

## Statement on Educational Effectiveness

*Inspired by the charism of the Missionary Oblates of Mary Immaculate, Oblate School of Theology educates, forms, and renews men and women to “preach the Gospel to the most abandoned.”*

### 2019, 2020, and 2021 Educational Effectiveness

Oblate School of Theology is accredited by the Commission on Accrediting of the [Association of Theological Schools](#) in the United States and Canada to award the Master of Divinity, Master of Arts in Pastoral Ministry (English and Spanish), Master of Arts (Theology), Master of Arts (Spirituality), Master of Arts (Sacred Scripture), Ph.D. in Spirituality, and Doctor of Ministry degrees. Approved for a Comprehensive Distance Education Program.

An STB is offered through an arrangement with St. Paul’s University in Ottawa, Ontario, Canada.

### Enrollment Statistics

Degree Program	Fall 2018	Fall 2019	Fall 2020	Fall 2021
PhD Spirituality	17	18	20	22
DMin	36	30	28	29
MDiv	82	83	89	82
MA Theology	6	10	7	9
MA Th/MDiv	7	9	5	6
MA Spirituality	23	25	25	20
MA Sacred Scripture*	na	na	na	1
MAMP*	na	na	na	25
MAPM	17	14	27	9
Other Credit	7	na	na	1
Non-Degree	na	4	7	11

\*New Programs

### OST conferred the following degrees in 2019, 2020, and 2021:

	2019	2020	2021
<b>MAPM</b>	6	5	3
<b>MA Sp</b>	6	3	1
<b>MA Th</b>	1	3	5
<b>MDiv</b>	7	17	21
<b>DMin</b>	4	2	2
<b>PhD</b>	1	1	2

### **Graduation Rates by Cohorts as of June 2021:**

*PhD – 2013 cohort – 100%*

*DMin – 2015 cohort – 66%*

*MDiv – 2015 cohort – 81%*

*MA Th – Fall 2017 cohort – 25%; Spring 2019 cohort – 50%*

*MA Sp – Spring 2017 cohort – 100%; Fall 2017 cohort – 50%*

*MAPM – Summer 2017 cohort – 100%; Fall 2017 cohort – 33%;*

*Fall 2018 cohort– 100%*

*For many of the MA degrees, the majority of the students are part-time.*

**Mission:** *...Oblate School of Theology is a community of scholars and students that respects and celebrates global cultural diversity. Oblate is a community of diverse languages, traditions, and backgrounds firmly rooted in Christ.*

	Fall 2018	Fall 2019	Fall 2020	Fall 2021
% Women	27.5%	24%	25%	32%
% Men	72.5%	76%	75%	68%
Asian	6%	4%	2%	3%
Black, Non Hisp	6%	8%	8%	6%
Hispanic/Latino	36%	40%	37%	41%
White	28%	27%	22%	23%
Other	3%	1%	1%	1%
Non-Resident	21%	20%	30%	26%

*Oblate School of Theology is a Catholic graduate and professional school that provides education in Catholic theology for the church's mission and ministry in the world. An avenue to bring together different cultures, OST educates for mission.*

**How well do we accomplish this?** Some details to support the notion that we do rather well:

OST uses the **Graduating Student Questionnaire (GSQ)** of the Association of Theological Schools as one means of determining student satisfaction and achievement. The responses below provide an indication of *students' perceptions* of OST's effectiveness in providing the skills needed for ministry.

