



Accrediting Commission for Community and Junior Colleges  
Eligibility Application  
For

The Young Americans College of the Performing Arts  
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Submitted on  
November 20, 2015  
Revisions Submitted on  
February 22, 2016

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## INTRODUCTION

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

The Young Americans, Inc. is a 501(c)(3) 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. The Young Americans accomplishes its mission through its signature music outreach workshop tours, concert performances, and The Young Americans College of the Performing Arts.

The Young Americans College of the Performing Arts 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. Located in Corona, California, The Young Americans College of the Performing Arts currently offers a certificate program and an Associate of Arts in Performance.

Formed as a specialty school, The Young Americans College of the Performing Arts blends the concepts of theoretical learning with practical application. It is our 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.

The development of The Young Americans College of the Performing Arts 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 corporate 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.

Prior to submitting the application for eligibility The Young Americans College of the Performing Arts participated in an initial accreditation session as well as completed a gap analysis process. It is our sincere belief that The Young Americans College of the Performing Arts meets the eligibility requirements for consideration of candidacy and is ready to proceed with the formal application process.

### **Partnership with North Central Michigan College**

The Young Americans College of the Performing Arts has an active partnership agreement with North Central Michigan College (NCMC). Through this partnership a defined set of courses (noted in Appendix O: Course schedule) are offered by NCMC on the Young Americans College campus. The master syllabus for these courses is approved by NCMC and all courses align with

both The Young Americans College of the Performing Arts degree program and North Central Michigan's Associate of General Studies degree program. The Young Americans faculty is approved on an individual basis by NCMC to instruct the courses. Students have the option to concurrently enroll in both institutions. North Central Michigan College is accredited by the Higher Learning Commission.

It is important to note that the partnership does not lessen the responsibilities of The Young Americans College of the Performing Arts staff and faculty to provide admissions and enrollment services, student services and instructional oversight for the students and courses involved in the partnership. The only area in which The Young Americans staff is not involved in is financial aid. Students have the opportunity to access financial aid based upon their enrollment status as an NCMC student. The Young Americans administrative services office provides communication support with students as requested by NCMC financial aid staff.

For the purposes of this eligibility application the responses and documentation presented represent the operational status of The Young Americans College of the Performing Arts as an independent institution.

# 1. AUTHORITY

*The institution is authorized or licensed to operate as an 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.*

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## **Degree Granting Authority**

The Young Americans College of the Performing Arts is approved by the California Bureau of Private Post-Secondary Education as a degree-granting institution. 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

## **Operational Authority**

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

The Young Americans, Inc. is a California nonprofit public benefit corporation governed by a Board of Directors and is registered as a 501(c)(3) charitable organization with the Internal Revenue Service.

## **Documentation**

[Appendix A:](#) Approval letter from California State Bureau of Private Postsecondary Education

[Appendix B:](#) Articles of Incorporation

[Appendix C:](#) Internal Revenue Service 501(c)(3) Certification

## 2. OPERATIONAL STATUS

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

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The Young Americans College of the Performing Arts has been operating classes since the fall 2010 semester. 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 The Young Americans College of the Performing Arts offered a two-year Performance Certificate program of study.

During the 2013-2014 academic year, students currently 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 to the Performance Certificate program. All students enrolled in the Performance Certificate program are expected to have graduated by the end of the 2015-2016 academic year.

Extracted from the 2014-2015 Institutional Annual report data summary (page 4).

ENROLLMENT	2012-2013	2013-2014	2014-2015	2015-2016
Enrollment, unduplicated annual student headcount	270	190	165	185
Enrollment, unduplicated annual full-time enrollment headcount	184	175	143	165
<b>Enrollment, by program of study</b>				
Associate of Arts	Not offered	78	130	160
Music Outreach Training Certificate	16	26	17	25
Performance Certificate	177	73	8	Converted to Associate of Arts
# Applicants	786	726	819	900
# Admissions	405	365	299	330

### Documentation

[Appendix L:](#) 2014-2015 Institutional Annual Report (page 4)

[Appendix O:](#) Schedule of Classes

[Appendix P:](#) North Central Michigan College Partnership Agreement

### 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.*

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The Young Americans College of the Performing Arts offers an Associate of Arts in Performance degree. 87% of the current student body is actively enrolled in the Associate of Arts degree program.

PROGRAMS OF STUDY*	UNITS REQUIRED	COMPLETION TIME**	CURRENT ENROLLMENT
Associate of Arts in Performance	60	2 years (4 semesters)	106
Associate of Arts in Performance, Vocal Emphasis	62	2 years (4 semesters)	31
Associate of Arts in Performance, Acting Emphasis	62	2 years (4 semesters)	6
Associate of Arts in Performance, Dance Emphasis	62	2 years (4 semesters)	13
Music Outreach Tour Training Certificate	30	1 year	22

\*Students do not select emphasis until their sophomore year.

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

#### Documentation

[Appendix D:](#) 2015-2016 Academic Catalog [AA Performance details published on page 17, Certificate details published on page 15, Breadth-of-knowledge details published on page18]



## 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.*

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### **Appointment Procedure**

The Young Americans College of the Performing Arts is the post-secondary educational division of The Young Americans Inc., a 501(c)(3) non-profit organization governed by its Board of Directors which has a governance structure similar to that of a multi-college system with individual campuses overseen by a single board. While separate from other divisions of The Young Americans, Inc., the College division operates within the framework of rules, regulations, and responsibilities of The Young Americans, Inc. as a whole.

The Board of Directors appoints the Executive Director (Corporate CEO) 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....” (By-Laws, Section 10.04a).

The Board of Directors appoints the President of The Young Americans College of the Performing Arts (Institutional CEO), whose full-time responsibility is to the College division. 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.

Neither of these officers are members of the governing Board of Directors.

The Young Americans Board of Directors will immediately inform the Commission of any changes in personnel or policies relating to the Executive Director or President of the College.

### **Current Appointees**

#### **Bill Brawley, Executive Director (Corporate CEO)**

*BA Theatre and Communications, Chapman University, 1978.*

The Corporate Chief Executive Officer is the Executive Director of The Young Americans, Inc., Bill Brawley. Mr. Brawley has been the Artistic Director for The Young Americans, Inc. for over 30 years and was appointed to the Executive Director position in 2012. Mr. Brawley has extensive professional experience as both an educator and professional director in the entertainment industry. During the development of the College division, Mr. Brawley was

instrumental in defining the educational objectives and curriculum components to fulfill the mission of the College program. [Full resume located in Appendix J].

