

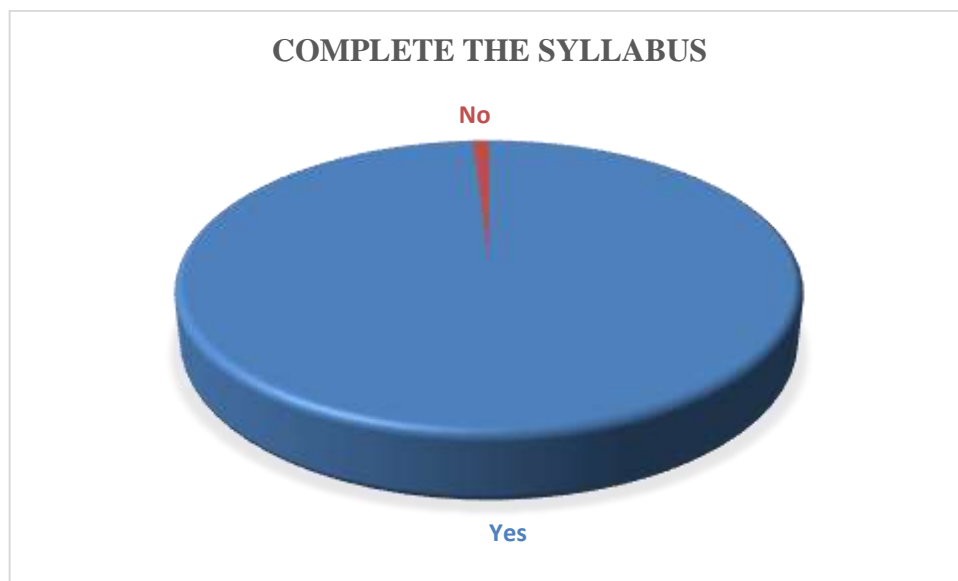
FACULTY FEEDBACK 2019-20

Descriptive Statistics							
	N	Minimum	Maximum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
1. Are you able to complete the syllabus in the allotted time?	101	0	1	.99	.010	.100	.010
2. Does the syllabus has good balance between theory and application?	101	0	1	.81	.039	.393	.154
3. Are the prime objectives addressed effectively in each unit?	101	0	1	.96	.020	.196	.038
4. Are you able to find high quality resources for the syllabus?	101	0	1	.92	.027	.271	.074
5. Did you find recently published books that would serve better for study? If ``Yes'' cite them.	101	0	1	.70	.046	.459	.211
6. Are the books for study appropriate for the present year students' level?	101	0	1	.92	.027	.271	.074
7. Does the library has sufficient number of prescribed books?	101	0	1	.85	.036	.357	.128
8. Does the course(s) curriculum intellectually stimulate you in teaching?	101	0	1	.97	.017	.171	.029
9. Do you have freedom to propose, modify, suggest and incorporate new topics in the syllabus?	101	0	1	.25	.043	.434	.188
Valid N (listwise)	101						

1) Are you able to complete the syllabus in the allotted time?

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	100	99.0	99.0	100.0
No	1	1.0	1.0	1.0
Total	101	100.0	100.0	

The faculty's feedback shows a near-unanimous consensus that 99.0% of members can complete the syllabus within the allotted time. Only 1.0% reported being unable to complete the syllabus. The majority of faculty members (100 out of 101) believe the syllabus is well-structured and manageable. The singular instance of inability to complete the syllabus is an outlier, suggesting specific, isolated factors rather than a widespread issue.

