



THE YOUNG AMERICANS COLLEGE OF THE PERFORMING ARTS

2017 INSTITUTIONAL SELF-EVALUATION REPORT
IN SUPPORT OF AN APPLICATION FOR CANDIDACY



The Young Americans College of the Performing Arts
1132 Olympic Dr, Corona, CA 92881
www.yacollege.org

Report Certification

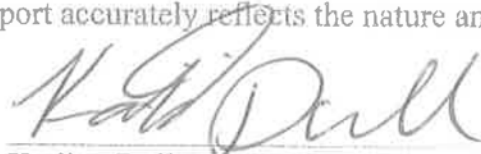
To: Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges.

**From: Katiina Dull, President
The Young Americans College of the Performing Arts
1132 Olympic Drive, Corona, 92881**

The Institutional Self-Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

I certify there was effective participation by the campus community, and I believe the Self Evaluation Report accurately reflects the nature and substance of this institution.

Signatures:



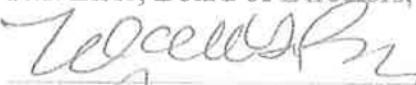
Katiina Dull, President

7/7/17
Date



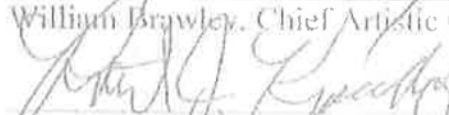
Phil Lisle, Board of Directors, President

6/2/17
Date



William Brawley, Chief Artistic Officer, The Young Americans

7/5/17
Date



Dr. Robert Kopecky, Chairman, Academic Advisory Committee

6/17/17
Date



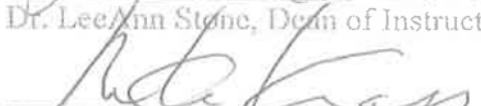
Cameron Coy, CFO

7/5/17
Date



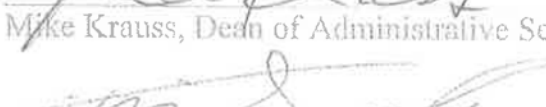
Dr. Lee Ann Stone, Dean of Instruction

7/14/17
Date



Mike Krauss, Dean of Administrative Services

7/14/17
Date



Travis Goode, Dean of students

7/5/17
Date

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Glossary & Acronyms

Bureau of Private Postsecondary Education (BPPE): A division of the California Department of Consumer Affairs responsible for regulating private postsecondary educational institutions that provide services within California.

BPPE Annual Report: Annual report required by BPPE. Note that this report is generated based upon calendar year not academic year.

Breadth-of-Knowledge (BoK): Refers to what other institutions may call General Education (GE or Gen Ed).

Chief Executive Officer (CEO): The general manager of The Young Americans, Inc. and is charged with the supervision, direction, and control of the business and affairs of the Corporation. In regards to YACPA, the CEO is the equivalent of a chancellor in a multi-college district. Prior to 2017 this position was referred to as the Executive Director.

College Principles and Policy Committee (CPPC): Committee responsible for developing and reviewing policies and procedures for YACPA.

Community Served: YACPA defines the community it serves as members of The Young Americans, Inc.

Core Faculty: Faculty members whose duties and responsibilities include instruction, assessing student learning, participation in institutional effectiveness planning and review, and curriculum development and review.

Deans: Serve as the leaders of each major YACPA division and report directly to the president.

Department Chairs: Serve as the leaders of each major academic department and report directly to the dean of instruction.

Enrollment Agreement: Contract agreement between YACPA and enrolled students in accordance with BPPE regulations.

Executive Director: Formally used in reference to the CEO.

General Faculty: Faculty whose duties and responsibilities are primarily focused on instruction and assessing student learning. General faculty are invited to participate in curriculum development.

Institution(al): Refers to all activities and business functions directly related to YACPA.

Institutional Effectiveness Plan (IEP): Planning document that defines the process and procedures for assessing institutional effectiveness in a comprehensive, systematic, and continuous manner.

LibGuides: Commercial content management system for online distribution of library content and resources.

Member: Refers to the cast members of The Young Americans, Inc. Also referred to as “volunteer.”

Music Outreach Tour: Traveling program produced by The Young Americans that visits schools and communities across the USA and around the world. Cast members audition and are selected by the chief artistic officer.

Music Outreach Tour Training Certificate: Program of study that is a subset of the Associate of Arts Performance degree program.

North Central Michigan College (NCMC): Community college accredited by the Higher Learning Commission with whom YACPA maintains a cooperative agreement.

Open access content: Content that is freely accessible to the public, in an electronic format, is linked into the virtual library and has been determined credible by faculty and librarians for use by students.

Organization: Refers to The Young Americans, Inc. as an entity.

Performance Division: Refers to the division of The Young Americans that produces and manages performances and touring productions.

Populi: Web-based college management software system.

President: Has full-time responsibility to the institution, is appointed by the Board of Directors, and is given the requisite authority to administer board policies applicable to YACPA.

SB 1247: A senate bill approved by the Governor in September 2014, which adds section 94885.1 to the California Private Postsecondary Education Act of 2009 and requires all non-accredited, BPPE-approved, degree-granting institutions to attain full accreditation by an accrediting agency recognized by the United States Department of Education by July 1, 2020.

School Performance Fact Sheet: Annual report required by BPPE that must be published according to the defined template and presented to potential students prior to their signing the enrollment agreement.

Student: Refers to the members of The Young Americans, Inc. who are actively enrolled in courses and programs of study with YACPA.

Subject Specialist Faculty: Faculty whose duties and responsibilities are primarily focused on instruction and assessing student learning and who have recognized professional experience equivalences in lieu of academic credentials. Subject specialist faculty are invited to participate in curriculum development.

The Young Americans, Inc.: The 501(c)(3) organization which serves as the parent entity of YACPA.

Tour: See Music Outreach Tour.

Virtual Library: The YACPA library system, which is 24X7 accessible and completely electronic in a range of library formats e.g. periodicals, ebooks, and multimedia.

Virtual Library holdings: Synonymous with library collections – content, both commercial and open access – that forms the library resources available to students.

Virtual Library homepage: The first page users land on in LibGuides when clicking on the Virtual Library Homepage link in Populi.

Volunteer: Refers to the volunteer members and cast members of The Young Americans, Inc. Also referred to as “member.”

Overview and Context

The Young Americans College of the Performing Arts (YACPA) is the post-secondary educational division of The Young Americans, Inc., a 501(c)(3) non-profit organization.

As YACPA is a wholly-owned proprietary institution of The Young Americans Inc., some functions of college operations are assumed by corporate officers and staff of The Young Americans, Inc. The Policy and Procedure Handbook, as well as, the supporting functional map provide a framework of operations and assigns authority and responsibility as appropriate to ensure educational quality, institutional integrity, and continuous quality improvement. The operational framework is equitable to that of a multi-college system and is further explained in the [Policy on Institutions with Related Entities](#) section.

YACPA is operating as a non-accredited institution, and to provide a bridge for students in terms of course transferability and access to financial aid, YACPA has an active cooperative agreement with North Central Michigan College (NCMC). The operational framework of [the cooperative agreement is addressed below](#).

For the purposes of this self-study, the responses and documentation presented, except when noted, represent the current operational status of YACPA as an independent institution.

History of The Young Americans, Inc.

The Young Americans, Inc. was founded in 1962 by Milton C. Anderson. Fifty-five years later, the organization still holds true to the founding vision.

The Young Americans is a charitable organization dedicated to the promotion of understanding and goodwill among people throughout the world through music, dance, performance, academic education, and cultural interaction among Student Members and their audiences.

It is the intention of The Young Americans organization that Student Members be a mixture of religions and nonreligious beliefs. Student Members will also have differing political persuasions. The Young Americans organization, however, does not endorse any political or religious agenda.

Student Members are accepted into the organization based upon their talent and their interest in helping other students throughout America and the world to attain self-confidence, self-esteem, and respect for others through music, dance, and performance.

The Student Members of The Young Americans are never paid as performers for the organization. As such, their participation is intended to be educational and not intended to be an occupation. The Young Americans are simply a group of talented young people who attend college level classes, sing, dance, teach others, learn from others, and entertain throughout the world.



In the early years of the organization, The Young Americans quickly became a household name through concert performances and television appearances. Bing Crosby was the first to have The Young Americans on his NBC-TV specials. What followed was many years of continued success with appearances on Johnny Carson's *Tonight Show*, *The Ed Sullivan Show*, and performances with Julie Andrews, Dean Martin, Andy Williams, Jimmy Durante, George Burns, Judy Garland, Johnny Mathis, Henry Mancini, and more. The organization was performance-focused; however, the mission of promoting goodwill and understanding was foundational and captured in the Academy Award

winning full-length documentary *The Young Americans* produced by Columbia Motion Pictures in 1969.

In the 1970s and 1980s, The Young Americans traveled in the Pacific Rim countries of Japan, Thailand, the Philippines, Singapore, Hong Kong, Australia, and Korea, performing for full houses in every venue in which they performed. For three consecutive summers, the organization performed nightly on a stage beside the Mediterranean Sea on the French Riviera. In 1976, The Young Americans performed at the foot of the Washington Monument in Washington, D.C. during the summer-long bicentennial celebrations on a special stage that was built just for this event. During this time, The Young Americans also performed ten national tours for Columbia Artists taking the organization to the finest theaters and arenas throughout the USA and the world, including Madison Square Garden in NYC, the Hollywood Bowl in LA, the Cow Palace in San Francisco, Victory Place in Canada, and premiere performances on the big stages in Disneyland and Disney World, at the LA Coliseum and MacArthur Place in Chicago. Packaged theatrical performances for corporate events took the group to locales from Hawaii to Florida, New York to Los Angeles, and Detroit to Denver for Chevrolet, IBM, Pepsi-Cola, Coca-Cola, Trans-American Insurance, Amway, Toyota, Frito-Lay, and countless others.





In the 1990s, The Young Americans took on the challenge to become a leading voice advocating for music and arts education in schools. This was accomplished through the formation of the Music Outreach Program. The Music Outreach Program travels to communities across the United States, and, since the year 2000, around the world, bringing performing arts experiences that create a

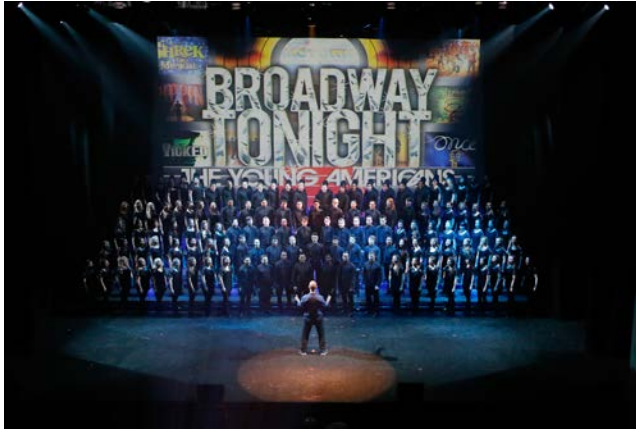
safe, supportive, and encouraging environment where kids from ages 8 to 18 can come together to learn, grow, and have fun all through the power of music ([OC 1.01](#)). The Music Outreach Program is centered on creating an environment where each local participant feels supported and encouraged. This is accomplished by ensuring The Young Americans cast, who lead the Music Outreach Programs, are incredibly diverse with a range of personalities, backgrounds, and skill sets so that participants feel a sense of ease and commonality from the moment they enter the workshop because there is a Young American cast member with whom they can identify. This concept is reinforced



throughout the workshop time through a thoughtfully designed series of music, dance, and performance classes that encourage positive self-expression, culminating in a final concert performance.

The final performance is more than just an opportunity for the community participants to show off all they have learned; it serves as a unifying goal. Whether a participant has years of performing experience or has never set foot on a stage, the idea of learning a show and performing it in a three-day time span can seem daunting to anyone. However, when surrounded by Young Americans who infuse the room with positivity and encouragement, participants stop worrying about who is watching or judging them and instead are able to let go of their own self-doubt, face their fears, and try new things.

Challenging the participants to learn an entire show so quickly brings them all together, wall flowers and social butterflies alike, to create a solid team working toward a common goal where everyone feels accepted, appreciated, and valued.



While the first thirty years of the organization defined The Young Americans as a premiere performance company, attracting talented singers and dancers who joined the organization seeking the performance experience and an introduction into the professional world of entertainment, the development and popularity of the Music Outreach Program over the next twenty-five years redefined The Young Americans as a service-based learning organization that

inspires, empowers, and brings people together. The commitment to education and advocacy not only provided a new road map for The Young Americans but also changed the primary reason people sought to join The Young Americans. It was no longer primarily about performing in prestigious theaters around the world but, rather, about service-based learning and travel opportunities. Furthermore, the development of the Music Outreach Program created many new opportunities for the members of The Young Americans to develop communication, critical thinking, problem solving, leadership, and cultural understanding skills through practical application and hands on experiences. As the number of tours grew from two national tours per year visiting 40 communities to twelve tours per year visiting over 240 communities in the U.S., Europe, Japan, and the United Kingdom, the organization identified three strategic challenges it needed to address.

The first strategic challenge was a need to develop a rigorous training program for new members of The Young Americans to ensure they had the knowledge, skills, and talents to be effective as a teacher, performer, and music advocate in the Music Outreach Programs. As the success and demand of the Music Outreach Program grew, the organization needed 120 fully trained cast members each season, up from the original need of 30 cast members each season.

The second strategic challenge was recognition that although the experience of being a Young American provided a range of learning experiences, there were gaps in knowledge and skills essential for members



to transition from their volunteer time with the organization to the professional world. The Young Americans learning experiences align with soft-skills, such as leadership, communication, teamwork, and problem solving and emphasize artistic growth.



organization.

The third strategic challenge was the need to be able to translate and quantify the experiences, knowledge, and skills a member gained during their time as a Young American in a manner that was recognized and understood by institutions of higher education and employers. The development of an Associate's Degree is a step towards codifying the learning experience each member of The Young Americans receives during their time of service with the

The action taken to address these strategic challenges was the formation of YACPA as a division within The Young Americans, Inc. with the purpose of providing college-level educational programs to members of The Young Americans. The curriculum planning of the Associates Degree sought to balance the training needs for The Young Americans with fundamental skills and knowledge necessary to support a student's successful transfer to institutions of higher education or entry into the professional performing arts world. YACPA is seeking accreditation primarily to validate the learning outcomes and achievements of The Young Americans through peer review so that its students may have a recognized transcript and degree to support their transfer goals and professional endeavors.

History of YACPA

The development of YACPA was unique in that it was not developed as a standalone, new institution. It was developed as a division of an organization with a 50-year history and culture. Although the College was embraced and viewed as strategically vital to the organizational mission, it was important to develop the College in a manner that was consistent with good educational practice while simultaneously embracing the culture and values of the long-standing organization.

The college division was launched in the fall of 2002 operating as California Pacific College of the Performing Arts under the exemption clause of the California Private Postsecondary Education Act.



The program began as a series of courses that all members were required to complete in order to be eligible for Music Outreach Programs. By fall 2004, the courses had developed into a year-long program of study that all members were required to complete in order to be eligible to audition for placement as a cast member on a Music Outreach Tour. While the formal programs of study and curriculum development continued to evolve, attention was also focused upon developing facilities, equipment, and institutional planning.



In the fall of 2010, the college division was renamed as YACPA. As the curriculum developed, the program no longer qualified under the exemption clause and, thus, sought approval to operate as a degree-granting authority with the California Bureau of Private Postsecondary Education in a combined application process beginning in February 2011.

In the spring of 2014, YACPA received approval to operate as a degree-granting institution from the California Bureau for

Private Postsecondary Education and began offering an Associate of Arts Degree in Performance in addition to the certificate program previously offered.

In the fall of 2015, YACPA submitted their application for eligibility to ACCJC. The application was reviewed and the Commission took action at the June 2016 meeting to grant eligibility status.

North Central Michigan College Cooperative Agreement

North Central Michigan College (NCMC) is a junior college whose mission is to provide educational, economic, and cultural opportunities for student learning, personal growth and community improvement. NCMC has been accredited through the Higher Learning Commission since 1972 and was reaffirmed most recently at the July 2015 Institutional Actions Council meeting ([OC 2.01](#)).

In May 2010, YACPA and NCMC formed a cooperative agreement allowing YACPA student's concurrent enrollment in both institutions ([OC 2.02](#)). This agreement provided YACPA students with the opportunity to earn transferable college credits. YACPA had been (and continues) operating as a non-accredited institution since the time of this agreement.

During the planning phase of the agreement, NCMC courses were evaluated by YACPA faculty to determine which aligned with the YACPA mission and goals and could be offered to YACPA students ([OC 2.03](#)). To be able to offer the highest number of concurrent enrollment units for students while also maintaining YACPA mission and goals, the general education requirements of the YACPA Associate of Art degrees was written to closely mirror the general education requirements of NCMC's Associate of General Studies (AGS) program. The master syllabi for all courses in the agreement are approved by NCMC and all

courses align with both the YACPA AA degree program and NCMC's AGS degree program. YACPA faculty is approved on an individual basis by NCMC to instruct the courses.

The agreement does not lessen the responsibilities of YACPA staff and faculty to provide admissions and enrollment services, student and library services, and instructional oversight for the students and courses involved in the agreement ([OC 2.04](#)). For the purposes of this self-study, the responses and documentation presented represent the current operational status of YACPA as an independent institution. All functions, policies, procedures, and outcomes reported are independent of any support from NCMC, with the exception of financial aid. Please refer to [Policy on Institutional Compliance with Title IV](#) for details on YACPA planning for eventual independence from NCMC in regard to financial aid programs.

Overview and Context Evidence Summary

<u>OC 1.01</u>	Clarinda Video
<u>OC 2.01</u>	NCMC Reaffirmation of Accreditation Letter
<u>OC 2.02</u>	Cooperative Agreement with NCMC
<u>OC 2.03</u>	YACPA & NCMC Course Cross Reference Chart
<u>OC 2.04</u>	YACPA & NCMC Function Map

Introduction

The YACPA exists to provide members of The Young Americans, Inc. with a learning environment that reinforces The Young Americans experience of innovative and creative learning with academic rigor that advances artistry and leadership to establish each student as a lifelong learner.

The students at YACPA are in the formative stages of artistic development, and because of their talents and commitment to personal growth, they stand to benefit most from the training and experiences offered. The student body is richly diverse with students representing over 35 different states within the USA. Each student has their own unique life story and a personal skill set which creates a vibrant campus community.

YACPA is located in Corona, CA and occupies a leased space totaling 30,000 sq. ft. that accommodates classrooms, studios, student services, and administrative offices. YACPA is located adjacent to the Waterstone Apartment complex through which YACPA leases units and then sublets to students to support a student housing function.

YACPA currently offers an Associate of Arts in Performance with options for emphasis in voice, dance, or acting, and a Music Outreach Training Certificate program. The 30 units required to earn the certificate program are embedded into the AA program; thus, the overall course offerings and programs of study at YACPA are generally homogenous.

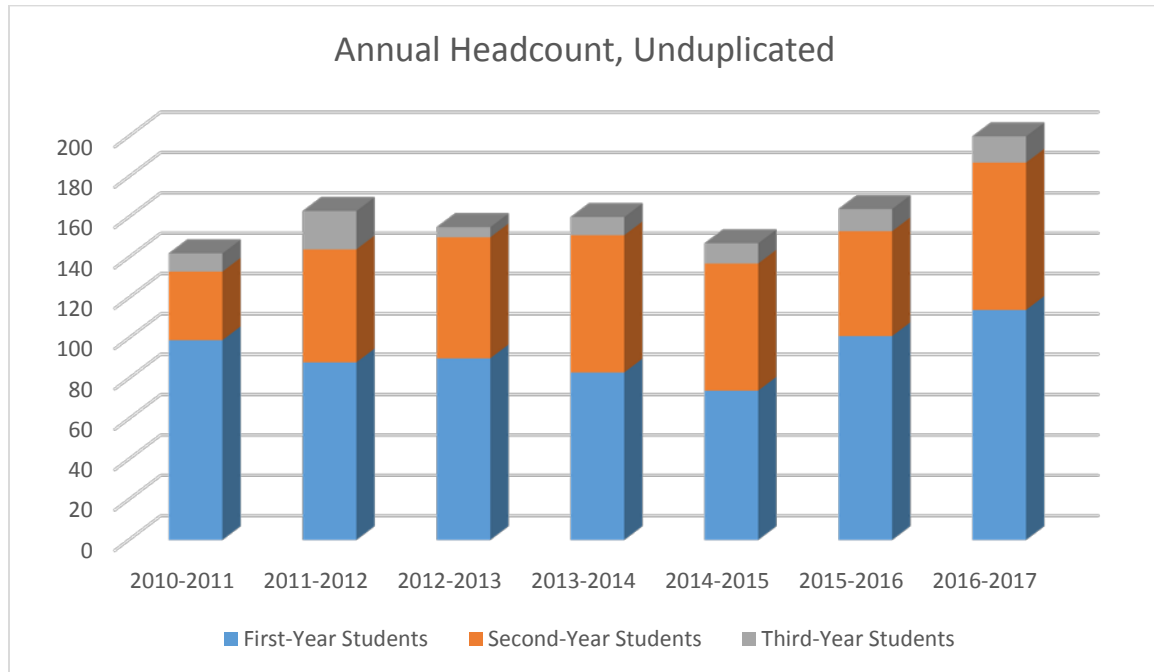
Enrollment

YACPA enrolls students on an annual basis with the academic year beginning in August. The course scheduling and sequencing at YACPA follows a conservatory-style model with students taking courses in a prescribed order aligned with their cohort. The first-year student series of courses are taken all in residence at the Corona campus. The second-year student series of courses are divided into two modules, one that must be taken in residence (career preparation module) and the other than can be taken in conjunction with participation in a Young Americans touring company (performance application module). The conservatory-style model and course sequencing allows students to pursue their educational goals with YACPA in conjunction with their performance, service-learning, and touring goals with The Young Americans.

Enrollment Trends by Headcount

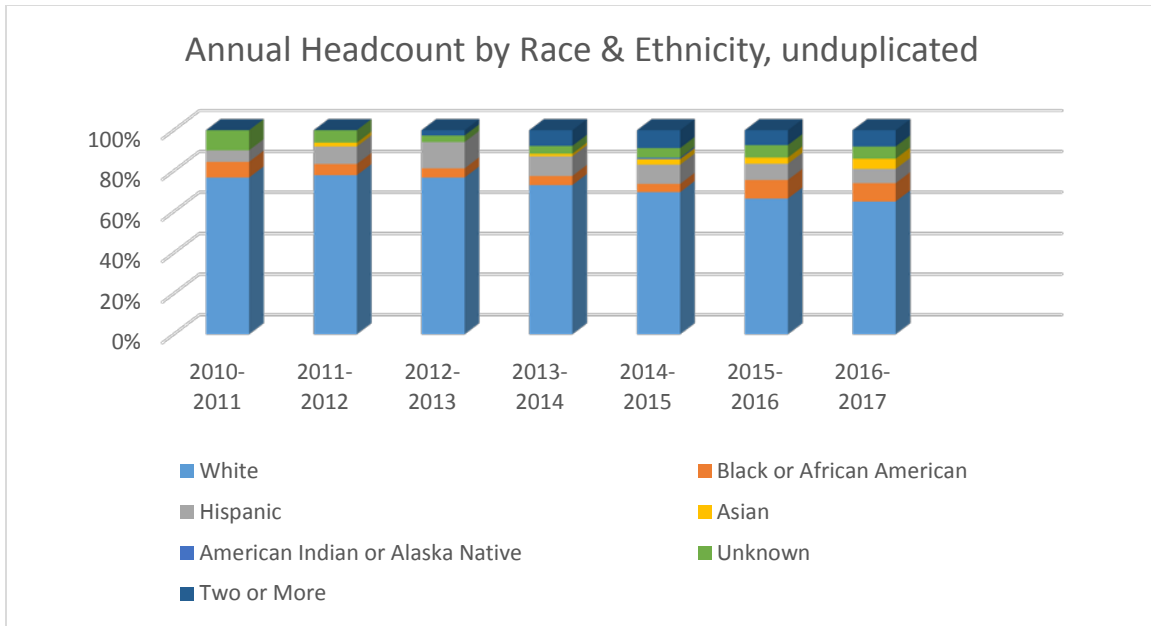
Leading into fall 2014, YACPA revised admissions processes to be more selective and better aligned with enrollment goals. The reduction in enrollment and overall headcount reduction was expected and planned for in response to the tightening of admissions standards. Additionally, beginning in fall 2015, academic advising began recommending that second-year students take two semesters to complete the 12 units of course work in the performance application module when simultaneously engaged in touring activities with The Young Americans. This is driving the increase in third-year students as it is extending the time for

completion; however, the approach is more conducive to student learning and achievement success.



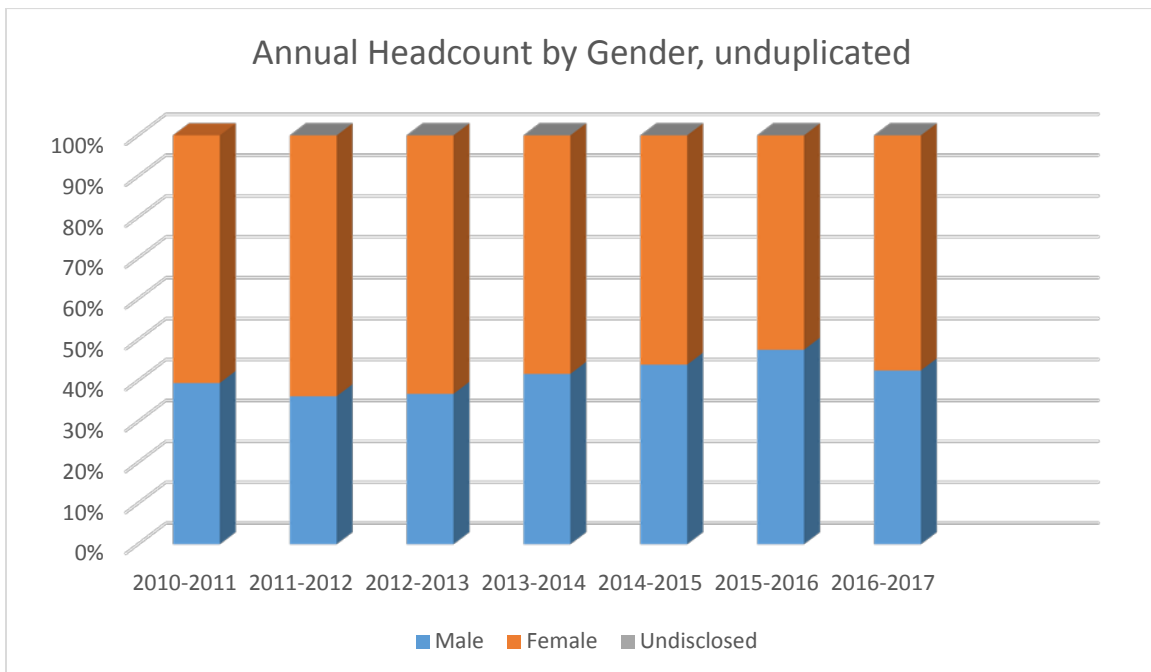
Enrollment Trends by Race and Ethnicity

YACPA students come from a wide range of areas across the United States. YACPA strives to develop a student body that is reflective of the global community and in alignment with the mission of YACPA and The Young Americans, Inc. The YACPA student body through its enrollment goals and admissions processes is continuing to diversify the student body in regard to race and ethnicity.



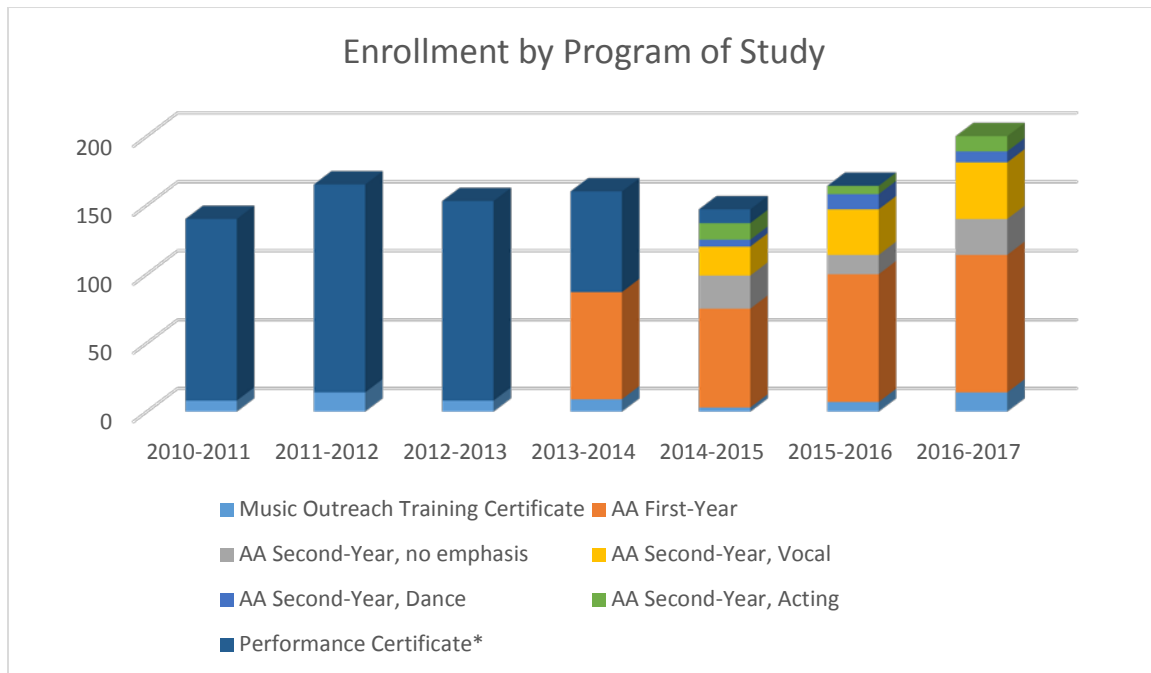
Enrollment Trends by Gender

In alignment with the enrollment goal of a balanced student body, YACPA has directed recruitment strategies towards attracting a larger body of male applicants, which, in turn, is driving an increase in male enrollment.



Enrollment Trends by Program of Study

YACPA enrolls students through a cohort model, and at the time of enrollment, students declare their program of study, selecting between the Music Outreach Tour Training Certificate Program or the AA program. The AA program offers emphasis options; however, students do not declare their emphasis intentions until the end of their first year.



**Prior to receiving degree granting authority in 2014, YACPA offered a two-year Performance Certificate program of study. The Performance Certificate Program was discontinued upon receiving degree granting authority in 2014. Students enrolled in the Performance Certificate Program were given the option to change their status to AA Degree seeking or complete the Performance Certificate. All students remaining in the Performance Certificate program completed by the end of the 2015-2016 academic year.*

The vast majority of students are AA-seeking. Low enrollment in Music Outreach Certificate Programs poses no hardship to YACPA as the 30 required units are embedded as required units for the AA program. The Music Outreach Training Certificate program was developed to support YACPA students with either substantial prior college experience or with no interest in pursuing an AA degree.

Placement

Upon completion of the first year at YACPA, students who have successfully completed Music Outreach Training Certificate, or in the case of AA-seeking students the 30 units of course work designated, are now deemed eligible by The Young Americans for consideration in placement in their International Music Outreach Tours.

The average length of time a student spends engaged in touring and performance opportunities with The Young Americans is three years. This means graduates earning their AA degree from YACPA often wait one to two years after completion to seek employment or transfer opportunities, preferring to continue to serve as volunteer teachers and performers with The Young Americans.

YACPA Student's Engagement in The Young Americans, Inc. Tours				
	2013-2014	2014-2015	2015-2016	2016-2017
% of First-year students completing 30 units in 1st year	91.56%	90.54%	87.12%	82.45%
% of First-year students active in YA tours in 2nd year	77.78%	76.78%	77.77%	78.99%
% of First-year students active in YA tours in 3rd year	59.43%	56.64%	59.05%	57.77%
% of First-year students active in YA tours in 4th year	27.67%	31.13%	38.94%	31.43%

Institutional Student Achievement Data

Student achievement is measured by specific points of completion, monitored for longitudinal trends, and disaggregated based upon programs of study, modes of delivery, gender, and race and ethnicity as appropriate. The following table details YACPA's achievement of its institution-set standards.

COURSE COMPLETION DATA								
Data Element	Definition of Measure*	Institution-Set Standard	Stretch Goal	2013-2014	2014-2015	2015-2016	2016-2017	3-year average
Course Completion Rate	Applies to all students	90%	N/A	94%	91%	89%	89%	90%
Course Completion, face-to-face	Applies to all students enrolled in courses offered in face-to-face settings.	No institution-set standard for disaggregated data		Major curriculum changes took effect in Fall 2014.	93%	92%	93%	93%
Course Completion, DE	Applies to all students enrolled in courses offered in DE settings.				71%	68%	72%	70%
Course Completion, MUS	Applies to all students enrolled in courses with a MUS course code.				95%	91%	92%	93%
Course Completion, DAN	Applies to all students enrolled in courses with a DAN course code.				95%	93%	96%	95%
Course Completion, THF	Applies to all students enrolled in courses with a THF course code.				90%	90%	91%	90%
Course Completion, BOK	Applies to all students enrolled in courses offered as a part of BOK				77%	77%	75%	76%
Course Completion, by Gender – Male	Applies to all students identifying as male				87%	85%	84%	85%
Course Completion, by Gender - Female	Applies to all students identifying as female				94%	92%	93%	93%

*Completion is defined as Successful course completion, grade C or better if graded, over the number of students enrolled when the general enrollment period ends.

The performance gap between overall completion rates, distance education courses, and breadth-of-knowledge courses is addressed in institutional annual review and forms the foundation of improvement actions and institutional priorities. The [quality focus essay](#) further addresses the long-term plans to correct the variance in student achievement.

PROGRAM OF STUDY COMPLETION RATES								
Data Element	Definition of Measure	Institution-set Standard	Stretch Goal	2013-2014	2014-2015	2015-2016	2016-2017 [^]	3-year average
Certificate Program Completion	All students who enrolled & completed the Certificate program within 1 year	65%		83%	50%	71%	64%	61%
AA degree completion, 100%	All students who enrolled & completed the AA degree within 2 years		65%*	n/a	15%	20%	20%	18%
AA degree completion, 150%**	All students who enrolled & completed the AA degree in more than 2 years and less than 3 years.			n/a	n/a	4%	8%	6%
AA degree completion (number of students) by program emphasis								
AA Performance					6	1	7	
AA Performance, Vocal					2	8	9	
AA Performance, Acting					3	3	3	
AA Performance, Dance						2	1	
AA Degree completion by Gender								
Male					2	4	8	
Female					9	10	12	
AA Degree Completion by Race & Ethnicity								
White					10	12	13	
Black or African American								
Hispanic								
Asian							3	
Americans Indian or Alaska Native								
Unknown						2		
Two or More					1		4	

*Stretch goal compares with similar conservatory style programs (AMDA 58%, AADA 60%, Julliard 86%¹).

** Graduation rates within 150% of normal time at 2-year, private non-for-profit, postsecondary institutions were 53.8% in 2011².

[^] Excludes summer 2017 courses and completers.

¹Source: U.S. Department of Education, National Center for Educational Statistics, Integrated Postsecondary Education Data System (IPEDS), Academic Year 2015-2016.

² Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Graduation Rates Component (provisional data).

Retention and Persistence

YACPA takes great pride in developing a campus culture that supports student engagement and commitment and is evidenced by the consistent retention and persistence rates. As the programs of study offered changed substantially from 2013-2014 to 2014-2015, the following chart begins at fall 2014.

RETENTION AND PERSISTENCE							
Data Element	Definition of Measure	Institution-set Standard	Stretch Goal	2014-2015	2015-2016	2016-2017	3-year average
Fall to Fall	Measures rate of first-year students who return to begin their second year. This is only measured for AA-seeking students.	70%	80% *	77%	71%	71%	73%
Fall to Spring, First-Year Students	Measures rate of first-year students who return to begin their second semester. This is measured for all enrolled students	90%		97%	91%	97%	93%
Fall to Spring, Second-Year students	Measures rate of second-year students who returned to begin their second-year and persisted into their second semester. This is measured for AA-seeking students.	90%		81%	98%	90%	90%

**Compares with similar conservatory style arts programs (AMDA 81%, AADA 60%, Julliard 98%³). Retention rates at 2-year, private non-for-profit, postsecondary institutions were 62.4% in 2014⁴.*

Educational Goals

Given the disparity between course completion rates and program completion rates, YACPA began surveying students upon arrival on their first day on campus regarding their personal priorities for studying at YACPA. The survey asks students to rank, in order of personal

³ Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Academic Year 2015-2016

⁴ Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall Enrollment Component (provisional data).

priority, a series of educational goals while a student at YACPA. The results, combined with disaggregated course completion rates for breadth-of-knowledge courses show students' priorities for completing the AA are ranked poorly. As a consequence, the self-motivation for challenging courses or to re-take courses after unsuccessful completion may not be compelling enough to drive program completion. This is further explored in the [quality focus essay](#).

First-Year Student Enrollment Priority Rankings				
Priority Rankings	2015 – Most Important	2015 – Least Important	2016 – Most Important	2016 – Least Important
Performance Opportunities	26%	8%	22%	7%
Performance Training	12%	16%	14%	8%
Travel Opportunities	2%	34%	4%	28%
Life Skills	24%	6%	16%	14%
Teaching/Give Back	26%	10%	38%	3%
Earn AA Degree	10%	26%	6%	40%

**2015 had 50 respondents and 2016 had 107 respondents.*

Organization of the Self-Evaluation Process

The self-evaluation process began in the early stages of preparing the application for eligibility. As a developing institution, the Standards provided a roadmap for ensuring quality programming and operations in alignment with mission, goals, and purpose of institution. The self-evaluation process was integrated within the process of developing a new institution. YACPA formed an Academic Advisory Committee whose purpose and charter among others was to provide guidance on the quality and efficiency of the academic program and on major administrative decisions. Meeting quarterly, the Academic Advisory Committee provided guidance and advice to the president and the YACPA team to align development, policy, and procedure with higher education and ACCJC standards.

In April 2015, seven YACPA members, including two board members, attended an ACCJC Eligibility Workshop. During this time, and with the guidance of a consultant, an internal review was conducted to help evaluate the institution's progress towards meeting standards. The decision to engage a consultant was a board recommendation based upon the strategic importance of attaining accreditation. The internal review validated that the improvement plans already in place regarding faculty body balance, student learning objective reporting, and formal planning processes were the areas of improvement needed. Additionally, improvement plans were implemented regarding financial reporting and governance. The eligibility application was submitted in November 2015 and approved by the Commission at the June 2016 meeting. In November 2016, the president, the dean of instruction, and the dean of administrative services attended the ISER training held at Merced College.

The president led the effort to integrate the institutional self-evaluation process with ongoing operations and institutional effectiveness processes, which lead to a fully-engaged campus community with little separation between accreditation activities and continuous improvement activities. Full faculty meetings, held five times per year, were utilized to discuss key areas of student learning and student achievement (Standards I & II). The core faculty meetings, held monthly during the academic year, were utilized for curriculum, methodology, and student learning discussions (Standards I & II). The monthly department chair meetings brought together the academic department chairs, as well as, administrative and student services department leaders to focus on academic quality, institutional effectiveness, and resource development (Standards I, II & III). The executive committee meetings addressed matters of policy, resources, and long-term planning (Standards I, II, III & IV). The president engaged with the Board of Directors in their monthly meetings to address governance standards over a period of time, as well as, having met with the CFO and auditors to revise the presentation of financial statements (Standards I, II, III, & IV).

In the fall of 2016 the formal process of writing the ISER report began utilizing the following structure:

Academic Advisory Committee

Robert J. Kopecky, Ph.D., Chair
Provost/Faculty Emeritus, Irvine Valley College

Dante Gumucio

CEO, Public Economics, Inc.

Kevin O'Connor, Ph.D.

Dean, Liberal Arts, Saddleback College

Dr. David Poole

VP Online & Professional Studies, California Baptist University

Sal D. Rinella, Ph.D.

Senior Associate, ASSCU-Penson Center for Professional Development

Former President of Austin Peay State University

Andreea Serban, Ph.D.

Vice Chancellor Educational Services & Technology, Coast Community College District

Walt Straiton

Education Support Manager, Conn-Selmer Corporation

Executive Producer/Music Director for the newly-formed Commonwealth Pops Orchestra.

Dr. Rajen Vurdien

President, Pasadena City College

Mark L. Walberg

Television Host/Producer

President, Mogoldie Productions, Inc.

Executive Committee

Katiina Dull (President), Dr. LeeAnn Stone (Dean of Instruction), Mike Krauss (Dean of Administrative Services), and Travis Goode (Dean of Students).

Standard I:

Chair – Katiina Dull (President)

Members- Dr. LeeAnn Stone (Dean of Instruction), Travis Goode (Dean of Students), Kim Wimmer (Theatre Department Chair), Mohammad Shahisaman (Breadth-of-Knowledge Department Chair), Anna Ryu (Faculty), and Nada Nasserdeen (Faculty).

Standard II:

Chair –Dr. LeeAnn Stone (Dean of Instruction).

Members - Travis Goode (Dean of Students), Jessica Caravella (Music Department Chair), Kim Wimmer (Theatre Department Chair), E. Jingle de Niet (Dance

Department Chair) and Mohammad Shahisaman (Breadth-of-Knowledge Department Chair), Dr. Melody Hainsworth (Head Librarian), Cheri Rauser (Head Reference Librarian), all faculty.

Standard III:

Chair - Mike Krauss (Dean of Administrative Services).

Members – Cameron Coy (CFO), Katiina Dull (President), E. Jingle de Niet (Dance Department Chair), Joshua Foy (Faculty), Don Strom (Vice President of Operations).

Standard IV:

Chair – Katiina Dull (President).

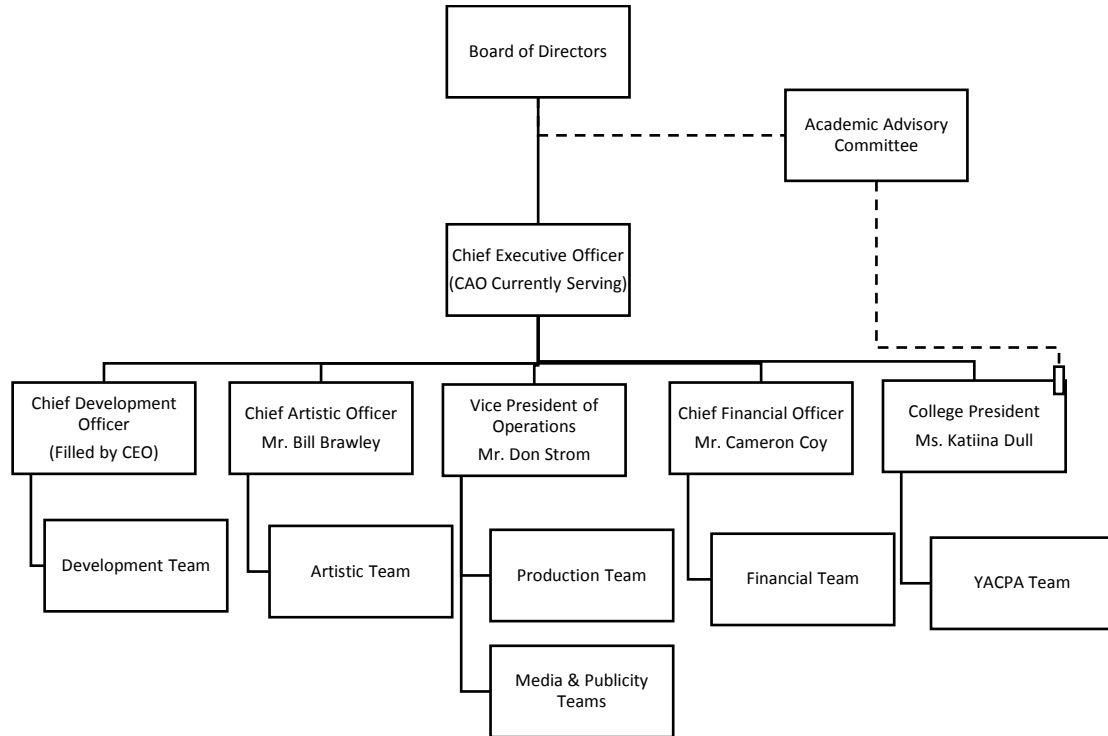
Members – LeeAnn Stone (Dean of Instruction), Bill Kerry (Board Member), Jessica Caravella (Music Department Chair), Mohammad Shahisaman (Breadth-of-Knowledge Department Chair), Jordan Mantey (Faculty), Roger Castellano (Faculty), Becky Phelps (Director of Admissions).

Timeline:

April to June 2015:	Gap analysis and Eligibility Application
July 2015 to August 2016:	Second year of implementation of Institutional Effectiveness Plan with embedded connection to self-review and ACCJC Standards.
September to December 2016:	Outline standard key points. Review and analyze supporting evidence.
January to February 2017:	Complete full narrative draft with analysis and evidence.
March 2017:	Review of narrative by team members, core faculty body, and academic advisory committee members.
April 2017:	Revisions and refinement of narrative and supporting evidence. Include relevant data from 2016-2017 academic year.
May 2017:	Review of self-study from full faculty, Board of Directors, and academic advisory committee.
June 2017:	Final revisions and publication.

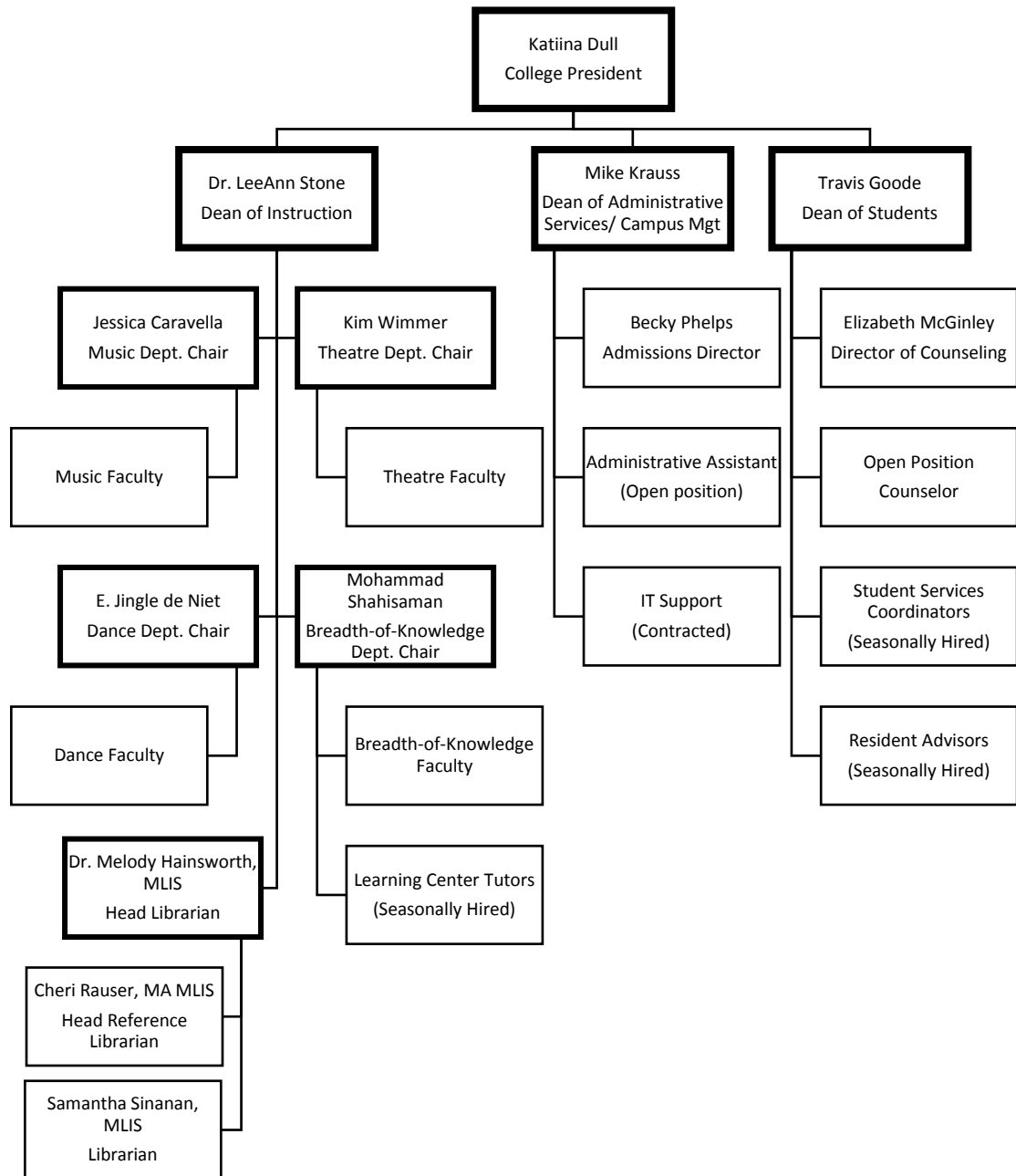
Institutional Organization

YACPA & The Young Americans Organizational Chart



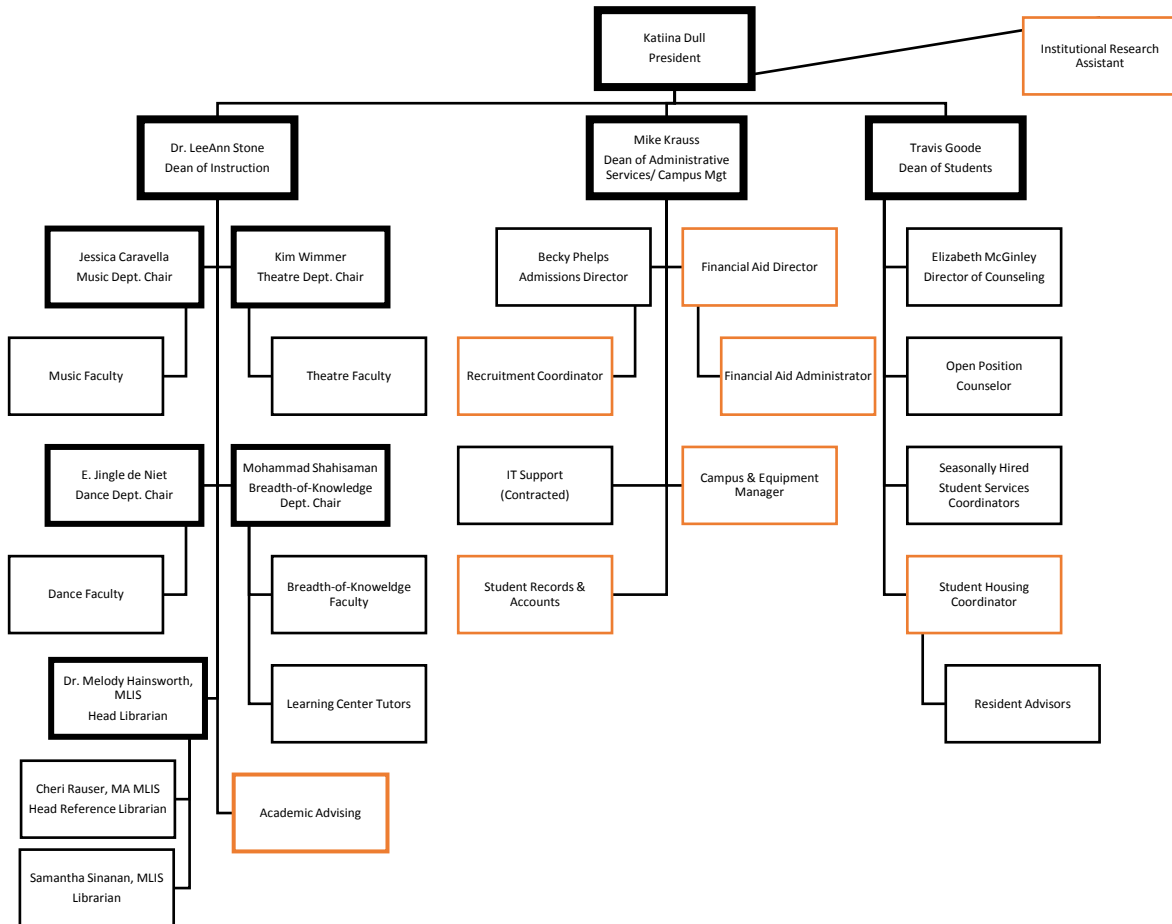
Detailed organizational chart for The Young Americans, Inc. (IO 1.01).

YACPA Organizational Chart



YACPA Organizational Chart with Planned Expansion

YACPA planning is aligned to implement the following organization chart as operations expand to include financial aid operations.



Institutional planning timelines and priorities are detailed in the 2015-2020 Institutional Strategic Plan (ER 5.04).

Function Map The Young Americans, Inc. and YACPA

Governance

GOVERNANCE	YA, Inc.	COLLEGE DIVISION
Mission	<ul style="list-style-type: none"> Board of Directors determines and periodically reviews mission of the organization. The Board of Directors has oversight of the organization as a whole in alignment with mission. The Board of Directors approves and periodically reviews mission of the College division to ensure alignment with organizational mission. 	<ul style="list-style-type: none"> Periodically reviews mission and provides revisions to Board of Directors for approval.
Operations	<ul style="list-style-type: none"> The Board of Directors delegates appropriate authority of the organization to the CEO. Implement and execute policies and procedures. Provide direct feedback to Board of Directors related to governance. 	<ul style="list-style-type: none"> The Board of Directors delegates appropriate authority of the College division to the College President. Academic Advisory committee provides guidance to Board of Directors and College President regarding matters related to College division.
Policy & Procedures	<ul style="list-style-type: none"> Implement Board policies and procedures as they pertain to organizational operations. Develop structure and policies related to governance. 	<ul style="list-style-type: none"> Implement Board policies and procedures as they pertain to College division operations. Engages executive staff in policy and curriculum review processes prior to report submission to Board of Directors. Support policy revisions and updates as appropriate.
Organizational Effectiveness	<ul style="list-style-type: none"> Actively participate in Board meetings, strategic planning sessions and other workshops as appropriate. Serve on College division committees per policy guidelines. 	<ul style="list-style-type: none"> Actively participate in Board meetings, strategic planning sessions and other workshops as appropriate. College president and deans attend Academic Advisory Committee Meetings. Engages Academic Advisory committee in matters

		<p>related to academics and College operations.</p> <ul style="list-style-type: none"> • Curriculum committee submits new programs and substantive changes to programs to Board of Directors for approval. • Policy and Procedure committee submits new and revised policies to the Board of Directors for approval. • Grievance committee oversees complaints and determines corrective actions as appropriate
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Instructional Programs

INSTRUCTIONAL PROGRAMS	YA, Inc.	COLLEGE DIVISION
Policies	<ul style="list-style-type: none"> • Manage the review and approval of Board policies and procedures. 	<ul style="list-style-type: none"> • Provide advice and input into policy and procedures as appropriate. • Support policy and procedure review process. • Provide recommendations for new and revised policies as needed. • Implement and ensure compliance with policies and procedures.
Planning	<ul style="list-style-type: none"> • Develop and maintain strategic plan that supports mission, vision, and goals. • Communicate strategic vision, mission and goals to all divisions. • Conduct review and assessment of strategic plans. 	<ul style="list-style-type: none"> • Participate in the development of strategic planning, mission, and goals. • Develop a College division strategic plan that is aligned with mission and goals. • Conduct review and assessment of College division strategic plan. • Provide feedback and status reports. • Engage all College members in the discussion and assessment of College strategic plans.
Program/Course Development	<ul style="list-style-type: none"> • Programs of study require Board of Directors approval prior to enactment or abandonment. 	<ul style="list-style-type: none"> • Program development, library and learning support services, and course curriculum development is the primary focus and responsibility of the college and its faculty. • All new programs or programs with substantive changes must follow the policies outlined in sections 4.3, 7.6 & 7.7 in the Policy and Procedure Handbook.
Academic Calendar and Course Scheduling	<ul style="list-style-type: none"> • CEO, in consultation with executive staff which includes the College President, negotiates the calendar, including instructional 	<ul style="list-style-type: none"> • The College President is responsible for developing an academic calendar and course schedule that meets the needs of the majority of students and faculty.

	times.	
Faculty	<ul style="list-style-type: none"> Faculty may appeal College division personnel decisions to the Board of Directors after following applicable grievance policies. 	<ul style="list-style-type: none"> Recruiting, vetting, hiring, and managing faculty members is the responsibility of the College division. The College President is responsible for approving all decisions related to hiring, promotion, compensation, and termination of faculty members. The College President is expected to consult with the CEO prior to making hiring or termination decisions.

Student Services

STUDENT SERVICES	YA, Inc.	COLLEGE DIVISION
Student Life	<ul style="list-style-type: none"> • Provide opportunities for student involvement and input on matters relating to governance. • Provide opportunities for student involvement and input on matters relating to the student experience. • Approve policies and procedures relating to student services, including codes of conduct. • Students may appeal College division decisions to the Board of Directors after following applicable grievance policies. 	<ul style="list-style-type: none"> • Collaborate with all departments to implement programs that encourage and foster student leadership, cultural interaction, and social development. • Manage and implement services and programs that advocate for and support student learning and achievement.
Student Housing	<ul style="list-style-type: none"> • Integrate long-term plans for student housing into financial planning. • Support policies relating to student codes of conduct to maintain student housing relationships. 	<ul style="list-style-type: none"> • Manage and implement student housing services and operations.
Health	<ul style="list-style-type: none"> • Support the need to provide mental health and counseling services to students in a confidential manner. 	<ul style="list-style-type: none"> • Manage services to provide students with access and/or referrals to services to support physical, mental, and emotional well-being.

Administrative Services

ADMINISTRATIVE SERVICES	YA, Inc.	COLLEGE DIVISION
Admissions	<ul style="list-style-type: none"> • Participate in enrollment goal planning. • Support recruitment and outreach activities. 	<ul style="list-style-type: none"> • Develop and execute enrollment goal plans. • Monitor and report admissions tracking data. • Maintain and manage all files relating to auditions, applications, and admissions functions to ensure accuracy. • Manage and implement all functions related to auditions, applications, and admissions activities. • Manages recruitment and outreach efforts.
Student Records	<ul style="list-style-type: none"> • Review and support processing of subpoenas for release of student records. 	<ul style="list-style-type: none"> • Manage all student records, transcript evaluations, and experiential credit petitions. • Manage and process all student registration and course grade recording. • Review and determine eligibility for graduation and program completion. • Maintain security of student records and monitor compliance with access policies. • Ensure record storage system is secure and backed up. • Provide accurate reports on enrollment and graduation rates. • Ensures compliance with FERPA, including providing staff and faculty training as needed.
Scholarships	<ul style="list-style-type: none"> • Board of Directors approves total amount available for scholarship disbursement through budget process. • CFO monitors disbursement of restricted funds. • Scholarship committee makes award determinations following application review process. 	<ul style="list-style-type: none"> • Communicates all resources and aid services to students. • Manages application and notification process for all aid programs. • Awards funds in alignment with distribution policies and procedures. • Maintain all records associated with scholarships and aid.

Human Resources

HUMAN RESOURCES	YA, Inc.	COLLEGE DIVISION
HR for Staff Positions	<ul style="list-style-type: none"> Staff may appeal College division decisions relating to human resource matters to the Board of Directors after following applicable grievance policies. The Board of Directors, in consultation with the CEO, is responsible for appointing and evaluating the College President. 	<ul style="list-style-type: none"> Recruiting, vetting, hiring, and managing staff members is the responsibility of the College division. The College President is responsible for approving all decisions related to hiring, promotion, compensation, and termination of staff members. The College President is expected to consult with the CEO prior to making decisions.
Compensation	<ul style="list-style-type: none"> Total funds available for personnel compensation is approved by the Board of Directors through budget approval processes. Compensation of officers and key employees is the responsibility of the Compensation Committee. The CEO approves all compensation packages for employees, excluding faculty members and employees whose function is only to the College division. 	<ul style="list-style-type: none"> The College President is responsible for negotiating compensation packages for all College division staff. Staff positions who have functions with both the College division and YA Inc. receive CEO approval. All faculty compensation is approved by the College President.
Benefits	<ul style="list-style-type: none"> The Board of Directors approves personnel policies pertaining to benefits. The CFO is responsible for managing and implementing benefit programs and orienting all employees. 	<ul style="list-style-type: none"> Refers employees to the CFO for guidance and support with benefit packages.
Personnel Policies and Records	<ul style="list-style-type: none"> The Board of Directors approves personnel policies that impact all employees of the corporation. The CEO submits policies to the Board for approval. 	<ul style="list-style-type: none"> Administer and manage personnel policies. Maintain official files and records for all faculty pertaining to qualifications and evaluations.

