



DIVINE WORD COLLEGE ANNUAL ASSESSMENT REPORT 2025-2026



Office of Institutional Effectiveness

DIVINE WORD COLLEGE 102 Jacoby Dr. SW Epworth, Iowa 52045

Executive Summary: Annual Institutional Effectiveness Report (AY 2025-2026)

To: Board of Administration and Board of Trustees

From: Director of Institutional Effectiveness

Date: April 23, 2026

Overview

This report details the assessment activities and institutional effectiveness initiatives for Divine Word College (DWC) during the 2025-2026 academic year. The primary focus was on establishing a shared roadmap for assessment, refining data-driven tools, and closing the loop on key student learning outcomes (SLO's).

The 2025-2026 academic year was highlighted by the successful revision of a comprehensive 12-month assessment calendar, a visual roadmap that synchronized institutional reporting and data decisions, as well as a 10-year assessment plan. The plan details rubric revisions, collections, and assessments of lower and upper courses, along with benchmarks. Significant progress was made in student learning, particularly within the Philosophy program, where seniors demonstrated high proficiency in Metaphysics and Capstone courses. While students showed a strong foundation in Social and Global Responsibility within the Core Curriculum, assessment data identified a need for a deeper understanding of prophetic dialogue, where a significant gap was observed.

Formation assessment remains central to the college's mission. The Missionary Discipleship Survey showed students are very familiar with the college's mission, though they are better at practicing these values than explaining the underlying theories. The survey also showed over 70% of students agree that the institution provides many opportunities for intercultural dialogue.

On the institutional side, the Academic Resource Center (ARC) was a major success, with over 90% of students reporting that it helped them succeed in their classes, particularly with writing assignments. However, feedback from student exit surveys pointed out some practical challenges, specifically regarding dorm noise and food variety, which impacted the overall residential experience.

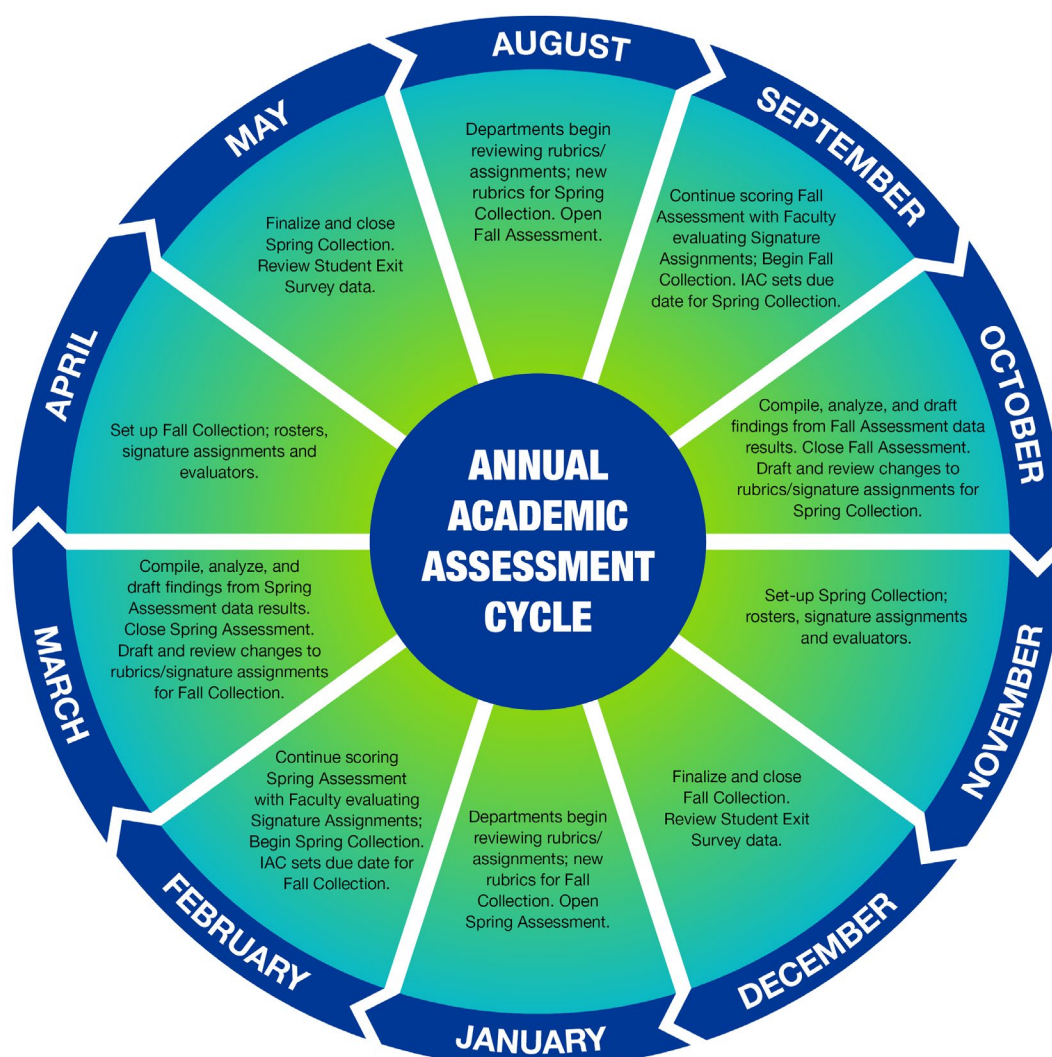
Looking to the 2026-2027 academic year, assessment efforts will focus on helping students move from basic awareness to advanced critical thinking. Additionally, the college will update the undergraduate Student Course Evaluations and the Student Exit Survey to collect more detailed and useful data. These steps are designed to improve the curriculum and the student living environment, ensuring the college continues to meet its mission of academic and spiritual excellence.

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Highlights in Assessment

In the Fall of 2025, we developed a comprehensive graphic outlining our 12-month calendar process for both the academic assessment cycle, as well as the academic reporting cycle. Creating this visual framework was essential to ensure that everyone at DWC has a clear, shared roadmap for assessment and reporting. By moving our annual cycles into an accessible format, we have established a common guide that keeps the entire community synchronized and on track.



Throughout the academic year, the departments along with the Institutional Assessment Committee (IAC), revised rubrics to develop construct validity of concepts expressed in SLO's.

As a result, the updated rubrics now better align with the signature assignments, thus creating more usable data.

In the 2026-2027 academic year, we are moving our data collection hub from using Watermark Outcomes Assessment Project (OAP), to Microsoft 365. We feel this development will allow for better control of our data. In the Fall of 2026, we will be simultaneously running assessment in Watermark OAP while also piloting Microsoft 365. This will allow us to troubleshoot and work out any outstanding issues prior to the Spring collection. We feel our expanded assessment efforts this academic year has not only increased our transparency, but also actionability, thus turning raw data into curricular improvements.

Academic Program Assessment



Academic Recommendations

Based on the assessment data and analysis for the 2025-2026 academic year, the following recommendations have been made for the college's academic programs:

Core Curriculum

For the Core Curriculum, particularly in Catholic Social Teaching (Core 4), there is a need for skill-centered workshops that focus on critique writing and the creation of action plans. This will help students move beyond identifying social issues and towards evaluating them critically. It is also recommended that the program provide examples of high-quality work to serve as models for students. In the Missionary Discipleship (Core 5) area, the college should investigate the timing of when "Prophetic Dialogue" is introduced to ensure students have enough time to master the concept before reaching their capstone projects.

Philosophy Program

The primary recommendation for the Philosophy department is to introduce specialized logic and argumentation modules within the Capstone course. These modules should focus on helping students transition from exposition—simply explaining philosophical ideas—to active scholarly defense. To further validate these findings and ensure academic interventions are effective, the department should aim for a larger sample size in future assessments. The Metaphysics curriculum should be used as a model, as its current structure effectively reinforces the logical rigor required for high-level philosophical debate.

Core Curriculum

Core 4: Social & Global Responsibility

In the spring of 2025, 9 signature assignments were collected from THM 277 Catholic Social Teaching, to measure Core 4 Social and Global Responsibility using a five-part rubric. The results were assessed in the Fall of 2025. The signature assignment focused on "Troubling Theological Texts" which required students to write a 5–7-page paper discussing a topic that draws upon their previously acquired knowledge and skills. The program's benchmark was for 75% of students to score 2.0 out of 4.0 or higher.

Findings

#	Criterion	Mean Score	Std. Deviation	Frequency (Score $\geq$ 3.0)	Performance Level Benchmark 2.0
1	Ability to clearly identify	3.06	0.35	6 / 9 (67%)	Meets Expectations
2	Ability to identify certain	2.92	0.28	5 / 9 (56%)	Meets Most Expectations
3	Ability to point out	3.00	0.38	6 / 9 (67%)	Meets Expectations
4	Ability to critique the wrong	2.78	0.38	3 / 9 (33%)	Meets Most Expectations
5	Ability to propose	2.69	0.41	3 / 9 (33%)	Meets Most Expectations
	OVERALL COHORT	2.89	0.37	24 / 45 (53%)	Meets Most Expectations

Overall student performance fell slightly below the target, with 53% of all assessed scores meeting the 3.0 “Meets Expectations” threshold. The overall mean score was 2.89 (SD = 0.37), placing the cohort within the “Meets Most Expectations” range.

No students scored in the “Failure” or “Meets Some Expectations” ranges, indicating a consistent baseline of competency across the cohort.

Inter-coder reliability remained strong, with standard deviations ranging from 0.28 to 0.41, demonstrating high agreement among the four faculty coders.

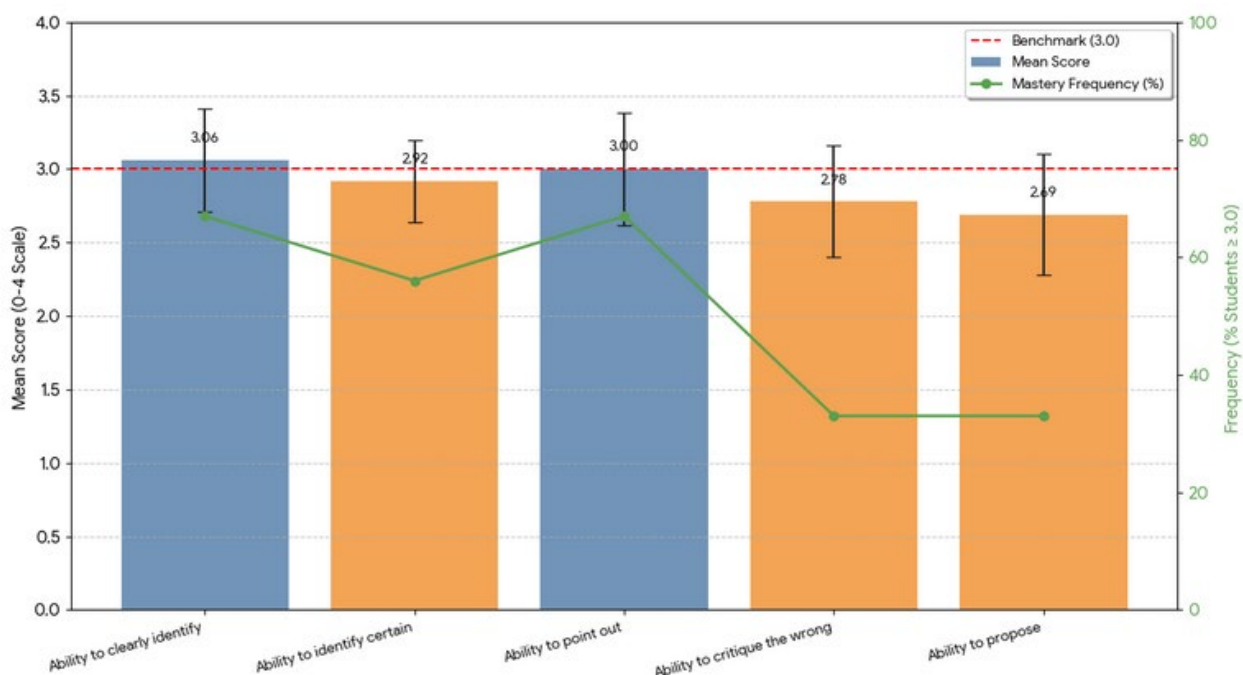
Analysis

The results reveal a clear developmental progression in student mastery. Students performed strongest in the foundational analytical skills; identifying issues, causes, and needs, where two-thirds of the cohort met expectations. These areas appear to be well-supported by the current curriculum.

However, performance declined in the higher-order competencies of critique and proposal. Only one-third of students met expectations in these categories, suggesting that while students can recognize social issues, they struggle to articulate systemic critiques or develop actionable responses grounded in Catholic Social Teaching.

The low variability across coders indicates that the rubric is being applied consistently, and the performance gaps reflect genuine student learning needs rather than assessment inconsistency.

This also points toward a specific instructional opportunity. Since students are successfully meeting expectations in the first three criteria (Identification, Identification of Causes, and Pointing Out), the curriculum is effectively building a "Social Awareness" foundation. The next stage may focus on bridging the gap between awareness and applied Catholic Social Teaching.



Action Plan

To help strengthen student proficiency and move from simply identifying ideas to advanced evaluation, the department should work to develop skill-centered workshops focused on critique writing and action-plan development. Students will have more chances to practice creating realistic, ethical solutions within their main assignments. To make expectations clear, the program should also provide labeled examples of high-quality work to show students exactly what strong reasoning looks like.

These steps are designed to "close the loop" by targeting the specific areas where students need the most help. By focusing on the shift from explaining ideas to defending arguments, the program ensures students can put Catholic Social Teaching into practice. This approach will not

only improve final scores, but will also strengthen the entire program by making sure students can consistently apply critical thinking to real-world issues.

Core Curriculum

Core 5: Missionary Discipleship

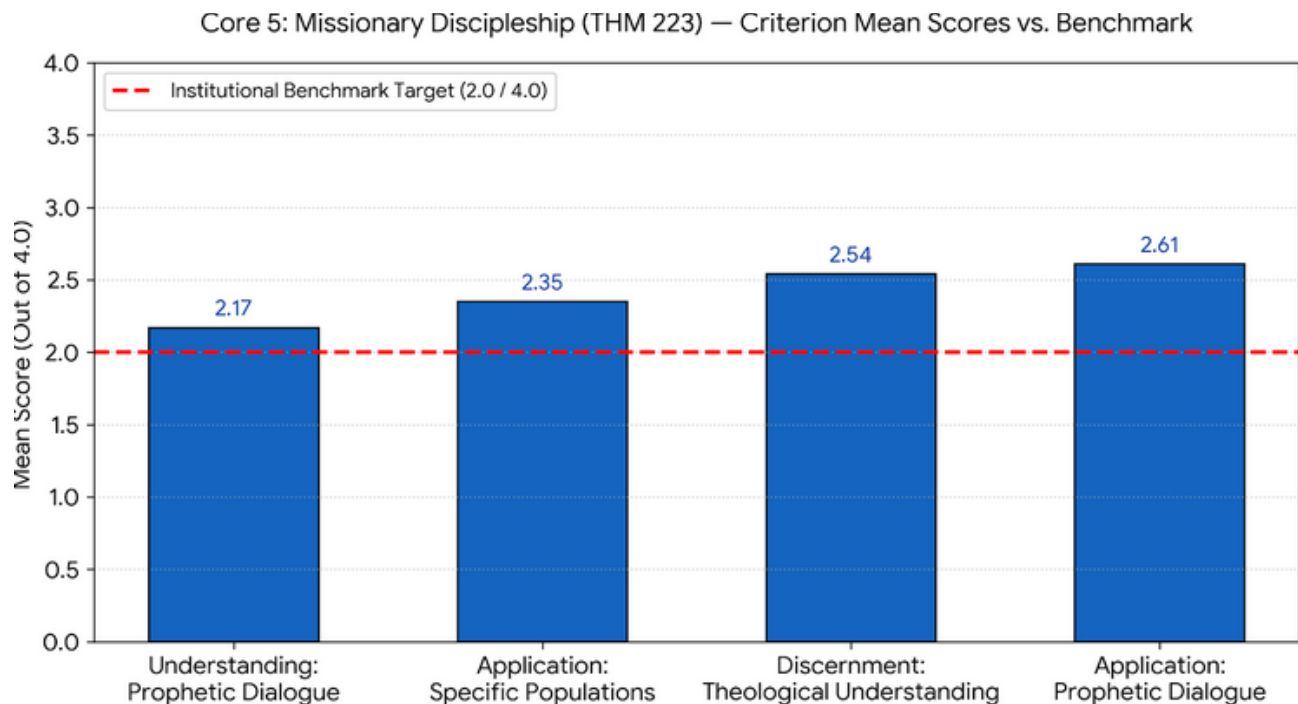
In the fall of 2025, 18 signature assignments were collected from THM 223 New Testament, to measure Core 5 Missionary Discipleship, using a four-part rubric. The results were assessed in the Spring of 2026. The signature assignment focused on “Translating Parables” which required students to write a 4–5-page paper measuring the student’s ability to translate a parable into a contemporary context using principles of Prophetic Dialogue. The program’s benchmark was for 75% of students to score 2.0 out of 4.0 or higher.

Findings

#	Criteria	Mean Score	Std. Deviation	Frequency (≥3.0)	Performance Level Benchmark 2.0
1	Understanding Prophetic Dialogue	2.17	0.35	14/18 (77.8%)	Meets Benchmark
2	Discernment Theological Truths	2.54	0.49	16/18 (88.9%)	Meets Benchmark
3	Application Prophetic Dialogue	2.61	0.56	16/18 (88.9%)	Meets Benchmark
4	Application Specific Populations	2.35	0.65	13/18 (72.2%)	Meets Benchmark
	OVERALL COHORT	2.42	0.51	59/72 (81.9%)	Meets Benchmark

Analysis

The results reveal a solid baseline of foundational competence with clear targets for upper-level growth.



Overall, the cohort demonstrated a solid foundational baseline, achieving a total mean score of 2.42 with 81.9% of all evaluation instances meeting or exceeding the established benchmark of 2.0 ("Meets Most Expectations"). Students performed strongest in analytical and conceptual areas, specifically in Criterion 2 and Criterion 3 where 88.9% of students successfully met each of these benchmarks. The results indicate that the majority of students effectively grasp the mechanical and conversational framework required for prophetic dialogue within intercultural contexts.

Despite this solid foundational performance, the data reveals a clear gap between baseline competency and advanced proficiency. Only 23.6% of scores reached the 3.0 level ("Meets Expectations"), and 55.6% of students met the 2.0 benchmark across all four criteria simultaneously. Performance was most constrained in Criterion 1, where the average score was 2.17 and zero students achieved a 3.0 or higher. Additionally, Criterion 4 exhibited the highest score variance (standard deviation), with 27.8% of students falling below the benchmark. While students generally understand how to analyze dialogue, they struggle to articulate its foundational theoretical definitions and to consistently apply advocacy concepts to marginalized groups.

From an institutional standpoint, the faculty remains highly aligned in their evaluation of these results. Each student was reviewed by four independent coders, and the standard deviations remained relatively tight (0.35 – 0.65). This indicates high Inter-Coder Reliability, confirming

that the faculty consistently agree that students are currently performing at a "Meets Most Expectations" level.

Action Plan

** Unfortunately, the signature assignment for THM 277 was not updated in time to reflect the new rubric, but is currently being updated for the next collection.

Intercultural Studies Program

BA ICS 3: Intercultural Communication

Nothing was collected or assessed for the Intercultural Studies Program during the 2025-2026 academic year.

In the Spring of 2026, 7 signature assignments were collected from ICS 111 Intercultural Communication to measure BA ICS 3, using a four-part rubric. The results are currently being assessed and due to timing constraints, only 2 rounds of data have been collected for this annual report. The signature assignment focused on an Intercultural Dialogue final paper which required students to write a 5–7-page paper engaging the student to take a stance on the ethical practice for intercultural communication to promote human dignity. The program's benchmark was for 75% of students to score a 2.0 out of 4.0 or higher.

