

IMSA Family Survey of Virtual Teaching and Learning Summary of Findings

October 20-26, 2020

Executive Summary

The purpose of the IMSA Family Survey of Virtual Teaching and Learning was to gather information from IMSA parents/guardians regarding their IMSA student's experiences with virtual teaching and learning this fall in order to know what is working well and what needs to be improved. The feedback will be used to improve virtual teaching practices and learning processes as well as enrich the supports/resources that are available to students and families.

The survey was conducted from Tuesday, October 20, 2020 through Monday, October 26, 2020. There were a total of 331 responses to the survey. There were 650 students enrolled at IMSA during the survey period, which translates into a 51% response rate if only one parent/guardian per student responded to the survey. However, the exact response rate cannot be calculated because the survey was anonymous and more than one parent/guardian per student could have responded to the survey.

Summary of Quantitative Findings

- The large majority of IMSA parents/guardians indicated that their IMSA student has been actively participating and engaged in virtual learning on a regular basis (94%); their IMSA student's teachers have encouraged their IMSA student's participation in virtual learning (94%); the virtual teaching and learning structure has facilitated their IMSA student's learning (71%); expectations for student learning have been clearly defined (84%); their IMSA student's teachers have been responsive and helpful when they have had questions and/or needed information (88%); and they are satisfied with the learning opportunities that have been provided to their IMSA student by IMSA (77%).
- The vast majority of IMSA parents/guardians (85%) indicated that their student was involved most or almost all of the day while 15% responded their student was involved some of the day.
- Just over half of IMSA parents/guardians (55%) indicated that their IMSA student has needed academic support services (i.e., tutoring, assistance from the Learning Strategies Coordinator, etc.) in Fall of 2020, and the large majority of these parents/guardians (86%) reported that their IMSA student has received the help they needed from IMSA.
- The majority of IMSA parents/guardians (67-80%) indicated that they were somewhat, quite, or extremely concerned about their student's social and/or emotional well-being this fall.
- Just under a quarter of IMSA parents/guardians (23%) indicated that their IMSA student has needed mental health support (i.e., individual counseling, group counseling, etc.) in Fall of 2020, and around half (51%) of these parents indicated that their IMSA student has received the help they needed from IMSA.
- Between 92% and 96% agreed or strongly agreed that their student has actively participated and engaged in weekly programming and check-ins provided by their RC(s); their student's RC(s) have encouraged participation in remote learning; their student's RC(s) have been responsive and helpful when their student has had difficulties or questions; their student's RC(s) have been

responsive and helpful when they had questions and/or needed information; and they have been satisfied with the weekly programming and check-ins that have been provided to my student by their RC(s).

- The large majority of IMSA parents/guardians students (86%) responded that they have been satisfied with their IMSA student's Titan Crew experience at IMSA.
- IMSA parents/guardians indicated the following IMSA employees were their IMSA student's primary point of contact at IMSA this fall: teacher (48%), residence life staff (28%), counselor (13%), other staff member (4%), club advisor/student life (3%), and other administrator (3%).
- The vast majority of IMSA parents/guardians reported that their IMSA student has had access to a reliable computer (99%) and reliable, high-speed internet (95%).
- Over three-quarters of IMSA parents/guardians (78%) indicated that they were aware of IMSA's Student Emergency Relief Fund.

Summary of Qualitative Findings

What has gone well in the virtual teaching and learning environment this fall?

- In responding to this question, the majority of IMSA parents/guardians (165) indicated that their IMSA student is doing very well and that they are challenged, engaged in their courses, and busy.
- A number of IMSA parents/guardians indicated they were happy the tech resources and support that their IMSA student has received.
- Several IMSA parents/guardians responded that they were satisfied with the schedule that has been implemented this fall, including having fewer periods per day and more synchronous learning.
- Several IMSA parents/guardians commented positively about communications and interactions with IMSA teachers.
- Many IMSA parents/guardians expressed gratitude for the health and safety of their IMSA student.
- A number of IMSA parents/guardians shared positive sentiments regarding the social aspects of IMSA's virtual teaching and learning environment this fall.

What needs to be improved about the virtual teaching and learning environment at IMSA?

- A large number of IMSA parents/guardians (98) responded that teaching/instruction in the virtual teaching and learning environment needs to be improved.
- Many IMSA parents/guardians stated that there are communication issues that need to be addressed, including: the way grades are awarded; where assignments are on the Canvas platform, too many emails; not enough communication from teachers; and teachers not communicating expectations.
- Many IMSA parents/guardians indicated that they want their IMSA student to return to campus.
- A large number of IMSA parents/guardians responded that their IMSA student's workload is too heavy and needs improvement.
- Many IMSA parents/guardians commented that there are tech issues that need to be addressed.
- Several IMSA parents/guardians stated that the social aspects of the virtual teaching and learning environment need to be improved/available.

- A number of IMSA parents/guardians voiced concerns over the support their student needs but has not received from IMSA.
- Several IMSA parents/guardians voiced concerns over their IMSA student's mental health and stress levels.
- A number of parents expressed frustration with synchronous vs asynchronous testing this fall.
- Several IMSA parents/guardians mentioned a need for increased organization.

Next Steps

The survey findings are being utilized to improve virtual teaching practices and learning processes as well as enrich the supports/resources that are available to students and families.

Demographic Information of Respondents

Parents/guardians were asked to provide demographic information for their IMSA student. (Please refer to the figures at the end of the document for complete breakdown of the information provided in this summary.) Around 4% of parents/guardians indicated they had more than one IMSA student. For these parents/guardians, the youngest student was selected for the current analyses. Around 25% of the parents/guardians indicated that their IMSA student was in Class of 2021, 34% responded that their IMSA student was in Class of 2022, and 42% indicated that their IMSA student was in Class of 2023.

Quantitative Findings

- In general, IMSA parents/guardians provided positive feedback regarding their IMSA student's experiences with learning in the virtual teaching and learning environment in Fall of 2020.
 - Of the parents/guardians who indicated an opinion on the various items (instead of "Don't Know"), the large majority indicated that their IMSA student has been actively participating and engaged in virtual learning on a regular basis (94%); their IMSA student's teachers have encouraged their participation in virtual learning (94%); the virtual teaching and learning structure has facilitated their IMSA student's learning (71%); expectations for student learning have been clearly defined (84%); their IMSA student's teachers have been responsive and helpful when they have had questions and/or needed information (88%); and they are satisfied with the learning opportunities that have been provided to their IMSA student by IMSA (77%).
- When asked how much of the day their IMSA student has been involved in remote learning activities, the vast majority of IMSA parents/guardians (85%) indicated that their student was involved most or almost all of the day while 15% responded their student was involved some of the day.
- Just over half of IMSA parents/guardians (55%) indicated that their IMSA student has needed academic support services (i.e., tutoring, assistance from the Learning Strategies Coordinator, etc.) in Fall of 2020.
 - Of the parents/guardians who reported that their IMSA student has needed academic support services, the large majority (86%) indicated that their IMSA student has received the help they needed from IMSA.
- The majority of IMSA parents/guardians (67-80%) indicated that they were somewhat, quite, or extremely concerned about their student's social and/or emotional well-being this fall.
 - In terms of their IMSA student's social well-being, 20% of parents/guardians reported they were not at all concerned while the rest reported being somewhat (45%), quite (19%), or extremely (15%) concerned.
 - In terms of their IMSA student's emotional well-being, 32% of parents/guardians reported they were not at all concerned while the rest reported being somewhat (39%), quite (15%), or extremely (13%) concerned.

- Just under a quarter of IMSA parents/guardians (23%) indicated that their IMSA student has needed mental health support (i.e., individual counseling, group counseling, etc.) in Fall of 2020.
 - Of the parents/guardians who reported that their IMSA student has needed mental health support, around half (51%) indicated that their IMSA student has received the help they needed from IMSA.
- IMSA parents/guardians overwhelmingly indicated that they were generally satisfied with the programming and check-ins provided by Resident Counselors (RCs) this fall.
 - Of the parents/guardians who indicated an opinion on the various items (instead of “Don’t Know”), an overwhelming majority agreed or strongly agreed with the following: their student has actively participated and engaged in weekly programming and check-ins provided by their RC(s) (92%); their student’s RC(s) have encouraged participation in remote learning (96%); their student’s RC(s) have been responsive and helpful when their student has had difficulties or questions (94%); their student’s RC(s) have been responsive and helpful when they had questions and/or needed information (94%); and they have been satisfied with the weekly programming and check-ins that have been provided to my student by their RC(s) (92%).
- Of the parents/guardians who indicated an opinion (instead of “Don’t Know”), the large majority of IMSA parents/guardians students (86%) responded that they have been satisfied with their IMSA student’s Titan Crew experience at IMSA.
- When asked to identify who was their IMSA student’s primary point of contact at IMSA this fall, IMSA parents/guardians indicated the following IMSA employees: teacher (48%), residence life staff (28%), counselor (13%), other staff member (4%), club advisor/student life (3%), and other administrator (3%).
- The vast majority of IMSA parents/guardians reported that their IMSA student has had access to a reliable computer and reliable, high-speed internet.
 - Almost all parents/guardians (99%) indicated that their student has had reliable access to a tablet, laptop, or computer this fall, and the large majority of parents/guardians (95%) indicated that their student has had access to reliable, high-speed internet.
- Over three-quarters of IMSA parents/guardians (78%) indicated that they were aware of IMSA’s Student Emergency Relief Fund.

Qualitative Findings

In addition to the quantitative survey questions, IMSA parents/guardians were asked to respond to two open-ended questions: “What has gone well in the virtual teaching and learning environment this fall?” and “What needs to be improved about the virtual teaching and learning environment at IMSA?” Below are the themes from parents/guardians’ open-ended comments. Throughout this document, terms such as “a few” and “many of” are utilized to give the reader a general idea as to the number of people whose comments fall into each category. If the terms were placed on a scale, it would range from smallest to largest as follows: “a few parents/guardians,” “a number of parents/guardians,” “many of the

parents/guardians," and "the large majority of the parents/guardians." The quotes included in this document were selected because they are representative of the range of responses for each theme. The intention is to give the reader an idea of "typical" quote(s) that fall under a particular theme.

What has gone well in the virtual teaching and learning environment this fall?

