

# Final Report for an Evaluation of the Klondike Institute of Arts and Culture School of Visual Arts

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# Introduction

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## Background

The Dawson City Arts Society (DCAS with its programs being presented under Klondike Institute of Art and Culture (KIAC)) was formed in 1998 with the goal to develop an accredited visual arts school in Dawson City. In January 2000, the Klondike Institute of Art and Culture (KIAC) began offering non-credit courses and workshops in all artistic disciplines as the educational arm of DCAS. In November 2000, as part of its ongoing development of exhibitions, performances, festivals, special events and residencies in Dawson City, KIAC established the full-time *Arts for Employment* program in partnership with Yukon College and with funding from the Yukon Government. This program ran for seven years based out of DCAS and Yukon College's campus in Dawson City.

Work began in 2002 to design the program and curriculum for a Foundation Year Arts Program through the Klondike Institute for Arts and Culture (KIAC). This Foundation Year Visual Arts program began in 2006-2007 under the banner of the KIAC School of Visual Arts (SOVA) and located at a refurbished site in central Dawson City.

The development and implementation of the Foundation Year program was achieved through "The SOVA Partnership Agreement" which established a governance council with officials from the Dawson City Arts Society (2 members), Tr'ondëk Hwëch'in Government (2 members), and Yukon College (2 members) and Advanced Education (1 ex-officio member). SOVA is funded by the Yukon Government, run by the "Partnership" under the auspices and administration of Yukon College.

The Foundation Year program currently offers students from the north and across Canada the opportunity to take their first year of a Bachelor of Fine Arts degree in Dawson City with the ability to transfer directly into their second year of studies for a Bachelor of Fine Arts. SOVA currently has articulation agreements covering the transfer of credits at four other arts schools in Canada: Emily Carr University of Art and Design, Alberta College of Art and Design, Ontario College of Art and Design University and Nova Scotia College of Art and Design University.<sup>1</sup>

The overall mission of SOVA program as stated in its 2007 program design document is to create a unique, culturally inclusive, integrated foundation year visual arts program that enables students to:

- Increase their skills and knowledge as artists;
- Transfer their studies to institutions of higher learning; and
- Contribute culturally to their community.<sup>2</sup>

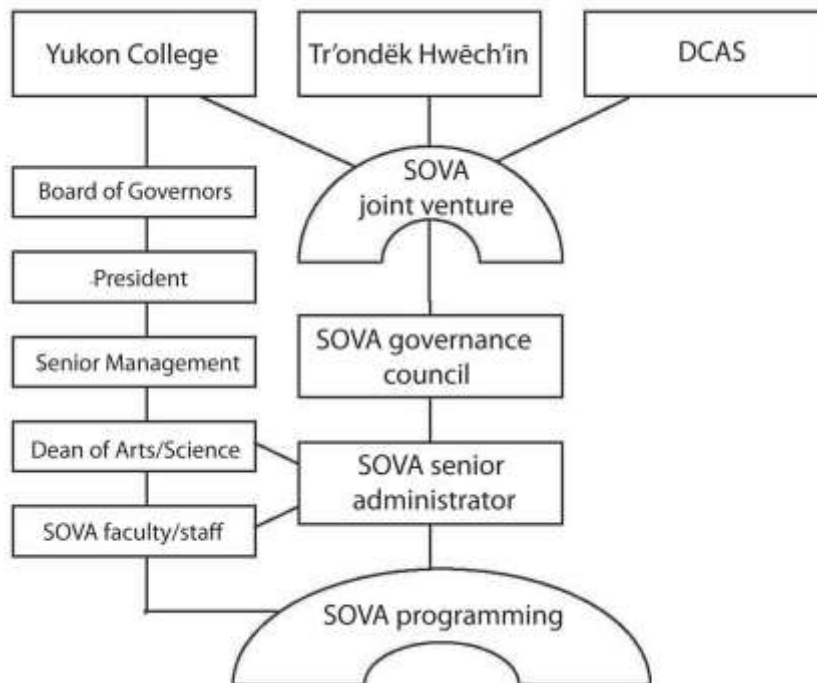
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<sup>1</sup> Source: Evaluation Terms of Reference document, January 2009, Yukon Government.

<sup>2</sup> Source: KIAC SOVA website, [http://www.kiacsova.ca/About\\_KIAC/aboutkiacsova.html](http://www.kiacsova.ca/About_KIAC/aboutkiacsova.html), March 5, 2009

The following diagram represents an organizational chart of the SOVA program and outlines program structure and the relationships among governance, staffing and program delivery.

**Graph 1:** Current SOVA Organizational Chart



## Evaluation Scope and Objectives

In January 2009, the Yukon Department of Education commissioned an evaluation of the KIAM School of Visual Arts (SOVA). Overall, the scope of this evaluation focuses on the design, delivery and management of the SOVA Foundation Year program from its beginnings in 2006 to the present. Outcomes and results during this period are covered where possible in this evaluation based on available data.

The objectives of this evaluation are:

- A formative review of the SOVA Program Design for the Foundation Year Arts Program from 2006 up to April 2009;
- Recommended changes, improvements and/or additions to the Program Design to improve the overall effectiveness and efficiency of the Foundation Year Program; and
- Identification of the benefits of adding a second cohort to the Foundation Year Program and the benchmarks for when a second cohort should be added.

This document represents the final report to be submitted to the project contact Brent Slobodin, Assistant Deputy Minister, Advanced Education Branch. It summarizes evaluation findings and provides a list of recommendations related to key themes and issues drawn from an analysis of data collected. This report is structured into four sections: 1. Introduction; 2. Evaluation methodology; 3. Findings and related recommendations; and 4. Benefits and benchmarks for a second cohort.

Findings and recommendations from this evaluation will assist in the identification of key issues to be addressed by senior decision makers for the development of the next SOVA contribution agreement and ongoing discussions into the expansion of the SOVA Foundation Year program.

## Project Limitations

Key limitations of this evaluation include:

- **In-class observations of instruction and delivery of programming at the school were outside of the scope of this project:** Program delivery was evaluated based on statements made by SOVA staff, administration and past and current students. A series of systematic in-class observations in selected classes would be a necessary component in order to verify these statements on how education programming is being delivered in the school. However, these activities were not part of the scope of this evaluation process;
- **Activities undertaken before 2006 or beyond the SOVA Foundation Year program will be noted, but not evaluated as part of this review:** Other activities conducted by DCAS, under its programming arm of KIAC, that are separate from the Foundation Year program such as the Odd Gallery, residency program, workshops and community events are beyond the scope of this evaluation; and
- **A comprehensive evaluation of graduating student success was beyond the scope of this review:** Due to a limited project timeline, only a sample of program graduates and key contacts at Articulation Agreement partners were consulted for exploring the success of past graduates from the school. In order to accomplish a comprehensive evaluation of this in the future, more systematic efforts will need to be made to track and contact all past students to verify and document the post-secondary and career choices they have made each year.

