



2018-2019 ANNUAL INSTITUTIONAL REVIEW

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

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

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Supporting Documents

Accessible at: [2018-2019 Institutional Annual Review](#)

1. Annual Academic Instructional Review 2018-2019
 - 1.1 Annual Music Department Review
 - 1.2 Annual Theatre Department Review
 - 1.3 Annual Dance Department Review
 - 1.4 Annual Breadth of Knowledge Department Review
 - 1.5 Library Department Review
2. Administrative Services Annual Review
3. Student Services Annual Review
4. Faculty Survey Report
5. Data Files
 - 5.1 2018-2019 Data Files
 - 5.2 2018-2019 Course Completion Data
 - 5.3 2018-2019 Faculty Load Assessment
 - 5.4 Historical Course Completion Data
 - 5.5 Program Learning Outcome Results

PRESIDENT'S SUMMARY

The 2018-2019 academic year continued to be a year of progress and foundational building for The Young Americans College of the Performing Arts. With the institution now recognized as an accredited institution by ACCJC/WASC, the pathways to student aid programs and student visa programs opened. Each of these opportunities helps to enhance the student experience and reduce barriers to enrollment.

On April 1, 2019, The Young Americans College of the Performing Arts was granted eligibility to participate in Federal Student Aid programs. This allows our eligible students to utilize Pell grants and direct loan programs to support their cost of attendance. As approval was so close to the start of the academic year, the impact on enrollment will not be fully realized until fall 2020.

The institution was also granted approval by the US Department of Homeland Security to participate in the Student and Exchange Visitor Program. This approval opens the door to international students to study at The Young Americans College of the Performing Arts through the F-1 student visa program. This approval was granted in January 2019 and is expected to help drive enrollment growth in the coming years. Expanding our international student base helps The Young Americans student body to continue to be reflective of the global community we seek to serve.

Continuous improvement is a core value for our institution and the faculty team's commitment to this ideal continues to be a driving force within the curriculum and campus culture. This year the core faculty team conducted a comprehensive review of the programs of study and their course offerings and curriculum. The faculty team's commitment to the process and willingness to collaborate and work together for the betterment of the student's learning process is inspiring to watch.

The key concern moving into the next two years is recruitment and enrollment. In the past year significant efforts have been undertaken to devise strategy, restructure personnel resources, and to develop a clear and cohesive message that fully encapsulates the value a student receives. The current enrollment numbers do not yet show a strong outcome from those efforts. However, barriers such as federal aid were not yet overcome with sufficient time to see their impacts.

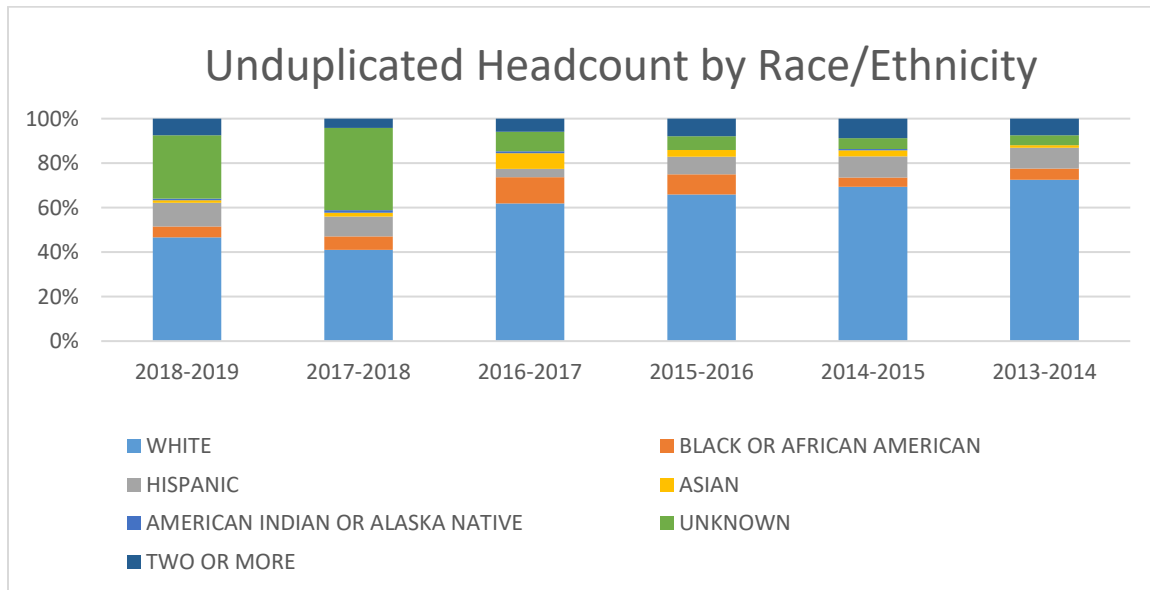
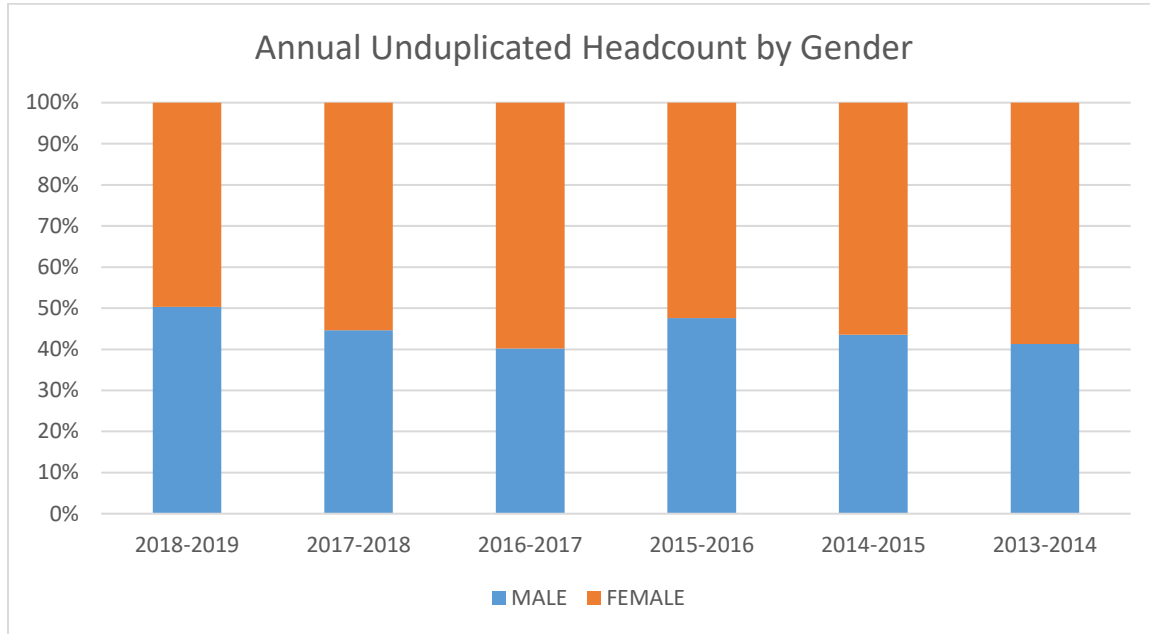
The 2019-2020 year will be a defining year for The Young Americans College of the Performing Arts. It will mark the first full year wherein the institution is operating as an accredited institution with federal financial aid and student visa programs fully available to all eligible students. With these core foundational building blocks in place, the coming years will bring exciting new ventures for YACPA and increased opportunities to define ourselves as an institution of quality, excellence, and relevance.

