



2017-2018 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.

PRESIDENT'S SUMMARY

The 2017-2018 Academic Year was without question a turning point in the progression and development of The Young Americans College of the Performing Arts, the highlight being the granting of accreditation from ACCJC in January, 2018.

The efforts undertaken by the entire college division to complete the ISER at the end of the 2016-2017 academic year and prepare for the site-visit that occurred in October, 2018 were herculean. In addition to the enormity of the workload, the quality of work put forth and the high level of commitment was something we should all be proud of. The ISER provided us with an invaluable deep understanding of our institutional mission and values. Through the process we were honest about areas of improvement and diligent in developing plans to address those areas. The site-visit was executed in a manner that transparently reflected the values and uniqueness of YACPA. Through transparency and clarity, we were able to demonstrate fulfillment of all ACCJC standards without losing sight of the culture and values that define YACPA.

As a small school, every individual -- from our Board of Directors to our students-- was intimately involved in the accreditation process. So when we were notified of our success in gaining that accreditation, the impact was one of both heightened pride, and exhausted relief. The moment of standing before our student body and sharing our good news is a career highlight that will live with me forever. For despite the extraordinary effort involved, the value that accreditation added to our students' educational process was always the clear and driving goal for this effort. The "icing on the cake", and what constitutes a very personal validation of my leadership, is that we jumped directly to accreditation, bypassing the multi-year candidacy process.

Accreditation brings with it responsibility. As I reflect upon the remainder of the year I see how influential the ISER process was to maintaining institutional focus on continuous improvement processes. While there are no major areas of concern, there is a sense of fatigue and subsequent relaxing of those processes that has worked its way in. As a developing institution the challenge for 2018-2019 is to reengaged the continuous improvement process in a consistent and sustainable manner.

Accreditation also brings opportunity. The validity accreditation brings opens doors to support financial aid, F-1 visa programs, and transferability. Each of these opportunities opens a door to enhance the student experience and reduce barriers to enrollment. The coming years will bring exciting new ventures for YACPA and increased opportunities to define ourselves as an institution of quality, excellence, and relevance.

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Supporting Documents

Accessible at: [2017-2018 Institutional Annual Review](#)

1. Annual Academic Instructional Review 2017-2018
 - 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 Report
 - 2.1 Recruitment & Enrollment Plan
3. Student Services Annual Review
 - 3.1 Freshman Student Satisfaction Survey Report 2017-2018
 - 3.2 Sophomore Student Satisfaction Survey Report 2017-2018
4. ACCJC Site-Team Report
5. Program Learning Outcome Results
6. Data Files
 - 6.1 17-18 Data Files
 - 6.2 17-18 Course Completion Data
 - 6.3 2017-2018 Faculty Load Assessment
 - 6.4 Historical Course Completion Data

DATA SUMMARY

Data Metric	2017-2018 GOAL	2017-2018 RESULTS	2016-2017 RESULTS	2015-2016 RESULTS	2014-2015 RESULTS	2018-2019 GOAL	INSTITUTIONAL BENCHMARK
Student Course Completion Rate[1]	90%	93%	89%	89%	91%	90%	3% above benchmark
Student Degree Completion Rate – 100% [2]	45%	28%	28%	20%	21%	45%	37% under benchmark. Critical priority
Student Degree Completion Rate – 150%	N/A	28%	23%	15%	N/A	50%	None set at this time
Number of Degrees awarded	46	38	42	15			
Number of Degrees awarded, by program	MOT = 8 AA = 10 AA, Voice = 20 AA, Acting = 6 AA, Dance = 6	MOT = 8 AA = 5 AA, Voice = 15 AA, Acting = 12 AA, Dance = 11 *5 are dual emphasis	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	80%	73%	76%	71%	77%	75%	7% below benchmark
Freshman Persistence Rate, Fall to Spring	90%	97%	97%	91%	97%	90%	7% above benchmark
Sophomore Persistence Rate, Fall to Spring	90%	86%	88%	98%	81%	90%	4% below benchmark
Freshman Student Satisfaction	95%	100%	94%	98%	94%	95%	25% above benchmark

