



CANADIAN
COLLEGE of
**PERFORMING
ARTS**

STRATEGIC PLAN

2018 - 2021

Afloat 2003



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photo credits **Don Craig, David Lowes, Peter Pokorny,** and **Brian Wilson**

ABOUT THE COLLEGE

Completing its twentieth anniversary year in 2018, the Canadian College of Performing Arts is extremely proud to be a unique training institution offering the highest level of performing arts instruction with a national scope and vision. Through our training programs, performances and alumni successes, the College fosters development, education, and appreciation of the performing arts in British Columbia, Western Canada, across the nation, and internationally.



This Little Light
2017 (World Premiere)

The Canadian College of Performing Arts gratefully acknowledges the Lekwungen-speaking peoples (also known as the Songhees and Esquimalt Nations), on whose traditional territory the college stands, and on whose home we learn, create, and perform.

PURPOSE

The Canadian College of Performing Arts offers an intensive conservatory style curriculum with a focus on entrepreneurship to students who seek intensified skill-based alternatives to longer, academically-oriented university programs. Students both with and without post-secondary degrees enroll in the College to develop the personal applied performance and artist management skills, endurance, and commitment necessary for pursuing a successful lasting career in the performing arts.

TO OFFER UNIVERSITY TRANSFERABILITY

The College's three post-secondary programs offer transferability to complete a Bachelor of Performing Arts degree. The degree is conferred by the two-partner consortium of Capilano University and Douglas College.

TO OFFER A ONE-YEAR PERFORMING ARTS CERTIFICATE PROGRAM

The thirty-one-week Performing Arts Certificate Program is designed for working professionals, or individuals who have completed a relevant post-secondary program, who wish to pursue an intensive conservatory-style program to enhance their skills.

TO OFFER A TWO-YEAR ENRICHED PERFORMING ARTS DIPLOMA PROGRAM

Our flagship two-year Enriched Performing Arts Diploma Program offers advanced instruction in the performing arts (acting, singing, dancing) plus a focus on career development.

TO OFFER A STUDIO ENSEMBLE DIPLOMA PROGRAM

The Studio Ensemble program provides graduates of the above programs an opportunity to expand their performance repertoire, strengthen their skill sets and develop business acumen. Students work in a collaborative theatrical collective as they develop and mount three separate productions between September and February. They are guided in their performances by special guest directors from the Canadian theatre industry.



Marat/Sade
2016

THE CANADIAN COLLEGE OF PERFORMING ARTS IS PROUD TO BE

A NATIONAL COLLEGE

The College offers students the opportunity to pursue a career in the performing arts in an enriching and nurturing environment. We are committed to ensuring that the program remains current and affordable. Auditions are held across Canada each spring and continued efforts are made in selecting a diverse national representation. As a private post-secondary institution, we are designated by the Private Training Institutions Branch (PTIB) of the BC Ministry of Advanced Education. We are recognized by the Department of Canadian Heritage as a National Performing Arts Training Institution of Excellence with their support through the Canadian Arts Training Fund (CATF).

AN INTENSIVE PERFORMING ARTS CONSERVATORY STYLE TRAINING PROGRAM

The Canadian College of Performing Arts delivers comprehensive training in acting, dance, voice and career management. Our programs are offered between September and April. In addition to the performing arts training, the students benefit from a wide range of performing opportunities both on and off campus. The college also offers master classes, workshops, mentorships, and regularly invites guest speakers to speak on a broad range of subjects related to the performing arts and current industry trends.

AN EMPLOYER OF OUTSTANDING WORKING PROFESSIONALS

Our faculty is comprised of experienced, award-winning professional theatre, film, dance and voice practitioners who have the ability to connect the students and graduates to the film and theatre industry.

ABLE TO OFFER INDIVIDUAL ATTENTION AND CUSTOMIZED TRAINING

The Canadian College of Performing Arts values and emphasizes the uniqueness of each individual in the program. Each student is encouraged to develop as a unique, versatile and confident performer with a broad spectrum of skills to build a successful and enriching career. This is accomplished by devoting individual attention to each student's development and career goals in a constructive and nurturing environment. CCPA believes it is the combination of individual attention, expertise offered by working professionals, and direct contact with the industry that ensures the success of students in its programs.

