THE LOG
Divine Word College

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THE PRESIDENT   *Fr. Tom Ascheman, SVD*

Clean, Hike, Plant, Cook, Pray: Social and Global Responsibility

At DWC, The last three weekends of September are filled with cleaning, hiking, planting, cooking and praying, to help us take responsibility for our society and our world.

Five *core competencies* name the fundamental goals of the educational programs of Divine Word College. They are essential skills for a life devoted to following Jesus in mission.

Critical Thinking Acuity
Communication Effectiveness
Intercultural Competence
Social and Global Responsibility
Missionary Discipleship

The fourth competency, *Social and Global Responsibility*, is an empathetic sense of personal responsibility for championing the rights and well-being of all peoples in accordance with Catholic social teaching. DWC students are encouraged to help create an environment of justice, peace and integrity of creation for all peoples.

Both the academic and formation programs make significant contributions to this goal; but the experiential side of DWC life provides the best evidence that our students are capable of building a more just and peaceable world:

- On Sept 14, about thirty members of the DWC community helped with the annual clean up our own stretch of highway 20.
- On Sept 21, ten members were in Dubuque on a Hike for Refugees, helping to raise funds for the care of refugees in the Dubuque area.
- Also on Sept 21, thirty-five DWC community members helped 10 volunteers from local groups to plant crosses on our hillside at the entrance to the college to call attention to the precious gift of life, from conception to natural death.
- From Sept 26-28, the community will be very busy with a garage sale! The proceeds will go to support the building of a school in Chad, Africa, a project of 2008 graduate, Fr. Huy Tran SVD. Last weekend the kitchen was a flurry of activity with 20 student and staff preparing eggrolls for the sale.

- On Sept 29, the College will host an Ecumenical Peace Vespers, the closing event in the eight day Dubuque Area Festival celebrating the International Day of Peace. This year's celebration is devoted to the theme *Women Making Peace: Many Voices, Many Languages.*

As Henry Ford, a great innovator once said: "Nothing is particularly hard if you divide it into small jobs." Jesus may have had the same thing in mind when he said: "Well done, my good and faithful servant. Since you were faithful in small matters, I will give you great responsibilities. Come, share your master's joy."

Assurance Argument - Criterion 5: Resources, Planning, and Institutional Effectiveness

The fifth and final criterion for the DWC Assurance Argument is: "The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future." I have attached our response to these concerns. This is the final chapter of our argument. If you have some comments or suggestions, please send them to me.

The entire assurance argument, numbering some 105 pages will be reviewed by the Board of Trustees during their meeting on October 5. Then the final draft will be "locked" on the HLC website, along with a mountain of further documentation, on October 9.

Board of Administration Summary

The Board of Administration met on August 23, September 6, and September 18. They discussed/approved the following:

- Approved the revised Registrar's job description.
- Approved two new work-study job descriptions for the Library/Periodical Room and the Library Aide.
- Reviewed and approved the revisions to the Student Admissions Policy, which is included in the College Catalog.
- Approved the updated College Catalog for 2019-2020.
- Discussed and approved the final draft of the FY 2020 budget for submission to the Board of Trustees for final approval.
- Applauded the outstanding efforts of Fr. Linh Pham, SVD and the Development Office staff for the increase in fundraising over the past two years.
- Reviewed and received the report on the Exit Interviews AY 2018-2019.
- Reviewed and received a report on the Official Student Enrollment for this semester.
- Officially approved changing the name of the Formation Committee to "Formation and Student Life Committee."
- Noted that there are four rooms available this year to reserve for meetings: Room 004, Room 143, the Board Room, and the Art Gallery. Instructions on how to reserve a room are appended at the end of the LOG. All other rooms are classrooms.
- Discussed options for the large community Sunday Masses at DWC versus attendance at surrounding parishes.
- Reviewed and accepted a report on "Students Completion of Studies" over the past five years, presented by Fr. Ascheman for HLC purposes.
- Endorsed the working draft of the Assurance Argument to forward to the Board of Trustees for comment at their October 2019 meeting.
- Reviewed and updated progress on the Strategic Planning Scorecard.

- Reviewed planning for the Alumni Reunion scheduled for September 2020.
- Approved the Divine Word College Policy Handbook as the effective normative Policy Handbook, replacing the Administration Manual, the Faculty Handbook and the Employee Handbook, which are now incorporated into one Divine Word College Policy Handbook.

VICE PRESIDENT FOR ACADEMIC AFFAIRS   *Fr. John Szukalski, SVD*

September is National Suicide Prevention Month

If you or someone else needs help, call (800) 273-8255 or visit https://suicidepreventionlifeline.org.

New Teaching Assistant for ESL Fall 2019 Term B – Ms. Olivia Jordan

Ms. Olivia Jordan has been hired as a part-time ESL Teaching Assistant for Fall 2019 Term B, under the mentorship of Dr. Seo Hyun Park. Ms. Jordan is currently a senior at Emmaus Bible College in Dubuque, and has previously tutored and student taught at DWC. Most recently, she taught ESL in the Czech Republic during the summer of 2019. Welcome Olivia!

Faculty Professional Development

Dr. Seo Hyun Park, Director of the Intensive English Language Institute and Assistant Professor of ESL, has been granted professional development funding to attend and present at the Illinois TESOL Bilingual Education Fall Workshop on 19 October 2019 at Harper College in Palatine, IL. The title of her presentation is: "The Intersection of In-Class and Out-of-Class Learning Experiences in a College IEP."
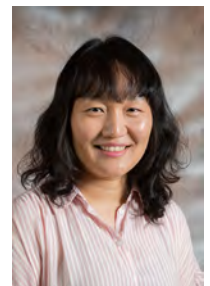
Walk for Refugees

These hearty souls braved the rain and chilly weather to walk and raise $677 for refugees. The event was part of the "Dubuque International Day of Peace" festivities taking place in the tri-state area.

Walk for Refugees

VICE PRESIDENT FOR FORMATION
DEAN OF STUDENTS
Fr. Bang Tran, SVD

Vocational Mass is rescheduled for Tuesday, October 1, on the feast of St. Therese of the Child Jesus. Pope Francis declared October 2019 to be an Extraordinary Month of Mission (EMM). This special month of prayer and action calls us, as the Church, to revive our missionary awareness and commitment. The formation group of St. Therese of the Child Jesus will be in charge of this mass.

Formation directors will attend the **workshop in Chicago** from Thursday, September 26 to Sunday, September 29. Fr. Kenneth Anich will be the formator on call.

Ecumenical Peace Vespers is scheduled for Sunday, October 22, at 7:00 P.M in the main chapel. It is mandatory for everyone to attend.

Taste of Divine Word College – A note from Fr. Bang Tran:

> Besides the beautiful Intercultural Liturgy, the highlight of our celebration is the Taste of Divine Word College. Each year we have around 200 guests come to enjoy the dishes that we prepared; hence, we need chefs for this event. Please sign up to cook a dish or two from your home country or a dish that you like.

> You will be given $30 per dish in which you purchase the necessary items. Ms. Brenda Williams in the kitchen can order beef, chicken, pork, and other items at a discounted price. If you need these items then please see Brenda before Monday, October 07th. She will need some time to order the food.

> Please see Fr. Bang Tran or Fr. Long Phi Nguyen if you have any questions.

VICE PRESIDENT FOR ADMISSIONS
Mr. Len Uhal

Mass for Vocations - Next Tuesday, October 1 we look forward to celebrating our monthly Mass for Vocations. Fr. Francis Rayappan, SVD, will be here to preside at the liturgy and we look forward to the St. Therese of the Child Jesus formation group to help lead us in prayer.

