

# IMSA Student Survey of Virtual Teaching and Learning Summary of Findings

October 20-26, 2020

## Executive Summary

The purpose of the IMSA Student Survey of Virtual Teaching and Learning was to gather information from IMSA students regarding their 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 455 responses to the survey. There were 650 students enrolled at IMSA during the survey period, which translates into a 70% response rate.

This document provides an overview of the quantitative and qualitative findings from the survey.

## Summary of Quantitative Findings

- The large majority of students indicated that they have been actively participating and engaged in virtual learning on a regular basis (77%), that their teachers have encouraged their participation in virtual learning (89%), and that their teachers have been responsive and helpful when they have had difficulties or questions (83%).
- However, a smaller proportion of students agreed or strongly agreed that expectations for student learning have been clearly defined (58%), that the virtual teaching and learning structure has facilitated their learning (45%) and that they are satisfied with the learning opportunities that have been provided by IMSA (52%).
- Just under half of IMSA students (48%) indicated that their workload has been manageable this fall while just over half (52%) reported that their workload has not been manageable.
- The typical IMSA student (the median/mode response) reported spending 4.0 hours per weekday engaged in synchronous learning, between 4.0 and 5.0 hours per weekday engaged in asynchronous learning, and between 4.0 and 5.0 hours per weekend engaged in learning.
- Just under half of IMSA students (48%) indicated that they have needed academic support services (i.e., tutoring, assistance from the Learning Strategies Coordinator, etc.) in Fall of 2020, and the large majority of these students (86%) reported that they received the help they needed from IMSA.
- When asked to describe their social and emotional well-being this fall, just under half of students (47-48%) indicated that their social and/or emotional well-being was poor or very poor, while around a third (31-36%) reported it was average and less than a quarter (17-21%) reported it was good or very good.
- Just under a quarter of IMSA students (23%) indicated that they have needed mental health support (i.e., individual counseling, group counseling, etc.) in Fall of 2020, and under half of these students (45%) indicated that they received the help they needed from IMSA.

- Between 81% and 92% of IMSA students agreed or strongly agreed they have been actively participating and engaged in weekly programming and check-ins provided by their RC(s); their RC(s) have encouraged participation in remote learning; their RC(s) were responsive and helpful when they have had questions or difficulties; and they have been satisfied with the weekly programming and check-ins that have been provided to them by the RC(s).
- Just over half of students (53%) indicated that they have been satisfied with their Titan Crew experience while just under half (47%) indicated that they have not been satisfied.
- IMSA students indicated the following IMSA employees as their primary point of contact at IMSA this fall: residence life staff (51%), teacher (26%), counselor (10%), other staff member (6%), club advisor/student life (3%), and other administrator (3%).
- Just under two-thirds of IMSA students (64%) responded that Canvas has been moderately or very effective in helping to facilitate their learning this fall.
- The vast majority of IMSA students reported that they have had access to a reliable computer (99%) and reliable, high-speed internet (85%) this fall.
- Over two-thirds of IMSA students (69%) 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?*

- Many IMSA students commented that the teachers have been awesome this fall. Students indicated that their teachers have been understanding, have extended deadlines as needed, and are really working creatively to keep their classes engaging and challenging.
- A number of IMSA students indicated that the workload is manageable and that they are more organized in the virtual teaching and learning environment.
- Several IMSA students indicated that they appreciate there being a better balance between synchronous and asynchronous classes as well as shorter schedules this fall.
- Several IMSA students commented positively about the social programs and student activities offered this fall.
- A number of IMSA students responded that they have enjoyed being at home and having more time to spend with family.
- A handful of IMSA students indicated they appreciate the tech resources available this fall.

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

- In direct opposition to the comments regarding teachers above, a larger number of IMSA students articulated that teachers need to increase and improve their efforts to keep students engaged and challenged.
- Many IMSA students indicated that their workload is not manageable. They commented that they are drowning in homework and the workload is exhausting and to please let up.
- Many IMSA students indicated concerns regarding their mental health in general.
- A number of IMSA students also indicated that communications from teachers, including grading, their availability to meet and the support they show – need to be improved.

- Many IMSA students voiced concerns about how tests are administered, with most of them indicating that asynchronous testing should have been left in place and the time allotted for tests is not enough.
- A number of responses from IMSA students called out a department or course specifically. These comments have been forwarded to the Principal's Office and are being addressed.
- Several IMSA students indicated that that they believe the Titan Crew is ineffective and a waste of time.
- A number of IMSA students said that some teachers are not using Canvas consistently and there needs to be some standardization in order to improve its use and reduce confusion among students.
- A number of comments by IMSA students either mentioned IMSA administration directly voiced concerns that only the administration can address.

### *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

Students were asked to provide demographic information. (Please refer to the figures at the end of the document for complete breakdown of the information provided in this summary.) Around 31% of the students indicated that they were a senior, 31% responded that they were a junior, and 37% indicated that they were a sophomore.

Slightly over half of the students responded that the sex listed on their birth certificate is female (58%). When asked to provide their race/ethnicity, students answered as follows: 43% Asian, 30% White, 10% Hispanic, 8% Two or More Races, 8% Black, and under 1% American Indian/Alaska Native or Native Hawaiian/Other Pacific Islander.

## Quantitative Findings

- IMSA students provided mixed reviews regarding their experiences with learning in the virtual teaching and learning environment in Fall of 2020.
  - The large majority of students indicated that they have been actively participating and engaged in virtual learning on a regular basis (77%).
  - Similarly, students overwhelmingly responded that their teachers have encouraged their participation in virtual learning (89%) and have been responsive and helpful when they have had difficulties or questions (83%).
  - However, a smaller proportion of students agreed or strongly agreed that expectations for student learning have been clearly defined (58%), and less than half of students indicated that the virtual teaching and learning structure has facilitated their learning (45%).
  - Overall, around half of students responded that they are satisfied with the learning opportunities that have been provided by IMSA (52%).
- IMSA students were divided on whether or not the combined workload for all of their classes this fall has been manageable. Just under half of students (48%) indicated that their workload has been manageable while just over half (52%) indicated that their workload has not been manageable.
- IMSA students reported a wide range of hours spent engaged in learning (both synchronous and asynchronous) on each weekday and during the weekend, from 1.5 hours on the low end to more than 8.0 hours on the high end. The typical IMSA student (the median/mode response) reported spending 4.0 hours engaged in synchronous learning and between 4.0 and 5.0 hours engaged in asynchronous learning on a typical weekday. Similarly, the typical IMSA student reported spending between 4.0 and 5.0 hours engaged in learning during the weekend.
- Just under half of IMSA students (48%) indicated that they have needed academic support services (i.e., tutoring, assistance from the Learning Strategies Coordinator, etc.) in Fall of 2020.
  - Of the students who reported that they have needed academic support services, the large majority (86%) indicated that they have received the help they needed from IMSA.

- When asked to describe their social and emotional well-being this fall, just under half of students (47-48%) indicated that their social and/or emotional well-being was poor or very poor, while around a third (31-36%) reported it was average and less than a quarter (17-21%) reported it was good or very good.
  - In terms of social well-being, students' ratings were as follows: 47% poor or very poor, 36% average, and 17% good or very good.
  - In terms of emotional well-being, students' ratings were as follows: 48% poor or very poor, 31% average, and 21% good or very good.
- Just under a quarter of IMSA students (23%) indicated that they have needed mental health support (i.e., individual counseling, group counseling, etc.) in Fall of 2020.
  - Of the students who reported that they have needed mental help support, under half (45%) indicated that they received the help they have needed from IMSA.
- IMSA students overwhelmingly indicated that they have generally been satisfied with the programming and check-ins provided by Resident Counselors (RCs) in the virtual teaching and learning environment this fall.
  - The large majority of IMSA students agreed or strongly agreed with the following: they have been actively participating and engaged in weekly programming and check-ins provided by their RC(s) (81%); their RC(s) have encouraged participation in remote learning (91%); their RC(s) were responsive and helpful when they have had questions or difficulties (92%); and they have been satisfied with the weekly programming and check-ins that have been provided to them by the RC(s) (81%).
- IMSA students were divided on whether or not they have been satisfied with their Titan Crew experience at IMSA. Just over half of students (53%) indicated that they have been satisfied with their Titan Crew experience while just under half (47%) indicated that they have not been satisfied.
- When asked to identify who was their primary point of contact at IMSA this fall, IMSA students indicated the following IMSA employees: residence life staff (51%), teacher (26%), counselor (10%), other staff member (6%), club advisor/student life (3%), and other administrator (3%).
- When IMSA students were asked to rate the effectiveness of Canvas (IMSA's online learning management system) in helping to facilitate their learning this fall, just under two-thirds (64%) responded that Canvas has been moderately or very effective.
- The vast majority of IMSA students reported that they have had access to a reliable computer and reliable, high-speed internet.
  - Almost all students (99%) indicated that have had reliable access to a tablet, laptop, or computer this fall, and the large majority of students (85%) indicated that they have had access to reliable, high-speed internet.
- Over two-thirds of IMSA students (69%) indicated that they were aware of aware of IMSA's Student Emergency Relief Fund.

## Qualitative Findings

In addition to the quantitative survey questions, IMSA students 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 students' 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 students," "a number of students," "many of the students," and "the large majority of the students." 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?***

#### *Kudos to the Teachers (150 responses)*

Many IMSA students commented that the teachers have been awesome this fall. Students indicated that their teachers have been understanding, have extended deadlines as needed, and are really working creatively to keep their classes engaging and challenging. These students acknowledge the part their teachers play in helping their students succeed. The response from one student stated, "The teachers are truly a big help. They are the ones who are still keeping me going. I love all of my teachers since they are so open and helpful. Honestly, they give me hope that everything is gonna be alright." Another student showed appreciation for everything, stating, "I have enjoyed the pace of learning, canvas is an effective advice to turn stuff in on, the teachers respond to emails within the hour and are overall supportive. I have enjoyed my freedom. I do not need to travel far to get from class to class. Teachers have been lenient with tardiness due to connection. I enjoy that IMSA provides a challenge to those willing to have one and promote hard-work despite the circumstances. I feel that this school has done very well considering the circumstances."

#### Additional Comments Regarding Teacher Kudos

- "The teachers have genuinely been very caring and that's honestly one of the only reasons I have been able to get through this pandemic."
- "The teachers have been super understanding and helpful whenever I've needed anything. The work that we are doing is still challenging enough and engaging. The teachers come up with a lot of creative ideas for topics to cover and ways to do it."
- "My one teacher leaves his room open all the time, so before class, I can talk to the other students before getting down to business, and I love that."
- "Pretty much everything, teachers have it on lock and key so far good job, I've enjoyed taking my own pace, pretty good learning experience on self-motivation."
- "The teachers are amazing, and have indeed worked to make the virtual learning worked."
- "Teachers have tried very hard to make sure that we are all succeeding."
- "I think the virtual teaching/learning environment has gone as well as can be expected. I appreciate everyone's flexibility and willingness to change. I greatly appreciate that everyone (administration and teachers) is constantly listening to student feedback and always looking for the best way to do things."

- “I like how the teachers and upperclassmen are trying to get us involved. Also, everyone has been very supportive.”
- “I can tell the teachers are trying their best and have been super understanding of our situation. If you email a teacher about what is happening they will most likely give you an extension on an assignment.”
- “The teachers have been really understanding and are willing to give extensions or rewrites with a valid explanation of what happened. This is good because sometimes life happens and people need a second chance. Also keeping the tutors has helped me out when I am stuck. I also love the teachers to post their notes after class because it helps people who were stuck doing the homework.”
- “What has gone well this fall is that some teachers have implemented online learning seamlessly. Almost making online classes seem like in person.”
- “I think classroom environment has been pretty good, and each period seems to be pretty similar to what it was like in person. They are chances to work in smaller groups and also work as class, which mimics how we normally do work.”

### *Manageable Workload/Organized/Time Management/Doing Well (61 responses)*

A number of IMSA students indicated that the workload is manageable and that they are more organized in the virtual teaching and learning environment. One student stated, “I have been able to organize everything around me in a way that I can effectively work. I don’t have to worry about running around everywhere since everything is on the laptop or here next to me. Teachers have tried very hard to make sure that we are all succeeding.”