# Evaluation Methodology

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## Data Collection

Evaluation methodology consisted of a document review and interviews / focus groups with key stakeholders associated with SOVA. Specific interview guidelines were used to direct interview and focus group discussion content for each of the following groups: the Governance Council; territorial level administration; SOVA faculty and staff; Yukon College staff; contacts at articulation agreement holding institutions; and students.

## Document Review

Key files or documents relevant to the Foundation Year program were collected and assessed by the evaluation team as supplied by SOVA and Yukon College sources. Thematic areas considered for the document review included:

- Departmental and SOVA agreements and work plans;
- Program financial and reporting records;
- Council and committee terms of reference;
- Student enrollment and graduation data;
- Documentation on students' completed projects;
- Articulation agreements;
- SOVA strategic planning and history;
- Foundation Year program curriculum;
- 2007 Strategic marketing plan and other marketing products; and
- 2006 Foundation Year program design documentation.

## Interviews and Focus Groups

Primary data collection by the evaluation team involved a review of the design, delivery and management of the program based on 30 semi-structured interviews and 2 focus groups conducted in Whitehorse and Dawson City with the following individuals:

### Government of Yukon

- Pamela Hine, Deputy Minister, Department of Education
- Brent Slobodin, Assistant Deputy Minister, Department of Education
- Cyndy Dekuysscher, Director, Finance and Administration, Department of Education

- Rick Lemaire, Director, Cultural Services, Department of Tourism and Culture

#### Yukon College

- Terry Weninger, President
- Karen Barnes, Vice-president
- Pat Cassidy, Dean – Division of Applied Arts
- Wayne Coghill, Director, Administrative services
- Mark McCullough, Teaching and Learning Coordinator
- Jean-Marc Perreault, Chair, School of Liberal Arts

#### Governance Council (5 interviews and 1 focus group)

- Greg Hakonson, DCAS President
- James Wood, Coordinator, Yukon College Dawson Campus
- Wayne Potoroka, Director of Communications, Tr'ondëk Hwëch'in
- Karen Dubois, KIAC Executive Director
- Edith Robinson, Human Resources Manager, Tr'ondëk Hwëch'in
- Eldo Enns, past Governance Council member (Yukon College)

#### SOVA administration and staff (face-to-face interviews)

- David Curtis, Senior Administrator
- Charles Stankievech, Instructor 4D + VCS / Admin
- Veronica Verkley, Instructor 2D + 3D
- Jen Laliberte, Instructor English / Library Technician
- Bojana Videkanic, Instructor Tutorial OCAD (by phone)
- Ashley Doiron, Administrative Assistant
- Florian Boulais, Technician

#### Students

- Eight current full-time 2008-2009 students (3 interviews and 1 focus group)
- Three past full-time students 2007-2008 (face-to-face interviews)

#### Contacts at Articulation Agreement Institutions

- Jan Sage, Director, Director of Admissions & Recruitment, Ontario College of Art and Design
- Alan McMillan, Director of Student Services & Registrar, Emily Carr University of Art & Design

# Key Findings and Recommendations

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An analysis and triangulation of data obtained from the document review and interviews / focus groups was conducted with the use of an evaluation matrix and thematic mapping. The following section outlines the key findings and recommendations drawn from the analysis and structured using the evaluation questions outlined in the evaluation terms of reference as headings.

The key evaluation questions are:

1. To what extent has the program achieved the intended objectives and outcomes?
2. What were the opportunities / barriers to achieving the objectives and outcomes?
3. What were the immediate expected and unexpected results of the program?
4. Was the work plan followed and were some planned activities not carried out?
5. What positive changes have occurred for those people immediately associated with the program?
6. What barriers exist for new students accessing the program?
7. What were the costs associated with delivering the program? and
8. Are the programs making adequate use of existing community and governmental resources?

**Question 1:** *To what extent has the program achieved the intended objectives and outcomes?*

The objectives of the SOVA program were originally formalized and outlined in its initial mission statement. As presented in the 2006 program design document revised in March 2007 and later in 2008, the SOVA immediate and ongoing mission is “to create a unique, culturally inclusive, integrated foundation year visual arts program that enables our students to:

1. Increase their skills and knowledge as artists;
2. Transfer their studies to institutions of higher learning; and
3. Contribute culturally to their community.”



The mission statement as it is presented above, and not the later April 2008<sup>3</sup> version, is used as the basis for the evaluation of the SOVA program design and delivery since it is this set of objectives that guided the initial operations of the program. This is also the same mission statement evaluated by the SOVA Program Advisory Committee (PAC) in March 2009. Evidence of results for these three objectives is outlined in the section below.

### **Objective 1: Increase their skills and knowledge as artists**

The first objective relating to an increase in students' skills and knowledge as artists was reviewed based on responses from interviews and focus groups with SOVA staff, administration and past and current students. When asked about the appropriateness of the program design and delivery, all past and current student respondents agreed that the SOVA program provided a strong academic program that increased their skills and knowledge as artists.

A consensus was observed among staff and students that the program offers a diverse foundation in visual arts and interpretation with students exposed to a great diversity of content and activities in one year compared to other first year programming in BFA programs elsewhere. "You get a blast of everything," one student respondent stated. Another student noted that "they were learning how to be professional artists." Student responses also pointed to a strong integration of content between courses within the program as a whole. These responses included positive comments regarding the Art History course currently delivered via distance education by a contract instructor at the Ontario College of Art and Design in Toronto.

Seven respondents specifically noted that last year's delivery of this course was challenging due to the fact that the distance component was poorly integrated with a high enrolment class at OCAD and technical difficulties such as connection cuts were common. These same respondents stated, however, that these difficulties had been successfully addressed in this year's delivery as a result of a course re-design in which one instructor was designated solely for the SOVA distance course and the correction of all technical issues.

Students in the focus group agreed that SOVA offers an intensive program with a heavy yet appropriate workload. Three students specifically noted that program delivery provides strong one-on-one support from instructors, while one student also noted that this level of support would most likely not be provided once they move on to larger institutions.

When asked if the program provides content based on its specific learning outcomes as outlined in the five themes of the program design curriculum: 1.

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<sup>3</sup> Note: The April 2008 version states that the SOVA mission is "to provide an environment and programming that will enable students to obtain the requisite knowledge and skills to further their education and pursue a career in the arts".

