

***Contra Costa Community College District
2024 Educational Planning Annual Report***


Los Medanos College

Program Review Narrative

Los Medanos College (LMC) conducts a Comprehensive Program Review of all Instructional, Student Services, and Administrative programs/units every five years. A five-year program review cycle was established in the 2022-23 academic year. As shown in Table 1, the first year of the cycle (“Year One: 2022-23”) is designated for Comprehensive Program Review. Updates are then provided in the third and fifth years of the cycle (“Year Three: 2024-25” and “Year Five: 2026-27”). The cohort model supports and organizes the Title V requirement to periodically update all Course Outlines of Records (COORs), which occurs within LMC’s course-level and program-level assessment cycles. Although no program review updates are conducted in the second and fourth years of the cycle (“Year Two” and “Year Four”), it should be noted that course assessments are conducted annually.

The table below provides additional details on the full five-year cycle and the start of a new cycle in 2022-23, including the “pause” in the 2024-25 “Year Three Update” to re-envision program review at LMC as detailed in the “Progress since 2023” section of this report.

Table 1. Program Review and Assessment Cycle

Program Review and Assessment Cycle						
	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
Dept. Chairs/ Deans	Checking on Courses to be assessed and updated (COORS revised and sent to Curriculum Committee for Approval) each year					
Program Review	Comprehensive		Paused to Re-envision PR		Year 5 Update	Comprehensive
Assessment	CSLO	CSLO	CSLO	CSLO	PSLO	CSLO
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 1
						
		COOR Updates for Course Assessed in Previous Year				
	5 Year Cycle					

Before the Program Review Process started in Fall 2022, the Planning Committee revisited the Comprehensive Program Review templates and process. The committee drafted the template questions, then shared these questions for feedback and approval from Senate-based constituency groups, Deans, Department Chairs, and President’s Cabinet. The timeline and templates – one each for Instructional Units, Student Services Units, Administrative Units, and Learning Communities – were adopted by the

College with an initial due date in February 2023. These documents were designed to be practical, meaningful, and data-driven tools that provide a clear representation of outcomes, action steps, and milestones. The templates were organized to connect to the Los Medanos College Learning Major and Career pathways work by asking each program/unit to address the four pillars of the Guided Pathways framework.

Comprehensive Program Review provides a strategic view that is intended to keep programs current, thriving, and aligned with the goals and objectives in the *LMC Educational Master Plan*, the respective missions of the College and District, and *The California Community Colleges Chancellor's Office (CCCCO) Vision for Success* indicators. The process also is aligned to support the Accrediting Commission for Community and Junior Colleges (ACCJC) Institution-Set Standards.

LMC has 73 programs/units that complete program review updates: 40 Instructional Programs; 14 Student Services Programs; 14 Administrative Units; and 5 Learning Communities. For each of these programs/units, there is a “program review lead” identified, as well as a “manager responsible for reviewing” their respective program reviews.

Progress Since 2022-2023 Report

In Fall 2023, the Contra Costa Community College District (CCCCD) established a districtwide workgroup representing all constituency groups to holistically re-envision program review. This initiative aims to evaluate and improve our processes with the support of district resources and technology, ensuring as much consistency across the three colleges as appropriate. Each college can still maintain autonomy in how they conduct Program Review (i.e., templates, format, timeline, training, etc.).

In Spring 2024, the LMC Planning Committee Program Review Project Team developed a proposal to “pause” our program review “Year Three: 2024-25” update to align with the other colleges in re-envisioning our program review process. In May 2024, the LMC Academic Senate and Classified Senate accepted the proposal to “pause” the “Year Three: 2024-25” program review update. CSLO, PSLO, LSO Assessments, and the Resource Allocation Process (RAP) will continue regardless of the “pause” in our program review cycle.

Changes to Program Review

In concert with other District colleges, the Los Medanos College Planning Committee is leading the campus community to re-envision its program review process. The goal is to make program review more meaningful and efficient. This will include ensuring that the program review process directly aligns with and supports the new ACCJC Accreditation standards (2024). The process will also work to both support the overall strategic priorities of the College, our *Student Equity Plan* (SEP 2022-2025), and our Learning, Major & Career Pathways.

In 2024-25, LMC will research and evaluate potential revisions to our local program review processes (i.e., templates, timelines, trainings, validation, etc.) while the Districtwide Program Review Re-Imagined Group explores these processes collectively. The LMC Planning Committee Program Review Project Team will be conducting surveys and a College Assembly in Fall 2024 to gather college-wide input on our program review process. In Spring 2025, the project team will prepare a proposal based on the feedback

received for review and approval through our shared governance process. LMC will restart our Program Review cycles in Fall 2025.

