



2016-2017 ANNUAL INSTITUTIONAL REVIEW

Written by:
Katiina Dull
President

With Supporting Reports by:
Dr. LeeAnn Stone, Dean of Instruction
Mike Krauss, Dean of Administrative Services
Travis Goode, Dean of Students
Jessica Caravella, Music Department Chair
Kim Wimmer, Theatre Department Chair
Mohammad Shahisamann, Breadth-of-Knowledge Department Chair
E. Jingle di Niet, Dance Department Chair

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

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

TABLE OF CONTENTS

DATA SUMMARY	1
DISAGGREGATED DATA	3
STATUS OF PRIORITIES IDENTIFIED IN THE 2015-2016 ANNUAL REPORT	6
DEPARTMENT REPORT OVERVIEW.....	9
INSTITUTIONAL EFFECTIVENESS: STUDENT LEARNING.....	10
INSTITUTIONAL EFFECTIVENESS: STUDENT ACHEIVEMENT	12
INSTITUTIONAL EFFECTIVENESS: ACADEMIC QUALITY	13
FINANCIAL.....	16
STRATEGIC PLAN STATUS REPORT.....	17
PRIORITIES FOR 2017-2018	26

Supporting Documents

Accessible at: [2016-2017 Institutional Annual Report Data Files](#)

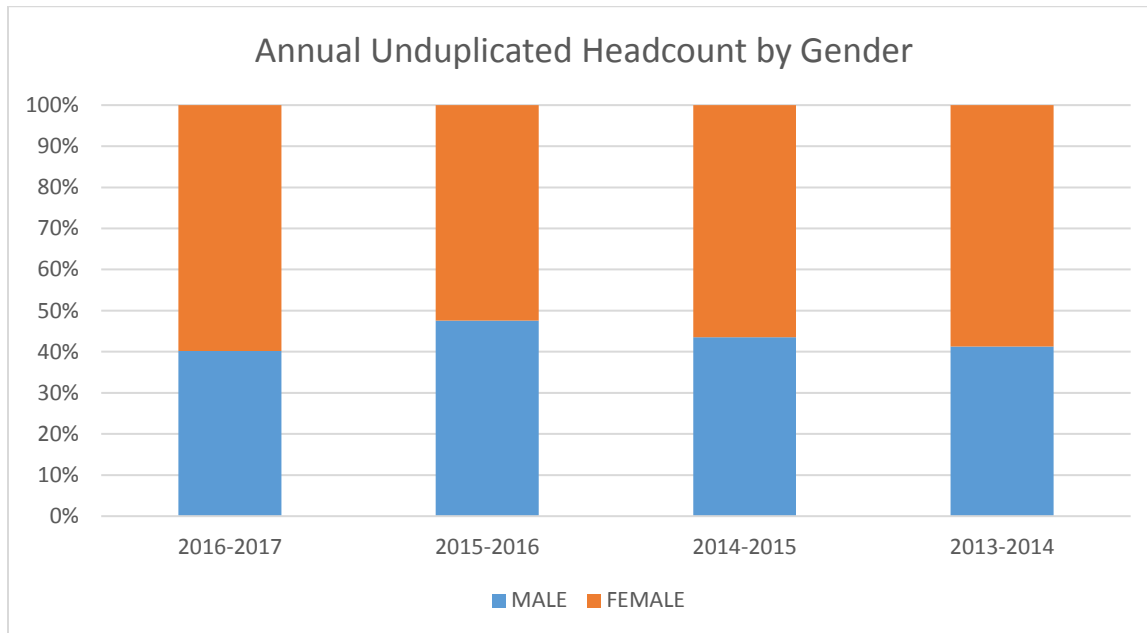
1. Annual Academic Instructional Review 2016-2017
 - 1.1 2016-2017 Student Satisfaction Survey Addendum
 - 1.2 Annual Music Department Review
 - 1.3 Annual Theatre Department Review
 - 1.4 Annual Dance Department Review
 - 1.5 Annual Breadth of Knowledge Department Review
2. Administrative Services Annual Review Report
3. Student Services Annual Review
 - 3.1 Student Satisfaction Survey Report 2016-2017
4. 2017 Institutional Self-Study Report (ISER)
5. Course Completion Data Table
6. Learning Center Utilization Report
7. Program Learning Outcome Results
8. 2016-2017 Faculty Load Assessment
9. 2017 Faculty Annual Survey

