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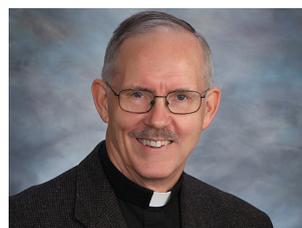
Wear a mask. Save a life.

The number of COVID cases is exploding. Every day the evidence piles up. From the beginning of the outbreak in February until November 8, 10 million people in the USA were confirmed to have a COVID-19 infection. In the past seven days, an additional one million people have been infected! The average number of new cases each day in the US is now more than 150,000. It does not have to be this way.

Iowa currently is the third highest state, after North and South Dakota, for new COVID-19 cases per capita. Recognizing the critical situation and the potential to overwhelm hospital capacity, Iowa Governor Kim Reynolds has announced a statewide facemask mandate for all persons older than two years old. Some exceptions are granted and can be found in the attached article and in the governor's proclamation itself.



Why do we wear facemasks? **The primary reason is to protect the lives of other people.** Doctors and nurses in surgery always wear masks to protect the patient from infection. Mothers and fathers, when caring for newborn infants, often wear facemasks for a time, especially if the child is born early. In Jesus' time, facemasks and social distancing were only partially understood. Still, I think the accompanying illustration helps to bring the message home to us today. Wearing a facemask and keeping social distance is a way of saying, "I want to save your life."



Some people cannot wear facemasks, and some people simply refuse. For those of us who can wear facemasks, let us be eager to save the lives of others. Let us be eager to keep our college running! Wear a mask! Watch your distance!

DWC COVID-19 Dashboard

	Number of Tests	Tested Positive	Number Self-Isolated	Number Quarantined	Number Recovered
Before Sept. 15	~200	9	9	~15	9
Sept. 15 - 21	14	0	0	4	0
Sept. 22-28	20	0	0	1	0
Sept. 29 - Oct. 5	15	0	0	2	0
Oct. 5 - 12	20	1	1	4	0
Oct. 13-19	33	1	2	12	2
Oct. 20 - 26	18	0	0	3	0
Oct. 27 - Nov. 2	14	0	0	8	0
Nov. 3 - 9	30	1	1	10	0
Nov. 10 - 16	16	2	2	11	1

Iowa Governor Reverses Course, Issues Mask Mandate as COVID-19 Cases Rise

November 17, 2020 3:28 AM ET
 SCOTT NEUMAN - NPR

Iowa Gov. Kim Reynolds has signed a proclamation requiring Iowans over the age of 2 to wear masks in indoor public spaces starting Tuesday.

As hospitals in Iowa fill up with COVID-19 patients amid a major surge in cases in recent weeks, Gov. Kim Reynolds, who once dismissed coronavirus restrictions as “feel-good” measures, has abruptly reversed course, issuing the state’s first mask mandate.

Reynolds signed a proclamation requiring Iowans over the age of 2 to wear masks in indoor public spaces starting Tuesday.

“No one wants to do this. I don’t want to do this,” Reynolds, a Republican, said at a news conference Monday.

“If Iowans don’t buy into this, we’ll lose,” she said. “Businesses will close once again, more schools will be forced to go online, and our health care system will fail.”

Iowa on Monday reported nearly 3,300 new cases and 34 new deaths. Last week, the state hit an all-time high of nearly 5,500 confirmed in a single day, according to data collected by Johns Hopkins University. The latest numbers from the COVID Tracking Project show that as of the latest data, 1,392 people were being treated in hospitals in the state, 271 of them in ICU.

Iowa’s governor has limited gatherings for social, community, business and leisure purposes to no more than 15 people indoors and 30 outdoors, including family events. She also restricted bar and restaurant operating hours to 6 a.m. to 10 p.m., with carryout and drive-through service allowed at other hours.

However, the new mandate includes a number of exceptions, applying only when people are within 6 feet of others for 15 minutes and they aren't members of their households. It doesn't apply to classrooms, routine office or factory work, or spiritual gatherings.