	<ul style="list-style-type: none"> • CFO is responsible for maintaining official personnel files and records for all employees. 	
Risk Management	<ul style="list-style-type: none"> • Manage worker's compensation programs [CFO]. • Administer insurance and liability programs [CFO]. • Manage claims filed against the Organization [CFO/General Counsel]. • Investigate grievances related to regulatory issues [Executive Staff/Board]. • Monitor incident reports and take corrective action as needed [VP Operations]. • Manage and provide assistance relating to contractual insurance requirements, hold harmless and indemnification requirements [CFO/General Counsel]. • Develop policy and manage procedures to ensure compliance with federal and state health and safety regulations [Executive Staff]. 	<ul style="list-style-type: none"> • Monitor compliance in College departments. • Provide support and guidance to department heads to minimize liability exposure. • Oversee facility inspection compliance. • Provide training and support to staff, faculty, and students regarding health and safety.

Fiscal Operations

FISCAL OPERATIONS	YA, Inc.	COLLEGE DIVISION
Finance and Accounting	<ul style="list-style-type: none"> • Prepare financial reports for submission to the Board of Directors. • Prepare annual financial statements in accordance with generally accepted accounting principles for non-profit entities. • Manage the financial operations of the general fund of the organization including accounting procedures, cash flows, investments and reconciliations. • Prepare tax returns and reporting to federal, state and local agencies. • Manage annual audit process. Resolve any audit related issues. • Monitor approved allocation of restricted funds. • Monitor federal, state, and local laws and regulations and ensure compliance through policy and procedure revisions as necessary. 	<ul style="list-style-type: none"> • Prepare financial reporting for College division for submission to Board of Directors in conjunction with finance and accounting division. • Manage expenditure timelines to minimize prepaid expenses or receipt after end of fiscal year. • Prepare forecasts and financial reports for the College division as requested. • Maintain and record student account activity. • Reconcile student accounts and records with accounting records.

Payroll	<ul style="list-style-type: none"> • Collect, prepare, and process payroll for all employees in a timely, efficient, and accurate manner. • Review payroll processing against contracts to ensure proper payments, withholdings, benefits, and classifications. • Maintain balances and process/use accruals relating to vacation, sick, and other types of leave. • Assure compliance with federal and state regulations and organizational policy. • Audit, reconcile, and file required reports to federal and state agencies. 	<ul style="list-style-type: none"> • Prepare and collect all paperwork required for payroll processing including contracts, W-4, I-9 and direct deposit information for all College division employees. • Prepare timesheets for hourly employees and submit for processing. • Monitor and approve employee reporting of leave use for all employees in the College division.
Budget	<ul style="list-style-type: none"> • Devise and assemble the annual budget with information and input regarding assumptions and projections from all divisions for review. • Prepare and coordinate information for the Board of Directors. • Communicate allocations to each division. • Revise budget throughout the year as needed. • Produce periodic budget comparison reports. 	<ul style="list-style-type: none"> • Prepare and submit for inclusion in annual budget the annual operating budget for the College division. Include assumptions and projections for College division revenue and expenses. • Collaborate and negotiate with divisions on budget allocations for shared resources as needed. • Allocate College division funds to departments and programs. • Produce periodic reports comparing actual to budget revenues and expenses. • Tuition revenues are restricted to the College division.
Accounts Payable	<ul style="list-style-type: none"> • Process for payment all obligations for the organization in a manner that strengthens relationships with vendors and maintains credit ratings. • Ensure accuracy, completeness, and appropriateness of payments made to third-party vendors, staff reimbursements, and student reimbursements or refunds. 	<ul style="list-style-type: none"> • Submit documentation for payment processing in a timely and accurate manner. • Update student accounts to reflect refund payments. • Prepare payments for processing for regularly occurring accounts payable, such as monthly rents, utilities and support contracts.

	<ul style="list-style-type: none"> • Maintain records of all payments processed in accordance with federal, state and local regulations. 	
Accounts Receivable	<ul style="list-style-type: none"> • Manage receivables. • Determine allocations and bad debt write-offs. • Reconcile reporting in accounting system with reporting in enrollment management system. 	<ul style="list-style-type: none"> • Manage student accounts and process notifications of overdue accounts. • Provide assessment and collectability ratings of outstanding student accounts.
Contracts	<ul style="list-style-type: none"> • Follow contract review policy to ensure terms and conditions are appropriate. • Provide management and legal review per policy. • Coordinate any interactions between organization and outside legal counsel. 	<ul style="list-style-type: none"> • Follow contract review policy to ensure terms and conditions are appropriate. • Engage in management and legal review processes for all contracts impacting College division operations. • Maintain records and files for College division contracts.
Purchasing	<ul style="list-style-type: none"> • Manage procurement in accordance with federal, state, and local regulations. • Implement competitive bid process. • Maintain all records pertaining to procurement, independent contractors, leases, and service contracts. • Manage and maintain vendor files. • Manage, implement, and provide training on procurement process to include review, approvals, and execution. 	<ul style="list-style-type: none"> • Follow processes for purchasing that supports efficiency and accountability. • Provide all support documentation as a part of request process. • Implement procurement process at the department level.
Fixed Assets	<ul style="list-style-type: none"> • Manage and maintain all recording keeping and accounting of fixed assets. 	<ul style="list-style-type: none"> • Support organizational process for maintaining fixed assets.
External Audits	<ul style="list-style-type: none"> • Manage the annual external financial audit. • Implement policy and procedure revisions in 	<ul style="list-style-type: none"> • Support organizational process for annual external financial audit.

	response to audit findings as necessary.	
Fiscal Planning	<ul style="list-style-type: none"> • Maintain organizational strategic plan. • Develop budgets to support strategic plan. • Provide data and support for financial planning. • Conduct assessment and revision of strategic plan to support continuous improvement. 	<ul style="list-style-type: none"> • Develop and maintain College division strategic plan in alignment with organizational strategic plan and College division mission and goals. • Utilize organizational and College division strategic goals to develop enrollment plans and budgets with resource allocations aligned to support goals and mission. • Conduct annual assessment of College division to support continuous quality improvement and institutional effectiveness. • Report progress and feedback to executive staff and Board of Directors.
Development	<ul style="list-style-type: none"> • Manage and implement a development plan that supports all divisions of the organization. • Ensure Board of Directors are appraised and supportive of development plans. 	<ul style="list-style-type: none"> • Collaborate with development department to articulate areas of need specific to the College division. • Support development department's activities.

Facilities & Equipment

FACILITIES & EQUIPMENT	YA, Inc.	COLLEGE DIVISION
Facility Planning	<ul style="list-style-type: none"> • Develop and facilitate master plan for long-range facility development. • Oversee capital outlay projects. • Oversee and manage all projects related to facility expansion, development, construction, and improvement. • Negotiate and manage all lease agreements. 	<ul style="list-style-type: none"> • Communicate facility need plans and participate in long-range master plans based upon College division strategic plans. • Engage faculty in the planning process to ensure educational needs are central to the planning process. • Provide updates and feedback to executive staff and Board of Directors.
Facilities & Maintenance	<ul style="list-style-type: none"> • Ensure budget allocations to each division are sufficient to support facility operations and maintenance. • Negotiate lease and purchase agreements related to facilities. • Ensure long-term planning includes appropriate strategies and plans for facility development, maintenance, and operations. • Responsible for maintenance and operation of facilities that directly support production and performance operations including rehearsal studios, storage and warehouse areas, administrative offices, and grounds. 	<ul style="list-style-type: none"> • Responsible for maintenance and operation of facilities that directly support College division operations, including classrooms, resource rooms, student services, and student housing. • Implement campus access policies.
Networks, Intranet, & IT Systems	<ul style="list-style-type: none"> • Support technical needs of all divisions and departments. • Procure and maintain physical and virtual servers to support administrative and instructional needs of organization and all divisions. • Design, implement, and manage all networks, including wireless and LAN. 	<ul style="list-style-type: none"> • Communicate technical needs to support all instructional and classroom activities. • Include budget allocations to support software and hardware needs specific to College division, such as enrollment management, assessment, and virtual library services. • Provide training and technical support to staff, faculty, and students as needed.

	<ul style="list-style-type: none"> • Procure and maintain all physical equipment necessary to support network, internet, intranet, and IT systems. • Manage all backup systems. • Monitor and manage network growth and bandwidth needs. • Monitor and manage network safety. 	
Safety & Security	<ul style="list-style-type: none"> • Monitor and review policies pertaining to safety and security, including preparedness plans. • Monitor organizational activities to ensure appropriate safety measures are in place. • Coordinate response to emergencies and serious incidents. • Advise department leaders on safety and security concerns and issues. • Provide support and training for employees. • Manage hardware to support campus safety and security. • Monitor and maintain routine maintenance of fire suppression, alarm, and surveillance camera systems. 	<ul style="list-style-type: none"> • Monitor and maintain records for campus related incidents. • Provide alerts and preparedness training to faculty and students. • Identify and report major incidents and issues to executive staff. • Maintain accurate logs of incidents. • Lead coordinated response efforts when necessary on student discipline matters. • Manage resident advisors to promote and support security and safety in student housing complex.
Facility Usage	<ul style="list-style-type: none"> • Policies regarding use are approved by the Board of Directors. • Manage implementation of policies. 	<ul style="list-style-type: none"> • Participate in implementation of policies.

Communications & Public Relations

COMMUNICATIONS & PUBLIC RELATIONS	YA, Inc.	COLLEGE DIVISION
Community Relations	<ul style="list-style-type: none"> Shared responsibility to devise and implement communications and public affair plans and activities. 	<ul style="list-style-type: none"> Facilitate communication and public relations with audiences specific to College division functions. Represent the College division in a manner that is consistent with mission and brand accurately and in a timely manner.
Marketing	<ul style="list-style-type: none"> Collaborate with all divisions and departments to develop a comprehensive and cohesive marketing plan. Ensure messaging and mediums are appropriate and coordinated. 	<ul style="list-style-type: none"> Manage and implement marketing plans specific to College division with support and feedback from department leaders. Allocate budget resources to support marketing needs in alignment with goals and mission.
Media Relations	<ul style="list-style-type: none"> Development and implement strategies for release of newsworthy information. Serve as spokespersons for the organization and divisions. Create media pitches to maximize exposure. 	<ul style="list-style-type: none"> Collaborate and participate in strategy development. Participate in implementation of releasing newsworthy information. Solicit story ideas from College staff, faculty and students. Initiate pitch creating process for College activities, programs, and events.
Publications & Communications	<ul style="list-style-type: none"> Provide a centralized system for the development of publications and communications materials. Develop and maintain standards for messaging, graphics, and logo usage. Provide support for internal and external communications. Manage organizational web, social media, and digital media pages. 	<ul style="list-style-type: none"> Utilize central system for development and creation of College specific publications and communications. Collaborate in development and distribution of social media and digital media communications. Review and approve all publications or communications that reference College division, programs, services, or events. Maintain YACPA website in alignment with organizational mission and brand.

Institutional Organizational Evidence Summary

<u>IO 1.01</u>	YA Inc. Organizational Chart
<u>IO 1.02</u>	YA & YACPA Function Map

Eligibility Requirements

1. Authority

The institution is authorized or licensed to operate as a post-secondary educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates. Private institutions, if required by the appropriate statutory regulatory body, must submit evidence of authorization, licensure, or approval by that body. If incorporated, the institution shall submit a copy of its articles of incorporation.

Evidence of Meeting the Requirement

YACPA is approved by the California Bureau of Private Postsecondary Education (BPPE) as a degree-granting institution ([ER 1.01](#)). Approved programs of study are:

- Associate of Arts in Performance
- Associate of Arts in Performance, Vocal Emphasis
- Associate of Arts in Performance, Acting Emphasis
- Associate of Arts in Performance, Dance Emphasis
- Music Outreach Tour Training Certificate

YACPA is the postsecondary educational division of The Young Americans, Inc. The Young Americans, Inc. is a California non-profit public benefit corporation governed by a Board of Directors ([ER 1.02](#)) and is registered as a 501(c)(3) charitable organization with the Internal Revenue Service ([ER 1.03](#)).

2. Operational Status

The institution is operational with students actively pursuing its degree programs.

Evidence of Meeting the Requirement

YACPA had 186 students enrolled in the Associate of Arts program in the 2016-2017 academic year. The Associate of Arts in Performance degree program was launched in the 2013-2014 academic year. Prior to the official launch of the Associate of Arts in Performance program, YACPA offered a two-year Performance Certificate program of study.

During the 2013-2014 academic year, students enrolled in the Performance Certificate program were given the opportunity to remain in the certificate program or to adjust their educational goal to AA-seeking. Fall 2013 was the last semester in which students were admitted into the Performance Certificate program. All students enrolled in the Performance Certificate program who wanted to complete the program of study as defined at their time of enrollment had done so by the end of the 2015-2016 academic year.

ENROLLMENT DATA				
	2013-2014	2014-2015	2015-2016	2016-2017
ENROLLMENT				
Enrollment, unduplicated annual student headcount	160	147	164	200
Enrollment, unduplicated annual full-time enrollment headcount	147	126	148	186
Associate of Arts	78	134	157	182
Music Outreach Training Certificate	9	10	7	14
Performance Certificate	73	8	Converted to Associate of Arts	
# Applicants	726	819	1008	956
# Admissions	365	299	430	452

3. Degrees

A substantial portion of the institution's educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them. At least one degree program must be of two academic years in length.

Evidence of Meeting the Requirement

YACPA offers an Associate of Arts in Performance degree and a Music Outreach Tour Training Certificate. 96 percent of the current student body is actively enrolled in the Associate of Arts degree program.

ENROLLMENT BY PROGRAM OF STUDY			
PROGRAMS OF STUDY*	UNITS REQUIRED	COMPLETION TIME**	CURRENT ENROLLMENT
Associate of Arts in Performance	60	2 years (4 semesters)	125
Associate of Arts in Performance, Vocal Emphasis	62	2 years (4 semesters)	42
Associate of Arts in Performance, Acting Emphasis	62	2 years (4 semesters)	11

Associate of Arts in Performance, Dance Emphasis	62	2 years (4 semesters)	8
Music Outreach Tour Training Certificate	30	1 year	14

**Students do not select emphasis until their second-year year.*

***Students participating in touring opportunities with The Young Americans Performance division are encouraged to take a 5th semester to complete their AA requirements. However, students with strong academic performance can elect to complete the program in 4 semesters.*

4. Chief Executive Officer

The institution has a chief executive officer appointed by the governing board whose full-time responsibility is to the institution and who possesses the requisite authority to administer board policies. Neither the district/system chief executive officer nor the institutional chief executive officer may serve as the chair of the governing board. The institution informs the Commission immediately when there is a change in the institutional chief executive officer.

Evidence of Meeting the Requirement

YACPA's president has full-time responsibility to the institution, is appointed by the Board of Directors, and is given the requisite authority to administer board policies applicable to YACPA.

YACPA is a division of The Young Americans, Inc. and, as such, operates within the framework of policy and procedures and the leadership of the chief executive officer of The Young Americans, Inc. The organizational structure is equivalent to that of a district system with multiple campuses each with their own president, a chancellor, and a single governing Board of Directors. The CEO of The Young Americans, Inc. is the equivalent of the chancellor.

Appointment Procedure

The Board of Directors appoints the president of YACPA whose full-time responsibility is to the College division (ER 4.01). The president serves as the chief academic officer and the chief operating officer of the College, in accordance with Title 5, CA Code of Regulations, Division 7.5 of the Private Postsecondary Education Act.

Additionally, the Board of Directors appoints the chief executive officer (formally the executive director) who is defined in The Young Americans, Inc. bylaws section 10.04a as "the general manager and chief executive officer of the Corporation ...[with] supervision, direction, and control of the business and affairs of the Corporation... [and with] all duties incident to the office of the CEO and other such duties as may be required by law...." (ER 4.02).

Neither the CEO nor president are members of the governing Board of Directors (ER 4.02).

The Young Americans Board of Directors will immediately inform the Commission of any changes in personnel relating to the CEO or president of the College (ER 4.03).

Current Appointees

Katiina Dull, President of YACPA

MBA, Non-Profit Management, American Public University, thesis pending.
BS Business Management, California State University, Long Beach, 2004.

Katiina Dull has over 18 years of experience in arts-related business administration and program development for non-profit organizations. Ms. Dull has developed and produced music outreach programs in Australia, New Zealand, and Europe. Ms. Dull was charged with planning, developing, and implementing the College program for The Young Americans from the beginning, first as the director of college programs and then as the vice president of administration and academics. Ms. Dull has guided YACPA through state degree-granting approval and ensured the College program development has been consistent with good educational practice while simultaneously embracing the culture and values of the long-standing organization. In 2015, Ms. Dull was appointed as President of The Young Americans College of the Performing Arts (ER 4.04).

Bill Brawley, Chief Artistic Officer (serving as CEO)

BA Theatre and Communications, Chapman University, 1978.

Bill Brawley, chief artistic officer, is currently also serving as the chief executive officer of The Young Americans, Inc. Mr. Brawley has been the artistic director for The Young Americans, Inc. for over 30 years and was appointed as executive director (CEO) in 2012. Mr. Brawley has extensive professional experience as both an educator and director in the entertainment industry. During the development of the College division, Mr. Brawley was instrumental in guiding the alignment of programs of study and educational objectives of the College program with The Young Americans mission and values (ER 4.05).

At the time of this report, The Young Americans Inc. had an active search for the Chief Executive Officer position.

5. Financial Accountability

The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. Institutions that are already Title IV eligible must demonstrate compliance with federal requirements. Additional financial accountability for eligibility applicants: The institution shall submit with its eligibility application a copy of the budget and institutional financial audits and management letters prepared by an outside certified public accountant or by an appropriate public agency—who has no other relationship to the institution—for its two most recent fiscal years, including the fiscal year ending immediately prior to the date of the submission of the application. The audits must be certified with any exceptions mandatorily explained. It is recommended that the auditor employ as a guide Audits of Colleges and Universities,

published by the American Institute of Certified Public Accountants. An applicant institution must not show an annual or cumulative operating deficit at any time during the eligibility application process.

Evidence of Meeting the Requirement

The Young Americans, Inc. undergoes an external audit at the conclusion of every fiscal year. Per section 9.2.2(B) of the Policy and Procedure Handbook and in compliance with California law, the audit process must be completed within 180 days of the close of the fiscal year ([ER 4.03](#)).

YACPA's finances are included in the parent entity reporting and audit process. Audit reports are presented to the Board of Directors. Beginning FYE 15, the presentation of audited financial statements was revised to include a supplementary combined statement of activities and statements of activities for each of the divisions within The Young Americans, Inc., including YACPA. These revisions help clarify, from a financial perspective, the program divisions of The Young Americans, Inc.

1. FYE 15 & 15 Audited Financial Statements with Supplemental Information ([ER 5.01a](#))
2. FYE 16 Management Letter ([ER 5.01b](#))
3. FYE 15 Management Letter ([ER 5.01c](#))
4. FYE 13 & 14 Audited Financial Statements with Supplemental Information ([ER 5.02a](#))
5. FYE 13 & 14 Management Letters ([ER 5.02b](#)).

The audit committee reviews management letters with the auditor ([ER 5.03](#)).

As a non-accredited institution, YACPA is not eligible for consideration as a Title IV institution and, thus, does not participate in federal financial aid programs. Institutional planning includes budget allocations for the addition of financial aid services in conjunction with planning timelines for becoming Title IV eligible and approved ([ER 5.04](#)). Please refer to the [Institutional Compliance with Title IV Compliance](#) section in the Commission Policies and Federal Regulations section of this document for further information on planned Title IV compliance.

Eligibility Requirements Evidence Summary

<u>ER 1.01</u>	BPPE Approval to Operate
<u>ER 1.02</u>	Articles of Incorporation
<u>ER 1.03</u>	IRS 501(c)(3) Determination Letter
<u>ER 4.01</u>	Certificate of Full-Time Responsibility
<u>ER 4.02</u>	The Young Americans, Inc. Bylaws
<u>ER 4.03</u>	Policy & Procedure Handbook
<u>ER 4.04</u>	Katiina Dull, President, Resume
<u>ER 4.05</u>	Bill Brawley, Chief Artistic Officer, Resume
<u>ER 5.01a</u>	FYE 15 & 16 Audited Financial Statements with Supplemental Info
<u>ER 5.01b</u>	FYE 16 Management Letter
<u>ER 5.01c</u>	FYE 15 Management Letter
<u>ER 5.01d</u>	FYE 16 Internal Control & Governance Letter
<u>ER 5.01e</u>	FYE 15 Internal Control & Governance Letter
<u>ER 5.02a</u>	FYE 13 & 14 Audited Financial Statements with Supplemental Info
<u>ER 5.02b</u>	FYE 13 & 14 Management Letters
<u>ER 5.03</u>	Audit Committee Meeting with Auditor – January 2017
<u>ER 5.04</u>	Institutional Strategic Plan 2015-2020

Commission Policies and Federal Regulations

Policy on the Rights and Responsibilities of the Commission and Member Institutions

The Commission is committed to partnering with a member institution in a voluntary nongovernmental accreditation process that results in a mutual commitment to self-regulation, quality assurance to the public, and continuous institutional improvement. The Commission and its member institutions share rights and responsibilities to develop and promulgate Accreditation Standards and an agreed-upon accrediting process for comprehensive review. The institutional Chief Executive Officer is the chief representative of the institution to the Commission. The Commission communicates to the institution primarily through the Chief Executive Officer.

Evidence of Meeting the Policy

YACPA's Policy in Integrity with the Commission ([ER 4.03](#)), Institutional Evaluation Procedures ([ER 4.03](#)), communication, and other policies and procedures demonstrate the institution's commitment to self-regulation, quality assurance to the public, and continuous institutional improvement. YACPA has entered the process to seek accreditation with a clear understanding and commitment to the ACCJC accrediting process for comprehensive self-evaluation and peer review.

The president is the chief representative for YACPA to the Commission in addition to serving as the accreditation liaison officer.

Policy on Institutions with Related Entities

When an institution shares certain functions with a related entity, the institution is responsible to the Commission for presenting, explaining, and evaluating all significant matters and relationships involving related entities that may affect accreditation requirements and decisions at the time of application, candidacy, review for initial accreditation, comprehensive or interim evaluation, and all other times deemed relevant by the Commission. Although a related entity may affect an institution's ongoing compliance with Accreditation Standards, the Commission will review and hold only the applicant, candidate, or accredited institution responsible for compliance with accreditation Standards.

The Commission will protect the confidential nature of all information submitted by institutions or by related entities, except as otherwise required by law. Failure of an institution to provide the required certification, guarantee, or other information regarding the institution or related entity requested by the Commission will be addressed as provided in the Commission's policies.

Evidence of Meeting the Policy

YACPA is the postsecondary educational division of The Young Americans, Inc. YACPA and The Young Americans operate on the same physical campus location, are governed by the same Board of Directors, share finance and development department staff, coordinate marketing and public relations activities, and report financial activities in a single set of audited financial statements. The Young Americans Policy & Procedure Handbook defines policies that apply to the entire organization, as well as, sections specific to operations of YACPA ([ER 4.03](#)). The supporting function map further clarifies areas of responsibility for YACPA separate from The Young Americans, Inc. and areas of cooperation and collaboration ([IO 1.02](#)). The YACPA president is an officer of the corporation and serves as a part of the executive staff team with the primary role of representing YACPA in governance and decision-making processes at the corporate level.

Financial Statements for The Young Americans, Inc. are inclusive of YACPA ([ER 5.01a](#)). Beginning FYE 15, the financial statements included supplemental reports that show the financial operations for each major division. The Schedule of Functional Expenses shows the expense allocations for YACPA, Performance, Fundraising, and General and Administrative divisions ([ER 5.01a page 30](#)). The Schedule of Combined Statement of Activities shows the revenues and expenses for YACPA, the Performance Division, and those attributed to organizational operations ([ER 5.01a page 32](#)). In this schedule, fundraising expenses and general and administrative expenses are allocated across the three aforementioned divisions. The Schedule of Statements of Activities: College presents the revenue and expense activities of YACPA ([ER 5.01a page 35](#)). The expense section of this statement reports the expense allocations within YACPA amongst key allocation areas including instruction, student services, library, facilities, equipment and technology, and admissions and enrollment.

The management letters presented by the auditor are inclusive of the entire operations of The Young Americans, Inc., and when issues related to YACPA operations are noted, the president supports the CFO's efforts to implement corrective actions ([CP 1.01](#)).

YACPA maintains its own long-term planning and budgeting to support YACPA programs and services in alignment with the YACPA mission and institutional plan ([ER 5.04](#)). The strategic plan is supported by enrollment goals, instructional hours and faculty planning, facility planning, equipment and technology planning, and support services personnel. The accompanying budget planning is derived from each of these planning areas, and expense allocations are reflective of the planning priorities. The facility planning section identifies that by fall 2018 an expansion in facilities is necessary to support program growth goals. As YACPA and The Young Americans utilize the same campus facilities, a campus business plan was developed jointly, and the need for space became a talking point with donors ([CP 1.02](#)). While the search for a development partner to enact an owned campus plan is still being sought, a donor has pledged financial support for an expansion of leased facilities for four years beginning FYE 18. After an exhaustive search of potential expansion facilities proved fruitless, a proposal to repurpose current areas on campus used as storage was developed and approved by the donor. The improvement project will take place during the summer break in 2017.

The risk associated with YACPA being a division within The Young Americans is considered to be low. The primary reasoning is the strategic nature in which YACPA was formed and the role it plays in supporting the mission of The Young Americans (for clarity please refer to the history and context section of this report). The strategic importance YACPA provides to The Young Americans ensures the decisions and operations of the organization consider the needs and impacts on YACPA. Subsequently, the educational programs and overall experience for YACPA students is greatly enhanced by the performance, touring, and serviced-based learning opportunities available through the performance division of The Young Americans.

The financial risk YACPA assumes by being a division within The Young Americans, Inc. is minimal in comparison to the benefits it receives. The Young Americans has a debt-to-net-asset ratio of 15 percent at FYE 16. The current financial strategy has been to match growth with available resources and utilization of net assets and to utilize debt financing with great caution.

The Young Americans revenue streams are primarily derived from fee-for-service structures and, thus, are susceptible to economic conditions both domestically and abroad. The international tours pose the most substantial risk due to the variables involved, including fluctuations in foreign exchange rates, travel restrictions, and transportation costs. YACPA is generally insulated from these risks; however, due to shared financial statements, the overall financial health and stability can impact the execution of YACPA planning. The financial benefit YACPA receives is the savings from shared campus facilities, operational overhead, marketing, and development activities. Facility and overhead expense allocations are made in accordance to usage; therefore, YACPA is able to minimize facility expenses when the classes are not in session (CP 1.03). Shared overhead expenses include insurance, legal, and accounting expenses. The allocations for these expenses are reviewed in the annual independent audit process.

The marketing and development activities of The Young Americans include YACPA. The global reach of The Young Americans and the exposure in K-12 programs across the USA provide unique opportunities for student recruitment. Additionally, the concert programs and pre-show presentations include information on becoming a student at YACPA (CP 1.04). The same cross-messaging applies in development activities with donors having the option to support the general fund of The Young Americans or specific programs, including YACPA scholarship fund (CP 1.05).

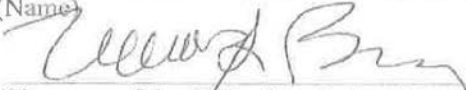
Certification Form for Related Entities

Certification: "The related entity has reviewed the materials submitted by the institution regarding the relationship between the related entity and institution, and certifies that the materials are complete and correct to the best of its knowledge."

The Young Americans, Inc. represents that it controls The Young Americans College of the Performing Arts either directly or through one or more intermediate entities. It certifies that it recognizes the Commission's compliance requirements for The Young Americans College of the Performing Arts and will ensure that The Young Americans College of the Performing Arts responsibilities that relate to areas controlled or influenced by The Young Americans, Inc. are fulfilled.

WILLIAM L. BRAWLEY

(Name)



(Signature of the CEO of the Related Entity) (Date)

Katrina Dull

(Name)



(Signature of the YACPA President) (Date)

7/5/17

Policy on Institutional Degrees and Credits

An accredited institution conforms to a commonly accepted minimum program length of 60 semester credit hours or 90 quarter credit hours awarded for achievement of student learning for an associate degree and 120 semester credit hours or 180 quarter credit hours for a bachelor's degree. Any exception to this minimum must be explained and justified. An accredited institution must have in place written policies and procedures for determining a credit hour that generally meet commonly accepted academic expectations, and it must apply the policies and procedures consistently to its courses and programs.

At the time of a comprehensive review, the Commission will review the institution's policies and procedures for determining credit hours for its courses and programs and how these policies and procedures are applied. As part of this review, the Commission will assess whether the institution implements the clock-to-credit-hour conversion formula. The Commission will make a reasonable determination of whether the institution's assignment of credit-hour conforms to commonly accepted practice in higher education using sampling and other methods. Following the review, the institution must take appropriate action and promptly notify the U.S. Secretary of Education if the Commission finds systematic non-compliance with this policy or significant non-compliance regarding one or more programs at the institution.

Evidence of Meeting the Policy

The Associate of Arts degree programs offered by YACPA conform to a minimum program length of 60 semester credit hours. YACPA follows its course classifications policy for determining credit hours awarded (ER 4.03). This policy aligns with commonly accepted academic expectations and is applied consistently across all courses. The course descriptions in the academic catalog provide the course classification, as well as, the required contact hours (CP 1.06).

Policy on Transfer of Credit

Accredited institutions have a responsibility to provide for effective transfer of credit that minimizes student difficulties in moving between institutions while assuring the high quality of their education. Each institution is responsible for determining its own policies and practices with regard to the transfer and award of credit including transfer of credits from non-accredited institutions. Institutions shall establish policies on the transfer of credit that are clearly stated and that function in a manner that is fair and equitable to students. At the same time, institutions shall be responsible for careful evaluation of credits that students wish to transfer. Institutions must balance responsiveness to students' preferences about transfer of credit and institutional commitment to the value and quality of degrees, certificates, or other credentials that the receiving institution awards.

Evidence of Meeting the Policy

As a non-accredited institution, the ability for students to transfer credits to other institutions is limited. This was a primary reason for forming the cooperative agreement with North Central Michigan College (NCMC) (OC 2.02) so that students seeking transfer opportunities

could opt into the agreement and more successfully pursue those transfer goals. In compliance with the California Bureau for Private Postsecondary Education regulations, YACPA clearly discloses the limitations of transfer of credit based upon its unaccredited status in the academic catalog and in the enrollment agreement all students sign (CP 1.06).

YACPA assesses transfer credits for enrolling students in accordance to the transfer of credit (ER 4.03) and experiential learning policies (ER 4.03). The transfer of credit and experiential learning policies balance the educational experiences students have had prior to enrollment with the rigor and quality of the programs of study offered. The policies reflect YACPA's flexibility and openness to reviewing alternative and innovative forms of education while ensuring student learning outcomes are aligned with course offerings at YACPA. The implementation method of the policies establishes that review of transfer work or experiential learning must demonstrate an equivalency in academic standing, that the credit hours must be equal to or greater than the YACPA equivalent course, and that the scope of the course must be similar. The student must also be able to demonstrate competency, which is measured by final grade of "C" or higher for course transfer requests and may include student work product or written achievement in the case of experiential learning (CP 1.07).

The transfer of credit and experiential learning policies are published in the academic catalog (CP 1.06), and during the enrollment process, students are reminded to submit official transcripts and AP scores for review for transfer.

Policy on Distance Education and Correspondence Education

Commission policy specifies that all learning opportunities provided by accredited institutions must have equivalent quality, accountability, and focus on student outcomes, regardless of mode of delivery. This policy provides a framework that allows institutions the flexibility to adapt their delivery modes to the emerging needs of students and society while maintaining quality. Any institution offering courses and programs through distance education or correspondence education is expected to meet the requirements of accreditation in each of its courses and programs and at each of its sites.

Evidence of Meeting the Policy

YACPA does not engage in correspondence education; however, some courses offered are considered to be distance education and utilize hybrid and online modes of instruction. No program of study has more than 50 percent of course requirements offered through DE modes. The DE courses are bound by the same standards and rigor as other courses offered by YACPA. All courses, regardless of mode of delivery, must include stated student learning objectives, which are disclosed in the course syllabus (CP 1.10). Furthermore, instructors of DE courses have the same assessment and reporting responsibilities for SLO results as faculty assigned to face-to-face courses. The dean of instruction maintains oversight of DE courses in the same manner as other courses, including faculty observation (CP 1.08), syllabi review, and review of student course-faculty evaluations (CP 1.09).

The course sequencing utilized at YACPA introduces first-year students to DE through hybrid courses (B 104 & ENG 111) prior to taking fully online courses. This prepares the students for the self-discipline and independence needed to be successful in online courses. DE courses are administered through the Populi platform, which requires student log-in and, thus, authenticates the student.

An example of a DE course's ability to maintain academic standards and rigor is the ENG 112: English Composition II course ([CP 1.10](#)). English 112 is a ten-week online course with an allotted 45 contact hours and an additional 1.5 hours for assessment during finals week. Lesson plans are posted bi-weekly with each lesson involving two homework assignments, on average. Within the ten-week term, eight journal entries and class discussions are assigned. Each journal entry requires the students to read an article and to answer questions in a long-answer format, meeting a word-count minimum. Each class discussion requires the students to post one main post answering a question regarding a different facet of the reading and two response-posts to two different classmates' main posts. Three essays are assigned in the term, each involving a rough draft due a week before the final draft. On the week the rough drafts are due, the students conduct peer reviews by reviewing, at least, two essays from their classmates in the class discussion forum. The course SLOs have been reported for this course, and in 2016-2017, they all met the established benchmark ([CP 1.11](#)).

Policy on Representation of Accredited Status

An institution must post information for the public concerning its accredited status online with no more than one page (one click) from the institution's homepage. That information will include the representation of accredited status noted below, reports and documents concerning accreditation activities and related data required to be available to the public, and information concerning programmatic accreditation.

Evidence of Meeting the Policy

YACPA takes the responsibility of representing the accredited status of the institution very seriously. Prior to ACCJC granting eligibility, the statements regarding YACPA's accreditation status did not make any reference to ACCJC or any other accrediting body nor was a time frame for attaining accreditation ever disclosed ([CP 1.12](#)). Following the June 2016 commission meeting where action was taken regarding the eligibility application for YACPA, the statement regarding status was revised in alignment with ACCJC policy ([CP 1.06](#)).

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. Inquiries about accreditation should be made to the Commission office: ACCJC, 10 Commercial Blvd., Suite 204, Novato, CA 94949, (415) 506-0234.

The YACPA website has a link to “Accreditation and Affiliation” from the home page, therefore, giving the public access to information regarding accreditation that is one click from the homepage (CP 1.13).

Policy on Student and Public Complaints against Institutions

The Commission requires that each accredited institution have in place student grievance and public complaint policies and procedures that are reasonable, fairly administered, and well publicized.

Evidence of Meeting the Policy

YACPA publishes the student grievance procedures in the academic catalog (CP 1.06), which is available on the YACPA website and is emailed to all students prior to enrollment. Public complaints are directed to the grievance committee when received in writing (ER 4.03).

Policy on Institution Advertising, Student Recruitment, and Representation of Accredited Status

All accredited institutions, or individuals acting on their behalf, must exhibit integrity and responsibility in advertising, student recruitment, and representation of accredited status. Responsible self-regulation requires rigorous attention to principles of good practice.

Evidence of Meeting the Policy

YACPA advertising, publications, and promotional literature outline the educational programs and services offered by YACPA (CP 1.14a) (CP 1.14b). The academic catalog serves as the official publication (ER 4.03) and depicts, as evidenced in I.C.2, all areas required by ACCJC standards and policies and by the California Bureau of Private Postsecondary Education.

The catalog is reviewed by various department heads each year prior to publication for updates, revisions, amendments, and accuracy and is ultimately approved for publication by the president (CP 1.15).

YACPA does not utilize independent contractors or agents for recruiting purposes (ER 4.03). YACPA’s admissions director coordinates with the staff of The Young Americans who interact with potential students during the touring and performance travels. The admissions director provides their staff with training and clear and accurate information regarding YACPA and how information is to be communicated to potential students. The status of accreditation is made clear by the president to all constituents on a regular basis to ensure the representation of the current accreditation status of YACPA is accurate (CP 1.16).

Policy on Contractual Relationship with Non-Regionally Accredited Organizations

When an institution contracts certain functions to a related entity, the institution is responsible to the Commission for presenting, explaining, and evaluating all significant matters and relationships involving related entities that may affect accreditation requirements and decisions at the time of eligibility review, candidacy review, initial accreditation, comprehensive review, follow-up and special reports, and all other times deemed relevant by the Commission. Although a related entity may affect an institution's ongoing compliance with the Accreditation Standards, the Commission will review and hold responsible only the applicant, candidate, or accredited institution for compliance with the Accreditation Standards. The Commission will protect the confidential nature of all information submitted by the institutions or by related entities except as otherwise required by law or other Commission policies. If an institution is part of a district/system with shared facilities or processes (e.g., library) or centralized information (e.g., strategic plan), the institution may use documents prepared by the district/system in its report to the Commission. The accredited institution's obligation to report any changes in control, legal status, or ownership through its substantive change process also applies to related entities.

Evidence of Meeting the Policy

YACPA maintains a contractual relationship with The Virtual Librarian Service to provide library services to the institution (CP 1.17). The contract states the scope of services to be provided to YACPA and the reciprocating responsibilities of YACPA.

Policy on Institutional Compliance with Title IV

Notification to the U.S. Secretary of Education of Fraud or Abuse

The Commission shall provide the U.S. Secretary of Education notice of the name of any institution it has reason to believe is engaged in fraud or abuse or is failing to meet its responsibilities under Title IV of the HEA and the reasons for such concern. Except in cases when the matter warrants a confidential report to the U.S. Secretary, the Commission shall notify the institution if its name is submitted to the U.S. Secretary under this provision.

Default Rates

Institutions participating in the Title IV programs under the HEA and designating the Commission as their gate-keeping agency must be able to demonstrate diligence in keeping loan default rates at an acceptably low level and must also comply with program responsibilities defined by the U.S. Department of Education. Institutions that have a default rate requiring a default reduction plan should provide a copy of their plan to the Commission. Commission staff shall review the plan to determine its appropriateness and to determine if any follow-up action is needed. Excessive default rates in the student loan program may be cause for a special report or evaluation.

Compliance with Title IV

During the course of the Commission's eligibility review, there will be a review of loan default rates and negative actions taken by the U.S. Department of Education regarding compliance of the institution with the requirements of Title IV of the HEA. In addition, the Commission will review information provided by the U.S. Secretary of Education when notified of negative action taken by the U.S. Department of Education regarding responsibilities under Title IV of the HEA.

The Commission will determine if the information calls into question compliance with its Accreditation Standards and wherever any follow-up action is needed. Excessive default rates in the student loan program may be cause for a special report or site visit.

Evidence of Meeting the Policy

As a non-accredited institution, YACPA is not eligible to be a Title IV institution and, as such, does not participate in financial aid programs. YACPA students enrolled through the NCMC cooperative agreement have access to financial aid based upon their enrollment status with NCMC, so all financial aid matters are handled by the NCMC financial aid office (OC 2.02). NCMC is responsible for student default rates and, at this time, has a default rate of 15.1 percent (2014 draft 3-year rate).

YACPA intends to apply for Title IV status once it becomes eligible. The Title IV application process will require YACPA to complete an initial screening application for potential eligibility followed by a substantive application that will demonstrate the administrative capacity of YACPA to support federal financial aid programs (CP 1.18). The 2015-2020 institutional plan includes expansions in staffing to support a financial aid office, including appropriate staffing to meet federal regulations pertaining to capability, internal checks and balances, and division of functions of determining aid awards and disbursing funds (ER 5.04).

In preparation for the Title IV application submission, YACPA will need to draft policies and procedures relating in administrative capacity, including qualification for financial aid personnel, systems to identify and resolve discrepancies in information received from different sources with respect to student aid applications, appropriate segregation of funds, and procedures relating to title IV funds when students withdraw. YACPA plans to engage a financial aid expert to consult through the process.

Commission Policies and Federal Regulations Evidence Summary

<u>CP 1.01</u>	CFO Report to Board on Management Letter Improvement Actions
<u>CP 1.02</u>	Campus Business Plan
<u>CP 1.03</u>	Allocation Justification for Expenses
<u>CP 1.04</u>	YA Program Sample
<u>CP 1.05</u>	Giving Page on YA web - Screenshot - <u>www.youngamericans.kindful.com</u>
<u>CP 1.06</u>	17-18 YACPA Academic Catalog
<u>CP 1.07</u>	Transfer Acceptance Listing
<u>CP 1.08</u>	Observation Report of DE Course ENG 112
<u>CP 1.09</u>	Student Course-Faculty Evaluation from DE Course
<u>CP 1.10</u>	ENG 112 Course Syllabus
<u>CP 1.11</u>	ENG 112 SLO Report
<u>CP 1.12</u>	15-16 YACPA Academic Catalog
<u>CP 1.13</u>	Accreditation and Affiliation page on YACPA Web - Screenshot - <u>www.yacollege.org/accreditation-and-affiliation/</u>
<u>CP 1.14a</u>	YACPA Trifold
<u>CP 1.14b</u>	YACPA Intro Video
<u>CP 1.15</u>	Catalog Revision Email Chain
<u>CP 1.16</u>	President Email Memo RE Accreditation Status
<u>CP 1.17</u>	Virtual Library Contract Agreement
<u>CP 1.18</u>	Title IV Application Information

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

A. Mission

I.A.1

The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)

Evidence of Meeting the Standard

The Board-approved and published mission of YACPA is (I.A.1.01):

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

YACPA fulfills this mission by providing programs of study that are aligned with the following broad educational goals:

Artistry: Students will develop their artistic voice and gain an acute awareness, understanding, appreciation, and expression of the performing arts.

Leadership: Students will develop and demonstrate application of ethical decision-making, defined values system, diversity of knowledge, and understanding of management and team leadership with emphasis on communication and collaboration.

Global Perspective: Students will develop skills that allow them to effectively and professionally work across cultural boundaries.

Continuous Learning: Students will develop critical analysis skills and be able to apply these skills to a life-long pursuit of knowledge.

The development of YACPA was unique in that it was not developed as a standalone institution. It was strategically developed to meet the growing needs of the members of The Young Americans, Inc., an organization with a 55-year history and culture. Three strategic needs that were identified and that led to the formation of YACPA were:

1. The need to develop a rigorous training program for new members to ensure they had the knowledge, skills, and techniques to be effective as a teacher, performer, and music advocate in the Young Americans Music Outreach Programs.
2. Recognition that there were gaps in knowledge and skills essential for members to transition from their volunteer time with the organization to the professional world despite the range of learning outcomes the Young American experience provided.
3. The need to be able to translate and quantify the experiences, knowledge, and skills a member gained during their time as a Young American in a manner that was recognized and understood by institutions of higher education and employers.

The action taken to address these strategic challenges was the formation of YACPA as a division within The Young Americans, Inc. with the purpose of providing college-level educational programs to members of The Young Americans.

The mission of the College program was crafted to focus on serving the key areas needed for student success in the performing arts industry. It is also important to note that based on student feedback and input, the YACPA mission does not focus on specific fields within the entertainment industry. Rather, it is focused on key factors that speak to success regardless of whether the student ultimately seeks a career as a performer, producer, arts educator, director, technician, arts advocate, or any other career connecting to the performing arts.

Analysis and Evaluation

YACPA is mission-focused and utilizes the mission to align programs and services with educational goals to support student learning and achievement (CP 1.06) (I.A.1.02).

The mission describes the broad educational purposes, intended student population, types of programs offered, and commitment to student learning and student achievement in the following ways:

“...artistry, leadership, communication and collaboration...” represents the broad educational purpose of YACPA. These broad educational purposes are reflected in program learning objectives and reinforced in course-level student learning objectives.

“...members of The Young Americans...” and “... developing artists...” defines the intended student population. The current student body are members of The Young Americans, Inc., and during the audition and application process, they must demonstrate talent and a commitment to personal and artistic growth.

“The Associate of Arts and certificate programs of study...” defines the programs of study offered.

“...provide developing artists with skills, knowledge, and experiences that will be foundational for their future as performers, teachers, and leaders” articulates YACPA’s commitment to student learning and student achievement. YACPA was founded with the intent to blend theoretical learning with practical application and to utilize the performing arts as a vehicle to develop diversity in thought process, in communications skills, and in approaches to problem solving.

Actionable Improvement Plans

No additional planning items have been identified at this time.

I.A.2

The institution uses data to determine how effectively it is accomplishing its mission and whether the mission directs institutional priorities in meeting the educational needs of students.

Evidence of Meeting the Standard

The mission of YACPA is central in all planning and review processes. The institutional effectiveness plan (IEP) is structured to systematically review and assess the quality, viability, productivity, and outcomes of the College (I.A 1.02). The IEP collects data from all departments and measures institutional effectiveness and student learning from the course level through to institutional goals on an annual basis.

The IEP is not intended to replace the informal dialog process of evaluation that is nurtured and encouraged within the close-knit culture of YACPA. Open door policies and a communal commitment to continuous improvement and student achievement is a defining feature of the YACPA experience. Rather, the IEP is designed to enhance these qualitative-based discussions with quantitative data and documented action items.

The IEP defines key data metrics in areas of student learning, student achievement, and academic quality that form the basis of evidence for the review (I.A 1.02). Furthermore, each data metric is assigned to a responsible department for reporting and has an institution-set standard when appropriate. As data is collected, disaggregation of data based upon gender, race, programs of study, and course delivery modes are utilized to identify subsets of the student population who may be underserved.

Analysis and Evaluation

The implementation of the IEP took place over multiple years with the initial emphasis upon course-level student learning objective assessment and reporting. The 2014-2015 academic

year marked the first year of full implementation of the IEP and resulted in a completed institutional annual review report. The 2014-2015 annual review report included summary data and identified a series of priorities to be addressed in the 2015-2016 academic year (I.A 2.01).

The process was repeated for the 2015-2016 academic year with disaggregated data included (I.A 2.02). Furthermore, the 2015-2016 annual review report includes a status report on each of the priorities identified in the prior report thus ensuring a continuous cycle of review and improvement (I.A 2.02).

The structure of the IEP and the required involvement of all departments and divisions has transformed the campus culture. Prior to full implementation of the IEP, informal review and anecdotal discussion were the primary mode of mission assessment. Since the implementation of the IEP process, formal and informal discussions have a foundation in data and evidence.

In July 2014, YACPA began implementing TK20 Assessment Solution software to support data collection and analysis of student learning outcomes from the course level through to institutional goals. The platform also includes a module to support strategic planning and budget requests (I.A 2.03) (I.A 2.04). After 18 months of implementation, YACPA is extremely unsatisfied with the platform and its functionality. The system does not roll-up data, does not support disaggregated data analysis, and does not close the loop by carrying improvement action items into future reports. Faculty report continued frustration with loading issues, timeouts that caused data loss, and that TK20 is not user friendly. Furthermore, the reporting functionality does not generate readable reports, and all narrative is locked to individual goals or objectives with no place to connect goals with an overarching narrative. At the current time, tech support has been unable to satisfactorily resolve the functionality issues YACPA is facing with TK20. For workflow purposes, YACPA will continue to utilize TK20 for course SLO reporting for the 2016-2017 year and then reassess its utilization. All other reporting for program learning objectives, departmental annual reviews, and strategic planning will be accomplished by reverting to the word document templates created prior to TK20 implementation.

Actionable Improvement Plans

Review alternate work flows and software support for data collection and assessment support to replace TK20.

Revise planning to include a part-time position to support institutional research.

I.A.3

The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.

Evidence of Meeting the Standard

YACPA uses its mission and goals as the foundation for decision-making, planning, and resource allocation through both formal processes and informally through the open dialog campus culture.

The organizational structure is reflective of the commitment to supporting student learning and achievement. As the website welcome pages for instruction (I.A 3.01), administrative services (I.A 3.02), and student services communicate (I.A 3.03), each department is aligned with the mission and focuses their departmental activities and functions around supporting student learning and achievement. The departmental commitment to mission is reinforced and assessed through the departmental annual review processes.

The 2015-2020 institutional strategic plan starts with the mission, comprehensively addresses strategic goals and objectives to support the mission, and includes detailed planning for enrollment, human resources, facilities, and equipment and technology needs. All planning needs feed into the budget planning process (ER 5.04).

The IEP documents the alignment between mission and programs and services (I.A.1.02). Through reporting from the course SLO level up to annual department reports, data is collected, analyzed, and improvement plans are formed and supplemented with resource requests necessary to support improvement plans (I.A.2.02c) (I.A 2.02f) (I.A 2.02g). The annual meeting plan brings together the various constituencies of YACPA in a regular and collaborative manner that supports decision-making, planning, and resource allocations through a dialog that is mission-focused and informed by the institutional goals for student learning and achievement (I.A 3.04).

Analysis and Evaluation

The president takes an active leadership role in maintaining focus on YACPA's mission and goals for student learning and achievement. The welcome message on the website, the presentation in orientation with students, the presentations in campus meetings at various levels, and the implementation of the IEP all demonstrate the continuous commitment to this responsibility (I.A 3.05) (I.A 3.06).

As YACPA has developed the commitment to aligning programs and services to the mission and supporting student learning and achievement goals, its commitment is also apparent in the resource allocations and investments made in recent years. The approved budget for FYE 17 was 43 percent higher than the FYE 15 expenses. While the total budget has increased, allocations to instructional services have remained between 43 percent and 47 percent of the budget. The allocations to learning support services, including library and student services, have increased from six percent of the annual budget to ten percent. This reflects a \$38,000 increase in student services allocations and a \$54,000 increase in the library services budget. These increases were supported by requests derived from improvement planning to support student learning and achievement.

Actionable Improvement Plans

No additional planning items have been identified at this time.

I.A.4

The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)

Evidence of Meeting the Standard

The Board-approved mission of YACPA is (I.A 1.01):

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

The mission is communicated through a wide range of publications, including inclusion in academic catalog, website, marketing materials, Policy and Procedure Handbook, Staff and Faculty Handbook, planning documents, and orientation presentations (CP 1.12) (I.A 4.01). The mission is reviewed periodically under the leadership of the president within the institutional effectiveness review process. If a revision is deemed necessary, the president is responsible for engaging staff and faculty in the review process before presenting a final recommendation to the Board of Directors for approval.

Analysis and Evaluation

In YACPA's development phase, the mission was presented to the Board of Directors as part of the planning discussion. However, a formal vote of approval was not taken. On December 15, 2014, the Board formally reviewed and approved the following mission (I.A 4.02):

To provide members of The Young Americans with a performance-based education emphasizing artistry, leadership, communication and collaboration so that they can become better performers, teachers and human beings.

After completing an internal gap analysis between YACPA operations and ACCJC standards, further revisions and clarifications were reviewed and approved by the Board in May, 2015 (I.A 1.01). The result is the current approved and published mission. While the mission revisions occurred close together, the underlying vision, scope, and intent of YACPA remained unchanged. The recommended changes were approved to ensure the mission statement fully addressed the types of degrees offered.

Actionable Improvement Plans

No additional planning items have been identified at this time.

Standard I.A Evidence Summary

<u>I.A 1.01</u>	Board of Directors Minutes - May 2015 - approving mission
<u>I.A 1.02</u>	Institutional Effectiveness Plan
<u>I.A 1.02a</u>	Institutional Effectiveness Plan Report Templates
<u>I.A 2.01</u>	2014-2015 Institutional Annual Review (Full)
<u>I.A 2.01a</u>	2014-2015 Annual Academic Program Review
<u>I.A 2.01b</u>	2014-2015 Annual Music Department Report
<u>I.A 2.01c</u>	2014-2015 Annual Theatre Department Report
<u>I.A 2.01d</u>	2014-2015 Annual Dance Department Report
<u>I.A 2.01e</u>	2014-2015 Annual Breadth-of-Knowledge Department Report
<u>I.A 2.01f</u>	2014-2015 Annual Administrative Services Department Report
<u>I.A 2.01g</u>	2014-215 Annual Student Services Department Report
<u>I.A 2.02</u>	2015-2016 Institutional Annual Review (Full)
<u>I.A 2.02a</u>	2015-2016 Annual Academic Program Review
<u>I.A 2.02b</u>	2015-2016 Annual Music Department Report
<u>I.A 2.02c</u>	2015-2016 Annual Theatre Department Report
<u>I.A 2.02d</u>	2015-2016 Annual Dance Department Report
<u>I.A 2.02e</u>	2015-2016 Annual Breadth-of-Knowledge Department Report
<u>I.A 2.02f</u>	2015-2016 Annual Administrative Services Department Report
<u>I.A 2.02g</u>	2015-2016 Annual Student Services Department Report
<u>I.A 2.02h</u>	2015-2016 Annual Review Data File
<u>I.A 2.03</u>	TK20 Reporting Handbook for Course SLO
<u>I.A 2.04</u>	Department Annual Reporting Handbook for TK20
<u>I.A 3.01</u>	Admissions Welcome Page on YACPA Web - Screenshot - http://www.yacollege.org/auditions-admissions/
<u>I.A 3.02</u>	Administrative Welcome Page on YACPA Web - Screenshot - http://www.yacollege.org/financial-aid/
<u>I.A 3.03</u>	Student Services Welcome Page on YACPA Web - Screenshot - http://www.yacollege.org/student-life/
<u>I.A 3.04</u>	17-18 Annual Meeting Plan
<u>I.A 3.05</u>	President's Welcome Page on YACPA Web - Screenshot - http://www.yacollege.org/about/
<u>I.A 3.06</u>	First-Year Orientation Slideshow
<u>I.A 4.01</u>	Mission Page on YACPA Web - Screenshot - http://www.yacollege.org/our-mission/

I.A 4.02 Board of Directors Meeting - Dec 14 - Mission Review

B. Assuring Academic Quality and Institutional Effectiveness

Academic Quality

I.B.1

The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

Evidence of Meeting the Standard

YACPA maintains a sustained and substantive collegial dialog focused on student learning and institutional improvement. The collegial dialog is founded in informal interactions between faculty and staff on a daily basis and reinforced in formal processes, such as the annual institutional effectiveness review, department chair meetings, department meetings, full and core faculty meetings, and student surveys (I.A 3.04). In alignment with the size and scope of the institution and the inclusive campus culture fostered within and among departments, all dialog occurring is collegial and institutional.

Annual Institutional Effectiveness Review

The IEP engages all departments in an ongoing and substantive cycle of continuous improvement (I.A 1.02). The table below aligns the various assessments and reports with functions relating to core areas of continuous improvement of student learning and achievement.

Report	Assessment Activity	Core Areas
Course SLO Reports	Student achievement of stated course learning objectives	Student outcomes
	Planned Improvement Actions	Continuous improvement
	Resource requests	Continuous improvement
Key Assignments	Student achievement of stated program learning objectives	Student outcomes
	Planned Improvement Actions	Continuous improvement
	Resource requests	Continuous improvement
Academic Department Reports	Department goals	Academic quality
	Planned Improvement Actions	Continuous improvement
	Resource requests	Continuous improvement
Academic Program Report	Instructional goals	Academic quality
	Course SLO Results	Student outcomes
	Program SLO Results	Student outcomes
	Student Evaluations of Faculty	Student equity & Academic quality
	Planned Improvement Actions	Continuous improvement
	Resource requests	Continuous improvement
Administrative	Department goals	Student equity

Report	Assessment Activity	Core Areas
Services Department Report	Enrollment data	Student equity
	Graduation data	Student achievement
	Planned Improvement Actions	Continuous improvement
	Resource requests	Continuous improvement
Student Services Department Report	Department goals	Student equity & outcomes
	Retention and Persistence	Student achievement
	Planned Improvement Actions	Continuous improvement
	Resource requests	Continuous improvement
Student Surveys	Student Satisfaction Surveys	Student equity & academic quality
	Graduate Satisfaction	Student equity and academic quality

Executive Committee Meetings

Executive committee meetings occur weekly and include the president, dean of instruction, dean of administrative services, and dean of students. These meetings focus on mission fulfillment through operational functions, institutional planning and assessment, resource allocation and management, and student success and satisfaction (I.B 1.01).

Department Chair Meetings

Department chair meetings occur on a monthly basis (bi-monthly beginning August 2017) and include the president and all deans and department chairs. These meetings focus on issues relating to academic programs and specifically address student outcomes, academic quality, and student equity. The inclusion of all department leaders ensures the dialog is institutional while providing each department with the opportunity and forum to present ideas, needs, and actively participate in decision-making, problem-solving, and planning (I.B 1.02).

Core Faculty Meetings

Core faculty meetings occur monthly (bi-monthly beginning August 2017) and include the president, deans, department chairs and core faculty members. Core faculty members are predominately full-time faculty members; however, to ensure full representation from all academic departments, some core faculty members do not carry a full-time teaching load with the institution. These meetings focus on matters of curriculum, student outcomes, and policies that impact instructional activities and student learning and achievement. Meetings are scheduled during the campus wide lunch period with a meal provided to support full attendance and participation (I.B 1.03).

Full Faculty Meetings

Full faculty meetings occur five times each academic year and include the president, deans and department chairs, and all faculty members. These meetings allow an open discussion on any issue raised; however, they primarily focus on matters of student learning and student achievement. Action items and decisions resulting from discussion are taken up in core faculty, department chair, or executive committee meetings as appropriate (ER 4.03).

Over the course of the academic year, the following general agenda is set:

1st Meeting – prior to start of academic year: Presentation of prior year institutional annual review report (I.B 1.04).

2nd Meeting – midpoint in fall semester: Student review in which faculty engage in an open forum discussion on specific students (I.B 1.05).

3rd Meeting – prior to start of spring semester: Review of mission, goals, and student learning outcomes (I.B 1.06).

4th Meeting – midpoint in spring semester: Student review in which faculty engage in an open forum discussion on specific students (I.B 1.07).

5th Meeting – conclusion of spring semester: Review of course-level student learning outcomes and discussion of planned improvement actions to be implemented (I.B 1.08).

Analysis and Evaluation

Through both informal and formal processes, YACPA is maintaining substantive collegial dialog that is focused on continuous improvement of student learning and achievement and institutional effectiveness. Furthermore, the dialog is inclusive and encourages engagement from all staff and faculty.

The annual institutional effectiveness review process ensures planning and improvement actions are grounded in data and evidence. The process empowers department leaders to define goals that meet the needs of their department, support student learning, and align with the institutional mission. The results from each year's review guide the dialog across all departments in the subsequent year and help shape priorities and resource allocation. This cycle of continuous review and improvement keeps student learning and achievement a central focus of all decision-making, problem solving, and planning.

As an example, the 2014-2015 academic program annual review report identified a wide variance in student learning outcomes when comparing performance courses to breadth-of-knowledge courses (I.A. 2.01a). Additionally, the review process identified a correlating result in which students were self-reporting their overall effort in courses to be far lower in breadth-of-knowledge courses than in their performance courses. Narrowing the outcome gap was identified as a priority issue to be addressed in the 2015-2016 academic year (I.A 2.01). The improvement actions that were planned included resource allocations to increase tutoring support offered through student services and a concerted effort with breadth-of-knowledge faculty to develop hands-on, mentally-engaging pedagogical approaches to engage students in their courses. The reported results in the 2015-2016 annual review showed (I.A 2.02):

1. Student's Analysis and Evaluation 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.

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

As evidenced in meeting minutes over the past two years, the priorities established in the annual review report shape the dialog among faculty and staff in meetings in the subsequent year (I.B 1.09a) (I.B 1.09b) (I.B 1.09c). The running theme in core faculty and full faculty meetings was student learning and student achievement with emphasis upon outcome gaps between performance courses and breadth-of-knowledge courses. While the results in 2015-2016 showed marked improvement in narrowing the student outcome gap, there is still insufficient longitudinal data in place, so dialog and discussion has and will continue.

The importance of the five annual full faculty meetings as a manner to unite staff and faculty in their focus on student learning cannot be understated. Especially important is the mid-semester student review meetings (I.B. 1.05) (I.B 1.07). These meetings are structured to allow faculty to share observations and concerns about individual students. Through the process, faculty can share communication and engagement strategies specific to individual students. Student services staff also attend these meetings, thus, bridging the gap between student services and instruction.