ABLE TO GRADUATE VERSATILE PERFORMERS WITH A STRONG WORK ETHIC

The college develops working artists and cultural leaders. We enjoy a high rate of success; our alumni work in theatre, on screen and in recording studios across Canada and internationally. Our graduates work as actors, dancers, singers, playwrights, directors, music directors, producers, recording artists, casting directors, choreographers, administrators, and teachers. The entrepreneurial endeavours of our alumni create employment and contribute to the economic and cultural fabric of Canada. Graduates of this College have enjoyed high ratios of employment throughout the nation, averaging more than 80% of recent graduates garnering a professional contract within a year of graduation. They grace Canada's most prestigious stages, plus regional and independent theatres from coast to coast. Some of our graduates' careers have reached beyond our borders including careers as international recording artists and actors, writers, and/or producers in television and film. Some graduates have formed successful companies all across the country that employ numerous Canadian artists. Others are writing, producing, and/or directing professional Canadian films or working as talent agents, casting directors, entrepreneurs, or arts administrators.

HISTORY AND OWNERSHIP

OWNERSHIP

The Canadian College of Performing Arts is owned and operated by the Canadian Heritage Arts Society (CHAS), a registered charitable not-for profit society managed by a volunteer Board of Directors. The role of CHAS is to ensure that the College's programs are accessible, affordable, and provide outstanding and relevant training to students from across our nation and abroad. The College's fundraising efforts require securing funds to subsidize 50% of the total cost of tuition for each Canadian student. The funding sources are varied and diversified. The College receives financial assistance from the Government of Canada, the Province of British Columbia, private and public foundations, as well as corporations and individual donors. Dedicated fundraising endeavours by the Board of Directors and senior management to maintain financial support from all sectors is crucial to the operation and future success of the institution.

CHAS is a registered Canadian charity with the Canada Revenue Agency (#131341356RR0001). The offices of CHAS are located at the Canadian College of Performing Arts, 1701 Elgin Road, Victoria BC, V8R 5L7.



Cabaret
2018

HISTORY

The Canadian College of Performing Arts was founded in September 1998 as a private, post-secondary training institution. Created by co-founders Jacques Lemay and Janis Dunning, the College was born out of their highly successful three-month summer training and performance program, *Spirit of a Nation*, which originated at the Confederation Centre for the Arts in Charlottetown, and toured nationally throughout its existence.

The College was established as a multi-disciplinary training institution, with an equal focus on acting, dance, singing, and career management training. From its initial offering of a single-year Performing Arts training program, the College quickly grew to offer an optional second continuing year in 1999. In 2005, a third program, the “Company C” Studio Ensemble, was created as a practical four-month program for graduates of the second year program to work as an arts collective, producing three shows in a professional working environment under the direction of nationally acclaimed Canadian directors.

Lemay and Dunning were the College Directors for twelve years, until their retirement in 2010. The College was then managed by Ron Schuster as College Director and Darold Roles as Artistic and Education Director from 2010 to 2017. Under their leadership, the two one-year programs were amalgamated to create a two-year Enriched Performing Arts Diploma, and a one-year Certificate in Performing Arts program. This program was created for professional artists and graduates of a degree program who wanted a year of intensive practical training. The “Company C” Studio Ensemble was expanded to its current length of twenty-one weeks, allowing for continued training, workshops, and mentorships, in addition to its core curriculum of three productions. The College also solidified an accreditation process, creating a path to university transferability for graduates of the Enriched Performing Arts Diploma and the “Company C” Studio Ensemble programs to obtain a Bachelor of Performing Arts degree.

Every year since its inception, the College has enjoyed strong competition for student entrance, due to the excellent teaching standards of the faculty, the national and international successes of its graduates, and the respect earned by alumni in the performing arts industry. As one of the most uniquely focused conservatory style training programs in western Canada, the College has graduated well over one thousand students, and has brought hundreds of artists together in collaboration as coaches, educators and trainers. Having an institution like the College in Victoria BC, national in its scope and ambition, is a rare gateway for emerging Canadian artists to find success in the professional performing arts industry.

The College completes its 20th season and graduating class led by a new management team: Managing Artistic Director Caleb Marshall and Director of Education and Programming Heather Burns. Together they bring leadership that is deeply rooted in the institution, while embracing the current and emerging priorities of the evolving landscape of the performing arts industry.

“I would have to say CCPA is at the leading edge of giving a huge cross-section of options. ...I would suggest that there are few curriculums as all-encompassing.”

**- David Warrack, Independent Artistic Assessor
for the Canadian Arts Training Fund**

MISSION AND VALUES

The Canadian College of Performing Arts teaches young Canadians the skills that will prepare them to succeed in the workplace in the future, while fostering integrity in their work and their artistic expression.

MISSION STATEMENT

To offer the highest quality of training in a broad spectrum of skills which will prepare students for careers of excellence in the performing arts locally, nationally or internationally.

To provide a stimulating, positive and constructive environment where students are encouraged to develop high standards of work ethics and conduct which will serve them in any field of endeavour in their future.

VALUE STATEMENT

To create a versatile, well-rounded performing artist with a strong professional work ethic.

