



# THE LOG

## Divine Word College

September 10  
2019

A Bulletin for the Divine Word College Community

Vol. 39 No. 4

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### Birthday Corner

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

On Saturday, September 7, we had a great celebration of Family Feast. Several pictures in this week's LOG remind us of some wonderful moments during the day. On Sunday, Sept 8, **Fr. Nick Hien Nguyen SVD**, led the Eucharistic liturgy to celebrate Mary's birthday and the foundation of the Society of the Divine Word. I have included some excerpts from his fine homily.



### Let us be God-Carriers

[Today] we are celebrating the Feast Day of the Nativity of the Blessed Virgin Mary. On this day 144 years ago, September 8, 1875, St. Arnold Janssen found the Society of the Divine Word. Through the life and prayer, and the guidance of this humble man, St. Arnold Janssen, the Society of the Divine Word today has around 6,000 missionaries working all over the world.

The gospel reading today [from Matthew] contains a lot of names – names of individuals who were ancestors of Jesus. If you go through this list of names, you will find them to be ordinary people, but called to be great instruments of God's love to all humanity. One thing you will find in common with these individuals, whether they were saints or sinners, **they were all searchers for God.**

[A very] significant name [toward the end of] the list is Mary. She was a daughter of Abraham and Israel, the daughter of all the individuals in that long list of names. However, she was not simply content to be the searcher for God. **Mary became the carrier of God** in her womb. She was a young and humble girl who was like every other girl of her time. The difference between Mary and the other girls was that she completely trusted in God's providence. She pushed back against the fear of an unknown future. The terror of the sword piercing her heart could not stop her from making God known, or carrying God, to all people.



*continued on page 2*



The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning. (Criterion 3.C.1)

All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs. (Criterion 3.C.2)

All faculty are kindly requested to submit updated CVs to Ms. Kimberly Burnett-Hackbarth for filing in the Registrar's Office no later than Friday, September 20, 2019.

## Faculty Professional Development

**Bro. Brian McLaughlin, SVD**, Instructor of Conflict Transformation in the Department of Interdisciplinary Studies, will attend the PANAM Northern Sub-Zone meeting of SVD Characteristic Dimension Coordinators on September 24-26, 2019 in Bay St. Louis, MS.



**Ms. Gwyneth Gates**, Instructor of ESL in the Intensive English Language Institute, has been granted professional development funding to attend and present at the Classroom Assessment in Language Teaching (CALT) Regional Conference on September 27-28, 2019 at the University of Montana in Missoula. The title of her presentation is: "An Analysis of Rehearsed Speech Characteristics on the Oral Proficiency Interview—Computer (OPIC)."



**The Chronicle of Higher Education** is a great professional resource for all faculty and administrators to keep up-to-date with current issues and trends in U.S. higher education. Issues covered include those that are of keen interest to Divine Word College: accreditation, compliance, assessment, shared governance, critical thinking, instructional methods, curriculum development, effective writing, faculty evaluations and promotions, and so on. Becoming familiar with such current issues and trends in U.S. higher education will allow for a more informed and contextualized approach in our academic endeavors and discussions here at DWC. I want to encourage all instructional faculty and academic administrators to cultivate the healthy habit of regularly reading The Chronicle of Higher Education as part of one's ongoing professional development. This resource is readily available in our DWC Periodical Reading room on the second floor.

**Sabbatical Grant Opportunity** – The Louisville Institute in Louisville KY is accepting applications for sabbatical grant funding of up to \$40,000 to assist research and writing projects that will advance religious and theological scholarship in ways that also address practical issues concerning Christian faith and life, pastoral leadership, and/or religious institutions. The application deadline is November 1, 2019 for sabbaticals scheduled during the 2020-2021 academic year. For further information see <https://louisville-institute.org/programs-grants-and-fellowships/grants/sabbatical-grant-for-researchers/>

## Calendar Events

**ESL Field Trip** – Friday, August 30, 2019

Loras College, Dubuque IA

All ESL students attended a men's soccer match between the Loras College Duhawks and Knox College Prairie Fire. Students used English in an authentic context and created oral presentations based on their experience. (Loras won 3-0!)

**ESL Field Trip** – Friday, September 6, 2019

Western Dubuque High School, Epworth IA

ESL 012, 022, 032 students toured the WDHS campus with Ms. Dianne McDermott and learned about American school culture. Students acquired vocabulary related to education in the United States and had an opportunity to interact with native English speakers.

Chairs Council – Tuesday, September 17, 2019

Faculty Senate – Tuesday, September 24, 2019

## VICE PRESIDENT FOR FORMATION DEAN OF STUDENTS

*Fr. Bang Tran, SVD*

**Family Feast** - Many blessings and congratulations to the SVD community on the 144th Anniversary of the foundation of the Society of Divine Word, in a very special way to Fr. James Bergin, Fr. Adam MacDonald, and Fr. Nick Nguyen on their jubilee. Million thanks to the Student Senate president and his members, liturgical coordinators, musicians, cantors, ministers, and all those who contributed significantly to make the Family Feast Day beautiful, joyful and meaningful. Well done!

**Feast of the Exaltation of the Holy Cross** - Saturday, September 14, there will be a Large Community Thanksgiving Mass at 11:15 A.M, on the feast of the Exaltation of the Holy Cross. On this special occasion, our DWC community will join with all congregations of the sisters of Lovers of the Holy Cross worldwide in celebrating the 350th Anniversary of their foundation in 1670 by Bishop Lambert de la Motte. Let us come to celebrate and pray for all sisters of Lovers of the Holy Cross in the world and in a particular way, for sisters of Lovers of the Holy Cross present in our community. All students are expected to attend.

**Roadside clean-up** on Saturday will begin at 8:00 A.M. Those who signed up for the roadside clean-up please gather in the dining room. Punctuality is highly appreciated.

**Cultural Dinner** - Sunday, September 15, the community of St. Teresa of Avila will prepare a cultural dinner. As usual, the dinner will be served at 5:30 P.M. in the dining room. Welcome and enjoy good company and a delicious banquet.

**Sanitation** – We discussed at the recent Dean's Forum the sanitation of both bathrooms in the main building. Please help each other to keep them clean and maintain a healthy environment for all.

## **VICE PRESIDENT FOR OPERATIONS** *Mr. Steve Winger*

**New Food Service Worker** - Divine Word College is pleased to announce the hiring of Paul Wilczynski for the position of Food Service Worker. Before coming to DWC, Paul worked at Convivium Urban Farmstead, where he specialized in making food from scratch at the farm-to-table restaurant. Paul started training on Tuesday, September 10. If you see Paul, please give him a warm DWC welcome.