#### Additional Comments Regarding Manageable Workload

- “I am still relatively happy with my performance in school. Hopefully this has made me a more resilient student and person.”
- “Most of my classes have a very manageable workload and good grading system. I understand mostly everything as well.”
- “I have been able to keep track of my assignments and when they are due.”
- “I stick to my schedule and have a specific routine for when I get my coursework and other responsibilities out of the way.”
- “I got what I expected from IMSA, a rigorous learning experience with a lot of activities.”
- “I have been able to manage my time and complete my work.”
- “Something that has gone well in the virtual learning environment this fall is how assignments can be seen in your calendar, which makes it easier to keep track of homework.”
- “In a way, the academic rigor and academic opportunities have been maintained, which in some perspectives, can be viewed as a positive.”
- “I stick to my schedule and have a specific routine for when I get my coursework and other responsibilities out of the way.”
- “I haven’t found the work load too intimidating or overwhelming, I feel like IMSA is hard in general so I was expecting to be challenged.”
- “I’ve developed better time management skills.”
- “I think the workload has been good and the organization of everything has gone well. Most classes have replaced tests with projects which have been helpful. Asynchronous tests have been nice and have reduced some of the stress I have been feeling.”

- “I have a stronger sense of focus which came with a strong skill of self studying. I am better at focus and keeping that focus over long periods of time.”
- “Virtual learning has allowed my learning experience to be much more controllable in that I can plan things out much more effectively.”
- “Virtual learning has gone well in the sense that pretty much everything is online including assignments and notes. This way I can't lose anything.”
- “I have completed my work early and because of that I get more time to myself and am not stressed about late or missing assignments.”
- “I have been able to organize everything around me in a way that I can effectively work. I don't have to worry about running around everywhere since everything is on the laptop or here next to me. Teachers have tried very hard to make sure that we are all succeeding.”
- “I have felt, for the most part, like I've still been learning and engaged in my classes. I think that also the amount of time we spend in class is a lot better than how other schools are doing things.”
- “I have access to all the class materials for every unit located all in one place (Canvas); - I have access to support resources (writing center, tutoring, office hours, study hours); My assignments are all organized and able to be easily turned in.”

#### *Balanced/shorter schedules (32 responses)*

Several IMSA students indicated that they appreciate there being a better balance between synchronous and asynchronous classes as well as shorter schedules this fall. One student commented: “I think the shortened schedule was the best decision made so far. At first I didn't see why it was necessary but looking back it has been very helpful.” Another student stated, “The mix of synchronous and asynchronous work that has allowed students to build a semi-flexible schedule.”

#### Additional Comments Regarding the Scheduling

- “The A and D day balance is extremely helpful and I get more time to work on homework.”
- “In class discussions have gone better than expected. The shortened days have worked great, it is so much better to only have 3-4 calls a day instead of a possible 7-8! it also allows for more time to work on homework. I particularly appreciate the four-class a day schedule. It balances how much time each teacher is using for synchronous work.”
- “Virtual learning has allowed more flexibility in personal activities between classes, and has overall improved my quality of sleep. Classes starting around 9-10 am has improved my well-being significantly, and during time off between classes, I have much more freedom, as opposed to learning on campus.”
- “I also really like the modified schedule this semester - I really appreciate the breaks and shorter school day.”
- “Being able to work at my own pace has helped me keep on top of my work. Not having 8 hours of zoom meetings every day is a major improvement over last year.”
- “I think the pacing has been effective. For online learning, I can gauge how much time i need to spend outside of class and it is more flexible and forgiving if I need to focus more on one class over the other.”
- “I think that reducing the amount of class we have in a day has gone well. Along with that, teachers have cut back on much of the curriculum to help reduce workload. I am happy with the state of online learning because I get more free time than I would if we were on campus. With this time, I get to pursue more personal goals and focus on learning about topics more exciting to me while maintaining a balance with academics. I also have had more time to participate in extracurriculars.”



### *Good social programs and support/RCs (25 responses)*

Several IMSA students commented positively about the social programs and student activities offered this fall. "Student activities have been on their game," said one student. Another said "A lot of the clubs have done a good job of making sure that students are involved, as a sophomore, this has helped me a lot. Several teachers have done a really good job of involving students and my RC has been extremely helpful."

Additional Comments Regarding Social Programs, Support and RCs:

- "I have also been able to come up with some very fun ways to interact with friends so we could stay in touch and have fun. I became aware of my emotional handling and I started to form better habits."
- "I think that titan crew has been enjoyable for me. It's a nice outlet to just talk about your day."
- "Residence Life staff has been very understanding and outgoing about our situation and has done their best to help us in every way that they can. Additionally, there haven't been too many technical difficulties that I have had to worry about."
- "I have made some friends and got good grades."
- "Clubs are fun and are continuing to hold GAs and such. I have met some great people."
- "Residence life programs are super cool, and I really enjoy talking with my friends (on my own accord too) ."

### *Good Working from Home/Family Time (16 responses)*

A number of IMSA students responded that they have enjoyed being at home and having more time to spend with family.

Additional Comments Regarding Working from Home/Family Time

- "I feel like I have gotten tougher from all of the hard work I'm being put through. Sometimes it feels better to work from home, as it can be more relaxed and calming."
- "I have been able to get almost all A's except for a B+ in math. I have been sleeping more because I don't have to get up as early or stay in class as late."
- "I feel more productive doing my work isolated at home."
- "I have made new friends and I have been able to spend more time with my family."
- "Nothing over normal learning, except I can be with my family."
- "I've actually been able to have a proper nutritional diet now that I'm at home."

### *Tech Resources and Platforms (8 responses)*

A handful of IMSA students indicated they appreciate the tech resources available this fall. One student wrote, "Thanks for the drawing tablet 😊," and another student commented, "Canvas is a great tool used to streamline all assignments."

Additional Comments Regarding Tech

- "The tablets were very nice."
- "IMSA's action to provide everyone with accessible resources."
- "Canvas is an effective advice to turn stuff in on."
- "I think Canvas has helped to keep everything in one place."
- "I liked using a lot of new, online resources that helped teach me the concepts."

- “One thing that is helpful is that we have canvas where all the teachers post, everything is in one spot.”

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

*Teaching/Teacher Effort/Engagement (98 Responses)*

In direct opposition to the comments regarding teachers above, a larger number of IMSA students articulated that teachers need to increase and improve their efforts to keep students engaged and challenged. One student stated, “There is an extremely explicit showing of disinterest and lack of accommodation from the teachers, which has slowly seeped into the attitudes of the students. Every week, I hear more and more about the lack of motivation that is arising from the attitudes of the students, which definitely is associated with the effort and demeanors from our faculty as of right now. There is no space for faculty members that only contribute to the lack of drive and motivation that we are seeing from students.”

Other students commented more about teachers’ use of breakout rooms and (a)synchronous class time. One student wrote, “Breakout rooms have a 50/50 chance of working well. Either people turn off cameras and mics and no one participates (it’s really awkward), or they actually do what they’re supposed to do and learn.” Another student commented, “Hopefully more synchronous learning time because a lot of teachers had to cut down on the amount of material taught.” A third student stated, “Organized study groups should be put in place one day throughout the week.” Yet another student wrote, “Some people aren’t participating in groups (including group work) which makes it difficult and gives other members more work to do.”

**Additional Comments Regarding Teaching/Teacher Effort/Engagement**

- “Teachers need to put in more effort. It is incredibly obvious that the amount of effort teachers are putting into their classes is much lower. And, as a result, when students notice this, it is only natural for them to share in that sentiment, They, too, begin to put less effort in. Additionally, many teachers are simply not equipped to teach in such an environment with virtual learning, and it reflect in the quality of class time. I’m not sure how, but please, for the love of everything I care about, please institute a way to hold teachers accountable.”
- “Finding ways to keep attention in class or post recordings of the lesson. Whether you miss class or you’re not mentally present, having the chance to at least see the lesson one time over is very useful.”
- “Not sure how to fix this but the clear lack of effort from teachers is reflected in the lack of effort/motivation presented in students’ work.”
- “Virtual learning is difficult to moderate in terms of workload, understanding, motivation, and time-management. Teachers don’t know if students are struggling or not, unless the students speak up. Its difficult to constantly pay attention, due to digital eye strain, and the ability to seek out immediate assistance from peers is gone. Motivation, in terms of working together with friends, has been removed, since there is no residential environment. This also affects time-management. There has become an alarmingly large gap between people in the learning environment. Teachers are unable to properly gauge the ability and understanding of students, while students are left without a strong community. Each individual student is marooned, left to their own devices, when before, their poorer qualities were balanced by friends, and their better qualities balanced their friends. Although great personal growth can occur from this stranding, forced adaptation is not pleasant.”

- “Many teachers have technology problems and then can't teach a class or lose a lot of time for that class period. A lot of teachers have trouble drawing or presenting the material that they are trying to teach us using virtual tools. I wish my teachers could all agree on a single way that assignments should be given on Canvas and how classwork should be organized. There is still next to no communication it between IMSA administration and students+teachers and I would like to know what is happening.”
- “Come up with a standard or method that is flexible depending on the needs of the teachers, but still rigid enough so that the students have some consistency. Limit workloads to more manageable levels and make the work more meaningful. Don't make bs assemblies mandatory, and especially don't surprise people by not making it well known that there is an assembly a few days before that assembly. Be more transparent and give reasoning for for decisions. No more surprises, good or bad.”
- “Less learning; More training for the teachers about virtual learning maybe?”
- “Hopefully more synchronous learning time because a lot of teachers had to cut down on the amount of material taught.”
- “I think we should have more group work so we can get to know our classmates more.”
- “Organized study groups should be put in place one day throughout the week.”
- “Some teachers "teach" by having us go into breakout rooms and teach ourselves the material. I strongly dislike the virtual learning environment; it is draining and depressing.”

### *Workload/Homework (83 Responses)*

Many IMSA students indicated that their workload is not manageable. They commented that they are drowning in homework and the workload is exhausting and to please let up. One student wrote, “The homework and stress is draining. I end up working throughout all of my free time and I barely have time to de-stress, calling for a buildup of stress. Teachers need to realize that we do have commitments outside of IMSA, such as SAT/ACT prep, family life, clubs, and more. I can barely manage to juggle all of these. Just because we are at home does not mean that we have extra time to do work.”

#### Additional Comments Regarding Workload/Homework

- “More recognition for students who have a lot of responsibilities at home or may be going through stuff that teachers and staff don't know about.”
- “The workload needs to decrease!! I've been on my laptop 24/7 with homework and then college apps.”
- “More collaboration and less work. It's difficult to complete every assignment alone without structured collaboration time. The work load is too large considering we are still in the same place as last semester. I still have personal issues at home and I have to work on top of school. Since we have more work, actual letter grades, and college stuff all together I can't keep up with my work and it is negatively affecting my mental health.”
- “Maybe the organization of programs and the hoard of assignments given from all the classes combined (I don't know if we can do anything about that). But, I know everyone is doing the best they can, and I appreciate all the effort put into making this experience better for everyone.”
- “Less workload or cut it in half, we are in a pandemic why are we being worked so much? More even grade weights. No more tests worth 70% of your grade, it is unfair. No finals, we have not had enough of a quality education to warrant a final. I have never hated attending this school more. I understand things got confusing because of the transfer to online learning, but there are still some things that need desperate change. We are in a pandemic for crying out loud, we should NOT be worked as if things are normal. Most students have extra responsibilities and stress being at home and it doesn't seem IMSA understands this still. Please please please consider these changes.”

- “The workload is way too much. Even without any at-home responsibilities, I am struggling. I can not imagine the burden of having to balance academics and another job/taking care of other siblings. It is not a matter of students not understanding the content, but rather that there is too much work, regardless of a person's knowledge of the content.”
- “Lighten up the homework load! I get it that we aren't meeting with everyone as frequently as we were, but this is excessive. I have heard multiple complaints from people-including myself-about the homework load being too much and students not being able to relax or get the right amount of sleep. This isn't exclusive to the weekdays either! 7 days a week, I have at least 3 hours of homework a day and by the time I get off 5 hours of zoom calls, I'm often too tired to start homework right away... If you could fix that I would be very satisfied with my remote learning experience.”