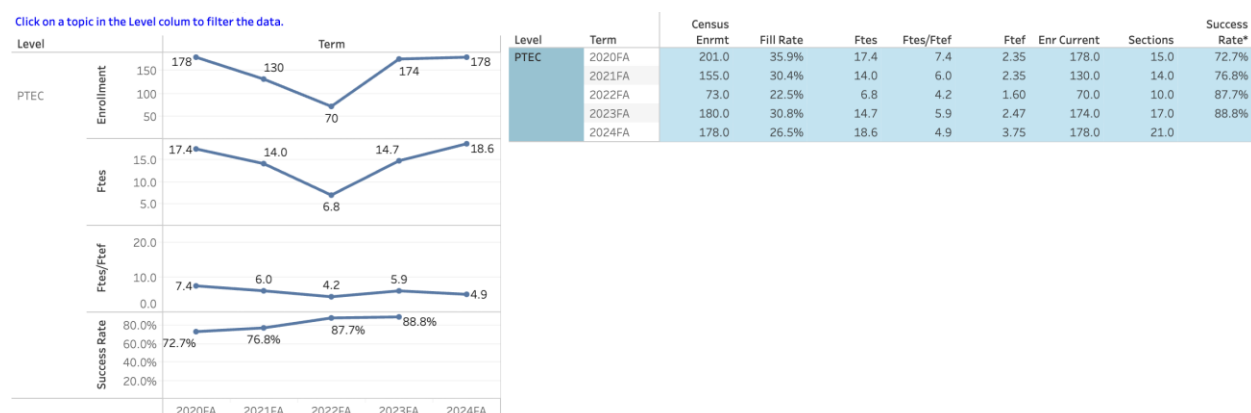
Updates on Programs on Watch/In Trouble (Include reason). For career education programs, include an analysis of the extent to which the program addresses labor demand and demonstrates effectiveness as measured by employment and completion outcomes (CA Education Code 78016).

Process Technology (PTEC) - Update

The Workforce and Economic Development Department continues to support PTEC by earmarking funding through the Strong Workforce Program and Federal Perkins grants. The program recently created a PTEC chemistry course to create an opportunity for students to acquire skills in chemistry through contextualized learning rather than the general introduction to chemistry which used to be the only way to meet the program's chemistry requirement. The program also moved one of the hands-on courses to the first semester and added components of that course that encouraged hands-on work after feedback from the advisory board that students needed more mechanical experience. Despite all these efforts, the program continues to have low enrollment and is slightly below its Fall 2023 numbers. In an effort to concentrate the program on one starting cohort per year instead of two starting cohorts per year, the College will not offer a new cohort in Spring 2025. The hope is that this will concentrate enrollment for the Fall 2025 semester. One highlight is that the program's success rate continues to consistently improve from Fall 2020 at 72.7% to Fall 2023 at 88.8%.

As curricular changes were put into place last semester for this year, it is recommended that PTEC continue to be a Program in Trouble to ascertain any impact that these changes will have on program enrollments.

Table: Table: Program Enrollment and Productivity at Census for PTEC



Physics – Update

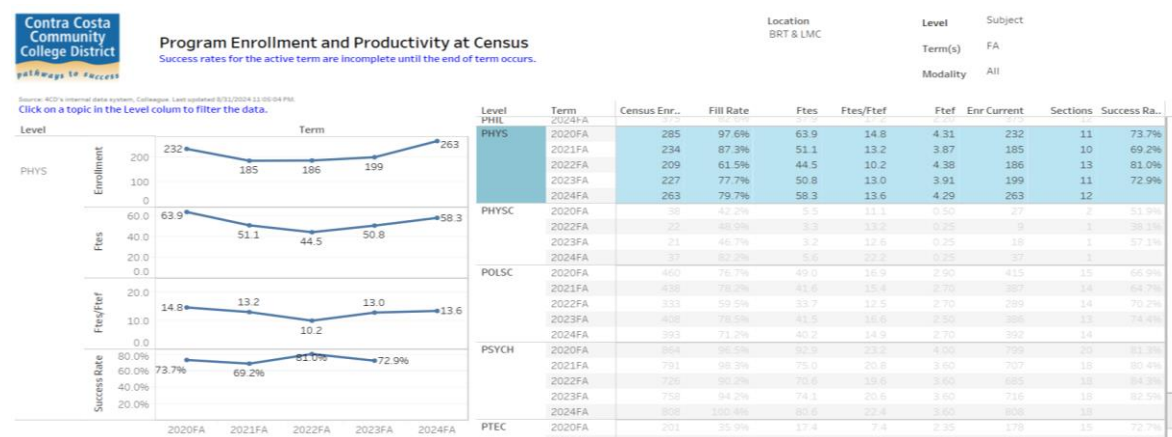
The Physics Program continues to make progress in enhancing student learning and program outcomes. Enrollment has returned to 2020 levels, with Fall 2024 Full-Time Equivalent Students (FTEs) increasing to 18.6. Additionally, the success rate for Fall 2023 improved to 88.8%, up from 72.7% in Fall 2020, reflecting a steady improvement in student performance.

