

## Instructional Program Review

### Theatre Arts

This document addresses the following SACSCOC requirements: CR 2.5, CS 3.3.1, CS 3.5, and FR 4.1.

#### Purpose

Amarillo College instructional programs consistently review data and strive for improvement.

The purpose of this review is to demonstrate how AC instructional areas support AC's mission by *"enriching the lives of our students and our community."*

On an annual basis the Program Review process will capture a holistic view of a department's/program's strengths, weaknesses, and improvement plans based on institutional data and assessment information.

The information collected on this form will also serve to help your division complete the information required by SACSCOC for Amarillo College's continued reaffirmation efforts.

**Response Length Suggestion: Most responses should be 2-3 sentences.**

**If available, you may also provide a link/reference to other documentation that answers each question.**

#### I: Identification

1. **Department or Program Title(s)** (Department Chairs List Dept.; Coordinators List Program):

Theatre Arts Program

2. **Department and/or Program(s) Purpose Statement:**

Provide Instruction and Experience in the Theatre Arts to majors and non-majors of the performing arts.

3. **Program Review Year (i.e. Most Recent Academic Year)**

2015

4. **Date of Submission:**

August 14, 2015

5. **Lead Person Responsible for this Program Review:**

Name: A. Ray Newburg, Jr.  
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6. **Additional Individuals (Name and Title) Responsible for Completing this Program Review:**

Monty Downs, Co-Program Coordinator

## II: Program Enrollment and Success Data

Use baseline data that will enable you to determine the status of your program (compare the most recent data to previous year data, compare your program to any existing state standards, or consider any other relevant factors). Please use Firefox or Chrome browser to open links.

### 1. Based on the most recent reported data, please evaluate your program(s).

#### A. Overall Program Data (Complete this section if your dept. produces any certificate and/or terminal degree.)\*

(Place an 'X' in each text box that corresponds to your evaluation.) **\*NO CERTIFICATE AND/OR TERMINAL**

**DEGREE IS CURRENTLY OFFERED BY THE THEATRE ARTS PROGRAM.**

Student Data Reported/Collected	Needs Improvement	Meets Standards	Exceeds Standards	Not Applicable
a. Employment Rates/Wages ( <a href="#">EMSI</a> , <a href="#">College Measures</a> , <a href="#">CREWS</a> , <a href="#">Perkins</a> )				X
b. <a href="#">Completion</a>				X
c. <a href="#">Licensure Pass Rates</a>				X
d. Retention ( <a href="#">FA-SP</a> ) and ( <a href="#">FA-FA</a> )				X
f. <a href="#">Grades A-C</a>				X
g. <a href="#">Annual Enrollment</a>				X
h. <a href="#">Survey, Focus Group, &amp; Related Data</a>				X

Based on the data in Part A, respond to the following two questions:

- i. Identify one area in which your program(s) excel.

n/a

- ii. Identify one area in which your program(s) need to most focus for the next few years.

n/a

#### B. Course-Specific Data (Complete this section to evaluate the courses that fall under your dept./program.)

(Place an 'X' in each text box that corresponds to your evaluation.)

Student Data Reported/Collected	Needs Improvement	Meets Standards	Exceeds Standards
a. Grades A-C (IDS - Race/Ethnicity)		X	
b. Grades A-C (IDS - Age)	X		
c. Grades A-C (IDS - Gender)		X	
d. Grades A-C (IDS - First Generation)	X		
e. Grades A-C (IDS - Pell)		X	
f. Grades A-C (IDS - Full/Part-Time)			X
e. Course-level Enrollment (IDS)			
f. <a href="#">Survey, Focus Group, &amp; Related Data</a>			

Based on the data in Part B, respond to the following two questions:

- i. Identify two courses that are doing well.

DRAM 1351—"Age" 19 and Under, DRAM 1310—"Age" 20 and Over

- ii. Identify two courses in which your dept./program(s) needs to most focus for the next few years.

DRAM 1351—"Ethnicity" Black, DRAM 1310—"Ethnicity" Hispanic

### III: Institutional Initiatives

#### PART A – No Excuses:

Each department/program is expected to support student success initiatives.

List 1 or more ways your program(s) most focus on any of the [No Excuses goals/initiatives](#) and how you have helped AC fulfill its No Excuses goal.