Knights of Columbus Scholarship - From time to time, different Knights of Columbus councils will offer scholarships to SVD candidates at Divine Word College. Currently, the council at St. Patrick Parish in St. Charles, Illinois, the parish of DWC Trustee Dan Kadolph, is offering a $500 scholarship. If you are an SVD candidate here at Divine Word College, you may apply for this scholarship. Please see Mr. Len Uhal or Ms. Carolyn Waechter in the Admissions Office for an application. You must submit the application by October 25. The Admissions Office will keep all applications on file for future KC scholarships that become available. Click on the link to learn more about the Knights of Columbus.

Where are they now? - Fr. Francis will return to campus later this week after having attended a program in Riverside, Calif. for all SVDs in vows less than five years. While in California, he took time to connect with different parishes and youth groups with members from India. Fr. Anthony is returning to California today after having hosted a couple visitors last week here in Epworth and he will visit St. George Parish in Ontario, Calif., this week. Fr. Emilio will travel to Bay St. Louis, Mississippi, for meetings with all three provinces characteristic dimensions coordinators. Fr. Adam is currently in Vancouver, Canada, visiting a candidate and will attend the SVD Youth Encounter this weekend in Opelousas, Louisiana. Bro. Duylinh will be on campus this week to help with the College garage sale and Len will also be on campus all week if you need anything.

RESERVING A ROOM FOR MEETINGS

This academic year, the following rooms are available to reserve for meetings: Room 004, the Weyland Art Gallery, the Board Room (in the crypt), and Room 143. All other rooms are used for classes.

To reserve a room on the shared calendars, follow these instructions.

1. Open Outlook (email)
2. At the bottom left corner, open the calendar icon (second icon)
3. Open your personal calendar (even if you don't use the calendar, you will need to use it for this purpose in order to share it to the reserved room). Your name will appear at the top of the calendar.
4. At the top, on the task bar, select "New Meeting"
5. Complete the request:

    TO: Enter your email address if you want the reserve notice to come back to you. If you want to send to the participants of your meeting, also enter their email addresses.

    SUBJECT: Name of your meeting or purpose

    LOCATION: On the right side of this line, select "rooms". This will bring up the available rooms. Select the room you want to reserve, then click on the Rooms button and press OK.

    START TIME/END TIME: Select the date and time/end time of your meeting.

    SEND THE REQUEST

You will receive a response telling you that your request is accepted or denied. If it is denied, it is because that specific room is already taken for the time you are requesting.

September 19 - ESL Field Trip
St. Anthony/Our Lady of Guadalupe Elementary School, Dubuque IA
ESL 066 & 076 students attended a lecture by Sean Lambert with Homes of Hope International, a faith-based homebuilding organization active in Cambodia, Costa Rica, Dominican Republic, East Timor, El Salvador, Haiti, Jamaica, Mexico, Nepal, Panama, and Uganda. Students learned about a Christian homebuilding ministry and joined a campus tour guided by the OLG Student Leadership Team, all of which takes place in English. Students were encouraged to listen to the lecture actively and to ask the presenter and tour guides questions.

September 26 - "An African Journey"
Art Exhibit, - Opening Reception in the Art Gallery 5:00 - 7:00 pm

September 26-28 – Garage Sale for the benefit of School Project in Chad, Africa.

September 27 - Student Resource Center – Academic Writing Workshop 4:00 – 5:00 p.m.
This workshop explores the basics of APA, Chicago, and MLA styles. Addresses sources and credibility, in-text citations, and support for claims in college writing. Reviews most common academic writing genres. Explores the differences between paraphrasing and quotation, and how to avoid the pitfalls of plagiarism.

September 29 – Ecumenical Peace Vespers, 7pm, DWC Chapel: "Women Making Peace: Many   Voices, Many Languages."

Ecumenical
Prayer for Peace

Sunday, September 29
7:00 PM - Divine Word College

October 1, 2019 - ESL Field Trip
Maquoketa Caves State Park, Maquoketa IA
ESL 066 students will travel to Maquoketa Caves in connection with Unit 7 of Pathways 3 which focuses on the environment and how students can be inspired for environmental protection efforts.

October 4-5 - Board of Trustees Fall Meeting

November 20 - Matthew 25 Celebration

5 - Resources, Planning, and Institutional Effectiveness

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

5.A - Core Component 5.A

The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.
3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.
4. The institution's staff in all areas are appropriately qualified and trained.
5. The institution has a well-developed process in place for budgeting and for monitoring expense.

Argument

Divine Word College has sufficient resources as well as effective structures and processes in place in order to fulfill its mission, to assure the quality of its educational offerings, and to respond to future challenges and opportunities. The Institution continuously plans for the future and sets realistic goals.

5. A. 1

The College has sufficient human and fiscal resources and technological infrastructure for its operations and for the effective delivery of its programs.

Fiscal Resources:

- DWC has always been and continues to remain in excellent financial health. The audited financial statement reveals that the College is debt-free and its financial resources are robust and stable. The Divine Word Society's Chicago Province, the parent organization of the College, has many times reaffirmed and guaranteed the continuance of its financial support for the College. The 2019 Financial Statement shows that of the total revenues and other additions, the SVD Chicago Province contributed $3,538,920. The remainder of the revenue came from the following sources: net tuition, fees, and other student services, $251,028; government grants and contracts, $79,288; private gifts and bequests, $1,723,739; contributed

services, $892,796; net investment return, $1,862,394; sales and services of auxiliary enterprises, $156,188, and other sources, $11,367.

- While these different funding streams provide sufficient dollars for the College to carry out its mission, the leadership continues building the College's endowment and looks for new sources of financial support. Objective 17 of the College's current strategic plan seeks to increase the number of benefactors to Divine Word College. In the past two years, our fundraising efforts realized notable success. Examples include:
  - Two new named scholarships endowed at $100,000 each
  - $20,000 was donated by a College Trustee for improvements in the Intensive English Language Institute (IELI)
  - $50,000 was raised by hosting Cardinal Timothy Dolan for an event that drew 600 people
  - Over $250,000 in grants were received from various foundations/trusts including the DeFreitas Foundation, Wahlert Foundation, and LaSpada Trus
  - An annual golf outing raised over $15,000 in the last two years and has helped to welcome new benefactors
  - In FY 2018 and again in FY 2019, the Development office raised over 2 million dollars, making these two of its best years ever in fundraising efforts.
  - This picture of the College's finances is unlikely to change anytime soon. The College can continue to rely on the support of the SVD Chicago Province and contributed services by SVD personnel for a third to half of its financial support.
- On November 19, 2015, the College received a letter from the Higher Learning Commission concerning the institution's financial data for the 2014 and 2015 Institutional Update. Based on a reported low CFI composite score, the Commission expressed concern that the Institution might be experiencing some financial difficulty. However, upon scrutiny, it was determined that the low CFI score for those two years resulted from a simple clerical error in entering data, causing miscalculation. This error has since been corrected and the corrected numbers show that the school remains in excellent fiscal health. The fiscal information on the most recent Institutional Update accurately reflects the College's financial picture.
- The College takes pride in the individual attention it offers its students. In exit interviews with students leaving Divine Word College, they comment on how they felt "part of the family" at Divine Word College and how the "faculty and staff [were] very helpful and supportive."
- In 2018, the administration created a new position entitled the Director of Institutional Effectiveness in order to assist in the College's effort to meet regulatory and compliance requirements and to improve data use assessment efforts. Already, this position has helped create a handbook to improve the College's reporting of IPEDS data and revamp the process for course evaluations.
- In an effort to streamline the College's administrative functioning, a new organizational chart was implemented in 2017. The College eliminated two administrative positions (the Vice President for Development and the Vice President for Finance) and created a new position, Vice President of Operations. This new position supervises the business office, kitchen, maintenance, and housekeeping departments. A new Development Director was named and answers directly to the College President. The Director works closely with the development office of the SVD Chicago Province.
- **Human Resources:** DWC has assembled a team of highly qualified faculty, staff, and administrators who are dedicated to the institution's mission of educating future Catholic missionaries. The College has sufficient personnel for fulfilling its mission. As of March 2019, the College employs 26 faculty members, 28 staff members (administration and ancillary services) and has 30 Divine Word Missionaries (SVDs) working on campus for a total of 84

employees. With a total of 125 students on campus at the start of the 2019 spring semester, that is a 1.5 to 1 staff to student ratio. Average student-faculty ratio per semester has been below ten students per faculty for the last 6 years. With a low numbers in the classroom, faculty have ample time to provide individual attention to their students. Most faculty members hold terminal degrees in their discipline.

