

EMMANUEL COLLEGE STATEMENT OF INSTITUTIONAL 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, religious 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 Institutional Effectiveness draws on evaluation of student artifacts (assignments), and feedback from continuing and graduating students to highlight educational effectiveness, institutional effectiveness, and graduation and placement rates.

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. INSTITUTIONAL EFFECTIVENESS

In 2019 Emmanuel College adopted a revised statement of Vision, Mission and Values (VMV) and related learning outcomes for all its programs, bringing greater clarity and focus to our work of theological education in an interreligious context. In 2020, to augment the ATS GSQ data and in support of the ATS accreditation process, a new Emmanuel College Basic Degree Programs Survey was designed to assess our educational effectiveness more explicitly in relation to our stated VMV.

Data from both surveys demonstrate a high degree of educational effectiveness across all degree programs and a strong degree of support for the dynamic ethos and Vision, Mission and Values of Emmanuel College.

1.1 Vision, Mission and Values

Feedback from the 2022 Emmanuel College Basic Degree Survey demonstrates strong agreement that the College is living up to its Vision, Mission and Values (VMV).

Quoting directly from the College's "**Vision**" statement, students were asked, "To what extent do you agree with this statement: My education at Emmanuel College has rooted (is rooting) me more deeply in my own religious or spiritual tradition while engaging the beliefs and practices of people of other traditions." The results were as follows:

Strongly agree:	61%
Agree:	22%
Neither agree nor disagree:	17%
Disagree:	0%
Strongly disagree:	0%

Student responses to questions related to the "**Mission**" of the College also indicate effectiveness at both aspects of this vision, with exceptionally strong ratings of "effective" or "very effective" on the goal of interfaith engagement (95%), alongside consensus that their education at Emmanuel College reflected the ecumenical heritage and theological ethos of The United Church of Canada (88%).

When asked to respond to the statement "Emmanuel College is a collegial environment for:" and presented with the list of seven stated "**Values**" from the College's VMV, a majority of all Basic Degree students surveyed responded either "agree" or "strongly agree."

- inclusive and respectful dialogue (94%)
- intellectual curiosity (90%)
- academic excellence (90%)
- public engagement (74%)
- artistic, music, and liturgical creativity (74%)
- innovation in interfaith learning (84%)
- the search for justice and right relations (84%)

1.2 The Emmanuel Experience

Feedback from the 2022 Emmanuel College Basic Degree Survey demonstrates a high degree of student satisfaction with their overall experience of the College.

When asked “How satisfied have you been with the following aspects of your experience at Emmanuel?” **students in all Basic Degree programs** (MDiv, MPS, MSMus, MTS) expressed particular satisfaction with class size (95%), the library collection (90%), helpfulness of administrative/staff support (95%), and Admissions (86%).

Over 90% of students surveyed cited the following elements of the Emmanuel experience as either “helpful” or “very helpful” to their learning:

- religious diversity (95%)
- age range (90%)
- cultural diversity (100%)
- gender balance/diversity (90%)
- openness to diverse sexual identities and orientations (100%)
- openness to diverse theological perspectives (90%)

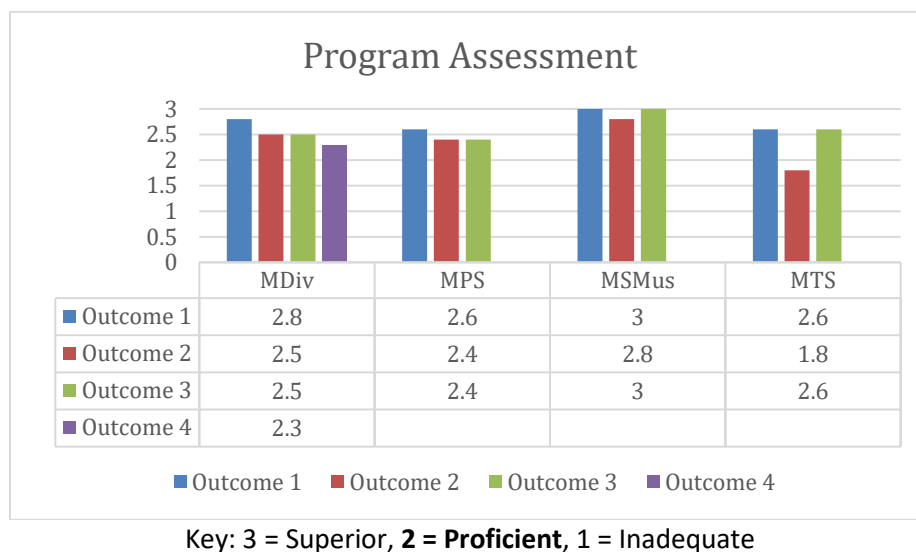
Furthermore, on the 2021-22 Graduating Student Questionnaire (GSQ), administered by the Association of Theological Schools (ATS), 2022 **graduates** across all programs rated the Emmanuel College curriculum as “effective” to “very effective” in fostering their personal growth in these areas (GSQ #14):

