

IMSA Challenge Success Survey Summary of Findings

February 22 – 26, 2021

Executive Summary

The [Challenge Success Student Survey](#), from Stanford University's Graduate School of Education, is a 30 – 40 minute survey for high school students that measures perceptions of their academic engagement, connection to the school community, physical health and well-being, technology use, family norms, online/remote learning, and how they use their time outside of school.

IMSA has been using the Challenge Success Student Survey since spring 2018 to gather as much information as possible from our students so that IMSA can use this feedback to make data-driven decisions that strive to improve student well-being and engagement with learning.

This year, the Challenge Success Survey was administered from Monday, February 22, 2021 through Friday, February 26, 2021, during students' Titan Crew meeting time. There were a total of 526 students who completed the survey. The summary and charts below, provided by Stanford University, offer an overview of results from this year's Challenge Success Survey. If you have questions or would like additional information, please contact the Executive Director of the Office of Institutional Research, Dr. Amber Stitzel Pareja, via email at aspaj@imsa.edu.

Summary of Findings

- The top three most common categories of words used to describe IMSA were Difficult or Stressful (43.5%), Challenging or Rigorous (41.1%), and Interesting or Engaging (13%).
- According to the survey results, students responded that on average, they feel the most pressure to do well in school, followed by worrying about the possibility of not doing well in school.
- For those students responding to the survey, the top two major sources of stress for students was the “overall workload and homework” as well as “grades, tests quizzes, finals, or other assessments.”
- IMSA students completing the survey were reported to have an average of 6.7 hours of sleep on school nights.
- A large majority of IMSA students participating in the survey indicated that they felt there was an adult (83.7%) or another student (85.2%) at school they could go to if they had a personal problem.
- A little over half (55.5%) of IMSA students responding to the survey feel that they can often or always meet their parents expectations.
- For those IMSA students responding to the survey, it was reported that they spend an average of 3.7 hours on homework on a typical weekday.

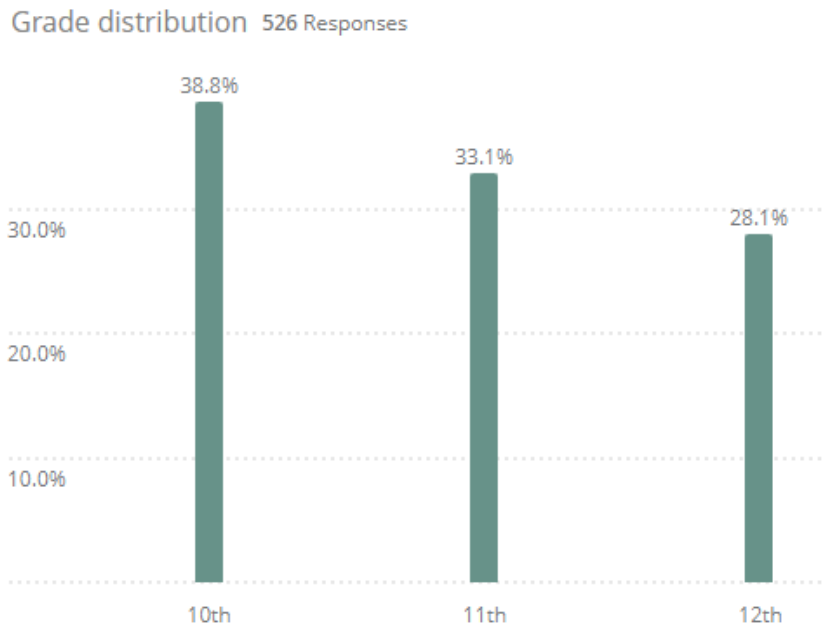
- Approximately two-thirds of the IMSA students completing the survey are either “purposefully engaged” (37.8%) or “fully engaged” (24.1%).
- Several students (43.7%) indicated that they had difficulty completing their schoolwork due to internet connectivity issues or no internet at home.
- Of those IMSA students participating in the survey, over three-quarters responded that in order to reduce stress and improve the well-being of students, the school could consider reducing the homework load.

