

Instructional Program Review Template

What is an Instructional Program?

An Instructional Program or program of study is comprised of selected courses that lead to a degree or certificate. We have several types of instructional programs—the Associate of Arts (AA) degree, the Associate of Science (AS) degree, the Associate of Arts Transfer degree (AA-T), the Associate of Science Transfer degree (AS-T), and the Certificate.

All Instructional Programs are situated within a specific Guided Pathway that consists of a community of related disciplines. For example, the Biology AS-T is part of the STEM Pathway, which includes the disciplines of Science, Technology, Engineering, and Mathematics.

Program Name

Indicate the type of program here: AA; AS; AA-T; AS-T; Certificate

Program Name: Associate of Arts Degree, Humanities

Academic Year: 2024-2025

Name of Faculty Submitter(s): Andrew Rehfeld

I. Program Description

The purpose of this section is to provide the reader and/or reviewer with a brief snapshot of the program. This section should be kept short, a few paragraphs at the most, and address the following:

- A. What is the program mission and how does it support the institutional mission?

The mission of the Humanities degree is to support the Barstow College mission by providing students with broad education in communication skills, the arts, and humanities. The department fosters an appreciation of language, literature, fine arts, and scholarship. It promotes critical thinking, a broad level of cultural understanding, and strong written and verbal communication skills to inspire students to become artists, educators, global citizens and responsible members of a free society.

- B. What is the program vision and how does it support the institutional vision?

Click or tap here to enter text.

- C. Please provide a short program description:

This degree emphasizes the study of cultural, literary, humanistic activities, and artistic expression of human beings. Students will evaluate and interpret the ways in which people through the ages in different cultures have expressed themselves and responded to the world around them in artistic and cultural creation. This program requires 18 units in Humanities including a minimum of 3 units in at least three different departments from the list below.

- D. How does your program align to and/or support one or more of the following BCC Strategic Priorities?

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The Humanities program teaches expertise in various forms of communication, critical thinking skills, and cultural awareness—all of which help produce graduates with marketable skills in the workplace.

II. Program Effectiveness

The purpose of this section is to evaluate the program holistically by reviewing and analyzing data in the areas of Students, Courses, Program, and Faculty.

For each item below, review the data provided. As you examine the data, be on the lookout for trends and outliers while also considering how the data connects to fostering student success, helping students reach their goals, and furthering the mission of BCC.

Provide a short analysis (2-3 sentences) for each item. If data are not available (i.e., student satisfaction surveys), please indicate that on the form.

Course Data and Analysis

A. Course Success Rate by

- Mode of instruction
- Scheduling
- Faculty Status (PT vs FT)

Traditional courses had the highest success rate by a lot. Online courses had the next highest success rate, while hybrid and/or hyflex courses had the lowest success rate. Scheduling time doesn't seem to have a significant correlation with success. Success rates are marginally higher with full-time faculty, as opposed to part-time, but not significantly.

B. Retention Rate by

- Mode of instruction
- Scheduling
- Faculty Status (PT vs FT)

Retention rates don't vary much in terms of faculty status or scheduling. Retention is quite a bit higher in traditional courses, as opposed to hybrid or online.

C. Section Count by

- Mode of instruction
- Schedule
- Faculty Status (PT vs FT)

Almost ten times as many courses are offered online, as opposed to traditional. Traditional courses are fairly evenly scheduled at different times in the day. And about 40% of the sections are taught by full-time faculty.

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D. Enrollment Count by

- Mode of instruction
- Schedule
- Faculty Status (PT vs FT)

More than ten times as many students are enrolled online than in-person. About 40% of students are taught by FT faculty. Traditional courses are fairly evenly enrolled at different times in the day.

E. Class Size Average by

- Mode of instruction
- Schedule
- Faculty Status (PT vs FT)

Online courses have the largest class sizes, followed by traditional and then hybrid. FT faculty have slightly larger class sizes. Class sizes are about the same, regardless of the time of day.

F. Efficiency: WSCH, FTES, FTEF

As a whole, efficiency is below targets. Targets are 525 and 17.5. Data is 339 and 11. Among disciplines within the program, HUMA, MUSI, COMM are most efficient, while ENGL, PHOT, and TART are least efficient.

Student Equity Course Data

- A. What equitable practices are being performed by most or all courses within the program (ACCJC Standard 2.2, 2.6, 2.7, 2.8, 2.9)? Please review the following equitable practices and check all that apply.

Multiple options for knowledge acquisition

OER materials

Use of Early Alert

Audio files as video alternatives

Provides students an opportunity for feedback on instruction

Ensures all student races and backgrounds are represented in the classroom and the curriculum

Presentation of resources from campus departments

ADA compliant materials

Use of graphic organizers

Promotes peer community building and support

Seeks multiple perspectives

Correlates learning with real-life experience

Probing and clarifying techniques

Creates space for students to ask for help

Utilizes learning pact

Includes resources in syllabus

Provide reminders to students throughout course about resources available

Collaborative note-taking

Other:

Click or tap here to enter text.

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- B. Specifically discuss any equity gaps that have surfaced in the data.
Black and pacific islander students have the lowest success rates. Males and younger students don't have quite as high of success rates, though the differences don't seem to be statistically significant. The humanities disciplines are actively working with student success and tutoring to help students achieve their goals.
- C. What innovative plans or projects will help to close these gaps?
Click or tap here to enter text.

Curriculum

- A. Have all program courses been peer reviewed within the last 5 years (ACCJC Standard 2.2, 2.3)?
If no, please name the course and when it is scheduled for peer review.
X Yes No
- B. Have all courses been taught at least once within a two-year time frame? If no, please list the course(s) that has/have not been taught within the last two academic years and why (ACCJC Standard 2.5).

X Yes No
- C. Have there been any changes to the curriculum (courses or program) since the last full program review? What changes and why?

PHIL 9 and PHIL 10 have been created.
- D. If you feel there are any relevant curriculum details not covered in the above three questions, please list them here (optional).
Click or tap here to enter text.

Program Learning Outcome Assessment Data (Standard 2.9, 4.3)

Use the section and questions below to summarize findings, trends, and future action for the PLO assessment data.

Program Learning Outcomes	Assessment Results – Summary of Data	Please list any future plans based on results
A. Demonstrate communication skills in written, musical, verbal and visual forms.	Over the past few years, the results are generally around 80% for each of the PLOs listed. It seems the rates have gone down a bit in recent semesters.	Click or tap here to enter text.

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<p>B. Analyze the cultural and historical foundation of contemporary human experiences; recognize the interconnectedness of all things, historical context, writing, composing poetry, creating art, singing, acting, and have developed a healthy curiosity about the world and its peoples.</p>	<p>Over the past few years, the results are generally around 80% for each of the PLOs listed. It seems the rates have gone down a bit in recent semesters.</p>	<p>Click or tap here to enter text.</p>
<p>C. Analyze different historical/artistic/literary movements throughout history and how those movements developed; demonstrate skills to become more historically and culturally literate; and demonstrate a deeper appreciation of people's use of history, language and cultural mediums.</p>	<p>Over the past few years, the results are generally around 80% for each of the PLOs listed. It seems the rates have gone down a bit in recent semesters.</p>	<p>Click or tap here to enter text.</p>
<p>D. Demonstrate the willingness to explore and discover through writing, performing or creating works of art; demonstrate respect and appreciation for humans' place in the world and the diversity of the human experience; and demonstrate an appreciation for history, art, music, literature, culture and philosophy.</p>	<p>Over the past few years, the results are generally around 80% for each of the PLOs listed. It seems the rates have gone down a bit in recent semesters.</p>	<p>Click or tap here to enter text.</p>
<p>E. Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>

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- A. Since the previous program review, what changes or actions, if any, have been taken to improve outcomes?
Click or tap here to enter text.
- B. Please reflect on the PLO data above and discuss any possible strengths the program has based on the data.
Click or tap here to enter text.
- C. Please reflect on the PLO data above and identify areas for student-centered growth or improvement.
- Are there specific courses/SLOs that the program would like to focus on for growth and improvement?
Click or tap here to enter text.
 - What actions can help grow or improve these areas moving forward?
Click or tap here to enter text.
- D. Please reflect on assessment data trends based on ethnicity, race, and gender.
- What actions can the program take to support equitable outcomes?
Click or tap here to enter text.
 - Are there specific student groups the program would like to focus their efforts on?
Click or tap here to enter text.

