

St. Stephen's College

Statement of Educational Effectiveness

November 2022



St. Stephen's College

At St. Stephen's College, Educational Effectiveness is quantified using measures arising from internal data gathering, and which are reported on annually for surveys created by the Association of Theological Schools (ATS). The quality of the educational experience as well as the effectiveness of the entire institution is of paramount importance to faculty and staff in providing an educational experience that is highly valued by students. Opportunities for student engagement in the program, with the faculty, and with other students are fostered while on campus and online.

Program Learning Outcomes:

Doctor of Ministry (DMin): Through their engagement with the program and one another, DMin students will find opportunity to:

- Deepen their current professional experience
- Build on previously acquired academic skills
- Integrate personal and spiritual growth
- Enhance their ability to do independent research with the support of a team of advisors
- Develop an advanced understanding of ministry in relation to various disciplines, and
- Contribute to the understanding and practice of ministry through the completion of a DMin doctoral level project.

- ❖ **DMin Supervisory Education Specialization:** As a result of completing this specialization, students will gain:
 - Advanced understanding of the nature and purposes of spiritual care and psycho-spiritual therapy supervision
 - In-depth knowledge of, and practical experience with, the five identified CASC/ACSS Supervisory Competencies
 - Ability to integrate theological reflection, spiritual and educational assessment, and the safe and effective use of self in the supervision of spiritual care and/or psycho-spiritual therapy students, and
 - New knowledge pertaining to spiritual care and psycho-spiritual therapy supervision.

Master of Theological Studies (MTS): Students who complete the MTS will:

- Demonstrate a growing capacity to honour and engage differences in individuals, communities, and social issues
- Have an increased capacity for spiritual and theological reflection
- Be



able to articulate how leadership engages diverse faith commitments, and • Have demonstrated a capacity for critical thought and cogent communication.

- ❖ **MTS Faith And Culture Specialization:** In addition to the core MTS learning objectives, students who complete the MTS-FC will: • Have deepened their appreciation of diverse expressions of human spiritual awareness.
- ❖ **MTS Spiritual Care Specialization:** In addition to the core MTS learning objectives, students who complete the MTS-SC will: • Be able to demonstrate skills for professional spiritual care in ways that honour and engage diverse faith commitments and worldviews, and • Demonstrate disciplines for self-knowledge and selfcare.
- ❖ **MTS Contemplation, the Arts, and Social Engagement Specialization:** In addition to the core MTS learning objectives, students who complete the MTS-CASE will: • Demonstrate a growing capacity to connect art to contemplative practices and social engagement, and • Be able to articulate how the wholeness of body, mind, and spirit has been understood within various traditions and/or worldviews.

Master of Psychotherapy and Spirituality (MPS): The primary educational goals for the MPS program include: • Developing a mature professional identity as a psychotherapist • Developing competence in the delivery of counselling and psychotherapy by understanding counselling history, theory, and intervention, and applying these to counselling practice • Integrating psychotherapy and spirituality into professional practice • Growing in capacity for critical reflective practice • Approaching diverse lived experiences with humility, and • Engaging in an ongoing process of spiritual discovery.

- ❖ **MPS Art Therapy Specialization:** In addition to the core MPS learning objectives, MPS-AT students will: • Develop competence in the delivery of art therapy by understanding art therapy history, theory, and intervention, and applying both of these to art therapy practice, and • Recognize the inherently spiritual nature of creative practice.



Profile Data

Application and Admission Rates												
<i>Refers to the total number of applicants and admitted students each year</i>												
	2019			2020			2021			2022		
	Apps (#)	Admit. (#)	Admit. (%)	Apps (#)	Admit. (#)	Admit. (%)	Apps (#)	Admit. (#)	Admit. (%)	Apps (#)	Admit. (#)	Admit. (%)
DMin	3	3	100%	3	2	66%	7	5	71%	3	1	33%
MTS	4	4	100%	2	1	50%	3	3	100%	1	1	100%
MPS	13	9	70%	13	10	77%	17	12	71%	12	8	67%

Time to Completion (drawn from ATS reports)												
<i>Refers to the total number of years it took each graduating student to complete their program</i>												
	2019			2020			2021			2022		
	DMin	MTS	MPS	DMin	MTS	MPS	DMin	MTS	MPS	DMin	MTS	MPS
<2 years	-	-	-	-	-	-	-	-	-	-	-	-
2 to < 3 years	-	-	1	-	-	-	-	-	-	-	1	1
3 to < 4 years	-	-	4	-	-	2	-	-	1	-	1	4
4 to < 5 years	-	1	1	-	-	3	-	-	-	-	-	5
5 to < 6 years	-	1	-	-	-	2	-	-	3	1	-	-
6+ years	3	1	3	-	-	4	-	1	1	1	-	1
Total	3	3	9	NA*	NA*	11	NA*	1	5	2	2	11

* No Graduates



Summary of Course Evaluation (2020–2021)

*Aggregate Summary of all Course Evaluations (n=26; 5-point Likert Scale)
(note: all courses delivered in remote, online format due to the pandemic)*

Evaluation Part I <i>(at end of instructional period)</i>	The goals and objectives of the course were clear.	4.7
	The course description was consistent with my experience.	4.7
	In-class time was used effectively.	4.4
	Course materials were relevant.	4.8
	I am motivated to learn more about these subject areas.	4.7
	I increased my knowledge of the subject area in this course.	4.7
	I felt like I was part of a learning community.	4.7
	Overall, the quality of the course content was excellent.	4.7
	The instructor communicated effectively.	4.7
	The instructor was well prepared.	4.8
	The instructor treated the students with respect.	4.8
	The instructor provided constructive feedback.	4.7
	The instructor provided timely feedback.	4.7
	The instructor welcomed a diversity of perspectives.	4.8
	The instructor used multiple modes of communication.	4.5
Overall, this instructor was excellent.	4.7	
Evaluation Part II <i>(after final assessment)</i>	Final assignment(s) were relevant.	4.8
	The instructor provided constructive feedback on the final assignment.	4.8
	The instructor provided timely feedback on the final assignment.	4.5
	Overall, the final course assignment enhanced my learning in this course.	4.9



Graduate Placement Rates by Category (drawn from ATS reports) <i>Refers to graduate placement rates, at the time of graduation, as reported by graduates</i>				
		2019	2020*	2021**
DMin	Vocational	100%	-	-
	Non-vocational	-	-	-
	Further Study	-	-	-
	Seeking Placement	-	-	-
	Other	-	-	-
	Unknown	-	-	-
MTS	Vocational	100%	-	-
	Non-vocational	-	-	100%
	Further Study			
	Seeking Placement			
	Other	-	-	-
	Unknown	-	-	-
MPS	Vocational	67%	82%	80%
	Non-vocational	11%	-	-
	Further Study	11%	-	-
	Seeking Placement	11%	-	20%
	Other	-	-	-
	Unknown	-	18%	-

* No DMin or MTS Graduates in 2020.

** No DMin Graduates in 2021

Average Class Size <i>Refers to the average number of students per course in each year</i>					
		2017–2018	2018–2019	2019–2020	2020–2021
College Wide	Across all Degree Programs	8.4	7.0	7.4	7.6
Department Specific	Dept. Theology	9.1	7.2	6.2	6.6
	Dept. Psychotherapy and Spirituality	8.3	7.3	7.7	8.2