**Katiina Dull, President of The Young Americans College of the Performing Arts (Institutional CEO)**

*MBA, American Public University, in progress.*

*BS Business Management, California State University Long Beach, 2005.*

Katiina Dull has over 15 years' experience in arts-related business administration and program development. Ms. Dull was charged with planning, developing and implementing the College program from the beginning, first as the Director of College Programs and then as the Vice President of Administration and Academics. Ms. Dull's leadership, planning and focus ensured the College program development was consistent with good educational practice while simultaneously embracing the culture and values of the long-standing organization. The Board of Directors appointed Ms. Dull as President of The Young Americans College of the Performing Arts at the October, 2015 board meeting. [Full resume located in Appendix J].

**Documentation**

[Appendix J:](#) Biographical Information of Executive Director & President

[Appendix K:](#) Certification of Full-time responsibility

## 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. 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 and any exceptions 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. Institutions that are already Title IV eligible must demonstrate compliance with federal requirements.*

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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.

The Young Americans College of the Performing Arts' finances is included in the parent entity reporting and audit process. Audit reports are presented to the Board of Directors.

Beginning fiscal year ending June 30<sup>th</sup>, 2015 the presentation of audited financial statements was revised to include a supplementary combined statements of activities and statements of activities for each of the divisions within The Young Americans, Inc. These revisions help clarify, from a financial perspective, the program divisions of The Young Americans, Inc. Future audits will follow the same format and provide for year to year comparatives.

The Young Americans College of the Performing Arts is not a Title IV institution and thus does not participate in federal financial aid programs.

### Documentation

[Appendix II.1:](#) FYE 13 & 14 Audited Financial Statements

[Appendix II.2:](#) FYE 13 & 14 Management Letters

[Appendix II.3:](#) FYE 15 Audited Financial Statements

[Appendix II.4:](#) FYE 15 Management Letters

## 6. MISSION

*The institution's educational mission is clearly defined, adopted, and published by its governing board consistent with its legal authorization, and is appropriate to a degree-granting institution of higher education and the constituency it seeks to serve. The mission statement defines institutional commitment to student learning.*

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### **Mission**

The Board-approved and published mission of The Young Americans College of the Performing Arts is:

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

"...artistry, leadership, communication and collaboration..." represents the broad educational purpose of the College.

"...members of The Young Americans..." and "...developing artists..." defines the intended student population.

"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 the College's commitment to student learning and student achievement.

### **Board Approval**

In the College's development phase, the mission was presented to the Board of Directors. However, a formal vote of approval was not taken. In December 15, 2014, the Board formally reviewed and approved the following mission:

*"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 College operations and ACCJC standards, further revisions and clarifications were reviewed and approved by the Board in May, 2015.

The result is the current approved and published mission. While the board reviews occurred close together, the underlying vision, scope, and intent of the College remained unchanged.

### **Mission Background**

The development of The Young Americans College of the Performing Arts 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 50-year history and culture. Two specific needs that were identified and led to the formation of the College division were:

1. Gaps in knowledge and skills essential for members to transition from their volunteer time with the organization to the professional world;
2. The need to translate and represent the experiences, knowledge, and skills gained through their membership with The Young Americans Inc. in a manner that was recognized and understood by institutions of higher education and employers.

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 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 with a connection to the performing arts.

### **Documentation**

[Appendix D:](#) 2015-2016 Academic Catalog [mission published on page 2]

[Appendix E:](#) Board Minutes

## 7. GOVERNING BOARD

*The institution has a functioning governing board responsible for the quality, integrity, and financial stability of the institution and for ensuring that the institution's mission is being carried out. This board is ultimately responsible for ensuring that the financial resources of the institution are used to provide a sound educational program. Its membership is sufficient in size and composition to fulfill all board responsibilities.*

*The governing board is an independent policy-making body capable of reflecting constituent and public interest in board activities and decisions. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. The board adheres to a conflict of interest policy that assures that those interests are disclosed and that they 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.*

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### **Governing Board**

The Young Americans College of the Performing Arts is governed by the Board of Directors of the parent entity, The Young Americans, Inc. 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, integrity and financial security.

The Board of Directors of The Young Americans, Inc. is comprised of seven (7) elected, volunteer members with a professional background in law, accounting, management, philanthropy and entertainment. Board committees are:

- Executive Committee
- Audit Committee
- Pension Committee
- Compensation Committee
- Retirement Committee
- \*Academic Advisory Committee
- \*Scholarship Committee

\*These committees have ex officio members.

Board roster with resume attachments are located in Appendix F.

### **Academic Advisory Committee**

The Academic Advisory Committee provides the Board with guidance and consultation concerning the curriculum, academic issues and administrative matters of the College. The Committee has twelve (12) members who collectively cover a wide range of backgrounds in higher education, management, and the entertainment industry, which are important to the academic success of the college. Academic Advisory Committee roster is located in Appendix G.

## **Conflict of Interest**

Article VIII, Section 8.04 of the bylaws defines the conflict of interest policy for the Board of Directors as:

*“No officer or Director of the Corporation will be a party to any venture involving the Corporation, nor render any service to the Corporation, by which involvement said officer or Director receives or will receive pecuniary or non-pecuniary gain, without the specific prior approval of the Board of Directors of the Corporation. In giving such approval, the Board of Directors will be guided by and specifically determine that they have complied with the provisions of Section 5233 of the Nonprofit Public Benefit Corporation Law of the State of California.*

*In any event that the Board is called upon to vote on any matter in which a Board member may have a personal or professional interest (including matters involving employment of a Board member by the Corporation), the Board member involved will refrain from taking part in the vote.”*

Members adhere to the policy. Section 8.05, parts 3 and 4 address actions for violations of conflict of interest. Bylaws are located in Appendix H.

## **Disinterested Majority**

Article VIII, Section 8.10 of the bylaws require that a majority of the Board be disinterested parties.

*“Not more than forty-nine percent (49%) of the persons serving on the Board of Directors at any time may be interested persons under Section 8.05 herein. An interested person is any person currently being compensated by the Corporation for services rendered to it within the previous twelve (12) months whether as a full-time or a part-time employee, or independent contractor, or the spouse, brother, sister, son or daughter by blood or marriage of any such person. In addition, the President of the Board may not have a financial interest in the Corporation, as defined in Section 8.05 herein.”*

The current Board composition adheres to this policy. Board member interests are disclosed in the annual audited financial statements. Interested members maintain boundaries between personal interests and their ability to govern impartially, as required in the bylaws. Bylaws are located in Appendix H. Certification of compliance with majority disinterested parties in Board membership is located in Appendix I.