- **Physical Infrastructure**: The College's physical infrastructure is sufficient to meet its needs. The main building on the campus' nearly 35 acres was built in 1964 and contains all of the classrooms necessary to meet the educational and formational needs of its students. In addition to classrooms, the main building provides sufficient office space for administrators, faculty and ancillary services; chapels and meditation rooms, a full-service cafeteria, computer rooms, student lounge, snack room and a new student kitchen that was built in the summer of 2018.
    - While the College provides housing for most of the male students in the main building, women's housing is available at Megan Hall on the north end of the campus, less than a five-minute walk to the main building. An additional dormitory for students is also available just off the main campus, less than a ten-minute walk from the main building.
    - The College's Matthew Jacoby, SVD, Library has over 71,000 items, subscribes to 217 serials and 64 online databases giving the students and employees access to thousands of journals and online reference books.
    - Athletic facilities available to all include a gymnasium, sports fields, an indoor swimming pool, and a fitness room with free weights and fitness machines for strength building and aerobic workouts.
    - The College invests much into its buildings to keep them updated and in good working order. Specific dollars are allocated in the College's annual budget for building maintenance projects. Examples of some of the recent updates in the last two years include:
        - A new kitchen solely for student use in the main building and upgrades to the two kitchens in Megan Hall (the female dormitory);
        - A new walk-in freezer and refrigerators in the kitchen and two new industrial ovens;
        - A new water heater and insulated cover for the College's indoor pool;
        - Replacement of all lighting in the main building with LED lights, for which the College received a major rebate from Alliant Energy;
        - Remodeling of the front entrance, business office, and the offices of the president's; secretary, the Vice President for Operations, and the Vice President for Academic Affairs;
        - New window treatments for classroom 107 and the periodical room;
        - Repair of 20 damaged windows; and
        - Air conditioning in all rooms for the SVDs living on campus year-round;
        - Division of 8 double rooms in the men's dormitory creating 16 individual rooms.
- **Technology Infrastructure**: Over the years, the College has kept pace with educational technology changes and currently has sufficient resources for the institution. All classrooms now have computers, projectors, and interactive smart boards. While many students have their own computers and can connect their many electronic devices to the College's wireless internet almost anywhere on campus, the College provides students two computer labs with over 30 computers that are available 24/7. All College-owned computers, including those for the use of the employees and students, are on a three-year cycle of replacement. As part of the College's current strategic plan, Objective 12 tasks the information services director with assessing the College's current information systems, surveying the DWC community to determine current and future needs, and developing a five-year capital improvement plan for the IS Department.

5.A. 2

- DWC has a well-articulated process to ensure that the allocation of resources is executed solely for the advancement of its educational goals, not for any other purpose. All revenue that the College generates is utilized entirely for the educational and operating needs of the College. The College does not divert any of its financial or human resources to support any other entity. The College does not own or operate other businesses. Its superordinate entity, the Chicago Province of Divine Word Society, does not in any manner financially profit from the College revenue. On the contrary, the College is generously supported by the Divine Word Society with funds and personnel, as described above.
- As described in 5 A. 5 below, the Administrative Manual stipulates specific timelines for the development and approval of the budget through specified channels and provides for the review of the financial report at the end of the fiscal year. The budget development process involves all levels of administration, from the heads of departments to the Board of Directors.

5.A.3

- The goals of the College reflected in its Mission Statement and the statement of its vision and values are realistic in light of its organizational structure, fiscal, physical, and human resources as well as the opportunities that are available to it.
- The educational mission of the College is clearly stated in the Mission Statement. As a special focus institution, its goal is to educate future missionaries for the Catholic Church. The College offers three bachelors degree programs, three associate of arts degree programs, one certificate program, and an English as a Second Language (ESL) program. DWC continuously strives to improve the quality of these educational offerings in order to serve its students most effectively in preparation for their future ministry in the Church. For instance, after a thorough review of the ESL program, the College reorganized it into an 8-level, 8-term program to help the students to learn the language more efficiently. The degree programs undergo systematic and periodic external reviews, in accordance with a pre-established schedule, to assure their quality and the relevance of their offerings. The Program Review Guide provides guidelines to be followed for program reviews. The latest program that was externally reviewed was the bachelor of arts program in Theology and Religious Studies; the review was conducted in 2018.
- As a way to identify appropriate goals for the future, the College's trustees, administration, faculty, and staff regularly engage in a strategic planning process to assess the environment for strengths and weaknesses and identify opportunities and threats to executing the College's mission. In 2017, the institution's leadership instituted a more open, inclusive, and transparent strategic planning process in which every member of the College was involved in developing the College's current strategic plan.
- While remaining faithful to its mission, over the years, the College has made strategic changes to address its challenges and to take advantage of emerging opportunities. Historically, Divine Word College primarily educated men for missionary service as Divine Word Missionary brothers and priests. For over 40 years, men entered Divine Word College to discern a religious vocation and begin their educational process to become a Divine Word Missionary. In the early years when many men in the USA were entering seminaries, enrollment numbers were strong at Divine Word College. The Center for the Applied Research in the Apostolate (CARA) at Georgetown University reports that there were 13,401 men in college seminary formation in the USA in 1967, shortly after Divine Word College was built. DWC's 1967-68 student roster identifies an enrollment of 190 students that year. There were significant

opportunities to recruit men at that time for missionary formation and to attend Divine Word College. However, by the mid-70s, CARA reports that the number of college seminarians dropped to 4,871, and to 2,978 by 1985. By the mid-90s and to the present day, the number has hovered between 1,300 and 1,500. In 2008, Divine Word College's enrollment was about 60 students with only 28 young men being candidates for the Society of the Divine Word. It was evident that the College's enrollment did not meet expectations and the College's resources were underutilized. To address this challenge, the College's Trustees and Administration undertook a bold step by expanding the College's Mission Statement in December 2009 to include educating "men and women for missionary service as priests, brothers, sisters, and laypersons." This expansion of the College's mission opened new doors to new students and has transformed the institution in healthy ways.

- Given the specialized nature of the institution and the selective nature of the admission process, the College has to work very diligently to recruit students, which is why enrollment is included as Goal B in the current strategic plan. The institution's goal is to maintain a critical mass of both SVD candidates and the total enrollment so there is a sufficient number of students for quality educational programs. The Strategic Plan sets a goal of having 125 full-time total students, with 50 of them being SVD candidates. In January 2019, 119 full-time students were enrolled with 46 of them being SVD candidates. Of the 119 enrolled full-time students, 67 are enrolled in the undergraduate classes while 52 are enrolled in the Intensive English Language Institute (IELI), studying English as a second language.

- The College's current enrollment goal seems more realistic compared to its previous strategic goal of having 140 full-time students with 65 of them being SVD candidates. The College's resources, including housing, support the new goal; human and financial resources are also in place to support the current enrollment goal. The College has built significant relationships with several referral sources and/or partnering organizations in order to continue a steady stream of new students; this is particularly true for the non-SVD candidate students. In order to recruit new SVD candidates, the Society has appointed an additional vocation director to bolster the admissions team's efforts. In addition, formational and educational programming is in place to provide quality services to help students reach their goals, especially with the three academic majors the College offers, as students prepare for missionary service.