Program Data and Analysis

- A. Award Count**
Over the last three years, the number of Humanities graduates was 29, 35, and 34. The number of students declaring a Humanities major has fallen each year.
- B. Demographics of students in major vs. demographics of students who receive award (percentages)**
- Asian / Filipino - 50%
- Black - 78%
- Hispanic - 64%
- Native American / Alaskan Native - 60%
- Pacific Islander - 50%
- Two or more - 70%
- White - 60%
- C. Student Equity Program Data**
- Specifically discuss any equity gaps that have surfaced in the data.
The differences aren't great enough and there's not enough data to make justified conclusions.
 - What innovative plans or projects will help to close these gaps?
Click or tap here to enter text.
- D. Student or Program Satisfaction Survey Results (if applicable)**
Click or tap here to enter text.

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E. CTE-specific data (CTE programs only)

- Did you participate in the advisory boards?
Click or tap here to enter text.
- What were the high-level themes and recommendations from the advisory board meetings specific to your program?
Click or tap here to enter text.
- What advisory recommendations have you implemented or do you plan to implement?
Click or tap here to enter text.

Labor Market data

- What is the job outlook in the region for your program area?
Click or tap here to enter text.
- What is the percent increase or decrease trend for job employment in this field?
Click or tap here to enter text.

F. Institution-Set Standards and the Big Picture

This section provides an opportunity to tie in all the data about the program to tell the story behind the numbers. Be sure to consider what an outsider to your program or career technical field may not know about current trends or changes.

	Institution Set (Floor)	Stretch Goal (Aspirational)	Program Data
Course Completion Rates	70%	73%	68%
Certificates	80	100	N/A
Degrees	440	525	34
Transfers	165	210	N/A
*Licensure Exam Pass Rates	70%	79%	N/A
*Employment Rates	60%	73%	N/A

**Applicable to CTE*

1. How is your program doing overall based on observation of program data?
Slightly below the institutional average.

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2. Provide an analysis of the “big picture” by reflecting on how your program data compares to the Institution-set Standards below.
Click or tap here to enter text.
3. If your program is falling below on any of these areas, what corrective actions do you plan on taking to bring your outcomes up to standard?
Click or tap here to enter text.

Guided Pathways and Response

- A. Name of the Guided Pathway that your discipline is a part of

Arts, Communications, and Humanities

- B. List the other disciplines that are part of your Guided Pathway

Art History, Communications, English, Philosophy, Studio Arts, Theater Arts

- C. Provide a summary of how your discipline collaborates with other disciplines in your Pathway.
Examples of collaboration: meetings, projects, conferences, other cross-disciplinary professional development, etc.

Collaboration has been in the form of meetings and open discussions between the disciplines. .

Faculty/ Program Staff Data and Analysis

- A. **Faculty Load (FTEF)**

The are an average of 19 full-time faculty across the disciplines in the humanities since 2018. Per discipline, the average numbers are:

ARTS: 3

COMM: 2

ENGL: 6

HIST: 1

HUMA: 1.5

MUSI: 0.8

PHIL: 2

PHOTO: 1.1

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B. FT/PT/OL Faculty Ratio

The average PT/FT faculty ratio across the disciplines is 2:1, PT/FT.

ARTS: 1:1

COMM: 2:1

ENGL: 3:1

HIST: 4:1

HUMA: 3:1

MUSI: 2:1

PHIL: 1:2

PHOTO: 1:1

TART: 1:1

C. Faculty Professional Development

1. Please list any professional development that faculty members have participated in (Standard 3.2)
Click or tap here to enter text.
2. Please list any professional development that faculty members would benefit from (Standard 3.2)
Click or tap here to enter text.
3. Does the program have sufficient staffing and support? Please discuss. (Standard 2.7)
Click or tap here to enter text.

D. Overall Observation of Data on Faculty

This section provides an opportunity to tie in all the data about faculty to tell the story behind the numbers. Be sure to consider what an outsider to your program or career technical field may not know about current trends or changes.

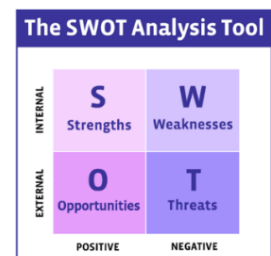
Provide an analysis of the “big picture.”

Click or tap here to enter text.

SWOT Analysis

Conducting a SWOT Analysis (Strengths, Weaknesses, Opportunities, Threats) is another tool that can help areas evaluate themselves. The SWOT Analysis not only looks internally, but externally as well.

The SWOT Analysis provides a way for areas to highlight their accomplishments and also identify possible gaps or issues that need to be addressed.



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	Positive/ Helpful	Negative/ Harmful
Internal	STRENGTHS Click or tap here to enter text.	WEAKNESSES Click or tap here to enter text.
External	OPPORTUNITIES Click or tap here to enter text.	THREATS Click or tap here to enter text.

III. Program Goals, Objectives, and Outcomes

The purpose of this section is to use data to develop goals and objectives for the next three years. Reflect on the responses to all the previous questions and the SWOT analysis in Section Two.

As you develop goals and objectives,

- Formulate **two to three Program Goals** to maintain or enhance program strengths, or to address identified weaknesses (cite evidence from assessment data and/or other student achievement data, course, faculty, etc).
- indicate the **status** of the Program Goal (ex: is the goal new, a carry-over from the previous program review cycle, etc.)
- Indicate how each Goal is **aligned** with the College's [Strategic Priorities](#).
- Indicate how each goal is **aligned** with the [Pillars of Guided Pathways](#).
- List at least one **objective** for reaching each goal.
- Develop an **outcome** statement for each objective.
- Explain how you will **measure** the outcome.
- List any **resources** that will be needed to achieve the goal.

GOAL #1

Click or tap here to enter text.

A. This Goal is

- New
- Continued
- Modified

If modified please list how and why.

Click or tap here to enter text.

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B. Alignment to BCC Strategic Priority *(Select at least one but also choose all that apply – click Choose an item for the drop-down list to appear)*

Choose an item.

Choose an item.

Choose an item.

Choose an item.

C. Relationship to Guided Pathways

- Clarify the Path
- Entering the Path
- Staying on the Path
- Support Learning

D. Please list objective(s) for achieving this goal.

Click or tap here to enter text.

E. Please list outcome statements for each objective.

Click or tap here to enter text.

F. Briefly explain how you will measure the outcome.

Click or tap here to enter text.

G. Please list resources (if any) that will be needed to achieve the goal.

Click or tap here to enter text.

GOAL #2

Click or tap here to enter text.

B. This Goal is

- New
- Continued
- Modified

Instructional Program Review Template

If modified please list how and why.

Click or tap here to enter text.