Actionable Improvement Plans

Continue to strengthen collaborative nature with documented processes, improved meeting minutes, and reinforcement of annual institutional effectiveness review process.

Continue assessment of PLO outcomes through key assignments to develop longitudinal data and support continuous improvement.

I.B.2

The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)

Evidence of Meeting the Standard

Student learning objectives (SLOs) are defined for each program of study and published in the academic catalog, website, and promotional materials (CP 1.06) (I.B 2.01).

Assessment of learning is accomplished at various levels, beginning with course SLOs that assess more discrete proficiencies at typically lower cognitive levels (as defined in Bloom's taxonomy). SLOs are rolled up and mapped to program-level objectives (PLOs), which generally have more synthetic goals that represent higher-order cognitive skills (I.B 2.03). PLOs are assessed through key assignments, such as final performances, research papers, oral presentations and practicum observations (I.B 2.02). The institutional benchmark established requires 80% of students to earn a C grade or higher in the key assignment. The

results from the 2016-2017 assessment conclude that all PLOs meet their benchmarks (I.B 2.08).

Every course offered by YACPA has defined SLOs that are published in master course curriculum documents (I.B 2.04) and in the syllabus for each course offering (I.B 2.05). To ensure that student academic performance is documented and academic quality is maintained, each course offered must adhere to the master course curriculum document that establishes SLOs for the course of study. Department chairs and the dean of instruction are responsible for monitoring compliance. All master course curriculum and syllabi are available for review by the appropriate constituencies through the internal intranet (I.B 2.06).

The faculty of record must submit a syllabus to the dean of instruction for review and approval three (3) weeks prior to the commencement of instruction. The approved syllabus must be distributed to students on the first day of instruction and be posted to the course page on the YACPA Populi platform. The syllabus must include course description, SLOs, assessment tools, grading scales, assignments, weekly curriculum summary, attendance policy, and other instructor expectations. Assessments and curriculum should be referenced to specific SLOs (I.B 2.05).

Faculty members are required to submit a final grade report and a student learning outcome report with results listed by individual student (I.B 2.07). The SLO report must include the three course SLOs assessed during the term and detail assessment measures and rubrics used. End-of-semester reports are filed with the dean of instruction who reviews the report and addresses any concerns with assessment measures or outcomes with the faculty member and department chairs. Outcomes are also then presented during faculty meetings and curriculum committee meetings. This reporting and assessment process is conducted for every course offered for each academic semester regardless of the mode of delivery (I.A 2.02a page 7).

Library services work with faculty members to review student learning objectives on a course-by-course basis and develop library resources that support the needs of the course. Additionally, library services work with faculty to include library-based assignments to strengthen curriculum and to support research and topic exploration by the students (II.B 1.45).

The student services department defines and assesses student achievement and learning at the institutional level through measurements of retention, cumulative GPAs, completion rates, and time of completion (I.A 2.02g). When appropriate to support planned improvement actions identified in the course-level student learning review, student services will engage with faculty to develop specific learning support through the learning center.

Analysis and Evaluation

SLOs are clearly defined for all programs of study and all courses of study. Furthermore, the connection between SLOs and student learning support services is developed and regularly assessed.

As reported in the 2014-2015 Annual Academic Program Review, 75 percent of courses (27 out of 36) completed SLO outcome reports (I.A 2.01a). In 2015-2016, this number increased to 81 percent (30 out of 37) (I.A 2.02a page 3). Of reporting courses, a total of 14 SLOs over nine courses were identified in 2014-2015 as not meeting benchmark standards (I.A 1.02). Improvement actions were developed and implemented, and in 2015-2016, a total of nine SLOs over five courses were reported at below benchmark standards.

The THF 230 Audition course is an example of successful implementation of improvement plans. In 2014-2015, the course SLO 1: Self-assess the elements of a successful audition, had 67 percent of students meeting or exceeding this institution-set standard, so the course SLO did not meet the benchmark. After reviewing, it was determined that a series of check-in assignments should be developed to measure students' incremental progress and to provide feedback on the comprehensive assignment prior to final submission rather than having a single comprehensive assignment that was the measurement tool for assessing student outcomes. The changes were implemented in 2015-2016, and the year-end result found 85 percent of students meeting or exceeding the institution-set standard.

The student services department, as noted in their 2015-2016 annual report, has a standing goal to "provide services that improve student success" (I.A 2.02g page 6). The specific actions taken by the student services department have included developing peer tutoring programs in which faculty can refer students for additional out-of-class support (I.B 2.09). Additionally, student services monitors student performance in courses and flags students with GPAs below 2.0 or earning a "D" in any course for tutoring services and success coaching. The dean of students has developed a strong communication channel with faculty that supports the identification of students in danger of receiving a failing grade. In 2015-2016, the number of students who were referred for tutoring services and success coaching was not tracked or monitored; however, the institutional-level tracking of improved outcomes in student learning suggest these programs played an essential role in connecting student learning in course work to student services support programs.

Actionable Improvement Plans

Continue to engage faculty in the course-level SLO reporting process.

Continue assessment of PLO outcomes through key assignments to develop longitudinal data and support continuous improvement.

Implement a comprehensive tracking and reporting system for students engaged in tutoring and success coaching programs to better assess connection between student services and student learning outcomes.

I.B.3

The institution establishes institution-set standards for student achievement that are appropriate to its mission. The institution assesses how well it is achieving these standards in

pursuit of continuous improvement, and it publishes this information. (ER 11)

Evidence of Meeting the Standard

The Institutional Effectiveness Plan (IEP) establishes the methods of assessment for student achievement, including course completion and program of study completion rates ([I.A 1.02](#)). The institution-set standard for course completion rate is 90 percent. This standard is reflective of historical student achievement and remains at 90 percent to encourage YACPA's continued commitment to student support services. The institution-set standard for AA completion rates is currently a stretch goal at 65 percent. The stretch goal is derived from comparisons with conservatory-style performing arts programs including the American Academy of Dramatic Arts (60 percent), American Musical and Dramatic Academy (58 percent), and The Julliard School (86 percent)⁵. These institutions were selected for comparisons based upon the similarity in mission and program focus.

Student achievement is monitored closely and reported each year in the Institutional Annual Report, which is published and made publicly available through the YACPA website ([I.B 3.01](#)). The Institutional Annual Review Report is also presented to the faculty, Board of Directors, and the academic advisory committee ([I.B 3.02](#)) ([I.B 3.03](#)) ([I.B 3.04](#)).

Analysis and Evaluation

In both the 2014-2015 and 2015-2016 Institutional Annual Reports, student achievement data was reported and analyzed and the results formed the basis of focused improvement plans and the [quality focus essay](#) ([I.A 2.01](#)) ([I.A 2.02](#)). YACPA's three-year average course completion rate is meeting institution-set standards; however, AA completion rates are falling short of benchmarks. Disaggregated course completion reports highlight specific courses that have completion rates far below the overall course completion rates, and improvement plans are focused on addressing those specific courses to improve program completion ([I.B 3.05](#)).

In the short-term, improvement plans are focused on increasing tutoring support, strengthening success coaching, and working with faculty to implement course content that is engaging for the students. These actions are having some impact; however, the courses with the lowest completion rates (BIO 133 and COM 170) are courses currently only offered in an online format through the NCMC cooperative agreement. The [quality focus essay](#) addresses the long-term improvement plans YACPA is looking to implement.

Actionable Improvement Plans

Expand tutoring services to accommodate student needs.

⁵ Source: U.S. Department of Education. National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Academic Year 2015-2016.

Expand success coaching to align students enrolled in online courses with support and accountability measures.

I.B.4

The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

Evidence of Meeting the Standard

YACPA engages in a continuous process of data collection and analysis for the purpose of supporting student learning and student achievement. The process begins with the campus culture that encourages an open-door policy that provides an informal process of continuous feedback between students, faculty, and staff.

The IEP defines a formal process of data collection utilizing a range of methods and permeating all departments of the College (I.A 1.02). The following table summarizes the assessment data utilized:

Name	Frequency
Course Evaluation	Every semester by students for each course
Course SLO Reports	Annually by faculty for each course
Program SLO Report	Annually by dean of instruction for all PLOs
First-Year Student Survey	End of first-year students' year by all first-year students
Second-Year Student Survey	End of second-year students' resident semester by all second-year students
Graduate Survey	At program completion and follow up in subsequent years
Student Achievement	Final grades monitored on an ongoing basis, formal reporting annually

Analysis and Evaluation

The assessment data collection plan in place provides informative and quantifiable data that is utilized by various departments within the College to support student learning and student achievement.

The course evaluation surveys are completed online at the end of each course by students (I.B 4.01). Faculty have direct access to the submissions once 60 percent of enrolled students have completed the survey. In instances when fewer than sixty percent of students complete the survey, the faculty can request a report from administration. Department administrators have access to results for all courses and report filtering options within the platform allow for results to be viewed from the institutional level or disaggregated all the way down to a specific section of a course offered (I.B 4.02) (I.B 4.02a) (I.B 4.02b) (I.B 4.02c). Summary results are included in the Annual Academic Program Review compiled by the dean of instruction (I.A 2.02a page 11).

Course SLO reports are completed annually for all courses. Faculty are required to report assessment findings on three course SLOs each reporting period. The reporting includes a detailed description of assessment measures, criterion rubric, student results table, overall course results, and improvement actions planned when results fail to meet benchmarks (I.B 2.07). In cases when a course SLO fails to meet its benchmark that course SLO must be monitored, the following reporting period to ensure improvement plans are implemented and are effective in improving student learning. As reported in the Annual Academic Program Review for 2014-2015, 75 percent of courses (27 out of 36) completed SLO outcome reports (I.A 2.01a). In 2015-2016, this number increased to 81 percent (30 out of 37). Of reporting courses, a total of fourteen student learning outcomes from nine courses were identified in 2014-2015 as not meeting benchmark standards. Improvement plans were developed and implemented, and in 2015-2016, a total of nine student learning outcomes from five courses were reported at below benchmark standards (I.A 2.02a page 3).

Program learning objectives are assessed through the mapping of key assignments identified from a range of courses (I.B 2.02). Faculty assigned to courses with identified key assignments complete a report at the end of each course. The report includes a description of the key assignment, improvement actions implemented as applicable, results table for the course, and if the results are below benchmarks, improvement plans and resource requests to support improvement actions (I.B 4.03). Student work product samples are also submitted for each key assignment. Key assignment results are then rolled up to assess student learning for the PLO (I.B 2.08). Key assignment reporting was implemented in the 2016-2017 academic year with 100 percent of instructors reporting outcomes. All program learning outcomes met or exceeded institution-set standards.

Each student completes four student satisfaction surveys over the course of their time at YACPA. Upon arrival to the campus, each student completes The Young Americans Student Entrance Survey (I.B 4.04). This survey is an online form that each student completes at a computer station located in the waiting area during orientation check-in. This survey focuses on each student's expectations and individual goals while attending the College. The first-year student survey is conducted in the final weeks of the spring semester (I.B 4.05). This survey focuses on academic rigor, programs, housing, and overall student satisfaction. The dean of student's conducts one-on-one meetings with each student and references the entrance survey for additional discussion points with the student. Following the meeting, the students also complete an online survey. This process allows the dean of students to ask follow-up questions for clarity as necessary and engage in a conversation with each student. Like the first-year students' end-of-year survey, the second-year students' survey is conducted at the end of the second year and focuses on academic rigor, program, housing, and overall student satisfaction (I.B 4.06). Upon graduation from YACPA, each graduate is given an online link to the graduate's survey (I.B 4.07). This final student survey focuses on program and overall student satisfaction. Every survey has an area for the student to submit feedback on any topic or area not listed in the body of the survey.

Survey results are summarized by the dean of students and presented to faculty and administration (I.B 4.08) (I.B 4.09). The report also includes recommendations by the dean of students for improvement actions and/or resources. An example of the effectiveness of this

process relates to a question in the first-year students end-of-year survey that asked students to rate, on a scale of 1 to 5, their overall living experience in student housing. The student average response was 4; however, comments revealed that although most students were satisfied with their living situation, students were generally feeling unsafe around the apartments. Following this feedback, actions items for improvement included additional health and safety topics added into orientation week in an effort to empower students with preventative and self-defensive information. The dean of students met with the Corona PD crime prevention specialist to discuss options to improve the general safety around campus and student housing areas. The dean of students also requested additional patrols around campus, student housing, and the surrounding areas with local law enforcement. Despite the actions taken, the year end survey that the first-year students took in March 2017 showed an average of 3.7 out of 5.0 for living experience satisfaction. Based upon consultation with students, the dean of students was able to pinpoint a few incidents that occurred within the apartment complex and surrounding streets that further eroded the students' sense of safety and wellbeing.

Student achievement data, including course completion, persistence rates, and graduation rates, are monitored on an ongoing basis by the dean of students and dean of administrative services. Formal reporting of results is included in annual reports by each department and communicated with all faculty, staff, academic advisory committee, and Board of Directors (I.B 3.02) (I.B 3.03) (I.B 3.04). All of these data metrics are disaggregated as appropriate to provide better insight as to student achievement in specific student subpopulations. Disaggregation details are referenced in the IEP key institutional data metrics table (I.A 2.02).

Actionable Improvement Plans

Continue to engage faculty in the course-level SLO reporting process to work toward full participation in reporting.

Continue to monitor student achievement and increase support services as necessary.

Implementation of curriculum changes in accordance with planning outlined in the [quality focus essay](#).

Continue to develop relationships with Corona PD and increase training for students in orientation on matters relating to safety and wellbeing.

Institutional Effectiveness

I.B.5

The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode

of delivery.

Evidence of Meeting the Standard

The single AA program of study and the embedded Certificate program of study at YACPA creates a tight alignment among student learning objectives, student achievement, and the institutional mission. This homogenous dynamic means that the annual assessment and review processes of course level SLOs, PLOs, and student completion data directly support the assessment of mission accomplishment. While some courses are offered through distance education, the program of study is completed with 75 percent face-to face instruction for all students. The IEP provides the framework and process for the evaluation of goals and objectives, the assessment of student learning objectives, and student achievement.

The student learning section of the IEP ([I.A 1.02](#)) connects student learning objectives from the course level to institutional goals. The program learning goals for the Associate of Arts degree details the course key assignments mapped to each program learning objective that are, in turn, directly mapped to institutional goals and rooted in the mission. Additionally, the breadth-of-knowledge learning goals are mapped to the AA program learning goals.

The student achievement section of the IEP ([I.A 1.02](#)) measures student achievement based upon course completion and program completion rates, monitors for longitudinal trends, and disaggregates results based upon programs of study, academic departments, modes of delivery, and demographic elements.

The IEP also provides the framework and process for measuring academic quality through retention rates, student feedback, graduate feedback, faculty assignments, institutional aid awards, and expense allocations ([I.A 1.02](#)). These combined factors help ensure the academic experience are reflective of the student body and supportive of their educational and personal goals.

Analysis and Evaluation

YACPA has been effectively implementing the IEP processes since 2014. The institutional annual reports published for 2014-2015([I.A 2.01](#)) and 2015-2016 ([I.A 2.02](#)) pull together all of the data collected through student learning, student achievement, and academic quality to present a comprehensive report of the institutional achievements. In 2016-2017, the IEP was reviewed and revised to provide a clearer mapping of learning goals from the course level up to institutional learning goals and mission. The 2016-2017 review process has begun with department annual reports from the academic departments submitted (I.B 5.01a) (I.B 5.01b) (I.B 5.01c) (I.B 5.01d), course SLO results submitted ([I.B 5.02](#)), and results from key assignments mapped to submitted PLOs ([I.B 2.08](#)). The timeline provides for the 2016-2017 institutional annual review to be published by August 31st, 2017. The department annual reviews conducted by all academic and support departments connect department-level goals and activities to the institutional goals and strategic goals and objectives.

Student Learning

YACPA has been effectively collecting and analyzing course-level SLO reports since the implementation of the AA program of study. The 2014-2015 and 2015-2016 annual reports present the course-level SLO outcomes and use qualitative measures, such as feedback from student course-faculty surveys, to assess overall mission accomplishment ([I.A 2.02a_page 6](#)). In 2016-2017, YACPA identified and mapped key assignments to program learning objectives and faculty-submitted year-end reports on student performance in those key assignments with 100 percent of courses reporting key assignment results. Collectively, each of the eight PLOs were met, so through the roll up, the institutional goals are met ([I.B 2.08](#)).

Student Achievement

Data on course completion and program completion has been tracked and analyzed in a continuous manner as evidenced in the institutional annual reports and the course completion data table ([I.B 3.05](#)). As the programs of study are so tightly aligned at YACPA, disaggregation of data in course completion rates by academic department and mode of delivery provide insight as to the services needed and corrective actions necessary to support, sustain, and enhance student achievement. The data reveals a 20 percent difference in completion for DE courses as compared to face-to-face courses and a 13 to 18 percent difference in completion for breadth-of-knowledge department courses as compared to courses in music, dance, and theatre departments. These gaps are directly attributed to the student's higher level of engagement in arts based courses. Corrective actions regarding DE courses are addressed in the [quality focus essay](#) of this report.

Academic Quality

The data, both quantitative and qualitative, that is collected and analyzed to address areas of academic quality covers a range of areas and departments, which provides a comprehensive assessment and evaluation of the institution. Retention rates provide indicators as to the student's overall experience with YACPA. Retention rates are disaggregated based upon gender and race and ethnicity ([I.A 2.02](#)). Currently, there is insufficient longitudinal data to determine trends within any sub set of the student body. The retention rates are supported by the student satisfaction surveys that consistently report high levels of student satisfaction.

Actionable Improvement Plans

Continued assessment of program learning objectives to strengthen student learning assessment with mission accomplishment.

I.B.6

The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal, and other

resources to mitigate those gaps and evaluate the efficacy of those strategies.

Evidence of Meeting the Standard

Student learning is primarily assessed through course-level student learning objectives and program-level student learning objectives. The course-level learning objectives provide the foundation for disaggregated analysis. Results are analyzed for performance gaps between department level grouping of courses and between courses by mode of delivery (I.A 2.02a_page 10) (I.B 3.05).

Student achievement is primarily assessed through course completion and program completion rates. Course completion rates are disaggregated and analyzed by mode of delivery and academic department alignment. Program completion rates are disaggregated and analyzed by program of study, race, ethnicity, and gender (I.A 2.02h).

To ensure improvement plans and subsequent resource allocations are effectively and efficiently utilized when gaps in performance are identified, all reporting levels include sections for improvement action planning and resource allocation requests necessary to support those improvement plans.

To ensure improvement actions are assessed for effectiveness, any course SLO or program SLO that is identified as being below institution-set standards is required to reassess in subsequent year(s) until the institution-set standards are being met.

Analysis and Evaluation

The cyclical nature of assessment and analysis developed through the IEP and the utilization of disaggregation and analysis of data is providing quantitative and qualitative data that is utilized to guide improvement planning as an ongoing part of operations for the College, including resource allocation.

The data analysis utilized currently highlights a three-year-average course-completion rate of 90 percent while program completion for the Associate of Arts program is 20 percent (I.B 3.05). The primary cause for the disconnect is linked to completion rates in a few specific courses which are much lower than other courses. The assessment process revealed that the mode of delivery for the course has a correlating impact, as well as, the subject matter. The course evaluations completed by students also revealed a correlation between the course completion rates and the student's self-evaluation of course effort (I.A 2.02a_page 5). These data points together explain the lower-than-average course-completion rates for these courses. Additionally, the connection between course completion and program completion has an interesting dynamic that is revealed in the first-year students entrance surveys. The survey asks students to rank a series of six educational goals in terms of importance. In 2016, 40 percent of first-year students ranked completing the AA degree as the least important goal of the six educational goals listed. The educational goal ranked most important was tied between performance opportunities and teaching/giving back: 26 percent each. Ten percent of first-year students ranked earning the AA as their most important educational goal at

YACPA. These ranking results speak to the uniqueness of the student body and explains why a student who is unable to successfully complete a course rarely retakes the course within the 100 percent or 150 percent time for completion.

This compilation and correlation of data has led to the development of success coaching programs for students, expansion of tutoring services offered (I.B 2.09), as well as, orientation sessions for students that allow the student to self-identify and assess their own learning strengths and weaknesses, which provides them with actionable ways to leverage their strengths and minimize their weaknesses (I.B 6.01). A full assessment of these programs' impacts will occur. Long-term improvement plans are addressed as a part of the quality focused essay in this self-study report.

The disaggregation of student achievement by race and ethnicity does not have sufficient longitudinal data in place to make an accurate assessment of potential performance gaps for these specific subpopulations of students.

Actionable Improvement Plans

Continue to collect, disaggregate, and analyze student achievement data to develop sufficient longitudinal data in alignment with planned comprehensive program review process.

I.B.7

The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

Evidence of Meeting the Standard

The College Principles and Policy Committee (CPPC), as described in section 4.1 of the Policy and Procedure Handbook, was devised with the specific purpose of ensuring regular review and evaluation of policies and practices across all areas of the College. Furthermore, the intent was to develop a process for review that is woven into the operational fabric of the College (ER 4.03). Section 2.4 of the Policy and Procedure Handbook provides guidelines for policy approval specific to the College program and delegates approval authority to the YACPA president pending approval from the Board of Directors as appropriate (ER 4.03).

Analysis and Evaluation

In alignment with the operating procedure defined for the CPPC throughout the 2014-2015 academic year, as policies or practices needing review were identified by faculty or staff, they were noted as review action items for the CPPC committee's annual review. Overtime, it became apparent that the people who form the members of the CPPC are the same personnel engaged in the department chair and core faculty meetings. Furthermore, when it came time to review the policies and procedures previously identified, the relevance or need

for the review was difficult to recall. Thus, rather than schedule an annual meeting, policies and procedures are reviewed in an ongoing manner as a response to operational needs, changes in legislation, and most importantly, as a response to the annual review process outlined in the IEP.

Policies and practices relating to instructional programs are addressed within the core faculty meetings and affirmed when necessary in the department chair meetings (I.B 7.01a) (I.B 7.01b). Policies and practices relating to operations, planning, and resource allocations are discussed in department chair meetings and affirmed when necessary in the executive committee meetings (I.B 7.02a) (I.B 7.02b). Additionally, each department engages in review of the policies and practices specific to their department. Currently, department chairs consult with the president or dean of instruction as needed for improvement plans.

YACPA has recognized in the self-evaluation process that the close-knit nature and collaborative culture of our campus needs to be supported by a clearly defined multi-year timeline for policy review and improved documentation of the review process. The meeting plan developed for the 2017-2018 academic year clarifies the timeline for review, and the dean of administrative services has assumed the responsibility for ensuring meeting minutes are recorded and stored.

The IEP engages all areas of the institution in a process of self-assessment that connects operational functions with learning or service outcomes, improvement actions, identification of resource needs, and short-term goals. The department annual reviews require each department chair to connect their department goals and activities to the institutional goals and strategic objectives. The academic department reviews inform the annual academic program review, which also includes student course-faculty evaluations, faculty observations, and course SLO outcomes (I.A 1.02). Comprehensive program review was originally planned to occur every four years; however, with the timing of the ACCJC self-review and site visit, the executive committee voted to push the review process back one year so that it would occur after the completion of the self-study cycle (I.B 7.03). The institutional annual review compiles the department reviews, including student services and administrative services with data tables, financial performance, and resource allocation analysis to form a comprehensive review of the institution as a whole (I.A 2.02). The institutional annual review also identifies priorities for the upcoming year and provides a report on the status of the priorities established the prior year. Furthermore, the institutional annual review includes an update on progress towards achieving strategic goals and objectives, thus, connecting short-term outcomes with long-term goals and objectives.

The comprehensive review process for programs of study and the strategic planning process outlined in the institutional effectiveness plan serves to ensure that long-term evaluation of policies and procedures is conducted in a strategic manner and reviewed in connection to supporting academic quality and mission fulfillment.

Actionable Improvement Plans

Continue to strengthen collaborative nature with documented processes, improved meeting minutes, and reinforcement of annual institutional effectiveness review process.

I.B.8

The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

Evidence of Meeting the Standard

The IEP, the meeting structure, and the collegial dialog maintained on campus ensures the institution is broadly communicating the results of assessment and evaluation and that there is a shared understanding of strengths and weaknesses (I.A 1.02) (I.A 3.04). Furthermore, the campus environment and culture fosters a broad commitment to continuous improvement.

Analysis and Evaluation

The Institutional Annual Review Report is made public and distributed to all staff, faculty, board members, and advisory committee members. The reports are also available through the YACPA website along with annual reports and school performance fact sheets required by the California Bureau of Private Postsecondary Education (I.B 3.01). The results of the annual review are also presented by the president to the full faculty, the academic advisory committee, and the Board of Directors (I.B 3.02) (I.B 3.03) (I.B 3.04). The presentation also opens the floor to questions and discussions and further engages all constituents in identifying, understanding, and prioritizing improvement plans.

Student learning outcomes are addressed both in the annual review process (I.A 2.02a page 6) and are also discussed in full faculty, core faculty, and department chair level meetings by the dean of instruction (I.B 3.02) (I.B 3.03) (I.B 3.04). The discussion further engages faculty and learning support staff into a shared understanding of the strengths and weaknesses in a broad campus atmosphere and not isolated to specific departmental areas.

Actionable Improvement Plans

No additional planning items have been identified at this time.

I.B.9

The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)

Evidence of Meeting the Standard

The IEP is designed to be a continuous, broad-based process for systematic evaluation and planning ([I.A 1.02](#)). The various layers and reporting from all areas of YACPA provide qualitative and quantitative assessments, establish short-term and long-term goals, and connect resource allocation and planning to student learning. The mission of YACPA is the common theme that unites the departments and guides decision-making and planning.

The IEP requires that comprehensive program reviews and institutional strategic planning be conducted every four (4) and six (6) years respectively. The first comprehensive program review was originally scheduled to take place at the conclusion of the 2016-2017 academic year. The executive committee voted to adjust the timeframe and conduct the comprehensive review in alignment with the second ACCJC self-evaluation process required of candidate institutions ([I.B 7.03](#)). The strategic plan, effective July 2015 will be in effect through June 2020 ([ER 5.04](#)). A new strategic plan will be developed during the 2019-2020 academic year. These in-depth reviews and planning processes ensure the long-term planning for the institution includes planning to support educational programs, educational services, human resources, physical resources, technology resources, and financial resources.

Annual reporting and assessment from all departments monitor progress towards long-term goals by establishing short-term objectives that support the achievement of the long-term goals ([I.A 2.02](#)). All department annual reports include metrics that monitor and assess student learning outcomes as they relate to the activities and functions of each department. Additionally, each report provides assessment of student learning outcomes, as well as, identifying and prioritizing resources, equipment, and support service needs ([I.A 1.02a](#)).

Analysis and Evaluation

The IEP plan was implemented in the 2014-2015 academic year, and the annual review reports have been completed by all departments since implementation. The fully compiled institutional annual report has two key components that ensure the process is effective and continuous for both the short-term and the long-term ([I.A 2.02a](#)) ([I.A 2.02f](#)) ([I.A 2.02g](#)). The first is the determination of priorities for the upcoming academic year that are listed at the end of the report ([I.A 2.01](#)). The established priorities form the basis for goal setting and improvement plans for the subsequent academic year. The beginning of each institutional annual report recalls the priorities established in the prior year and provides a status report to clearly link and assess actions to priorities ([I.A 2.02](#)). The second key component is that the annual institutional report includes goals and objectives from the strategic plan with status reports on actions and outcomes. The inclusion of the strategic plan goals and objectives in the annual report bridges the gap between long-term and short-term planning ([I.A 2.02](#)).

Actionable Improvement Plans

No additional planning items have been identified at this time.

Standard I.B Evidence Summary

<u>I.B 1.01</u>	YACPA Executive Committee Meeting - March 16, 2017
<u>I.B 1.02</u>	Department Chair Meeting - 1/26/2017 - Dept. updates/ISER Updates
<u>I.B 1.03</u>	Core Faculty Meeting - 2/9/17 - Curriculum/Methodology
<u>I.B 1.04</u>	Full Faculty Meeting - 9/2/16 - 1st Full Faculty for Year
<u>I.B 1.05</u>	Full Faculty Meeting 10/15/16 - Student Review
<u>I.B 1.06</u>	Full Faculty Meeting - 1/7/17 - Pillars/SLO/Student services
<u>I.B 1.07</u>	Full Faculty Meeting - 2/11/17 - Learning Center/Methodology/Student Review
<u>I.B 1.08</u>	Full Faculty Meeting - 4/8/17 - ISER Review/Policy Review/Curriculum Review/Facilities Review
<u>I.B 1.09a</u>	Department Chair Meeting - 7/24/15 - Goals/IEP/Library
<u>I.B 1.09b</u>	Department chair Meeting - 6/17/16 - Roles/Budget/TK 20
<u>I.B 1.09c</u>	Department Chair Meeting - 1/26/17 - Goal Update/C passing
<u>I.B 2.01</u>	AA Page on YACPA Web - Screenshot - http://www.yacollege.org/aa-program/
<u>I.B 2.02</u>	PLO Mapping Document
<u>I.B 2.03</u>	SLO Curriculum Map
<u>I.B 2.04</u>	Master Course Outlines (contains all active master course outlines)
<u>I.B 2.05</u>	Syllabi Template
<u>I.B 2.06</u>	Faculty Portal Page - Screenshot - http://www.yacollege.org/faculty-portal/
<u>I.B 2.07</u>	THF 101 Course SLO Report
<u>I.B 2.08</u>	16-17 PLO Outcome Report
<u>I.B 2.09</u>	Learning Center Webpage - Screenshot - Authenticated access through Virtual Library
<u>I.B 3.01</u>	Resource Page on YACPA Web - Screenshot - http://www.yacollege.org/accreditation-and-affiliation/
<u>I.B 3.02</u>	Full Faculty Meeting - 10/15/16 - Annual Report Presentation
<u>I.B 3.03</u>	Board of Directors Meeting - Aug 2016 - Annual Report Presentation
<u>I.B 3.04</u>	Academic Advisory Committee Meeting - July 2016 - Annual Report Presentation
<u>I.B 3.05</u>	Course Completion Data Chart
<u>I.B 4.01</u>	Student Faculty-Course Evaluation Template
<u>I.B 4.02</u>	16-17 Institutional Wide Student Faculty-Course Evaluation Results
<u>I.B 4.02a</u>	16-17 Breadth-of-Knowledge Department Student Faculty-Course Evaluation Results
<u>I.B 4.02b</u>	16-17 Breadth-of-Knowledge Department Student Faculty-Course Evaluation Results
<u>I.B 4.02c</u>	16-17 PSY 161-Section 1 Student Faculty-Course Evaluation Results
<u>I.B 4.03</u>	PLO Key Assignment Report Sample

<u>I.B 4.04</u>	Student Entrance Survey Template
<u>I.B 4.05</u>	First-Year Student Satisfaction Survey Template
<u>I.B 4.06</u>	Second-Year Student Satisfaction Survey Template
<u>I.B 4.07</u>	Graduate Student Satisfaction Survey Template
<u>I.B 4.08</u>	2015-2016 Student Satisfaction Survey Summary Report
<u>I.B 4.09</u>	Core Faculty Meeting - 7/20/2016 - Student Satisfaction Survey Presentation
<u>I.B 5.01a</u>	2016-2017 Theatre Department Annual Review
<u>I.B 5.01b</u>	2016-2017 Breadth-of-Knowledge Department Annual Review
<u>I.B 5.01c</u>	2016-2017 Music Department Annual Review
<u>I.B 5.01d</u>	2016-2017 Dance Department Annual Review
<u>I.B 5.02</u>	SLO Results Folder
<u>I.B 6.01</u>	Learning Strengths Orientation Outline
<u>I.B 7.01a</u>	Core Faculty Meeting - 3/16/17 - Progress and Performance
<u>I.B 7.01b</u>	Department Chair Meeting - 3/23/17 - Policy Review/ISER Review/Annual Review
<u>I.B 7.02a</u>	YACPA Executive Committee Meeting - 1/9/17 - Deferment Review
<u>I.B 7.02b</u>	YACPA Executive Committee Meeting - 1/9/17 - Student Advising
<u>I.B 7.03</u>	Executive Committee Meeting - 3/16/17 - Comprehensive Review Timeline

C. Institutional Integrity

I.C.1

The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)

Evidence of Meeting the Standard

The primary sources of communicating information are the YACPA website, academic catalog, course syllabi, and staff and faculty handbook. Across these publications, the mission, learning outcomes, educational programs, and student services available are accurately communicated. The president bares the responsibility for ensuring all publications meet the communication standards.

The website is the most visible and readily accessible format for communicating information. The website includes a dedicated page for mission and institutional goals (I.A 4.01), a page for each educational program including the learning outcomes for that program of study (I.B 2.01) (I.C 1.02), and a section on student services available to support student learning and achievement (I.C 1.03). Operational and accreditation status disclosures are published in the “about us” section (CP 1.13).

The academic catalog serves as the formal process of communicating information to students. The president is responsible for ensuring the contents are accurate and the dean of administrative services is responsible for ensuring every student receives a copy prior to enrollment. The catalog includes mission and institutional goals (CP 1.06), educational program requirements and learning outcomes (CP 1.06), student support services (CP 1.06), and operational and accreditation status disclosures (CP 1.06).

The master course outlines and subsequent course syllabi all include the student learning outcomes for the course (I.B 2.04) (I.B 2.05). Course syllabi are distributed to students on the first day of instruction and are made available to students through the Populi course management platform (I.C 1.04). The dean of instruction is responsible for ensuring course syllabi are accurate and distributed per policy.

The Policy & Procedure Handbook, Academic Catalog, and Staff and Faculty Handbook are the formats for communicating information with all employees. The publications include mission and institutional goals (I.C 1.05), educational program requirements and learning outcomes (CP 1.06), student support services (ER 4.03), and operational and accreditation status disclosures (CP 1.06). The president is responsible for ensuring the Staff and Faculty Handbook is accurate and distributed to each employee at the time of employment or as revisions are implemented.

Analysis and Evaluation

As an institution currently operating as a non-accredited institution, clarity and transparency have been a foundational component of communication. YACPA is committed to ensuring communication with all constituents, including students, prospective students, staff, and faculty, adhere to high standards of accuracy, clarity, and integrity. The communications policy outlined in the Policy and Procedure Handbook applies to all personnel of The Young Americans, including all staff and faculty of YACPA, and defines the expectations of truthful and open communication (ER 4.03).

The utilization of academic catalogs, course syllabi, staff and faculty handbooks, and other publications are embedded into the implementation requirements of policies and procedures that are directly related to mission, learning outcomes, educational programs, and student support services (ER 4.03).

The California Bureau of Private Postsecondary Education mandates disclosures of non-accreditation status in academic catalogs and enrollment agreements, however, YACPA also accepts the responsibility of transparency and has each student sign a disclosure of understanding as it pertains to the operational and accreditation status of YACPA prior to enrollment (I.C 1.01).

Actionable Improvement Plans

No additional planning items have been identified at this time.

I.C.2

The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the “Catalog Requirements” (see endnote). (ER 20)

Evidence of Meeting the Standard

YACPA publishes an electronic academic catalog annually (CP 1.06). The electronic file is available on the YACPA website (I.B 3.01). In accordance with the California Education Code for Private Postsecondary Institutions the electronic file is also emailed directly to prospective students prior to signing the enrollment agreement. The president is responsible for ensuring the published catalog is accurate and complies with legislative and accreditation standards. The dean of administrative services is responsible for ensuring every student receives a copy prior to signing their enrollment agreement.

Analysis and Evaluation

The YACPA catalog as published meets all of the criteria defined in eligibility requirement 20 as well as regulations defined by the California Education Code for Private Postsecondary

Institutions. The notations below are the corresponding page numbers for the 2017-2018 academic catalog (CP 1.06).

General Information

- Official Name, Address(es), Telephone Number(s), and Website Address of the Institution: Page 47.
- Educational Mission: Page 1
- Representation of accreditation status with ACCJC and with programmatic accreditors if any: Page 3
- Course, Program, and Degree Offerings:
 - Learning Opportunities: Page 3
 - Certificate Program: Page 13
 - AA Program: Page 14
 - Course Descriptions: Page 18
- Student Learning Outcomes for Programs and Degrees:
 - Certificate Program: Page 13
 - AA Program: Page 14
- Academic Calendar and Program Length:
 - Academic Calendar: Page 35
 - Program lengths: Pages 4, 13, &14
- Academic Freedom Statement: Page 38
- Available Student Financial Aid: Page 26
- Available Learning Resources: Pages 1 to 6
- Names and Degrees of Administrators and Faculty: Pages 29 to 34
- Names of Governing Board Members: Pages 28 to 29

Requirements

- Admissions: Page 7
- Student Tuition, Fees, and Other Financial Obligations: Page 23 to 27
- Degrees, Certificates, Graduation and Transfer:
 - Certificate Program: Page 13
 - AA Program: Page 14
 - Graduation: Page 12
 - Transfer: Page 7 and 11

Major Policies and Procedures Affecting Students

- Academic Regulations, including Academic Honesty: Pages 36 to 46. Academic Honesty: Page 38
- Nondiscrimination: Page 36
- Acceptance and Transfer of Credits: Page 7 and 11
- Grievance and Complaint Procedures: Page 39
- Sexual Harassment: Page 41
- Refund of Fees: Page 25

Locations or Publications Where Other Policies may be Found

- Locations or Publications Where Other Policies may be Found: Page 36

Actionable Improvement Plans

No additional planning items have been identified at this time.

I.C.3

The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)

Evidence of Meeting the Standard

The institutional annual review report documents the outcomes of assessment of student learning and achievement in accordance with the process outlined in the institutional effectiveness plan (I.A 2.02) (I.A 1.02). The Institutional Annual Report is presented to faculty and Board and published on the YACPA website.

The California Bureau of Private Postsecondary Education mandates that the institution prepare an annual report (I.C 3.01) and school performance fact sheet (I.C 3.02). In accordance with regulations, both of these documents are made available to the public through the YACPA website (I.B 3.01). The school performance fact sheet must also be presented to perspective students prior to their signing of the enrollment agreement (I.C 3.03).

Analysis and Evaluation

The institutional effectiveness plan guides the college through an ongoing and documented assessment process that addresses academic quality, student learning, and student achievement. The results from these assessments are encapsulated in the institutional annual review report and is published on the YACPA's public facing website (I.B 3.01).

Prospective students are given a school performance fact sheet prior to signing their enrollment agreement which details for them the student achievement metrics of the institution for their selected educational program (I.C 3.02). This ensure prospective students have a clear understanding as to the previous student achievements.

YACPA is utilizing in a continuous manner, documented assessment of student learning and achievement, and through publication on the public-facing website, makes the information readily available and accessible to current and prospective students and the general public. In person presentations ensure staff, faculty and board members are informed about student learning outcomes and student achievement.

Actionable Improvement Plans

No additional planning items have been identified at this time.

I.C.4

The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.

Evidence of Meeting the Standard

The academic catalog and the public facing website are the primary sources of information regarding certificate and degree programs offered. In both publications, information published about each certificate or degree program includes a statement of program purpose, the expected student learning outcomes, and the program requirements in terms of courses and units (CP 1.06) (IB 2.01) (I.C 1.02). Additionally, course descriptions are published for all courses and inform content (CP 1.06).

Analysis and Evaluation

The academic catalog and YACPA website provide accurate and easily accessible information regarding the programs of study and the requirements necessary for completion. The purpose statements, student learning outcomes, and course descriptions provide clarity as to the intent and content of the program and the course and unit requirements provide a clear pathway to completion.

Actionable Improvement Plans

No additional planning items have been identified at this time.

I.C.5

The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

Evidence of Meeting the Standard

As described in standard IB.7, YACPA engages in an ongoing process of review regarding policy and procedures. As circumstances and planning sessions trigger discussions relating to policy and procedures those items are addressed in department, core faculty, or department chair meetings in accordance with the decision-making process (ER 4.03). Prior to a final decision being made, the revisions are presented at either the monthly department chair meeting or the monthly core faculty meeting for review and approval. The executive committee affirms or amends after engaging constituency groups and the Academic Advisory Committee. The president then communicates to the Board of Directors for policy approval or procedural information as appropriate (I.B 7.01a) (I.B 7.03) (I.C 5.01).

All YACPA publications and other publications which include information regarding YACPA are approved by the president prior to publication. This includes the academic catalog, website pages, and marketing materials (ER 4.03).

Analysis and Evaluation

YACPA has found it to be more effective within the campus culture for institutional policies and procedures to be addressed through the ongoing meeting structure as a range of constituencies are involved. The small size and connective nature of the YACPA means that function-specific committee governance structures become burdensome as the same people would serve on multiple committees (IA 3.04). Beginning in 2017-2018 the department chair meetings and core faculty meetings will increase to bi-annually.

Actionable Improvement Plans

No additional planning items have been identified at this time.

I.C.6

The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.

Evidence of Meeting the Standard

YACPA is committed to ensuring communication regarding tuition, fees, and the total cost of attendance is accurately communicated to current and prospective students (ER 4.03). Information regarding tuition, fees, and other required expenses can be found on the YACPA website (I.C 6.01), in the academic catalog (CP 1.06), and is clearly articulated in the enrollment agreement students are required to sign prior to enrollment (I.C 3.03).

Analysis and Evaluation

The communication of tuition, fees, and other expenses to current and prospective students is easily accessible, accurate, and includes the total cost of education. The inclusion of total costs of education in the enrollment agreement ensures all prospective students are aware of the financial obligations their enrollment and attendance will generate.

Current students have access to their student accounts through the Populi platform, and communications regarding enrollment for upcoming semesters include information on tuition and fees. Students also receive notification as to the course book and supply requirements in advance of enrollment (I.C 6.02).

Actionable Improvement Plans

No additional planning items have been identified at this time.

I.C.7

In order to assure institutional and academic integrity, the institution uses and publishes

governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)

Evidence of Meeting the Standard

The academic freedom statement is widely published and is included in the academic catalog (CP 1.06), Policy and Procedure Handbook (ER 4.03), and is printed in course syllabi where the subject matter of the course may strain the limitations of the academic freedom protection policy (I.C 7.01).

The academic freedom protection policy in place is reflective of YACPA's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students (ER 4.03). The policy statement specifically includes all faculty and students in its scope and directly addresses the ideals of free thinking and the pursuit of knowledge.

Analysis and Evaluation

YACPA's academic freedom protection policy is in place to support the examination and exploration of knowledge appropriate to the scope of the institution and provides students and faculty with the freedom to pursue and disseminate knowledge. The mission of The Young Americans, Inc., further supports the foundational principles of academic freedom through its stated mission:

The Young Americans is a charitable organization dedicated to the promotion of understanding and goodwill among people throughout the world through music, dance, performance, academic education and cultural interaction among Student Members and their audiences.

It is the intention of The Young Americans organization that Student Members be a mixture of religions and nonreligious beliefs. Student Members will also have differing political persuasions. The Young Americans organization, however, does not endorse any political or religious agenda.

Student Members are accepted into the organization based upon their talent and their interest in helping other students throughout America and the world to attain self-confidence, self-esteem, and respect for others through music, dance, and performance. The Student Members of The Young Americans are never paid as performers for the organization. As such, their participation is intended to be educational and not intended to be an occupation.

The Young Americans are simply a group of talented young people who attend college-level classes, sing, dance, teach others, learn from others, and entertain throughout the world.

Actionable Improvement Plans

No additional planning items have been identified at this time.

I.C.8

The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.

Evidence of Meeting the Standard

YACPA has a range of policies that promote honesty, responsibility, and academic integrity. Where appropriate and necessary, the policies are specific in their nature to constituent groups and/or student behavior, academic honesty, and the consequences for dishonesty. The current policies in place include:

- Code of Ethics for Officers and Employees ([ER 4.03](#))
- Code of Ethics for Volunteers, Members, and Students ([ER 4.03](#))
- Students Rights Policy ([ER 4.03](#))
- Academic Honesty ([ER 4.03](#))
- Faculty Grievances and Appeals ([ER 4.03](#))

Where appropriate a grievance procedure specific to the policy is included as a part of the policy document. If no specific grievance procedure exists, the grievance falls to the grievance committee and their procedures for resolution and action ([ER 4.03](#)).

Analysis and Evaluation

The compilation of policies which address honesty, responsibility, and academic integrity provide a solid framework that demands actions of integrity and honesty from all constituents. The policies, as well as potential sanctions, are published in the academic catalog ([CP 1.06](#)) and in the Policy and Procedure Handbook ([ER 4.03](#)) thus ensuring the information is disseminated to staff, faculty, and students.

At the time of admission and at the start of their second year, students sign a code of ethics agreement (I.C 8.01).

Actionable Improvement Plans

No additional planning items have been identified at this time.

I.C.9

Faculty distinguish between personal conviction and professionally accepted views in a

discipline. They present data and information fairly and objectively.

Evidence of Meeting the Standard

The academic freedom protection policy provides YACPA faculty with the framework to support separation between personal convictions and professionally-accepted views in their discipline (ER 4.03). Courses whose subject matter may stress the limits of the academic freedom protection policy must include the policy statement in their course syllabi (I.B 2.05).

The master course outlines include course descriptions, student learning objectives, and the curriculum scope of the course further align presentation of data and information with professionally accepted views in each discipline (I.B 2.04).

Analysis and Evaluation

The anonymous student course-faculty surveys provide insight as to the classroom conduct and the ability of faculty to maintain professional boundaries. Specifically, the survey asks students to rate the teacher's ability to "respect ideas and opinions differing from their own". The responses can be analyzed from an institutional perspective or disaggregated down to a specific course, instructor, or section offering of a course.

The 2015-2016 academic year results for this question had 79.7 percent of respondents "strongly agreeing" and 14.7 percent of respondents "somewhat agreeing" (I.B 4.02). The disaggregated results for SOC 171: Introduction to Sociology, a course that by its nature utilizes discussion on a wide array of topics, had 56.3 percent of respondents "strongly agreeing" and 24.1 percent of respondents "somewhat agreeing" with the statement (I.C 9.01). These results, as well as review of the comment sections of the surveys, support the professional nature of YACPA faculty and their ability to present topics in their courses that are relevant, objective, and representative of the professionally accepted views of their disciplines.

Actionable Improvement Plans

No additional planning items have been identified at this time.

I.C.10

Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.

Evidence of Meeting the Standard

YACPA by its very mission does not prescribe to any set of beliefs or world views. However, there are codes of ethics that apply to officers and employees and to students and volunteers. The applicable policies are:

Code of Ethics for Officers and Employees ([ER 4.03](#))

Code of Ethics for Students, Members, and Volunteers ([ER 4.03](#))

Analysis and Evaluation

The code of ethics for officers and employees is published in the Staff and Faculty Handbook which is given to each employee at time of hiring (I.C 1.05) (I.C 10.01).

The code of ethics for students, members, and volunteers is published in the academic catalog which is given to each student prior to signing their enrollment agreement. Students also sign an acceptance of the code of ethics during enrollment ([CP 1.06](#)) (I.C 3.03) (I.C 8.01).

Actionable Improvement Plans

No additional planning items have been identified at this time.

I.C.11

Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.

Evidence of Meeting the Standard

YACPA does not operate in foreign locations. Students may be engaged in course work while traveling internationally with The Young Americans, however, those courses are covered in distance education.

Analysis and Evaluation

This standard is not applicable to YACPA.

I.C.12

The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)

Evidence of Meeting the Standard

YACPA is committed to ensuring the relationship developed with ACCJC is founded upon institutional integrity and mutual respect. To this end YACPA has adopted the integrity with accrediting commission policy (ER 4.03). Policies regarding program approval, changes in program requirements, and program abandonment require approval in advance of implementation by appropriate state and accrediting bodies in accordance with substantive change policies (ER 4.03).

YACPA submitted the eligibility application on November 20, 2015 (I.C 12.01). In early February 2016 commission staff requested clarifications via phone and a revised eligibility application was submitted on February 22, 2016. The commission took action to grant eligibility at the June 2016 meeting (I.C 12.02). Promptly following notification of the action taken by the commission YACPA updated operating and accreditation disclosure statements.

Analysis and Evaluation

YACPA has established the necessary policies to support a relationship with ACCJC that is based upon integrity and honesty. The integrity with accrediting commission policy specifically addresses adherence to all ACCJC standards, eligibility requirements and policies, public disclosure integrity, and accurate and timely response to requests from ACCJC.

Throughout the eligibility process and continuing into the candidacy process, YACPA has effectively implemented its policies, responded timely to all ACCJC requests, and is consistently demonstrating integrity and respect for ACCJC Standards and Policies.

Actionable Improvement Plans

Continue to implement policy guidelines as the relationship between YACPA and ACCJC develops.

I.C.13

The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)

Evidence of Meeting the Standard

As a private institution, YACPA receives approval to operate and degree-granting authority from the California Bureau for Private Postsecondary Education (BPPE). The Private Postsecondary Act of 2009 Compliance policy defines the operational standards set forth by the BPPE as the minimum standard acceptable for operation (ER 4.03). BPPE regulations and statutes include submitting an annual report, publication of annual school performance fact sheets, student enrollment agreements, and accreditation plans.

YACPA is not accredited by any accrediting agency or committee and clearly discloses this status on the YACPA website and in the academic catalog (CP 1.13).

Analysis and Evaluation

YACPA demonstrates honesty and integrity with its relationships and operates in compliance with regulations and statutes. Since receiving approval to operate and degree-granting authority, YACPA has filed annual reports to BPPE on time and made them publicly available through the YACPA website. Furthermore, YACPA published the annual school performance fact and academic catalog each year and makes them available to students prior to their signing the enrollment agreement (I.B 3.01).

In response to the implementation of SB 1247 which requires all non-accredited degree granting institutions in California to be accredited by July 1, 2020, YACPA was required to file an accreditation plan with BPPE prior to July 1, 2015. The YACPA accreditation plan named ACCJC as the accreditor of choice and was filed with BPPE on June 5, 2015 (I.C 13.01). Periodically since the filing BPPE will request, and YACPA has complied, with a status report on accreditation plan progress (I.C 13.02a) (I.C 13.02b). In December 2016, BPPE conducted a desk review of the accreditation plan and status reports and declared YACPA to be likely to achieve full accreditation by July 1, 2020 (I.C 13.03).

Actionable Improvement Plans

Continue operating in pursuit of accreditation with ACCJC and follow BPPE recommendations to:

- (1) Expeditiously pursue the next steps to accreditation as outlined in the intended accreditor's process.
- (2) Make every effort to comply with changes required by the accreditor

I.C.14

The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

Evidence of Meeting the Standard

YACPA utilizes its mission as the centerpiece of institutional effectiveness and strategic planning thus ensuring academic rigor and integrity, student learning, and student achievement remain the primary objectives for operations and decision making. The IEP and Institutional Strategic Planning documents include the mission and goals in their introductions (I.A 1.02) (ER 5.04).

Financial statements track YACPA revenues, expenses, and restricted assets as a subsection of the larger organization and thus ensure resources support YACPA programs and services and not the parent organization (ER 5.01, page 30).

To ensure education programs are of high standards and operated without conflict, the board assigns responsibility to the college president to maintain rigor and standard (ER4.02). In doing so the president has the authority to hire, manage, evaluate, promote, and terminate all college staff and faculty without influence or approval from The Young Americans staff, including the CEO. The budget approval process requires board approval of the organizational budget which includes the YACPA budget, including salaries. Individual salary allocations are at the discretion of the president, however, positions whose total compensation package is over \$50,000 are subject to annual compensation review and comparison surveys by the compensation committee in accordance with non-profit regulations (IO. 1.02).

Analysis and Evaluation

YACPA mission and the mission of The Young Americans, Inc. both support a commitment to high quality educational programs, student achievement, and student learning as paramount to other objectives. As a non-profit organization, there are no owners or shareholders and thus the organization as a whole, and YACPA, are free to prioritize mission-focused activities over financial returns (ER 1.03). The policies and procedures in place empower YACPA staff and faculty and protect the College having goals that support high quality education, student achievement, and student learning from becoming secondary to other interests.

Actionable Improvement Plans

No additional planning items have been identified at this time.

Standard I.C Evidence Listing

<u>I.C 1.01</u>	Status Disclosure Notice for Students
<u>I.C 1.02</u>	Certificate Page on YACPA Web - Screenshot - http://www.yacollege.org/certificate-program/
<u>I.C 1.03</u>	Student Service Page on YACPA Web - Screenshot - http://www.yacollege.org/student-services/
<u>I.C 1.04</u>	Populi class page with Syllabus attachment - Screenshot
<u>I.C 1.05</u>	Staff & Faculty Handbook
<u>I.C 3.01</u>	2015 BPPE Annual Report
<u>I.C 3.02</u>	2015 School Performance Fact Sheet
<u>I.C 3.03</u>	YACPA Enrollment Agreement Sample
<u>I.C 5.01</u>	Board of Directors Meeting - 4/1/17 - Policy Revisions
<u>I.C 6.01</u>	Tuition Page on YACPA Web - Screenshot - http://www.yacollege.org/tuition-housing-costs/
<u>I.C 6.02</u>	Supply List Notification
<u>I.C 7.01</u>	SOC 171 Course Syllabus
<u>I.C 8.01</u>	Student Code of Conduct Acceptance
<u>I.C 9.01</u>	15-16 Student Course-Faculty Survey Results - SOC 171
<u>I.C 10.01</u>	Signed Staff & Faculty Handbook Acceptance Sample
<u>I.C 12.01</u>	YACPA Application for Eligibility with ACCJC
<u>I.C 12.02</u>	ACCJC Letter of Eligibility Approval
<u>I.C 13.01</u>	Accreditation Plan to BPPE
<u>I.C 13.02a</u>	BPPE Status Report – Nov 2015
<u>I.C 13.02b</u>	BPPE Status Report - Nov 2016
<u>I.C 13.03</u>	BPPE Desk Review Report - Dec 2016

Standard II: Student Learning Programs and Support Services

A. Instructional Programs

II.A.1

All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)

Evidence of Meeting the Standard

The Associate of Arts in Performance is the principal degree program for YACPA (CP 1.06). The Associate of Arts in Performance is arts-based and focused on the pillars of artistry, leadership, global understanding, and continued personal growth as articulated in YACPA's mission (IA 1.02).

Artistry is fulfilled through the range of arts-based courses which provide fundamental technical training, as well as developing performance authenticity, work ethic, creative work processes, and genre and repertoire knowledge in students. Each of these elements is critical to the development of artistry in students.

Leadership skills are developed through breadth-of-knowledge courses, which specifically target critical thinking, clarity of communication, conflict resolution, and ethical decision making. These skills are then reinforced through the practicum-based components of the program which engage the student in real-life applications. The course projects and performance elements offer opportunities for students to assume leadership positions among their peers through formally-appointed roles and the informal roles that evolve out of team work and ensemble performance.

Global understanding is primarily achieved at an intellectual level through breadth-of-knowledge courses and supported through character exploration in arts-based courses. However, while these courses ignite the students' cultural awareness, it is through the practicum performance experiences and campus life where cultural awareness is fully developed into global understanding.

Continued personal growth, a consistent theme through all courses offered, and the entire philosophy of YACPA itself, is to instill in each student a commitment to continued growth, intellectual competency and curiosity, and the application of informational literacy to their daily lives. Courses that are arts-based encourage the student to be open and willing to continue to grow and try new ideas as artists. The breadth-of-knowledge requirements wrap around those ideals and develop the analytical skills needed to effectively and appropriately commit to life-long learning (CP 1.06).

The Associate of Arts in Performance program follows practices common to American higher education; it is two years in length and requires a minimum of 60 semester credits (CP 1.06). Students choosing to complete a Performance degree with a Vocal, Acting, or Dance emphasis have a minimum of 62 credits. Program length was determined from state laws, standards, and comparative institutions. The Associate of Arts program includes the development of technical skills and artistic expression with breadth-of-knowledge courses to foster intellectual inquiry and continuous learning.

The Associate of Arts in Performance program of study has defined program-level student learning outcomes. All courses required as a part of the program of study have defined course-level student learning outcomes that are mapped to the program-level student learning objectives (I.B 2.03). The curriculum content and learning objectives require the maturity, artistic development, and intellectual curiosity of the post-secondary level student.

YACPA also offers a Music Outreach Tour Training Certificate program, which comprises a subset of the AA Performance degree curriculum. This one-year, 30-unit series of courses is required of all students to qualify for casting in YA outreach tour programs (CP 1.06).

The review and assessment processes outlined in the IEP include the assessment of student achievement and learning during their time at YACPA. Post-graduation assessment utilizes alumni surveys to collect and analyze the employment and continuing education activities of YACPA graduates (LA 1.02).

Analysis and Evaluation

The Associate of Arts in Performance program of study offered at YACPA is directly aligned with the institutional mission, as evidenced through curriculum mapping of course student learning objectives to program learning objectives which are in turn mapped to institutional goals. The AA program of study is offered with 75 percent of course work completed in face-to-face modes of delivery. The remaining 25 percent of course work is offered through distance education and includes hybrid, fully-online, and practicum courses (CP 1.06). The utilization of distance education modes of delivery support YACPA student's desire to engage in touring and travel opportunities with The Young Americans, Inc. while simultaneously working towards their AA degree. This integration allows for YACPA to offer students practicum courses that apply classroom learning to real-world situations in unique and exciting ways (OC 2.03).

The utilization of curriculum mapping that connects course-level student learning outcomes to program learning outcomes ensures the overall program of study is academically sound. Curriculum mapping utilizes the principles of Blooms Taxonomy to develop the student's learning progression from recalling facts and basic concepts through application and using information in new situations, up to creating new and original work, to support a program of study that culminates in student competency acquisition.

Student achievement and learning is also assessed at the institutional level through measurements of retention, cumulative GPAs, completion rates, and time of completion.

Each department contributes to supporting student learning and achievement through the annual reporting process. The annual report template for each department details the data required to be tracked and utilized for planning and assessment (I.A 2.02).

YACPA implements a continuous improvement process for its instructional programs through faculty collaboration and decision-making regarding factors such as the development of student learning outcomes, content development, course sequencing, and new faculty selection, all of which contribute to ensuring consistency with YACPA's mission.

Curricular improvements are discussed year-round and confirmation of changes are made in the final core faculty meetings of the academic year for implementation the following fall (II.A 1.02) (I.B 7.01a). A recent example illustrates a major adjustment as a result of the continuous improvement process.

MU 130 (Music Theory) has been an ongoing challenge for some students entering with no previous music theory background and in some cases, the lack of foundational skills to be able to successfully address music theory content at a college level. Curriculum revisions were implemented in fall 2015 and resulted in the course completion rate dropping from 95 percent to 82 percent. During that academic year, the piano and theory faculty noticed the ways in which piano instruction influenced students' understanding of theory (when students took piano before theory). As a result, they recommended interweaving instruction for both of these courses so that students could benefit from the ways in which the two content areas mutually support one another by aligning the curriculum to fit the student learning objectives of each course. The two courses were then extended across the entire academic year so that students were able to gain the knowledge and autonomy of both subjects in depth, while ensuring that the two subjects reinforcement one another. The change was implemented for the first time during the fall 2016 semester. The course completion rate in fall 2016 continued to decline to 76 percent. After additional discussion and review, it was determined that the course content for MU 130 was appropriate and the decision was made to implement a placement test for the MU 130 course and introduce MU 095 Music Fundamentals to better support student learning and success.

Because about 85 percent of YACPA students are placed as YA cast members after their first year and continue touring for one, two, and three years after graduation, transfers to 4-year colleges typically do not occur immediately after completing the AA (II.A 1.03). The transfer rate immediately after graduation is not anticipated to change nor does YACPA hold this as a goal. The strength of YACPA's curriculum and its affiliation with The Young Americans, Inc. provides YACPA graduates with a wide range of practical experiences that benefit them whether they continue into the performance field or into higher ed studies.

Actionable Improvement Plans

Regular and continuous program and course offering review in light of institutional goals.

II.A.2

Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.

Evidence of Meeting the Standard

YACPA has developed a faculty body comprised of experienced educators and working arts professionals to ensure that curriculum content and instruction are of appropriate academic and professional standards and expectations (CP 1.06). The core faculty team, comprised of full-time and part-time faculty members, are representative of all academic departments and through discussion, program review, and annual assessment processes, have direct input and decision-making power on curricular and instructional matters.

