

**VANCOUVER SCHOOL OF THEOLOGY**  
**Educational Effectiveness Profile**  
*Revised November 7, 2017*

VST evaluates our educational effectiveness in a variety of ways: through course evaluations, through feedback from our denominational constituencies, through a cycle of program reviews, by evaluation of graduation and placement rates, in ‘exit interviews’ with graduating students, and through both the Graduating Student (GSQ) and Alumni Questionnaires designed by the Association of Theological Schools (ATS).

***Denominational Support***

*I am awed by the way in which the current leadership at VST is focusing on the formation of church leaders. I not only have confidence in what VST is doing; I want to be a part of the future they are creating for those of us who love the Church.*

Bishop Melissa Skelton  
 Diocese of New Westminster  
 Anglican Church in Canada

*In a church that is diminishing in size daily, it is easy to worry about its future. One need only to look at the leaders emerging from the Vancouver School of Theology to have worries dispelled. Thoughtful, well-informed, collegial, faith-filled and, perhaps most remarkable and welcome of all, joyful – these younger leaders remind us all that God has much, much more in store for the church of Jesus Christ!*

The Rev. Doug Goodwin  
 Executive Secretary, BC Conference  
 The United Church of Canada

***Length of Time to Complete Programs***

This chart details the percentages of recent graduates in our academic programs who completed their degree within the time frame for a full-time student. VST also has many students who love the flexibility of being a part-time student to accommodate work or family schedules.

Length of Time to Complete Programs				
		% Grads Completed in full time		
Degree	FT Program*	2015	2016	2017
MDIV	3-4 years	80%	43%	55%
MAPPL	2-3 years	57%	55%	66%
MATS	2-3 years	N/A	50%	40%
MAIIS	2-3 years	N/A	100%	100%
ThM	2-3 years	100%	100%	100%
* Length of program considered full time				

***Placement Rates for Graduates***

This chart indicates how many graduates of our basic degree programs (masters' level) were able to find vocational employment or other employment, or to continue on to further education within six months of graduation from VST.

<b>PLACEMENT RATES FOR GRADUATES</b>			
<b>IN BASIC DEGREE PROGRAMS</b>			
<b>within 6 months of graduation</b>			
<b>Degree &amp; Year</b>	<b>Percentage of Graduates in:</b>		
	<b>Vocational Placements</b>	<b>Other Placements</b>	<b>Further Study</b>
<b>2014</b>			
MDIV	70%	10%	10%
MAPPL	33%	33%	33%
MATS & MAIS			75%
<b>2015</b>			
MDIV	60%	20%	
MAPPL	100%		
<b>2016</b>			
MDIV	83%	17%	
MAPPL	73%	18%	
MATS & MAIS			33%

**Graduates Satisfaction with VST Education**

In the table below, some data from the GSQ demonstrates VST’s effectiveness in meeting the goals of our curriculum. The data reflects questions from Student Questionnaires developed by VST to assess particular dimensions and commitments in our curriculum, as well as some standard ATS-developed questions designed to uniformly evaluate theological programs across the continent. For comparison, Canadian averages from ATS last year’s review is noted.

Scale ranking is 1 to 5, 1 is “not at all effective” and 5 is “very effective”. Percentage ranking represents those who answered "effective" or "very effective" (4 or 5 on the scale).

<b>ATS Graduating Students Questionnaire.</b>	<b>VST Grads 2014-2015 100% Response rate</b>	<b>VST Grads 2015-2016 100% Response rate</b>	<b>VST Grads 2016-2017 100% Response rate</b>	<b>All Theological Schools in Canada (2016-2017)</b>
	<b>Avg.</b>	<b>Avg.</b>	<b>Avg.</b>	<b>Avg.</b>
<b>VST holds that one of the goals of its curriculum is “faithful discernment of the demands of Christian service”. How would you rate the effectiveness of VST in meeting this goal?</b>				
% of those who answered "effective" or "very effective"	<b>No data available</b>	<b>No data available</b>	<b>80.9%</b>	<b>n/a</b>
Is the goal, as outlined in the previous question, important in the work you see yourself doing in the future?	<b>No data available</b>	<b>No data available</b>	<b>86.4%</b>	<b>n/a</b>
<b>ATS measures related to this goal.</b> <i>How would you rate the effectiveness of VST in developing your skills in the following areas? (1=not at all effective; 5=very effective)</i>				
Strength of spiritual life	4.1	3.9	3.6	3.9
Self-confidence	4.0	3.8	3.5	4.0
Self-knowledge	4.1	4.0	4.0	4.2
Ability to preach well	4.1	3.8	4.6	3.8
Ability to use and interpret Scripture	4.4	4.3	4.7	4.2
Knowledge of church polity/canon law	3.5	3.7	3.8	3.6
Ability to give spiritual direction	3.5	3.7	3.0	3.7
Ability to teach well	3.5	3.6	3.7	3.9
Knowledge of church doctrine and history	4.0	4.0	4.1	4.1
Ability to lead others	4.3	4.0	4.0	4.0
Ability to conduct worship/liturgy	4.1	4.0	4.1	3.6
Ability in pastoral counseling	3.9	3.7	3.0	3.6
Ability to administer a parish	3.4	2.8	2.9	3.1
Knowledge of Christian philosophy and ethics	4.0	4.0	3.8	4.0
Ability to think theologically	4.4	4.5	4.5	4.3