DATA SUMMARY

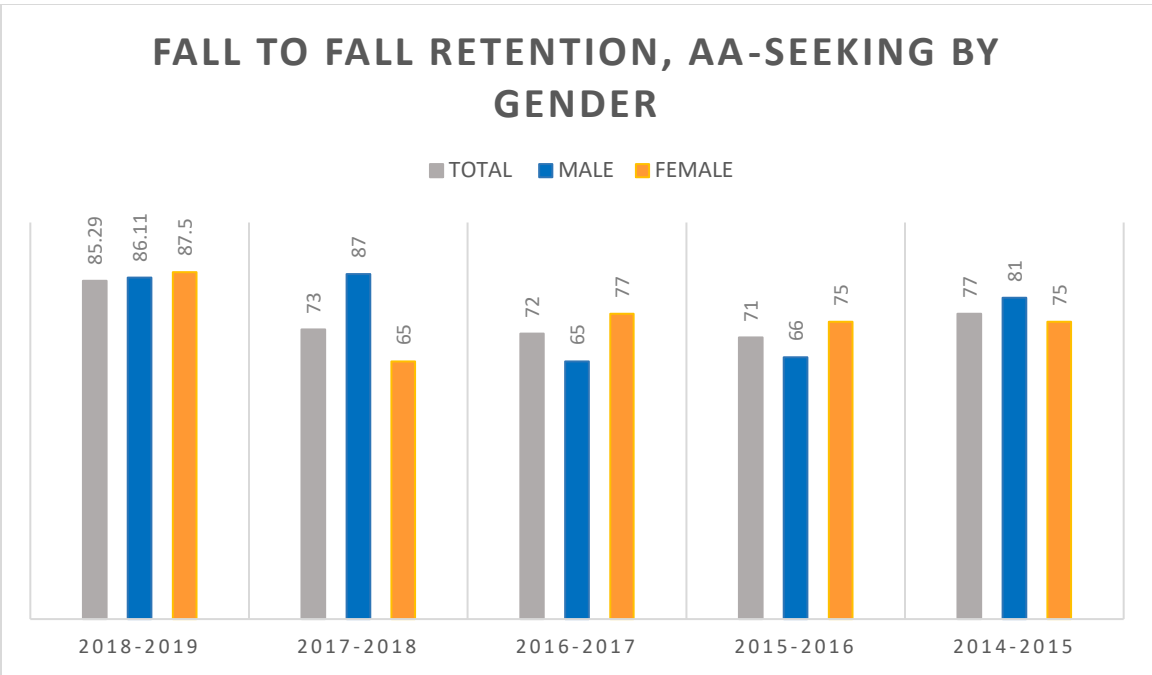
Data Metric	2018-2019 RESULTS	2017-2018 RESULTS	2016-2017 RESULTS	2015-2016 RESULTS	2014-2015 RESULTS	INSTITUTIONAL STANDARDS
Student Course Completion Rate	92%	93%	89%	89%	91%	2% above standard
Student Degree Completion Rate – 100%	31%	28%	28%	20%	21%	34% under standard. Critical priority
Student Degree Completion Rate – 150%	39%	28%	23%	15%	N/A	None set at this time
Number of Degrees awarded	45	38	42	15		
Number of Degrees awarded, by program [5]	MOT = 2 AA = 28 AA, Vocal = 11 AA, Acting = 2 AA, Dance = 4	MOT = 8 AA = 5 AA, Vocal = 15 AA, Acting = 12 AA, Dance = 11 *5 are dual emphasis	MOT = 10 AA = 14 AA, Vocal = 16* AA, Acting = 8* AA, Dance = 4 *4 are dual emphasis	MOT = 5 AA = 2 AA, Vocal = 7 AA, Acting = 3 AA, Dance = 3	MOT = CERT = 6 AA = 6 AA, vocal = 3 AA, Acting = 3	Standard not applicable
Fall to Fall Retention Rate, AA seeking students	85%	73%	76%	71%	77%	5% above standard
Freshman Persistence Rate, Fall to Spring	88%	97%	97%	91%	97%	2% below standard
Sophomore Persistence Rate, Fall to Spring	93%	86%	88%	98%	81%	3% above standard
Freshman Student Satisfaction	96%	100%	94%	98%	94%	6% above standard
Sophomore Student Satisfaction	100%	100%	90%	100%	90%	10% above standard
Graduated Student Satisfaction[3]	100%	Insufficient response data	Insufficient response data	Insufficient response data	N/A	25% above standard
Institutional Cumulative GPA	3.08	3.22	3.09	3.19	3.19	.08% above standard
Enrollment, unduplicated annual student headcount [4]	161	168	200	164	148	Standard not applicable
Enrollment, unduplicated	138	133	179	143	124	Standard not applicable

Data Metric	2018-2019 RESULTS	2017-2018 RESULTS	2016-2017 RESULTS	2015-2016 RESULTS	2014-2015 RESULTS	INSTITUTIONAL STANDARDS
annual full-time enrollment headcount						
Enrollment Associate of Arts Programs	159	157	187	148	126	Standard not applicable
Enrollment Music Outreach Training Certificate	5	13	14F[5]	7	2	Standard not applicable
# Applicants	1057	818	956	1008	819	Standard not applicable
# Admissions	218	384	448	430	299	Standard not applicable
# Freshman Enrollments	86	94	113	95	74	Standard not applicable
Scholarship Funds Awarded	\$195,610	\$147,470	\$200,275	\$196,673	\$143,527	Standard not applicable
Freshman Awards (# of recipients)	\$110,860 (46)	\$96,470 (36)	\$102,300 (67)	\$132,539 (45)	\$100,997 (41)	Standard not applicable
Average Freshman Award	\$2410	\$2,243	\$1,526	\$2,945	\$1,174	Standard not applicable
Sophomore Awards (# of recipients)	\$84,750 (50)	\$50,500 (31)	\$97,975 (65)	\$64,142 (27)	\$42,530 (41)	Standard not applicable
Average Sophomore Award	\$3,390	\$1,328	\$1,507	\$2,375	\$924	Standard not applicable
% Courses Taught by Core Faculty	76%	65%	71%	72%	60%	6% above standard
% Courses Taught by Faculty with Bachelor's Degree & 10 years professional experience or higher	86%	72%	76%	70%	50%	36% above standard
% Courses Taught by Professional Experience only faculty	10%	9%	10%	10%	31%	10% above standard
% of Breadth of Knowledge courses taught by instructor with Master degree or higher	100%	100%	100%	100%	87%	Meets standard