Continuous improvement

Faculty, with the guidance and support of the dean of instruction and the president, work collaboratively, through a process of strategic continuous improvement, to ensure that the content and methods of courses offered at YACPA meet and exceed academic and professional standards and expectations. This process includes through formal review and assessment as well as through collegial discussion. Faculty-involved continuous improvement processes include:

- SLO assessment of every course each semester (II.A 1.01).
- Assessment of key assignments mapped to program learning objectives each semester (I.B 2.02).
- Annual Academic Departmental reviews of student achievement in department courses a (I.A 2.02b) (I.A 2.02c) (I.A 2.02d) (I.A 2.02e).
- Review with dean of instruction of unmet course SLOs each semester (III.A 6.02).
- Roll-up of departmental discussions to chair, core faculty, and full-faculty meetings (I.B 1.06).

The rolling up of discussions to cross-curricular and administrative teams and committees ensures that the institution's continuous improvement process is an integrated, holistic one rather than a siloed process.

Faculty meetings (I.A 3.04)

- Five full-faculty meetings are scheduled across the academic year, each with its own agenda focus. Each of these meetings also typically involves a professional development topic. Past topics have included giving effective feedback, student learning objectives design, learning styles, instructional methodologies, and student mental health (I.B 1.04).
- Core faculty meetings bring together representatives from each department and focus upon curriculum review, program learning objectives, and instructional methodology (I.B 1.03).

- Department chair meetings bring together the academic department chairs with administrative services and student services to connect student learning and student achievement with support services and instructional best practices (I.B 1.02).
- Periodic (one to three times per semester) departmental meetings serve to focus on the specific needs of each department. (II.A 2.01) (II.A 2.02) (II.A 2.03) (II.A 2.04).

Curricular improvement

Continuous improvement in the curriculum is addressed strategically through term-by-term assessment of student learning outcomes against objectives. Student learning outcomes that do not meet the established benchmarks are flagged. The dean of instruction, the instructor, and the chair as needed, jointly establish interventions or improvements to the course to further promote student success (II.A 2.05a) (II.A 2.05b) (II.A 2.06a) (II.A 2.06b) (II.A 2.07a) (II.A 2.07b).

If the assessment process of student learning leads to a review of the master course outline, the file stored on the internal cloud server is moved into the “in review folder”. Once the revision process is completed the revised master course outline is transferred back into the “Working Masters” folder for utilization by faculty in syllabi preparation for subsequent terms (I.B 2.04).

Review of programs of study, their course requirements, and/or course sequencing occurs within the core faculty meetings providing the proposed changes do not constitute a substantive change. A comprehensive program review is to be conducted every four years with the purpose of examining the courses of study, student learning objectives, pedagogy, assessment plans, learning resources and faculty development. This comprehensive review process ensures programs of study remain current, aligned with the institutional mission and objectives, and advance student learning and achievement (I.A 1.02).

Teaching and learning improvement

In addition to faculty-wide development incorporated into full-faculty meetings each faculty member is observed during classroom instructional time and provided feedback on their instructional processes. All new faculty are observed during their first term of teaching, and thereafter, typically every two years (teaching schedule and course offerings create a bit of variation in this schedule). Often, observed techniques are shared (with the authorization of the observed instructor) with the full faculty when those techniques could be useful to others (II.A 2.08).

Analysis and Evaluation

Curricular improvement changes are discussed year-round and confirmation of changes are made in the final core faculty meetings of the academic year for implementation the following fall (II.A 1.02) (I.B 7.01a). Instructional and programmatic changes that have been authorized through our continuous improvement process have included:

- Restructuring the length and number of terms to maximize student learning and success (the most recent configuration of one 3-week and two 10-week sessions is

the result of continuous feedback from both faculty and students, with analysis of student outcomes) (II.A 2.09) (II.A 1.02).

- Re-conceiving courses for maximum learning effect (integrating piano and music theory to provide students with the mutual benefits that combination provides).
- Adjustment of learning objectives to better capture proficiencies (II.A 2.10).
- Adjustment of teaching practices to improve the learning process.
- Word association with French terminology in DAN 120: Classical Ballet.
- Conversion of lectures to student-presented and facilitated content in Psychology.
- Conversion of actor's business tools from print to electronic webpage in Audition Technique.

Examples of topics addressed in the departmental meetings include:

- Dance: to build inter-course continuity in student expectations, and to share teaching strategies across dance disciplines, the dance chair established a series of workshops in which dance faculty rotate in leading pedagogy sessions demonstrating their teaching approaches. All faculty and administrators are invited, and non-dance faculty found benefits for themselves as well (II.A 2.01).
- The breadth-of-knowledge (BoK) chair also coordinates the Learning Center. As a result of the combination of this and the fact that the BoK courses tend to have a greater need for learning support intervention, these departmental meetings often focus on strategies for improving student success (II.A 2.04).
- The breadth-of-knowledge department developed course guidelines regarding assessment to improve student engagement and ensure rigor and quality (II.A 2.11).

Interventions taken as a result of unmet course-level student learning outcomes include steps such as:

- Changing the format or timing of an assessment: B 104: Business Math reported below-benchmark scores for a learning objective that was assessed through weekly online quizzes that could be completed at home. An examination of students' submissions found that rather than the low scores relating to students performing poorly on the quizzes, it was a factor of them simply not completing the quizzes. Feeling these quizzes provided useful as both learning and assessment tools, the instructor opted to dedicate the first few minutes of class at the beginning of the week for students to complete, increasing student participation, enhancing preparation, and ultimately improving learning objective attainment.
- Implementation of required Learning Center support sessions to improve writing outcomes for ENG 111: English Composition I.
- Restructuring of piano and music theory classes into an integrated offering to provide hands-on reinforcement of theory through piano application and a deeper understanding of piano through theory.
- Providing more word association for French terms used in ballet, and concentrating on fewer exercises with additional repetition for ballet courses.

Even when learning objectives are being met, courses are periodically reviewed for currency, content, and pedagogical improvements. An example of this during the 2016-2017 academic year is the utilization of cross-disciplinary assignments, which connect discipline studies in pedagogically-interesting ways. The following describes one of these:

Business Math and Psychology collaborated on an assignment covering the topic of advertisements in which the students formed groups to create an advertisement for an original product. The product had to have been inspired by an existing product to make the project more concrete (they couldn't invent the hover board, for example). The advertisement took the form of a magazine ad that they either drew or made a collage of on a poster board. In the Psychology class, the students had to break down the psychology of the ad, presenting how they used color, text, and objects in the foreground and background to convince their audience to buy the product. They also articulated any implicit messages that were being relayed in regard to gender, race, or social issues. In the Business Math class, the students assumed themselves to be the company releasing the product. They had to create a business plan, budget out the expenses for producing the product, and calculate the markup percentage for the product's selling price (II.A 2.12).

Another occurred when the dance department introduced Dance 100: Technique and Conditioning during the 3-week August session which was initiated in the 2016-17 academic year (II.A 2.13). The genesis of introducing this course came from a review of course sequencing and the implementation of a 3-week August session combined with the recognition that the majority of YACPA first-year students had limited prior formal dance experience and that a course focused upon technique, strength, and conditioning would better prepare students for their ballet and jazz courses in the 10-week fall semester. This introductory course provides foundational strategies for strength, body awareness, and a healthy lifestyle through aerobic dance, yoga, pilates, and ballet. The course introduces students to the physical and mental stamina required to be successful in the rigorous work required in their tap, jazz, and classical ballet courses. Discipline and determination usually develop over time when training in dance, and introducing this course in the beginning of the academic year gives students a head start.

Teaching and learning improvement

Faculty maintain academic and professional standards through faculty development sessions held in conjunction with full-faculty and departmental meetings (I.A 3.04). YACPA faculty are involved in professional organizational events like *Dance Excellence* (II.A 2.14), and professional work in the field that contribute to maintaining currency in the practice, as well as pedagogical advancements (CP 1.06). Additionally, faculty are typically observed by the dean of instruction within the first semester of instruction and subsequently every fourth semester, and provided feedback and discussion of pedagogical strengths and suggestions for additional strategies (II.A 2.15) (II.A 2.08). Since these observations constitute confidential personnel reports, we provide some excerpts from a couple redacted observation reports (II.A 2.15a) (II.A 2.15b) (II.A 2.15c) (II.A 2.15d) (II.A 2.15e) (II.A 2.15f) (II.A 2.15g).

Actionable Improvement Plans

Continued and more substantive faculty development as our faculty have more post-accreditation bandwidth

II.A.3

The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially-approved course outline.

Evidence of Meeting the Standard

YACPA has eight program learning objectives:

- PLO 1: Demonstrate technical proficiency of the discipline
- PLO 2: Demonstrate artistic integrity and authenticity
- PLO 3: Develop confidence and professionalism while building a working repertoire/career
- PLO 4: Develop an ability to apply concepts learned in one discipline to other disciplines
- PLO 5: Demonstrate the ability to think critically and analytically
- PLO 6: Demonstrate clarity in written verbal and nonverbal communications
- PLO 7: Develop an ability to approach situations with an understanding of cultural diversity and equality
- PLO 8: Literacy: Test Digital Computer Information and Technology

Achievement of these program objectives is assessed through mapped key, demonstrative, and/or culminating assignments from across all four departments (I.B 2.02). Examples of these key assignments include dance, voice, and acting performances (PLO 1, 2 & 3); cross-curricular research papers and essays and musical theater performances (PLO 4); critical analyses in various Breadth and Performance courses (PLO 5); digital (website creation), written (critical analysis), and performance (character development) presentations (PLO 6); practical application of inclusionary techniques (PLO 7); and creation of a promotional video, website and recorded vocal demo (PLO 8).

The benchmark for the program learning objectives is 80 percent of students earn an assessment score of 70 percent or higher in the key assignments. The 2016-2017 assessment of program learning objectives resulted in all benchmarks being met (I.B 2.08).

Master course outlines have been established for each class taught and are accessible to all YACPA faculty and administrative personnel through the institution's cloud server (I.B 2.06). Master course outlines serve as the framework for development of course syllabi, and as such, course learning objectives are drawn into the syllabus from the associated master

course outline (see notes in the YA Syllabus template for one way that consistency of course learning objectives is maintained) (I.B 2.05).

Changes to course outlines are reviewed, discussed, and then voted upon, during the final core-faculty meetings of the academic year. This allows for new implementation at the beginning of the subsequent academic year for continuity across a given year (II.A 1.02) (I.B 1.08).

All syllabi include a list of the student learning objectives drawn from the official course outline. All syllabi are posted to Populi, along with all other course materials, on or before the first day of instruction so that students have immediate and continuing access to it. Some instructors additionally distribute print copies on the first day of class (I.C 1.04).

Course (or “student”) learning objectives (SLOs) are mapped up to the program level (PLOs), with designated key assignments providing longitudinally-assessable indicators of student progress towards the program outcomes (I.B 2.02).

SLOs and PLOs are assessed every semester in a consistent process across departments and courses (I.A 1.02) (I.A 2.02a page 6).

Analysis and Evaluation

Objectives assessment process (II.A 1.01) (ER 4.03)

Program learning objectives are assessed each academic year through a series of key assignments that have been identified and mapped to the program learning objectives. Faculty submit reports detailing the key assignment and the corresponding student outcomes in those key assignments. The key assignments are representative of the curriculum scope and are assignments that require students to demonstrate attainment of learning outcomes.

Course student learning objectives (SLOs) are assessed each term, and on a rotating basis annually, in the following way: three SLOs are tracked each term. Within a given academic year (if the course is offered both terms), the same three objectives are tracked to establish a longitudinal baseline. If all three objectives meet their established bar, three other (if there are others) objectives are selected for assessment the following year. The “Meets or Exceeds Expectations” benchmark has been set as follows (I.A 2.01a) (I.A 2.02a page 6).

- For breadth-of-knowledge courses: 75 percent of students will meet the SLO expectations at 70 percent or higher
- For performance courses: 75 percent of students will meet the SLO expectations at 80 percent or higher

Faculty select the three SLOs to report upon at the beginning of the term; this ensures they don’t simply report three SLOs that happened to meet their goal to avoid additional work. Outcomes for each of the three tracked SLOs are input into TK20 at the end of the term. Courses with more than three course SLOs must alternate SLO reporting to ensure all course SLOs are reported on within a three-year span.

The dean of instruction is able to filter results in TK20 to identify any SLOs that did not meet their goal. For these, the course instructor, dean of instruction, and as needed, the department chair, meet to discuss adjustments to the course to improve student learning outcomes. These interventions are implemented the subsequent term (in which the course is taught) and the SLO is tracked for another academic year (II.A 2.05a) (II.A 2.05b) (II.A 2.06a) (II.A 2.06b) (II.A 2.07a) (II.A 2.07b).

Communication of course SLOs

To ensure the communication of course SLOs is consistent and clear for students, a syllabus template was developed. The course syllabi template provided to instructors requires them to include in their syllabus, without revisions, the catalog course description, library description, and the student learning objectives from the master course outline (I.B 2.05). All syllabi are submitted to the dean of instruction for review prior to the commencement of instruction. Upon approval, all syllabi are posted to Populi, along with all other course materials (I.C 1.04). Some instructors additionally distribute print copies on the first day of class.

Actionable Improvement Plans

YACPA will be reviewing new assessment platforms to replace TK20 and find one that better meets the institution's needs.

II.A.4

If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.

Evidence of Meeting the Standard

YACPA currently offers one pre-collegiate level course: ENG 095. English 095 exists for students who are tested below the required minimum to enter a transferable English Composition course. This course develops the students' abilities to build the essential foundation of an essay at the paragraph level and then work toward writing fully-developed essays. A focus on grammar helps strengthen sentence structure, and discussions on MLA format and researching techniques prepares students to organize their essays appropriately (II.A 4.01). In fall 2017 YACPA will also implement an MU 095 Music Fundamentals course to support students without the prerequisite music theory knowledge to place into MU 130 and successfully complete course.

To help distinguish pre-collegiate courses from college curriculum the course code designations are below 100.

Analysis and Evaluation

Currently placement in ENG 095 is based on students' placement scores on NCMC-accepted tests. These include ACT or SAT scores, and ACCUPLACER results. Students may also place out of ENG 095 through confirmation of AP high school courses or overall GPA (II.A 4.02). YACPA is currently set up independently with ACT, SAT, and ACCUPLACER to accept scores for students not selecting concurrent enrollment in the NCMC cooperative agreement program. YACPA is currently able to proctor ACCUPLACER tests on campus. The placement levels currently in place will remain after independence from NCMC pending curriculum review needs.

The planned implementation of the MU 095 Music Fundamentals course for fall 2017 is distinguished as a pre-collegiate level course by its code numbering and course description. The music department faculty and the dean of instruction will be closely monitoring the student learning and achievement outcomes for both the MU 095 and MU 130 courses in the coming academic years to validate that the introduction of the MU 095 course is directly supporting student learning by developing the skills and knowledge necessary for success in MU 130. This is accomplished through the existing assessment processes that analyze course-level student learning outcomes as well as student achievement through course completion rates.

Actionable Improvement Plans

No additional planning items have been identified at this time.

II.A.5

The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)

Evidence of Meeting the Standard

The focus of YACPA is to graduate artist-educators who can parlay their developed skills in the areas of performance, education, leadership, and global awareness to serve in whatever careers they ultimately pursue, whether these are in arts and/or education or fields such as engineering, accounting, law, or others.

Practices common to higher education

The Associate of Arts in Performance program is a two-year, minimum 60-unit program of study that emphasizes artistic growth coupled with the development of leadership, cultural literacy, and a commitment to continued personal growth. The student must complete a minimum of 30 units in performance courses and 30 units in breadth-of-knowledge courses (CP 1.06). Performance courses include voice, acting, and dance, while breadth-of-knowledge encompasses subjects such as English, natural science, quantitative reasoning, social science, humanities, and cultural understanding (CP 1.06). The library supports the students with resources, instructional aids, and reference service.

Breadth-of-knowledge courses are crucial to fulfilling the mission as they provide graduates with the ability to think and to communicate clearly and effectively, both orally and in writing; to use mathematics for personal, practical, and business purposes; to understand modes of inquiry among disciplines; to be aware of the mores of other cultures; to understand the different stages of human development and cognitive skills; to achieve insights gained through experience in thinking about ethical problems; and to develop the capacity for self-understanding and realization (I.B 2.04).

Length, breadth, depth, and rigor

Program length was determined from state laws, standards, and comparative institutions. The Associate of Arts program includes the development of technical skills and artistic expression with breadth-of-knowledge courses to foster intellectual inquiry and continuous learning.

Each credit unit typically represents one hour of directed instruction and two hours of additional student preparation per week for the equivalent of 45 hours for each unit of credit for lecture courses. Laboratory courses utilized two hours of directed instruction. This “seat time” calculation, however, simply provides the time structure within which curriculum is presented; it does not represent a criterion upon which student progress is measured. Those criteria—and that which in part drive the depth and rigor of the courses—are the student learning objectives of each course. Faculty work with the dean of instruction to first establish, and then maintain objectives that are sufficient to explore the course content with appropriate breadth and depth. Faculty strive to establish learning experiences in which students make connections with the content at Bloom’s higher levels of *applying* (teaching methods with kids in outreach workshops), *analyzing* and *evaluating* (character analysis in preparation for role), and *creating* (improvisational characters; self-promotional website) (I.B 2.03).

Sequencing and time to completion

Course sequencing is designed to guide students from the building blocks of lower-order skills in the first year (100-level courses), to the synthesis of those blocks through performance and field-based work in teaching and performance (290 and 299 courses) in the following year. Courses offered, and the sequencing of those, are illustrated in the AA Performance Planning Support Documents (OC 2.03) (II.A 5.02).

Students enter YACPA as a cohort, always beginning the fall semester of the academic year. Course sequencing is structured accordingly, to provide students with a clear path through their coursework and to graduation. Sequencing is continually re-assessed to maximize learning benefits for our students. Fall 2016, for example, saw a re-sequencing of certain classes into a three-week intensive “pre-semester”, as well as the weaving of piano and theory into concurrently-taught (rather than sequentially-taught) courses. The AA program curriculum is sequenced to ensure students can complete the program in two years if they so desire (II.A 2.09).

The Certificate program, a year-long subset of the AA Performance degree, comprises 30 units, all of which are taken during the student's first year (CP 1.06). The Certificate courses are required for students to qualify for tour cast participation. Many YACPA first-year students audition for, and are selected to tour during the summer or fall after their initial academic year. All second-year AA-seeking students will then spend at least one term (fall or spring) in residence, taking classes on campus. During the other term, they may be on tour and taking online and hybrid classes (CP 1.06).

Analysis and Evaluation

The YACPA program of study has defined program-level student learning outcomes. All courses required as a part of the program of study have defined course-level student learning objectives that are mapped to the program-level learning objectives. The curriculum content and learning objectives require the maturity, artistic development, and intellectual curiosity of the post-secondary level student (I.B 2.02) (I.B 2.08).

The quality of YACPA courses is ensured through a matrix of continuous review processes that include (among other criteria) reviews of SLOs, course descriptions, appropriateness of course (is Kinesiology a more appropriate course for our goals than standard Human Biology for example), comparison against similar courses delivered at other local institutions, and transferability. These criteria were assessed during initial curriculum development, are reviewed through annual and comprehensive review processes defined in the IEP, and discussed for final decision-making by the core faculty (II.A 1.02) (I.B 1.08).

SLOs are tracked and assessed on every course offered, every term they are offered, and on a rotating basis. This rotation ensures that all SLOs are assessed within a multi-year cycle, with faculty implementing changes as indicated and necessary, across time. For most courses, which typically have 3 to 8 SLOs, all SLOs are reviewed within a three-year period. For a few courses with larger numbers of SLOs, the full review cycle is longer (II.A 5.01).

Most students will audition for a tour the summer following their first- year. To qualify, they must have completed all of the Music Outreach Training Certificate courses with a passing grade of "C" (2.0). The certificate courses are a subset of the AA degree program requirements (OC 2.03). The YACPA course-offering schedule is designed to provide first-year students with every course they need in order to advance sufficiently for progress toward 2-year completion of their AA degree, as well as to qualify for tour eligibility. That sequencing is defined in the catalog and addressed during orientation (CP 1.06).

Actionable Improvement Plans

No additional planning items have been identified at this time.

II.A.6

The institution schedules courses in a manner that allows students to complete certificate and

degree programs within a period of time consistent with established expectations in higher education. (ER 9)

Evidence of Meeting the Standard

Students enter YACPA as a cohort, always beginning the fall semester of the academic year. Course sequencing is structured accordingly to provide students with a clear path through their coursework and to graduation (II.A 6.01). Understanding that the majority of students are seeking to complete the 30 units required of the Certificate program to clear them for casting consideration in YA touring opportunities, the course sequencing and subsequent class schedule is designed to ensure all students have a pathway to complete the 30 units of course work in their first-year. For AA-seeking students, the scheduling of second-year course offerings provides an interchangeable pathway to completing the remaining units required in their second year in conjunction with touring opportunities with The Young Americans.

Analysis and Evaluation

The president is responsible for developing the course schedule each term and does so utilizing the course sequencing plans and enrollment projections to ensure the course schedule provides students with a pathway to completing programs of study within the defined periods of time (II.A 6.03).

Sequencing is continually re-assessed to maximize learning benefits for students while simultaneously supporting their educational, performance, and travel goals. Fall 2016, for example, saw a re-sequencing of certain classes into a three-week intensive “pre-semester”, as well as the weaving of piano and theory into concurrently-taught (rather than sequentially-taught) courses (II.A 6.02).

Most students will audition for a tour the summer following their first year. To qualify, they must have completed all of the Music Outreach Tour Training Certificate courses with a passing grade of “C” (2.0). The certificate courses are a subset of the AA degree program requirements (I.B 2.03). This sequencing provides a powerful motivator to students, many of whom have chosen YACPA specifically for the teaching outreach tour opportunities.

In cases where students fail a course, and particularly when subsequent semester courses build upon foundations otherwise established in the failed course, YACPA may offer an intensive interim-session course for the student to retake.

Actionable Improvement Plans

No additional planning items have been identified at this time.

II.A.7

The institution effectively uses delivery modes, teaching methodologies, and learning support services that reflect the diverse and changing needs of its students in support of equity in success for all students.

Evidence of Meeting the Standard

YACPA is a small institution with a unique mission that attracts and enrolls students who would otherwise not necessarily pursue a college degree. Given these characteristics, YACPA has both the ability (given our small size) and the necessity (given the socio-economic and cultural diversity of our student body) to provide a variety of teaching methods and robust learning support. Much of the teaching methodologies utilized apply a strong constructivist paradigm to the learning process. This is most classically obvious in the methods employed within the Sociology course where students are pushed to question, reflect, and adjust as the instructor prompts through the “learning spiral” (I.C 7.01). Performance classes and some breadth-of-knowledge courses apply constructivist approaches in less “classical” and more “organic” forms with the underlying assumption that learning is an active, social, constructive process that is enhanced when students are engaged and encouraged to utilize their own voice, inspired by their personal experience and background.

The preferred mode of delivery for courses is face-to-face and practicum-based courses. YACPA does utilize hybrid and online modes for specific courses to support student pathways to completion. To support all students wherever they may be, the library is accessible online 24/7, digital instructional aides are created and available off the library pages, and professional librarians provide reference service 7 days a week.

Students Services, along with academic department chairs and administrative staff, manage multiple services, including the Learning Center (tutoring) (I.B 2.09), Computer Lab, student counseling, and student success coaching. The Learning Center is open five days a week and tutoring is available during class breaks during scheduled times, 3-4 hours a day. For students who have been identified as at-risk of academic failure, student services schedules tutoring as needed. Counseling and success coaching are available to students as needed and for those students in urgent situations, support services are available 24 hours a day, 7 days a week (II.A 7.07) (ER 4.03).

Analysis and Evaluation

Assignments often engage visual, aural, verbal, solitary, and social styles to allow the learning process to be all-inclusive. Inquiry-based learning is embedded in particular in the breadth-of-knowledge classes so that students are motivated to think more critically regarding a topic through challenging questions. Problem-based learning is also employed as a means to encourage collaborative learning and problem solving of real-world situations.

The majority of YACPA courses are delivered on-ground; although, online and hybrid courses are offered to provide second-year students—particularly those on tour—with the opportunity to further “learn while doing”, to participate in service learning, and to synthesize the learned content from their first year. These synthesizing hybrid courses

include Performance Teaching Practicum (II.A 7.01), Stagecraft Crew (II.A 7.02), and Performance Practicum (II.A 7.03). Despite the fact that students are away from campus and on tour while taking these classes, they are nevertheless supported, observed, and guided personally for a (typically) two-week period by the course instructor who works with enrolled students in each tour cast.

Course completion rates are consistently high: 89 percent for 2015-2016 academic year (I.B 3.05); program completion rates are significantly lower: 20 percent for the same year. The leading cause of this discrepancy are students 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 (online). There is a clear and distinct inverse relationship between student completion rates and online delivery among YACPA students. Additionally, two of the three courses (Interpersonal Communications and English Composition II) are typically taken while students are on tour. These courses are generally more challenging for student's due to their non-performance based subject matter. Student surveys conducted during first-year student's orientation consistently reveal obtaining an AA degree is least important goal to students when ranking their personal goals for enrolling at YACPA (I.B 4.08) (II.A 7.04).

Learning support is particularly robust to ensure success for all. This support consists of a variety of processes including the following:

Student success is monitored by the dean of students on a continual basis by utilizing daily faculty updates of attendance and grading in the college's administration software. The dean of students receives automated alerts triggered by student absences and/or poor performance in assessments recorded through the course grade books (II.A 7.05). As trends emerge, student services engage with individual students to address the issues leading to absences and low grades and develop strategies for support or referrals for support services as appropriate. Strategies typically include 1) one-on-one peer and staff tutoring, 2) faculty after-class workshops, 3) group tutoring, or 4) academic and personal counseling. Additionally, student services has developed an online form available to all faculty and staff to record interactions with students that relate to academic advising, career advising, emotional support, and other interactions that, when documented, help to ensure a cohesive approach to student support (II.A 7.06). To further support a fully embedded approach to student services with instructional programs, two of the five annual full faculty meetings have a standing agenda item of student performance review. These meetings provide an open forum for faculty to discuss specific students and with student services personnel develop strategies to support student learning and achievement (I.B 1.05) (I.B 1.07).

Student Services engages in regular student success meetings with support staff, including director of student services, counselor, resident advisors, faculty, department chairs, administrative staff, and executive staff. Meetings address student success and student satisfaction and includes strategies for future improvement where needed (I.A 3.04) (I.B 1.05) (I.B 1.07) (I.B 7.01b) (II.A 7.08).

Student Service utilizes the data collected from the institutional annual report to ascertain service program effectiveness and identify areas in need of improvement (I.A 2.01g) ([I.A 2.02g](#)). Regular student services department meetings are scheduled to ensure that communication and execution of goals are in line with accountability standards.

Student Services, along with administrative staff, holds one-to-one meetings with students each semester (II.A 7.09) (II.A 7.10). Additionally, students who are identified as needing more academic support are given the opportunity to utilize tutoring, counseling, and faculty support more frequently. Additional support need is determined with the student by the dean of students.

The Learning Center is a support service that allows students to have access to tutors throughout the school week to accommodate their various availabilities outside of class time. Students enrolled in English 095 and 111 are assigned weekly diagnostic learning activities (DLAs) that build their skills in the area of grammar, MLA format, and the incorporation of outside sources (II.A 7.11). The Learning Center also offers tutoring in Music Theory, Math, and Piano and is open to all students who need assistance in any components of their classes (I.B 2.09).

YACPA recognizes that the establishment of delivery modes, teaching methodologies, and learning support services cannot be a one-time-for-all effort. Rather, these should evolve with the changing needs of the students and of the curriculum. The continuous improvement policies established at YACPA, in the form of an annual cycle of review with campus constituents, ensures that we are able to adjust practices as new needs become evident.

Actionable Improvement Plans

Once independently accredited, YACPA is exploring a quarter system and considering the impacts of defining the AA program as a three-year program of study to allow courses currently offered online to be offered on-ground. This improvement action is explored in the [quality focus essay](#).

Student services will implement the utilization of a success coaching template to support documentation of student success strategies.

II.A.8

The institution validates the effectiveness of department-wide course and/or program examinations where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.

Evidence of Meeting the Standard

YACPA has one academic program, which has no departmental course and/or program examinations.

Analysis and Evaluation

N/A

Actionable Improvement Plans

N/A

II.A.9

The institution awards course credit, degrees, and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)

Evidence of Meeting the Standard

YACPA awards its AA Performance degree in accordance with practice common nationally, in California, and in equivalence to similar institutions: a minimum of 60 semester units with 30 of those in the major area (performance) and 30 in breadth-of-knowledge. All courses must be completed with a “C” (2.0) grade point average or higher for all degree-required courses (CP 1.06).

Each credit unit typically represents fifteen hours of directed instruction and thirty hours of additional student preparation for each unit of credit for lecture courses (ER 4.03). Laboratory courses utilize thirty hours of directed instruction and fifteen hours of student preparation. The unit level of each course and the designation of lecture or laboratory is derived from the course learning objectives and the depth and rigor of the course. The “seat time” calculation provides the time structure within the designated curriculum that is presented; it does not represent a criterion upon which student progress is measured. That is measured by student attainment of competencies defined by the student learning objectives.

Every YACPA course has clearly-defined learning objectives, which are aligned to program learning objectives (PLOs) and are tracked and assessed for efficacy on a rotating semester-by-semester basis (ER 4.03) (II.A 5.01) (I.B 2.08).

Analysis and Evaluation

YACPA has two lengths of terms during an academic year: one intensive 3-week term (first-year students only) and two 10-week terms (fall and spring). YACPA’s course scheduling is adjusted proportionately to account for the required contact hours for each course in the 3-week and 10-week semesters (II.A 6.03) as the following examples illustrate:

COURSE	COURSE TYPE	TERM LENGTH	UNITS	WEEKLY CONTACT HOURS	TOTAL CONTACT HOURS FOR TERM
DAN 100	Laboratory	3-week	0.5	5	15
THF 110	Laboratory	10-week	1	3	30
ENG 111	Hybrid	10-week	3	3 in-class 1.5 directed out-of-class	45
SOC 171	Lecture	10-week	3	4.5	45

Actionable Improvement Plans

No additional planning items have been identified at this time.

II.A.10

The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)

Evidence of Meeting the Standard

YACPA's policy related to transfer of credits is outlined for students in the YACPA Academic Catalog with process details provided in the Policy and Procedure Handbook as follows (CP 1.06) (ER 4.03):

YACPA allows up to 15 units of college level work to be accepted for transfer for all certificate programs and up to 30 units for AA programs. Courses that are deemed specific to YACPA mission and goals do not qualify for transfer under this policy. Currently, these courses are:

ED 150	Teaching Methods by Age and Development
MU 101	Choral I
MU 102	Choral II
MU 111	Semi-Private Voice
MU 112	Private Vocal Instruction
MU 128	Vocal Techniques I
MU 129	Vocal Techniques II

MU 205	Vocal Techniques III
MU 290	Performance Teaching Practicum
LS 101	Life Skills for College Student Success
THF 115	Improvisation
THF 270	Stagecraft Crew
THF 290	Performance Practicum
THF 299	Advanced Performance

Students who have taken advanced placement courses and scored either a 3, 4, or 5 can apply for transfer of credit.

As a new, and as yet, accredited institution, YACPA does not have articulation agreements with any other institution of higher learning that guarantees transfer of credits taken at YACPA.

YACPA does have a cooperative agreement that allows students to concurrently enroll in North Central Michigan College and YACPA. Through this cooperative agreement, a series of classes offered on the YACPA campus are administered by NCMC. For details, please refer to [NCMC Cooperative Agreement](#) section.

Analysis and Evaluation

To transfer credits from another college to YACPA, the student must provide official transcript(s) from prior institutions for evaluation. The director of admissions gives the transcripts to the dean of administrative services who reviews and makes the final decision (CP 1.07). To determine whether a course is acceptable for credit, the dean of administrative services looks at the course content, grades, course level, course credit hours, and the accreditation status of the institution at which the course was taken. If these elements are comparable to the YACPA course(s), then credit may be granted.

Generally, about 25 percent of incoming students request transfer of credits. Courses typically transferred include English Composition I, English Composition II, Mathematics, Intro to Psychology, Intro to Sociology, Music Theory I, Music Theory II, and Biology. Science courses considered for transfer must include a lab component.

YACPA takes great care to ensure students are aware prior to enrollment of the potential limitations of transfer for credits taken at YACPA. This is accomplished through the publication of the following BPPE-required statement in the academic catalog (CP 1.06):

The transferability of credits you earn at The Young Americans College of the Performing Arts is at the complete discretion of an institution to which you may seek to transfer.

Acceptance of the Associate of Arts in Performance that you earn at The Young Americans College of the Performing Arts is also at the complete discretion of the institution to which you may seek to transfer.

If the credits or Associate of Arts in Performance that you earn at this institution are not accepted at the institution to which the student seeks to transfer, you may be required to repeat some or all of the coursework at that institution. For this reason, you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending The Young Americans College of the Performing Arts to determine if your credits or the Associate of Arts in Performance will transfer.

The cooperative agreement with NCMC was implemented to support student transfer opportunities while YACPA seeks accreditation.

Actionable Improvement Plans

No additional planning items have been identified at this time.

II.A.11

The institution includes in all of its programs, student learning outcomes appropriate to the program level in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

Evidence of Meeting the Standard

The program learning objectives for the AA in Performance program address the areas of communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, and the ability to engage diverse perspectives (I.B 2.02).

PLO 6 (demonstrate clarity in written verbal and nonverbal communications) and PLO 3 (develop confidence and professionalism while building a working repertoire/career) directly support communication competency. The course key assignments that map to this PLO include a research presentation, essays, website development and performance presentations.

PLO 8, (Literacy: Text, Digital Computer, Information, and Technology) with support from the library, directly addresses information and quantitative competencies. The course key assignments that map to PLO 8 include a comprehensive budget assignment, research presentation, website assignment, and essays.

PLO 5 (demonstrate the ability to think critically and analytically) and PLO 4 (demonstrate an ability to apply concepts learned in one discipline to other disciplines) supports analytical inquiry skills and utilizes observation in practicum settings, research presentations, essays and performance pieces to assesses student competencies.

PLO 2 (demonstrate artistic integrity and authenticity) takes a unique approach to ethical reasoning by utilizing scene, lyric, and character analysis techniques to explore the rights and wrongs of human conduct.

PLO 7 (develop an ability to approach situations with an understanding of cultural diversity and equality) fosters student engagement in exploring and understanding diverse perspectives through class projects, practicum experiences and observations, reflection papers, and performances.

Additionally, the student learning objectives of every course offered at YACPA are mapped to the program learning objectives, which ensure the learning objectives and key assignments utilized for assessment are appropriate to an Associate's Degree and in alignment with the mission of YACPA (I.B 2.03).

The student learning outcomes for PLOs are reported each academic term through mapping of student performance on the key assignments to each PLO. The dean of instruction assesses results from each reporting faculty member and engages in improvement planning discussions when student learning outcomes fall below institution-set standards (I.B 2.08).

Comprising the first 30 units of study within the AA curriculum, the course requirements for the certificate program are a full subset of those for the AA program. The learning objectives specified for the training certificate program are subsumed under the course-level learning objectives and therefore not assessed independently of the course SLO assessment process. Outcomes for the certificate program and their supporting courses are mapped in the IEP (IA 1.02).

Analysis and Evaluation

Each course offered at YACPA contains student learning objectives (SLOs), which drive the curriculum and instructional strategies for the course. All learning objectives are carefully selected and executed to meet the unique program objectives for the AA Performance degree and the Certificate subset. Among these SLOs, communication competency is addressed from spoken, written, electronic, vocal, and acting perspectives through SLO and PLO tagged assignments such as (I.B 2.02) (I.B 2.03):

- Achieving coherence within paragraphs and within an essay as a whole (ENG 112) (CP 1.10).
- Analyzing the audience and choosing the most effective ways of getting them to “hear” the message (ENG 112).
- Creating a fully realized performance that incorporates seamless transition from scene to song (THF 210) (II.A 11.01).
- Demonstrating how to conduct oneself in a personable and professional way (THF 230) (II.A 11.02).
- Writing a review of a play or musical (THF 101) (II.A 11.03).
- Communicating a professional profile via creation of self-marketing social media/web page (MU 205) (II.A 11.04).

- Demonstrating skills in modifying and differentiating instruction for unique learners (ED 150) (II.A 11.05).
- Peer teaching presentation of abnormal psych topics (PSY 161) (II.A 11.06).

Information competency and analytic inquiry are introduced to incoming students during their first-year student orientation and integrated into all but purely performance courses (such as dance and private and semi-private voice) through researched papers and presentations with the support of the librarians and library resources and the Learning Center. The Business Math course provides YACPA learners with quantitative competency not just in traditional lines of general math skills, but also in the application of those to real-world personal and professional tasks such as personal budgeting, preparing for taxes, comparing investment options, and budgeting for a production (II.A 11.07).

The goal of the great majority of YACPA students is to qualify for outreach tours (much like Peace Corps or AmeriCorps) that bring music education to youth around the world (OC1.01). As such, ethical reasoning and multicultural awareness are critical to students' preparation and success. The Introduction to Sociology course is the foundational course for ethical reasoning and multicultural awareness however, courses across the program curriculum focus on building such awareness and application among students with learning objectives such as:

- Examining the impact of social factors (culture, norms, values, beliefs, folkways, mores, and taboos) on thought, behavior and emotion (PSY 161) (II.A 11.06).
- Identifying inclusionary techniques in working in multicultural environments and with special needs students (ED 150) (II.A 11.05).
- Recognizing differences among audiences and how to communicate with them (ENG 112) (CP 1.10).
- Appreciating the wide diversity of theater experiences from around the world (THF 101) (II.A 11.03).

Actionable Improvement Plans

No additional planning items have been identified at this time.

II.A.12

The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)

Evidence of Meeting the Standard

YACPA exists to provide members of The Young Americans, Inc. with a learning environment that reinforces the Young American experience of innovative and creative learning with academic rigor that advances artistry and leadership to establish each student as a lifelong learner.

Formed as a specialty school, YACPA blends the concepts of theoretical learning with practical application. It is the YACPA belief that an education with an emphasis on the performing arts enables the student to develop diversity in their thought process, communication skills, and approach to problem solving-- skills vital to success in today's global community (CP 1.06).

Breadth-of-Knowledge Philosophy

The focus of YACPA is to graduate artist-educators who can parlay their developed skills in the areas of performance, education, leadership, and global awareness to serve in whatever careers they ultimately pursue, whether these are in arts and/or education or fields such as engineering, accounting, law, or others. Breadth of knowledge courses are crucial to fulfilling this mission as they provide graduates with the ability to (CP 1.06):

1. Think and communicate clearly and effectively, both orally and in writing;
2. Use mathematics for personal, practical and business purposes;
3. Understand modes of inquiry among disciplines;
4. Be aware of the mores of other cultures;
5. Understand the different stages of human development and cognitive skills;
6. Achieve insights gained through experience in thinking about ethical problems;
and
7. Develop the capacity for self-understanding and realization.

All courses are developed through faculty-based department committees, ensuring that necessary expertise is central to course development (ER 4.03). While all YACPA faculty support the single Associate of Arts program of study, they are distributed into four departmental groupings based on key disciplines (II.A 12.01):

1. Music
2. Theatre
3. Dance
4. Breadth-of-Knowledge

Courses that are directly related to composition, rhetoric, quantitative analysis, social sciences, and natural sciences are included in the breadth-of-knowledge department (CP 1.06). Courses that by subject matter fall within the scope of a performance department that are considered for breadth-of-knowledge fulfillment (Survey of Theater, History of Music) are reviewed by the dean of instruction to monitor appropriateness and rigor for breadth-of-knowledge inclusion during development.

Analysis and Evaluation

The academic catalog includes the breadth-of-knowledge philosophy stated above as well as a clear listing of the courses required to fulfill breadth-of-knowledge requirements in conjunction with the AA program of study ([CP 1.06](#)).

The 30 units of coursework that support the achievement of the YACPA breadth-of-knowledge philosophy are organized in the following areas:

- English Comprehension – 9 units required
- Natural Science – 4 units required
- Quantitative Reasoning – 3 units required
- Social Science – 7 units required
- Humanities – 3 units required
- Cultural Understanding – 3 units required
- Physical Education – 1 unit required

In alignment with the mission of YACPA and the desire to have the breadth-of-knowledge philosophy be fully integrated into the program of study and not viewed by students as the series of courses they have to take, the breadth-of-knowledge department chair has taken multiple actions in the last year to integrate breadth-of-knowledge goals interdepartmentally across the curriculum. This approach helps illustrate to the student the values of critical thinking, whether for a research paper in an English, psychology, or sociology course, or in distinguishing key elements of distinction among historical periods of music, dance, and theater. It helps students learn how to approach research whether for academic purposes or for their own social and cultural discussion purposes.

A recent example includes an English and Scene and Character Development co-curricular activity. During the spring term of 2017, students enrolled in English 111 were assigned three major essays. For the first two essays, students were assigned plays to read that complimented those they were reading in their Theatre class. For example, while students read *The Last Night of Ballyhoo* in their Theatre class, they read *Fences* for English 111. Students then wrote an essay comparing and contrasting the two plays and subsequent class discussions revolved around the ways in which the two plays compare. Most importantly, through these two different course assignments, students were taught to analyze the texts through different perspectives. In their Theatre classes, they focused on character analysis with the intent to better one's performance of the piece; in English class, students analyzed the motives of the characters and themes of the plays. Students were able to pull knowledge from two different classes to better their understanding of the texts, as well as learn new techniques to breakdown and compartmentalize the texts. Along with each final draft, students had to perform an original piece (either a song, choreography, scene, or a hodgepodge of these) that was inspired by the themes from the plays. The intent for this assignment was for students to interpret and convey the knowledge they learned about the plays into a creative form of expression. They needed to pull from their other performance-based courses so to create these original works, as well, which further strengthened the academic and thematic ties between their varying courses.

To continue the progress of cross-curricular integration and to further support the breadth-of-knowledge chair's efforts, the first full faculty meeting of each academic year will move up to early August and include an agenda item of faculty sharing their syllabi plans to allow a faculty-wide discussion focused upon finding additional pathways to enhance integration (I.A 3.04).

Actionable Improvement Plans

Per institutional review processes, comprehensive program review is scheduled for the 2017-18 academic year. The executive committee voted to move the program comprehensive review to 2018-2019 to incorporate recommendations derived from the accreditation review process.

Once YACPA is independently accredited and no longer within the NCMC curricular framework, curriculum review will look at how YACPA might further customize the breadth-of-knowledge courses to meet the specific needs of YACPA students, both in terms of overall curricular goals and transferability of units. For example, YACPA will investigate the viability of offering a kinesiology course in place of human biology. This is further explored in the [QFE](#) of this report.

Continue to develop cross-curricular assignments that demonstrate and reinforce the inter-relatedness of the full range of academic studies in their curriculum.

II.A.13

All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies and include mastery, at the appropriate degree level, of key theories and practices within the field of study.

Evidence of Meeting the Standard

YACPA offers one associate's degree: The Associate of Arts (AA) in Performance. With additional designated course units, students can choose an emphasis in voice, acting, or dance.

The YACPA Associate of Arts program is divided into inter-disciplinary core performance requirements that account for 30 semester credits and breadth-of-knowledge requirements that account for 30 semester credits ([CP 1.06](#)).

Individual courses of instruction are mapped to program-level learning outcomes to ensure breadth and depth of study. Care is taken to not overload the program requirements but, rather, to ensure curriculum is focused and in alignment with objectives and the mission of

the institution. All courses are developed through faculty-based departmental committees, ensuring that faculty expertise is central to course development (I.B 2.03).

All courses have student learning objectives (SLOs), which ensure that each course focuses on the key theories, skill sets, and practices of the discipline. SLOs are mapped up to program learning objectives (PLOs) and are assessed through key learning assignments (I.B 2.02). Both PLOs and SLOs are faculty- and administratively-authorized and are clear and measurable (I.B 2.08).

It is at this PLO level where mastery of learning for program purposes is assessed. Key assignments typically represent culminating and integrative demonstrations of the student's competencies. Examples of key assignments mapped to PLOs are performances that integrate dance, song, acting and staging (THF 210, THF 299), communications and information literacy with marketing of personal talent (MU 205), expressing cultural diversity through art (THF 110 and 290), and adapting classroom management techniques for individualized student success (ED 150), among others.

Analysis and Evaluation

The interdisciplinary nature of the AA Performance degree is an emerging program of study in higher education and is intended to support the development of individual artistry that is well-rounded and significantly different than a focused arts genre program of study or a musical theatre program of study.

Student learning objectives play an integral role in aligning course content with student mastery and, as such, are assessed and analyzed in a continuous manner with the outcomes driving improvement plans.

Within the performance core requirements for the AA Performance (CP 1.06), the distribution of requirements among music, dance, and acting is balanced and aligned to support mastery at the associate's level. The unit allocation among the various genres is:

Music Theory & Piano Application: 7 units total (24 percent)
Vocal Technique & Performance: 7 units total (24 percent)
Dance Techniques: 4 units total (12 percent)
Acting Techniques: 5 units total (16 percent)
Practicum & Capstone Studies: 7 units total (24 percent)

Actionable Improvement Plans

No additional planning items have been identified at this time.

II.A.14

Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards

and preparation for external licensure and certification.

Evidence of Meeting the Standard

YACPA does not offer career-technical certificates.

Analysis and Evaluation

Not applicable.

Actionable Improvement Plans

Not applicable.

II.A.15

When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Evidence of Meeting the Standard

Per YACPA's published policies and procedures: upon identifying one or more academic programs for potential elimination, the president shall notify the administration and faculty of the affected programs and appoint an ad hoc committee of five individuals to review the proposed actions (ER 4.03). The committee's considerations shall be based on academic program criteria and shall include an assessment of the impact of the proposed actions on current and future students and the impact on the integrity and vitality of the other academic programs.

The president shall review the report and submit to the Board of Directors along with a report on any financial exigency that may exist and a statement of agreement or disagreement with the committee's report. The Board of Directors will take into consideration all reports and may convene a meeting of administrators, faculty, and students at their will to aid in making a determination. The date proposed for the termination of the program shall be no sooner than eighteen months after the Board forwards their decision to the YACPA community and the programs and the faculty directly affected, and shall coincide with the end of a spring semester. However, new students may not be admitted into the program once the determination for abandonment has been made. Any faculty member who is terminated pursuant to this policy will be informed of employee benefits available, and will be offered assistance with regard to alternative employment opportunities.

Analysis and Evaluation

At this time, YACPA is in growth mode with a single program and its certificate subset. Curriculum adjustments have been made; however, none of which have eliminated or significantly changed programs of study. The policies outlined will support YACPA's process for substantive program changes and/or abandonment should there be a need in the

future. The policies and procedures provide appropriate guidelines to protect the interests of students and minimize potential disruptions to their educational pursuits.

Actionable Improvement Plans

No additional planning items have been identified at this time.

II.A.16

The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

Evidence of Meeting the Standard

YACPA relies primarily on the SLO assessment cycle, powered by faculty bodies, to systematically improve the YACPA program of study (I.A 2.01a) (I.A 2.02a page 6). In this process, achievement of student learning objectives is continuously reviewed at the course level, on a semester-by-semester basis, with a summative review and development of action plans to support improvement (II.A 1.02) (I.B 1.08). The SLO assessment cycle is applied to all courses regardless of their mode of delivery or collegiate level. The “building block” process of review rolls up through the organization from the instructor/student/course level to the institutional level in the following way:

- Faculty evaluation of the instructional program at the course level through semester-by-semester SLO outcomes (II.A 2.07b).
- Student Faculty-Course evaluations each semester (I.B 4.02).
- Departmental evaluation of associated course outcomes, challenges (curricular, student-based, instructional, resources) during multiple meetings within a semester (II.A 2.04).
- Chair and Core-faculty meetings (multiple per semester) where president and deans are apprised of department-level considerations and votes to authorize or not (II.A 16.01).
- Full-faculty meetings where the entire faculty body is apprised of proposed updates and discusses them.

The college president and deans review, discuss, and validate departmental reviews and recommendations, and short and long-term plans are developed and implemented. As an example, after such a review, the length of instructional terms, and the distribution and sequencing of course offerings were substantially changed from the 2015-16 to 2016-17 academic years (II.A 2.09).

As a small school, YACPA is able to review and revise perhaps on a shorter timeline than larger institutions. For example, course outlines are reviewed, adjusted, and confirmed as needed on an annual basis.

The SLO assessment cycle is supported by the comprehensive program review that by policy is to occur every four years. As the AA program of study is only in its third year of implementation, this process has yet to be undertaken, however, the planned review process includes the examination of the program learning objectives, curriculum requirements, courses of study, pedagogy, assessment plans, learning resources and faculty development. Additionally, the comprehensive review process includes the utilization of a committee that is comprised of industry professionals to provide review of relevance and currency of curriculum and learning objectives (I.A 1.02).

Analysis and Evaluation

YACPA has made great strides in the last four years building faculty understanding, development, and implementation of measurable learning outcomes in all courses. To quantify attainment of these outcomes, the breadth-of-knowledge course learning outcomes have an institution-set standard of 75 percent or more of students assessed at a “C” (2.0). All but one of the courses in the other departments (music, dance, theater) are set at 75 percent or more of students assessed at a “B” (3.0). Music Theory (MU 130) is the exception; the goal for that class is set at 70 percent or “C” (2.0).

2014-15 SLO results

Seventy-five percent (75%) of the courses reporting SLO results (27 out of 36) met their goals for student learning outcomes on their selected objectives. Of those that did not, five had one SLO that didn’t reach goal (DAN 120, MU 128, SOC 171, THF 100, THF 101), two missed two objectives (B104, MU 129) and two missed all three targets (THF 115, THF 230). However, no relationship between missing these goals and overall course outcomes are apparent. With the exception of Business Math and the two English composition courses (which did not report outcomes), the student course-ending scores exceeded 80 percent (I.A 2.01a).

Specific interventions for the courses that did not meet their outcomes objectives include:

- B 104: strategy session with dean of instruction to generate additional approaches to this goal. Is this a writing assignment? Presentation? Are there forms that this project can take that resonate more strongly with these students (this course already has implemented some very relevant activities) (II.A 16.02).
- MUS 128: strategy session with dean of instruction to generate additional approaches to this goal. Is there a way to assess differently? Kinesthetically? How about applying Chris’ test approach (notes that can be accessed after completing the test? A poster project? Maybe a poster project in class? (II.A 16.03)
- MUS 129: with dean of instruction, explore possible reasons for discrepancy between these two objectives and the third (98 percent) (II.A 16.04).
- SOC 171: Will have a new instructor. Monitor this after next round of outcomes reports (II.A 16.05).

- THF 100 & THF 101: both these courses missed their marks by a small percentage and assessment for both objectives were based on tests and quizzes. Strategy session with dean of instruction to generate additional approaches to these goals (II.A 16.06) (II.A 16.07).
- THF115 & THF 230: results for all three objectives for these two courses were significantly lower than any of our other courses. Dean of instruction, chair, and faculty will consult to devise plans for addressing and improving these outcomes (II.A 16.08) (II.A 16.09).
- DAN 120: ballet is a challenging course; these results are not unexpected, nor do they seem problematic. Overall final course performance for these students is in the low 90 percent, so the effort they are putting into these objectives is ultimately paying off. Dean of instruction to discuss with the Dance department question of whether they feel a 70 percent goal is appropriate for this course, or whether they should strive for higher, and if so, what that goal would be (II.A 16.10).

2015-16 SLO results

Thirty out of thirty-seven courses reported student learning outcomes for three separate course SLOs. Five courses reported one or more course SLOs that did not meet the institutional benchmark of 75 percent of students attaining 70 percent or better for breadth-of-knowledge courses and 80 percent for performance courses. The standout improvement was in student success in breadth-of-knowledge course where the overall average outcome increased from 79 percent in 2014-2015 to 96 percent in 2015-2016 for students meeting or exceeding goals (II.A 2.02a).

Actionable Improvement Plans

No additional planning items have been identified at this time.

Standard II.A Evidence Summary

<u>II.A 1.01</u>	SLO Reporting Handbook
<u>II.A 1.02</u>	May 2016 Curriculum Committee Minutes
<u>II.A 1.03</u>	YA Inc. Membership Report
<u>II.A 2.01</u>	Dance Dept. Meeting - 9/2/16
<u>II.A 2.02</u>	Music Dept. Meeting - 10/10/16
<u>II.A 2.03</u>	Theatre Dept. Meeting - 9/12/16
<u>II.A 2.04</u>	BOK Dept. Meeting - 9/2/16
<u>II.A 2.05a</u>	THF 100 - SLO #4 - 2014-2015
<u>II.A 2.05b</u>	THF 100 - SLO #4 - 2015-2016
<u>II.A 2.06a</u>	THF 101 - SLO #3 - 2014-2015
<u>II.A 2.06b</u>	THF 101 - SLO #3 - 2015-2016
<u>II.A 2.07a</u>	DAN 120 - SLO #1 - 2014-2015
<u>II.A 2.07b</u>	DAN 120 - SLO #1 - 2015-2016
<u>II.A 2.08</u>	Faculty Observation Tracking Sheet
<u>II.A 2.09</u>	Course Sequence Proposal for August Session - Approved Final Version
<u>II.A 2.10</u>	SLO Revisions Approval Meeting
<u>II.A 2.11</u>	Breadth-of-Knowledge Dept. Assessment Guidelines
<u>II.A 2.12</u>	Math-Psych Integrated Project Work Sample
<u>II.A 2.13</u>	DAN 100 Course Syllabus
<u>II.A 2.14</u>	Dance EX Web with Faculty - Screenshot
<u>II.A 2.15</u>	Faculty Observation Template
<u>II.A 2.15a</u>	Faculty Observation - Voice Fall 15
<u>II.A 2.15b</u>	Faculty Observation – Music Theory Fall 15
<u>II.A 2.15c</u>	Faculty Observation – Musical Theatre Fall 15
<u>II.A 2.15d</u>	Faculty Observation – English Spring 15
<u>II.A 2.15e</u>	Faculty Observation - Psychology Fall 14
<u>II.A 2.15f</u>	Faculty Observation – Sociology Spring 16
<u>II.A 2.15g</u>	Faculty Observation - Krauss Fall 14
<u>II.A 4.01</u>	ENG 095 Course Syllabi
<u>II.A 4.02</u>	English Placement Chart
<u>II.A 5.01</u>	SLO Review Cycle Document
<u>II.A 5.02</u>	AA Planning Document

<u>II.A 6.01</u>	Courses & # Sections Offered by Term - Past 3 years
<u>II.A 6.02</u>	Theory & Piano Comparative Schedule 14-15 to 15-16
<u>II.A 6.03</u>	Course Summary Tab in 2016-2017 Master Scheduler File
<u>II.A 7.01</u>	MU 290 Course Syllabi
<u>II.A 7.02</u>	THF 290 Course Syllabi
<u>II.A 7.03</u>	THF 275 Course Syllabi
<u>II.A 7.04</u>	Freshman Entrance Survey Table
<u>II.A 7.05</u>	Student Academic Performance Tracking Screenshot
<u>II.A 7.06</u>	Selections from Student Advising Submission Form
<u>II.A 7.07</u>	Student Services Flyer
<u>II.A 7.08</u>	Resident Advisor Meeting
<u>II.A 7.09</u>	Dean of Students Communication RE Student Meetings
<u>II.A 7.10</u>	Dean of Administrative Services Communication RE Student Meetings
<u>II.A 7.11</u>	Learning Center DLA Sample
<u>II.A 11.01</u>	THF 210 course syllabi
<u>II.A 11.02</u>	THF 230 course syllabi
<u>II.A 11.03</u>	THF 101 course syllabi
<u>II.A 11.04</u>	MU 205 course syllabi
<u>II.A 11.05</u>	ED 150 course syllabi
<u>II.A 11.06</u>	PSY 161 course syllabi
<u>II.A 11.07</u>	B 104 course syllabi
<u>II.A 12.01</u>	Faculty Roster with Teaching Assignments
<u>II.A 16.01</u>	Department Chair Meeting - 9/8/16
<u>II.A 16.02</u>	B 104 SLO Report
<u>II.A 16.03</u>	MU 128 SLO Report
<u>II.A 16.04</u>	MU 129 SLO Report
<u>II.A 16.05</u>	SOC 171 SLO Report
<u>II.A 16.06</u>	THF 100 SLO Report
<u>II.A 16.07</u>	THF 101 SLO Report
<u>II.A 16.08</u>	THF 115 SLO Report
<u>II.A 16.09</u>	THF 230 SLO Report
<u>II.A 16.10</u>	DAN 120 SLO Report

B. Library and Learning Support Services

II.B.1

The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)

Evidence of Meeting the Standard

YACPA provides a variety of resources, equipment, and materials in support of student learning; these include (CP 1.06):

- Virtual library (II.B.1.01) and on-campus physical resource library (II.B.1.02).
- Piano lab with 20 networked student keyboard stations.
- Eight-station computer lab with printers.
- Learning Center staffed with tutorial assistants varying hours per day Monday through Friday (I.B 2.09).
- Piano and microphone in every classroom.
- Media equipment (such as video cameras) to record in-class student presentations.
- Two private practice rooms equipped with pianos.

Library

The library has developed a multi-year needs plan to support the acquisition and development of curated resources to best meet the curricular, student learning, and faculty needs (II.B.1.03). The librarians design instructional resources and services that enhance user experience and encourage library use by both faculty and students.

In addition to budgeting, procuring, and providing access to the licensed library resources, library staff provides orientations and library instructional support (guides, videos, screen captures) to faculty and students, virtual reference services seven days per week, ongoing development of program subject guides, and library use video tutorials. All of these initiatives reinforce student and faculty learning and use of the virtual library resources as expected in an academic college learning environment.

Department chairs work with the librarians to identify and acquire necessary learning resources. The virtual librarians' roles include:

- Liaising with faculty concerning library collection development and requirements, and attending core faculty and department chair meetings (II.B.1.04) ([II.B 1.05](#))

[\(II.B 1.06\)](#).

- Communicating regularly with the dean of instruction and department chairs regarding library collection development and other library issues ([II.B.1.07](#)) ([II.B 1.08](#)) ([II.B. 1.09](#)) ([II.B 1.10](#)).
- Conducting research on library content requests from department chairs and the dean of instruction ([II.B 1.11](#)) ([II.B 1.12](#)).
- Inviting students and faculty to recommend content to purchase for the library through a library purchase request form posted in the virtual library ([II.B 1.13](#))
- Implementing decisions for library content purchases made by department chairs and the dean of instruction ([II.B.1.14](#)).
- Securing and managing library budget ([II.B.1.15](#)) to purchase and curate content for all disciplines.
- Working with dean of instruction and faculty to embed library use into course assignments ([II.B 1.16](#)).

Library Services

The librarians:

- Define, clarify, and change library services over time ([II.B.1.17](#)).
- Post and annually assess library reference service policy in the virtual library ([II.B.1.18](#)).
- Provide and maintain access points in the library on every page, providing instructions on how to contact the librarians ([II.B 1.19](#)).
- Provide and advertise in the library and the college an email address virtuallibrarians@yacollege.org for seven-day-per-week/365-day-per-year email reference service to students and faculty in disparate geographies ([II.B 1.20](#)).
- Maintain a 24/7 web-accessible library homepage ([II.B 1.21](#)) as well as instructional resources ([II.B.1.22](#)), program and general guides, and videos in LibGuides (a library content management application), to all registered students and faculty (in disparate geographies) possessing current login credentials for the college administrative platform Populi.
- Promote information literacy to support the goals of the college and lifelong learning ([II.B 1.23](#)).
- Provide library orientation, research skills, tools, and webinars to faculty and students ([II.B 1.24](#)) ([II.B 1.25](#)) ([II.B 1.26](#)) ([II.B 1.27](#)) ([II.B 1.28](#)) ([II.B 1.29](#)) ([II.B 1.30](#)) ([II.B 1.31](#)) ([II.B 1.32](#)) ([II.B 1.33](#)) ([II.B 1.34](#)).

Information literacy services

Example A: Student Orientation ([II.B 1.35](#))

This orientation includes demonstrating how to access the library via Populi, some of the functionality of the databases *ProQuest Research Library* and *Drama Online*, and where to find the writing/plagiarism resources. Students are provided with a copy of the library orientation document in their packet of handouts. New content coming into the library in the near future is described. Student inquiry includes the types of questions the librarians would answer on the reference desk, and types of resources that might be added to the library. The librarians explain some of the resources they anticipate acquiring and students are

encouraged to reach out to the librarians for assistance in finding resources like scripts or articles, or ask for more information regarding citation and writing.

