

CIBPA Survey Results

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Expert Feedback – from students and their parents!

Results Review Agenda

- Survey background
- Respondent demographics
- Top 3 Priorities and methodology
- Recommendation
- Verbatims

Who was invited to the survey?

495 School-Day subscribers via e-mail:

- Parents and students
 - No Grade 11
 - Grade 12 full IB only
- 145 Parents from CIBPA distro list via e-mail
- Students via Google classroom
- Survey link on CHCI webpage
- Word-of-mouth

Survey ran for 11 days

- January 18 -28

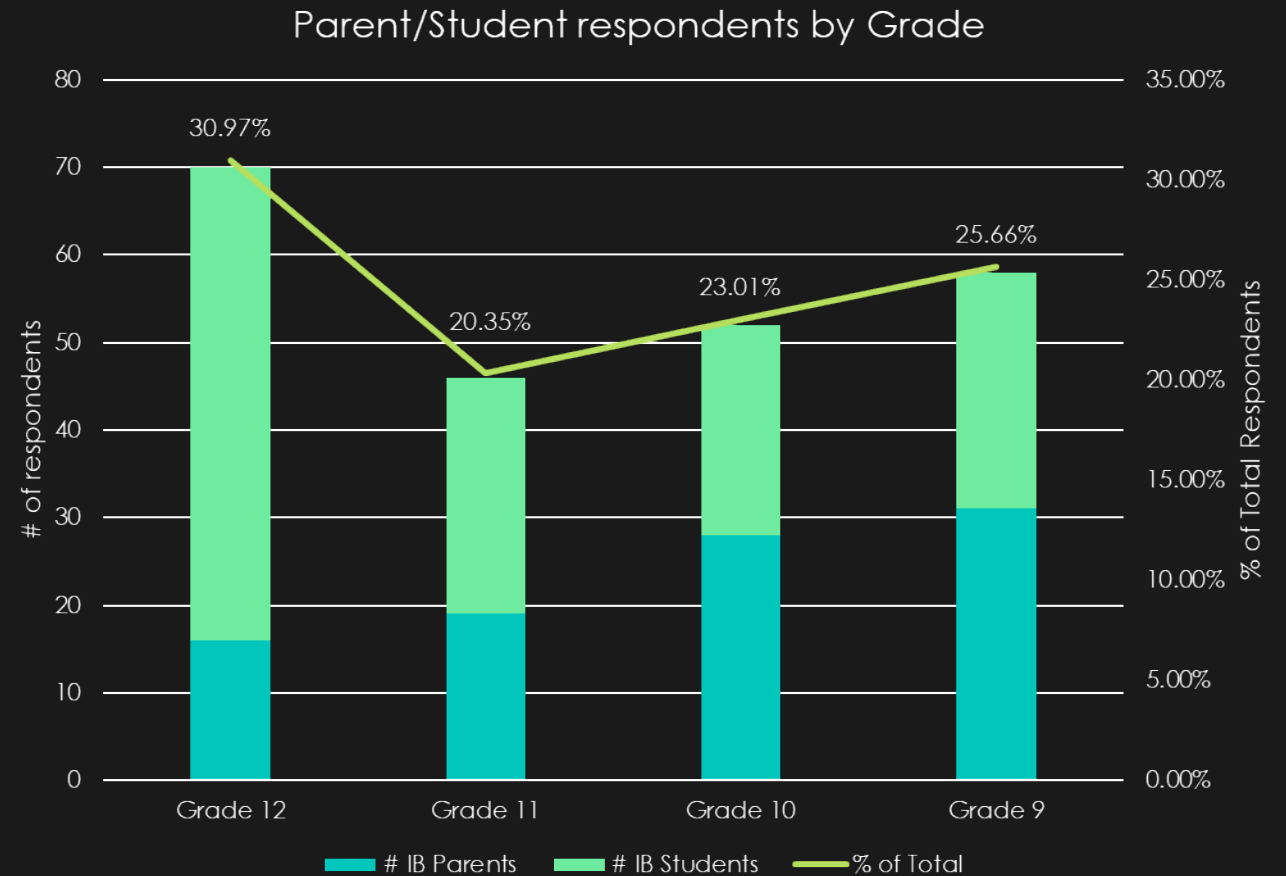
737 students enrolled in the pre-IB/IB program

Who answered the survey?