Several IMSA parents/guardians expressed gratitude for everything that IMSA faculty and staff are doing in the virtual teaching and learning environment. One parent/guardian stated, "Just a word of gratitude. We are SO SO SO grateful. THANK YOU. This is such a difficult time for us, for all in education, and we are beyond glad to be with you for this season. It's not what we thought it would be of course, but we are grateful for all that it is even so." Another parent/guardian wrote, "LOVING THE CLASSES AND THE TEACHERS! HEROIC WORK! We've been so grateful--even when, for example, my student's instrument broke, the teacher was understanding and gracious and gave extra time for completion."

Challenged/High Expectations/Quality of Instruction/Engaged/Adapting/Doing well (165)

In responding to this question, the majority of IMSA parents/guardians (165) indicated that their IMSA student is doing very well and that they are challenged, engaged in their courses, and busy. One parent/guardian stated: "My student has been challenged, and has overcome those challenges to learn many new things. I have been particularly impressed with the foreign language course. (I guess I didn't expect that to be a high priority at a math and science academy. But the quality of that program is outstanding!)" Another parent/guardian wrote, "I think that the amount of work and the challenge it presents has been appropriate for this learning environment. Teachers have done an excellent job of connecting with my student and keeping her engaged and interested." Many other parents/guardians echoed these sentiments, as shown below.

Additional Comments Regarding Challenged/High Expectations/Quality of Instruction/Engaged/Adapting/ Doing well

- "My student loves their Scientific drawing class. It has been a real bright spot. Also humanities class are going well. Microbes is a great class so interesting and timely."
- "I have been very impressed with the creative solutions that the faculty and staff have implemented. For example, one of her classes (Microcontroller Applications) has a number of lab components to it that are easily managed and assigned since the Arduino Kits were sent to the students homes at the start of the semester."
- "She seems engaged [STUDENT NAME] is enjoying her classes. Overall, compared to the local high school, it seems like IMSA is going a stellar job with remote learning."
- "The clear expectation that students engage actively, on time, and dressed appropriately has been helpful to reinforce the positive mental habit of being focused during class time."
- "We're trying to act as if she is still at school. We let her handle her school schedule, homework and clubs as if she were away. She has been doing a great job of making the best out of a less than ideal situation."
- "My student is severely disappointed that she cannot be in the environment that she wants to learn in, but she seems to have adapted well to the virtual platform. She is able to chat with friends during class, and that has been extremely helpful - they have been very supportive of each other when it comes to learning new things that can get lost in translation over the virtual model."
- "The teachers are doing a great job under trying circumstances. They are rock stars! I'm very happy that IMSA has made student and staff safety a priority right now. As a parent, I like how

IMSA has lots of connections and check ins with students. Titan Crew with Dr. Carlson has also been a good connection for my son. The resident life staff are great, too. My son is a sophomore and this transition has gone much more smoothly than we expected. He loves the new tablets, too.”

- “I appreciate all the hard work staff and teachers are doing right now in this virtual learning environment! They are working twice as hard to engage students and connect with them. I'm also glad the school prioritized the health and safety of everyone. Thank you!”
- “We don't have any complains, everything has gone well for us, to us IMSA team has done an amazing job. Thank you so much.”
- “We are very pleased, IMSA is the best.”
- “The schedule is much better this fall!! I think some instructors are doing a great job of keeping students engaged throughout the Zoom meetings.”
- “I applaud IMSA for making the decision to go remote early and to spend the summer figuring out how to do remote better. While the students are clearly losing out by not being on campus in so many ways, I think the online experience this fall is much better than it was in the spring, and I thank everyone for their hard work!”
- “My impression is that IMSA instructors are doing a fabulous job in presenting classes.
- I feel that they are covering the same content that they'd be covering if they were in-person, but in a different way. BRAVO! An equipment loan has helped our family. IMSA sent a Mifi because our internet is intermittent at best. This has helped SO MUCH! In the Spring, online classes might drop or the action would cease but with the Mifi my student has great connectivity and I really appreciate this. I just have to comment here that the virtual education my student is receiving from IMSA is so much better than the virtual education his neighbors are receiving from the local school district. You're doing a great job! Own it!”
- “Using effective tools, e.g. canvas, discord. Teachers commitment is very high. Strong curriculum. When I talk to peers with children in other school districts they are extremely dissatisfied with lack of organization and commitment to learning. IMSA should be proud of their teachers to make this work. Dr Dong very helpful in extremely challenging Mod Phys but other assignments often collide together.”

Tech/Resources/Support (38)

A number of IMSA parents/guardians indicated they were happy the tech resources and support that their IMSA student has received. One parent/guardian commented, “I am thankful that IMSA sent a hot spot device to my student so he can have a more reliable internet access. I also think that the writing/sketching tablet should help make remote learning more interactive.” And another parent/guardian wrote, “The ability to have a good internet access - thank you for the MIFI”.

Additional Comments Regarding Tech/Resources/Support

- “Support from faculty and staff is exceptional, they are doing as much as they can with tech limitations. IMSA provided MiFi and tablet to assist student's tech needs.”
- “IMSA created very good virtual learning environment this fall. IMSA shipped text books promptly and provided equipment such as tablets for students' use. We appreciate IMSA's efforts on everything.”
- “IMSA has provided all the tools and support needed. It really helps the students.”
- “Support from faculty and staff is exceptional, they are doing as much as they can with tech limitations. IMSA provided MiFi and tablet to assist student's tech needs.”
- “The tablet that was recently supplied to the students is a big improvement.”

- “Overall, my daughter has learned how to use digital devices for her classes”
- “With Hotspot internet, you have provided a consistent way for my son to attend classes and on line activities when needed.”

Synchronous/Asynchronous/Scheduling/Fewer Shorter classes (32)

Several IMSA parents/guardians responded that they were satisfied with the schedule that has been implemented this fall, including having fewer periods per day and more synchronous learning. One parent/guardian wrote, “It has been extremely beneficial to have fewer periods per day. The increased flexibility with due dates. Screen fatigue is very real and sometimes my student has to do something other than work to get motivated to get back on the next day.” Another parent/guardian stated, “Synchronized learning (vs asynchronous learning) and grades (vs pass/fail) for classes helps keep the students on-track and accountable. This has improved greatly compared to spring semester.”

Additional Comments Regarding Synchronous/Asynchronous/Scheduling/Fewer Shorter classes

- “More time spent learning directly from the teacher vs just asynchronous learning is a benefit. Also time spent in breakout rooms with other peers, used well, can be beneficial.”
- “Structured and organized learning has been appreciated, as has synchronous teaching.”
- “I feel as though IMSA stepped up by scheduling less classes in a day during virtual learning.”
- “The schedule is much better this fall!! I think some instructors are doing a great job of keeping students engaged throughout the Zoom meetings.”
- “I think switching to fewer and shorter classes was good for the most part. Zoom fatigue is real. Not starting until 9am was a godsend for my child. Canvas seems to be going mostly ok.”
- “I think the teachers have done a good job of balancing synchronous and asynchronous work. My daughter is challenged but doesn't feel overwhelmed.”
- “More structured lessons format.”
- “Quizzes and exams through virtual format.”
- “Letter grading to motivate students.”
- “The fact that IMSA is able to keep up with this schedule and have a plan.”

Communication/Interaction (18)

Several IMSA parents/guardians commented positively about communications and interactions with IMSA teachers. One parent/guardian wrote, “I like to go to Power School and check my student's progress. I am thankful that some teachers really provide feedback and comments to students.” Another parent/guardian stated, “I think the teachers and staff have done a good job at trying to remain as connected as possible to the students.”

Additional Comments Regarding Communication/Interaction

- “I think IMSA has done a nice job trying to have events for the kids and making sure that students have good internet connection and the teachers are good at checking in with students and making themselves available for office hours.”
- “Getting in touch with teachers is extremely great.”
- “Aside from the comfort of being at home, i like how the teachers really encourage communication and are more understanding with late work and technology complications.”
- “I have been able to communicate with teachers, and support staff whenever there's an issue with connectivity.”
- “Teachers are generally kind and responsive.”
- “His teachers are very responsive and most of them are extremely helpful and understanding.”

- “My child has learned to advocate for herself during this fall. This has given her confidence and has built upon her time management skills that are needed to be successful in online learning.”
- “Engagement, assignment completion, two way communication with other students and faculty.”
- “The updates and communication by the teachers.”
- “The above, along with students being able to speak with teachers about any concerns that they may have in completing their work offers motivation to complete work without too much pressure.”

Health/Safety (14)

Many IMSA parents/guardians expressed gratitude for the health and safety of their IMSA student. One parent/guardian stated, “I am happy my child is safe and healthy. I am thankful I see them and what they are experiencing on a daily basis. Keep up the good work! These are difficult times and uncharted waters for all of us. I am grateful IMSA has been available for my child!” Another parent/guardian wrote, “I am happy with the virtual learning because I still think that students should not go back to in school learning there is still too many cases of COVID popping up each day and I’m still scared.”

Additional Comments Regarding Health/Safety

- “Although remote studies are not ideal I appreciate the IMSA's decision for safety for all staff and students. Overall they are doing a great job! Personally I think families living further from IMSA are feeling more of a disconnect in comparison to those that live closer & are in areas from which more IMSA students are traditionally pulled from, for example it appears that some might be doing "safe" group activities and service hours. I've seen/felt this before but it feels a bit magnified.”
- “Please continue to provide remote learning during spring semester.”
- “I’m able to oversee his schedule and can guide him to make healthy decisions. We can also make sure he’s getting his work done on time. When he was away at school, that posed a challenge since I didn’t know until after the fact.”
- “No complaints, strongly support the virtual learning decision to keep our students, teachers, staff and community safe.”
- “I am happy with the virtual learning because I still think that students should not go back to in school learning there is still to many cases of covid popping up each day and im still scared.”
- “This is how it's going to be until we have a vaccine. I wish it were otherwise, but the outbreaks we've seen at local schools that have attempted hybrid learning - not to mention college campuses - don't offer much cause for optimism. Then again, you folks are smarter than I am, which is why you're in charge. Can you come up with a way to save IMSA for the Class of 2023?”

Social Aspects of Virtual Teaching and Learning Environment (12)

A number of IMSA parents/guardians shared positive sentiments regarding the social aspects of IMSA’s virtual teaching and learning environment this fall. One parent/guardian stated, “Teachers, RCs, big brother/sister program, and clubs have been wonderful.” Another parent/guardian wrote, “She has found peers to socialize with based on how her math teacher set up math groups and a couple of other social events.”

Additional Comments Regarding Social Aspects of Virtual Teaching and Learning

- “My student does not procrastinate like he did while living on campus. He is doing a much better job managing his time because there are fewer social distractions. He is getting better sleep and eating better.”

