2014-2015 ANNUAL INSTITUTIONAL REPORT

Written by:
Katiina Dull
Vice President of Administration and Academics

With Supporting Reports by:
Dr. LeeAnn Stone, Dean of Instruction
Mike Krauss, Dean of Administrative Services
Travis Goode, Dean of Students
Jessica Caravella, Music Department Chair
Kim Wimmer, Theatre Department Chair
Kate Listenberger, Dance Department Chair

The Young Americans College of the Performing Arts is the post-secondary educational division of The Young Americans, Inc. Located in Corona, California.

The mission is to provide members of The Young Americans with a performance-based education emphasizing artistry, leadership, communication, and collaboration. The Associate of Arts and certificate program of study offered provide developing artists with skills, knowledge, and experiences that will be foundational for their future as performers, teachers and leaders.

INTRODUCTION

This is the first comprehensive annual report published by The Young Americans College of the Performing Arts. In past years the College has submitted annual reports to the California State Bureau for Private Postsecondary Education per regulations. The striking difference is that this comprehensive report is reflective of all departments within the College.

The annual reporting process was implemented to take what had historically been an informal and anecdotal review process of the College operations and convert them into a documented, formal process of institutional review. While the transition to documentation and formal review was challenging at times, overall the process was smooth. General feedback from department heads reflected an appreciation of the outcomes and an opportunity to express concerns they may not have felt comfortable doing do in more informal settings.

Looking ahead the process is manageable and provides valuable insight and data support to decision making and planning. As the College transitions from the development and start up phase to a more stable operating status the annual reporting process will be a valuable tool for assessing and reporting progress towards fulfilling the College mission and goals.

Table of Contents

Overview……..Page1

Data Summary ……..Page 4

Personnel Summary……..Page 7

Financial ……Page 9

Strategic Planning ……..Page 10

Priorities for 2015-2016……..Page 11

Review of Prior Years Accomplishments……Page 12

Appendices

Appendix A: Annual Academic Program Report – Associate of Arts

Appendix B: Annual Music Department Report

Appendix C: Annual Theatre Department Report

Appendix D: Annual Dance Department Report

Appendix E: Annual Breadth of Knowledge Department Report

Appendix F: Annual Administrative Services Department Report

Appendix G: Annual Student Services Department Report

Appendix H: BPPE Accreditation Plan

Appendix I: Faculty Load Assessment Report

Appendix J: Year End Financial Report (un-audited)

OVERVIEW

The 2014-2015 Academic year was a year of major accomplishments and institutional improvements across all departments. As the second year of operation with the Associates of Arts programs there were significant changes to curriculum, staffing structure and operations.

Institutional Effectiveness: The main focus across the College for the 2014-2015 academic year was integrated, targeted and continuous improvement. The implementation of the comprehensive institutional effectiveness plan was the driving force. In the first year of implementation annual reports were submitted from all departments within the College program [Appendices A-F]. The reporting process provided baseline insight into each department and provided a documented, formal process. Many elements contained in the department annual reports were previously reviewed and acknowledged, but the process was informal.

Looking ahead the expected benefits of a formalized and integrated institutional effectiveness plan are evident. The reporting process not only established data driven goals and actions for future years, it also provided benchmarks that can be sued to monitor progress and improvement.

Admissions: 2014-2015 was the first year of admitted freshman under a revised and improved admissions process. Centered on specific enrollment goals to support improved diversity within the student body, admissions standards were raised. The result was a reduction in freshman enrollment from the 2013-2014 year; however, these reductions were expected. The revised process and supporting procedures will prepare the College for enrollment expansion in future years.

Student Services: 2014-2015 was the first year with a full-time Dean of Students on staff. The addition of this role was instrumental in developing student services. In the first year the Dean of Students accomplished implementation of surveys to obtain feedback from students across levels and programs, developed standards for satisfactory academic performance, improved the role and level of engagement of resident advisors, and engaged faculty in streamlining the process of identifying students needing assistance early on.