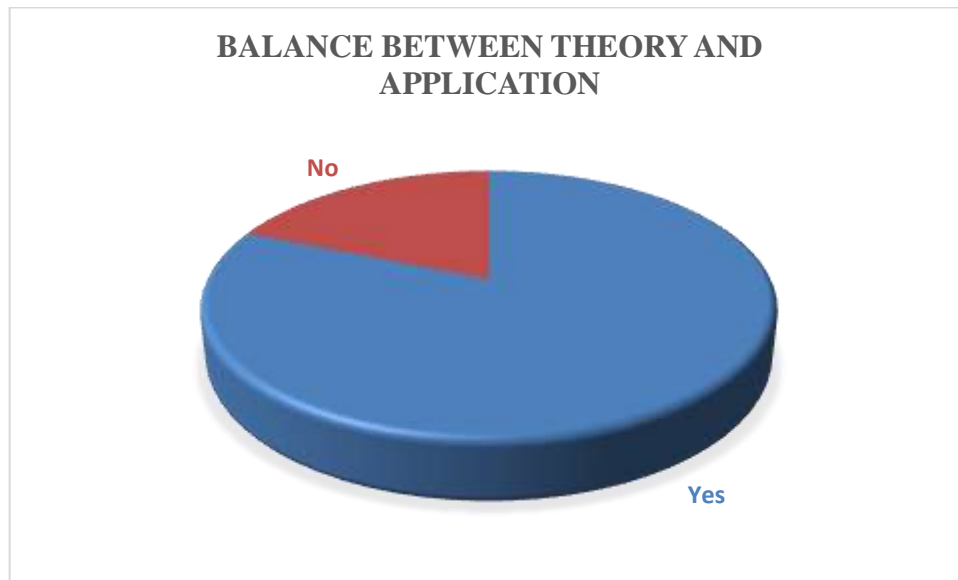


2) Does the syllabus has good balance between theory and application?

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	82	81.2	81.2	100.0
No	19	18.8	18.8	18.8
Total	101	100.0	100.0	

The majority of faculty members (81.2%) believe the syllabus maintains a good balance between theory and application, indicating that it is well-designed to integrate theoretical concepts with practical applications. However, 18.8% of faculty members disagree, suggesting that specific areas or courses could benefit from a more balanced approach. The majority of

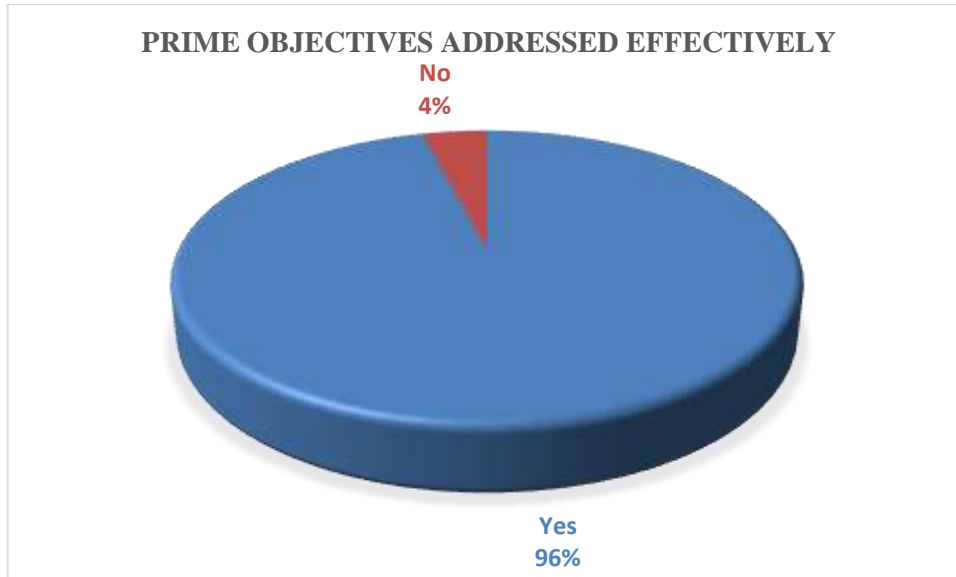
faculty members believe the syllabus is well-balanced, indicating its potential for comprehensive student learning.



3) Are the prime objectives addressed effectively in each unit?

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	97	96.0	96.0	100.0
No	4	4.0	4.0	4.0
Total	101	100.0	100.0	

