

## **Annual Statement of Educational Effectiveness**

March 27, 2016

At Starr King School for the Ministry we evaluate our educational effectiveness by doing an annual review of our degree programs, analyzing how well our graduating students have achieved the learning outcomes that we have set for each degree program. Starr King's faculty assessment team oversees this review, which is then discussed by the faculty and reported to the Board of Trustees.

Starr King School for the Ministry has eight threshold areas for its Master of Divinity (MDiv) and Master of Arts for Social Change (MASC) degrees.

1. Life in Religious Community and Interfaith Engagement
2. Prophetic Witness and Work
3. Sacred Text and Interpretation
4. History of Dissenting Traditions and the Thea/ological Quest
5. Spiritual Practice and the Care of the Soul
6. Thea/ology in Culture and Context
7. Educating for Wholeness and Liberation
8. Embodied Wisdom and Beauty

Students achieve and demonstrate competency in these eight areas through a combination of coursework, field education, independent study, experiential learning, and special projects. We use direct measures to assess students' competency in each threshold area. Students petitioning to graduate submit portfolios of their work demonstrating proficiency in the eight areas.

In assessing our 2015 graduating class, outside readers (ordained clergy, but not Starr King faculty or staff) used specific faculty-created rubrics to score the students' portfolios (all students' identifying information was carefully removed from the portfolios that were given to readers). We used a five-point scale.

- Exceptional – no one could be expected to do better, inspiring.
- Good – exceeds expectations and also has room for growth.
- Average – Performance level one would reasonably expect.
- Below average – Does not meet expectations yet, demonstrates potential.
- Not observed – Achievement level not revealed in submitted materials.

2015 was the first year we used these outcome measures and rubrics, and we are continuing to use this methodology every year so that we will not only assess annual performance, but will also aggregate data over several years. Starr King's target is that at least 80 percent of graduating students' portfolio submissions are rated at least "average" by outside readers in each of the eight thresholds. To this end, we tallied and averaged the individual students' rubric scores using this scale: 5=exceptional, 4=good, 3=average, 2=below average, 0=not observed

### Our MDiv degree graduating students' performance

<u>2015 average score</u>	<u>Threshold area</u>
4.1	Life in Religious Community
3.6	Prophetic Witness and Work
3.8	Sacred Text and Interpretation
3.9	History of Dissenting Traditions
3.8	Spiritual Practice and Care of the Soul
4.1	Thea/ology in Culture and Context
3.0	Educating for Wholeness and Liberation
3.5	Embodied Wisdom and Beauty

The lower percentages in some of the eight thresholds was indicative that we were not clear enough with students to request portfolio artifacts to reflect specific learning outcomes. We believe the lower percentages therefore reflect missing data more than the failure of the students to achieve competence.

### Low residency compared with high residence 2015 MDiv graduates

<u>Low residency</u>	<u>Threshold area</u>	<u>High residency</u>
4.2	Life in Religious Community	3.9
3.5	Prophetic Witness and Work	3.7
3.9	Sacred Text and Interpretation	3.6
3.9	History of Dissenting Traditions	3.8
4.1	Spiritual Practice and Care of the Soul	3.4
4.3	Thea/ology in Culture and Context	4.0
2.7	Educating for Wholeness and Liberation	3.3
3.8	Embodied Wisdom and Beauty	3.1

We want to make sure that our high and low residency students are achieving similar threshold competence. We did not tell our outside portfolio readers whether the student they were reviewing was high or low resident. We will aggregate the years (for larger sample size) and compare years to discern trends as we strive to continuously improve our programs.

