USHA MARTIN
UNIVERSITY
Inclusion, Innovation & Ethics

1.4.1

ACTION TAKEN REPORT BASED ON THE FEEDBACK ANALYSIS

Usha Martin University

Village Narayansoso, Near Angara Block Office, Ranchi - Purulia Highway, Angara, Ranchi - 835103, Jharkhand

USHA MARTIN UNIVERSITY, RANCHI

1.4.1 Action taken report based on the feedback analysis

Registrar
कुल सचिव
Usha Martin University
उषा मार्टिन विश्वविद्यालय
Ranchi-835103/रांची-835103

USHA MARTIN UNIVERSITY

USHA MARTIN
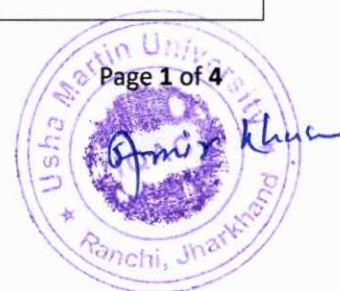**UNIVERSITY**
Inclusion, Innovation & Ethics

Action Taken Report (ATR) based on Stakeholder's Feedback (Student, Teacher, Alumni, Employer)

2022-23

Feedback collected and analyzed is placed before the IQAC committee, which has suggested some changes where the matrix was lower than average. Suggestions have been suggested and Action then after that is implemented.

Action taken report based on Student's feedback		
Sl. No.	Issue Raised	Action Taken
1.	The curriculum of the program is based on its efficacy on entrepreneurship, employability, and skill development.	The course curriculum was revised to ensure it aligned with the objectives of developing entrepreneurship, providing job prospects, and nurturing skill growth. This involved adding entrepreneurship courses or modules and incorporating practical components to offer students hands-on experience and boost their skill development.
2.	The program is based on the clarity of program/course objectives and outcomes.	A thorough review of the curriculum's course outcomes and objectives has been carried out, leading to adjustments aimed at improving the alignment and mapping of certain courses.
3.	The ratio of theory and practical courses in the curriculum is balanced with each other.	Adjustments have been made to the practical courses in the program based on student feedback, aiming to meet their requirements. These changes were prompted by the need to ensure a balanced blend of theory and practical courses in the curriculum, fostering a richer learning experience that seamlessly combines conceptual understanding with hands-on application.
4.	The teaching-learning tools i.e. LMS, demonstration, PowerPoint, chalk & board practices, etc. including program assessment methods (assignments/class test/seminar/field projects, etc) by teachers to cover the	Certain programs improved the interface of the Learning Management System (LMS) to enhance its usability and interactivity. There was a focus on enhancing lectures by encouraging faculty to incorporate real-life demonstrations and interactive PowerPoint presentations. Study materials were made accessible on DELNET, COLLPOLL ensuring greater accessibility and convenience for all users.

Page 1 of 4

2

5.	The inclusion of Value-Added Courses as additional courses to acquire extra knowledge & skills useful for self-improvement.	After considering the input from students, specific programs have recognized the need to incorporate additional VAC courses into each program to align with current technological and industrial requirements.

Action taken report based on teacher's feedback		
Sl. No.	**Issue Raised**	**Action Taken**
1.	The program is aligned with the stated program objectives & outcomes	Based on the feedback, program objectives, and outcomes were revised to ensure better alignment with educational goals and facilitate more effective teaching and assessment strategies.
2.	The structure of the curriculum on attainment of career enhancement	Students were provided with opportunities to obtain pertinent professional certifications or engage in supplementary training programs to improve their chances of employability. Flexibility was introduced into the curriculum, enabling students to specialize in their chosen areas within their field of study. Additionally, elective courses were made available to accommodate various career trajectories.
3.	The syllabus is updated in the curriculum based on the needs of various stakeholders.	The program established a structured curriculum review timetable and updated the syllabus to include new subjects, technologies, and methodologies, providing students with a modern and forward-looking education.
4.	The proportion of courses in terms of its focus on skill development, entrepreneurship development, and employability generation.	All courses in the program curriculum underwent a thorough assessment to ensure they align with goals related to skill development, entrepreneurship, and employability accordingly new courses were introduced to fill identified gaps to introduce new courses.

