IMSA Student Survey of Remote Learning
Summary of Findings

April 20-21, 2020

Executive Summary

During this unprecedented time of change to our educational processes, the Illinois Mathematics and Science Academy (IMSA) desired to gain an understanding of how IMSA students, faculty/staff members, and parents are adjusting to a new system of teaching and learning. Thus, the Office of Institutional Research (OIR) collaborated with the Principal's Office and Dr. José M. Torres, President & CEO, to create a series of surveys related to remote teaching and learning.

The Student Survey of Remote Learning asked students to provide information regarding their experiences in the remote learning environment. Information was gathered for each of the students' classes to provide IMSA with a system-wide view of teaching and learning in the current remote learning environment.

Findings from the survey will be used to inform and improve teaching practices and learning processes. The survey was not intended to be used for teacher evaluation purposes.

The Student Survey of Remote Learning was conducted on Monday and Tuesday, April 20-21, 2020. The survey had a 94% response rate (3,864 responses out of 4,125 potential responses). The responses consisted of one response per student for each of their classes. Thus, if a particular student had six classes, they could have responded to the survey once for each of their classes, or six total times.

Key Findings

The results from IMSA's Student Survey of Remote Learning were overwhelmingly positive. Highlights included:

- Students overwhelmingly indicated that they have received a high quality of instruction in the remote learning environment.
    - Between 85% and 93% agreed or strongly agreed that the teacher presents course material in a clear manner; provides helpful feedback; encourages student questions and participation; is helpful when they have difficulties or questions; and helps them feel comfortable and at ease while learning remotely.

- Similarly, a large majority of students indicated that the course structure, curriculum, and instructional materials have facilitated their learning in the remote learning environment.

- Between 84% and 88% of students agreed or strongly agreed with the following: the current course structure facilitates student learning; expectations for remote student learning are clearly defined; the instructional materials increase their knowledge and skills; the course assignments facilitate their learning; the tests/assessments accurately assess what they are learning; and the course workload and requirements are appropriate.

Other Important Findings

- Students indicated that the most utilized online learning management systems/platforms are Google Classroom (69%), Moodle (27%), Zoom (87%), and Google Chat (9%).
    - The large majority of students (83-96%) indicated that the effectiveness of these online learning management systems/platforms to be good or excellent.

- When asked about changes in workload in the remote learning environment, a little under half (45%) of students responded that their workload was about the same (45%), while a third (33%) indicated that it was a little or a lot heavier, and just under a quarter (22%) indicated that it was a little or a lot lighter.

- When asked about the frequency of their class meetings, the overwhelming majority of students (75%) responded that they had the right amount of synchronous class meetings, whereby all students learn and meet together at the same time, while 15 percent of students responded that there were no synchronous class meetings and a smaller number indicated that their synchronous class meetings were too few (4%) or too frequent (6%).

- Students reported spending an average of 1.26 hours engaged in synchronous learning and an average of 2.36 hours engaged in asynchronous learning, whereby students are engaged in learning on an individual basis, for the class each week. They also reported spending an average of 1.35 hours engaged in learning during the weekend for the class.