- C. Alignment to BCC Strategic Priority *(Select at least one but also choose all that apply – click Choose an item for the drop-down list to appear)*

Choose an item.

Choose an item.

Choose an item.

Choose an item.

- D. Relationship to Guided Pathways

- Clarify the Path
- Entering the Path
- Staying on the Path
- Support Learning

- H. Please list objective(s) for achieving this goal.

Click or tap here to enter text.

- I. Please list outcome statements for each objective.

Click or tap here to enter text.

- J. Briefly explain how you will measure the outcome.

Click or tap here to enter text.

- K. Please list resources (if any) that will be needed to achieve the goal.

Click or tap here to enter text.

GOAL #3

Click or tap here to enter text.

- C. This Goal is

- New

Instructional Program Review Template

- Continued
- Modified

If modified please list how and why.

Click or tap here to enter text.

D. Alignment to BCC Strategic Priority (*Select at least one but also choose all that apply – click Choose an item for the drop-down list to appear*)

Choose an item.

Choose an item.

Choose an item.

Choose an item.

E. Relationship to Guided Pathways

- Clarify the Path
- Entering the Path
- Staying on the Path
- Support Learning

L. Please list objective(s) for achieving this goal.

Click or tap here to enter text.

M. Please list outcome statements for each objective.

Click or tap here to enter text.

N. Briefly explain how you will measure the outcome.

Click or tap here to enter text.

O. Please list resources (if any) that will be needed to achieve the goal.

Click or tap here to enter text.

Instructional Program Review Template

Previous Goals/Outcomes

Were any outcomes discontinued or completed? Please speak to outcomes you are not carrying forward from the previous program review cycle and discuss why.

[Click or tap here to enter text.](#)

Instructional Program Review Template

IV. Resource Requests:

Did you receive any resources over the last cycle? Did the funding of resource(s) have the positive changes the discipline or program was looking for?

Click or tap here to enter text.

What resources are needed for the program to meet its goals and objectives? Resource requests should be evidence-based and tied to goals and objectives stated above.

Resources may be requested from the following categories:

- *Personnel/Staffing*
- *Technology Resource*
- *Facilities Resource*
- *Professional Development*
- *Other*

For all resource requests programs should utilize the Budget Allocation Proposal form and submit with their program review.

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	In No, indicate funding source
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
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Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
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BUDGET ALLOCATION PROPOSAL

Date: <u>10/3/24</u>	Originator: <u>Amy Ross</u>		
Program or Department Name:	<u>Music</u>		
Dean/Vice President/Supervisor:	<u>Emily Garrison</u>		
What are you requesting? (Brief) <u>Budget Increase (not including Professional Experts)</u>			
Amount Requested: <u>\$8,000</u>	<input type="checkbox"/> One-time Funding <input checked="" type="checkbox"/> Ongoing Funding		
Funding Source (if known): _____			
REQUEST TYPE:			
<input type="checkbox"/> Personnel/Staffing <small>Complete Personnel/Staffing section below</small> <input checked="" type="checkbox"/> OTHER	<input type="checkbox"/> Technology Resource <small>Complete Technology section below</small>	<input type="checkbox"/> Facilities Resource <small>Complete Facilities section below</small>	<input type="checkbox"/> Professional Development <small>Complete Professional Development section below</small>

PERSONNEL/STAFFING REQUEST	
Is the position request for:	<input type="checkbox"/> Faculty <input type="checkbox"/> Classified <input type="checkbox"/> Management/Confidential
Is the position requested:	<input type="checkbox"/> A new classification (Attach <i>proposed</i> job description, or <i>detailed</i> list of proposed duties) <input type="checkbox"/> An existing classification <i>Official Job Title:</i> _____
Is the position requested:	<input type="checkbox"/> Full Time <input type="checkbox"/> Part Time: _____ Months/Year _____ Hours/Week

TECHNOLOGY RESOURCE REQUEST	
Indicate the category of the request:	
<input type="checkbox"/> Hardware <input type="checkbox"/> Software <input type="checkbox"/> Printer/Copier <input type="checkbox"/> Network <input type="checkbox"/> Audio-Visual <input type="checkbox"/> License/Maintenance	
Indicate the intended users:	<input type="checkbox"/> Students <input type="checkbox"/> Faculty <input type="checkbox"/> Staff <input type="checkbox"/> Other
Is training required?	<input type="checkbox"/> No <input type="checkbox"/> Yes Explain: _____
How will it be secured?	<input type="checkbox"/> Alarm <input type="checkbox"/> Secure Room <input type="checkbox"/> Secure Cabinet <input type="checkbox"/> Cable/Lock <input type="checkbox"/> Password
Have you completed and attached the Technology Assessment Form ?	

FACILITIES RESOURCE REQUEST	
Indicate the intended users:	<input type="checkbox"/> Students <input type="checkbox"/> Faculty <input type="checkbox"/> Staff <input type="checkbox"/> Other
Is maintenance required?	<input type="checkbox"/> No <input type="checkbox"/> Yes Explain: _____

BUDGET ALLOCATION PROPOSAL

PROFESSIONAL DEVELOPMENT REQUEST				
Indicate the intended users:	<input type="checkbox"/> Students	<input type="checkbox"/> Faculty	<input type="checkbox"/> Staff	<input type="checkbox"/> Other
Do other internal areas/departments need to be involved?				
<input type="checkbox"/> No	<input type="checkbox"/> Yes	Explain: _____		
Is technology needed?	<input type="checkbox"/> No	<input type="checkbox"/> Yes	Explain: _____	

1. Why is the request being made?

There is a need to fund the music department so that faculty and students have the instruments, repairs, consultants, printing, and instructional supplies for a successful department.

The band teacher has been teaching all of the band scores that have been taught previously because of being unsure if there was enough money in the district budget to purchase more.

BUDGET ALLOCATIONS

Instructional Equipment \$750
▪ Additional instruments (i.e, percussion)

Repairs \$1500
▪ Repairs on existing instruments

Consultants \$2,000
▪ Accompanists for choir and/or band classes and/or concerts
▪ Guest artists/speakers

Printing \$600
▪ Event flyers
▪ Event programs
▪ Various promotional materials

Instructional Supplies \$3,150
▪ Sheet music for band and choir classes
▪ Band folders
▪ Teaching aids (batons, books, etc.)

2. a) Where in the Program Review/Annual Update is the request supported? Include the text from the Program Review AND cite the applicable section number(s).

The request is supported in the IPR Full Review – Humanities – 2024/2025

III. Goal 1: Increase Enrollment and Efficiency

D. 2. Increase budget for Theatre Arts and Music

An increase in budget allows for student recruitment and retention for the following reasons:
*Production values of theatre productions (sets, costumes, props, lighting, sound, etc.) give students pride in their work and excite audiences into being repeat patrons.

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*Choir and Band students need to be able to sing new music each semester instead of recycling pieces they've done before to further their education, become more well-rounded musicians and singers, and be engaged.

*Additional, repaired, or new instruments make for a better band and more successful students.

*Guest artists allow students to learn from industry professionals, giving them opportunities to learn new skills, network, and engage.

*Printing professional programs and flyers allow the college to show pride, be professional, and allows for polished marketing.

*Licensing and subscriptions for show royalties, scripts, sound effects, lighting software, etc. allows the state-of-the-art Performing Arts Center and the productions that are staged there to work more efficiently and smarter, gives access to popular plays and musicals, and saves time and money for needed resources.

- b) Explain how the request is supported with information gathered from the assessment of outcomes (Student Learning Outcomes, Program Level Outcomes, Service Area Outcomes, or Administrative Unit Outcomes).