Page 2 of 4

3

| 5. | The ratio of theory and practical courses in the curriculum is balanced with each other. | A thorough assessment of the existing curriculum has been conducted to evaluate the ratio of theory and practical courses. Practical courses have been enhanced to provide deeper insights and connections to theoretical concepts, fostering a more holistic learning |

Action taken report based on Alumni feedback		
Sl. No.	Issue Raised	Action Taken
1.	The teaching-learning practices adopted during lectures and laboratory classes made you a compassionate professional with the right values & attitudes.	By showing empathy, compassion, and moral behaviour in their interactions with students, faculty members acted as role models for the students. In their professional endeavours, faculty members create a positive example for students to follow by modeling values-aligned practices and professional conduct.
2.	The learning environment is suitable for productive innovation, research & development.	Mentorship programs were implemented to pair students with faculty mentors and industry professionals who provide guidance and support throughout the research process. Mentorship opportunities allow students to gain valuable insights, develop research skills, and build professional networks.

Action taken report based on Employer feedback		
Sl. No.	Issue Raised	Action Taken
1.	The technical efficacy of the courses for solving real-time problems/ applications	The advantage of collaborations with academic institutes, industrial organizations, and technology corporations was employed to expose students to real-world projects and applications. Students were provided with guest lectures, field visits, education trips, industry visits, and

		internships and had experience in real work environments.
2.	The experimental tools, equipment, and practices used in the program are relevant to the industrial applications.	The curriculum was updated to include experimental tools, equipment, and procedures that are directly applicable to industrial applications, based on the results of the industry requirements assessment. Modern, industry-standard procedures have taken the place of antiquated or outmoded practices, guaranteeing that students have the abilities and information required to succeed in their fields.

5

USHA MARTIN UNIVERSITY

**USHA MARTIN
UNIVERSITY**

Inclusion, Innovation & Ethics

**Action Taken Report (ATR) based on Stakeholder's Feedback (Student,
Teacher, Alumni, Employer)**

2021-22

Feedback collected and analyzed is placed before the IQAC committee, and members have suggested some changes based on the ratings received. Suggestions have been provided to respective departments and Action after that is implemented.

Action Taken Report based on Student's Feedback		
Sl. No.	Issue Raised	Action Taken
1	Effectiveness of curriculum in promoting entrepreneurship, employability, and skill development	Students were encouraged to choose elective courses on skill development. These courses offered practical skills beyond the core curriculum, covering topics like communication, leadership, technical proficiency, and creative arts.
2	The balance between theory and practical courses	Practical courses across multiple academic programs have been revised to meet program standards. Adjustments to the ratio of theory and practice have been made, ensuring a balanced curriculum. Enhancements include the addition of hands-on components like laboratory work and case studies. Faculty are encouraged to integrate theoretical concepts into practical courses, emphasizing real-world applications. Cross-disciplinary initiatives are also being explored to further integrate theory and practice.
3	Program inculcated necessary ethical values and concern for society	In various programs, efforts have been made to enhance student development. Personality development classes, facilitated by the Training and Placement department, have been conducted across disciplines. Additionally, courses focusing on ethical values have been incorporated into the curriculum.
4	Availability of curriculum-specific study material	Various academic programs have taken measures to enhance study and reference materials for students. Materials have been uploaded to Inflibnet and the Learning Management System (LMS) of the University, improving accessibility and support for learners.
5	The inclusion of Value-Added Courses as additional courses to acquire extra knowledge & skills useful for self-improvement.	Across various programs, Value-Added Courses (VAC) have been introduced to address student feedback and meet industry demands.

Action Taken Report based on Teacher's feedback		
Sl. No.	Issue Raised	Action Taken
1.	The accuracy in stating the program objectives & outcomes.	Efforts have been undertaken to review and adjust course outcomes and course objectives of courses across various programs within the curriculum. Modifications have been made to ensure proper mapping and relevance, with changes set to be implemented in the upcoming academic years for certain programs. Additionally, faculty training sessions have been conducted to enhance their ability to align course materials, assessment methods, and learning activities with program objectives and outcomes. These initiatives reflect a commitment to continuously improving the quality and alignment of educational offerings.
2.	The structure of the curriculum on attainment of career enhancement	Various initiatives have been implemented across programs to enhance students' educational experience and skills. These include inviting industry experts for talks, promoting Project-Based Learning, offering professional certifications, providing flexibility in the curriculum, conducting workshops and seminars, field visits, internships, and modifying

			the curriculum to align with industry needs. These efforts aim to better prepare students for their future endeavors.
3.		The proportion of courses in terms of its focus on skill development, entrepreneurship development, and employability generation.	New courses emphasizing entrepreneurship and employability are being proposed. Routine workshops and seminars will be organized regularly across the program.
4.		The ratio of theory and practical courses in the curriculum balanced with each other	In various academic programs, students were engaged in practical activities to enhance learning and skill development. These include extension programs, vocational training, integration of practical components into courses, and faculty development initiatives. Updates to the curriculum ensured a balanced blend of theory and practice, while new value-added courses enriched students' learning experiences.
5.		Participation in curriculum design, revision, and development methods	In various academic programs, modifications and enhancements have been made to improve the learning experience and align with industry standards. These include modifying question patterns based on external suggestions, and implementing industry-focused syllabi.

