

12-1987

# Koinonia

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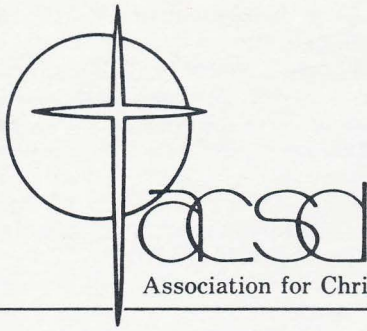
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Association for Christians in Student Development

# KOINONIA

## FELLOWSHIP

December 1987

### Student Development At Bible College: What Do We Really Know?

by Dan Brown

The picture of students who attend Bible colleges and what happens to them there is in many ways widely divergent from the picture of students who go to almost every other type of college or university in the United States. Bible colleges attract a remarkably homogeneous body of students—probably the most homogeneous in all of higher education—and this distinctive clientele should be understood by Bible college administrators, counselors and student development personnel in order to formulate programs and policies which will optimize the students' college experience.

In 1982 nearly 3,000 students from 14 randomly sampled Bible colleges were studied in an effort to gain a clear profile of the total Bible college environment: the students, the process and the educational results. What emerged from the data is a picture which, in some instances, supports the folklore about Bible college, but which in other ways is surprising.

#### Student Profile

At most colleges the student body is very heterogeneous, and any programs or policies instituted at those colleges will have widely different impacts on the different sub-cultures within the student body. Not so at Bible colleges. Chances are that what is true for any one Bible college student is very likely true of them all. The politics, morals, philosophy of life and reasons for attending college of most Bible college students are similar to one another. This means that any program, curriculum or policy at the Bible college can be highly successful—or disastrous. What then should policy makers know about Bible college students?

Most obviously, Bible college students are older than students at most other types of colleges. Only 16% of the incoming freshmen are 18 or younger, compared to 70% of the freshmen at other types of colleges. In fact, over one-

*Student Development: Continued on Page 3*

### Executive Committee Meeting

On Nov. 2-4 the Executive Committee of ACSD met at Calvin College, Grand Rapids, MI.

Major items discussed included potential topics and speakers for the 1989 ACSD conference at Moody Bible Institute. The committee received an update from Azusa Pacific University on the 1988 ACSD conference to be held on their campus in June. (See insert in this issue for more details.) Begin planning now to make the Azusa conference a family trip.



1987-1988 ACSD Executive Committee  
*Front L to R:* Nancy Cicero - Vice President, Don Boender - President, Deb Lacey - President Elect.  
*Back Row L to R:* Tim Herrmann - Treasurer, Scott Makin - Secretary, Darrel Shaver - Editor.

Tim Herrmann (Treasurer) reported that ACSD is in good financial condition and is in the process of making application for tax exempt status with the IRS. One step toward achieving this status is the adoption of the amendments printed in this issue of the *Koinonia*. ACSD members will be voting on these amendments at the Azusa conference.

Nancy Cicero (Vice President) reported that last year the ACSD placement service assisted 65 candidates and advertised 37 positions. At the Azusa conference there will be a fellowship time immediately following the opening banquet for all candidates and employers.

Darrel Shaver (Editor) reported that a group from Taylor University is inter-

*Exec. Committee Meeting: Continued on Page 2*

### Public Relations and Student Development

by Brent Garrison

The student development department at Moody Bible Institute has developed the following ideas to acquaint students and faculty with the department's work.

1. An audiovisual presentation specifically designed to overview the Student Development Department's philosophy and orientation.
2. Distribution of department brochure with pictures of each of the staff members.
3. Question and answer column in the school paper which addresses questions that are pertinent to students on the Moody Bible Institute campus.
4. New student interviews. An invitation is sent to ten students each week requesting them to come by the Dean of Students Office on Monday afternoons after class. The time has been used to develop relationships with new students and also give them opportunity to ask questions that might be on their mind.
5. Faculty Coffee. A special time to build bridges between student development and faculty members. Each time a special feature of student affairs is presented, often through the use of handouts or by highlighting special events from the campus calendar.