The data analysis computed by the Dean of Students (refer to student performance section in the data table below) highlighted a drop off in persistence in the sophomore year. This result is not surprising due to the interaction of touring and performance opportunities in the sophomore year. Strategies for student success going forward will focus on improving sophomore persistence rates.

Library Services: Towards the later part of the academic year, funding was secured to support the development of a virtual library service. Contractors were reviewed and a contract was executed. The provider includes a lead librarian as well as a librarian for each academic department. All librarians are professional librarians with Masters of Library Science degrees from accredited American Library Association library and information science schools.

The addition of the virtual library service will provide both students and faculty with a rich learning experience including improved ability to explore subject matter at a greater depth than can be reached in the classroom and supporting information literacy and research skills to differentiate good sources of credible information. The implementation will include syllabi and curriculum review by librarians in coordination with department chairs and faculty to curate a collection that meets the instructional needs of the College.

Instruction: The focus from the instructional areas of the College was centered on the implementation of sophomore level courses for the Associate of Arts degree. A number of the courses existed under the two-year Performance Certificate program; however a number of new courses became active. The new courses also triggered curriculum review of some existing courses to ensure program cohesion and redundancy reduction.

In conjunction to institutional effectiveness course level SLO reporting was significantly improved with 84% of courses reporting SLO's. Outcomes from those courses are reported in the Academic Programs Annual Report [Appendix A]. In summary the majority of courses are meeting their SLO targets. Tabulated results revealed a performance gap between performance core classes and more traditional academic courses. This outcome was expected based upon previous year's anecdotal review.
An interesting observation and correlation was found in student evaluations. In this process students self-reported their effort in class was on average 20 points lower than for arts based courses. Detailed results are found in the Academic Programs Annual Report [Appendix A].

Student Success: Overall student performance and success is very high. This is attributed to the admissions process preparing students for success within our programs as well as the interaction between faculty and students that promotes support.

With the implementation of the Associates program there has been a dip in institutional cumulative GPA and sophomore persistence. This is expected as the AA requirements include a higher number of traditional, academic based courses. As reflected in the Annual Academic Program report [Appendix A] students perform on average 20% lower in those courses than they do in performance core classes.

AA completion rates are concerning, however anecdotal evidence points to a majority of the student body placing higher sense of importance in the overall experience of The Young Americans rather than earning an AA degree. Beginning next year we will begin tracking educational goals and priorities of student on an individual basis.

Facilities: The piano lab received a major upgrade for the 2014-2015 academic year. The upgrades included in-laid electrical and network wiring as well as a new floor to accommodate the new units installed into the lab. The upgraded lab was renamed to the June & Margaret Piano Lab in honor of the supporting donor.

The student lounge was upgraded with replacement AC unit, new flooring and furnishings.

The black box studio had electrical work completed to improve lighting system installed.

Key pad entry systems were installed on external doors. This provides students access to campus facilities while also protecting the safety of the campus facilities and equipment.

Equipment & Technology: Continual improvements and upgrades for equipment and technology continue based upon recommendations from faculty and staff.

- Remaining projector system in classroom 1 was replaced with wall mounted, 55" flat screen, smart TV.
- Computer lab received 6 upgraded PC terminals and 2 upgraded Mac terminals.

- Piano lab upgrade included 17 new Yamaha CLP-525 digital pianos with lab controller.
- 2 Camcorders were purchased for the piano lab and theatre classes.
- Upgrade to fiber optic internet connection to improve campus internet speeds.
- 4 Wireless Access Points and student Wi-Fi network added to campus.
- Added IT support through third party contractor.

Accreditation: During the year the California legislature passed new legislation requiring all degree granting institutions in the State to achieve full accreditation by June, 2021. While obtaining accreditation has always been a goal of the College program focus has been on developing curriculum and basic operating structures in a manner that was organic given the College programs existence within the parent entity. The new legislation however, requires that we speed up plans for meeting standards.

The Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges (ACCJC/WASC), has been identified as the appropriate accrediting body based upon mission, program offerings and organizational structure.