1c) Theatre Arts classes (DRAM) have an average A-C completion rate of 77.14%  
2a) The Theatre Arts program has awarded, at least \$500 per academic year, to any major applicant that has had financial need.

#### PART B – Strategic Planning:

Each department/program is expected to support [AC's Strategic Planning](#) initiatives.

1. Identify at least one strategy or task from the Strategic Plan your area(s) currently addresses/evaluates.

1.4. Align AC learning outcomes with THECB outcomes which emphasize 21st century skills.  
1.7. Align AC's program offerings with university baccalaureate degrees.

2. (If applicable) What additional item(s) should AC's Strategic Plan address?

n/c

#### PART C– General Education Objectives

SACSCOC requires that the College prove attainment of general education competencies by all students. AC has adopted the below objectives for our core curriculum assessment, but you may add additional objectives you teach. Additionally, AC expects that learning objectives are present and are being evaluated in all courses.

1. Provide a listing of which courses in your department/program(s) teach these general education objectives. For assistance in identifying educational objectives in non-core courses, refer to the [ACGM/WECM](#).

(List individual course prefix, state "all courses", state "N/A" for an objective, etc.):

Objective	Course(s)
Communication Skills	DRAM 1310, 1330, 1341, 1342, 1351, 2331
Critical Thinking Skills	DRAM 1310, 1330, 1341, 1342, 1351, 2331
Empirical & Quantitative Skills	n/a
Teamwork	DRAM 1310, 1330, 1341, 1342, 1351, 2331
Personal Responsibility	n/a
Social Responsibility	DRAM 1310, 1330, 1341, 1342, 1351, 2331
Note: May Insert other Objective(s)	

2. Briefly explain how your department/program(s) have recently (i.e. past year) identified and ensured that these general education objectives are taught throughout each course section.

All Faculties are required to teach core assignments in their courses. These assignments have been submitted and approved. Assessment is included in the assignments.

### 3. What method(s) are your faculty using to assess the required objectives in your courses?

(List individual course prefix, state "all courses", state "N/A" for each method, etc.):

Method	Course(s)
Capstone Project/Exam	DRAM 1330, 1341, 1342, 1351, 2331
Embedded Questions	
Licensure Exam	
Portfolios	DRAM 1330, 1341, 1342, 2331
Projects/Essays	DRAM 1310, 1351
Testing (i.e. course-based testing; finals)	
Note: May Insert other Method	Rubric-- DRAM 1310, 1330, 1341, 1342, 1351, 2331

### 4. Briefly address any improvements made in your department/program(s) based on your data findings.

Core assignments were required in the Fall of 2014. Data is presently being analyzed. Changes have not been implemented.

### 5. In which course(s) have you implemented critical reading and thinking strategies? What strategies did you use? How would you evaluate your success in implementing these strategies? Are there strategies you discovered that you would like to share with your colleagues? Do you feel that your department/program could benefit from more professional development in this area?

DRAM 1310, 1330, 1341, 1342, 1351, 2331 Critical thinking is employed in each of these courses through peer evaluation and criticism. Peer evaluation of one another's work has moderately increased the rigor of the development of papers, projects, and/or presentations as required in the aforementioned courses.

## PART D: Core Curriculum Assessment – Program Outcomes

### Complete this Section ONLY for Programs Directly Responsible for Core Curriculum Courses

The Texas Higher Education Coordinating Board (THECB) has identified 3-4 core objectives (competencies) that each core curriculum course is required to teach and assess.

You may either collect data and information from all core curriculum courses in your program/department or you may attach a separate document for each course/area in your department/program that answers the questions below.

#### 1. Do you certify that your courses annually assess and collect data on the core objectives as required by the THECB?

Yes	No
X	

#### 2. Do you certify that each course section is equitable in their assessment of the collection of data and assessment required by the THECB?

Yes	No
X	

3. Do you certify that the work assessed has an equal chance (i.e. you did not “cherry pick” the best student work) for assessment?

Yes	No
X	

4. Briefly describe the internal and external data you used to form your assessment benchmarks.  
Note: The THECB requires external data (e.g. [CCSSE](#)) be used to create your benchmarks.

For the past decade or more, all Theatre Arts courses involved some project/paper that involved the four major requirements that the Creative Arts core has now mandated; therefore, internally, we have been able to model our present assessments on previous successes and have drawn upon the data received from them to determine effective assessment targets.