DATA SUMMARY

Data Metric	2016-2017 GOAL	2016-2017 RESULTS	2015-2016 RESULTS	2014-2015 RESULTS	2017-2018 GOAL	INSTITUTIONAL BENCHMARK
Student Course Completion Rate	90%	89%	89%*	91%*	90%	1% below benchmark
Student Degree Completion Rate	30%	28%	20%	21%	45%	37% Under benchmark Critical priority
Number of Degrees awarded, by program	MOT = 5 AA = 12 AA, Voice = 10 AA, Acting = 8 AA, Dance = 0	MOT = 10 AA = 14 AA, Voice = 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	MOT = AA = AA, Voice = AA, Acting = AA, Dance =	Benchmark not applicable
Fall to Fall Retention Rate, AA seeking students	75%	72%	71%	77%	75%	Exceeded benchmark by 2%
Freshman Persistence Rate, Fall to Spring	90%	97%	91%	97%	90%	Exceeded benchmark by 7%
Sophomore Persistence Rate, Fall to Spring	90%	89%	98%	81%	90%	Below benchmark by 1%
Freshman Student Satisfaction	95%	94%	98%	94%	95%	Exceeded benchmark by 19%
Graduate Student Satisfaction	80%	Insufficient data	Insufficient data	N/A	80%	Insufficient data
Institutional Cumulative GPA	3.20	3.09	3.19	3.19	3.20	Exceeding benchmark (3.0)
*revised to compute with a C as passing grade						

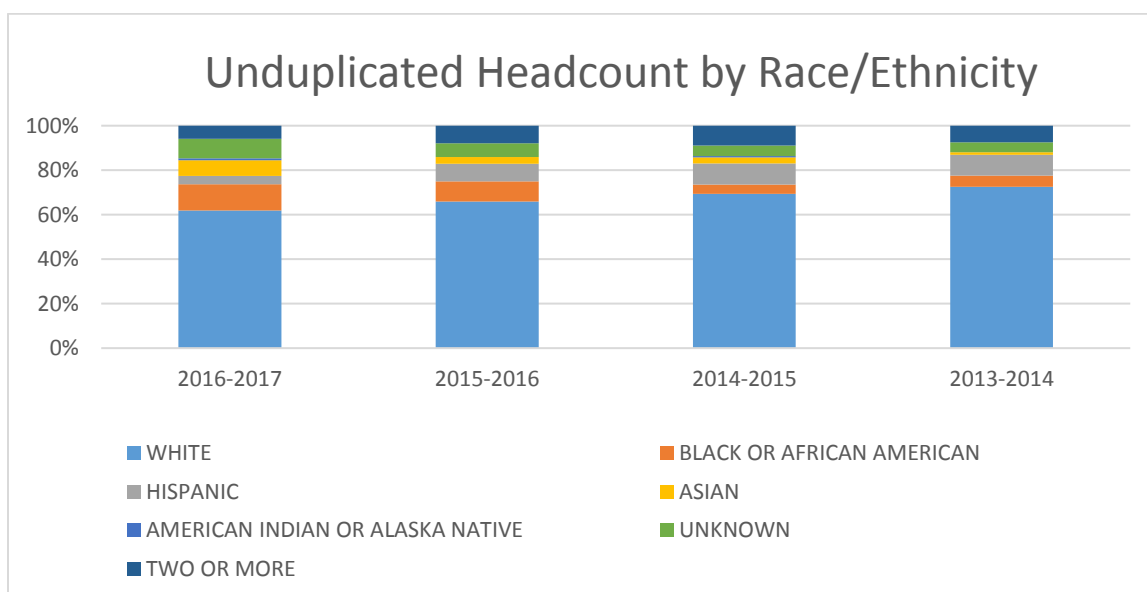
ENROLLMENT	2016-2017 GOAL	2016-2017 RESULTS	2015-2016 RESULTS	2014-2015	2017-2018 GOAL	INSTITUTIONAL BENCHMARK
Enrollment, unduplicated annual student headcount	210	224	164	147	240	Benchmark not applicable
Enrollment, unduplicated annual full-time enrollment headcount	195	203	148	126	200	Benchmark not applicable
Associate of Arts	180	179	157	134	160	Benchmark not applicable
Music Outreach Training Certificate	10	14	7	2	10	Benchmark not applicable
Performance Certificate	N/A	N/a	Converted to Associate of Arts	8	N/A	N/A
# Applicants	1000	956	1008	819	1000	Exceeded benchmark by 200
# Admissions	400	452	430	299	400,	Exceeded benchmark by 130
Scholarship Funds Awarded	\$200,000	\$200,275.81	\$196,673.50	\$143,527.71	\$200,000	Benchmark not applicable
Freshman Awards	\$135,000 40 recipients	\$102,300 67 recipients	\$132,539 45 recipients	\$100,997.21 41 recipients	\$135,000 40 recipients	Benchmark not applicable
Sophomore Awards	\$65,000 25 recipients	\$97,975.81 65 recipients	\$64,142 27 recipients	\$42,530 41 recipients	\$65,000 25 recipients	Benchmark not applicable
% Courses Taught by Core Faculty	75%	71%	72%	60%	75%	Exceeding benchmark by 1%
% Courses Taught by Faculty with Bachelor's Degree & 10 years professional experience or higher	70%	76%	70%	50%	70%	Exceeding benchmark by 26%
% Courses Taught by Professional Experience only faculty	15%	10%	10%	31%	15%	10% below maximum allowance
% of Breadth of Knowledge courses taught by instructor with Master degree or higher	100%	100%	100%	87%	100%	Meeting benchmark