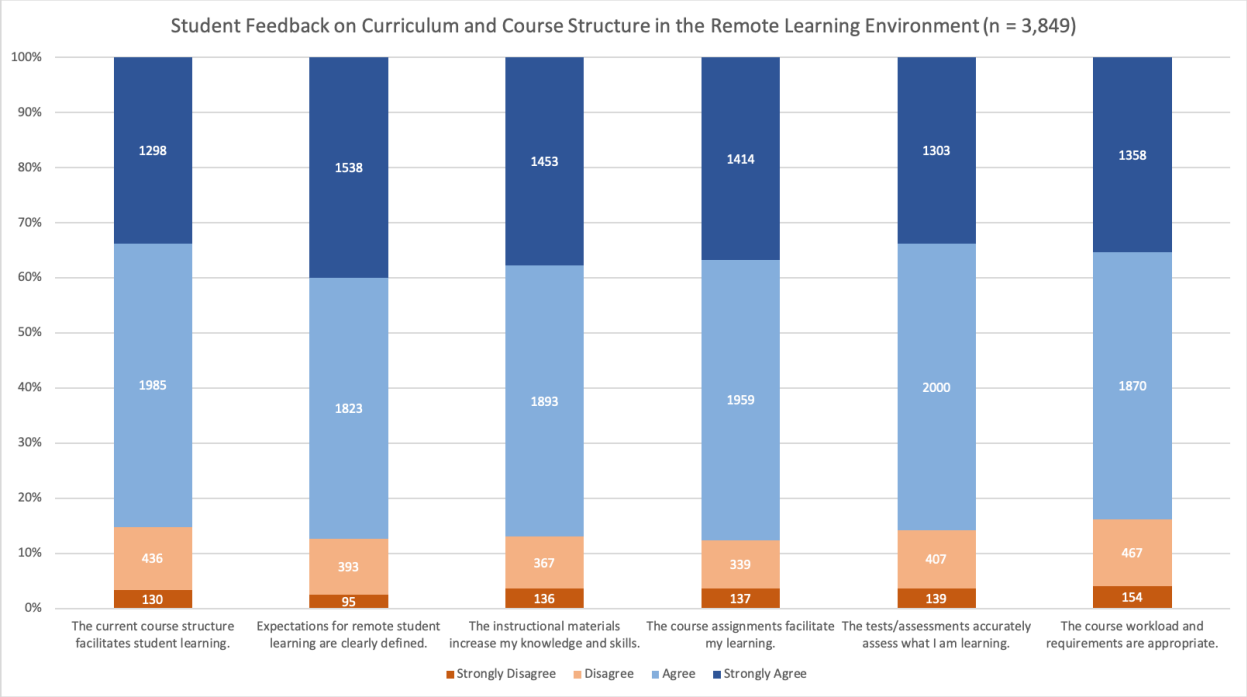
Next Steps

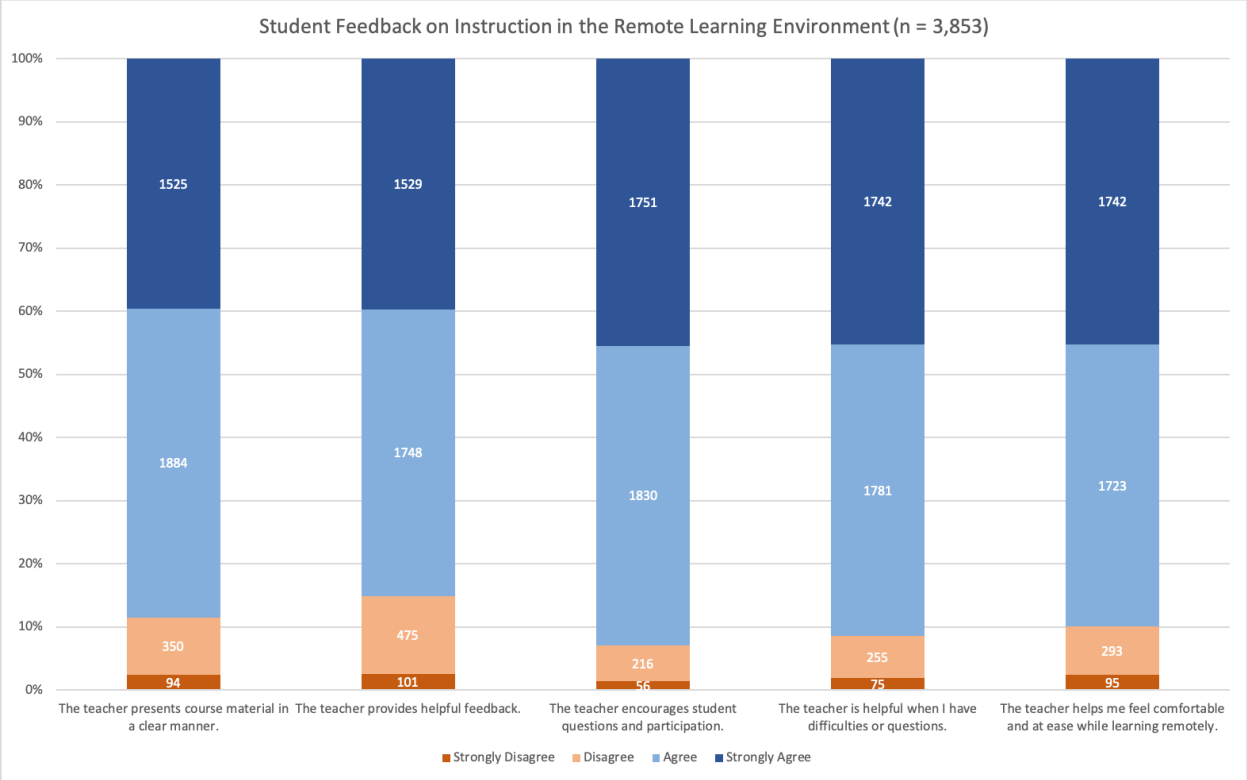
As a result of the survey findings, IMSA is engaging faculty both individually and in discipline teams to do the following:

- Analyzing the results of the student survey of remote learning and
- Identify key takeaways and opportunities.
- Discussing specific strategies/steps for action (measurable and achievable).

