

# **GOVERNMENT SERCHHIP COLLEGE**



## **STUDENTS FEEDBACK: ANALYSIS AND REPORT (2021 - 2022)**

**STUDENTS FEEDBACK COLLECTED:**

- a) **MONTHLY STUDENTS FEEDBACK ON THEIR TEACHERS**
- b) **STUDENT SATISFACTORY SURVEY**
- c) **EXIT SURVEY**

**a) MONTHLY STUDENTS FEEDBACK ON TEACHERS:**

Govt. Serchhip College implemented the 'Monthly Students' Feedback on Teachers' system using Google Forms. Feedback collection occurred during the peak months of uninterrupted teaching sessions, namely August and September 2021, and February and March 2022. Students provided feedback on their respective teachers according to criteria established by the Feedback Sub-Committee under the Internal Quality Assurance Cell (IQAC) (refer to Table 1). All evaluations are kept confidential and anonymised to ensure the anonymity of the respondents. It is crucial for students to feel free to express their honest opinions without fear of reprisal. The primary objective of this feedback system is to evaluate teacher performance and enhance teaching quality.

The student's feedback was analysed at the Institution level, the Departmental level and the Individual level. Ratings from all four months were aggregated to analyze each teacher's performance, and teachers and departments were ranked based on their average scores.

**Table 1. Adopted Criteria for 'Students' Feedback on Teachers'**

SI No.	Criteria
1	Knowledge base of the teacher (as perceived by you)
2	Communication skills (in terms of articulation and comprehensibility)
3	Sincerity/ Commitment of the teacher (in terms of preparedness and interest in taking classes)
4	Interest generated by the teacher in the class
5	Ability to integrate course material with environment/other issues, to provide a broader perspective
6	Advice given by the teacher to participate in co-curricular activities
7	Punctuality in taking classes
8	Regularity in taking classes
9	Discussion of tests/assignments by the teacher with you
10	Initiative took in formulating topics/ tests/ assignments/ examinations/ seminars and projects

Using a Likert Scale of 5 points, students rated their respective teachers from the adopted criteria, the scales are ranges from 1 as poor to 5 as excellent. The scale is then converted into percentages as mentioned in Table 2.

**Table 2. Scale of Feedback**

<b>5-points Likert Scale</b>	<b>In percentage</b>
1 = Poor	Below 20% = Poor
2= Average	20% - 40% = Average
3=Good	40% - 60% = Good
4 = Very Good	60% - 80% = Very Good
5 = Excellent	80% - 100% = Excellent

ENGLISH TEACHERS

English Mrs. Vanlalliani (Miss Puipuii)

	1	2	3	4	5
Knowledge base of the teacher (as perceived by you)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication skills (in terms of articulation and comprehensibility)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sincerity/ Commitment of the teacher (in terms of preparedness and interest in taking classes)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interest generated by the teacher in the class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Figure 1. Students' Feedback System using Google Form

### **STUDENTS' FEEDBACK: ANALYSED AT THE INSTITUTIONAL LEVEL**

At the institutional level, the average rated score of all teachers engaged in teaching during the current academic session is taken. During the 2021 – 2022 session, 54 teachers who are from 13 departments are

engaged in teaching. The average rating of all teachers from all of the criteria is 3.60, and the percentage is 72.01, which can be put under the scale of 'Very Good'. Among the ten criteria, the average score is highest in the criteria of 'Knowledge base of the teacher (as perceived by you)' with a score of 74.92%. Four criteria such as 'ability to integrate course material with environment/other issues, to provide a broader perspective (5)', 'advice given by the teacher to participate in co-curricular activities (6)', 'discussion of tests/assignments by the teacher with you (9)' and 'initiative took in formulating topics/ tests/ assignments/ examinations/ seminars and projects (10)' are lower than the average score.

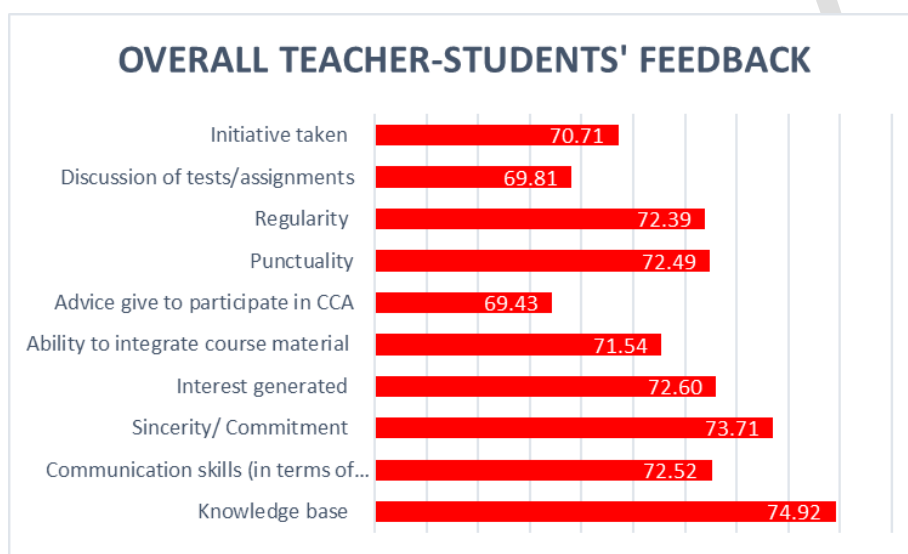


Figure 2. Overall Students' Feedback on Teachers

### STUDENTS' FEEDBACK: ANALYSED AT THE DEPARTMENT LEVEL

Govt. Serchhip College has 13 departments comprising the stream of Arts, Science and Bachelor of Computer Science (BCA). The Department of Botany comes in first place, followed by the Department of Zoology with scores of 4.22 and 3.75, respectively. Amongst them, eight departments are placed above the average and, the rest, five departments are below the institutional average.

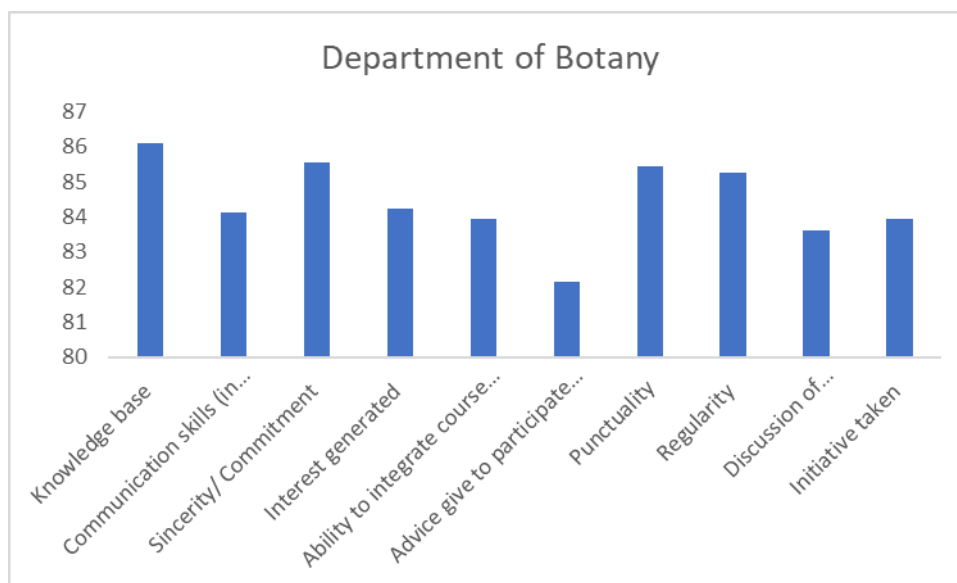
Table 3. Students' Feedback: Department Level

Rank	Department	Score	Percentage
1	Botany	4.22	84.44
2	Zoology	3.75	74.98
3	BCA	3.74	74.76
4	Economics	3.71	74.29
5	Education	3.71	74.24
6	History	3.61	72.13
7	Chemistry	3.60	72.00
8	Mizo	3.59	71.80
9	Geography	3.48	69.57

