Westmont College Student Life White Paper on Institutional Learning
Outcomes (ILO)

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<tr>
<th>ILO</th>
<th>Christian Understanding, Practices and Affections</th>
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<td>Student Life Focus</td>
<td>Spiritual Formation, Sexuality, Community</td>
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<td>Next Emphasis Year</td>
<td>2012-13</td>
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Task Force Members
- Shannon Balram, Page Hall Resident Director
- Anna Fletcher, Van Kampen Resident Director
- Ben Patterson, Campus Pastor
- Joel Patterson, Director of Music and Worship

Last Updated
- January, 2012

What / Why Here?

**Spiritual Formation**
Spiritual growth does not occur in a vacuum; our spiritual lives are shaped and formed by those with whom we come into contact. Since Westmont College is a residential campus, Student Life has a tremendous opportunity to shape the spiritual growth of multiple generations of students. “My little children, how I am still in the pains of childbirth until Christ is formed in you.” Galatians 4:9.

**Sexuality**
Many of our students have grown up in a culture preoccupied with sex: young people are encouraged to explore their sexuality at a younger and younger age, television and print media are saturated with sexually suggestive images, and the sexual act is depicted in movies as the end-all human experience. Westmont, as a Christian Residential campus, has the unique opportunity to show our students a different ‘counter-culture’ understanding of human sexuality that is Christ-centered and Biblically-based. The College Motto “Christ Preeminent in All Things” demands this.

**Community**
Westmont exists to glorify God. Since God is a community - Father, Son and Holy Spirit - our community should reflect the love and mutual submission of the Trinity. Our campus community does not exist as an end unto itself; it exists to imitate the very nature of the Trinity and glorify God in so doing.

**Impediments**
*We have identified four categories of impediments to the above concepts. These are: (a) cultural, (b) spiritual, (c) institutional, and (d) developmental.

**Spiritual Formation**
The broad sense of privacy and individualism in our culture is an impediment to any kind of meaningful assessment in the area of spiritual growth; it is seen as an invasion of privacy. Institutionally, Westmont lacks clarity on who is responsible for overseeing Spiritual Formation.
Sexuality
Our culture teaches that sexuality is merely another area of personal choice, not bound by a larger set of cultural or moral constraints. Our culture is saturated with over-eroticized situations, images and expectations, and yet our students seem hesitant when presented with the opportunity to talk about sex. Within Student Life, we perceive that there is a lack of clarity or unity on how to address sexual matters - particularly homosexuality - which makes it extremely difficult to guide students in understanding and upholding the college's position.

Community
True community requires humility, respect, and selflessness. Many of our students have been influenced by a culture that values personal entitlement, uniqueness, self-promotion, and mistrust of authority. From a very early age, they are taught to self-market through social media, making true, personal vulnerability quite difficult. The frantic pace of work at Westmont contributes to the impediments, simply because an overworked staff is less able to take the time to build true community. Simultaneously, Student Life's profusion of programming may actually atrophy a student's personal initiative to create their own community.

Outcomes / Indicators: (The following describes possible outcomes / indicators)

Spiritual Formation
- Students would be involved in the local church (church attendance and membership)
- Students would 'own' their faith as distinct from their parents' faith
- Students would know how to articulate their faith in light of life's challenges
- Students would be able to make a Biblical case for their ethics
- Students would gain a better appreciation for the breadth of the body of Christ
- Students would wrestle with questions about faith in community and accountability
- Students would cleave to the historic Christian faith
- Students would practice spiritual disciplines and understand their spiritual gifts

Sexuality
- Students would be able to make a Biblical case for a sexual ethic
- Students would learn the difference between good and bad hermeneutic of sexuality
- Students would make a commitment to pursuing a holy and holistic sexuality in regards to gender, intercourse, understanding & relationship
- Students would seek out mentorship & advice from older Christians / Christian couples
- Students would not fear marriage or a life of purposeful singleness
- Students would graduate with less anxiety about male/female relationships
- Marriages of Westmont students would not reflect the pathologies of our broader culture
- Students would engage in healthy conversation with people of different backgrounds about issues of sexuality, gender, etc.

