



2015-2016 ANNUAL INSTITUTIONAL REVIEW

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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.

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Supporting Documents

Annual Academic Program Review
Annual Music Department Review
Annual Theatre Department Review
Annual Dance Department Review
Annual Breadth of Knowledge Department Review
Annual Administrative Services Department Review
Annual Student Services Department Review

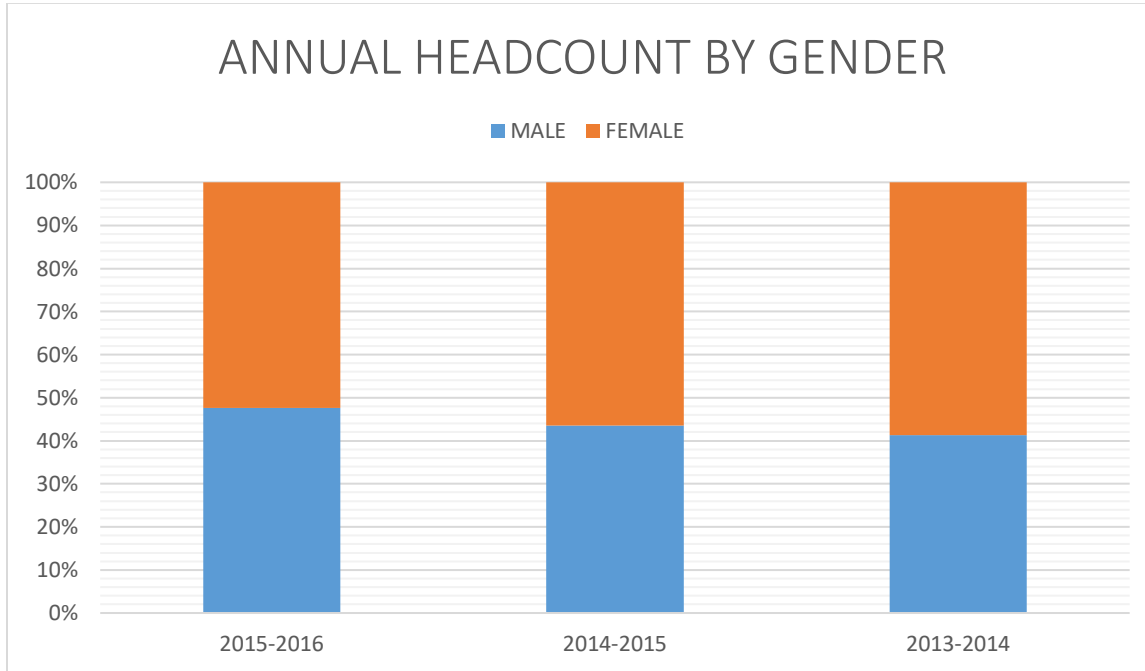
Data Summary

Data Metric	2015-2016 GOAL	2015-2016 RESULTS	2014-2015	2013-2014	2016-2017 GOAL	INSTITUTIONAL BENCHMARK
Student Course Completion Rate	90%	95%	95%	94%	90%	Exceeded benchmark by 5%
Student Degree Completion Rate	30%	20%	21%	42%	30%	45% Under benchmark Critical priority
Number of Degrees awarded, by program	MOT = 18 AA = 21	MOT = 5 AA = 2 AA, Vocal = 7 AA, Acting = 3 AA, Dance = 3	MOT = CERT = 6 AA = 6 AA, vocal = 3 AA, Acting = 3	MOT = 22 CERT = 30	MOT = 5 AA = 12 AA, Voice = 10 AA, Acting = 8 AA, Dance = 0	Benchmark not applicable
Fall to Fall Retention Rate, AA seeking students	85%	71%	77%	N/A	75%	9% below benchmark
Freshman Persistence Rate, Fall to Spring	92%	91%	97%	95%	90%	Exceeded benchmark by 1%
Sophomore Persistence Rate, Fall to Spring	80%	98%	81%	70%	90%	Exceeded benchmark by 12%
Freshman Student Satisfaction	95%	98%	94%	N/A	95%	Exceeded benchmark by 23%
Graduate Student Satisfaction	80%	Insufficient data	N/A	N/A	80%	Insufficient data
Institutional Cumulative GPA	3.20	3.19	3.19	3.27	3.20	Exceeding benchmark (3.0)

