

In This Issue:

Dean's List	3-4
Presidential Scholarship	6
Coming Events	8

Birthday Corner

January

- 15 Fr. Linh Pham, SVD
- 18 Fr. Duc Van Do
- 20 Sr. Liem Thi Hong Nguyen, IHM

THE PRESIDENT *Fr. Tom Ascheman, SVD*

Do you want to be happy?

The new semester is getting started. Do you want to be happy? Some people think the best way to be happy is to go to as many parties as possible!! Others just want to get all of their work done fast so they can sit back and relax. Still others work and work and work to get high grades so they can bask in the pride of their accomplishments. I've tried all of these options.

On Wednesday, January 15, we will be celebrating the feast of St. Arnold Janssen. Fr. Arnold was a hard-working student, but he also knew how to drink beer! He was ordained in 1861 at 23 years of age and his first assignment was to teach secondary school for twelve years. He taught classes in mathematics, natural sciences, business, and French. He had to work hard, but he enjoyed the work.

In 1905, as his busy earthly life was drawing to a close, he gave a conference where he reflected on what made him happy. He said:



**"Happy the man
whom God has opened the eyes of the spirit
so that he recognizes**

**"I have a master above me.
I have to serve him,
And I will serve him,"**

and then arranges his life accordingly.

In the face of many challenges and setbacks, and in the midst of great projects, Fr. Arnold was a happy man. He lived his life seeking to follow the Father's will.

Like St. Arnold, I can also say that I am a happy man. Like all men and women religious I have taken the vows of poverty, celibacy and obedience. Of the three vows, I have found both great freedom and joy in living under obedience. I am a happy here at DWC in the midst of the busyness, the successes and the setbacks. I pray that you also find joy here.



Report on the HLC visit

At the end of December, after classes were concluded, we received the report of the visitors of the Higher Learning Commission (HLC) who were with us in November. I have attached their report to this issue of the DWC LOG.

It is interesting to read about their reactions to visiting our college. (If you want to make a quick review of the report – skip to the section S for each of the five criteria.) The visitors especially underlined:

Intercultural Diversity. “...given DWC’s mission to educate students to serve as missionaries around the world, and that its student body originates from more than twenty countries, intercultural diversity is part and parcel of every student’s experience.”

Intercultural Learning. “DWC has created an educational experience that stresses the importance of intercultural understanding and way of living. Interviews with faculty and staff, along with a review of the Catalog, showed evidence of deliberate efforts to create an integrated cultural learning environment.”

Service. “All members of the college are expected to provide service beyond themselves. The students of DWC are engaged within the external community in numerous ways such as helping in soup kitchens, retirement homes, centers for the developmentally disabled, and local parish churches. Faculty and staff provide assistance for the local church parishes and nursing homes.”

Program Assessment. The report does challenge us to become more effective in assessing our academic programs. One response we have already made is to enroll in the HLC assessment academy. This four-year program helps colleges and universities design and implement best practices for assessment of student learning.

The report of the visitors has been submitted to the HLC Institutional Actions Council which makes final determinations regarding evaluations of programs of higher learning. We will receive their indications of the next steps in the coming weeks.

R.I.P. Sr. Helen Huewe, OSF - Matthew 25 Award Recipient

We remember the life of Sister Helen Huewe, OSF, who passed away on Saturday, January 11. Sr. Helen was well known in the Dubuque area and beyond. She was a tireless worker for “the least among us.” DWC recognized her faith and dedication in November, 2019, by presenting her the Matthew 25 Award. Rest in Peace Sr. Helen. You will be missed.

An obituary can be viewed at: <https://www.osfdbq.org/sister-helen-huewe-osf/>



VICE PRESIDENT FOR ACADEMIC AFFAIRS

Fr. John Szukalski, SVD

The Academic Dean's List publicly recognizes full-time students who earn a Grade Point Average (GPA) of 3.50 or higher in a given semester. Any student who has received a grade of Incomplete (I), Failure (F), or who is on academic probation is automatically disqualified. The Academic Dean's List is published at the beginning of each semester for distinguished scholarship during the previous semester.

Divine Word College commends the following students, listed in alphabetical order, for their outstanding academic achievement during Fall 2019 Semester. Congratulations!

Fr. John A. Szukalski, SVD, Ph.D.
Vice President for Academic Affairs

Undergraduate

Mr. Michelet Nornord Boncoeur

Mr. Hoang Duy Khanh Do

Mr. Wisno Elie

Mr. Joubert Felix

Mr. Omar Picon Gonzalez

Mr. Wisvel Joseph

Sr. Margaret Kissani, SSpS

Mr. Samuel Lee Lollar

Sr. Ndigue Formilack Magdalene, SST

Sr. Thom Thi Mai, FMV

Sr. Diem Thi Hong Ngo, IHM

Sr. Dieu Thi Tuyet Nguyen, LHC

Sr. Duong Thi Thuy Nguyen, LHC

Sr. Hien Thi Nguyen, LHC

Sr. Kim Tuyen Thi Nguyen, LHC

Sr. Liem Thi Hong Nguyen, IHM

Sr. Thi Nhiem Nguyen, LHC

Sr. Thu Thanh Thi Nguyen, LHC

Mr. Truong An Duc Nguyen

Sr. Tuyen Thi Thanh Nguyen, IHM

Sr. Van Ngoc Nguyen, OP

Fr. Vinh Phuc Nguyen, ICM

Sr. Xuyen Nguyen, OP

Sr. Hong Thuy Pham, LHC

Sr. Huyen Tran Chau Phan, OCist

Sr. Thi Kim Thuan Phan, LHC

Sr. Thuong Thi Hoai Phan, FMV

Sr. Kim Cuc Tran, LHC

Sr. Tram Thi Tran, IHM

Sr. Tuyen Thi Thanh Tran, FMI

Sr. Thuy Thi Tran, LHC

Sr. Thu Phuong Thi Tran, LHC

Sr. Tho Thi Trinh, ICM

Fr. Antonius Waget, SVD

Mr. Baruch Zinthe Maoudjlo Zinzou

St. Arnold Janssen Feast Day
Wednesday, January 15

The Lord challenges our faith
to do *something new,*
precisely when so many things
are collapsing in the *Church.*

-ST. ARNOLD JANSSEN, SVD

The Academic Dean's List publicly recognizes full-time students who earn a Grade Point Average (GPA) of 3.50 or higher in a given term. Any student who has received a grade of Incomplete (I), Failure (F), or who is on academic probation is automatically disqualified. The Academic Dean's List is published at the beginning of each term for distinguished scholarship during the previous term.

Divine Word College commends the following students, listed in alphabetical order, for their outstanding academic achievement during ESL Fall 2019 Term B. Congratulations!

Fr. John A. Szukalski, SVD, Ph.D.
Vice President for Academic Affairs

Intensive English Language Institute (IELI)

Fr. Roberto Carlos Alvarenga-Henriquez, SVD	Sr. Tinh Thi Le, LHC	Sr. Thi-Hoa Phung, LHC
Sr. Francisca Doofan Aorakka, SON	Mr. Mingyo No Lee	Frt. Pedro Francisco Manuel Saveia, SVD
Mr. John-Edeve Augustin	Ms. Maria Antonia Marques	Sr. Thao Thi Thanh Tran, LHC
Mr. Antz-Carly Cadet	Sr. Thanh Thi Nguyen, LHC	Fr. Tri Thien Tran, SVD
Fr. Ha Manh Cao	Sr. Thoa Thi Nguyen, LHC	Mr. Do Kim Tuang
Mr. Jaehyeok Choi	Mr. Anh-Tuong Nguyen	Sr. Thi Dien Vu, LHC
Fr. Duc Van Do	Mr. Long Cao Nguyen	Sr. Magnouwèdéou Woulaou, PSP
Sr. Paschaline Kengran Dzelimnyuy, SST	Sr. Thuy Tram Thi Nguyen, MSC	
Mr. Nhat Minh Hoang	Fr. Trung Thanh Nguyen, CRM	
Mr. Thiet Van Hoang	Sr. Thoa Thi Pham, OP	
Fr. Kesner Joseph		

Faculty Transitions

- **Ms. Paola Armfield**, Lecturer of ESL and Administrative Assistant in the Intensive English Language Institute [IELI], has decided to resign her position. Ms. Armfield has taught ESL since 2018, and writes: "I have much love and respect for Divine Word and the people there, both my coworkers and students. The love, care, and growth have been tremendous during my time teaching."
- **Ms. Lisa Towers**, Adjunct Lecturer of Art in the Department of Interdisciplinary Studies [DIS], has decided not to renew her contract with DWC. Ms. Towers taught various art courses and curated the art gallery since 2017. DWC wishes her success in her future endeavors.

VICE PRESIDENT FOR FORMATION DEAN OF STUDENTS

Fr. Bang Tran, SVD

Welcome

A heartfelt welcome to all the returning and new students! Wishing you all a successful Spring Semester.

Feast of St. Arnold Janssen

On Wednesday, January 15th, we will celebrate the Feast of St. Arnold Janssen, founder of the three congregations (Divine Word Missionaries, Holy Spirit Missionary Sisters and Holy Spirit Adoration Sisters). We will begin with a solemn Eucharist at 8:00 A.M. and Evening Prayer at 6:00 P.M. The banquet follows immediately in the dining room. Evening prayer and the banquet are mandatory for all students. Semi-formal attire is expected.

Formation Meetings

Due to the Feast of St. Arnold Janssen on Wednesday, Formation Meetings will begin Tuesday, January 14, at 7:30 P.M in designated rooms. Work-study and other community service also resume as usual, so please check the Student Bulletin Board for more information.

Ministries

All ministries will resume Sunday, January 19. Early dinner for those involved in ministries will be served at 5:30 P.M.

Dr. Martin Luther King Celebration

In honor of Dr. King and his works, we will begin our celebration with the Sunday Vespers on January 19th and continue with lunch on Monday, January 20th.