Findings

#	Criterion	Mean Score	Std. Deviation	Frequency (Score ≥ 3.0)	Performance Level Benchmark 2.0
1	Defining Cultural Patterns	3.07	0.67	5/7 (71.4 %)	Exceeds Expectations
2	Evaluating Interactions	2.93	0.67	4/7 (57.1 %)	Exceeds Expectations
3	Understanding Dialogue	2.93	0.67	4/7 (57.1 %)	Exceeds Expectations
4	Applying Communication Strategies	2.79	0.81	3/7 (42.9 %)	Exceeds Expectations
	OVERALL COHORT	2.93	0.68	16/28 (57.1 %)	Exceeds Expectations

Analysis

Under the institutional target benchmark of 2.0 (Meets Most Expectations), the cohort achieved a 96.4% overall compliance rate across all evaluated criteria, with an overall mean score of 2.93. Each submission was independently evaluated by two faculty evaluators, establishing consistent inter-coder reliability across the assessment cycle.

Student achievement highlights a clear developmental progression from theoretical understanding to applied execution. The highest-performing outcome criterion was the Ability to define social and multicultural patterns that impact individuals and groups, yielding a cohort average of 3.07 with 100% of students clearing the benchmark. Additionally, students demonstrated solid proficiency in evaluating social and multicultural interactions as well as articulating the theoretical frameworks of effective intercultural dialogue, both scoring identical mean scores of 2.93 and 100% benchmark achievement.

The recommendation is to continue instructional practice and assessment and monitor for significant changes or deficits.

Philosophy Program

BA PHI 1/2/3: PHI 499 Capstone

In the spring of 2025, 2 signature assignments were collected from PHI 499 Philosophy Capstone Project, to measure BA PHI 1/2/3 using a four-part rubric. The results were assessed in the Fall of 2025. The signature assignment focused on a philosophical capstone paper which required students to write a 15-20-page paper demonstrating their research skills, but also engaging the students in critical and analytical thinking. The program's benchmark was for 50% of students to score 3.0 out of 4.0 or higher.

Findings

#	Criterion	Mean Score	Std. Deviation	Frequency (Score $\geq$ 3.0)	Performance Level Benchmark 3.0
1	Logically Organized & Clear	3.50	0.35	2 / 2 (100%)	Exceeds Expectations
2	Understanding of Ideas	3.50	0.35	2 / 2 (100%)	Exceeds Expectations
3	Analytical & Critical Skills	3.00	0.35	1 / 2 (50%)	Meets Expectations
4	Sound/Strong Arguments	2.88	0.53	1 / 2 (50%)	Meets Most Expectations
	OVERALL COHORT	3.22	0.31	(75%)	Meets Expectations

Analysis

The results reveal a distinct "performance signature." While students show exceptional mastery in conceptual understanding, there is a visible trend of decreasing performance as the cognitive demand shifts from explanation to argumentation. The assessment reveals exceptional performance in the foundational pillars of organization and understanding. With a mean score of 3.50 and a 100% frequency rate, every student met the "Meets Expectations" threshold for explaining philosophical concepts.

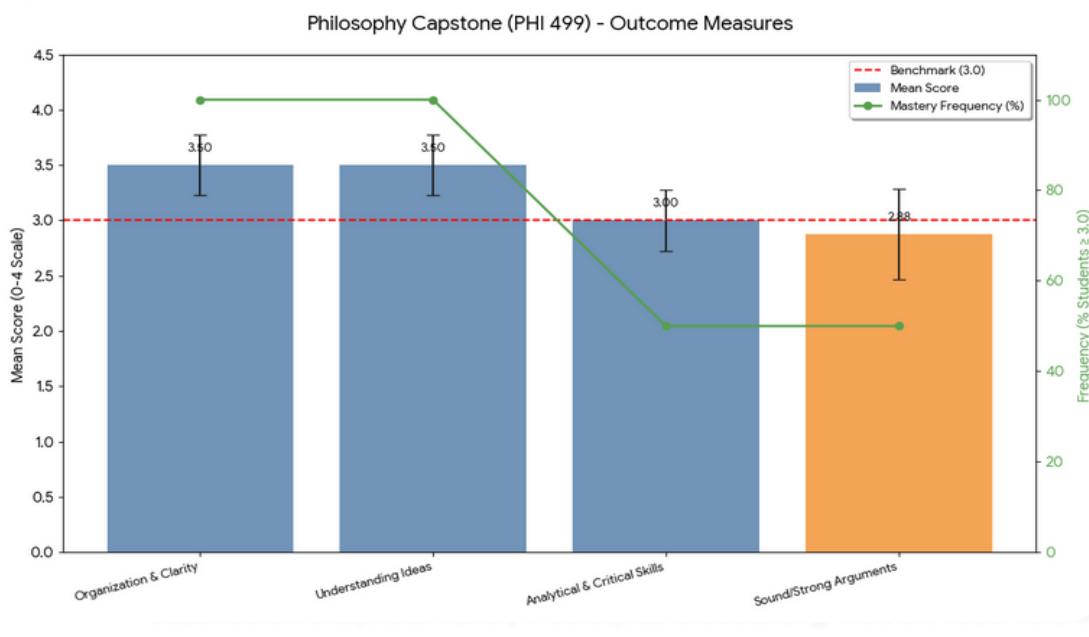
The proficiency is underscored by a standard deviation of 0.31 across the initial criteria, which shows a high degree of inter-coder reliability. The four evaluators are viewing student work through a nearly identical lens, thus providing a high confidence that the Philosophy program effectively equips students with the ability to summarize and organize complex philosophical ideas.

However, the data highlights a distinct transition as students move from descriptive summaries to independent evaluation. Student performance shifts from a high mean of 3.00 in Analytical Skills to a 2.88 in Constructing Arguments, with the frequency of meeting expectations dropping to 50% in these final categories. This suggests that while half of the cohort excels at advanced critical thinking, the other half struggles to move beyond a descriptive level of writing.

Action Plan

To address this "growth zone" and achieve a consistent 3.0 benchmark, it is recommended that the department introduce more targeted logic and argumentation workshops within the Capstone course, focusing on moving from exposition to argumentative defense. Increasing the sample size in future semesters will further validate these insights and assist in refining these strategic academic interventions.

We are aware of the collection issues, as all three different learning goals contain the same two students, and we will be addressing these issues for future collections.



Philosophy Program

PTH CF 3: PHI 445 Metaphysics

In the fall of 2025, 8 signature assignments were collected from PHI 445 Metaphysics, to measure PTH CF 3 using a four-part rubric. The results were assessed in the Spring of 2026. The signature assignment focused on a Philosophy Metaphysics research paper which required students to write a 6-8-page paper measuring how well students can make original and logically sound arguments. The program's benchmark was for 75% of students to score 2.0 out of 4.0 or higher.

Findings

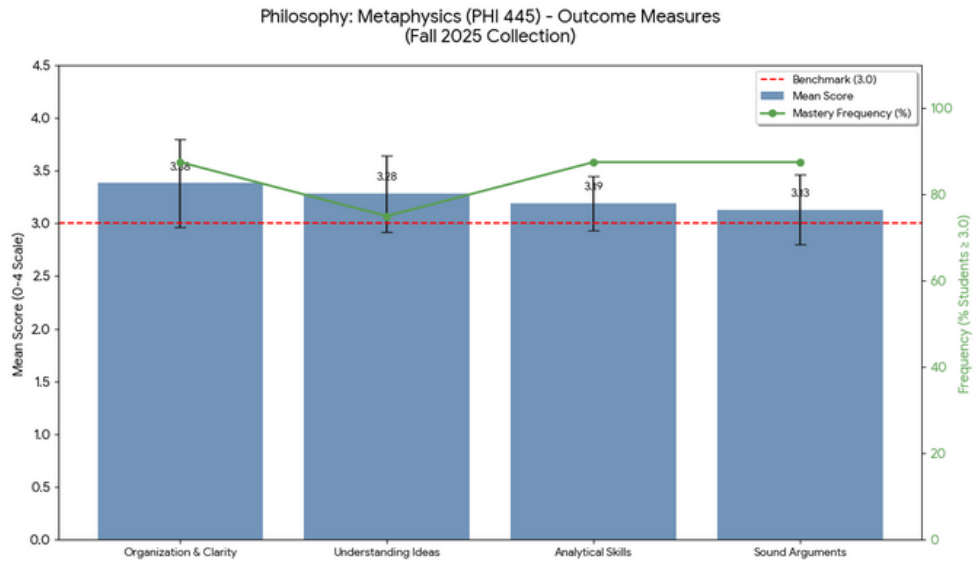
#	Criterion	Mean Score	Std. Deviation	Frequency (Score ≥ 3.0)	Performance Level
1	Organization & Clarity	3.38	0.42	7 / 8 (87.5%)	Meets Expectations
2	Understanding of Ideas	3.28	0.36	6 / 8 (75.0%)	Meets Expectations
3	Analytical & Critical Skills	3.19	0.26	7 / 8 (87.5%)	Meets Expectations
4	Sound/Strong Arguments	3.13	0.33	7 / 8 (87.5%)	Meets Expectations
	OVERALL COHORT	3.24	0.34	27 / 32 (84.4%)	Meets Expectations

Analysis

The results reveal this cohort demonstrates a high degree of proficiency, with all four rubric criteria exceeding the institutional benchmark of 3.0. The overall cohort mean is 3.24, indicating that students are firmly in the "Meets Expectations" category for Metaphysics.

The assessment of the Metaphysics cohort demonstrates strong structural excellence, with students achieving their strongest performance in Organization and Clarity with a 3.38 mean. Unlike other groups, these students maintained stable critical thinking scores, with 87.5% successfully defending logical arguments. While the "Understanding of Ideas" category saw a slightly lower mastery rate of 75%, the data suggests most students are effectively navigating complex metaphysical concepts.

Institutionally, the results confirm exceptional faculty alignment. With four coders per student and remarkably low standard deviations (0.26–0.42), there is clear evidence of high Inter-Coder Reliability. This tight consensus, especially in analytical skills, proves that the rubric is clear and being applied consistently. This unified approach provides high confidence in the validity of the program's assessment results.



Action Plan

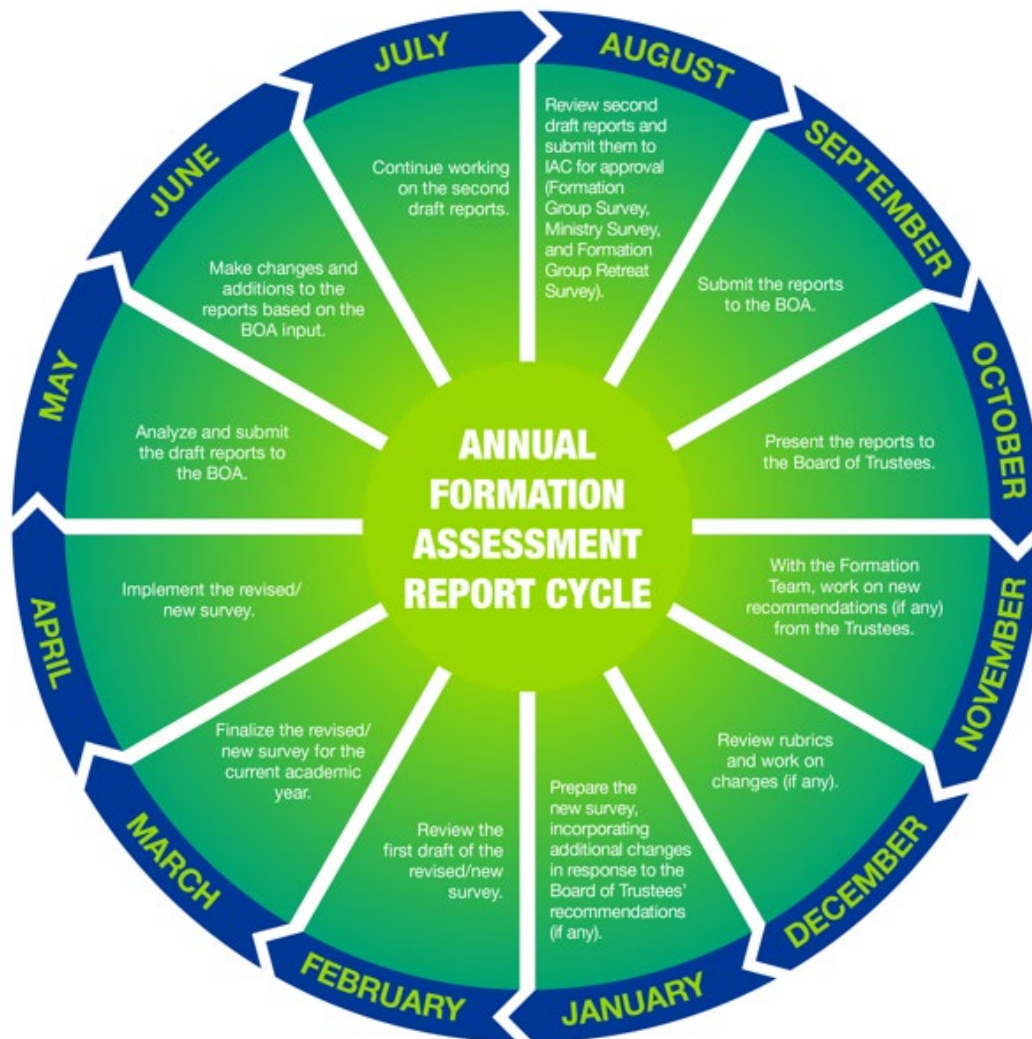
The PHI 445 results show a program in strong health. The transition from "Exposition" to "Argumentation" is much smoother in this cohort than in the Capstone data. This suggests that the Metaphysics curriculum is effectively reinforcing the logical rigor required for high-level philosophical discussions.

Theology & Mission Program

Nothing collected or assessed for the Theology and Mission Program during the 2025-2026 academic year.

Formation Program Assessment

In the Fall of 2025, we developed a comprehensive graphic outlining our 12-month calendar process. Creating this visual framework was essential to ensure that everyone at DWC has a clear, shared roadmap for assessment and reporting. By moving our annual cycles into an accessible format, we have established a common guide that keeps the entire community synchronized and on track throughout the year.



Formation Program Recommendations

In terms of formation, it is recommended to implement more direct assessments of how the ministry practicum meets core Student Learning Outcomes (SLOs). While the Missionary

Discipleship Survey shows that students are very familiar with the college's mission, there is still a gap between their ability to act on these values and their ability to explain the underlying theology. Recent changes requiring students to take foundational courses like "SVD Heritage & Mission" before their major-specific courses, are expected to help bridge this gap by ensuring a stronger theological starting point.

Beginning in the 2026-2027 academic year, we plan significant revisions to not only our survey structures for ministry and formation assessment, but also to the ministry sites themselves. We feel the ministry sites need to be chosen more intentionally, giving our students a supportive environment where the site supervisor knows them personally. The surveys will be divided into two distinct categories which will be completed by their respective supervisors; ministry site supervisors, and college supervisors, to disaggregate the data more efficiently.

It is recommended by the IAC that the formation program should emphasize one Core competency each year, instead of multiple competencies, as this creates confusion. A final recommendation would be to require students to complete portfolios each academic year for more direct assessment of the formation program.

The goal of these recommendations is to help develop a culture of assessment moving forward. We are building a culture and a community of practice and addressing it together.

Ministry Site Evaluation

The purpose of the ministry site survey is to assess the formation of DWC's Formation and Student Life Program and to better align it with the institution's Core Competencies of missionary discipleship. In April 2026, as active ministries concluded, the Ministry Coordinator distributed the survey link and physical copies to all site coordinators and college supervisors, later manually entering any hard-copy submissions online. By early May, the Coordinator compiled the results—including raw numbers, percentages, and open-ended feedback—and published them in Populi. A Formation Assessment Committee member then transferred these responses into Excel for in-depth analysis.

Participants

This survey is a pilot project, with 46 responses, 4 of which are incomplete.

The total number of sites is 14; however, only 11 were invited to participate because of site supervisor availability. 8 sites responded, totaling 10 responses from site supervisors, with 1 incomplete response. Of the 9 college supervisors, 7 responded to the survey, resulting in 33

responses.

Sets of Questions

Student Performance

1. The student shows a positive attitude toward the ministry, work, or task.
2. The student can work with their colleagues and the staff, and volunteers at the ministry site.
3. The student can relate to persons they minister with in their work.
4. The student accepts guidance & feedback.
5. The student displays flexibility when asked to perform tasks that differ from what was originally assigned.
6. The student shows respect toward the supervisors.
7. The student takes initiative.
8. The student completes assigned tasks.
9. The student can handle problems.
10. The student wears proper attire.

Core Competencies

1. Core 1: The student demonstrates/displays proficiency in intellectual skills needed for the task(s) at hand.
2. Core 2: The student communicates effectively in writing and conversations/interactions.
3. Core 3: The student demonstrates knowledge, skills, and attitudes necessary to interact with people who are culturally different from themselves.
4. Core 4: The student is informed about the world's most pressing issues, especially those that affect the poor and marginalized people, and can apply knowledge and skills to develop solutions that reflect Catholic values*. (For example: student is aware of the population(s) they serve in terms of cultural, economic, or social experiences)
5. Core 5: The student can successfully converse with people who are different from themselves about faith, culture, and social background.

Open Ended-Questions

6. What are some of the student's strengths that you observed?
7. What are some of the student's areas of needed improvement that you observed?
8. Do you have any additional comments you would like to share regarding the student?

Findings

Overall analysis between both College and Site Supervisors shows a universally high achievement, with mean scores across both "Student Performance" (Q1–Q10) and Core

Competencies (Core 1–5) averaging remarkably high, falling within a tight range of 4.56 to 5.00 out of 5.00. They also consistently rated students as highly effective, professional, and well-prepared.

Analysis

Overall, site supervisors rated student performance very high, with students showing strong professional habits and solid baseline skills across their placements. Students earned perfect scores for keeping a positive attitude (Q1: 5.00) and dressing professionally (Q10: 5.00), while also scoring high in teamwork, adaptability, and respect for supervisors (4.89). They also earned high marks for practical problem-solving (Core 1: 4.78) and strong communication (Core 2: 4.75). However, because almost every average score clustered near the top of the scale (between 4.56 and 5.00), a "ceiling effect" makes it hard to see subtle differences between top performers and those who need extra help.

Even with high marks across the board, the data reveals a few clear areas where students can grow. Accepting constructive feedback was the lowest-scoring general habit (Q4: 4.56), showing that some students struggle to receive on-the-job coaching. In terms of core skills, students were better at basic day-to-day dialogue (Core 5: 4.67) than deep foundational cultural knowledge (Core 3: 4.56). Additionally, applying Catholic values to global issues (Core 4) showed the widest spread in scores ($SD = 0.76$), meaning experiences varied greatly depending on the site or supervisor. Because supervisors did not leave written comments, it is difficult to know for sure why these specific gaps occurred.

