

# THE LOG

## Divine Word College

March 22  
2022

A Bulletin for the Divine Word College Community

Vol. 41 No. 25

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### Birthday Corner

#### March

- 25 Sr. Rose-Ange Woulaou, PSP
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- 28 Sr. Thoa Nguyen, LHC
- 29 Sr. Hilda Alonyo LSMIG

### THE PRESIDENT *Fr. Tom Ascheman, SVD*

#### A Growing Church

In the next few weeks, the amazing power of life will show itself in the sudden transformation of our landscape. Flowers will bloom, trees will begin to leaf out, crops will paint the fields a bright green. Spring is here in the northern hemisphere. The coming of spring is a good metaphor for a season of growth for the Catholic Church over the past century.

Every year the Vatican publishes the *Annuario Pontificio* (Pontifical Yearbook) and the *Annuario Statisticum Ecclesiae*, (Statistical Yearbook of the Church).

The two yearbooks present mountains of data on the situation of the Church around the world. The *Annuario Pontificio* from 2002 is available for perusal in our library (R 282.025 A615 2002). A bit of Latin and Italian help make sense of the tiny print!

John Allen Jr., a widely respected journalist on Church Affairs, makes three important observations based on the data for 2020.



**1. Breakneck growth.** The dominant story about the Catholic Church today is not decline; rather it is "breakneck growth."

In 2020, a net of 16 million new members was added to the Church. This kept the Church

*continued next page*



apace with population growth around the world. Overall, just under 18% of the world's population is Catholic. The data paint a very different reality from the general impression that western observers may have of a church steadily declining in membership. Allen points out that the 16 million additional members in 2020 is more than the number of Catholics in all of Canada! In the past century, the number of Catholics has grown from 267 million in 1900 to 1.36 billion today! This is the greatest period of expansion of membership in the history of the Church. Allen summarizes the situation: "The Catholic Church is now, and has for some time, been experiencing breakneck runaway, astronomic growth.

**2. A non-western Church.** The majority of this growth is not in the "West," it is in Asia and especially in Africa.

While the number of Catholics is declining in Europe, and is steady in the Americas, the Church grew by 2.1% in Africa and 1.8% in Asia in a single year! The consequence of the explosive growth in Asia and Africa is that Catholicism is more and more a non-western religion. It is expected that by 2050, 75% of Catholics will live outside of the West.

**3. Keeping up with growth.** Allen writes, "On a global scale the fundamental challenge is not managing contraction, it's keeping up with growth." Given the focus on consolidating parishes in North America, we might think that the biggest challenge for the Church is managing decline; but that is not so.

In 2020, there were about 400,000 priests in the world: 40% living in Europe, 13% in North America, Australia and New Zealand. However, nearly 70% of the world's Catholics live in other parts of the world. What a mismatch! At present in Europe, the priest-to-Catholic ratio is 1 to 1750; in the USA it is 1 to 1906; In Africa it is 1 to 5089. One wonders about the wisdom of continuing to "import" priests, Brothers and Sisters from Asia and Africa. An exchange of personnel might be better for a world Church.

Many changes in Church ministry are coming in the near future. Sixty percent of all seminarians' worldwide are from Africa and Asia; the number of lay Catholic missionaries has grown by 20,388, to a total of 376,188, primarily in America and Asia.

There is plenty of evidence of the new spring for the Catholic Church at Divine Word College. See: <https://www.youtube.com/watch?v=E4nINNfKn0Y> at 15:39 minutes of the video.

<https://cruxnow.com/news-analysis/2022/02/in-new-catholic-numbers-an-imponderable-movement-shaping-history>



## COVID-19 Guidance

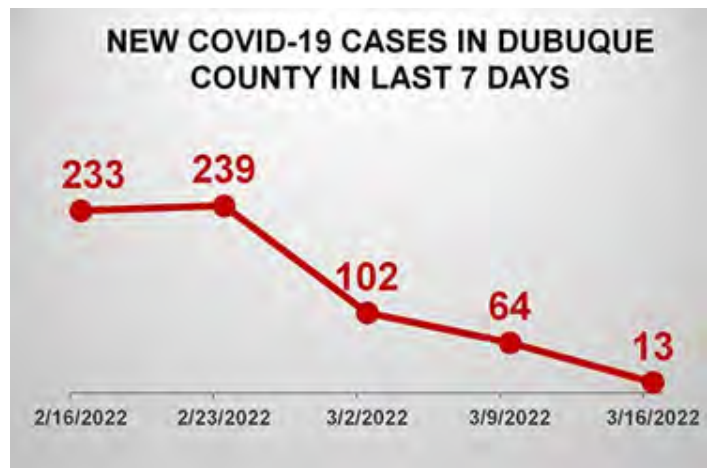
The number of cases in Dubuque County has continued to plummet! The average of two cases per day is as low as it has been since July.

Nearly 180 COVID-19 tests were administered to all students, employees and SVD community when classes resumed after Spring Break. No infections have been detected.

For now, the requirement for facemasks has been relaxed. Random testing will continue.

We are all delighted by a newfound sense of freedom, but remain vigilant for the possibility of another “wave” of COVID.

The most recent report of DWC COVID-19 Guidance is attached.



## Board of Administration

At recent meetings of the Board of Administration, the following matters were considered:

1. Approved the proposed budget for fiscal year 2022-2023.
2. Reviewed the preparations for the upcoming CEA Accreditation Visit (Commission on English Language Program Accreditation).
3. Agreed to relax COVID-19 restrictions in light of the current situation.
4. Reviewed efforts to combat computer fraud.
5. Suppressed the Academic and Formation Advisory Council in favor of other venues for sharing information.
6. Continued review of DWC Policy Handbook.
7. Received nominations for several DWC service awards.



## Fall '21 Aqua Project – Summary

### DIS:

Regarding general recommendations, the DIS department commented that “It would be very helpful to know what scale other schools use in evaluation and what scores have been achieved at other schools, for comparison purposes”. The department suggests that the new Advanced Writing and Research course will hopefully aid our students with issues that surfaced; some include “Ability to acquire relevant information”, “Articulate ideas effectively through written communication”, or “Ability to utilize the information”. Further, the department emphasized some issues with the overall process this semester:

- Regarding CORE 1 *Critical Thinking Acuity*: “Interpretation of this set of results is made difficult because the course instructor changed mid-semester; the new instructor may not have covered material or in the same way of focused/emphasized the development of those skills in the same way as the original instructor had intended to”
- Low sample number generates less reliable results.
- Regarding CORE 3 *Intercultural Competence*: one artifact of three was not scorable.

Further, the department suggests reevaluating their CORE 3 Intercultural Competence criteria and signature assignments. The currently used signature assignment reflects a 100-level course. Perhaps adding a signature assignment in a higher-level course to compare to first and third- or fourth-year students would address this issue.

The department was pleased with the overall outcomes for ICS/BA/2, ICS/AA/2, and IDS/AA/1, but it is noted that students seem to be particularly challenged by “Analytical and critical thinking skills”, which will (hopefully) also be addressed via the new writing course.