## **Documentation**

[Appendix F:](#) Board Roster and Resumes

[Appendix G:](#) Academic Advisory Committee Roster

[Appendix H:](#) The Young Americans Inc. Bylaws [Article VIII, Section 8.04: Conflict of Interest]

[Appendix I:](#) Certification of Majority Disinterested Members of the Board

## 8. ADMINISTRATIVE CAPACITY

*The institution has sufficient staff, with appropriate preparation and experience to provide the administrative services necessary to support its mission and purpose.*

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### **Current Staff**

The current administrative team is sufficient to support the necessary administrative and support services in alignment with the size and mission of the College. The staff is organized into three key departments:

1. Instruction
2. Administrative Services
3. Student Services

Each department has its own defined goals and areas of responsibility. Furthermore, in alignment with the Young American culture, departments work collaboratively and cooperatively to provide excellent support to students and faculty.

Key members of the administrative team are:

### **Dr. LeeAnn Stone, Dean of Instruction**

*Ed.D. Educational Technology and Leadership, Pepperdine University.*

*M.A. Pre-Columbian Art, UCLA*

*B.A. Spanish with linguistics emphasis, U.C. Irvine*

*B.A. Art History, U.C. Irvine*

Dean of Instruction, Dr. LeeAnn Stone joined The Young Americans College of the Performing Arts 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 upon developing 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. [Full resume located in Appendix N]

### **Mike Krauss, Dean of Administrative Services**

*MS Higher Education, Walden University, 2013.*

*BS International Business, California State University Long Beach, 2004*

Prior to joining The Young Americans College of the Performing Arts in 2010 as Dean of Administrative Services, Mike 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. From 2000 to 2005 Mike was a member of The Young Americans, Inc. administrative team as the business manager for tour productions and the financial assistant in the business office. 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. [Full resume located in Appendix N]

**Travis Goode, Dean of Students**

*Bachelor of General Studies, emphasis - Music & Theatre, Midland University, 2012.*

As an alumni member of The Young Americans, Travis brings to the Dean of Students role a personal experience that fully understands the mission, culture and challenges our students face. Prior to joining The Young Americans College of the Performing Arts 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 implemented success coaching programs and improved communication with student services and faculty. [Full resume located in Appendix N]

**Becky Phelps, Director of Admissions**

As Director of Admissions, Becky plays a crucial role in ensuring each potential student is prepared for the expectations and rigor of The Young Americans program. Becky's extensive 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. [Full resume located in Appendix N]

**Cameron Coy, CFO**

*JD, Hastings College of the Law, 1986.*

*BS Accounting, California State Polytechnic University, Pomona, 1980.*

*Member of California State Bar Associate, 1986.*

*Certificate Public Accountant, 1982.*

Mr. Coy serves as the CFO for The Young Americans, Inc. and as such is responsible for financial oversight for the corporation, which includes the College division. Mr. Coy brings to the management team an extensive professional background including serving as Senior Counsel with Ernst and Young and Assistant General Counsel with Cal First Bank. Throughout his career Cameron has dealt with accounting malpractice, professional liability claims, and employment. In 2007 Cameron lead the efforts to establish the Foundation for The Young Americans, where he serves as Board President. In his time as CFO Cameron has overseen the development of financial policies and procedures that keep pace with the growth of the The Young Americans. [Full resume located in Appendix N]

## **Planning**

To ensure the assessment and planning of human resources is comprehensive and continual, The Young Americans College of the Performing Arts has implemented an institutional effectiveness plan that involves all departments. The institutional effectiveness plan includes annual reports from all academic and administrative departments that prompt requests for additional staffing, equipment, support services and professional development. This process allows each department to assess its own ability to meet College mission and goals. The 2014-2015 departmental annual reports are located in Appendix L.

Long-term human resource plans directly link human resource needs to enrollment growth projections, program expansions plans and restructuring plans. The identification of long-term needs is derived from strategic planning, comprehensive program reviews and institutional effectiveness plans. This ensures human resources are in place to support growth and expansion needs.

## **Documentation**

[Appendix L:](#) 2014-2015 Institutional Annual Report

[Appendix M:](#) Organizational Charts

[Appendix N:](#) Administrative Staff Resumes

## 9. EDUCATIONAL PROGRAMS

*The institution's principal degree programs are congruent with its mission, are based on recognized higher education field(s) of study, are of sufficient content and length, are conducted at levels of quality and rigor appropriate to the degrees offered, and culminate in identified student outcomes. At least one degree program must be two academic years in length.*

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The Associate of Arts in Performance is the principal degree program for The Young Americans College of the Performing Arts.

The Associate of Arts in Performance is arts-based and focused on the four pillars of artistry, leadership, global understanding and continuous learning as articulated in the College mission.

**Artistry** – is fulfilled through the balance of arts-based courses which provide both fundamental and technical development in students, as well as performance authenticity, work ethic, creative work process, and genre and repertoire knowledge, all of which are considered to be the key elements of developing artistry.

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

**Global Understanding** – is primarily achieved at an intellectual level through specific general education courses. However, it is through the practicum performance experiences and campus life where what starts as cultural awareness is fully developed into cultural understanding.

**Continuous Learning** – the consistent theme through all courses offered, and the entire philosophy of the College 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.

The programs of study offered follow practices common to American higher education. The Associate of Arts degree programs are two-years in length with a minimum of 60 semester credits required. 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 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. The curriculum content and learning objectives require the maturity, artistic development and intellectual curiosity of the post-secondary level student.

**Documentation**

[Appendix D:](#) 2015-2016 Academic Catalog [AA Performance details published on page 17]

[Appendix Q:](#) Associate of Arts Program Planning Document

[Appendix R:](#) SLO Mapping for AA Program

## 10. ACADEMIC CREDIT

*The institution awards academic credits based on generally accepted practices in degree-granting institutions of higher education. Public institutions governed by statutory or system regulatory requirements provide appropriate information about the awarding of academic credit.*

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### **Academic Credit Earned Through Course Offerings**

The Young Americans College of the Performing Arts uses the semester credit system for awarding academic credit. The following course classifications are used when determining the awarding of credit for each course offering.

**Lecture:** Is any course of study that involves 15 hours of direct interaction between faculty and student per credit awarded per semester. It is expected that lecture courses require the student to complete an additional 30 hours of preparation work per credit awarded per semester.

**Laboratory:** Is any course of study that involves 30 hours of direct interaction between faculty and student per credit awarded per semester. It is expected that laboratory courses require the student to complete no more than an additional 15 hours of preparation work per credit awarded per semester.

**Studio:** Is any course of study that requires private instruction or consultation between faculty and student on a regular basis. These courses require a minimum of 5 hours of direct interaction between faculty and student per credit awarded per semester. It is expected that studio courses require the student to complete an additional 40 hours of preparation work per credit awarded per semester.

**Practicum:** Is any course in which the student is engaged in practice and/or practical application of skills. These courses require a minimum of 5 hours of direct interaction between faculty and student per credit awarded per semester and an additional 45 hours of practice per credit awarded per semester.

