



Annual Assessment Report

**Compiled by the members of the
Institutional Assessment Committee**

AY 2024 to 2025

Core Competency and Academic Program Learning Outcomes Assessment 2024/25

The following reports presents data gathered over the past Academic Year, and includes Spring 2024, Fall 2024, and Spring 2025. Due to the current data evaluation and recommendation procedure, which states that Program Learning Outcome and Core Competency data are gathered for two to three rounds prior to an established ad hoc committee providing the Institutional Assessment Committee with recommendations, academic department faculty were not required to provide feedback, recommendations, or any other form of input for the given data sets. However, some insights are summarized below.

THM/AA/1, THM/BA/1, THM/BA/3, PTH/CF/4, PTH/CF/1, THM/AA/1, PTH/CF/1, PTH/CF/2 (Troubling Theological Texts): For the "Troubling Theological Texts" assignment (21 submissions), the average student score across all instances was 2.73. The highest average score consistently fell within the "Ability to identify the cultural context of a troubling theological text" (average range: 3.05-3.06). The lowest average score consistently pertained to "Show awareness of the skills necessary for ecumenical, interreligious, intercultural, and secular dialogue in mission" (average: 2.29).

CORE 2A (Visual Rhetoric Analysis Paper): The "Visual Rhetoric Analysis" assignment (10 scorable submissions) yielded an average student score of 2.76. The highest average score was for "Context of and Purpose for Writing" (3.0), while the lowest was for "Sources and Evidence" (2.50).

CORE 2B (Advocacy Speech): The "Advocacy Speech" assignment (17 submissions) had an average student score of 2.44. "Delivery" achieved the highest average score (2.62), and "Organization" had the lowest (2.34).

PHI/BA/4 (Ethics Term Paper One): The "Ethics Term Paper One" assignment (6 submissions) showed a higher average student score of 3.14. The highest average score was for "The philosophical ideas concerning the issue of contemporary relevance" (3.42), and the lowest was for "The paper demonstrates analytical and critical skills" (2.88).

CORE 3 (Cultural Anthropology Paper): The "Cultural Anthropology Paper" (7 submissions) had an average student score of 2.66. "Exhibits cultural self-awareness" had the highest average (3.01), while "Demonstrates a knowledge of other cultural frameworks or worldviews" and "Demonstrates empathy towards other customs, traditions, or viewpoints" shared the lowest average (2.45).

IDS/AA/1, PTH/CF/1, PTH/CF/2 (Medieval Philosophy Research Paper): The "Medieval Philosophy Research Paper" (7 submissions each) consistently demonstrated the highest overall performance, with an average student score of 3.31 across all instances. The highest average scores (3.39) were observed in "The philosophical ideas discussed are explained clearly, in a logically organized manner," "The paper demonstrates understanding of the philosophical ideas discussed," and "The paper contains deductively sound, or inductively strong, arguments." The

lowest average score (3.07) was for "The paper demonstrates analytical, and critical, skills in evaluating the philosophical ideas discussed, with carefully thought through logical criticisms."

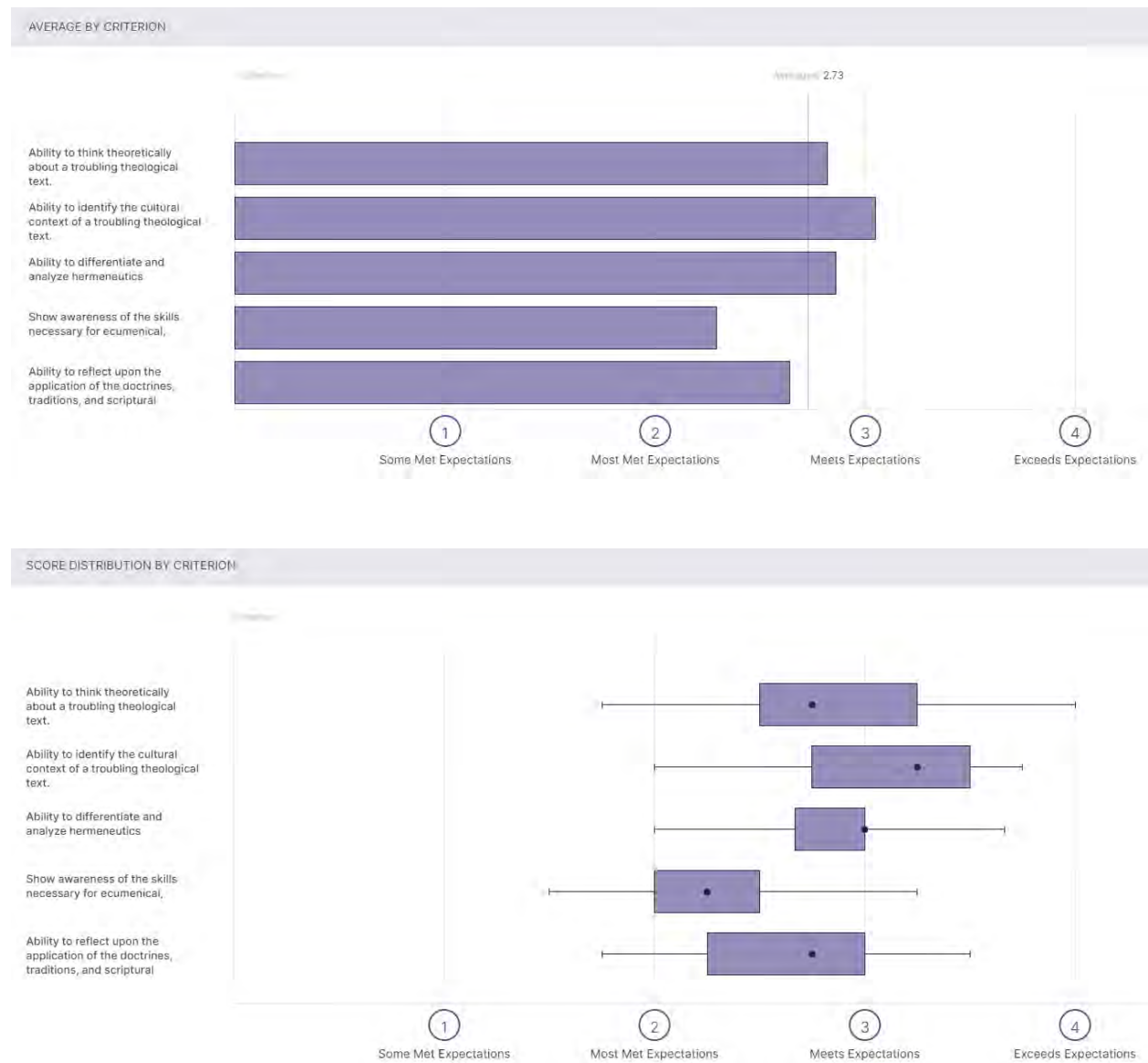
Conclusion: Across these signature assignments, students generally performed well, consistently scoring above a 2.0 average in all assessed criteria. Several assignments highlighted strengths in contextual understanding (cultural context in theology, writing context and purpose) and clear explanation of core concepts (philosophy). Areas for potential focus include developing skills in ecumenical/interfaith dialogue in theological studies and strengthening the use of sources and evidence in written communication. Analytical and critical thinking skills also presented as a relative area for growth in some assignments.

Spring 2024 Program Learning Outcomes Assessment Report

THM

THM/AA/1

Articulate the fundamental doctrines, traditions, and scriptural interpretations of the Church.



Findings

Signature Assignment: Troubling Theological Texts

Number of Submissions: 21

Number of Scores: 84

Assessed Rubric Criterion	Average Score
Ability to think theoretically about a troubling theological text.	2.82
Ability to identify the cultural context of a troubling theological text.	3.05
Ability to differentiate and analyze hermeneutics that explain or interpret a troubling theological text.	2.86
Show awareness of the skills necessary for ecumenical, interreligious, intercultural, and secular dialogue in mission.	2.29
Ability to reflect upon the application of the doctrines, traditions, and scriptural interpretations of the Church to a troubling theological text.	2.64

Summary:

The average student score for THM/AA/1 is 2.73.

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

The average score is highest for criterion 2, “Ability to identify the cultural context of a troubling theological text” (Average: 3.05).

The average score is lowest for criterion 4, “Show awareness of the skills necessary for ecumenical, interreligious, intercultural, and secular dialogue in mission” (Average: 2.29).

Recommendations for Academic Assessment Committee and Departments

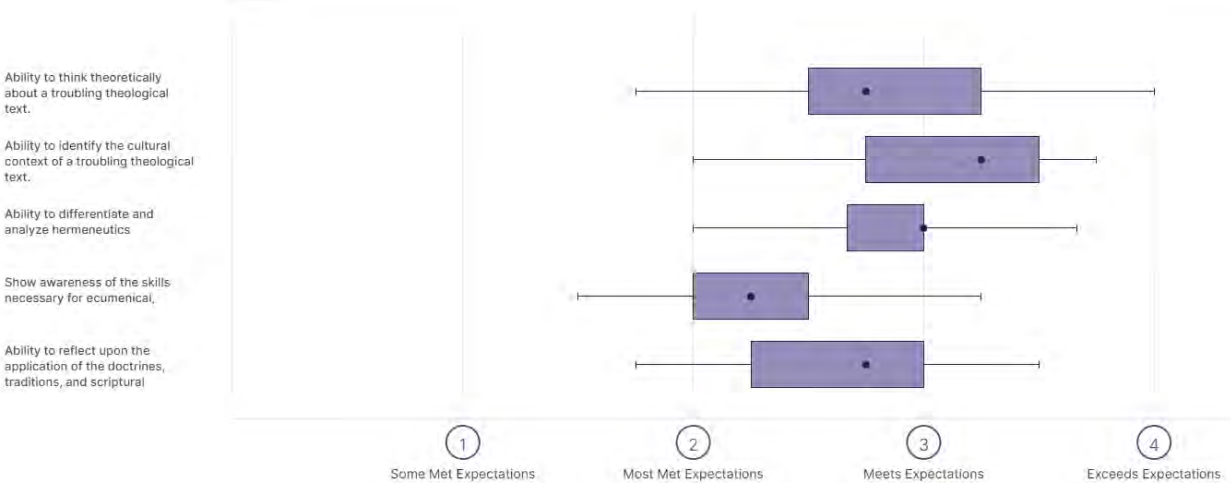
THM/BA/1

Articulate the fundamental doctrines, traditions, and scriptural interpretations of the Church.

AVERAGE BY CRITERION



SCORE DISTRIBUTION BY CRITERION



Findings

Signature Assignment: Troubling Theological Texts

Number of Submissions: 21

Number of Scores: 84

Assessed Rubric Criterion	Average Score
Ability to think theoretically about a troubling theological text.	2.82
Ability to identify the cultural context of a troubling theological text.	3.05
Ability to differentiate and analyze hermeneutics that explain or interpret a troubling theological text.	2.86
Show awareness of the skills necessary for ecumenical, interreligious, intercultural, and secular dialogue in mission.	2.29
Ability to reflect upon the application of the doctrines, traditions, and scriptural interpretations of the Church to a troubling theological text.	2.64

Summary:

The average student score for THM/BA/1 is 2.73.

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

The average score is highest for criterion 2, “Ability to identify the cultural context of a troubling theological text” (Average: 3.05).

The average score is lowest for criterion 4, “Show awareness of the skills necessary for ecumenical, interreligious, intercultural, and secular dialogue in mission” (Average: 2.29).

Recommendations for Academic Assessment Committee and Departments

THM/BA/3

Develop knowledge and skills necessary for faith-filled dialogue in ecumenical, interreligious, intercultural, and secular mission settings.



Findings

Signature Assignment: Troubling Theological Texts

Number of Submissions: 21

Number of Scores: 84

Assessed Rubric Criterion	Average Score
Ability to think theoretically about a troubling theological text.	2.81
Ability to identify the cultural context of a troubling theological text.	3.06
Ability to differentiate and analyze hermeneutics that explain or interpret a troubling theological text.	2.86
Show awareness of the skills necessary for ecumenical, interreligious, intercultural, and secular dialogue in mission.	2.29
Ability to reflect upon the application of the doctrines, traditions, and scriptural interpretations of the Church to a troubling theological text.	2.64

Summary:

The average student score for THM/BA/3 is 2.73.

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

The average score is highest for criterion 2, “Ability to identify the cultural context of a troubling theological text” (Average: 3.06).

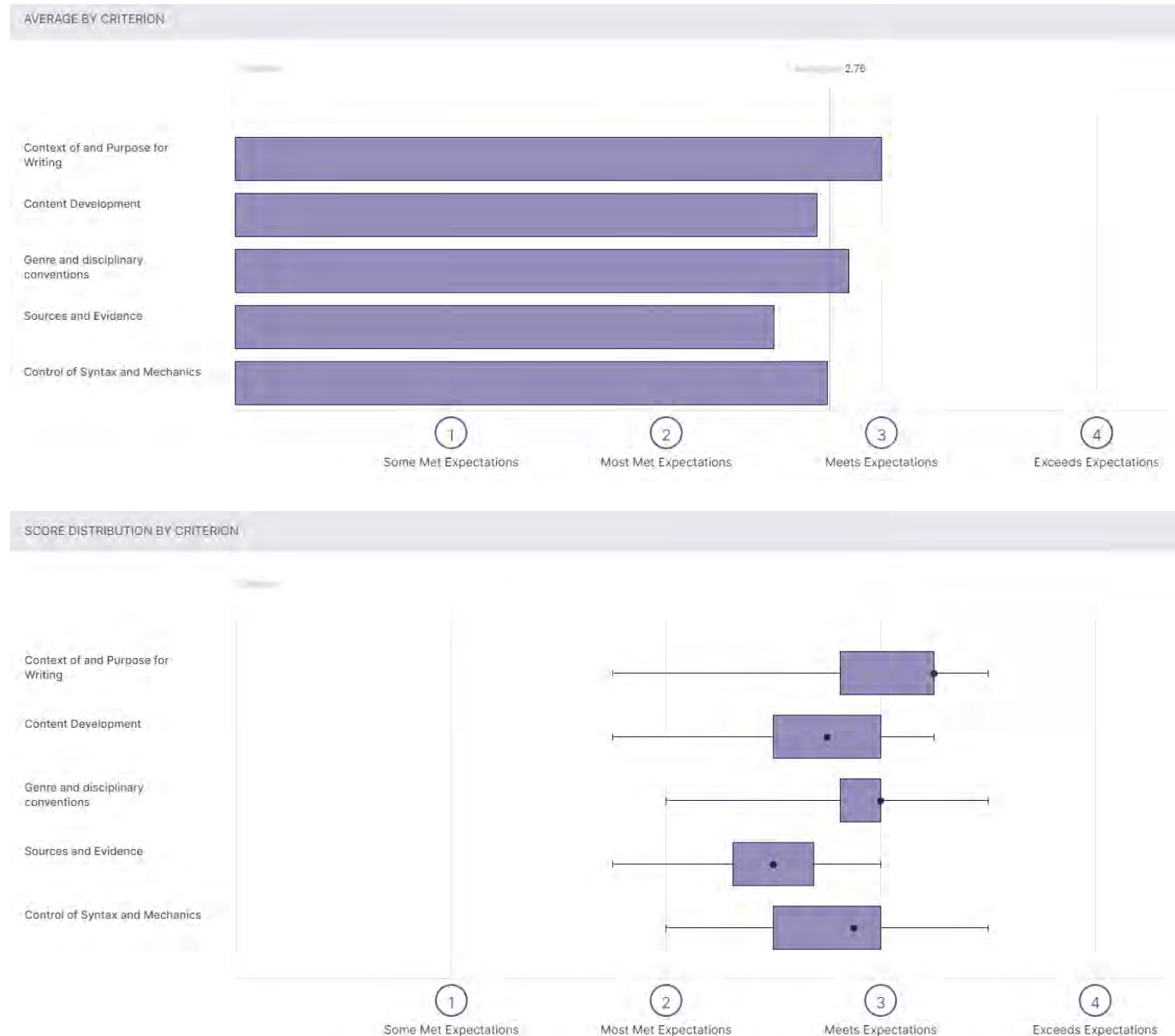
The average score is lowest for criterion 4, “Show awareness of the skills necessary for ecumenical, interreligious, intercultural, and secular dialogue in mission” (Average: 2.29).

Recommendations for Academic Assessment Committee and Departments

Fall 2024 Core Competency Report

CORE/2 A – Communication Effectiveness: Divine Word College graduates will have acquired effective written and oral communication skills to be able to express themselves appropriately while presenting to or interacting with widely diverse audiences.

CORE 2A (Written Communication)



Findings – CORE 2 a

Signature Assignment: Visual Rhetoric Analysis

Number of Submissions: 11 (1 was deemed “not scorable”; following first round, evaluators evaluated 10)

Number of Scores: 41

Assessed Rubric Criterion	Average Score
Context of and Purpose for Writing	3.0
Content Development	2.7
Genre and disciplinary conventions	2.85
Sources and Evidence	2.5
Control of Syntax and Mechanics	2.75

Summary:

The average student score for CORE 2A (Written Communication) is 2.76.

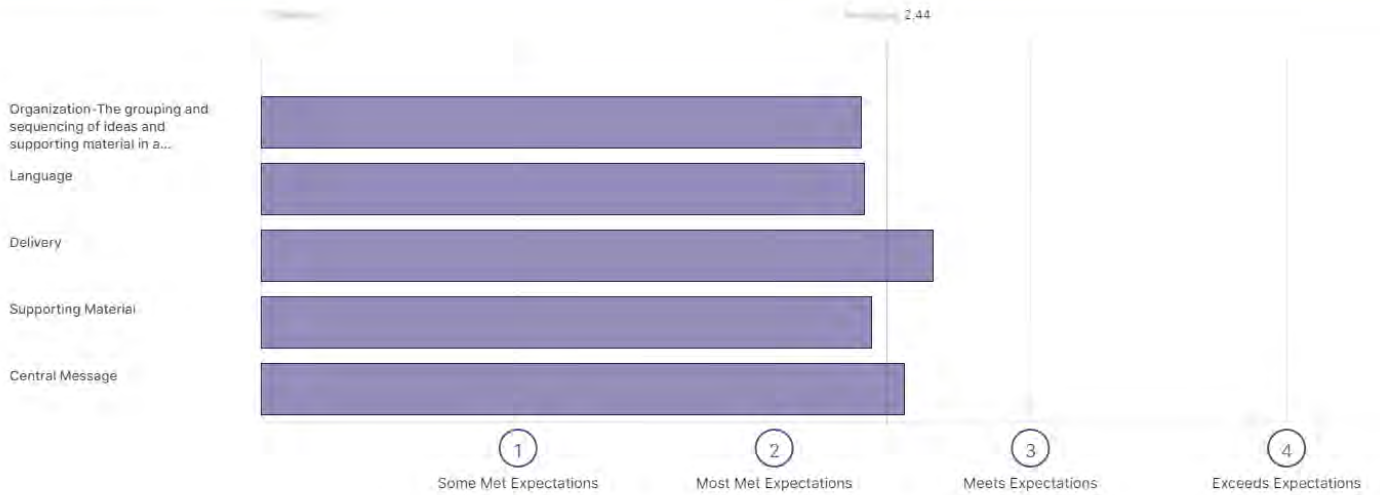
In all 5 criteria, the average student score is 2 or greater.

The average score is highest for criterion 1, “Context of and Purpose for Writing” (Average: 3.0).

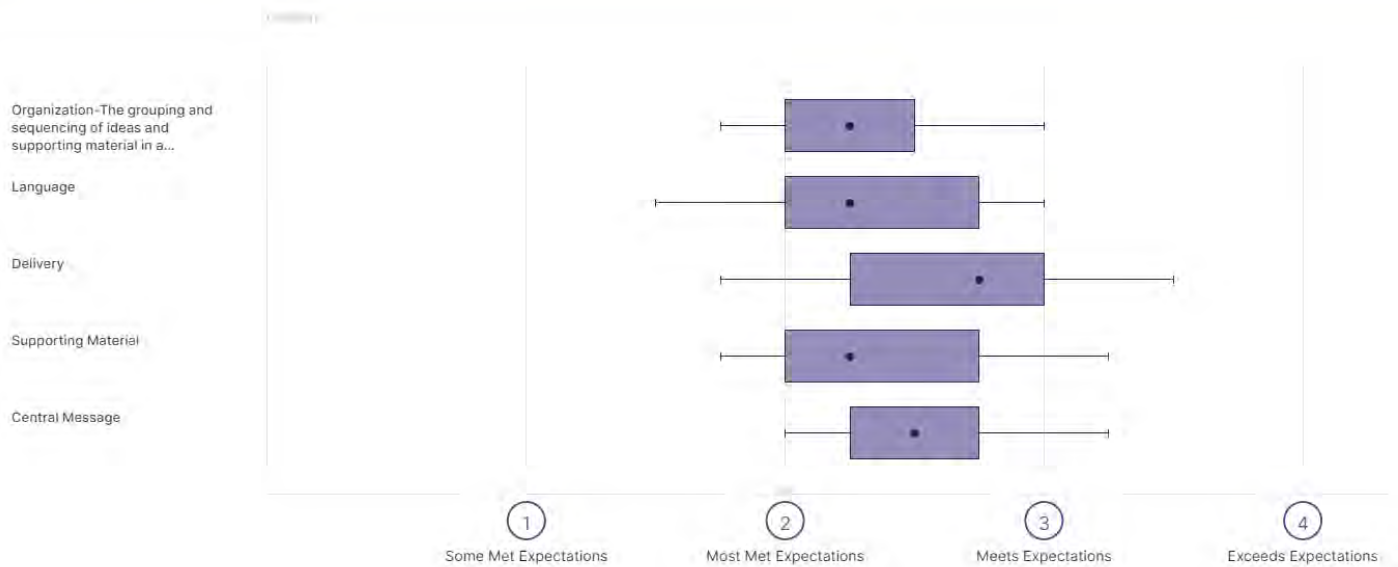
The average score is lowest for criterion 4: “Sources and Evidence” (Average: 2.50).

CORE 2B (Oral Communication)

AVERAGE BY CRITERION



SCORE DISTRIBUTION BY CRITERION



Findings – CORE 2 B

Signature Assignment: Advocacy Speech

Number of Submissions: 17

Number of Scores: 68

Assessed Rubric Criterion	Average Score
Organization: The grouping and sequencing of ideas and supporting material in a presentation.	2.34
Language	2.35
Delivery	2.62
Supporting Material	2.38
Central Message	2.51

Summary:

The average student score for CORE 2B (Oral Communication) is 2.44.

In all 5 criteria, the average score is 2 or greater.

The average score is highest for criterion 3: “Delivery” (Average: 2.62).

The average score is lowest for criterion 1, “Organization: The grouping and sequencing of ideas and supporting material in a presentation.” (Average: 2.34).

Fall 2024 Program Learning Outcomes Assessment Report

Theology Pre-Certificate Program

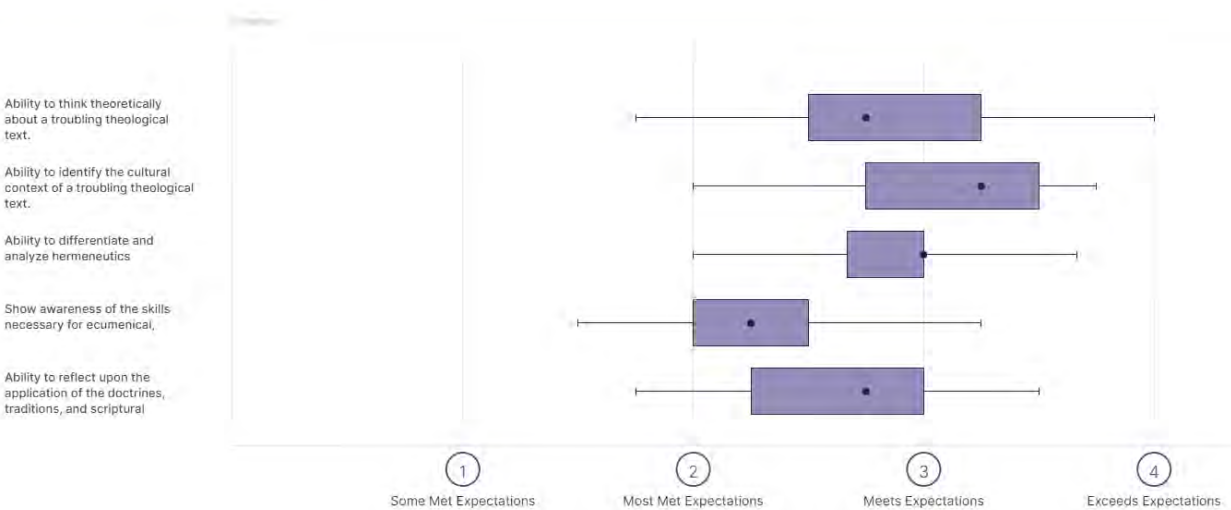
PTH/CF/4

Articulate the fundamental doctrines, traditions, and scriptural interpretations of the Church.

AVERAGE BY CRITERION



SCORE DISTRIBUTION BY CRITERION



Findings

Signature Assignment: Troubling Theological Texts

Number of Submissions: 21

Number of Scores: 84

Assessed Rubric Criterion	Average Score
Ability to think theoretically about a troubling theological text.	2.82
Ability to identify the cultural context of a troubling theological text.	3.05
Ability to differentiate and analyze hermeneutics that explain or interpret a troubling theological text.	2.86
Show awareness of the skills necessary for ecumenical, interreligious, intercultural, and secular dialogue in mission.	2.29
Ability to reflect upon the application of the doctrines, traditions, and scriptural interpretations of the Church to a troubling theological text.	2.64

Summary:

The average student score for PTH/CF/4 is 2.73.

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

The average score is highest for criterion 2, “Ability to identify the cultural context of a troubling theological text” (Average: 3.05).

The average score is lowest for criterion 4, “Show awareness of the skills necessary for ecumenical, interreligious, intercultural, and secular dialogue in mission” (Average: 2.29).

Spring 2024 Program Learning Outcomes Assessment Report

IDS

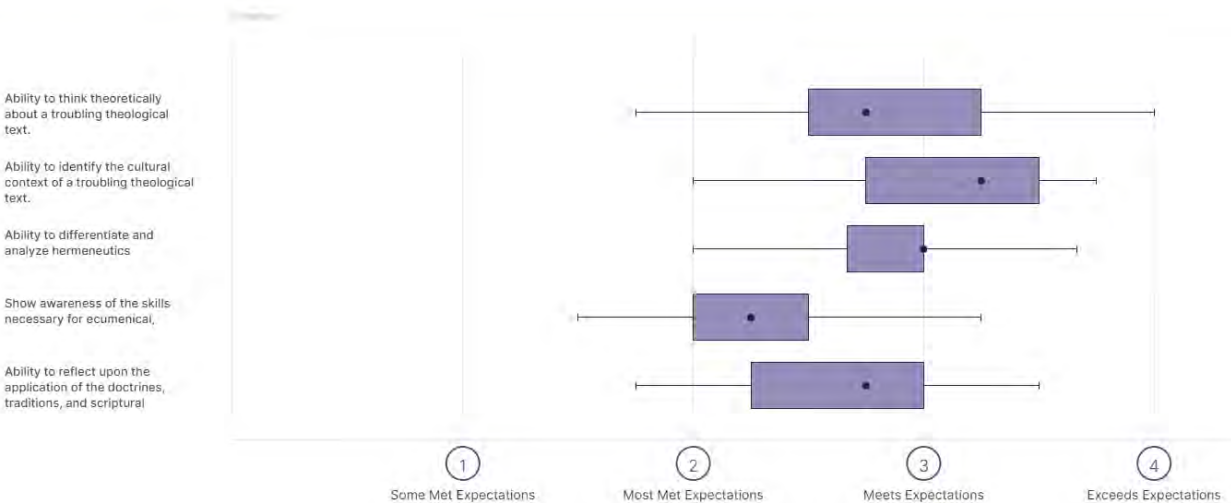
IDS/AA/2

Articulate the fundamental doctrines, traditions, and scriptural interpretations of the Church.

AVERAGE BY CRITERION



SCORE DISTRIBUTION BY CRITERION



Findings

Signature Assignment: Troubling Theological Texts

Number of Submissions: 21

Number of Scores: 84

Assessed Rubric Criterion	Average Score
Ability to think theoretically about a troubling theological text.	2.82
Ability to identify the cultural context of a troubling theological text.	3.05
Ability to differentiate and analyze hermeneutics that explain or interpret a troubling theological text.	2.86
Show awareness of the skills necessary for ecumenical, interreligious, intercultural, and secular dialogue in mission.	2.29
Ability to reflect upon the application of the doctrines, traditions, and scriptural interpretations of the Church to a troubling theological text.	2.64

Summary:

The average student score for THM/AA/1 is 2.73.

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

The average score is highest for criterion 2, “Ability to identify the cultural context of a troubling theological text” (Average: 3.05).

The average score is lowest for criterion 4, “Show awareness of the skills necessary for ecumenical, interreligious, intercultural, and secular dialogue in mission” (Average: 2.29).

Spring 2024 Program Learning Outcomes Assessment Report

Philosophy

PHI/BA/4

Apply appropriate methods of philosophical analysis to critical issues of contemporary relevance.



Findings

Signature Assignment: Ethics Term Paper One

Number of Submissions: 6

Number of Scores: 24

Assessed Rubric Criterion	Average Score
The philosophical ideas concerning the issue of contemporary relevance	3.42
The paper demonstrates understanding of the philosophical ideas of contemporary relevance discussed.	3.21
The paper demonstrates analytical and critical skills.	2.88
The paper contains deductively sound, or inductively strong, arguments.	3.04

Summary:

The average student score for PHI/BA/4 is 3.14.

In all 4 criteria, the average student score is 2 or greater.

The average score is highest for criterion 1, “The philosophical ideas concerning the issue of contemporary relevance” (Average: 3.42).

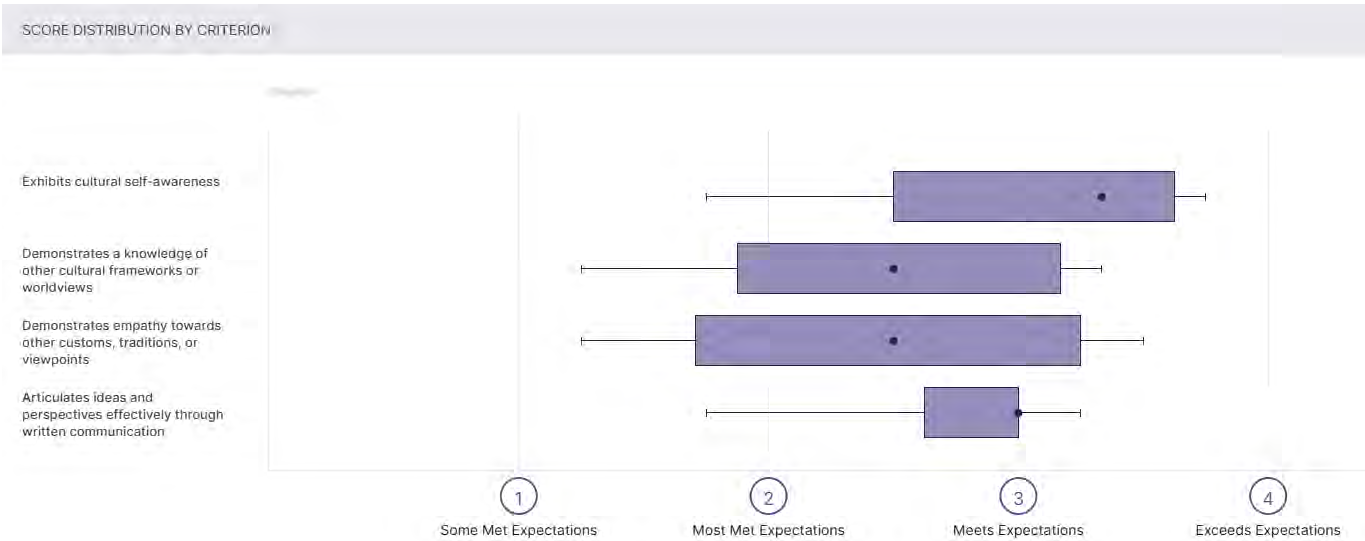
The average score is lowest for criterion 3, “The paper demonstrates analytical and critical skills.” (Average: 2.88).

Spring 2025 Core Competency Report

Findings and Recommendations Report CORE

- ❖ 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.

Findings – CORE #3



Findings

Signature Assignment: ANT 170 – Cultural Anthropology Paper

Number of Submissions: 7

Number of Scores: 27

Assessed Rubric Criterion	Average Score
Exhibits cultural self-awareness.	3.01
Demonstrates a knowledge of other cultural frameworks or worldviews.	2.45
Demonstrates empathy towards other customs, traditions, or viewpoints.	2.45
Articulates ideas and perspectives effectively through written communication.	2.75

Summary:

The average student score for Core 3 is 2.66.

In all 4 criteria, the average student score is 2 or greater.

The average score is highest for criterion 1, “Exhibits cultural self-awareness” (Average: 3.01).

The average score is lowest for criteria 2 and 3, “Demonstrates a knowledge of other cultural frameworks or worldviews”; “Demonstrates empathy towards other customs, traditions, or viewpoints” (Average: 2.45).

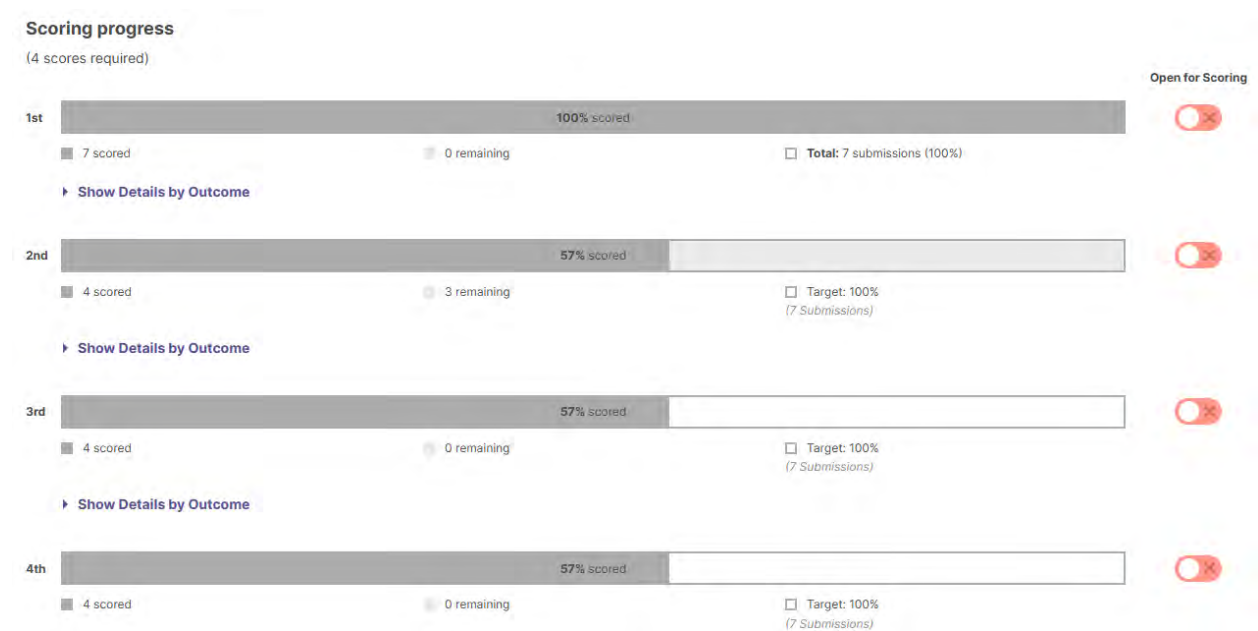
Spring 2025 Report

Program Learning Outcomes Assessment Report

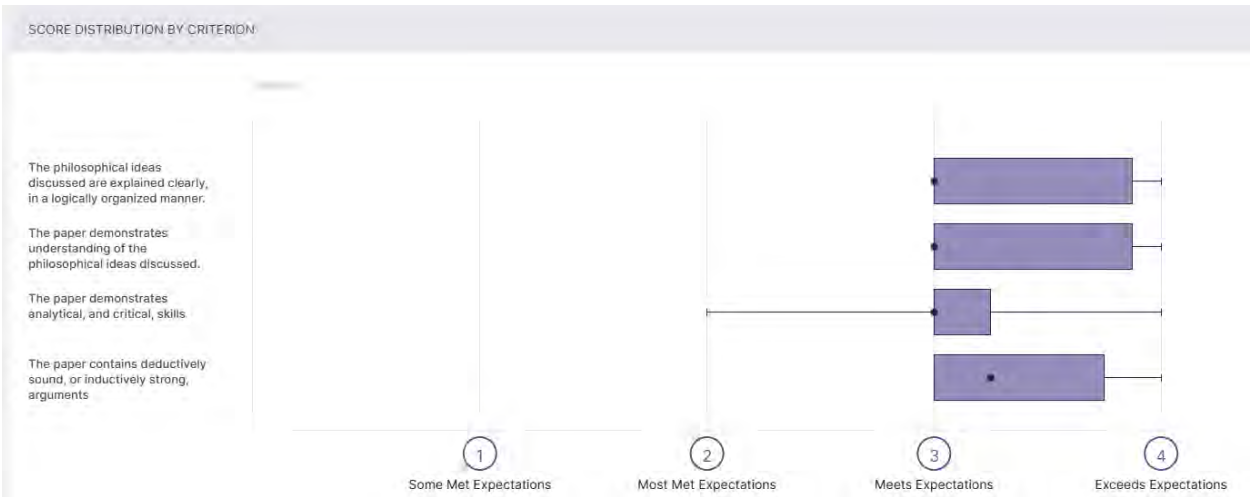
IDS – AA – 1

AA/IDS/1 – Articulate the philosophical views, theories, and methods contained in the primary works of historically important philosophers.

