

# Instructional Program Review- Annual Update Template

## Instructional Program

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

Program Name: Associate of Arts Degree, Humanities

Academic Year: 2023-2024

Name of Faculty Submitter(s): Andrew Rehfeld

Annual Update #1  #2

*\*Note: An Annual Update must be submitted each year that a Program Review is not submitted.*

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## I. Progress on Program Level Outcomes (PLOs) and Student Learning Outcomes (SLOs) Data

A) Summarize the progress made on course level outcomes and assessments (SLOs):

Across the disciplines, success rates have been consistent. Faculty are getting more consistent at inputting SLO data, and the general trends are starting to take shape, though the implementation of eLumen has taken some time.

MUSIC DEPARTMENT: Courses Assessed

MUSI3 - Music Appreciation (American Music) - Fall 2022

20021.202207

SLO 1. Analyze the historical and sociological effects of American music.

36.36% Exceeds Expectations

54.55% Meets Expectations

9.09% did not complete assignment

SLO 2. Examine and discuss the value of the arts.

18.18% Exceeds Expectations

81.82% Meets Expectations

20022.202207

SLO 1. Analyze the historical and sociological effects of American music.

6.25% Exceeds Expectations

68.75% Meets Expectations

25% Does Not Meet Expectations

SLO 2. Examine and discuss the value of the arts.

37.5% Exceeds Expectations

56.25% Meets Expectations

6.25% did not complete assignment

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MUSI2 – Music Appreciation (Classical Music) – Spring 2023  
Date unknown

THEATRE ARTS DEPARTMENT: Courses Assessed

TART1 - Beginning Acting – Fall 2022

20100.202207

SLO 1. Evaluate a script to discern subtext and identify objectives and obstacles.

75% Exceeds Expectations

25% Meets Expectations

SLO 2. Demonstrate understanding of character development and create a credible theatrical portrayal.

50% Exceeds Expectations

25% Meets Expectations

25% Does Not Meet Expectations

TART3 - Theatre Appreciation – Spring 2023

40597.202303

SLO 1. Analyze the contributions and impact of the playwright, director, actor, designer, producer, critic, and audience on theatre.

15.38% Exceeds Expectations

42.30% Meets Expectations

23.07% Does Not Meet Expectations

19.23% did not complete assignment

SLO 2. Distinguish and summarize a vocabulary of common theatre terms

80.76 Exceeds Expectations

15.38% Meets Expectations

3.84% did not complete assignment

B) Please list specific courses or SLOs that were identified for student-centered growth and improvement.

*Use the information from Part C of the "Program Learning Outcomes Assessment Data" section of the IPR.*

This is a new area of the template that wasn't included in the previous program review, so there is nothing to reflect on here. The previous program review was completed in 2021, when there was little SLO data inputted into eLumen.

1) List the actions identified to help grow or improve those areas.

Click or tap here to enter text.

# Instructional Program Review- Annual Update Template

- 2) Discuss the progress the program has made on those actions. Include any data used to support progress.

Click or tap here to enter text.

- C) Please list any actions identified to support equitable outcomes.

*Use the information from Part D of the “Program Learning Outcomes Assessment Data” section in the IPR.*

- 1) List the specific student groups the program identified as students they would like to focus their efforts on.

The Program Review Trends report showed that Two DI groups (Black/African and Pacific Islander) identified as needing more early intervention and support.

(See page 17 of Program Review Findings & Trends: 2022-2023 Program Review Cycle)  
[https://www.barstow.edu/sites/default/files/media/pdf\\_document/2023/Program%20Review%20Trends%20Presentation%202022-23.pdf](https://www.barstow.edu/sites/default/files/media/pdf_document/2023/Program%20Review%20Trends%20Presentation%202022-23.pdf)

- 2) Discuss any progress with equitable action within the program and any measures taken to ensure the identified student group(s) would receive appropriate support. Include any data used to support progress.

Humanities departments have worked to make their syllabi more inclusive based on suggestions by the Office for Institutional Equity and Diversity. These include hierarchical headings, electronic hypertext, course schedule in table format, images, and graphics. The departments have also worked at making sure images and graphics within online content is culturally responsive.

EXAMPLE: [PROGRAM REVIEW EXAMPLE Syllabus for 20020 - MUSI 3 \(Music Appreciation - American Music\).pdf](#)

- D) Describe any other program, course, and/or instructional changes made by your program as a result of the outcomes assessment process.

Humanities departments have worked at clarifying assignment instructions to give students a better chance at success. Discussion questions have been changed or updated to reflect further critical thinking, student interest, and engagement.