**Annual Fall Roadside and Campus Cleanup** - *“Living our vocation to be protectors of God’s handiwork is essential to a life of virtue; it is not an optional or a secondary aspect of our Christian experience.”* – Pope Francis

With those words from Pope Francis in mind, the campus sustainability committee welcomes you to join us Saturday, September 14, for our annual fall roadside and campus cleanup day. We will gather in the dining room after 8:00 am Mass and begin around 9 am.

Please sign-up on the student bulletin board if you are able to join us.

## **HEALTH SERVICES COORDINATOR** *Bro. Mike Decker, SVD*

Flu Vaccinations will be given on **TUESDAY, SEPTEMBER 24**, from 11 am to 1 pm in the Art Gallery.

Today I am putting up a “Sign Up List” for those wanting to receive a Flu Vaccination this year. I am recommending that ALL STUDENTS receive a Flu Vaccination to stay healthy during the winter months. Employees can receive a Flu Vaccination, all you need to do is to bring your medical insurance card.

The last day to sign up is Tuesday September 17. I am putting up two “Sign Up Lists” one on the Main Student Bulletin Board and one on the SVD Bulletin Board, you only need to sign one time.

Let’s keep Divine Word College Community healthy during the winter by receiving a Flu Vaccination.



- |                 |                                  |
|-----------------|----------------------------------|
| September 27-29 | Formator’s Workshop – Techny, IL |
| October 4-5     | Board of Trustees Fall Meeting   |
| November 20     | Matthew 25 Celebration           |

# Family Feast Celebration

Click this link for more photos of [Family Feast 2019](#)



## 3 - Teaching and Learning: Quality, Resources, and Support

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The institution provides high quality education, wherever and however its offerings are delivered.

### 3.A - Core Component 3.A

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The institution's degree programs are appropriate to higher education.

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.
2. The institution articulates and differentiates learning goals for undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

### Argument

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Divine Word College (DWC) offers quality academic programs that are appropriate to higher education at the undergraduate level and most relevant to the DWC Mission. Procedures for regular program reviews, curriculum updates, and course development exist that ensure that programs remain current and relevant. Student learning goals are clearly articulated and published in the annual College Catalog and on the College website for the English as a Second Language (ESL) program and the undergraduate degree and certificate programs.

As a Roman Catholic four-year liberal arts college and mission seminary in the tradition of the Society of the Divine Word (SVD), DWC provides the educational programs that are most suited to the learning goals of its students. Primary among these goals are the academic preparation and religious formation of men and women as missionaries and for a lifelong commitment to serving God's people. These educational programs are regularly reviewed and continually updated for adherence to professional standards of quality, currency, and relevance.

The Intensive English Language Institute (IELI) offers a high-quality English as a Second Language (ESL) [program](#) for non-native English speakers preparing to matriculate into the DWC undergraduate program, for undergraduate or graduate studies at other institutions, or for ministry or employment purposes. DWC offers three Bachelor of Arts degrees ([Philosophy](#), [Theology & Religious Studies](#), and [Intercultural Studies](#)) and three Associate of Arts degrees

(Theology & Religious Studies, Intercultural Studies, and Interdisciplinary Studies). As a part of the college's [strategic planning](#), DWC will offer two new Certificate programs in [Pre-Theology](#) and in Intercultural Ministry.

### 3.A.1

- **Program Reviews:** DWC ensures that its educational programs are reviewed on a regular basis so that all programs and courses are current and are of appropriate quality and relevance. Each of the academic areas is reviewed according to a five-year Program Review [Schedule](#). The [Program Review](#) process includes the drafting of an internal self-study report by the relevant Department Chair and departmental faculty, an on-campus visit and report conducted by an external reviewer, and an action plan to implement required and recommended improvements. Program objectives are periodically evaluated and refined in light of assessment data. Department Chairs review course syllabi each undergraduate semester and IELI term for approved course content, measurable learning objectives, and clearly-stated methods of assessment. The two academic programs most recently reviewed, with the implementation of corresponding actions plans, are the [ESL program](#) (2017-2018) and the [Theology & Religious Studies program](#) (2018-2019). Opportunities for curriculum updates can and do occur as a result of Program Review recommendations upon approval by the relevant departmental faculty and administrative committees.
- **Course and Curriculum Development:** Proposals for new courses, substantial curriculum changes, and new degree programs follow the procedures outlined in the Course and Curriculum Development Guide. **[link: Course and Curriculum Development Guide]** The proposals process is initiated by the concerned departmental faculty. Thereafter, proposals are vetted by the Chairs Council and finally endorsed by the Faculty Senate. Each administrative level is expected to add qualitative value to the proposal. If the proposal involves any substantial curriculum changes or any new degree or certificate programs, the proposal must also be approved by the Board of Administration and the Board of Trustees before implementation, so as to ensure academic quality and relevance to the DWC Mission.
- **ESL Program.** The IELI offers a high-quality intensive ESL program with externally benchmarked curricula and assessment. **[link: updated 2019 ESL curricula and assessments document]** The large majority of DWC students are international students. In order to assist non-native English speakers to prepare effectively for undergraduate studies in a U.S. institution of higher education, the ESL program has as its objective the provision of an environment in which students may “build English language proficiency and academic skills needed for college success. The IELI [mission](#) also offers instruction for students who wish to improve their English language skills for their ministry or employment in the future.”
  - In response to persistent concerns about student English language proficiency among a sizeable portion of students in the undergraduate program in prior years, and as evidenced over several years of [Student Exit Interview data](#), DWC initiated a major overhaul of the ESL program, in consultation and collaboration with ESL departmental faculty. **[link: VPAA memos]** A new IELI Director was hired from outside the institution in 2016. Soon thereafter, a new delivery format

was drafted that moved away from the long-standing five-level, 16-week semester-based format to a more focused eight-level, 8-week term-based format. Eight-week terms appear as the predominant system in a recent study performed by English USA. [\[link: English USA study of IEPs\]](#) Each of the new eight levels were tied explicitly to the Common European Framework of Reference (CEFR), an internationally recognized standard for language acquisition. [\[link: CEFR document\]](#) Student learning outcomes and assessments for each level and course were crafted with an eye to standards articulated by the Commission on English Language Program Accreditation (CEA). [\[link: CEA document\]](#) External consultants were hired from Southeast Missouri State University (SEMO) in Cape Girardeau to assist with improving the draft program and identifying potential issues with implementation. These external consultants participated in an all-day on-campus discussion with ESL departmental faculty, the IELI Director, and the VP for Academic Affairs. The result of this process was the production of a final report and action plan. [\[link: SEMO report and action plan\]](#) After considerable study, debate, and revision, the new ESL program was submitted and officially approved by the Board of Administration and the Board of Trustees in May 2018.