10	Physics	3.44	68.82
11	Political Science	3.31	66.12
12	English	3.22	64.41
13	Mathematics	3.19	63.78

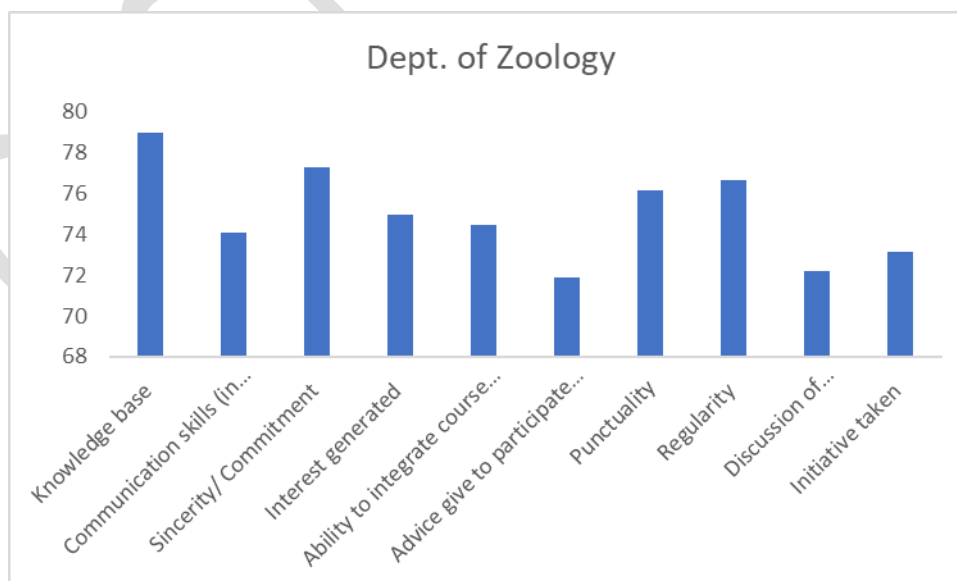
### Department of Botany:

The department is comprised of 6 faculties and 43 students (core and elective) during the academic period of 2021 – 2022.



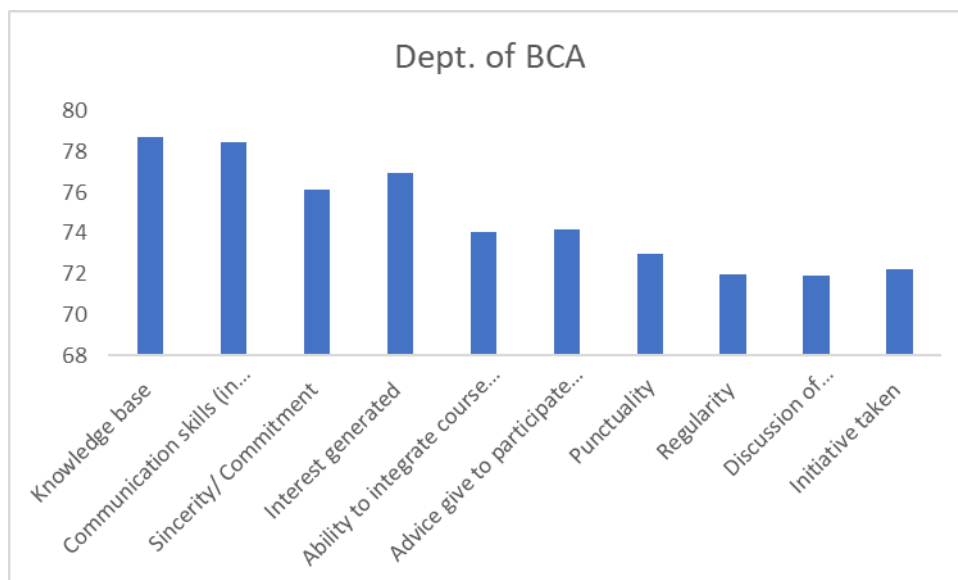
### Department of Zoology

The department is comprised of 3 faculties and 50 students (core and elective) during the academic period of 2021 – 2022.



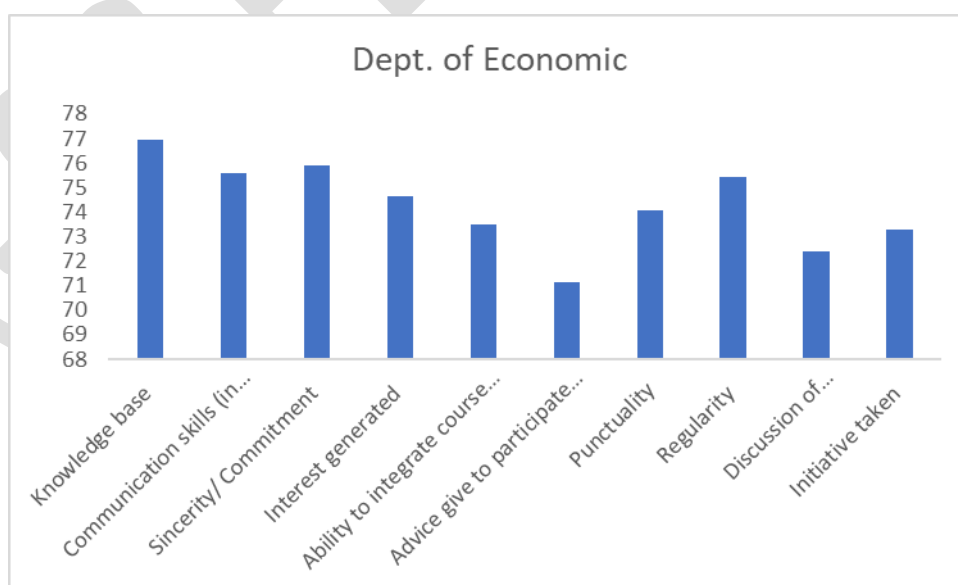
### Department of Bachelor of Computer Science (BCA)

The department is comprised of 3 faculties and 18 students during the academic period of 2021 – 2022.



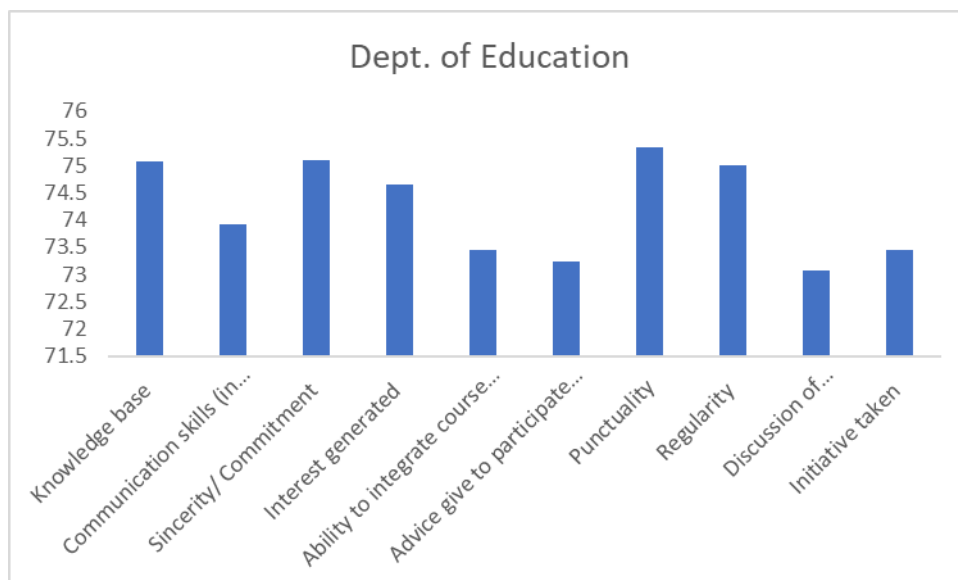
### Department of Economics

The department is comprised of 4 faculties and 51 students (core and elective) during the academic period of 2021 – 2022.



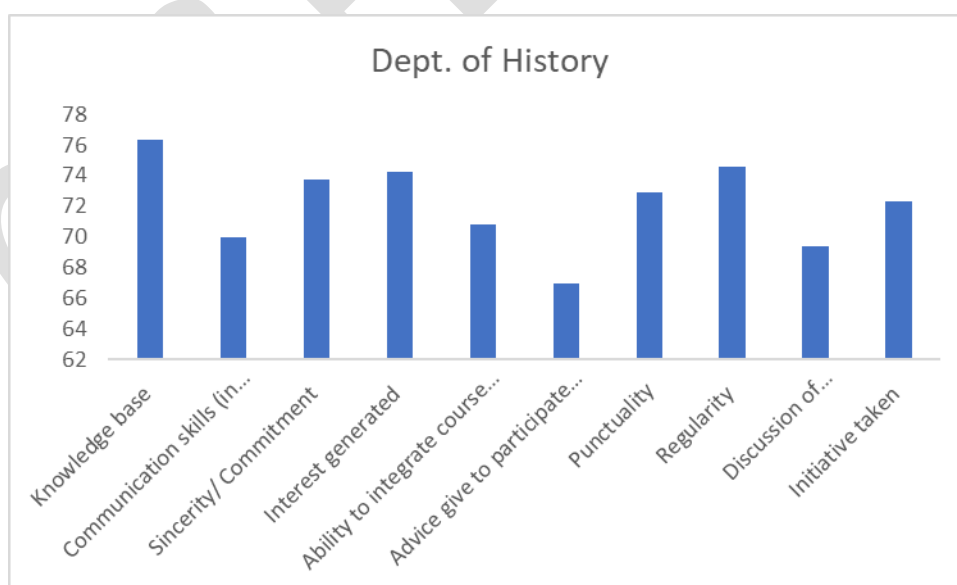
### Department of Education

The department is comprised of 4 faculties and 210 students (core and elective) during the academic period of 2021 – 2022.