VICE PRESIDENT FOR ADMISSIONS *Mr. Len Uhal*

Welcome

The Admissions Office welcomes all new and returning students! Our prayers are with you for a wonderful semester.

All New Students

All new students need to visit the Admissions Office to see both Ms. Carolyn Waechter and Ms. Patti McDermott. Carolyn will assist **all new international students** with visa information. She needs to make sure all your immigration documents are in order and make copies for our records. Carolyn will also assist **all new domestic students** with financial aid questions and paperwork. Patti will work with all new students to make sure we have original copies of your educational documents and baptismal and confirmation certificates (for SVD candidates).

ALL NEW STUDENTS, PLEASE VISIT THE ADMISSIONS OFFICE BEFORE THE END OF JANUARY!



Divine Word College Presidential Scholarship

Students at colleges all over the world look for scholarships to help them cover expenses related to their education—even at seminaries! Students at Divine Word College are no different. Here is a scholarship opportunity that is available to all Divine Word College students who meet the criteria.

Divine Word College first awarded the Presidential Scholarship in 1979. This scholarship is an award to applicants who show superior academic achievement. The Presidential Scholarship is an annual award of \$3,000; it is renewable each year provided the recipient continues to meet the established guidelines. Generally, this award is limited to two (2) each year—there is one scholarship still available for the current academic year.

Criteria for Selection:

New students admitted to the College Program (undergraduate program) at Divine Word College are eligible to apply provided they meet the following criteria:

- Applicants from high school must have a cumulative GPA of 3.50 or above.
- College transfer applicants must have a cumulative college GPA of 3.50 or above.
- Applicants who completed secondary school or college/university studies abroad must have an acceptable equivalent cumulative GPA.
- After the first semester at Divine Word College in the undergraduate program, students who are on the Dean's list may apply.
- Applicants from the DWC English Language Institute may apply when they transition to the undergraduate program. They must have a 3.50 high school GPA (or equivalent) or a college GPA of 3.50. A letter of recommendation is required from the Director of the DWC Intensive English Language Institute.

If you believe you qualify for the DWC Presidential Scholarship, please complete the application form by January 31, which you can obtain from Ms. Carolyn Waechter, the Financial Aid Coordinator. Carolyn can also answer any of your questions.

Mission Experience in Jamaica

The Vocation Office is sponsoring its annual mission experience trip to Jamaica. Anyone interested in more information about the trip can [click here](#) and contact Len Uhal. This trip is open to all members of the DWC community and the general public. The Vocation Office will soon send advertising to all SVD parishes in the USA and Canada to recruit participants. Space is limited; therefore, if you are interested, please contact Len soon for more information. Please note that this trip is not free, but partial scholarships are available for those who qualify.



The Word Among Us

The latest issue of *The Word Among Us* arrived over the Christmas holiday. There should be a copy of the booklet in all student mailboxes. A few extra copies were put in the SVD lounges and editions in Spanish are available in the Vocation Office.

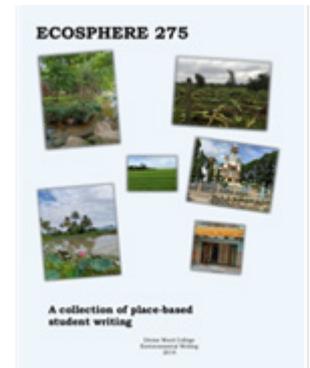
ASSISTANT PROFESSOR OF COMMUNICATION

Dr. Yasmin Rioux

This collection of place-based writing (link below) reflects the final product of our semester-long Environmental Writing course during which students explored the significance of their own places and the relationship between their places and our extended and shared environments. We analyzed and reflected on our own roles within our natural settings and examined ways of understanding environmental issues, interdependence of all beings and systems, and perceptions of nature across cultures.

The current publication exemplifies the interconnectivity between all places as it combines individual student places to create one comprehensive piece.

<https://joom.ag/aBEe>



CHAIR, EMERGENCY COMMITTEE

Mr. Steve Winger

Cold and Flu Season

As many of you know, we are in the cold and flu season. In an effort to reduce colds and flu, we ask that you follow some simple but important steps for protecting yourself from getting and spreading the flu and cold virus:

- Staying home or in your dorm room when you are sick or have a fever
- Avoiding close contact with people who are sick
- Covering your coughs and sneeze
- Washing your hands frequently with soap and water
- Cleaning frequently touched surfaces and objects

For students, we ask that you inform the Dean of Students, Fr. Bang Tran, if you are feeling ill. Employees should contact their physician if they are unsure about an illness or symptoms. For more information about colds and flu use the links below.

<https://www.cdc.gov/flu/prevent/preventing.htm>

<https://www.cdc.gov/features/rhinoviruses/index.html>





- January 15** **St. Arnold Janssen, SVD** Prayer 6:00 pm followed by Banquet
- January 20** **Martin Luther King Jr.** Vespers January 19; Lunch on Monday
- January 25** **Lunar New Year Celebration** Mass 3:00 pm followed by Banquet
- February 8** **St. Josephine Bakhita Celebration** Mass 3:00 pm followed by Banquet
- June 15-17** **Dubuque Archdiocesan Priest Convocation**

Divine Word College - IA

HLC ID 1228

STANDARD PATHWAY: Mid-Cycle Review

Review Date: 11/11/2019

Rev. Thomas J. Ascheman, SVD
President

John Marr
HLC Liaison

Dale Brougher
Review Team Chair

Caryn Chaden
Team Member

Adam Porter
Team Member

Ken Revenaugh
Team Member

Context and Nature of Review

Review Date

11/11/2019

Mid-Cycle Reviews include:

- The Year 4 Review in the Open and Standard Pathways
- The Biennial Review for Applying institutions

Reaffirmation Reviews include:

- The Year 10 Review in the Open and Standard Pathways
- The Review for Initial Candidacy for Applying institutions
- The Review for Initial Accreditation for Applying institutions
- The Year 4 Review for Standard Pathway institutions that are in their first accreditation cycle after attaining initial accreditation

Scope of Review

- Mid-Cycle Review
- Federal Compliance
- On-site Visit

There are no forms assigned.

Institutional Context

Divine Word College (DWC) is a private, not-for-profit, Catholic college located in Epworth Iowa. The institution exists for the education and preparation of men and women for missionary service with the sponsorship of the Society of the Divine Word (Societas Verbi Divini) (SVD). While the college was founded in 1964, it was a continuation of a college program started by SVD in Illinois, in 1912.

The original mission of DWC was focused solely on the education and training of priests and Brothers for missionary service, however, in 2009, the institution expanded its mission to include Sisters and laypersons. The college is approved by the Higher Learning Commission to offer programs at the associate and bachelor level. It currently offers three associate degrees and three bachelor degrees. As of fall 2019 there were 110 enrolled.

This is a Year 4 Standard Pathway Comprehensive Evaluation.

Interactions with Constituencies

President

Chair, Department of Interdisciplinary Studies

Director of the Intensive English Language Institute

Chair, Department of Theology and Philosophy

Vice President for Academic Affairs

Registrar

Assistant Dean and Formation Director

Faculty - 12

Student Resource Center Coordinator

Director of Institutional Effectiveness

Vice President for Formation

Formator and Health Care Coordinator

Library Director / Faculty Senate President

Chaplains - 2

Spiritual Director and Formation - 3

Vice President for Operations

Vice President for Admissions

Executive Secretary to the President

Business Office Director

President of the Student Senate

Treasurer of the Student Senate

Vice President of the Student Senate

College Counselor

International Student Adviser and Financial aid Coordinator

Housekeeper

Rector/Alumni Director

Provincial

Trustees - 5

Students - 105

ESL Director

Assistant Librarian

Admissions Secretary

Director of IS

Additional Documents

Undergraduate and IELI Enrollment Numbers BY SEMESTER/TERM - 2018-19

Fall 2019 Enrollment Data by programs

Matthew Jacoby Library: Using The eCatalog

A Guide To The Matthew Jacoby Library

Operations/Maintenance 2019/2020 Final Approved Budget

Chart of Accounts July 2019

Divine Word College Photo Directory 2019-2020

1 - Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations.

1.A - Core Component 1.A

The institution's mission is broadly understood within the institution and guides its operations.

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.
3. The institution's planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

Rating

Met

Rationale

- It is evident that Divine Word College (DWC) has a clearly articulated mission that was reviewed and confirmed in 2009. As a higher education institution developed by the Society of the Divine Word (SVD), DWC has a mission statement that conveys the relationship with SVD and states the purpose as an institution to "educate men and women for missionary services as priests, Brothers, Sisters, and laypersons" (Assurance Argument). Interviews with faculty, staff, and administrators provided evidence that the mission is understood and guides the work of DWC. (1.A.1)
- The most recent version of the mission was approved by the Board of Trustees of DWC and the Board of Directors of SVD in 2009. The process of approval involved faculty, staff, administration, and the Board of Trustees. This approval was the culmination of work started by the Board of Trustees who charged the Formation and Planning Committee with leading the review. In addition, the mission statement and related documents were reviewed with the development of the strategic plan. (1.A.1)
- The mission of DWC is focused on providing education and formational training for missionaries. All of its degrees, certificates and academic support programs such as the Intensive English Language Institute (IELI) exist as a means to achieve the mission. (1.A.2)
- The revision of the institution's mission that was approved in 2009 broadened the focus of DWC from training only priests and Brothers to providing educational and formational offerings to religious Sisters and laypersons interested in pursuing missionary service. Interviews with the leadership of the SVD, the entity that owns the college, provided strong support for the mission as well as the current success of DWC. (1.A.1 & 2)
- The English as a Second Language (ESL) program provides language support for the preparation of missionaries. This program, started in the 1970's and recently revised, provides

for the acquisition of appropriate English language skills. It is clear that this program is a supportive function of the institution with over half of the student body coming from non-English-speaking countries. (1.A.2)

- Based on the Assurance Argument and the comments from the administration, it is clear that DWC provides relevant student support in the form of housing, religious formation, financial aid, health services, counseling services, disability services, tutoring services, and a learning resource center. Some of these programs are administered through the Dean of Students while others are provided by the Vice President for Operations, Admissions, and Academic Affairs. Furthermore, a Freshman Seminar is included in the curriculum to assist students in the navigation of academic life at DWC. (1.A.2)
- The enrollment profile is consistent with the mission of an institution focused on the preparation of missionaries for a life of service within the SVD. Current enrollment includes students with citizenship from 21 different countries (USA included). In addition, of the 116 enrolled students, 42% are women and 58% are men, with four different race/ethnic groups represented among them. (1.A.2)
- The relationship of the mission to the planning and budgeting processes will be addressed in Criterion 5.C.1.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.B - Core Component 1.B

The mission is articulated publicly.

