



Association of Theological Schools (ATS) reporting requirements

STATEMENT OF EDUCATIONAL EFFECTIVENESS

Graduating Class of 2024

Each ATS member seminary is required to post a brief annual public statement of educational effectiveness, including some of the data taken from the annual ATS report that each member school submits at the end of the calendar year.

Demographics, Class of 2024

- 18 students graduated.
- 17 MDiv degrees were awarded.
- 1 MASC degree was awarded.
- 11 Unitarian Universalists
- 7 Non-Unitarian Universalists
- 17 White, non-Hispanic
- 1 BIPOC
- 0 Unknown
- 11 Women
- 2 Men
- 5 Non-Binary

Number of years to complete degree

Years	MDiv	MASC
<2 years	0	1
2 - <3	1	0
3 - <4	6	0
4 - <5	4	0
5 - <6	1	0
6+	5	0

Graduation Rate

Graduation rate is calculated by identifying the number of MDiv students who entered the program six years ago this fall (entered in fall 2018) and the number of MASC students who entered the program four years ago this fall (entered in fall 2020). Then we identify the number of individual students from that group who have since graduated. This is the graduation rate.

MDiv	73%	15 students entered in 2018. Of this group, 11 have graduated.
MASC	100%	0 students entered in 2020. Of this group, 0 have graduated.

Placement after Graduation

An important part of a school's effectiveness is following students after their graduation to see if receiving a degree made a difference in whether they were achieving their placement goals. ATS requires us to report these figures annually. These results are from the past five years.

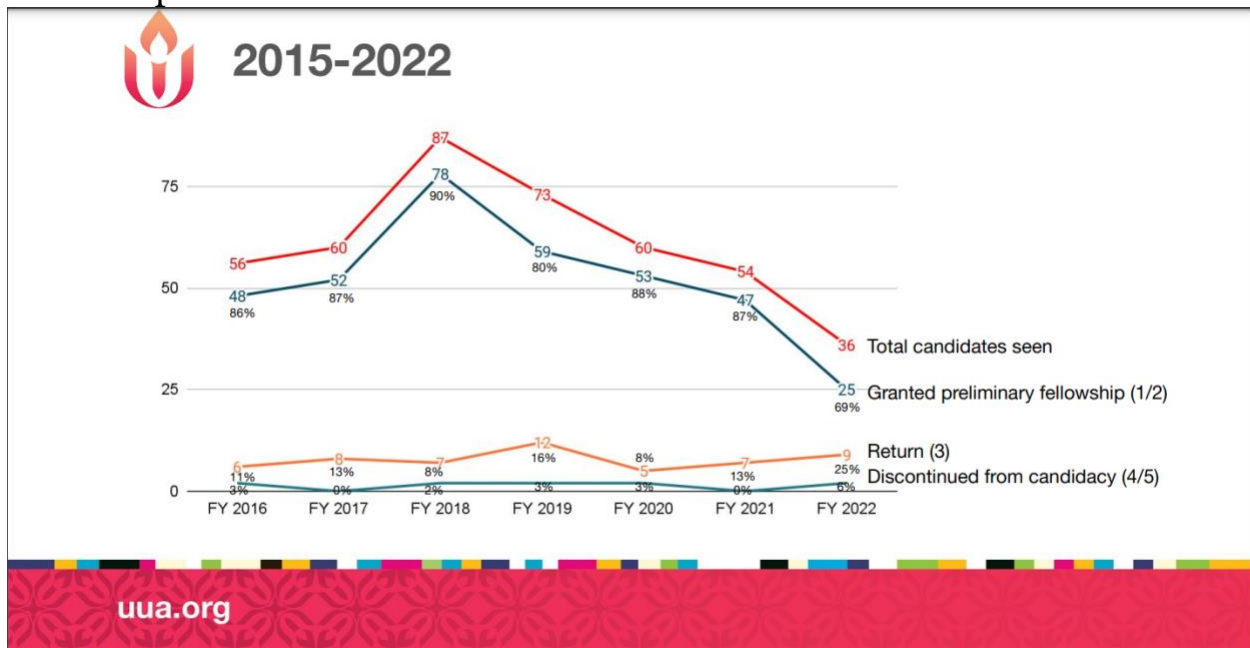
Postgraduate Placement (ATS categories)	2019	2020	2021	2022	2023	2024
Number of graduating students	17	18	22	19	18	18
Vocational placement	65%	45%	86%	95%	89%	72%
<u>Further study (includes CPE/internship)</u>	<u>12%</u>	<u>28%</u>	<u>5%</u>	<u>0</u>	<u>11%</u>	<u>28%</u>
These two categories are "Positive Placement" for ATS.	77%	73%	91%	95%	100%	100%