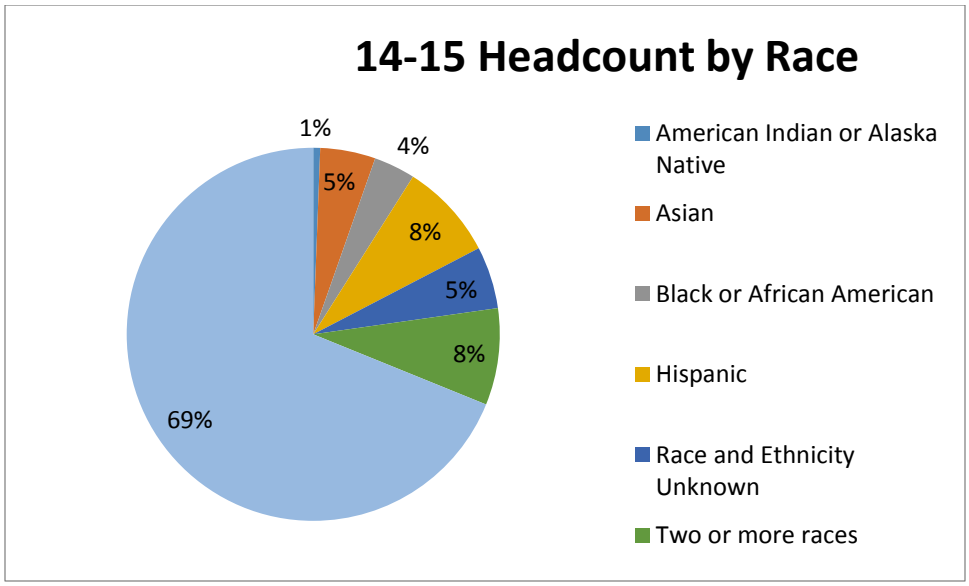
In March we began a GAP analysis of standards and retained a consultant, Bill Pickens, to conduct the analysis. The conclusion of the analysis was recommendations regarding bylaw updates, organizational structure changes and improvements to board minute documentation. Aside from those items the College was evaluated to be meeting all eligibility standards.

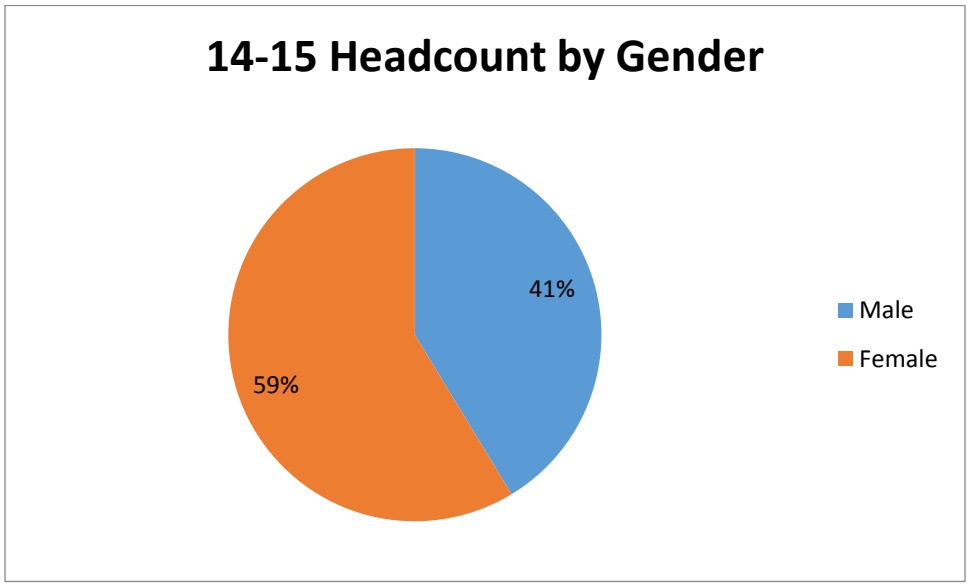
A timeline for meeting State regulations was developed and submitted to the California Bureau of Private Postsecondary Education in compliance with reporting standards [Appendix G].