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.
3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

Rating

Met

Rationale

- A review of the Divine Word College (DWC) Academic Catalog and the College Website reveals a consistent statement and use of the mission statement and related documents. (1.B.1)
- The college is intentional with the communication of the mission. Within the Academic Catalog the mission statement is printed in five different languages. The institution is commended for making the statement available in the language of the students. In addition, the mission statement and related statements such as the College motto "Educating Tomorrow's Missionaries" are on display in the entrance of the main building. (1.B.1)
- A review of the documents provided indicates that the mission and related documents were reviewed and revised in a process that concluded in 2009. The revisions reflect an intentional expansion of the institution's mission with the inclusion of Sisters and laypersons pursuing education and training to follow missionary vocations. (1.B.2)
- The mission statement and related documents convey the intention to deliver a liberal arts based curriculum that provides for the acquisition of critical thinking skills as well as spiritual formation. Furthermore, there is an emphasis on students learning in formal and informal settings. Students are engaged in extra curricular activities to develop the skills and disposition necessary to be a Society of the Divine Word (SVD) missionary. (1.B.2)
- Based on the review of the Assurance Argument, as well as interviews with members of the Board of Trustees and leadership of the SVD Board of Directors, DWC has defined its reason for existence within its mission documents and has developed programs that intentionally provide educational training for men and women preparing for a missionary vocation. The scope of this training is clearly within the context of the SVD and the Catholic Church. (1.B.3)
- DWC's Core Values address the institution's intention to provide educational training for future missionaries and to do so with a campus culture that is international and intercultural in character. This was evident in the diversity of the enrollment as well as the focus on international recruitment. (1.B.3)

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.C - Core Component 1.C

The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.
2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

Rating

Met

Rationale

- The institution's role in a multicultural society is a very prominent characteristic of Divine Word College (DWC). From the content of the mission statement and related documents to the curriculum including the Formation Program, it is evident that celebrating and being part of a global community is a high priority. Furthermore, intercultural competence is one of the five core competencies for graduation. Finally, the institution celebrates intercultural festivals that are religiously oriented and rooted in various cultures. (1.C.1)
- DWC has created an educational experience that stresses the importance of intercultural understanding and approach to life. Interviews with faculty and staff, along with a review of the Catalog, showed evidence of deliberate efforts to create an integrated cultural learning environment. Furthermore, the college has recently opened enrollment, within the ESL program, to a limited number of Muslim students to enhance inter-faith and ecumenical contacts. (1.C.1)
- The College has a challenge to provide a diverse faculty and staff that parallels an extremely diverse student body. DWC's location in a small Iowa community can make it difficult to recruit faculty from minority groups in the United States. Although there are no full-time faculty members who belong to domestic minority groups, eight of the twenty-eight regular faculty members were born in other countries. Two of the six adjuncts were born in other countries and two more adjuncts are from US minority groups. However, in the open forum for criteria 1 and 2, the faculty emphasized two points. First, while many of the faculty do not originate from other cultures, almost all of the faculty have studied or worked abroad in such programs as the Peace Corp or as SVD missionaries. Second, the lack of diversity among the faculty has led to intentional program development that capitalizes on the assets of the diverse student body. Moreover, the Formation Program requires each student to interact and work with students from other cultures. (1.C.1)
- As an institution that exists for the purpose of training missionaries, DWC functions out of the core values of the Society of the Divine Word (SVD). The SVD leadership as well as most of the persons interviewed on campus spoke of the tremendous focus that is placed on intercultural educational experience. Furthermore, it is evident from the Assurance Argument and interviews on campus that DWC is attentive to human diversity, as defined by the nature and character of the institution and by the values of the SVD. (1.C.2)

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.D - Core Component 1.D

The institution's mission demonstrates commitment to the public good.

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

Rating

Met

Rationale

- As a college that focuses on the preparation of men and women for missionary service, Divine Word College (DWC) is continually engaged in serving the common good. While the institution serves the needs of the Society of the Divine Word (SVD) and Catholic Church, by doing so, it is educating future missionaries who will primarily be serving impoverished communities around the world. (1.D.1)
- The commitment to meeting the needs of students to attend the institution is further indication of the desire to serve the public. As indicated in interviews with the administration, DWC provides the resources necessary for students from a wide spectrum of economic backgrounds and cultures to attend Divine Word College (DWC). By way of a combination of sources through major donors, SVD and DWC cover over 80% of the cost of attending DWC. (1.D.1)
- The institution provides programs for external constituents. As part of their Formation program, students offer various ministries in the form of volunteer service as well as ministerial practicums. These services are offered not just to Catholic groups but also to the public of Epworth and the larger community. In addition, the campus facilities (such as the pool) are open to the community at specific times and for major events such as the Archdiocesan Priests Convocation. (1.D.1)
- DWC serves its graduates and former students. The college stays in touch with its graduates through the monthly Alumni newsletter, keeping them informed of the college's activities and opportunities for alumni and other former students. As noted in the Assurance Argument, this communication process enables former students to stay in touch and benefit from a continual relationship with their institution. (1.D.1)
- DWC has no other responsibility that infringes on the focus of its educational mission. Based on the Assurance Argument and interviews, it is evident that DWC functions and exists for the sole purpose of educating and training missionaries. With support from SVD, DWC has not engaged in any other activities that would compromise its educational function. (1.D.2)
- All members of the college are expected to provide service beyond themselves. The students of DWC are engaged within the external community in numerous ways such as helping in soup

kitchens, retirement homes, centers for the developmentally disabled, and local parish churches. Faculty and staff provide assistance for the local church parishes, and nursing homes. In addition, students in the ESL program interact with tutors from the external community. This relationship provides benefits to the local tutor by having the opportunity to learn about the student's culture; the student benefits by being able to interact with persons in the external community, learning the customs and language used in America. (1.D.2)

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.S - Criterion 1 - Summary

The institution's mission is clear and articulated publicly; it guides the institution's operations.

Rationale

The mission of Divine Word College (DWC) is focused on providing education and formational training for missionary services. All of its degrees, certificates and academic support programs such as the Intensive English Language Institute exist as a means to achieve the mission. The revision of the institution's mission that was approved in 2009 by the Board of Trustees of DWC and the Board of Directors of the Society of the Divine Word (SVD) broadened the focus of DWC from training only priests and Brothers to providing educational and formational offerings to religious Sisters and laypersons interested in pursuing missionary service. The process of approval involved faculty, staff, administration and the Board of Trustees. This approval was the culmination of work started by the Board of Trustees who charged the Formation and Planning Committee with leading the review. In addition, the mission and related documents were reviewed with the development of the strategic plan.

The mission statement and related documents convey the intention to deliver a liberal arts based curriculum that provides for the acquisition of critical thinking skills as well as spiritual formation. The scope of this training is clearly within the context of the SVD and the Catholic Church.

DWC has created an educational experience that stresses the importance of intercultural understanding and way of living. Interviews with faculty and staff, along with a review of the Catalog showed evidence of deliberate efforts to create an integrated cultural learning environment.

All members of the college are expected to provide service beyond themselves. The students of DWC are engaged within the external community in numerous ways such as helping in soup kitchens, retirement homes, centers for the developmentally disabled, and local parish churches. Faculty and staff provide assistance for the local church parishes, and nursing homes.

Advice:

Note that the mission statement appears rather low on the website drop-down list that places swimming opportunities above it. It would be wise to place the mission in a more prominent position on the website.

2 - Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

2.A - Core Component 2.A

The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

Rating

Met

Rationale

- Examination of faculty, staff, and student handbooks shows that Divine Word College (DWC) has clear policies and procedures for students, faculty, staff, and administrators. The College offers training programs for employees about workplace ethics, HIPPA, FERPA, and sexual harassment, among others. (2.A)
- The Faculty Handbook includes AAUP guidelines for academic freedom for faculty and provides academic freedom for students. (2.A)
- The Catalog and handbooks have clear standards about academic integrity for both students and faculty. At the open forum for Criteria 1 and 2, a number of faculty and staff discussed how American expectations for citations and academic integrity were taught in specific courses as well as through Student Recourse Center workshops. At the open forum for the students, students described understanding the process for handling incidents where academic integrity may have been violated. (2.A)
- Financial statements are audited annually and reviewed by the administration, the Board of Trustees and Board of Directors, according to the Assurance Argument and interviews with the Trustees. (2.A)
- The College has an Institutional Review Board to ensure that human experimental subjects are treated appropriately. The IRB meets as needed to review research proposals involving human subjects; it does not handle many requests, but one example was provided in the Addendum, which included the minutes from an IRB hearing. (2.A)
- The student handbook includes a grievance process allowing students to appeal what they perceive to be unfair treatment. (2.A)
- The Administration manual has clear processes for investigating claims of bullying, harassment, sexual misconduct, and other human-resources related issues. (2.A)

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

Rating

Met

Rationale

- The Divine Word College (DWC) Academic Catalog, available on the website and in hard copy, has detailed information about programs, degree requirements, courses, and academic regulations. (2.B)
- The website provides additional information about the cost of attending the College, graduation rates, demographic information, etc. All information is reviewed and approved by the registrar before posting to the website, as noted in the job responsibilities for the College Registrar (Administration Manual, item 217). (2.B)
- The Academic Catalog and website also note that DWC is accredited by the Higher Learning Commission. (2.B)
- At the open forum for students, respondents said that the information they found on the College's website, along with other information they received prior to arrival on campus, agreed with their experiences in attending the College. (2.B)

