



Annual Assessment Report

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

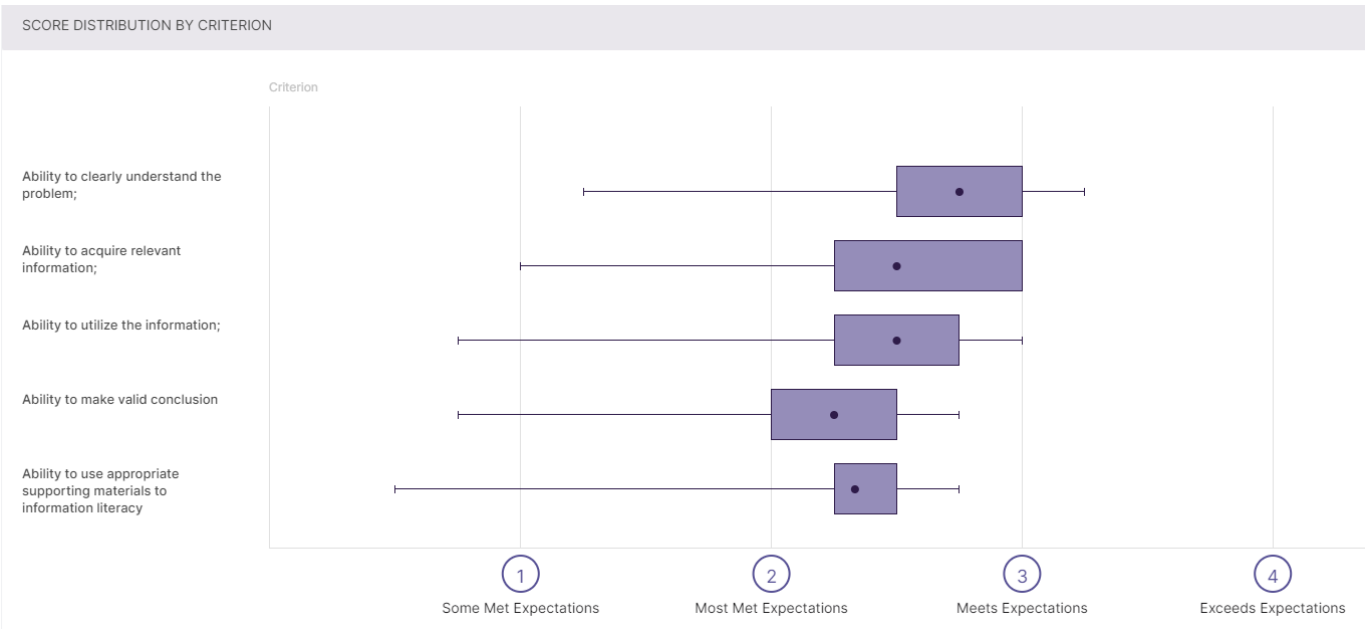
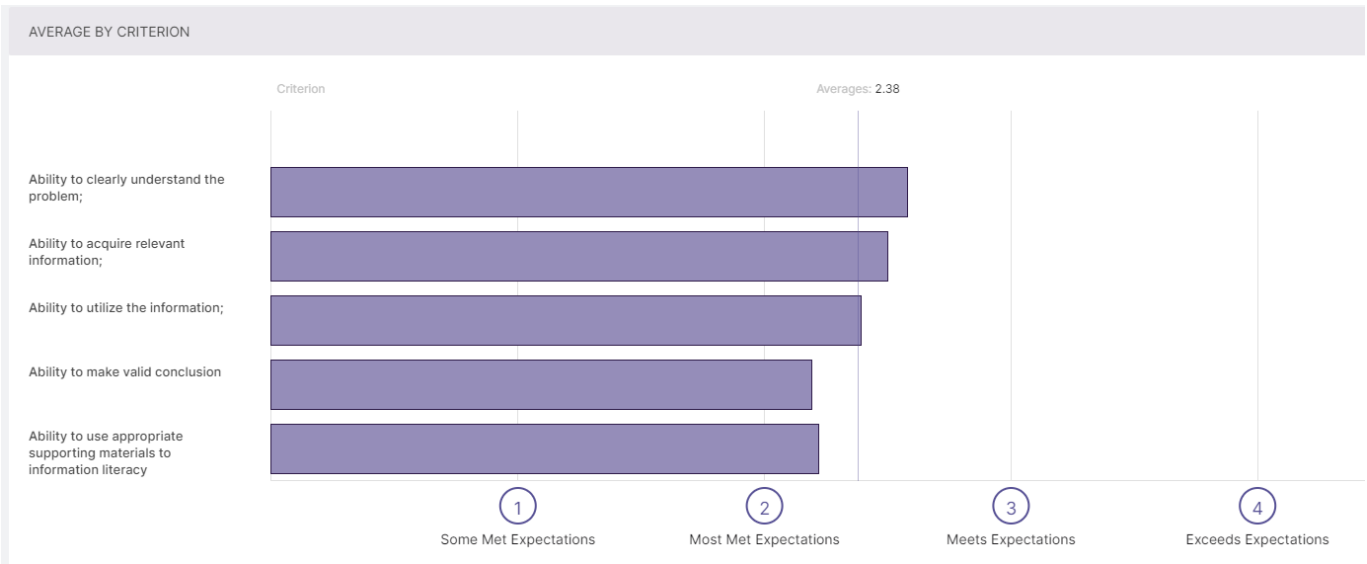
AY 2023 to 2024

Core Competency and Academic Program Learning Outcomes Assessment 2023/24

Fall 2023 Core Competency Report

- ❖ CORE/1 – Critical Thinking Acuity: Divine Word College graduates will have gained proficiency in the intellectual skills necessary to explore issues, ideas, artifacts, and events, before making a decision, accepting or formulating an opinion, or reaching a conclusion.

Findings – CORE #1



Score Distribution Report

Divine Word College graduates will have gained proficiency in the intellectual skills necessary to explore issues, ideas, artifacts, and events, before making a decision, accepting or formulating an opinion, or reaching a conclusion.

Levels Criteria	Exceeds Expectations Number(%)	Meets Expectations Number(%)	Most Met Expectations Number(%)	Some Met Expectations Number(%)	Failed to Meet Expectations Number(%)
Ability to clearly understand the problem;	3 (5.88%)	28 (54.9%)	16 (31.37%)	4 (7.84%)	0 (0%)
Ability to acquire relevant information;	3 (5.88%)	25 (49.02%)	19 (37.25%)	3 (5.88%)	1 (1.96%)
Ability to utilize the information;	1 (1.96%)	24 (47.06%)	22 (43.14%)	2 (3.92%)	2 (3.92%)
Ability to make valid conclusion	0 (0%)	20 (39.22%)	23 (45.1%)	6 (11.76%)	2 (3.92%)
Ability to use appropriate supporting materials to information literacy	0 (0%)	20 (39.22%)	25 (49.02%)	3 (5.88%)	3 (5.88%)
Totals	7 (2.75%)	117 (45.88%)	105 (41.18%)	18 (7.06%)	8 (3.14%)

Findings

Signature Assignment: PSY 213 Final Critical Paper

Number of Submissions: 13

Number of Scoring Rounds: 4

Assessed Rubric Criterion	Average Score
Ability to clearly understand the problem; ability to think theoretically about theories of personality and the philosophy behind the theory.	2.58
Ability to acquire relevant information; ability to identify the most common symptoms of clinical depression.	2.50
Ability to utilize the information; ability to differentiate and analyze the strengths and weaknesses of the theory.	2.39
Ability to make valid conclusion based on theory and research; shows awareness of the applications of the theoretical approach with excellent supporting resources.	2.19
Ability to use appropriate supporting materials to information literacy; ability to reflect upon the approach using quality resources, especially at least one primary resource.	2.22

Summary:

The average student score for Core 1 is 2.38.

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

The average score is highest for criterion 1, “Ability to clearly understand the problem; ability to think theoretically about theories of personality and the philosophy behind the theory” (Average: 2.58).

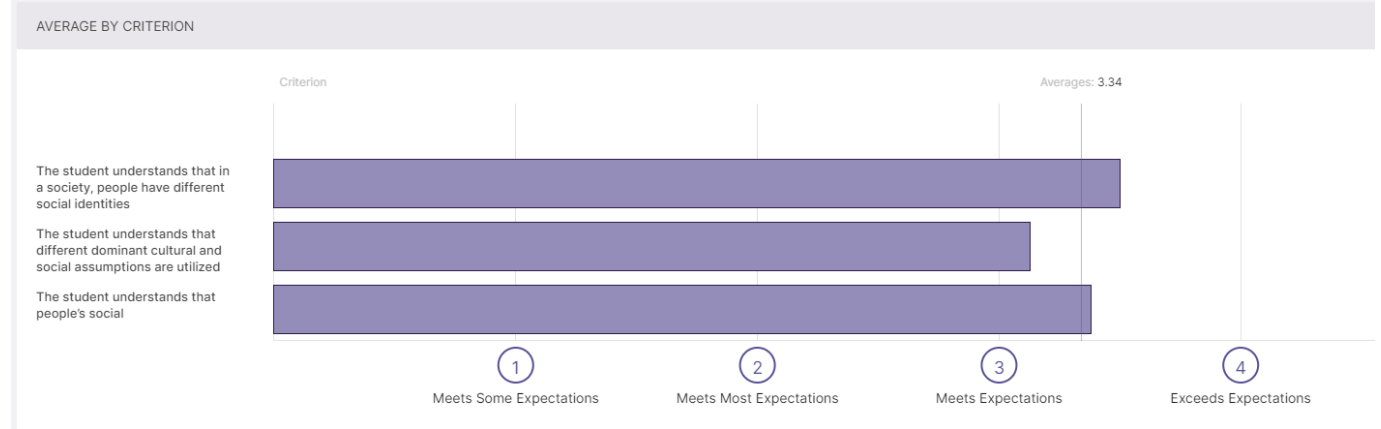
The average score is lowest for criterion 4, “Ability to make valid conclusion based on theory and research; shows awareness of the applications of the theoretical approach with excellent supporting resources” (Average: 2.19).