- 348 total respondents
- 220 respondents answered Question 6 'rank the 10 information topics':
 - 89 parents, 131 students
 - 53 Grade 9, 50 Grade 10, 44 Grade 11, 68 Grade 12
 - 71 full IB students, 38 partial IB students
- Results are analysed based on statistical significance between groups, taking sample size of groups into account



Information topic ranking – student and parent mix



Q6: I would
like more
information
about:

- R1 What program and which courses to select** – full IB diploma vs partial IB versus academic stream?
- R2 How the IB program works** – for example, IB courses, assessments and marking. How do IB courses map to OSSD requirements?
- R3 Financial support** for IB student fees and how to overcome financial needs for the IB program - for example, scholarships and other available funds.
- R4 School resources and tools available to support the well-being of the IB student** and how they are accessed – for example, transitioning to grade 9, healthy study-life balance, handling pressure and/or test/exam stress, enrichment activities and CHCI Guidance support.
- R5 Resources for setting long-range career plans** – for example, Careers course and accessing post secondary career counselor.
- R6 Prepping for university** - for example, what are the alternatives, gap year, decisions to be made, admissions requirements, applications and process deadlines. What courses should be taken in high school? What consideration do universities give to IB students?
- R7 Celebrating IB student accomplishments** at CHCI - for example, grade 12 recognition ceremony for pre-IB and IB students.
- R8 Limited course selections in the IB curricula and how to advocate for more course choices.**
- R9 Getting to and from school - transportation options.**
- R10 Tools to understand the academic progress** of my child or self in the pre-IB and IB programs? For example, parent-teacher interviews, progress reports, teacher/student relations and tutoring.

