

Statement of Educational Effectiveness

ACTS Seminaries, Trinity Western University

Version: October, 2012

Our accrediting body, the Association of Theological Schools in the United States and Canada, holds its members to very high standards in every area of seminary life and ministry. As a result, the fact that ACTS maintains ATS accreditation in good standing is a strong indicator of the quality of our faculty, our programs, and the whole structure that supports them.

In addition to the accountability and resources services it provides, ATS safeguards reputation of the seminary community from the damage that could otherwise be created by schools that advertise themselves as legitimate seminaries but offer poor quality programs, granting credit without requiring the appropriate effort and learning that should accompany it, or selling degrees that do not help students to achieve goals or lead to appropriate ministry and career objectives.

As part of this safeguarding function, ATS requires all member schools to disclose information on educational effectiveness, showing in practical terms that our students are really getting what they pay for. In compliance with this expectation, this document summarizes representative data on educational effectiveness for the ACTS Seminaries of Trinity Western University. The information included here is drawn from several sources: standardized graduating student and alumni questionnaires (used by many ATS schools); statistical data from our registrar's office, and program specific research on current and former students. The data is presented in 3 sections, relating to student success within degree programs, indicators of effectiveness that emerge at graduation, and indicators of effectiveness from alumni.

What follows is only a very small part of the total picture of a student's educational experience at ACTS. The best indicator of campus life is always to talk with actual students and alumni, and to visit campus personally. Nevertheless, we are happy to publish this information as part of our commitment to institutional transparency, accountability, quality of programming, and good stewardship of the educational ministry God has given us.

Ken Radant,

ACTS Principal and Academic Dean
Fall, 2012

1 Patterns of student success within degree programs

All ACTS degree programs are carefully designed to accomplish specific learning outcomes that will be helpful to the student and appropriate to the degree. Student success and completion rates in their programs reflect ongoing faculty assessment of students' growth with respect to those learning outcomes. Appropriate differentiation in the data (eg: a proper range of grades, context-appropriate program length to graduation, etc.) shows that students and faculty are taking the work and the review process seriously.

1.1 Grade distribution at ACTS – 2007-2011

	A+	A	A-	B+	B	B-	C+	C	C-	F
Doctor of Ministry	2%	30%	31%	20%	10%	3%	0%	0%	0%	3%
Master of Theology	3%	18%	32%	24%	10%	5%	3%	1%	3%	1%
Master of Theological Studies	2%	31%	33%	21%	6%	1%	1%	0%	1%	3%
Master of Divinity	3%	18%	26%	23%	14%	6%	3%	1%	1%	4%
Master of Arts in Christian Studies	2%	16%	25%	25%	17%	6%	3%	1%	1%	3%
MACS (Worldview Studies Korean)	4%	18%	27%	25%	14%	7%	1%	2%	1%	1%
Master of Cross-Cultural Ministry	2%	23%	27%	20%	12%	3%	5%	1%	0%	3%
Master of Arts - Marriage and Family Therapy	14%	31%	22%	16%	10%	4%	0%	0%	0%	2%
Master of Counseling	14%	33%	20%	18%	9%	4%	1%	1%	0%	2%
Master of Applied Linguistics and Exegesis	7%	31%	29%	18%	8%	4%	1%	0%	1%	1%
Diploma	1%	11%	23%	24%	16%	4%	1%	3%	2%	13%
Diploma (Worldview Studies Korean)	5%	12%	24%	26%	16%	7%	3%	2%	2%	3%
Non Degree	2%	15%	19%	19%	13%	4%	0%	2%	1%	9%
All degrees	5%	22%	25%	22%	13%	5%	2%	1%	1%	3%

1.2 Degree completion rates – 2001-2007

(Rates are calculated by number of students admitted per calendar year versus number who have subsequently graduated out of that entering class.)