Data Metric	2017-2018 GOAL	2017-2018 RESULTS	2016-2017 RESULTS	2015-2016 RESULTS	2014-2015 RESULTS	2018-2019 GOAL	INSTITUTIONAL BENCHMARK
Sophomore Student Satisfaction	90%	100%	90%	100%	90%	95%	25% above benchmark
Graduated Student Satisfaction[3]	80%	Insufficient response data	Insufficient response data	Insufficient response data	N/A	80%	Insufficient response data
Institutional Cumulative GPA	3.20	3.22	3.09	3.19	3.19	3.20	Exceeding benchmark (3.0)
Enrollment, unduplicated annual student headcount [4]	240	168	224	164	147	225	Benchmark not applicable
Enrollment, unduplicated annual full-time enrollment headcount	200	133	203	148	126	180	Benchmark not applicable
Associate of Arts	160	155	179	157	134	200	Benchmark not applicable
Music Outreach Training Certificate	10	13	14	7	2	25	Benchmark not applicable
# Applicants	1000	818	956	1008	819	1000	Exceeds benchmark by 18 students
# Admissions	400	384	452	430	299	300	Exceeds benchmark by 84 students
# Freshman Enrollments	120	94	113	95	74	110	6 students below benchmark
Scholarship Funds Awarded[6]	\$200,000	\$147,470	\$200,275.81	\$196,673.50	\$143,527.71	\$250,000	Benchmark not applicable
Freshman Awards	\$135,000	\$96,470 36 recipients	\$102,300 67 recipients	\$132,539 45 recipients	\$100,997.21	\$150,000	Benchmark not applicable

Data Metric	2017-2018 GOAL	2017-2018 RESULTS	2016-2017 RESULTS	2015-2016 RESULTS	2014-2015 RESULTS	2018-2019 GOAL	INSTITUTIONAL BENCHMARK
	40 recipients				41 recipients	38 recipients	
Average Freshman Award	\$3,375	\$2,243.49	\$1,526.87	\$2,945.11	\$1,174.39	\$3,889	Benchmark not applicable
Sophomore Awards	\$65,000 25 recipients	\$50,500 31 recipients	\$97,975.81 65 recipients	\$64,142 27 recipients	\$42,530 41 recipients	\$100,000 40 recipients	Benchmark not applicable
Average Sophomore Award	\$2,600	\$1,328.95	\$1,507.32	\$2,375.69	\$924.74	\$2,500	Benchmark not applicable
% Courses Taught by Core Faculty	75%	65%	71%	72%	60%	75%	70%
% Courses Taught by Faculty with Bachelor's Degree & 10 years professional experience or higher	70%	72%	76%	70%	50%	75%	22% above benchmark
% Courses Taught by Professional Experience only faculty	15%	9%	10%	10%	31%	10%	11% above benchmark
% of Breadth of Knowledge courses taught by instructor with Master degree or higher	100%	100%	100%	100%	87%	100%	Meets benchmark

[1] Course Completion: Drivers of the 4% increase are in the distance education courses, which has seen a 14% increase (72% to 86%) in completion rates from the prior year. The courses with the biggest increases in completion rates are Human Biology (23% increase), Interpersonal Communication (25% increase), and English Composition II (30% increase). These increases may relate to decreased enrollment which supports increased effectiveness in engagement and student success strategies. However, these are sophomore courses so the enrollment decrease is not a factor of overall headcount drops but more likely from student advising which is advising students to take these courses at times that support academic success, which for some means delaying them until semesters when they are not touring.

[2] Degree Completion Rate: Remains static from prior year at 28%. In analyzing the students who are not completing within the 100% completion rate the following was noted:

- There are 14 students still pursuing the AA degree into Fall 2018
- 56 students became inactive since their entrance term. Of those who became inactive 1 cited health reasons, 1 cited financial reasons, 1 cited other reasons, and the remaining 53 cited personal reasons
- 3 students did not complete their freshman year
- 18 students did not return to begin their sophomore year
- 12 students withdrew between the fall and spring semesters in their sophomore year
- 23 students did not complete over the summer 2018 term or return in fall 2018 to complete

Focusing retention efforts on the students close to completion but not fully completing is an improvement action planned for 2018-2019. Additionally, the impact of receiving accreditation may change this outcome going forward as well.

[3] Graduation Satisfaction: Response rates from graduates remain too low for any of the data to be meaningful or reflective. Improvement action has been identified for this area and will require direct outreach.