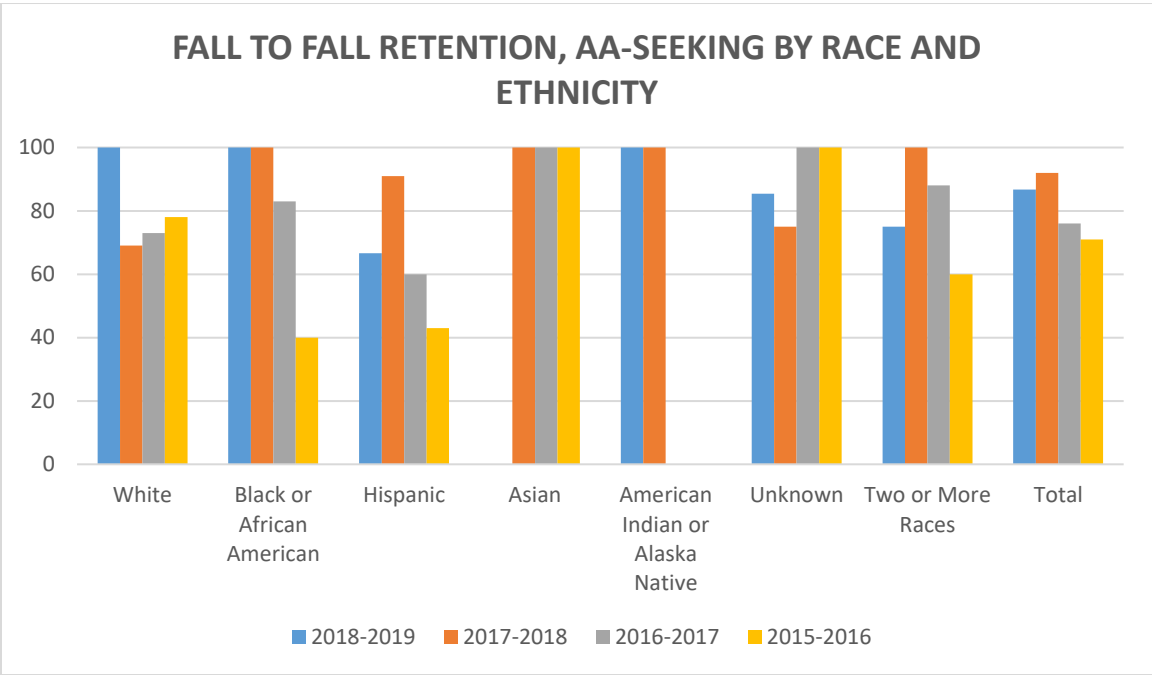
DISAGGREGATED DATA



The number of students choosing not to identify their race dropped from the previous years' high. 2018-2019 saw continued growth of students identifying as Hispanic and two or more races.



Total overall fall to fall retention rates rose 12% and that of female students 22% reflecting the gains we anticipated based upon the accreditation status.



Retention rates disaggregated by race are misleading as the population is small and changes significantly each year (as evidenced by the data in this table). However, Hispanic retention rates continue to trend lower than any other racial or ethnic group longitudinally.

STATUS OF PRIORITIES IDENTIFIED IN THE 2017-2018 ANNUAL REPORT

1. Implement enhanced recruitment and enrollment management strategies

Status: Partially Met

Leads were purchased throughout the year from College Board to promote upcoming workshops during the fall and spring tours. Digital marketing such as eblasts and social media campaigns targeted the purchased leads and past and current registrants.

Digital campaigns were tracked using click-through rates in Populi and Google. E-blasts to purchased leads resulted in a 22.5% open rate in the fall and 20.4% open rate in the spring. E-blasts to workshop registrants yielded less than 1% open rate. Social media campaigns yielded a 31% reach in the fall and a 38% reach in the spring.

Word of mouth and/or experiencing a workshop with YA remain the leading recruitment strategies as evidenced by applicants' response to "How did you hear about our program?" Fourteen percent (14%) of applicants respond that they learned about the college through email, online search, or other. The remaining 86% identified a friend or family member, teacher/director/coach, or workshop/camp as their introductory source.

Original plans included reaching out to SoCal school and tour school teachers and guidance counselors by sending information packets and then following up with visits and/or phone calls to begin building relationships with school representatives. Information packets were sent but follow-up did not occur.

It was determined mid-year that a restructure of personnel was needed to successfully implement shortages and action plans.

Reference: Administrative Services Annual Review Report

2. Launch financial aid department

Status: Met

FA Solutions was selected as the 3rd party servicer to be the financial aid department for the YA College. The President and Dean of Administration worked with representatives from FA Solutions to setup and integrate the necessary systems, develop policies and procedures, and begin processing student applications once approval was received. That Title IV approval came in April 2019, allowing the college to begin offering financial aid to incoming students in Fall 2019.

Reference: Administrative Services Annual Review Report

3. Develop retention actions for sophomore students approaching completion

Status: Ongoing

The college identified a significant trend wherein sophomores who have one semester remaining are simply not completing. During the 2018-2019 year, to prompt further completion, the college president sent reminders to each sophomore, each registration period, regarding exactly what each student has to complete. The impact of this personalized approach is already visible. The 17-18 report identified that 35 sophomores were still actively participating within The Young Americans but no longer pursuing a degree. In the current year there are 17 (25% of the original cohort).

Reference: President

4. Further development of academic advising process

Status: Met

The academic advising process was improved by creating communication plans within Populi to notify staff members in each department involved in each student advising process. For example, when a student meets with Student Services, a profile is created through Populi's communication plan that notifies the Registrar about enrollment questions/changes as well as the Administrative Services department regarding financial impacts. These processes help ensure that students receive relevant information from each department and can make more complete and well-informed decisions.

These improvements resulted in an 11% increase in the 150% graduation rate (from 28% in 2017 to 39% in 2018) and a 13% increase in sophomores who remain active as both student and cast members (72% in 2017 vs. 85% in 2018).

Reference: Administrative Services Annual Review Report

5. Implement streamlined process for communication, reporting, and documentation

Status: Partially Met

While having multiple "applications" in Populi continues to be somewhat confusing, being able to submit and complete admissions steps all within one platform had positive results. Data storage has been streamlined by converting all records to digital and by storing important information in Populi. Goal status is based on verbal feedback from students regarding the ease of submitting through Populi. Further work required to ensure that no student arriving to campus is restricted from checking in on arrival day due to missing items.

Regular training sessions and tutorial videos will be added to ensure that non-College staff can access instructions as needed to eliminate redundancies in data collection as students' progress from student to cast member status.

The department has been restructured with new staff to ensure a smoother process for the 2019-2020 incoming class.

Reference: Administrative Services Annual Review Report

6. Increase scholarship funding

Status: Not Met

The overall scholarship awards for the 2018-2019 year increased by \$48,000, however they are still below 2016-2017 levels. Suppressing the impact of these funds is the increase in tuition from 2016 to 2018. Attention to this priority is a joint effort with the Development Department that serves the entire Young Americans organization. That department experienced significant personnel changes including being unstaffed from July 2018 to March 2019.

7. Advance cross-curricular collaborations

Status: Met and Ongoing

Cross-curricular assignments were integrated across four additional courses: Life Skills, Dance 100, and Music 111 in the fall, and Sociology 171 in the spring. This was accomplished by connecting the writing assignments in English 95, 111, and 112 to writing assignments in each of the listed courses. English 111 required students to pull concepts and key terms from Sociology

171 to deepen their analysis of the required novel that students analyzed in English. The first essay in English 112 addressed the concept of emotional intelligence, building upon information that was learned in the Teaching Methods students took the year before. Teaching Methods integrated components from the Sociology course as part of the “culture bag” assignment.