Action Plan

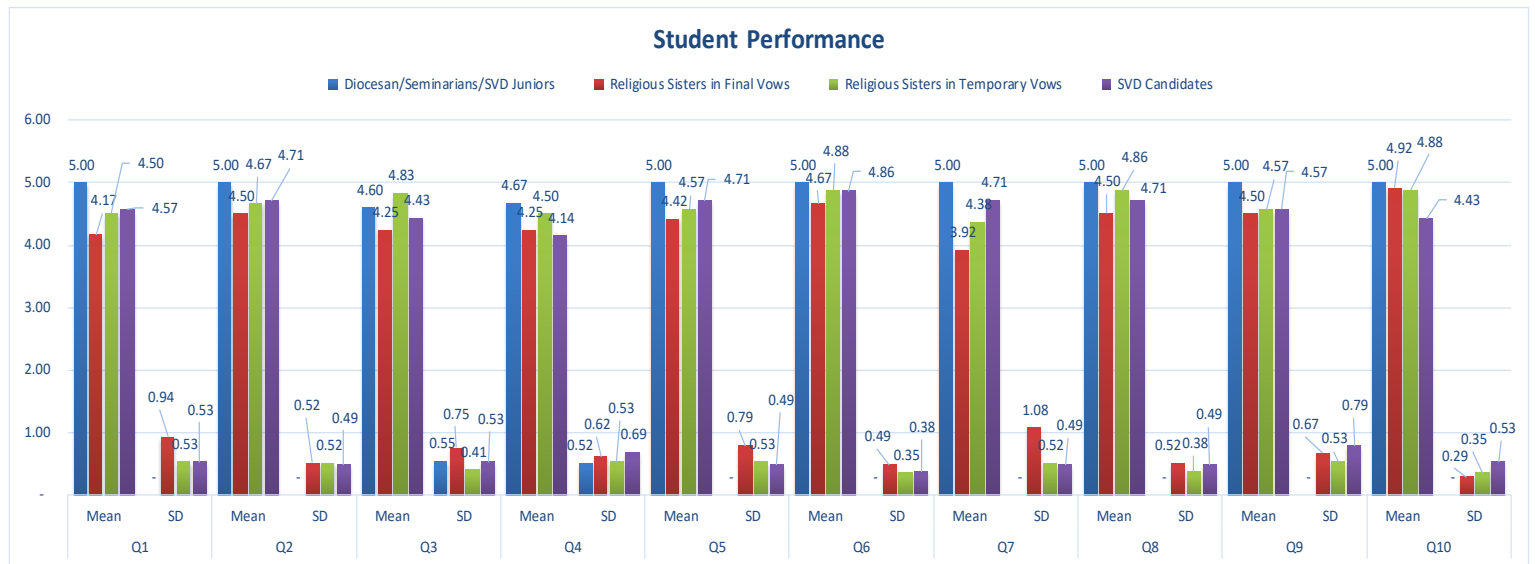
To implement these evaluation findings, the program will execute a four-part action plan focused on assessment precision and student preparation. First, clear, benchmarked rubrics will be provided to site supervisors assessing Core 4 to standardize expectations around applying Catholic values to social issues, directly addressing the high evaluation variance (Standard Deviation). Second, student preparation will be enhanced prior to site entry by integrating targeted sessions on accepting constructive feedback into pre-placement conferences (targeting Q4) and strengthening foundational multicultural coursework (Core 3) to move students beyond basic dialogue skills into deeper cultural competence. Finally, future assessment tools will transition to an expanded 7-point Likert scale with behavioral descriptors as shown below, which will help to eliminate ceiling effects, providing more nuanced data to drive ongoing program improvements.

Value	Response Options	Definition
7	Always	Occurs 100% of the time without exception.
6	Almost Always	Occurs almost constantly, with only rare, unforeseen exceptions
5	Usually	Occurs most of the time, with occasional gaps
4	Sometimes	Occurs periodically or about half the time
3	Rarely	Occurs infrequently; happens only under specific conditions
2	Very Rarely	Occurs almost never; an extreme exception to normal behavior
1	Never	Does not occur under any circumstances.
N/A	Not Applicable	Does not apply or observe

College Supervisors

An analysis of the scores reveals clear performance patterns across student groups. Seminarians and SVD Juniors scored highest overall, earning near-perfect marks with only minor drop-offs in building relationships (4.60) and accepting feedback (4.67). Among Religious Sisters, those in Temporary Vows consistently outperformed those in Final Vows, particularly in task completion and showing respect toward supervisors. In contrast, Final Vow Sisters struggled most with taking initiative, where their average score dropped to a 3.92 with a wide spread in individual ratings ($SD = 1.08$). While showing respect and dressing professionally emerged as top strengths across all cohorts, key evaluation limitations—such as scores clustering near the maximum and zero variance in top cohorts—suggest supervisor leniency or

small sample sizes. Consequently, these high overall ratings should be interpreted cautiously alongside the significant performance gaps seen in student initiative.



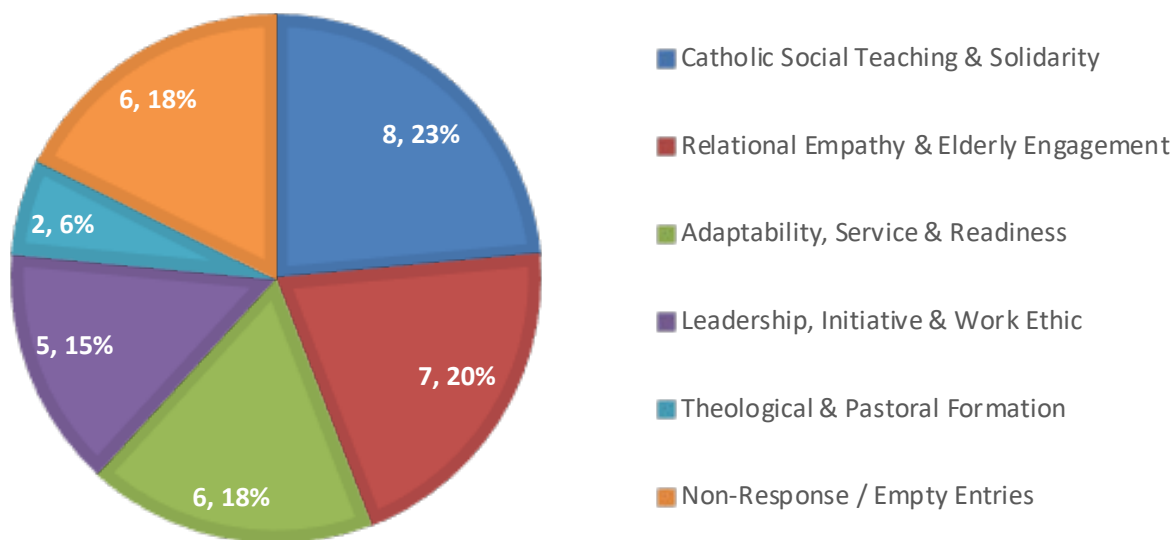
CORE Competencies

The Diocesan, Seminarians, and SVD Juniors group performed the highest, earning perfect 5.00 ratings in intellectual skills, cross-cultural competency, and social issues, with their lowest scores sitting at a strong 4.67 in communication and faith dialogue. Among the sister cohorts, Sisters in Temporary Vows consistently scored higher than those in Final Vows, whose averages lagged between 3.78 and 4.25. The clearest overall weakness across nearly all groups was CORE 4 (social issues and Catholic values), which received the lowest average scores. While SVD Candidates showed steady results across most areas, key evaluation limits—like identical top scores in the leading group and widely scattered scores for the sisters ($SD = 0.97$ and 1.00)—suggest that supervisors may have graded too leniently or that actual student performance varied significantly.

Qualitative Survey Analysis

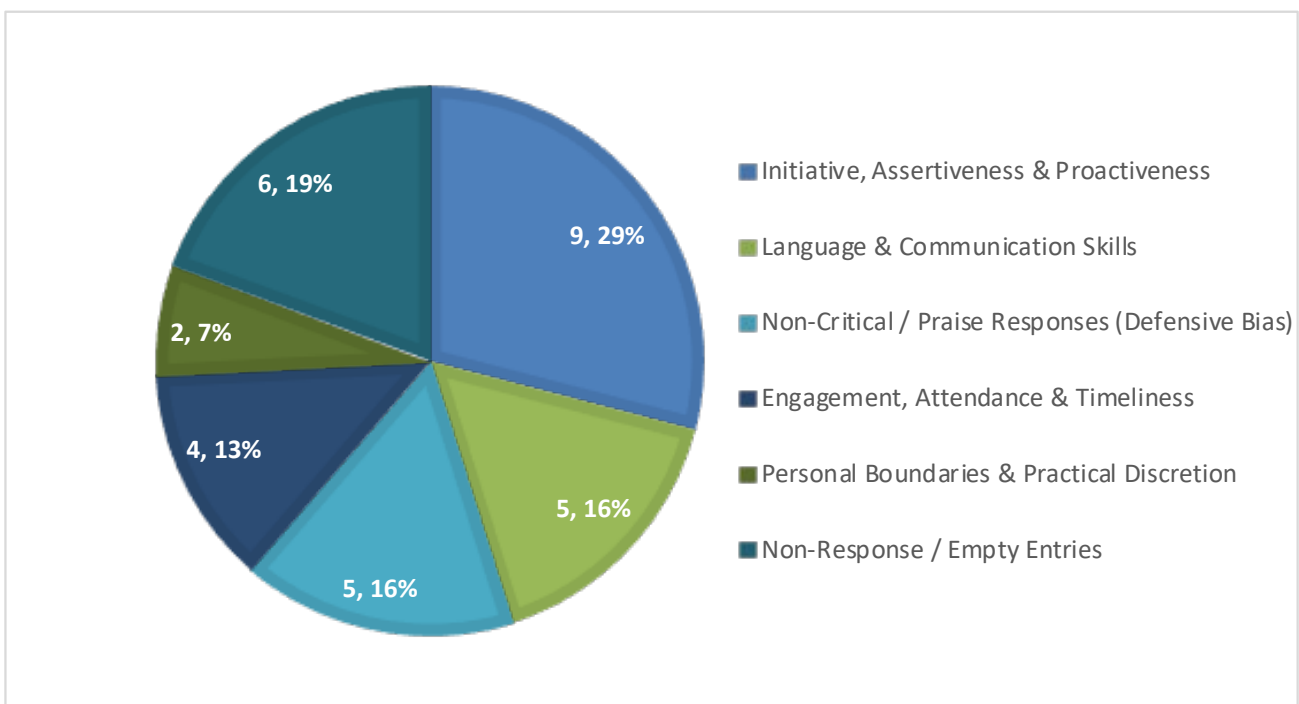
Q1: What are some of the student's strengths that you observed?

Out of 34 total responses, 28 were completed and 6 were skipped. The feedback shows that the students are deeply committed to helping poor and marginalized people through direct hands-on service. Known for their warm and caring attitudes, they bring joy to residents at sites like Hills and Dales and Bethany Home. Supervisors noted that the students are flexible, humble, well-organized, and eager to help, while also showing initiative and following directions well. Overall, the students are building strong leadership skills and successfully applying classroom theology to real-world ministry.



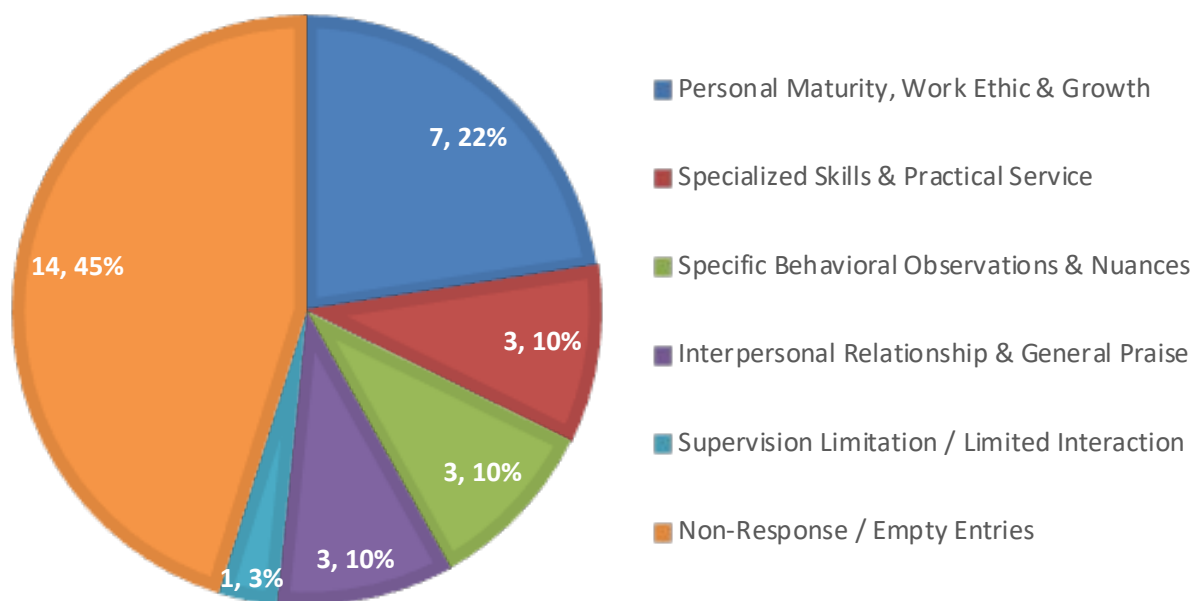
Q2: What are some of the student's areas of needed improvement that you observed?

Out of 37 total responses, 31 were completed and 6 were skipped. The feedback highlights several key areas where the students can grow, starting with the need to build leadership confidence, overcome shyness, take greater ownership of their work, and step forward without waiting to be asked. The students would also benefit from improving English fluency, working through language barriers, and speaking up more comfortably with clients and staff. Additional development goals include setting appropriate workplace boundaries, staying aware of surroundings, and improving overall attendance, punctuality, and time management. Finally, college supervisors tended to give praise rather than constructive advice for improvement, while some skipped providing feedback entirely.



Q3: Do you have any additional comments you would like to share regarding the student?

The questionnaire received 31 responses, and 14 entries were skipped. The student are consistently praised for progress, maturity, and strong dedication over time. They make meaningful contributions beyond their general duties by sharing talents such as musical abilities, leading games, and arranging transportation, while maintaining a strong rapport and supporting the college supervisors. The college supervisors also highlighted individual personality traits and scheduling adjustments, though some feedback noted limited direct contact with the site supervisors regarding these final evaluative items.



Further Findings

The data shows a clear contrast between students' interpersonal strengths and their personal initiative. Quantitative scores peaked in relational areas like showing respect (4.67–5.00) and professional attire (4.43–5.00), which lined up with qualitative comments praising students' warmth and care for others. In contrast, lower scores appeared in personal initiative (3.92) and applying Catholic Social Teaching (3.78). Supervisors frequently noted shyness, hesitation, or a lack of assertiveness as primary areas for growth.

Significant performance gaps also emerged between student cohorts. Diocesan Seminarians and SVD Juniors earned perfect 5.00 ratings across most indicators. On the other hand, Religious Sisters—especially those in Final Vows—scored noticeably lower and had wider variation in scores, particularly in taking initiative (3.92) and social consciousness (3.78).

Interestingly, Sisters in Temporary Vows consistently outscored those in Final Vows across both evaluation scales.

Written supervisor comments helped explain several of these lower scores. Supervisors cited English language barriers for international students, which hindered their communication confidence. Additionally, supervisors noted practical issues like attendance, prep time, and punctuality, while sometimes misinterpreting quieter, contemplative personality styles as a lack of engagement.

Finally, the findings highlight clear limits in how supervisors evaluated students. High ceiling effects and zero variance in top-scoring groups point to halo effects or overly lenient grading. Furthermore, supervisors frequently avoided giving critical feedback, with nearly 18% replacing areas for improvement with praise and over 45% leaving feedback sections completely blank or marked as "N/A."

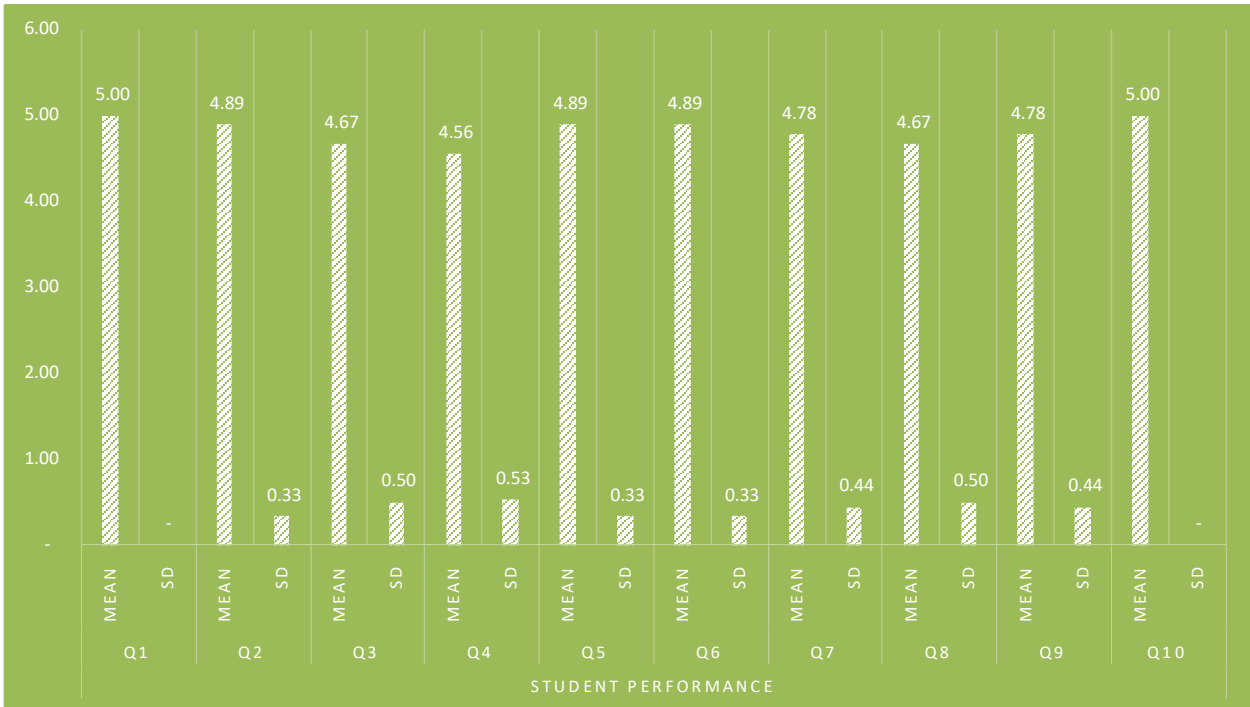
Site Supervisor Feedback

Overall, site supervisors rated student performance very high, with average scores ranging between 4.56 and 5.00 across all general areas. Students earned perfect ratings for keeping a positive attitude and dressing professionally (5.00), while also scoring high in teamwork, adaptability, and respect for authority (4.89). They demonstrated strong practical problem-solving (4.78) and solid communication skills (4.75). The lowest-scoring area was accepting guidance and feedback (4.56), showing that receiving constructive critique remains the biggest opportunity for student growth.

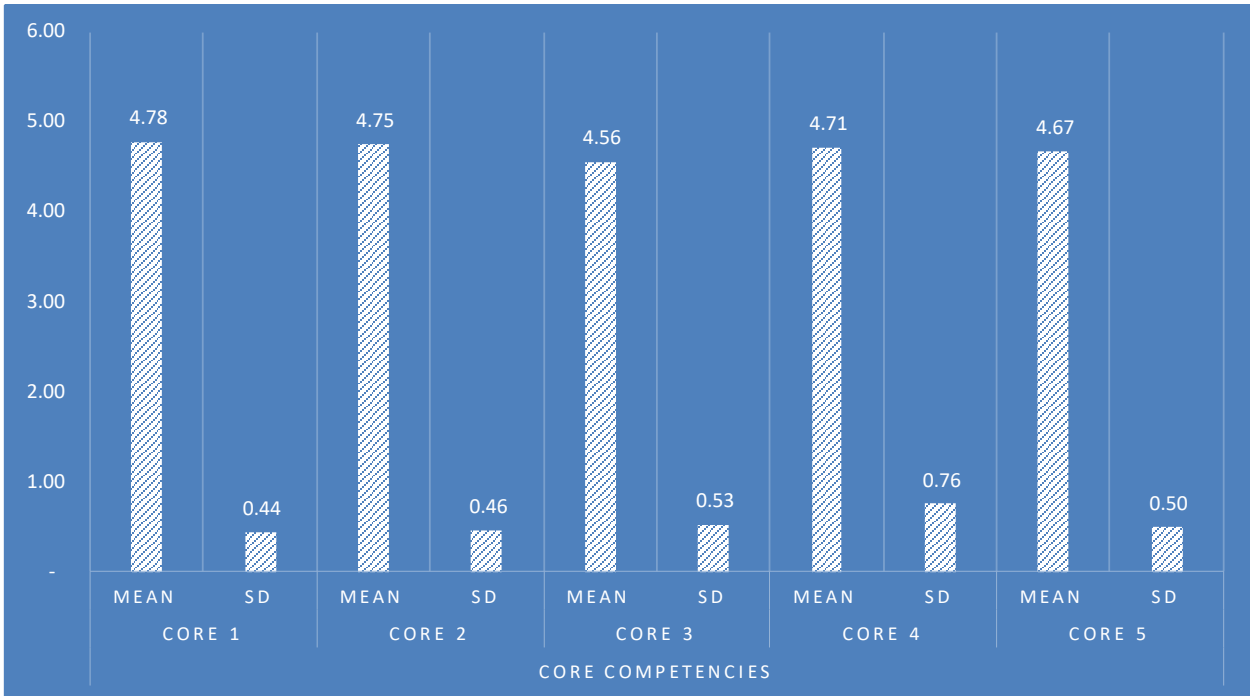
The evaluations also pointed to specific curricular gaps and mixed results across core skills. Foundational multicultural knowledge scored the lowest among core competencies (4.56), suggesting students need better preparation before entering their placement sites. Additionally, applying Catholic values to world issues showed the widest spread in scores (4.71 average, but higher variance), indicating that student experiences or supervisor grading criteria varied significantly from site to site.