Fall 2023 Program Learning Outcomes Assessment Report
Intercultural Studies Program

- ❖ ICS/BA/2 – Ability to analyze the impact of social identities such as race, class, gender, ethnicity, and national origin on social interactions.

- ❖ ICS/AA/2 – Ability to analyze the impact of social identities such as race, class, gender, ethnicity, and national origin on social interactions.

Findings – ICS/BA/ 2



Score Distribution Report

Score Distribution Report

ICS/BA/2/

Levels Criteria	Exceeds Expectations	Meets Expectations	Meets Most Expectations	Meets Some Expectations	Failure to Meet Expectations
	Number(%)	Number(%)	Number(%)	Number(%)	Number(%)
The student understands that in a society, people have different social identities	4 (50%)	4 (50%)	0 (0%)	0 (0%)	0 (0%)
The student understands that different dominant cultural and social assumptions are utilized	3 (37.5%)	3 (37.5%)	2 (25%)	0 (0%)	0 (0%)
The student understands that people's social	4 (50%)	3 (37.5%)	1 (12.5%)	0 (0%)	0 (0%)
Totals	11 (45.83%)	10 (41.67%)	3 (12.50%)	0 (0.00%)	0 (0.00%)

Findings

Signature Assignments: Social determinants of personal identity

Number of Submissions: 2

Number of Scoring Rounds: 4

Assessed Rubric Criterion	Average Score
The student understands that in a society, people have different social identities (such as race, class, gender, and national origin) that are often hierarchically organized.	3.50
The student understands that different dominant cultural and social assumptions are utilized to construct the identities of these social groups.	3.13
The student understands that people’s social identities and hierarchies impact everyday social interactions.	3.38

The average student score for ICS/BA/2 is 3.34.

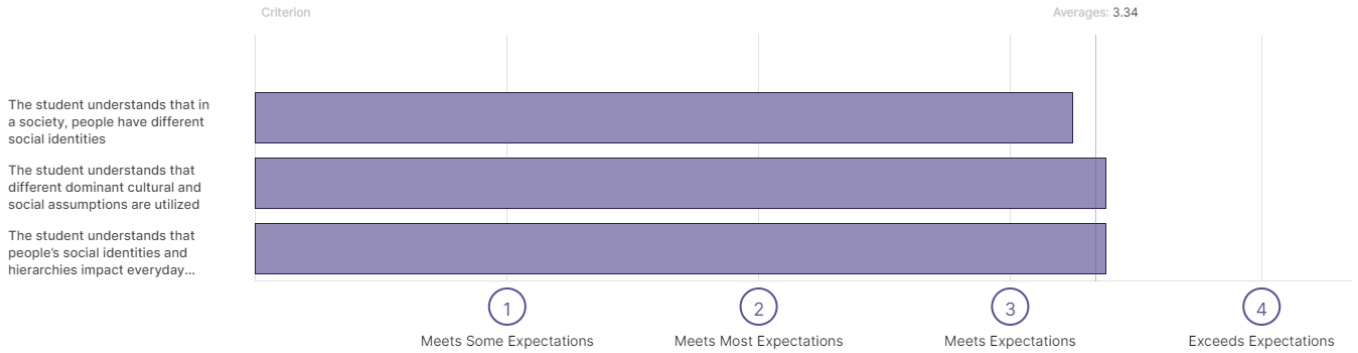
In all 3 criteria, the average student score is 3 or greater.

The average score is highest for criterion 1, “The student understands that in a society, people have different social identities (such as race, class, gender, and national origin) that are often hierarchically organized” (Average: 3.50).

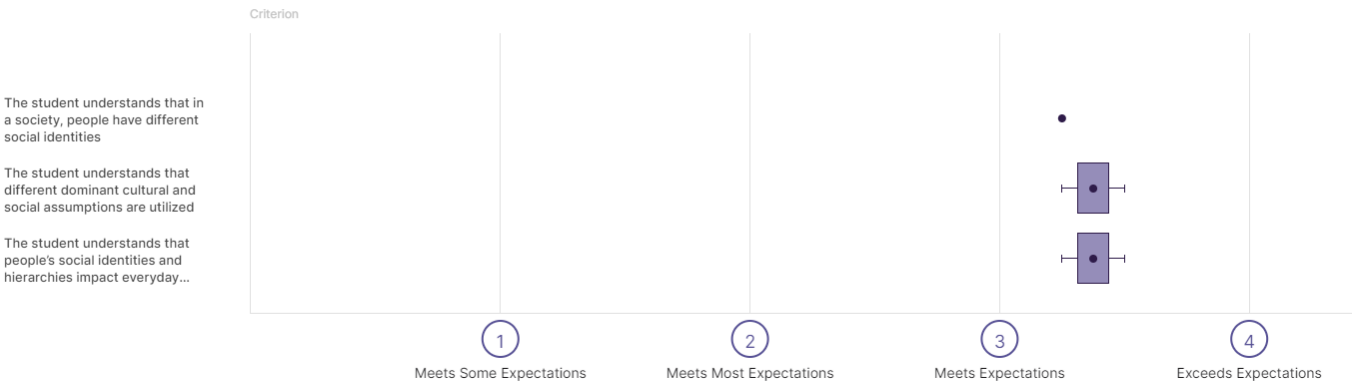
The average score is lowest for criterion 2: “The student understands that different dominant cultural and social assumptions are utilized to construct the identities of these social groups” (Average:3.13).

Findings – ICS/AA/2

AVERAGE BY CRITERION



SCORE DISTRIBUTION BY CRITERION



Score Distribution Report

Score Distribution Report

ICS/AA/2/

Level/ Criteria	Exceeds Expectations Number (%)	Meets Expectations Number (%)	Meets Most Expectations Number (%)	Meets Some Expectations Number (%)	Failure to Meet Expectations Number (%)
The student understands that in a society, people have different social identities	3 (37.5%)	4 (50%)	1 (12.5%)	0 (0%)	0 (0%)
The student understands that different dominant cultural and social assumptions are utilized	4 (50%)	3 (37.5%)	1 (12.5%)	0 (0%)	0 (0%)
The student understands that people's social identities and hierarchies impact everyday social	4 (50%)	3 (37.5%)	1 (12.5%)	0 (0%)	0 (0%)
Totals	11 (45.83%)	10 (41.67%)	3 (12.50%)	0 (0.00%)	0 (0.00%)

Findings

Signature Assignments: Social determinants of personal identity

Number of Submissions: 2

Number of Scoring Rounds: 4

Assessed Rubric Criterion	Average Score
The student understands that in a society, people have different social identities (such as race, class, gender, and national origin) that are often hierarchically organized.	3.25
The student understands that different dominant cultural and social assumptions are utilized to construct the identities of these social groups.	3.38
The student understands that people’s social identities and hierarchies impact everyday social interactions.	3.38

The average student score for ICS/BA/2 is 3.34.

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

The average score is highest for criterion 2 and 3, “The student understands that different dominant cultural and social assumptions are utilized to construct the identities of these social groups” (Average: 3.38); “The student understands that people’s social identities and hierarchies impact everyday social interactions” (Average: 3.38).

The average score is lowest for criterion 1: “The student understands that in a society, people have different social identities (such as race, class, gender, and national origin) that are often hierarchically organized” (Average: 3.25).

Student Exit Survey Report

Pilot: 2023 Exit Survey Report

Method

Students complete the exit survey one to two weeks before the end of their final term/semester or within a couple of days after its end. The procedure is as follows: The Director of Institutional Effectiveness sends the Director of Admissions the link to the exit survey on Survey Monkey. Once he receives a list of students who will either be leaving Divine Word College or transitioning from the IELI (Intensive English Language Institute) to Divine Word's UG (undergraduate) program, he then sends an email message to the students asking that they schedule an appointment to come to his office to complete the survey. He is also able to talk to some students individually in the hallways or in the dining room for scheduling purposes. Students make an appointment, come to the Director of Admissions' office, and access the exit survey either on the Director of Admissions' own computer or on one the students had brought with them. They complete the survey in his office under his supervision; he is available to answer any questions they have about the survey as they complete it. Upon completing the survey, students received a gift card for their work. The average time spent taking the survey was 21 minutes, 4 seconds.

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

Data and Analysis

The exit survey is comprised of separate sections—one for background information, and one for each program at the institution. Data and analysis appear within each section. Conclusions appear at the end of the report.

Page 1: Student Exit Survey

Data

Q1: Please select your gender.

Category (n)	FemaleMale	
All Respondents (52)	40 (n=21)	60 (n=31)

UG (24)	54 (n=13)	46 (n=11)
IELI (28)	29 (n=8)	71 (n=20)

(all results in percentages)

Q2: Please select your age range.

Category (n)	Age 18-25	Age 26-34	Age 35-44	Age 45-54	Age 55+
All Respondents (52)	12 (n=6)	40 (n=21)	40 (n=21)	04 (n=8)	00
Female (21)	05 (n=1)	33 (n=7)	52 (n=11)	10 (n=2)	00
Male (31)	16 (n=5)	45 (n=14)	32 (n=10)	06 (n=2)	00
UG (24)	13 (n=3)	54 (n=13)	29 (n=7)	04 (n=1)	00
IELI (28)	11 (n=3)	29 (n=8)	50 (n=14)	11 (n=3)	00

(all results in percentages)

Q3: Please select your living arrangements.

