percent Choosing Agree or strongly agree.
7. At MSU I have strongly received quality advising.	3	9	1	23	13	2	36/49 73%
8. In know my program requirements and have A plan for completion	0	1	2	27	19	2	46/49 94%
9. I know where to go to get assistance with my program	1	2	5	19	22	2	41/49 84%
10. MSU staff is helpful – when don' t know answer to My question they direct me to someone who can answer.	1	3	1	24	16	6	40/45 88%
11. My instructors know me.	0	3	3	22	18	5	40/46 87%
12. I receive sufficient feedback and direction from	1	1	6	24	18	1	42/50 84%

my Instructors.							
13. I have been able to communicate with my instructors	1	0	2	26	21	1	47/50 94%
14. I have enough opportunities to interact with my Instructors.	1	1	8	22	18	1	40/50 80%
15. My instructor of MSU Staff arrange field experiences For me at the appropriate level.	3	3	7	18	16	4	34/47 72%
16. I have had field experiences at different Middle Grade Levels.	1	3	8	20	15	4	35/47 73%
17. I choose do arrange my own field experiences.	6	3	6	17	13	1	30/50 60%
18. My time is well spent used in my field experiences – I know what I am supposed to do	0	2	6	18	20	5	38/46 83%
19. I have had high quality settings for my field experience.	0	0	9	23	14	5	37/46 80%
20. I have been supervised by MSU reps. during my field placements	5	4	9	18	12	3	30/48 63%
21. I have access to all books, including background reading needed to be successful in my program.	1	2	11	21	15	1	37/50 74%
22. I have access to all testing and other assessment materials needed	1	1	10	23	13	3	36/48 75%

to be successful in my program.							
23. I have access to mathematics manipulative materials needed to be successful in my program.	1	6	19	13	8	4	21/47 45%
24. I have access to professional journals and scholarship needed To be successful in my program.	0	0	10	19	18	5	37/46 80%
25. I have access to children's literature needed to be successful in my program.	1	5	11	19	14	1	33/50 66
26. I have access to the materials needed to be successful in my program.	1	3	8	23	15	1	38/50 76%
27. I know where to gain access to the materials needed to be successful in my program	0	3	8	22	16	2	38/49 78%
28. I find class interaction with my classmates in face to face cases enhances my learning experience.	1	3	9	18	19	0	37/51 73%
ITV classes	1.Strongly Disagree	2.Disagree	3.Neutral	4.Agree	5. Strongly Agree	NA	
29. The use of distance learning technology has enhanced my educational program	1	5	9	20	14	2	34/49 69%
30. When I have	2	5	6	20	16	2	36/49

taken an ITV class there is always a competent facilitator readily available to resolve technical problems.							73%
31. I find interaction with my classmates in ITV classes enhances my learning experience.	0	7	12	20	9	3	29/48 60%
32. Technical problems waste a significant amount of instructional Time in ITV classes.	5	12	7	17	8	2	25/49 51%
33. MSU Provides sufficient technical support for DL classes.	2	4	12	22	8	3	30/48 63%
34. I prefer classes be interactive ITV rather than face-to-face.	11	6	14	9	9	2	18/49 37%