Next Steps

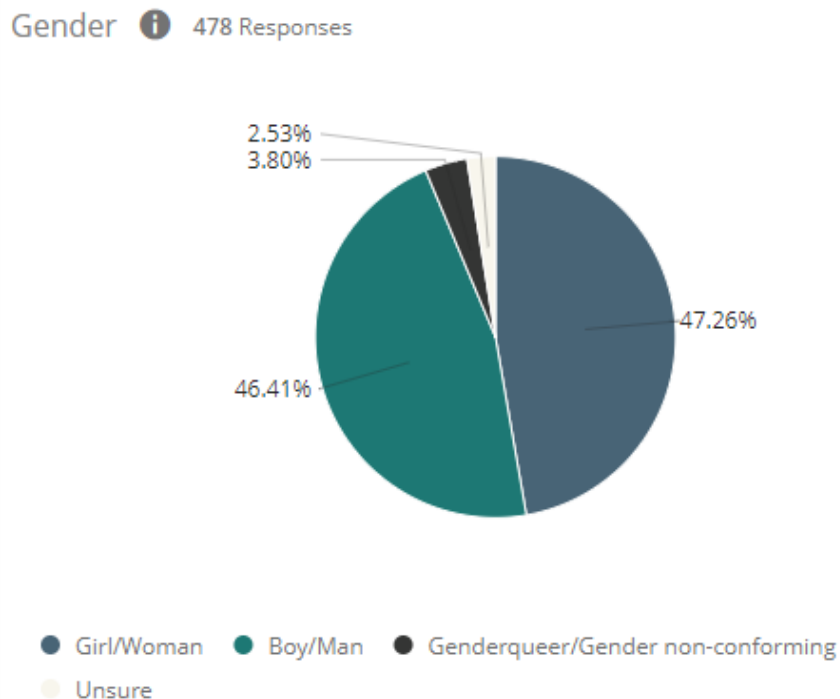
The survey findings are being utilized to identify programs and practices that will provide support for students in an effort to improve students’ engagement, as well as their mental health and well-being.

Demographic Information of Respondents

IMSA students participating in the survey were asked to provide demographic information such as their grade level, gender identity, and race/ethnicity. Of those students completing the survey, 38.8% were sophomores, 33.1% were juniors, and 28.1% were seniors.



Just under half of the students completing the survey identified as Girl/Woman (47.3%), followed by Boy/Man (46.4%), and additional gender (6.3%).



When asked to provide their race/ethnicity, IMSA students answered as follows: 35.3% Asian or Asian American, 32.3% White, 13.1% Hispanic or Latina/Latino/Latinx, 10.4% Black or African American, and 5.9% Two or more races.

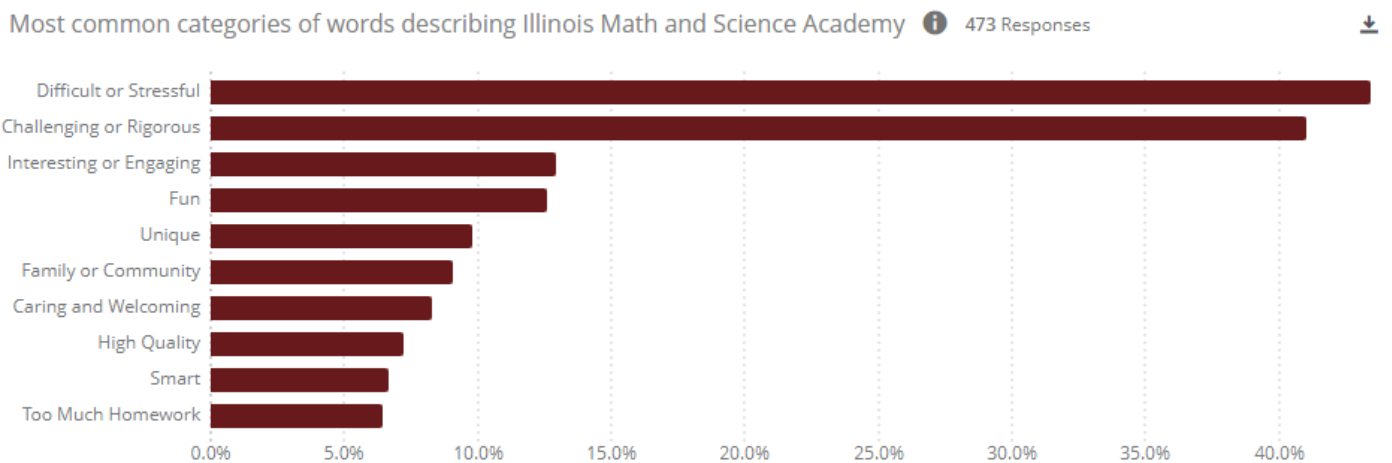
Distribution by race and ethnicity ⓘ 473 Responses 👁️ ⬇️