### *Social/Emotional (40 Responses)*

Many IMSA students indicated concerns regarding their mental health in general. One student wrote, “I have not enjoyed online learning in the slightest. I have been very unhappy since school started and I am constantly stressed, and I don't have people to tell because my family and friends don't really understand what I am going through.”

#### Additional Comments Regarding Social/Emotional

- “I honestly think that there needs to be more mental health resources, which I understand is difficult, but what's out there is enough for the students who have ok to good home lives, and it's not nearly enough for students in other circumstances.”
- “There's just a lot of hours in front of a computer screen doing homework, with essentially no social contact.”
- “This is the most emotionally and mentally drained I have ever been.”
- “I understand that they want to connect the student body, but less mandatory programs and assemblies would be good. If students are not going to connect outside of those programs, they certainly will not connect either ways. The most effective way to connect is to join a group chat or discord anyways. I especially do not enjoy the liberty this school takes with politics as well as with questions (almost test-like) outside of appropriate curriculum.”
- “There isn't much but I would appreciate having more opportunities to talk to wingmates.”
- “There's just a lot of hours in front of a computer screen doing homework, with essentially no social contact.”

### *Teaching/Communication/Grading/Access/Support (38 Responses)*

A number of IMSA students also indicated that communications from teachers, including grading, their availability to meet and the support they show – need to be improved. One student wrote, “Teachers need to grade faster because today is 10/20 and some grades have not been updated since September, so I have no idea where my current grade standing is.” Another student commented, “I think teachers need to be more accessible, and students should know when teachers have office hours, as well as Zoom links to access these hours, because I genuinely cannot count the number of times that I've wanted to meet with a teacher and could not find a time that they were available.” A third student stated, “Be more clear and direct about what is due, and establish a standard of where assignments are at between classes.”

#### Other Comments Regarding Communication/Grading/Access/Support

- “I think that something IMSA can do to make our lives easier, would be for ALL IMSA faculty to not be so passive-aggressive. Nobody knows what that person has going on at home and that could just be the tipping point. I also think that ALL IMSA faculty need to be more transparent

about what is going on because I would like to know if I'm ever going to see some of my classmates again.”

- “Teachers need to be aware of what students have in other classes. We need a universal calendar - one that actually works. Include not just major tests, but also other assignments such as essays, presentations, quarter projects - anything that's outside of the "simple homework" scope. Furthermore, us voicing complaints to faculty doesn't do anything because they have no power to make changes.”
- “Some teachers need to post the assignments where they are easily seen when they are due
- “There is still next to no communication it between IMSA administration and students+teachers and I would like to know what is happening.... Be more transparent and give reasoning for decisions. No more surprises, good or bad.”
- “I think there needs to be consistency in grading. I don't think it is fair that the max grade you can get is 95% in some classes. I also think teachers need to get in assignments faster...I know it is very important to have collaboration in class, but many classes I have been in have students that are quiet on zoom and are not helpful. It also affects my grade because I have to do everything and we all still get the same grade. I think we should get to request groups and not always have random groups so we can build stronger connections with others and have a fair chance to do well.
- “Certain teachers could be better at getting back to me sooner. I also would like it if more teachers had office hours that I could receive help at...My teachers are doing very well at handling online learning, but I would appreciate it if they went over the material in class to explain it better.”

### *Teaching/Testing (37 Responses)*

Many IMSA students voiced concerns about how tests are administered, with most of them indicating that asynchronous testing should have been left in place and the time allotted for tests is not enough. One student wrote, “Testing is no longer an accurate assessment of a student’s proficiency in a topic. The time limit is daunting online and cheating is far too accessible,” “tests need to be asynchronous (consider waste of class time, connection issues, sharing laptop, working, etc.)...you should be given a 24 hr window to be able to take a test...nothing, besides tests, should be due in i-days.” Another student commented, “Need clarification on the asynchronous assessments. One of my classes was really struggling because of that confusion.”

### Other Comments Regarding Teaching/Testing

- “I think the way tests and quizzes are given needs to be improved. It's not the difficulty of the test, it is more so the time the teachers take to set up the tests and quizzes and that gives us less time to work on them.”
- “Students should be allowed asynch work for all classes, considering synch tests have many potential problems that could negatively impact grades.”
- “The whole no outside of class tests suck. The time I could be using to learn more and ask more in class is taken away by a test. I would've been able to find a better time for ME to work on the test then the 9:00am time slot that we have to use now. The constant changes to the schedule don't help either.”
- “For the love of noodles PLEASE stop the requirement of doings tests during class let it be up to the teachers because each one will have different requirements for the tests and holding the to the same standards makes it difficult for everyone and if you're worried about increased cheating, if people are gonna cheat they're gonna cheat whether or not we are in class.”
- “We need to have asynchronous tests. Taking a test during class is stressful for everyone. People have certain times at home where it is quiet so they can concentrate better. Also it is taking away time from out already very limited class time which makes learning more difficult.”

- “I think we should be able to have asynchronous testing because it would be less stressful for taking a test. Having a test during class is stressful because it like we have a time limit if we take the test during class. A lot of kids are stressed and we all want to do well in school but the stress is overall too much. Along with that, our motivation for school is gone and we don't know what to do anymore. It would be nice if we just had a couple of days just to de-stress from school.”

### *Teaching/Department/Course Specific (36 Responses)*

A number of responses from IMSA students called out a department or course specifically. Many student comments included improvements needed from the specific departments. These comments have been forwarded to the Principal’s Office and are being addressed. In this summary, we have removed the names of specific departments or courses and substituted [DEPARTMENT], [COURSE], [ACTIVITY] etc., to protect confidentiality.

One student commented, “The entire [DEPARTMENT] needs to adapt better and get more creative with their strategies and more lenient.” Another student wrote, “Some teachers don't provide feedback on assignments/quizzes on a timely basis, especially [DEPARTMENT], so it's difficult to know whether you are doing bad in the class or aren't understanding the concepts properly, and it's too late, because there isn't time to bring your grade up.” One course was frequently critiqued with comments such as what one student wrote: “[COURSE] needs to be changed. It does not seem right for a B to be for meeting the standards perfectly when most of the activities are just filling out documents where there is no place to go above and beyond. Moreover, they do not tell us things until after we have received a bad grade on it, such as needing to follow along when a group presents the [ACTIVITY] needs to follow certain parameters.” Another student commented, “I hate [COURSE]. the class itself shouldnt be very bad but the grading system is very messed up and the teachers arent understanding enough.”

### *Additional Comments Regarding Department/Course Specific*

- “I think teachers (namely in the [DEPARTMENT] department) would benefit a lot from assistant graders – in my [COURSE] class, we don't usually get quick feedback because the instructor is overwhelmed with grading, and thus we've performed relatively poorly on exams. I think it would help both students and instructors a lot if there were assistant graders.”
- “[DEPARTMENT]. [COURSE] is a disaster. We are doing 3 to 5 days of work over two class periods. We are taking tests on topics that were never taught. Especially with how intentionally vague [COURSE] worksheets are, it is near impossible to learn with the worksheets alone. We are not covering enough material in class and need to slow down the pace.”
- “My peers and I strongly feel that the [DEPARTMENT] department has gone a little overboard in terms of assignments. Before each class we are expected to finish two worksheets and at the same time hand in two [ACTIVITIES] a week. This interferes vastly with other things. As I write this I have to turn in a [ACTIVITY] by 6 pm and somehow finish two worksheets and an essay.”
- “Sometimes, it's really hard for me to get in contact with my teachers when I really need them. Some of my teachers don't reliably check their emails, or they forget to respond, so I waste a lot of time waiting for a response. Additionally, my [COURSE] class, especially, has had a lot of trouble with grading and feedback. We don't receive feedback on our homework until well after the assessment for that unit is finished, and our teacher grades very strictly.”
- “I think availability needs to be improved. And maybe enforce the use of assignments in canvas. My [COURSE] teacher doesn't put anything due in the calendar, so it's a bit harder to know what is due and when.”
- “Synchronous classes are exhausting. It was much better last year, where most of my teachers had most of the stuff asynchronous. Literature and social studies were more discussion-board

based than lecture. I can't pay attention in class so I end up teaching myself the material for [DEPARTMENT] and [DEPARTMENT] anyway.”

- “I think that there are some teachers that need to be more understanding and IMSA needs to be more aware of the mental help of students. I think IMSA has been dismissive of the opinions of students and offered noneffective solutions.. Teachers also need to be more specific with their standards for class, especially with [COURSE].”
- “The grading system for some classes is very complicated and should be adjusted. [COURSE] is one example. We can only get a 95% on all assignments so there is no way to truly get your grades up to an A. The grading system is not clear and should be altered.”
- “Another problem I've noticed is some teachers not lecturing much (or at least in my [DEPARTMENT] class), which means we spend more time looking things up ourselves and have a waste of a synchronous session.”
- “We aren't learning as much. Especially for [DEPARTMENT] and [DEPARTMENT] classes, we don't have as much time and we are forced to breeze through the topics.”
- “Interaction over zoom and the internet between students and teachers, also certain class curriculums don't work that well over a zoom call, such as [DEPARTMENT].”
- “I am disappointed in the [DEPARMENT] department and all the cuts that have happened to our clubs. The [DEPARTMENT] department is a trainwreck right now, information is hardly given out and when it is it is confusing. They need to be more clear.”

### *Titan Crew (37 Responses)*

Several IMSA students indicated that that they believe the Titan Crew is ineffective and a waste of time. One student wrote, “We need to spend more time on things that count, which means not putting in filler classes like LEAD and Soph Nav and Titan Crew and Res Life, especially if they're not effective in their jobs. I recognize that Res Life is important but at this point it's worthless given that it does literally nothing other than distract me from homework.” Another student commented, “I feel like we have a lot of commitments other than regular classes, like Titan Crew, Navigation, Lead, and Res. life. I think those could be held less often or for a shorter period of time because it just cuts into homework time.

### Additional Comments Regarding Titan Crew

- “Titan crew. I have found no use of it other than a waste of time and time i could've spent with my family and cooking lunch for my siblings. Instead, I am forced to play games in a time where we are supposed to bond? Playing games does nothing.”
- “Titan crew is not a helpful resource, in my opinion, because it feels like a forced, arranged social gathering during time I could use to work.”
- “Titan Crew is not necessary whatsoever, it seems like a waste of time. One of the solutions can be to only have it once a week, because the time it is taking up could be used to eat lunch and take a break from screens.”
- “There is no need for all the programs like Titan Crew, LEAD, Nav, Res Life, etc because it just adds to the already high workload we have as students and adds to the screen time which IMSA stated that they would keep low, but it seems you are never away from your computer because you are supposed to.”
- “Titan crew is ineffective. It's just a waste of time and it is not helping me meet new people. Additionally, teachers do not grade. They take so long, to the point where I don't even know my grade in the class until the day before Q1 is over.”
- “Canvas, NAV and Titan Crew can be improved. NAV and TC are both unnecessary and should not meet on a weekly basis, maybe they can meet once a month.”

A number of IMSA students said that some teachers are not using Canvas consistently and there needs to be some standardization in order to improve its use and reduce confusion among students. One student commented, "The teachers need to have a better understanding of how to use canvas. I find myself searching all over for specific assignments because a teacher put them in the wrong place." Another student wrote, "Communication? I found that on canvas some assignments will be hidden in modules (as in they don't show up on the to do list)." A third student stated, "Giving the teachers tablets will help, and having trained everyone better on how to use canvas."

