

Program: Theater

Division: Arts and Humanities

Writer(s): John Kelly

SLO/SAO Point-Person:

Email your completed form to Karin Spirn and your dean by November 3.

Helpful Links:

- ★ [Tools for Writers](#) - with contacts and info for help with specific sections.
- ★ [Program Review Glossary](#) - defines key terms you can review when writing.
- ★ [Discipline Data Packets](#) – institutional research about disciplines and student services
- ★ [Course Success Rates Dashboard](#) – allows you to research your program’s success rates

Detailed information and instructions appear at the end of this form. For help, please contact Karin Spirn at kspirn@laspositascollege.edu.

1. Please describe your program's most important **achievements** in year 24-25.

- Produced world premier “Suenos”, along with our fall show production of “MacBeth” and summer production “Wizard of Oz”.
- Planned and worked as user group in renovation of amphitheater
- Updated sound and lighting boards (last year IER’s)
- Partnered with Eugene O’Neil foundation in Danville to produce three one acts at the Tao House (Danville) and at LPC Black Box, “Legends of Realism”. Partnership led to a LPC student being hired as a Stage Manager for their mainstage production at Tao House.
- Conservatory continues to grow beyond projected expectations- currently enrolling 20+ in yearly cohort.
- Class sizes continue to grow and are well populated – within theater majors and non-theater majors in both acting and theater technical classes. Cross discipline requirement fulfillment such as Writing being covered by THEA Script Analysis, along with other GE Elective coverage.
- Drama Club “Drama Hawks” produced “Oregon Trail”, first student organized LPC show since Covid shutdown.
- Partnership with City of Pleasanton in which Technical Theater students were hired to construct scenery in the LPC scene shop for city-produced children’s theater program.
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2. Please describe your most important **challenges** in year 24-25.

- Amphitheater renovations do NOT include required equipment needs. Failure to fund instructional equipment will limit learning on current technology appropriate to the venue.
- Technical Theater Certificate – very broad – New
- Limited time for shared space on the main stage, scheduling around other departments use of space. Mainly
- Limited hours with shared collaborative pianist is impacting the ability to meet the needs of Theatre and Music departments. Work exists to justify a second part-time collaborative pianist.

3. What SLO(s) or SAO(s) if any did your program assess or discuss since your last program review? Please describe any findings and planned actions.

- N/A
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4. What are your upcoming plans? Please note any ways that these support student achievement and equity.

- Develop alternative Summer Classes to support student needs while amphitheater construction continues
- More hours for musical collaborative pianist – continue to work collaboratively with Music Department to justify increased hours or full time accompanist positions.
- Updating Lighting Design class to meet the needs of students looking to fulfill Music Technology CTE requirements. (ie. Concert Sound and Lighting)
- Working to establish a year-round permanent Classified Position for Costume Shop Manager.
- Continue to support and encourage student created, designed, built and produced shows.
- Finding ways to increase and encourage interdisciplinary student projects.
- Partnering with Music Department to continue current funding requests for Amphitheater. equipment in order to support class & performance needs in both departments.
- Developing expanded performance opportunities in new amphitheater.

CTE REPORT (CTE DISCIPLINES ONLY)

1. Does this program continue to meet a labor market demand?

- Yes or No: YES
- Explanation/evidence: I get regular inquiries from theaters, private companies, and the East Bay Chapter of the International Alliance of Theatrical Stage Employees Local 107 looking to hire our technical theater students and asking for referrals. Students who have completed our program and sought employment in theater have been successful in getting hired as theater techs and stage managers.

2. Are there similar programs in the area? If yes, list the programs and their institutions.

- Yes or No: Yes
- Explanation/evidence: Chabot College Technical Theater CA, Diablo Valley College Technical Theater CA, Foothill College Technical Theater CA

3. Has the program demonstrated effectiveness as measured by the employment and completion success of its students? Provide employment and completion success based on Perkins Core Indicator Report.

- Yes or No: No
- Explanation/evidence: Theater Technician has four concentrators and, therefore, is not statistically valid and does not have ratings within the Perkins V 2025-26 Core Indicators.

4. Does the program provide opportunities for review and comments by local private industries? Attach most recent Advisory Committee meeting minutes.

- Yes or No: Yes
- Explanation/evidence: See attached File

Detailed Instructions and Information

Instructions:

1. Please answer each question with enough detail to present your information, but it doesn't have to be long.
2. If the requested information does not apply to your program, write "Not Applicable."
3. Optional/suggested: Communicate with your dean while completing this document.
4. Send an electronic copy of this completed form to Program Review chair Karin Spirn and your Dean by November 3.
5. Even if you don't have much to report, we want to hear from you, so your voice is part of the college planning process.

Audience: Deans, Vice Presidents of Student Services and Academic Services, All Planning and Allocation Committees. This document will be available to the public.

Uses: This Program Review will inform the audience about your program. It is also used in creating division summaries, determining college planning priorities, and determining the allocation of resources. The final use is to document the fulfillment of accreditation requirements.

Please note: Program Review is NOT a vehicle for making requests. All requests should be made through appropriate processes (e.g., Instructional Equipment Request Process) or directed to your dean or supervisor.

Time Frame: This Program Review should reflect your program status during the 24-25 academic year. It should describe plans starting now and continuing through 2025-26. It is okay to include information outside of these time windows as needed.

Program Review Process: Comprehensive Program Reviews will be completed every three years, in alignment with the SLO/SAO cycle. On the other years, programs will complete an update.

SLO/SAO Process: SLOs and SAOs should be assessed according to a three-year plan, with comprehensive reporting on the third year. For more information, contact SLO chair John Rosen: jrosen@laspositascollege.edu

Equity is a guiding principle. Here is the LPC definition:

Las Positas College will achieve equity by changing the impacts of structural racism, ableism, homophobia, and systematic poverty on student success and access to higher education, achieved through continuous evaluation and improvement of all services. We believe in a high-quality education focused on learning and an inclusive, culturally relevant environment that meets the diverse needs of all our students.

LPC Equity Definition: Equity is parity in student educational outcomes. It places student success and belonging for students of color and disproportionately impacted students at the center of focus.