The program took significant steps to gather meaningful feedback through a campus-wide survey conducted by an outside consultant. The survey targeted current students, alumni, and unenrolled students (after Fall 2020) to gain insights into their experiences and identify areas for improvement. Based on the feedback, the program implemented schedule adjustments that better meet the needs of students. Moving forward, the program is considering modality changes and curricular updates for Spring 2025 to further enhance student engagement and learning outcomes.

With these continued efforts, the program has a plan over the next academic year to evaluate the outcomes of these changes, focusing on maintaining the success rate of students and enhancing enrollment efforts.

In summary, while the Physics Program has faced challenges, the recent efforts have led to a notable turnaround in both enrollment and student success. The program's focus on using student feedback to inform schedule adjustments, along with planned changes in course modality and curriculum, sets a strong foundation for future growth. With enrollment stabilizing and success rates on the rise, the program is positioned for continued improvement. The coming academic year will be critical for assessing the impact of these changes. Physics has been on watch for one year and will continue for the 24-25 year with an aim for revitalization and to come off watch in the next year.

Table: Program Enrollment and Productivity at Census for Physics



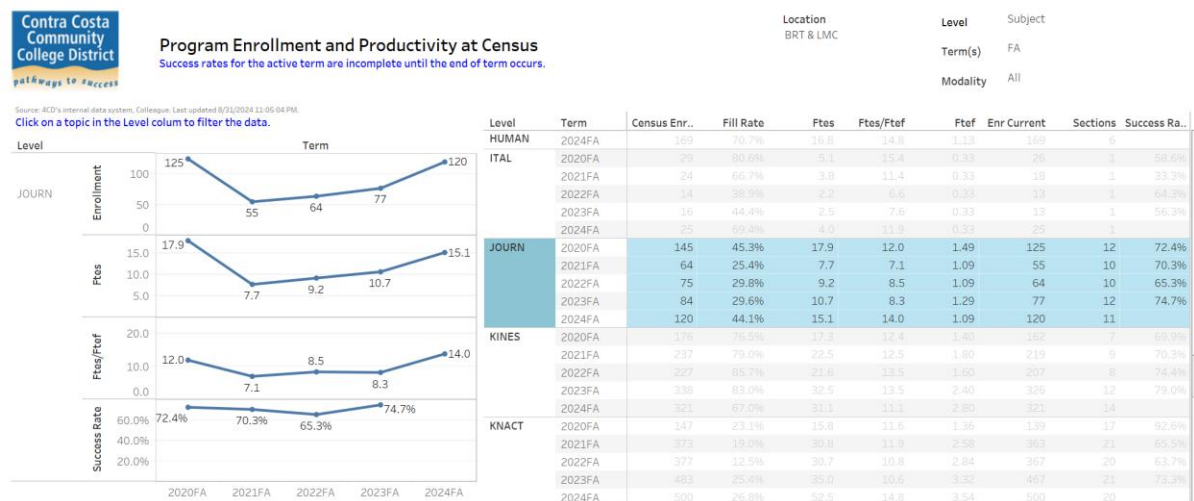
Journalism – Update

Efforts to increase enrollment and success in Journalism are reflected in the program’s return to pre-pandemic headcount and nearing pre-pandemic FTES levels. Headcount has increased from 80 students in Fall 2023 to 120 students in Fall 2024. In the 2023-2024 academic year, the Journalism department held campuswide revitalization meetings, increased outreach efforts at campus events, and increased distribution of the LMC Experience newspaper. The department used revitalization funds to hire a professional expert to explore and implement the following strategies:

1. Development of a “Connections” program to provide local high school students without a news organization the opportunity to engage in journalism and cover their campus through LMC;
2. The creation of “Media Day” with Outreach and Welcome Services, the first to be held April 2025;
3. Collaboration with English and Graphic Arts to create a Create Arts magazine.