Visual Practices / Creative Processes; 2. Cultural / Historical Understanding; 3. Critical Inquiry; 4. Aesthetic Analysis; and 5. Personal / Professional Development, all SOVA staff and eight students agreed that the learning outcomes had been achieved broadly throughout the year. One area suggested for improvement by five students was increasing content under the theme of cultural / historical understanding as it relates to First Nations content and more specifically local Tr'ondëk Hwëch'in culture. These respondents stated that they had expected more First Nations curriculum content, with two students specifically noting that they had enrolled in the program under the assumption that there would be considerable First Nations content. "The program is unique because of the Tr'ondëk Hwëch'in link" stated one student, "but I feel it needs to be integrated with the community more."

Other suggestions for improvements to program content and delivery as suggested by students in the focus group include more opportunities for independent project work and integration of on-the-land activities. For example, two student respondents specifically suggested that the program's proximity to nature is an opportunity to better access it in programming and art production.

### **Objective 2: Transfer their studies to institutions of higher learning**

In its first year (2007-2008), 19 full-time students and 3 part-time students (2 Yukon and 1 BC) enrolled in September. This was followed in 2008-2009 with 11 full-time and 2 part-time students enrolling. As of April 2009, 8 students are currently enrolled. Between 2007 and 2009, 76.7% (23 of 30) of full-time students that enrolled in September graduated from the program.

Overall, SOVA has drawn a student body from regions across Canada, with the most common region for students to originate from, being Yukon Territory. In 2007-2008, 40.9% of students to enroll in September were from Yukon, with 54.6% for the following year. The next most common region for enrolment is British Columbia with 22.7% of students to enroll in the 2007-2008 year being from that region followed by 27.3% in 2008-2009. In most cases, students originating from outside Yukon Territory had heard about the SOVA program while previously visiting or through existing connections with the Territory. For example, 4 of the 5 current SOVA students that originated from outside of the Yukon had already been in the Yukon before entering the program.

The following table outlines the numbers of students to enroll in and graduate from SOVA including their places of origin for its first two years.

**Table 1: Origins and numbers of full-time students at SOVA, 2007-2009**

Region of origin	2007-2008		2008-2009	
	# enrolled in Sept	# of graduates	# enrolled in Sept	# of graduates*
Quebec	3	2	0	0
Ontario	3	2	1	1
Alberta	1	1	1	0
British Columbia	4	4	3	3
Northwest Territories	1	1	0	0
Yukon	7	5	6	4
<b>Totals</b>	<b>19</b>	<b>15</b>	<b>11</b>	<b>8</b>

Source: KIAC SOVA enrolment data. \*Note: graduate numbers are projected for 2008-2009

When specifically asked if the SOVA program was preparing students to transfer their studies, seven of eight students in focus group and all student interview respondents suggested that the SOVA program is preparing them well to move on to other BFA programs. The high quality academic content delivered through the program and the numerous opportunities to exhibit their art work publicly were the most commonly noted key reasons why they believed that they were being well prepared. All other interviewees that responded to this question agreed that the program is supporting students to transfer into further studies.

A key source of data to support these conclusions is the number of students that are actually moving on to continue their studies in BFA programs at other institutions. Overall between 2007 and 2009, 60.9% (14 of 23) of SOVA graduates have moved on to continue their studies. The Emily Carr University of Art and Design (ECUAD) has been the most common destination with 57.1% of SOVA graduates choosing to move on to this Vancouver institution. The other two destinations chosen have been the Nova Scotia College of Art and Design University (NSCADU) and the Alberta College of Art and Design (ACAD) at 35.7% and 7.1% respectively. No SOVA students have so far chosen to move on to the Ontario College of Art and Design. The table below outlines the number and percentage of students that transfer to the second year of a BFA program at articulation agreement institutions.

**Table 2:** Number and percentage of SOVA student to transfer to second year of articulation agreement Bachelor of Fine Arts programs

Destination	2007-2008 students	2008-2009 students
Emily Carr University of Art and Design	7	1**
Nova Scotia College of Art and Design University	2	4
Alberta College of Art and Design	1	-
Number of SOVA graduates	15	8*
% students to transfer to second year BFA within two years of SOVA graduation	66.7%^	62.5%

\*projected at time of reporting. \*\*Deferred. ^ Note: 3 students were accepted to BFA programs one year after graduation from SOVA.

### Objective 3: Contribute culturally to their community

Two SOVA respondents noted that the concept of contributing to the community at the school as a whole is being explored by the recently established program advisory committee (PAC). This examination is taking place since the objective of having students contribute culturally to their community is more vaguely defined in contrast to the first two mission objectives. “We need to better define what community contributions are,” noted one SOVA respondent. In most cases, respondents equated cultural contributions as community involvement in Dawson City. As a result, this evaluation has evaluated students’ cultural contributions as their involvement in the local community while enrolled in the SOVA program.

When asked about student involvement in the community, four SOVA staff and administration respondents noted that students are highly involved in the community through participation in activities with groups such as KIAC and the Tr’ondëk Hwëch’in community. These respondents also noted that SOVA organizes events in which students are able to exhibit their work to the community at events such as the year-end exhibition promoted by KIAC and ongoing presentations at the SOVA gallery space.

Students confirmed that these events were important catalysts for involving students; however, three students noted that overall there should be more outreach between SOVA and the community. Two student respondents stated that even though KIAC is a community organization, still more community members outside of KIAC’s volunteer and support base could become aware of the program. These comments were mirrored in responses from students in a SOVA administered survey in 2008. For example, one student survey response stated that, “I find that I [contribute to the community] more on my own through interactions and relationships outside of school. If I didn’t have these relationships I don’t think SOVA would have really provided that outlet.”

Students' comments relating to the need for greater outreach also focused on what students in the focus group referred to as the "potential for studies in Dawson City to be socially isolating." Two students noted how opportunities to work with the community acted as a remedy to the social and geographical isolation that some students faced.

Three SOVA staff stated that the research protocol document developed in partnership with the Tr'ondëk Hwëch'in community is a useful framework to guide interactions between SOVA and the Tr'ondëk Hwëch'in community. At the same time, it was also noted that the non-Aboriginal faculty at SOVA had limited expertise of Aboriginal content and resources and welcomed further support to enrich the First Nations components of the program.

Overall, interview and focus group responses point to the success of the SOVA program in achieving its mission objectives. In order for SOVA administrators, staff and decision makers to support these early successes and make evidence-based strategic decisions, a clear and long-term process should be established to clearly define success in the SOVA program and measure performance in the short, medium and long-term.

#### **Related recommendation (1.1)**

SOVA should develop a performance measurement framework linked with its annual work plan and the mandate of the program advisory committee to monitor and evaluate ongoing results attainment. This framework would consist of an annual plan to outline outcomes, indicators of success, activities, targets and timelines as well as a database for collecting and analyzing data such as number of graduates, student achievement, graduate profiles and attainment of strategic objectives.