Information topics order of importance – all respondents

1. Prepping for university

2. Programs/courses selection

3. Support the well-being of the IB student

Advocating for more courses
How IB program works
Setting long-range career plans

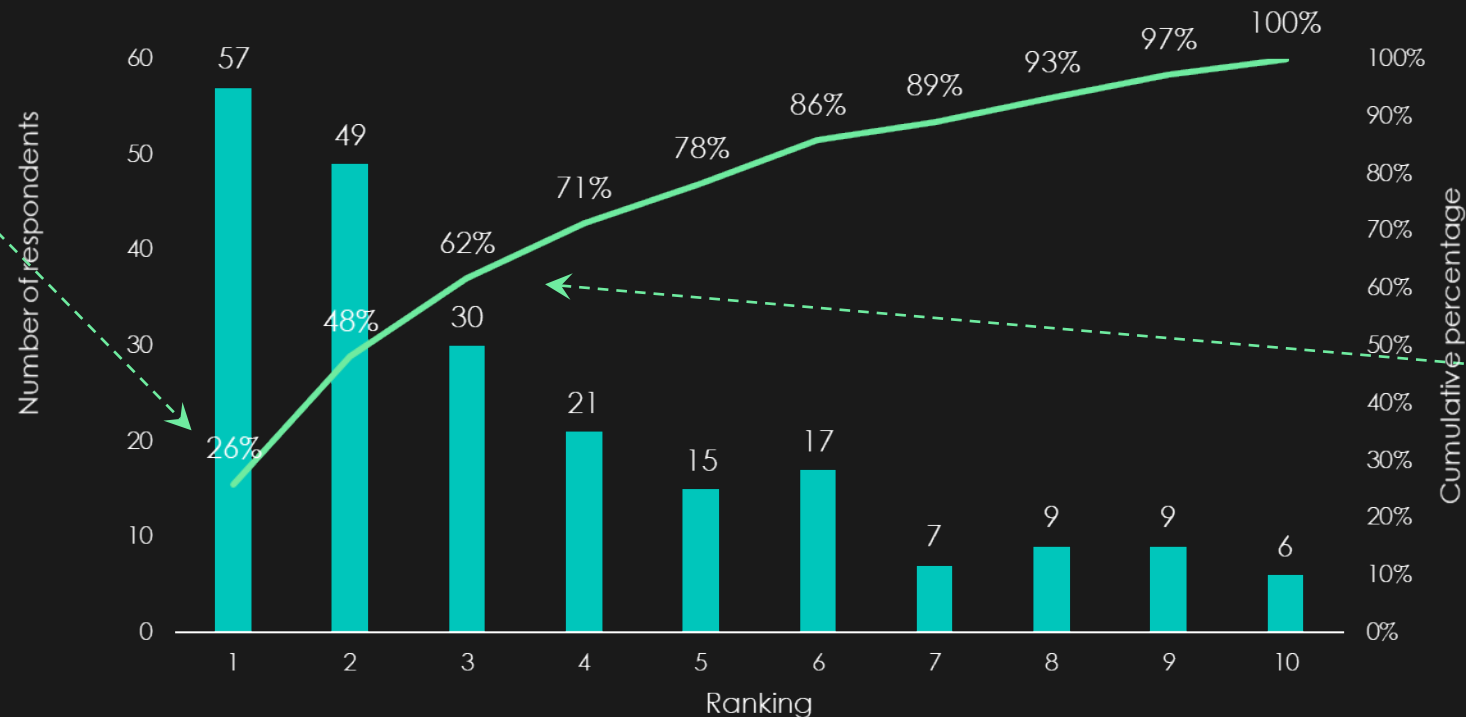
Understanding academic progress

Celebrating student accomplishments
Transportation
Financial support

Prepping for University (R6) is the highest ranking response

Ranking for response 6

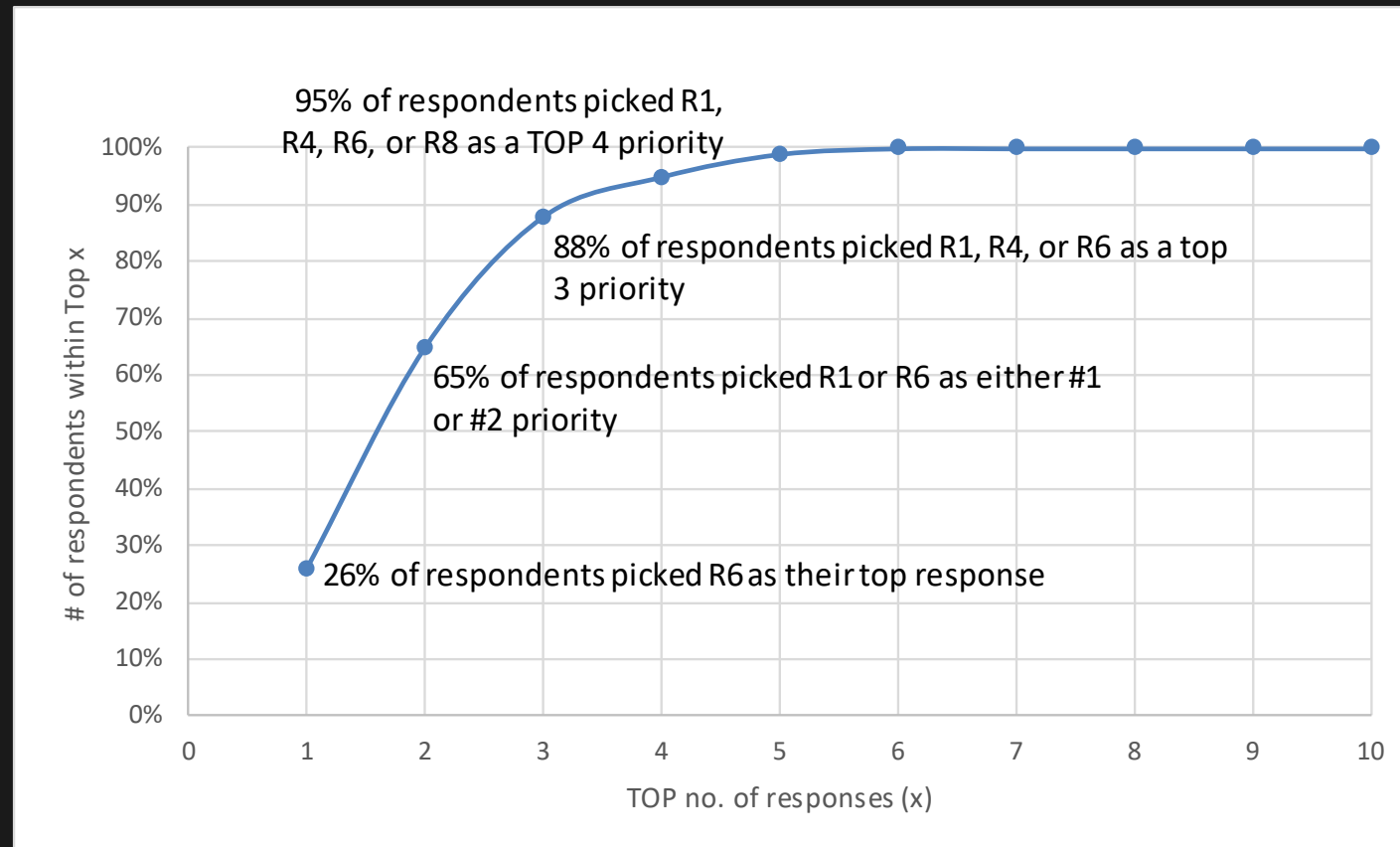
26% of respondents ranked this response 1st