Additionally, Journalism courses have been integrated into the recently approved Communication Studies AAT and recently revised English AAT.

The Journalism program has been On Watch for two academic years, and due to progressive enrollment increase and program improvements, is not being moved forward to Program in Trouble and is removed from Program on Watch.

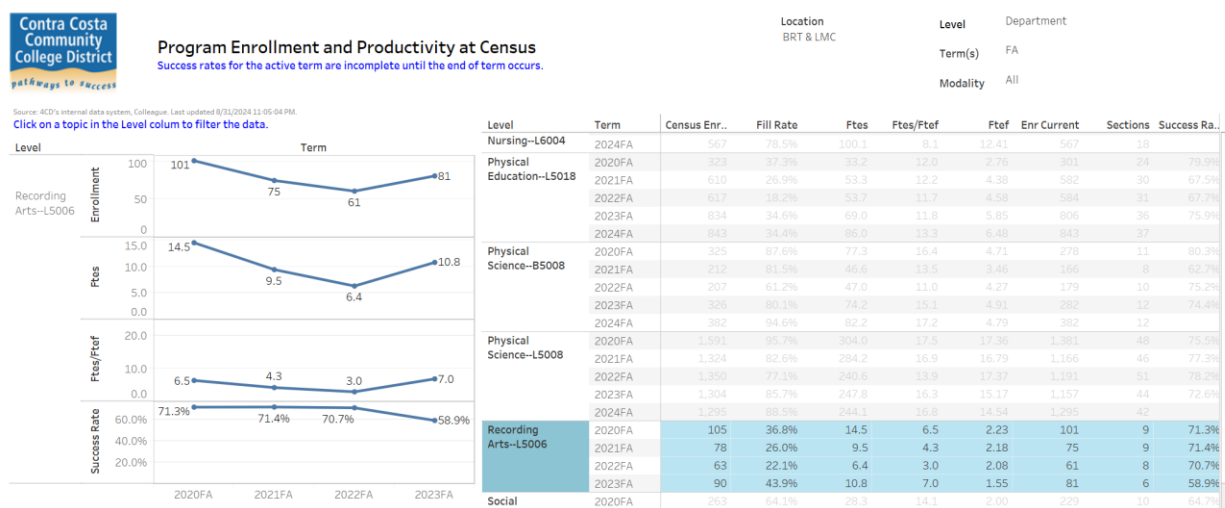


Recording Arts – Update

The Recording Arts department has deployed several strategies to increase student enrollment and persistence over the last two years, and its efforts are reflected in enrollment and FTES increase from Fall 2021 (78 headcount) to Fall 2024 (90 headcount).

- *Increased Public Awareness of Program:* the department hosted 8 high school visits and performances during the 2023-2024 year. Additionally, the department hosts recording sessions for high schools and community organizations, and participated in college events and activities;
- *Increased Student Engagement:* Recording Arts supported students in the chartering of S.T.R.E.A.M., a recording arts club;
- *Increased Student Outreach and Retention:* the department developed processes and communication strategies to track student degree progress and implemented email campaigns to ensure students enrolled in needed RA courses.

The Recording Arts program has been On Watch for two academic years, and due to progressive enrollment increase and program improvements, is not being moved forward to Program in Trouble and is removed from Program on Watch.



Most Improved Programs (Please use your own elements when choosing the programs for this section. Ideas could be the top 5 improved programs due to increase in resources or the most improved over a three-year period. Please include the reason for Improvement including productivity)

1. English as a Second Language

- Enrollment increase: ESL enrollment has grown significantly in the last year:
 - 75% increase from Fall 2023 to Fall 2024 in noncredit courses;
 - 32% increase from Fall 2023 to Fall 2024 in credit courses;
- Innovative curriculum development: ESL has developed college success courses (ESL-001, -002, and 003) to onboard ESL students to the college and increase student persistence and certificate achievement.



Program Enrollment and Productivity at Census

Success rates for the active term are incomplete until the end of term occurs.

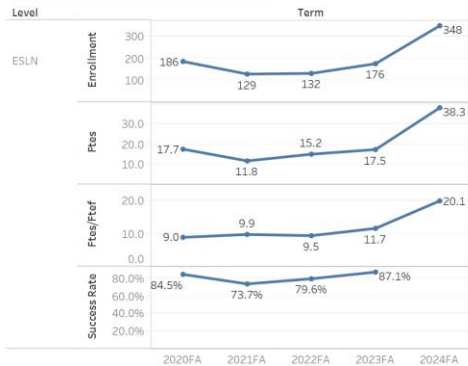
Location
BRT & LMC

Level
Subject

Term(s)
FA

Modality
All

Source: CCD's internal data system, College. Last updated 8/31/2024 11:05:04 PM.
Click on a topic in the Level column to filter the data.