In particular, to continue to offer unique training programs in Canada where students can develop their performance and career management skills under the close supervision and guidance of highly qualified professional teachers, mentors and theatre artists.

ARTISTIC VISION AND IMPACT

ARTISTIC VISION

The College's vision is built on education and artistic excellence and community. We maintain the highest standards to attract elite faculty that produce graduates of exceptional caliber. As a leading educational institution adaptive to the evolving priorities of the professional industry, we prepare graduates to be highly employable active artistic leaders.

Our philosophy revolves around our belief that the art is a practical craft and business that can be taught with a clear methodology. Our curricular goal is to provide students with advanced practical skills while making them aware of their own creative agency through rigorous training and fostering enthusiasm for their personal process of self-discovery. We value cross-disciplinary study, knowing that if students do not explore a breadth of human experience they lose insight as artists, and therefore encourage integration and examination of the training in all aspects of their lives. The curriculum is built on equal respect for all disciplines, and on the principle that collaboration and community are the essence of theatre.

While there will always be an element of subjectivity in assessing art, by establishing clear goals and expectations, and promoting initiative and critical thinking, we encourage students to develop a discerning eye towards self-assessment. We foster a need for emotional investiture and bravery in a safe, supportive, risk-taking environment.

Our aim is to prepare students for the rigors of a professional career with the knowledge that talent, passion and ambition will only prevail if matched by dedicated work ethic, private practice, and the utmost professionalism. We measure success by preparing a student to be a motivated self-employed business and inspired artist whose voice will illuminate the human condition when they confidently enter the profession.

The College's conservatory training is unique amidst Canadian institutions; most notably in the higher number of teaching hours provided, to match the intense schedule of the professional industry. All students take a full course load, studying all disciplines equally, yet tiered for individualized curriculum that is furthered with weekly private coaching.

While there are no electives, the Professional Mentorship program and the Professional Development Credits program allow students to explore areas aligning with their interests. Students develop their artistic voice working with professionals who guide them in creation of new work, which advances the discipline and empowers generation of their own artistic employment.

The Studio Ensemble program is singularly unique as graduates expand their repertoire working on all aspects of producing three productions guided by established directors.

Our location in Victoria offers a unique advantage over institutions in major centers. The provincial capital boasts many professional arts organizations offering high caliber artistic experiences, while the smaller, unified artistic community makes its leaders accessible, many of whom regularly hire alumni.

IMPACT

Our connection to artistic partners provides students with a unique and impactful opportunity to perform with other companies: the Victoria Symphony, Pacific Opera Victoria, The Belfry Theatre, The Naden Band of the RCN Armed Forces, and with acclaimed artists such as David Foster, Josh Groban and The Canadian Tenors.

Guided by a management team, faculty and advisory committee with active careers and strong ties to the national community, the College is committed to advancing the discipline, keeping standards high and aligning the curriculum to ensure students are introduced to current trends, emerging artistic practices and evolving strategic priorities of the Canadian theatre sector. We believe cultural leadership is cultivated through mentorships, community rooted volunteerism, and fostering new creation.

The College has made an increased commitment to Canadian content inclusion, requiring students to have a foundational Canadian repertoire. Committing to the Pledge Project, we acknowledge that educational institutions with a large proportion of female students need to ensure their voices are being served with an increased proportion of female playwrights and directors.

It is essential we engage students in a diverse dialogue openly exploring issues of race, gender, politics and sexual orientation. The conversations impacting the industry ensure graduates are more equipped to navigate being a Canadian artist. Students who are highly skilled in acting, voice, dance and career management are prepared to enter the profession. Students who are engaged in gender equity and identity, inclusion, accessibility, cultural appropriation, truth and reconciliation, safe spaces, and welcoming diverse voices and practices, are prepared to be cultural leaders, not just participants.

The impact the College's programs have on the students and industry is significant. The training ensures they have the practical skills to successfully enter the industry. The career management and exposure to professional artists and companies provides connections coupled with business acumen. Exposure to diverse artistic experiences and practitioners impacts not only their development but the sector's as graduates return to their home communities able to share a depth of experience or move to major centers poised to contribute with confidence. The mentorships and freedom they receive in the creation/development process with a grounding in current issues, positions students to advance the discipline through the artistic voice of their own work.

The relationships developed among the strong network of alumni have a lasting impact, creating connection to artists across the country. The commitment to community, volunteerism, and an equitable environment strives to create thoughtful engaged creative citizens who are advocates not only for their own careers but for the under-represented in their communities, and view the trajectory of their art as a commitment to the essential existence of theatre in our society.

