2T SY 2023-2024

LATCH Feedback Analysis

Rogelio V. del Cano

DELA SALLE-COLLEGE OF SAINT BENILDE

DE LA SALLE-COLLEGE OF SAINT BENILDE
Center of Educational Technology (a.k.a., EdTech)

INSIGHTS FROM LATCH FEEDBACK: ANALYSIS AND FINDINGS

2T SY2023-2024

COVERAGE:

2T-SY2324
LATCH COMMENTS

COMMENTS / FEEDBACK:

24,915
RECORDS

341,175
WORDS

2,015,290
CHARACTERS

1366:18
READING TIME

2277:10
SPEAKING TIME

PREPROCESSED TEXT:

15,737
RECORDS

174,255
WORDS

1,267,030
CHARACTERS

697:01
READING TIME

1161:42
SPEAKING TIME

INSIGHTS FROM LATCH FEEDBACK: ANALYSIS AND FINDINGS
2T SY2023-2024

A. Main Findings from Clustering Analysis

The K-Means, Hierarchical, and DBSCAN clustering algorithms were used to group the feedback into meaningful categories. K-Means creates clear groups based on similarities. Hierarchical shows how small groups combine into bigger ones. DBSCAN finds groups of different shapes and sizes and also identifies outliers.

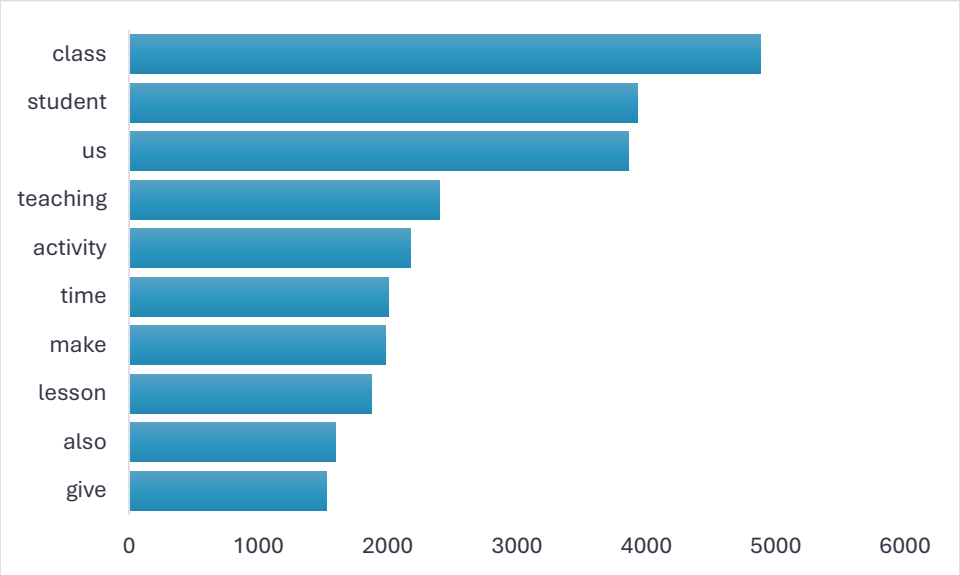
The common themes across all clustering methods are:

1. **Teaching Methods and Effectiveness** - a prominent theme across all clusters, indicating the critical role of teaching methods in student feedback
2. **Classroom Management** - effective classroom management is frequently mentioned, emphasizing its importance in the educational process.
3. **Student Engagement and Activities** - engaging activities are highlighted as a crucial element in enhancing the learning experience.
4. **General Class Feedback** - broad feedback on the overall class environment and student experiences.
5. **Personalized Teacher Feedback** - Specific comments about individual teachers, often focusing on their effectiveness and positive interactions.

Clustering Method	Description	Clusters
K-Means Clustering	Creates clear and separate groups of similar feedback.	Cluster 0: General comments on classes and teaching. Cluster 1: How teaching methods and classroom management work. Cluster 2: Personalized comments about teachers. Cluster 3: Mixed feedback on teaching and managing classes. Cluster 4: Positive teaching practices and student experiences.
Hierarchical Clustering	Shows how smaller groups combine into bigger ones, helping to see relationships between groups.	Cluster 0: General feedback on classes and teaching. Cluster 1: Comments showing satisfaction or no complaints. Cluster 2: Focus on effective teaching methods and activities. Cluster 3: Feedback on class activities and tasks. Cluster 4: Comments on classroom management and organization.
DBSCAN Clustering	Finds groups of different shapes and sizes, and identifies feedback that doesn't fit well into other groups.	Cluster -1: Feedback that didn't fit into other groups. Cluster 0: Comments on teaching methods, classroom management, and activities. Cluster 1: Mixed feedback with unique terms. Cluster 2: Feedback on teaching styles and their effectiveness. Cluster 3: Comments on online vs. in-person classes.

INSIGHTS FROM LATCH FEEDBACK: ANALYSIS AND FINDINGS
2T SY2023-2024

B. Top 10 Most Frequently Mentioned Words

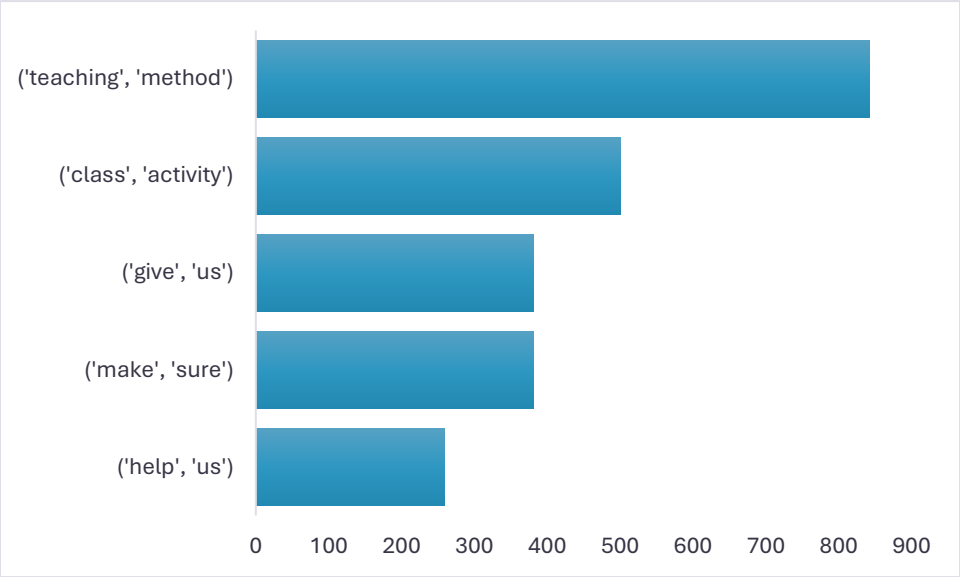


Interpretation:

- **Class**: The word "class" appears most frequently, indicating that the feedback often revolves around classroom experiences and the structure of classes.
- **Student**: The high frequency of "student" suggests that feedback is highly focused on the students' perspective and their experiences.
- **Us**: The frequent usage of "us" implies a collective experience or feedback from students discussing their shared experiences.
- **Teaching**: The importance of "teaching" points to a focus on teaching methods and the effectiveness of instruction.
- **Activity**: "Activity" being a common word indicates that students often comment on class activities, their relevance, and engagement levels.
- **Time**: The word "time" suggests that time management, duration of classes, or scheduling might be significant topics in the feedback.
- **Make**: The word "make" likely appears in contexts where students discuss what makes classes effective or improvements they would like to see.
- **Lesson**: Frequent mention of "lesson" shows that specific lessons or the way lessons are conducted are a critical focus in the feedback.
- **Also**: The word "also" suggests students often provide additional comments or extend their feedback, showing they have multiple points to discuss.