DISAGGREGATED DATA

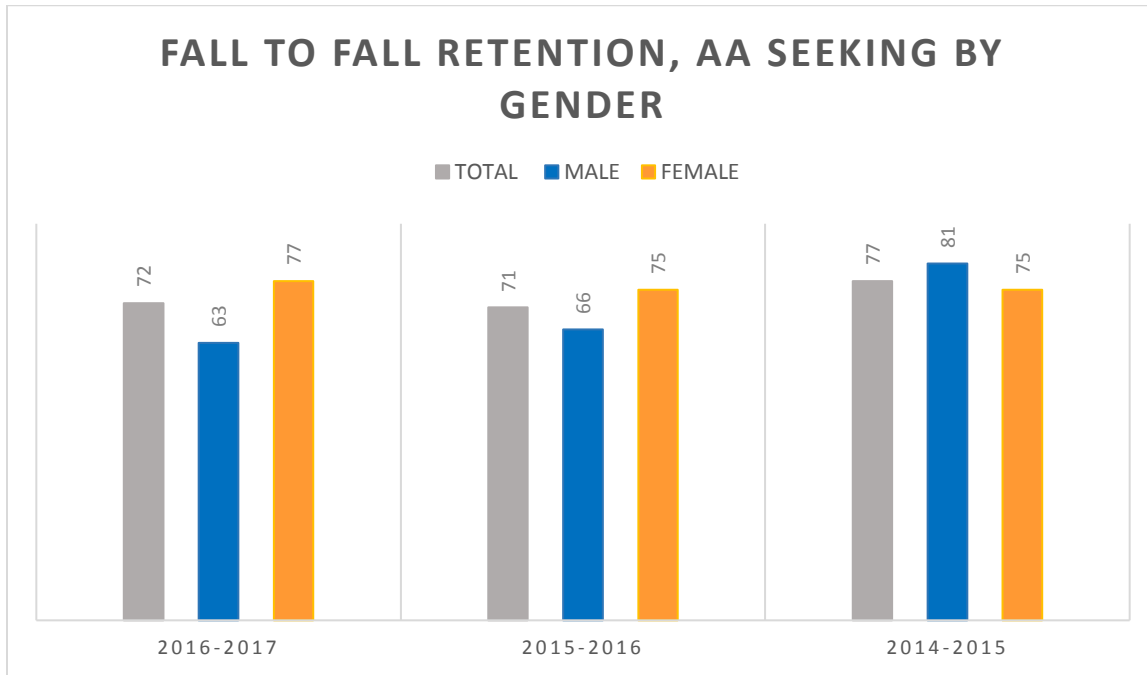


The unduplicated student headcount increased by 22%, which was fueled by a 12.5% increase in first-year student enrollment. When disaggregated by gender female first-year enrollment increased by 22% and male first-year enrollment increased by 19%.