#### Additional Comments Regarding Technology/Platforms

- "The Canvas bug with Google Assignments needs to be patched."
- "Need to be more understanding about internet issues."
- "I don't know how to use the drawing tablet. Could you all please send out a tutorial or something, maybe a Zoom session?"
- "Giving the teachers tablets will help, and having trained everyone better on how to use canvas"
- "And maybe enforce the use of assignments in canvas."
- "I wish my teachers could all agree on a single way that assignments should be given on Canvas and how classwork should be organized. Many teachers have technology problems and then can't teach a class or lose a lot of time for that class period. A lot of teachers have trouble drawing or presenting the material that they are trying to teach us using virtual tools."
- "Teach teachers how to use canvas!"
- "I would like teachers to use the same form of announcing homework so canvas can be more effectively used."
- "I'd like for ALL teachers to follow a similar way of updating Canvas and posting assignments. I believe that assignments should be posted as assignments so that I can view them on Canvas calendar."
- "Will the tablets have any use when we go back to in-person learning?"

#### *Administration/Communication (26 Responses)*

A number of comments by IMSA students either mentioned IMSA administration directly voiced concerns that only the administration can address. A sampling of those comments is below.

#### Comments Regarding Administration/Communication

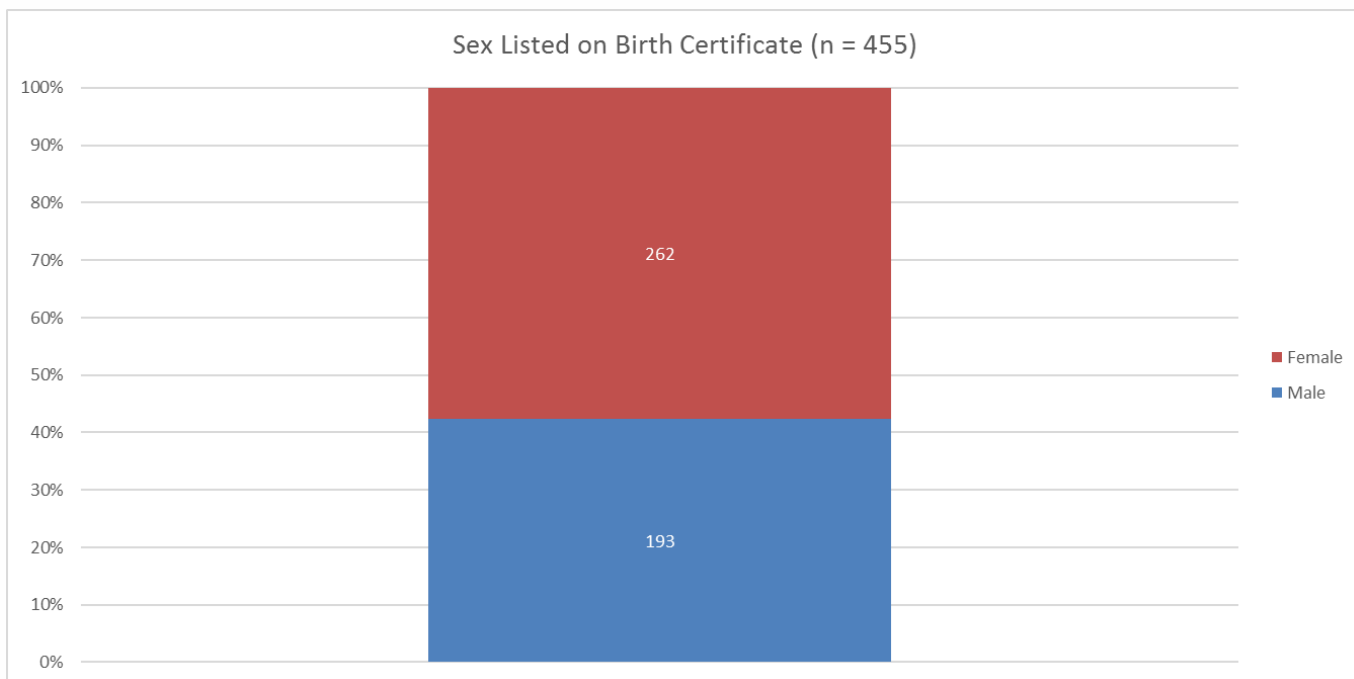
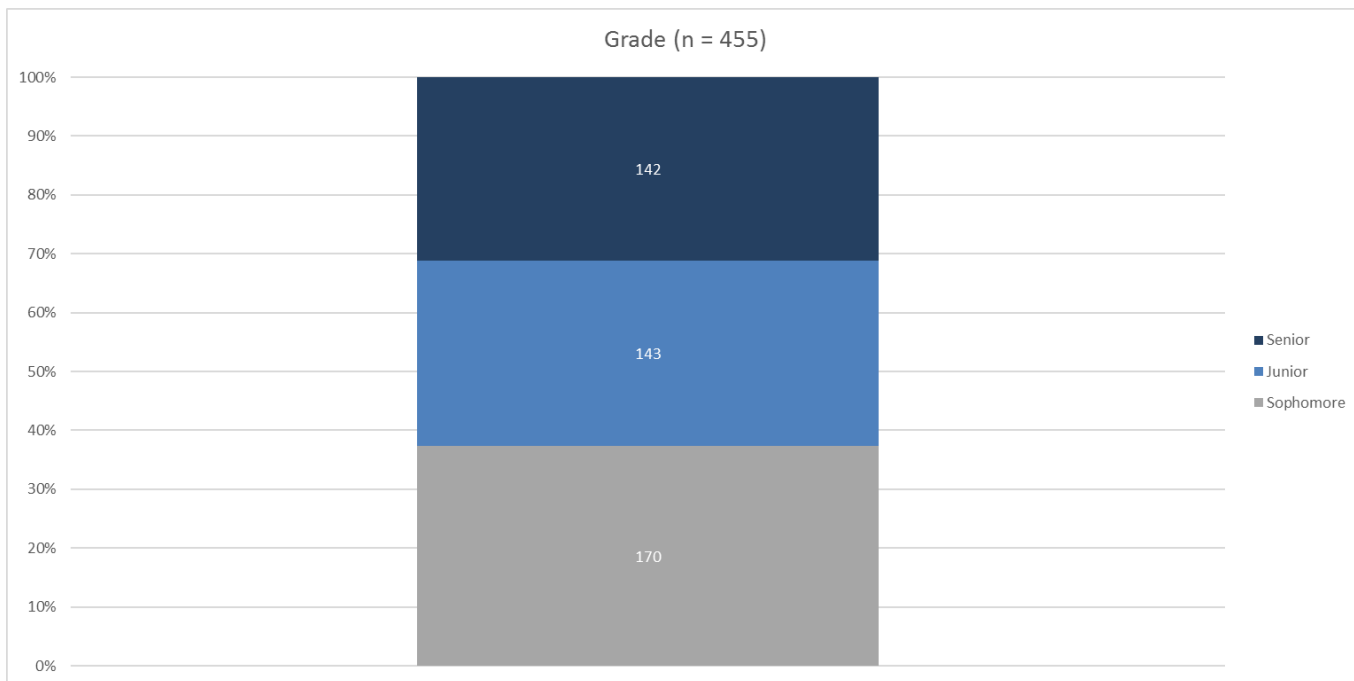
- "The principal's office does not seem to care about student grades or well-being. They need to do a better job of intervening with failing teachers."
- "I wish IMSA would have truly taken the time to construct a healthy, effective learning environment during this virtual/distance learning. The current learning environment that we are in right now feels as if administration has placed a large burden on the students and the teachers to make up for this inadequate state of education. Teachers replace valuable instructions and learning time with homework and assignments while making it seem like we are "learning," which amplifies bad habits from us."
- "Admin needs to realize that since they are not in the classroom they should not be making decisions for what happens in the classroom."
- "IMSA needs to be more transparent with students and parents. A recent concern that has come up is with the tablets. Many people that I've talked to have found no use for them and have wondered where IMSA came up with the budget. Transparency has been an issue and IMSA needs to do a better job in considering the viewpoints of students. I hope that this survey will help guide IMSA in that direction."
- "Please go pass/fail. I am completely unable to maintain what grades I usually get because of my responsibilities I have at home. I have no grades from last semester, and this semester's grades will likely be the worst that I've gotten. This has been a major stress when it comes to school for



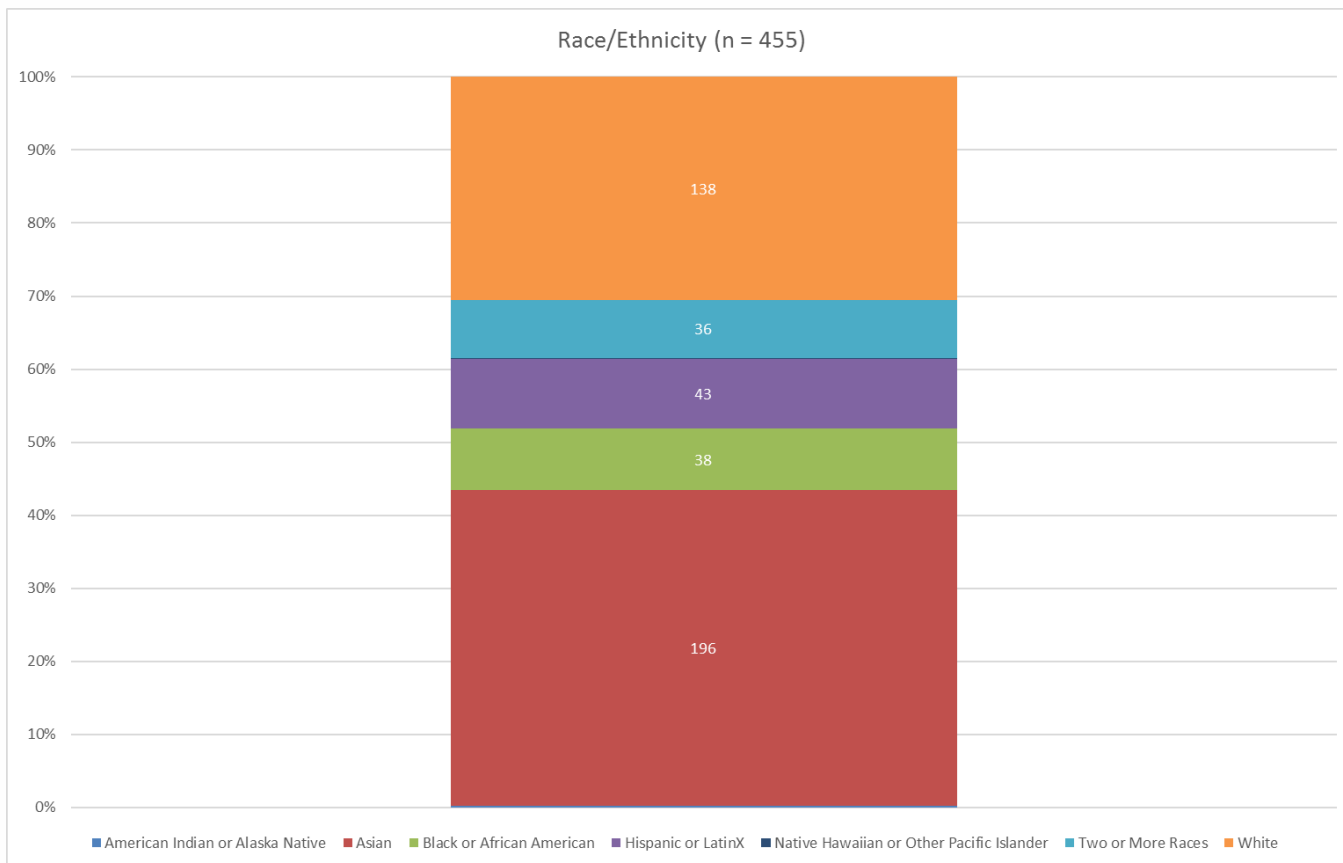
me, and I'm sure a lot of people are in the same situation. If it doesn't get changed, I think it's at least fair that we get to hear why you believe it's not the "equitable" solution."