Data Points of Interest

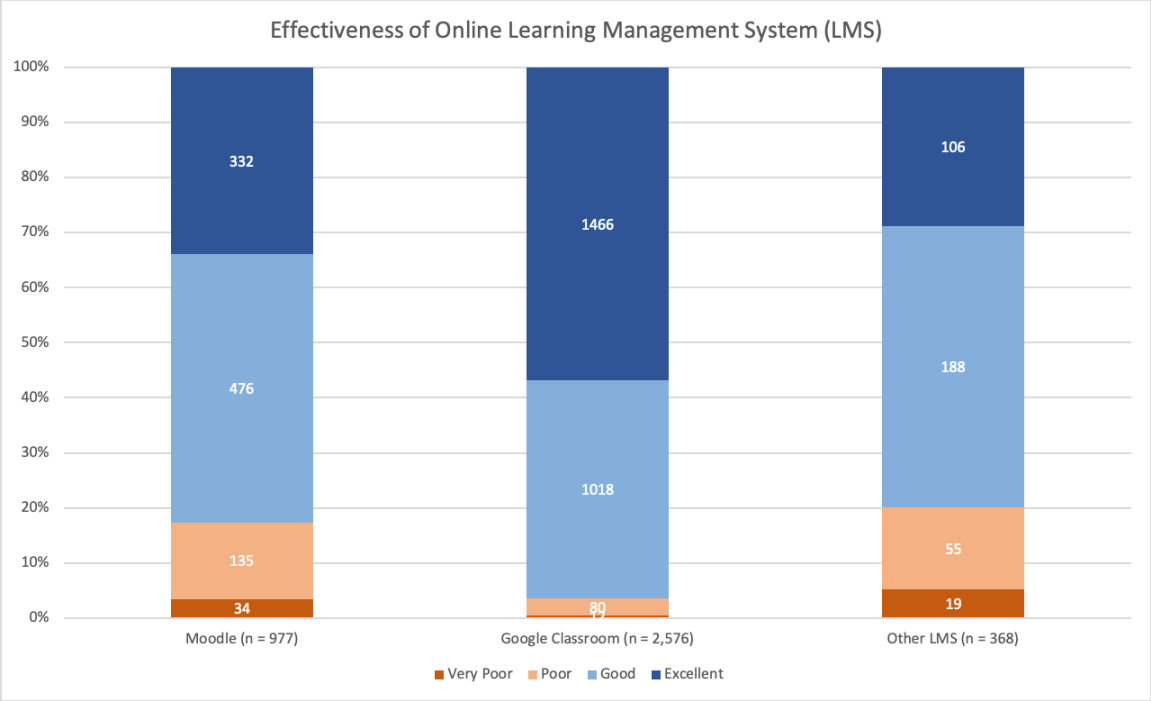
Student Feedback on Instruction, Curriculum and Course Structure in the Remote Learning Environment

