

CMDI RESEARCH BRIEF



The Research Brief presents the findings of the research activities and engagements of CMDI and CARD MRI. Its publication highlights research-based policymaking as one of the hallmarks of CARD MRI.

OVERALL TREND OF FACULTY EVALUATION RESULTS FOR CMDI BAY AND TAGUM FROM 2020 – 2022.

INTRODUCTION

The academic year (AY) 2020-2021 is a period of transition in education delivery from the traditional classroom model to a complete distance learning approach. The new approach enables students to pursue their studies safely at the comfort of their home using their preferred medium of learning modality which is either online and/or modular (i.e., printed, and digital modular).

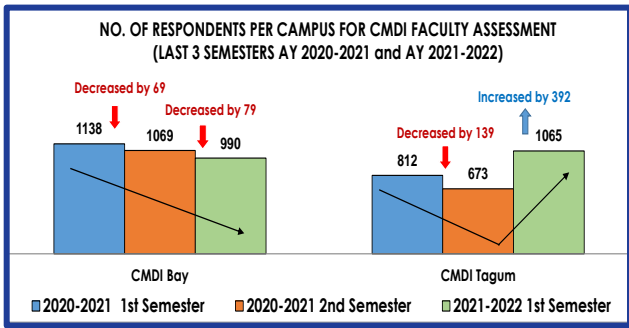
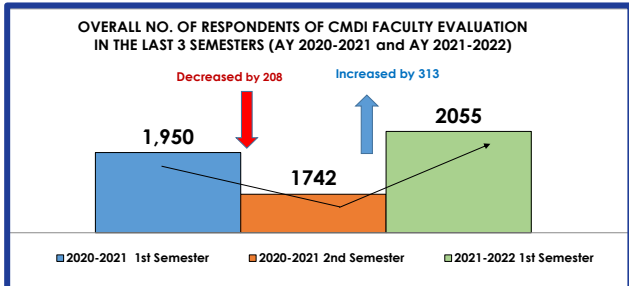
ASSESSMENT PROCESS

The faculty assessment employs self-administered questionnaires made available using the Google Forms. Two separate questionnaires for the online and modular learning modalities were implemented to the cohorts; mostly participated in the online survey while the others accomplished the printed questionnaires.

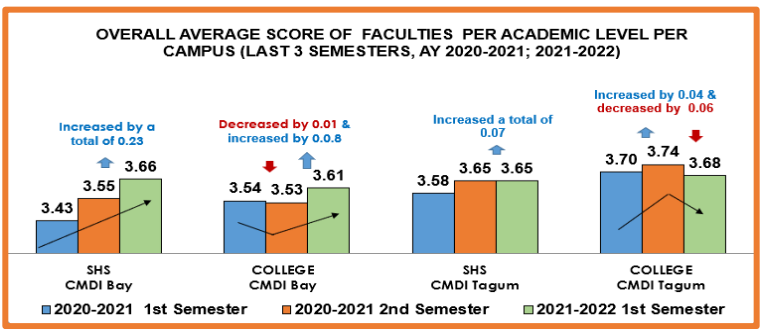
SURVEY RESPONDENTS

A total of 2,055 students were able to participate in the recent survey. This has an increase of 105 students from the last school year of the same semester.

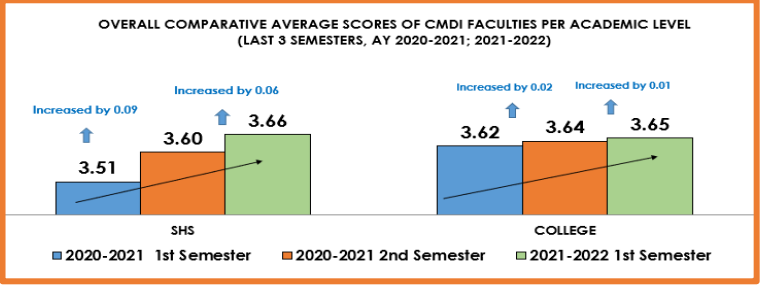
PARTICIPATION RATE



OVERALL RESULTS



The average evaluation ratings of the SHS faculties in Bay get better throughout the last three semesters of AY 2020-2021 to AY 2021-2022 with total increase in score of 0.23 points. Conversely, the college faculties in Bay had a slight dent in score by 0.01 point from the 1st to 2nd semester of AY 2020-2021 and eventually improved by 0.08 points in the 1st semester of AY 2021-2022.