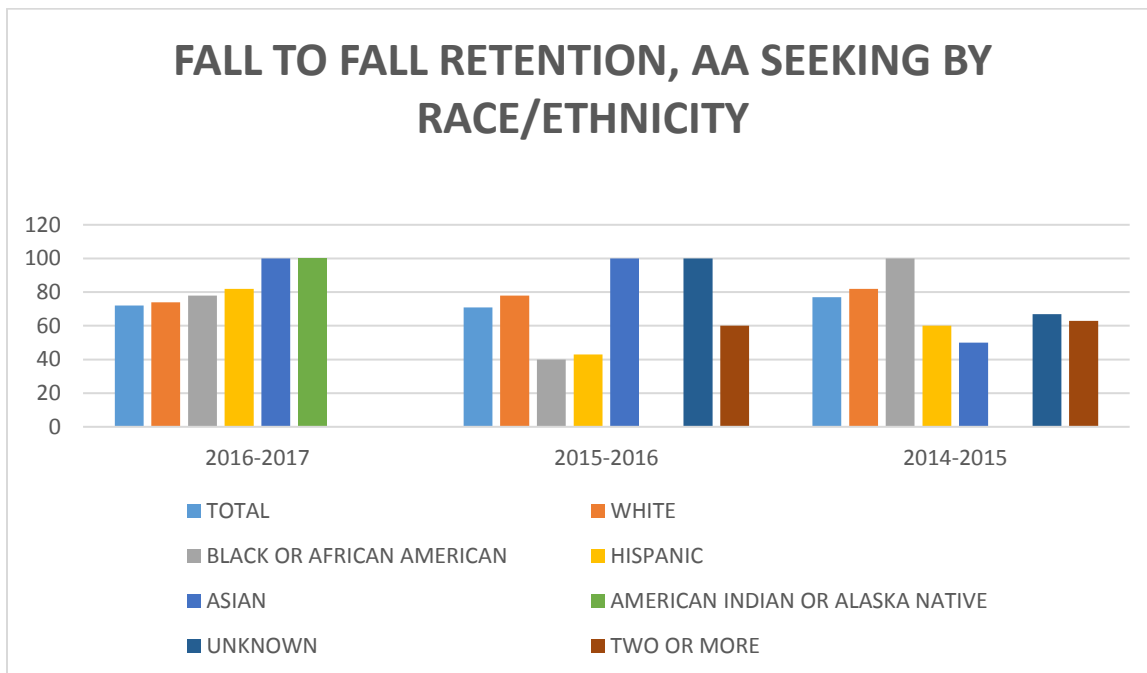
The applicant rate declined by 4% and will be an indicator to watch in coming years. Meeting goals for a diverse student body requires and increasing pool of applicants not a declining pool. Review of recruitment an admissions strategies and processes will be a high priority in 2017-2018.



Although the student body is disproportionately white compared to the general US population, the student body continues to trend towards being more reflective of the community. Limited access to financial aid continues to be a major impediment to minority student enrollment.



Overall fall to fall retention rates are generally stable, the male number continues to decline. There is a probable correlation between declining male retention numbers and increased enforcement of code of conduct rules.



Retention overall has declined over the past three years. However, this is somewhat expected as enrollment numbers continue to increase. Disaggregation by race sheds little insight as the number of students in minority groups fluctuates dramatically from year to year.

STATUS OF PRIORITIES IDENTIFIED IN THE 2015-2016 ANNUAL REPORT

1. Complete ACCJC self-study

The completed ISER report was submitted to ACCJC on July 26th, 2017. The process of completing the self-study engaged a broad spectrum of the YACPA staff and faculty as well as Board members and the Academic Advisory Committee. The process refined many improvement planning actions and the final section of the report, Plans Arising from the Self-Study and the Quality Focused Essay, provide a clear road map for the next two years in regards to a comprehensive plan for continued development and improvement.

Reference: ISER report is available as supporting evidence.

2. Improve course completion in distance education courses

Course completion rates for distance education courses increased from 68% in 2015-2016 to 72% in 2016-2017. While a 72% completion rate is generally acceptable, it still is 17% lower than the overall course completion rate and 22% lower than the course completion rate for face-to-face courses. Additional disaggregation of DE courses by course shows that the three courses taught entirely online have completion rates 20% to 30% lower than the overall DE completion rate. These courses have been identified and as they are connected to the NCMC cooperative agreement changing the delivery method of these courses decreases the value for students.

In this interim period, student services is being proactive in identifying students whose academic aptitude indicates they will struggle in an online format and advising them to complete these courses outside of the NCMC partnership (take in a face-to-face format) and transfer them or to drop to part-time status so they can focus their time effectively on the more independent online learning environment. The goal is to support student success and guide students to continue towards completion in a manner that is conducive to their learning success and not simply shuttle them into DE course out of convenience.

Reference: Course Completion data Table

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

The percentage of the student body that identifies as white continues to decline and as enrollment continues to grow this indicates continued progress towards a diversified student body.

This is an ongoing goal that is addressed through recruitment strategies that attempt to reach diverse communities. Coordination with the newly developed media department will begin to help present YACPA in digital formats.