Data Summary

Data Metric	2014-2015	2012-2013	2013-2014	2015-2016
STUDENT PERFORMANCE				
Student Course Completion Rate	95%	95%	94%	90%
Student Degree Completion Rate	21%	43%	42%	30%
Number of Degrees awarded, by program	MOT = CERT = 6 AA = 6 AA, vocal = 3 AA, Acting = 3	MOT = 15 CERT = 37	MOT = 22 CERT = 30	MOT = 18 AA = 21
Fall to Fall Retention Rate, AA seeking students	88%	N/A	N/A	85%
Freshman Persistence Rate, Fall to Spring	100%	95%	95%	92%
Sophomore Persistence Rate, Fall to Spring	90%	91%	70%	80%
Freshman Student Satisfaction	94%	N/A	N/A	95%
Graduate Student Satisfaction	N/A	N/A	N/A	80%
Institutional Cumulative GPA	3.19	3.57	3.27	3.20
ENROLLMENT	**2014-2015**	**2012-2013**	**2013-2014**	**2015-2016**
Enrollment, unduplicated annual student headcount	165	270	190	185
Enrollment, unduplicated annual full-time enrollment headcount	143	184	175	165
Enrollment, by program of study				
Associate of Arts	130	Not offered	78	160
Music Outreach Training Certificate	17	16	26	25
Performance Certificate	8	177	73	Converted to Associate of Arts
# Applicants	819	786	726	900
# Admissions	299	405	365	330
SCHOLARSHIP AWARDS				
Scholarship Funds Awarded	$143,527.71	$65,065	$69,325	$175,000
Freshman Awards	$100,997.21 41 recipients	$41,486 36 recipients	$33,900 29 recipients	$120,000 50 recipients
Sophomore Awards	$42,530	$22,039	$33,900	$55,000

	41 recipients	47 recipients	29 recipients	40 recipients
Work Scholarship		$1,540 3 recipients	$13,425 7 recipients	
FACULTY	**2014-2015**	**2012-2013**	**2013-2014**	**2015-2016**
% Courses Taught by Core Faculty	60%	N/A	N/A	70%
% Courses Taught by Faculty with Bachelors Degree & 10 years professional experience or higher	50%	N/A	N/A	60%
% Courses Taught by Professional Experience only faculty	31%	N/A	N/A	20%
% of Breadth of Knowledge courses taught by instructor with Master degree or higher	87%	N/A	N/A	100%


14-15 Headcount by Race
1%
4%
5%
8%
5%
8%
69%
American Indian or Alaska Native
Asian
Black or African American
Hispanic
Race and Ethnicity Unknown
Two or more races


14-15 Headcount by Gender
41%
59%
Male
Female

PERSONNEL SUMMARY

FACULTY

During the 2014-2015 year we undertook a faculty assessment to compare current faculty hiring's against the matrix of faculty standards developed. The full report is located in appendix H. The report identified areas of concern regarding the number of courses taught by instructors with professional experience equivalences. The report resulted in the identification of the following benchmarks:

1. Courses taught by instructors with professional experience only should not exceed 20% of courses offered.

2. 100% of courses designated as breadth of knowledge courses should be taught by instructors with master's degrees or higher.

3. 60% of courses should be taught by faculty with Bachelor's Degrees plus professional experience or higher.

4. 70% of courses should be taught by core faculty.

Hiring strategies for 2015-2016 will focus on developing the faculty body to meet the benchmark standards defined above. Two core faculty members in the music department submitted their resignation in order to pursue career advancement opportunities. These openings will support meeting benchmarks as one of the members was ranked based on professional experience equivalency. The position will be replaced with a credentialed member. There will be a significant budget impact, however, faculty development strategies are a high priority and thus budget allocations will reflect this need.