- "We need to STOP making changes that the administrators think are helpful and start making changes that the students and teachers actually need."
- "There is still next to no communication between IMSA administration and students+teachers and I would like to know what is happening."
- "The principal's office has not at all been accommodating."
- "I think about dropping out everyday. The only reason I haven't is because I don't want to go back to my old school. I get things are unprecedented and everyone is trying to figure out what to do, but this is not IMSA. I feel like admin is ignoring the students. Please listen to us and make changes. I want to love IMSA like I used to, but I just can't in it's current form. I saw IMSA dropped down to 8th on Niche. That doesn't surprise me at all. Please let this be a wake up call."
- "Communication needs to improve, such as with sending tablets. A lot of money could have been saved by sending out a survey, which the math office did, about whom already has a tablet."
- "I wish that there was a more streamlined structure for teachers' Canvas pages (ie. mandate that teachers should put all information in calendar, or modules, or assignments, etc.), as it can be difficult to keep track of between classes. I also think that communication could be improved. I feel like a lot of things that should be announced by administration (such as a rule about asynchronous testing and the drawing tablets) are just spread through rumors by students and teachers."
- "IMSA needs to be more transparent with students and parents. A recent concern that has come up is with the tablets. Many people that I've talked to have found no use for them and have wondered where IMSA came up with the budget. Transparency has been an issue and IMSA needs to do a better job in considering the viewpoints of students. I hope that this survey will help guide IMSA in that direction."

## Demographic Information of Respondents

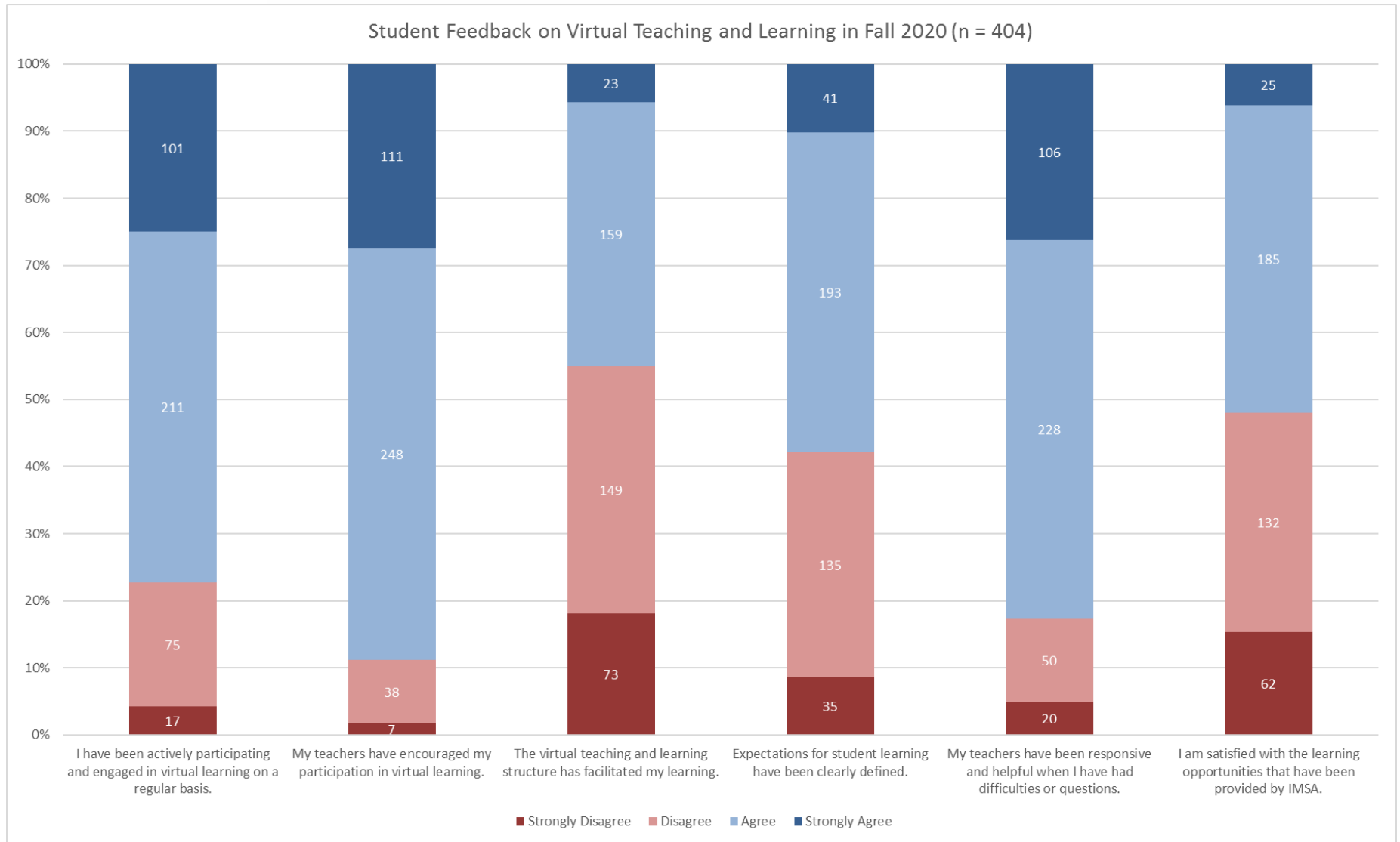


### Demographic Information of Respondents (continued)



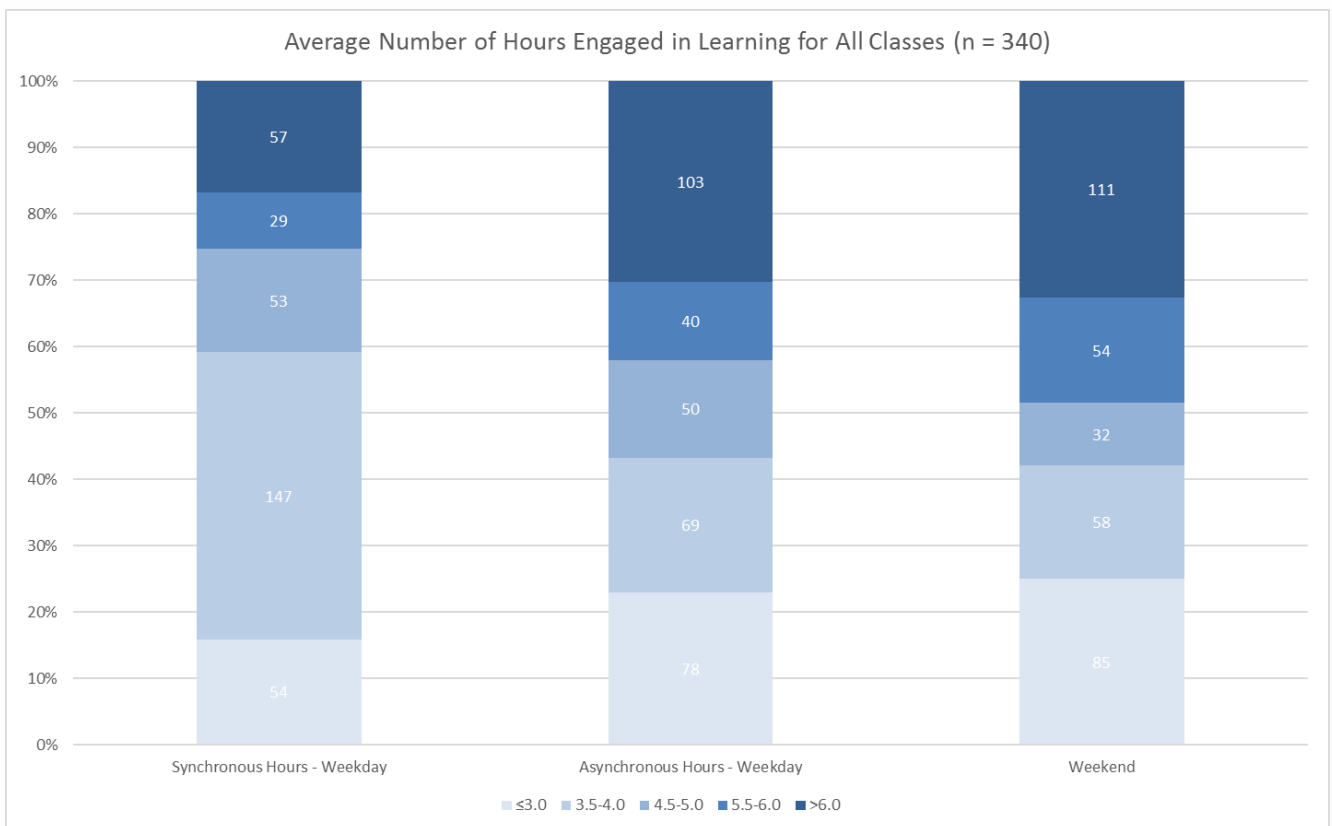
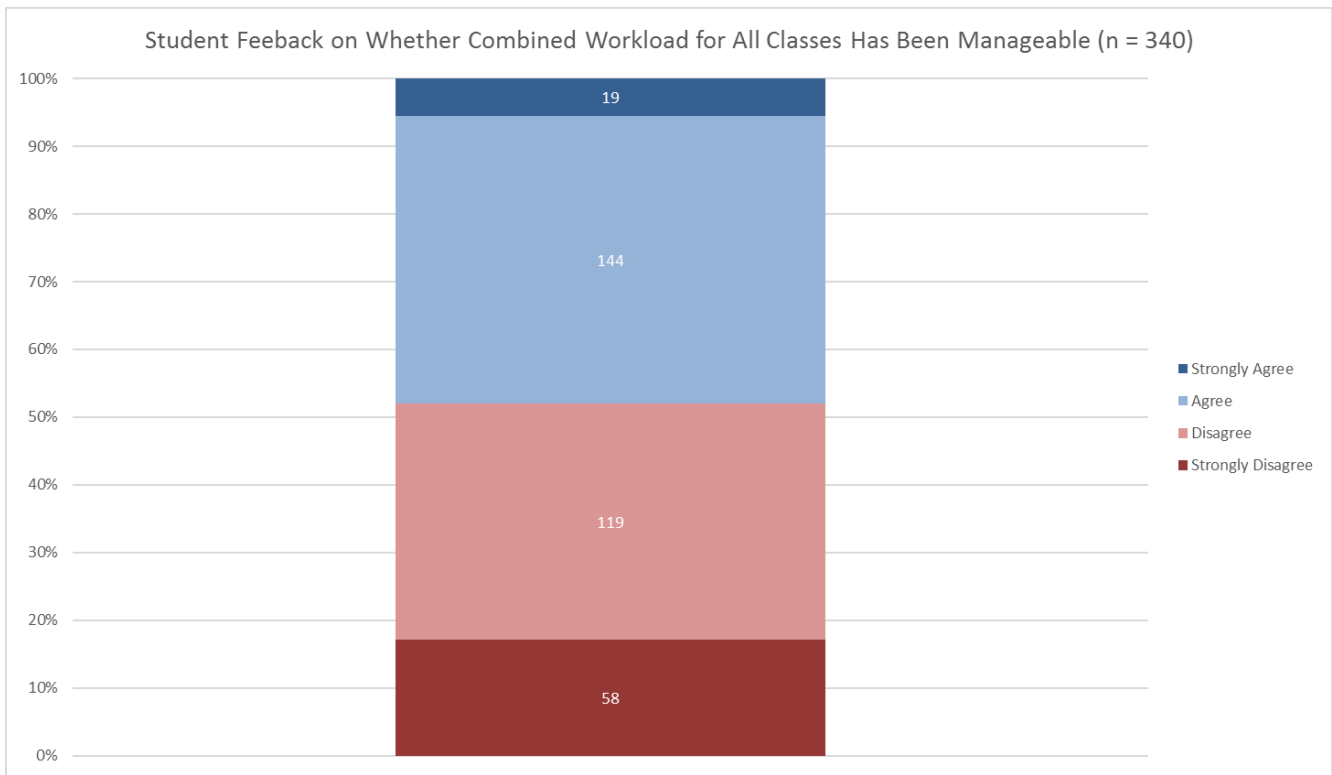
## Data Points of Interest