Example of Discussion Question change: [Examples - Discussion question changes](#)

Example of Assignment Question Detail Clarification:

Spring 2023 – MUSI 3 Musical Theatre Analysis Assignment

- **Were we a more conservative or progressive society as a whole?**

# Instructional Program Review- Annual Update Template

- **Collective feelings about race?** Give a specific example (i.e. laws, media representation, etc.).
- **Collective feelings about women's rights?** Give a specific example (i.e. laws, media representation, etc.).
- **Collective feelings about LGBTQ rights?** Give a specific example (i.e. laws, media representation, etc.).
- **Were we overwhelmingly religious or leaning secular?**

Fall 2022 – same assignment

- **Were we a more conservative or progressive society as a whole?**
- **Collective feelings about race?** Give a specific example (i.e. laws, media representation, data, etc.).
- **Collective feelings about women's rights?** Give a specific example (i.e. laws, media representation, data, etc.).
- **Collective feelings about LGBTQ rights?** Give a specific example (i.e. laws, media representation, data, etc.).
- **Were we overwhelmingly religious or leaning secular? How high was church, etc. attendance What is the data?**

E) Reflecting on the responses for B) and C) above, what will you implement for the next assessment cycle?

Humanities departments – Continue to revise or change discussion questions and/or assignments as needed.

## II. Progress Toward Achieving Program Goals, Objectives, and Outcomes

*These should be carried forward from your full Program Review (Section III), or from your Annual Update #1, if revised since your full Program Review.*

**A) List the 2-3 goals from your Program Review or most recent update.**

1. **GOAL #1**  
Increase enrollment and efficiency.
2. **GOAL #2**  
Humanities ADT.

# Instructional Program Review- Annual Update Template

## 3. GOAL #3

Generate accurate data on SLOs/PLOs and incorporate into curriculum.

### B) Have any goals been completed or discontinued?

*If yes, please list the goal and whether it has been completed or discontinued; if discontinued, please explain why.*

Yes  No

Goal 1 is not completed, but is ongoing.

Goal 2 has been delayed.

Goal 3 is hard to measure as completed, but it is essentially.

### C) Discuss the objectives and related outcomes for each goal.

#### 1. GOAL #1 Objective(s) with related Outcome.

INCREASE ENROLLMENT AND EFFICIENCY

PURPOSE - Recruitment

-Visits to area schools with presentations about performing arts classes at BCC (done by Devin Vargas). Presentation was given for approximately 200 students.

- Visits to Barstow High School's choir class to present information about class and workshop with singers. Approximately 42 students were present.

- Joint choral concert with Barstow High School.

- Club sponsorship of community productions at the PAC, one being a large musical. During the school year of 2022-2023, there were 9-10 club members each semester.

- Productions planned that have name recognition and larger casts.

The Fall 2023 production has a cast of 37 (20 of which are children) with 15 in the crew. Total = 52

The Spring 2024 production calls for a minimum of 23 cast members (6 of which are children), not counting ensemble.

- An ADT in Theatre Arts has been created and close to being fully implemented.

- Social Media canvassing of class and audition notices.

#### • Discuss any progress toward meeting the goal based on the goal objectives.

- Two students from Barstow High School enrolled in College Choir.

- Two members of community production joined fall Theatre Arts production.

- 40 people auditioned for fall 2022 Theatre Arts production. All were cast.

- Devin Vargas' presentations resulted in 81 Interest Forms for various performing arts classes at BCC from students at Barstow High School and Silver Valley High School.

# Instructional Program Review- Annual Update Template

- **Briefly explain how you have been measuring the goal and any notable indicators of forward progress.**

- Informal tracking of student enrollment based on objective event.  
Instructors mentally note how many students enroll in their classes.
- Devin Vargas' surveys given to area school students after presentation.

## 2. GOAL #2 Objectives with related Outcome.

HUMANITIES ADT

- **Discuss any progress toward meeting the goal based on the goal objectives.**  
No progress made towards this goal
- **Briefly explain how you have been measuring the goal and any notable indicators of forward progress.**

## 3. GOAL #3 Objectives with related Outcome.

GENERATE ACCURATE DATA ON SLOs/PLOs AND INCORPORATE INTO CURRICULUM -

- **Discuss any progress toward meeting the goal based on the goal objectives.**  
Lots of progress made towards this goal. Faculty are inputting SLO and PLO data into eLumen, which has been helpful in measuring the state of the department.
- **Briefly explain how you have been measuring the goal and any notable indicators of forward progress.**  
The data is available in eLumen.