Students clearly benefited from the support of this cross-curricular approach and the ability to process information from various angles in different classes as evidenced in a decrease in course failures. In 2017-2018 15% of students received failing grades in one or more courses; in 2018-2019 only 8% did.

Reference: Breadth of Knowledge Annual review Report

8. Improve processes related to faculty evaluation and development

a. Establish comprehensive annual review process for core faculty

Status: Met

The annual evaluation process for core faculty members was begun. The process includes utilizing the review form for self-assessment and collaborative review with the appropriate department chair and dean of instruction.

b. Build faculty pedagogical skills

Status: Met

This goal was kicked off at the beginning of last academic year with an assignment for each instructor to share their “statement of philosophy” around their teaching practices. These statements were shared out during a full faculty meeting. Faculty who have no formal teacher training background dug into the assignment, reflected on their teaching, mapped it to our institution’s goals, and reported back. The exchange was particularly rich with engagement, and even those faculty with less formal teaching experience found the exercise helpful.

Fast forward from that meeting to this year’s New Kids orientation, and the outcome of our “pedagogical development” efforts was fully demonstrated. As our department chairs and faculty introduced their programs to our New Kids, they all expressed a common, cohesive perspective on what “teaching” and “learning” means at YACPA. At this point, one could ask any one of our faculty—including our most recent—about what teaching and learning means to them, and they would express similar thoughts about the value of engagement, student-centered learning, growth mindset, etc. *and* would be able to provide examples of what that looks like in their classroom—all concrete evidence of our pedagogical development efforts aimed at creating a defined culture of student-centered teaching and learning at YACPA.

Reference: Annual Academic Instructional Report 2018-2019

9. Continue to improve student body diversity to be more reflective of global community

Status: Not met and ongoing

Due to low numbers, recruitment efforts for the 2018-2019 academic year focused on boosting enrollment in general, with any and all populations, versus with a specific emphasis on building diversity. That effort resulted in slightly lower ratios of ethnic or racial diversity in the freshman class (47% White vs. 40% the previous year). Hispanic enrollment rose to 11% from 9% the previous year, and students identifying with two or more races also increased.

Reference: 2018-2019 Data Sheet

10. Evaluate tour class facilitation

Status: Met

To date, due to the logistics, tour classes and their associated instructors have not been observed and evaluated as all other on-campus courses are on a regular 2-year rotation. During the 2016-17 academic year, we had hoped to figure out a means to coordinate observation of the practicum courses by the Dean of Instruction at least one site. That did not happen. We do have a plan for this academic year, involving GoReact, which we now have access to for use with all our students (freshmen and sophomores). That process involves students recording their work (or being recorded) as well as recorded feedback from instructor of record. "Observation" will be remote, but with concrete documentation that can be reviewed and retained.

Reference: Annual Academic Instructional Report 2018-2019

11. Integrated process for SLO/PLO reporting

Status: Not Met

Personnel bandwidth has left this goal largely unaddressed. The decisions to end the TK-20 contract was made, replacement efforts have been weak. It is anticipated that Populi will be releasing a module for these areas in the coming year. These further stalled efforts to develop a system.

Reference: Administrative Services Annual Review Report

12. Begin comprehensive program review

Status: Met and Ongoing

The two most significant (and interrelated) academic efforts of the college for the 2018-2019 year involved reviewing and adjusting the AA program to create an NCMC-independent AA plan and in the process, taking significant steps to raise the rigor of several of our courses. The curriculum review confirmed that the great majority of YACPA courses are rigorous in terms of both content and expectations. Those courses identified as not were generally meeting their SLO goals and were well within (or at the high end) of the average YA course completion rates. The general differences between these courses and others within the program included the paucity of learning resources and/or level-inappropriate student academic involvement and output production expectations as benchmarked against courses within schools that either feed to or accept 2-year transfer students. To address this issue, we redesigned or re-focused five of our Breadth of Knowledge courses: Child & Adolescent Development, Success Skills, Math in Society, Psychology, and Sociology.

Reference: Annual Academic Instructional Report 2018-2019

13. Continue implementing strategies to meet integrated information literacy goals

Status: Met and ongoing

To continue the integration process of information literacy into the YACPA curriculum, the department made 47 changes to the library pages including:

- new pages for GoReact, Citation and Plagiarism
- links to guides in Learning Center, Privilege and Oppression, general poll, and library team photos
- 7 new instructional videos
- 4 new library pages
- addition of new digital resources for theatre program
- 1 resource trial

- 7 day a week reference service to the student and faculty

Database usage statistics, email reference statistics, end of reference interaction survey results, and department or faculty meeting input or ideas for improvement were used as key performance indicators in assessing the success of these efforts.

Reference: Library Annual Academic Report

14. Revise institutional strategic plan

Status: Delayed

This was delayed allowing focus and time allocation to be directed towards recruitment and enrollment management planning.

15. Improve outreach efforts to graduates for feedback

Status: Ongoing

In 2018-19, the institution updated the survey. The end-of-year sophomore survey is basically the same thing as the graduate survey, so graduated students typically do not respond. Unless we find a way to incentivize students to participate, we can't anticipate higher response rates. For the 2019-2020 academic year, we will consider incorporating the survey into the transition to alumni status process. For example, students must complete survey before being considered for graduation status. Or building form into the communication plan might solve it. "Tell us what you think". These decisions and new interventions will be implemented in the 2019-2020 year.

Reference: Dean of Students

16. EOL program for equipment & Technology

Status: Delayed

Was not addressed in 2018-2019. Implementation of an organization-wide inventory system in 2019-2020 will bring this into focus and priority.

Reference: Administrative Services Annual Review Report

DEPARTMENT REPORT OVERVIEW

Department Reports are attached as supplemental documents.

Administrative Services: The administrative services department reported two of its five 2018-2019 goals met (#3 and #5) and three partially met (#1, #2 & #4). “Process-plus-personnel” are the common denominator variables affecting the completion status of all three of those partially met goals. In contrast, the goal of implementing financial aid (#5) was successfully met by contracting a service which provides both established process and personnel. Goal #4 involves a broader constituency as it strives to realize one data collection and utilization process that supports the full tenure of YA students as they progress from their college experience through tour. The goal therefore extends beyond the college purview alone and will require continued bridging between the college and Performance company of the organization.

Student Services: Reported all five goals met. Among the foci of Student service’s efforts in this reporting year was the implementation of:

- distance counseling, to provide access to counseling services to our students whether they are on campus or on tour
- mandatory online (Everfi) training on substance abuse
- mandatory substance group counseling for student violating YA policy
- voluntary weekly counseling sessions for substance issues

Instruction: All four goals were met. Of those, two involve ongoing and/or evolving processes: implementation of English across the curriculum and the evaluation of tour class facilitation. Data points for assessing the completion of the first of these two (English across the curriculum) are purely anecdotal due to the nature of this continually evolving experiment that strives to find a means to integrate the entire BoK curriculum in a more holistic manner. Each of the past 3 years have evidenced a slightly different version of and vision for what best serves our students in an “English across the curriculum” approach; 2019-2020 will present yet another.