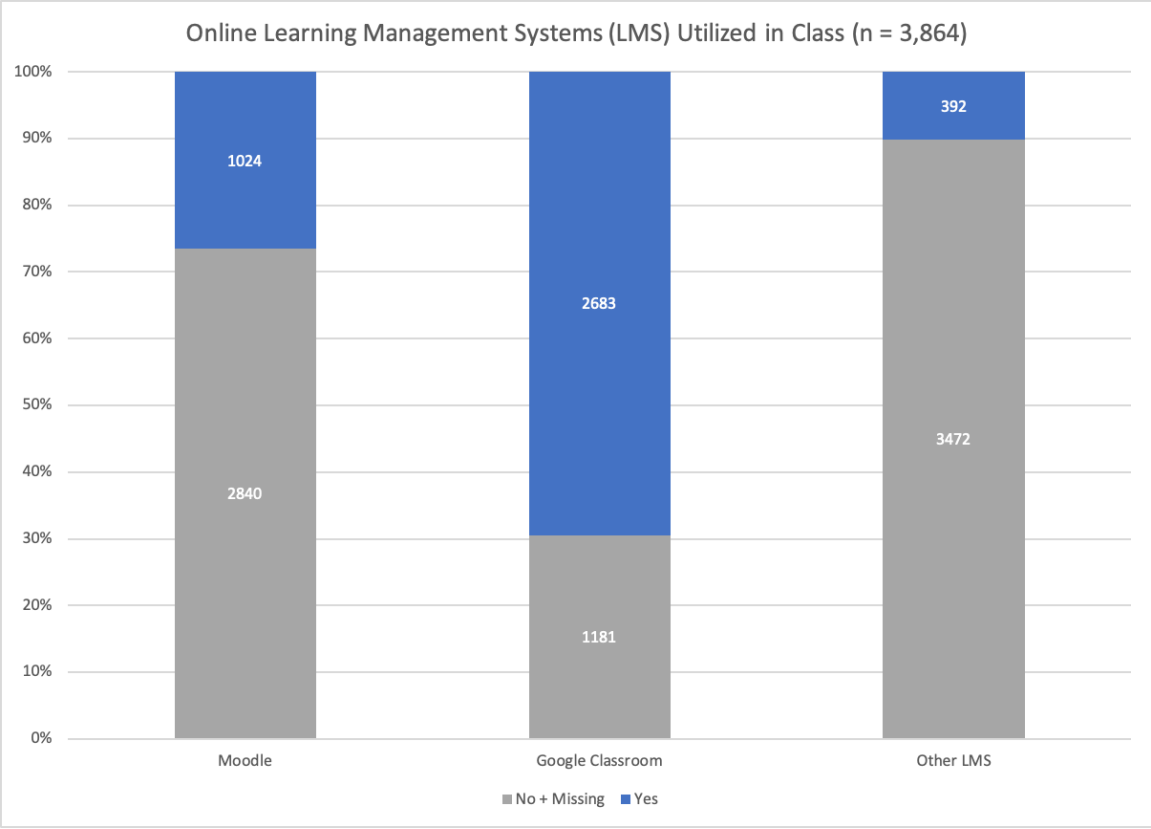




Data Points of Interest

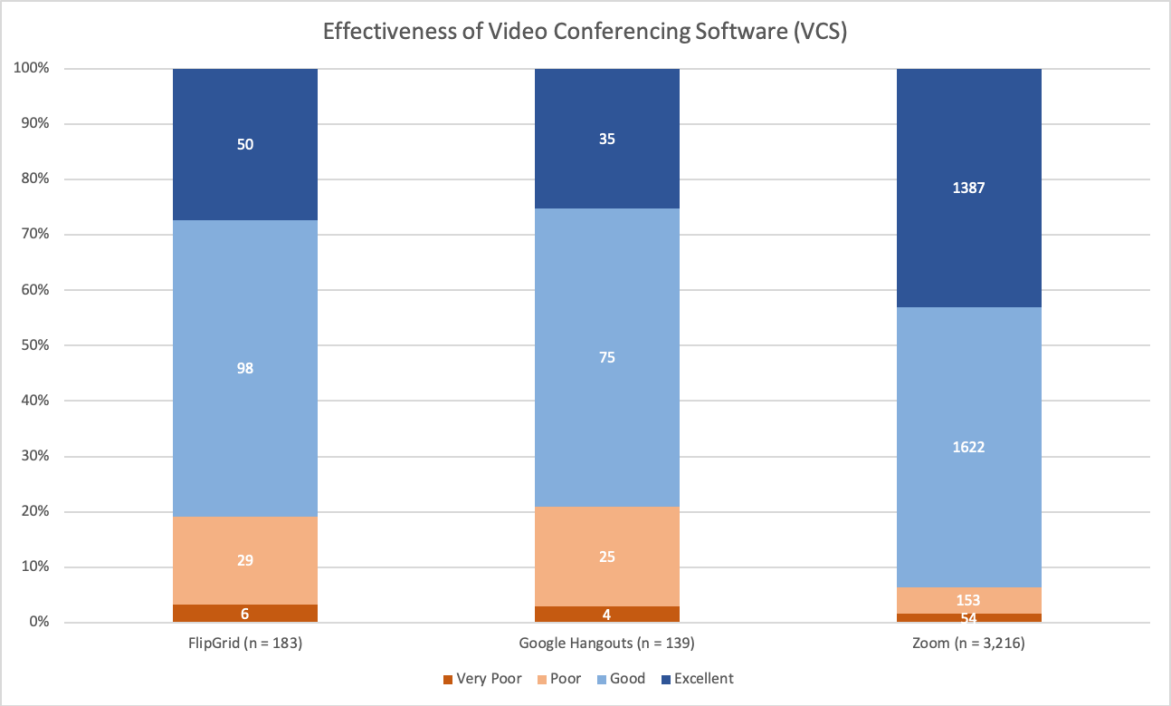
Student Feedback on Online Learning Management Systems (LMS)