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.C - Core Component 2.C

The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

1. The governing board's deliberations reflect priorities to preserve and enhance the institution.
2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties when such influence would not be in the best interest of the institution.
4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

Rating

Met

Rationale

- According to the Divine Word College By-laws, the Executive committee of the Board (the President, the Board Chair, and subcommittee chairs) determine the agenda for the twice per year Board meetings. College administrators meet with subcommittees as needed. Board discussions are normally carried out with the appropriate administrator(s) being present. (2.C.1)
- The By-laws outlines two levels of governance:
 - The Board of Trustees oversees the operations of the College and ensures that it hews to its stated mission. It has seven standing committees that oversee specific portions of the College's activities, according to the Assurance Argument and interviews with the Trustees. The Board selects the President of the College from a slate of SVD nominated candidates, according to the Trustees. (2.C.2)
 - The Board of Directors approves the mission statement, the College's budget, and other financial activities. (2.C.2)
- The Board has clear guidelines for its members about disclosure of conflicts of interest. Review of two years of Board minutes show that the Board seeks DWC's best interests. (2.C.3)
- The Board appropriately delegates authority for day-to-day operation of the College to the administration, providing strategic oversight rather than micro-managing the College. Trustees we met during the onsite visit agreed that the Board helps determine policy rather than focusing on college operations. (2.C.4)

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.D - Core Component 2.D

The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

Rating

Met

Rationale

- The Faculty Handbook explicitly endorses academic freedom, within the limits of Catholic teaching and respect for Catholic doctrine. The College includes the AAUP's 1940 statement of Principles of Academic Freedom in the Faculty Handbook. (2.D)
- At the open forum for Criteria 1 and 2, faculty indicated that they felt free to teach subjects as they deemed appropriate; for example, a philosophy professor noted that his course on Nietzsche was encouraged by the College. Faculty from the ESL program noted that each course had particular learning goals, but that they were free to develop their own lessons and teaching materials. (2.D)
- The faculty handbook shows that the College provides funds to allow faculty to travel to conferences and meetings to share their insights with their professional colleagues and to keep abreast of current developments in their fields. Funds are also available to bring external speakers to DWC to speak. (2.D)
- The College also supports students' academic freedom and freedom of expression, including the right to demonstrate in an orderly manner, as is explained in the student handbook. (2.D)

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.E - Core Component 2.E

The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students and staff.

1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.
2. Students are offered guidance in the ethical use of information resources.
3. The institution has and enforces policies on academic honesty and integrity.

Rating

Met

Rationale

- At Divine Word College (DWC), faculty are expected to remain abreast of current developments in their areas of expertise and teaching. Starting in 2015, a new annual performance evaluation system was initiated, which places greater weight on professional engagement than previously. According to the President, although DWC does not tenure faculty, promotion in rank (leading to a larger salary and the right to receive a longer multi-year employment contract) requires faculty to demonstrate professional engagement, such as publications or presentations at professional meetings. (See also 3.C.) (2.E.1)
- The College has procedures in place for an Institutional Review Board (IRB). According to a document in the addendum, few research projects involve human subjects, but the IRB is prepared to review proposals. The minutes of a discussion of one such proposal was included in the Addendum. (2.E.1)
- Nearly 90 percent of DWC's student body comes from other countries, some with different ideas of plagiarism and when to cite sources. The College addresses this issue by talking about intellectual honesty early and often. This was discussed at the open forum for Criteria 1 and 2. According to the Information Systems Director, students are taught about information resources at orientation and during in-class presentations by library and IT staff. Multiple faculty members agreed, also noting that the topic is highlighted in first-year composition and communication classes, and also discussed in workshops on citations. Students demonstrate these skills in their required senior capstone project. (2.E.2)
- The College has a plagiarism policy and clear academic honor code. The Student Handbook notes that one of the duties of the Committee on Student Activities and Welfare (SAW) is to review allegations of plagiarism and cheating. At the open forum on Criteria 1 and 2, faculty members described the review process and noted that multiple individuals are asked to intercede and help students understand why what they did was wrong. (2.E.3)

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.S - Criterion 2 - Summary

The institution acts with integrity; its conduct is ethical and responsible.

Rationale

Divine Word College (DWC) acts with integrity; its conduct is ethical and responsible.

DWC has clear policies and procedures, as outlined in the Staff Handbook, the Faculty Handbook, and the Student Handbook. These handbooks provide ethical guidelines for workplace ethics, faculty research, and student conduct.

The College presents itself clearly and honestly to students, faculty, and the larger community.

The College has clear policies for its Trustees and administrators, with oversight in case of financial improprieties. Trustees help guide the College strategies and are not involved in the day-to-day operation of the institution.

DWC encourages academic freedom by both faculty and students.

The College has clear statements about academic integrity and procedures for handling student violations of academic integrity.

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

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

3.A - Core Component 3.A

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).

Rating

Met With Concerns

Rationale

- Divine Word College (DWC) ensures that its programs are current and require appropriate levels of performance by requiring each program to participate in a formal Academic Program Review process every five years. As described in the Guidelines for External Review (Fall 2010), the process includes a self-study that calls on departments to comment on the "appropriateness of the curriculum." The self-study is then made available to an external reviewer who visit the campus after studying the pertinent documents. The guidelines for the external reviewer's report include the directive that the report comment, among other matters, on the "appropriateness of curriculum and how it compares with peer institution's programs," the program's strengths and weaknesses, and opportunities for improvement. Following the visit, the program undergoing review is required to submit an action plan. (3.A.1)
- Some programs further ensure currency and appropriateness by aligning with external standards. For the degree in Philosophy and the Certificate in Pre-Theology -- one or the other of which is required for pre-seminary students, depending on their previous experience -- requirements listed in the Academic Catalog align with standards set by the *Program for Priestly Formation* (2006) published by the US Conference of Catholic Bishops. Similarly, ESL learning outcomes align with Commission of English Language Accreditation (CEA) standards. These external bodies have established the frameworks within which the respective program curricula are built. (3.A.1)
- Divine Word College offers associate degrees, bachelors degrees, and certificates. The degree and certificate programs all have learning outcomes that are published in the Academic

Catalog as part of the program description. However, for the programs that offer both bachelor and associate of arts degrees (Philosophy; Theology & Religious Studies; Intercultural Studies), the Academic Catalog lists one set of learning outcomes for both the associate and bachelor's degree programs. During the visit, the heads of these programs confirmed that the associate and bachelor's degree programs share a common set of outcomes, and recognized the need to differentiate them. For this reason, this sub-criteria is met with concerns. (3.A.2.)

- All classes are offered face to face at a single location. (3.A.3)

Interim Monitoring (if applicable)

The visiting team requests that Divine Word College be required to submit an Interim Report within two years documenting the establishment of separate learning outcomes for associate and bachelor's degree programs in the same content area. (3.A.2)

3.B - Core Component 3.B

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.

Rating

Met

Rationale

- As of Fall 2019, Divine Word College (DWC) has instituted a set of Core Competencies, derived from its Mission Statement, that all students are expected to achieve. As documented in the Academic Catalog (pp 54-56), the Core Competencies include
 - Critical Thinking Acuity,
 - Communication Effectiveness,
 - Intercultural Competence,
 - Social & Global Responsibility, and
 - Missionary Discipleship.

Meetings with heads of the academic programs and the VP for Academic Affairs reveal that there is the expectation that, in the coming years, the presence of these core competencies may lead to some revisions in the learning outcomes for the Core Curriculum and the degree programs. (3.B1., 3.B.2)

- DWC's Core Curriculum has been in place since the fall of 2014. All students earning a bachelors or associate degree at the College must complete 44 credits of coursework in the Core Curriculum. According to the Academic Catalog (pp 72-73), the core curriculum, which includes courses in philosophy (logic), communication, writing, art, music, literature, cultural anthropology, psychology, history, biology, and math, and theology, "is grounded in the liberal

- arts, centered on Catholic traditions, and guided by SVD values." (3.B.1, 3.B.2)
- Learning outcomes for the Core Curriculum include communication proficiency, information literacy, critical and creative thinking skills, global perspective, and theological literacy. Beyond a general liberal arts focus, SVD values inform these outcomes. (See the "Outcome Areas of Undergraduate Learning in the Core Curriculum.") (3.B.2)
 - As documented in the Academic Catalog (pp 73-81), the degree programs in Intercultural Studies, Philosophy, and Theology & Religious Studies, and the certificate in Pre-Theology all include learning outcomes related to collecting, analyzing, and communicating information; mastering modes of inquiry, and developing skills adaptable in changing environments. (3.B.3)
 - As noted in the Academic Catalog (pp. 55-58), each of the degree programs has implemented a one-credit Senior Synthesis Capstone which requires students to prepare a written project or oral presentation to demonstrate their achievement of the program learning outcomes. In addition, these degree programs have linked the capstone to a two-credit course designed to help students with appropriate research methods and writing skills. (3.B.3)
 - Given that DWC's mission is to educate students to serve as missionaries around the world, and that its student body originates from more than twenty countries, intercultural diversity is part and parcel of every student's experience. "Intercultural competence" is one of the Core Competencies, the Core Curriculum includes a required course in Cultural Anthropology, and program offerings include a major or minor in Intercultural Studies. During our visit, we met with 105 students from multiple countries, and they spoke about the different perspectives they gained from interacting in this remarkably diverse community. (3.B.4)
 - DWC faculty engage in scholarship as appropriate for a college with the specific mission to "educate men and women for missionary service." The weekly college newsletter, *The Log*, notes recent faculty publications and presentations. As noted in the Faculty Handbook, the College also offers modest cash awards to recognize scholarly activity. On our visit, we saw that the halls of the building are lined with cases exhibiting students' art work and expressions of their various cultures. (3.B.5)

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.C - Core Component 3.C

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.