- **Give**: The use of "give" might be in the context of giving feedback, giving instructions, or giving grades, indicating interactions between teachers and students.

C. Top 5 Most Frequently Mentioned Bigrams

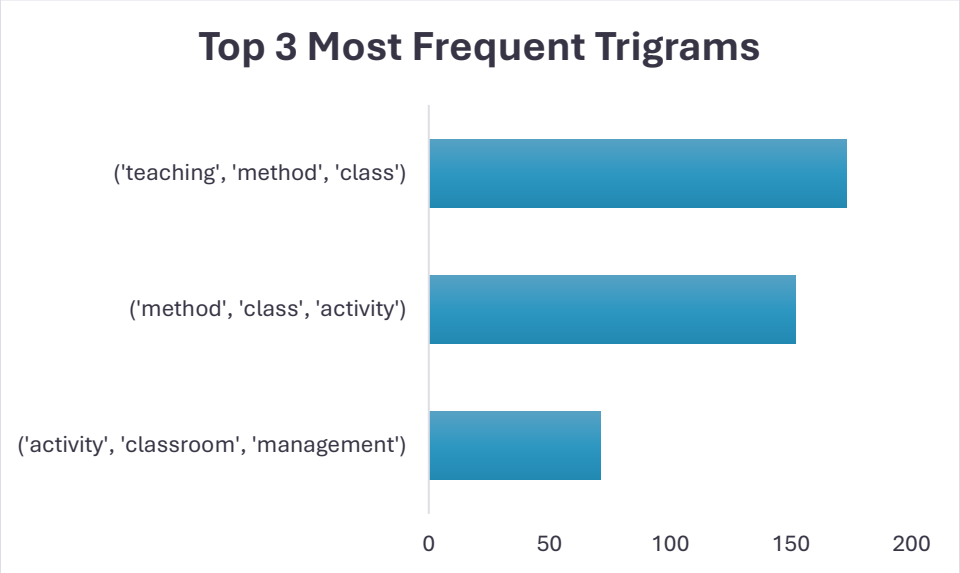


Interpretation:

- **Teaching Method (843 times):** This bigram is the most frequently used, indicating that students often discuss the methods their teachers use to deliver course content. It reflects a focus on how teachers conduct their classes and the effectiveness of these methods in facilitating learning.
- **Class Activity (501 times):** The second most common bigram, highlighting the importance of activities within the class. Students frequently comment on the types, quality, and engagement level of activities conducted during their courses.
- **Make Sure (381 times):** This phrase suggests that students often talk about their teachers ensuring certain aspects of the course are covered or specific needs are met. It indicates a concern for thoroughness and attention to detail in teaching.
- **Give Us (381 times):** This bigram points to requests or comments about what teachers provide to students, such as resources, feedback, or assistance. It reflects student expectations and needs from their instructors.
- **Help Us (259 times):** This phrase signifies that students frequently discuss the support and assistance they receive from their teachers. It underscores the importance of teacher support in the learning process.

INSIGHTS FROM LATCH FEEDBACK: ANALYSIS AND FINDINGS
2T SY2023-2024

D. Top 3 Most Frequent Trigrams

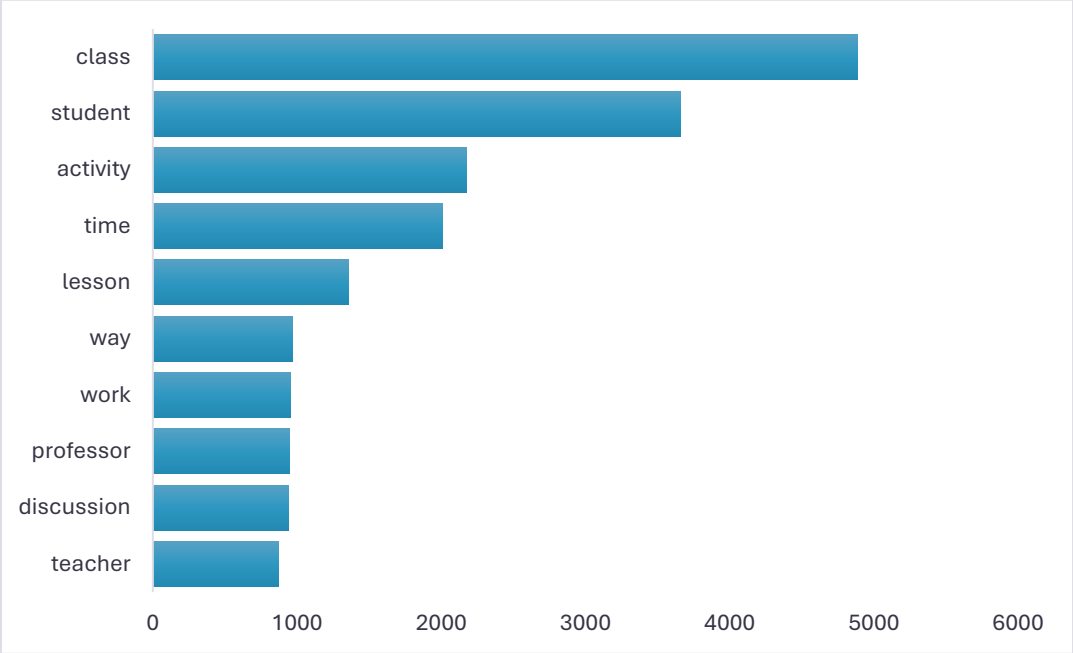


Interpretation:

- **Teaching Method Class (173 times)**:
  - This trigram is the most frequently used, indicating that students often discuss the teaching methods used in their classes. It suggests that students are attentive to the ways in which their classes are conducted and are likely evaluating the effectiveness of these methods.
- **Method Class Activity (152 times)**:
  - The second most common trigram, highlighting the interplay between the methods used in teaching and the activities conducted in class. This reflects the importance of the integration of teaching methods and class activities in enhancing the learning experience.
- **Activity Classroom Management (71 times)**:
  - This trigram points to discussions around classroom activities and how they are managed. It indicates that students are concerned with not only the activities themselves but also how well these activities are organized and managed.