### D) List any resource you are requesting for each goal.

1. Goal 1                       Goal 2                       Goal 3

*Please list the resource and how it relates to the goal.*

Music and Theatre Arts Departments:  
- Increase in district budgets.

MUSIC - \$8000

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

<b>Instructional Equipment</b>	<b>\$750</b>
▪ Additional instruments (i.e, percussion)	
<b>Repairs</b>	<b>\$1500</b>
▪ Repairs on existing instruments	
<b>Consultants</b>	<b>\$2,000</b>

# Instructional Program Review- Annual Update Template

- 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.)

## THEATRE ARTS - \$56,000

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**

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.)

# Instructional Program Review- Annual Update Template

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

\*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.

All of these help with student recruitment and retention.

## FACULTY NEEDED IN FUTURE

Almost every class in Theatre Arts and Music are capped at 45.

There are currently 3 instructors who teach Music

There is currently 1 instructor who teaches Theatre Arts

Existing classes that need additional faculty -

1 instructor to teach:

Jazz Dance

Modern Dance

Newer classes for the ADT will need additional faculty -

1 instructor to teach:

Intro to Theatre Design

Intro to Stage Lighting

Stagecraft

Technical Theatre in Production

1 instructor to teach:

Intro to Stage Costume

1 instructor to teach:

Intro to Stage Makeup

2. **Goal 1**

**Goal 2**

**Goal 3**

***Please list the resource and how it relates to the goal.***

Click or tap here to enter text.



# Instructional Program Review- Annual Update Template

3. Goal 1                       Goal 2                       Goal 3

*Please list the resource and how it relates to the goal.*

Click or tap here to enter text.

## III. New Goals (optional)

*This section is optional and should be used to replace a completed or discontinued goal OR if a new goal has become necessary for the program.*

### A. NEW GOAL #1

Click or tap here to enter text.

1. Alignment to BCC Strategic Priority (*Select at least one but choose all that apply*)

Choose an item.

Choose an item.

Choose an item.

Choose an item.

2. Relationship to Guided Pathways

Clarify the Path

Entering the Path

Staying on the Path

Support Learning

3. Please list at least one objective for achieving this goal.

Click or tap here to enter text.

4. Please list outcome statements for each objective.

Click or tap here to enter text.

5. Briefly explain how you will measure the outcome.

Click or tap here to enter text.

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

Click or tap here to enter text.

# Instructional Program Review- Annual Update Template

## B. NEW GOAL #1

Click or tap here to enter text.

1. Alignment to BCC Strategic Priority (*Select at least one but choose all that apply*)

Choose an item.

Choose an item.

Choose an item.

Choose an item.

2. Relationship to Guided Pathways

Clarify the Path

Entering the Path

Staying on the Path

Support Learning

3. Please list at least one objective for achieving this goal.

Click or tap here to enter text.

4. Please list outcome statements for each objective.

Click or tap here to enter text.

5. Briefly explain how you will measure the outcome.

Click or tap here to enter text.

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

Click or tap here to enter text.

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IV. Resource Requests: What does the program need to meet its goals and objectives?

*What does the program need to meet its goals and objectives?*

*List all resources from Sections II.D and III.6 below.*

*If there was no room on the template to list all resources being requested for a single goal/objective, you may list additional resource requests here. Also list any resources required to implement planned improvements.*

**IMPORTANT: A BUDGET ALLOCATION PROPOSAL** must be completed and submitted for **EACH** new resource requested.

## Instructional Program Review- Annual Update Template

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	In No, indicate funding source
1	Increase enrollment and efficiency.	<p>Increase budget for MUSIC</p> <p><b>Instructional Equipment</b> <b>\$750</b></p> <ul style="list-style-type: none"> <li>▪ Additional instruments (i.e, percussion)</li> </ul> <p><b>Repairs</b> <b>\$1500</b></p> <ul style="list-style-type: none"> <li>▪ Repairs on existing instruments</li> </ul> <p><b>Consultants</b> <b>\$2,000</b></p> <ul style="list-style-type: none"> <li>▪ Accompanists for choir and/or band classes and/or concerts</li> <li>▪ Guest artists/speakers</li> </ul> <p><b>Printing</b> <b>\$600</b></p> <ul style="list-style-type: none"> <li>▪ Event flyers</li> <li>▪ Event programs</li> <li>▪ Various promotional materials</li> </ul> <p><b>Instructional Supplies</b> <b>\$3,150</b></p> <ul style="list-style-type: none"> <li>▪ Sheet music for band and choir classes</li> <li>▪ Band folders</li> <li>▪ Teaching aids (batons, books, etc.)</li> </ul>	\$8,000	Yes	Click or tap here to enter text.