### DTP:

Due to the fact that, as a group, students scored lowest on criteria 2, “Ability to show awareness of the skills necessary for practicing prophetic dialogue with the poor, the marginalized, the faith-seekers, and persons of different cultures and faith-traditions”. We recommend that the signature assignment be retained, but no longer be used to assess CORE #5. The “Missionary Discipleship” PLO does not align well with the course content for New Testament (THM 212).

With respect to the signature assignments from our Metaphysics (PHI 445) course, and our Medieval Philosophy (PHI 320) course, we have **no recommendations** to make at this time. Those assignments pertain to the SLOs for the Certificate in Pre-Theology. There are also **no recommendations** to make at this point with respect to the Theology Capstone papers.

*Full reports appended to this issue of The LOG.*





## VICE PRESIDENT FOR FORMATION DEAN OF STUDENTS

*Fr. Long Phi Nguyen, SVD*

### SVD Formation Day

The SVD Formation Day originally scheduled for Wednesday, March 23, will take place this weekend, March 25 – 26. On this special occasion, we will welcome 12 SVD guests from the Theologate community in Chicago and six holy novices with their novice master, Fr. Tim Lenchak, SVD.

The purpose of the event is to provide our SVD candidates an opportunity to interact with the SVD community members in both perpetual and temporary vows as well as to foster our religious missionary life. Please help me welcome our guests and make them feel at home.

The schedule includes:

#### Friday, March 25

- 8:00 AM Feast of the Annunciation of the Lord
- 7:30 PM Stations of the Cross in main chapel as usual
- 7:30 PM All SVD candidates and SVD members will gather in Room 107 followed by social in the dining room

#### Saturday, March 26

- 11:00 AM Eucharist in the main chapel
- 2:00 PM Sports in the gym.



## SVD Formation Day

### Anger

Anger is “an emotional state which has stages of severity: from mild irritation to intense fury or rage” (Charles Spielberger, Ph.D.), that can bring destructive behaviors. Dr. Mathew McKay, in the book *When Anger Hurts*, states that “there is nothing automatic about getting angry. Pain does not make you angry. Thoughts make you angry; beliefs and assumptions make you angry.”

No one is responsible for your feeling of anger. It is you who is responsible and accountable for your anger. Some factors that can trigger anger:

- **The condition of your body:** lack of sleep, fatigue, and pain. Premenstrual syndrome and low/high blood sugar contribute to irritation, moodiness, and aggression.
- **Cognitive:** how you perceive an event (based on your past experiences) can arouse anger.



by  
Sr. Aprilia  
Untarto, SSps

- **Biases:** we use our biases in judging events whether they are good or not good. “If you snap on me, it is OK for me to snap back on you”
- **Irrational beliefs:** we believe that there is a good reason to be upset. Low self-esteem can contribute to overreacting to even a minor event. Some examples of irrational beliefs:
  - **Entitlement:** I am a religious sister/priest/brother; I should be treated better.
  - **Self-righteous:** It should be this way. I know I am right.
  - **Conditional:** If you are my friend, you have to...
  - **Control:** I am your boss; I have control over you.
- **Impulsiveness and poor self-control** can lead you to “acting out” (rather than “thinking out”) your response to an event.
- **Substance abuse**
- **Family History:** having grown up in a family with a lot of conflicts.
- **Stress:** current major stress in life situation.

## Questions for thought:

1. When have you been angry and “exploded” only to discover later that there was no legitimate reason for your response? What triggered this anger?
2. What were your feelings/thoughts beneath the anger?
3. When did you get angry over a legitimate issue? What was the issue?
4. Were you able to work through it effectively without harming the other person or yourself? How?

Source: *What's Good About Anger?* By Lynette J. Hoy, NCC, LCPC, and Ted Griffin.



**VICE PRESIDENT  
FOR ADMISSIONS**  
Mr. Len Uhal

## Promoting Vocations

While Frs. Thinh, Emilio and Anthony send greetings to all from their program in Rome, Fr. Adam and Len were out promoting vocations at events the last two weekends. Fr. Adam drove to Boise, Idaho for ICYC – Idaho Catholic Youth Conference – where about 1,500 youth were present. He then met Len in California for the Los Angeles Religious Education Congress, where about 5,000 Catholics were present for the 3-day “in person” event, with another 5,000 attending virtually. Normally this event draws about 40,000 Catholics, but it was smaller due to COVID precautions. Both events went well and allowed for some meaningful conversations with young men considering religious life. Fr. Adam and Len also visited with many potential referral sources who work with youth and may invite our vocation directors to speak with their youth groups. Len returned to campus today and Fr. Adam will be back on Thursday. Please continue to pray for our vocation ministry team.



## JUSTICE, PEACE AND INTEGRITY OF CREATION COUNCIL

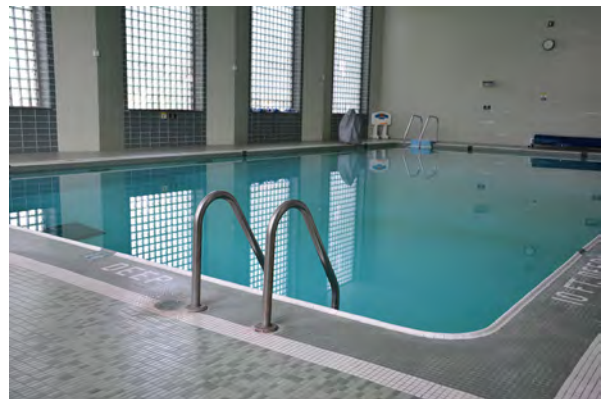
Today, March 22 is **World Water Day**, which has been observed by the United Nations (UN) since 1993. The purpose of World Water Day is to call attention to the importance of freshwater, a resource that approx. 2.2 billion people lack in their everyday lives. According to the UN website, "A core focus of World Water Day is to support the achievement of Sustainable Development Goal 6: water and sanitation for all by 2030." Let us be mindful of our own water usage, remembering that many people around the world do not have access to freshwater. Remember that simple actions like turning off the faucet when you are brushing your teeth has an impact on the local water supply.

## PUBLIC RELATIONS

### Swimming Pool

High school athletes from Western Dubuque will be using the DWC pool for training during the days and times listed below. Use of the pool has been discussed and approved by Steve Winger, VP for Operations and Fr. Tom Ascheman.

The athletes will use the locker rooms before and after their workout. PLEASE PUT ALL BELONGINGS INTO LOCKERS OR TAKE THEM WITH YOU. Do not leave personal belongings on the benches or counters in the locker room areas.



The pool will be in use on the following days and times:

March 22 – 3:45 – 5:30 PM	WOMEN
April 1 – 3:30 – 4:30 PM	MEN

### Weekend program at DWC April 23 - 24

You are invited to participate in a Worldwide Marriage Encounter weekend at DWC this spring. The non-residential weekend is open to any faculty or staff and their spouse at no charge.

Students and SVD are also welcome to participate as a way to enrich your current or future ministry.

For more information or to register, visit [www.iowa-wwme.org](http://www.iowa-wwme.org) or contact Jeff and Janet Francois at 563-608-3305.