INSIGHTS FROM LATCH FEEDBACK: ANALYSIS AND FINDINGS
2T SY2023-2024

E. Most Common Nouns



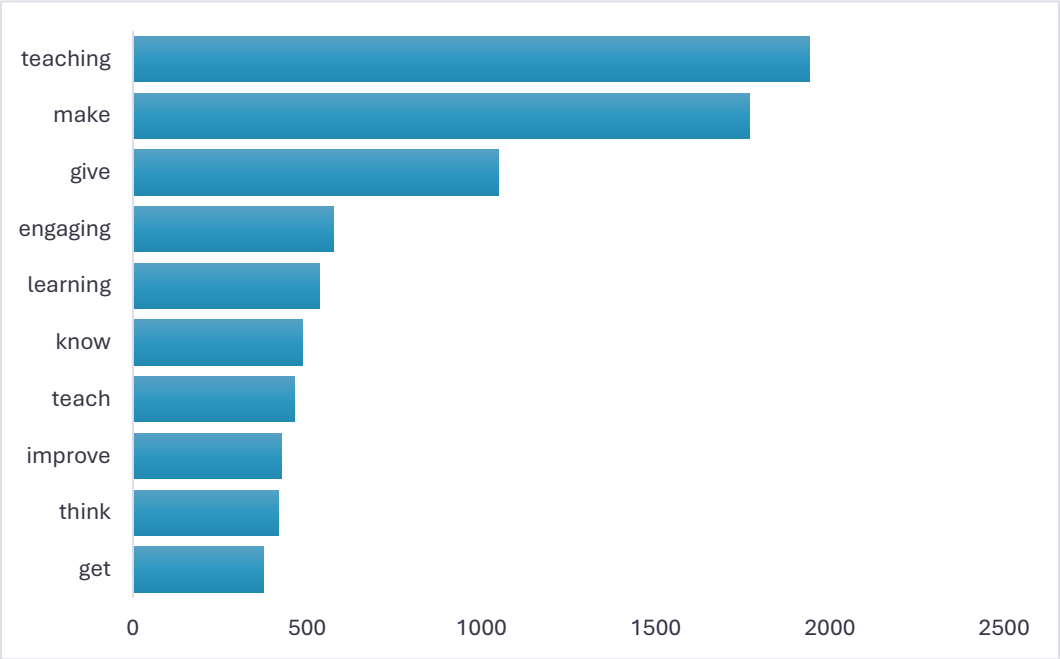
Analysis

1. **Class (4887 occurrences)**:
   - The most frequently mentioned noun, indicating that students often talk about their classes, suggesting that the overall structure, environment, and experience of the class are central to their feedback.
2. **Student (3659 occurrences)**:
   - The frequent mention of students indicates a focus on the student experience, perspectives, and participation in the feedback.
3. **Activity (2176 occurrences)**:
   - Activities are a key component of the feedback, pointing to the importance of class activities in the learning process.
4. **Time (2006 occurrences)**:
   - Time management, scheduling, and the duration of classes or activities are significant aspects of the feedback.
5. **Lesson (1357 occurrences)**:
   - Lessons, including their content and delivery, are crucial elements discussed by students.
6. **Way (970 occurrences)**:

- The way or methods by which teaching and activities are conducted are important to students.

7. **Work (958 occurrences)**:
   - Assignments, workload, and the nature of work given to students are frequent topics.
8. **Professor (946 occurrences)**:
   - Professors, their teaching styles, and interactions with students are often mentioned.
9. **Discussion (941 occurrences)**:
   - Discussions, likely both in-class and online, are significant in student feedback.
10. **Teacher (872 occurrences)**:
    - Teachers, similar to professors, are frequently discussed, highlighting their role in the educational experience.

F. Most Common Verbs



Analysis

1. **Teaching (1943 occurrences)**:
   - The verb "teaching" is the most frequently mentioned, highlighting the centrality of teaching quality and methods in student feedback.
2. **Make (1770 occurrences)**:

INSIGHTS FROM LATCH FEEDBACK: ANALYSIS AND FINDINGS

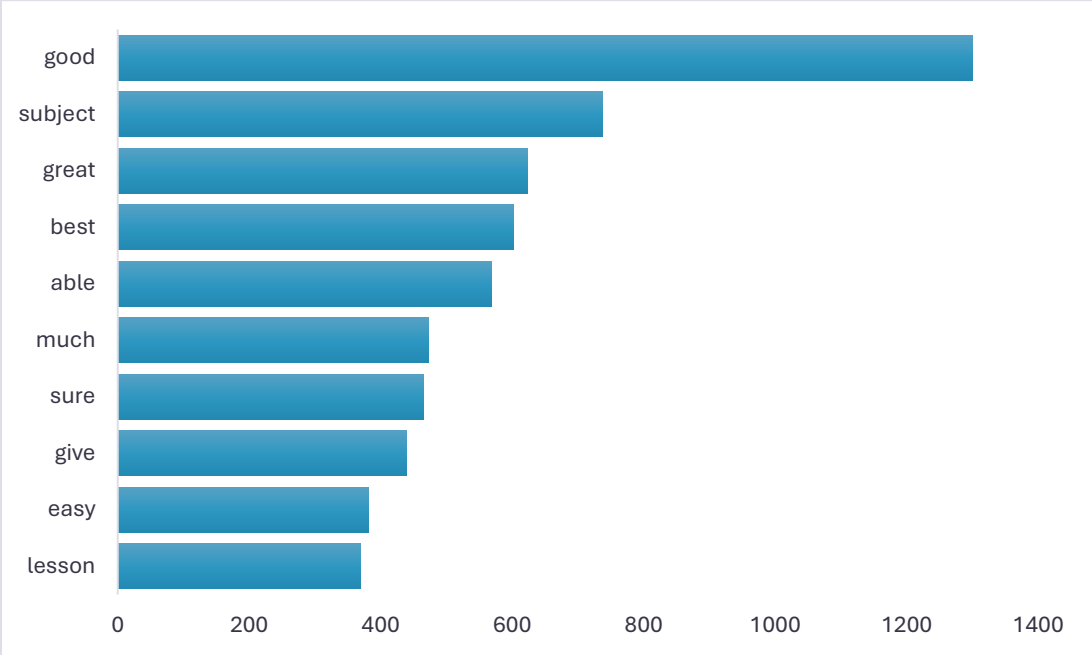
2T SY2023-2024

- "Make" is often used in various contexts such as making sure, making it easy/hard, making students feel, etc., indicating actions taken by teachers or the outcomes of teaching methods.