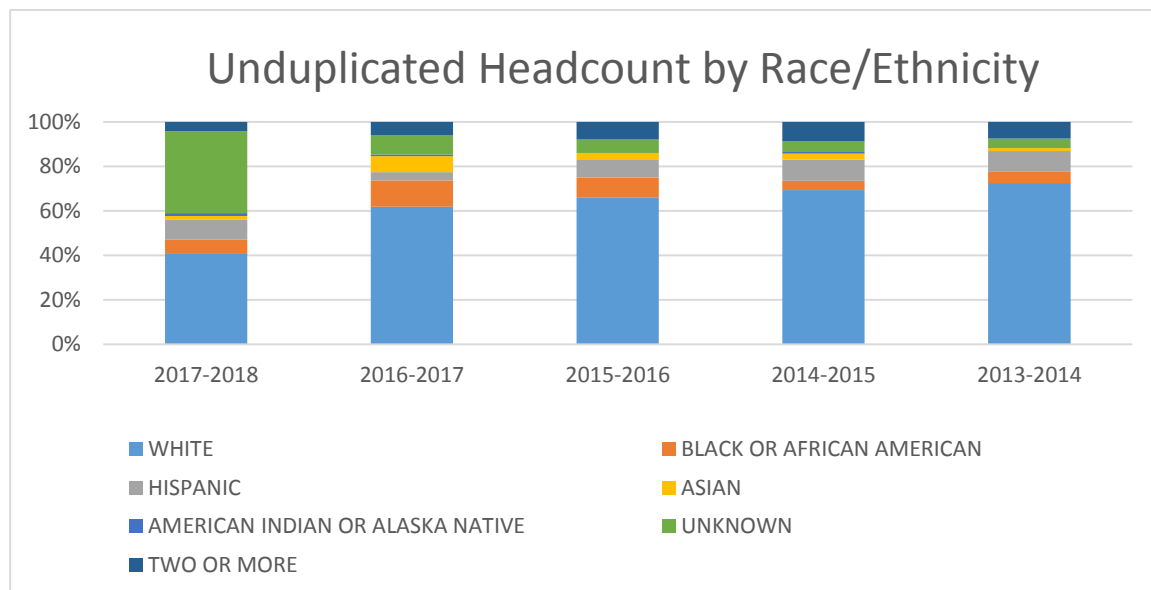
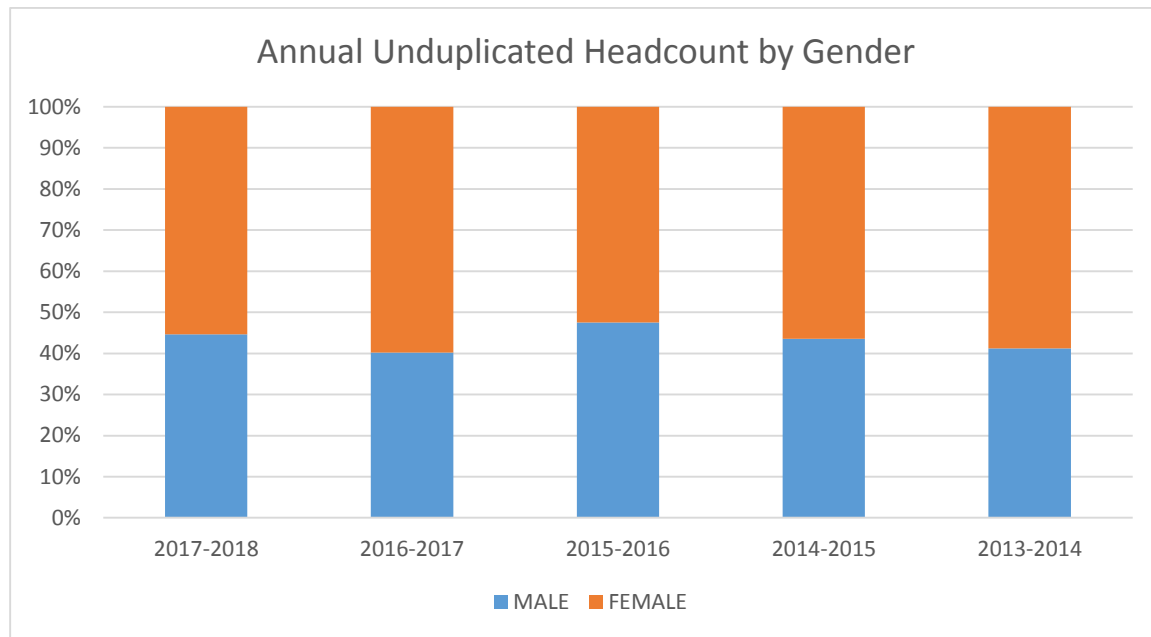
[4] Unduplicated Headcount: This number fell dramatically in the 2017-2018 academic year. The largest driver was the decline in freshman enrollment: 98 in fall 2016 to 68 in fall 2017. Further compounding the headcount decline was the retention rate decline of 3%.

[5] Applicants: The drop in the number of applicants for the fall 2017 entrance term predicates the drop-in enrollment. Actions plans to enhance recruitment and thus address applicants and enrollment levels were developed during the year and are attached as supplemental materials of this report.