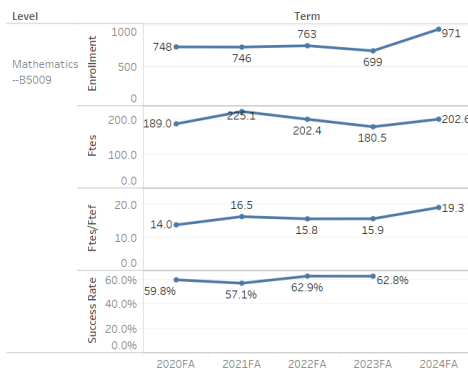


Level	Term	Census Enr.	Fill Rate	Ftes	Ftes/Ftef	Ftef	Enr Current	Sections	Success Ra.
ENGL	2023FA	8,326	72.4%	314.8	8.7	36.07	2,744	149	66.7%
	2024FA	2,701	77.1%	326.7	10.3	31.57	2,701	114	
ESL	2020FA	79	17.6%	10.7	5.0	2.17	72	18	79.7%
	2021FA	62	24.8%	7.0	5.8	1.20	58	10	77.4%
	2022FA	79	22.6%	9.0	5.6	1.60	70	14	74.7%
	2023FA	81	24.9%	9.1	6.3	1.43	73	13	81.5%
ESLN	2024FA	107	26.9%	12.4	8.9	1.80	107	16	
	2020FA	194	43.1%	17.7	9.0	1.97	186	18	84.5%
	2021FA	147	58.8%	11.8	9.9	1.20	129	10	73.7%
	2022FA	159	45.4%	15.2	9.5	1.60	132	14	79.6%
ETEC	2023FA	198	52.8%	17.5	11.7	1.49	176	15	87.1%
	2024FA	348	66.3%	38.3	20.1	1.91	348	21	
	2020FA	287	69.0%	48.3	12.9	3.76	271	16	85.3%
	2021FA	280	65.4%	49.6	8.7	5.70	251	20	83.6%
ETHN	2022FA	295	55.7%	42.9	10.7	4.02	273	20	84.3%
	2023FA	346	69.5%	61.1	14.3	4.27	323	15	83.8%
	2024FA	389	79.6%	67.9	18.6	4.08	389	15	
	2021FA	69	95.8%	6.5	16.4	0.40	62	2	73.9%
	2022FA	131	72.8%	12.4	12.4	1.00	118	5	75.6%
	2023FA	381	96.2%	37.7	17.1	2.20	364	11	87.4%
	2024FA	484	89.6%	47.7	17.0	2.80	484	15	

2. Brentwood Math NDFG-

- Enrollment increase: Brentwood Math enrollment has steadily grown in the last year:
 - 11% increase from Fall 2023 to Fall 2024 in all courses FTES
- Curriculum development: Brentwood Math is following state initiatives AB1705 for first year math courses and support for statistics and calculus to innovate and improve student success.

Source: CCD's internal data system, College. Last updated 8/31/2024 11:05:04 PM.
Click on a topic in the Level column to filter the data.