Completion among all entering students

	Total		
	entering	grads	
Doctor of Ministry	42	21	50%
Master of Theology	3	0	0%
Master of Theological Studies	46	14	30%
Master of Divinity	109	50	46%
Master of Arts in Christian Studies	224	124	55%
MACS (Worldview Studies Korean)	42	10	24%
Master of Cross-Cultural Ministry	38	14	37%
Master of Counseling	69	49	71%
Master of Arts - Marriage and Family Therapy	20	9	45%
Master of Applied Linguistics and Exegesis	102	65	64%
Diploma	44	14	32%
Diploma (Worldview Studies Korean)	68	39	57%
Grand Total	807	409	51%

Completion among students who have done 24 or more credits

	Total		
	entering	grads	
Doctor of Ministry	34	21	62%
Master of Theology	3	0	0%
Master of Theological Studies	39	14	36%
Master of Divinity	76	50	66%
Master of Arts in Christian Studies	159	124	78%
MACS (Worldview Studies Korean)	29	10	34%
Master of Cross-Cultural Ministry	25	14	56%
Master of Arts - Marriage and Family Therapy	55	49	89%
Master of Counseling	19	9	47%
Master of Applied Linguistics and Exegesis	83	65	78%
Diploma	17	14	82%
Diploma (Worldview Studies Korean)	45	39	87%
Grand Total	584	409	70%

1.3 Average length of time to graduation, by program (in years)

(Note that a majority of ACTS students study part-time alongside employment and/or substantial ministry involvement.)

Master of Theological Studies	4.8
Master of Divinity	4.5
Master of Arts in Christian Studies	4.0
MACS (Worldview Studies Korean)	2.0
Master of Cross-Cultural Ministry	3.4
Master of Arts - Marriage and Family Therapy	3.0
Master of Counseling	3.3
Master of Applied Linguistics and Exegesis	2.8
Diploma	3.1
Diploma (Worldview Studies Korean)	2.0

2 Indicators of effectiveness at graduation

Students' ability to complete all program requirements successfully should be an indicator that their degree program has equipped them with the resources to pass evaluations that they otherwise would not pass. In a number of ACTS programs, this process is augmented by a final summative assignment designed to showcase both the specific skills developed through the program and the student's capacity to integrate the many program dimensions in a practical way. Thus, MTh and MTS students and some MLE and MACM students write a thesis as the capstone to their degree. MACS students have a final Graduating Project. The MAMFT program concludes with an intensive, closely reviewed practicum and internship sequence.

ACTS also gathers data on students' perception of their educational experience from as many graduates as possible each year. Though this data is colored somewhat by the collective personality of each graduating class, it gives a window into many dimensions of the ACTS student experience. Special attention is given to matters of educational cost and perceived value-for-cost.

2.1 Educational debt incurred while at seminary (GSQ 7-8)

All respondents

	2008	2009	2010	2011	2012	2008-12
none	59%	70%	58%	52%	52%	58%
less than \$10k	14%	16%	18%	15%	15%	15%
\$10-20k	17%	0%	11%	15%	15%	12%
\$20-30k	3%	11%	7%	4%	7%	6%
\$30-40k	3%	3%	4%	7%	0%	4%
\$40k +	3%	0%	2%	7%	11%	5%

Full-time students only

	2008	2009	2010	2011	2012	2008-12
none	47%	61%	50%	44%	43%	49%
less than \$10k	11%	22%	21%	17%	19%	18%
\$10-20k	26%	0%	11%	11%	14%	12%
\$20-30k	5%	13%	11%	6%	10%	9%
\$30-40k	5%	4%	4%	11%	0%	5%
\$40k +	5%	0%	4%	11%	14%	7%

2.2 Student work patterns while studying at ACTS (GSQ 10)

(For many the “paying job” described is a church or parachurch-based ministry role.)