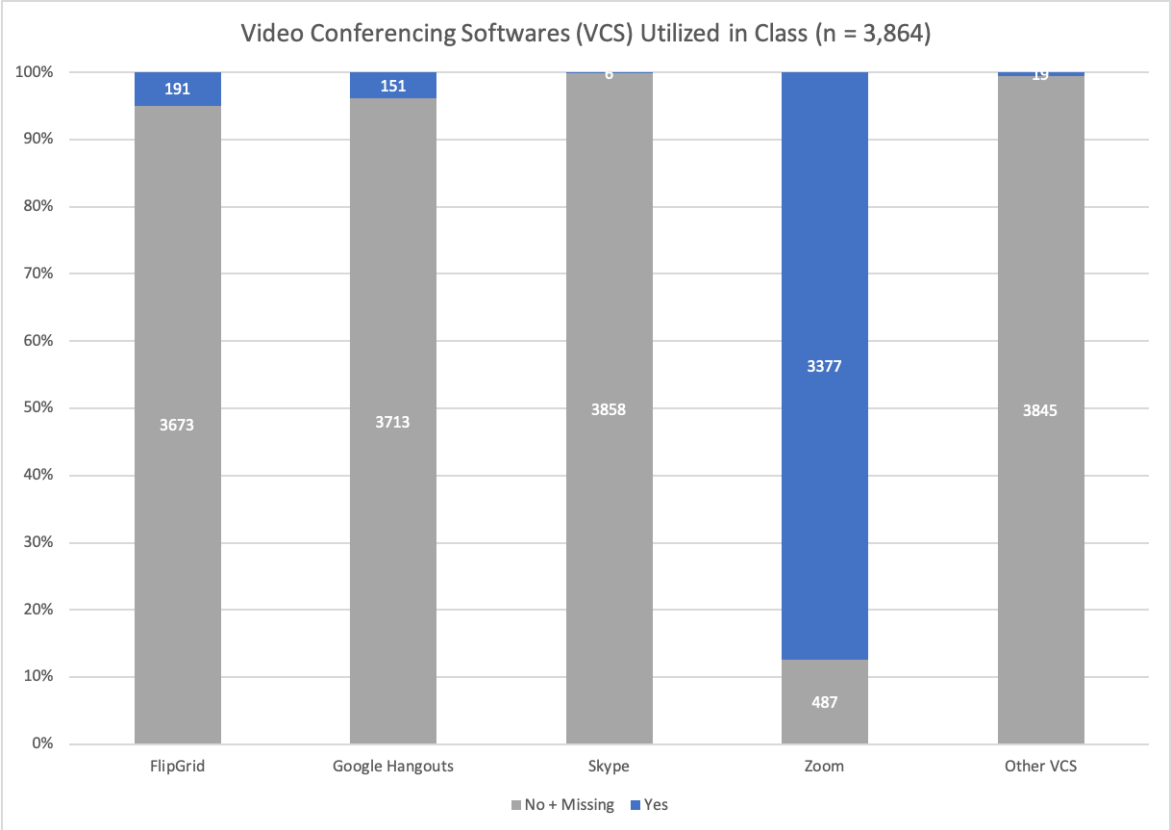




Data Points of Interest

Student Feedback on Video Conferencing Software (VCS)