**marriage  
encounter**



## UPCOMING EVENTS

April 2-5	Higher Learning Commission (HLC) 2022 Annual Conference Chicago IL
April 11-13	Commission on English Language Program Accreditation (CEA) DWC On-Site Campus Visit
April 23 - 24	Worldwide Marriage Encounter Retreat
April 27	Employee Retirement Party @ Barn House, Epworth IA
April 28	Recognition & Awards Luncheon
April 30	Befriender Ministry Recollection
May 13	DWC Commencement
June 20 - 21	Dubuque Archdiocesan Priest Convocation





## Divine Word College

### COVID-19 Guidance (#37)

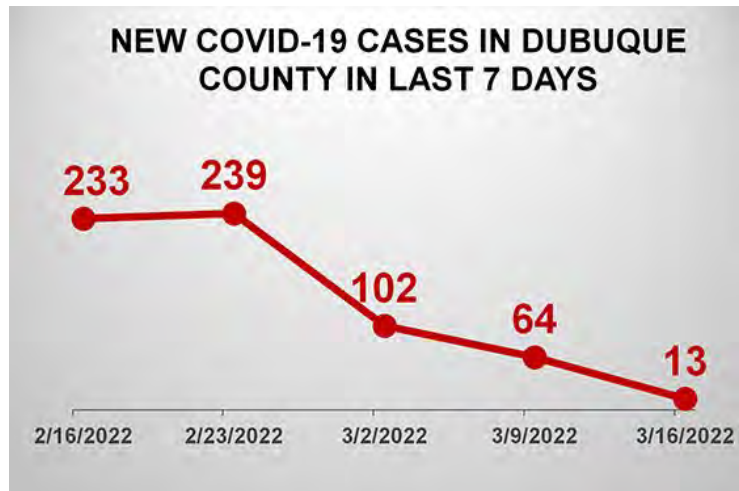
March 17, 2022

*Divine Word College, in coordination with state and local public health experts, is closely monitoring reports and recommendations from national and regional health departments regarding COVID-19. Updates will be provided through email, the LOG and on the bulletin boards.*

The average number of new cases of COVID in Dubuque County has dropped dramatically to only about **two cases per day**. As a result, since the beginning of March, the CDC has ranked our area as having a low community level of infections.

When returning from Spring Break, everyone was asked to take a quick-test for COVID-19. After administering more than 170 tests, **no infections have been detected**.

**Relaxation of COVID-19 Restrictions.** In light of the rapid fall-off in infections in the county and the results of the quick tests at DWC, the Board of Administration has decided to relax the College restrictions on COVID.



**Facemasks** are no longer be required;

- People who have been exposed to someone with COVID-19, the flu, or a cold should continue to wear a facemask.
- Individuals may choose to continue to wear a facemask.

**Dining room is open.**

- Faculty and staff are welcome once again in the dining room.
- Students are highly encouraged to eat their meals in the dining room rather than taking food to their rooms. The dining room is the heart of our community.

**Testing continues.**

- People who are unvaccinated still be expected to test once a week.
- Random testing of the DWC community will continue as before.
- If you test positive, please isolate yourself for a minimum of five days. After five days, you can return to classes if a new test shows negative; but you should wear a facemask at all times and eat meals separately until ten days are complete.

**If you feel sick**, please stay home or in your room. Contact Br. Mike for a quick test for COVID-19.

**Get vaccinated and/or boosted.** Additional waves of COVID-19 are expected.

**COVID-19 is not ended.** A new variant of the Omicron virus is beginning to spread in the USA. Omicron BA.2 is more contagious, but apparently not particularly severe. If new cases of COVID-19 are detected at DWC, or if the number of cases in the county rises significantly, then we will need to return to at least some of the previous restrictions.