### Student Feedback on Virtual Teaching and Learning in Fall 2020



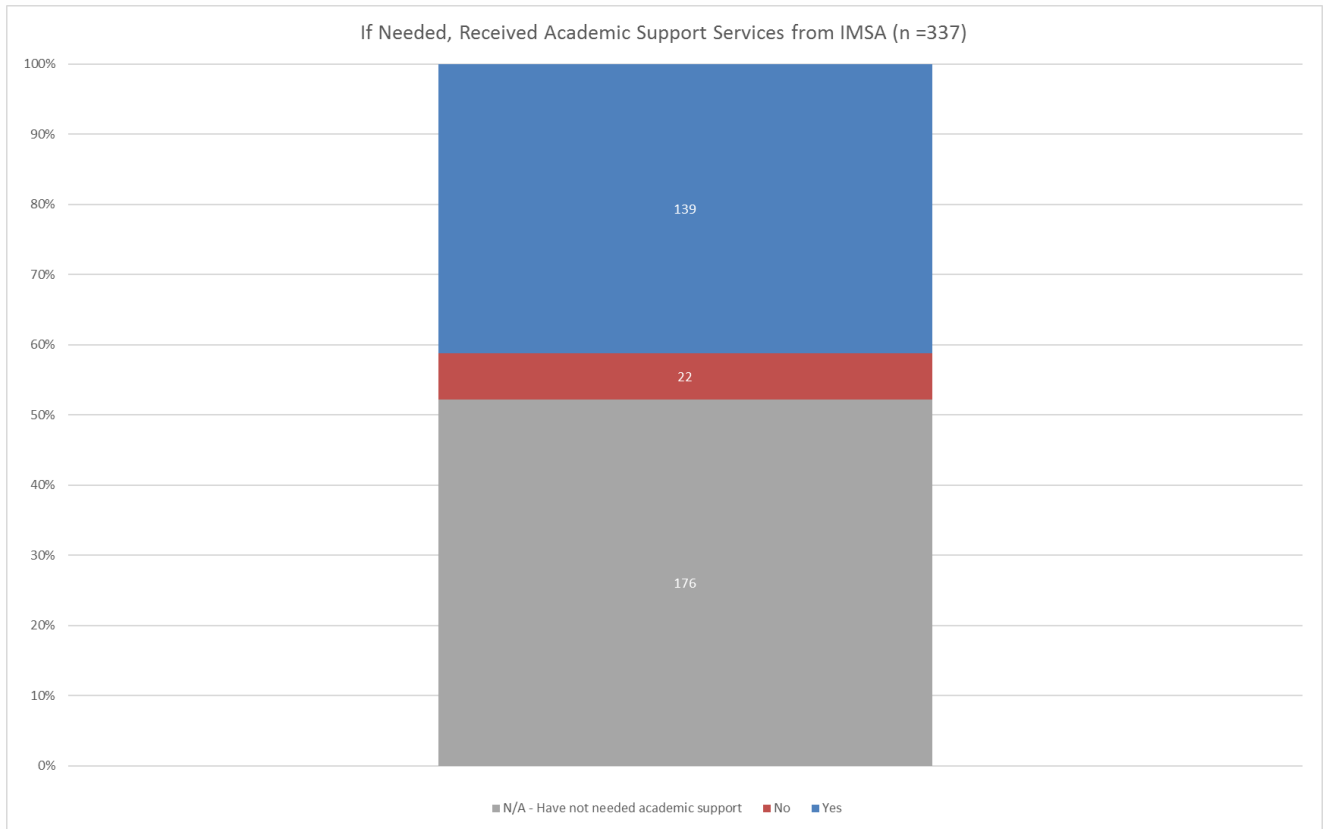
## Data Points of Interest

### Feedback on Combined Workload for All Classes and Average Number of Hours Engaged in Learning



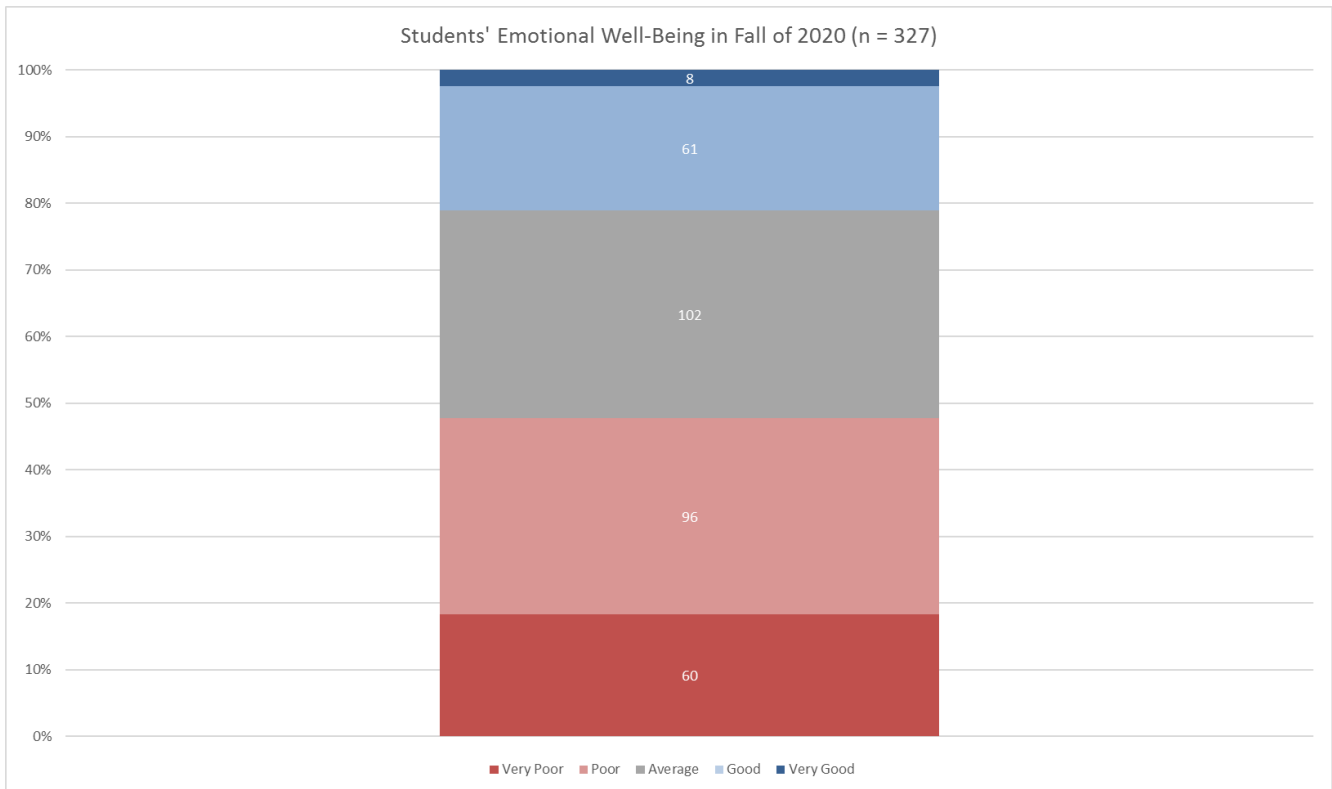
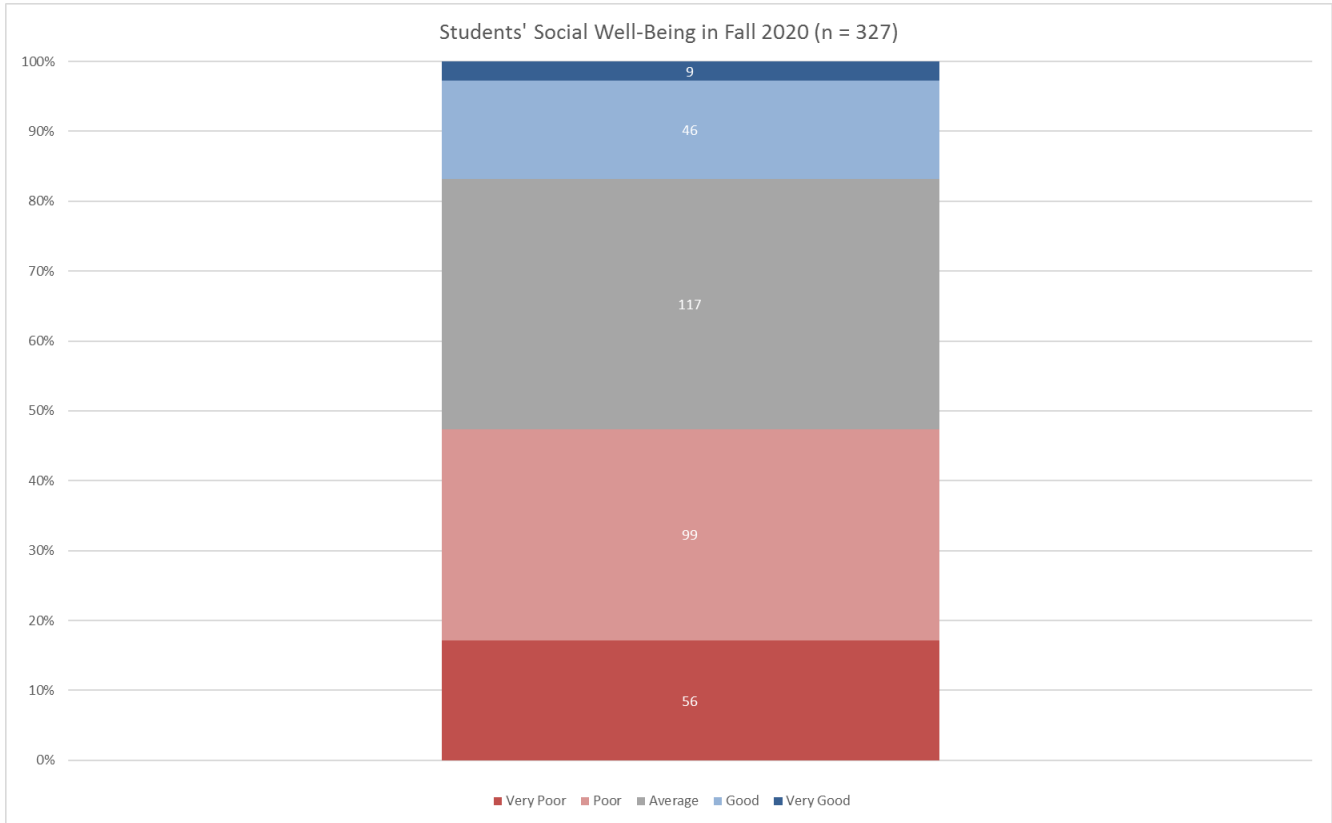
## Data Points of Interest