- The changing demographics of Catholic college seminaries in the USA present both a challenge and an opportunity. CARA reported in 2008 that 71% of students in college seminaries were Caucasian. By 2018, the number dropped to 65%. Nationwide, there is an increase in non-white and foreign-born men entering college seminaries. Divine Word College's enrollment numbers are much different than the national numbers. Currently, of the 46 SVD candidates studying at Divine Word College, only 10 of them were born in the USA (2 Caucasians, 1 African American, 1 Hispanic, and 6 Asians). There are 11 Asian students who are permanent residents of the U.S. Thus, approximately 90% of the College's SVD candidates are non-native English speakers. Of the 112 full-time students, approximately 95% are considered non-native English speakers. While DWC has capitalized on the changing demographics, it creates a challenge to assist non-native English speakers in acquiring the required language skills to succeed in an undergraduate institution.

- The College instituted the IELI many years ago to teach English as a second language (ESL) to help students develop language proficiency in order to succeed. While requiring many resources, both human and financial, this robust program allows the College to recruit many international students in order to reach the College's admissions goals, continue to provide sufficient SVD candidates who will matriculate into the Society's novitiate program (the program of formation that follows completion at Divine Word College) and provide for a sufficient number of students to matriculate to the College's undergraduate program so that

there are sufficient numbers of students in the classroom to allow for quality education. Thus far, with the change in the institution's mission statement, the IELI and the majors available in the undergraduate program, enrollment has been increasing (see the table below). The College's plan to add an additional certificate program will allow the Admissions office to seek new student groups for those interested in the new programs, further increasing enrollment.

Academic Year	August Enrollment	January Enrollment
2015-16	98	101
2016-17	100	108
2017-18	100	115
2018-19	112	125

5. A. 4

- All faculty and staff members at Divine Word College are qualified for their positions and continue to engage in ongoing **professional development**. Most faculty members have terminal degrees in their discipline. During the search process for new faculty members, each must provide official transcripts of their graduate degrees. All administrators have graduate degrees and relevant experience; staff members needing specific education for their positions are all appropriately qualified either with specific educational degrees or with commensurate work experience. For example, the school counselor is a licensed mental health counselor in the State of Iowa; formation team members, spiritual directors, and all religious personnel have specialized academic degrees or certificates; and one member of the maintenance department is a Certified Pool Operator (CPO) for the College's indoor pool.
- Staff and administration remain professionally active, attending conferences and utilizing training opportunities. To encourage the continued professional development of the staff, in 2018, the College intentionally increased professional development funding for the current fiscal year and specifically added line-items to each department's budget for professional development. In addition, the College contracted with SafeColleges to provide ongoing education via online programs for all college employees that address compliance and other issues in higher education. Furthermore, the administration has recently approved a new performance appraisal tool for annual employee evaluations, which also addresses the importance of setting goals for professional development each year.

5.A.5

- DWC has a well-developed budget process. It is a multi-layered process that involves the entire College community. The Vice President for Operations initiates the budget process on an annual basis, in November, by notifying the President, Vice Presidents and department heads, to begin the collection of data and recommendations for their section of the budget. The vice presidents distribute the budget request forms to the people who report to them directly. The

department heads prioritize and submit their requests in view of the College's Strategic Plan, to the appropriate vice president who, after review, submits them to the Business Office Director. The Business Office Director incorporates all budget requests into budget sheets to create a preliminary budget and forwards it to the Financial Affairs Committee for review and discussion. The Financial Affairs Committee meets as many times as necessary to review and discuss the preliminary budget to assure that it supports both the resource needs to advance the Strategic Plan and to meet ongoing needs. The committee then notes its recommendation to the Board of Administration.

- For instance, for the FY 2019 budget preparation, the Financial Affairs Committee met four times to review and prioritize budget requests in light of the College's mission and strategic goals. During this process, additional information from the vice presidents and department heads was requested to support their budget requests. Based on those meetings and the additional input, the Financial Affairs Committee prepared and presented the FY19 budget to the Board of Administration in March of 2019. The final budget was then submitted to the Board of Trustees for approval per our approved budget process policy.
- The budgeting process ensures transparency and collaboration among the Financial Affairs Committee, Vice Presidents, Department Heads, and employees. Members of the Financial Affairs Committee and the Board of Administration understand that they are approving a budget that has been carefully scrutinized. Proposed adjustments in spending are sufficiently documented in explanatory notes and specifically linked to strategic planning documents. As is reflected in the FY19 Budget, Divine Word College assures that its allocation of resources aligns with its mission and priorities, and it is done in an open, transparent, and collaborative manner.
- The Business Office, in collaboration with department heads, monitors expenditures carefully. All expenditures are documented and subject to external auditing on an annual basis.

Sources

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- Administration Manual 2019
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- Administration Manual 2019 (page number 154)
- Administration Manual 2019 (page number 225)
- AdvisorHandbook
- BudgetProcess
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- Catalog080114
- Catalog080114 (page number 7)
- Countries of Birth for DWC Students - January 2016
- Course Catalog 2019-2020
- Course Catalog 2019-2020 (page number 102)
- Course Catalog 2019-2020 (page number 140)
- Divine Word College Budget FY 19 - 20
- Divine Word College Strategic Plan 2018-2021
- DWC Audit Statement 2018
- DWC Financial Statements with Supplementary Information 2019
- DWC Program Review Guide
- Faculty Load Report 12-13 - to 14 - 15
- FAN Club Information
- Final Divine Word College Strategic Plan 2018-2021
- Financial Analysis
- IELI Action Plan 2015
- IELI Review S 2015
- IT_Survery_Data
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- Public swimming
- Response to Recommendations from the 2009 IELI External Review Report
- SafeColleges Training 2016 - 2019
- Staff Professional Activities 2018-19

- Strategic Planning Process
- StrategicPlan2014-2017Final20140503full
- StrategicPlan2014-2017Final20140503full (page number 9)
- StrategicPlan2014-2017Final20140503full (page number 10)
- Student Exit Interview Fall 2014- Spring 2018
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5.B - Core Component 5.B

The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.
2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.
3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

Argument

The Governance and administrative structures of DWC are designed to promote effective leadership and collaborative processes.

5.B.1.

- The Board of Directors and the Board of Trustees are ultimately responsible for the College's governance. The Board of Directors consists of the Provincial Superior (ex officio) and the Vice Provincial of the Chicago Province (ex officio), and three other members of the Society of the Divine Word elected by the Board of Directors. The term of office for elected members is three years. They are knowledgeable about and interested in the College that is effectively owned by the Society.
- All members of the Board of Directors and the President of the College are ex-officio members of the Board of Trustees. Additional members of the Board of Trustees are elected by the currently serving Trustees based on their knowledge, expertise, and commitment to the Mission of the College. They include alumni, SVD members, religious sisters, and professionals from around the nation. As of 2019, the Board of Trustees consists of 23 persons.
- The Board of Trustees exercises its fiduciary responsibilities by:
  - Reviewing periodically the purposes and mission of the institution;
  - Selecting the Chief Executive Officer a/k/the President of the institution;
  - Ensuring that there is a sound institutional planning process;
  - Recommending, reviewing and approving changes in the educational programs of the institution, consistent with its mission;
  - Establishing policies and procedures regarding salary schedules, appointment, promotion, and dismissal of faculty members;
  - Approving and authorizing all earned and honorary degrees;
  - Overseeing and approving the budget of the institution, and establishing policy guidelines for the endowment and for all investments and major fundraising efforts;
  - Authorizing the construction of new buildings and major renovations of existing buildings;

- Authorizing the incurring of debts by the institution and securing thereof by mortgage and pledge or real and personal property tangible and intangible;
- Authorizing officers or agents of the institution to accept gifts or bequests on behalf of the institution, and by ensuring that adequate due process policies and providing oversight of academic, financial, and policy matters. The detailed purposes and powers of the Board of Trustees are listed in the Bylaws. The minutes and agendas of the Board of Trustees reflect the exercise of their fiduciary and oversight responsibilities.