	2008	2009	2010	2011	2012	2008-12
no paying job	29%	21%	29%	37%	31%	29%
less than 10	10%	16%	13%	7%	21%	13%
10-15	19%	3%	16%	10%	10%	12%
16-20	16%	16%	2%	7%	3%	9%
more than 20	26%	45%	40%	40%	34%	37%

2.3 Measures of personal/spiritual growth through the seminary program (GSQ 12)

	2008	2009	2010	2011	2012	2008-12
Empathy for the poor and oppressed	3.6	3.6	3.8	3.6	3.9	3.7
Ability to pray	3.5	3.4	3.6	3.5	3.8	3.6
Concern about social justice	3.5	3.6	3.8	3.5	3.8	3.6
Enthusiasm for learning	3.7	4.2	4.1	4.2	3.9	4.0
Insight into the troubles of others	3.8	3.8	4.2	3.9	4.0	3.9
Desire to become an authority in my field	3.5	3.8	3.9	4.2	3.8	3.8
Trust in God	4.1	4.1	4.3	4.2	4.3	4.2
Self-discipline and focus	3.9	4.0	4.1	4.0	4.0	4.0
Respect for other religious traditions	3.9	3.8	4.0	4.1	3.9	3.9
Respect for my own religious tradition	3.9	3.8	4.1	4.2	3.7	3.9
Ability to live my faith in daily life	3.7	3.8	4.0	4.1	3.9	3.9
Clarity of vocational goals	3.7	3.9	3.9	4.0	3.9	3.9
Self-confidence	3.8	4.0	3.9	4.0	4.1	4.0
Self-knowledge	3.9	4.2	4.2	4.3	4.2	4.2
Strength of spiritual life	3.7	4.0	4.0	4.1	4.0	4.0
All categories	3.7	3.9	4.0	4.0	3.9	3.9

1	Much weaker
2	weaker
3	About the same
4	stronger
5	much stronger

2.4 Student satisfaction with progress in skills related to their future work/ministry (GSQ 13)

	2008	2009	2010	2011	2012	2008-12
Ability to preach well	3.9	3.6	3.8	3.7	3.9	3.8
Ability to use and interpret Scripture	4.1	4.2	4.0	4.4	4.2	4.2
Knowledge of church policy	3.3	3.2	3.2	3.7	3.4	3.4
Ability to give spiritual direction	3.8	3.9	4.0	4.0	3.9	3.9
Ability to teach well	3.7	4.0	4.1	4.1	4.1	4.0
Knowledge of church doctrine/history	3.5	3.6	3.9	3.9	4.0	3.8
Ability to lead others	4.0	3.9	4.0	4.0	4.1	4.0
Ability to conduct worship	3.8	3.2	3.3	3.6	3.7	3.5
Knowledge of other religious traditions	3.8	3.5	3.6	3.8	3.9	3.7
Knowledge of my own religious tradition	3.7	3.8	4.1	4.2	4.2	4.0
Ability to relate social issues to faith	3.7	3.7	4.0	4.0	4.2	3.9
Ability in pastoral counseling	3.7	3.5	4.0	4.0	4.0	3.8
Ability to administer a parish	3.3	3.3	3.1	3.6	3.6	3.4
Knowledge of Christian philosophy/ethics	3.7	3.7	3.6	4.1	4.0	3.8
Ability to think theologically	4.2	4.3	4.3	4.1	4.4	4.2
overall averages	3.7	3.7	3.8	3.9	4.0	3.8

1	Very dissatisfied
2	Dissatisfied
3	Neutral
4	Satisfied
5	Very satisfied

2.5 Grade distribution for summative projects: theses, etc. – 2007-2011

	A+	A	A-	B+	B	B-	C+	F	P	W
DMN dissertation/project grades	0%	23%	37%	35%	2%	0%	0%	0%	2%	0%
Grad Essay/Project grades	4%	21%	24%	26%	12%	7%	4%	1%	0%	2%
MTS/MTh Thesis grades	0%	32%	36%	24%	0%	0%	0%	0%	0%	8%