| 6. | | Prescribed reading material in the Departmental Library / Central Library in proportionate to the curriculum. | Efforts to enhance digital resources and accessibility are underway across academic programs. More e-contents are being uploaded to platforms like Inflibnet and LMS portals, facilitating easy access for students. E-libraries provide access to the latest study materials. Open Educational Resources (OER) are also being explored to supplement textbooks, and formal requests have been made to libraries for more relevant books. These initiatives aim to improve learning experiences and support students' academic success. |

Action Taken Report based on Alumni feedback		
Sl. No.	Issue Raised	Action Taken
1.	The syllabus and sequence of courses in different semesters/years of the program were useful for their professional career.	A group made up of academic experts, company executives, and faculty members thoroughly reviewed the course outline and material. The purpose of the study was to evaluate how well the current curriculum met the professional demands of students by assessing its relevance, coherence, and effectiveness professions
2.	The teaching-learning practices adopted during lectures and laboratory classes made you a compassionate professional with the right values & attitudes.	To integrate value-based teaching strategies into lectures and lab sessions, faculty members received specialized training in education. This course concentrated on methods for developing students' capacity for empathy,

		supporting moral decision-making, and elevating their level of professionalism.

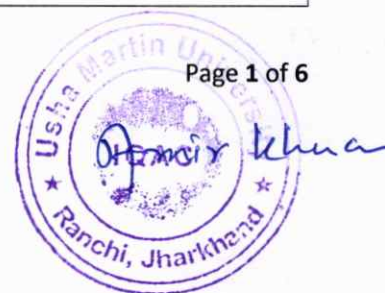| Action Taken Report based on the Employer feedback		
Sl. No.	**Issue Raised**	**Action Taken**
1.	The relevance of the course content within the program.	Opportunities for professional development were given to faculty members so they may increase their knowledge and proficiency in subjects related to the new curriculum. Among these were training sessions, seminars, and workshops led by prominent academics and business people.
2.	The course content of the program is based on the managerial and leadership aspects.	To promote teamwork, critical thinking, and decision-making abilities, an active involvement of students in conversations, group projects, and leadership role-playing exercises was used.

USHA MARTIN UNIVERSITY

**USHA MARTIN
UNIVERSITY**
Inclusion, Innovation & Ethics

Action Taken Report (ATR) based on Stakeholder's Feedback (Student, Teacher, Alumni, Employer)

2020-21

Feedback collected and analyzed is placed before the IQAC committee, and members have suggested some changes based on the ratings received. Suggestions have been provided to respective departments and Action thereafter is implemented.
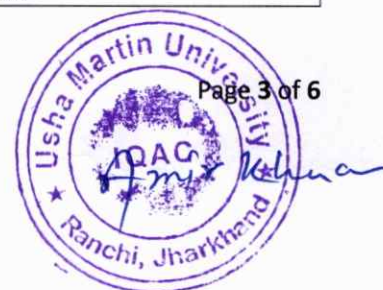
Action Taken Report Based on Student's Feedback		
Sl. No.	Issue Raised	Action Taken
1	Effectiveness of curriculum in promoting entrepreneurship, employability, and skill development	A department curriculum review committee was formed to analyze the existing curriculum and identify areas for improvement. A comprehensive gap analysis was conducted to pinpoint discrepancies between the curriculum and industry requirements development. Additionally, faculty members responsible for delivering related content underwent specialized training sessions to ensure effective delivery of the revised curriculum. A continuous monitoring and evaluation system was established to track the effectiveness of the curriculum revisions and facilitate ongoing improvement. As a result of these actions, the revised curriculum now better aligns with industry needs and has garnered positive feedback from students. Ongoing monitoring will continue to ensure its continued effectiveness and relevance.
2	Effectiveness of curriculum in inculcating necessary ethical values and concern for society	Necessary revisions were made to incorporate relevant content that fosters ethical awareness and social consciousness among students. The updated curriculum now ensures the inculcation of necessary ethical values such as business ethics, human resource and management, organizational behavior, etc addressing the students' raised concerns effectively. Ongoing monitoring and evaluation mechanisms have been implemented to ensure the sustained integration of these elements within the program.
3	The teaching-learning tools by teachers cover	Online classes were conducted due to COVID19 and teaching learning was conducted through different