5.B.2.

- While Divine Word College is owned and operated by the Society of the Divine Word and it is financially dependent upon the Society, it has its own internal governance structure and policies and procedures. The Society is careful to respect principles of subsidiarity and does not interfere in the day-to-day management of the College. The institutional policies and procedures are contained in the Administrative Manual, the Faculty Handbook, the Employee Handbook (which are currently being consolidated in a Divine Word College Policy Handbook), and the Student Handbook.
- According to the College Bylaws, the "[T]he President shall hold office at the pleasure of the Board of Trustees." Only a member of the Society of Divine Word is eligible to be appointed as the College president. However, as described under 5.B.3, the entire College community participates in the process of selecting the president from the list of eligible candidates while the Board of Trustees, in light of the feedback from the College community, makes the final selection.
- As shown in the Organizational Chart, College operations are organized under the Board of Administration, comprising of the President and four Vice Presidents, namely; VP for Academic Affairs, VP for Formation, VP for Admissions, and VP for Operations.
- Institutional processes for shared governance are clearly outlined in the College policies. The academic area of the College is organized into two academic departments, headed by Department Chairs, and the Director of the Intensive Language Institute. This College's organizational structure is designed to promote shared governance, clarify reporting lines, and to facilitate an effective performance evaluation of faculty and staff.
- A Faculty Senate, comprised of all full-time faculty, assures that faculty have an independent voice in matters that concern them and promotes faculty leadership and accountability. The Faculty Senate replaced the Faculty Assembly that was previously chaired by the VP for Academic Affairs.
- Divine Word College fully understands the generally accepted principles and practices of shared governance and adheres to them faithfully. Policies and procedures for institutional governance and for engaging all its internal constituencies collaboratively - administrators, staff, faculty, and students - are laid out in the various manuals, as mentioned above. Faculty are fully involved, in particular through academic departments and the Senate, in the development of academic policies and regulations, course development, program development, curriculum changes, assessment of student learning outcome, and all matters related to curriculum and instruction. They exercise substantial control over the curriculum.
- The College manuals are frequently updated, in consultation with concerned constituents and with help from Cottingham & Butler, the human resource consulting firm with whom the College has a contractual agreement, to assure compliance with regulatory standards. Currently, the College is in the process of combining the Administrative, Faculty, and Staff/Employee manuals into one volume to assure consistency of information and to eliminate redundancies.

5.B.3.

- As confirmed by a recent survey on shared governance, which was conducted in preparation for the Interim Report, effective administrative structures exist for administration, faculty, staff, and students to be involved collaboratively in setting academic requirements, policy, and processes. Collaborative processes in decision-making and problem-solving are assured through departmental meetings, the Chairs Council, the Student Senate, the Faculty Senate, and the various standing and *ad hoc* committees, staff meetings called by the respective Vice Presidents, and the meetings of the Board of Administration. Decisions that affect all aspects of the College's operations are made through the structures and processes established in published College policies.
- Numerous channels of communication, electronic and face-to-face, exist at the College to share information and common concerns, binding the members into a close community. While some of the channels are formal, such as the weekly *Log*, others are informal such as frequent emails that announce events, solicits prayers, and provide updates. Most administrators and faculty have an open-door policy that allows students and colleagues to personally visit with concerned individuals to seek advice and resolve issues. Since communication is key to collaborative processes, the College recently took initiatives, as explained in the Interim Report, to strengthen the existing channels of communication and to add new ones. All regularly occurring events and meetings are scheduled in the College Almanac. The College believes that it is this genuinely caring community environment that, in part, explains the remarkable student retention and graduation rate at DWC. Student exit surveys and "Thank-you Notes" confirm this perception.
- The Administration Manual lists the composition, reporting structure as well as the rights and duties of all standing committees. *Ad hoc* committees are created to deal with temporary needs and tasks. The College's organizational chart (new chart coming) was revised in 2019 to clarify reporting lines and to assure accountability.
- Two recent examples are illustrative of how the College supports and utilizes collaborative efforts in matters of governance and curriculum.
  - One concerns the selection and appointment of the current College President. From the time the Board of Trustees appointed the Presidential Recruitment Committee, the recruitment process was conducted in a most transparent, professional, and collaborative way, involving the entire College community. The Committee established and published a clear process and timeline for the recruitment efforts, resulting in the selection and ranking of two finalists: Thomas Ascheman SVD (first) and John Szukalski,- SVD (second). The ranking was accomplished based on pre-established qualifications criteria, College-wide survey, and town hall meetings with the College community in which all stakeholders of the College (faculty, staff, administration, students, SVDs, trustees, donors, and alumni) had equal opportunities to participate. The finalists made public presentations to the College community, and, following the recommendation of the Recruitment Committee, the Board of Trustees named Thomas Ascheman, SVD, as the new president.
  - The second example is the restructuring of the English as a Second Language (ESL) program. An external review, conducted in 2015, of the DWC's ESL program offered through the College's Intensive English Language Institute (IELI) contained the suggestion that the IELI consider offering the program in an 8-week format rather than a semester format. The IELI prepared an action plan to respond to this review and undertook a feasibility study for transitioning the 16-week program to an 8-week, 8-level format. The faculty and administration discussed the merits and feasibility of an 8-week,

8-level format in many meetings and came to the conclusion that an 8-level, 8-week program would be more suitable to meet the language learning needs of our students. Accordingly, on December 8, 2016, the Board of Administration approved the transition of the program to this modality of delivery, during the regular academic year (August-May) and six-week levels during summer months (June – July), with the plan implementation slated for fall 2018. In addition, the Board approved the IELI's pursuit of the Commission of English Language Accreditation (CEA), to commence in August 2018. Subsequently, two members of the Board met with the IELI faculty to communicate this decision and to explain the rationale based on prior consultations, study, and documentation. The Board representatives also gave the faculty another opportunity to raise additional questions, concerns, and recommendations regarding the implications of implementing this transition. All aspects of the challenges associated with this transition were thoroughly discussed. They included increasing staffing and budget; issues related to student success; changes to the academic calendar; and the possibility of faculty "burn out" and ways of avoiding that possibility. The faculty, under the leadership of the IELI director, then began planning the curricula and assessment plan for delivering the program in the new format, slated for implementation starting in the 2018 – 2019 academic year. After lengthy and frequent communication and consultation between the VPAA and the IELI, the final decision was made to proceed according to the transition plan. To receive further external consultation with the transition, IELI invited two consultants from the Intensive English Programs at Southeast Missouri State University. On December 13, 2017, the VPAA, the IELI faculty, and the consultants met from 8:30 am to 4:00 pm to discuss the IELI's readiness for the new 8-week, 8-level program to start in the 2018 Fall Semester. The consultation was divided into four sessions by topic: (1) curriculum, (2) assessment, (3) faculty/administrative and fiscal capacity/program development/planning/ review, and (4) student services and student complaints. After these four sessions, the President, the VP for Admissions, the VP for Formation, the VPAA, and the IELI director met the consultants for a debriefing from 4:00 to 4:30 pm. The meeting was helpful in preparing the ESL program to transition to the new delivery format.