NOTE: an error occurred throughout the scoring periods:



Findings – IDS/AA/1



Findings

Signature Assignment: Medieval Philosophy Research Paper

Number of Submissions: 7

Number of Scores: 19

Assessed Rubric Criterion	Average Score
The philosophical ideas discussed are explained clearly, in a logically organized manner.	3.39
The paper demonstrates understanding of the philosophical ideas discussed.	3.39
The paper demonstrates analytical, and critical, skills in evaluating the philosophical ideas discussed, with carefully thought through logical criticisms.	3.07
The paper contains deductively sound, or inductively strong, arguments in defense of the philosophical positions advanced.	3.39

Summary:

The average student score for IDS/AA/1 is 3.31.

In all 4 criteria, the average student score is 3 or greater.

The average score is highest for criterion 1, 2, and 4: “The philosophical ideas discussed are explained clearly, in a logically organized manner”; “The paper demonstrates understanding of the philosophical ideas discussed”; “The paper contains deductively sound, or inductively strong, arguments in defense of the philosophical positions advanced” (Average: 3.39).

The average score is lowest for criterion 3: “The paper demonstrates analytical, and critical, skills in evaluating the philosophical ideas discussed, with carefully thought through logical criticisms” (Average: 3.07).

Spring 2025 Philosophy Report

Program Learning Outcomes Assessment Report

CF – PTH – 1

CF – PTH -2

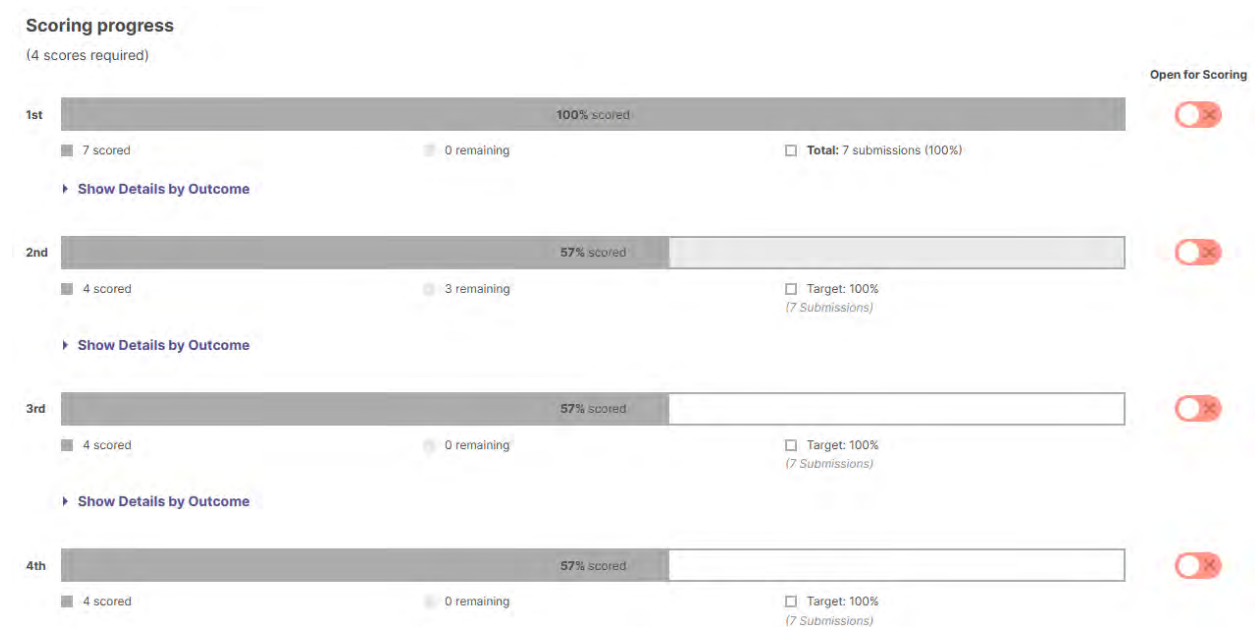
CF – PTH – 1

CF/PTH/1 – Articulate the philosophical views, theories, and methods contained in the primary works of historically important philosophers.

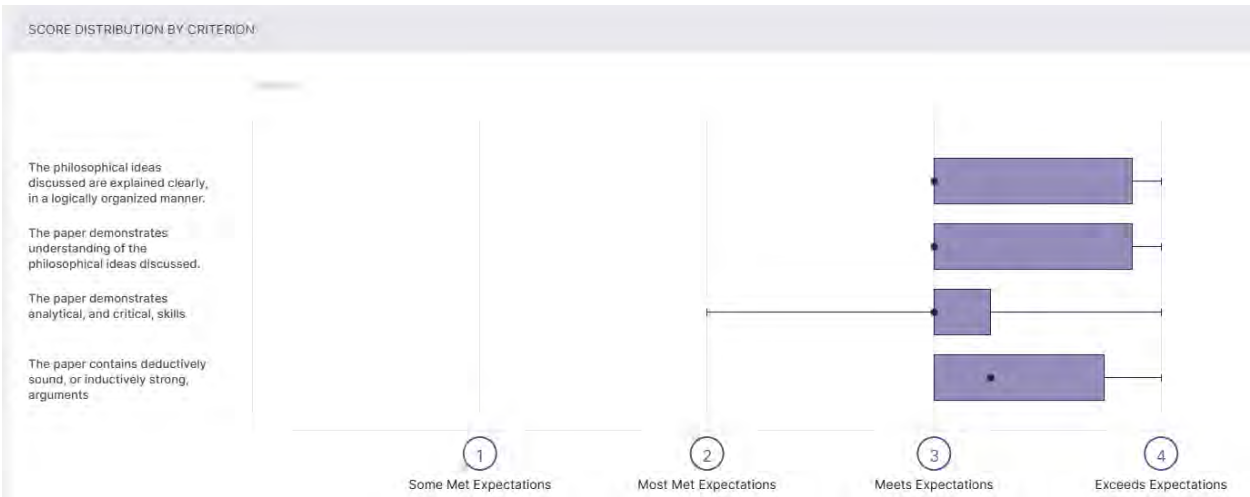
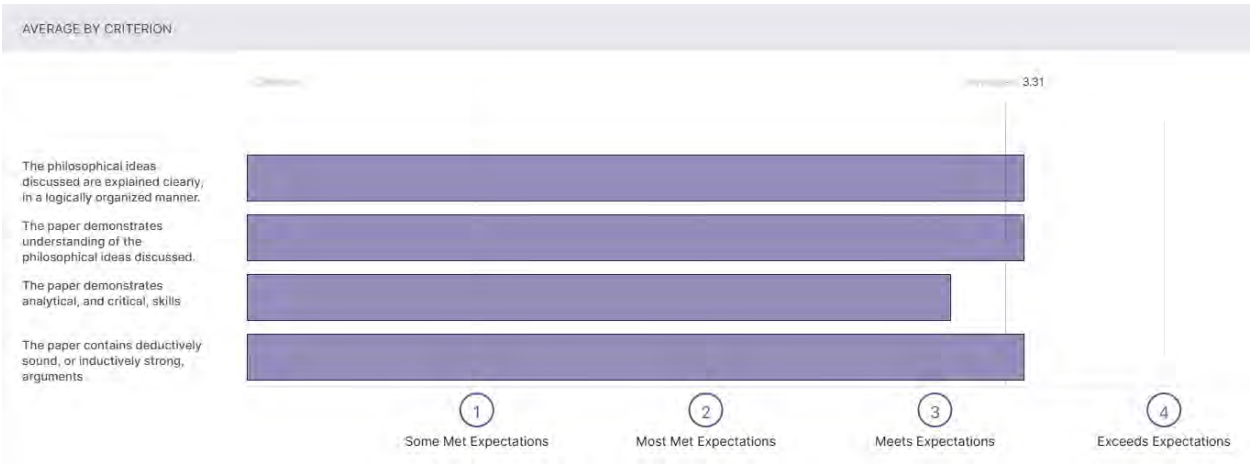
CF – PTH -2

CF/PTH/2 – Develop the requisite critical and analytical skills to evaluate the assumptions and arguments contained in philosophical works.

NOTE: an error occurred throughout the scoring periods:



Findings – PTH/CF/1



Findings

Signature Assignment: Medieval Philosophy Research Paper

Number of Submissions: 7

Number of Scores: 19

Assessed Rubric Criterion	Average Score
The philosophical ideas discussed are explained clearly, in a logically organized manner.	3.39
The paper demonstrates understanding of the philosophical ideas discussed.	3.39
The paper demonstrates analytical, and critical, skills in evaluating the philosophical ideas discussed, with carefully thought through logical criticisms.	3.07
The paper contains deductively sound, or inductively strong, arguments in defense of the philosophical positions advanced.	3.39

Summary:

The average student score for PTH/CF/1 is 3.31.

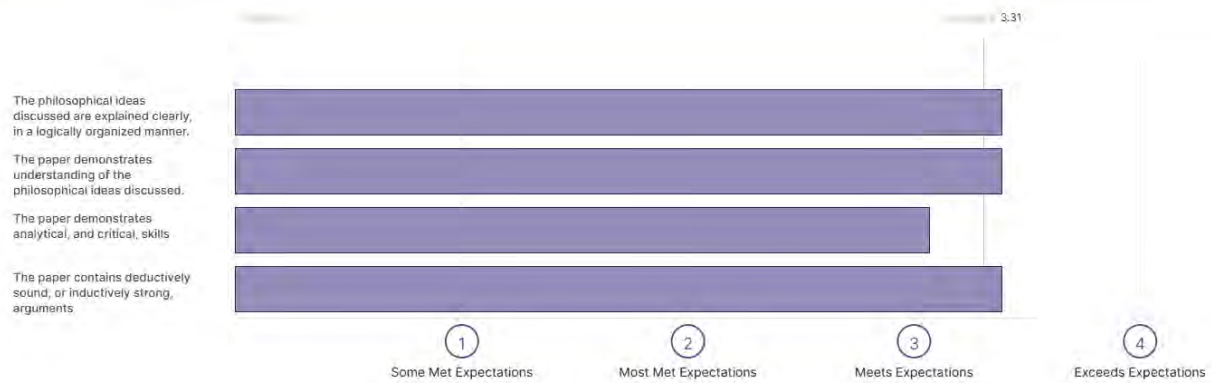
In all 4 criteria, the average student score is 3 or greater.

The average score is highest for criterion 1, 2, and 4: “The philosophical ideas discussed are explained clearly, in a logically organized manner”; “The paper demonstrates understanding of the philosophical ideas discussed”; “The paper contains deductively sound, or inductively strong, arguments in defense of the philosophical positions advanced” (Average: 3.39).

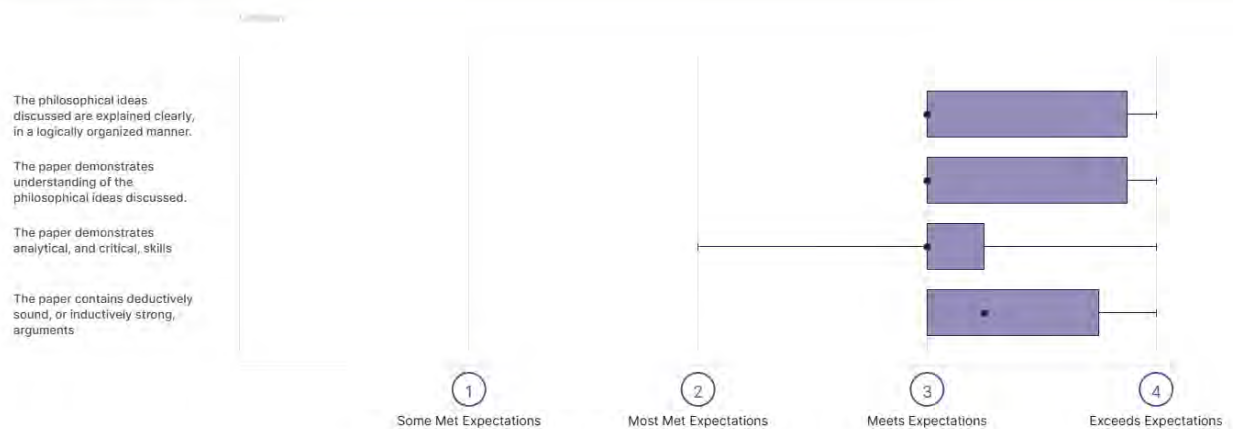
The average score is lowest for criterion 3: “The paper demonstrates analytical, and critical, skills in evaluating the philosophical ideas discussed, with carefully thought through logical criticisms” (Average: 3.07).

PTH/CF/2

AVERAGE BY CRITERION



SCORE DISTRIBUTION BY CRITERION



Findings

Signature Assignment: Medieval Philosophy Research Paper

Number of Submissions: 7

Number of Scores: 19

Assessed Rubric Criterion	Average Score
The philosophical ideas discussed are explained clearly, in a logically organized manner.	3.39
The paper demonstrates understanding of the philosophical ideas discussed.	3.39
The paper demonstrates analytical, and critical, skills in evaluating the philosophical ideas discussed, with carefully thought through logical criticisms.	3.07
The paper contains deductively sound, or inductively strong, arguments in defense of the philosophical positions advanced.	3.39

Summary:

The average student score for PTH/CF/2 is 3.31.

In all 4 criteria, the average student score is 3 or greater.

The average score is highest for criterion 1, 2, and 4, “The philosophical ideas discussed are explained clearly, in a logically organized manner”; “The paper demonstrates analytical, and critical, skills in evaluating the philosophical ideas discussed, with carefully thought through logical criticisms”; “The paper contains deductively sound, or inductively strong, arguments in defense of the philosophical positions advanced “(Average: 3.39).

The average score is lowest for criterion 3: “The paper demonstrates analytical, and critical, skills in evaluating the philosophical ideas discussed, with carefully thought through logical criticisms” (Average: 3.07).

Student Exit Survey Report

2024 Exit Survey Report

This report summarizes the findings of the 2024 Student Exit Survey conducted at Divine Word College (DWC), which gathered feedback from 57 students completing their studies or transitioning from the Intensive English Language Institute (IELI) to the undergraduate (UG) program. The survey employed a mixed-methods approach, utilizing Likert scale questions and open-ended prompts to assess student experiences across background information, program-specific aspects (IELI and UG), and overall impressions of DWC.

Methodology: Students completed the survey in the Director of Admissions' office under supervision, receiving a gift card upon completion. Data was analyzed using Survey Monkey and Apple's Numbers, allowing for breakdowns by gender and program. The survey included sections for background, IELI-specific questions (with open-ended components), UG-specific numerical data, and four open-ended questions about DWC as a whole.

Key Findings:

- **Demographics:** The 57 respondents were nearly evenly split between female (53%) and male (47%) students. The majority were international students (91%), with a significant representation from Vietnam (49%). Most respondents (68%) lived on campus. The IELI program comprised the largest group of respondents (58%).
- **Departure Reasons:** The primary reasons for departure were graduating (37%) and moving to the DWC undergraduate program (21%).
- **Survey Engagement:** The average completion time for the survey was approximately 26 minutes.
- **Likert Scale Responses:** Overall, students tended to agree or strongly agree with most statements, with "Strongly Agree" being the most frequent response. Notably, only one student selected "Strongly Disagree" for any question.
- **Religious Formation Program (for non-lay students):**
 - High levels of agreement were observed regarding the positive impact of DWC on students' maturity, self-awareness, and interpersonal skills. Female students and undergraduates generally reported stronger agreement.
 - Respondents largely agreed that staff, faculty, and SVD members were professional, kind, responsible, and helpful.
 - While most agreed the college facilities offered sufficient variety for physical fitness, responses were slightly less strong compared to other areas.
 - Most students agreed that the program provided sufficient time for both personal and communal prayer.
- **Potential Cultural Response Bias:** An analysis of Likert scale responses suggests a potential cultural component, as Vietnamese students consistently selected "Agree" or "Strongly Agree" and rarely chose "Neutral" or any disagreeing options in the numerical data. However, they did offer critical feedback in the open-ended questions.

- **Conditional Question Misinterpretation:** Question 8, intended only for US citizens, was answered by eight students, indicating some misunderstanding of the instructions.

Overall, the 2024 Student Exit Survey Report indicates a generally positive experience among departing students at Divine Word College, particularly within the Religious Formation Program for non-lay students. The report highlights areas of strength and identifies a potential cultural influence on survey responses that warrants further consideration in data interpretation.

Method

Students complete the exit survey one to two weeks before the end of their final term/semester or within a couple of days after its end. The procedure is as follows: The Director of Institutional Effectiveness sends the Director of Admissions the link to the exit survey on Survey Monkey. Once he receives a list of students who will either be leaving Divine Word College or transitioning from the IELI (Intensive English Language Institute) to Divine Word's UG (undergraduate) program, he then sends an email message to the students asking that they schedule an appointment to come to his office to complete the survey. He is also able to talk to some students individually in the hallways or in the dining room for scheduling purposes. Students make an appointment, come to the Director of Admissions' office, and access the exit survey either on the Director of Admissions' own computer or on one the students had brought with them. They complete the survey in his office under his supervision; he is able to answer any questions they have about the survey as they complete it. Upon completing the survey, students received a gift card for their work.

The Director of Institutional Effectiveness posts results generated from Survey Monkey's program to a secure link on Divine Word College's course management system, Populi. These include raw numbers and percentages for all respondents, and it includes a breakdown for female and male students for many questions. She also posts all individual responses. A member of the Academic Assessment Committee uses these responses to create additional spreadsheets using Apple's Numbers program, and this makes further, more detailed analysis possible.

The exit survey is comprised of separate sections—one for background information, and one for each program at the institution. The IELI has two open-ended questions requiring a written response to go with its ten questions that use the five-point Likert scale. UG programs gather numerical data only; these programs have no open-ended questions. All students respond to four open-ended questions at the end of the survey; these prompts all deal with the institution of Divine Word College as a whole.

This past academic year, 57 students responded to the survey. The average time spent on it was 25:48; the shortest time was 8:10, and the longest 45:21. This figure ignores the time of 9 hours, 10 minutes, 38 seconds that Survey Monkey reported for Respondent 34.

Data and Analysis

Data and analysis appear within each section. Conclusions appear at the end of the report.

Note: In this report, each item in the survey is typically referred to as a "question." In point of fact, each of these, with the exception of the open-ended items, appears in the form of a statement. Students then respond to the prompt by selecting the correct option from a list. Respondents choose one of five options for opinion statements: 5 ("Strongly Agree"), 4 ("Agree"), 3 ("Neutral"), 2 ("Disagree"), or 1 ("Strongly Disagree"). Only one student selected 1 ("Strongly Disagree") for any question (IELI section, Question 43), thus this rating almost does not appear at all in the entire data corpus for the 2023/2024 academic year.

UG = Undergraduate
 IELI = Intensive English Language Institute
Student Exit Survey

Data

Q1: Please select the current academic year.

All respondents chose “2023/2024.”

Q2: Please select your gender.

Category (n)	Female	Male
All Respondents (57)	53 (n=30)	47 (n=27)
UG (24)	63 (n=15)	38 (n=9)
IELI (33)	45 (n=15)	55 (n=18)

(all results in percentages)

Q3: Please select your age range.

Category (n)	Age 18-25	Age 26-34	Age 35-44	Age 45-54	Age 55+
All Respondents (57)	18 (n=10)	33 (n=19)	42 (n=24)	07 (n=4)	00
Female (30)	03 (n=1)	37 (n=11)	57 (n=17)	03 (n=1)	00
Male (27)	33 (n=9)	30 (n=8)	26 (n=7)	11 (n=3)	00
UG (24)	04 (n=1)	46 (n=11)	46 (n=11)	04 (n=1)	00
IELI (33)	27 (n=9)	24 (n=8)	39 (n=13)	09 (n=3)	00

(all results in percentages)

Q4: Please select your living arrangements.

Category (n)	On campus	Off campus
All Respondents (57)	68 (n=39)	32 (n=18)

Female (30)	50 (n=15)	50 (n=15)
Male (27)	89 (n=24)	11 (n=3)
UG (24)	75 (n=18)	25 (n=6)
IELI (33)	64 (n=21)	36 (n=12)

(all results in percentages)

Q5: Please select your student affiliation.

	SpSS Candidate	SpSS Sister	SVD Candidate	SVD Member
All Respondents:	00 (n=0)	02 (n=1)	14 (n=8)	09 (n=5)
Religious Sister 47 (n=27)	Religious Brother 04 (n=2)	SVD Vowed Member 00 (n=0)	Religious Priest 02 (n=1)	Religious Seminarian 02 (n=1)
Diocesan Priest 07 (n=4)	Diocesan Seminarian 05 (n=3)	Employee/ Immediate Family 00 (n=0)	Non-Affiliated 09 (n=5)	

(all results in percentages)

Q6: Please select your status.

Category (n)	US Citizen	Lawful Permanent Resident	International Student (F1, R1, etc. Visa)
All Respondents (57)	05 (n=3)	04 (n=2)	91 (n=52)
Female (30)	00 (n=0)	00 (n=0)	100 (n=30)
Male (27)	11 (n=3)	07 (n=2)	81 (n=22)
UG (24)	13 (n=3)	04 (n=1)	83 (n=20)
IELI (33)	00 (n=0)	03 (n=1)	97 (n=32)

(all results in percentages)

Q7: Please select your country of primary citizenship:

All Respondents:

Cameroon	China	Ghana	Haiti	Hungary
02 (n=1)	07 (n=4)	02 (n=1)	07 (n=4)	02 (n=1)
Indonesia	Mexico	Myanmar/ Burma	Nigeria	Paraguay
02 (n=1)	04 (n=2)	09 (n=5)	04 (n=2)	01 (n=1)
Rwanda	Togo	Uganda	U.S.	Vietnam
02 (n=1)	04 (n=2)	04 (n=2)	04 (n=2)	49 (n=28)

(all results in percentages)

The students from Hungary and Paraguay each selected “Other” and typed in the names of their countries.

In this report, sometimes the scores of students from Vietnam will be compared with those from all other countries. This is only because Vietnamese students comprise nearly half of the total subject pool for this survey. If the numbers were high for other citizenship groups, they would also have enough data for a meaningful comparison.

Q8: PLEASE ONLY ANSWER IF YOU SELECTED “UNITED STATES OF AMERICA” for question 7! If you answered anything else, please select “This does not apply to me.” If you answered “United States of America”, please select one that best describes you.

Some respondents either ignored or did not understand the conditional phrasing of the question. Eight students responded to the question. The responses are the following.

All Respondents:

Hispanic or Latino	Asian	Black or African American	White	This does not apply to me
11 (n=1)	44 (n=4)	11 (n=1)	11 (n=1)	11 (n=1)

(all results in percentages)

The two U.S. citizens replied “White” and “Asian.” All others should have chosen “This does not apply to me” if they had read the entire prompt. Most international students skipped the question, presumably after having read the first sentence.

Q9: Please select your program of study (undergrad or ESL only!).

Category (n)	ESL Only Student	Earned an AA Degree	Earned a BA Degree	Earned a Pre-Theology Certificate
All Respondents (57)	58 (n=33)	04 (n=2)	35 (n=20)	04 (n=2)
Female (30)	50 (n=15)	00 (n=0)	50 (n=15)	00 (n=0)
Male (27)	67 (n=18)	07 (n=2)	19 (n=5)	07 (n=2)

(all results in percentages)

No students selected “Official Church Mission (Novitiate, Ministry)” this year, nor any of the six other options, including “Finanacial” (misspelled).

Q10: Please select your reason for departure.

Category (n)	Graduating	Academic	Moving to DWC undergraduate program	Transferred to other location	Completing ESL
All Resp. (57)	37 (n=22)	07 (n=4)	21 (n=12)	04 (n=2)	26 (n=15)
Female (30)	50 (n=15)	13 (n=4)	23 (n=7)	00 (n=0)	13 (n=4)
Male (27)	26 (n=7)	00 (n=0)	19 (n=5)	07 (n=2)	41 (n=11)

	Completing Planned Program of Study	Other
All Resp. (57)	02 (n=1)	02 (n=1)
Female (30)	00 (n=0)	00 (n=0)
Male (27)	04 (n=1)	04 (n=1)

(all results in percentages)

The student who selected “Other” wrote: “Discerned to pause participation in formation program.”

Q11: Please provide the following information: Month and year you started at Divine Word College.

All Respondents:	2024 January 05 (n=03)				
	2023 October 02 (n=1)	2023 August 25 (n=14)	2023 May 02 (n=1)	2023 March 00 (n=0)	2023 January 05 (n=3)
	2022 October 00 (n=0)	2022 August 11 (n=6)	2022 May 00 (n=0)	2022 March 00 (n=0)	2022 January 07 (n=4)
	2021 October 02 (n=1)	2021 August 04 (n=2)	2021 May 00 (n=0)	2021 March 04 (n=2)	2021 January 02 (n=1)
	2020 October 00 (n=0)	2020 August 04 (n=2)	2020 May 00 (n=0)	2020 March 00 (n=0)	2020 January 07 (n=4)
	2019 October 02 (n=1)	2019 August 05 (n=3)	2019 May 02 (n=1)	2019 March 00 (n=0)	2019 January 07 (n=4)
	2018 October 02 (n=1)	2018 August 00 (n=0)	2018 May 00 (n=0)	2018 March 00 (n=0)	2018 January 04 (n=2)
		2017 August 02 (n=1)			

(all results in percentages)

Q12: Please provide the following information: Month and year you are departing Divine Word College.

Category (n)	2024	2024	2024	2024
--------------	------	------	------	------

	July	June	May	March
All Respondents (57)	12 (n=07)	05 (n=03)	33 (n=19)	12 (n=7)
	2023	2023		
	December	October		
	25 (n=14)	12 (n=7)		

(all results in percentages)

Q13: Were you a lay student at Divine Word College?

	Yes	No
Category (n)		
All Respondents (57)	09 (n=5)	91 (n=52)
Female (30)	07 (n=2)	93 (n=28)
Male (27)	11 (n=3)	89 (n=24)

(all results in percentages)

Explanatory note: Lay students do not answer Questions 14 through 31 in this survey. These are questions from the Religious Formation Program: Human Formation, Spiritual Formation, Ministry Formation, Intellectual Formation, and Intercultural Community Formation.

The computer program branches lay students directly to Question 32, the first of six questions related to Core Competencies.

Analysis

The respondents to this survey are about evenly split between women (30) and men (27). Thirty-three of the 57 are IELI students. Only five of the 57 total respondents are lay students. Twenty-eight are from Vietnam, while 29 are from other countries, including two U.S. citizens.

Questions 14 through 31 are designed to measure the effectiveness of the Religious Formation Program.

Human Formation

Data

Q14: DWC helped me mature. The program helped me to grow in self-knowledge and self-awareness. Please select one option.

Strongly

Strongly

Category (n)	Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Disagree (1)
All respondents (52)	75	25	00	00	00
Female (28)	86	14	00	00	00
Male (24)	63	38	00	00	00
UG (24)	92	08	00	00	00
IELI (28)	61	39	00	00	00
Vietnam (28)	79	21	00	00	00
All Others (24)	71	29	00	00	00

(all results in percentages)

Q15: The program helped me learn many interpersonal skills, such as communication, responsibility, trustworthiness, etc. Please select one option.

Category (n)	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
All respondents (52)	79	18	04	00	00
Female (28)	96	04	00	00	00
Male (24)	58	33	08	00	00
UG (24)	83	08	08	00	00
IELI (28)	75	25	00	00	00
Vietnam (28)	89	11	00	00	00
All Others (24)	67	25	08	00	00

(all results in percentages)

Q16: I found the staff, faculty, and SVD members were professional, kind, responsible, and helpful to me while I was at DWC. Please select one option.

Category (n)	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
All respondents (52)	77	23	00	00	00
Female (28)	86	14	00	00	00
Male (24)	67	33	00	00	00

UG (24)	83	17	00	00	00
IELI (28)	71	29	00	00	00
Vietnam (28)	86	14	00	00	00
All Others (24)	67	33	00	00	00

(all results in percentages)

Q17: The college's facilities offered me enough variety of activities for physical fitness and sports. Please select one option.

Category (n)	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
All respondents (52)	65	33	00	02	00
Female (28)	71	29	00	00	00
Male (24)	58	38	00	04	00
UG (24)	67	29	00	04	00
IELI (28)	64	36	00	00	00
Vietnam (28)	71	29	00	00	00
All Others (24)	58	38	00	04	00

(all results in percentages)

Analysis

Women, undergraduates, and Vietnamese students tended to more strongly agree with the Human Formation statements, although the results for Question 17 were less clear. For Question 15 (“The program helped me learn many interpersonal skills, such as communication, responsibility, trustworthiness, etc.”), 27 of 28 women strongly agreed with the statement, but only 14 of 24 men did. Two respondents to Question 15 rated the statement 3 (“Neutral”); both of these were U.S. citizens.

As with most of the numerical data in this entire survey, the rating of 5 (“Strongly Agree”) predominates; where there is deviation from this rating, student sentiment might be judged as somewhat less strong. It is not clear to what extent scores lower than 5 indicate disapproval.

Here is another finding: No Vietnamese student selected 1 (“Strongly Disagree”) or 2 (“Disagree”) in the data for this section. This may seem inconsequential now, but this same statement could be made for every analysis section in this report. That is: In the numerical data, *no Vietnamese student ever disagreed with anything*, either strongly (with a score of 1) or more

mildly (with a 2). This includes data for the Religious Formation Program as well as the academic programs, both UG and IELI.

This points to the possibility that there may be a cultural component to how students respond to the statements that use the five-point Likert scale. The number 3 (“Neutral”) is present in the data for Vietnamese students, but it is much more uncommon than in the data for students from other countries. (A quick count just in the Religious Formation Program’s data reveals 18 out of 672 total responses of 3 from Vietnamese students, or about 2.7%.) In all of Religious Formation’s questions, at least one score of 2 (“Disagree”) appears in the data from citizens of the United States, Haiti, Togo, Mexico, and Myanmar. Vietnamese students do offer some critical comments when they respond to the open-ended questions, however. Perhaps there are cultural reasons for this, or there may be other factors to consider.

Spiritual Formation

Data

Q18: DWC helped me grow in awareness of God’s presence in me and in the world. Please select one option.

Category (n)	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
All respondents (52)	79	19	02	00	00
Female (28)	96	04	00	00	00
Male (24)	58	38	04	00	00
UG (24)	83	17	00	00	00
IELI (28)	75	21	04	00	00
Vietnam (28)	93	07	00	00	00
All Others (24)	63	33	04	00	00

(all results in percentages)

Q19: The program provided sufficient time for personal prayer. Please select one option.

Category (n)	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
All respondents (52)	63	29	08	00	00
Female (28)	68	29	04	00	00
Male (24)	58	29	13	00	00

UG (24)	58	38	04	00	00
IELI (28)	68	21	11	00	00
Vietnam (28)	71	25	04	00	00
All Others (24)	54	33	13	00	00

(all results in percentages)

Q20: The program provided sufficient time for communal prayer. Please select one option.

Category (n)	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
All respondents (52)	65	33	02	00	00
Female (28)	75	25	00	00	00
Male (24)	54	42	04	00	00
UG (24)	71	29	00	00	00
IELI (28)	61	36	04	00	00
Vietnam (28)	64	36	00	00	00
All Others (24)	67	29	04	00	00

(all results in percentages)

Q21: I found spiritual direction helpful in developing a relationship with my God. Please select one option.

Category (n)	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
All respondents (52)	69	19	10	02	00
Female (28)	71	18	07	04	00
Male (24)	67	21	13	00	00
UG (24)	71	21	04	04	00
IELI (28)	68	18	14	00	00
Vietnam (28)	79	21	00	00	00
All Others (24)	58	17	21	04	00

(all results in percentages)

Q22: Spiritual direction helped me in my discernment of a religious vocation. Please select one option.

Category (n)	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
All respondents (52)	67	21	10	02	00
Female (28)	79	11	07	04	00
Male (24)	54	33	13	00	00
UG (24)	75	17	04	04	00
IELI (28)	61	25	14	00	00
Vietnam (28)	82	18	00	00	00
All Others (24)	50	25	21	04	00

(all results in percentages)

Analysis

Female students strongly agreed more often than did their male counterparts with Question 18's statement: "DWC helped me grow in awareness of God's presence in me and in the world." Otherwise, results are mixed, with ratings of 5 ("Strongly Agree") predominating.

Ministry Formation

Data

Q23: DWC offered me an opportunity to develop my gifts and talents to serve others. Please select one option.

Category (n)	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
All respondents (52)	58	31	12	00	00
Female (28)	68	21	11	00	00
Male (24)	46	42	13	00	00
UG (24)	75	21	04	00	00
IELI (28)	43	39	18	00	00

Vietnam (28)	71	21	07	00	00
All Others (24)	42	42	17	00	00

(all results in percentages)

Q24: The DWC program provided sufficient opportunities for me to try different ministries. Please select one option.

Category (n)	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
All respondents (52)	58	25	17	00	00
Female (28)	75	14	11	00	00
Male (24)	38	38	25	00	00
UG (24)	88	13	00	00	00
IELI (28)	32	36	32	00	00
Vietnam (28)	64	29	07	00	00
All Others (24)	50	21	29	00	00

(all results in percentages)

Analysis

Women rated both of these statements higher than did men. The numbers for male students are lower than for most questions throughout the entirety of this survey, though a solid majority still rated each item either 4 or 5. Students graduating with a college degree rated both questions considerably higher than did students leaving ESL studies—perhaps not surprisingly, since UG students have had more time in formation. Students from Vietnam rated these questions slightly higher overall.

Intellectual Formation

Data

Q25: DWC provided an appropriate educational program for me and sufficiently challenged me to expand my knowledge. Please select one option.

Category (n)	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
All respondents (52)	69	25	04	02	00

Female (28)	71	29	00	00	00
Male (24)	67	21	08	04	00
UG (24)	71	21	04	04	00
IELI (28)	68	29	04	00	00
Vietnam (28)	68	32	00	00	00
All Others (24)	71	17	08	04	00

(all results in percentages)

Q26: The Academic Advising program was helpful as I chose my major and/or my classes. Please select one option.

Category (n)	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
All respondents (52)	56	38	06	00	00
Female (28)	68	29	04	00	00
Male (24)	42	50	08	00	00
UG (24)	58	33	08	00	00
IELI (28)	54	43	04	00	00
Vietnam (28)	61	39	00	00	00
All Others (24)	50	38	13	00	00

(all results in percentages)

Analysis

All but three of the 52 respondents to these questions either strongly agreed or agreed to each of the two statements. Students selected 5 (“Strongly Agree”) in slightly higher numbers for Question 25 than for Question 26. Female students rated the advising program (Question 26) slightly higher.

Intercultural Community Formation

Note that this is referred to as “Intercultural Community Living Formation” in the college catalog. The data printout for individual students omits the word “living.”

Data

Q27: DWC helped me to develop the necessary knowledge, attitudes and skills to appreciate and respect other cultures and enter new situations with sensitivity. Please select one option.

Category (n)	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
All respondents (52)	69	29	02	00	00
Female (28)	68	32	00	00	00
Male (24)	71	25	04	00	00
UG (24)	75	21	04	00	00
IELI (28)	64	36	00	00	00
Vietnam (28)	82	18	00	00	00
All Others (24)	54	42	04	00	00

(all results in percentages)

Q28: I felt welcomed by the larger community and “at home” while I studied at Divine Word College. Please select one option.

Category (n)	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
All respondents (52)	81	17	02	00	00
Female (28)	89	11	00	00	00
Male (24)	71	25	04	00	00
UG (24)	75	21	04	00	00
IELI (28)	86	14	00	00	00
Vietnam (28)	96	04	00	00	00
All Others (24)	63	33	04	00	00

(all results in percentages)

Q29: It was easy for me to follow the Language Policy. Please select one option.

Category (n)	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
All respondents (52)	44	46	10	00	00
Female (28)	50	43	07	00	00
Male (24)	38	50	13	00	00
UG (24)	58	33	08	00	00
IELI (28)	32	57	11	00	00
Vietnam (28)	32	57	11	00	00
All Others (24)	58	33	08	00	00

(all results in percentages)

Q30: Others usually followed the Language Policy. Please select one option.

Category (n)	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
All respondents (52)	17	48	27	08	00
Female (28)	18	54	25	04	00
Male (24)	17	42	29	13	00
UG (24)	21	29	42	08	00
IELI (28)	14	64	14	07	00
Vietnam (28)	25	61	14	00	00
All Others (24)	08	33	42	17	00

(all results in percentages)

Q31: Overall, I liked the variety and types of food provided. Please select one option.

Category (n)	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
All respondents (52)	33	56	10	02	00
Female (28)	36	54	11	00	00
Male (24)	29	58	08	04	00
UG (24)	38	46	17	00	00
IELI (28)	29	64	04	04	00
Vietnam (28)	39	54	07	00	00
All Others (24)	25	58	13	04	00

(all results in percentages)

Analysis

In general, some scores continue to be very high, but there are major exceptions in the Intercultural Community Formation data. For example, all but one Vietnamese student strongly agreed with Question 28 (“I felt welcomed by the larger community and ‘at home’ while I studied at Divine Word College”); several other students gave this statement a 4 (“Agree”).

The scores for Question 29 (“It was easy for me to follow the Language Policy”) are somewhat lower. Question 30 (“Others usually followed the Language Policy”) is especially low, with only nine of the 52 students giving this statement a rating of 5 (“Strongly Agree”), and only two of the 24 students who are not Vietnamese strongly agreeing with the statement. Fourteen of the 52 respondents gave this statement either a 3 (“Neutral”) while four selected a 2 (“Disagree”), thus providing further evidence that ratings lower than 4 are actually reflecting student disapproval at some level, irrespective of the descriptors “neutral” and “disagree” that are attached to the numbers. (It is possible that a rating of 4 also reflects disapproval in some students’ minds; note the higher frequency of this rating for Questions 29 through 31.) The numbers for the food (Question 31) are also quite low relative to others in this survey, but not as low as with Question 30.

Core Competencies

The next six questions deal with Core Competencies. All respondents in this survey—both undergraduates and ESL-only students—answer these questions.

Data

Q32: I feel like my academic and formation programs did a good job teaching, fostering, and supporting the Core Competencies (Critical Thinking Acuity, Communication Effectiveness,

Intercultural Competence, Social and Global Responsibility, Missionary Discipleship). Please select one option.

Category (n)	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
All respondents (57)	61	37	00	02	00
Female (30)	73	27	00	00	00
Male (27)	48	48	00	04	00
UG (24)	79	17	00	04	00
IELI (33)	48	52	00	00	00
Vietnam (28)	64	36	00	00	00
All Others (29)	59	38	00	03	00

(all results in percentages)

Q33: CORE/1 – Critical Thinking Acuity: I 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.