| Group | Count ▲ |
|----------------------------------|---------|
| Asian or Asian American | 35.3% |
| White | 32.3% |
| Hispanic or Latina/Latino/Latinx | 13.1% |
| Black or African American | 10.4% |
| Two or more | 5.9% |

Quantitative Findings

How Students Describe IMSA

One of the first questions on the survey ask students to use three words that best describe IMSA. These responses are then sorted into the most common categories, as displayed below. The two most common categories of words used to describe IMSA were Difficult or Stressful (43.5%) and Challenging or Rigorous (41.1%).



A large focus of this survey is to measure students' perceptions about their physical health and well-being. As such, there are several questions on the survey that ask about topics such as academic worry, major sources of stress for students, and the average number of hours of sleep students are receiving. Below is a summary of IMSA student responses for those who completed the survey.

Academic Worry

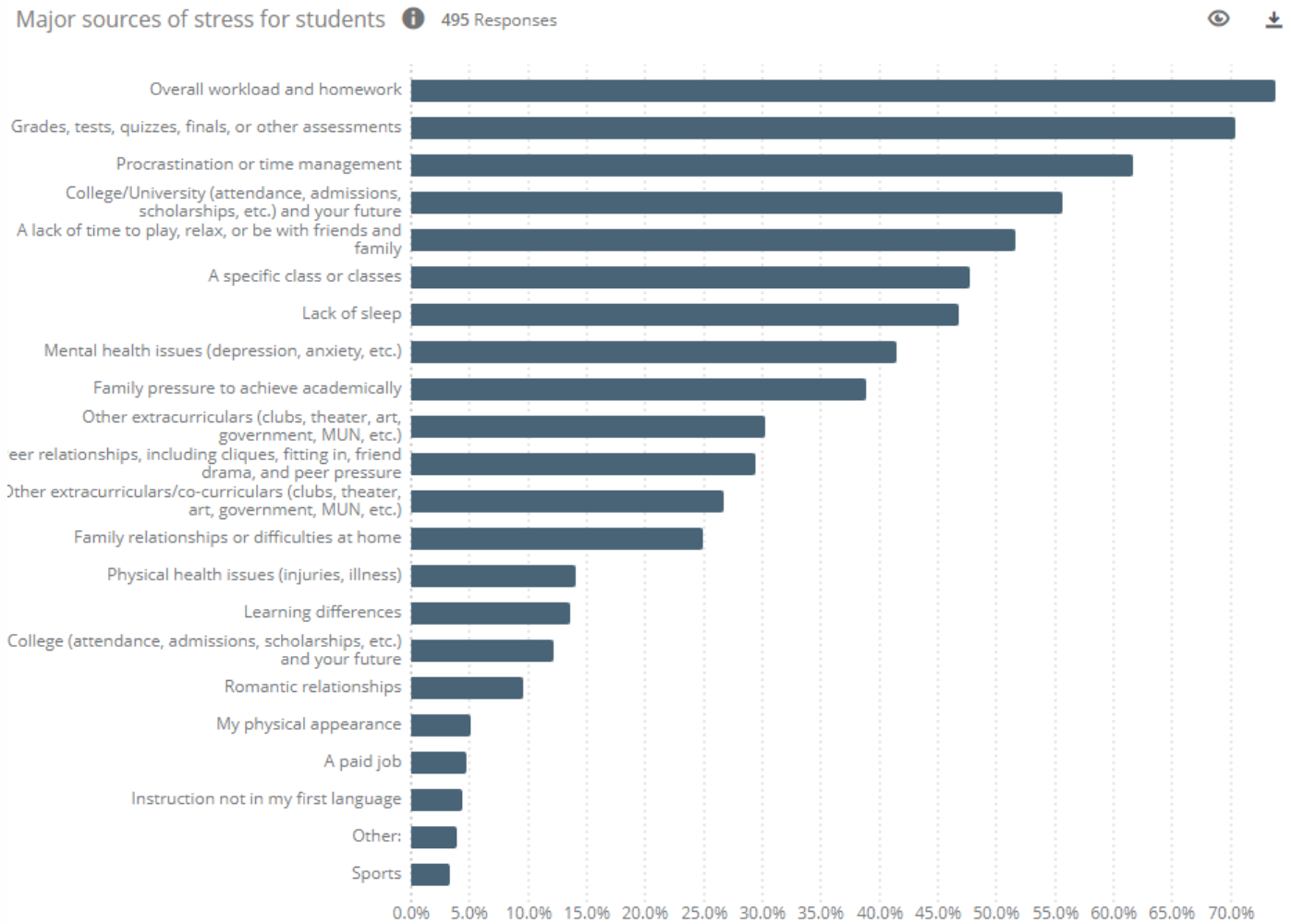
What do students worry about? ⓘ 497 Responses