PROGRAM LEVEL OUTCOMES:

PLO D. Demonstrate the willingness to explore and discover through writing, performing or creating works of art; demonstrate respect and appreciation for humans' place in the world and the diversity of the human experience; and demonstrate an appreciation for history, art, music, literature, culture and philosophy

Overall, 83.4% of students meet expectations.

38.9% of students over 40 are not meeting expectations.

28% of African Americans are not meeting expectations.

Supporting the Music department can help enrollment for students who aren't as successful in other courses.

- c) How was this included in the Area Goals section of your Program Review? Please cite section/item number and include the text.

III. Program Goals

Goal #1: Increase enrollment and efficiency

A budget increase need was included in the Program Review Update #2.

3. If this item is approved, what departments or resources are needed, or would be affected, when implementing or developing it, on both a short-term and a long-term basis? Have they been notified? Example: [Technology Assessment Form](#)
(This question is not required for Personnel/Staffing requests.)

N/A

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4. a) How will this resource improve student success or institutional services?

From Discover Magazine:

Students Who Take Music Classes Also Do Better Academically, Study Finds

Music is the language of feelings, the food of the soul. But could it also be a grade booster for high school students? Researchers think so — if students engage in actually playing the music (not just listening to it).

A new study published in the *Journal of Educational Psychology* reports high school students who play musical instruments score significantly higher in science, math and English exams than their non-musical peers. The authors looked at the academic performance and music engagement (the number of music courses taken) of over 110,000 Canadian students, making the study the largest of its kind.

SOMETHING TO SING ABOUT

Peter Gouzouasis, professor of music education at the University of British Columbia and senior author of the study, has been studying the effects of music education on academic achievement for over two decades. He found that highly engaged music students, those that had taken three or four music classes during high school, were one year ahead in their English, science, and math skills compared to peers who had not taken any music classes.

Other studies have previously reported that better students are more inclined to take music lessons, so they are more likely to outperform their peers regardless of music participation. But Gouzouasis argues his team's findings suggest "a music phenomenon" — that there is something special about music itself that benefits students.

In Gouzouasis' study, the differences in exam grades between music and non-music students were consistent regardless of prior academic achievement on similar exams in seventh grade. Other factors, such as gender, ethnicity, and socioeconomic status, or a family's income level, didn't make a difference either.

MUSIC AND MATH

That music lessons seem to help academic performance overall wasn't the only thing Gouzouasis and colleagues uncovered. They also saw a predictive relationship between high music grades and high mathematics achievement — meaning students who received high grades in their music lessons tended to also do better in math.

High-scoring math students, however, did not necessarily perform better in music lessons, suggesting that music was doing something unique to help their achievement.

Music students engage in a variety of learning processes that may aid their school performance. They learn to read music notation, develop eye-hand-mind coordination, improve their listening skills and develop team skills and the discipline to practice. "It is likely that some skills learned in band, orchestra, and conservatory music lessons transfer very broadly to adolescents' learning in school," Gouzouasis says.

How music learning transfers into better grades is something researchers continue to investigate. Though he didn't explore them in this study, Gouzouasis has a few theories. Changes in the structure and function of the auditory cortex and Heschl's Gyrus (a part of the brain that contains the primary auditory cortex) could translate to other tasks, he thinks. In

BUDGET ALLOCATION PROPOSAL

addition, the ability to “audiate,” or imagine music without hearing it, could confer cognitive benefits.

Gouzouasis and colleagues also looked at the effect of instrumental and vocal music engagement independently, as students in these forms of music have different learning processes. Vocal students do not learn how to play an instrument or how to read musical notation, for example. Both vocal and instrumental performers outperformed their non-musical peers, they found.

However, among those who were engaged in music, students who took instrumental music scored even higher than those involved in vocal studies. The authors think the higher demands of instrumental music education leads to greater cognitive development in these students.

Students who take Music classes have high rates of success not only their chosen field of music study, but in other classes as well.

We are catering to only a few students who want to pursue music after college.

We are trying to attract more students to take music classes for their own well-being and enrichment.

This can happen with a well-funded Music department.

b) What data will you gather and analyze to demonstrate that your proposal is meeting this goal(s)?

- Student enrollment tracking
- Surveys

5) Describe how your request is aligned with as many of the college’s strategic planning documents as applicable. (If the request does not align with a document, indicate N/A.)

Please be specific and provide detail, ensuring a clear correlation between content of referenced document and the request. Cite the section and page numbers where the correlation can be found.

(Follow the links to access each document)

1. [Mission Statement](#)

Barstow Community College is an accredited, open access institution of higher learning committed to providing our students, community, and military population with the educational tools to achieve personal goals and professional growth.

Students who want to further their education in Music need the tools to give them a leg up when they transfer or start work in the industry.

Students must also be able to learn to play various genres and styles of music.

Students must be able to play on instruments that are working at optimum.

BUDGET ALLOCATION PROPOSAL

Students must be able to play a piece in which all of the instruments are in play, so they can hear how the piece is truly intended to sound.

2. [Strategic Priorities / Strategic Goals](#)

Pages 1-3

Strategic Priority #1

Innovate to Achievable Equitable Student Success

- Commitment- Focus relentlessly on Student's end goals and always design with the student in mind. Require high expectations and pair those with high support.
 - Ensure Students are Learning
 - 7. Support Faculty to:
 - c) Embrace innovative ways to use instructional technology to support and enhance teaching and learning.
 - f) Remain current in their discipline of expertise and help apprentice students into their community of practice,
 - g) Reduce regional achievement gaps.

Music students in Barstow often attend Victor Valley College instead of BCC because they have better resources and consistency. We need to bridge that gap.

3. [Educational Master Plan](#)

Pages 110-111

C. Student Institutional Learning Outcomes (ILO)

Communication

D. Solve Problems

1. Recognize whether a problem exists.
2. Identify components of the problem or issue.
3. Create a plan of action to resolve the issue.
4. Monitor, evaluate, and revise when necessary.

Global Awareness

C. Artistic Variety

1. Arts Awareness: Assess the visual arts, dance, music and literature of one or many cultures.
2. Critical Analysis: Analyze the methods used to create art and interpret its literal and/or symbolic meaning.
3. Creativity: Engage in artistic creative endeavors.

Personal and Professional Development

A. Self-Awareness

1. Accurately assess his/her own knowledge, skills, and abilities.
2. Self-motivate and set realistic goals.
3. Accept that taking feedback well is important to success.
4. Respond appropriately to challenging situations.

B. Social and Physical Wellness

1. Manage personal health and well-being.

BUDGET ALLOCATION PROPOSAL

2. Demonstrate appropriate social skills in group settings.

C. Workplace Skills

1. Be dependable, reliable, and accountable.
2. Meet deadlines and complete tasks.
3. Maintain a professional attitude.
4. Work as a productive member of a team

Students who are part of a Music program have high rates of critical thinking, communication, global awareness, and personal/professional development skills. Being in a music ensemble gives students the opportunity to develop all of the outcomes listed above. And because each song is different, and requires different skill sets and needs, students must learn and adapt to gain those new skills.