Music Department: Reported meeting all five goals. Augmentation of student resources dominated the department’s goals. These included new digital instructional resources, augmenting the array of performance, recording, and assessment equipment available to students, and additional accompaniment support.

Dance Department: Reported meeting all four goals, each of which addressed distinctly diverse academic issues, including student comportment, collaborating with the BoK Chair in implementing “English across the curriculum within the Dance program, developing and delivering dance workshops that promote general health and overall benefit to success in dance courses, and an internal analysis of the relationship of attendance on grade performance.

Theatre Department: Reported two of the three goals (#1 & #3) as fully met. These two involved administrative goals (completion of SLOs, PLOs, etc. on time) as well as extending learning opportunities beyond the classroom through “Lunch and Learns” and “Ask Any Question” forum. The third, involving getting all Theatre faculty together for a departmental meeting at least twice a year was partially met and deemed unachievable by the department Chair.

Breadth-of-Knowledge Department: Reported three met goals that included advancing cross-curricular collaboration, embedding utilization of academic resources (Virtual Library, Student Learning Center, Tutoring) into the curriculum, and raising BoK SLO outcomes.

Library Department: The library's singular institutional goal for the reporting year was to focus on developing literacy information support integration throughout the curriculum. That goal was met and ongoing as the Library made changes, added pages, added digital resources, and implemented new resource trials.

INSTITUTIONAL EFFECTIVENESS: STUDENT LEARNING

Student learning is primarily assessed through the mapping of key assignments at the course level to program learning objectives, which are then in turn mapped to the institutional goals.

The Institutional-set standard for program learning objectives is 80 percent of students receive a C grade or higher on the key assignments utilized to assess program learning objectives.

Institutional Goal 1: Artistry

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

PLO 1: Demonstrate technical proficiency of the discipline.	Key assignments are mapped from 6 courses and represent the Music, Theatre, and BoK departments. All courses reported outcomes of 70% or higher averaged out across all courses at 87%.
PLO 2: Demonstrate artistic integrity and authenticity.	Key assignments are mapped from 4 courses and represent all departments. All courses reported outcomes of 91% or higher averaged out across all courses at 97%.
PLO 3: Develop confidence and professionalism while building a working repertoire.	Key assignments are mapped from 4 courses. One course had an outcome of 38% and three courses reported outcomes of 87% or higher. All four courses averaged out at 81%.
Goal Status: Met	

Institutional Goal 2: Leadership

Students will develop and demonstrate application of ethical decision making, defined value systems, diversity of knowledge, and understanding of management and team leadership, with emphasis upon communication and collaboration.

PLO 5: Demonstrate the ability to think critically and analytically.	Key assignments are mapped from 3 courses. All courses reported outcomes of 80% or higher, averaged out across all courses at 86%.
PLO 6: Demonstrate clarity in written, verbal, and nonverbal communication.	Key assignments are mapped from 4 courses. All courses reported outcomes of 80% or higher, averaged out across all courses at 90%.
PLO 7: Demonstrate an ability to approach situations with an understanding of cultural diversity and equality.	Key assignments are mapped from 3 courses. One course reported an outcome of 71%. All other courses reported 88% or higher for an average across all courses of 86%.
PLO 8: Literacy: Test, Digital, Computer, Information and Technology.	Key assignments are mapped from 4 courses. All courses reported outcomes of 80% or higher for an average across all courses of 90%.
Goal Status: Met	

Institutional Goal 3: Global Perspective

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

PLO 7: Demonstrate an ability to approach situations with an understanding of cultural diversity and equality.

Key assignments are mapped from 3 courses. One course reported an outcome of 71%. All other courses reported 88% or higher for an average across all courses of 86%.

Goal Status: Met

Institutional Goal 4: Continuous Learning

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

PLO 4: Demonstrate an ability to apply concepts learned in one discipline to other disciplines.

Key assignments are mapped from 3 different courses. One course reported outcomes of 78%. All other courses reported outcomes of 91% for an average across all courses of 87%.

PLO 5: Demonstrate the ability to think critically and analytically.

Key assignments are mapped from 3 different courses. All courses reported outcomes of 80% or higher averaged out across all courses at 86%.

Goal Status: Met

Resource: Populi 2018-2019 course records

Course Level Student Learning Outcomes

For the 2018-2019 academic year, we have SLO outcome reports for 98% of our courses (43 out of 44). This is an increase in reporting from last year's 71% rate and meets the goal we set for this academic year.

Eighty-two percent (82%) of the courses reporting SLO results (32 out of 39) hit or exceeded all their goals for student outcomes on their selected objectives (up from 77% the previous year). Of the 7 that did not, 4 had one LO that didn't reach goal, 2 courses missed two targets, and one course missed all 4 reported outcome goals.

Reference: Annual Academic Instructional Report 2018-2019

INSTITUTIONAL EFFECTIVENESS: STUDENT ACHIEVEMENT

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.

Course Completion: The course completion rate continues for a second year to exceed institutional-set standards, falling 1% from the previous year to 92%.

Of classroom-based courses, Music Theory and English Composition are the only courses that rank below 80% completion (this year or previous years). In 2018-2019, Music Theory II completion rates dropped a precipitous 25 percentage points from 95% the previous year to 70% in 2018-2019. This is due to what we hope and believe is an anomaly in the fall term where 50% of students in the course received failing grades of Ds or Fs. The following spring term saw a rebound to a more “normal” outcome of 85% completion.

Completion rates of English composition vary greatly from year to year for various reasons. For example, completion rates for that course resulted in 70% in 2016-17, rose to 88% the next year, and dropped back down to 77% for 2018-2019. Part of this variation can be attributed to the constant adjustments made to this course in the institution’s effort to ultimately create an integrated Breadth of Knowledge program. Assignments are changed every semester to coordinate with content and writing assignments scheduled in courses such as Psychology, Sociology, Math in Society, and even Dance. While we continue to seek improvement in these completion outcomes, 70% and above is only a low outcome by our own internal standards.

Course completion disaggregated by department shows the three arts departments (Music, Theatre, and Dance) having course completion rates above the institutional-set standard of 90%. The breadth of knowledge department reports an 85% course completion rate, which is an increase of 10% from the prior year.

Course completion disaggregated by mode of delivery shows a trend towards a closing of the gap between face-to-face and distance modes of instruction. In 2016-2017 that gap was 21 points, decreasing to 9 points the following year, and in this reporting year, decreasing to 6 points (93% vs. 87%). Human Biology with the second year of our own instructor and a change to a hybrid mode of instruction, Human Biology completion rates have continued their improvement climb from 58% in 2016-2017 to 81% the following year and 98% in this reporting year. English Composition II (a fully online course) shows a similar trajectory (42% to 72% to 80%).

Course completion disaggregated by gender shows an overall gap of 4 points with female student completion rate at 94% and the male completion rate at 90%. Both rates are meeting or above the institutional-set standard and thus are not concerning.

Course completion disaggregated by race and ethnicity shows course completion rates ranging from 90% to 97% among all categories reporting.