3. **Give (1049 occurrences)**:
   - The verb "give" relates to providing resources, feedback, assignments, and support, reflecting the teacher's role in facilitating learning.
4. **Engaging (576 occurrences)**:
   - "Engaging" points to the importance of interaction and student involvement in classes, indicating that students value engaging teaching methods.
5. **Learning (535 occurrences)**:
   - "Learning" itself is frequently mentioned, emphasizing the process and experience of acquiring knowledge and skills.
6. **Know (487 occurrences)**:
   - "Know" is used in contexts such as knowing the material, knowing how to teach, and ensuring students know the content, indicating the importance of knowledge transfer.
7. **Teach (465 occurrences)**:
   - The verb "teach" directly reflects the core activity of educators and is central to student feedback.
8. **Improve (426 occurrences)**:
   - "Improve" suggests a focus on areas where students see potential for enhancement in teaching methods, course content, or overall learning experience.
9. **Think (419 occurrences)**:
   - "Think" is used in reflective contexts, such as thinking critically, thinking about improvements, and what students think of the course/teacher.
10. **Get (374 occurrences)**:
    - "Get" is used in contexts like getting feedback, getting help, and getting involved, indicating actions and support students receive.

INSIGHTS FROM LATCH FEEDBACK: ANALYSIS AND FINDINGS
2T SY2023-2024

G. Most Common Adjectives



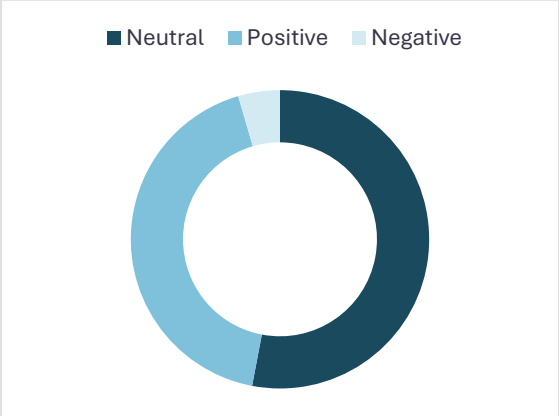
Analysis

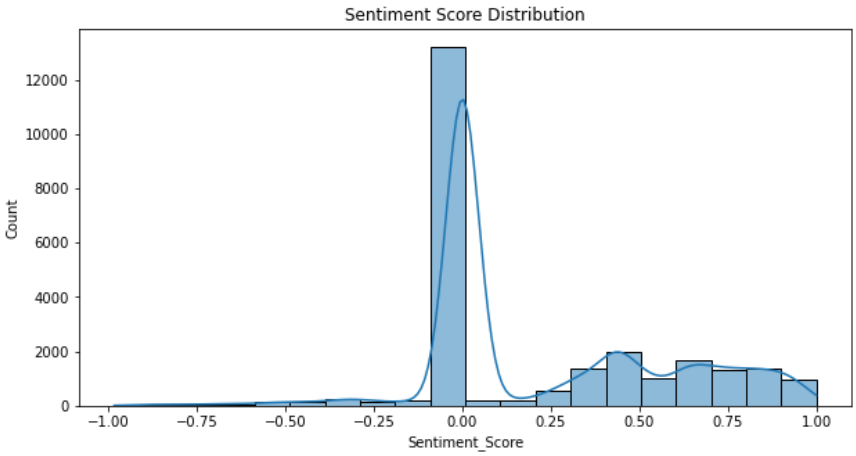
1. **Good (1300 occurrences)**:
   - "Good" is the most frequently mentioned adjective, indicating positive feedback on teaching methods, course content, or overall experience.
2. **Subject (738 occurrences)**:
   - Although typically a noun, "subject" here might be used in phrases that modify it, like "subject matter." This indicates the importance of the subject content in student feedback.
3. **Great (624 occurrences)**:
   - "Great" reflects high levels of satisfaction and appreciation from students regarding their courses or instructors.
4. **Best (602 occurrences)**:
   - "Best" highlights superlative feedback, suggesting that students often compare their experiences and identify what they consider the best aspects of their education.
5. **Able (568 occurrences)**:
   - "Able" typically reflects competence and capability, perhaps referring to both students' ability to understand and teachers' ability to convey material.
6. **Much (472 occurrences)**:

- Often used in comparative and descriptive contexts, "much" could indicate the extent or degree of something, such as learning, effort, or satisfaction.

7. **Sure (465 occurrences)**:
   - "Sure" may be used to reflect confidence in various aspects of teaching and learning, such as making sure students understand the material.
8. **Give (440 occurrences)**:
   - As an adjective, "give" is likely used in phrases like "giving feedback" or "giving support," reflecting actions taken by teachers.
9. **Easy (382 occurrences)**:
   - "Easy" indicates the simplicity or ease of understanding course content or the learning process, a key aspect of student satisfaction.
10. **Lesson (370 occurrences)**:
    - Similar to "subject," "lesson" might be used in contexts like "lesson plan" or "lesson structure," highlighting its importance in the educational process.

H. Sentiment Analysis





Key Observations:

1. **Central Peak at Neutral Sentiment:**
   - The highest concentration of sentiment scores is around 0, indicating a large amount of neutral feedback.
   - This central peak suggests that most student comments do not exhibit strong positive or negative sentiments.
2. **Positive Sentiment Distribution:**
   - A noticeable spread of sentiment scores is observed from 0 to 1 on the positive side.

- There are multiple smaller peaks within this range, suggesting varying degrees of positive feedback.
- The positive sentiment scores indicate that a significant portion of feedback is positive, though not as concentrated as the neutral feedback.

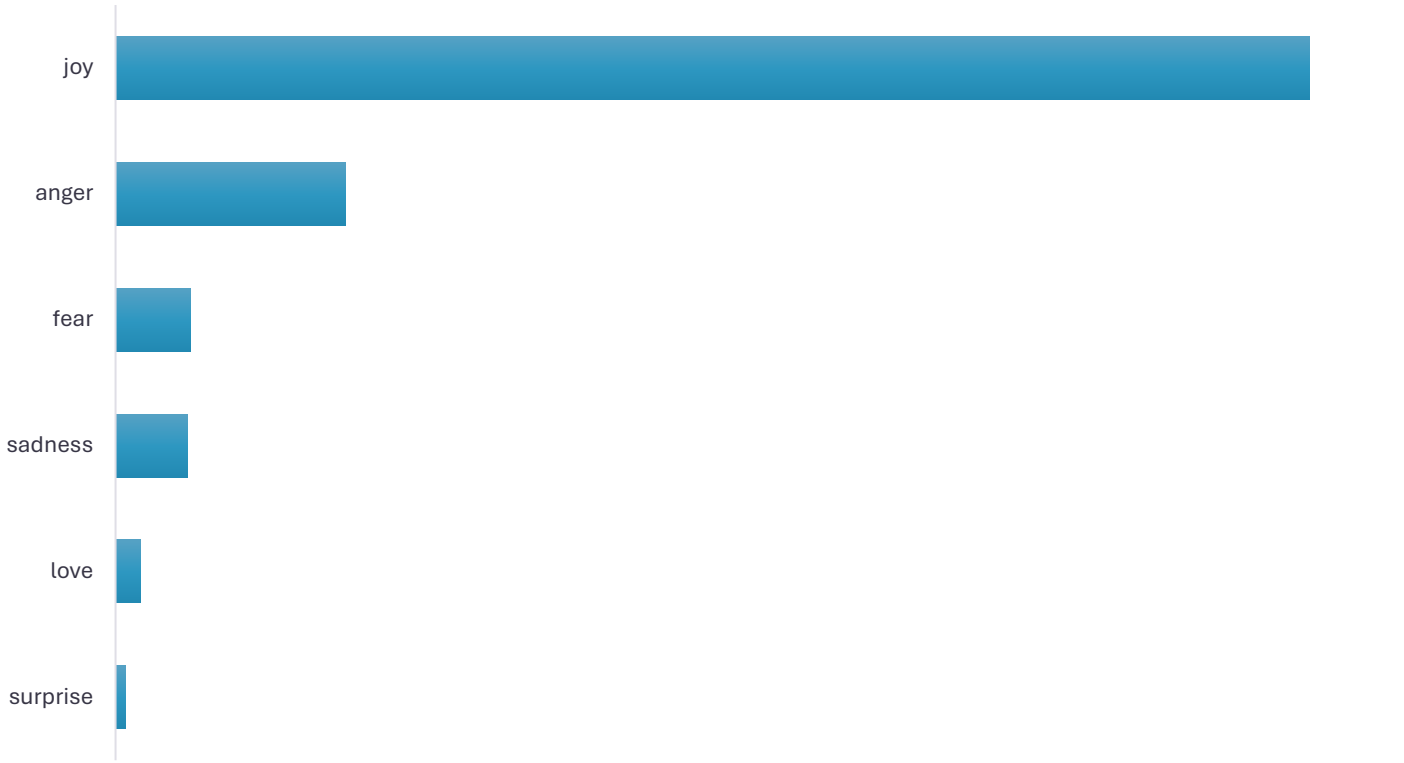
3. **Negative Sentiment Distribution:**
   - On the negative side, sentiment scores range from -1 to 0 but are much less frequent compared to neutral and positive scores.
   - The negative sentiment scores are sparse, indicating that there is relatively less negative feedback.