Category (n)	On campus	Off campus
All Respondents (52)	81 (n=42)	19 (n=10)
Female (21)	57 (n=12)	43 (n=9)
Male (31)	97 (n=30)	03 (n=1)
UG (24)	83 (n=20)	17 (n=4)
IELI (28)	79 (n=22)	21 (n=6)

(all results in percentages)

Q4: Please select your student affiliation.

All Candidates:	SpSS Candidate	SpSS Sister	SVD Candidate	SVD Member
	02 ((n=1)	04 (n=2)	27 (n=14)	08 (n=4)

Religious Sister	Religious Brother	Religious Priest	Religious Priest	Diocesan Non-Affiliated
33 (n=17)	02 (n=1)	08 (n=4)	15 (n=8)	02 (n=1)

(all results in percentages)

No respondents selected SVD Vowed Member, Religious Seminarian, Diocesan Seminarian, or Employee/Immediate Family.

Q5: Please select your status.

Category (n)	US Citizen	Lawful Permanent Resident	International Student (F1, R1, etc. Visa)
All Respondents (52)	13 (n=7)	02 (n=1)	85 (n=44)
Female (21)	10 (n=2)	00	90 (n=19)
Male (31)	16 (n=5)	03 (n=1)	81 (n=25)
UG (24)	05 (n=5)	00	79 (n=19)
IELI (28)	07 (n=2)	04 (n=1)	89 (n=25)

(all results in percentages)

Q6: Please select your cultural identification.

All Candidates:

Argentina	Benin	Cameroon	China	Congo
02 ((n=1)	02 (n=1)	02 (n=1)	02 (n=1)	(02 (n=1)
El Salvador	Haiti	Indonesia	Karen	Kenya
02 (n=1)	23 (n=12)	06 (n=3)	02 (n=1)	02 (n=1)
Mexico	Mozambique	New Guinea	U.S.A.	Vietnam
02 (n=1)	02 (n=1)	02 (n=1)	06 (n=3)	44 (n=23)

(all results in percentages)

One student, a US Citizen, selected Other and identified as Karen for Question 6

Q7: Please select your program of study (undergrad or ESL only!).

Category (n)	ESL Only Student	Earned an AA Degree	Earned a BA Degree	Earned a Pre-Theology Certificate
All Respondents (52)	54 (n=28)	00	42 (n=22)	04 (n=2)
Female (21)	38 (n=8)	00	62 (n=13)	00
Male (31)	65 (n=20)	00	29 (n=9)	06 (n=2)

(all results in percentages)

Survey Monkey reports that 28 respondents selected ESL Only Student; there are only 26 students whose responses are reported in Page 8: IELI (Intensive English Language Institute), comprising Questions 37 through 52. Similarly, there are 26 students in undergraduate programs, but only 24 chose UG options here. Respondent 5 selected ESL for Question 7 but chose BA Philosophy for Question 36; given that he finished his program in October and indicated in the next question that he was moving to the UG program, this would indicate that he likely should have chosen the ESL program (IELI) for both responses. If this is true, he should have been branched to IELI questions but was not; instead, he was shown BA Philosophy questions instead. Respondent 18 also chose ESL as her program and indicated that she was moving to the UG program. She finished her ESL program in December, and then chose BA in Intercultural Studies program for Question 36. She also did not answer the IELI's questions and instead was branched to that undergraduate program.

Q8: Please select your reason for departure.

Category (n)	Graduated	Official Church Mission (Novitiate, Ministry)	Moving to DWC undergraduate program	Transferred to other program	Other
All Respondents (52)	66 (n=34)	06 (n=3)	23 (n=12)	02 (n=1)	04 (n=2)
Female (21)	67 (n=14)	00	24 (n=5)	00	10 (n=2)
Male (31)	65 (n=20)	10 (n=3)	23 (n=7)	03 (n=1)	00

(all results in percentages)

Q9: Please provide the following information: Month and year you started at Divine Word College.

Category (n)	January	March	August	October
All Respondents (52)	35 (n=18)	04 (n=2)	56 (n=29)	06 (n=3)
Category (n)	2023	2022	2021	2020
All Respondents (52)	02 (n=1)	42 (n=22)	12 (n=6)	06 (n=3)
Category (n)	2019	2018	2017	2016
All Respondents (52)	08 (n=4)	17 (n=9)	10 (n=5)	04 (n=2)

(all results in percentages)

Q10: Please provide the following information: Month and year you are departing Divine Word College.

Category (n)	March	May	July	Oct.	Nov.	Dec.
All resp. (52)	12 (n=6)	46 (n=24)	02 (n=1)	12 (n=6)	02 (n=1)	27 (n=14)

(all results in percentages)

Category (n)	2023	2022
All Respondents (52)	60 (n=31)	40 (n=21)

(all results in percentages)

Q11: Were you a lay student at Divine Word College?

Category (n)	Yes	No
All Respondents (52)	02 (n=1)	98 (n=51)
Female (21)	05 (n=1)	95 (n=20)
Male (31)	00	100 (n=31)

(all results in percentages)

The lay student does not answer questions 12 through 29 in this survey. She was in the IELI program.

Analysis

Students at Divine Word College come from diverse backgrounds. Approximately three out of five students are men. Twenty-three students identify as Vietnamese, twelve Haitian, and three or fewer from other identities.

Page 2: Human Formation

Data

Q12: DWC helped me mature. The program helped me to grow in self-knowledge and self-awareness. Please select one option.

Category (n)	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
All respondents (51)	82	16	02	00	00
Female (20)	90	10	00	00	00
Male (31)	77	20	03	00	00
UG (24)	92	08	00	00	00
IELI (27)	74	22	04	00	00
Haiti (11)	73	27	00	00	00
Vietnam (23)	83	17	00	00	00
All Others (17)	88	06	06	00	00

(all results in percentages)

Q13: The program helped me learn many interpersonal skills, such as communication, responsibility, trustworthiness, etc. Please select one option.

Category (n)	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
All respondents (51)	78	20	00	00	02
Female (20)	85	15	00	00	00
Male (31)	74	23	00	00	02

UG (24)	79	21	00	00	00
IELI (27)	78	19	00	00	04
Haiti (11)	73	27	00	00	00
Vietnam (23)	87	13	00	00	00
All Others (17)	71	24	00	00	06

(all results in percentages)

Q14: I found the staff, faculty, and SVD members were professional, kind, responsible, and helpful to me while I was at DWC. Please select one option.

Category (n)	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
All respondents (51)	76	22	02	00	00
Female (20)	85	15	00	00	00
Male (31)	71	26	03	00	00
UG (24)	71	29	00	00	00
IELI (27)	81	15	05	00	00
Haiti (11)	55	45	00	00	00
Vietnam (23)	74	22	04	00	00
All Others (17)	94	06	00	00	00

(all results in percentages)

Q15: The college's facilities offered me enough variety of activities for physical fitness and sports. Please select one option.

Category (n)	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
All respondents (51)	61	37	02	00	00
Female (20)	70	25	05	00	00
Male (31)	55	45	00	00	00
UG (24)	71	25	04	00	00
IELI (27)	52	48	00	00	00
Haiti (11)	45	55	00	00	00
Vietnam (23)	61	35	04	00	00

All Others (17) 71 29 00 00 00

(all results in percentages)

Analysis

Nearly all respondents either strongly agreed or agreed with these statements, with strongly agree as the most frequent response. UG students more strongly agreed with Question 15, “The college’s facilities offered me enough variety of activities for physical fitness and sports,” than did IELI students.

Respondent 29 strongly disagreed with Question 13, “The program helped me learn many interpersonal skills, such as communication, responsibility, trustworthiness, etc.” This student was a Diocesan Priest, aged 35-44. One possible interpretation for this response is that he had already learned such skills in his earlier training and life experiences. In other words, he might not have felt that Divine Word College’s Human Formation program was responsible for this learning.

Page 3: Spiritual Formation

Data

Q16: DWC helped me grow in awareness of God’s presence in me and in the world. Please select one option.

Category (n)	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
All respondents (51)	80	20	00	00	00
Female (20)	80	20	00	00	00
Male (31)	81	19	00	00	00
UG (24)	88	13	00	00	00
IELI (27)	74	26	00	00	00
Haiti (11)	91	09	00	00	00
Vietnam (23)	70	30	00	00	00
All Others (17)	88	12	00	00	00

(all results in percentages)

Q17: The program provided sufficient time for personal prayer. Please select one option.

Category (n)	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
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All respondents (51)	67	29	04	00	00
Female (20)	70	30	00	00	00
Male (31)	65	29	06	00	00
UG (24)	75	21	04	00	00
IELI (27)	59	37	04	00	00
Haiti (11)	64	27	09	00	00
Vietnam (23)	78	17	04	00	00
All Others (17)	53	47	00	00	00

(all results in percentages)

Q18: The program provided sufficient time for communal prayer. Please select one option.

Category (n)	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
All respondents (51)	67	29	04	00	00
Female (20)	65	35	00	00	00
Male (31)	68	26	06	00	00
UG (24)	75	21	04	00	00
IELI (27)	59	37	04	00	00
Haiti (11)	73	27	00	00	00
Vietnam (23)	61	39	00	00	00
All Others (17)	71	18	12	00	00

(all results in percentages)

Although UG and ESL numbers for Question 18 exactly match those of Question 17, only 40 of 51 respondents selected the same number for both questions.

Q19: I found spiritual direction helpful in developing a relationship with my God. Please select one option.

Category (n)	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
All respondents (51)	63	25	12	00	00

Female (20)	65	25	10	00	00
Male (31)	61	26	13	00	00
UG (24)	63	33	04	00	00
IELI (27)	63	19	19	00	00
Haiti (11)	45	36	18	00	00
Vietnam (23)	61	30	09	00	00
All Others (17)	76	12	12	00	00

(all results in percentages)

Q20: Spiritual direction helped me in my discernment of a religious vocation. Please select one option.