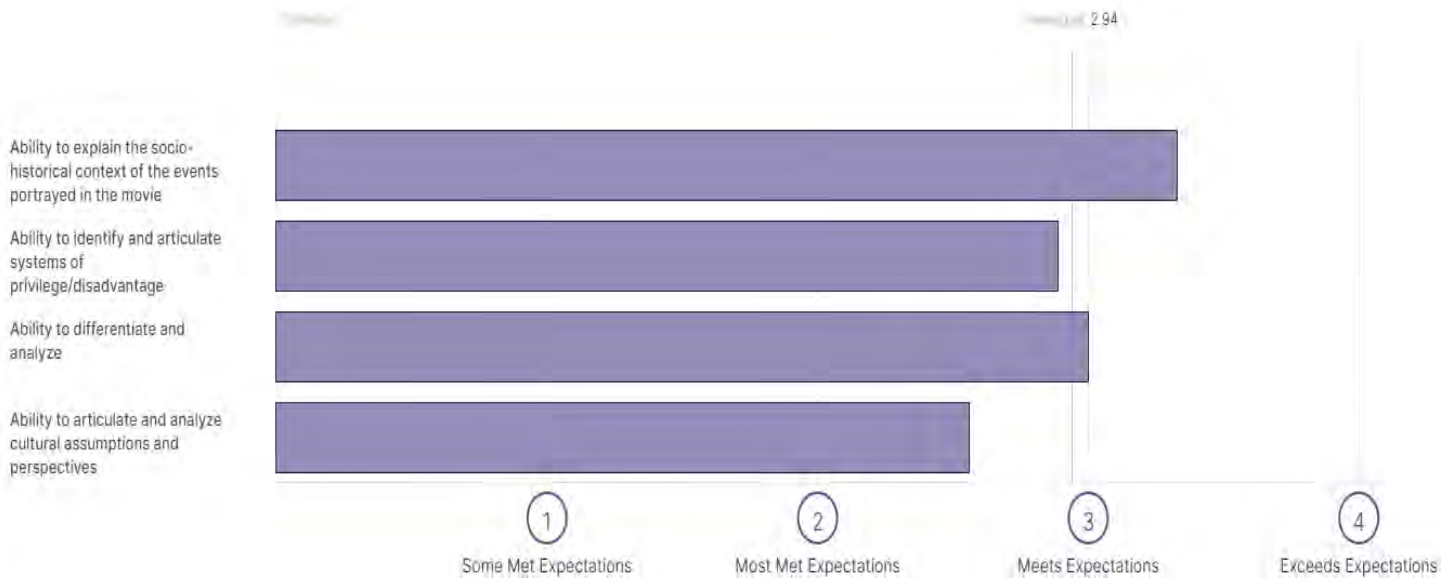
Fr. Thomas J. Ascherman  
President

## **Findings and Recommendations Report ICS**

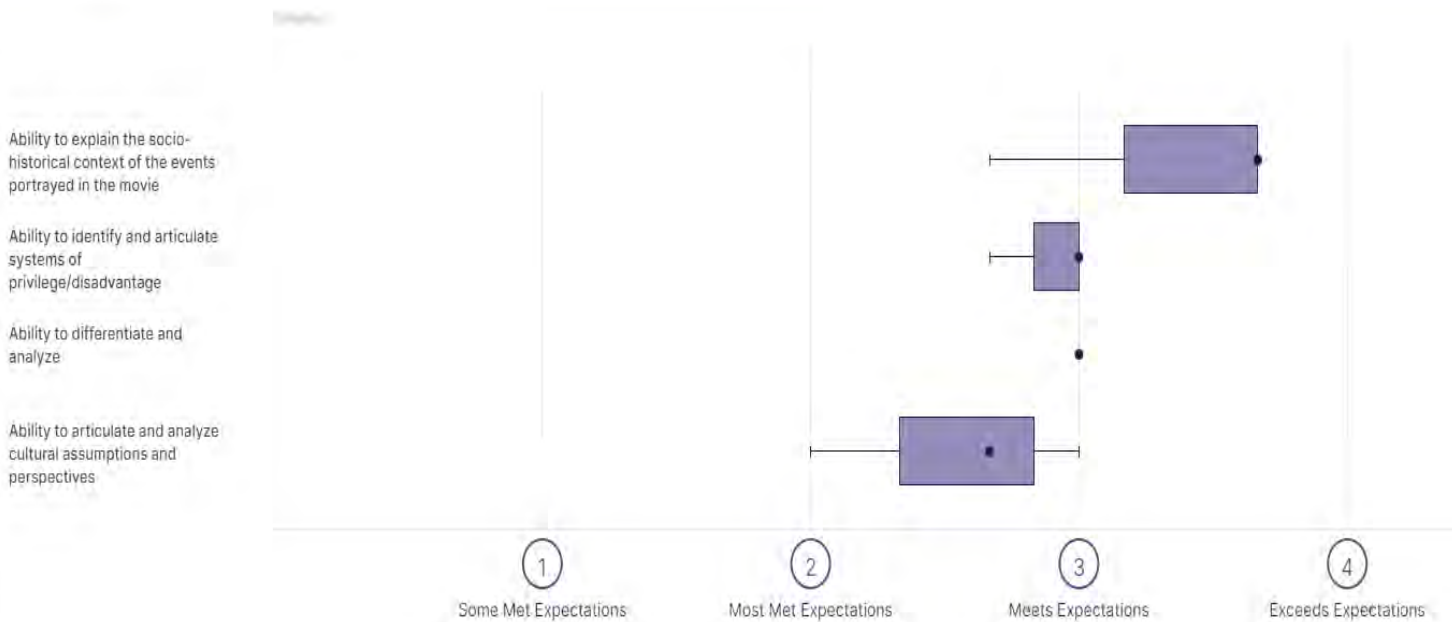
- ❖ BA/ICS/2 – Explain the relationship among differing cultural perspectives and the social determinants of personal identity, including race, class, gender, ethnicity, and nationality.
- ❖ AA/ICS/2 – Explain the relationship among differing cultural perspectives and the social determinants of personal identity, including race, class, gender, ethnicity, and nationality.

## Findings – BA/ICS/ 2

### AVERAGE BY CRITERION



### SCORE DISTRIBUTION BY CRITERION



**Signature Assignments: Social determinants of personal identity**

**Number of Submissions: 3**

Assessed Rubric Criterion	Average Score
Ability to explain the socio-historical context of the events portrayed in the movie.	3.33
Ability to identify and articulate systems of privilege/disadvantage	2.89

<i>(such as racism, sexism, classism, immigration status, etc.)</i> that are at work in the construction of individual identities	
Ability to differentiate and analyze the impact of social and cultural practices and structures on everyday social interactions	3
Ability to articulate and analyze cultural assumptions and perspectives	2.56

**Summary:**

**The average of student scores in all criteria is 2.94.**

**In all 4 criteria, the average of student scores is 2 or above.**

**In no criteria is the student average 4.**

**As a group, students scored highest on criteria 1, “Ability to explain the socio-historical context of the events portrayed in the movie” (Average:3.33).**

**As a group, students scored lowest on criteria 4, “Ability to articulate and analyze cultural assumptions and perspectives”, (Average: 2.56).**



## Recommendations for Academic Assessment Committee and Departments (per departmental faculty)

### ICS/BA/2 and ICS/AA/2: Social Determinants of Personal Identity

- 1) Low sample number (3) generates less reliable results, however, small range of scores indicates increased overall reliability in the scores.
- 2) For Criterion 1 (Ability to explain the socio-historical context of the events portrayed in the movie), the entire range of scores is above 3. This criterion seems to have been well met.
- 3) Score (2.89) for Criterion 2 (Ability to identify and articulate systems of privilege/disadvantage that are at work in the construction of individual identities) indicates that this criterion is very close to being fully met, and the small range increases the confidence in that score.
- 4) Score (3.0) for Criterion 3 (Ability to differentiate and analyze the impact of social and cultural practices and structures on everyday social interactions) shows no variance (all scored 3 on this), indicating that this criterion is well met by these students.
- 5) Score (2.56) for Criterion 4 (Ability to articulate and analyze cultural assumptions and perspectives) indicates that students have a wider range of ability for this skill and that this criterion needs improvement.
  - a) How can we (and should we) distinguish between the ability to *articulate* and the ability to *analyze* these aspects? These are different skills.... should *articulate* be a separate criterion? *Articulate* is included with *analyze* for this criterion, but for Criterion 3, *articulate* is omitted. To *articulate* requires good writing skills (and English language ability). A student may be able to differentiate (Criterion 3) and analyze (Criteria 3 and 4), but not articulate these very well (writing skills).
- 6) This is a 350 level course.... this is evaluating primarily upper-class (3<sup>rd</sup> and 4<sup>th</sup> year) students. These scores indicate that this outcome is very close to being 'met' by these students.  
(The case could be made to evaluate outcomes using predominantly upper level courses)

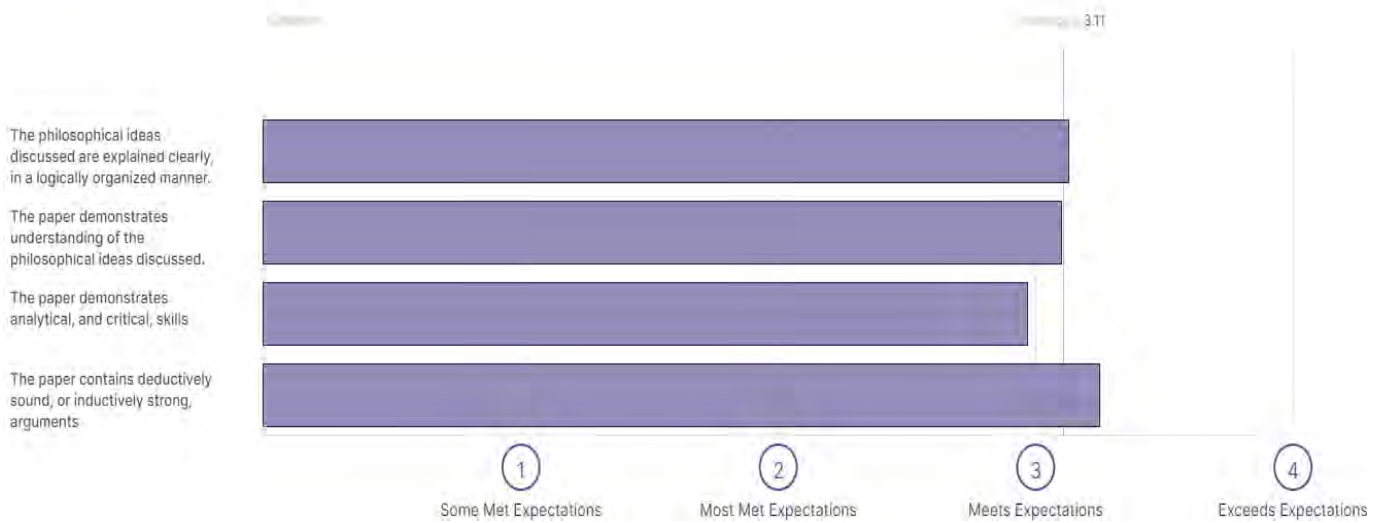
## **Findings and Recommendations Report**