For more information contact Brent Garrison, Moody Bible Institute, 820 North LaSalle Dr., Chicago, IL 60610.

### Canadian Student Leadership Conference by Mirilam Sailors

Eighty-six student leaders and staff from Ontario Bible College, Emmanuel Bible College, and Redeemer College gathered on the campus of the latter college, September 3 - 6, for a conference on leadership led by Dr. Russell R. Rogers. Dr. Rogers, senior consultant with InterAct Associates, specializes in the training of leadership

*Canadian Student: Continued on Page 2*



*Exec. Committee Meeting: Continued from Page 1*

ested in putting together an ACSD journal this year. The journal will include position papers that will assist members to plan accordingly for the future and justify current services to the rest of the institutions. The journal will also include some of the professional papers that were given at last year's ACSD conference at Marion College.

The Executive Committee would like to thank Don Boender and the Calvin College Student Development Staff for their wonderful hospitality. If you need ideas on residence hall remodeling, you must see Calvin's basement lounges.

*Canadian Student: Continued from Page 1*

effectiveness, motivation, human relations, and the management of change.

In effective and creative ways, Dr. Rogers led the group through topics such as definition of a leader, building a vision, the person of a leader, skills/actions of leading, and leading with or without God. He challenged the participants to be intentional about their lives, to become agents of change on their campuses rather than victims of circumstances. Through use of the Personal Profile System, the student leaders were able to become aware of their style of leadership and use that insight to set agendas for growth throughout the year.

The results of this conference can be seen around the campus at OBC. Some of the posters that have surfaced in the halls of the residences or in the rooms of Student Leaders are: "Risk yourself 125% past your comfort zone"; "Taking a risk is not breaking a rule—it is breaking a rut"; and "Leadership is a Response-Ability".

In addition to the insights gained from Dr. Rogers, the interaction of students and staff from the three institutions provided the sharing of ideas and support. At the close of the conference, each person exchanged names with someone from another college and covenanted to pray for that person throughout the next year.

## South Central Regional by Larry Mealy

John Brown University hosted the regional conference for the South Central Region. The schools in attendance were Bartlesville Wesleyan College, Harding, John Brown, and LeTourneau.

This conference marked renewed regional interest in ACSD fellowship and in-service training. The main focus of training was for the residence staff of each of the colleges. Seminars were presented on planning and programming in the residence halls by Don Boender, ACSD president and Dean of Men at Calvin College; on decision-making by David Erickson, Dean of Student Development

at LeTourneau College; and on counseling at LeTourneau College. Other sessions included getting acquainted activities, sharing ideas, dilemmas, and aspects of personal spiritual growth. Forty participants found this conference a great source of encouragement.

The positive response to this conference prompted the establishment of a date and place for the 1988 South Central Regional Conference: Nov. 11-12 at John Brown University.

## Career Planning and Placement Study Commissioned

The ACSD Executive committee commissioned Ken Soper (Wheaton College) to develop a program which would facilitate the cooperation of Christian College Career Planning and Placement Offices (CP&PO). Ken will begin by surveying ACSD and Christian College Coalition (CCC) member colleges to determine the types of reciprocal services each college's CP&PO would be willing to give to students and recent graduates from other ACSD and CCC colleges. Ken is planning to have a report ready for the Azusa conference.

## Tax Exempt Status

The Association for Christians in Student Development has made application for tax exempt status with the federal government. In order to meet the organizational test for exemption under section 501(c)(3) of the Internal Revenue Code of 1954, ACSD's constitution must be amended to include the following provisions.

1. The Association for Christians in Student Development (ACSD) is organized exclusively for charitable, religious, educational, or scientific purposes under section 501(c)(3) of the Internal Revenue Code.

2. No part of the net earnings of ACSD shall inure to the benefit of, or be distributed to members, trustees, officers, or other private persons, except that ACSD shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth hereof.

3. No substantial part of the activities of ACSD shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and ACSD shall not participate in, or intervene in any political campaign on behalf of any candidate for public office.