- “My student is severely disappointed that she cannot be in the environment that she wants to learn in, but she seems to have adapted well to the virtual platform. She is able to chat with friends during class, and that has been extremely helpful - they have been very supportive of each other when it comes to learning new things that can get lost in translation over the virtual model.”
- “Personally the classroom learning experience has been overall very strong, engaging and rigorous both via zoom synchronous and asynchronous work. He has sought out had good opportunities for independent collaboration with other students. Online labs have been surprising good. He has enjoyed math team, tutoring and titan crew. Overall the teachers appear to be doing a very good job.”
- “he is actively participating in class and club activities”
- “Teacher have obviously worked hard in their content and for the most part, learning has continued forward. The kids have worked together to create group chats and safety nets with each other to help navigate the sometimes confusing procedures.”
- “My student has improved significantly academically this semester. They have been able to complete assignments because they have not allowed themselves to be too social. Also the workload is more manageable this fall compared to last spring when things were much less organized.”
- “IMSA has tried to provide opportunities for students to interact virtually. Many opportunities have been provided.”
- “There are good resources for academic support. We feel IMSA has provided opportunities to help students' social and emotional well-being.”

“What needs to be improved about the virtual teaching and learning environment at IMSA?”

Teaching (98)

A large number of IMSA parents/guardians (98) responded that teaching/instruction in the virtual teaching and learning environment needs to be improved. One parent/guardian stated, “The actual instruction of some of the courses needs to be improved. Students are being thrown into breakout rooms and not guided or told to do work without adequate directions being given. IMSA can't improve this but having to learn via video and not have the interaction between actual people in real time has been crappy. Another semester of this is going to be abysmal.” Many other parents/guardians commented about delays with getting grades. One parent/guardian wrote, “We are very disappointed in the teacher's late input of grades. Some are posting right now. Day before grades. This is unacceptable.”

- “There definitely needs to be explicit explanation on an assignment.”
- “IMSA teachers need to have more empathy during this distance learning period. Classes like Linear Algebra need to be kinder to students. It's more difficult to master a class like this during distance learning. Why has [TEACHER] insisted on tough grading as if there were no pandemic, without giving students opportunity to retake tests?”
- IMSA teachers need to do more at a time like this.
- “Grades need to be entered in a timely manner. If you expect the kids to turn in material, grade their assignments.”
- “Work on making the lessons a little bit more engaging; Promote team building and working in groups; Run the parent teacher conferences in more efficient way”
- “We noticed that my student did not focus on class sometimes. We expect teachers ask every student to turn on camera at anytime so that the student can focus on class.”

- “Probably more labs and learning opportunities. Recorded videos of sessions from the teacher will greatly help. This way students will have opportunity to learn by going thru the content again. Could have added more mods in regular days.”
- “Difficult to do group projects. Connection as a sophomore to others is difficult. Notifications for different schedules like homecoming, assemblies, etc ; Unsure how different learning will be when they return if virtual is graded easier or on same level. Will the sophomore class really know what to expect?”
- “She has struggled with her math class because it has been difficult trying to learn complex theories & concepts in a lecture format remote class.
- “My child needs improved structure to improve his learning/studying situation. Although he’s at home and both parents work full time, it’s difficult to get him in a routine for study and homework.”
- Response time from teachers; Engagement among students in breakout rooms and study groups; Consistent messages and actions by teachers about class assignments”
- It would be good for IMSA to tie up with some colleges to make the independent learning classes available to kids.
- Some classes such as wet labs, can’t be conducted effectively in remote learning environment.
- “Some teachers are fairly awful at grading materials in a timely fashion. This feedback is critical, especially now.”
- “Up to date feedback with grades would be helpful. Some teachers post everything at the last moment so it’s impossible to intervene or help our students. No way to know there is a problem if grades aren’t posted for a month.”

Communication (49)

Many IMSA parents/guardians stated that there are communication issues that need to be addressed, including: the way grades are awarded; where assignments are on the Canvas platform, too many emails; not enough communication from teachers; and teachers not communicating expectations.

- “I really wish there were more comments from the teachers throughout the quarter/semester/year. My son has had his grades drop from A/A- to B/B+ which may be normal or it may be a sign that he is struggling. If this is seen as normal however he could be doing better I would never be able to tell and with no comments I assume that teachers just think this is normal. Thank you for giving the opportunity to comment. Note that when I responded "I don't know" it doesn't mean N/A it means that I have no way of knowing that information because there is no communication.”
- “I don’t think it’s entirely clear how grades are awarded in some of the classes. I don’t think this is virtual-only, but I get the sense that it’s harder for students and teachers to check in with each other on this in the virtual environment, rather than a "stop by for a minute after class to ask" thing.
- “Occasionally my son indicates that it is hard to be sure he has seen all of the assignments/requirements for each class because each teacher puts them in a slightly different place in Canvas or in email or whatever. He also has on occasion had small misunderstandings about assignments due to communication issues in classes. However, as a teacher myself, I understand (and he understands!) that this is an inevitable challenge of virtual learning.”
- “Cut down on the email parents are getting five and six emails a day it seems like”
- “I don’t think it’s entirely clear how grades are awarded in some of the classes. I don’t think this is virtual-only, but I get the sense that it’s harder for students and teachers to check in with each other on this in the virtual environment, rather than a "stop by for a minute after class to ask" thing.”

- "The student mentioned that it would be beneficial to have more clear instructions and assignments on Canvas."
- "My son and his friend proposed an idea for new club to principal but never got any response and another kid and his friends approached her with the same club idea and got this club approved. This tells us that she is choosing whom to respond and whom to ignore. Apologies but this did hurt our feelings, but my son didn't care much."
- "Make SURE the kids understand the material (quizzes during class in which you let them see what they got right or wrong DURING class, until you see that they do well on the quiz), BEFORE sending them away with homework on the matter."
- "I wish I knew that the first PAC meeting was actually a curriculum night event. It would be helpful for new parents to know that."
- "Administration could communicate more often to the students - ex only knew tablets coming due to a comment by teacher and some students had already received them before administration sent a note about it."
- "There is an OVERWHELMING amount of emails coming in from IMSA. It is very difficult to read, react, and respond to all of the information. I know everyone is trying to reach out yet can you perhaps slow down or streamline the process in some way."

Return to Campus (43)

Many IMSA parents/guardians indicated that they want their IMSA student to return to campus. One parent/guardian wrote, "Return to school. IMSA was touted as a collaborative learning environment. There is no way to recreate the value of that environment virtually. Additionally as stated before my student's social and emotional well-being are being significantly impacted by lack of social interaction." Many other parents/guardians expressed similar sentiments.

- "My student will be highly disappointed if IMSA does not reopen in person learning in January."
- "Hopefully in JANUARY there will be NO NEED for Virtual learning at IMSA as they miss the entire living at IMSA experience."
- "It needs to end. I acknowledge that there are more than teenagers at the school, but the risk of COVID to teenagers is effectively nil and to working age adults is very small. Certainly not enough to keep high schools closed like this, especially a boarding school with relatively limited student movement on and off the campus. The whole purpose of enrolling at IMSA is the immersive boarding experience and the students are being robbed of this."
- "Students miss a lot of personal interaction during virtual learning. In Illinois, a lot of universities and high schools have the options of on-campus learning. IMSA could learn from that."
- "The virtual environment takes away part of what makes the IMSA experience special."
- "Doesn't replace dorms. More thought on social/emotional reality and vision for repopulation. Kids need hope"
- "Virtual is terrible. As an adult I know how bad it is when i have multiple video meetings, how difficult to focus."

Workload (43)

A large number of IMSA parents/guardians responded that their IMSA student's workload is too heavy and needs improvement. One parent/guardian commented, "Classes can be too short to cover the material, leaving some out. There is too much non-classroom material such as residential life, Titan crew, and similar. I would add that the service hours are difficult or impossible to complete, so the requirement should be abated this year and the total reduced by a pro-rated amount." Many parents shared this concern.

Additional Comments Regarding Workload

- “Finding the balance of instruction and workload. I don’t know how to fix this, but her math class is meeting less, but she needs more help. She has told me that she has gone from meeting 4 times a week to 2. But yet still carry the same workload with less instruction. This has not been a good situation.”
- “Students are struggling and have so much homework with no one to help them. The new sophomore class is unable to meet, make friends, and be a part of a new school.”
- “As a fellow educator, I know that online remote learning is not the same as face- to-face, and we really have to make sure we manage our expectations so that we don't ask it to be something it cannot be. Something has to give--we just cannot cover the same volume of content through remote learning that we can through face-to-face instruction. It does not compromise the IMSA experience to cut back to a reasonable amount of content and student work expectations during a global pandemic and remote learning.”
- “Teachers need to be more respectful of family time when giving loads of assignments. These kids are in a completely different environment when they are home and when they are expected to do school work all day and night, it completely detracts from the family aspect of being home.”
- “Math expectations are unrealistic. Way too much work. And the style of teaching isn’t working as well in remote learning. There needs to be more direct instruction of content. They can’t learn without the interactions when they aren’t there. Also testing should be asynchronous.”
- “The amount of outside of class group projects could perhaps be lessened due to the fact that although everyone is at home; everyone has varying family/homelife schedules and responsibilities making it often times very difficult to meet-up outside of class time (even if it is virtually).”
- “Less homework especially on weekends and holidays”
- “Communication between teachers. Some days he has a TON of work and others, it’s light.”
- “Finding the balance of instruction and workload. I don’t know how to fix this, but her math class is meeting less, but she needs more help. She has told me that she has gone from meeting 4 times a week to 2. But yet still carry the same workload with less instruction. This has not been a good situation.”
- “There should be a decrease in student’s workload because they are already exposed to too much screen time causing them to experience physical and mental fatigue as well as sleep deprivation.”

Tech Issues (24)

Many IMSA parents/guardians commented that there are tech issues that need to be addressed. One parent/guardian stated, “Please keep working to sync Canvas and PowerSchool so that teachers may be more timely in reporting grades in PowerSchool. Right now it is impossible as a parent to get any real sense of how my student is doing in many of his classes. Each teacher is using Canvas grades differently, and many are behind in populating PowerSchool. I have no idea what my child’s grades will be for Q1.”