**Question 2:** *What were the opportunities / barriers to achieving the objectives and outcomes?*

#### **Opportunities**

Based on interview and focus group responses, opportunities that supported the achievement of objectives and outcomes include:

- **Effective Governance Council**  
Eleven administrative and staff respondents suggested that the governance council has been an effective body in supporting SOVA objectives and has been a key mechanism to support cooperation between partners. "It has brought the community together," one respondent stated. Two respondents noted that the council's role should be further refined in relation to its relationship with Yukon College.

- **Strong faculty delivery inter-disciplinary program**  
 Even though two SOVA respondents noted that faculty recruitment was an initial challenge, six respondents viewed the current faculty as a key factor in the success of the program. Faculty outlined the collaborative approach they have taken to program delivery with the modification of some curriculum components under a thematic framework that is open and flexible. SOVA respondents also noted the inter-disciplinary approach to program delivery and close engagement between faculty members as a strength.
- **Strong community commitment and involvement**  
 Eight SOVA, Yukon College and government respondents stated that significant community involvement in the project has been a key factor leading to the success of the SOVA program. Both contact respondents from the Articulation Agreement institutions also noted the “passionate” commitment of the staff and community members involved in the project. This foundation of support affords the program continued opportunities for leveraging of resources with community organizations such as KIAC and the Tr’ondëk Hwëch’in community.
- **New Facility**  
 Seven SOVA and Yukon College respondents as well as all student respondents mentioned that the Dawson City facility for SOVA was an important component for supporting program objectives and outcomes. “The program is well resourced,” noted two students. The availability of a wide range of resources such as computers and tools and adequate spaces for producing art was credited for building environments and supports conducive for students to successfully complete program activities.

## Barriers

Based on interview and focus group responses, key barriers to the achievement of objectives include:

- **Lack of sufficient number of full-time students**  
 All respondents agreed that SOVA should increase its efforts to recruit more students so as to at least offer programming to a full complement of 20 Foundation Year students. Both students and staff suggested that, at least, a full complement of 20 students would enrich the experience for students by allowing for greater opportunities for collaboration and supporting a more dynamic social environment.

Student comments also focused on how a small peer and social group was a barrier to creating an appropriate learning environment at SOVA since the current size of the student body limits the social environment for

the students in and outside of class. A full complement of students would also allow for more robust classroom discussions and group work. One current student noted that, “we are working together too much because we are such a small group.”

### **Related recommendation (2.1)**

SOVA should have access to expanded marketing resources in order to finalize and implement a long-term comprehensive marketing strategy targeting recruitment for a full complement of 20 students as soon as possible.

- **Lack of adequate housing in Dawson City for SOVA students and staff**

All respondents stated that a lack of adequate housing in Dawson City was a key barrier in the achievement of program objectives and outcomes. It was suggested that many students and staff have had to move regularly between multiple accommodations in order to be adequately housed. In these instances, individuals have been responsible for finding their own accommodations. This situation has been exacerbated by the fact that formal student residences do not exist in the community. Even though Dawson City possesses substantial summer housing capacity to service the tourism industry, few sites are available all-year-round for students. Five SOVA and community respondents noted that discussions have been ongoing between SOVA and local housing sites to arrange for a greater number of openings to be available to students and staff during the academic season.

### **Related recommendation (2.2)**

SOVA should cultivate long-term relationships and negotiate formal agreements if necessary with specific lodging / rental providers in Dawson City in order to expand the number of spaces available to students or staff on a long-term basis.

- **Limited collaboration between SOVA and the Tr’ondëk Hwëch’in community**

Five respondents specifically suggested the need for further efforts to encourage Aboriginal student enrolment and collaboration with the Tr’ondëk Hwëch’in (TH) community. The development of partnerships between SOVA and the local First Nations community was outlined as a key step in addressing this barrier to making the SOVA program more responsive and appealing to Tr’ondëk Hwëch’in citizens. One respondent

noted that opportunities exist for partnerships between the TH heritage department and SOVA.

### **Related recommendation (2.3)**

SOVA should establish a formal mechanism to increase opportunities for greater Tr'ondëk Hwëch'in participation in program design and delivery as well as to encourage greater numbers of TH student enrolment. This process should build on activities such as the current research protocol and the student orientation at Moosehide to allow for more substantial partnerships between Tr'ondëk Hwëch'in citizens and SOVA staff and students within the local environment.

### **Question 3: *What were the immediate expected and unexpected results of the program?***

The November 2004 Report, *Building on the KIAC Business Plan*, prepared for the Yukon Department of Tourism and Culture was a key strategy document used as a blueprint for the early design and implementation of the SOVA program. This report outlines seven key variables as expected results in order to ensure the viability of the SOVA program. These seven variables are:

1. Attracting students;
2. Designing the right program;
3. Acquiring accreditation;
4. Having the appropriate facilities;
5. Attracting faculty;
6. Achieving financial viability; and
7. Developing a viable governance structure.

As of April 2009 and based on an analysis of evaluation findings, the SOVA program has achieved all expected results by having:

1. Attracted students from across Yukon and Canada;
2. Designed a thematic, inter-disciplinary Foundation year program with high academic standards;
3. Acquired accreditation through the initiation of Articulation Agreements with four top Art and Design Colleges in Canada;
4. Been housed in a new facility that acts as a “community hub;”
5. Attracted qualified faculty to offer a diverse program;
6. Achieved financial viability through the establishment of a long-term contribution agreement with the Yukon Government; and



7. Developed a viable and effective governance structure made up of the key joint venture partners: Dawson City Arts Society, Tr'ondëk Hwëch'in Government and Yukon College.

While a broad consensus was observed suggesting that the SOVA program has achieved significant results, it was recognized that SOVA is still a fledgling program necessitating sustained supports to further develop and succeed. Specifically, eight respondents from all levels noted that a key factor in the achievement of its results was the strong community connections and sustained community involvement in the development of the program. These positive comments focused on the perception that Dawson is “a vibrant community that is passionate about art.”

Both contacts at Articulation Agreement holding institutions noted their positive impressions of the “passionate” individuals that have established and sustained the program. Another respondent noted that the “arts are a key element of Dawson’s future,” while three respondents suggested that the arts will be the sustainable economic driver for the community. One Yukon College respondent summed up this theme well by stating that the SOVA program is “an unexpected jewel.”

Evaluation findings point to deficiencies in only one of the results areas above under the first heading (attracting students) since only a partial cohort has so far been recruited in both years. All respondents specifically noted the low enrolment in this current year as an unexpected result. Additional effort and resources will need to be initiated in order to achieve a full cohort of 20 students.

### **Related recommendation (3.1)**

In the face of recruitment challenges, SOVA should maintain current high standards for academic programming, instruction and student achievement.