STAFF

STAFF – NON FACULTY			
TITLE	**FULL TIME**	**PART TIME**	**OTHER DUTIES**
VP Academics (Institutional CEO)	X		Part of executive management team for The Young Americans, Inc.
Dean of Instruction		X	
Dean of Administrative Services	X		Instructor for Business Math courses.
Admissions Director		X	
Dean of Students	X		Instructor for Practicum courses.
Counselor		X	
Resident Advisors		X	

The support staff for the College is nimble and effective. Focus in the past years has been on improving systems and programs to support the daily operations. This year highlighted that those systems are fully implemented and additional staffing is needed to ensure quality of service going forward. Student records and processing are digitized; however additional man power is needed to ensure data updates are correct. To address this need the Director of Admissions position will increase to a fulltime position beginning July 1, 2015. This will allow the Dean of Administrative services to be able to focus on student enrollment and financial records. The data collection at time of application and admissions will be fully processed by the Director of Admissions.

FINANCIAL

With freshman enrollment projects lower than estimated in the original budget a major budget revision was undertaken in October, 2015.

Income projections were revised down by $220,000. Expenses were revised down by $95,000. The original budget also did not reflect assets scheduled to be released from restricted funds. The cash based result was a reduction in projected net income of $21,000. [Appendix I].

The year end result compared to the revised budget resulted with gross income over budget by $3,500 and expenses were over budget by $20,000. The overruns in expenses were due to increases in transaction charges for credit card processing.

The financial position of the College division is improving as a result of increased contributions and scholarship funds. We have delayed increases in rent charges for student housing in prior years, however, this is no longer sustainable. With rents increasing at 6% on average, we will need to increase rent charges to students for the 2015-2016 academic year.

Until such time as the College is title IV eligible, access to financial aid is limited to institutional support for students. Some students do receive aid based upon their co-enrollment status with North Central; however, this pathway also increases overall tuition costs for those students.

Future financial planning will involve tuition increases; however, without increased access to financial aid tuition increases will have a negative impact on enrollment numbers and overdue student account balances. Financial operations are expected to be tight for the next two year until increased enrollment projections take full effect in increasing the overall student body.

STRATEGIC PLANNING

In the months following the end of instruction, Department heads came together to develop a 5 year strategic plan. The following goals were developed:

Goal 1: Improve Student Success

Student success is measured on an individual student basis through personal goals and collectively through retention, completion and student satisfaction rates.

1. Increase completion rate of programs of study.
2. Decrease achievement gaps between student performance in general education courses as compared to major related/performance based courses.
3. Increase student engagement in learning support services.
4. Develop and integrate student information literacy program.

Goal 2: Increase Student Access

A diverse student body enhances cultural interactions and strengthens the overall learning experiences for students.

1. Admit foreign students.
2. Increase scholarship support available to students.
3. Attain regional accreditation.
4. Offer financial aid assistance to students.

Goal 3: Implement Integrated Effective Planning

An integrated effective planning process that is systematic and continuous ensures student learning is central in all departments and that the College remains mission-focused.

1. Systematic planning reviews conducted by all departments.
2. Integrate student learning and service outcomes with resource allocation.

The strategic planning process, combined with the implementation of institutional effectiveness plans, rendered the Institutional Development Plan that covered 2013-2018 no longer relevant. As such a revised plan was developed and is included as a part of the institutional strategic plan. The complete plan can found in appendix J.

PRIORITIES FOR 2015-2016

These are extracted from the department reports and listed in order of priority.

1. Fill open faculty positions with credentialed candidates
2. Build information literacy programs
3. Implement software programs to support institutional assessment
4. Narrow the outcomes gap between performance and breadth of knowledge courses
5. Increase admissions director to a full time position
6. New dance floor in studio
7. Develop intern/teaching assistant program
8. Increase teaching supply budget allocations
9. Develop core faculty position within breadth of knowledge department
10. Add turnitin.com services to library resources
11. Add grammerly.com services to library resources
12. Increase funding for professional development for faculty and staff

REVIEW OF PRIOR YEARS ACCOMPLISHMENTS

The purpose of this section is to document all of the investments, improvements and accomplishments of the College in years prior to comprehensive annual reporting. Data provided in earlier sections that had historical comparisons such as enrollment, persistence, completion rates etc. is not repeated.