62% of respondents ranked this response in the top 3

88% of respondents agreed on at least one of their top 3 priorities

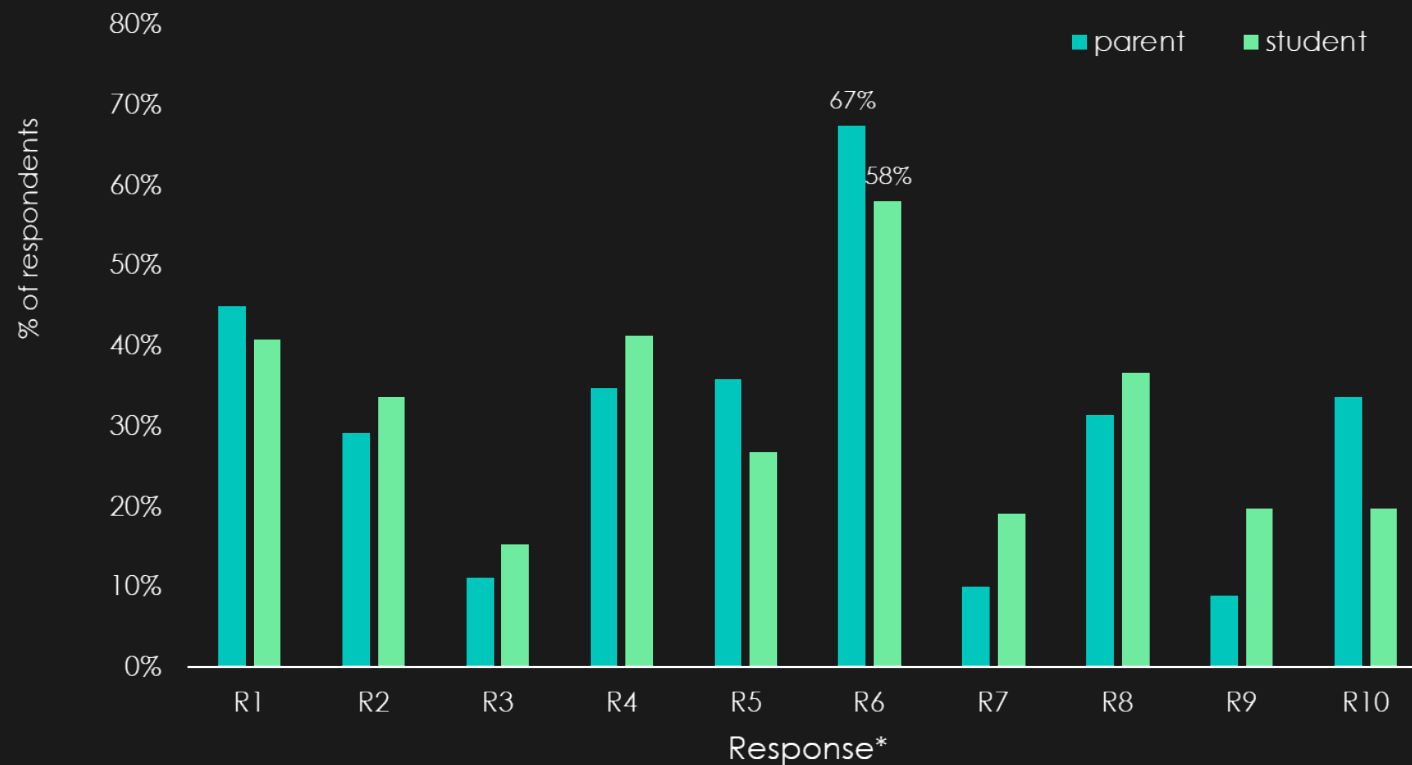
R6 Prepping for university
R1 Programs/courses
selection
R4 Support student well-
being
R8 Advocating for more
courses



○ We choose to look at TOP 3 priorities as there is diminishing returns to consider 4 or more