Unitarian Universalist Ministerial Fellowship Committee (MFC)

We are a Unitarian Universalist seminary, and so we report about our graduates' success in passing the MFC ordination interview. The MFC reports results to us (we are not given names or other identifying characteristics – only that a ministerial candidate graduated from our school). The MFC ranks candidates from 1 through 3. Receiving a grade of 1 indicates that they have passed immediately. Category 2 means that the candidate still has some work to do and needs to complete the assigned work and possibly reappear before the MFC. Category 3 means that the candidate has some serious deficits.

Calendar year	2020	2021	2022	2023	2024
Number of SKSM graduates appearing	8	9	10	6	6
Successful pass (category 1)	7	8	7	1	4
Must complete additional work (category 2)	1	1	3	3	2
Serious deficits (category 3)	0	0	0	2	0

2023 Note: While numbers of candidates appearing before the MFC have decreased, the number of candidates from Starr King School from the Ministry remained stable, even during the acute Covid pandemic. The year 2023 was an anomaly. In Fall 2023, Starr King launched the Unitarian Universalist Concentration, to support students who are candidates for fellowship as a UU minister.



Words from our Graduates

I chose SKSM for its large umbrella-- both as a place for me to show up wholly in my own person, as well as a place inclusive of so many faith traditions and pathways. Likewise, narrative evaluations were of tremendous interest to me-- I knew they would support my learning in far better ways than letter grades.

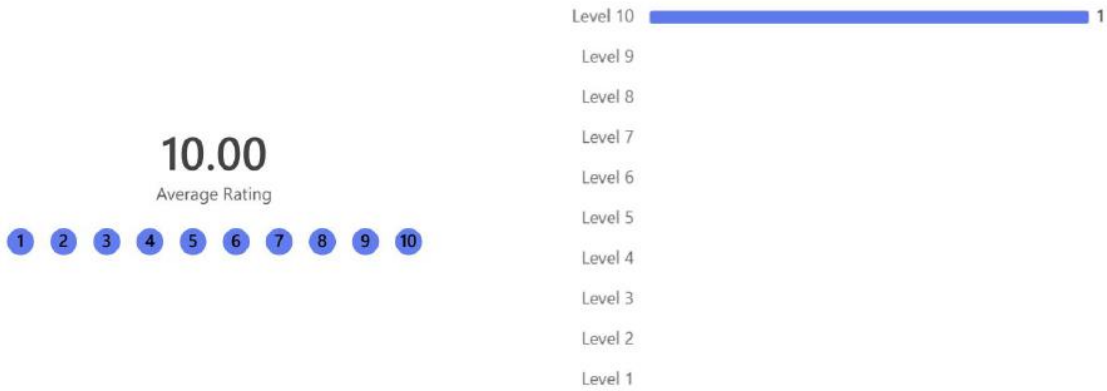
What I perhaps appreciate most about my SKSM education is the soft skills of ministry I learned. I've met colleagues from other seminaries who had "more rigorous" academic experiences, but lack the ability to slow down and sit with someone in crisis, or examine their own biases, or consider creative and counter-oppressive solutions to a problem. I feel well prepared to begin this next phase of my ministry, knowing I don't have to have all the answers and it's ok to ask lots of questions! Thank you!

SKSM provided me with the community and tools to show up more fully as myself in world that needs authentic and organic expression to heal. This education has been a great gift. Thank you!

Annual Satisfaction Surveys of Graduating Students

The MASC survey had 1/1 respondent.

1. My experience at SKSM enhanced my ability to understand thea/ological and ethical issues underlying efforts to address injustice and fos ter social change.



2. My experience at SKSM enhanced my ability to speak and write publicly on critical issues of our time in a contextually sensitive manner.



4. My experience at SKSM enhanced my ability to create rituals, programs, events in community, interfaith and organizational settings.



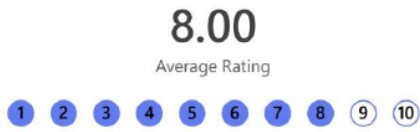
5. My experience at SKSM enhanced my ability to interpret sacred texts from several religious traditions in their historical and cultural context.



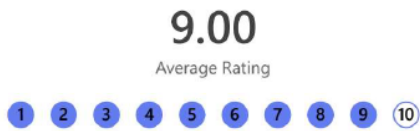
6. My experience at SKSM enhanced my ability to use sacred texts in spiritual care and social change settings.