13

	the curriculum effectively and make it interesting for easy learning.	online platforms such as Google meet, Zoom etc. In response to concerns raised by students regarding the effectiveness and engagement of teaching-learning tools immediate actions were taken. A comprehensive review of the existing teaching modality including LMS, PowerPoint presentations, and as well as online assessment methods such as assignments, class tests, seminars was adopted. Subsequently, faculty members underwent training sessions to adapt to the online platforms for teaching and assessment processes. Additionally, adjustments were made to assessment methods to ensure alignment with learning objectives and to foster a more interactive and participatory learning environment during the COVID phase.
4.	Course contents meet all the aspects and recent trends of the program.	In response to concerns raised by students regarding the relevance of course content in the present hybrid mode actions were taken to meet the current challenges of the work environment. A thorough review of the existing course contents was conducted to ensure alignment with all aspects and recent trends of the program. This involved collaborative efforts between faculty members, industry experts, and student representatives to identify gaps and incorporate relevant updates. Subsequently, necessary revisions were made to the course contents to address emerging trends and ensure coverage of all pertinent aspects of the program.
5.	The inclusion of Value Added Courses as additional courses to acquire extra knowledge & skills useful for self-improvement.	Relevant Value Added Courses were identified and implemented that could provide additional knowledge and skills beneficial for students' personal and professional development.

Action Taken Report Based on Teacher's feedback		
Action Taken	**Issue Raised**	**Action Taken**
1.	The accuracy in stating the program objectives & outcomes.	A thorough review of the program objectives and outcomes was conducted, followed by an assessment of the existing curriculum and teaching practices. Subsequently, necessary adjustments were made to the curriculum, course content, and assessment methods to ensure alignment with the stated objectives and outcomes. Additionally, faculty members received training on instructional strategies aimed at reinforcing the attainment of program objectives. These actions have resulted in improved alignment between the program and its objectives, ensuring a more cohesive and purposeful educational experience for students.
2.	The syllabus is updated in the curriculum based on the needs of various stakeholders.	A committee comprising of faculty members, and experts from industry and academia was formed to assess the existing syllabus and identify areas for enhancement. Revisions were suggested which were incorporated into the syllabus. These actions have resulted in a more responsive curriculum that meets the expectations of stakeholders while providing students with relevant and up-to-date knowledge and skills.

3.	The proportion of courses in terms of its focus on skill development, entrepreneurship development, and employability generation.	A comprehensive review of the curriculum was conducted to assess the distribution of courses and their emphasis on these key areas. Subsequently, adjustments were made to the curriculum to ensure a balanced proportion of courses dedicated to skill development, entrepreneurship, and employability generation. Additional courses focusing specifically on these aspects were introduced, and existing courses were modified to incorporate relevant content. These actions have resulted in a more equitable distribution of courses, providing students with enhanced opportunities for skill enhancement, entrepreneurial development, and improved employability.
4.	The structure of the curriculum is designed as per the requirements of regulatory bodies.	A thorough review of the curriculum structure of all programs was conducted, with specific attention to the guidelines and standards set forth by regulatory bodies. It has been observed that the course structures are adhering to the guidelines.
5.	The values & ethics in the curriculum to build a good citizen.	Relevant content on values, ethics, and citizenship was integrated into the curriculum, ensuring that students receive a holistic education that goes beyond academic learning. Additionally, faculty members received training on incorporating values and ethics into their teaching

		practices to promote a culture of integrity and responsible citizenship among students. These actions have resulted in a curriculum that not only equips students with academic knowledge but also instills in them the values and ethics necessary to become conscientious members of society.

