

OBLATE SCHOOL OF THEOLOGY

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.”

Educational Effectiveness as of October 2024

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.

Three-year Enrollment Statistics

Degree Program	Fall 2022	Fall 2023	Fall 2024
PhD Spirituality	20	21	21
DMin	30	26	28
MDiv	45	51	51
MA Theology	8	10	9
MA Th/MDiv	16	19	17
MA Spirituality	21	14	17
MA Sacred Scripture	5	7	5
MAMP	23	19	23
MAPM	7	8	12
Non-Degree – credit and audit	13	10	5
Graduate Credit Certificate -- Spirituality			13

For the Fall 2024 term:

Exclusively Online Students: 40

Percentage of part-time Students in Degree Programs: 26%

Financial Assistance: 126 students received scholarships or financial aid totaling \$358,540

OST graduates for the following degrees in 2022, 2023, and 2024

	Spring 2022	Spring 2023	Spring 2024
STB *	5	5	4
MA Pastoral Ministry	2	2	1
MA Ministerio Pastorale		13	6
MA Spirituality	4	1	2
MA Sacred Scripture			
MA Theology	1	3	2
MDiv	17	16	12
DMin	3	3	2
PhD	2	3	2

*Through affiliation with St. Paul's University, Ottawa

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 2022	Fall 2023	Fall 2024
% Women	34%	37%	32%
% Men	66%	63%	68%
Asian	4%	6%	8%
Black, Non Hisp	7%	3%	8%
Hispanic/Latino	40%	46%	39%
White	26%	27%	22%
Other			1%
Non-Resident	23%	21%	22%

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

- ❖ in 2023 -- 29 of 39 graduates
- ❖ in 2024 – 24 of 27 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 **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

For the term ended Spring **2024**:

Highest Areas	Rating
Ability to live faith in daily life	4.6
Respect for my own religious tradition	4.6
Trust in God	4.5
Self-discipline and focus	4.5
Strength of spiritual life	4.5

- ❖ All ten other categories were rated 4.0 to 4.4.

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 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

For the term ended **Spring 2024:**

Skill	Rating
Highest Rankings	
Ability to work effectively within my own tradition	4.5
Ability to work effectively with both men and women	4.5
Ability to relate social issues to faith	4.5
Ability to think theologically	4.5
Lowest Rankings	
Ability to administer a parish/congregation	3.7
Ability to give spiritual direction	3.6

- ❖ Thirteen additional categories were ranked between 4.1 and 4.4.

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

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)*

For the term ended **Spring 2024:**

- ❖ *All areas were rated 4.3 or above*

Effect	Rating
Greater vocational clarity	4.9
Improved pastoral skills	4.8
Greater interest in future ministry	4.8
More self-confidence	4.8
Greater sense of people's needs	4.8
Better ideas of my strengths and weaknesses	4.8
Greater self-understanding	4.8
Improved administrative skills	4.3

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 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.

For the term ended **Spring 2024:**

Highest Areas	Rating
Accessibility of faculty	4.6
Class size	4.6
Upkeep of campus	4.5
Lowest Ranking	
Health and Wellness Program	3.2

- ❖ Ten additional areas were ranked between 4.0 and 4.4.

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

For the term ended **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

For the term ended **Spring 2024:**

Highest Areas	Rating
I have felt accepted within this school community	4.7
Faculty were supportive and understanding	4.6
I have been able to integrate the theology and practice of ministry	4.6
Individuals of other faith traditions have been respected	4.6
I have come to know students from other racial, ethnic, and cultural groups	4.6
I have made good friends here	4.6
Lowest Ranking	
I have been able to manage financially	3.9

- ❖ Nine additional areas were ranked between 4.1 and 4.5.