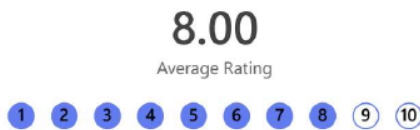
7. My experience at SKSM enhanced my ability to know my own religious tradition's history of dissent, religious tolerance, and interfaith engagement.



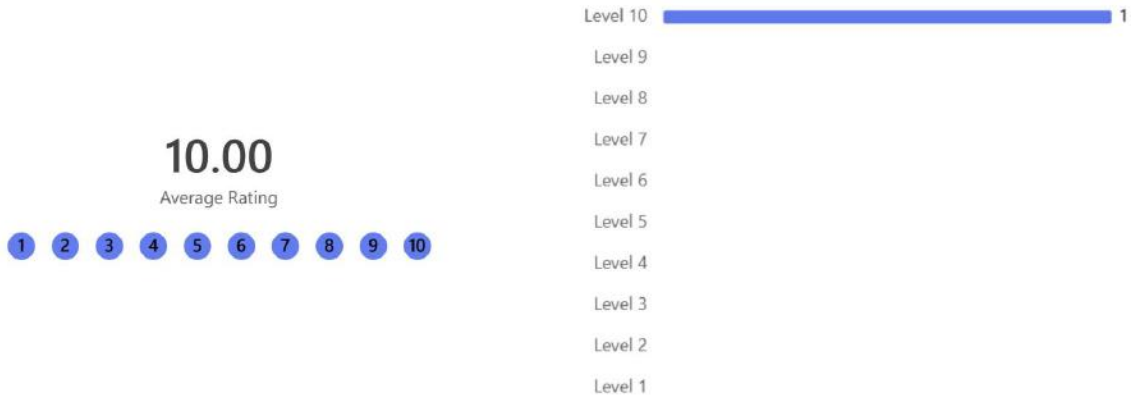
8. My experience at SKSM enhanced my capacity to work collaboratively in interfaith and ecumenical settings and activities.



9. My experience at SKSM enhanced my understanding of group dynamics, administration of organizations and the democratic process of shared leadership



10. My experience at SKSM enhanced my ability to articulate my own thea/ology and assist others in articulating their own thea/ologies.



11. My experience at SKSM helped me to develop personally sustaining spiritual practices.



12. My experience at SKSM enhanced my ability to facilitate the spiritual growth and activism of individuals and groups.



13. My experience at SKSM enhanced my ability to attend to the spiritual needs of people, organizations, and institutions experiencing crises or difficult times

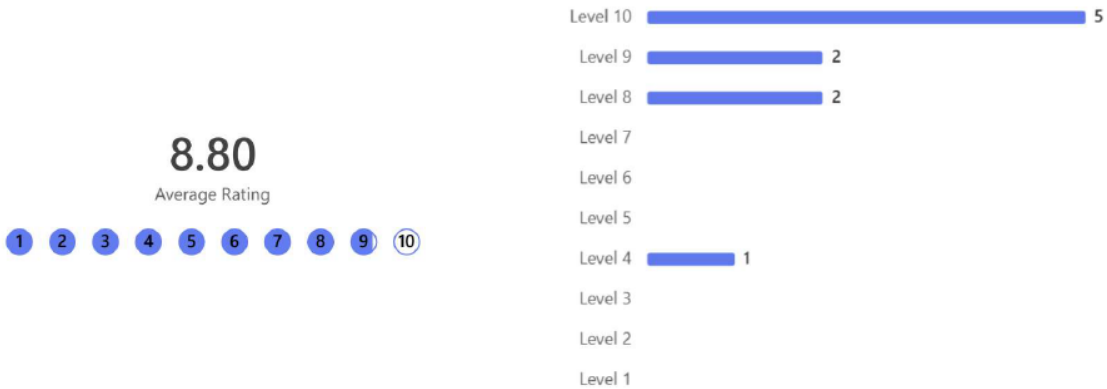


14. My experience at SKSM enhanced my ability to teach and foster learning in diverse settings using multi-faith and counter-oppressive methods.



The MDiv survey had 10/17 respondents.