Prepping for university (R6) is the top priority for parents and students

Top 3 priority responses: parents vs. students

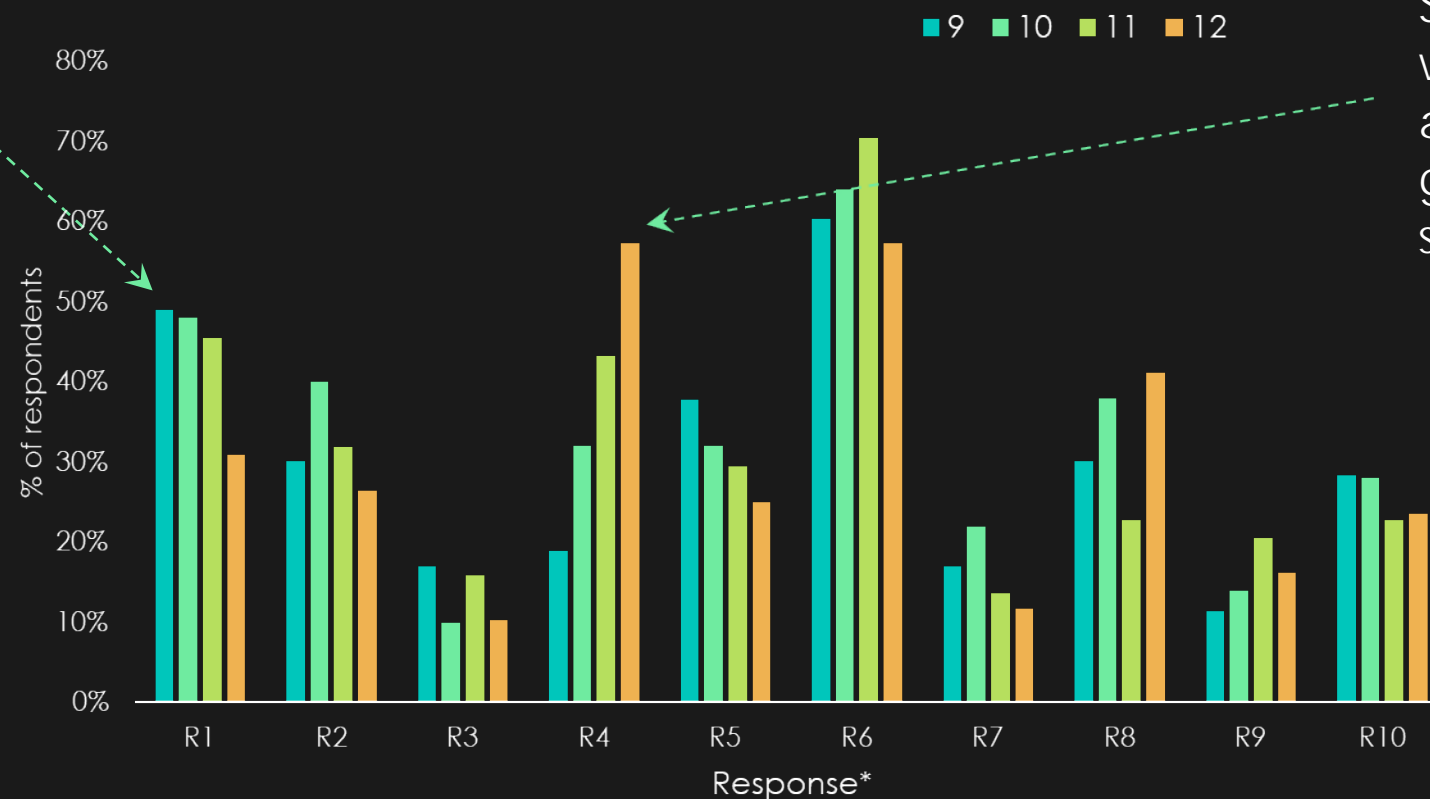


*See Slide 7 for key to response codes

Prepping for university is the top priority for all grade levels

Top 3 priority responses by grade