Additional Comments Regarding Tech Issues

- “Simplify and standardize the online platforms! There are varying means of locating assignments, submitting assignments, tracking assignments... taking online tests, converting files, posting files. If this could be coordinated across the classes and teachers, it would relieve an enormous amount of stress and anxiety!”
- “Having teacher understanding of assignments that are completed on time but have an issue with having it upload to the teacher.”
- “The submission of assignments is not always successful using the canvas platform.”
- “I’ll share that our student gets stressed out when there are technical difficulties because he doesn’t like to miss things. (Internet down, faulty Zoom links, etc.)”
- “It’s too bad that both of my children and my husband have to be so far apart from each other since they’re all on zooms all day long - the creation of headphones that actually connect to their tablets/computers would be great so that the background noise could be reduced.”
- “Teachers have a lot of trouble working and adapting to the virtual environment. They often have connection issues or technology issues and can’t teach because of that. It needs a lot of work, and throwing technology and systems at people isn’t going to work unless those people get trained in how to use the technology in a uniform way or in the way it was intended to be used.”
- “It needs to be in person! Sometimes our internet sucks and we have the most megs (100) you can get Olin our area.”
- “I think my daughter has had a few technical issues where she’s booted out of class because our wifi lags a bit. It’s normally not an issue, but with my husband also working from home, we’ve had a few issues.”
- “The tablets are cool, but would have been so much easier to use if it was more like an iPad where you could see what you were drawing/writing.”

Social Aspects of Virtual Teaching and Learning Environment (20)

Several IMSA parents/guardians stated that the social aspects of the virtual teaching and learning environment need to be improved/available. One parent/guardian stated, “Need to have some interaction. Maybe regional get together at a park, or have the sports teams do virtual or regional practices. They need a physical tie to IMSA.” Another parent/guardian wrote, “Need to have some more fun team events where kids can interact /have fun with class mates.”

Additional Comments Regarding Social Aspects of Virtual Teaching and Learning Environment

- “I feel like for sophomores it’s a social void and I don’t know how to fix it. It’s not clear we’ve even got kids within 30 minutes of our home for her to meet up with in person.”
- “More online social activity would be great.”
- “The social connections. I don’t see why they can’t schedule a meet up outside somewhere.”
- “My son’s only complaint is that he feels he is not getting anything out of Titan Crew or the RA meetings and they are a waste of his time. Unfortunately, due to being down an RA, my son and his roommate were put with another wing, so he feels no connection or reason to connect with the people of the new group.”
- “Please bring back clubs and athletics for winter and spring. These simply cannot be done remotely. It’s key to social-emotional connectedness. Watching all of the area high schools play sports and open up hybrid around us leaves our student feeling extremely isolated, alone, and socially odd in town. There’s got to be a way to socially come together on campus. Check out

schools like Bates College, testing twice weekly and living in campus fully in-person. Only 4 cases, no faculty.”

- “IMSA has done an excellent job pivoting into the virtual environment. I commend all on the time and effort from instructors, RCs, supporting staff and administrators. Titan crew is a great concept and with the right person, it is a definite avenue for students to access. My daughter's peers seem to have less than engaged Titan leaders. She feels hers is very caring. Some instructors are awesome in their care of students well-being, some don't have it in them and it shows.”
- “Facilitating connections with peers for students like mine, that struggle socially.”
- “I don't know. Small group times for students to meet one another, have someone to teach out to?”

Lack of Support (12)

A number of IMSA parents/guardians voiced concerns over the support their student needs but has not received from IMSA. One parent/guardian stated, “There needs to be a strategy put in place for students who are struggling with virtual learning.”

Additional Comments Regarding Lack of Support

- “I'd like to see more support with organized study times and tutoring opportunities.”
- “I think individual helping for kids such as office hours need to be more established. Also, making groups for the kids would be nice.”
- “As a sophomore parent I still feel that I have no understanding of the resources the students can access.”
- “Maybe separate subject links/calls for the tutors to assure there's a way to cover questions from all subjects during stated hours? More resources for self-review or quizzing themselves on materials in an assignment.”
- “Communication between teachers - awareness of the due dates to projects. Helping facilitate the group projects. No opportunity to collaborate during class time”
- “Assistance”
- “would like RC or the counsellor to reach out more often both to student and parent”
- “Students are struggling and have so much homework with no one to help them. The new sophomore class is unable to meet, make friends, and be a part of a new school.”
- “Teachers should not assume that each and every student is clear on assignment instructions. They should be able to provide a separate link or zoom chat for additional questions if clarification is needed so that student doesn't feel like they are an outlier.”

Mental Health/Stress/Health/Safety (11)

Several IMSA parents/guardians voiced concerns over their IMSA student's mental health and stress levels. One parent/guardian stated, “These kids need help coping. This gifted and talented population shares a lot of characteristics that made them candidates for the program and successful. Those same qualities that made them be chosen become a personal detriment in these less than perfect conditions and lead to poor self-image, loss of confidence and academic failure where they once thrived. These kids are losing hope.”

Additional Comments Regarding Mental Health/Stress/Health/Safety

- “Everybody needs a brain break in time to breathe; the students, the faculty, and the staff. As a fellow educator, I know that online remote learning is not the same as face- to-face, and we really have to make sure we manage our expectations so that we don't ask it to be something it cannot

be. Something has to give—we just cannot cover the same volume of content through remote learning that we can through face-to-face instruction. I beg you to consider the well-being of your faculty, staff, and students as you consider what the spring can look like with a continued remote learning model.”

- “We’re all doing our best. And I’m sure we all would agree on campus would be the best learning environment...when it’s safe to do so.”
- “My son is not excelling with online learning this is causing depression and failure.
- “Try and get the students moving around more.”
- “I expect that his motivation and personal wellbeing will continue to degrade with ongoing virtual learning. We as parents as well as our student believe that the long term negative impacts of virtual learning far outweigh the risks associated with COVID for a teenager.”
- “Need more time between classes so students can move around between classes like a quick walk.”
- “They need to have more physical movement from class to class then just being stuck at the desk all day in front of the screens . Some motivations like for kids who complete 10,000 steps a day or certain physical goals to keep them healthy.”

Testing (9)

A number of parents expressed frustration with synchronous vs asynchronous testing this fall. One parent/guardian stated, “Administration needs to be more aware of student and teacher needs and stop trying to appease every parent who manages to yell loud enough. For example, with tests and quizzes now being forced into class time for math classes, actual time to learn and question the material in class has been reduced. Short sighted and ridiculous, a detriment to the learning process.”

Additional Comments Regarding Testing

- “The teachers should have autonomy to administer tests in the manner they prefer (asynchronous or synchronous) without interference from administration.”
- “Test taking should be asynchronous instead of synchronous.”
- “It would be great to have an alternative to a typical final exam to limit stress. Also, as wonderful of a job the teachers are doing, it would be nice to have make up work or extra credit for weekly work. Our student used to pop into the department to ask any teacher for help leading up to a test, for example. It's more difficult now to do that. If you receive a C on an assignment but then figure the material out by doing some extra work, which should count for something.”
- “Synchronous tests create stress.”
- “I think it would be helpful to allow asynchronous testing again. The teachers and students have such a limited amount of time together each week to cover a very challenging curriculum. It seems like a waste of that valuable time to use it for taking a test instead of interaction with the teacher. IMSA students should be trustworthy and asynchronous testing would better facilitate true learning.”

Organization (8)

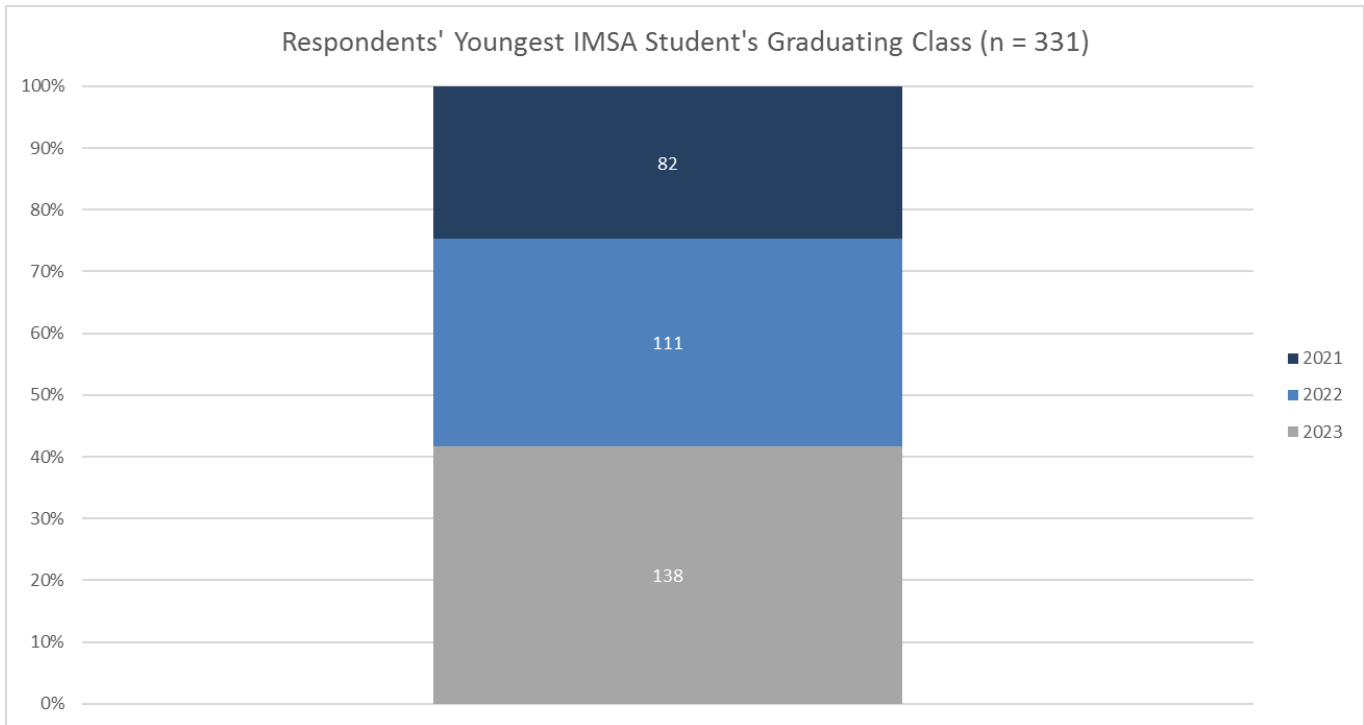
Several IMSA parents/guardians mentioned a need for increased organization. One parent/guardian stated, “Expectations and clear communication from the teachers would be helpful. Understanding that Canvas is a new LMS, the teachers seem to be using this in very different ways and what should be a benefit is turning out to be more of a hassle. If teachers are not using the assignments and calendar features of Canvas, students have to look through documents, modules or announcements to see due dates. Additionally, some teachers have been less flexible with technology.” Another parent/guardian

wrote, "My daughter has at least one teacher who hasn't graded or entered grades all quarter. She has no clue how she is doing. This is a problem, especially for those seniors who are going to have to send their quarter grades to colleges. She also has stated that each teacher posts their assignments in different places and students are often unclear about where to find their assignments."