Finally, several data limitations make these high scores harder to interpret. Scores clustered so close to the top of the scale that a "ceiling effect" makes it difficult to see true differences between students, pointing to potential evaluator leniency. Furthermore, at least one supervisor noted limited direct contact with their student, and many left open-ended questions blank or offered brief praise instead of constructive feedback, leaving the overall data less complete.

Student Performance



CORE Competencies



Formandi Formation Evaluation

The Purpose

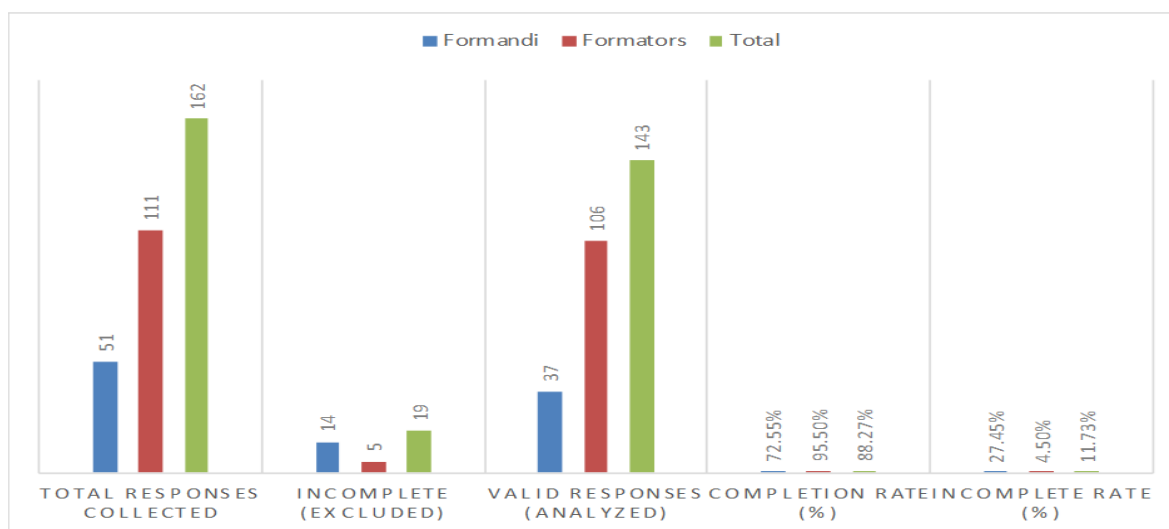
The formation program at Divine Word College has evolved to better serve SVD candidates, religious, and diocesan seminarians. To ensure continued improvement, the formation team conducts annual assessments to identify strengths, weaknesses, and necessary changes that benefit students during their formation.

The Objective

The objective is to survey Freshmen, Sophomores, Juniors, and Seniors annually. After data collection, the formation team and the Institutional Assessment Committee will review feedback, identify key strengths and weaknesses, and recommend improvements. The team will develop action plans to address students' needs.

Method

A total of 74 formandi were assessed. Of these, 51 responses came from formandi and 111 from formators, for a total of 162 responses. Nineteen responses were incomplete, leaving 143 valid for analysis. The 19 incomplete responses came from 14 formandi and 5 formators. Formators at Divine Word College completed the Formation Group Survey before the end of the 2025-2026 academic year. The Vice President for Formation distributed the survey link, the list of formandi to be assessed, and the selected students to each formator. Each formator reported their familiarity with each formandi. The Vice President for Formation and Formation Team compiled the results and shared them on the institution's course management system, Populi. Results included raw respondent data, percentages, and a gender breakdown for each question.



The survey includes 25 multiple-choice questions designed to evaluate students across five key areas of Divine Word College's formation program, following four initial background questions. The first two areas focus on personal well-being and spiritual life. Human Formation measures physical health through regular exercise, emotional control under stress, adaptation to campus life, leadership responsibility, and setting appropriate personal boundaries. Spiritual Formation looks at student engagement in spiritual practices, tracking daily Mass attendance, morning and evening communal prayers, Holy Hour, and regular faith sharing with mentors.

The next two pillars focus on academic development and community life. Intellectual Formation evaluates academic progress through GPA and active class participation, while also tracking critical thinking, effective communication, and independent learning habits like attending workshops or cultural events. Intercultural Community Formation assesses how well students connect across cultures on campus, measuring their willingness to build cross-cultural relationships, participate in diverse cultural events, value community activities, and use English as their primary language in shared campus spaces.

The final component, Missionary Ministry Formation, evaluates how students approach service and outreach. This section measures a student's willingness to serve both on campus and at outside ministry sites, their ability to use personal talents in ministry, and their commitment to fulfilling community service obligations. It also assesses whether students find their service personally fulfilling and view themselves as active missionary disciples through their work.

Findings

Surveys measured student development across five formation pillars using a 5-point scale, revealing key areas of agreement as well as noticeable perception gaps between formators and students. Overall, both groups agreed on core strengths like boundary setting, daily Mass attendance, solid academic GPAs, strong community living, and commitment to service obligations. However, formators often misidentified the root causes of lower-scoring areas. For instance, formators attributed low service participation among certain cohorts to a lack of willingness, whereas students reported high desire but felt limited by a lack of practical ministry and leadership skills. Similar misalignments appeared in spiritual life, where formators flagged faith-sharing as the primary concern, while students struggled most with morning prayer attendance.

The survey also uncovered important gender and demographic differences that require targeted support. While formators viewed physical health as low across the entire student body, student self-reports revealed a sharp gender split: male students reported high physical health while female students reported much lower scores, largely because female students feel

uncomfortable using the gym alongside male peers and resort to walking outdoors instead. Additionally, lower prayer consistency scores among female students stem from living off campus in religious houses, leaving formators unable to observe their spiritual routines. Differences also emerged in academics, where female students led in core communication and coursework metrics, while male students scored higher in extracurricular activities and independent learning.

Formation Area	Key Difference (Formators vs. Students)	Main Action Item
Human	Formators saw low health for all; females specifically reported low gym comfort.	Explore female-only gym hours.
Spiritual	Formators flagged Faith Sharing; students rated Morning Prayer lowest.	Target morning prayer engagement.
Intellectual	Formators saw female lead; students split by academics vs. extracurriculars.	Maintain balanced growth options.
Intercultural	Formators saw English as top strength; students rated it lowest baseline.	Refine language support.
Missionary	Formators cited lack of willingness; students cited lack of practical skills.	Launch Ministry Practicum course.

To improve both program outcomes and future survey accuracy, several key adjustments are planned. Organizationally, the college is addressing physical health by exploring reserved gym hours for female students, while offering a new Ministry Practicum course to build practical leadership and ministry skills. Methodologically, future surveys should expand to an 7-point scale (adding options like "almost always" and "very rarely") to eliminate ceiling effects and top-score bias, evaluate off-campus students separately to reduce "N/A" responses, increase sample sizes for smaller cohorts, and consider using an external assessment agency to ensure data integrity.

Formation Retreat Evaluation

The 2025 Annual Formation Group Retreat demonstrated strong overall success, earning positive baseline satisfaction scores ranging from 3.54 to 4.42 out of 5.0 across all key evaluation parameters. Participants reported high satisfaction with presenter quality, content relevance, environment, and schedule balance, with many expressing a desire for longer retreat durations to allow for deeper spiritual reflection. Responses varied across student cohorts; for example, the St. Francis of Assisi group recorded top-tier ratings—including a perfect score for presenter engagement—while the St. Therese of the Child Jesus group reported lower satisfaction due to specific logistical and structural concerns.

Findings

The primary area identified for immediate improvement was meal satisfaction, which scored lowest among quantitative metrics (3.54 overall) due to limited dietary variety, small portion sizes, and a lack of specific cultural preferences like daily rice options. Qualitative feedback also highlighted the need for better access to sacramental confession, dedicated on-site sacred spaces for prayer, and clearer pre-retreat orientations, particularly for first-time attendees. Additionally, students noted that upcoming academic assignments created unnecessary distraction, signaling a need for improved scheduling coordination.

Action Plan

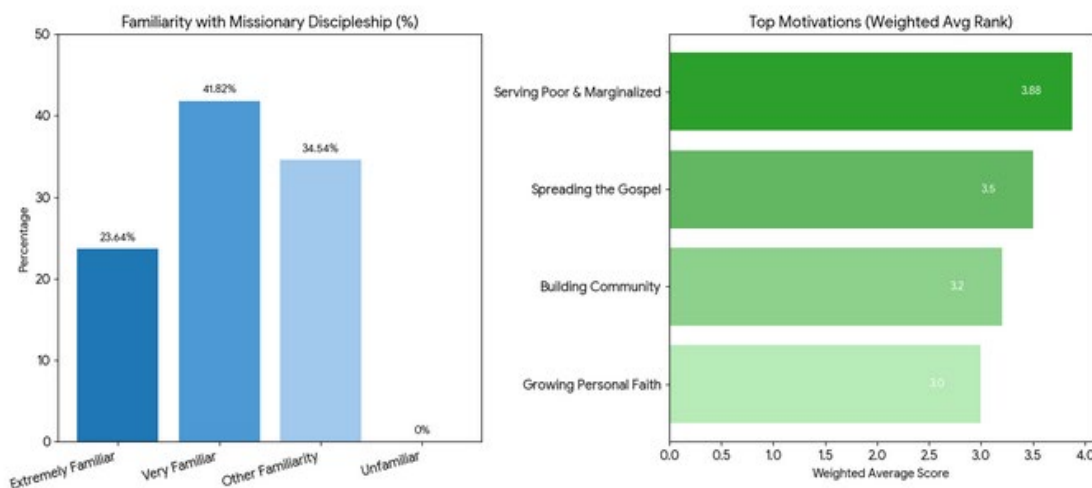
To address these findings, formators plan to carefully evaluate retreat center meal options, prioritize facilities with kitchenettes or dedicated prayer spaces, and incorporate external priests to hear confessions. The team will also enhance pre-retreat orientations to help students set goals and align expectations. Finally, the Formation Team will work proactively with faculty to ensure major academic projects and exams are not scheduled during retreat periods, allowing students to fully immerse themselves in the experience without academic stress.

Missionary Discipleship Survey

On October 20, 2025, following the Mission Sunday celebration at Divine Word College, the Formation Program invited DWC community members to complete a confidential 39 question survey. The goal was to evaluate and enhance the development of Missionary Discipleship on campus, ensuring that we continue to uphold the college's core mission and SVD identity. The survey received a total of 57 responses by the closing date of November 4, 2025.

The survey results indicate a high level of mission alignment within the Divine Word College community. Awareness of Missionary Discipleship is universal, with over 65% of respondents identifying as "very" or "extremely" familiar with the concept. This suggests that the mission of the college is well-understood, deeply integrated into the daily experience of students, faculty, and staff, and is at the core of DWC formation.

The data highlights a strong commitment to social action and spiritual outreach. The primary motivator for the community is serving the poor and marginalized, followed by spreading the Gospel and fostering personal faith. Additionally, the college receives high marks for its environment; specifically, 71.15% of respondents strongly agree that the institution provides excellent opportunities for intercultural dialogue. For those in formation, these results confirm that academic and extracurricular programs are successfully reinforcing the foundations of prophetic dialogue and service.



Institutional Effectiveness Supports

Over the last several years, the Office of Institutional Effectiveness has set in place supports to respond to recommendations and deficits identified through assessment to improve institutional effectiveness and to facilitate mission achievement. This section reports our efforts to assess our assessments and the services we provide to support institutional effectiveness.

Recommendations

Beginning in the 2026–2027 academic year, the Institutional Assessment Committee (IAC) will enhance how we review and respond to feedback across both academic and formation programs. We will evaluate our overall institutional effectiveness measures, including student course evaluations, exit surveys, and support services like the Academic Resource Center (ARC). Additionally, we recommend that the formation program launch its own survey modeled after course evaluations to help identify resources needed by formators. While we also plan to discuss ways to reflect on spiritual direction, any institutional assessment in that area will remain informal.

To support these efforts, we are changing and doing additional training for our survey software and data tools. We will phase out Watermark OAP and replace with Microsoft 365 to evaluate in-house, which will make the compilation of data simplified and standardized, as well as make data easier to structure, compile, and analyze. Updating these tools ensures more accurate data collection, allowing us to identify precise student needs and make timely, evidence-based improvements across the college.

Starting in Fall 2026, graduating and exiting students will complete updated exit surveys tailored specifically to their academic and formation programs. Replacing the one-size-fits-all survey with program-specific questions will make it easier to highlight distinct program strengths and target specific areas for growth. Ultimately, these revisions ensure that student feedback directly drives institutional improvements and enriches the student experience.

Student Course Evaluations

Over the last academic year, the Office of Institutional Effectiveness has made improvements to how we collect data and how we use student feedback to refine academic and formation programs. In the Spring of 2026, we formed the Student Course Evaluation Committee and redesigned our Intensive English Language Institute (IELI) ESL program student course evaluations. The pilot resulted in an overall student satisfaction score of 4.24 out of 5.00 (84.8 %).

Out of 98 total survey responses over 16 courses during the term, nearly 96% agreed or strongly agreed that they made measurable progress in their English skills during the term. The vast majority of students—about 95%—also felt the course was essential to their language learning, found the syllabus goals clear, and agreed that instructors used class time effectively.

Students were similarly positive about the pace and workload of the program. Over 96% reported that teachers presented the course material at the "just right" speed, while nearly 95% felt the homework load was balanced appropriately rather than being too much or too little. High-touch learning activities like speaking, reading, textbooks, and class handouts received unanimous praise for supporting student success.

Across individual instructors, ratings remained consistently strong. Faculty members averaged between 3.2 and 4.0 out of 4 across key teaching categories, with students highlighting instructors' patience, helpfulness in answering questions, and respect for cultural identity. Written feedback praised the encouraging environment, though some students suggested adding more speaking practice, small-group debate activities, and timed writing exercises to future courses.

Based on our IELI success, we plan to update the Undergraduate course evaluations this fall to match the new IELI format. Thanks to these improvements, student response rates remain around 88 %, giving us better, more reliable data to work with.

Recommendations

Starting in Fall 2026, graduating and exiting students will answer a fresh set of questions tailored specifically to their academic and formation programs. Instead of using a one-size-fits-all survey, these program-specific questions will allow us to break down the data easily, celebrate distinct program strengths, and pinpoint exact areas for improvement. Together, these updates ensure that student voices directly shape future improvements across the college.

Academic Resource Center (ARC)

In the Fall of 2024, the college created a designated space for the already existing academic resource center. Although there was a center in place, it was not particularly conducive to learning, because of the space constraints of a single room without any private space to study or tutor sessions. During the summer of 2024, the space, originally allocated to the art room was revitalized into a more comfortable and learning conducive academic resource center, with the space for individual study carrels, a group study area, and a large work room for tutoring multiple people, as well as hosting community workshops.

The space officially opened in the Fall of 2024. The Director of the Academic Resource Center (ARC), the Director of Institutional Effectiveness, and the VPAA met to discuss ways to assess the effectiveness of the resource center. Four different measures were created including; a midterm tutor check-in, a tutor log, monthly feedback from comment box, and a final tutor check-in.

Data was collected and analyzed from the Spring 2024-2025 academic year, along with Fall and Spring of 2025-2026. The additional semester from spring 2024-2025, was collected but not included in the annual report from 2024-2025. This data report on the ARC cover three semesters of both Undergraduate and IELI students.

Spring data from 2024-2025 academic year is based on monthly feedback from the comment box. Fall and Spring data from 2025-2026 academic year comes from survey results. The most common themes mentioned by students include; high appreciation for specific tutors, ARC's role in bridging the gap in primary instruction, writing and structural support, stress reduction and confidence building, and appreciation for a designated, and quiet environment in which to study.

The findings indicate that students who used the Academic Resource Center more frequently reported greater academic benefits. Those visiting weekly or 2-3 times per semester most often cited a significant positive impact. Even among less frequent users (once or monthly), positive impacts were still reported, though the proportion of 'significant' impact responses was lower. Only a small number of students, mainly in the 4-5 times group, reported no noticeable impact. Overall, more frequent usage is associated with stronger perceived academic benefits.

Based on the survey responses, the IAC recommends to encourage students to use the ARC: Students who used the ARC most frequently accessed writing support, attended workshops, and received tutoring. Promoting these services and sharing success stories could attract more students.

Thematic analysis of open-ended responses suggests that students are motivated by assignment review, study support, essay development, and knowledge improvement. Tailoring outreach to emphasize these benefits may increase engagement.

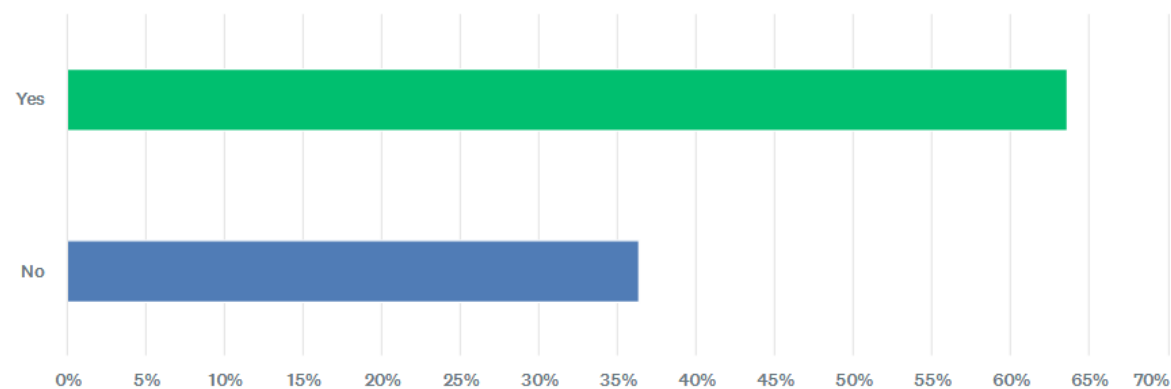
Some students may not be aware of the full range of services or the positive impact on academic success. Sharing data that 91.67% of users reported a positive impact could be persuasive. The majority of students rated their experience as very positive. Encouraging peer testimonials and making the ARC environment inviting may help reduce hesitation. The Director of the ARC, and the Director of Institutional Effectiveness created a new Academic Resource Center logo for promotional purposes. The branding recognition will be used on all ARC workshop information, surveys, Populi announcements (LMS) and emails.



ARC Data Fall & Spring 2025-2026 Results

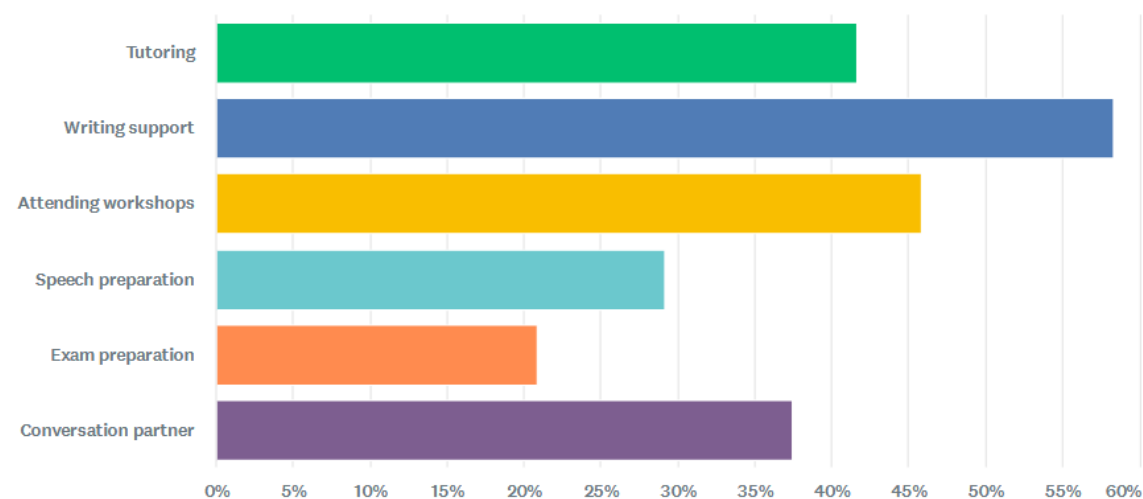
Q1 44 responses

Did you use the Academic Resource Center during the Fall 2025 semester?