Category (n)	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
All respondents (57)	49	47	02	02	00
Female (30)	50	47	03	00	00
Male (27)	48	48	00	04	00
UG (24)	67	29	00	04	00
IELI (33)	36	61	03	00	00
Vietnam (28)	43	57	00	00	00
All Others (29)	55	38	03	03	00

(all results in percentages)

Q34: CORE/2 – Communication Effectiveness: I have acquired effective written and oral communication skills to be able to express myself appropriately while presenting to or interacting with widely diverse audiences.

Category (n)	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
All respondents (57)	53	39	07	02	00
Female (30)	60	37	03	00	00
Male (27)	44	41	11	04	00
UG (24)	79	08	08	04	00
IELI (33)	33	61	06	00	00
Vietnam (28)	46	46	07	00	00
All Others (29)	59	31	07	03	00

(all results in percentages)

Q35: CORE/3 – Intercultural Competence: I now possess the knowledge, skills, and attitudes that are necessary to interact effectively with people who are culturally different from me.

Category (n)	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
All respondents (57)	56	42	00	02	00
Female (30)	67	33	00	00	00
Male (27)	44	52	00	04	00
UG (24)	71	25	00	04	00
IELI (33)	45	55	00	00	00
Vietnam (28)	57	43	00	00	00
All Others (29)	55	41	00	03	00

(all results in percentages)

Q36: CORE/4 – Social & Global Responsibility: I am informed about the world's most pressing issues, especially those affecting the poor and marginalized, and apply knowledge and skills to develop solutions in accord with Catholic Social Teaching.

Category (n)	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
All respondents (57)	58	32	09	02	00
Female (30)	70	23	07	00	00
Male (27)	44	41	11	04	00
UG (24)	88	08	00	04	00
IELI (33)	36	48	15	00	00
Vietnam (28)	68	29	04	00	00
All Others (29)	48	34	14	03	00

(all results in percentages)

Q37: CORE/5 – Missionary Discipleship: I 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.

Category (n)	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
All respondents (57)	58	25	14	04	00
Female (30)	67	20	13	00	00
Male (27)	48	30	15	07	00
UG (24)	75	21	00	04	00
IELI (33)	45	27	24	03	00
Vietnam (28)	64	32	04	00	00
All Others (29)	52	17	24	07	00

(all results in percentages)

Q38: Please select the degree program that you completed and continue with the survey. (Only select ONE option)

disciplinatory Category (n)	IELI (ESL)	AA Inter- cultural Studies	BA Inter- cultural Studies	AA Inter- cultural Studies
All Respondents (57)	58 (n= 33)	02 (n=1)	09 (n=5)	00
Female (30)	50 (n=15)	00	17 (n=5)	00
Male (27)	67 (n=18)	04 (n=1)	00	00

	BA Philosophy	AA Theology and Mission	BA Theology and Mission	Certificate Pre-Theology
All Respondents (57)	11 (n=6)	02 (n=1)	16 (n=9)	04 (n=2)
Female (30)	03 (n=1)	00	30 (n=9)	00
Male (27)	19 (n=5)	04 (n=1)	00	07 (n=2)

(all results in percentages)

There are two problems with Question 38:

The first problem is that Respondents 20 and 27 selected the degree program they were entering, BA Mission and Theology, not the program they had completed, ESL. (In point of fact, these ESL students were not completing a “degree program,” so there was really no good answer for them.) The result is that the computer branched them to the undergraduate program. The above tabulation reflects the reality that these students were completing the ESL program. The results for the BA Theology and Mission will include only the answers for the nine who were, in fact, completing that program. See the notes for Question 39 and for Question 79 for more. Perhaps taking the word “degree” out would help with this problem?

To be clear, there is overwhelming evidence that these were ESL students. On Question 9 (“Please select your program of study (undergrad or ESL only!)”) both of these respondents selected “ESL Only.” This is accurate because they didn’t have time to finish a BA. Respondent 20 started at Divine Word in August 2022 and finished only sixteen months later in December 2023, while Respondent 27 started a little earlier, in January 2022—and somehow finished the BA and took this survey in March 2024? Undergrads don’t finish in March. As a side note, Respondent 20’s answers to Questions 79 through 83 for the BA program were, in order, “5 3 4 4 3,” and Respondent 27 selected “4 4 4 4 4”—only a couple of total points lower than the actual BA students’ judgments.

As for the second problem, there is currently no mechanism by which respondents with double majors can rate both programs. Students select one option, and they only answer questions for that program. This problem is being addressed at the time of this writing, and it will be implemented for the next survey.

Analysis

In general, female students gave more ratings of 5 (“Strongly Agree”) than did their male counterparts. One man gave a 2 (“Disagree”) to every question in this Core Competencies section; no one else disagreed. Undergraduates marked each question considerably higher than did ESL students. Results are mixed when comparing students from different countries.

IELI (Intensive English Language Institute)

There are only 31 ESL students who took this part of the survey. Two ESL students chose BA Theology and Mission as their response for Question 38 and were thus branched to the BA program’s questions—where their responses will be ignored in this report’s tabulations.

Data

Q39: Please enter the month and year you started your ESL studies: Please use the following format: Month/Day (simply state "1")/Year.

Category (n)	2024				
	January				
All Respondents (31)	10 (n=3)				
	2023	2023	2023	2023	2023
	October	August	May	March	January
	03 (n=1)	42 (n=13)	03 (n=1)	00	10 (n=3)
	2022	2022	2022	2022	2022
	October	August	May	March	January
	06 (n=2)	13 (n=4)	00	06 (n=2)	06 (n=2)

(all results in percentages)

Respondent 24 chose “August 2019” for his starting date, although he had already selected “August 2022” for Question 11 (“Please provide the following information: Month and year you started at Divine Word College.”) The date given for Question 11 is used in these figures, as it is the only accurate date possible.

Q40: Please enter the month and year you finished your ESL studies: Please use the following format: Month/Day (simply state "1")/Year.

Category (n)	2024 July	2024 June	2024 May	2024 March
All Respondents (31)	23 (n=07)	06 (n=02)	16 (n=5)	19 (n=6)
	2023 December	2023 October		
	13 (n=4)	23 (n=7)		

(all results in percentages)

Q41: Please enter the highest level you completed in the IELI/ESL program.

Category (n)	Level 1	Level 2	Level 3
Level 4			
All Respondents (31)	03 (n=1)	00	00
	Level 5	Level 6	Level 7
Level 8	00	10 (n=3)	06 (n=2)
			81 (n=25)

(all results in percentages)

Q42: After ESL at DWC, I will pursue (only click one):

Category (n)	Undergraduate study at DWC	Graduate study in the United States	Church ministry or other mission-related work	Other
All Respondents (31)	55 (n=17)	16 (n=5)	13 (n=4)	16 (n=5)
Female (13)	62 (n=8)	08 (n=1)	08 (n=1)	23 (n=3)
Male (18)	50 (n=9)	22 (n=4)	17 (n=3)	11 (n=2)

(all results in percentages)

Respondent 56 took the survey, having finished Level 6 in the ESL program. She then indicated that she would pursue “Undergraduate Study at DWC.” If this is true, then she should not have taken the survey at the end of Level 6.

Students who responded “Other” typed in the following:

“I can do some volunteer work in Dubuque.”

“Undergraduate in another school in the U.S.”

“I study academic graduate in Brescia University in Kentucky.”

“I continue my philosophy program in the other school, and then study theology.”

“Undergraduate in another school in the U.S.”

Q43: I can write a structured essay in English.

Category (n)	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
All respondents (31)	19	74	03	00	03
Female (13)	23	77	00	00	00
Male (18)	17	72	06	00	06
Vietnam (15)	20	80	00	00	00
All Others (16)	19	69	06	00	06

(all results in percentages)

Respondent 1 indicated that he strongly disagreed with this statement—the only rating of 1 in the entire data corpus. He also indicated that he’d only finished Level 1 in the program. (Note: It is difficult, if not impossible, for students with only a beginning level of English proficiency to understand the questions on this survey.)

Q44: I can write different types of essays in English.

Category (n)	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
All respondents (31)	23	68	10	00	00
Female (13)	38	62	00	00	00
Male (18)	11	72	17	00	00
Vietnam (15)	20	80	00	00	00
All Others (16)	25	56	19	00	00

(all results in percentages)

Respondent 1, who strongly disagreed with Question 43, rated this one a 3 (“Neutral”).

Q45: I can edit a paper in English for clarity.

Category (n)	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
All respondents (31)	19	58	23	00	00
Female (13)	38	46	15	00	00
Male (18)	06	67	28	00	00
Vietnam (15)	27	67	07	00	00
All Others (16)	13	50	38	00	00

(all results in percentages)

Q46: I can write sentences with accurate grammar in English.

Category (n)	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
All respondents (31)	35	45	19	00	00
Female (13)	54	31	15	00	00
Male (18)	22	56	22	00	00
Vietnam (15)	47	47	07	00	00
All Others (16)	25	44	31	00	00

(all results in percentages)

Q47: I can write sentences with accurate spelling in English.

Category (n)	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
All respondents (31)	26	55	19	00	00
Female (13)	46	54	00	00	00
Male (18)	11	56	33	00	00
Vietnam (15)	33	53	13	00	00

All Others (16)	19	56	25	00	00
(all results in percentages)					

Q48: I can understand what others say in English.

Category (n)	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
All respondents (31)	19	71	10	00	00
Female (13)	15	85	00	00	00
Male (18)	22	61	17	00	00
Vietnam (15)	07	93	00	00	00
All Others (16)	31	50	19	00	00
(all results in percentages)					

Q49: I can take notes on an academic lecture in English.

Category (n)	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
All respondents (31)	19	55	26	00	00
Female (13)	38	46	15	00	00
Male (18)	06	61	33	00	00
Vietnam (15)	13	73	13	00	00
All Others (16)	25	38	38	00	00
(all results in percentages)					

Q50: People can understand what I say in English.

Category (n)	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
All respondents (31)	19	71	10	00	00
Female (13)	23	77	00	00	00

Male (18)	17	67	17	00	00
Vietnam (15)	07	87	07	00	00
All Others (16)	31	56	13	00	00

(all results in percentages)

Q51: I can deliver an oral presentation in English.

Category (n)	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
All respondents (31)	26	68	06	00	00
Female (13)	46	54	00	00	00
Male (18)	11	78	11	00	00
Vietnam (15)	20	80	00	00	00
All Others (16)	31	56	13	00	00

(all results in percentages)

Q52: I can understand academic texts in English.

Category (n)	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
All respondents (31)	10	71	19	00	00
Female (13)	15	77	08	00	00
Male (18)	06	67	28	00	00
Vietnam (15)	00	87	13	00	00
All Others (16)	19	56	25	00	00

(all results in percentages)

The only students to rate this statement 5 (“Strongly Agree”) are from Ghana and Myanmar.

Q53: What does the ESL program do well?

Here are all of the students' responses, including each respondent's number (from 1 to 57, reflecting the order in which they took the survey beginning in October 2023) and level completed in the program:

- 1 (L1) is good
- 2 (L8) I am getting better at my speaking and writing evidently.
- 3 (L6) Making relationship and friends. That was very good and I enjoy it.
- 4 (L8) in teaching American english
- 5 (L8) The ESL program helps me to improve English a lot, especially in listening and speaking. Moreover, it helps me to improve self-confident and knowledge.
- 6 (L8) They have time for their students, and they make sure their students come out very well equiped.
- 7 (L8) First of all, the ESL program had good professors who are enthusiam and kindness to teach english. They are willing to share their knowledge and life to students can learn from. In addition, books which are for ESL program also benefit for students to concentrate and practice for lessons.
- 15 (L8) The ESL program has different classes with different skills, so it helps me to improve my English. In addition, the ESL teachers are verry good. They have a alot of experiences to help ESL students study more effective.
- 18 (L8) Speaking and listening are the best one that I learned from the ESL program.
- 19 (L8) I thing ESL program is grammar and communication.
- 21 (L8) ESL program provides some good materials in classes as well as on Internet to help students gain more knowledge.
- 22 (L8) The ESL program does well on helping students learn and improve listening, communication, writing, and reading skills.
- 23 (L8) The program helps me to improve my english skills. It includes not only lessons but also excersises that supports me to practice and reveiw the lessons. I feel more confident with my English now.
- 24 (L8) ELS program helps its students to develop their knowledge
- 25 (L8) The ESL program organize very well the academic program and the relationship with everybody.
- 26 (L8) The ESL program has good teachers who help me to study English.
- 28 (L8) The ESL program provides me a lot of acknowledge about all skills: speaking, reading, writing and listening.
- 35 (L8) Teachers always try to give students the best things in class. I like doing homework because they help stududents understand more about their lecture. However, sometimes there are too much homework, and I cannot do as well as possible. On the other hand, the ESL program helped me a lot in improving my English skills although before that I had studied English in Vietnam. I also like the books of the ESL program because they are really related to the reality.
- 37 (L8) I think that the way of teaching is very different with my country. I am always cheer up from teacher to finish my homework. The way of teacher acting very open so that i can approach confidently.
- 40 (L8) I think it depends on different teachers. My communication teacher and writing teacher are doing well. They gave us many materials to help us improve the ability of English.
- 44 (L8) to get better in English
- 45 (L8) I did well in writing, reading, and communication.

- 49 (L7) The ESL program give good skills for reading, writing and listening.
- 50 (L7) It has a good staff of teachers, a program with many activities that helps to learn the language. It focuses on different skills of the students.
- 51 (L8) improve my writing
- 52 (L8) ESL program did well on their teaching skill and also teacher are very good.
- 53 (L8) ESL program helps me improve all skills and assists me have more confidence when I talk.
- 54 (L8) It helps students speak, listen, read, and write English fluently. It also helps us know how to prepare a presentation better.
- 55 (L8) I think the communication does well.
- 56 (L6) The ESL program help me do well communication, reading, and writing.
- 57 (L6) I think that's so good and I have no idea.

Q54: How can the ESL program improve?

Here are all of the students' responses, arranged as before:

- 1 (L1) practicing
- 2 (L8) Grammar exercises are getting easier for me and i can write essay coherencely.
- 3 (L6) I think it was very good. I haven't got any suggestion.
- 4 (L8) 1. if there are more time in the program. 2. if the text book are harder.
- 5 (L8) I think the ESL program can improve in the number of students (about 4-6 is good), not too much because teachers can not cover every student. Give more change or oppotunities to students to talk with native American.
- 6 (L8) During my time I had the opportunity to do some interviews in the communication class and it helped me a lot to improve my communication skills. I therefore suggest it continues.
- 7 (L8) In my viewpoint, the ESL program shoud not too much focus on text books. Each levels should have many lessons about lives, experiences, and topics that is happening in daily life. I think it makes students have opportunities to share, debate and speak their mind up.
- 15 (L8) I have no idea
- 18 (L8) Writing, reading and Camla test need to improve for students in classes.
- 19 (L8) I thing ESL program may have more time to go on field trips to improve English communication.
- 21 (L8) I think we need to focus more in writing and vocabulary for students, because if I do not know new words, I cannot understand anything.
- 22 (L8) In my opinion the ESL program can improve more on communication by finding more tutors for students.
- 23 (L8) I hope the time for 1 term can be longer. I think it is better for ESL students because we can have more time to study and practice.
- 24 (L8) ESL is good !
- 25 (L8) The ESL program can improve through the English pratice and community activity.
- 26 (L8) The ESL program shoud invite some teachers who come from different countries.
- 28 (L8) The ESL program improves my English in every skills of learning: speaking, reading, writing, and listening very well.

35 (L8) Maybe, if it is possible, all teachers who teach the same level need to know that how much homework each one gave to the students of this level. The reason is sometimes if teacher give a lot homework in a class, students will not have much time to do homework in the others. Moreover, almost ESL students are religious sisters/brothers/priests so that they also need more time to pray and do something related to spiritual life. If there is a lot homework that students must do, they will not have free-time to pray and enrich their spiritual life. In conclusion, with these opinions given I hope that I can build up to the best ESL program at DWC.

37 (L8) no advice! but it will be good if the teacher don't let the students talk in their own languages so causally.

40 (L8) I think if it adds the academic level will be better. Especially in writing.

44 (L8) learn steadily

45 (L8) I know writing, speaking, and reading skills

49 (L7) The ESL program needs to improve in communication because several students have problems when they try to speak.

50 (L7) Grammar books could be different. They were often confusing to understand. Our teachers used handouts instead. See how to help the students more in improving their communication and listening skills. The reading class I felt was always missing more time to expand our knowledge on interpreting texts.

51 (L8) N/A

52 (L8) ESL program can improve by teaching more vocabulary words.

53 (L8) When I started level 5 sometimes I did not understand, now I do better.

54 (L8) Some courses are too difficult, specially listening books. We should find other listening book which is fix to students.

55 (L8) some teachers may need more professional skills for teaching.

56 (L6) ESL program helps me improve my English ability. For example, it helps me be more confident in communication, improve grammar and understand main ideas when I read in books or in lessons.

57 (L6) I think that's so good and I have no idea.

Note that Respondent 51 himself wrote “N/A” as his answer to the question.

Analysis

In looking at the numerical data, approximately two out of three IELI students responded 4 (“Agree”) to these ten questions, while a lower percentage of students rated these questions a 5 (“Strongly Agree”) than any of the questions in the Religious Formation Program. Female students used the 5 rating more often than did males on every item except for Question 48; the question reads: “I can understand what others say in English.”

The open-ended responses bring up such a wide variety of issues that they are difficult to analyze. Comments include the quality of teaching, the skills taught, the texts, field trips, and much more.

BA Intercultural Studies

Data

Q55: I was satisfied with my program of study.

Category (n)	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
All respondents (5)	100	00	00	00	00
Female (5)	100	00	00	00	00
Male (0)	00	00	00	00	00

(all results in percentages)

Q56: BA/ICS/1 – After completing some or all of my program of study, I am now able to identify and explore multiple forms of cultural expression in order to explain how they reflect the values and ideas of their time and place.

Category (n)	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
All respondents (5)	100	00	00	00	00
Female (5)	100	00	00	00	00
Male (0)	00	00	00	00	00

(all results in percentages)

Q57: BA/ICS/2 – After completing some or all of my program of study, I am now able to explain the relationship among differing cultural perspectives and the social determinants of personal identity, including race, class, gender, ethnicity, and nationality.

Category (n)	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
All respondents (5)	80	20	00	00	00
Female (5)	80	20	00	00	00
Male (0)	00	00	00	00	00

(all results in percentages)

Q58: BA/ICS/3 – After completing some or all of my program of study, I am now able to compare and contrast sociocultural perspectives for the purpose of differentiating sources of intercultural conflict.

Category (n)	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
All respondents (5)	100	00	00	00	00
Female (5)	100	00	00	00	00
Male (0)	00	00	00	00	00

(all results in percentages)

Q59: BA/ICS/4 – After completing some or all of my program of study, I am now able to identify and evaluate methods to facilitate intercultural dialogue.

Category (n)	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
All respondents (5)	80	20	00	00	00
Female (5)	80	20	00	00	00
Male (0)	00	00	00	00	00

(all results in percentages)

Q60: BA/ICS/5 – After completing some or all of my program of study, I am now able to demonstrate proficiency in the basic methods of social research and communicating analysis of research findings.

Category (n)	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
All respondents (5)	80	20	00	00	00
Female (5)	80	20	00	00	00
Male (0)	00	00	00	00	00

(all results in percentages)

Q61: BA/ICS/6 – After completing some or all of my program of study, I am now able to analyze the impact of global and local forces of social oppression on marginalized groups in order to promote justice, peace, and the integrity of creation.

Category (n)	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
All respondents (5)	100	00	00	00	00
Female (5)	100	00	00	00	00
Male (0)	00	00	00	00	00

(all results in percentages)

Analysis

At least four of the five students, all women, rated each question 5 (“Strongly Agree”).

AA Intercultural Studies

Data

Q62: I was satisfied with my program of study.

Category (n)	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
All respondents (1)	00	100	00	00	00
Female (0)	00	00	00	00	00
Male (1)	00	100	00	00	00

(all results in percentages)

Q63: AA/ICS/1 – After completing some or all of my program of study, I am now able to identify and explore multiple forms of cultural expression in order to explain how they reflect the values and ideas of their time and place.

Category (n)	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
All respondents (1)	100	00	00	00	00

Female (0)	00	00	00	00	00
Male (1)	100	00	00	00	00

(all results in percentages)

Q64: AA/ICS/2 – After completing some or all of my program of study, I am now able to explain the relationship among differing cultural perspectives and the social determinants of personal identity, including race, class, gender, ethnicity, and nationality.

Category (n)	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
All respondents (1)	100	00	00	00	00
Female (0)	00	00	00	00	00
Male (1)	100	00	00	00	00

(all results in percentages)

Analysis

Only one student finished this program during the 2023-2024 academic year, and he rated it favorably.

AA Interdisciplinary Studies

Data

Q65: I was satisfied with my program of study.

Category (n)	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
All respondents (00)	00	00	00	00	00

(all results in percentages)

No students completed this program of study.

Q66: AA/IDS/1 – After completing some or all of my program of study, I am now able to articulate the philosophical views, theories, and methods contained in the primary works of historically important philosophers.

Strongly

Strongly

Category (n)	Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Disagree (1)
All respondents (00)	00	00	00	00	00

(all results in percentages)

No students completed this program of study.

Q67: AA/IDS/2 – After completing some or all of my program of study, I am now able to articulate the fundamental doctrines, traditions, and scriptural interpretations of the Church.

Category (n)	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
All respondents (00)	00	00	00	00	00

(all results in percentages)

No students completed this program of study.

Q68: AA/IDS/3 – After completing some or all of my program of study, I am now able to identify and explore multiple forms of cultural expression in order to explain how they reflect the values and ideas of their time and place.

Category (n)	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
All respondents (00)	00	00	00	00	00

(all results in percentages)

Analysis

No analysis is possible.

BA Philosophy Studies

Data

Q69: I was satisfied with my program of study.

Category (n)	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
All respondents (6)	67	17	17	00	00

Female (1)	100	00	00	00	00
Male (5)	60	20	20	00	00

(all results in percentages)

Q70: BA/PHI/1 – After completing some or all of my program of study, I am now able to articulate the philosophical views, theories, and methods contained in the primary works of historically important philosophers.

Category (n)	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
All respondents (6)	33	67	00	00	00
Female (1)	00	100	00	00	00
Male (5)	40	60	00	00	00

(all results in percentages)

Q71: BA/PHI/2 – After completing some or all of my program of study, I have now developed the requisite critical and analytical skills to evaluate the assumptions and arguments contained in philosophical works.

Category (n)	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
All respondents (6)	67	33	00	00	00
Female (1)	100	00	00	00	00
Male (5)	60	40	00	00	00

(all results in percentages)

Q72: BA/PHI/3 – After completing some or all of my program of study, I am now able to construct logically sound arguments in oral and written form.

Category (n)	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
All respondents (6)	50	50	00	00	00
Female (1)	00	100	00	00	00
Male (5)	60	40	00	00	00

(all results in percentages)

Q73: BA/PHI/4 – After completing some or all of my program of study, I am now able to apply appropriate methods of philosophical analysis to critical issues of contemporary relevance.

Category (n)	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
All respondents (6)	67	33	00	00	00
Female (1)	100	00	00	00	00
Male (5)	60	40	00	00	00

(all results in percentages)

Analysis

All six students agreed or strongly agreed with each statement. Only two of the six scored Question 70 to be a 5 (“Strongly Agree”). It reads: “After completing some or all of my program of study, I am now able to articulate the philosophical views, theories, and methods contained in the primary works of historically important philosophers.” It is hard to read much into this result because there are so few respondents.

Certificate Pre-Theology

Data

Q74: I was satisfied with my program of study.

Category (n)	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
All respondents (2)	100	00	00	00	00
Female (0)	00	00	00	00	00
Male (2)	100	00	00	00	00

(all results in percentages)

Q75: CF/PTH/1 – After completing some or all of my program of study, I am now able to articulate the philosophical views, theories, and methods contained in the primary works of historically important philosophers.

Strongly

Strongly

Category (n)	Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Disagree (1)
All respondents (2)	50	50	00	00	00
Female (0)	00	00	00	00	00
Male (2)	50	50	00	00	00

(all results in percentages)

Q76: CF/PTH/2 – After completing some or all of my program of study, I have now developed the requisite critical and analytical skills to evaluate the assumptions and arguments contained in philosophical works.

Category (n)	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
All respondents (2)	50	50	00	00	00
Female (0)	00	00	00	00	00
Male (2)	50	50	00	00	00

(all results in percentages)

Q77: CF/PTH/3 – After completing some or all of my program of study, I am now able to construct logically sound arguments in oral and written form.

Category (n)	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
All respondents (2)	50	00	50	00	00
Female (0)	00	00	00	00	00
Male (2)	50	00	50	00	00

(all results in percentages)

Q78: CF/PTH/4 – After completing some or all of my program of study, I am now able to articulate the fundamental doctrines, traditions, and scriptural interpretations of the Church.

Category (n)	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
All respondents (2)	50	50	00	00	00

Female (0)	00	00	00	00	00
Male (2)	50	50	00	00	00

(all results in percentages)

Analysis

Little analysis is possible with only two subjects.

BA Theology and Mission

Data

Two ESL students selected BA Theology and Mission when they had only just entered the program. The following results exclude their data.

Q79: I was satisfied with my program of study.

Category (n)	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
All respondents (9)	67	33	00	00	00
Female (9)	67	33	00	00	00
Male (0)	00	00	00	00	00

(all results in percentages)

Q80: BA/THM/1 – After completing some or all of my program of study, I am now able to articulate the fundamental doctrines, traditions, and scriptural interpretations of the Church.

Category (n)	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
All respondents (9)	56	44	00	00	00
Female (9)	56	44	00	00	00
Male (0)	00	00	00	00	00

(all results in percentages)

Q81: BA/THM/2 – After completing some or all of my program of study, I am now able to distinguish between official Church teaching and theological opinion, recognizing how both find expression in diverse cultural contexts.

Category (n)	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
All respondents (9)	89	11	00	00	00
Female (9)	89	11	00	00	00
Male (0)	00	00	00	00	00

(all results in percentages)

Q82: BA/THM/3 – After completing some or all of my program of study, I have now developed knowledge and skills necessary for faith-filled dialogue in ecumenical, interreligious, intercultural, and secular mission settings.

Category (n)	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
All respondents (9)	67	33	00	00	00
Female (9)	67	33	00	00	00
Male (0)	00	00	00	00	00

(all results in percentages)

Q83: BA/THM/4 – After completing some or all of my program of study, I am now able to apply appropriate methods of theological analysis within local contexts.

Category (n)	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
All respondents (9)	67	33	00	00	00
Female (9)	67	33	00	00	00
Male (0)	00	00	00	00	00

(all results in percentages)

Analysis

The nine women graduating from this program rated each question either 4 or 5. The highest rated item is Question 81, which reads: “After completing some or all of my program of study, I am now able to distinguish between official Church teaching and theological opinion, recognizing how both find expression in diverse cultural contexts.” Eight of the nine students selected a rating of 5 (“Strongly Agree”) for this question.

AA Theology and Mission

Data

Q84: I was satisfied with my program of study.

Category (n)	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
All respondents (1)	00	00	00	100	00
Female (0)	00	00	00	00	00
Male (1)	00	00	00	100	00

(all results in percentages)

Q85: AA/THM/1 – After completing some or all of my program of study, I am now able to articulate the fundamental doctrines, traditions, and scriptural interpretations of the Church.

Category (n)	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
All respondents (1)	100	00	00	00	00
Female (0)	00	00	00	00	00
Male (1)	100	00	00	00	00

(all results in percentages)

Q86: AA/THM/2 – After completing some or all of my program of study, I am now able to distinguish between official Church teaching and theological opinion, recognizing how both find expression in diverse cultural contexts.

Category (n)	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
All respondents (1)	100	00	00	00	00

Female (0)	00	00	00	00	00
Male (1)	100	00	00	00	00

(all results in percentages)

Analysis

Only one student completed the AA Theology and Mission program during the academic year of 2023-2024. He selected 2 (“Disagree”) for the first question, Question 84: “I was satisfied with my program of study.” He then chose 5 (“Strongly Agree”) for his two subsequent responses.

Open-Ended

Data

Here are all of the students’ responses, including each respondent’s number (from 1 to 57, reflecting the order in which they took the survey beginning in October 2023) and type of program completed (UG or IELI). For this compilation, I am assuming that Respondents 20 and 27 completed the IELI program; as explained above, their responses for Questions 9 and 38 are self-contradictory. Not all of the respondents answered Questions 87 through 90. A few students used two paragraphs or a listing approach; this presentation preserves their organizational structure as much as possible.

Q87: What were some of the positive experiences you had while you were at Divine Word College?

- 1 (IELI) Coexistence with my classmates and teachers.
- 2 (IELI) Getting to know about Catholic religion, new cultures and new people.
- 3 (IELI) people were really helpful and talkative. Teachers and Seohyun Park was very kind and helpful always.
- 4 (IELI) I got to meet a lot of people from different countries.
- 5 (IELI) About community, i learn how to respect each other and each culture.
- 6 (IELI) I enjoy the unity we share, I like the environment and the various programmes of the school.
- 7 (IELI) I had challenged myself by pressure on lessons. Sometimes, pressure is a power to myself can overcome obstacles. In addition, I could know more accents from different countries who is in DWC. It's good for me to do my ears become better.
- 8 (UG) I have experienced the relationship between students and professors is not only Teachers and Students, but the professors are like our friends to whom we can come to share and talk when we need to.
- 9 (UG) Living with people from different cultures was a blessing, although challenging. But overall, living at DWC helped me to know myself more than before.
- 10 (UG)
 - Having the opportunity to live the lifestyle of vowed religious in community, to better discern if it is for me.

- The opportunity to play bass guitar in a church setting again (for the first time since before Covid).
- Various conversations and connections being made that assisted me in learning more about the SVD, its work around the world, etc., which in turn greatly helped my discernment.
- Making second visits to Techny for the final vows ceremony and to the Theologate for Thanksgiving, a first visit to East Troy for a fruitful retreat, and participating in various celebrations on campus (Mission Sunday, Family Feast Day, etc.).

11 (UG) I had a chance to live in a cultural community. It is not only an academic field but also a supportive family.

12 (UG)

while in DWC, I was loved by the community that was always ready to support me and provided for my basic needs

- the interculturality of the environment changed my perspective for the better on how I viewed others who are different from me.
- the schedule for activities was made known on time which helped me to plan my life better.
- formation groups was very helpful because it made me stay connected to God and improved my relationship with members in community.
- the teachers were so friendly and always ready to help me when I was lost. this gave me the courage to push through with my studies.
- The food served was good too and the staff were so kind to me and serve me food even when I am late for meals.
- other extracurricular activities gave me the change to share my gift and talent to the community.
- I feel happy being part of this community.

13 (UG) My positive experiences that I had while I was at DWC were that I appreciated the way of life that the people here—teachers, staff, and classmates—showed when interacting with them. The teachers here are kind, enthusiastic, friendly, and passive. They always helped me and accompanied me when I needed help. Living at DWC also helped me to nurture my spiritual life and human behavior. I had learned the lesson of being grateful for whatever I received. Thank be to God for that, and thank you to DWC, where I could learn to be a better person, sister, and missionary.

14 (UG) DWC is a special college, which make every one feel they are at home. Employees, staff, professors, and students even SVD members are so friendly. They are alsways willing to help others and encourage others in integral demensions physically, mentally, and spiritually.

15 (IELI) I have opportunity to live with other students who come from many countries around the world. I have learn how to live with them and how to respect other cultures.

16 (UG) The great supports I recieved from the community, fellow classmates, professors, staffs, employees, and everyone who helped me conttubuted to my achievement and completion of my studies and personal growth.

17 (UG) DWC is not just institutional environment but a home where I felt welcome by Divine Word Missionaries, staff, and every student that I encountered. I have learned values that are serve as strong pillars for my ministry. The interculturality has broaden my horizons which I am thankful for. I am lucky to have great professors such as Fr. Sam, Dr. Winter, Dr. Matthew, Fr. Stephen, just to mention a few.

18 (IELI) I had some positive experiences while I was at divine Word College that I was able to participate in retreats at the school that helped me grow more in my vocational life , and also learned abot different beautiful cultures from other students.

19 (IELI) I had the positive experiences: listen, sympathize, and try to express my own opinion.

20 (IELI) At Divine Word College I have learned that we are very different but we have been living as a family in God.

21 (IELI)

22 (IELI) For the time I have been in Divine Word College, I had many positive experiences: I felt welcomed as being at home; I had chance to learn not only English but also community life, intercultural, and spiritual life.

23 (IELI) DWC is a great study environment, especially for religious students. Because I have many opportunities to practice my faith and learn lots of good things from international students.

24 (IELI) Some of the positive experiences I had while I was at DWC

-Community life

-Respect one for another

-Prayer

Time to study

25 (IELI) I developed a great relationship with people from everywhere in the world, and I tried to eat different food.

26 (IELI) Some of the positive experiences I had while I was at Divine Word College are:

Positive thinking, good attitudes, and a nice behavior.

27 (IELI)

28 (IELI) During the time I study at Divine Word College, I not only study about English and gain some knowledges but I also learn about diverse cultures; Especially, I know how to trust in God in every situations.

29 (UG) Divine Word College has helped me find my inner voice and to always stand for the truth in the face of adversity. I have grown intellectually but more so in how I relate with myself and with others around me.

30 (UG) I learned to live among people from different nations and foster relationships with other cultures.

31 (UG) Living, studying, and working with people from different backgrounds, cultures, and customs are my excellent experiences at DWC, where I can become who I am and feel free to create my own way.

32 (UG)

-intercultural living: living in this intercultural community helps me to grow wider in understanding, respecting, and learning from other cultures.

-community living: living on campus at DWC helps me to grow in my responsibility skills and communication skills

-Acquiring skills in using the English language: living at DWC has helped me grow and improve my ability to speak English.

33 (UG) I have a chance to cooperate and learn from other cultures that assist me in the future ministries. DWC provides a number of activities that support me develop in different areas including spiritual, physical, and intellectual, cultural activities, etc. Through these activities, I have a new vision about other cultures. The programs that I study at DWC enhance my critical thinking while I do the research papers or the assignments. This will help me to become a good leader in the future.

34 (UG)

35 (IELI) I am able to get many good things at DWC such as ministry, friendship in the multicultural environment, English improvement, and preparing for my future ministry.

36 (UG) It's a place to learn and grow intellectually, mentally and spiritually. I've found all that is necessary for all that I just mentioned.

37 (IELI) Field trips was great. I got the 10\$ pour house ticket for answering the question while we were enjoying the trips.

38 (UG) Some of the positive experiences I have had while I was at Divine Word College can be summarized or revealed in my interactions with DWC community members as I live and receive support, prayer, care, and love. My experiences here have helped deepen my faith, live my religious vocation, and grow deeper in my knowledge of God and myself. My experience at Divine Word College is so enriching that I see this place as a home that helps me experience God, live happily, and enjoy community celebrations and activities. As a home, I will miss the DWC community because this place has enriched me and equipped me to become a good missionary in spreading the love of God. With my positive experience here, I am happy to go out and share the good values of Divine Word College through my Congregational ministry services, Parish programs, and daily interaction with those I will meet.

39 (UG)

the positive experiences I have are at DWC

- I have learned new skills in my studies from classrooms to my ministry field

- I have learned how to be patient leaving with other people from other cultural background

40 (IELI) The prayer experience. I like the religious life here. Moreover, I like the spiritual director who gave me help in my relationship with God. I like the people here. They are kind and friendly. They took care of me and helped me very well. I felt at home here.

41 (UG) DWC is a good environment for studying. When I study here, I gain knowledge and learn about another culture.

42 (UG) Dwc is my second home. I feel comfortable to live and study here. I have met many brothers and sisters from different countries and they helped me to build my relationship skill to each others.

43 (UG) "The people are friendly and always willing to lend a helping hand to those in need."

44 (IELI) i got a lot of experiences, know how being a Catholic, know a lot about Jesus.

45 (IELI) friendly, encourage, honest, and kind

46 (UG) the most beautiful experience is that I can know many other cultures in this community

47 (UG) Friends

48 (UG) I participated in many useful activities, such as the Feast Day and the Lunar New Year Celebration, Mission Sunday... with students from different countries. I also received a lot of support, guidance, care, and help from staff and students.

49 (IELI) I like to share with people from different parts of the world.

50 (IELI)

Intercultural life and all that this beautiful reality implies.

New friends from different parts of the world.

The daily masses, and the shared common prayers.

The masses of the associations.

The field trips with the classmates.

51 (IELI) i feel study here like at home.

52 (IELI) The positive that I had experienced was I improved my English and I can see people here are kind and they did many good things.

53 (IELI)

- I have had chances to enrich my life
- I have had chances to understand about other culture and lifestyles.

54 (IELI) if I want to learn English well, I need to practice everyday!

55 (IELI) I feel the whole world is a family here.

56 (IELI) These are some of the positive experiences I had while studying at Divine Word College such as serving others, sharing some different cultures, learning from each other, and learning English together.

57 (IELI) I can feel very friendly, the missionary spirit, family atmosphere from SVD members.

Q88: What, if any, problems or concerns did you experience while studying and living at Divine Word College?

1 (IELI) No problem.

2 (IELI) nothing

3 (IELI) I haven't got any problems.

4 (IELI) no problems

5 (IELI) Sometime, we have many activities.

6 (IELI) I had a bit of challenge adjusting to the new environment when I came but now I am very good, and aside that I have not experience any challenge.

7 (IELI) Not really! I felt comfortable to live at DWC where I can learn from others.

8 (UG) One concern that I have is about the Capstone Project. What I think will be the best way for students to do a Capstone Project is to have an Instructor that they can go along with. Because it is an important time for students to present what they have learned and gained during their academic years, if possible, the students may be asked to see whether they can work with their elected Instructor or not.

9 (UG) Thankfully, I experienced no problem while studying at DWC. If there was a minor one, it is not worth mentioning.

10 (UG)

- As I more or less expected, studying at an undergraduate level and living in a dormitory at a college again, after over a decade as an well-functioning adult with a career, master's degree, etc. felt regressive to an extent.