In July, the Center for Public Integrity, a Washington, D.C.-

based nonprofit, reported that a White House Coronavirus Task Force document had prepared, but never published recommendations that 18 states with cases of 100 or more per 100,000 residents should be locked down to prevent the spread of the disease. Iowa was on the list.

At the time, Reynolds was recommending that Iowans wear masks in public, but declined to require it, instead allowing the state's bars and gyms to remain open at full capacity with social distancing measures put in place. There was no limit on social gatherings.

"No, I'm not going to mandate masks. I trust Iowans. I believe in Iowans," Reynolds told WHO radio at the time. "There's no way to enforce it. Most of the states or entities that have done that, they've actually gone as far as to say we're not going to enforce it, so it's just kind of a feel-good."

See: <https://www.npr.org/sections/coronavirus-live-updates/2020/11/17/935648739/iowa-governor-reverses-course-issues-mask-mandate-as-covid-19-cases-rise>

For Governor's announcement see: https://youtu.be/Jw9lyt2p_ck

Proclamation: <https://governor.iowa.gov/sites/default/files/documents/Public%20Health%20Proclamation%20-%202020.11.16.pdf>

VICE PRESIDENT FOR ACADEMIC AFFAIRS

Fr. John Szukalski, SVD

Annual Faculty Performance Evaluations: Self-Evaluation and Planning Goals Due December 1, 2020

In accord with the Divine Word College Policy Handbook (09.01), all undergraduate and ESL faculty are reminded that self-evaluations and annual planning goals are due to the respective Chair/Director by Tuesday, December 1, 2020. If necessary, individual faculty members may request extra time to submit these documents but these are due at the latest by Friday, December 11, 2020. The annual faculty evaluation/planning requirement does not apply to adjunct faculty, but are required for SVD faculty members who taught any course in the Spring 2020 or Fall 2020 Semesters. The goals of Annual Faculty Evaluations are to:

- Ensure that the College cultivates a faculty of outstanding quality, dedicated to excellence in teaching, professional engagement, and service;
- Foster a collegial environment among undergraduate and ESL faculty members and the administration to further the Mission of the College;
- Recognize faculty members' accomplishments;
- Encourage faculty members' continued professional development in the areas of effective teaching, scholarly and creative activities, and generous service;
- Assure equitable salary increases based on performance, and opportunities for eventual promotions in rank, and;
- Provide a just and positive approach for accountability and planning. (09.01.01)

Faculty Self-Evaluation: Provide a narrative self-evaluation addressing performance goals from previous year's Annual Plan (if applicable) and actual performance in each area of teaching effectiveness, professional engagement, and service (see 09.01.04)

Faculty Annual Plan: Provide specific performance goals related to teaching effectiveness, professional engagement, and service for the following academic year (see 09.01.05)

Higher Learning Commission Assessment Academy: Project Update #1

After participating in the HLC Assessment Academy Roundtable event in October 2020, DWC team members collaborated on responding to a series of five questions intended to describe the scope and intended outcomes of our assessment project as developed during the Roundtable. Our responses are appended to this edition of the LOG.

1/ Describe the project that you have developed at the Roundtable. Focus particularly on the general strategies you developed.

2/ What are the desired outcomes of this project? How will you know that you have achieved each of these outcomes?

3/ How will your project contribute to making assessment an activity that leads to the improvement of student learning?

4/ Describe the specific steps that you will be taking in Year 1 to develop and implement the early stages of your project.

5/ What serious challenges do you expect to encounter? How will you deal with them?

DWC's dedicated Academy Mentor and Academy Scholar will review our responses and provide feedback and suggestions for improvement within six or seven weeks (by the end of the 2020 calendar year). As we await that feedback, DWC colleagues will continue efforts with regard to the next steps in the elaboration of our project, namely; curriculum mapping and the identification of signature assignments. Feel free to contact any member of the DWC Assessment Academy Team with any questions or suggestions.