Additional Comments Regarding Organization

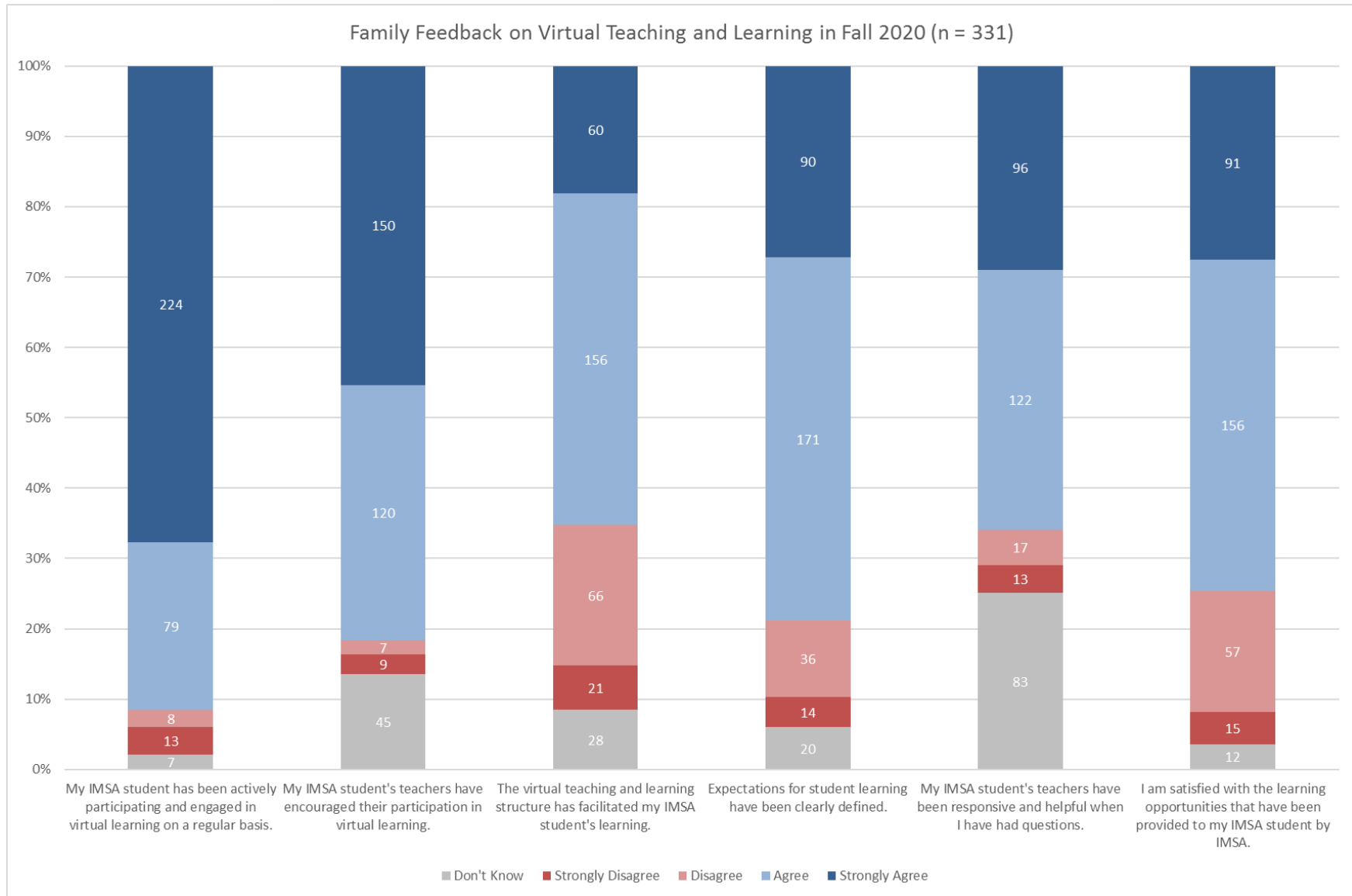
- "We were very disappointed that the November 3rd holiday was just acknowledged. The district that we live in had adopted the new calendar months ago to adjust for this. I guess we are just disappointed at the lack of organization."
- "Occasionally my son indicates that it is hard to be sure he has seen all of the assignments/requirements for each class because each teacher puts them in a slightly different place in Canvas or in email or whatever. He also has on occasion had small misunderstandings about assignments due to communication issues in classes. However, as a teacher myself, I understand (and he understands!) that this is an inevitable challenge of virtual learning."
- "Each class requires different areas of where assignments are, when they are due etc."
- "Textbooks!!! I would urge the teachers to think about textbooks. It is okay if we need to purchase multiple textbooks. Please post syllabi and grading rubrics together with the assignments."
- "Go back to real school. Send textbooks out on time."