Action Taken Report Based on Alumni feedback

Sl. No.	Issue Raised	Action Taken
1.	The structure of your course curriculum is based on efficiency towards skill development.	Several skill development courses were offered which were very beneficial in shaping up of the career.
2.	The facilities and resources provided in the departmental/ central library to make learning more comfortable and to increase multidisciplinary knowledge	Steps were taken to evaluate the existing study material in the Departmental/Central library and make necessary additions and updates. This enhanced accessibility and support for participants' studies, addressing the reservations expressed by those who found the current resources less satisfactory. Study materials were uploaded to Inflibnet and LMS of the University for student access.
3.	The learning environment is suitable for productive innovation, research & development.	Research cell, institute innovation committee was formed to promote research and development in the University,

Action Taken Report Based on Employer feedback		
Sl. No.	**Issue Raised**	**Action Taken**
1.	The relevance of the course content and course outcomes within the program related to the industry needs	Departmental Heads have been asked to review course contents along with course outcomes of existing courses as per the industry requirement. The courses which are not compliant with industry requirements were reworked and implemented.
2.	The course content of the program is based on the development of communication skills & professional ethics	The programs lacking courses based on Communication skills and professional ethics courses were identified. These programs redesigned their courses and introduced them across different disciplines.

USHA MARTIN UNIVERSITY

USHA MARTIN
UNIVERSITY
Inclusion, Innovation & Ethics

Action Taken Report (ATR) based on Stakeholder's Feedback (Student, Teacher, Alumni, Employer)

2019-20

Feedback collected and analysed is placed before the IQAC committee, and members have suggested some changes based on the ratings received. Suggestions have been provided to respective departments and Action thereafter is implemented.

Action Taken Report Based on Student's Feedback		
Sl. No.	**Issue Raised**	**Action Taken**
1	Effectiveness of curriculum in promoting entrepreneurship, employability, and skill development	The alignment of course content with industry needs, market trends, and entrepreneurial skills required for success was assessed. Industry associates were approached to facilitate internships, projects, and mentorship opportunities for students. Courses on projects, case studies, and practical exercises were incorporated into the curriculum to enhance skill development. Elective courses were offered in different programs to focus explicitly on entrepreneurship, employability skills, and emerging industry trends.
2.	A balance between theory and practical courses	The distribution of theory and practical courses across different programs and disciplines was assessed. Internships and projects were offered in the curriculum. Practical skill development workshops and training sessions were organized. Career counseling sessions from faculty members have been planned to enhance practical components.
3.	The pattern of questions in examinations (internal/end semester) is effective & within the course content.	Existing examination policies and guidelines were reviewed to identify areas for improvement related to question alignment and time effectiveness. Faculty members were trained on effective question construction, ensuring alignment with course objectives and learning outcomes. It was ensured that questions were reviewed and vetted by subject matter experts to guarantee accuracy, relevance, and appropriateness for assessment purposes.
4.	The teaching learning tools i.e. LMS, demonstration, power point, chalk & board practices etc. including program assessment methods	The utilization of diverse teaching and learning tools has become imperative to accommodate varied learning styles and enhance student engagement. Traditional methods like chalk and board practices have evolved alongside technological advancements, integrating digital platforms such as (LMS) and multimedia presentations like PowerPoint. Additionally, various

	(assignments/class test/seminar/field projects etc.) by teachers to cover the curriculum effectively and make interesting for easy learning.	assessment methods like assignments, class tests, seminars, and field projects to evaluate student comprehension and reinforce learning objectives.
5.	The inclusion of Value Added Courses as additional courses to acquire extra knowledge & skills useful for self-improvement.	In response to student feedback, additional Value-Added Courses (VAC) have been identified and introduced across all programs. These courses are designed to address current technological and industrial demands.

Action Taken Report Based on Teacher's feedback		
Sl. No.	**Issue Raised**	**Action Taken**
1.	The structure of the curriculum on attainment of career enhancement	Faculty members were motivated to attend the FDPs and seminars to get ideas related to career enhancement in the curriculum.
2.	The syllabus is updated in the curriculum based on the needs of various stakeholders.	Revision of the syllabus has been carried out for different programs as per the recent needs. The curriculum review committee reviewed and updated the syllabus across different disciplines. This commitment to adaptability was maintained to provide students with an education that equips them for success in their respective professional domains.
3.	The proportion of courses in terms of its focus on skill development, entrepreneurship development, and employability generation.	Efforts were made to gather specific input from participants on areas where further enhancements can be made to ensure that the curriculum effectively fosters practical skills, entrepreneurial thinking, and employability readiness.
4.	The ratio of theory and practical courses in the curriculum balanced with each other	The curriculum review committee evaluated and refined the balance between theory and practical components based on participant feedback. Adjustments were made to further enhance the comprehensive learning experience, ensuring

Page 2 of 4

21

		that both theoretical knowledge and hands-on practical experiences are effectively integrated. Essential adjustments were made to the practical courses in different programs to align with the program's specific requirements.
5.	The adequacy of prescribed reading material in the Departmental Library / Central Library in proportionate to the curriculum	The inventory of books was analyzed to determine their relevance and coverage of topics included in the curriculum. Every year latest books are purchased as per the suggestion of faculty members.