- It is worth noting that some senior ESL departmental faculty were rather critical of or resistant to the program improvements and left DWC before implementation. [\[Is this necessary to state this?\]](#) Nonetheless, the Board of Administration and the Board of Trustees enthusiastically support the new ESL program and applaud the positive constructive efforts to meaningfully respond to noted deficiencies in student learning. [\[link: BOA and BOT minutes\]](#) The Chicago Province of the Society of the Divine Word is likewise strongly supportive of the new ESL program and has approved the required increase in staffing levels and budget outlay. [\[link: USC province approval letter\]](#) The 2018-2019 academic year is the first year of implementation for the new eight-level, 8-week ESL program. Assessment data collected over at least two academic years will govern any required adjustments to the program, after which time the IELI will initiate the process to pursue specialized accreditation with the CEA in Fall 2020. [\[link: Objective 3, Strategic Plan\]](#)
- **Core Curriculum (CORE):** The [Core Curriculum](#) (General Education) program consists of 44 credit hours and includes courses in communication, the humanities, science, math, and theology. These foundational courses also promote student skill development in the five new [Core Competencies](#) (Institutional Learning Outcomes) introduced in the Fall 2019 semester: Critical Thinking Acuity, Communication Effectiveness, Intercultural Competency, Social & Global Responsibility, and Missionary Discipleship. Data collected on the former Institutional Learning Outcomes since their implementation in the 2013-2014 academic year indicated that they were ineffective and poorly constructed, as described in a [report](#) by the Director of Institutional Effectiveness. The five new Core Competencies are more directly derived from and supportive of the DWC Mission and are expected to yield data more demonstrative of student learning. The identification and crafting of the new Core Competencies engaged all departmental faculty, the Assessment Committee, the Chairs Council, and Faculty Senate in a process that lasted the entire [2018-2019 academic year](#). In response to faculty feedback regarding a lack of clarity on the meaning of the Missionary Discipleship competency and its relation to the DWC

Mission and curriculum, the College President delivered a presentation at a special Presidential Forum. **[link: Presidential Forum PPT]** The new Core Competencies were approved by the Board of Administration and the Board of Trustees for implementation in the Fall 2019 semester. Across the undergraduate curricula, [mapping and benchmarking](#) has been initiated by departmental faculty and the Assessment Committee.

- **Philosophy:** The B.A. in Philosophy degree program adheres to the academic requirements for seminarians pursuing priesthood ordination as stipulated in the most recent version of the [Program for Priestly Formation](#) (PPF) published by the United States Conference of Catholic Bishops in 2006. The PPF requires that candidates for priesthood take a minimum of thirty (30) credit hours in philosophy and twelve (12) credit hours in theology. The philosophy curriculum must include certain historical and thematic courses as enumerated within those guidelines. **[link: PPF 5, 178, 179]** Consequently SVD candidates for the priesthood are required to obtain a [B.A. in Philosophy](#) unless their prior academic experience indicates otherwise. For example, candidates for the priesthood who already possess a Bachelor's degree from another institution may instead pursue the [Certificate program in Pre-Theology](#) to fulfill the academic requirements indicated by the PPF.
- **Theology & Religious Studies:** The B.A. and A.A. in [Theology & Religious Studies degree](#) programs are tailored for students pursuing or already engaged in Church ministry, but as non-ordained religious men and women or as lay leaders. Required courses cover essential areas in theology and ministry, such as Christian Ethics, Pastoral Care, Synoptic Gospels, Catholic Social Teaching, and Missiology. Elective courses allow students to explore areas of interest according to their individual academic and ministerial goals.
- **Intercultural Studies:** The B.A. and A.A. [Intercultural Studies degree](#) programs reflect the charism of the Society of the Divine Word and emphasize the acquisition of the knowledge, attitudes, and skills required for effective and meaningful ministry in intercultural contexts. Required courses cover essential areas, such as Intercultural Communication, Globalization I & II, and Environmental Science. Elective courses allow students to explore areas of interest according to their individual academic and ministerial goals. Students who major in Philosophy or in Theology & Religious Studies are required or strongly encouraged to take an Intercultural Studies minor, given the critical importance of intercultural competence for ministry and missionary endeavors.
- **Interdisciplinary Studies:** The A.A. in [Interdisciplinary Studies degree](#) program is primarily intended for students with more limited academic goals or who intend to transfer to other institutions. This program fulfills the goals of those students who—having discerned that missionary service or a lifelong commitment to ministry—may no longer accord with their vocational or career goals and who thereby chose to leave DWC. The degree consists of the Core Curriculum plus an additional eighteen credit hours in approved courses, thus allowing for maximum flexibility.

### 3.A.2

- DWC offers only undergraduate degree and certificate programs, along with Intensive English as a Second Language program. DWC does not offer any graduate, post-baccalaureate, or post-graduate programs.

- The ESL program has clearly stated learning goals, with assessments, for each ESL level and course in its curriculum. [link: ESL 2019 curriculum document] As noted above, learning goals are externally benchmarked against professional standards articulated by the Common European Framework of Reference (CEFR) and the Commission on English Language Program Accreditation (CEA). The IELI Director is responsible for reviewing ESL course syllabi for conformity with syllabus guidelines. [link: **ESL Syllabus Guide**] Syllabi are published for every ESL course and includes an articulation of course content, student learning outcomes, and assessment methods. [link: example **ESL syllabus**] ESL course descriptions, placement testing criteria, and promotion testing criteria are [published](#) in the annual College Catalog and on the College website. Contact hour requirements are in accord with external professional standards for intensive ESL programs, [link: **Intensive ESL standard**] and with federal government requirements for international students on F-1 or other visas.
- Department Chairs in the undergraduate programs are responsible for reviewing course syllabi for conformity with [syllabus guidelines](#). Syllabi are published for every undergraduate course and include the articulation of course content, student learning outcomes, and assessment methods. [link: **example undergrad syllabus**]. The Core Curriculum (General Education) program introduces students to the five Core Competencies as student learning goals at lower-level benchmarks. Each of the degree programs articulates learning goals relevant to the particular area of academic inquiry in [philosophy](#), [theology & religious studies](#), or [intercultural studies](#). Undergraduate courses also reference any applicable Core Competencies addressed at higher-level benchmarks. Credit hour requirements are in accord with external undergraduate professional standards, [link: **undergrad standard definition**] and with federal government requirements for international students on F-1 or other visas.
- Each of the degree programs requires successful completion of a Senior Capstone designed to demonstrate the achievement of student learning goals and Core Competencies through a written project and oral presentation.