Demographic Information of Respondents' Youngest IMSA Student



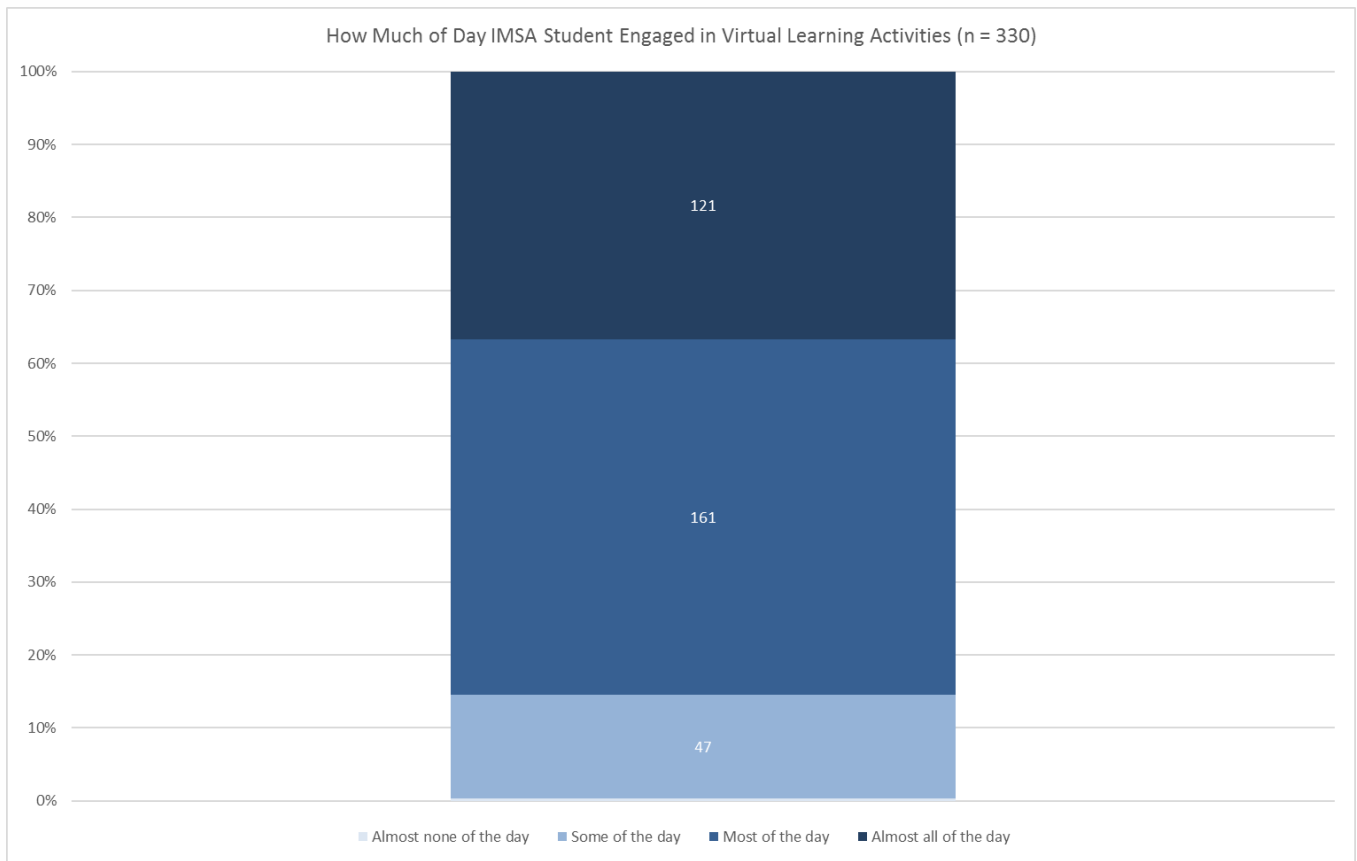
Data Points of Interest

Family Feedback on Virtual Teaching and Learning in Fall 2020



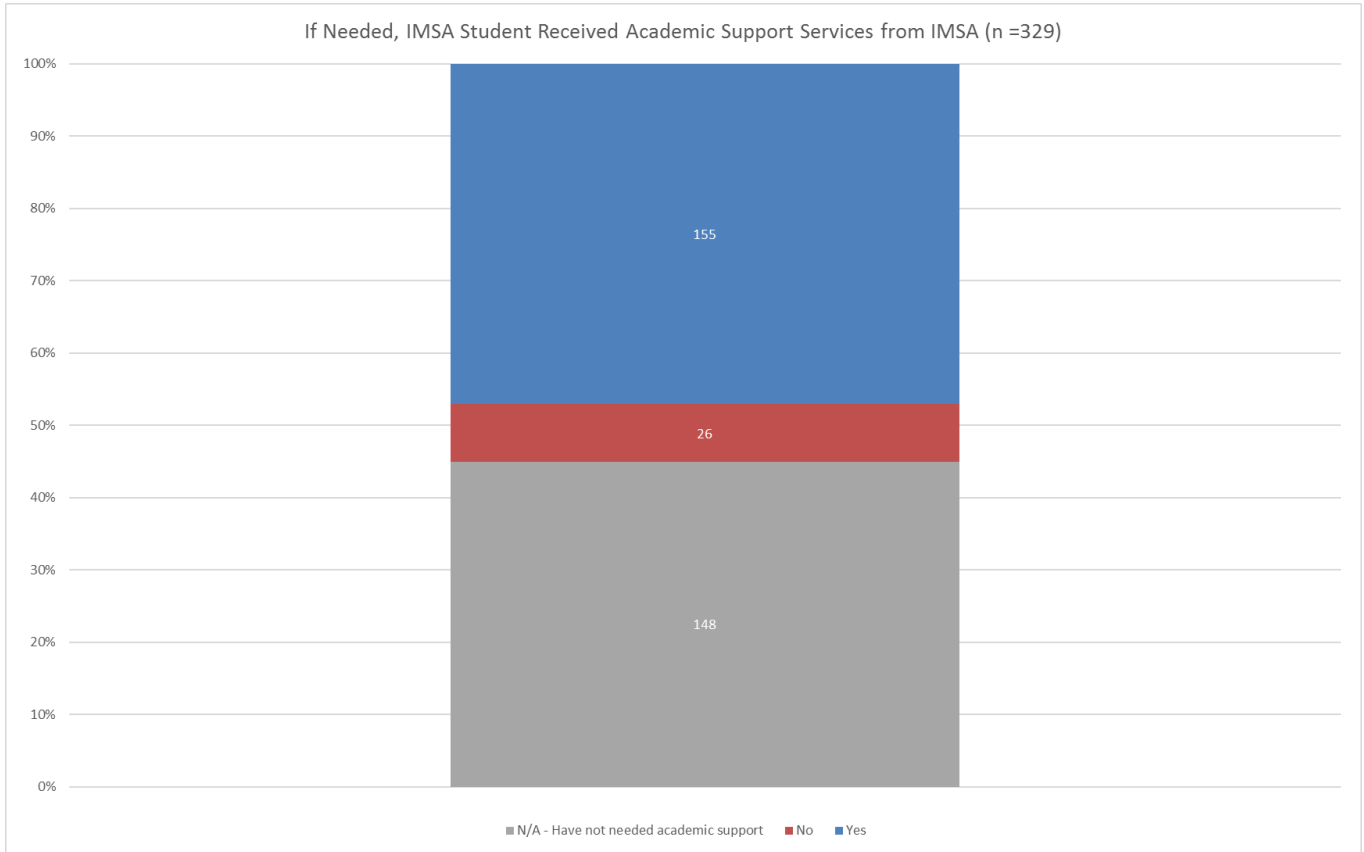
Data Points of Interest

Feedback on How Much of Day IMSA Student Engaged in Virtual Learning Activities



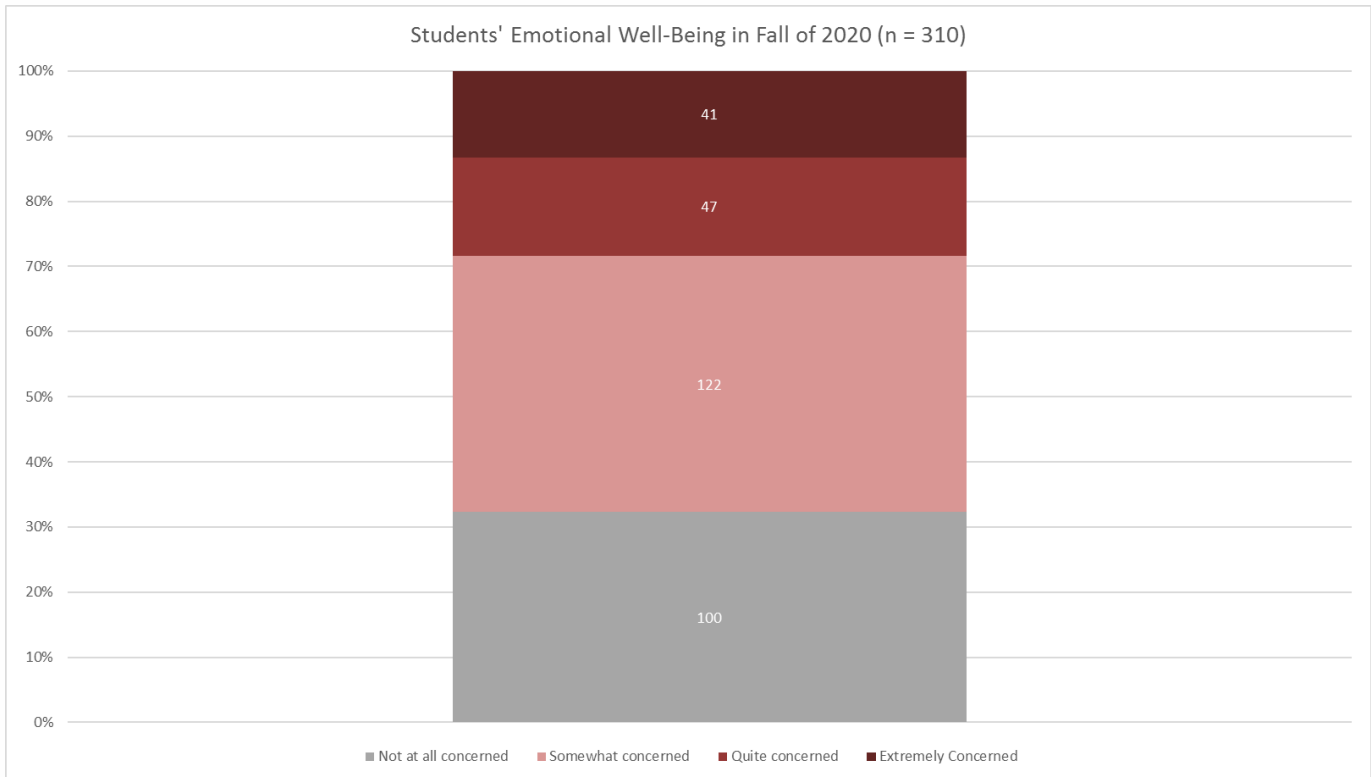
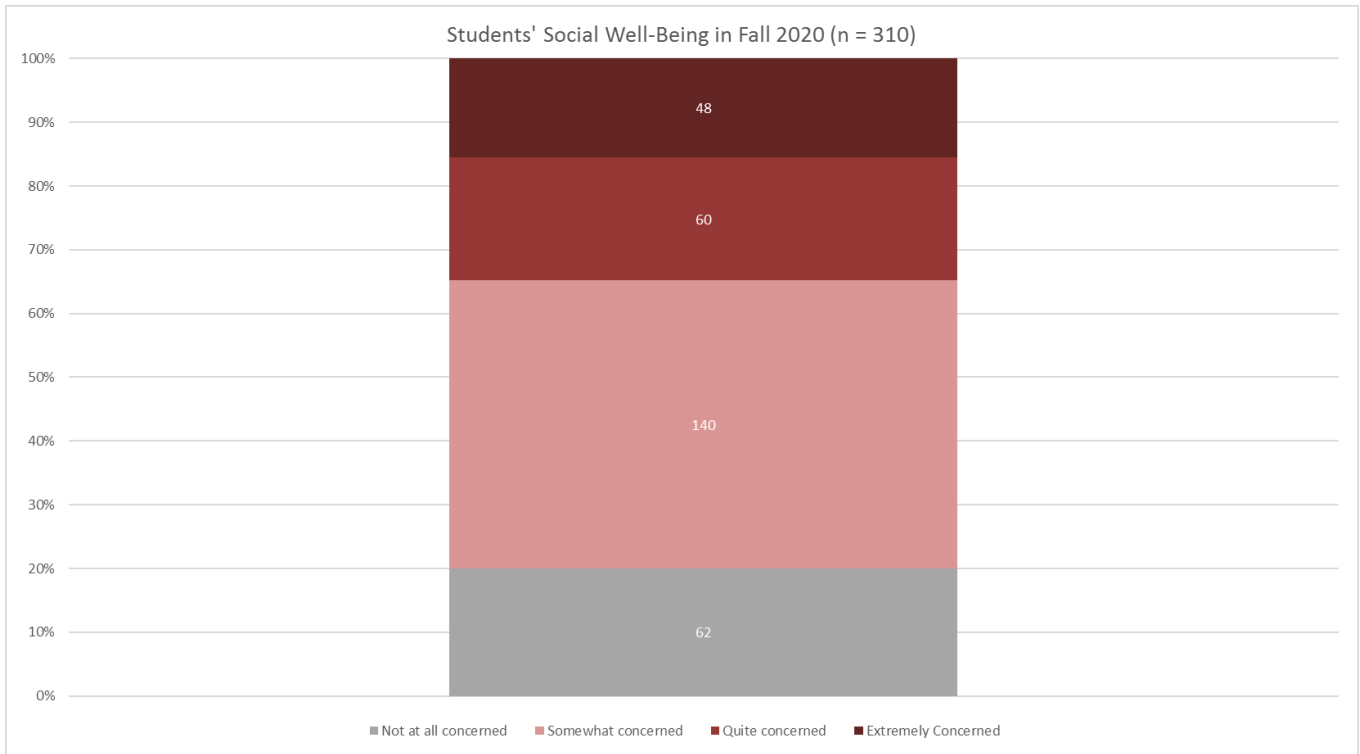
Data Points of Interest