Category (n)	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
All respondents (51)	65	29	06	00	00
Female (20)	65	35	00	00	00
Male (31)	65	26	10	00	00
UG (24)	67	33	00	00	00
IELI (27)	63	26	11	00	00
Haiti (11)	36	64	00	00	00
Vietnam (23)	65	30	04	00	00
All Others (17)	82	06	12	00	00

(all results in percentages)

Analysis

The scores of 5 (Strongly Agree) outnumber responses of 4 (Agree) by about a two-to-one margin throughout the Spiritual Formation data, with no students either disagreeing or strongly disagreeing with any of the statements. The only exception in the data is for Question 20, “Spiritual direction helped me in my discernment of a religious vocation,” for which only four of eleven Haitian students strongly agreed.

Data

Q21: DWC offered me an opportunity to develop my gifts and talents to serve others. Please select one option.

Category (n)	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
All respondents (51)	69	31	00	00	00
Female (20)	75	25	00	00	00
Male (31)	65	35	00	00	00
UG (24)	83	17	00	00	00
IELI (27)	56	44	00	00	00
Haiti (11)	64	36	00	00	00
Vietnam (23)	61	39	00	00	00
All Others (17)	82	18	00	00	00

(all results in percentages)

Q22: The DWC program provided sufficient opportunities for me to try different ministries. Please select one option.

Category (n)	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
All respondents (51)	45	39	16	00	00
Female (20)	55	40	05	00	00
Male (31)	39	39	23	00	00
UG (24)	63	29	08	00	00
IELI (27)	30	48	22	00	00
Haiti (11)	45	36	18	00	00
Vietnam (23)	48	48	04	00	00
All Others (17)	41	29	29	00	00

(all results in percentages)

Analysis

ESL students gave somewhat lower ratings for these two questions than did their UG counterparts. For Question 22, “The DWC program provided sufficient opportunities for me to try different ministries,” 30 percent of students in the IELI strongly agreed, while the other 70 percent scored this question either a 4 (Agree) or 3 (Neutral). This is a departure from the norm

in the sense that the majority of students are not strongly agreeing. Furthermore, Question 22 garnered fewer scores of 5 (Strongly Agree) than did Question 21. The three students whose cultural identification was USA all scored Question 21 a 5; their scores for Question 22 were 4, 3, and 3.

Page 5: Intellectual Formation

Data

Q23: DWC provided an appropriate educational program for me and sufficiently challenged me to expand my knowledge. Please select one option.

Category (n)	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
All respondents (51)	75	25	00	00	00
Female (20)	75	25	00	00	00
Male (31)	74	26	00	00	00
UG (24)	71	29	00	00	00
IELI (27)	78	22	00	00	00
Haiti (11)	64	36	00	00	00
Vietnam (23)	78	22	00	00	00
All Others (17)	76	24	00	00	00

(all results in percentages)

Q24: The Academic Advising program was helpful as I chose my major and/or my classes. Please select one option.

Category (n)	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
All respondents (51)	49	45	06	00	00
Female (20)	55	35	10	00	00
Male (31)	45	52	03	00	00
UG (24)	54	33	13	00	00
IELI (27)	44	56	00	00	00
Haiti (11)	27	73	00	00	00
Vietnam (23)	48	43	09	00	00
All Others (17)	65	29	06	00	00

(all results in percentages)

Analysis

About three out of four students strongly agreed with Question 23 across all categories. Results for Question 24, “The Academic Advising program was helpful as I chose my major and/or my classes,” received less strong support, particularly from Haitian students as well as those who had just completed the IELI program (six of whom are the same respondents).

Page 6: Intercultural Community Formation

Data

Q25: DWC helped me to develop the necessary knowledge, attitudes and skills to appreciate and respect other cultures and enter new situations with sensitivity. Please select one option.

Category (n)	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
All respondents (51)	73	25	02	00	00
Female (20)	75	25	00	00	00
Male (31)	71	26	03	00	00
UG (24)	71	29	00	00	00
IELI (27)	74	22	04	00	00
Haiti (11)	55	45	00	00	00
Vietnam (23)	83	17	00	00	00
All Others (17)	71	24	06	00	00

(all results in percentages)

Q26: I felt welcomed by the larger community and “at home” while I studied at Divine Word College. Please select one option.

Category (n)	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
All respondents (51)	76	20	04	00	00
Female (20)	80	20	00	00	00
Male (31)	74	19	06	00	00

UG (24)	71	21	08	00	00
IELI (27)	81	19	00	00	00
Haiti (11)	45	36	18	00	00
Vietnam (23)	87	13	00	00	00
All Others (17)	82	18	00	00	00

(all results in percentages)

Q27: It was easy for me to follow the Language Policy. Please select one option.

Category (n)	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
All respondents (51)	39	41	18	00	02
Female (20)	30	40	30	00	00
Male (31)	45	42	10	00	03
UG (24)	46	38	17	00	00
IELI (27)	33	44	19	00	04
Haiti (11)	36	55	09	00	00
Vietnam (23)	17	43	35	00	04
All Others (17)	71	29	00	00	00

(all results in percentages)

Q28: Others usually followed the Language Policy. Please select one option.

Category (n)	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
All respondents (51)	14	43	29	10	04
Female (20)	05	50	25	10	10
Male (31)	19	39	32	10	00
UG (24)	08	33	33	21	04
IELI (27)	19	52	26	00	04
Haiti (11)	27	27	36	09	00
Vietnam (23)	13	57	26	04	00
All Others (17)	06	35	29	18	12

(all results in percentages)

30	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4	4	5	5	5	5	4	5	5
31	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
33	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	3	4	5	5	5	5	5	5	5	5
38	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4	4	5	5	5	5	5	5	5	5
39	5	5	5	5	5	5	4	5	5	5	5	5	5	5	5	5	4	5	5	5	5	5	5	5	5
41	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	2	5	5	5	5	5	5	5	5
50	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	3	4	5	5	5	5	5	5	5
52	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4	5
Totals	0	0	0	1	0	0	1	2	0	0	1	0	1	0	0	5	7	2	0	0	1	1	1	1	1

Only four Vietnamese students and four Haitians strongly agreed with Question 27, “It was easy for me to follow the Language Policy.” Three Haitians, three Vietnamese, and one student from Indonesia were the only students to strongly agree with Question 28, “Others usually followed the Language Policy.”

Another question that broke the usual pattern of responses was Question 29, “Overall, I liked the variety and types of food provided.” A majority of respondents (28 of 51, or 55 percent) selected 4 (Agree) for this item; two Haitian students, six Vietnamese, and six from other cultures chose 5 (Strongly Agree). There were no strong disagreements with Question 29, although two Vietnamese students chose 2 (Disagree). The three students who self-identified as USA responded 5, 4, and 4.

In general, students from Haiti selected 5 (Strongly Agree) somewhat less than students from other cultures; this result is magnified in Question 26, “I felt welcomed by the larger community and “at home” while I studied at Divine Word College”—a statement which only 45% of students from Haiti strongly agreed with, as compared with 87% of Vietnamese and 82% of all others.

Data

Q30: I feel like my academic and formation programs did a good job teaching, fostering, and supporting the Core Competencies (Critical Thinking Acuity, Communication Effectiveness, Intercultural Competence, Social and Global Responsibility, Missionary Discipleship). Please select one option.

Category (n)	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
All respondents (52)	52	48	00	00	00
Female (21)	48	52	00	00	00
Male (31)	55	45	00	00	00
UG (24)	58	42	00	00	00

IELI (28)	46	54	00	00	00
Haiti (12)	50	50	00	00	00
Vietnam (23)	52	48	00	00	00
All Others (17)	53	47	00	00	00

(all results in percentages)

Q31: CORE/1 – Critical Thinking Acuity: I have gained proficiency in the intellectual skills necessary to explore issues, ideas, artifacts, and events, before making a decision, accepting or formulating an opinion, or reaching a conclusion.

Category (n)	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
All respondents (52)	54	42	04	00	00
Female (21)	52	43	05	00	00
Male (31)	55	42	03	00	00
UG (24)	67	33	00	00	00
IELI (28)	43	50	07	00	00
Haiti (12)	50	42	08	00	00
Vietnam (23)	48	48	04	00	00
All Others (17)	65	35	00	00	00

(all results in percentages)

Q32: CORE/2 – Communication Effectiveness: I have acquired effective written and oral communication skills to be able to express myself appropriately while presenting to or interacting with widely diverse audiences.

Category (n)	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
All respondents (52)	60	38	02	00	00
Female (21)	52	43	05	00	00
Male (31)	65	35	00	00	00
UG (24)	67	33	00	00	00
IELI (28)	54	43	04	00	00
Haiti (12)	67	33	00	00	00
Vietnam (23)	52	43	04	00	00

All Others (17)	65	35	00	00	00
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(all results in percentages)

Q33: CORE/3 – Intercultural Competence: I now possess the knowledge, skills, and attitudes that are necessary to interact effectively with people who are culturally different from me.

Category (n)	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
All respondents (52)	54	46	00	00	00
Female (21)	52	48	00	00	00
Male (31)	55	45	00	00	00
UG (24)	58	42	00	00	00
IELI (28)	50	50	00	00	00
Haiti (12)	58	42	00	00	00
Vietnam (23)	57	43	00	00	00
All Others (17)	47	53	00	00	00

(all results in percentages)

Q34: CORE/4 – Social & Global Responsibility: I am informed about the world’s most pressing issues, especially those affecting the poor and marginalized, and apply knowledge and skills to develop solutions in accord with Catholic Social Teaching.