2013-2014 Academic Year

Instructional: Implemented the revised curriculum plan for freshman level courses. As degree granting authority from the State was not formalized at the start of the academic year, the curriculum was published as the Performance Certificate program. Once approval was received students were able to opt into the AA program. All freshman students who had entered under the Performance Certificate program choose to transfer to the AA program. Thus the Performance Certificate program is only active for those students enrolled prior to fall 2013 with unmet graduation requirements.

Dean of Instruction position was added to the staff this year. Main focus was on ensuring master course outlines were reviewed including review of all course student learning outcomes. A syllabi template was also developed to improve accuracy of information and consistency of communication between faculty and students.

Professional development focused on cross-curriculum integration. Faculty provided a weekly overview of course content that was shared with all faculty. This purpose was for everyone to be able to see main themes and subjects across the entire curriculum and look for places of integration. This lead to the business math and stage craft courses working together so that a production assignment in stagecraft now incorporates budget planning that is addressed in the business math course.

After discussion with music faculty, a vocal master class will be added as a core curriculum component of the semi-private and private voice courses. The purpose is to bring the students together in a performance orientated situation which also incorporates feedback from a range of faculty members.

Institutional Effectiveness: Focus was placed on developing a comprehensive plan for assessing institutional effectiveness. Over the course of the year a detailed plan was developed that collects data from all departments within the College. Some elements of the plan such as student learning outcome reporting and student evaluation of faculty are already in implementation however the results from those assessment models are not shared across the College or leveraged to support improvement and planning. The institutional effectiveness plan is designed to address these issues.

Admissions and Enrollment: Began to implement strategic admissions to help ensure incoming freshman class reflects enrollment and diversity goals. This is supported by improving recruitment efforts of male students. It is expected that these actions will result in lower enrollment levels for 1 to 2 years while recruitment efforts take effect.

Scholarships: The Foundation for The Young Americans was established this year and we expect to see a substantial increase in scholarship funds over the coming years. Funds will be strategically awarded to help support enrollment and retention goals.

Facilities & Equipment:

- Blackbox studio space was created within existing premises. This space provides an on campus performance venue for acting classes, recitals and other small productions.
- 5 classrooms were upgraded with wall mounted 55" flat screen smart TVs, new audio systems including a microphone, mirror and piano in each classroom.
- 2 mac terminals were upgrades in the computer lab.
- 3 laptops with wi-fi hubs were purchased to be used as portable computer lab components for students engaged in practicum courses off campus.
- Papercut software was installed to allow for pay by page printing for student use.

2012-2013 Academic Year

Curriculum: The first half of the year was focused on finalizing curriculum review and development of the Associate of Arts program. Each department worked to define SLO's for each of the courses and define how those map to the program goals defined previously. Course sequencing was finalized and master course outlines drafted.

California State Bureau of Private Postsecondary Education: We received permission from the BPPE to submit a change of education application to be reviewed in conjunction with the final review phase of the pending application for operating authority. The application was submitted in February requesting a change in education goals to allow us to offer an Associate of Arts in Performance degree.

Planning: Program planning including financial planning for the next 5 years was undertaken. Planning revealed the need raise tuition to match the increases in operating costs as faculty needs increase and focus is on preparing for an AA program.

Admissions and Enrollment: Improvements are being made to the admissions process, primarily regarding the review and processing of auditions. The improvements include improving continuity across the various audition processes and ensuring auditions are documented for review.

Facilities and Equipment: Major development this year was the conversion of the 1112 building from storage into classrooms. This development allows us to release the Compton building and will bring all of the facilities onto the same campus. The conversion created 4 classrooms, piano lab, expanded computer lab, 4 private practice rooms, library resource room and faculty office space.