Family Feedback on IMSA Student Receiving Academic Support Services from IMSA



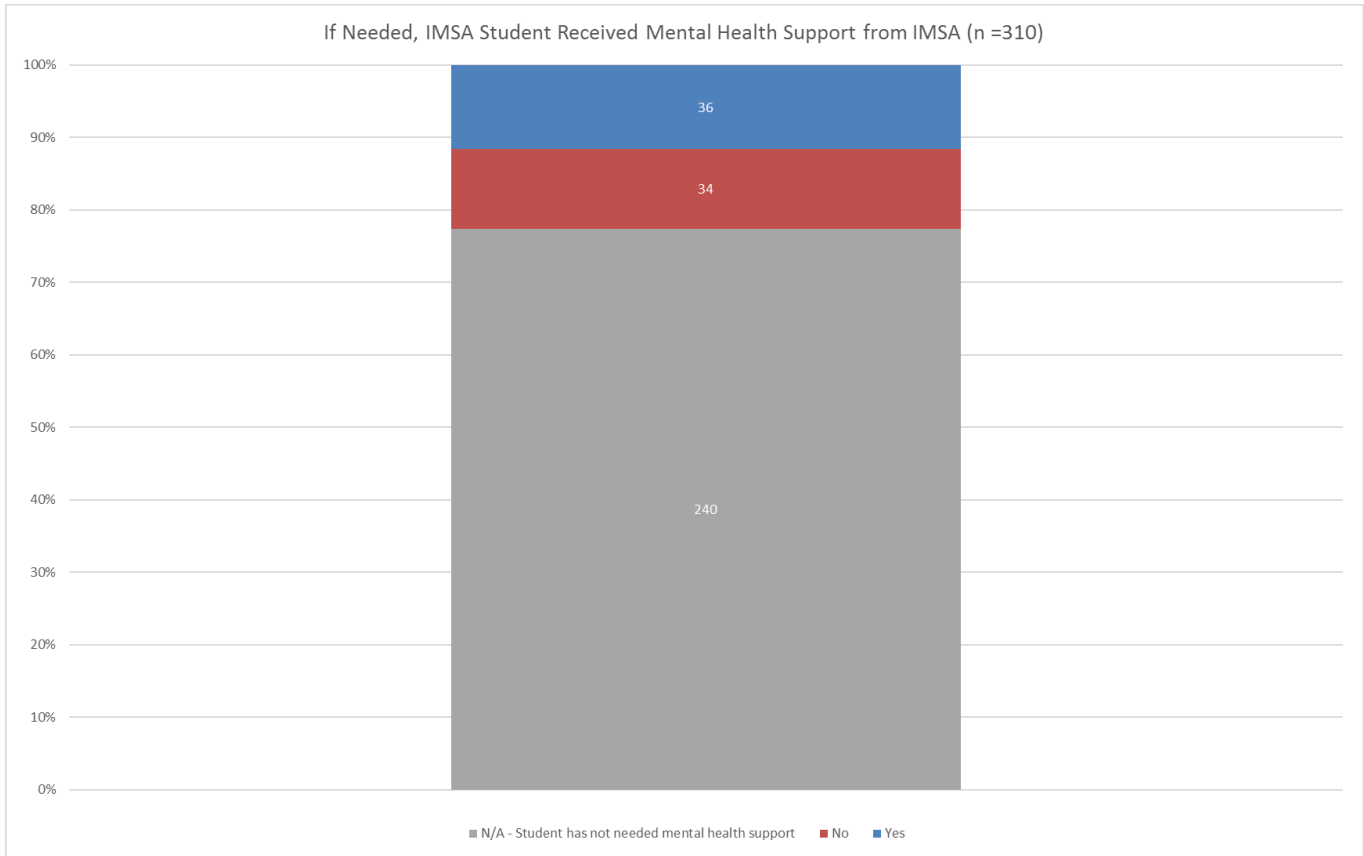
Data Points of Interest

Family Feedback on Level of Concern about IMSA Student's Social and Emotional Well-Being in Fall 2020



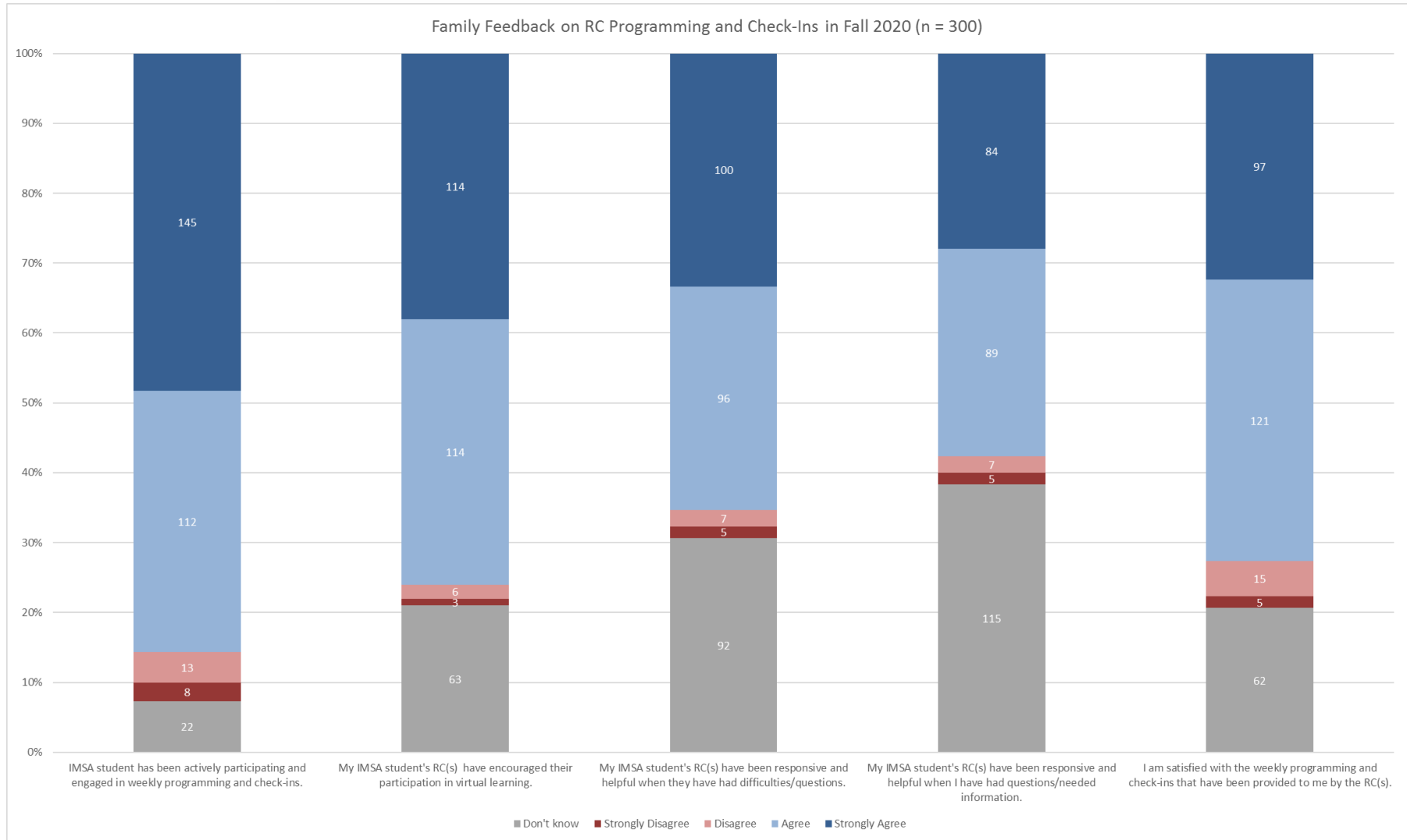
Data Points of Interest

Family Feedback on Student Receiving Mental Health Support from IMSA



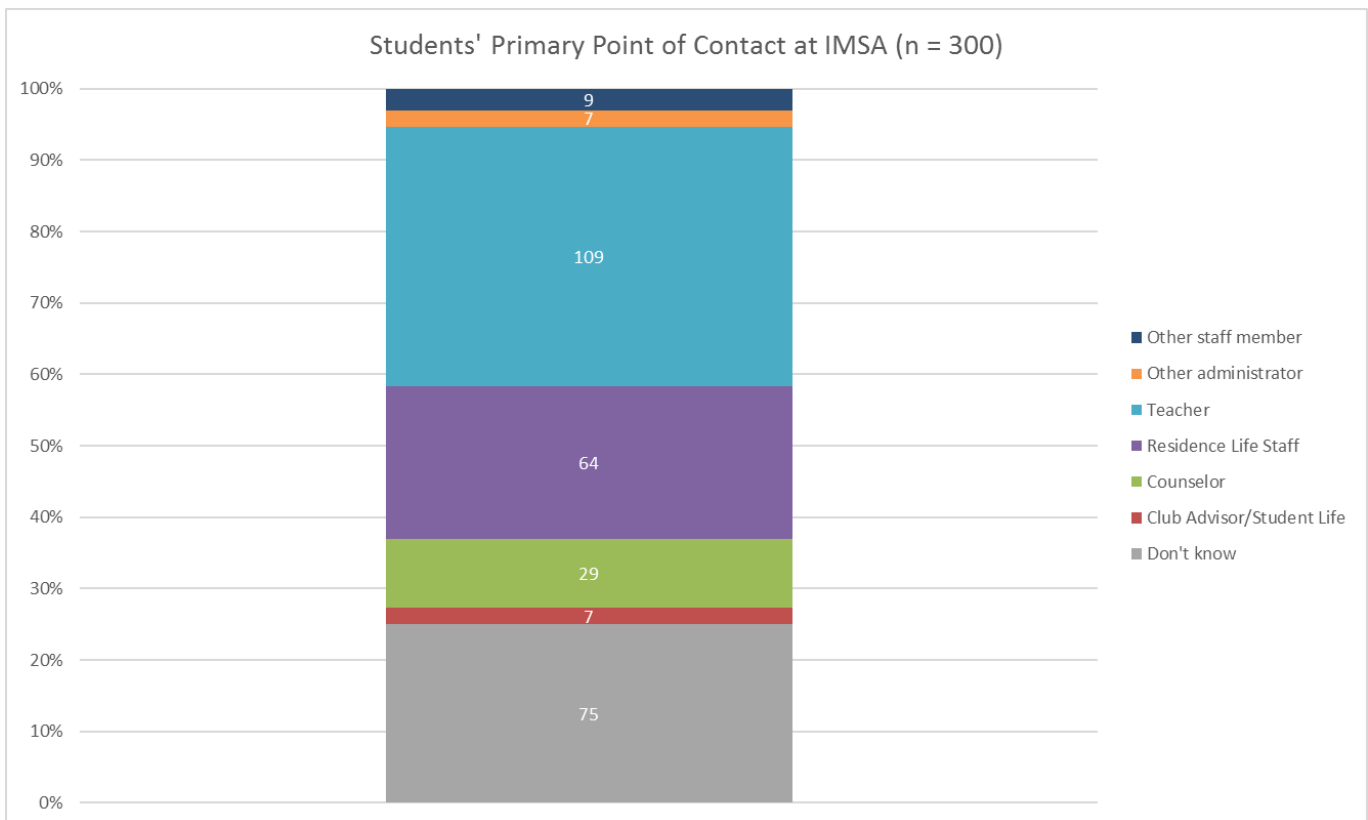
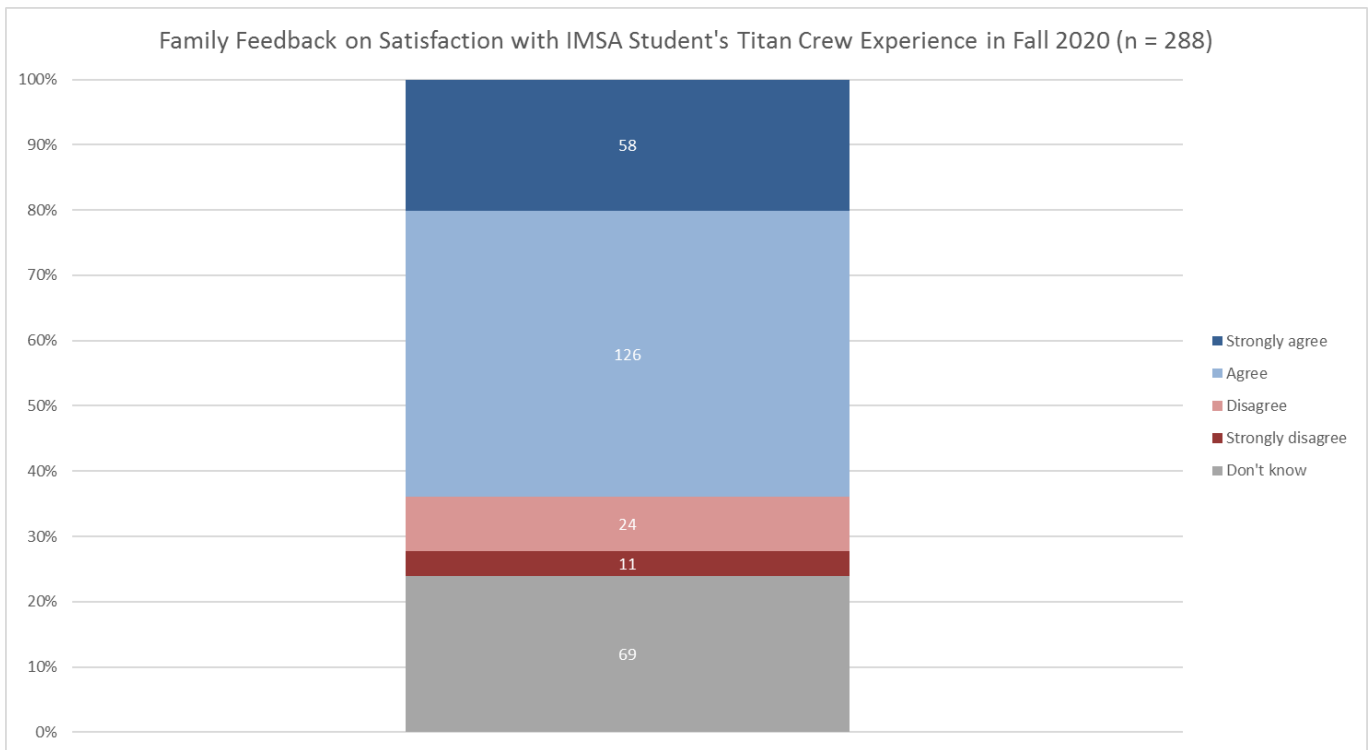
Data Points of Interest