### 3.A.3

- DWC classes are only delivered on the main campus; there are no additional campus locations. All courses are delivered face-to-face in a classroom setting, with no distance courses or other modalities being offered. DWC does not currently have dual credit courses, although that possibility is being studied for implementation on a limited basis in the near future. [link: **Action Step 6.1, Strategic Plan**]

## Sources

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- 2018-19.DWC Strategic Plan Score Card
- 2019-05-04.DWC Strategic Plan Score Card - Final
- 2019-2020 IELI action plan
- Academic Program Review Schedule for 2017 to 2027
- Assessment Schema
- Assessment Schema

- Catalog080114
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- Catalog080114 (page number 9)
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- CC-SLOs in Syllabi
- Course Catalog 2019-2020
- Course Catalog 2019-2020 (page number 54)
- Course Catalog 2019-2020 (page number 72)
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- Course Catalog 2019-2020 (page number 74)
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- Course Catalog 2019-2020 (page number 102)
- DWC Assessment Handbook
- DWC Assessment Handbook (page number 4)
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- IELI Action Plan 2015
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- ProgramforPriestlyFormation
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- Student Exit Interview Fall 2014- Spring 2018
- Syllabus Template Overview
- Theology Self study for Program Review 2018
- Topics of Formation Evening Conferences-Revised
- TRS SLO assessment
- TRScurriculum20160112
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## 3.B - Core Component 3.B

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The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

## Argument

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Divine Word College has implemented a progressive series of student learning outcomes to ensure the integrity of its programs. The initial Institutional Student Learning Outcomes ([I-SLOs](#)) from 2013 stressed the acquisition, application, and integration of broad learning and skills, including spiritual development.

By 2017 a more concise appreciation of the learning skills manifest in the Divine Word College curriculum led to a [re-examination](#) of the critical skills that are at the heart of the DWC mission. During the 2018-2019 AY the seven Institutional Student Learning Outcomes solidified into five core competencies. These Core Competencies ([CC](#)) and collaboratively developed Student Learning Outcomes ([CC-SLOs](#)) were officially approved by the Board of Trustees and full implementation began in the [2019-2020 AY](#).

The process for the reformulation of degree program SLOs ([Intercultural P-SLOs](#), [Philosophy P-SLOs](#), and [Theology & Religious Studies P-SLOs](#)) was initiated by departmental faculty and endorsed by the Faculty Senate in 2015. Those revised degree program SLOs more effectively articulated and reflected the Institutional SLO's. Importantly, the process is on-going: each year there has been a continuing refinement of programs' desired outcomes. In 2018 the Intercultural Studies program worked through three different sets of P-SLO wordings, to better refine assessable concepts. In 2019, with the acceptance of the Core Competencies, individual academic programs are reevaluating their P-SLOs looking to build upon the CC-SLOs for comprehensive [assessment](#) of DWC's educational programs.

DWC offers students a holistic and integrative education that combines the intellectual, spiritual, social, and cultural competencies necessary for success as religious, secular, and lay missionaries in today's Church. Through the Core Curriculum and the Religious Formation Program that integrate training for intercultural competence and spiritual development, as well as through daily activities, students achieve personal growth in intellectual inquiry, practical skills, and professional dispositions that are essential for success as future missionaries. Furthermore, the supervised Ministry Program assists students in applying practical skills and in reflecting critically upon actual service experiences to persons within the local community.

### 3.B.1

- In acknowledgment of the expanded and diversified student body—now including women religious and laymen and women—the DWC Mission Statement was revised in 2009. [\[link:???](#) In 2012, an External Review of the General Education Program was performed and recommendations issued. After extensive discussion and approval by the Faculty Assembly in 2013, the required number of credit hours was reduced from 59 to 44. While some less relevant of courses were eliminated, new courses were added, including a freshmen seminar (to better orient students to academic life and improve retention), options in oral communications, and cultural anthropology to enhance students' intercultural literacy. The resulting revised Core Curriculum was predicated on the view that DWC graduates should have a broad-based liberal arts education, be introduced to intercultural literacy, and be prepared for graduate studies in an area appropriate for future missionaries and ministerial leaders.
- Through the Catholic liberal arts education focus of the [DWC Core Curriculum](#), students acquire the knowledge, attitudes, and skills essential for lifelong learning and success as mature and responsible Christians prepared for ministerial leadership in today's Church. These skills, as directly addressed in the Core Curriculum, include language proficiency, critical and quantitative thinking, social and behavioral science literacy, art appreciation, and theological literacy. Core Curriculum courses in support of these skills include logic, academic and expository writing, oral communications, cultural anthropology, psychology, art, music, literature, history, life sciences, mathematics, and theology. The Core Curriculum, which is ideally completed during the first three semesters, is foundational for the three Bachelor of Arts and the three Associate of Arts degree programs at DWC.

### 3.B.2

- Beginning in spring 2012, the faculty engaged in a series of discussions to reexamine the knowledge, attitudes, and skills necessary for DWC graduates. The general consensus was that the unusually high number of General Education credits (59) had severely limited the ability of the degree programs to innovate and to offer electives to support student interests. The General Education Curriculum lacked sufficient courses in the social sciences, and more choices in communications courses were deemed desirable. Some of these observations were also made by an External Review of the General Education curriculum. The revised Core Curriculum reflects a commitment to providing students a solid liberal arts foundation—along with intercultural literacy training—to

pursue a degree program appropriate to their vocation. The revised Core Curriculum better aligns with the Institutional SLOs.

- The Institutional Student Learning Outcomes (both the I-SLOs and the current CC-SLOs) include the generally required academic skills of analysis, interpretation, integration, and effective communication. The [2013 revision](#) of the Core Curriculum placed emphasis on different modes of academic inquiry and bolstered communication skills by solidifying the two required writing courses and the two required oral communications courses. Through the Core Curriculum, students are introduced to modes of inquiry specific to social sciences, natural sciences, quantitative reasoning, logic, academic research in the humanities, and theological reflection.
- Critical thinking is an important institutional student learning outcome and is specifically addressed in the required Core Curriculum course [PHI 102: Logic](#), which is comprised of units on critical thinking and formal logic. The unit on critical thinking starts with the basic concepts of logic—argument, deductive and inductive reasoning, validity, and soundness—and proceeds to the exploration and identification of fallacies of relevance, fallacies of presumption, and fallacies of ambiguity that occur both in ordinary arguments and in more sophisticated philosophical contexts. The unit on formal logic explores elementary symbolic/propositional logic, with an emphasis on analyzing and evaluating arguments from this perspective.
- One notable challenge is effectively addressing the development of students' critical thinking skills. The school has systematically used the [California Critical Thinking Skills Test](#) (CCTST) to assess incoming student needs. Most matriculated DWC students, because of their cultural backgrounds and limited English skills, have initially scored in the bottom quartile. Subsequent testing on graduating seniors, while demonstrating an improvement of critical thinking skills, continue to show that DWC students need greater exposure to cognitive enhancement. [Analysis](#) revealed that performance on this particular test did not vary among degree programs, despite expectations that philosophy majors would have obtained higher scores. As of 2018, with only three years of data and a single complete cohort, generalized conclusions are not yet warranted. There is, however, one apparent mitigating factor for the below-average scores, given the international complexity of the student body both linguistic and cultural difficulties may be impacting student results. The consistently weak, initial responses and limited growth over four academic years, suggest that the college needs to intensify focus on critical thinking skills appropriate to an intercultural context.