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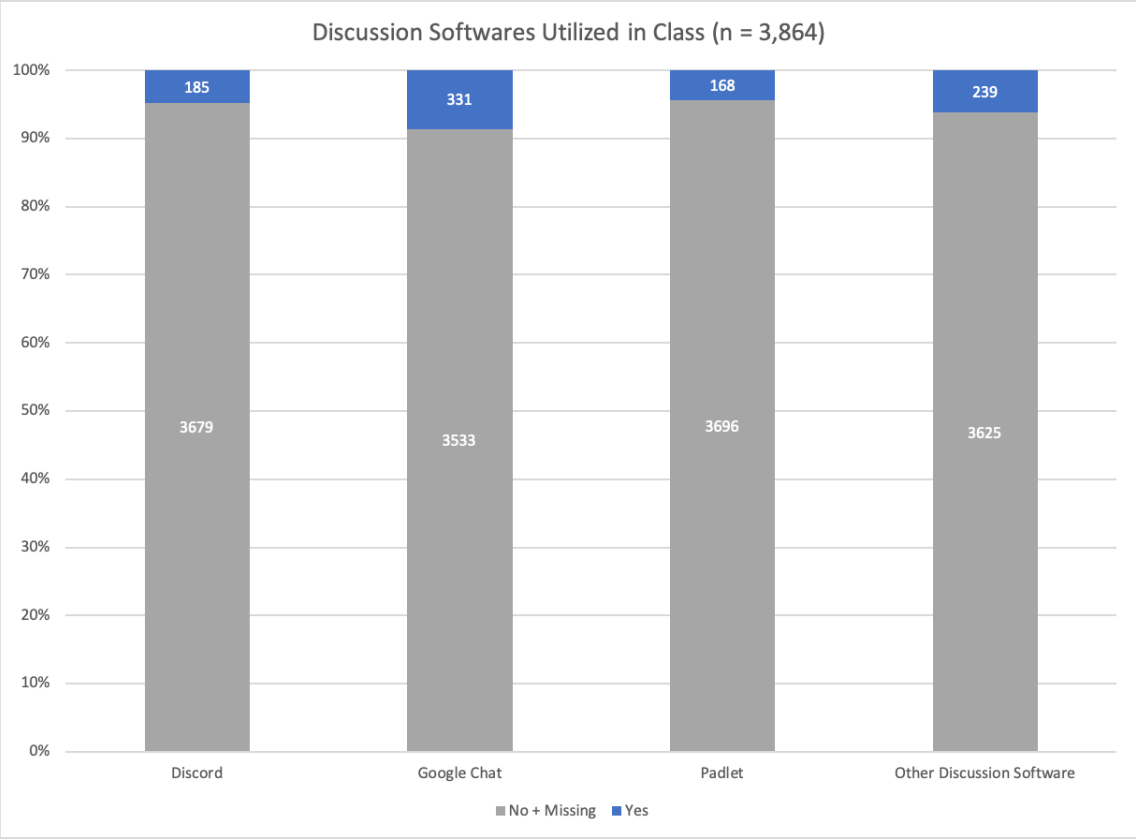
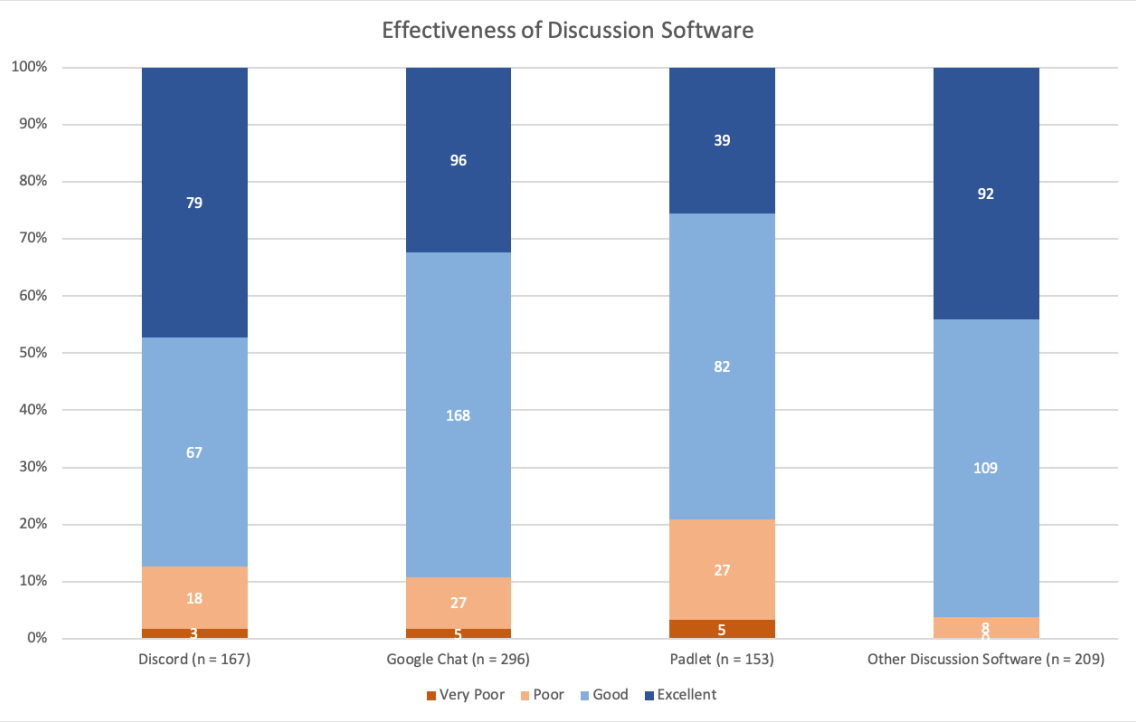
Student Feedback on Discussion Software