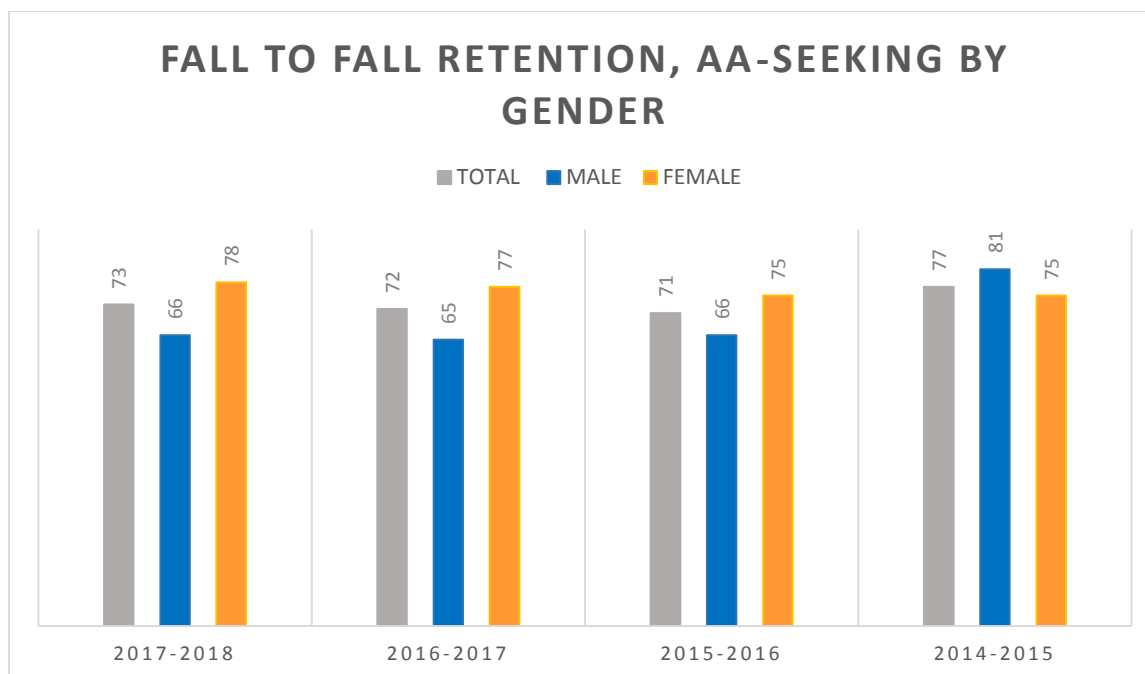
[6] Scholarship Awards: The decline in scholarship funds is two-fold. Awards were refocused to boost average award amount, knowing the overall number of students receiving aid would decline. Furthermore, as enrollment levels fell below projections and revenue projects declines, awards made as institutional expenses were cut due to insufficient funding to support the awards.

[7] Core Faculty: The decline in percentage of courses taught by course faculty was due to a key faculty member taking family medical leave on short notice. To cover the full load of courses normally taught by the faculty member, teaching assignments were given to non-core faculty members on an interim basis. Faculty member has returned for the 2018-2019 academic year.