Reference: Administrative Services Annual Review Report

4. Continue developing information literacy programs

The two primary activities taken to support this goal were the development of a tutorial assistance programs and the development of a writing center. As development unfolded the programs became a single consolidated Learning Center led by the Breadth-of-knowledge department chair. A resource page for the Learning Center was added to the Virtual Library thus directly connecting Learning Center resources with library resources.

Initial utilization data was collected and continuing into 2017-2018 data that connects services to student learning outcomes and achievement will be collected and analyzed to help shape improvements and planning.

Reference: Annual Academic Instructional Report 2016-2017

5. Further development of academic advising process

The Dean of Administrative Services led this initiative and scheduled student advising sessions with students that help them align their educational goals with programs of study offered.

Reference: Administrative Services Annual Review Report

6. Implement robust tutoring program

Implemented with the Learning Center that included tutoring program in both semesters. Utilization tracking was established and reported 284 tutoring session in the fall semester and 633 in the spring semester.

Reference: Annual Academic Instructional Report 2016-2017 and Learning Center Utilization Report

7. Implement and document student success coaching

Implementation was slow to get rolling and staffing limitation impeded effective roll out. This goal is in progress and the 2017-2018 budget prioritization process identified staff allocations as a top priority.

Reference: Student Services Annual Review 2016-2017

8. Build faculty pedagogical skills

This remains as an ongoing goal as professional development components and experience are added into full faculty meeting. Additionally, faculty are implementing workshops that build inter-course continuity and share teaching strategies across disciplines.

Reference: Annual Academic Instructional Report 2016-2017

9. Continuous curriculum improvement

Eighty-nine percent (89%) of the courses reporting SLO results (48 out of 54) hit or exceeded all of their goals for student outcomes on their selected objectives. Of those that did not, two had one LO that didn't reach goal (DAN 123, ENG 111) and four missed two targets (BUS 104, ENG 95, MU 120, and THF 230).

Utilizing student learning outcome and student achievement data as the driving force curriculum changes were revised and prepared for implementation in the 2017-2018 academic year. Changes were specific to music theory courses and the development of a life skills course.

Reference: Annual Academic Instructional Report 2016-2017

10. Evaluate tour class facilitation

This goal was not addressed in the 2016-17 academic year. Will be carried over to 2017-18 goals.

Reference: Annual Academic Instructional Report 2016-2017

11. Continue improvements in admission data collection and accuracy

The dean of administrative services led the development and implementation of an admissions portal that further streamlined and digitized the process. Tutorial videos were created to further assist students through the process.

Reference: Administrative Services Annual Review Report

DEPARTMENT REPORT OVERVIEW

Department Reports are attached in supplemental documents

Administrative Services: The administrative services department reported two partially met goals and one unmet goal for 2016-2017. The scope of all goals is multi-year processes to achieve a fully met status. Defined improvement plans are established to guide continued development towards meeting goals.

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

Instruction: The instructional division reported five met and two not met goals for 2016-2017. One of the not met goals was not pursued and both are set for action in the 2017-2018 year.

Music Department: Reported one goal met and two goals partially met.

Dance Department: Reported meeting all goals.

Theatre Department: Reported two partially met goals and one goal unmet.

Breadth-of-Knowledge Department: Reported one met goal and two partially met goals.

All goals that were reported as partially met or not met have improvement plans identified and will be review again in 2017-2018 annual review process.

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.

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 different courses and represent all departments. All courses reported outcomes of 85% or higher.
PLO 2: Demonstrate artistic integrity and authenticity.	Key assignments are mapped from 6 different courses and represent all departments. All courses reported outcomes of 85% or higher.
PLO 3: Develop confidence and professionalism while building a working repertoire.	Key assignments are mapped from 4 different courses. One course reported results 2% below the benchmark and has an improvement action plan in place. All other courses reported outcomes of 95% or higher.

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 6 different courses. All courses reported outcomes of 96% or higher.
PLO 6: Demonstrate clarity in written, verbal, and nonverbal communication.	Key assignments are mapped from 6 different courses. All courses reported outcomes of 85% or higher.
PLO 7: Demonstrate an ability to approach situations with an understanding of cultural diversity and equality.	Key assignments are mapped from 5 different courses. All courses reported outcomes of 92% or higher.
PLO 8: Literacy: Test, Digital, Computer, Information and	Key assignments are mapped from 5 different courses. One course reported results 2% below the benchmark

Technology.	and has an improvement action plan in place. All other courses reported outcomes of 97% or higher.
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 5 different courses. All courses reported outcomes of 92% or higher.
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 4 different courses. All courses reported outcomes of 86% or higher.
PLO 5: Demonstrate the ability to think critically and analytically.	Key assignments are mapped from 6 different courses. All courses reported outcomes of 96% or higher.
Goal Status: Met	

Resource: Program Learning Outcome Results

Course Level Student Learning Outcomes

For the 2016-2017 academic year, we have SLO outcome reports for 95% (36 out of 38) of our courses (up from 81% for the 2015-16 academic year).