Interpretation:

- **Predominance of Neutral Feedback:**
  - The significant peak around 0 highlights that the majority of student feedback is neutral. This aligns with the earlier numerical summary where 53% of the feedback was classified as neutral.
  - This suggests that while students have observations to share, they are not strongly inclined towards positive or negative extremes.
- **Moderate Positive Feedback:**
  - The spread of sentiment scores from 0 to 1 and the presence of multiple smaller peaks suggest diverse levels of positive feedback.
  - This reflects that students have various positive experiences and observations about their classes or instructors.
- **Limited Negative Feedback:**
  - The low frequency of sentiment scores in the negative range corroborates the earlier finding that only 5% of the feedback is negative.
  - This indicates that while there are some concerns or criticisms, they are relatively few compared to neutral and positive feedback.

INSIGHTS FROM LATCH FEEDBACK: ANALYSIS AND FINDINGS
2T SY2023-2024

I. EMOTION DETECTION



	surprise	love	sadness	fear	anger	joy
Percentage	0.60%	1.53%	4.49%	4.66%	14.35%	74.38%

Key Insights

1. **Predominance of Joy (74.38%)**:
   - The overwhelming majority of feedback reflects joy. This suggests that students are generally very satisfied with their learning experiences. Positive aspects of classes, teaching methods, and interactions with instructors likely contribute to this high percentage of joy.
2. **Significant Presence of Anger (14.35%)**:
   - Anger is the second most common emotion, indicating that there are notable areas of dissatisfaction or frustration among students. This could be related to issues such as workload, clarity of instruction, or interactions with instructors, as identified in the summary of feedback for courses with lower ratings.

3. **Moderate Levels of Fear (4.66%) and Sadness (4.49%)**:
    - The presence of fear and sadness, though relatively low, highlights some concerns and negative experiences. These emotions might be linked to stress due to academic pressures, lack of support, or challenging course content.
4. **Low Levels of Love (1.53%) and Surprise (0.60%)**:
    - Love and surprise are the least mentioned emotions. The low percentage of love suggests that while students may appreciate their experiences, they do not often express strong affection or admiration. The minimal surprise indicates that the learning experiences are generally as expected, without many instances of unexpected positive or negative events.

J. AVERAGE OF LATCH PART 1 TO 6 WITH GLOBAL ITEMS

The computed average for parts 1 to 6 of the LATCH instrument is 3.61. These parts include Effectiveness of Teacher, Online Course/Subject Management, Effectiveness of Courseware/Subjectware, Promotion of Openness, Promotion of Deep Learning, Faculty Presence, and two global items comprising the Overall Assessment of the Course. This computed average, 3.61, falls under the "very satisfactory" level. On the other hand, the total count of student ratings that fall under the categories NI (Needs Improvement) and P (Poor) is 79, which is equivalent to 3.99%. The remaining 96.01% of ratings fall under the categories S (Satisfactory) to O (Outstanding).

K. SUMMARY OF STUDENT FEEDBACK FOR COURSES WITH AVERAGE RATINGS OF 2.99 AND BELOW

1. Workload and Time Management

- **Description**: Comments in this category focus on the amount of work assigned, deadlines, and how the workload impacts students' ability to manage their time effectively.
- **Examples**:
    - "Too much workload."
    - "Gives out too much work creating little to no time to accomplish other tasks in other subjects."
    - "The teacher overloads the students with work."
    - "Workload of the subject sometimes gives 2-hour video to watch on 1-hour deadline and so much to do in one day."

INSIGHTS FROM LATCH FEEDBACK: ANALYSIS AND FINDINGS

2T SY2023-2024

2. Clarity and Effectiveness of Instruction

- **Description**: Feedback about how clearly instructions are given, the effectiveness of teaching methods, and the comprehensibility of lessons.
- **Examples**:
  - "Clarity of instructions and amount of designated tasks."
  - "I think she needs to teach more lessons than giving many activities."
  - "Needs more ways to make the class pay attention."
  - "His instructions are usually always very confusing no matter how much we try to understand it or ask him."

3. Professionalism and Behavior

- **Description**: This includes comments on the professionalism, behavior, and attitude of the instructors towards students.
- **Examples**:
  - "Please be more professional and elaborate more about the lesson."
  - "I sincerely hope that my feedback here will be taken strongly into consideration in the evaluation of this professor."
  - "The teacher is too harsh. Although the intention may be for their students to learn, I think that it is unnecessary."
  - "He made me and other students uncomfortable with his unnecessary jokes/comments."

4. Engagement and Interaction

- **Description**: Comments on how engaging the classes are, the level of interaction between the teacher and students, and overall student engagement.
- **Examples**:
  - "Enthusiastic, open to consultation, gives fair and helpful feedback."
  - "Lets students recite after every discussion to make sure they were engaged."
  - "The quizzes helped us know if we were able to understand the lesson."
  - "Interactive."

5. Feedback and Assessment

- **Description**: Feedback regarding how assessments are conducted, the feedback provided on student work, and the fairness of grading.
- **Examples**:
  - "Guidelines are not clear as well and she rushes through her explanations."