Degree Completion:

Rose 3.82% from prior year to reach 33.82%. Although degree completion continues to gradually rise year-to-year, this remains a critical priority metric. In analyzing the students who are not completing within the 100% completed rate the following was noted:

- 68 began as AA seeking in Fall 2017
 - 22 (32%) have graduated
 - 29 (43%) are actively pursuing

- 17 (25%) are inactive
- Inactive reasons:
 - 5 = financial
 - 1 = expelled
 - 1 = health reasons
 - 5 = personal or other
 - 5 = not enrolled for fall but communicated intent to transfer or re-enroll in spring
- Additional incompleteness data:
 - 2 did not complete freshman year
 - 6 did not return to begin sophomore year
 - 5 withdrew between fall and spring semesters in their sophomore year
 - 9 did not complete over the summer 2019 term or return in fall 2019 to complete

Focusing retention efforts on the students close to completion but not fully completing is an ongoing improvement action planned for 2019-2020.

Disaggregated data by emphasis, gender and ethnicity do not have enough longitudinal data for this small of a population size and thus provide little insight at this time.

INSTITUTIONAL EFFECTIVENESS: ACADEMIC QUALITY

Academic quality is measured by retention rates, student feedback, graduate feedback, faculty assignments, institutional aid awards, and expense allocations. These combined factors help ensure that the academic experience is reflective of the student body and supportive of their educational and personal goals.

Retention Rates: The fall-to-fall retention rate for AA-seeking students rose 12% above the previous year (2017-2018) to 85% in this reporting period. When disaggregated by gender, the male rate fell 1% and the female rate rose 23%. This rebound in terms of female student persistence brings a gender balance back to the general student body. Given our casts are choral based, cast membership is selected to cover all choral parts (bass, tenor, alto, soprano). When a gender imbalance exists, as it did in the previous two years, the odds of students in the minority gender category making a cast are greatly reduced. This impacts retention into second year, as we saw with female students in the previous two years.

The fall-to- spring retention rate for freshman (88%) fell 9 points from the prior year while the sophomore fall-to-spring retention rate increased to 93% from 86% the previous year. Disaggregation by gender reveals a significant difference as the male sophomore fall-to- spring retention rate dropped 1% while the female rate was 100%, an increase of 14% over the previous year.

Student Feedback: The student satisfaction surveys conducted by student services of both first year and second-year students reported satisfaction results of 96% and 100% respectively. The first-year student survey has 82% of the cohort reporting. The second year student survey has 29% of the cohort reporting. First-Year consensus is overwhelmingly positive, with concerns in areas generally reported each year, and are reflective of the student learning and growth process. 22% report they do not feel that they have a voice in the organizational community; this is a topic for further discussion and analysis.

The second-year results indicated no areas of concern: however, those response rates were too low to be reliable and truly reflective of the student experience.

Reference: 2018-2019 Data table and Student Services Department Annual Report

Graduate Feedback: Data received is still too limited and insignificant to draw any conclusions. A contributing factor is the carryover of YACPA graduates remaining as YA cast members for another year or more, thus they do not perceive themselves as graduates and are unable to respond.

Faculty Assignments: As a performing arts institution, professional experience carries significant importance and provides a necessary bridge between theory and application for students. However, the balance between professional experience and academic credentials must be maintained across the institution and thus the following benchmarks were developed to ensure the overall faculty mix is committed to the development and sustainability of the College, and also sufficient in the number and qualifications to deliver quality of educational programs and services in alignment with institutional mission and purposes.

In 2018-2019, we had a total of 24 instructors categorized in the following ways:

% Courses Taught by Core Faculty: Measures the percentage of curriculum offered in an academic year that is instructed by a core faculty member. Core faculty members are the equivalent of full-time faculty in regard to their commitment to the development and sustainability of the College and their active participation in planning, curriculum development, and institutional effectiveness. The institutional-set standard is for a minimum of 70% of course offerings to be assigned to core faculty.

76% of courses were taught by core faculty members in 2018-2019.

% Courses Breadth-of-Knowledge Courses Taught by faculty with master's Degrees: Measures courses mapped to breadth-of-knowledge goals, which tend to be more academic and theoretical in nature than our performance courses. The institutional-set standard is a minimum of 100% of course work to be assigned to faculty holding a master's degree or higher.

100% of breadth-of-knowledge required courses were taught by faculty holding a master's degree or higher.

% Courses Taught by bachelor's with 10-years' Experience: Measures the percentage of curriculum offered in an academic year that is instructed by faculty members who hold a bachelor's degree and ten years' professional experience as a minimum set of credentials. The institutional-set standard is a minimum of 50% of courses offered are to be assigned to faculty holding at least a bachelor's degree and ten years' professional experience.

86% of courses were taught by faculty holding a bachelor's degree and 10-years' experience or higher.

% Courses Taught by Subject Specialist Faculty: Measures the percentage of curriculum offered in an academic year that this instructed by faculty with professional experience only. The institutional-set standard is a maximum of 20% of courses offered.

10% of courses were taught by subject specialist faculty.

Reference: 2018-2019 Faculty Load Assessment

Expense Allocations: As a measure of academic quality, expense allocations provide measures to help ensure resources are allocated in alignment with supporting student learning needs. The College currently is allocating resources in response to annual review and priorities established by faculty, staff and leadership; institutional-set benchmarks are not purposeful at this time.

Expense Allocations								
	2018-2019		2017-2018		2016-2017		2015-2016	
Instruction	\$841,769	43%	\$857,566	50%	\$992,842	60%	\$664,709	47%
Student Services	\$155,096	8%	\$168,838	10%	\$71,877	4%	\$71,594	5%
Library Resources	\$50,669	3%	\$52,483	3%	\$51,120	3%	\$51,645	4%
Facilities	\$270,154	14%	\$246,745	14%	\$223,268	13.5%	\$197,989	14%
Equipment & technology	\$49,122	3%	\$22,880	1%	\$31,791	2%	\$52,835	4%
Admissions & Enrollment	\$204,976	10%	\$75,986	4%	\$74,049	4.5%	\$109,935	8%
Financial Aid Department*	\$5,690	0%	\$3,200	0%				
General & Administrative	\$381,187	19%	\$282,230	17%	\$202,250	13%	\$273,337	18%
Total Expenses^	\$1,958,663		\$1,709,928		\$1,647,197		\$1,422,044	

*Third-party servicer activated after approval in April, 2019. Full department not active for the reporting year.

^Audited financial statements report income net of student housing expenses, thus there is no student housing allocation reported in this schedule.

Instruction: Instruction costs fluctuate from year to year due to enrollment swings and the correlating contact hours of courses needed. 2018-2019 evidenced the lowest enrollment in recent years and an emerging pattern of enrollment decline.

Student Services: Expenses in this category were scaled down in proportion to enrollment changes.

Equipment and Technology: Significant and necessary investments in software, terminal upgrades, and campus upgrades were instituted.

Admissions & Enrollment: Sharp increase driven by revised allocation of expenses that corrected a prior year error, as well as investment into recruitment strategies to reverse enrollment declines.

General and Administrative: Increases reflect changes in bank charges and interest associated with funding the letter of credit required from the Department of Education for Title IV approval. Increases in legal expenses were also significant.