STRATEGIC PLAN

Creativity, flexibility, and commitment are some of the defining characteristics of the Canadian College of Performing Arts. The new management team, in consultation with the staff, faculty, and board, have crafted this ambitious new strategic plan that aligns with current priorities of the Canadian Theatre sector and embraces the diversity of Canadian Theatre practice. It will strengthen our existing programs and open new pathways to the institution for artists, educators, and the general public. We strive to maintain a post-secondary training institution that is increasingly relevant to the whole of Canada, works harmoniously with our professional community, and is more reflective of this diverse country, all the while carrying on our tradition of responsible management, sustainability, and growth.

FRAMEWORK

The mission, vision and goals are the foundation for the operation of The Canadian College of Performing Arts. Four pillars, designed to support the goals of the College, were identified for the next three years. Drawn from consultations and research, they indicate the areas in which the College will focus its efforts.

Goals have been established to meet the strategic needs of the College in the most effective way possible. Key performance indicators are interconnected with our goals and provide measurable details to confirm success in implementation of the Strategic Plan May 1 2018 – April 30th 2021.

PILLARS

The pillars supporting the goals of our strategic plan include:

PILLAR ONE EDUCATION & ARTISTIC EXCELLENCE

Cultivate and maintain the highest education and artistic standards that attract elite faculty and artists and produce students of exceptional caliber.

PILLAR TWO ADVANCING OUR REACH

Advance the mission, vision, and reputation of the College to be recognized as one of the pre-eminent performing arts training institutions in Canada.

PILLAR THREE ORGANIZATIONAL SUSTAINABILITY

Foster financial, physical, technological, human resource & health, safety, and well being sustainability.

PILLAR FOUR BUILDING COMMUNITY

Foster partnerships and engage the board, staff, faculty, artists, students, alumni, volunteers, patrons, and the broader community and industry in the College's vision.

GOALS & OBJECTIVES

PILLAR ONE EDUCATION & ARTISTIC EXCELLENCE

Cultivate and maintain the highest education and artistic standards that attract elite faculty and artists and produce students of exceptional caliber.

GOAL 1 Maintain the highest degree of professional standards among our current faculty.

Year 1 KPI Student evaluation surveys, awards and continued professional theatre experience.

GOAL 2 Expand the Professional Advisory Committee to have a national scope.

Year 1 KPI The committee will include a member from each province, located in the major centres identified in the audition tour.

GOAL 3 Focus the purpose of the Alumni company on new play development.

Year 1 KPI A clear process of submissions is instituted to select and support the most promising work.

GOAL 4 The addition of an educational speaker series.

Year 1 KPI A prominent national figure offers a keynote on the most current priorities facing the theatre industry.

GOAL 5 Enhance and review the current curriculum annually to ensure the highest standard and alignment with the changing priorities of the theatre, film and music industries.

Year 1 KPI Faculty and guest artists will be nationally recognized practitioners.

Year 2 & 3 KPI Guest directors will be nationally recognized and ideally current artistic directors with power to cast our students.

Year 2 & 3 KPI Nationally recognized guest directors are brought in that represent the diversity of Canadian theatre practice.

Year 2 & 3 KPI The pool of guest artists will be broadened to ensure students the broadest exposure to various practices.

Year 2 & 3 KPI Increased masterclasses with nationally renowned instructors and artists.

PILLAR ONE EDUCATION & ARTISTIC EXCELLENCE

Cultivate and maintain the highest education and artistic standards that attract elite faculty and artists and produce students of exceptional caliber.

GOAL 6 Institute a minimum requirement for Canadian Content, New Play Development and culturally diverse guest artist representation.

Year 2 KPI The artistic programming both serves the students and reflects and prepares them for the diversity of Canadian Theatre practice.

GOAL 7 Establish gender equity among guest directors & creative teams.

Year 2 KPI 50% of all professional guest artists will be female.

GOAL 8 Develop a transition plan for the retirement of senior faculty.

Year 2 KPI A process that ensures new hires have exceptional training, professional experience, and are nationally recognized.

GOAL 9 Increase university transferability of the College's programs.

Year 2 KPI Research, identify and partner with additional universities.

Year 3 KPI Broaden the scope of the degrees offered to include other compatible programs such as arts management, film/television and music recording technologies, and theatre history & criticism.

GOAL 10 Increase accessibility of the college's programs.

Year 3 KPI Strategies are in place to offer accommodation and adjusted curriculum for blind, deaf and disabled students.



7 Stories
2009

PILLAR TWO ADVANCING OUR REACH

Advance the mission, vision and reputation of the College to be recognized as one of the pre-eminent performing arts training institutions in Canada.

GOAL 1 A strong, clear brand identity that advances the reputation and reflects the caliber of the college.