2.6 Student perspective on field education / internship experience (where applicable) (GSQ 16)

	2008	2009	2010	2011	2012	2008-12
Unimportant	0%	4%	0%	7%	0%	2%
Of little importance	12%	0%	8%	0%	6%	5%
Somewhat important	24%	25%	8%	14%	0%	14%
Important	12%	33%	21%	14%	38%	24%
Very Important	53%	38%	63%	64%	56%	55%

2.7 Student satisfaction with ACTS services and academic resources (GSQ 18)

	2008	2009	2010	2011	2012	2008-12
Accessibility of faculty	4.2	3.9	4.2	4.0	3.9	4.0
Quality of teaching	4.2	4.2	4.4	4.4	4.1	4.3
class size	4.5	4.4	4.4	4.6	3.9	4.4
Ease in scheduling required courses	3.5	3.7	3.8	4.0	3.3	3.7
Writing/research support	3.8	3.7	3.9	3.8	3.7	3.8
Online / off campus learning	3.6	3.5	3.7	3.7	3.4	3.6
Adequacy of library collection	3.9	3.4	3.8	4.2	4.2	3.9
Helpfulness of admin/support staff	4.1	3.8	4.2	4.4	3.7	4.0
Academic advising	3.7	3.5	4.1	4.0	3.8	3.8
Spiritual formation	3.6	3.7	3.8	3.8	3.6	3.7
Career/vocational counseling	3.1	2.9	3.3	3.4	3.1	3.2
Pastoral care	3.3	3.3	3.4	3.5	3.3	3.4
Placement services	3.1	2.7	2.9	3.0	2.9	2.9
Financial aid	3.7	3.5	3.5	3.4	3.3	3.5
Upkeep of campus	3.7	3.7	3.9	4.2	3.8	3.9
Overall Average	3.7	3.6	3.8	3.9	3.6	3.7

1	Very dissatisfied
2	Dissatisfied
3	Neutral
4	Satisfied
5	Very satisfied

2.8 Overall student experience during the theological program (GSQ 19)

	2008	2009	2010	2011	2012	2008-12
I have been satisfied with my academic experience	4.4	4.2	4.6	4.5	4.0	4.3
Field education/internship has been helpful	4.0	3.5	3.8	3.6	3.8	3.7
Faculty were supportive, understanding	4.5	4.2	4.6	4.4	4.0	4.3
I felt accepted in this school community	4.3	4.0	4.4	4.4	3.9	4.2
I have grown spiritually	4.3	4.1	4.5	4.4	4.1	4.3
My faith is stronger than when I came	4.1	4.1	4.3	4.5	4.0	4.2
My personal faith has been respected	4.3	4.1	4.4	4.5	4.0	4.3
I know at least one faculty member well	4.3	4.0	4.2	4.2	3.8	4.1
I have been able to integrate theology and ministry practice	4.0	4.1	4.2	4.2	4.2	4.1
The school has tried to be an inclusive community	4.2	3.9	4.3	4.4	4.0	4.2
I have come to know students from other ethnic groups	4.5	4.1	4.4	4.4	3.5	4.2
I have made good friends here	4.2	3.9	4.0	4.2	3.4	3.9
Seminary was a good experience for my spouse/family	3.9	3.5	3.5	3.8	3.3	3.6
I have been able to manage financially	4.1	3.7	3.4	3.6	3.3	3.6
If I had to do it all over, I would still come here	4.4	4.1	4.5	4.3	4.1	4.3
Overall Average	4.2	4.0	4.2	4.2	3.8	4.1

1	Strongly disagree
2	disagree
3	Neutral
4	Agree
5	Strongly agree

3 Indicators of effectiveness from alumni

Data on the perceptions and accomplishments of alumni is always more difficult to obtain, and so it is inevitably less complete. ACTS seeks to gather feedback from alumni and to track their post-graduation ministry wherever possible. We are especially interested in their placement in appropriate ministry positions and more advanced academic programs, and in their effectiveness and sustainability in those settings. We are concerned about their perceptions of the costs and benefits of theological education over time since graduation, as well.