# Instructional Program Review- Annual Update Template

1	Increase enrollment and efficiency.	<p>Increase budget for THEATRE ARTS</p> <p><b>Licensing/Subscriptions</b> <b>\$10,000</b></p> <ul style="list-style-type: none"> <li>▪ Royalties to produce various plays and musicals.</li> <li>▪ Recorded music accompaniment for rehearsals and performances with resources for editing, transposing, and rehearsal tools</li> <li>▪ Software for more lighting, design, sound, or other areas for efficiency.</li> <li>▪ Subscriptions to sound effect databases or other resources.</li> </ul> <p><b>Rentals</b> <b>\$15,000</b></p> <ul style="list-style-type: none"> <li>▪ Backdrops for theatre productions</li> <li>▪ Costumes for theatre productions</li> <li>▪ Puppets for theatre productions</li> <li>▪ Fly system for theatre productions</li> </ul> <p><b>Consultants</b> <b>\$10,000</b></p> <ul style="list-style-type: none"> <li>▪ Choreographers for theatre productions</li> <li>▪ Lead painters for theatre productions</li> <li>▪ Musicians to play for theatre productions</li> <li>▪ Guest speakers/artists</li> <li>▪ Fly consultant fees</li> </ul> <p><b>Printing</b> <b>\$1,000</b></p> <ul style="list-style-type: none"> <li>▪ Event flyers</li> <li>▪ Event programs</li> <li>▪ Various promotional materials</li> </ul> <p><b>Instructional Supplies</b></p>	\$56,000	Yes	Click or tap here to enter text.
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## Instructional Program Review- Annual Update Template

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# BUDGET ALLOCATION PROPOSAL

**Date:** 9/13/23 **Originator:** Amy Ross  
**Program or Department Name:** Theatre Arts  
**Dean/Vice President/Supervisor:** Emily Garrison

**What are you requesting? (Brief)** **Budget Increase (not including Professional Experts)**  
**Amount Requested:** \$56,000     One-time Funding     Ongoing Funding  
**Funding Source (if known):** \_\_\_\_\_

REQUEST TYPE:			
<input type="checkbox"/> <b>Personnel/Staffing</b>  <i>Complete <b>Personnel/Staffing</b> section below</i>  <input checked="" type="checkbox"/> <b>OTHER</b>	<input type="checkbox"/> <b>Technology Resource</b>  <i>Complete <b>Technology</b> section below</i>	<input type="checkbox"/> <b>Facilities Resource</b>  <i>Complete <b>Facilities</b> section below</i>	<input type="checkbox"/> <b>Professional Development</b>  <i>Complete <b>Professional Development</b> section below</i>

PERSONNEL/STAFFING REQUEST	
<b>Is the position request for:</b> <input type="checkbox"/> Faculty <input type="checkbox"/> Classified <input type="checkbox"/> Management/Confidential	
<b>Is the position requested:</b> <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 <b>Official Job Title:</b> _____	
<b>Is the position requested:</b> <input type="checkbox"/> Full Time <input type="checkbox"/> Part Time:    _____ Months/Year    _____ Hours/Week	

TECHNOLOGY RESOURCE REQUEST	
<b>Indicate the category of the request:</b> <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	
<b>Indicate the intended users:</b> <input type="checkbox"/> Students <input type="checkbox"/> Faculty <input type="checkbox"/> Staff <input type="checkbox"/> Other	
<b>Is training required?</b> <input type="checkbox"/> No <input type="checkbox"/> Yes    Explain: _____	
<b>How will it be secured?</b> <input type="checkbox"/> Alarm <input type="checkbox"/> Secure Room <input type="checkbox"/> Secure Cabinet <input type="checkbox"/> Cable/Lock <input type="checkbox"/> Password	
<b>Have you completed and attached the <a href="#">Technology Assessment Form</a>?</b>	

FACILITIES RESOURCE REQUEST	

## BUDGET ALLOCATION PROPOSAL

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Indicate the intended users:

Students

Faculty  Staff

Other

Is maintenance required?  No

Yes Explain:

\_\_\_\_\_

# BUDGET ALLOCATION PROPOSAL

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## PROFESSIONAL DEVELOPMENT REQUEST

Indicate the intended users:       Students       Faculty  Staff       Other

Do other internal areas/departments need to be involved?  No       Yes      Explain: \_\_\_\_\_

Is technology needed?  No       Yes      Explain: \_\_\_\_\_

### 1. Why is the request being made?



# BUDGET ALLOCATION PROPOSAL

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In the past, funds from the Callboard Performing Arts Club were used to pay 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**

- 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).**

# BUDGET ALLOCATION PROPOSAL

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**The request is supported in the Annual Humanities Update #2.**

## **II. D. 1**

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).**

STUDENT LEARNING OUTCOMES: No assessment comments were made.