- Related to the above point, my academic and professional background, rich set of life experiences and accompanying knowledge base, etc., left me feeling fairly out of place in the student body and the program. I think the experience would've been very different if I were working at DWC, as this would've meant a different positionality in the community and accompanying changes in how I related with both faculty/staff/other SVDs/SSpS in final vows, and with the student body.

11 (UG) The time is contradictory because I live off campus. It is not easy for me to attend some activities. Likewise, traveling depend on other sisters.

12 (UG)

- some teachers showed attitudes of discrimination in class in the way they interacted with particular students. They would easily take the ideas of a particular students and ignore others. This kept me uncomfortable and quite in any course taught by these professors.

- Not all continent are considered when it comes to drawing up the menu. Africa was particularly excluded. I have eating food from almost all other cultures present i the collage prepared by kitchen staff but none from Africa.

13 (UG) As a student living off campus, I am concerned for the safety and time management of off-campus students when they are asked to participate in activities at school, especially in the winter.

14 (UG) no

15 (IELI) I do not have any problems while living here.

16 (UG) All the programs were wonderful, except that some members of the community especially formators put a lot of emphasis on the religious sisters that we must accept and follow most of the formation program and go home to transform our Congrgations like the evualutions.

17 (UG) The only problem or challenge or concern I have is about my health and DWC has done a great job to make sure that I feel better. All thanks to Bro. Mike, Fr. Thom, Fr. John, Fr. Jim Bergin, Fr, Long Phi, Mr. Len, Sr. Anna, Kimberly, and many others who have accompanied me on my journey.

18 (IELI) I am concerned about speaking English outside of class. I think students should speak English anywhere, anytime to help themselves as well as others improve English.

19 (IELI) In the beginning, i had problems with food and language, but after a few month i improved these problems.

20 (IELI) As a student at Divine Word College, I receive many things to be studyed and lived. I concern about my attitude and action for these things.

21 (IELI)

22 (IELI) Truly I did not see many problems.

23 (IELI) I hope there are more option for students to choose after they finish ESL program.

24 (IELI) I did not really have any problems except in the winter it's cool

25 (IELI) It is too cold durind the winter, so we couldn't go out freely.

26 (IELI) I asked myself that what I would achieve when I finish my study.

27 (IELI)

28 (IELI) I recognize that Divine Word College is the best invironment where I can study and practice my religous life. I do not have any problem when I live here.

29 (UG) There is still need to acknowledge the intercultural nature of the institution and recognize that while we are all different and unique according to our various cultures, we all belong to one tribe "The Human tribe" and all have equal rights irrespective of whether they are majority or minority.

30 (UG) Yes, they were favoritism among certain people. Some people were treated poorly, and others were not because of their race. They were a lot of gossiping and prejudice of cultures and countries

31 (UG) When ESL students are evaluated to move to another level, I am concerned about how to explain it so that they are satisfied with their results. I have heard some cases of those who have better grades but have to remain in class while others do have not very good grades move up to another level. It makes ESL students confused and wonder about the evaluation to move up to another level.

32 (UG) I do not find any problems or concerns while studying at DWC

33 (UG) No

34 (UG)

35 (IELI) I just concern about the liturgy of our school. I know that our school belonged to SVD- a missionary society; however, if we combine many cultural things in the liturgical activities, we maybe celebrate liturgy wrong with rule of our church. I hope that our school encourages our brothers/sisters/seminarians (belong to the other diocese) if it is possible, please wear their habit/cassock in the liturgical celebrations, especially the Mass and the Holy Hour. That is all my concerns.

36 (UG) The first time I was like lost in the midst of multicultural, but as long as I continued my life in the DWC I came to realize that it was INTERCULTURALITY. Therefore, I took the opportunity to learn and to share with those from different cultures.

37 (IELI) If only everybody try to speak english, it will be better enviroment.

38 (UG) Nil

39 (UG)

My consern is to review language polices

Reduce campus activities so that students can focus on their studies.

40 (IELI) I think the test should be properly arranged. Because the tests made me over-stressful.

41 (UG) I do not have any problems when I study here

42 (UG) I have no problem with this.

43 (UG) Studying philosophy can be very challenging, especially for non-native speakers.

It is hard for non-native speakers to understand the content of philosophy fully.

44 (IELI) First time I got here, i have a little worried becasue my English level was so low in that time.And now i am getting better.

45 (IELI) confident in yourself, don't give up.

46 (UG) no

47 (UG) None

48 (UG) I encountered some language and weather difficulties here. With the help of everyone, I gradually overcame them.

49 (IELI) I did not like that sometimes only one culture is the center of everything.

50 (IELI)

I was sometimes worried about the excessive amount of homework with some teachers, because suddenly we had extracurricular activities. So, my spiritual life, I had a hard time taking care of it.

Some harassment from some classmates. It would be necessary to emphasize the respect between women and men.

51 (IELI) language

52 (IELI) I concerns about the teacher and students should get to know more each other.

53 (IELI)

I had a problem when my laptop broke I felt not good because It was bothering this school.

Because I just came here for one year so right now I have no problem while I am studying and living at Divine Word.

54 (IELI)

All teachers are kind, dedicated, helpful...

I would like to say thank them so much!

55 (IELI) I feel it is inconvenient here, especially when I want to go out.

56 (IELI) No problems

57 (IELI) Small room sound insulation is very poor, some students cannot follow the rules, affect learning and rest. You can even hear your roommate snoring and the voice on the other's phone.

Q89: If you had problems or concerns, did you try to take corrective action? If so, what happened and how did it turn out?

1 (IELI) No problem.

2 (IELI) i am ok

3 (IELI) The travelling made me some difficulties but I had help.

4 (IELI) n/a

5 (IELI) No

6 (IELI) The school helped me to adjust to the new environment.

7 (IELI) Non-applicable

8 (UG) I had and I tried to solve it, and it turned out well.

9 (UG) I have none.

10 (UG) As the above-noted challenges were more systemic/intrinsic to the formation program, there was little in the way of action steps to take regarding them. To an extent, it did help to develop connections with faculty & staff that were more in line with peer-to-peer relationships, and to take on mentoring roles for some fellow students as appropriate.

11 (UG) I tried to harmonize the schedule. It is better now.

12 (UG) I spoke to the kitchen staff some time ago about inviting me to cook an African meal when I brought to their notice that African food also should be part of the menu. I was never given the chance to do that. Some times I take it upon myself to make pancakes from Cameroon for the community. I know that with the change of kitchen staffs it can be hard. But if they are told to cook African dish it will change the story.

- I did not talk to the teacher about the discriminating attitude in class, because I realised the teacher is the type that pick and chose among students.

13 (UG) Yes, I did, and sometimes it worked, but sometimes they seemed not to be happy to give us an excuse. Sometimes, they understood and were okay.

14 (UG) I don't have any problem.

15 (IELI) I have no idea

16 (UG) I recieved corrections and helps. I am glad that I was listened to. I really appreciate it.

17 (UG) DWC came to my aid and I feel a lot better at the moment. May God continue bless Divine Word Missionaries for training future missionaries regardless of the cost. To whom much is given, much is expected,. St,. Paul says we receive without and so we give without. I am open to share all that I have lerned at the course of my studies here.

18 (IELI) Yes, I tried to take corrective action when I was classes even at home and annywhere when I was at shool.

19 (IELI) In the beginning, I'm slightly stressed. I shared it with a few father SVD and they helped me overcome this challenge.

20 (IELI) I have to strive to live and study better to impress my gratitude

21 (IELI)

22 (IELI) whenever i had confused about academic matters or community broblems i tried to take corrective action like I had concerns about whether i could be able to continue to stay here to study Philosophy course after finishing ESL. I came to see Fr. Tom to ask for help and it

turned out wonderful that I was allowed to continue to stay for pursuing philosophy course. I am so grateful for that.

23 (IELI) I do not have problems or concerns.

24 (IELI) I did not have it

25 (IELI) I tried to live and adapt with everything.

26 (IELI) If I have problems, I try to take corrective action. I will find a solution to solve the problem. I will do it until it gets better.

27 (IELI)

28 (IELI) Some time I have some problem with my listening, and I try to solve my problem by asking some help from school as well as try to practice more.

29 (UG) I really didn't have any concerns, What I experienced was very personal and was helped well through it.

30 (UG) Nothing happened.

31 (UG) I did not talk with a person responsible for this field, but some students met Dr. Park and talked about it. However, her answers could have been more precise and made sense for students.

32 (UG) Yes. Miscommunication is one of the minor issues I found during my stay, but I could handle it properly by crosschecking assumptions and talking with my formators and SVD confreres that I trusted.

33 (UG) No

34 (UG)

35 (IELI) I share to the other people, and hope that I have an opportunity to share with someone who is responsible for this thing.

36 (UG) At this point, I think everything was OK. I was very well welcomed.

37 (IELI) I always try to speak in English that's what I always do, even my friends are talking in Burmese. I don't know how my friends act but I want them to know that they need to speak English everywhere in this school.

38 (UG) Nil

39 (UG) I had a problem with some other sisters, but I preferred to report to the dean. He solved the problem in his way

40 (IELI) No

41 (UG) I do not have any concerns

42 (UG) No

43 (UG) When facing a concern, try to address it with the people involved first. If the issue persists, seek assistance from the Dean of Students or the Formator.

44 (IELI) I had no problems while studying in DWC.

45 (IELI) when I have a problem, I am calm and find ways, I walk outside, and I asked some people I believe them.

46 (UG) no

47 (UG) Turned out well

48 (UG) Yes, I did

49 (IELI) Yes, I did. I talked with the Dean and my formators.

50 (IELI) I have not had any major problems. My religious community was there all the time to help me every day in any case. I preferred to turn to them because expressing myself very well in the language was still not very easy for me.

51 (IELI) I try to speak English with others, they can understand me more

- 52 (IELI) I didn't try any action because I am still new in here.
- 53 (IELI) Yes, I did.
- 54 (IELI) I did not have any problems at DWC. In the future, if I have any problems, I will present it to my formater.
- 55 (IELI) Firstly, I can communicate with them, if doesn't work well, I can tell the formator.
- 56 (IELI) No problems
- 57 (IELI) Yes, Asked dean for help and talked with roommate.

Q90: What would you recommend we could do to make Divine Word College a better institution?

- 1 (IELI) Maintain the building and bedroom furniture.
- 2 (IELI) i don't have any critical comments about it.
- 3 (IELI) I couldn't recommend anything fortunately.
- 4 (IELI) 1. Have a bigger building. 2. Have more classes. 3. Have more students from all around the world.
- 5 (IELI) No
- 6 (IELI) I think Divine Word College is already on a good stand of becoming the best.
- 7 (IELI) Non-applicable
- 8 (UG) All of the experiences that I had while studying at DWC were amazing. I think no place like DWC where there is not only a school but I found really a community and home. I love the way it is.
- 9 (UG) None
- 10 (UG) In my view, DWC is doing God's work by educating current and potential future representatives of the Church in the disciplines in which the college specializes, and by forming potential future SVDs (and one potential future SSpS, at present). I was impressed by the caliber of the faculty at a small institution in rural Iowa on my first visit to campus, and remain impressed today. My overall impression of DWC is positive, and I think it is doing a good job of what it is built to do.

My key reasons for discerning to step away from formation (at least for the time being) concern bigger-picture questions of vocational "fit" than the college alone is designed to address. I am very grateful for the academic flexibility Fr. John granted me; however, I would put forward the suggestion that for future candidates with academic and/or experiential backgrounds similar to my own, it would be more beneficial if an option similar to the one that used to exist (wherein older & more experienced candidates went straight to the Theologate for pre-novitiate formation and could potentially "catch up" on any academic background they need in a less formal - not for credit and/or not at undergrad level - way), were to exist again. I am aware that the Theologate is currently facing issues that would likely make this infeasible right now, but I think it's something that should be considered down the road.

- 11 (UG) Everyone keeps appreciating what we have received from God through our brothers and sisters.

12 (UG)

- one of my recommendation is that school traditions should be maintained like community/ college celebrations. I noticed that the number of students and community members in cultural

celebrations is dropping. Because these celebrations fall on a Saturday many students go out of campus and so miss the occasion which was not the case in the past.

- Seminarians should be challenged to lead Sunday services which is possible by assigning each formation group to take charge. This will help them in their grooming process as SVD candidates.

- I also think disciplinary actions be given to students who fail to follow the school policy repeatedly. Many take for granted the fact that they are in a "free" environment and do what they want. If an example is set on students who disrespect the rules, others will keep up.

13 (UG) DWC could think about the inconvenience of living off-campus for students and give them opportunities to discuss and open for their concern.

14 (UG) Recently, DWC college accepted some lay international students, I think, lay students can have some more activity with other formation groups, such as circle sharing with them, or DWC can create an art club or photographer's club, so any one feels interested, they can join with.

15 (IELI) I have no idea

16 (UG) Continue with receiving students, professors, etc from various diversities and countries. It gives a real meaning of intercultural community, and it fosters the missionary spirit. I am grateful to grow in all aspects as I can realise now for the first time outside my country and religious community. God Bless DWC community.

17 (UG) DWC is great at the job it is doing already so, I would say keep the good work going

18 (IELI) You should require everyone speak English. If students talk another languages, we take measures to help students

19 (IELI) For me, Divine Word College should more sports activities so that international students have the opportunity to understand each other.

20 (IELI) I don't have anything to recommend. Thank you for all!

21 (IELI)

22 (IELI) In my opinion, I would like to recommend that Divine Word College continue to open more laity people to come to study.

23 (IELI) I am content with every thing that our school provides.

24 (IELI) I don't have anything to recommend

25 (IELI) It would be to continue to use more opportunity for practicing the English language.

26 (IELI) I suggest that teachers should pay attention to each individual's situation and not value them based on their scores.

27 (IELI)

28 (IELI) I recognize that all of you did very well to help us in every aspects. That makes me feel gratefully and try my best to fulfil my mission as much as possible.

29 (UG) Divine word is a good place to grow. Thanks you for the opportunity I have had of being part of this wonderful community. I will forever be grateful.

30 (UG) Be aware that Divine Word is not a perfect institution, but they can work to make it better each year. It is a place with a lot of culture, and misunderstandings can happen. Help the student to be aware of those misunderstandings to avoid misjudgment and hate.

31 (UG) Dialogue and listening are keys to any issue. So, if the school can use the circle process in small groups to discuss any problem, the problem will be solved. Thank you

32 (UG) DWC has been a wonderful place for me to study and experience multicultural and intercultural living. I have been so grateful for all the good memories I had and my great journey at DWC with fellow students, staff, and faculty. Thank you

33 (UG) The school should have some rules to help student cooperate than in their duties such as doing the dishes.

- 34 (UG)
- 35 (IELI) Nothing.
- 36 (UG) To let the DWC be a Formation House in a very strict way. I mean that seminarians need more attention from the Formators. A formator is more than a relative or a friend. this needs to be seen very clearly to avoid any permissively behavior or confusion. There is a deep gap in Formation Process.
- 37 (IELI) I recommend to speak English druing school time.
- 38 (UG) Nil
- 39 (UG) Involve everyone into DWC activities instead of selecting some because we are here to learn and to learn a new skills. Also appreciate each other effort.
- 40 (IELI) Teachers from ESL can be more professional
- 41 (UG) I would recommend that the school should not accept too many people from the same congregation.
- 42 (UG) No. I have no recommend on this.
- 43 (UG) N/A
- 44 (IELI) Divine Word is perfect college for me.
- 45 (IELI) Thank you so much, I feel ESL program is good.
- 46 (UG) I think that this is the best place for me, so I have no comment.
- 47 (UG) emphasis on relationships
- 48 (UG) We should live lives of care, help, and support to others, especially those in need.
- 49 (IELI) The college can take a different ways that they can help to integrate everydoby.
- 50 (IELI) That the students share more with each other. Many times I have seen groupism, for example, Vietnamese on their own side, Indonesians, Chinese, etc. Maybe it depends on each one, but it would be necessary to see how to mix them more.
- 51 (IELI) N/A
- 52 (IELI) We need to do something that how can all the students will be able to know each other more? So I recommend by do more activity together with all the students.
- 53 (IELI) Sometimes Divine Word has some outside activities and we do not have too much people want to do those. I hope we will have more people feel excited to do those activities
- 54 (IELI) Now, DWC is going well, I hope DWC will always develop strongly!
- 55 (IELI)
- 1, training some teachers again for teaching style.
 - 2, welcome more people from different countries.
- 56 (IELI) Everything in Divine Word College are doing well.
- 57 (IELI) That is so good and I like here.

Analysis

As with Questions 53 and 54 in the IELI data, the comments cover so much territory that analysis is somewhat elusive. The questions deal with Divine Word College as an institution and are not specific to any single program.

Conclusions

This survey includes questions for the institution as a whole and for specific programs. The undergraduate programs only have numerical data. For each UG program, students first respond

to the statement: “I was satisfied with my program of study” with a rating from 5 (“Strongly Agree”) to 1 (“Strongly Disagree”); they then rate each program according to its program outcomes. Some comments in the final four questions deal with academic programs, but most do not. The lack of data makes it difficult to learn much about how students really view the programs. For the UG programs, the emphasis seems to be almost entirely on outcomes—some of which must seem fairly wordy to the students. If students have comments about the quality of instruction, for example, or the appropriateness of the texts, it is hard to see where they are able to comment.

For these reasons, it might be a good idea if each academic program in the college added open-ended questions at the end of its section. The wording of the IELI’s two items might be adaptable for this purpose:

Q53: What does the ESL program do well?

Q54: How can the ESL program improve?

Adding such questions would add another type of data to the results. Students would be able to comment on anything not covered in the previous questions. This might be important in cases where students have concerns about their specific program. (Respondent 36, for example, selected 4 (“Agree”) to the first question in AA in Intercultural Studies (“I was satisfied with my program of study”) but then chose 5 (“Strongly Agree”) for the remaining two questions.) Given the student tendency to use “5” as a kind of default rating if nothing is wrong makes gathering extra data more important. Note that UG programs currently have as few as three questions.

One caveat with open-ended questions is that DWC students are not always clear when they answer them. Sometimes they are just not specific, as in how the ESL teachers are not “professional” enough, but then sometimes the student’s English is such that the meaning is hard to decipher. Then there are answers that miss the mark grammatically but whose meanings are clear, like this one from Respondent 17, who is graduating with a BA in Theology and Mission: “DWC is great at the job is doing already so, I would say keep the good work going.” At other times, the student does not directly address the question. One good point about open-ended questions remains to be made, however: Vietnamese students, who never used the ratings of 2 (“Disagree”) or 1 (“Strongly Disagree”) in the numerical data, do offer at least a few critical remarks in their written responses.

As for the numerical data, it is not clear why students choose 5 (“Strongly Agree”) as frequently as they do. Of course, they may really feel this way, and if so, this would indicate that DWC is doing very well overall. As noted earlier, there may also be a cultural component to how students react to this type of scale. It is also possible that students are influenced by how the scale is presented to them, with the scale reading left to right from 5 to 1. Perhaps if 5 (“Strongly Agree”) is the first number they see for their first question with a Likert Scale (usually Question 14), and that seems reasonable to them for that question, they continue to use 5 until they read a question that they need to rank somewhat lower than 5. Possibly, if the scale were reversed, reading left to right from 1 to 5, this may (or may not) influence the numbers to be somewhat lower. In any event, there is no perfect way to design a scale like this, so in order to understand

why students are responding as they are to the UG programs' questions, it would help to have more data. It is possible that we're not asking all the right questions.

It should be noted here that it might be possible for lay students to respond to the Intellectual Formation and Intercultural Community Formation questions (Questions 25 through 31) even though they are not in the Religious Formation Program; this would give us a little more data. Their experience at Divine Word should qualify them to express their opinions on these issues, including those involving the language policy and food—the lowest rated items on the survey by far (and the subject of several comments later on in the survey). Questions 18 through 24 (Spiritual Formation and Ministry Formation) clearly lie outside of lay student experience. The Human Formation questions (Questions 14 through 17) may or may not also be appropriate for lay students. At present, lay students do not answer any of the following questions:

Human Formation:

Q14: DWC helped me mature. The program helped me to grow in self-knowledge and self-awareness. Please select one option.

Q15: The program helped me learn many interpersonal skills, such as communication, responsibility, trustworthiness, etc. Please select one option.

Q16: I found the staff, faculty, and SVD members were professional, kind, responsible, and helpful to me while I was at DWC. Please select one option.

Q17: The college's facilities offered me enough variety of activities for physical fitness and sports. Please select one option.

Spiritual Formation:

Q18: DWC helped me grow in awareness of God's presence in me and in the world. Please select one option.

Q19: The program provided sufficient time for personal prayer. Please select one option.

Q20: The program provided sufficient time for communal prayer. Please select one option.

Q21: I found spiritual direction helpful in developing a relationship with my God. Please select one option.

Q22: Spiritual direction helped me in my discernment of a religious vocation. Please select one option.

Ministry Formation:

Q23: DWC offered me an opportunity to develop my gifts and talents to serve others. Please select one option.

Q24: The DWC program provided sufficient opportunities for me to try different ministries. Please select one option.

Intellectual Formation:

Q25: DWC provided an appropriate educational program for me and sufficiently challenged me to expand my knowledge. Please select one option.

Q26: The Academic Advising program was helpful as I chose my major and/or my classes. Please select one option.

Intercultural Community Formation:

Q27: DWC helped me to develop the necessary knowledge, attitudes and skills to appreciate and respect other cultures and enter new situations with sensitivity. Please select one option.

Q28: I felt welcomed by the larger community and “at home” while I studied at Divine Word College. Please select one option.

Q29: It was easy for me to follow the Language Policy. Please select one option.

Q30: Others usually followed the Language Policy. Please select one option.

Q31: Overall, I liked the variety and types of food provided. Please select one option.

As always with a study like this, it is difficult to draw firm conclusions from small sample sizes. Nonetheless, there are indications that some aspects of Divine Word College might be given some attention; the language policy is the first one that comes to mind. Similar numbers and comments emerged last year in the 2023 Exit Survey Pilot on this topic, so it might be worthwhile to look into what more could be done to encourage students to speak English in public spaces.

This report from the Institutional Academic Committee has summarized the data from the 57 respondents to the Exit Survey for the 2023-2024 academic year. If there is enough information within these pages to start some meaningful conversations over the next few weeks and months, then it will have served its purpose. Any mistakes or omissions will be duly noted and corrected.

Religious Formation Program

Report – Formation Group Survey 2023-2024 (Pilot)

The Purpose

The formation program at Divine Word College has changed over the years. The formation team aims to improve the formation program that fit the needs of student body (SVD candidates, men and women religious in temporary vows, and diocesan seminarians). To improve the formation program, an annual assessment is needed to help the formation team identify the strengths and weakness off the program, and what needs to be change and improve for the benefit of our students while they are in formation at Divine Word College.

The Objective

The objective is to conduct an annual survey from three groups of students (Freshmen, Juniors, and Seniors) at the conclusion of each formation year. After the data is obtain from the survey, the formation team will work with the Institutional Assessment Committee to seek feedback and insights for the formation program's strengths and weaknesses, as well as recommendations for the formation program improvements. The formation team will analyze and identify the key areas for improvements and develop action plans to meet the needs of students in formation at the college.

Method

Participants

The total number of formandis assessed was 33. There were 7 formators involved in this assessment. The total number of responses was 114 with a completion rate of 96%. The average time spent on each assessment is 3 minutes 11 seconds.

The survey is based on:

1. Gender

- 54 Females (47.37%)
- 60 Males (52.63%)

2. Age group

Under 18	Age 18-25	Age 26-34	Age 35-44	Age 45-54	Age 55+
0 (0.00%)	17 (15.04%)	76 (67.26%)	19 (16.81%)	1 (0.88%)	0 (0.00%)

3. Affiliation

SSpS Candidate	SVD Candidate	Religious Sister TempVows	Religious Brother TempVows	N/A	Religious or Diocesan Seminarian
5 (4.39%)	45 (39.47%)	49 (42.98%)	9 (7.89%)	0 (0.00%)	6 (5.26%)

4. College year

Freshman	Junior	Senior
40 (35.09%)	31 (27.19%)	43 (37.72%)

Procedure

The formators at Divine Word College completed the Formation Group Survey before the end of the academic year of 2023-2024. The VP for Formation and Dean of Students sent the survey link to each formator and the list of formandis to be assessed. If the formator does not know

about the formandi, he/she will select N/A on the pointing system in the survey. The VP for Formation and Dean of Students generated the results from the survey and posted the results to a secure link on Divine Word College's course management system, Populi. The results include raw numbers and percentages for all respondents, and they included a breakdown for female and male students for each question.

Format

The number of questions is 32 (close-ended, multiple-choice. It consists of the formandi's information (first 4 questions), and questions concerning the five facets of Divine Word College's formation program.

- The Human Formation: 12 questions
- Spiritual Formation: 5 questions
- Intellectual Formation: 3 questions
- Intercultural Community Formation: 5 questions
- Missionary Ministry Formation: 3 questions.

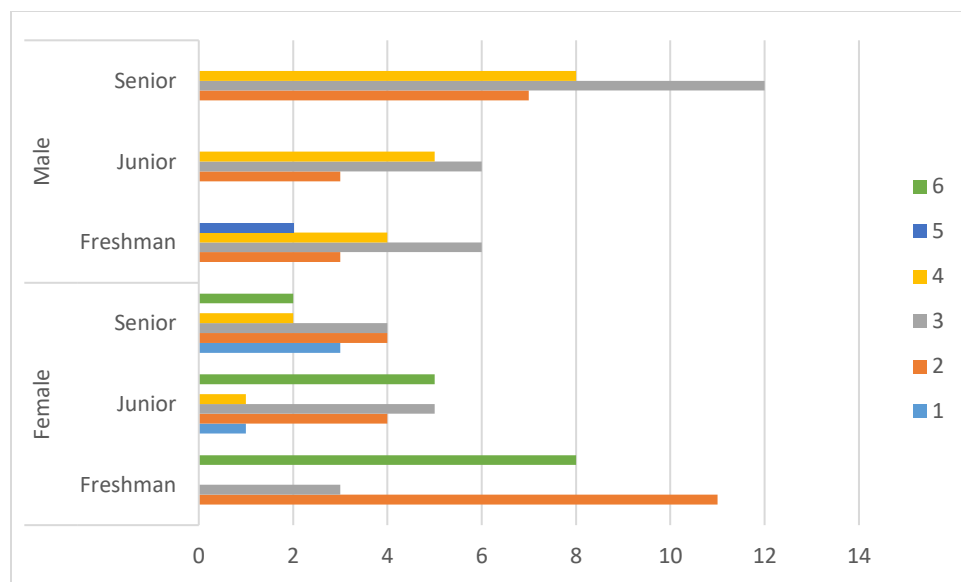
Data

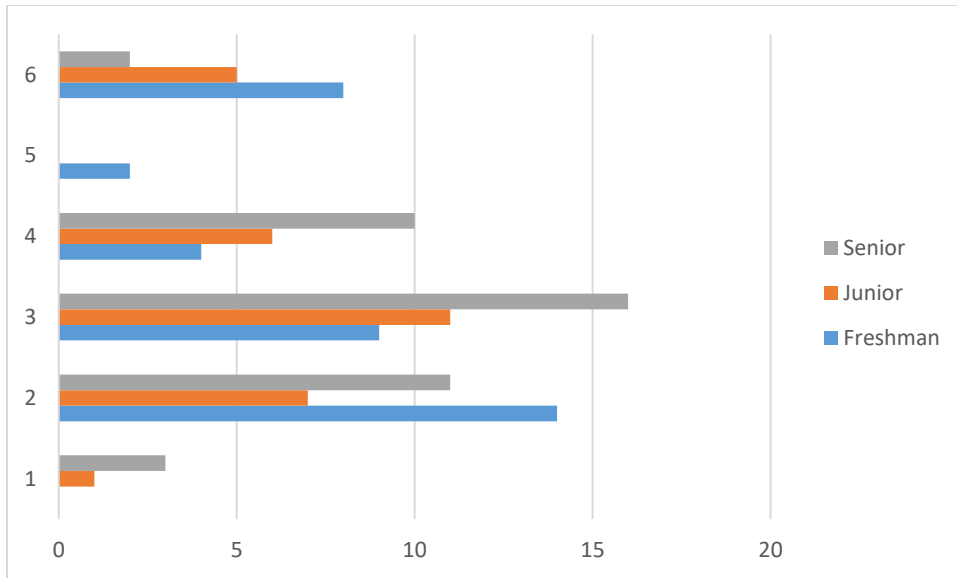
Human Formation Survey (Q5-Q16)

Q5 Physical Health: The formation student participates in regular exercise for personal health.

109 responses and 5 skipped the question.

- | | | | | | |
|---|--|---|---|---|-------------------------------------|
| 1 | RARELY IF EVER EXERCISES | 3 | NORMALLY EXERCISES 3 TIMES A WEEK | 5 | CARDIO EXERCISE ALMOST DAILY |
| 2 | EXERCISES ON AN IRREGULAR BASIS | 4 | WEEKLY CARDIO EXERCISE AT LEAST 3 TIMES A WEEK | 6 | N/A |

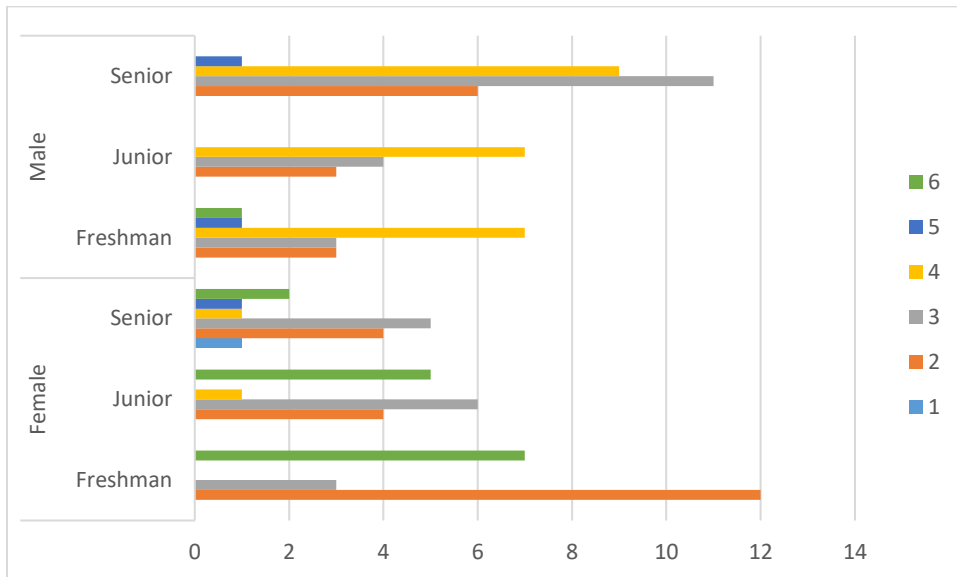


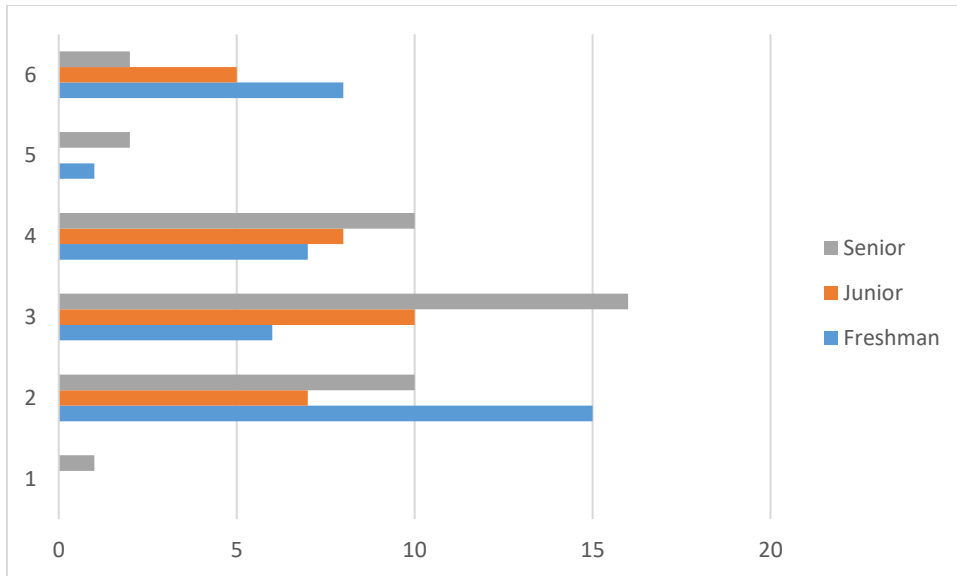


Q6 Physical Health: The formation student participates in team sports.

108 responses and 6 skipped the question.

- | | | |
|-----------------------------------|--|--------------------------------|
| 1 RARELY IF EVER EXERCISES | 3 NORMALLY EXERCISES 3 TIMES A WEEK | 5 CARDIO EXERCISE ALMOST DAILY |
| 2 EXERCISES ON AN IRREGULAR BASIS | 4 WEEKLY CARDIO EXERCISE AT LEAST 3 TIMES A WEEK | 6 N/A |



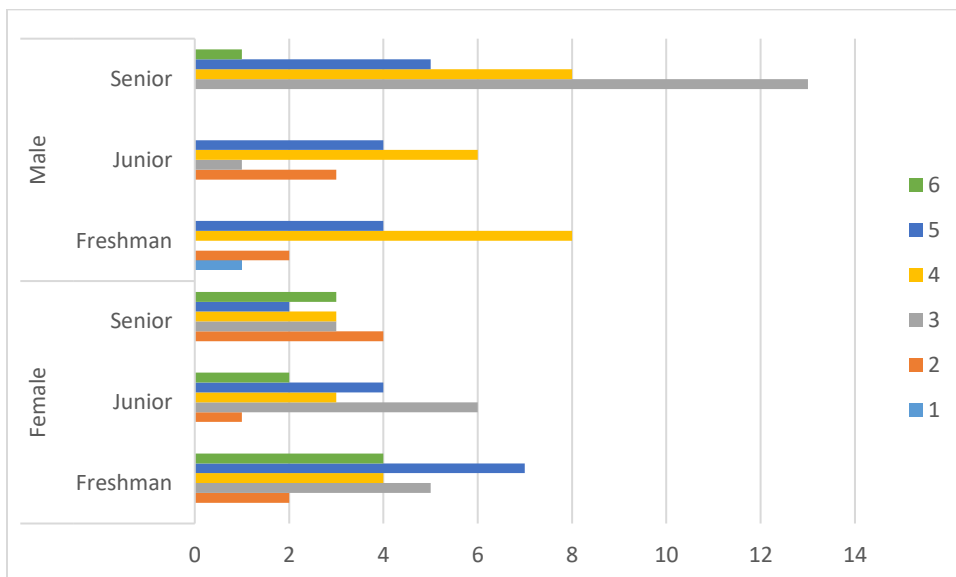


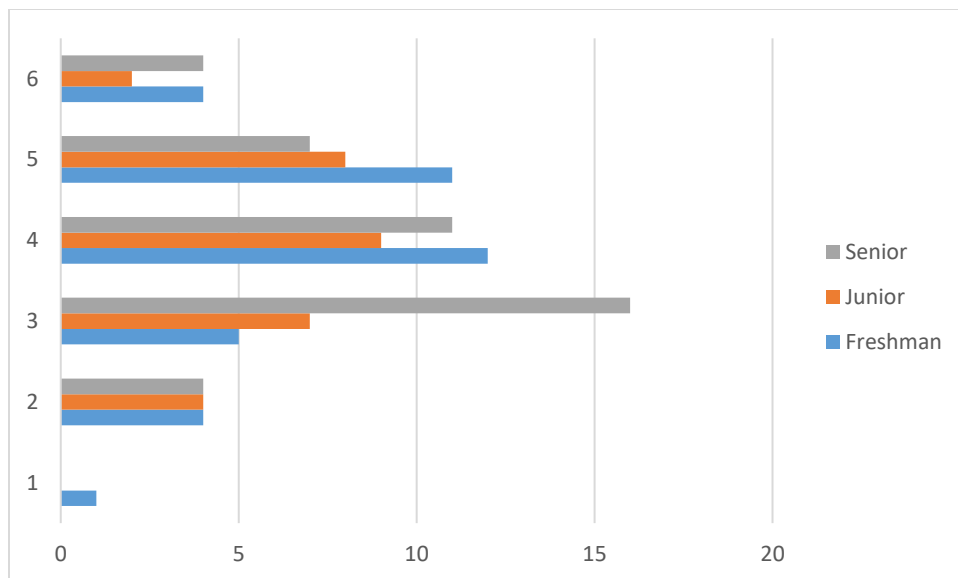
There is not much difference between those who exercise regularly and those who are in the sports teams. It seems the female formandis exercise on an irregular basis while the male formandis exercise on a regular basis and do cardio more than the female formandis.

Q7 Physical Health: The formation student appears to maintain healthy eating habits by eating a balanced breakfast, lunch, and dinner with the community (sufficient servings of fruit, vegetables, lean meats/plant-based foods, low carbs).

109 responses, and 5 skipped the question.