**Question 4:** *Was the work plan followed and were some planned activities not carried out?*

The key strategic documents guiding development and implementation activities associated with the SOVA program have been: 1. The Foundation Year Program Design last revised in 2007; and 2. The 2004 Final Report, *Building on the KIAC Business Plan*. These two documents have guided the strategic direction for the program since 2004. Other documents such as the Yukon College Academic Regulations and Collective Agreement guide SOVA’s day-to-day operations. Based on a review of these documents and scan of completed activities, the SOVA program has followed planned activities.

Currently, SOVA is engaging in a strategic planning process to refine the roles and responsibilities of the Governance Council and Program Advisory Committee as well as developing an annual cycle work plan to outline staff and administrative activities and timelines. This work plan is expected to be completed for the 2009-2010 academic year.

#### **Related recommendation (4.1)**

SOVA should finalize and implement the comprehensive work plan that it is currently completing. This work plan should detail administrative and programming roles and activities and act as the basis for ongoing strategic and monitoring activities.

All SOVA staff and administration respondents noted the recent establishment of a Program Advisory Committee (PAC) as a mechanism through which to improve strategic planning and evaluation capacity at SOVA. This committee is made up of one representative from each of the SOVA governance council organizations, one SOVA faculty member, the SOVA Senior Administrator and one elected from the SOVA student body. The primary role of the PAC “is the formative evaluation and monitoring of program(s) delivered by the KIAC School of Visual Arts. Program design and curricular recommendations from this Advisory Committee will go forward for final approval from the Governing Council and then the Academic Council at Yukon College.”<sup>4</sup>

Even though the PAC was initiated only in early 2009, recent activities completed include: a review of the achievement of SOVA mission statement objectives, and administering surveys with instructors and students. Two SOVA respondents suggested that the PAC is in the process of developing more robust evaluation tools and procedures for monitoring how program success is defined and measured.

#### **Related recommendation (4.2)**

SOVA should establish more robust monitoring and evaluation processes and procedures associated with the achievement of both SOVA strategic and program objectives and outcomes. An evaluation process associated with the program design and delivery should be lead by the SOVA Program Advisory Committee, while SOVA administration should lead the development and implementation of a monitoring tool associated with its current work plan. Both components should include the articulation of indicators and measures of program and planning success on an annual basis.

<sup>4</sup> Source: PAC final terms of reference

Current reporting requirements of the SOVA administration include completed annual reporting and regular updates to Yukon College, the SOVA Governance Council and the Government of Yukon. Two respondents noted that the current arrangement is time consuming since each reporting recipient has differing reporting requirements.

#### **Related recommendation (4.3)**

SOVA should negotiate for the streamlining of its reporting activities to deliver one standard format to all recipients: Yukon College, SOVA Governance Council and the Government of Yukon.

**Question 5:** *What positive changes have occurred for those people immediately associated with the program?*

#### **SOVA Staff and Faculty**

As of the 2008-2009 year, there are three permanent full-time employees (two faculty positions and one administrator) and two half-time employees (one administrative assistant and one studio technician). In addition, the school has hired one sessional English Instructor, a term librarian and three part-time (eight hours/ week) student positions to work as an Art Supply Store Retail Clerk (x1) and as Studio Technician Assistants (x2). In partnership with the Ontario College of Art and Design (OCAD University), SOVA has also contracted for an Art History Instructor to deliver one course per term via video conferencing.

All staff and faculty noted that the first year of operation was a “high stress” year. Faculty members stated that they have actively worked on adapting and revising the program and its curriculum based on feedback from both students and staff. Staff also suggested that each instructor has brought their own particular fields of interest and specializations to the program and noted that the curriculum was delivered as planned within the integrated thematic model. All courses, with the exception of the distance education Art History course, followed thematic units and provided opportunities for team teaching and collaborative projects. SOVA respondents also stated that all policies, procedures and guidelines associated with the program had been completed and included in the student handbook for the second year.

Overall, all staff and faculty provided highly positive responses regarding their experience involved in the SOVA program and remained strongly committed to ensuring its success. Based on interview and focus group responses with staff and faculty members, key positive changes experienced as a result of being associated with the SOVA program include:

- **Working within a small and collaborative environment**  
Generally, responses focused on the fact that the program's small size relative to larger institutions allowed for greater flexibility, collaboration and opportunities for experimentation. For example, two respondents outlined how the collaborative environment nurtured at SOVA has positively influenced their practice as an educator and / or as an artist. "There is great flexibility in a collaborative environment," noted another respondent.
- **Rich experience in a Northern community in Yukon**  
All staff and faculty noted that the program's location in a small, northern community has had a positive impact on the character of the program and their experience. Proximity to nature, a supportive community and close relations with a local First Nations community were also mentioned as components of this influence. One respondent specifically noted that their interest in joining SOVA was based on it being new and small.

Two staff respondents also suggested, however, that the location of the program can also be isolating as a professional. They suggested the need for further efforts to encourage interaction between SOVA faculty and staff and art education professionals from other institutions across Canada and the establishment of further professional development opportunities to enrich their program delivery at SOVA.

## SOVA Students

*"It's a life changing experience coming to this school." Student respondent.*

Based on interview and focus group responses with students, key positive changes experienced as a result of being associated with the SOVA program include:

- **Broad and challenging art education**  
All student respondents agreed that SOVA has offered them a valuable knowledge and a broad set of fundamental art skills through a challenging program with affordable tuition. Students noted that they were afforded opportunities to exhibit their work in professional spaces during the Foundation year program and agreed that not many first year students in a BFA program are offered this opportunity. Due to the small class sizes, students also noted that they were provided ample work spaces to develop concepts and explore ideas. The year-end show exhibited at Odd Gallery, for example, was noted as a key experience.

- **Opportunities to pursue art career through further studies**

All but one student respondent from evaluation interviews and focus groups suggested that they felt prepared to move on to further studies if and when they are accepted. Based on data presented in the SOVA 2007-2008 program final report, eight students out of the 15 who completed the program in that year applied for transfer to degree programs in Fine Arts and Design at partner institutions. All eight were accepted into at least one school, with some accepted into three.

- **Rich experience in Northern community in Yukon**

Similar to staff, students also noted that the Northern location of the program was a key positive factor in making their experience at SOVA unique. Events such as the orientation at Moosehide were noted by four students as a highlight. All students agreed that the transition into the program was “smooth,” however two non-Yukon student respondents noted that they experienced a cultural shock when they arrived in Dawson City and suggested that academic and social supports were critical in order for them to succeed in a northern community.

### Community members

Based on interview responses with community members, key positive changes experienced by them and the community as a whole as a result of associations with the SOVA program include:

- **SOVA as community hub**

Seven respondents noted that SOVA acted as an important focal point for Dawson City as “a community hub.” These respondents also noted that the program has drawn upon an extensive and committed volunteer base through its association with the Klondike Institute of Arts and Culture and from members of DCAS and the Tr’ondëk Hwëch’in community. Three respondents suggested that SOVA was developed as a result of a sustained effort over many years by a committed group of Dawson City community members, while one respondent stated that SOVA increases residents’ exposure to high quality arts.