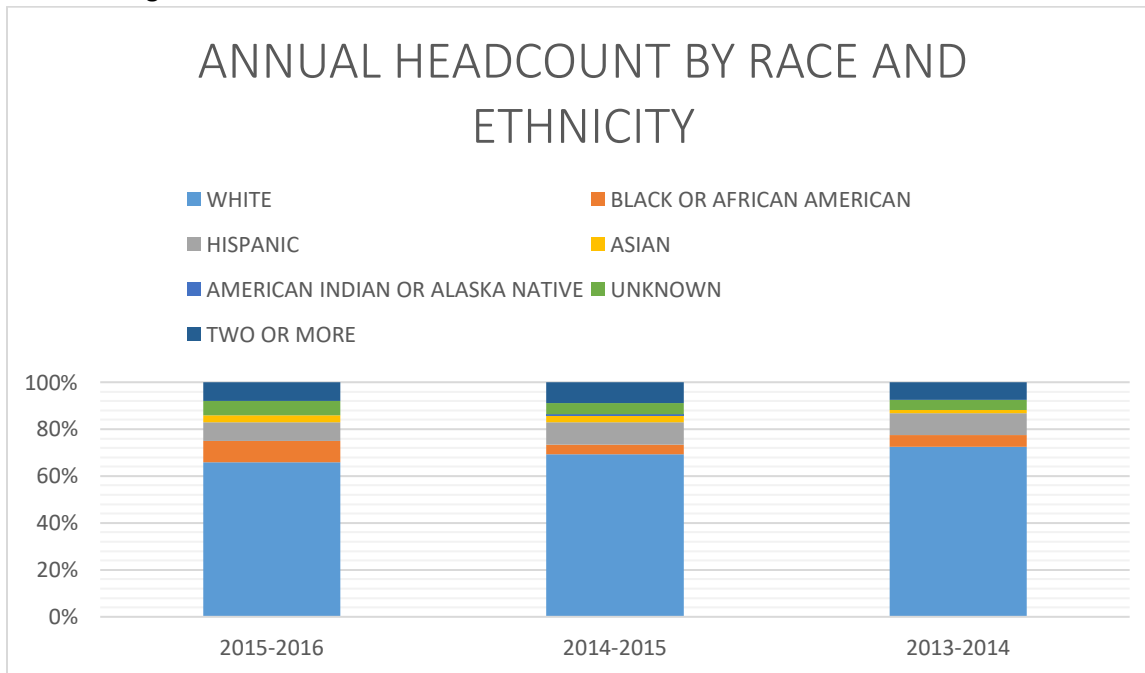
ENROLLMENT	2015-2016 GOAL	2015-2016 RESULTS	2014-2015	2013-2014	2016-2017 GOAL	INSTITUTIONAL BENCHMARK
Enrollment, unduplicated annual student headcount	185	164	147	160	210	Benchmark not applicable
Enrollment, unduplicated annual full-time enrollment headcount	165	148	126	147	195	Benchmark not applicable
Associate of Arts	160	157	134	78	180	Benchmark not applicable
Music Outreach Training Certificate	25	7	10	9	10	Benchmark not applicable
Performance Certificate	Converted to Associate of Arts	Converted to Associate of Arts	8	73	N/A	N/A
# Applicants	900	1008	819	726	1000	Exceeded benchmark by 200
# Admissions	330	430	299	365	400	Exceeded benchmark by 130
Scholarship Funds Awarded	\$175,000	\$196,673.50	\$143,527.71	\$69,325	\$200,000	Benchmark not applicable
Freshman Awards	\$120,000 50 recipients	\$132,539 45 recipients	\$100,997.21 41 recipients	\$33,900 29 recipients	\$135,000 40 recipients	Benchmark not applicable
Sophomore Awards	\$55,000 40 recipients	\$64,142 27 recipients	\$42,530 41 recipients	\$33,900 29 recipients	\$65,000 25 recipients	Benchmark not applicable
FACULTY	2015-2016 GOAL	2015-2016 RESULTS	2014-2015	2013-2014	2016-2017 GOAL	
% Courses Taught by Core Faculty	70%	72%	60%	N/A	75%	Exceeding benchmark by 2%
% Courses Taught by Faculty with Bachelor's Degree & 10 years professional experience or higher	60%	70%	50%	N/A	70%	Exceeding benchmark by 20%
% Courses Taught by Professional Experience only faculty	20%	10%	31%	N/A	15%	10% below maximum allowance