Community
- Students would see conflict not necessarily as a threat to community but as an opportunity for growth. They would actively and effectively confront one another
- Students would pursue /co-create community in whatever context they find themselves
- Students would learn how to be interested in other people - by asking good questions and listening effectively to others' stories
Current Interventions

**Spiritual Formation**: Gathering for Chapel, involvement in Worship Team, occasional Student-led Floor Bible Studies & RA Discipleship, faculty Fellows Book Group, Capax Dei, Jeremy Fletcher’s work Student Ministries & Missions

**Sexuality**: Community Life Statement, policy enforcement by Residence Life staff, occasional Sexuality Focus Weeks / Chapels, counseling Center

**Community**: Chapel (Includes Class & Departmental Chapels), residential Campus, First Year Retreat, RAs as Community Developers, Orientation Activities, student-led Organizations (Campus Life Office Residence Life (Section Dates & Dorm Programming)

New Interventions

**Spiritual Formation**: Secure adult leadership for Vespers as to offer fuller development to the program, secure an official college sanction & funding for Capax Dei, integrate *Gary Moon & The Dallas Willard Institute for Spiritual Formation* into our work in Student Life, have Discipleship Ministry Coordinators or Resident Chaplains for each dorm, find grant to help fund resident hall chaplains, support Student ministries & Missions, as well as offer money for Office of Life Planning Retreats (eg. Lilly Grant Foundation)

**Sexuality**: Find a resource to helping students out of addiction to pornography, get clarity on the College’s position on homosexuality and other sexual matters, identify “spaces” or “people” that students safely can talk about sexual issues without fear of reprisal, attain more clarity with how we approach conversations of sexuality in light of our policy/value statements

**Community**: Create an all campus calendar for events for the purpose of trying to assess how many activities / programs are we hosting a year (should we cut back? add on?, etc.), program less and focus more on the events we do plan. Rapture drill.
### ILO Christian Understanding Practices and Affections

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<tr>
<th>Student Life Program Goals</th>
<th>Student Life Learning Outcomes, Process &amp; Satisfaction Indicators*</th>
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<td>Spiritual Formation &amp; Sexuality</td>
<td>Students will grow in worship of the living God through growth in Christian understandings, practices, and affections. Students will develop a Christian sexual ethic through growth in Christian understanding, practices, and affections.</td>
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#### Students will recognize Richard Foster's twelve spiritual disciplines (see below).

1. Students will **practice** a greater number of spiritual disciplines (as compared with the start of the year).
2. Students can **describe** what is meant by Sabbath keeping and they will express a desire to Sabbath keeping.

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#### Richard Foster, *Celebration of Disciplines*

- **Inner Disciplines** (Meditation, Prayer, Fasting, Study)
- **Outer Disciplines** (Simplicity, Solitude, Submission, Service)
- **Corporate Disciplines** (Confession, Worship, Guidance, Celebration)

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#### INTERVENTION STRATEGIES

**Physical Space**

- Use of prayer chapel as space for spiritual formation

**Policies**

- EPIC Journey Student Conduct Model
- Formation of a integrative philosophy of and strategy for Spiritual Formation (Mark Sargent, Ben Patterson, Gary Moon)

**Services**

- Programming Board (Chair: Keith Frazee)

**Role Models**

- Develop program for student leader “Resident Chaplains” in the Residence Halls
- Reading Group: Sabbath, by Wayne Muller
- Student Life Spiritual Retreat at Case de Maria led by Gary and Regina Moon (August. 30)

**Social Arrangements**

- Mark Yarhouse to offer training to assist faculty/staff in responding/supporting students with same sex attraction
- Tremper Longman to lead staff training on biblical underpinnings of Christian sexual ethic

**Planned Gatherings**

- Curt Thompson Psychology Colloquium (Neuroscience and Spiritual Formation) 9/10
- Ben Patterson will include references to the spiritual disciplines in chapel messages
- A Time for Listening – A series of Three Conversations on Christian Understandings Practices and Affections
- First Year Retreat extra day
- Reel Talk Film Series (TBD)

**Chapel**

- Curt Thompson (Neuroscience and Spiritual Formation) 9/10
- Lauren Winner (Spring Focus Week, Sabbath?) 2/8
- Spring Semester Evening Programs: Eating Disorders and Sexual Assault (Residence Life, Health Center, Counseling Center)
- Advocacy for BIO 85 & SOC 20
- Ben Patterson will include themes of sexuality throughout chapel messages.
- Reel Talk Film Series (TBD)

**How we will measure?**

- “Beliefs-Spiritual Practices-Faith in Action” Assessment Pilot Project
- Community Life Survey (Tim, Stu, Angela), Oct & April
- Revised version for off-campus students
- First-Year Retreat (pre and post surveys)
- Capax Dei (pre and post surveys)
- Spring individual interviews and focus groups

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*Updated 9/10/12*