Search Committee for a Full-Time Director of Institutional Effectiveness (January 2021)

Divine Word College is advertising for a full-time Director of Institutional Effectiveness to begin in January 2021. The position description detailing required qualifications and representative duties is forthcoming, but will involve responsibility for implementing the college's Assessment Program for academics and for the co-curricular Religious Formation Program in collaboration with instructional faculty and religious formation personnel. The Director will also assist the VP for Operations in the implementation of the college's Strategic Plan. The Director of Institutional Effectiveness reports to the VP for Academic Affairs.

I hereby establish the following Search Committee:

- * Dr. John A. Szukalski, SVD – Chair, VP for Academic Affairs
- Mr. Steve Winger – VP for Operations
- Dr. Mathew Kanjirathinkal – Professor of Sociology [DIS]

Applications from current employees of Divine Word College are encouraged. The Search Committee will review all applications received by the Executive Secretary to the President, hold initial remote screening interviews with prospective candidates, and perform on-campus interviews with two or three top qualified candidates. Upon the consensus of the Search Committee, the Chair will forward the names of recommended candidates along with appropriate documentation to the President. The actual hiring of the candidate is within the sole competency of the College President. (see DWC Policy Handbook 13.05) Thanks in advance to the members of the Search Committee for their collaborative effort as an exercise of shared governance at Divine Word College.

VICE PRESIDENT FOR FORMATION DEAN OF STUDENTS

Fr. Long Phi Nguyen, SVD

Cultural Heritage Presentation

Many thanks to our Haitian students, in a particular way to Wisno Elie, for the beautiful presentation on the Haitian Culture and Values. Your presentation provided truly a window into the Haitian culture. Thank you. A short summary of the presentation by Wisno Elie appears below.

Ministry Education

On Thursday, November 19, at 1:00 pm in the main chapel, there will be a presentation on the topic "Save the Environment" by Br. Brian McLauchlin, SVD. We all need to do something practical and concretely towards saving our planet that is constantly being depleted. So please come learn about how we can help.

Vietnamese Martyrs Celebration

On Saturday, November 21, instead of having Mass at 11:15 am, the VSA (Vietnamese Students Association) will celebrate the feast of Vietnamese Martyrs at 4:30 pm in the main chapel. All are welcome to attend. The gym will be reserved from noon until 8:00P.M.

Mass for Vocation

The formation group of St. Teresa of Calcutta will organize a vocational Mass for Tuesday, November 24, at 8:00 am in the main chapel. Kindly come to pray for an increase of vocations for the Church, especially for Fr. Stephen Kha Nguyen, SVD, and members of his formation group.

SVD Candidates Gathering

A formation night for all SVD candidates will replace formation group meetings on Wednesday, November 25. All the formation groups will gather together at 7:30 pm in the main chapel for a prayer of thanksgiving and continue with a social in the dining room.

A Short Summary about Haitian Culture (By Wisno Elie)

In its broadest sense, culture can be seen as a set of spiritual and material, intellectual, and emotional traits that characterize a social group. It encompasses life, the arts, letters, fundamental human rights, value systems, traditions, and beliefs.

Haitian culture is a set of traditions and know-how bathed in syncretism through elements such as the Creole language (tales), agricultural economy (konbit), traditional medicine, culinary art (diri kole ak pwa), works of art, music, dance (konpa, rasin), religion (voodoo, Christianity).

After Haiti's independence in 1804, which put a definitive end to slavery, we saw the emergence of typically Haitian "works." The voodoo religion, first of all, inspires these works because the drums are beaten during ceremonies. Haitian culture is rich by the Tainos and Arawaks tradition, the island's first inhabitants, and African, Western, and Creole traditions. The Creole language and other cultural practices are very present in society.

Haitians are very friendly and open-minded. Greetings are essential in Haitian culture and are considered key in communication. It is necessary to say "Bonjour" (in the morning) or "bonsoir"



November 24	Faculty Senate
November 26-27	NO CLASSES – Thanksgiving Break
December 1	TRS/PHI/ICS Capstone Presentations
December 2	Advent Luncheon (CANCELLED)
December 3	TRS/PHI/ICS Capstone Presentations
December 4	Classes End (UG)
December 7-10	Final Exams (UG)
December 10	Employee Christmas Social (CANCELLED)
December 10	ESL Fall 2020 Term B – Classes End
December 11	ESL Fall 2020 Term B – End-of-Term Testing
December 12	Christmas Break begins

**HIGHER LEARNING COMMISSION
ASSESSMENT ACADEMY PROJECT UPDATE #1
DIVINE WORD COLLEGE – NOVEMBER 2020**

1/ Describe the project that you have developed at the Roundtable. Focus particularly on the general strategies you developed.