As for the external data, we have tried to model our new rubric evaluations to be based on the findings of the CCSSE reports—especially considering the low survey marks where student collaboration is concerned. Collaboration is a key component of what we do in Theatre Arts, so that finding seemed to be a good starting point for us when developing the new evaluation system for assessments.

5. The “[Call for Course Proposals for Inclusion](#)” contains a description of each assignment/activity, direct assessment method, etc. for each of your department’s/program’s courses in the core curriculum.

For each course approved for core curriculum inclusion, provide the following information:

### **DRAM 1310, Introduction to Theatre (Newburg):**

- a) Provide a link to or copy of your data results and/or a summation of your results for each required competency for each core curriculum course in your program.

In **Intro to Theatre**, the assignment to critique the first production of the semester is the focus for a three-pronged assessment process that involves the four necessary skill sets for a Creative Arts core curriculum class. The first step of the assignment is to develop and articulate an opinion of a theatrical production (not a script analysis) in the form of a two-page critique of a live show that would be seen on campus. The second step is the reading of at least three of the fellow classmates’ paper. The final step is the evaluation by both students and instructor of the critique.

A student’s overall critique grade depends on three factors:

1. Whether or not a student read at least three critiques besides his/her own **(10% of the grade)**.
2. An average of fellow students’ evaluations of his/her critique based on a provided rubric given at the time the entire class is reading each other’s work **(10% of the grade)**.
3. The instructor’s assessment of the critique **(80% of the grade)**.

The critique is assessed by a rubric that evaluates whether or not the **Communication Skills** of the author are effective and thorough, whether or not the author expressed an articulated opinion with sufficient proof/details to defend his/her opinion thereby demonstrating **Critical Thinking**, and whether or not the author defined a community acceptance/tolerance of the live presentation communicating a sense of **Social Responsibility** in the paper. The very act of evaluating each other’s work is designed to further discussion and to improve

personal expression, thought articulation, and communicable opinion. This exercise in **Teamwork** is meant to help each student improve on the second critique later in the semester.

For the fall of 2014, the following was observed in terms of student success:

1. 88.00% of students participated sufficiently enough in the evaluation of other students' work to earn a 70% grade or more for that factor of the overall grade.
2. 84.00% of students averaged a score of 70% or higher by their peers evaluating their critiques.
3. 84.00% of students earned a score of 70% or higher by the instructor.
4. **84.00% of students received a grade of 70% or better** that was logged into the Blackboard LMS for their grade on this project based on the three aforementioned grading criteria.

- b) Did you meet your benchmark/target in each course? If not, do you need to adjust your benchmark or adjust the instruction to meet the benchmark?

The benchmark was exceeded by 14.00%.

- c) Provide information on your data collection strategy (e.g. each faculty member collected data, sampling of student work collected across sections used, etc.):

Faculty collected data from all sections of the course. 100% of students enrolled at the end of the course were used in data.

- d) Please explain how your results were evaluated (e.g. a team evaluated the data, data was collected from every student in the course via Blackboard, etc.):

The instructor evaluated the data alone as he is the only one on campus to teach the course.

- e) How do you ensure your results are not biased and are reliable (i.e. inter-rater reliability)?

Multiple evaluations, at least three, are made by peer students in addition to the instructor to ensure that one opinion of the work does not cause the student being evaluated to suffer a poor grade; additionally, the more evaluations that are made contributes to a more democratic assessment of the work.

- f) Please list the facts you feel contributed to your results (Analysis):

The average grade for this assignment has risen notably this semester compared to previous ones; more importantly, the peer [pressure] evaluations made for higher marks for the second critique.

- g) How have you or will you improve student learning in each course based on the most recent assessment results?

The instructor intends on focusing more on the **Social Responsibility** aspect of this assignment as it seems cursory at present in most papers.

## DRAM 1330, Stagecraft I (Newburg):

- a) Provide a link to or copy of your data results and/or a summation of your results for each required competency for each core curriculum course in your program.

For the **Stagecraft I** final project, the assignment to design a set for a full-length play is the focus for a three-pronged assessment process that involves the four necessary skill sets for a Creative Arts core curriculum class. The first step of the assignment is to find inspiration, collect research, and develop a scenic design based on a play that the student reads—a ‘paper project.’ The second step is the presentation of the portfolio of work in the form of an inspirational/research collage and a fully-realized floorplan for the set shown to the entire class as if the designer (student) were making a presentation to a theatre director. The final step is the evaluation, by both the observing students and the instructor, of the presentation.