### 3.B.3

- The description of each of the three undergraduate degree programs in Theology & Religious Studies, Philosophy, and Intercultural Studies is well articulated in the corresponding sections of the [Catalog](#). The description of each degree program contains a brief statement of purpose, a listing of Student Learning Outcomes, and a presentation of required and elective courses in the curriculum. Every effort is made to assure that the courses within the program support the P-SLOs expected of graduates within that particular degree. Students are taught appropriate methods of collecting, analyzing, and communicating information, and the mode of inquiry unique to the discipline. The Senior Synthesis Capstone courses in each degree program are designed to help students

articulate a personal synthesis of their major studies through crafting a creative academic project and public presentation.

- One area of degree program improvement is the implementation of training for the writing of academic research papers in the method and format appropriate to the particular discipline. The Philosophy program has linked their one credit senior capstone courses to a two-credit [senior seminar](#) that focuses on synthesizing philosophical constructs with real-life, non-philosophical works. The Intercultural program has linked their one-credit senior capstone to a two-credit course specifically geared toward understanding the methods of [social research](#).

### 3.B.4

- Divine Word College is an [exemplar of cultural diversity](#) that is reflected in the seven national flags that stand before the campus and are changed daily to reflect the [20+ different originating nations](#) of our students. Nearly 80% of DWC students are nationals from Angola, Argentina, Benin, Brazil, Cameroon, Canada, China, Colombia, DR Congo, El Salvador, Haiti, Indonesia, Myanmar, Nigeria, Papua New Guinea, Saudi Arabia, South Korea, Togo, and Viet Nam. Faithful to the charism of the Society of the Divine Word (SVD), DWC has [always been committed](#) to promoting and celebrating diversity and interculturality. The diversity of nationalities, ethnicities, and cultures represented at DWC is embraced by the College community as being essential in preparing students for their future roles as missionaries.
- All students are required to take a course in cultural anthropology as part of the Core Curriculum. Many students take courses in cultural diversity as part of their Intercultural Studies program. The intercultural communication course is required for the Intercultural Studies Degree program. In AY 2018-2019, eighty percent of students with a declared program of study were majoring or minoring in Intercultural Studies. There are also annually celebrated cultural events such as Mission Sunday, Lunar New Year, [St. Josephine Bakhita](#) and Our Lady of Guadalupe. All these dynamics, as well as daily living and interacting in an intercultural setting, reinforce the value of promoting and celebrating cultural diversity, and acquiring the knowledge, attitudes, and skills required for effective missionary service.

### 3.B.5

- As an undergraduate institution primarily focused on teaching, the faculty has historically placed less value on scholarship and professional development than on classroom advancement. A generous professional development [budget](#) for attending conferences and other professional activities has been generally underutilized.
- While there have been creative performances and activities among some humanities faculty, scholarly publication of monographs or articles in peer reviewed journals is not really applicable to an institution like DWC. **None-the-less XXXXX wrote for YYY and AA wrote for BBB GET THE DOCUMENTATION FROM JOHN – YASMIN ARTICLE.** Most DWC faculty are focused more on pedagogic advancements than on scholarly engagement. An example of outstanding teaching creativity was an exploratory approach of an English professor who used original letters from World War II to have

students investigate emotional and cultural settings from 1940's America. This project led to interactions with the local community, veterans organizations, and a writing project for the local newspaper. [link: ???] **JUDRY EDITS OF PROFESSIONAL JOURNAL & TAYLOR**. To encourage greater professional participation, the VPAA's weekly memos and the college's [Log](#) regularly share the external successes with the entire community.

- With recent updates to the [Faculty Handbook](#) regarding annual evaluations and promotions criteria, Department Chairs actively encourage ongoing professional development and increased participation in scholarly publications and creative performances. Department Chairs execute annual performance evaluations that are utilized for summative and formative purposes, and which impact pay raises and contract renewal decisions. On an annual basis, faculty members are expected to indicate what professional memberships, conferences and scholarly activities in which they have been engaged over the past academic year. Public recognition and cash awards for scholarly publications have been instituted and increased. These improvements have now been institutionalized, and the administration is optimistic that faculty will continue to respond positively to these efforts to encourage increased ongoing professional development and scholarly work.

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## 3.C - Core Component 3.C

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The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.
2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.
3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
4. 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.
5. Instructors are accessible for student inquiry.
6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

## Argument

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### 3.C The Institution has the Faculty and Staff Needed for Effective, High-Quality Programs and Student Services

The instructional and formational programs are very well-staffed. As of fall 2019, DWC employs twenty-one full-time faculty and seven part-time faculty, resulting in a [ratio](#) of 1 teacher for every 9 students. Adjunct faculty are hired on an as-needed basis. Full-time faculty teaching in the degree programs are expected to teach an average total of twelve credit hours per semester, while the IELI faculty are expected to teach twenty contact hours per eight-week term. Department Chairs are granted fifty percent release time to accomplish administrative responsibilities. DWC students have greater opportunities for faculty interaction because of a generously considered [faculty load](#). In addition to regular faculty, there are eight other individuals involved primarily in the Religious Formation Program, a some of whom may also teach one or two courses per academic year.

#### 1. Sufficient Number and Continuity of Faculty Members; Establishment of Academic Credentials; Involvement in Assessment of Student Learning

DWC employs a sufficient number of faculty members, as documented in the HLC Institutional Updates, the 2018 IPEDs reporting, and the June 2019 [Full-time Faculty Changes report](#). Since 2012, DWC has averaged one teacher for every 8.2 students, and never had more than 9.8 students for every full-time equivalent teacher. The low faculty-to-student ratio allows teachers

to focus additional time and attention to particular student learning needs, to participate in non-teaching roles such as the development and evaluation of academic programs, and to provide individual advisement, tutoring, and assessment of student progress.

Most faculty serve on a number of standing committees and ad hoc committees, collaborating on a wide range of academic and administrative tasks, including the development and oversight of the curriculum and institutional assessment. They also serve on faculty search committees, help to organize cultural events, work on campus sustainability, and, when needed, adjudicate student academic and disciplinary proceedings.

## **2. All Instructors are Appropriately Qualified**

Every year approximately half of all full-time faculty hold terminal degrees in their field of specialty, while the rest hold at minimum a Master's degree ([Catalog Appendix](#)). For the AY 2019-2020, of the twenty-three undergraduate faculty members, 52% hold terminal degrees. All but three adjunct instructors have Master's degrees. Of the three with only Bachelor's credentials one is an applied music teacher, one a professionally experienced Art teacher, and one a personally experienced Spanish language teacher. Faculty credentials are carefully scrutinized and documented at contract signing. Job applicants are required to provide a listing of their degrees and, before employment, official transcripts to verify academic credentials.