### **Philosophy**

- ❖ CF/PTH/1 – Articulate the philosophical views, theories, and methods contained in the primary works of historically important philosophers.
- ❖ CF/PTH/2 – Develop the requisite critical and analytical skills to evaluate the assumptions and arguments contained in philosophical works.
- ❖ CF/PTH/3 – Construct logically sound arguments in oral and written form.

## Findings – PTH/CF/1 and PTH/CF/2

### AVERAGE BY CRITERION



### SCORE DISTRIBUTION BY CRITERION



**Signature Assignment: Medieval Philosophy Research Paper****Number of Submissions: 10**

<b>Assessed Rubric Criterion</b>	<b>Average Score</b>
<b>The philosophical ideas discussed are explained clearly, in a logically organized manner.</b>	<b>3.13</b>
<b>The paper demonstrates understanding of the philosophical ideas discussed.</b>	<b>3.1</b>
<b>The paper demonstrates analytical, and critical, skills in evaluating the philosophical ideas discussed, with carefully thought through logical criticisms.</b>	<b>2.97</b>
<b>The paper contains deductively sound, or inductively strong, arguments in defense of the philosophical positions advanced.</b>	<b>3.25</b>

**Summary:****The average of student scores in all criteria is 3.11.****In all 4 criteria, the average of student scores is 2 or above.****In no criteria is the student average 4.****As a group, students scored highest on criteria 1, “The philosophical ideas discussed are explained clearly, in a logically organized manner” (Average: 3.13).****As a group, students scored lowest on criteria 3, “The paper demonstrates analytical, and critical, skills in evaluating the philosophical ideas discussed, with carefully thought through logical criticisms” (Average: 2.97).**



**Recommendations for Academic Assessment Committee and Departments (per departmental faculty) – PTH/CF/1 and 2**

We have no recommendations to make at this time.

## Findings – PTH/CF/3

### AVERAGE BY CRITERION



### SCORE DISTRIBUTION BY CRITERION



**Signature Assignments: Metaphysics Philosophy Research Paper****Number of Submissions: 13**

<b>Assessed Rubric Criterion</b>	<b>Average Score</b>
<b>The philosophical ideas discussed are explained clearly, in a logically organized manner.</b>	3.12
<b>The paper demonstrates understanding of the philosophical ideas discussed.</b>	3.21
<b>The paper demonstrates analytical, and critical, skills in evaluating the philosophical ideas discussed, with carefully thought through logical criticisms.</b>	2.9
<b>The paper contains deductively sound, or inductively strong, arguments in defense of the philosophical positions advanced.</b>	3.23

**Summary:****The average of student scores in all criteria is 3.12.****In all 4 criteria, the average of student scores is 2 or above.****In no criteria is the student average 4.****As a group, students scored highest on criteria 4, “The paper contains deductively sound, or inductively strong, arguments” (Average: 3.23).****As a group, students scored lowest on criteria 3, “The paper demonstrates analytical, and critical, skills” (Average: 2.9).**

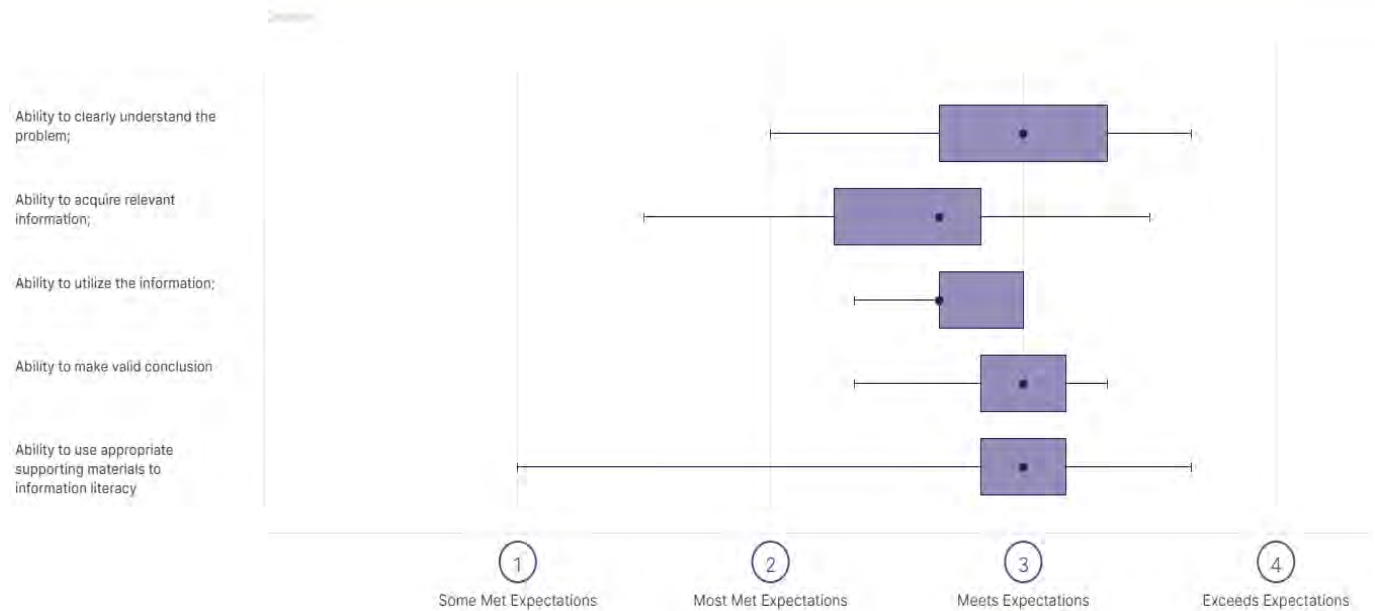
**Recommendations for Academic Assessment Committee and Departments (per departmental faculty) – PTH/CF/3**

We have no recommendations to make at this time.