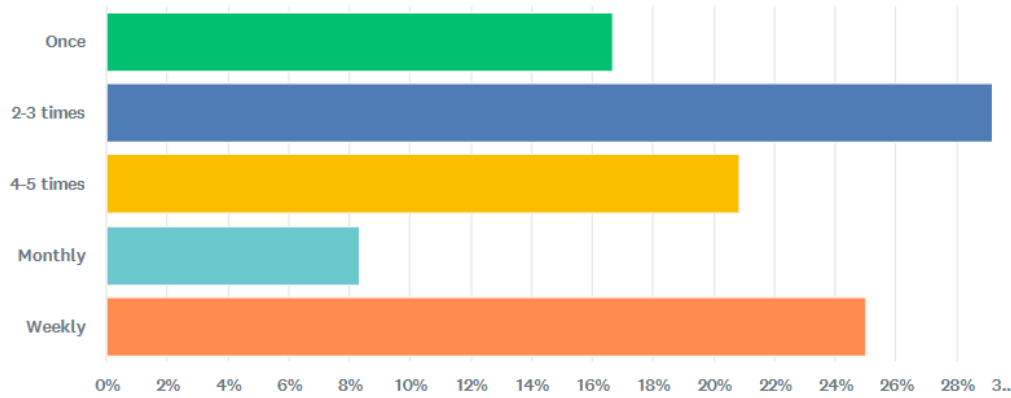
Q3 24 responses

Which services did you use? (select all that apply)



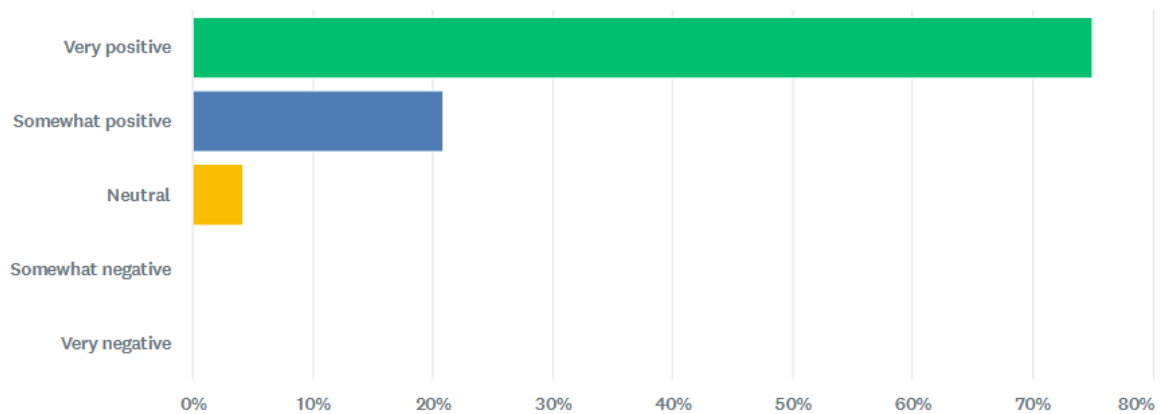
Q4 24 responses

How often did you use the ARC last semester?



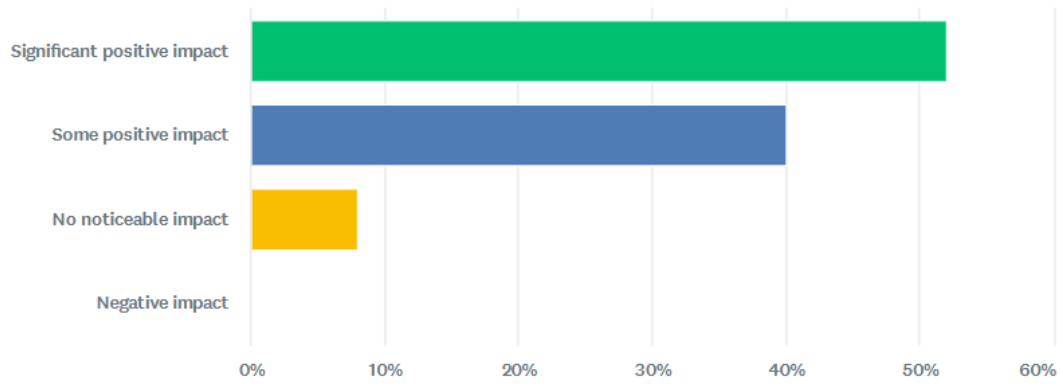
Q5 24 responses

How would you rate your overall experience at the ARC?



Q6 25 responses

What impact, if any did using the ARC have on your academic success?



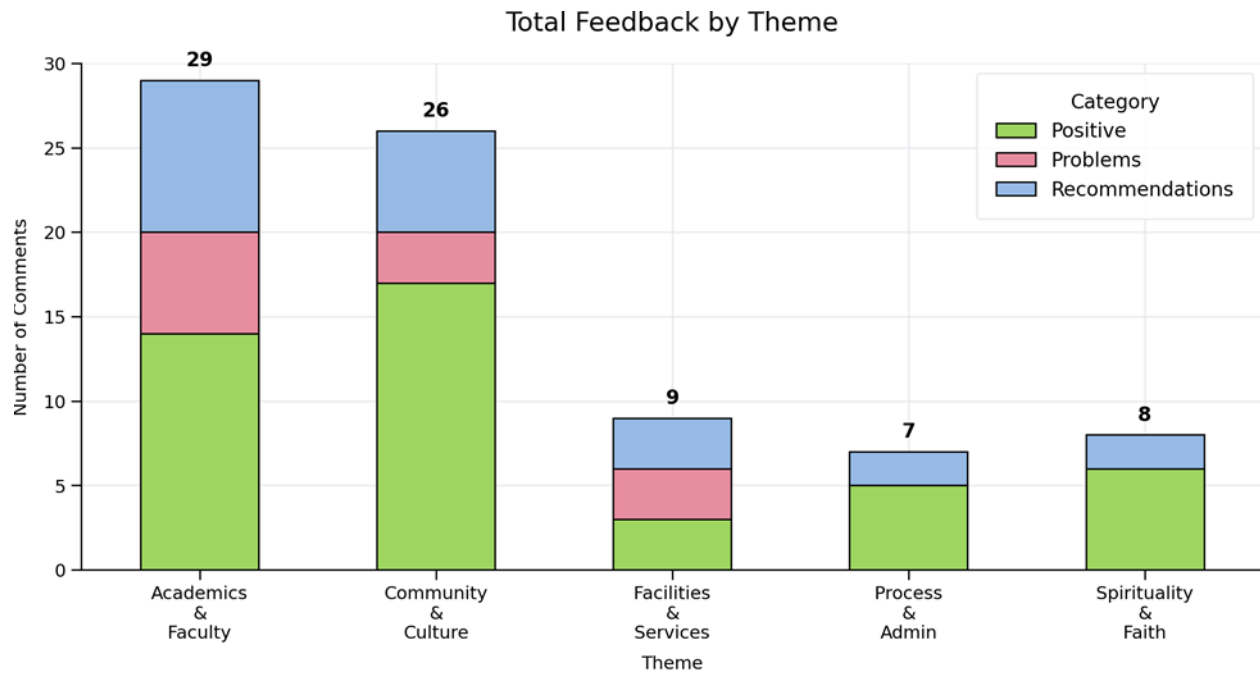
Student Exit Surveys

The student exit survey is managed through a collaboration between the Director of Admissions and the Director of Institutional Effectiveness. One to two weeks before the end of the term or semester, the Director of Admissions receives a list of departing or transitioning students and invites them to complete the survey. This supervised approach ensures that any student questions can be addressed immediately, and the use of gift card incentives helps maintain high participation rates. The survey itself is customized by program. All participants conclude the survey by providing written feedback on the institution as a whole.

The 2025-2026 Student Exit Survey results illustrate a college environment defined by strong interpersonal connections and academic dedication. Academics and Faculty emerged as the most prominent theme (29 mentions), with students expressing deep appreciation for the quality of the English language program and the compassion of their instructors. Closely following this is the DWC community (26 mentions), which remains a hallmark of the Divine Word College experience. Students consistently cited the "friendly" atmosphere and the opportunity to build relationships across "diverse cultures" as the primary highlights of their time on campus.

While the spiritual and social foundations of the college are viewed as significant strengths, the data identifies clear opportunities for institutional change in student living conditions. Feedback regarding facilities and services—specifically dorm noise and food variety—featured heavily in the "problems" and "recommendations". While students feel supported by high-impact faculty and spiritual directors, they indicated that environmental factors like room noise occasionally hinder their ability to study and rest. Addressing these residential concerns while bolstering specific academic areas, such as writing support, will be key to further enhancing the DWC student experience.

The chart visualizes the distribution of themes across three survey areas: Positive Experiences, Problems/Concerns, and Recommendations. Stacked bars show total comment volume per theme, with segments representing feedback categories.



Faculty Professional Development Report

ANNUAL FACULTY PROFESSIONAL DEVELOPMENT REPORT

1 JANUARY-31 DECEMBER 2025

This Annual Faculty Professional Development Report documents professional development activities among full-time faculty at Divine Word College (DWC) over the previous calendar year, excluding adjuncts. DWC encourages and facilitates ongoing professional development for instructional faculty. Indeed, ongoing professional development is necessary for faculty to maintain “a high level of subject matter knowledge and ensures course content is current, accurate, representative, and appropriate to the position of the course within the student’s program of studies.” (DWC Policy Handbook 7.05.01) This institutional commitment is compliant with professional accreditation standards of the Higher Learning Commission (HLC) and the Commission on English Language Program Accreditation (CEA):

- “The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.” (HLC Criterion 3.C.4)
- “Faculty have experience relevant to teaching students at the postsecondary level in their areas of assignment and demonstrate an ongoing commitment to professional development.” (CEA Faculty Standard 2)

Through the VP for Academic Affairs Office, the DWC provides many opportunities and generous funding for faculty ongoing professional development at the College (Faculty Institute, Faculty In-Services, web-based training) and for external professional conferences, workshops, and webinars. All faculty are also required to complete the on-line compliance training modules through Vector and KnowB4. Reports on individual faculty compliance training completion are available separately.

Vector & KnowB4 Compliance Training—Required Modules for All Faculty

Vector Compliance Training 2025

- Child Abuse: Mandatory Reporting
- FERPA: Confidentiality of Records
- FERPA: Family Educational Rights & Privacy Act
- Hazing Awareness & Prevention

KnowBe4 Compliance Training 2025

- The Inside Man: Season 1 Episode 9— Where the Wild Things Are
- What to do after Falling for a Scam
- IT Security in the Workplace 2025
- The Inside Man: Season 1 Episode 8- Taken
- Security Check: Recognizing Signs of Malware
- The Inside Man: Season 1 Episode 7- Buying Time

- The Inside Man: Season 1 Episode 6- Masquerade
- AI & Sensitive Info Don't Mix
- AI Scams: New Dangers

Professional Development Activities—All Faculty, Listed by Department

Dr. Joshua Young—Vice President for Academic Affairs; Assistant Professor of Communication & English

Professional Memberships:

- National Communication Association, 2013-Present
- Central States Communication Association (Lifetime Member), 2013-Present
- International Listening Association, 2025-Present
- Pi Kappa Delta Speech Honor Society, 2016-Present
- Iowa Communication Association, 2008-2011, 2020-Present

Publications:

- Nothing to report

Presentations:

- Young, J. E. (2025). DEI and the Value of Higher Education. Iowa Communication Association.
- Young, J. E. (2025). Defining Vocation for Us. DWC Faculty Institute.
- Young, J. E. & Potter, J. D. (2025). Widening Opportunities and Limiting Marginalization: Understanding What Institutions Promise from Communication Education (Top Paper in Undergraduate Education and Administration). Central States Communication Association.
- Young, J. E. & Brenneise, A. D. (2025). Widening the Scope, Interrogating the Clock: Why Communication Competence Needs To Evolve. Central States Communication Association.

Performances/Exhibitions:

- Nothing to report

Conferences Attended:

- Council of Independent Colleges Chief Academic Officer Conference

Other:

- 2025 NetVUE Professional Development Grant
- 3-year appointment as Editor of the *Iowa Journal of Communication*
- Association of Governing Boards Certified Board Professional

Department of Theology & Philosophy [DTP]

Dr. Jason Reed—Chair, Department of Theology & Philosophy; Assistant Professor of Philosophy

Professional Memberships:

- American Catholic Philosophical Society
- The Society of Christian Philosophers

- The Sacra Doctrina Project

Publications:

- Reed, Jason L. "A Radical Cosmological Argument: The Real Distinction and the Problem of Uncaused Contingents." In *Metaphysical Alternatives vs. Alternative Semantics*, edited by Kearns, Timothy. New Castle, UK: Cambridge Scholars Publishing, 2025, 70-88.

Presentations:

- Nothing to report

Performances, Exhibitions:

- Nothing to report

Conferences Attended:

- I will attend the conference *A Dialogue Renewed: Scholasticism and the Ressourcement Movement on the Nature of Catholic Theology* June 12-14, 2025 | Washington, DC. Hosted by Theological College and Sponsored by The School of Theology and Religious Studies at the Catholic University of America and The Pontifical Faculty of the Immaculate Conception at the Dominican House of Studies

Other:

- I am currently working on two books: one is about the existence and nature of God, and the other is an introduction to philosophy textbook.

Fr. Betenora Bako Liba, SVD—Assistant Professor of Theology & Assistant Dean of Students

Professional Memberships:

- Society of Biblical Literature

Publications:

- Nothing to report

Presentations:

- Nothing to report

Performances, Exhibitions:

- Nothing to report

Conferences Attended:

- Nothing to report

Other:

- Religious Formation Conference. (2025, September 9–October 14). *Orientation to Formation Ministry: Refocus, Retool, Renew*[Online program- Completed].
- Angelicum Thomistic Institute. (2025–present). *Fraternitas: Introduction to Catholic Social Thought* [Self-paced video course]. <https://media.angelicum.it/video-course/fraternitas-introduction-to-catholic-social-thought/>

Fr. Benjamin Boro Nama, SVD—Assistant Professor of Theology

Professional Memberships:

- Nothing to report

Publications:

- Nothing to report

Presentations:

- Nothing to report

Performances, Exhibitions:

- Nothing to report

Conferences Attended:

- Nothing to report

Other:

- Nothing to report

Mr. Joseph Cherny—Instructor of Philosophy

Professional Memberships:

- American Catholic Philosophical Association

Publications:

- Nothing to report

Presentations:

- Nothing to report

Performances, Exhibitions:

- Nothing to report

Conferences Attended:

- Nothing to report

Other:

- Progress on dissertation revisions

Fr. Simon Thoi Hoang, SVD—Instructor of Theology

Professional Memberships:

- FSSD Federation of Seminary Spiritual Directors

Publications:

- Nothing to report

Presentations:

- Nothing to report

Performances, Exhibitions:

- Nothing to report

Conferences Attended:

- Nothing to report

Other:

- Nothing to report

Mr. Michael Mason—Instructor of Theology

Professional Memberships:

- American Catholic Philosophical Association
- The *Sacra Doctrina* Project

Publications:

- Nothing to report

Presentations:

- Nothing to report

Performances, Exhibitions:

- Nothing to report

Conferences Attended:

- Event: American Catholic Philosophical Association 99th Annual Meeting Location: Notre Dame, IN
Date: Oct. 31-Nov. 2, 2025
- Poster Session: “Explaining the Non-Interchangeability of Men and Women” – Alexander Pruss (Baylor)
- “The Importance of Male-Female Duality for Theology” – Matthew Levering (Mundelein Seminary)
- “United to God through Faithful Charity: A Thomistic Response to the Hiddenness Argument” – David Paternostro (Creighton University)
- “No Loveless World” – Rev. Bonaventure Chapman, O.P. (Catholic University of America)
- The Sacra Doctrina Project I – Concept, (inner) Word, and the Work of the Agent Intellect in Thomism
- “Is the Spiritual Supraconscious the Agent Intellect?” – Matthew K. Miner (The Byzantine Catholic Seminary of Ss. Cyril and Methodius)
- “Before Words: Verbum Mentis and the Foundations of Meaning in Aquinas” – Angela Brown (Liberty University)
- “Towards a Thomistic Theology of Icons: Phantasm, Contemplation, and Poetic Knowledge” – Nicholas Galiatsatos (Ave Maria University)
- The Sacra Doctrina Project II – Sacrificare et Vivere: Sacrifice and the Christian Life
- “Scheeben’s Paschal Theology of the Alter Fire and the Sacrifice of Human Beatification” – Anthony L. Hernandez (Ave Maria University)
- “Self-Surrender and ‘Loving God Even to the Contempt of Self’: Aquinas in Dialogue with Scotus and Lewis” – Francis Feingold (Kenrick-Glennon Seminary)
- “Soren Kierkegaard and Jordan Peterson on the Nature of Sacrifice in Christianity: Similarities and Differences” – Noel S. Adams (Marquette University)
- Notre Dame Maritain Center IV – Providence
- “One Body, One Animal, One Person – One Substance to be Them All” – Christopher Tomaszewski (Belmont Abbey College)
- “Aquinas on the Unity of the Series of Souls” – Emma Enrich (Fordham University)

Other:

- I am currently working on my proposal for my doctoral thesis in systematic theology at the University of South Africa

Rev. Dr. Stephen Kha Nguyen, SVD—Assistant Professor of Theology

Professional Memberships:

- Catholic Theological Society of America

Publications:

- I am still maintaining the task of writing monthly articles for a monthly Vietnamese Catholic magazine titled “Our Lady of Perpetual Help Magazine,” published by the American Affiliated Province of the Redemptorists of Vietnam. And the theme for this year is a sacramental one: It is a biblical, traditional, theological, and contextual

presentation of the of foundation, development, and goals of the Church sacraments in this present-day context. This is an opportunity for me to do research and learn more about this subject. Twelve topics in twelve months have helped me broaden and deepen my theological and pastoral knowledge and keep myself steady in my on-going self-study.

Presentations:

- Nothing to report

Performances, Exhibitions:

- Nothing to report

Conferences Attended:

- Nothing to report

Other:

- SVD Study Days last March 19 (Wednesday) and March 20 (Thursday) about the issue of immigration.
- I attended the SVD 2025 Safe Environment Education - Observing Healthy Boundaries: A Key to Ethical Ministry. Also, I am assigned to teach new course in Spring 2026: Interreligious Dialogue. It has taken and will take so much time to be well prepared for that new course.

Dr. Benjamin Wintress—Assistant Professor of Theology

Professional Memberships:

- American Academy of Religion (AAR)
- College Theology Society
- International Medieval Sermon Studies Society

Publications:

- *Wisdom in Bonaventure's Hexaemeron: Philosophical Problems, Theological Solutions.* Washington, DC: The Catholic University of America Press ([2025](#)).
- Thomas F. O'Meara, *Toward a Cosmic Theology: Christian Revelation in a Vast Universe* (Catholic Paulist Press, 2024), in *Lutheran Quarterly* 39.4 (2025).