- Since communication is key to collaborative processes, the College recently took initiatives, as explained in the Interim Report, to strengthen the existing channels of communication and to add new ones. Abundant opportunities exist for faculty, staff, administrators, and students to meet face-to-face and to receive and exchange communication through other formal and informal channels. All regularly occurring events and meetings are scheduled in the College Almanac.

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5.C - Core Component 5.C

The institution engages in systematic and integrated planning.

1. The institution allocates its resources in alignment with its mission and priorities.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.
5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

Argument

Divine Word College utilizes a systematic and integrated planning process to ensure that its resources are allocated in alignment with its mission. Its planning process is collaborative, involving all internal and external constituents; it is aware of its current and future resource needs to support student enrollment in a changing environment.

5.C.1.

- As described above under 5.A.5, DWC's multi-year budget process is designed to assure that resources are allocated to align with its mission. The process involves the entire College and permits a careful examination of budget requests submitted by department heads and their impact upon advancing College priorities as outlined in the strategic plan. The Financial Affairs Committee, consisting of the Vice President of Academic Affairs, Vice President for Admissions, Vice President for Operations, Financial Aid Coordinator, and the Director of Development vets every line item before approving the budget and forwarding it to the Board of Administration. The scrutiny of the Budget by the Chicago Province's Budget Committee and the Board of Trustees assures that the budget supports the financial needs of the College and aligns with the Mission of the College, as is evident in the 2019-20 budget.

5.C.2.

- Processes for assessment of student learning, evaluation of operations, planning and budgeting are linked through the strategic plan. The strategic plan incorporates the processes for attaining important goals in a systematic fashion over a three-year period. The three-year strategic plan is linked to the term of the college president.
- To formulate the current strategic plan, the President appointed a Task Force on August 11, 2017, chaired by the Vice President for Operations. The Task Force established a planning process, involving the entire DWC community, resulting in the current strategic plan. The process consisted of the following steps:
  - A College-wide survey
  - A SWOT Analysis based on this survey

- Dissemination of the results of the SWOT analysis to the entire DWC community, Identification of themes and ranked priorities
- Drafting, under the leadership of the Vice Presidents and the President, of goals, objectives, and action steps to be included in the Strategic Plan
- Meetings with the constituents to discuss goals, objectives, and actions steps
- A town hall presentation of the Strategic Plan to the DWC community
- Formulation of the final strategic plan which was approved by the Board of Administration and the Board of Trustees.
- Creation of a Score Card to track progress to be shared with the Board of Trustees
- Ongoing Review of the Progress Report by the Board of Administration and the Board of Trustees
- Updates to the Strategic Plan on an ongoing basis as needed

- Based on the above processes and data, the Board of Administration formulated a three-year rolling plan, listing strategies and tactics for each goal, the responsible person, the schedule for completion, and projected costs. This draft, approved by the Board of Administration, was then forwarded to the Trustee Planning Committee for review. Suggestions and recommendations from that group were considered by the Board of Administration and a revised draft was sent to the Trustee Planning Committee. That group discussed and sent the plan to the full Board of Trustees for final approval at the annual May 2018 meeting.

- The innovation of the new strategic planning process is that it leverages the expertise of the four vice presidents and the President for more effective identification and prioritization of goals, strategies, and tactics through direct consultation with stakeholders in their respective areas of responsibility. This process yields strategies and tactics that are SMART (Specific, Measurable, Assignable, Realistic, and Timely), and so lends itself to clearer accountability for plan progress. Another innovation of the new process is that each of the four vice presidents and the President now incorporates an explicit reference to the plan in their semi-annual report to the Board of Trustees, ensuring that continued implementation of the Strategic Planning goals ideally remains at the forefront of the College budgetary resource allocation and prioritization.

- Under the new strategic planning process, individual strategies are assigned a proposed implementation estimate for incorporation into the proposed annual budget. For example, the operations budget includes descriptive notes indicating what projects are to be completed in the next fiscal year. Some of the projects are directly linked to the Strategic Plan while others can be found in the Capital Improvement Plan, embedded within the strategic plan.

- There are two Capital Improvement Plans (CIP) within the Strategic Plan. One CIP is for buildings and grounds and the other is for information systems. Both plans have a direct and positive impact on student learning. For example, the building and grounds CIP calls for repairs to the roof in 2019/20. This project involves replacing the leaking roof which will directly affect student dorms, library, and office spaces. The CIP for improving systems and technology has a direct impact on student learning. The Information Systems Committee commissioned a survey in February of 2019 to ascertain what sort of technology assistance students, faculty and staff require. This survey was contemplated in the 2018 Strategic Plan. The FY 2019 budget will reflect the need to purchase appropriate technology, based on this collaborative and inclusive process.

- An employee job audit was completed by an outside Human Resource firm, Cottingham & Butler, to evaluate the accuracy of existing job descriptions, create new job descriptions, and address potential areas of concern with regard to over-staffing in departments. The Cottingham & Butler employee job audit and salary data continue to be a critical planning tool and an example of mature data, guiding decision making. The C&B report is used to evaluate job

positions and pay scales. In addition to the job audit report, DWC continues to use the services of Cottingham & Butler for Human Resource assistance.

5.C.3.

- The 2018 strategic planning process has intentionally included a variety of perspectives in order to be truly broad-based and to gain as much support as possible. The new strategic planning process instituted in 2017 specifically leverages the expertise of the President and the four vice presidents for more effective identification and prioritization of goals, strategies, and tactics through direct consultation with stakeholders in their respective areas of responsibility that involves the College community and external constituencies. For example; the President, vice presidents, and department heads:
    - Consulted with all department heads and staff on a regular basis during the planning process.
    - Engaged in institutional surveys including kitchen survey, strategic plan survey, lighting survey, and Information Systems Survey
    - Engaged the entire DWC community during the strategic planning process
    - Met with numerous committees, the Board of Administration, and the Board of Trustees
    - Regularly updated and informed the college community, including students, staff, and external entities regarding operations
    - The VP for Operations made a presentation to the entire College community about the strategic planning process.

5.C.4.

- Divine Word College is fortunate to have very stable funding resources. As an institution owned by the Society of the Divine Word, the College only partially relies on revenue sources such as tuition, financial aid, and grants. The Chicago Province of the Society of the Divine Word generously supports the College and has consistently affirmed its intention to continue to support of DWC. Additionally, Divine Word College, through its development office, is diligently raising funds for its growing endowment.
- According to the President's Report to the Board of Trustees (April 18, 2019), currently, there is no plan to seek an alternative model to the formation and education of SVD candidates at Divine Word College in Epworth. Should there be a significant drop in the number of SVD candidates, it would be time to revisit this question. The President reported that when the foregoing questions and data were presented to the SVD confreres at the Province Chapter in March 2018, the response was overwhelmingly positive. No further discussions nor decisions about DWC were proposed by the Province for the coming three years. The ongoing oversight of the College by the Board of Trustees and the Tri-Province Formation Commission was recognized and affirmed.

5.C.5.