- "Her critiques can sometimes be personal and harsh. She can be gentler and more understanding."
- "Provided rubrics must be followed. Sometimes the grade she gives doesn't match the grading system the rubrics say."

6. Resources and Materials

- **Description**: Comments on the availability and quality of learning materials, resources provided for the course, and the use of technology.
- **Examples**:
  - "Needs to improve in a lot of aspects. Her way of teaching needs to be improved and please upload the presentations after or before discussing a lesson so students can use it as a study material."
  - "She could have shown some examples of the topics she was discussing rather than saying it."
  - "Please upload PowerPoints before or after lessons for reference."

7. Support and Consideration

- **Description**: Comments about the level of support and consideration shown by the instructors towards students' needs and circumstances.
- **Examples**:
  - "Very considerate every consultation."
  - "I think she needs to be more patient with us especially at times when the mistakes we made were because of the fact that she didn't give clear instructions."
  - "She needs to be more understanding and considerate."

L. Topic Modeling

Topic modeling is used to uncover the hidden thematic structure in a large collection of documents. By analyzing the distribution of words, topic modeling can group words into topics and assign each document a mix of these topics. Latent Dirichlet Allocation (LDA) is a generative probabilistic model and is one of the most popular topic modeling algorithms. Non-negative Matrix Factorization (NMF) employs a linear algebraic approach and is another widely used technique for topic modeling. Latent Semantic Analysis (LSA), also known as Latent Semantic Indexing (LSI), reduces the dimensionality of the document-term matrix using singular value decomposition (SVD). This process identifies patterns and extracts meaningful topics from the data.

INSIGHTS FROM LATCH FEEDBACK: ANALYSIS AND FINDINGS

2T SY2023-2024

No.	Latent Dirichlet Allocation (LDA)	Non-negative Matrix Factorization (NMF)	Latent Semantic Analysis (LSA)	Comparison
1	**Keywords:** class, engaging, good, fun, student, teacher, activity, considerate, understanding, exercise **Topic:** Class Engagement and Activities **Description:** Focuses on how engaging the class is, with emphasis on fun activities, considerate teaching methods, and understanding exercises that help students enjoy and engage with the class. **Actionable Insights:** Enhance engagement through interactive and enjoyable activities. **Implementation:** • **Interactive Activities:** Incorporate group projects, role-playing, and hands-on	**Keywords:** teaching, method, style, effective, way, passionate, great, thank, course, activity **Topic:** Teaching Methods and Passion **Description:** Focuses on effective and passionate teaching methods, expressing gratitude towards teachers for their style and course activities. **Actionable Insights:** Encourage passionate and effective teaching methods. **Implementation:** • **Professional Development:** Provide opportunities for teachers to attend	**Keywords:** teaching, method, class, activity, good, student, management, fun, make, classroom **Topic:** Teaching Methods and Classroom Activities **Description:** Emphasizes the importance of effective teaching methods and fun, engaging classroom activities that enhance student learning. **Actionable Insights:** Combine effective teaching methods with engaging classroom activities. **Implementation**: • **Blend Methods:** Blend traditional and interactive	LDA focuses on class activities, NMF on passionate teaching, and LSA on the integration of teaching methods and classroom activities. All highlight the importance of engaging and effective teaching.

INSIGHTS FROM LATCH FEEDBACK: ANALYSIS AND FINDINGS

2T SY2023-2024

No.	Latent Dirichlet Allocation (LDA)	Non-negative Matrix Factorization (NMF)	Latent Semantic Analysis (LSA)	Comparison
	experiments. • **Gamification:** Use game-based learning techniques to make lessons more engaging. • **Technology Integration:** Utilize multimedia resources like videos, simulations, and interactive software to enhance engagement.	workshops and conferences to enhance their teaching skills. • **Teaching Awards:** Recognize and reward passionate and effective teaching through awards and incentives. • **Reflective Practices:** Encourage teachers to reflect on their teaching methods and seek feedback from peers and students.	teaching methods to maintain engagement. • **Practical Activities:** Incorporate practical activities that reinforce theoretical concepts. • **Innovative Content:** Regularly update teaching materials to include innovative and interactive content.	
2	**Keywords:** student, class, like, sir, really, teach, make, subject, way, encourages	**Keywords:** class, activity, fun, engaging, engagement, group,	**Keywords:** method, teaching, style, effective, superb, performed, outstanding, fondly,	LDA focuses on student-teacher interaction, NMF on class engagement, and

INSIGHTS FROM LATCH FEEDBACK: ANALYSIS AND FINDINGS

2T SY2023-2024

No.	Latent Dirichlet Allocation (LDA)	Non-negative Matrix Factorization (NMF)	Latent Semantic Analysis (LSA)	Comparison
		interactive, online, discussion, time	remembered, highlight	LSA on effective teaching methods. LDA and LSA both emphasize the importance of teaching style, while NMF focuses on interactive activities.
	Topic: Student-Teacher Interaction **Description:** Highlights the relationship between students and teachers, where students appreciate the teacher's encouragement and teaching style, creating a positive learning environment. **Actionable Insights:** Improve interaction between students and teachers. **Implementation:** • **Regular Feedback:** Establish regular feedback sessions where students can share their	**Topic:** Class Engagement and Interaction **Description:** Highlights the fun and engaging activities in class, including group interactions and online discussions that keep students engaged. **Actionable Insights:** Foster interactive and engaging class activities. **Implementation:** • **Collaborative Projects:** Assign group projects that require collaboration and collective problem-solving.	**Topic:** Effective Teaching Methods **Description:** Focuses on highly effective and memorable teaching methods that are fondly remembered by students. **Actionable Insights:** Highlight and replicate effective teaching methods. **Implementation:** • **Best Practices:** Identify and document best teaching practices	

INSIGHTS FROM LATCH FEEDBACK: ANALYSIS AND FINDINGS

2T SY2023-2024

No.	Latent Dirichlet Allocation (LDA)	Non-negative Matrix Factorization (NMF)	Latent Semantic Analysis (LSA)	Comparison
	thoughts and suggestions. • **Office Hours:** Encourage teachers to hold regular office hours for one-on-one interactions with students. • **Mentorship Programs:** Develop mentorship programs where students can receive guidance and support from faculty members.	• **Discussion Forums:** Use online discussion forums to facilitate ongoing conversations and peer interactions. • **Hybrid Learning:** Incorporate a mix of in-person and online activities to cater to different learning preferences.	within the institution. • **Peer Observations:** Encourage peer observations and sharing of effective teaching techniques. • **Training Resources:** Provide training and resources to help teachers adopt these methods.	

