

# 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.

## FACULTY EVALUATION RESULTS FOR CMDI TAGUM (1st Sem of AY: 2021-2022)



### INTRODUCTION

This study is a regular activity conducted that aims to get the student's perception of the CMDI faculty members towards the continuous improvement of the programs and services of the academe.

The faculty evaluation for the 1<sup>st</sup> semester of AY 2021-2022 covers the period from August 2021 to January 2022. In this study, forty-one (100%) people were identified having teaching engagement with CMDI Tagum. Twenty-four or 59% of this pool of educators are faculties and staff from CMDI Tagum, while the remaining seventeen or 41% are personnel from CARD MBA and CMDI Bay.

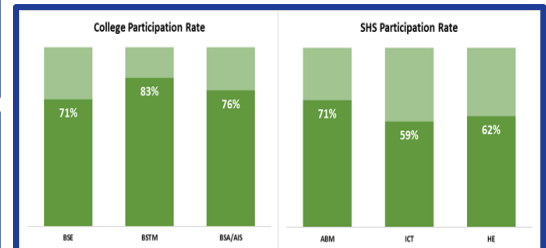
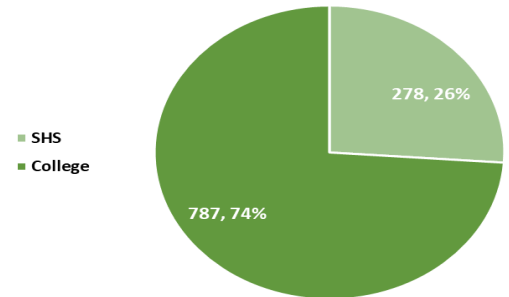
The survey employs self-administered questionnaires made available using the Google Forms. Because of the heightened risk brought about by COVID-19 virus, all students, regardless of their modalities, were asked to participate online. The survey link was distributed to the respective Facebook Messenger group of students through the assistance of the program coordinators, SHS principal, and class advisers.

### SURVEY RESPONDENTS

A total of 1,065 students were able to participate in the survey. This is 71% of the total enrolled students in the first semester. College students constitute 74% of the total respondents, while 26% are SHS.

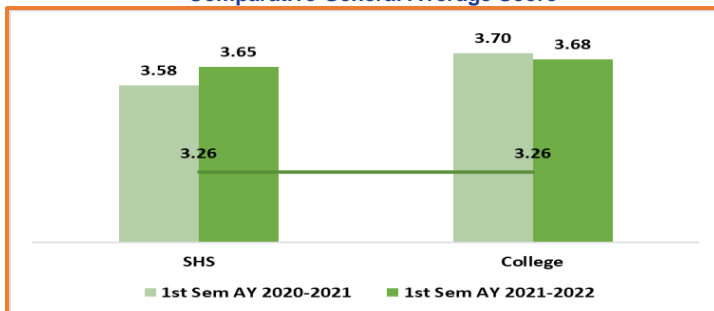
### PARTICIPATION RATE

#### SURVEY PARTICIPATION RATE



## OVERALL RESULTS

Comparative General Average Score



The result of the first semester's faculty evaluation remains to have an excellent rating from the students. All faculties, from SHS to college, earned an average faculty evaluation score greater than 3.26, the benchmark for an 'excellent' evaluation rating.

It was also observed that, compared to the same period in the last academic year, the SHS average score improved by 0.07-points, while the college average score decreased by 0.02-points.

The score improvement in SHS was mainly contributed by ABM and ICT strands, which shows an increase in the average score by 0.21-points and 0.09-points, respectively. It also appeared that the average HE score dropped by 0.10-points.

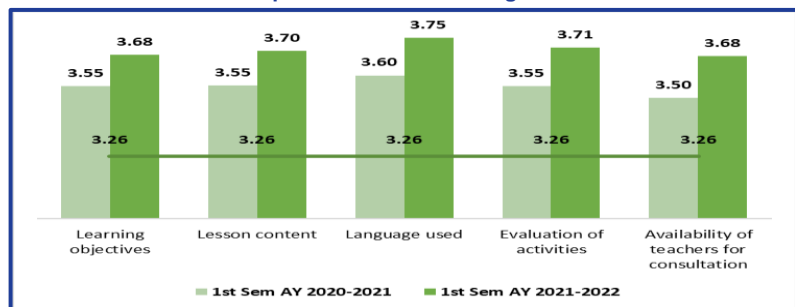
For the college group, the average score of BSA/AIS faculties in the online cohort was 0.24-points lower compared to the same period last year, while the BSE observed a 0.03-points growth. On the other hand, the modular cohort shows improvement except for the BSTM, where the average score dropped by 0.03-points.