Programs/courses selection is also a top priority for grade 9 students

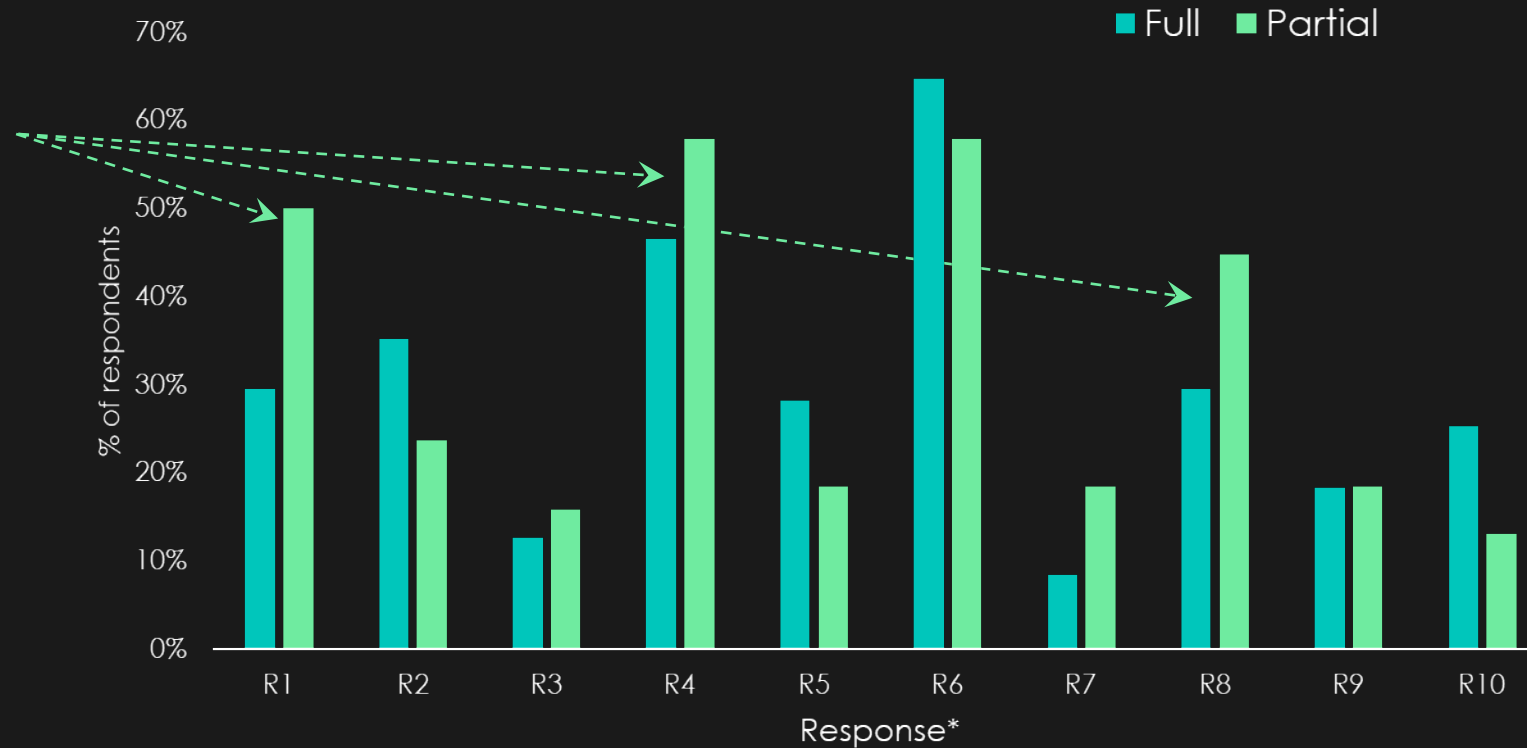


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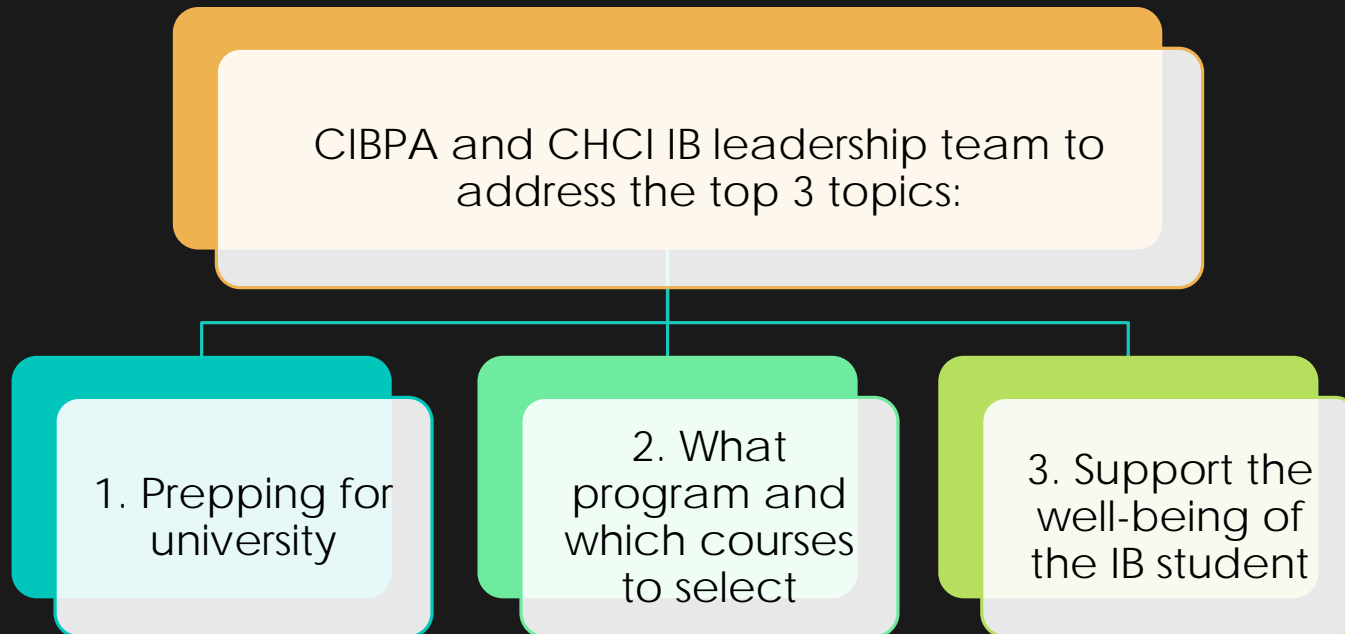
Prepping for university is the top priority for full and partial IB students