INSIGHTS FROM LATCH FEEDBACK: ANALYSIS AND FINDINGS

2T SY2023-2024

No.	Latent Dirichlet Allocation (LDA)	Non-negative Matrix Factorization (NMF)	Latent Semantic Analysis (LSA)	Comparison
3	**Keywords:** class, lesson, make, activity, topic, understand, student, discussion, time, example **Topic:** Class Structure and Discussion **Description:** Centers around the importance of structured lessons and discussions that help students understand topics better through interactive and timed examples. **Actionable Insights:** Ensure lessons are well-structured and include interactive discussions. **Implementation:** • **Lesson Outline:** Create a lesson outline that includes the objectives,	**Keywords:** student, make, lesson, time, teach, understand, fun, engaging, really, sir **Topic:** Student Learning and Enjoyment **Description:** Emphasizes how students enjoy and understand lessons, appreciating fun and engaging teaching methods and the teacher's efforts. **Actionable Insights:** Enhance student learning through enjoyable and engaging lessons. **Implementation:** • **Engaging Lessons:** Design lessons that are both informative	**Keywords:** good, teacher, student, lesson, make, teach, really, great, understand, work **Topic:** Effective Teaching and Student Understanding **Description:** Focuses on the role of good teachers in making lessons effective and ensuring students understand the material. **Actionable Insights:** Promote effective teaching practices that enhance student understanding. **Implementation:** • **Professional Development:** Provide continuous professional development	LDA emphasizes structured lessons, NMF focuses on enjoyable learning, and LSA highlights effective teaching and student understanding. All approaches aim to improve student learning experiences through well-designed lessons and effective teaching.

INSIGHTS FROM LATCH FEEDBACK: ANALYSIS AND FINDINGS

2T SY2023-2024

No.	Latent Dirichlet Allocation (LDA)	Non-negative Matrix Factorization (NMF)	Latent Semantic Analysis (LSA)	Comparison
	activities, and assessment methods, and timing. • **Clear ILOs:** Start each class with clear learning outcomes and summarize key points at the end. • **Active Learning:** Use techniques like think-pair-share, peer teaching, and case studies to facilitate structured learning.	and enjoyable, incorporating interactive elements. • **Student Feedback:** Regularly seek student feedback on teaching methods and lesson plans. • **Adaptive Teaching:** Adjust teaching methods based on student feedback to enhance understanding and enjoyment.	for teachers on effective teaching strategies. • **Feedback Utilization:** Use student feedback to refine teaching methods and lesson plans. • **Collaborative Learning:** Encourage collaborative learning and peer teaching among students.	

INSIGHTS FROM LATCH FEEDBACK: ANALYSIS AND FINDINGS

2T SY2023-2024

No.	Latent Dirichlet Allocation (LDA)	Non-negative Matrix Factorization (NMF)	Latent Semantic Analysis (LSA)	Comparison
4	**Keywords:** teaching, method, class, student, good, activity, teacher, help, great, really **Topic:** Teaching Methods and Support **Description:** Emphasizes the teaching methods that help students, with teachers being supportive, helpful, and providing great activities to enhance learning. **Actionable Insights:** Provide supportive and helpful teaching methods. **Implementation:** • **Accessibility:** Ensure teachers are accessible for questions and provide timely	**Keywords:** good, teacher, work, great, overall, really, teaching, feedback, explaining, job **Topic:** Teacher Quality and Feedback **Description:** Centers around the quality of teachers, their effectiveness in teaching, and the positive feedback they receive from students for their overall performance. **Actionable Insights:** Maintain high teaching standards through regular feedback. **Implementation:** • **Feedback Mechanisms:** Implement regular surveys and feedback	**Keywords:** good, activity, teacher, management, classroom, class, overall, explaining, job, feedback **Topic:** Classroom Management and Teaching Effectiveness **Description:** Emphasizes the importance of good classroom management and effective teaching practices that are well-received by students. **Actionable Insights:** Focus on effective classroom management and teaching practices. **Implementation:** • **Classroom Management Training:** Train teachers in classroom management	LDA emphasizes supportive teaching methods, NMF highlights teacher quality and feedback, and LSA focuses on classroom management and teaching effectiveness. All models underscore the importance of effective and supportive teaching practices.

INSIGHTS FROM LATCH FEEDBACK: ANALYSIS AND FINDINGS

2T SY2023-2024

No.	Latent Dirichlet Allocation (LDA)	Non-negative Matrix Factorization (NMF)	Latent Semantic Analysis (LSA)	Comparison
	feedback on assignments. • **Additional Resources:** Provide supplementary materials such as study guides, practice quizzes, and additional readings. • **Peer Support:** Encourage the formation of study groups and peer tutoring to provide additional support.	forms to gather student opinions. • **Responsive Adjustments:** Act on feedback promptly to make necessary adjustments to teaching methods and course content. • **Continuous Improvement:** Encourage a culture of continuous improvement where feedback is valued and acted upon.	techniques. • **Practice Reviews:** Regularly review and update teaching practices based on student feedback. • **Peer Observations:** Encourage peer observations to share effective classroom management strategies.	

INSIGHTS FROM LATCH FEEDBACK: ANALYSIS AND FINDINGS

2T SY2023-2024

No.	Latent Dirichlet Allocation (LDA)	Non-negative Matrix Factorization (NMF)	Latent Semantic Analysis (LSA)	Comparison
5	**Keywords:** time, student, work, class, deadline, grade, subject, need, instruction, hope **Topic:** Course Workload and Guidance **Description:** Discusses the workload, deadlines, and the need for clear instructions and guidance, reflecting on students' hopes and expectations for the course. **Actionable Insights:** Manage workload effectively and provide clear guidance. **Implementation:** • **Clear Schedules:**	**Keywords:** management, classroom, time, method, organized, consultation, highlight, need, considerate, practice **Topic:** Classroom Management and Organization **Description:** Focuses on the management of the classroom, organized methods, and the need for consultation, highlighting considerate and effective practices. **Actionable Insights:** Ensure effective classroom management and organization. **Implementation:** • **Clear Rules:** Establish and	**Keywords:** management, classroom, time, student, considerate, work, need, teach, professor, lesson **Topic:** Effective Classroom Management **Description:** Emphasizes the importance of considerate and effective classroom management practices that address student needs. **Actionable Insights:** Implement considerate and effective classroom management practices. **Implementation:** • **Management Policies:**	LDA focuses on workload and guidance, NMF on classroom management, and LSA on effective classroom management. All highlight the need for clear communication, organization, and support in managing classrooms and coursework.

INSIGHTS FROM LATCH FEEDBACK: ANALYSIS AND FINDINGS

2T SY2023-2024

No.	Latent Dirichlet Allocation (LDA)	Non-negative Matrix Factorization (NMF)	Latent Semantic Analysis (LSA)	Comparison
	Provide a detailed course schedule at the beginning of the term with all deadlines and important dates. • **Regular Updates:** Send regular reminders about upcoming deadlines and assignments. • **Time Management Workshops:** Offer workshops on time management and study skills to help students plan their workload.	communicate clear classroom rules and expectations from the start. • **Consistent Practices:** Apply classroom management practices consistently to maintain order and respect. • **Supportive Environment:** Foster a supportive and inclusive classroom environment where all students feel valued and heard.	Develop and maintain clear classroom management policies. • **Teacher Training:** Provide training for teachers on effective classroom management techniques. • **Practice Review:** Regularly review classroom management practices and adapt based on feedback and changing needs.	