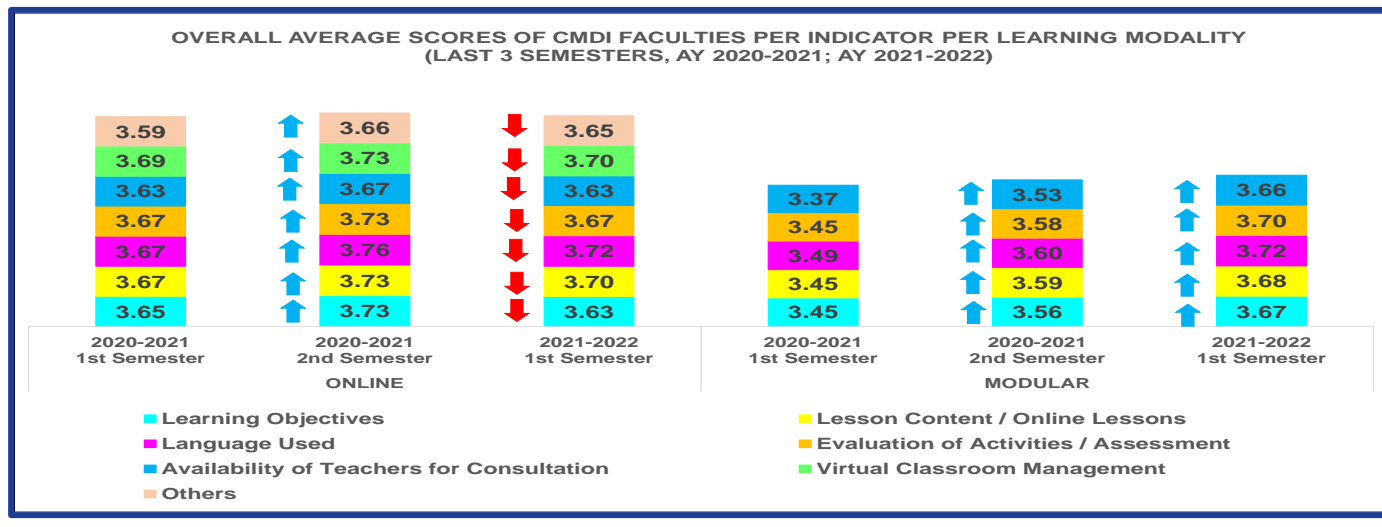


For Tagum faculties, the ratings increased by 0.07 points from the 1st semester to the 2nd semester of AY 2020-2021 and retained the latter score in the 1st semester of AY 2021-2022. The assessment trend was also erratic for the Tagum college faculties as it increased the rating by 0.04 points in the 2nd semester of AY 2020-2021 and declined by 0.06 points in the 1st semester of AY 2021-2022.

Meanwhile, the overall ratings of the faculties per academic level for the entire CMDI have escalated in the last three semesters of AY 2020-2021; AY 2021-2022; although there was subtle improvement in the scores given by the college students.

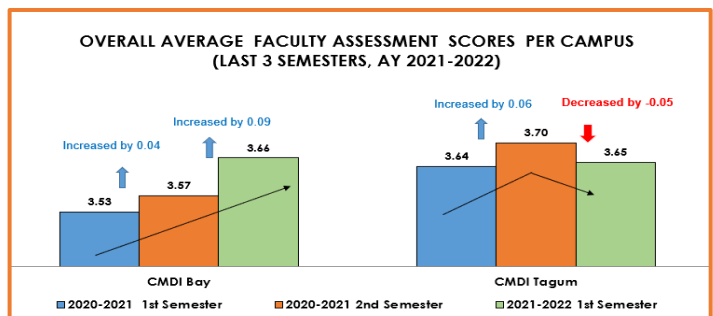
ASSESSMENT PER INDICATOR

Looking at the entire CMDI faculty overall average ratings per indicator, majority declined in ratings in the 1st semester of AY 2021-2022 for the online faculties while there was observed increase in ratings of all indicators for the modular teachers across the three assessment periods. For the online faculties, the indicator 'Language Used' (0.05 points) was noted with the highest increase while the indicator 'Learning Objectives' (-0.03 points) had the least. For the modular teachers, on the other hand, the indicator 'Availability of Teachers for Consultation' (0.29 points) had the highest growth in rating while 'Learning Objectives' (0.22 points) had the smallest increase. In general for both modalities, the indicator 'Availability of Teachers for Consultation' (0.15 points) had the highest improved rating while the indicator 'Virtual Classroom Management' (0.01 point) had the least.



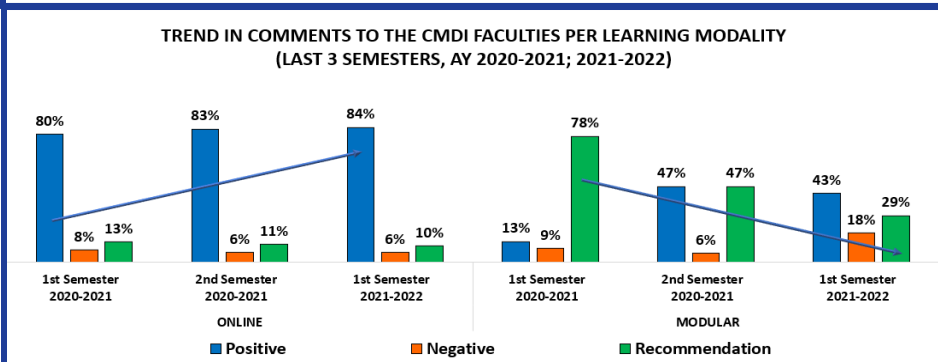
OVERALL ASSESSMENT

Even with the challenges in the new learning approach, faculty members of CMDI Bay improved in the overall evaluation ratings, now "Excellent" in in the last three semesters, AY 2020-2021; AY 2021-2022. The ratings gained 0.13 points from the 1st semester of AY 2020-2021 compared to the same period of AY 2021-2022. The faculties of the CMDI Tagum, on the other hand, slightly increased in rating by 0.06 points from the 1st to 2nd semester of AY 2020-2021 but dropped by 0.05 points in the 1st semester of AY 2021-2022; although the ratings were also interpreted as "Excellent".



TREND OF COMMENTS TO CMDI FACULTIES

Overall, the percentage of positive impressions on the CMDI online teachers improved overtime while the negative comments and recommendations showed declines. On the other hand, the overall percentages of positive and negative comments to the modular faculties were observed to be inconsistent, though there were more positive perceptions and the percentage of recommendations dropped continuously (Fig. 14). The results may imply that the students were becoming more satisfied with the CMDI faculties.



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