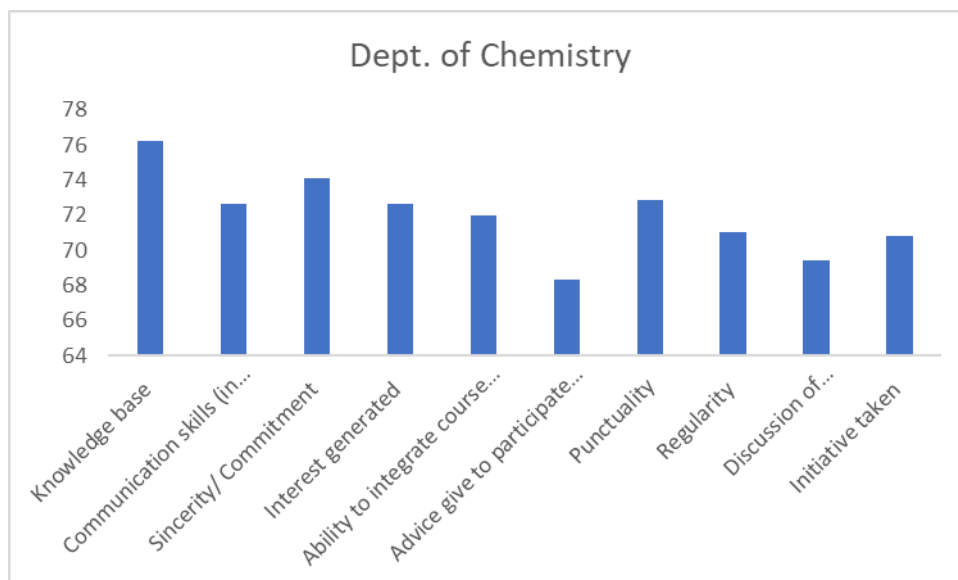
### Department of History

The department is comprised of 4 faculties and 99 students (core and elective) during the academic period of 2021 – 2022.



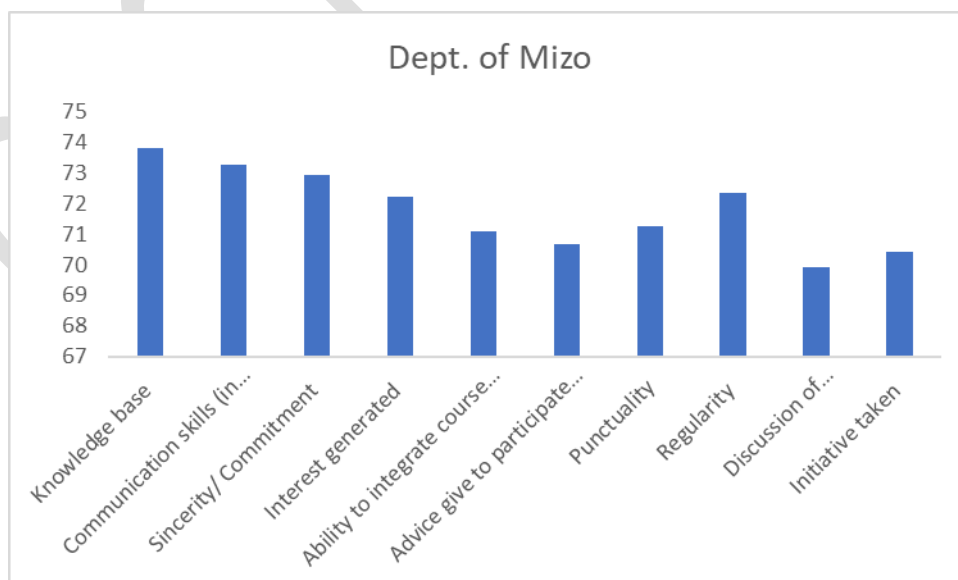
### Department of Chemistry

The department is comprised of 5 faculties and 57 students (core and elective) during the academic period of 2021 – 2022. During a portion of this session, one faculty member went on maternity leave.



### Department of Mizo

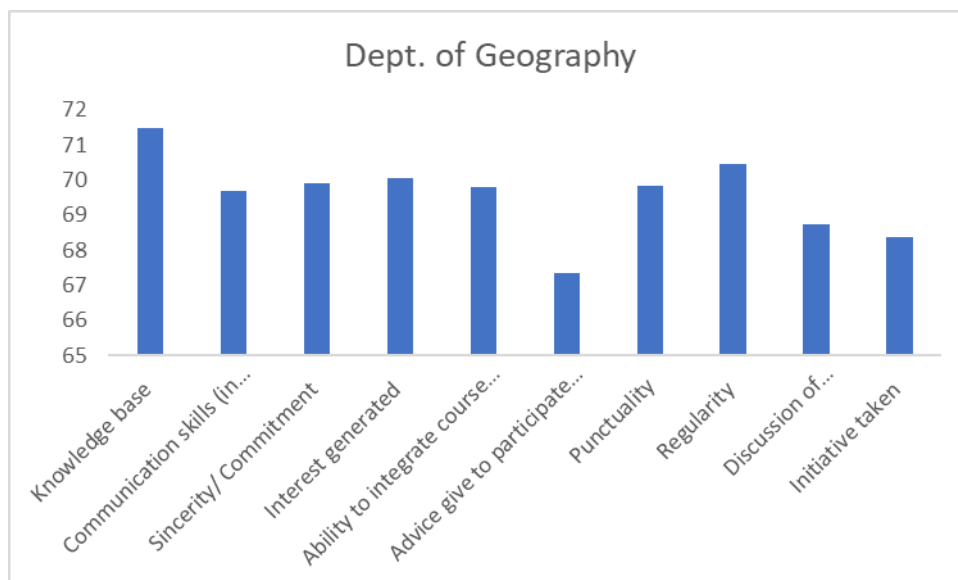
The department is comprised of 4 faculties and 234 students (core and elective) during the academic period of 2021 – 2022.





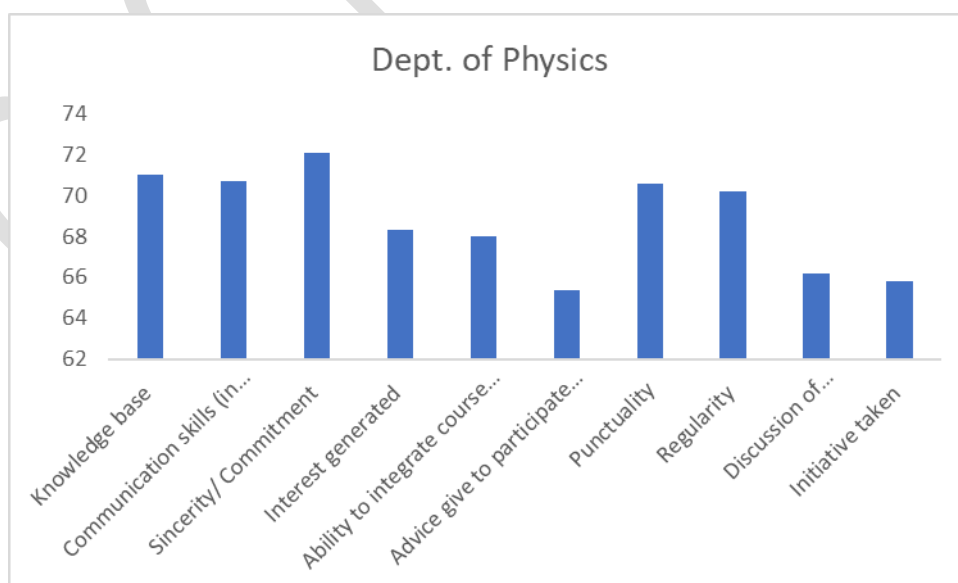
### Department of Geography

The department is comprised of 4 faculties and 97 students (core and elective) during the academic period of 2021 – 2022.



