

## Statement of 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.”*

### 2021, 2022, and 2023 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 2021	Fall 2022	Fall 2023
PhD Spirituality	22	20	21
DMin	29	30	26
MDiv	82	45	51
MA Theology	9	8	10
MA Th/MDiv	6	16	19
MA Spirituality	20	21	14
MA Sacred Scripture	1	5	7
MAMP	25	23	19
MAPM	9	7	8
Non-Degree – credit and audit	12	13	10

For the 2022-23 terms:

**Exclusively Online Students:** 33

**Percentage of part-time Students in Degree Programs:** 34%;

**Financial Assistance:** 138 students received scholarships or financial aid

### OST graduates for the following degrees in 2021, 2022, and 2023:

*New Programs	2021	2022	2023
STB		5	5
MA Pastoral Ministry	3	2	2
MA Ministerio Pastoral*			13
MA Spirituality	1	4	1
MA Sacred Scripture*			
MA Theology	5	1	3
MDiv	21	17	16
DMin	2	3	3
PhD	2	2	3

**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 2021	Fall 2022	Fall 2023
% Women	32%	34%	37%
% Men	68%	66%	63%
Asian	3%	4%	6%
Black, Non Hisp	6%	7%	3%
Hispanic/Latino	41%	40%	46%
White	23%	26%	27%
Other	1%		
Non-Resident	26%	23%	21%

*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?** This section provides some details to support the effectiveness of the programs at Oblate School of Theology.

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.

The number of student responses to the **Graduating Student Questionnaire (GSQ)** of The Association of Theological Schools:

- ❖ in 2022 -- 28 of 29 graduates
- ❖ in 2023 -- 29 of 39 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 2022:**

- ❖ The highest scores: *Empathy for the poor and oppressed (4.7); Respect for other religious traditions (4.6); Concern about social justice (4.5); Trust in God (4.5); Self-discipline and focus (4.5)*
- ❖ The lowest score: *Desire to become an authority in my field (3.9)*
- ❖ All but one area scored 4.0 or higher.

For the term ended Spring **2023:**

- ❖ The highest scores: *Trust in God (4.3); Respect for other religious traditions (4.3)*
- ❖ The lowest scores: *Insight into the troubles of others (3.7); Desire to become an authority in my field (3.7)*
- ❖ Of the 15 areas, 11 scored 4.0 or higher

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Under *Educational Effectiveness in Facilitating Skill Areas* (Table 15), there are 21 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. Consequently, the averages are affected by the percentage of students in the various degree programs. In addition, not all the skills listed are specifically the responsibility of OST since many of our students are seminarians attached to houses of formation..*

For the **Spring 2022 term:**

- ❖ The highest rankings were: *Ability to interact with other religious traditions (4.7); ability to use and interpret scripture (4.6); Ability to interact effectively with those from cultural and racial/ethnic contexts other than my own (4.6); Ability to relate social issues to faith (4.6); Knowledge of Christian ethics (4.6)*
- ❖ All other areas scored 4.0 – 4.5

For the term ended **Spring 2023:**

- ❖ The highest rankings were: *Ability to interact effectively with those from cultural and racial/ethnic contexts other than my own (4.2); Ability to work effectively with both women and men (4.2); Ability to think theologically (4.2)*
- ❖ The lowest rankings were: *Ability to administer a parish/congregation (3.4); Knowledge of church polity/canon law (3.5)*
- ❖ Eight other areas scored 4.0 or higher.

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The category *Effectiveness of Field Education in Developing Capacities* (Table 19) lists eight areas.

For the **Spring 2022 term ended:**

- ❖ *Greater vocational clarity (4.5); Improved pastoral skills (4.5); Greater interest in future ministry(4.5); More self-confidence (4.5); Greater sense of people's needs(4.5); Better idea of my strengths and weaknesses(4.5); Greater self-understanding(4.5); Improved administrative skills (4.2)*

For the term ended **Spring 2023:**

- ❖ *Improved pastoral skills (4.5); Greater interest in future ministry (4.5); More self-confidence (4.5); Greater self-understanding (4.5); Greater sense of people's needs (4.4); Better idea of my strengths and weaknesses(4.4); Improved administrative skills (4.1)*

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The GSQ also asks graduates to rate the *Level of Satisfaction with the 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 2022:**

- ❖ *The highest area scores: Accessibility of faculty (4.6); Class size (4.5); Upkeep of campus (4.5); Access to library collection (4.5)*
- ❖ *The lowest area scored: Health and wellness program (3.2)*
- ❖ Eleven of twenty-one areas scored 4.0 to 4.4.

For the term ended **Spring 2023:**

- ❖ *The highest scores: Pastoral care (4.4); Accessibility of faculty (4.3); Class size (4.3); Class size (4.3)*
- ❖ *Lowest scores: Health and wellness program (2.9); Mental health resources (3.0)*
- ❖ Five additional areas scored above 4.0.

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The *Overall Experience during the Theological Program* (Table 21) listed 16 areas. Responses were scored according to the following scale:

**1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree**

#### **Spring 2022:**

- ❖ The highest scoring categories: *I have come to know students from other racial, ethnic, and cultural groups (4.9); I have been able to integrate the theology and practice of ministry (4.7); Individuals of other faith traditions have been respected (4.7); I know at least one faculty member well. (4.6); I have made good friends here. (4.6)*
- ❖ The other twelve categories scored between 4.0 and 4.5.

#### **Spring 2023**

- ❖ The highest scores were: *Individuals of other faith traditions have been respected. (4.7); I have felt accepted within this school community. (4.5).*
- ❖ The other fourteen categories scored between 4.0 and 4.4

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