Category (n)	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
All respondents (52)	44	46	10	00	00
Female (21)	48	48	05	00	00
Male (31)	42	45	13	00	00
UG (24)	50	33	17	00	00
IELI (28)	39	57	04	00	00
Haiti (12)	33	50	17	00	00
Vietnam (23)	52	48	00	00	00
All Others (17)	41	41	18	00	00

(all results in percentages)

Q35: CORE/5 – Missionary Discipleship: I have gained the knowledge, skills, and attitudes for practicing prophetic dialogue in the tradition of SVD missionaries with the poor, the marginalized, faith-seekers, and persons of different cultures and faith-traditions.

Category (n)	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
All respondents (52)	44	46	10	00	00
Female (21)	52	38	10	00	00
Male (31)	39	52	10	00	00
UG (24)	50	38	13	00	00
IELI (28)	39	54	07	00	00
Haiti (12)	25	67	08	00	00
Vietnam (23)	61	35	04	00	00
All Others (17)	35	47	18	00	00

(all results in percentages)

Q36: Please select your degree program and continue with the survey. (Only select ONE option)

disciplinatory Category (n)	IELI (ESL)	AA Inter-cultural Studies	BA Inter-cultural Studies	AA Inter-cultural Studies
All Respondents (52)	50 (n=26)	00	04 (n=2)	00
Female (21)	33 (n=7)	00	05 (n=1)	00
Male (31)	61 (n=19)	00	03 (n=1)	00

Category (n)	BA Philosophy	AA Theology and Mission	BA Theology and Mission	Certificate Pre-Theology
All Respondents (52)	23 (n=12)	00	19 (n=10)	04 (n=2)
Female (21)	14 (n=3)	00	48 (n=10)	00
Male (31)	29 (n=9)	00	00	06 (n=2)

(all results in percentages)

[Note: The applicant’s response to Q36 determines which questions are shown in the survey. Students who are in the BA Program in Intercultural Studies, for example, do not answer questions on the IELI, AA in Intercultural Studies, or other programs. All students must respond to the Open-Ended questions at the end of the survey.]

Analysis

Nearly all students either strongly agreed or agreed with every question; there are no responses of strongly disagree or disagree in the data. There are more responses of 5 (Strongly Agree) than 4 (Agree) in Questions 30 through 33. Question 32, “Communication Effectiveness: I have acquired effective written and oral communication skills to be able to express myself appropriately while presenting to or interacting with widely diverse audiences,” garners the strongest support overall. Students just finishing up their IELI studies tended to have fewer responses of 5 and more of only 4, particularly with Question 34 (Social and Global Responsibility) and Question 35 (Missionary Discipleship). UG students favored the score of 5 for all six questions in this section of the survey which have a five-point Likert scale.

Vietnamese students more strongly agreed with Question 34, the entire text of which states: “Social & Global Responsibility: I am informed about the world’s most pressing issues, especially those affecting the poor and marginalized, and apply knowledge and skills to develop solutions in accord with Catholic Social Teaching.” The results for Question 35 are similar, with Vietnamese strongly agreeing with the statement: “Missionary Discipleship: I have gained the knowledge, skills, and attitudes for practicing prophetic dialogue in the tradition of SVD missionaries with the poor, the marginalized, faith-seekers, and persons of different cultures and faith-traditions.” Only three of twelve students who identified as Haitian strongly agreed with this. Students who chose USA as their cultural identification selected scores of 3, 3, and 4 for Question 34 and 3, 4, and 4 for Question 35.

Page 8: IELI (Intensive English Language Institute)

Data

Q37: Please enter the month and year you started your ESL studies: Please use the following format: Month/Day (simply state "1")/Year.

Category (n)	January	March	August	October
All Respondents (26)	31 (n=8)	04 (n=1)	54 (n=14)	12 (n=3)
Category (n)	2023	2022	2021	2020
All Respondents (26)	04 (n=1)	73 (n=19)	15 (n=4)	08 (n=2)

(all results in percentages)

Q38: Please enter the month and year you finished your ESL studies: Please use the following format: Month/Day (simply state "1")/Year.

Category (n)	March	May	July	Aug.	Oct.	Nov.	Dec.
All resp. (26)	23 (n=6)	31 (n=8)	04 (n=1)	04 (n=1)	19 (n=5)	04 (n=1)	15 (n=4)

Category (n)	2023	2022
All Respondents (26)	58 (n=31)	40 (n=21)

(all results in percentages)

Since no IELI term ends in August, it is likely that the respondent who selected August in this survey actually finished in July.

Q39: Please enter the highest level you completed in the IELI.

Category (n)	Level 5	Level 6	Level 7	Level 8
All Respondents (26)	04 (n=1)	08 (n=2)	00	88 (n=23)
Female (7)	00	00	00	100 (n=7)
Male (n=19)	05 (n=1)	11 (n=2)	00	84 (n=16)

(all results in percentages)

No respondents to this survey selected Levels 1 through 4.

Q40: After ESL at DWC, I will pursue (only click one):

Category (n)	Undergraduate study at DWC	Graduate study in the United States	Church ministry or other mission-related work	Other
All Respondents (26)	54 (n=14)	23 (n=6)	19 (n=5)	04 (n=1)
Female (7)	86	14	00	00

	(n=6)	(n=1)	(n=0)	(n=0)
Male (n=19)	42 (n=8)	26 (n=5)	26 (n=5)	05 (n=1)

(all results in percentages)

Q41: I can write a structured essay in English.

Category (n)	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
All respondents (26)	46	50	04	00	00
Female (07)	29	57	14	00	00
Male (19)	53	47	00	00	00

(all results in percentages)

Q42: I can write different types of essays in English.

Category (n)	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
All respondents (26)	23	69	08	00	00
Female (07)	29	57	14	00	00
Male (19)	21	74	05	00	00

(all results in percentages)

Q43: I can edit a paper in English for clarity.

Category (n)	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
All respondents (26)	12	81	08	00	00
Female (07)	14	71	14	00	00
Male (19)	11	84	05	00	00

(all results in percentages)

Q44: I can write sentences with accurate grammar in English.

Category (n)	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
All respondents (26)	27	65	08	00	00
Female (07)	29	57	14	00	00
Male (19)	26	68	05	00	00

(all results in percentages)

Q45: I can write sentences with accurate spelling in English.

Category (n)	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
All respondents (26)	15	81	00	04	00
Female (07)	14	71	00	14	00
Male (19)	16	84	00	00	00

(all results in percentages)

Q46: I can understand what others say in English.

Category (n)	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
All respondents (26)	27	73	00	00	00
Female (07)	29	71	00	00	00
Male (19)	26	74	00	00	00

(all results in percentages)

Q47: I can take notes on an academic lecture in English.

Category (n)	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
All respondents (26)	15	69	15	00	00
Female (07)	29	57	14	00	00
Male (19)	11	74	16	00	00

(all results in percentages)

Q48: People can understand what I say in English.

Category (n)	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
All respondents (26)	31	62	08	00	00
Female (07)	43	57	00	00	00
Male (19)	26	63	11	00	00

(all results in percentages)

Q49: I can deliver an oral presentation in English.

Category (n)	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
All respondents (26)	31	69	00	00	00
Female (07)	43	57	00	00	00
Male (19)	26	74	00	00	00

(all results in percentages)

Q50: I can understand academic texts in English.

Category (n)	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
All respondents (26)	19	73	08	00	00
Female (07)	29	43	29	00	00
Male (19)	16	84	00	00	00

(all results in percentages)

Q51: What does the IELI do well?

Here are all of the students' responses, grouped as appropriate:

Comments related to skills:

- help me to improve my skills in English
- communication and writing skills are excellent

- I like ESL teachers who are very kind and patient. I also enjoy the ESL program that helps me improve all of my skills in English. [also listed under “Miscellaneous comments” below]
- IELI helps with a lot of grammar.
- The IELI shows organizing program for students in terms of writing, reading and communication class. It demonstrates the capacity of teachers to deliver different topic in class. I could see the dynamic way in teaching to motivate student in improving their English.
- IELI truly improved my English Skills, regarding communication, writing, and reading skill.
- writing and reading skills
- Teaching skills necessary that can serve you in life and skills to continue with your study.
- Reading
- Provide good knowledge in writing and communicate in English to international students.
- I like this program because it helps me to improve all skills in learning English such as writing, listening, and speaking.
- Communication Grammar Speaking
- I appreciate the grammar and writing class.
- The IELI program helps a lot to write well.

Miscellaneous comments:

- I absolutely love the IELI program in DWC. The program put students under pressure and pushed them to study hard. I also love the IELI teaching staff. They are so kind, patient and generous.
- IELI is kind and care for students, IELI also helps student improve their English.
- I like ESL teachers who are very kind and patient. I also enjoy the ESL program that helps me improve all of my skills in English. [also listed under “Comments related to skills” above]
- communication in class, in groups, working together in writing class.
- Having good teachers who are teaching well.
- Supporting students.
- The IELI takes more time.
- It has a good program.
- The IELI brings me a practical and effective help in gaining the way of comprehending English.
- good textbooks, handouts, online activities.
- Because when I arrived at DWC I didn't know English and now I know it.
- students are assisted and taken in charge about their learning.
- The IELI has a good program for ESL students.
- IELI DOES VERY WELL.

Q52: How can the IELI improve?

Here are all of the students’ responses, grouped as appropriate:

Comments related to time:

- The IELI program in DWC is intensive course; therefore, it highly pushes students on studying. Besides, the program goes quickly. For this reason, students sometimes do not have enough time to digest what they have studied.
- To have more time as they introduce a new topic to the students rather than introducing it at once and next lesson doing the test.
- In giving more time to the student to ingest and to digest what they are learning. Sometimes, the students feel stressed because they don't have time to do all assignments.
- By giving more time to students to assimilate what they have learned, by reducing the pressure of the program.