## **Findings and Recommendations Report CORE**

- ❖ CORE/1 – Critical Thinking Acuity: Divine Word College graduates will have gained proficiency in the intellectual skills necessary to explore issues, ideas, artifacts, and events, before making a decision, accepting or formulating an opinion, or reaching a conclusion.
- ❖ CORE/3 – Intercultural Competence: Divine Word College graduates will possess the knowledge, skills, and attitudes that are necessary to interact effectively with people who are culturally different from themselves.
- ❖ CORE/5 – Missionary Discipleship: Divine Word College graduates will have gained the knowledge, skills, and attitudes for practicing prophetic dialogue in the tradition of SVD missionaries with the poor, the marginalized, faith-seekers, and persons of different cultures and faith-traditions.

**Findings – CORE #1****Signature Assignment: Final Critical Paper (PSY)****Number of Submissions: 7****AVERAGE BY CRITERION****SCORE DISTRIBUTION BY CRITERION**

<b>Assessed Rubric Criterion</b>	<b>Average Score</b>
Ability to clearly understand the problem; ability to think theoretically about theories of personality and the philosophy behind the theory.	2.95
Ability to acquire relevant information; ability to identify the most common symptoms of clinical depression.	2.55
Ability to utilize the information; ability to differentiate and analyze the strengths and weaknesses of the theory.	2.76
Ability to make valid conclusion based on theory and research; shows awareness of the applications of the theoretical approach with excellent supporting resources.	2.95
Ability to use appropriate supporting materials to information literacy; ability to reflect upon the approach using quality resources, especially at least one primary resource.	2.81

**Summary:**

**The average of student scores in all criteria is 2.8**

**In all 5 criteria, the average of student scores is 2 or above.**

**In no criteria is the student average 4.**

**As a group, students scored highest on criteria 1, “Ability to acquire relevant information; ability to think theoretically about theories of personality and the philosophy behind the theory” (Average: 2.95) and criteria 4, “Ability to make valid conclusion” (Average: 2.95).**

**As a group, students scored lowest on criteria 2, “Ability to acquire relevant information; ability to identify the most common symptoms of clinical depression” (Average: 2.55).**

**Recommendations for Academic Assessment Committee and Departments (per departmental faculty) for Core 1**

**CORE 1: Critical Thinking Acuity**

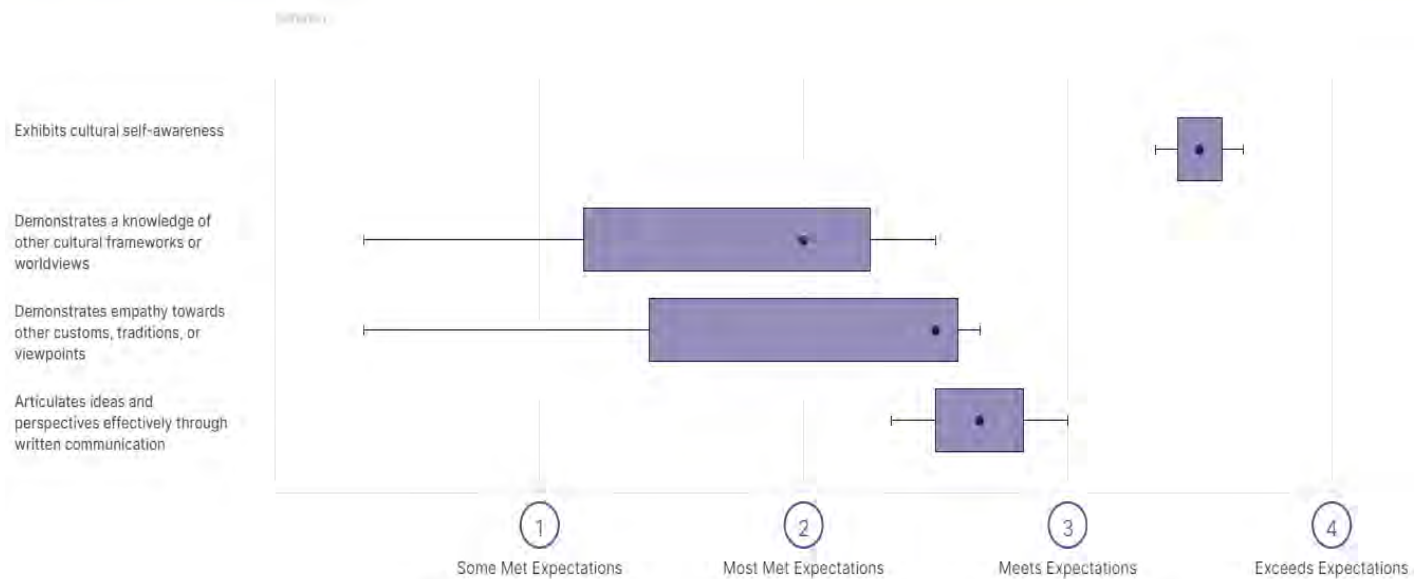
- 1) Criterion 1 (Ability to clearly understand the problem) had the greatest 'range of scores' (ability); followed by Criterion 2 (Ability to acquire relevant information).
- 2) Interpretation of this set of results is made difficult because the course instructor changed mid-semester; the new instructor may not have covered material or in the same way of focused/emphasized the development of those skills in the same way as the original instructor had intended to.
- 3) Aside from #2, scores under 3 indicate (to me) that improvement is needed, particularly in Criteria 2 (acquire relevant information) and 3 (Ability to utilize the information).
  - a) The newly developing course Advanced Writing and Research may be able to address/improve these abilities and increase scores, however; the new course may not necessarily be taken before this course, in which case improvements would not be seen in this Signature Assignment.

**Findings – CORE #3****Signature Assignment: Cultural Anthropology Paper****Number of Submissions: 3**

AVERAGE BY CRITERION



SCORE DISTRIBUTION BY CRITERION



<b>Assessed Rubric Criterion</b>	<b>Average Score</b>
Exhibits cultural self-awareness	3.5
Demonstrates a knowledge of other cultural frameworks or worldviews	1.61
Demonstrates empathy towards other customs, traditions, or viewpoints	1.83
Articulates ideas and perspectives effectively through written communication	2.67

**Summary:**

**The average of student scores in all criteria is 2.4.**

**In all 4 criteria, the average of student scores is 1 or above.**

**In no criteria is the student average 4.**

**As a group, students scored highest on criteria 1, “Exhibits cultural self-awareness” (Average: 3.5).**

**As a group, students scored lowest on criteria 2, “Demonstrates a knowledge of other cultural frameworks or worldviews” (Average: 1.61).**