Year 1 KPI Initiate a re-branding process, involving stakeholder engagement, to arrive at a college crest that merges the past with a vision for the future and signifies institutional strength and longevity.

Year 1 KPI All written college materials are overhauled to reflect current professional standards, and incorporate testimonials from alumni and leading industry professionals.

GOAL 2 Raise the College's national profile and reputation among the professional Canadian theatre sector.

Year 1 KPI CCPA becomes an Organizational Colleague in the Professional Association of Canadian Theatres (PACT).

Year 1 KPI In partnership with the Confederation Centre for the Arts, the College forms a National PACT Education Affiliate group to share policies, best practices and raise the College's profile among theatres with established education programs.

Year 2 KPI Expanding and scope and number of nationally recognized guest artists raises the College's profile and reputation nationally.

Year 2 & 3 KPI A commitment to gender equity, accessible relaxed performances, new play development, and guest artists that represent the diversity of Canadian Theatre practice positions the college as a sectoral leader among comparable training institutions.

GOAL 3 Leverage alumni relations, connections and successes to raise awareness of the College in Canada's two major performing arts cities.

Year 1 KPI Support the creation of an independent Alumni Company in Toronto, to raise the College's profile in the country's largest city with the most concentrated number of theatre training programs.

Year 2 & 3 KPI Raise the College's profile in Vancouver with a second independent Alumni Company.

PILLAR TWO ADVANCING OUR REACH

Advance the mission, vision and reputation of the College to be recognized as one of the pre-eminent performing arts training institutions in Canada.

GOAL 4 Raise the College's profile and reputation in the major city centers of the National Audition Tour.

Year 1 KPI The expanded Professional Advisory Committee have a national scope and includes a member from each province.

Year 2 & 3 KPI Reinstate the Vancouver agent showcase to raise the profile of the College and graduating class.

Year 2 & 3 KPI In conjunction with the National Audition Tour, training workshops are offered for potential future students.

GOAL 5 Develop a targeted recruitment strategy, designed to reach the most promising students from across the country.

Year 1 KPI Adjust staffing to create a Development & Recruitment Officer, to ensure consistent recruitment initiatives.

Year 1 KPI Divide recruitment duties between Recruitment and Communications Officers to create a mutually responsible two person recruitment department.

Year 2 KPI Institute scholarships to support under-represented Indigenous and culturally diverse communities.

Year 2 KPI Broaden BC provincial outreach activities to include recruitment-oriented workshops.

Year 3 KPI Institute a scholarship specific to each Canadian province.

Year 3 KPI Increased university transferability options positively impact audition numbers.

"I could not possibly ask for a more committed approach from the faculty in any of the courses I audited. The joy, the attention to detail, the discovery, and the cooperation was evident in every single case, and most admirable."

**- David Warrack, Independent Artistic Assessor
for the Canadian Arts Training Fund**

PILLAR TWO | ADVANCING OUR REACH

Advance the mission, vision and reputation of the College to be recognized as one of the pre-eminent performing arts training institutions in Canada.

GOAL 5 Develop a targeted recruitment strategy, designed to reach the most promising students from across the country.

DIPLOMA PROGRAM

- a) Revise recruitment materials and messaging to be testimonial-driven.
- b) Target students who seek advanced training through extra-curricular means via regional theatre, dance & music pre-professional training schools, and academies.
- c) Identify and target performing arts focused secondary schools.
- d) Leverage relationships with expanded national advisory committee and PACT education affinity group to strengthen regional recruitment.

Year 1 10% increase in national audition numbers and increased calibre.

Year 1 Audition representation from every province.

Year 2 & 3 15-20% increase in national audition numbers and increased calibre.

Year 2 & 3 Student representation from every province.

CERTIFICATE PROGRAM

- a) Develop separate certificate-focused recruitment materials, specific to university graduates with a desire to deepen their training.
- b) Target dance- & music-focused university programs that don't offer training in all three disciplines.

Year 1 3 certificate enrollments.

Year 2 5 certificate enrollments.

Year 3 8 certificate enrollments.

INTERNATIONAL STUDENTS

International students currently make up approximately 10% of the student body and bring a diversity of culture and theatre practice that enriches the college.

- a) Increase digital resources on the website targeted specifically to international students.
- b) Facilitate orientation and integration into community, providing aid with opening bank accounts, etc.
- c) Translate portions of the College's materials into multiple languages for ease of sharing program information with family members.

Year 1 12% International students

Year 2 15% International students

Year 3 18% International students

PILLAR THREE SUSTAINABILITY

Foster financial, physical, technological, human resource and health, safety, and well-being sustainability.

FINANCIAL SUSTAINABILITY GOALS

GOAL 1 Stabilize all historic government, foundation, and corporate funding.