Example B: Guide Development for Faculty

In response to a number of requests from faculty concerning copyright clearance for their courses, the librarians developed a document titled *Copyright Clearance and Fair Use Provisions for Faculty Guidance* [\(II.B 1.36\)](#). This resource is shared with faculty seeking to understand their rights concerning both library-licensed and open-access content.

Virtual Library Holdings

As of March 2017, the web-accessible electronic Virtual Library housed in LibGuides is a collection of 4 multi-page Program guides (for each of the college disciplines: Breadth-of-Knowledge, Dance, Theatre, Music) and 12 multi-page general guides on the topics of: Citation & Plagiarism, Critical Thinking, Current Events in the Arts, Evaluating Online Resources, Finding and Using Maps, Government Documents, How to do Research: Tips for Success, Open Access eBooks and Journals, Video Tutorials, What Kind of Information do I Need?, and Writing and Studying Effectively [\(II.B 1.37\)](#) [\(II.B 1.38\)](#) [\(II.B 1.39\)](#) [\(II.B 1.40\)](#) [\(II.B 1.41\)](#) [\(II.B 1.42\)](#). All open-access websites are housed on the library page in the various LibGuides to provide multiple access points to this content by subject area. Each program guide has a unique *Websites* page reflecting content of use to the students in that discipline. The library database descriptions are repeated throughout the guides to provide multiple perspectives on the licensed library content as it applies to the disciplines of the college.

As of March 2017, the YACPA on-campus physical library collection is comprised of a catalog of physical resources housed at the campus and managed by on-site staff. The catalog for this collection is housed in Populi, with the Virtual Library referencing this physical collection on the LibGuides page: Library Catalog of Physical Holdings [\(II.B.1.02\)](#). This page is repeated on all the virtual library guides housed in LibGuides. The physical holdings page provides contact information and hours of operation, instructions for how to access this collection, and highlights from the collection specific to the disciplines taught at YACPA.

Learning Center

Staffed with faculty and peer tutors, the Learning Center provides writing and study support across the curriculum. The Learning Center is open five days a week, with individual and group tutoring available at scheduled time throughout the week that align with class breaks. Students engaged in practicum studies or online courses and needing tutoring support can contact the dean of students to have a peer tutoring opportunity arranged through Skype or phone settings [\(I.B 2.09\)](#). For students who have been identified as at risk of academic failure, student services schedules tutoring as needed.

Analysis and Evaluation

Library

Library goals action metrics were established September 2015 by Dr. Hainsworth, the Virtual Librarian [\(II.B.1.23\)](#). The 2015 plan originated the goal of developing the library information literacy component and details two action items to achieve that goal: completing an

information needs analysis (five target outcomes – including the creation of a virtual library with library instructional supports) and completing a syllabi gap analysis (two target outcomes).

The Virtual Librarian works with all the metrics each year to develop an approved Library Goals Action Metrics Plan. In late spring of 2015, department chairs and the dean of instruction (II.B 1.44) were sent templates for ideas on how to develop course assignments requiring the use of the library in their area of study (II.B 1.45) (II.B 1.46) (II.B 1.47) (II.B 1.48).

To improve student awareness of information literacy resources and services, the institution updated the syllabus template with a required standard library statement describing the library and its services. From zero references in 2015 syllabi (when the library was just being developed), almost 100 percent of syllabi posted to Populi contain this statement. This represented the first step in integrating information literacy services and resources across the curriculum.

A second step involved the annual syllabi gap analysis for “library mentions” and/or usage conducted to determine areas of improvement in library services (II.B 1.49). The 2015 gap analysis across all disciplines formed part of the development and guidance for the library information literacy implementations then established (II.B 1.50). The analysis looked at each course to determine the number of course assignments that require the student to conduct research in the library. The 2016-2017 analysis focused specifically on breadth-of-knowledge course mentions as a starting point given those courses are more likely to involve deeper research and written assignments than the performance classes.

In 2016-2017 the library plan had two action items: to implement information literacy strategies into the curriculum by starting with the breadth-of-knowledge courses, and to meet the institution’s standards for accreditation by writing the library portion of the self-study. The targeted outcomes for the action item (*Implement an information literacy strategies by starting with the breadth-of-knowledge courses*) was met through the procurement of budget to increase the adequacy of commercial resources for the program (the acquisition of *ProQuest Research Library*) and the reporting from students in an end-of-reference survey that the reference service and resources were satisfactory (II.B 1.54).

In February 2017, the Virtual Librarians Dr. Melody Hainsworth and Cheri Rauser, Head of Reference Services & User Experience met with the dean of instruction, Dr. LeeAnn Stone to discuss collaboration between the librarians and faculty on course assignments designed to encourage students into the library for exploration and discovery. This meeting was used to assist in developing the Library Goals Action Metrics Plan 2017–2018 Action Item of interdepartmental collaboration in the development of assignments that encourage the use the library resources. This initiative will support the use of the academic library resources in the spirit of creativity and personal engagement and work towards the broad institutional goal of student success (II.B.1.56).

In March 2017, the annual Library Goals Action Metrics Plan for 2017-2018 was approved by the library department. This planning document will be submitted for approval and implementation during the July 2017 department chair meeting ([II.B 1.55](#)). The proposed action items, target outcomes and metrics focus on: 1) further collaboration between departments, 2) improving adequacy of the library resources, and 3) increasing usage of existing resources. Each of these action items and target outcomes support the stated Library goal of: *Further the development of a student success-focused library information literacy implementations.*

Learning Center

The Learning Center was initially established in fall 2016 to provide writing skills support for English courses. It soon became clear that students had needs for tutoring and academic support in other disciplines, as well. By spring 2017, tutors for math and music theory were identified and assigned Learning Center hours (I.B 2.09). The budget prioritization for 2017-2018 includes additional tutoring hours to further support student success.

The Learning Center has had similar experiences regarding access and use of resources and services as the library: without explicit requirements, students do not make use of it (reinforcing the paradigm that “students don’t do ‘optional’”). Thus, despite the call for music theory support by both faculty and students and the establishment of tutorial hours, not a single music theory student made use of the services ([II.B 1.57](#)). As the utilization data table illustrates, a significant number of visits were recorded, however, for a variety of breadth-of-knowledge courses. These included business Math ([II.B 1.57a](#)) Teaching Methods ([II.B 1.57b](#)), English 095 ([II.B 1.57c](#)), and English 111 ([II.B 1.57d](#)) ([II.B 1.57e](#)) ([II.B 1.57f](#)).

Examples of integrated Learning Center assignments include:

- In English 095, rough drafts for Essay #1, #2, and #3 required one one-on-one tutoring session each at the Learning Center to cover clarity of content, formatting, and grammar.
- For Essay #3 in English 112 of fall 2016 and spring 2017, students reviewed the *In-text Citations PowerPoint*, retrieved one article from the ProQuest Research Database, and applied the steps in incorporating in-text citations in relation to the use of quotes and paraphrases in their essay.
- For Essay #2 in English 111 of spring 2017, students were required to retrieve one outside source from the campus online research database. The *In-text Citations #2 Diagnostic Learning Activity (DLA)* was assigned during the second week of this essay, and the DLA had the students sign onto the database, research key words that connected to the essay topics, and cite two quotes and two paraphrases from the article following the three-step rule that was outlined in the correlated *In-text Citations PowerPoint*.

Actionable Improvement Plans ***Library***

Continue the development and implementation of the Library information literacy integration so to be in line with the YACPA Strategic Plan.

Learning Center

Looking towards the 2017-2018 academic year, there are no improvement plans per se but, rather, ongoing development of strategies to meet student learning and support needs as they arise. The Learning Center and the Library will continue to work towards cross-curricular implementation of information literacy and writing skills.

II.B.2

By relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.

Evidence of Meeting the Standard

The dean of instruction oversees the library and faculty and, as such, ensures ongoing communications between the two groups to help ensure acquisition of appropriate learning materials and resources for student learning and to meet YACPA's mission. Academic personnel are involved in the process of identifying and integrating learning support resources and services to the benefit of the student learning process. This is accomplished through multiple means, two of which are formalized through established reporting processes. The first is through the annual course-level student learning outcome reports where faculty identify resources needed to support their improvement plans. The second is through the annual reviews submitted by the department chairs. These reports include resource requests in a range of areas with each request accompanied by a rationale that connects the request to student learning and/or achievement (I.B 5.01b).

The dean of administrative services is responsible for overseeing campus operations and maintaining an effective physical environment, including classroom equipment that supports overall classroom effectiveness. Educational equipment requests that have a campus-wide impact are prioritized by the executive committee, and funding is allocated during the budget process (III.B 4.01). Smaller requests with an individual course- or department-level impact are prioritized by the department chairs and funded from allocated department budgets. The dean of administrative services addresses most of the routine facility maintenance issues and conducts ongoing maintenance and repair on all classroom, computer, and peripheral equipment.

Library

Department chairs work with the librarians to develop the resources for their respective disciplines (II.B 2.01) (II.B 2.02) (II.B 2.03). The librarians are responsible for liaising with faculty concerning library collection development and requirements around other programmatic supports (II.B 2.04). The librarians work directly with all academic personnel to embed library use into courses and assignments (II.B 2.05).

The library has established a formal liaison strategy in which specific librarians are assigned a program portfolio to provide a direct contact for department chairs to ask questions and to establish regular communication concerning library acquisitions.

The librarians engage in regular communication with department chairs around budgets, library acquisitions, student orientations, library embedding in the curriculum, and the sharing of policy, collection development, and copyright. Examples of these processes include:

Initial electronic acquisitions for the library.

A collection development policy was initiated in May 2015 with faculty, deans, and department chairs included in providing feedback on the policy. The goal of the policy is to accurately reflect the collection mandate of the library to provide appropriate and sufficient access to electronic library resources and instructional supports for students wherever they were located. The collection development policy was approved by the dean of instruction and the virtual librarian in June 2015 ([II.B.1.07](#)).

Faculty, deans, and department chairs were asked to provide short lists of contents (databases, books, journals) appropriate to their area of expertise for acquisition to support YACPA curricular goals. The library researched these requests and provided an acquisition proposal to the instructional team in October 2016, which included the costs and copyright and usage restrictions from the various publishers. The instructional teams then prioritized their requests and the librarians acquired content as directed by the departmental chairs and the dean of instruction, (within the library budget) and integrated it into the virtual library ([II.B 2.01](#)) ([II.B 2.02](#)) ([II.B 2.03](#)).

Ongoing library acquisition requests

The librarians conduct and present research on programmatic library content requests from department chairs and the dean of instruction. Students and faculty are invited to recommend content to purchase for the library through a library purchase request form posted on the Virtual Library Homepage in LibGuides ([II.B 1.13](#)).

The librarian's source and purchase budgeted and approved library content based on recommendations from department chairs and the dean of instruction. The Virtual Library secures and manages a library budget annually and annually reviews those purchases prior to renewal with input from the dean of instruction and the department chairs.

As part of the ongoing liaison with department chairs, the institution was informed of which content made it to the final budget. When purchases are initiated within the approved budget, department chairs are sent an announcement ([II.B 1.14](#)) concerning the new purchases for both their own and other program areas.

Analysis and Evaluation

Faculty have a clear path to indicating needs and requesting student learning resources and services through the annual reporting process. Annual departmental allocations also provide

opportunities to implement selected improvements throughout the year (I.A 2.02b) (I.A 2.02c) (I.A 2.02d) (I.A 2.02e).

While department chairs are the primary liaisons with the librarians and final arbiters for discipline-specific requests, all faculty have direct contact with all of the YACPA personnel charged with acquiring and maintaining educational equipment and materials (ER 4.03).

Actionable Improvement Plans

No additional planning items have been identified at this time.

II.B.3

The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

The dean of instruction, faculty, and the librarians work closely to ensure library services are meeting identified student needs. Additionally, each department at YACPA has a dedicated librarian assigned to support the given discipline and who also works closely with the associated department chair. Student learning needs are identified through various processes, including syllabus analysis by the librarians to identify where library services can best support attainment of learning objectives, faculty-librarian communications, and librarian-chair short- and long-term departmental resource planning.

The librarians have taken several measures to assess their services and impact, including:

- End-of-reference interaction surveys (anonymous) (II.B 3.03).
 - Distributed after each student-librarian interaction assessing and reporting results to the Deans and Chairs
- Gathering and reporting on library collections usage statistics (II.B 1.43).
- Conducting syllabi analyses for library mentions and usage cross-departmental and within departments in order to curate a collection that meets the instructional needs of the college (II.B 1.52).
- Measure progress in achieving goals on library goals action metrics (II.B 1.23).

The Learning Center is reviewed annually for utilization and correlated with student learning outcomes and student achievement outcomes to ensure the services offered are adequately meeting student needs (II.B 1.57). The chair of the breadth-of-knowledge department manages the Learning Center and is actively engaged in collaborating with faculty and the dean of instruction to explore ways in which the Learning Center can be utilized when courses identify poor student performance in learning and/or achievement outcomes.

Analysis and Evaluation

***Library Development* (II.B.1.03)**

The targeted outcomes for the action item (*Information Needs Analysis*) in the 2015/2016 library action plan were met through the development of a centralized, curated library by August 1, 2015 and the investigation of a library content management system (CMS) by December 1, 2015. 100 percent of new students were oriented to the library in August 2015 and again in August 2016. Second-year students were re-oriented to the library in January 2016 (II.B 3.01).

The targeted outcomes for the action item (*Secure funding for appropriate commercial resources*) in the 2016-2017 library action plan was met through the approval of a library budget based (on October 23, 2015) on the assessed needs of the programs through a syllabi analysis and the departmental chair list of requests. On October 23, 2015, a three-year library budget (2015-2016, 2016-2107 and 2017-2018) was approved by the YACPA president for the purchase of licensed library content. The 2nd year library budget was approved to be spent on September 14, 2016 (II.B 1.15).

The targeted outcomes for the action item (*Develop one-step online access to the library resources*) in the proposed library action plan for 2017-2018 (to be presented for approval July 2017) were achieved with the successful technical integration of the LMS Populi with the library application LibGuides on February 21, 2017 (II.B 3.02).

***Library Usage* (II.B 1.43)**

Licensed content in the library included one database in 2015, three databases and one application in 2016, and two databases and one application in 2017.

The usage of the Virtual Library Homepage in LibGuides peaked in the months of August and September, 2016. This was the consequence of a variety of factors: new students were entering their first year; librarian staff had directly oriented these students to the library, and the students were explicitly asked to contact the librarians, introduce themselves, and share something they had found useful among the library resources.

The Virtual Library Homepage shows 75 percent more traffic during those two months than in the following two to end of term. This figure does not represent the full scope of student library access, however. This is because access is trackable only when students enter the virtual library homepage through LibGuides. Student access to library resources directly through Populi is not able to be recorded. As of February 2017, the gateway statistics for users entering the library will be measured in the LibGuides application, which provides metrics for the use of all pages in the library, now including the home page of the library.

Syllabi Library Mention Gap Analysis

In concert with the dean of instruction and department chairs: in 2015 (cross section of all four departments) and in 2016 (Breadth-of-Knowledge department), the librarians conducted syllabi review for mentions of the library in courses. The analysis is conducted to assist in the curation of a library collection that meets the instructional needs of the college program. The

library initiates changes to library services and collections as appropriate based on this analysis.

The review is a gap analysis for library mentions and assignment embedding in order to determine what steps need to be taken to have library use be part of the institution's information literacy strategies. The first syllabi gap analysis (December 21, 2015) revealed that 11/35 (31 percent) of the syllabi reviewed in the fall had the newly-approved introduction to the library verbiage inserted. A December 2016 review of "assignment embedding" found that only one of the 35 courses included an assignment requiring the use of the library (II.B 1.50).

The gap analysis in 2016 focused on one department, breadth-of-knowledge, to help focus on one area of the library that could be improved in supporting the adequacy of resources. Six breadth-of-knowledge courses were analyzed in 2016 and 3/6 (50 percent) were found to have the approved library verbiage and 1/6 others (17 percent) had one assignment mentioning the library. This resulted in an overall improvement of 67 percent year-to-year when comparing just the breadth-of-knowledge courses (II.B 1.52).

As a consequence of the syllabi review, the librarians collaborated with the dean of instruction on identifying content for course inclusion and the development of assignments that use the library content while supporting the student and learning outcomes of the institution and courses (II.B 1.16).

Faculty Survey

Librarians made presentations on the status of the library at faculty meetings on April 14, 2015 and April 9, 2016. Faculty oral feedback at those meetings was positive with no suggestions.

Library Commercial Vendor Metrics (II.B 1.43)

Given that the library has just gone into the 2nd year of commercial database usage, there will be no comparative statistics until 2018. That comparison will include vendor statistics over several terms, as well as, the newly-available library gateway statistics possible since the implementation of the single sign on through the Populi college gateway into the library resources.

ProQuest Research Library (an interdisciplinary research databases featuring multiple disciplinary modules of research content) usage rose in the first two months of the fall 2016 term (August, September for new students) and then rose a further 75 percent in the second two months of the term (November and December) as students completed their assigned coursework and projects.

Drama Online followed a similar pattern with usage statistics rising in August and September, peaking in October and decreasing to the end of term. The term running from January through April 2016 reveals no usage of the database content. The theatre department chair, in consultation with the dean of instruction, determined that this database did not

provide access to the primary source documents (play scripts) that were required by the curriculum. The library did not renew this subscription in January 2017.

Grove (Oxford) Music Online statistics show in the first term of 2016 an increase in usage through to May with a 40 percent spike in March and a smaller spike in May. There was a Second-year student orientation to the library in January 2016. After new student orientation to the library in the fall term, there was an increase in the database usage consistent with the increases in the other two commercial resources. The music department chair and the dean of instruction approved this database license for renewal in December 2016.

Scope of Collections (as of February 2017) (II.B.1.01)

Number of library resources to meet information needs:

- Commercial databases: Two licensed databases. *ProQuest Research Library*, *Grove (Oxford) Music Online*.
- Credible open access websites: 67 links in Dance, Theatre, Music, Breadth-of-Knowledge LibGuides programmatic pages ([II.B 1.41](#)).
- Full-text scholarly journals held in licensed databases: 2,682.
- Instructional tools (videos and subject guides) available in library and housed in the LibGuides application: 16 guides and 4 videos ([II.B 1.21](#)).

The Learning Center

The Learning Center is in the early stages of implementation, and given its purpose and direct connections to course student learning and student achievement outcomes, the evaluation of the adequacy of the Learning Center is accomplished through analysis of course outcomes in correlation to student utilization data. With only one year of data, the analysis is insufficient. However, the chair of the breadth-of-knowledge department continues to engage faculty in utilizing the Learning Center as a support for course SLOs needing improvement actions, and the budget allocations for the Learning Center tutors will be increased for the 2017-2018 academic year (I.B 5.01b).

Actionable Improvement Plans ([II.B 1.55](#))

At this point in the early stages of virtual library implementation, the librarians have metrics on usage, on faculty-librarian collaboration, on student assessment of services, on number of library assets, etc. These have helped to establish baselines of references to and usage of library resources and services. In the next steps across the following three years, the librarians will engage in identifying metrics that can capture the impact of the library and its resources on student success, defining benchmarks for those and identifying assessment methods. One of these next steps is for the library to work with the dean of instruction and faculty to integrate meaningful information literacy and critical thinking tasks that are not in themselves library assignments but require library work to successfully complete throughout the range of college course types (performance and breadth-of-knowledge) ([II.B.3.04](#)).

The virtual library intends to improve adequacy of primary resources available for educational licensing. In a performance-based school, primary documentary content such as

play scripts, screenplays, music notation, and film recordings are typically accessed through vendors that provide copyright clearance for physical access to the item and the right to perform. This is a significantly different situation than with traditional colleges. The type of licensing typically considered for curriculum use in the performing arts is viewed by the vendors and authors/composers/playwrights as similar to textbooks and, as such, is not available for a library license. The content available for library license has been found by the faculty to be neither current enough nor specific enough (as to the scripts faculty want) to deem the available resources adequate to the needs of the programs. The Virtual Library will launch an initiative to increase the number of relevant resources in the library and support the further building of the adequacy of the collections. The library will liaise with the institution concerning whether to procure curriculum licensing adequate to the departments' number of scripts, music notations, and film recordings requested. The library is currently (Feb 2017) determining which vendors can provide such curriculum/educational licensing to the content requested.

The Learning Center will continue to implement programs and collect and analyze data to evaluate the adequacy of the services provided.

II.B.4

When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services that are adequate for the institution's intended purposes are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)

Evidence of Meeting the Standard

In April 2015, YACPA contracted with The Virtual Librarian to provide virtual library services to all YACPA faculty and students, whether they were studying on campus or remotely (II.B.4.01) (II.B.1.08). In collaboration with YACPA's president and dean of instruction, The Virtual Librarian developed a proposal that outlined the necessary resources and services and considerations for oversight of security, accessibility, and reliability of those.

Per this contract, the virtual librarian:

- Contracts for the institution to purchase content through library vendors on the recommendation of the department chairs and the dean of instruction.
- Negotiates and manages the licenses and contracts with library vendors.
- Facilitates annual contractual payments to the library vendors.
- Gathers usage data for annual reports for the institution in order to support annual license renewal decisions (II.B 1.43).

Through gap analysis, collection assessments, and department chair liaison work, the librarians determine the appropriate resources and supports for all program areas. The Virtual Librarian secures budget approval to purchase approved library resources. Before license renewal each year, the librarians measure and assess, with the support of department chairs and the dean of instruction, the usage of the content and its continued adequacy to support the programs.

In January 2016, the library consisted of the following licensed content that had been chosen by the faculty: *Bloomsbury Drama Online*, *Grove (Oxford) Music Online* and *ProQuest Research Library*

In May 2016, a subscription to the LibGuides content management system was acquired to house web-based subject guides to assist students in finding and using the library content specific to their program.

As of February 2017, the library houses the following licensed content chosen for renewal by faculty: *Grove (Oxford) Music Online*, *ProQuest Research Library*, and LibGuides (II.B.1.01).

Analysis and Evaluation

Library Access

Since April 2015, the librarians have maintained the library resource access points (e.g. library Links page in Populi with a secure logon) in order to fulfill vendor license restrictions for access. The library (including licensed content and library instructional supports in the form of guides and videos) is web-accessible 24 hours per day to all students and faculty possessing current credentials for Populi (II.B 1.21) (II.B 1.22).

Integration of Populi with LibGuides to Streamline Access to the Library Resources

Access to library subscription services provided the most significant challenge to faculty and student users. A single sign-on solution was identified as the best means to overcome this challenge. That solution required a proxy server, the cost of which was included in the 2015-2016 library budget approved October 23, 2015 (II.B 1.15). Funds were not spent in that budget year, and the library received additional approval October 4, 2016. This technical solution, finalized February 21, 2017, improves ease of access to the library through establishing a bridging link (known as a proxy server) between YACPA's content management system, Populi, and the application called LibGuides, which houses the library's eResources and instructional content. The result of this improvement is streamlined access to licensed library content and the library learning supports based on that content. This initiative supports the institutional goal of increasing student access to resources, which will be measured through statistics on access to the Library Homepage and the library resources (II.B 3.02).

Actionable Improvement Plans

No additional planning items have been identified at this time.

Standard II.B Evidence Summary

<u>II.B.1.01</u>	Library A-Z Annotated List of Library Resources
<u>II.B.1.02</u>	Library Catalog of Physical Holdings
<u>II.B.1.03</u>	Library Plan and Process 2015-2017
<u>II.B.1.04</u>	Library Introductions to Deans and Chairs March 2015
<u>II.B.1.05</u>	Library Notes Faculty Meeting Oct 15 2016
<u>II.B.1.06</u>	Library Liaison and Faculty Engagement Summary May 2015 -Dec 2016
<u>II.B.1.07</u>	Library Collection Development Policy
<u>II.B.1.08</u>	Library Team Introduction to the YACPA Team April 2015
<u>II.B.1.09</u>	Library New Faculty Welcome Letter April 2016
<u>II.B.1.10</u>	Library LibGuides Rollout Announcement
<u>II.B.1.11</u>	Library Gmail Online English 112 Assignment Liaison
<u>II.B.1.12</u>	Library Gmail - sheet music and copyright question from Music Chair June 2015
<u>II.B.1.13</u>	Library Purchase Request Form
<u>II.B.1.14</u>	Library Gmail - Announcement of addition of Drama Online to the library
<u>II.B.1.15</u>	Library Budget 2014-2017
<u>II.B.1.16</u>	Library Research Assignments Introduction Dean of Instruction edits
<u>II.B.1.17</u>	Library Changes in Academic Catalog
<u>II.B.1.18</u>	Library Reference Service Policy for the student at The Young Americans College of the Performing Arts
<u>II.B.1.19</u>	Contact the Librarians box used on all library guides
<u>II.B.1.20</u>	Access points to reach the librarians
<u>II.B.1.21</u>	Virtual Library Homepage
<u>II.B.1.22</u>	Library Guides and Videos as of April 2017
<u>II.B.1.23</u>	Library Goals Action Metrics 2015-2016 September 2015
<u>II.B.1.24</u>	Library Student Orientation Exercise November 2015
<u>II.B.1.25</u>	Library Faculty Webinar August 2016.pptx
<u>II.B.1.26</u>	Theatre Faculty Library Orientation Sept 2016. slides.pptx
<u>II.B.1.27</u>	Library New Kids Orientation Presentation Slide.pptx
<u>II.B.1.28</u>	Library Student Orientation exercise handout
<u>II.B.1.29</u>	Library Student Orientation Exercises Licensed and open access content November 2015
<u>II.B.1.30</u>	Library presentation slide introducing the librarians.pptx
<u>II.B.1.31</u>	Theatre Faculty Library Orientation Resource List
<u>II.B.1.32</u>	Student Library Orientation Exercise January 2016
<u>II.B.1.33</u>	Library Orientation Guide (pre-online guides) August 2015

<u>II.B.1.34</u>	Library Subject Guide (pre-online guides) How to do Permalinks February 2016
<u>II.B.1.35</u>	Library Sophomore Orientation Exercise January 2016
<u>II.B.1.36</u>	Library Subject Guide (pre-online guides) Copyright Clearance and Fair Use Provisions Nov 2015
<u>II.B.1.37</u>	Writing and Studying Effectively Library Guide
<u>II.B.1.38</u>	Breadth-of-Knowledge Library Guide
<u>II.B.1.39</u>	Dance Library Guide
<u>II.B.1.40</u>	How to Do Research Library Guide
<u>II.B.1.41</u>	Theatre/Performance Library Guide
<u>II.B.1.42</u>	Voice/Music Library Guide
<u>II.B.1.43</u>	Library Summary Usage Statistics Jan2016-Dec2016
<u>II.B.1.44</u>	Library Assignment Template Correspondence with Dean of Instruction
<u>II.B.1.45</u>	Library Breadth template assignments introduction
<u>II.B.1.46</u>	Library Dance Template assignments introduction
<u>II.B.1.47</u>	Library Theatre Template assignments introduction
<u>II.B.1.48</u>	Library Music Template assignments introduction
<u>II.B.1.49</u>	Library Breadth syllabi gap review data sample 2015-2016
<u>II.B.1.50</u>	Library syllabi gap review analysis Dec 2015
<u>II.B.1.51</u>	Library Verbiage for syllabi insertion
<u>II.B.1.52</u>	Library Syllabi Gap Review analysis 2016
<u>II.B.1.53</u>	Library correspondence re Fall syllabi verbiage addition July 2016
<u>II.B.1.54</u>	Library end of reference survey results charts 2016
<u>II.B.1.55</u>	Library Goals Actions Metrics Plan 2017-2018
<u>II.B.1.56</u>	Library Goals and Metrics discussion with Dean of Instruction February 2017
<u>II.B.1.57</u>	Learning Center Utilization Data Report
<u>II.B.1.57a</u>	Learning Center Utilization 104 Spring 17
<u>II.B.1.57b</u>	Learning Center Utilization ED 150_Spring 17
<u>II.B.1.57c</u>	Learning Center Utilization ENG 095_Fall 16
<u>II.B.1.57d</u>	Learning Center Utilization ENG 111_Fall 16
<u>II.B.1.57e</u>	Learning Center Utilization ENG 111_Spring 17_sect 1
<u>II.B.1.57f</u>	Learning Center Utilization ENG 111_Spring 17_sect 2
<u>II.B.2.01</u>	Dance Library Collection Development requests and recommendations 2015-2016
<u>II.B.2.02</u>	Music Library Collection Development requests and recommendations 2015-2016
<u>II.B.2.03</u>	Theatre Library Collection Development requests and recommendations 2015-2016
<u>II.B.2.04</u>	Library correspondence Collection Development update for new stuff Nov 2016
<u>II.B.2.05</u>	Library correspondence Curriculum integration

- II.B.3.01 Library Welcome letter to Sophomore students January 2016
- II.B.3.02 Library Gmail - Library single sign on Project
- II.B.3.03 Library End of Reference Interaction Survey
<https://www.surveymonkey.com/s/youngamericanslibrary>

- II.B.3.04 Library Department Information Literacy Meeting February 2017

- II.B.4.01 Virtual Library Contract Agreement

C. Student Support Services

II.C.1

The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery that includes distance education and correspondence education, support student learning and enhance accomplishment of the mission of the institution. (ER 15)

Evidence of Meeting the Standard

Consistent with the YACPA mission, the student services department is focused on advocating for students and supporting student learning and student achievement. Activities and services offered are linked to institutional mission and strategic goals and evidenced in the student services department annual report (I.A 2.01g) (I.A 2.02g).

YACPA recognizes that supporting students is not confined to students on campus but also extends support and services to students off campus in practicum studies. Services that are offered on campus are also made available to students through phone, email, or other means as appropriate.

Administrative Services – Including registration, student records, and student accounts. Offices are located on campus and available to students during business hours. Phone and email access is also available for students in off-campus settings. The Populi cloud-based administrative platform provides students with continuous access to their student records, accounts, and course portals. Administrative services are reviewed yearly through student satisfactions surveys, first-year fall to spring retention rates, and admissions surveys. Data is then collected and reviewed by the college executive team to drive service goals for the following year (I.A 2.01f) (I.A 2.02f).

Admissions Advising: All new students are encouraged to complete admissions advising prior to signing the enrollment agreement. Admissions advising resources and advising sessions ensure the expectations and demands of the program are clearly outlined and understood by the student. Admissions advising occurs prior to students arriving on campus and can be done either in person through a scheduled meeting with the director of admissions or through informational videos hosted on the College's website (II.C 1.01). The effectiveness of admissions advising is reviewed through student surveys in combination with administrative discussions following orientation sessions that reflect upon the questions asked by parents and students (II.C 1.02).

New Student Orientation, class placement and first-year students advising: Prior to commencement of instruction, first-year students complete a series of orientation sessions (II.C 1.03) including student housing (II.C 1.04), campus operations, and college preparation (II.C 1.05). First-year students also undergo an assessment in dance, voice, piano, and music theory at this time. The data is used to group students with like abilities into course sections.

This was implemented in response to data feedback on a broad range of initial skill levels across the student body, and allows instructors to better pace course instruction.

All first-year students spend their first year on campus. Required orientation activities and class placement assessments are therefore offered on campus at scheduled times in the week prior to commencement of instruction. In the spring semester, all first-year students have the opportunity to participate in academic advising to refine educational goals and align program planning for their second year (II.C 1.06). Student Orientation, class placement, and student advising is reviewed through student satisfactions surveys, and annual report data specific to student achievement and course completion rates. In addition to data collection and analysis, the discussions arising in faculty meetings throughout the year shape the orientation series improvements made by the college executive team to drive service goals for the following year.

Student Success Monitoring: Through the alert system developed within the Populi platform, the dean of students is able to monitor student success and receive alerts when students are absent and/or perform poorly on a graded assignment or test (II.A 7.05). Once an alert is received, the dean of student coordinates a response plan with student services personnel, faculty, and the student as appropriate to support student success. Students entering with a high school GPA of less than 2.5 or high school IEP (Individualized Education Plans) are prioritized for monitoring prior to the commencement of instruction. Additionally, the faculty and staff play a vital role in a student-centered institution by coaching and mentoring students for both personal and academic purposes. To support this, the dean of students has designed an online advising form through which faculty and staff alert student services to specific student needs. Records of advising sessions are created after any such coaching or advising interaction and maintained by the dean of students to protect student privacy (II.C 1.07). This provides student services with comprehensive access to specific information on an individual student and helps ensure the support services are comprehensive. The effectiveness of the monitoring program is assessed in coordination with annual assessment of student services.

Learning Center: Available each semester and staffed with faculty and peer tutors (I.B 2.09). The Learning Center provides support for students in specific curriculum areas and general writing and study support. Students engaged in practicum studies or online courses and needing tutoring support can contact the dean of students to have a peer tutoring opportunity arranged through Skype or phone settings. The Virtual Library maintains online resources, such as writing tools, plagiarism information, and critical thinking pages. Additionally, the virtual library also hosts a Learning Center page, managed by the breadth-of-knowledge department chair, with links to learning and writing resources, all of which are developed to support all students at YACPA including those in DE. The Learning Center is reviewed through student satisfaction surveys, utilization data, and internal oversight by the breadth-of-knowledge chair. Data is collected and reviewed by the dean of instruction and the breadth-of-knowledge chair to drive service goals for the following year (II.B 1.57) (I.B 5.01b).

Counseling: Available each semester and staffed by licensed counselors, services support student's mental health, learning difficulties, and general well-being needs. Sessions are scheduled between counseling staff and students, and can occur on campus, via Skype, via telephone, or via email as needed (II.A 7.07). The Counseling office is reviewed through student satisfactions surveys (I.B 4.08) and utilization data (II.C 1.08). Data is then collected and reviewed by the dean of students to drive service goals for the following year.

Resident Advisors: Provide support and guidance in student housing to support healthy lifestyles and support for conflict resolution between roommates (II.C 1.09). Resident Advisors are reviewed through student satisfactions surveys and first-year fall to spring retention rates. Data is then collected and reviewed by the dean of students to drive service goals for the following year.

Faculty Office Hours: Faculty members are required to maintain weekly office hours to support students needing assistance outside of class time. Schedules are published in course syllabi for student reference. Students engaged in practicum studies can contact faculty at scheduled times via phone. Faculty assigned to practicum studies, hybrid, or online courses have required email response times of 24 hours during business days and 48 hours over weekends (I.B 2.05).

Library Resource Support: Library services link curriculum needs to student resources for learning and research support. The virtual library is available 24/7 and the resource room is open during campus operating hours. The virtual library staff conducts review and assessment through usage data and interaction with faculty to provide resources that enhance student learning.

Campus Access: The campus is open for student use until midnight each weeknight during instructional weeks. Students have full access to labs, classrooms, private practice rooms, resource room, and rehearsal halls provided there is no scheduled class.

Analysis and Evaluation

The primary tools utilized, including the student surveys, course completion data, student retention data, student learning and achievement outcomes, and student utilization reports assess support programs effectiveness and the annual reporting process identifies action items for improvement (I.A 2.01a) (I.A 2.02a).

Student satisfaction is measured through a 13-item survey given to all enrolled students at the end of each school year. Questions range from housing and living arrangement satisfaction to services offered, overall academic experience, and personal challenges the students faced during the academic year. Favorable ratings consistently range above 90 percent year-to-year. Negative feedback is minimal, with one percent of students rating their college experience negatively (I.B 4.08) (II.C 1.10).

Course completion rates are also consistently extremely high, with 3-year results averaging 89 percent or higher (I.B 3.05). This outcome is driven by the relationship between course sequencing and student goals to participate in outreach touring opportunities. The 30 credit

units required for the Music Outreach Tour Training Certificate are embedded in the AA degree requirements and are offered in the first-year sequence of courses. Given the goal of the majority of YACPA students is to participate in the touring opportunities, this sequencing creates a virtuous motivational cycle. Additionally, faculty take a proactive role in the success of each student by engaging in one-to-one coaching and advising on a regular basis, creating an environment conducive to student success.

The alert system in Populi and the online advising forms available to faculty and staff resulted in student services receiving alerts on about 30 percent of active students (II.A 7.05). In most cases a simple conversation was all that was needed to redirect the student, however, in specific cases the early intervention and alert system allowed student services to engage students early on before their actions resulted in course failure. Specific actions taken included:

- 1) On November 1st, dance instructor JR Gooseberry notified student services using the online advising form about a possible failing student in his class. After reviewing the form and speaking with the instructor, the dean of students met with the student, determining that the student's struggle was an emotional challenge and referred the student to the school counselor. Through weekly sessions with the school counselor and follow ups with student services, the student in question was able to raise their grade in the course to a B+.

- 2) On February 2nd, a student came to a staff member to discuss the academic rigor and challenging nature of the music theory course. After receiving this information through the online advising form, student services were able to encourage the student to attend the available music theory tutoring sessions and encouraged them to engage with the instructor in class and during office hours. The student was able to bring their grade up from a D- in the fall semester to a C in the spring.

The Learning Center is reviewed by the breadth-of-knowledge department chair through student utilization data (II. B 1.57) and correlating review of student learning outcomes at the course level. In fall 2016, the center was utilized 284 times over the course of the semester. In the spring 2017, the center was utilized 633 times over the course of the semester. The utilization data is also tracking for which academic departments students are seeking help so to guide selection and training of appropriate tutors.

To maintain a strongly connected institution, as well as, provide consistent mentoring of student services support staff, resident advisors are assessed weekly by the dean of students through review of resident advisor rounds data (II.C 1.11) and through in-person feedback during the monthly R.A. meeting (II.A 7.08). The dean of students also utilizes data from the student satisfaction survey to inform staffing decisions and professional development for future resident advisors (II.C 1.10).

Counseling services are assessed periodically during the semester by the dean of students and director of counseling. Although each counseling session is confidential, the dean of students and college counselor are able to review frequency of visits to the counselor as well as

review the student satisfaction survey. For the 2016-2017 academic year, counseling services reported the following utilization (II.C 1.08):

- 36 students made appointments at least twice for clinical interventions.
- 0 episodes of W&I Code 5150 (involuntary psychiatric hospitalization).
- 13 student visits for information and referral only.
- 1 student was self-identified as having learning disabilities/challenges in session.
- Approximately 120 informal, “hello” visits with students.

Actionable Improvement Plans

Utilization of success coaching templates to be implemented in 2017-2018 to better document specific strategies implemented and track against the individual student’s achievement outcomes.

II.C.2

The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.

Evidence of Meeting the Standard

The tight alignment of YACPA course learning objectives, program learning outcomes, and the mission supports the direct utilization of annual assessment and review processes, as defined by the IEP. This linkage directly connects student learning outcomes and student achievement to also assess the effectiveness of learning support services (IA 1.02).

As YACPA has assessed student learning outcomes at the course and program level over several years and rolled those outcomes up to program level outcomes, student support services have developed alongside those assessment processes and specific services have been implemented in response to improvement action planning directly connected to student learning outcomes. Furthermore, the institution-set standards for retention, student learning, and student achievement are set at levels that reinforce the need for effective support services as standards are to be maintained (IA 2.01f) (IA 2.02f).

The major support services implemented that were derived from student learning assessment were counseling services, the Learning Center, and a success coaching program which is planned for full implementation in fall 2017. Counseling services are essential to support students due to the intense nature of a performing arts program and the resilience students need to process the insecurities and vulnerability of performance-based assessments (IA 2.01f). The Learning Center originally arose out of the identification that course-level student learning outcomes that relied upon written assignments tended to fall below benchmarks, so a writing center was proposed to provide students with new resource. However, following the implementation in the fall 2016 semester, the breadth-of-knowledge

chair, the dean of students, and faculty worked together to evolve the writing center into the Learning Center to increase tutoring support for a wider range of courses and further support student learning success (II.C 2.01).

Student Services' goal is to support student success and student engagement. The data collected from the satisfaction survey and annual report directly inform the dean of students and student services staff with yearly goals and service program focus. Example: Grades in the Music Theory course over the course of the 2015-2016 school year were below average across all the courses. In the fall of the 2016-2017 school year, student services was able to work with the breadth-of-knowledge chair, music department chair, and music theory professors to introduce music theory tutoring.

Analysis and Evaluation

At the completion of the academic year, student services work with the administrative team to correlate and cross reference the data from the student satisfaction survey, Institutional Annual Report, student services meeting notes, and student advising data to assess learning support outcomes. Data from the annual report showed high percentages in overall student satisfaction and course completion rates. In fact, course completion rates, with the exception of distance ed and breadth-of-knowledge courses, have an overall completion rate of more than 90 percent (I.B 3.05).

Due to the challenging nature of a conservatory style performing arts college along with production responsibilities required for The Young Americans, the counseling department plays a vital role in student success and retention rates. 25 percent of the student body utilized the counseling center of the course of the 2016-2017 school year (II.C 1.08). Students also reported high satisfaction with student support services offered. Institutional rates for fall to spring retention over the last three years has risen dramatically above 90 percent for sophomore students and has consistently remained above 90 percent for freshman students.

The Learning Center was introduced at the beginning of the 2016-2017 school year to add more student access to subject specific tutoring. In its first year, The Learning Center focused Music Theory and English tutoring. Additional data collection is needed to accurately assess The Learning Center effectiveness and to drive improvement planning in the future.

In order to fully evaluate the effectiveness of the college success coaching, student services reviews course completion rates, average final grades, attendance percentages, and academic experience satisfaction data from the student satisfaction surveys. Though the institutional course completion rate average and average final grades are within institution-set standards, breadth-of-knowledge courses historically perform under the institution-set standards. This has led to the implementation of the tutoring program as overseen by the Learning Center. To identify information relevant to improving student engagement, student services utilizes the academic experience satisfaction result data as well as attendance reporting (II.C 1.10).

Actionable Improvement Plans

Based on the data from student satisfaction surveys, and annual report data, specifically student achievement, student services will bolster support staff and staff availability throughout the day and evening. An additional student counselor will be hired to increase the available hours for students to utilize counseling services. A night-time student services coordinator will be hired to double the amount of student support from student service staff available to students daily. In addition, student services staff will increase the number of one-on-one meetings throughout the year to support students in need sooner in the academic year.

II.C.3

The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)

Evidence of Meeting the Standard

Consistent with the YACPA mission, the student services department is focused on advocating for students and supporting student learning and student achievement. Activities and services offered are linked to institutional mission and strategic goals and evidenced in the student services department annual report (I.A 2.01g) ([I.A 2.02g](#)).

YACPA recognizes that supporting students is not confined to students on campus but also extends support and services to students off campus in practicum studies. As listed in [II.C.1](#), the range of services that are offered on campus are also made available to students through phone, email or other services as appropriate.

Analysis and Evaluation

At the completion of each academic year, students are asked to participate in student satisfaction surveys. These surveys give students the opportunity to provide feedback on the learning and overall student experience. The surveys are offered to the students via an online form. For first-year students, the online survey follows a one-on-one meeting with the dean of students. Student satisfaction rates for the institution and course completion three-year average rates both range above 89 percent and as such do not point to a need for significant program improvement for on-campus courses (II.C 1.10). Distance Ed students participate in a separate online course orientation, and meet with Student Services staff to develop success strategy. During the semester, the dean of students and the online students participate in a conference call to ensure student access to support services.

Additionally, the dean of students travels with the students involved in practicum studies for an average of 12 weeks per year. During this travel time, online students have a daily access to the dean of students for support. During this time, the dean of students meets with each online student in both group and one-on-one sessions.

Students engaged in practicum studies have access to the director of counseling via phone and email 24 hours a day, seven days a week. Before students leave for their travels, each

student participates in an orientation geared towards distance education success. During this time, each student is given contact information for the school counselor and are encouraged to reach out whenever the need arises.

Actionable Improvement Plans

Additional data is needed to more accurately identify and address support service outcomes. Due to the one-on-one conversational nature of student support services and the frequency in which support services are offered, consistency of data input is difficult to maintain. Student services staff will devise a new system for student support service reporting conducive to the fast and informal nature of the school environment.

II.C.4

Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.

Evidence of Meeting the Standard

YACPA has neither athletics programs nor any co-curricular programs that are programmatic to the institution. Students do have the opportunity to audition and perform in shows that are produced by The Young Americans. These performance opportunities harmonize with and allow students to put to practice the vocal, dance, acting, staging, and teamwork skills learned through the college curriculum.

Analysis and Evaluation

Not applicable.

Actionable Improvement Plans

Not applicable.

II.C.5

The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

Evidence of Meeting the Standard

Admission advising sessions are available prior to students arriving on campus and can be done either in person through a scheduled meeting with director of admissions or through informational videos hosted on the College's website. Additional advising is accommodated on an as-needed basis. All incoming students receive communications directing them to admissions resources online prior to signing the enrollment agreement. These resources include the Academic Catalog ([CP 1.06](#)), College website pages, and informational videos (II.C 1.01) that detail the expectations and demands of the program.

All first-year students spend their first year on campus. Required orientation activities and class placement assessments are therefore offered on campus at scheduled times in the week prior to commencement of instruction (II.C 1.03). In the spring semester, all first-year students have the opportunity to participate in academic advising to refine educational goals and align program planning for their second-year student year (II.C 1.06). All second-year students are provided academic advising opportunities each semester to align goal planning for successful completion of the program and graduation.

The cohort system and the single AA Performance program of study ensure a clear pathway for students through program requirements. However, the cooperation agreement with NCMC does create a complicating factor for students. To eliminate confusion and ensure guidance to students is accurate, admissions personnel exclusively provide academic advising to students.

Analysis and Evaluation

Admissions advising and academic advising service are assessed each year using informal student feedback sessions and admissions surveys (II.C 1.02). The sessions ask students to rate their levels of comprehension based on information provided throughout the admissions and/or academic advising process. Feedback from students is then incorporated into planning for improvements the following academic year.

Feedback collected organically during the 2015-2016 academic year showed that students felt there were deficiencies in the academic advising process including a lack of clarity as to their pathway to completion, so a system was implemented to gather information from students regarding their educational goals and to provide a degree audit report which showed their progress in the program. Degree audit reports detail which courses the student has completed, are in progress, or still need to be completed. During the 2016-2017 academic year, students sought academic advising 213 times through advising sessions or written communications, and 100 percent of students were e-mailed degree audit reports (II.C 5.01).

The admissions survey conducted in spring 2017 asked fall 2016 incoming students to rate if they felt adequately prepared and informed regarding different program areas. 85.4 percent reported feeling adequately prepared and informed regarding academic programs and expectations (II.C 1.02).

In the spring semester of the 2016-2017 academic year, student services assistants' (SSAs) responsibilities were adjusted to focus on student's success. Over the course of the semester the SSAs engaged with students on academic watch (II.C 5.02). In addition, the SSAs were available to meet with students not on academic watch but who sought out support services on their own. Support services utilized during these sessions with the SSAs included subject specific tutoring, schedule and organizational coaching, prioritization and accountability check-ins, and positive encouragement. Informal conversations with students who consistently engaged with the SSAs during the spring semester was positive. For the 2017-2018 school year, student services will grow this service by redefining the roles of the SSAs to Student Services Coordinators that will be staffed to fit the revised roles and responsibilities with increased hours to accommodate students. These new staffing positions will be accessible to students on days class is in session, 8am to 12am Monday through Friday.

Actionable Improvement Plans

Continue improving upon the academic advising process to ensure that student progress, completion goals, and transfer planning are efficiently communicated with students.

II.C.6

The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)

Evidence of Meeting the Standard

YACPA seeks students in the formative stages of their artistic development who, because of their talent and commitment to personal growth, stand to benefit most from the training and experiences offered (ER 4.03). In alignment with the YACPA mission "to provide members of The Young Americans with a performance based education", before a student is considered for admission into the College Program they must first audition and be accepted into The Young Americans. The audition process considers a range of the applicant's strengths, including talent, leadership, creativity, collaboration, and problem-solving skills—all attributes essential to a student's success within The Young Americans and YACPA programs. Once accepted, the student must then meet the following admission requirements for YACPA programs of study (CP 1.06):

1. Have graduated high school with minimum GPA of 2.0, or equivalent. Students, who do not meet the minimum GPA, may be admitted on a conditional status. Conditional status allows the student to enroll for their first semester of instruction with the college, but requires them to attain a 2.0 GPA for that semester in order to continue enrollment in subsequent semesters. Conditional status admission is at the sole discretion of the College.

2. Application for admission is to be completed and submitted to the admissions office by the published deadlines.
3. Transcripts from high school and any other college work the student may have completed are to be sent to the admissions office with the application after graduation, or completion of any work in progress.
4. Up to 15 units of college level work to be accepted for transfer for all certificate programs and up to 30 units for AA programs. Courses that are deemed specific to The Young Americans College of the Performing Arts' mission and goals will not qualify for transfer under this policy.
5. Given the physical demands of The Young Americans, prior to enrollment all students are required to submit a report from a licensed physician attesting to their physical ability to withstand prolonged and rigorous physical activity. All students must also provide proof of health insurance as a condition of enrollment.

If a student has not graduated high school, a GED certification or ACCUPLACER Placement Test is required for admission. Students who take the ACCUPLACER test must obtain scores no lower than indicated below for each of the assessment areas in order to be eligible for admission.

Reading = 55

WritePlacer = 2

YACPA admits students in a cohort system with an incoming class each fall. The curriculum and course sequencing plans in place result in a mostly pre-ordained pathway of courses toward degree completion and attainment of student educational goals. The first-year sequence of courses is aligned and allows for student progression through courses with pre-requisites. The second-year sequence of courses is divided into two modules of study, which can be taken in any order (CP 1.06). The certificate program is embedded within the AA program of study to support student goals, and the course sequencing plans over the two-years for completion of the AA program of study provides students with a pathway to completion as well as the flexibility to blend their formal college studies with the touring and performance opportunities offered by The Young Americans (OC 2.03).

Analysis and Evaluation

The admissions policy is board-approved and clearly published in the YACPA website (II.C 6.01) and academic catalog (CP 1.06). The admissions policy clearly identifies both the qualitative and quantitative qualifications The Young Americans and YACPA seek in their students. The programs of study are designed to support students seeking both artistic and personal growth and the admissions statement clearly reflects those learning objectives which directly support the mission of providing “developing artists with skills, knowledge, and experiences that will be foundational for their future as performers, teachers, and leaders”.

The cohort system adopted by YACPA serves to ensure students have a clear pathway to completion. However, the one challenge with such a cohort system, is that it does not provide as many options for students to retake classes they may fail in a timely manner, especially

when those courses may be prerequisite to subsequent ones in the tightly-arranged curricular path (CP 1.06).

The dean of students has established processes by which potentially failing students are identified early in the term. Indicators of potential failure include missed classes, failure to deliver assignments, a pattern of poor performance on assessment items (all of which can be identified by a review of data in Populi), and faculty reports of concern (II.A 7.05). In cases where students fail courses despite implementation of learning support services, the dean of students typically works with the college president and the associated instructor(s) to create and offer intensive interim sessions for students to retake the course and be prepared for the subsequent term. This is done on a case-by-case basis and decisions take into considerations factors such as the reasons behind the student's failure (competency versus commitment), the number of courses the individual student needs to retake, and the overall number of students needing to retake a course of study. This approach is taken to support student progress, and given the close-knit nature of the campus, ensure faculty do not feel undue pressure when failing a student.

Transfer counseling is provided by YACPA admissions staff and the dean of administrative services works closely with admissions staff at NCMC for students concurrently enrolling through the cooperative agreement in place to ensure transfer acceptance is uniform between the two institutions when appropriate (II.C 6.02).

Actionable Improvement Plans

No additional planning items have been identified at this time.

II.C.7

The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Evidence of Meeting the Standard

The audition process is the first step for admission into The Young Americans and subsequently YACPA. As the YACPA admission staff are the primary point of contact for potential students, they manage and coordinate the audition process for The Young Americans as well as the admissions processes into YACPA programs of study.

The audition process is conducted primarily in conjunction with the touring activities of The Young Americans (II.C 7.01). The associate directors and tour staff working with age-appropriate prospective students conduct auditions throughout the course of the tour. A centralized online form that solicits feedback regarding observations of the applicant's strengths, including talent, leadership, creativity, collaboration, and problem-solving skills, from the associate directors and tour staff is recorded for each applicant and supported by a video recording of the audition (II.C 7.02) (II.C 7.03). The director of admissions reviews the feedback submissions and videos for a final determination of acceptance into The Young

Americans. Artistic staff may be consulted for varying opinions. Potential and interested students also have the opportunity of submitting an audition video online. Once a student has been accepted into The Young Americans, they continue to work through the remaining steps of admission for YACPA and enrollment preparation.

Each year as part of the annual review process for the administrative services department, the audition and admissions process is evaluated in collaboration with the artistic staff of The Young Americans. The admissions department identifies key goals and outcomes to improve its efficiency and effectiveness (I.A 2.02f). Additionally, admissions processes are assessed each year using student feedback surveys, the results of which are then incorporated into planning for improvements the following academic year (II.C 1.02).

YACPA utilizes placement assessment for ENG 111 and MU 130 courses. The placement instruments utilized for English placement are SAT, ACT, or Accuplacer. The MU 130 placement test will be conducted on campus during the orientation week for first-year students beginning in fall 2017.

Analysis and Evaluation

The process by which auditions are conducted, utilizing a mix of associate directors and tour staff who provide feedback regarding applications, supports an audition process that minimizes biases. In an average year, eight to ten personnel become engaged in the audition process with two or three turning over each year. The director of admissions conducts trainings in advance of participation and monitors the review process to maintain quality control as well as align admissions decisions with enrollment goals (II.C 7.04).

The enrollment goals established for 2015 and 2016 admissions included a target enrollment of 120 first-year students. In addition to the headcount goal, the enrollment goal addressed the need for a balanced student body that is reflective of the global community, and sought to identify candidates with a wide range of talent, skill, personality, ethnicity, gender, and socio-economic backgrounds (II.C 7.05). To ensure the applicant pool was sufficient to support the enrollment goals, the YACPA admissions department analyzed application, acceptance, and enrollment trends and established that in order to meet enrollment goals recruitment strategies needed to increase the number of applicants by ten percent to 900 applicants. In 2014-2015 admissions reported 1,008 applicants and the preliminary report for 2016-2017 is 956 applicants. As shown in the enrollment data presented in the introduction section, the student body diversity has continued to improve over the past three years with the percentage of the student body identifying as white decreasing from 69 percent in 2014 to 65 percent in 2016.

The first-year students who enrolled in fall 2016 completed an admissions survey conducted in spring 2017 (II.C 1.02). In matters relating to programs and expectations, cost of attendance, financial aid options and student housing the overwhelming majority (82 percent of higher) of respondents reported feeling adequately prepared and informed.

The placement instruments utilized for English placement are SAT, ACT, or Accuplacer. The below chart shows the placement scores required for placement in to ENG 111.

ACT	SAT	Accuplacer
ACT Reading 21 or higher ACT English 18 or higher	SAT Reading: 25 or higher SAT Writing/Language: 25 or higher	Reading: 78-120 WritePlacer: 5

The MU 130 placement test has yet to be implemented, however, as its intent is to simply determine a student's understanding and comprehensive of music theory skills and the test will be reviewed to ensure the questions align with the competency needs for placement into MU 130.

Actionable Improvement Plans

No additional planning items have been identified at this time.

II.C.8

The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Evidence of Meeting the Standard

The maintenance of student records and policies for the release of student records is outlined in the Policies and Procedures Handbook ([ER 4.03](#)) and published in the catalog. All student records are stored electronically and maintained for 50 years after a student has graduated.

All physical student files are stored and secured in locked, fireproof filing cabinets located in the administration building. Physical records are kept for current students and students who were active in the previous four academic years. When students have no longer been active for five academic years, records are scanned digitally and destroyed using a document destruction services vendor. The digital backup of records is stored securely on the institution's server and backups are stored in a separate location (II.C 8.01).

Digital records of student admissions and enrollment data is also contained within the Populi software system which is backed up regularly (II.C 8.02).

All requests for release of records are made in writing and kept in the student's file or on Populi.

Analysis and Evaluation

YACPA uses a college management software called Populi to track and maintain administrative and academic records, communications, advising, admissions, and student billing. This comprehensive system maintains student information from the initial application throughout the student's academic program and graduation. Daily, weekly, and monthly data "snapshots" back-up all information in a fully-encrypted "cloud" in real-time.

YACPA transitioned its student records to the Populi software system in 2014. To ensure data integrity, the College maintained a backup of the original system while records were validated. In 2015, YACPA converted all of its physical student records to an electronic system by scanning each record into digital images and storing them securely on its server. Additionally, admissions and enrollment documents have been transitioned into digital formats where appropriate to improve the efficiency and effectiveness of data and document collection. Digital records and documents are then printed and stored in the aforementioned storage filing cabinets. The current policy is to keep physical records for easy access for student's active within the current and previous four academic years.

YACPA follows its published policy for the release of student records by requiring written authorization from the student which grants permission for the release of transcripts or education verification (CP 1.06). The administrative services department completes the requested information, sends it to the appropriate party, and retains the release authorization and a copy of the information released.

Actionable Improvement Plans

The administrative services department plans to begin scanning and storing all incoming student records digitally upon enrollment. Student records were not previously scanned and stored digitally until the student had been inactive for five academic years. The digital storage of current student records submitted physically will ensure secure backup of all records.

Standard II.C Evidence Summary

<u>II.C 1.01</u>	Admissions Advising Video
<u>II.C 1.02</u>	Admission Survey Spring 2017
<u>II.C 1.03</u>	Freshman Orientation Schedule
<u>II.C 1.04</u>	Student Housing Orientation PowerPoint and Video Link
<u>II.C 1.05</u>	Student Orientation PowerPoint
<u>II.C 1.06</u>	Student Education Plan Mapping Template
<u>II.C 1.07</u>	Advising Form Template
<u>II.C 1.08</u>	Counseling Utilization Reports
<u>II.C 1.09</u>	RA Intro Video
<u>II.C 1.10</u>	Student Satisfaction Survey Summary 16-17
<u>II.C 1.11</u>	RA Round Data Report
<u>II.C 2.01</u>	Learning Center Overview Document
<u>II.C 5.01</u>	Degree Audit Sample
<u>II.C 5.02</u>	Success Coaching Update Email Samples
<u>II.C 6.01</u>	Admissions Page Screenshot
<u>II.C 6.02</u>	YA NCMC Transfer Communication Documentation
<u>II.C 7.01</u>	Audition Page on Website
<u>II.C 7.02</u>	Audition Feedback Form Template
<u>II.C 7.03</u>	Audition Video Sample
<u>II.C 7.04</u>	Training Support for Auditioning Directors
<u>II.C 7.05</u>	Enrollment Goal Doc
<u>II.C 8.01</u>	Screenshot of Backup Folder of Student files
<u>II.C 8.02</u>	Screenshot Populi Backup Location/Details

Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

A. Human Resources

III.A.1

The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

Evidence of Meeting the Standard

YACPA's faculty and staff not only possess the education, training, and experience necessary to support the institution's mission and goals, but also share a commitment to the campus culture of developing the holistic growth of each individual student. In all hiring processes YACPA is looking to balance qualifications and professional experience with strong communication skills and a demonstrable commitment to developing student artistic and personal growth. The YACPA mission clearly encompasses the whole student, not just their technical abilities, and thus hiring processes seek to match likeminded personnel.

The Policy and Procedure Handbook clearly defines and explains the institution's personnel system including policies regarding hiring procedures, evaluation of faculty credentials, length of hire, pay scale, professional development, termination, grievances, and information in personnel files (ER 4.03). Additionally, job postings encompass policy guidelines by stating the requirements of the position (III.A 1.01).

YACPA faculty members are knowledgeable in the subject matter they are responsible to teach and are validated through established faculty credential evaluation utilized during the hiring process (ER 4.03). The faculty matrix outlines credential requirements and responsibilities for the three faculty level designations: core faculty, general faculty, and subject specialists (III.A 1.02). Staff and administrative positions are held by individuals knowledgeable in the competencies and expectations necessary to support the institution in serving its student population (CP 1.06). The president supervises the hiring process with direct engagement from the appropriate deans and department chairs, who are familiar with the requirements for teaching from a student-centered, competency-based approach.

As a part of the hiring process, all employees are required to submit qualifications of their educational and professional experience, and employment background including a current resume and certifications or licenses as applicable. In addition, official academic transcripts are obtained for each faculty member to confirm that any degrees held are from institutions accredited by recognized U.S. accrediting agencies (ER 4.03).

Faculty qualifications are documented for each subject area. The qualifications include education, professional experience, certification/licensure, and teaching experience. The qualifications are attached to the core faculty, general faculty, and subject specialist job descriptions and are reviewed on a periodic basis. The college catalog includes the degrees earned and fields of study for all listed faculty members (CP 1.06).