### Student Feedback on Receiving Academic Support Services from IMSA



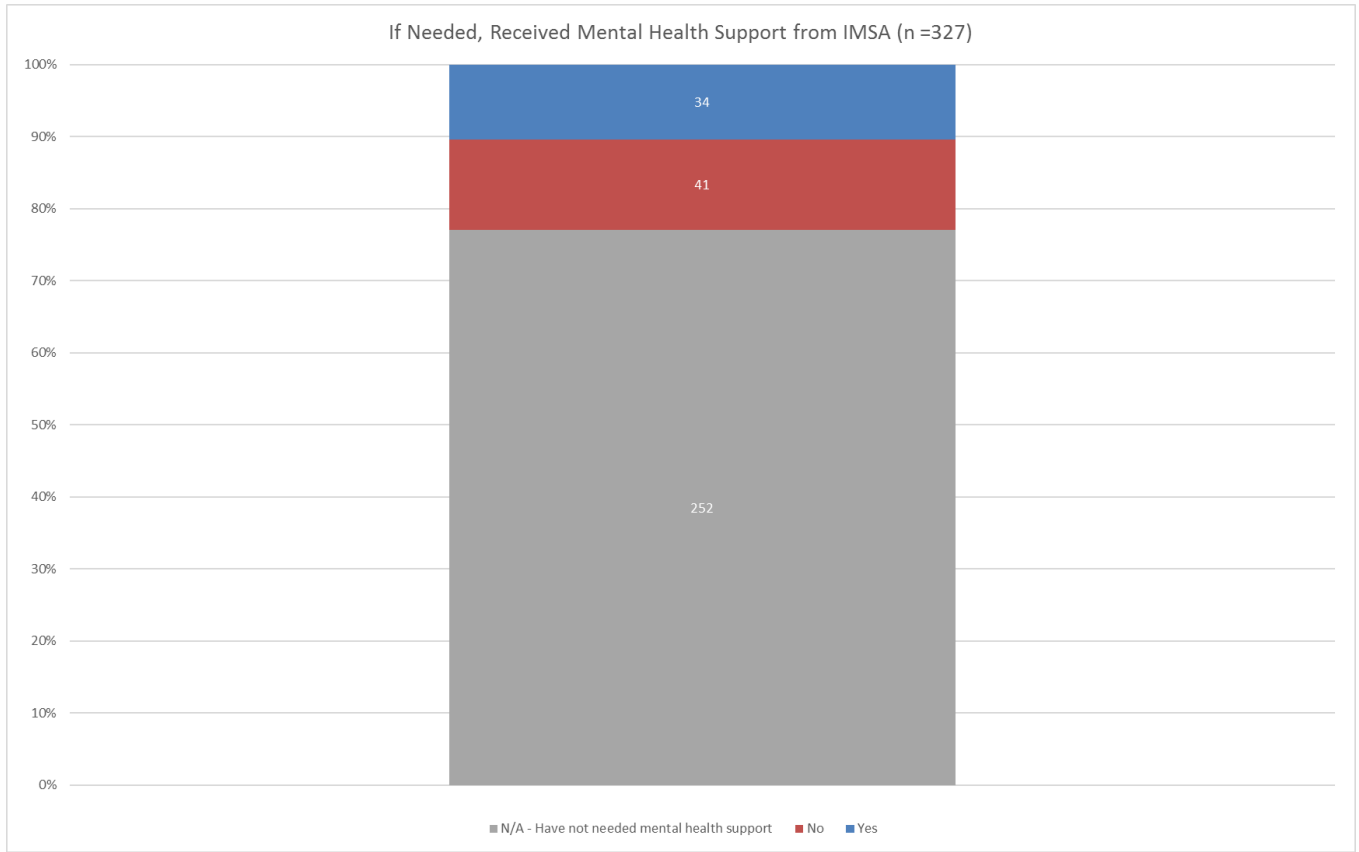
## Data Points of Interest

### Student Feedback on their Social and Emotional Well-Being in Fall 2020



## Data Points of Interest

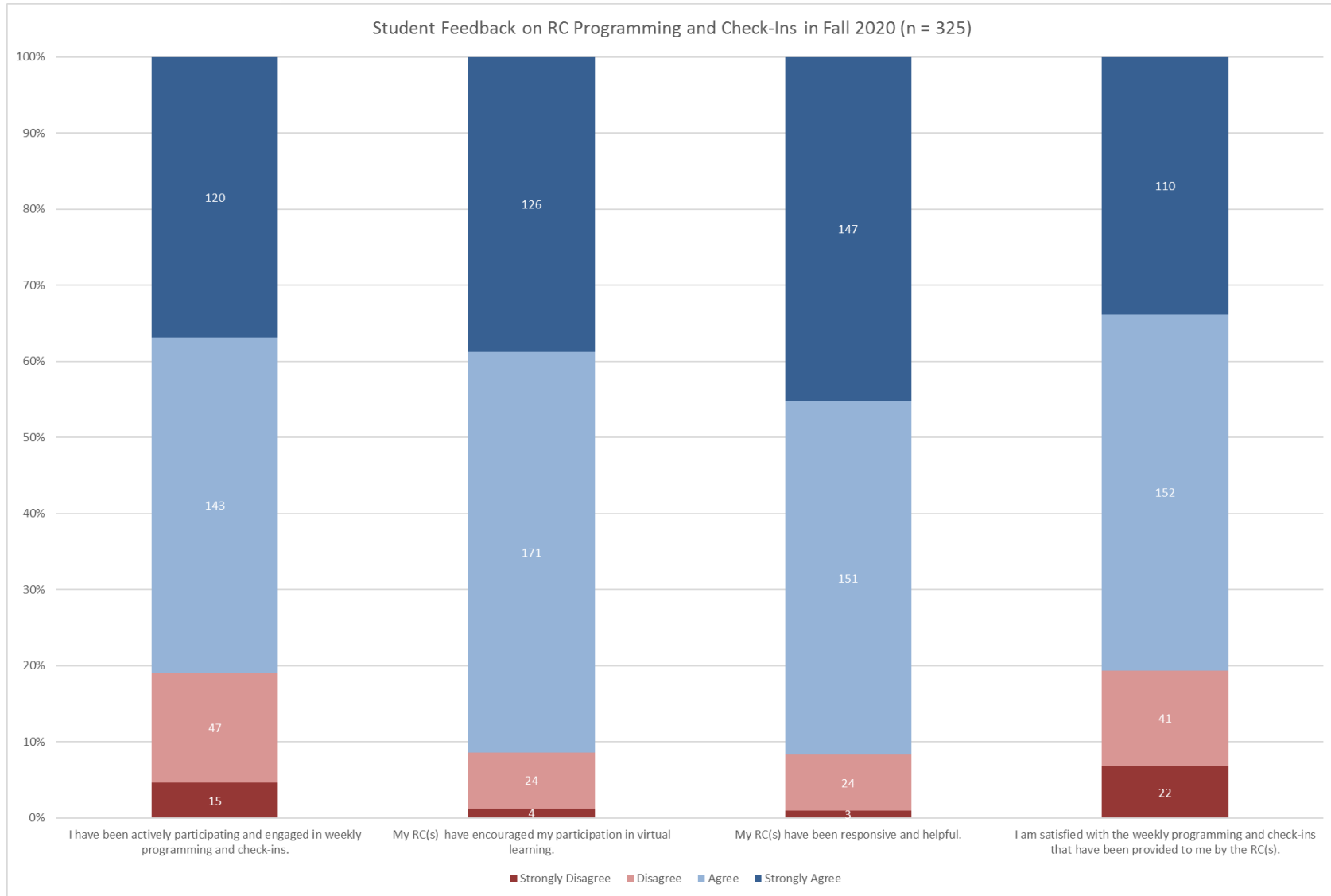
### Student Feedback on Receiving Mental Health Support from IMSA





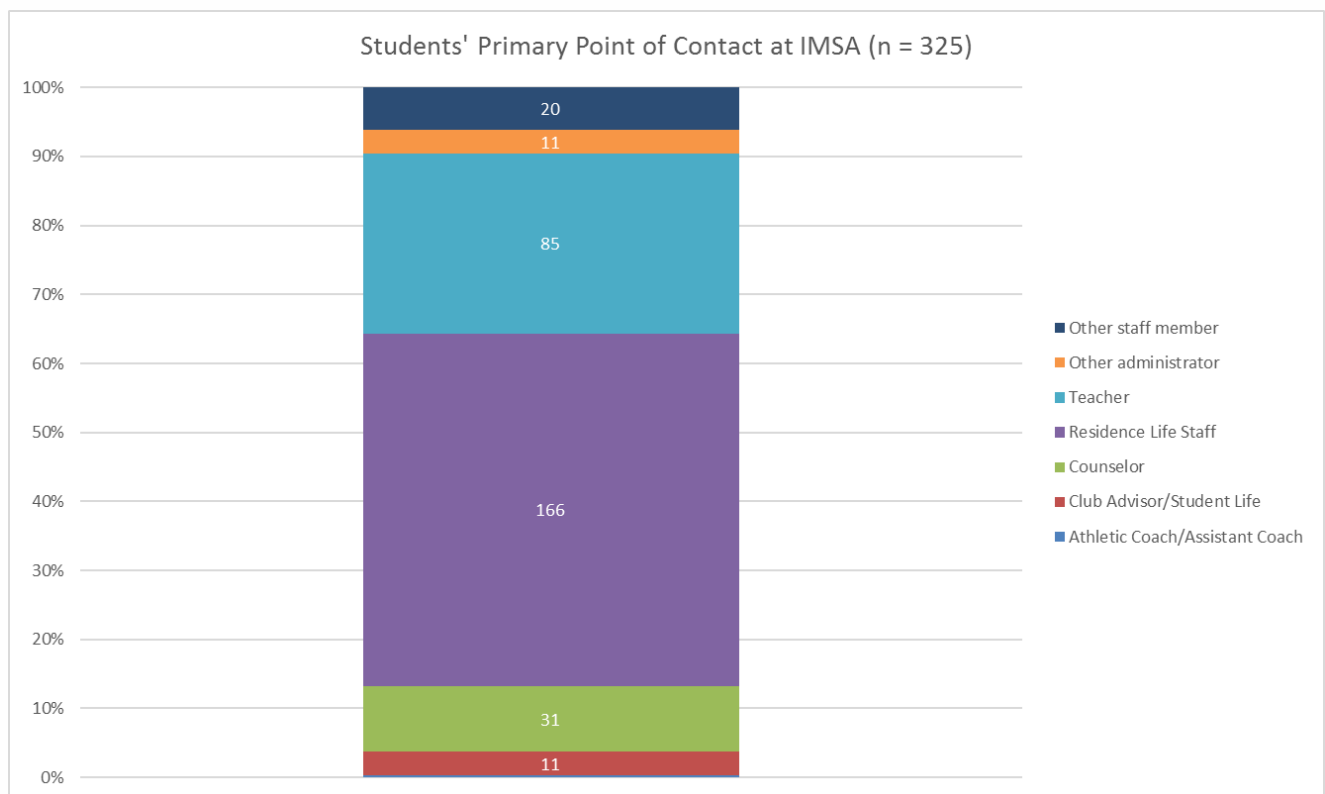
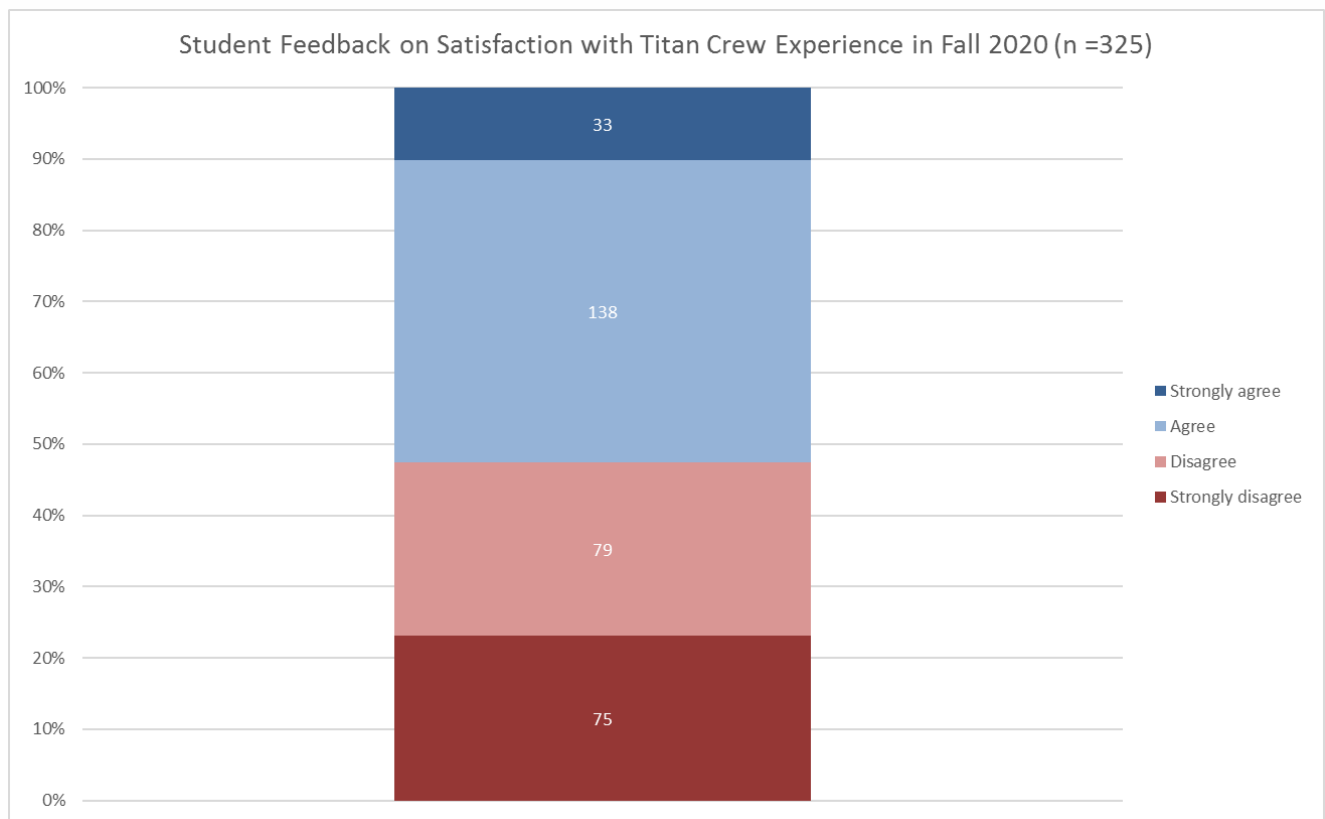
## Data Points of Interest