Top 3 priority responses: Full vs. Partial IB

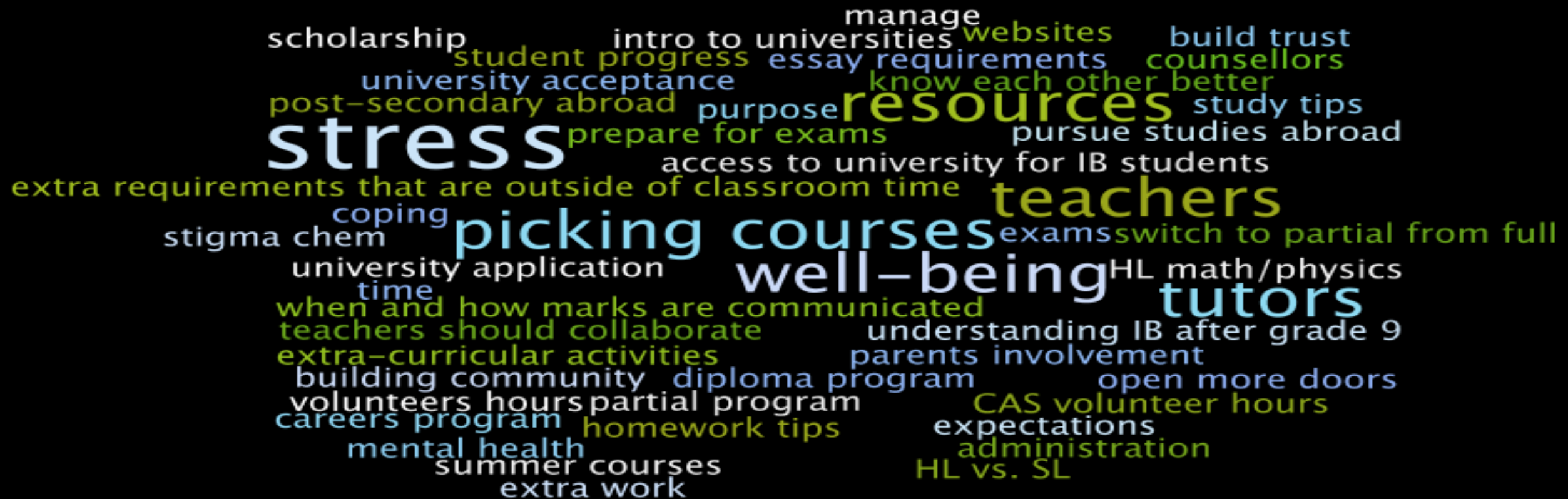
R1 Programs/courses selection, R4 support student well-being, and R8 advocating for more courses are also top priorities for partial IB students



Recommendation



Verbatims – write-in responses to Q7



A word cloud of student responses to Q7, displayed on a black background. The words are in various colors (white, yellow, green, blue) and sizes, indicating their frequency or importance. The most prominent words are 'stress', 'picking courses', 'well-being', 'teachers', 'tutors', and 'resources'. Other visible words include 'scholarship', 'intro to universities', 'websites', 'build trust', 'counsellors', 'essay requirements', 'know each other better', 'study tips', 'pursue studies abroad', 'access to university for IB students', 'extra requirements that are outside of classroom time', 'switch to partial from full', 'HL math/physics', 'understanding IB after grade 9', 'parents involvement', 'open more doors', 'CAS volunteer hours', 'expectations', 'administration', 'HL vs. SL', 'summer courses', 'extra work', 'mental health', 'careers program', 'homework tips', 'volunteers hours', 'partial program', 'building community', 'diploma program', 'extra-curricular activities', 'when and how marks are communicated', 'teachers should collaborate', 'university application', 'coping', 'stigma chem', 'time', 'manage', 'prepare for exams', 'purpose', 'post-secondary abroad', 'university acceptance', 'student progress', 'manage', 'websites', 'build trust', 'counsellors', 'essay requirements', 'know each other better', 'study tips', 'pursue studies abroad', 'access to university for IB students', 'switch to partial from full', 'HL math/physics', 'understanding IB after grade 9', 'parents involvement', 'open more doors', 'CAS volunteer hours', 'expectations', 'administration', 'HL vs. SL', 'summer courses', 'extra work', 'mental health', 'careers program', 'homework tips', 'volunteers hours', 'partial program', 'building community', 'diploma program', 'extra-curricular activities', 'when and how marks are communicated', 'teachers should collaborate', 'university application', 'coping', 'stigma chem', 'time'.