% of Breadth of Knowledge courses taught by instructor with Master degree or higher	100%	100%	87%	N/A	100%	Meeting benchmark
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DISAGGREGATED DATA

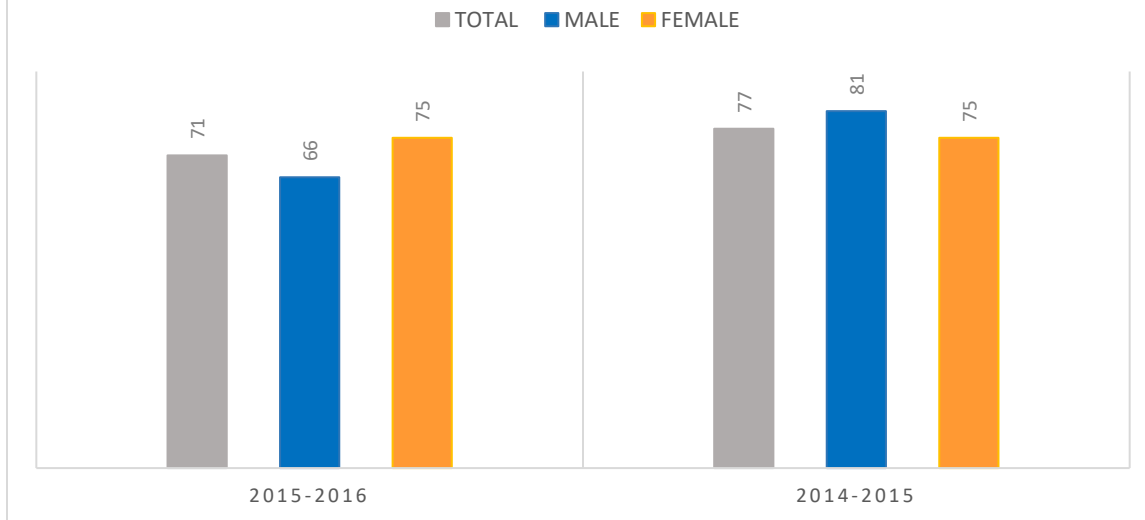


Splits between male and female students trending towards a more even split in alignment with enrollment goals.