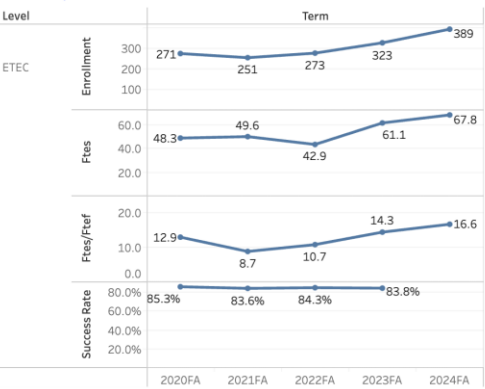


Level	Term	Census Enr.	Fill Rate	Ftes	Ftes/Ftef	Ftef	Enr Current	Sections	Success Ra.
Mathematics--B5009	2020FA	940	41.2%	189.0	14.0	13.51	748	40	59.8%
	2021FA	961	42.0%	225.1	16.5	13.64	746	40	57.1%
	2022FA	935	40.9%	202.4	15.8	12.79	763	40	62.9%
	2023FA	862	40.7%	180.5	15.9	11.38	699	35	62.8%
	2024FA	971	47.2%	202.6	19.3	10.51	971	33	
Mathematics--L5009	2020FA	1,951	53.1%	396.6	14.5	27.34	1,606	83	60.8%
	2021FA	1,895	55.6%	465.3	19.0	24.53	1,562	75	59.9%
	2022FA	1,791	53.6%	358.4	15.8	22.67	1,506	73	63.0%
	2023FA	1,929	60.2%	378.5	17.8	21.31	1,580	69	60.6%
	2024FA	2,051	64.0%	397.5	18.6	21.35	2,051	69	
Music--B5003	2020FA	12	15.0%	1.3	3.3	0.40	12	2	
	2020FA	578	44.9%	60.3	10.1	5.98	535	35	77.5%
	2021FA	416	33.1%	45.2	7.6	5.98	359	35	66.7%
	2022FA	517	47.8%	51.4	9.6	5.34	448	31	62.9%
	2023FA	582	51.3%	58.0	10.9	5.33	513	31	68.0%
Nursing--L6004	2024FA	632	53.3%	71.9	11.1	6.47	632	31	
	2020FA	358	64.7%	62.8	5.1	12.40	327	18	86.6%
	2021FA	444	83.9%	64.2	7.6	8.41	424	15	91.2%
	2022FA	485	65.5%	91.1	7.5	12.09	460	19	87.0%
	2023FA	480	67.0%	89.6	7.5	11.87	463	18	94.4%
	2024FA	567	78.5%	100.1	8.1	12.41	567	18	

3. Electrical/Instrumentation Technology

- Enrollment increase: Year over year increases beginning in Fall 2022 with an 11% increase from Fall 2023 to Fall 2024.
- Fill rate increase: Fill rates have also steadily increased beginning in Fall 2022 with an increase of 10% from Fall 2023 to Fall 2024
- Productivity increase: Productivity rose from 14.3 in Fall 2023 to 16.6 in Fall 2024

Source: KLU's internal data systems, Kamegata. Last updated: 05/27/2024 11:00:00 AM.
Click on a topic in the Level column to filter the data.



Level	Term	Census Enrmt	Fill Rate	Ftes	Ftes/Ftef	Ftef	Enr Current	Sections	Success Rate*
ETEC	2020FA	287.0	69.0%	48.3	12.9	3.76	271.0	16.0	85.3%
	2021FA	280.0	65.4%	49.6	8.7	5.70	251.0	29.0	83.6%
	2022FA	295.0	55.7%	42.9	10.7	4.02	273.0	20.0	84.3%
	2023FA	346.0	69.9%	61.1	14.3	4.27	323.0	15.0	83.8%
	2024FA	389.0	79.6%	67.8	16.6	4.08	389.0	15.0	

Status for 2024-2025

Potential New Programs Being Investigated - List new programs that the college is currently exploring. Briefly describe where the college is in the investigation process for each program (e.g., ideation phase, data analysis, proposal development, etc.).

Modern Policing Degree

The Chancellor's Office is encouraging community colleges with a POST-certified academy to adopt the new Modern Policing Degree as a result of SB 1122 and the AB 89 Modern Policing Degree Task Force report and recommendations. Los Medanos College's Social Sciences department is interested in developing the degree and is in the investigation phase. Of the model curriculum proposed, the college already offers 11 of 14 core courses. The department is in conversation with the Psychology and Art department regarding the development of 3 remaining core courses: Arts of African, Oceania and Indigenous North America, Social Psychology, and Ethical Reasoning.

Zero-Emissions Vehicle (ZEV) Program

The Workforce and Economic Development (WED) office and the Automotive department are in the investigation phase, nearing development phase, of zero-emission vehicle (ZEV) curriculum and program development based on changes in state regulations, local labor market data, and local employer input. In July, members of the WED office and Automotive departments attended a regional convening of colleges and transit employers hosted by the California Transit Training Consortium (CTTC). CTTC developed a five-year training plan to meet the need for a skilled workforce as the state moves towards a fully zero-emission public transit future, as well as address the technological challenges of training. CTTC has developed curriculum that focuses on safety, operation, and maintenance of alternative fuel systems, including electric and hydrogen technology, and advanced vehicle technologies being implemented by California transit agencies in alignment with the State's greenhouse gas reduction goals for zero emission heavy-duty fleets by 2045. LMC plans to join CTTC and utilize some of their curriculum, supplemented by our own in the ZEV program development process.

Beyond CTTC, numerous local employers across the transportation sector cite policy and regulation dictating conversion of their fleets to ZEVs starting in 2028, starting with buses, and expanding to waste management, construction, and agriculture. Labor market data indicates a strong employment outlook, particularly for heavy-duty mechanics, and indicates minimal competition for ZEV training among regional community colleges. Related opportunities exist around ZEV manufacturing and infrastructure with a special focus on advanced battery manufacturing.