| Academic Worry | Never / None | Rarely / A little | Sometimes / Some | Often / Quite a bit | Always / A lot | Average ▲ |
|---|--------------|-------------------|------------------|---------------------|----------------|-----------|
| How much pressure do you feel to do well in school? | 0.8% | 2.8% | 12.5% | 33.1% | 50.8% | 4.3 |
| How much do you worry about the possibility of not doing well in school? | 1.8% | 6.7% | 12.2% | 26.7% | 52.4% | 4.2 |
| How often do you worry about school assignments? | 0.6% | 4.7% | 16.6% | 35.7% | 42.4% | 4.1 |
| How much do you worry about getting into the college or university of your choice? | 5.7% | 7.1% | 13.3% | 20.2% | 53.7% | 4.1 |
| How often do you worry about taking assessments? | 1.2% | 6.2% | 19.1% | 32.0% | 41.5% | 4.1 |
| How much do you worry that if you do not do well in school, your parents/guardians will be upset? | 8.2% | 14.1% | 17.6% | 19.8% | 40.3% | 3.7 |
| How often do your nerves during a test keep you from remembering the facts you have learned? | 6.6% | 17.5% | 23.0% | 28.8% | 24.1% | 3.5 |
| How much do you worry that if you do not do well in school, your friends will not accept you? | 37.8% | 21.6% | 14.9% | 9.4% | 16.3% | 2.4 |

According to the survey results, students responded that on average, they feel the most pressure to do well in school, followed by worrying about the possibility of not doing well in school.

Major Sources of Student Stress

On a related note, the top two major sources of stress for students was the overall workload and homework as well as grades, tests quizzes, finals, or other assessments. The third major source of stress for IMSA students responding to the survey was procrastination or time management.