- | | | | | | |
|---|---------------------------------------|---|------------------|---|-----------|
| 1 | APPEARS TO BE UNAWARE OF FOOD CHOICES | 3 | 3-4 TIMES A WEEK | 5 | EVERY DAY |
| 2 | SOMETIMES | 4 | 4-5 TIMES A WEEK | 6 | N/A |



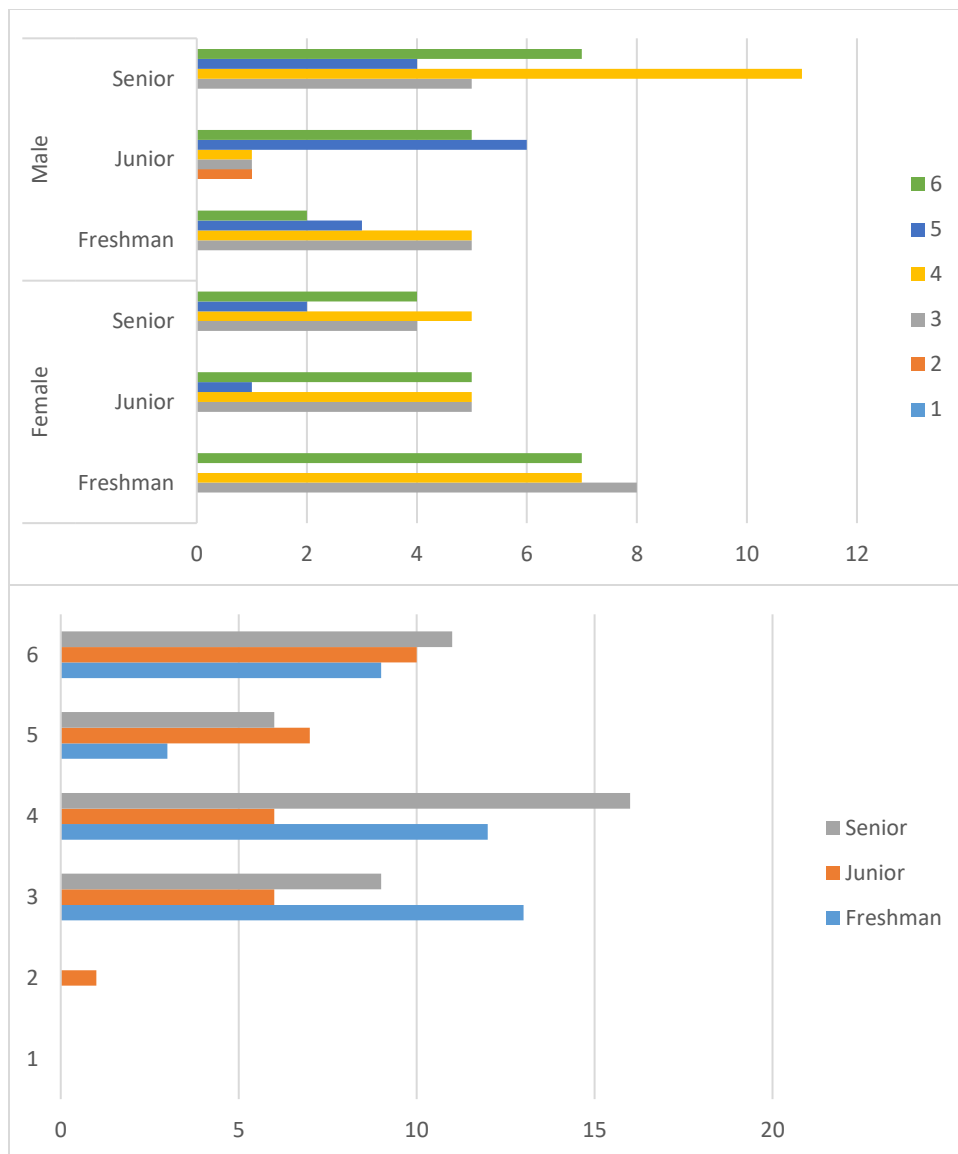


The majority of the responses (78.9%) appear to maintain healthy eating habits, with at least eating healthy food 3-4 times a week. While only one male was observed that he is not aware of what he eats.

Q8 Self-Evaluation: The formation student's self-evaluation shows accurate self-knowledge when compared to evaluations by their peers and the Formation Director.

109 responses and 5 skipped the question.

- | | | |
|---|---|---|
| 1 EXAGGERATED OR UNDER-RATED SENSE OF SELF | 3 GENERALLY AGREES WITH SOME ADDITIONAL INSIGHTS | 5 ACCURATE AWARENESS IN ALL AREAS AND INSIGHTFULNESS |
| 2 SOME NOTABLE AGREEMENT BUT LITTLE SELF-AWARENESS | 4 AGREES IN MOST AREAS; SHOWS INSIGHT | 6 N/A |

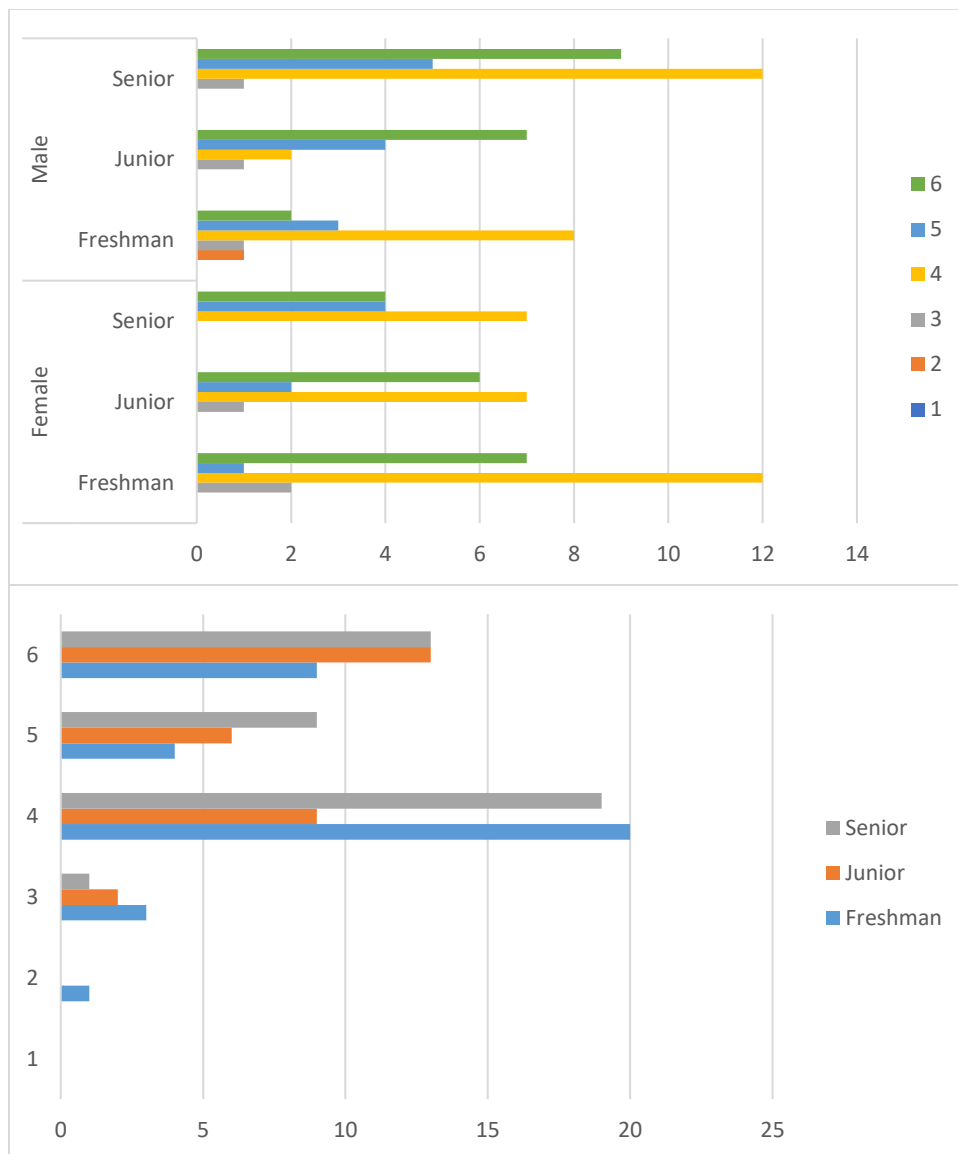


This question seems to be subjective. The result shows that 25% of responses generally show accurate self-knowledge with some additional insights compared to evaluations by their peers and the Formation Directors. In comparison, 31% agree in most areas and show insights. 15% are aware of all areas and are insightful. There is a high percentage of N/A responses (27.52%). This might mean that the question is subjective and difficult to observe.

Q9 Goal Setting: The formation student sets clear, challenging, and measurable goals for themselves and meets them.

109 responses, and 5 skipped the question.

- | | | |
|---|--|-------------------------------------|
| 1 GOALS ARE NOT MET | 3 GOALS, THOUGH NOT SIGNIFICANT, ARE MET | 5 CHALLENGING GOALS ARE SET AND MET |
| 2 GOALS, THOUGH NOT SIGNIFICANT, ARE MOSTLY MET | 4 GOALS ARE CHALLENGING AND MOSTLY MET | 6 N/A |

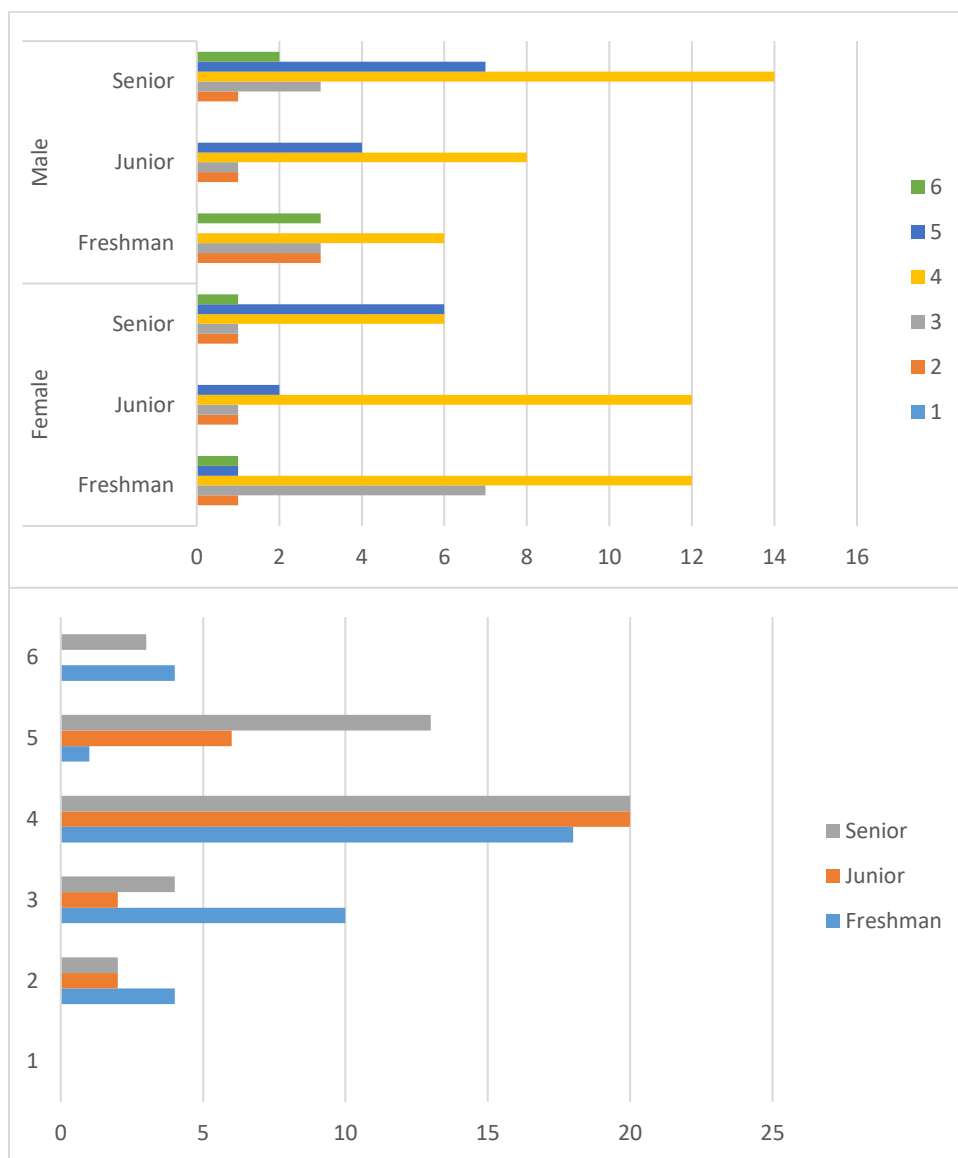


44% of responses show they agreed that the goals set are challenging and were mostly achieved. At the same time, 19 students (17%) achieved all of their challenging goals. While 32% of the responses were reported N/A. This percentage is pretty high compared to the other questions' results.

Q10 Self-Control: The formation student shows appropriate control of emotions in stressful situations.

109 responses and 5 skipped the question.

- | | | |
|--|---|---|
| 1 FREQUENTLY
LOSES EMOTIONAL
CONTROL | 3 CONTROLS THE
EXPRESSION OF
EMOTIONS | 5 ALWAYS
CONSTRUCTIVE &
POSITIVE WITH
EMOTIONS |
| 2 OCCASIONALLY
LOSES EMOTIONAL
CONTROL | 4 EXPRESSES
EMOTIONS IN
HELPFUL WAYS | 6 N/A |

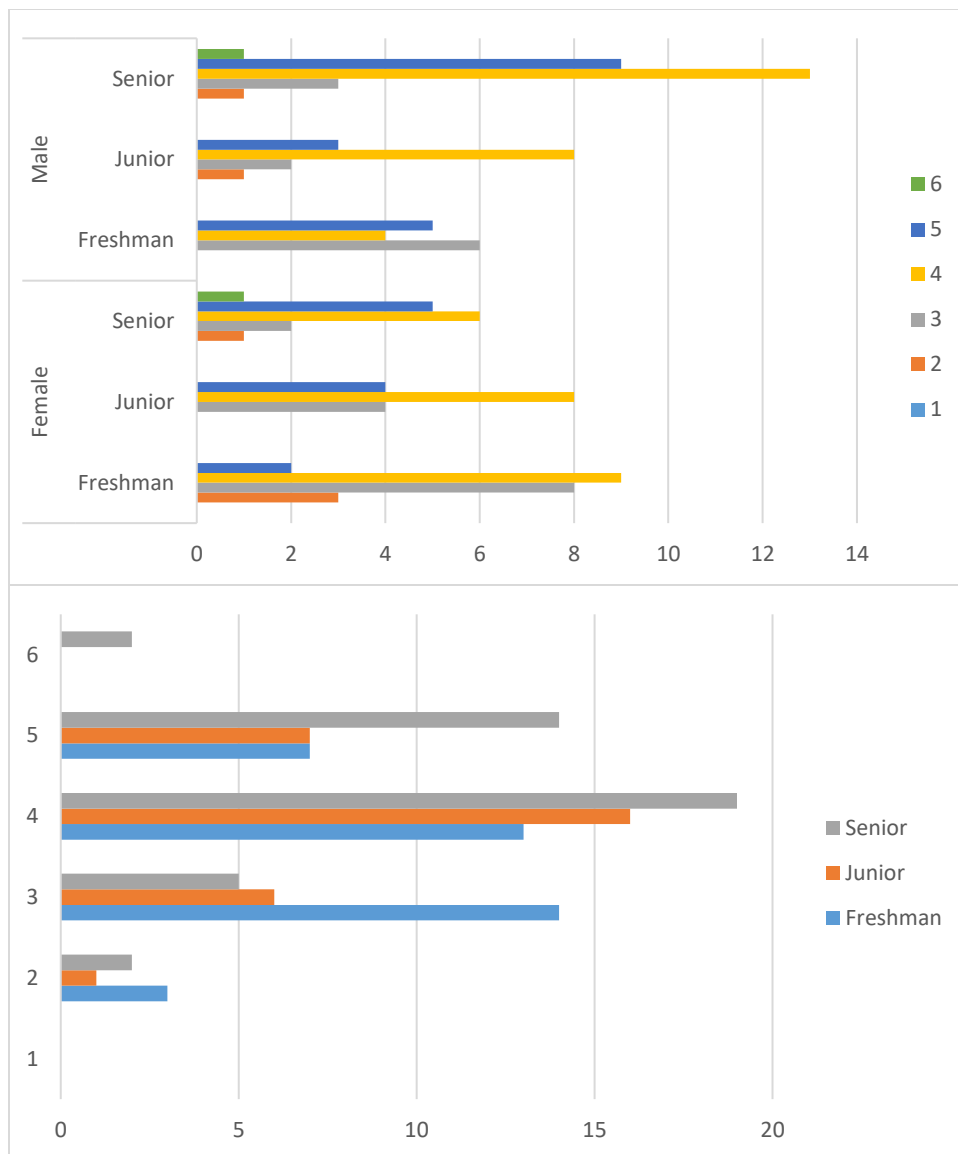


The majority of responses show the emotional maturity of formandis.

Q11 Team Work: The formation student works in a positive way in groups with others.

109 responses and 5 skipped the question.

- | | | |
|---------------------------|-----------------------------------|------------------------|
| 1 AVOIDS GROUP WORK | 3 WILLINGLY ENGAGES IN GROUP WORK | 5 INITIATES GROUP WORK |
| 2 RELUCTANT TO GROUP WORK | 4 ALWAYS ENGAGES IN GROUP WORK | 6 N/A |

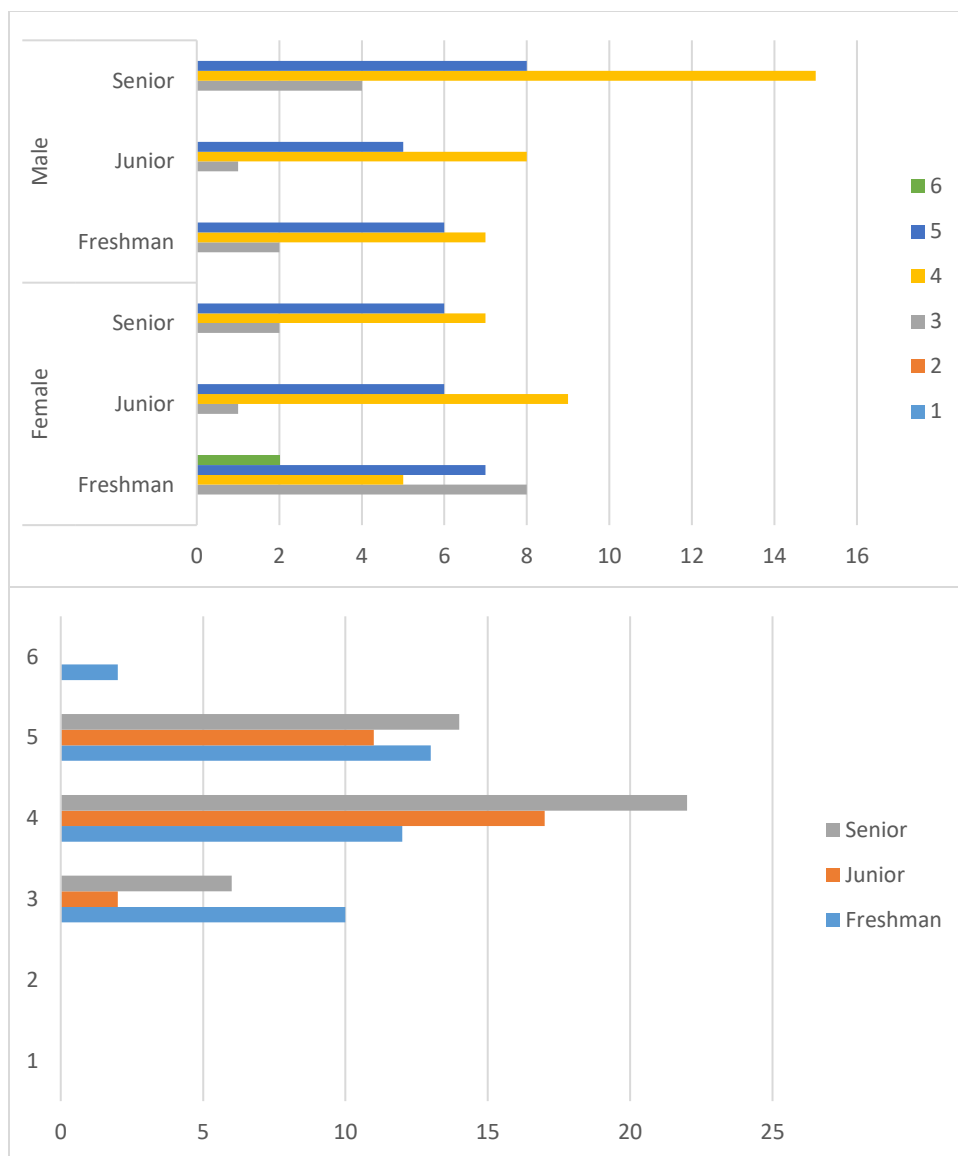


It seems that group work is pretty common and acceptable among formandis during their years in formation.

Q12 Understanding and Respect for Human Sexuality: The formation student shows respect and reverence for their and other's human sexuality.

109 responses, and 5 skipped the question.

- | | | | | | |
|---|---|---|---|---|---|
| 1 | HAS LITTLE TO NO CONCERN FOR SEXUALITY | 3 | HAS A FUNDAMENTAL UNDERSTANDING OF SEXUALITY | 5 | HAS A CLEAR RESPECT AND REVERENCE FOR ALL ASPECTS OF SEXUALITY |
| 2 | HAS LIMITED CONCERN FOR SEXUALITY | 4 | UNDERSTANDS BIOLOGY AND SEXUALITY | 6 | N/A |

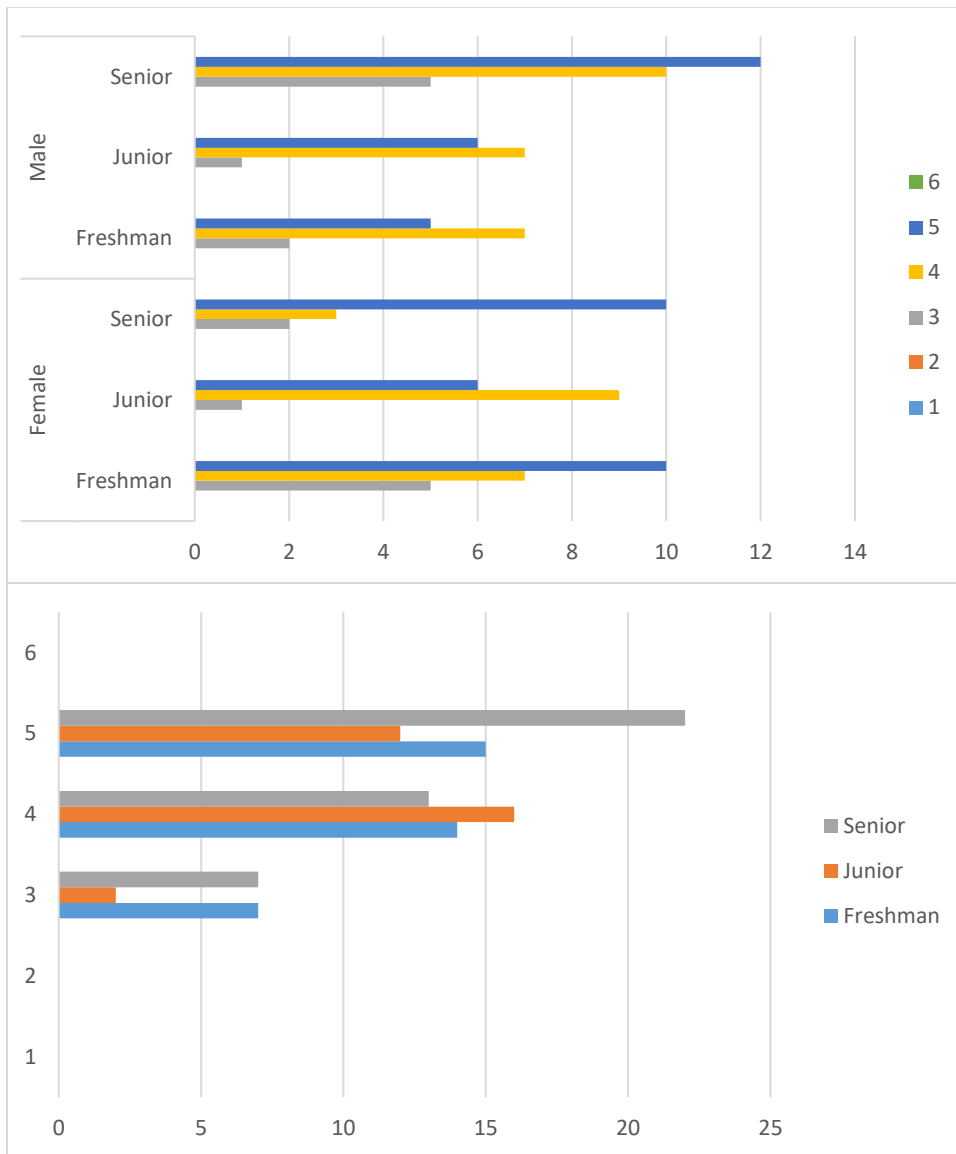


51 of the total responses (47%) agreed that the formandis understand biology and sexuality. Meanwhile, 38 of the total responses (35%) agreed that formandis have a clear respect and reverence for all aspects of sexuality.

Q13 Boundary Setting: The formation student maintains appropriate boundaries for a religious at all levels.

108 responses, and 6 skipped the question.

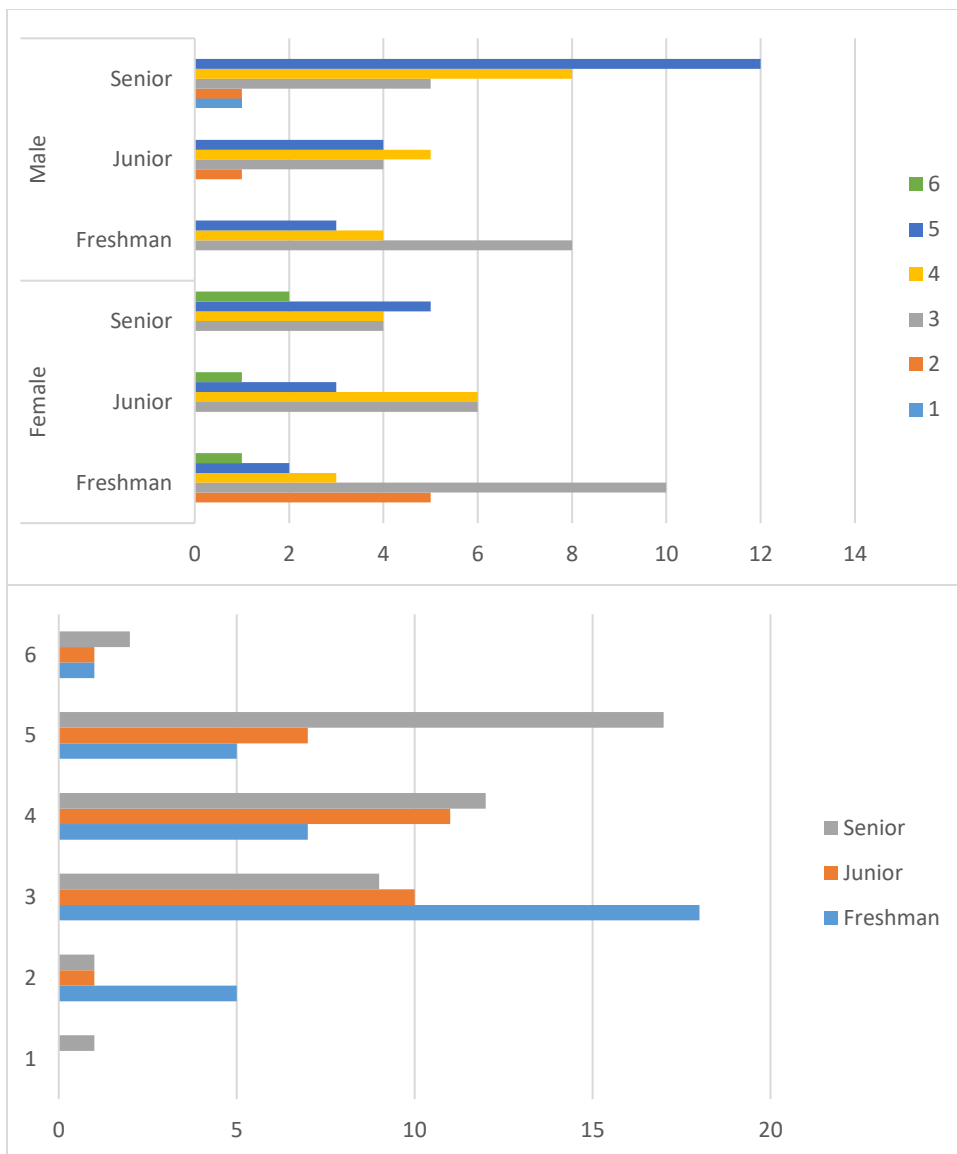
- | | | |
|--|--|--|
| 1 FREQUENTLY OVER STEPS BOUNDARIES | 3 MAINTAINS HEALTHY BOUNDARIES IN MOST SITUATIONS | 5 MAINTAINS HEALTHY RELATIONSHIPS |
| 2 BOUNDARIES ARE PASSIVE/ EXCLUSIVE RELATIONSHIPS | 4 KNOWLEDGEABLE IN MAINTAINING BOUNDARIES | 6 N/A |



Q14 Leadership: The formation student accepts and carries out leadership positions in the college.

108 responses, and 6 skipped the question.

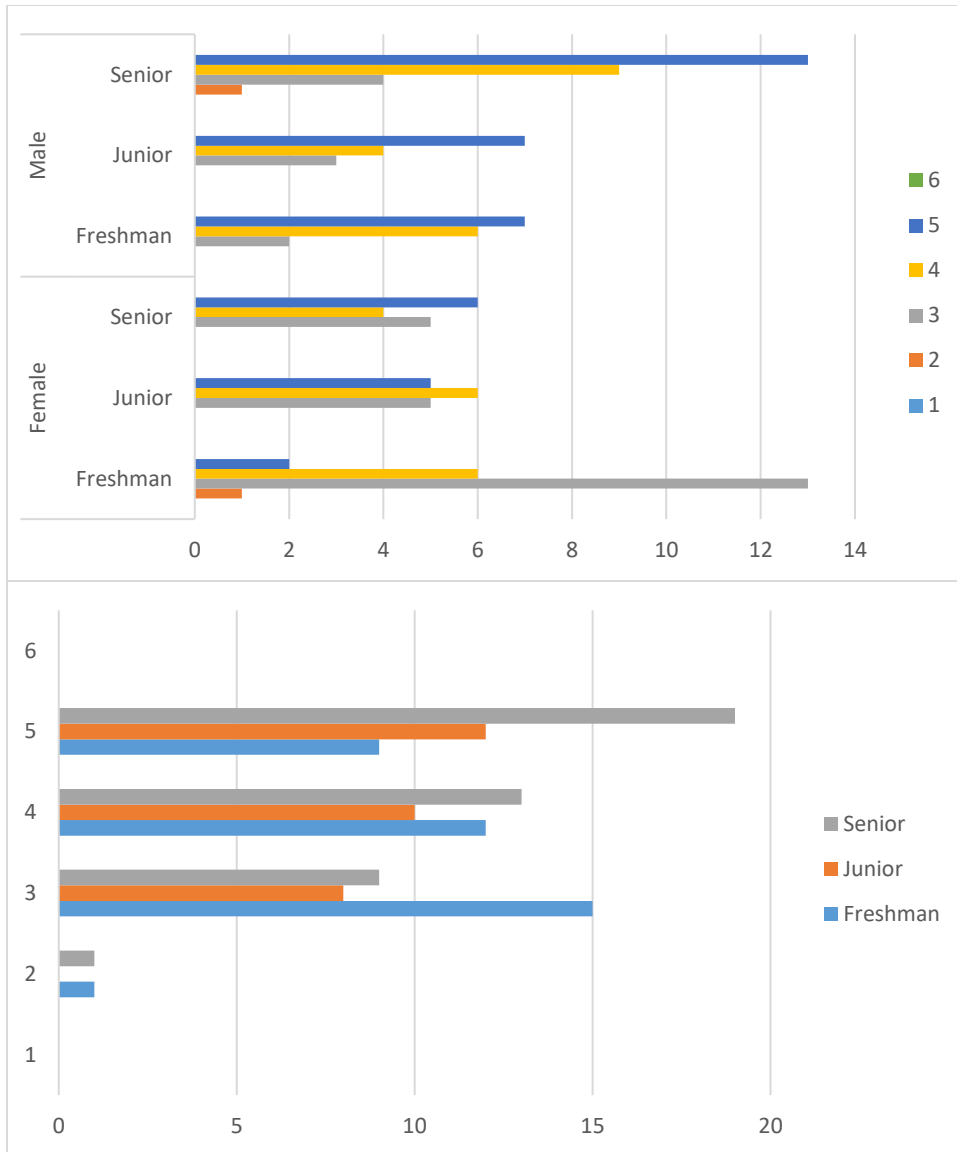
- | | | |
|---------------------------------------|--|---|
| 1 SHOWS LITTLE INTEREST IN LEADERSHIP | 3 ACCEPTS LEADERSHIP WHEN ASKED | 5 HIGHLY INVOLVED IN LEADERSHIP IN POSITIVE WAY |
| 2 RELUCTANTLY/ ACCEPTS LEADERSHIP | 4 FREQUENTLY SEEKS OUT POSITIONS OF LEADERSHIP | 6 N/A |



Q15 Responsibility: Responsibilities (formation, academic, social, etc.) are accepted and met.

109 responses and 5 skipped the question.

- | | | |
|------------------------------------|--|------------------------------|
| 1 RARELY MEETS RESPONSIBILITIES | 3 MEETS RESPONSIBILITIES | 5 SEEKS OUT RESPONSIBILITIES |
| 2 SOMETIMES MEETS RESPONSIBILITIES | 4 GENERALLY GOES BEYOND RESPONSIBILITIES | 6 N/A |



Q16 Social Interaction: The formation student demonstrates social interaction with staff, faculty, and fellow students.

109 responses, and 5 skipped the question.

1 RARELY

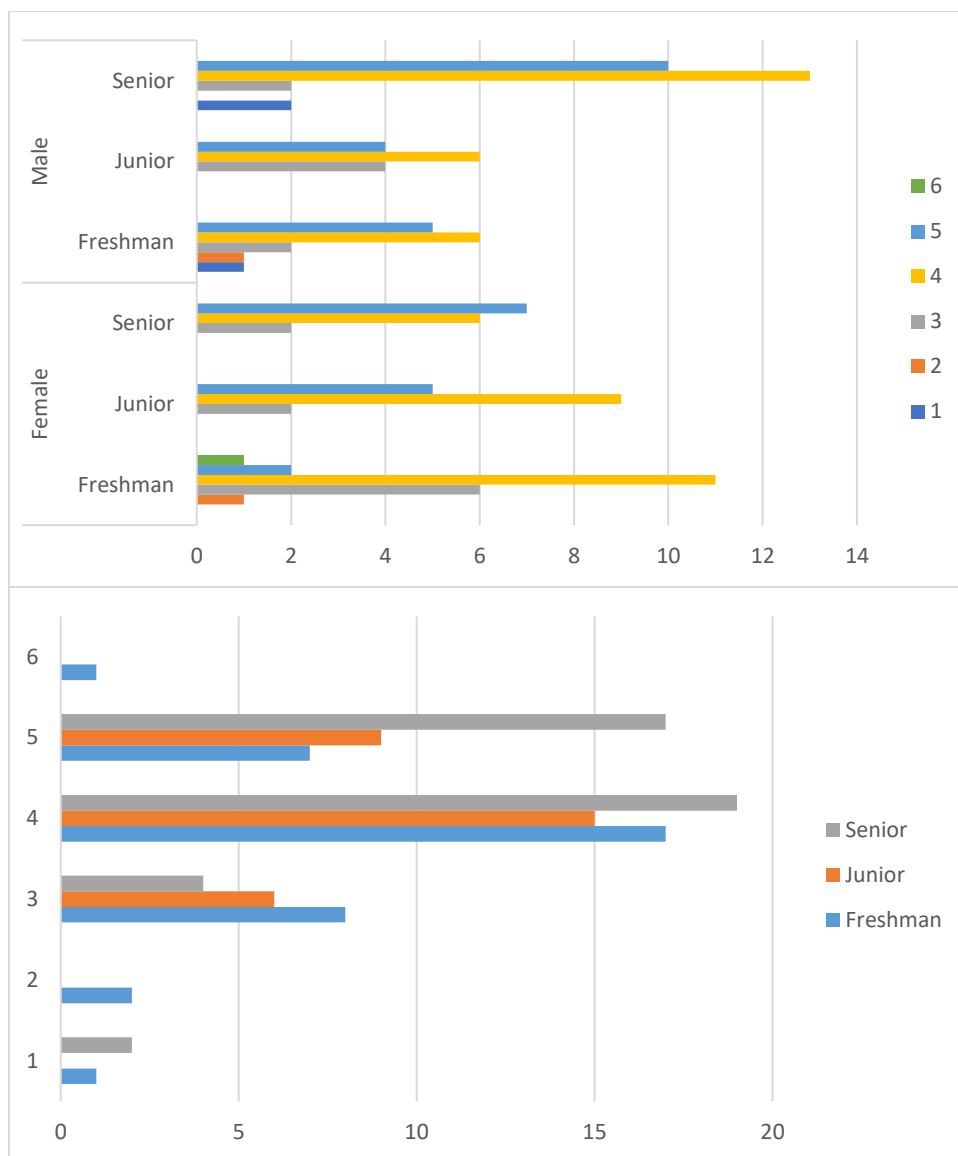
2 RELUCTANTLY

3 SOMETIMES

4 REGULARLY

5 FREQUENTLY

6 N/A



Spiritual Formation Survey (Q17-Q21)

Q17 Bible Sharing: The formation student shares their faith openly during Bible sharing time.

108 responses, and 6 skipped the question.