PROGRAM LEVEL OUTCOMES: There was no data for Humanities.

- 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 not included in the Program Review or Update #1 because the new policy of not allowing club funds to be used was not yet known. The need for the funds through the district wasn't an issue at the time.

But the need will affect enrollment and efficiency.

- 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.)**

If an item is needed that will affect IT, is it not known yet.

## BUDGET ALLOCATION PROPOSAL

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

# BUDGET ALLOCATION PROPOSAL

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From the American Alliance for Theatre & Education ([www.aate.com](http://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:

- 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 review of studies on the arts and education revealed a consistent, causal link between performance arts in

## BUDGET ALLOCATION PROPOSAL

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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.

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](#)

# BUDGET ALLOCATION PROPOSAL

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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](#)

# BUDGET ALLOCATION PROPOSAL

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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.
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.

## BUDGET ALLOCATION PROPOSAL

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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:** 9/13/23                      **Originator:** Amy Ross  
**Program or Department Name:** Music  
**Dean/Vice President/Supervisor:** Emily Garrison

**What are you requesting? (Brief)** Budget Increase (not including Professional Experts)  
**Amount Requested:** \$8,000                       **One-time Funding**                       **Ongoing Funding**  
**Funding Source (if known):** \_\_\_\_\_

REQUEST TYPE:			
<input type="checkbox"/> <b>Personnel/Staffing</b>  <i>Complete <b>Personnel/Staffing</b> section below</i>  <input checked="" type="checkbox"/> <b>OTHER</b>	<input type="checkbox"/> <b>Technology Resource</b>  <i>Complete <b>Technology</b> section below</i>	<input type="checkbox"/> <b>Facilities Resource</b>  <i>Complete <b>Facilities</b> section below</i>	<input type="checkbox"/> <b>Professional Development</b>  <i>Complete <b>Professional Development</b> section below</i>

PERSONNEL/STAFFING REQUEST	
<b>Is the position request for:</b>	<input type="checkbox"/> Faculty <input type="checkbox"/> Classified <input type="checkbox"/> Management/Confidential
<b>Is the position requested:</b>	<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> _____
<b>Is the position requested:</b>	<input type="checkbox"/> Full Time <input type="checkbox"/> Part Time: _____ Months/Year                      _____ Hours/Week

TECHNOLOGY RESOURCE REQUEST	
<b>Indicate the category of the request:</b>	
<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	
<b>Indicate the intended users:</b>	
<input type="checkbox"/> Students <input type="checkbox"/> Faculty <input type="checkbox"/> Staff <input type="checkbox"/> Other	
<b>Is training required?</b>	
<input type="checkbox"/> No <input type="checkbox"/> Yes                      Explain: _____	
<b>How will it be secured?</b>	
<input type="checkbox"/> Alarm <input type="checkbox"/> Secure Room <input type="checkbox"/> Secure Cabinet <input type="checkbox"/> Cable/Lock <input type="checkbox"/> Password	
<b>Have you completed and attached the <a href="#">Technology Assessment Form</a>?</b>	

## FACILITIES RESOURCE REQUEST

# BUDGET ALLOCATION PROPOSAL

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**Indicate the intended users:**

Students

Faculty  Staff

Other

**Is maintenance required?**  No

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).

# BUDGET ALLOCATION PROPOSAL

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**The request is supported in the Annual Humanities Update #2.**

## **II. D. 1**

Music Department: - Increase in district budgets.

\*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.

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).**

STUDENT LEARNING OUTCOMES: No assessment comments were made.

PROGRAM LEVEL OUTCOMES: There was no data for Humanities.

- 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 not included in the Program Review or Update #1.

But the need will affect enrollment and efficiency.

- 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.)**

If an item is needed that will affect IT, is it not known yet.

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

# BUDGET ALLOCATION PROPOSAL

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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 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

# BUDGET ALLOCATION PROPOSAL

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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.

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

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      - 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](#)

# BUDGET ALLOCATION PROPOSAL

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Pages 110-111

## C. Student Institutional Learning Outcomes (ILO)

### Communication

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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 \_\_\_\_\_

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Restricted

Unrestricted

Comments regarding Budget Information: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_