FINANCIAL – YACPA Division

Unrestricted Net Assets:	JUNE 30, 2019	JUNE 30, 2018	JUNE 30, 2017
Revenues and Support:			
College Program			
Tuition & Fees, Net of Discounts	\$1,708,514.00	\$1,241,716.00	\$1,533,025.00
Student Housing, Net of Expenses	\$ 78,145.00	\$ 16,057.00	\$ 118,461.00
Contributions	\$ 220,334.00	\$ 385,590.00	\$ 76,388.00
Total unrestricted revenues	\$ 2,006,993.00	\$1,643,363.00	\$1,727,874.00
Net Assets Released from restrictions	\$ 104,297.00	\$ 168,225.00	\$ 187,207.00
Total unrestricted revenues and support	\$ 2,111,290.00	\$1,811,588.00	\$1,915,081.00
Expenses:			
College Program:			
Instructional	\$ 841,769.00	\$ 857,566.00	\$ 992,842.00
Student Services	\$ 155,095.00	\$ 168,838.00	\$ 71,877.00
Library	\$ 50,669.00	\$ 52,483.00	\$ 51,120.00
Facilities	\$ 270,154.00	\$ 246,745.00	\$ 223,268.00
Equipment & Technology	\$ 49,122.00	\$ 22,880.00	\$ 31,791.00
Admissions & Enrollment	\$ 204,976.00	\$ 75,986.00	\$ 74,049.00
Financial Aid Department	\$ 5,690.00	\$ 3,200.00	
Total program services	\$ 1,577,476.00	\$1,427,698.00	\$1,444,947.00
Supporting Services: General and administrative	\$ 381,187.00	\$ 282,230.00	\$ 202,250.00
Total expenses	\$ 1,958,663.00	\$1,709,928.00	\$1,647,197.00
Increase (Decrease) in Unrestricted Net Assets	\$ 152,627.00	\$ 101,660.00	\$ 267,884.00
Temporarily Restricted Net Assets:			
Contributions	\$ 2,000.00	\$ 103,778.00	\$ 168,932.00
Net Assets released from restrictions	\$ (104,297.00)	\$ (168,225.00)	\$ (187,207.00)
Increase (Decrease) in Temporarily Restricted Net Assets	\$ (102,297.00)	\$ (64,447.00)	\$ (18,275.00)
Increase (Decrease) in Net Assets	\$ 50,330.00	\$ 37,231.00	\$ 249,609.00

The tuition increases implemented in Fall 2018 are responsible for the rebound in tuition and fee revenues. The increase from 2017-2018 to 2018-2019 is the realization of both the freshman and sophomore cohorts on the new tuition plan.

Contributed revenue continues to play a significant role in revenues. It is preferred going forward that contributed revenues continue to rise so that increases in operational expenses can be covered by contributed revenues rather than by tuition increases.

The sharp increase in admissions and enrollment is a combination of an allocation correction from prior years (\$85k) as well as a significant increase (\$25k) in recruitment expenses.

The increases in general and administrative expenses are driven by activities necessary for compliance with Title IV and Title IX standards. Bank charges increased by \$22k due to letter of credit issuance fees, increases in credit card transaction fees, and fees associated with the utilization of a contract service for payment plan management. Interest expenses increased by \$10k due to private loan funding to support the cash collateral requirements for the letter of the credit. Legal expenses increased by \$40k due to Title IX matters that required a higher than normal level of legal counsel. Less than 50% of these increased expenses are expected to continue into future years.

References: The Young Americans, Inc. Audited Financial Statements

2015-2020 STRATEGIC PLAN STATUS REPORT

GOAL 1: Improve Student Success

OBJECTIVE	METRIC	TARGET	CURRENT STATUS
1. Increase completion rate of programs of study.	% completers within 100% of stated completion time (2.5years)/# enrolled who in program with target completion date	65%	31% CRITICAL AREA OF FOCUS
2. Decrease achievement gaps between student performances in general education courses as compared to major related/performance-based courses.	Course completion rate for breadth of knowledge courses compared to course completion rate for performance core courses.	Breadth of Knowledge course completion rate = 80% Performance Core course completion rate = 90%	Targets met two years in a row; sustainability now the goal. Breadth of Knowledge course completion rate = 90% Performance Core average final score = 94%
3. Increase student engagement in learning support services.	% of students with GPAs lower than 2.5 utilizing success coaching.	Success Coaching = 100%	Target met: Have a sustained program that engages students in learning support services
4. Develop and integrate student information literacy program.	Increase in library resources and collections Student participation in library orientation Number of course syllabi with embedded library assignments	Number of library resources to meet information needs 100% 100% Breadth courses and 75% all other courses	On track to meet target through the Virtual Library by end of plan. 74% of freshman students completed orientation.

ACTION ITEMS

1. Implement collection and tracking of educational goal planning for students. (Student Services | Objective 1)
 - Student surveys regularly conducted upon arrival on campus for freshman students.
 - Dedicated office hours and increased outreach to students implemented 2018-2019.
 - 2019-2020 plans to continue focused efforts on those students with one semester of courses remaining beyond the 100% completion time.
2. Implement academic advising procedures and services for students. (Administrative Services | Objective 1)
 - Completed and ongoing: Communication protocols between departments fully implemented in 18-19 academic year.
3. Establish defined tutoring services available to students to support persistence. (Student Services | Objective 1 & 2)
 - Completed and ongoing: Robust program was implemented in 2016-2017. Continuing efforts to fine-tune and strategically target tutorial needs.
4. Assess program sequencing and timelines with consideration to student's educational goals. (President | Objective 1)
 - Completed. Course scheduling and sequencing was adjusted in the prior three years. Comprehensive program review completed. The quality focus essay in the 2017 ISER provides details on this process and planning.
5. Assess course scheduling with feedback from faculty and students on course scheduling changes that became effective Fall 2015. (President | Objective 1)
 - Completed in Spring 2016. Adjustments made to August session and course sequencing.
6. Appoint Breadth of Knowledge department chair to lead cross-curricular development with all departments towards meeting breadth of knowledge learning outcomes. (Dean of Instruction | Objective 1 & 2)
 - Completed.
7. Assess outcomes with feedback from faculty and students on implementation of intensive style courses for breadth of knowledge courses. (Dean of Instruction | Objective 2)
 - Completed. Determined that intensive courses are not beneficial as it adds to the stress students feel and diminishes opportunities for deeper thought and subject exploration.
8. Develop and implement robust faculty orientation and mentoring program to fully integrate new, non-arts based faculty into the institutional culture and dynamics of arts-focused students. (Dean of Instruction | Objective 2)

- Completed and ongoing. Orientation process and checklist for faculty was devised and implemented in 2016-2017. Faculty survey was conducted in spring 2017, repeated in [2019](#), and slated for delivery every 2 years subsequently.
9. Improve orientation activities for students to increase preparedness and awareness of support services. (Student Services | Objective 3)
- Completed and ongoing. Orientation sessions have expanded and cover a range of areas in relation to student preparedness and awareness.
10. Strengthen collaboration between faculty and student services staff. (Student Services | Objective 3)
- Completed and ongoing. Early alert systems and advising notification systems are in place and provides a bridge between faculty and student services personnel.
 - Mid semester full-faculty meetings continue to be a key element to collaboration.
11. Implement success coaching plan for freshman and sophomores. (Student Services | Objective 3)
- Complete: sustainable program in place as we go forward.
12. Complete an information need analysis. (Library Services | Objective 4)
- Completed and ongoing. Library has implemented a feedback process for faculty and students. Additional years of data need to be collected to provide baseline trends and indicators of success or improvements.
13. Develop a central curated library with resources to meet information needs. (Library Services | Objective 4)
- In progress and ongoing.
14. Develop and deliver student library orientation. (Library Services | Objective 4)
- Completed and ongoing with 74% freshman receiving library orientation in 2016-2017. Process of orientation is repeatable and thus sustainable.
15. Conduct GAP analysis of syllabi. (Library Services | Objective 4)
- In progress and ongoing.
16. Aid faculty in embedding library-based assignments into syllabi and course planning. (Library Services | Objective 4)
- In progress and ongoing.