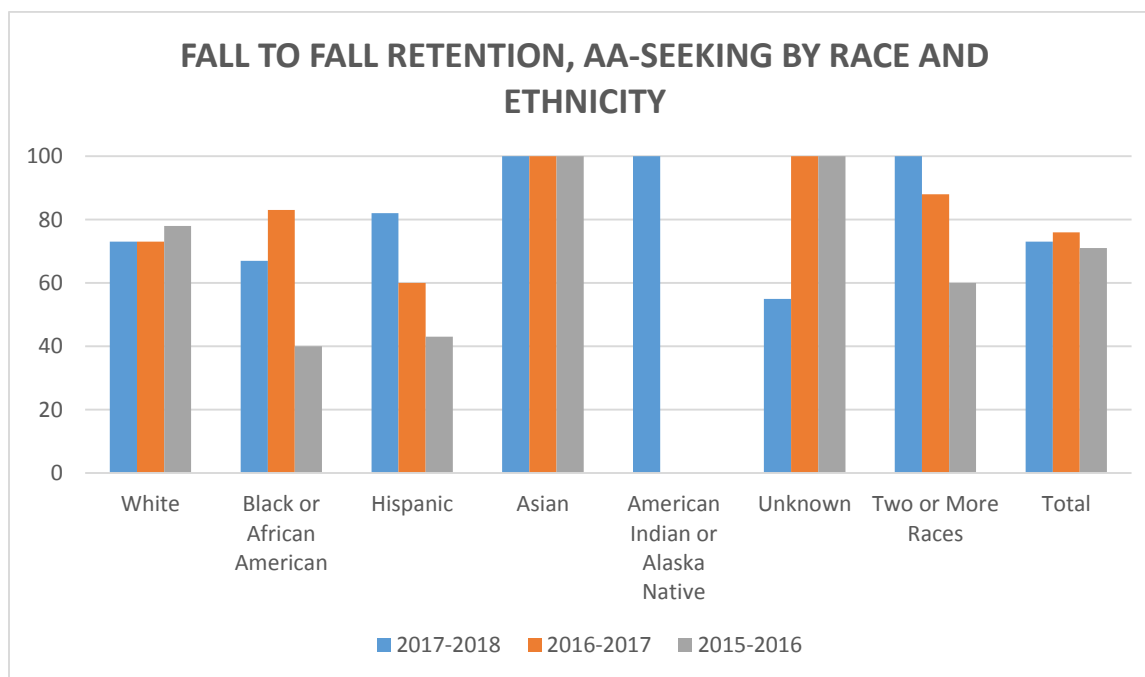
DISAGGREGATED DATA



The change in unknown is a result of policy implementation that ensures only the student can update their demographic profile. The headcount data shows a 66% increase in the Hispanic population from the prior year. All other categorizations show decreases from the prior year, but it is likely that the unknown population increase pulled from all other areas.



Overall fall to fall retention rates are generally stable. We expect improvement gains to be made in future years based upon the accreditation status and enhanced financial aid offerings.



Disaggregation by race sheds little insight as the number of students in minority groups fluctuates from year to year. The retention rate for Black or African American students is consistently below that of the institutional total rate. The retention rate for Hispanic students has increased dramatically each year.

STATUS OF PRIORITIES IDENTIFIED IN THE 2016-2017 ANNUAL REPORT

1. Complete ACCJC site-visit

Status: Met

The ACCJC site-visit took place in October 2017 and the execution of the site-visit was reflective of the organizational mission, culture, and values. The ultimate success of this process is measured in the granting of accreditation by ACCJC. The takeaway from the process for future site-visits is the importance of being true and clear to the institutional mission and values, presenting them in an open and transparent manner, and providing the team with access and data that supports the quality and rigor of the college program.

Reference: ACCJC Site-Team Report

2. Revise Institutional Strategic Plan

Status: Delayed

This action item was revised due to the recognition that it was peremptory until the feedback from the site-visit and accreditation results were received. Furthermore, by early January, once the feedback was received, the need to focus on recruitment strategies and planning took precedence. Comprehensive program review has begun and will be completed during the 2018-2019 academic year, and institutional strategic planning will begin once that is complete.

3. Expand student services personnel to enhance services

Status: Met and Ongoing

Beginning fall 2017 the student services department added two student services coordinator (SSC) positions. There is now an SSC available on campus from 8am to midnight each day courses are in session. Additionally, the counseling services within the department were doubled with the addition of a second part-time student counselor. This was a transition placement as it was expected that the current director of student counseling would retire at the end of the academic year.

The success of expanding the department's personnel is evident in the course completion rates and student satisfaction scores reported for the year.

Reference: Student Services Annual Review 2017-2018

4. Implement and document student success coaching

Status: Met and Ongoing

The addition of the student services coordinators allowed the success coaching plan to be implemented. Every 1st-year student participates in a Student Services and Student Success orientation session during New Kid Orientation Week. In addition, each student participates in an initial academic strengths and weakness assessment for the purpose of highlighting academic and production goals for the year. The information gathered during these activities are utilized throughout the year in individual student success coaching.

Students are able to meet with Student Services Coordinators (SSCs) to discuss and devise strategies for academic as well as personal success. Students meet with SSCs in both one-to-one and small group settings.

Reference: Student Services Annual Review 2017-2018

5. Improve course completion in distance education courses

Status: Ongoing

The course completion rate for distance education courses increased from 72% in 2016-2017 to 86% for 2017-2018. Headcount enrollment in distance education courses dropped by 22% from the prior year. This decrease is 9% higher than the overall decrease in unduplicated enrollment in the AA program. The enrollment drop in these courses is driven by academic success advising for low performing students who are finding alternate ways to complete the course requirements rather than take the courses in a distance education format and then fail the course. The exception to this trend is ENG 112 and the practicum-based courses. ENG 112 has a course completion rate increase of 30% (42% to 72%) with an enrollment decrease of just 9%. The practicum courses all had enrollment increases as well as course completion rate increases.

Reference: Course Completion Data Table

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

Status: Ongoing

Evaluating this goal is challenging given the transition to ensuring race and ethnicity demographics are completed by the student and not by a staff member. This has led to an increase of the unknown category in race and ethnicity of 24%, and now accounts for 38% of the student body.

Given the enrollment drop of freshman from fall 2016 to fall 2017, recruitment and enrollment management planning was undertaken. Successful implementation of this newly-developed recruitment plan will have cross-over into addressing the diversity of the student body.