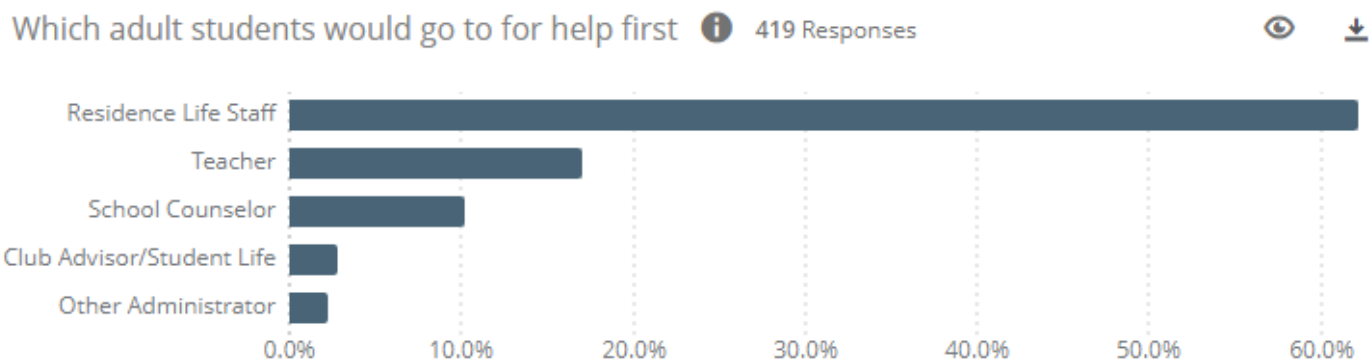
As a way to cope with their stresses, 94% of students completing the survey reported participating in at least one extracurricular activity at IMSA.

Sleep

According to research on adolescent development, teens need between 8 to 10 hours of sleep each night (National Sleep Foundation, 2014). IMSA students completing the survey were reported to have an average of 6.7 hours of sleep on school nights. The lack of sleep, however, is not a new concern nor is it isolated to the IMSA campus. Many research studies have been conducted across the country discussing the impacts of sleep deprivation as it relates to students' academic outcomes. You may [Click Here](#) for additional information and resources.

Support at School

A large majority (83.7%) of IMSA students completing the survey indicated that they felt there was an adult at school they could go to if they had a personal problem. Furthermore, when a student needs to talk with an adult, they responded that they would first ask the Residence Life staff for help, followed by a teacher.



Not only do IMSA students have an adult on campus that they can go to, but a large majority (85.2%) of students participating in the survey also felt they had at least one other student at school they could go to if they had a personal problem.

Students responding to the survey were also asked questions related to the perceived care and support from teachers. While the individual questions are listed below, the average rating for the teacher care and support section was 4.13. This average is obtained by scoring each individual's response on a scale from 1 ("None") to 5 ("All"), and finding the overall average.

Student perceptions of teacher care and support 502 Responses

| Teacher Care and Support | None | A Few | Some | A Lot | All | Average |
|---|-------|-------|-------|-------|-------|---------|
| Teachers are willing to help students with homework | 0.2% | 1.6% | 12.2% | 40.9% | 45.1% | 4.3 |
| Teachers treat students with respect | 0.0% | 1.2% | 11.2% | 46.2% | 41.4% | 4.3 |
| Teachers care whether or not you come to school | 1.4% | 5.6% | 14.1% | 35.7% | 43.2% | 4.1 |
| Teachers think every student can be successful | 0.6% | 2.4% | 15.6% | 46.9% | 34.5% | 4.1 |
| Teachers respect the opinions or beliefs of others even when different from their own | 0.0% | 5.4% | 14.8% | 48.7% | 31.1% | 4.1 |
| Teachers think mistakes are okay | 0.6% | 6.0% | 14.8% | 44.8% | 33.8% | 4.1 |
| Teachers value and listen to students' ideas | 0.0% | 3.0% | 17.2% | 54.8% | 25.0% | 4.0 |
| Teachers really care about students | 1.6% | 7.4% | 23.2% | 44.5% | 23.4% | 3.8 |
| Teachers only care about the smart students | 50.1% | 29.8% | 12.1% | 5.8% | 2.2% | 1.8 |
| Teachers have given up on some students | 60.1% | 24.2% | 8.2% | 5.4% | 2.2% | 1.7 |

Parental Expectations

According to the survey results, a little over half (55.5%) of IMSA students feel that they can often or always meet the expectations of their parents.