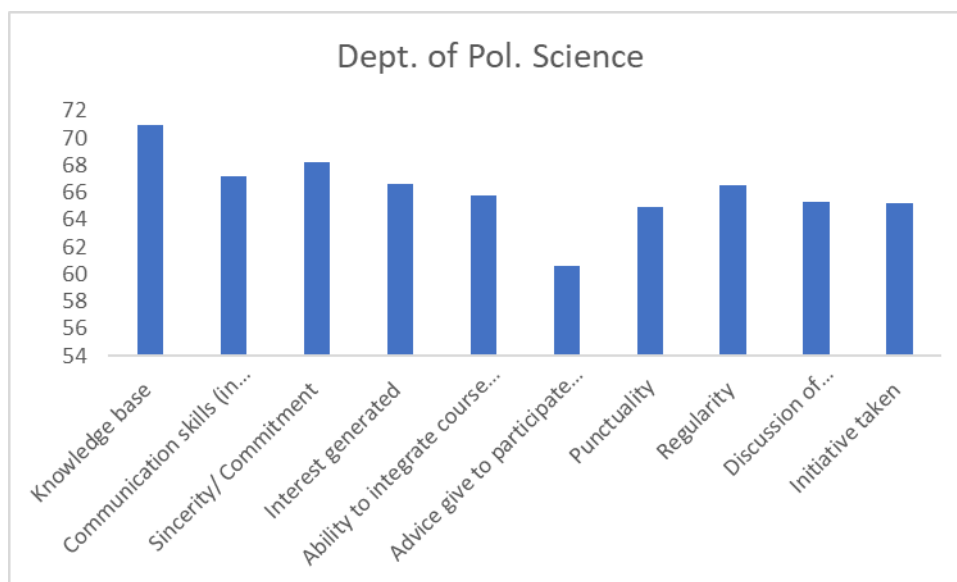
### Department of Physics

The department is comprised of 4 faculties and 14 students (core and elective) during the academic period of 2021 – 2022.



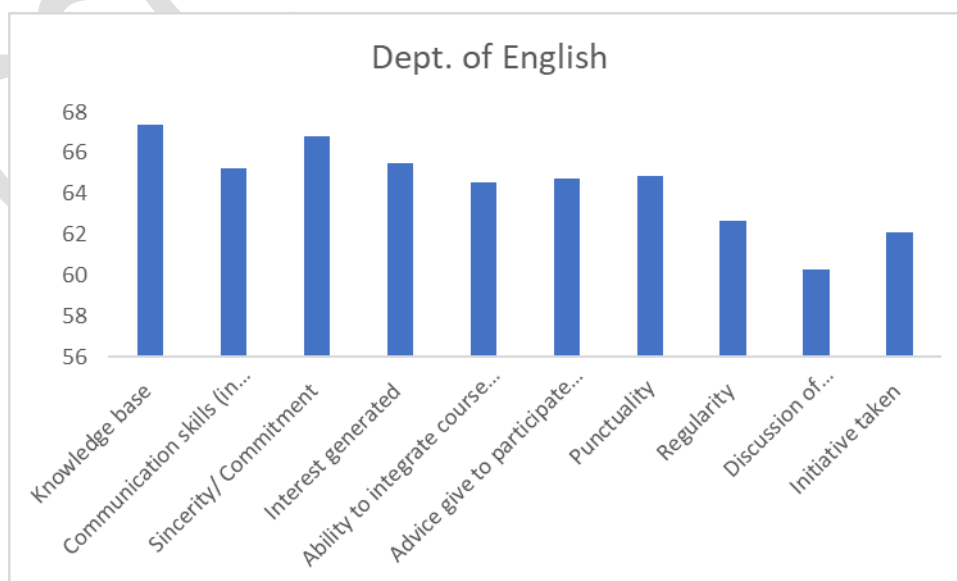
### Department of Political Science

The department is comprised of 4 faculties and 270 students (core and elective) during the academic period of 2021 – 2022.



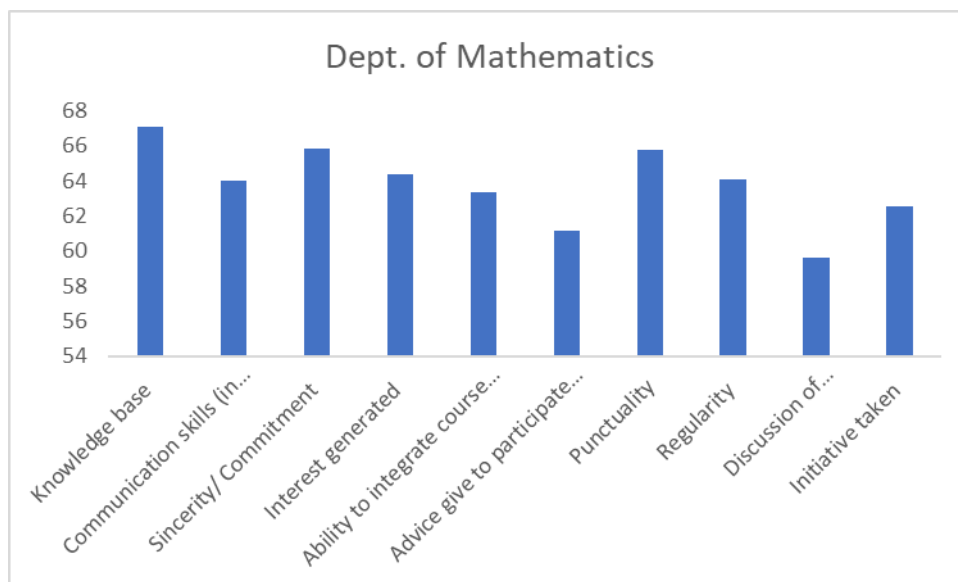
### Department of English

The department is comprised of 5 faculties and 58 students (core and elective) during the academic period of 2021 – 2022. During a portion of this session, one faculty member went on maternity leave.



### Department of Mathematics

The department is comprised of 4 faculties and 22 students (core and elective) during the academic period of 2021 – 2022. During a portion of this session, one faculty member went on maternity leave.



### Relationship between the Department Scores and the Number of teachers and Students:

In Govt. Serchhip College, the average number of teachers, number of students and student-teacher ratio of the 13 departments are 4.15, 94.08 and 23.24. Table 4. Department student-teacher Ratios

Rank	Dept	Score	No. of Teachers	No. of Students	Student Teacher Ratio
1	Botany	84.44	6	43	7
2	Zoology	74.98	3	50	17
3	BCA	74.76	3	18	6
4	Economics	74.29	4	51	13
5	Education	74.24	4	210	53
6	History	72.13	4	99	25
7	Chemistry	72.00	5	57	11
8	Mizo	71.80	4	234	59
9	Geography	69.57	4	97	24
10	Physics	68.82	4	14	4
11	Political Science	66.12	4	270	68
12	English	64.41	5	58	12
13	Mathematics	63.78	4	22	6

The general consensus is that lower student-teacher ratios are better at teaching students. Pearson's Correlation Method is employed to find out the relationship between the department scores and the number of teachers, students and student-teacher ratios. The hypotheses are:

**Hypothesis 1:** H<sub>0</sub>: The department scores are affected by the number of teachers.

H<sub>A</sub>: The department scores and the number of teachers are unrelated.

**Hypothesis 2:** H<sub>0</sub>: The department scores are affected by the number of students.

H<sub>A</sub>: The department scores and the number of students are unrelated.

**Hypothesis 3:** H<sub>0</sub>: The department scores are affected by the Student Teacher Ratios.

H<sub>A</sub>: The department scores and Student Teacher Ratios are unrelated.

The analysis revealed that the relationship between the department scores and the number of students, teachers and student-teacher ratios are statistically insignificant which means that the null hypotheses were rejected and accepting the alternate hypotheses. The number of teachers or students did not affect the department scores. It is clear that students rated their teacher solely based on the individual teachers' performance in the class. The department score is based on each of the teachers' performance, and the shortage of teachers or higher student-teacher ratios can not be used as an excuse.

Table 6. Correlation of the department scores and the number of students, teachers and student-teacher ratio

Correlations	Score	Teacher	Student	ST_Ratio
Score	1			
No. of Teachers	0.235	1		
No. of Students	-0.135	-0.066	1	
ST_Ratio	-0.144	-0.156	.995**	1
** Correlation is significant at the 0.01 level (2-tailed).				

**STUDENTS' FEEDBACK: ANALYSED AT THE INDIVIDUAL LEVEL**

The identity of each teacher remains confidential; teachers received their scores via email individually. In cases where teachers had taken leave, their ratings were not accounted for, and are therefore marked as "NA" (not available) in the table (Table no 5).