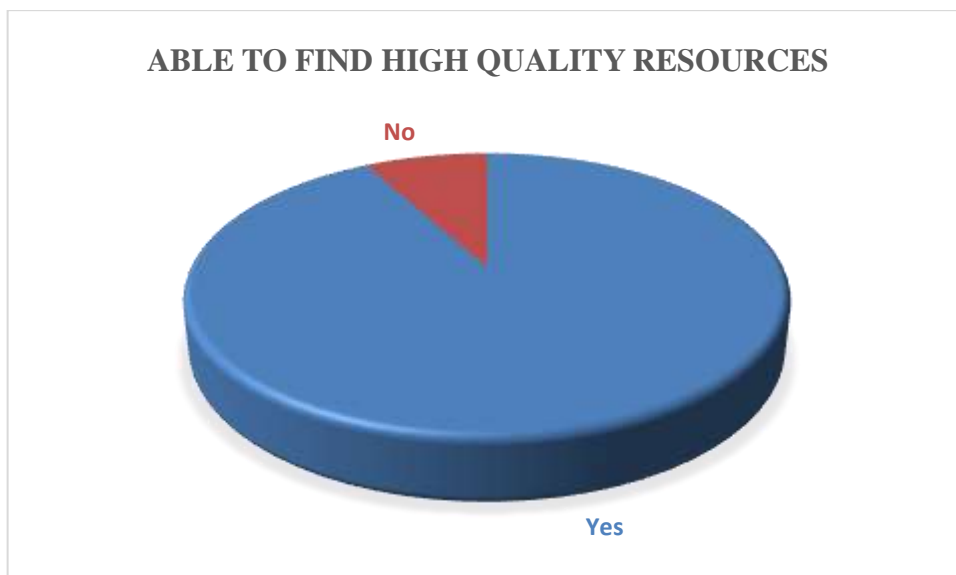
The faculty feedback shows a strong consensus on the effectiveness of addressing prime objectives in each unit. A majority of 96.0% of faculty members believe these objectives are addressed effectively, while a small segment of 4.0% feels they are not. This suggests that the syllabus is well-structured and successful in meeting its primary educational goals. However, a small segment of 4.0% disagrees, suggesting areas that could benefit from further attention.



4) Are you able to find high quality resources for the syllabus?

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	93	92.1	92.1	100.0
No	8	7.9	7.9	7.9
Total	101	100.0	100.0	

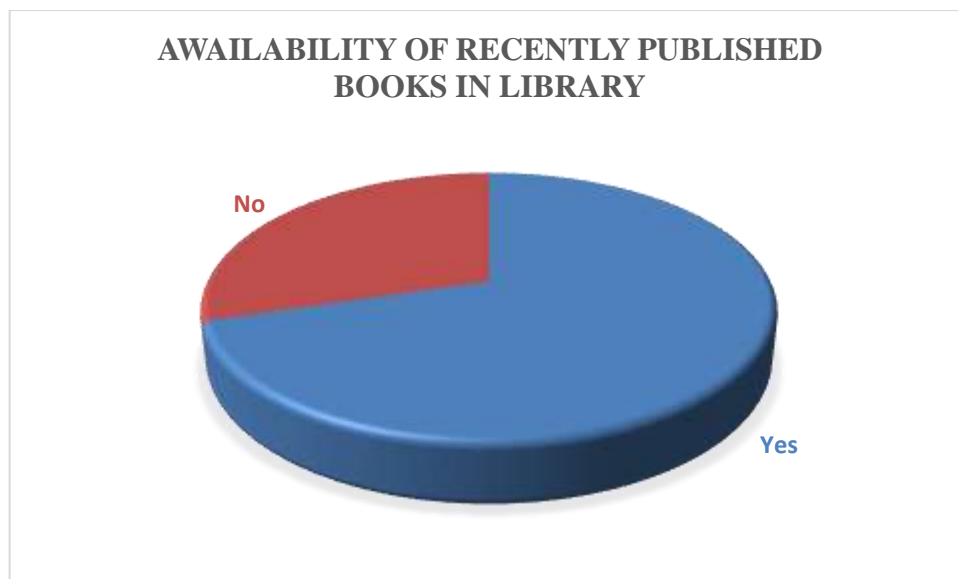
The majority of faculty members (92.1%) report finding high-quality resources for the syllabus, with a smaller segment (8.0%) experiencing difficulties. This indicates that resources are generally accessible and of high standard. However, a smaller segment (7.1%) of faculty members report difficulties, suggesting that there may be specific areas or subjects where resource availability is lacking.



5) Did you find recently published books that would serve better for study? If ``Yes'' cite them.