Rating

Met

Rationale

- As of fall 2019, Divine Word College (DWC) employs twenty-one full-time faculty, seven part-time faculty, and six adjunct instructors. According to the Assurance Argument, this results in a ratio of 1 instructor for every 9 students. Though the Assurance Argument says that FT faculty assigned to degree programs teach an average of 12 credits (four courses) per semester, the "Faculty Work Load" document shows the average faculty load to be 2 courses / 4.5 credits per semester. This load calculation does not include reassigned time for faculty who have other responsibilities. Faculty load is reduced by six credit hours per year for Department Chairs (Faculty Handbook 207.2). If a class does not have sufficient numbers of students to proceed, faculty are assigned to devote those instructional hours to tutoring. This workload leaves ample time for faculty to engage in curricular review and assessment as well as additional faculty responsibilities. FT faculty assigned to the Intensive English Language Institute (IELI) teach 20 contact hours per week, up from 15 hours per week prior to the ESL program revision; hence there is more limited but still sufficient time for curricular review and assessment. (3.C.1)
- The Academic Catalog Appendix shows that all FT faculty teaching in degree programs hold at least a Masters degree, with 11 of 28 holding a doctorate. The Assurance Argument notes that three PT faculty do not hold Master's degrees, but two of them teach only in the ESL (non-degree) program, and the third is an art instructor with relevant professional experience. (3.C.2)

- During the site visit, faculty credential files were inspected. Ten files were chosen at random (starting with the top file, every 4th folder was pulled) and inspected. Of the ten files, seven had official transcripts documenting appropriate faculty credentials. Three others had official transcripts of education up to a masters degree, but were missing official transcripts of the highest degree listed on the faculty C.V. Since the College does not offer degrees beyond the bachelors, having masters-prepared faculty meets the HLC requirements, so 100% of the inspected files show compliance. However, the missing transcripts were called to the attention of DWC staff and they plan to ask faculty to supply the missing transcripts. (3.C.2)
- According to the Faculty Handbook (233) all faculty have annual performance evaluations, leading to a weighted "Overall Performance Evaluation Ratio" on a scale of five (excellent) to one (poor). Evaluation ratios for faculty teaching in degree programs are articulated for effective teaching (60%), professional development (20%), and service (20%). For faculty teaching in IELI, evaluation ratios place even more emphasis on teaching: effective teaching (70%), professional development (15%), and service (15%). Instructors with an OPER score below 2.0 are subject to placement on a Professional Development Plan (though, according to the Assurance Review, no one has ever scored below 2.0). The process for the annual evaluation includes a class visit, review of student evaluations, a self-evaluation letter, a narrative evaluation from department chair, and an individual conference with the chair. Once these steps are complete, the chair submits a signed evaluation to the VP for Academic Affairs. (3.C.3)
- Promotion review (Faculty Handbook section 247) requires faculty to submit a Service Report Portfolio which includes annual evaluations for the prior six years, along with evidence of excellence in teaching, professional engagement, service, and "dedicated performance of their responsibilities" (including, for example, mentoring faculty, effective advisement, taking on leadership of new curriculum, etc.). No external recommendations are required. The Service Report Portfolio is submitted to the Committee on Rank Review, which submits a report to the Vice President for Academic Affairs, along with any (anonymous) minority reviews. The VPAA then writes a recommendation to the College President, and if approval is granted, the President submits the report to the Board of Trustees for a final review. (3.C.3)
- To encourage scholarly / creative activity, the College offers monetary awards to recognize accomplishments: Monograph Publication Award = \$1000. Scholarly Article Publication and Creative Achievement Award = \$250. Professional Presentation Award = \$150. (Faculty Handbook, 212.1) Faculty may also apply for sabbatical after six years of continuous, full-time service and receive half their annual salary for a full year, or their full salary for a semester. (FH 221.2) (3.C.4)
- The Assurance Argument notes that, to ensure that faculty understand their role as academic advisors, the College Registrar provides them with training and support. Likewise, the VP for Formation / Dean of Students provides training to the other formation advisors; for this role, he receives appropriate training through the Institute for Religious Formation at Catholic Theological Union in Chicago, Illinois. (3.C.4)
- According to the Assurance Review, all full-time instructors are expected to keep regular office hours for students and make themselves available for appointments at other times. The Faculty Handbook (208.2) says only that "full-time faculty are expected to be available at the college to fulfill their other responsibilities such as student advisement [etc]," but faculty we spoke to appeared to accept this expectation as routine. Adjunct instructors are not required to keep office hours, but the Assurance Review similarly notes that they "are normally accessible by e-mail and telephone." (3.C.5)
- Every full-time staff role, including at least fifteen roles that directly involves work with students, has an associated job description in the DWC Administration Manual (items 210-

249). These job descriptions include detailed lists of duties and responsibilities as well as required (and/or preferred) qualifications. Job descriptions for four other positions, including the Vice President for Academic Affairs, the Director of IELI, the Study Abroad Coordinator, and the Academic Advisement Coordinator, include a list of duties and responsibilities but no required qualifications; presumably, these positions are filled by faculty, who are initially hired under a separate set of qualifications. (3.C.6)

- Professional development for staff occurs both within the College and externally. According to the “Professional Development Report: Staff and Administration” (April 2019) included in the The Divine Word College Log (Vol. 30, No. 32, April 2019), "all staff and administrators" at DWC participated in a total of ten in-house professional development activities, ranging from webinars dealing with compliance issues to annual presentations on insurance and benefits, to mission-related forums. In addition, twenty staff and administrators from External Affairs, Admissions, and Operations participated in some kind of professional development activity offered externally (including conferences away from campus and externally sponsored webinars). (3.C.6)

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.D - Core Component 3.D

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.

Rating

Met

Rationale

- The Assurance Review notes that one primary starting point for all student services at Divine Word College (DWC) is the understanding that the vast majority of students are from immigrant or international backgrounds. Small numbers means that these students can receive extensive individual attention. There are services with designated, qualified staff to address these students' specific needs, from financial aid to housing, travel services to transportation to medical appointments, immigration paperwork, etc. along with ADA services to any student who requires them. (3.D.1)
- The other starting point for student services is the mission of the College to prepare students for missionary work. Hence all students are assigned a Spiritual Director with whom, according to the Assurance Review, they meet at least monthly, but more often for juniors and seniors. The spiritual director "is concerned with all aspects of the student's life, always keeping a focus on the student's spiritual journey," from praying to academic issues, from personal concerns to discerning their path.(3.D.1)
- A professionally trained counselor is available who may also provide testing and referrals to other services (medical, tutoring, financial aid, etc.). According to the Administration Manual, (#230, Job Description for Counselor), every new student meets with the Counselor early in their enrollment, and may be required to meet with the Counselor at other times as well (e.g. to fulfill the terms of academic or disciplinary probation). (3.D.1)
- The college also provides traditional academic support services. The Assurance Argument notes that the library is open 24/7 with reference librarians present Monday through Friday between 7:30 am and 4:30 pm to help students with their information needs. The Student

- Resource Center offers tutoring and periodic literacy workshops. Information Services provides technology assistance as needed. (3.D.2)
- According to the Assurance Argument, all new undergraduate students take proficiency tests in English, mathematics, and fundamental Catholic theology to determine the need for placement in remedial or regular College courses. Roughly two-thirds of DWC students matriculate into the College after completing English as a Second Language studies in the Intensive English Language Institute (IELI). The ESL program has been modified in the past few years to enable students to complete two eight-week sessions per semester. Though students arrive with varying levels of language skill, they may spend up to two years improving their skills to a level that enables them to matriculate into the degree programs. Students we spoke to reported working hard in the IELI and markedly improving their English. (3.D.2)
 - Students are initially assigned to the College Registrar for academic advising; once they choose a major they are assigned to a faculty advisor, who, according to responsibilities listed in the Academic Catalog (pp 48-49), meets with each student at least twice each semester to help with registration, provide information about academic programs, policies, etc., monitor students' progress and communicate with instructors when necessary, assist students on academic probation, and provide referrals to other services (e.g. counseling, financial aid, formation). (3.D.3)
 - The College Registrar has responsibility for matters related to the academic transcript, including accepting transfer credit, conferring degrees, etc. According to the Assurance Review, the Registrar "also acts as an academic advisement coordinator who trains and assists faculty members in their academic advisement duties." Our discussions with faculty and with the registrar suggest that, given the limited number of academic programs available, and the limited number of course offerings each semester, helping students choose appropriate courses is generally a straightforward process. (3.D.3)
 - Thanks to funding from the Society for the Divine Word (SVD), the College has ample resources to support students, starting with financial aid. According to the President's Report to the Board of Trustees (April 2019), 90% of costs to students were funded by financial aid, whether from the institution or the federal government. (3.D.4)
 - On a campus tour during our visit, we saw many spaces that support the academic mission: classrooms with various kinds of seating, computer labs, music and art rooms, a science lab, the Library (including 68,000 volumes, 3,000 digital resources and 217 serials), and a large chapel. Technology resources include 2 computer labs open 24/7, along with 150 desktop and laptop computers on a 3-year replacement cycle, upgraded internet bandwidth and campus-wide, free WiFi access. Co-curricular resources include a College commons room with food and digital entertainment, and multiple indoor (gym, swimming pool, locker rooms, a small fitness room) and outdoor (wooded outdoor walking space, floral garden, tennis courts, soccer field) sports facilities. Recent upgrades include the 2014 expansion of the fitness room, the addition of more equipment to the gymnasium, and the 2019 repair of the tennis courts. Finally, qualified SVD candidates also have the opportunity, in the junior year, to participate in a Year Abroad Program in the Philippines as part of the academic and formation program of Christ the King Major Seminary, a college seminary operated by Divine Word Missionaries in Quezon City, Philippines. (3.D.4)
 - As part of the Core Curriculum, all DWC students are required to complete HUM 101: Freshman Seminar, which introduces them to the College's information resources and the basics of library research. In addition, the Core Curriculum includes ENG 112: Academic Writing, which, according to the course description in the Academic Catalog, "Prepares students to conduct purposeful research and write effective reports, analyses, research papers

and other forms of writing commonly required in higher education. Teaches research skills, rhetorical principles, and proper documentation of sources" (p.86). Finally, all bachelors' degrees include a 1-credit Senior Synthesis Capstone, along with an additional two credit course (Senior Seminar for Philosophy and Theology & Religious Studies and Methods of Social Research for Intercultural Studies) designed to provide guidance in field-specific research. (3.D.5)

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.E - Core Component 3.E

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.