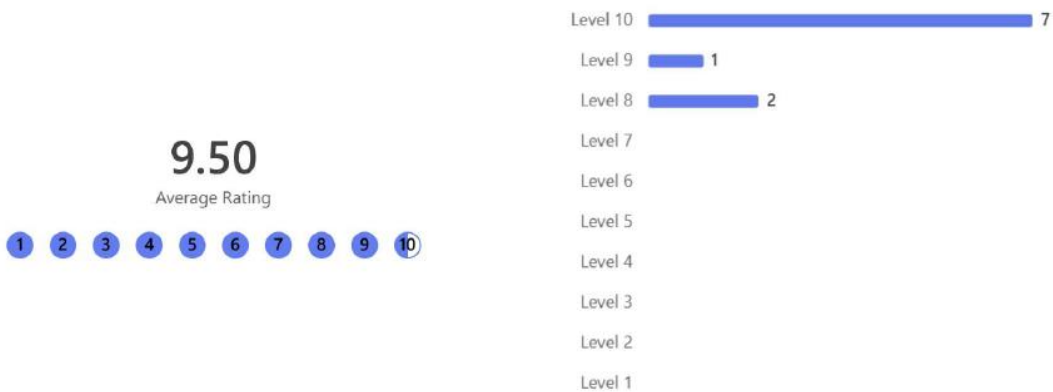
1. My experience at SKSM enhanced my understanding of theological and ethical issues inherent in life and work, and the practice of ministry.



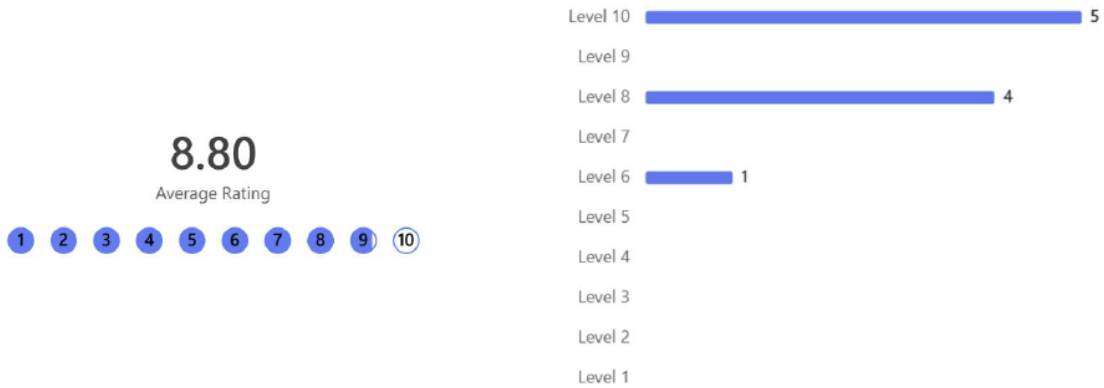
2. My experience at SKSM enhanced my ability to speak and write publicly on critical issues of our time in a contextually sensitive manner.



3. My experience at SKSM enhanced my ability to appreciate the role of ritual and the arts in the practice of ministry.



4. My experience at SKSM enhanced my ability to conduct rites of passage, create liturgy, and lead ritual.



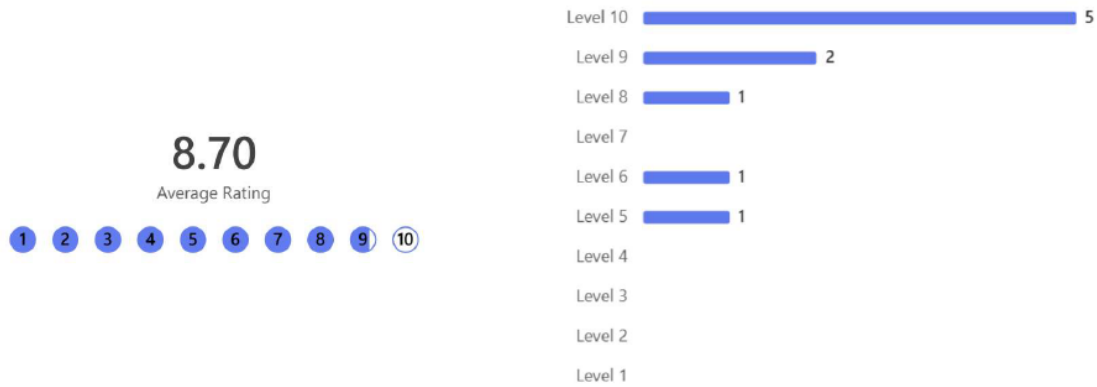
5. My experience at SKSM enhanced my ability to interpret sacred texts from several religious traditions in their historical and cultural context.