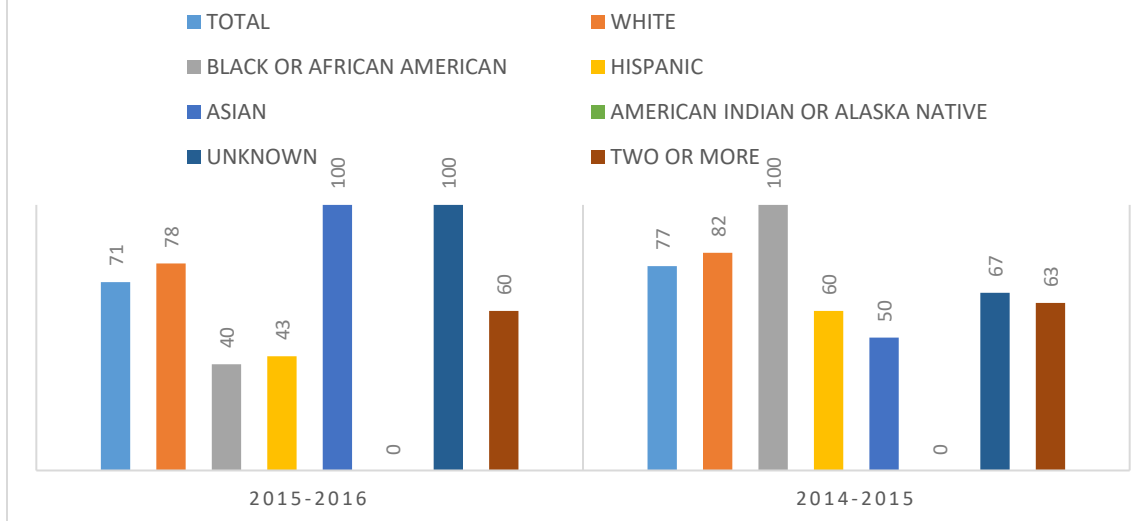


Overall student body still not as reflective of the community, however, minority students as a percentage of the student body increased by 10% over the three-year period. Limited access to financial aid is a major impediment to minority student enrollment.

FALL TO FALL RETENTION, AA SEEKING BY GENDER



FALL TO FALL PERSISTENCE, AA SEEKING BY RACE AND ETHNICITY



Data sample size is too small and longitude data insufficient at this time to draw any major conclusions.

Status of Priorities Identified in the 2014-2015 Annual Report

1. Fill open faculty positions with credentialed candidates

The search efforts to fill open faculty positions yielded a pool of quality candidates and as such we were able to improve our overall faculty balance. The percentage of courses taught by those with professional experience only decreased from 31% of courses in 14-15 to 10% in 15-16. The percentage of courses taught by those holding a Master's Degree or a Bachelor's Degree with 10 years+ professional experience increased from 50% in 14-15 to 70% in 15-16.

2. Build information literacy programs

The virtual library service was fully enacted. The librarians completed a review of course curriculum to develop a comprehensive list of resource needs. A multi-year budget plan was approved to support resource procurement.

Library orientation was added into freshman and sophomore orientation sessions. Additionally, information regarding library services and access were added into the syllabus template for all courses.

3. Implement software programs to support institutional assessment

TK20 assessment software was purchased at the beginning of the year. Administrative staff worked to prepare structure and set up and faculty began interfacing with the system in the spring semester.

By year end faculty were entering course data into the system and the process to ensure gaps are identified and improvement actions engaged was fully implemented.

4. Narrow the outcomes gap between performance and breadth of knowledge courses

To address this gap focus was placed upon improving tutoring support for students. Additionally, a concerted effort was undertaken within the breadth of knowledge department faculty to develop hands-on, mentally-engaging pedagogical approaches to engage students in their learning process.

Students self-assessment of overall effort in class in the Breadth of Knowledge department as an overall average increased 15 percentage points from the "moderate" and "moderately weak" ratings to "moderately strong" and "strong" ratings.

Course SLO results, when averaged for each department, show a 17 percent increase (79% to 96%) in the number of students meeting established benchmarks.

5. Increase admissions director to a full time position

This was accomplished with the position being full-time July 1st, 2015 in alignment with the start of the new fiscal year.

6. New dance floor in studio

Upon closer inspection a new floor was not needed, however, extensive repairs were made.

7. Develop intern/teaching assistant program

Not pursued within the College division.

8. Increase teaching supply budget allocations

The budget allocations added \$1,300 (a 30%) increase to the line items related to classroom supplies, teaching supplies, and music supplies.

9. Develop core faculty position within breadth of knowledge department

A new faculty hire was added into the core faculty team. To further support and enhance breadth of knowledge overall a department chair was appointed June 1, 2016. The position had previously been filled by an interim.

10. Add turnitin.com services to library resources

Approved for the 2015-2016 budget.

11. Add grammarly.com services to library resources

This is a chrome plug-in and was passed along to IT for review and implementation.

12. Increase funding for professional development for faculty and staff

Budget allocations were unable to meet this need in the current year. However, additional focus on full faculty meetings was dedicated to topics to support professional development. Faculty are also encouraged to undertake professional development opportunities between April and August when there are no courses in session.

DEPARTMENT AND FUNCTION OVERVIEW

Admissions: The admission department met all goals for the year.