Family Feedback on RC Programming and Check-Ins in Fall 2020



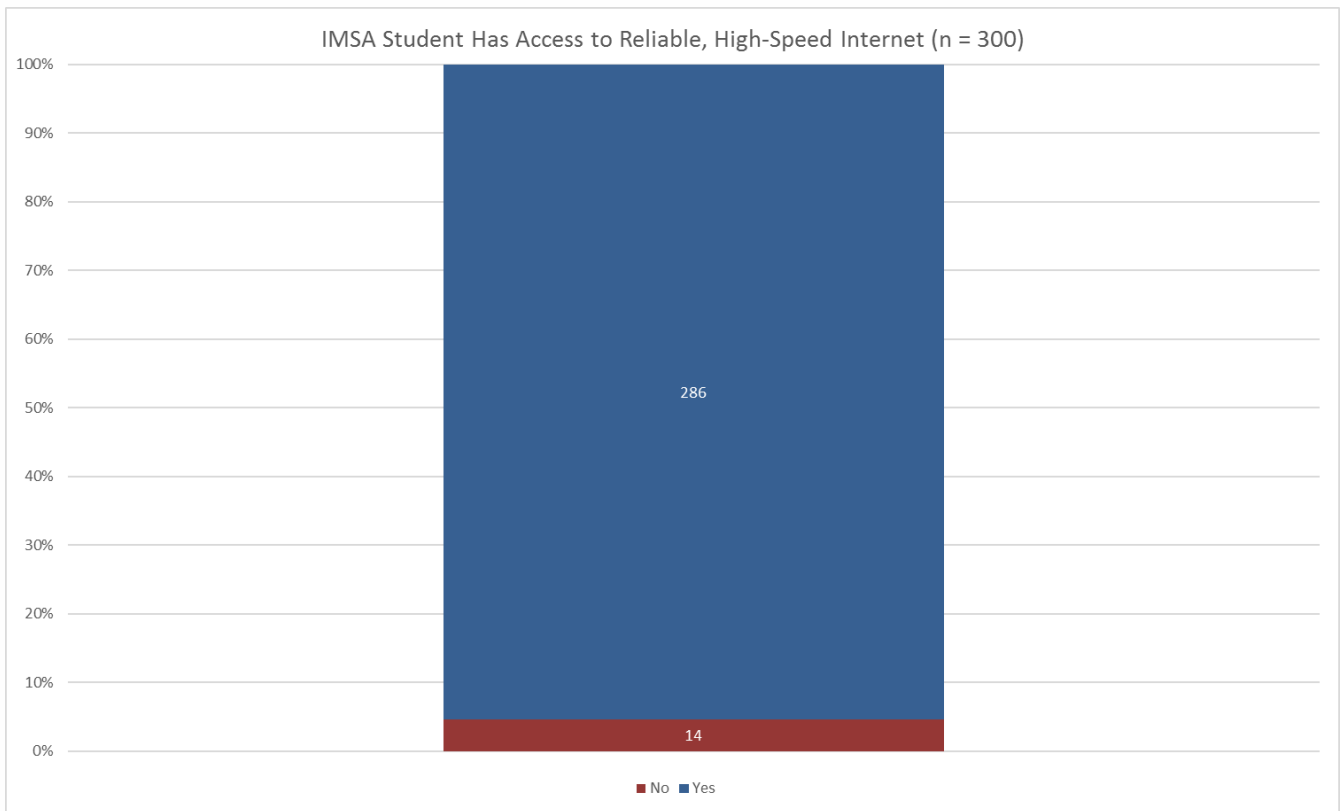
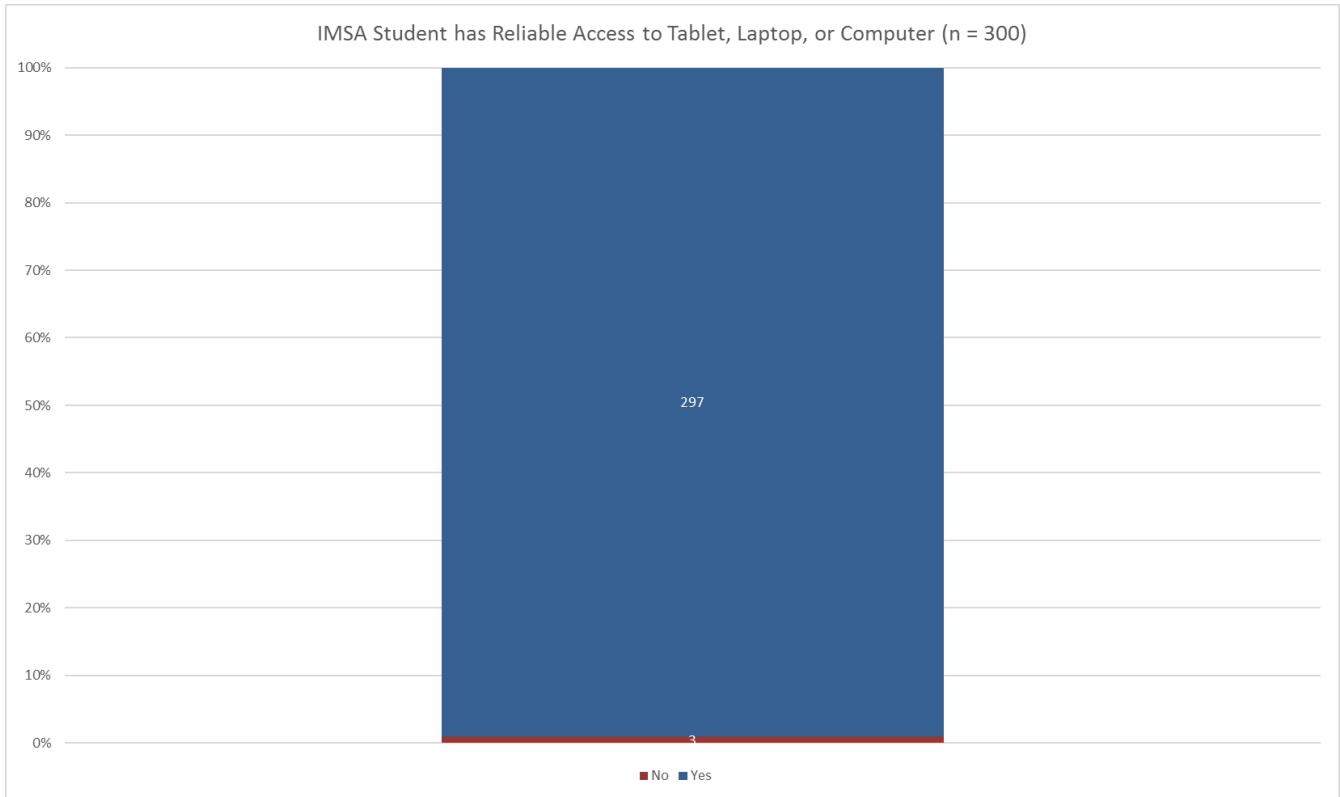
Data Points of Interest

Family Feedback on Titan Crew and IMSA Student's Primary Point of Contact at IMSA



Data Points of Interest

Family Feedback on IMSA Student's Access to Reliable Tablet/Laptop/Computer and High-Speed Internet



Data Points of Interest

Family Feedback on Awareness of IMSA's Student Emergency Relief Fund