Comments related to speaking/communication and/or speaking only in English:

- More communication
- As in class, sometimes, we find students from the same country, the IELI should be very strict with them in terms of using English as the only communication language in class.
- focusing on communication, especially, pronunciation of students
- speaking in public
- Opening more opportunities to talk with native speakers.
- more communication tools
- More speaking
- Perhaps, if there are more native speakers, it will be better for improving communication skills.
- The IELI can improve in listening and speaking sending students outside to meet another persons.
- ALL STUDENTS ARE REQUIRED TO SPEAK IN ENGLISH. SOME STUDENTS SPEAK IN THEIR LANGUAGE.

Other comments:

- IELI needs to help student fix their grammar mistakes and pronunciation mistakes.
- I can already see the profession style of teaching in this program.
- IELI improved me by providing good lecture, good class, and conducive interaction.
- I think that everything is perfect except too much homework.
- Keep doing great jobs
- Practice
- Working hard
- Giving homework and exercise at the end of each lesson
- The IELI should upgrade as many new ways as possible to support the multicultural students in gaining English more effectively.
- they should organize more reading programs or workshops
- Now I can read some kind of books and watch movies in English.
- IELI should choose a better courses, like books and more paractive for writing skill.

Analysis

The feedback is generally positive, but students feel they need more practice in all skills. There is also a concern related to the amount of time that students have to assimilate the lessons that they are taught. This concern mirrors other feedback that the IELI has received regarding its program of grammar instruction, specifically the number of units that are completed in each

level. The IELI is currently reallocating grammar units across its eight levels in order to relieve the stress that students are feeling.

Page 9: BA Intercultural Studies

Data

Q53: I was satisfied with my program of study.

Category (n)	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
All respondents (02)	50	50	00	00	00
Female (01)	100	00	00	00	00
Male (01)	00	100	00	00	00

(all results in percentages)

Q54: BA/ICS/1 – After completing some or all of my program of study, I am now able to identify and explore multiple forms of cultural expression in order to explain how they reflect the values and ideas of their time and place.

Category (n)	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
All respondents (02)	100	00	00	00	00
Female (01)	100	00	00	00	00
Male (01)	100	00	00	00	00

(all results in percentages)

Q55: BA/ICS/2 – After completing some or all of my program of study, I am now able to explain the relationship among differing cultural perspectives and the social determinants of personal identity, including race, class, gender, ethnicity, and nationality.

Category (n)	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
All respondents (02)	00	100	00	00	00
Female (01)	00	100	00	00	00
Male (01)	00	100	00	00	00

(all results in percentages)

Q56: BA/ICS/3 – After completing some or all of my program of study, I am now able to compare and contrast sociocultural perspectives for the purpose of differentiating sources of intercultural conflict.

Category (n)	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
All respondents (02)	00	100	00	00	00
Female (01)	00	100	00	00	00
Male (01)	00	100	00	00	00

(all results in percentages)

Q57: BA/ICS/4 – After completing some or all of my program of study, I am now able to identify and evaluate methods to facilitate intercultural dialogue.

Category (n)	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
All respondents (02)	00	100	00	00	00
Female (01)	00	100	00	00	00
Male (01)	00	100	00	00	00

(all results in percentages)

Q58: BA/ICS/5 – After completing some or all of my program of study, I am now able to demonstrate proficiency in the basic methods of social research and communicating analysis of research findings.

Category (n)	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
All respondents (02)	00	100	00	00	00
Female (01)	00	100	00	00	00
Male (01)	00	100	00	00	00

(all results in percentages)

Q59: BA/ICS/6 – After completing some or all of my program of study, I am now able to analyze the impact of global and local forces of social oppression on marginalized groups in order to promote justice, peace, and the integrity of creation.

Category (n)	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
All respondents (02)	50	50	00	00	00
Female (00)	00	100	00	00	00
Male (00)	100	00	00	00	00

(all results in percentages)

Analysis

One of the two students in the data, Respondent 18, likely had only just started her program. She indicated that she was moving to the program in December 2022.

Little analysis is possible for this program due to the lack of data.

Page 10: AA Intercultural Studies

Data

Q60: I was satisfied with my program of study.

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

(all results in percentages)

No students from this program took the survey.

Q61: AA/ICS/1 – After completing some or all of my program of study, I am now able to identify and explore multiple forms of cultural expression in order to explain how they reflect the values and ideas of their time and place.

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

(all results in percentages)

No students from this program took the survey.

Q62: AA/ICS/2 – After completing some or all of my program of study, I am now able to explain the relationship among differing cultural perspectives and the social determinants of personal identity, including race, class, gender, ethnicity, and nationality.

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

(all results in percentages)

No students from this program took the survey.

Analysis

No analysis is possible.

Page 11: AA Interdisciplinary Studies

Data

Q63: I was satisfied with my program of study.

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

(all results in percentages)

No students from this program took the survey.

Q64: AA/IDS/1 – After completing some or all of my program of study, I am now able to articulate the philosophical views, theories, and methods contained in the primary works of historically important philosophers.

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

(all results in percentages)

No students from this program took the survey.

Q65: AA/IDS/2 – After completing some or all of my program of study, I am now able to articulate the fundamental doctrines, traditions, and scriptural interpretations of the Church.

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

(all results in percentages)

No students from this program took the survey.

Q66: AA/IDS/3 – After completing some or all of my program of study, I am now able to identify and explore multiple forms of cultural expression in order to explain how they reflect the values and ideas of their time and place.

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

(all results in percentages)

No students from this program took the survey.

Analysis

No analysis is possible.

Page 12: BA Philosophy Studies

Data

Q67: I was satisfied with my program of study.

Category (n)	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
All respondents (12)	50	50	00	00	00
Female (03)	67	33	00	00	00
Male (09)	44	56	00	00	00

(all results in percentages)

Q68: BA/PHI/1 – After completing some or all of my program of study, I am now able to articulate the philosophical views, theories, and methods contained in the primary works of historically important philosophers.

Category (n)	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
All respondents (12)	58	42	00	00	00
Female (03)	33	67	00	00	00
Male (09)	67	33	00	00	00

(all results in percentages)

Q69: BA/PHI/2 – After completing some or all of my program of study, I have now developed the requisite critical and analytical skills to evaluate the assumptions and arguments contained in philosophical works.

Category (n)	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
All respondents (12)	58	42	00	00	00
Female (03)	100	00	00	00	00
Male (09)	44	56	00	00	00

(all results in percentages)

Q70: BA/PHI/3 – After completing some or all of my program of study, I am now able to construct logically sound arguments in oral and written form.

Category (n)	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
All respondents (12)	50	50	00	00	00
Female (03)	33	67	00	00	00
Male (09)	56	44	00	00	00

(all results in percentages)

Q71: BA/PHI/4 – After completing some or all of my program of study, I am now able to apply appropriate methods of philosophical analysis to critical issues of contemporary relevance.

Category (n)	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
All respondents (12)	50	42	08	00	00
Female (03)	33	67	00	00	00
Male (09)	56	33	11	00	00

(all results in percentages)

Analysis

Respondent 5 likely was only just beginning the BA Philosophy program at the time he took this survey; his responses were 5-5-4-4-4 for the five questions in this BA Philosophy section. Respondent 31 answered 5 (Strongly Agree) to every question he was shown in the entire survey that has a five-point Likert scale, including all of the questions in BA Philosophy.

Only one respondent selected neutral for any item—Question 71. All other responses were either 5 (Strongly Agree) or 4 (Agree). There were no scores of 2 or 1 in the survey for this academic program.

Page 13: Certificate Pre-Theology

Data

Q72: I was satisfied with my program of study.

Category (n)	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
All respondents (02)	50	50	00	00	00
Female (00)	00	00	00	00	00
Male (02)	50	50	00	00	00

(all results in percentages)

Q73: CF/PTH/1 – After completing some or all of my program of study, I am now able to articulate the philosophical views, theories, and methods contained in the primary works of historically important philosophers.

Category (n)	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
All respondents (02)	00	100	00	00	00

Female (00)	00	00	00	00	00
Male (02)	00	100	00	00	00

(all results in percentages)

Q74: CF/PTH/2 – After completing some or all of my program of study, I have now developed the requisite critical and analytical skills to evaluate the assumptions and arguments contained in philosophical works.

Category (n)	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
All respondents (02)	50	50	00	00	00
Female (00)	00	00	00	00	00
Male (02)	50	50	00	00	00

(all results in percentages)

Q75: CF/PTH/3 – After completing some or all of my program of study, I am now able to construct logically sound arguments in oral and written form.

Category (n)	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
All respondents (02)	50	50	00	00	00
Female (00)	00	00	00	00	00
Male (02)	50	50	00	00	00

(all results in percentages)

Q76: CF/PTH/4 – After completing some or all of my program of study, I am now able to articulate the fundamental doctrines, traditions, and scriptural interpretations of the Church.

Category (n)	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
All respondents (02)	50	00	50	00	00
Female (00)	00	00	00	00	00
Male (02)	50	00	50	00	00

(all results in percentages)

Analysis

Little analysis is possible for this program due to the lack of data.

Page 14: BA Theology and Mission

Data

Q77: I was satisfied with my program of study.

Category (n)	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
All respondents (10)	70	30	00	00	00
Female (10)	70	30	00	00	00
Male (00)	00	00	00	00	00

(all results in percentages)

Q78: BA/THM/1 – After completing some or all of my program of study, I am now able to articulate the fundamental doctrines, traditions, and scriptural interpretations of the Church.

Category (n)	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
All respondents (10)	50	50	00	00	00
Female (10)	50	50	00	00	00
Male (00)	00	00	00	00	00

(all results in percentages)

Q79: BA/THM/2 – After completing some or all of my program of study, I am now able to distinguish between official Church teaching and theological opinion, recognizing how both find expression in diverse cultural contexts.