## **3. Instructors are Evaluated Regularly in Accordance with Established Institutional Policies and Procedures**

Faculty performance is both meaningfully and systematically evaluated annually. In accordance with a mandate from the Board of Trustees, and under the leadership of the VP for Academic Affairs, a Faculty Handbook Revision Committee was established and charged with crafting an effective annual faculty performance evaluation policy and process. The faculty was fully involved throughout the revision process, and in spring 2014, the pertinent sections of the Faculty Handbook pertaining to the Annual Faculty Performance Evaluation policy and procedure was approved by the Board of Administration and the Board of Trustees. These annual faculty performance evaluations have been institutionalized and are now in their fifth year of implementation.

The evaluation [process](#) is intended to assure faculty accountability and continuous professional improvement. Evaluation ratios are articulated for effective teaching (60%), professional development (20%), and service (20%), resulting in a weighted Overall Performance Evaluation Ratio (OEPR) score on a scale of five (excellent) to one (poor). Instructors with an OEPR score below 2.0 are subject to placement on a Professional Development Plan. The IELI evaluation ratios are slightly different: effective teaching (70%), professional development (15%), and service (15%).

The newly established system of Annual Faculty Performance Evaluation contains the following steps (**LINK:see parallel IELI Annual Faculty Performance Evaluation process**):

- The Department Chair observes one class for each instructor per academic year for the first two years, and all others at least once every three years. **[LINK: 9.01.07 Revised Program 11/30/18]**
- Student feedback on faculty performance is assessed each term through a standardized course evaluation, the analyzed comparative data is shared with both individual faculty members the supervisory department chair.
- Faculty write a narrative self-evaluation of their performance in the areas of effective teaching, professional development, and service; additionally, faculty submit an action plan for the next academic year
- The Department Chair also writes a narrative performance evaluation of the instructors performance in the areas of effective teaching, professional development, and service based on the instructor's self-evaluation, classroom observation, student evaluations, and other available data
- The Department Chair schedules an individual conference to share the performance evaluation with the concerned faculty, and to highlight any areas of strengths, weaknesses, and recommendations for improved future performance
- After discussing the written performance evaluation with the concerned faculty member, the Department Chair forwards a signed and dated copy to the VP for Academic Affairs for filing.

#### **4. Processes and Resources for Assuring Instructors are Current in their Disciplines and Adept in their Teaching Roles; Professional Development**

As an undergraduate institution primarily focused on teaching, the faculty has historically placed less value on scholarship and professional development than on teaching. A generous professional development budget for attending conferences and other professional activities is available. Scholarly publication of monographs or articles in peer reviewed journals has been limited, but there have been creative performances and activities among the humanities faculty. Because DWC is primarily a teaching institution, some faculty have expressed an emphasis on pedagogic development, as opposed to the idea of professional development and scholarly engagement.

On an annual basis, faculty are expected to indicate what professional conferences and scholarly activities they have been engaged in over the past academic year. Ample resources are available for these activities. Newer faculty members have been more active in professional development and scholarly pursuits. Faculty may use these funds throughout the academic year and for summer workshops and seminars. Procedures for applying for these funds are described in the Faculty Handbook and application forms are available online. Details on faculty professional memberships, publications, presentation, conferences attended performances and personal study/research are collected on an annual basis by the Vice President for Academic Affairs.

**[Link: NEED VPAA MEMO ON FACULTY MEMBERSHIP/ATTENDANCE AT CONFERENCES IN 2018-2019 – ALSO CAN NOT FIND VPAA MEMOS AFTER JAN 2019]**

The process of promotion and contract renewal are partially based on instructor's record of professional development and accomplishments. Public recognition and cash awards for scholarly publications have been instituted and increased. Two such awards are the Rev. Charles Malin SVD Excellence in Teaching Award and the Professional Presentation Recognition SOURCE LOG 2019.05.07

A Faculty Institute is scheduled at the beginning of every academic year for all faculty members. Attendance is mandatory. The Faculty Institute's the day-long workshops focus on some aspect of teaching or professional development presented by an outside expert. The most recent Faculty Institute topics were Shared Governance (2017), Critical Thinking (2018) and Assessment of Student Learning (2019). There are also a number of occasional presentations or in-service events, such as annual symposia or lectures in theology or philosophy. Additionally, each year, a number of additional workshops for the faculty and professional staff are held. YA 2018's focus was on improved assessment, with specific presentations/workshops on: Efficacy of Current Institutional Student Learning Outcomes Measurement Practices, Core Competencies and CC SLOs, First Cohort for CCTST, and New Visions through Curriculum Mapping.

### **5. Instructors are Accessible for Student Inquiry**

All full-time instructors are expected to keep regular office hours for students, as well as make themselves available through appointment at other times. Office hours are posted on office doors and published in course syllabi. In fact, most teachers are available at other times and for more hours than those minimally required. Adjunct instructors, who are not required to keep office hours, are normally accessible by e-mail and telephone.

### **6. Staff Members Providing Student Support Services are Appropriately Qualified, Trained, and Supported in their Professional Development**

The college Registrar acts as an academic advisement coordinator who trains and assists faculty members in their academic advisement duties. In the role of advisement coordinator, the Registrar also guides undeclared students through the Core Curriculum. Once a student declares a major, a new academic advisor from the relevant Department is assigned to guide the student to the successful completion of degree program requirements. Academic tutoring is provided by faculty, students, and part-time employees who possess the necessary skills and expertise. A Student Resource Center is staffed by student mentors and faculty who have a less than complete teaching load. In the [Student Resource Center](#), students receive tutoring, research, and writing assistance. Student tutors are supervised by faculty to assure their effectiveness. Learning is assisted by a well-resourced library and information technology office.

The VP for Formation/Dean of Students receives appropriate training through the Institute for Religious Formation at Catholic Theological Union in Chicago, IL. The Assistant Dean of Students and all other Formation Directors assist the VP for Formation in his role of guiding students through integral human formation according to the Religious Formation Program, and they themselves receive [regular training](#) in their craft. Students requiring counseling or other psychological services are served by the College Counselors Office, staffed by a counselor and an assistant counselor licensed in the State of Iowa, maintained through ongoing continuing

education. Students regularly engage in spiritual direction with trained spiritual directors, supervised by a Coordinator of Spiritual Life.

Until 2006 there was a regular program for staff enrichment coordinated by the VP for Finance, but this program was replaced with separate budgeting for each non-academic area. This new method of budgeting assures that professional development funding is available for all staff. Primary responsibility for [staff training](#) and continuing education now resides with work supervisors. In 2016, a newly hired Human Resources Generalist/Compliance Officer addressed deficiencies in the areas of annual staff performance evaluations and initial/ongoing staff training issues. Based on the results of that office, by 2018 the college moved to a Human Resources Coordinator who works with an outside advising firm, Cottingham & Butler to determine human resources best practices.