Definitions are published in the academic catalog (page 10 in 15-16 catalog). Student transcripts include a designation that credit values are semester credits.

### **Other Methods to Earn Academic Credit**

In addition to earning academic credit through course completion, The Young Americans College of the Performing Arts offers the following ways for students to earn academic credit:

1. Transfer of Credit
2. Experiential Learning
3. Challenge Examinations

## **TRANSFER OF CREDIT**

The Young Americans will allow up to 15 units of college-level work to be accepted for transfer for all certificate and 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. This can include breadth-of-knowledge courses, major courses or experimental learning activities.

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

## **EXPERIENTIAL LEARNING**

The Young Americans College of the Performing Arts is sensitive to individual student needs and promotes the attainment of knowledge through experience. A student may submit a non-classroom acquired learning experience for credit review. If it is determined that the experience provided the student with relevant information pertaining to the student's major and that the student's achievement can be measured, credit will be given to that student. The maximum number of units that can be obtained through this manner is 15. Courses that are deemed specific to The Young Americans' mission and goals will not qualify under this policy.

The Young Americans College of the Performing Arts will require a syllabus or detailed written process of learning to accompany the request for credit so as to evaluate the theory and practical components of the activity or learning experience. The Young Americans College of the Performing Arts must be able to verify the core theoretical areas covered are sufficient to enable the student to engage in the process of practical application and gaining of knowledge. In some cases, The Young Americans College of the Performing Arts may administer a final exam as offered by the equivalent class to test the student's achievement level.

A student who is denied experiential learning credit may appeal the decision by:

1. Submitting a request for review to the Dean of Instruction.
2. The Dean of Instruction will review the request and all submitted documents and determine if the experiential learning policy was applied correctly in coming to a decision.
3. The Dean of Instruction will notify the prospective student of their decision in writing within 14 business day of receiving the request for review. A full explanation of the decision must be included.
4. The prospective student may appeal to the President. The President's decision will be final.

## **CHALLENGE EXAMINATIONS**

Student may petition to take a challenge examination to demonstrate that have obtained all of the required learning objectives of the course and as such receive credit for the course without enrolling. A student is limited to a maximum of 15 credits earned in this manner.

### **Documentation**

[Appendix D:](#) 2015-2016 Academic Catalog [page 9 – 11]

## 11. STUDENT LEARNING AND STUDENT ACHIEVEMENT

*The institution defines and publishes for each program the program's expected student learning and achievement outcomes. Through regular and systematic assessment, it demonstrates that students who complete programs, no matter where or how they are offered, achieve these outcomes.*

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Student learning objectives (SLOs) are defined for each program of study and published in the academic catalog, website and promotional materials. Student learning outcomes defined in individual courses are mapped to the program SLOs.

Every course offered by The Young Americans College of the Performing Arts has defined student learning outcomes that are published in master course curriculum documents and in the syllabus for each course offering. To ensure that student academic performance is documented and academic quality is maintained, each course offered must adhere to the master course curriculum document which establishes student learning outcomes for the course of study.

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 College Populi platform. The syllabus must include course description, student learning outcomes, assessment tools, grading scales, assignments, weekly curriculum summary, attendance policy and other instructor expectations. Assessments and curriculum should be referenced to specific student learning outcomes. All master course curriculum and syllabi are available for review by the appropriate constituencies upon request to the administrative offices.

Faculty members are required to submit a report by the fourth week of each academic semester defining the three course SLOs and rubrics for assessment they will be reporting on at the conclusion of the semester. The Dean of Instruction reviews the report and addresses any concerns with assessment measures. The instructor is required to maintain accurate records of attendance and assessment during the course of instruction and submit at the end of the semester a final grade report and a student learning outcome report with results listed by individual student. End-of-semester reports are filed with the Dean of Instruction who follows up with faculty and department Chairs to address concerns in student learning 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.

Department Chairs and the Dean of Instruction work together to pull up the course level data to assess student outcomes at the program-of-study level on an annual basis. This process is supported through templates provided to ease faculty paperwork burdens. Beginning fall 2015,



the TK20 Assessment Solution software is being implemented to further support assessment and planning functions.

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.

**Documentation**

[Appendix D:](#) 2015-2016 Academic Catalog [AA Performance details published on page 17, Certificate details published on page 15]

[Appendix L:](#) 2014-2015 Institutional Annual Report

## 12. GENERAL EDUCATION

*The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and promote intellectual inquiry. The general education component includes demonstrated competence in writing and computational skills and an introduction to some of the major areas of knowledge. General education has comprehensive learning outcomes for the students who complete it. Degree credit for general education programs must be consistent with levels of quality and rigor appropriate to higher education. See the Accreditation Standards II.A.12 (appendix B) for areas of study for general education.*

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The Associate of Arts program is divided into core requirements, accounting for 30 semester credits and breadth-of-knowledge requirements, accounting for 30 semester credits. Individual courses of instruction were mapped to program-level learning outcomes to ensure breadth and depth of study. Care was taken to not overload the program requirements, but rather ensure curriculum was focused and in alignment with objectives and the mission of the institution.

Beyond the course content, faculty are encouraged and supported to utilize teaching methods such as discussion, projects and student presentations to support intellectual inquiry and student engagement.

### **Philosophy on General Education**

The focus of the Young Americans College of the Performing Arts is to graduate artist-educators who can parlay their developed skills in the areas of performance, education, leadership and international 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 our graduates with the ability to:

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.

### **Course Approval for Breadth of Knowledge Inclusion**

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

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. 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. Final review and approval is the responsibility of the curriculum committee.

A significant number of the breadth-of-knowledge courses is a part of the North Central Michigan College partnership agreement. As such master syllabi are NCMC approved and have helped ensure breadth-of-knowledge courses are appropriate in their rigor.

#### **Documentation**

[Appendix D:](#) 2015-2016 Academic Catalog [Breadth-of-knowledge details published on page18, course descriptions on page 21]

[Appendix S:](#) Master Course Outlines

[Appendix T:](#) Syllabi for Breadth-of-Knowledge Courses

### 13. ACADEMIC FREEDOM

*The institution's faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general. Regardless of institutional affiliation or sponsorship, the institution maintains an atmosphere in which intellectual freedom and independence exist.*

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The Young Americans College of the Performing Art's academic freedom policy is in place to support the examination and exploration of knowledge appropriate to the scope of the institution and the academic and educational communities. While the College is a part of a larger organization, the mission of the parent entity, The Young Americans, Inc., 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."*

Policy Statement excerpted from Section 7.4 of the Policy and Procedure Handbook.