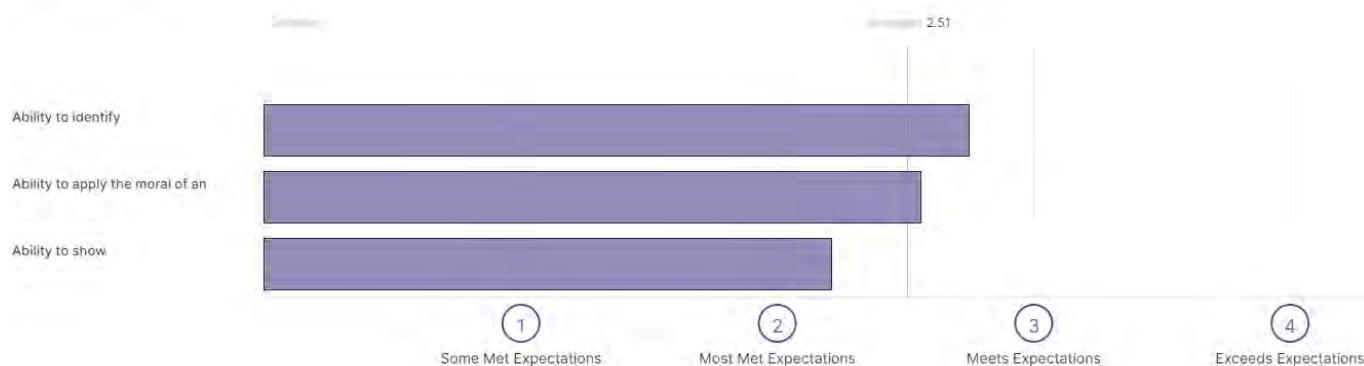
**Recommendations for Academic Assessment Committee and Departments (per departmental faculty) for Core 3**

- 1) 1 artifact (of 3 total) was not scorable. This leaves only 2 artifacts to evaluate (low sample number generates less reliable results)
- 2) While the score for Criterion 1 (Cultural Self-awareness) was very high, scores for knowledge (Criterion 2) and empathy (Criterion 3) are much lower.
  - a) Keep in mind that this is a 100 level course, typically taken by first year students who may just be entering this atmosphere of interculturality.
  - b) Re-evaluation of these criteria (or of the Core Competency) at a higher level course may show an improvement over scores generated by first year students. Perhaps add a signature assignment in a higher level course to compare 1<sup>st</sup> year with 3<sup>rd</sup> or 4<sup>th</sup> year students? (Could the SA for ICS/BA/2 – below – or the Capstone be used for this purpose?)
- 3) Criterion 4 (articulate ideas effectively through written communication) also scored low. Comment 3a from Core 1 Evaluation (above) applies here as well.

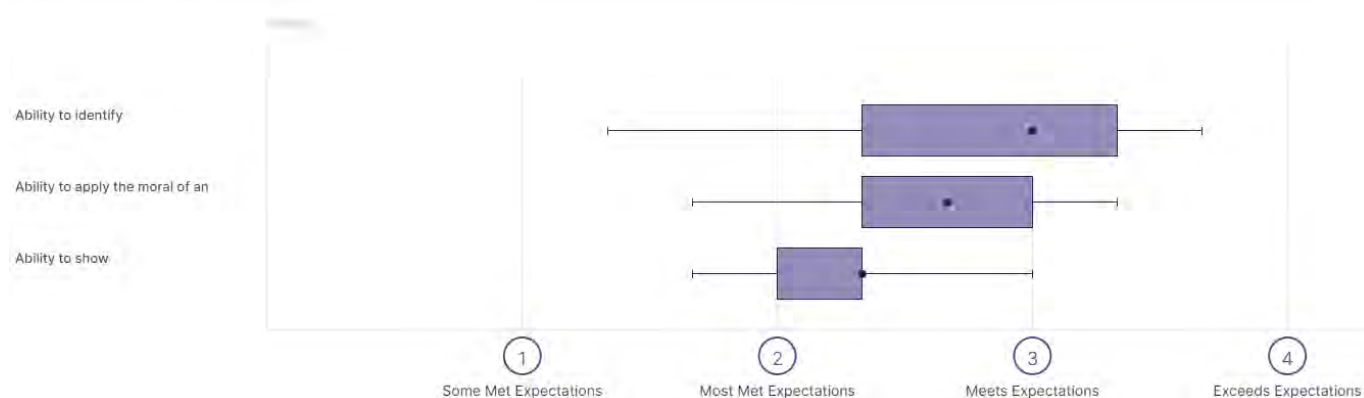


**Findings – CORE #5****Signature Assignment: Translating Parables****Number of Submissions: 25**

AVERAGE BY CRITERION



SCORE DISTRIBUTION BY CRITERION



Assessed Rubric Criterion	Average Score
Ability to identify and articulate the cultural context of an ancient text	2.75
Ability to apply the moral of an ancient parable to issues of social justice in the 21 <sup>st</sup> century.	2.56
Ability to show awareness of the skills necessary for practicing prophetic dialogue with the poor, the marginalized, faith-seekers, and persons of different cultures and faith-traditions	2.21

**Summary:**

**The average of student scores in all criteria is 2.51.**

**In all 4 criteria, the average of student scores is 2 or above.**

**In no criteria is the student average 3 or above.**

**As a group, students scored highest on criteria 1, “Ability to identify and articulate the cultural context of an ancient text” (Average: 2.75).**

**As a group, students scored lowest on criteria 2, “Ability to show awareness of the skills necessary for practicing prophetic dialogue with the poor, the marginalized, the faith-seekers, and persons of different cultures and faith-traditions” (Average: 2.21).**

**Recommendations for Academic Assessment Committee and Departments (per departmental faculty) for Core 5**

**DIS:**

**CORE 5: Missionary Discipleship**

- 1) The high sample number (25 artifacts) makes this score more reliable (compared to assignments with fewer artifacts to evaluate).
- 2) Scores for all Criteria were below 3, indicating improvement needed.  
[How to improve these skills??]
- 3) Since this is also a course typically taken first year students, the large range of scores for Criterion 1 (and to a lesser extent 2) indicate that the incoming students exhibit a great range/variation in underlying skills related to this Core Competency. This may take longer than 1 course (1 semester) to overcome.