When YACPA has an open position, a public posting is made on the YACPA website (III.A 1.01) and social media pages, as well as listed on job search engines. YACPA also maintains email lists for local colleges and universities to communicate openings with adjunct faculty, and department leaders who can connect graduates with YACPA opportunities.

All employment contracts for both staff and faculty positions include a job description that defines the roles and the responsibilities of the position. The Staff and Faculty Handbook further reinforces these with policies specific to job functions (I.C 1.05).

Analysis and Evaluation

YACPA is committed to its students' growth, and as such, makes every effort to ensure integrity and quality of its programs and services by employing staff and faculty who possess the necessary education and training, but also the drive and character necessary to support its mission and goals.

Faculty, staff, and administrators are selected based on their demonstrated knowledge of the subject matter, interpersonal skills, and their ability to communicate in a clear, comprehensive, and constructive manner that supports student learning. Minimum experience and educational requirements for dean positions include holding advanced degrees or Bachelor's degree and professional experience. Additional degrees or certifications are required for specialized roles such as the counselor being licensed by the California Board of Behavioral Sciences. Minimum experience and educational requirements for faculty vary depending upon the course and are disclosed in job postings (III.A 1.01). For example, breadth-of-knowledge faculty must possess a Master's degree or higher, performing arts faculty must possess a Bachelor's degree or higher, or have significant professional experience (III.A 1.02). All YACPA faculty, staff, and administrators currently meet minimum requirements (II.A 12.01).

All faculty candidates are required to document their teaching experience and discuss their teaching philosophy before the hiring panel of department chairs and faculty members. Appointments of non-degree holding faculty are done selectively, and only after careful

consideration of the faculty member's professional experience as well as the subject area of the course. Professional experience must be equivalent to the training and experience of degree-holding faculty. For example, the musical theatre instructor does not possess a degree but has significant professional experience (including a Tony nomination) from Broadway and Off-Broadway productions in addition to extensive professional experience in film and television (III.A 1.03). The institution-set benchmarks for hiring ensure that no more than 20 percent of courses are taught by faculty with professional experience equivalencies (I.A 1.02). In 2016-2017 only ten percent of courses were taught by non-degree holding faculty. None were assigned to breadth-of-knowledge courses (III.A 1.04).

The Policy and Procedure Handbook is reviewed on a regular basis with revised versions made widely available (III.A 1.05) (I.C 5.01). As policies are revised or added throughout the year, the administrative offices distribute them via e-mail if they have an immediate implementation. The Policy and Procedure Handbook was last updated in February 2016 and made available to the staff through the internal Staff Portal. The Staff and Faculty Handbook was last updated in November 2015 and made available to the staff through the internal Staff Portal (I.B 2.06). Additionally, all faculty received copies at the first full-faculty meeting held prior to the commencement of the fall 2016 semester. Revised versions of both will be distributed in July 2017.

Actionable Improvement Plans

No additional planning items have been identified at this time.

III.A.2

Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)

Evidence of Meeting the Standard

YACPA policies regarding faculty qualifications ensure faculty are knowledgeable in their respective subject matter and possess the pedagogical skills to align teaching with institutional mission and goals. Distance education faculty must also demonstrate knowledge in the mode of delivery. Department chairs and the dean of instruction supervise the hiring process and are familiar with the requirements for student-centered, competency-based instruction.

As a part of the hiring process, all faculty are required to submit qualifications of their educational and professional experience, employment background including a current resume, certifications or licenses as applicable, and official academic transcripts (III.A 1.01). Current faculty familiar with the subject matter are included on the interview team and take

the lead in questioning candidates to ensure subject matter knowledge. Transcripts and teaching experience is also examined to determine relevance to subject matter.

During the faculty hiring procedures all participants in the screening and interviewing process examine each candidate against the following core criteria (ER 4.03):

1. Have sufficient qualifications or professional experience to provide students with a college-level learning experience in the particular field of study.
2. Can demonstrate a passion for teaching.
3. Understands and supports the mission and philosophy of The Young Americans.
4. Can provide a methodology of teaching that is consistent with the mission and philosophy of The Young Americans.
5. Demonstrates an openness and approachability to both staff and students.

Faculty job descriptions detail desired subject matter, level of educational training required, teaching experience requirements, and position duties. Position duties fulfilled by faculty, in addition to teaching, include participation in full faculty meetings, department meetings, curriculum development, reporting of attendance, grading, and student learning outcomes (III.A 2.01).

Analysis and Evaluation

The current faculty team at YACPA reflects the successful implementation of hiring processes that consider demonstrated knowledge of the subject matter, interpersonal skills, and ability to communicate in a clear, comprehensive, and constructive manner that supports student learning (CP 1.06). Applications are received and reviewed by the president, the dean of instruction, and the appropriate department chair for determination of interview consideration. Interviews are conducted by the president and include the dean of instruction, department chair, and core faculty as appropriate. The interview team discusses each candidate and reaches a decision. The president then communicates with candidates and negotiates final contract agreements. When appropriate, a second interview and/or sample teaching session may be utilized to support informed hiring decisions (ER 4.03).

Faculty hiring procedures examine each candidate against the core criteria, which together provide a balance among qualifications and credentials, teaching skills, and the potential to contribute to the YACPA mission. The mission emphasizes providing a program of study that “provides developing artists with skills, knowledge and experiences that will be foundational for their future as performers, teachers and leaders.” The inclusion of the president, dean of instruction, and department chairs in the interview process establishes an interview process that is able to assess the candidate’s ability to fulfill the role in alignment with the mission as well as in subject matter proficiencies (III.A 2.02). In an effort to clarify this process an applicant review template and tracking form has been developed and will be utilized for future hiring processes to supplement the vetting and hiring processes (III.A 2.03).

Actionable Improvement Plans

When possible, faculty candidates are asked to deliver teaching demonstrations before a panel that consists of department chairs, faculty, and students. This is not always possible due to the specialized academic term schedule offered to our students. The College will develop a process for requesting a teaching demonstration regardless of student availability.

III.A.3

Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

Evidence of Meeting the Standard

YACPA's small student body and campus culture requires administrators who possess the necessary qualifications to sustain institutional effectiveness and academic quality.

Administrative positions are held by individuals knowledgeable in the competencies and expectations necessary to support the institution in serving its student population (CP 1.06). The college president supervises the hiring process and is familiar with the requirements for competency in supporting the YACPA student-focused environment administratively. Job postings specify minimum required and preferred qualifications for each position (III.A 1.01).

During the screening and interview process candidates are examined against the following core criteria:

1. Have sufficient qualifications or professional experience to support the roles and responsibilities of the position.
2. Can demonstrate a passion for education and the arts.
3. Understands and supports the mission and philosophy of The Young Americans.
4. Can provide examples of experience that is necessary to perform duties while maintaining consistency with the mission and philosophy of The Young Americans.
5. Demonstrates an openness and approachability to both staff and students.

Hiring decisions for non-faculty positions are made by the president after discussion with the dean of instruction, dean of students, and/or dean of administrative services as appropriate. Selection of employees is based on a combination of personal interview, reference evaluations, and/or performance assessments (IO 1.02).

Analysis and Evaluation

YACPA ensures its institutional effectiveness and academic quality by employing administrators who display the characteristics associated with its mission and vision. This starts with the deans who form the executive committee and set the tone and direction for the three major areas of the institution: instruction, student services, and administrative services (CP 1.06).

The dean of instruction leads a culture of learning assessment that engages faculty in continuous improvement of methodology in consideration of assessment outcomes. This is supported by managing faculty orientation and development, monitoring instructional and administrative duties of faculty members, and managing and maintaining curricula standards and development. The dean of instruction is required to hold a Master's degree or teaching credential with extensive teacher education experience, and have professional experience in instructional leadership (III.A 3.01).

The dean of administrative services plans, directs, and coordinates student record keeping and campus operations to support institutional effectiveness. This includes effective and efficient implementation of policies, procedures, laws, and agency regulations pertaining to admissions, enrollment, student accounts, transfer credit evaluation, course and degree requirements, graduation requirements, and petitions. The dean of administrative services is required to hold a Master's degree or higher and have professional experience in administrative or organizational leadership (III.A 3.02).

The dean of students plans, manages, and coordinates programs and services to support student learning, student achievement, and the overall YACPA student experience. This includes reviewing and assessing operations and services for effectiveness and efficiency, and implementing changes as needed to improve delivery of student services. The dean of students is required to hold a bachelor's degree or higher and have professional experience in student support or leadership functions. Given the integration with the performance and touring opportunities with The Young Americans, the dean of students must also have experience with the performing arts generally, and performance touring specifically (III.A 3.03).

Academic department chairs coordinate curricular matters pertaining to the specific department, advocate departmental interests, and encourage professional activity among the faculty. Department chairs must hold a bachelor's degree or higher in a subject area relating to the specific academic department and hold professional experience in either performance, instructional, or related administrative functions (III.A 3.04). The breadth-of-knowledge department chair must hold a master's degree or higher.

Each administrator also assists with academic quality in the ways most appropriate to their role. For example, the dean of administrative services assists students with academic advising and guidance based on the requirements of the YACPA AA degree and/or the NCMC AGS degree program. The dean of students assists students with the tutoring, success coaching, counseling, and learning support needed for their success in the program. The dean of instruction participates in student orientation sessions to counsel students regarding academic rigor and academic honesty and integrity. YACPA administrators are acutely aware that the success of each student is fundamental to the success of the institution. Every effort is made to perform duties in a way that supports student growth and success while improving institutional success and maintaining academic quality. Regular assessments of administrators and institutional processes are conducted to ensure that administrators are able to offer their services effectively without jeopardizing quality.

Actionable Improvement Plans

No additional planning items have been identified at this time.

III.A.4

Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Evidence of Meeting the Standard

As a part of the hiring process, all employees are required to submit qualifications of their educational and professional experience, an employment background including a current resume, and certifications or licenses as applicable. In addition, official academic transcripts are obtained for each employee to confirm that any degrees held are from institutions accredited by recognized U.S. accrediting agencies (ER 4.03).

Analysis and Evaluation

Currently, 20 out of 25 faculty members hold degrees and have verified transcripts on file. All library staff hold American Library Association accredited master's degrees in library and information science. The Director of the Library holds an earned doctorate from Florida State University School of Library and Information Science. Although one faculty member holds an Australian Master's degree, she has a Doctorate from a U.S. institution. There have been no equivalency tests for non-U.S. institutions. The five faculty members who do not hold degrees have met professional experience standards and are assigned to courses appropriately. They are:

Jonelle Allen – Musical Theatre (III.A 1.03)
Mario Gaxolia – Improvisation (III.A 4.01)
J.R. Gooseberry – Jazz, Tap & Choreography (III.A 4.02)
Heidi Jarrett – Jazz Dance (III.A 4.03)
Don Strom – Into to Stage Craft (III.A 4.04)

Actionable Improvement Plans

No additional planning items have been identified at this time.

III.A.5

The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Evidence of Meeting the Standard

YACPA conducts regular performance evaluations assessing the competency, efficiency, conduct, and merit of its employees. The institution's policy for performance management specifies the intervals at which employees are evaluated, details expectations, and provides written criteria for evaluating performance (ER 4.03). The president is responsible for ensuring the integrity of the evaluation process by establishing performance standards and systematic evaluation methods and procedures.

All full-time administrative staff and department chairs receive an annual performance evaluation from their direct supervisor. The annual performance evaluation includes a self-evaluation completed by the employee, an evaluation completed by the employee's supervisor, and a private meeting to discuss the employee's performance and future goals (III.A 5.01). The evaluation process for department chairs does not include evaluation of their instructional duties.

Currently the effectiveness of faculty personnel is evaluated through review of student course-faculty evaluation surveys (I.B 4.01), classroom observation (II.A 2.15), and observed participation in faculty meetings and collegial discussions.

Analysis and Evaluation

The process of personnel evaluation at YACPA is conducted annually for full-time administrative positions and utilizes the annual personnel evaluation form which articulates the roles and responsibilities specific to the job function. The evaluation process includes, when appropriate, the articulation of improvement plans with a documented timelines and measures of success. The process was implemented in the 2015-2016 academic year and evaluations were completed for the dean of administrative services, dean of students, and director of admissions in July and August 2016. The academic department chairs were included in the 2016-2017 year and had their evaluations completed in April 2017.

Faculty effectiveness is currently assessed formally by the dean of instruction through classroom observations performed at least once every three years (and typically every two years) for continuing faculty, and within the first semester for new faculty. These observations are intended as opportunities for faculty to receive constructive feedback on their classroom performance. After the observation, the dean of instruction provides the faculty member with a copy of the observation form including feedback and/or suggestions for improvement (if/as necessary) as well as reinforcement of model practices observed (II.A 2.08).

However, classroom facilitation is just one of many criteria for determining "faculty effectiveness." Others include 1) the degree to which faculty are able to meet student learning outcome (SLO) goals, 2) the degree to which they implement instructional technologies (Populi) to deliver, manage, and account for student learning, 3) student experiences and perceptions of the instructor's preparedness, openness to student input,

perspectives, and questions, and other factors, and 4) ability and willingness to work collaboratively with other campus faculty and administrators.

Although YACPA has in many cases the tools and processes for incorporating into the faculty evaluation these additional criteria—including the Populi platform and student course-faculty evaluations—a formal process has not yet been completed.

Actionable Improvement Plans

For a more holistic and comprehensive process of evaluating faculty effectiveness, YACPA will begin reviewing core faculty members on a wider range of criteria. Retaining the rotating bi-annual process of classroom observation reports, input from department chairs and administrators, student faculty-course evaluations, faculty utilization of student learning outcomes to shape instructional improvement, and observations of engagement in faculty meetings and collegial discussions will be included.

III.A.6

The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.

Evidence of Meeting the Standard

As described in [III.A.5](#) above YACPA conducts regular performance evaluations assessing the competency, efficiency, conduct, and merit of its employees. The process of evaluation of faculty and their utilization of student learning outcomes to shape instructional improvements is currently accomplished through classroom observations, monitoring of student learning outcomes at the course and program levels, and the improvement action planning faculty are required to engage in when student learning outcomes do not meet benchmarks.

The annual evaluation process for department chairs includes evaluation of their ability to guide curriculum development and complete the department annual review process. Given the size and scope of YACPA currently, this includes the utilization of student learning outcomes to support continuous improvement in teaching and learning (III.A 6.01).

The annual evaluation process for full-time administrative staff outlines goals and expectations specific to their job functions and defines success measures. Where appropriate, the defined success measures include utilization of student learning outcomes to drive improvement planning.

Analysis and Evaluation

The current and ongoing process of assessment and review utilized at YACPA has student learning outcomes as a driving factor for improvement planning across all areas and as such carries over into personnel evaluations even when not specifically stated ([I.A 1.02](#)).

The dean of instruction has developed an ongoing dialogue with faculty about pedagogical approaches and utilizes student learning outcomes to further drive improvement plans (III.A 6.02). When faculty members report student learning outcomes that do not meet benchmarks the faculty member and dean of instruction develop improvement plans to be implemented and review results in the subsequent year (II.A 16.02). The focus on student learning outcomes to drive improvement planning at the course level sets the agenda for discussion within the core faculty group and focuses curriculum review on further improving student learning (I.B 7.01a). The faculty survey conducted in spring of 2017 asked faculty to rate their agreement with the following statement: “I utilize student learning and achievement data to improve teaching.” 65 percent (13 out of 20 respondents) responded with strongly agree and 20 percent (4 out of 20 respondents) responded with mostly agree. Ten percent (2 out of 20 respondents) responded with disagree or strongly disagree (III.A 6.03).

The annual evaluation of the department chairs conducted by the dean of instruction addresses curriculum development. Through this process, in 2017 it was noted that the theatre department chair is utilizing assessment that engages different pathways of learning for students and that the breadth-of-knowledge department chair has developed guidelines for the department to strengthen the assessment of SLOs (III.A 6.01).

The annual evaluation of the dean of administrative services and dean of students conducted in 2016 did not specifically address the utilization of learning outcomes, however, the dean of students’ evaluation included the utilization of annual report data, which includes learning outcomes, to develop strategies for student services.

Actionable Improvement Plans

The actionable improvement plans for this standard are the same as those identified above in [III.A.5](#).

III.A.7

The institution maintains a sufficient number of qualified faculty, which includes full-time faculty and may include part-time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes.

Evidence of Meeting the Standard

The small size and focused program of study offerings at YACPA means that traditional faculty classifications of full-time and part-time derived by assigned teaching units do not sufficiently reflect the role the faculty body plays in supporting and achieving institutional mission and objectives. A significant number of faculty members have a history of

commitment and engagement to the institution beyond instructional duties, despite having a teaching load that is less than 12 assigned units per semester.

For this reason, YACPA categorizes the faculty body into three divisions:

1. **Core Faculty:** Those whose duties and responsibilities include instruction, assessing student learning, participation in institutional effectiveness planning and review, and curriculum development and review. Within this ranking are faculty members who would be considered part-time under traditional credit load assessments. However, to ensure all departments are represented in institutional planning, assessment, and curriculum development, these faculty members are ranked as core faculty (CP 1.06).
2. **General Faculty:** Those whose duties and responsibilities are primarily focused on instruction and assessing student learning. General faculty are invited to participate in curriculum development (CP 1.06).

Subject Specialist Faculty: Those whose duties and responsibilities are primarily focused on instruction and assessing student learning and have recognized professional experience equivalences in lieu of academic credentials. Subject specialist faculty are invited to participate in curriculum development (CP 1.06).

The Faculty Standards matrix details minimum qualifications, and responsibilities in addition to instruction, for each faculty ranking (III.A 1.02).

To ensure the faculty body of YACPA is sufficient in number and quality to support the current educational offerings and fulfill the mission and goals of the College, YACPA developed the following benchmark standards regarding course assignments to faculty (IA 1.02):

1. Courses taught by subject specialists (instructors with professional experience only) should not exceed 20 percent of courses offered.
2. 100 percent of courses designated as breadth-of-knowledge courses should be taught by instructors with Master's degrees or higher.
3. 50 percent or more of courses should be taught by faculty with at least a Bachelor's degrees plus professional experience.
4. 70 percent of courses should be taught by core faculty.

To establish a faculty student ratio for comparison purposes YACPA faculty considered to be full-time to the institution must meet one of the following criteria (ER 4.03):

1. Annual teaching load with a minimum of 270 contact hours.
2. A combination of contact hours plus other duties and responsibilities with The Young Americans that equates to a full-time workload. Other duties involve interaction with students through rehearsal, directing and performance coaching, and participation in curriculum development and student learning assessment activities.

3. A combination of contact hours and other duties as administrative staff with responsibility to participate in curriculum development and student learning assessment activities.

Analysis and Evaluation

YACPA is committed to its students' growth and as such, makes every effort to ensure integrity and quality of its programs and services by employing staff and faculty who possess the necessary education and training, but also the drive and character necessary to support its mission and goals.

As evidenced by the 2016-2017 faculty assignment report, the faculty body of YACPA is sufficient in number and quality to support the current educational offerings and fulfill the mission and goals of the College (III.A 1.04). Below are the benchmark standard results for 2016-2017:

1. Courses taught by subject specialist (instructors with professional experience only) was five percent of courses offered. Benchmark is 20 percent maximum.
2. 100 percent of courses designated as breadth-of-knowledge courses were taught by instructors with Master's degrees or higher. Benchmark is 100 percent.
3. 76 percent of courses were taught by faculty with Bachelor's (or higher) degrees with professional experience. Benchmark is 50 percent minimum.
4. 71 percent of courses were taught by core faculty. Benchmark is 70 percent minimum.

The results in 2016-2017 not only met the established benchmarks, but also corrected deficiencies from 2015-2016. New hiring strategies for 2016-2017 focused on widening the candidate pool and seeking to recruit potential candidates with a balance of professional experience and academic credentials.

Once hired, all faculty members regardless of rank attend a new faculty orientation facilitated by the dean of instruction, dean of administrative services, and dean of students. The orientation is designed to acquaint new faculty with the policies, procedures, mission, and culture of the College. New faculty members also meet with the dean of instruction and their department chair prior to the teaching their first class to review course-level SLOs, assessment tools, and discuss strategies for teaching the course (III.A 7.01).

Based upon the full-time criteria, YACPA has 13 faculty members with full-time responsibility to the institution. Current full-time enrollment is 168, thus the faculty-student ratio is 1:13

Current core faculty to student ratio is 1:15

Actionable Improvement Plans

No additional planning items have been identified at this time.

III.A.8

An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.

Evidence of Meeting the Standard

Given the faculty classifications utilized by YACPA the part-time and adjunct equivalent is the general and subject specialist faculty.

Once hired, all faculty members, regardless of rank, attend a new faculty orientation facilitated by the dean of instruction, dean of administrative services, and dean of students. The orientation is designed to acquaint new faculty with the policies, procedures, mission, and culture of the College. The new faculty orientation checklist ensures that new faculty are provided with the training and resources to be effective at the institution (III.A 7.01). Furthermore, the processes of student course-faculty evaluation surveys, classroom observations, and observed participation in collegial dialogue utilized for evaluation of faculty is applied to all faculty regardless of rank (ER 4.03).

To ensure the full and effective integration of general and subject specialist faculty at YACPA five full faculty meetings are scheduled throughout the academic year. These meetings include discussion on common goals for institutional effectiveness, review of student learning outcomes, address topics for professional development, and promote faculty collaboration (I.A 3.04). The department meetings lead by each academic department chair further integrates all faculty into the life of the institution.

Analysis and Evaluation

Since fall 2015 all new faculty have completed the orientation process developed by the dean of instruction. The effectiveness of this process is evidenced by the faculty survey which showed 80 percent strongly agree that they understand how their job contributes to the mission. Additionally, all new faculty, regardless of rank, have had a classroom observation completed by the dean of instruction within their first semester of teaching at YACPA (II.A 2.08).

The attendance at the five full faculty meetings each year has been strong and the resulting discussions drive the sense of connection felt by all faculty members to YACPA. The faculty survey section that focused on questions relating to faculty involvement in institutional planning, decision making, programs of study, student learning, and course curriculum had 75 percent or more of respondents strongly agreeing or mostly agreeing with the statements. In all three prompts only ten percent (2 out of 20 respondents) strongly disagreed with the statement. Professional development sessions held during the full faculty meetings have included faculty presentations on teaching methodologies (LB 1.07), emotional and mental

illnesses (I.B 1.04), and institutional goals (I.B 3.02). Including these presentations and discussions into the full faculty meetings integrates all faculty members and provides opportunities for participation in discussions that shape institutional effectiveness and promote collaboration and understanding.

Somewhat unique to the YACPA campus, all faculty regardless of rank are provided with complementary tickets to major performances and encouraged to attend to show their support for students and share the learning experiences that occur outside of the classroom environment.

Actionable Improvement Plans

No additional planning items have been identified at this time.

III.A.9

The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)

Evidence of Meeting the Standard

The current organizational structure of YACPA is divided into three key departments:

1. Instruction
2. Administrative Services
3. Student Services

Each department has its own defined goals and areas of responsibility (I.A 2.01a) (I.A 2.01f) (I.A 2.01g). Furthermore, in alignment with the institution's culture, departments work collaboratively and cooperatively to support operations of the institution.

The instruction department's goals include the effective educational operations of the institution by focusing on student learning, learning outcome assessment, methodologies, and library and learning services. Staff positions within this department include accompanists and tutors. Accompanists support faculty and classroom effectiveness and are selected based upon their professional experience, repertoire range, and sight-reading skills (III.A 9.01). Tutoring is a peer based program and as such tutors are students who are selected based upon their academic performance in one or more subject areas and their ability to provide mentorship and guidance to other students (III.A 9.02).

The administrative services department encompasses recruitment, admissions, enrollment, academic advising, financials, campus facilities, and IT services for the institution. Staff positions within this department include the director of admissions and seasonal admission assistants (III.A 9.03). Functions relating to accounts payable and receivable are managed through the finance department of The Young Americans, Inc. In matters relating to YACPA

receivables and payables the dean of administrative services supervises the work of the finance staff. Support services for IT and facility maintenance are contracted through third-party providers ([ER 4.03](#)).

The student services department incorporates student housing, academic support, success coaching, counseling, and discipline for the institution. The staff in this department include the director of counseling (III.A 9.04), student service coordinators (III.A 9.05), and resident advisors (III.A 9.06). Counseling provides mental health and learning disability assessment services. Student service coordinators support success coaching and mentorship services. Resident advisors are engaged in student housing life.

Analysis and Evaluation

The staff positions within instruction department are sufficient to support the educational goals and operations of the institution. The accompanist needs are filled by a part-time staff accompanist who supports the musical theatre and audition techniques courses as well as supporting accompanist lab hours where student can work with the accompanists outside of class time to prepare for upcoming assignments and performances. The position is currently filled by Giulio Barioni who has the requisite skills and experience (III.A 9.07). In finals weeks when additional accompanist hours are needed to support private voice recitals the music department chair contracts with professional accompanists for the specific needs. Tutoring needs are filled on a seasonal basis under the direction of the breadth-of-knowledge department chair. The tutoring program was launched in the 2016-2017 academic year and utilized four tutors in the fall semester and six tutors in the spring. Planning and budget prioritization for 2017-2018 includes additional funding to support additional tutoring hours as the service continues to grow.

The dean of administrative services supports the technological, physical, and administrative operations of YACPA. IT support is contracted to a third-party contractor to provide ongoing monitoring and security services of all critical devices, support hardware, and disaster recovery support (III.A 9.08). Technologies such as the college administrative platform; web-based admissions, student, and faculty portals; and printing software are used to improve the efficiency of administrative processes. Physical operations are also managed through contract service providers for general repairs, maintenance, safety inspections, and janitorial needs. Grounds maintenance is included in the lease agreements and is the responsibility of the landlord. Additionally, in collaboration with the student services assistants and production assistants, the dean of administrative services schedules students who received scholarships awarded by the Board of Directors to work on campus throughout the week. Scholarship students help maintain the campus in a variety of ways from office work and production assistance, to restocking supplies and light janitorial duties (III.A 9.09). The current dean of administrative service's qualifications is addressed in [III.A.10](#).

The director of admissions is responsible for managing the admissions process and is the primary interface between YACPA and potential students and their families from the time of interest through to the student's arrival on campus as an enrolled student. Becky Phelps serves as the current director of admissions and her professional background as a casting

director, her time as a Disney Ambassador, and her experience with The Young Americans, fully prepares her for the responsibilities of the director of admissions. Becky has been instrumental in restructuring admissions and strengthening communications with potential students and their parents (III.A 9.10).

As the institution continues to grow in enrollment and with the eventual goal of providing federal financial aid to students, plans for expansion throughout 2017-2020 specify additional support staff including a financial aid director and staff, campus facilities coordinator, IT staff onsite, and administrative assistance staff (ER 5.04).

The staff members of the student services department play a key role in supporting the educational and administrative goals and operations of the institution. The director of counseling is responsible for services to support student's mental, emotional, and general wellness needs. The director of counseling and any additional support staff who fulfill these duties are required to be fully licensed under California Board of Behavioral Sciences and hold a MS or PhD in Psychology; MS or PhD in Marriage and Family Therapy; MSW, DSW, or PhD in Clinical Social Work. Elizabeth McGinley has served as the director of counseling at YACPA since fall 2012. Elizabeth joined YACPA after working for 25 years as licensed clinical social worker which included tenure as the social work manager at Saddleback Memorial Medical Center and the coordinator of clinical social work at the Community Hospital of San Bernardino, San Bernardino, CA. Elizabeth also co-authored and presented paper on "Independent Living Skills for the Chronically Mental III" (III.A 9.11).

The student services coordinator role is changing in the 2017-2018 academic year. Initially implemented as a single part-time student services assistant who provided support to the dean of students after normal office hours, the student service coordinator positions will be filled with two full-time coordinators who will take an active role in implementing success coaching on an ongoing and effective manner for students (III.A 9.05). As these positions will be filled during the summer months of 2017 in preparation for the fall 2017 semester, the required skills for consideration include demonstrable ability to communicate effectively with a range of students, strong organizational skills to support student success, and a commitment to supporting student academic, artistic, and personal growth.

The resident advisors are hired seasonally and support student housing success by assisting students with conflict resolution, monitoring conduct violations, and supporting general health and safety practices in student housing. Resident advisors are selected based upon their performance as a student and cast member with YACPA and complete training with the dean of students on conflict resolution, response techniques for code violations, and their ethical responsibilities as resident advisors (III.A 9.12).

Actionable Improvement Plans

The organization will continue to evaluate and assess emergent operational needs against institutional plans and make revisions as appropriate and necessary.

III.A.10

The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. (ER 8)

Evidence of Meeting the Standard

The three major departments of YACPA are each led by the department dean who provides effective leadership for their department and collectively they form the organizational structure that supports the institution's mission and purposes (IO 1.01).

The three key members of the administrative team are Dr. LeeAnn Stone, dean of instruction; Mike Krauss, dean of administrative services; and Travis Goode, dean of students. Each administrator brings their expertise and experience to the team to provide a cohesive approach to maintaining the leadership and services of the institution. The YACPA administrative team also has support through Cameron Coy, chief financial officer, a shared role with The Young Americans, Inc.

Analysis and Evaluation

Dean of instruction, Dr. LeeAnn Stone joined YACPA in 2013. As the gate keeper for academic quality and integrity, LeeAnn infused the administration team and faculty body with her passion for education and extensive background in higher education. LeeAnn has focused on evolving the faculty body into a team unit committed to strengthening curriculum development, assessment, and review. LeeAnn's experience and knowledge is a key component to ensuring the development of the College's programs of study meet the needs of both the College mission and the expected standards of student learning (III.A 10.01).

Prior to joining YACPA in 2010 as dean of administrative services, Mike Krauss managed education and outreach programs offered by the Orange County Performing Arts Center (now known as the Segerstrom Center), which serves over 15,000 students and families annually. A YA alumnus, Mike was the business manager for tour productions and the financial assistant in the business office from 2000 to 2005. As dean of administrative services, Mike's attention to detail and skill for efficient workflows has led to an organized and well-run department that fulfills its mission (III.A 10.02).

As an alumni member of The Young Americans, Travis brings to the dean of student's role a personal experience that fully understands the mission, culture, and challenges our students face. Prior to joining YACPA in 2014, Travis had served at Midland University as the director of retention for the arts department as well as two years as the director of resident hall life. In his time as dean of students, Travis has built the student services department in a manner that engages faculty and connects services to student goals, student needs, and the institutional mission (III.A 10.03).

Cameron Coy serves as the CFO for The Young Americans, Inc. and as such is responsible for financial oversight for the organization, which includes YACPA. Cameron brings to the

management team an extensive professional background including as a Certified Public Accountant (inactive), having worked for the international accounting firm Price Waterhouse Coopers (f.k.a., Coopers & Lybrand) and serving as an attorney (Senior Counsel) with Ernst & Young and Assistant General Counsel with Cal First Bank. Throughout his legal career, Cameron has dealt with accounting malpractice, professional liability claims, and employment matters. In 2013, Cameron led the efforts to establish the Foundation for The Young Americans, where he serves as Board Chair. In his time as CFO, Cameron has overseen the development of financial policies and procedures that keep pace with the growth of The Young Americans organization (III.A 10.04).

The administrative staff of YACPA has a crucial role in that it needs to provide effective leadership for the institution while also understanding The Young Americans organization as a whole. It is the combining of the administrative team's experience and expertise that makes them successful in providing continuity to the institution. In addition to the institutional successes reported in institutional annual reports, the effectiveness of the administrative team's leadership is evidenced in the responses from the faculty survey conducted in April 2017. Seventy-five percent or more of respondents strongly agreed or mostly agreed with each of the six statement prompts in the YACPA leadership section (III.A 6.03).

Actionable Improvement Plans

YACPA will continue to evaluate and assess operational needs against institution plans and make revisions as appropriate and necessary.

III.A.11

The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.

Evidence of Meeting the Standard

YACPAs' personnel policies and procedures are published in the Policy and Procedure Handbook and the Staff and Faculty Handbook which are given to all employees upon hire (ER 4.03) (I.C 1.05). The handbooks are introduced and reviewed by employee supervisors during the training and orientation process.

The handbooks are maintained on the campus network and on the company's intranet (<https://sites.google.com/a/youngamericans.org/intranet/>) and print copies are available upon request from the administrative offices.

As policies and procedures are developed or amended, input is gathered from members of the faculty, staff, and administration through regular discussions and meetings as appropriate. This ensures collaborative input from all levels of staff and faculty. All policies relating to personnel matters are approved by the executive committee and then presented to the Board of Directors for approval by the president. Procedural changes relating to personnel matters

whose impact is limited to YACPA operations are approved by the executive committee prior to implementation (IO 1.02). The president is responsible for ensuring policies are administered consistently and equitably to ensure fairness in all employment practices. Policies and procedures which allow employees to voice any grievances or disagreements are also maintained and published (ER 4.03).

Analysis and Evaluation

The Policy and Procedure Handbook has an appendix which serves as the Staff and Faculty Handbook and contains the policies and procedures specific to staff and faculty (I.C 1.05). When new or revised policies and procedures are approved, the handbook is updated and distributed by the president to the staff and faculty. Staff and faculty sign a form recording their receipt of the updated handbook (I.C 10.1).

The members of the YACPA leadership team bear the responsibility to implement policies and procedures in an equitable and consistent manner. In the faculty survey conducted in April 2017 ten percent (2 out of 20 respondents) disagreed or strongly disagreed with the statement that YACPA leadership are consistent and fair in their dealings with staff, faculty, and students. The remaining 90 percent agreed or strongly agrees with the statement (III.A 6.03).

Actionable Improvement Plans

No additional planning items have been identified at this time.

III.A.12

Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Evidence of Meeting the Standard

YACPA is committed to fostering a diverse campus of students and personnel. The institution promotes the understanding of student and faculty diversity through its culture and admissions and hiring practices. YACPA is an Equal Opportunity Employer which maintains specific policies related to non-discrimination, sexual harassment, harassment, ADA compliance, and the fair and equitable treatment of employees (ER 4.03).

Analysis and Evaluation

YACPAs' culture is centered on the mission of The Young Americans, which endorses the promotion of understanding and goodwill among people throughout the world, and specifies that students represent a mixture of individuals with varying political and religious beliefs (ER 4.02). To audition for The Young Americans, students are considered based not only on their talent but also their interest in helping people around the world attain respect for others.

The same consideration is made when hiring employees. In the interview process the missions of The Young Americans, Inc. and YACPA are presented and questions asked of candidates often include their experiences working with diverse populations.

As evidenced through the personnel materials, YACPA sets policies specifically related to the fair and equitable treatment of its employees. To date, equity and diversity have not been identified as an issue of concern by YACPA's constituencies. When asked in the annual faculty survey if the YACPA campus community is supportive of colleagues regardless of background or heritage, 95 percent of respondents strongly agreed or mostly agreed with the statement. Additionally, when asked if YACPA places sufficient emphasis on having a diverse faculty and staff, 90 percent of respondents strongly agreed or mostly agreed with the statement (III.A 6.03).

Actionable Improvement Plans

YACPA will continue to support understanding and appreciation for equity and diversity through consistently aligning programs and services with the mission and goals and will continue to monitor and respond to feedback in regard to maintaining an environment that is open and free from discrimination.

III.A.13

The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

Evidence of Meeting the Standard

YACPA maintains a written code of professional ethics that applies to all personnel and is published in the Policy and Procedure Handbook and the Staff and Faculty Handbook. The policies relating to etiquette and conduct also include consequences for violations ([ER 4.03](#)) (I.C 1.05).

The grievance procedures outlined in the handbooks stipulate corrective action guidelines applicable to employees. Personnel found in violation of the code of ethics may receive appropriate action from a formal reprimand up to termination ([ER 4.03](#)).

The Staff and Faculty Handbook is given to all employees upon hire and when revised versions are published following review processes. Employees sign a document verifying their receipt of the Staff and Faculty Handbook (I.C 10.01).

The handbooks are maintained on the campus network and on the organization's intranet (<https://sites.google.com/a/youngamericans.org/intranet/>) thus making them available to all employees at all times. Printed copies are also available upon request from the administrative offices.

Analysis and Evaluation

YACPA's written code of ethics is essential for the professional operation of the College and also serves to protect employees and students. Staff and faculty are encouraged to use reasonable judgment and refer to the handbooks regularly if they have questions. If situations arise and they are uncertain how to proceed, they are urged to seek assistance from their direct supervisor or any member of the college leadership team.

As an organization that works with youth throughout the world, The Young Americans' campus culture supports ethical behavior at every level to maintain the professionalism of its personnel and model professional and ethical behavior to its students. Orientation for all personnel includes a review of the code of ethics, social media policies, and reinforcement that relationships with students/members are professional both on and off campus (III.A 13.01).

To date, there have no instances with YACPA staff or faculty that constituted a violation of the code of ethics. The policies and procedures as written will provide the president and the executive committee with the framework to address any future ethical violations in an appropriate, fair, and positive manner that protects employee rights at all times.

Actionable Improvement Plans

No additional planning items have been identified at this time.

III.A.14

The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

YACPA values the continual professional development of its personnel and the impact on productivity of faculty and staff. Employees are encouraged to participate in a variety of professional development activities, such as attending off-site workshops and seminars; attaining or upgrading professional certifications; attending other academic-related conferences and events; and engaging in professional performance opportunities to further their own artistry. The academic calendar utilized at YACPA allows faculty time to explore professional development and performance opportunities without conflicting with class schedules ([ER 4.03](#)).

Participation in the professional development activities may be at the request of the employee or of the College. It is the goal of the College to include professional development

opportunities in the five full-faculty meetings scheduled throughout each academic year (I.A 3.04).

Analysis and Evaluation

YACPA believes that every faculty member has an inherent responsibility to engage in those scholarship and professional growth activities that result in a more effective and higher quality service to the college. Participation in such activities will be viewed as a demonstration of the faculty member's commitment to the college's mission of fostering artistic growth and lifelong learning.

Due to the limitations of the institution to financially support and subsidize various activities, key areas of professional development are incorporated into full-faculty meetings throughout the year. Key areas addressed include:

- Understanding physical and mental illness (I.B 1.04)
- TK20 Assessment system (I.B 1.09b)
- Teaching Methodology (I.B 1.07)
- Dance Department Workshops (III.A 14.01)

Although external activities have been limited, staff and faculty have participated in professional development and performance opportunities such as:

- ACCJC Conferences
- BPPE Workshops and Seminars
- Western Positive Psychology Association Conference
- Dance Excellence Master Teacher

Furthermore, many YACPA faculty are fully-engaged in their performance professions and maintain currency, relevancy, skills, and knowledge through active participation in theater productions (Valerie Stanford's role in *S/He* produced by Lily Tomlin); vocal performances (Natalie Mann toured with the South Shore Orchestra in China and Cody Morgan toured the US and Europe with Elan Artists and recorded and released two solo albums); live stage productions (Roger Castellano is the resident director for *Frozen - Live at the Hyperion*); choreography (Heidi Jarret's work showcased at Dance Excellence); and music composition (Joshua Foy scored the film *(Romance) In The Digital Age* and is a pianist/performer for an the avant-garde opera *Nice Day for the Races*, which will be performed at the Getty in December 2017).

YACPA recognizes the value of lifelong learning and professional development, and will continue to encourage staff and faculty participation in such activities.

Actionable Improvement Plans

The institution will evaluate its growing need to support and subsidize professional development activities in the hopes of offering increased opportunities to staff and faculty in the future.

III.A.15

The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Evidence of Meeting the Standard

All personnel records are maintained in a secure and confidential manner. Employees have access to the files upon request (ER 4.03). The president is responsible for maintaining staff and faculty files and is responsible for overseeing all personnel matters related to College personnel. All records are maintained in secured areas and are only accessible by authorized personnel.

Analysis and Evaluation

During the hiring process, the president and CFO are responsible for collecting the information from employees for their records. Once employment verification has been completed and payroll established personnel records are maintained in the office of the college President in a secured manner. Signed employee contracts and acknowledgement of the receipt of the Faculty and Staff Handbook are also stored in personnel files (I.C 10.01).

Records of observation reports, academic qualifications/credentials, application materials, resumes, and letters of recommendation are stored in college area of Google Drive as well. Only the president and dean of instruction have access to these records. Faculty may receive access upon request.

Actionable Improvement Plans

No additional planning items have been identified at this time.

Standard III.A Evidence Summary

<u>III.A 1.01</u>	Job Posting Screenshot
<u>III.A 1.02</u>	Faculty Responsibility Chart
<u>III.A 1.03</u>	Jonelle Allen Resume
<u>III.A 1.04</u>	Faculty Assignment Report 2016-2017
<u>III.A 1.05</u>	Board of Directors Minutes - November 2015 - Handbook Approval
<u>III.A 2.01</u>	Teaching Assignment Template
<u>III.A 2.02</u>	Hiring Evaluation Sample - Theatre
<u>III.A 2.03</u>	Applicant Review Template
<u>III.A 3.01</u>	Dean of Instruction Job Description
<u>III.A 3.02</u>	Dean of Administrative Services Job Description
<u>III.A 3.03</u>	Dean of Students Job Description
<u>III.A 3.04</u>	Department Chairs Job Description
<u>III.A 4.01</u>	Mario Gaxolia Resume
<u>III.A 4.02</u>	JR Gooseberry Resume
<u>III.A 4.03</u>	Heidi Jarrett Resume
<u>III.A 4.04</u>	Don Strom Resume
<u>III.A 5.01</u>	Employee Annual Evaluation Template
<u>III.A 6.01</u>	Dept. Chair Evaluation Sample
<u>III.A 6.02</u>	SLO Improvement Tracking
<u>III.A 6.03</u>	2017 Faculty Survey Results
<u>III.A 7.01</u>	Faculty Orientation Check List
<u>III.A 9.01</u>	Accompanist Job Description
<u>III.A 9.02</u>	Tutor Job Description
<u>III.A 9.03</u>	Director of Admissions Job Description
<u>III.A 9.04</u>	Director of Counseling Job Description
<u>III.A 9.05</u>	Student Service Coordinator Job Description
<u>III.A 9.06</u>	Resident Advisors Job Description
<u>III.A 9.07</u>	Giulio Baroni Resume

- III.A 9.08 SIG Contract
- III.A 9.09 Scholarship Correspondence
- III.A 9.10 Becky Phelps Resume
- III.A 9.11 Elizabeth McGinley Resume
- III.A 9.12 RA Training Document

- III.A 10.01 LeeAnn Stone Resume
- III.A 10.02 Mike Krauss Resume
- III.A 10.03 Travis Goode Resume
- III.A 10.04 Cameron Coy Resume

- III.A 13.01 Staff Orientation Check List

- III.A 14.01 Dance Dept. Workshop

B. Physical Resources

III.B.1

The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Evidence of Meeting the Standard

The YACPA campus offers students and employees safe and sufficient resources for learning and working in a healthful environment. The facilities and equipment are similar to those found in modern business, educational, and performing arts environments.

The campus is located in Corona, California and consists of three industrial buildings totaling 25,000 square feet. The campus began in the Lisle Family Studios building with 7,500 square feet and expanded to the administration building in 2009 (7,500 square feet) and the academics building in 2011 (10,000 square feet). Guided by the institutional mission, the YACPA campus includes classrooms, labs, and performance spaces designed to support student learning. Campus facilities include six multi-purpose classrooms, a piano lab, a computer lab, learning center, two private practice rooms, a black box studio, two rehearsals studios, a student lounge, staff and faculty office space, costume and props warehouse, and storage space for sets and equipment. The campus can accommodate up to 300 students and is conveniently located adjacent to the apartment complex utilized for student housing. Students and faculty may access the buildings Monday through Friday from 8:30am-12:00am when classes are in session, from 8:30am-6:00pm when classes aren't in session, and on weekends pending rehearsal schedules (III.B 1.01).

Every classroom on campus has an integrated TV/DVD system, mini sound board, microphone, sound speaker, and mirror for various applications within different courses. The piano lab features 20 networked digital piano stations enabling the student to practice solo, interact with other students, and interact with the instructor. The computer lab and library offer eleven computer stations, printers, internet access, and operating systems and software used in the industry. The private practice rooms feature both acoustic upright and digital pianos for student use. The costume and props warehouse features thousands of costume and props and is available for student use in various classes. The black box studio includes a raised stage and theatrical lighting available for theatre courses, private voice recitals, and small on-campus performances. Finally, the rehearsal studios, each approximately 3,500 square feet, feature integrated sound systems and special flooring for safe and healthy dancing. The completely open floor space and 18-foot ceilings allow for various student rehearsal possibilities (CP 1.06).

Safety and security are paramount for a healthful learning and working environment. Each building is equipped with a keypad entry system to protect from unauthorized visitors, security cameras, burglar and fire alarms, and sprinkler systems. Student and staff safety is addressed during orientations, and equipment is stored in a safe manner to protect against

injury. The stage craft course offered in the August session or first-year students reinforces the safe use of tools and technical equipment commonly used in live performances (III.B 1.02).

YACPA relies on open communication regarding any issues regarding the maintenance of physical resources and facilities, or the security of campus operations. The dean of administrative services works with faculty and students to ensure they have access to the facilities, equipment, and supplies needed to support student learning. Students and employees are encouraged to communicate facilities requests and concerns with administrators for quick and immediate facility needs (missing microphone, room temperature, cables, etc.); larger and longer-term requests and concerns are submitted to the dean of administrative services via email, or, if departmental-specific, processed through the department chair. Such requests are funneled into the facilities planning and budget prioritization process, which involves discussion at a full-faculty meetings, and review by department chairs and the executive committee (I.B 1.08) (III.B 1.03).

Analysis and Evaluation

YACPA takes pride in the appearance and safety of its campus and has completed many upgrades throughout the years (I.A 2.01). Service contracts are maintained for high-level IT support, janitorial services, fire and burglar alarm systems, and heating and air conditioning. Service agreements are reviewed periodically based on the contractual terms, at the time of renewal, or as needed. All copies of agreements are maintained by the finance department.

The institution maintains a history of compliance and responsiveness when it comes to safety regulations and inspections. The Campus Safety Report is updated annually and is available to students and employees on the The Young Americans College of the Performing Arts website (<http://www.yacollege.org/campus/>). Federal Health and Safety Laws are posted in the administration building (III.B 1.04).

Students and employees participate in the maintenance of the campus environment by following policies regarding appropriate room and equipment usage. Feedback from students and employees is also very important to maintaining the quality of the campus environment. Sixty-five percent of respondents in the faculty survey strongly agreed or mostly agree that campus facilities meet needs (III.A 6.03).

Facilities and resources are inspected periodically through random unannounced visits from the Corona Fire Department and scheduled visits through contracted vendors. Heating and air conditioning, fire extinguishers and sprinklers, and pest control inspections are scheduled quarterly with service providers. Any found deficiencies are addressed promptly to ensure the safety of the campus (III.B 1.05).

The dean of administrative services is the primary contact for the maintenance and care of YACPA facilities and physical resources. Students, faculty, and staff can email or text the dean of administrative services to report issues. Issues are discussed at department meetings

and full faculty meetings, and requests can be made informally to department chairs or formally during the budget process (I.B 1.08) (III.B 1.03).

During the summer prior to the 2016-2017 academic year, tenant improvements were made to relocate student services to the academic building where students spend the majority of their time. In addition, the Learning Center was built and was established next to student services, more security cameras were installed, the internet connection for the campus was doubled to 50 Mbps, four additional piano stations were added to the piano lab, and a software upgrade was installed to grant student access to copiers on campus.

The institution maintains adequate insurance to protect itself in the event of disaster (III.B 1.06). Disaster recovery of data is implemented via the contracted IT services (III.A 9.08).

Actionable Improvement Plans

Implement a centralized and streamline process for submitting maintenance and facility requests that incorporates tracking of implementation.

III.B.2

The institution plans, acquires, builds, maintains, upgrades, and/or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.

Evidence of Meeting the Standard

The institution's master plan outlines both facility planning and equipment planning from 2015-2020. Both facility and equipment planning are focused on gradual growth over time to increase or upgrade the physical resources of the campus. As new services and curriculum are developed, department chairs work together with the dean of administrative services and president to ensure the learning spaces are designed and equipped to support instructional and institutional needs (ER 5.04).

The dean of administrative services is responsible for overseeing campus operations and maintaining an effective physical environment. Regular meetings are held with staff and faculty to ensure that all physical resources are accessible, well-maintained, and support the institution's programs and services (III.B 2.01).

The dean of administrative services addresses most of the routine facility maintenance issues and conducts ongoing maintenance and repair on all computer and peripheral equipment. Facility maintenance is scheduled when the least amount of disruption to students, faculty, and staff will occur. The summer break is typically reserved for major projects and upgrades to facilities and other physical resources.

Analysis and Evaluation

The institutional plan provides a roadmap for supporting facility and equipment upgrades, maintenance, and acquisitions in a manner that is consistent with growth plans and mission and objectives. To bring planning into action, the maintenance of campus resources requires active oversight and the assistance and cooperation of the entire campus body. The dean of administrative services ensures that faculty and students have access to the resources they need to maximize student learning. As a part of the annual report process, department chairs and faculty identify and document the equipment and resources needed to support their courses or activities (I.A 2.02c). Master planning and budget allocation is then approved by the president during the budgeting process.

As the YACPA program continues to grow and the number of students increases, the limitations of the facilities are increasingly apparent. Although faculty and staff indicate they are generally satisfied with the facilities and equipment available for their classes (III.A 6.03), the strategic growth plan includes continual efforts to support the growing needs of the institution.

The faculty's planning involves a constant balance of budgeting and prioritization, and YACPA makes decisions strategically based on the financial resources available and student and staff feedback. For example, facility planning in 2016-2017 included the division of a classroom into two smaller rooms to support vocal course needs and equipment upgrades in classrooms, the computer lab, and the piano lab. After determining that an office assigned to general faculty use was not being utilized, it was decided to repurpose the space as a vocal classroom and avoid the expense of dividing a larger classroom into two smaller rooms. Instead, funds were reallocated to enable the office relocation of student services and the build out to support the Learning Center. Equipment upgrades in the computer lab were unnecessary thanks to a designated donation in the prior fiscal year which allowed an upgrade to all of the terminals instead of just three. Adding tablets to the piano lab (an earlier goal) was deemed a lower priority by the course instructors and funds were spent instead on adding four piano stations.

Recognizing that facility space is approaching capacity, YACPA and the development department has been engaging donors in discussions about campus needs. One donor took up the call and has pledged the funds to support facility expansion. The campus improvements scheduled to take place over the summer of 2017 include construction of three additional vocal classrooms for better scheduling efficiency, the reorganization of lab facilities to install more Wi-Fi printer terminals, and the addition of a student cafe to promote healthy eating habits.

Actionable Improvement Plans

Long-term goals include the construction of an institution-owned campus and student housing.

III.B.3

To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

Evidence of Meeting the Standard

YACPAs' commitment to quality and growth based on data-driven evaluation and planning ensures that facilities and other physical resources support institutional programs and services. Oversight and evaluation of physical resources is primarily driven by the executive committee. As a part of its annual report process, the executive committee discusses the current status of facilities and resources, reviews feedback from faculty and staff, and prioritizes plans for improvement or expansion (III.B 1.03). The evaluations of plans for improvement or expansion are aided by the annual review process completed by department chairs. Each year, chairs are asked to evaluate their department's use of facilities and equipment and to submit requests for upgrades (I.B 5.01a) (I.B 5.01d).

In addition to the annual review process completed by department chairs, faculty and student feedback garnered through surveys and discussions is considered in planning and evaluations processes (III.A 6.03). As the daily users of physical resources on campus, their voice regarding the prioritization and utilization of facilities and resources is crucial.

Analysis and Evaluation

To ensure the effectiveness of its physical resources, YACPA evaluates its facilities and equipment in alignment with annual review and assessment processes.

Feedback from students and faculty is vital, and an example is the decision to implement the use of Wi-Fi hotspots on Young Americans tours to aid in the connectivity of distance education students. Previously, students had relied on public Wi-Fi connections or Internet connections in the homes in which they are accommodated, but when it was determined that these resources were not reliable, the allocation was made and hotspots are now provided for each touring cast in which YACPA students are involved. Although students are informed of the requirement to provide their own laptops while participating in distance education courses (CP 1.06), laptops were also purchased for the tours to ensure that students had a back-up solution available should their personal device be unavailable.

The construction of the Learning Center required a reorganization of the resource area available to students. Previously, this area contained four private practice rooms available to students, but after student feedback and a qualitative assessment that the two rooms were being underutilized, it was determined that this would be the ideal location to reconstruct for the Learning Center.

The dean of administrative services inspects the facilities on a regular basis and faculty ensure the effective utilization of classrooms and labs. The institution evaluates its physical resources through informal feedback, faculty, staff meetings, and standards and requirements

as set by ACCJC and/or BPPE. Students are encouraged to notify any faculty or staff members whenever they notice something needing maintenance or repair (III.B 3.01).

Actionable Improvement Plans

No additional planning items have been identified at this time.

III.B.4

Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Evidence of Meeting the Standard

Executive staff and the Board of Directors work to ensure instructional quality, institutional integrity, financial stability, and alignment to the institution's mission. The Board of Directors is responsible for the long-term management and sustainability of The Young Americans, Inc., which includes YACPA (ER 4.02). The chief financial officer leads and directs the fiscal planning of The Young Americans, Inc., The YACPA president is a part of the executive staff of The Young Americans, Inc. and thus participates in long-range planning and is responsible for integrating the YACPA institutional plan into the larger organizational plan (IO 1.02).

The YACPA institutional plan is based on the prioritization of justified needs, sound research, enrollment planning, and the assessment of available funds. Enrollment projections are the foundation for determining course offerings and faculty needs which in turn drive facility, equipment, and technology planning to ensure resource allocations are aligned with growth and are sufficient to maintain instructional quality and support improvement goals (ER 5.04).

As a part of annual review processes departments document their planned improvement activities and related resource needs to support improvement plans (I.B 5.01a) (I.B 5.01b) (I.B 5.01c) (I.B 5.01d). The executive committee then utilizes the institutional master plan and annual review reports to determine budget prioritizations and develop an annual budget that bridges the gap between short-term needs and long-term planning (III.B 4.01). The budget planning in both the institutional master plan and the annual budgets take the cost of maintenance and the total cost of ownership, including acquisition, depreciation, maintenance, insurance, and storage into consideration.

Analysis and Evaluation

YACPA plans and investments are focused on supporting institutional goals and are managed so as to not impose financial burdens upon the institution that stifle improvement plans. Through careful planning, the institution has funded projects and obtained resources needed to accomplish its mission without incurring long-term debt. This leaves YACPA free to focus planning improvements on institutional effectiveness and growth instead of debt obligations.

The ability to plan, implement, and manage capital plans in a manner that supports YACPA institutional mission is clearly evidenced through progress reports in the institutional annual reports (I.A 2.01) (I.A 2.02) and the financial statements for the past fiscal years (ER 5.01a).

Feedback regarding the effectiveness of physical resources and the degree to which they support the achievement of SLOs is used by the executive committee for ongoing planning and improvement. Because resource planning and long-range capital plans are integrated with institutional and strategic planning, all investments in physical resources and facilities are considered by the president with input from the executive committee. Being a small single-campus institution, YACPA benefits from the ability to redirect financial, physical, and human resources where they are needed to support student learning programs and services.

When major decisions are made to upgrade facilities and other physical resources, extensive research, planning, and coordination take place. The institution carefully considers all expenditures to ensure financial resources are available, the requirement for the expense is justified, and the product being acquired or service being performed is of high quality and from a reputable source. It is YACPAs' practice to research multiple vendors and solicit estimates (ER 4.03). Vendors are selected based on factors such as customer service, reputation, and cost.

It is important to note that the current institutional plan caps enrollment due to the insufficiency of the current facilities to accommodate a larger student body. The current buildings have leases in effect through FYE 2019 with two, one-year extension options that can be executed (III.B 4.02a) (III.B 4.02b). The next step in capital planning involves an expanded and preferably owned campus facility. As YACPA and The Young Americans, Inc. utilize the same campus facilities, a campus business plan was developed jointly and the need for space became a talking point with donors (CP 1.02). While the search for a development partner to enact the owned-campus plan is still being sought, a donor expressed interest in supporting an expansion of leased facilities for four years beginning FYE 18. After an exhaustive search of potential expansion facilities proved fruitless a proposal to repurpose current areas on campus used as storage was developed and approved by the donor. The improvement project will take place during the summer 2017 break. The annual budget for FYE 18 reflects the impacts of the project on indirect operational expenses.

Campus improvements that will take place during the summer of 2017 are not reflected in the institutional plan, but are additional improvements YACPA is able to make due to recently acquired donor-pledged support.

Actionable Improvement Plans

The Board of Directors and executive staff are pursuing options for owned facilities.

Standard III.B Evidence Summary

<u>III.B 1.01</u>	Campus Map
<u>III.B 1.02</u>	THF 150 Stage Craft Syllabus
<u>III.B 1.03</u>	Executive Committee Meeting - 4/3/17 - Planning & prioritization
<u>III.B 1.04</u>	Campus Safety Report
<u>III.B 1.05</u>	Fire Inspection Report
<u>III.B 1.06</u>	General Liability Policy
<u>III.B 2.01</u>	Facility Meeting with YA Staff
<u>III.B 3.01</u>	Email Sample Regarding Facilities
<u>III.B 4.01</u>	17-18 Budget Prioritization Document
<u>III.B 4.02a</u>	Chiminatta Lease
<u>III.B 4.02b</u>	Adams Lease

C. Technology Resources

III.C.1

Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.

Evidence of Meeting the Standard

A primary focus of the administrative services department is to provide the technology support needed to support the institution's mission. The administrative services department ensures that students, staff, and faculty have access to the technical resources, hardware, software, and facilities necessary for effective teaching, learning, communication, and the operations of the institution.

The YACPA campus includes the computer lab and the Learning Center which are equipped with workstations, both PC and Mac with up-to-date operating systems and productivity software common to professional use, printers, and internet access. All classrooms, the piano lab, the black box studio, and the rehearsal/dance studios are equipped with Wi-Fi access, projectors, smart TVs, DVD players, and sound systems to support multimedia classroom presentations (CP 1.06). Administratively, the department supports approximately twenty-five desktop users, two copiers, five printers, the organizational data management system and phone system. The department also supports basic facilities maintenance and support for the campus. Staff is available throughout the day at all hours of operation and is equipped with mobile phones and remote login capability to ensure immediate assistance.

The organization maintains a network system using Windows 2008/2012 across a fully-switched network. A fiber internet connection is utilized to ensure a 50-megabit connection to the internet. The network is protected by a SonicWALL firewall and Windows Active Directory Services, which is used for authentication and access. The organization's e-mail system is provided by Google which offers SPAM and virus filtering, and all workstations and servers are protected by antivirus software. The servers, located in the Administration building, are backed up daily onsite as well as to a cloud-based 1 TB system.

Network hard drive space is allocated for the centralized storage of administrative and student files. The campus wireless network system supports all three buildings to enable students, staff and faculty to connect wherever they are on campus. The network infrastructure is divided into two categories: the staff/faculty network and the student network. The Birch fiber connection is the primary connection for all internet access for the campus with connection speeds currently set at 50 megabits per second (III.C 1.01). The two networks use different IP address structures to separate students using their personal equipment from affecting staff/faculty network access.

The institution currently contracts with Populi as its web-based college management software system. Populi's comprehensive solution provides YACPA with an affordable, well-

designed, managed, and supported management system. Considerable time and effort went into researching the various web-based platforms and Populi was selected based on its ease of use, reliability, help desk support, security, cost-effectiveness, and web-based access in providing the many services needed to operate the institution including, but not limited to, administration, academics, communications, advising, admissions, student billing, and library (III.C 1.02).

All academic programs have access to Populi. It is a valuable resource that includes access to all courses, announcements, and links to various student and faculty resources. Its web-based access allows students, faculty, and staff access anywhere an internet connection is available (III.C 1.03).

The institution currently contracts with TK20 as its web-based assessment and planning software system. Considerable time and effort went into researching various assessment softwares and TK20 was selected based on its potential ease of use, cost effectiveness, and web-based access. Implementation began in fall 2014 (III.C 1.04).

The organization uses Google for Non-Profits as its e-mail system which enables students, faculty, and staff to access their e-mail accounts and other features such as calendar, Google Drive, Google Docs, and more from any computer with web access.

An outside provider, SIG Technologies, is contracted to provide System Log Monitoring, Security Patch Management, Virus Definition Management, Scheduled System Audits, Remote Management/Support, Service Monitoring, Backup Monitoring and Management, and Disaster Recovery Support (III.A 9.08).