4. Others: Such as [Technology Plan](#) , [Facilities Master Plan](#) , [HR Staffing Plan](#) , [Professional Development Plan](#)

n/a

BUDGET ALLOCATION PROPOSAL

ADMINISTRATIVE USE

Administrator: _____ Title: _____

Comments/Recommendations:

Signature: _____ Date: _____

Administrator: _____ Title: _____

Comments/Recommendations:

Unit Priority Ranking: _____ of _____

BUDGET INFORMATION
*(This section **MUST** be completed)*

Budget Program Number: _____ Restricted Unrestricted

Comments regarding Budget Information: _____

Signature: _____ Date: _____

BUDGET ALLOCATION PROPOSAL

Date: <u>10/4/24</u>	Originator: <u>Amy Ross</u>		
Program or Department Name:	<u>Theatre Arts</u>		
Dean/Vice President/Supervisor:	<u>Emily Garrison</u>		
What are you requesting? (<i>Brief</i>)	<u>Budget Increase (not including Professional Experts)</u>		
Amount Requested: <u>\$75,000 - \$115,000</u>	<input type="checkbox"/> One-time Funding	<input checked="" type="checkbox"/> Ongoing Funding	
Funding Source (if known):	_____		
REQUEST TYPE:			
<input checked="" type="checkbox"/> Personnel/Staffing <small>Complete <i>Personnel/Staffing</i> section below</small> <input type="checkbox"/> OTHER	<input type="checkbox"/> Technology Resource <small>Complete <i>Technology</i> section below</small>	<input type="checkbox"/> Facilities Resource <small>Complete <i>Facilities</i> section below</small>	<input type="checkbox"/> Professional Development <small>Complete <i>Professional Development</i> section below</small>

PERSONNEL/STAFFING REQUEST			
Is the position request for:	<input checked="" type="checkbox"/> Faculty	<input type="checkbox"/> Classified	<input checked="" type="checkbox"/> Management/Confidential
Is the position requested:	<input checked="" type="checkbox"/> A new classification (Attach <i>proposed</i> job description, or <i>detailed</i> list of proposed duties)		
	<input type="checkbox"/> An existing classification	Official Job Title: _____	
Is the position requested:	<input checked="" type="checkbox"/> Full Time	<input type="checkbox"/> Part Time:	<u>12</u> Months/Year <u>40</u> Hours/Week

TECHNOLOGY RESOURCE REQUEST			
Indicate the category of the request:			
<input type="checkbox"/> Hardware	<input type="checkbox"/> Software	<input type="checkbox"/> Printer/Copier	<input type="checkbox"/> Network
<input type="checkbox"/> Audio-Visual	<input type="checkbox"/> License/Maintenance		
Indicate the intended users:			
<input type="checkbox"/> Students	<input type="checkbox"/> Faculty	<input type="checkbox"/> Staff	<input type="checkbox"/> Other
Is training required?	<input type="checkbox"/> No	<input type="checkbox"/> Yes	Explain: _____
How will it be secured?	<input type="checkbox"/> Alarm	<input type="checkbox"/> Secure Room	<input type="checkbox"/> Secure Cabinet
	<input type="checkbox"/> Cable/Lock	<input type="checkbox"/> Password	
Have you completed and attached the Technology Assessment Form ?			

FACILITIES RESOURCE REQUEST			
Indicate the intended users:			
<input type="checkbox"/> Students	<input type="checkbox"/> Faculty	<input type="checkbox"/> Staff	<input type="checkbox"/> Other
Is maintenance required?	<input type="checkbox"/> No	<input type="checkbox"/> Yes	Explain: _____

BUDGET ALLOCATION PROPOSAL

PROFESSIONAL DEVELOPMENT REQUEST				
Indicate the intended users:	<input type="checkbox"/> Students	<input type="checkbox"/> Faculty	<input type="checkbox"/> Staff	<input type="checkbox"/> Other
Do other internal areas/departments need to be involved?				
<input type="checkbox"/> No	<input type="checkbox"/> Yes	Explain: _____		
Is technology needed?	<input type="checkbox"/> No	<input type="checkbox"/> Yes	Explain: _____	

1. Why is the request being made?

Since the PAC opened in 2014, there has been no dedicated staff member responsible for supporting and maintaining the facilities.

In that time, some of the equipment has become outdated or obsolete. Equipment and fixtures have broken or lack efficiency. Safety protocols have not always been followed due to lack of knowledge or because the temporary employees who are providing support don't have any authority.

Overseeing the technical needs of Theatre Arts or Music productions has been piecemealed through utilizing temporary employees or using managers that have some knowledge of technical theatre.

Almost every other college or Performing Arts facility has a Technical Director. It's a staple staffing...necessary to the running of such a facility. BCC is behind and this has resulted in inefficiency with the Performing Arts Center and campus productions.

Looking at the labor market, Antelope Valley College put out an employment notice, posted 9/24, for a Technical Director with a salary of approximately \$77,000.

However, according to Zip Recruiter (<https://www.ziprecruiter.com/Salaries/Technical-Theatre-Director-Salary>), the nationwide average is \$115,510.

2. a) Where in the Program Review/Annual Update is the request supported? Include the text from the Program Review AND cite the applicable section number(s).

The request is supported in the IPR Full Review – Humanities – 2024/2025
III. Goal 2: Staffing a Technical Director for the Performing Arts Center (for Theatre Arts and Music)
H. 1. Hire a Technical Director (will be able to teach tech classes in Theatre Arts)

Increase the efficiency of the Performing Arts programs and build faculty for technical theatre classes.

b) Explain how the request is supported with information gathered from the assessment of outcomes (Student Learning Outcomes, Program Level Outcomes, Service Area Outcomes, or Administrative Unit Outcomes).

PROGRAM LEVEL OUTCOMES:
PLO A. Demonstrate communication skills in written, musical, verbal, and visual forms.

BUDGET ALLOCATION PROPOSAL

- The biggest gaps (28% and 29% not meeting expectations) occur with older students and African Americans.
- This needs to be investigated as to why and how we can help those in the lower percentages.

Supporting the PAC operations can help enrollment for students who aren't as successful in other courses. Without an efficiently run and safe PAC, students can't participate in the technical elements of a production fully, hindering them from knowledge that could garner them a technical theatre job in the future or put them behind other tech theatre students when they transfer to university.

- c) How was this included in the Area Goals section of your Program Review? Please cite section/item number and include the text.

The request is supported in the IPR Full Review – Humanities – 2024/2025
III. Goal 2: Staffing a Technical Director for the Performing Arts Center (for Theatre Arts and Music)

H. 1. Hire a Technical Director (will be able to teach tech classes in Theatre Arts)

Increase the efficiency of the Performing Arts programs and build faculty for technical theatre classes.

3. If this item is approved, what departments or resources are needed, or would be affected, when implementing or developing it, on both a short-term and a long-term basis? Have they been notified?

Example: [Technology Assessment Form](#)

(This question is not required for Personnel/Staffing requests.)

N/A

4. a) How will this resource improve student success or institutional services?

Technical directors can help students succeed in higher education by:

- Mentoring: Technical directors can mentor students, providing them with a technical theatre experience.
- Helping with new technology: Technical directors can help students learn new technologies used in the theatre industry.
- Providing technology support: Technical directors can provide technology support to faculty and students.
- Encouraging collaboration: Technical directors can encourage teamwork and high-quality communication.
- Helping students organize: Technical directors can help students organize their time and information.
- Helping students explore careers: Technical directors can help students explore careers and facilitate career counseling.
- Helping students become adaptable: Exposure to technical tools in the classroom can help students become adaptable and learn new technologies quickly.

- b) What data will you gather and analyze to demonstrate that your proposal is meeting this goal(s)?

BUDGET ALLOCATION PROPOSAL

- Data regarding the running and maintaining of the PAC.
- Data regarding student enrollment in tech classes.

5) Describe how your request is aligned with as many of the college's strategic planning documents as applicable. (If the request does not align with a document, indicate N/A.)