A student’s overall final project grade depends on three factors:

1. Whether or not a student observed all the presentations besides his/her own (**10% of the grade**).
2. An average of fellow students’ evaluations of his/her scenic design based on a provided rubric given at the time the entire class is observing each other’s presentation (**10% of the grade**).
3. The instructor’s assessment of the scenic design and presentation (**80% of the grade**).

The scenic design is assessed by a rubric that evaluates whether or not the **Communication Skills** of the student are effective and thorough during the presentation, whether or not the designer expressed an appropriate set for the play with sufficient inspiration/research to defend his/her design thereby demonstrating **Critical Thinking**, and whether or not the student defined a community acceptance/tolerance of his/her artistic expression communicating a sense of **Social Responsibility** in the presentation. The very act of evaluating each other’s work is designed to further discussion and to improve personal expression, thought articulation, and communicable opinion. This exercise in **Teamwork** is meant to help each student improve on future designs that could be realized in actual productions of the Theatre Arts program.

For the fall of 2014, the following was observed in terms of student success:

1. 81.25% of students participated sufficiently enough in the evaluation of other students’ work to earn a 70% grade or more for that factor of the overall grade.
2. 75.00% of students averaged a score of 70% or higher by their peers evaluating their designs and presentations.
3. 93.75% of students earned a score of 70% or higher by the instructor for the final project.
4. **87.50% of students received a grade of 70% or better** that was logged into the Blackboard LMS for their grade on this project based on the three aforementioned grading criteria.

- a) Did you meet your benchmark/target in each course? If not, do you need to adjust your benchmark or adjust the instruction to meet the benchmark?

The benchmark was exceeded by 17.50%.



- b) Provide information on your data collection strategy (e.g. each faculty member collected data, sampling of student work collected across sections used, etc.):

Faculty collected data from all sections of the course. 100% of students enrolled at the end of the course were used in data.

- c) Please explain how your results were evaluated (e.g. a team evaluated the data, data was collected from every student in the course via Blackboard, etc.):

The instructor evaluated the data alone as he is the only one on campus to teach the course.

- d) How do you ensure your results are not biased and are reliable (i.e. inter-rater reliability)?

Multiple evaluations, with the intent of everyone evaluating every presentation, are made by peer students in addition to the instructor to ensure that one opinion of the work does not cause the student being evaluated to suffer a poor grade; additionally, the more evaluations that are made contributes to a more democratic assessment of the work.

- e) Please list the facts you feel contributed to your results (Analysis):

The average grade for this assignment has risen notably this semester compared to previous ones; more importantly, the peer [pressure] evaluations made for higher marks for the second critique.

- f) How have you or will you improve student learning in each course based on the most recent assessment results?

The instructor intends on focusing more on the **Social Responsibility** aspect of this assignment as it seems cursory at present in most papers.

## DRAM 1342, Introduction to Costuming (Newburg):

- a) Provide a link to or copy of your data results and/or a summation of your results for each required competency for each core curriculum course in your program.

For the **Introduction to Costuming** final project, the assignment to design eight (8) costumes for a full-length play is the focus for a three-pronged assessment process that involves the four necessary skill sets for a Creative Arts core curriculum class. The first step of the assignment is to find inspiration, collect research, and render/swatch plates based on a play that the student reads—a 'paper project.' The second step is the presentation of the portfolio of work in the form of eight, pseudo-realized and fabric-swatched color renderings shown to the entire class as if the designer (student) were making a presentation to a theatre director. The final step is the evaluation, by both the observing students and the instructor, of the presentation.

A student's overall final project grade depends on three factors:

1. Whether or not a student observed all the presentations besides his/her own (**10% of the grade**).
2. An average of fellow students' evaluations of his/her costume design based on a provided rubric given at the time the entire class is observing each



other's presentation (10% of the grade).

3. The instructor's assessment of the costume design and presentation (80% of the grade).

The costume design is assessed by a rubric that evaluates whether or not the **Communication Skills** of the student are effective and thorough during the presentation, whether or not the designer expressed appropriate attire for the play with sufficient inspiration/research to defend his/her design thereby demonstrating **Critical Thinking**, and whether or not the student defined a community acceptance/tolerance of his/her artistic expression communicating a sense of **Social Responsibility** in the presentation. The very act of evaluating each other's work is designed to further discussion and to improve personal expression, thought articulation, and communicable opinion. This exercise in **Teamwork** is meant to help each student improve on future designs that could be realized in actual productions of the Theatre Arts program.