Rating

Met

Rationale

- In accordance with the Divine Word College's (DWC) mission to educate missionaries, every student at DWC participates in a Religious Formation program, with variations for students pursuing vocations in seminary pre-novitiate, and lay missionary. They share a basic approach outlined in the Religious Formation Program manual, with a focus on "five essential facets of religious missionary formation: human, intellectual, spiritual, communal, and ministerial. Each facet of the program consists of objectives, rationales, means of implementation, outcomes, and assessment" (p. 2). The goal of the program is to help students discern the extent to which missionary work is the best path for them. Students are assigned to a Formation Group which meets weekly, led by the Formation Director, to discuss a range of issues. As part of the program, students also are expected to participate in communal prayer through daily worship, observance of holidays through the year, and Bible sharing with their formation group. (3.E.1, 3.E.2)
- Included in the Religious Formation program is the requirement that students participate in Missionary Ministry through two to five hours per week of field education programs already established in parishes, institutions and other organizations. As noted in the Missionary Ministry Formation Handbook, every field program is required to provide students with adequate preparation for both the theory and practice of their work, sufficient assistance and supervision during the experience, and opportunities for appropriate on-going reflection and evaluation. (p 7) Students submit periodic self-evaluations and also receive feedback from their site supervisors. In addition, students are encouraged to discuss their field work as part of their weekly formation group meetings. (3.E.1, 3.E.2)
- Beyond these required programs, DWC also offers programs and events that both draw on and enhance the diversity of their community. Since so many DWC students come from other countries, a College-sponsored program called Friends Across Nations organizes opportunities for local families to develop a friendship with one or more students. At least once each month for a full school-year, participating families invite one or two students to their home or engage in another activity. In addition, concerts featuring music from around the world, lectures on a variety of topics, and celebrations of various holidays celebrated in other countries (e.g. Lunar New Year) enhance campus life. Students also reported engaging in informal cross-cultural

exchanges like communal meals with recipes from their home countries. (3.E.1, 3.E.2)

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.S - Criterion 3 - Summary

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

Rationale

Divine Word College (DWC) ensures that their programs are current and require appropriate levels of performance by requiring each program to participate in a formal Academic Program Review process every five years. Some programs further ensure currency and appropriateness by aligning with external standards. All classes are offered face to face at a single location.

All students earning a bachelors or associate degree at DWC complete 44 credits of coursework in the Core Curriculum, in place since fall 2014. Between the Core Curriculum and the degree and certificate programs, students engage in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments, along with gaining knowledge and skills aligned with the values of DWC. In particular, given DWC's mission to educate students to serve as missionaries around the world, and that its student body originates from more than twenty countries, intercultural diversity is part and parcel of every student's experience.

As of fall 2019, DWC employs twenty-one full-time faculty and seven part-time faculty – all qualified to teach in their assigned areas. With enrollments under 120 students and a coordinated schedule of classes, faculty have ample time to hold regular office hours, engage in advising, assessment, review and revising of curriculum, and other faculty governance matters, in addition to their teaching. DWC faculty engage in scholarship as appropriate for the institution's mission. The College encourages scholarly and creative activities by offering modest monetary rewards to recognize accomplishments. All faculty have annual performance evaluations, and those who seek promotion submit a Service Report Portfolio on their work to the Committee on Rank Review. The Portfolio is further reviewed, in sequence, by the Vice President for Academic Affairs, the College President, and, finally, the Board of Trustees. Every full-time staff role, including at least fifteen roles that directly involve work with students, has an associated job description in the Administration Manual. Professional development for staff occurs both within DWC and externally.

The two starting points for all student services are the understanding that the vast majority of students are from immigrant or international backgrounds, and the mission of the College to prepare students for missionary work. Hence the College offers an array of support service (including help with the immigration process, counseling, transportation to health services, etc.) in addition to traditional academic support including library services, academic advising, and a Student Resource Center offering tutoring and literacy workshops. In addition, all students meet monthly with an assigned Spiritual Director to discuss all aspects of their experience.

All new undergraduate students take proficiency tests in English, mathematics, and fundamental Catholic theology to determine the need for placement in remedial or regular College courses. Roughly two-thirds of DWC students matriculate into the College after completing English as a Second Language studies in the Intensive English Language Institute (IELI). As part of the Core Curriculum, all DWC students are required to complete courses which introduce them to information resources, library research, and academic writing.

Thanks to funding from the Society for the Divine Word (SVD), the College has ample resources to support students, starting with financial aid, and extending to physical facilities including various types of classrooms, computer labs, free high-level WiFi, dormitory space for the seminary students, and recreation facilities.

In accordance with DWC's mission, co-curricular activities are designed to contribute to students' education to be missionaries across the globe. Every student at DWC participates in a Religious Formation program, with variations for students pursuing vocations in seminary, pre-novitiate, and lay missionary. Included in the Religious Formation program is the requirement that students participate in Missionary Ministry through two to five hours per week of field education programs.

In addition to these required programs, DWC also offers programs and events that both draw on and enhance the diversity of their community.

In all of the ways listed above DWC meets Criterion 3. However, on the item 3.A.1, "The institution articulates and differentiates learning goals for undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs," the visiting team has concerns, as reported in section 3.A.

Divine Word College offers associate degrees, bachelors degrees, and certificates. The degree and certificate programs all have learning outcomes that are published in the Catalog as part of the program description. However, for the programs that offer both bachelor and associate of arts degrees (Philosophy; Theology & Religious Studies; Intercultural Studies), the Academic Catalog lists one set of learning outcomes for both the associate and bachelor's degree programs. During the visit, the heads of these programs confirmed that the associate and bachelor's degree programs share a common set of outcomes, and recognized the need to differentiate them. For this reason, this sub-criteria is met with concerns.

Hence, the visiting team asks that the College be required to to submit an Interim Report demonstrating that they have created separate learning outcomes for bachelors' and associate degrees in the same program.

4 - Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

4.A - Core Component 4.A

The institution demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that assure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

Rating

Met

Rationale

- Divine Word College (DWC) has five major programs, which undergo an external review every five years, as described in the "Guidelines for External Review of Academic Programs." The program writes a self-study, which is reviewed by an external reviewer. The reviewers visit campus in the spring and write a report, recommending improvements to the program. These external reviews can prompt significant changes to the curriculum being reviewed, as with changes to the general education Core Curriculum program. Comparison of the 2010-13 and 2013-16 catalogs shows substantial changes to the Core Curriculum. Similarly, the external review of the ESL program in 2017-18 prompted a shift from semester long-courses to 8-week long courses. (4.A.1)

- DWC's Academic Catalog has clear policies regarding transfer credits and AP credits. Domestic transfer credits are reviewed by the registrar and, when necessary, department chairs. As explained in an addendum document, the registrar and VPAA assess international transfer credits with the help of the AACRAO's Electronic Database for Global Education (EDGE). (4.A.2, 4.A.3)
- The Academic Catalog lists courses and prerequisites, determined by the faculty. Course numbers indicate the level of difficulty of the courses. The IELI program has a different course numbering system. Its numbers indicate the level of language proficiency and the skills emphasized in the class. (4.A.4)
- DWC offers no programs requiring specialized accreditation. (4.A.5)
- The Argument explains that, historically, DWC has maintained contact with its graduates, many of whom enter the novitiate and others continue onto graduate school. As the number of non-domestic students who have previously professed religious vows increases, the College is developing new methods to maintain contact with them, including, for example, emailing them the weekly College newsletter. Maintaining contact can be complex because many of these students return to their home countries after graduation. (4.A.6)
- The College conducts exit interviews with students leaving the College, whether withdrawing, graduating, or completing a program. These interviews are analyzed and recommendations are made to address student concerns, as "Analyses of Student Exit Interviews" demonstrates. (4.A.6)

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.B - Core Component 4.B

The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

Rating

Met With Concerns

Rationale

- The assurance argument describes the Divine Word College's (DWC) assessment situation in some detail. It notes that the assessment system has grown in a compartmentalized manner, creating redundancies, lack of coordination, and unclear avenues for analysis and reporting of findings. DWC has instituted a variety of different assessment practices over the past decade, but these were not well coordinated. Understandably, this has resulted in a lack of enthusiasm for assessment, which the College is trying to shift by highlighting how it will provide actionable information that can be used to improve student learning. To help with this process, the Assessment Committee has been expanded to include more members. DWC has also become active in the Association for the Assessment of Learning in Higher Education. (4.B.1, 4.B.2)
- Recently, the College has sought to review the assessment system to make it more orderly and manageable. In the last nine months, it has created an Assessment Handbook that provides guidelines on how to craft assessable student learning outcomes (SLOs). The handbook identifies 30 assessment "tools" used by DWC, with the goal of culling those that were ineffective or unused. Most notably, perhaps, has been the transition from seven Institutional Student Learning Outcomes (ISLOs), seen as too vague to produce reliable and actionable data, to five Core Competencies directly related to the College's Mission. Since the Core Competencies have just been introduced (and have been included in the College Catalog), the College has not collected any data or used them to improve the curriculum. (4.B.1, 4.B.2)
- Program-specific Student Learning Outcomes have been defined for the different major fields and for the Religious Formation Program, as seen in the Academic Catalog and the Program for Religious Formation document. As noted in our response to Criteria 3.A.1, the Academic Catalog lists one set of SLOs for both the associate and bachelor's degree in the same content area. It is unclear to what extent the SLOs for the different major fields have been assessed. The Assurance Argument included the RFP-A rubric used to assess student performance; this looks like a valuable tool. The Formation Assessment report (included in the Assurance

Argument) would be more useful if the 30 different questions were analyzed separately, which would allow areas of concern to be identified more precisely. Still, there are some recommendations on initiatives the College could undertake to address perceived weakness in the scores. (4.B.1, 4.B.2)

- The College has a common writing rubric which will help assess writing across different courses. According to the Assurance Argument, assessment of students' comprehensive papers prompted DWC to make changes to the capstone course and to add courses to address perceived deficiencies. The Argument did not include the assessment data or its analysis to document the need for these changes. (4.B.3)
- DWC has involved *many* people in its assessment process. The Assurance Argument lists 10 faculty, staff, and administrators who are working on assessment. Assessment has also been discussed by the Faculty Senate and has been a topic for in-service faculty training. (4.B.4)

The visiting team believes that these initiatives are moving in the right direction, but because of the newness of this initiative, we cannot say this criteria has been met without concerns -- hence our conclusion that the criteria is met with concerns.