4. Notwithstanding any other provision of these articles, ACSD shall not carry on any other activities not permitted to be carried on by an organization exempt from Federal income tax under section 501(c)(3) of the Code, or by an organization contributions to which are

deductible under section 170(c)(2) of the Code.

5. Upon dissolution of ACSD, the officers shall, after paying or making provision for the payment of all the liabilities of the association, dispose of the remaining assets of the organization to such organizations organized and operated exclusively for charitable, educational, religious, or scientific purposes which at the time qualify as exempt organizations under section 501(c)(3) of the Code.

(World Vision International has been designated as the organization that would receive ACSD's assets if ACSD was to be dissolved.)

## Book Review

*Lament for a Son*, by Nicholas Wolterstorff, 1987. William B. Eerdmans Publishing Company.

As Christians we sometimes think we have easy answers to grief. When someone's loved one dies we may be tempted to give quick comfort with words such as, "Your loved one is better off in heaven," or "God must love your little one very much to call him home at such a young age," or "You'll be reunited some day."

Such words, even when spoken in love, might cause more pain than comfort for the bereaved. Nicholas Wolterstorff, in his book *Lament for a Son*, shows in a very poignant way what it means to suffer a loss. Dr. Wolterstorff's son was very suddenly and tragically taken from his life and *Lament for a Son* expresses the pain of a father as he suffers on the mourner's bench. Through the sharing of his own personal and painful suffering, Wolterstorff helps his reader to see how much of suffering is unique and can only be faced alone and yet how much is universal in the losses we all suffer. The questions he asks, the struggles he reveals are our own questions and struggles if we, too, are faced with suffering and with death. Of *Lament for a Son*, Henri Nouwen says, "By sharing the depths of his grief, not in trite phrases but honestly, Wolterstorff helps open the flood-gates for those who cannot articulate their pain...This little book is a true gift to those who grieve and those who, in love, reach out to comfort." Wolterstorff does not provide us with answers, he does not have an aspirin-like remedy for pain, but he does know and is assured that when all is finally said and done, the God who raised His own Son from the dead will show us His victory over Death.

by M. Joy DeBoer

## Growing A Health Personality

The following definitions were taken from a message given by Pastor Don Baker at the 1986 ACSD conference.





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# SHARED FAITH SHARED VISION

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## *Creating Partnerships for the Future*

Dear ACSD Colleague:

The program committee has been faithfully meeting to discuss and plan for the upcoming 1988 National Conference to be held at Azusa Pacific University from June 6-9, 1988. The theme for this year's conference is "**Shared Faith, Shared Vision: Creating Partnerships for the Future**".

The success with which the 1988 conference meets its objectives depends greatly upon the scope and quality of its programs. The conference planning committee has carefully chosen this year's theme to generate discussion about and commitment to the following central theme clusters: the integration of faith and theory ("Shared Faith"), professional development and creative programming ("Shared Vision"), and building interdepartmental bridges ("Creating Partnerships for the Future").

Included in this brochure are some program ideas, general criteria for programs, and the process for submitting proposals. We are also planning to include "Professional Papers Seminars" again this year and have included some guidelines regarding that process as well. We look forward to receiving your response.

The Program Committee cannot provide a quality learning experience without your help. We need your active participation in developing and presenting creative and challenging programs that represent the diversity in our organization. Please fill out the Program Proposal and mail to Linda S. Miller by **February 5, 1988**.

We very much look forward to your presence and participation next summer!

Sincerely,

Linda S. Miller, ACSD Program Chairperson



## PROGRAM IDEAS

### I. SHARED FAITH

Values Development	Wellness / Personal Development	Identity Issues
Moral and Faith Development		Christian Response to Professional Issues
Integration of Faith and Learning		Christian Distinctives in Higher Education

### II. SHARED VISION

Leadership Development Programs	Involving Student Volunteers	
Successful Orientation Programs	Retention Issues	Financial/Legal Issues
Creative Student Life Programs	Co-Curricular Transcripts	
Current Personal and Professional Issues	Creative Sanctions in Discipline	
Needs and Issues of the Disabled	Alcohol/Substance Abuse	