- As noted above, Divine Word College engages in systematic and integrated planning. This planning anticipates emerging factors, such as technology, demographic shifts, changes within the Catholic Church, and globalization, as demonstrated by the expansion of its Mission Statement in 2009. The international scope of the Society of the Divine Word, with its 6,000+ members working in more than 80 countries throughout the world, provides an invaluable network and perspective for helping the College understand global trends that affect the College's Mission and enrollment. The institution has made changes and adjusted its practices

to accommodate emerging needs in many ways, as the following examples demonstrate:

- The College has implemented administrative and academic reorganization over the last several years. These changes are intended to facilitate the long-term sustainability of the institution, its processes, and its degree programs.
- In 2017, the position of Vice President for Operations was created. The Vice President for Operations is a member of the Board of Administration and oversees day-to-day activities of the business office, kitchen, maintenance, and housekeeping. Additionally, this person is responsible for human resource management with the assistance of Cottingham & Butler.
- In 2018 the position of Director of Educational Technology and Institutional Effectiveness was created. This position provides ongoing support and training to faculty and personnel in the use of educational technologies and offers consultation to administrators and personnel concerning data utilization to set targets and metrics to implement the strategic plan.
- The Information Systems Strategic Plan makes a concerted effort to anticipate the needs of our students, faculty, and staff. Through the 2019 Information Systems Technology survey and dialogue with the Divine Word community, we have been able to develop a Capital Improvement Plan for information technology and information systems. Ongoing budget allocations are in concert with the 2018-2021 Capital Improvement Plan and will continue to keep information systems and technology up-to-date.
- On an annual basis, the Financial Affairs Committee will review the IS Capital Improvement Plan to ensure funds are allocated within the Divine Word College budget. The IS Director will update the IS capital improvement plan as part of the annual update to the Strategic Plan.
- As described previously, the ESL program was modified from a six-level, sixteen-week delivery mode to one of 8-level, 8-week mode.

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5.D - Core Component 5.D

The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.
2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

Argument

5.D. Divine Word College works systematically to improve performance.

The College Mission Statement targets a specialized niche: the training of men and women for missionary service. The College has built upon its unique strengths by lessons learned from challenging times, the examination of peer processes, and self-examination. Divine Word College has strengthened its programs and grown more vibrant because of the unwavering support of the Society of the Divine Word. One example of this systematic improvement was its ability to adapt and broaden its mission to meet emerging challenges. As mentioned under Criterion One, over a decade ago, the College's Board of Trustees recommended that the College consider opening its enrollment to women, particularly women religious (Sisters). Based on their recommendation, and wide-spread consultation with stakeholders, DWC expanded its Mission Statement to allow for the possibility of enrolling more international religious sisters and a limited number of students who ~~did~~ do not wish to pursue a religious vocation. The admission of proportionally large numbers of international students has diversified the student body and revealed cultural and social opportunities for the College to highlight its focus on intercultural competency, one of the core competencies, as a learning outcome. The broadening of the mission has given a boost to overall enrollment numbers. More recently, the College has expanded its student body with the introduction of one certificate program and another in development. The challenge of students' language limitations and cultural diversity has encouraged renewed analysis of the entire educational environment. The College is seeking greater demographic balance in enrollment and is fully committed to attracting young men who wish to pursue ministry in the Society of the Divine Word. As a result, college recruiters are very motivated and organized in their recruitment of young men who are interested in religious-missionary priesthood or brotherhood.

5.D.1

- The four vice presidents and the College President submit semi-annual reports to the Board of Trustees in October and May, noting goals met and unmet, successes and challenges, as well as plans and aspirations. The various Board of Trustees Committees vet and analyze these reports in committee sessions, which include multiple presentations by members of the College community. On the final day, the full Board of Trustees has the opportunity to dialogue and question the Vice Presidents and staff, helping to ensure that the College continues to meet its objectives and obligations, as laid out in the Strategic Plan. The addition of a Director of Educational Technology and Institutional Effectiveness in 2018 has contributed improvements, not only in the assessment and analysis of information, but also to the collection of relevant data regarding operational performance throughout the college, including alumni, syllabi archiving, staffing credentials, and food service.

- **Evidence of Performance in academic quality.** Evidence of performance in academic quality is based upon systematic evaluations at the institution level, the program level, and within the academic departments. Institution-wide academic assessment is now a primary function of the newly instituted Office of Institutional Effectiveness. In addition to systematically clarifying the College's existing assessment practices, there has been an effort to examine assessment data more analytically and implement a totally reworked set of institutional learning outcomes. Based upon analysis of the then-existing Institutional Learning Outcomes, an entirely new set of Core Competencies were approved by the institution. By March of 2019, these Core Competencies were being used to begin the process of creating a comprehensive curriculum map. Initial understandings have spurred the Interdisciplinary Studies Committee to begin analyzing the required Core Curriculum courses. This new process was heavily used in the Philosophy and Theology Department's program evaluation of the Religious Studies curriculum in the Fall of 2019. The ultimate goal is to have a curriculum mapping in support of both program and learning outcomes. Faculty of the various educational programs review student feedback collected through course evaluations conducted every term. The results are in the annual program progress update report and the comprehensive 5-year reviews for planning. (See 3.A.1)
- **Performance in the area of Facilities & Technology Services.** Focused satisfaction surveys are distributed in the spring to faculty, staff and students to gather feedback for both the Technology and Facilities support teams**.** These surveys collect feedback on infrastructure, staff performance and overall service-level satisfaction in many areas. For example, the 2017-18 survey focused on the college's food services, which led to formal meetings with the kitchen supervisor and staff in September to reflect upon the opinions of the faculty, staff, and students, most of whom live on-campus.
- In the Spring of 2019, an extensive survey of technology use and user satisfaction with available hardware and networking processes led to an analysis by the College Information Systems Committee. The IS Committee conducted an infrastructure analysis in the Fall of 2019. The results of the survey and infrastructure analysis resulted in an Information Systems Capital Improvement plan.
- Under the Vice President for Operations, various ad hoc committees have been created to analyze specific areas for facility improvements, including roof replacement and siding on Megan Hall. One such group under the direction of the College President implemented a dramatic enhancement to the College grounds during the summer of 2018. Among the accomplishments of this "Grounds Crew" was the pruning or removal of damaged trees, planting of new trees and shrubbery, installation of a new sign at the entrance, lawn improvements, and planting more than 10,000 flowers on campus. In November of 2018, the Planning Committee of the Board of Trustees focused on environmental issues and the lighting of hallways, classrooms, and offices. The result, implemented in February of 2019, was the replacement of more than 5,000 dated fluorescent fixtures with cost-efficient LED fixtures. It is estimated that the College will see a cost savings of $17,000 annually. However, energy savings since the installation of LED lighting have exceeded our original estimate.
- **In the Area of Fiscal Resources**. Efficiencies in staffing, appropriate pay ranges, and careful procurement practices are a continued focus, with a goal of maintaining adequate student services. The Chart of Accounts for the College has been reorganized to improve transparency and accountability, especially at the department level. It also accounts more clearly for SVD contributed services and the impact of scholarships (institutional discounts) for international students. As noted earlier, the budgeting process was reviewed and updated. The Board of Administration approved the budgeting process at their meeting on October 24, 2018**.** The

updated budget process has clear timelines and duties.

- The college's financial performance is audited annually and reviewed by the Board of Administration and the Board of Trustees.
- **In the area of Human Resources.** Administrators, faculty, and staff job performance is evaluated through established annual review processes. Position vacancies are evaluated by the appropriate Vice President with the President to determine alignment with institutional strategies and adjusted as appropriate. The addition of an experienced Vice President for Operations from the public sector with experience in human resource management, together with the contracted services of Cottingham & Butler have given DWC the necessary knowledge base to make changes and streamline departments. As mentioned previously, Cottingham and Butler provided our HR study in 2017, which is the basis for DWC's job descriptions and salary levels.
- **In the area of Student Outcomes.** The College fulfills its annual federal reporting requirements. The IPEDS graduation and retention rates are aggregated at by the Registrar's Office in coordination with the Admissions and Business Offices. The results are extensively reviewed by both the Office of Institutional Effectiveness and the Vice President for Academic Affairs before submission to the IPEDS system. The IPEDS returned reports are analyzed in the summer with a documented series of in-house analytical reports prepared by the Office of Institutional Effectiveness.

5.D.2.