Presentations:

- Nothing to report

Performances, Exhibitions:

- Nothing to report

Conferences Attended:

- Council of Independent Colleges (CIC) *Teaching Interfaith Understanding* Conference (DePaul University)

Other:

- Faculty Senate President
- Faculty Advisor for Delta Epsilon Sigma Honor Society
- Institutional Assessment Committee
- Faculty Evaluation Committee
- Information Technology Committee
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Department of Interdisciplinary Studies [DIS]

Dr. Cathleen Cleary—Associate Professor of Biology

Professional Memberships:

- American Association for the Advancement of Science (AAAS)
- Arbor Day Foundation
- Sierra Club

Publications:

- Nothing to report

Presentations:

- “The Evolution of Climate Science – What We’ve Learned and Why It Matters” Dr. Cathleen Cleary, Divine Word College & Dr. Kaycie Lawson, University of Dubuque Climate Action Festival Campus Climate Action Group, Dubuque Colleges Sustainability Coalition: Loras College April 3, 2025

Performances/Exhibitions:

- Nothing to report

Conferences Attended:

- Workshop for Department and Division Chairs The Council of Independent Colleges Santa Fe, NM April 28-30, 2025

Dr. Sam Cunningham, SVD—Assistant Professor of Psychology

Professional Memberships:

- American Psychological Association—(APA)
- APA Division 36 Society for the Psychology of Religion and Spirituality
- APA Division 45 Society for the Study of Ethnicity, Culture and Race
- APA Division 48 Society for the Study of Peace, Conflict and Violence: Peace Psychology
- Illinois License for Clinical Psychology 2024-2026
- Iowa License for Clinical Psychology, 2022-2026
- Iowa License for Health Service Provider, 2022-2026

Publications:

- Nothing to report

Presentations:

- Presentation of the Enneagram to ICN Novitiate Program at CTU October 3, 2025, 9-12 and October 10, 2025. 9-12.

Performances/Exhibitions:

- Participation in A Country Christmas, Epworth IA.

Conferences Attended:

- Retreat to parents of students preparing for Confirmation at Our Lady of Lourdes Parish., LA. CA Living Life Beyond Survival Needs and Discovering Vocation. January 31. 9-3.
- Retreat to Parents of students preparing for First Communion, Our Lady of Lourdes, LA, CA Living Life Beyond Survival and Discovering Vocation. February 1, 2026 , 1-5:30 PM

Other:

- Every Saturday Morning from 10 am-12pm - Co-facilitation of a Court Mandated Sex Offender Treatment Group in Spanish organized by Latino Family Services of Chicago.

- Individual, Couples and Family Therapy hours as an outreach to Spanish and English speaking people in the area. Every Thursday from 12-8.

Dr. Evelyn Dias—Assistant Professor of Music

Professional Memberships:

- MTNA (Music Teachers National Association, National and Iowa State Chapter)

Publications:

- Piano Magazine Autumn 2025 Issue, Vol 17, no. 3 (Review of 25 Études Élémentaires, Op. 137 by Henri Bertini, edited by Dr. Scott Price)

Presentations:

- Nothing to report

Performances/Exhibitions:

- Performance at Fabulous Fridays Concert Series at St. Luke’s United Methodist Church, Dubuque IA, February 2025

Conferences Attended:

- Summer Chant Workshop: Notation and Interpretation at St. Meinrad Archabbey, July 2025

Other:

- Nothing to report

Dr. Richard Garrett—Assistant Professor of English Language & Literature

Professional Memberships:

- Modern Language Association (MLA)
- Medieval Association of the Midwest
- Romanian Studies Association of America
- Conference on College Composition and Communication
- Fulbright Association
- European Writing Centers Association

Publications:

- Nothing to report

Presentations:

- Nothing to report

Performances/Exhibitions:

- Nothing to report

Conferences Attended:

- MLA (Modern Language Association) Annual Convention, New Orleans, January 2025

Other:

- I am currently working on an article: “How the Canterbury Tales Imagines the Common Good through Pilgrimage and Storytelling”

Dr. Matthew Kanjirathinkal—Professor of Sociology

Professional Memberships:

- Midwest Sociological Society

- Higher Learning Commission Peer Review Corps
- Higher Learning Commission Institutional Actions Council

Publications:

- Nothing to report

Presentations:

- Nothing to report

Performances/Exhibitions:

- Nothing to report

Conferences Attended:

- Nothing to report

Other:

- Nothing to report

Dr. Ann Lundberg—Professor of Communication & Writing

Professional Memberships:

- Aldo Leopold Foundation
- Nineteenth Century Studies Association
- Willa Cather Foundation

Publications:

- Nothing to report

Presentations:

- “‘In a world above the world’: Willa Cather at Mesa Verde in 1915” Plenary Talk, 70th Annual Willa Cather Spring Conference “Cather’s House: Examining Built and Natural Environments in Her Work” Red Cloud, NE, June 5, 2025.

Performances, Exhibitions:

- Nothing to report

Conferences Attended:

- Nothing to report

Other:

- Read: Ken Bain *What the Best College Teachers Do*

Bro. Brian McLaughlin, SVD—Instructor of Interdisciplinary Studies

Professional Memberships:

- American Anthropological Association
- Society for Humanistic Anthropology
- Society for the Study of Religion

Publications:

- Nothing to report

Presentations:

- Trauma panel at University of Dubuque- March 27, 2025
- Climate Action Festival at Loras College- April 3

Performances/Exhibitions:

- Nothing to report

Conferences Attended:

- SVD Superiors' Meetings- April 8-10, 2025

Other:

- Sabbatical- Camino Santiago de Compostela- Fall Semester 2025
- Stephanie Foo lecture on trauma- April 10, 2025

Intensive English Language Institute [IELI]

Dr. Seo Hyun Park—Director, Intensive English Language Institute, Associate Professor of ESL Professional Memberships:

- EnglishUSA
- The Commission on English Language Program Accreditation (CEA)

Publications:

- Nothing to report

Presentations:

- Administrative Practices on Learning Differences in an Intensive English Program. Paper co-presented with Cindy Ehrlich at EnglishUSA Professional Development Conference, January 2025

Performances/Exhibitions:

- Nothing to report

Conferences Attended:

- EnglishUSA Professional Development Conference (January 2025)

Other:

- Attended CEA Accreditation Workshop (October 16–21), Open Doors Annual Data Release (November 17), UCIEP (University and College Intensive English Programs) Workshop: Where We Are Now and What Lies Ahead (November 19)
- Reviewed conference proposals for EnglishUSA Professional Development Conference (December 2025)

Ms. Jean Floyd—Senior Instructor of ESL

Professional Memberships:

- TESOL International 2025
- Bridge Educational Group 2025

Publications:

- Nothing to report

Presentations:

- Nothing to report

Performances/Exhibitions:

- Nothing to report

Conferences Attended:

- Oct. 4, 2025 Attended the MidTESOL conference (in-person) in Cedar Rapids, IA

Other:

- Completed 9 professional development webinars offered by Bridge in 2025
“Supporting Teachers to Implement AI Speaking Practice”

- “Teaching Across Cultures: Inclusive Strategies from Global Classrooms”
- “Integrating Creative and Critical Thinking Skills in ELT”
- “Future-Proofing Learner Success with Transferable Skills”
- “Prioritizing Student Engagement and Motivation”
- “Creating Personalized Learning Journeys for Today’s English Students”
- “Effective Use of English Proficiency Tests for Formative Assessment in the EFL Classroom”
- “Prioritizing Intelligibility in English Language Teaching”
- “Free and Low-Cost Games for Intermediate English Language Learners”

Dr. Mark Garton—Associate Professor of ESL

Professional Memberships:

- MidTESOL
- American Association for Applied Linguistics (AAAL)

Publications:

- Nothing to report

Presentations:

- Nothing to report

Performances/Exhibitions:

- Nothing to report

Conferences Attended:

- Nothing to report

Other:

- The use of AI in ESL Teaching
- ESL’s role in preparing students for college-level reading

Mr. Daniel Gheorghe—Senior Instructor of ESL

Professional Memberships:

- TESOL International Association

Publications:

- Nothing to report

Presentations:

- Nothing to report

Performances/Exhibitions:

- Nothing to report

Conferences Attended:

- Nothing to report

Other:

- Society of the Divine Word. (2025). Treasures of the past and experiences of the present: Society of the Divine Word 1875–2025. SVD Generalate. (Library copy & digital version <https://svdibp.org/wp-content/uploads/2025/02/svd150-jubilee-book.pdf>)
- - Hartshorn, K. J., et al. (2010). "Effects of Dynamic Corrective Feedback on ESL Writing Accuracy." TESOL Quarterly.

- - Pei, L., et al. (2025). "Formally integrating Generative AI into secondary education: Application of ChatGPT in EFL writing instruction." *Educational Technology & Society*.
- - Fuller, C. "Neither a Convent nor a Seminary: The Catholic Intellectual Tradition and Faculty Participation in an Institution's Catholic Identity."
- - Hall, G. "Prophetic Dialogue: A Foundational Category for Practical Theology."
- - Called Beyond Our Selves: Vocation and the Common Good (2024). Oxford University Press.

Ms. Sharon Sinton—Senior Instructor of ESL

Professional Memberships:

- MIDTESOL
- TESOL

Publications:

- Nothing to report

Presentations:

- Nothing to report

Performances/Exhibitions:

- Nothing to report

Conferences Attended:

- MIDTESOL Conference participant on Oct 3 & 4 2025 in Cedar Rapids, Iowa.

Other:

- Course Work: Color Vowel Basic Course: Online course that introduces the color vowel chart and its applications in teaching. The course consisted of readings, videos and quizzes. The Color Vowel Chart was developed by Karen Taylor and Shirley Thompson. 3-week was course completed on March 31, 2025
- Color Vowel Practicum Course from July 1-July 31: This online course applied a review of the information from the Basic Course with an educator, Gemma Archer, who required participants to do reflections and teaching demonstrations of how to use the Color Vowel Chart.
- Bibliography : Al Damen, T. M. "The Effectiveness of M-reader in Promoting Extensive Reading among Arab EFL Learners." *Arab World English Journal* (AWEJ). Proceedings of 1st MEC TESOL Conference 2018. DOI: <https://dxdoi.org/10.24093/awej/MEC1.1>
- Gabriel Raafat. "Noises and Colors: Two Untraditional Methods of Teaching ESL/EFL Pronunciation." *Journal of Language Teaching and Research*, Vol 14, No. 4 pp. 882-892 July 2023. DOI: <https://doi.org/10.17507/jltr.1404.04>
- Godfroid, Aline and Bronson Hui. "Eye-Tracking Research in Instructed Second Language Acquisition." Online Cambridge University Press. 22 May 2025. DOI: <https://doi.org/10.1017/S0261444825000102>
- Ha Luong Thi Hai. "Applying the Pronunciation Power Software to Enhance English Pronunciation Skills for University Students at Tan Trao University." *International Journal of Multidisciplinary Research and Growth Evaluation*, Vol 4, Issue 4, pp. 205-11. Aug 2023.

- Nhat, Ton Nu My and Hoang This Thu Hien. "R.E.F.L. E. C. T.: Enhancing Vietnamese EFL Undergraduates' Pronunciation Proficiency." *Asian Pacific Journal of Second and Foreign Language Education* 10 2025. doi.org.10.1186/s40862-025-00333-0
- Syaifullah, S., Yulia Qoirim, Refika Andriani, & Herlinawati Herlinawati. "Using the Color Vowel Chart in Teaching Speaking." *ELT-Lectura*, 136–150. 2022. <https://doi.org/10.31849/elt-lectura.v9i2.10317>
- Quoc, Lap Trinh, Thi Dieu Lien Nguyen, & Thanh Thao Le. "Using Explicit Instruction of the International Phonetic Alphabet System in English as a Foreign Language Adult Classes." *European Journal of Education*, Vol 11, Issue 2, pp 749-61. Jan 2022. <https://doi.org/10.12973/eu-jer.11.2.749>
- Varsat, Anikumar K. "The Impact of Translanguaging on English Language Learners' Cognitive and Social Development." *Journal of Multidisciplinary Research and Publications (IJMRAP)*, Vol 7, Issue 8, pp. 29-31. 2025
- Waring, Rob & Mintra Puripunyanich. "Perceptions of Extensive Reading Practitioners in Four Asian Countries." *Reading in a Foreign Language*. Vol 37, No. 1 Jan 2025. Pp. 1-25. <https://hdl.handle.net/10125/67479>
- "Colors to Conversations" in Dialogos Fall 2025 issue.

Ms. Heather Taylor—Lecturer of ESL & Program Assistant

Professional Membership:

- Nothing to report

Publication:

- Nothing to report

Presentations:

- Nothing to report

Performances/Exhibitions:

- Nothing to report

Conferences Attended:

- EnglishUSA Virtual Professional Development Conference. Date: January 31, 2025
- MID-TESOL Conference. Location: Cedar Rapids, IA Date: October 3-4, 2025
- Other:
- I began pursuing a Master of Arts in TESOL Curriculum & Instruction at Cornerstone University in August 2025.
- Webinar: Improving your speaking placement test with AI. Date: December 3, 2025

Mr. Larry Udry—Assistant Professor of ESL

Professional Memberships:

- TESOL International (member since 2003)
- CALL-IS Steering Committee & Newsletter Editor (retired)
- MIDTESOL
- English USA

Publications:

- Published TESOL Computer-Assisted Language Learning Interest Section, On CALL, the last newsletter March 2025. <https://my.tesol.org/topics/23250/news/1166367> .

- Udry, Larry. "Reflections of the Past Editor." On CALL, TESOL International Association, Mar. 2026, <https://my.tesol.org/news/1166367>.
- Dialogos: Udry, Larry. "Exit Interviews for the University of Kansas ESL Program:" Academic Newsletter November, 2025. Issue 10. p. 11.

Presentations:

- Nothing to report

Performances/Exhibitions:

- Nothing to report

Conferences Attended:

- MIDTESOL 2025 ("Multilinguals in the Midwest") October 3–4, 2025, in Cedar Rapids, Iowa.

Other:

- CALL–IS TechTalk– Nik Peachey – "AI Activities and Resources for English Language Teachers", Pedagogical Director – Peachey Publications, June 21, 2025 10 am EDT.
- ELT Edtech Toolkit Launch Party– Thursday, June 26, 2025·6:00 – 7:00pm
- Literature Review for Reading Research
- Zhang, L., Xu, M., Huang, Y., Huang, Y., Wang, G., and Shen, X. "Reading Differently with ChatGPT: EFL Learners' Use of Question–Answer Relationship Strategy." *Reading in a Foreign Language*, vol. 37, no. 1, 2025, pp. 1–21. <https://doi.org/10.64152/10125/67520>.
- Szabó, Fruzsina, and Joanna Szoke. "How Does Generative AI Promote Autonomy and Inclusivity in Language Teaching?" *ELT Journal*, vol. 78, no. 4, Oct. 2024, pp. 478–488. Oxford Academic, <https://doi.org/10.1093/elt/ccae052>.
- Weng, Zhenjie, and Yao Fu. "Generative AI in Language Education: Bridging Divide and Fostering Inclusivity." *International Journal of Technology in Education*, vol. 8, no. 2, 2025, pp. 395–420. <https://doi.org/10.46328/ijte.1056>.
- Menyhei, Zsófia, and Joanna Szoke. "AI Literacy in the Language Classroom: Facilitating Critical, Ethical and Responsible Use." *ELT Journal*, 2025, <https://doi.org/10.1093/elt/ccaf037>.
- Reviewing Proposals for TESOL CALL IS Strand: Reviewed 18 proposals for Digital Learning & Technologies strand proposals for the TESOL hybrid convention in Long Beach 2026.
- Reviewing Proposals for English USA: Reviewed 9 proposals for English USA 2026 Virtual Professional Development Conference.

Ms. Michelle Vargo—Senior Instructor of ESL

Professional Memberships:

- MITESOL: Michigan Teachers of English to Speakers of Other Languages
- MIDTESOL: Mid-America Teachers of English to Speakers of Other Languages
- MLA: Modern Language Association
- TESOL: Teachers of English to Speakers of Other Languages

Publications:

- Nothing to report

Presentations:

- Nothing to report

Performances/Exhibitions:

- Nothing to report

Conferences Attended:

- #MIDTESOL 25: Multilinguals in the US Attended Conference 10/3-4/2025
- Color Vowel: The Conference (Online) Attended Conference 9/25-27/2025

Other:

- Gift Bearer in Two DWC Masses
- Choir: Fr. Joe McDermott Mass of Christian Burial
- Reading: Called Beyond Ourselves: Vocation and the Common Good
- Participates in discussions

Webinars-

- 11/18/2025: Pure English Practice: How to Make People Laugh in English
- 11/13/2025: Cambridge: Tools of Engagement: Using Visuals to Teach Academic Writing
- 10/3/2025: Color Vowel Teaching Materials: Making the Most of Your Classroom
- 9/19/2025: Color Vowel: Visual Bell Choir: A Rehearsal for Curious Teachers
- 9/19/2025: Pure English Practice: Silent Letters
- 9/16/2025: Pure English Practice: Invisible y's and w's
- 5/25/2025: Pure English Practice: Can v/ Can't
- 5/20/2025: Color Vowel Deep Dive: R- controlled Vowels
- 4/22/2025: Pure English Practice: Compound Nouns

Readings-

- Soto, Mary, Freeman, Yoonne and Davis Freeman. "Integrating Translanguagesng Practices into Content Area Instruction." *Language Magazine* (Nov. 2025): 25 - 27.
- Slavitt-Ernst, Gesela and Gottlieb, Margo. "Academic Language to Academic Language." *Language Magazine* (Oct. 2025): 28-30.
- Medina, Jose. "Working Toward Linguistic Liberation." *Language Magazine* (Sept. 2025): 22 - 29.
- Pinion, Lizdella. "AI as a Tool for Inclusive Bilingual Education." *Language Magazine* (Aug. 2025): 18 - 21.
- McDermott-Goldman, Carrie. et.al. "Nine Dimensions of Scaffolding." *Language Magazine* (July 2025): 33 - 36.
- Barron, Robert. An Introduction to Prayer. Elk Grove Village: Word on Fire, 2024.
- McAfee, Shaun. I'm A Catholic Now What? Huntington: Our Sunday Visitor, 2019.
- Vaticana, Liberia Editrice. Catechism of the Catholic Church. 2nd. Huntington: Our Sunday Visitor, 2023.

Bro. Anthony Kreinus, SVD—Instructor, Assistant Librarian

Professional Memberships:

- Catholic Library Association, member: 1970-2024
- Iowa Library Association, member: 1996-2024

Publications:

- Nothing to report

Presentations:

- Nothing to report

Performances, Exhibitions:

- Nothing to report

Conferences Attended:

- Nothing to report

Other:

- Read articles from professional journals that related to my areas of responsibility in the library, i.e., serials management and interlibrary loans.
- Gave a presentation on the use of Serials and Interlibrary Loans at Divine Word College for new students on August 15, 2025.
- Kept up on new developments and instructed students (as requested) in the use of our library's new electronic databases, i.e., JSORE, DTL2, Project Muse, and Google Scholar.

Ms. Elizabeth Winter—Librarian & Senior Instructor

Professional Memberships:

- American Library Association
- Society of American Archivists
- Midwest Archives Conference
- Iowa Library Association
- Dubuque Area Library Information Consortium
- Iowa Private Academic Libraries and Iowa Academic Alliance

Publications:

- Nothing to report

Presentations:

- ILA/ACRL Conference, "Information Literacy Instruction for International Undergraduate Students"
- Dubuque Area History Expo Exhibit, "Weyland Art Gallery Retrospective: Celebrating Creativity Through the Years"

Performances, Exhibitions:

- Nothing to report

Conferences Attended:

- ILA/ACRL Annual Conference, 2025
- Midwest Archives Conference, Fall Symposium, 2025

Other:

- President of Dubuque Area Library Information Consortium, 2024-2026*
- Editorial Board Member for *Archival Issues* journal, 2024-2026*
- Member of ILA/ACRL Electronic Communications Committee, 2024-2026*
- Program Planner, Grant Writer, and Discussion Host for the Dubuque County Reads Program, 2024-2026
- Program Planner and Exhibitor for the Dubuque Area History Expo, 2024-2025

- Library 2.0 Mini-Conference, "AI and Libraries: Literacy, Ethics, and Responsible Use," (3/13/2025)
- NAGARA Spring Online Forum, "Risky Business: Records Management Supporting Risk Management," 3/28/2025

Ms. Kimberly Burnett-Hackbarth—Registrar & Director of Institutional Effectiveness

Professional Memberships:

- Dubuque Women's Leadership Network
- The American Association of Collegiate Registrars and Admissions Officers
- Upper Midwest Association of Collegiate Registrars and Admissions Officers
- Notary Public State of Iowa

Publications:

- Nothing to report

Presentations:

- Nothing to report

Performances/Exhibitions:

- Nothing to report

Conferences Attended:

- HLC Annual Conference, March 21-24, 2025 Chicago, IL

Other:

- IPEDS Keyholder Training
- Title IX Investigator Training

NetVUE Faculty Professional Development Grant Report

Summary of Activities

Our faculty professional development program to develop a collectively shared understanding of vocation began with a faculty institute on the meaning of vocation, where the VPAA presented the year-long initiative, discussed the background of Catholic higher education, and distributed project materials, including copies of *Called Beyond Ourselves*. Unfortunately, due to funding restrictions and inability to reschedule or find another speaker, we were not able to hold a workshop on the topic with an outside person (see budget).