Table 5.

<b>Rank</b>	<b>Name</b>	<b>Department</b>	<b>Mar-22</b>	<b>Feb-22</b>	<b>Sep-21</b>	<b>Aug-21</b>	<b>Average scores out of 5</b>
1		Botany	4.43	4.307	5.00	4.54	4.57
2		Botany	5.00	4.4	4.08	4.43	4.48
3		Botany	4.37	4.131	5.00	4.33	4.46
4		Botany	4.05	4.868	4.14	4.22	4.32
5		Economics	3.99	4.187	3.92	4.13	4.06
6		Chemistry	3.99	3.983	3.89	4.34	4.05
7		Botany	4.40	3.845	3.77	3.93	3.99
8		Geography	3.92	4.047	4.04	3.7	3.93
9		Computer Science	4.30	4.06	3.56	3.57	3.87
10		Zoology	3.73	3.726	4.00	3.91	3.84
11		History	3.70	3.706	3.77	4.07	3.81
12		History	3.77	4.143	3.87	3.34	3.78
13		Education	3.73	3.63	4.03	3.71	3.77
14		Education	3.90	3.631	3.82	3.62	3.74
14		Zoology	3.53	3.61	3.94	3.88	3.74
14		Political Science	3.65	4.076	3.96	3.27	3.74
15		Computer Science	3.97	4.00	3.47	3.47	3.73
16		Mathematics	3.61	3.93	3.8	3.53	3.72
16		Economics	3.76	3.62	3.72	3.76	3.72
17		Mizo	4.35	3.74	3.68	3.08	3.71
18		Geography	3.70	3.864	3.67	3.56	3.70
18		Physics	3.55	3.446	3.79	4.00	3.70
19		Education	3.71	3.608	3.88	3.56	3.69
20		Mizo	4.08	3.444	4.01	3.18	3.68
20		Zoology	3.63	3.587	3.9	3.59	3.68
21		Botany	3.13	3.283	3.88	4.21	3.63
22		Chemistry	4.02	3.164	3.57	3.74	3.62
22		Economics	3.52	3.618	3.8	3.54	3.62
23		Computer Science	3.39	3.728	3.77	3.56	3.61
24		History	3.61	3.34	3.75	3.7	3.60
25		Mizo	3.60	3.741	3.85	3.14	3.58
26		Chemistry	3.45	3.384	3.45	3.82	3.53
27		Education	3.76	3.091	3.77	3.46	3.52
27		History	3.35	3.5	3.53	3.69	3.52
28		Physics	3.15	3.066	3.54	4.28	3.51
29		Physics	3.30	3.166	3.46	4.03	3.49

30		Political Science	3.48	3.671	3.43	3.05	3.41
31		English	3.77	3.29	3.4	3.03	3.37
32		Chemistry	3.28	3.012	3.4	3.76	3.36
32		Mizo	3.52	3.63	3.59	2.71	3.36
33		Economics	3.26	3.555	3.02	3.5	3.33
34		Geography	3.26	3.444	3.43	3.07	3.30
35		Political Science	3.16	3.43	3.47	3.11	3.29
36		English	3.22	3.362	3.38	3.12	3.27
37		Geography	2.94	3.6	3.22	2.89	3.16
38		English	3.09	3.226	3.309	2.85	3.12
39		English	2.20	2.95	3.7	3.13	3.00
40		Mathematics	3.07	2.92	2.79	2.93	2.93
41		Political Science	2.51	2.884	3.15	2.67	2.80
42		Mathematics	2.53	2.76	2.95	2.81	2.76
		Chemistry	3.60	3.325	NA	NA	NA
		English	NA	NA	3.53	3.4	NA
		Mathematics	3.50	3.26	NA	NA	NA
		Physics	NA	NA	NA	4.75	NA

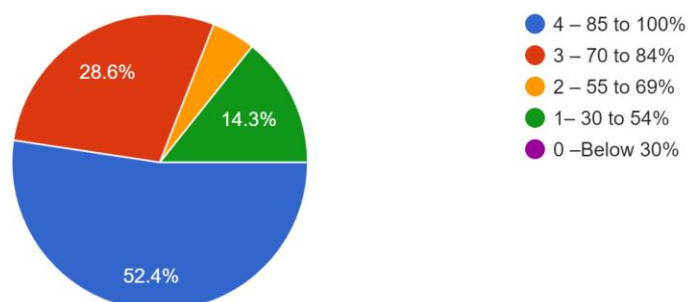
#### a) STUDENT SATISFACTORY SURVEY:

The student satisfactory survey was collected from the Outgoing students of 2021-2022. Various questions were asked regarding the teaching, learning and evaluation process of the institution.

The **analysis and report** of the Student Satisfactory Survey is shown as below:

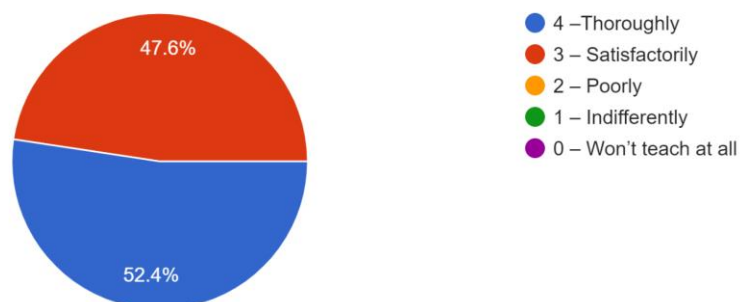
1. How much of the syllabus was covered in the class?

21 responses



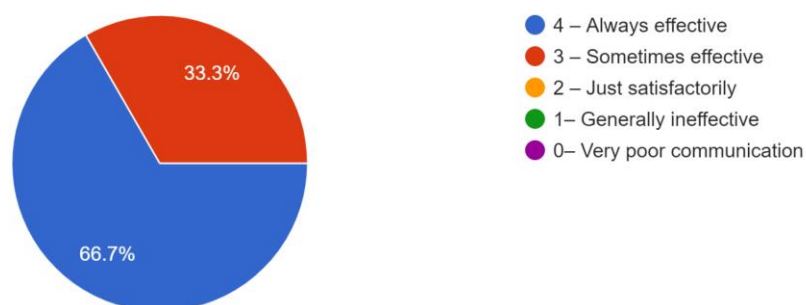
2. How well did the teachers prepare for the classes?

21 responses



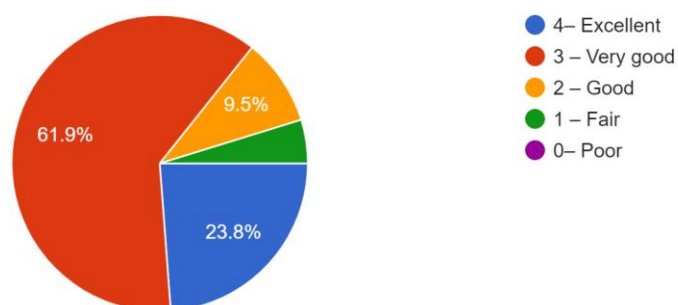
3. How well were the teachers able to communicate?

21 responses



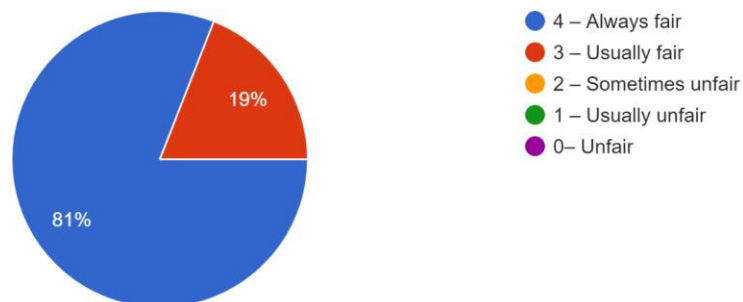
4. The teacher's approach to teaching can best be described as

21 responses



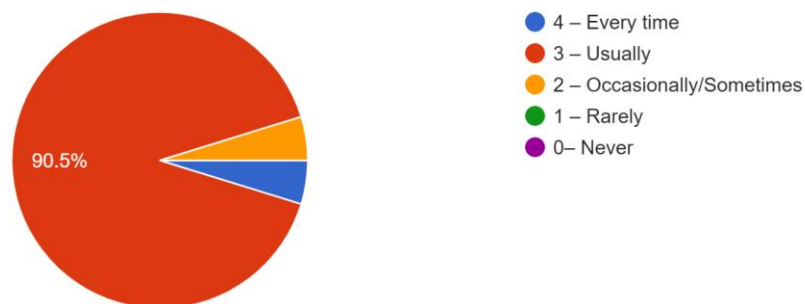
5. Fairness of the internal evaluation process by the teachers.