### Student Feedback on RC Programming and Check-Ins in Fall 2020



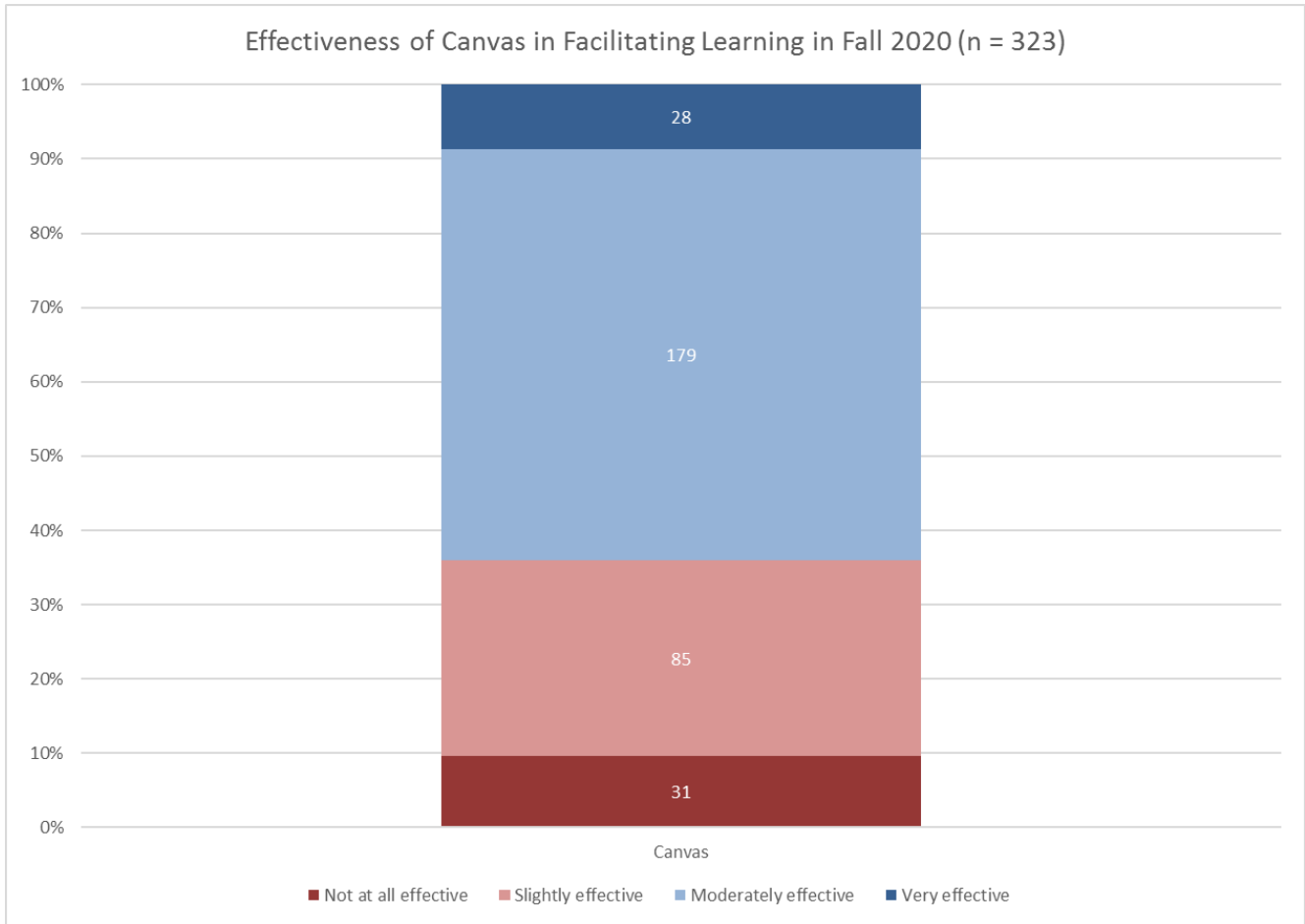
## Data Points of Interest

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



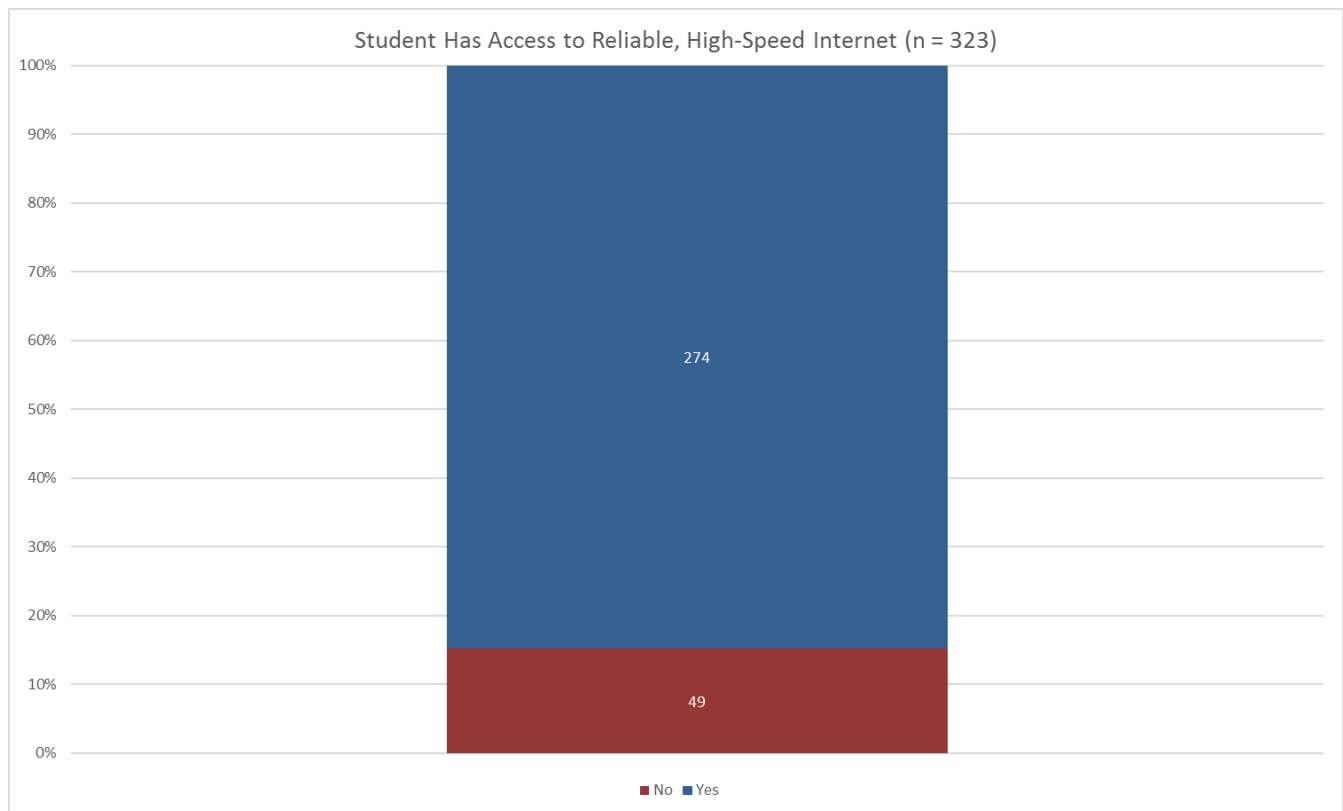
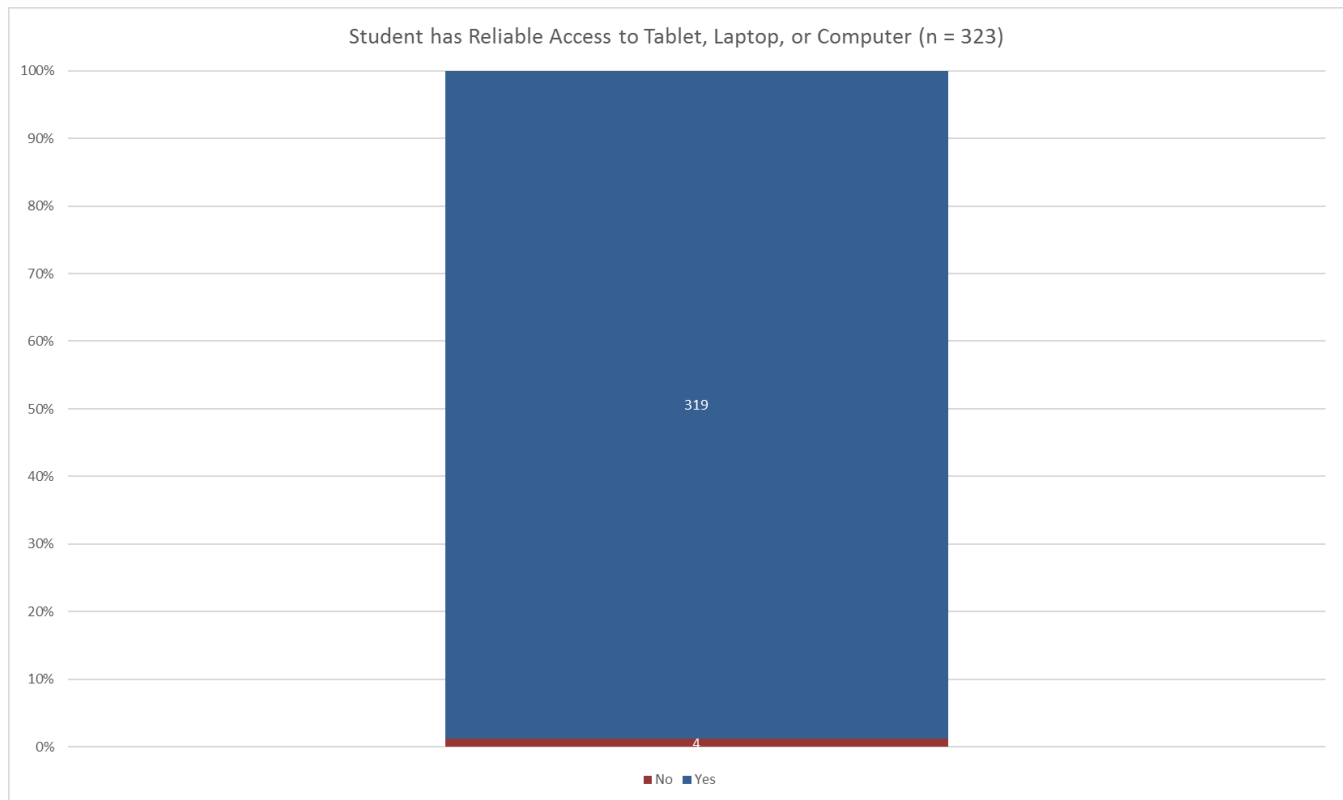
## Data Points of Interest

### Student Feedback on Effectiveness of Canvas in Facilitating Learning



## Data Points of Interest

### Student Feedback on Student Access to Reliable Tablet/Laptop/Computer and High-Speed Internet



## Data Points of Interest

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