At the beginning of the 2025-2026 academic year, Divine Word College (DWC) placed NetVUE conversation cards on the dining tables for students and faculty to engage in conversations about vocation. The Campus Reads program distributed copies of *Called Beyond Ourselves* to the rest of the community and hosted nine different discussions on different chapters that included a diverse representation of students, faculty, and staff.

After surveying the faculty, the Fall Faculty In-Service held in October was used to allow members of the Society of Divine Word (SVD) community on campus to share their vocation stories. Many faculty members noted this was the first opportunity that they had to hear the stories of students and colleagues. Faculty were better able to appreciate what motivated students in our classrooms and to consider giving students time in class to share their vocation stories. Further discussion during the Fall Faculty In-Service revealed a need to inform faculty and staff about the more formal aspects of the formation program. For that reason, the Spring Faculty In-Service was dedicated to a formal explanation of the different formation programs, their learning outcomes, and how they are linked to local and global formation requirements within the Church. Many faculty, including devout Catholic faculty, learned a great deal.

Our professional development project concluded with a Provincial Forum. Leaders from each of the US based North American provinces of the SVD traveled to the college to discuss the future of the vocational needs of the provinces. Further discussions were held about how the results of this grant project will inform future endeavors such as our Higher Learning Commission Open Pathways Projects or curricula reviews.

Outcomes

DWC identified four goals and four measurable outcomes to meet those goals. We identified three additional benefits we hoped to get from executing this grant opportunity.

Professional Development Goals

- Develop a collective and shared understanding of vocation within the Arnoldus Family educational mission and its relationship to DWC's institutional mission
 - Completed: A statement was drafted, approved by the Faculty Senate in April 2026, approved by the Board of Administration in May 2026, and will be shared with the community at the beginning of the next academic year.
- Support faculty teaching as a vocation within the Arnoldus family educational mission
 - Completed: The activities of our grant project identified the strengths and weaknesses of our faculty understanding of vocation and missionary formation. As a result, a Vocation Toolkit is being created and will hopefully remain current to help students discern missionary service. Faculty have also been encouraged to use their personal professional development funding provided by the college to seek opportunities related to teaching as a vocation.
- Strengthen the Arnoldus Family identity on campus
 - Completed: With the focus on defining vocation within the SVD tradition, the faculty were better able to understand the Arnoldus Family charisms and share them more effectively with students. Two important elements stood out. First, students have been advocating for more dialogue and focus on interculturality, an extension of the charism of prophetic dialogue, and using prophetic dialogue to warrant their requests. Second, the provincials emphasized the importance of fostering greater dialogue and collaboration between the college and their respective communities, which included inviting faculty to visit their provinces.
- Build stronger ties between DWC and the global SVD community
 - Ongoing: While we believe our ties have been strengthened, we feel this is an area of continued opportunity, including dialogue with provincials outside the US territories and global SVD educational leaders. We are also working on developing a faculty professional opportunity for faculty to spend time at the SVD Motherhouse in Steyl, Netherlands.

Measurable Outcomes

- Survey on faculty understanding of vocation and institutional mission
- Survey on faculty identification with their teaching as a vocation
 - These two surveys were collapsed into one. We found 86.96% of faculty are very familiar or extremely familiar with vocation as a framework and 95.65 identifying with their vocation as a faculty member. The survey revealed only 47.83% of faculty members as being very familiar with the Arnoldus family's charisms and mission. We used this information to identify the need for a vocation toolkit and better onboarding material for new faculty and staff.

- Study on vocational support needs of Arnoldus Family missionaries
 - This survey was sent out, but had very little participation. We discerned that the skills and learning outcomes of our programs align with the needs of Catholic Missionaries, but there was concern about opportunities to provide “hands-on” practice. In partial response, DWC now grants academic credit for missionary service work and is developing a certificate in missionary practice.
- Study on the future of Arnoldus Family educational mission
 - This study was based on information gathered by the SVD US provincials and their presentation to and dialogue with faculty. The provincials reported that there seemed to be issues of ethnocentrism within the SVD mission (specifically ethnographic enclaves formed), and that there needs to be a greater connection between the college and the parishes served by SVD’s. This included potentially offering summer courses or workshops in the various provinces, recruiting students from SVD parishes, and welcoming faculty for SVD reflection and retreats.

Additional Benefits

- Development of faculty on-boarding material articulating the Arnoldus Family educational mission and DWC's role
 - This material is being developed and will be aided significantly through the creation of a vocation toolkit, currently, and by the marketing material published this year by our External Affairs Department. This will continue to be worked on and developed.
- Further collaboration between academic and formation staff in vocational support for students and improved assessment of institutional outcomes
 - This area has become one of central focus, with greater participation of faculty in formation meetings and events. Formation staff will continue to have formation work recognized as a part of their teaching load and will be included in discussions about how the formation and academic programs work together. Through our discussions and the grant project, we were able to assess both programs for the same learning outcome for the first time.
- Increased emphasis on vocation in course design and delivery
 - Faculty report they are revising syllabi and assignments to support vocation in ways they had not considered before. This includes incorporating AI and focusing more on interculturality. DWC will continue to support greater efforts in this area by developing teaching workshops and retreats with our Arnoldus Family partners.

Summary

Through this grant project, our institution gained valuable insight into the evolving nature of vocation, discovering that effective future programming must balance deeply personal discernment with practical, real-world career alignment. A primary challenge encountered was navigating the institutional inertia and logistical hurdles of integrating new vocational frameworks into existing, rigid academic structures. Additionally, keeping students consistently engaged amid competing academic and personal priorities proved difficult. Moving forward, we have learned that future vocational initiatives must be more agile, heavily integrated into foundational curricula rather than treated as optional add-ons, and explicitly designed to address the modern complexities of a shifting professional landscape.

Budget v. Expenses

NetVUE Budget Tracking			
Description	Budgeted	Actual	Documentation
Faculty Institute			
Copies of Called Beyond Ourselves	\$2,000	\$1,698.22	Oxford Purchase Reference- DWC05022025
Workshop	\$2,000	0	Canceled. Unable to reschedule
Refreshments	\$300	0	Use of supplies on hand
Fall In-Service			
Refreshments	\$300	\$479.44	Sam's Club April 30, 2026
Spring In-Service			
Refreshments	\$300	\$203.20	Dubuque Millwork Bakery
Provincial Forum			
Travel	\$3,000	\$1,094.72	Receipt from Fr. John and Mileage for others
Honorarium	\$4,500	\$4,500.00	\$1,500 for each Provincial
Promotional Material			
Banner	\$300	\$135.75	Curt's Signature Sign and Design Invoice 5368
Pins	\$650	\$650.00	Wizard Art Pins 136272
Administrative Costs			
Cunningham Release	\$2,000	\$2,000.00	
Winter Release	\$1,000	\$1,000.00	
Burnett-Hackbarth Release	\$1,000	\$1,000.00	
Brenneise Honorarium	\$1,000	\$1,000.00	Changed to Potter
	\$18,350	\$13,761.33	
Balance (to be returned)		\$4,589	

Faculty Statement on Vocation

The purpose of this statement is to articulate an understanding of vocation, vocational discernment, and formation for vocation (academic and religious) at Divine Word College. We support a definition adopted widely by scholars of the Council of Independent Colleges Network for Vocation in Undergraduate Education. Vocation is a call to align one's personal interests and abilities with the common good of one's community. This definition aligns with the College's mission to educate missionaries to serve all of God's people and the foundational call to missionary discipleship we believe all are called to.

Further, this definition reflects the Trinitarian spirituality of the Society of the Divine Word, our founding order. God, one in three persons, is the definition of individual purpose being united in mutuality and interdependence of community. God creates humanity in His image, with Father, Son, and Holy Spirit serving a purpose for the good of each and all as one and three. The great call of vocation is one of finding each person's individual purpose within this relational dynamic between individual and social identity, seeing Christ's divinity and humanity in each person and in each interaction of the community; each person afforded their God given dignity.

To find one's purpose, we believe prophetic dialogue to be foundational for vocational discernment. In an ever-changing world, needs of the community and the abilities of individuals constantly shift across spaces, places, and time. Therefore, constant engagement in dialogue to guide shifting ability/need relationships is essential. Dialogue is the practical method of negotiating these relationships, involving interdependent interaction. Prophetic dialogue, a theology of mission developed by the Society of the Divine Word, recognizes for dialogue to be prophetic, it must be focused on discovering the Trinitarian God made manifest within the community and its individuals. This enables discerning the will of God, an individual's vocation, for the common good of all His people.

To develop skills for prophetic dialogue and for discovering one's vocational call, we believe missionaries must develop the missionary skills articulated as the College's Institutional Learning Outcomes. These learning outcomes are shared across all academic (IELI and Undergraduate) and religious (Lay, SVD Candidate, Religious in Temporary Vows, etc) formation programs and informs the entire pedagogical approach of the College to aid in the development of skills to identify and engage in one's vocation.

Missionary Formation and Higher Education Survey Report and Results

Executive Summary

This report summarizes the quantitative and qualitative findings of the Missionary Formation and Higher Education Survey (N=55), conducted to determine what skills are important for vocational discernment of missionary disciples at Catholic colleges and universities. This project was used to assess participation in the College's NetVUE Professional Development Grant focusing on vocation. As part of our commitment to the NetVUE-funded initiative, *A Prophetic Dialogue: Articulating Vocation within the Arnoldus Family Tradition*, this survey was conducted to bridge the gap between our institutional academic framework and the practical realities of missionary service. By engaging practitioners across various missionary roles, we sought to deepen our understanding of vocational discernment and identify the necessary competencies for a sustainable call to service. The findings reveal a powerful consensus: while our academic foundations are valued, there is a critical need for more robust integration between classroom instruction, hands-on ministry, and structured spiritual reflection to better support the evolving needs of our students.

These results offer a clear roadmap for advancing the college's educational mission and enhancing the support we provide for vocational discernment. Moving forward, we aim to institutionalize these insights by implementing reflection-based service learning and establishing a dedicated outreach framework to match student charisms with community needs. By acting on these recommendations, we move closer to our goal of creating a cohesive, mission-driven environment where academic rigor and practical missionary formation are inextricably linked, ensuring that our students are well-equipped to serve with both confidence and prophetic clarity.

Summary of Results

- **Strong Agreement on Essential Skill Sets:** Respondents overwhelmingly agreed that critical thinking, effective communication, intercultural competence, social and global responsibility, and missionary discipleship are essential for missionary formation. Furthermore, a strong majority indicated that these same skills are considered essential for any vocation, not just missionary service.
- **A "Sustainable Call" to Service:** There is high consensus among respondents regarding the sustainability of their vocation; a significant majority (nearly 97%) either "strongly agree" or "agree" that they feel an ongoing and sustainable call to Catholic missionary service.
- **The Need for Institutional Improvement:** While respondents value the role of higher education, there is a clear sentiment that colleges and universities have room for

growth in supporting these vocations. For example, while many see them as helpful, there is a consistent call for better integration between Academic and Student Life programs to support formation. Respondents explicitly suggested that institutions could improve by implementing more robust service requirements, fostering better networks between current students and alumni, and providing more specific theological reflection alongside practical ministry.

- **The "Hands-On" Deficiency:** Respondents emphasized that while intellectual formation is "extremely helpful," it is not a replacement for practice. They advocated for more "hands-on supervised experience" and requiring service opportunities that include mandatory "Theological Reflection" to help students process these experiences.

Strengths of Missionary Formation at Catholic institutions

- **Foundation for Vocation:** Catholic institutions are successful in providing a supportive community and an environment that fosters a foundational understanding of the common good and a love for God.
- **Vital Campus Ministry:** Campus ministries are currently the strongest link, effectively providing mission trips, volunteer opportunities, and a sense of prayerful responsibility that supports missionary formation.
- **Lived Intercultural Experience:** When colleges prioritize an actual lived intercultural community, it is highly valued by students as a key element of their formation.

Weaknesses of Missionary Formation at Catholic institutions.

- **Gap Between Theory and Practice:** There is a notable tension regarding the lack of integration between intellectual classroom formation and hands-on, practical missionary experience.
- **Lack of Institutional Integration:** A consistent theme is that Academic and Student Life programs often operate in silos, failing to work together effectively to create a holistic formation path.
- **Insufficient Practical "Matching":** Students often lack clear pathways or structured offices to help them "feel out" and match their specific personal gifts and passions with the concrete, immediate needs of the communities they are called to serve.

Suggestions for Improvement

To better support vocation and missionary formation, Catholic colleges and universities should consider the following actions:

- **Implement Integrated Annual Service and Reflection:** Require all students to participate in at least one service opportunity each academic year, but mandate that

- these experiences be paired with structured "Theological Reflection" to bridge the gap between their academic learning and the practical realities of ministry.
- **Establish a Missionary Outreach and Matching Office:** Create a centralized office or program—distinct from general volunteering—that proactively collects community needs from external partners and trains students to match those needs with their individual charisms, skills, and passions.

Key Demographic Findings

The survey respondents represent a diverse range of roles, educational backgrounds, and years of service within Catholic missionary work:

- **Professional Roles:** The largest cohort of respondents identified as Consecrated Sisters/Nuns (representing over 40% of the sample). Other roles included Religious Order Priests, Diocesan Priests, Consecrated Brothers, full-time Lay Missionaries, full-time Lay Employees in Mission/Formation, and Formation Staff. Additionally, some respondents specified other roles, such as Middle School Catechist, Seminary Faculty, retired lay employees, Professors, Candidates in Discernment, and SVD Candidates.
- **Geographic Focus:** The primary geographic region of mission for the respondents is heavily concentrated in North America (approximately 50%), followed by Asia (approximately 34%). Other regions mentioned include Europe, Africa, South America, and global/administrative roles.
- **Years of Service:** A significant plurality of respondents have served for more than 25 years. Other experience levels include 6–15 years, 16–25 years, less than 2 years, and 2–5 years.
- **Educational Attainment:** Respondents are highly educated, with the largest group having completed a Master's degree (M.A., M.Div., M.T.S., etc.), followed by those with a Doctoral degree (Ph.D., D.Min., S.T.D., etc.) and a Bachelor's degree. Smaller percentages reported having an Associate's degree, some college/technical training, or a high school diploma/GED.

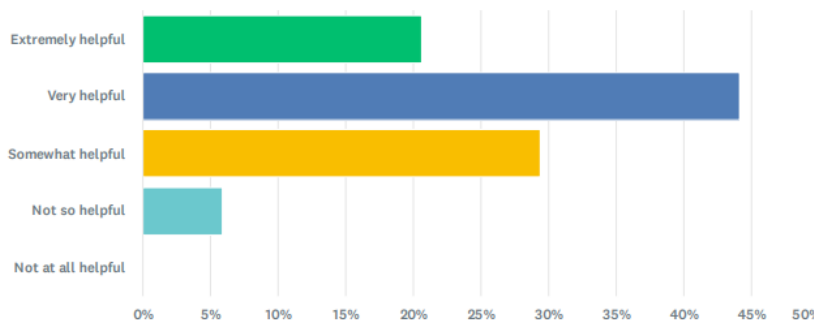
Quantitative Results

- **Discernment and Prioritization of Community Needs:** When asked if they are able to discern and prioritize community needs as a missionary, approximately 88% of respondents either "Strongly agree" or "Agree." A small portion remained neutral, and no respondents indicated disagreement.
- **Matching Personal Passion and Skills to Community Needs:** Respondents expressed a high degree of confidence in their ability to align their personal passions and skills with the needs of the community they serve. Over 90% of those surveyed selected "Strongly agree" or "Agree" regarding their capability in this area.

- **Effectiveness of Academic Preparation:** When asked if their academic formation properly prepared them for missionary service, approximately 91% of respondents "Strongly agreed" or "Agreed." A small percentage of respondents reported being neutral or disagreed with the statement.

Q26 34 responses

How helpful are Catholic colleges and universities in developing missionary disciples?



Qualitative Results

- Based on the 28 responses to Q11 regarding the definition of vocation within the context of Catholic missionary service, the following major themes emerge:
 - **A Divine Call to Action:** A central theme is that vocation is an active response to God's call. This is described as a personal invitation to follow Jesus , proclaim the Gospel , and participate in God's mission to love and care for all creation.
 - **Service as the Core Expression:** There is a consistent emphasis on service as the fundamental expression of this calling. This includes:
 - Offering one's God-given gifts and talents to help others.
 - Improving the world and meeting the needs of specific communities.
 - A willingness to act as a servant and express unconditional love to make God present in the daily lives of others.
 - **Discernment for Human Flourishing:** Some respondents explicitly linked vocation to the work of human development and helping others discern their own paths , framing it as a dedicated effort to sustain growth and address the needs of humanity.
- Based on the 28 responses to Q12, the following major themes emerge regarding how missionaries practically and effectively discern and prioritize community needs:
 - **Deep Immersion and Presence:** The primary method for discernment is living directly within the community. This involves participating in daily activities, building relationships, and observing the lived reality of those being served, rather than assuming their needs from the outside.

- **Active Listening and Dialogue:** Missionaries prioritize "active listening" to everyone in the situation, engaging in honest communication, and conducting dialogue with both those ministering and those receiving services. This allows the community to voice their own needs.
- **Spiritual Foundation and Reflection:** Practical work is consistently grounded in prayer, individual and communal discernment, and theological reflection. Missionaries often ask guiding questions, such as: "Where is God already at work?", "Who is most vulnerable?", and "What is the Spirit inviting us to respond to?"
- **Strategic Analysis:** Some respondents emphasized a more structured analytical approach, such as examining the community to identify specific problems, evaluating various "goods" to determine the most pressing need, and utilizing their evolving God-given gifts to respond to those specific gaps.
- Based on the 27 responses to Q13 regarding the process of matching personal gifts, professional skills, and passion to community needs, the following themes emerge :
 - **Self-Awareness and Personal Foundation:** The process begins internally. Missionaries emphasize the necessity of knowing oneself well—specifically acknowledging one's own God-given gifts, talents, passions, and shortcomings.
 - **Community Integration:** Success is tied to living in solidarity with the community. By residing within the community, a missionary's personal needs become intertwined with the needs of the people they serve, facilitating a more natural alignment.
 - **Active Discernment and Spiritual Practice:** This matching process is not merely a professional task but a spiritual one. Respondents highlighted the importance of:
 - Opening oneself to the prompting of the Holy Spirit.
 - Engaging in active prayer, spiritual direction, and ongoing discernment.
 - **Consultation and Dialogue:** Respondents underscored the need to thoughtfully and compassionately consult with community members. This involves a "feeling out" process, where missionaries engage in dialogue to ensure their contributions are genuinely appropriate and needed.
 - **Continuous Engagement:** The process is described as dynamic and iterative—involving "active prayer and active service". It requires a commitment to learn the specific charism and spirituality of the community while remaining flexible and compassionate in service.