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## **3.D - Core Component 3.D**

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The institution provides support for student learning and effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its programs and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).
5. The institution provides to students guidance in the effective use of research and information resources.

## **Argument**

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### **3.D The Institution Provides Support for Student Learning and Effective Teaching**

Various support services assist student learning, including the Student Resource Center, library services, technology assistance, financial aid, counseling, spiritual direction, and academic advising. The college has a Director of Instructional Technology to assist faculty with advanced teaching methods and equipment. This academic position, separate from informational technologies specialists, works directly with faculty to effectively use the school's classroom management software.

#### **1. Student Support Services Suited to the Needs of Student Populations**

All support service personnel are cognizant that the DWC student population is overwhelmingly from immigrant or international backgrounds. With only twenty or thirty new students enrolling every year, the admissions staff is often able to identify students with specific needs before they arrive on campus. The College offers financial aid, transportation to medical appointments, travel services, housing, athletic programs, cultural events, food services, counseling, and ADA accommodation when needed.

Each DWC student meets regularly with a spiritual director. Conversations are held at least monthly for most students, and every three weeks and biweekly for juniors and seniors respectively. The spiritual director is concerned with all aspects of the student's life, always keeping a focus on the student's spiritual journey. The spiritual director accompanies the student in learning how to pray and how to listen to God, to others, and to themselves in the discernment of their missionary vocation. Spiritual directors help students examine what is nurturing

or harmful to their growth. Spiritual direction sessions help students discover their purpose in life and how they can best offer themselves as gifts to those they love and choose to serve. Discernment is a primary concern especially for students who are unsure of committing to a missionary vocation, but all students are assisted in exploring spiritual questions in an environment of absolute confidentiality.

College counselors provide a range of services, including individual counseling for personal or emotional issues. Referrals are made for psychological assessment, learning disability testing, pre-novitiate testing, evaluation for alcohol and/or substance abuse or use, and for other addiction issues. Counselors provide educational talks and participate directly in the classroom and in religious formation groups on a wide range of topics, including leadership, values, addictions, good communications skills, understanding women's issues, sexuality, and conflict resolution. Academic counseling for building study skills includes areas such as time management, note taking, test taking, writing papers, reading skills, memorization and comprehension, learning styles, good study habits, and active listening. Other interpersonal topics include communication skills, good manners, setting personal boundaries, enhancing social skills, and appropriate behavior in the cultural context of college seminary life.

The Financial Aid Office assists students in applying for government grants and loans. The office documents student financial needs and notifies state and federal agencies of individual award amounts. The International Student Advisor assists students in all their immigration and visa needs, from issuing I-20's to maintaining student information in the Student & Exchange Visitor Information System (SEVIS) database. The Student Medical Advisor assists students with their medical needs. The advisor arranges for student medical insurance when needed and sets up medical/dental appointments.

## **2. Learning Support and Preparatory Instruction**

DWC students come from a wide variety of social and cultural backgrounds, with different levels of academic preparedness. Most students are not native English speakers, and some students face the additional challenge of deficient academic backgrounds. Accordingly, all new undergraduate students must take proficiency tests in English, mathematics, and fundamental Catholic theology to determine the need for placement in remedial or regular college courses. The Core Curriculum, with its slate of traditional liberal arts courses, is the foundation for all three degree programs.

Roughly two-thirds of DWC students matriculate into the College after completing English as a Second Language studies. **[LINK; report on retention]** The ESL program was originally established to help students achieve the English language proficiency required for undergraduate studies at DWC. In recent years, the ESL program has been given a second mission to teach English to international SVD community members and religious sisters who will engage in missionary work in English and/or attend graduate school in the United States. This dual mission has expanded both the teaching methods and functional goals of our Intensive English Language Institute. It is significant to note that an increasing percentage of students enrolled in ESL classes do not intend to matriculate into DWC.

### **3. Academic Advising Suited to Programs and Needs of Students**

Each student is assigned an [academic advisor](#) for the monitoring their progress. All new undergraduate students are assigned to the college Registrar whose mastery of curriculum details insures that students are properly registered and can successfully complete all appropriate Core Curriculum courses in a timely fashion. A previously defined position, Academic Advisement Director, whose duties included [training and assisting](#) faculty members in their academic advisement duties, has been assigned to the new newly expanded role of the Registrar. Once a student declares a major, a new academic advisor from the relevant Department is assigned to guide the student through the successful completion of degree program requirements and ultimately graduation.

College policy calls for academic advisors to meet their student advisees at least twice a semester to register for a new semester, to monitor academic progress, and to address any particular difficulties. Academic advisors monitor their advisees' grades via Populi and meet with them to address any performance issues. Students may request a different academic advisor through the Registrar Director or the appropriate Department Chair.

### **4. Infrastructure and Resources Necessary to Support Effective Teaching and Learning**

DWC is well-resourced in terms of finances, personnel, and infrastructure. The College is committed to providing the required financial and human resources necessary to fulfill the Mission of preparing men and women as future missionaries through its academic and religious formation programs. While the College does not self-generate enough income to cover operating expenses, the college's parent organization, the Chicago Province of the Society of the Divine Word, unfailingly provides a generous subsidy each year to assure that the College's financial needs are met. Because DWC graduates are fundamental to the growth of the Chicago Province of the Society of the Divine Word, the Divine Word Province is fully committed to the Divine Word College. No student is denied enrollment for lack of financial resources. [In 2017-2018](#), 90% of "student" contributions were provided through scholarship or institutional discount.

DWC ensures that students and instructors have the necessary infrastructure and resources to support effective teaching and learning. Faculty members are well qualified to offer courses in their discipline. Classrooms are well-equipped with comfortable furniture and up-to-date teaching technology. Internet is available throughout the campus. There is a laboratory to support the science courses. The main chapel serves as a venue for religious services and secular performances, while two smaller chapels provide for culturally focused settings. The college has a well funded Library, which occupies a preeminent position in the building's structure. Faculty requests for book purchases and journal subscriptions have almost always been funded, and the increasing number of online resources evinces healthy funding as well. The strength of library is even recognized by other institutions as the college loans out more than five times what we borrow. Two computer labs are available for students' use 24/7. The college has a replacement plan for computers, and currently oversees over 150 desktop and laptop computers as well as the classroom equipment. The College has recently upgraded its Internet bandwidth and supplies campus-wide, free WiFi access.

For relief from academic stress and interpersonal growth, the college has a commons room with food and digital entertainment, and multiple indoor and outdoor sports facilities. There is a gymnasium, swimming pool, separate locker rooms for men and women, and a fitness room. In addition to an open, wooded outdoor walking space and well-maintained floral garden, the school maintains tennis courts and a soccer field. Recent upgrades include the 2014 the expansion of the fitness room, the addition of more equipment to the gymnasium and the 2019 repair of the tennis courts.