**A. The Policy:** The Young Americans strongly upholds the concept of academic freedom pursuant to California Education Code §71000(b).

The Young Americans is in its very nature an institution promoting the benefits of free thinking and the freedom to articulate one's own ideas, positions and concepts. It is under this premise that all faculty and students of The Young Americans College of the

Performing Arts have the right to express their positions as a part of educational discussions and explorations without fear of retribution or reprisal.

No faculty member or student can use this policy as a protection for attempting to introduce controversial topics into educational discussions that are unrelated to the topic, nor enter into the discussion with the intent to persuade any other individual of the absolute truth of one's own position. Furthermore, this policy does not extend to cover any faculty member or student making a rebuttal or presenting a concept, if it is in the form of a personal attack. All positions and concepts must be expressed purely as ideas and concepts open to public debate and discussion within the realm of the course subject matter.

Furthermore, all concepts, positions and teaching methods utilized must not promote discrimination, racism or other biases as prohibited by law.

#### **Documentation**

[Appendix U:](#) Policy & Procedure Handbook [section 7.4]

## 14. FACULTY

*The institution has a sufficient core of qualified faculty with full-time responsibility to the institution. The core is sufficient in size and experience to support all of the institution's educational programs. A clear statement of faculty responsibilities must include development and review of curriculum as well as assessment of learning.*

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Faculty considered to be full-time to the institution is defined by the following criteria:

1. Annual teaching load with a minimum of 270 contact hours.  
Or
2. A combination of contact hours plus other duties and responsibilities with The Young Americans that equates to a full-time workload. "Other duties must involve interaction with students through rehearsal, directing and performance coaching and participation in curriculum development and student learning assessment activities.  
Or
3. A combination of contact hours and other duties as administrative staff with responsibility to participate in curriculum development and student learning assessment activities.

Based upon the above criteria The Young Americans College of the Performing Arts has 10 faculty members with full-time responsibility to the institution. Current full-time enrollment is 165, thus the faculty-student ratio is 1:16.5.

The small size and focused program of study offerings at The Young Americans College of the Performing Arts means that traditional faculty classifications of full-time and part-time 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 full-time.

For this reason, The Young Americans College of the Performing Arts 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.

Current core faculty to student ratio is 1:13.

**(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.

**(3) 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.

The faculty standards matrix in appendix V details minimum qualifications, and responsibilities in addition to instruction, for each faculty ranking.

All faculty members, regardless of ranking, are required to participate in five (5) faculty meetings per academic year in which curriculum is discussed and reviewed. Additionally, all faculty members regardless of level are required to participate fully in student learning outcome reporting each semester. All job descriptions and employment contracts include these provisions. The staff and faculty employee handbook also clearly articulates faculty members' roles and responsibilities.

As evidenced by the 2014-2015 Faculty Assessment Report in Appendix X, the faculty body of The Young Americans College of the Performing Arts is sufficient in number and quality to support the current educational offerings and fulfill the mission and goals of the College. As a result of the report the following benchmark standards have been developed:

- i. Courses taught by instructors with professional experience only should not exceed 20% of courses offered.
- ii. 100% of courses designated as breadth-of-knowledge courses should be taught by instructors with Master's degrees or higher.
- iii. 50% of courses should be taught by faculty with Bachelor's degrees with professional experience or higher.
- iv. 70% of courses should be taught by core faculty.

The benchmarks established were mostly met for the 2015-2016 academic year. New hiring focused on recruiting potential candidates with a mixture of professional experience and academic credentials. The only shortfall was in attaining sufficient percentage of courses taught by core faculty members for the fall 2015 semester. This was due to some course reassignments a few weeks before the start of the semester due to changes in faculty availability. It is not anticipated to be recurring problem.

## 2015-2016 FACULTY ASSIGNMENTS

TERM	COURSE SECTIONS OFFERED	CORE FACULTY	GENERAL FACULTY	SUBJECT SPECIFIC FACULTY
<b>FALL 2015</b>	<b>157</b>	<b>100 (64%)</b>	<b>34 (22%)</b>	<b>23 (14%)</b>
Music Dept.	98 (63%)	70 (71%)	24 (24.5%)	4 (4.5%)
Theatre Dept.	33 (21%)	21 (64%)	2 (6%)	10 (30%)
Dance Dept.	18 (11%)	6 (33%)	3 (17%)	9 (50%)
Breadth of Knowledge	8 (5%)	4 (50%)	4 (50%)	0 (0%)
<b>SPRING 2016</b>	<b>192</b>	<b>139 (72%)</b>	<b>38 (20%)</b>	<b>15 (8%)</b>
Music Dept.	147 (77%)	111 (76%)	24 (16%)	12 (8%)
Theatre Dept.	18 (9%)	17 (94%)	1 (6%)	0 (0%)
Dance Dept.	12 (6%)	6 (50%)	3 (25%)	3 (25%)
Breadth of Knowledge	15 (8%)	5 (33%)	10 (66%)	0 (0%)

## 2015-2016 FACULTY CREDENTIALS

TERM	COURSE SECTIONS OFFERED	MASTERS	BA + PROFESSIONAL EXPERIENCE	BA + LIMITED PROFESSIONAL EXPERIENCE	EQUIVALENT PROFESSIONAL EXPERIENCE
<b>FALL 2015</b>	<b>157</b>	<b>40 (25%)</b>	<b>71 (45%)</b>	<b>18 (11%)</b>	<b>28 (18%)</b>
Music Dept.	98 (63%)	30 (31%)	45 (46%)	15 (15%)	8 (8%)
Theatre Dept.	33 (21%)	2 (6%)	20 (61%)	0 (0%)	11 (33%)
Dance Dept.	18 (11%)	0 (0%)	6 (33%)	3 (17%)	9 (50%)
Breadth of Knowledge	8 (5%)	8 (100%)	0 (0%)	0 (0%)	0 (0%)
<b>SPRING 2016</b>	<b>192</b>	<b>46 (24%)</b>	<b>103 (54%)</b>	<b>28 (15%)</b>	<b>15 (8%)</b>
Music Dept.	147 (77%)	30 (20%)	80 (54%)	25 (17%)	12 (8%)
Theatre Dept.	18 (9%)	1 (6%)	17 (94%)	0 (0%)	0 (0%)
Dance Dept.	12 (6%)	0 (0%)	6 (50%)	3 (25%)	3 (25%)
Breadth of Knowledge	15 (8%)	15 (100%)	0 (0%)	0 (0%)	0 (0%)

### Documentation

[Appendix V:](#) Faculty Roster with Supplemental Responsibility Matrix

[Appendix W:](#) Staff and Faculty Employee Handbook

[Appendix X:](#) 2014-2015 Faculty Assessment Report

[Appendix Y:](#) Faculty Contract Samples

[Appendix O:](#) Schedule of Classes



## 15. STUDENT SUPPORT SERVICES

*The institution provides for all of its students appropriate student services that support student learning and development within the context of the institutional mission.*

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Consistent with the College mission, the student services department is focused on advocating for students and supporting student learning and student achievement. Activities and services offered must be linked to institutional mission and strategic goals and evidenced in the student services department annual report.