Year 1 KPI There is no reduction in funding.

GOAL 2 Increase all historic government, foundation, and corporate funding.

Year 1 & 2 KPI A 10% increase in year 2 from either historic funders or access to new funding.

Year 3 KPI A 15% increase from either historic funders or access to new funding.

GOAL 3 Enhance our Individual donor strategy.

Year 1 & 2 KPI Individual donations increase by 10% annually.

GOAL 4 Institute a clear planned giving campaign and process.

Year 1 & 2 KPI An average of two bequests per year of the current plan.

GOAL 5 A targeted corporate sponsorship/partnership campaign.

Year 1 & 2 KPI An increase in full season partners, including a media partner, materials production partner, and National Audition Tour partner.

Year 1 & 2 KPI An established corporate show partner for each production of the season.

GOAL 6 Increase fundraising events revenue with the introduction of alternating bi-annual strategy.

Year 1 & 2 KPI Year 1 matches traditional revenues with medium scale event.

Year 1 & 2 KPI Year 2 surpasses traditional revenues and accesses larger corporate partners with large-scale, nationally recognized, bi-annual Canadian Legend Award.

GOAL 7 Increase rental revenue.

Leverage the addition of the College's purpose-built in-house theatre to increase summer rentals.

Year 1 KPI \$8,000 in rental revenue.

Year 2 KPI \$10,000 in rental revenue.

Year 3 KPI \$12,000 in rental revenue.

PILLAR THREE SUSTAINABILITY

Foster financial, physical, technological, human resource and health, safety, and well-being sustainability.

FINANCIAL SUSTAINABILITY GOALS

GOAL 8 Build a sustainability fund for operating costs.

Year 3 KPI Fund is equivalent to three months of operating costs by end of year 3. The target of the next plan will see the fund equivalent to 6 months of operating costs.

GOAL 9 Reduce the organizational dependence on tuition.

Year 3 KPI Increased financial sustainability can see a reduction in tuition fees and/or student body size.

GOAL 10 Reduce the organizational dependence on ticket and subscription revenue.

Year 3 KPI Increased financial sustainability will allow for a reduction in programming well known content designed to have a broad audience appeal, and an increase in lesser-known, artistically challenging work, and new play development.

PHYSICAL SUSTAINABILITY GOALS

GOAL 1 Provide sufficient facilities support to meet the present and future needs of the College.

Year 1 KPI The college has a renewed 5-year lease 2018-2023.

Year 1 KPI Complete architectural charrette to determine viability of staying in current facility long-term.

Year 2 KPI If determination is to stay in current facility, renegotiate a ten-year lease.

Year 2 KPI Develop and test a capital fundraising campaign.

Year 3 KPI Launch capital campaign to raise funds and profile for new facility or upgrades to current facility.

Year 3 KPI Leverage capital fund for matching Cultural Spaces contribution.

Year 4 KPI Reach target of capital campaign.

Year 5 KPI Begin new build or facility upgrades.

PILLAR THREE SUSTAINABILITY

Foster financial, physical, technological, human resource and health, safety, and well-being sustainability.

PHYSICAL SUSTAINABILITY GOALS

GOAL 2 Increase accessibility of current facility to provide access for patrons and students with disabilities.

Year 1 KPI Undergo accessibility assessment by the Rick Hansen Foundation.

Year 1 KPI Apply for accessibility infrastructure improvement funding from Province of British Columbia.

Year 2 KPI Implement accessibility upgrades to facility.

Year 2 KPI Undergo reassessment from Rick Hansen Foundation and review accessibility strategy.

Year 3 KPI Both levels of the facility are fully accessible for disabled patrons and students.

TECHNOLOGICAL SUSTAINABILITY GOALS

GOAL 1 Invest in technologies and equipment that will provide the latest resources to staff and students.

Year 1 KPI Upgrade college phone system.

Year 1 & 2 KPI Digitize the College library for student access online.

Year 2 KPI Invest in box office software or provider.

Year 2 KPI Upgrade film & television studio.

Year 3 KPI The addition of an onsite editing suite and music recording studio.

Year 3 KPI Develop online digital audition resources available to alumni.

“I did not encounter a single situation where I observed anything but the highest standard of instruction, where the students were challenged, engaged, and treated with great respect.”

- David Warrack, Independent Artistic Assessor
for the Canadian Arts Training Fund



A Midsummer Night's Dream
2006

PILLAR THREE SUSTAINABILITY

Foster financial, physical, technological, human resource and health, safety, and well-being sustainability.

HUMAN RESOURCES, HEALTH, AND WELL-BEING GOALS

GOAL 1 Invest in staffing and benefit programs to ensure low turnover and reduction in overtime hours..