### **Question 6: *What barriers exist for new students accessing the program?***

As noted above, the lack of sufficient numbers of students was a common concern identified by respondents from all levels. Currently, SOVA strategic documents point to 20 students as an appropriate number for the first cohort of students. These documents also suggest accepting, when possible, a second cohort of 20 students to bring the total number of Foundation Year students to enroll each year to 40. The following list outlines key barriers for new students accessing the program, in order of those most frequently stated by respondents.

These barriers are deemed as equally relevant whether filling the current cohort or establishing an additional cohort of Foundation Year students:

**1. Lack of market exposure for the SOVA program in Yukon, across Canada and internationally**

All respondents noted that a key barrier to attracting new students to the program was the low market profile of the SOVA program relative to other BFA programs in Canada. “Not many students know about SOVA or Dawson City,” stated one student respondent. Four SOVA staff respondents and students participating in the focus group noted the importance of “word of mouth” for getting greater exposure at sites for prospective students. These suggestions point to the need for expanding SOVA recruitment and marketing efforts in the Yukon and across Canada.

Four respondents noted that the current partnership in which Emily Carr University of Art and Design provides SOVA application materials to students not accepted into their program is a successful model that should be pursued with the art schools under articulation agreements. In general, partner art schools represent a useful link for developing more extensive exposure and marketing campaigns since key contact respondents view SOVA as “a feeder school” and are supportive of further collaboration.

**Related recommendation (6.1)**

SOVA should strengthen its relationships with the other Art Colleges under articulation agreements and others in order to increase exposure and expand marketing and programming opportunities.

**2. Lack of adequate housing options in Dawson City**

As outlined under question 2 and addressed in recommendation 2.2, a strong consensus was observed that a lack of adequate housing is a key barrier to new students accessing the program. If this issue is of concern when supporting a cohort of 20 students, significant efforts will need to be made in order to provide adequate housing for a double cohort of 40 students.

**3. Limited academic and counseling supports to students at SOVA**

Three SOVA respondents and all student respondents mentioned limited capacity for counseling services in the community and at SOVA as a barrier for new students. These services are critical since, as one student stated, there is a “need to support the building of student social skills since the program is psychologically challenging and demands a lot of self-reflection.” Examples provided of the academic support needs of students included tutoring and efforts to address truancy.

Currently, the SOVA administrator is the key contact for student support with approximately 30% of this position's time going towards student counseling, with instructors and faculty members providing additional support. Respondents also noted that Yukon College provides counseling services to all students via telephone and Dawson City has limited capacity in the form of one community counselor servicing the entire community. While all students agreed that this "loose" system has worked well so far, they noted that if a second cohort were to be added the additional demands for academic and counseling services would not be met by the current capacity.

#### **Related recommendation (6.2)**

SOVA should more clearly define the student counseling and academic support roles of all staff and faculty and explore options for increased support capacity as student numbers increase.

#### **4. Decreasing school enrolment across Canada**

Recent enrolment data compiled by Statistics Canada from regions across Canada<sup>5</sup> suggest overall decreasing enrolment. This trend, pointing to an ongoing decrease in school enrolment, will be a barrier for SOVA to recruit new students since all post-secondary institutions, including other art programs, will be competing for an increasingly smaller pool of prospective students. "We are having to find alternative ways to draw students to us," one key contact respondent noted.

These enrolment trends are mirrored in Yukon Territory as well. For example, since 2003 enrolment in Yukon secondary grades has declined by over 8 percent. If this trend continues, it will have significant influences on the ability of SOVA and other institutions such as Yukon College to recruit greater numbers of Yukon students.

The following table outlines the enrolment levels for Yukon secondary students between 2003 and 2008.

<sup>5</sup> Source: Canadian Council on Learning, September 2006 report titled, Lessons in Learning: Student enrolment trends in Canada, accessed on April 24, 2009 at <http://www.ccl-cca.ca/pdfs/LessonsInLearning/Sep-26-06-School-enrolment-trends.pdf>

**Table 3:** Enrolment at the Secondary Level in Yukon Schools, Sept. 2003-2008

Year	Secondary Level Enrolment	Percent change from 2003
2003	2307	-
2004	2356	2.1%
2005	2339	1.4%
2006	2181	- 5.5%
2007	2202	- 4.5%
2008	2104	- 8.2%

Source: Yukon Department of Education Enrolment Reports data, 2009

### 5. Transition programming to support student enrolment

Six respondents suggested the need for a transition program to support students with an interest in entering the SOVA program who may require academic upgrading. Potential partnerships with Yukon College and the Tr'ondëk Hwëch'in community were noted, while three respondents specifically stated that this type of program could be modeled on the Yukon College Arts for Employment program that was instituted for seven years in the community. These respondents suggested that Arts for Employment program components such as experience with graphic design and web design software offered skill sets that could, not only be applied to many different fields, but act as a possible bridge for students to enter into the comprehensive art program offered in the SOVA program.

#### **Related recommendation (6.1)**

SOVA should explore the development of an academic transition program for students with an interest in entering the SOVA program who require academic upgrading. Potential partners in this program include Yukon College and the Tr'ondëk Hwëch'in community.

#### **Question 7: *What were the costs associated with delivering the program?***

Costs associated with the program include expenses for personnel salaries and benefits, facilities, equipment and resources, administration, and program delivery.

The following table outlines expenditures in the 2008-2009 budget.