Category (n)	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
All respondents (10)	80	20	00	00	00

Female (10)	80	20	00	00	00
Male (00)	00	00	00	00	00

(all results in percentages)

Q80: BA/THM/3 – After completing some or all of my program of study, I have now developed knowledge and skills necessary for faith-filled dialogue in ecumenical, interreligious, intercultural, and secular mission settings.

Category (n)	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
All respondents (10)	50	50	00	00	00
Female (10)	50	50	00	00	00
Male (00)	00	00	00	00	00

(all results in percentages)

Q81: BA/THM/4 – After completing some or all of my program of study, I am now able to apply appropriate methods of theological analysis within local contexts.

Category (n)	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
All respondents (10)	60	40	00	00	00
Female (10)	60	40	00	00	00
Male (00)	00	00	00	00	00

(all results in percentages)

Analysis

There are no neutral scores (3), disagreement (2), or strong disagreement (1) in the ten students' responses. Perhaps most notably, for Question 77 ("I was satisfied with my program of study"), 70 percent strongly agreed. This compares favorably with the 50 percent who strongly agreed with the identical statement in other programs—Question 53 for BA in Intercultural Studies (n=2), Question 67 for BA in Philosophy (n=12), and Question 72 for Certificate in Pre-Theology (n=2). As always, the small number of respondents for each program limits the analysis of these data.

Data

Q82: I was satisfied with my program of study.

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

(all results in percentages)

No students from this program took the survey.

Q83: AA/THM/1 – After completing some or all of my program of study, I am now able to articulate the fundamental doctrines, traditions, and scriptural interpretations of the Church.

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

(all results in percentages)

No students from this program took the survey.

Q84: AA/THM/2 – After completing some or all of my program of study, I am now able to distinguish between official Church teaching and theological opinion, recognizing how both find expression in diverse cultural contexts.

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

(all results in percentages)

No students from this program took the survey.

Analysis

No analysis is possible.

Data

Q85: What were some of the positive experiences you had while you were at Divine Word College?

Here are all of the students' responses:

multicultures

Learning English Good relationship

I have a good time when I am studying here. The environment is nice and friendly.

I appreciated the interculturality. I enjoyed meeting new people from different cultures. I also appreciated the passion of the teachers here. The spiritual formation was also very good

I grow in a sense that I become more mature. I see life at a different angle, which is better than before.

Some of the positive experiences were with the peers that I had in class.

Cultural events, 5K Runs, Sports Tournaments, Sense of Fraternity.

I feel like a family.

I have acquired a good sense of living in community while learning ESL.

The interculturality living experience, even though coming from different culture background we become one family for the sake of kingdom of God. In addition of the knowledge gained with is a treasure for my future mission

I became more aware about myself, and I learned from different cultures. I realized that I need to keep practicing english.

The most experiences that I had while i am was at DWC were the intercultural event-celebrations and the way people sacrifice themselves for the service to the community .

1. the Intercultural community helps me to learn how to respect the difference from different cultures and backgrounds 2. I have learned many good things from other cultures. 3. I have learned how to accept each other.

I am able to use my skills to help other. I have made more friends and know more people.

learning to live in an environment with people from different background cultures

I was able to know better about my faith

I was able to share rooms and food with students from different cultures.

- Caring about others - Respecting each other

The meanings of community life Learning diverse cultures Being listening and sharing knowledge and other things Discernment of vocation

i had the experiences to learn from people who come from different cultures. i learn how to accept others the way they are and live in an intercultural community with peace and love

Enjoyed the intercultural atmosphere and felt this community to be my home

I knew many people from different countries and cultures.

I loved living in community, it was a new experience. Also, the multicultural celebrations helped me to see other cultures.

I studied with many students who come from different cultures. I enjoyed the Emmaus Bible college class.

Until now, I recognize that I become more confident in communicating with others in English. Besides, I am also equipped some social skills like formal public communication, presentation, and working in a multicultural team.

People are very humble, simple, and kind Every thing is doing together.

DWC is like a big family.

The teachers knowledge in teaching us and make us understand. They are available for us anytime. The staff as well in their part are opened anytime to us to see them. And of course the way the school is organised is very well done! For three months I experienced a lot of good things that I am not regret I came here.

I pray together with my group every day.

Supporting living in multi-cultures. Having Liturgical Celebrations, meals...together.

Enjoying the richness of diverse Cultures.

i learned so much about respecting other cultures, knowing more languages, and connecting with people in different countries.

People at DWC are very kind, generous, friendly,...

I build good relationships with international students. I am more confident when speaking in public as well as in joint activities.

I have learned the just relationship with God and others through community and prayers

People were friendly and I had a chance to encounter different cultures through daily life experiences and in classes. The professors helped me to enhance my knowledge.

interculture, community life, academic study

I experienced living as a family with people from different cultures and a broader view of doing mission.

Being at DWC for 6 years already says it all. I see DWC as the world because of interculturality, diversity etc.

I had lots of new friends, from various countries and cultures which made me able to learn the diversity of the world.

- DWC is a good environment to live my religious community life. I have experienced intercultural community which I don't find in my country. - I found community support when I was in difficult times. - I found some good experiences when doing ministry. - I enjoyed different events at DWC.

The first positive experience I had while I was at Divine College are: The passionate for teaching of the professors, both in ESL and College. The second thing is the willingness of teachers and College staff to help students whenever they need their help. The third thing is the multicultural environment that I had chances to encounter, work, and learn with and from others.

The most excellent experience at DWC was living in the intercultural community where we prayed, learned, played, and did ministry together.

I could communicate easily with instructors or teachers if I got difficulty with my assignment and they are very available to talk about.

The relationship between teacher and student was one of positive experience.

We had many moments of going outside to have fun, pray and to learn to know each other especially those from different cultures.

I learned more about other culture around the world and live with other people from around the world.

Good lecturers, good interaction with classmates, teachers were well prepared.

All people in DWC are kind and friendly. Most of academic staff are enthusiastic, polite and kind

Intercultural

Q86: What, if any, problems or concerns did you experience while studying and living at Divine Word College?

Here are all of the students' responses:

NOT ALL STUDENTS ALWAYS SPEAK ENGLISH.

I did not experience problems at Divine Word College.

Vietnamese and french speakers prefer to speak mother tongue.

I didn't have time to assimilate more content.

I have a concerns about the diffrences treating of fomartor, dean, or priest between SVD student, Sisters, and SVD cardidate. Sometime I feel like SVD cardidate is not belong to this school. SVD students, sisters, or priets student always have good treated than SVD cardidate.

The biggest challenge was getting adjusted to the new environment. After, I had to learn how to converse with people of non U.S. backgrounds. Another challenge was trying to control and juggle the amount of responsibilities I had.

Sometimes, I would be extremely busy and had to sacrifice some activities to another.

One of the concerns I struggled with was the interactions between each student. What I mean is that many of them went to their comfort zones in interacting with only those of their own 'kind'.

N/A

Sometimes, I got cold because of the heat did work well.

The pressure of learning is very high, which made me stressful sometimes.

I did not experiences any problem

I was confortable, but sometimes I cope with a little stress due to my williness to be perfect in everything.

For me, I could hand everything well while studying here at DWC.

My concern is that how to help "off-campus sisters" to actively involves in our school activities. Another concern is that how to help SVD Candidates fully involve in morning and evening prayer.

Some people are too lazy while we are working in a group. Some people do not have any respect for elders and Formators. Some Formators are not mature, and lack of experiences. Some teachers still holding onside view, which is their own view.

yes. I experienced bias and racism

Everything in some ways was fine for me

I prefer not to say.

I do not have any concerns.

I have concerned about how to nourish SVD and others' vocation effectively in today's world.

almost everything was fine for me. i just want to have the same value as others

I think it would be best to announce to the school body about the double major program because some of my friends wanted to take but did not know because they were told it is not offered. It is not nice because when they heard some students are doing double major. We are contradicting our stance for justice.

Nothing important.

none

I think that working in group is one of problems while studying and living at DWC

Until now, there is one thing that I concern is that I still use my mother tongue in public area.

Honestly, I think DWC is a good place. I didn't experience any problems

Food

I am not living at Divine Word College. Until now, I did not experience so far any problems except I was overwhelmed with so much assignments in the beginning of the semester.

I am fine.

More dialogue with students and other groups if there is a need.

- Ethnocentrism of some Cultures - Some students complain to some teachers a lot. I think there should be reminders of why we are college students - The grades of some students are questionable because they know little or nothing there after

concern: how to learn and understand in person from people in other countries?

we often speak our own language. It is a big problem to improve English.

Sometimes, I still do not understand the lectures in English.

none

I was living off-campus, therefore; sometimes I was concerned to attend any program at night or late classes.

lack of communication with the native

The schedule is not sometimes convenient for me with school activities.

it was a language barrier.

Right now, I do not have any problems or concerns.

- Language policy: it is not easy to keep the language rule while there are many friends who are the same nationality as me. - Living in the seminary in which men and women interact with each other, I need to be friendly with opposite sex, but also a challenge to keep a boundary to build a healthy relationship.

My first concern is how people of different cultures can receive an equal treatment (even if they are small or big groups). My second concern is how to bring people of different cultures closer together. My third concern is how to eliminate the bias among people of different culture in the same community

Discrimination between the groups, or comparing between the groups of students. I think this environment is to encourage every one to improve themselves for the future of the church.

I never got problem

time management during special feast.

I did not experience any problems here at Divine Word College.

N/A

Any concern was well addressed

Nothing

Nas

Q87: If you had problems or concerns, did you try to take corrective action? If so, what happened and how did it turn out?