One major limiting factor in the development of this program is access to a facility that can support students working on zero-emission vehicles. While our automotive labs and classroom space will be able to accommodate most of the instruction, when it comes to having students work on buses, we will need more space. There is strong interest from the Tri Delta Transit agency in supporting this effort by partnering with LMC on their facilities in evening classes. This is a preliminary discussion that needs to be memorialized in a memorandum of understanding, but given their need for trained employees, this is a legitimate step towards the realization of this program. Next steps include meeting with Tri Delta Transit to work on a plan for facilities and equipment use, joining CTTC, assembling an advisory board, and moving fully into program and curriculum development.

New Instructional Programs in Development - Describe new programs that have been investigated and are now proposed for, or have already initiated, the development process (e.g., formed an advisory committee, conducted a labor market analysis, completed initial review by curriculum committee and/or academic senate, etc.). Remember to complete the separate new program form. For new career education programs, include an explanation of how the program will address labor demand. Additionally, verify that the new program will not create an unnecessary duplication with similar training programs in the region (CA Education Code 78016).

Non-Credit Business Communication Certificate

This program fills the gaps for students who are in the workforce or looking to enter the workforce and need to improve their written and oral communication skills but do not want a full degree or credited certificate. LMC no longer has Business Operations programs, and this will fill that gap. Many LMC students are in industry and may not be looking for a degree, but instead to improve their skills in the workplace for current roles and advancement. Students will learn the professional and technical skills required in today's global environment. They will learn professional and appropriate language usage that is needed for success with employees, customers, and suppliers. They will also acquire the correct grammar skills related to the business environment. This short-term, low-unit, non-credit certificate is mostly aimed at those already in the workplace. However, it will also benefit those planning on entering the workforce in a broad spectrum of areas, from General Office Worker/Assistant to Manager. Therefore, LMI data are hard to pinpoint. However, based on the Business TOP Codes below, there is more than sufficient demand for these skills including 13-1111 Management Analysts, 11-2022 Sales Managers, 11-3012 Administrative Services Managers, 11-3051 Industrial Product Managers, and 11-3013 Facilities Managers.

Based on advisory board feedback, employers are seeing a skills gap in employees in the office as many have worked online and are missing critical office communication skills. Specifically, employers stated that there is a divide in recent graduates who only know remote work and that it will be critical to integrate workers who are familiar with in person operations and those who are not. They want people in the office for accountability, but more importantly to share knowledge, and to increase creativity and building of culture.

The two courses comprising the non-credit certificate are non-credit Business English and non-credit Business Communication. The department has completed its review of LMI, has received feedback from their advisory board, and has been approved by the Curriculum Committee and Academic Senate. They are awaiting Shared Governance Council approval.

Non-Credit Non-Profit Business Management Certificate

For the past few months, LMC has been working with Contra Costa County and more specifically, County Supervisor Diane Burgis on the development of a program to help community members start and maintain successful non-profit businesses. The County has identified a need for this support, particularly in East County, and has secured funding to promote this needed resource. This builds on an advisory board meeting held in Spring 2024 where the Business Department invited members at various levels of small, medium, and large non-profits to determine what their needs are as employers and how LMC can design programs to meet those needs. While Lightcast, our LMI tool, states that there are fewer jobs related to this feed regionally than the national average, there is aggressive job posting demand as well as high earnings in our area and an eight percent total growth rate which is faster than average. To meet the demand identified by the County and non-profit employers, the Workforce and Economic Development Office has been working with the Business Department in the development of a non-credit program in Non-Profit Business Management taught in the Management discipline. Currently, this

program is at the curriculum development phase with the Business department having already created a course in Introduction to Non-Profit Management that is at the department level for feedback.

Programs to be Modified/Reduced - Describe the modification or reduction, as well as the rationale for the change. Include the last program review date.

No programs are being recommended.

Programs on Watch – Programs on watch are those that are in need of revitalization, as indicated by enrollment, completion, and/or other data trends (e.g., declining year-over-year enrollment, completions, productivity, labor market demand, etc.). For career education programs, include an analysis of the extent to which the program addresses labor demand and demonstrates effectiveness as measured by employment and completion outcomes ([CA Education Code 78016](#)).

No additional programs are being recommended.

Programs In Trouble – Programs that are in trouble are those that are being considered for discontinuance because the revitalization process was not successful. For career education programs, include an analysis of the extent to which the program addresses labor demand and demonstrates effectiveness as measured by employment and completion outcomes ([CA Education Code 78016](#)).