- Computer lab has 8 upgraded PC terminals
- Library resource room has 4 new pc terminals
- Piano lab provides a permanent space for keyboard terminals

2011-2012 Academic Year

California State Bureau of Private Postsecondary Education: We received notification that the verification of exemption certification for operating under the new College name (The Young Americans College of the Performing Arts) was denied. Upon appeal it was determined that the College program has evolved over time and as such no longer meets exemption standards.

An application for authority to operate was filed. The application was extensive and although we begun developing an AA program this year, in order to ensure compliance and under recommendations from the BPPE analysis's the application was filed based upon current program offerings. Once approved a subsequent application for change of educational goals will need to be submitted for authority to be a degree granting institution.

Accreditation: The eligibility application to National Association of Schools of Theatre was denied. After extensive follow up conversations, it was determined that NAST does not have a standard or policy that would allow it to assess the College based upon the parent entity structure.

Given that the decision was made to not separate the College from the larger organization it was determined that accreditation would need to be sought through the regional accrediting body which does have provisions and standards for the parent entity structure. However, without degree granting authority the College program is not eligible.

This means the goal of accreditation as an independent institution will be delayed. However, time is needed to further develop curriculum, faculty and program operations to meet regional standards. Primary focus for the next year will be upon completing AA curriculum and program planning, implementing student learning outcome reporting for all courses and evolving the College division from a certificate program to a degree granting institution.

Curriculum Review: Began the process of reviewing curriculum and developing AA programs of study. The process involved indentifying what the purpose and goals of the College division are and articulating those into specific program goals for an AA program. Then as specific courses and curriculum content was discussed, everything was reference back to those basic goals. The success of this program was that there very little dissent amongst all faculty regarding course content and sequence. By having defined the goals first everyone was on the same page.

The AA program in draft concept was presented to the student body who expressed strong objections to separate AA program for voice, acting and dance. The student body feedback was a program of study that was broad in its scope so that they would all have a shared experience.

The faculty and student feedback were compiled to develop an Associate of Arts in Performance with options for specialization in voice, acting or dance. The course requirements and sequencing have been developed and the work will continue next year to define course SLO's and curriculum content.

Personnel: A part time counselor was added to the staff this year. The counselor's primary roles are to provide emotional, mental health and academic support to students who present with struggles and/or disabilities.

Full-time acting instructor was added to the theatre department which will provide much needed leadership and stability to these series of courses.

Added resident advisor roles as a work study program to improve support and safety in student housing arrangements.

Facilities and Equipment:

- 16 Yamaha P-95 88-key digital keyboards for use in piano class and music theory
- 3 Kawai acoustic upright pianos for studios and classrooms
- Populi added Library module
    - All books, DVDs, songbooks, etc. on campus were added as resources for student checkout

2010-2011 Academic Year

North Central Michigan College: This year saw the launch of the partnership with NCMC. This partnership provides concurrent enrollment opportunities for students. The partnership does trigger a significant increase in record keeping and processing functions or the Administrative Services Department, however the improved access to resources and support for students is well worth the increased work load.

The basics of the partnership include a series of NCMC courses that sync with YA programs of study that will be taught on the YA campus. YA faculty approved by NCMC will instruct the courses. It will mean some adjustments in curriculum content, however the adjustments are minor and do not pull the YA program away from its mission.

Instruction: A big focus of this year was implementing revised scheduling and course structure ensuring contact hours and class sizes were to acceptable standards for higher education and student success. Reports from students and faculty were very positive in regards to improved learning experiences and course outcomes. There was an immense strain on facilities, especially in the fall semester. This was eased by the spring semester when an unused classroom building located a few blocks from main campus was located.

Facilities and Equipment: The mid year expansion into the Compton building added 5 classrooms to campus facilities. The facility was move in ready and only required furnishings to be ready for classes.

- 4 Projectors for use in classrooms
- 4 PCs for use in faculty offices and student break area in Compton building
- Implemented use of Populi administration system
- Student lockers to student lounge and studios