Number of student responses to **Graduating Student Questionnaire (GSQ)** of The Association of Theological Schools  
in 2021 by 29 graduates  
in 2020 by 31 graduates

Graduates were asked to assess the school's educational effectiveness by rating each area on a scale of 1-5, where  
**1=not at all effective, 2= not very effective, 3=somewhat effective, 4=effective, and 5=very effective.**

In the categories for *Measures of Educational Effectiveness and Personal Growth* (Table 14), 15 areas are listed. For the term ended **Spring 2021:**

- ❖ Eleven areas were scored 4.0 or higher.
- ❖ The highest scores (4.2) were *Respect for other religious traditions, Respect for my own religious tradition, Self-confidence.*
- ❖ The lowest scores (3.7) were *Ability to pray, Enthusiasm for learning, Insight into the troubles of others.*

For the term ended Spring **2020:**

- ❖ the total average for *all* areas were ranked between 4.0 and 4.5, that is, between *effective and very effective.*
- ❖ The areas of highest scores (4.5) were: *Empathy for the poor and oppressed; Trust in God.*
- ❖ The lowest score (4.0) was *Clarity of vocational goals.*

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Under *Educational Effectiveness in Facilitating Skill Areas* (Table 15), there are 20 skills listed. The scoring is the same as described above.

*Note that not every degree program requires the same level of competency in all the skill areas and that affects the averages. In addition, not all the skills listed are specifically the responsibility of OST.*

For the **Spring 2021 term:**

- ❖ the highest rankings were: *Ability to work effectively with both men and women (4.3), Awareness and appreciation of the globalized context in which ministry is practiced (4.2), Ability to relate social issues to faith (4.2).*
- ❖ *Ability to administer a parish/congregation* scored lowest at 3.0.

For the term ended **Spring 2020:**

- ❖ the total average for all areas showed 12 skills listed between 4.0 and 4.5. *Ability to preach well* and *Ability to use and interpret Scripture* were scored highest at 4.5.
- ❖ *Ability to administer a parish* ranked last at 3.1.

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The category *Effectiveness of Field Education in Developing Capacities* (Table 19), which lists eight areas in 2021 but seven areas in previous years, scored as described above.

For the **Spring 2021 term ended:**

- ❖ 12 of 29 students responded
- ❖ Seven areas scored between 4.0 and 4.5
- ❖ The highest scored, 4.5, was *More self-confidence*
- ❖ The lowest, 3.2, *Improved administrative skills*

For the term ended **Spring 2020:**

- ❖ **all** areas scored above 4.5.
- ❖ The highest scores (4.7) were: *Greater interest in future ministry*, *Better idea of my strengths and weaknesses*, *Greater self-understanding*.

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The GSQ also asks graduates to rate the *Level of Satisfaction with School's Services and Academic Resources* (Table 20) in twenty-five areas. The scoring in this section is: **1=very dissatisfied, 2=somewhat dissatisfied, 3=neutral, 4=satisfied, 5=very satisfied**

Not all the areas are equally applicable to students, and since there is no option for “Not applicable”, the scoring needs to be interpreted.

For the term ended **Spring 2021:**

- ❖ The highest score, 4.3: *Academic Advising*, *Accessibility of faculty*
- ❖ The lowest score, 2.9: *Health and wellness program*

For the term ended **Spring 2020:**

- ❖ the highest score, 4.5, was *Upkeep of campus* followed by *Accessibility of faculty*, *Class size*, *Access to library collection*, *Accessibility of administrative/staff support*, and *Campus security* all scored at 4.3.
- ❖ The lowest score, 2.5, was for *Health and wellness program*.

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The *Overall Experience during Theological Program* (Table 21) for the term ended **Spring 2021** listed 16 areas. Responses were scored according to the following scale:  
**1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree**

**Spring 2021:**

- ❖ Thirteen of sixteen areas were between 4.1 and 4.5
- ❖ The highest, 4.5, were *Individuals of other faith traditions have been respected and I've been able to integrate the theology and practice of ministry*
- ❖ *If I had to do it over, I would still come here* scored 3.5

**Spring 2020** listed 17 areas for consideration

- ❖ Fifteen of the seventeen items were scored between 4.0 and 4.7.
- ❖ The area that averaged 4.7 was: *I have come to know students from other racial, ethnic, and cultural groups;*
- ❖ Followed by *I have been able to integrate the theology and practice of ministry and I have made good friends here* at 4.6.
- ❖ *Commuting increased the time it took to complete my program* scored 3.5