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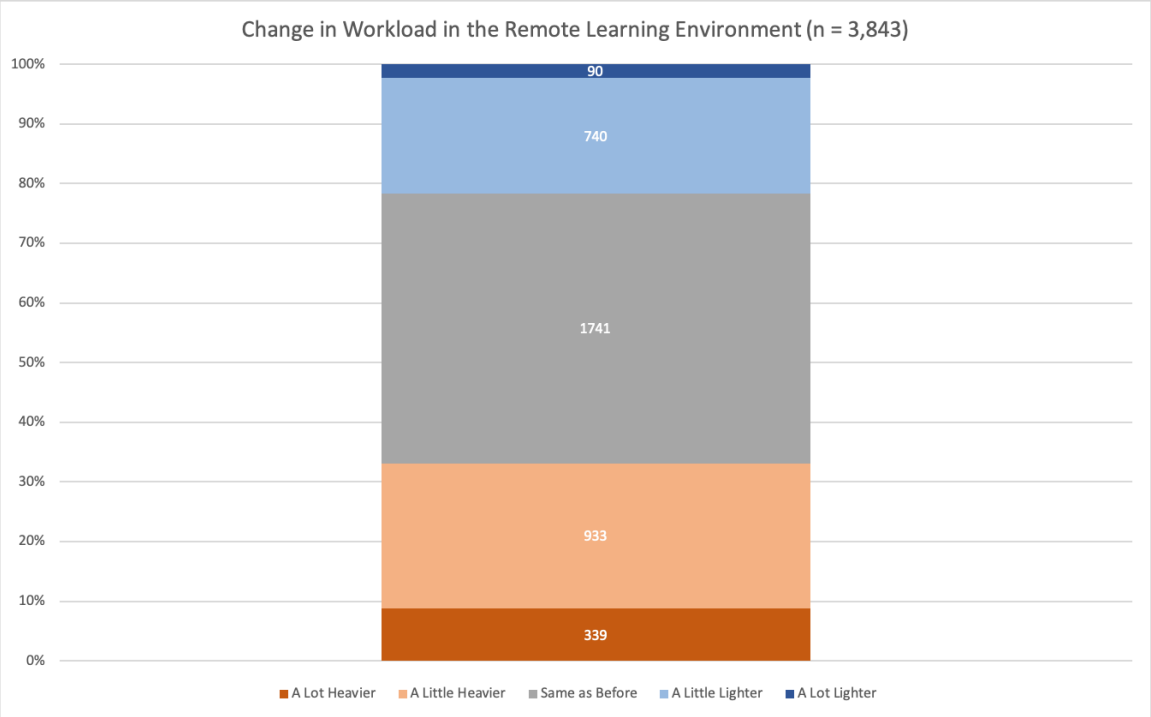
Student Feedback on Change in Workload in Remote Learning Environment