1 RARELY

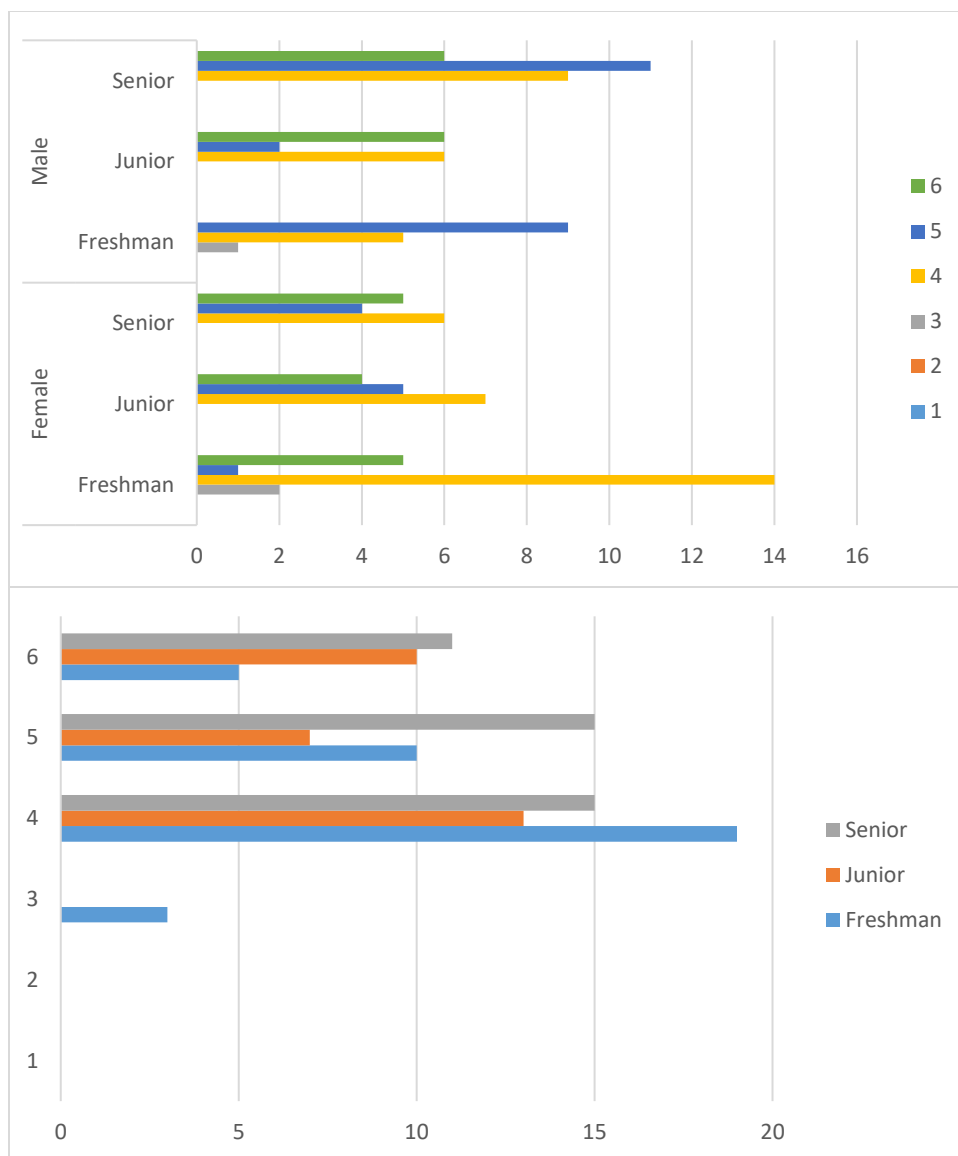
2 RELUCTANTLY

3 SOMETIMES

4 REGULARLY

5 FREQUENTLY

6 N/A

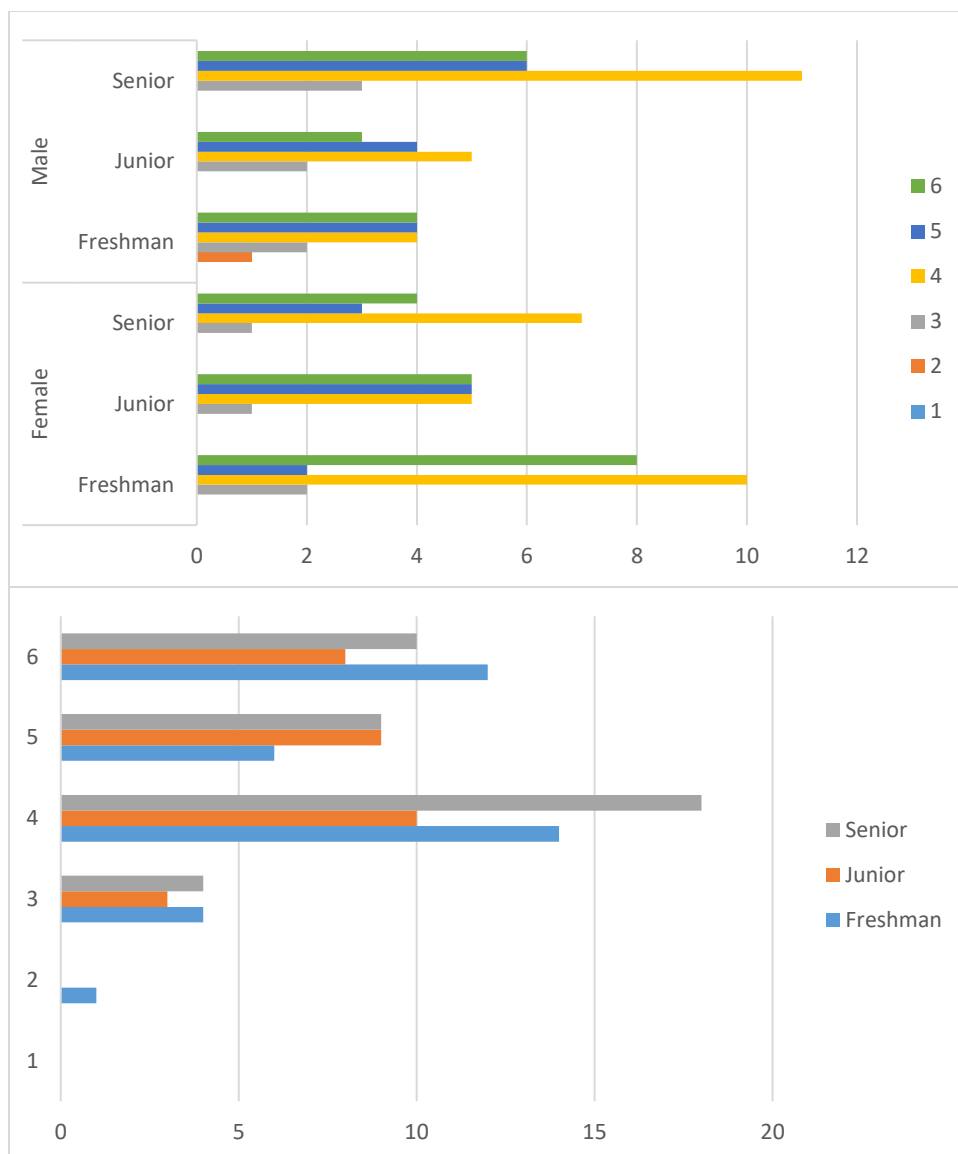


There is a pretty high percentage of N/A responses. It might be that the question is too subjective.

Q18 Spiritual Reading and Consultation: The formation student does outside reading and consults with other individuals concerning individual spiritual development.

108 responses, and 6 skipped the question.

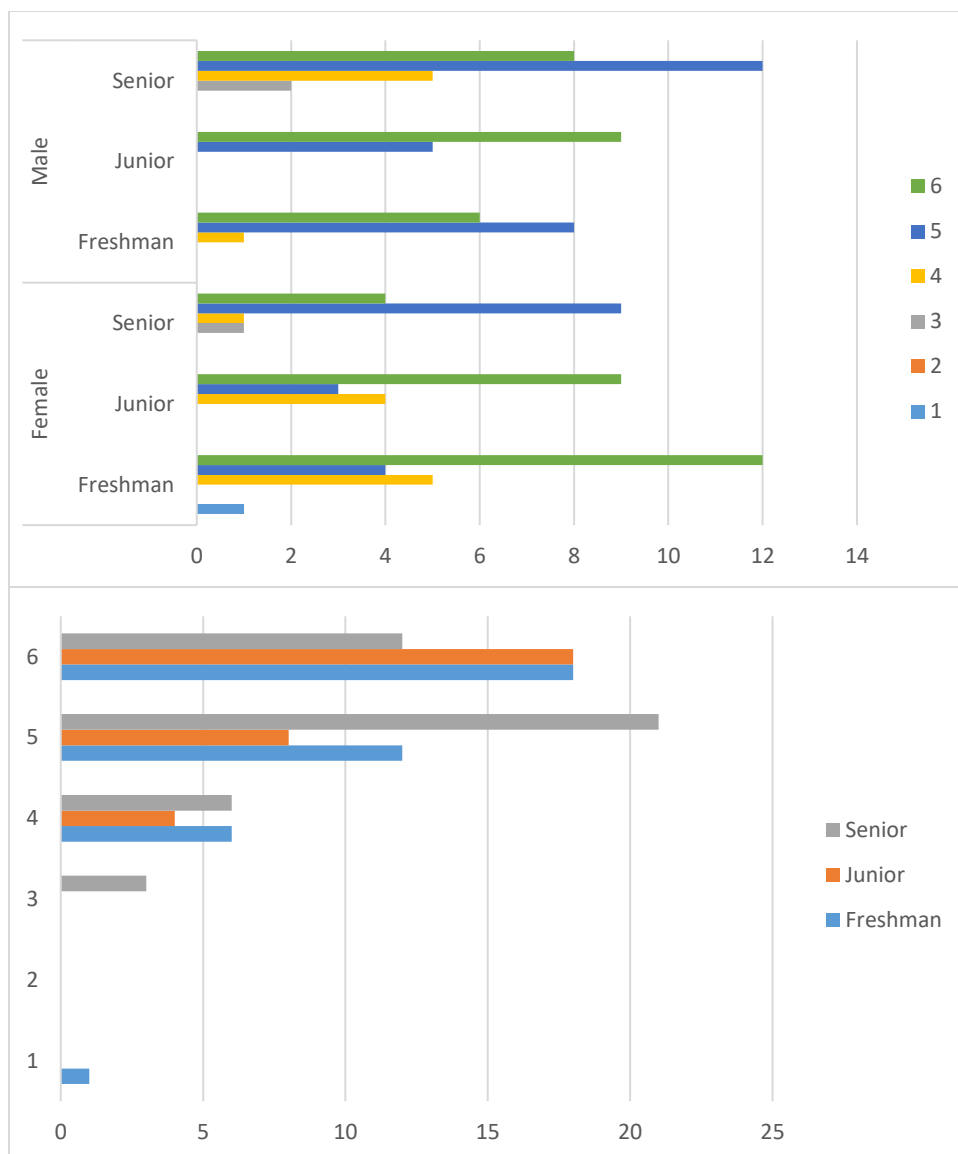
- | | | |
|--|--|--|
| 1 NEVER SPEAKS ABOUT SPIRITUAL LIFE | 3 SHOWS SOME INITIATIVE BEYOND WHAT IS REQUIRED | 5 SHOWS INTEGRATION OF SPIRITUAL LIFE WITH ACADEMIC LIFE |
| 2 MENTIONS SPIRITUAL LIFE CONCERNS ONLY PERIPHERALLY | 4 MEETS REQUIREMENTS AND DOES SOME ADDITIONAL FAITH ACTIVITIES | 6 N/A |



Q19 Spiritual Direction: The formation student faithfully participates in spiritual direction activities.

109 responses, and 5 skipped the question.

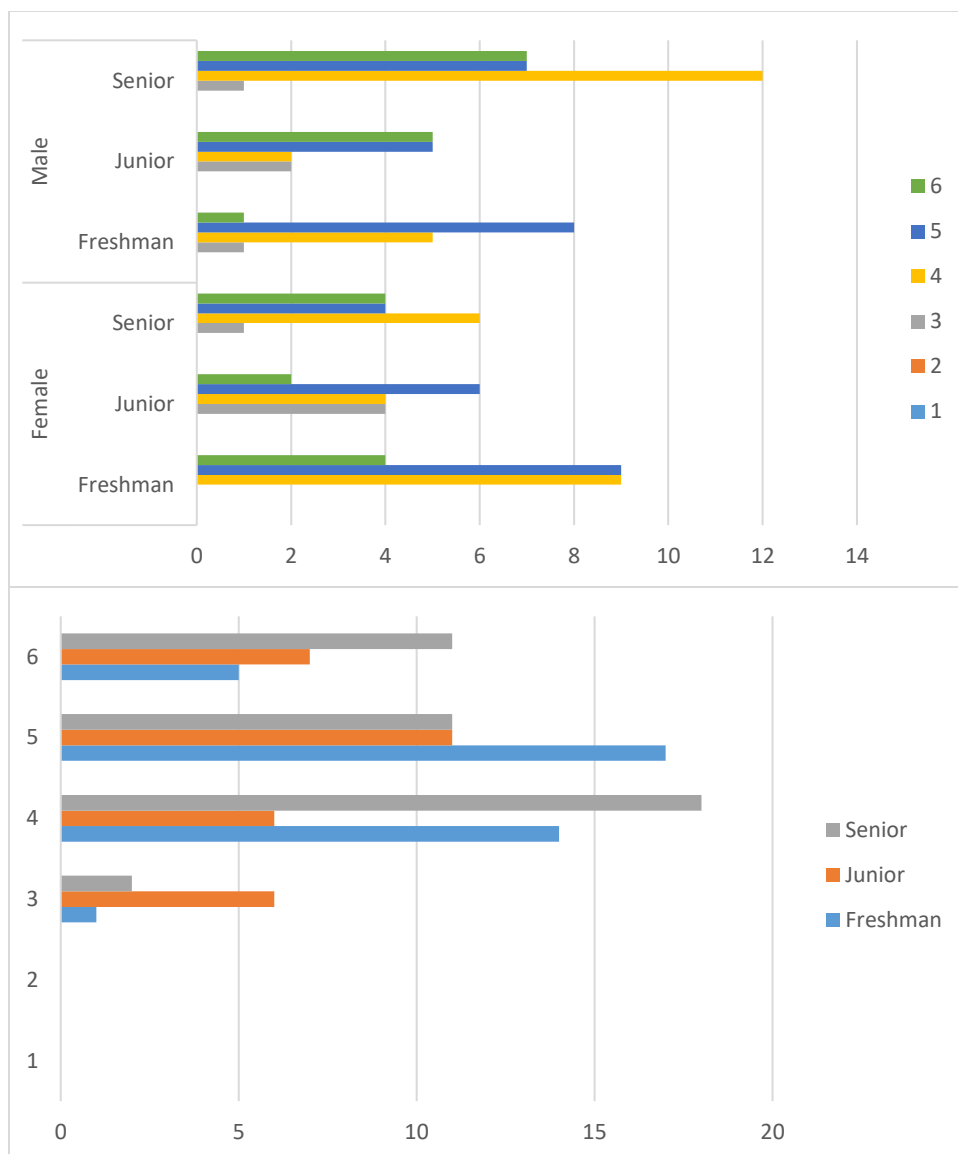
- | | | |
|---|--|---|
| 1 FREQUENTLY MISSES APPOINTMENTS WITH SPIRITUAL DIRECTOR WITHOUT NOTIFICATION | 3 MISSES APPOINTMENTS WITH SPIRITUAL DIRECTOR ONCE A SEMESTER | 5 DOES NOT MISS ANY APPOINTMENTS AND IS PREPARED |
| 2 MISSES 2 OR 3 APPOINTMENTS WITH SPIRITUAL DIRECTOR A SEMESTER WITHOUT NOTIFICATION | 4 DOES NOT MISS ANY APPOINTMENTS WITH SPIRITUAL DIRECTOR | 6 N/A |



Q20 Personal Prayer: The formation student manifests a personal way to express their prayer life.

109 responses, and 5 skipped the question.

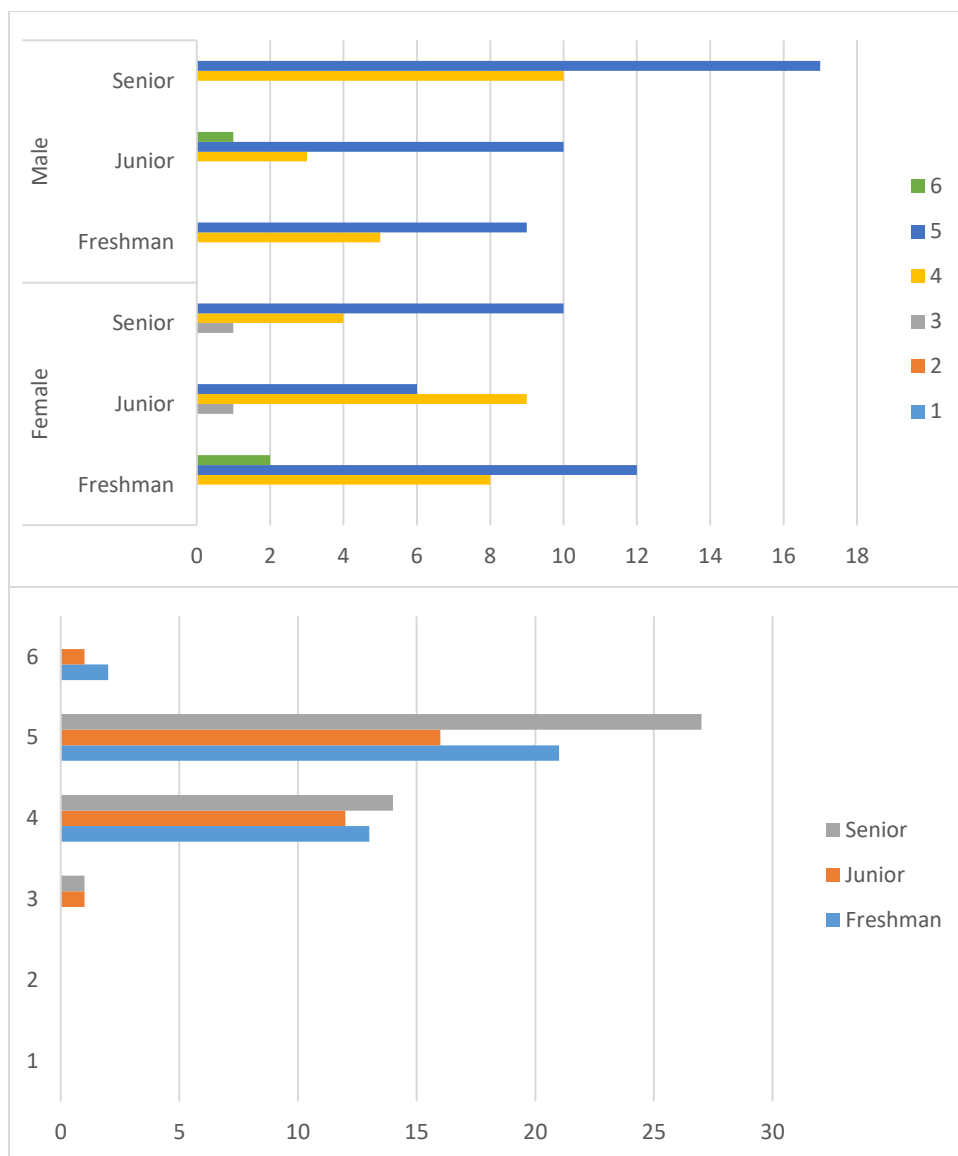
- | | | |
|---------------------|---|-------------------|
| 1 NEVER | 3 THEY ARE EXPERIMENTING WITH THEIR PRAYER LIFE | 5 VERY FREQUENTLY |
| 2 ON RARE OCCASIONS | 4 THEY SEEM ENGAGED WITH PERSONAL PRAYER ON A REGULAR BASIS | 6 N/A |



Q21 Communal Prayer: The formation student meets community expectations through regular attendance at Mass.

108 responses, and 6 skipped the question.

- | | | |
|---|--|---|
| 1 FREQUENTLY
ABSENT | 3 MISSES ONCE A
WEEK | 5 NEVER SEEMS TO MISS AND IF
THEY MISS THEY EXPRESSES
REGRET TO HAVING MISSED MASS |
| 2 MISSES 2 OR 3
TIMES A WEEK | 4 RARELY MISSES
IN A SEMESTER | 6 N/A |

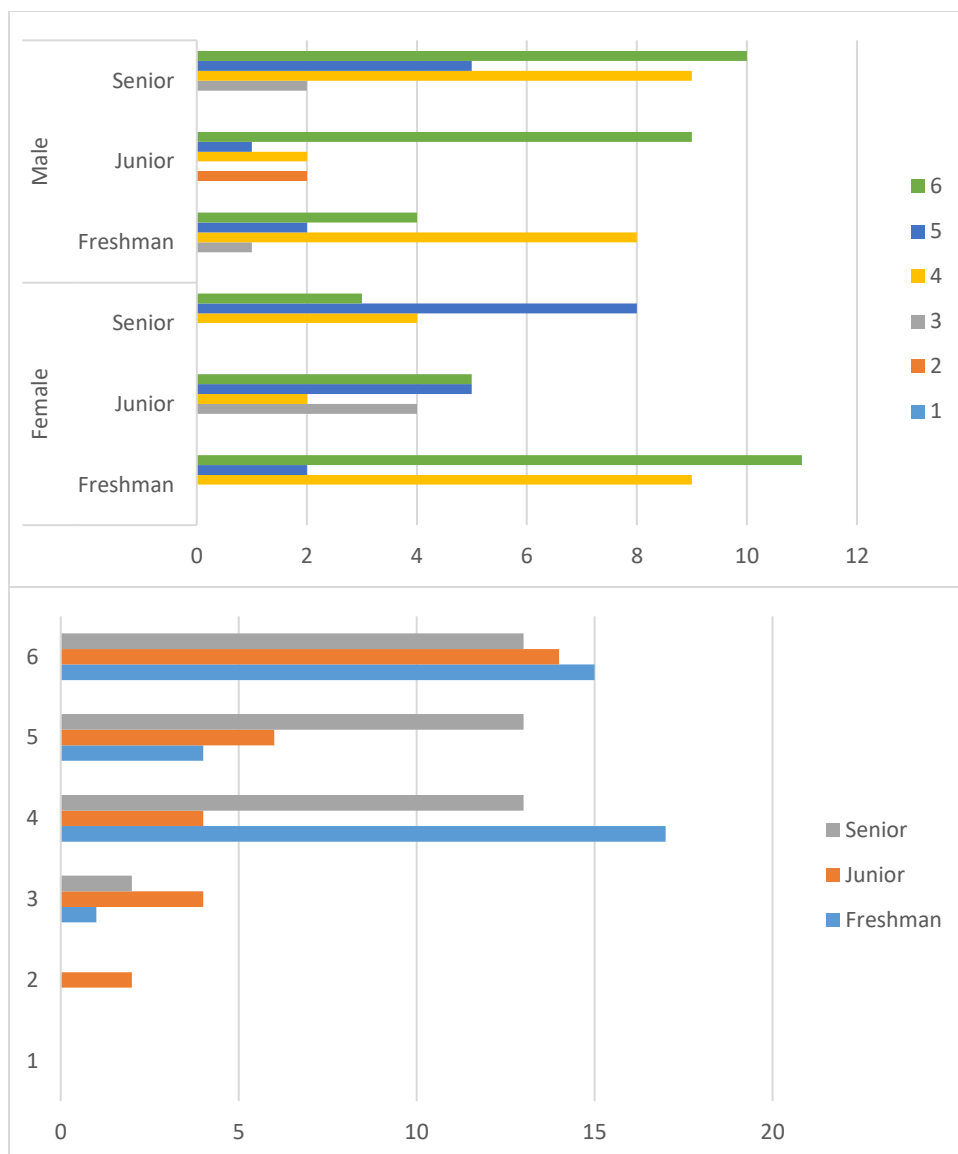


Intellectual Formation (Q22-Q24)

Q22 GPA: The formation student maintains a satisfactory cumulative GPA.

108 responses, and 6 skipped the question.

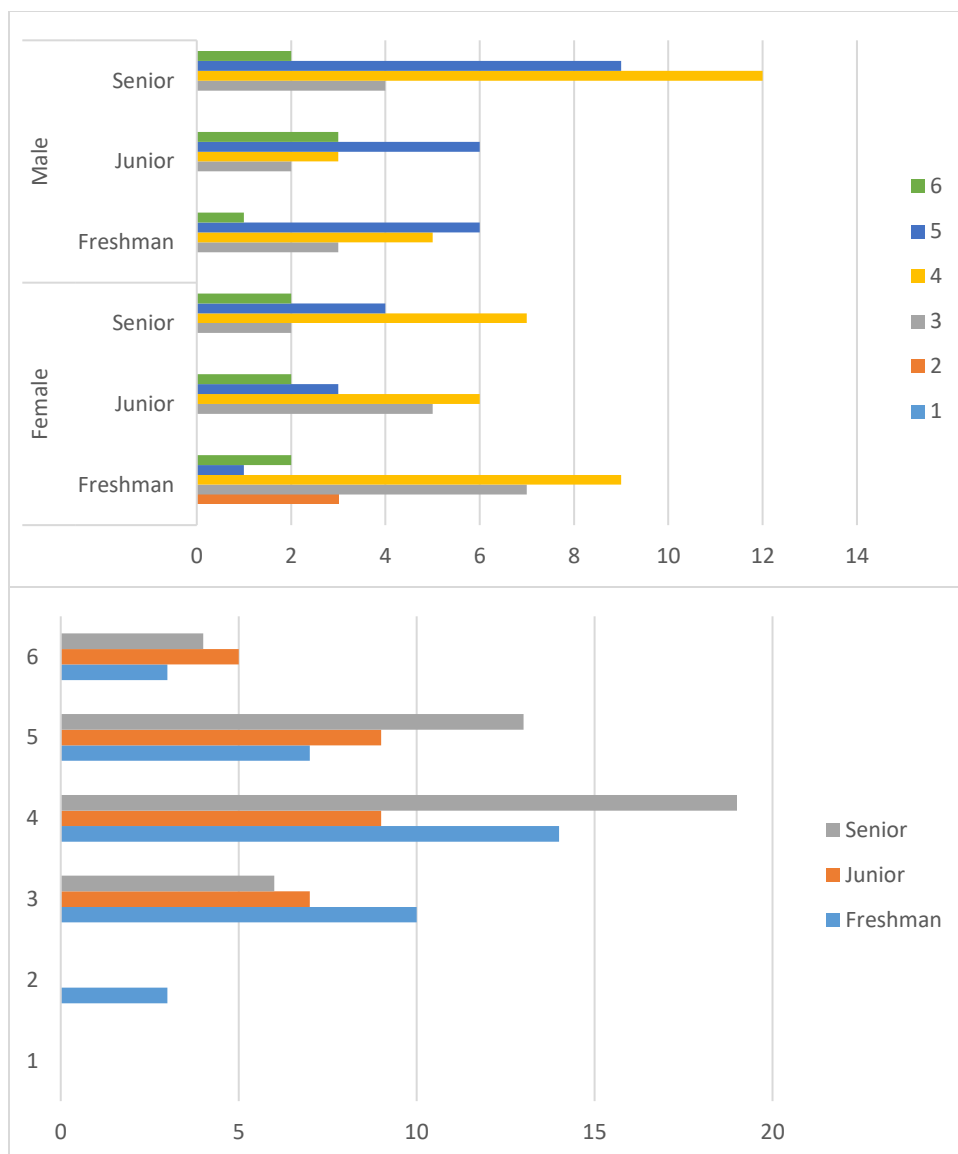
- | | | |
|------------------------------|------------------------------|--------------------|
| 1 GPA 2.0 OR BELOW | 3 GPA IS BETWEEN 2.5 AND 3.0 | 5 GPA IS ABOVE 3.5 |
| 2 GPA IS BETWEEN 2.0 AND 2.5 | 4 GPA IS BETWEEN 3.0 AND 3.5 | 6 N/A |



Q23 Extra-Curricular Activities: The formation student takes responsibility for continued intellectual growth through participation in extra-curricular academic opportunities (example: workshops, committees, school sponsored activities).

109 responses, and 5 skipped the question.

- | | | |
|---------------------------------|----------------------|------------------------------------|
| 1 NEVER ATTENDS OR PARTICIPATES | 3 SOMETIMES ATTENDS | 5 ATTENDS AND IS ACTIVELY INVOLVED |
| 2 RARELY ATTENDS | 4 FREQUENTLY ATTENDS | 6 N/A |



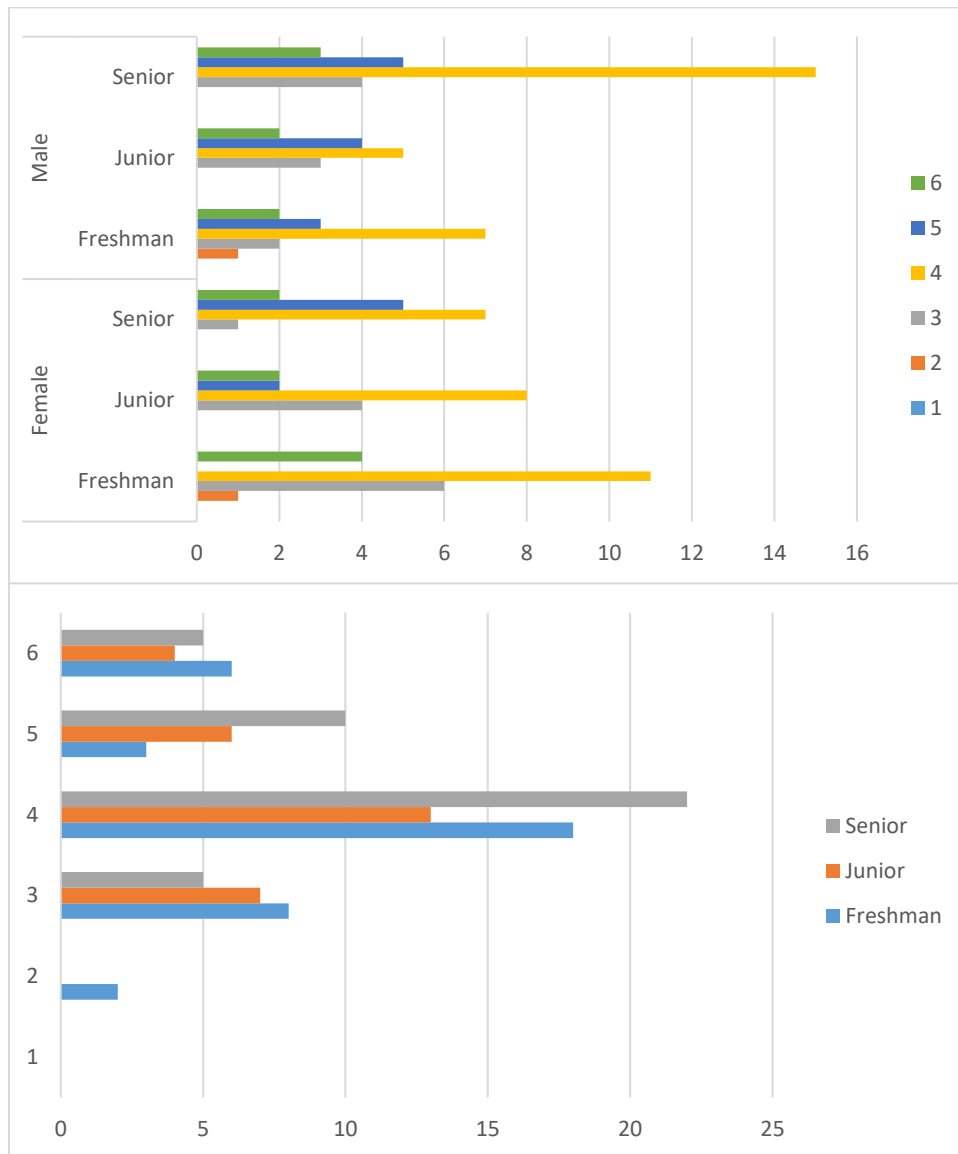
Q24 Intellectual Self-Learning: The formation student demonstrates a personal commitment to academic growth by showing intellectual curiosity (example: watches documentaries, attends concerts, attends gallery openings etc., seeks out conversations, reads beyond required texts)

109 responses, and 5 skipped the question.

- | | | |
|--|--|---|
| 1 NEVER SHOWS
MOTIVATION TO
ENGAGE
INTELLECTUALLY
BEYOND CLASS | 3 SOMETIMES
DEMONSTRATES
MOTIVATION TO
ENGAGE
INTELLECTUALLY
BEYOND CLASS | 5 ACTIVELY SEEKS OUT
AND INITIATES
OPPORTUNITIES TO
ENGAGE
INTELLECTUALLY |
| 2 RARELY SHOWS
MOTIVATION TO
ENGAGE | 4 FREQUENTLY
ENGAGES IN
OPPORTUNITIES FOR | 6 N/A |

INTELLECTUALLY BEYOND CLASS

INTELLECTUAL GROWTH



Intercultural Community Formation Survey (Q25-Q29)

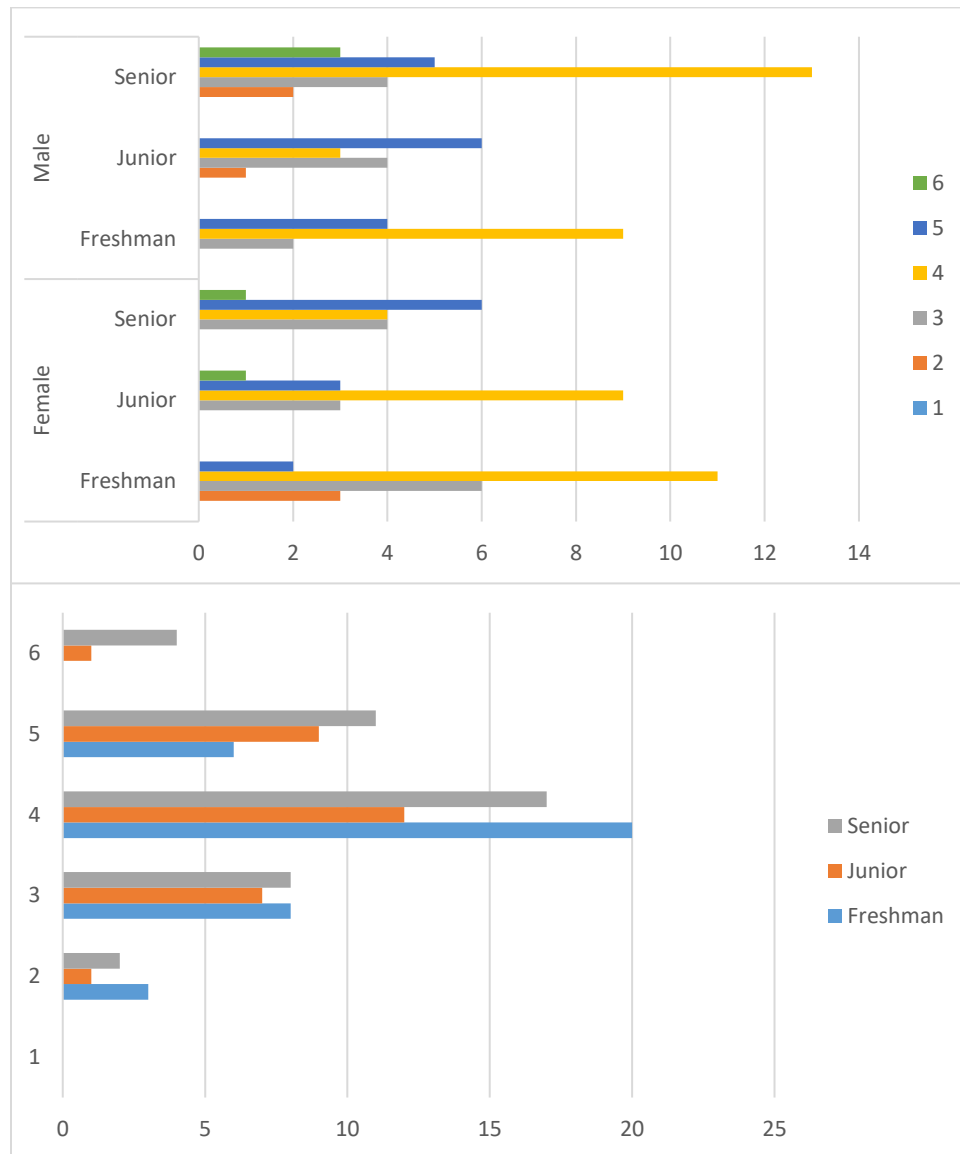
Q25 Intercultural Relationships: The formation student reaches out to and forms relationships outside their own culture.

109 responses and 5 skipped the question.

- | | | |
|--|---|--|
| 1 NEVER REACHES OUT TO OTHERS BEYOND THEIR OWN CULTURE | 3 TRIES TO ENGAGE WITH MEMBERS OF OTHER CULTURES BUT APPEARS SELF-CONSCIOUS | 5 INTENTIONALLY SEEKS AND REACHES OUT TO MEMBERS OF OTHER CULTURES TO FORM RELATIONSHIPS |
| 2 REACHES OUT TO OTHERS BEYOND | 4 FREQUENTLY REACHES OUT TO | 6 N/A |

THEIR OWN CULTURE WHEN PROMPTED

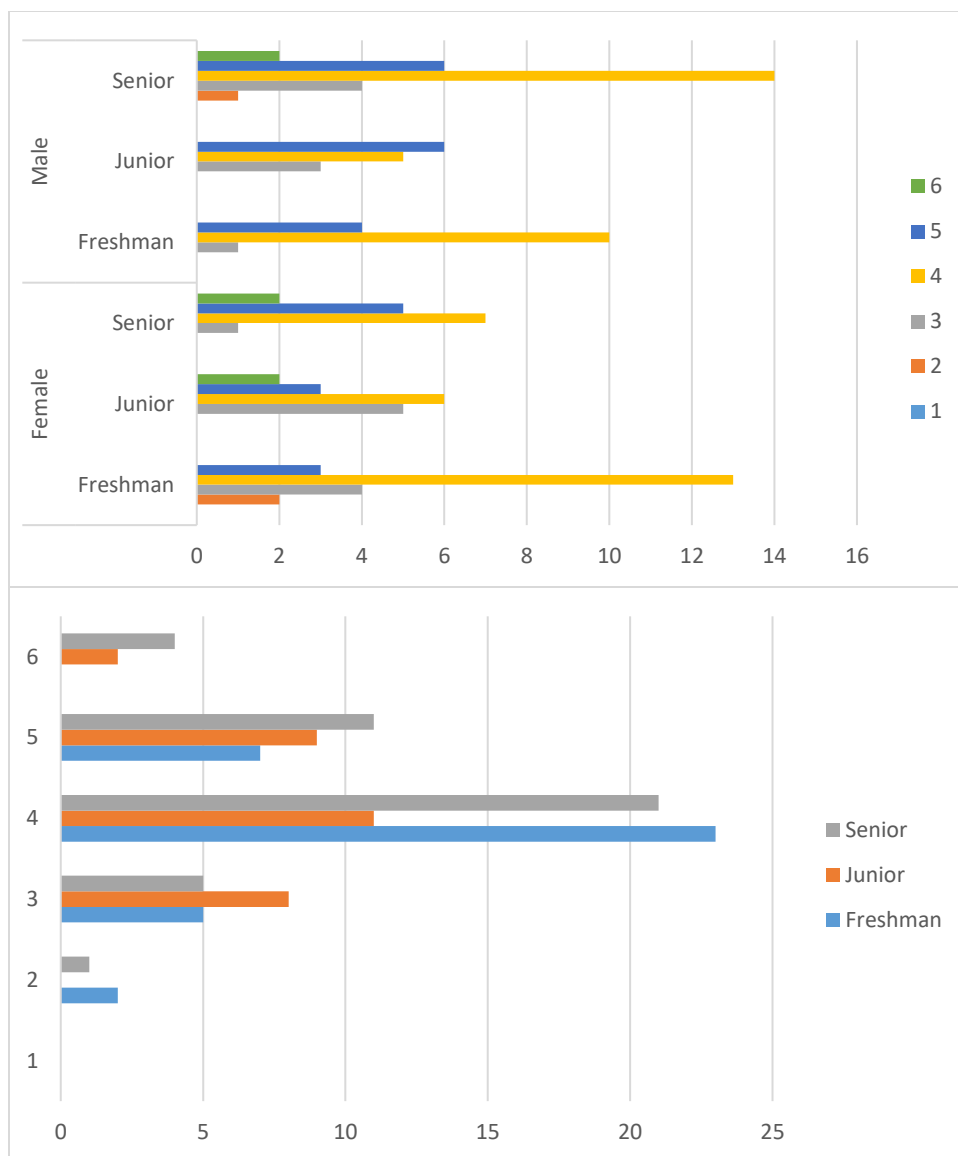
MEMBERS OF OTHERS CULTURES



Q26 Intercultural Sharing: The formation student engages in cultural activities from their own culture.