Advice:

We believe that the California Critical Thinking Skills Test is culturally biased and hence cannot reliably measure the critical thinking skills of DWC students, especially since so many of them are from different countries. We recommend that, rather than relying on a standardized test for this assessment, the College consider investigating ways to glean data from targeted coursework assignments, and, in particular, the senior capstone project. The pertinent section of the DWC's "College-Wide Writing Rubric" and the VALUE Rubric created by the Association of American Colleges and Universities to assess critical thinking could provide the basis for a more relevant assessment of DWC students' critical thinking skills.

Interim Monitoring (if applicable)

The visiting team recommends that DWC be required to submit an Interim Report in two years, focusing on how the College has implemented their new assessment tools. In particular, we recommend the DWC be required to provide information on assessment of student learning with regard to:

1. the Core Competencies and
2. the major program SLOs.

For both of these items, DWC should report what data has been collected, how these data have been analyzed, and whether any areas of concern have been identified that would prompt changes to the curriculum or to other aspects of students' education at DWC.

4.C - Core Component 4.C

The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.
2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.
3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Rating

Met

Rationale

- The Assurance Argument notes that because of its mission, student body demographics, and very small student enrollment numbers, many of the common metrics used to measure persistence and graduation rates are hard to apply to Divine Word College (DWC). This was confirmed in interviews with College leadership. Specifically, some students may decide that missionary service, with vows of poverty, chastity, and obedience, is not their calling. Additionally, many students are not first-time, full-time college students, which complicates IPEDs calculations, especially on such a small population. In interviews with staff, the College is rightly proud of the fact that they have an average 7 or 8 students who graduate and continue onto the novitiate in SVD. The "DWC Graduates from 2005 to 2015" document illustrates this success. Of all graduates, 67% continued into post-baccalaureate education. Of these, 87% completed their additional degree. (4.C.4)
- The College's current strategic plan has a target enrollment of 125 students, of which 50 will be candidates for the Society of the Divine Word (SVD). According to the President, this is perceived to be the optimum size of the student body, given DWC's unique mission. The "First Year Retention Rates & Graduation Rates" document shows that first-to-third semester persistence is quite high, at 79%; cohort 4-year graduation rates have varied widely from 4% to 79% (this is attributable, in part, to the small N of students in different programs at DWC.) (4.C.1, 4.C.2)
- According to the Assurance Argument, the focus on persistence and academic need prompted adding an associate's degree to help students who want to transfer out. The College established a student resource center to help support students' academic progress. The Catalog shows that

the College has added a course designed to introduce students to Western education models (HUM 101). The College also identified a staff member to serve as an advising coordinator. (4.C.3)

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.S - Criterion 4 - Summary

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Rationale

Divine Word College (DWC) offers an educational program that is tailored specifically for its audience and goals. It has a large ESL program, helping students from around the world to improve their English. Many of these students continue into the BA program at DWC; others enter graduate programs; and others pursue other opportunities. The BA program is designed to prepare students for missionary work in the Society of the Divine Word (SVD). Of those who graduate, 67% attend graduate school; of these 87% graduate.

One area where DWC has struggled is in developing manageable assessment systems that produce measurable and meaningful results. Because the review team could not find evidence of robust assessment being used to help improve the student learning experience, we cannot say that criteria 4.B is met. Hence, we rate this criteria "met with concerns."

As we wrote in 4.B: The review team believes that these initiatives are moving in the right direction but because of the newness of this initiative we cannot say this criteria has been met without concerns.

In the Interim Monitoring Report section of 4.B, we recommend a two-year follow-up, with a report that focuses on how DWC has implemented their new assessment tools. In particular, we recommend that DWC be required to provide information on assessment of student learning with regard to:

1. the Core Competencies and
2. the major program SLOs.

For both of these items, DWC should report what data has been collected, how these data have been analyzed, and whether any areas of concern have been identified that would prompt changes to the curriculum or to other aspects of students' education at DWC.

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.

Rating

Met

Rationale

- Divine Word College (DWC) has the fiscal resources sufficient to support its operations. Their Composite Financial Index (CFI) score for fiscal years 2013-2014 and 2014-2015 have been corrected to 3.0 and 2.5 respectively. The school scored 3.0 for the 2015-2016 and 2016-2017 years, according to the scores published at Studentaid.ed.gov/sa/about/data-center/school/composite-scores. More recent year scores have not yet been published on this site. The highest score possible is 3.0 with scores below 1.5 being of concern. (5.A.1)
- Further evidence of the school's fiscal resource sufficiency and continued growth can be seen in their typical annual surplus. If net investment returns are ignored, as the market fluctuations cannot be controlled by the College, the school's average compounded revenue (Not Restricted by Donors) growth rate over the last five years has been 4.2%. Their revenue sources, however, are unlike most schools in that Net Tuition revenue represents less than 3% of their 2018-2019 income, whereas direct subsidies from the Society of the Divine Word (SVD) Province represented 41%, and SVD Contributed Services accounted for another 10%. (5.A.1)
- No funds are disbursed to a superordinate entity or to areas outside of the school's educational purpose. The College's mission receives strong financial support from the SVD which has

allowed the school to increase its discount rate to 87% and enroll additional international students. The Province has increased their subsidy 22% in the last two years during which time the school reported surpluses in excess of \$1.5 million. (5.A.1 and 2)

- The College generally has appropriately qualified and trained staff and personnel. The school was cited in recent years for not having qualified supervision of its Federal financial aid program, nor having sufficiently skilled accounting personnel capable of producing financial statements. Those responsible for the administration of Title IV aid have changed since the audit citations and have participated in numerous Department of Education training webinars, additional online training, and a session in Washington, DC. While the College does not produce their own final consolidated financial statements in-house, reports comparing revenue and expense to the approved budget are prepared and communicated in a timely manner. (5.A.1 and 4)
- The physical and technological systems appear adequate and well-suited to deliver on-site face-to-face instruction. When asked in the open forum for Criteria 5 to offer an adjective to describe the condition of their facilities and technological systems, a faculty member chose the word "amazing." As seen during our visit, the campus is exceptionally clean and well maintained. The school provides impressive internet speeds of 3 Gbps, the best that is available in their community. (5.A.1)
- The goals of the Mission Statement and Strategic Plan are realistically within the capabilities of the school's Statement of Financial Position. (5.A.3)
- The budgeting process allows Department Chairs and supervisors to submit their requests to their respective Vice Presidents. These requests are then compiled by the Business Office Director and submitted to the Finance Committee for approval/changes. The resulting preliminary budget is then presented to the Board of Administration, composed of the President and four Vice Presidents, for approval. The Finance Committee reviews the monthly financial report. This Committee is composed of the Business Office Director, VP of Operations, VP of Admissions, Vice President for Academic Affairs, Development Director, and Financial Aid Coordinator. Monthly reports are provided to all budget managers of year-to-date expenses compared to the annual budget. (5.A.5)

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Rationale

- The Bylaws of Divine Word College (DWC) detail the duties of the Board of Trustees requiring their oversight of the school's financial and academic policies and practices. The minutes of this Board further evidence that they fulfill these responsibilities through discussion and approval of the budget, insurance, and changes in their academic programs. (5.B.1)
- The Administrative Manual, Faculty Handbook, Employee Handbook, and Student Handbook convey the school's commitment to written policies and procedures. The Faculty Senate and Student Senate similarly display the College's engagement of these constituencies in the shared governance of the institution. The membership of the ten member 2017 Presidential Recruitment Committee included at least two Faculty members, three Trustees, the former President and representatives of the Society of the Divine Word (SVD). The Presidential selection process included town hall meetings where all stakeholders of the College had an opportunity to participate and influence the Committee's recommendation. (5.B.2 and 3)
- Shared governance is further demonstrated by the Faculty Senate and Student Senate. The Faculty Senate, as described in the Faculty Handbook, is the primary vehicle for shared governance by the Faculty in regard to interpretation and development of academic policies. The Student Senate similarly is described in the Student Handbook as having the primary purpose of assuming "a shared responsibility for administration by providing student representation to the various parts of the College." (5.B.3)