Enrollment goals established for the year were met. Total number of applicants increased by 23%. Furthermore, the admission rate increased by 7% which indicates the quality of applicants improved from the prior year.

The key enrollment goal for the year was to secure an even balance of gender within the student body. Annual unduplicated headcount, disaggregated for gender showed a 52% female and 48% male student body. In analyzing the probability of the balance to be maintained into future years the overall attrition rate remained the same, however when disaggregated for gender, there was a 3% increase in attrition for male students.

This was primarily accomplished through improved communication and training with touring company staff who serve as primary points of contact for potential students. A College website, separated from the organizational website was developed. The standalone site provides easier access to information for potential students.

Student Services: The student services department met all goals for the year.

Feedback from students regarding their overall satisfaction with student services and their college experience remain exceptionally high. Although retention and persistence rates fell six percentage points from the prior year, analysis reveals this drop was incurred in the fall semester as a result of student services early alert and intervention activities. Furthermore, once it was identified that enrollment increased by 25% it was expected that there would be a drop in retention and persistence.

Tutoring and success coaching plans were partially implemented. Although student specific data was not collected for analysis, overall course completion rates remained unchanged from the prior year, even with a larger enrollment head count. The area of concern is course completion rates for distance education courses which have a completion rate of 79% compared to 96% for face to face courses. The lower completion rates in this delivery mode is the leading cause behind the low degree completion rates.

Library Services: The virtual library service completed the implementation process resulting in a 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. A multi-year needs plan has been developed and funding approved to support development of curated resources.

An interim access platform was developed over the summer to provide students and faculty with links to open source resources. A Libguides platform is being developed to enhance user experience and encourage utilization by both faculty and students. Integration of student information literacy is embedded in the institutional strategic plan with defined measures and action items to support improvement and integration of information literacy into the curriculum.

Instruction: A review of course scheduling and sequencing lead to changes in course planning. It was determined that 3-hour course sessions were less beneficial to student success and engagement and scheduling change for 2016-2017 will be implemented to change to multiple sessions each week.

Sequencing assessment also lead to planned changes to add a Dance Techniques and Conditioning class to the curriculum. To avoid overload for students the tap class had a unit reduction. Based upon sequence analysis and student feedback it was also noted that there is strong benefit to student learning when music theory and piano courses are taken concurrently. To further enhance the learning correlation the two courses will be revised and sequenced as an integrated learning experience for students. Faculty involved will take the lead in reworking a comprehensive curriculum overview and lesson plan that maps to the course student learning outcomes for both courses prior to implementation in the fall 2016 semester.

Student satisfaction with courses resulted in overwhelming positive results. Questions pertaining to the classroom environment, course pacing and rigor, and instructor preparedness all returned ratings as “strongly agree” from 80% or more of reporting students. Two prompts that require improvement actions are “Overall content is stimulating and challenging” (63%) and “Purpose of course is clear and relevant (79%). Planned improvement actions include reassignment of faculty to specific courses that provided for a better alignment between skill sets and course objectives.

Student Success: Degree completions rates are far below institutional benchmarks. The leading cause are student’s withdrawing or failing from Human Biology, Interpersonal Communications and English Composition II courses. The common factor with all three courses is their mode of delivery which is distance education. These courses are challenging for students furthermore, student survey’s conducted during freshman orientation reveal obtaining an AA degree is least important to students when ranking their personal goals for enrolling. Improvement actions include emphasizing the importance of an AA degree to students, further improving tutoring and support for students, and implementing student learning strengths and weakness self-assessments as a part of orientation. Apart from completion rates and three identified courses, student success is very strong.

Course completion rates overall are at 95%. Digging deeper into student learning outcomes at the course level 30 out of 37 courses reported student learning outcomes for three separate course SLO’s. Five courses reported one or more course SLO that did not meet the institutional benchmark of 75% of students attaining 70% or better for breadth of knowledge courses and 80% for performance courses. The standout improvement was in student success in breadth of knowledge course where the overall average outcome increased from 79% in 2014-2015 to 96% in 2015-2016 for students meeting or exceeding goals.