Reference: Administrative Services Annual Review Report

7. Continue developing information literacy programs

Status: Ongoing

The librarians have worked with various members of the core faculty to design the library pages to accommodate and reflect the needs of their programs. Two trials to databases were organized for faculty to explore additional licensed programmatic resources.

Communication with Chairs and Dean of Instruction has increased as the library works to attain an increase in assignments requiring the use of the library.

Reference: Library Department Annual Report 2017-2018

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 2017-2018

c. Evaluate tour class facilitation

Status: Delayed

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 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 of 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.

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

a. Further development of academic advising process

Status: Partially Met & Ongoing

Efforts were made to continue improving academic advising to connect the dots between entrance to program, progress throughout, and next steps afterward for students. Efforts included webpage updates highlighting program and emphasis options, utilization of student degree audits to highlight progress, and advising sessions offered to sophomores wanting to explore post-graduation options.

We are currently developing and researching steps for providing more focused and comprehensive advising to students.

Reference: Administrative Services Annual Review Report

b. 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. This further stalled efforts to develop a system.

c. EOL program for equipment and technology

Status: Delayed

Was not addressed in 2017-2018. Implementation of an organization-wide inventory system in 2018-2019 will bring this into focus and priority.

DEPARTMENT REPORT OVERVIEW

Department Reports are attached in supplemental documents

Administrative Services: The administrative services department reported four partially-met goals for 2017-2018. The scope of each goal involves a multi-year process to achieve a fully-met status. 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 four met and one not-met goals for 2017-2018. One goal from 2016-2017 that was unmet fulfilled its action plan and is considered met and ongoing. The unmet goal continues to be the observation of the practicum courses given the associated logistical challenges. This will be rectified in spring semester of 2018-2019 as the tour will be in the Southern California area.

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

Dance Department: Reported meeting all 3 goals.

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

Breadth-of-Knowledge Department: Reported three met goals.

Library Department: Reported one goal partially met.

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 79% 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 90% or higher.
PLO 3: Develop confidence and professionalism while building a working repertoire.	Key assignments are mapped from 4 different courses. All courses reported outcomes of 80% 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. One course reported outcomes of 79%, all remaining courses reported outcomes of 100%.
PLO 6: Demonstrate clarity in written, verbal, and nonverbal communication.	Key assignments are mapped from 6 different courses. One course reported outcomes of 79%. All other courses reported outcomes of 90% 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 89% or higher.

PLO 8: Literacy: Test, Digital, Computer, Information and Technology.	Key assignments are mapped from 5 different courses. All courses reported outcomes of 80% 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 89% 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. One course reported outcomes of 79%. All other courses reported outcomes of 85% or higher.
PLO 5: Demonstrate the ability to think critically and analytically.	Key assignments are mapped from 6 different courses. One course reported outcomes of 79%, all remaining courses reported outcomes of 100%.
Goal Status: Met	

Resource: Program Learning Outcome Results

Course Level Student Learning Outcomes

For the 2017-2018 academic year, we have SLO outcome reports for only 73% of our courses (30 out of 41). This is a significant decrease in reporting from last year's 81% rate and may be the result of lax oversight by the DoI in reminding (and cajoling) faculty to complete these tasks. A timeline for doing so and updating of the reporting form are among the 2018-19 goals.

Seventy percent (70%) of the courses reporting SLO results (21 out of 30) hit or exceeded all of their goals for student outcomes on their selected objectives (down from 89% the previous year). Of the nine that did not, six had one LO that didn't reach goal and three missed two targets.

Specific interventions (for 2018-2019 implementation) for the courses that did not meet their outcomes have been documented and discussed with faculty. The overwhelming majority of issues relate to students simply not submitting a completed assignment. Most of the interventions proposed for these instances include having students complete the assignment in class. We will also discuss whether increasing the point value of these assignments might make a difference; the significance of the learning task may not be expressed well in its point value and thus students may not consider the assignment as particularly important. Another common issue across courses are terminology and concept quizzes (be they for dance, theater, or other); our students tend to generally do more poorly on these. Interventions here include testing students closer to the time of introduction, repeated practice paring action to term (for dance at least), and we will discuss whether some form of student-led demonstration/quizzing may also be beneficial.

Reference: Annual Academic Instructional Report 2017-2018

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 increased by 4% from the prior year and it exceeded institutional-set standards. The increase also occurred in the first year of implementation of setting a 70% final score or C as the passing level for each course. The recommendation from faculty for the change was the impact it would have on student effort in the course. The course of most concern with the change in passing level was Music Theory I. To address the concern, a placement test was developed and a music fundamental course developed for those students who didn't place into MU 130. The course completion rate for music fundamentals was 93% and music theory I was 83%. The year over year increase in Music Theory I was 7%.