Recent initiatives include the expansion of the College's online presence and admissions process to promote efficiency and effectiveness of information for prospective students. An admissions portal was developed to guide the prospective student step-by-step through the process.

The annual assessment and review processes implemented at YACPA all include options for faculty and staff to make resource requests in support of learning outcome improvement plans. This includes technology requests.

Analysis and Evaluation

Technology resources and systems at YACPA are designed to meet the needs of YACPA students, faculty, and staff, support learning programs and services, and support the data management needs of YACPA. The oversight and maintenance of YACPA technology resources is carried out by the dean of administrative services who serves as the IT director. The dean of administrative services is supported by SIG Technologies who assists in maintaining the IT infrastructure and routine maintenance of the server. The dean of administrative services takes an active role in the planning, negotiation, and procurement of all technology-based solutions.

The ultimate goal of YACPA IT services is to ensure the technological resources and services provided are fully functional and meet the needs of the institution and its students, faculty, and staff. The institution supports this goal by taking a systematic approach toward planning, acquisition, and maintenance of its technological resources and management. Each year, the dean of administrative services conducts a campus technology review including as assessment of the network's strengths, weaknesses, opportunities, and threats, and prioritizes a list of recommendations for improvement on a short-term and long-term basis (III.C 1.05).

The institution has added online learning support tools and software as it continues to grow; in 2015, the Virtual Library; in 2016, web-based LibGuides software from Springshare, ProQuest, Grove Music Online, and TurnItIn.com; in 2017, Ableton Live 9 Intro; each providing students and faculty with additional resources to support learning. Continued emphasis is placed on incorporating technology that students would expect to see in the workplace into the curricula.

Populi continues to prove that it is an ideal system for YACPA's size and demand. Populi incorporates many aspects of both administrative and academic needs such as learning management, student financials, and library services. Every member of the college community has access to Populi respective to their role. Each course page supports functionality for student learning, grading, attendance, discussion boards, online testing, and reporting, and resources for students such as syllabi and required course materials (I.C 1.04). This platform is well-suited for distance education courses as it also includes online lesson functionality. Populi support is very responsive to any user and consistently implements system upgrades based on user feedback. The same platform delivers all of these functions to the campus community and its web-based setup means it can be accessed from anywhere with an internet connection.

TK20 has fallen short of expectations and lacked what the institution had hoped would be an intuitive and easy to use system for assessment at multiple levels from course-level SLO assessment to program and institutional assessment. An exhausting number of hours have been spent by the executive committee trying to work together with TK20 support staff to find effective methods conducive to assessment needs. Due to its failure to deliver, the institution is discontinuing use of TK20 at the end of the 2016-2017 academic year. Efforts are being made to find a suitable replacement that will connect assessment and reporting to the Populi system (III.C 1.06).

Actionable Improvement Plans

YACPA will establish replacement process to support assessment processes that are faculty and staff friendly, intuitive, and cost effective.

III.C.2

The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission,

operations, programs, and services.

Evidence of Meeting the Standard

The planning regarding the institution's technological infrastructure is integrated into YACPA's annual budget review process, decision-making, and institutional master plan (ER 5.04). The dean of administrative services, who serves as the IT director, uses the combination of roles to foster open, solution-oriented dialog focused on the needs to support the institutional mission, operations, programs, and services.

YACPA actively manages its hardware and software inventory based on software specification requirements, estimated end-of-life dates, and current performance levels. The dean of administrative services frequently reviews the organization's technology resources and provides updates and recommendations to the executive staff (III.B 1.03) (III.C 1.05). This information, along with other factors such as growth plans and updates to academic programs or services, is taken into consideration as the College plans for the future allocation, upgrade, and retirement of its technology resources.

The dean of administrative services works closely with students, faculty, and staff by responding to support requests to ensure that their needs are being met and that satisfaction levels remain high. The dean of administrative services relies on a variety of sources for feedback and input regarding technology resources and support, including faculty and department meetings, annual student surveys, and comments and suggestions received from students, staff, and faculty in the course of day-to-day operations.

Analysis and Evaluation

The administrative services department consistently meets its goal to ensure that the technology infrastructure, equipment, and support services are fully functional. The dean works closely with faculty and staff to ensure instructional and operational needs are being met and soliciting feedback the research, planning, negotiation, and procurement of technology-based solutions provide the technology resources necessary to support student learning.

All decisions regarding technology resources are guided by the institution's mission, decision-making and program review processes, the budget allocation process, and the institutional master plan. Each year, all departments write an annual report which includes the opportunity to request technology-related needs (I.B 5.01a) (I.B 5.01b) (I.B 5.01c) (I.B 5.01d). Requests are reviewed during the budget allocation process and approved by the college president. Throughout the year, when an immediate need arises, the dean of administrative services works with members of the faculty or staff to assess the need and develop a solution in a timely manner. Requests needing substantive planning or financial outlays are referred to the college president for consideration, planning, and approval.

In spring 2016, when feedback from students and faculty revealed a dissatisfaction with internet speeds and availability, the dean of administrative services developed a plan to

improve network capacity and availability and presented it to the executive committee. Two action items were established for the summer: the first was to upgrade the fiber connection from 20 megabits per second to 50 megabits per second; and the second was to run an underground line from the administration building to the Lisle Family Studios building to offer a direct wired connection when it had previously been wireless. Response to the upgrades has been positive.

In reviewing institutional planning for computer lab terminal expansion for 2017-2018 it was determined that the backlog in the lab was not related to terminal use, but rather due to students needing to print. The plan for 2017-2018 was revised to reallocate funds to support additional printers with wireless access so that students who only need to print do not need to use terminals to do so (III.B 1.03).

Actionable Improvement Plans

To ensure that as the number of utilized technology resources grow they remain up-to-date with industry specifications, YACPA needs to implement an End-of-Life (EOL) program. The EOL would offer a tool that helps the dean of administrative services identify technology-based resources that are within approximately one year of retirement or upgrade. Equipment would be separated into administrative or academic categories, then further by classroom or functional levels. The administrative category will include functions such as network infrastructure, phone system, and equipment, such as servers, PCs, and printers. The academic categories would be separated into functional or classroom categories. When a classroom is upgraded with new technology, the EOL tool would be updated with the purchase date and expected lifespan of the resource(s). During master planning, the EOL tool would be used to help identify which resources are in need of an upgrade. This information would then be used to better inform planning and budgeting.

III.C.3

The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.

Evidence of Meeting the Standard

YACPA has a single campus location where it offers courses, programs, and services, and as described in [III.C.1](#) and [III.C.2](#) does so in a manner that is appropriate and sufficient. To ensure technology resources are also reliable, safe, and secure YACPA allocates sufficient resources to support management, maintenance and operational functions through staffing assignments and third-party contractors.

The IT support services provided by SIG Technologies ensure that campus systems are safe and secure from external threats or compromise (III.A 9.08). Both onsite and offsite backups are implemented regularly to protect data stored on campus servers, and student data stored in Populi is also backed up regularly. The criticality of student records to the institution

places protection against data loss as a priority. Populi's servers are stored in an SSAE 16 Type II compliant data center that is physically secured behind a battery of compartmentalized security zones with biometric access controls. Numerous security, power supply, and infrastructure redundancies layer on additional safeguards. Daily, weekly, and monthly data "snapshots" back-up all information in a fully-encrypted "cloud" in real-time.

Systems with access to secure data require user authentication and additional proxies have been implemented to ensure that accessed resources such as library databases are authenticated against secure user credentials (III.C 3.01).

To support reliable access for students participating in online and practicum-based courses while traveling with The Young Americans, Inc., YACPA has implemented wireless hotspots which travel with the students to ensure online access for participation in online discussions and submitting coursework. Additionally, a laptop computer is provided to each touring cast for student use for those who may not have their own laptop.

Analysis and Evaluation

The administrative services department consistently works to ensure that technology resources at all locations are implemented and maintained to assure reliable access, safety, and security.

In March 2017, a usage report of the staff Wi-Fi network was prepared and a high number of reported devices was shown to be connected to the network (III.C 3.02). Although any kind of device such as laptop, computer, smart phone, or tablet can add to the list of connected devices and each staff member likely has 2-3 devices connected, the password was changed to ensure the devices using the network were legitimate and to protect access and security to staff-level resources.

Maintenance issues are brought to the attention of the dean of administrative services through daily operations with faculty and students. Lower-level issues able to be addressed by the dean are addressed immediately and higher-level issues are supported by the IT vendor or service providers at the earliest convenience. No lingering needs have been unaddressed.

Actionable Improvement Plans

No additional planning items have been identified at this time.

III.C.4

The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.

Evidence of Meeting the Standard

The College offers training and support to faculty, staff, and students to help users gain the most from the available technology resources. Faculty and staff receive instruction on technology resources as a part of their new-hire orientation and through on-the-job training (III.A 7.01). As new systems are implemented or revisions made to current systems additional trainings are scheduled for faculty and staff either as a standalone workshop or during full faculty meetings. To further support faculty and staff, especially on systems they use periodically, YACPA has developed supplemental handbooks and direct faculty and staff to existing tutorial videos created by the software developers (I.A 2.03) (I.A 2.04).

Students begin instruction at orientation, where they are introduced to various technology-based resources such as Populi, the Virtual Library, and Papercut. Sessions are conducted in groups of 20 to 30 students and each session scheduled focuses on a specific resource and function. Students are encouraged to bring their own personal portable devices so they can click along with the training (III.C 4.01).

Analysis and Evaluation

As a part of student orientation and staff/faculty new-hire orientation, the College provides information and training in its use of technology-based resources. Students, faculty, and staff receive instruction on accessing the campus network, utilizing various resources and regular procedures expected as a part of their role on campus such as how to use the e-mail system, Populi, Papercut, and TK20.

As YACPA utilizes a range of technology resources to help guide faculty, staff, and students to the appropriate resources, portal pages with links to the various resources were developed. The faculty portal page includes links to email systems, calendars, Populi, TK20, and folders utilized to store master course outlines, syllabi, SLO reports, faculty resources, and meeting notes (I.B 2.06). The student portal page includes link to email systems, calendars, Populi, virtual library, catalog, and commonly used administrative forms (III.C 4.02).

An example of how YACPA regularly evaluates its processes and implements technology resources to support effective systems related to institutional operations is the development of the student admissions portal. During review of the admissions process, it was determined that students lacked the knowledge and/or experience needed to complete many of the information systems tasks needed prior to their arrival on campus. The dean of administrative services, director of admissions, and dean of students worked together to create videos explaining the various aspects of the program and providing students with the training necessary to succeed with the various tools used administratively and instructionally within the College (II.C 1.01). The dean of administrative services and director of admissions also created the admissions portal for the college website to guide students through the process step-by-step (III.C 4.03).

During the new-hire orientation for faculty and staff as well as periodically throughout the year, training sessions are provided to improve comprehension of available resources and how to effectively use them. For example, a task management software, Wrike, was adopted

during the 2015-2016 year to assist with organizational effectiveness. Training sessions were provided and staff usage of the technology has improved organizational effectiveness considerably allowing task management supervision from all levels.

Another example is related to the implementation of TK20 for assessment purposes. This was a brand-new system introduced to the campus community and numerous training sessions and presentations were made both during full-faculty meetings and in orientation sessions for new employees to familiarize everyone with the system. Supplemental handbooks with annotated screenshots were also developed to support faculty work processes following training sessions (I.A 2.03) (I.B 1.09b).

Actionable Improvement Plans

No additional planning items have been identified at this time.

III.C.5

The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

Evidence of Meeting the Standard

Guidelines and procedures regarding the appropriate use of technology in the teaching and learning processes are embedded in the Code of Conduct policies. These policies, among others, are discussed regularly in student and staff/faculty orientations, faculty meetings, and are published in Staff and Faculty Handbook and Academic Catalog as appropriate (I.C 1.05) (CP 1.06).

Students, faculty, and staff receive instruction on the appropriate use of technology and are provided with the Academic Catalog or the Policies & Procedures Handbook respectively which outlines the policies listed above as well as the Code of ethics which addresses appropriate use of technology (CP 1.06).

Analysis and Evaluation

YACPA has policies and procedures in place to educate and inform students, faculty, and staff about the institution's expectations in terms of user responsibilities and the care of YACPA technology resources.

Adhering to policies which guide the appropriate use of technology in the teaching and learning process is integral to maintaining the integrity of the institution, its faculty, staff, and students. In addition to providing faculty, staff, and students with published policies and procedures, YACPA provides information and training sessions to reinforce the appropriate use of technology in the teaching and learning processes (II.C 1.03) (II.B 1.24).

Actionable Improvement Plans

No actionable improvement plans have been identified at this time.

Standard III.C Evidence Summary

<u>III.C 1.01</u>	Birch Contract
<u>III.C 1.02</u>	Populi Contract
<u>III.C 1.03</u>	Populi Welcome Screenshot
<u>III.C 1.04</u>	TK20 Contract
<u>III.C 1.05</u>	Email RE Tech Needs Samples
<u>III.C 1.06</u>	Email with TK20
<u>III.C 3.01</u>	Proxy Server Contract
<u>III.C 3.02</u>	Birch Data Usage Report
<u>III.C 4.01</u>	Student Orientation Session on IT - PowerPoint/notes
<u>III.C 4.02</u>	Student Portal Screenshot
<u>III.C 4.03</u>	Admission Portal Screenshot

D. Financial Resources

III.D.1

Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)

Evidence of Meeting the Standard

The financial resources available to YACPA sufficiently support and sustain current student learning programs and services and support institutional effectiveness. The funding base for YACPA is sourced primarily through tuition-generated income. The parent entity relationship secures tuition income as YACPA is a pathway for students to participate in the touring and performance activities of The Young Americans, Inc. This relationship secures YACPA as a crucial strategic component of fulfilling the organization's mission. Furthermore, the organizational structure and relationship guides budget allocations and ensures that tuition-generated revenues are allocated towards student learning programs and institutional improvement (IO 1.02). A significant proportion of overhead, occupancy, and other operating expenses are shared by other divisions within the parent organization (ER 5.01a_page 29).

The Young Americans, Inc. Budget Allocations

The budget is a reflection of the organizational structure of The Young Americans, Inc. and as such is divided into four sections:

1. Performance Division – All performance and touring operations of The Young Americans, Inc. Prepared and managed by the vice president for operations.
2. College Division – Operating budget for YACPA. Prepared and managed by the president of YACPA.
3. Development Division - All of the development and fundraising activities of the entire organization, prepared and managed by the CEO with support from the director of development.
4. Corporate – All of the overhead and supporting activities of the entire organization. Prepared and managed by the CFO.

The final budget submitted to the board of directors encompasses all divisions of The Young Americans, Inc. The Young Americans executive staff, which includes the college president, work together to assemble the budget.

YACPA Resource Allocations

YACPA allocates resources amongst the major categories of instruction, admissions and enrollment, student services, student housing, library services, facility, equipment and technology, and general and administrative expenses (I.A 1.02). The percentage of the budget allocated to each category is monitored to align resource allocations with priorities for institutional improvements. Prioritization is derived from annual review reports from all departments, resource requests tied to improvement planning actions, and the institutional master plan.

Analysis and Evaluation

The financial operations of YACPA demonstrate the financial ability to support and sustain learning programs and support services. YACPA has been operating a surplus budget for the past three-years. The three-year average growth in revenues (19 percent) is outpacing expense increases (11 percent) by eight percent.

PnL Summary & Tracking				
	FYE 14**	FYE 15	FYE 16	FYE 17*
Total Unrestricted Revenues	\$1,169,878	\$1,261,398	\$1,451,995	\$1,940,917
Total Expenses	\$1,197,347	\$1,196,441	\$1,422,044	\$1,640,516
Increase (decrease) in Unrestricted Net Assets	\$(27,469)	\$64,957	\$29,951	\$300,401
Temporarily Restricted Net Assets				
Contributions	\$150,200	\$165,000	\$186,590	\$245,320
Net Assets Released from Restrictions		\$(116,942)	\$(198,058)	\$(279,160)
Increase (decrease) in Net Assets	\$122,731	\$113,015	\$18,483	\$266,561
*FYE17 are unaudited at time of submission				
**Prior to FYE 2015 The Young Americans, Inc. audited financial statements did not present comparative statements of activities for each of its program divisions. This chart applies the template adopted for FYE 2015 to the prior year for the purpose of depicting the historical financial performance of the College division.				
Year Over Year Changes				
	FYE 15	FYE 16	FYE 17*	3yr Ave
Total Unrestricted Revenues	8%	15%	34%	19%
Total Expenses	0%	19%	15%	11%

YACPA is operating a lean budget; however, tuition has not been increased since fall 2013. The decision to hold tuition constant was made to ensure enrollment goals would be met at this time while student access to financial aid is limited. This decision is reflected in both the institutional plan and in the yearly budget planning and approval process (III.D 1.01a) (III.D 1.02a) (III.D. 1.03).

The allocation of resources supports educational program needs and support services in a consistent manner. The following expense allocation table demonstrates a consistent commitment to supporting student learning and programs of study. As the overall budget increases and while YACPA is still in the early development stages, the allocations to instruction, student services, and library resources remain relatively consistent. It is expected in later years, once the infrastructure is firmly established, that allocation areas with higher levels of fixed costs will see the allocation as a percentage of the overall budget decrease. The beginning of this are reflected in the FYE 2017 allocations.

Expense Allocation Summary						
	FYE 2015		FYE 2016		FYE 2017*	
YACPA Expenses	Actual Expense	% of College Exp.	Actual Expense	% of College Exp.	Actual Expense	% of College Exp.
Instructional	\$518,730	43%	\$664,709	47%	\$904,244	55%
Student Services	\$66,959	6%	\$71,594	5%	\$71,877	4%
Library	\$6,726	1%	\$51,645	4%	\$51,120	3%
Facility	\$152,990	13%	\$197,989	14%	\$221,216	13%
Equipment & Technology	\$42,762	4%	\$52,835	4%	\$38,782	2%
Admissions & Enrollment	\$128,899	11%	\$109,935	8%	\$168,186	10%
General and Administration	\$279,375	23%	\$273,337	19%	\$185,089	11%
YACPA Expenses Total	\$1,196,441		\$1,422,044		\$1,640,514	
Organization Total Expenses	\$4,984,278		\$5,412,963		\$6,316,138	
YACPA Expenses as a % of Total	24%		26%		26%	

**FYE17 financials are unaudited at time of submission.*

Sourced from the audited financial statements (ER 5.01a)(ER 5.02a)

Financial Resources

As a division of The Young Americans, Inc., YACPA's financial resources are secured by the balance sheet of The Young Americans, Inc. The following data is presented is for The

Young Americans, Inc. The year-end net asset fluctuations track with fluctuations contribution levels. As the development department is still in its early phases of implementation these fluctuations are expected and budget planning does not rely upon prior year results to determine planned allocations. The contribution revenues in FY 2016 were lower than in FY 2015, however, the actual contributions received in FY 2016 were higher than budget projections. The contributions received in FY 2017 far exceeded budget projections, however, there was a single large gift and thus budget planning for FY 2018 projected a far lower contribution revenue stream. While the gift received was unrestricted, its utilization is closely monitored by the board of directors.

The Young Americans, Inc. Financial Resource Snapshot				
ASSETS	FYE 2014	FYE 2015	FYE 2016	FYE 2017
Total	\$1,543,717	\$1,594,994	\$1,324,767	\$1,912,326
Current Asset %	74%	71%	68%	80%

LIABILITIES	FYE 2014	FYE 2015	FYE 2016	FYE 2017
Total	\$634,834	\$635,458	\$749,077	\$787,902
Long -Term Liabilities %	11.5%	8%	11.5%	10.2%

NET ASSETS	FYE 2014	FYE 2015	FYE 2016	FYE 2017
Year End Balance	\$908,883	\$959,536	\$575,690	\$1,509,051
As % of expenses	21%	19%	40%	24%

Documented Planning

The 2013-2018 Institutional Development Plan for YACPA was framed to ensure that YACPA was developed in a manner that aligned with the mission of The Young Americans, Inc. while also fulfilling the institutional mission of YACPA (III.D 1.04). The dual focus ensured YACPA was developed in a manner consistent with the long history and culture of the parent entity while also prioritizing student learning programs and services. The plan was created by applying enrollment projections to cohort curriculum offerings, which then determine the staffing, instructional support, and facility resources needed. This then formed the basis and rational for institutional budget planning for the time period.

The 2015-2020 Institutional Strategic Plan was developed to strengthen the connection between student learning programs and services and objectives that improve institutional effectiveness and institutional financial stability (ER 5.04). The revised plan provides a stronger focus on institutional development planning and engages all departments within YACPA. Upon adoption of the 2015-2020 Institutional Strategic Plan by the Board of Directors, the 2013-2018 Institutional Development Plan was retired.

Actionable Improvement Plans

Monitor annual budgets and financial performance with institutional planning and revise to support long-term sustainability.

Revised annual department review template to support feedback on resource requests from the prior year that were not funded.

III.D.2

The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.

Evidence of Meeting the Standard

The YACPA institutional effectiveness plan, which includes annual review and strategic planning, utilizes the mission and goals as the guiding premise of institutional planning (I.A 1.02). The budget planning process is informed by annual review reports from all departments which include resource requests to support improvement plans (I.B 5.01b). The institutional annual review prioritizes improvement plans for upcoming year and budget allocations reflect those priorities (I.A 2.02) (III.D 1.03a).

The fiscal management policy (ER 4.03) calls upon board and staff to be accountable for safeguarding and preserving the assets and resources of the organization and to ensure there is accuracy and transparency in recording and reporting. The financial management procedures (ER 4.03) that support sound fiscal management include budget administration, account requirements, fund management, procurement procedures, and equipment and asset inventory.

Once the annual budget is approved, department budgets are distributed to appropriate managers and directors for implementation. The budget management policy document is also included to help ensure consistency with monitoring and management of budgeted allocations (III.D 2.01).

Analysis and Evaluation

The connection between mission and goals and financial planning is evidenced by the continual commitment to investment in educational programs and support services. The 2014-2015 Institutional Annual Review (I.A 2.01) report identified the three most important priorities for 2015-2016 as:

1. Fill open faculty positions with credentialed candidates
2. Build integrated information literacy programs
3. Implement software programs to support institutional assessment

The 2015-2016 budget increased faculty salaries by 13 percent, funded \$51,000 to launch a virtual library service, and \$10,000 towards TK20 assessment software (I.A 2.02) (III.D 1.02).

The 2015-2016 Institutional Annual Review (I.A 2.02) report identified the three most important priorities for 2016-2017 as:

1. Complete the ACCJC institutional self-evaluation report
2. Improve course completion in distance education courses
3. Continue to improve student body diversity to be more reflective of global community

The 2016-2017 budget provided funding to support continued accreditation consultancy, registration and travel expenses for staff to attend ACCJC ISER training and the ACCJC annual conference. Funding was allocated to fund a full-time position for the breadth-of-knowledge department chair, a position previously filled on an interim basis, who provides leadership and learning support to all courses including distance education courses. Efforts to improve increased diversity in the student body guided an increase in marketing and recruitment funds to support website enhancement and digital marketing strategies (III.D 1.03).

The effectiveness of financial policies and procedures to ensure sound operations and financial stability are evidenced in the auditor's qualified opinion, internal control, and management letters (ER 5.01b). The year-end unrestricted fund balances for the past three years of both the overall organization and when isolated to YACPA show sufficient reserves to support operations and emergencies.

Unrestricted Year End Fund Balance				
The Young Americans, Inc.	FYE 14	FYE 15	FYE 16	FYE17*
Net Assets, Beginning of Year	\$614,058	\$908,883	959,535	\$575,690
Net Assets, Ending Year	\$908,883	\$959,535	\$575,690	\$1,509,051.00
As % of Total Expenses	21%	19%	11%	24%
YACPA	FYE 14**	FYE 15	FYE 16	FYE17*
Net Assets Beginning of Year		\$122,731	\$235,746	\$254,229
Net Assets, Ending Year	\$122,731.00	\$235,746	\$254,229	\$520,789
As % of Total Expenses	10%	20%	18%	32%
<p>* FYE 2017 are unaudited at time of submission.</p> <p>**Prior to FYE 2015 The Young Americans, Inc. audited financial statements did not present comparative statements of activities for each of its program divisions. This chart applies the template adopted for FYE 2015 to the prior year for the purpose of depicting the historical financial performance of the College division.</p>				

The Young Americans, Inc. further protects its financial stability and ability to weather emergencies by maintaining general liability insurance and umbrella liability policy (III.B 1.06), excess medical policy (III.D 2.02), D & O insurance (III.D 2.03), and worker's compensation (III.D 2.04). None of the aforementioned policies are self-insured policies. All policies are in the name of The Young Americans, Inc. and, as the parent entity, include YACPA. YACPA is responsible for proportional premium amounts, and the allocation for coverage is reflected in the statements of functional expenses ([ER 5.01a](#) page 30). The organization's financial statement audits confirm allocations are proportional and justifiable.

Actionable Improvement Plans

No additional planning items have been identified at this time.

III.D.3

The institution clearly defines and follows its guidelines and processes for financial planning and budget development with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Evidence of Meeting the Standard

Financial planning is included in institutional strategic planning processes which are articulated in the institutional effectiveness plan ([I.A 1.02](#)). The planning process begins with cohort enrollment planning and then aligning facility, personnel, equipment and technology, and support services with sufficiency to support student learning, academic quality, and institutional effectiveness.

The annual budget process as defined in the Policy and Procedure Handbook delegates responsibility for constituency engagement to the college president ([ER 4.03](#)). The budgeting process used by YACPA begins by receiving requests from all departments. Requests generally fall into two categories; (1) reaffirmation of current operations with revised allocations based upon current market rates, and (2) prioritization for new allocations linked to learning outcomes and YACPA goals garnered through annual review ([I.B 5.01a](#)) ([I.B 5.01b](#)) ([I.B 5.01c](#)) ([I.B 5.01d](#)) ([III.B 4.01](#)).

The executive committee reviews all submissions and determines overall prioritization. The president utilizes the prioritizations and develops the overall YACPA budget allocating expenses across instruction, student services, library, facilities, equipment and technology, admissions and enrollment, and general operating areas ([III.D 3.01](#)). The president then works with the CFO, CAO, Vice President of Operations, and the CEO of The Young Americans Inc. to develop the organizational budget that goes to the Board of Directors for approval ([III.D 1.03](#)) ([III.D 3.02](#)). If during the review and approval process the YACPA budget allocations are changed, the president works with the executive committee to review and approve allocation adjustments.

This method involves representation from all stakeholders, introduces checks and balances to support budget integrity, and ensures appropriate and balanced allocation of resources to meet organizational objectives.

Analysis and Evaluation

The financial planning and budget development processes are articulated, available to constituents, and engage constituents in the process.

The 2016-2017 budget development process solicited budget requests at the February 9th, 2016, executive committee meeting (III.D 3.03). Following the meeting, the dean of administrative services (III.D 3.04) and dean of students (III.D 3.05) presented budget requests for their specific departments for inclusion in the YACPA budget development process.

The president worked with The Young Americans executive staff to develop the organizational budget (III.D 1.03) which was approved by the CEO and submitted to the Board of Directors for review at the May, 2016 meeting (III.D 3.02).

Appropriate YACPA staff and faculty were fully engaged in the 2017-2018 budget development process through review and feedback of draft budget plans prior to submission to the Board of Directors. Department requests were submitted to the president in March 2017 (III.D 3.06) (III.D 3.07) (I.B 5.01b). The executive committee reviewed requests and determined prioritization at its April 3rd, 2017 meeting (III.B 1.03). The president then presented the draft budget to the executive committee at its April 24th, 2017 meeting (III.D 3.08) and department chairs at the April 27th, 2017 meeting (III.D 3.09). The president worked with The Young Americans, Inc. executive staff to integrate the YACPA budget into the overall budget, which was presented to the Board of Directors at the May 2017 meeting for review (III.D 3.10). The president presented the YACPA budget and highlighted the prioritizations and their connection to supporting student learning and institutional effectiveness objectives. Final approval is expected to occur at the June 2017 board meeting.

Actionable Improvement Plans

No additional planning items have been identified at this time.

Fiscal Responsibility and Stability

III.D.4

Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, agreements, and expenditure requirements.

Evidence of Meeting the Standard

The 2015-2020 Institutional Strategic Plan with accompanying financial plan reflects a realistic assessment of financial resource availability, development of resources, and expenditure requirements (ER 5.04). The plan is based upon cohort enrollment projections and develops plans for faculty, facilities, equipment, and personnel, necessary to support the student body and maintain standards of academic quality and institutional effectiveness. The financial section of the plan is reflective of the ongoing and anticipated financial commitments of YACPA.

The annual operating budgets bridge the gap between long-term planning and short-term realities. The annual budget is organized through master accounts that cover all major operational areas of YACPA and sync with the chart of accounts of The Young Americans, Inc. (III.D 1.01) (III.D 1.02) (III.D 1.03).

Analysis and Evaluation

The institutional plan assigns priorities to all areas of YACPA and is developed to ensure financial planning is connected to both resource availability and mission and goals.

The 2015-2020 institutional plan projected a total headcount of 185 and 201 for 2015-2016 and 2016-2017 respectively. Actual headcount was 164 and 195 respectively.

This accuracy carries over into budget planning. The 2015-2016 gross revenue was 0.75 percent higher than projected and total expenses were two percent under budget projections. 2016-2017 gross revenue was one percent higher than projected and total expenses were three percent under budget projections.

The 2017-2018 budget development process further articulated ongoing and anticipated expenses by dividing account line items into fixed and discretionary columns. This was done in anticipation of a tight budget year and to ensure allocations remain aligned with prioritizations and institutional effectiveness (III.D 3.01).

Actionable Improvement Plans

No additional planning items have been identified at this time.

III.D.5

To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.

Evidence of Meeting the Standard

To ensure responsible allocation and control of financial resources, all expenditure requests and contracts are reviewed and approved at the appropriate authority level, as specified in

The Young Americans, Inc. Policy and Procedures Handbook ([ER 4.03](#)). Executive staff has full on-line access at any time to current account balances through the QuickBooks Enterprise Solutions software platform. To ensure transparency and accountability, all budgets and other financial reports are available to the CEO, Board, Executive staff, and personnel responsible for managing department level budgets. Personnel receive printed hardcopies, and those with access to QuickBooks are able to run comparative budget versus actual reports (III.D 4.01).

The Young Americans, Inc. ensures financial integrity and responsible use of its financial resources by employing a system of review and approval for all expenditures ([ER 4.03](#)). At the department level, all invoices or other requests for payment require approval for payment by the appropriate manager/director/department chair prior to submission to the accounts payable department. The accounts payable department ensures that all payables have required supporting documentation and requisite approval by the vice president of operations, college president, dean of administrative services, or department chair. After being processed for payment by the accounts payable department, but before checks are written, all payables and supporting documentation are reviewed by the CFO, who then proceeds to issue and sign checks. Currently, the CFO is the only authorized signer on the organization's primary checking accounts.

The budgeting process involves stakeholder representatives and gives priority to mission-critical expenses to ensure that appropriate financial resources are allocated to support the College's operations and the organization's overall strategic goals. The CEO and CFO, in collaboration with the college president and vice president of operations are responsible for developing the annual budget for the operations of the organization ([ER 4.03](#)). The college president represents the YACPA mission and goals in that process. Prior to the development of the organization's annual budget, the president works with YACPA staff and faculty to develop the YACPA budget in alignment with annual reviews and prioritization as described above in [III D.3](#).

The Young Americans contracts an independent certified public accountant firm (CPA) to perform annual audits of the organization's financial statements and related processes ([ER 4.03](#)). The CPA reports its findings in several ways: i) through its audit opinion on the financial statements directed to the Board, ii) through a Management Letter to the organization's management team ([ER 5.01b](#)), and iii) through its Internal Control and Governance letters to the Board ([ER 5.01d](#)). All audit findings of the CPA are communicated to appropriate leadership and constituents within the organization ([ER 5.03](#)). Any findings from the CPA that require correction or attention are addressed and corrected as necessary and appropriate ([CP 1.01](#)).

The organization reviews and evaluates its financial management practices as new needs and situations arise (III.D 5.01). New processes are implemented locally within the framework of The Young Americans, Inc. Policy and Procedures Handbook. The effectiveness and accuracy of past financial planning is reviewed on an ongoing basis, as well as during the annual budgeting process.

Analysis and Evaluation

The internal control process for The Young Americans is incorporated into the organizational structure and segregation of duties and is further supported by the financial software program which gives all managers access to real-time financial reporting and account balances. The CFO, vice president of operations, and college president manage budget implementation for their specific departments. Mid-year reviews and budget adjustments are made to ensure financial planning and management reflect actuals. In January 2017, the president performed a mid-year review for the YACPA FYE 17 budget which increased net incomes by 16 percent (III.D 5.02). This was achieved through a slight upward revision of revenue projections and a reduction in expenses.

The external audit process confirms the organization's internal control process, reporting accuracy, and expense allocations. The FYE 16 management letter recommended additional documentation to support functional expense allocations and under the leadership of the CFO the response was prepared and is expected to be rendered satisfactory in the FYE 17 audit report ([CP 1.01](#)). The FYE 2016 independent auditors report, conducted in accordance of generally accepted accounting principles (GAAP), found no internal control deficiencies considered to be a material weakness ([ER 5.01d](#)).

An example of financial practice review and improvement is evidenced by the integration of student accounts into the QuickBooks platform. Prior to this integration, student accounts were maintained purely in the college's administrative platform software, Populi. While Populi offers features for student billing, receiving payments, and financial aid which gives students access to their account, its additional accounting functionalities were limited for reporting accounts receivable, aging summaries, and write-offs. Because student payments were already being replicated in Populi after being recorded in QuickBooks, the decision was made to duplicate all student billing in QuickBooks as well to ensure a 1-to-1 comparison. Due to the added processes, the accuracy and reconciliation between the two systems improved significantly after the integration.

As a part of the self-evaluation process, the CFO conducted a review of procedures relating to financial management and fiscal operations. Those revisions were incorporated into the appropriate sections of the Policy and Procedure Handbook.

Actionable Improvement Plans

Implement corrective actions in response to management letter in accordance to CFO's identified processes.

III.D.6

Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

Evidence of Meeting the Standard

The institutional annual report includes audited financials ([I.A 2.02](#)). Beginning FYE 2015, the president worked with the CFO and its independent auditor to revise the financial reports to include supplemental reports that identify the financial operations of each division of The Young Americans, Inc. This action ensured that the financial reports could accurately represent YACPA financials within the larger financial reporting of The Young Americans, Inc. ([ER 5.01a](#) page 29).

The budget development process utilizes a range of constituency groups and undergoes multiple reviews prior to board approval and implementation ([ER 4.03](#)). By the utilization of the budget development process and the annual review process that identifies priorities linked to mission and strategic goals, YACPA has consistently allocated resources proportionally to support student learning programs and services ([I.A 2.02](#)).

Analysis and Evaluation

The independent auditors report has rendered a qualified opinion for all financial reports since FYE 12. The reason for the “qualified” opinion is due to the lack of required disclosures regarding the organization’s defined benefit plan and the utilization of the frozen benefit method for computing pension costs (ER 5.01d). The CFO, with consultation, has determined the additional consulting costs that would be necessary to adopt the actuarial method, to bring the treatment in line with Generally Accepted Accounting Principles, are too high and that the lack of an “unqualified” opinion is not worth the increased expense. In addition, because the organization expects to terminate the defined benefit pension plan within the next 3 to 4 years, this situation is temporary.

As discussed above in [III.D.1](#), YACPA has consistently allocated more than 50 percent of expenses to instructional, student services, and library allocations. Even as overall expenses have increased, the percentage allocations to these key areas for student learning and support have remained generally consistent. This is reflective of YACPA’s commitment to and process for supporting student learning programs and services.

Actionable Improvement Plans

No additional planning items have been identified at this time.

III.D.7

Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Evidence of Meeting the Standard

Per the organization’s established Policy, and applicable California Government Code, The Young Americans, Inc. engages an independent certified public accountant (“CPA”) to

perform annual audits of all the Organization's funds, books, and accounts and related processes (ER 4.03). The results of the audit are issued no later than 180 days following the end of the fiscal year. The CPA reports its findings in several ways: i) through its audit opinion on the financial statements directed to the Board, ii) through a Management Letter to the Organization's management team, and iii) through its Internal Control and Governance letters to the Board (ER 5.01d) (ER 5.01e) (ER 5.02b).

All audit findings of the CPA are communicated to appropriate leadership and constituents within the Organization. Audit results and other findings (and responses to findings) are discussed in sessions of Board meetings (ER 5.03). The CFO communicates findings with executive staff and works to develop improvement plans (CP 1.01). The president is active in this process and engages YACPA administrative staff as necessary to support improvement plans. To support transparency and timely communication to all interested parties the audited financial statements are published on the organizational website (III.D 7.01).

Analysis and Evaluation

When the organization receives an audit finding, it takes steps to respond in a timely manner. As of this writing, the most recent audit for the organization took place for the fiscal year ended June 30, 2016 (ER 5.01a). The audit report was issued by the CPA in December of 2016 and it contained a "qualified opinion" because the organization recorded its accrued benefit obligation for its defined benefit pension plan ("DBPP") costs using the frozen benefit method rather than the required benefit/years of service method. In addition, the CPA issued a "qualified opinion" because the financial statements do not include all of the disclosures required for the defined benefit plan. The organization believes that its financial statements appropriately reflect its financial operations without the required "GAAP" accounting treatment for its DBPP and the organization does not believe that it is prudent to expend the costs necessary to obtain a fully GAAP-compliant benefit plan accounting from an actuarial firm for the DBPP. The organization's pension plan has been frozen and the intention is to terminate the plan within the next three to four years. At the point when the DBPP is terminated and the balance in the DBPP is paid out to the three remaining beneficiaries, the expectation is that there will be no further qualification of the organization's auditor's report.

The CPA issued a "Management Letter," in December 2016, in connection with its audit of the Organization's financial statements, containing multiple recommendations to Management for improvement (ER 5.01b). The organization's executive staff prepared a response to each of the enumerated items and shared that with the Board and other concerned constituents, as well as with the CPA (CP 1.01). It is the expectation that the improvement plans will be successfully implemented and the appropriate items will be resolved no later than the FYE 2018 audit report.

Actionable Improvement Plans

Implement corrective actions in response to management letter in accordance to CFO's identified processes.

III.D.8

The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.

Evidence of Meeting the Standard

The CFO has the responsibility for ensuring financial and internal controls are evaluated and assessed for validity and effectiveness (ER 4.03). On an ongoing basis, the CFO monitors the processing of payments for all expenses and accounts payable, accounts receivable balances, and payroll processing. The CFO's oversight holds managers accountable to ensuring their job functions and departmental involvement in financial processes are accurate, effective, and efficient.

The independent annual audit process further examines the overall financial operations of The Young Americans, Inc. and tests internal controls (ER 5.01a). The auditor's findings are presented to the Board of Directors and executive staff by the independent auditors (ER 5.03). The CFO then ensures improvement plans are developed in response to findings and that those findings and plans are communicated to staff as necessary (CP 1.01).

Analysis and Evaluation

YACPA, in conjunction with the CFO and the independent audit process are evaluating and assessing the validity and effectiveness of financial processes and internal control systems.

A YACPA specific example is the ongoing process to reconcile student accounts maintained with the administrative platform Populi and the QuickBooks accounting software. To improve controls and support accurate reporting of accounts receivable, the dean of administrative services was charged with developing a process that allows for student accounts to be reflected accurately in both programs so that payable write-offs are up to date and tracking accurately to balance sheets. The system is in place, however, staff turnover in the finance department in recent years has slowed down the reconciliation process due to retaining delays.

Following the FYE 16 audit report, the CFO has worked with executive staff to provide an action plan to address issues raised. For matters relating to financial processes and internal controls for YACPA, the president and dean of administrative services worked together to support the improvement plans. It is assumed that by the FYE 18 report all improvement plans will have been successfully implemented.

Actionable Improvement Plans

Develop and implement a process for internal auditing to strengthen controls and provide a more systematic process for evaluation of processes.

III.D.9

The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.

Evidence of Meeting the Standard

Since FYE 14 The Young Americans, Inc. has consecutively reported positive cash flows from operating activities (ER 5.01a_page 12). Currently, cash flow reporting is only performed for The Young Americans, Inc., there is no supplemental cash flow reporting performed for YACPA within the larger organizational reporting framework.

To support and ensure YACPA has sufficient cash flow and reserves, the budget process and institutional plan is developed to sufficiently maintain stability and support YACPA strategic goals. The annual YACPA approved budget includes miscellaneous allocations of one percent to support contingency responses to unforeseen occurrences (III.D 1.03) (III.D 3.01).

The unrestricted net asset reserves of The Young Americans, Inc. and YACPA are sufficient in nature to support strategies and support unforeseen occurrences. As the table in [III.D.2](#) shows, YACPA has a current unrestricted net asset fund balance equal to 18 percent of total annual expenses.

Analysis and Evaluation

The one percent contingency allocations in the YACPA budget is a small amount, however, the cohort nature of the institution means revenues derived from tuition are relatively constant. In the event that a variance does occur it is apparent in the first quarter thus giving time to make the necessary adjustments to expense allocations. Furthermore, as enrollment capacity is capped, the budget process allocates expenses based upon enrollment capacity, while revenue projections are devised at an enrollment level lower than expected. This approach allows for additional contingency planning to be built into the budget.

The YACPA reserve fund has grown from 10 percent of expense at FYE 2014 to 18 percent of expenses at FYE 16 intentionally to prepare for the expected one-time expenses needed to support the accreditation site-visit. It is expected that annual revenues will be insufficient to meet those expenses without reducing allocations to already functioning areas of YACPA. So rather than reducing funding or increasing tuition rates, YACPA is planning to utilize \$28,000 in funds from the reserve account in FYE 18 (III.D 3.01). The utilization will leave the reserve fund with a balance equal to 13 percent of the annual YACPA expenses.

Actionable Improvement Plans

No additional planning items have been identified at this time.

III.D.10

The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Evidence of Meeting the Standard

The financial operations of YACPA are managed by the president through budget implementation, institutional planning, and annual reviews. YACPA as a non-accredited institution is not eligible to be a title IV institution and thus does not participate in financial aid programs, other than institutionally awarded scholarships. Institutional financial aid is awarded in accordance to the scholarship program ([ER 4.03](#)). Contractual relationships are entered into in accordance to the contract approval procedure ([ER 4.03](#)).

The Foundation for The Young Americans, is an independent 501(c)(3) organization with its own Board of Directors, bylaws, and financial operations and reporting (III.D 10.01). The Foundation's mission is to support the educational endeavors of The Young Americans, which includes YACPA. Currently the funding support received from the Foundation accounts for one percent of the operating budget.

Analysis and Evaluation

Currently, YACPA's financial oversight is effective and efficient and appropriate for its size and scope. Institutional scholarship funds are awarded to support enrollment goals and are consistently awarded in alignment with donor restrictions. The award process for 2016-2017 had applications from 83 first-year students and 72 second-year students. The scholarship committee awarded scholarships ranging from \$150 to \$5,000 to 59 first-year students and 52 second-year students.

The cooperative agreement with NCMC is the most significant contractual agreement YACPA has entered into. Under this agreement the dean of administrative services works closely with Renee DeYoung, VP of Student Affairs, to monitor student enrollment and Troy Slater, Director of Business Services, regarding payment of tuition revenues to YACPA from NCMC ([OC 2.04](#)).

Actionable Improvement Plans

No additional planning items have been identified at this time.

Liabilities

III.D.11

The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

Evidence of Meeting the Standard

The Young Americans, Inc. and YACPA have appropriate accommodations made within both the annual budget process and the long-range plans to support liabilities and obligations. The YACPA annual budget and institutional planning have line items for personnel expenses which include multi-year employment contractual obligations, health benefit obligations, worker's compensation insurance obligations, and 401k employer contributions (III.D 1.03a) (III.D 3.01). The long-term planning accommodates cost of living increases as well as personnel growth impacts upon fringe benefits.

The current facility cost planning in both annual budgets and long-range plans is developed based upon current facility and occupancy needs. The facility planning section identifies that by fall 2018 an expansion in facilities is necessary to support program needs. As YACPA and The Young Americans, Inc. utilize the same campus facilities, a campus business plan was developed jointly and the need for space became a talking point with donors (CP 1.02). While the search for a development partner to enact the owned campus plan is still being sought, a donor has pledged financial support for an expansion of leased facilities for four years beginning FYE 18. After an exhaustive search of potential additional facilities proved fruitless, a proposal to repurpose current areas on campus used as storage was developed and approved by the donor. The improvement project will take place during the summer break in 2017.

Analysis and Evaluation

YACPA maintains a long-range plan that aligns strategic goals and planning with resource allocation and financial stability (ER 5.04). The annual budget allocation process is the mechanism within which the long-range plans are modified to reflect review outcomes and deviations from planning projections to actuals. When annual budgets deviate substantially from the long-range plans, the long-range plans are to be revised accordingly.

Both the budget process and the long-range planning make allocations and appropriate accommodations for liabilities and future obligations (III.D 1.03) (III.D 3.01).

Actionable Improvement Plans

No additional planning items have been identified at this time.

III.D.12

The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.

Evidence of Meeting the Standard

YACPA has no other post-employment benefits other than a pension obligation, thus this standard is not applicable to YACPA.

Analysis and Evaluation

n/a

Actionable Improvement Plans

n/a

III.D.13

On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

Evidence of Meeting the Standard

The Young Americans, Inc. has only one outstanding loan with an annual financial commitment of \$7,200 and a total long-term liability of \$18,097 at FYE June 30th, 2016 (ER 5.01a).

Analysis and Evaluation

The budget allocation process plans for and allocates resources sufficient to support the debt obligations of The Young Americans, Inc. The current debt liability accounts for less than one percent of the annual budget.

Actionable Improvement Plans

No additional planning items have been identified at this time.

III.D.14

All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

Evidence of Meeting the Standard

The CFO is responsible for overseeing the utilization and allocation of temporarily and permanently restricted funds in accordance with donor wishes (ER 4.03). In recent years in addition to funds being restricted for scholarship funding, YACPA has received donation support to upgrade the piano lab, renovate student lounge area, upgrade computer lab, and implement a virtual library service.

Analysis and Evaluation

The Young Americans, Inc. and YACPA are utilizing restricted funds in accordance to donor wishes. The virtual library contribution is an annual contribution of \$50,000 and the budget allocations, and audited financial reports, since receipt of the contribution reflect the increased allocation to support library services from \$6,726 in FYE 15 to \$51,120 in FYE 17.

Actionable Improvement Plans

No additional planning items have been identified at this time.

III.D.15

The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.

Evidence of Meeting the Standard

As a non-accredited institution, YACPA is not eligible to be a Title IV institution and thus does not participate in federal financial aid programs. Nor does YACPA participate in any institutionally funded loan program.

Analysis and Evaluation

This standard is not applicable to YACPA given current operating status.

Actionable Improvement Plans

No additional planning items have been identified at this time.

Contractual Agreements**III.D.16**

Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.

Evidence of Meeting the Standard

YACPA follows the contract approval procedures outlined in the Policy and Procedure Handbook (ER 4.03). The current contractual obligations in effect are:

1. North Central Michigan College Cooperative Agreement (OC 2.02)
2. Virtual Librarian Service (CP 1.17)
3. TK20 Assessment Solutions (III.C 1.04)
4. SIG Technologies LiveNET Management Services (III.A 9.08)
5. New Leaf Marketing and Support (III.D 16.01a)
6. Canon Maintenance Contract (III.D 16.02)
7. AceTec Security (III.D 16.03)

Each contract list above provides services and support to help YACPA fulfill its mission and goals. Each contract provides provisions under which YACPA can terminate or amend in response to failure to meet expected standards.

Analysis and Evaluation

The contract obligations YACPA has entered into are consistent with the mission and goals and were enacted in accordance with policy and procedure.

The president is currently considering terminating the TK20 Assessment Solutions software for cause based upon failure of the software to fulfill functions presented in marketing materials.

Actionable Improvement Plans

No additional planning items have been identified at this time.

Standard III.D Evidence Summary

<u>III.D 1.01</u>	FYE 15 Budget
<u>III.D 1.01a</u>	FYE 15 Budget – YACPA only
<u>III.D 1.02</u>	FYE 16 Budget
<u>III.D 1.02a</u>	FYE 16 Budget – YACPA only
<u>III.D 1.03</u>	FYE 17 Budget
<u>III.D 1.03a</u>	FYEB17 Budget – YACPA only
<u>III.D 1.04</u>	13-18 Institutional Development Plan
<u>III.D 2.01</u>	Budget Management Letter for Dept. Chairs
<u>III.D 2.02</u>	Excess Policy
<u>III.D 2.03</u>	D&O Policy
<u>III.D 2.04</u>	Workers Compensation Policy
<u>III.D 3.01</u>	FYE 18 Budget
<u>III.D 3.02</u>	Board of Directors Meeting - May 2016 - Budget Approval
<u>III.D 3.03</u>	Executive Committee Meeting - 2/9/16 - Budget Requests
<u>III.D 3.04</u>	Administrative Services Budget Request Email for FYE 17
<u>III.D 3.05</u>	Student Services Budget Request Email for FYE 17
<u>III.D 3.06</u>	Administrative Services Budget Request Email for FYE 18
<u>III.D 3.07</u>	Student Services Budget Email Request for FYE 18
<u>III.D 3.08</u>	Executive Committee Meeting - 4/24/17 - Budget Review
<u>III.D 3.09</u>	Department Chair Meeting - 4/27/17 - Budget Review
<u>III.D 3.10</u>	Board of Directors Minutes - May 2017 - Budget Presentation
<u>III.D 4.01</u>	QB Budget V Actual Report Sample
<u>III.D 5.01</u>	Finance Department Review Notes
<u>III.D 5.02</u>	FYE 17 Mid-Year Revised Budget
<u>III.D 7.01</u>	Financial Report Publications – Screenshot – www.youngamericans.org/support/
<u>III.D 10.01</u>	Foundation Bylaws
<u>III.D 16.01a</u>	New Leaf Contract – Marketing Agreement
<u>III.D 16.01b</u>	New Leaf Contract – Maintenance Agreement

<u>III.D 16.02</u>	Canon Contract
<u>III.D 16.03</u>	AceTec Contract

Standard IV: Leadership & Governance

A. Decision-Making Roles and Processes

IV.A.1

Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.

Evidence of Meeting the Standard

YACPA's mission and institutional values guide a campus culture that encourages innovation, collaboration, and continuous improvement. The mission, goals, purpose, and institutional values are widely shared and as such have become embedded in collegial discussions and planning. The president maintains an open-door policy that supports open communication and enables all members of the campus to bring forth ideas for institutional improvement.

The institutional effectiveness [\(I.A 1.02\)](#) plan solicits regular feedback from students and empowers faculty and staff to engage in improvement plans and innovation within their classes, departments, and service areas. The annual review outcomes are compiled into the institutional annual review report which is electronically published (CP 1.13) and distributed to all staff and faculty (I.B 2.06).

Improvement ideas that have policy or institution-wide implications are shared with core faculty and department chairs for feedback and discussion prior to final decision and implementation ([ER 4.03](#)). When new ideas for improvement are presented through faculty or staff outside of a planning-level meeting, the faculty or staff member is invited to present the idea at the executive committee so it may progress through the decision-making process as appropriate. Students are engaged in the process through online suggestion box submissions, informal discussions, and town hall meetings. Ideas presented that warrant follow-up are fed into the decision-making process for further consideration and review.

Analysis and Evaluation

YACPA has a campus culture and environment that fosters innovation and empowers faculty, staff, and students to play a role in institutional excellence. Reflection upon mission and goals occur regularly in meetings across all levels of the College and thus provides a guiding light to retain focus and develop continuous improvement.

Staff, faculty, and students are encouraged and supported in their efforts to lead initiatives for improvement. Recent examples include the admissions department implementing revised

process for audition and application process, student notifications, and enrollment process (I.A 2.02f) and increased financial advising processes implemented in spring 2017 to better support student financial planning. The student services department and the breadth-of-knowledge department worked together to improve the planned writing center, initially developed to support writing support for students, to be an all-encompassing learning center with subject-specific tutoring as well as general tutoring and coaching support (I.B 2.09).

In the spring of 2017, the department chair for breadth-of-knowledge raised the concern that a course final grade of D counting towards program requirements had set the bar too low and was not encouraging students to reach their full potential (I.B 1.09c). YACPA had made the switch in alignment with NCMC policy to support consistency within the cooperative agreement. After a robust discussion, and review of curriculum implication in the core faculty meeting, the team voted to approve the change to a final grade of C as the minimum requirement. In reviewing the implication of the decision, it was identified that music theory and piano courses would likely see a continued drop in course completion rates and parallel to the decision to set requirement courses at a C was the curriculum revision to offer a placement test and a fundamentals course in music theory to ensure students were prepared to successfully complete the MU 130 course (I.B 7.01a). The department chairs affirmed the decisions without additional discussion (IV.A 1.01).

Student feedback has often addressed the rigors of the scheduling and compressed timeframe of a ten-week semester. In preparation for the 2015-2016 academic year the core faculty team devised a scheduling plan that added a three-week August session and allowed some course work to be completed outside of the ten-week fall semester (IV.A 1.02). Alongside of this, the schedule plan attempted to focus the students' course work and divided the semester in half, effectively running five-week intensives, so the contact hours were the same but the students' overall number of courses was lowered (IV.A 1.03). The rationale was that fewer courses would help students with prioritization of course demands. The unintended consequence left students feeling more pressure to complete course work in a shorter timeframe and that they lacked the time to fully develop growth aspects of the courses (IV.A 1.04). For the 2016-2017 academic year, the schedule was further revised to better utilize the three-week August session and leave the ten-week fall semester as a ten-week offering (II.A 2.09). This multi-year process and willingness of faculty and administrators to adapt to students' needs supports the emphasis YACPA places on ensuring student needs are central to the process of continual improvement.

To further ensure the systems developed foster participation and inclusion, YACPA implemented an annual faculty survey that was conducted for the first time in April 2017 (III.A 6.03). The survey specifically asked faculty about their comfort level in bringing forth new ideas. 80 percent of respondents strongly agreed or mostly agreed that new ideas are welcomed and fully considered. The survey also asked faculty about their levels of involvement in institutional planning and institutional decision-making. In both questions 75 percent or more of respondents strongly agreed or mostly agreed that they were sufficiently involved.

Actionable Improvement Plans

No additional planning items have been identified at this time.

IV.A.2

The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.

Evidence of Meeting the Standard

Section 2.4 in the Policy and Procedure Handbook directly assigns YACPA policy approval to the CPPC committee thus ensuring YACPA has the authority to develop policies and procedures necessary to support its mission and maintain institutional integrity (ER 4.03). The CPPC committee structure establishes the authority and process for administrators, faculty, and staff to participate in the overall decision-making processes. The curriculum committee policy (ER 4.03) as well as policies relating to program approvals, requirements, and abandonment, all require faculty involvement in the decision-making process (ER 4.03). The budget development procedure engages department chairs across all areas of the college in the formation and review of the proposed budget (ER 4.03). The improvement planning steps embedded in student learning assessment and annual review processes provide a sustaining framework for staff and faculty to bring forth ideas and resource needs.

In most instances, the dean of students represents the student perspective in planning and decision-making processes (I.A 3.04). Student input is received through informal channels supported by the open-door campus environment and through student satisfaction surveys (II.C 1.07) and student course-faculty evaluations (I.B 4.02).

Analysis and Evaluation

Given the 100 percent congruence between the membership of the CPPC committee and those involved in the department chair meetings, the CPPC committee adapted its procedures to merge CPCC discussions with department chair meetings. The standing agenda for the department chair meetings supports systematic and continuous review of policies. Similarly, the curriculum committee has adapted its procedures to be integrated into the core faculty meetings (I.A 3.04). This integrated process has further enhanced inclusiveness in decision-making processes. 80 percent of respondents in the faculty survey strongly agreed or mostly agreed that they were sufficiently involved in decisions relating to programs of study, curriculum, and learning objectives (III.A 6.03).

Student inclusion is present and the dean of students presents student survey responses from first-year students, second-year students, and graduates, both as report documents (I.B 4.08)

(II.C 1.10) and as a part of meeting discussions (IV.A 2.01). In the spring of 2017 to provide a more formal manner in which students can present ideas, an electronic suggestion box was launched (IV.A 2.02). Suggestions received through the online suggestions box are presented to the executive committee for review and consideration. The feedback is then handled in alignment with policies, procedures, and decisions-making processes as appropriate.

Actionable Improvement Plans

The process for both the CPPC committee and the Curriculum Committee will be formally revised and updated in the Policy and Procedure Handbook in 2017-2018 review cycle.

IV.A.3

Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.

Evidence of Meeting the Standard

The leadership provided by the Board of Directors and the president creates a framework that ensures all constituents have a substantive voice in governance processes.

YACPA is structured in a manner that renders no difference in policy and procedures for those which authorize administration, staff and faculty involvement in decision-making processes and those which provide substantive and clearly defined roles in institutional governance, planning, and budgeting for those groups.

Administrators and faculty all serve on the CPPC committee as well as the curriculum committee ([ER 4.03](#)). Furthermore, the annual meeting plan brings administrators, department chairs, and core faculty together on a regular basis during which time matters of policy, planning, and budgeting are addressed (I.A 3.04). Even in the smaller executive committee, the three main areas of instruction, administrative services, and student services, are equally represented.

Analysis and Evaluation

Please refer to the Analysis and Evaluation and Actionable Improvement Plans in [IV.A.2](#).as YACPA utilizes an integrated process of governance and decision making.

IV.A.4

Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

Evidence of Meeting the Standard

Faculty and department chairs have a leading role and responsibility for curriculum development and student learning programs and support services. The curriculum committee policy provides the structure to ensure faculty and academic administrators are responsible for curriculum matters and support services (ER 4.03). The annual review process for academic departments, student services, and administrative services as well as the course level SLO reports all provide a format for improvement planning which serve as recommendations for student learning programs and services (I.A 1.02a).

The monthly core faculty meetings (I.A 3.04), which also include the president, dean of instruction, dean of students, and dean of administrative services, are the forum where matters relating to curriculum and student learning programs and services originate. Once a recommendation is identified, a small team is assigned to further explore the recommendation and present a plan to the larger team at a future date. When the recommendation has budget implications or constitutes a substantive change, the final action will be reviewed in the department chair and executive committee meetings for a final decision.

The dean of students maintains an open and informative dialog with all faculty to support learning. The dean of students participates in all faculty meetings, including full faculty and core faculty meetings. This provides a framework for collaboration that directly links student learning with student services and ensures that curriculum revisions consider student learning support services as a part of the review process.

Analysis and Evaluation

Faculty and administrators at YACPA have responsibility for, and are engaged in the process of, forming recommendations for curriculum and student learning programs and services.

In March 2016, the core faculty team was presented with a proposal for adjusting the first-year student's course sequencing (IV.A 4.01). The proposal included revamping piano and music theory courses into an integrated instructional approach, and subsequently, the music theory and piano instructors were charged with presenting a revised curriculum plan. At the April 2016 core faculty meeting following discussion regarding proposed curriculum changes, there was a recommendation for a dance techniques course to be included (IV.A 4.02). At the May 2016 annual curriculum committee meeting, the final course sequence plan was approved (II.A 1.02).

Following recommendations from the student services department and faculty feedback, the 2015-2016 Institutional Annual Review prioritized the need to develop a robust tutoring program (I.A 2.02). The breadth-of-knowledge department chair position was made a full-time position and charged with developing a writing center (IV.A 4.03). The writing center was launched in fall 2016, and through collaboration with the dean of students, evolved into the Learning Center offering support to students and faculty to enhance student learning and achievement (I.B 2.09).

As the curriculum committee voted to change degree requirements in spring 2017, the dean of students was engaged in supporting a review process that identified the students who would likely be impacted. To mitigate impacts, the dean of students proposed revisions to the services and subsequent staffing structure of the student services department. These proposals were addressed in the budget prioritization process to ensure services were developed to support student learning based upon the proposed curriculum changes (IV.A 4.04).

Actionable Improvement Plans

No additional planning items have been identified at this time.

IV.A.5

Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives, decision-making aligned with expertise and responsibility, and timely action on institutional plans, policies, curricular change, and other key considerations.