Accreditation: In November 2015 the eligibility application for accreditation with ACCJC/WASC was submitted. At its June 2016 meeting, the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges reviewed and accepted the Eligibility Report submitted by The Young Americans College of the Performing Arts. Under Commission rules, acceptance of an Eligibility Report does not establish a formal relationship between the Commission and the college.

Based upon the positive feedback received from the Commission and ACCJC staff the self-study assessment will be completed in the 2016-2017 academic year, with site visit planned for October 2017.

FINANCIAL

Unrestricted Net Assets:	JUNE 30, 2016	JUNE 30, 2015
Revenues and Support:		
College Program		
Tuition & Fees, Net of Discounts	\$ 1,200,557.00	\$ 1,105,633.00
Student Housing, Net of Expenses	\$ 16,846.00	\$ (20,160.00)
Contributions	\$ 36,516.00	\$ 58,983.00
Total unrestricted revenues	<u>\$ 1,253,937.00</u>	<u>\$ 1,144,456.00</u>
Net Assets Released from restrictions	<u>\$ 198,058.00</u>	<u>\$ 116,942.00</u>
Total unrestricted revenues and support	\$ 1,451,995.00	\$ 1,261,398.00
Expenses:		
College Program:		
Instructional	\$ 664,709.00	\$ 518,730.00
Student Services	\$ 71,594.00	\$ 66,959.00
Library	\$ 51,645.00	\$ 6,726.00
Facilities	\$ 197,989.00	\$ 152,990.00
Equipment & Technology	\$ 52,835.00	\$ 42,762.00
Admissions & Enrollment	\$ 109,935.00	\$ 128,899.00
Total program services	<u>\$ 1,148,707.00</u>	<u>\$ 917,066.00</u>
Supporting Services: General and administrative	<u>\$ 273,337.00</u>	<u>\$ 279,375.00</u>
Total expenses	<u>\$ 1,422,044.00</u>	<u>\$ 1,196,441.00</u>
Increase (Decrease) in Unrestricted Net Assets	\$ 29,951.00	\$ 64,957.00
Temporarily Restricted Net Assets:		
Contributions	\$ 186,590.00	\$ 165,000.00
Net Assets released from restrictions	<u>\$ (198,058.00)</u>	<u>\$ (116,942.00)</u>
Increase (Decrease) in Temporarily Restricted Net Assets	\$ (11,468.00)	\$ 48,058.00
Increase (Decrease) in Net Assets	\$ 18,483.00	\$ 113,015.00

STRATEGIC PLAN STATUS REPORT

GOAL 1: Improve Student Success

OBJECTIVE	METRIC	TARGET	CURRENT STATUS
1. Increase completion rate of programs of study.	# completers within 100% of stated completion time (2.5years)/# enrolled who in program with target completion date	65%	20% CRITICAL AREA OF FOCUS
2. Decrease achievement gaps between student performances in general education courses as compared to major related/performance-based courses.	Average final score for breadth of knowledge courses compared to average final score for performance core courses.	Breadth of Knowledge average final score = 80% Performance Core average final score = 92%	On track to meet target by end of plan. Breadth of Knowledge average final score = 75% Performance Core average final score = 90%
3. Increase student engagement in learning support services.	# of students with GPAs lower than 2.5 utilizing success coaching. % of students seeking support from student services.	Success Coaching = 90% Student Services = 50%	Data was not tracked and reported for the 2015-2016 academic year. Improvement actions for data capture are in place for 2016-2017.
4. Develop and integrate student information literacy program.	Increase in library resources and collections Student participation in library orientation	Number of library resources to meet information needs 100%	On track to meet target by end of plan. Virtual library implemented with multiple databases added. All freshman and half of sophomore student completed

	Number of course syllabi with embedded library assignments	100% Breadth courses and 75% all other courses	orientation. 100% will complete in the 2016-2017 academic year. No specific action or tracking in the first year.
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ACTION ITEMS

1. Implement collection and tracking of educational goal planning for students. (Student Services | Objective 1)
 - Student surveys conducted upon arrival on campus for freshman students.
 - Sophomore academic advising to be implemented in 2016-2017 academic year.