Eighty-one percent (81%) of the courses reporting SLO results (29 out of 36) hit or exceeded all of their goals for student outcomes on their selected objectives.

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 decreased by 1% from the prior year and as such is 1% below the institutional-set standard at 89%. However, with the 22% increase in unduplicated student headcount, this reflects an increased level of effectiveness in student services that supports student achievement. The institutional benchmark is set at 90% based upon historical trends and reflects a commitment to towards continued support for student services.

When disaggregated by department course completion rates for breadth-of-knowledge courses is at 75% while completion rates for the music, dance, and theatre departments are all above the institutional-set standard. When breadth-of-knowledge results are disaggregated by course three courses (BIO 133, COM 170 and ENG 112) are all below benchmarks (58%, 42% and 42% respectively). The common connection is the mode of delivery which is 100% online delivery. The quality focused essay in the ISER addresses this issue in a comprehensive manner.

Degree Completion: The degree completion rate increased by 7% from the prior year which is encouraging and indicates improvement actions to raise the degree completion rate are having an impact. However, a 28% degree completion rate is still far below the institutional benchmark and improvements continue to remain high priority.

Disaggregated data by emphasis, gender and ethnicity do not have sufficient 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 factors combined help ensure 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 was 2% above the institutional bench mark of 70% and 1% higher than the 2015-2016 year. The first-year enrollment numbers also increased from 2014-2015 to 2015-2016 thus a continued increase, all be it small, is representative of YACPA's ability to retain academic quality as enrollment increases. Further supporting this analysis is the first-year fall to spring retention rate, which was 97% in 2016-2017 and is an increase of 6% over the prior year. The second-year persistence rate declined from 98% to 89%, while the drop off is significant, the result is only 1% below the institutional-set standard.

Student Feedback: The student satisfaction surveys conducted by student services of both first-year and second-year students both reported results significantly above the institutional set-standards of 75% (94% and 90% respectively). Some specific responses had small decreases in the overage ratings. The overall takeaway, especially given a larger student population was the need to ensure the balance between YACPA and YA production/performance activities are coordinated and balanced. While there is division and separation from functional perspectives the students and cast members are the same. The improvement actions going forward are focused on ensuring the overall student/cast member experience is viewed and reviewed as a holistic experience and that the divisions are in the administrative functions and not in the learning experiences and performance opportunities of the students/cat embers.

An interesting result that provides some conflicting information is the student faculty-course evaluations showed a significant drop from fall to spring in a majority of questions the survey as well as across all departments except dance, when disaggregated by department. While assumptions can be drawn as to the reasoning behind the drop, ultimately we will need to monitor this over the coming years to determine if this is a trend or a single year aberration. With a cohort enrollment model and a close knit campus community, group think and can have significant impacts on data results and thus longitudinal data is required to make accurate and effective analysis.

Reference: Annual Academic Instructional Report 2016-2017 with 2016-2017 Student Satisfaction Survey Addendum and Student Satisfaction Survey Report 2016-2017

Graduate Feedback: Data received is still too limited and insignificant to draw any conclusions from. 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 sufficient in the number and qualifications to deliver quality of educational programs and services in alignment with institutional mission and purposes.

% 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 regards 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 work to be assigned to core faculty.

71% of course were taught by core faculty members in 2016-2017.

% Courses Breadth-of-Knowledge Courses Taught by faculty with Masters 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 masters degree or higher.

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

% Courses Taught by Bachelors 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.

76% of courses were taught by faculty holding a Bachelors 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.

5% of courses were taught by subject specialist faculty.

Reference: 2016-2017 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.

	2016-2017*		2015-2016		2014-2015	
Instruction	\$911,822	56%	\$664,709	47%	\$518,730	43%
Student Services	\$71,877	4%	\$71,594	5%	\$66,959	5.5%
Library Resources	\$51,120	3%	\$51,645	4%	\$6,726	1%
Facilities	\$223,268	13.5%	\$197,989	14%	\$152,990	13%
Equipment & technology	\$31,791	2.5%	\$52,835	4%	\$42,762	3.5%
Admissions & Enrollment	\$168,186	10%	\$109,935	8%	\$128,899	11%
General & Administrative	\$185,387	11%	\$273,337	18%	\$279,375	23%
Total Expenses^	\$1,643,451		\$1,422,044		\$1,196,441	

*Unaudited at time of initial publication – 9/15/2017.