## **5. Guidance in the Effective Use of Research and Information Resources**

Two full-time faculty members and one part-time SVD volunteer are the library personnel who assist in the location, evaluation, and proper use of information. The Library Director is also responsible for a required freshman course that focuses on information literacy. Through HUM 101, all students are introduced to DWC information resources and the basics of library research. The Matthew Jacoby Library supports the DWC Mission by cultivating lifelong learners who can identify, locate, evaluate, synthesize and effectively utilize information. The library houses a collection of over 68,000 volumes, 3,000 digital resources and 217 serials. Along with the brick and mortar library itself, library staff maintain a website, an e-catalog and multiple online resources. The library and periodical reading room are open 24 hours a day, 7 days a week. The library serves DWC faculty, students, and staff by providing resources for classroom, scholarship, and leisure use. Reference librarians are present Monday through Friday between 7:30 am and 4:30 pm to help students with their information needs and they frequently serve as in-classroom presenters. The library is also active in InterLibrary Loan (ILL) to actively procure any resources our students and faculty need.

The library also helps students in their academic studies outside of the physical space in which it is located. The newly revamped library website is full of video tutorials along with pathfinders and research guides so students can satisfy their information requests from anywhere. The library subscribes to a number of online databases, and has started the process of making digital books available to all students and staff. The library also has an Information Literacy Policy, and librarians are often invited into classrooms to instruct the students on information literacy. The students are also introduced to the library and the research tools it provides during freshman orientation. The library works closely with the faculty to ensure that they are up to date on current information trends, collection development, and information literacy instruction. The librarians actively help students in a number of classes, including those of Research Methods and College Writing, as well as talking to other classes about library resources. One of the I.T. staff has a strong teaching background, and students feel very comfortable asking him for help in any number of fields, from technical problems to strategic use of resources.

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## 3.E - Core Component 3.E

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The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.
2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

### Argument

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#### 3.E The Institution Fulfills the Claims it Makes for an Enriched Educational Environment

DWC has a very focused Mission, and within the parameters of that Mission, it provides an educational environment that includes carefully constructed curricula, an evolving co-curricular program, and a rich Spiritual Formation Program. All of this is provided in the College's unique intercultural atmosphere.

##### 1. Co-Curricular Programs are Suited to the Institution's Mission and Contribute to Students' Educational Experience

Students at DWC engage in several structured co-curricular programs, all of which are intended to help students develop their capacity to serve the church and the world, whether in mission work or in some other field. Intellectual formation is a critical component of the College's total formation program. There is a shared understanding among faculty and formators that an education at DWC comprises many facets and is not limited to classroom instruction. Co-curricular activities, including a rigorous program of spiritual formation, are intended to help students become independent and responsible individuals, as stated in the Mission.

The College's primary co-curricular program is the Religious Formation Program. This has been an integral part of a DWC education since the inception of the College. Separate formation programs are available to candidates for [priesthood](#), religious [brotherhood](#) and [sisterhood](#), and [lay ministry students](#) (see Religious Formation Program, Women Religious Formation Program, Lay Ministry Formation Program). Formation groups generally meet on a weekly basis and follow a four-year curriculum of developmental topics designed to coincide with the four years of a student's academic career at the college, including topics on intercultural living.

During the school year all undergraduate students are involved in a Ministry in which they spend several hours every month serving area agencies. This program is coordinated by a Director of Ministries. Students are guided through a process of self-evaluation and reflection at the end of each semester. After reflecting on their own experiences, students meet in their religious formation groups to process those experiences. At the end of the academic year, the on-site supervisor will provide a general evaluation of each student's work. For the education of future

missionaries and church workers, it is of significant value to be involved with a variety of venues and ministries. Students have opportunities to engage in ministry with shut-ins, the homeless, the elderly, persons with disabilities, at-risk youth, and in liturgical celebrations. By engaging in diverse ministries, students learn about themselves as ministers and how to better reach out to others in ministry. They also learn how to integrate what they learn in class with their various ministries.

A number of students spend spring break projects at SVD intercultural parishes, typically economically challenged locations such as St. Louis, Cincinnati, Chicago, or in the mountains of West Virginia. During the summer, many students have summer placements at SVD institutions such as the Miramar Retreat Center, an SVD retirement home, or else at urban parishes in Chicago, Fort Wayne, or Memphis. While these placements may involve some manual labor long side SVD members, students still spend time with SVD community members, albeit in a less structured environment.

## **2. Contributions to Students' Educational Experience by Virtue of Aspects of its Mission, such as Research, Community Engagement, Service Learning, Religious or Spiritual Purpose, and Economic Development**

DWC continues to fulfill its mission of educating men and women for missionary service as priests, religious brothers and sisters, and lay people. Even though some students ultimately decide not to pursue a missionary life after graduation, they do demonstrate the impact of a DWC education through their generous commitment to the church's larger mission, service to the community, and support of the College. The College remains actively engaged with them through newsletters, the Alumni Association gatherings, and personal contacts. The lessons learned at DWC through the academic, formation, spiritual and ministry programs all have a lasting influence on their lives post-graduation as evidenced by the extent to which they demonstrate a preferential love for the poor and the disadvantaged, openness to other churches and faiths, intercultural engagement and concern for faith-seekers..

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## 3.S - Criterion 3 - Summary

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The institution provides high quality education, wherever and however its offerings are delivered.

### Summary

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Divine Word College has attained curricular and co-curricular programs that strive for the highest possible educational goals for their priesthood candidates, women religious, and lay students. Focusing on core skills, the DWC students are given exposure to rigorous academics, broad multi-cultural situations, and service to others across all levels of the curriculum. The College's mission is articulated and explored within all three academic programs and all parts of the academic setting. The College's general education curriculum and the program's learning outcomes place a high value on the teaching of broad knowledge and diverse skills within an intracultural context.

The College has recruited and maintained a well-trained and competent faculty that are recognized by both current students and alumni. To ensure professionalism, DWC has advanced staff training for both academics and non-academics. The administration has responded to instructional needs and worked to ensure a coherent practice of emphasizing critical competencies and evaluating existing needs. Learning resources are amply funded and readily available.

Integrity is a hallmark, as all aspects of the academics strive to maintain the highest national standard. The school has evaluated its processes, made note of inherent strengths and weaknesses and is in the constant process of improvement. Given the college's extremely small size, Divine Word has been able to anecdotally measure nearly every graduate's success and has now begun to use more universal standards to statistically quantify the quality of the offered education. The small community that is the college, allows for higher education to be more than a collective activity, Divine Word College makes their teachings and learnings personal and individually directed, all the while attaining, nay surpassing, [traditional educational standards](#).

### Sources

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- Combined 2019 Predictive Analysis
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