The total enrollment level from the prior year decreased by 20% which may also have impacted student achievement.

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 9-point gap between face-to-face and distance education courses. In the prior year the gap was 23 points. The courses with the biggest increases in completion rates are Human Biology (23% increase), Interpersonal Communication (25% increase), and English Composition II (30% increase). These are sophomore courses, so the enrollment decrease is not a factor of overall headcount drops but more likely from student advising which is encouraging students to take these courses at times that align with their touring schedules.

Course completion disaggregated by gender shows an overall gap of 6 points with female student completion rate at 96% 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 all categories reporting course completion rates between 90% and 94% with the exception of Asian students. The course completion rate for Asian students is 50%. The unduplicated headcount of Asian students for the reporting year was 3. Thus the sample size is too small for the course completion rate to be reflective of the Asian student population as a whole.

Degree Completion:

Remains static from prior year at 28%. In analyzing the students who are not completing within the 100% completion rate the following was noted:

- There are 14 students still pursuing the AA degree into Fall 2018

- 56 students became inactive since their entrance term. Of those who became inactive 1 cited health reasons, 1 cited financial reasons, 1 cited other reasons, and the remaining 53 cited personal reasons
- 3 students did not complete their freshman year
- 18 students did not return to begin their sophomore year
- 12 students withdrew between the fall and spring semesters in their sophomore year
- 23 students did not complete over the summer 2018 term or return in fall 2018 to complete

Focusing retention efforts on the students close to completion but not fully completing is an improvement action planned for 2018-2019. Additionally, the impact of receiving accreditation may change this outcome going forward as well.

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 3% above the institutional bench mark of 70% and 3% lower than the 2016-2017 year. When disaggregated by gender, the male rate increased by 22% and the female rate fell by 12%. This is due to the impact that casting of Young American tours has with student retention, and the imbalance in gender in the fall 2016 freshman class. As the tour casts are choral-based the cast membership is evenly male and female to cover all choral parts (bass, tenor, alto, soprano). The odds of a female student making a cast were greatly reduced and thus impacted retention into second year.

The fall-to- spring retention rate for freshman (97%) remained unchanged from the prior year. The sophomore fall-to-spring retention rate decreased by 2%. Disaggregation by gender reveals further casting impacts as the male sophomore fall-to- spring retention rate increased by 8% from the prior year while the female rate decreased by 9%.

Student Feedback: The student satisfaction surveys conducted by student services of both first-year and second-year students both reported satisfaction results of 100%. The first-year student survey has 82% of the cohort reporting. The second-year has 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: Freshman Student Satisfaction Survey Report 2017-2018 and Sophomore Student Satisfaction Survey Report 2017-2018

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.

% 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.

65% of course were taught by core faculty members in 2017-2018. The decline in percentage of courses taught by course faculty was due to a key faculty member taking family medical leave on short notice. To cover the full load of courses normally taught by the faculty member teaching assignments were given to non-core faculty members on an interim basis. Faculty member has returned for the 2018-2019 academic year.

% 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 courses were taught by faculty holding a Masters 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.

72% 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.

3% of courses were taught by subject specialist faculty.

Reference: 2017-2018 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.

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

*Initial fee for third-party servicer. 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 fluctuated from year to year due to enrollment swings and the correlating contact hours of courses needed. 2016-2017 was a sharp increase due to enrollment increases. The 2017-2018 is a decline in hours needed as well as reflective of tight fiscal control to maximize course enrollment.

Student Services: Was a planned increase due to expanded services and personnel. The expansion included additional counseling staff as well the implementation of student services coordinators.

Equipment and Technology: Has declined over past two years based upon cycle of investment and maintenance.

General and Administrative: Increases are due to costs for accreditation site visit as well as an increase in personnel expense allocations to GnA.

With the anticipated expansion of financial aid services, standards for expense allocations will need to be revised for future years.