### III. CREATING PARTNERSHIPS FOR THE FUTURE

The 21st Century College Student	Visionary Thinking	Goal Setting
Retention Methods	Computerization	Technology
Building Bridges and Establishing Networks	Dealing with New Populations	
Transferable Skills	Future Employment Opportunities	
The Future of Student Affairs		

### GENERAL CRITERIA FOR PROGRAMS

The following general criteria are provided as a guide. Program proposals should:

- A. Be consistent with the conference theme "Shared Faith, Shared Vision: Creating Partnerships for the Future".
- B. Have a clearly stated topic and objectives.
- C. Have a creative approach that demonstrates knowledge of the subject matter.
- D. Provide adequate opportunity for involvement and interaction by participants.
- E. Incorporate a presentation style that is appropriate to the program content as well as the time available. **(All program session blocks will be ninety minutes in length.)**

### PROCESS FOR SUBMITTING PROGRAM PROPOSALS

Please detach the "Call for Programs" proposal and send by **February 5** to:

Linda S. Miller  
ACSD Program Committee  
Azusa Pacific University  
Azusa, CA 91702

Program selection will be made and individuals proposing programs will be notified by **March 4, 1988**. (If you will be unable to present your program, please notify the Program Committee Chair immediately.)

### PROFESSIONAL PAPERS

Professional papers will emphasize research done on a particular topic of interest to the Student Affairs profession and results of the research will be presented during that session. Individuals wishing to present a professional paper relevant to the conference theme, please indicate on the "Call for Programs" proposal. The expense for copies of the paper for participants will be paid by ACSD.

# CALL FOR PROGRAMS

PROGRAM PROPOSAL (Please print or type) Must be returned by February 5, 1988.

1. TITLE \_\_\_\_\_

2. ABSTRACT Please summarize your program in 50 to 75 words (suitable for publication in the conference booklet).

### 3. FORMAT

\_\_\_\_\_Lecture \_\_\_\_\_Discussion \_\_\_\_\_Panel \_\_\_\_\_Experiential Activity  
\_\_\_\_\_Simulation/Demonstration \_\_\_\_\_Video, Multimedia \_\_\_\_\_Professional Paper

### 4. AUDIOVISUAL EQUIPMENT (Check specific equipment needed):

\_\_\_\_\_Table \_\_\_\_\_Chairs \_\_\_\_\_Lectern \_\_\_\_\_16mm Projector  
\_\_\_\_\_Easel \_\_\_\_\_Blackboard \_\_\_\_\_Flipchart \_\_\_\_\_35mm Projector  
\_\_\_\_\_VHS \_\_\_\_\_Screen \_\_\_\_\_TV Monitor \_\_\_\_\_Overhead Projector

Other \_\_\_\_\_

### 5. THEME CLUSTER: Into which subtheme would your presentation fit?

\_\_\_\_\_“Shared Faith” \_\_\_\_\_“Shared Vision” \_\_\_\_\_“Creating Partnerships”

### 6. TARGET AUDIENCE:

\_\_\_\_\_Entry Level \_\_\_\_\_Middle Management \_\_\_\_\_Chief Student Affairs  
Professional Professional Officer  
\_\_\_\_\_All of the above  
Preferred Audience Size \_\_\_\_\_

### 7. PRESENTER:

Name \_\_\_\_\_ Title \_\_\_\_\_

School/Address \_\_\_\_\_

Office Phone ( ) \_\_\_\_\_

### 8. CO-PRESENTERS:

NAME	TITLE	SCHOOL
NAME	TITLE	SCHOOL
NAME	TITLE	SCHOOL





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**SHARED FAITH  
SHARED VISION**

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*Creating Partnerships  
for the Future*



Four words that are important to growing a healthy personality:

1. **Humility**-accept all that God says about you without argument. Bow your mind to God's truth and accept all the bad and the good. A healthy self image can only be enjoyed by a Spirit filled believer.
2. **Meekness**-accept all of God's dealings with you without resistance or bitterness. Meekness is not a personality trait but a state of grace. Meekness is something God builds into you.
3. **Long Suffering**-accept all that man does to you without retaliation.
4. **Forbearance**-accept others with all their faults and differences. The world will know that we are Christians by our love for one another.