109 responses, and 5 skipped the question.

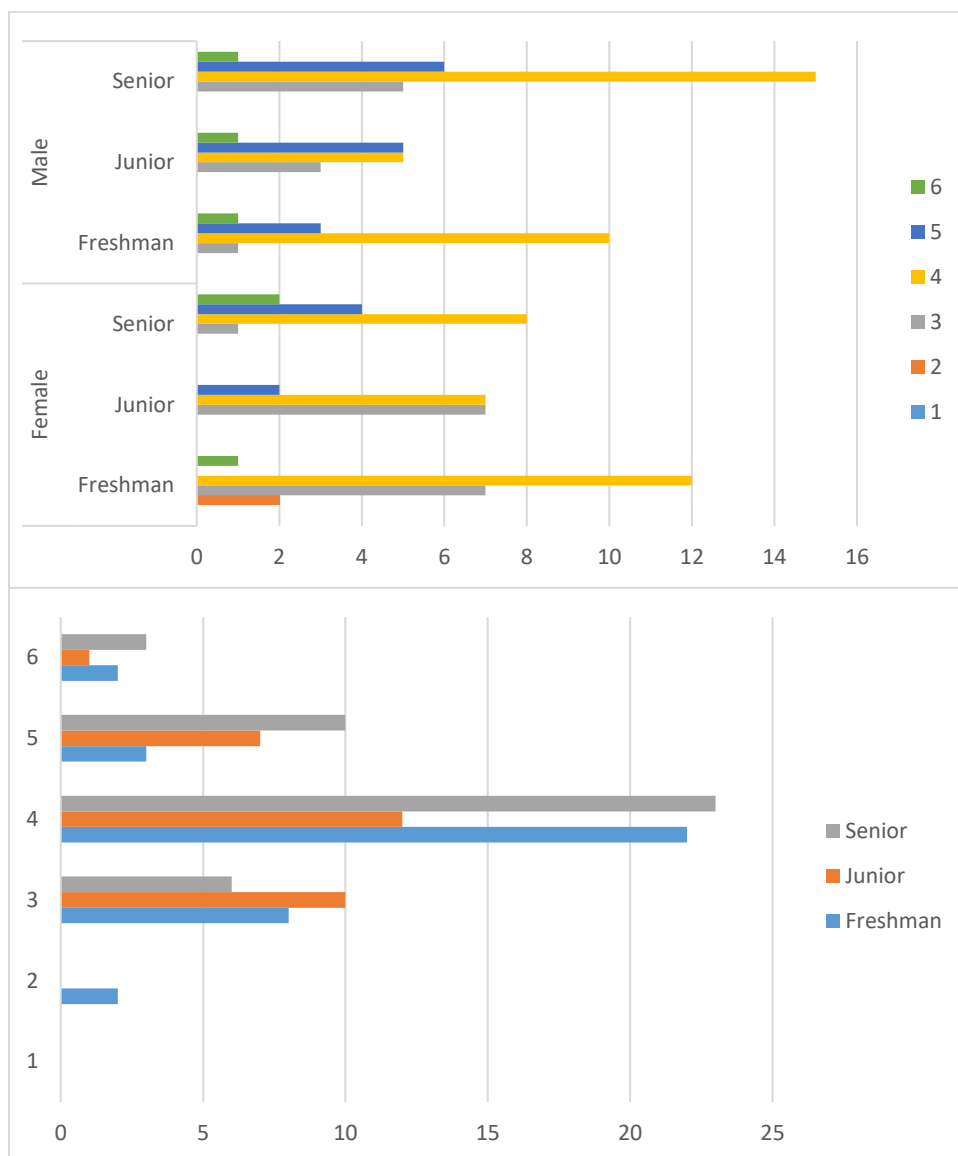
- | | | | | | |
|---|--------|---|----------------|---|--|
| 1 | NEVER | 3 | SOMETIME
S | 5 | WELL-GROUNDED AND SHARES THEIR
APPRECIATION OF THEIR OWN CULTURE AND
COMMUNITY |
| 2 | RARELY | 4 | FREQUENT
LY | 6 | N/A |



Q27 Cultural Self-Critique: The formation student demonstrates an ability to critique his culture.

109 responses, and 5 skipped the question.

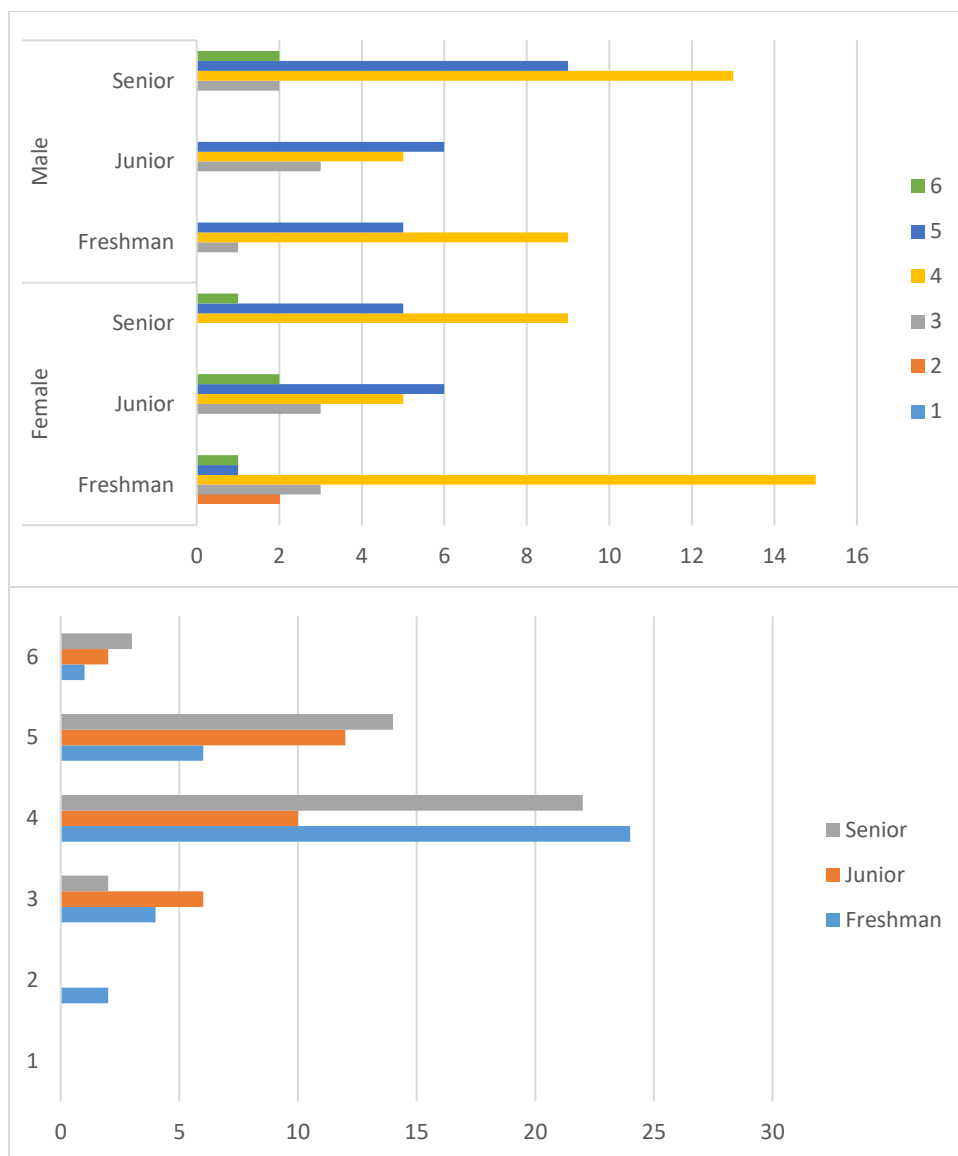
- | | | |
|--|---|--|
| 1 DENIES CULTURAL LIMITATIONS WITH THEIR OWN CULTURE | 3 IN SOME CONTEXTS | 5 ACTIVELY DEMONSTRATES ABILITY TO DIALOGUE WITH OTHERS ABOUT THEIR CULTURE AND THE CULTURE OF OTHERS |
| 2 CHOOSSES SILENCE WHEN CONFRONTED WITH OPPORTUNITIES TO ADDRESS LIMITATIONS OF THEIR CULTURE | 4 SHOWS AN ABILITY TO CRITIQUE THE CULTURE | 6 N/A |



Q28 Intercultural Activities: The formation student values community and takes an interest in the community's activities (language masses, cultural events, etc.)

108 responses, and 6 skipped the question.

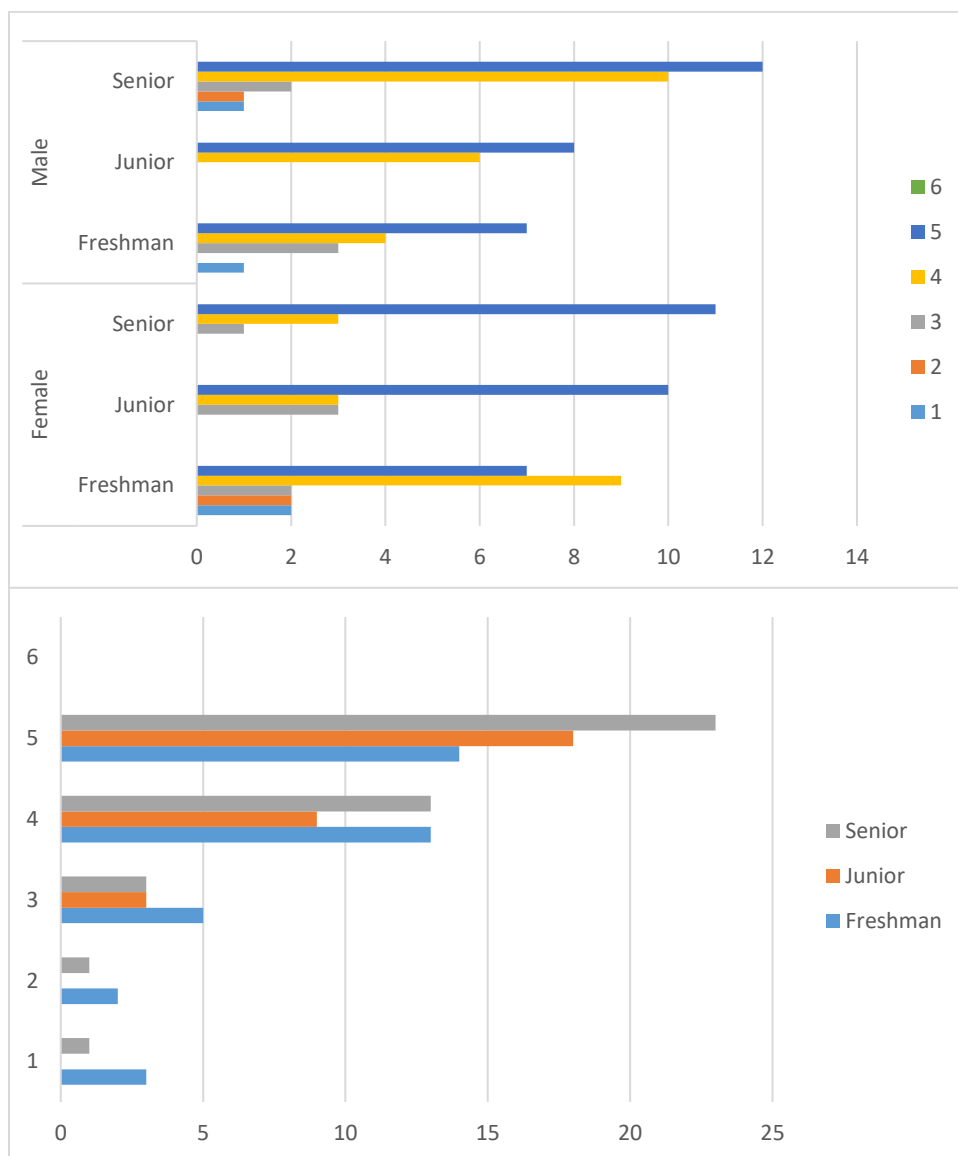
1 NEVER	3 SOMETIMES	5 ALWAYS
2 RARELY	4 FREQUENTLY	6 N/A



Q29 English Learning: The formation student exhibits an attitude to learning the English language.

108 responses, and 6 skipped the question.

- | | | |
|---|---|--|
| <p>1 USES THEIR NATIVE LANGUAGE WHENEVER POSSIBLE</p> <p>2 USES THEIR NATIVE LANGUAGE ONLY WHEN NECESSARY</p> | <p>3 SHOWS A WILLINGNESS TO STUDY WRITTEN AND SPOKEN ENGLISH MOST OF THE TIME</p> <p>4 SURROUNDS THEMSELVES WITH OPPORTUNITIES TO EXPAND THEIR LANGUAGE KNOWLEDGE</p> | <p>5 DEMONSTRATES ENGLISH LANGUAGE PROFICIENCY IN BOTH SPOKEN AND WRITTEN FORM ACCORDING TO THEIR LEVEL</p> <p>6 N/A</p> |
|---|---|--|

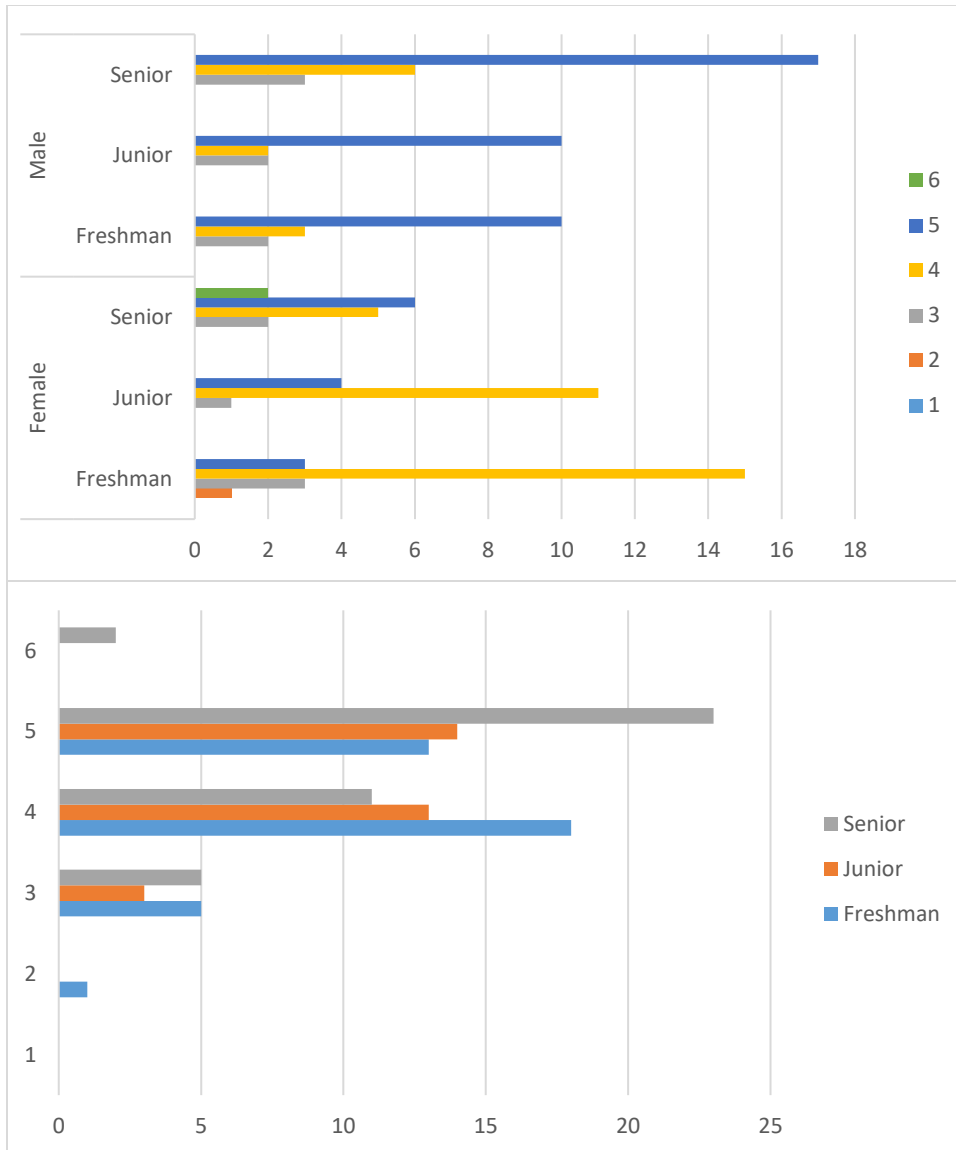


Missionary Ministry Formation Survey (Q30-Q32)

Q30 Service Willingness: The formation student demonstrates a capacity to go beyond themselves and be of service to others.

108 responses, and 6 skipped the question.

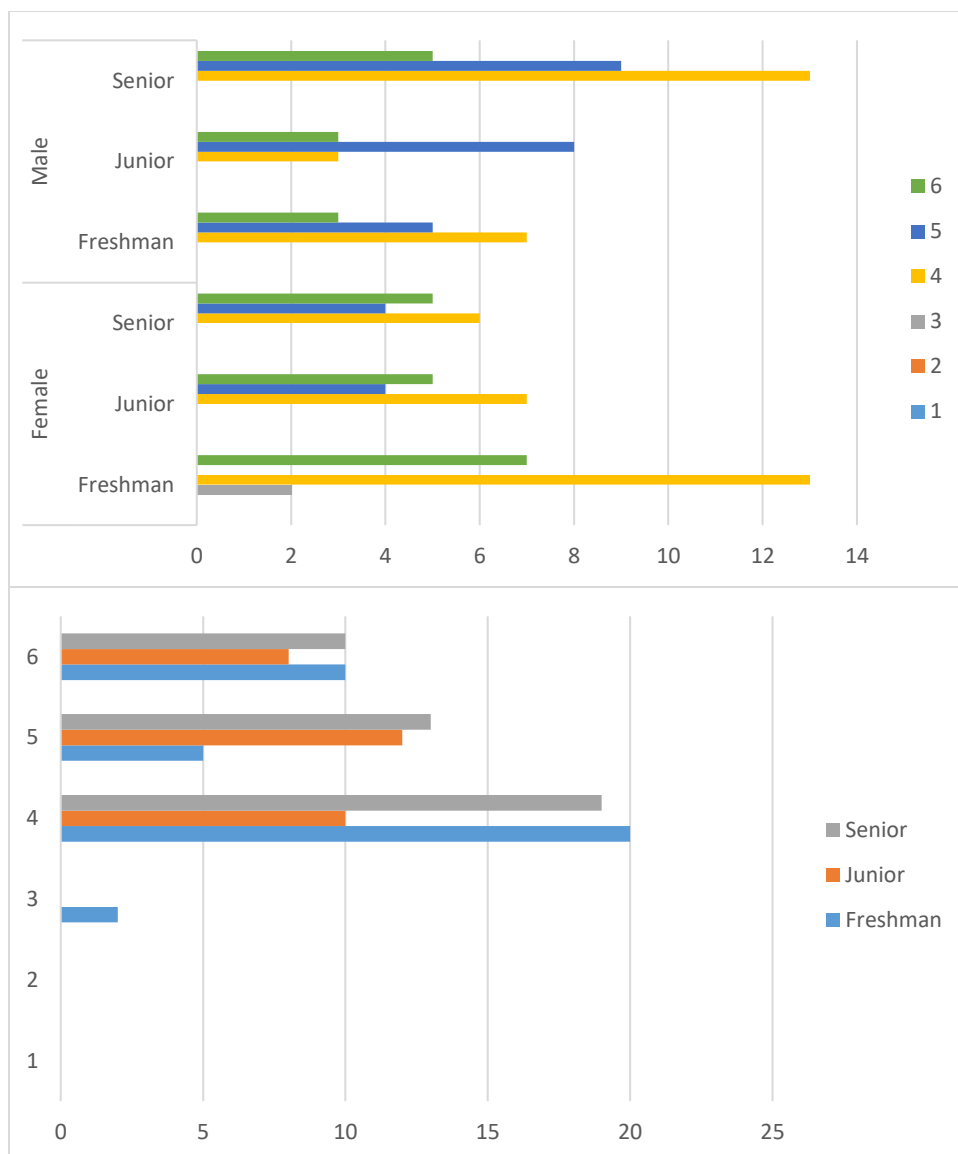
- | | | |
|----------|-------------|--|
| 1 NEVER | 3 SOMETIMES | 5 INTENTIONALLY GIVES OF THEMSELVES IN SERVICE OF OTHERS |
| 2 RARELY | 4 OFTEN | 6 N/A |



Q31 Theological Reflection: The formation student reflects on their service through theological reflection as seen in the ministry group.

109 responses, and 5 skipped the question.

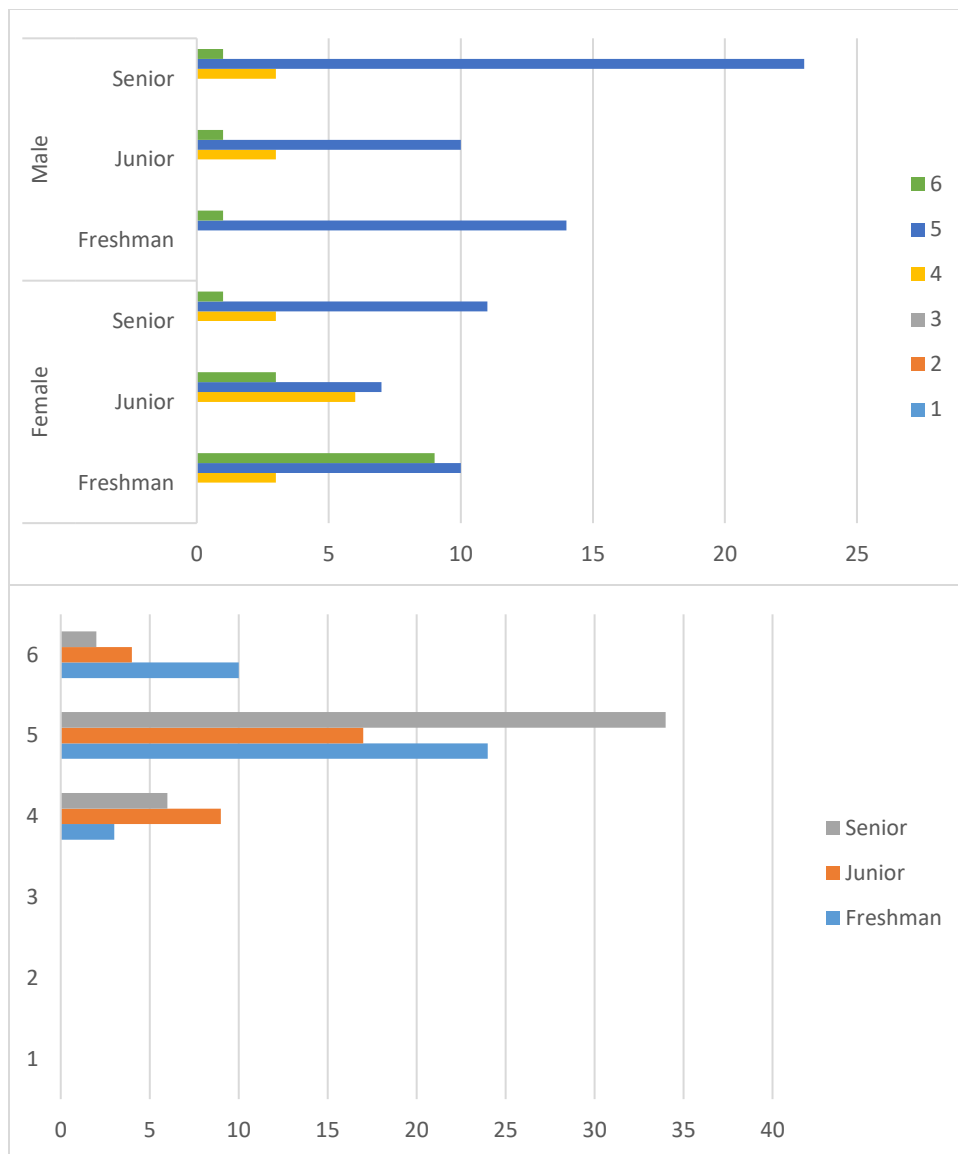
1 NEVER	3 SOMETIMES	5 THE FORMATION STUDENT SHARES/REFLECTS OUTSIDE OF THEIR MINISTRY GROUP
2 RARELY	4 FREQUENTLY	6 N/A



Q32 Service Fulfillment: A formation student fulfills work-study/community service obligations.

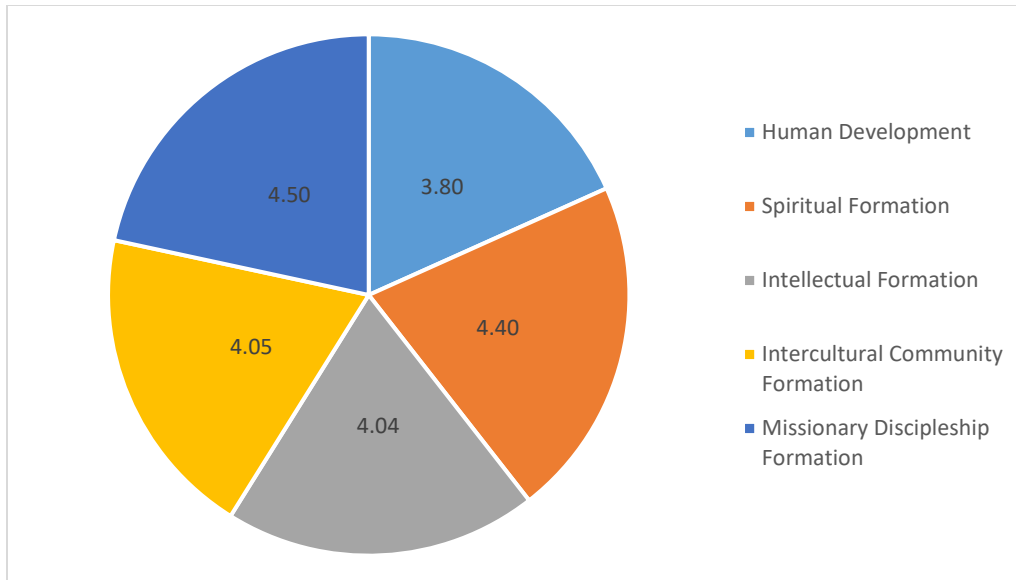
109 responses, and 5 skipped the question.

- | | | |
|--|--|--|
| 1 MISSES MORE THAN 20 HOURS A SEMESTER | 3 MISSES APPROXIMATELY 10 HOURS A SEMESTER | 5 NEVER MISSES AND ALWAYS FULFILLS THEIR OBLIGATIONS |
| 2 MISSES APPROXIMATELY 15 HOURS A SEMESTER | 4 MISSES LESS THAN 10 HOURS A SEMESTER | 6 N/A |

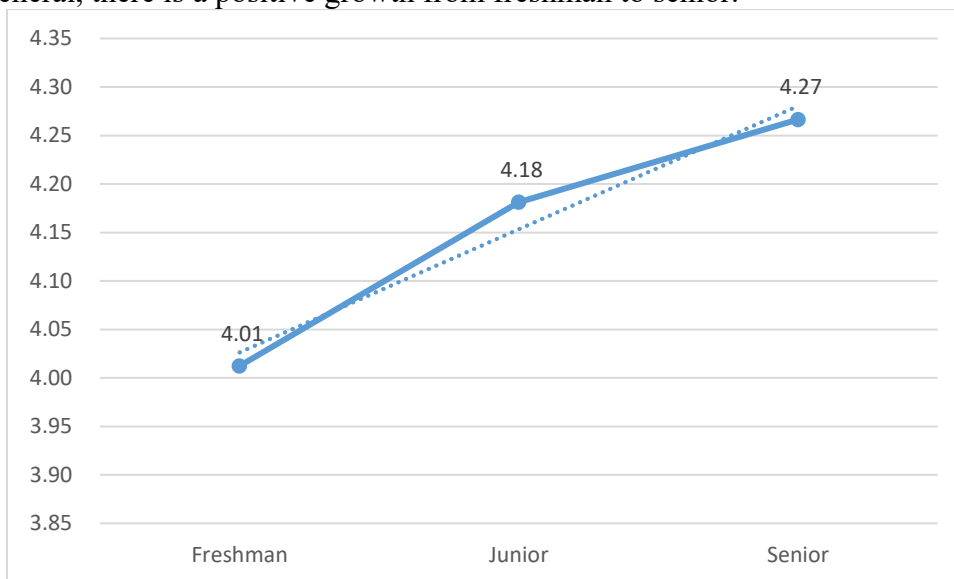


Key Findings

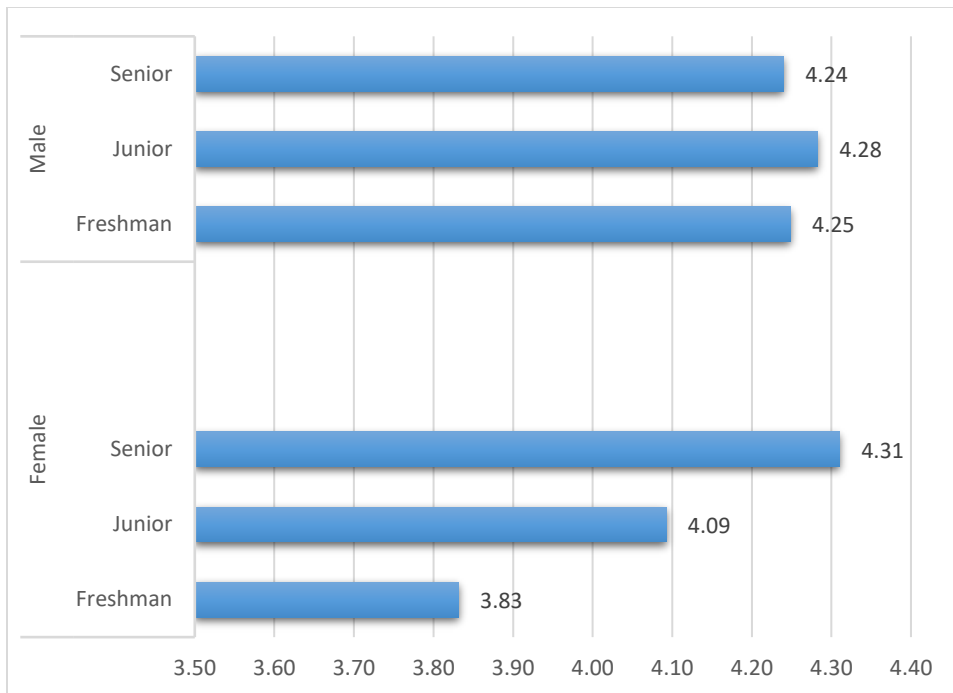
- The result score of the effectiveness of the formation program is: **4.16**.



- There is a pretty high number of N/A responses (13%).
- In general, there is a positive growth from freshman to senior.



- The male formandis scored higher than females, except in their senior year. For female formandis, there is a big jump from junior to senior year.



Limitations

- In total, there should be 231 data submitted, however, only 114 data were received. This means that not all formators were able to assess the formandis in the list provided by the Dean of Students and Vice President of Formation and Student Life. How does this relate to the accuracy of the result?
- Human Formation questions have the highest number of questions (12) and scored the lowest (3.80) of the five facets. Are there any relations between questions? Does the difference in the number of questions affect the result?
- The time spent assessing each formandi with 32 questionnaires was less than four minutes. Was the assessment made with careful thought and accurate observation?
- The data sampling collection shows bias and a significant discrepancy between the actual data and how the data has been multiplied. For example, in reality, there is only one SSps candidate and one SSps under temporary vows, but from the result, it appears there are five SSps candidates spread over every age group.
- It is impossible to cross-check and compare the result of each formandi assessed by formators.
- The formators give their assessment based on how well they know the formandis. Some formators might know some formandis better than others, and they might not know the formandis they have to assess. Also, formators might have different perceptions or opinions about some formandis. Some of the information needed is confidential. For example, not all formators can check the GPA of the formandis.
- Many of the questions are culturally biased. For example, the question about prayer. For some formandis of certain cultures, prayer, especially devotional prayer, is essential. However, other formandis may choose contemplative prayers in their daily activity, even though this might not be seen in public.

Conclusion & Observation

Since this is a pilot formation survey that was recently created by the members of the formation team at Divine Word College and the suggestions from the Institutional Assessment Committee, this is a survey based on trial and error. Changes and adjustments to the questionnaire are expected to be made as we move forward with this survey.

After analyzing the data above, the result shows a learning and formation curve for the formandis during their years at Divine Word College. Data has shown that male formandis do better in their freshman and junior years, while female formandis do better in their senior year.

One observation that is made concerns the restructuring and revising of the questionnaires for the survey. Some of the questions are seen as subjective, making it difficult for those assessing the formandis to assess them. For example, there are questions in the Spiritual Growth section where formators cannot assess the formandi's personal spiritual life. Another concern is that these questions are more focused on male formandis. The formation team will continue to make revisions during the year.

To stress more on the survey questions, Fr. Alex Roedlach, SVD, Professor of Medical Anthropology at Creighton University, helped our team look over the questions and the responses and mentioned the ambiguity of some of the questions. He said, "Some questions are ambiguous and most likely result in responses with a low validity. For example, exercising daily needs to be defined because some may assume that this only refers to exercising in the gym while exercising is much broader. Further some questions are problematic because they have more to do with personality than what the question asks, e.g., some personality types are more likely to participate in team sports while others don't like team sports but prefer individual sports, such as jogging, which the survey does not include."

Another observation made in this survey concerns the average time it took for formators to evaluate each formandi. On a 32-question survey, it took an average of 17 seconds per question. Moreover, in the responses for the survey, the response of "N/A" is relatively high. The question of how serious the formators were when they did the survey; and to their knowledge, how accurate were their responses to the formandis needs to be questioned. For more accurate data and careful response, it would be better that in the future, each student would take their time to do the survey for our Religious Formation Program at Divine Word College.

Recommendations

- It is recommended to create a new survey with a set of questions to be answered according to the gender group and their status in formation (i.e. whether a formandis is an SVD Candidate or men's religious in temporary vows). The questions should be more objective to provide clear measurements.
- It is good to have a clear focus on which facets need to be assessed each year. For example, in Spring 2025, Human Formation and Intellectual Formation will be assessed, etc.
- It is important to develop standardized measurements and correlations between the sections. For example, what questions in Human Formation correlate to questions in Missionary Discipleship, etc.
- It might be better to implement self-assessment, where the formandis answer the questionnaires. In this regard, some subjective questions can still be used.
- It is recommended to create more exclusive questionnaires for males and females.
- To implement the next survey as a PILOT project.

Next Steps

- Create a team to design new questions and measurements by Spring 2025
- Implement the new survey as a PILOT project by the end of the academic year 2024-25.

Report – Ministry Site Coordinator Survey Spring 2024 (Pilot)

The Purpose

This survey is a part of the effort of the DWC to articulate the Formation and Student Life Program in aligning it with the institutional core competencies of missionary discipleship.

The Objective

To evaluate the effectiveness of the ministry program through a comprehensive evaluation survey.