### Our MASC degree graduating students' performance

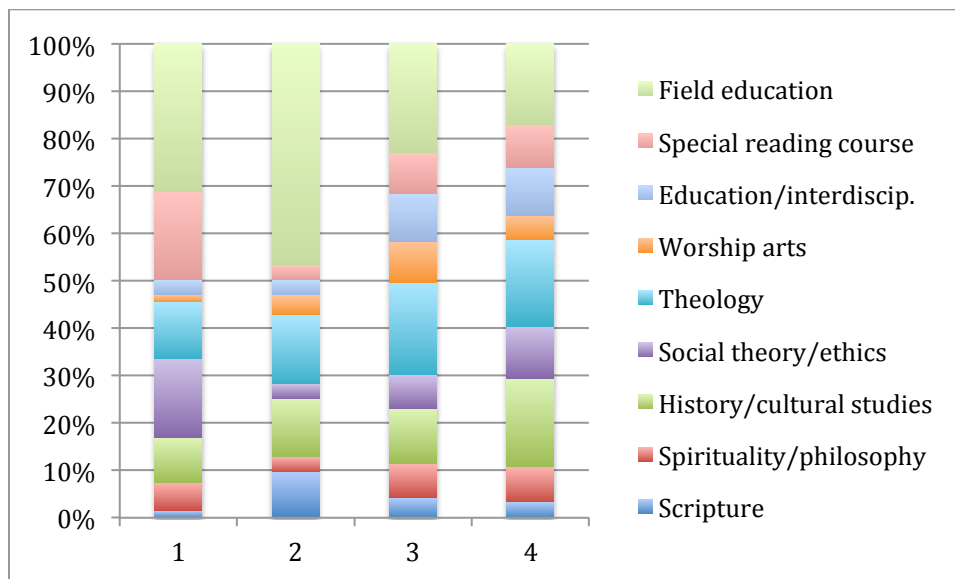
<u>2015 average score</u>	<u>Threshold area</u>
4.1	Life in Religious Community
4.6	Prophetic Witness and Work
3.9	Sacred Text and Interpretation
3.9	History of Dissenting Traditions
3.4	Spiritual Practice and Care of the Soul
3.9	Thea/ology in Culture and Context
3.2	Educating for Wholeness and Liberation
4.1	Embodied Wisdom and Beauty

## Starr King's Emergent Educational Model

Starr King's Emergent Educational Model advances Starr King as a school with "permeable walls." Focused on student-centered education, in addition to our courses, field work, individual work with our professors, immersion and experiential learning, our students also take classes at any of the Graduate Theological Union schools and institutes, making our degree programs even more flexible.

Each student's path to religious leadership is unique, and at Starr King students' programs of study are individually designed. The school meets students where they are and attempts to understand their needs and goals, for example compare

Here for example is a graphic depiction of our flexible, student-centered education. This chart shows four of our 2015 MDiv graduates and the individual variation in the ways they used their 90 credits. All of the students shown met the Starr King threshold competences at graduation. The nine categories shown reflect the GTU course codes for areas of study.



Explanation: 100% on the Y axis is the 90 credit total.

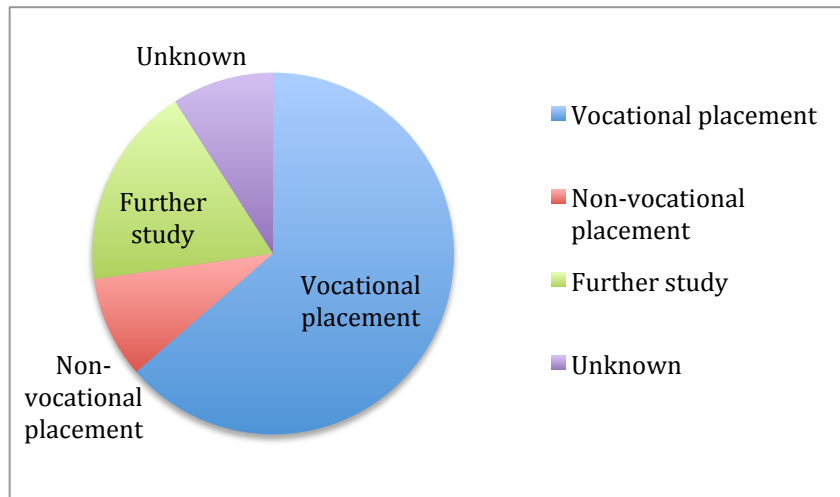
The four students shown included

- two UUs studying for parish ministry
- two non-Abrahamic students studying for interfaith chaplaincy

## Placement Rates

Placement rates for 2015 Starr King graduates are shown below. (Note: This is old data, will update with advising faculty input.)

- 64% Vocational placement
- 9% Non-vocational placement
- 18% Further study (includes internship/CPE)
- 0% Seeking placement
- 0% Other
- 9% Unknown



## Ministerial Fellowship Committee – the UUA’s ordination interview

In the past three years (2012-2015), there have been 30 MFC interviews with SKSM students. The UUA gave us these numbers for the 30 Starr King candidates interviewed by the MFC in the last three years. There were:

- Category 1 = 19
- Category 2 = 5
- Category 3 = 6
- Category 4 = 0
- Category 5 = 0

Of the 30 students who appeared before the MFC:

- 80 percent passed immediately (category=1 and 2)
- 20 percent were asked to do significant additional work but invited to return for a second interview when the work was completed (category=3)
- 0 percent were deemed unfit for the ministry (category=4 and 5)