For a tape of the entire message, contact Ruth Bamford at Wheaton College.

## Outstanding Research Publication Award

In order to stimulate research and writing ACSD is offering an Outstanding Research Publication award. This award will be determined by the Executive Committee and presented at the national conference. The award will consist of a \$100 gift and personalized plaque. Topics should be within the area of student personnel work and should be of professional content and quality. Anyone interested in submitting a project should contact the editor by February 15, 1988, and have the completed project submitted by April 30, 1988. If you have any questions please direct them to Darrel Shaver (editor).

### A RETREAT FOR CHRISTIAN WOMEN IN HIGHER EDUCATION

A time for women to gather for spiritual, emotional, and personal support away from their professional work place.

FEBRUARY 5-8, 1988

Cost: \$37 per person

For further information, contact  
Deb Lacey, Dean of Students  
(503) 538-8383, ext. 227  
George Fox College  
Newberg, Oregon 97132

*Student Development:* Continued from Page 1  
third of all Bible college students are 24 or older. Consequently, everything from orientation week to extra-curricular activities should be planned to appeal to

these older students. A major dilemma is how to have college events that are fun enough for the traditional-age college student, yet meaningful enough to the older student found at most Bible colleges.

Correspondingly, one fourth of the Bible college students are married, compared to less than 10% at other types of schools, and more than one-half of the freshmen at Bible college expect to be married while in school or immediately upon graduation. The marital status and expectations of these students require specialized courses, programs and schedule flexibilities. Dating and marriage are major issues. Research shows that the more the total college environment matches with the "world" its students live in (what is important to them), the greater likelihood its students will remain happy and in school. If marriage is such a priority for Bible college students, then Bible colleges should develop strong support structures to facilitate the combination of marriage and schooling.

The easier a Bible college makes it for students to pursue both their education and their relationships, the less likely many of its students will drop out. Bible colleges must avoid creating value clashes for their students. In other words, what is important to students as life objectives or reasons why they attend college should be supported by the Bible college program, not worked against. Finding what is important to students, then relating the academic exposure to that will greatly aid both the students' development and the college's budget. Forbidding students to marry while in college or making it difficult for them to do so is counterproductive. Given the choice of school or marriage, most students will pick marriage.

#### Why Bible College?

Remarkable differences between Bible college freshmen and entering students at all other four-year colleges exist in the reasons why they are going to college in general and why they choose to attend the particular college they do. Whereas three-fourths of the other four-year college students feel it is important to attend college to "get a better job," only one out of five Bible college students thinks so. More than two-thirds of all entering students at four-year colleges attend college to "make more money," but only 9% of the Bible students see this as an important goal. Both groups of freshmen seem equally interested in "learning about things in general," but only one-fourth of the Bible students attend college as "preparation for graduate school," compared to nearly one-half at other types of four-year colleges.

Those life goals and objectives related to the students' non-academic priorities also reveal significant differences between Bible college students and students at

most other types of four-year colleges. On the average, the most important objective for the non-Bible college freshman is "raising a family" (67%), followed closely by "becoming rich" (65%) and "helping others" (63%). "Having business success" and "developing a philosophy of life" are both "essential" or "very important" to about half of these freshmen. For Bible college freshmen, the most agreed upon objectives are "helping others" (89%) and "raising a family" (85%). These are followed by desires to "develop a philosophy of life" (63%) and "influence social values" (63%).

There are, as well, particular reasons why students choose Bible colleges, and these reasons should be understood and responded to by program planners. More than 4 of every 5 freshmen in this study listed the college they were attending as their first choice for college, and two-thirds of the incoming students did not even bother applying to any other institution. It was going to be this college or no college. Additionally, while an average of less than 10% of the freshmen at other types of colleges were willing to travel more than 500 miles to go to school, nearly 40% of the Bible colleges freshmen had moved that far. Only the most elite universities and colleges in America boast such a drawing power.