**DTP:**

**Due to the fact that:**

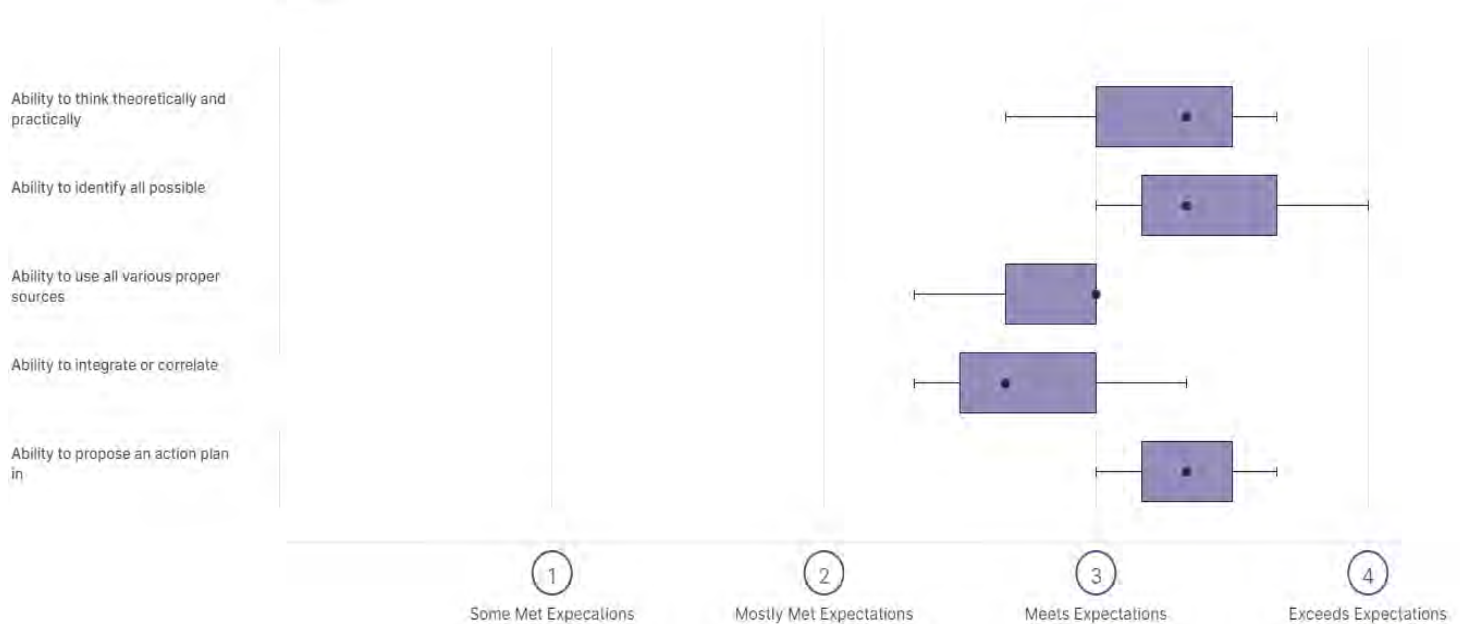
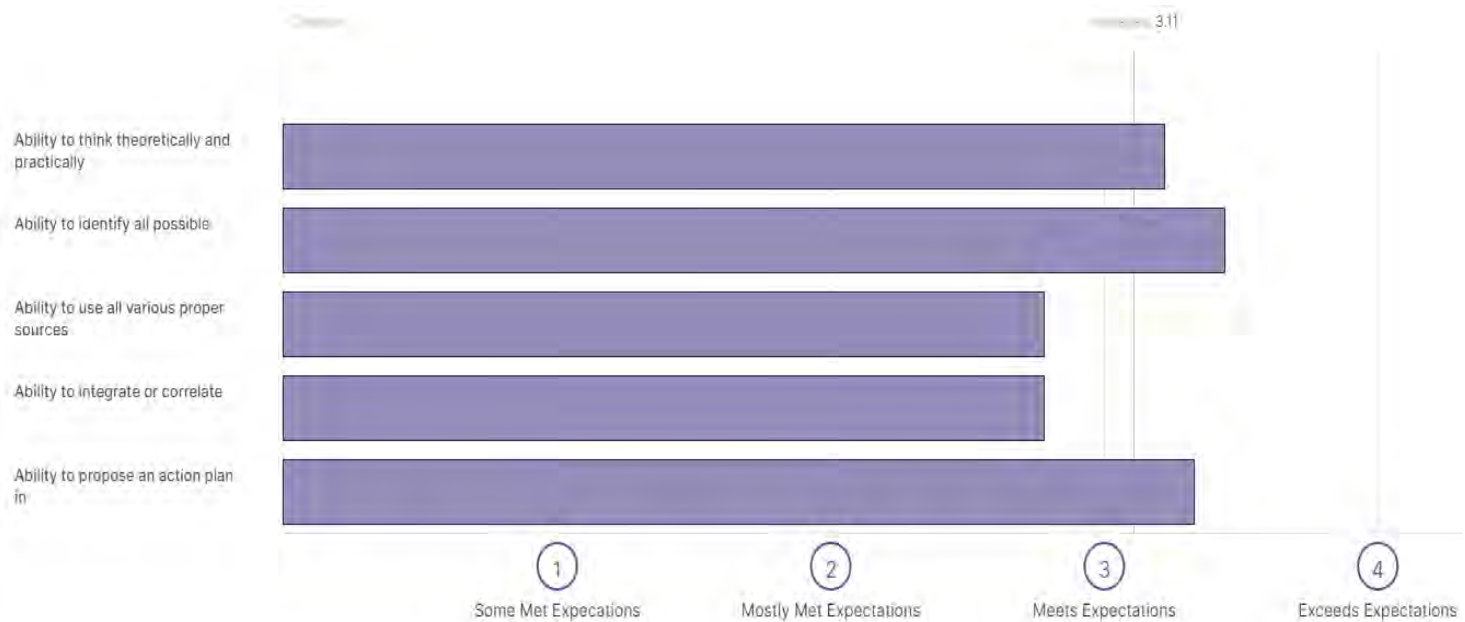
*As a group, students scored lowest on criteria 2, "Ability to show awareness of the skills necessary for practicing prophetic dialogue with the poor, the marginalized, the faith-seekers, and persons of different cultures and faith-traditions"*

**We recommend that:**

The signature assignment be retained, but no longer be used to assess CORE #5.  
The "Missionary Discipleship" PLO does not align well with the **course content** for New Testament (THM 212).

**Fall 2021:  
Findings and Recommendations Report  
THM**

- ❖ AA/THM/2 – Distinguish between official Church teaching and theological opinion, recognizing how both find expression in diverse cultural contexts.
- ❖ BA/THM/4 – Apply appropriate methods of theological analysis within local contexts.
- ❖ BA/THM/2 – Distinguish between official Church teaching and theological opinion, recognizing how both find expression in diverse cultural contexts.



## Findings

**Signature Assignments: Research Paper Capstone 499**

**Number of Submissions: 3**

<b>Assessed Rubric Criterion</b>	<b>Average Score</b>
Ability to think theoretically and practically about and indicate a particular theological problem, issue, or need of a particular community, society, or local church.	3.22
Ability to identify all possible causes of that problem, issue, or need in a contextual analysis that includes psychological, socio-political, cultural, religious, church-traditional aspects.	3.44
Ability to use all various proper sources to set up appropriate principles, norms, and directions for an assessment, judgment, and solution or response to the problem, issue or need.	2.78
Ability to integrate or correlate the official church teaching and other ideologies or theories into the local Church's and/or the individual's personal theological and cultural experience, context, and opinion.	2.78
Ability to propose an action plan in mission to respond to the theological problem, issue, or need, which should be carried out in an ecumenical, interreligious, intercultural, and secular dialogue.	3.33

## Summary:

**The average of student scores in all given criteria is 3.11.**

**In all 5 criteria, the average of student scores is 2 or above.**

**In no criteria is the student average 4.**

**As a group, students scored highest on criteria 2,** “Ability to identify all possible causes of that problem, issue, or need in a contextual analysis that includes psychological, socio-political, cultural, religious, church-traditional aspects.” **(Average: 3.44).**

**As a group, students scored lowest on criteria 3 & 4,** “Ability to use all various proper sources to set up appropriate principles, norms, and directions for an assessment, judgment, and solution or response to the problem, issue or need.”, “Ability to propose an action plan in mission to respond to the theological problem, issue, or need, which should be carried out in an ecumenical, interreligious, intercultural, and secular dialogue” **(Average: 2.78).**

**Recommendations for Academic Assessment Committee and Departments (per departmental faculty)**

We have no recommendations to make at this time.