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	71	70.3	70.3	100.0
No	30	29.7	29.7	29.7
Total	101	100.0	100.0	

The faculty has found a majority of recently published books that would be beneficial for study, with 70.3% of members identifying them. However, 29.7% of faculty members have not found such books. This suggests that there may be new resources available to enhance the current syllabus and improve study materials quality. The remaining 29.7% of faculty members may not find these books in specific fields or subjects.

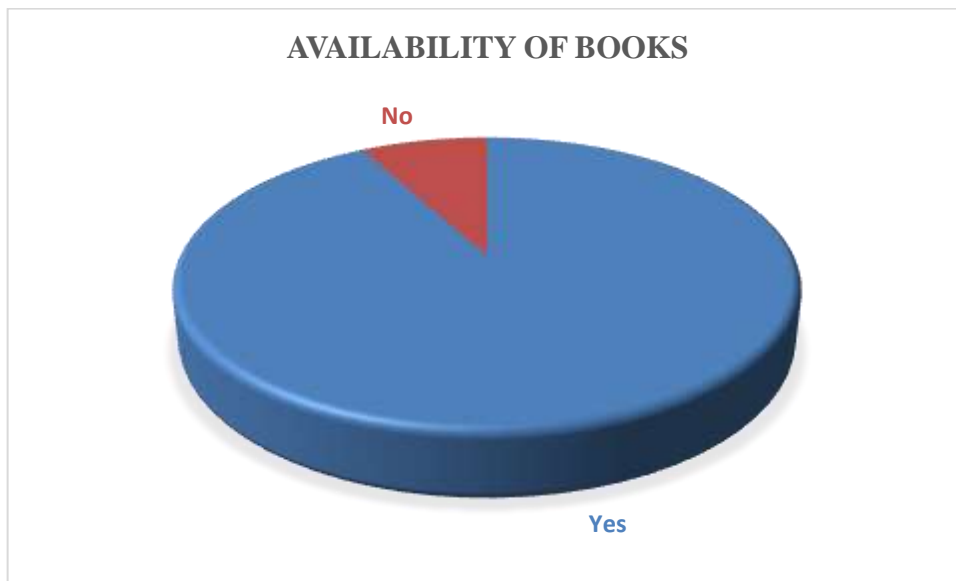


6) Are the books for study appropriate for the present year students' level?

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	93	92.1	92.1	100.0
No	8	7.9	7.9	7.9
Total	101	100.0	100.0	

The faculty's feedback shows a strong consensus on the appropriateness of books for current students' levels. A majority of 92.1% of faculty members believe the books are suitable, while a smaller segment, 7.9%, disagrees. The majority of faculty members find the books

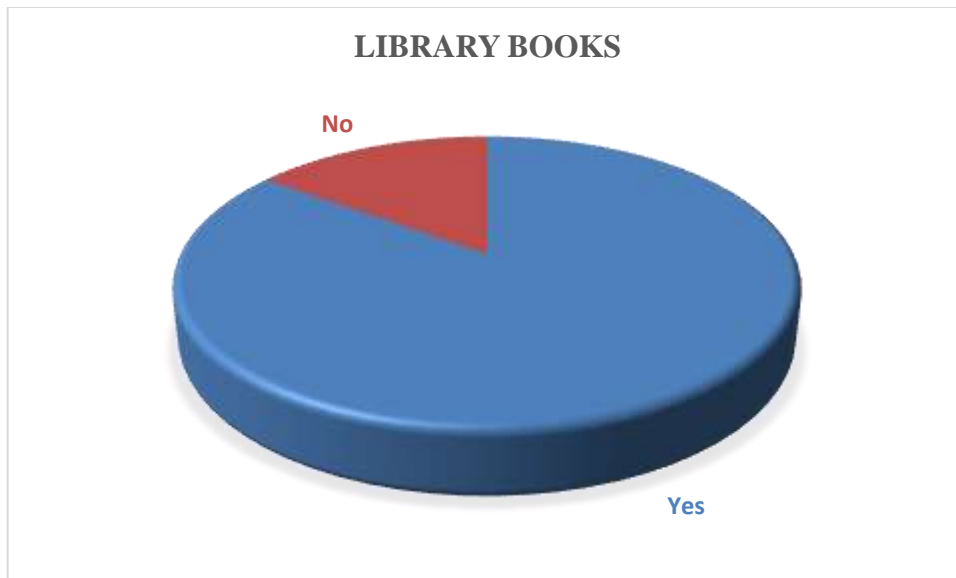
suitable, indicating that the selection aligns well with students' educational needs. However, a small portion of faculty members disagree, suggesting areas for improvement in book or subject appropriateness.