How often students feel they can meet parental expectations 483 Responses



● Never ● Rarely ● Sometimes ● Often ● Always

Homework

Students were asked to report the number of hours they spent on homework on a typical weekday as well as on the weekend. For those IMSA students responding to the survey, it was reported that they spend an average of 3.7 hours on homework on a typical weekday. This number increases to an average of 4.5 hours spent on homework during a typical weekend. Below is a table that displays how often IMSA students feel stressed from their various schoolwork activities.

Stress and time constraints from homework ⓘ 496 Responses

| Stress from Schoolwork | Never | Rarely | Sometimes | Often | Always | Average ^ |
|--|-------|--------|-----------|-------|--------|-----------|
| How often do you feel stressed by your schoolwork? | 0.6% | 2.4% | 15.9% | 41.1% | 39.9% | 4.2 |
| How often does schoolwork or studying keep you from having time for your family, friends, or other activities? | 1.2% | 7.0% | 23.8% | 49.2% | 18.9% | 3.8 |
| How often does the amount of schoolwork you have keep you from getting enough sleep? | 3.9% | 9.4% | 26.8% | 36.9% | 23.0% | 3.7 |

Engagement

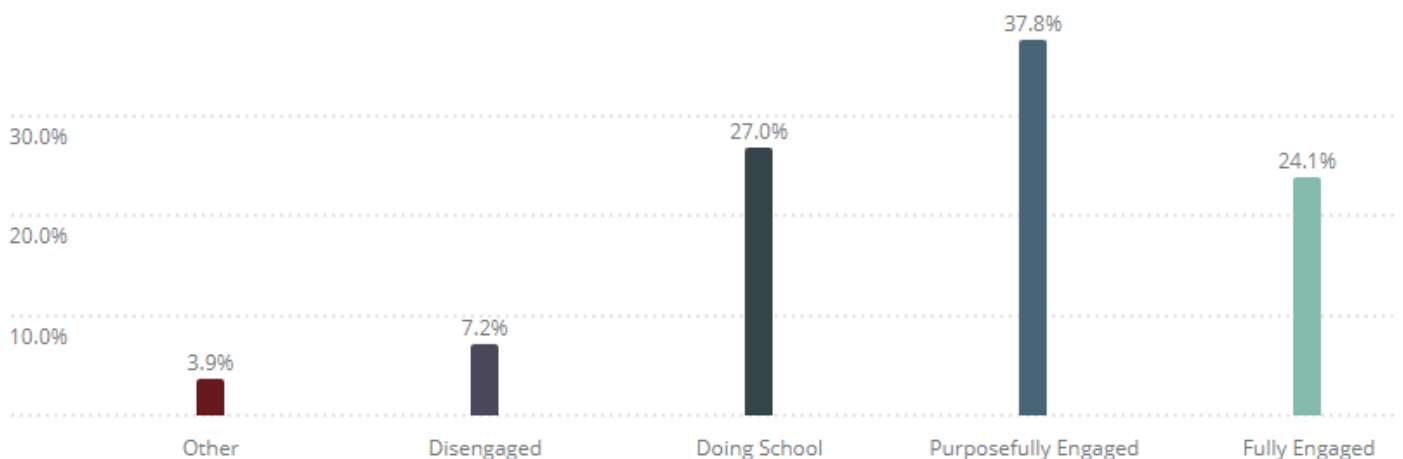
In addition to reporting the number of hours spent on homework during a typical week, students were asked numerous questions about their homework habits and perceptions. These questions were then combined into three distinct engagement categories, namely Behavioral, Cognitive, and Affective Engagement.

Behavioral Engagement includes questions such as how much effort students put into their schoolwork, completion of their assignments, and paying attention in class. Cognitive Engagement includes the sense that the work students are doing is valuable, meaningful, and purposeful. Finally, Affective Engagement asks students to report how often they enjoy their schoolwork, have fun in class, and find their schoolwork interesting.

The chart below provides a summary of IMSA students' levels of engagement.