The two main factors in this institutional draw appear to be the advice of other students and the specialized programs offered in the curriculum. The more distinctive the particular programs or majors offered by the Bible college, the greater its drawing power. And yet, Bible colleges are torn between a generalized education curriculum for the many students who do not have a particular vocational or educational goal in mind, and the more restrictive special programs. Both are needed, but emphasizing the special program and building its viability should be a priority.

#### Student Satisfaction

More so than at any other type of institution, students at Bible colleges expect to be highly satisfied with their college experience and end up having been more satisfied, as well. The specialized nature and scope of the Bible college curriculum allows for a higher than average institutional "fit", i.e. a close match between what the student expects and wants to find at college and what he or she actually experiences while at college. Bible college students have a rather narrow band of expectations, most of them centering around an interest in full-time Christian service. Bible colleges should, therefore, resist any change in curriculum or program which blurs the distinctives of a Bible college as compared to a Christian liberal arts college. Most Bible colleges cannot compete in the larger field of liberal arts college, and any move in that



direction is almost certainly a fatal one.

From the data, it is fairly safe to say that Bible colleges would do better to increase their specialized curricula and programs rather than sliding toward more general types of programs. Administrators can be easily fooled into imagining that a broader appeal to prospective students will increase student populations and finances. In the long run, such a move is self-defeating.

#### Thoughts for Faculty

One of the more surprising findings of the 1982 study has to do with the relationship between the faculty and the student body. Because of their small size and Christian atmosphere, it was expected that Bible colleges would score very high on faculty/student contact. Contrary to the folklore, however, no evidence was found to suggest that Bible college faculty members spend any more time or are more involved with students than the faculties at most other types of colleges.

In fact, less than one-fourth of the Bible college students ever make an appointment with a faculty member, and even fewer ever discuss their career plans with a faculty member. Even the incidence of informal, casual encounters between students and faculty is less at Bible colleges than at most other kinds of private colleges. On almost every measure of

faculty/student contact—from casual conversation to sharing snacks to discussion of term papers to request for information about classwork—Bible colleges measured lower than did liberal arts colleges, although higher than the large public universities. Only in "discussing personal problems" with faculty did Bible college students report more faculty contact than was true at other types of schools.

Major policy attention should be focused on why Bible colleges are not making better use of their faculty, their prime educational resource outside the classroom. Is this due to too many part-time faculty or too heavy course loads or careless teachers or poorly planned schedules of classes?

#### Educational Gains

The 1982 study also looked at student "estimate of gains" toward various educational goals to determine to what extent Bible college students were getting from their institutions the same kind of outcomes offered by a more traditional liberal arts curriculum at other sorts of colleges. Of the 17 educational goals studied, Bible college students reported significantly greater gains than did the aggregate average of students at all other types of colleges toward:

1. Understanding others and getting along with them;

2. Finding information unaided;
3. Understanding self;
4. Developing personal values;
5. Acquiring vocational competence;
6. Developing an awareness and appreciation of other philosophies and cultures;
7. Ability to synthesize information; and,
8. Functioning as a team member.

For this, Bible colleges are to be readily congratulated and encouraged to continue their policies and programs which heighten student development in these key areas. While no college experience can be judged simply on the basis of outcomes, the fact that this unique segment of higher education has done an exemplary job in overall student development cannot be ignored. It is hoped that such evidence will stimulate Bible colleges to be even more creative and purposeful in impacting students' whole life development far beyond the classroom.

**Editor's Note:** Anyone wishing the complete summary of findings on the CISS Project should write Dr. Brown directly at Sonwise Associates, 3906 Terra Lane, Soquel, CA 95073. Cost is \$25 for the 270 page report.

**About the Author:** Dr. Brown, a former faculty member at LIFE Bible College in Los Angeles, holds a M.A. in Literature and a Ph.D. in Higher Education from U.C.L.A.

## KOINONIA

% Darrell Shaver  
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Merry Christmas  
Happy New Year