7) Does the library has sufficient number of prescribed books?

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	86	85.1	85.1	100.0
No	15	14.9	14.9	14.9
Total	101	100.0	100.0	

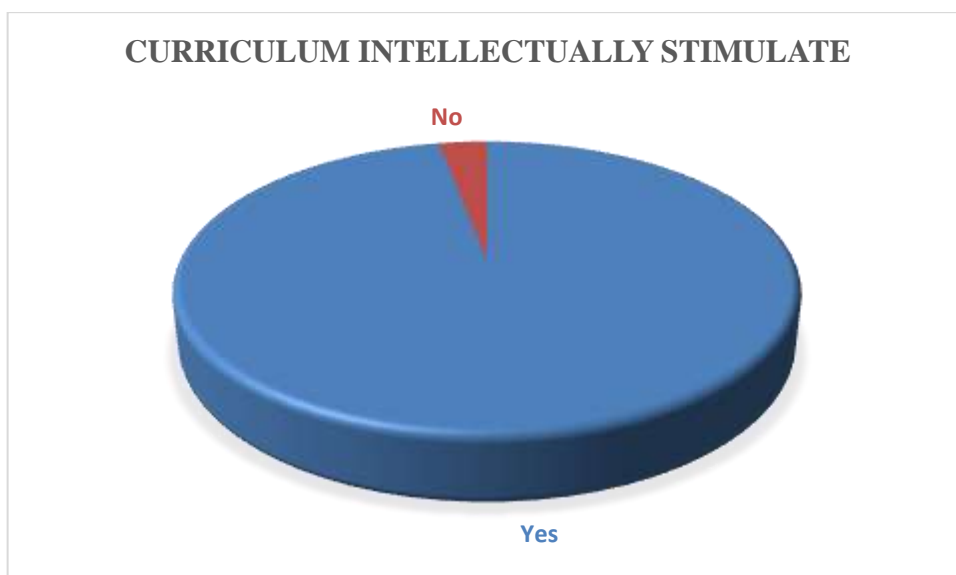
The majority of faculty members (85.1%) believe the library has a sufficient number of prescribed books, indicating it is well-equipped to meet students' academic needs. However, 14.9% of faculty members disagree, suggesting there may be areas for improvement in the library's collection. The majority of faculty members believe the library has enough books to meet students' academic needs.



8) Does the course(s) curriculum intellectually stimulate you in teaching?

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	98	97.0	97.0	100.0
No	3	3.0	3.0	3.0
Total	101	100.0	100.0	

The faculty feedback shows a strong consensus on the intellectual stimulation provided by the course curriculum. A majority of 97.0% of faculty members find it stimulating, while a small segment (3 out of 101) do not find it stimulating. This suggests that the curriculum is well-designed to engage and challenge faculty members, benefiting teaching quality and student learning outcomes.

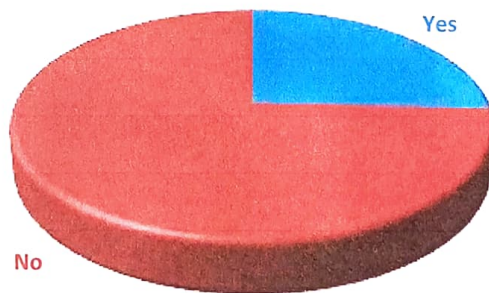


9) Do you have freedom to propose, modify, suggest and incorporate new topics in the syllabus?

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	25	24.8	24.8	100.0
No	76	75.2	75.2	75.2
Total	101	100.0	100.0	

The majority of faculty members feel they lack freedom to modify the syllabus, with 75.2% feeling they don't have the necessary freedom to incorporate new topics. This suggests that the current system may be too rigid, potentially stifling academic innovation and responsiveness to new developments in various fields. Only 24.8% of faculty members feel they have the necessary freedom.

FREEDOM TO PROPOSE, MODIFY, SUGGEST NEW TOPICS IN THE SYLLABUS



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