At the Assessment Academy Roundtable, the DWC team discussed our goal of implementing a completely overhauled assessment plan for the College. Realizing that the first step in this implementation process is revising the existing program outcomes to improve their clarity and measurability, much of the discussion centered on learning how to improve the draft learning outcome statements that the academic departments had formulated for the programs within their units. While fully recognizing that the task of formulating learning outcomes for the academic programs is within the purview of the departmental faculty, the team used the opportunity to learn how to formulate meaningful and measurable outcome statements for the purpose of offering consultation to the rest of faculty.

The College offers three bachelor's degrees, three associate degrees, a certificate program, and a core curriculum. We consider our overhauled assessment plan, which we are currently implementing, a pilot program that we hope to refine through our participation in the Assessment Academy. We also want to utilize our academy participation to develop a College-wide shared understanding of the commonly accepted standards and practices of assessing student learning.

Although quite ambitious, the College has constructed the outline of a comprehensive assessment plan that we intend to implement over the next two years. The requirement of an interim monitoring report due in two years (November 2022) has added urgency to the plan implementation.

2/ What are the desired outcomes of this project? How will you know that you have achieved each of these outcomes?

The desired outcomes of this project are the following:

- Build on our current knowledge of assessing learning outcomes and achieve a greater shared understanding of the commonly recognized standards and practices of assessment;
- Leverage every available opportunity to encourage College-wide conversations on meaningful assessment in order to develop a culture of assessing what we value;
- Use the process of overhauling the assessment program to help shift the focus from teaching to learning, and;

- Refine each step of the process collaboratively even as the College proceeds with implementing the proposed assessment plan.

Our team believes that participation in the Academy will benefit DWC's assessment efforts. Discussion about SLOs at the Roundtable was especially helpful. Faculty have researched formulating program-level learning outcomes, which has already resulted in restatement of program SLOs in a more measurable form. The impact of our committed efforts to overhaul our assessment practices is already evident. College-wide conversations on assessment are now occurring at every level – committees, departmental meetings, Faculty Senate, the Board of Administration, and the co-curricular Religious Formation Program. Our team believes that these conversations will continue and will help cultivate a culture of assessment. The curriculum-mapping exercises are prompting considerations of how individual courses are aligned with program outcomes; faculty are beginning to learn more about what others teach and how the courses are linked to the stated program outcomes.

Ultimately, we will know that we will have achieved the stated goals when not only the proposed assessment plan is fully implemented, but when we observe the emergence of a culture of assessment. We expect that a culture of assessment at DWC will be reflected in such indicators as sustained conversations about learning, a change in pedagogical practices, meaningful changes to programs resulting from assessment data, and institutionalized support for assessment.

3/ How will your project contribute to making assessment an activity that leads to the improvement of student learning?

Currently, we do not have many measures to assess student learning at the program level. While we cannot predict exactly where our new pilot assessment program will lead us in terms of improving student learning, we are confident that it will succeed. Some indicators of success in improving student learning will include the following.

- Effective assessment of the Core Competency outcomes. The College recently formulated five Core Competencies derived directly from the Mission Statement that every student is expected to possess upon graduation. These competencies are first introduced in the Core Curriculum and further enhanced and reinforced through courses in the various major degree programs. The five Core Competencies are: Critical Thinking Acuity; Communication Effectiveness; Intercultural Competence; Social and Global Responsibility, and; Missionary Discipleship. However, we have not implemented a meaningful program for assessing the Core Competencies, with the possible exception of the California Critical Thinking Skills Test to measure critical thinking (an instrument of questionable value given our student demographics). We fully expect that assessing the revised Core Competency learning

outcomes with the introduction of carefully formulated rubrics (e.g. AAC&U Value Rubrics) will lead to improved student performance in these key skills.