**Table 5: SOVA Expenditures, in revised budget 2008-2009**

Expenditures	2008-2009 Revised Budget
<b>Personnel</b>	
All salaries and benefits (based on current Yukon College rates)	
Salary Perm and Term Employees (Faculty, S.A., S.T., Admin Assist)	\$258,725.00
Benefits Perm and Term Employees (Faculty, S.A., S.T., Admin Assist)	\$64,750.00
Salary Casual Employees (English Instructor/ Librarian)	\$32,300.00
Benefits Casual Employees (English Instructor/ Librarian)	\$6,417.00
Salary Student Employees (Three positions/ Benefits included)	\$8,640.00
Contract Art History Professor (Including Tech support and Admin fees)	\$23,543.00
<b>Personnel Subtotal</b>	<b>\$394,375.00</b>
<b>Facilities/ Equipment/ Supplies/ Resources</b>	
New and replacement studio program equipment	\$3,000.00
Service, repairs, and upgrades of program equipment	\$3,000.00
Library resources (new texts, periodicals and databases)	\$8,000.00
Student supplies for store (textbooks, supplies, etc. \$1200/ student)	\$3,000.00
Building: contents and liability insurance	\$14,000.00
Computer and communications service and support	\$1,000.00
Program instructional supplies	\$1,000.00
<b>Equipment/ Supplies/ Resources Total</b>	<b>\$33,000.00</b>
<b>Administration Expenses</b>	
Communications (internet, phone/fax, postage, freight, etc.)	\$8,400.00
Office supplies	\$2,000.00
Marketing materials and recruitment expenses	\$16,000.00
Professional Development	\$6,000.00
Special events, meetings, and related travel expenses	\$1,500.00
Articulation expenses	\$2,000.00
YC computer lab fee	\$1,000.00
Governance Council expenses	\$500.00
<b>Administration Expenses Total</b>	<b>\$37,400.00</b>
<b>Program Delivery Expenses</b>	
Guest lecturer/ visiting artist honourariums	\$4,000.00
Orientation retreat (travel, accom., food, insurance, honourariums, etc.)	\$2,000.00
Field trips (travel, accom., insurance, honourariums, etc.)	\$2,000.00
Life drawing class model fees	\$600.00
Contract services for after-hours facility security	\$11,760.00
Curriculum development and special projects	\$4,500.00
<b>Program Delivery Expenses Total</b>	<b>\$24,860.00</b>
<b>Total Expenditures</b>	<b>\$489,635.00</b>

Source: SOVA 2008-2009 budget document

As of 2008-2009, the SOVA program is in the second year of a three year contribution agreement with the Yukon Government and receives program funding of \$463,000. Other sources of funding include program revenues such as student tuition and studio fees. The total revenues for the SOVA program in its last full year (2007-2008) were \$617,327.66. Seven respondents specifically stated that current funding levels are appropriate for the functioning of the program and that the SOVA program will remain viable as long as Yukon Government funding levels are maintained.<sup>6</sup> Three respondents specifically stated that the marketing budget was underestimated and inadequate. The following table summarizes the operating budget for the SOVA program between 2007 and 2009.

**Table 6:** SOVA Actual Operating Budget for 2007 – 2008 and projected operating budget for 2008-2009

Item	2007-2008 Actual Budget	2008 – 2009 Budget (Feb 09)
<b>Expenditures</b>		
Total Labour	365,440.85	394,375.00
Total Non-Labour	263,834.02	95,260.00
<b>Total Expenditures</b>	<b>\$629,274.87*</b>	<b>\$489,635.00</b>
<b>Revenues</b>		
<b>Program Revenues</b>		
Tuitions (Yukon College rates @ \$150/3 credits)	26,625.00	15,000.00
Studio fees (\$600/student/semester)	19,650.00	11,800.00
Program supplies re-sales	11,271.97	9,000.00
Program Revenues Total	\$57,546.97	\$35,800.00
<b>Third Party Revenues</b>		
Yukon Government program funding	\$463,000.00	\$463,000.00
Yukon Government Development funding deferred (06/07 Development Year)	\$94,278.19	-
YSCPP (Summer student employment funding)	\$2,502.50	-
Third Party Revenues Total	\$559,780.69	\$463,000.00
<b>Total Revenues</b>	<b>\$617,327.66*</b>	<b>\$498,800.00</b>
Revenues Less Expenditures	-\$11,947.21	\$9,165.00

Source: SOVA 2007-2008 final report and 2008-2009 revised first third financials report (Feb 2009) \*Note: The differences in actual budget for the 2007-2008 year are reflected in the deferral of revenues from the Yukon Development funding from the previous year and summer student employment funding.

<sup>6</sup> Note: Cost comparisons between northern and southern post-secondary institutions are problematic since many factors such as travel and shipping costs, economies of scale and prevalence of local infrastructure can significantly affect expenditure levels according to the location and size of institutions.

**Related recommendation (7.1)**

SOVA should substantially expand funding for marketing activities and materials, and recruitment expenses beyond the \$16,000 currently allocated for the 2008-2009 year.

**Question 8: *Are programs making adequate use of existing community and governmental resources?***

Interview and focus group respondents identified the Dawson City Arts Society (DCAS), the Tr'ondëk Hwëch'in community and Yukon College as key resources to support the SOVA program. Respondent comments suggested a strong connection between DCAS and SOVA with numerous collaborations and a high level of resource sharing, while interactions between Yukon College and Tr'ondëk Hwëch'in were noted as relatively weaker with room for strengthened ties through partnership and sharing of resources. Two respondents also mentioned the wealth of Parks Canada properties in Dawson City that could possibly be used by the SOVA program as additional workshop or studio spaces.

**Dawson City Arts Society**

Eight respondents stated that the SOVA program was associated well with existing resources at DCAS including its programming arm of KIAC. This strong relationship was demonstrated by cross-programming such as SOVA's use of the KIAC-run Odd Gallery for exhibitions, supplementary instruction by accessing KIAC's Artist In Residence program, the participation of SOVA students at DCAS/KIAC events and local and visiting artists opening their studios to students. Three respondents specifically noted the "extensive" volunteer base from DCAS regularly supporting the SOVA program. Students participating in the focus group supported this claim by suggesting that DCAS members were often present at SOVA public events.

While this partnership was most often described as strong, three respondents noted that DCAS could support greater awareness of the SOVA program in the community citing that "Dawson City still doesn't know much about SOVA." Specific to this issue, one respondent noted that "not many people in the community are aware about the SOVA library or store even though they are open to the public."

**Tr'ondëk Hwëch'in**

As noted above under question 2 and addressed in recommendation 2.3, five respondents and all students suggested that SOVA could develop greater partnerships and collaborations with Tr'ondëk Hwëch'in Elders, leadership and community as a whole. Three respondents suggested the possibility for greater cross-programming with Tr'ondëk Hwëch'in Heritage Department to encourage more First Nations programming and content within the SOVA program. One

respondent outlined the difficulty of recruiting First Nations staff to assist with this partnering who are also qualified to take on a faculty position at a university-level art program.

### **Yukon College**

Significant resource sharing currently exists between SOVA and Yukon College based on the college's current role administering the program. Yukon College resources in the area of policy, student and faculty support and administration are integrated into relevant SOVA structures. Four respondents noted that high staff turn-over at Yukon College, however, has recently been a barrier to stronger working relationships.

#### **Related recommendation (8.1)**

SOVA should explore greater programming collaborations with the Dawson City campus of Yukon College. Examples of collaborations include the development of transition programs, shared course delivery and summer programming.

# Benefits and Benchmarks of a Second Cohort to the Foundation Year Program

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## Benefits

A number of key benefits to adding a second cohort of students to the Foundation Year program were outlined by interview and focus group respondents. Potential benefits are:

1. Creating a critical mass of students that would lend to:
  - a. more dynamic class discussions,
  - b. more varied collaborations between students, and
  - c. larger social networks for students to draw from throughout the year.
2. Building a larger alumni to support recruitment efforts in Yukon and across Canada and in turn raise SOVA's profile in institutions wherever SOVA graduates continue their studies;
3. Encouraging a more diverse student body from across Yukon, Canada and internationally; and
4. Increasing the number of SOVA staff / faculty since respondents suggested that expansion to a total of 40 students would necessitate the addition of at least one full-time or part-time faculty member and in turn allow for greater opportunities for artistic and educational collaborations between staff.