stress

picking courses

well-being

teachers

tutors

resources

scholarship

intro to universities

websites

build trust

counsellors

essay requirements

know each other better

study tips

pursue studies abroad

access to university for IB students

extra requirements that are outside of classroom time

switch to partial from full

HL math/physics

understanding IB after grade 9

parents involvement

open more doors

CAS volunteer hours

expectations

administration

HL vs. SL

summer courses

extra work

mental health

careers program

homework tips

volunteers hours

partial program

building community

diploma program

extra-curricular activities

when and how marks are communicated

teachers should collaborate

university application

coping

stigma chem

time

manage

prepare for exams

purpose

post-secondary abroad

university acceptance

student progress



1. Prepping for university

- I would like to know how many hours you need to gain to apply for a scholarship, as well as how the ib diploma works; Would you graduate with two diplomas, one being the Ontario one and the other being an IB, or would you graduate with one diploma?
- A holistic overview and how IB really fits in to university program application. Is my student really better off in IB or do universities give equal access to top performers in a standard curriculum? Is IB worth to extra work and stress on my student?
- How do universities typically look at IB when accepting students
- I think perhaps stressing that this is an international degree and can open so many more doors for students in this program. My child of course doesn't listen to me when I try to explain options for schooling abroad - she's convinced it's always far more expensive and always in another language. I think having someone who did post-secondary abroad speak about their experiences would go a long way.
- Information on extra curricular activities that will look good to universities. More earlier intro to university in grade 9 and 10
- Is there any guidance in CHCI for students who wish to pursue studies abroad?



2. What program and which courses to select

- More info about the partial program instead of being so focussed on the full diploma program
- Summer course selection. E.g. Can a student take grade 10 math during the summer and if they wish to improve on their grade, can they take math again during the Grade 10 academic year?
- KNOWING THAT YOU CAN'T DO 1 SEMESTER OF HL SCIENCE THEN GO DOWN TO SL
- what courses to take and how IB really works between partial and full
- Will you offer Higher Level (HL) math/physics in the near future or is there any option to upgrade to HL when taking standard level (SL).
- Information or advise if is better to switch to partial IB from full IB.
- Let people know more of what a good IB student should do and more info on how to manage time and good study and homework tips for IB students. Also make people aware of what they will have to do in IB (Ex: They will have to do a lot of homework). I suggest this so there are less people dropping out of IB.
- Overall, more check-ins about picking courses, and what is required/recommended for IB students



3. Support the well-being of the IB student

- The well-being of IB students is not emphasized nearly enough. Many of my friends get little to no sleep each night due to crazy amount of work teachers expect us to complete. Teachers should probably consult with other teachers in order to not stack assignments, because in some weeks there up to 6 assignments/tests. Everyone loses large amounts of sleep over this program, and it is really unhealthy. We cannot actually be expected to get 8 hours of sleep. Most of us wake up between 6-7am, so that means going to bed at 10-11pm. This is impossible with the amount of homework we get if we also want to have any free time or extra curriculars. The amount given is really unhealthy for the well-being of every IB student. It also gives many students anxiety and plenty of stress, which is also very unhealthy. Overall, the well-being of IB students is not stressed nearly enough. Your current solutions are things like "get more sleep" or "plan ahead" but these strategies just don't work effectively in IB.
- Not necessarily information, but more resources to support mental health and well-being for IB students.
- Sometimes our child doesn't get sufficient feedback on assignments; and often there are multiple tests and assignments due all at once. These cause stress, and it would be good to have a better sense of how the school provides support to students in stressful times; and better mechanisms for feedback so parents can help their children navigate learning from teacher feedback.
- Stress coping techniques
- Teachers should collaborate more in order to spread out assignments. I often have weeks in which there are 4+ tests or assignments due. This is extremely stressful and unhealthy for students. I know friends who get less than 4 hours of sleep each night due to the immense amount of work given to each student. I would like there to be more effort given by the IB teachers to reduce stress amongst students.
- Building IB community - activities for students to know each other better and build trust



How the IB program works

- Better understanding of how it works after grade 9.
- More information about the CAS volunteer hours deal.
- Timeline for the extra requirements that are outside of the classroom time, like the EE, IA, Group 4 projects, etc.
- Why can't volunteers hours be done in grade 9 or 10 when students have more time?
- Information about IB exams... even though I'm in Grade 12 I don't actually know what topics will be on each paper
- Understanding when and how the expected marks are communicated.
- I would like to know why and how teachers/administration decide that the student should not take full IB or some IB courses when the student wants them and is ready to work hard.
- What is the process for Essay: requirements, expectations, purpose. How parents can follow it?

Remainder of open-ended responses

- Student progress over time
- What are CHCI's plans for the IB Careers program?
- Where could we find more resources to prepare students for IB exams?
- A directory of tutors
- Better Teachers!
- Can we develop a list of tutors, websites, or other resources to help with specific IB courses? For example, we found through word of mouth an excellent tutor who was a retired IB chemistry/physics teacher.
- Since IB is so different from academic courses, I often don't know something is going to happen until it is already almost complete. Eg. Our grade 11 math mark is 50% of our grade 12 predicted math mark. I can't even ask counsellors because I didn't even know about them.
- The stigma should be erased that if a student isn't doing IB chem then they may as well not be doing IB at all
- Could they provide buses for I.B. students living outside the school area?