

VANCOUVER SCHOOL OF THEOLOGY
Educational Effectiveness Profile
Revised December 2021

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.

Archbishop Melissa Skelton
 Retired Bishop, 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
 Retired Executive Secretary, BC Conference
 The United Church of Canada

A Student Perspective

The dedication of the professors and faculty especially has been one of the highlights of my time at VST, and I continue to be inspired by them, and grateful for the role they have played in shaping my theological education.

The Rev. Amanda Ruston
 VST M.Div 2022 graduate
 Anglican 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* | 2019 | 2020 | 2021 |
| MDIV | 3-4 years | 60% | 70% | 40% |
| MAPPL | 2-3 years | 40% | 60% | 100% |
| MATS | 2-3 years | N/A | 80% | 100% |
| MAIS | 2-3 years | 0% | 0% | 0% |
| ThM | 2-3 years | 0% | 75% | N/A |
| * 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.

| 2019 | Vocational | Other/Unknown | Further Study |
|-------|------------|---------------|---------------|
| MDIV | 57% | 29% | 14% |
| MAPPL | 83% | 17% | |

| 2020 | Vocational | Other/Unknown | Further Study |
|-------|------------|---------------|---------------|
| MDIV | 100% | | |
| MAPPL | 50% | | 50% |

| 2021 | Vocational | Other/Unknown | Further Study |
|-------|------------|---------------|---------------|
| MDIV | 100% | | |
| MAPPL | 12% | 25% | 63% |

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).

| ATS Graduating Students Questionnaire. | VST Grads 2018-19 100% Response rate | VST Grads 2019-2020 100% Response rate | VST Grads 2020-2021 100% Response rate | All Theological Schools in Canada (2020-21) 442 Respondents |
|---|--|--|--|--|
| | Avg. | Avg. | Avg. | Avg. S.D. |
| <u>VST Mission</u> | | | | |
| VST is called to educate and form thoughtful, engaged, and generous Christian leaders. On a scale of 1-5, how would you rate the effectiveness of VST in fulfilling this vision? | | | | |
| % of those who answered "effective" or "very effective" | 81.5% | 77.8% | 95.2% | n/a |
| Is the commitment, as outlined in the previous question, important in the work you see yourself doing? | 85.2% | 92.6% | 90% | n/a |
| The mission of VST invites faithful discernment of the demands of Christian service, rigorous engagement with Christian tradition and contemporary learning and hospitable collaboration with Indigenous spiritualities and other cultures and faith traditions. How would you rate the effectiveness of VST in fulfilling this mission? | | | | |

| | | | | |
|---|--------------|--------------|--------------|------------|
| % of those who answered "effective" or "very effective" | 81.4% | 77.8% | 76.2% | n/a |
| ATS measures related to this goal. <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 preach well | 3.6 | 4.1 | 3.9 | 3.9 |
| Ability to use and interpret Scripture | 4.1 | 4.4 | 4.3 | 4.3 |
| Knowledge of church polity/canon law | 3.4 | 4.3 | 3.6 | 3.8 |
| Ability to give spiritual direction | 3.6 | 3.5 | 3.5 | 3.9 |
| Ability to teach well | 4.0 | 4.1 | 3.8 | 4.0 |
| Knowledge of church doctrine and history | 3.9 | 4.4 | 4.4 | 4.2 |
| Ability to lead others | 3.7 | 4.2 | 4.1 | 4.0 |
| Ability to conduct worship/liturgy | 3.8 | 4.0 | 4.5 | 3.8 |
| Ability in pastoral counseling | 3.7 | 3.6 | 3.4 | 3.9 |
| Ability to administer a parish | 2.9 | 3.2 | 3.4 | 3.5 |

| ATS Graduating Students Questionnaire. | VST Grads 2018-19 | VST Grads 2019-20 | VST Grads 2020-21 | All Theological Schools in Canada |
|--|--------------------------|--------------------------|--------------------------|--|
| Knowledge of Christian philosophy and ethics | 3.9 | 4.0 | 3.8 | 4.0 |
| Ability to think theologically | 4.2 | 4.5 | 4.3 | 4.5 |
| Ability to interact effectively with those of religious traditions other than my own | 4.0 | 4.5 | 4.4 | 4.0 |
| Individuals of other faith traditions have been respected | 4.1 | 3.9 | 4.6 | 4.5 |
| Ability to interact effectively with those from cultural and racial/ethnic contexts other than my own | 4.0 | 4.2 | 4.4 | 4.0 |
| At VST we commit to inspiring lives of Christian discipleship within and outside our community. On a scale of 1-5, how would you rate the effectiveness of VST in fulfilling this commitment? | | | | |
| % of those who answered "effective" or "very effective" | 74% | 70.3% | 76.1% | n/a |
| Is the commitment, as outlined in the previous question, important in the work you see yourself doing? | 74.1% | 92.3% | 95.2% | n/a |
| ATS measures related to this goal. <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> | | | | |
| My faith is stronger than when I came | 3.8 | 4.2 | 4.1 | 4.5 |
| Ability to live one's faith in daily life | 3.9 | 3.8 | 4.0 | 3.8 |

| | | | | |
|---|--------------|--------------|--------------|------------|
| I have been able to integrate the theology and practice of ministry | 4.1 | 4.5 | 4.3 | 4.5 |
| AT VST we commit to encouraging prophetic speech and just action for the love and welfare of creation. On a scale of 1-5, how would you rate the effectiveness of VST in fulfilling this commitment? | | | | |
| % of those who answered "effective" or "very effective" | 70.3% | 59.2% | 61.9% | n/a |
| Is the commitment, as outlined in the previous question, important in the work you see yourself doing? | 89.9% | 92.6% | 90.5% | n/a |
| ATS measures related to this goal. How would you rate the effectiveness of VST in developing your aptitude and skills in the following areas? (1=not at all effective; 5=very effective) | | | | |
| Empathy for the poor and oppressed | 4.0 | 3.7 | 4.1 | |
| Concern about social justice | 3.8 | 3.9 | 4.2 | |
| Insight into troubles of others | 4.0 | 3.7 | 4.0 | |
| Ability to relate social issues to faith | 4.1 | 4.2 | 4.3 | 4.2 |
| Ability to integrate ecological concerns into theology and ministry | 3.9 | 4.1 | 3.9 | 3.8 |

| | | | | |
|---|--------------|--------------|--------------|------------|
| At VST we commit to respect for the dignity of every person. On a scale of 1-5, how would you rate the effectiveness of VST in fulfilling this commitment? | | | | |
| % of those who answered "effective" or "very effective" | 81.5% | 70.3% | 76.2% | n/a |
| Is the commitment, as outlined in the previous question, important in the work you see yourself doing? | 92.6% | 96.3% | 100% | n/a |
| ATS measures related to this goal. How would you rate the effectiveness of VST in the following areas? (1=not at all effective; 5=very effective) | | | | |
| My personal faith has been respected | 4.1 | 4.1 | 4.7 | |
| Individuals of other faith traditions have been respected | 4.1 | 3.9 | 4.6 | |
| The school community was diverse and inclusive | 4.1 | 4.0 | 4.6 | |
| I have felt accepted within this school community | 4.0 | 4.2 | 4.5 | |
| The faculty were supportive and understanding | 4.3 | 4.6 | 4.7 | |