Program	1st Sem	2nd Sem
SHS Modular (ABM)	3.56	3.77
SHS Modular (ICT)	3.50	3.59
SHS Modular (HE)	3.72	3.62
College Online (BSE)	3.75	3.78
College Online (BSA / BSAIS)	3.74	3.50
College Modular (BSE)	3.66	3.68
College Modular (BSTM)	3.77	3.74
College Modular (BSA/ BSAIS)	3.57	3.65

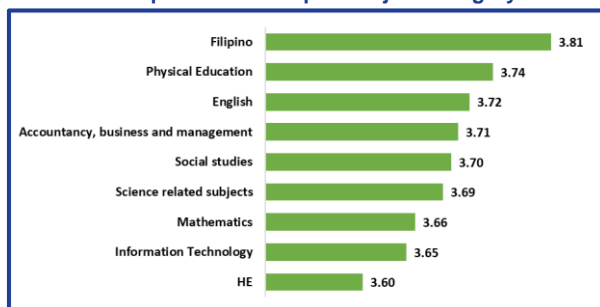
## COMPARATIVE SCORES BETWEEN PERIODS

Aside from having excellent overall scores, it was noted that SHS faculties received higher scores from the students in every indicator (the highest of which is the "Language Used" at 3.75) compared to the same period last academic year. Scores have grown by 0.13 to 0.18-points with the highest improvement in 'availability of teachers for consultation'. It showed that Filipino subjects had the highest average score during this period of evaluation with 3.81 points, while the lowest was at 3.60 points for the HE subjects.

**Comparative General Average Score**



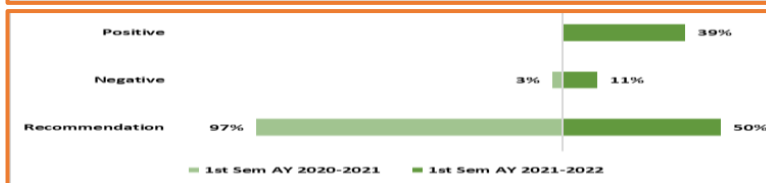
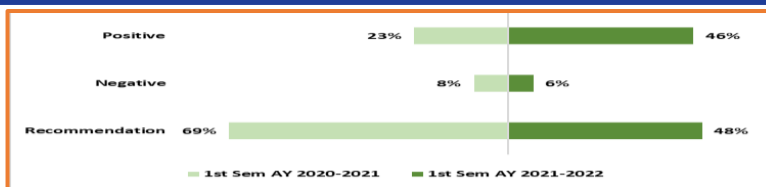
**Comparative Score per Subject Category**



### COMMENTS TO THE FACULTIES

Predominantly, the positive comments were relatively higher compared to the same period of the previous academic year. Also, the number of recommendations to improve the processes has declined, which may imply the growing satisfaction of students. The same also for the negative comments, which were observed to have a smaller number, except for the SHS modular learning that was somewhat higher than last year.

COLLEGE  
SHS



#### Frequently Mentioned Positive Comments

##### Use percentages

- Good teacher; Good in teaching (131)
- They explain the lesson very well (32)
- Kind (23)
- Approachable. (22)
- Understanding/Considerate. (22)
- I learned a lot from them. (16)
- They make the class exciting/enjoyable/interesting. (14)
- They guide/motivate students. (13)
- Jolly/Fun teacher. (12)
- They ensure that students learned/understood the lesson. (11)
- They make the lessons easier to understand. (10)
- They encouraged student participation (8)
- Patient (8)
- Excellent teacher. (8)
- They have effective teaching strategies. (7)
- Helpful (5)
- They use relevant examples to make students understand the lessons. (5)
- Humble (4)

#### Frequently Mentioned Recommendations

- Inform the students ahead of time on the changes in schedules. (5)
- Be mindful of the class schedule. (4)
- Provide updates on quizzes and assignments thru group chat. (4)
- Keep up the good work. (4)
- Be more considerate/understanding to students. (4)
- Should have a fixed schedule. (4)
- Expound the topic by giving more examples/information. (4)
- Make the class more exciting and fun. (3)
- Lessen the number of activities. (2)
- Needs more improvement. (2)
- Be consistent on the instructions. (1)
- Better connection with students. (1)
- Should attend class regularly. (1)
- Improve interaction with the students during the class. (1)
- Should have equal attention to students. (1)
- Be more direct during discussion. (1)

#### Frequently Mentioned Negative Comments

- Class schedule was not consistent. (5)
- Fast in explaining the lesson (3)
- Some discussions were difficult to understand. (2)
- Strict (2)
- There was too much information. (2)
- Difficult to communicate (1)
- The activities were sometimes confusing because of the changing instructions. (1)
- Sometimes the class was boring. (1)
- Discussed something that was not relevant to the lesson. (1)
- Intimidating (1)
- Always overtime. (1)
- I did not learn from the subject. (1)
- Too many assignments (1)

#### EDITORIAL TEAM:

Lead Editors **Ms. Evelyn Narvaez**  
**Ms. Lourdes Medina**  
 Writer / Contributor **Mr. Mark Gil Sabay**  
 Layout and Design **Mr. Shidrex Gonzales**