21 responses



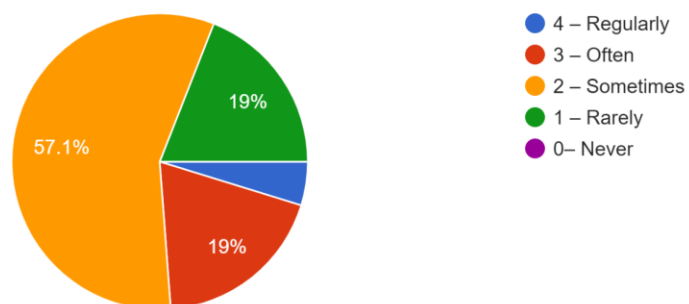
6. Was your performance in assignments discussed with you?

21 responses



7. The institute takes active interest in promoting internship, student exchange, field visit opportunities for students.

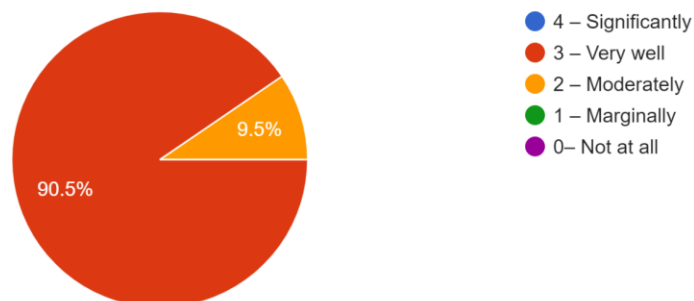
21 responses





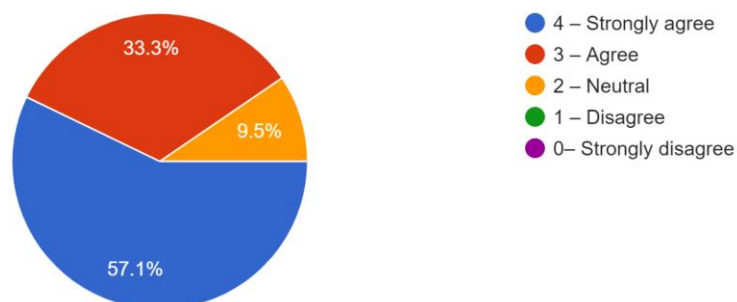
8. The teaching and mentoring process in your institution facilitates you in cognitive, social and emotional growth.

21 responses



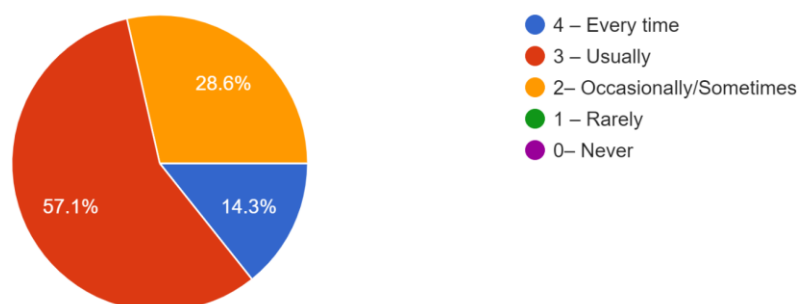
9. The institution provides multiple opportunities to learn and grow.

21 responses



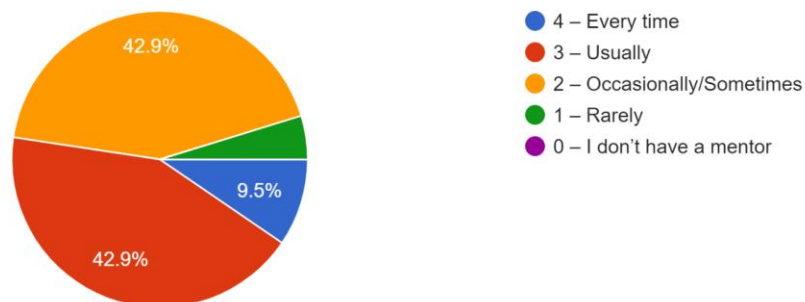
10. Teachers inform you about your expected competencies, course outcomes and programme outcomes.

21 responses



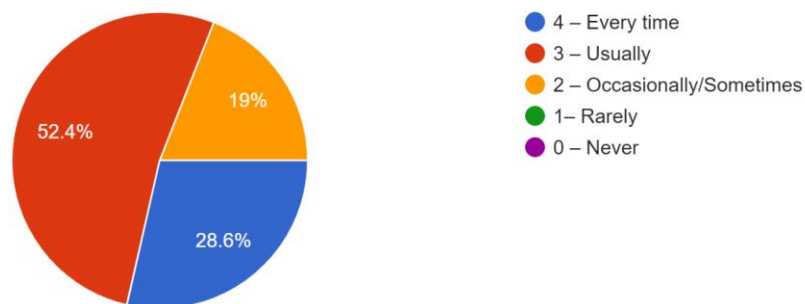
11. Your mentor does a necessary follow-up with an assigned task to you.

21 responses



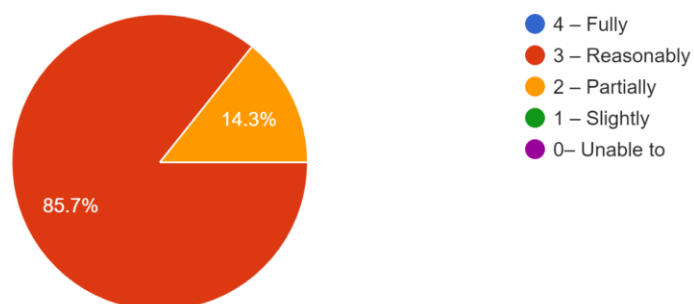
12. The teachers illustrate the concepts through examples and applications.

21 responses



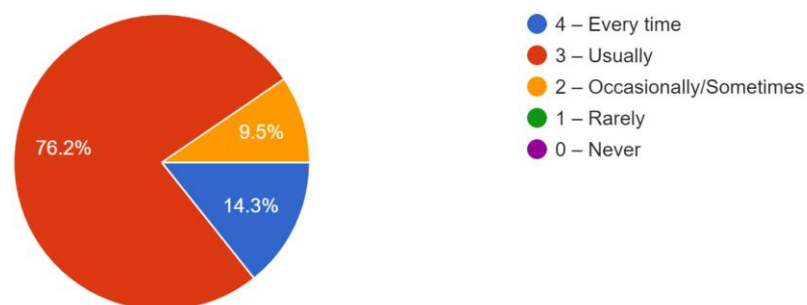
13. The teachers identify your strengths and encourage you with providing right level of challenges.

21 responses



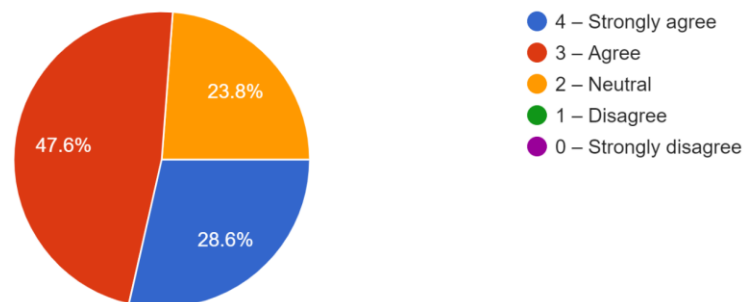
14. Teachers are able to identify your weaknesses and help you to overcome them.

21 responses



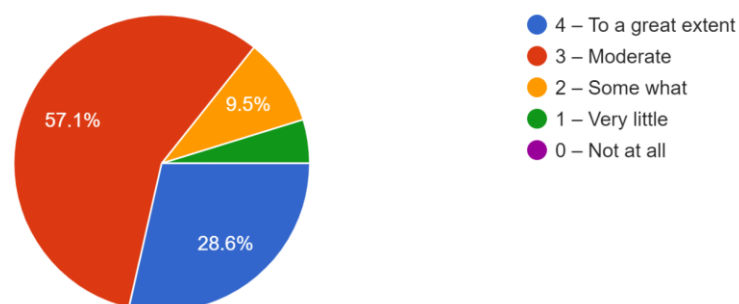
15. The institution makes effort to engage students in the monitoring, review and continuous quality improvement of the teaching learning process.