2. Implement academic advising procedures and services for students. (Administrative Services | Objective 1)
 - In progress.

3. Establish defined tutoring services available to students to support persistence. (Student Services | Objective 1 & 2)
 - Limited services were available in 2015-2016. A stronger program is being implemented in 2016-2017.

4. Assess program sequencing and timelines with consideration to student’s educational goals. (President | Objective 1)
 - Educational goal data being collected, assessment will take place in 2017-2018 once sufficient longitude data has been collected.

5. Assess course scheduling with feedback from faculty and students on course scheduling changes that became effective Fall 2015. (President | Objective 1)
 - Completed. Adjustments made to August session and course sequencing.

6. Appoint Breadth of Knowledge department chair to lead cross-curricular development with all departments towards meeting breadth of knowledge learning outcomes. (Dean of Instruction | Objective 1 & 2)
 - Completed.

7. Assess outcomes with feedback from faculty and students on implementation of intensive style courses for breadth of knowledge courses. (Dean of Instruction | Objective 2)
 - Completed. Determined that intensive courses are not beneficial as it adds to the stress students feel and diminishes opportunities for deeper thought and subject exploration.

8. Develop and implement robust faculty orientation and mentoring program to fully integrate new, non-arts based faculty into the institutional culture and dynamics of arts-focused students. (Dean of Instruction | Objective 2)
 - In progress. Defined faculty orientation process was developed with implementation planned for the 2016-2017 academic year.

9. Improve orientation activities for students to increase preparedness and awareness of support services. (Student Services | Objective 3)
 - In progress. Planned changes for student orientation include additional focus on ethical issues, assertive communication, and learning preparedness.

10. Strengthen collaboration between faculty and student services staff. (Student Services | Objective 3)
 - In progress. Trainings were conducted by student services with faculty on ways to utilize enrollment management software for early alert tracking on absence and poor performance.

11. Implement success coaching plan for freshman and sophomores. (Student Services | Objective 3)
 - In progress.

12. Complete an information need analysis. (Library Services | Objective 4)

- Preliminary assessment was completed. Next steps include interaction with faculty and students for feedback and assessment.

13. Develop a central curated library with resources to meet information needs. (Library Services | Objective 4)

- In progress.

14. Develop and deliver student library orientation. (Library Services | Objective 4)

- 80% completed with all freshman and 50% of sophomores receiving library orientation in 2015-2016.

15. Conduct GAP analysis of syllabi. (Library Services | Objective 4)

- Planned for 2017-2018

16. Aid faculty in embedding library based assignments into syllabi and course planning. (Library Services | Objective 4)

- In progress.

Goal 2: Increase Student Access

OBJECTIVE	METRIC	TARGET	CURRENT STATUS
1. Admit foreign students	% of student body that are foreign students	15% of student body are foreign students	SEVIS application pending.
2. Increase scholarship support available to students.	Dollar amount awarded to students	\$300,000 annually	On track to meet target by end of plan. \$196,673.50 was awarded in 2015-2016.

	% of students receiving scholarship support	75%	39% of full-time currently received scholarship support.
	Average Award Amount	\$2,070 (30%)	\$3,025 – will need to come down to reach 75% of student goal.
3. Attain regional accreditation.	Eligibility Approval	Spring 2016	Completed, June 2016.
	Candidacy Approval	Fall 2017	On target.
	Initial Accreditation	Spring 2020	On target.
4. Offer a full range of financial aid assistance to students.	Participation in federal financial aid programs	Fall 2018	NCMC partnership in place to assist students with access.