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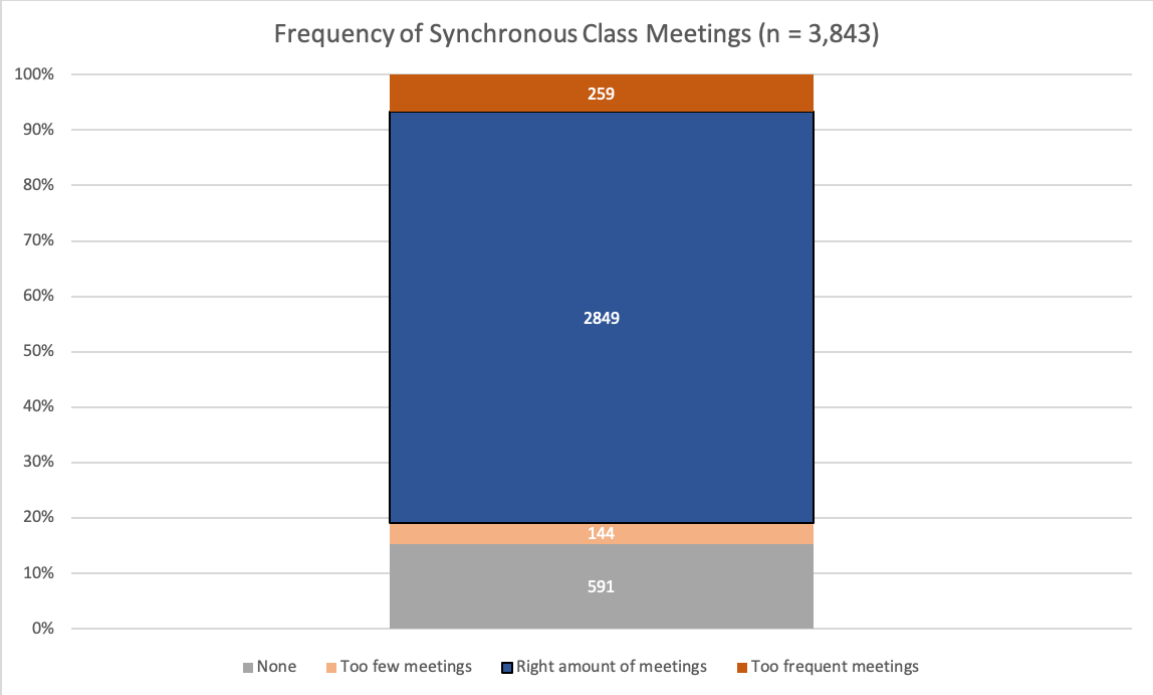
Student Feedback on Frequency of Synchronous Class Meetings



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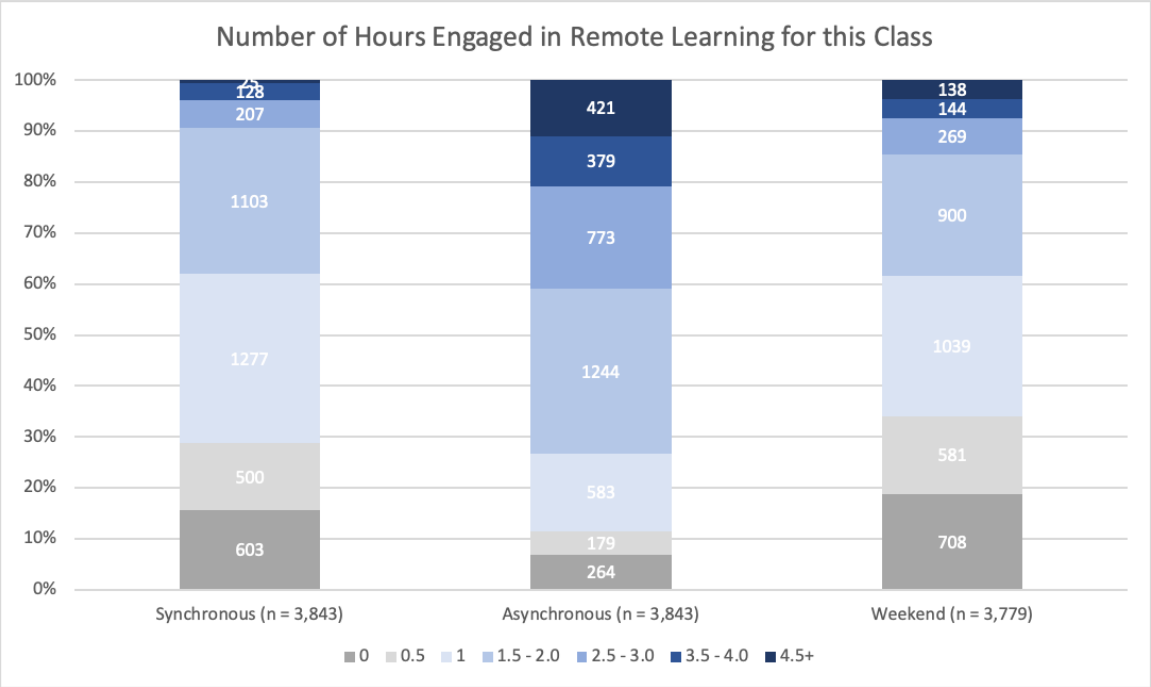
Student Feedback on Engaged Hours of Remote Learning