21 responses



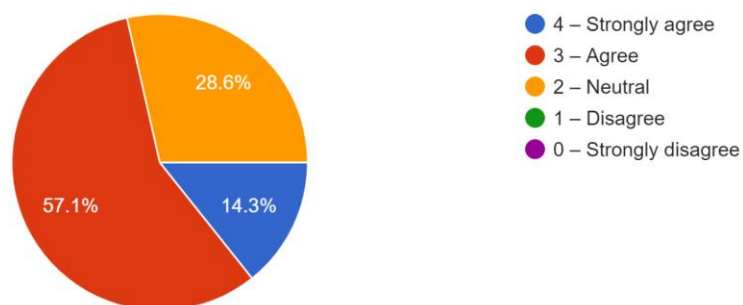
16. The institute/ teachers use student centric methods, such as experiential learning, participative learning and problem solving methodologies for enhancing learning experiences.

21 responses



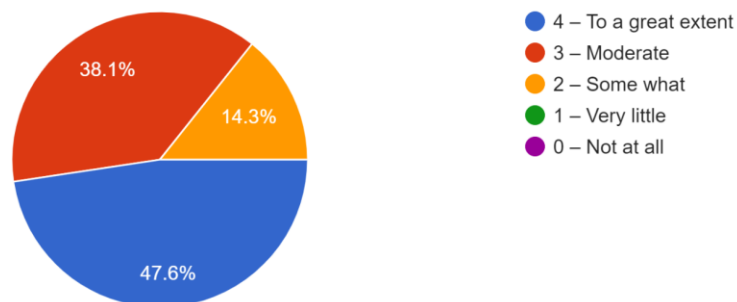
17. Teachers encourage you to participate in extracurricular activities.

21 responses



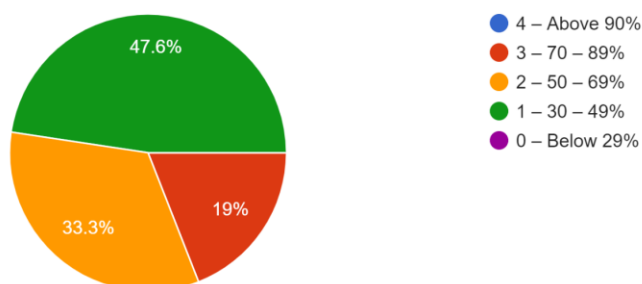
18. Efforts are made by the institute/ teachers to inculcate soft skills, life skills and employability skills to make you ready for the world of work.

21 responses



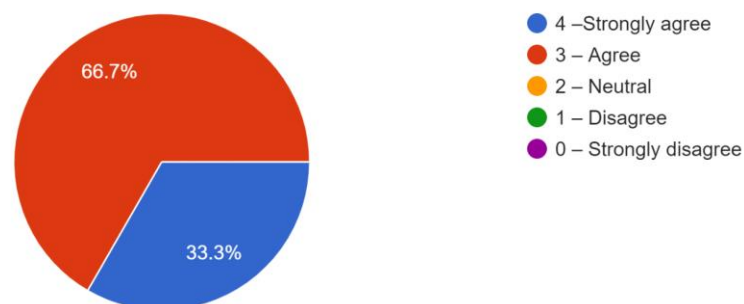
19. What percentage of teachers use ICT tools such as LCD projector, Multimedia, etc. while teaching.

21 responses



20. The overall quality of teaching-learning process in your institute is very good.

21 responses



### REPORT OBTAINED FROM EACH QUESTIONNAIRE UNDER THE STUDENT SATISFACTORY SURVEY 2021-2022:

1. How much of the syllabus was covered in the class?

52.4% of the students reported covering 85-100% of the syllabus, while 14.3% indicated coverage of 30-54%. No responses fell below the 30% threshold.

2. How well did the teachers prepare for the classes?

52.4% of the students selected the highest ranking, indicating thorough satisfaction, while 47.6% opted for the second highest ranking, signifying satisfaction.

3. How well were the teachers able to communicate?

The responses were categorized into two indicators. The majority, accounting for 66.7%, selected the "always effective" option, while 33.3% chose the "sometimes effective" option for this question.

4. The teacher's approach to teaching can best be described as

Among the responses, 23.8% selected the "excellent" option, while 4.8% chose the "poor" category. The majority, comprising 61.9%, opted for the "very good" category.

5. Fairness of the internal evaluation process by the teachers.

The results fell into two categories: 81% chose "Always fair," while 19% selected "Usually fair."

6. Was your performance in assignments discussed with you?

The results fell into three categories: 90.5% chose "Usually," 4.8% chose "Every time" while another 4.8% selected "Occasionally/sometimes."

7. The institute takes active interest in promoting internship, student exchange, field visit opportunities for students.

57.1% opted "sometimes" while 4.8% opted "regularly"

8. The teaching and mentoring process in your institution facilitates you in cognitive, social and emotional growth.

90.5% of the students opted for "very well" while the other 9.5% group of students opted for "moderately".

9. The institution provides multiple opportunities to learn and grow.

57.1% of the students opted for "strongly agree" while 9.5% of students opted for "neutral".

10. Teachers inform you about your expected competencies, course outcomes and programme outcomes.

57.1% of the students selected the "usually" category while 14.3% opted for "every time" category.

11. Your mentor does a necessary follow-up with an assigned task to you.

42.9% opted "Usually", while the other 42.9% opted the "Occasionally/Sometimes" category. 9.5% opted "Every time".

12. The teachers illustrate the concepts through examples and applications

52.4% opted "Usually", while the other 28.6% opted "Every time" category.

13. The teachers identify your strengths and encourage you with providing right level of challenges.

85.7% voted "Reasonably" while the other 14.3% voted "Partially"

14. Teachers are able to identify your weaknesses and help you to overcome them.

76.2% opted “Usually”, while 14.3% opted “Every time”.

15. The institution makes effort to engage students in the monitoring, review and continuous quality improvement of the teaching learning process.

47.6% of student's chose "agree," 28.6% chose "strongly agree," and 23.8% selected “neutral”

16. The institute/ teachers use student centric methods, such as experiential learning, participative learning and problem solving methodologies for enhancing learning experiences.

Majority (57.1%) of the students chose “moderate” while 9.5% chose “to somewhat” for this questionnaire.

17. Teachers encourage you to participate in extracurricular activities.

57.1% selected “Agree” to this questionnaire while 14.3% chose “strongly agree”.

18. Efforts are made by the institute/ teachers to inculcate soft skills, life skills and employability skills to make you ready for the world of work.

47.6% chose “to a great extent” while 14.3% selected the “some what” option.

19. What percentage of teachers use ICT tools such as LCD projector, Multimedia, etc. while teaching.

The maximum students (47.6%) chose 30-49% while 19% of them chose “70-89%”.

20. The overall quality of teaching-learning process in your institute is very good.

The responses were categorized under two options viz. 66.7% chose “agree” while 33.3% selected “strongly agree”.

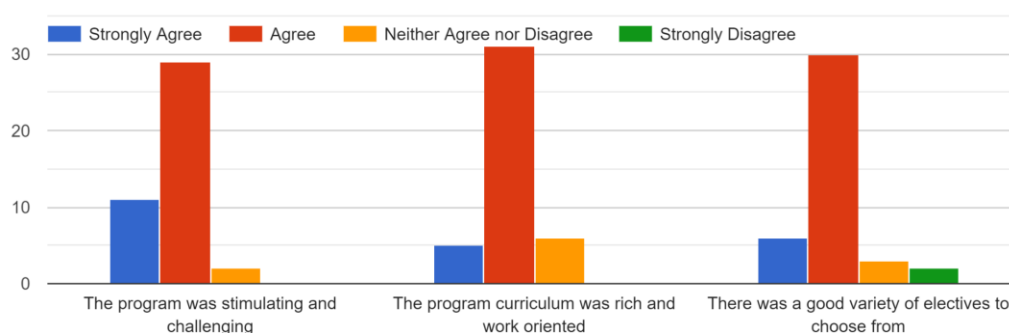
## b) EXIT SURVEY:

The Exit Survey was designed to gather insights from students who were completing their studies, focusing on four key areas: curriculum, institution, faculty, and discrimination. Through this structured approach, the survey aimed to provide a thorough evaluation of the students' overall experiences and perspectives as they concluded their time at the educational institution. By addressing these specific categories, the survey sought to capture a broad range of factors that could influence students' satisfaction and identify any areas for improvement within the institution.