M. Use Case

a) Meeting Discussion Points

This document can serve as a foundational resource for deans to initiate open discussions with their chairpersons. Subsequently, chairpersons can use it to facilitate faculty meetings where actionable insights and implementations are deliberated. The primary objective is to leverage feedback to enhance teaching methodologies, improve student engagement, and address areas needing attention.

b) Risk Management

The document provides valuable data for the Risk Management Compliance Office (RMCO). It highlights areas where negative student sentiment, dissatisfaction, or frustration have been identified. By acknowledging these areas, the Academic Council can proactively develop strategies to mitigate risks and improve the overall student experience.

c) Accreditation

The insights and findings in this document are crucial for accreditation processes, such as PAASCU, AUN, and ISO. The analysis demonstrates the institution's commitment to continuous improvement and responsiveness to student feedback, which are key components of accreditation criteria.

d) Training and Workshop

The Center for Faculty Advancement and Development (CFAd) and the Center of Educational Technology (CET) can utilize this document to identify gaps in current training offerings and evaluate their effectiveness. The feedback analysis can guide the development of targeted training programs and workshops aimed at enhancing faculty skills and teaching methodologies.

e) Exit Interview

Regular analysis and prompt action on the recommendations can positively influence the outcome of student exit interviews. By continuously improving based on feedback, the institution can ensure that departing students leave with a favorable impression, which can enhance alumni relations and reputation.

INSIGHTS FROM LATCH FEEDBACK: ANALYSIS AND FINDINGS
2T SY2023-2024

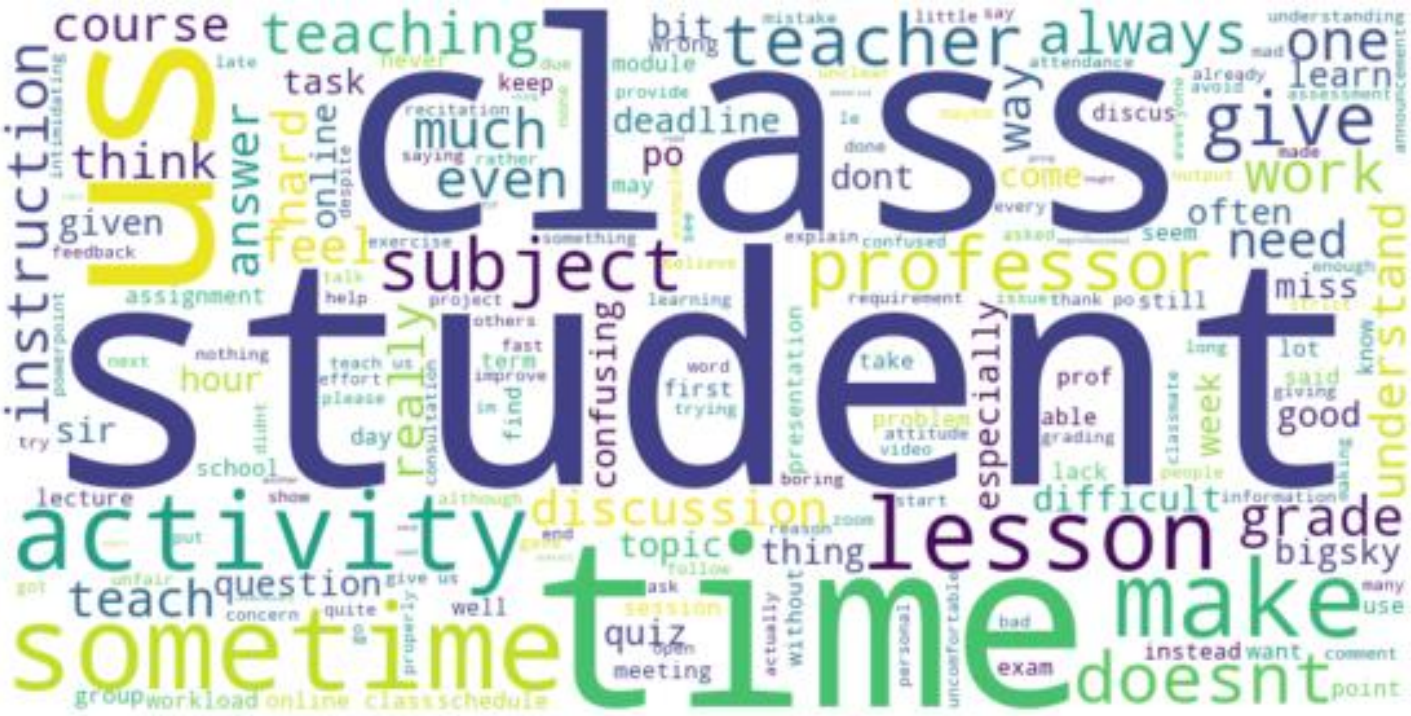
APPENDIX A: NEUTRAL SENTIMENT WORD CLOUD

INSIGHTS FROM LATCH FEEDBACK: ANALYSIS AND FINDINGS
2T SY2023-2024

APPENDIX B: POSITIVE SENTIMENT WORD CLOUD

INSIGHTS FROM LATCH FEEDBACK: ANALYSIS AND FINDINGS
2T SY2023-2024

APPENDIX C: NEGATIVE SENTIMENT WORD CLOUD



INSIGHTS FROM LATCH FEEDBACK: ANALYSIS AND FINDINGS
2T SY2023-2024

APPENDIX D: AVERAGE OF LATCH PART 1 TO 6 WITH GLOBAL ITEMS

3.61

1- 13 PART I - Effectiveness of Teacher
14 -17 PART II - Online Course/Subject Management
18 - 25 PART III - Effectiveness of Courseware/Subjectware
26 - 27 PART IV - Promotion of Openness
28 -31 PART V - Promotion of Deep Learning
32 - 37 PART VI - Faculty Presence
38 - 39 OVERALL ASSESSMENT OF THE COURSE

Verbal Interpretation of Means

Parts I - VI	**Overall Assessment of the Course**
	Enjoyed/Learned
3.67 - 4.00 - Outstanding	- to a Very Great Extent
3.34 - 3.66 - Very Satisfactory	- to a Great Extent
3.00 - 3.33 - Satisfactory	- to a Moderate Extent
2.00 - 2.99 - Needs Improvement	- to a Slight Extent
1.00 - 1.99 - Poor	- Not at All

Ratings per Course	Count Summary	Percentage
3.67 - 4.00	980	49.52%
3.34 - 3.66	735	37.14%
3.00 - 3.33	185	9.35%
2.00 - 2.99	78	3.94%
1.00 - 1.99	1	0.05%

CONFIDENTIALITY

DISCLAIMER

We, at CET, strive to publish reliable and factual announcements, infographics, or reports. Nevertheless, if you see any inaccurate, incorrect, or inconsistent calculations, data, figures, or content, kindly let us know by sending an email to rogelio.delcano@benilde.edu.ph.