Year 1 KPI Continue to offer full-time staff a comprehensive medical benefits package.

Year 1 KPI Continue to review and refine staff and faculty policies to ensure clear roles and expectations and promote a safe and healthy work environment.

Year 1 KPI Restructure of roles to create a dedicated focus on recruitment.

Year 1 KPI Increase professional development opportunities for staff through membership with Professional Association of Canadian Theatres.

Year 2 KPI Additional staff support for box office, events and outreach.

Year 2 KPI Obtain a part-time counsellor to support students in distress and ease burden on staff and faculty.

PILLAR FOUR COMMUNITY

Foster partnerships and engage the board, staff, faculty, artists, students, alumni, volunteers, patrons and the broader community and Industry in the College's vision.

GOAL 1 To revisit and refine the language of our core mission to arrive at an energized stated mission, vision, values and set of guiding principles that all can rally around.

GOAL 2 To continue to develop, and actively engage, a strong and committed Board of Directors.

KPI To continue with bylaw review, membership restructure, board matrix make-up, recruitment and self-evaluation.

KPI To increase the number of Board Directors from 9 to 14 by April 31, 2019.

KPI To engage the Directors in sub-committees and special initiatives as / when needed.

KPI To continue to engage the Board in retreats and visioning sessions.

KPI To establish an 80% attendance measurement for Directors at board and committee meetings.

GOAL 3 To continue to engage and appreciate a strong and committed staff and faculty.

Year 1 KPI Stabilization of staff turnover in administration.

KPI To continue to record the years served by staff and faculty, and celebrate special events, professional successes, and anniversaries.

KPI To continue to engage staff and faculty in retreats and visioning sessions to foster empowerment and facilitate feedback.

KPI Yearly staff & faculty appreciation event.

GOAL 4 To continue increasing engagement with nationally recognized guest artists.

KPI Actively celebrate the experience of guest artists through blogs, testimonials and interviews.

Year 1 KPI Actively post for and seek nationally recognized guest artists who represent the diversity of Canadian theatre practice.

Year 2 KPI Invest in more travel, accommodation and per diem to import guest artists from across the country.

PILLAR FOUR COMMUNITY

Foster partnerships and engage the board, staff, faculty, artists, students, alumni, volunteers, patrons and the broader community and Industry in the College's vision.

GOAL 5 Continue to and increase the fostering of relationships with, and celebration of, alumni success.

KPI To continue to share and celebrate alumni success stories publicly.

KPI To maintain regular channels of communication with alumni and support their connection to each other.

KPI To continue to provide reunion opportunities.

KPI To develop new resources and benefits to support alumni.

KPI Increase in the number of Alumni who remain in active communication with the College and remain proud of their association.

GOAL 6 To continue to engage and appreciate a strong and committed core of volunteers and donors.

KPI To record the hours/years served and measure volunteer attendance.

KPI To celebrate the contributions made to the College by donors.

KPI To offer annual volunteer and donor appreciation events.

GOAL 7 To continue to develop a loyal and committed base of patron support in Victoria.

Year 1 KPI 5% increase in subscriber base.

Year 2 KPI 10% increase in subscriber base.

Year 3 KPI 15% increase in subscriber base.

GOAL 8 To continue broadening partnerships with the local and national education and arts industry.

KPI Artistic partnerships with the Victoria Symphony, the Naden Band and the Belfry Theatre.

KPI To further develop the partnership with Camosun College to create additional opportunities for students attending both institutions, and explore potential new programming.

Year 2 KPI To identify and establish new partnerships with arts and education organizations outside Victoria.

Year 2 KPI To become a regular venue for the Fringe and other emerging companies and new work development.

PILLAR FOUR COMMUNITY

Foster partnerships and engage the board, staff, faculty, artists, students, alumni, volunteers, patrons and the broader community and Industry in the College's vision.

GOAL 9 To foster deeper relations within the community of Oak Bay and Greater Victoria.

KPI To foster the arts-related endeavours of others through use of our facilities and expertise of our staff.

Year 1 KPI Partner with the municipality of Oak Bay on the presentation of the Remembrance Day production.

Year 1 KPI Build relationships with local businesses and community leaders by actively engaging them in performances and social events at the College.

Year 1 KPI To offer inclusive relaxed performances that make the theatre experience accessible to all.

Year 2 KPI Invest in travel to broaden the reach of the College's community outreach activities to reach more of Vancouver Island.



Ten Lost Years
2012

KEY METRICS

In addition to the key performance indicators identified to measure the success of the College's organizational goals, these Key Metrics have been identified as further indicators of organizational success.

Employment & Education Stats

The percent of students garnering a professional representation within 6 months and a professional contract within one year of graduation from the program or opting to transfer their skills and continue education.