## Benchmarks

The following listing outlines those benchmarks deemed necessary to reach by respondents in order for a second cohort to be successfully added to the SOVA program.

### **Benchmark 1**

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#### **Develop and implement a comprehensive and long-term marketing strategy**

As early as possible within the 2009-2010 year, SOVA should develop a long-term (five year) marketing and recruitment strategy. This process will require appropriate funding increases within the overall SOVA budget directed specifically to marketing and recruitment. This benchmark represents the first step in the process of adding a second cohort since:

1. SOVA currently does not have enough students to fill its first cohort; and
2. SOVA does not currently receive enough applications to allow for the enrolment of a second cohort.

This five year strategy would be linked to an evaluation process to be completed close to the end of the next contribution agreement period.

Examples of activities to pursue as part of this marketing and recruitment strategy include:

- Developing partnerships with current articulation agreement institutions such as the agreement with ECUAD to provide information about SOVA to declined students;
- Expanding the number of relationships and articulation agreements with other institutions offering BFA programs;
- Exploring formal relationships with organizations already existing in Yukon that support the arts and arts education;
- Building outreach activities with communities throughout Yukon, NWT and Alaska such as workshops, field trips and summer courses;
- Establishing scholarships; and
- Encouraging instructor and / or student exchanges to support greater market exposure.

## **Benchmark 2**

### **Fill the first cohort enrolment of 20 students and build application numbers**

Eighteen respondents (60 percent) specifically noted the need for SOVA to ensure a full enrolment for its first cohort (20 students). One respondent noted that SOVA “must prove the first year is a successful program and is sustainable, and then build on it.” Ultimately, SOVA must work to enroll a first cohort of students at full capacity. By doing this over multiple years, SOVA would demonstrate sustainability as a program at its current capacity and build a base from which to expand student enrolment further.

Once the SOVA program begins to receive more than 20 applications per year, acceptance of additional applications into the first cohort should be considered in response to the current 23.3% attrition rate of students over the course of the year. If this attrition rate remains constant annually, approximately 23% more students should be accepted into the first cohort on an ongoing basis with the expectation that enough students will finish the program to maintain a graduating class of roughly 20 students. It must be noted, however, that while final graduating numbers are outlined for consideration when accepting greater numbers of students into the first

cohort, limiting factors relating to delivery and capacity must also be considered. Examples include service factors such as faculty workload, hours devoted to student counseling and capacity factors such as the size of studio space, storage space and number of computers available to students.

As application numbers rise above 20 plus numbers to cover the annual attrition rate<sup>7</sup>, SOVA should begin the process of planning and implementing a second cohort (see benchmark 4). Ultimately, the number of students to enroll in an initial second cohort (if below 20) will need to be made based on a calculation of appropriate costs per student for new resources or personnel to support the additional student numbers.

### **Benchmark 3**

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#### **Establish agreements with specific lodging / rental providers in Dawson City to expand the number of spaces available to students in both a first and second cohort**

Efforts should be put into place by the SOVA program to expand options for appropriate housing for students. In the short-term, activities should concentrate on locating adequate housing opportunities for current students, while long-term targets can be established to plan for the addition of 20 more students in the community. The development of partnerships with the Yukon government, Yukon College and / or Parks Canada could facilitate these efforts.

Six respondents noted that spaces are potentially available; however arrangements between SOVA and local proprietors have not yet been negotiated. Examples of sites where this could happen are local bed and breakfasts and hotels with summer housing spaces that could be maintained as winter spaces.

### **Benchmark 4**

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#### **SOVA should develop a Foundation Year expansion planning process**

Once maximum enrolment in the first cohort is reached, SOVA should develop a planning process to guide activities relating to an expansion to a second Foundation Year cohort. This planning process should address the following components:

- Recruitment targets;
- Programming changes;

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<sup>7</sup> Note: this number would be 26 students accepted at current attrition rates of 30%.

- Faculty requirements that take staffing capacity into account and outline the specific roles, workloads and schedules of faculty and staff including service gaps with measures to address them;
- Facility requirements relating to storage and classroom space;
- Partnerships with community organizations such as Yukon College Dawson campus and Parks Canada exploring sharing of resources and space; and
- Student support requirements that take the current support services capacity into account and outline measures to address potential gaps.



# Appendix

## Research Tool - Interview Matrix

The following matrix outlines the research questions used during interviews and focus groups with the various groups of individuals consulted.

Theme	Questions	File review	Governance Council	Territory admin	SOVA staff	AA holders	Students
Objectives and outcomes	Are SOVA program objectives clear and formalized?	√	√				
	To what extent has the program achieved the intended objectives and outcomes?		√	√	√		
	What were the opportunities / barriers to achieving objectives and outcomes?		√	√	√		
	Does SOVA have strategic planning documents?	√		√			
Program results	What were immediate expected and unexpected results of the program?		√	√	√		
	Have the articulation agreements been adhered to?			√	√	√	
	Is the SOVA governance and management structure effective?	√	√	√	√		
	Was the work plan followed? If not, why were activities not carried out?	√	√	√	√		
	What types of ongoing evaluation and monitoring take place?			√	√		
	What positive changes have occurred for staff associated with the program?				√		√
Program results	What positive changes have occurred for students associated with the program?				√	√	√
	How have students been contributing culturally to their community?				√		√
	Are program delivery methods appropriate? Describe.				√	√	√
	Are student services and supports appropriate and available? Describe.				√		√
	What barriers exist for new students accessing the program?		√	√	√		√
	Are students entering other Art Schools upon graduation?	√			√	√	√

Theme	Questions	File review	Governance Council	Territory admin	SOVA staff	AA holders	Students
	What challenges are associated with the transition to other Art Schools?				√	√	√
	What forms of interaction occur between SOVA and the greater community?		√		√		√
Resources and sustainability	What are the costs associated with delivering the program?	√		√			
	Are funding levels appropriate?		√	√	√		
	Are programs making adequate use of existing community and governmental resources?		√	√	√		
Success factors and areas for improvement	What changes, improvements and/or additions to Program Design would improve the overall effectiveness and efficiency of the program?		√	√	√	√	√
	What are the factors for success associated with the program?		√	√	√	√	√
Expansion	What are the benefits of adding a second cohort to the Foundation Year Program?		√	√	√	√	√
	What are the actions and timeline necessary to add a second cohort?		√	√	√	√	√