3.1 **Percentage of alumni respondents involved in further study after ACTS degree (AQ 4)**

This is of particular importance to thesis students who have interest in PhD work and careers in academic ministry.

	Grad 05	Grad 06	Grad 07
No further education	11.0	13.0	23.0
Subsequent degree in progress	0.0	3.0	1.0
Subsequent degree completed	0.0	3.0	3.0
Percent of respondents doing further study	0%	32%	15%

3.2 **Perceived adequacy of finances through ministry-related employment after graduation (AQ 6)**

	2005	2006	2007	2005-07
Very adequate	27%	32%	31%	30%
adequate	55%	42%	56%	51%
inadequate	18%	26%	6%	17%
Very inadequate	0%	0%	6%	2%

3.3 **Percentage of alumni respondents who have been denominationally licensed or ordained (AQ 8)**

	Grad 05	Grad 06	Grad 07	2005-07
Percentage of respondents who have been licensed or ordained	45%	53%	44%	48%

3.4 First professional position after graduation (AQ 10)

	Grad 05	Grad 06	Grad 07	2005-07
Ministry - same congregation as pre-grad	38%	28%	29%	32%
Ministry - new congregation	25%	22%	12%	20%
Other ministry	38%	39%	35%	37%
Higher education ministry	0%	6%	12%	6%
Further study	0%	0%	0%	0%
Home-making, childcare	0%	0%	0%	0%
Other	0%	6%	12%	6%
Overall % in professional ministry	100%	89%	76%	88%
Overall % academic	0%	7%	13%	7%

3.5 Length of time to obtain first paid professional ministry position (AQ 11)

	Grad 05	Grad 06	Grad 07	2005-07
Working at graduation	63%	67%	53%	61%
Less than 6 months	25%	11%	29%	22%
6 months to 1 year	13%	22%	0%	12%
1 to 2 years	0%	0%	6%	2%
Longer than 2 years	0%	0%	12%	4%

3.6 Second professional position after graduation, if applicable (AQ 13)

	Grad 05	Grad 06	Grad 07	2005-07
Congregational ministry	25%	57%	71%	51%
Other ministry	50%	43%	14%	36%
Higher education ministry	0%	0%	0%	0%
Further study	0%	0%	0%	0%
Home-making, childcare	0%	0%	0%	0%
Other	25%	0%	14%	13%
Overall % in professional ministry	75%	100%	86%	87%
Overall % academic	0%	0%	0%	0%

3.7 Average level of satisfaction with ability to use skills, talents in current ministry position (AQ 19)

	Grad 05	Grad 06	Grad 07	2005-07
Currently Working in Congregation	4.3	4.1	4.5	4.3
Currently Not Working in Congregation	4.5	4.3	3.9	4.2
Average of all	4.4	4.2	4.2	4.3

1	Strongly disagree
2	disagree
3	Undecided
4	Agree
5	Strongly Agree

3.8 Perceived effectiveness of theological education in 4 standard areas of focus (AQ 21)

These areas of focus are broadly used by ATS to capture major dimensions of a program of theological education.

	Grad 05	Grad 06	Grad 07	2005-07
Understanding of religious heritage	3.5	3.3	3.3	3.4
Understanding cultural context of ministry	3.2	3.3	3.1	3.2
Development in personal/spiritual formation	3.1	3.4	3.1	3.2
Capacity for ministry, public leadership	3.2	3.5	3.2	3.3

1	Very ineffective
2	Ineffective
3	Effective
4	Very effective

3.9 Respondents’ overall perception of how well their theological education prepared them for their current work/ministry. (AQ 24)

	Grad 05	Grad 06	Grad 07	2005-07
Currently working in congregation	3.3	3.0	3.3	3.2
Currently not working in congregation	3.3	3.3	3.1	3.2
All respondents	3.3	3.2	3.2	3.2

1	Very inadequately
2	Lacking in key areas
3	Very well in some areas, lacking in others
4	Very well