No additional programs are being recommended.

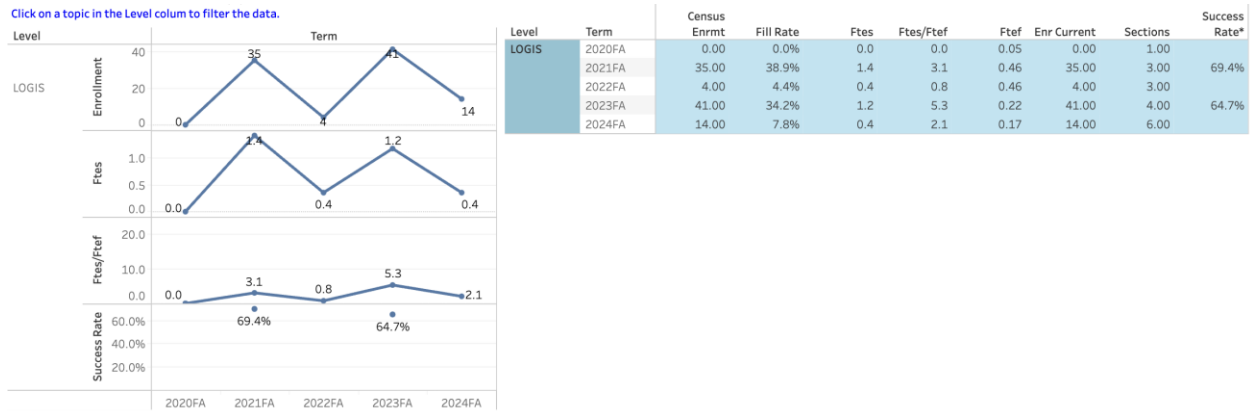
Programs to be Discontinued (or currently undergoing the process) - Include reasons for the discontinuance and the status of faculty/staff involved. Reasons for discontinuance of career education programs should include relevant labor market analysis.

Logistics

After being revitalized since Fall 2022 and spending a year on hiatus, the decision was made at the end of the Spring 2024 semester to discontinue the Logistics program. The enrollment declined slightly in the year following its year on hiatus, despite efforts to align the program with our Construction program through cross-registration. The number of available jobs locally is well below the national average and with a 3.9% growth rate, the growth rate is considered to be slower than average. Combined with feedback from local employers and the advisory board that most forklift and warehouse training is done in-house, it did not make sense to continue offering this program. The program is currently being taught by an adjunct professor during a yearlong teach-out and will be fully discontinued at the end of Spring

2025.

Table: Program Enrollment and Productivity at Census for Logistics



Transfer Degrees (per SB 1440)

(Provide the listing of active Transfer Degrees at the college as well as a brief description of the degrees developed and approved in 2022-2023 academic year.

AST Business Administration 2.0 developed 22/23

The Associate in Science in Business Administration for Transfer Degree 2.0 is designed for students desiring advanced degrees in Business Administration.

AST Law, Public Policy and Society developed 22/23

The Associate in Science in Law, Public Policy and Society for Transfer will be to provide a complete pathway for Law, Public Policy and Society students which will serve as good preparation for law school upon completion of a bachelor's degree at a California State University.

	AWARD	TITLE
1	A.S. T Degree	Administration of Justice
2	A.A- T Degree	Anthropology
3	A.A- T Degree	Art History
4	A.S. T Degree	Biology
5	A.S. T Degree	Business Administration 2.0
6	A.S. T Degree	Chemistry
7	A.A- T Degree	Communication Studies 2.0
8	A.S. T Degree	Computer Science
9	A.S. T Degree	Early Childhood Education
10	A.A- T Degree	English
11	A.A- T Degree	History
12	A.A- T Degree	Journalism
13	A.A- T Degree	Kinesiology
14	A.A- T Degree	Law, Public Policy and Society
15	A.S. T Degree	Mathematics
16	A.A- T Degree	Music
17	A.A- T Degree	Philosophy
18	A.S. T Degree	Physics
19	A.A- T Degree	Political Science
20	A.A- T Degree	Psychology
21	A.A- T Degree	Social Justice Studies: Chicano/a Studies
22	A.A- T Degree	Social Justice Studies: LGBTQ Studies
23	A.A- T Degree	Social Justice Studies: African American Studies
24	A.A- T Degree	Sociology
25	A.A- T Degree	Spanish

26	A.A- T Degree	Studio Arts
27	A.A- T Degree	Theatre Arts