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

2. EDUCATIONAL EFFECTIVENESS

2.1 Emmanuel College Program Outcomes

Students in Emmanuel College programs exceeded proficiency in key subject areas in each Basic Degree program. Data from the most recent Academic Program Evaluation Reports (APERs) entailed direct evaluation of all program learning outcomes through student portfolios (e.g., integration papers, theses, and other student artifacts).



Student responses to the 2022 Emmanuel College Basic Degree Survey demonstrate the **distinctive strengths** of each of the College's academic programs.

- **Master of Divinity:** A strong majority of MDiv students highlighted comprehension of intercultural contextual issues bearing upon ministry and leadership in diverse communities (83%) and skills, gifts and practices of ministry appropriate for leadership in communities of faith (83%) as the program's distinctive strengths ("effective" or "very effective").
- **Master of Pastoral Studies:** MPS students from Buddhist, Christian, Muslim and other traditions identified "knowledge of faith foundations (including sacred texts, religious history, religious-based ethics, tenets and diversity of religious traditions) (91%) as an area of particular effectiveness.
- **Master of Sacred Music:** 100% of our MSMus students found their program to be either "effective" or "very effective" at meeting its three outcomes of an informed musical sensibility in performance practice; basic knowledge of Christian scripture, history, and theology; and competency in the skills, gifts and arts of ministry appropriate for leadership in local congregations and other settings.
- **Master of Theological Studies:** 100% of the 3 MTS respondents found their program to be either "effective" or "very effective" at meeting its three outcomes: knowledge of scripture, history, ethics, and theology that is substantial and relevant; comprehension of intercultural, interreligious and contextual issues bearing upon theological scholarship; and skills and practices of theological scholarship.

2.1 Other Markers of Educational Effectiveness

Feedback from the 2021-22 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. The GSQ shows that graduates regard their learning at Emmanuel to be of a consistently high quality overall.

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
- ability to lead others
- knowledge of church doctrine and history
- ability to conduct worship/liturgy
- ability to interact effectively with those of religious traditions other than my own
- ability to work effectively with all genders
- ability to relate social issues to faith
- ability in pastoral counseling
- ability to think theologically

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).

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 use and interpret sacred texts

- ability to teach well
- 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 all genders
- ability to relate social issues to faith
- ability in pastoral counselling
- ability to think theologically

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 use and interpret Scripture
- knowledge of church doctrine and history
- ability to lead others
- ability to interact effectively with those of religious traditions other than my own
- ability to think theologically
- ability to preach well
- ability to related social issues to faith
- ability to integrate ecological concerns into theology and ministry

3. GRADUATION AND PLACEMENT RATES

3.1 Graduation Rates

Emmanuel College’s graduation rates have varied in relation to other schools and reflect a relatively high percentage of part-time students. 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 full-time 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>	ThD/PhD
2021	38% (59%)	41% (54%)	41% (54%)	n/a (54%)	17% (61%)
2020	91% (59%)	42% (52%)	25% (52%)	n/a (48%)	20% (53%)
2019	75% (62%)	42.86% (54%)	75% (54%)	100% (48%)	25% (48%)
2018	55% (60%)	33% (49%)	100% (49%)	100% (49%)	43% (59%)
2017	81% (63%)	67% (55%)	100% (54%)	67% (54%)	22% (54%)

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

3.2 Placement Rates

Emmanuel College's placement rate has been excellent compared to other schools, though this seems to have been affected by the pandemic. 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)
2021	72%	90%
2020	87%	74%
2019	93%	75%
2018	97%	81%
2017	96%	78%

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