ACTION ITEMS

1. Complete SEVIS application process to admit foreign students into Certificate programs. (President | Objective 1)
 - Application completed, site visit conducted. Current status is under adjudication review.
2. Review application and admissions process to accommodate international students. (Director of Admissions | Objective 1)
 - Completed. Dean of Administrative Services is ready to implement once SEVIS approval is achieved.
3. Train admissions and recruitment staff on process and legalities of admitting international students. (President | Objective 1)
 - Partially completed. Lead staff have completed SEVIS training. Remaining staff will be trained once approval has been granted.
4. Add part-time position to admissions staff to focus on international students. (Dean of Administrative Services | Objective 1)

- Planned for 2017-2018 academic year staffing growth.
5. Partner with The Foundation for The Young Americans to launch a staffed development department. (President | Objective 2)
 - Full-time development director was hired and will begin July 1st, 2016.
 6. Strengthen outreach and engagement activities for alumni. (President | Objective 2)
 - Linked to develop plans for 2016-2017 year.
 7. Complete eligibility application with ACCJC/WASC. (President | Objective 3)
 - Application was completed and Eligibility Status was granted by the ACCJC commission at their June 2016 meeting.
 8. Implement policies, procedures and actions identified during GAP analysis to bring operations in alignment with standards. (President | Objective 3)
 - Main area identified is in governance. Working with consultant and Board of Directors to clarify roles and expectations.
 9. Engage Board, department heads, faculty and staff in self-study process. (President | Objective 3)
 - Spring eligibility workshop hosted by ACCJC was attended by 9 members of the organization, including two Board members and four faculty members.
 - Majority of actions to occur during 2016-2017 academic year.
 10. Research and develop plan for compliance of standards as a title IV institution. (Dean of Administrative Services | Objective 4)
 - Planned for 2016-2017.
 11. Recruit experienced financial aid officer to launch financial aid office. (Dean of Administrative Services | Objective 4)

➤ Planned for spring 2018.

Goal 3: Implement Integrated Effective Planning

OBJECTIVE	METRIC	TARGET	CURRENT STATUS
<p>1. Systematic planning reviews conducted by all departments.</p>	<p>Course level SLO reporting completed</p> <p>Satisfactory annual reports submitted by all departments</p> <p>Documented meeting notes with action item tracking</p> <p>Implementation of TK20 tracking software</p>	<p>100% of courses reporting</p> <p>100% satisfactory</p> <p>100% of all meetings documented</p> <p>Full implementation with loop closing actions documented and evidenced</p>	<p>81% of all courses.</p> <p>75% complete. All departments submitted reports but they are lacking in some depth and clarity.</p> <p>Notes for department chair and core faculty meetings are 100% documented. Department faculty meetings an administrative team meetings are 75% documented.</p> <p>On track with implementation and planning going forth.</p>
<p>2. Integrate student learning and service outcomes with resource allocation.</p>	<p>Documented process of prioritizing resource requests</p>	<p>100% department participation</p>	<p>Approved budget provides for department allocations that are aligned with current department needs.</p>

	Satisfaction of department heads, faculty and staff with allocation process	90% satisfaction	Data collection planned for 2016-2017 year end review.
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ACTION ITEMS

1. Review SLO mapping from course level through to institutional goals. Cross reference to ACCJC/WASC standards and strategic planning. (President | Objective 1)
 - In progress. Course SLO's were mapped, reviewed, and remapped to program goals. Annual reports ask for goals to be linked to mission and institutional goals. Refinement and clarity in progress.

2. Complete implementation of institutional effectiveness plan with assessments of yearly outcomes measured against baselines and historical trends. (President | Objective 1)
 - In progress. All reports were completed in reporting year.

3. Train faculty and staff on TK20. (Dean of Administrative Services | Objective 1)
 - Ongoing. Handbook guides and training completed for faculty and department chairs.

4. Assess data and feedback from parties through annual reports. (President | Objective 2)
 - Ongoing.

5. Implement system for soliciting feedback from faculty and staff relating to satisfaction of job functions, duties and operational procedures of the institution. (President | Objective 2)
 - Planned for 2016-2017 academic year.

PRIORITIES FOR 2016-2017

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

1. Complete ACCJC self-study
2. Improve course completion in distance education courses
3. Continue to improve student body diversity to be more reflective of global community
4. Continue developing information literacy programs
5. Further development of academic advising process
6. Implement robust tutoring program
7. Implement and document student success coaching
8. Build faculty pedagogical skills
9. Continuous curriculum improvement
10. Evaluate tour class facilitation
11. Continue improvements in admission data collection and accuracy