Evidence of Meeting the Standard

The Young Americans, Inc. Board of Directors is the governing body of YACPA. Through policy and procedure, the institutional governance is centralized to YACPA staff and faculty under the leadership of the college president (IO 1.02). The institutional effectiveness plan provides the framework for review and feedback from all constituents and shapes the goals, planning, and decision-making processes for YACPA (IA 1.2). Faculty participate through course level SLO reporting and related improvement planning (II.A 2.05b), department meetings that shape annual department reviews (II.A 2.04), and full-faculty and core faculty meetings that engage all faculty in a continuous dialog of learning outcomes and improvement plans (I.A 3.04). Department chairs and deans participate through annual department review (IA 2.02c), and department chair meetings which support prioritization and planning efforts (I.B 1.02), and participation in curriculum, policy and procedure functions. Students participate through faculty-course evaluations (I.B 4.02), student satisfaction surveys (II.C 1.07), suggestion boxes, town halls, and informal conversations fostered by the open-door campus culture.

The annual meeting plan coordinates various sub groups within the college and supports timely action on planning, decision-making, and curricular changes (I.A 3.04).

Analysis and Evaluation

YACPA staff and faculty work in a collaborative manner that is reflective of the mission and values of the college. The annual meetings bring constituency groups together on a regular basis and allows for timely action on planning, curriculum changes, student learning

improvements, and resource prioritization. In all matters instruction, administrative and student support departments are represented by appropriate staff and faculty.

The faculty survey conducted in April 2017 generally supports the case for effectiveness of organizational and governance structures utilized at YACPA. Specifically, 85 percent of respondents strongly agree or mostly agreed that they have sufficient opportunities to contribute to important decisions, and 95 percent of respondents strongly agree or mostly agreed that their skills are put to good use (III.A 6.03).

Actionable Improvement Plans

No additional planning items have been identified at this time.

IV.A.6

The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

Evidence of Meeting the Standard

The Policy and Procedure Handbook and the Staff and Faculty Handbook document decision-making processes and are widely distributed across the institution (ER 4.03). The Policy and Procedure Handbook is available through the staff and faculty portals (I.B 2.06) and all employees receive a printed copy of the Staff and Faculty Handbook at time of employment.

Decisions are documented in meeting minutes when committee participation is involved. Meeting minutes are emailed to attendees following the meeting and are stored on the google drive (IV.A 6.01), which provides access to all faculty and staff. Decisions that have implications across the institution are communicated in the form of policy/procedure revisions and published in catalogs and websites and become effective in the upcoming academic year. Decisions made with immediate implementation or actions are communicated through e-mail memos (IV.A 6.02) and meeting discussions at the necessary departmental or institutional levels (I.B 1.08).

Analysis and Evaluation

The decision-making process at YACPA is integrated with the ongoing process of review, continual improvement, and collegial dialog. In the early years of program and operational development, decision-making was highly concentrated in the president's office. As the College transitions out of the development and initial implementation phases, the processes are becoming increasingly inclusive, formalized, and documented.

Actionable Improvement Plans

Ensure processes are documented and results continue to be widely communicated.

IV.A.7

Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Evidence of Meeting the Standard

YACPA is in the process of implementing revised plans for leadership roles, governance, and decision-making processes in conjunction with the transition from a centralized decision-making process to an integrated and collaborative process (ER 4.03). In the centralized phase, the president assumed responsibility for decision-making and while relying on input from constituents, the final decision often rested with the president. As YACPA grows, the decision-making process is being pushed out into the annual meeting plan and final decisions are made within the various teams under the leadership of the president.

In the revised review templates for the 2016-2017 academic year, prompts relating to the review process were included to garner feedback on the overall process of the institutional effectiveness plan (I.A 1.02a). Furthermore, the survey conducted in April 2017 of faculty solicited feedback on matters relating to governance, decision-making processes, and the overall effectiveness of the organizational structure of YACPA (III.A 6.03).

Analysis and Evaluation

The early phases of transition to integrated and collaborative processes have focused on the implementation of the institutional effectiveness plan (I.A 1.02). The IEP engages all constituents in a process that provides evidence-based analysis of learning outcomes, improvement planning, and prioritization information to the president to shape policy, procedure, and decision-making. As the annual review process and annual meeting plans have become a part of normal operating processes, the 2016-2017 templates have been revised to include process evaluation and feedback (I.B 5.01a). The results collected will shape the improvement planning for the 2017-2018 year.

The survey conducted in April 2017 of faculty addressed areas of governance and decision-making (III.A 6.03). The result summaries will be made available to all board, faculty, staff, and students via email. The executive committee reviewed results and determined no improvement actions were necessary at this time (IV.A 7.01).

Actionable Improvement Plans

Implement revised annual review templates to collect process feedback.

Standard IV.A Evidence Summary

<u>IV.A 1.01</u>	Department Chair Meeting - 3/23/17
<u>IV.A 1.02</u>	Full Faculty Meeting - 3/14/15
<u>IV.A 1.03</u>	Revised Schedule Plan Proposal to Faculty
<u>IV.A 1.04</u>	Student Faculty-Course Evaluations_Comments RE Schedule
<u>IV.A 2.01</u>	Full Faculty Meeting Agenda – 9/3/16
<u>IV.A 2.02</u>	Student Suggestion Box Screenshot
<u>IV.A 4.01</u>	Core Faculty Meeting Minutes- March 2016
<u>IV.A 4.02</u>	Core Faculty Meeting Minutes- April 2016
<u>IV.A 4.03</u>	BOK Chair Job Posting
<u>IV.A 4.04</u>	Student Services - Student Success and Impact Data
<u>IV.A 6.01</u>	Meeting Note Folder Screenshot
<u>IV.A 6.02</u>	AA Curriculum Change Memo
<u>IV.A 7.01</u>	Executive Committee Meeting - 4/10/17

B. Chief Executive Officer

NOTE: The CEO of The Young Americans, Inc. is the equivalent of a district chancellor in a multi-college district. As such, YACPA interprets the use of the term CEO in this standard to refer to the college president who has the primary responsibility for the quality of the institution.

IV.B.1

The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Evidence of Meeting the Standard

The college president is charged with general management and administrative authority over YACPA and provides leadership to implement board policies and maintain institutional quality (ER 4.02).

The Young Americans, Inc. has a chief executive officer for the corporation and who in relation to YACPA provides leadership and advocacy for all administrative staff, faculty, and students and supports the development and attainment of YACPA mission, goals, and objectives (ER 4.03).

In support of policy and procedure, the function map between The Young Americans, Inc. and YACPA delineates the roles, responsibilities, and authorities. The college president is responsible for leading planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness (IO 1.02).

Analysis and Evaluation

The president takes an active role in communicating the vision and mission of YACPA. This is primarily accomplished through participation in executive committee, department chair, core faculty, and full faculty meetings (I.A 3.04). Furthermore, the president's participation in these meetings supports an ongoing campus commitment to evidence-based assessment, a focus on student learning, and connects assessment, planning and resource allocation in a collaborative and integrated manner (IV.B 1.01). The president also attends monthly Board of Directors' meetings.

The institutional effectiveness plan culminates with an institutional annual review report that is compiled, published, and presented to constituents by the president. The summary findings, including student learning and student achievement outcomes, are presented in person to the full faculty (I.B 3.02), academic advisory committee (I.B 3.04) and Board of Directors (I.B 3.03). The presentation of the report findings establishes the focus on student

learning and student achievement and reignites the dialog for the academic year to be focused on the priorities for continuous improvement.

Under the leadership of the president YACPA has successfully developed an institutional strategic plan that links planning to the YACPA mission and goals (ER 5.04). In the past, as highlighted in the 2015-2016 Institutional Annual Review, all strategic goals are in progress and YACPA is on track to accomplish all goals defined (I.A 2.02). The president provided effective leadership in connecting learning outcomes to prioritization and budget allocations that enhance services and student learning while maintaining a budget surplus. The president also took an active and engaged role in developing personnel to improve quality and ensure sufficiency. Examples include filling all academic department chair positions, expanding support services personnel, and bringing the faculty body up to a level that aligns with the benchmarks established in the 2014-2015 faculty load assessment (III.A 1.04).

Actionable Improvement Plans

To continue lead the transition from centralized decision-making processes to a formalized and collaborative process.

Continue to support staff and faculty with increased reporting demands and implement improvement processes to protect against feeling overwhelmed.

IV.B.2

The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Evidence of Meeting the Standard

The president plans, oversees, and evaluates the administrative structure of YACPA in alignment with mission, purpose, and the size of the institution. The organizational structure divides YACPA into the primary areas of instruction, administrative services, and student services (IO 1.01).

Instruction is led by the dean of instruction who is authorized to manage the implementation of programs of study, including monitoring instructional effectiveness, academic quality, and student learning (ER 4.03). Instruction is supported by four academic deans, each representing a major area of instruction. The core faculty group was implemented to provide a team of dedicated faculty members who are engaged in curriculum development and continuous improvement and as a body are representative of the entire instructional division.

Administrative services, which includes admissions, enrollment, and campus operations, is led by the dean of administrative services who is authorized to manage admissions and enrollment processes, student enrollment and billing processes, IT needs, and daily campus operations (ER 4.03). The administrative services department is nimbly staffed and utilizes

contract support, software programs, and process efficiency to support current department needs.

Student services is led by the dean of students who is authorized to manage student learning and support programs, student housing matters, and student success programs (ER 4.03). Student services is comprised of the counseling staff, student services coordinators, and the resident advisors. Online tracking forms, an alert system embedded in the Populi platform, and strong communication skills support effective services for students.

All three deans report directly to the president and form the YACPA executive committee.

Analysis and Evaluation

The president developed, implemented, and revised as necessary the 2015-2020 Institutional Strategic Plan that provides a clear sense of direction and leadership and balances staffing structure and human resources needs with enrollment planning and budgetary planning (ER 5.04).

The 2015-2020 Institutional Strategic Plan calls for the addition of staffing, such as administrative and financial aid personnel and increases in student services and student housing to support the planned growth and increasing complexity of YACPA operations. The plan provides a roadmap that will guide decisions made through executive committee review and executed through budget prioritization and development processes. A recent example is in response to the changes in personnel planning for 2017-2018. The plan originally called for the addition of a recruitment coordinator. However, in light of adjusted enrollment projections, curriculum changes, and the expected retirement of the current director of counseling at the end of the spring 2018 semester, the dean of students began working to revise the organizational structure and planning for the entire student services department (IV.A 4.04). The executive committee reviewed the proposed changes and through budget prioritization made the determination to not pursue the addition of the recruitment coordinator and instead utilize the funds to support the reorganization and expansion of student services (III.B 1.03).

Actionable Improvement Plans

The executive committee will complete the revision of the institutional strategic plan to realign plans with recent implemented changes.

IV.B.3

Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:

- *establishing a collegial process that sets values, goals, and priorities;*
- *ensuring the college sets institutional performance standards for student achievement;*

- *ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;*
- *ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;*
- *ensuring that the allocation of resources supports and improves learning and achievement; and*
- *establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.*

Evidence of Meeting the Standard

The adoption of the institutional effectiveness plan and its subsequent implementation provides the president with a framework that guides continuous institutional improvement. The IEP communicates and reinforces the mission, values, and goals of YACPA (I.A 1.02). The annual review process prioritizes improvement plans and connects them to strategic goals, objectives, and resource requests (I.A 2.02).

The IEP defines the data that is utilized to assess and evaluate student learning outcomes, student achievement outcomes, and academic quality. Where appropriate institution-set standards are defined and used as benchmarks to monitor success and trigger improvement planning (I.A 1.02).

The annual report publication policy requires the president to publish an annual report on the institution (ER 4.03). The IEP defines the framework and process through which the overall institutional annual report is supported by departmental reviews in a comprehensive report (I.A 1.02). Each academic department submits an annual review report and the dean of instruction submits an overall academic program review (I.A 2.02a). Additionally, administrative services and student services submit an annual review report that connects department services with learning outcomes, mission, and strategic goals. In all of these review reports student learning and student achievement are the focus of improvement plans and resource requests are aligned to support improvement plans.

Analysis and Evaluation

The IEP was implemented in the 2014-2015 academic year. Since that time, institutional annual reports for the 2014-2015 and 2015-2016 have been published and 2016-2017 is in progress (I.A 2.01) (I.A 2.02). The implementation process has engaged staff and faculty in a process of continuous improvement and shaped the dialog to focus on student learning outcomes and student achievement as the driving force for institutional improvement.

The development of institution-set standards looked at historical trends for YACPA and in appropriate areas has peer institution comparisons garnered from IPEDS and factored for educational programs, size, scope, and organizational structure of the institution (I.A 1.02). This process intentionally retained institution-set standards at a high level to ensure service areas continue to meet enrollment growth needs.

In the budget development process, the president seeks feedback and input from all department chairs, as well as, prioritizing improvement plans identified in department reports and seeks to align resource allocations with those identified priorities. This process ensures the budget and resource allocations are sufficient to support educational quality, student learning improvements, and student achievement improvements. The 2014-2015 Institutional Annual Report revealed a significant gap in student learning outcomes between breadth-of-knowledge courses and performance core courses (I.A 2.01a). The implemented improvement process included converting the breadth-of-knowledge chair position to a full-time position with responsibility to improve course quality through cross-curricular integration and the development of a learning center (I.A 2.01). The position was funded, a search commenced, and an appointment was made in June 2016.

Actionable Improvement Plans

No additional planning items have been identified at this time.

IV.B.4

The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.

Evidence of Meeting the Standard

The president's job description defines the role as being responsible for leading YACPA in all matters relating to accreditation, including ensuring the college operates in a manner that meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times (ER 4.03). The president serves as the accreditation liaison officer for YACPA and has assumed the responsibilities of steering the accreditation process.

The job descriptions for all deans, department chairs, faculty, and staff assign responsibility for standard compliance in matters relating to their job functions and levels of authority. The IEP assigns responsibility for data collection, analysis, and reporting to specific positions to further support responsibility for assuring compliance with accreditation requirements (I.A 1.02).

Analysis and Evaluation

As YACPA has developed its operating policies, procedures, and organizational structures, the president has utilized ACCJC Eligibility Requirements, Standards, and Commission Policies as guides to develop best practices and institutional effectiveness. The president has compiled a YACPA reference handbook for board members that includes ACCJC Guide to Accreditation for Governing Boards, ACCJC Accreditation Standards, and a chart that identifies standards with direct governing board responsibilities (IV.B 4.01). The president regularly reports to the Board of Directors on matters relating the Standard compliance and

accreditation in general. Furthermore, the president retained the services of an educational consultant to provide guidance and advice to the board and YACPA staff (IV.B 4.02).

The Academic Advisory Committee was formed to provide guidance and advice to YACPA (IV.B 4.03). The committee meets quarterly, and at each meeting, the president presents specific topics relating to educational quality, institutional effectiveness, and/or accreditation standards for the committee members to review and provide feedback on best practices. The academic department chairs have presented their department goals (IV.B 4.04) to the committee, and the dean of students has also presented student survey results (IV.B 4.05).

In April 2015, the president along with six other members, including two board members, two deans, and two faculty members attended an ACCJC Eligibility Workshop conducted by Dr. Susan Clifford. This confirmed YACPA's commitment to seeking accreditation through ACCJC. Subsequently, discussions connected to Eligibility Requirements, Standards and Commission Policies have been ongoing across all areas of the institution. In November, 2016 the president, along with the dean of instruction and dean of administrative services attended the ACCJC ISER training. The president also attended the 2017 ACCJC Annual Conference, including the ALO training.

To lead YACPA staff and faculty through the accreditation process, the president has utilized the development and implementation of the IEP (I.A 1.02) to engaged staff and faculty in a system of continuous improvement that is modeled on Standards and utilizes data and evidence on an ongoing basis. Accreditation standards and the self-evaluation process form a discussion point of almost every meeting across all levels of the institution. Faculty job descriptions (IV.B 4.06) and the Staff and Faculty Handbook (I.C 1.05) clearly identify the role faculty play in maintaining standards through course syllabus requirements, course SLO reporting, and active participation in supporting the YACPA mission.

Actionable Improvement Plans

No additional planning items have been identified at this time.

IV.B.5

The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

Evidence of Meeting the Standard

The president serves as a bridge between the Board of Directors, academic advisory committee, and The Young Americans executive staff utilizing policy, procedures, statutes, and standards to align institutional standards and compliance with operating processes. The president assures YACPA operates in compliance with statutes, regulations, and governing board policies through developing strong working relationships with the executive staff,

assigning responsibility as appropriate, and developing procedures and review processes that keep institutional practices consistent with the YACPA mission (IO 1.02).

The president manages budget implementation and expense controls effectively and efficiently by engaging department leaders from all areas in the process. During the budget development phase, the president solicits requests from all departments (III.D 3.03) and reviews resource requests submitted through course SLO reports in alignment with improvement planning. The executive committee and department chairs review the budget prior to submission to the Board of Directors (III.D 3.08). Once the budget is approved by the Board of Directors, the president meets with all department chairs and goes through the overall YACPA budget, as well as, the departmental breakdowns (IV.B 5.03). The president monitors overall financial operations, develops mid-year budget revisions as needed, and works with the CFO to report financial operations to the Board of Directors.

Analysis and Evaluation

The president utilizes the knowledge and experience of the Academic Advisory Committee members for review on finer points of compliance with standards and federal regulations (IV.B 4.03). This has been especially important during the self-evaluation process as YACPA seeks to complete the accreditation process in alignment with the timelines dictated by SB 1247 which requires all non-accredited degree granting institutions in California to be fully accredited by July 1, 2020. An example is the guidance of the Academic Advisory Committee, through Dr. Serban, on developing the financial aid department. The planning meeting on January 19, 2017 provided information that will help to reshape the institutional plan during review by the executive committee in 2017-2018 (IV.B 5.01).

The dean of administrative services' responsibilities includes collecting data for the school performance factsheets required by the California Bureau of Private Postsecondary Education (I.C 3.02). Following regulation changes, the dean of administrative services attended a BPPE Student Performance Fact Sheet Workshop (IV.B 5.02). Following the workshop, the dean of administrative services is developing plans to ensure the data collection and reporting will be in compliance by the 2019 deadline.

The president assumes responsibility for the YACPA budget and provides effective control of allocations and expenses through oversight and departmental budget allocations and monitoring.

Actionable Improvement Plans

No additional planning items have been identified at this time.

IV.B.6

The CEO works and communicates effectively with the communities served by the institution.

Evidence of Meeting the Standard

The primary community YACPA serves is its student body and the members of The Young Americans, Inc. (CP 1.06). YACPA was formed as a specialty school with the purpose of fulfilling strategic needs of The Young Americans, Inc. The nature of YACPA focuses the attention of the president on creating an effective and collaborative workflow for the campus, including staff, faculty, students and their families, and the staff of The Young Americans.

Analysis and Evaluation

The president sets the tone for effective communication and takes an active role for all constituency groups. The first-year students welcome and orientation sessions are led by the president who utilizes the platform to communicate the mission, values, and goals of YACPA to students and their families (I.A 3.06). Recognizing the role parents and families play in supporting YACPA students, the president leads a parent orientation session. Periodically throughout the year the president posts updates on YACPA activities directed towards parents and families (IV.B 6.01).

For the faculty and staff, the president attends almost every full-faculty, core faculty and department chair meeting. This level of involvement supports effective and consistent communication and builds relationships to support a collaborative campus environment.

To support student engagement, the president makes it a point to attend performances and in class final presentations. The students have direct access to the president and can utilize the open-door campus culture at any time. In an effort to further support student engagement in spring 2017, the president led a planning session that developed a defined process for enhancing the student's sense of engagement and includes increased orientation sessions, town halls, and improved communication with YACPA staff and faculty and students (IV.B 6.02).

Actionable Improvement Plans

No additional planning items have been identified at this time.

Standard IV.B Evidence Summary

<u>IV.B 4.01</u>	YACPA Reference Handbook for Board Members
<u>IV.B 4.02</u>	Bill Pickens Resume
<u>IV.B 4.03</u>	Academic Advisory Committee Roster
<u>IV.B 4.04</u>	Academic Advisory Committee Meeting - Dept. Chair Presentation
<u>IV.B 4.05</u>	Academic Advisory Committee Meeting - Student Services Presentation
<u>IV.B 4.06</u>	Faculty Employment Contract Sample
<u>IV.B 5.01</u>	January 2017 Meeting with Dr. Serban
<u>IV.B 5.02</u>	BPPE Fact Sheet Handbook
<u>IV.B 5.03</u>	Department Chair Meeting - Budget Review for FYE 17 - July 2016
<u>IV.B 6.01</u>	President's Post Sample
<u>IV.B 6.02</u>	Student Needs Meeting - YACPA & Staff - May 2016

C. Governance

IV.C.1

The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)

Evidence of Meeting the Standard

YACPA is governed by the Board of Directors of the parent entity, The Young Americans, Inc. The Board currently consists of seven members who all serve voluntarily (IV.C 2.02). The Board meets on a monthly basis to ensure all divisions, including The Young Americans College of the Performing Arts, are operating in alignment with stated missions, institutional integrity, and financial security.

The bylaws (ER 4.02) of The Young Americans, Inc. grant authority to the Board of Directors to organize themselves and operate within the rules of effective governance and good management. The bylaws cover board membership, conflict of interest issues, board responsibility for the selection and evaluation of directors, planning, self-assessment activities, and many more matters which guide The Young Americans organization.

The Policy and Procedure Handbook (ER 4.03) addresses the Board's authority and policy approval in areas relating to academic quality, integrity, institutional effectiveness and financial stability. Sections 4 and 7 of the Policy and Procedure Handbook cover a range of policies specific to YACPA and in culmination ensure the institution is operating in a manner consistent with academic quality. Sections 5, 8, and 11 address codes of ethics, commitment to students, and employment and personnel policies which define a framework of operations that supports institutional integrity. Section 10 directly addresses institutional effectiveness including institutional evaluation procedures, the institutional effectiveness plan, and annual review and reporting requirements. Financial stability is addressed in sections 6 and 9.

The Academic Advisory Committee provides the Board with guidance and consultation concerning the curriculum, academic issues, and administrative matters of the College (IV.B 4.03). The Committee has twelve (12) members, including three (3) members of the Board, who collectively cover a wide range of backgrounds in higher education, management, and the entertainment industry. The committee meets quarterly with the president and college staff. The president provides minutes to the Board of Directors.

Analysis and Evaluation

The Board of Directors appoints and evaluates the president based upon their ability to implement board policy and fulfill the YACPA mission and objectives. The president attends each monthly board meeting and provides the Board with updates on matters pertaining to academic quality, integrity, institutional effectiveness, and financial stability. The president presents the institutional annual review report to the Board of Directors (I.B 3.03) and provides updates on student learning and achievement periodically throughout the year.

In 2015, the Board undertook a thorough revision and ultimately approved a revised version of the Policy and Procedure Handbook (III.A 1.05). This process was assisted by Dr. William Pickens who was brought on in the spring of 2015 as a consultant on both the accreditation process and the board's role therein. Dr. Pickens is a former chancellor of Cogswell Polytechnical College in Sunnyvale and was Executive Director of the California Postsecondary Education Commission (IV.B 4.02). In the spring of 2017, the president presented the Board with a range of policy revisions derived from YACPA internal review and decision-making processes (I.C 5.01). Implementation of revisions is set for the 2017-2018 academic year.

The Board of Directors approves the annual operating budget as well as long-term operational plans for The Young Americans organization, including YACPA budgets and institutional plans. In the budget-approval process, the president presents the YACPA budget and outlines the priorities built into the budget to guide the board in reconciling annual budget decisions with long-term institutional plans. Periodically throughout the year, the CFO, supported by the College president presents the Board with financial reports and advises the Board of overall financial performance. The president speaks to the specific financial reports and outcomes specific to YACPA and advises the board as to implications on long-term financial planning for the College in light of current outcomes and financial reports.

Actionable Improvement Plans

No additional planning items have been identified at this time.

IV.C.2

The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.

Evidence of Meeting the Standard

The members of the Board of Directors each bring their individual history and professional background to support The Young Americans, Inc. and similarly recognize that their authority and effective leadership is as a collective entity. As stated in the bylaws, actions by the Board of Directors requires a majority vote (ER 4.02) and the board orientation handbook addresses the directors' responsibility to fully engage in discussions, reach an informed decision, and then after the vote is taken act in support of the decision (IV.C 2.01).

Analysis and Evaluation

The board president in presiding over meetings provides ample time for discussion and is scrupulous that the opinions of all members have the opportunity to be seriously considered. The actions taken by the board, as evidenced in meeting minutes, are mostly made with a

unanimous decision. On occasion, a member will abstain from voting in the case of conflicts of interest.

The board's sense of unity is also evidenced by the longevity of service by a majority of the members, assuming that few would want to continue if there were serious breaches of this policy (IV.C 2.02). Only two members have resigned over the past decade and both had twenty-five years of service on the Board prior to resigning.

Actionable Improvement Plans

No additional planning items have been identified at this time.

IV.C.3

The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.

Evidence of Meeting the Standard

In considering this standard, it is important to understand that The Young Americans, Inc. is a fifty-five-year-old organization which has had two executive directors (chief executive officers). The first was Milton C. Anderson, the founder of the organization, and the second was Bill Brawley, the long-serving artistic director who was appointed to the executive director position upon the retirement of Mr. Anderson. Therefore, there has been no tradition of formal review, much less a policy for selecting a replacement.

Specific to YACPA, the president role was fulfilled by Mr. Anderson, the founder, who continued in the role after retiring as executive director of the organization. In October 2015, the board appointed Katiina Dull as the president of YACPA (IV.C 3.01). Ms. Dull had served as VP of administration and academics and director of college programs, roles which included managing the day-to-day operations of YACPA, since 2007.

Following the Board's self-assessment in late 2016, this pattern of internal transitions has changed. During this process, the Board determined that the combined role of executive director and artistic director was no longer feasible given the growth and subsequent size and scope of the organization. The board voted to divide the role into two positions: chief executive officer and chief artistic officer (IV.C 3.02). The current executive and artistic director will remain as the chief artistic officer, and a formal search is underway to select and appoint a chief executive officer. As a part of this reorganization, a policy was written describing the process for replacing the organization's CEO as well as for the college president (ER 4.03).

In 2016, the board began the discussion to develop a process for the systematic and formal evaluation of both positions (IV.C 3.03). In light of the reorganization decision, the board will implement the evaluation process in alignment with the hiring process of the new CEO.

Analysis and Evaluation

The process for selecting both the CEO and the president have been clearly defined and is currently being implemented for the first time. The steps taken have included the organization of a search committee consisting of four board members (IV.C 3.04). The search committee interviewed three executive search firms and the board ultimately approved the hiring of the firm Morris and Berger to conduct the search (IV.C 3.05). The search committee and representatives from Morris and Berger met with campus constituencies and developed the job description which was made public in March 2017 (IV.C 3.06). In May 2017, the applicant pool was culled to 12 viable candidates who were further reviewed and vetted by Morris and Berger. In June 2017, the search committee will work with Morris and Berger to conduct in person interviews and cull the pool to the final candidates. Final interviews with full board and key staff is scheduled to take place in July 2017 (IV.C 3.07).

Actionable Improvement Plans

Upon completion of the CEO selection process, the board will conduct a review of the selection process.

The process for evaluation including the CEO and president will be implemented during the 2017-2018 year.

IV.C.4

The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)

Evidence of Meeting the Standard

The biographies of board members show the diversification of perspectives and opinions, which coalesce to form a board with vision and leadership (IV.C 4.01). The board adheres to its conflict of interest policy and a majority of board members are disinterested parties (ER 4.02).

The board utilizes the mission as a guide for defending and protecting the organization and YACPA from undue influence or political pressures. Additionally, the board determined that given the importance of the historical culture of the organization to further protect against undue pressure and influence, the board make up should always have a majority membership of individuals who have been associated with The Young Americans in the past as staff members or performers (IV.C 4.02).

Analysis and Evaluation

The founding mission of The Young Americans, Inc. specifically addresses the intention for the organization to be free of political and religious affiliations (ER 4.02). Board members have been especially skillful in asking questions to ensure policy changes do not impede the

autonomy and educational goals of the college. This was recently apparent at the April 2017 meeting when discussing curriculum changes. The suggestion was made that the planned curriculum changes may impact student participation in the touring activities of The Young Americans, Inc. After review of the proposed changes and presentation from the president as to how the planned change would strengthen student learning outcomes, the board approved the president's proposal. At the same meeting, the policy regarding gender identification was also addressed and again, the board protected the mission of YACPA by approving a policy even though it may be politically unpopular in some of the communities and school districts in which The Young Americans, Inc., travels to and performs.

The board actively adheres to its conflict of interest policies with each interested member completing an annual conflict of interest disclosure and abstaining from voting when conflicts may exist involving such board member (IV.C 4.03).

Actionable Improvement Plans

No additional planning items have been identified at this time.

IV.C.5

The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.

Evidence of Meeting the Standard

The Board of Directors of The Young Americans, Inc. as the governing body of YACPA is ultimately responsible for educational quality, legal matters, and financial integrity and stability (ER 4.02). The Board reviews and approves the YACPA mission and uses the mission to develop policies that provide the framework for YACPA to operate in a manner that is consistent with quality, integrity, and improvement of student learning programs and services (I.A 4.02) (III.A 1.05).

The institutional strategic plans are approved by the Board. The institutional effectiveness plans developed by YACPA staff and faculty are reviewed by the academic advisory committee and the Board (IV.C 5.01). Both of these planning documents support the YACPA mission and articulate its institutional core values and goals (ER 5.04) (I.A 1.02). Periodic updates are presented to the Board by way of the institutional annual report and in-person presentations by the president (I.B 3.03).

The institutional effectiveness plan specifically articulates how student learning objectives from the course level connect up to program learning objectives and institutional goals (I.A 1.02). Additionally, the institutional effectiveness plan establishes institution-set standards for data metrics relating to student learning and student achievement. The results are included in the institutional annual reports and are presented to the Board.

The budget development process ensures overall allocations support YACPA mission and goals ([ER 4.03](#)). The YACPA budget is approved by the Board as a part of the overall budget approval for The Young Americans, Inc. The president actively participates in the process and is responsible for presenting the specific allocation prioritizations for YACPA and is available to provide the board with justifications and rationales as needed (III.B 4.01) (III.D 3.10).

Analysis and Evaluation

The review process of policies and procedures undertaken in 2015 and subsequent reviews demonstrate the Board's role in establishing policies that support the YACPA mission and ensure operations provide for quality, integrity, and improvement of student learning programs and services and the resources necessary to support them (IV.C 5.02). The YACPA mission, vision, and institutional goals guide all parts of the institutional effectiveness plan and the YACPA institutional strategic plan.

Through presentation of the institutional annual report and periodic presentations made by the president, the Board is able to oversee the implementation of board policies and is able to fulfill its responsibilities relating to educational quality. The institutional annual report includes outcomes measured against the institution-set standards and areas falling below standards are discussed with the board as a part of the annual review presentation ([IA 2.02](#)). The process of reviewing the appropriateness of the institutional effectiveness plan and discussions involving institution-set standards primarily take place in the academic advisory committee who provide guidance to the Board of Directors on specific matters relating to YACPA (IV.C 5.01).

The framework of board policies not only supports a structure that ensures the board is able to fulfill its responsibilities, it also takes care to ensure the decision-making processes respect the expertise of YACPA staff and faculty ([IO 1.02](#)). This is best evidenced by the board's strong commitment to leave curriculum matters to faculty as the professionals, but review new or substantive program changes with the purpose of ensuring that such changes align with mission and resources are available to support the proposed changes.

As described in [III.D.3](#), the budget development and approval process is structured to ensure allocations are prioritized in alignment with mission and goals and that short-term planning is connected to long-term plans to support financial stability and program sustainability.

Actionable Improvement Plans

No additional planning items have been identified at this time.

IV.C.6

The institution or the governing board publishes the board bylaws and policies specifying the

board's size, duties, responsibilities, structure, and operating procedures.

Evidence of Meeting the Standard

The bylaws of The Young Americans, Inc. are published by the Board and within which the size, duties, responsibilities, structure, and operating procedures of the board are addressed in the following sections:

Article V addresses the directors of the board with Section 5.02 defining the board size as being no less than five voting members and no more than eleven voting members (ER 4.02). Section 5.05 defines the duties and article VIII addresses the responsibilities of the board members (ER 4.02). The committee structure is defined in article IX and article VI defines the operating procedures of the board (ER 4.02).

Analysis and Evaluation

The bylaws of The Young Americans, Inc. are published and provide the necessary policies to define the board size, duties, responsibilities, structure, and operating procedures. Furthermore, the actions of the board as evidenced by meeting minutes demonstrate the Board's commitment to operating in accordance with the bylaws.

Actionable Improvement Plans

No additional planning items have been identified at this time.

IV.C.7

The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.

Evidence of Meeting the Standard

The Board acts in a manner that is consistent with board policy and bylaws. The board meets on a monthly basis to ensure sufficient time is available to address agenda items and support the board's duty of care responsibilities.

In 2015, the Board completed a major revision of the Policy and Procedure Handbook to ensure board policy was effectively fulfilling the mission of The Young Americans, Inc. and YACPA (III.A 1.05). The handbook was organized to provide clarity to policies that are applied to the overall organization and policies specific to YACPA and support quality educational practices and institutional effectiveness (ER 4.03).

In conjunction with policy review, the board also reviewed the bylaws and made revisions to address the role of the YACPA president and academic advisory committee (IV.C 7.01). These revisions were made to improve the effectiveness of YACPA mission fulfillment.

In 2017, the president recommended a series of policy revisions that had arisen out of YACPA processes of review, the self-evaluation process for preparing the application for candidacy with ACCJC, and management response to auditor's findings regarding internal controls and best practices (III.D 3.10) (IV.C 5.02).

Analysis and Evaluation

The board consistently acts in a manner consistent with policy and bylaws, is actively engaged in a process of review of policies and bylaws, and is willing to make revisions in response to issues as well as in accordance to periodic reviews.

Recognizing that the main thrust of policy and bylaw review undertaken in the past few years has been driven by the growth and needs of the organization, and to reinforce its commitment to regular assessment of policies and bylaws, the board has adopted a multi-year calendar of review that will support a systematic approach to policy review and ensure all policies are reviewed for their relevance and effectiveness. The multi-year approach defines which policies require annual review and which can be reviewed over a longer timeframe. Additionally, staff responsibility for review is identified as appropriate.

Actionable Improvement Plans

The board will implement the multi-year systematic approach to policy review.

IV.C.8

To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

Evidence of Meeting the Standard

The president presents to the board the institutional annual report which includes data and discussion regarding student learning and achievement (IV.C 8.01) (I.B 3.03). When student learning and achievement is not meeting institution-set standards the president addresses barriers to meeting standards as well as improvement plans. Furthermore, the institutional annual report addresses the institutional strategic goals and current actions and outcomes in relation to those goals (I.A 2.02).

The president attends each monthly board meeting and presents current and relevant data and addresses YACPA successes and challenges that impact student learning and achievement goals as well as improvement action planning to support academic quality and student success.

Analysis and Evaluation

The president, through annual reports, monthly updates, and board discussion, provides the board with the information and evidence necessary for them to ensure student success goals are being accomplished and that YACPA is actively and consistently engaged in a process of continual improvement.

Actionable Improvement Plans

No additional planning items have been identified at this time.

IV.C.9

The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Evidence of Meeting the Standard

Prior to January 2016, the Board had not appointed a new member since 2008 (IV.C 2.02). In January 2016, two new members were appointed to the board. The appointment of the two new members revealed to the board a need to develop an orientation and training program to support new members and ongoing board development.

This process began with the drafting of a Board of Director's Orientation Manual that provides clarity to board members defining their roles and responsibilities per the bylaws and Policy and Procedure Handbook (IV.C 2.01). Following the creation of the handbook, the board further developed the orientation process for new members that includes meeting with the various constituency groups of the organization, training in fiscal operations and reporting, and a meeting with the YACPA president to support their understanding of the missions and goals of YACPA (ER 4.03).

Given the long-standing service of board members, the board has not yet implemented staggered terms of office. However, in 2015 in conjunction with review of the bylaws, the board enacted revisions that define the term of board officers with elections held every two years (IV.C 9.02).

Analysis and Evaluation

In the past two years, the board has taken an active role in improving its processes. New member orientation was developed in response to the appointment of member additions, and the board stands ready to implement the orientation process for future new board members.

Given the length of service of board members, until recently, continuity of the board was not considered to be a concern, so staggered terms of office has not yet been implemented. In recognition of the need to move in this direction, the board held officer elections in August 2015, which resulted in the appointment of a new board president (IV.C 9.02). In keeping with the two-year term for officers, elections are scheduled to occur again in August 2017.

Actionable Improvement Plans

Prior to the board adding any additional members, it will complete a self-evaluation to ascertain necessary credentials, and consider staggered terms of office to ensure continuity in board membership in future years.

IV.C.10

Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

Evidence of Meeting the Standard

Section 8.08 of the bylaws provides for the periodic review of the organization as a whole and its compliance with its charitable status, higher education statutes, and accreditation standards (ER 4.02). As the board bears the ultimate responsibility for ensuring compliance, this review serves as the documented mechanism for board evaluation. Additionally, section 7.01 of the bylaws provides for the removal of a director for a range of reasons including their failure to demonstrate a commitment to their roles and responsibilities as demonstrated by a lack of participation (ER 4.02).

As a means to more effectively fulfill their role as a governing body for a postsecondary educational institution, the board has pursued professional support and development in the area of academic institutional governance. These pursuits include members attending an ACCJC workshop on applying for eligibility and contracting a consultant to advise it on matters pertaining to accreditation and best practices regarding higher education governance and leadership (IV.B 4.05). Additionally, the board recommitted to the role of the academic advisory committee, assigned three board members to the committee, and utilizes the experience and expertise of the members of the committee to help support the board's role in promoting and sustaining academic quality and institutional effectiveness. Each quarter, the president presents the committee with items related to YACPA to seek review and guidance. The president then shares that feedback, as well as the meeting minutes, with the full board (I.B 3.04) (IV.B 4.04).

Despite the lack of a clearly established process specific to board evaluation, in October 2016, the board utilized the review of the board's orientation handbook to shape a self-evaluation of the board in relation to the responsibilities and duties outlined in the handbook, which includes a section on YACPA academic quality and institutional effectiveness (IV.C 3.02). Continuing into 2017, the board undertook a series of meetings with non-profit professionals to strengthen their collective understanding of their roles and responsibilities as directors of a non-profit organization (ER 5.03) (IV.C 9.01). Following the self-evaluation process, the board provided feedback to the executive staff as to matters of improvement in

board meetings and attended an all-day meeting with the staff to address the changes in organization structure and the launch of the search for the corporate CEO. This communication process included the board's narrative feedback as to the results of its self-evaluation and addressed the board's recognition of its prior weakness in fulfilling its duty of care.

In spring 2017, the board developed and approved a procedure that addresses annual board self-assessment (ER 4.03). Furthermore, the board resolved to join One OC and Boardsource, two organizations that provide support and resources to governing boards and executive staff of non-profit organizations. Boardsource specifically includes as a part of membership, a comprehensive board self-assessment tool that addresses board practices and policies covering key areas such as effectiveness, oversight of programs and finances, board structure and composition, and board meeting effectiveness. The Board has committed to completing the self-assessment process within the first quarter of the 2017-2018 academic year. Additionally, these two support organizations provide webinars, tutorials, and resources that the board will utilize in a regular manner to support board development and training.

Analysis and Evaluation

While the board has only recently adopted a defined process specific to self-evaluation, its actions in the past two years demonstrate its commitment to self-evaluation and continuous improvement. Board training has been responsive to situational needs; however, as demonstrated by joining One OC and Boardsource, the board is committed to implementing systematic and ongoing professional development in this area. Furthermore, the board's openness and consistent attention to matters pertaining to YACPA self-evaluation, accreditation, and annual processes to support academic quality and institutional effectiveness demonstrate its commitment to improving its performance and its role in supporting academic quality and institutional effectiveness of YACPA.

Actionable Improvement Plans

The board will implement the recently adopted process of self-evaluation and make use of the professional development resources now available to it.

IV.C.11

The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)

Evidence of Meeting the Standard

Sections 8.04 and 8.05 of the bylaws clearly define the board's conflict of interest policy and procedures for dealing with behavior that violates the policy (ER 4.02). Additionally, section 5.1 of the Policy and Procedure Handbook details the code of ethics applicable to members of the Board of Directors (ER 4.03). The board's membership of seven currently has only two members with a conflict; thus, the majority of board members have no employment, family ownership, or other personal financial interest in the organization or YACPA. The board members who are interested parties have provided annual disclosures (IV.C 4.03) and abstained from voting on matters related to their conflicts (IV.C 3.02).

To date, the actions of the members of the Board of Directors have not required action from the board to address violations of the conflict of interest or the code of ethics policies. The board is operating with impartiality and a strong sense of duty to secure and ensure the operational and fiscal integrity of the organization, which includes the academic integrity of YACPA.

Analysis and Evaluation

The board takes seriously its responsibility to govern in a manner that is free from conflicts and supports the code of ethics of The Young Americans organization.

Actionable Improvement Plans

No additional planning items have been identified at this time.

IV.C.12

The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.

Evidence of Meeting the Standard

Article X of the bylaws defines the roles of the officers of the organization as being responsible for the day-to-day operations of the organization and do so at the board's appointment (ER 4.02). The board holds the CEO fully responsible as the general manager of The Young Americans, Inc. and, as such, is responsible for the supervision, direction, and control of the business and affairs of the organization (ER 4.02).

Additionally, the board appoints the college president as the general administrator and manager for the operation of the college division (ER 4.02). As defined by the job description, the president is held accountable to ensuring the YACPA operations are aligned with the mission and goals of YACPA and that board policies are implemented effectively, consistently, and efficiently (IV.C 12.01).

The function map between The Young Americans, Inc. and YACPA further delineates the roles and responsibilities of the president regarding policy implementation specific to the organization as a whole or to YACPA as an institution (IO 1.02).

The president is expected to attend the regularly-scheduled board meetings in order to provide the board with updates regarding the operations and achievement of institutional goals in an ongoing manner. After the publication of the institutional annual report, the president makes a formal presentation of the report, its findings, and identified priorities to the board (I.B 3.03). The board primarily utilizes this regular engagement of the president as the basis for its evaluation of the president's implementation of board policy and achievement of institutional goals. Beginning in 2017-2018, the board will supplement this evaluation with a formal review and evaluation process which includes an assessment by the CEO and a self-assessment by the president as to their achievement of specific goals defined at the beginning of each evaluation period (ER 4.03).

Analysis and Evaluation

By virtue of the bylaws and job descriptions, the president is fully authorized by the board to implement board policies and is able to do so without board interference. All actions taken by the board have been a result of review processes presented by the president and have been taken to further support the academic quality and institutional effectiveness of YACPA.

The board has defined clear expectations for the president and holds the president accountable to those expectations.

Actionable Improvement Plans

Implement the annual evaluation and review process of the president.

IV.C.13

The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.

Evidence of Meeting the Standard

The board over the past two years has been actively engaged in a consistent manner to become informed about the accreditation process, including the Eligibility Requirements, Standards, and Commission policies. In April 2015, two members of the board attended the Eligibility Workshop hosted by ACCJC. In the same timeframe, the board engaged the services of a consultant to provide additional guidance and advice on matters pertaining to accreditation and the board's role and function as a governing board and participant in the accreditation process (IV.B 4.02) (IV.B 4.05). The monthly board meeting has a standing

agenda item for the president to report upon matters relating to YACPA and specifically to the accreditation process. The quarterly meetings with the academic advisory committee also provide the board with guidance and insight as to the practical applications of Standards and the commitment an organization makes to continuous improvement and self-evaluation by choosing to seek and maintain accreditation (IV.B 4.04) (IV.B 4.05) (IV.C 5.01).

To further support the board's participation in the accreditation process, a reference handbook specific to YACPA, which includes ACCJC materials relating to accreditation as well as the ACCJC manual for governing boards, was developed (IV.B 4.01). As a part of the self-evaluation process, the president and the board worked together to identify and focus on standards with direct board responsibility and through discussion and planning addressed each standard and implemented improvement plans necessary ([IV.C 13.01](#)). The self-evaluation process and the board involvement led to significant changes in the board's operations, including the decision to restructure the organization and implement a formalized process in evaluating executive staff and ensuring accountability measures are effective. The board participated in the writing and review of standard IV.C in addition to reviewing and providing feedback on the entire self-study report.

Analysis and Evaluation

The board is informed about the accreditation process including the Eligibility Requirements, Standards, and Commission policies. The board has been engaged in the self-evaluation process and utilized Standards to improve their policies and procedures.

Actionable Improvement Plans

No additional planning items have been identified at this time.

Standard IV.C Evidence Summary

* IV folder contains the file “Compiled YA Board Minutes for ACCJC.” The file is bookmarked according to the evidence codes detailed below.

<u>IV.C 2.01</u>	Board Orientation Manual
<u>IV.C 2.02</u>	Board Roster with term start date
<u>IV.C 3.01*</u>	October 2015 Board Minutes
<u>IV.C 3.02*</u>	October 2016 Board Meeting Minutes
<u>IV.C 3.03*</u>	June 2016 Board Meeting Minutes
<u>IV.C 3.04*</u>	December 2016 Board Meeting Minutes
<u>IV.C 3.05*</u>	January 2017 Board Meeting Minutes
<u>IV.C 3.06</u>	CEO Job Search Description
<u>IV.C 3.07</u>	CEO Search Update
<u>IV.C 4.01</u>	Board Resumes
<u>IV.C 4.02*</u>	March 2017 Board Meeting Minutes
<u>IV.C 4.03</u>	Board Conflict Disclosures
<u>IV.C 5.01</u>	Academic Advisory Committee Meeting - January 2017
<u>IV.C 5.02*</u>	April 2017 Board Meeting Minutes
<u>IV.C 7.01*</u>	September 2015 Board Meeting Minutes
<u>IV.C 8.01</u>	Email to Board regarding 2014-2015 Annual Report
<u>IV.C 9.01*</u>	March 2017 Board Meeting Minutes
<u>IV.C 9.02*</u>	September 2015 Board Meeting Minutes
<u>IV.C 12.01</u>	President Job Description
<u>IV.C 13.01</u>	Standards with Board Responsibility List

Plans Arising Out of the Self-Evaluation Process

YACPA has utilized the self-evaluation process to guide the ongoing implementation and development of institutional policy, procedures, and general operations. As an institution that was formed within an existing organizational culture the self-evaluation process provided both a framework to ensure the development of YACPA was done in a manner consistent with postsecondary education standards of excellence and a mirror that reflected areas of improvement. The most significant change made as a result of the self-evaluation process was the efforts taken to support the campus culture of open dialog and communication with documented processes of review and decision making.

YACPA holds itself to a high standard of continuous improvement and as evidenced throughout the report commits to improvements even when results are exceeding institutional benchmarks. The following table summarizes the actionable improvement plans identified in the report into department areas and functions. The Standard reference links below will return the reader to the detailed description within the appropriate standard when clicked.

ADMINISTRATIVE SERVICES				
Planned Improvement Action	Timeframe	Leader	Standard	Anticipated Outcomes
Implement streamlined process for communication, reporting, and documentation storage.	2017-2018 academic year	Dean of Administrative Services	<u>II.C.5</u>	Documented academic plans for completion and transfer planning
			<u>II.C.8</u>	Fully digitized student records
			<u>III.B.1</u>	Online submission forms supported by documented review and status updates
			<u>III.B.2</u>	Regularly-scheduled and executed trainings for staff and faculty
			<u>III.C.2</u>	Implemented EOL program for equipment and technology
INSTRUCTIONAL				
Planned Improvement Action	Timeframe	Leader	Standard	Anticipated Outcomes
Improve processes related to faculty evaluation and development	2017-2019 academic year(s)	Dean of Instruction	<u>II.A.12</u>	Documented professional development opportunities
			<u>III.A.14</u>	
			<u>III.A.2</u>	Teaching demonstrations by faculty candidates

			<u>III.A.5</u> <u>III.A.6</u>	Comprehensive annual review process for core faculty members
Continue process of curriculum review to align offerings with mission and goals.	2017-2019 academic year(s)	Dean of Instruction	<u>II.A.12</u>	Increased development of cross-curricular assignments
			<u>II.A.7</u> <u>II.A.12</u>	Comprehensive review of AA program
Continued implementation of strategies to meet student learning needs.	2017-2018	BoK Department Chair	<u>II.B.1</u> <u>II.B.3</u>	Evidenced-based reviews that measure the adequacy and effectiveness of Learning Center services
Improved implementation of strategies to meet integrated information literacy goals.	2017-2020 academic years	Head Librarian	<u>II.B.1</u> <u>II.B.3</u>	Data analysis measuring impact of library services and resources on student success
STUDENT SERVICES				
Planned Improvement Action	Timeframe	Leader	Standard	Anticipated Outcomes
Continue to monitor student achievement and align services as necessary.	2017-2018 academic year	Dean of Students	<u>I.B.2</u> <u>I.B.3</u> <u>I.B.4</u> <u>II.A.7</u> <u>II.C.1</u> <u>II.C.3</u>	Success coaching strategies including comprehensive tracking and reporting system to assess connection between services and student success
Expand quantity and quality of services available.	2017-2018 academic year	Dean of Students	<u>I.B.4</u>	Increased training for students in matters relating to safety and wellbeing
			<u>II.C.2</u>	Additional counselor and student service coordinators on staff
INSTITUTIONAL EFFECTIVENESS				
Planned Improvement Action	Timeframe	Leader	Standard	Anticipated Outcomes
Continue to strengthen collaborative campus culture with documented processes	2017-2018 academic year	Dean of Administrative Services	<u>I.A.2.</u> <u>II.A.3</u> <u>III.C.1</u>	Fully integrated software solution to support SLO and PLO reporting
	2017-2018 academic	President	<u>I.B.1</u> <u>I.B.7</u>	Meeting minutes that include documented action items and

	year			documented follow through
	2018-2019 academic year	Dean of Instruction	<u>I.B.1</u> <u>I.B.2</u> <u>I.B.5</u> <u>I.B.6</u>	Longitudinal assessments of PLOs and course SLOs
Continue to implement program and institutional review processes	2017-2018 academic year	President	<u>II.A.12</u> <u>III.A.12</u> <u>IV.A.7</u>	Include feedback on documented review processes
PLANNING AND OPERATIONS				
Planned Improvement Action	Timeframe	Leader	Standard	Anticipated Outcomes
Continue to evaluate and assess operational needs against institutional plans and make revisions as appropriate and necessary.	2017-2018 academic year	President	<u>I.A.2</u> <u>III.A.9</u> <u>III.A.10</u> <u>III.B.2</u> <u>III.D.1</u> <u>IV.B.2</u>	Revised institutional plan that realigns strategic goals based upon current operational outcomes
Continue to implement and review policy and procedure in alignment with ACCJC standards and BPPE recommendations.	2017-2018 academic year	President	<u>I.C.12</u> <u>I.C.13</u> <u>IV.A.2</u> <u>IV.A.6</u> <u>IV.B.1</u>	Documented processes; widely-communicated results
Implement corrective actions in response to auditor's management letter in accordance to CFO's identified processes.	FYE 2018	CFO	<u>III.D.5</u> <u>III.D.7</u> <u>III.D.8</u>	Audit report and written response to management letter demonstrates corrections of, or plans to correct, all previously-noted recommendations/comments
GOVERNANCE				
Planned Improvement Action	Timeframe	Leader	Standard	Anticipated Outcomes
Implementation of policy and procedure to support continuous	2017-2018	Board President	<u>IV.C.9</u> <u>IV.C.10</u>	Documented self-evaluation of the board
	2017-2018	Board President	<u>IV.C.11</u>	Minutes documenting interested parties abstaining

improvement of governance functions.				from discussions and votes involving matters where conflicts may exist
	2017-2018	Board President	<u>IV.C.1</u> <u>IV.C.3</u> <u>IV.C.7</u> <u>IV.C.12</u>	Documented review of year one implementation of multi-year review processes

Quality Focused Essay

Introduction

During the process of completing its first self-evaluation for its initial accreditation application, The Young Americans College of the Performing Arts (YACPA) has identified a series of [Planned Improvement Actions](#) (PIAs) that span the Administrative, Instructional, Student Services, Institutional Effectiveness, Planning and Operations, and Governance domains. Many of these thirteen categorical improvement actions will result in “long-term improvement of student learning and achievement”. Intersecting across these, however, is one singular goal, critical to that same student learning and achievement objective, as well as, to solidifying the connection between the essence of this institution and its philosophical, curricular, outcomes, and achievement goals. That effectiveness improvement goal (EIG) is stated as:

Executing a comprehensive curriculum revision for breadth-of-knowledge (BoK) courses with a focus on increased student engagement through cross-curricular strategies and course options that are aligned with the mission and student goals (pillars), resulting in improved student achievement and learning.

The decision to laser-focus on this particular integrated goal across the next 4 years is driven by the following factors:

- As a small institution, YACPA has a limited number of faculty and staff available to comprise committees of different sets of institutional personnel. The institution must, therefore, leverage all change and improvement efforts in ways that do not overburden them.
- By identifying an overarching goal that integrates progress towards its self-identified PIAs, combined with those that may be identified and recommended to YACPA as a result of the review process, YACPA can leverage its human resources to advance multiple interrelated goals more successfully.
- As an institution that emphasizes collaboration and, as such, has no siloed departments, YACPA’s administrative, curricular, student, and other services are naturally and strategically highly interdependent. The proposed plan ensures that YACPA continues this model of development.
- Once YACPA is independent of the NCMC curricular framework and can bring courses currently offered in DE settings onto campus in face-to-face settings, the proposed goal is critical to YACPA continuing to provide a path for learners that sets them up for success through and beyond their tenure in this institution.

Effectiveness Improvement Goal Components

The following table identifies the institutional units and (7 out of 14) self-identified PIAs involved in the stated EIG:

Institutional Unit	PIA	Standards	Outcomes	Relationship to EIG
Instructional	Continued process of curriculum review	<u>II.A.12</u>	Increased development of cross-curricular assignments	Further reinforce the connections between the performance and BoK courses.
		<u>II.A.7</u> <u>II.A.12</u>	Comprehensive review of AA programs of study	BoK offerings that best meet the needs and interests of the students and the goals of the institution, including eliminating courses offered in 100% online modes.
	Continued implementation of strategies to meet student learning needs.	<u>II.B.1</u> <u>II.B.3</u>	Evidenced-based reviews that measure the adequacy and effectiveness of Learning Center services	Adequacy and effectiveness of the Learning Center whose support is vital to student success, particularly in breadth-of-knowledge courses.
	Improved strategies to meet integrated information literacy goals.	<u>II.B.1</u> <u>II.B.3</u>	Data analysis measuring impact of library services and resources on student success	Information literacy vital to success within YACPA program and within subsequent transferred-to institutions.
Student Services	Continue to monitor student achievement and align services as necessary.	<u>I.B.2</u> <u>I.B.3</u> <u>I.B.4</u> <u>II.A.7</u>	Success coaching strategies including comprehensive tracking and reporting system to assess connection	Student achievement tracking feeds into decision-making regarding deployment of Learning Center Resources and Services.

		<u>II.C.1</u> <u>II.C.3</u>	between services and student success	
Administrative Services	Implement streamlined process for communication, reporting, and documentation storage.	<u>II.C.5</u>	Documented academic plans for completion and transfer planning	Clarity of academic pathway and relationship of YACPA courses to transfer success to encourage degree completion.
Institutional Effectiveness	Continue to strengthen collaborative campus culture with documented processes	<u>I.A.2</u> <u>II.A.3</u> <u>III.C.1</u>	Fully integrated software solution to support SLO and PLO reporting	Integrated systems provide a means to track, report, and analyze outcomes and adjust curriculum as indicated and necessary.
		<u>I.B.1</u> <u>I.B.2</u> <u>I.B.5</u> <u>I.B.6</u>	Longitudinal assessments of PLOs and course SLOs	
Planning and Operations	Continue to evaluate and assess operational needs against institutional plans and make revisions as appropriate and necessary	<u>I.A.2</u> <u>III.A.9</u> <u>III.A.10</u> <u>III.B.2</u> <u>III.D.1</u> <u>IV.B.2</u>	Revised institutional plan that realigns strategic goals based upon current operational outcomes	Necessary resources available to support the curricular changes and student needs in light of those changes.

Planning

The following table outlines the action steps, responsible parties, and timeline for YACPA's effectiveness improvement planning process.

Action Steps	Responsible/& Other Parties	Timeline (Report/Implementation)
Procurement of new SLO/PLO reporting system	Dean of Administrative Services	Fall 2017
Communicate preliminary plan to faculty	Executive team	December 2017 full faculty meeting
Review accreditation recommendations for inclusion in EIG process	Executive team	February/March 2018 (upon receipt)
Establish committees	Executive team/ Chairs & Core faculty	April 2018 Core Faculty meeting
Communicate committee structure	Executive team	Spring 2018 full-faculty meeting
Build and report process for student completion and transfer planning	Dean of Administrative Services*	Spring 2018; Implement Fall 2018
Comprehensive review of AA program (per IEP) and make recommendations for:		March 2019 full-faculty meeting
Sequencing (2 terms, 3 terms, 2 years, 3 years)	President/ Deans	
Embedded cross-curricular strategy	BoK Chair/ Core faculty*+	
Aligning student services	Dean of Students/ Chairs*	
New, institutionally-aligned courses to replace those currently offered via DE (Biology, Communications, English 112)	Dean of Instruction/ BoK Chair, Sub-committee of core faculty*	

* The College president will be an *ex officio* member of each of these planning committees to ensure the in-revision institutional plan (PIA) aligns with any new operational needs of the college.

+ Dean of Instruction an *ex officio* member of this committee

Implementation & Assessment

The following table outlines the action steps, responsible parties, methods, and timeline for YACPA's effectiveness improvement implementation and assessment process.

Action Steps	Responsible/& Other Parties	Assessment Methods	Timeline
Implement transitional NCMC-independent AA plan	President/Deans	Active scheduling of courses and revised sequences as appropriate.	Fall 2019
Evaluate effectiveness	Dean of Instruction		Spring 2020
Adequacy & effectiveness of Learning Center Services	BoK Chair/ Dean of Students	Utilization data; Student surveys; SLO outcomes	
Adequacy of student services to meet new recommended structure	Dean of Students/Chairs	SLO outcomes; Course completion data; Persistence data	
Effectiveness of sequencing	President/Dean of Instruction; Chairs	Annual departmental reports; Faculty surveys, Student surveys; SLO outcomes;	
Alignment of resource allocations	President/CFO	Review of resource requests to support implemented changes against actual allocations made.	
Informational literacy	Librarian/ BoK Chair	Survey and utilization data	
Fully implement NCMC-independent AA plan	President		Fall 2020
Evaluate effectiveness			Spring 2021
Adequacy & effectiveness of Learning Center Services	BoK Chair/ Dean of Students	Utilization data; Student surveys; SLO outcomes	
Adequacy of student services to meet new recommended structure	Dean of Students/Chairs	SLO outcomes; Course completion data; Persistence data	
Effectiveness of sequencing	President/Dean of Instruction; Chairs	Annual departmental reports; Faculty surveys, Student surveys; SLO outcomes.	
Alignment of resource allocations	President/CFO	Review of resource requests to support implemented changes against actual allocations made.	
Informational literacy	Librarian/ BoK Chair	Survey and utilization data	

The performance gap between overall completion rates, distance education courses, and breadth-of-knowledge courses is the one area of concern within the current YACPA curriculum. The NCMC partnership has greatly benefitted students, as well as, both institutions. However, the freedom that independent accreditation will provide in terms of fine-tuning the YACPA curriculum, specifically the modes of delivery, to meet the specific needs and interests of the students, as well as, to support the mission of the institution presents a planning opportunity that YACPA personnel look forward to. Among expected outcomes is the elimination of courses offered in a 100% online mode. Course completion data and student feedback clearly indicate the need for this change.

Other outcomes of this EIG process are not so clear-cut and may involve the kind of creative problem-solving that generated the current August three-week mini-term. For example, in order to provide all courses on-campus/on-ground, YACPA needs to reconsider the number and sequencing of courses and of terms. Questions such as “Is it possible to organize three 10-week terms within an academic year given the performance and outreach schedules?”, or “Should the curriculum be stretched across a three-year period?” and other permutations will be deliberated.

The EIG establishes the process through which courses such as Biology, Communication, Psychology, and Sociology—those important lower-division, transferable courses—can be reconceived in a way that retains transfer viability while becoming more integral components of a truly competency-based, cross-curricular component of the YACPA AA degree in Performance. This moves the institution even further away from a dichotomy between “performance” and “academic” courses to a more holistic approach to how the many parts of the degree feed into and reinforce success in the others and will serve as a means to address the disparity in achievement and completion between BoK and performance courses.