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

Increase in instructional allocations track with increases course offerings based upon enrollment and demonstrate YACPA's commitment to ensuring educational quality is not diminished with increasing student enrollment.

Student services declines are misleading as there have been donated funds contributed to support activities that are netted against the expenses. Additional funding for 2017-2018 was highlighted as a top priority in the FY 18 budget prioritization process.

Library allocations reduced due to faculty dissatisfaction with databases that resulted in non-renewal of licensing.

Facility increases driven by increased depreciation following tenant improvements which are depreciated over lease terms rather than seven year schedules.

Equipment and technology declines reflect transition from acquisition costs to maintenance and annual licensing costs.

Admissions and enrollment increases are driven by increased personnel costs and increased bad deb write off.

General and Administrative changes reflect a tighter allocation of personnel and facility expenses to the other major functional areas.

FINANCIAL

Unrestricted Net Assets:	JUNE 30, 2017*	JUNE 30, 2016	JUNE 30, 2015
Revenues and Support:			
College Program			
Tuition & Fees, Net of Discounts	\$1,535,175.89	\$ 1,200,557.00	\$ 1,105,633.00
Student Housing, Net of Expenses	\$118,460.55	\$ 16,846.00	\$ (20,160.00)
Contributions		\$ 36,516.00	\$ 58,983.00
Total unrestricted revenues	\$1,653,635.44	\$ 1,253,937.00	\$ 1,144,456.00
Net Assets Released from restrictions	\$186,590.00	\$ 198,058.00	\$ 116,942.00
Total unrestricted revenues and support	\$1,840,225.44	\$ 1,451,995.00	\$ 1,261,398.00
Expenses:			
College Program:			
Instructional	\$911,821.59	\$ 664,709.00	\$ 518,730.00
Student Services	\$71,877.27	\$ 71,594.00	\$ 66,959.00
Library	\$51,119.71	\$ 51,645.00	\$ 6,726.00
Facilities	\$223,268.29	\$ 197,989.00	\$ 152,990.00
Equipment & Technology	\$31,791.25	\$ 52,835.00	\$ 42,762.00
Admissions & Enrollment	\$168,186.39	\$ 109,935.00	\$ 128,899.00
Total program services	\$1,458,064.50	\$ 1,148,707.00	\$ 917,066.00
Supporting Services: General and administrative	\$185,386.89	\$ 273,337.00	\$ 279,375.00
Total expenses	\$1,643,451.9	\$ 1,422,044.00	\$ 1,196,441.00
Increase (Decrease) in Unrestricted Net Assets	\$196,744.05	\$ 29,951.00	\$ 64,957.00
Temporarily Restricted Net Assets:			
Contributions	\$245,320.33	\$ 186,590.00	\$ 165,000.00
Net Assets released from restrictions	\$(186,590.00)	\$ (198,058.00)	\$ (116,942.00)
Increase (Decrease) in Temporarily Restricted Net Assets	\$58,730.33	\$ (11,468.00)	\$ 48,058.00
Increase (Decrease) in Net Assets	\$255,504.38	\$ 18,483.00	\$ 113,015.00

STRATEGIC PLAN STATUS REPORT

GOAL 1: Improve Student Success

OBJECTIVE	METRIC	TARGET	CURRENT STATUS
1. Increase completion rate of programs of study.	% completers within 100% of stated completion time (2.5years)/# enrolled who in program with target completion date	65%	28% 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%	On track to meet target by end of plan. Breadth of Knowledge course completion rate = 75% Performance Core average final score = 93%
3. Increase student engagement in learning support services.	# of students with GPAs lower than 2.5 utilizing success coaching. % of students seeking support from student services.	Success Coaching = 90% Student Services = 50%	Data results are too limited to report at this time. Budget allocation prioritization for 2017-2018 should bring this goal on track for successful completion.
4. Develop and integrate student information literacy program.	Increase in library resources and collections Student participation in library	Number of library resources to meet information needs 100%	On track to meet target by end of plan. Virtual library implemented with multiple databases added. 100% of freshman and sophomore

	orientation		students completed orientation.
	Number of course syllabi with embedded library assignments	100% Breadth courses and 75% all other courses	2016-2017 focused upon developing resources with faculty involvement prior to course integration. Reporting will be meaningful in 2017-2018.