The **analysis and report** of this survey are presented below:

### 1. EXIT SURVEY- FEEDBACK ON CURRICULUM

Please select the option that best describes your opinion with regard to the following statement on the program:



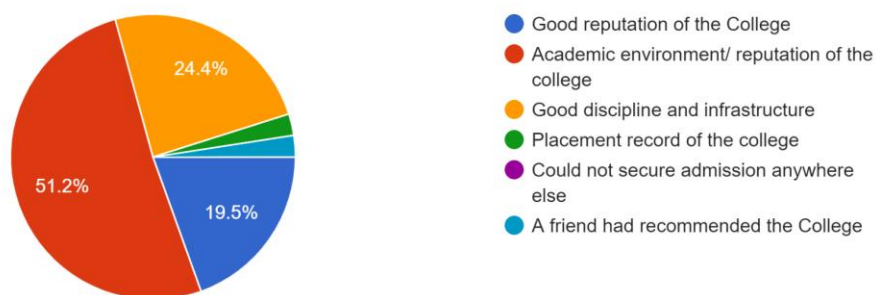
- 1) A significant majority of respondents found the program to be engaging and intellectually demanding, with 69% agreeing and 26.2% strongly agreeing. A small fraction (4.8%) neither agreed nor disagreed, suggesting a generally positive reception to the program's level of stimulation and challenge.
- 2) A substantial majority of participants acknowledged the richness and work-oriented nature of the program curriculum, with 73.8% agreeing and 11.9% strongly agreeing. Additionally, a notable percentage (14.3%) neither agreed nor disagreed, indicating a mixed sentiment or potential areas for improvement in alignment with work-oriented goals.
- 3) The availability of a diverse range of electives was widely acknowledged, with 73.2% agreeing and 14.6% strongly agreeing, indicating a high level of satisfaction with the selection. However, a small percentage (4.9%) strongly disagreed, suggesting



potential room for improvement in catering to diverse interests and needs.

Why did you choose to do this program in our college?

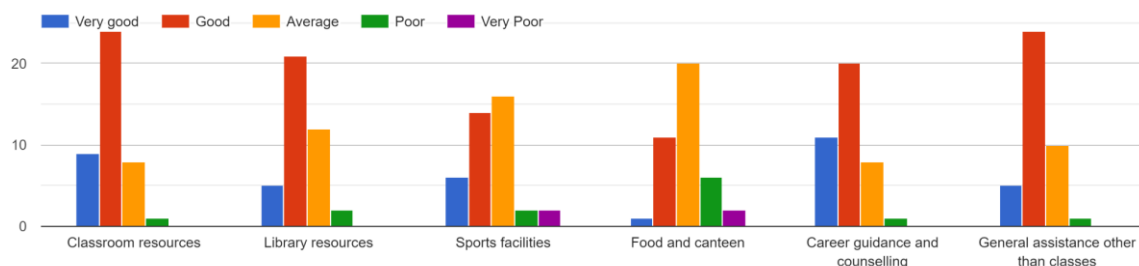
41 responses



Over half of the respondents (51.2%) stated that they selected our college because of its strong academic environment and the good reputation it holds. A significant portion (24.4%) mentioned that they were attracted to the program due to the college's disciplined environment and well-developed infrastructure. Additionally, nearly one-fifth (19.5%) of participants highlighted the college's positive reputation as a decisive factor in their decision-making process. Only a small minority (2.4%) indicated that they chose the program based on a recommendation from a friend. Overall, these findings emphasise the importance of academic excellence, campus environment, and reputation in influencing prospective students' choices when selecting a college program.

## 2. EXIT SURVEY - FEEDBACK ON INSTITUTION:

How would you rate the following?



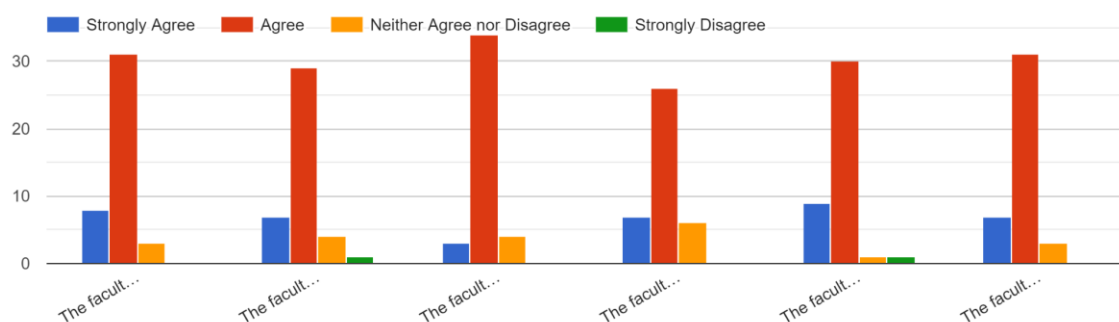
- 1) Classroom resources received generally positive ratings, with 57.1% considering them good and 21.4% rating them very good,

although 19% found them average and a small portion (2.4%) rated them as poor.

- 2) Library resources were deemed good by 52.5% of respondents, with 30% considering them average, 12.5% rating them very good, and 5% finding them poor.
- 3) Sports facilities were perceived variably, with 40% rating them average, 35% considering them good, and 15% finding them very good, while 10% rated them as poor or very poor.
- 4) Food and canteen services received mixed reviews, with 50% considering them average, 27.5% rating them good, and only 2.5% finding them very good, while 20% rated them as poor or very poor.
- 5) Career guidance and counselling were generally positively received, with 50% rating them good and 27.5% rating them very good, although 20% found them average and 2.5% considered them poor.
- 6) General assistance other than classes was mostly rated positively, with 60% considering it good and 12.5% rating it very good, while 25% found it average and 2.5% considered it poor.

### 3. EXIT SURVEY - FEEDBACK ON FACULTY/TEACHERS:

Please select the option that best describes your opinion with regard to the following statements on the faculty (teacher)



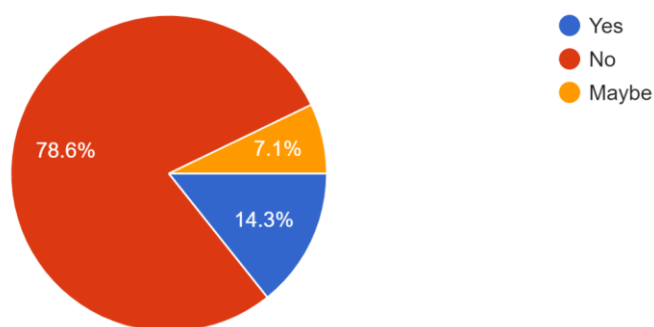
- 1) Regarding faculty knowledge and skills, a significant majority (73.8%) agreed that the faculty possessed up-to-date knowledge and skills, with a further 19% strongly agreeing, indicating confidence in their expertise.
- 2) The faculty's understanding of individual student needs was generally recognized, with 70.7% agreeing and 17.1% strongly agreeing, although a small percentage (2.4%) disagreed strongly.

- 3) Most respondents (82.9%) agreed that the faculty demonstrated enthusiasm for their subjects and teaching, while 7.3% strongly agreed, suggesting a generally positive perception of their passion.
- 4) A notable portion (66.7%) agreed that the faculty showed interest in students' professional development, with 17.9% strongly agreeing, though 15.4% neither agreed nor disagreed, possibly indicating room for improvement.
- 5) The accessibility of faculty outside the classroom was acknowledged; with 73.2% agreeing and 22% strongly agreeing, but a small fraction (2.4%) strongly disagreed.
- 6) Regular evaluation and feedback on assignments were perceived positively, with 75.6% agreeing and 17.1% strongly agreeing, while 7.3% neither agreed nor disagreed, reflecting a generally consistent approach to assessment and feedback.

#### 4. EXIT SURVEY- FEEDBACK ON DISCRIMINATION ISSUE:

Did you ever experience or notice any of the following kinds of discrimination on the campus?  
(Gender, Racial, Religious, Language, Disability, Sexual Orientation)

42 responses



A minority (14.3%) reported experiencing or observing forms of discrimination on campus, while the majority (78.6%) did not, indicating a generally positive environment. However, a small portion (7.1%) expressed uncertainty, suggesting a need for further investigation or awareness-building regarding discrimination issues.

#### SUGGESTIONS AND COMMENTS:

Students also provided numerous comments and expressed their opinions in the comment section. From their feedback, it was observed that

some students were dissatisfied with the library's book selection, while others expressed discontent with the restroom facilities. Additionally, there were complaints about limitations in the bus routes. Conversely, many students expressed appreciation for their teachers and remarked on how fortunate they felt to be part of the institution. All comments were carefully considered, and potential measures were discussed during staff meetings.

GSC FEEDBACK