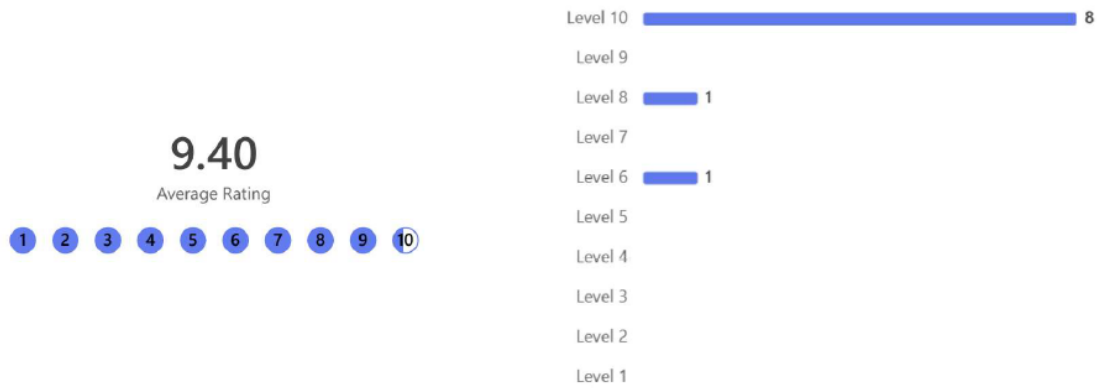
6. My experience at SKSM enhanced my ability to apply sacred texts to contemporary experience through preaching and public speaking.



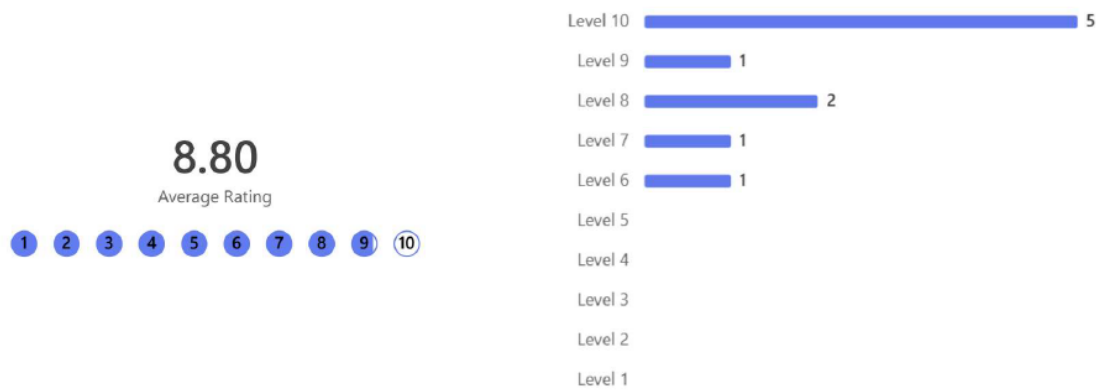
7. My experience at SKSM enhanced my knowledge of my own religious tradition within the historical context of religious tolerance, interfaith dialogue, and multireligious engagement.



8. My experience at SKSM enhanced my capacity to work collaboratively in interfaith and ecumenical settings and activities.



9. My experience at SKSM enhanced my understanding of group dynamics, administration of organizations and the democratic process of shared leadership



10. My experience at SKSM enhanced my ability to articulate my own thea/ology and assist others in articulating their own thea/ologies.



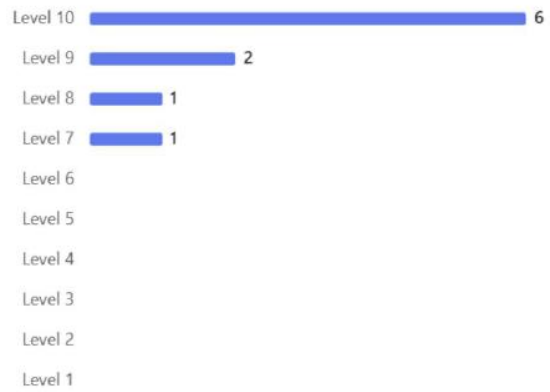
11. My experience at SKSM helped me to develop personally sustaining spiritual practices.



12. My experience at SKSM helped me develop my ability to guide individuals and congregations in their own spiritual growth, and to provide pastoral counseling across the life span.



13. My experience at SKSM helped me develop my ability to facilitate teaching and learning, alert to cultural contexts, learning styles, and age differences.



14. My experience at SKSM enhanced my ability to design and teach an adult education and/or graduate level class session on an anti-oppression topic and/or with an anti-oppressive component.