ACTION ITEMS

1. Implement collection and tracking of educational goal planning for students. (Student Services | Objective 1)
 - Student surveys conducted upon arrival on campus for freshman students.
 - Sophomore academic advising was implemented with improvement planning devised for 2017-2018.

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

3. Establish defined tutoring services available to students to support persistence. (Student Services | Objective 1 & 2)
 - Robust program was implemented in 2016-2017.

4. Assess program sequencing and timelines with consideration to student’s educational goals. (President | Objective 1)
 - Course scheduling and sequencing was adjusted in the prior two years. Comprehensive program review is slated for 2018-2019 in conjunction with ISER. The quality focus essay in the 20017 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)
 - Incomplete. Orientation process and checklist for faculty was devised and implemented in 2016-2017. Additionally, a faculty survey was conducted in spring 2017.

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)
 - In progress.

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

- 14. Develop and deliver student library orientation. (Library Services | Objective 4)
 - Completed and ongoing with 100% freshman and 100% of sophomores receiving library orientation in 2016-2017.

- 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	SEVIS application pending.
2. Increase scholarship support available to students.	Dollar amount awarded to students	\$300,000 annually	On track to meet target by end of plan. \$200,275 was awarded in 2016-2017. 59% of active students

	% of students receiving scholarship support	75%	currently received scholarship support.
	Average Award Amount	\$2,070 (30%)	\$1,517.
3. Attain regional accreditation.	Eligibility Approval	Spring 2016	Completed, June 2016.
	Candidacy Approval	Fall 2017	Adjusted to spring 2018 based upon schedule site-visit.
	Initial Accreditation	Spring 2020	On target.
4. Offer a full range of financial aid assistance to students.	Participation in federal financial aid programs	Fall 2018	More likely to be fall 2019 based upon timeline for application process.

ACTION ITEMS

1. Complete SEVIS application process to admit foreign students into Certificate programs. (President | Objective 1)
 - After a year of not action or response, application is back under review. New evidence was submitted September 1st, 2017.
2. Review application and admissions process to accommodate international students. (Director of Admissions | Objective 1)
 - Completed. Dean of Administrative Services is ready to implement once SEVIS approval is achieved.
3. Train admissions and recruitment staff on process and legalities of admitting international students. (President | Objective 1)
 - Partially completed. Lead staff have completed SEVIS training. Remaining staff will be trained once approval has been granted.

4. Add part-time position to admissions staff to focus on international students. (Dean of Administrative Services | Objective 1)
 - Planned for 2018-2019 academic year staffing growth.
5. Partner with The Foundation for The Young Americans to launch a staffed development department. (President | Objective 1)
 - Full-time development director was hired and will begin July 1st, 2016.
6. Strengthen outreach and engagement activities for alumni. (President | Objective 2)
 - Linked to 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 2017-2018.
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 names constituency groups in the process.
10. Research and develop plan for compliance of standards as a title IV institution. (Dean of Administrative Services | Objective 1)

- 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.

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

- Planned for spring 2018.

Goal 3: Implement Integrated Effective Planning

OBJECTIVE	METRIC	TARGET	CURRENT STATUS
1. Systematic planning reviews conducted by all departments.	Course level SLO reporting completed	100% of courses reporting	95% 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 department chair and core faculty meetings are 100% documented. Department faculty meetings an administrative team 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 2017-2018 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)
 - Complete. 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)
 - Complete. Plan outline and this report demonstrate planning and implementation.
3. Train faculty and staff on TK20. (Dean of Administrative Services | Objective 1)
 - New training to take place one 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)

- Complete. Annual faculty survey was developed and implemented in 2016-2017. Repeat process will be ongoing.

PRIORITIES FOR 2017-2018

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

1. Complete ACCJC site-visit
2. Revise institutional strategic plan
3. Expand student services personnel to enhance services
4. Implement and document student success coaching
5. Continue to improve course completion in distance education courses
6. Continue to improve student body diversity to be more reflective of global community
7. Continue implementing strategies to meet integrated information literacy goals
8. Improve processes related to faculty evaluation and development
 - a. Establish comprehensive annual review process for core faculty
 - b. Build faculty pedagogical skills
 - c. Evaluate tour class facilitation
9. Implement streamlined process for communication, reporting, and documentation
 - a. Further development of academic advising process
 - b. Integrated process for SLO/PLO reporting
 - c. EOL program for equipment & Technology