Here are all of the students' responses:

I FOUND SOME STUDENTS SPEAKING IN THEIR LANGUAGE. I ASKED THEM TO TRY TO SPEAK ENGLISH.

I did not have problems.

Yes, I tried to reduce speaking Chinese with Chinese guys.

It was ok

I asked, but I so difficult for me as a SVD candidate.

I did. I tried to say no to favors or things that I knew I did not have the time for. I also eventually became very open and tried my best to talk to everyone regardless of how familiar their background was to me.

No serious concerns

I did consult with the dean about the issues at hand.

Yes. All of my experience with this regard has been positive and been taken care of.

I did share with whom the one is taking responsibility for those concerns.

No

Nothing happened regarding to the question

no problem

In same case of disagreements on cultural divergences, I tried to enter into effective conversations; and later on I could get along with my brotherfs and sisters.

When I had any concerns, I shared them with Fr. Dean or those who was in charge the areas that related to my concerns.

I will try to talk to people first. if they are not open enough to accept the comments, I will just leave them alone.

I did not take corrective action, I stayed in my own

I did not have any problems

I often ask God to help me with the problems, and I also look for a method that could help me solve the problems such as, listening to some music, and watch movies.

It does not apply to me

I have tried to assist a few students by encouraging them to follow their vocations. I think it was good.

i never had problem with anyone

Yes, I did ask for the sake of my friends and was told the school is not offering double major.

I haven't had that situation.

no

I try my best to be on time for every activity

I am on the process of correcting the problem.

I have to take corrective action, but since I'm here every thing is good. I dont have problems

Behavior

I do not have any problems so far, but if I have in the future I think, I can manage it and bring a correction about it. If not there are so many people here who can help me resolve this. I will go and asked for help from them.

No.

I did not do it immediately, instead of thinking and getting suggestions and then will do a correction. It is great to have this process.

good

Sometimes I did not understand the customs of students in africa. i tried to talk with them but just a little bit.

yes, i did

I try to concentrate on listening to the lecture and ask my classmate if necessary.

none

When we had the Dean's meeting, some activities had moved to noon, but classes could not.

if i have any problem, i will deal with my friends, advisor, and fathers in DWC.

I did not do much on it. There is something change this time in school policy.

I did not have any problems at all. I am an optimistic person I most of the time see things in a positive way.

No, I did not.

Yes, I tried to overcome these problems. For example about language policy, many times I was tempted to speak in my own language. Honestly, I failed many times. But I need to discipline myself and remind myself that I should speak English. My formation group also helped me a lot. For the relationship with male students, I'm friendly and welcomed them, but also try to keep a boundary. When I realized something was wrong, I talked politely to him, shared directly what is my opinion and what we should do to build a healthy relationship.

If I had a problem with others who are different from my culture, my choice was always to meet them individually and have a talk with them. I never keep silent. The result was positive, I understood why others did this or that because of other cultures. It brought me closer to others

Yes. My concerns were answered by the Deans.

I had no problem

Normally, I would prefer doing my assignment after the celebration, in that way I can focus more on what my assignment is about.

I did not have to do that because i did not have problems.

N/A

yes

I had problems with communication and in the way expressing ideas in English at the first time I came here. However, I tried overcoming it, and now I have a great improvement in speaking.

Nas

Q88: What would you recommend we could do to make Divine Word College a better institution?

Here are all of the students' responses:

WE NEED MORE COOPERATIVE BETWEEN STUDENTS, STAFF, TEACHERS AND FACULTY.

It is a good place, but the students need to interact with other persons.

tighten the language policy

In my opinion, DWC is wonderful

I believe if all students in DWC and SVD Cardinate be treated the same is the good way to make us feel more conneted between eachother. For example, SVD student can sigh up the SVD cars anytime they want, sometime everyday, but for SVD cardinate is not easy and need to pay for the using car with many necessary.

I think for ministry, if there was a way to connect more or do service for local parishes. Even just a way to interact with St. Patrick's parishoners would be nice. The DWC community eventually felt very isolated and detached from the wider Church community in Epworth and the Diocese. I also think there should be a better balance between ministry and community events. I felt that we had too many community events each week and most of our efforts went to making them as grand as we could. Ministry and service seemed to be just a minimum requirement. Considering that we are here to be ministers, I think more ministry experience and practice should be encouraged or required, and to balance the time, less DWC community events need be prioritized.

Try to reduce the amount of weekends (Saturdays mostly) that you take away from the students because that is the only full time they have to work on their assignments. For instance, recollections do not need to be a full day. What if we could take half a day for an event and try to give the other half to the students so that they can continue their work on their tasks?

Possibly a better grasp of the language policy rule as well as the better clarity on fees and other forms of paperwork.

Form people to become more ethically consumptive and resourceful to prepare them for their missions: Distinguishing between needs and wants, not taking too much food which ends up going to waste, teaching people how to become more self-sufficient, encouraging people to buy more locally, etc. instead of solely being dependent on unethical big businesses.

Nothing. Everything is working well.

Students need some personal time to relax in order to be more effective in their study.

I found everything ok and I appreciete for the hard work and effort of making the DWC as common home for all.

Open more to the world in welcoming more people.

Right now, I have no ideas. For me, everything is good.

DWC should listen to students voices. Our school should be more open to welcome people outside to join some important events in our school. The school should create relationships with other schools in this area and give our students opportunities to contact, make friend ans exchange their knowledge.

Teach SVD candidates leanr how to serve in Mass, how to lead prayers. Some candidates do not know how to do anything when they get to Pre-Novitiate. Teach others how to be open and learn to do what is good and benefit for the community. Teach others to not use cuture as an excuse

be open to everyone and do not be hypocrit.

Practice and promote more the intercultural living because in some ways there is a lack of practice

I see nothing that needs to be changed for now.

- I do not have any recommendation.

I suggest that the DWC should continue the mission as God wants.

so far i seen DWC is a good environment and institution to train future leaders of the Church

In order to make students feel that the school does not have preferences, in my humble opinion it is better to announce to the school body that the school is offering double major for capable students

Redefinite the interculturality. I mind, students can take advantage still more with a diferent vision of culture.

As a seminarian, I would like to have more activities with seminarians. I felt as a college student, I felt DWC like a Catholic college, but not a seminary. For me, the communal prayers and formation talks every week were not enough. The fact that most of the students are sisters or fathers did not help me as a seminarian. A lot of times, I find hard to see some student priest attitudes, I did not look too Catholic.

I think that DWC should organize a field trip for whole school

I hope that people pay more attention to save energy and water.

You are doing well up to now. You can add other programs such as psychology or sociology.

Sport

Continue to involve and give to the students responsibilities in the way you do it.

My hope DWC will be successful better.

There should be more room for dialogue for students.

keep doing what you are. the impact is huge and i do appreciate the College for the many things i have come to know, learn and grow. my perspectives and critical thinking in every situation will ever be different thanks to your generosity.

i have no comment now.

For me, i can see that, DWC is a good institution. I cannot complain anything.

No

none

The program at DWC is wonderful. However, I hope when DWC holds any events or activities please consider the off-campus students related to times and requirements to attend these events.

DWC should have requirements for students about speaking English.

I find a good environment at DWC. I feel good here.

Find more international students who are interested about priesthood and the like

I think all processes that are run by Divine Word College are doing well.

What I am more concerned about is vocation. DWC is a college but also a seminary where vocation is nurtured and discerned. I hope formations can do more things to help SVD's candidates grow more in spiritual life. because this is a foundation for them to be future missionaries.

In my opinion, in every activity that is communal, just assign people our culture equally so that people do not feel that they have so many things to do or they are ignored. This will help people feel comfortable when they share the works in the community.

It is the best place with its program. I appreciate for everyone in this community for their hard work to build up this community better.

Keep doing what my positive impression was mentioned before

I am satisfied with all the providing and policies in college.

I know that we have many international students from Asia,America,Africa but not from Europe or maybe I do not know them but if we could have students from that continent it would be good.

N/A

There is an aspect that some people are more special than others. So you can listen to some others you don't have time for others. To stress the issue of language of communication so that we can accommodate all.

Remind students following the rule "Speaking English only"

Nas

Analysis

The open-ended questions yielded responses on a wide range of issues. Many of these issues are not addressed in the previous questions.

Conclusions

One finding of this survey involves the instrument itself. On two occasions, Questions 7 and 36 led to students being given the wrong questions for their academic programs. This glitch in the wording of the questions has already been addressed for this year's survey. On the positive side, the Director of Admissions supervised every survey administration and was available to handle all student questions.

The number 5, indicating Strongly Agree, appears to be the default response for many of the respondents, with any number lower than that being a deviation from the norm. It is not clear to what extent a lower number might indicate any degree of dissatisfaction. It is notable, however, that the largest incidence of lower numbers surfaces with Questions 27 and 28, which deal with the Language Rule. Question 29, which refers to the food service, has more responses of 4 (Agree) than do most of the questions. Throughout the data, respondents overwhelmingly selected 5 (Strongly Agree), with some choosing 4 (Agree) and an occasional 3 (Neutral). There are extremely few responses of 2 (Disagree) or 1 (Strongly Disagree) in the data. It might be interesting to compare this response pattern with data from previous years, which were gathered in the form of personal interviews.

The open-ended questions shed light on issues that are not directly addressed in the questions with the five-point Likert scale. Many of these responses are highly positive, but others indicate a level of dissatisfaction which does not show up in the numerical data.

As with any study of this type, it is difficult to draw firm conclusions from small sample sizes. Nonetheless, there are indications that some areas of the Divine Word College programs might be given some attention; the prime example of this is the language policy.

Academic programs had very positive responses, but few students graduate from a program in a given year. Results may need to accumulate over several years before patterns can be established for these programs.

Pilot Data for Religious Formation

In progress.