- Divine Word College has demonstrated that it learns from its operational experiences and attempts to apply what it learns to improve its effectiveness, capabilities, and sustainability. From changes in individual academic courses to changes reported in Program Reviews, to organizational change, the College continues to seek ways to best serve its students, the Society of the Divine Word, and the Catholic Church. The dramatic change in the makeup of the student body is a testament to the College's willingness to adapt and meet the changing needs of its constituent groups. Not all changes have been demonstrably successful, but they have all been learning opportunities, and they have strengthened the Divine Word College environment of learning and living. Recently undertaken changes and advancements include:
  - Re-organized the Board of Administration: In discussions initiated by the Finance Committee of the Board of Trustees, it became apparent that the positions of Vice President for Development and the Vice President for Finance were not well-matched to the actual needs of the college. An SVD member was appointed as Director of Development and placed under the oversight of the President. A new position of Vice President for Operations was established with responsibilities to oversee the Business Office Director, HR concerns, and support services. The strength of the new structure is evident in the current Strategic Plan with each of five major goals linked to the areas of concern for the four Vice Presidents and the President.
  - Admissions Department: The Vice President for Admissions and Recruitment was tasked with forming a fuller Admissions Department by bringing the duties of the Admissions Committee, the SVD Vocation Recruitment Team, the Financial Aid Coordinator and the International Student Advisor into one department. Increased cross-training and improved supervision have resulted from this change.
  - Alumni Affairs: The Alumni Office was originally established at Divine Word College in the 1980s, but it was then moved to the direct supervision of the SVD Chicago Province and expanded to include alumni of all the SVD schools in the UA/Canada. In 2016, during a meeting of the three North American Provinces of the Society of the

Divine Word, SVD and Alumni representatives determined that the future of the Association would best be returned to the College since the vast majority of future alumni will study at DWC. Attention to Vietnamese graduates has greatly increased, focus on animating and supporting the missionary service of all the alumni (lay and religious) is explicitly emphasized, and financial support to the college from the alumni is more directly recognized and encouraged.

- External Affairs Council: The reorganization of the Board of Administration resulted in a number of offices being placed under the direct supervision of the President. In 2017 the Public Relations, Development, and Alumni Affairs Offices were gathered into a newly formed External Affairs Council. Joint projects and the sharing of information and ideas have multiplied and prospered. Goal 5 of the Strategic Plan reflects the group's concerns and projects as the public face of the College.
- Creating an Office of Institutional Effectiveness
- Drafting an Assessment Manual to focus and clarify learning success
- Initiation of a new method of Course Evaluation designed to elicit more classroom useful information
- Removing ineffective institutional SLOs and creation of replacement Core Competencies
- Implementation of Institutional Curriculum Mapping
- Initiating Program Curriculum Mapping
- Establishing an entirely new curriculum for English as a Second Language program.
- An organized approach to the analysis of terms, criteria and standards for the English as a Secondary Language program
- Analysis of the Theology and Religious Studies degree program
- Creating a Department of Philosophy and Theology and a Department of Interdisciplinary Studies from various programs has allowed for more effective departmental leadership and faculty performance appraisals
- Established a certificate program in Pre-theology (Catalog p. 80) and continue planning for a certificate in Orientation to Intercultural Ministry (Strategic Plan, Objective A.2).
- The new management of kitchen facilities geared toward more effective service that is more appreciated by students and staff
- Rejuvenating and greening of the College campus to include holiday decorations, tree removal/replacement, and multiple new flower beds
- Installation of energy-saving LED illumination for all of the school's hallways, meeting rooms, and classrooms
- Establishing a formal schedule and process handbook for the IPEDS reporting
- Increased enrollment, through additional scholarship opportunities, including a newly developed Good Neighbor Scholarship to increase local participation in the student body. This has an additional benefit of increasing the number of native speakers among the students.

Sources

- 2018 - 2021 Strategic Plan Progress Report May 4 2019

- 2018 Retention Rates
- 2018 Weak Graduation -Persistence Rates
- 2018-05-11 DWC Strategic Plan-2018-2021- Final
- Assessment Committee Feedback from the Staring Point of DWC Curriculum Mapping Process
- Board of Trustees Committee Membership
- BOT Committee Membership
- Budget timeline
- CC-SLOs in Syllabi
- Chart of Accounts
- Combined 2019 Predictive Analysis
- Course Catalog 2019-2020
- Course Catalog 2019-2020 (page number 9)
- Course Catalog 2019-2020 (page number 80)
- Course Evaluation
- Curriculum Mapping
- Cuttingham and Butler
- Director of Educational Technology and Institutional Effectiveness-final 2018
- DITIE Memo 19
- DITIE Memo 19 (page number 4)
- DITIE MEMO 27
- DWC Assessment Handbook
- DWC Assessment Handbook (page number 25)
- DWC Audit Statement 2018
- Employee Evaluation Form.approved 11-9-18
- Employee Evaluaton Memo 2018
- Faculty Handbook - January 2016
- Faculty Handbook - January 2016 (page number 14)
- Fair Labor Standard Act Compliance Audit Compenstation
- Fall 17-18 Full SLO report
- Fall Demographics 2018
- Food Service Survey
- IELI Curriculum Inventory Form
- IELI new curriculum
- Information System 5 Year Capital Improvment Plan
- IPEDS 2017 Data Report
- IPEDS Collection Calendar
- IS-181018M
- IT_Survery_Data
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- LOG2018.09.11
- LOG2019.05.14 BOA on CC Cert of Theo
- LOG2019.05.14 BOA on CC Cert of Theo (page number 4)
- Mission Statement - approved 2009
- PowerPoint Task Force on Strategic Planning Report
- PREZFCore.Competencies2018.09.11 presentation
- PREZFminutes2018.09.11 CC
- Report of the President to the Board of Trustees 09 14 2018
- Stepping Through Curriculum Mapping
- Student Exit Interviews - 2018-19 Academic Year - Redacted

- Student Exit Interviews - 2018-19 Academic Year - Redacted (page number 10)
- Theology Program Review 2019
- Trsutee Planning Committee Meeting October 6 2017
- Trustees Meeting Agenda
- Vocation Office Promotion Activities - FY2019

5.S - Criterion 5 - Summary

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

Summary

The resource base of DWC is adequate and stable to support its current programs and to fully execute its plans for maintaining and strengthening the quality of its programs in the future. Its parent organization, the Chicago Province of the Society of Divine Word that funds over a third of its operating budget, has consistently affirmed its ongoing support. Other sources of fiscal support include internal fundraising efforts, revenue from investments, as well as tuition and grants. The College's annual budget process involves all offices and the Board of Trustees and the Board of Directors. Procedures are in place to control and monitor expenses. Audited financial statements are made available for review by the governing boards.

The College's faculty and staff are well-qualified in their areas of professional responsibilities. The physical infrastructure is adequate and well-maintained. Classrooms, labs, library, and offices are equipped with up-to-date technology.

The College's governance and administrative structures are designed to promote effective leadership and collaborative processes. The governing boards (the Board of directors and the Board of Trustees) are proactive and diligent in exercising their fiduciary responsibilities and advancing the Mission of the College. The internal organizational structure is clearly delineated in the Organizational Chart that shows the functioning of the College under the leadership of the president and four vice presidents. Faculty play leadership roles in curriculum, instruction, and governance through their academic departments, standing and *ad hoc* committees, and the Faculty Senate.

DWC utilizes a systematic and integrated planning process that involves all its constituents to ensure that its resources are aligned with its mission. The current strategic plan was developed through a collaborative and transparent process that involved all the constituents. Progress in implementing the plan is regularly monitored and reported to the Board of Trustees.

The College deploys effective structures and processes to improve its performance continuously and systematically. Revant data on institutional performance, including student learning outcomes, are collected and analyzed to make appropriate changes and to advance the College's mission.

Sources

There are no sources.