For the fall of 2014, the following was observed in terms of student success:

**PLEASE NOTE: Only three (3) students were enrolled in this course, and one of the students was habitually tardy/absent and did NOT turn in a final project nor did that student attend the presentations...**

1. 66.67% of students participated sufficiently enough in the evaluation of other students' work to earn a 70% grade or more for that factor of the overall grade.
2. 66.67% of students averaged a score of 70% or higher by their peers evaluating their designs and presentations.
3. 66.67% of students earned a score of 70% or higher by the instructor for the final project.
4. **66.67% of students received a grade of 70% or better** that was logged into the Blackboard LMS for their grade on this project based on the three aforementioned grading criteria.

- b) Did you meet your benchmark/target in each course? If not, do you need to adjust your benchmark or adjust the instruction to meet the benchmark?

No, the benchmark was missed by 3.33%. This instructor does not believe alterations are necessary at this time since the anomaly of one of three students unbalanced the success rates.

- c) Provide information on your data collection strategy (e.g. each faculty member collected data, sampling of student work collected across sections used, etc.):

Faculty collected data from all sections of the course. 100% of students enrolled at the end of the course were used in data.

- d) Please explain how your results were evaluated (e.g. a team evaluated the data, data was collected from every student in the course via Blackboard, etc.):

The instructor evaluated the data alone as he is the only one on campus to teach the course.

- e) How do you ensure your results are not biased and are reliable (i.e. inter-rater reliability)?

Multiple evaluations, with the intent of everyone evaluating every presentation, are

made by peer students in addition to the instructor to ensure that one opinion of the work does not cause the student being evaluated to suffer a poor grade; additionally, the more evaluations that are made contributes to a more democratic assessment of the work.

- f) Please list the facts you feel contributed to your results (Analysis):

This has been one of the least enrolled and attended classes since the course's beginnings in 2002. The inability to keep the entire class (of three) together led to some dismal results. (On a brighter note, at the time of this report, the numbers for the course's Fall 2015 semester are up to twelve.

- g) How have you or will you improve student learning in each course based on the most recent assessment results?

The instructor intends on focusing more on the **Social Responsibility** aspect of this assignment as it seems cursory at present in most papers.

## DRAM 1351, Acting I (Downs):

- a) Provide a link to or copy of your data results and/or a summation of your results for each required competency for each core curriculum course in your program.

### Scene Description

79% of the students scored a 70 or higher on the Rubric for the Scene Description of the Final Project Scene. Scene Description is the list of questions the student writes answers to discuss the background of the scene & character, the emotional and psychological aspects of his/her character, the social responsibility of the scene with regards to the community. The Rubric assesses the student's **Communication Skills** through writing his/her interpretation of the character and scene. The Rubric also measures the student's **Critical Thinking** in relation to the artistic interpretation of the character, scene and social responsibility. The student also demonstrates **Social Responsibility** in discussing what audiences are appropriate for the scene chosen by the student. The student is encouraged to consider age, ethnicity, and religion in this discussion.

### Scene Performance

84% of the students scored 70 or higher on the Rubric for the Performance of the Final Project. The Rubric assesses the student's **Communication** and **Critical Thinking Skills** through character and scene development, interpretation of the scene, and presentation of the scene (orally and visually). Final grade on this project is partially peer grade computed by – 1) all students watching the scenes grade each individual not in his/her group; 2) all students' grades are averaged and make up 50% of grade; 3) instructor grade is 50%. **Teamwork** is also assessed in the Rubric as the student is working with a partner, both in and out of class time.

### Critique #2

79% of the students scored 70 or higher on the Rubric for the Critique #2 (critique of the second production of the semester). Each student is required to see two AC Theatre productions during the semester and write critiques on them. The written critique demonstrates the student's **Communication** and **Critical Thinking Skills** through the development, interpretation and expression of his/her own conceptions of the play presented in a written critique.

- b) Did you meet your benchmark/target in each course? If not, do you need to adjust your benchmark or adjust the instruction to meet the benchmark?