Please be specific and provide detail, ensuring a clear correlation between content of referenced document and the request. Cite the section and page numbers where the correlation can be found.

(Follow the links to access each document)

1. [Mission Statement](#)

“Through a variety of high-quality and comprehensive degree, certificate, and job skills training programs, we provide holistic student support with clear and diverse educational pathways that provide students with life-long learning and networking opportunities, critical thinking skills, and success in a globalized world.”

Students who want to further their education in Theatre Arts need the tools to give them a leg up when they transfer or start work in the industry.

Without the resources needed, students will be behind when it comes to technical theatre and management.

Students also need to be able to work with different personnel, learning new skills, styles, and communication.

Students must also be able to work on a variety of types of productions done in different ways.

A Technical Director helps students learn new technology, perform in productions with advanced, efficient, and safe technology, and prepares them for a future in the arts.

2. [Strategic Priorities / Strategic Goals](#)

Pages 1-3

Strategic Priority #1

Innovate to Achievable Equitable Student Success

- Commitment- Focus relentlessly on Student's end goals and always design with the student in mind. Require high expectations and pair those with high support.
 - Ensure Students are Learning

3. Integrate applied learning experiences to enhance instruction and student success in courses across programs of study.

Support Faculty to:

- c) Embrace innovative ways to use instructional technology to support and enhance teaching and learning.
- f) Remain current in their discipline of expertise and help apprentice students into their community of practice,
- g) Reduce regional achievement gaps.

Production values of a production can make an audience and student feel many ways. If students feel they are part of an amateurish, extreme shoe-string production when other nearby

BUDGET ALLOCATION PROPOSAL

colleges have higher values, they are less likely to enroll again. If Victor Valley College can offer better, why stay at BCC?

Theatre equipment needs to be updated and utilize training to support a state-of-the-art, multi-million dollar performing arts center and allow students to be knowledgeable about the most recent innovations in the industry.

3. [Educational Master Plan](#)

Pages 93-94

II. Environmental Scan

B. Scan of Conditions Internal to the College

▪ Technology

Student success and access to current technology are synonymous.

- The quality of our learning environments depends on technological currency.
- Our installed technology base has greatly expanded and needs to be maintained.

4. Others: Such as [Technology Plan](#) , [Facilities Master Plan](#), [HR Staffing Plan](#), [Professional Development Plan](#)

n/a

BUDGET ALLOCATION PROPOSAL

ADMINISTRATIVE USE

Administrator: _____ Title: _____

Comments/Recommendations:

Signature: _____ Date: _____

Administrator: _____ Title: _____

Comments/Recommendations:

Unit Priority Ranking: _____ of _____

BUDGET INFORMATION
*(This section **MUST** be completed)*

Budget Program Number: _____ Restricted Unrestricted

Comments regarding Budget Information: _____

Signature: _____ Date: _____

TECHNICAL DIRECTOR

DESCRIPTION AND DUTIES

DESCRIPTION

The Technical Director supervises, coordinates, organizes and performs technical work in support of activities and equipment use / maintenance related to the use of the Performing Arts Theatre (PAC) and Black Box Theatre for a wide range of events.

This classification assists the Director of Campus Operations, in the general operation of the PAC, and acts with a high degree of independence, and instructs and assists in overseeing the use of the PAC by all users and coordinates / organizes technical aspects for productions and other uses ensuring the safety of equipment, students, personnel and the general public according to district regulations.

Performs other related duties as assigned.

REPRESENTATIVE DUTIES

E) indicates an essential duty of the position

Assists in the planning, managing and supervising the day-to-day operations of the PAC;

including, scheduling the use of the facility, promoting the rental of the facility, coordination of production / performance calendars, setting and enforcing policies, and assisting users in planning for the use of the facility.

- Ensures the safe, appropriate, and creative use of technical facilities and equipment in support of performances and events at multi-disciplinary theaters.
- Coordinates, organizes, and performs technical work in support of activities and equipment use / maintenance related to events in the PAC and Black Box Theatre.
- Operates and maintains theatrical / stage equipment such as lighting, audio visual, rigging and sound equipment.
- Instructs, trains, and supervises theater employees and students in the use and care of theater equipment, facilities, and safety process / procedures.
- Coordinates and oversees work of technical crew (e.g., stage managers, lighting design experts, rail operators, audio engineers, riggers and carpenters, follow spot operators, general deck crew, etc.

during setup, rehearsals, performances and events and teardowns; provides technical guidance of backstage and front-of-house crews.

Coordinates technical production needs for events, including lighting, sound, and staging, rigging, and props on a per-show basis. Supports other campus events, at campus or off-campus locations, as assigned.

- Assists in the supervision, coordination, organization as well as performs technical work in support of activities and equipment use related to events for off-campus entities and community and corporate organizations.
- Ensures in-house stage equipment is properly maintained and in working order to meet event needs, and / or arranges for rental equipment as necessary on a per event basis.
- Assists in coordinating requirements for performances including load-ins, rehearsals, performances and loadouts.
- Reviews and plans crew requirements and sets timelines to meet needs for events on a monthly basis.
- Assists in overseeing and participates in the development and administration of the PAC budget; monitoring the expenses and revenues for the facility; participates in the forecast of funds needed for staffing, equipment, materials and supplies.
- Assists in the development and implementation of guidelines and procedures related to the use and operation of technical support facilities and equipment for theatrical procedures.
- Maintains accurate inventory and usage records related to theatrical / stage equipment and tools.
- Responsible for researching and estimating costs for backstage purchasing decisions; generates purchase requisitions for backstage expendables, stage maintenance and technical equipment replacement.
- Oversees tracking and evaluating annual maintenance of related technical systems performed in-house through maintenance personnel or outside contract services within fiscal budget.
- Organizes and coordinates the stage activities for Barstow Community College sponsored events (e.g., welcome back and graduation ceremonies).
- Coordinates with supervisor and other departmental personnel the technical support for activities and events in the Black Box Theatre and other spaces in and around the PAC.
- Maintains all backstage health, safety, and operational standards.
- Performs daily, weekly, monthly and annual equipment and safety checks.
- Establishes and maintains effective working relationships with representatives of various groups, vendors, co-workers, and subordinates.
- Manages content of broadcasts and / or presentations in the PAC.
- Performs related duties as required.

MINIMUM QUALIFICATIONS

EDUCATION AND EXPERIENCE :

Sufficient education, training and / or work experience to demonstrate possession of the following :

- Two (2) years of college-level course work in the field of theater arts, cinema or television;

- **PREFERRED:** Three (3) years of increasingly responsible professional technical theater experience in a multi-disciplinary performing arts facility.

OTHER REQUIREMENTS :

- Demonstrate sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students in a manner relevant to the position.
- Must be able to work evenings and weekends, depending upon performance schedules.
- Must possess a valid California driver's license.

OTHER INFORMATION

KNOWLEDGE OF :

- Terminology, methods, practices and techniques used in theater operations / production management.
- Stage lighting and control systems, audio and sound equipment, projection equipment, stage rigging, set construction, stage set design, scenery, etc.
- Technical crew responsibilities, i.e., stage managers, lighting design experts, rail operators, audio engineers, riggers, carpenters, spot operators, general deck crew, etc.
- Live performance disciplines, including theater arts, dance and music.
- Operational issues unique to performing arts venues.
- Marketing concepts and techniques.
- Laws and regulations governing public assembly facilities and entertainment facilities, including fire and safety laws, CALOSHA regulations, ADA provisions, health codes, and applicable Federal, State and local laws, codes and regulations.
- Application of fire regulations and other safety codes.
- PC and Mac computers, including word processing, spreadsheet / data base software, desktop publishing and theater specific software.
- Appropriate safety precautions and procedures.
- Basic budgetary practices.
- Principles of effective interpersonal communications.

