

## Statement of Educational Effectiveness

A theological curriculum entails a series of interwoven goals. Emmanuel College regularly conducts assessment of the effectiveness of its educational programs in enabling students to attain those goals. While a complete program assessment includes many factors, this statement focuses on three basic features: a report on placements of its graduates; a report on retention rates for the college's various programs; and direct feedback from graduates.

### I. PLACEMENT

	Overall Placement Rate	Compared with All ATS Schools
2017	96%	78%
2016	95%	76%
2015	96%	77%

Based on *Strategic Information Report*, provided yearly by ATS

### II. RETENTION

Year	BD	AD	Total	Graduates	30-May	Retention (%)
2018-2019						
2017-2018	130	49	179	34	145	81
2016-2017	133	55	188	30	158	84
2015-2016	131	56	187	27	160	86
2014-2015	103	56	159	20	139	87

Conjoint degrees only

### **III. Graduating Student Feedback**

Direct 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 since 2012-13 show that graduates regard learning at Emmanuel as being of a consistently high quality overall. When asked to evaluate their personal growth according to fifteen indicators, they regularly report that they are stronger in these areas at conclusion of their studies (GSQ #12, #14). The following table shows the eight-year average for each (with responses on a scale of 1 to 5, with 1 indicating “much weaker” and 5 indicating “much stronger”), representing all our programs in comparison with other ATS averages.

The introduction of Muslim Studies (2011) and Buddhist Studies (2015) foci in the Masters of Pastoral Studies program has helped create an interreligious ethos at Emmanuel. As these programs have developed and more students from differing religious backgrounds take courses together, an increase in student understanding of other religious traditions as well as their own tradition has occurred. Emmanuel’s strong history of progressive theology, social justice, and inclusive practice is well accounted for in this process.

For example, when 2014 graduates were asked about their personal growth during their time at Emmanuel, the three top areas in which they felt stronger were “respect for other traditions,” “self-knowledge,” and “enthusiasm for learning” (GSQ #14, 2013-14). In 2015, it was “respect for own religious tradition,” “respect for other religious traditions,” and “concern about social justice” (GSQ #14, 2014-15). In 2016, it was “respect for other religious traditions,” “concern about social justice,” and “empathy for poor and oppressed” (GSQ #14, 2015-16). In 2017, it was “respect for other religious traditions,” “enthusiasm about learning,” and “respect for own religious tradition.”

Specific to MDiv graduates, top responses from the 2012-2018 period about satisfaction with progress in ministry skills included “Ability to think theologically,” “Ability to work with men and women,” “Ability to relate social issues to faith,” “Awareness of an appreciation of the globalized context in which ministry is practiced,” “Ability to preach well,” “Ability to use Scripture,” “Ability to conduct worship,” and “Ability to interact effectively within my own religious tradition,” (GSQ #13, 2011-12, 2012-13; GSQ #15, 2013-14, 2014-15, 2015-16, 2016-17, 2017-18). Notably, MDiv students show consistent growth from GSQ #13, 2012-13 “Knowledge of other traditions” 3.3 to GSQ #15, 2013-14 “Ability to interact effectively with those of religious traditions other than my own,” 4.2; 2014-15, 4.0; 2015-16, 4.3; 2016-17, 4.3; 2017-18, 4.2.

The following table shows the eight-year average for each (with responses on a scale of 1 to 5, with 1 indicating “much weaker” and 5 indicating “much stronger”), representing all our programs in comparison with other ATS averages.

Areas of Personal Growth GSQ #12 (2012-13), #14 (2013 onward)	Average Response, 2012-13 to 2017-18, n=147	ATS Total Average, 2012-13 to 2017-18
Empathy for poor and oppressed	4.0	3.9
Ability to pray	3.3	3.7
Concern about social justice	4.1	3.9
Enthusiasm for learning	4.1	4.2
Insight into troubles of others	3.9	4.0
Desire to become authority in field	3.7	3.9
Trust in God	3.6	4.1
Self-discipline and focus	3.9	4.0
Respect for other religious traditions	4.3	4.0
Respect for own religious tradition	4.1	4.1
Ability to live faith in daily life	3.8	4.0
Clarity of vocational goals	3.7	3.9
Self-confidence	4.0	4.0
Self-knowledge	4.1	4.2
Strength of spiritual life	3.7	3.9

When asked to evaluate their progress in twenty key skills, graduating students also consistently report overall satisfaction with their progress. The following table shows the annual average response from all graduating students for each of these skill areas, and the cumulative five-year average for each (on a scale of 1 to 5, with 1 indicating “very dissatisfied” and 5 indicating “very satisfied”). The data reflects the difference between the MDiv and other programs (for example, Masters of Sacred Music [MSMus] students are not required to take a course in preaching or church policy).

Areas of Progress in Skills GSQ #13, #15	MDiv Average Response, 2012-13 to 2017-18, n=84	ATS MDiv Average	Professional MA (MPS, MSMus) Average, Academic MA, All Others, 2012-13 to 2017-18, n=61	ATS Professional MA, Academic MA, All Others Average
Ability to preach well	4.2	4.1	3.4	3.7
Ability to use Scripture	4.1	4.4	4.0	4.2
Knowledge of church policy	3.8	3.9	3.1	3.5
Ability to give spiritual direction	3.4	3.9	3.4	3.9
Ability to teach well	3.5	4.0	3.9	4.0
Knowledge of church doctrine and history	4.1	4.2	3.9	4.0
Ability to lead others	3.8	4.0	3.9	4.0
Ability to conduct worship	4.3	4.0	4.1	3.6
Ability to interact effectively with those	4.0	3.9	3.9	3.9

of religious traditions other than my own				
Ability to work effectively within my own religious tradition	4.1	4.1	4.0	4.0
Ability to interact effectively with those from cultural and racial/ethnic contexts other than my own	4.1	4.0	4.0	4.0
Awareness of and appreciation of the globalized context in which ministry is practiced	4.2	4.1	4.1	4.1
Ability to work effectively with both men and women	4.4	4.2	4.0	4.1
Ability to relate social issues to faith	4.4	4.2	4.0	4.1
Ability in pastoral counseling	3.7	3.9	3.5	3.8
Ability to administer a parish	3.2	3.4	2.7	3.3
Knowledge of Christian philosophy and ethics	3.8	4.0	4.0	4.0
Ability to think theologically	4.4	4.4	4.3	4.4
Ability to integrate insights from science into theology and ministry	3.4	3.6	3.4	3.7

Ability to integrate ecological concerns into theology and ministry	3.8	3.6	3.7	3.6
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The above data collectively reflects the high quality of teaching at Emmanuel College. Specifically, when asked to evaluate their satisfaction with the school's services and academic resources, "quality of teaching" is consistently ranked highly, with an average score of 4.3, where 5 indicates "very satisfied" (GSQ #18, 2012-13; GSQ #20, 2013-14, 2014-15, 2015-16, 2016-17, 2017-18).