- Based on the 28 responses to Q14, missionaries emphasize a combination of humble service, ongoing reflection, and external feedback to ensure their work truly contributes to the common good. Major themes from the responses include:
 - **Reliance on Prayer and Humility:** Several respondents acknowledged the inherent difficulty of ensuring positive outcomes, emphasizing that the process involves doing one's best, praying for guidance, and maintaining a cycle of action, reflection, and repetition.
 - **Active Listening and Feedback:** A primary method for evaluation is direct, ongoing communication with the community. Missionaries rely on feedback from students, recipients of service, and community members to assess whether their efforts are genuinely helpful.
 - **Observation and Benchmarking:** Respondents suggest using tangible goals or benchmarks to evaluate effectiveness. This includes "reading the signs," observing the actual results of projects, and discerning whether their actions are fostering the "Kingdom of God" within the community.
 - **Formal Evaluative Measures:** Some missionaries noted that more structured evaluative tools—such as ministry reflection and actual program evaluations—are critical to determining if a ministry is meeting the intended community needs.

- Based on the 23 responses to Q27 regarding the distinct and irreplaceable role of higher education in missionary formation, the following themes emerge:
 - **Holistic Development of Skills and Gifts:** Higher education is valued as a space to develop a missionary's God-given talents and skills. It provides the intellectual background necessary to serve effectively in complex, diverse, and fast-changing global situations.
 - **Supportive Community and Perspective:** Institutions offer a supportive community and serve as an alternative to the "standard college-to-business job paradigm". They provide a environment for students to grow in confidence and access resources.
 - **The Nuance of "Irreplaceable":** While some respondents view the intellectual, personal, and spiritual formation offered by higher education as "extremely helpful" , there is an acknowledgement that it may not be strictly "irreplaceable". One respondent noted that individuals can still serve as effective missionary disciples without attending higher education , while another cautioned that academic knowledge without practical application is insufficient.

- Based on the 21 responses to Q28 regarding how Catholic colleges and universities can specifically help students develop the skills needed to match community needs with personal gifts and passion, the following themes emerge:
 - **Formalized Outreach and Connection:** Respondents suggest establishing a dedicated outreach office or program. This office would act as a bridge, enabling community members to communicate their specific needs while training and matching students to those needs.
 - **Hands-On Supervised Experience:** There is a strong call for "hands-on supervised experience" during college or seminary. This includes regular, weekly ministry opportunities across diverse scenarios and groups to gain practical exposure.
 - **Holistic Personal Formation:** Respondents emphasized that institutions must truly "know the individual". This involves fostering a multicultural, interactive community and ensuring students receive consistent, solid spiritual direction.
 - **Skill-Specific Training:** Specific attention should be paid to teaching essential practical skills, such as "good listening and communication" , as well as "accompanying" those served in their daily lives.

- Based on the 22 responses to Q29, respondents identified several specific strengths in how Catholic colleges and universities currently support and enhance missionary formation:
 - **Fostering Foundation and Community:** Institutions provide a supportive community and "learn how to learn" environment that students can draw upon long after graduation. This includes extracurricular groups that explicitly foster a sense of community and a love for God.
 - **Active Lived Experience:** There is high praise for institutions that prioritize an "actual lived intercultural community". When this is combined with courses and formational requirements, it creates an environment where students can truly reflect on their experiences.
 - **Vital Role of Campus Ministry:** Respondents highlighted that campus ministry activities are essential. These ministries effectively support formation by:
 - Sponsoring specific mission experiences.
 - Providing practical, volunteer-based ministry opportunities.
 - Fostering a sense of prayer and responsibility for the common good.

- Based on the 22 responses to Q30, respondents proposed several specific programmatic changes that Catholic colleges and universities could implement to significantly improve missionary formation for both religious and lay students:

- **Establish Mentorship and Resource Networks:** There is a strong recommendation to facilitate connections between current students and alumni. Establishing networks via listservs, online platforms, or dedicated contact directories would provide students with valuable resources and ongoing professional guidance.
- **Mandate Service and Theological Reflection:** A significant suggestion is to require all students to participate in at least one service project annually. Crucially, these opportunities must be accompanied by structured moments of "Theological Reflection" to help students process and integrate their experiences.
- **Broaden the Curriculum:** Beyond theological studies, there is a call for a "rounded education" that equips students with broader "worldly knowledge" and practical skills to increase their confidence in diverse missionary contexts. This includes an emphasis on Catholic Social Teaching within the core curriculum.

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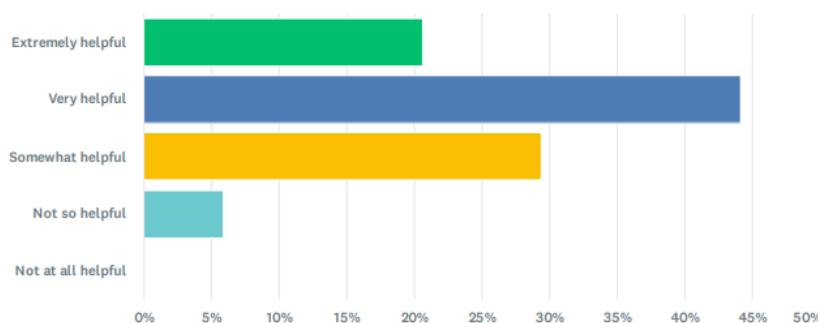
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Appendix

This appendix synthesizes and standardizes qualitative student responses from Question 93 ("What would you recommend we could do to make Divine Word College a better institution?") of the Student Exit Survey into clear, actionable recommendations for institutional review.

Intercultural Integration and Community Diversity

Student feedback emphasizes strengthening cross-cultural interaction across daily campus life. Recommendations highlight encouraging members of different national backgrounds to mix during meals, within residential halls, and throughout community activities to break up single-language silos. Respondents also suggest recruiting international students from diverse geographic regions to maintain a balanced multicultural environment, ensuring equitable student work assignments, and offering focused support for underrepresented demographic groups.

Academic Excellence and English Language Development

Suggestions regarding academic programs center on language acquisition, curriculum structure, and classroom rigor. Students recommend reinforcing English-speaking practices across campus while providing targeted support and flexible pacing for developing language learners. Key structural recommendations include avoiding multi-level grouping within single ESL classrooms, expanding independent study options for advanced students, and increasing the external transfer recognition of institutional ESL certificates.

Religious Formation and Spiritual Life

Feedback on spiritual life focuses on expanding formation opportunities and enhancing liturgical inclusion. Recommendations include organizing rotating multilingual Masses in the main chapel, increasing spiritual direction accessibility for SVD candidates and religious sisters, and offering hands-on pastoral experiences alongside regular academic coursework. Students also suggest having student formation groups regularly prepare and lead Sunday Vespers.

Co-Curricular Engagement and Student Life

To enhance student life, respondents recommend restructuring campus clubs around shared hobbies—such as photography, sports, and fine arts—rather than nationality. Additional proposals call for organizing workshops on leadership and global topics, alongside creating structured reflection circles to better integrate lay students and off-campus residents into the broader campus community.

Campus Facilities and Infrastructure

Facility feedback prioritizes prompt routine maintenance and technology upgrades over major capital additions. Priority areas include repairing restroom plumbing, replacing broken laundry

machinery, boosting campus Wi-Fi bandwidth, and fixing classroom display screens to support instruction.

Institutional Governance and Policy

Administrative recommendations highlight student advocacy, clear communication, and representative decision-making. Suggestions include implementing structured listening sessions to address student grievances fairly, ensuring consistent enforcement of student handbook policies, and incorporating diverse, lay, and international perspectives within governance committees.

General Institutional Commendations

A substantial portion of qualitative responses expressed high overall satisfaction with the institution. Graduating students frequently commended the supportive faculty, welcoming campus culture, and transformative educational environment provided during their program of study.

Question:

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

Reponses:

I would recommend providing more support and activities for international students. This could help them adjust more easily and feel more comfortable at the college.
In my point of view, there are some recommend that I would like to share to support DWC a better institution; training the students to more awareness as a missionaries discipleships. students has to participate on ministries with wholehearted not just about the academic. Do not speak in their own languages, teach the students to live in interculturality, collaborate with others.
I think Divine Word college currently keep because everything is good for students
I will recommend to have a programmed that a student need it and not grouping different levels at one class.
I think Divine Word College is already a strong institution.
I believe that every single activity from Divine Word College is so pretty useful and helpful. I hope these wonderful actives should maintain and be nurtured for a long time.
I think anything is ok for me
Continue to foster a friendly, dynamic, and creative environment.
I think everythin is good. I think we need to provide more seminar and talks during extr-curricular activities.
As a SVD, continue to promote intercultural life, respecting the cultural and vocational identity of each person, and helping students and religious to become better human beings and Christians for their missionary service throughout the world.
The formation that I am receving at Divine Word College, personally it have been excellent, such as formation, education, during community. All of these moments lived in here, had been rich in value, knowledge and spiritual growing. I am really grateful to live in here and to be part of the Divine Word College. However, one of the things that I could recommend is to be more integrate with all the

students. For example, as the time of dinner with my formation group. I would like to spend more time not only with my formation group, but also, with all others group. To integrate with every student and be stronger as a community. I think!
I would like to recommend one thing that could make Divine Word College a better institution is about languages mass. Maybe DWC can organize the language mass on main chapel on Monday, and every group can take turn to serve the mass and everyone can attend the mass here.
I would encourage the school and the students to work together to break down the barriers of small club groups. The clubs can be reorganized according to different interests.
Some very broad things. I already shared part of this with Fr. Tuan, but we have to find a way to make this college, a truly faith-filled intercultural community. We need to find ways to emphasize what it means to be Catholic in this globalized world, and not just downgrade in order to assimilate to American secular culture.
Encourage student to publish their reflections or ideas.
Don't allow anyone to speak their own language.
keep going
I think that overall everything is very good and the effort in making the college better is already a positive. However, I believe that having a more intercultural background of people, not solely a majority of a group from the same country, would greatly improve the interculturality of the whole college. Not only making it more diverse, but facilitating the interculturality amongst people.
I love the cultural events and they help me to know more about others. My recommendation is keeping the events and introduce Gods and SVD through them
* Listening is the key whether you are willing to help or not. * I know will never be the same but it good to be cautious how we treat people with discrimination even if they are not from own culture. * It is good to offer community service at Divine Word but the way it done and assigned it very discriminative. There is need to revisit how it is being assigned for the betterment of the future.
To improve cross-cultural communication more concretely, improve students' spoken English, and help students learn global issues to understand the bigger picture of the world, and the mission.
Everything in here is perfect.
So far, everything is fine!
I have no idea
I think that Divine Word College has many significant ways to help student to study well and the staff are committed in their jobs; therefore Divine Word College is a good institution.
In my opinion, DWC is the best school that I had studied. I hope the school keeps helping all of students that helps them open a new opportunity to learn and understand US culture.
for me, so far so good
Set up a strong English speaking policy
improve the student living facilities
I would like to request that the men's restroom on the first floor be renovated and that broken washing machines and dryers for students be repaired.
Everything is good the teachers, the facilities, and the environment. just stick to English policy.
I hope to see someone can protect students because not all cases students do wrong. as a student, I think we need to be listened, some students already stand for some reasons but they were advised

that "you should not do that because you cannot win." so , how students can stand for their rights, and how they feel the justice?
I Loved my experience with DWC and I can't think about anything right now.
Continue to make the DWC a place for all where all are welcome!
so far DWC is on the good part by trying to intergrate other cultures by invinting people from differnt part of the world.
More focusing on formation programs in SVD's candidates, especially spiritual life and leadership roles.
Divine Word College should update the new teaching of the Church more often so that we can walk hand in hand with the Church
I would like to suggest that our school should have a proper policy.
It is in the best.
DWC does everything well. It can Continue in the same way. Continue to welcome people from everywhere and any cultures.
If possible, I hope that Divine Word College can offer more scholarships, so that many people will have an oppotunity to study at this school.
reduce amount of test
I support all the ESL programs that are running well here. I have experienced significant progress in my English through these programs.
Organize time to practis English. The time with conversation partnes is very good, but is not enough
Divine Word College is already a wonderful place to study and grow, but I think it could improve by increasing opportunities for students to interact outside the classroom"such as conversation clubs, volunteer projects, or cultural exchange programs.
I think that there are not big problems. Your work is very good and this possibility for me was amazing. Thank you for this opportunity.
Increase the number of international students because the vast majority are from Vietnam.
If you want to improve English, you need to speak English any time. Don't be shy when people correct your mistakes.
I appreciate all things are good in this community.
I think they have to improve internet speed.
I think everything at Divine Word College is still good.
In my opinion, Divine Word College is a good college for international students.
In my opinion, Divine Word College could have more spiritual directions for SVD candidates and religious sisters.
In my opinion, the school should organise collective activities for students to participate together to build better relationships.
There are More activities to help students to learn about American culture.
I think that DWC is a great place at the moment. What we need to do is continue to connect and unite people here with love and respect as we already have. This tight connection could make DWC a better institution.
Hope DWC to have more variety of students from different countries
Keep going to pray for the vocation of the Congregation Divine Word.
For me, Divine Word College is a good environment for international students to live and study.
First of all we need a non-SVD headquater and more professional including dean and teachers or decision makers.

Help the international students adjust to college level classes. From my viewpoint there is great fear about talking in the classroom by these students because they are still not confident with there English and some of the students are still working on there English. These students are great, but just because one can pass a test does not mean they are ready for a full load of classes.
I would recommend increasing the academic rigor and hiring professors who are more skilled in the English Language. I also think that some of the theological viewpoints presented or discussed in class were troubling. Again this is just a personal opinion, but I wouldn't want another person to experience what I did academically speaking. Please know that despite this critique that I believe the people at Divine Word College are good people who care and love the people of God. Thank you for this time and the love you have shown me and my seminarian brothers.
I do love Divine Word and I believe it's community is strong and possesses a contagious missionary spirit for the world. It is evident that many students are thirsting for more (weather spiritually, intellectually, or pastorally) and I think an immediate solution could be devising some independent study options for those who are very thirsty for more academics, understanding of a certain aspect of theology, etc.
Select good teachers Give students more time to study
Apart from more constructive feedback from superioris, I would also ask that VSA would be more inclusive with cultural events and celebrations.
Upgrade technology infrastructure to support modern teaching methods, because sometimes we have problems with the internet and screens in classrooms.
My recommendation is to help everybody realize the importance of prayer and good relationships.
I would recommend that the community living should not make any student feel exclusive, especially when a same culture group gather together. Every student association should be open to welcome anyone who comes from different background and be flexible with every student's choice to join any association.
The commendation that I would like to give is for ESL program. The students study so hard and the ESL certificate is not value when we apply to other school. Is it possible to make the ESL certificate more valuable t others school?
I think Divine Word College could be improved by making class registration more accessible and responsiveâ€”maybe through an online scheduling system or clearer communication about office hours. I also recommend encouraging professors to focus more on respectful dialogue in the classroom, especially when discussing sensitive or political topics, so that all students feel safe, heard, and discus. I would recommend improving the maintenance system at Divine Word College, especially the water system, many restrooms are frequently out of order, and basic plumbing often needs attention. Some facilities just need regular maintenance rather than full replacement. Iâ€™ve also noticed that while some costly upgrades (like replacing all the steel doors or desktops) have been made, they didnâ€™t seem urgent or truly necessary. Better prioritization of maintenance projects based on actual needs could make the campus more comfortable and cost-effective.
Consider all the above
I suggest rules on academic hosts should be reinforced. I also suggest that the administration should be more professional and inter racial to ensure that the interest and opinions of all races are sought after and represented .
My suggestion is that studying, working, and contributing your values to the community is to show your love, positivity and gratitude to make DWC better.

I do not have any recommendations so far.
Slowdown with the students who are struggling with English because everyone is different from others. They need more time than excellent students. They are doing their best.
Find ways to support the minority groups (i.e., one [few] student[s] from a country/culture) - maybe small event indirectly dedicated for them? Standardize student policies and increase awareness of them Provide students more opportunities to interact with communities outside of DWC - maybe start with the people who join us for celebrations and liturgical activities Need to figure out maintenance situation - some DWC infrastructure is in dire need of routine maintenance Continue working on beneficial cost-saving measures, consider input from students more often especially when making changes that directly affect them we might create some activities to help students more joyful.
I have no recommend.
I want to speak English every time, everywhere.
You are doing well. Keep going and thank you so much. God bless you all.
Divine Word College is the best a special to develop students knowledge.
Still continue to do the best
We should have formation groups with multicultural students aiming to develop personal skills.
Current situation is the best situation for DWC
DWC is a good institution because it has international students and the relationship between people at DWC is very friendly. Perhaps in the future, DWC provides more togetherness events for all students, staff, and employees.
Is already delightful
The priest has opportunity the celebrate English mass in the week this is a good experience for my because this is opportunity the learn more English.
I thank DWC and the Staff for the organization in general and appreciate all DWC does for students and the great welcoming. I suggest that Dwc pay more attention to intercultural dimension to avoid the creation of sub-groups.
Everything is wonderful.
we have many Vietnamese students, we also need various kinds of student, who come from various other countries.
I do not know students had a good relationship with staffs individually. i hope every students have a good relationship with teachers and staffs through some public activities.
According to the six years I had in US, Divine World College is UNIQUE because they academics is all around. they train the students as a whole. So, I recommend the school just to keep the standard. Well done!
At the moment, I do not have any recommendation.
should often remind students keep in their mind we are only one: Church, faith, idea, and mission.
I think we are not very "responsible" for ourselves and college. Therefore, I recommend to have some workshop or orientation to help/remind our students that they are adults and they should behave like adults

I have just stayed here for ten months and I think everything is good. I hope DWC have more students from all around the world join in and have a good intercultural environment in here.
If something happened, DWC should listen carefully first to make sure you can understand the situation before you decide.
We need to create more about environment. I mean we should have more concerned about dorm where students live.
I think Divine Word College is the best college.
I think DWC should organize many sports activities to connect all students together.
I recommend that in Megan Hall, do not put Sisters belonging to the same congregation together.
That is so good and I like here.
Everything in Divine Word College are doing well.
training some teachers again for teaching style. welcome more people from different countries.
Now, DWC is going well, I hope DWC will always develop strongly!
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
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.
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.
The college can take a different ways that they can help to integrate everybody.
We should live lives of care, help, and support to others, especially those in need.
emphasis on relationships
I think that this is the best place for me, so I have no comment.
Thank you so much, I feel ESL program is good.
Divine Word is perfect college for me.
I would recommend that the school should not accept too many people from the same congregation.
Teachers from ESL can be more professional
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.
I recommend to speak English during school time.
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.
The school should have some rules to help student cooperate than in their duties such as doing the dishes.
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
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

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.
Divine word is a good place to grow. Thanks you for the apportunity I have had of being part of this wonderful community. I will forever be grateful.
I recognize that all of you did very well to help us in every aspects. That make me feel graterfully and try my best to fulfil my mission as much as possible.
I suggest that teachers should pay attention to each individual's situation and not value them based on their scores.
It would be to continue to use more opportunity for practicing the English language.
I am content with everything that our school provides.
In my opinion, I would like to recommend that Divine Word College continue to open more laity peolpe to come to study.
I don't have anything to recommend. Thank you for all!
For me, Divine Word College should more sports activities so that international students have the opportunity to understand each other.
You should require everyone speak English. If students talk another languages, we take measures to help students
DWC is great at the job is doing already so, I would say keep the good work going
Continue with receiving students, professor, etc from various diversities and countries. It gives a real meaning of intercultural community, and it foster the missionary spirit. I am grateful to grow in all aspect as I can realise now for the first time oustide my country and religious community. God Bless DWC community.
Recently, DWC college accept 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 a art club or photographer's club, so any one feel interested, they can join with.
DWC could think about the inconvenience of living off-campus for students and give them opportunities to discuss and open for their concern.
- one of my recommendation is that school traditions should be maintianed 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 stdents go out of campus and so miss the occasion which was not the case in the past. - Seminarians should be challenged to lead sunday verspers which is possible by assigning each formation group to take charge. This will help them in their grooming process as SVD candidate. - I also think disciplinary actions be given to students who fail to follow the school policy repeatedly. Many take for granted the fact the fact that they are in a "free" environment and do what they want. If an example is set on students who disrespet the rules, others will keep up.
Everyone keeps appreciating what we have received from God through our brothers and sisters.
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.
I think Divine Word College is already on a good stand of becoming the best.
Have a bigger building.
Have more classes.
Have more students from all around the world.
Maintain the building and bedroom furniture.