ABILITY TO :

- Coordinate and provide technical direction for theater productions.
- Oversee and participate in performance preparation activities.
- Analyze situations accurately and adopt an effective course of action.
- Plan, organize and prioritize work to meet schedules and timelines.
- Assign and direct the work of others.
- Establish and maintain effective working relationships with others.
- Coordinate large backstage staff under tight time schedules.

- Oversee and provide direction, implementation and enforcement of safety rules and regulations
- Analyze and evaluate the need for technical support for various events and performances.
- Plan, develop and schedule the technical support required for each event or performance.
- Work extended hours, evenings and weekends.
- Coordinate large backstage staff under tight time schedules.
- Communicate effectively, both orally and in writing.
- Evaluate the need for preventative and corrective maintenance on a wide variety of facility systems and equipment.
- Prepare correspondence and reports.
- Assist in budget preparation.
- Prioritize work assignments and set timelines.

BUDGET ALLOCATION PROPOSAL

PROFESSIONAL DEVELOPMENT REQUEST				
Indicate the intended users:	<input type="checkbox"/> Students	<input type="checkbox"/> Faculty	<input type="checkbox"/> Staff	<input type="checkbox"/> Other
Do other internal areas/departments need to be involved?				
<input type="checkbox"/> No	<input type="checkbox"/> Yes	Explain: _____		
Is technology needed?	<input type="checkbox"/> No	<input type="checkbox"/> Yes	Explain: _____	

1. Why is the request being made?

In the past, funds from the Callboard Performing Arts Club were used to play for sets, costumes, props, lighting, marketing materials, programs, etc. for the mainstage productions by the Theatre Arts Department. The club made that money back through ticket sales.

It's been relayed that costs associated to a class must be paid for by the district and using club funds are prohibited.

This means that those costs will need to be transferred to the district budget in addition to what we already allowed for.

BUDGET ALLOCATIONS

Licensing/Subscriptions \$10,000

- Royalties to produce various plays and musicals.
- Recorded music accompaniment for rehearsals and performances with resources for editing, transposing, and rehearsal tools
- Software for more lighting, design, sound, or other areas for efficiency.
- Subscriptions to sound effect databases or other resources.

Rentals \$15,000

- Backdrops for theatre productions
- Costumes for theatre productions
- Puppets for theatre productions
- Fly system for theatre productions

Consultants \$10,000

- Choreographers for theatre productions
- Lead painters for theatre productions
- Musicians to play for theatre productions
- Guest speakers/artists
- Fly consultant fees

Printing \$1,000

- Event flyers
- Event programs
- Various promotional materials

Instructional Supplies \$20,000

BUDGET ALLOCATION PROPOSAL

- Supplies for sets (wood, tools, casters, etc.)
 - *It should be noted that the cost of wood fluctuates and will probably go higher each year*
- Supplies to create costumes (fabric, ready-made, hats, accessories, etc.)
- Supplies for props (purchasing, creating, etc.)
- Supplies for sound (microphones and accessories, sound effects and music, etc.)
- Supplies for lighting (gobos, gels, specialty lighting)
- Supplies for special effects (fog machines, etc.)

2. a) Where in the Program Review/Annual Update is the request supported? Include the text from the Program Review AND cite the applicable section number(s).

The request is supported in the IPR Full Review – Humanities – 2024/2025

III. Goal 1: Increase Enrollment and Efficiency

D. 2. Increase budget for Theatre Arts and Music

Theatre Arts Department: - Increase in district budgets.

*Production values of theatre productions (sets, costumes, props, lighting, sound, etc.) give students pride in their work and excite audiences into being repeat patrons.

*Guest artists allow students to learn from industry professionals, giving them opportunities to learn new skills, network, and engage.

*Printing professional programs and flyers allow the college to show pride, be professional, and allows for polished marketing.

*Licensing and subscriptions for show royalties, scripts, sound effects, lighting software, etc. allows the state-of-the-art Performing Arts Center and the productions that are staged there to work more efficiently and smarter, gives access to popular plays and musicals, and saves time and money for needed resources.

All of these help with student recruitment and retention.

- b) Explain how the request is supported with information gathered from the assessment of outcomes (Student Learning Outcomes, Program Level Outcomes, Service Area Outcomes, or Administrative Unit Outcomes).

PROGRAM LEVEL OUTCOMES:

PLO D. Demonstrate the willingness to explore and discover through writing, performing or creating works of art; demonstrate respect and appreciation for humans' place in the world and the diversity of the human experience; and demonstrate an appreciation for history, art, music, literature, culture and philosophy

Overall, 83.4% of students meet expectations.

38.9% of students over 40 are not meeting expectations.

28% of African Americans are not meeting expectations.

Supporting the Theatre Arts department can help enrollment for students who aren't as successful in other courses.

BUDGET ALLOCATION PROPOSAL

- c) How was this included in the Area Goals section of your Program Review? Please cite section/item number and include the text.

III. Program Goals

Goal #1: Increase enrollment and efficiency

A budget increase need was included in the Program Review Update #2.

3. If this item is approved, what departments or resources are needed, or would be affected, when implementing or developing it, on both a short-term and a long-term basis? Have they been notified?

Example: [Technology Assessment Form](#)

(This question is not required for Personnel/Staffing requests.)

N/A

4. a) How will this resource improve student success or institutional services?

From the American Alliance for Theatre & Education (www.aate.com):

The Effects of Theatre Education

DID YOU KNOW ...

Students involved in drama performance coursework or experience outscored non-arts students on the 2005 SAT by an average of 65 points in the verbal component and 34 points in the math component (1)?

Drama activities improve reading comprehension, and both verbal and non-verbal communication skills?

Drama helps to improve school attendance and reduce high school dropout rates (2)?

A 2005 Harris Poll revealed that 93% of the public believes that arts, including theatre, are vital to a well-rounded education (3)?

Drama can improve skills and academic performance in children and youth with learning disabilities?

DRAMA IMPROVES ACADEMIC PERFORMANCE

Numerous studies have demonstrated a correlation between drama involvement and academic achievement. In addition to having higher standardized test scores than their peers who do not experience the arts, student who participate in drama often experience improved reading comprehension, maintain better attendance records, and stay generally more engaged in school than their non-arts counterparts. Schools with arts-integrated programs, even in low-income areas, report high academic achievement.

DRAMA STUDENTS OUTPERFORM NON-ARTS PEERS ON SAT TESTS

The College Entrance Examination Board reported student scores from 2001, 2002, 2004, and 2005 using data from the Student Description Questionnaire indicating student involvement in various activities, including the arts. As compared to their peers with no arts coursework or involvement:

BUDGET ALLOCATION PROPOSAL

- Students involved in drama performance scored an average of 65.5 points higher on the verbal component and 35.5 points higher in the math component of the SAT
- Students who took courses in drama study or appreciation scored, on average, 55 points higher on verbal and 26 points higher on math than their non-arts classmates.
- In 2005, students involved in drama performance outscored the national average SAT score by 35 points on the verbal portion and 24 points on the math section.

ATTENDANCE

Research indicates that involvement in the arts increases student engagement and encourages consistent attendance, and that drop-out rates correlate with student levels of involvement in the arts.

- Students considered to be at high risk for dropping out of high school cite drama and other arts classes as their motivations for staying in school.
- Students who participate in the arts are 3 times more likely to win an award for school attendance than those who do not.