Goal 2: Increase Student Access

OBJECTIVE	METRIC	TARGET	CURRENT STATUS
1. Admit foreign students	% of student body that are foreign students	15% of student body are foreign students	Completed – SEVIS approval received in January 2019. 9% of freshman class is international.
2. Increase scholarship support available to students.	Dollar amount awarded to students % of students receiving scholarship support Average Award Amount	\$300,000 annually 75% \$2,070 (30%)	Falling off track with fluctuations in development messaging and loss of prominent scholarship donor.
3. Attain regional accreditation.	Eligibility Approval Candidacy Approval Initial Accreditation	Spring 2016 Fall 2017 Spring 2020	Completed – June 2016 Completed – January, 2018 Completed – January, 2018
4. Offer a full range of financial aid assistance to students.	Participation in federal financial aid programs	Fall 2018	Approval received April, 2019. Fall 2019 implementation.

ACTION ITEMS

1. Complete SEVIS application process to admit foreign students into AA Degree programs. (President | Objective 1)
 - After a year of not action or response, application is back under review. New evidence was submitted September 1st, 2017.
 - M-1 application was denied, however, granting of accreditation enabled the submission of an application for the F-1 program which is far better aligned and the most beneficial option for international students.
 - F-1 application was submitted in March 2018 and the site-visit occurred shortly thereafter. Now in a holding pattern of review that could be 9-12 months long.
 - Completed. Approval was received in January, 2019.
2. Review application and admissions process to accommodate international students. (Director of Admissions | Objective 1)
 - Completed. Dean of Administrative Services is ready to implement once SEVIS approval is achieved.

3. Train admissions and recruitment staff on process and legalities of admitting international students. (President | Objective 1)
 - Partially completed. Lead staff have completed SEVIS training. Remaining staff will be trained once approval has been granted.
 - Completed.
4. Add part-time position to admissions staff to focus on international students. (Dean of Administrative Services | Objective 1)
 - Planned for 2019-2020 academic year staffing growth.
 - Revised with admissions restructure. Will be considered for 2020-2021.
5. Partner with The Foundation for The Young Americans to launch a staffed development department. (President | Objective)
 - Full-time development director was hired and will begin July 1st, 2016. Position became open again in July, 2018 and was not filled until March, 2019.
6. Strengthen outreach and engagement activities for alumni. (President | Objective 2)
 - Linked to development plans for 2016-2017 year. President made intentional appearances at all alumni events.
7. Complete eligibility application with ACCJC/WASC. (President | Objective 3)
 - Application was completed and Eligibility Status was granted by the ACCJC commission at their June 2016 meeting.
8. Implement policies, procedures and actions identified during GAP analysis to bring operations in alignment with standards. (President | Objective 3)
 - Main area identified is in governance. Working with consultant and Board of Directors to clarify roles and expectations.
 - Policies to strengthen governance effectiveness were written and ready for implementation and review in 2018-2019.
 - Address site-team report recommendations for improvement.
9. Engage Board, department heads, faculty, and staff in self-study process. (President | Objective 3)
 - Spring eligibility workshop hosted by ACCJC was attended by 9 members of the organization, including two Board members and four faculty members.
 - Self-Study was completed and submitted in August 2017. Process engaged all named constituency groups in the process.
10. Research and develop plan for compliance of standards as a title IV institution. (Dean of Administrative Services | Objective)
 - Completed. Dr. Andreea Serban provided guidance and FY 18 included budget allocations for a contracted specialist to craft and submit application in spring 2018, pending approval of candidacy application form ACCJC.
 - Implement master compliance chart and process tracking.

11. Recruit experienced financial aid officer to launch financial aid office. (Dean of Administrative Services | Objective 4)

- Completed. A third-party service provided has been contracted. The President and Dean of Administrative Services completed Title IV training and workshops as required by the Department of Education.

Goal 3: Implement Integrated Effective Planning

OBJECTIVE	METRIC	TARGET	CURRENT STATUS
1. Systematic planning reviews conducted by all departments.	Course level SLO reporting completed	100% of courses reporting	73% of all courses.
	Satisfactory annual reports submitted by all departments	100% satisfactory	100% complete. All departments submitted reports with acceptable levels of accuracy and substance.
	Documented meeting notes with action item tracking	100% of all meetings documented	Notes for administrative team, department chair, and core faculty meetings are 100% documented. Department faculty meetings are 75% documented.
	Implementation of TK20 tracking software	Full implementation with loop closing actions documented and evidenced	Implementation terminated at end of 2016-2017 due to unsatisfactory performance of software. Alternate plan addressed in budget prioritization planning.
2. Integrate student learning and service outcomes with resource allocation.	Documented process of prioritizing resource requests	100% department participation	Approved budget provides for department allocations that are aligned with current department needs.
	Satisfaction of department heads, faculty and staff with allocation process	90% satisfaction	Data collection planned for 2019-2020 year-end review.

ACTION ITEMS

1. Review SLO mapping from course level through to institutional goals. Cross reference to ACCJC/WASC standards and strategic planning. (President | Objective 1)
 - Completed. The compilation of the Institutional Effectiveness Plan and the completion of the ISER address this action item.

2. Complete implementation of institutional effectiveness plan with assessments of yearly outcomes measured against baselines and historical trends. (President | Objective 1)
 - Completed. Plan outline and this report demonstrate planning and implementation.
3. Train faculty and staff on TK20. (Dean of Administrative Services | Objective 1)
 - Cancelled. New training to take place once replacement system is developed.
4. Assess data and feedback from parties through annual reports. (President | Objective 2)
 - Ongoing.
5. Implement system for soliciting feedback from faculty and staff relating to satisfaction of job functions, duties, and operational procedures of the institution. (President | Objective 2)
 - Completed. Faculty survey was developed and implemented in 2016-2017. Repeat process will be ongoing on a bi-annual basis.

INSTITUTIONAL PRIORITIES FOR 2019-2020

These are extracted from the department reports and improvement recommendations from the team report and are listed in order of priority.

1. Implement enhanced recruitment and enrollment management strategies
2. Further development of academic advising process
3. Develop retention actions for sophomore students approaching completion
4. Continue to improve student body diversity to be more reflective of global community
5. Increase Recording Resources (Music)
6. Increase scholarship funding
7. Continue advancing cross-curricular connections
8. Implement streamlined process for communication, reporting, and documentation, including:
 - a. Integrated process for SLO/PLO reporting with 100% reporting rate (DoI)
9. Continue implementing strategies to meet integrated information literacy goals
10. Revise institutional strategic plan
11. Improve outreach efforts to graduates for feedback
12. EOL program for equipment & Technology
13. Review and revise PLO map and key assignments against new course codes