Method

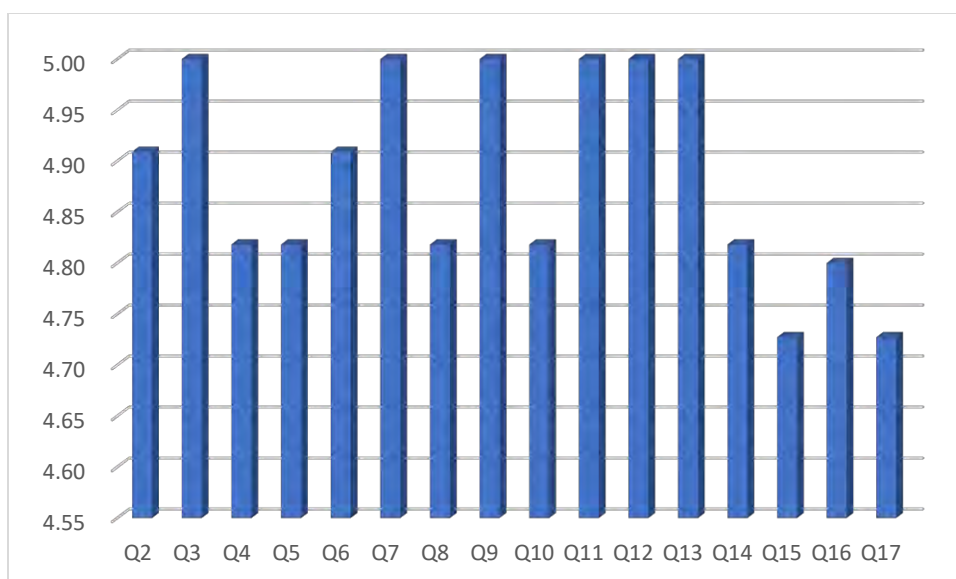
In April of 2024, when ministries ended, the Ministry Coordinator generated the survey link and printed out the hard copies of the survey. The Ministry Coordinator sent the survey to the Ministry Site Coordinators. The Ministry Coordinator will also send the hard copies of the survey to sites that will not do it online. For ministry sites that submitted the survey offline, the Ministry Coordinator will input the data online. At the beginning of May, the Ministry Site Coordinator compiled and posted the results in Populi. These included raw numbers and percentages for all ministry sites and a breakdown of open-ended questions. A member of the Formation Assessment Committee used these responses to create additional spreadsheets using the MS Excel program to provide further detailed analysis of the survey.

Participants

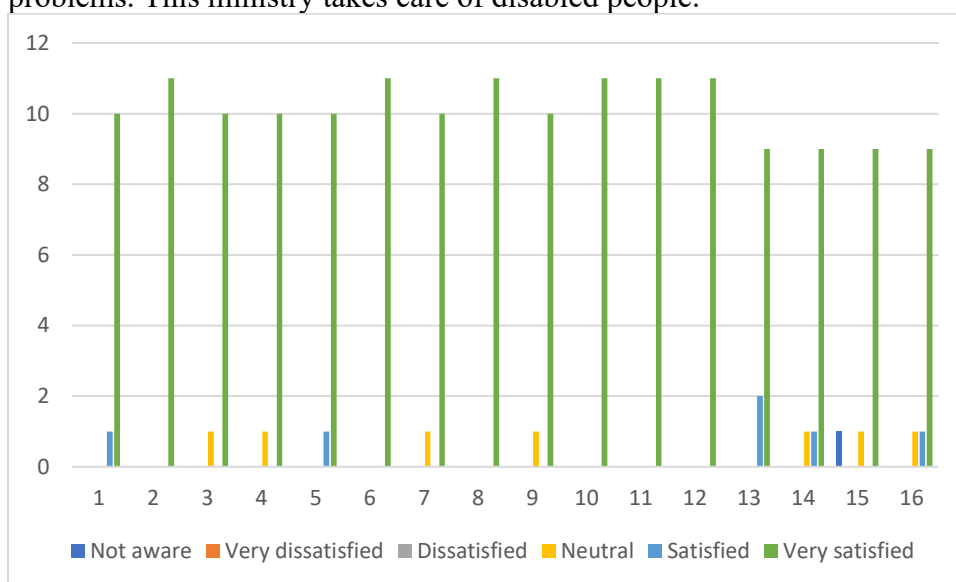
This survey is a PILOT project. The total number of responses is 11. Nine sites participated in the survey; however, only a few responded. For two sites, they submitted the responses online. In this case, they only submitted their responses per group, not per student. One site submitted its responses on paper (offline), and the Ministry Coordinator uploaded the data into the survey application. For this site, as requested by the VP of Formation, the Ministry Coordinator applied the response to all students in this particular ministry.

Key Findings

- The average score of the 16 questionnaires (closed questions) is relatively high (4.60 out of 5.00). This shows that the students have been doing well in their ministries.



- There is one site that scored neutral for several aspects: communication style, attitudes of students toward the supervisor, receiving feedback, taking initiative, and handling problems. This ministry takes care of disabled people.



- From how the survey was conducted, some sites evaluated the group and not each student in the group.

Limitations

1. Some Ministry Site Coordinators do not know the students well enough to assess them. They do not have direct contact with the students.
2. Most of the time, the person who was in charge of the site at the time of ministry was not the same person every week. This might cause biased feedback.
3. Because of the participation numbers, this survey does not represent the whole ministry program and results. Only a small number of students were included in the study (11 of 52 students).

4. The Ministry Site Coordinators had difficulties doing the survey because they had only one-time access to the survey online. So, they could only put the group assessment.
5. This survey was designed to be an open-ended question. However, only the first question and the last 3 questions are open-ended questions.

Conclusion & Observation

Based on the result of the survey, it seems the average for each question is relatively high, between the scores of 4 and 5, meaning students have been effectively doing their ministry in their respective ministry sites.

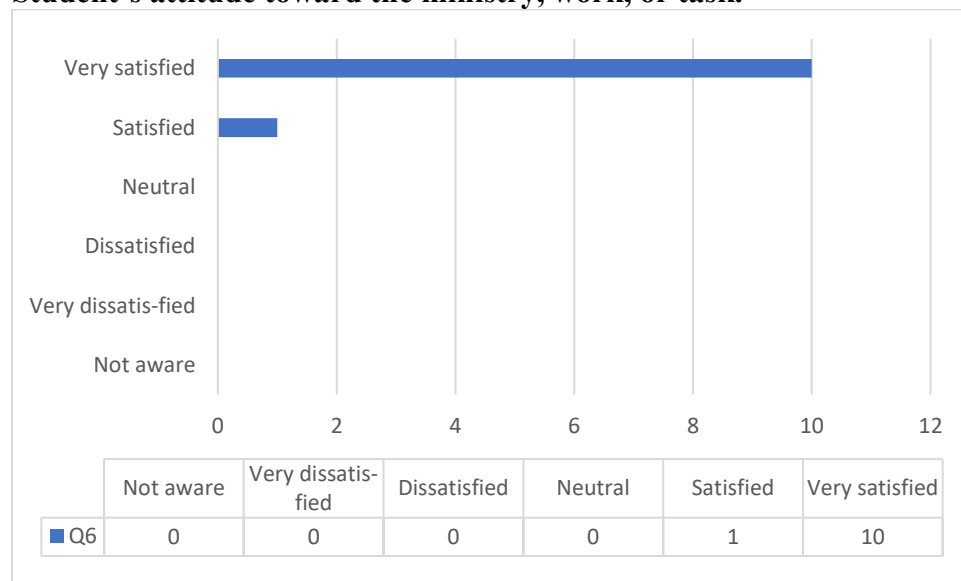
However, as mentioned above, there are limitations to this survey. The VP for Formation and the Ministry Coordinator is looking to reconstruct and seek a new direction in doing the ministry survey and to have the faculty supervisors involved in the evaluation. Also, the Theological Reflection papers from the students will be used for the survey as part of their signature assignment.

Next Step

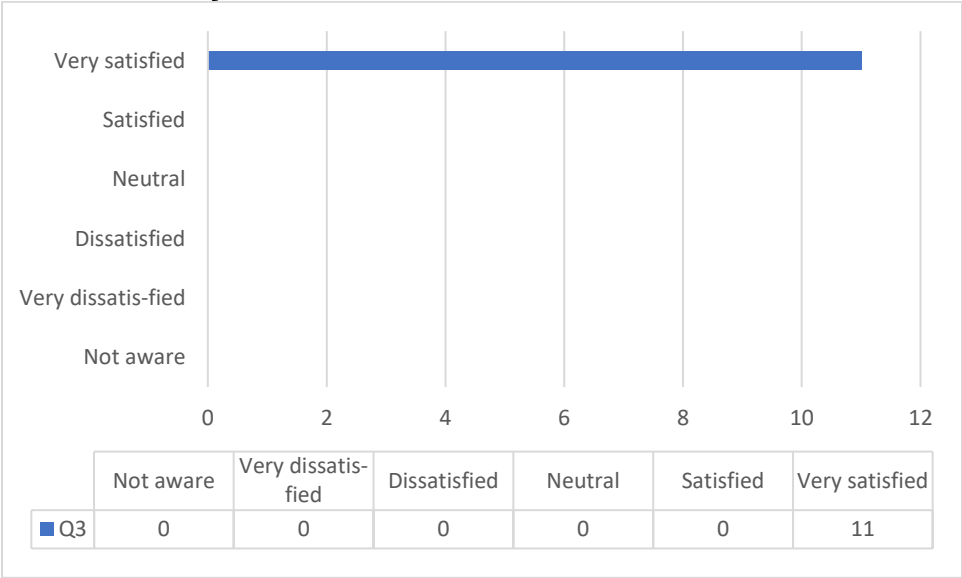
1. Redesign the survey by March 2025.
2. Implement the survey as a PILOT project for Spring 2025.
3. Implement the Theological Reflection paper as part of the key signature paper for students involved in ministry.

Data & Analysis

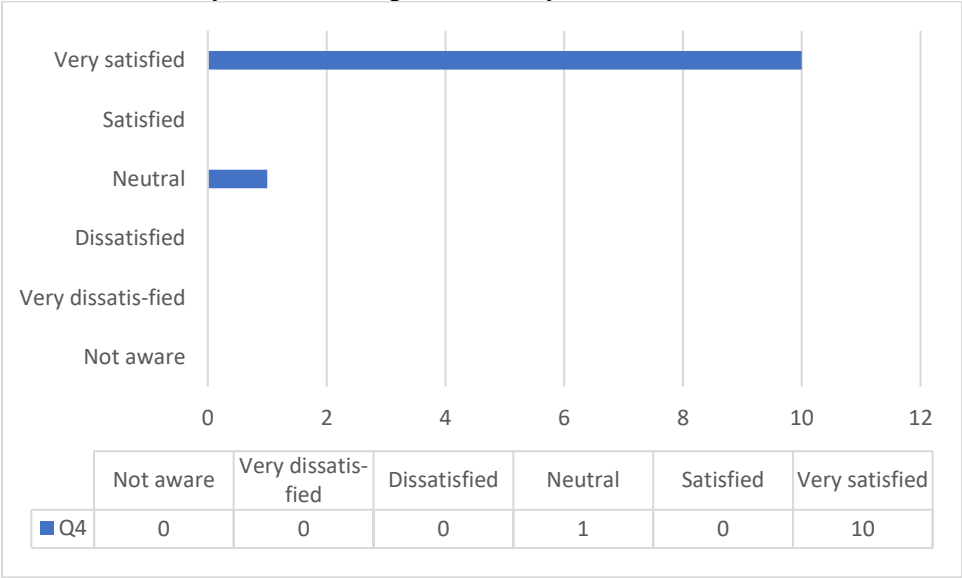
Student's attitude toward the ministry, work, or task.



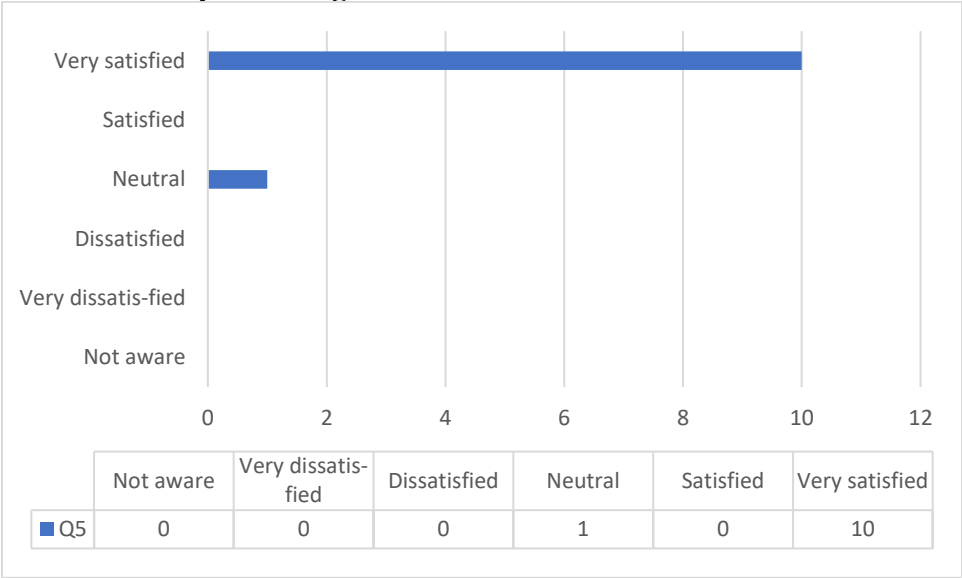
Student’s ability to work with staff and volunteers.



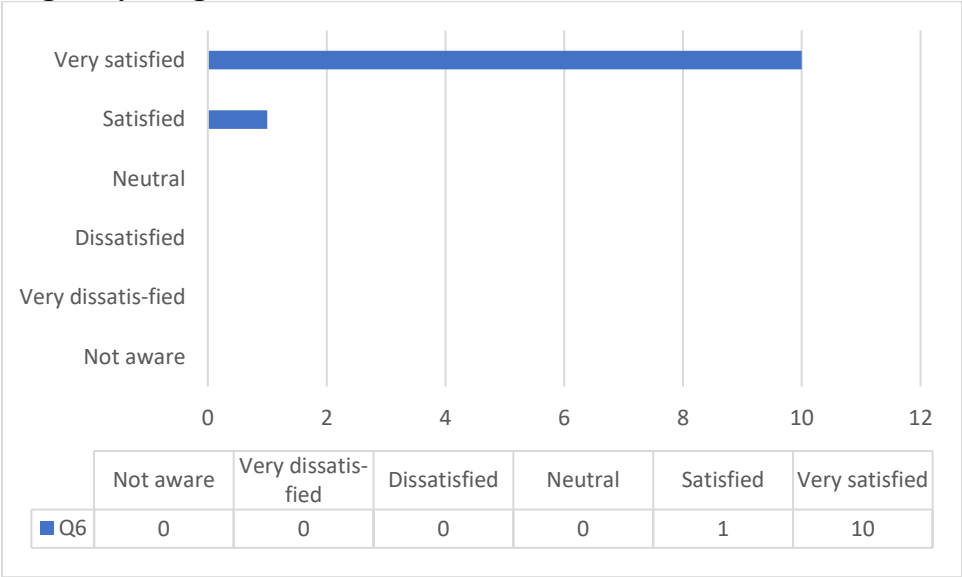
Student’s ability to relate to persons they minister to in their work.



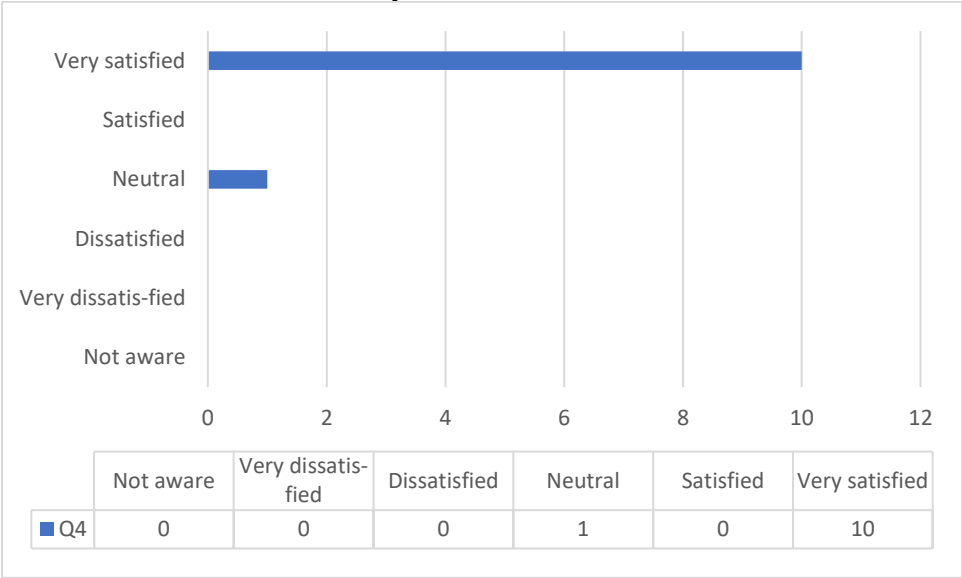
Student’s acceptance of guidance & criticism.



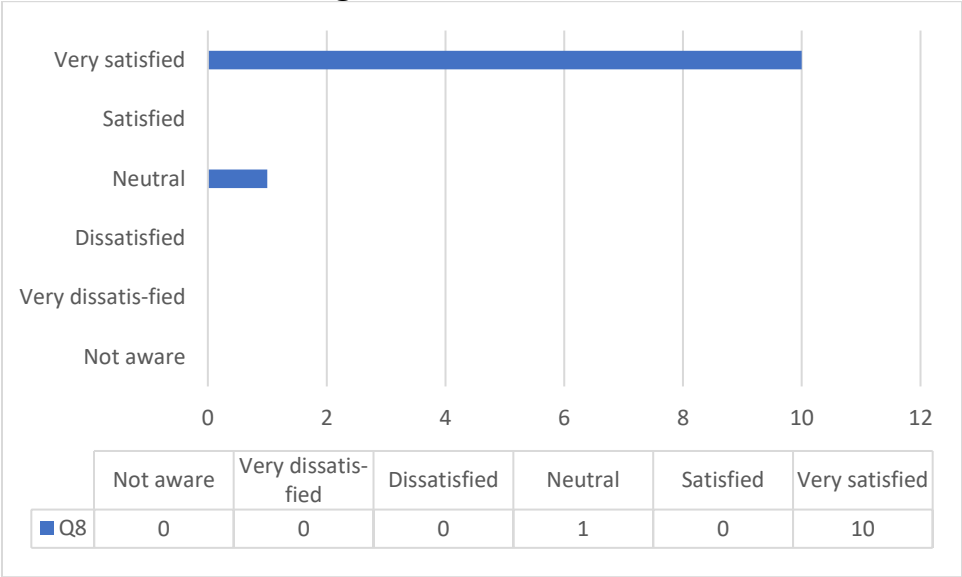
Student’s display of flexibility when asked to perform tasks that differ from what was originally assigned.



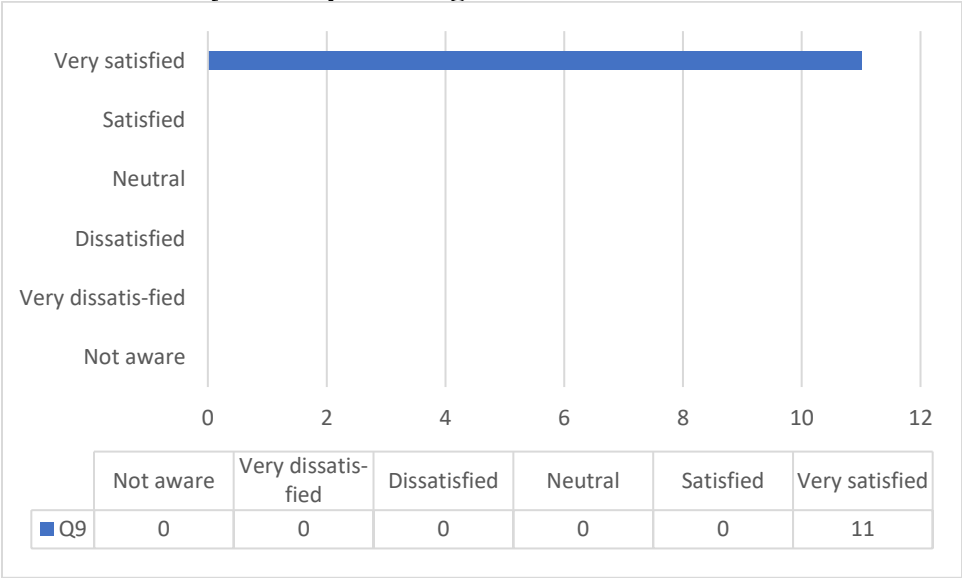
Student’s attitude toward supervisors.



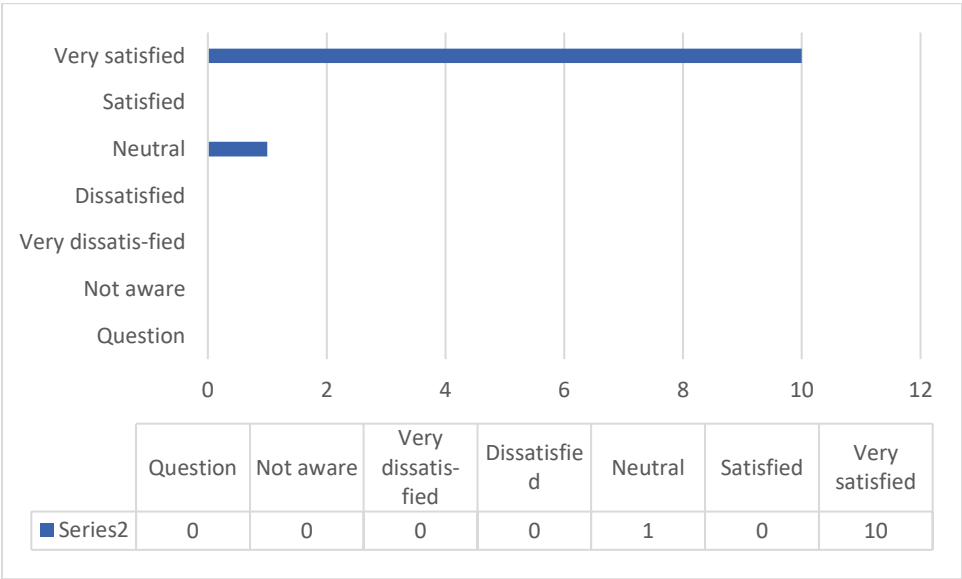
Student’s desire in taking initiative.



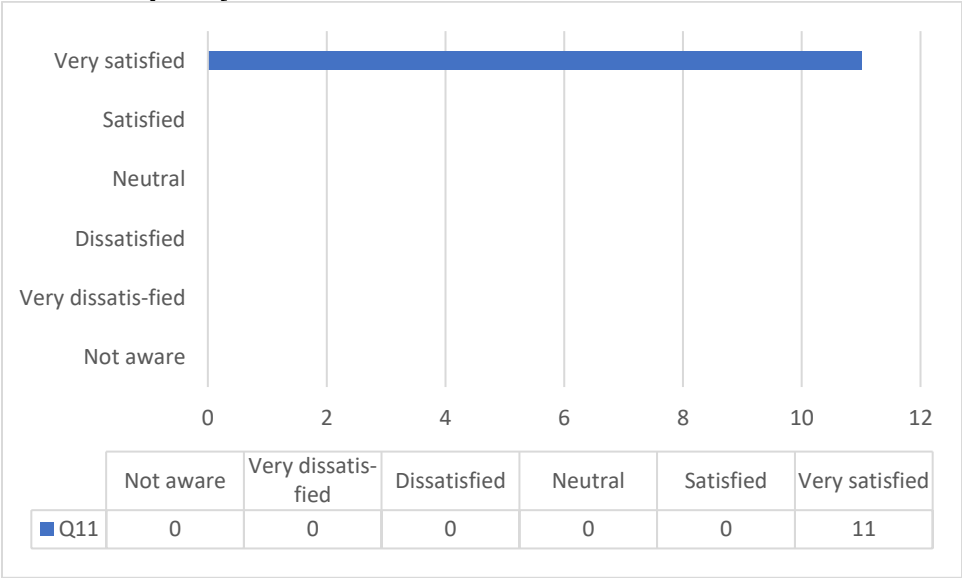
Student’s ability to complete assigned tasks.



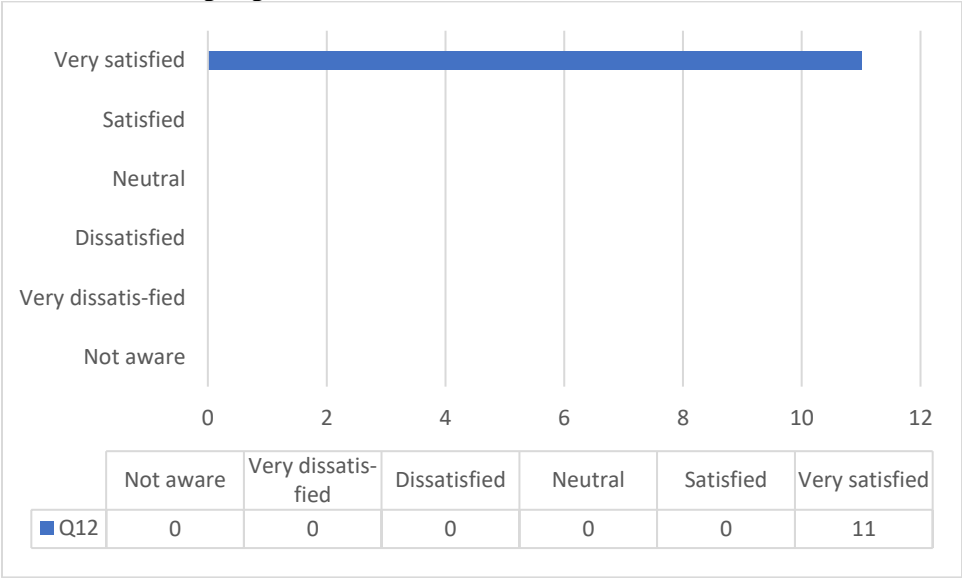
Student’s ability to handle problems.



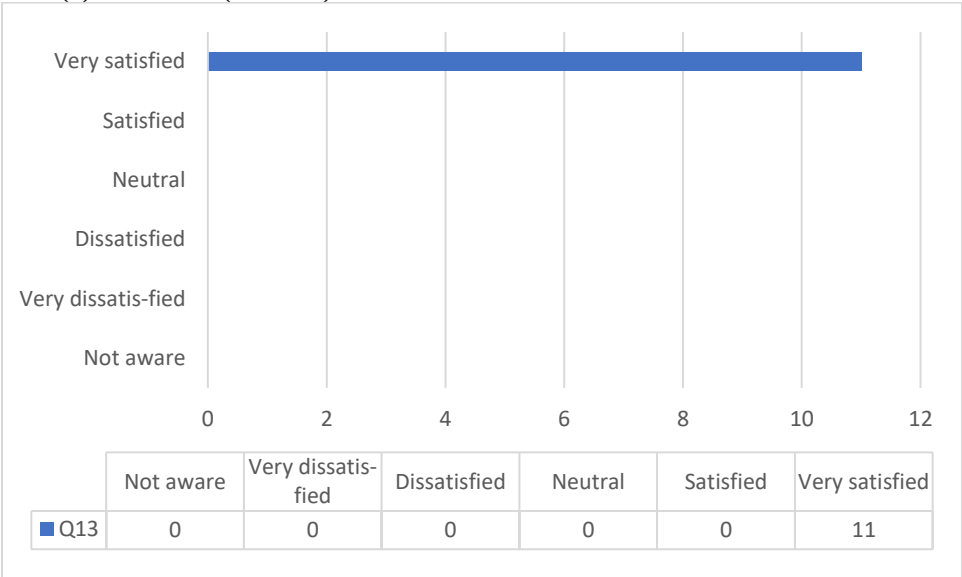
Student’s quality of work done.



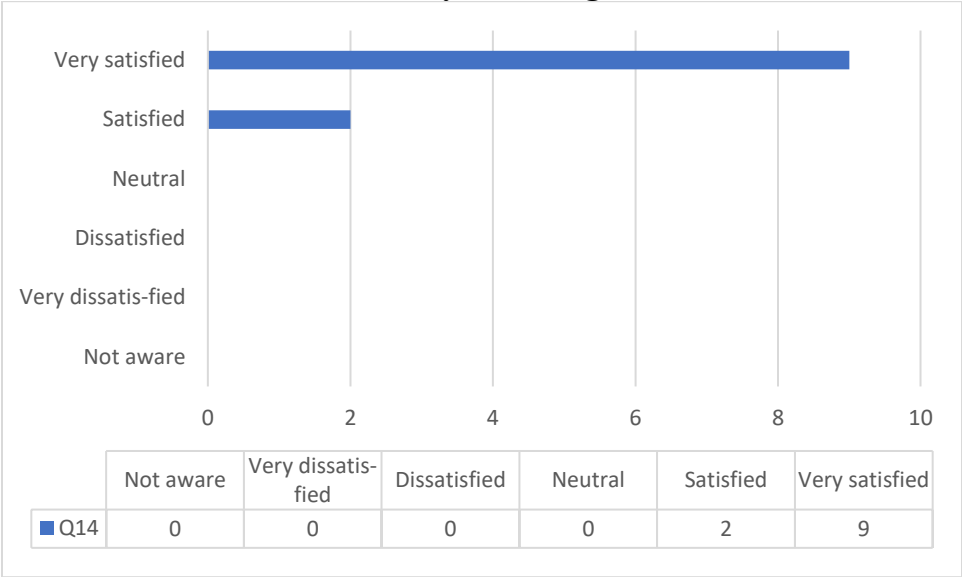
Student wears proper attire.



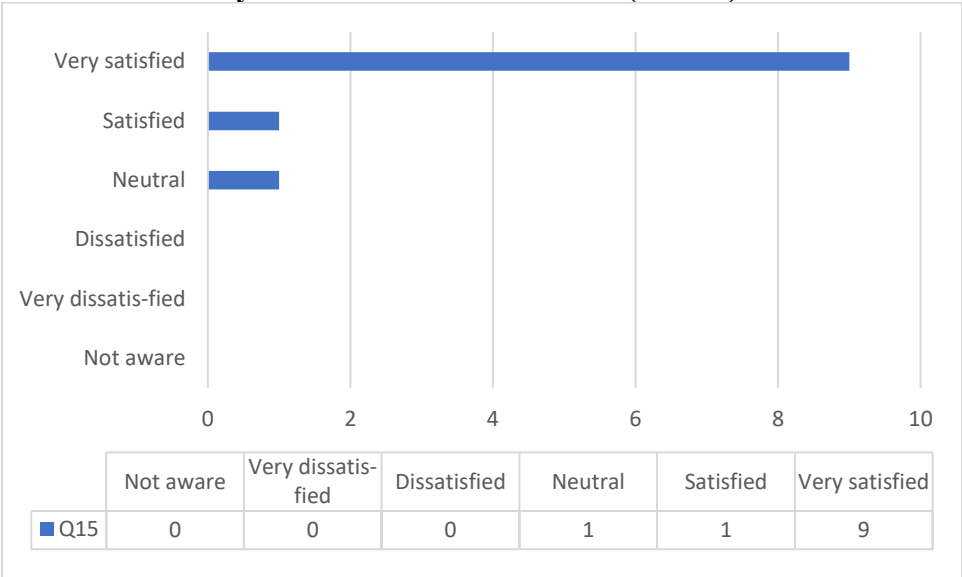
Student demonstrates/displays proficiency in intellectual skills needed in regard to the task(s) at hand. (Core 1)



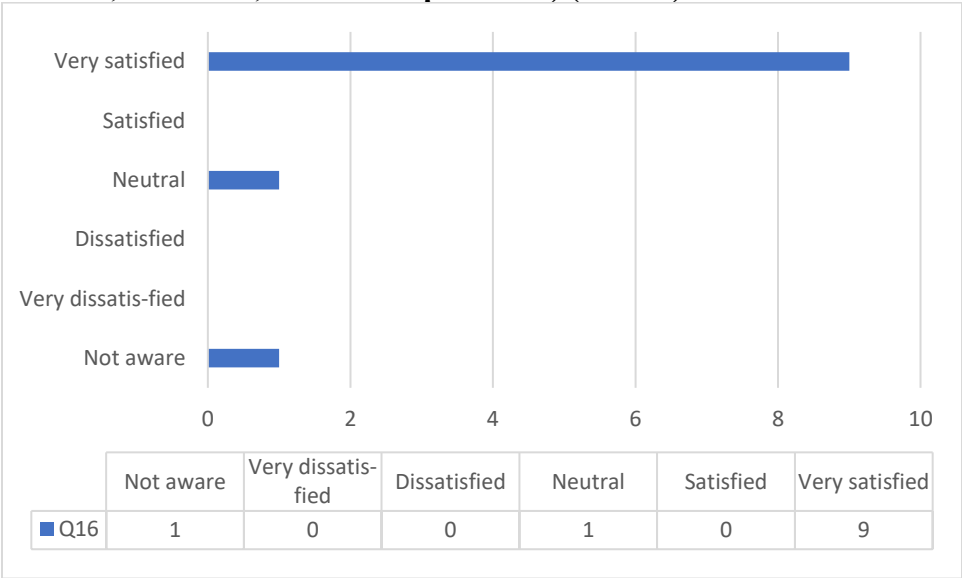
Student communicates effectively in writing and in conversations/interactions. (Core 2)



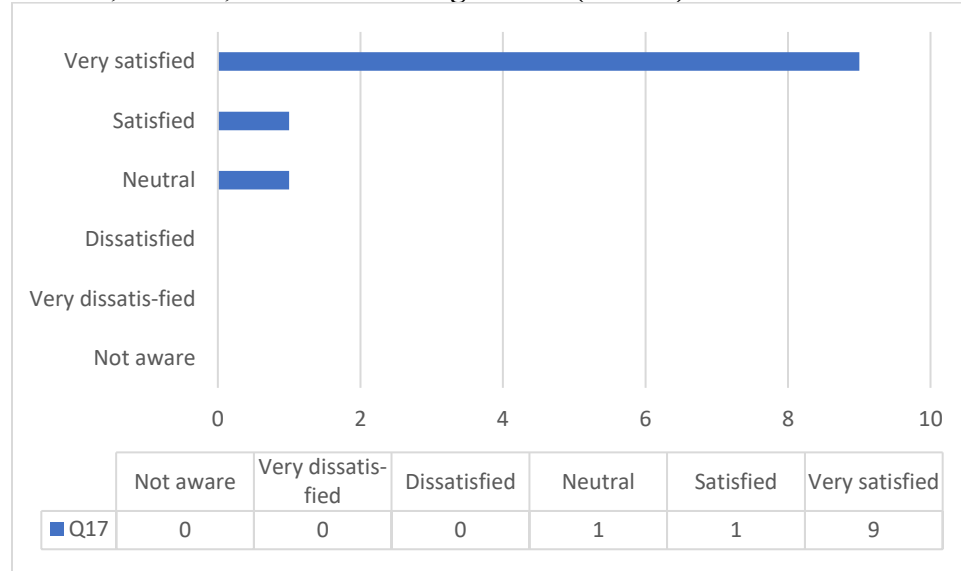
Student demonstrates knowledge, skills, and attitudes necessary to interact with people who are culturally different from themselves. (Core 3)



Student is informed about the world’s most pressing issues, especially affecting poor and marginalized people, and can apply knowledge and skills to develop solutions which reflect Catholic values*. (For example: student is aware of the population(s) they serve in terms of cultural, economic, or social experiences) (Core 4)



Student can successfully converse with people who are different from themselves in regard to faith, culture, and social background. (Core 5)



What are some of the student's strengths that you observed?

- 1 Always cheerful with the students. Truly demonstrates love of the Catholic Faith and willingness to help others learn the faith.
- 2 Always ready to make our residents happy.
- 3 Very pleasant.
- 4 N/A
- 5 Very pleasant & always smiling
- 6 very social around our residents
- 7 The student was always willing to assist us in any area needed, always pleasant, and punctual.
- 8 The students are very positive and energetic. They enthusiastically encourage our residents and offer kindness and praise.
- 9 Concern for students that were not in attendance
- 10 Students are great with the residents very helpful
- 11 The students are able to interact with the clients in a gentle tone and in a way that makes them feel comfortable.

Analysis:

- The students were very pleasant, helpful, and friendly.
- Enthusiastic, encouraging, and demonstrating Catholic faith.
- One respondent reported N/A.
- One respondent reported the *concern of students who were not in attendance*. The meaning of this response needs to be looked at further.

What are some of the student's areas of needed improvement that you observed?

- 1 Both Sarah and Yvette were excellent.
- 2 N/A
- 3 N/A
- 4 N/A
- 5 None
- 6 None
- 7 Because of the setting we are in, sometimes the volume of their voice was a little bit disruptive. This is a minor detail, but one that can be improved by being attentive to every situation. I usually advise individuals that it is better to speak softly and be asked to speak louder, than to be asked to speak quieter.
- 8 Sometimes when working with the elderly, it may be helpful to slow down when speaking and moving (residents move at a slower pace and sometimes can get confused if their mind isn't keeping up). They can also have difficulty understanding words due to heavy accents, so sometimes just slowing down, speaking louder, or even writing, can be effective. The girls have done a great job of this and also understanding/being resilient to some of the stranger behaviors and comments that can come up with dementia residents.
- 9 No improvement needed
- 10 Students are great with the residents very helpful
- 11 One area of improvement would be to speak to the residents of Hills and Dales as more of an equal, speak to them as though you're speaking to a friend.

Analysis:

- Some sites reported that there is no need for improvement
- The style of communication needs improvement, especially with the tone, the way of speaking (slower), and the loudness. It is also recommended to write what they want to say.
- Understanding and resiliency of students in hearing comments from dementia residents.
- The communication style with disabled people needs to change; to treat the people as friends.

Do you have any additional comments you would like to share regarding the student?

- 1 Thank you both for sharing your love of Christ with the students. You both showed the students love and by example the importance of a good relationship with God.
- 2 She is helpful and kind, she always shows residents' respect. Seems happy while spending time here.
- 3 Her friendly attitude is evident in the way she engages with residents, making them feel respected. Seemed to enjoy spending time with them.
- 4 Helpful and kind. Always shows respect. Seems to enjoy his time here with the residents.
- 5 She is consistently helpful and kind to our residents, showing a friendly demeanor and apparent enjoyment of her time here.
- 6 Helpful and kind, he always shows respect. Positive & friendly. Residents enjoyed his company.
- 7 The students who volunteered with us were wonderful representatives of DWC and the spirit of volunteer service! We will miss them very much!

- 8 We love having your ministry students visit our facility! They are a huge help to our activity staff and our residents love their enthusiasm! Thank you for everything you do!
- 9 No
- 10 The residents look forward to the students coming
- 11 n/a

Analysis:

- The students were friendly, helpful, and appreciated.
- The students were a wonderful representative of DWC.

Academic Resource Center

Forthcoming.

Midterm Tutor Check-In

Final Tutor Check-In

Tutor Log Data

Tuttee Informal Data (box)