The Young Americans College of the Performing Arts 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 services 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 also provides students with continuous access to their student records, accounts and course portals.

**Admissions Advising:** All new students are required to complete admissions advising prior to signing the enrollment agreement. Admissions 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 webinars hosted by the College.

**New Student Orientation, class placement and freshman advising:** Prior to commencement of instruction, freshman students complete a series of orientation sessions including student housing, campus operations, and College preparation. Freshman 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 freshmen 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 freshman students complete academic advising to refine educational goals and align program planning for their sophomore year.

**Success Coaching:** Once student class placement and enrollment is completed, students can meet with a success coach to review their schedule and devise time-and priority-management plans. Students with a high school GPA of less than 2.5 are required to complete success coaching. Sophomore students engaging in practicum studies or online courses are required to complete success coaching prior to commencement of instruction. Students entering with high school IEPs for identified learning or other disabilities also participate in success coaching to ensure individualized support systems are established.

**Tutoring Center** Available each semester and staffed with faculty, peer tutors and community/alumni volunteers. The tutoring center provides support for students in specific curriculum areas or general writing and study support. Tutoring is available in group settings on campus in the library resource room. 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.

**Counseling:** Sessions are scheduled between counseling staff and students and can occur on campus, via Skype, via telephone or via email as needed.

**Resident Advisors:** Provide support and guidance in student housing to support healthy lifestyles and support for conflict resolution between roommates. Only applies to students in student housing situations.

**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. Off-campus students 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.

**Library Resource Support:** Library services link curriculum needs to student resources for learning and research support. Virtual library is available 24/7. Resource room is open during campus operating hours.

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

## **Documentation**

[Appendix D:](#) 2015-2016 Academic Catalog [page 6 lists services provided]

[Appendix L:](#) 2014-2015 Institutional Annual Report [L.6: Student Services Annual Report]

[Appendix U:](#) Policy & Procedure Handbook [Sections 7.22, 8.1 & 10.5]

[Appendix Z:](#) Success Coaching Template

[Appendix LL:](#) Student Demographic Profile – 2015-2016 Academic Year

## 16. ADMISSIONS

*The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs.*

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The admissions policy for The Young Americans College of the Performing Arts states that a student must first be accepted into The Young Americans, Inc. Upon acceptance into The Young Americans, Inc. a potential student must then meet admissions standards for The Young Americans College of the Performing Arts. This process ensures potential students meet the stated admission preference of those in the formative stages of their artistic development.

The admissions department assesses potential candidates for acceptance into The Young Americans, Inc. and admissions to The Young Americans College of the Performing Arts in accordance with enrollment goals and published admissions standards. Enrollment goals include sustaining a student body that is balanced and reflective of the global community. The focus is on identifying candidates with a wide range of talent, skill, personality, ethnicity, gender, and socio-economic backgrounds.

Potential students are assessed on an individual basis and must meet or exceed the standards of The Young Americans in the following areas:

- Talent (with an emphasis on vocal and dance skills)
- Leadership
- Volunteerism and community involvement
- Desire to give to others
- Passion for teaching
- Kindness and compassion
- Academic achievement and excellence

Students meeting these criteria are offered a place with The Young Americans, Inc. Applicants must then complete the application process for The Young Americans College of the Performing Arts, which includes:

1. Have graduated high school with a 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.

This approach ensures admissions are aligned with the mission of The Young Americans College of the Performing Arts.

Published policies include standards for admission and admissions equivalency.

Given the physical demands of The Young Americans, prior to admission, 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.

**Documentation**

[Appendix D:](#) 2015-2016 Academic Catalog [page 8]

[Appendix AA:](#) Application and Audition Card Samples

[Appendix U:](#) Policy & Procedure Handbook [Sections 6.5, 7.12, 7.13, 10.2]

## 17. INFORMATION AND LEARNING SUPPORT SERVICES

*The institution provides, through ownership or contractual agreement, specific long-term access to sufficient information and learning resources and services to support its mission and instructional programs in whatever format whenever and wherever they are offered.*

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### **Library Collections**

#### ***On-site Library Resource Room***

The Young Americans College of the Performing Arts maintains an extensive library of sheet music, scripts, scores, resource books and performance DVDs that is accessible to the students during business hours, with weekday extended hours. The library also has 3 student PC stations to access digital library resources.

#### ***Virtual Library***

Beginning April 1<sup>st</sup>, 2015 library services were significantly improved through the contracting of virtual librarian service. The addition of the virtual library service provides both students and faculty with a rich learning experience including improved ability to explore subject matter at a greater depth than can be reached in the classroom and supporting information literacy and research skills to differentiate good sources of credible information.

The virtual library contract includes a lead librarian as well as a librarian for each academic department. All librarians hold Masters of Library Science degrees from accredited American Library Association library and information science schools.

The implementation process has included syllabi and curriculum review by librarians in coordination with department chairs and faculty to curate a collection that meets the instructional needs of the College. A multi-year needs plan has been developed and funding approved to support development of curated resources.

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

### **Learning Resources**

***Private Practice Rooms:*** Four private practice rooms are available for student use. Signup sheets are on the door of each room to allow students to reserve time in the room. If no reservation has been made, students may use the room on a first-come first-serve basis. Each of these rooms is equipped with a Yamaha P-85/P-95 digital piano.

***June & Margaret Piano Lab:*** This space has 16 student stations that feature weighted 88-key digital pianos with headphones connected to a teacher station using a lab controller. Students have access to the room when a class is not in session.

***Computer Lab:*** These two rooms, with 7 PC stations are designed to provide students with on campus access to a computer and printer.

## **Documentation**

[Appendix BB:](#) Holdings Catalog

[Appendix CC:](#) Virtual Library Contract Agreement

[Appendix DD:](#) Library Budget

## 18. FINANCIAL RESOURCES

*The institution documents a funding base, financial resources, and plans for financial development adequate to support student learning programs and services, to improve institutional effectiveness, and to assure financial stability.*

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The funding base for The Young Americans College of the Performing Arts is sourced primarily through tuition-generated income. The parent entity relationship secures tuition income as the College division is a pathway for students to participate in the performance activities of The Young Americans, Inc. This relationship secures the College division as a crucial strategic component of fulfilling the organization's mission. Furthermore, this organizational structure and relationship guides budget allocations and ensures that tuition-generated revenues are allocated towards student learning programs and institutional improvement. A significant proportion of overhead, occupancy and other operating expenses are shared by other divisions within the parent organization.