ATS Graduating Students Questionnaire.	VST Grads 2014-2015	VST Grads 2015-2016	VST Grads 2016-2017	All Theological Schools in Canada
<b>VST seeks to provide a supportive context that enables the formation of collegial relationships and/or friendships with other students. How would you rate the effectiveness of VST in fulfilling this goal?</b>				
% of those who answered "effective" or "very effective"	<b>88.9%</b>	<b>92.5%</b>	<b>90.9%</b>	<b>n/a</b>
<b>ATS measures related to this goal.</b> <i>How much do you agree with the following statements? (1=not at all; 5=very much)</i>				
Faculty were supportive and understanding	4.6	4.4	4.8	4.4
I have felt accepted within this school community	4.2	4.6	4.3	4.4
I know at least one faculty well	4.2	4.5	4.7	4.3
I have made good friends here	3.8	4.0	4.1	4.0

<b>VST holds that one of the goals of its curriculum is “rigorous engagement with Christian tradition and contemporary learning” seen in a variety of topics such as contextual analysis, missional theology, leadership skills, and post-colonialism. How would you rate the effectiveness of VST in fulfilling this goal?</b>				
% of those who answered "effective" or "very effective"	No data available	No data available	<b>95.5%</b>	<b>n/a</b>
Is the goal, as outlined in the previous question, important in the work you see yourself doing?	No data available	No data available	<b>77.3%</b>	<b>n/a</b>

<b>VST holds that one of the goals of its curriculum is “hospitable and respectful collaboration with Indigenous traditions and other cultural and faith traditions, particularly Judaism, for the good of all creation”. How would you rate the effectiveness of VST in fulfilling this goal?</b>				
% of those who answered "effective" or "very effective"	<b>94.5%</b>	<b>77.7%</b>	<b>100%</b>	<b>n/a</b>
Is the goal, as outlined in the previous question, important in the work you see yourself doing?	<b>72.2%</b>	<b>76%</b>	<b>77.3%</b>	<b>n/a</b>
<b>ATS measures related to this goal.</b> <i>How would you rate the effectiveness of VST in developing your skills in the following areas? (1=not at all effective; 5=very effective)</i>				
Ability to interact effectively with those of religious traditions other than my own	4.6	4.4	4.4	3.8
Individuals of other faith traditions have been respected	4.9	4.6	4.5	4.3

ATS Graduating Students Questionnaire.	VST Grads 2014-2015	VST Grads 2015-2016	VST Grads 2016-2017	All Theological Schools in Canada
<b>VST holds that one of the goals of its curriculum is to develop critical biblical, theological, historical, ethical, and pastoral learning, so that students can engage emerging contemporary issues in public and pastoral leadership. How would you rate the effectiveness of VST in fulfilling this goal?</b>				
% of those who answered "effective" or "very effective"	<b>83.4%</b>	<b>92.6%</b>	<b>95.5%</b>	<b>n/a</b>
Is the goal, as outlined in the previous question, important in the work you see yourself doing?	<b>88.9%</b>	<b>85.2%</b>	<b>81.8%</b>	<b>n/a</b>

<b>ATS measures related to this goal.</b>				
<i>How would you rate the effectiveness of VST in developing your aptitude and skills in the following areas?</i>				
<i>(1=not at all effective; 5=very effective)</i>				
Empathy for the poor and oppressed	4.3	4.1	4.2	3.8
Concern about social justice	4.1	3.9	4.4	3.8
Insight into troubles of others	3.9	3.9	4.0	3.9
Ability to relate social issues to faith	4.6	4.3	4.4	4.2
Ability to integrate ecological concerns into theology and ministry	4.0	4.1	4.2	3.7

<b>VST affirms the values of diversity and inclusivity, recognizing that the faith journeys which animate us are particular and diverse. We honor this particularity and diversity in our intellectual, communal and worship lives. How would you rate the effectiveness of VST in fulfilling this goal?</b>				
% of those who answered "effective" or "very effective"	<b>88.9%</b>	<b>88.4%</b>	<b>86.4%</b>	<b>n/a</b>
Is the statement, as outlined in the previous question, important in the work you see yourself doing?	<b>83.4%</b>	<b>73%</b>	<b>90.9%</b>	<b>n/a</b>
<b>ATS measures related to this goal.</b>				
<i>How would you rate the effectiveness of VST in developing your aptitude and skills in the following areas?</i>				
<i>(1=not at all effective; 5=very effective)</i>				
My personal faith has been respected	4.5	4.8	3.8	4.5
The school has tried to be a diverse and inclusive community	4.5	4.6	4.7	4.3
Ability to interact effectively with those from cultural and racial/ethnic contexts other than my own	4.5	4.6	4.1	3.8
Ability to live one's faith in daily life	4.1	4.1	3.7	4.0