Action Taken Report Based on Alumni Feedback		
Sl. No.	Issue Raised	Action Taken
1.	The syllabus and sequence of courses in different semesters/years of the program was useful towards your professional career.	The curriculum of each semester/year was thoroughly reviewed to assess its alignment with industry standards, emerging trends, and the acquisition of relevant skills and knowledge. Based on the findings from the survey, data analysis, and stakeholder consultations, necessary adjustments and enhancements were proposed to the syllabus and course sequencing to better cater to the professional needs of the students.
2.	The teaching learning practices adopted during lectures and laboratory classes made you a compassionate professional with right values & attitudes.	Lectures and laboratory sessions included teaching techniques that support values education, such role-playing games, case-based discussions, reflective journaling, and ethical decision-making simulations. These teaching methods uphold compassionate beliefs and behaviors while pushing students to think critically, investigate many viewpoints, and evaluate ethical consequences.

Action Taken Report Based on Employer's Feedback		
Sl. No.	**Issue Raised**	**Action Taken**
1.	The relevance of the course content and course outcomes within the program related to the industry needs.	To introduce students to professionals in the business, thought leaders, and experts, workshops, seminars, conferences, and networking events were arranged as professional development opportunities. These activities improve students' preparedness for employment and career progression by giving them insights into industry trends, career trajectories, and chances for skill development.
2.	The technical efficacy of the courses for solving real-time problems/ applications.	The classes prioritized practical application and hands-on experience in order to improve students' problem-solving skills in real-world scenarios. Case studies and real-world examples that demonstrate how theoretical concepts and principles are used in real-world settings have been added to the course materials.

USHA MARTIN UNIVERSITY

USHA MARTIN
UNIVERSITY
Inclusion, Innovation & Ethics

Action Taken Report (ATR) based on Stakeholder's Feedback (Student, Teacher)

2018-19

Feedback collected and analyzed is placed before the IQAC committee, and members have suggested some changes based on the ratings received. Suggestions have been provided to respective departments and Action thereafter is implemented.

Action Taken Report Based on Student's Feedback		
Sl. No.	Issue Raised	Action Taken
1	Effectiveness of curriculum in promoting entrepreneurship, employability, and skill development	Guest lectures, workshops, and seminars with industry professionals have been conducted to provide insights into current industry demands and skill requirements. Considering the mixed perception, Elective courses emphasizing entrepreneurship, and skill development have been introduced in respective programs.
2	Clarity of program/course objectives and outcomes	The syllabus of each course is reviewed by experts of respective departments (from academics and industry bodies) to identify the precise course outcomes and the same have been incorporated in the curriculum for better alignment and mapping with the program outcomes.
3	A balance between theory and practical courses	Syllabus of each program has been designed by incorporating projects and internships into the upcoming semesters of the curriculum to balance the theory and practical components. Necessary lab courses were also introduced into the curriculum based on the skill requirements.
4	Time effectiveness and alignment of examination questions	A department moderation committee has been formulated for evaluation and alignment of examination questions with the course content, course outcomes and time effectiveness of the question papers.
5.	The inclusion of Value Added Courses as additional courses to acquire extra knowledge & skills useful for self-improvement.	Value-Added Courses (VAC) have been identified and introduced across all programs. These courses are designed to address current technological and industrial demands.

Action taken report based on Teacher's feedback		
Sl. No.	Issue Raised	Action Taken
1.	The accuracy in stating the program objectives & outcomes.	The curriculum's course outcomes and objectives have undergone a thorough re-evaluation, leading to necessary modifications in selective programs to ensure proper alignment and coherence. Faculty members were directed by external experts to develop measurable learning outcomes that clearly define the knowledge, skills, and competencies of the students.
2.	The structure of the curriculum on attainment of career enhancement	A comprehensive review of curriculum structure was conducted for certain programs, with a focus on aligning it more effectively with career advancement. Discussions with the students have been conducted by the mentors to identify specific areas where career enhancement is required. Internships and industrial visits have been introduced into the curriculum to provide students with opportunities to apply theoretical knowledge to real-world scenarios and challenges.
3.	The syllabus is updated in the curriculum based on the needs of various stakeholders.	The syllabus for certain programs has been updated to meet the latest requirements and demands. Discussions have been done with external academic and industry experts to understand their evolving needs, expectations, and preferences regarding curriculum content.