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Rationale

- The Divine World College's (DWC) resources are allocated in alignment with its mission and priorities. The accounting rules for Non-Profit financial statement presentations changed in the 2018-2019 fiscal year, making prior year comparisons challenging. From the 2013-2014 fiscal year to the 2017-2018 fiscal year, Instruction and Academic Support expenses increased from 32.0% to 35.2% of total expenses. This increase seems to express a significant commitment to the priority of Academic budget needs and reflect the increased role of the ESL program that carried estimated modification costs of \$111,650 in Objective 3 of the school's Strategic Plan. (5.C.1)
- Assessment of student learning was identified in Objective 4 of the school's Strategic Plan for 2018-2021 to "Increase student scores in critical thinking, academic writing, and oral Presentation." There are four action steps identified to accomplish this objective, all assessing costs as "negligible". Step 4.4 calls for assessment of "student scores in critical thinking, academic writing, and oral presentation skills utilizing standardized testing and rubrics." This is the only one of eighteen objectives in the Plan that mentions student learning assessment; however, with no costs identified, there is nothing to tie into the budget process. (5.C.2)
- The Building and Grounds Capital Improvement Plan demonstrates systematic planning. It identifies \$1,495,122 of needed improvements. \$1,063,350 is identified as Roof Replace/Repair. The plan calls for these repairs to be made over a six-year period and seems to backload the budget with future years carrying a larger percentage of the budget than FY2019 and FY2020. Furthermore, of the \$404,642 that was planned for these early years, only \$220,000 was identified in the budget. While this arrangement would seem to fail the integration of planning with the budget process, upon inquiry during the visit with the Trustees and the Vice President for Operations, we learned that there is a capital campaign underway to fully fund the roof replacement in the coming year. With the capital campaign funding the

- roof replacement, the demand on the budget is reduced; this approach now demonstrates the integration of planning and budgeting. (5.C.3)
- As part of the planning process, the College surveyed the opinions of a broad sample of the campus community regarding suggestions for their Strategic Plan. The survey results were then tabulated and organized by theme and prioritized. However, there seems to be a disconnect between the identified priorities and the final Strategic Plan. This is not necessarily a criticism of the Plan as the survey did not seem to yield particularly helpful suggestions, such as calling for additional classrooms when enrollment is quite low. (5.C.3)
 - The College has a sound understanding of its capacity and of the support of the Society of the Divine Word (SVD). The support and satisfaction of the Society with the College was reaffirmed in March 2018 and with subsequent budget approval as well as assurances provided during the visit by the Provincial Superior. The Province reviews the budget and asks clarifying questions to develop an understanding of the requests that their support will fund and to verify that they will be able to fund the amount of the annual gift that is being requested. (5.C.4 and 5)
 - Consideration of demographic trends led the College to expand their Mission Statement. Furthermore, several objectives in the Strategic Plan identify goals to further diversify their academic offerings and recruiting strategies. Such diversification could serve to mitigate future threats of demographic shifts. (5.C.5)

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Rationale

- Divine Word College (DWC) documents their financial performance through monthly financial reports that compare actual revenue and expense to the annual budget. These reports are distributed to the Financial Affairs Committee of the Trustees, the College Finance Committee, The Board of Administration, and all budget managers. (5.D.1)
- Other evidence of operating performance documentation such as enrollment by category of student are tracked and maintained by the Vice President for Admissions. For example, the visiting team was provided with a current headcount report categorized by full-time/part-time and their status as candidates for the Society of the Divine Word (SVD), lay students or their Religious or Diocesan status. (5.D.1)
- The school gleans insight from the tracking of enrollment and financial data as well as exit interviews. This information provides historical data for trend analysis and strategic planning that is considered in the budget process. In particular, the institution reviews previous budget activity and trends in the formation of their proposed budget. (5.D.2)

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rationale

The College has a strong Net Asset position, not restricted by donors, that could allow them to weather severe financial exigencies. Successful development efforts and competent budget management have provided unrestricted surpluses averaging in excess of \$1.2mm for the last four years. The budgeting process is well developed and openly communicated. Monthly reports keep budget managers apprised of their expenses and remaining budget.

Shared governance is well defined in the school's Bylaws, Administrative Manual and Handbooks for Faculty, Employees and Students.

Budget requests are solicited of all budget managers, and limited resources have been equitably allocated. The projections underlying the budget appear sound as the school has produced respectable surpluses the last four years.

Advice:

1. While budget managers are apprised monthly of year-to-date expenses and remaining annual budget, this limited information may not take into account the cyclical nature of some expense categories. Just as heating and cooling expenses are not equally distributed over 12 months, neither are software license renewals or Library periodical or research database subscriptions. Using the timing of when revenue and expenses were incurred month by month in the past two years would allow the school to spread each line item's budget by month. This approach then allows the monthly reports to include a comparison of year-to-date expenses to a year-to-date budget. Significant variances from budget can then be more easily identified and researched for cause. This also allows for more accurate forecasting throughout the year of where the school may finish the fiscal year.
2. Maintaining current proficiency and knowledge of ever-changing Title IV financial aid regulations is time consuming and costly. These costs are more tolerable when this investment is applied to a large student body, but quite expensive when spread over only 16 students currently receiving such aid. The College might benefit from outsourcing this function to a third party.
3. Similarly, we recommend DWC consider hiring a CPA firm, other than the school's auditors, to produce consolidated financial statements that would mirror the audited statements. Alternatively, DWC could hire a report designer to work with the school's accounting software to produce the consolidated statements internally. This approach would allow for more complete interim financial statements throughout the year.

Review Dashboard

Number	Title	Rating
1	Mission	
1.A	Core Component 1.A	Met
1.B	Core Component 1.B	Met
1.C	Core Component 1.C	Met
1.D	Core Component 1.D	Met
1.S	Criterion 1 - Summary	
2	Integrity: Ethical and Responsible Conduct	
2.A	Core Component 2.A	Met
2.B	Core Component 2.B	Met
2.C	Core Component 2.C	Met
2.D	Core Component 2.D	Met
2.E	Core Component 2.E	Met
2.S	Criterion 2 - Summary	
3	Teaching and Learning: Quality, Resources, and Support	
3.A	Core Component 3.A	Met With Concerns
3.B	Core Component 3.B	Met
3.C	Core Component 3.C	Met
3.D	Core Component 3.D	Met
3.E	Core Component 3.E	Met
3.S	Criterion 3 - Summary	
4	Teaching and Learning: Evaluation and Improvement	
4.A	Core Component 4.A	Met
4.B	Core Component 4.B	Met With Concerns
4.C	Core Component 4.C	Met
4.S	Criterion 4 - Summary	
5	Resources, Planning, and Institutional Effectiveness	
5.A	Core Component 5.A	Met
5.B	Core Component 5.B	Met
5.C	Core Component 5.C	Met
5.D	Core Component 5.D	Met
5.S	Criterion 5 - Summary	

Review Summary

Interim Report(s) Required

Due Date

11/1/2021

Report Focus

The Divine Word College is required to submit a monitoring report by November 1, 2021 that demonstrates:

- That different degree levels (associate vs bachelors) have distinct sets of learning outcomes. (3.A)
- Assessment of student learning with regard to
 - the Core Competencies and
 - the major program SLOs.

For both, DWC should report what data has been collected, how it has been analyzed, and whether any areas of concern have been identified that would prompt changes to the curriculum. (4.B)

Conclusion

The Divine Word College is a mission driven institution that exists to educate and train persons to become missionaries within the Society of the Divine Word. They have provided a diverse educational community that enhances the learning process to be missionaries. The visiting team found DWC to be a college that is governed with integrity while following its well-developed and communicated policies. Their curricular and co-curricular activities suit their mission. The College has a unique student body, with a very high percentage of international students, who face special challenges in a new country. DWC provides excellent support -- academic and personal -- for these students. DWC has an enviable financial position, with four years of operating budget surpluses.

While the College has many strengths, the visiting team found two areas of concern. First, the different degree levels lacked distinct sets of learning outcomes. Second, while the College has made significant strides in assessment, it needs to demonstrate implementation of its current plans for assessing student learning.

Overall Recommendations

Criteria For Accreditation

Met With Concerns

Sanctions Recommendation

No Sanction

Pathways Recommendation

Limited to Standard



Institutional Status and Requirements Worksheet

INSTITUTION and STATE: Divine Word College, IA
TYPE OF REVIEW: Standard Pathway Comprehensive Evaluation
DESCRIPTION OF REVIEW: Year 4 Comprehensive Evaluation
DATES OF REVIEW: 11/11/2019 - 11/12/2019

No Change in Institutional Status and Requirements

Accreditation Status

Nature of Institution

Control: Private NFP

Recommended Change: No change

Degrees Awarded: Associates, Bachelors

Recommended Change: No change

Reaffirmation of Accreditation:

Year of Last Reaffirmation of Accreditation: 2015 - 2016

Year of Next Reaffirmation of Accreditation: 2025 - 2026

Recommended Change: No change

Accreditation Stipulations

General:

Prior HLC approval is required for substantive change as stated in HLC policy.

Recommended Change: No change

Additional Location:

Prior HLC approval required.

Recommended Change: No change

Institutional Status and Requirements Worksheet

Distance and Correspondence Courses and Programs:

Approval for distance education is limited to courses. The institution has not been approved for correspondence education.

Recommended Change: No change

Accreditation Events

Accreditation Pathway

Standard Pathway

Recommended Change: No change

Upcoming Events

Comprehensive Evaluation: 2025 - 2026

Recommended Change: No change

Monitoring

Upcoming Events

None

Recommended Change:

Interim report due 11/1/2021 that demonstrates:

1.) that different degree levels (associate vs bachelors) have distinct sets of learning outcomes (3.A), and 2.) assessment of student learning with regard to the Core Competencies and the major program SLOs. For components, DWC should report what data has been collected, how it has been analyzed, and how data has been used to prompt changes to the curriculum (4.B).

Institutional Data

Educational Programs

Undergraduate

Certificate	0	_____
Associate Degrees	3	_____
Baccalaureate Degrees	3	_____

Graduate

Master's Degrees	0	_____
Specialist Degrees	0	_____
Doctoral Degrees	0	_____

Recommended Change: No change



Institutional Status and Requirements Worksheet

Extended Operations

Branch Campuses

None

Recommended Change: No change

Additional Locations

None

Recommended Change: No change

Correspondence Education

None

Recommended Change: No change

Distance Delivery

None

Recommended Change: No change

Contractual Arrangements

None

Recommended Change: No change

Consortial Arrangements

None

Recommended Change: No change