### **Budget Allocations**

The budget is a reflection of the organizational structure of The Young Americans, Inc. and as such is divided into three 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 The Young Americans College of the Performing Arts. Prepared and managed by the President of the College division.
3. Corporate – All of the supporting and fundraising activities of the entire organization. Prepared and managed by the CFO.

The budget is presented to the Executive Director for approval prior to being presented to the Board of Directors.

Policy governing budget process can be found in section 9.2.1 of the Policy and Procedure Handbook [Appendix U].

In the 2015-2016 College division budget, instructional needs, which include faculty and teaching supplies, account for 40% of expenses. Furthermore, when combined with student services (6%) and library services (4%), the budget allocation of 50% of expenses demonstrates the commitment to supporting student learning and programs of study.

Expense Allocation Summary			
	FYE 2014 - Actual	FYE 2015 - Actual	FYE 2016 - Budget
<b>Organization Total Expenses</b>	\$4,400,806	\$4,984,278	\$5,815,129
			\$5,111,609 [net of student housing]
<b>College Division Expenses</b>			
Instructional	\$459,499	\$518,730	\$578,116
Student Services	\$19,980	\$66,959	\$87,345
Library		\$6,726	\$51,500
Facility	\$276,159	\$152,990	\$239,347
Equipment & Technology	\$23,757	\$42,762	\$34,096
Admissions & Enrollment	\$215,045	\$126,125	\$190,440
General and Administration	<u>\$200,907</u>	<u>\$277,344</u>	<u>\$255,614</u>
<b>College Expenses Total</b>	<b>\$1,197,347</b>	<b>\$1,191,636</b>	<b>\$1,436,458</b>
<b>College Expenses as a % of Total</b>	27%	24%	28%

### Financial Resources

The parent entity relationship of The Young Americans College of the Performing Arts directly ties financial resources to the asset base of The Young Americans, Inc. The following data is presented is for The Young Americans. Inc.

ASSETS	2013	2014	2015
<b>Total</b>	\$1,589,207	\$1,543,717	\$1,594,994
<b>Current Asset %</b>	65%	74%	71%

LIABILITIES	2013	2014	2015
<b>Total</b>	\$974,969	\$634,834	\$635,458
<b>Long -Term Liabilities %</b>	9.5%	11.5%	8%

NET ASSETS	2013	2014	2015
<b>Year End Balance</b>	\$614,058	\$908,883	\$959,536
<b>As % of expenses</b>	14%	21%	19%

### The Foundation for The Young Americans

In 2012, The Foundation for The Young Americans was founded. The foundation's mission is to support the worldwide educational and performance endeavors of The Young Americans, Inc. The foundation has a designated fund for scholarships to support students at The Young Americans College of the Performing Arts.

While the foundation is developing and building up reserve funds, current budgeting for The Young Americans College of the Performing Arts projects less than 2% of income generated as



coming through The Foundation for The Young Americans. Long-term planning increases the role of the Foundation in supporting financial stability.

### **Documented Planning**

The Institutional Development Plan for The Young Americans College of the Performing Arts, that covered the years 2013 through 2018, was framed to ensure The Young Americans College of the Performing Arts was developed in a manner that aligned with the mission of The Young Americans, Inc., while also fulfilling the institutional mission of The Young Americans College of the Performing Arts. The dual focus ensured the College division 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 developed by applying enrollment projections to curriculum offerings to determine the needed staffing, instructional support and facility needs. This then formed the basis and rationale for institutional budget planning for the time period. It was through this process that financial support from the parent entity to the College division was defined and included both shared resources and allocations of contributions to support institutionally funded scholarship programs.

The Institutional Strategic Plan for The Young Americans College of the Performing Arts that covers the years 2015 through 2020, retains the focus on supporting student learning programs and services while also incorporating objectives that improve institutional effectiveness and strengthen institutional financial stability.

The Institutional Strategic Plan was developed to provide stronger focus on institutional development planning and supporting involvement from all departments within the College division. Upon adoption of the Institutional Strategic Plan by the Board of Directors, the Institutional Development Plan was no longer in use.

### **Documentation**

[Appendix EE:](#) Institutional Development Plan (2013-2018)

[Appendix FF.1:](#) Board Approved Annual Budget FY 13-14

[Appendix FF.2:](#) Board Approved Annual Budget FY 14-15

[Appendix FF.3:](#) Board Approved Annual Budget FY 15-16

[Appendix GG:](#) The Foundation for The Young Americans, Inc.

[Appendix HH:](#) Institutional Strategic Plan (2015-2020)

## 19. INSTITUTIONAL PLANNING AND EVALUATION

*The institution systematically evaluates and makes public how well and in what ways it is accomplishing its purposes, including assessment of student learning outcomes. The institution provides evidence of planning for improvement of institutional structures and processes, student achievement of educational goals, and student learning. The institution assesses progress toward achieving its stated goals and makes decisions regarding improvement through an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation.*

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The institutional effectiveness plan is designed to be a continuous, broad based process for systematic evaluation and planning. The various layers and reporting from all areas of the College division provide qualitative and quantitative assessments, establish short term and long term goals and connect resource allocation and planning to student learning. The mission of the College is the common theme that unites the departments and guides decision making and planning.

The institutional effectiveness plan adopted in 2014-2015 requires that comprehensive program reviews and institutional strategic planning be conducted every four (4) years and six (6) years respectively. The first comprehensive program review will take place at the conclusion of the 2016-2017 academic year. The strategic plan, effective July 2015 will be in effect through June 2020. 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. 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's needs.

Course level student learning outcomes are assessed each semester with all courses required to report on student performance for at least three course SLO's each semester the course is offered. The Dean of Instruction then maps results to program level SLO's and develops action plans with faculty and department chairs when benchmarks are not met. The student learning outcome summary results for all courses are published in Annual Academic Program Report. Summary of SLO Results as published in the 2014-2015 Institutional Annual Report (appendix L) are below. Detailed course reports are located in appendix A of the 2014-2015 Institutional Annual Report (appendix L).

