

## **Action Taken Report: Academic Year 2022-2023**

### **Teachers' Feedback Analysis on Curriculum, Teaching, Learning, and Evaluation**

Based on the analysis of teachers' feedback for the academic year 2022-2023, the following actions have been implemented to address the feedback provided by the faculty:

#### **1. Curriculum and Syllabus Relevance**

- **Feedback Summary:** 87% of the faculty (81 agree, 26 strongly agree) agreed that the curriculum and syllabus were need-based. A small percentage (4 disagree, 8 neutral, 1 strongly disagree) suggested that some improvements could be made.
- **Action Taken:** The curriculum was reviewed and updated to ensure it remains aligned with current academic and industry standards. Faculty feedback was actively sought to incorporate more relevant and contemporary topics, especially in emerging fields.

#### **2. Clarity of Course Outcomes**

- **Feedback Summary:** 88% of the faculty agreed that course outcomes were well-defined and clear (71 agree, 32 strongly agree). A small percentage (8 disagree, 8 neutral, 1 strongly disagree) suggested that further clarity could be achieved.
- **Action Taken:** Additional workshops were organized to help faculty refine and communicate course outcomes more effectively. Emphasis was placed on ensuring that all course outcomes are measurable and clearly linked to assessments.

#### **3. Availability of Reading Materials and Digital Resources**

- **Feedback Summary:** 76% of the faculty were satisfied with the availability of relevant reading materials and digital resources (60 agree, 30 strongly agree). However, 24% (11 disagree, 15 neutral, 4 strongly disagree) indicated a need for improvement in this area.
- **Action Taken:** The institution invested in expanding the library's collection and digital resources, with a focus on acquiring more recent and diverse materials. Faculty were encouraged to recommend specific resources that could enhance the learning experience, and these suggestions were prioritized in acquisitions.

#### **4. Balance Between Theory and Application**

- **Feedback Summary:** 78% of the faculty felt that the course had a good balance between theory and application (56 agree, 32 strongly agree). A significant percentage (11 disagree, 18 neutral, 3 strongly disagree) suggested that more application-based learning could be integrated.
- **Action Taken:** Steps were taken to increase the practical components of the curriculum. Faculty were encouraged to integrate more case studies, projects, and real-world applications into their teaching. Collaborations with industry partners were also strengthened to provide students with hands-on experiences.

#### **5. Knowledge and Perspective Enhancement**

- **Feedback Summary:** 87% of the faculty agreed that the course/syllabus increased their knowledge and perspective in the subject area (64 agree, 32 strongly agree). A notable percentage (5 disagree, 18 neutral, 1 strongly disagree) indicated that further enhancements could be made.
- **Action Taken:** The curriculum was further enriched with interdisciplinary content and up-to-date research findings to broaden both faculty and student perspectives. Faculty development programs were also enhanced to keep instructors updated on the latest trends in their respective fields.

## 6. Freedom to Propose and Incorporate New Topics

- **Feedback Summary:** 82% of the faculty felt they had the freedom to propose and incorporate new topics in the syllabus (61 agree, 34 strongly agree). However, 18% (3 disagree, 19 neutral, 3 strongly disagree) felt there were some limitations.
- **Action Taken:** The process for curriculum revision was made more inclusive, allowing faculty greater freedom to propose and integrate new topics. Regular forums and feedback sessions were established to ensure all faculty contributions are considered during the revision process.

## 7. Adoption of New Teaching Techniques

- **Feedback Summary:** 82% of the faculty agreed they had the freedom to adopt new teaching techniques and tools (59 agree, 42 strongly agree). A small percentage (5 disagree, 12 neutral, 2 strongly disagree) expressed challenges in adopting new methods.
- **Action Taken:** Additional training sessions on innovative teaching techniques and educational tools were provided to faculty. The institution invested in educational technology to support these new methods, and peer learning sessions were organized for faculty to share successful strategies.

## 8. Achievement of Course Outcomes

- **Feedback Summary:** 92% of the faculty felt confident in achieving the minimum required course outcome attainment level (81 agree, 32 strongly agree). A very small percentage (3 disagree, 3 neutral, 1 strongly disagree) indicated difficulties in this area.
- **Action Taken:** Continuous assessment strategies were reviewed and refined to ensure that course outcomes are consistently met. Support systems, including peer mentoring and collaborative teaching sessions, were strengthened to assist faculty in achieving these outcomes.

## 9. Support for Slow Learners

- **Feedback Summary:** 89% of the faculty took sufficient steps to provide assistance to slow learners (71 agree, 31 strongly agree). A small percentage (6 disagree, 9 neutral, 3 strongly disagree) suggested that additional support could be beneficial.
- **Action Taken:** The mentoring program for slow learners was enhanced, with more focused interventions and support resources. Faculty were trained in differentiated instruction techniques, and additional tutoring sessions were organized to help slow learners catch up.

## 10. Contribution to Curriculum and Syllabus Revision

- **Feedback Summary:** 88% of the faculty reported contributing to curriculum and syllabus revisions (67 agree, 40 strongly agree). A small percentage (7 disagree, 5 neutral, 1 strongly disagree) felt their involvement could be improved.
- **Action Taken:** The curriculum revision process was further democratized, with more opportunities for faculty input. Structured feedback sessions and workshops were organized to ensure that all faculty members could actively participate in the revision process and have their contributions recognized.



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