- Improved linkage between Core Competencies and pedagogical strategies. Since the majority of our students are international, hailing from nearly two dozen non-English speaking countries, many students are challenged with language issues. Our expectation is that the linkage between the core competency outcomes and the major programs outcomes will become more explicit as we implement the assessment program.
- Sharpened focus on students learning as an expression of college values. Revised formulations of both Core Competency and program-level learning outcomes will make explicit that the College deliberately measures what is values. Creation of effective assessment rubrics for program-level learning outcomes will help sharpen the focus on student learning.

Ongoing College-wide conversations about the value of assessment is expected to create explicit linkages among student learning needs, strategic planning, meaningful faculty and administrative engagement, and a positive institutionalized culture of assessment.

4/ Describe the specific steps that you will be taking in Year 1 to develop and implement the early stages of your project.

The specific steps, timelines, and responsible parties for implementing DWC's overhauled assessment program are detailed in the table below. Year 1 tasks include the reformulation of program-level student learning outcomes, curriculum mapping, identification of signature assignments, and development of rubrics.

Steps	Status	Timeline for Completion	Primary Person(s) Responsible
1. Formulate student learning outcomes in a measurable way, for every program		Nov. 2, 2020	Academic department
a. Core curriculum (ISLO's)		Nov. 2, 2020	Academic department
b. Each of the major programs (including Associate degrees)		Nov. 2, 2020	Academic department
2. Map program courses to program SLO's (curriculum map for each program)		Nov. 16, 2020	Academic department
3. Identify "signature assignments" (artefacts/tools) to collect data for each SLO. One signature assignment may cover more than one outcome.		Nov. 30, 2020	Academic department

4. Develop rubrics to assess signature assignments/artefacts/tools		Feb. 2, 2021	Academic department
5. Collect and analyze signature assignments for SLO's, using rubrics		May 3, 2021	Academic department
6. Draw conclusions from findings		Sept. 15, 2021	Academic department, VPAA & to be determined
7. Implement changes to the program		Nov. 1, 2021	Academic department & VPAA
8. Publish data		Nov. 30, 2021	VPAA & to be determined
9. Repeat the cycle and produce data		May 2, 2022	Academic department
10. Publish data		Sept. 2, 2022	To be Determined
11. Create trend data over time		Begins after 3 rd year	VPAA & to be determined

5/ What serious challenges do you expect to encounter? How will you deal with them?

We have identified some potentially serious challenges to the successful implementation of our project. However, we view these challenges instead as positive opportunities for creating engagement, excitement, and commitment across the college for a coherent and meaningful assessment program and an institutionalized culture of assessment of student learning.

One potential barrier is the lack of a shared understanding of assessment practices. The positive opportunity is the fact that faculty motivation to start anew has never been higher, with a willingness to learn about best practices and to work in a collaborative fashion. The College has purchased multiple HLC Assessment Academy recommended resources on assessment which are now readily available to everyone on a dedicated library shelf.

Another potential barrier is workload. The perception may exist among faculty, administration, and staff that assessment is something "extra" rather than integral to improving student learning and program effectiveness. The positive opportunity is that the Assessment Academy provides the scaffolding and professional guidance for implementing an assessment program that is focused and strategic.

Sustaining enthusiasm for the four-year duration of the project can be challenging, especially in the midst of depleted energies due to the pandemic. The positive opportunity is that the implementation of the new assessment program will cultivate an institutional culture wherein faculty can recognize the relevance and contribution of their efforts to measurable student learning. The planned purchase of assessment software, for example, will facilitate the efficient collection, analysis, and reporting of data for ongoing curriculum improvement.

While the scope of DWC's project to overhaul the entire assessment program is bold and ambitious, our team is confident of ultimate success. DWC only has eight programs; the project is certainly achievable.

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Academy Mentor: Kathleen Dean

Academy Scholar: Rosemary Niedens