Benchmarks were met in all areas.

- c) Provide information on your data collection strategy (e.g. each faculty member collected data, sampling of student work collected across sections used, etc.):

Faculty collected data from all sections of the course. 100% of students enrolled at the end of the course were used in data.

- d) Please explain how your results were evaluated (e.g. a team evaluated the data, data was collected from every student in the course via Blackboard, etc.):

Data was analyzed by the only faculty member teaching the course, and data was from Bb.

- e) How do you ensure your results are not biased and are reliable (i.e. inter-rater reliability)?

All students were used in the data results and analysis.

- f) Please list the facts you feel contributed to your results (Analysis):

The faculty stressed the importance of the projects to the students and was available for aid, if requested.

- g) How have you or will you improve student learning in each course based on the most recent assessment results?

After review of the Scene Description, faculty will make minor changes to the questions, esp., about social responsibility.

6. For each core curriculum course and each core objective, please include a copy of the assessment instrument and five randomly selected, evaluated assessment samples with this form. Some examples of things you may include with your submission are as follows:
- **Embedded Questions** – Copy of possible question bank and copy of five student work samples that include questions from the question bank
  - **Juried Assessment** – List of members on juried panel and copy of five panel evaluations. If student performance, picture or work, etc. is available, include that with your submission as well.
  - **Pre-Post Test** – Copy of pre-test/post-test questions and five samples of student work from pre-test and five samples of same students' work from post test
  - **Rubric** – Copy of rubric and copy of five student work samples
  - **Other Types of Assessment** – Use the above bullets as a reference point for what you may wish to provide. Please contact the Director of Institutional Effectiveness with specific questions.

Also, if it is not clear, please identify on your student work the portions of the student work that address the required THECB objective/s.

**PART E: Curriculum Assessment - Program Outcomes:**

**\*This Section is ONLY Required for Programs Not Directly Responsible for Core Curriculum Courses—THE THEATRE ARTS PROGRAM IS DIRECTLY RESPONSIBLE FOR SOME CORE CURRICULUM COURSES ALBEIT ONLY 50% OF ITS OFFERINGS ARE LISTED AS CORE CLASSES.**

SACSCOC requires each program to provide quality student, customer, and/or client services. Each program not directly responsible for core curriculum courses must still annually identify at least one direct outcome within their program, provide results, analysis, and improvement plans related to that outcome.

1. For this review year, what were each program's most important goal(s) (i.e. broad goals you wanted to accomplish)?

n/a

2. For this review year, what is/were each program's most important measurable outcome(s) that helped you achieve your goals (referenced above)? Provide examples of 1-3 outcome statements. (An outcome provides observable, objective evidence that your student's or client's knowledge, skill, ability, attitude, or behavior has changed as a result of your efforts.)

n/a

3. Identify your results and analyze your data.

n/a

4. What key change(s) has your department/programs made in the past year or do you plan to make based on your assessment of any outcome?

n/a

**IV: Conclusions**

1. How have you or your staff adjusted your pedagogy (method and practice of teaching) to improve your academic quality and/or aid in some other area related to student success?

The Theatre Arts program has engaged more and more evaluative components to each class that involves teacher, peer, and self-evaluations to promote quality learning experiences, social responsibility, and creative innovation—all necessary qualities needed in this discipline.

2. What program improvement opportunities are available to your staff (e.g. external curriculum committees, trainings, etc.)?

The Theatre Arts faculty and staff are continually participating in Texas Educational Theatre Association and Kennedy Center American College Theatre Festival workshops, conventions, and presentations to network and learn from colleagues from around our

region. CTL and other on-campus professional development are invaluable learning opportunities as well.

**3. What is the biggest issue/obstacle that your program currently faces?**

Please explain the issue, point to evidence supporting why your issue is important (addressed in this document or elsewhere), explain how you would like to fix the issue, and explain any budgetary constraints.

Theatre Arts is primarily a production-driven laboratory experience for the students. As such, budgetary considerations are of a key concern when developing a season that all of the courses tie into in one form or another. The program's budget has increasingly lessened since 2001. The aforementioned affiliations, TETA and KCACTF, also require travel for students, faculty, and staff; budget constraints are affecting those opportunities/necessities as well. The acquisition of current technology is also hampered by the lack of funding.

**4. Additional Comments Pertinent to this Review (Not Required):**

n/c