*As of the end of the Spring 2015 term, we had SLO outcome reports for 84% of our courses (26 out of 31). Outcomes from those Spring courses, as well as Fall are reported in the tables following this narrative.*

#### *Discussion of outcomes report*

*Seventy-five per cent (75%) of the courses reporting SLO results (27 out of 36) hit or exceeded all of their goals for student outcomes on their selected objectives. Of those that did not, five had one LO that didn't reach goal (DAN 220, MU 128, SOC 171, THF 100, THF 101), two missed 2 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%.*

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

- Business Math: 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).*
- 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?*
- MUS 129: with Dean of Instruction, explore possible reasons for discrepancy between these two objectives and the third (98%).*
- SOC 171: Will have a new instructor. Monitor this after next round of outcomes reports.*
- THF 100 & THF 101: both these courses missed their marks by a small percentage and assessment for both objectives was based on tests and quizzes. Strategy session with Dean of Instruction to generate additional approaches to these goals.*
- 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.*
- DAN 220: ballet is a challenging course; these results not unexpected, nor do them seem problematic. Overall final course performance for these students*

*is in the low 90%, 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% goal is appropriate for this course, or whether they should strive for higher, and if so, what that goal would be.*

*All breadth of knowledge course goals are set at 70% or “C”. All but one of the courses in the other departments (music, dance, theater) are set at 80% or “B”. Music Theory (MU 130) is the exception; the goal for that class is set at 70% or “C”. To distinguish this difference, outcomes for that course are indicated in [brackets] in the table below.*

*Dan 122 and 123 results were assessed and recorded in a non-standard fashion. This, as well as many other idiosyncracies presented through this manual process that we have used to-date will be remedied by the end of the 2015-2016 academic year through implementation of TK20. Beginning in the Spring of 2016, all faculty will input their outcomes reports directly into the TK20 system, which will link outcomes in a way that will standardize this data collection and analysis process.*

The annual performance fact sheet and institutional annual reports, required by the California Bureau of Private Post-Secondary Education, include data on student learning and student achievement. Data presented in these reports includes retention rates, completion rates, and placement rates. The reports are published on the College website and as such are available to the general public. Prospective students are given a performance fact sheet prior to signing their enrollment agreement.

## **Documentation**

[Appendix HH:](#) Institutional Strategic Plan (2015-2020)

[Appendix JJ:](#) Institutional Effectiveness Plan

[Appendix L:](#) 2014-2015 Institutional Annual Report

## 20. INTEGRITY IN COMMUNICATION WITH THE PUBLIC

*The institution provides a print or electronic catalog for its constituencies with precise, accurate, and current information concerning the following:*

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The College publishes an academic catalog annually.

The electronic file is published on the website at  
<http://www.youngamericans.org/index.php/college-program/>

The electronic file is also emailed directly to prospective students prior to signing the enrollment agreement.

### ***General Information***

*Official Name, Address(es), Telephone Number(s), and Website Address of the Institution*  
Page 51 in 2015-2016 Academic Catalog.

### *Educational Mission*

Page 2 in 2015-2016 Academic Catalog.

### *Course, Program, and Degree Offerings*

Page 5 in 2015-2016 Academic Catalog.

Page 21 in 2015-2016 Academic Catalog.

### *Academic Calendar and Program Length,*

Pages 5, 15, 17 & 40 in 2015-2016 Academic Catalog.

### *Academic Freedom Statement*

Page 43 in 2015-2016 Academic Catalog.

### *Available Student Financial Aid*

Page 30 in 2015-2016 Academic Catalog.

### *Available Learning Resources*

Page 3,4,6 and 7 in 2015-2016 Academic Catalog.

### *Names and Degrees of Administrators and Faculty*

Page 30 through 39 in 2015-2016 Academic Catalog.

### *Names of Governing Board Members*

Page 32 through 33 in 2015-2016 Academic Catalog.

**Requirements***Admissions*

Page 8 in 2015-2016 Academic Catalog.

*Student Tuition, Fees, and Other Financial Obligations*

Page 27 in 2015-2016 Academic Catalog.

*Degrees, Certificates, Graduation and Transfer*

Page 9 through 20 in 2015-2016 Academic Catalog.

**Major Policies and Procedures Affecting Students***Academic Regulations, including Academic Honesty*

Page 41 through 50 in 2015-2016 Academic Catalog.

*Nondiscrimination*

Page 41 in 2015-2016 Academic Catalog.

*Acceptance and Transfer of Credits*

Page 9 and 14 in 2015-2016 Academic Catalog.

*Grievance and Complaint Procedures*

Page 44 in 2015-2016 Academic Catalog.

*Sexual Harassment*

Page 47 in 2015-2016 Academic Catalog.

*Refund of Fees*

Page 30 in 2015-2016 Academic Catalog.

*Locations or Publications Where Other Policies may be Found*

Page 41 in 2015-2016 Academic Catalog.

**Documentation**

[Appendix D:](#) 2015-2016 Academic Catalog

[Appendix U:](#) Policy & Procedure Handbook [sections 6.7, 6.9, 9.5, 10.4.4 & 10.4.5]

[Appendix KK:](#) Marketing Materials

## 21. INTEGRITY IN RELATIONS WITH THE ACCREDITING COMMISSION

*The Institution provides assurance that it adheres to the Eligibility Requirements, Accrediting Standards and Commission Policies, describes itself in identical terms to all of its accrediting agencies, communicates any changes in its accrediting status, and agrees to disclose information required by the Commission to achieve its accrediting responsibilities. The Institution will comply with Commission requests, directives, decisions and policies, and will make complete, accurate, and honest disclosure. Failure to do so is sufficient reason, in and of itself, for the Commission to impose a sanction, or to deny or revoke candidacy or accreditation.*

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The Young Americans College of the Performing Arts has adopted the following Board approved policy to ensure relations with the Commission are in compliance with integrity standards.

### 7.23 INTEGRITY WITH ACCREDITING COMMISSION

**A. The Policy:** The Young Americans College of the Performing Arts is committed to ensuring it maintains relationships with its accrediting bodies that are based upon integrity and honesty. To support this relationship, the following guidelines must be followed:

1. Adherence to all Eligibility Requirements, Accrediting Standards and Commission Policies.
2. Descriptions of the institution, its programs of study and supporting data will be identical when reporting to the public, the accrediting commissions and the California Bureau of Private Post-Secondary Education.
3. All requests for information and disclosures will be submitted in a timely manner in accordance to standards and policies.
4. All disclosures submitted will be complete, accurate and honest in their representation of the institution.

**B. Implementation Method:** The College President is charged with the responsibility for ensuring all disclosures and communication with accrediting commissions are completed in accordance with this policy and the accrediting commission's standards and policies.

**C. Review Guidelines:** The policy should be reviewed in accordance with changes in standards and policies as set forth by the accrediting commission.

The Young Americans College of the Performing Arts is not accredited by any accrediting agency or commission. Disclosures of operating status are found at:

1. Web Site - <http://www.youngamericans.org/index.php/general-info/>
2. Catalog – page 5 – 2015-2016 Academic Catalog

All disclosures conform with standards set forth by the California Bureau of Private Post-Secondary Education for degree granting non-accredited institutions.