FINANCIAL – YACPA Division

Unrestricted Net Assets:	JUNE 30, 2018	JUNE 30, 2017	JUNE 30, 2016
Revenues and Support:			
College Program			
Tuition & Fees, Net of Discounts	\$1,241,716.00	\$1,533,025.00	\$ 1,200,557.00
Student Housing, Net of Expenses	\$ 16,057.00	\$ 118,461.00	\$ 16,846.00
Contributions	\$ 385,590.00	\$ 76,388.00	\$ 36,516.00
Total unrestricted revenues	\$1,643,363.00	\$1,727,874.00	\$ 1,253,937.00
Net Assets Released from restrictions	\$ 168,225.00	\$ 187,207.00	\$ 198,058.00
Total unrestricted revenues and support	\$1,811,588.00	\$1,915,081.00	\$ 1,451,995.00
Expenses:			
College Program:			
Instructional	\$ 857,566.00	\$ 992,842.00	\$ 664,709.00
Student Services	\$ 168,838.00	\$ 71,877.00	\$ 71,594.00
Library	\$ 52,483.00	\$ 51,120.00	\$ 51,645.00
Facilities	\$ 246,745.00	\$ 223,268.00	\$ 197,989.00
Equipment & Technology	\$ 22,880.00	\$ 31,791.00	\$ 52,835.00
Admissions & Enrollment	\$ 75,986.00	\$ 74,049.00	\$ 109,935.00
Financial Aid Department	\$ 3,200.00		
Total program services	\$1,427,698.00	\$1,444,947.00	\$ 1,148,707.00
Supporting Services: General and administrative	\$ 282,230.00	\$ 202,250.00	\$ 273,337.00
Total expenses	\$1,709,928.00	\$1,647,197.00	\$ 1,422,044.00
Increase (Decrease) in Unrestricted Net Assets	\$ 101,660.00	\$ 267,884.00	\$ 29,951.00
Temporarily Restricted Net Assets:			
Contributions	\$ 103,778.00	\$ 168,932.00	\$ 186,590.00
Net Assets released from restrictions	\$ (168,225.00)	\$ (187,207.00)	\$ (198,058.00)
Increase (Decrease) in Temporarily Restricted Net Assets	\$ (64,447.00)	\$ (18,275.00)	\$ (11,468.00)
Increase (Decrease) in Net Assets	\$ 37,231.00	\$ 249,609.00	\$ 18,483.00

The enrollment drop in the freshman class of 2017 from 2016 had a significant impact upon the financial operations for the entire fiscal year. The contributed revenue allocations from the parent entity filled the gap and helped ensure expense cuts were not damaging to the student learning experience.

The increased expenses in student services were planned and contracted prior to enrollment level realities. It was determined, given the feedback from the prior year, that continuing with those improvement plans was necessary to ensure the student learning experience was stabilized and developed in a manner that would allow the institution to successfully and sustainably support student learning experiences as enrollment levels rebuild to the fall 2016 level.

Recognizing the tuition rates had remained unchanged for four years while the overhead and operational expenses have continued to rise, a full review and assessment of tuition and break-even points was completed. The analysis sought to find a tuition rate that was sufficient to ensure financial stability while limiting enrollment suppression impacts.

References:

The Young Americans, Inc. Audited Financial Statements
YACPA Tuition Analysis Report

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%	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%	Targets met for first year. Sustainability now the goal. Breadth of Knowledge course completion rate = 85% Performance Core average final score = 96%
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%	On track for completion although metrics may differ.
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 by end of plan. Virtual library implemented with multiple databases added. 100% of freshman and sophomore students completed orientation.

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. 2018-2019 plans include dedicated office hours and increased outreach to students.
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)
 - Completed: 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. 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. Additionally, a faculty survey was conducted in spring 2017. Faculty survey will be repeated every two years.
- 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. 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	SEVIS application for F-1 pending.
2. Increase scholarship support available to students.	Dollar amount awarded to students	\$300,000 annually	Falling off track with fluctuations in development messaging and loss of prominent scholarship donor.
	% of students receiving scholarship support	75%	
	Average Award Amount	\$2,070 (30%)	
3. Attain regional accreditation.	Eligibility Approval	Spring 2016	Completed – June 2016
	Candidacy Approval	Fall 2017	Completed – January, 2018
	Initial Accreditation	Spring 2020	Completed – January, 2018
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~~ 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.
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 2019-2020 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. Position became open again in July, 2018.
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.
 - 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 3)
 - 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 provider 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 2018-2019 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)
 - 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)
 - Complete. Faculty survey was developed and implemented in 2016-2017. Repeat process will be ongoing on a bi-annual basis.

INSTITUTIONAL PRIORITIES FOR 2018-2019

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. Launch financial aid department
3. Develop retention actions for sophomore students approaching completion
4. Further development of academic advising process
5. Implement streamlined process for communication, reporting, and documentation
6. Increase scholarship funding
7. Implement English-Across-the-Curriculum
8. Improve processes related to faculty evaluation and development
9. Continue to improve student body diversity to be more reflective of global community
10. Evaluate tour class facilitation
11. Integrated process for SLO/PLO reporting with 100% reporting rate
12. Begin comprehensive program review
13. Continue implementing strategies to meet integrated information literacy goals
14. Revise institutional strategic plan
15. Augment annual review process for core faculty
16. Improve outreach efforts to graduates for feedback
17. Continue to improve course completion in distance education courses
18. EOL program for equipment & Technology