READING COMPREHENSION

From learning to read to the in-depth study of Shakespearean literature, drama can play a significant role in the continual development of students' reading comprehension skills. Studies indicate that not only do the performance of a story and a number of other drama activities in the classroom contribute to a student's understanding of the work performed, but these experiences also help them to develop a better understanding of other works and of language and expression in general. The results below were gleaned from studies where educators and students alike noticed a difference when drama played a part in their classrooms,

A series of studies on the arts and education revealed a consistent causal link between performing texts in the classroom and the improvement of a variety of verbal skills, including especially significant increases in story recall and understanding of written material.

- Performance of Shakespeare texts helps to improve students' understanding of other complex texts including science and math material.
- Drama can improve reading skills and comprehension better than other activities, including discussion.

BUILDING SELF-ESTEEM THROUGH DRAMA

In addition to building social and communication skills overall, involvement in drama courses and performance has been shown to improve students' self-esteem as well as their confidence in their academic abilities.

- High school students who are highly involved in drama demonstrate an elevated self-concept over those who are not involved.
- Playwriting original works and dramatic presentation of existing works can help to build the self-esteem and communication skills of high school students.
- The act of performing can help students and youth recognize their potential for success and improve their confidence.

BRIDGING THE ACHIEVEMENT GAP

Since the implementation of the No Child Left Behind Act, there has been a national focus on closing the "achievement gap" between students of varying abilities, socioeconomic status, and geographies among other factors that may directly or indirectly affect a student's academic success. The arts, including drama, address this issue by catering to different styles of learning, and engaging students who might not otherwise take significant interest in academics. Additionally, research indicates that drama courses and performance have a particularly positive effect on at-risk youth and students with learning disabilities.

BUDGET ALLOCATION PROPOSAL

A study published in Champions of Change (1999) cites theatre arts, including performance, classes, and participation in a drama club, as a source for "gains in reading proficiency, gains in self-concept and motivation, and higher levels of empathy and tolerance towards others" among youth of low socio-economic status.

- Drama activities can improve and help to maintain social and language skills of students with learning disabilities and remedial readers.
- Improvisational drama contributes to improved reading achievement and attitude in disadvantaged students.

Students who take Theatre Arts classes have high rates of success not only their chosen field of theatre, but in other classes as well.

We are catering to only a few students who want to pursue theatre after college.

We are trying to attract more students to take theatre classes for their own well-being and enrichment.

This can happen with a well-funded Theatre Arts department.

b) What data will you gather and analyze to demonstrate that your proposal is meeting this goal(s)?

- Student enrollment tracking
- Surveys

5) Describe how your request is aligned with as many of the college's strategic planning documents as applicable. (If the request does not align with a document, indicate N/A.)

Please be specific and provide detail, ensuring a clear correlation between content of referenced document and the request. Cite the section and page numbers where the correlation can be found.

(Follow the links to access each document)

1. [Mission Statement](#)

Barstow Community College is an accredited, open access institution of higher learning committed to providing our students, community, and military population with the educational tools to achieve personal goals and professional growth.

Students who want to further their education in Theatre Arts need the tools to give them a leg up when they transfer or start work in the industry.

Without the resources needed, students will be behind when it comes to technical theatre and management.

Students also need to be able to work with different personnel, learning new skills, styles, and communication. This will come from bringing in consultants such as choreographers, musicians, lead painters, and guest artists.

BUDGET ALLOCATION PROPOSAL

Students must also be able to work on a variety of types of productions done in different ways. Some of these productions have larger costs associated with them.

2. [Strategic Priorities](#) / [Strategic Goals](#)

Pages 1-3

Strategic Priority #1

Innovate to Achievable Equitable Student Success

- Commitment- Focus relentlessly on Student's end goals and always design with the student in mind. Require high expectations and pair those with high support.
 - Ensure Students are Learning
 - 7. Support Faculty to:
 - c) Embrace innovative ways to use instructional technology to support and enhance teaching and learning.
 - f) Remain current in their discipline of expertise and help apprentice students into their community of practice,
 - g) Reduce regional achievement gaps.

Production values of a production can make an audience and student feel many ways. If students feel they are part of an amateurish, extreme shoe-string production when other nearby colleges have higher values, they are less likely to enroll again. If Victor Valley College can offer better, why stay at BCC?

Theatre equipment needs to be updated and utilize training to support a state-of-the-art, multi-million dollar performing arts center and allow students to be knowledgeable about the most recent innovations in the industry.

3. [Educational Master Plan](#)

Pages 110-111

C. Student Institutional Learning Outcomes (ILO)

Communication

D. Solve Problems

1. Recognize whether a problem exists.
2. Identify components of the problem or issue.
3. Create a plan of action to resolve the issue.
4. Monitor, evaluate, and revise when necessary.

Global Awareness

C. Artistic Variety

1. Arts Awareness: Assess the visual arts, dance, music and literature of one or many cultures.
2. Critical Analysis: Analyze the methods used to create art and interpret its literal and/or symbolic meaning.
3. Creativity: Engage in artistic creative endeavors.

Personal and Professional Development

A. Self-Awareness

1. Accurately assess his/her own knowledge, skills, and abilities.
2. Self-motivate and set realistic goals.
3. Accept that taking feedback well is important to

BUDGET ALLOCATION PROPOSAL

success.

4. Respond appropriately to challenging situations.

B. Social and Physical Wellness

1. Manage personal health and well-being.

2. Demonstrate appropriate social skills in group settings.

C. Workplace Skills

1. Be dependable, reliable, and accountable.

2. Meet deadlines and complete tasks.

3. Maintain a professional attitude.

4. Work as a productive member of a team

Students who are part of a Theatre Arts program have high rates of critical thinking, communication, global awareness, and personal/professional development skills. Being in a theatre production gives students the opportunity to develop all of the outcomes listed above. And because each production is different, and requires different skill sets, needs, resources, and people, students must learn and adapt to gain those new skills and work with these new people.

Those new skills and needs may require more money.

For instance, if the BCC Theatre Arts Department decides to produce *Peter Pan* or *Mary Poppins*, it wouldn't be worth doing unless the characters can "fly." The students and audience will expect it, especially from our beautiful facility. Doing this show would require hiring a fly system company like Flying by Foy. This will cost several thousand dollars. But the productions will bring in many students for the cast and technical crew. It will also bring in a lot of audience members and they may become students because of that production. Looking at student success, students would get to work with a professional company, learn safety procedures, and learn the mechanics of "flying" actors.

Another production that would be very popular, but very expensive, is *Little Shop of Horrors*. Constructing the puppets can cost upwards of 100K. Renting them will still cost several thousand dollars. Learning to use these puppets takes training and new skills, especially the larger puppets.

The skills learned with these types of productions will help those who want to further their education in technical theatre.

These types of costs have prevented the Theatre Arts department from producing these shows. An increase in the district budget will make shows like this possible.

4. Others: Such as [Technology Plan](#) , [Facilities Master Plan](#) , [HR Staffing Plan](#) , [Professional Development Plan](#)

n/a

BUDGET ALLOCATION PROPOSAL

ADMINISTRATIVE USE

Administrator: _____ Title: _____

Comments/Recommendations:

Signature: _____ Date: _____

Administrator: _____ Title: _____

Comments/Recommendations:

Unit Priority Ranking: _____ of _____

BUDGET INFORMATION

*(This section **MUST** be completed)*

Budget Program Number: _____ Restricted Unrestricted

Comments regarding Budget Information: _____

Signature: _____ Date: _____