Funds Raised

Percent increase of annual amount of funds raised.

Total Annual Audience Satisfaction

As well as positive critical reviews.

Total Annual Audition Applicants and Quality of Auditions

Artistic Evaluations by Independent Assessors

Board, Staff, Faculty and Student Satisfaction and Retention

Measured through surveys, performance evaluation and retreat discussions and feedback from Program Advisory Committee

RECENT WORKING GRADS STATISTICS

CLASS OF 2017/18

Graduated in April of 2018

Two months after graduation:

- 70% identified as working professionally
- 22% identified as continuing studies
- 8% identified as not working, awaiting a work permit or were non responsive

Total Number of Certificate Grads: 1

Total Working Graduates: 1

Total Number of Enriched Diploma Grads: 23

Total Working Graduates: 12

Total Graduates Continuing Studies: 9

Total Graduates No Response Received: 1

Total Identified as Not Working: 1

Total Number of Studio Ensemble Diploma Grads: 16

Total Working Graduates: 15

Total Graduates waiting for a Work Permit: 1

CLASS OF 2016/17

Graduated in April of 2017

One year after graduation:

- 80% identified as working professionally
- 7% identified as continuing studies
- 13% identified as not working, awaiting a work permit or were non responsive

Total Number of Certificate Grads: 0

Total Number of Enriched Diploma Grads: 28

Total Working Graduates: 19

Total Graduates Continuing Studies: 3

Total Graduates waiting for a Work Permit: 1

Total Graduates No Response Received: 5

Total Number of Studio Ensemble Diploma Grads: 16

Total Working Graduates: 16

**Working professionally" was identified as obtaining professional representation, regular auditions and obtaining a professional contract.*

STRATEGIC PLAN PROCESS

In 2018, prior to the commencement of the new plan, the new management team, in consultation with the entire faculty and staff, established a SWOT analysis of each department, as well as a broader visioning session of the entire organization. This identified a number of new strategic priorities.

The feedback and input from these sessions were then reviewed by management with the entire Board of Directors in another visioning session. Considerable time was spent with this analysis, and a formal articulation of the process for development of the 2018-2021 strategic plan was confirmed.

Management, in consultation with the full Board, provided input on key issues, concerns and opportunities. Key performance indicators were confirmed to assign additional meaning and operational value to the plan.

The full Board of Directors was involved in reviewing the draft and granting final approval to the strategic plan.

“They certainly offer a strong and important service to the theatre community and beyond, preparing students in a proper atmosphere to tackle a tough industry and distinguish themselves as top Canadian artists... They are not the largest school offering what they are offering, but they are competitive at every level.”

**- David Warrack, Independent Artistic Assessor
for the Canadian Arts Training Fund**

ARTISTIC ASSESSMENT

EXERPTS FROM THE ARTISTIC ASSESSMENT OF THE CANADIAN COLLEGE OF PERFORMING ARTS ON BEHALF OF THE CANADA ARTS TRAINING FUND NOVEMBER 10, 2017

GENERAL OBSERVATIONS

"The overall "atmosphere" is professional, respectful, and cooperative, with a proper balance between relaxed communication and determination to get the most out [of] the moment."

"The administration is stellar, and the program is refreshingly complete, offering options not available elsewhere."

"... it would certainly appear the program, in its totality, gives them everything they need to move on to the next stage and become a part of the arts/entertainment world."

ARTISTIC DIRECTION

"While I was impressed with CCPA's approach to developing those skills to their highest level, I believe they are doing their students a huge favor by organizing a curriculum which also addresses a broader spectrum of needs, side by side with the discipline of each performance aspect of one's talent."

TIMETABLE AND CURRICULUM

"I did not encounter a single situation where I observed anything but the highest standard of instruction, where the students were challenged, engaged, and treated with great respect."

CLASSES AND TEACHERS

"... It would be difficult anywhere to ask for more talent, understanding and dedication than the group of teachers I encountered."

STUDENTS

"Individually and collectively, the students appeared to be engaged, responsive, eager to learn, participatory, and cooperative. They were serious about what they were doing. They wanted to please, they wanted to learn, and they wanted to get better."

IMPACT

"What stands out as unique about CCPA in my mind is that an arts institution for learning should be located in a relatively small city, and yet have such a fine reputation across the country."

Submitted by Independent Artistic Assessor David Warrack

David Warrack has had a varied career in the performing arts as a composer, conductor, pianist, vocalist, lyricist, librettist, arranger, orchestrator, music director, director, satirist, comedian, actor, poet, and producer. As a writer he has had 66 shows produced professionally and he has been Musical Director for over two hundred productions across North America, including on Broadway.



CANADIAN COLLEGE OF
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