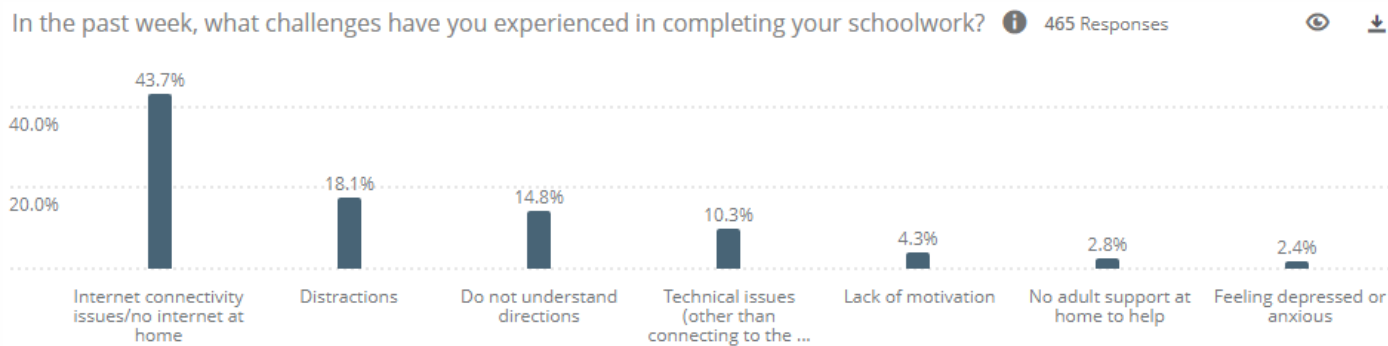
- For those students who are “Fully Engaged,” they indicated high marks in each of the three engagement categories above. This means that these students put a lot of effort into their schoolwork, find their schoolwork to be meaningful, and enjoy what they are doing.
- Students in the “Purposefully Engaged” category would put a lot of effort into their schoolwork and find it meaningful, but may not have fun in class, enjoy their schoolwork, or find it to be interesting.
- The engagement category of “Doing School” suggests that students are only interested in completing the schoolwork they are assigned, but do not find their schoolwork to be valuable or interesting.
- Students who are within the “Disengaged” category reported low marks in each of the three engagement categories. This would indicate that these students are not completing the work assigned to them, they do not find value or purpose in their schoolwork, and are not enjoying their classes or schoolwork.
- The final engagement category of “Other” contains responses of students who did not fit into one of the above engagement categories as defined by Challenge Success.

Engagement Categories ⓘ 511 Responses



Remote Learning

Due to the current COVID-19 pandemic, Challenge Success added a few additional questions this year regarding online/remote learning. These questions asked students about their current challenges, changes in their effort, engagement, and relationships as compared to pre-COVID. Below is a chart displaying the reported challenges for those IMSA students responding to the survey.



Top Five Student Recommended School Changes

One of the final sets of questions on the Challenge Success Survey asks students about their perceived effectiveness of various school changes in an effort to reduce stress and improve students' well-being. While students are presented with more than twenty possible school changes, only the top five possible school changes that IMSA students felt would be quite or very effective are presented below.

Students' perceptions of effectiveness of school changes for reducing stress and improving well-being. ⓘ 475 Responses

| Possible Changes | Already made this change | Not at all or a little effective | Somewhat effective | Quite or very effective |
|---|--------------------------|----------------------------------|--------------------|-------------------------|
| Reduced homework load | 2.8% | 8.0% | 11.0% | 76.8% |
| Have teachers coordinate due dates for major projects and assessments | 12.5% | 7.1% | 9.7% | 69.3% |
| No homework on weekends/over breaks | 12.3% | 11.7% | 10.2% | 63.3% |
| Create more time for students to work on homework/projects in school | 7.8% | 11.3% | 18.2% | 60.7% |
| More consistent homework load (i.e., the same amount of homework each week) | 6.8% | 14.3% | 20.2% | 57.4% |