

2018-19 EMMANUEL COLLEGE STATEMENT OF EDUCATIONAL EFFECTIVENESS

Emmanuel College's curriculum entails a series of interwoven goals arising from the Vision, Mission and Values of the College, directed towards identifiable degree program learning outcomes, and functioning in relationship with several academic, ecclesial and professional accrediting bodies. Emmanuel College conducts ongoing assessment of the effectiveness of its educational programs in enabling students to attain those goals, in compliance with our various partners, including The Association of Theological Schools (ATS), the University of Toronto Quality Assurance Process (UTQAP), The United Church of Canada (UCC), the Canadian Association for Spiritual Care (CASC) and the College of Registered Psychotherapists of Ontario (CRPO). A complete program assessment utilizes direct (performance) and indirect (perception) data. This Statement of Educational Effectiveness draws on both, highlighting placement rates, graduation rates, evaluation of student artifacts (assignments), and feedback from continuing and graduating students.

Emmanuel College Vision, Mission, and Values

Adopted by EC Council, April 30, 2019

Vision

To be a leading theological school
where students become more deeply rooted in their own religious or spiritual traditions
while engaging the beliefs and practices of people of other traditions.

Mission

Rooted in the ecumenical heritage of the United Church of Canada,
shaped by its context in Victoria University
and in relationship with Christian, Muslim, Buddhist and other religious communities,
Emmanuel College equips leaders and scholars for rigorous theological inquiry
and for inclusive practices of justice and care, contextual analysis, creative activity,
and interfaith engagement.

Values

Emmanuel College values a collegial environment for

- inclusive and respectful dialogue
- intellectual curiosity
- academic excellence
- public engagement
- artistic, musical, and liturgical creativity
- innovation in interfaith learning
- the search for justice and right relations

1. EDUCATIONAL EFFECTIVENESS: 2018-2019

1.1 Placement Rates

Emmanuel College's placement rate is excellent compared to other schools. The placement rate is defined as the percentage of graduates that receive a vocational/professional placement within one year of graduation.*

	Emmanuel College placement rate (all programs)	Average placement rate of all other ATS schools (all programs)
2019	93%	75%
2018	97%	81%
2017	96%	78%
2016	95%	76%
2015	96%	77%

* definition and data from *Strategic Information Reports*, provided annually by ATS.

1.2 Graduation Rates

Emmanuel's graduation rates compare well in relation to other schools. The graduation rate is defined as the percentage of students who were able to complete their chosen degree within a specified period of time which approximates two times the normal length of the degree. (In brackets, for comparison, is the average rate of all other ATS schools).*

	MDiv	MPS, MSMus <i>Professional MA</i>	MA, MTS <i>Academic MA</i>	DMin <i>Advanced Professional</i>	ThM	ThD/PhD
2020	<i>tba</i>	<i>tba</i>	<i>tba</i>	<i>tba</i>	<i>tba</i>	<i>tba</i>
2019	75% (62%)	42.86% (54%)	75% (54%)	100% (48%)	-- (54%)	25% (48)
2018	55% (60%)	33% (49%)	100% (49%)	100% (49%)	0% (53%)	43% (59%)
2017	81% (63%)	67% (55%)	100% (54%)	67% (54%)	-- (59%)	22% (54%)
2016	100% (63%)	33% (53%)	67% (52%)	100% (51%)	0% (46%)	71% (56%)
2015	76% (64%)	20% (51%)	33% (52%)	-- (48%)	0% (46%)	20% (53%)

* definition and data from *Strategic Information Reports*, provided annually by ATS.

1.3 Direct Data Evaluation

Students in Emmanuel College programs continue to demonstrate a strong level of proficiency in key subject areas. Academic Program Evaluation Reports (APER) for the MDiv, MPS, MSMus, and MTS programs in 2018-19 entailed evaluation of all program learning outcomes, including through the use of direct data (e.g., integration papers, theses, and other student artifacts). On a scale of 1 to 3 (1. Inadequate; 2. Proficient; 3. Superior) evaluation of direct data demonstrated that, on average, students in each program met or exceeded proficiency.

- MDiv: 2.5
- MPS: 2
- MSMus: 2.3
- MTS: 2.5

1.4 Student Feedback

Feedback from the Graduating Student Questionnaire (GSQ), administered by the Association of Theological Schools (ATS), is one significant means by which to judge the effectiveness of Emmanuel College programs.

GSQs show that **graduates** regard their learning at Emmanuel to be of a consistently high quality overall. For example, on average, 2019 graduates across all programs rated the Emmanuel College curriculum as “effective” to “very effective” at addressing their personal growth in the following areas (GSQ #14):

- empathy for the poor and oppressed
- concern about social justice
- enthusiasm for learning
- respect for other religious traditions
- self-knowledge

In the **MDiv** program, specifically, on average, graduates rated the Emmanuel curriculum as “effective” to “very effective” in teaching the following ministry skills (GSQ #15):

- ability to preach well
- ability to use and interpret Scripture
- knowledge of church polity
- knowledge of church doctrine and history
- ability to conduct worship/liturgy
- ability to work effectively with both women and men
- ability to think theologically
- ability to integrate ecological concerns into theology and ministry

MDiv graduates also found the curriculum and its Field Education/Contextual Education program to be consistently “effective” to “very effective” in supporting increased “clarity of vocational goals (GSQ #14, #19)

Similarly, graduating **MPS** students (which includes Buddhist, Christian and Muslim students) rated the Emmanuel curriculum as, on average, “effective” to “very effective” in teaching the following skills (GSQ #15):

- ability to interact effectively with those of religious traditions other than my own
- ability to interact effectively with those from cultural and racial/ethnic contexts other than my own

- ability to work effectively with both women and men
- ability in pastoral counselling

In a 2019 survey of **MSMus** students for UTQAP 80% of students either “agreed” or “strongly agreed” with the following statements:

- My studies have helped foster a critical awareness of my own faith perspective and practice in connection to music ministry.
- My studies helped me become critically aware of other faith perspectives and practices related to music ministry.
- My studies have deepened my knowledge of the role of music making in spiritual development and well-being of self and others.
- My studies enable me to know about my own faith (Christian) heritage.
- My studies have equipped me with the necessary methods, sources and tools to interpret scripture and address other liturgical concerns as related to my music ministry.
- My studies helped me identify and respect a variety of theological viewpoints and practices in Christianity.

Also, 100% of MSMus students “strongly agreed” with the statement “My studies have helped me become aware of the ways in which my spirituality is expressed in music making.”

In addition, graduating students in the **MA** and **MTS** (ATS defined “Academic MA”) and other graduate programs (**DMin, ThD/PhD**) rated Emmanuel’s educational effectiveness as “effective” in all areas, and “very effective” (the highest score possible) in several skill-related areas (GSQ #15):

- ability to think theologically
- ability to preach well (MA, MTS)
- ability to related social issues to faith (MA, MTS)
- ability to integrate ecological concerns into theology and ministry (MA, MTS)